

# **THE ALSPAC STUDY**

## **CCE FILE**

### **DATA COLLECTED FROM THE QUESTIONNAIRE**

*My World*

**At 110 Months**

**Prepared by**

**The ALSPAC Study Team**

**Documentation giving frequencies, background and instructions for use.**

**Last updated for version 1c of the release file.**

**April 2017**

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## Introduction

### Contents

This questionnaire was sent out for the study children to complete when they were 110 months old months old and is in 2 sections. Section A contains questions about the child's bedroom while section B asks the child about their opinions on common social difficulties experienced by children. Section C asks the child their gender, date of birth and whether they had any help completing the questionnaire.

### Questionnaire versions

There was only one version of this questionnaire.

### Sample & response rates

There are a total of 15,188 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 512 eligible children not in the core sample for whom questionnaires were sent out. Note that questionnaires were completed for 371 of these 512 children.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. This questionnaire was sent out for 10,985 (78%) of these live born children. As of 31<sup>st</sup> December 2003 completed questionnaires had been returned for 8,209 (75%) of these children, which is 58% of the 14,062 live born children. Note that 6 of these questionnaires belong to children from triplet or quadruplet pregnancies. For reasons of confidentiality the data from these questionnaires are not available (all variables have been set to -11), but the administrative variables (CCE001 – CCE007a) remain visible, with CCE007a set to 2 "No". 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.

At the time of writing 4 further questionnaires had been returned after 31<sup>st</sup> December 2003, some or all of which may be blank. The data from these questionnaires are not yet available.

### Format of this documentation

The bulk of this documentation consists of the text of the questionnaire and frequency tables of the variables on the data file. These are inserted section by section after the relevant text. Where any editing has occurred a description has been embedded in the questionnaire text.

### Release file version history

#### Release version 1a – November 2006

The first version of the release file.

#### Release version 1b – October 2008

This version of the release file removes triplets/quadruplets for confidentiality reasons.

#### Release version 1c – April 2017

Variable label for cce010b changed from 'Date of receipt of questionnaire – month' to 'Date of receipt of questionnaire - year'.

## Administrative variables

**cce001 Questionnaire sent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11497	75.7	75.7	75.7
No	3691	24.3	24.3	100.0
Total	15188	100.0	100.0	

**cce002 Reminder sent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5739	37.8	49.9	49.9
No	5758	37.9	50.1	100.0
Total	11497	75.7	100.0	
Missing Questionnaire not sent	3691	24.3		
Total	15188	100.0		

**cce005 Questionnaire return status (as of 31/12/03)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not returned	2885	19.0	25.1	25.1
Returned, completed	8580	56.5	74.6	99.7
Returned, blank	32	.2	.3	100.0
Total	11497	75.7	100.0	
Missing Questionnaire not sent	3691	24.3		
Total	15188	100.0		

**cce006 Questionnaire returned (as of 31/12/03)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8612	56.7	74.9	74.9
No	2885	19.0	25.1	100.0
Total	11497	75.7	100.0	
Missing Questionnaire not sent	3691	24.3		
Total	15188	100.0		

**cce007 Questionnaire completed (as of 31/12/03)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8580	56.5	74.6	74.6
No	2917	19.2	25.4	100.0
Total	11497	75.7	100.0	
Missing Questionnaire not sent	3691	24.3		
Total	15188	100.0		

**cce007a Data available (as of 31/12/03)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8574	56.5	56.5	56.5
No	6614	43.5	43.5	100.0
Total	15188	100.0	100.0	

## CCE File - Introduction

### cce008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 14/08/00	8574	56.5	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	Total	6614	43.5		
Total		15188	100.0		

### cce010a Date of receipt of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	1168	7.7	13.6	13.6
	February	756	5.0	8.8	22.4
	March	716	4.7	8.4	30.8
	April	525	3.5	6.1	36.9
	May	424	2.8	4.9	41.9
	June	520	3.4	6.1	47.9
	July	441	2.9	5.1	53.1
	August	447	2.9	5.2	58.3
	September	408	2.7	4.8	63.0
	October	1065	7.0	12.4	75.5
	November	1506	9.9	17.6	93.0
	December	598	3.9	7.0	100.0
	Total	8574	56.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	Total	6614	43.5		
Total		15188	100.0		

### cce010b Date of receipt of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000	2079	13.7	24.2	24.2
	2001	5136	33.8	59.9	84.1
	2002	1341	8.8	15.6	99.8
	2003	18	.1	.2	100.0
	Total	8574	56.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	Total	6614	43.5		
Total		15188	100.0		

**Derived Variables - Age at Receipt**

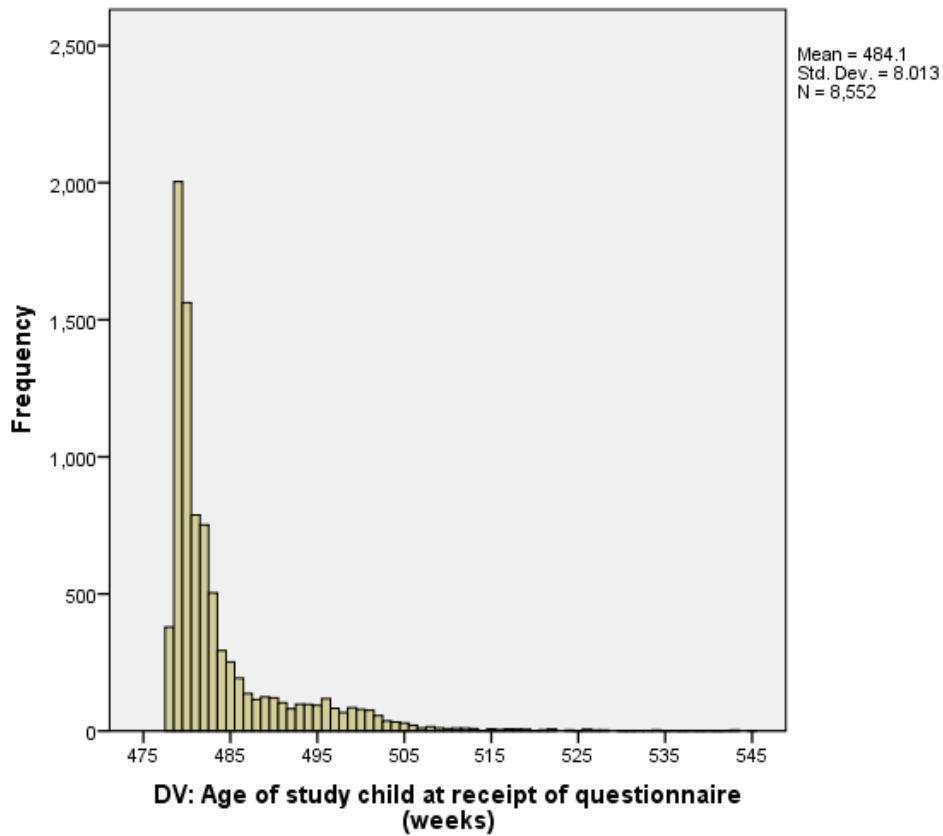
The date of receipt and the children's dates of birth from ALSPAC's central database, were used to calculate the child's age at receipt in completed weeks and completed months. This is provided in place of the more usual age at completion because no date of completion was obtained from the children.

**cce011a DV: Age of study child at receipt of questionnaire (months)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	110	5283	34.8	61.6	61.6
	111	1462	9.6	17.1	78.7
	112	523	3.4	6.1	84.8
	113	419	2.8	4.9	89.7
	114	386	2.5	4.5	94.2
	115	244	1.6	2.8	97.0
	116	88	.6	1.0	98.0
	117	45	.3	.5	98.6
	118	23	.2	.3	98.8
	119	26	.2	.3	99.1
	120	14	.1	.2	99.3
	121	9	.1	.1	99.4
	122	8	.1	.1	99.5
	123	8	.1	.1	99.6
	124	8	.1	.1	99.7
	125	4	.0	.0	99.7
	126	3	.0	.0	99.8
	127	1	.0	.0	99.8
	128	1	.0	.0	99.8
	129	3	.0	.0	99.8
	130	5	.0	.1	99.9
	131	1	.0	.0	99.9
	133	3	.0	.0	99.9
	134	1	.0	.0	99.9
	135	2	.0	.0	100.0
	136	2	.0	.0	100.0
	137	1	.0	.0	100.0
	140	1	.0	.0	100.0
	Total	8574	56.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	Total	6614	43.5		
Total		15188	100.0		

# CCE File - Introduction

cce011b



plus the following outliers > 550:

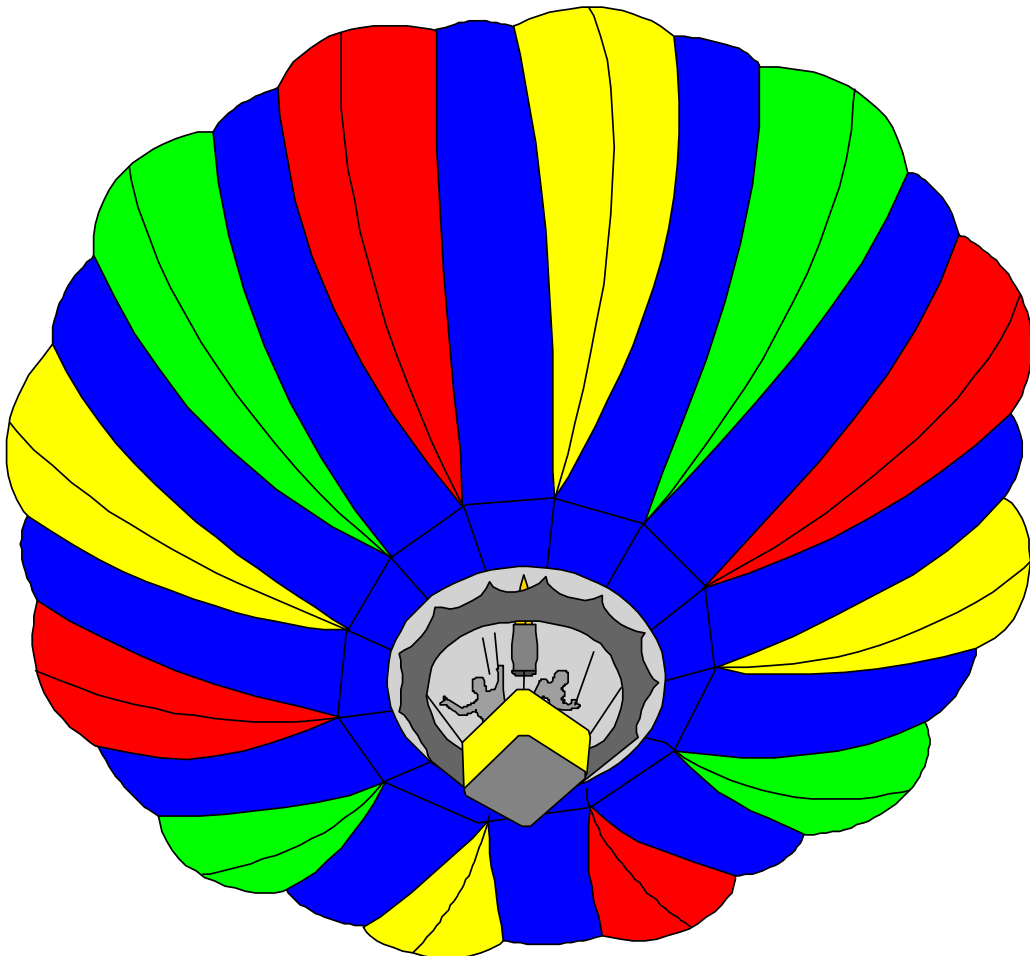
cce011b DV: Age of study child at receipt of questionnaire (weeks)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 551	1	4.5	4.5	4.5
555	1	4.5	4.5	9.1
558	1	4.5	4.5	13.6
561	1	4.5	4.5	18.2
564	1	4.5	4.5	22.7
565	3	13.6	13.6	36.4
568	2	9.1	9.1	45.5
569	1	4.5	4.5	50.0
573	1	4.5	4.5	54.5
580	1	4.5	4.5	59.1
581	2	9.1	9.1	68.2
583	1	4.5	4.5	72.7
588	1	4.5	4.5	77.3
589	1	4.5	4.5	81.8
591	1	4.5	4.5	86.4
593	1	4.5	4.5	90.9
596	1	4.5	4.5	95.5
608	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Questionnaire No:

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# *My World*



14/08/00



PAGE 2 OF THE QUESTIONNAIRE

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## PAGE 3 OF THE QUESTIONNAIRE

**Section A: About My Bedroom**

We would like to ask you about you and your bedroom.

A1. How many people sleep in your bedroom?

one - me

me and one other

me and 2 others

more than 3 of us



If **yes**, how many(including you)?



A2. What sort of bed do you sleep in?

bottom bunk bed

top bunk bed

ordinary bed



A3. Your bed: Do you have any of these:

	Yes	No
a) pillow with feathers	<input type="text"/>	<input type="text"/>
b) pillow not with feathers	<input type="text"/>	<input type="text"/>
c) duvet	<input type="text"/>	<input type="text"/>
d) blanket	<input type="text"/>	<input type="text"/>
e) cushions	<input type="text"/>	<input type="text"/>
f) hot water bottle	<input type="text"/>	<input type="text"/>
g) electric blanket	<input type="text"/>	<input type="text"/>



PAGE 4 OF THE QUESTIONNAIRE

A4. How many other people usually sleep in your bed with you?

no-one else

one other

please say who: .....

A5. Do you stay in your bed all night, or do you get into bed with someone else?

stay in my bed always

sometimes get into another bed

usually get into another bed

If you get into another bed, please say whose:

.....

A6. What sort of floor is there in your bedroom?  
(tick all that apply)

a) wall to wall carpet

b) carpet, or rug but not over all the floor

c) wood

d) lino

e) something else

Please say what: .....

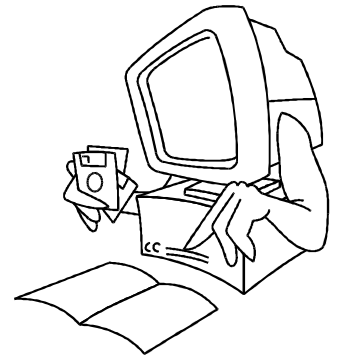
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## PAGE 5 OF THE QUESTIONNAIRE

A7. What do you have in your bedroom?

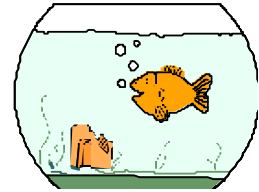
	Yes	No
a) cuddly toys	<input type="text" value="1"/>	<input type="text" value="2"/>
b) other toys	<input type="text" value="1"/>	<input type="text" value="2"/>
c) TV	<input type="text" value="1"/>	<input type="text" value="2"/>
d) computer	<input type="text" value="1"/>	<input type="text" value="2"/>
e) books	<input type="text" value="1"/>	<input type="text" value="2"/>
f) comics	<input type="text" value="1"/>	<input type="text" value="2"/>
g) radio	<input type="text" value="1"/>	<input type="text" value="2"/>
h) clock	<input type="text" value="1"/>	<input type="text" value="2"/>
i) games e.g. Snakes and Ladders	<input type="text" value="1"/>	<input type="text" value="2"/>
j) table	<input type="text" value="1"/>	<input type="text" value="2"/>
k) desk	<input type="text" value="1"/>	<input type="text" value="2"/>
l) furry pets (e.g. hamster)	<input type="text" value="1"/>	<input type="text" value="2"/>
m) posters/drawings	<input type="text" value="1"/>	<input type="text" value="2"/>
n) certificates e.g. for, swimming, music	<input type="text" value="1"/>	<input type="text" value="2"/>



## PAGE 6 OF THE QUESTIONNAIRE

A7. (continued) What do you have in your bedroom?

	<b>Yes</b>	<b>No</b>
o) hanging mobiles e.g. windchimes, Dreamcatchers	1 <input type="text"/>	2 <input type="text"/>
p) fish	1 <input type="text"/>	2 <input type="text"/>
q) other pet	1 <input type="text"/>	2 <input type="text"/>



↓  
If **yes**, please say what: .....

A8. When you are at home how much time do you usually spend in your bedroom (don't count when you have gone to bed)

a) On a school day

most of the time

quite a lot of time

some time

not much at all

1
2
3
4

b) At a weekend

most of the time

quite a lot of time

some time

not much at all

1
2
3
4



PAGE 7 OF THE QUESTIONNAIRE

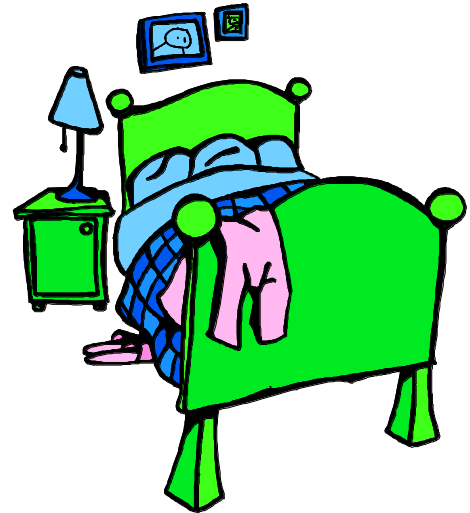
A9. How would you describe how your bedroom looks?

It is always neat and tidy

It is sometimes a bit messy

It is often untidy

It is always a mess



A10. Do you like the room?

Yes, I like it a lot

Sometimes I like it,  
sometimes I don't

I don't like it at all

A11. What colour are:

a) the ceiling .....

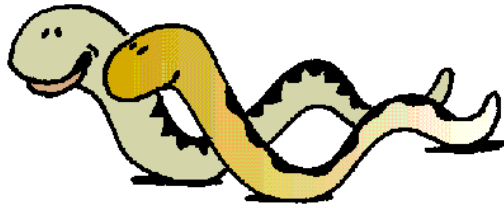
b) the walls .....

c) the floor .....



PAGE 8 OF THE QUESTIONNAIRE

A12. Space for anything you might want to tell us about your bedroom



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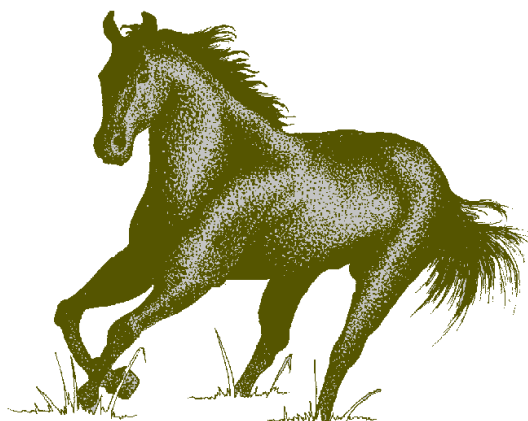
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# CCE File – Section A

## cce100 A1: Number of people (including study child) who sleep in child's bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6367	41.9	74.5	74.5
	2	1948	12.8	22.8	97.3
	3	207	1.4	2.4	99.7
	>3	25	.2	.3	100.0
	Total	8547	56.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	27	.2		
	Total	6641	43.7		
Total		15188	100.0		

## cce101 A1: Number of people who sleep in child's bedroom if more than 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	19	.1	82.6	82.6
	5	4	.0	17.4	100.0
	Total	23	.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	8551	56.3		
	Total	15165	99.8		
Total		15188	100.0		

## cce110 A2: Sort of bed child sleeps in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bottom bunk bed	696	4.6	8.2	8.2
	Top bunk bed	1971	13.0	23.2	31.4
	Ordinary bed	5421	35.7	63.8	95.1
	Bottom bunk or ordinary bed	2	.0	.0	95.2
	Top bunk or ordinary bed	11	.1	.1	95.3
	Top or bottom bunk bed	63	.4	.7	96.0
	Something else	338	2.2	4.0	100.0
	Total	8502	56.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	72	.5		
	Total	6686	44.0		
Total		15188	100.0		

## cce120 A3a: Child has pillow with feathers on bed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1890	12.4	24.0	24.0
	No	6001	39.5	76.0	100.0
	Total	7891	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	683	4.5		
	Total	7297	48.0		
Total		15188	100.0		



## CCE File – Section A

**cce121 A3b: Child has pillow without feathers on bed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7056	46.5	86.0	86.0
	No	1144	7.5	14.0	100.0
	Total	8200	54.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	374	2.5		
	Total	6988	46.0		
Total		15188	100.0		

**cce122 A3c: Child has duvet on bed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8264	54.4	98.3	98.3
	No	144	.9	1.7	100.0
	Total	8408	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	166	1.1		
	Total	6780	44.6		
Total		15188	100.0		

**cce123 A3d: Child has blanket on bed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2223	14.6	28.4	28.4
	No	5602	36.9	71.6	100.0
	Total	7825	51.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	749	4.9		
	Total	7363	48.5		
Total		15188	100.0		

**cce124 A3e: Child has cushions on bed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2556	16.8	32.8	32.8
	No	5237	34.5	67.2	100.0
	Total	7793	51.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	781	5.1		
	Total	7395	48.7		
Total		15188	100.0		

## CCE File – Section A

**cce125 A3f: Child has hot water bottle on bed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2179	14.3	27.9	27.9
	No	5622	37.0	72.1	100.0
	Total	7801	51.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	773	5.1		
	Total	7387	48.6		
Total		15188	100.0		

**cce126 A3g: Child has electric blanket on bed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	224	1.5	2.9	2.9
	No	7416	48.8	97.1	100.0
	Total	7640	50.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	934	6.1		
	Total	7548	49.7		
Total		15188	100.0		

**cce130 A4: Number of other people who usually sleep in child's bed with child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	8081	53.2	95.4	95.4
	1 other	383	2.5	4.5	99.9
	2 others	3	.0	.0	100.0
	4 others	1	.0	.0	100.0
	Varies	2	.0	.0	100.0
	Total	8470	55.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	104	.7		
	Total	6718	44.2		
Total		15188	100.0		

**cce140 A5: Frequency child stays in own bed all night, or gets into bed with someone else**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relevant text, but no box ticked	2	.0	.0	.0
	Stays in own bed always	6878	45.3	80.9	80.9
	Sometimes get into another bed	1497	9.9	17.6	98.5
	Usually get into another bed	125	.8	1.5	100.0
	Total	8502	56.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	72	.5		
	Total	6686	44.0		
Total		15188	100.0		

## CCE File – Section A

**cce150 A6a: There is wall to wall carpet in child's bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7624	50.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	950	6.3		
	Total	7564	49.8		
Total		15188	100.0		

**cce151 A6b: There is carpet or rug, but not all over the floor, in child's bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	805	5.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	7769	51.2		
	Total	14383	94.7		
Total		15188	100.0		

**cce152 A6c: There is wooden floor in child's bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	614	4.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	7960	52.4		
	Total	14574	96.0		
Total		15188	100.0		

**cce153 A6d: There is lino floor in child's bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	8539	56.2		
	Total	15153	99.8		
Total		15188	100.0		

**cce154 A6e: There is other sort of floor in child's bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	8459	55.7		
	Total	15073	99.2		
Total		15188	100.0		

## CCE File – Section A

### cce160 A7a: Child has cuddly toys in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7972	52.5	94.2	94.2
	No	488	3.2	5.8	100.0
	Total	8460	55.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	114	.8		
	Total	6728	44.3		
Total		15188	100.0		

### cce161 A7b: Child has other toys in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8151	53.7	96.5	96.5
	No	299	2.0	3.5	100.0
	Total	8450	55.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	124	.8		
	Total	6738	44.4		
Total		15188	100.0		

### cce162 A7c: Child has TV in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4279	28.2	51.4	51.4
	No	4042	26.6	48.6	100.0
	Total	8321	54.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	253	1.7		
	Total	6867	45.2		
Total		15188	100.0		

### cce163 A7d: Child has computer in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1842	12.1	22.5	22.5
	No	6328	41.7	77.5	100.0
	Total	8170	53.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	404	2.7		
	Total	7018	46.2		
Total		15188	100.0		

## CCE File – Section A

**cce164 A7e: Child has books in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8356	55.0	98.2	98.2
	No	157	1.0	1.8	100.0
	Total	8513	56.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	61	.4		
	Total	6675	43.9		
Total		15188	100.0		

**cce165 A7f: Child has comics in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5802	38.2	69.7	69.7
	No	2525	16.6	30.3	100.0
	Total	8327	54.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	247	1.6		
	Total	6861	45.2		
Total		15188	100.0		

**cce166 A7g: Child has radio in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6593	43.4	78.5	78.5
	No	1811	11.9	21.5	100.0
	Total	8404	55.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	170	1.1		
	Total	6784	44.7		
Total		15188	100.0		

**cce167 A7h: Child has clock in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6994	46.0	83.1	83.1
	No	1426	9.4	16.9	100.0
	Total	8420	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	154	1.0		
	Total	6768	44.6		
Total		15188	100.0		

## CCE File – Section A

### cce168 A7i: Child has games (e.g. snakes and ladders) in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6657	43.8	79.6	79.6
	No	1706	11.2	20.4	100.0
	Total	8363	55.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	211	1.4		
	Total	6825	44.9		
Total		15188	100.0		

### cce169 A7j: Child has table in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2023	13.3	25.0	25.0
	No	6069	40.0	75.0	100.0
	Total	8092	53.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	482	3.2		
	Total	7096	46.7		
Total		15188	100.0		

### cce170 A7k: Child has desk in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5570	36.7	67.1	67.1
	No	2736	18.0	32.9	100.0
	Total	8306	54.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	268	1.8		
	Total	6882	45.3		
Total		15188	100.0		

### cce171 A7l: Child has furry pets (e.g. hamster) in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1031	6.8	12.8	12.8
	No	7041	46.4	87.2	100.0
	Total	8072	53.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	502	3.3		
	Total	7116	46.9		
Total		15188	100.0		

## CCE File – Section A

**cce172 A7m: Child has posters/drawings in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7373	48.5	87.5	87.5
	No	1058	7.0	12.5	100.0
	Total	8431	55.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	143	.9		
	Total	6757	44.5		
Total		15188	100.0		

**cce173 A7n: Child has certificates in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5914	38.9	71.4	71.4
	No	2367	15.6	28.6	100.0
	Total	8281	54.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	293	1.9		
	Total	6907	45.5		
Total		15188	100.0		

**cce174 A7o: Child has hanging mobiles in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3093	20.4	37.5	37.5
	No	5146	33.9	62.5	100.0
	Total	8239	54.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	335	2.2		
	Total	6949	45.8		
Total		15188	100.0		

**cce175 A7p: Child has fish in bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	335	2.2	4.2	4.2
	No	7669	50.5	95.8	100.0
	Total	8004	52.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	570	3.8		
	Total	7184	47.3		
Total		15188	100.0		

## CCE File – Section A

### cce176 A7q: Child has other pet in bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	270	1.8	3.6	3.6
	No	7242	47.7	96.4	100.0
	Total	7512	49.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	1062	7.0		
	Total	7676	50.5		
Total		15188	100.0		

### cce180 A8a: Time spent in bedroom on a school day (not including when in bed)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	412	2.7	4.9	4.9
	Quite a lot of time	1066	7.0	12.6	17.4
	Some time	4241	27.9	50.0	67.4
	Not much at all	2769	18.2	32.6	100.0
	Total	8488	55.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	86	.6		
	Total	6700	44.1		
Total		15188	100.0		

### cce181 A8b: Time spent in bedroom at the weekend (not including when in bed)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	760	5.0	8.9	8.9
	Quite a lot of time	2068	13.6	24.3	33.3
	Some time	3960	26.1	46.6	79.9
	Not much at all	1711	11.3	20.1	100.0
	Total	8499	56.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	75	.5		
	Total	6689	44.0		
Total		15188	100.0		

### cce190 A9: Tidiness of child's bedroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always neat and tidy	820	5.4	9.7	9.7
	Sometimes a bit messy	4660	30.7	54.9	64.6
	Often untidy	2204	14.5	26.0	90.5
	Always a mess	804	5.3	9.5	100.0
	Total	8488	55.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	86	.6		
	Total	6700	44.1		
Total		15188	100.0		



# CCE File – Section A

**cce200 A10: Degree to which child likes bedroom**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Likes it a lot	6471	42.6	76.1	76.1
	Sometimes like it, sometimes not	1821	12.0	21.4	97.5
	Does not like it at all	212	1.4	2.5	100.0
	Total	8504	56.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	70	.5		
	Total	6684	44.0		
Total		15188	100.0		

## PAGE 9 OF THE QUESTIONNAIRE

**Section B: Other children's difficulties**

Remember to put only one tick for each question.

**B1. How difficult do you think it is for children who:**

	Not at all	A little difficult	Quite difficult	Really difficult
a) are shy	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
b) wear glasses	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
c) don't have friends	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
d) move to a new school	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
e) are clumsy	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
f) wet the bed	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
g) are not good at sport	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>
h) are teased	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>



## PAGE 10 OF THE QUESTIONNAIRE

B1. How difficult do you think it is for children who:

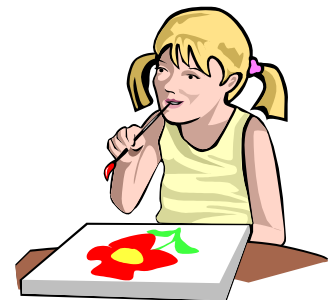
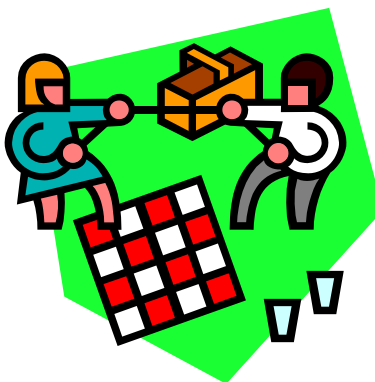
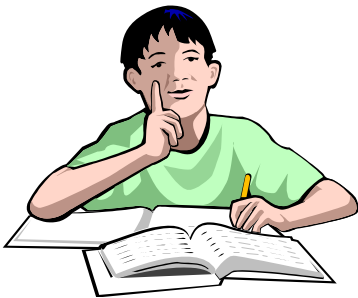
	Not at all	A little difficult	Quite difficult	Really difficult
i) have a boring name	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
j) are always in trouble	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
k) find school work difficult	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
l) are left out of things	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
m) are bad tempered	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
n) mess about in class	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
o) worry a lot	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>



## PAGE 11 OF THE QUESTIONNAIRE

B1. How difficult do you think it is for children who:

	Not at all	A little difficult	Quite difficult	Really difficult
p) don't like how they look	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
q) are not good at drawing	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
r) are often ill	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
s) can't concentrate	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
t) get into fights	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>
u) can't spell	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>



## CCE File – Section B

### cce300 B1a: Degree to which child thinks children who are shy have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	551	3.6	6.5	6.5
	A little difficult	3787	24.9	44.8	51.3
	Quite difficult	3350	22.1	39.6	90.9
	Really difficult	770	5.1	9.1	100.0
	Total	8458	55.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	116	.8		
	Total	6730	44.3		
Total		15188	100.0		

### cce301 B1b: Degree to which child thinks children who wear glasses have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2453	16.2	29.0	29.0
	A little difficult	3571	23.5	42.3	71.3
	Quite difficult	1805	11.9	21.4	92.6
	Really difficult	622	4.1	7.4	100.0
	Total	8451	55.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	123	.8		
	Total	6737	44.4		
Total		15188	100.0		

### cce302 B1c: Degree to which child thinks children who don't have friends have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	240	1.6	2.8	2.8
	A little difficult	528	3.5	6.2	9.1
	Quite difficult	1922	12.7	22.7	31.8
	Really difficult	5763	37.9	68.2	100.0
	Total	8453	55.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	121	.8		
	Total	6735	44.3		
Total		15188	100.0		

## CCE File – Section B

### cce303 B1d: Degree to which child thinks children who move to a new school have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	410	2.7	4.8	4.8
	A little difficult	1804	11.9	21.3	26.2
	Quite difficult	3690	24.3	43.6	69.8
	Really difficult	2558	16.8	30.2	100.0
	Total	8462	55.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	112	.7		
	Total	6726	44.3		
Total		15188	100.0		

### cce304 B1e: Degree to which child thinks children who are clumsy have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	854	5.6	10.1	10.1
	A little difficult	3367	22.2	39.9	50.0
	Quite difficult	2896	19.1	34.3	84.4
	Really difficult	1318	8.7	15.6	100.0
	Total	8435	55.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	139	.9		
	Total	6753	44.5		
Total		15188	100.0		

### cce305 B1f: Degree to which child thinks children who wet the bed have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	775	5.1	9.2	9.2
	A little difficult	1795	11.8	21.3	30.5
	Quite difficult	2721	17.9	32.3	62.9
	Really difficult	3125	20.6	37.1	100.0
	Total	8416	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	158	1.0		
	Total	6772	44.6		
Total		15188	100.0		

## CCE File – Section B

### cce306 B1g: Degree to which child thinks children who are not good at sport have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1814	11.9	21.5	21.5
	A little difficult	3587	23.6	42.4	63.9
	Quite difficult	2228	14.7	26.4	90.2
	Really difficult	825	5.4	9.8	100.0
	Total	8454	55.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	120	.8		
	Total	6734	44.3		
Total		15188	100.0		

### cce307 B1h: Degree to which child thinks children who are teased have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	252	1.7	3.0	3.0
	A little difficult	820	5.4	9.7	12.7
	Quite difficult	2439	16.1	28.8	41.5
	Really difficult	4947	32.6	58.5	100.0
	Total	8458	55.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	116	.8		
	Total	6730	44.3		
Total		15188	100.0		

### cce308 B1i: Degree to which child thinks children with a boring name have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5105	33.6	60.7	60.7
	A little difficult	2360	15.5	28.1	88.8
	Quite difficult	677	4.5	8.1	96.9
	Really difficult	262	1.7	3.1	100.0
	Total	8404	55.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	170	1.1		
	Total	6784	44.7		
Total		15188	100.0		

## CCE File – Section B

**cce309 B1j: Degree to which child thinks children who are always in trouble have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	485	3.2	5.8	5.8
	A little difficult	1976	13.0	23.5	29.3
	Quite difficult	3393	22.3	40.4	69.6
	Really difficult	2553	16.8	30.4	100.0
	Total	8407	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	167	1.1		
	Total	6781	44.6		
Total		15188	100.0		

**cce310 B1k: Degree to which child thinks children who find school work hard have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	349	2.3	4.1	4.1
	A little difficult	1870	12.3	22.2	26.4
	Quite difficult	3779	24.9	44.9	71.3
	Really difficult	2415	15.9	28.7	100.0
	Total	8413	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	161	1.1		
	Total	6775	44.6		
Total		15188	100.0		

**cce311 B1l: Degree to which child thinks children who are left out of things have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	298	2.0	3.5	3.5
	A little difficult	1321	8.7	15.7	19.3
	Quite difficult	3149	20.7	37.5	56.7
	Really difficult	3635	23.9	43.3	100.0
	Total	8403	55.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	171	1.1		
	Total	6785	44.7		
Total		15188	100.0		



## CCE File – Section B

### cce312 B1m: Degree to which child thinks children who are bad tempered have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	675	4.4	8.0	8.0
	A little difficult	2252	14.8	26.8	34.9
	Quite difficult	3016	19.9	36.0	70.9
	Really difficult	2445	16.1	29.1	100.0
	Total	8388	55.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	186	1.2		
	Total	6800	44.8		
Total		15188	100.0		

### cce313 B1n: Degree to which child thinks children who mess about in class have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1089	7.2	13.0	13.0
	A little difficult	2534	16.7	30.2	43.2
	Quite difficult	3010	19.8	35.9	79.0
	Really difficult	1758	11.6	21.0	100.0
	Total	8391	55.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	183	1.2		
	Total	6797	44.8		
Total		15188	100.0		

### cce314 B1o: Degree to which child thinks children who worry a lot have difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	571	3.8	6.8	6.8
	A little difficult	2182	14.4	25.9	32.7
	Quite difficult	3097	20.4	36.8	69.5
	Really difficult	2571	16.9	30.5	100.0
	Total	8421	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	153	1.0		
	Total	6767	44.6		
Total		15188	100.0		

## CCE File – Section B

### **cce315 B1p: Degree to which child thinks children who don't like how they look have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1406	9.3	16.7	16.7
	A little difficult	3282	21.6	39.1	55.8
	Quite difficult	2388	15.7	28.4	84.2
	Really difficult	1326	8.7	15.8	100.0
	Total	8402	55.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	172	1.1		
	Total	6786	44.7		
Total		15188	100.0		

### **cce316 B1q: Degree to which child thinks children who are not good at drawing have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2955	19.5	35.1	35.1
	A little difficult	3628	23.9	43.1	78.3
	Quite difficult	1367	9.0	16.3	94.5
	Really difficult	460	3.0	5.5	100.0
	Total	8410	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	164	1.1		
	Total	6778	44.6		
Total		15188	100.0		

### **cce317 B1r: Degree to which child thinks children who are often ill have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	673	4.4	8.0	8.0
	A little difficult	1944	12.8	23.1	31.1
	Quite difficult	3118	20.5	37.1	68.2
	Really difficult	2670	17.6	31.8	100.0
	Total	8405	55.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	169	1.1		
	Total	6783	44.7		
Total		15188	100.0		

## CCE File – Section B

**cce318 B1s: Degree to which child thinks children who can't concentrate have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	394	2.6	4.7	4.7
	A little difficult	2248	14.8	26.8	31.5
	Quite difficult	3291	21.7	39.3	70.8
	Really difficult	2448	16.1	29.2	100.0
	Total	8381	55.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	193	1.3		
	Total	6807	44.8		
Total		15188	100.0		

**cce319 B1t: Degree to which child thinks children who get into fights have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	567	3.7	6.8	6.8
	A little difficult	1452	9.6	17.3	24.0
	Quite difficult	2936	19.3	35.0	59.0
	Really difficult	3441	22.7	41.0	100.0
	Total	8396	55.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	178	1.2		
	Total	6792	44.7		
Total		15188	100.0		

**cce320 B1u: Degree to which child thinks children who can't spell have difficulties**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	541	3.6	6.4	6.4
	A little difficult	1911	12.6	22.7	29.2
	Quite difficult	2740	18.0	32.6	61.7
	Really difficult	3217	21.2	38.3	100.0
	Total	8409	55.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	165	1.1		
	Total	6779	44.6		
Total		15188	100.0		

## PAGE 12 OF THE QUESTIONNAIRE

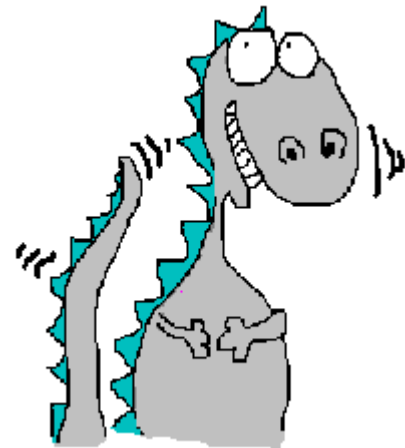
**Section C:**C1. I am a boy ☐I am a girl ☐

[Note: The variable for this response is presented as reported so contains missing values and inaccuracies. For the true sex of the child variable KZ021 should be used.]

**cce900 C1: Sex of child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	4176	27.5	48.7	48.7
	Girl	4395	28.9	51.3	100.0
	Total	8571	56.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	3	.0		
	Total	6617	43.6		
Total		15188	100.0		

C2. Who helped you fill this in?

A grown-up helped ☐Someone else helped ☐I did it all myself ☐**cce910 C2: Child had help filling in questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, a grown-up helped	2581	17.0	30.2	30.2
	Yes, someone else helped	329	2.2	3.9	34.1
	No	5619	37.0	65.8	99.9
	Boxes 2+3 ticked	7	.0	.1	100.0
	Total	8536	56.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	6608	43.5		
	No response	38	.3		
	Total	6652	43.8		
Total		15188	100.0		

C3. When were you born?

Date

--	--

Month

--

Year

1	9	9	
---	---	---	--

[Note: The reported date of birth is not used.]

Thank you VERY much for your help

Please remember we can't reply to anything you tell us or ask us unless you sign your name.

When completed, please send this back to:

**Professor Jean Golding**  
**Children of the Nineties - ALSPAC**  
**Institute of Child Health**  
**24 Tyndall Avenue**  
**Bristol BS8 1BR**

*coder*

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## **Appendix A**

This appendix contains the general coding instructions that are referred to whenever any questionnaire is being coded. Note that this is the 2003 revision, which dates from some time after this questionnaire was coded. However, the revision did not alter the content but rather streamlined the text by simplifying sentences and introducing headings. 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.

## CCE File – Appendix A

### *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.



## CCE File – Appendix A

### 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.

## CCE File – Appendix B

### **Coding instructions for 1st version child's own questionnaire (14/08/00) “My World”**

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 “My World” replies**

Follow the general rules outlined in the "General coding instructions for ALSPAC questionnaires - 2nd revision " document.

#### **Front Cover**

Check that the questionnaire number is legible, and that the date of form is 14/08/00.

\*\*\*\*\*If the questionnaire is all blank, e.g. the child didn't want to fill in the form, write "ALL BLANK" on the front cover and move on to the next questionnaire.

\*\*\*\*\*

<b>Page 3, Section A</b>		
A1	8	
If yes,....	II	If a range is given, code to the upper limit. If they say "varies", or some such, code as 97. If the number is written as a word, write it as the digits instead for keying purposes.
A2	I	If more than one is ticked, code as follows: 1+2 as 7; any other combination, add the codes together e.g. 1+3=4, 2+3=5, 1+2+3=6. If they write something else, such as cabin bed, futon, hammock, mattress on the floor, whatever, code as 8.
A3a	I	I think the implication behind this question is that they have used these at some stage on their beds, ie they have access to them. So code it in that spirit, if the answer allows it. Most children will not be using a hot water bottle in August, but if they have one (in readiness for January) we would like to know.
A3b-g		As A3a
<b>Page 4</b>		
A4	8	If more than one other shares the bed, code to the number of bodies in the bed. Code "varies" type answers as 97.
A5	I	Code "varies" as 2. If a person's name is written on the dotted line, obliterate the name and write 'another person' if no word such as 'sister' is written here.
A6a-e	I	
<b>Page 5</b>		
A7a-n	I	Code for what they currently have in their bedroom. E.g. if the hamster or TV has died, code as a 'no'.
<b>Page 6</b>		
A7o-q	I	For (q) N.B. <u>All furry</u> pets go under part (I).
A8a	7	
A8b	7	
<b>Page 7</b>		
A9	8	
A10	8	

# CCE File – Appendix B

A11		Not being coded here
<b>Page 8</b>		
A12		Not being coded here
<b>Page 9, Section B</b>		
B1a-h	8	
<b>Page 10</b>		
B1i-o	8	
<b>Page 11</b>		
B1p-u	8	
<b>Page 12, Section C</b>		
C1	I	
C2	I	If 2 & 3 are ticked, code as 4.
C3	IV	Write the month number under month, if the child gave it as a word.
Coder		Insert your initials here.

END OF QUESTIONNAIRE

Y0q9a 27/4/01

## **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. A single reminder letter was sent out if no response had been received 3 weeks after the questionnaire was sent out. No 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 “cce” which are followed by three digits and occasionally a further letter. The only edits applied to the data were to recode values of 9 that indicated an unsolicited text response of “Don’t know” to –9. Note that where there

was actually a tick box category for “Don’t know” that was coded as 9 that these values remain as 9. Also, values of 0 indicating some other unsolicited text response were recoded to –8. See Table 1 for an overview of the common missing values on this data file.

**Table 1: Common missing value categories on release files and their interpretation**

<b>Value</b>	<b>Label</b>	<b>Comment</b>
-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
-9	Don’t know	The respondent wrote “Don’t know”, or something similar, next to a question expecting either a numeric response or a tick box response where there was no option for “Don’t know”.
-10	Not completed	No completed questionnaire is available for this case. Variable CCE007a = 2 for all such cases.

At some point in the future the data may be reissued as a “built” with an edited version of the data adjusting for illogical responses, dealing with skip statements and adding useful derived variables.