THE ALSPAC STUDY

PUB3 FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

Growing and Changing (3)

At 128 Months

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 3a of the built file.

April 2009

Contents

Introduction

Contents

This questionnaire was sent out to the main carer of the study child for the carer or the child to complete when the child was 128 months old. The questions are the same as those in the questionnaire "Growing and Changing (2)", with the addition of a question about hair starting to grow in the armpits. This was added as question D2 in the male questionnaire and question A11 in the female questionnaire.

Male Tanner Genital Staging

As a consequence of an ongoing project conducted by Carol Rubin, serious problems with the male Tanner genital stage data have come to light. When the data from the first five puberty questionnaires were analyzed longitudinally, it was found that 27% of males went backwards in genital stage. This is in contrast with 3-4% going backwards for each of male pubic hair stage, female breast stage and female pubic hair stage. In addition, even after exclusion of males who go backwards in genital stage and males less than 10 years old, the estimated ages at transition into Tanner genital stages 2 or 3 produced by the modeling process are at least a year earlier than expected. It is strongly recommended that the male Tanner genital stage data (variable PUB350 on this file) are not used.

Questionnaire versions

There was only one version of each of the male and female copies of this questionnaire.

Sample & response rates

There are a total of 15,161 records on this built file. This number is made up of the 14,676 fetuses in the core ALSPAC sample (regardless of whether or not this questionnaire was sent out for them or whether it was returned) plus 485 eligible children not in the core sample for whom questionnaires were sent out. Note that questionnaires were completed for 299 of these 485 children.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. This questionnaire was sent out for 10,450 (74%) of these live born children. As of 31st March 2009 completed questionnaires had been returned for 6,348 (61%) of these children, which is 45% of the 14,062 live born children. For further information on the ALSPAC sample, please see section 5 of the "Guide to ALSPAC data" which can be found in the "Collaborator Pack" on the ALSPAC documentation CD.

Note that 6 of the 6,647 completed questionnaires belong to children from triplet or quadruplet pregnancies, all of whom are in the core sample. For reasons of confidentiality the data from these questionnaires are not available. The administrative variables PUB381 to PUB387 remain, but PUB387a has been set to 2 "No" and all other variables have been set to −11.

Format of this documentation

The bulk of this documentation consists of the text of the questionnaire interspersed with editing notes and frequency tables of the variables on the data file.

Built file version history

<u>Built version 2b – December 2008</u>

- Due to extension of direct access to ALSPAC data to non-ALSPAC staff and in order to comply with guidance issued in 1996 by the ALSPAC Law & Ethics Committee regarding the confidentiality of multiple pregnancies 6 records for triplet and quadruplet pregnancies were removed. The sample size therefore dropped from 6,629 to 6,623.

- Variable pub301 was removed. For sex of the child use variable kz021.

<u>Built version 3a – April 2009</u>

- Data from 18 questionnaires returned after version 2 of the built file was prepared have been added, although 3 of these records are from triplet and quadruplet pregnancies.

- In addition some further error checking has been carried out resulting in a small number of changes to some data values.

- The checking variables (ch_ht10, ch_wt10, ch_bm_10) have been removed as the data have now been error checked. The residual variables (res_ht10, res_wt10) have not been recalculated and have therefore also been removed.

- For consistency with other questionnaire data files 12 variables have been added and 7 variable names have been changed. Further details are given in Table 1.

- The file now includes records for all cases in the core ALSPAC sample plus any other eligible children not in the core sample for whom questionnaires were sent out. Note that this means that the 6 records for triplet and quadruplet pregnancies that were dropped in version 2b have been reinstated, but as described elsewhere all non-administrative variables have been set to –11.

Table 1: Changes to variable structure between versions 2a and 3a of the built file

Variable name			
Old	**New**	**Variable label**	**Comment**
	pub313a	A5: Date of first period - month	Variables for question A5 reinstated along with a derived variable described on page 14.
	pub313b	A5: Date of first period - year	
	pub313c	DV: Components missing	
	pub381	Questionnaire sent	The standard set of administrative variables was added, resulting in the renaming of the questionnaire version variable.
	pub385	Questionnaire return status (as of 31/03/09)	
	pub386	Questionnaire returned (as of 31/03/09)	
	pub387	Questionnaire completed (as of 31/03/09)	
	pub387a	Data available (as of 31/03/09)	
pub302	pub388	Questionnaire version	
	pub390	D/E1a: Questionnaire completed by parent	Individual completion variables were reinstated and an additional derived variable added for number of contributors. Overall completion variable renamed to make space.
	pub391	D/E1b: Questionnaire completed by child	
	pub392	D/E1c: Questionnaire completed by other	
	pub394	DV: Number of contributors to questionnaire	
pub390	pub395	DV: Questionnaire completed by...	
pub396	pub396a	D/E2: Date of completion of questionnaire - month	Variables for date & age at completion renamed to fit the current standard for questionnaire data files. Note also that the values of pub396c expanded also for consistency.
pub397	pub396b	D/E2: Date of completion of questionnaire - year	
pub398	pub396c	DV: Date of completion replaced with date of receipt	
pub395	pub397a	DV: Age of study child at completion (months)	
pub395b	pub397b	DV: Age of study child at completion (weeks)	

Administrative variables

pub381 Questionnaire sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10935	72.1	72.1	72.1
	2 No	4226	27.9	27.9	100.0
	Total	15161	100.0	100.0	

pub385 Questionnaire return status (as of 31/03/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not returned	4199	27.7	38.4	38.4
	2 Returned, completed	6647	43.8	60.8	99.2
	3 Returned, blank	89	.6	.8	100.0
	Total	10935	72.1	100.0	
Missing	-2 Questionnaire not sent	4226	27.9		
Total		15161	100.0		

pub386 Questionnaire returned (as of 31/03/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6736	44.4	61.6	61.6
	2 No	4199	27.7	38.4	100.0
	Total	10935	72.1	100.0	
Missing	-2 Questionnaire not sent	4226	27.9		
Total		15161	100.0		

pub387 Questionnaire completed (as of 31/03/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6647	43.8	60.8	60.8
	2 No	4288	28.3	39.2	100.0
	Total	10935	72.1	100.0	
Missing	-2 Questionnaire not sent	4226	27.9		
Total		15161	100.0		

pub387a Data available (as of 31/03/09)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6641	43.8	43.8	43.8
	2 No	8520	56.2	56.2	100.0
	Total	15161	100.0	100.0	

pub388 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Female version 1 - 06/12/01	3482	23.0	52.4	52.4
	2 Male version 1 - 06/12/01	3159	20.8	47.6	100.0
	Total	6641	43.8	100.0	
Missing	-11 Triplet / quadruplet	6	.0		
	-10 Not completed	8514	56.2		
	Total	8520	56.2		
Total		15161	100.0		

Mother/Daughter Questionnaire

GROWING AND CHANGING (3)

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There are important changes to a girl's body
that can happen even as early as 6 or as late as 20.
At this time in life we have some questions we need to ask
and which we would appreciate hearing about.

This questionnaire can be filled in by either mother or daughter.
As always, if you don't want to answer a question, put a line through it.

Your answers will of course be kept in confidence and not attached to your name
If you can only answer some of the questions please send those back

THANK YOU VERY MUCH FOR YOUR HELP.

6.12.01

PAGE 2 OF THE FEMALE QUESTIONNAIRE

SECTION A: PERIODS, PROBLEMS AND OTHER DEVELOPMENT

[Male version: There was no title for Section A. Questions A4 to A10 were not asked. Question A11 was asked as question D2.]

A1.   What is your daughter's height (without shoes)?
    The best way to measure **height** is to ask your daughter to stand barefoot as straight as possible against a wall, to make a mark on the wall at the highest point on the child's head and to measure the distance from the mark on the floor.

feet	inches	**OR**	metres	centimetres

[Editing: 29 outlying boys' heights and 54 outlying girls' heights were set to −1 after comparison with other height data. 7 reported heights of 5ft for which the inches box was left blank were set to −1 because a complete metric height was also reported. For 68 remaining imperial heights of 5ft and 1 of 4ft for which the inches box was left blank the inches variable was set to 0.

A single variable for height in cm was then created using a conversion factor of 1in = 2.54cm for imperial measurements (rounding to the nearest integer). If both imperial and metric heights were reported then the metric height was taken unless the two heights were not equivalent and the imperial height was closer to the median (4ft 9in for both males and females).]

pub303 A1: Child's height (cm)

A1: Child's height (cm)

plus the following missing values:

pub303 A1: Child's height (cm)

	Frequency	Percent
Missing -1 No response	1744	100.0

A2.   What is your daughter's weight (without shoes)?
        Please fill in using kilos or stones.
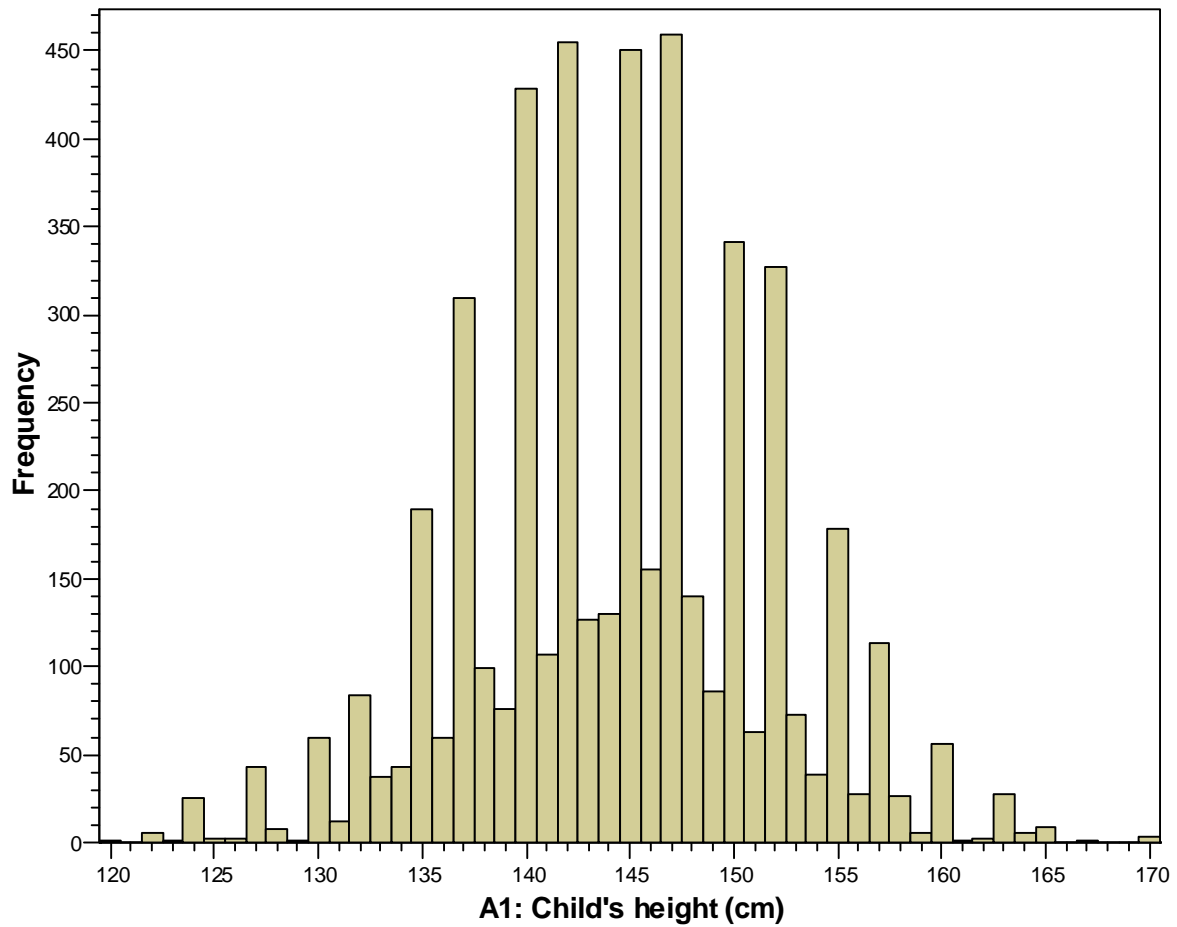
stones   pounds   **OR**   kilos

[Editing: 14 outlying boys' weights and 7 outlying girls' weights were set to –1 after comparison with other weight data. 15 reported imperial weights for which the pounds box was left blank were set to –1 because a metric weight was also reported. For 361 remaining imperial weights for which the pounds box was left blank the pounds variable was set to 0. A single variable for weight in kg was then created using a conversion factor of 1lb = 0.4536kg for imperial weights (rounding to the nearest integer). If both imperial and metric weights were reported then the metric weight was taken unless the two weights were not equivalent and the imperial weight was closer to the median (36kg for males and 37kg for females).]

pub304 A2: Child's weight (kg)
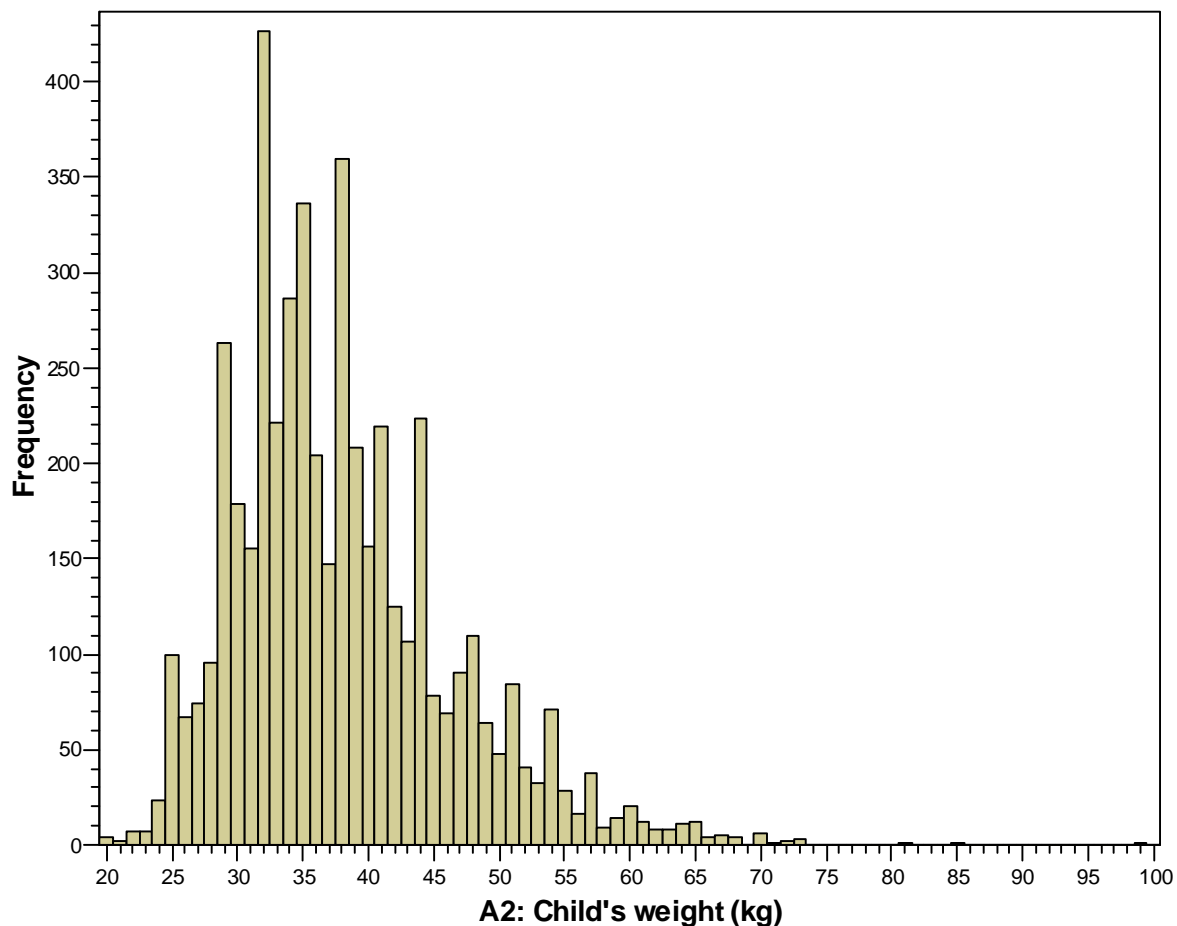
plus the following missing values:

pub304 A2: Child's weight (kg)

	Frequency	Percent
Missing -1 No response	1753	100.0

Derived variable - BMI

Body Mass Index (BMI) is calculated as PUB305 from PUB303 and PUB304 as weight (in kg) divided by height (in m) squared rounded to 1 decimal place. If either component had value -1 then the BMI was also set to -1.

pub305 DV: Child's BMI
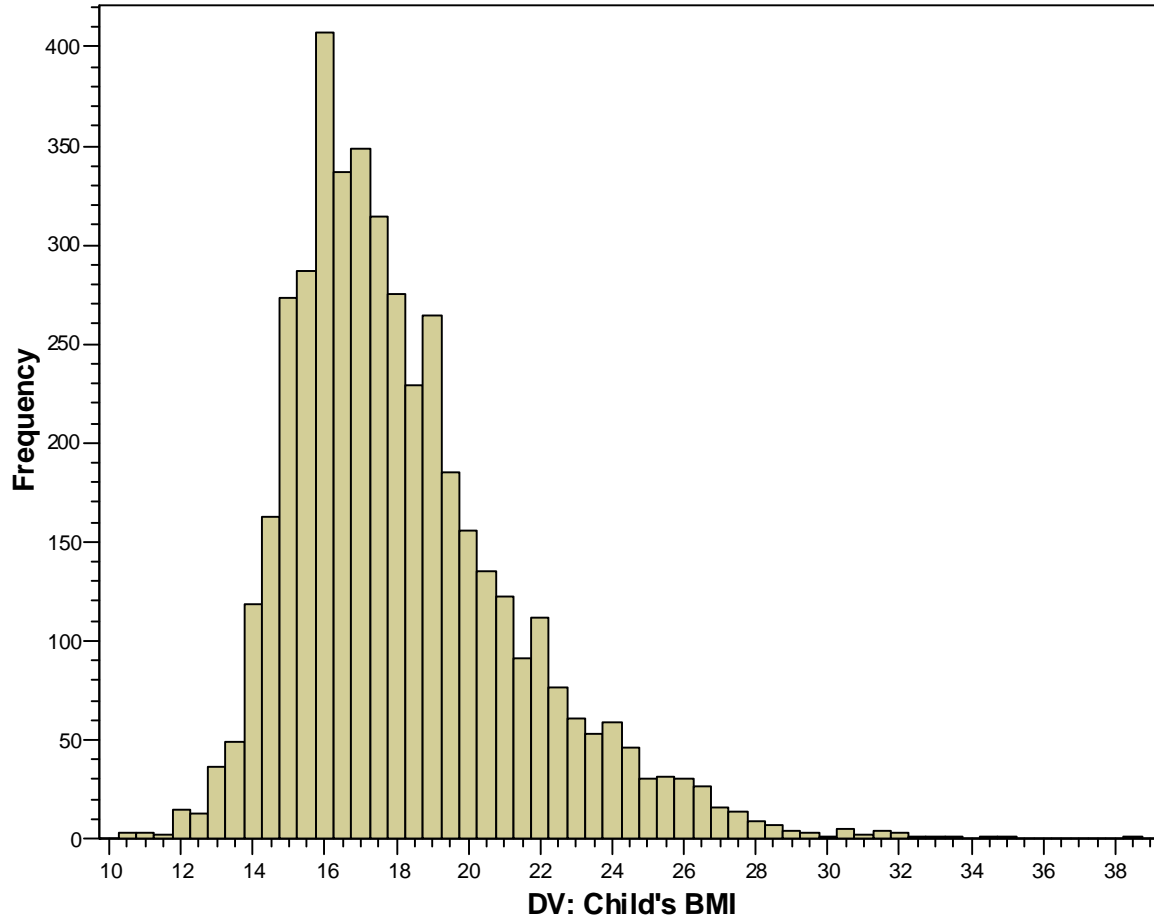
plus the following missing values:

pub305 DV: Child's BMI

	Frequency	Percent
Missing -1.0 Missing	2217	100.0

A3. In the past month, what was the average number of times that your daughter participated in **vigorous** physical activity (such as running, dance, gymnastics, netball, swimming, or aerobics)?

none ☐ 1   4-6 times a week ☐ 4

less than once a week ☐ 2   daily ☐ 5

1-3 times a week ☐ 3

pub309 A3: Average number of times child participated in vigorous activity in past month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	77	1.2	1.2	1.2
	2 <1 per week	288	4.3	4.5	5.7
	3 1-3 per week	3056	46.0	47.4	53.1
	4 4-6 per week	1926	29.0	29.9	82.9
	5 Daily	1100	16.6	17.1	100.0
	Total	6447	97.1	100.0	
Missing	-1 Not stated	194	2.9		
Total		6641	100.0		

[Editing: For male children, the variables for questions A4 to A10 were set to -7.]

A4.   Has your daughter started her menstrual periods yet?

Yes ☐1   No ☐2 → **If no, please go to A10 on page 4**

If yes,

a)   How **old** was your daughter when she had her first period?

☐☐   years old

[Editing: If the variable for the initial part of A4 had value -1 the variables for A4 to A9 were all set to –6 and if the variable for the initial part of A4 had value 2 the variables for A4a to A9 were all set to -2.]

pub310 A4: Child has started menstrual periods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	76	1.1	2.2	2.2
	2 No	3383	50.9	97.8	100.0
	Total	3459	52.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	Total	3182	47.9		
Total		6641	100.0		

pub311 A4a: Age of child when first period occurred

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	3	.0	3.9	3.9
	9	9	.1	11.8	15.8
	10	58	.9	76.3	92.1
	11	6	.1	7.9	100.0
	Total	76	1.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	Total	6565	98.9		
Total		6641	100.0		

A5.   When was her first period?

month   **year**

[Editing: A variable was then created as PUB313c indicating which components of the date were missing. Then if a year had been reported but not a month the month was imputed as 6 unless the reported year equalled the year of receipt in which case the month was set to the month of receipt divided by 2 and rounded to nearest integer. If a month only had been reported then it was set to –1.]

pub313a A5: Date of first period - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	4	.1	5.5	5.5
	2 February	8	.1	11.0	16.4
	3 March	6	.1	8.2	24.7
	4 April	6	.1	8.2	32.9
	5 May	3	.0	4.1	37.0
	6 June	7	.1	9.6	46.6
	7 July	3	.0	4.1	50.7
	8 August	12	.2	16.4	67.1
	9 September	6	.1	8.2	75.3
	10 October	4	.1	5.5	80.8
	11 November	8	.1	11.0	91.8
	12 December	6	.1	8.2	100.0
	Total	73	1.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	-1 Not stated	3	.0		
	Total	6568	98.9		
Total		6641	100.0		

pub313b A5: Date of first period - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1999	1	.0	1.4	1.4
	2000	4	.1	5.5	6.8
	2001	8	.1	11.0	17.8
	2002	46	.7	63.0	80.8
	2003	14	.2	19.2	100.0
	Total	73	1.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	-1 Not stated	3	.0		
	Total	6568	98.9		
Total		6641	100.0		

pub313c DV: Components missing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	70	1.1	92.1	92.1
	1 Month only	3	.0	3.9	96.1
	3 Month and year	3	.0	3.9	100.0
	Total	76	1.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	Total	6565	98.9		
Total		6641	100.0		

Derived variable – Age at first period

The age of the study child at her first period was calculated in months as PUB312 from the date of first period and the date of birth from ALSPAC's central database. For the purposes of this calculation the day of first period was assumed to be 15 unless the first period occurred in the same month & year as the questionnaire was received, in which case it was set to the day of receipt divided by 2 and rounded to nearest integer.

If the month of first period was the same as the month of birth then PUB312 was checked against the reported age in years from A4a (PUB311) and manual adjustment made to ensure compatibility if possible. For example, if PUB311 was 9 and the month of first period was the same as the month of birth then values of 107 in PUB312 were recoded to 108 and values of 120 recoded to 119. However, some inconsistencies remain between PUB311 and PUB312 because the reported values are not compatible.

pub312 DV: Age of child at first period (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	93	1	.0	1.4	1.4
	94	1	.0	1.4	2.7
	100	1	.0	1.4	4.1
	103	1	.0	1.4	5.5
	106	1	.0	1.4	6.8
	109	1	.0	1.4	8.2
	110	1	.0	1.4	9.6
	114	1	.0	1.4	11.0
	117	2	.0	2.7	13.7
	118	1	.0	1.4	15.1
	119	1	.0	1.4	16.4
	120	3	.0	4.1	20.5
	121	3	.0	4.1	24.7
	122	3	.0	4.1	28.8
	123	4	.1	5.5	34.2
	124	8	.1	11.0	45.2
	125	6	.1	8.2	53.4
	126	6	.1	8.2	61.6
	127	9	.1	12.3	74.0
	128	8	.1	11.0	84.9
	129	1	.0	1.4	86.3
	130	3	.0	4.1	90.4
	131	1	.0	1.4	91.8
	133	1	.0	1.4	93.2
	134	1	.0	1.4	94.5
	136	1	.0	1.4	95.9
	137	1	.0	1.4	97.3
	138	1	.0	1.4	98.6
	142	1	.0	1.4	100.0
	Total	73	1.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	-1 Missing	3	.0		
	Total	6568	98.9		
Total		6641	100.0		

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A6. a) In the **past year**, how many **days of bleeding** has your daughter <u>usually</u> had during each of her periods?

days ☐☐   don't know 99

b) If you **don't know**, is it probably:

3 days or less 1

4-6 days 2

7 days or more 3

[Editing: Values of 99 in the variable for part a were recoded to -9.]

pub315 A6a: Usual number of days of bleeding during each of the child's periods in the past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	.1	7.9	7.9
	2	7	.1	11.1	19.0
	3	6	.1	9.5	28.6
	4	11	.2	17.5	46.0
	5	16	.2	25.4	71.4
	6	9	.1	14.3	85.7
	7	7	.1	11.1	96.8
	8	1	.0	1.6	98.4
	10	1	.0	1.6	100.0
	Total	63	.9	100.0	
Missing	-9 Don't know	8	.1		
	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	-1 Not stated	5	.1		
	Total	6578	99.1		
Total		6641	100.0		

pub316 A6b: Estimated usual number of days of bleeding during each of the child's periods in the past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 3 or less	6	.1	50.0	50.0
	2 4 to 6	6	.1	50.0	100.0
	Total	12	.2	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	-1 Not stated	64	1.0		
	Total	6629	99.8		
Total		6641	100.0		

A7.   In the past year, what was the **usual length** of your daughter's menstrual cycle? In other words, how many days were there from the **first day of one period to the first day of the next period?**

[　　][　　]   days   don't know [99]

[Editing: Values of 99 were recoded to -9.]

pub317 A7: Usual length of child's menstrual cycle in the past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.0	2.5	2.5
	2	1	.0	2.5	5.0
	3	1	.0	2.5	7.5
	5	1	.0	2.5	10.0
	6	1	.0	2.5	12.5
	14	1	.0	2.5	15.0
	16	1	.0	2.5	17.5
	21	4	.1	10.0	27.5
	25	2	.0	5.0	32.5
	26	2	.0	5.0	37.5
	27	1	.0	2.5	40.0
	28	8	.1	20.0	60.0
	29	1	.0	2.5	62.5
	30	5	.1	12.5	75.0
	32	3	.0	7.5	82.5
	35	4	.1	10.0	92.5
	40	1	.0	2.5	95.0
	56	1	.0	2.5	97.5
	90	1	.0	2.5	100.0
	Total	40	.6	100.0	
Missing	-9 Don't know	23	.3		
	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	-1 Not stated	13	.2		
	Total	6601	99.4		
Total		6641	100.0		

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A8.   Has your daughter **ever** had any of the following **symptoms** associated with **her period**?

   a)   Heavy or prolonged **bleeding**

   Yes ☐1   No ☐2 ➤ **If <u>no</u>, go to A8b below**

If <u>yes</u>,
   (i)   did you contact her doctor for this?

   Yes ☐1   No ☐2

   b)   Severe **cramps** with her period?

   Yes ☐1   No ☐2

If <u>yes</u>,
   i)   did you contact her doctor for this?

   Yes ☐1   No ☐2

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A8. c) Period-type pains or pain in her **pelvic** area (lower part of her tummy) for most days of the month even when she is not bleeding?

Yes ☐ 1   No ☐ 2

If yes,

i) Did you contact her doctor for this?

Yes ☐ 1   No ☐ 2

[Editing: For each of parts a, b and c if the initial indicator variable had value 2 then the variable for (i) was set to –3 and if the initial indicator variable had value –1 then both variables for that part were set to –5.]

pub320 A8a: Child has had heavy or prolonged bleeding associated with period

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	9	.1	12.3	12.3
	2 No	64	1.0	87.7	100.0
	Total	73	1.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-5 Question A8a omitted	3	.0		
	-2 Periods not started	3383	50.9		
	Total	6568	98.9		
Total		6641	100.0		

pub321 A8a1: Doctor contacted about period associated heavy or prolonged bleeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	.0	33.3	33.3
	2 No	6	.1	66.7	100.0
	Total	9	.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-5 Question A8a omitted	3	.0		
	-3 No heavy bleeding	64	1.0		
	-2 Periods not started	3383	50.9		
	Total	6632	99.9		
Total		6641	100.0		

pub322 A8b: Child has had severe cramps associated with period

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10	.2	15.9	15.9
	2 No	53	.8	84.1	100.0
	Total	63	.9	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-5 Question A8b omitted	13	.2		
	-2 Periods not started	3383	50.9		
	Total	6578	99.1		
Total		6641	100.0		

pub323 A8b1: Doctor contacted about period associated severe cramps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	4	.1	40.0	40.0
	2 No	6	.1	60.0	100.0
	Total	10	.2	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-5 Question A8b omitted	13	.2		
	-3 No severe cramps	53	.8		
	-2 Periods not started	3383	50.9		
	Total	6631	99.8		
Total		6641	100.0		

pub324 A8c: Child has had period-type pain(s) in pelvic area most days of month even when not bleeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	15	.2	20.5	20.5
	2 No	58	.9	79.5	100.0
	Total	73	1.1	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-5 Question A8c omitted	3	.0		
	-2 Periods not started	3383	50.9		
	Total	6568	98.9		
Total		6641	100.0		

pub325 A8c1: Doctor contacted about period-type pain in pelvic area occurring when not bleeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2	.0	13.3	13.3
	2 No	13	.2	86.7	100.0
	Total	15	.2	100.0	
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-5 Question A8c omitted	3	.0		
	-3 No period-type pains when not bleeding	58	.9		
	-2 Periods not started	3383	50.9		
	Total	6626	99.8		
Total		6641	100.0		

Sometimes, if girls have problems with their periods e.g. heavy bleeding, irregular bleeding or cramps, their GP may prescribe the oral contraceptive pill (which can be called 'hormone' or 'oestrogen pills') to help.

A9.   Has your daughter taken oral contraceptives or birth control pills, for any reason during the past 12 months?

Yes [1]   No [2]

pub327 A9: Child has taken oral contraceptives/birth control pills in past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 No	75	1.1	100.0	100.0
Missing	-7 Child is male	3159	47.6		
	-6 Questions A4 to A9 omitted	23	.3		
	-2 Periods not started	3383	50.9		
	-1 Not stated	1	.0		
	Total	6566	98.9		
Total		6641	100.0		

A10.   a)   Has a doctor ever told your daughter that she had a **thyroid problem** or asked her to take thyroid medicine or treatment?

Yes [1]   No [2]

If yes,

b)   What kind of thyroid problem did the doctor say she had?

…………………………………………………………………………………………..

…………………………………………………………………………………………..

pub328 A10a: Doctor has advised child of Thyroid problem or to take Thyroid medicine/treatment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	.0	.1	.1
	2 No	3394	51.1	99.9	100.0
	Total	3397	51.2	100.0	
Missing	-7 Child is male	3159	47.6		
	-1 Not stated	85	1.3		
	Total	3244	48.8		
Total		6641	100.0		

A11. Has she started to have hair growing in the armpits?

Yes | 1 | No | 2 |

[Editing: The data from this question are presented along with the data from question D2 of the male questionnaire as variable PUB370.]

PAGE 5 OF THE FEMALE QUESTIONNAIRE

PHYSICAL DEVELOPMENT

We would like to assess the stage of your daughter's physical development using the drawings on the next pages. These indicate various stages of puberty commonly used by doctors to assess the growth and development of girls.

We need to know which drawings most closely match your daughter's stage of development at the moment.

Not all children follow the same pattern of development.
Just pick the stage that is closest, based on both the picture and the description.

If there are any additional comments about your daughter's physical growth and development that you would like to make, then please do so here:

………………………………………………………………………………………………

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PAGE 6 OF THE FEMALE QUESTIONNAIRE

SECTION B

The drawings below show stages of the way the **breasts** develop. A girl can go through each of the five stages shown, although some girls skip some stages. Please look at each of the drawings. It is also important to read the descriptions.
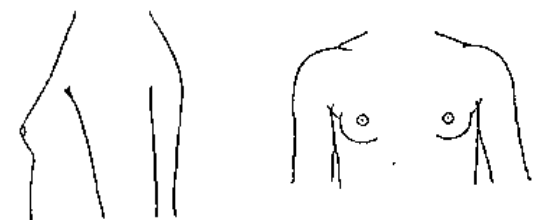
Put a tick in the box to the right of the drawing that is **closest** to your daughter's current breast stage.
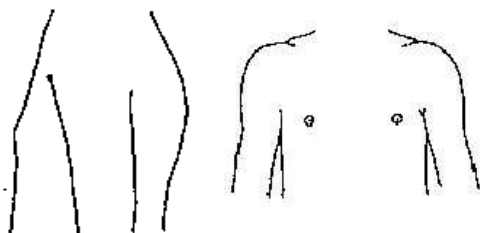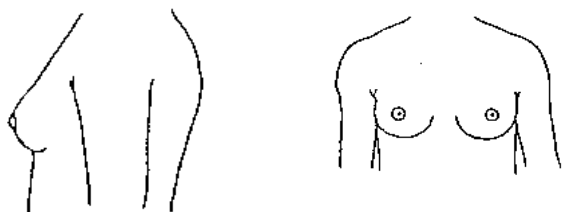
1   The nipple is raised a little in this stage. The rest of the breast is still flat.
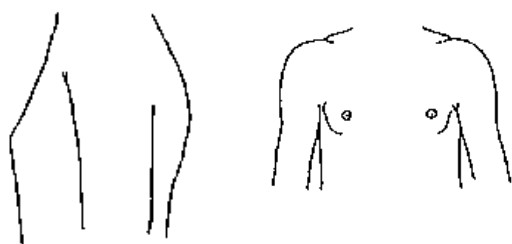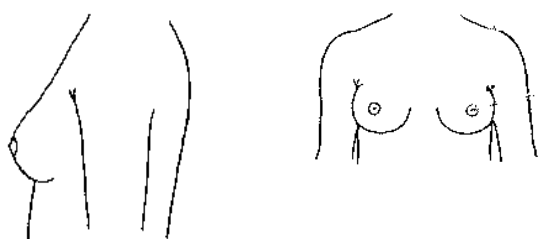
2   This is the breast bud stage. In this stage the nipple is raised more than in stage 1. The breast is a small mound. The dark area around the nipple (areola) is larger than in stage 1.

3   The areola and the breast are both larger than in stage 2. The areola does not stick out away from the breast.

4   The areola and the nipple make up a mound that sticks up above the shape of the breast. (Note: This stage may not happen at all for some girls. Some girls develop from stage 3 to stage 5 with no stage 4.)

5   This is the mature adult stage. The breasts are fully developed. Only the nipple sticks out in this stage. The areola has moved back in the general shape of the breast.

6   Not sure

pub330 B: Development stage of breasts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	1375	20.7	39.9	39.9
	2 Stage 2	1261	19.0	36.6	76.5
	3 Stage 3	654	9.8	19.0	95.5
	4 Stage 4	140	2.1	4.1	99.6
	5 Stage 5	7	.1	.2	99.8
	6 Not sure	7	.1	.2	100.0
	Total	3444	51.9	100.0	
Missing	-7 Child is male	3159	47.6		
	-1 Not stated	38	.6		
	Total	3197	48.1		
Total		6641	100.0		

PAGE 7 OF THE FEMALE QUESTIONNAIRE

SECTION C

The drawings below show different amounts of **female pubic hair**. A girl can go through each of the five stages shown. Please look at each of the drawings. It is also important to read the descriptions.
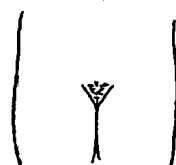
Put a tick in the box to the right of the drawing that is the closest to the amount of pubic hair your daughter has.

1   There is no pubic hair

2   There is a little long, lightly coloured hair. This hair may be straight or a little curly.

3   The hair is darker in this stage. It is coarser and more curled. It has spread out and thinly covers a bigger area.
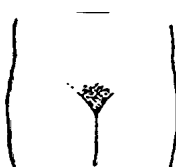
4   The hair is now as dark, curly, and coarse as that of an adult woman. However, the area that the hair covers is not as large as that of an adult woman. The hair has not spread out to the legs.
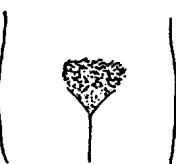
5   The hair now is like that of an adult woman. It also covers the same area as that of an adult woman. The hair usually forms a triangular pattern as it spreads out to the legs.

6   Not sure

NOTE: Your daughter's pubic hair stage may or may not be the same as her stage of breast development.

pub335 C: Development stage of pubic hair (female)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	1991	30.0	57.7	57.7
	2 Stage 2	936	14.1	27.1	84.8
	3 Stage 3	341	5.1	9.9	94.7
	4 Stage 4	125	1.9	3.6	98.3
	5 Stage 5	33	.5	1.0	99.3
	6 Not sure	24	.4	.7	100.0
	Total	3450	52.0	100.0	
Missing	-7 Child is male	3159	47.6		
	-1 Not stated	32	.5		
	Total	3191	48.0		
Total		6641	100.0		

PAGE 3 OF THE MALE QUESTIONNAIRE

PHYSICAL DEVELOPMENT

We would like to assess the stage of your son's physical development using the drawings on the next pages. These indicate various stages of puberty commonly used by doctors to assess the growth and development of boys.

We need to know which drawings most closely match your son's stage of development at the moment.

Not all children follow the same pattern of development.
Just pick the stage that is closest, based on both the picture and the description.

If there are any additional comments about your son's physical growth and development that you would like to make, then please do so here:

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PAGE 4 OF THE MALE QUESTIONNAIRE

SECTION B

Boys go through the various stages of physical development at different ages.
Some start as early as 6, others not until they are 16.
We need your help in letting us know what stage your son is at.
Please look at each of the drawings. It is also important to read the descriptions.

Put a tick in the box that is **closest** to your son's current stage.

1 — The size and shape of the testes, scrotum (the sac holding the testes) and penis are about the same as when he was younger.

2 — The penis is a little bit bigger. The scrotum has dropped and the skin of the scrotum has changed. The testes are bigger.

3 — The penis has grown longer, the testes have grown and dropped lower.
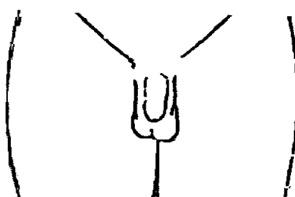
4 — The penis is longer and wider. The head of the penis is bigger, the scrotum is a darker colour and bigger. The testes are bigger.

penis
scrotum
testes (balls)
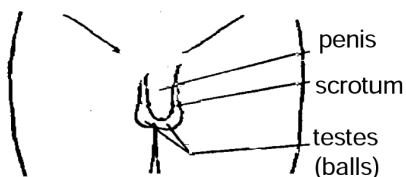
5 — The penis, scrotum and testes are the size and shape of a man's.

6 — Not sure

pub350 B: Development stage of testes, scrotum and penis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	608	9.2	20.1	20.1
	2 Stage 2	1081	16.3	35.8	55.9
	3 Stage 3	914	13.8	30.3	86.2
	4 Stage 4	277	4.2	9.2	95.4
	5 Stage 5	12	.2	.4	95.8
	6 Not sure	128	1.9	4.2	100.0
	Total	3020	45.5	100.0	
Missing	-7 Child is female	3482	52.4		
	-1 Not stated	139	2.1		
	Total	3621	54.5		
Total		6641	100.0		

PAGE 5 OF THE MALE QUESTIONNAIRE

SECTION C

As part of development, at some stage hair will start to grow just above the penis.

Please look at each of the drawings. It is also important to read the descriptions.

Put a tick in the box that is **closest** to the amount of pubic hair that your son has.

1	There is no hair at all.
2	There is a little soft, long, lightly coloured hair at the base of the penis. It may be straight or a little curly.
3	The hair is darker and more curled. It has spread out and thinly covers a bigger area.
4	The hair is as dark and curly as that of a man, but it hasn't spread out to the legs.
5	The hair is like that of a man. It has spread out to the legs.
6	Not sure.
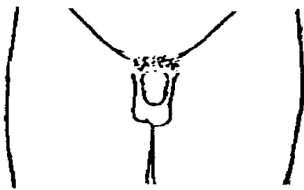
pub355 C: Development stage of pubic hair (male)

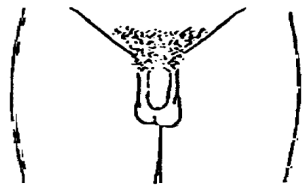|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	1986	29.9	67.5	67.5
	2 Stage 2	761	11.5	25.9	93.4
	3 Stage 3	118	1.8	4.0	97.4
	4 Stage 4	13	.2	.4	97.9
	5 Stage 5	2	.0	.1	97.9
	6 Not sure	61	.9	2.1	100.0
	Total	2941	44.3	100.0	
Missing	-7 Child is female	3482	52.4		
	-1 Not stated	218	3.3		
	Total	3700	55.7		
Total		6641	100.0		

PAGE 7 OF THE MALE QUESTIONNAIRE

SECTION D

[Female version: This section was not present. Question D1 was not asked and question D2 appeared as A11.]

D1.   Has your son's voice changed at all?

no it is the same   ☐ 1

yes, occasionally it is a lot lower   ☐ 2

yes, it has now changed totally   ☐ 3

not sure   ☐ 4

pub360 D1: Child's voice has changed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No	2882	43.4	92.8	92.8
	2 Yes, occasionally a lot lower	182	2.7	5.9	98.6
	3 Yes, has changed totally	6	.1	.2	98.8
	4 Not sure	37	.6	1.2	100.0
	Total	3107	46.8	100.0	
Missing	-7 Child is female	3482	52.4		
	-1 Not stated	52	.8		
	Total	3534	53.2		
Total		6641	100.0		

D2.   Has he started to have hair growing in the armpits?

Yes ☐ 1   No ☐ 2

[Female version: This question was asked as A11. The data from the two questions were merged to form a single variable.]

pub370 A11/D2: Hair has started to grow in child's armpits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	801	12.1	13.4	13.4
	2 No	5190	78.2	86.6	100.0
	Total	5991	90.2	100.0	
Missing	-1 Not stated	650	9.8		
Total		6641	100.0		

PAGE 8 OF THE FEMALE QUESTIONNAIRE

SECTION D

[Male version: This was called section E.]

D1.   This questionnaire was completed by: (tick all that apply)

a)   mother   `1`

b)   daughter   `1`

c)   other (please tick and describe)   `1`   ....

[Male version: Part a was labelled "parent" and part b "son".]

[Editing: If all 3 parts had value -1 then they were set to -6, otherwise values of -1 were recoded to 2 "no".]

pub390 D/E1a: Questionnaire completed by parent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	6225	93.7	96.0	96.0
	2 No	259	3.9	4.0	100.0
	Total	6484	97.6	100.0	
Missing	-6 Question D/E1 omitted	157	2.4		
Total		6641	100.0		

pub391 D/E1b: Questionnaire completed by child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1798	27.1	27.7	27.7
	2 No	4686	70.6	72.3	100.0
	Total	6484	97.6	100.0	
Missing	-6 Question D/E1 omitted	157	2.4		
Total		6641	100.0		

pub392 D/E1c: Questionnaire completed by other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	55	.8	.8	.8
	2 No	6429	96.8	99.2	100.0
	Total	6484	97.6	100.0	
Missing	-6 Question D/E1 omitted	157	2.4		
Total		6641	100.0		

Derived Variables

Number of contributors

The number of contributors to the questionnaire is the number of boxes ticked in question D/E1. It was derived by recoding (1 = 1)(else = 0), summing and then copying across missing values from the components.

pub394 DV: Number of contributors to questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4896	73.7	75.5	75.5
	2	1582	23.8	24.4	99.9
	3	6	.1	.1	100.0
	Total	6484	97.6	100.0	
Missing	-6 Question D/E1 omitted	157	2.4		
Total		6641	100.0		

Questionnaire completed by…

This variable details the combinations of respondents reported in question D/E1. It is calculated by recoding values of 1 to powers of 2 (1, 2, and 4 for parts a to c respectively) and all other values to 0 and summing. Missing values in the components are then copied across.

pub395 DV: Questionnaire completed by...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Parent only	4642	69.9	71.6	71.6
	2 Child only	228	3.4	3.5	75.1
	3 Parent and child	1559	23.5	24.0	99.2
	4 Other only	26	.4	.4	99.6
	5 Parent and other	18	.3	.3	99.8
	6 Child and other	5	.1	.1	99.9
	7 Parent, child and other	6	.1	.1	100.0
	Total	6484	97.6	100.0	
Missing	-6 Question D/E1 omitted	157	2.4		
Total		6641	100.0		

D2.   Please give the date on which you completed this questionnaire:

day   month   year

[ ][ ]   [ ][ ]   [2][0][0][ ]

[Editing: The date of completion was substituted with the date of receipt of the questionnaire from ALSPAC's administrative database if any of the following occurred: The date of completion was not fully completed, the date of completion was not a valid date (e.g. 31st November), the date of completion was later than the date of receipt or the date of completion was earlier than the date on which the questionnaire was sent out by ALSAPAC.   This action was flagged in variable PUB396c.   The month and year of completion were retained on the built file, but the day was dropped.]

pub396a D/E2: Date of completion of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	433	6.5	6.5	6.5
	2 February	915	13.8	13.8	20.3
	3 March	711	10.7	10.7	31.0
	4 April	666	10.0	10.0	41.0
	5 May	599	9.0	9.0	50.1
	6 June	631	9.5	9.5	59.6
	7 July	658	9.9	9.9	69.5
	8 August	533	8.0	8.0	77.5
	9 September	552	8.3	8.3	85.8
	10 October	401	6.0	6.0	91.8
	11 November	300	4.5	4.5	96.4
	12 December	242	3.6	3.6	100.0
	Total	6641	100.0	100.0	

pub396b D/E2: Date of completion of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2002	3647	54.9	54.9	54.9
	2003	2966	44.7	44.7	99.6
	2004	26	.4	.4	100.0
	2005	1	.0	.0	100.0
	2007	1	.0	.0	100.0
	Total	6641	100.0	100.0	

pub396c DV: Date of completion replaced with date of receipt

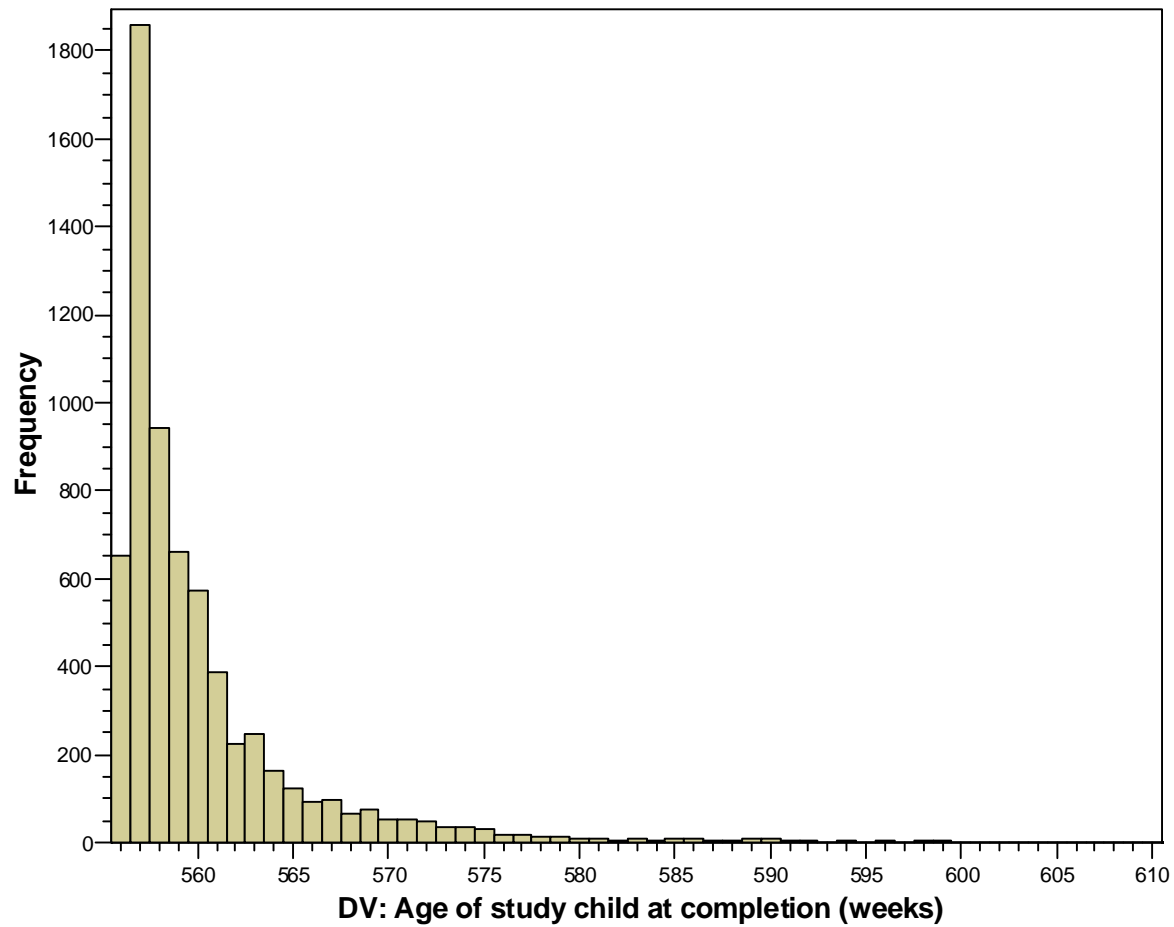|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, incomplete d.o.c.	284	4.3	4.3	4.3
	2 Yes, illegal d.o.c.	3	.0	.0	4.3
	3 Yes, d.o.c. < d.o.s.	115	1.7	1.7	6.1
	4 Yes, d.o.c. > d.o.r.	39	.6	.6	6.6
	5 No	6200	93.4	93.4	100.0
	Total	6641	100.0	100.0	

Derived Variables - Age at Completion

The date of completion and the children's dates of birth from ALSPAC's central database, were used to calculate the child's age at completion in completed weeks and completed months.

pub397a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	126	1	.0	.0	.0
	127	15	.2	.2	.2
	128	4636	69.8	69.8	70.0
	129	1124	16.9	16.9	87.0
	130	368	5.5	5.5	92.5
	131	214	3.2	3.2	95.7
	132	105	1.6	1.6	97.3
	133	47	.7	.7	98.0
	134	36	.5	.5	98.6
	135	29	.4	.4	99.0
	136	16	.2	.2	99.2
	137	14	.2	.2	99.5
	138	8	.1	.1	99.6
	139	5	.1	.1	99.7
	140	3	.0	.0	99.7
	141	9	.1	.1	99.8
	142	2	.0	.0	99.9
	143	3	.0	.0	99.9
	146	1	.0	.0	99.9
	147	2	.0	.0	100.0
	148	1	.0	.0	100.0
	153	1	.0	.0	100.0
	176	1	.0	.0	100.0
	Total	6641	100.0	100.0	

pub397b DV: Age of study child at completion (weeks)

DV: Age of study child at completion (weeks)

plus the following outliers <556 or >610:

pub397b DV: Age of study child at completion (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	552	1	4.0	4.0	4.0
	553	1	4.0	4.0	8.0
	554	2	8.0	8.0	16.0
	613	5	20.0	20.0	36.0
	614	2	8.0	8.0	44.0
	615	1	4.0	4.0	48.0
	616	2	8.0	8.0	56.0
	619	1	4.0	4.0	60.0
	620	1	4.0	4.0	64.0
	622	1	4.0	4.0	68.0
	624	2	8.0	8.0	76.0
	636	1	4.0	4.0	80.0
	640	1	4.0	4.0	84.0
	642	1	4.0	4.0	88.0
	646	1	4.0	4.0	92.0
	669	1	4.0	4.0	96.0
	765	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

D3.   Please give the date of birth of your daughter:

day   month   year

☐☐   ☐☐   199 ☐

[Editing: Note that this reported date of birth is not used.]

THANK YOU VERY MUCH FOR YOUR HELP

Space for any additional comments you would like to make

Please remember we cannot reply to any comment unless you sign it.

When completed, please return the questionnaire to:

Professor Jean Golding
Children of the Nineties - ALSPAC
Institute of Child Health
24 Tyndall Avenue
Bristol
BS8 1BR   Tel: Bristol 928 8793

Coder   Int

☐☐   ☐☐   © University of Bristol

Appendix A

This appendix contains the general coding instructions that are referred to whenever any questionnaire is being coded. This document provides a general overview to the coding process as well as defining abbreviations for standard methods that are used in the specific coding instructions for the questionnaire (see Appendix B).

General coding instructions for ALSPAC questionnaires – 3rd revision 12th December 2003

These are to be used in conjunction with the specific instructions for each questionnaire.

General Coding instructions for ALSPAC questionnaires – 3rd revision

What is "coding"?
The coder's main task is to ensure that each questionnaire is easily keyable. This means that the ticks that the respondent has written relate clearly to one box, and only one, that where numbers are required, words have not been written, and to check that the meaning of the question or the stated answer has not been adjusted by the respondent editing the question or qualifying the answer with words that make it not applicable.

Remember that a blank answer should always be left blank. It is not our task to infer what the respondent meant to say.

In cases where a box has been struck out, it should be considered as blank, meaning no answer given, except in rare instances where the specific coding sheet for the questionnaire indicates that a struck-out box should be considered as a zero.

What data are keyed?
The keying company will key either 1) the small code number in the box which has been ticked as the answer to a given question, or, 2) the numeric answer written by the respondent. All text is keyed whether freely written at the side of the answers or asked for by us on a "Please describe" dotted line.

Clarity
If you have to clarify a ticked response where the respondent has amended an answer, simply ring round the box containing the correct response and strike out with a single oblique line any answers that the respondent has crossed out. If you have to clarify numbers which the respondent has written, it is often necessary to strike out the given response, draw new box(es) close to the old one(s), and write the correction in them. On occasions it is necessary to put a response down which is not in the range of printed boxes. Instructions for this would be given in the coding sheet specific to the particular questionnaire.

Clear printing of numbers is most important. Use only the Arabic numerals 0,1,2,3,4,5,6,7,8,9. To avoid confusing 1 and 7, write the 7 with a line through it. Numbers should be right justified. If the number does not fill the available number of boxes, then the leftmost ones should be filled with zeros.

Striving for accuracy
It is better to work more slowly and check the questionnaires properly, rather than plough through mounds of work quickly but inaccurately. If there are any coding queries or the printed instructions do not deal adequately with the responses given, always check with the supervisor. If the matter cannot be resolved at the time, write the question number on a yellow "Post-It" sticky label and attach it to the top of the relevant page so that it is clearly visible in the batch . It is the individual coder's responsibility to see that the query is resolved before the batch of questionnaires is packed away.

Do not attempt to cross check the response to one question with something the respondent has written elsewhere in the questionnaire (logical editing will be taken care of later by the data preparation team).

Make sure that "skips" (If no/yes, go to question X…..) are observed and that the appropriate Yes or No in the lead question has been answered.

Final checks
This is a most important stage. At the end of the coding of a run of questionnaires, the coders will go through the questionnaires a second time in order to check the first coder's marking and find any omissions. No coder checks their own original coding. If serious or consistent coding errors are found in the checking procedure, it is the responsibility of the individual coder to bring it to the attention of the original coder who may have been misreading instructions. The supervisor will perform a validation check on each person's work at regular intervals in order to strive for maximum accuracy.

Practical details

Make sure that all questionnaires in a batch are kept together.

Make corrections to the questionnaire in green, so that the coder's decisions can be seen distinctly. However, if the respondent has written in green, use red for the corrections, and write a note on the front cover saying that you have corrected in red.

When starting a new batch of questionnaires, first verify that all the booklets that are in the batch are the correct ones by comparing and ticking off the i.d. numbers on the printed computerised list that is wrapped round the batch. There should be 20 booklets in the batch (unless it is the very last batch in the run). If any on the list are missing, or if there are any extras, we need to sort out the muddle before the batch can be sent on for keying.

All questionnaires in the same batch should have the same version date printed on the front cover. If a questionnaire of a different version has been included in the batch, hand it to the supervisor to deal with separately, cross out the number on the list and write "Wrong version" alongside. At the top of the list write "19 questionnaires only" or whatever.

Similarly, if a questionnaire is found to be totally blank, hand it to the supervisor, then cross out the number on the list, write "Blank" alongside and "19 questionnaires only" or whatever, at the top.

When you have finished a questionnaire put your initials in the Coders Initials box at the bottom of the back page. When all queries from the batch have been resolved, and all the booklets have been coded, the batch can move on to the next stage.

If the respondent has written anything on the questionnaire which needed to be acted upon by our administration, e.g. Changes of address, corrections of names, changes of marital status or surname, a decision to opt out of the survey etc, it will be stamped "Copied", indicating that the post department have noted the information. If the given information is not stamped "Copied", copy both the i.d. number from the front cover of the questionnaire and also the details of the information on to a separate sheet and hand it to the supervisor.

Specific details

Dates

a) It is important that dates should always be coded in the order day/month/year.

b) The rules of padding from the left with 0's apply to the days and to the months separately.

c) If the year is stated but the day and/or month are left unfilled or are described as not known, then code the unknown element(s) as 99.

d) In contrast, if the year is blank or stated as not known, but other elements of the date have been written, leave the unknown year blank so that there is no ambiguity with 1999.

e) If the whole date is left totally blank, leave all blank.

Coding instructions

Each type of questionnaire has its own unique coding sheet. To carry out the instructions by a standardised method, the abbreviations that have been used are:

7   If more than one box is ticked, ring around the one with the lowest number in the specific range, and put a line through the other responses. If only one box is ticked, or no boxes are ticked, no action is required from the coder.

8   If more than one box is ticked, ring around the one with the highest number in the specific range and put a line through the other responses. If only one box is ticked, or no boxes are ticked, no action is required from the coder.

I   If more than one box is ticked, and the muddle cannot be resolved by reference to any written comment on the form, refer the problem to the supervisor or put a yellow sticky label at the top of the page to show that the matter must be resolved before the batch of questionnaires is packed away. If only one box is ticked, or no boxes are ticked, no action is required from the coder.

II   Code as a number.

Make sure that the answer is in the required units, e.g. weeks rather than months, or pints rather than glasses, or whatever, and remember that fractions are not allowed. There will be rules in the coding instructions as to whether to round fractions up or down, for each question where it is likely to occur.

Other possible 'non-standard' indications by the respondent:

If answer stated as not known, code as 9, 99, 999 or 9999 - depending on field length (i.e. fill as many boxes as the field requires). For this occurrence with dates see above.

 If "occasional" is stated where a number is required, this is usually coded as 97. There are occasionally other codes in the 90 range to be used as indicated in the coding instructions.

If "none" or "nil" is stated for a numeric response, code as zero.

If there is no response, or they reply "Not applicable", "N/A" or something equivalent, leave the boxes blank.

IV   Code as ddmmyy for days, months, years. See instructions above about dates.

"Other, please describe" questions

Where information is written on an "other, please describe" line, it is necessary to check various points. Firstly, the information given there should not fit into one of the other categories in the question. If it is the same, recode it as that category, but if there is doubt, or it is clearly different, leave it as "other". Secondly, if there is information written on the line, it should have the corresponding box ticked. If there is no box ticked, then draw an extra box at the side and enter the code "zero" - indicating a relevant comment has been given, but we don't know which "yes" category to put it into.

Answers written in "Other, please describe" sections will not be coded at this stage. These responses will be keyed verbatim, and coded at a later stage. This has the advantage of being able to decide how to group the responses when the complete range is known. However, such responses are not available for analysis until relatively late on in the survey, and some sections, notably those with a historical perspective, have structured textual replies e.g occupation, childhood diary.

Sheila Preece 12/12/2003

[Version 3 of General Coding Instructions first written 3/6/92 (modified on 20 January 2000) by Hugh Simmons]

Appendix B

This appendix contains the coding instructions specific to this questionnaire.

Coding instructions for: second version (01/02/01) "Parent/Son Growing and Changing(2)",
third version (06.12.01) "Parent/Son Growing and Changing(3)",
fourth version (19/10.02) "Parent/Son Growing and Changing(4)"
fifth version (17/10/03) "Parent/Son Growing and Changing(5)"
All questionnaires in the same batch should have the same 'Date of form' on their front cover. Keep all the questionnaires in a batch together.

Coding the "Parent/Son Growing and Changing" replies
Follow the general rules outlined in the "General coding instructions for ALSPAC questionnaires – 3rd revision " document.

Front Cover
        Check that the questionnaire number is legible, and that the date of form is 01/02/01 or 06/12/01 or 19/10/02 or 17/10/03, as appropriate to the batch.
*******If the questionnaire is all blank, e.g. the respondent didn't want to fill in the form, write " BLANK" on the front cover and hand to the supervisor.*

Page 2, Section A		
A1	II, II	Round fractions down. If the height is given in more than one form, leave them both in. If they have written NK or equivalent, code with 9s throughout.
A2		As A1
A3	7	Please note that the box numbering is wrong here in the second version of the questionnaire (01/02/01) : if the "4-6 times a week" option is ticked, the code 4 is to be written in , likewise if "daily" is ticked, change the printed code 4 to code 5.
Page 3		Not being coded here
Page 4, Section B		
Penis development	8	
Page 5, Section C		
Hair growth	8	
Page 7, Section D		
D1	8	
D2	I	**In versions 3, 4 and 5 only.**
Page 8, Section E		
E1a to c	I	If a description is given in E1c, please ensure that the "other" box is ticked. Please note that the text response is not being coded here.
E2	IV	If left blank, copy date that the form was returned from the front cover.
E3	IV	The year number should be 0, 1, 2 or 3. If any other year is written, strike out, leaving just the day and month.
Bottom of		Coder - Insert your initials here.

Page 8, For Office Use Only		Int. - If the questionnaire was completed with the aid of an interviewer, there will be initials here.

END OF QUESTIONNAIRE

Hugh Simmons 27/4/01 updated Sheila Preece 21/6/02 and 14/10/03 and 24/6/04. Version 4 added to the title 1/4/03. Version 5 added to the title 24/6/04.

\nucoding\nc01\fgandc2

Appendix C: Questionnaire Methodology

Administration

Questionnaires were identified by a check-summed identifier (QUESTIONNAIRE ID) that is unique to both the recipient and the particular questionnaire. No reminder letters or personal contacts were triggered by non-response to this questionnaire.

On receipt of returned questionnaires by ALSPAC the return was logged in the central database. If returned blank by the respondent (but not, for example, if returned as "not known at this address") this was flagged. Any signed comments on the back page were dealt with as appropriate and the completed questionnaires batched together in batches of 20.

Data handling

The expected responses to the questions fall into three categories: self-coding tick boxes, numeric and free text. However, respondents do not always answer the questions in the way expected. For example, they may tick more than one box in response to a question where only one response was expected or they may write a comment in place of ticking a box, perhaps if they feel that none of the options applies. For this reason students were employed to code the completed questionnaires under the supervision of a permanent member of ALSPAC staff who specialised in coding to prepare them for keying. Each questionnaire was first coded according to the rules set out in the ALSPAC general coding instructions (see Appendix A) and the specific coding instructions for this questionnaire (see Appendix B) and then checked by a different member of the team.

The coded questionnaires were then sent to an external keying bureau together with specifications of how the data should be keyed. All numeric and tick box data were double keyed and returned to ALSPAC in a number of SPSS data files. All text responses (both solicited and unsolicited) were keyed once only and returned in comma delimited text files.

On receipt the numeric data files were put together and labelled appropriately. The data were then range checked and any out of range values corrected by inspection of the completed questionnaire. The administrative identifier (QUESTIONNAIRE ID) was converted to the research identifiers ALN & QLET. At the end of this process the data were classified as clean; they are as close as will be got to what the respondent actually entered on the questionnaire, with the proviso that the free text is not included. The free text has been read into a database and is available on request under special confidentiality rules for projects that require it.

In order to prepare the data for general release the clean data were matched to the information about dispatch and return held in the ALSPAC administrative database. This enabled creation of variable for all members of the cohort indicating whether or not a questionnaire was sent out, whether it was returned etc. The variables were renamed according to a unique system to ensure there are no conflicts with variable on other data files. All variable names start with the letters "pub3" which are followed by two additional digits and occasionally a further letter. In addition to the edits described in the documentation, values of 9 that indicated an unsolicited text response of "Don't know" were recoded to −1. Also, values of 0 indicating some other unsolicited text response

were recoded to –8. See Table 2 for an overview of the common missing values on this data file.

Table 2: Common missing value categories on release files and their interpretation

Value	Label	Comment
-1	No response	The respondent did not answer this particular question. This may be due to following a skip statement in the questionnaire text as well as simply not attempting to answer the question.
-8	Text response	The respondent wrote something next to a question expecting either a numeric response or a tick box response and the coders were unable to apply any of the available options
-10	Not completed	No completed questionnaire is available for this case. Variable PUB387a = 2 for all such cases.