

THE ALSPAC STUDY

CCD FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

Some more about me

At 103 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 to study children when they were 103 months old. It is in 4 sections. Section A asks the respondent about the other children in their class and section B asks about computer usage. Section C asks about the respondent's favourite things, but note that most of the responses are free text and so not presented here. Section D collects the usual "back page" information on who completed the questionnaire and when.

Questionnaire versions

There was one version of this questionnaire.

Sample & response rates

There are a total of 15,189 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 the 103-month questionnaire was sent out for them or whether they were returned) plus 513 eligible children not in the core sample for whom the questionnaires were sent out. Note that this questionnaire was completed for 347 of these 513 children not in the core sample.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. The 103-month questionnaire was sent out for 11,065 (79%) of these live born children. As of 30th June 2008 completed questionnaires had been returned for 7,849 (71%) of these children, which is 56% of the 14,062 live born children. Note that 7 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 (CCD001 – CCD007a) remain visible, with CCD007a 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.

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 – July 2008

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 ccd010b changed from 'Date of receipt of questionnaire – month' to 'Date of receipt of questionnaire - year'.

Administrative variables

ccd001 Questionnaire sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11578	76.2	76.2	76.2
No	3611	23.8	23.8	100.0
Total	15189	100.0	100.0	

ccd002 Reminder sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5126	33.7	44.3	44.3
No	6452	42.5	55.7	100.0
Total	11578	76.2	100.0	
Missing Questionnaire not sent	3611	23.8		
Total	15189	100.0		

ccd005 Questionnaire return status (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not returned	3355	22.1	29.0	29.0
Returned, completed	8196	54.0	70.8	99.8
Returned, blank	27	.2	.2	100.0
Total	11578	76.2	100.0	
Missing Questionnaire not sent	3611	23.8		
Total	15189	100.0		

ccd006 Questionnaire returned (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8223	54.1	71.0	71.0
No	3355	22.1	29.0	100.0
Total	11578	76.2	100.0	
Missing Questionnaire not sent	3611	23.8		
Total	15189	100.0		

ccd007 Questionnaire completed (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8196	54.0	70.8	70.8
No	3382	22.3	29.2	100.0
Total	11578	76.2	100.0	
Missing Questionnaire not sent	3611	23.8		
Total	15189	100.0		

ccd007a Data available (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8189	53.9	53.9	53.9
No	7000	46.1	46.1	100.0
Total	15189	100.0	100.0	

CCD File - Introduction

ccd008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 30/04/00	8189	53.9	100.0	100.0
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Total	7000	46.1		
Total		15189	100.0		

ccd010a Date of receipt of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	591	3.9	7.2	7.2
	February	473	3.1	5.8	13.0
	March	483	3.2	5.9	18.9
	April	371	2.4	4.5	23.4
	May	489	3.2	6.0	29.4
	June	1475	9.7	18.0	47.4
	July	1429	9.4	17.5	64.9
	August	929	6.1	11.3	76.2
	September	653	4.3	8.0	84.2
	October	556	3.7	6.8	91.0
	November	500	3.3	6.1	97.1
	December	240	1.6	2.9	100.0
	Total	8189	53.9	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Total	7000	46.1		
Total		15189	100.0		

ccd010b Date of receipt of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000	4814	31.7	58.8	58.8
	2001	3314	21.8	40.5	99.3
	2002	48	.3	.6	99.8
	2003	9	.1	.1	100.0
	2004	2	.0	.0	100.0
	2005	1	.0	.0	100.0
	2006	1	.0	.0	100.0
	Total	8189	53.9	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Total	7000	46.1		
Total		15189	100.0		

CCD File - Introduction

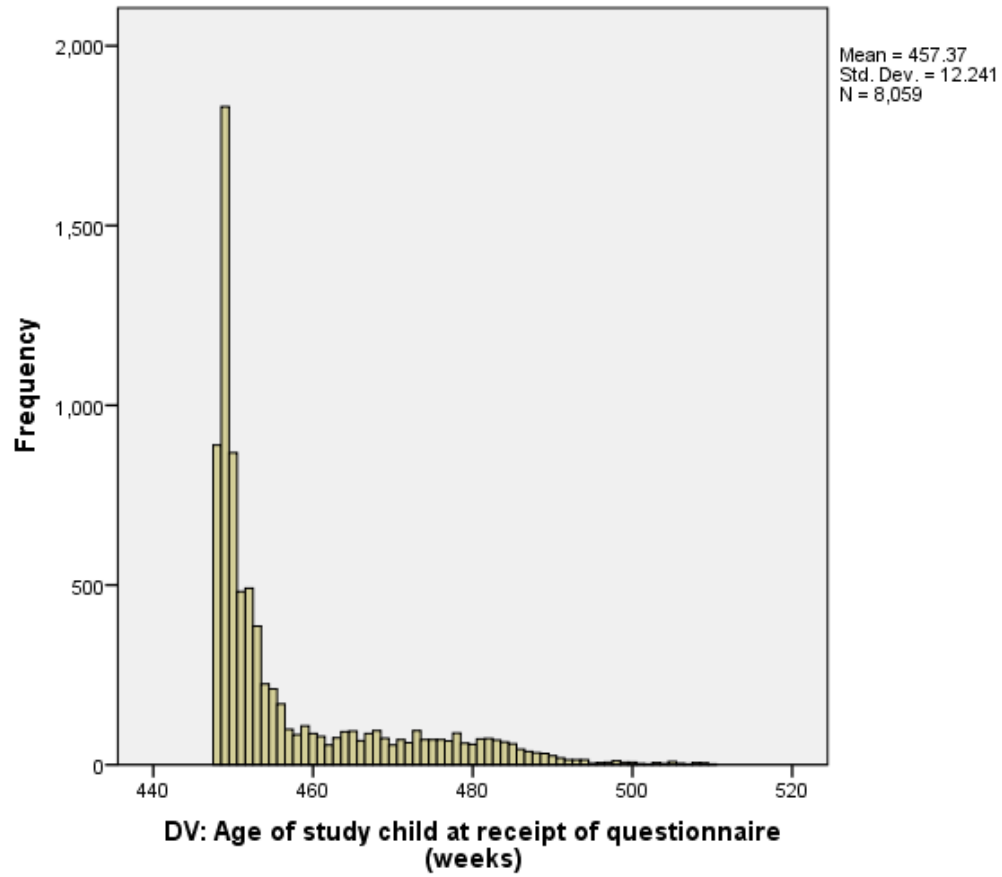
Derived Variables - Age at Receipt

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.

ccd011a DV: Age of study child at receipt of questionnaire (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	94	1	.0	.0	.0
	95	1	.0	.0	.0
	96	3	.0	.0	.1
	97	7	.0	.1	.1
	98	14	.1	.2	.3
	99	11	.1	.1	.5
	100	10	.1	.1	.6
	101	16	.1	.2	.8
	102	14	.1	.2	.9
	103	4216	27.8	51.5	52.4
	104	1272	8.4	15.5	68.0
	105	440	2.9	5.4	73.3
	106	332	2.2	4.1	77.4
	107	367	2.4	4.5	81.9
	108	305	2.0	3.7	85.6
	109	308	2.0	3.8	89.4
	110	297	2.0	3.6	93.0
	111	258	1.7	3.2	96.1
	112	128	.8	1.6	97.7
	113	56	.4	.7	98.4
	114	32	.2	.4	98.8
	115	19	.1	.2	99.0
	116	21	.1	.3	99.3
	117	16	.1	.2	99.5
	118	7	.0	.1	99.5
	119	4	.0	.0	99.6
	120	6	.0	.1	99.7
	123	5	.0	.1	99.7
	124	3	.0	.0	99.8
	125	2	.0	.0	99.8
	126	1	.0	.0	99.8
	127	1	.0	.0	99.8
	128	1	.0	.0	99.8
	129	5	.0	.1	99.9
	131	1	.0	.0	99.9
	134	1	.0	.0	99.9
	136	1	.0	.0	99.9
	137	1	.0	.0	99.9
	140	1	.0	.0	99.9
	141	1	.0	.0	100.0
	148	1	.0	.0	100.0
	156	1	.0	.0	100.0
	168	2	.0	.0	100.0
	Total	8189	53.9	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Total	7000	46.1		
Total		15189	100.0		

ccd011b DV: Age of study child at receipt of questionnaire (weeks)



plus outliers < 448 (page 8) and outliers > 510 (page 9).

CCD File - Introduction

Outliers < 448 in CCD011b:

ccd011b DV: Age of study child at receipt of questionnaire (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	412	1	1.3	1.3	1.3
	413	1	1.3	1.3	2.6
	418	1	1.3	1.3	3.8
	421	2	2.6	2.6	6.4
	422	1	1.3	1.3	7.7
	423	3	3.8	3.8	11.5
	424	1	1.3	1.3	12.8
	425	2	2.6	2.6	15.4
	426	3	3.8	3.8	19.2
	427	6	7.7	7.7	26.9
	429	3	3.8	3.8	30.8
	430	3	3.8	3.8	34.6
	431	3	3.8	3.8	38.5
	432	3	3.8	3.8	42.3
	433	2	2.6	2.6	44.9
	434	4	5.1	5.1	50.0
	435	2	2.6	2.6	52.6
	437	1	1.3	1.3	53.8
	438	5	6.4	6.4	60.3
	439	4	5.1	5.1	65.4
	440	3	3.8	3.8	69.2
	441	3	3.8	3.8	73.1
	442	4	5.1	5.1	78.2
	443	4	5.1	5.1	83.3
	444	4	5.1	5.1	88.5
	445	2	2.6	2.6	91.0
	446	1	1.3	1.3	92.3
	447	6	7.7	7.7	100.0
Total		78	100.0	100.0	

CCD File - Introduction

Outliers > 510 in CCD011b:

ccd011b DV: Age of study child at receipt of questionnaire (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	511	7	13.5	13.5	13.5
	513	1	1.9	1.9	15.4
	514	2	3.8	3.8	19.2
	516	4	7.7	7.7	26.9
	518	2	3.8	3.8	30.8
	519	1	1.9	1.9	32.7
	521	1	1.9	1.9	34.6
	522	2	3.8	3.8	38.5
	523	2	3.8	3.8	42.3
	524	2	3.8	3.8	46.2
	535	3	5.8	5.8	51.9
	536	1	1.9	1.9	53.8
	537	1	1.9	1.9	55.8
	540	1	1.9	1.9	57.7
	542	1	1.9	1.9	59.6
	543	2	3.8	3.8	63.5
	544	1	1.9	1.9	65.4
	549	1	1.9	1.9	67.3
	555	1	1.9	1.9	69.2
	556	1	1.9	1.9	71.2
	561	1	1.9	1.9	73.1
	564	3	5.8	5.8	78.8
	565	1	1.9	1.9	80.8
	570	1	1.9	1.9	82.7
	585	1	1.9	1.9	84.6
	593	1	1.9	1.9	86.5
	597	1	1.9	1.9	88.5
	608	1	1.9	1.9	90.4
	616	1	1.9	1.9	92.3
	645	1	1.9	1.9	94.2
	682	1	1.9	1.9	96.2
	731	1	1.9	1.9	98.1
	733	1	1.9	1.9	100.0
Total		52	100.0	100.0	

Questionnaire No:

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Some more about me



30/04/00

PAGE 2 OF THE QUESTIONNAIRE

Section A The children in my class

Please tell us what you think about your class

Remember to put only one tick for each question.

A1. The pupils enjoy their school work in my class

Yes ☐ ₁ Sometimes ☐ ₂ No ☐ ₃

A2. Children are always fighting with each other

Yes ☐ ₁ No ☐ ₂

A3. Children often race to see who can finish first

Yes ☐ ₁ No ☐ ₂

A4. In our class the work is hard to do

Yes ☐ ₁ Sometimes ☐ ₂ No ☐ ₃

A5. In my class everybody is my friend

Yes ☐ ₁ No ☐ ₂

A6. Some pupils are not happy in class

Yes ☐ ₁ No ☐ ₂

A7. Some of the children in our class are mean

Yes ☐ ₁ No ☐ ₂



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A8. Most children want their work to be better than their friend's work

Yes No

A9. Most children can do their schoolwork without help

Yes No

A10. Some people in my class are not my friends

Yes No

A11. Children seem to like being in the class

Yes No

A12. Many children in our class like to fight

Yes No

A13. Some pupils feel bad when they don't do as well as the others

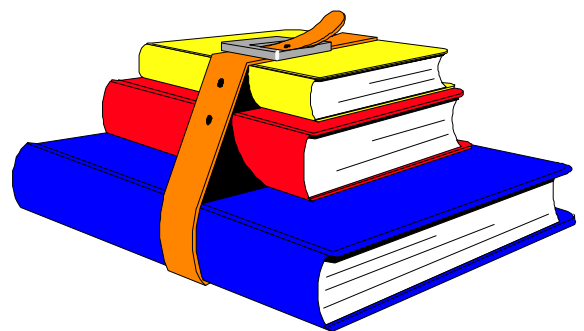
Yes No

A14. Only the smart pupils can do their work

Yes No

A15. All pupils in my class are close friends

Yes No



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A16. Some of the pupils don't like being in the class

Yes No

A17. Certain pupils always want to have their own way

Yes No

A18. Some pupils always try to do their work better than the others

Yes No

A19. Schoolwork is hard to do

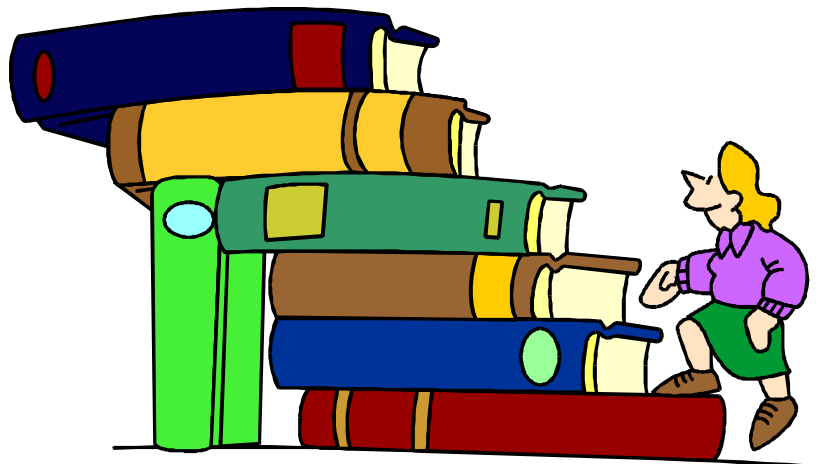
Yes Sometimes No

A20. All the pupils in my class like one another

Yes No

A21. The class is fun

Yes Sometimes No



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A22. Children in our class fight a lot

Yes No

A23. A few children in my class want to be first all of the time

Yes No

A24. Most of the pupils in my class know how to do their work

Yes No



CCD File – Section A

ccd100 A1: Pupils enjoy their school work in child's class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1372	9.0	16.8	16.8
	Sometimes	6605	43.5	81.1	97.9
	No	170	1.1	2.1	100.0
	Total	8147	53.6	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	42	.3		
	Total	7042	46.4		
Total		15189	100.0		

ccd105 A2: Children are always fighting with each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1562	10.3	19.3	19.3
	No	6431	42.3	79.4	98.7
	Sometimes	108	.7	1.3	100.0
	Total	8101	53.3	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	88	.6		
	Total	7088	46.7		
Total		15189	100.0		

ccd110 A3: Children often race to see who can finish first

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4236	27.9	52.1	52.1
	No	3850	25.3	47.4	99.5
	Sometimes	41	.3	.5	100.0
	Total	8127	53.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	62	.4		
	Total	7062	46.5		
Total		15189	100.0		

ccd115 A4: In child's class the work is hard to do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	394	2.6	4.8	4.8
	Sometimes	6903	45.4	84.6	89.4
	No	864	5.7	10.6	100.0
	Total	8161	53.7	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	28	.2		
	Total	7028	46.3		
Total		15189	100.0		

CCD File – Section A

ccd120 A5: In child's class everybody is their friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3019	19.9	37.1	37.1
	No	5098	33.6	62.7	99.8
	Sometimes	16	.1	.2	100.0
	Total	8133	53.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	56	.4		
	Total	7056	46.5		
Total		15189	100.0		

ccd125 A6: Some pupils are not happy in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3869	25.5	48.0	48.0
	No	4170	27.5	51.8	99.8
	Sometimes	17	.1	.2	100.0
	Total	8056	53.0	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	1	.0		
	No response	132	.9		
	Total	7133	47.0		
Total		15189	100.0		

ccd130 A7: Some of the children in child's class are mean

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4898	32.2	60.3	60.3
	No	3201	21.1	39.4	99.7
	Sometimes	22	.1	.3	100.0
	Total	8121	53.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	68	.4		
	Total	7068	46.5		
Total		15189	100.0		

ccd135 A8: Most children want their work to be better than their friend's work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4052	26.7	50.2	50.2
	No	4004	26.4	49.6	99.7
	Sometimes	21	.1	.3	100.0
	Total	8077	53.2	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	1	.0		
	No response	111	.7		
	Total	7112	46.8		
Total		15189	100.0		

CCD File – Section A

ccd140 A9: Most children can do their schoolwork without help

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6879	45.3	84.8	84.8
	No	1216	8.0	15.0	99.8
	Sometimes	20	.1	.2	100.0
	Total	8115	53.4	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	74	.5		
	Total	7074	46.6		
Total		15189	100.0		

ccd145 A10: Some people in child's class are not their friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5465	36.0	67.4	67.4
	No	2637	17.4	32.5	99.9
	Sometimes	5	.0	.1	100.0
	Total	8107	53.4	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	82	.5		
	Total	7082	46.6		
Total		15189	100.0		

ccd150 A11: Children seem to like being in the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6592	43.4	81.6	81.6
	No	1451	9.6	18.0	99.6
	Sometimes	34	.2	.4	100.0
	Total	8077	53.2	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	2	.0		
	No response	110	.7		
	Total	7112	46.8		
Total		15189	100.0		

ccd155 A12: Many children in child's class like to fight

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2270	14.9	27.9	27.9
	No	5832	38.4	71.8	99.7
	Sometimes	25	.2	.3	100.0
	Total	8127	53.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	62	.4		
	Total	7062	46.5		
Total		15189	100.0		

CCD File – Section A

ccd160 A13: Some pupils feel bad when they don't do as well as others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5204	34.3	64.4	64.4
	No	2864	18.9	35.4	99.8
	Sometimes	14	.1	.2	100.0
	Total	8082	53.2	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	2	.0		
	No response	105	.7		
	Total	7107	46.8		
Total		15189	100.0		

ccd165 A14: Only the smart pupils can do their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1053	6.9	12.9	12.9
	No	7077	46.6	87.0	100.0
	Sometimes	3	.0	.0	100.0
	Total	8133	53.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	56	.4		
	Total	7056	46.5		
Total		15189	100.0		

ccd170 A15: All pupils in child's class are close friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3710	24.4	45.7	45.7
	No	4399	29.0	54.1	99.8
	Sometimes	17	.1	.2	100.0
	Total	8126	53.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	63	.4		
	Total	7063	46.5		
Total		15189	100.0		

ccd175 A16: Some of the pupils don't like being in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3963	26.1	49.3	49.3
	No	4058	26.7	50.5	99.9
	Sometimes	12	.1	.1	100.0
	Total	8033	52.9	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	2	.0		
	No response	154	1.0		
	Total	7156	47.1		
Total		15189	100.0		

CCD File – Section A

ccd180 A17: Certain pupils always want to have their own way

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5517	36.3	68.6	68.6
	No	2517	16.6	31.3	99.9
	Sometimes	10	.1	.1	100.0
	Total	8044	53.0	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	1	.0		
	No response	144	.9		
	Total	7145	47.0		
Total		15189	100.0		

ccd185 A18: Some pupils always try to do their work better than others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5414	35.6	67.0	67.0
	No	2653	17.5	32.8	99.8
	Sometimes	19	.1	.2	100.0
	Total	8086	53.2	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	103	.7		
	Total	7103	46.8		
Total		15189	100.0		

ccd190 A19: Schoolwork is hard to do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	339	2.2	4.2	4.2
	Sometimes	6980	46.0	85.8	89.9
	No	818	5.4	10.1	100.0
	Total	8137	53.6	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	52	.3		
	Total	7052	46.4		
Total		15189	100.0		

ccd195 A20: All the pupils in child's class like one another

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3148	20.7	38.9	38.9
	No	4917	32.4	60.8	99.7
	Sometimes	25	.2	.3	100.0
	Total	8090	53.3	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	3	.0		
	No response	96	.6		
	Total	7099	46.7		
Total		15189	100.0		

CCD File – Section A

ccd200 A21: The class is fun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3268	21.5	40.2	40.2
	Sometimes	4547	29.9	55.9	96.1
	No	321	2.1	3.9	100.0
	Total	8136	53.6	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	53	.3		
	Total	7053	46.4		
Total		15189	100.0		

ccd205 A22: Children in child's class fight a lot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1656	10.9	20.4	20.4
	No	6421	42.3	79.1	99.6
	Sometimes	36	.2	.4	100.0
	Total	8113	53.4	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	76	.5		
	Total	7076	46.6		
Total		15189	100.0		

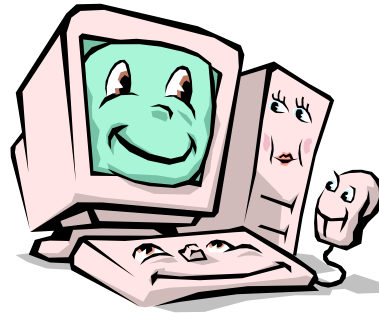
ccd210 A23: A few children in child's class want to be first all the time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5442	35.8	67.3	67.3
	No	2631	17.3	32.5	99.8
	Sometimes	17	.1	.2	100.0
	Total	8090	53.3	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	1	.0		
	No response	98	.6		
	Total	7099	46.7		
Total		15189	100.0		

ccd215 A24: Most of the pupils in child's class know how to do their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7415	48.8	91.4	91.4
	No	686	4.5	8.5	99.9
	Sometimes	11	.1	.1	100.0
	Total	8112	53.4	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	77	.5		
	Total	7077	46.6		
Total		15189	100.0		

Section B Computers



B1. Do you ever use:

	(i) At home		(ii) Somewhere else (e.g. friend's house)	
	Yes	No	Yes	No
a) a computer	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>1</div></div>	<div><div>2</div></div>
b) a console e.g. Playstation, N64, Dreamcast	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>1</div></div>	<div><div>2</div></div>
c) a hand-held console e.g. Gameboy	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>1</div></div>	<div><div>2</div></div>
d) other (please say what it is)	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>1</div></div>	<div><div>2</div></div>
.....				

(If you said no to all of these go to B4a on page 8)

If yes to any of these above

	Yes	No
e) Do you have as much time on it (them) as you would like?	<div><div>1</div></div>	<div><div>2</div></div>
f) Do you ever play computer games?	<div><div>1</div></div>	<div><div>2</div></div> → If <u>no</u> , go to B4a on page 8

If yes,

g) How many computer games do you have at home?

None	<div><div>1</div></div>	1-2	<div><div>2</div></div>	3-4	<div><div>3</div></div>
5-9	<div><div>4</div></div>	10 or more	<div><div>5</div></div>		

PAGE 7 OF THE QUESTIONNAIRE

B2. Which types of computer games do you have at home?

	Yes	No
a) shoot-em-up	<div><div>1</div></div>	<div><div>2</div></div>
b) sport	<div><div>1</div></div>	<div><div>2</div></div>
c) racing e.g. Micromachines, Midtown Madness	<div><div>1</div></div>	<div><div>2</div></div>
d) role-playing e.g. Dungeons and Dragons	<div><div>1</div></div>	<div><div>2</div></div>
e) puzzles e.g. Bubble Bobble	<div><div>1</div></div>	<div><div>2</div></div>
f) strategy e.g. Command and Conquer	<div><div>1</div></div>	<div><div>2</div></div>
g) flight simulator	<div><div>1</div></div>	<div><div>2</div></div>
h) platform e.g. Sonic	<div><div>1</div></div>	<div><div>2</div></div>
j) other e.g. educational or learning games	<div><div>1</div></div>	<div><div>2</div></div>

(please say what they are)



B3. How long do you spend playing computer games?

a) **On most school days:**

Hardly at all	<div><div>1</div></div>	less than 1 hour a day	<div><div>2</div></div>
about 1 hour a day	<div><div>3</div></div>	more than 1 hour a day	<div><div>4</div></div>

b) **Weekend days or holidays:**

Hardly at all	<div><div>1</div></div>	less than 1 hour a day	<div><div>2</div></div>
about 1 hour a day	<div><div>3</div></div>	more than 1 hour a day	<div><div>4</div></div>

PAGE 8 OF THE QUESTIONNAIRE

B4. a) Do you have access to the Internet or e-mail at home?

Yes No → If **no**, go to B5 below

If **yes**,

b) How often do **you** use it?

A lot sometimes not at all

B5. Do you ever use a computer for other things (e.g. drawing, writing, looking up things)?

Yes No



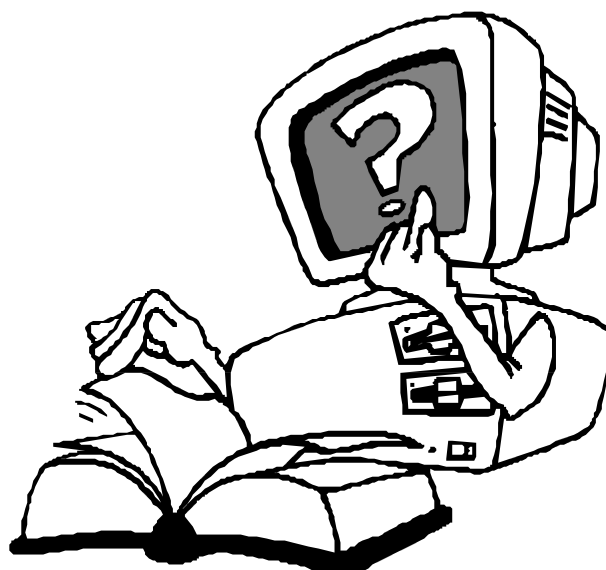
B6. a) Have you used a computer at school?

Yes No → If **no**, go to section C

If **yes**,

b) Do you enjoy using a computer at school?

yes, a lot	<input type="text" value="1"/>	yes, I quite like it	<input type="text" value="2"/>
I don't like it much	<input type="text" value="3"/>	I don't like it at all	<input type="text" value="4"/>



CCD File – Section C

ccd300 B1a1: Child ever uses a computer at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6826	44.9	85.4	85.4
	No	1171	7.7	14.6	100.0
	Total	7997	52.6	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	192	1.3		
	Total	7192	47.4		
Total		15189	100.0		

ccd301 B1b1: Child ever uses a console at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5143	33.9	65.3	65.3
	No	2731	18.0	34.7	100.0
	Total	7874	51.8	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	315	2.1		
	Total	7315	48.2		
Total		15189	100.0		

ccd302 B1c1: Child ever uses a hand held console at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4294	28.3	54.9	54.9
	No	3530	23.2	45.1	100.0
	Total	7824	51.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	365	2.4		
	Total	7365	48.5		
Total		15189	100.0		

ccd303 B1d1: Child ever uses other computer at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	849	5.6	20.2	20.2
	No	3350	22.1	79.8	100.0
	Total	4199	27.6	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	1	.0		
	No response	3989	26.3		
	Total	10990	72.4		
Total		15189	100.0		

CCD File – Section C

ccd310 B1a2: Child ever uses a computer somewhere else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5522	36.4	78.9	78.9
	No	1480	9.7	21.1	100.0
	Total	7002	46.1	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1187	7.8		
	Total	8187	53.9		
Total		15189	100.0		

ccd311 B1b2: Child ever uses a console somewhere else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4848	31.9	70.4	70.4
	No	2036	13.4	29.6	100.0
	Total	6884	45.3	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1305	8.6		
	Total	8305	54.7		
Total		15189	100.0		

ccd312 B1c2: Child ever uses a hand held console somewhere else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3597	23.7	53.2	53.2
	No	3169	20.9	46.8	100.0
	Total	6766	44.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1423	9.4		
	Total	8423	55.5		
Total		15189	100.0		

ccd313 B1d2: Child ever uses other computer somewhere else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	500	3.3	13.3	13.3
	No	3261	21.5	86.7	100.0
	Total	3761	24.8	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	1	.0		
	No response	4427	29.1		
	Total	11428	75.2		
Total		15189	100.0		

CCD File – Section C

ccd320 B1e: Child has as much time as would like on computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4800	31.6	60.7	60.7
	No	3107	20.5	39.3	100.0
	Total	7907	52.1	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	282	1.9		
	Total	7282	47.9		
Total		15189	100.0		

ccd321 B1f: Child ever plays computer games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7338	48.3	92.9	92.9
	No	563	3.7	7.1	100.0
	Total	7901	52.0	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	288	1.9		
	Total	7288	48.0		
Total		15189	100.0		

ccd322 B1g: Number of computer games child has at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	405	2.7	5.4	5.4
	1-2	544	3.6	7.2	12.6
	3-4	977	6.4	13.0	25.6
	5-9	1666	11.0	22.2	47.8
	10 or more	3917	25.8	52.2	100.0
	Total	7509	49.4	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	680	4.5		
	Total	7680	50.6		
Total		15189	100.0		

ccd330 B2a : Child has shoot-em-up computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2377	15.6	35.3	35.3
	No	4362	28.7	64.7	100.0
	Total	6739	44.4	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1450	9.5		
	Total	8450	55.6		
Total		15189	100.0		

CCD File – Section C

ccd331 B2b : Child has sport computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3947	26.0	57.5	57.5
	No	2917	19.2	42.5	100.0
	Total	6864	45.2	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1325	8.7		
	Total	8325	54.8		
Total		15189	100.0		

ccd332 B2c : Child has racing computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3970	26.1	58.0	58.0
	No	2873	18.9	42.0	100.0
	Total	6843	45.1	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1346	8.9		
	Total	8346	54.9		
Total		15189	100.0		

ccd333 B2d : Child has role-playing computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2157	14.2	32.4	32.4
	No	4492	29.6	67.6	100.0
	Total	6649	43.8	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1540	10.1		
	Total	8540	56.2		
Total		15189	100.0		

ccd334 B2e : Child has puzzle computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3445	22.7	51.0	51.0
	No	3315	21.8	49.0	100.0
	Total	6760	44.5	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1429	9.4		
	Total	8429	55.5		
Total		15189	100.0		

CCD File – Section C

ccd335 B2f : Child has strategy computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2602	17.1	39.1	39.1
	No	4055	26.7	60.9	100.0
	Total	6657	43.8	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1532	10.1		
	Total	8532	56.2		
Total		15189	100.0		

ccd336 B2g : Child has flight simulator computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2291	15.1	34.4	34.4
	No	4376	28.8	65.6	100.0
	Total	6667	43.9	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1522	10.0		
	Total	8522	56.1		
Total		15189	100.0		

ccd337 B2h : Child has platform computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3000	19.8	45.2	45.2
	No	3643	24.0	54.8	100.0
	Total	6643	43.7	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1546	10.2		
	Total	8546	56.3		
Total		15189	100.0		

ccd338 B2j : Child has other computer games at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4971	32.7	75.7	75.7
	No	1594	10.5	24.3	100.0
	Total	6565	43.2	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	1624	10.7		
	Total	8624	56.8		
Total		15189	100.0		

CCD File – Section C

ccd340 B3a: Duration child spends playing computer games - School days

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	.1	.1	.1
	Hardly at all	2917	19.2	39.0	39.2
	Less than one hour a day	2462	16.2	33.0	72.1
	About 1 hour a day	1307	8.6	17.5	89.6
	More than 1 hour a day	775	5.1	10.4	100.0
	Total	7471	49.2	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	718	4.7		
	Total	7718	50.8		
Total		15189	100.0		

ccd341 B3b: Duration child spends playing computer games - Weekends or holidays

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	.0	.1	.1
	Hardly at all	1305	8.6	17.5	17.6
	Less than one hour a day	1832	12.1	24.6	42.2
	About 1 hour a day	1891	12.4	25.4	67.6
	More than 1 hour a day	2407	15.8	32.4	100.0
	Total	7439	49.0	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	750	4.9		
	Total	7750	51.0		
Total		15189	100.0		

ccd350 B4a: Child has access to Internet or e-mail at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4686	30.9	58.3	58.3
	No	3352	22.1	41.7	100.0
	Total	8038	52.9	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	151	1.0		
	Total	7151	47.1		
Total		15189	100.0		

CCD File – Section C

ccd351 B4b: Frequency child uses Internet or e-mail at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Lot	336	2.2	6.8	6.8
	Sometimes	3184	21.0	64.6	71.4
	Not at all	1408	9.3	28.6	100.0
	Total	4928	32.4	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	3261	21.5		
	Total	10261	67.6		
Total		15189	100.0		

ccd360 B5: Child ever uses a computer for other things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7199	47.4	89.6	89.6
	No	833	5.5	10.4	100.0
	Total	8032	52.9	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	157	1.0		
	Total	7157	47.1		
Total		15189	100.0		

ccd370 B6a: Child has ever used a computer at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7990	52.6	98.7	98.7
	No	103	.7	1.3	100.0
	Total	8093	53.3	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	96	.6		
	Total	7096	46.7		
Total		15189	100.0		

ccd371 B6b: Child enjoys using a computer at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, a lot	5339	35.2	66.7	66.7
	Yes, quite like it	2264	14.9	28.3	95.0
	Don't like it much	314	2.1	3.9	98.9
	Don't like it at all	85	.6	1.1	100.0
	Total	8002	52.7	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	187	1.2		
	Total	7187	47.3		
Total		15189	100.0		

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Section C: My Favourite things

We know you have favourite or special things you like to do, and play, and eat. We would like to know what your favourite things are.

C1. What is your favourite colour?

.....

C2. What is your favourite T.V. programme?

.....

C3. What is your favourite food?

.....

C4. What is your favourite drink?

.....

C5. What is your favourite toy or game?

.....

C6. What is your favourite creature? (This can be an animal or a bird or a fish or an insect etc.)

.....



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C7. Please draw a picture of your favourite creature

C8. What is your favourite story called?

.....

.....

PAGE 11 OF THE QUESTIONNAIRE

C9. Do you have any pets?

Yes ☐ ₁ No ☐ ₂ → If no, go to C12 below

C10. What pets do you have?

.....

.....

C11. What do you like best about your pet(s)?

.....

.....

.....

C12. a) Do you like singing?

Yes ☐ ₁ No ☐ ₂

b) Do you have a favourite song?

Yes ☐ ₁ No ☐ ₂

c) What is it called?

.....



CCD File – Section C

ccd440 C9: Child has any pets

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6192	40.8	77.2	77.2
	No	1824	12.0	22.8	100.0
	Total	8016	52.8	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	173	1.1		
	Total	7173	47.2		
Total		15189	100.0		

ccd460 C12a: Child likes singing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5766	38.0	72.1	72.1
	No	2232	14.7	27.9	100.0
	Total	7998	52.7	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	191	1.3		
	Total	7191	47.3		
Total		15189	100.0		

ccd461 C12b: Child has a favourite song

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5690	37.5	71.3	71.3
	No	2294	15.1	28.7	100.0
	Total	7984	52.6	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	Don't know	1	.0		
	No response	204	1.3		
	Total	7205	47.4		
Total		15189	100.0		

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Section D

D1. 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.]

ccd900 D1: Sex of child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	3972	26.2	48.6	48.6
	Girl	4201	27.7	51.4	100.0
	Total	8173	53.8	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	16	.1		
	Total	7016	46.2		
Total		15189	100.0		

D2. Who helped you fill this in?

I did it all myself

A grown-up helped

Someone else helped

ccd910 D2: Child had help filling in questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5206	34.3	63.9	63.9
	Yes, a grown-up helped	2573	16.9	31.6	95.5
	Yes, someone else helped	345	2.3	4.2	99.7
	Boxes 2+3 ticked	23	.2	.3	100.0
	Total	8147	53.6	100.0	
Missing	Triplet / quadruplet	7	.0		
	Not completed	6993	46.0		
	No response	42	.3		
	Total	7042	46.4		
Total		15189	100.0		

D3. When were you born?

Date

Month

Year

--	--

--

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

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

Thank you VERY much for your help

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 Tel: Bristol 928 5007

For office use only:

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).

CCD File – Appendix A

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.

CCD 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.

CCD 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.

Coding instructions for 1st version child's own questionnaire (30/4/00) “Some more about me”

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 “Some more about me” 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 30/4/00.

*****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.

Page 2, Section A		
A1	8	
A2, A3	I	Code “sometimes” as 3.
A4	7	
A5-7	I	As A2
Page 3		
A8-15	I	As A2
Page 4		
A16-18, 20	I	As A2
A19	7	
A21	8	
Page 5		
A22-24	I	As A2
Page 6, Section B		
B1a(i)-d(ii)	I	Code “sometimes” as 1.
		Please ensure that relevant information on the dotted line is matched by a tick on B1d.
B1e,f	I	Code “sometimes” as 1.
B1g	8	
Page 7		
B2a-j	I	Please ensure that relevant information on the dotted line is matched by a tick on B2j.
B3a,b	8	If ‘never’ is stated code as zero.

CCD File – Appendix B

Page 8		
B4a	I	
B4b	7	
B5	I	Code “sometimes” as 1.
B6a	I	Code “sometimes” as 1.
B6b	8	
Pages 9, 10, Section C		
		Not being coded here
Page 11		
C9	I	
C10,11		Not being coded here
C12a, b	I	
C12c		Not being coded here
Page 12, Section D		
D1	I	
D2	I	If 2 & 3 are ticked, code as 4.
D3	IV	Write the month number under month, if the child gave it as a word.
Office Use boxes		Can’t think of a use for these
Coder		Insert your initials here.

END OF QUESTIONNAIRE

Yoq9 3/7/00

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 “ccd” 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

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
-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 CCD007a = 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.