

THE ALSPAC STUDY

F10 FILE

Focus @ 10

At around 10 years

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 6a of the RELEASE file.

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1. Organisation of Focus 10+

1.1 Space and Time for Observations

Almost 12800 eligible participants were available to be contacted during the course of Focus 10+. Experience with previous visits suggested that 55% - 60% of those might come. Children were invited in groups of eight per half day 5 days a week, including Saturdays, from 12.02.02 – 25.10.03. In order to see all the children before they started secondary school we ran double F10+ clinics from 19.02.02 – 15.03.03 with some double Saturdays after that, alongside the double Focus @9s and later single Focus 11+.

A variety of different observations with specialised equipment and trained assessors were undertaken with children moving from one observation to another. The most practical way to do this, given an estimated 3 hours of observations, was to divide the time available into units of 20 minutes with some of 40mins (see Figure 1.1). There were then 8 different orders in which the tests were carried out in each half-day. The order followed by each child was recorded to ensure that any order effect could be established and adjusted for if necessary.

In order to see the 8 children in a half day in each of the two clinics, as shown on the diagram, 8 rooms in each one were necessary.

1.2 Other Space Requirements

The parents are invited to bring their children. They often also bring siblings. Both F10+ clinics therefore shared a reception room with activities for siblings as well as for the study children, and a kitchen in which to prepare drinks and refreshments for the families.

Overleaf

Figure 1.1: Schematic representation of testing 8 children per half day at age 10½ in each of the 2 separate clinics

Key

A	Arteries	FS ^{1 and 2}	Friends and Schools
M	Measuring	Comp	Computer
F Act	Food and Activity	B	Balance

Child >	1	2	3	4	5	6	7	8
App't time	9.20	9.20	9.20	9.40	9.40	9.40	9.40	10.0
9.30	A ¹	FS ²	Comp					
9.40			F Act	B	Comp	FS ¹	M	
9.50								
10.00								
10.10	Comp	M	B	A ²	F Act	B	M	A ¹
10.20								
10.30	F Act	Comp	FS ¹	FS ²	A ²	A ¹	Comp	M
10.40								
10.50	B	F Act		FS ²		A ¹	Comp	M
11.00								
11.10	FS ¹	B	M	A ²	A	M	F Act	Comp
11.20								
M				M	FS ²	Comp	B	F Act
11.40								
11.50	M			Comp	F Act	FS ¹	B	A ²
12.00								
12.10				F Act	M	B		
12.20								
12.30								
12.40								
Likely leaving time	12.20	12.20	12.20	12.40	12.40	12.40	12.40	13.00

Child >	9	10	11	12	13	14	15	16
App't time	13.20	13.20	13.20	13.40	13.40	13.40	13.40	14.00
13.30	A ¹	FS ²	Comp					
13.40			F Act	B	Comp	FS ¹	M	
13.50								
14.00								
14.10	Comp	M	B	A ²	F Act	A ¹	FS ²	
14.20								
14.30	F Act	Comp	FS ¹		B	M		
14.40								
14.50	B	F Act	FS ²	A ²	A ¹	Comp	M	
15.00								
15.10	FS ¹	B	M				F Act	Comp
15.20								
15.30	A ²	A ¹	M	FS ²	Comp	B	F Act	
15.40								
15.50	M			Comp	F Act	FS ¹	B	
16.00								
16.10				F Act	M	B	A ²	
16.20								
16.30								
16.40								
Likely leaving time	16.20	16.20	16.20	16.40	16.40	16.40	16.40	17.00

1.3 Creating the Atmosphere

As for all our studies, mothers (fathers or other carers) bring their children to be tested voluntarily. The children are not ill, and they do not get treatment. The child is brought to help with research which aims to make children healthier in the future. It is vital therefore that the families find the visit enjoyable and are prepared to return again and again, and that they encourage their friends to do so.

Staff have been selected who have a warm and understanding approach as well as the skills required for their role. Initial and on-going training and supervision ensure the standards are maintained.

All letters, forms and questionnaires which are sent to children and parents are written in a friendly and sympathetic way, and a similar approach is taken in telephone conversations. Every effort is made to accommodate the parents' wishes as to times and dates of appointments if those originally offered are inconvenient, and understanding is shown when parents have difficulties. Parents are sent a letter for the child's teacher asking for leave of absence for the visit, and also one for the employer asking for leave of absence for the parent to accompany the child.

If a child does not arrive for an appointment the family receives a friendly telephone call or letter expressing concern that there may have been a problem and offering another appointment.

Because of the way in which the sessions interlink with one another it has been shown to be important to have a number of rules that will ensure that no one child or session can upset the system. The following are therefore integral to the way in which the study proceeds:

- a) A 3-minute turn-round time in each session so that a '20-minute' session actually means 17 minutes, a '40-minute' session means 37 minutes.
- b) Anyone arriving more than a few minutes late misses the first session they were scheduled for and goes on to the second, or misses part of the content of a longer first session.
- c) If the clinic is running late, testers try to reduce what is attempted in the session.
- d) If the morning sessions threaten to overrun with any child, the last session, or part of the session may be missed out.

1.4 Definition of the Study Sample

We regard as eligible all children born to mothers resident in the former Avon area at the time they were born and with expected dates of delivery between 1.4.91 and 31.12.92. All children were invited regardless of where they lived. They were invited to attend at about age 10½.

1.5 Twins, Triplets and Quadruplets

Each member of a multiple pregnancy was given an appointment, and generally treated in the same way as singletons provided enough carers accompanied them. If less than one carer per child came, then a member of staff was provided to ensure that each child was accompanied to all sessions except Friends and Schools and Computer where the child always went in alone.

This documentation show six cases that are not in the release file, which were removed to mitigate disclosure risk for triplets and quadruplets.

1.6 Repeated Sampling

Random error in the measurement of exposures weakens associations between possible explanatory variables and disease (De Clerk *et al*, 1989, Phillips & Davey Smith, 1993). Such errors may arise as a result of observer, subject or instrument variability. Attempts were made to limit such variability as much as possible through staff training, strict protocols for recording measurements, and regular quality control assessments. In addition, to allow assessment of and adjustment for regression dilution bias in analysis, 3% of the study were invited back for repeat measures at 10% between 2 –6 weeks of the initial examination in all but the Friends and Schools and Computer sessions. It was felt that familiarity with the questions and measures would invalidate the results if these sessions were repeated.

Data from these repeat visits can be used to conduct sensitivity analyses using a variety of techniques for assessing and correcting measurement error (Bashir & Duffy, 1997).

Children in particular slot numbers were invited back, providing that they still lived within the old Avon area. The families are allocated to slot numbers randomly. In the event 3.1% (n=237) returned for a second visit (see section 2.3).

1.7 The Child's Booklet

In advance of the visit, each child was sent a booklet, with space for 'results', stickers or other input from each assessment. The child was asked to bring the booklet to the clinic. See Appendix 1 for a copy.

1.8 Children with Special Needs

It is envisaged that some children with special needs will find some of the tests difficult at any Focus visit. All parents are asked if they think their child will have difficulties with any of the activities. If so, they are telephoned by a member of staff with responsibility for families with special needs to discuss whether a visit to the clinic is feasible; if not, then other possibilities for assessment are discussed. If they would like to come, modifications to the visit or to particular measures are discussed. If necessary extra staff or specialists such as signers for the deaf are brought in for the visit.

1.9 The Clinic Site

In the period Dec 01-Jan 02 the clinic venue moved to the Focus Centre (the old Children's Hospital Out-Patients Department) from the previous sites, Hampton House and 29 Park Row. Having the clinics on one site and adjacent to the laboratories and other ALSPAC offices meant an enormous increase in efficiency and a dramatically improved morale amongst the staff. Crucially, the environment created for the visiting families was much better than before, particularly compared to Park Row.

We continued to record the room in which the psychological measures were carried out in case the conditions affected the results.

1.10 Child Behaviour

At the end of every test session each tester rated the child on a number of behaviour attributes during that session. These are as follows:

- Cooperative; Shy; Fidgety; Active; Attention problem; Responsiveness; Unusual child behaviour; Avoidance of eye contact; Tics; Rocking; Asked odd questions; Made personal comments; Making faces; Made odd noises; Talking to self; Swearing; Other unusual behaviour

1.11 Release file version history

Release version 4a – March 2018

- Addition of this section ‘1.11 Release file version history’
- Addition of the text “*This documentation shows six cases that are not in the release file data, which were removed to mitigate disclosure risk for triplets and quadruplets.*”
- Addition of 155 nutrition variables derived from the dietary diaries collected during this clinic, including average weight of dietary intake [fddd200 to fddd290], estimated nutrients intakes [fddd301 to fddd346], energy intakes [fddd409, fddd410 to fddd412], dietary patterns [fddd500 to fddd507] and the plausibility of dietary reporting [fddd600, fddd601].
- Addition of 22 variables collected during the arteries session [fdar001 to fdar119], including pulse wave velocity [fdar114], arterial distensibility [fdar115, fdar116] and brachial endothelial function [fdar113, fdar119]
- Addition of 170 variables to assess balance in children, including the tests of balance [fdbb001 to fdbb156], study child’s dizziness interview questionnaire [fdbb157-fdbb253], study child’s balance questionnaire [fdbb300 to fdbb312], the parental perceptions of child’s balance questionnaire [fdbb400 to fdbb419] and copies of the original paperwork (n=8 including different versions of the same questionnaire).
- Addition of Activity diary section, including the sample activity diary in Appendix 5. Those interested in accessing this data are invited to contact the ALSPAC team.
- Updating all variable labels, Ch = Child or child: F10+ = F10.

Release version 5b – May 2019

- Correcting some missing value labels in the ‘autorefraction’ session. Variables affected are: fdms151, fdms161, fdms166, fdms167, fdms171, fdms172, fdms181 and fdms182.
- There were one variable (fdsm132) in the previous version of the release file where there were valid non-missing values which overlapped with missing value categories. That is, this variable had missing value categories of ‘-101’, ‘-102’ and ‘-109’, in addition to some valid negative values of ‘-105’. In an attempt to avoid any potential confusion, the missing value categories of this variable have been altered so that they are not overlapping with the negative valid values (i.e., ‘-101’ has been recoded as ‘-901’, ‘-102’ has been recoded as ‘-902’, and so on).
- Note also that there is no ‘release version history’ for version ‘5a’. A version 5a of the F@10 release file was created (by mistake, it appears), but this was identical to version 4a, hence why no there is no ‘release version history’ for this file.

Release version 6a – July 2019

- Height, weight and BMI z-scores based on 1990 British Growth Reference charts have been derived (using the ‘zanthro’ function in Stata) and added to the release file. Variables are: fdms100 (for height); fdms101 (for weight); and fdms102 (for BMI).
- Addition of further dietary pattern variables derived using reduced rank regression: fddd700 and fddd701.

2. Invitation and Attendance

2.1. Eligibility

Families were eligible to be invited to Focus 10+ if, on the ALSPAC database, they were flagged as:

- 1) Child alive,
- 2) Address not recorded as unknown,
- 3) Participating in the study (Not having refused the whole study; these families may have refused questionnaires).

In addition a number of 'new cases' were also invited to attend (see section 2.4).

2.2. Invitation and Attendance

The parents of the children who were eligible to be invited to Focus 10+ were sent an initial letter, explaining about Focus 10+. These were sent three months before the ideal date of attendance for the child (i.e. when they were 10 ½). Parents were asked to return a form giving their personal details (such as the child's name and which school they attended) and indicating whether they would like to come or not. If no response to the initial letter was received within 3 weeks a postal reminder was sent. If there was still no response after a further 2 weeks, the names were referred and some were contacted by phone or personal visit. After approximately three months, those still on the referral lists, who had not been contacted were sent a 'last-chance' letter.

A number of families did not receive an initial letter but did have appointments made for them. For example, friends and colleagues may have told them about Focus 10+ and as a result they contacted us expressing an interest in attending before we had the opportunity to contact them.

The families who were flagged on the ALSPAC database as not receiving any questionnaires were still invited to attend Focus 10+ but were sent a slightly different initial letter.

For the people who did not respond to the first invitation we frequently had no confirmation that they were still at the address we had used which may affect future follow-up.

A slightly different system was used for those families who were living a distance away from the clinic. If the time taken for a family to travel to Focus 10+ was deemed to be more than two hours (making it difficult for the family to do the visit in a day), that family was given a special invitation letter at an earlier stage (four months before the child's ideal attendance date) than the rest of the cohort. This gave them the opportunity to coordinate their Focus 10+ visit with one to Bristol for other reasons, such as visiting relatives.

Using the 13971 children alive at 1 year of age (i.e. excluding the 'new cases') as the baseline for attendance to Focus 10+, a total of 2103 (15.1%) were no longer eligible, using the definition in section 2.1 and were therefore not approached.

Of those eligible, 3336 (28.1%) did not respond to the initial letter, despite follow-up (it is likely that many of these had moved away and had not yet informed us of their new details). 926 (7.8%) responded to the initial letter stating that they did not want to attend Focus 10+. 359 had appointments made for them but failed to attend on the day.

Reason Child did not attend F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 not eligible for invite	2103	31.0	31.0	31.0
	2 Invited/no response	3336	49.1	49.1	80.1
	3 Invited/refused	926	13.6	13.6	93.8
	4 Appt made, DNA	359	5.3	5.3	99.0
	6 Appt made, clinic ended	65	1.0	1.0	100.0
	Total	6789	100.0	100.0	

A total of 7563 children attended the Focus 10+ clinic, it is important to note that this includes 390 'new cases'.

In addition, there were 65 families who were willing to come but were unable to do so before the clinic finished.

2.3. Re-invites

It was originally anticipated that approximately 3% of attendees would come back for a second visit to check reliability. A total of 237 (3.1%) children did so. In order to be eligible to be asked to return the families had to live locally, went through their first visit in a standard order (this order had to be repeated at the second visit) and most importantly they had to have enjoyed themselves!

The data collected during the child's second visit is not held on the release file, however, there is a flag which indicates those children who returned for such a visit (FD030).

FD030 Child returned as a reinvite: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	237	3.1	3.1	3.1
	2 No	7326	96.9	96.9	100.0
	Total	7563	100.0	100.0	

Please note the difference between reinvites and revisits (see section 2.8).

2.4. New Cases

When preparing for the Focus @ 7 visit, it was decided that all those who were eligible for ALSPAC but who, for one reason or another had not been included to date should be invited to join. There were a number of reasons for this – 1) it was seen that this may give a handle on some of the children that had been missed from the original study, 2) word of mouth indicated that there were a number of children who felt that it was unfair that they could have been part of the study and were not, 3) it seemed beneficial in regard to relations with the general public.

The child health database was therefore searched for all children born to mothers resident in Avon who would have been eligible for the study. Thus, we did not rely on the dates of birth but rather on the expected dates of birth as near as we could get them. A letter then went out to the 3000 or so identified, inviting them to take part. It was recognised that the addresses we were using were old, and we only confined ourselves to children who we believed according to records were still living in the Avon area.

It is important to note, regarding the enrolment of these new cases, that it is very likely that we have biological samples for them and we will be able to abstract obstetric information. Their inclusion will allow to a certain extent a comparison of the study children who have been part of ALSPAC from birth and earlier with those who have not – particularly looking at features of the child's outcomes. In the event 390 new cases attended Focus.

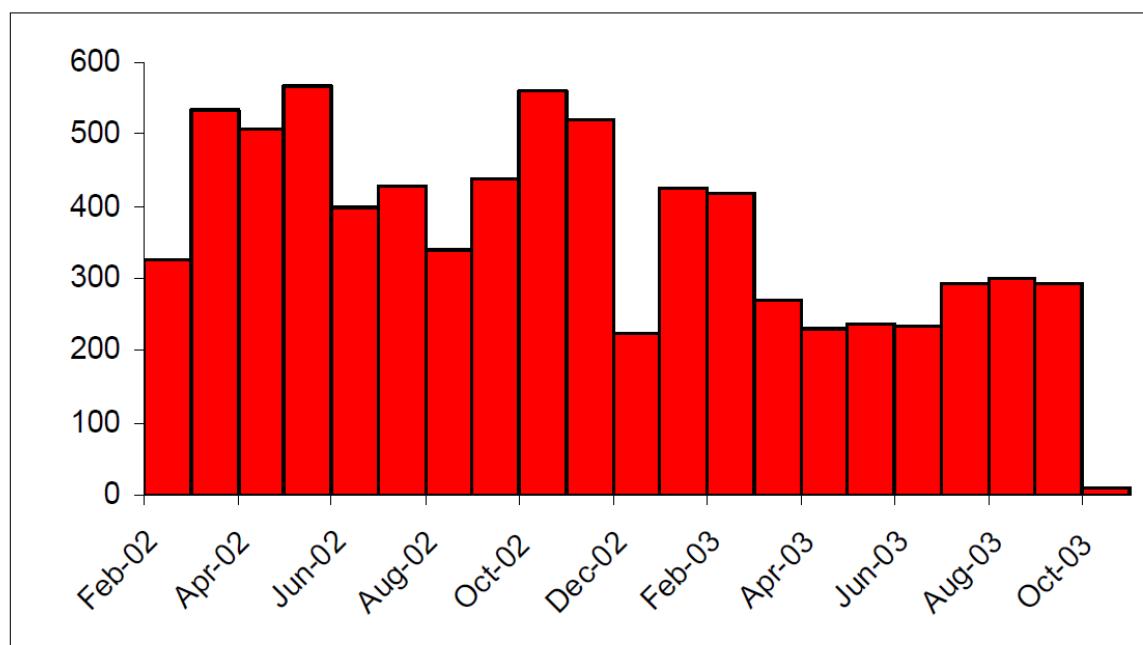
A variable is included on the release file flagging those cases who are new to ALSPAC (FD010).

FD010 Child is new case: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1 Yes	390	5.2	5.2	5.2
2 No	7173	94.8	94.8	100.0
Total	7563	100.0	100.0	

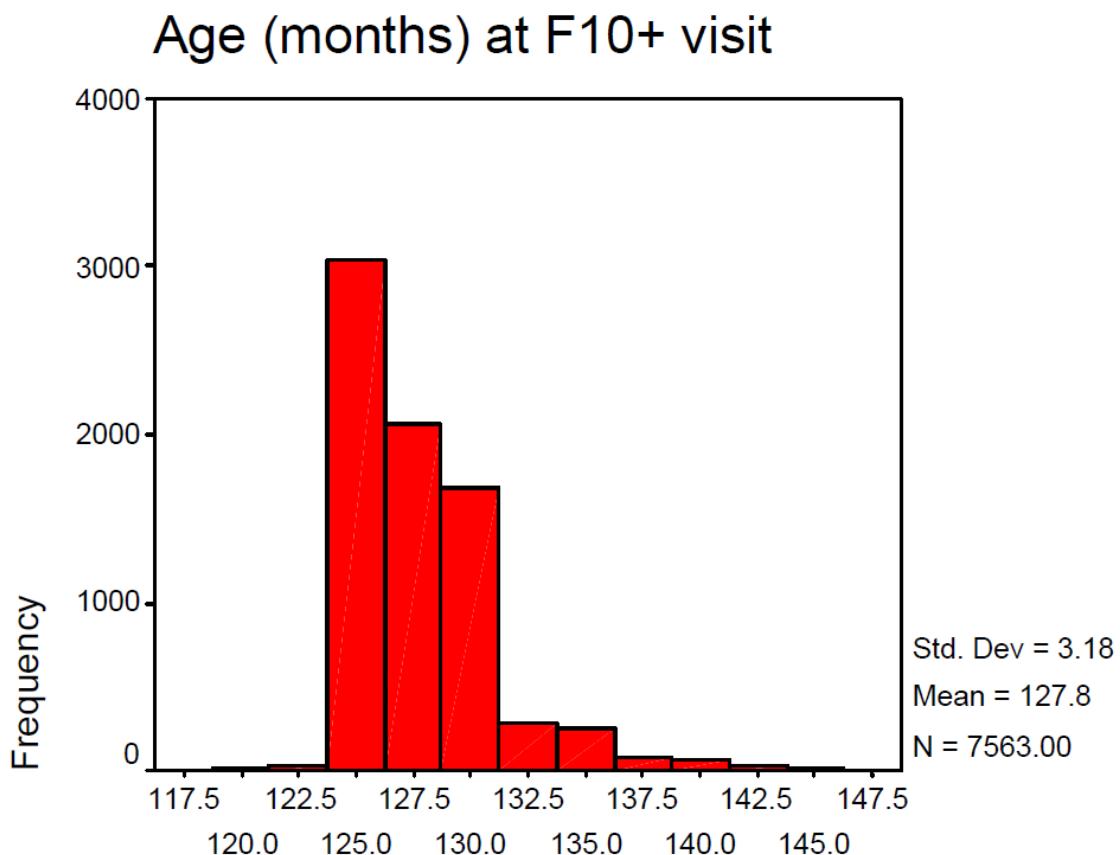
2.5. Month and year of attendance

The Focus 10+ clinics ran from February 2002 through till October 2003. Month and year of visit are included on the release files (FD001 and FD002 respectively). The chart below shows the attendance throughout this period.



2.6. Age at attendance

The age of the child at attendance was calculated from the date of the visit and the child's date of birth. This is included on the release files in days (FD003a), weeks (FD003b) and months (FD003c), enabling the user to be as accurate as they choose. The chart below shows the distribution of age in months. The long upper tail (children attending at around 11 years old) is due to new cases who attended their visit at the end of the clinic. It took several months to determine whether new cases were indeed eligible, information for many was sparse and for example, we had to ensure the child was still alive.



It should be noted that a small number of children attended Focus 10+ before they attended Focus @ 9 - children attended Focus 10+ having missed Focus @ 9 but then decided they would attend Focus @ 9 after all, assuming that it was still running. It is therefore important that age is taken into account when performing any longitudinal analyses.

2.7. Session Order

The order in which the child went through the sessions was recorded by the receptionist, this was based on the grid number that the child followed (see Figure 1.1). If the order had to be changed for any reason the new order was recorded. Variables have been calculated to indicate the first session that the child did, the second and so on (please see FD020 to FD025). This may help researchers to determine whether any previous sessions had an effect on the child's performance or behaviour in a later session.

2.8. Revisits

In the event that a child did not complete their visit they were offered the chance to return on another day to go through the sessions they may have missed. In the event only seven children did so and unlike previous clinics, these data have not been dealt with separately due to the small number.

Please note the difference between revisit and reinvite (section 2.3).

2.9. Biases in attendance

Table 2.9.1 gives an indication of the differences in the demographic characteristics of those children who attended Focus 10+ compared to the remaining ALSPAC sample who did not attend who were a) All those alive at 1 year and b) Still active in the study at the time of invitation

The 390 new cases have not been included here since the majority of information is not available for these cases (leaving 7173 cases for comparison)

Table 2.9.1: Differences in characteristics of Focus 10+ attendees compared to non-attendees

	Attendees (n=7173)	Non-attendees alive at 1 year (n=6798)	Non-attendees, active at time of invite (n=4695)
Gender			
Boy	3561 (49.6%)	3656 (53.7%)	2541 (54.1%)
Girl	3612 (50.4%)	3142 (46.2%)	2154 (45.9%)
		$\chi^2=23.67$ (p<0.0001)	$\chi^2=22.86$ (p<0.0001)
Maternal education			
< O level	1527 (22.1%)	2197 (39.9%)	1531 (38.7%)
O level	2446 (35.4%)	1854 (33.7%)	1375 (34.7%)
A level or higher	2933 (42.5%)	2933 (26.5%)	1053 (26.6%)
		$\chi^2=547.82$ (p<0.0001)	$\chi^2=418.26$ (p<0.0001)
Maternal age			
< 20	241 (3.4%)	761 (11.2%)	440 (9.4%)
21-24	837 (11.7%)	1495 (22.0%)	969 (20.6%)
25-29	2884 (40.2%)	2515 (37.0%)	1796 (38.2%)
30-34	2354 (32.8%)	1501 (22.1%)	1105 (23.5%)
35+	857 (11.9%)	525 (7.7%)	386 (8.2%)
		$\chi^2=739.66$ (p<0.0001)	$\chi^2=452.46$ (p<0.0001)
Housing tenure			
Owner-occupier	5776 (83.0%)	3786 (62.5%)	2799 (66.0%)
Council/HA	644 (9.3%)	1433 (23.6%)	940 (22.2%)
Other	540 (7.8%)	841 (13.9%)	502 (11.8%)
		$\chi^2=720.71$ (p<0.0001)	$\chi^2=456.62$ (p<0.0001)
Ethnicity of child			
White	6653 (96.0%)	4937 (93.6%)	3595 (94.2%)
Non-white	269 (4.0%)	339 (6.4%)	220 (5.8%)
		$\chi^2=37.99$ (p<0.0001)	$\chi^2=18.25$ (p<0.0001)
Mean maternal age	29.05 (sd=4.6)	26.89 (sd=5.1) t=26.39 (p<0.0001)	27.21 (sd=5.0) t=20.58 (p<0.0001)
Mean birthweight	3410 (sd=567)	3371 (sd=567) t=4.09 (p<0.0001)	3387 (sd=566) t=2.17 (p=0.030)
Mean gestation	39.44 (sd=1.9)	39.41 (sd=1.9) t=0.83 (p=0.405)	39.41 (sd=1.9) t=0.90 (p=0.369)

It can be seen that a significantly greater proportion of children with higher educated and older mothers attended Focus10+ as did those living in owner-occupied housing. A slightly smaller proportion of boys attended compared to non-attendees as did non-white children. Children who attended also had a slightly higher mean birthweight. There was no difference in mean gestation.

2. THE DATA AND OBSERVATIONS

At Focus 10+ the 40 minute Friends and Schools session comprised a number of measures/tasks, in the order listed below:

- Smell test
- Friendships & schools interview
- Friend & peer relations interview
- Antisocial activities
- Depression posting
- Laterality

Four different data sheets were used within this session (smell and laterality were combined as were activities and depression). Some of these sheets were used to record the results for several different measures. The data collected were keyed, stored and cleaned in separate files according to the data sheet rather than the session. Once all the data had been cleaned they were merged into a single file and made available for analysis.

The parents or guardians were asked not to accompany the children into the Friends and Schools Session. It was explained that *some* children might find it distracting if parents were there and that it was important to keep conditions as similar as possible for all children in order to obtain consistency in the data collection. It was also explained that the children would be told that any answers they gave would be confidential and that it may be breaking the agreement if a parent or guardian were present. They were also reassured that any activity was voluntary and the child was free to stop at any time. Parents were *not* prevented from accompanying their children if they felt strongly about it. However, certain parts of the sessions were not carried out in this case (friends and school, friends and peers, antisocial activities, depression) as we did not wish to put children in an uncomfortable position or to collect data we could not be confident about.

For each session a variable has been created which indicates whether or not the child began that session, with a further variable giving reasons why this may not have happened wherever possible. The remaining documentation details the data collected in each session indicating the methods used, recommendations for using the data and frequencies of the key variables.

Within each session, specifically designed data sheets are used to record the data. The datasheets are filed into folders and sent for double-keying on a weekly basis. The folders are returned with an electronic version of the data. A member of the research computing team performs a variety of error checks on the data and error reports are sent to the Focus teams responsible for that data. Corrections are made and an unclean file is made available to a member of the statistics team, who performs the final stage of the cleaning process.

Comments recorded on the data sheet are keyed separately, anonymised by the research computing team and sent to the appropriate member of staff for coding. The codes only are then matched to the main dataset and incorporated into the final data file.

There is a standard variable naming system throughout Focus 10+:

Variables relevant to the whole session are named FD***, where *** is a three digit number.

The remaining data is named according to the datasheet it was collected on using the format FDxx***, where xx is a two letter abbreviation for that datasheet (e.g. ms for measures) and *** is again a 3 digit number. This system ensures that every variable is uniquely defined. For ease of use, wherever possible, consistency is maintained in naming variables, both between and within Focus visits. For example FDxx004 represents the tester within each session.

Note that the variable labeling system has changed for Focus 10+, due to there being an insufficient number of characters available in SPSS. In the future, previous clinic data will be renamed as follows:

F7*** will become FA***

F8*** will become FB***

F9*** will become FC***

2.1 Measurement and autorefraction

3.1.1 Anthropometric measures

FDMS001 Child Started Measures session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7544	99.7	99.7	99.7
	3 No	19	.3	.3	100.0
	Total	7563	100.0	100.0	

FDMS001A Reason Child did not do Measuring session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Ch left early	15	.2	.2	.2
	6 Ch arrived late	1	.0	.0	.2
	7 Carer not available to give consent	1	.0	.0	.2
	10 Did session	7544	99.7	99.8	100.0
	Total	7561	100.0	100.0	
Missing	-1 Missing	2	.0		
Total		7563	100.0		

Measurement session tester:

FDMS004 Measures tester: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	193	2.6	2.6	2.6
	2	297	3.9	3.9	6.5
	3	123	1.6	1.6	8.1
	4	174	2.3	2.3	10.4
	5	78	1.0	1.0	11.5
	6	175	2.3	2.3	13.8
	7	57	.8	.8	14.5
	8	16	.2	.2	14.8
	9	420	5.6	5.6	20.3
	10	258	3.4	3.4	23.7
	11	1226	16.2	16.3	40.0
	12	167	2.2	2.2	42.2
	13	176	2.3	2.3	44.5
	14	159	2.1	2.1	46.6
	15	269	3.6	3.6	50.2
	16	816	10.8	10.8	61.0
	17	435	5.8	5.8	66.8
	18	228	3.0	3.0	69.8
	19	169	2.2	2.2	72.1
	20	8	.1	.1	72.2
	21	307	4.1	4.1	76.2
	22	408	5.4	5.4	81.6
	23	302	4.0	4.0	85.6
	24	240	3.2	3.2	88.8
	25	274	3.6	3.6	92.5
	26	172	2.3	2.3	94.7
	27	397	5.2	5.3	100.0
	Total	7544	99.7	100.0	
Missing	-9 Did not do measures	19	.3		
	Total	7563	100.0		

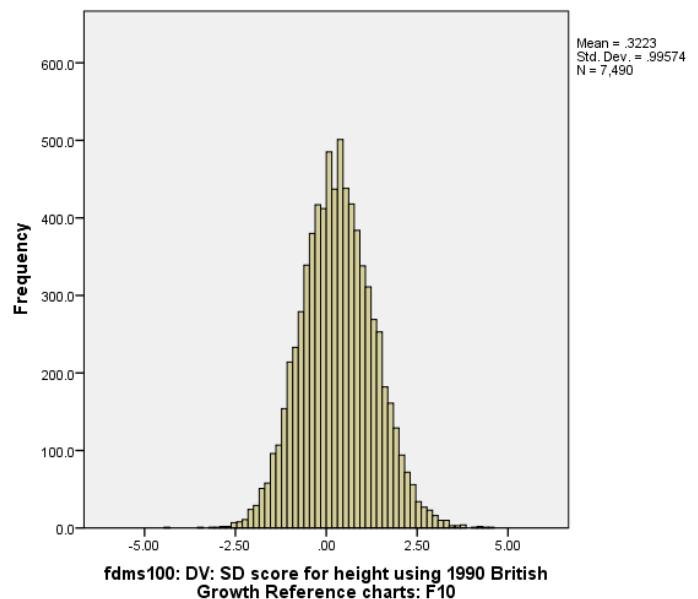
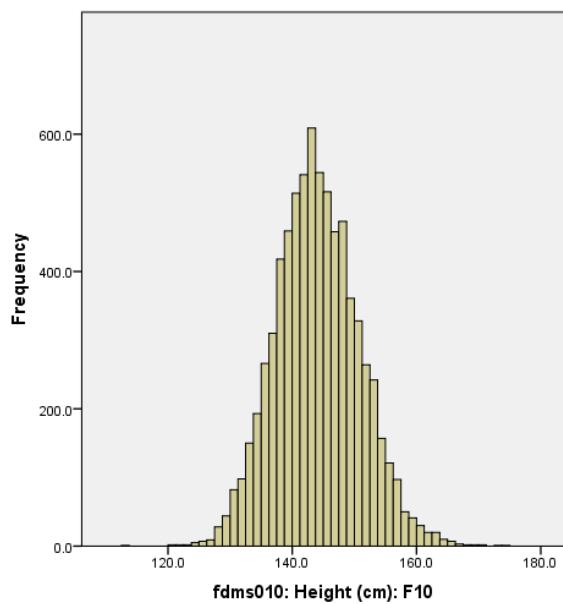
As far as possible all children were measured in their underclothes with their shoes removed.

For all measurements taken, the tester recorded any difficulties that may have affected accuracy such as: child had difficulty keeping still; whether the child had an intricate hairstyle or whether the child was partly clothed.

It is important to take into account age when looking at any longitudinal changes in measures due to the small number of children who attended Focus10+ before they attended Focus@9 (see section 2.6).

Height

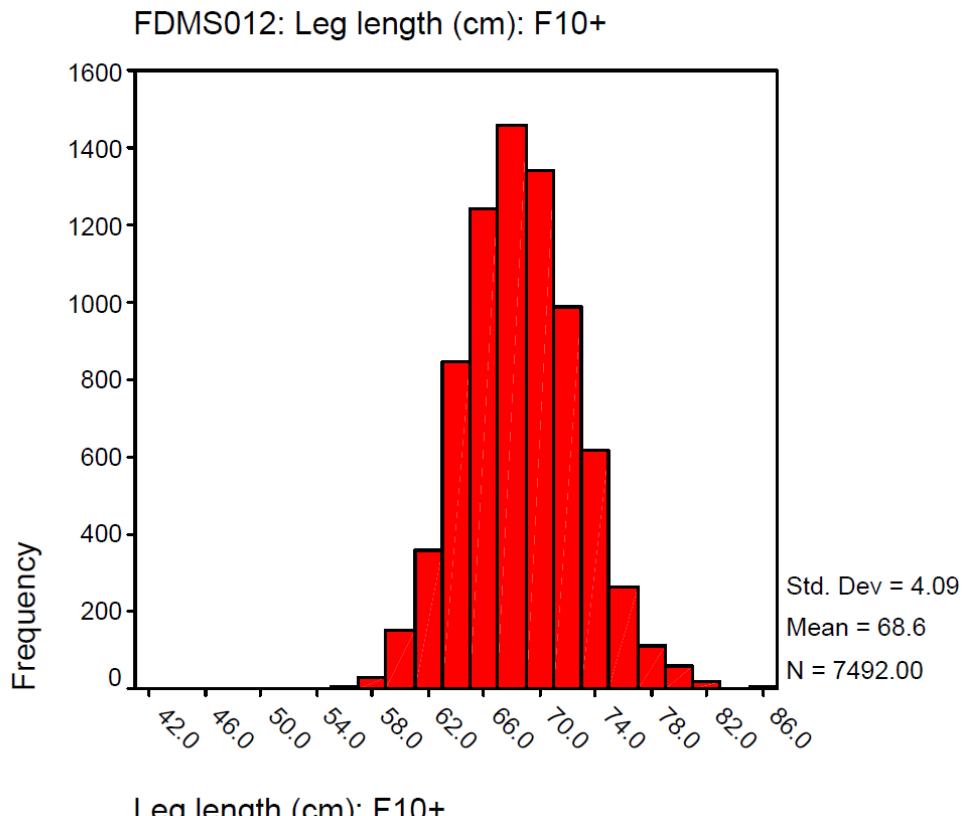
Height was measured to the last complete mm using the Harpenden Stadiometer. Children were positioned with their feet flat and heels together, standing straight so that their heels, calves, buttocks and shoulders came into contact with the vertical backboard of the stadiometer. The headboard was lowered down the backboard until it touched the child's head and a 1 Kg weight was placed on the headboard to ensure head contact and to minimise the effect of hair thickness. The child was asked to relax their shoulders and stretch up but keeping their heels in contact with the ground. Any problems with measuring were noted (FDMS011).



Sitting Height

Sitting height was measured using the Harpenden sitting height table anthropometer to the last complete mm. The child was positioned on the table with back straight and thighs horizontal. Feet were supported on the footrest so that the knees were at right angles. The same process was used to take the measure, as described above. Any problems with measuring were noted (FDMS013).

It should be noted that two cases had a leg length measured as less than 33cm, when compared with Focus@9 these were clear errors and as such have been put to missing.

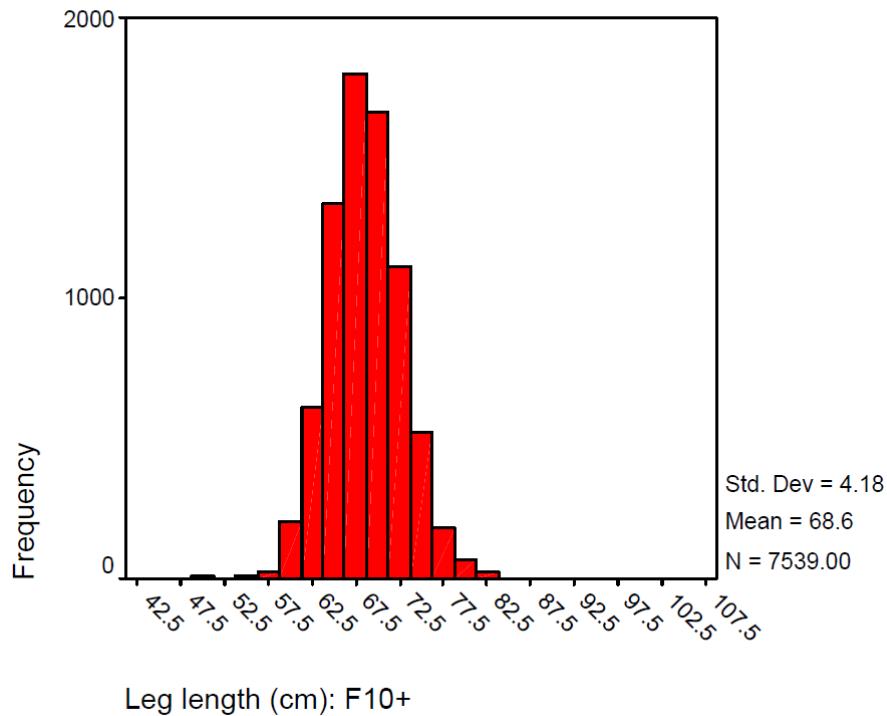


Leg length

Leg length was calculated as the difference between height and sitting height:

$$FDMS010-FDMS012$$

FDMS012a: Leg length (cm): F10+



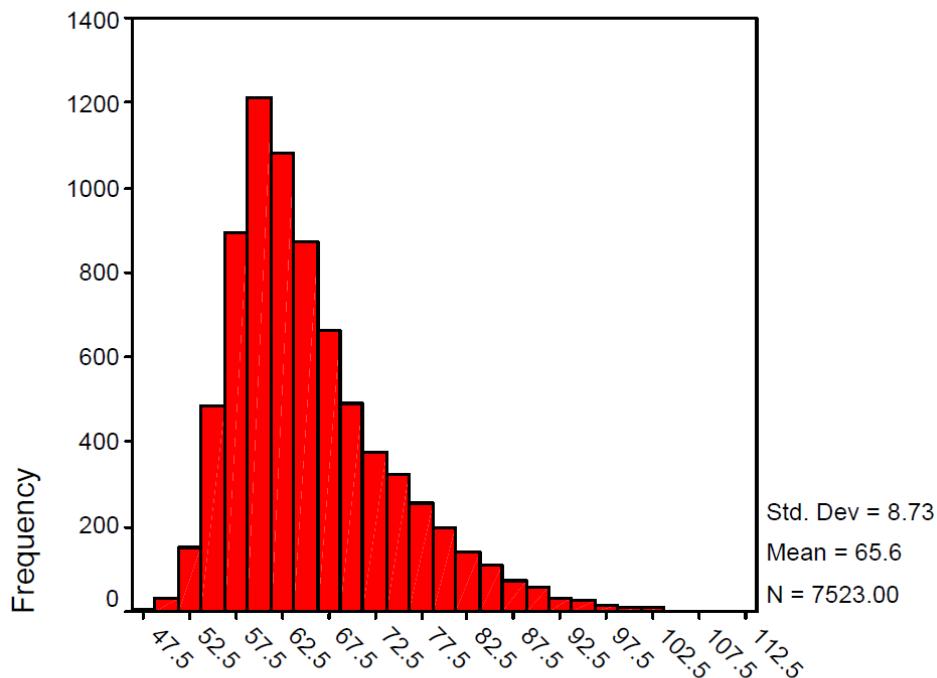
All circumferences were measured to the nearest mm using the Harpenden anthropometric tape.

Waist Circumference

Waist circumference was measured to the nearest mm at the minimum circumference of the abdomen between the iliac crests and the lowest ribs, the tape was kept perpendicular to the long axis of the body, touching the skin but not compressing the tissue. Any problems with measuring were noted (FDMS019).

It should be noted that three cases had a leg length measured as less than 38cm, when compared with Focus@9 these were clear errors and as such have been put to missing.

FDMS018: Waist circumference (cm): F10+



Waist circumference (cm): F10+

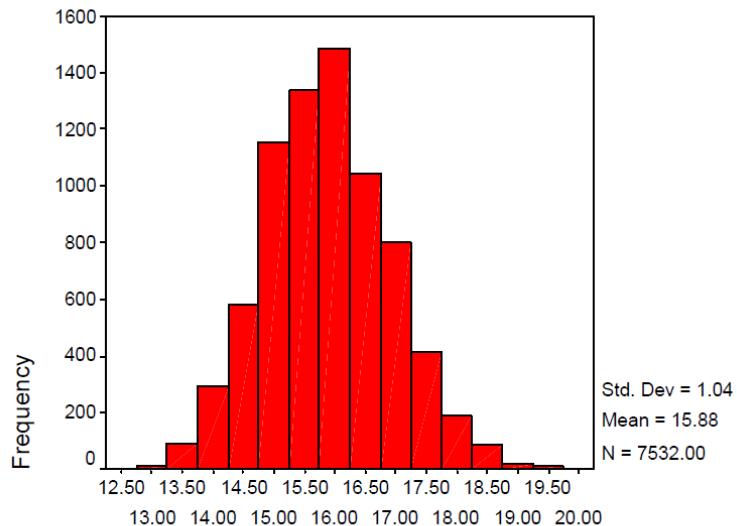
3.1.2 Hand and Foot measures

The Leicester Foot Measure was used to obtain hand and foot lengths and spans/widths.

The child's left hand length was measured first: They were asked to place their hand flat on the measure, the measurer ensured that the wrist rested snugly in the central rest and the length slider was brought down to rest against the middle finger. Hand length was measured to the nearest mm (FDMS070).

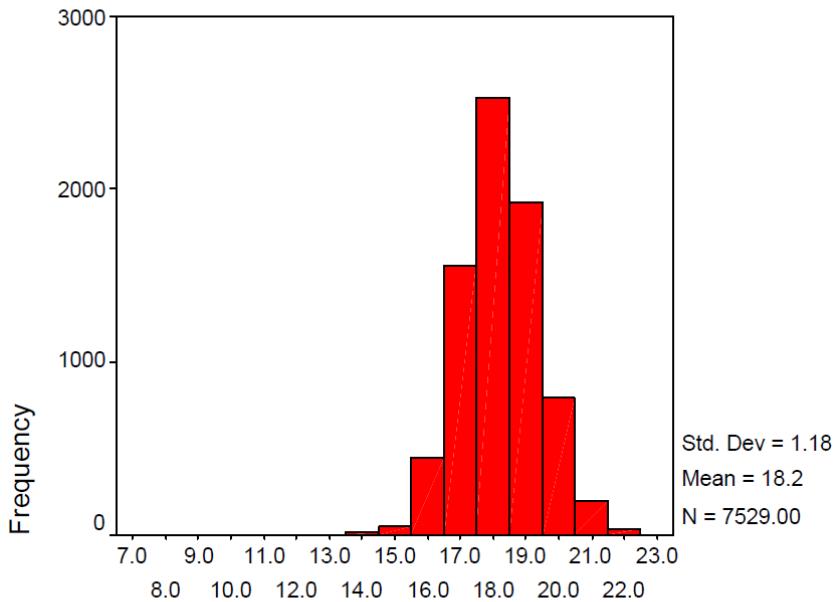
Next the span of the left hand (FDMS071) was measured. The measurer placed the tip of the little finger at the end of the scale, the fingers were spread as far as possible and the span was measured to the nearest mm at the tip of the thumb.

FDMS070: Left hand length (cm): F10+



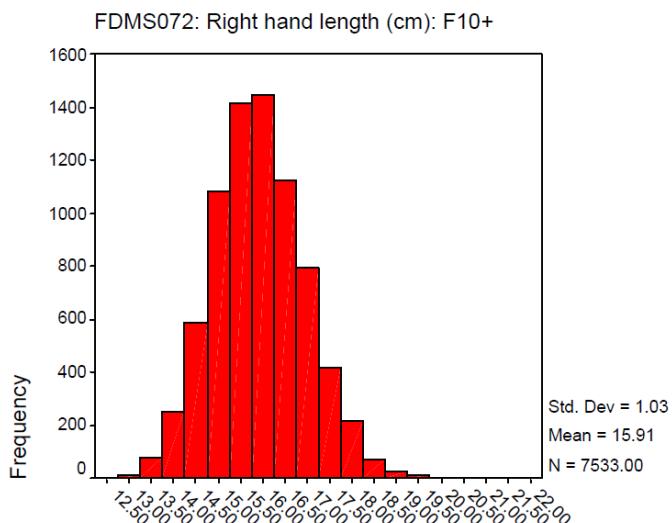
Left hand length (cm): F10+

FDMS071: Left hand span (cm): F10+

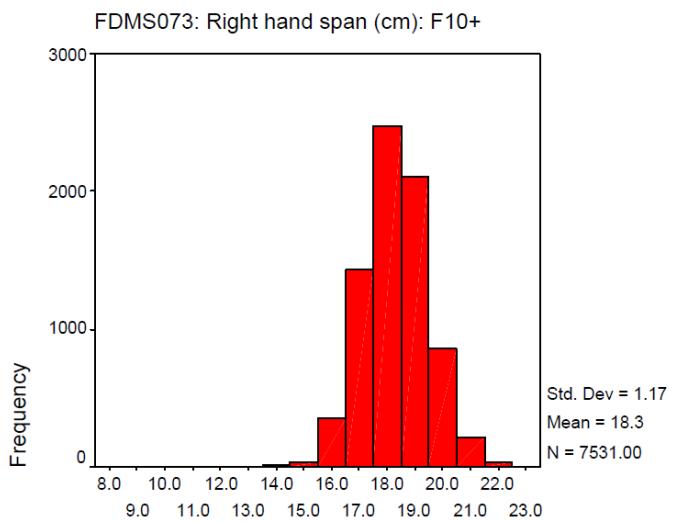


Left hand span (cm): F10+

Length and span were then measured on the right hand (FDMS072 and FDMS073).



Right hand length (cm): F10+



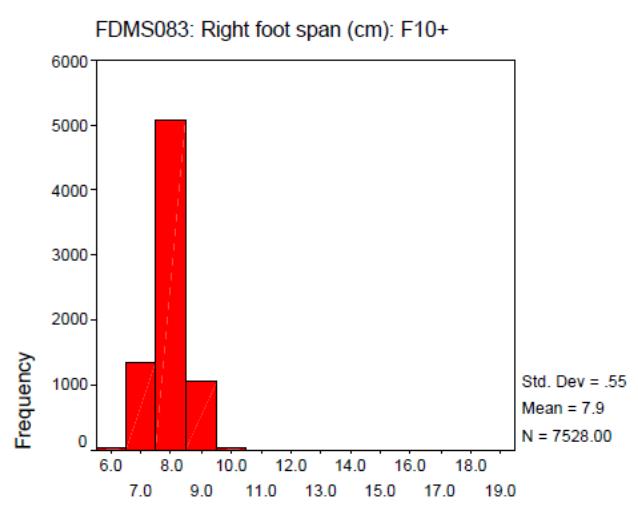
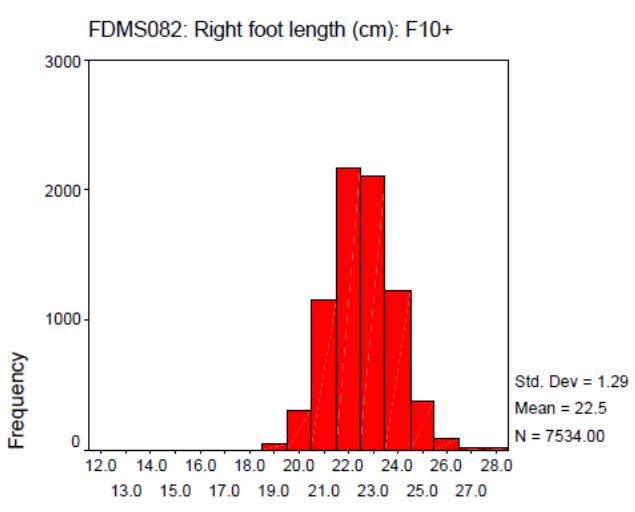
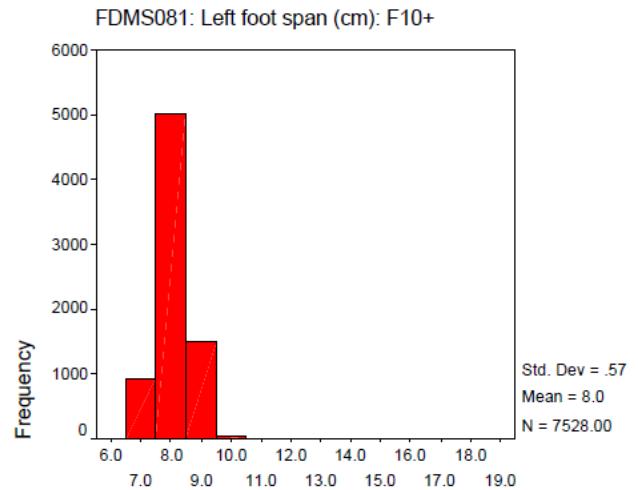
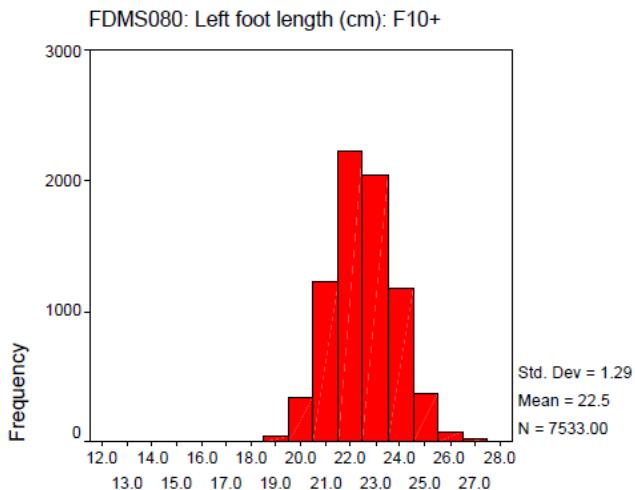
Right hand span (cm): F10+

It should be noted that one child had a particularly small value for left hand length, their right hand length was reasonable and as such the left hand length has been put to missing. Another child had a small right hand length, again the left hand length was reasonable and so the right hand length has been put to missing for this case.

One child has particularly low values for left and right hand span – the two measures are comparable and are therefore assumed to be correct.

Next, the right foot was measured. The child placed the foot flat into the well of the instrument against the left side. The foot was positioned so that the big toe and long side of the foot touched the side and the heel touched the heel board. The length slider was moved so that it touched the end of the big toe and the width slider so that it touched the side of the foot. Length and width were both measured to the nearest mm (FDMS080 and FDMS081 respectively). The left foot was then measured (length - FDMS082 and width – FDMS083).

Any problems with measuring the hands or feet were recorded in FDMS085.



It should be noted that one child had a particularly small value for left hand length, their right hand length was reasonable and as such the left hand length has been put to missing.

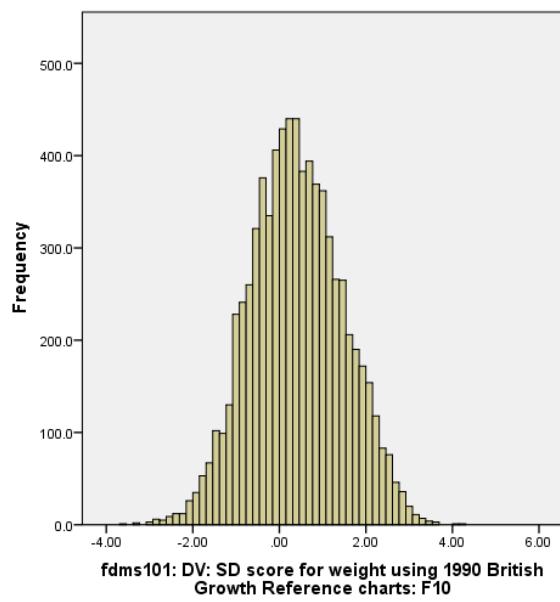
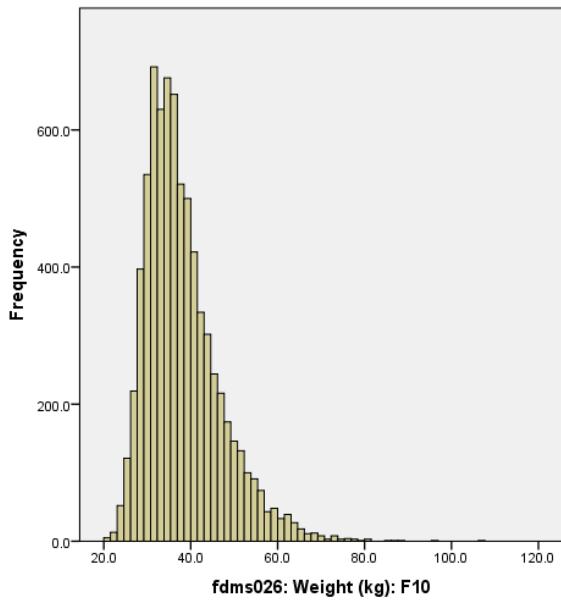
Once child had particularly low values for both foot lengths and a further child had particularly high values, since for both cases the two cases are comparable they are assumed to be correct.

3.1.3 Weight and Bioelectrical Impedance

Both were measured using the Tanita Body Fat Analyser (Model TBF 305). The scales were donated by Professor Steven Humphries.

The child was encouraged to pass urine (see FDMS029) and undress to their underclothes. 'Female Standard' was entered into the machine for all children and their height was entered to the nearest cm. The child stepped onto the measuring platform which had been wiped with disinfecting alcohol and positioned so that both feet were located in parallel with the toe and heel in contact with their respective electrodes.

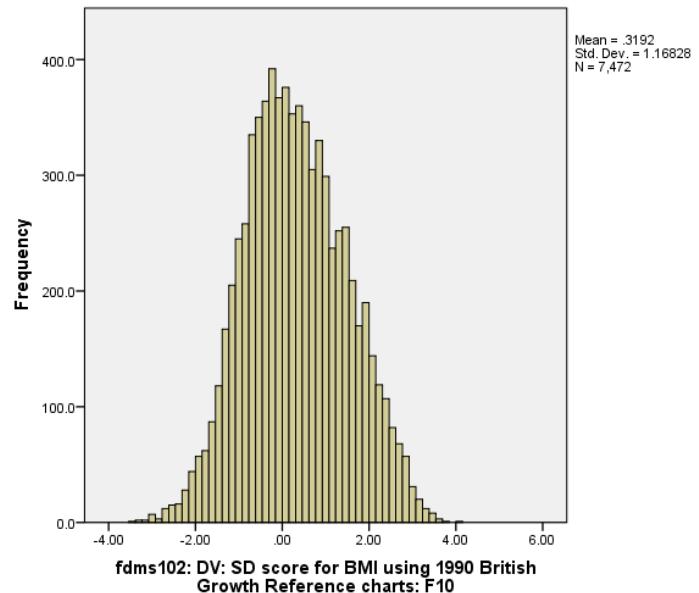
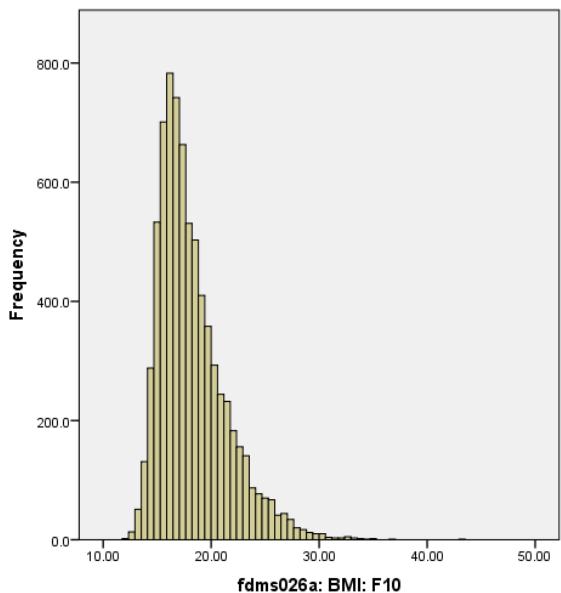
Measurement was completed when the weight and fat ratio readings were fixed and the buzzer beeped. Weight was measured to the nearest 50g. Any problems with measuring were noted (FDMS027).



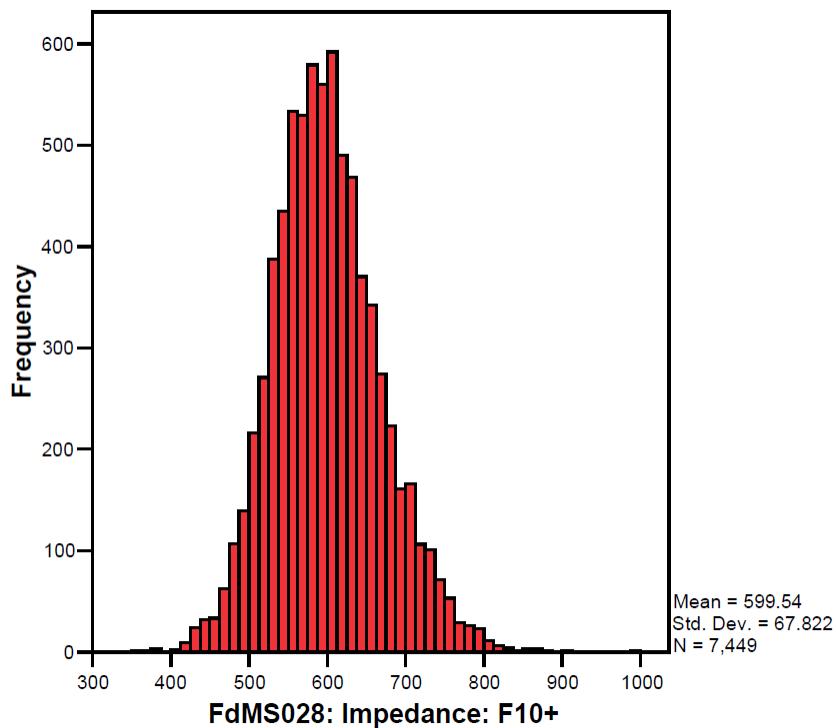
Body Mass Index

BMI (Kg/m²) was calculated as:

$$FDMS026 / (FDMS010/100)^2.$$



Note, that there were a handful of extremely low impedance values (< 300) (n=5). These have been checked and it was felt that they were obvious errors (not in keying), as such they have been set to missing.



3.1.4 Scoliosis

As part of the measurements session, a scoliometer (Orthopaedic Systems Inc, Haywood, California) was used to measure the axial trunk inclination (ATI) in a forward bending position. The child was asked to bend forward slowly with their arms straight and palms together until the trunk was horizontal and the measurement was made. If a rotational deformity was noted at any level, the scoliometer was placed gently across the spine at different positions, perpendicular to the long axis, until the maximum ATI was read and recorded (Murrell, 1993).

FDMS030 Scoliometer measure: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	537	7.1	7.2	7.2
	1	2472	32.7	33.0	40.2
	2	2438	32.2	32.6	72.7
	3	1185	15.7	15.8	88.6
	4	523	6.9	7.0	95.5
	5	224	3.0	3.0	98.5
	6	69	.9	.9	99.5
	7	18	.2	.2	99.7
	8	8	.1	.1	99.8
	9	5	.1	.1	99.9
	10	8	.1	.1	100.0
	11	1	.0	.0	100.0
	14	1	.0	.0	100.0
Total		7489	99.0	100.0	
Missing	-9 Did not do measures	19	.3		
	-1 Missing	55	.7		
	Total	74	1.0		
Total		7563	100.0		

If any child was found to have an ATI ≥ 70 the parent was given a letter to pass to their GP which recommended surveillance (FDMS032).

3.1.5 Flexural Dermatitis

Flexural dermatitis is poorly demarcated erythema with surface changes which can be fine scaling, vesicles, oozing, crusting or lichenification. It was measured according to the ISAAC protocol (Strachan & Williams, 1995) as part of the measurements session.

Observers noted the presence of any flexural dermatitis > 1 cm in diameter in any of the following areas: around the eyes, the sides or front of the neck, in front of the elbows, behind the knees or in front of the ankles. The anthropometry team were trained to carry out these observations by Professor Hywell Williams, University of Nottingham.

Area	Variable Label	Yes (%)	No (%)
Any	fdms033	575 (7.6)	6964 (92.4)
Eyes	fdms035	75 (1)	7464 (99)
Neck	fdms036	90 (1.2)	7449 (98.8)
Elbows	fdms037	424 (5.6)	7115 (94.4)
Knees	fdms038	236 (3.1)	7303 (96.9)
Ankles	fdms039	75 (1)	7464 (99)

3.1.6 Autorefraction

The child was seated at the autorefractor (Canon R50 autorefractor) machine and asked to take off their glasses if they were wearing any. The child was asked to sit with their chin on the rest and forehead against the bar, looking at the picture within the autorefractor. The measurer lined up the autorefractor so that the child's right eye was in the observer's monitor and they then pressed the button on the joy stick once the pupil margin was clearly in focus. The measurer then moved the joystick and autorefractor to the left, and repeated the process with the left eye. Three measures were made for each eye:

Sphere- measures the magnitude of the refractive error and is measured in Diphotes: positive values refer to long-sight or hypermetropia, negative values refer to short-sight or hypometropia (FDMS51 and FDMS161 for R and L eye),

Plus cylinder – measures astigmatism (FDMS152 and FDMS162 for R and L eye)

Axis – describes the shape of the cornea (FDMS153 and FDMS163 for R and L eye).

FDMS140 Autorefraction started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7490	99.0	99.3	99.3
	2 No	54	.7	.7	100.0
	Total	7544	99.7	100.0	
Missing	-9 Did not do measures	19	.3		
Total		7563	100.0		

FDMS150 Autorefraction - R eye done: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7430	98.2	99.2	99.2
	2 Yes, with error	50	.7	.7	99.9
	3 No	10	.1	.1	100.0
	Total	7490	99.0	100.0	
Missing	-9 Did not do measures	19	.3		
	-2 Not started	54	.7		
	Total	73	1.0		
Total		7563	100.0		

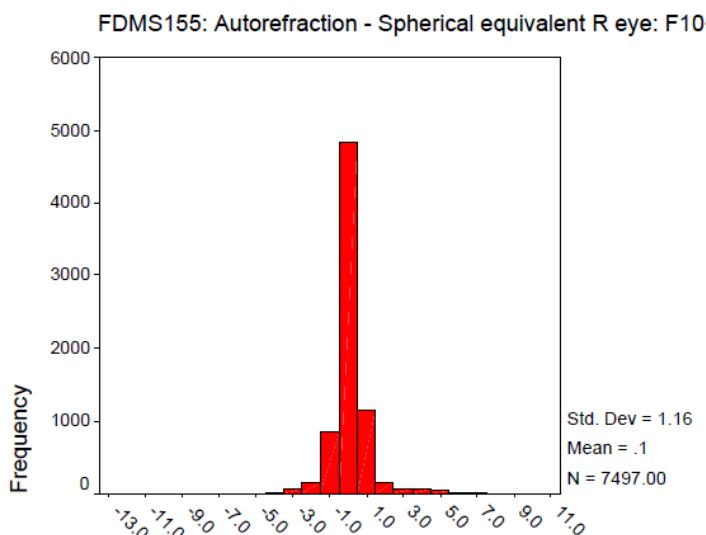
FDMS160 Autorefraction - L eye done: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7409	98.0	98.9	98.9
	2 Yes, with error	64	.8	.9	99.8
	3 No	17	.2	.2	100.0
	Total	7490	99.0	100.0	
Missing	-9 Did not do measures	19	.3		
	-2 Not started	54	.7		
	Total	73	1.0		
Total		7563	100.0		

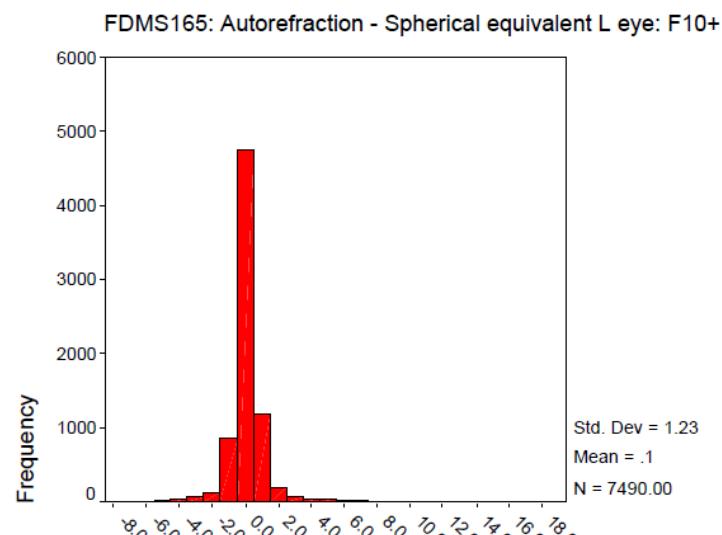
For each eye, derived variables for spherical equivalent were created (a way of summarising the overall refractive error of the eyes, taking into account the sphere and the amount (but not direction) of astigmatism) (FDMS155 and FDMS165 for right and left eyes respectively) as:

$$R \text{ eye} = fdms151 + (0.5 * fdms152).$$

$$L \text{ eye} = fdms161 + (0.5 * fdms162).$$



Autorefraction - Spherical equivalent R eye: F10+



Autorefraction - Spherical equivalent L eye: F10+

Two further variables were derived, measuring the difference in refractive error between the two eyes:

$$\begin{array}{ll} \text{Anisometropia, sphere} & (FDMS166) = \text{abs}(FDMS51 - FDMS161) \\ \text{Anisometropia, spherical equivalent} & (FDMS167) = \text{abs}(FDMS155 - FDMS165) \end{array}$$

If the child wore glasses they were asked to put them back on and the above procedure was repeated by pressing the “over-refraction” button to take further measures of each eye. Again, three measures were made for each eye (sphere, plus cylinder and axis). The printout of results from the machine was stapled to the data sheet.

FDMS169 Over-refraction started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	821	10.9	10.9	10.9
	2 No	6723	88.9	89.1	100.0
	Total	7544	99.7	100.0	
Missing	-9 Did not do measures	19	.3		
	Total	7563	100.0		

FDMS170 Over-refraction - R eye done: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	699	9.2	85.1	85.1
	2 Yes, with error	114	1.5	13.9	99.0
	3 No	8	.1	1.0	100.0
	Total	821	10.9	100.0	
Missing	-9 Did not do measures	19	.3		
	-2 Not started	6723	88.9		
	Total	6742	89.1		
	Total	7563	100.0		

fdms171: Over-refraction - Sphere R eye: F10

fdms172: Over-refraction - Plus cylinder R eye: F10

fdms173: Over-refraction - Axis R eye: F10

FDMS180 Over-refraction - L eye done: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	681	9.0	82.9	82.9
	2 Yes, with error	132	1.7	16.1	99.0
	3 No	8	.1	1.0	100.0
	Total	821	10.9	100.0	
Missing	-9 Did not do measures	19	.3		
	-2 Not started	6723	88.9		
	Total	6742	89.1		
	Total	7563	100.0		

fdms181: Over-refraction - Sphere L eye: F10

fdms182: Over-refraction- Plus cylinder L eye: F10

fdms183: Over-refraction - Axis L eye: F10

It was also recorded whether the child wore bifocals (FDMS190) and whether the present glasses were the most recent pair (FDMS191).

FDMS190 Over-refraction - Bifocals, reading add present: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10	.1	1.2	1.2
	2 No	811	10.7	98.8	100.0
	Total	821	10.9	100.0	
Missing	-9 Did not do measures	19	.3		
	-2 Not started	6723	88.9		
	Total	6742	89.1		
Total		7563	100.0		

FDMS191 Over-refraction - Most recent glasses: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	654	8.6	97.5	97.5
	2 No	9	.1	1.3	98.8
	3 Dont know	8	.1	1.2	100.0
Missing	Total	671	8.9	100.0	
	-9 Did not do measures	19	.3		
	-2 Not started	6723	88.9		
Total	-1 missing	150	2.0		
	Total	6892	91.1		
		7563	100.0		

3.1.7 Sebutape

Sebutape ® (CuDerm Corporation, Dallas, USA) is a combination of adhesive and micro- porous film. It acts as a passive collector of sebum and one is applied to the forehead of all compliant children for an hour during their visit. Ideally this was applied during the measures session or in reception but this was not always possible (see FDMS201).

FDMS200 Sebutape done: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7166	94.8	94.8	94.8
	2 No	393	5.2	5.2	100.0
	Total	7559	99.9	100.0	
Missing	-1 Missing	4	.1		
	Total	7563	100.0		

FDMS201 Slot where Sebutape was applied

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Reception	3231	42.7	45.1	45.1
	2 measures	3929	52.0	54.8	99.9
	3 Arteries	1	.0	.0	99.9
	4 Balance	5	.1	.1	100.0
	Total	7166	94.8	100.0	
Missing	-2 Not done	393	5.2		
	-1 Missing	4	.1		
	Total	397	5.2		
Total		7563	100.0		

The measurer (or receptionist) explained to the child what is going to happen and got their consent. The central area of the forehead. (Over and between the eyebrows) was wiped clean with a sterile swab and left to dry for a few minutes. The sebutape was then applied to the cleansed skin. It was smoothed so that the tape adhered closely to the skin surface by pressing very gently using as little pressure as possible.

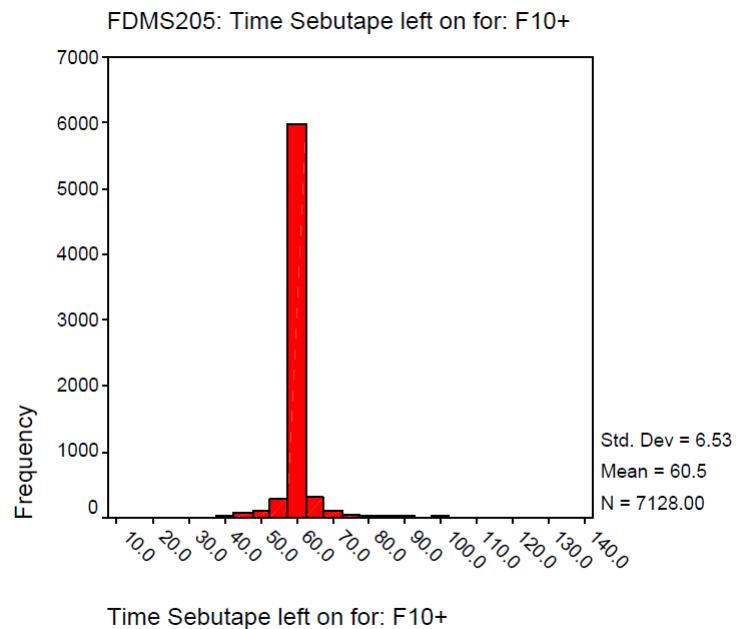
The time of application was recorded on the visit record sheet and the child was given a stopwatch set for 60 minutes and asked to refrain from touching the patch and from having hot drinks or working up a sweat.

When the stopwatch went off, a member of staff removed the Sebutape by holding the black edges, it was then placed on the black part of the storage card with the side that was in contact with the skin facing down on to the black part of the card – this could occur in any session (FDMS202).

FDMS202 Slot where Sebutape was removed: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Reception	3579	47.3	50.1	50.1
	2 measures	1293	17.1	18.1	68.1
	3 Arteries	543	7.2	7.6	75.7
	4 Balance	600	7.9	8.4	84.1
	5 Computer	545	7.2	7.6	91.8
	6 Food & Act	384	5.1	5.4	97.1
	7 Friends & Schools	205	2.7	2.9	100.0
	Total	7149	94.5	100.0	
Missing	-2 Not done	393	5.2		
	-1 Missing	21	.3		
	Total	414	5.5		
Total		7563	100.0		

Testers used their own judgement as to the most convenient time to remove the tape, to cause the least disruption to their session, though ideally the tape should have been in situ for a minimum of 55 minutes and a maximum of 65 minutes. When removed the tester recorded the time of removal on the visit record; a derived variable has been created, indicating the length of time that the tape was in place (FDMS205). All cards were returned to the measures room.



Once a week all the collected sebutapes were sent to Chris Jones at The Division of Microbiology, University of Leeds, where they are photographed and stored.

3.2 Acne

Children were examined for acne as part of the measurements session and hence have the same tester (FDMS004) and were examined in the same room (FDMS006). Dr Giles Dunnill from the BRI, Bristol, advised the staff.

Ideally, the children were examined dressed only in their underclothes after they had been weighed. If the child preferred some clothes could be put back on. The following sites on the body were examined:

- Face
- Chest
- Back and shoulders
- Other (e.g. upper arms, buttocks, thighs)

The following elements of acne were recorded as being present (Few, Moderate, Many) or not on each of the 3 main sites:

- Seborrhea: Excessive secretion of sebum (oil)
- Open comedones: Blackheads
- Closed comedones: Whiteheads
- Red papules: Larger raised spots (no pus)
- Pustules: Spots filled with pus
- Nodules: Hardened lumps
- Fine superficial/atrophic macular scars
- Deep ice pick scars
- Hypertrophic scars
- Keloid (raised) scars
- Any pigmentary change in the skin (purple/brown)

Summary variables have been created to indicate any presence.

Table 3.2.1: Proportion of children with each acne variant present at each site

	Face	Chest	Back/shoulders
Seborrhea	1298 (17.2%)	7 (0.01%)	15 (0.2%)
Open comedones	1054 (14.0%)	4 (0.01%)	11 (0.1%)
Closed comedones	1426 (18.9%)	14 (0.2%)	30 (0.4%)
Red papules	455 (6.0%)	14 (0.2%)	35 (0.5%)
Pustules	46 (0.6%)	-	2 (0.01%)
Nodules	5 (0.1%)	-	-
Fine/Superficial scars	-	-	-
Deep ice pick scars	-	-	-
Keloid scars	-	-	-
Hypertrophic scars	-	-	-
Pigmentary change	5 (0.1%)	-	1 (0.01%)

*Variables are named as follows

Face: FDAC021 to FDAC031;

Chest: FDAC041 to FDAC051;

Back/shoulders: FDAC061 to FDAC071

If any acne variants were present on any of the three main sites the severity was recorded, according to the “Acne Grading Guide” (O’Brien *et. al.*, 1998) as trivial, mild, moderate or severe (FDAC032, FDAC052, FDAC072 for face, chest and back/shoulders respectively).

FDAC032 Face acne - Severity Grade: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Trivial	2193	29.0	90.9	90.9
	2 Mild	200	2.6	8.3	99.2
	3 Moderate	20	.3	.8	100.0
	Total	2413	31.9	100.0	
Missing	-9 Did not do acne	19	.3		
	-2 Nothing present	5127	67.8		
	-1 Missing	4	.1		
	Total	5150	68.1		
Total		7563	100.0		

FDAC052 Chest acne - Severity Grade: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Trivial	19	.3	76.0	76.0
	2 Mild	6	.1	24.0	100.0
	Total	25	.3	100.0	
Missing	-9 Did not do acne	19	.3		
	-2 Nothing present	7509	99.3		
	-1 Missing	10	.1		
	Total	7538	99.7		
Total		7563	100.0		

FDAC072 Back acne - Severity Grade: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Trivial	50	.7	78.1	78.1
	2 Mild	13	.2	20.3	98.4
	3 Moderate	1	.0	1.6	100.0
Missing	Total	64	.8	100.0	
	-9 Did not do acne	19	.3		
	-2 Nothing present	7470	98.8		
	-1 Missing	10	.1		
Total		7499	99.2		
Total		7563	100.0		

Any acne was recorded if it was present on any of the other sites (FDAC080) and where:

FDAC080 Acne on any other sites: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	21	.3	.3	.3
	2 No	7519	99.4	99.7	100.0
	Total	7540	99.7	100.0	
Missing	-9 Did not do acne	19	.3		
	-1 missing	4	.1		
	Total	23	.3		
	Total	7563	100.0		

Upper arms (FDAC081); n=17

Buttocks (FDAC082); n=1

Thighs (FDAC083); n=2

Finally, the examiner recorded any presence of acne variants (FDAC090) in the form of:

- Excoriée: Picked and scratched lesions
- Fulminons: Ulceration/joint pains/fever
- Conglobata: Connecting nodules
- Sandpaper acne

FDAC090 Any Acne Variants present: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5	.1	.1	.1
	2 No	7536	99.6	99.9	100.0
	Total	7541	99.7	100.0	
Missing	-9 Did not do acne	19	.3		
	-1 missing	3	.0		
	Total	22	.3		
Total		7563	100.0		

Excoriée (FDAC091); n=2

Fulminons (FDAC092); n=0

Conglobata (FDAC093); n=0

Sandpaper acne (FDAC094); n=2

3.3 Friends and schools session

All testers in this session were trained psychologists. Variables indicating whether the Child entered the Friends and Schools session, if they did not the reason why not and the tester for that session are detailed below. These data apply to the following tasks (which were performed in the order indicated during that session):

- Smell test
- Friendships & schools interview
- Friend & peer relations interview
- Antisocial activities
- Depression posting
- Laterality

Etch a sketch (see section 3.4) was performed if an adult accompanied the child into the room (in which cases Friends and Peers, Antisocial activities and depression tasks were not done).

FDFS001 Child Started Friends & Schools session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7520	99.4	99.4	99.4
	2 Yes, not completed	2	.0	.0	99.5
	3 No	41	.5	.5	100.0
	Total	7563	100.0	100.0	

FDFS001A Reason Child did not do Friends & Schools session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No staff	1	.0	.0	.0
	2 Ch left early	11	.1	.1	.2
	6 Ch arrived late	23	.3	.3	.5
	8 Ch not able	4	.1	.1	.5
	10 Did session	7522	99.5	99.5	100.0
	Total	7561	100.0	100.0	
Missing	-1 Missing	2	.0		
Total		7563	100.0		

FDFS004 F&S session tester F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	299	4.0	4.0	4.0
	2	192	2.5	2.6	6.5
	3	265	3.5	3.5	10.1
	4	813	10.7	10.8	20.9
	5	138	1.8	1.8	22.7
	6	127	1.7	1.7	24.4
	7	603	8.0	8.0	32.4
	8	385	5.1	5.1	37.5
	9	170	2.2	2.3	39.8
	10	610	8.1	8.1	47.9
	11	229	3.0	3.0	50.9
	12	642	8.5	8.5	59.5
	13	71	.9	.9	60.4
	14	181	2.4	2.4	62.8
	15	535	7.1	7.1	69.9
	16	519	6.9	6.9	76.8
	17	131	1.7	1.7	78.6
	18	661	8.7	8.8	87.4
	19	385	5.1	5.1	92.5
	20	34	.4	.5	93.0
	21	530	7.0	7.0	100.0
Total		7520	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	2	.0		
	Total	43	.6		
Total		7563	100.0		

FDFS006 F&S testing room F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Red1	1222	16.2	16.3	16.3
	2 Red2	1203	15.9	16.0	32.2
	3 Blue1	2559	33.8	34.0	66.3
	4 Blue2	2536	33.5	33.7	100.0
	Total	7520	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	2	.0		
	Total	43	.6		
Total		7563	100.0		

3.3.1 Smell

The smell identification test used was the Pocket Smell Identification test (Doty, 1995), a 3-item test providing a very brief screening of gross olfactory dysfunction. This test is recommended as a very brief screen only, though it has been used in published scientific studies [Duff *et al*, 2002; Solomon *et al*, 1998], and has a 1 in 64 chance of missing true total anosmia. The *universal* version of the test was used (smells: peanut, mint and paint thinner).

The test being used is the Pocket Smell Identification test, which consists of a test booklet with 3 micro-encapsulated pads.

FDSM020 Smell test started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7250	95.9	96.4	96.4
	2 No	269	3.6	3.6	100.0
	Total	7519	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	3	.0		
	Total	44	.6		
Total		7563	100.0		

FDSM021 Reason smell test not done: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 No time	3	.0	1.1	1.1
	3 None	243	3.2	91.7	92.8
	4 Other	19	.3	7.2	100.0
Missing	Total	265	3.5	100.0	
	-9 Did not do F&S	41	.5		
	-2 Test done	7250	95.9		
Total	-1 Missing	7	.1		
	Total	7298	96.5		
		7563	100.0		

*none refers to no tests being available

FDSM011 Adult accompanied Child - Smell/Lat test: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No	7475	98.8	99.7	99.7
	2 Yes, child request	15	.2	.2	99.9
	3 Yes, parent request	4	.1	.1	100.0
	5 Yes, staff request	1	.0	.0	100.0
	Total	7495	99.1	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	27	.4		
	Total	68	.9		
Total		7563	100.0		

The tester also recorded the temperature of the room (FDSM010) and whether the room felt cold (FDSM013).

The child is asked to identify the odour, (even if the odour is unknown) from a forced choice of four possibilities. The child was shown the booklet and told that in the booklet there were some different stickers, when these stickers are scratched they will smell. The tester told the child that for each sticker they would be given a choice of four different smells and they were asked to pick the one that they thought the sticker smelt of.

The test was administered by the researcher scratching the micro-encapsulated pad with a pencil tip to release the odour and the child sniffing the pad and choosing one of the four possible responses. For each smell the tester recorded the response and whether they felt that the child was guessing (FDMS03, FDMS033, FDMS035 for smells 1, 2 and 3 respectively). Derived variables (suffix -a) indicate whether the child got each smell correct.

FDSM030 Smell 1 response: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Peanut	6780	89.6	93.6	93.6
	2 Lemon	64	.8	.9	94.5
	3 Apple	70	.9	1.0	95.5
	4 Cola	301	4.0	4.2	99.6
	5 Don't know	26	.3	.4	100.0
Missing	Total	7241	95.7	100.0	
	-9 Did not do F&S	41	.5		
	-2 Test not done	269	3.6		
	-1 Missing	12	.2		
Total		322	4.3		
Total		7563	100.0		

FDSM030A Smell 1 correct: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6780	89.6	93.6	93.6
	2 No	461	6.1	6.4	100.0
	Total	7241	95.7	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	269	3.6		
	-1 Missing	12	.2		
	Total	322	4.3		
Total		7563	100.0		

FDSM032 Smell 2 response: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Natural gas	61	.8	.8	.8
	2 Mint	7075	93.5	97.7	98.5
	3 Strawberry	26	.3	.4	98.9
	4 Rose	76	1.0	1.0	99.9
	5 Don't know	5	.1	.1	100.0
	Total	7243	95.8	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	269	3.6		
	-1 Missing	10	.1		
	Total	320	4.2		
Total		7563	100.0		

FDSM032A Smell 2 correct: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7075	93.5	97.7	97.7
	2 No	168	2.2	2.3	100.0
	Total	7243	95.8	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	269	3.6		
	-1 Missing	10	.1		
	Total	320	4.2		
Total		7563	100.0		

FDSM034 Smell 3 response: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Banana	106	1.4	1.5	1.5
	2 Peanut	96	1.3	1.3	2.8
	3 Rose	652	8.6	9.0	11.8
	4 Paint thinner	6313	83.5	87.3	99.1
	5 Don't know	67	.9	.9	100.0
	Total	7234	95.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	269	3.6		
	-1 Missing	19	.3		
	Total	329	4.4		
Total		7563	100.0		

FDSM034A Smell 3 correct: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6313	83.5	87.3	87.3
	2 No	921	12.2	12.7	100.0
	Total	7234	95.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	269	3.6		
	-1 Missing	19	.3		
	Total	329	4.4		
Total		7563	100.0		

A final derived variable has been created indicating the total number of smells that the child got correct (FDSM037).

FDSM037 Number smells correct: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	14	.2	.2	.2
	1	132	1.7	1.8	2.0
	2	1243	16.4	17.2	19.2
	3	5836	77.2	80.8	100.0
	Total	7225	95.5	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	269	3.6		
	-1 Missing	28	.4		
	Total	338	4.5		
Total		7563	100.0		

The testers also recorded whether the child was confused with the task (FDSM040) and the child's overall attempt at the task (FDSM041).

Coded comments are available on the overall test (FDSM045) and indicating whether a child reported that they had an allergy to peanut (FDSM046).

3.3.2 Friendships & schools

This part of the session comprised a shortened version of the Friendships Questionnaire from the Cambridge Hormones and Moods Project (Goodyer *et al*, 1989, 1990) asked in the form of a short interview. The interview is a repeat of that asked at Focus @ 8 with an additional four questions about schools (FDFS135 to FDFS139) as requested by Dr Leon Feinstein of the Institute of Education. The interview comprised a series of questions about the child's friendships followed by further questioning on their school.

FDFS100 Started Friends interview: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7469	98.8	99.3	99.3
	2 No	50	.7	.7	100.0
	Total	7519	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	3	.0		
	Total	44	.6		
Total		7563	100.0		

FDFS101 Reason not started Friends interview: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Ch upset	5	.1	.1	.1
	3 No time	40	.5	.5	.6
	5 Session started	7469	98.8	99.4	100.0
Missing	Total	7514	99.4	100.0	
	-9 Did not do F&S	41	.5		
	-1 Missing	8	.1		
Total		49	.6		
Total		7563	100.0		

FDFS105 Started Schools interview: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7499	99.2	99.7	99.7
	2 No	20	.3	.3	100.0
	Total	7519	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	3	.0		
	Total	44	.6		
Total		7563	100.0		

FDFS106 Reason not started Schools interview: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Ch upset	1	.0	.0	.0
	3 No time	18	.2	.2	.3
	5 Session started	7499	99.2	99.7	100.0
	Total	7518	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	4	.1		
	Total	45	.6		
Total		7563	100.0		

The child was told that they were going to be asked some questions about their friends (not just those at school) and about their school. Confidentiality was strongly emphasized.

The questions asked and the frequencies are as follows.

Friendships

1. Are you happy with the number of friends you have?

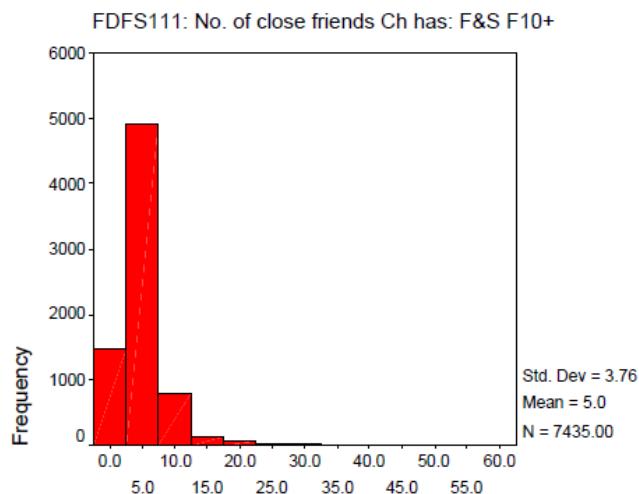
FDFS110 Happy with no. of friends: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very Happy	5891	77.9	78.9	78.9
	2 Quite Happy	1450	19.2	19.4	98.4
	3 Quite Unhappy	75	1.0	1.0	99.4
	4 Unhappy	26	.3	.3	99.7
	5 No Friends	16	.2	.2	99.9
	6 Ch said DK	6	.1	.1	100.0
	Total	7464	98.7	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	8	.1		
	Total	99	1.3		
Total		7563	100.0		

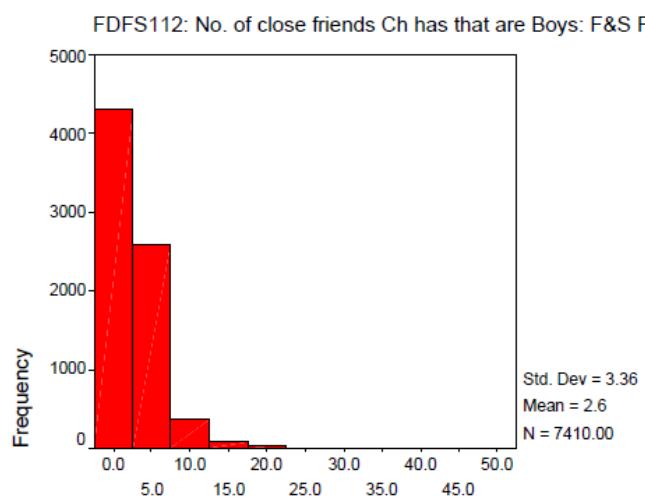
2. How many close friends do you have (e.g. children who you hang around with)?

How many are girls?

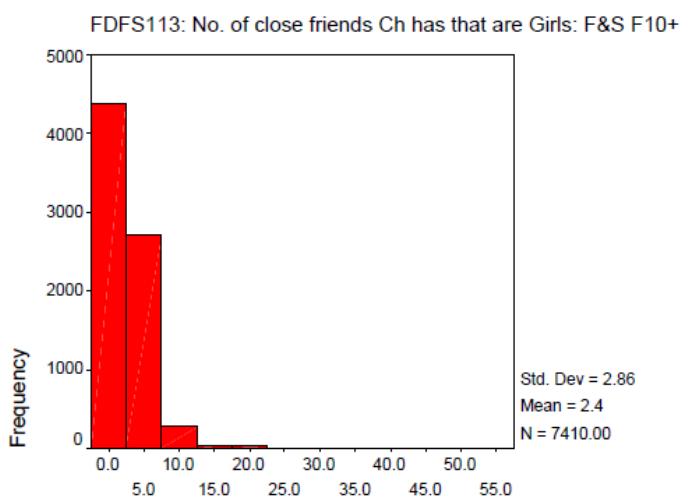
How many are boys?



No. of close friends Ch has: F&S F10+



No. of close friends Ch has that are Boys: F&S F10+



No. of close friends Ch has that are Girls: F&S F10+

3. How often do you fall out with your close friends?

FDFS114 How often Child falls out with close friends: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost Everyday	86	1.1	1.2	1.2
	2 More Than 1/Week	134	1.8	1.8	3.0
	3 Once Per Week	354	4.7	4.8	7.7
	4 Less than 1/week	1022	13.5	13.8	21.5
	5 Hardly Ever	4169	55.1	56.1	77.6
	6 Never	1642	21.7	22.1	99.8
	7 Child said DK	18	.2	.2	100.0
	Total	7425	98.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	47	.6		
	Total	138	1.8		
Total		7563	100.0		

4. How often do you see you friends outside of school?

FDFS115 Freq Child sees close friends outside school: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Almost Everyday	1828	24.2	24.6	24.6
	2 More Than 1/Week	2090	27.6	28.1	52.6
	3 Once Per Week	1606	21.2	21.6	74.2
	4 Less than 1/week	1139	15.1	15.3	89.5
	5 Hardly Ever	564	7.5	7.6	97.1
	6 Never	207	2.7	2.8	99.9
	7 Child said DK	9	.1	.1	100.0
	Total	7443	98.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	29	.4		
	Total	120	1.6		
Total		7563	100.0		

5. How often do you have sleepovers with your friends?

FDFS116 Freq Child has sleepovers with close friends: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Weekly	398	5.3	5.4	5.4
	2 Fortnightly	1040	13.8	14.0	19.4
	3 Monthly	1559	20.6	21.0	40.3
	4 Bi-Monthly	1497	19.8	20.2	60.5
	5 Hardly Ever	1941	25.7	26.1	86.6
	6 Never	976	12.9	13.1	99.8
	7 Ch said DK	18	.2	.2	100.0
	Total	7429	98.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	43	.6		
	Total	134	1.8		
Total		7563	100.0		

6. Do you think that your friends understand you (do they know what makes you happy or sad)?

FDFS117 Friends understand Ch: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most of the Time	5725	75.7	77.0	77.0
	2 Sometimes	1302	17.2	17.5	94.6
	3 Not Often	218	2.9	2.9	97.5
	4 Not At All	102	1.3	1.4	98.9
	5 Ch said DK	84	1.1	1.1	100.0
	Total	7431	98.3	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	41	.5		
	Total	132	1.7		
Total		7563	100.0		

7. Do you talk about your problems with your friends?

FDFS118 Child can talk to friends about problems: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Most of the Time	4120	54.5	55.5	55.5
	2 Sometimes	2261	29.9	30.4	85.9
	3 Not Often	569	7.5	7.7	93.6
	4 Not At All	457	6.0	6.2	99.7
	5 Ch said DK	19	.3	.3	100.0
	Total	7426	98.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	46	.6		
	Total	137	1.8		
Total		7563	100.0		

8. Overall how happy are you with your friends?

FDFS119 Child Overall happy with friends: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very Happy	6260	82.8	84.2	84.2
	2 Quite Happy	1142	15.1	15.4	99.5
	3 Quite Unhappy	24	.3	.3	99.9
	4 Unhappy	5	.1	.1	99.9
	6 Ch said DK	6	.1	.1	100.0
	Total	7437	98.3	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	35	.5		
	Total	126	1.7		
Total		7563	100.0		

An overall friends score was computed (FDFS120) as the sum of the responses to questions 1, 4, 6, 7 and 8 after recoding (1=0)(2=1)(3=2)(4=3)(5=3)(6=3). A higher score indicates a more negative friendship score.

FDFS120 Friends score: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Positive friends score	703	9.3	9.5	9.5
	1	1251	16.5	16.9	26.5
	2	1470	19.4	19.9	46.4
	3	1542	20.4	20.9	67.3
	4	978	12.9	13.2	80.5
	5	592	7.8	8.0	88.5
	6	369	4.9	5.0	93.5
	7	227	3.0	3.1	96.6
	8	105	1.4	1.4	98.0
	9	65	.9	.9	98.9
	10	39	.5	.5	99.4
	11	18	.2	.2	99.7
	12	8	.1	.1	99.8
	13	7	.1	.1	99.9
	14	5	.1	.1	99.9
	15	2	.0	.0	100.0
	16	1	.0	.0	100.0
	17 Negative friends score	1	.0	.0	100.0
	Total	7383	97.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	50	.7		
	-1 Missing	89	1.2		
Total		180	2.4		
Total		7563	100.0		

The testers noted any comments that the study child said regarding their friends. These comment have been coded into variable FDFS121

fdf121 Comments - remarks about friends: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Not commented	7449	98.5	99.7	99.7
	1 Falls out with one particular friend	15	.2	.2	99.9
	2 Talks to just one particular friend	2	.0	.0	100.0
	3 One friend understands SC	1	.0	.0	100.0
	4 No best friend just gorup of friends	2	.0	.0	100.0
	Total	7469	98.8	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Task not done	50	.7		
	-1 Missing	3	.0		
	Total	94	1.2		
Total		7563	100.0		

Schools

1. Have you changed schools in the past year?

FDFS130 Changed schools in last year: F&S F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	557	7.4	7.4	7.4
	2 No	6922	91.5	92.4	99.9
	3 Ch said DK	11	.1	.1	100.0
	Total	7490	99.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-3 Home Educated	8	.1		
	-2 Did not start task	20	.3		
	-1 Missing	4	.1		
	Total	73	1.0		
Total		7563	100.0		

2. If yes, how many months have you been at that school?

FDFS131 How long ago changed schools (mths): F&S : F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	.2	3.7	3.7
	1	47	.6	10.8	14.4
	2	47	.6	10.8	25.2
	3	33	.4	7.6	32.8
	4	37	.5	8.5	41.3
	5	30	.4	6.9	48.2
	6	49	.6	11.2	59.4
	7	37	.5	8.5	67.9
	8	32	.4	7.3	75.2
	9	32	.4	7.3	82.6
	10	32	.4	7.3	89.9
	11	44	.6	10.1	100.0
Total		436	5.8	100.0	
Missing	-9 Did not do F&S	41	.5		
	-4 Not changed school	6922	91.5		
	-3 Home Educated	8	.1		
	-2 Did not start task	20	.3		
	-1 Missing	136	1.8		
Total		7127	94.2		
Total		7563	100.0		

3. Are you home educated? [If Yes, questions 5 and 6 were omitted]

FDFS134 Child is home educated:: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	8	.1	.1	.1
	2 No	7491	99.0	99.9	100.0
	Total	7499	99.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	20	.3		
	-1 Missing	3	.0		
	Total	64	.8		
Total		7563	100.0		

4. Do you like school?.... How much?

FDFS132 Child likes school: F&S: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes Very Much	1437	19.0	19.2	19.2
	2 Yes Most Times	4922	65.1	65.7	84.9
	3 Not Much	899	11.9	12.0	96.9
	4 No	230	3.0	3.1	100.0
	Total	7488	99.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-3 Home Educated	8	.1		
	-2 Did not start task	20	.3		
	-1 Missing	6	.1		
	Total	75	1.0		
Total		7563	100.0		

5. Do you get the chance to talk to your teacher alone?....How often?

FDFS133 Child able to talk to teacher alone: F&S: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes Often	2631	34.8	35.2	35.2
	2 Yes Sometimes	3033	40.1	40.6	75.9
	3 Very Rarely	909	12.0	12.2	88.1
	4 No Never	867	11.5	11.6	99.7
	5 Ch said DK	24	.3	.3	100.0
Missing	Total	7464	98.7	100.0	
	-9 Did not do F&S	41	.5		
	-3 Home Educated	8	.1		
	-2 Did not start task	20	.3		
	-1 Missing	30	.4		
Total		99	1.3		
Total		7563	100.0		

6. Do you know which secondary school you are going to? [If not known or home educated the interview ended]

FDFS135 Child knows which secondary school: F&S: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3855	51.0	51.5	51.5
	2 No	2930	38.7	39.1	90.6
	3 Unknown still deciding	321	4.2	4.3	94.9
	4 Will be Home Educated	4	.1	.1	94.9
	5 At Middle School	125	1.7	1.7	96.6
	6 Stay Same School	43	.6	.6	97.2
	7 Appealing Decision	17	.2	.2	97.4
	8 Already at Secondary	195	2.6	2.6	100.0
	Total	7490	99.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	20	.3		
	-1 Missing	12	.2		
	Total	73	1.0		
Total		7563	100.0		

7. How much did you help to choose this school?

FDFS136 How much Child helped choose secondary school: F&S: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 A lot	1576	20.8	39.1	39.1
	2 Some	1132	15.0	28.1	67.1
	3 Not Much	585	7.7	14.5	81.6
	4 None	731	9.7	18.1	99.8
	5 Dont know	10	.1	.2	100.0
	Total	4034	53.3	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	20	.3		
	-1 Missing	3468	45.9		
	Total	3529	46.7		
Total		7563	100.0		

8. How happy are you feeling about going to that school?

FDFS137 How happy Child is about going to secondary school: F&S: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very Happy	2377	31.4	36.2	36.2
	2 Quite Happy	3146	41.6	47.8	84.0
	3 Indifferent	612	8.1	9.3	93.3
	4 Quite Unhappy	353	4.7	5.4	98.7
	5 Unhappy	56	.7	.9	99.5
	6 Ch said DK	31	.4	.5	100.0
	Total	6575	86.9	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	20	.3		
	-1 Missing	927	12.3		
	Total	988	13.1		
Total		7563	100.0		

9. What are you most looking forward to at that school?

dfds140 What Child is looking forward to about secondary school: F&S: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Nothing	642	8.5	9.7	9.7
	1 Making more/new friends	1209	16.0	18.3	28.0
	2 Subjects/classes	893	11.8	13.5	41.6
	3 Learning more	86	1.1	1.3	42.9
	4 Better facilities	249	3.3	3.8	46.7
	5 Meeting new teachers	89	1.2	1.3	48.0
	6 Diff teachers for diff subjects	80	1.1	1.2	49.2
	7 New start/challenges	109	1.4	1.7	50.9
	8 Being treated like adult	64	.8	1.0	51.8
	9 Going on more trips	110	1.5	1.7	53.5
	10 Going with friends	189	2.5	2.9	56.4
	11 Meeting up with friends	220	2.9	3.3	59.7
	12 Sport	594	7.9	9.0	68.7
	13 Science	294	3.9	4.5	73.2
	14 Maths	18	.2	.3	73.4
	20 Other	989	13.1	15.0	88.4
	99 Ch said DK	765	10.1	11.6	100.0
	Total	6600	87.3	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	20	.3		
	-1 Missing	902	11.9		
	Total	963	12.7		
Total		7563	100.0		

The specific things that the child said they were looking forward to about secondary school have been coded into the following variables:

fdfs140a: Comments - What Child is looking forward to - Subject 1: F&S: F10
 fdfs140b: Comments - What Child is looking forward to - Subject 2: F&S: F10
 fdfs140c: Comments - What Child is looking forward to - Subject 3: F&S: F10
 fdfs141: Comments - What Child is looking forward to - Peers: F&S: F10
 fdfs142: Comments - What Child is looking forward to - Teachers: F&S: F10
 fdfs143: Comments - What Child is looking forward to - Sibling/family: F&S: F10
 fdfs144: Comments - What Child is looking forward to - Food: F&S: F10
 fdfs145: Comments - What Child is looking forward to - School uniform: F&S: F10
 fdfs146: Comments - What Child is looking forward to - School work: F&S: F10
 fdfs147: Comments - What Child is looking forward to - Getting mobile phone: F&S: F10
 fdfs148: Comments - What Child is looking forward to - Travelling: F&S: F10
 fdfs149: Comments - What Child is looking forward to - Being older: F&S: F10
 fdfs150: Comments - What Child is looking forward to - Leaving: F&S: F10
 fdfs151: Comments - What Child is looking forward to - Needing extra support: F&S: F10
 fdfs152: Comments - What Child is looking forward to - Bigger school: F&S: F10

10. What are you not looking forward to at that school?

fdfs160 What Child is not looking forward to about secondary school: F&S: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Nothing	1292	17.1	19.7	19.7
	1 Losing/missing old friends	360	4.8	5.5	25.1
	2 More homework	909	12.0	13.8	39.0
	3 Poss being bullied	476	6.3	7.2	46.2
	4 Leaving old school	30	.4	.5	46.7
	5 Being 'smallest' again	211	2.8	3.2	49.9
	6 More hard work	403	5.3	6.1	56.0
	7 May find subjects difficult	177	2.3	2.7	58.7
	8 Poss scared by teachers	241	3.2	3.7	62.4
	9 Getting detention	133	1.8	2.0	64.4
	10 Not knowing anyone	64	.8	1.0	65.4
	11 Being late	6	.1	.1	65.5
	12 Getting lost	305	4.0	4.6	70.1
	13 Disliking subjects	329	4.4	5.0	75.1
	14 Exams	147	1.9	2.2	77.4
	16 GCSEs	19	.3	.3	77.7
	17 Maths	241	3.2	3.7	81.3
	20 Other	750	9.9	11.4	92.7
	99 Child said DK	477	6.3	7.3	100.0
Missing	Total	6570	86.9	100.0	
	-9 Did not do F&S	41	.5		
	-2 Did not start task	20	.3		
	-1 Missing	932	12.3		
Total		993	13.1		
Total		7563	100.0		

The specific things that the child said that they were not looking forward to about secondary school have been coded into the following variables:

fdfs160a: Comments - What Child is not looking forward to - Subject 1: F&S: F10
fdfs160b: Comments - What Child is not looking forward to - Subject 2: F&S: F10
fdfs160c: Comments - What Child is not looking forward to - Subject 3: F&S: F10
fdfs161: Comments - What Child is not looking forward to - Peers: F&S: F10
fdfs161b: Text code: Peers 2 :F10FS: F10
fdfs162: Comments - What Child is not looking forward to - Teachers: F&S: F10
fdfs163: Comments - What Child is not looking forward to - Sibling/family: F&S: F10
fdfs164: Comments - What Child is not looking forward to - Food: F&S: F10
fdfs165: Comments - What Child is not looking forward to - School uniform: F&S: F10
fdfs166: Comments - What Child is not looking forward to - School work: F&S: F10
fdfs167: Comments - What Child is not looking forward to - Travelling: F&S: F10
fdfs168: Comments - What Child is not looking forward to - Leaving: F&S: F10
fdfs169: Comments - What Child is not looking forward to - Needing extra support: F&S: F10
fdfs170: Comments - What Child is not looking forward to - Longer lessons/days: F&S: F10
fdfs171: Comments - What Child is not looking forward to - Bigger school: F&S: F10
fdfs172: Comments - What Child is not looking forward to - Making friends: F&SF10

After the interview, the tester recorded whether the child was confused with the task (FDFS190), the child's attempt at the task (FDFS191), whether the child appeared to answer truthfully (FDFS192) and whether the child felt uncomfortable during the interview (FDFS193).

3.3.3 Friends and Peers

A modified version of the Bullying and Friendship Interview Schedule (BFIS) (Wolke et al, 2000, 2001a, 2001b; Woods & Wolke, 2003) was conducted, this is a repeat of the interview performed at Focus at 8. It was shortened owing to time constraints. The interview comprised four main sections reagrding the different types of bullying,

1. *Received* overt (direct) bullying - to establish overt victimisation, see Table 3.3.3a
2. *Given* overt (direct) bullying - to establish overt bullying, see Table 3.3.3b
3. *Received* relational (indirect) bullying - to establish relational victimisation, see Table 3.3.3a
4. *Given* relational (indirect) bullying - to establish relational bullying, see Table 3.3.3b

The child was asked about a series of events and whether any of them had ever happened to them *at school or to/from school* which involved other *children* in the six months preceding the child's visit to Focus at 8 (see Table 3.3.3a for these events). They were also asked whether they had ever been the perpetrators of any of these events (see Table 3.3.3b).

If a child responded 'Yes' to any bullying event which had happened to them, a series of follow-on questions were asked. These were:

- The frequency with which each event took place (Infrequently: 1-3 times in past 6 months; Frequently: more than 4 times in last 6 months but less than once a week; Very frequently: at least once a week);
- Who had done each to the child (a boy; a girl; more than 1 boy; more than 1 girl; a mixture);
- Whether the child had told a teacher (or other adult at school);
- Whether that adult had done anything to help;
- Whether the child told anybody at home about what had happened.

If a child responded 'Yes' to being the perpetrator to any bullying event only one follow-up question was asked, this was the frequency with which these events occurred.

Finally the child was asked why he/she thought that the events had happened (for both given and received). Table 3.3.3c indicates the relevant variable names for the reasons.

Unfortunately, due to the nature of the data collection, if more than one event took place under each section it is not possible to distinguish, which reason(s) apply to which events.

Table 3.3.3a: Questions asked as part of the 'Received' bullying sections

	Happened Y/N	Frequency	Who did it	Told teacher /other adult at school	Teacher helped Y/N	Told someone at home
OVERT						
Had personal belongings taken	FDFP140	FDFP141	FDFP142	FDFP143	FDFP144	FDFP145
Been threatened/blackmailed	FDFP150	FDFP151	FDFP152	FDFP153	FDFP154	FDFP155
Been hit/beaten up	FDFP160	FDFP161	FDFP162	FDFP163	FDFP164	FDFP165
Been tricked in a nasty way	FDFP170	FDFP171	FDFP172	FDFP173	FDFP174	FDFP175
Been called bad/nasty names	FDFP180	FDFP181	FDFP182	FDFP183	FDFP184	FDFP185
RELATIONAL						
Others wouldn't play with them to upset them	FDFP330	FDFP331	FDFP332	FDFP333	FDFP334	FDFP335
Been made to do things didn't want to	FDFP340	FDFP341	FDFP342	FDFP343	FDFP344	FDFP345
Had lies/told nasty things said about them	FDFP350	FDFP351	FDFP352	FDFP353	FDFP354	FDFP355
Had games spoilt	FDFP360	FDFP361	FDFP362	FDFP363	FDFP364	FDFP365

Table 3.3.3a: Questions asked as part of the 'Given' bullying sections

	Happened Y/N	Frequency
OVERT		
Taken Personal belongings from others	FDFP240	FDFP241
Threatened/blackmailed others	FDFP250	FDFP251
Hit/beaten up others	FDFP260	FDFP261
Tricked others in a nasty way	FDFP270	FDFP271
Called others bad/nasty names	FDFP280	FDFP281
RELATIONAL		
Wouldn't play with others to upset them	FDFP410	FDFP411
Got others to do things didn't want to	FDFP420	FDFP421
Told lies/ said nasty things about others	FDFP430	FDFP431
Spoilt other children's games	FDFP440	FDFP441

Table 3.3.3c: Reasons for the bullying events taking place

	Overt Received	Overt Given	Relational Received	Relational Given
Ethnicity	FDFP190	FDFP290	FDFP380	FDFP455
Gender	FDFP191	FDFP291	FDFP381	FDFP456
Appearance	FDFP192	FDFP292	FDFP382	FDFP457
Character Trait	FDFP193	FDFP293	FDFP383	FDFP458
Family/SES*	FDFP194	FDFP294	FDFP384	FDFP459
For fun	FDFP195	FDFP295	FDFP385	FDFP460
Felt like it	FDFP196	FDFP296	FDFP386	FDFP461
Retaliation	FDFP197	FDFP297	FDFP387	FDFP462
Don't know	FDFP198	FDFP298	FDFP388	FDFP463
Other	FDFP199	FDFP299	FDFP138	FDFP464

* SES: Socio-Economic Status

Finally, the child was asked more general questions: whether anything else had happened to him or her at school, done by other school children (FDFP190) or if the children that he or she normally played with had done anything else to upset the study child (FDFP370).

This gave the child the chance to describe other events that had happened which did not easily fit into the above categories. Most of these events were later recoded by the tester into one of the other categories, or it was deemed that it did not constitute bullying and was not included in the final bullying derived variables. Similarly, the child was also asked whether he or she had done anything else to upset any other children at school (FDFP290) or done anything else to upset the children that he or she normally played with (FDFP450). Again, these events were recoded into other bullying categories where appropriate, or not incorporated into the bullying derived variables if it was deemed that it did not constitute bullying.

A child was classed as an overt victim, if he/she was on the receiving end of any of the five components of overt bullying frequently (several times a month) or very frequently (several times a week) (FDFP470). Children who responded with seldom or never to having been bullied for each of the four questions were categorised as not being victims. In addition, children for whom no more than two questions were missing with the remaining items being seldom/never were classed as NOT being bullied.

fdfp470 Bullying, Child is overt victim: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1607	21.2	21.9	21.9
	2 No	5736	75.8	78.1	100.0
	Total	7343	97.1	100.0	
Missing	-9 Did not do F&S	44	.6		
	-2 Did not start task	87	1.2		
	-1 Missing	89	1.2		
	Total	220	2.9		
Total		7563	100.0		

Similarly, a child was classified as an overt bully if they had done any one of the overt bullying components to another child frequently (several times a month) or very frequently (several times a week) (FDFP471).

fdfp471 Bullying, Child is overt bully: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	449	5.9	6.1	6.1
	2 No	6880	91.0	93.9	100.0
	Total	7329	96.9	100.0	
Missing	-9 Did not do F&S	44	.6		
	-2 Did not start task	87	1.2		
	-1 Missing	103	1.4		
	Total	234	3.1		
Total		7563	100.0		

These two variables (FDFP470 and FDFP471) were combined to create a summary of overt bullying status (FDFP472). This was set to missing if either of the initial variables was missing. This is the main outcome variable for overt bullying.

fdfp472 Bullying, Overt bullying status: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Pure bully	67	.9	.9	.9
	2 Pure victim	1186	15.7	16.3	17.3
	3 Bully-victim	377	5.0	5.2	22.5
	4 Neutral	5630	74.4	77.5	100.0
	Total	7260	96.0	100.0	
Missing	-9 Did not do F&S	44	.6		
	-2 Did not start task	87	1.2		
	-1 Missing	172	2.3		
	Total	303	4.0		
Total		7563	100.0		

FDFP472 is the primary outcome variable for overt bullying.

The variables for relational bullying (victim: FDFP475 and bully FDFP476, combined: FDFP477) were created in exactly the same way.

fdfp475 Bullying, Child is relational victim: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	590	7.8	8.1	8.1
	2 No	6682	88.4	91.9	100.0
	Total	7272	96.2	100.0	
Missing	-9 Did not do F&S	44	.6		
	-2 Did not start task	87	1.2		
	-1 Missing	160	2.1		
	Total	291	3.8		
Total		7563	100.0		

fdfp476 Bullying, Child is relational bully: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	74	1.0	1.0	1.0
	2 No	7219	95.5	99.0	100.0
	Total	7293	96.4	100.0	
Missing	-9 Did not do F&S	44	.6		
	-2 Did not start task	87	1.2		
	-1 Missing	139	1.8		
	Total	270	3.6		
Total		7563	100.0		

fdfp477 Bullying, Relational bullying status: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Pure bully	20	.3	.3	.3
	2 Pure victim	520	6.9	7.2	7.5
	3 Bully-victim	53	.7	.7	8.2
	4 Neutral	6642	87.8	91.8	100.0
	Total	7235	95.7	100.0	
Missing	-9 Did not do F&S	44	.6		
	-2 Did not start task	87	1.2		
	-1 Missing	197	2.6		
	Total	328	4.3		
Total		7563	100.0		

FDFP477 is the primary outcome variable for relational bullying.

When asked sensitive questions in an interview, no matter how much emphasis is placed on confidentiality and acceptance of the child regardless of the answers he or she gives, it is possible that some children will not give honest or accurate replies. A range of strategies

was used to aid the children in the understanding of the concept of 'things that have happened in the last six months' (a calendar wheel with pictures for different months, discussions of birthdays, recent events, holidays etc. Prompts were also used to try and find out about the frequency of different events described by the child. However, it is very likely that some children still gave answers that reflected confusion with the time scale discussed (this is likely to be the case with any study of young children). In order to account for this as well as possible, testers rated whether they felt that they were: confident; mostly confident; not really confident, or not confident as to the honesty/accuracy of the responses that the children had given in each of the four sections (FDFP480, FDFP481, FDFP482, FDFP483 for overt received, overt given, relational received and relational given, respectively). Testers also recorded whether the child had appeared upset (FDFP484), willing (FDFP485), anxious (FDFP486) or brash (FDFP487) during the interview and whether the parent accompanied the child into the session.

Finally, the tester recorded whether the child was upset before the friends and peers session and did not wish to start, or the there was not sufficient time to do the interview, the friends and peers interview was not done and the reason noted (FDFP100)

If the interview was stopped prematurely this was recorded (FDFP488).

Note that any free text recorded by the testers has been coded. Appropriate variables have been created where relevant information was recorded. These variables may be of interest to some researchers, however, the information was not consistently recorded and as such is not available for all children. The coded comments are available as the following variables:

fdfp147: Bullying Comments - Item stolen: F10
fdfp167a: Bullying Comments - How Child beaten up 1: F10
fdfp167b: Bullying Comments - How Child beaten up 2: F10
fdfp197: Bullying Comments - Other things done OR: F10
fdfp213a: Bullying Comments - Other Reasons done OR 1: F10
fdfp213b: Bullying Comments - Other Reasons done OR 2: F10
fdfp262: Bullying Comments - How Child beaten up others: F10
fdfp292: Bullying Comments - Other things done OG: F10
fdfp313a: Bullying Comments - Other Reasons done OG 1: F10
fdfp313b: Bullying Comments - Other Reasons done OG 2: F10
fdfp377: Bullying Comments - Other things done RR: F10
fdfp393a: Bullying Comments - Other Reasons done RR 1: F10
fdfp393b: Bullying Comments - Other Reasons done RR 2: F10
fdfp452: Bullying Comments - Other things done RG: F10
fdfp468a: Bullying Comments - Other Reasons done RG 1: F10
fdfp468b: Bullying Comments - Other Reasons done RG 2: F10
fdfp500: Bullying Comments - External distraction during task: F10
fdfp501: Bullying Comments - Child had difficulty understanding questions: F10
fdfp502: Bullying Comments - Child rushed during task: F10
fdfp503: Bullying Comments - Behaviour of Child during task: F10
fdfp504: Bullying Comments - Child was hostile/aggressive during task: F10
fdfp505: Bullying Comments - Child had special needs: F10
fdfp506: Bullying Comments - Child was upset during task: F10
fdfp507: Bullying Comments - Child was bored during task: F10
fdfp508: Bullying Comments - Child was anxious during task: F10
fdfp509: Bullying Comments - Child was shy during task: F10
fdfp510 Bullying Comments - Child was fidgety during task: F10

3.3.4 Antisocial Activities

The amount of antisocial activities the child had partaken in was ascertained using a short structured interview. The questions were adapted from a large scaled study into antisocial activities, carried out on 1500 children in Germany by Dieter Wolke.

FDAA400 AA task started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7385	97.6	98.2	98.2
	2 No	133	1.8	1.8	100.0
	Total	7518	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	4	.1		
	Total	45	.6		
Total		7563	100.0		

FDAA401 AA - Reason not started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Parent present	20	.3	.3	.3
	2 Child upset	14	.2	.2	.5
	3 No time	75	1.0	1.0	1.4
	4 Not spec	18	.2	.2	1.7
	5 Session started	7391	97.7	98.3	100.0
	Total	7518	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	4	.1		
	Total	45	.6		
Total		7563	100.0		

The interview followed the structure such that the child was first asked if their friends had taken part in a particular activity, they were then asked if they have taken part in the same activity and how often. Additional questions were also asked for some activities. Twelve activities in total were enquired about.

The child was told that they were going to be asked some questions about whether their friends or they had done some thing that could have got them into trouble. Confidentiality of the child's answers was assured and they were told that everybody was asked the same questions.

This documentation will present the data under subheadings indicating the overall question topic and give the frequencies of the child's friends doing each activity, followed by the frequency the child reported doing each activity, the other relevant questions asked under each topic will be listed.

1. Skived/bunked off school?

FDAA405 AA - Any friends skived off school: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1000	13.2	13.8	13.8
	2 No	6254	82.7	86.2	100.0
	Total	7254	95.9	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	129	1.7		
	-4 Ch refused	2	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	4	.1		
	Total	309	4.1		
	Total	7563	100.0		

FDAA406 AA - Child skived off school: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	108	1.4	1.5	1.5
	2 No	7274	96.2	98.5	100.0
	Total	7382	97.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	2	.0		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	4	.1		
	Total	181	2.4		
	Total	7563	100.0		

The child was asked how many days they had bunked off in the last six months if they said yes to the preceding question (FDAA407).

2. Told off by teacher?

FDAA408 AA - Any friends told off by teacher: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6456	85.4	88.0	88.0
	2 No	880	11.6	12.0	100.0
	Total	7336	97.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	49	.6		
	-2 Did not start task	133	1.8		
	-1 Missing	4	.1		
	Total	227	3.0		
Total		7563	100.0		

FDAA409 AA - Child told off by teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5131	67.8	69.8	69.8
	2 No	2224	29.4	30.2	100.0
	Total	7355	97.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	28	.4		
	-2 Did not start task	133	1.8		
	-1 Missing	6	.1		
	Total	208	2.8		
Total		7563	100.0		

3. Destroyed something just for fun (e.g. broken a window)?

FDAA410 AA - Any friends destroyed something for fun: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	459	6.1	6.3	6.3
	2 No	6865	90.8	93.7	100.0
	Total	7324	96.8	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	55	.7		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	9	.1		
Total		239	3.2		
Total		7563	100.0		

FDAA411 AA - Child destroyed something for fun: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	81	1.1	1.1	1.1
	2 No	7298	96.5	98.9	100.0
	Total	7379	97.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	1	.0		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	8	.1		
	Total	184	2.4		
	Total	7563	100.0		

The child was asked how many times they had broken something for fun in the last six months if they said yes to the preceding question (FDAA412), the cost of the most expensive thing damaged (FDAA413) and whether the item had been inside or outside the home (FDAA414). The tester also recorded the items that the child had damaged, this was recorded as text and later recoded (FDAA415).

4. Set fire to something (e.g. a shed, a car)?

FDAA420 AA - Any friends set fire to something: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	250	3.3	3.4	3.4
	2 No	7097	93.8	96.6	100.0
	Total	7347	97.1	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	29	.4		
	-4 Ch refused	2	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	11	.1		
	Total	216	2.9		
	Total	7563	100.0		

FDAA421 AA - Child set fire to something: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	54	.7	.7	.7
	2 No	7323	96.8	99.3	100.0
	Total	7377	97.5	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	1	.0		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	10	.1		
	Total	186	2.5		
	Total	7563	100.0		

The child was asked how many times they had set fire to something in the last six months if they said yes to the preceding question (FDAA421) and the degree of damage that was caused (FDAA423). The tester also recorded the items that the child had set fire to, this was recorded as text and later recoded (FDAA425).

5. Stolen something?

FDAA430 AA - Any friends stolen something: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	576	7.6	8.0	8.0
	2 No	6587	87.1	92.0	100.0
	Total	7163	94.7	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	218	2.9		
	-4 Ch refused	2	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	6	.1		
	Total	400	5.3		
	Total	7563	100.0		

If the child answered yes to FDAA430, they were asked what items their friends had stolen (this data is currently being coded), whether they stole without meeting the victim (FDAA431), whether they had to break into something in order to steal (FDAA432) and whether someone was physically attacked in order to steal (FDAA433).

FDAA434 AA - Child stolen something: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	92	1.2	1.2	1.2
	2 No	7285	96.3	98.8	100.0
	Total	7377	97.5	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	5	.1		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	6	.1		
	Total	186	2.5		
	Total	7563	100.0		

The child was also asked what items they had stolen (this was recorded as text and later recoded (FDAA434a and FDAA434b), whether they had stolen without meeting the victim (FDAA435) and how often they had done this in the last 6 months (FDAA436). They were asked whether they had broken into something in order to steal (FDAA437) and how often this had occurred in the last 6 months (FDAA438), whether they had attacked a person in order to steal (FDAA439) and the frequency (FDAA440). Finally, the child was asked to indicate the cost of the most expensive item they had ever stolen (FDAA441) and whether they had stolen a mobile phone or gone joy riding (FDAA442).

6. Beaten anyone up/got into fights?

FDAA450 AA - Friends got into fights: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2370	31.3	32.4	32.4
	2 No	4936	65.3	67.6	100.0
	Total	7306	96.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	76	1.0		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	6	.1		
	Total	257	3.4		
	Total	7563	100.0		

FDAA454 AA - Child got into fight: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	888	11.7	12.0	12.0
	2 No	6487	85.8	88.0	100.0
	Total	7375	97.5	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	8	.1		
	-2 Did not start task	133	1.8		
	-1 Missing	6	.1		
	Total	188	2.5		
Total		7563	100.0		

With regard to both their friends and themselves the child was asked how often fighting had occurred (FDAA450 and FDAA455), whether the person they had been fighting was clearly injured (FDAA451 and FDAA456), whether they used a weapon in the fight (FDAA452 and FDAA457) and finally whether the child's fighting was a public disorder (FDAA458). Text comments regarding the child fighting have been recoded as variable FDAA459.

7. Cruel to animals or birds on purpose?

FDAA460 AA - Friends been cruel to an animal: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	468	6.2	6.4	6.4
	2 No	6808	90.0	93.6	100.0
	Total	7276	96.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	105	1.4		
	-2 Did not start task	133	1.8		
	-1 Missing	8	.1		
	Total	287	3.8		
Total		7563	100.0		

FDAA461 AA - Freq friends been cruel to an animal: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Once a week in last 6 mths	25	.3	5.6	5.6
	2 More than 4 times in last 6 mths	52	.7	11.6	17.2
	3 Less than 3 times last 6 mths	370	4.9	82.8	100.0
	Total	447	5.9	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	15	.2		
	-3 Friend not done	6808	90.0		
	-2 Did not start task	133	1.8		
	-1 Missing	119	1.6		
Total		7116	94.1		
Total		7563	100.0		

The child was asked to indicate how often their friends and themselves had been cruel to an animal/bird in the last 6 months (FDAA461 and FDAA463). The psychologist also noted what the child had been cruel to (coded as FDAA464) and what the act of cruelty was (coded as FDAA465).

8. In trouble with the police?

FDAA470 AA - Friends been in trouble with Police: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	366	4.8	5.1	5.1
	2 No	6867	90.8	94.9	100.0
	Total	7233	95.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	145	1.9		
	-2 Did not start task	133	1.8		
	-1 Missing	11	.1		
	Total	330	4.4		
Total		7563	100.0		

If yes, the child was asked whether this had been informal, a caution or serious (e.g. arrested or charged)

FDAA471 AA - Friends been in trouble with Police - informal: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Informal	252	3.3	79.5	79.5
	2 Cautioned	45	.6	14.2	93.7
	3 Serious	20	.3	6.3	100.0
	Total	317	4.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	46	.6		
	-3 Friend not done	6867	90.8		
	-2 Did not start task	133	1.8		
	-1 Missing	159	2.1		
	Total	7246	95.8		
Total		7563	100.0		

FDAA473 AA - Child been in trouble with Police - informal: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Informal	61	.8	83.6	83.6
	2 Cautioned	12	.2	16.4	100.0
	Total	73	1.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	2	.0		
	-3 Ch not done	7303	96.6		
	-2 Did not start task	133	1.8		
	-1 Missing	11	.1		
	Total	7490	99.0		
	Total	7563	100.0		

If yes, the child was asked whether this had been informal, a caution or serious (e.g. arrested or charged)

FDAA473 AA - Child been in trouble with Police - informal: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Informal	61	.8	83.6	83.6
	2 Cautioned	12	.2	16.4	100.0
	Total	73	1.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Child said DK	2	.0		
	-3 Child not done	7303	96.6		
	-2 Did not start task	133	1.8		
	-1 Missing	11	.1		
	Total	7490	99.0		
		7563	100.0		
Total					

Finally, the child was asked to indicated how often they had been in trouble with the police in the past 6 months (FDAA474). The psychologists recorded any relevant comments (coded as FDAA474).

9. Smoked cigarettes?

FDAA480 AA - Friends smoked cigarettes: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	539	7.1	7.4	7.4
	2 No	6700	88.6	92.6	100.0
	Total	7239	95.7	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	137	1.8		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	12	.2		
	Total	324	4.3		
		7563	100.0		
Total					

FDAA481 AA - Freq friends smoked cigarettes: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Once a week in last 6 mths	130	1.7	26.7	26.7
	2 More than 4 times in last 6 mths	71	.9	14.6	41.4
	3 Less than 3 times last 6 mths	285	3.8	58.6	100.0
	Total	486	6.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	50	.7		
	-3 Friend not done	6700	88.6		
	-2 Did not start task	133	1.8		
	-1 Missing	153	2.0		
	Total	7077	93.6		
Total		7563	100.0		

FDAA482 AA - Child smoked cigarettes: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	96	1.3	1.3	1.3
	2 No	7279	96.2	98.7	100.0
	Total	7375	97.5	100.0	
Missing	-9 Did not do F&S	41	.5		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	13	.2		
	Total	188	2.5		
	Total	7563	100.0		

FDAA483 AA - Freq Child smoked cigarettes: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Once a week in last 6 mths	8	.1	8.6	8.6
	2 More than 4 times in last 6 mths	6	.1	6.5	15.1
	3 Less than 3 times last 6 mths	79	1.0	84.9	100.0
	Total	93	1.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-3 Ch not done	7279	96.2		
	-2 Did not start task	133	1.8		
	-1 Missing	17	.2		
	Total	7470	98.8		
	Total	7563	100.0		

FDAA484 AA - No. cigarettes Child smoked per week: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.0	20.0	20.0
	2	1	.0	20.0	40.0
	5	1	.0	20.0	60.0
	10	1	.0	20.0	80.0
	12	1	.0	20.0	100.0
	Total	5	.1	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	4	.1		
	-3 Ch not done	7279	96.2		
	-2 Did not start task	133	1.8		
	-1 Missing	101	1.3		
	Total	7558	99.9		
Total		7563	100.0		

FDAA485 AA - Child smoked cigarettes with parents permission: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	19	.3	25.7	25.7
	2 No	55	.7	74.3	100.0
	Total	74	1.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	1	.0		
	-3	7279	96.2		
	-2 Did not start task	133	1.8		
	-1 Missing	35	.5		
	Total	7489	99.0		
Total		7563	100.0		

10. Drunk alcohol without parental permission?

FDAA490 AA - Friends drunk alcohol: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	339	4.5	4.8	4.8
	2 No	6704	88.6	95.2	100.0
	Total	7043	93.1	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	336	4.4		
	-2 Did not start task	133	1.8		
	-1 Missing	10	.1		
	Total	520	6.9		
Total		7563	100.0		

FDAA491 AA - Freq friends drunk alcohol: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1 time/week	26	.3	8.8	8.8
	2 >4 times	45	.6	15.3	24.1
	3 1-3 times	224	3.0	75.9	100.0
	Total	295	3.9	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	43	.6		
	-3 Friend not done	6704	88.6		
	-2 Did not start task	133	1.8		
	-1 Missing	347	4.6		
	Total	7268	96.1		
Total		7563	100.0		

FDAA492 AA - Child drunk alcohol: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	130	1.7	1.8	1.8
	2 No	7246	95.8	98.2	100.0
	Total	7376	97.5	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Did not start task	133	1.8		
	-1 Missing	13	.2		
	Total	187	2.5		
	Total	7563	100.0		

FDAA493 AA - Freq Child drunk alcohol: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1 time/week	5	.1	3.9	3.9
	2 >4 times	8	.1	6.2	10.1
	3 1-3 times	116	1.5	89.9	100.0
	Total	129	1.7	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	1	.0		
	-3 Ch not done	7246	95.8		
	-2 Did not start task	133	1.8		
	-1 Missing	13	.2		
	Total	7434	98.3		
Total		7563	100.0		

FDAA494 AA - No. Times per week Child drunk alcohol: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.0	25.0	25.0
	3	1	.0	25.0	50.0
	4	1	.0	25.0	75.0
	5	1	.0	25.0	100.0
	Total	4	.1	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	1	.0		
	-3 Ch not done	7246	95.8		
	-2 Did not start task	133	1.8		
	-1 Missing	138	1.8		
	Total	7559	99.9		
Total		7563	100.0		

11. Been offered illegal drugs?

FDAA500 AA - Friends been offered illegal drugs: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	202	2.7	2.9	2.9
	2 No	6880	91.0	97.1	100.0
	Total	7082	93.6	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	297	3.9		
	-2 Did not start task	133	1.8		
	-1 Missing	10	.1		
	Total	481	6.4		
	Total	7563	100.0		

FDAA510 AA - Child been offered illegal drugs: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	77	1.0	1.0	1.0
	2 No	7292	96.4	99.0	100.0
	Total	7369	97.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	5	.1		
	-4 Ch refused	1	.0		
	-2 Did not start task	133	1.8		
	-1 Missing	14	.2		
	Total	194	2.6		
Total		7563	100.0		

The child was asked to indicate for both their friends and themselves what drugs they had been offered and where they had been offered them (FDAA501-504 and FDAA511-514).

12. Smoked cannabis?

FDA520 AA - Friends smoked cannabis: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	50	.7	.7	.7
	2 No	7213	95.4	99.3	100.0
	Total	7263	96.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	113	1.5		
	-2 Did not start task	133	1.8		
	-1 Missing	13	.2		
	Total	300	4.0		
		7563	100.0		
Total					

FDA521 AA - Freq friends smoked cannabis: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1 time/week	7	.1	17.1	17.1
	2 >4 times	2	.0	4.9	22.0
	3 1-3 times	32	.4	78.0	100.0
Missing	Total	41	.5	100.0	
	-9 Did not do F&S	41	.5		
	-5 Ch said DK	10	.1		
	-3 Friend not done	7213	95.4		
	-2 Did not start task	133	1.8		
	-1 Missing	125	1.7		
Total		7522	99.5		
Total		7563	100.0		

FDA522 AA - Child smoked cannabis: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1	.0	.0	.0
	2 No	7364	97.4	100.0	100.0
	Total	7365	97.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-5 Ch said DK	10	.1		
	-2 Did not start task	133	1.8		
	-1 Missing	14	.2		
	Total	198	2.6		
		7563	100.0		
Total					

FDAA523 AA - Freq Child smoked cannabis: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 1-3 times	1	.0	100.0	100.0
Missing	-9 Did not do F&S	41	.5		
	-3 Ch not done	7364	97.4		
	-2 Did not start task	133	1.8		
	-1 Missing	24	.3		
	Total	7562	100.0		
Total		7563	100.0		

As with Focus@8 an antisocial activities score (FDAA550) was created by summing the number of activities (out of 11, excluding whether the child had been told off by a teacher) that the child admitted to having done. An identical score was created for friends (FDAA560).

FDAA550 Child Antisocial activities score: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6312	83.5	84.3	84.3
	1	867	11.5	11.6	95.9
	2	211	2.8	2.8	98.7
	3	51	.7	.7	99.4
	4	24	.3	.3	99.7
	5	9	.1	.1	99.9
	6	4	.1	.1	99.9
	7	5	.1	.1	100.0
	8	2	.0	.0	100.0
	Total	7485	99.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	37	.5		
	Total	78	1.0		
Total		7563	100.0		

Some children did not answer each of the 11 questions with an appropriate answer and therefore have no antisocial activities score for FDAA550. It was possible to calculate a summary score, which included some of these children (who had answered ever to at least two items), as indicated in FDAA551. A similar summary score was created for the Friends antisocial activities score (FDAA561).

FDA551 Child Antisocial activities score summary: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6312	83.5	84.3	84.3
	1	867	11.5	11.6	95.9
	2 2 or more	307	4.1	4.1	100.0
	Total	7486	99.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	36	.5		
	Total	77	1.0		
Total		7563	100.0		

FDA560 Friends Antisocial activities score: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4266	56.4	56.9	56.9
	1	1706	22.6	22.8	79.7
	2	705	9.3	9.4	89.1
	3	354	4.7	4.7	93.8
	4	204	2.7	2.7	96.6
	5	97	1.3	1.3	97.9
	6	75	1.0	1.0	98.9
	7	42	.6	.6	99.4
	8	29	.4	.4	99.8
	9	9	.1	.1	99.9
	10	3	.0	.0	100.0
	11	2	.0	.0	100.0
Total		7492	99.1	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	30	.4		
	Total	71	.9		
Total		7563	100.0		

FDA561 Friends Antisocial activities score summary: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4266	56.4	56.9	56.9
	1	1706	22.6	22.7	79.6
	2 2 or more	1530	20.2	20.4	100.0
	Total	7502	99.2	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	20	.3		
	Total	61	.8		
Total		7563	100.0		

After the session the tester rated whether the child appeared to have any confusion with the task (FDAA570), the child's overall attempt at the task (FDAA571), how confident they were that the child's answers were truthful (FDAA572), whether the child seemed uncomfortable (FDAA574), upset (FDAA575) or bored (FDAA576) with the task and finally whether the child acted brash during the task (FDAA577). The psychologists noted various aspects of the child's behaviour and these have been coded as variables FDAA573 to FDAA577.

If answers from the child disclosed that they either consumed alcohol or used soft drugs on a regular basis (several times a week), or disclosed to using hard drugs, the member of staff was to follow the ALSPAC Child Protection Procedures and report the information to Professor Jean Golding who would then make a decision as to whether to pass this on to a Community Paediatrician. The decision to pass on this information was informed by the 1989 Children's Act that states that if we fail to protect a child from exposure to any kind of danger, this is equivalent to neglect on the part of the project. In the event, no referrals were made to the Community Paediatrician for this reason.

3.3.5 Depression

The children were given a series of envelopes with statements written on them about how they might have been feeling or acting in the previous two weeks.

The statements have been taken from the Short Mood and Feelings Questionnaire (Angold *et al*, 1995), which has been designed to provide a rapidly administered questionnaire for use in epidemiological studies. It correlates highly with more extensive evaluations, like the Children's Depression Inventory (Kovacs, 1983), examining a core set of symptoms.

The statements were first read out by the psychologist then the child was asked to post them into one of three boxes which best described whether they had felt like the statement on the card. These were marked as 'True', 'Sometimes' and 'Not at all'. The statements asked are shown in Table 3.3.5a, the frequency of responses can be seen in Table 3.3.5b.

FDDP100 Depression: task started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7422	98.1	98.7	98.7
	2 No	96	1.3	1.3	100.0
	Total	7518	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	4	.1		
	Total	45	.6		
Total		7563	100.0		

FDDP101 Depression - Reason not started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Parent present	20	.3	20.8	20.8
	2 Child upset	3	.0	3.1	24.0
	3 No time	59	.8	61.5	85.4
	5 Inappropriate	7	.1	7.3	92.7
	6 Other	7	.1	7.3	100.0
	Total	96	1.3	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Task done	7422	98.1		
	-1 Missing	4	.1		
	Total	7467	98.7		
Total		7563	100.0		

The example statement and statements 2, 8, 11 and 17 (displayed in italics in Table 3.3.5a) were added in to the session as dummy statements and are not used when deriving a depression score. This was done in order to try and balance out the negative statements, thus making the task a more positive experience.

The children were told that they were going to play a posting game about how they had been feeling in the past two weeks and that there were no wrong or right answers. The child was reassured about confidentiality and the psychologist sat behind the box reassuring the child that they could not see where they were posting?

Table 3.5.5a: Statements asked as part of the depression task

Statement number	Statement	Variable name
Example	I have felt energetic	-
1	I felt miserable or unhappy	FDDP110
2	<i>I have been having fun</i>	FDDP111
3	I didn't enjoy anything at all	FDDP112
4	I felt so tired I just sat around and did nothing	FDDP113
5	I was very restless	FDDP114
6	I felt I was no good any more	FDDP115
7	I cried a lot	FDDP116
8	<i>I felt happy</i>	FDDP117
9	I found it hard to think properly or concentrate	FDDP118
10	I hated myself	FDDP119
11	<i>I enjoyed doing lots of things</i>	FDDP120
12	I was a bad person	FDDP121
13	I felt lonely	FDDP122
14	I thought nobody really loved me	FDDP123
15	I thought I could never been as good as other kids	FDDP124
16	I did everything wrong	FDDP125
17	<i>I have had a good time</i>	FDDP126

Table 3.5.5b: Frequency of responses to the statements on the depression task

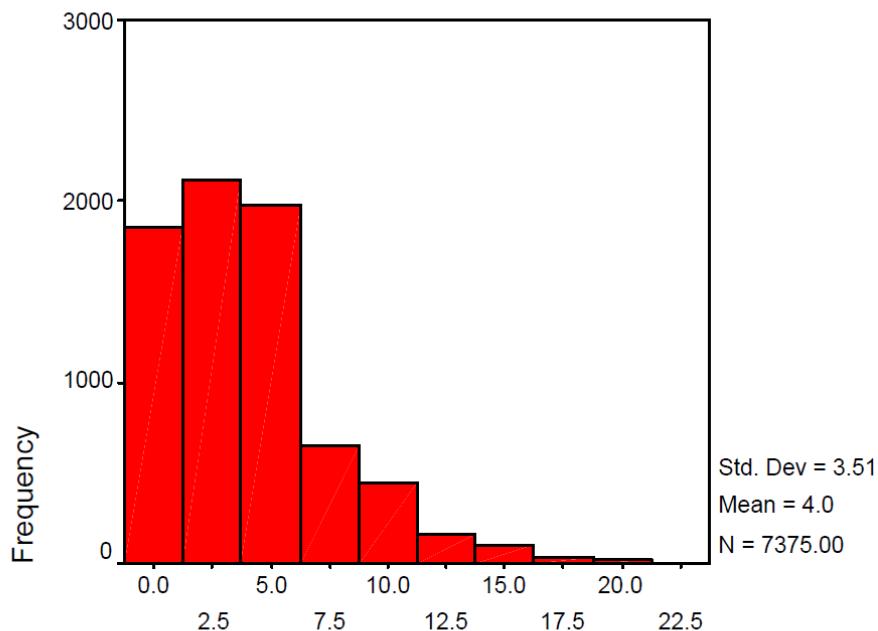
Variable name	True	Sometimes	Not at all	Missing
FDDP110	414 (5.5%)	3587 (48.4%)	3416 (46.1%)	9
<i>FDDP111</i>	6458 (87.1%)	911 (12.3%)	47 (0.6%)	10
FDDP112	89 (1.2%)	936 (12.6%)	6395 (86.2%)	6
FDDP113	365 (4.9%)	2754 (37.1%)	4299 (58.0%)	8
FDDP114	674 (9.1%)	3014 (40.6%)	3728 (49.3%)	10
FDDP115	222 (3.0%)	972 (13.1%)	6224 (83.9%)	8
FDDP116	175 (2.4%)	1145 (15.4%)	6098 (82.2%)	8
<i>FDDP117</i>	5896 (79.5%)	1348 (18.2%)	173 (2.3%)	9
FDDP118	495 (6.7%)	3611 (48.7%)	3313 (44.7%)	7
FDDP119	182 (2.5%)	805 (10.9%)	6429 (86.7%)	10
<i>FDDP120</i>	6180 (83.3%)	1171 (15.8%)	65 (0.9%)	10
FDDP121	60 (0.8%)	740 (10.0%)	6615 (89.2%)	11
FDDP122	276 (3.7%)	2145 (28.9%)	4996 (67.4%)	9
FDDP123	156 (2.1%)	747 (10.1%)	6513 (87.8%)	10
FDDP124	262 (3.5%)	1698 (22.9%)	5458 (73.6%)	8
FDDP125	72 (1.0%)	1069 (14.4%)	6272 (84.6%)	13
<i>FDDP126</i>	6546 (88.2%)	790 (10.6%)	83 (1.1%)	7

A derived depression score was created (FDDP130), by scoring the variables (with the exclusion of those displayed in italics above) as follows:

True =2,
Sometimes=1
Not at all=0

These variables were then summed, such that a minimum score of 0, represented no signs of depression, while a maximum score of 26 could be achieved.

FDDP130: Depression Score: F10+



Depression Score: F10+

After the task the tester recorded whether the child had appeared confused with the task (FDDP140), the child's attempt at the task (FDDP141), how confident they were that the child's answers were truthful (FDDP142), whether they felt that the child posted appropriately (FDDP143) and if the child seemed, uncomfortable, upset or bored with the task (FDDP144, FDDP145, FDDP146 respectively). Various aspects of the child's behaviour during the task were further recorded by the tester, these have been coded as variables FDDP150 to FDDP154.

FDDP140 Depression - Appeared confused with task: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	19	.3	.3	.3
	2 No	7390	97.7	99.7	100.0
	Total	7409	98.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	113	1.5		
	Total	154	2.0		
Total		7563	100.0		

FDDP141 Depression - Attempt at task: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Good	7345	97.1	99.1	99.1
	2 Medium	61	.8	.8	99.9
	3 Poor	4	.1	.1	100.0
	Total	7410	98.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	112	1.5		
	Total	153	2.0		
Total		7563	100.0		

FDDP142 Depression - Answers appeared truthful: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7190	95.1	97.0	97.0
	2 No	10	.1	.1	97.2
	3 Query	65	.9	.9	98.0
	4 Cant say	145	1.9	2.0	100.0
Missing	Total	7410	98.0	100.0	
	-9 Did not do F&S	41	.5		
	-1 Missing	112	1.5		
	Total	153	2.0		
Total		7563	100.0		

FDDP143 Depression - Child posted appropriately: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7177	94.9	96.9	96.9
	2 No	58	.8	.8	97.7
	3 Query	64	.8	.9	98.5
	4 Cant say	108	1.4	1.5	100.0
Missing	Total	7407	97.9	100.0	
	-9 Did not do F&S	41	.5		
	-1 Missing	115	1.5		
	Total	156	2.1		
Total		7563	100.0		

FDDP144 Depression - Appeared uncomfortable during task: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	61	.8	.8	.8
	2 No	7271	96.1	98.1	98.9
	3 Query	79	1.0	1.1	100.0
	Total	7411	98.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	111	1.5		
	Total	152	2.0		
Total		7563	100.0		

FDDP145 Depression - Appeared upset with task: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7	.1	.1	.1
	2 No	7379	97.6	99.6	99.7
	3 Query	24	.3	.3	100.0
	Total	7410	98.0	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	112	1.5		
	Total	153	2.0		
Total		7563	100.0		

FDDP146 Depression - Appeared bored with task: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	83	1.1	1.1	1.1
	2 No	7226	95.5	97.7	98.9
	3 Query	85	1.1	1.1	100.0
	Total	7394	97.8	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	128	1.7		
	Total	169	2.2		
Total		7563	100.0		

FDDP147 Depression - Stopped task prematurely: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Staff stopped	2	.0	100.0	100.0
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	7520	99.4		
	Total	7561	100.0		
Total		7563	100.0		

FDDP148 Depression - item stopped at: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	.0	100.0	100.0
Missing	-9 Did not do F&S	41	.5		
	-2 Used for extra Dep Post	4929	65.2		

-1 Missing	2592	34.3		
Total	7562	100.0		
Total	7563	100.0		

3.3.6 Laterality

Two tests of laterality were undertaken; one using ticks to mark squares on a piece of paper the other moving matches. Both tasks are a repetition of those used in the National Child Development Study, 1958 Cohort (see Leask and Crow, 2001).

The Child had the tasks explained to them and were told that they would have to do each task twice, once using each hands. The child was asked to indicate which was their preferred hand before the tasks began.

Marking squares

FDSM100 Laterality, marking squares task started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7453	98.5	99.1	99.1
	2 No	66	.9	.9	100.0
	Total	7519	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	3	.0		
	Total	44	.6		
Total		7563	100.0		

FDSM101 Reason marking squares not started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Child upset	2	.0	3.0	3.0
	2 No time	29	.4	43.9	47.0
	4 Other	29	.4	43.9	90.9
	9 Unknown	6	.1	9.1	100.0
	Total	66	.9	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test done	7453	98.5		
	-1 Missing	3	.0		
	Total	7497	99.1		
Total		7563	100.0		

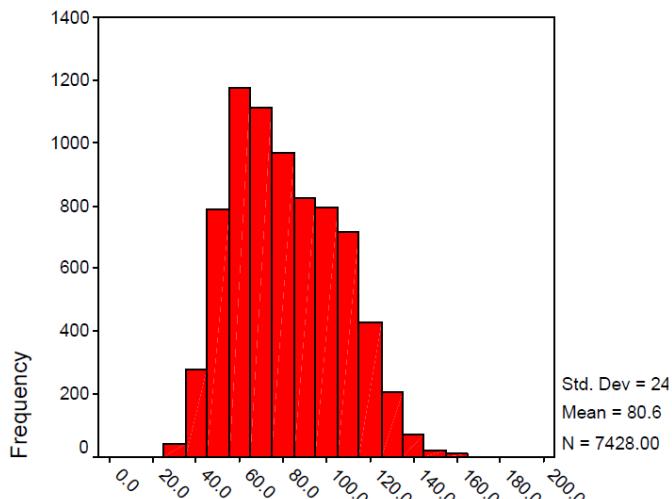
The child is asked to make a short dash on a piece of paper which has a grid marked on it consisting of rows of 20 squares. They are asked to start at the top left hand side of the squared paper, working across it. When the first line is completed the child should start on the left side of the next row. A pencil was used and the object was to see how many squares can be marked in 60 seconds.

The task was first demonstrated by the tester on a small grid the child had a practice. When the child has completed the test with the preferred hand, they change hands and turn the paper around and repeat. The tester counts the number of squares completed with each hand.

FDSM105 Marking squares task preferred hand: F10

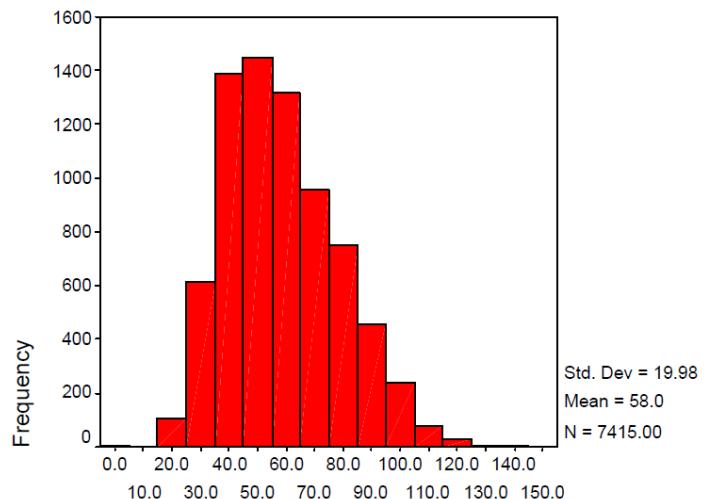
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Right	6540	86.5	87.8	87.8
	2 Left	911	12.0	12.2	100.0
	Total	7451	98.5	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	66	.9		
	-1 Missing	5	.1		
Total	Total	112	1.5		
		7563	100.0		

FDSM110: Marking squares - Number of marks, preferred hand: F10+



Marking squares - Number of marks, preferred hand: F1

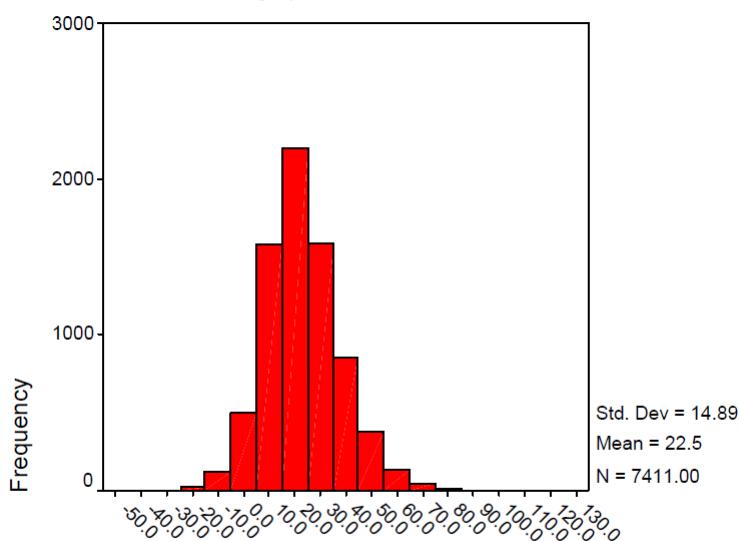
FDSM111: Marking squares - Number of marks, non-preferred hand: F10+



Marking squares - Number of marks, non-preferred hand: F10+

A derived variable has been created indicating the difference in the number of marks made between the preferred and non-preferred hands (FDSM112), such that negative values imply that the child actually performed better with their non-preferred hand.

FDSM112: Marking squares - Difference in number of marks: F10+



Marking squares - Difference in number of marks: F10+

Sorting matches

The child is asked to sit at a table on which is a board that has two match boxes 12 inches apart fixed on to it. The child is asked to take the matches one at a time out of the full box (on their right,) and transfer them directly to the empty box (on their left) using one hand only, starting with the preferred hand. (The other hand may be used to steady either box).

FDSM120 Laterality, sorting matches task started: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7404	97.9	98.5	98.5
	2 No	115	1.5	1.5	100.0
	Total	7519	99.4	100.0	
Missing	-9 Did not do F&S	41	.5		
	-1 Missing	3	.0		
	Total	44	.6		
Total		7563	100.0		

FDSM121 Reason sorting matches not started: F10

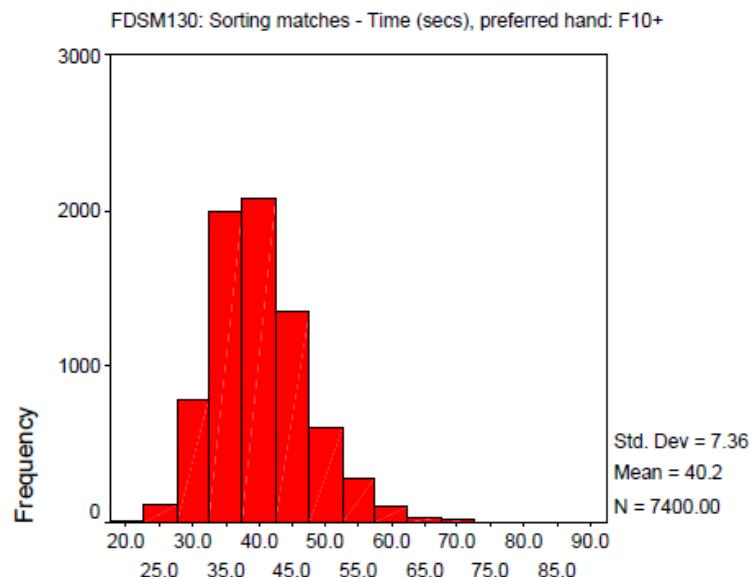
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Child upset	1	.0	.9	.9
	2 No time	82	1.1	75.9	76.9
	4 Other	25	.3	23.1	100.0
Missing	Total	108	1.4	100.0	
	-9 Did not do F&S	41	.5		
	-2 Test not done	7404	97.9		
Total	-1 Missing	10	.1		
	Total	7455	98.6		
	Total	7563	100.0		

FDSM125 Sorting matches task preferred hand: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Right	6444	85.2	87.1	87.1
	2 Left	953	12.6	12.9	100.0
	Total	7397	97.8	100.0	
Missing	-9 Did not do F&S	41	.5		
	-2 Test not done	115	1.5		
	-1 Missing	10	.1		
Total	Total	166	2.2		
	Total	7563	100.0		

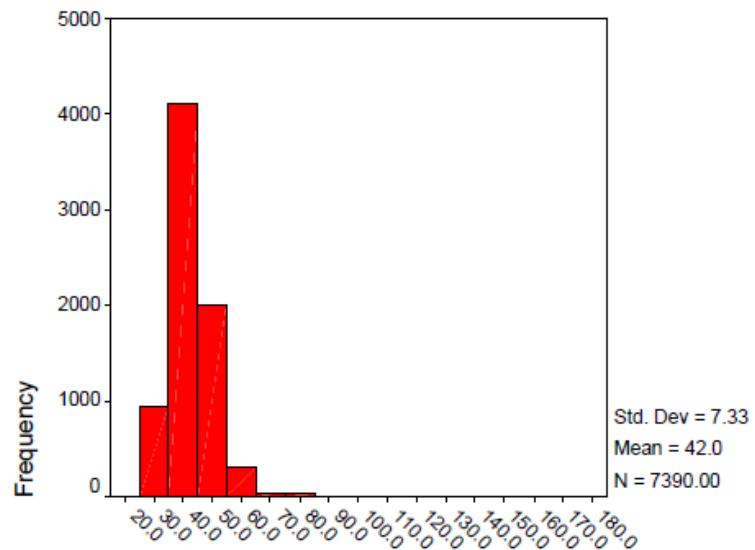
The children were allowed one practice go before they started the task. The tester timed how long it took for the child to transfer all the matches from one box to the other.

The test was then repeated with the non-preferred hand.



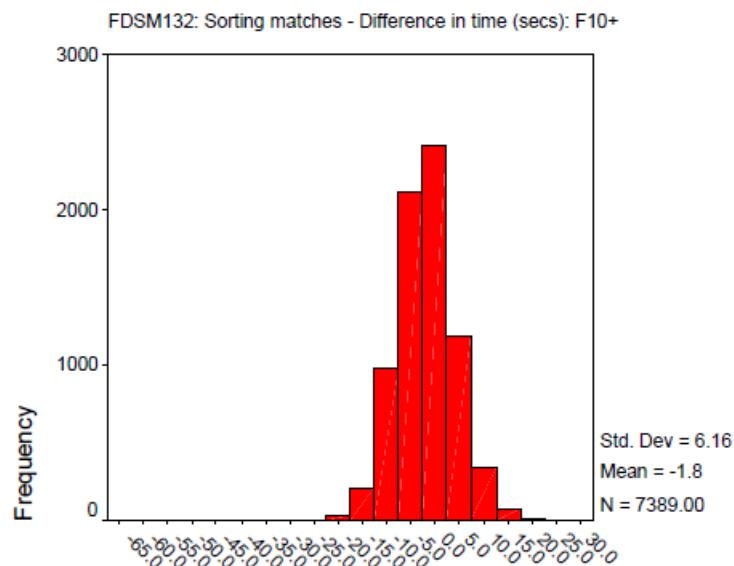
Sorting matches - Time (secs), preferred hand: F10+

FDSM131: Sorting matches - Time (secs), non-preferred hand: F10+



Sorting matches - Time (secs), non-preferred hand: F10+

A derived variable has been created indicating the difference in the time taken between the preferred and non-preferred hands (FDSM132), such that negative values imply that the child actually performed better with their non-preferred hand.



3.4 Computer session

Two tasks were performed in this session, both done on a computer and both designed to measure individual differences in aspects of executive cognitive function – working memory and inhibition.

fdcm001 Child Started Computer session: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7534	99.6	99.6
	3 No	29	.4	.4
	Total	7563	100.0	100.0

fdcm001a Reason Child did not do Computer session: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No staff	.2	.2	.2
	2 Ch left early	.0	.0	.2
	3 Computer/machine failure	.0	.0	.2
	6 Ch arrived late	.1	.1	.3
	8 Ch not able	.0	.0	.4
	10 Did session	99.6	99.6	100.0
	Total	100.0	100.0	
Missing	-1 Missing	.0		
Total	7563	100.0		

Ideally, the child entered the room (FDCM006) without their parent.

The tester recorded the temperature of the room (FDCM010), this may have an effect on the child's performance.

fdcm011 Adult accompanied child: Computer F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No	7496	99.1	99.6
	2 Child request	.3	.3	99.9
	3 Parent request	.1	.1	99.9
	4 Child+Parent request	.1	.1	100.0
	5 Staff request	.0	.0	100.0
	Total	99.5	100.0	
Missing	-9 Did not do computer	.4		
	-1 Missing	.1		
	Total	.5		
Total	7563	100.0		

The children were tested in this session by trained psychologists

fdcm004 Computer session tester: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	315	4.2	4.2	4.2
	2	259	3.4	3.4	7.6
	3	289	3.8	3.8	11.5
	4	797	10.5	10.6	22.0
	5	188	2.5	2.5	24.5
	6	171	2.3	2.3	26.8
	7	613	8.1	8.1	34.9
	8	375	5.0	5.0	39.9
	9	182	2.4	2.4	42.3
	10	624	8.3	8.3	50.6
	11	286	3.8	3.8	54.4
	12	669	8.8	8.9	63.3
	13	35	.5	.5	63.8
	14	181	2.4	2.4	66.2
	15	547	7.2	7.3	73.4
	16	421	5.6	5.6	79.0
	17	174	2.3	2.3	81.3
	18	625	8.3	8.3	89.6
	19	381	5.0	5.1	94.7
	20	30	.4	.4	95.1
	21	372	4.9	4.9	100.0
Total		7534	99.6	100.0	
Missing	-9 Did not do computer	29	.4		
Total		7563	100.0		

The tester recorded whether the child wore glasses in the session, handedness of the child and the child's self rating on the task.

fdcm020 Child wore glasses: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	598	7.9	8.0	8.0
	2 No	6906	91.3	92.0	100.0
	Total	7504	99.2	100.0	
Missing	-9 Did not do computer	29	.4		
	-1 Missing	30	.4		
	Total	59	.8		
Total		7563	100.0		

fdcm021 Child's self rating for task: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Good	7485	99.0	99.5	99.5
	2 Medium	40	.5	.5	100.0
	Total	7525	99.5	100.0	
Missing	-9 Did not do computer	29	.4		
	-1 Missing	9	.1		
	Total	38	.5		
Total		7563	100.0		

fdcm022 Handedness: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Right	6588	87.1	87.8	87.8
	2 Left	916	12.1	12.2	100.0
	Total	7504	99.2	100.0	
Missing	-9 Did not do computer	29	.4		
	-1 Missing	30	.4		
	Total	59	.8		
Total		7563	100.0		

3.4.1 Working Memory

Working memory has been put forward as an important component of reading and arithmetic skills, it was tested using the Counting Span Task (Case *et al*, 1982), which requires the simultaneous processing and storage of information.

fdcm100 Working memory task started: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7018	92.8	93.2	93.2
	2 No	516	6.8	6.8	100.0
	Total	7534	99.6	100.0	
Missing	-9 Did not do computer	29	.4		
	Total	7563	100.0		

On the computer monitor the child was presented with a number of red and blue dots on a white screen. The child was asked to point to and count the number of red dots out loud (the processing component). The children were shown:

- Two practice sets of two screens
- Three sets of two screens
- Three sets of three screens
- Three sets of four screens
- Three sets of five screens

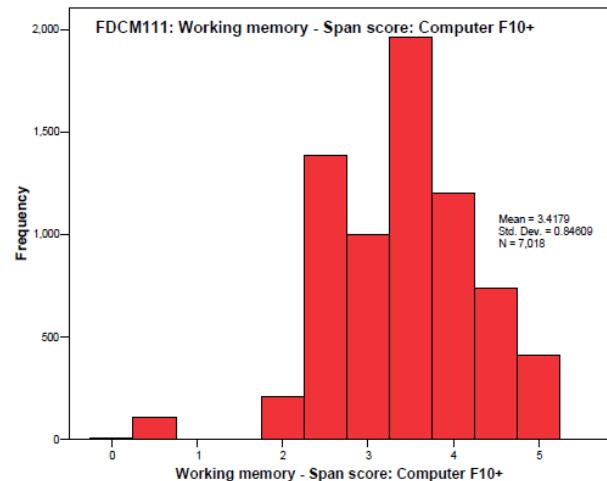
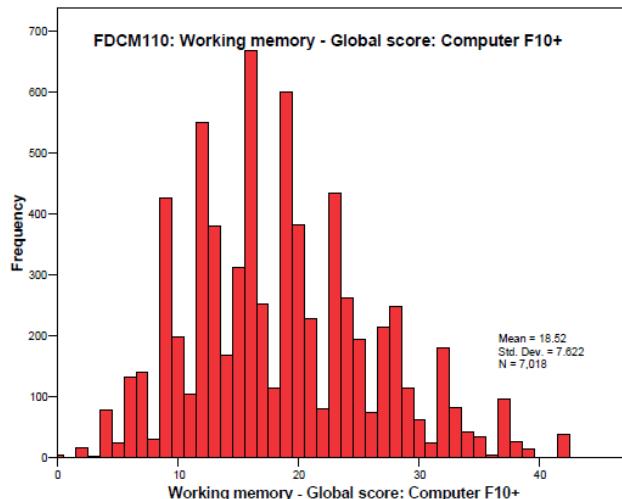
After each set, the child was asked to recall the number of red dots seen on each screen in the order they were presented within that set (the storage component). The tester inputted these numbers into the computer after each set.

All children worked through all the sets regardless of their overall performance.

A child's working memory span was calculated automatically by the computer programme, on the basis of the number of correctly recalled sets, weighted by the number of screens within each set. The maximum score a child could achieve was 5 (i.e. all correct). Two scores are presented:

A Global score representing the number of trials the child got correct (FDCM110)

The Span score, the main outcome measure for this task as described above (FDCM111).



After the task, the tester recorded whether the child was confused with the task (FDCM130), the child's attempt at the task (FDCM131), whether the child was very distractible (FDCM132) and whether the child was bored (FDCM133).

fdcm130 Working memory - Confusion with task: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	21	.3	.3	.3
	2 No	6996	92.5	99.7	100.0
	Total	7017	92.8	100.0	
Missing	-9 Did not do computer	29	.4		
	-2 Task not done	516	6.8		
	-1 Missing	1	.0		
	Total	546	7.2		
Total		7563	100.0		

fdcm131 Working memory - Attempt at task: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Good	6855	90.6	97.7	97.7
	2 Medium	158	2.1	2.3	99.9
	3 Poor	4	.1	.1	100.0
Missing	Total	7017	92.8	100.0	
	-9 Did not do computer	29	.4		
	-2 Task not done	516	6.8		
	-1 Missing	1	.0		
Total		546	7.2		
Total		7563	100.0		

fdcm132 Working memory - Very distractable: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	15	.2	.2	.2
	2 No	6993	92.5	99.6	99.9
	3 Halfway through	10	.1	.1	100.0
	Total	7018	92.8	100.0	
Missing	-9 Did not do computer	29	.4		
	-2 Task not done	516	6.8		
	Total	545	7.2		
Total		7563	100.0		

fdcm133 Working memory - Bored: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	102	1.3	1.5	1.5
	2 No	6850	90.6	97.6	99.1
	3 Halfway through	66	.9	.9	100.0
	Total	7018	92.8	100.0	
Missing	-9 Did not do computer	29	.4		
	-2 Task not done	516	6.8		
	Total	545	7.2		
Total		7563	100.0		

3.4.2 Inhibition

This task observes the child's ability to inhibit a body movement that has already been requested using a computerized measure of impulsivity, the Stop Signal Task (Logan *et al*, 1984; Aman *et al*, 2000). Performance on this task has been shown to differentiate those children with Attention Deficit Order (Nigg, 1999). The procedure used was the same as that reported by Handley *et al* (2004).

The child sat in front of the computer monitor and their two index fingers were placed in two stimulus boxes, one labeled X and one labeled O. Two types of trials were performed, primary task trials and stop signal trials.

fdcm200 Inhibition task started: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6981	92.3	92.7	92.7
	2 No	553	7.3	7.3	100.0
	Total	7534	99.6	100.0	
Missing	-9 Did not do computer	29	.4		
Total		7563	100.0		

Primary Task Trial

In this task the child was asked to fixate on a small smiley face presented in the centre of the computer screen. An X or O would then be presented on the screen and the child had to press the corresponding button as quickly as possible. Thirty trials were completed (15 X's and 15 O's). The computer calculated a mean reaction time for the task (this is used to calculate a tone delay used in subsequent trials (see below). These trials familiarized the child to the task.

Stop Signal Task

This task is identical to the primary task but a bleep is heard (stop signal), randomly after the X or O appears (the go signal). If the bleep was not heard the child was asked to press the corresponding button according to what was presented on screen. When the bleep was sounded the child was told to refrain from pressing the response button, therefore inhibiting the stimulus response.

The bleep sounded on random trials at 150 ms or 250 ms before the child's reaction time (as calculated in the Primary Task Trials).

This second block of trials consisted of 24 practice trials, comprising 8 primary task trials and 16 stop signal trials (five at each of the two intervals). Two further blocks of trials were completed: the experimental blocks. These blocks consisted of 48 trials total in each. 32 of these trials were without bleeps and 16 trials were with bleeps.

Special Conditions

For those children that were deaf or had severe hearing difficulties, a visual stop signal was provided. For those children who could only use one hand, a one-handed stimulus box was used.

fdcm023 Visual stimulus used: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	14	.2	.2	.2
	2 No	7520	99.4	99.8	100.0
	Total	7534	99.6	100.0	
Missing	-9 Did not do computer	29	.4		
Total		7563	100.0		

A number of variables are created and saved by the computer during the task:

fdcm210: Inhibition - Mean Reaction Time, 1st block trials: Computer F10

fdcm211: Inhibition - SD of Mean Reaction Time, 1st block trials: Computer F10

fdcm212: Inhibition - Calculated delay, 250ms: Computer F10

fdcm213: Inhibition - Calculated delay, 150ms: Computer F10

fdcm214: Inhibition - No. Primary trials correct in experimental block: Computer F10

fdcm215: Inhibition - Mean Reaction Time in primary trials, experimental block: Computer F10

fdcm216: Inhibition - SD of Mean Reaction Time in primary trials, experimental block: Computer F10

fdcm217: Inhibition - No. SS trials correct at 250ms delay: Computer F10

fdcm218: Inhibition - Mean Reaction Time for incorrect SS trials, 250ms delay: Computer F10

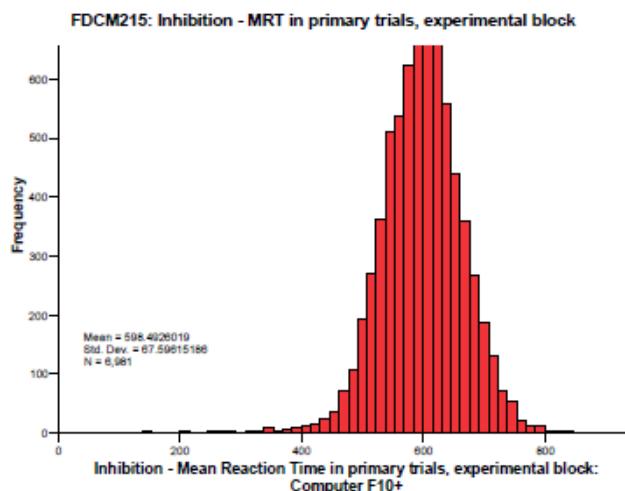
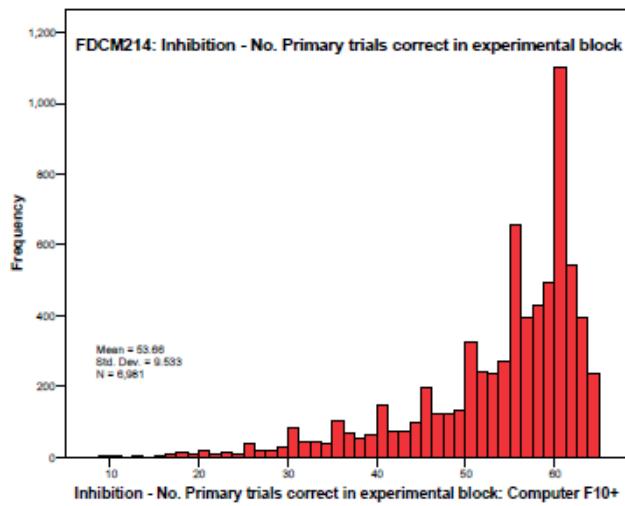
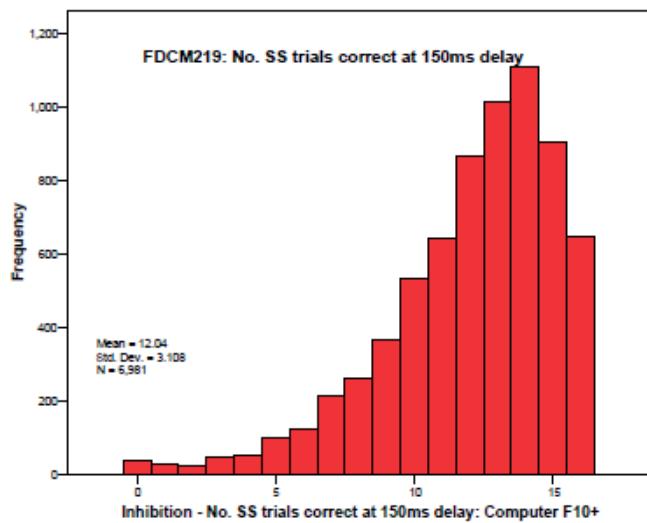
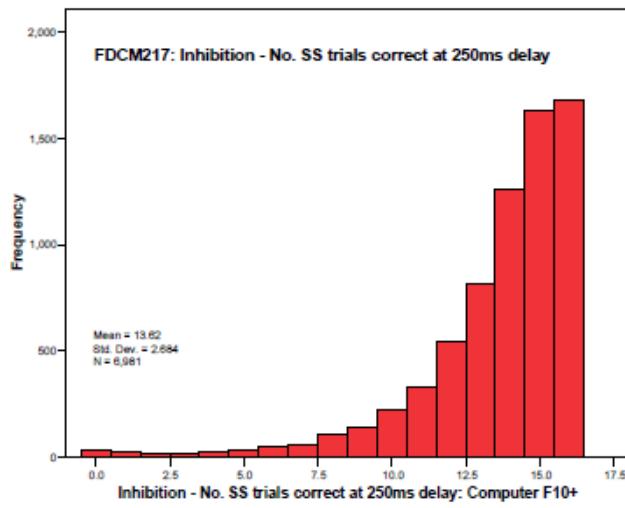
fdcm219: Inhibition - No. SS trials correct at 150ms delay: Computer F10

fdcm220: Inhibition - Mean Reaction Time for incorrect SS trials, 150ms delay: Computer F10

fdcm221: Inhibition - Relative Finishing Time, 250ms delay: Computer F10

fdcm222: Inhibition - Relative Finishing Time, 150ms delay: Computer F10

According to Handley *et al* (2004), the primary measures of performance for this task are accuracy on the stop signal trials (with mean reaction time and primary trial accuracy also reported).



After the task, the tester recorded whether the child was confused with the task (FDCM230), the child's attempt at the task (FDCM231), whether the child was very distractible (FDCM232) and whether the child was bored (FDCM233).

fdcm230 Inhibition - Confusion with task: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	59	.8	.8	.8
	2 No	6914	91.4	99.2	100.0
	Total	6973	92.2	100.0	
Missing	-9 Did not do computer	29	.4		
	-2 Task not done	553	7.3		
	-1 Missing	8	.1		
	Total	590	7.8		
Total		7563	100.0		

fdcm231 Inhibition - Attempt at task: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Good	6901	91.2	99.0	99.0
	2 Medium	64	.8	.9	99.9
	3 Poor	4	.1	.1	100.0
	Total	6969	92.1	100.0	
Missing	-9 Did not do computer	29	.4		
	-2 Task not done	553	7.3		
	-1 Missing	12	.2		
	Total	594	7.9		
Total		7563	100.0		

fdcm232 Inhibition - Very distractable: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	16	.2	.2	.2
	2 No	6946	91.8	99.5	99.7
	3 Halfway through	19	.3	.3	100.0
Missing	Total	6981	92.3	100.0	
	-9 Did not do computer	29	.4		
	-2 Task not done	553	7.3		
	Total	582	7.7		
Total		7563	100.0		

fdcm233 Inhibition - Bored: Computer F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	98	1.3	1.4	1.4
	2 No	6756	89.3	96.8	98.2
	3 Halfway through	127	1.7	1.8	100.0
	Total	6981	92.3	100.0	
Missing	-9 Did not do computer	29	.4		
	-2 Task not done	553	7.3		
	Total	582	7.7		
Total		7563	100.0		

A number of variables have been created from the comments recorded by the testers, as follows:

fdcm250: Comments - External distractions 1: Computer F10

fdcm251: Comments - External distractions 2: Computer F10

fdcm252: Comments - Problems with materials: Computer F10

fdcm253: Comments - Ran out of time: Computer F10

fdcm254: Comments - Problems with tasks: Computer F10

fdcm255: Comments - Child had diff understanding working memory: Computer F10

fdcm256: Comments - Child had diff understanding inhibition: Computer F10

fdcm257: Comments - Child gave up easily: Computer F10

fdcm258: Comments - Child was tired: Computer F10

fdcm259: Comments - Child was frustrated: Computer F10

fdcm260: Comments - Handedness: Computer F10

fdcm261: Comments - Tester error: Computer F10

fdcm262: Comments - Reasons for Child stopping/not starting working memory: Computer F10

fdcm263: Comments - Reasons for Child stopping/not starting inhibition: Computer F10

fdcm264: Comments - Special needs: Computer F10

3.5 Food and Activity

fdfa001 Child Started Food & Activity session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7476	98.8	98.8	98.8
	2 Yes, not completed	15	.2	.2	99.0
	3 No	72	1.0	1.0	100.0
	Total	7563	100.0	100.0	

fdfa001a Reason Child did not do Food & Activity session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No staff	60	.8	.8	.8
	2 Ch left early	6	.1	.1	.9
	5 Sessions overran	1	.0	.0	.9
	6 Ch arrived late	3	.0	.0	.9
	7 Carer not available to give consent	1	.0	.0	.9
	10 Did session	7491	99.0	99.1	100.0
	Total	7562	100.0	100.0	
	Missing	-1 Missing	1	.0	
Total		7563	100.0		

fdfa004 F&A tester: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1002	13.2	13.5	13.5
	2	116	1.5	1.6	15.0
	3	614	8.1	8.3	23.3
	4	17	.2	.2	23.5
	5	1700	22.5	22.8	46.3
	6	1014	13.4	13.6	60.0
	7	544	7.2	7.3	67.3
	8	6	.1	.1	67.4
	9	101	1.3	1.4	68.7
	10	40	.5	.5	69.3
	11	144	1.9	1.9	71.2
	12	101	1.3	1.4	72.5
	13	2043	27.0	27.5	100.0
	Total	7442	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
Total		7563	100.0		

3.5.1 Diet questionnaires

The dietary intake of the child was investigated by using 3 one-day unweighed dietary records (please see Appendix 2 for an example).

The dietary diary was sent to the parent a week before their child's clinic appointment, they were asked to record everything the child ate or drank (including medicines) for three, not necessarily consecutive, days, including two week days and one day at the weekend. Full instructions were included in the diary, including how to record foods eaten at school. An example of a completed day was also included to help the children.

The dietary records included detailed information about foods and drinks consumed, brands used, and weights in household measures or taken from information given on the packaging of the food, as well as information about plate waste.

When the parent and child arrived at reception, the nutritionist collected the diaries directly from them (see *fdfa020*). During the session they were then interviewed with the aim of ensuring the completeness of the record with regard to type/brand of food/drink and the amount eaten/drunk.

If the diary had not been completed, the nutritionist carried out a 24-hour recall (see *fdfa021*), recorded in a labeled diary. The nutritionist also asked the parent and child if they would be willing to complete a diary at home, if so, the parent was given a separately labeled diary and pre-paid envelope.

fdfa020 Child dietary diary returned: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6488	85.8	87.2	87.2
	2 No	954	12.6	12.8	
	Total	7442	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
Total		7563	100.0		

fdfa021 24 hour recall taken: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	936	12.4	12.6	12.6
	2 No	6506	86.0	87.4	
	Total	7442	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
Total		7563	100.0		

fdfa022 Parent diet Q returned: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6664	88.1	89.5	89.5
	2 No	778	10.3	10.5	
	Total	7442	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
Total		7563	100.0		

fdfa023 Parent completed diet Q at visit: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	636	8.4	8.5	8.5
	2 No	6806	90.0	91.5	100.0
	Total	7442	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
	Total	7563	100.0		

fdfa024 Gave parent envelope to return diet Q: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	23	.3	3.1	3.1
	2 No	727	9.6	96.9	100.0
	Total	750	9.9	100.0	
Missing	-9 Did not do F&A	121	1.6		
	-2 Vers 3, not collected	6692	88.5		
	Total	6813	90.1		
	Total	7563	100.0		

The dietary diaries were analysed using Dido software. This dietary analysis uses data from the fifth edition of McCance & Widdowson's food tables as well as supplements to the tables, and is constantly being updated as information about new foods becomes available. A set of derivatives are available and summarised below.

fddd100 Number of days dietary data collected: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1010	13.4	13.5	13.5
	2	693	9.2	9.3	22.8
	3	5748	76.1	77.0	99.8
	4	17	.2	.2	100.0
	Total	7468	98.8	100.0	
Missing	-101 Missing	89	1.2		
	Total	7557	100.0		

Average weight of dietary intake uses the food groups specified in the UK's National Diet and Nutrition Survey to calculate a mean average in grams per day for each food group [fddd200 to fddd290].

Estimated nutrient intakes Nutrient mean averages are in grams, milligrams or micrograms per day [fddd301 to fddd346]. A more detailed description of how these were derived can be found in Glynn *et. al.*,(2005).

Glynn L., Emmett P., Rogers, I., ALSPAC Study Team. (2005). 'Food and nutrient intakes of a population sample of 7-year-old children in the south-west of England in 1999/2000 - what difference does gender make?' *Journal of Human Nutrition and Dietetics*. 18 (1): 7-19. DOI: 10.1111/j.1365-277X.2004.00582.x

Energy intake (kcal) is captured by the continuous variable f7ddd408, which is the mean average of the recorded days of consumption (Glynn *et. al.*, 2005). Total energy intake (kcal) is also available for each day separately in three continuous variables [fddd409, fddd410 and fddd411]. The coefficient of variation is captured by [fddd412].

Summary of food group variables available: n=7468

	Min	Max	M	SD
fddd200 DV: High fibre breakfast cereals mean weight (g/day): F10	.00	382.00	14.5189	24.15253
fddd201 DV: Other breakfast cereals mean weight (g/day) : F10	.00	180.00	12.4332	16.86399
fddd202 DV: Sweet biscuits mean weight (g/day) : F10	.00	228.00	19.3236	20.73912
fddd203 DV: Coated and fried white fish, shellfish mean weight (g/day): F10	.00	240.00	7.0197	17.88770
fddd204 DV: Other white fish, shellfish, fish dishes mean weight (g/day): F10	.00	250.00	1.9393	11.21269
fddd205 DV: Oily fish mean weight (g/day) : F10	.00	250.00	4.7987	14.79147
fddd206 DV: Yoghurt and fromage frais mean weight (g/day) : F10	.00	450.00	32.4562	50.51656
fddd207 DV: Puddings and icecreams mean weight (g/day) : F10	.00	425.00	43.7437	51.42488
fddd208 DV: Buns, cakes, pastries and fruit pies mean weight (g/day) : F10	.00	280.00	27.0537	31.79985
fddd209 DV: Crisps and savoury snacks mean weight (g/day) : F10	.00	164.00	19.0663	16.15950
fddd210 DV: Sugar confectionery mean weight (g/day) : F10	.00	281.00	8.0570	15.03151
fddd211 DV: Chocolate confectionery mean weight (g/day) : F10	.00	238.00	18.3767	21.62810
fddd212 DV: Sugar, preserves and sweet spreads mean weight (g/day) : F10	.00	173.50	9.2262	11.91851
fddd213 DV: Baked beans mean weight (g/day) : F10	.00	522.50	20.5487	41.53589
fddd214 DV: Meat pies and pastries mean weight (g/day) : F10	.00	320.00	7.6895	21.93446
fddd215 DV: Coated chicken and turkey mean weight (g/day) : F10	.00	256.67	10.1918	21.86739
fddd216 DV: Chicken, turkey and dishes mean weight (g/day) : F10	.00	450.00	23.9645	35.61964
fddd217 DV: Liver and dishes mean weight (g/day) : F10	.00	150.00	.6618	5.54138
fddd218 DV: Lamb and dishes mean weight (g/day) : F10	.00	400.00	5.0355	18.18011
fddd219 DV: Pork and dishes mean weight (g/day) : F10	.00	250.00	5.6782	17.61740
fddd220 DV: Beef and dishes mean weight (g/day) : F10	.00	500.00	21.3205	41.14567
fddd221 DV: Burgers and kebabs mean weight (g/day) : F10	.00	244.00	5.7044	17.14749
fddd222 DV: Sausages mean weight (g/day) : F10	.00	240.00	9.4131	17.88098
fddd223 DV: Offal (excluding liver) mean weight (g/day) : F10	.00	30.00	.0196	.64033

Summary of food group variables available: n=7468

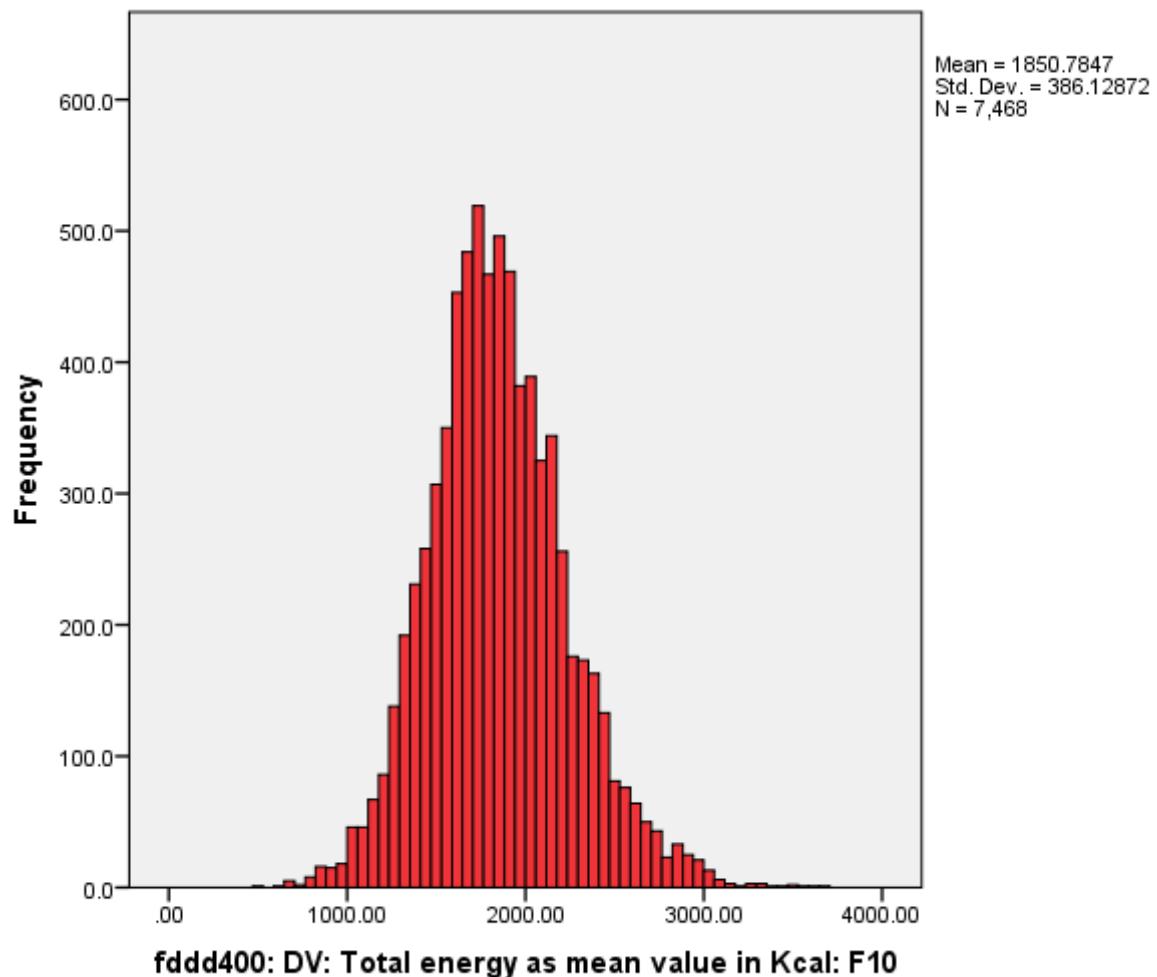
		Min	Max	M	SD
fddd224 DV: Other meat and meat products mean weight (g/day) : F10		.00	155.00	3.0904	10.98847
fddd225 DV: Eggs and egg dishes mean weight (g/day) : F10		.00	185.00	9.1724	19.70954
fddd226 DV: White bread mean weight (g/day) : F10		.00	410.00	61.6198	47.13873
fddd227 DV: Brown and granary bread mean weight (g/day) : F10		.00	316.00	4.1425	15.60371
fddd228 DV: Softgrain white bread mean weight (g/day) : F10		.00	222.00	1.5931	10.32818
fddd229 DV: Wholemeal bread mean weight (g/day) : F10		.00	194.67	6.9484	20.52445
fddd230 DV: Other bread mean weight (g/day) : F10		.00	175.00	3.7605	12.78774
fddd231 DV: Butter mean weight (g/day) : F10		.00	80.00	2.6990	6.92375
fddd232 DV: Full-fat polyunsaturated margarine mean weight (g/day): F10		.00	68.00	5.8792	8.47748
fddd233 DV: Low-fat polyunsaturated margarine mean weight (g/day) : F10		.00	39.33	.1923	1.66295
fddd234 DV: Full-fat non-polyunsaturated margarine mean weight (g/day) : F10		.00	54.00	2.8131	6.30825
fddd235 DV: Low-fat non-polyunsaturated margarine mean weight (g/day) : F10		.00	54.00	.5168	3.00177
fddd236 DV: Polyunsaturated cooking fat mean weight (g/day) : F10		.00	36.67	.5283	1.37161
fddd237 DV: Non-polyunsaturated cooking fat mean weight (g/day) : F10		.00	14.67	.0562	.42693
fddd238 DV: Ham and bacon mean weight (g/day) : F10		.00	150.00	10.3740	15.57004
fddd239 DV: Fried/roast potatoes and chips mean weight (g/day) : F10		.00	390.00	61.3227	54.17613
fddd240 DV: Other potatoes mean weight (g/day) : F10		.00	352.50	33.0069	45.25163
fddd241 DV: Raw carrots mean weight (g/day) : F10		.00	160.00	1.7796	7.81086
fddd242 DV: Cooked carrots mean weight (g/day) : F10		.00	240.00	12.5805	19.21979
fddd243 DV: Green leafy vegetables mean weight (g/day) : F10		.00	250.00	11.0823	20.19060
fddd244 DV: Peas mean weight (g/day) : F10		.00	180.00	7.8165	15.81382
fddd245 DV: Green and runner beans mean weight (g/day) : F10		.00	210.00	2.2367	8.38730
fddd246 DV: Cooked and canned tomatoes mean weight (g/day) : F10		.00	240.00	1.2088	7.71511
fddd247 DV: Raw tomatoes mean weight (g/day) : F10		.00	130.00	5.6136	13.75307
fddd248 DV: Other salad and raw vegetables mean weight (g/day) : F10		.00	375.00	9.9409	20.43773
fddd249 DV: Other cooked vegetables mean weight (g/day) : F10		.00	265.00	10.7261	19.50413
fddd250 DV: Legumes mean weight (g/day) : F10		.00	180.00	1.0075	7.43897
fddd251 DV: Vegetable dishes mean weight (g/day) : F10		.00	300.00	4.4959	17.50550
fddd252 DV: Cheese mean weight (g/day) : F10		.00	167.00	12.2375	17.40517
fddd253 DV: Fruit juice mean weight (g/day) : F10		.00	1200.0	117.230	156.79917
fddd254 DV: Whole milk mean weight (g/day) : F10		.00	1342.7	69.5517	142.36038
fddd255 DV: Semi-skimmed milk mean weight (g/day): F10		.00	1750.0	132.086	167.13730
fddd256 DV: Skimmed milk mean weight (g/day) : F10		.00	786.00	6.3496	38.53731
fddd257 DV: Goats and sheeps milk mean weight (g/day) : F10		.00	736.00	.4990	13.04847
fddd258 DV: Soya milk mean weight (g/day) : F10		.00	433.33	.8685	14.09264
fddd259 DV: Other milk and cream mean weight (g/day) : F10		.00	205.00	1.5967	7.15076
fddd260 DV: Fruit canned in syrup mean weight (g/day) : F10		.00	315.00	.8543	7.53899
fddd261 DV: Fruit canned in juice mean weight (g/day) : F10		.00	244.00	2.0038	12.11027
fddd262 DV: Citrus fruit mean weight (g/day) : F10		.00	500.00	9.9675	28.88901
fddd263 DV: Apples and pears mean weight (g/day) : F10		.00	400.00	26.0110	42.62486
fddd264 DV: Bananas mean weight (g/day) : F10		.00	266.67	12.6154	27.64396
fddd265 DV: Other fruit mean weight (g/day) : F10		.00	620.00	16.7794	35.65875
fddd266 DV: Pasta, rice, pizza etc. mean weight (g/day) : F10		.00	750.00	77.4417	77.03828
fddd267 DV: Nuts mean weight (g/day) : F10		.00	120.00	1.5485	5.70811
fddd268 DV: Vitamins taken at 10 years recorded in DD (label only): F10		.00	10.00	.1124	.78454
fddd269 DV: Medicines taken at 10 years recorded in DD (label only): F10		.00	43.33	.3660	2.06903
fddd270 DV: Soup mean weight (g/day) : F10		.00	485.00	8.1303	31.79225
fddd271 DV: Normal squashes and cordials mean weight (g/day) : F10		.00	242.00	6.3715	19.29766
fddd272 DV: Normal fizzy drinks and made-up squash mean weight (g/day) : F10		.00	1608.0	105.155	165.21084
fddd273 DV: Diet squashes and cordials mean weight (g/day) : F10		.00	366.67	25.1520	35.34484
fddd274 DV: Diet fizzy drinks and made-up squash mean weight (g/day) : F10		.00	1524.0	79.9066	156.54059
fddd275 DV: Alcoholic drinks mean weight (g/day) : F10		.00	287.00	.3919	4.88882
fddd276 DV: Milk-based sauces mean weight (g/day) : F10		.00	257.00	1.4228	8.01425
fddd277 DV: Water and flavoured water mean weight (g/day) : F10		.00	4200.0	175.343	249.03356
fddd278 DV: Tomato-based sauces mean weight (g/day) : F10		.00	200.00	4.3731	10.67087
fddd279 DV: Other sauces mean weight (g/day) : F10		.00	194.67	14.1494	17.66279
fddd280 DV: Herbs and spices mean weight (g/day) : F10		.00	6.67	.0192	.19485
fddd281 DV: Sugar-free confectionery mean weight (g/day) : F10		.00	16.00	.0407	.38589
fddd282 DV: Savoury biscuits and crackers mean weight (g/day) : F10		.00	66.00	1.8149	5.65989
fddd283 DV: Powdered drinks e.g. drinking chocolate mean weight (g/day) : F10		.00	260.00	1.3771	5.86253
fddd284 DV: Soya products mean weight (g/day) : F10		.00	300.00	.9657	8.25677
fddd285 DV: Salty flavourings mean weight (g/day) : F10		.00	20.00	.3925	1.31587
fddd286 DV: Cod liver oil taken at 10 years recorded in DD (label only): F10		.00	10.00	.0088	.21120
fddd287 DV: Herbal tea mean weight (g/day) : F10		.00	625.00	1.6118	20.33557
fddd288 DV: Tea mean weight (g/day) : F10		.00	1125.0	43.8589	106.72477

Summary of food group variables available: n=7468

	Min	Max	M	SD
ffffd289 DV: Instant coffee granules/powder mean weight (g/day) : F10	.00	2.33	.0042	.06790
ffffd290 DV: Coffee infusion/made-up instant coffee mean weight (g/day) : F10	.00	746.67	3.0376	25.10479
ffffd291 DV: Fluoride drops (label only): F10	.00	1.00	.0002	.01294
ffffd292 DV: Meal-replacement drinks e.g. Fortisip mean weight (g/day) : F10	.00	820.00	.1473	9.62063

Summary of estimated nutrient intake variables available: n=7468

	Min	Max	M	SD
ffffd300 DV: Water intake (g) DD mean: F10	178	6533	1141.34	389.673
ffffd301 DV: Protein intake (g) DD mean: F10	11.5	147.9	61.701	15.7178
ffffd302 DV: Fat intake (g) DD mean: F10	14.5	194.3	75.339	20.0325
ffffd303 DV: Carbohydrate intake (g) DD mean: F10	46.0	529.0	247.084	55.6083
ffffd304 DV: Energy intake (kcal) DD mean: F10	512	3697	1850.83	386.093
ffffd305 DV: Energy intake (kj) DD mean: F10	2136	15500	7786.66	1621.572
ffffd306 DV: Saturated fatty acid intake (g) DD mean: F10	3.8	81.2	29.069	9.4101
ffffd307 DV: Monounsaturated fatty acid intake (g) DD mean: F10	4.2	83.8	25.778	7.2422
ffffd308 DV: Polyunsaturated fatty acid intake (g) DD mean: F10	1.6	46.5	12.418	4.6556
ffffd309 DV: Dietary cholesterol intake (mg) DD mean: F10	0	1038	185.29	91.277
ffffd310 DV: Total sugar intake (g) DD mean: F10	12.8	314.0	112.821	39.5731
ffffd311 DV: Starch intake (g) DD mean: F10	22.7	283.9	131.398	31.0658
ffffd312 DV: Southgate fibre (old type) intake (g) DD mean: F10	2.8	48.6	17.273	5.2960
ffffd313 DV: Non-starch polysaccharide (fibre) intake (g) DD mean: F10	2.0	34.5	11.453	3.6462
ffffd314 DV: Sodium intake (mg) DD mean: F10	276	7243	2579.59	705.077
ffffd315 DV: Potassium intake (mg) DD mean: F10	344	6286	2406.43	621.411
ffffd316 DV: Calcium intake (mg) DD mean: F10	120	2948	789.63	296.801
ffffd317 DV: Magnesium intake (mg) DD mean: F10	58	617	212.59	54.311
ffffd318 DV: Phosphorus intake (mg) DD mean: F10	201	2479	1100.45	288.867
ffffd319 DV: Iron intake (mg) DD mean: F10	2.1	42.6	8.955	2.4552
ffffd320 DV: Copper intake (mg) DD mean: F10	.17	7.78	.8249	.25797
ffffd321 DV: Zinc intake (mg) DD mean: F10	.91	23.48	6.7141	2.10929
ffffd322 DV: Chloride intake (mg) DD mean: F10	553	11384	3774.20	1050.399
ffffd323 DV: Manganese intake (mg) DD mean: F10	.16	9.88	2.1931	.82497
ffffd324 DV: Selenium intake (ug) DD mean: F10	3.2	204.2	57.639	20.3666
ffffd325 DV: Iodine intake (ug) DD mean: F10	14.6	1210.2	124.680	58.0270
ffffd326 DV: Retinol intake (ug) DD mean: F10	0	12381	350.59	370.249
ffffd327 DV: Carotene intake (ug) DD mean: F10	18	19011	2035.64	1712.432
ffffd328 DV: Vitamin D intake (ug) DD mean: F10	.0	24.4	2.595	1.3482
ffffd329 DV: Vitamin E intake (mg) DD mean: F10	.52	33.86	9.1634	3.79237
ffffd330 DV: Thiamin intake (mg) DD mean: F10	.21	37.72	1.5516	1.35286
ffffd331 DV: Riboflavin intake (mg) DD mean: F10	.07	8.15	1.5649	.62483
ffffd332 DV: Niacin intake (mg) DD mean: F10	2.8	51.5	16.637	5.4814
ffffd333 DV: Tryptophane/60 intake (mg) DD mean: F10	2.4	33.5	12.600	3.2985
ffffd334 DV: Vitamin B6 intake (mg) DD mean: F10	.14	6.45	1.8544	.56956
ffffd335 DV: Vitamin B12 intake (ug) DD mean: F10	.00	38.41	3.3835	1.77038
ffffd336 DV: Folate intake (ug) DD mean: F10	33	696	207.37	70.240
ffffd337 DV: Pantothenate intake (mg) DD mean: F10	.4	972.9	118.918	90.9650
ffffd338 DV: Biotin intake (ug) DD mean: F10	1.83	95.35	24.9727	9.36891
ffffd339 DV: Vitamin C intake (mg) DD mean: F10	0	531	86.61	62.148
ffffd340 DV: Alcohol intake (g) DD mean: F10	.0	10.6	.036	.3223
ffffd341 DV: Trans fatty acid intake (g) DD mean: F10	.1	8.7	2.615	1.0363
ffffd342 DV: Retinol equivalent intake (ug) DD mean: F10	38	12565	689.87	480.114
ffffd343 DV: Niacin equivalent intake (mg) DD mean: F10	6	70	29.24	7.924
ffffd344 DV: Intrinsic sugar intake (g) DD mean: F10	.00	199.45	26.6864	16.95441
ffffd345 DV: Non milk extrinsic sugars intake (g) DD mean: F10	4.82	296.35	86.1346	34.98146



Similarity between study children was measured by the sum of squares of differences in standardised average weights (grams per day, g/d) of foods consumed in each of the food groups specified above (see Glynn *et. al.*, 2005).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
fddd401 DV: Total Energy Intake (kcal) Day 1: F10	7468	217	4326	1895.89	483.801
fddd402 DV: Total Energy Intake (kcal) Day 2: F10	6458	4	3996	1838.16	470.064
fddd403 DV: Total Energy Intake (kcal) Day 3: F10	5765	154	4513	1804.54	471.499
fddd404 DV: Total Energy Intake (kcal) Day 4: F10	17	1288	2283	1750.37	335.833
fddd405 DV: Coefficient of variation for total energy intake (kcal): F10	6458	.1	109.9	17.656	10.9655

3.5.1.1 Dietary Patterns

Clusters

To investigate dietary patterns in children over time, Northstone *et. al.* (2013) used cluster analysis to combine the study children attending clinic into four non-overlapping groups according to the similarity of foods consumed between children.

Northstone, K., Smith, A., Newby, P., & Emmett, P. (2013). 'Longitudinal comparisons of dietary patterns derived by cluster analysis in 7- to 13-year-old children'. *British Journal of Nutrition*. 109 (11): 2050-2058. doi:10.1017/S0007114512004072

- Processed high consumption of processed foods, chips and soft drinks
- Healthy high consumption of high-fibre bread, fruit, vegetables and water
- Traditional high consumption of meat, potatoes and vegetables
- Lunch high consumption of white bread, sandwich fillings and snacks

fddd500 DV: Clusters from 10 yr old diet diaries using food weight: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Processed	2078	27.5	29.8	29.8
	2 Healthy	1976	26.1	28.4	58.2
	3 Traditional	1488	19.7	21.4	79.5
	4 Lunch	1425	18.9	20.5	100.0
	Total	6967	92.2	100.0	
Missing	-1 Missing	590	7.8		
	Total	7557	100.0		

Principal components analysis

Smith *et. al.* (2013) also derived dietary patterns using principal components analysis (PCA). They used two different types of input variables 1) weight of food (grams per day) and 2) binary (food consumed/food not consumed) .

fddd501 and *fddd507* are the derived pattern scores using these two methods.

Smith, A., Emmett, P., Newby, P., & Northstone, K. (2013). 'Dietary patterns obtained through principal components analysis: The effect of input variable quantification'. *British Journal of Nutrition*. 109 (10): 1881-1891. doi:10.1017/S0007114512003868

Descriptive Statistics: n=7468

	Min	Max	M	SD
fddd501 DV: Health Aware score using food weight: F10	-6.50	7.92	-.0010	1.52812
fddd502 DV: Traditional diet score using food weight: F10	-3.53	8.89	-.0002	1.49381
fddd503 DV: Packed Lunch score using food weight: F10	-5.87	8.93	.0004	1.37448
fddd504 DV: Traditional diet score using consumed/not consumed: F10	-.34	3.30	1.3758	.78989
fddd505 DV: Health Conscious score using consumed/not consumed: F10	-.24	4.54	1.8821	.78058
fddd506 DV: Processed diet score using consumed/not consumed: F10	-.01	4.04	2.1428	.68816
fddd507 DV: Dieting Choice score using consumed/not consumed: F10	-1.10	2.03	.6992	.61868

3.5.1.2 Dietary diary plausible reporting

Two different methods have been used to categorise the plausibility of dietary reporting. *Fddd600* uses the Touron method and describes energy (Kcal) reporting (Glynn *et. al.* 2005). *Fddd601* uses the method described in Noel *et. al.* (2011). It should be noted that the numbers are significantly lower in the latter due to the inclusion of only those cases with valid accelerometer data in the calculations.

Glynn L., Emmett P., Rogers, I., ALSPAC Study Team. (2005). 'Food and nutrient intakes of a population sample of 7-year-old children in the south-west of England in 1999/2000 - what difference does gender make?' *Journal of Human Nutrition and Dietetics*. 18 (1): 7-19. DOI: 10.1111/j.1365-277X.2004.00582.x

Noel, S. E., Ness, A. R., Northstone, K., Emmet, P. and Newby, P.K.(2011) 'Milk Intakes Are Not Associated with Percent Body Fat in Children from Ages 10 to 13'. *The Journal of Nutrition*. 141 (11): 2035–2041 [https://doi.org/10.3945/jn.111.143420]

fddd600 DV: Accuracy of energy reporting using Touron method: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Under reporter	2704	35.8	36.4
	2 Valid reporter	4461	59.0	60.0
	3 Over reporter	264	3.5	3.6
	Total	7429	98.3	100.0
Missing	-1 Missing	128	1.7	
	Total	7557	100.0	

fddd601 DV: Implausible dietary reporters: Newby group: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Under reporter	1163	15.4	28.9
	2 Valid reporter	2145	28.4	53.3
	3 Over reporter	717	9.5	17.8
	Total	4025	53.3	100.0
Missing	-1 Missing	3532	46.7	
	Total	7557	100.0	

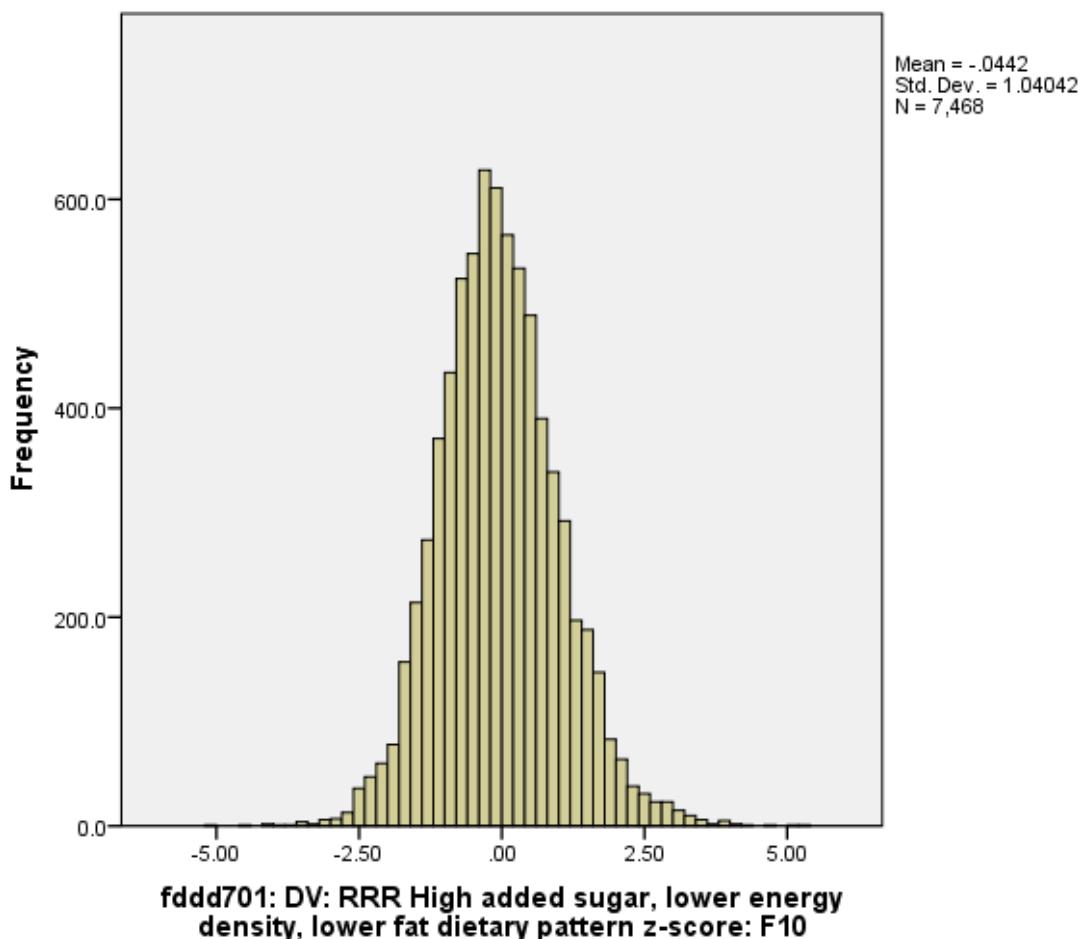
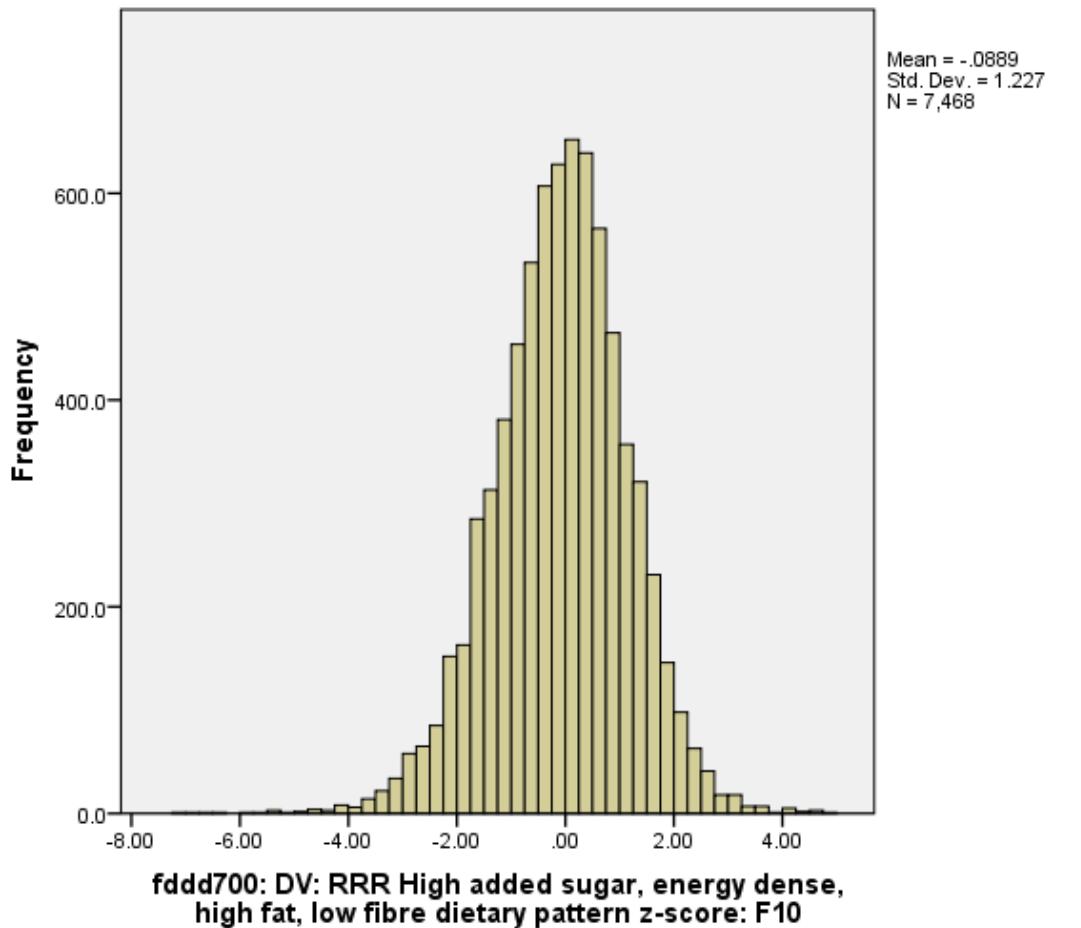
3.5.1.3 Reduced Rank Regression

Ambrosini *et al* (2016) derived dietary patterns using reduced rank regression (RRR) at 7, 10 and 13 years of age. Two patterns were derived which explained the maximum variation in four response variables: Proportion of total energy from free sugar, proportion of total energy from total fat, dietary energy density as energy per gram of food consumed and dietary fibre density (grams of non-starch polysaccharide fibre per MJ of total energy). The first pattern identified was associated with greater dietary energy density, greater percent energy from free sugars and total fat, and lower fibre density. The second pattern was associated with greater percent energy from free sugars but lower percent energy from total fat and dietary energy density.

Fddd700 and *Fddd701* are the two pattern scores derived using RRR described above.

For more details please see:

Ambrosini GL, Johns DJ, Northstone K, Emmett PM, Jebb SA. Free sugars and total fat are important characteristics of a dietary pattern associated with adiposity across childhood and adolescence. *J of Nutr*, 2016. doi:10.3945/jn.115.224659.



3.5.2 Activity questionnaires

After going through the dietary diaries, the nutritionist explained to the child that we were interested in measuring physical activity. They were shown an activity diary (please see Appendix 3 for an example) and shown how to complete them. If the child was happy to complete the activity diary they were given two diaries and a pre-paid envelope to return them in.

The child was asked to complete the diaries over two weekend days and two weekdays. The diaries were split into times of day (before midday meal, before tea/evening meal, before bed) to help the child and a list of suggestions was included at the front of the diary together with a completed example page to further help the children with their completion. Along with each activity recorded the child was asked to record the start and finish time and tick a box indicating how much they were moving around for that activity (*not much; a bit; a lot; really rushing around*). For those completing diaries within term time, the child was asked to record all activity around school, such as break times, but not within lesson time.

Those interested in accessing this data are invited to contact ALSPAC.

fdfa030 Gave activity Q: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6514	86.1	87.5	87.5
	2 No	927	12.3	12.5	100.0
	Total	7441	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
	-1 missing	1	.0		
	Total	122	1.6		
Total		7563	100.0		

3.5.3 Taste test

There exists genetic sensitivity to bitter and sweet tastes. PROP (6-n-propylthiouracil) is used in genetic studies to test sensitivity to bitterness, with 'supertasters' perceiving the most extreme bitter taste (see Bartoshuk *et al*, 1994 and Anliker *et al*, 1991). Paper disks impregnated with PROP have been shown to be a crude but rapid way to test responses to PROP in large groups (Bartoshuk *et al*, 1994, Zhao *et al*, 2003).

The nutritionist explained to the child that they were going to taste a piece of paper and would then mark how strong they thought the sensation of the taste was on a line.

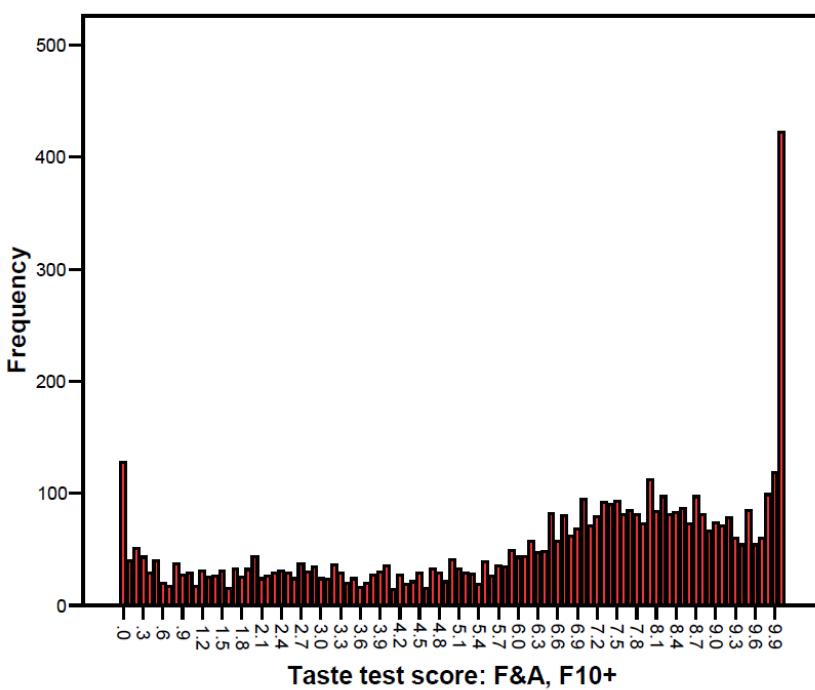
The child was asked to name their senses and were prompted if they could not. The nutritionist then asked the child to describe the loudest, most intense sound they had ever heard and the brightest, most intense light they had ever seen. They then pointed to the scale on the datasheet (a 10 cm line), explaining that the left end of the scale represented no sensation and the right end represented the most intense sensation, explaining again the most intense sensation as the loudest sound or brightest light that they had just described. The child was then asked to point on the line where a whisper and where a shout would go on the scale.

The child was asked to place the disc of paper on their tongue and move it around for about 10 seconds. The child was then given a pen and asked to make a mark on the line. Once the child had left the room the nutritionist measured how far from the left the child had marked (10cm being the maximum) (see FDFA041) .

fdfa040 Taste test done: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5294	70.0	71.1	71.1
	2 No	2148	28.4	28.9	100.0
	Total	7442	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
	Total	7563	100.0		

FDFA041: Taste test score: F&A, F10+



The nutritionist also recorded whether the child understood the task (FDFA042) and any taste sensation that the child mentioned together with what the child said the paper tasted like (comments coded as FDFA045 and FDFA046 respectively).

fdfa045 Comment: Taste sensation: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Not commented	3253	43.0	61.4	61.4
	1 Bitter	850	11.2	16.1	77.5
	2 Salty	295	3.9	5.6	83.1
	3 Sour	423	5.6	8.0	91.1
	4 Sweet	56	.7	1.1	92.1
	5 Hot/spicy	74	1.0	1.4	93.5
	6 Acidic/sharp	29	.4	.5	94.1
	7 Nothing	193	2.6	3.6	97.7
	12 Bitter & Salty	25	.3	.5	98.2
	13 Bitter & Sour	63	.8	1.2	99.4
	14 Bitter & Sweet	1	.0	.0	99.4
	15 Bitter & Hot	9	.1	.2	99.6
	16 Bitter & Acidic	1	.0	.0	99.6
	23 Salty & Sour	8	.1	.2	99.7
	24 Salty & Sweet	1	.0	.0	99.8
	25 Salty & Hot	6	.1	.1	99.9
	34 Sour & Sweet	6	.1	.1	100.0
	35 Sour & Hot	1	.0	.0	100.0
	Total	5294	70.0	100.0	
Missing	-9 Did not do F&A	121	1.6		
	-2 Test not done	2148	28.4		
	Total	2269	30.0		
	Total	7563	100.0		

fdfa046 Comment: What Tasted like : F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Not commented	4020	53.2	75.9	75.9
	1 Not nice	744	9.8	14.1	90.0
	2 Paper/cardboard	151	2.0	2.9	92.8
	3 Medicine/tablets	91	1.2	1.7	94.6
	4				
	Alcohol/aftershave/perfume/hairspray	46	.6	.9	95.4
	5 Coffee	4	.1	.1	95.5
	6 Anti-Nail biting liquid	30	.4	.6	96.1
	7 Washing up liquid/soap	45	.6	.9	96.9
	8 Ear wax	13	.2	.2	97.2
	9 Envelope gum/stamps/glue	30	.4	.6	97.7
	10 Flour/powdery	19	.3	.4	98.1
	11 Dandelions	7	.1	.1	98.2
	12 Ink	9	.1	.2	98.4
	13 Lavender	3	.0	.1	98.5
	14 Dentist	12	.2	.2	98.7
	15 Mint	30	.4	.6	99.2
	16 Chlorine	1	.0	.0	99.3
	17 Mouthwash	1	.0	.0	99.3
	18 Metal	5	.1	.1	99.4
	19 Paint	1	.0	.0	99.4
	20 Pepper	16	.2	.3	99.7
	21 Petrol	2	.0	.0	99.7
	22 Rubber	5	.1	.1	99.8
	23 Tangy	7	.1	.1	100.0
	25 Not sure	2	.0	.0	100.0
	Total	5294	70.0	100.0	
Missing	-9 Did not do F&A	121	1.6		
	-2 Test not done	2148	28.4		
	Total	2269	30.0		
Total		7563	100.0		

3.5.4 Urine sample

The nutritionist explained to the child that we would like to collect a sample of their urine and why, giving a short explanation of what was involved. An information sheet (See Appendix 4) and consent form were given to the child and carer at the end of the session. If they were willing to participate the signed consent form was handed to the receptionist who gave them a urine sampling kit to take home. In brief, the children were asked to collect all urine in a jug from bedtime until midday the next day and record the total volume collected. They were then asked to transfer some of their sample into four small bottles which were then sent to ALSPAC.

Upon receipt, the urine samples were recorded by the lab team, aliquoted and stored in - 30°C freezers.

fdfa050 Explained about urine sample: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6400	84.6	86.0	86.0
	2 No	1041	13.8	14.0	100.0
	Total	7441	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
	-1 missing	1	.0		
	Total	122	1.6		
Total		7563	100.0		

fdfa051 Gave urine consent form and info sheet: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6194	81.9	83.2	83.2
	2 No	1247	16.5	16.8	100.0
	Total	7441	98.4	100.0	
Missing	-9 Did not do F&A	121	1.6		
	-1 missing	1	.0		
	Total	122	1.6		
Total		7563	100.0		

fdfa052 Comment: Urine: F&A: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 Not commented	7417	98.1	99.7	99.7
	1 Refused	16	.2	.2	99.9
	2 Not fully explained	9	.1	.1	100.0
Missing	Total	7442	98.4	100.0	
	-9 Did not do F&A	121	1.6		
	Total	7563	100.0		

3.6 Balance

The balance measures and questions were devised by Professor Linda Luxon (Audiological Physician from Great Ormond Street). The tests were based on standard clinical tests for assessing balance in children and have commonality with the balance subtest of both editions of the Bruininks–Oseretsky Test of Motor Proficiency (Bruininks, 1978 and Bruininks & Bruininks, 2005).

The data originate from four separate datasheets, three of which have more than one version. All versions of the parental questionnaire, the child's questionnaire and the datasheets used by clinicians for the clinical test and structured interview can be found in Appendix 5. Due to space, variable labels only contain up to two question numbers.

Further description of the balance data can be found in Humphriss *et. al.* (2011) and Humphriss and Hall (2011).

Bruininks, R. (1978). *Bruininks-Oseretsky test of motor proficiency: examiner's manual*. Circle Pines, MN: American Guidance Service.

Bruininks, R., & Bruininks, B. (2005). *Bruininks-Oseretsky test of motor proficiency* (2nd ed.). Minneapolis, MN: NCS Pearson

Humphriss, R. and Hall, A. J. (2011) Dizziness in 10 year old children: An epidemiological study. *International Journal of Pediatric Otorhinolaryngology*. 75 (3): 395-400.

Humphriss, R., Hall, A. J., May, M. and Macleod, J. (2011) 'Balance ability of 7 and 10 year old children in the population: Results from a large UK birth cohort study'. *International Journal of Pediatric Otorhinolaryngology*. 75 (1): 106-113. <https://doi.org/10.1016/j.ijporl.2010.10.019>

3.6.1 Balance session

fdb001 Version number Balance 10BA session datasheet: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Version 1 - 03/01/02	446	5.9	6.1	100.0
	2 Version 2 - 01/03/02	806	10.7	10.9	
	3 Version 3 - 29/04/02	6112	80.9	83.0	
	Total	7364	97.4	100.0	
Missing	-1 Missing	193	2.6		
	Total	7557	100.0		

fdb004: Room used for Balance 10BA session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Red	2214	29.3	30.1	100.0
	2 Blue	5135	68.0	69.9	
	Total	7349	97.2	100.0	
Missing	-1 Missing	208	2.8		
	Total	7557	100.0		

fdb005 BA4: Child balance questionnaire returned: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7207	95.4	98.5	98.5
	2 No	113	1.5	1.5	100.0
	Total	7320	96.9	100.0	
Missing	-1 Missing	237	3.1		
	Total	7557	100.0		

fdb006 BA5: Envelope given if child questionnaire not returned: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	28	.4	35.4	35.4
	2 No	51	.7	64.6	100.0
	Total	79	1.0	100.0	
Missing	-1 Missing	7478	99.0		
	Total	7557	100.0		

fdb007 BA6: Parent balance questionnaire returned: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7216	95.5	98.7	98.7
	2 No	79	1.0	1.1	99.8
	3 After session	17	.2	.2	100.0
	Total	7312	96.8	100.0	
Missing	-1 Missing	245	3.2		
	Total	7557	100.0		

fdb008 BA7: Envelope given if parent questionnaire not returned: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	18	.2	38.3	38.3
	2 No	29	.4	61.7	100.0
	Total	47	.6	100.0	
Missing	-1 Missing	7510	99.4		
	Total	7557	100.0		

fdb100 BA9(BA17): Beam walking attempted: F10

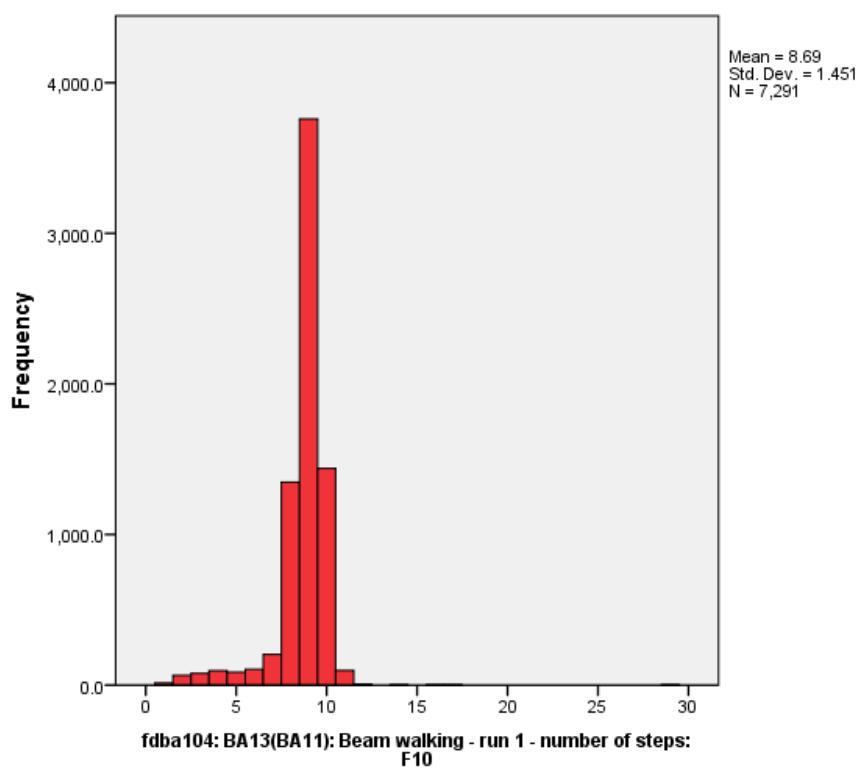
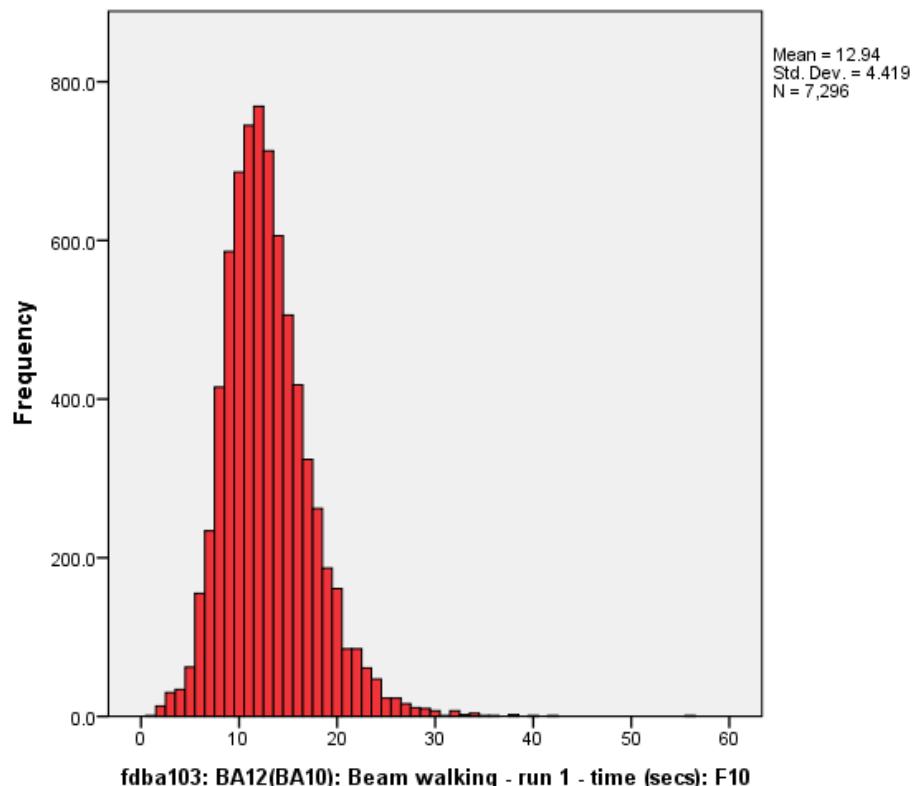
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7325	96.9	99.7	99.7
	2 No	20	.3	.3	100.0
	Total	7345	97.2	100.0	
Missing	-1 Missing	212	2.8		
	Total	7557	100.0		

fdb101 BA10: Beam walking - footware: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bare feet	6350	84.0	92.4	92.4
	2 Socks	510	6.7	7.4	99.9
	3 Shoes	7	.1	.1	100.0
	4 Bare feet+Socks ticked	2	.0	.0	100.0
	Total	6869	90.9	100.0	
Missing	-1 Missing	688	9.1		
	Total	7557	100.0		

fdba102 BA11(BA9): Beam walking - run 1 - preferred foot forward: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Left	2157	28.5	29.5	29.5
	2 Right	5153	68.2	70.5	100.0
	Total	7310	96.7	100.0	
Missing	-1 Missing	247	3.3		
	Total	7557	100.0		

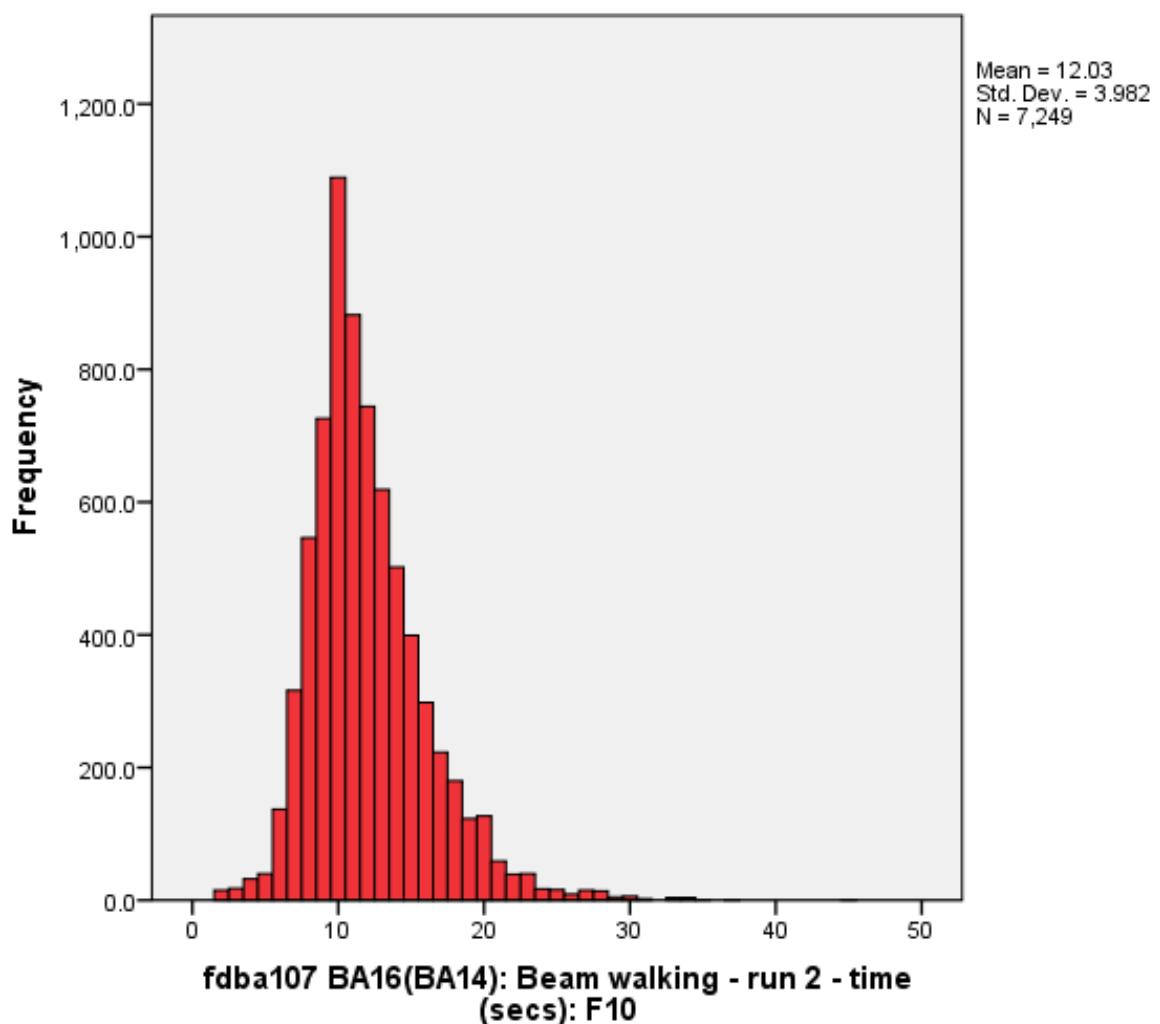


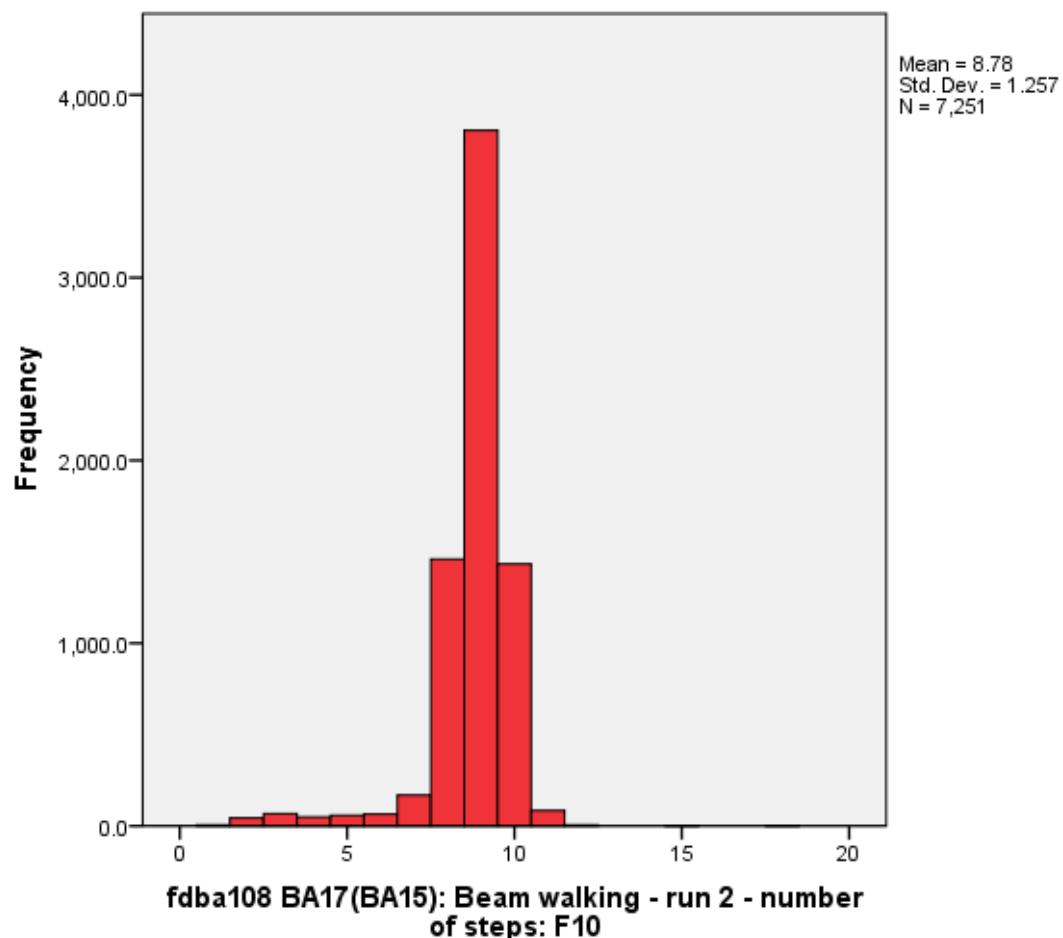
fdb105 BA14(BA12): Beam walking - run 1 - fall or finish: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Fall	625	8.3	8.5	8.5
	2 Finish	6690	88.5	91.5	100.0
	Total	7315	96.8	100.0	
Missing	-1 Missing	242	3.2		
	Total	7557	100.0		

fdb106 BA15(BA13): Beam walking - run 2 - preferred foot forward: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Left	2200	29.1	30.5	30.5
	2 Right	5002	66.2	69.5	100.0
	Total	7202	95.3	100.0	
Missing	-1 Missing	355	4.7		
	Total	7557	100.0		





fdb109 BA18(BA16): Beam walking - run 2 - fall or finish: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Fall	414	5.5	5.7	5.7
	2 Finish	6797	89.9	94.3	100.0
	Total	7211	95.4	100.0	
Missing	-1 Missing	346	4.6		
	Total	7557	100.0		

fdb110 BA20: Heel-to-toe balance attempted: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7324	96.9	99.7	99.7
	2 No	19	.3	.3	100.0
	Total	7343	97.2	100.0	
Missing	-1 Missing	214	2.8		
	Total	7557	100.0		

fdb111 BA21(BA19): Heel-to-toe balance - preferred foot forward: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Left	4026	53.3	55.0	55.0
	2 Right	3289	43.5	45.0	100.0
	3 Left+Right ticked	1	.0	.0	100.0
	Total	7316	96.8	100.0	
Missing	-1 Missing	241	3.2		
	Total	7557	100.0		

Descriptive Statistics

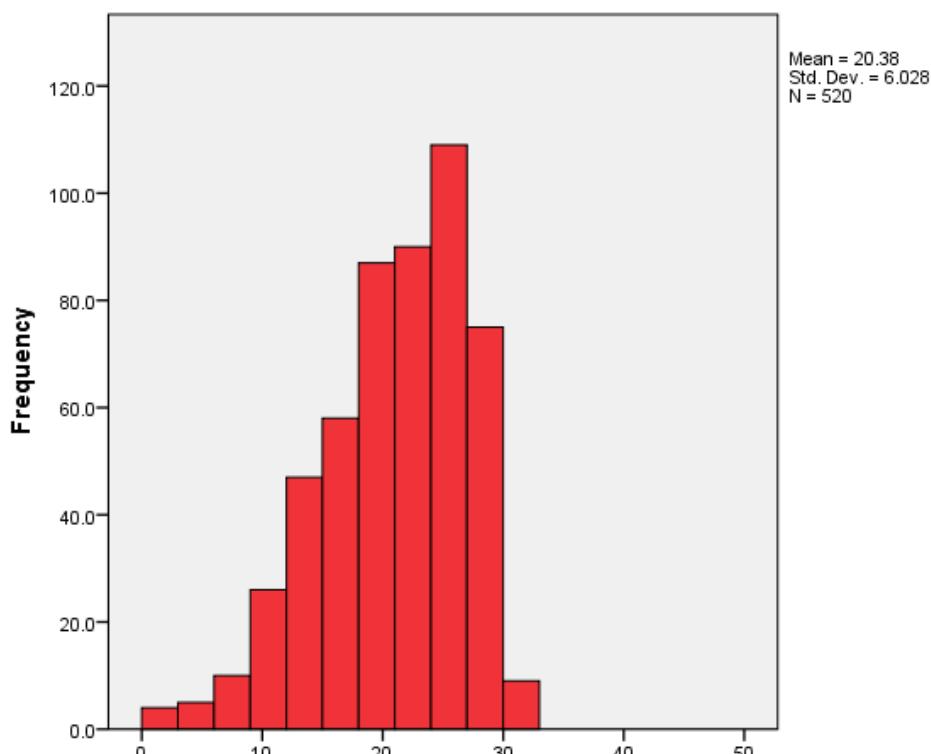
		N	Min	Max	M	SD
fdb112 BA22(BA21): Heel-to-toe balance - run 1 - R. foot forward eyes open: secs: F10		7333	1	22	18.47	4.093
fdb113 BA23(BA22): Heel-to-toe balance - run 1 - R. foot forward eyes closed: secs: F10		7290	0	20	8.83	6.375
fdb114 BA24(BA23): Heel-to-toe balance - run 1 - L. foot forward eyes open: secs: F10		7333	1	22	18.51	4.001
fdb115 BA25(BA24): Heel-to-toe balance - run 1 - L. foot forward eyes closed: secs: F10		7290	1	20	8.87	6.363
fdb116 BA26(BA25): Heel-to-toe balance - run 2 - R. foot forward eyes open: secs: F10		1093	0	20	15.74	5.928
fdb117 BA27(BA26): Heel-to-toe balance - run 2 - R. foot forward eyes closed: secs: F10		6036	0	20	8.73	6.020
fdb118 BA28(BA27): Heel-to-toe balance - run 2 - L. foot forward eyes open: secs: F10		1101	0	20	16.04	5.635
fdb119 BA29(BA28): Heel-to-toe balance - run 2 - L. foot forward eyes closed: secs: F10		6011	1	20	8.68	6.009

fdb120 BA31(BA34): Marching on the spot attempted: F10

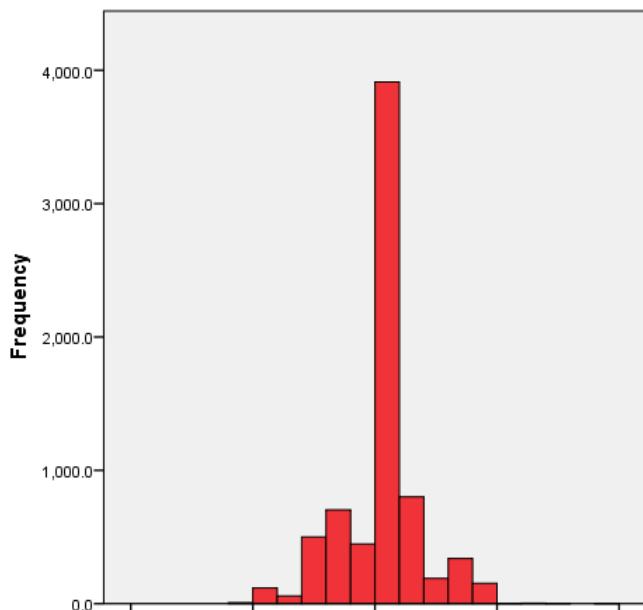
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7310	96.7	99.6	99.6
	2 No	32	.4	.4	100.0
	Total	7342	97.2	100.0	
Missing	-1 Missing	215	2.8		
	Total	7557	100.0		

fdb121 BA32: Marching on the spot aborted, due to procedural fault: F10

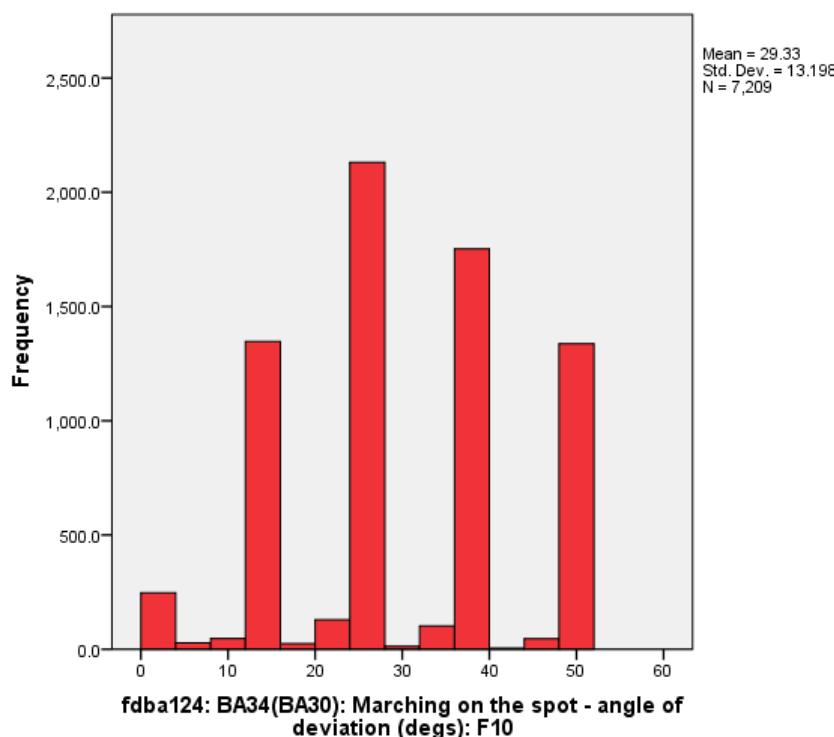
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	570	7.5	8.4	8.4
	2 No	6240	82.6	91.6	100.0
	Total	6810	90.1	100.0	
Missing	-1 Missing	747	9.9		
	Total	7557	100.0		



fdb122 BA33: Time marching on the spot aborted, due to procedural fault: F10



fdba123: BA34(BA30): Marching on the spot - angle of deviation (degs): F10



Mean = 29.33
Std. Dev. = 13.198
N = 7,209

Fdba125 BA32(v1): Marching on the spot – 2nd angle of deviation (degs): F10 – removed, 1 valid value

Fdba126 BA33(v1): Marching on the spot – 2nd segment number at finish: F10 – removed, 1 valid value

fdba127 BA37(BA37): Standing on one leg attempted: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7304	96.7	99.5	99.5
	2 No	34	.4	.5	100.0
	Total	7338	97.1	100.0	
Missing	-1 Missing	219	2.9		
	Total	7557	100.0		

fdb128 BA38(BA36): Standing on one leg - preferred leg to stand on: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Left	3413	45.2	46.9
	2 Right	3858	51.1	53.1
	Total	7271	96.2	100.0
Missing	-1 Missing	286	3.8	
	Total	7557	100.0	

Descriptive Statistics

	N	Min	Max	M	SD
fdb129 BA39(BA38): Standing on one leg - run 1 - right foot eyes open (secs): F10	7317	0	20	18.19	4.235
fdb130 BA40(BA39): Standing on one leg - run 1 - right foot eyes closed (secs): F10	7254	1	20	8.19	6.172
fdb131 BA41(BA40): Standing on one leg - run 1 - left foot eyes open (secs): F10	7317	0	20	17.88	4.589
fdb132 BA42(BA41): Standing on one leg - run 1 - left foot eyes closed (secs): F10	7254	0	20	7.82	6.053
fdb133 BA43(BA42): Standing on one leg - run 2 - right foot eyes open (secs): F10	1366	1	20	14.50	5.981
fdb134 BA44(BA43): Standing on one leg - run 2 - right foot eyes closed (secs): F10	6240	0	20	7.67	5.440
fdb135 BA45(BA44): Standing on one leg - run 2 - left foot eyes open (secs): F10	1595	0	23	14.26	6.168
fdb136 BA46(BA45): Standing on one leg - run 2 - left foot eyes closed (secs): F10	6340	0	20	7.50	5.452

fdb137 BA48(BA53): Walking on foam attempted: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7318	96.8	99.5
	2 No	36	.5	.5
	Total	7354	97.3	100.0
Missing	-1 Missing	203	2.7	
	Total	7557	100.0	

Descriptive Statistics*

	N	Min	Max	M	SD
fdb138 BA49(BA47): Walking on foam-run 1-time taken to cross foam correctly: secs: F10	155	1	19	5.67	3.232

fdb139 BA50(BA48): Walking on foam - run 1 - position of foam child exited from: F10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Left	220	2.9	3.0
	2 Right	269	3.6	3.7
	3 Centre	6804	90.0	93.3
	Total	7293	96.5	100.0
Missing	-1 Missing	264	3.5	
	Total	7557	100.0	

*The variable fdb138 is included although the number of valid responses from clinicians is a fraction of those completing the exercise. The hard and raw data both show us that the clinicians did not record this measure for most cases and we can only assume that there was a problem with this measure during this particular test during this session only.

fdb140 BA51(BA49): Walking on foam - run 1 - child able to walk on foam: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7252	96.0	99.5	99.5
	2 No	40	.5	.5	100.0
	Total	7292	96.5	100.0	
Missing	-1 Missing	265	3.5		
	Total	7557	100.0		

Descriptive Statistics*

	N	Min	Max	M	SD
fdb141 BA52(BA50): Walking on foam-run 2-time taken to cross foam correctly: secs: F10	151	2	13	4.80	2.307

fdb142 BA53(BA51): Walking on foam - run 2 - position of foam child exited from: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Left	257	3.4	3.5	3.5
	2 Right	315	4.2	4.3	7.9
	3 Centre	6700	88.7	92.1	100.0
	Total	7272	96.2	100.0	
Missing	-1 Missing	285	3.8		
	Total	7557	100.0		

fdb143 BA54(BA52): Walking on foam - run 2 - child able to walk on foam: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7224	95.6	99.7	99.7
	2 No	23	.3	.3	100.0
	Total	7247	95.9	100.0	
Missing	-1 Missing	310	4.1		
	Total	7557	100.0		

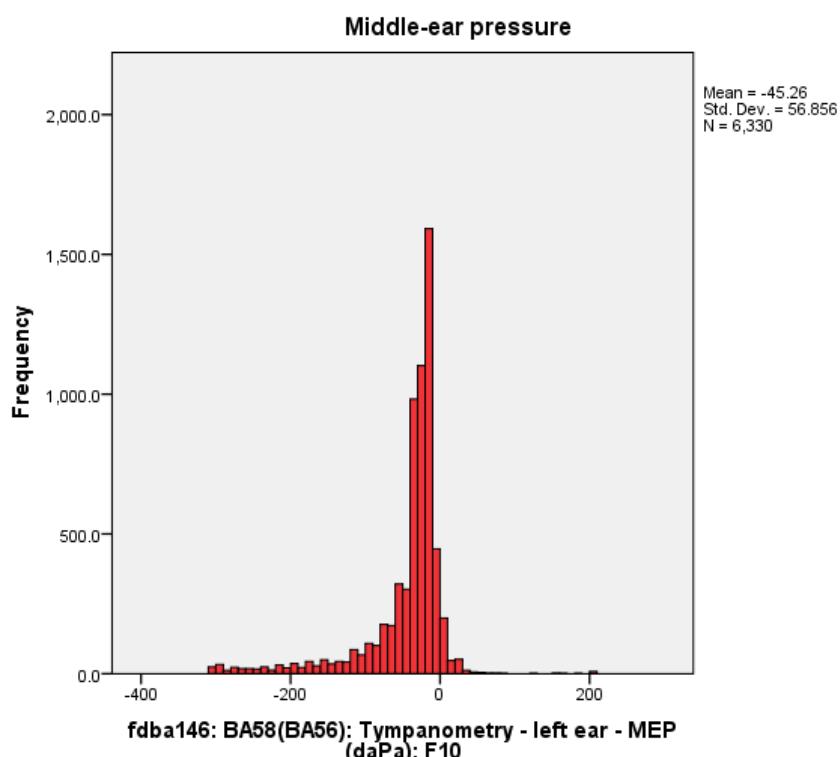
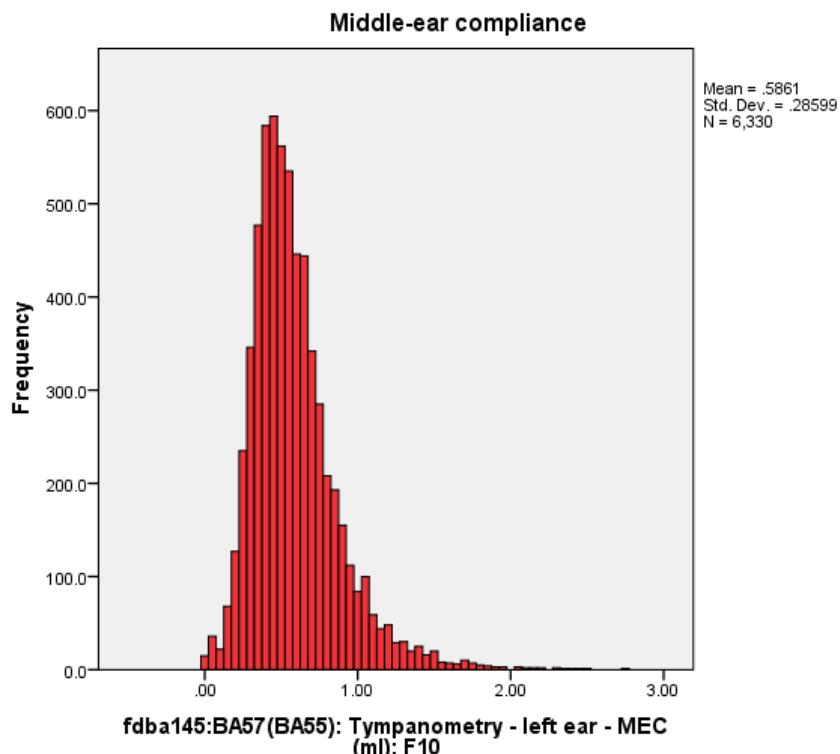
3.5.2 Tympanometry

Tympanometry is an objective test of middle-ear function. A full hearing session was not conducted during the Focus @ 10+ clinic. The following use the same audiological tests to provide measures of middle-ear compliance and pressure (MEC and MEP), ear canal volume and grading.

fdb144 BA56(BA65): Tympanometry attempted: F10

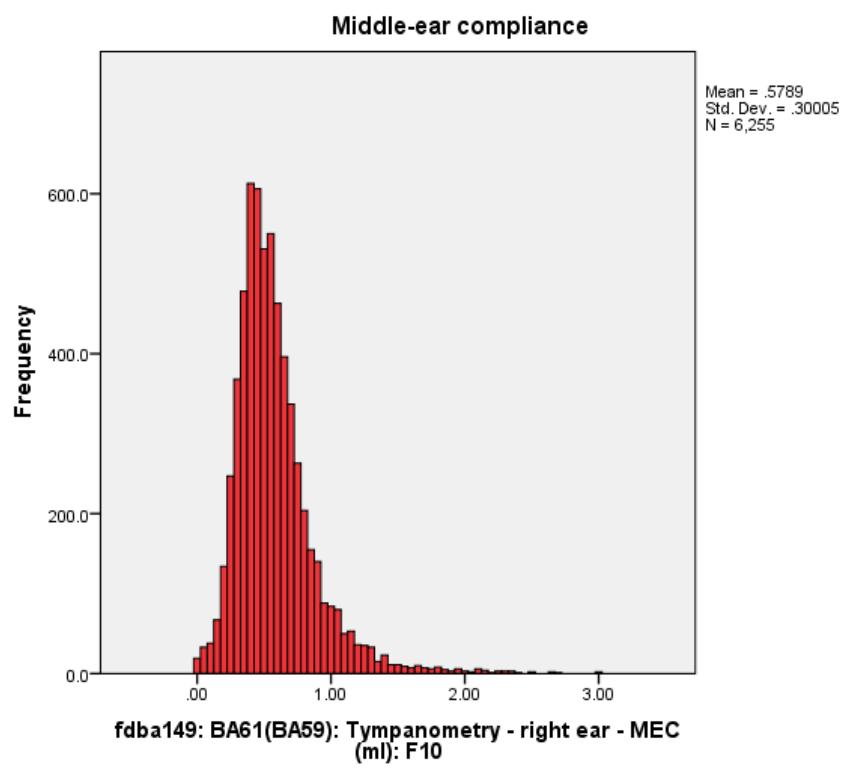
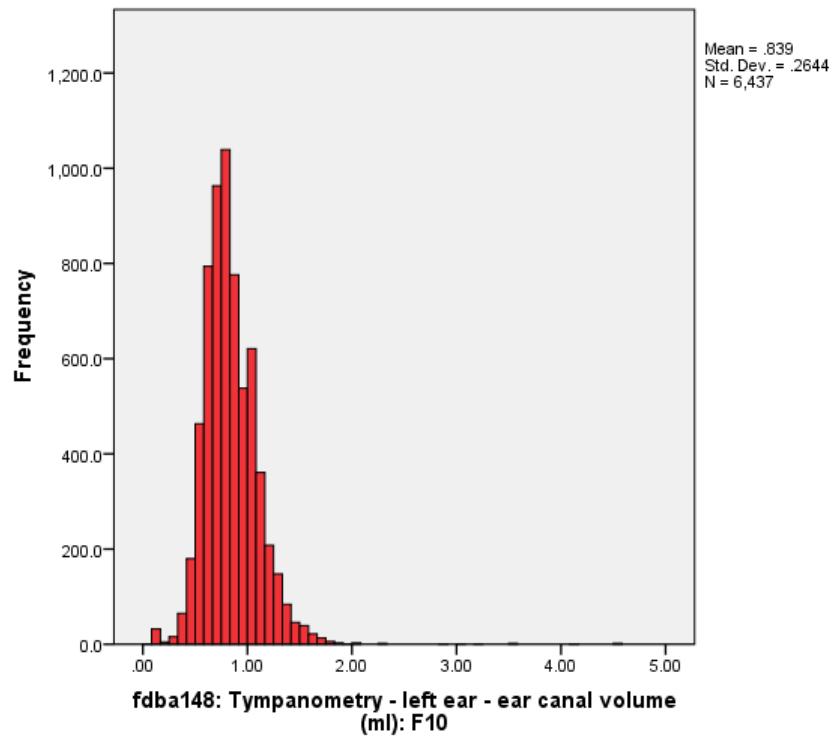
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6728	89.0	91.6	91.6
	2 No	613	8.1	8.4	100.0
	Total	7341	97.1	100.0	
Missing	-1 Missing	216	2.9		
	Total	7557	100.0		

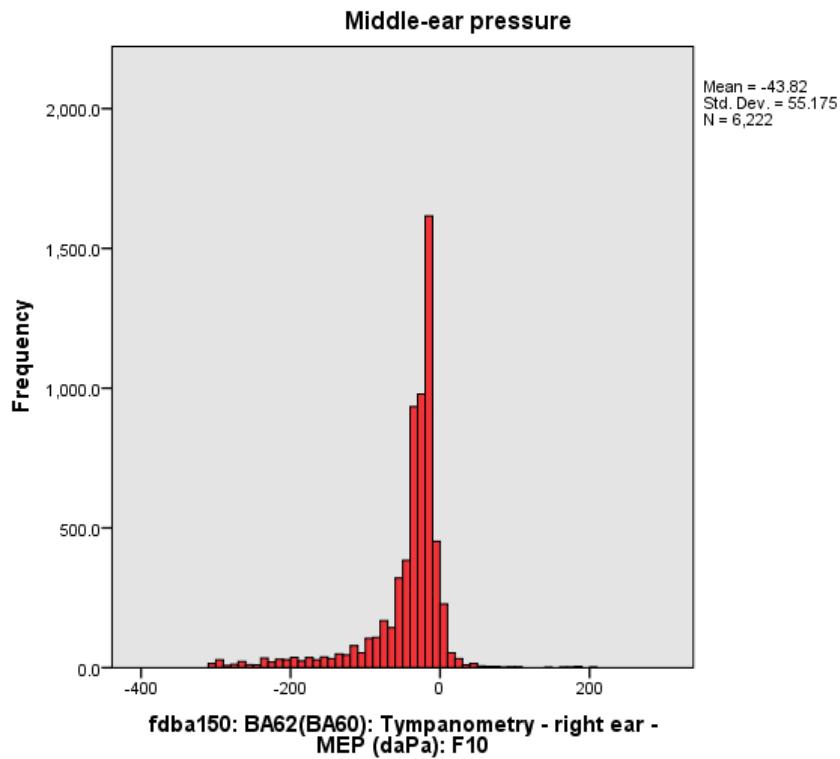
*The variable fdb141 is included although the number of valid responses from clinicians is a fraction of those completing the exercise. The hard and raw data both show us that the clinicians did not record this measure for most cases and we can only assume that there was a problem with this measure during this particular test during this session only.



fdba147 BA59(BA57): Tympanometry - left ear - grading: F10

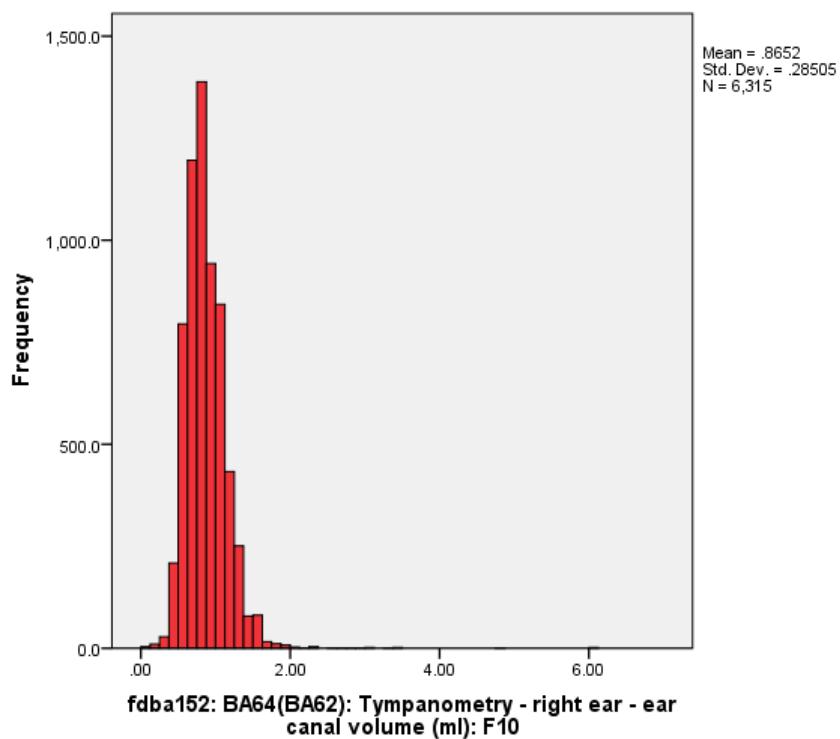
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Normal	6220	82.3	96.6	96.6
	2 Flat	206	2.7	3.2	99.8
	3 Abnormal, Perforation or Grommet	12	.2	.2	100.0
	Total	6438	85.2	100.0	
Missing	-1 Missing	1119	14.8		
	Total	7557	100.0		





fdba151 BA63(BA61): Tympanometry - right ear - grading: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Normal	6139	81.2	97.1	97.1
	2 Flat	172	2.3	2.7	99.8
	3 Abnormal, Perforation or Grommet	14	.2	.2	100.0
	Total	6325	83.7	100.0	
Missing	-1 Missing	1232	16.3		
	Total	7557	100.0		



fdb153 BA65(BA63): Tympanometry - equipment number: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	.1	.1	.1
	10	4793	63.4	70.7	70.7
	11	1982	26.2	29.2	100.0
	15	1	.0	.0	100.0
	19	1	.0	.0	100.0
	Total	6781	89.7	100.0	
Missing	-1 Missing	776	10.3		
	Total	7557	100.0		

fdb154 BA66(BA64): Tympanometry - calibration number: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6771	89.6	99.9	99.9
	2	1	.0	.0	99.9
	5	1	.0	.0	99.9
	7	1	.0	.0	99.9
	9	2	.0	.0	99.9
	10	2	.0	.0	100.0
	11	2	.0	.0	100.0
	Total	6780	89.7	100.0	
Missing	-1 Missing	777	10.3		
	Total	7557	100.0		

fdb155 BA68(BA67): Child ever feels dizzy, when not spinning around: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	430	5.7	5.9	5.9
	2 No	6904	91.4	94.1	100.0
	Total	7334	97.0	100.0	
Missing	-1 Missing	223	3.0		
	Total	7557	100.0		

fdb156 BA69(BA68): Dizzy child ever stops still because they feel sick/ill: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	258	3.4	3.5	3.5
	2 No	7075	93.6	96.5	100.0
	Total	7333	97.0	100.0	
Missing	-1 Missing	224	3.0		
	Total	7557	100.0		

3.5.3 Dizziness questionnaire

Children were asked the question by trained testers who were graduate physiologists, supervised by a qualified audiologist: “*Do you ever get dizzy? By dizziness I mean the feeling you get when you’re on a roundabout or when you spin round and round in a circle. Do you ever get that feeling when you’re not on a roundabout or not spinning round?*” Children who answered “yes” were then given the following structured interview aimed at describing their symptoms further. Where children were unable to answer the question (e.g. because they did not know), data was coded as missing. Those children who reported dizziness were advised to contact their GP if there was parental concern (Humphriss *et. al.*, 2011).

fdb157 BA70(BA69): Dizziness questionnaire administered: F10

Table 3: DAS (DAS). Differences questionnaire administered on 11/10/2018					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	456	6.0	6.3	6.3
	2 No	6794	89.9	93.7	100.0
	Total	7250	95.9	100.0	
Missing	-1 Missing	307	4.1		
Total		7557	100.0		

fdb201 BD3: Child ever gets dizzy: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	435	5.8	91.6	91.6
	2 No	40	.5	8.4	100.0
	Total	475	6.3	100.0	
Missing	-1 Missing	7082	93.7		
Total		7557	100.0		

fdb4202 BD5(BD5): Child ever has to stop because they feel sick/ill: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	258	3.4	56.6	100.0
	2 No	198	2.6	43.4	
	Total	456	6.0	100.0	
Missing	-1 Missing	7101	94.0		
Total		7557	100.0		

fdbd203 BD7(BD7): Child ever feels lightheaded (swaying/rocking feeling): F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	160	2.1	40.9	100.0
	2 No	231	3.1	59.1	
	Total	391	5.2	100.0	
Missing	-1 Missing	7166	94.8		
Total		7557	100.0		

Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	M	SD
fdb204 BD7i(BD7i): Age child started feeling lightheaded (swaying/rocking feeling): F10	137	0	11	7.74	2.177

fdba205 BD8(v1) BD9(v1): Child ever has sensation of blacking out/spells of loss of consciousness: F10

Results for DDC(V1), DDC(V1), and overall conclusion of blocking out open or less of consequences. P=0.7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4	.1	12.5	12.5
	2 No	28	.4	87.5	100.0
	Total	32	.4	100.0	
Missing	-1 Missing	7525	99.6		
Total		7557	100.0		

Fdba206 & fdba208 'BD8i(v1) BD9i(v1): Age (years) onset sensation of blacking out /spells of loss of consciousness: F10' – withheld – low n and singular valid values.

fdb209 BD8(BD10): Child ever has tendency to fall or feels they are being pulled: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	52	.7	14.2	14.2
	2 No	313	4.1	85.8	100.0
	Total	365	4.8	100.0	
Missing	-1 Missing	7192	95.2		
	Total	7557	100.0		

Descriptive Statistics

			N	Min	Max	M	SD
fdb210 BD8i(BD10i): Age (years) onset of tendency to fall/feeling they are pulled: F10			44	1	10	7.91	2.033

fdb211 BD9(BD11): Child ever feels objects are turning/spinning around them: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	268	3.5	62.9	62.9
	2 No	158	2.1	37.1	100.0
	Total	426	5.6	100.0	
Missing	-1 Missing	7131	94.4		
	Total	7557	100.0		

Descriptive Statistics

			N	Min	Max	M	SD
fdb212 BD9i(BD11i): Age (years) onset of feeling objects turn/spin around them: F10			221	0	11	7.98	1.900

fdb213 BD10(BD12): Child ever has sensation of turning/spinning themselves: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	164	2.2	42.8	42.8
	2 No	219	2.9	57.2	100.0
	Total	383	5.1	100.0	
Missing	-1 Missing	7174	94.9		
	Total	7557	100.0		

Descriptive Statistics

			N	Min	Max	M	SD
fdb214 BD10i(BD12i): Age (years) onset of sensation of turning/spinning themselves: F10			131	0	11	7.96	2.121

fdb215 BD11(BD13): Child ever has loss of balance when walking/running: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	85	1.1	23.2	23.2
	2 No	282	3.7	76.8	100.0
	Total	367	4.9	100.0	
Missing	-1 Missing	7190	95.1		
	Total	7557	100.0		

Descriptive Statistics

			N	Min	Max	M	SD
fdb216 BD11i(BD13i): Age (years) onset of loss of balance when walking/running: F10			73	0	10	7.60	2.526

fdb217 BD12(BD15): Child ever has other sensations: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	191	2.5	48.8	48.8
	2 No	200	2.6	51.2	100.0
	Total	391	5.2	100.0	
Missing	-1 Missing	7166	94.8		
	Total	7557	100.0		

Descriptive Statistics

					N	Min	Max	M	SD
fdb218 BD12i(BD15i): Child ever has other sensations - age started (years): F10					152	0	11	7.96	2.010

fdb219 BD14(v1): Child ever has headache: F10 – withheld, low n**Descriptive Statistics**

					N	Min	Max	M	SD
fdb220 BD14i(v1): Child ever has headache - age started (years): F10					13	3	10	8.00	2.041

fdb221 BD15: When dizzy, child ever has sensation of blacking out: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	30	.4	8.0	8.0
	2 No	345	4.6	92.0	100.0
	Total	375	5.0	100.0	
Missing	-1 Missing	7182	95.0		
	Total	7557	100.0		

Descriptive Statistics

					N	Min	Max	M	SD
fdb222 BD15i: Age (years) onset of sensation of blacking out whilst dizzy: F10					28	3	11	8.14	2.050

fdb223 BD16: When dizzy, child ever has spells of loss of consciousness: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	14	.2	3.8	3.8
	2 No	352	4.7	96.2	100.0
	Total	366	4.8	100.0	
Missing	-1 Missing	7191	95.2		
	Total	7557	100.0		

Descriptive Statistics

					N	Min	Max	M	SD
fdb224 BD16i: Age (years) onset of spells of loss of consciousness whilst dizzy: F10					13	1	10	7.15	2.794

fdb225 BD17: When dizzy, child ever has headache: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	255	3.4	59.2	59.2
	2 No	176	2.3	40.8	100.0
	Total	431	5.7	100.0	
Missing	-1 Missing	7126	94.3		
	Total	7557	100.0		

Descriptive Statistics

		N	Min	Max	M	SD
	fdb226 BD17i: When dizzy, child ever has headache - age started (years): F10	202	0	11	7.83	1.947

fdb227 BD19a(BD18a): Frequency of dizziness attack with lightheadness: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Constantly	1	.0	.6	.6
	2 1-4 times/week	30	.4	19.5	20.1
	3 1-3 times/month	55	.7	35.7	55.8
	4 1-6 times/year	47	.6	30.5	86.4
	5 Dont know	21	.3	13.6	100.0
	Total	154	2.0	100.0	
Missing	-1 Missing	7403	98.0		
	Total	7557	100.0		

fdb228 BD19b(BD18d): Frequency of dizziness attack with tendency to fall: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 1-4 times/week	6	.1	13.3	13.3
	3 1-3 times/month	17	.2	37.8	51.1
	4 1-6 times/year	15	.2	33.3	84.4
	5 Dont know	7	.1	15.6	100.0
	Total	45	.6	100.0	
Missing	-1 Missing	7512	99.4		
	Total	7557	100.0		

fdb229 BD19c(BD18e): Frequency of dizziness attack with objects turning: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least 1 times/week	38	.5	15.8	15.8
	2 1-3 times/month	92	1.2	38.3	54.2
	3 1-6 times/year	74	1.0	30.8	85.0
	4 Dont know	36	.5	15.0	100.0
	Total	240	3.2	100.0	
Missing	-1 Missing	7317	96.8		
	Total	7557	100.0		

fdb230 BD19d(BD18f): Frequency of dizziness attack with turning/spinning: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least 1 times/week	41	.5	23.8	23.8
	2 1-3 times/month	71	.9	41.3	65.1
	3 1-6 times/year	41	.5	23.8	89.0
	4 Dont know	19	.3	11.0	100.0
	Total	172	2.3	100.0	
Missing	-1 Missing	7385	97.7		
	Total	7557	100.0		

fdb231 BD19e(BD18g): Frequency of dizziness attack with loss of balance : F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least 1 times/week	16	.2	20.0	20.0
	2 1-3 times/month	37	.5	46.3	
	3 1-6 times/year	16	.2	20.0	
	4 Dont know	11	.1	13.8	
	Total	80	1.1	100.0	
Missing	-1 Missing	7477	98.9		
	Total	7557	100.0		

fdb232 BD19f(BD18i): Frequency child experiences other form of dizziness attack: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least 1 times/week	32	.4	17.1	17.1
	2 1-3 times/month	73	1.0	39.0	
	3 1-6 times/year	46	.6	24.6	
	4 Dont know	36	.5	19.3	
	Total	187	2.5	100.0	
Missing	-1 Missing	7370	97.5		
	Total	7557	100.0		

fdb233 BD18b(v1): Frequency of dizziness and sensation of blacking out: F10 – withheld – low n and singular valid values.

fdb234 BD18c(v1): Frequency of dizziness attack loss of consciousness: F10 – withheld – low n and singular valid values.

fdb235 BD18h(v1): Frequency child experiences dizziness attack with headache: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 At least 1 times/week	7	.1	41.2	41.2
	2 1 times/month-6 times/year	10	.1	58.8	
	Total	17	.2	100.0	
Missing	-1 Missing	7540	99.8		
	Total	7557	100.0		

Descriptive Statistics

		N	Min	Max	M	SD
fdb236 BD20a(BD19a): Length of dizziness attack with lightheadness: F10		159	1	6	2.32	1.116
fdb237 BD20b(BD19d): Length of dizziness attack with tendency to fall: F10		46	1	5	2.17	1.081
fdb238 BD20c(BD19e): Length of dizziness attack with objects turning/spinning: F10		235	1	6	2.38	1.135
fdb239 BD20d(BD19f): Length of dizziness attack with turning/spinning themselves: F10		179	1	6	2.20	.983
fdb240 BD20e(BD19g): Length of dizziness attack w/ loss of balance walking/running: F10		85	1	6	2.25	1.224
fdb241 BD20f(BD19i): Length of time other form of dizziness attack lasts: F10		187	1	6	2.91	1.373
fdb242 BD19b(v1): Length of dizziness attack with sensation of blacking out: F10		3	2	3	2.33	.577
fdb243 BD19c(v1): Length of time dizziness attack with loss of consciousness lasts: F10		1	2	2	2.00	.
fdb244 BD19h(v1): Length of dizziness attack with headache: F10		17	2	3	2.65	.493

fdb245 BD21(BD20): Child has pre-warning of an attack coming on: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	63	.8	13.6	13.6
	2 No	400	5.3	86.4	
	Total	463	6.1	100.0	
Missing	-1 Missing	7094	93.9		
	Total	7557	100.0		

fdb246 BD23(BD22): Child is completely free of dizziness between attacks: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	377	5.0	82.7	82.7
	2 No	79	1.0	17.3	100.0
	Total	456	6.0	100.0	
Missing	-1 Missing	7101	94.0		
	Total	7557	100.0		

fdb247 BD24(BD23): Child ever feels dizzy/ill when changes body or head position: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	75	1.0	16.9	16.9
	2 No	369	4.9	83.1	100.0
	Total	444	5.9	100.0	
Missing	-1 Missing	7113	94.1		
	Total	7557	100.0		

fdb248 BD26(BD25): Child knows of ways to make their dizziness better: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	313	4.1	70.5	70.5
	2 No	131	1.7	29.5	100.0
	Total	444	5.9	100.0	
Missing	-1 Missing	7113	94.1		
	Total	7557	100.0		

fdb249 BD28(BD27): Child knows of things that will make their dizziness worse: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	129	1.7	29.3	29.3
	2 No	312	4.1	70.7	100.0
	Total	441	5.8	100.0	
Missing	-1 Missing	7116	94.2		
	Total	7557	100.0		

fdb250 BD30(BD29): Child knows of things that will bring on their dizziness: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	199	2.6	46.3	46.3
	2 No	231	3.1	53.7	100.0
	Total	430	5.7	100.0	
Missing	-1 Missing	7127	94.3		
	Total	7557	100.0		

fdb251 BD32(BD31): Child has change in their hearing when they are dizzy: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	78	1.0	17.1	17.1
	2 No	378	5.0	82.9	100.0
	Total	456	6.0	100.0	
Missing	-1 Missing	7101	94.0		
	Total	7557	100.0		

fdb252 BD34(BD33): Child has noises in their ear when they are dizzy: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	91	1.2	19.9	19.9
	2 No	366	4.8	80.1	100.0
	Total	457	6.0	100.0	
Missing	-1 Missing	7100	94.0		
	Total	7557	100.0		

fdb253 BD36(BD35): Child knows of a possible cause for their dizziness: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	118	1.6	27.5	27.5
	2 No	311	4.1	72.5	100.0
	Total	429	5.7	100.0	
Missing	-1 Missing	7128	94.3		
	Total	7557	100.0		

3.5.4 Child balance questionnaire

fdb301 BB2: Child likes playing sports/games: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	51	.7	.7	.7
	2 Not true most of time	166	2.2	2.3	2.9
	3 True, some times	1051	13.9	14.3	17.2
	4 True, most of time	2214	29.3	30.1	47.3
	5 Always true	3884	51.4	52.7	100.0
	Total	7366	97.5	100.0	
Missing	-1 Missing	191	2.5		
Total		7557	100.0		

fdb302 BB3: Child falls over a lot: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	2787	36.9	37.8	37.8
	2 Not true most of time	2828	37.4	38.4	76.2
	3 True, some times	1374	18.2	18.7	94.9
	4 True, most of time	261	3.5	3.5	98.4
	5 Always true	116	1.5	1.6	100.0
	Total	7366	97.5	100.0	
Missing	-1 Missing	191	2.5		
Total		7557	100.0		

fdb303 BB4: Child likes running: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	204	2.7	2.8	2.8
	2 Not true most of time	492	6.5	6.7	9.5
	3 True, some times	1595	21.1	21.7	31.1
	4 True, most of time	2518	33.3	34.2	65.4
	5 Always true	2548	33.7	34.6	100.0
	Total	7357	97.4	100.0	
Missing	-1 Missing	200	2.6		
Total		7557	100.0		

fdb304 BB5: Child finds it easy to walk on uneven floors/surfaces: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	175	2.3	2.4	2.4
	2 Not true most of time	362	4.8	4.9	7.3
	3 True, some times	1034	13.7	14.0	21.3
	4 True, most of time	2401	31.8	32.6	54.0
	5 Always true	3389	44.8	46.0	100.0
	Total	7361	97.4	100.0	
Missing	-1 Missing	196	2.6		
	Total	7557	100.0		

fdb305 BB6: Child likes riding a bike without stabilisers: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	236	3.1	3.2	3.2
	2 Not true most of time	115	1.5	1.6	4.8
	3 True, some times	350	4.6	4.8	9.5
	4 True, most of time	1157	15.3	15.7	25.3
	5 Always true	5497	72.7	74.7	100.0
	Total	7355	97.3	100.0	
Missing	-1 Missing	202	2.7		
	Total	7557	100.0		

fdb306 BB7: Child finds it easy to walk while reading at the same time: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	1184	15.7	16.3	16.3
	2 Not true most of time	1336	17.7	18.4	34.6
	3 True, some times	1857	24.6	25.5	60.2
	4 True, most of time	1605	21.2	22.1	82.2
	5 Always true	1293	17.1	17.8	100.0
	Total	7275	96.3	100.0	
Missing	-1 Missing	282	3.7		
	Total	7557	100.0		

fdb307 BB8: Child often bumps into things: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	3485	46.1	47.6	47.6
	2 Not true most of time	2461	32.6	33.6	81.2
	3 True, some times	995	13.2	13.6	94.7
	4 True, most of time	267	3.5	3.6	98.4
	5 Always true	118	1.6	1.6	100.0
	Total	7326	96.9	100.0	
Missing	-1 Missing	231	3.1		
	Total	7557	100.0		

fdb308 BB9: Child has good balance: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	68	.9	.9	.9
	2 Not true most of time	157	2.1	2.1	3.1
	3 True, some times	777	10.3	10.6	13.7
	4 True, most of time	3135	41.5	42.8	56.5
	5 Always true	3182	42.1	43.5	100.0
	Total	7319	96.9	100.0	
Missing	-1 Missing	238	3.1		
	Total	7557	100.0		

fdb309 BB10: Child finds it easy to walk in the dark: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	249	3.3	3.4	3.4
	2 Not true most of time	610	8.1	8.4	11.8
	3 True, some times	1652	21.9	22.7	34.5
	4 True, most of time	2562	33.9	35.2	69.6
	5 Always true	2215	29.3	30.4	100.0
	Total	7288	96.4	100.0	
Missing	-1 Missing	269	3.6		
	Total	7557	100.0		

fdb310 BB11: Child likes jumping over toys/obstacles in garden/playground: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Definitely not true	259	3.4	3.5	3.5
	2 Not true most of time	472	6.2	6.5	10.0
	3 True, some times	1291	17.1	17.7	27.7
	4 True, most of time	1923	25.4	26.3	54.0
	5 Always true	3363	44.5	46.0	100.0
	Total	7308	96.7	100.0	
Missing	-1 Missing	249	3.3		
	Total	7557	100.0		

fdb311 BB12: Help child had in completing questionnaire: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Grown-up helped	1834	24.3	25.1	25.1
	2 Someone else helped	59	.8	.8	25.9
	3 Child did it all themselves	5417	71.7	74.1	100.0
	4 1+2 ticked	1	.0	.0	100.0
	Total	7311	96.7	100.0	
	Missing	246	3.3		
	Total	7557	100.0		

fdb312 Version number Balance BQ3 session datasheet: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Version 1 - 03/01/02	35	.5	7.3	7.3
	2 Version 2 - 20/02/02	444	5.9	92.7	100.0
	Total	479	6.3	100.0	
	Missing	7078	93.7		
Total		7557	100.0		

3.5.5 Parent balance questionnaire

fdb400 Version number Parent Balance Questionnaire: F10 – withheld – there is only one version of this questionnaire

fdb401 BC2: Child can run down stairs: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6973	92.3	95.0	95.0
	2 Just OK	315	4.2	4.3	99.3
	3 Can almost	30	.4	.4	99.7
	4 Not at all	23	.3	.3	100.0
	Total	7341	97.1	100.0	
Missing	-1 Missing	216	2.9		
Total		7557	100.0		

fdb402 BC3: Child can jump off 4 steps: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6695	88.6	91.5	91.5
	2 Just OK	510	6.7	7.0	98.5
	3 Can almost	68	.9	.9	99.4
	4 Not at all	44	.6	.6	100.0
	Total	7317	96.8	100.0	
Missing	-1 Missing	240	3.2		
Total		7557	100.0		

fdb403 BC4: Child can easily jump over toys/obstacles in garden/playground: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6782	89.7	92.5	92.5
	2 Just OK	500	6.6	6.8	99.3
	3 Can almost	34	.4	.5	99.8
	4 Not at all	17	.2	.2	100.0
	Total	7333	97.0	100.0	
Missing	-1 Missing	224	3.0		
Total		7557	100.0		

fdb404 BC5: Child can run easily and smoothly and stop with control: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6581	87.1	89.7	89.7
	2 Just OK	691	9.1	9.4	99.1
	3 Can almost	46	.6	.6	99.7
	4 Not at all	21	.3	.3	100.0
	Total	7339	97.1	100.0	
Missing	-1 Missing	218	2.9		
Total		7557	100.0		

fdb405 BC6: Child can stand on one leg in a stable position: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	5572	73.7	76.0	76.0
	2 Just OK	1611	21.3	22.0	98.0
	3 Can almost	114	1.5	1.6	99.5
	4 Not at all	35	.5	.5	100.0
	Total	7332	97.0	100.0	
Missing	-1 Missing	225	3.0		
Total		7557	100.0		

fdb406 BC7: Child can hop in a controlled manner on either foot: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6060	80.2	82.9	82.9
	2 Just OK	1143	15.1	15.6	98.6
	3 Can almost	76	1.0	1.0	99.6
	4 Not at all	29	.4	.4	100.0
	Total	7308	96.7	100.0	
Missing	-1 Missing	249	3.3		
Total		7557	100.0		

fdb407 BC8: Child can ride a bike without stabilisers: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6774	89.6	92.4	92.4
	2 Just OK	326	4.3	4.4	96.8
	3 Can almost	61	.8	.8	97.7
	4 Not at all	170	2.2	2.3	100.0
	Total	7331	97.0	100.0	
Missing	-1 Missing	226	3.0		
Total		7557	100.0		

fdb408 BC9: Child can run to kick a large stationary ball: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6798	90.0	92.7	92.7
	2 Just OK	509	6.7	6.9	99.6
	3 Can almost	23	.3	.3	99.9
	4 Not at all	4	.1	.1	100.0
	Total	7334	97.0	100.0	
Missing	-1 Missing	223	3.0		
Total		7557	100.0		

fdb409 BC10: Child can catch a ball while standing still: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6292	83.3	85.7	85.7
	2 Just OK	1006	13.3	13.7	99.4
	3 Can almost	37	.5	.5	99.9
	4 Not at all	5	.1	.1	100.0
	Total	7340	97.1	100.0	
Missing	-1 Missing	217	2.9		
Total		7557	100.0		

fdb410 BC11: Child can run to catch an approaching ball: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	5017	66.4	69.0	69.0
	2 Just OK	2029	26.8	27.9	97.0
	3 Can almost	188	2.5	2.6	99.5
	4 Not at all	33	.4	.5	100.0
	Total	7267	96.2	100.0	
Missing	-1 Missing	290	3.8		
Total		7557	100.0		

fdb411 BC12: Child can continually bounce a ball while standing still: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	5835	77.2	80.3	80.3
	2 Just OK	1303	17.2	17.9	98.2
	3 Can almost	110	1.5	1.5	99.7
	4 Not at all	20	.3	.3	100.0
	Total	7268	96.2	100.0	
Missing	-1 Missing	289	3.8		
Total		7557	100.0		

fdb412 BC13: Child can walk around obstacles without bumping into things: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	6633	87.8	91.0	91.0
	2 Just OK	604	8.0	8.3	99.2
	3 Can almost	50	.7	.7	99.9
	4 Not at all	5	.1	.1	100.0
	Total	7292	96.5	100.0	
Missing	-1 Missing	265	3.5		
Total		7557	100.0		

fdb413 BC14: Child can walk in the dark: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very well	5444	72.0	75.4	75.4
	2 Just OK	1670	22.1	23.1	98.5
	3 Can almost	80	1.1	1.1	99.7
	4 Not at all	25	.3	.3	100.0
	Total	7219	95.5	100.0	
Missing	-1 Missing	338	4.5		
Total		7557	100.0		

fdb414 BC15: Child gets migraines: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	354	4.7	4.9	4.9
	2 No	6895	91.2	95.1	100.0
	Total	7249	95.9	100.0	
Missing	-1 Missing	308	4.1		
	Total	7557	100.0		

fdb415 BC16: Child gets headaches: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3368	44.6	46.6	46.6
	2 No	3858	51.1	53.4	100.0
	Total	7226	95.6	100.0	
Missing	-1 Missing	331	4.4		
	Total	7557	100.0		

fdb416 BC17: Child gets travel sick: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2241	29.7	31.0	31.0
	2 No	4994	66.1	69.0	100.0
	Total	7235	95.7	100.0	
Missing	-1 Missing	322	4.3		
	Total	7557	100.0		

fdb417 BC18: Child vomits with travel sickness: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1021	13.5	28.0	28.0
	2 No	2624	34.7	72.0	100.0
	Total	3645	48.2	100.0	
Missing	-1 Missing	3912	51.8		
	Total	7557	100.0		

fdb418 BC19: Child can be described as a "bull in a china shop": F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not true	3876	51.3	53.2	53.2
	2 Mostly not true	1837	24.3	25.2	78.5
	3 Partly true	1180	15.6	16.2	94.7
	4 Mostly true	251	3.3	3.4	98.1
	5 True	137	1.8	1.9	100.0
	Total	7281	96.3	100.0	
Missing	-1 Missing	276	3.7		
Total		7557	100.0		

fdb419 BC20: Times per month child falls over while running around/playing games: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 0	2349	31.1	32.5	32.5
	2 1-3	3889	51.5	53.8	86.2
	3 4-6	646	8.5	8.9	95.1
	4 7-10	146	1.9	2.0	97.2
	5 <10	205	2.7	2.8	100.0
	Total	7235	95.7	100.0	
Missing	-1 Missing	322	4.3		
Total		7557	100.0		

Session behaviour ratings (fdb4900 – fdb4919; not shown) are not summarised.

3.7 Arteries

Three vascular structure and function tests were performed in this session: brachial artery endothelial function measured by flow mediated dilatation (FMD), arterial stiffness measured by carotid to radial pulse wave velocity (PWV) and brachial distensibility. For further information, see Donald *et. al.* (2010).

Six trained technicians undertook tests in four rooms. 40 minutes of the 3 hours were allocated to acquisition of the vascular measures. Ideally, the child entered the room without parent and was asked to lie down on the bed. The whole procedure was explained and the child was asked few questions about the recent infections, vaccine, caffeine and food intake within the last 2 hours.

Donald A.E., Charakida M., Falaschetti E., Lawlor D.A., Halcox J.P., Golding J., Hingorani A.D., Smith G.D., Deanfield J.E. (2010). 'Determinants of vascular phenotype in a large childhood population: the Avon Longitudinal Study of Parents and Children (ALSPAC)'. *The European Heart Journal*. 31 (12): 1502-10. doi: 10.1093/eurheartj/ehq062

fdar001 Vascular technician for artery session: arteries: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	.1	.1	.1
	2	2322	30.7	32.9	33.0
	3	939	12.4	13.3	46.3
	4	1353	17.9	19.2	65.4
	5	866	11.5	12.3	77.7
	7	914	12.1	12.9	90.6
	8	662	8.8	9.4	100.0
	Total	7063	93.5	100.0	
Missing	-1 Missing	494	6.5		
Total		7557	100.0		

Descriptive Statistics

		N	Min	Max	M	SD
fdar002	Hour of the time of artery session: arteries: F10	7082	6	16	12.29	2.154
fdar003	Minutes of the time of artery session: arteries: F10	7084	0	59	28.43	16.235

fdar100 Scan room used for artery session: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Scan Room A	2597	34.4	34.5	34.5
	2 Scan room B	2371	31.4	31.5	66.0
	3 Scan room C	1297	17.2	17.2	83.2
	4 Scan room D	1265	16.7	16.8	100.0
	Total	7530	99.6	100.0	
	Missing	27	.4		
Total		7557	100.0		

fdar101 A6: Child had recent infection: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1213	16.1	16.2	16.2
	2 No	6286	83.2	83.8	100.0
	Total	7499	99.2	100.0	
	Missing	58	.8		
Total		7557	100.0		

fdar102 A7: Duration of recent infection: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Current	541	7.2	44.1	44.1
	2 Within last two weeks	685	9.1	55.9	
	Total	1226	16.2	100.0	
Missing	-1 Missing	6331	83.8		
Total		7557	100.0		

fdar103 A8: Child had treatment for infection: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	625	8.3	11.1	11.1
	2 No	4984	66.0	88.9	
	Total	5609	74.2	100.0	
Missing	-1 Missing	1948	25.8		
Total		7557	100.0		

fdar104 A9: Child had antibiotics for infection: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	146	1.9	2.6	2.6
	2 No	5555	73.5	97.4	
	Total	5701	75.4	100.0	
Missing	-1 Missing	1856	24.6		
Total		7557	100.0		

fdar105 A10: Child had vaccination within the last week: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	13	.2	.2	.2
	2 No	7486	99.1	99.8	
	Total	7499	99.2	100.0	
Missing	-1 Missing	58	.8		
Total		7557	100.0		

fdar106 A11: Child had fried food in the last two hours: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	378	5.0	5.0	5.0
	2 No	7120	94.2	95.0	
	Total	7498	99.2	100.0	
Missing	-1 Missing	59	.8		
Total		7557	100.0		

fdar107 A12: Child had caffeine in the last two hours: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	584	7.7	7.8	7.8
	2 No	6914	91.5	92.2	
	Total	7498	99.2	100.0	
Missing	-1 Missing	59	.8		
Total		7557	100.0		

Firstly, PWV was assessed using applanation tonometry. This was followed by brachial artery distensibility and brachial endothelial function testing, using high resolution ultrasound techniques.

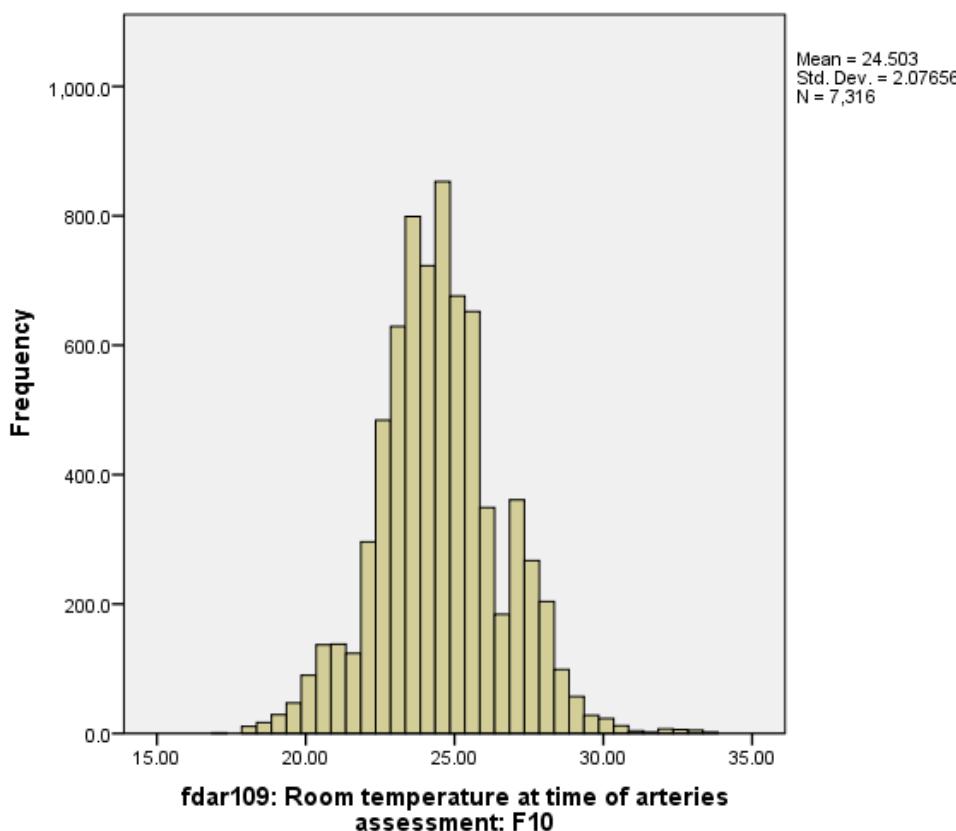
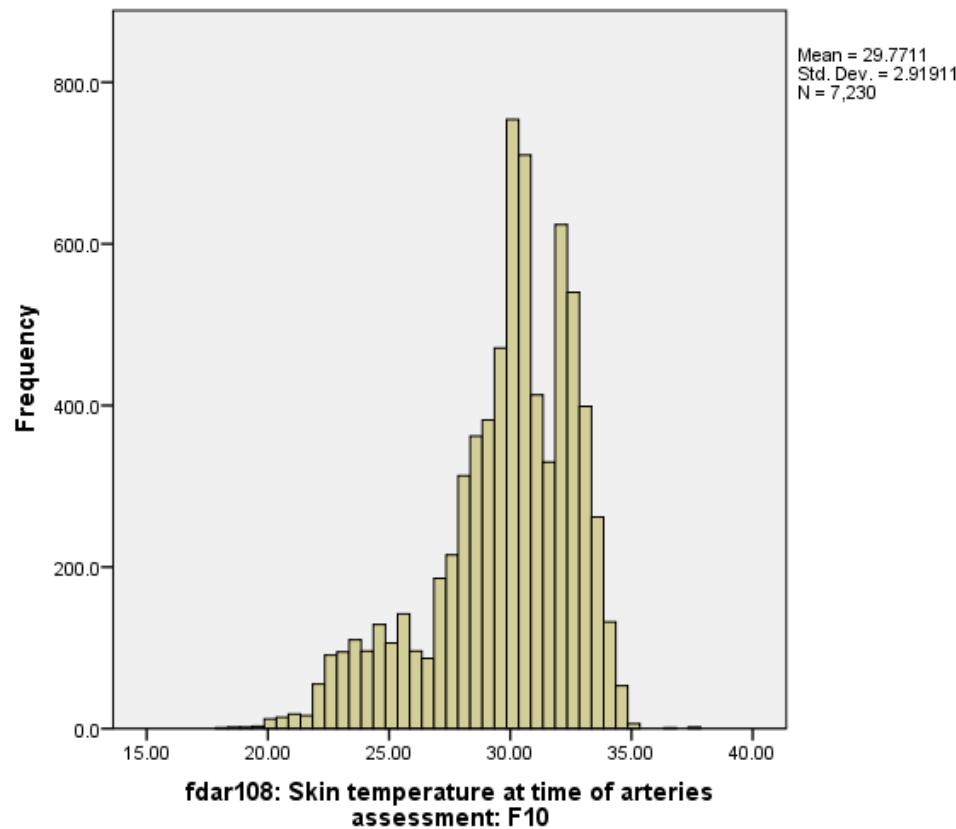
Arterial distensibility was measured in 6814 (90%) and PWV in 7209 (95%) of the 7557 children attending F10+. Successful measures were obtained in 95% and 87% of the studied children for PWV and the distensibility coefficient respectively. The coefficient of variation for PWV was 4.6% at the beginning of the study and reached 4.1% at the end.

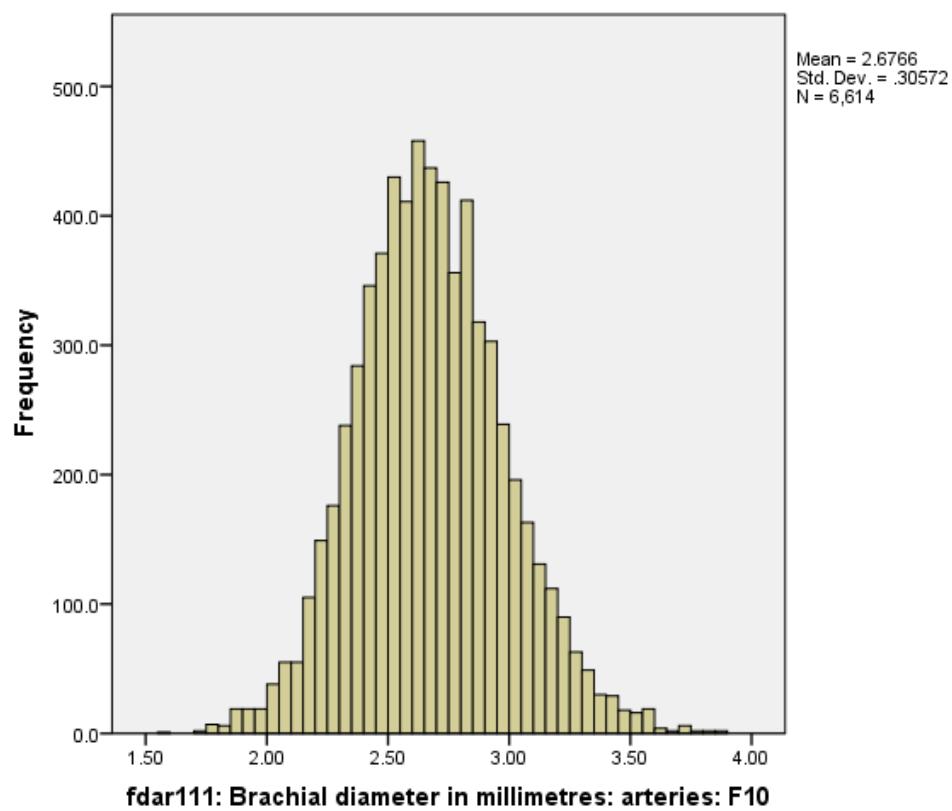
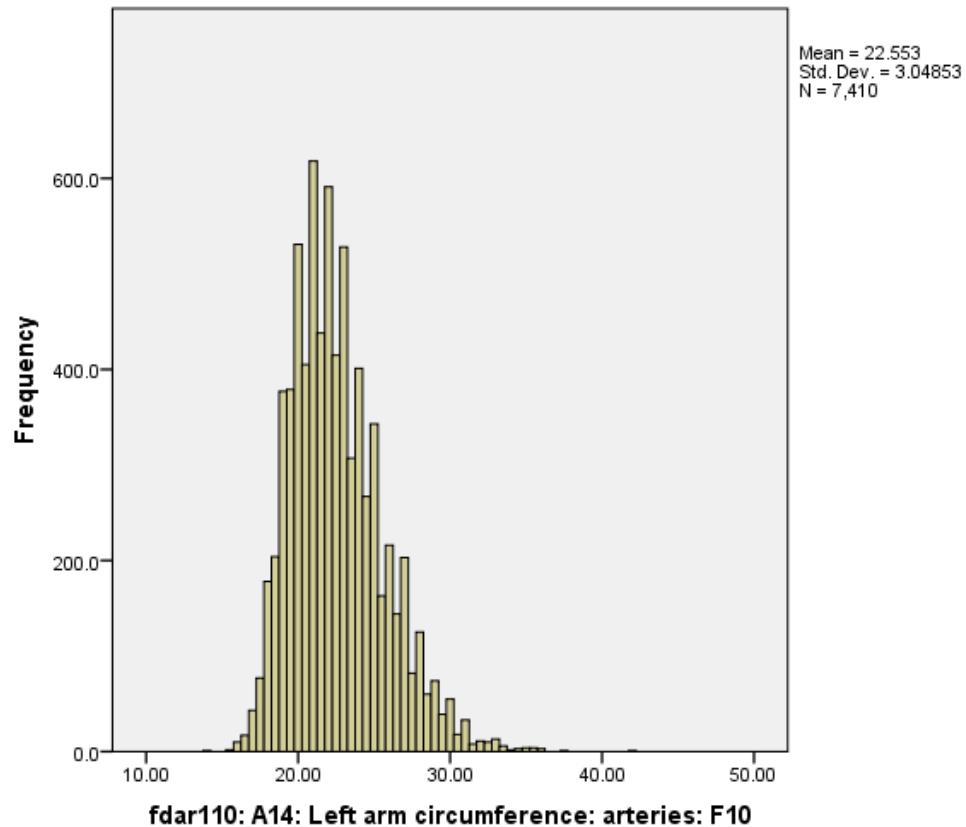
To measure PWV, pressure-pulse waveforms were recorded transcutaneously using a high fidelity micromanometer (SPC-301, Millar Instruments, Houston, Texas) from the radial and carotid pulse synchronous with the ECG signal, which provides an R-timing reference. Integral software processed the data to calculate the mean time difference between R-wave and pressure wave on a beat-to-beat basis over 10 seconds, and the PWV was then calculated using the mean time difference and arterial path length between the two recording points (SphygmoCor version 7.1, Scanmed, UK).

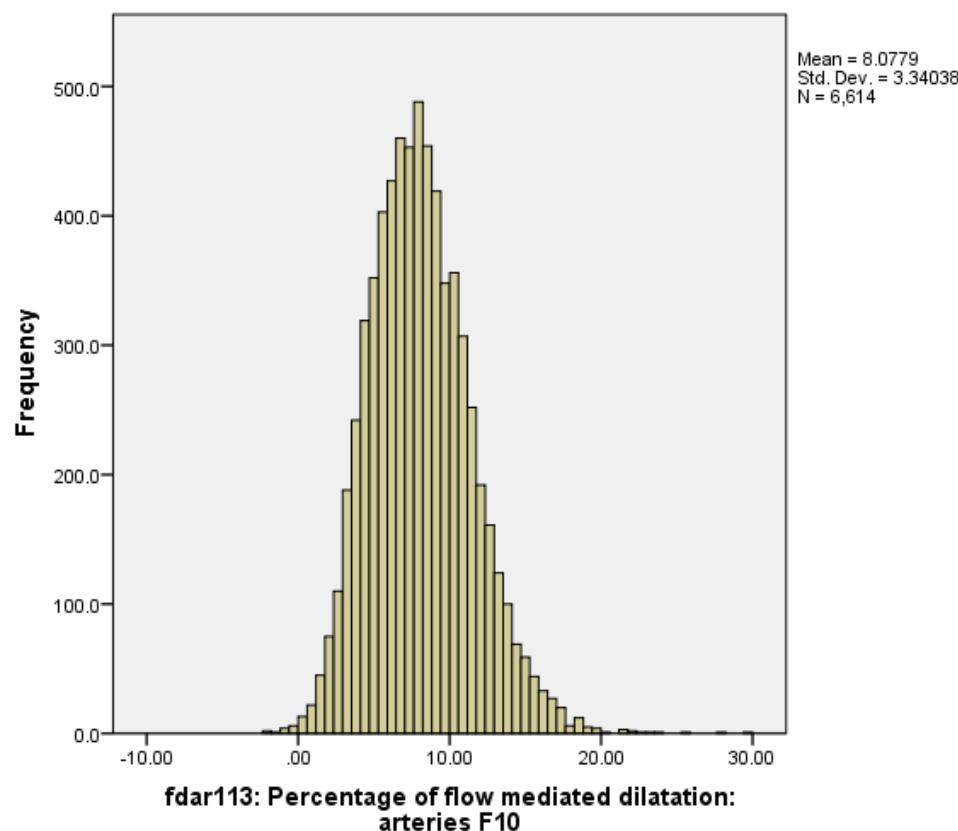
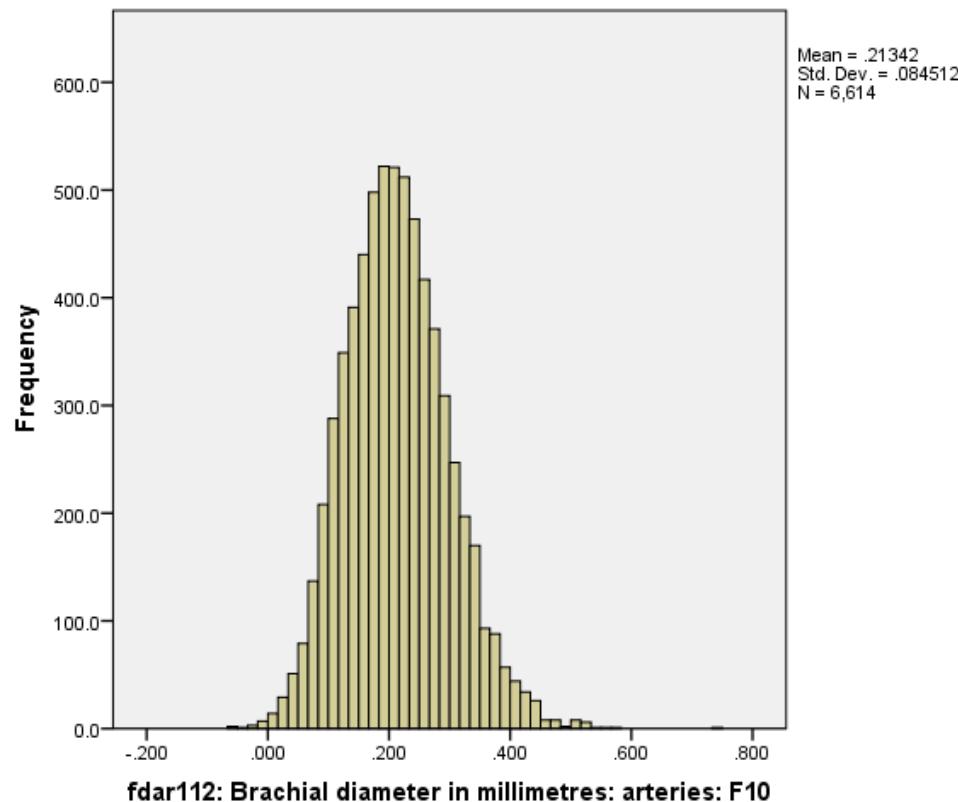
To measure Arterial distensibility, ultrasound images of the right brachial artery were recorded onto SVHS video using an ALOKA 5500 high resolution ultrasound system with a 5-10MHz linear array probe (Keymed, UK). Brachial artery distensibility was assessed on the arterial segment subsequently imaged for flow mediated dilatation (FMD) measurement. Brachial artery blood pressure was measured in the contralateral arm using an oscillometric blood pressure device (Omron MI-5), at the time of image acquisition. A pediatric cuff was used when the arm circumference was <25cm and an adult cuff when the arm circumference >25cm. Real time B-mode images, recorded on SVHS video for 20 seconds, were saved and transported to a core laboratory in London for later offline analysis (Vascular Physiology Unit, Institute of Child Health). The distension of the artery was determined by measuring the luminal diameter excursion from diastole to systole. The Distensibility Coefficient (DC), which reflects intrinsic vascular wall elasticity, was calculated from the distension and the pulse pressure and was expressed as mean percent change in cross-sectional area per unit change in blood pressure.

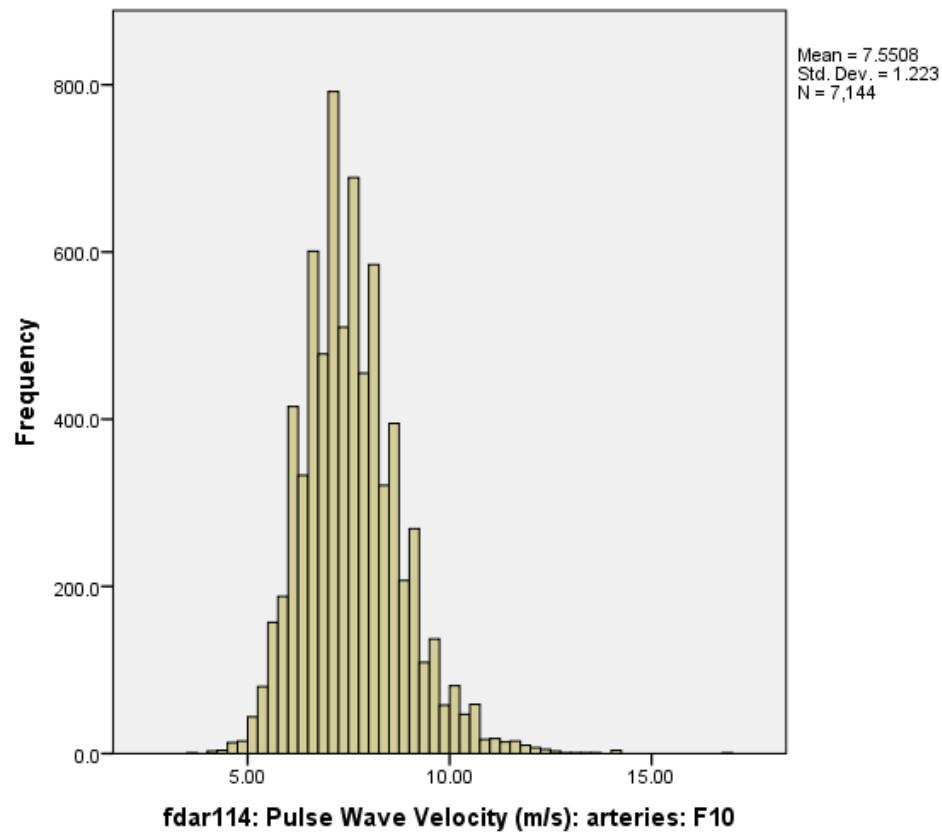
To study endothelial function in conduit arteries, we measured flow mediated dilatation (FMD). FMD was measured in 6614 (88%) of the 7557 children. Successful measures were obtained in 88% of the studied children. The coefficient of variation for FMD was 10.5% at the beginning of the study and reached 7.7% at the end.

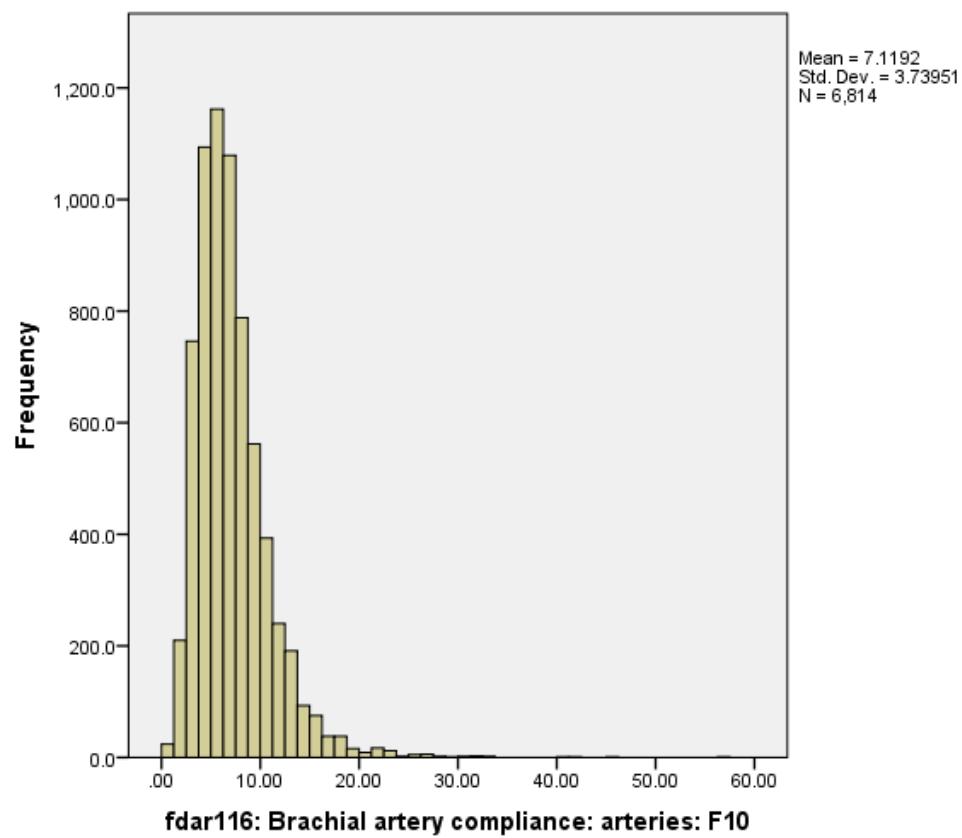
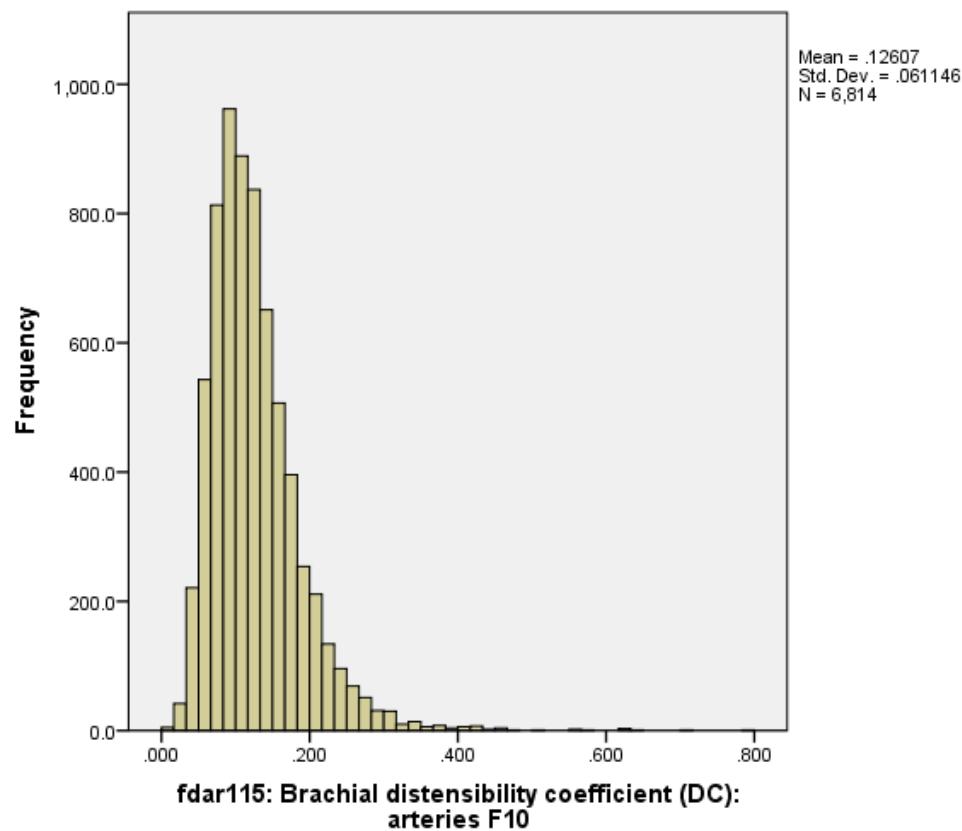
The right brachial artery was imaged, 5-10cm above the antecubital fossa, using high resolution ultrasound (ALOKA 5500) with the probe held in a stereotactic clamp that allowed micrometer positional adjustment. Brachial artery FMD was induced by a 5 minute inflation of a pneumatic cuff to 200mmHg, around the forearm immediately below the medial epicondyle, followed by rapid deflation using an automatic air regulator (Logan Research, UK). The diameter of the brachial artery was measured using edge detection software (Brachial Tools, MIA, USA) from ECG triggered ultrasound images captured at 3 second intervals throughout the 11 minute recording protocol. FMD was expressed as the maximum percentage change in vessel diameter from baseline. The magnitude of the flow stimulus was recorded continuously by pulse wave Doppler and expressed as percent reactive hyperaemia (RH%), derived from the maximum change in flow within 15 seconds of deflation of the pneumatic cuff relative to the baseline flow.

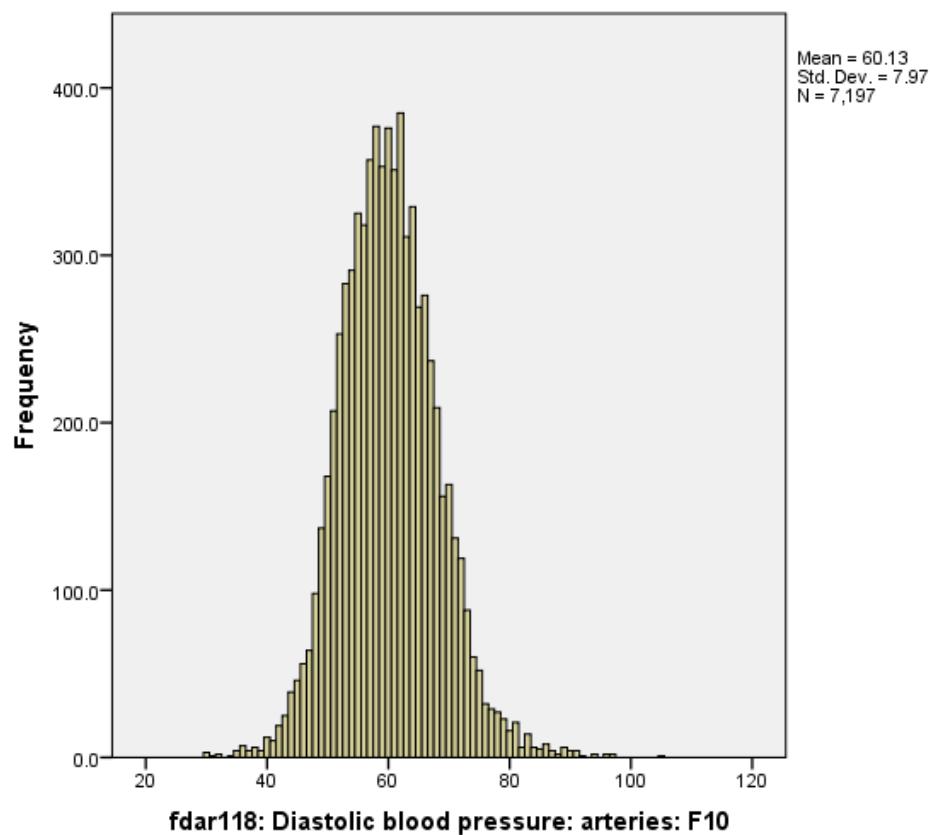
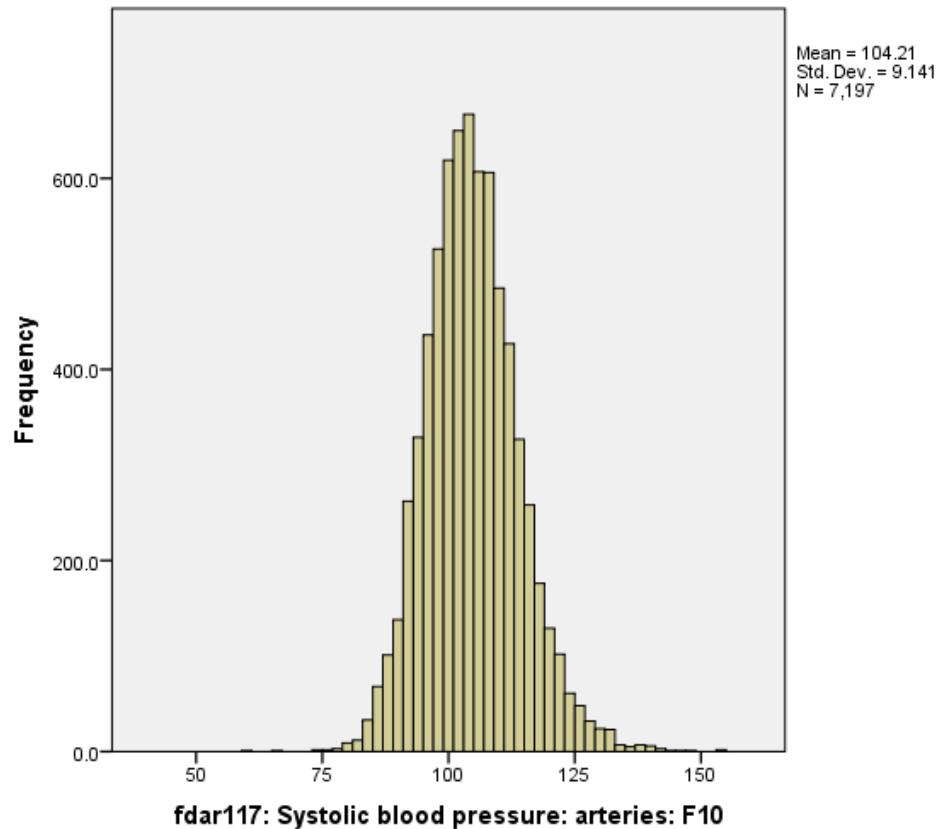


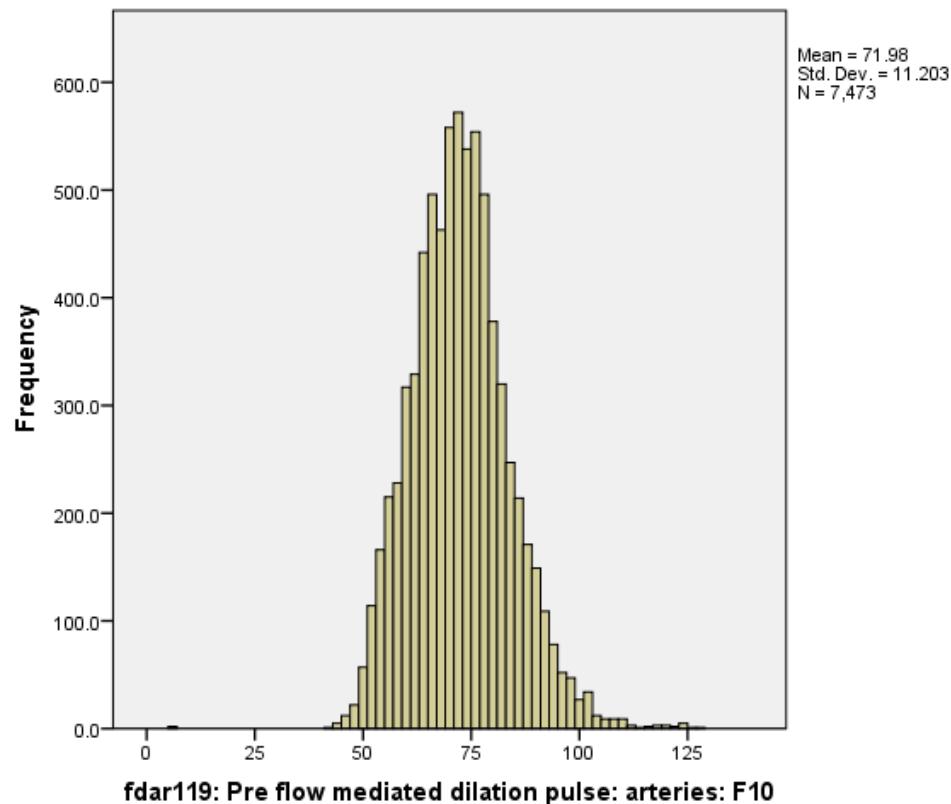












3.8 Fractures

Fractures in children are an important but neglected public health issue. The incidence in the UK ranges from 13.3/1000 children-years to 36.1/1000, and the rate of fractures in childhood seems to be rising. The distal radius is the most common fracture site, and boys consistently have a higher fracture rate than girls at all ages, with a peak incidence at aged 14 years for boys and aged 11 years for girls.

There are a number of personal attributes, often described as risk factors that may increase or decrease a child's fracture risk. There is evidence of an association between fractures in children and individual non-modifiable risk factors such as genetic polymorphisms, individual risk factors with composite genetic and environmental causes such as obesity, potentially modifiable individual risk factors such as diet, family risk factors such as socio-economic status and mechanistic risk factors such as landing surface.

A Wellcome Trust Fellowship by Dr Emma Clarke had the aims of describing the epidemiology of fractures in children within a large population-based cohort, to investigate the association between bone mass measured at aged 9.9 years and the risk of fracture over the following two years, and to investigate the association between other factors and fracture risk.

In order to identify children who had fractured a bone parents were asked in reception about their child's history. Further follow-up (documented elsewhere) occurred for those children who had fractured a bone in the previous year.

fdfr001 Fracture Questionnaire completed: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	7085	93.8	93.8	93.8
	2 No	472	6.2	6.2	100.0
	Total	7557	100.0	100.0	

fdfr002 Child ever broken a bone: F10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1261	16.7	17.9	17.9
	2 No	5800	76.8	82.1	100.0
	Total	7061	93.4	100.0	
Missing	-9 Q not completed	472	6.2		
	-1 Missing	24	.3		
	Total	496	6.6		
	Total	7557	100.0		

fdfr003 Child broken bone in last year: F10

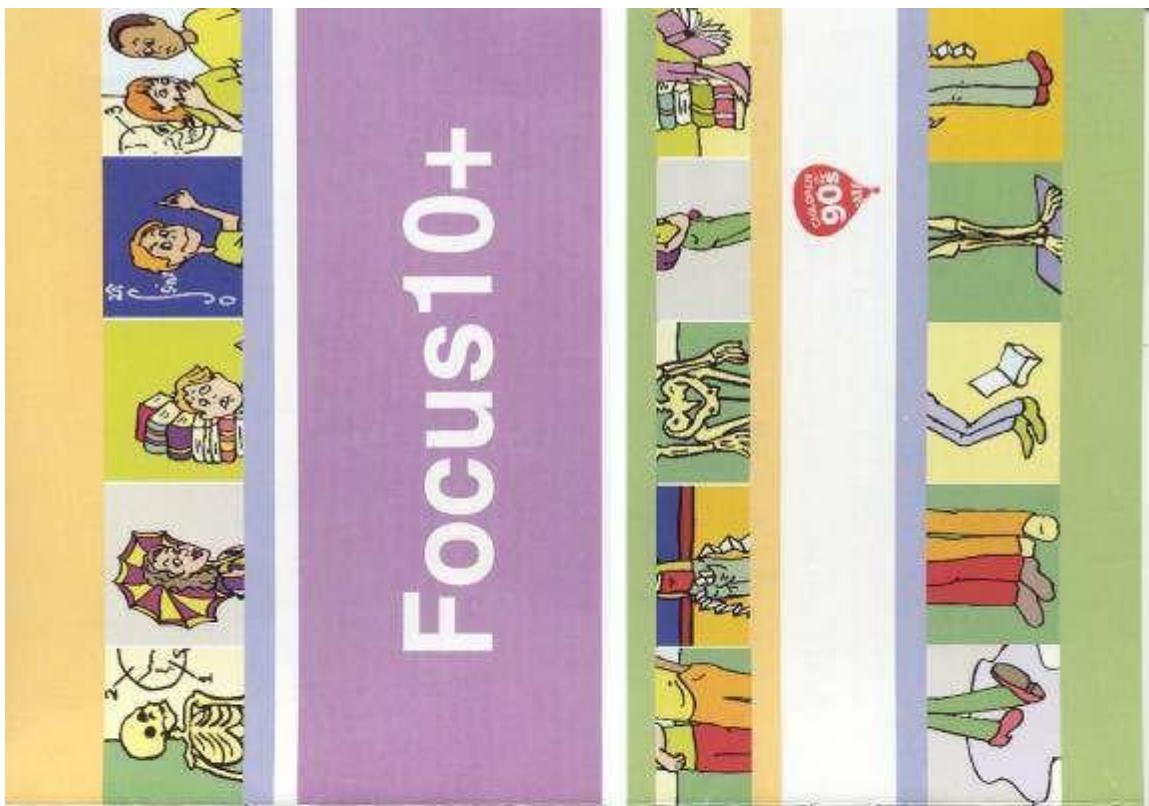
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	331	4.4	26.8	26.8
	2 No	904	12.0	73.2	100.0
	Total	1235	16.3	100.0	
Missing	-9 Q not completed	472	6.2		
	-2 Not broken bone	5800	76.8		
	-1 Missing	50	.7		
	Total	6322	83.7		
	Total	7557	100.0		

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Appendix One: Child's Booklet



Are you a member?

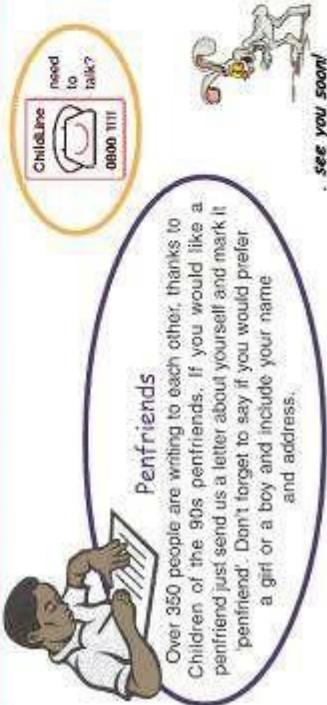
Over 5,000 children have joined already!

Every child who fills in questionnaires for Children of the 90s can join the Discovery Club. Just fill in a form at reception when you visit Focus 10+ and we will send you your own badge, membership card and folder with great things to do, competitions to enter, prizes to be won...

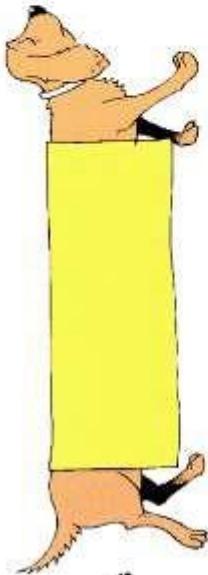


Just a few of the things we sent Discovery Club members to do recently.

Children of the 90s 24 Tyndall Avenue, Bristol BS8 1TQ



Over 350 people are writing to each other, thanks to a children of the 90s penfriends. If you would like a penfriend just send us a letter about yourself and mark it 'penfriend'. Don't forget to say if you would prefer a girl or a boy and include your name and address.



My name is

My visit to Focus10+ was
on / /

Today am exactly
..... years months and days.



Don't forget if you wear glasses
to bring them with you when
you visit Focus10+.



My height is 167.8

My weight is

HANDS	
Left length	18.3
Right length	18.2
width 20.2	
FEET	
Left length	24.2
Right length	24.1
width	8.7

Try this HANDS are useful for all sorts of things, use them to try these tricks on your friends

Challenge your friends to tie a knot in a piece of rope without you letting go of the ends. None of them will be able to do it, but you will!

You will need a piece of rope 3 or 4 feet long. (The rope could be a piece of string.) Hold the rope as in the picture and ask your friends to try to tie a knot in the rope without at any time letting go of either end. When they give up, take back the rope and lay it down on the table.

Now for the secret move. Fold your arms before you pick up the rope. Pick it up one end at a time to make it easier to grasp. When you uncross your arms, a knot will appear in the middle of the rope, without at any time either end -
- It's magic

Try this HANDS are useful for all sorts of things, use them to try these tricks on your friends

1 Tell your friends you can tie a knot in a handkerchief using only one hand! You will need a cloth handkerchief with a knot tied in one corner.

4 Snap the handkerchief, releasing the end without the knot, pick up the hanging end with the other hand as before and repeat, again releasing the end without the knot. On the third try, let go of the knotted end as shown (Fig 3) instead of the expected corner.



2 Pull the handkerchief out of your pocket keeping the knot hidden in your hand.



3 Pick up the opposite corner of the handkerchief with the other hand and grasp it as in Fig. 2.

The movement of the hand conceals the switch. It's magic

EXERCISE . EXERCISE . EXERCISE



If you had been asked to design one piece of equipment to make exercise fun, what would it look like?

Eyes, ears and muscles

all help us balance

The body senses whether it is upright or lying down, whether it is moving or standing still, through the vestibular system which is part of the inner ear.

This system senses your movements using 3 special tubes

(called the semi-circular canals), which are filled with fluid and little hairs. When you move your head this fluid moves the hairs, which tells your brain what's happening, and helps you keep your balance.

The vestibular system also senses gravity using small 'sacks' filled with chalk crystals (the otolith system). These help the brain know which way is up and which way is down. Astronauts in space sometimes become dizzy because without the earth's gravity they feel like they are constantly falling.



Have you ever spun around in a circle so that when you stop you are so dizzy you fall over? This happens because the fluid in your semi-circular canals keeps on spinning after your body has stopped.

GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP

What are the strongest days of the week?

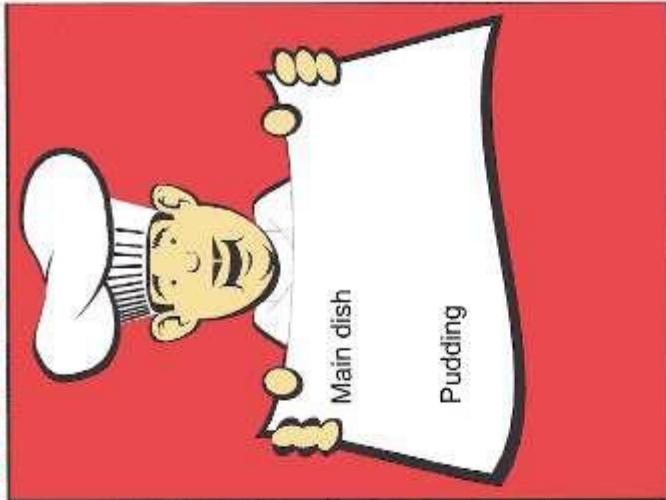
Saturday and Sunday - All the others are weak days!

DID YOU KNOW?
The more you use your muscles the bigger they grow, and the bigger they grow the stronger you will become! Exercise makes people strong and supple and also builds up stamina - that means you can do things for a long time and not get tired. Swimming is one of the best exercises for strength, stamina and suppleness.

DID YOU KNOW?

Optician: You need spectacles.
Patient: How do you know?
Optician: I could tell as soon as you walked through the window!
Doctor, doctor, I think I'm a dog.
Sit down please.
Oh no - I'm not allowed on the furniture!

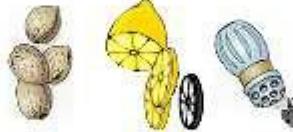
CHEF FOR THE DAY



You are chef for the day at your school.
What would you cook for lunch?

What would be the main ingredients?

Find out which area of the tongue responds to a different taste.



GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP

What time is it when you have eaten half your breakfast?
Half ate!

Why did the cucumber blush?
Because it saw the salad dressing!

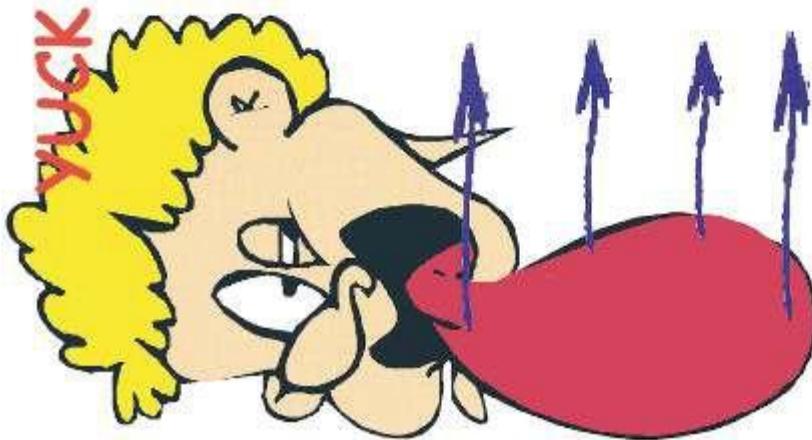
What did the hedgehog have in his sandwiches?
Prickled onions!

Why did the jelly wobble?
Because it saw the milk shake!
Why did the space monster cover his rocket with tomato sauce?
So the nasty aliens couldn't ketchup with him!

YUCK OR YUM

We smell and taste food as we eat it. Thousands of taste buds on the surface of the tongue pick up tastes in food and drink.

Find out which area of the tongue responds to a different taste.



Check your answers in reception at Focus 10+.



Tasting and smelling different flavours makes eating more enjoyable. Dirt, muddy water and most poisonous plants taste horrid. So your immediate reaction is to spit them out. Most foods that are good for us don't taste nasty.



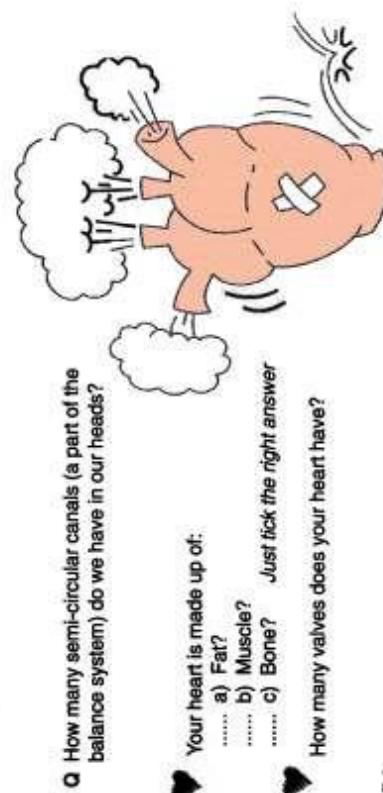
QUICK QUIZ

You'll find the answers during your visit to Focus 10+

There is a diagram of an ear, a heart and a tongue on the wall in reception

Q Which part of the ear is also a musical instrument?

Q Which part of the ear could also be used to bang a nail into a piece of wood?



Q Your heart is made up of:
..... a) Fat?
..... b) Muscle?
..... c) Bone? Just tick the right answer

Q How many valves does your heart have?

Q How many times will your heart beat in a year?

Q Name the four tastes
1.
2.
3.
4.

Try this!

Can you touch your nose with your tongue?

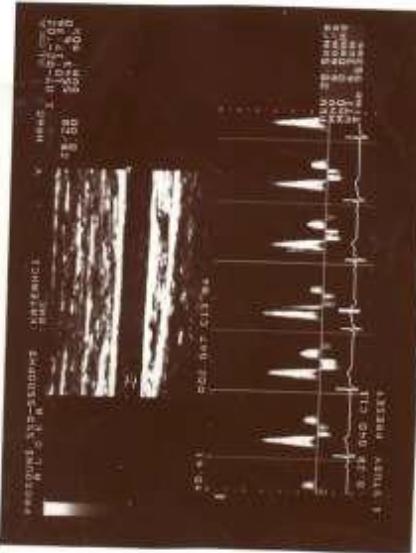
Can you roll your tongue?

Q If you put sugar on the back of your tongue, will it taste sweet?
Yes No

At Focus 10+ my blood pressure was
My pulse was per minute

DID YOU KNOW?

Blood is three times thicker than water and it is not all red! If you leave a test tube full of blood for a few hours the blood cells sink to the bottom and you're left with a clear yellow fluid called plasma.



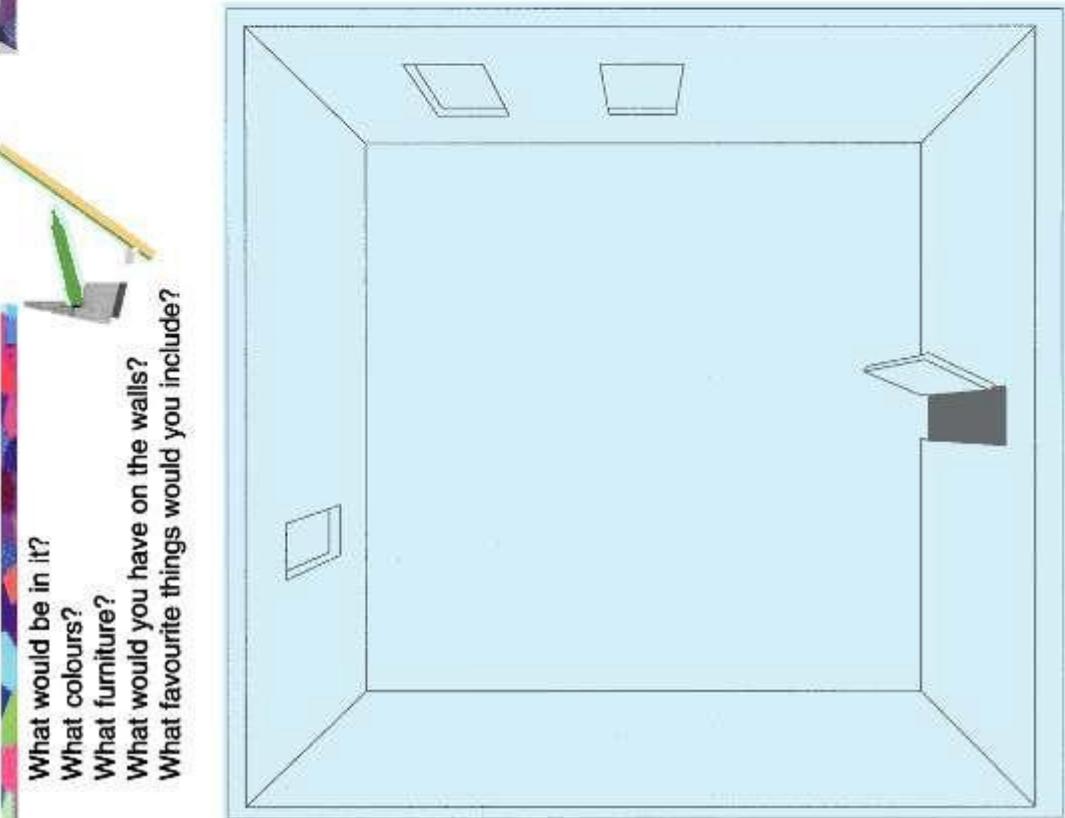
DID YOU KNOW?

A baby has less than 1 litre of blood, not quite enough to fill a milk carton. When you become an adult, you will have enough blood to half-fill a bucket - about 5 litres. Every day the heart pumps around 43,000 litres of blood.



Design a room just for you

- What would be in it?
- What colours?
- What furniture?
- What would you have on the walls?
- What favourite things would you include?



BODY PARTS

Body parts to find. Remember they may be written forwards, backwards or even vertically!

ANKLE
BRAIN
EAR
ELBOW
FINGER
HAIR
HEART
KNEE
LUNGS
RIBS
STOMACH
SHOULDER
SPINE
THUMB
TONGUE

SHOULDER	R X O Z
A F D L	U P T I G E S
E N T E	N I P S C R T E
E U N D G E	U K O H Q
G R A N W S	B I R M O U H
N E T K E	J A T F M H
O B P S	B T C S R E B R
T R G J	E H A H A K I E
M A I L	Q A K K E A Y G
V I K	M C E R F H R O N
C N A R Z	F D W E R H I
A P B	W O B B L E A L S F

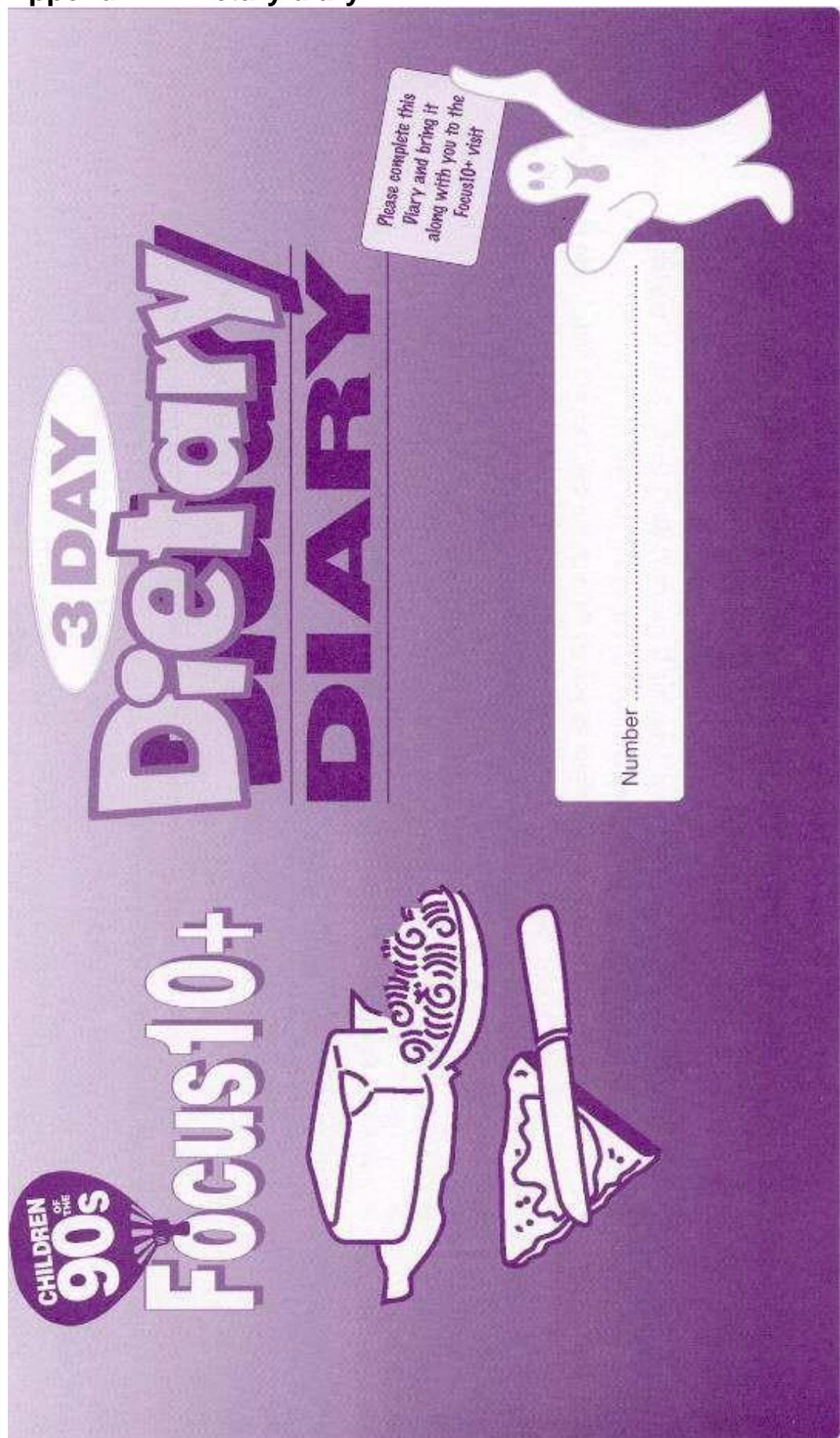
GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP GIGGLE STRIP

Where would you find giant snails?
At the end of giant's fingers!

Why did the skeleton run up a tree?
Because the dog was after his bones!

Where should you send a one-legged, short sighted man?
To the hypnotist!

Appendix 2: Dietary diary



Now that you are 10+ years old we are interested in finding out what you eat and drink.

For 3 days we would like you to write down everything that you eat and drink and any medicine that you take, using this diary.

We would like you to fill in the diary on 2 weekdays and 1 day at the weekend.

Please try and fill it in for all the days, but if you can't don't worry. Just fill in what you can.

Ask an adult to help you if you like.

Try to write down what you eat and drink as you go through the day, this will help you to remember. We have given some meal headings, as examples, to help you.

For each page you need to do just 4 things.....

1. Please write down the day and date that you are filling in the diary page for.
2. Then what time you eat or drink something.
3. Please write down everything that you had to eat or drink.
4. After each meal, write down anything that was left over.

Please remember to write down snacks, sweets, cans of drinks or medicines that you had. You may have eaten some foods between meals - write them down at the bottom of the page in the spare space.

Please tell us as much as you can about anything you eat at school dinner (if you have it). Remember to tell us if you don't finish it all or if you have second helpings.

Please ask the person who does the cooking to write down what went into the food at home. For example, spaghetti bolognese made with lean beef mince, carrots, onions, canned tomatoes and spaghetti.

On page 3 (below) there is an example, which may help you to fill in your diary....

DAY 1 Day Wednesday..... Date 13th February 2002

Time	Tell us about what sort of foods and drinks you had today. How much did you have and at what time?	Did you finish all the foods and drinks? How much was left?
BREAKFAST Time: 8.00am	Cornflakes... Half full cereal bowl with full fat milk. 1 slice of bread, medium sliced, toasted and spread thinly with Flora. 1 glass of orange juice.	I left the crusts.
MID MORNING Time: 11.00am	Carton of Ribena. 1 banana.	
LUNCH Time: 12.30pm	2 slices of white bread, medium sliced, spread thinly with Flora. 1 slice of ham, 2 thin slices of Cheddar cheese. 1 Penguin 1 bag of Wotsits. 1 glass of Diet Coke.	I left the crusts. I left half the bag of Wotsits.
TEA/COKE		
MID AFTERNOON Time: 3.45pm	1 Glass of full fat milk 1 fun size mars bar	I left half a fish finger.
EVENING MEAL Time: 6.00pm	3 fish fingers (fried in sunflower oil). 2 dessertspoons of potato, mashed with Flora and full fat milk. 1 dessertspoon of frozen peas, 1 teaspoon of tomato ketchup. 1 cup of tea with milk and 1 teaspoon of sugar. Half a bowl of apple crumble. 3 dessertspoons of custard (made with semi skinned milk, sugar and custard powder).	I left 5 peas. I left 1/4 cup.
NIGHT SNACK		
BEDTIME Time: 8.00pm	I ate nothing at bedtime.	

Now write in below, anything you have forgotten or eaten between meals. What about chocolates, sweets, crisps, ice cream and medicines?

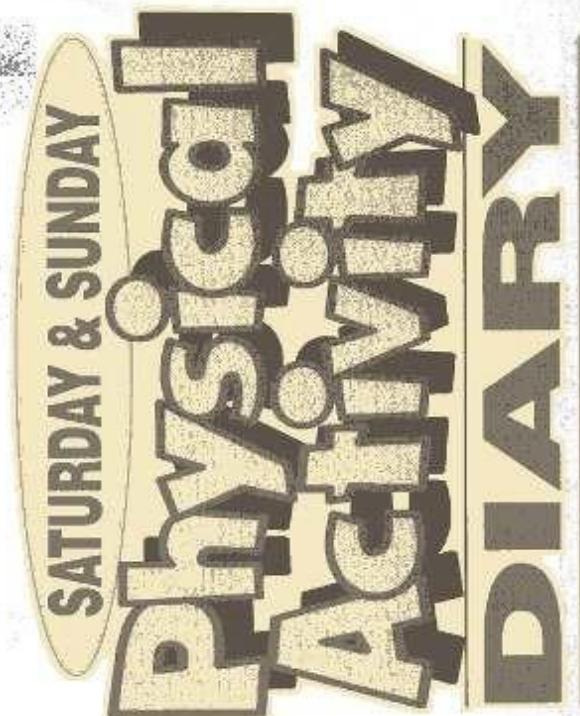
7.15pm	2 Opal Fruits.

DAY 1	Day	Date
Tell us about what sort of foods and drinks you had today. How much did you have and at what time?		
Time	Did you finish all the foods and drinks? How much was left?	
BREAKFAST		
Time		
MID MORNING		
Time		
LUNCH		
Time		

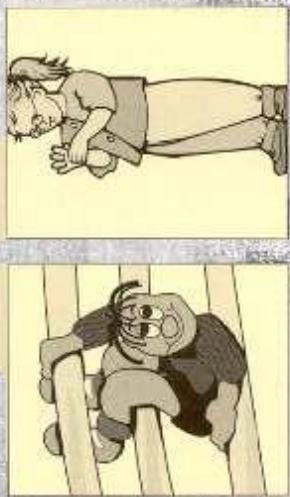
Time	Tell us about what sort of foods and drinks you had <u>today</u> . How much did you have and at what time?	
Did you finish all the foods and drinks? How much was left?		
MID AFTERNOON		
Time:		
EVENING MEAL		
Time:	

Time	Now write in below, anything you have forgotten or eaten between meals. What about chocolates, sweets, crisps, ice cream and medicines?			
Did you eat more or less than usual today? (If Yes go to page 11 of your diary)				
<table border="0"> <tr> <td>Yes <input type="checkbox"/></td> <td>No <input type="checkbox"/></td> </tr> </table>			Yes <input type="checkbox"/>	No <input type="checkbox"/>
Yes <input type="checkbox"/>	No <input type="checkbox"/>			
BEDTIME				
Time:			

Appendix 3: Activity diary sample (weekend)



Number



Please use this list to help you write what you did

Eat / Drink	Household chores	Outdoor
• Breakfast, Snack, Lunch, Dinner, Tea	• Prepare food / drinks, wash-up, iron, dust	• Wander, hang / mess around
	• Tidy, hoover, laundry	• Cycle, play on bike
	• Gardening, walk dog, shop	• Skip, catch, hide and seek
To Get Ready		• Run / race about, fight, wrestle, climb
• Wash, hair, teeth, dress, change		
• Pack bag		
Indoor	Journey / Movement	Places to go
	• Bus, car, train	• Church
	• Walk	• Dentist / Doctor
	• Bike	• Library
	• Run	• Cinema, pub, meal out
	• Sit / lie down	• Party, concert, Disco
	• Stand	• Match, tournament
		• Friend's house
	Clubs / activities	Other
	• Languages, art, choir, music	• Please write down what you did if it
	• Brownies, Guides, Beavers, Scouts,	isn't on the list
	football, basketball, rounders, cricket,	
	tennis, netball, hockey, athletics, dance	
	• Skating, bowling, pool	
	• Fishing	
	• Swimming	

Here is an example page to give you an idea - Remember yours will be different

The day today is: Saturday the date is: 6th April 2002..... I got up at 7.00 a.m.....			How much were you moving around?		
What did you do when you got up? (Remember to write who you were with)		What time did you start?	What time did you finish?	Not moving much (sitting/lying down)	Moving around a bit (standing/walking around)
The first thing I did was	Eat my breakfast	7.05 a.m	7.10 a.m	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Then I	Got dressed	7.15 a.m	7.32 a.m	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Then I	Walked the dog	7.32 a.m	8.15 a.m	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Then I	Walked to school	8.15 a.m	8.44 a.m	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SATURDAY

The date today is (C1) I got up at:		How much were you moving around?			
What did you do from when you got up until before your midday meal? (Remember to write down who with and where)	What time did you start?	What time did you finish?	Not moving much (sitting / lying down)	Moving around a bit (standing / walking around)	Moving around a lot (a bit out of breath)
a) The first thing I did when I got up was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Then I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) The last thing I did before my midday meal was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a midday meal at:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SATURDAY

				How much were you moving around?			
(C2) I finished my midday meal at		What time did you start?	What time did you finish?	Not moving much (sitting / lying down)	Moving around a bit (standing / walking around)	Moving around a lot (a bit out of breath)	Really rushing around (really out of breath)
What did you do from when you finished your midday meal until before your tea / evening meal							
a) The first thing I did after my midday meal was:							
b) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) The last thing I did before my tea / evening meal was				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had my tea / evening meal at:							

SATURDAY

				How much were you moving around?			
(C3) I finished tea/evening meal at		What time did you start?	What time did you finish?	Not moving much (sitting / lying down)	Moving around a bit (standing / walking around)	Moving around a lot (a bit out of breath)	Really rushing around (really out of breath)
What did you do from when you finished your tea / evening meal until when you went to bed?				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) The first thing I did after my tea / evening meal was:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Then I				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) The last thing I did before going to bed was				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I went to bed at:							

Appendix 4: Information sheet on urine sample

Why do we want to collect urine (wee) from the Children of the 90s at Focus 10+?

The food we eat contains all the building blocks needed to build bone, muscle, brains and so on, as well as the energy to keep us warm, moving, and thinking. Some of us also come into contact with pollution in the air we breathe and in the food we eat.

Our liver does a lot of the work to turn our food into useful building blocks, but it leaves behind a lot of rubbish that needs to be cleared up! This rubbish travels round the body in the blood, until it gets to our kidneys.

The kidney cleans the blood. It sorts through everything, keeping the useful bits and putting the rest out in the wee.

Children of the 90s staff will study the wee to find out how children's bodies are working. It is important that we include as many children as possible. There is no health risk to collecting wee.

Why do you need to collect all the wee you make from when you go to bed at night until lunchtime the next day?

The amount of rubbish that comes out in the wee is not the same all the time. It's best to collect the wee over a period of time so we can measure more of what you get rid of.

WHAT DO I NEED TO DO?

You need to collect all your wee for one whole night and morning. This should start from when you go to bed. Decide which day would be the easiest. Friday or Saturday night would be best because you won't be going to school the next day, or you could do it one day when you are on holiday.

You have been given a collection kit that contains:

- A plastic jug to collect the wee
- Four small bottles to send some of your wee back to us
- A soft plastic teat (to get some of the wee from the jug into the bottles)
- Two plastic tubes and a padded envelope to put the small bottles in to keep them safe in the post
- A form to fill in which tells us about your collection

How do I collect the wee?

Put the jug in the bathroom next to the toilet where you will see it in the morning. **When you go to bed wee into the toilet as usual (not in the jug)**, Write down what time you have this wee on the record form.

From then on collect all your wee into the jug until after mid-day the next day. Try to remember to wee into the jug if you go to the toilet during the night.

Stop collecting your wee between mid-day and 1.00 pm and write down the time of your last wee. If you find you've filled the jug earlier than this, stop then and write down that time.

Collect all your wee into the same jug each time you go to the toilet. (If you miss a little do not worry just tick the box on the record form to let us know. If you forget completely, you can always empty the jug, rinse it out, and try again another day.) Keep the jug where it won't get knocked over.

What to do when you've finished your collection.....

When you have finished about lunchtime (after mid-day), write down the time of your final wee collection on the record form. Now measure how much wee you have collected.

Stand the jug on the lid of the toilet seat or somewhere flat. Use the scale on the jug that looks like the one on the record form. We have marked on your jug, which scale to use. Decide which mark on the side of the jug is nearest to the level of your wee. Draw **on the jug picture** the position where the wee comes to. Get a grown-up to check. Look at the example at the top of the record sheet to help you.

Write the date on the record form in the boxes. Don't put your name on the record form.

Put the form into the padded envelope.

We only need a little.

You can do this bit yourself, or ask someone to help you. Take the soft plastic teat. Place the end into the wee and squeeze it to suck up some of the wee from the jug. Move it to one of the small bottles and squeeze the wee out in to the bottle. Keep doing this until the bottle is nearly full (but not right up to the top). Put the lid on and screw it down tight. Do the same with the other three bottles. Get someone to check that the lids are really tight.

Put the 4 small bottles into the two bigger white plastic tubes. These fit in very tightly, so to get them in you will need to pull the white padding up so that it comes over the top. Put in the first bottle and push it down carefully with the padding. Then put in the second bottle, and screw on the cap. Put both tubes into the padded envelope. The envelope already has our address on it and doesn't need a stamp. Post the envelope to us the same day or the next day (please store it in the fridge until ready to post). It will fit into any post-box.

When you have finished, pour the rest of the wee into the toilet and put the jug in the rubbish bin, or wash it out and use it for other things. Don't forget to wash your hands!

If you or your parent (or carer) has any questions, ring us on (0117) 928 8900.

Thank You

Appendix 5: Balance session datasheet

F10+ Balance Session – v 1

BA1 Session start time
(24 hours)

<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>
----------------------	----------------------	---	----------------------	----------------------

Form 10BA
03.01.02

Visit No.

BA2 Visit Date

BA3 Staff Initials

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Room

Red/blue

BALANCE QUESTIONNAIRES

BA4 Child's balance questionnaire returned

Yes

No

BA5 If no, envelope & questionnaire given?

Yes

No

BA6 Parents balance questionnaire returned

Yes

No

BA7 If no, envelope & questionnaire given?

Yes

No

BA8 Comments.....

BEAM WALKING

RUN 1:

BA9 Preferred foot forward

Left

Right

BA10 Time (secs)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA11 No of steps

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA12

Fall or Finish?

RUN 2:

BA13 Preferred foot forward

Left

Right

BA14 Time (secs)

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA15 No of steps

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA16

Fall or Finish?

BA17 Beam walking attempted?

Yes
 No

BA18 Comments.....

HEEL-TO-TOE BALANCE EYES OPEN AND CLOSED

BA19 Preferred foot forward

Left

Right

BA20 Heel-to-toe balance attempted?

Yes

No

Start with preferred foot forward.

RUN 1:

BA21 Right foot forward eyes open

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA22 Right foot forward eyes closed

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA24 Left foot forward eyes closed

<input type="text"/>	<input type="text"/>
----------------------	----------------------

RUN 2:

BA25 Right foot forward eyes open

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA26 Right foot forward eyes closed

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA28 Left foot forward eyes closed

<input type="text"/>	<input type="text"/>
----------------------	----------------------

BA29 Comments.....

MARCHING ON THE SPOTBA30 Deviation **degrees**BA31 Segment BA32 Deviation **degrees**BA33 Segment BA34 Marching on the
spot
attempted? **Yes** **No** **1** **2**

BA35 Comments.....

STANDING ON ONE LEG*Start with preferred leg*BA36 Preferred leg to stand **Left** **Right**
1 **2**BA37 Standing on one leg
attempted? **Yes** **No**
1 **2**

Standing on the:

RUN 1:BA38 Right foot
eyes
open BA39 Right foot
eyes
closed BA40 Left foot
eyes
open BA41 Left foot
eyes
closed **RUN 2:**BA42 Right foot
eyes
open BA43 Right foot
eyes
closed BA44 Left foot
eyes
open BA45 Left foot
eyes
closed

BA46 Comments.....

WALKING ON FOAM**RUN 1:**BA47 Time (s)

BA48 Finish position

Left **Right** **Centre**
1 **2** **3**BA49 Able to walk
on foam? **Yes** **No**
1 **2****RUN 2:**BA50 Time (s)

BA51 Finish position

Left **Right** **Centre**
1 **2** **3**BA52 Able to walk
on foam? **Yes** **No**
1 **2**BA53 Foam
attempted? **Yes** **No**
1 **2**

BA54 Comments.....

TYMPANOMETRY

	MEC	MEP	GRADING	EAR CANAL VOL
Left ear	BA55 <input type="text"/> • <input type="text"/> <input type="text"/> cm ³	BA56 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> ^{+/-}	daPa BA57 <input type="text"/>	BA58 <input type="text"/> • <input type="text"/>
Right ear	BA59 <input type="text"/> • <input type="text"/> <input type="text"/> cm ³	BA60 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> ^{+/-}	daPa BA61 <input type="text"/>	BA62 <input type="text"/> • <input type="text"/>
BA63 Equipment number	<input type="text"/> <input type="text"/>	BA64 Calibration number	<input type="text"/> <input type="text"/>	
BA65 Tympanometry attempted?	<input type="checkbox"/> Yes <input type="checkbox"/> No 1 2			
BA66 Comments.....				

HISTORY

BA67 Do you ever get dizzy? By dizziness I mean the feeling you get when you're on a roundabout or when you spin round and round in a circle. Do you ever get that feeling when you're not on a roundabout or not spinning round?

Yes No
1 **2**

BA68 Do you ever have to stop what you are doing and stay still because you feel sick and ill?

1 **2**

If yes to questions BA67 or BA68 then administer the dizziness questionnaire

BA69 Dizziness questionnaire administered?

1 **2**

Staff ratings - please complete this section for every child

COOP	SHY	FIDG	ACTIV	ATTN	RAPP	ANX
HCR1 <input type="checkbox"/>	HCR2 <input type="checkbox"/>	HCR3 <input type="checkbox"/>	HCR4 <input type="checkbox"/>	HCR5 <input type="checkbox"/>	HCR6 <input type="checkbox"/>	HCR7 <input type="checkbox"/>

HCR8 (comments)

Unusual behaviour/reactions HCR9

HCR10 HCR11 HCR12 HCR13 HCR14 HCR15

HCR16 HCR17 HCR18 HCR19 HCR20

HCR21 (comments)

F10+ Balance Session – v 2

BA1 Session start time :
(24 hours)Form 10BA
01.03.02Visit No. BA2 Visit Date BA3 Staff Initials

FC

Room

Red/blue

BALANCE QUESTIONNAIRES

BA4 Child's balance questionnaire returned

Yes 1
No 2BA5 If no, envelope & questionnaire given?
After session 1
Yes 1
No 2

BA6 Parents balance questionnaire returned

Yes 1
No 2
3BA7 If no, envelope & questionnaire given?
Yes 1
No 2

BA8 Comments.....

BEAM WALKING

BA9 Beam walking attempted?

Yes 1
No 2

BA10 Footware

Bare feet 1
Socks 2
Shoes 3

RUN 1:

BA11 Preferred foot forward

Left 1
Right 2BA12 Time (secs) BA13 No of steps BA14 Fall or Finish? 1
Yes 1
No 2

RUN 2:

BA15 Preferred foot forward

Left 1
Right 2BA16 Time (secs) BA17 No of steps BA18 Fall or Finish? 1
Yes 1
No 2

BA19 Comments.....

HEEL-TO-TOE BALANCE EYES OPEN AND CLOSED

BA20 Heel-to-toe balance attempted?

Yes 1
No 2

BA21 Preferred foot forward

Left 1
Right 2

Start with preferred foot forward.

RUN 1:

BA22 Right foot forward eyes open

BA23 Right foot forward eyes closed

BA24 Left foot forward eyes open

BA25 Left foot forward eyes closed

RUN 2:

BA26 Right foot forward eyes open

BA27 Right foot forward eyes closed

BA28 Left foot forward eyes open

BA29 Left foot forward eyes closed

BA30 Comments.....

MARCHING ON THE SPOT

BA31 Marching on the spot attempted? Yes No
 1 2

BA32 Test aborted due to procedural fault? Yes No
 1 2

BA33 Deviation +/- degrees

BA34 Segment number

BA35 Comments.....

STANDING ON ONE LEG

Start with preferred leg

BA36 Standing on one leg attempted? Yes No
 1 2

BA37 Preferred leg to stand on Left Right
 1 2

Standing on the:

RUN 1:

BA38 Right foot eyes open BA39 Right foot eyes closed BA40 Left foot eyes open BA41 Left foot eyes closed

RUN 2:

BA42 Right foot eyes open BA43 Right foot eyes closed BA44 Left foot eyes open BA45 Left foot eyes closed

BA47 Comments.....

WALKING ON FOAM

BA47 Foam attempted? Yes No
 1 2

RUN 1:

BA48 Time (s) BA49 Finish position Left Right Centre
 1 2 3

BA50 Able to walk on foam? Yes No
 1 2

RUN 2:

BA51 Time (s) BA52 Finish position Left Right Centre
 1 2 3

BA53 Able to walk on foam? Yes No
 1 2

BA54 Comments.....

TYMPANOMETRY

BA55 Tympanometry attempted? Yes No
1 2

	MEC	MEP	GRADING	EAR CANAL VOL
Left ear	BA56 <input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/>	cm ³ BA57 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ^{+/-}	daPa BA58 <input type="checkbox"/>	BA59 <input type="checkbox"/> • <input type="checkbox"/>
Right ear	BA60 <input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/>	cm ³ BA61 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ^{+/-}	daPa BA62 <input type="checkbox"/>	BA63 <input type="checkbox"/> • <input type="checkbox"/>
BA64 Equipment number	<input type="checkbox"/> <input type="checkbox"/>	BA65 Calibration number <input type="checkbox"/> <input type="checkbox"/>		

BA66 Comments.....

HISTORY

BA67 Do you ever get dizzy? By dizziness I mean the feeling you get when you're on a roundabout or when you spin round and round in a circle. Do you ever get that feeling when you're not on a roundabout or not spinning round? Yes No
1 2

BA68 Do you ever have to stop what you are doing and stay still because you feel sick and ill? Yes No
1 2

If yes to questions BA68 or BA69 then administer the dizziness questionnaire

BA69 Dizziness questionnaire administered? Yes No
1 2

Staff ratings - please complete this section for every child

HCR1 <input type="checkbox"/> COOP	HCR2 <input type="checkbox"/> SHY	HCR3 <input type="checkbox"/> FIDG	HCR4 <input type="checkbox"/> ACTIV	HCR5 <input type="checkbox"/> ATTN	HCR6 <input type="checkbox"/> RAPP	HCR7 <input type="checkbox"/> ANX
------------------------------------	-----------------------------------	------------------------------------	-------------------------------------	------------------------------------	------------------------------------	-----------------------------------

HCR8 (comments)

Unusual behaviour/reactions HCR9

HCR10 HCR11 HCR12 HCR13 HCR14 HCR15

HCR16 HCR17 HCR18 HCR19 HCR20

HCR21 (comments)

Visit No. BA2 Visit Date BA3 Staff Initials

FC

Room

Red/blue

BALANCE QUESTIONNAIRES

BA4 Child's balance questionnaire returned

Yes No

BA5 If no, envelope & questionnaire given?

Yes No

BA6 Parents balance questionnaire returned

Yes No After session

BA7 If no, envelope & questionnaire given?

Yes No

BA8 Comments.....

BEAM WALKING

BA9 Beam walking attempted?

Yes

1

No

2

BA10 Footware

Bare feet

1

Socks

2

Shoes

3

RUN 1:

BA11 Preferred foot forward

Left Right

1

2

BA12 Time (secs) BA13 No of steps

BA14

Fall or Finish?

1 2

RUN 2:

BA15 Preferred foot forward

Left Right

1

2

BA16 Time (secs) BA17 No of steps

BA18

Fall or Finish?

1 2

BA19 Comments.....

HEEL-TO-TOE BALANCE EYES OPEN AND CLOSED

BA20 Heel-to-toe balance attempted?

Yes

1

No

2

BA21 Preferred foot forward

Left

1

Right

2

Start with preferred foot forward.

RUN 1:

BA22 Right foot forward eyes open

BA23 Right foot forward eyes closed

BA24 Left foot forward eyes open

BA25 Left foot forward eyes closed

RUN 2:

BA26 Right foot forward eyes open

BA27 Right foot forward eyes closed

BA28 Left foot forward eyes open

BA29 Left foot forward eyes closed

BA30 Comments.....

MARCHING ON THE SPOT

BA31	Marching on the spot attempted?		Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	BA32	Test aborted due to procedural fault?		Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	BA33	If yes, time (sec)	<input type="checkbox"/> <input type="checkbox"/>
BA34	Deviation	+/-	degrees		BA35	Segment number	<input type="checkbox"/> <input type="checkbox"/>					

BA36 Comments.....

STANDING ON ONE LEG

Start with preferred leg

BA37	Standing on one leg attempted	Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	BA38	Preferred leg to stand on	Left <input type="checkbox"/> 1	Right <input type="checkbox"/> 2
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Standing on the:

RUN 1:

BA39	Right foot eyes open	<input type="checkbox"/> <input type="checkbox"/>	BA40	Right foot eyes closed	<input type="checkbox"/> <input type="checkbox"/>	BA41	Left foot eyes open	<input type="checkbox"/> <input type="checkbox"/>	BA42	Left foot eyes closed	<input type="checkbox"/> <input type="checkbox"/>
------	----------------------	---	------	------------------------	---	------	---------------------	---	------	-----------------------	---

RUN 2:

BA43	Right foot eyes open	<input type="checkbox"/> <input type="checkbox"/>	BA44	Right foot eyes closed	<input type="checkbox"/> <input type="checkbox"/>	BA45	Left foot eyes open	<input type="checkbox"/> <input type="checkbox"/>	BA46	Left foot eyes closed	<input type="checkbox"/> <input type="checkbox"/>
------	----------------------	---	------	------------------------	---	------	---------------------	---	------	-----------------------	---

BA47 Comments.....

WALKING ON FOAM

BA48	Foam attempted?	Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2
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RUN 1:

BA49	Time (s)	<input type="checkbox"/> <input type="checkbox"/>	BA50	Finish position	Left <input type="checkbox"/> 1	Right <input type="checkbox"/> 2	Centre <input type="checkbox"/> 3	BA51	Able to walk on foam?	Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2
------	----------	---	------	-----------------	---------------------------------	----------------------------------	-----------------------------------	------	-----------------------	--------------------------------	-------------------------------

RUN 2:

BA52	Time (s)	<input type="checkbox"/> <input type="checkbox"/>	BA53	Finish position	Left <input type="checkbox"/> 1	Right <input type="checkbox"/> 2	Centre <input type="checkbox"/> 3	BA54	Able to walk on foam?	Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2
------	----------	---	------	-----------------	---------------------------------	----------------------------------	-----------------------------------	------	-----------------------	--------------------------------	-------------------------------

BA55 Comments.....

TYMPANOMETRY

BA56 Tympanometry attempted?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

1	<input type="checkbox"/>
2	<input type="checkbox"/>

		MEC	MEP	GRADING	EAR CANAL VOL (ml)	
Left ear	BA57	<input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/>	ml	BA58 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	^{+/-} daPa	BA59 <input type="checkbox"/> BA60 <input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/>
Right ear	BA61	<input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/>	ml	BA62 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	^{+/-} daPa	BA63 <input type="checkbox"/> BA64 <input type="checkbox"/> • <input type="checkbox"/> <input type="checkbox"/>
	BA65 Equipment number	<input type="checkbox"/> <input type="checkbox"/>		BA66 Calibration number	<input type="checkbox"/> <input type="checkbox"/>	

BA67 Comments.....

HISTORY

BA68 Do you ever get dizzy? By dizziness I mean the feeling you get when you're on a roundabout or when you spin round and round in a circle. Do you ever get that feeling when you're not on a roundabout or not spinning round?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

1	<input type="checkbox"/>
2	<input type="checkbox"/>

BA69 Do you ever have to stop what you are doing and stay still because you feel sick and ill?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

1	<input type="checkbox"/>
2	<input type="checkbox"/>

If yes to questions BA68 or BA69 then administer the dizziness questionnaire

BA70 Dizziness questionnaire administered?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

1	<input type="checkbox"/>
2	<input type="checkbox"/>

Staff ratings - please complete this section for every child

COOP	SHY	FIDG	ACTIV	ATTN	RAPP	ANX
HCR1 <input type="checkbox"/>	HCR2 <input type="checkbox"/>	HCR3 <input type="checkbox"/>	HCR4 <input type="checkbox"/>	HCR5 <input type="checkbox"/>	HCR6 <input type="checkbox"/>	HCR7 <input type="checkbox"/>

HCR8 (comments)

Unusual behaviour/reactions HCR9

HCR10 HCR11 HCR12 HCR13 HCR14 HCR15

HCR16 HCR17 HCR18 HCR19 HCR20

HCR21 (comments)

Visit No. BC1 Visit date

YOUR CHILD'S BALANCE

How well can your child:

	Very well	Just OK	Can almost	Not at all
BC2 Run down stairs?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC3 Jump off 4 steps?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC4 Jump easily over toys or obstacles in the garden or playground?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC5 Run easily and smoothly, and stop with control?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC6 Stand on one leg in a stable position (e.g. when putting on trousers, skirt)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC7 Hop in a controlled manner on either foot?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC8 Ride a bike (without stabilisers)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC9 Run to kick a large stationary ball?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC10 Catch a ball while standing still?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Please turn over the page

How well can your child:

	Very well	Just OK	Can almost	Not at all
BC11 Run to catch an approaching ball?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC12 Continually bounce a ball while standing still?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC13 Walk around obstacles without bumping into things?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
BC14 Walk in the dark?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Yes No

BC15 Does your child get migraines?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
BC16 Does your child get headaches?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
BC17 Does your child get travel sick?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
BC18 Does your child vomit with travel sickness?	<input type="checkbox"/> 1	<input type="checkbox"/> 2

→ If no, go to BC19

BC19 How true is the following sentence:

Your child could be described as a "bull in a china shop".

Not true	Mostly not true	Partly true	Mostly true	True
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

BC20 Roughly how many times per month does your child fall over while running around and playing games?

0	1-3	4-6	7-10	more than 10 times
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

BC21 Is there anything else you would like to tell us about your child's balance?

Visit No.

BD1 Visit Date

BD2 Staff Initials

BD3 Do you ever get dizzy? Yes No
1 2 If no, go to BD5

BD4 If yes, describe.....

BD5 Do you ever have to stop what you are doing and stay still because you feel sick and ill? Yes No
1 2

BD6 If yes, describe.....

If yes to questions BD3 and/or BD5, continue with the following questions

Do you ever get any of the following?

Yes No

(i) Age started (years)

BD7 Lightheadedness (swaying or rocking feeling) 1 2

BD8 Sensation of blacking out 1 2

BD9 Spells of loss of consciousness 1 2

BD10 Tendency to fall or being pulled 1 2

BD11 Objects turning or spinning *around* you 1 2

BD12 The sensation of turning or spinning *yourself* 1 2

BD13 Loss of balance when walking or running 1 2

BD14 Headache 1 2

BD15 Other 1 2

BD16 If other please describe.....

BD 17 If symptoms occur together, please describe.....

From here onwards, the term dizziness is used to describe any of the symptoms above.
Select the most appropriate word when interviewing each individual child

BD18 How often do the dizziness attacks occur?

	Constantly	1-4 times/week	1-3 times/month	1-6 times/year
a) Lightheadedness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Sensation of blacking out	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Loss of consciousness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Tendency to fall	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Objects turning or spinning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Sensation of turning or spinning yourself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Loss of balance when walking or running	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Headache	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Other	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

BD19 How long does each attack last? If constant, go to BD23

	Seconds	Minutes	Hours	Days
a) Lightheadedness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b) Sensation of blacking out	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c) Loss of consciousness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d) Tendency to fall	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e) Objects turning or spinning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f) Sensation of turning or spinning yourself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g) Loss of balance when walking or running	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h) Headache	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i) Other	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

	Yes	No	
BD20 Is there any pre-warning to an attack coming on?	<input type="checkbox"/>	<input type="checkbox"/>	If no, go to BD22
BD21 If yes, what?.....			
BD22 Are you completely free of dizziness between attacks?	<input type="checkbox"/>	<input type="checkbox"/>	
BD23 Do you feel dizzy or ill with a change in body or head position?	<input type="checkbox"/>	<input type="checkbox"/>	
BD24 If yes, describe?.....			
BD25 Do you know of anything that makes your dizziness better?	<input type="checkbox"/>	<input type="checkbox"/>	If no, go to BD27
BD26 If yes, please describe?.....			
BD27 Do you know of anything that makes your dizziness worse?	<input type="checkbox"/>	<input type="checkbox"/>	If no, go to BD29
BD28 If yes please describe?.....			
BD29 Do you know of anything that brings on your dizziness?	<input type="checkbox"/>	<input type="checkbox"/>	If no, go to BD30
BD30 If yes please describe?.....			
BD31 When you are dizzy does your hearing change?	<input type="checkbox"/>	<input type="checkbox"/>	If no, go to BD33
BD32 If yes, please describe?.....			
BD33 When you are dizzy do you get noises in your ear?	<input type="checkbox"/>	<input type="checkbox"/>	If no, go to BD35
BD34 If yes, please describe?.....			
BD35 Do you know of any possible cause for your dizziness?	<input type="checkbox"/>	<input type="checkbox"/>	If no, go to BD37
BD36 If yes, please describe?.....			
BD37 General comments.....	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

Visit No. BD1 Visit Date BD2 Staff Initials

FC

BD3 Do you ever get dizzy?

Yes No
1 2

If no, go to BD5

BD4 If yes, describe.....

Yes No
1 2

BD5 Do you ever have to stop what you are doing and stay still because you feel sick and ill?

BD6 If yes, describe.....

*If yes to questions BD3 and/or BD5, continue with the following questions***Do you ever get any of the following?**Yes No (i) Age started (years) BD7 Lightheadedness (swaying or rocking feeling) BD8 Tendency to fall or being pulled BD9 Objects turning or spinning *around* you BD10 The sensation of turning or spinning *yourself* BD11 Loss of balance when walking or running BD12 Other

BD13 If other please describe.....

BD 14 If symptoms occur together, please describe.....

From here onwards, the term dizziness is used to describe any of the symptoms above.
Select the most appropriate word when interviewing each individual child

Do you ever get any of the following with the dizziness? Yes No (i) Age started (years)

BD15 Sensation of blacking out

1	2
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BD16 Spells of loss of consciousness

1	2
---	---

--	--

BD17 Headache

1	2
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BD18 If yes to any of BD15 to BD17 please describe.....

.....

BD19 How often do the dizziness attacks occur?

	Constantly	1-4 times/week	1-3 times/month	1-6 times/year	Don't know
a) Lightheadedness	1	2	3	4	5
b) Tendency to fall	1	2	3	4	5
c) Objects turning or spinning	1	2	3	4	5
d) Sensation of turning or spinning yourself	1	2	3	4	5
e) Loss of balance when walking or running	1	2	3	4	5
f) Other (describe)	1	2	3	4	5

.....

BD20 How long does each attack last? If constant, go to BD26

	Seconds	Minutes	Hours	Days	Varies	Don't know
a) Lightheadedness	1	2	3	4	5	6
b) Tendency to fall	1	2	3	4	5	6
c) Objects turning or spinning	1	2	3	4	5	6
d) Sensation of turning or spinning yourself	1	2	3	4	5	6
e) Loss of balance when walking or running	1	2	3	4	5	6
f) Other (describe).....	1	2	3	4	5	6

.....

	Yes	No
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BD21 Is there any pre-warning to an attack coming on? 1 2 If no, go to BD23

BD22 If yes, what?.....

BD23 Are you completely free of dizziness between attacks? 1 2

BD24 Do you feel dizzy or ill with a change in body or head position? 1 2

BD25 If yes, describe?.....

BD26 Do you know of anything that makes your dizziness better? 1 2 If no, go to BD28

BD27 If yes, please describe?.....

BD28 Do you know of anything that makes your dizziness worse? 1 2 If no, go to BD30

BD29 If yes please describe?.....

BD30 Do you know of anything that brings on your dizziness? 1 2 If no, go to BD32

BD31 If yes please describe?.....

BD32 When you are dizzy does your hearing change? 1 2 If no, go to BD34

BD33 If yes, please describe?.....

BD34 When you are dizzy do you get noises in your ear? 1 2 If no, go to BD36

BD35 If yes, please describe?.....

BD36 Do you know of any possible cause for your dizziness? 1 2 If no, go to BD38

BD37 If yes, please describe?.....

BD38 General comments.....

.....

.....

.....

.....

.....

Appendix 6: Personnel and Funding

Focus visits manager: Sue Sadler
Deputy manager: Amanda Carmichael
Clinical director: Dr John Henderson
Data Administration: Sue Bonnell, Maureen Brennan, Kate Northstone

Measuring team:

Team Leader: Hazel Blake

Bev Bowden, Lauren Carter, Lyn Chapman, Julie Clapp, Sara Cook, Nicki Crave, Sue Evans, Judith Grinsted, Katie Hamilton, Emma Harrison, Elaine Jackson, Nicky Lawson, Jess Mansfield, Elizabeth Miller, Kate Sherlock, Alison Shinn, Sally Sillence, Maggie Thurston, Rosie Tonkin, Tilly Vacher, Charlotte Warman, Rachel Wilson, Anna Yates

Trained by - Les Cox trained Hazel Blake initially. In 1998 Lyn Ahmed trained Hazel Blake and Elizabeth Miller, who then trained the team.

Advised and trained by Dr Hywel Williams (flexural dermatitis), Mr Peter Witherow and Dr John Hutchinson (scoliosis), Dr Giles Dunnill (acne), Tam Fry (Child growth foundation) for hand and feet measures.

Advised by Professor John Reilly for BI, Professor Mike Preece for anthropometry at the initial stage.

Psychology Team

Team Leader: Jeremy Horwood

Anna Yates, Alison McGrath, Catherine Evans, Daniel Hucker, Fiona Fox, Hannah Morris, Jaidan D'Arcy, James McGurk, Jane Vian, Jayne Chavez, Julia Holder, Larisa Duffy, Nicola Byatt, Paula Morris, Rachel Webb, Rebecca Moseley, Sue Watkins

Food & Activity Team

Team Leader: Pauline Emmett

Beverly Tucker, Claire Emmett, Catherine Jameson, Imogen Rogers, Jacky Bretherton, Kevin Hebditch, Louise Glynn, Lynda Ware, Nathalie Gibson, Shazia Ahmed, Wendy Jones, Ying-Piu Tam

Balance

Team Leader: Sally Jones

Salim Suleman, Jenny Harris, Susy Higgins, Amanda Young, Janice Glen, Kevin Deere, Linda Ware, Patrick Bell, Nikoletta Giatras

Advised by Linda Luxon and Eva Raglan.

Trained by Amanda Hall, Salim Suleman and Sally Jones

Arteries

Team Leader: Mari Terese

Sarah Carter, Andy Clay, Sian Curtis, Bryony Field, Asif Maqbool, Tom Powell, Enid Tibbs

Advised by John Deanfield

Trained by Ann Donald

Funding secured

Funding has included:

- British Heart Foundation (endothelial function)
- DfES (interview questions on choice of secondary school)
- Home Office (Contribution towards antisocial behaviour)
- Wellcome Trust (Activity diaries and Dietary diaries)
- Dr Bartoshuk, Yale, USA (contribution towards taste test)

Acknowledgements

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