

THE ALSPAC STUDY

PUB_13YR FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

Growing and Changing (5)

At 157 Months

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 1a of the built file.

January 2007

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Introduction

Contents

This questionnaire was sent out to the main carer of the study child for the carer or the child to complete when the child was 157 months old months old and is identical to the questionnaire “Growing and Changing (4)”.

Questionnaire versions

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

Male Tanner Genital Staging

As a consequence of an ongoing project conducted by Carol Rubin, serious problems with the male Tanner genital stage data have come to light. When the data from the first five puberty questionnaires were analyzed longitudinally, it was found that 27% of males went backwards in genital stage. This is in contrast with 3-4% going backwards for each of male pubic hair stage, female breast stage and female pubic hair stage. In addition, even after exclusion of males who go backwards in genital stage and males less than 10 years old, the estimated ages at transition into Tanner genital stages 2 or 3 produced by the modeling process are at least a year earlier than expected. It is strongly recommended that the male Tanner genital stage data (variable PUB550 on this file) are not used.

Sample & response rates

There are a total of 15,153 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 477 eligible children not in the core sample for whom questionnaires were sent out. Note that questionnaires were completed for 274 of these 477 children.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. This questionnaire was sent out for 10,143 (72%) of these live born children. As of 24th July 2006 for boys and 23rd June 2006 for girls completed questionnaires had been returned for 5,801 (57%) of these children, which is 41% of the 14,062 live born children. For further information on the ALSPAC sample, please see section 5 of the “Guide to ALSPAC data” which can be found in the “Collaborator Pack” on the ALSPAC documentation CD.

At the time of writing completed questionnaires had been returned after the dates given above for a further 13 boys and 28 girls. 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 interspersed with editing notes and frequency tables of the variables on the data file.

Built file version history

Built version 1a – January 2007

The first version of the built file.

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Administrative variables

pub581 Questionnaire sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	10620	70.1	70.1	70.1
2 No	4533	29.9	29.9	100.0
Total	15153	100.0	100.0	

pub585 Questionnaire return status (as of 24/07/06 for boys and 23/06/06 for girls)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Not returned	4437	29.3	41.8	41.8
2 Returned, completed	6075	40.1	57.2	99.0
3 Returned, blank	108	.7	1.0	100.0
Total	10620	70.1	100.0	
Missing -2 Questionnaire not sent	4533	29.9		
Total	15153	100.0		

pub586 Questionnaire returned (as of 24/07/06 for boys and 23/06/06 for girls)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	6183	40.8	58.2	58.2
2 No	4437	29.3	41.8	100.0
Total	10620	70.1	100.0	
Missing -2 Questionnaire not sent	4533	29.9		
Total	15153	100.0		

pub587 Questionnaire completed (as of 24/07/06 for boys and 23/06/06 for girls)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	6075	40.1	57.2	57.2
2 No	4545	30.0	42.8	100.0
Total	10620	70.1	100.0	
Missing -2 Questionnaire not sent	4533	29.9		
Total	15153	100.0		

pub587a Data available (as of 24/07/06 for boys and 23/06/06 for girls)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	6075	40.1	40.1	40.1
2 No	9078	59.9	59.9	100.0
Total	15153	100.0	100.0	

pub588 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Female version 1 - 16/10/03	3200	21.1	52.7	52.7
2 Male version 1 - 17/10/03	2875	19.0	47.3	100.0
Total	6075	40.1	100.0	
Missing -10 Not completed	9078	59.9		
Total	15153	100.0		

Questionnaire No.

--	--	--	--	--	--	--	--	--

Mother/Daughter Questionnaire

GROWING AND CHANGING (5)

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

This questionnaire can be filled in by either mother or daughter.

As always, if you don't want to answer a question,
put a line through it.

Your answers will of course be kept in confidence and
not attached to your name

If you can only answer some of the questions please send those back

THANK YOU VERY MUCH FOR YOUR HELP.

16.10.03

PAGE 2 OF THE FEMALE QUESTIONNAIRE

SECTION A: PERIODS, PROBLEMS AND OTHER DEVELOPMENT

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

[Editing: If all variables in section A (noting the differences between the male and female versions) had value -1 then they were set to -6. For male children, the variables for questions A4 to A10 were set to -7.]

A1. What is your daughter's height (without shoes)?

The best way to measure **height** is to ask your daughter to stand barefoot as straight as possible against a wall, to make a mark on the wall at the highest point on the child's head and to measure the distance from the mark on the floor.

feet	inches	OR	metres	centimetres
<div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div>		<div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div>	<div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 30px; display: inline-block;"></div>

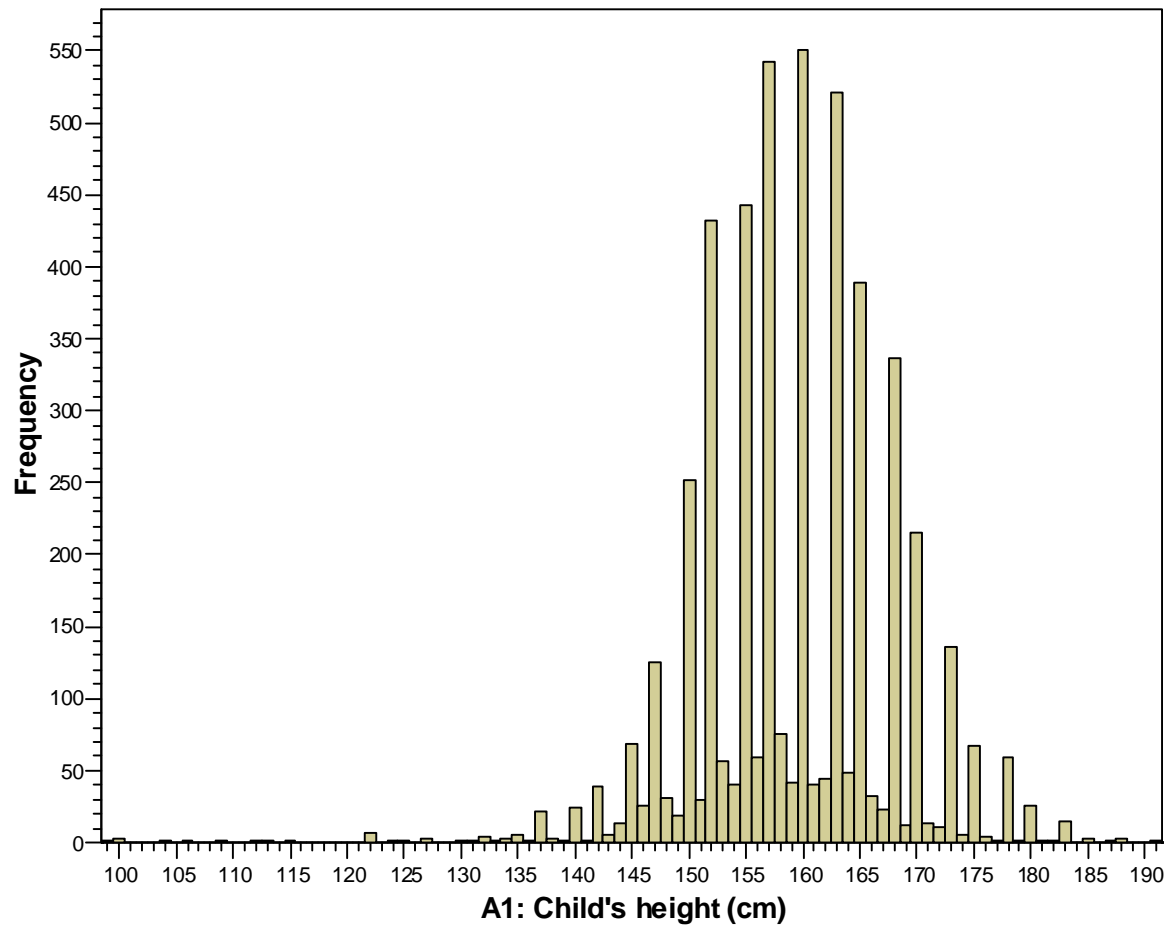
[Editing: If only one component of either the imperial or metric height was reported then values of -1 in the other component were recoded to 0. For example, if a value was present for feet but not inches then the inches variable was set to zero and vice-versa.

Imperial heights reported in inches only were split into feet and inches. One reported measurement of 4ft 50ins was recoded to 4ft 2ins and similarly one reported measurement of 5ft 62ins was recoded to 5ft 2ins. Two occurrences of 4ft 12ins and one each of 5ft 15ins, 5ft 20ins and 5ft 35ins were set to -1. In addition, measurements for girls of 6ft 6ins, 6ft 11ins, 7ft 0ins and 7ft 6ins were set to -1. Two extreme measurements for boys of 6ft 5ins and 7ft 7ins were also set to -1, noting that for these cases metric measurements were also reported of 1m 65cms and 1m 71cms respectively.

For the metric heights, two occurrences of 64cm and one each of 0m 0cm, 60cm, 2m 60cm, 4m 10cm and 5m 20cm were all set to -1. A single variable for height in cm was then created using a conversion factor of 1in = 2.54cm for imperial measurements (rounding to the nearest integer) and taking the imperial measurement in preference to the metric measurement where both were reported.]

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pub503 A1: Child's height (cm)



plus the following missing values:

pub503 A1: Child's height (cm)

	Frequency	Percent
Missing -6 Section A omitted	87	7.8
-1 Not stated	1033	92.2
Total	1120	100.0

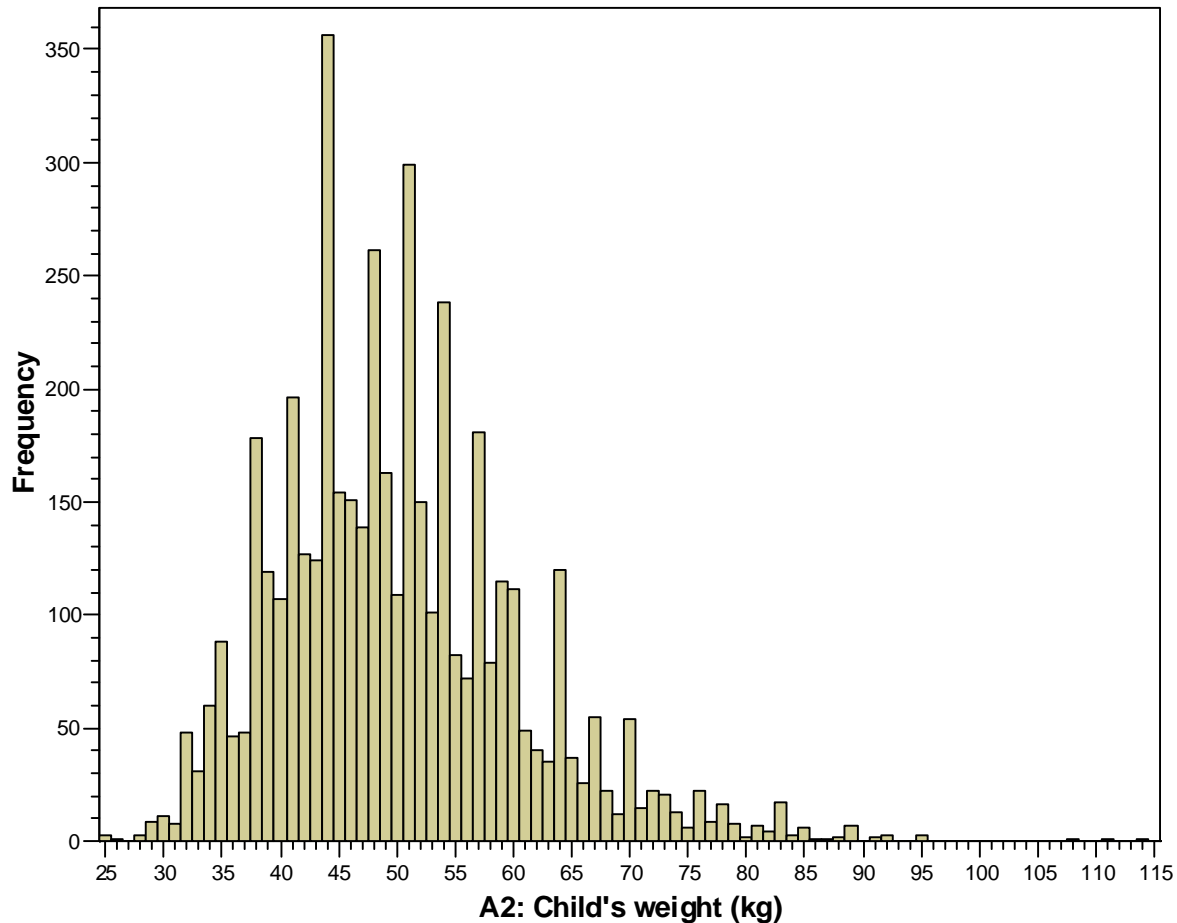
13 Year Puberty File

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

stones	pounds	OR	kilos
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[Editing: If only one component of the imperial weight was reported then values of -1 in the other component were recoded to 0. The following reported imperial weights, each of which occurred once only, were set to -1: 1st 3lbs, 6st 80lbs, 7st 15lbs, 7st 20lbs, 7st 25lbs, 7st 90lbs, 8st 14lbs, 8st 30lbs, 9st 61lbs, 60st 8lbs and 80st 0lbs. Two reported metric weights of 4kg and one each of 5kg and 6kg were set to -1. A single variable for weight in kg was then created using a conversion factor of 1lb = 0.4536kg for imperial weights (rounding to the nearest integer) and taking the imperial weight in preference to the metric weight where both were reported.]

pub504 A2: Child's weight (kg)



plus the following missing values:

pub504 A2: Child's weight (kg)

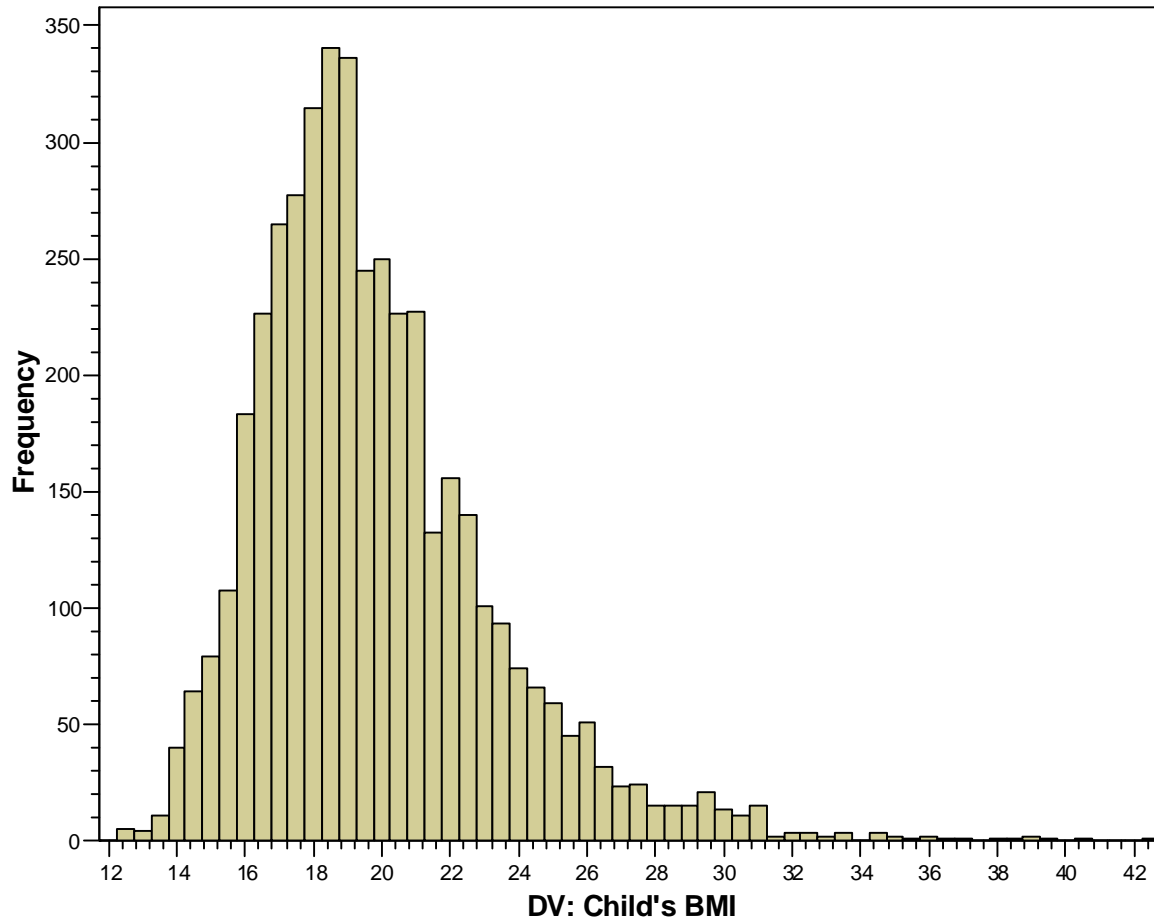
		Frequency	Percent
Missing	-6 Section A omitted	87	5.9
	-1 Not stated	1377	94.1
	Total	1464	100.0

13 Year Puberty File

Derived variable - BMI

Body Mass Index (BMI) is calculated as PUB505 from PUB503 and PUB504 as weight (in kg) divided by height (in m) squared rounded to 1 decimal place. Missing values of -6 were copied across and if either component had value -1 then the BMI was also set to -1.

pub505 DV: Child's BMI



plus the following outlier and missing values:

pub505 DV: Child's BMI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68.4	1	.1	100.0	100.0
Missing	-6.0 Section A omitted	87	5.0		
	-1.0 Missing	1656	95.0		
	Total	1743	99.9		
Total		1744	100.0		

13 Year Puberty File

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

none	1	4-6 times a week	4
less than once a week	2	daily	5
1-3 times a week	3		

pub509 A3: Average number of times child participated in vigorous activity in past month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	114	1.9	1.9	1.9
	2 <1 per week	313	5.2	5.3	7.2
	3 1-3 per week	2814	46.3	47.6	54.8
	4 4-6 per week	1726	28.4	29.2	84.1
	5 Daily	942	15.5	15.9	100.0
	Total	5909	97.3	100.0	
Missing	-6 Section A omitted	87	1.4		
	-1 Not stated	79	1.3		
	Total	166	2.7		
Total		6075	100.0		

13 Year Puberty File

A4. Has your daughter started her menstrual periods yet?

Yes

No

→ If **no**, please go to A10 on page 4

If **yes**,

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

years old

[Editing: Four respondents left the initial part of A4 blank but reported an age in A4a and went on to make a number of relevant responses to questions A5 to A9. One further respondent left A4, A5 and A6a blank but responded "4-6 days" for A6b and went on to make positive responses in A8. The initial part of A4 was therefore recoded to 1 for all five of these cases. Then if the variable for the initial part of A4 had value -1 or 2 the variables for A4a to A9 were set to -2.]

pub510 A4: Child has started menstrual periods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	1970	32.4	61.9	61.9
	2 No	1215	20.0	38.1	100.0
	Total	3185	52.4	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-1 Not stated	12	.2		
	Total	2890	47.6		
Total		6075	100.0		

pub511 A4a: Age of child when first period occurred

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	10	.2	.5	.5
	10	112	1.8	5.7	6.3
	11	488	8.0	25.0	31.3
	12	1068	17.6	54.8	86.1
	13	272	4.5	13.9	100.0
	Total	1950	32.1	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	20	.3		
	Total	4125	67.9		
Total		6075	100.0		

13 Year Puberty File

A5. When was her first period?

month	year						
<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>			<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table>				

[Editing: The date variables to set to -1 for 3 cases with reported year as 1992 and one each with reported month of 13 and 25. The same action was also taken for two cases for which the reported date was later than the date of receipt of the completed questionnaire. A variable was then created as PUB513c indicating which components of the date were missing. Then if a year had been reported but not a month the month was imputed as 6 unless the reported year equalled the year of receipt in which case the month was set to the month of receipt divided by 2 and rounded to nearest integer.]

pub513a A5: Date of first period - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	215	3.5	11.8	11.8
	2 February	100	1.6	5.5	17.3
	3 March	105	1.7	5.8	23.0
	4 April	161	2.7	8.8	31.9
	5 May	133	2.2	7.3	39.2
	6 June	213	3.5	11.7	50.9
	7 July	117	1.9	6.4	57.3
	8 August	234	3.9	12.8	70.1
	9 September	175	2.9	9.6	79.7
	10 October	118	1.9	6.5	86.2
	11 November	146	2.4	8.0	94.2
	12 December	106	1.7	5.8	100.0
	Total	1823	30.0	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	147	2.4		
	Total	4252	70.0		
Total		6075	100.0		

pub513b A5: Date of first period - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2000	5	.1	.3	.3
	2001	39	.6	2.1	2.4
	2002	145	2.4	8.0	10.4
	2003	420	6.9	23.0	33.4
	2004	761	12.5	41.7	75.2
	2005	438	7.2	24.0	99.2
	2006	15	.2	.8	100.0
	Total	1823	30.0	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	147	2.4		
	Total	4252	70.0		
Total		6075	100.0		

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pub513c DV: Components missing (after identification of illegal dates)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 None	1735	28.6	88.1	88.1
	1 Month only	88	1.4	4.5	92.5
	3 Month and year	147	2.4	7.5	100.0
	Total	1970	32.4	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	Total	4105	67.6		
Total		6075	100.0		

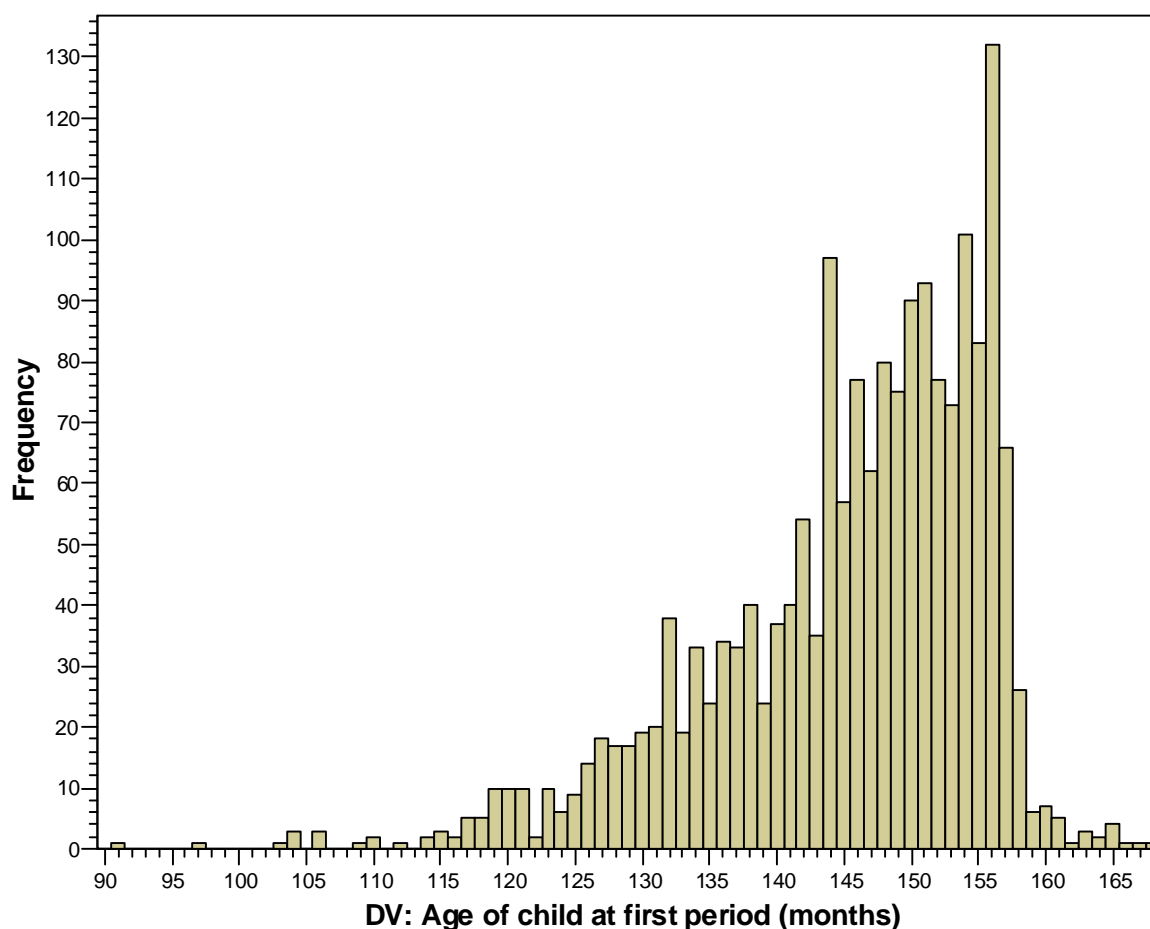
13 Year Puberty File

Derived variable – Age at first period

The age of the study child at her first period was calculated in months as PUB512 from the date of first period and the date of birth from ALSPAC's central database. For the purposes of this calculation the day of first period was assumed to be 15 unless the first period occurred in the same month & year as the questionnaire was received, in which case it was set to the day of receipt divided by 2 and rounded to nearest integer.

If the month of first period was the same as the month of birth then PUB512 was checked against the reported age in years from A4a (PUB511) and manual adjustment made to ensure compatibility if possible. For example, if PUB511 was 12 and the month of first period was the same as the month of birth then values of 143 in PUB512 were recoded to 144 and values of 156 recoded to 155. However, some inconsistencies remain between PUB511 and PUB512 because the reported values are not compatible.

pub512 DV: Age of child at first period (months)



plus the following missing values:

pub512 DV: Age of child at first period (months)

	Frequency	Percent
Missing -7 Child is male	2875	67.6
-6 Section A omitted	3	.1
-2 Periods not started	1227	28.9
-1 Missing	147	3.5
Total	4252	100.0

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

days don't know

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

3 days or less

4-6 days

7 days or more

[Editing: Values of 99 in the variable for part a were recoded to -1.]

pub515 A6a: Usual number of days of bleeding during each of the child's periods in the past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	.1	.4	.4
	2	15	.2	1.0	1.4
	3	80	1.3	5.2	6.6
	4	252	4.1	16.5	23.1
	5	512	8.4	33.4	56.5
	6	333	5.5	21.8	78.2
	7	273	4.5	17.8	96.1
	8	39	.6	2.5	98.6
	9	8	.1	.5	99.2
	10	8	.1	.5	99.7
	11	2	.0	.1	99.8
	12	1	.0	.1	99.9
	15	1	.0	.1	99.9
	22	1	.0	.1	100.0
	Total	1531	25.2	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	439	7.2		
	Total	4544	74.8		
Total		6075	100.0		

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pub516 A6b: Estimated usual number of days of bleeding during each of the child's periods in the past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 3 or less	67	1.1	14.4	14.4
	2 4 to 6	353	5.8	75.8	90.1
	3 7 or more	46	.8	9.9	100.0
	Total	466	7.7	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	1504	24.8		
	Total	5609	92.3		
Total		6075	100.0		

13 Year Puberty File

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

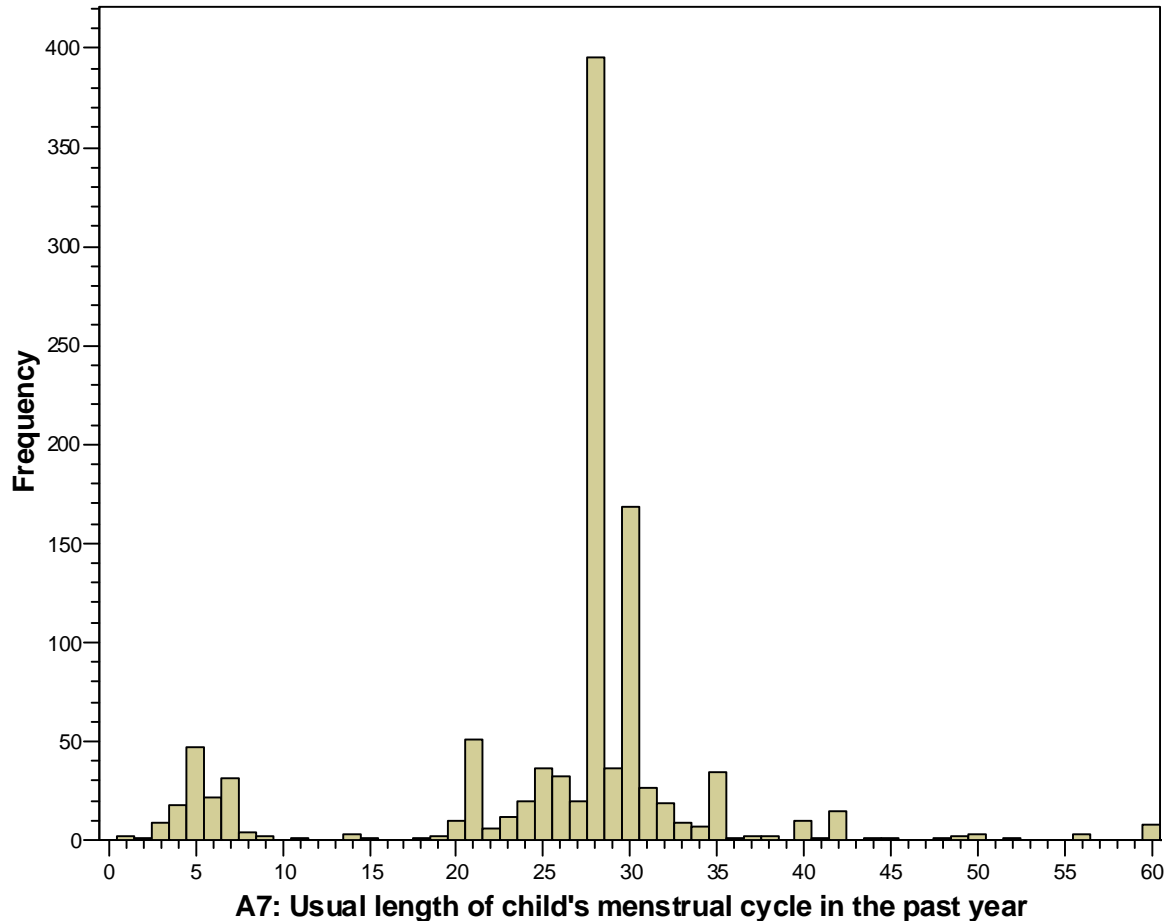
days

don't know

99

[Editing: Values of 99 were recoded to -1.]

pub517 A7: Usual length of child's menstrual cycle in the past year



plus the following outliers >60 and missing values:

pub517 A7: Usual length of child's menstrual cycle in the past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	1	.0	20.0	20.0
	80	1	.0	20.0	40.0
	84	1	.0	20.0	60.0
	90	1	.0	20.0	80.0
	95	1	.0	20.0	100.0
	Total	5	.1	100.0	
Missing	-7 Child is male	2875	57.5		
	-6 Section A omitted	3	.1		
	-2 Periods not started	1227	24.5		
	-1 Not stated	888	17.8		
	Total	4993	99.9		
Total		4998	100.0		

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

a) Heavy or prolonged **bleeding**

Yes ☐ 1 No ☐ 2 → If **no**, go to A8b below

If **yes**,

(i) did you contact her doctor for this?

Yes ☐ 1 No ☐ 2

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

Yes ☐ 1 No ☐ 2

If **yes**,

i) did you contact her doctor for this?

Yes ☐ 1 No ☐ 2

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PAGE 4 OF THE FEMALE QUESTIONNAIRE

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

Yes No

If yes,

i) Did you contact her doctor for this?

Yes No

[Editing: For each of parts a, b and c if the initial indicator variable had value of -1 or 2 then the variable for (i) was set to -3.]

pub520 A8a: Child has had heavy or prolonged bleeding associated with period

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	421	6.9	21.9	21.9
	2 No	1503	24.7	78.1	100.0
	Total	1924	31.7	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	46	.8		
	Total	4151	68.3		
Total		6075	100.0		

pub521 A8a1: Doctor contacted about period associated heavy or prolonged bleeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	56	.9	13.4	13.4
	2 No	363	6.0	86.6	100.0
	Total	419	6.9	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-3 No heavy bleeding	1549	25.5		
	-2 Periods not started	1227	20.2		
	-1 Not stated	2	.0		
	Total	5656	93.1		
Total		6075	100.0		

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pub522 A8b: Child has had severe cramps associated with period

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	563	9.3	32.1	32.1
	2 No	1192	19.6	67.9	100.0
	Total	1755	28.9	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	215	3.5		
	Total	4320	71.1		
Total		6075	100.0		

pub523 A8b1: Doctor contacted about period associated severe cramps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	49	.8	8.8	8.8
	2 No	507	8.3	91.2	100.0
	Total	556	9.2	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-3 No severe cramps	1407	23.2		
	-2 Periods not started	1227	20.2		
	-1 Not stated	7	.1		
Total		5519	90.8		
Total		6075	100.0		

pub524 A8c: Child has had period-type pain(s) in pelvic area most days of month even when not bleeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	225	3.7	11.9	11.9
	2 No	1669	27.5	88.1	100.0
	Total	1894	31.2	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-2 Periods not started	1227	20.2		
	-1 Not stated	76	1.3		
	Total	4181	68.8		
Total		6075	100.0		

pub525 A8c1: Doctor contacted about period-type pain in pelvic area occurring when not bleeding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	19	.3	8.6	8.6
	2 No	203	3.3	91.4	100.0
	Total	222	3.7	100.0	
Missing	-7 Child is male	2875	47.3		
	-6 Section A omitted	3	.0		
	-3 No period-type pains when not bleeding	1745	28.7		
	-2 Periods not started	1227	20.2		
	-1 Not stated	3	.0		
	Total	5853	96.3		
Total		6075	100.0		

13 Year Puberty File

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

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

Yes No

pub527 A9: Child has taken oral contraceptives/birth control pills in past year

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	22	.4	1.1	1.1
2 No	1930	31.8	98.9	100.0
Total	1952	32.1	100.0	
Missing -7 Child is male	2875	47.3		
-6 Section A omitted	3	.0		
-2 Periods not started	1227	20.2		
-1 Not stated	18	.3		
Total	4123	67.9		
Total	6075	100.0		

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

Yes No

If yes,

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

.....

.....

pub528 A10a: Doctor has advised child of Thyroid problem or to take Thyroid medicine/treatment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	9	.1	.3	.3
2 No	3118	51.3	99.7	100.0
Total	3127	51.5	100.0	
Missing -7 Child is male	2875	47.3		
-6 Section A omitted	3	.0		
-1 Not stated	70	1.2		
Total	2948	48.5		
Total	6075	100.0		

13 Year Puberty File

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

Yes No

[Editing: The data from this question are presented along with the data from question D2 of the male questionnaire as variable PUB570.]

PHYSICAL DEVELOPMENT

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

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

Not all children follow the same pattern of development.

Just pick the stage that is closest, based on both the picture and the description.

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

.....

.....

.....

.....

.....

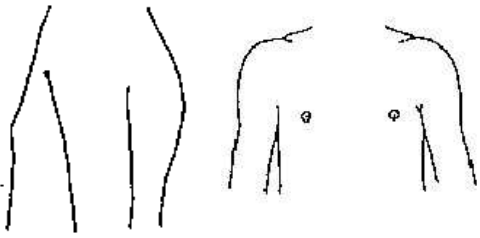
.....

PAGE 6 OF THE FEMALE QUESTIONNAIRE

SECTION B

The drawings below show stages of the way the **breasts** develop. A girl can go through each of the five stages shown, although some girls skip some stages. Please look at each of the drawings. It is also important to read the descriptions.

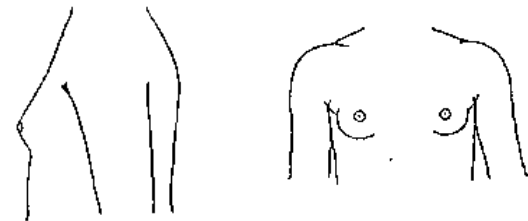
Put a tick in the box to the right of the drawing that is **closest** to your daughter's current breast stage.


☐

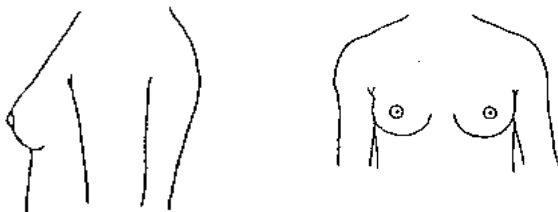
The nipple is raised a little in this stage. The rest of the breast is still flat.


☐

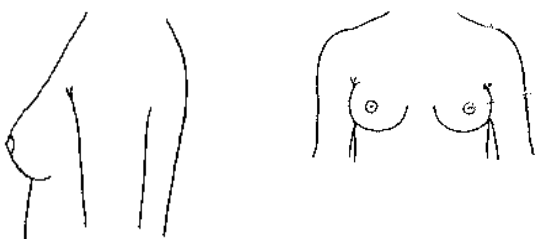
This is the breast bud stage. In this stage the nipple is raised more than in stage 1. The breast is a small mound. The dark area around the nipple (areola) is larger than in stage 1.


☐

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


☐

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


☐

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

☐

Not sure

13 Year Puberty File

pub530 B: Development stage of breasts

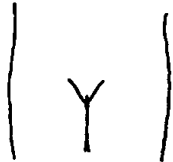
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	50	.8	1.6	1.6
	2 Stage 2	306	5.0	9.8	11.4
	3 Stage 3	1071	17.6	34.3	45.7
	4 Stage 4	1202	19.8	38.5	84.2
	5 Stage 5	408	6.7	13.1	97.2
	6 Not sure	87	1.4	2.8	100.0
	Total	3124	51.4	100.0	
Missing	-7 Child is male	2875	47.3		
	-1 Not stated	76	1.3		
	Total	2951	48.6		
Total		6075	100.0		

PAGE 7 OF THE FEMALE QUESTIONNAIRE

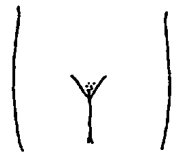
SECTION C

The drawings below show different amounts of **female pubic hair**. A girl can go through each of the five stages shown. Please look at each of the drawings. It is also important to read the descriptions.

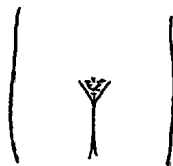
Put a tick in the box to the right of the drawing that is the closest to the amount of pubic hair your daughter has.


☐

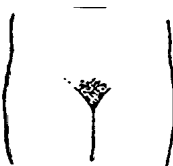
There is no pubic hair


☐

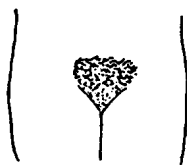
There is a little long, lightly coloured hair. This hair may be straight or a little curly.


☐

The hair is darker in this stage. It is coarser and more curled. It has spread out and thinly covers a bigger area.


☐

The hair is now as dark, curly, and coarse as that of an adult woman. However, the area that the hair covers is not as large as that of an adult woman. The hair has not spread out to the legs.


☐

The hair now is like that of an adult woman. It also covers the same area as that of an adult woman. The hair usually forms a triangular pattern as it spreads out to the legs.

☐

Not sure

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

13 Year Puberty File

pub535 C: Development stage of pubic hair (female)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	137	2.3	4.4	4.4
	2 Stage 2	323	5.3	10.4	14.8
	3 Stage 3	638	10.5	20.5	35.4
	4 Stage 4	1116	18.4	35.9	71.3
	5 Stage 5	643	10.6	20.7	92.0
	6 Not sure	249	4.1	8.0	100.0
	Total	3106	51.1	100.0	
Missing	-7 Child is male	2875	47.3		
	-1 Not stated	94	1.5		
	Total	2969	48.9		
Total		6075	100.0		

PHYSICAL DEVELOPMENT

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

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

Not all children follow the same pattern of development.

**Just pick the stage that is closest, based on both
the picture and the description.**

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

.....

.....

.....

.....

.....

.....

PAGE 4 OF THE MALE QUESTIONNAIRE

SECTION B

Boys go through the various stages of physical development at different ages.

Some start as early as 6, others not until they are 16.

We need your help in letting us know what stage your son is at.

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

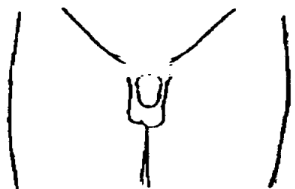
Put a tick in the box that is **closest** to your son's current stage.


☐

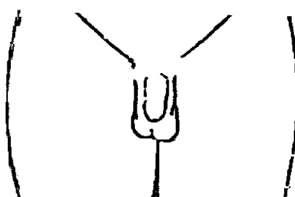
The size and shape of the testes, scrotum (the sac holding the testes) and penis are about the same as when he was younger.


☐

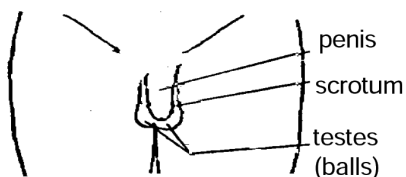
The penis is a little bit bigger. The scrotum has dropped and the skin of the scrotum has changed. The testes are bigger.


☐

The penis has grown longer, the testes have grown and dropped lower.


☐

The penis is longer and wider. The head of the penis is bigger, the scrotum is a darker colour and bigger. The testes are bigger.


☐

The penis, scrotum and testes are the size and shape of a man's.

☐

Not sure

13 Year Puberty File

pub550 B: Development stage of testes, scrotum and penis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	75	1.2	3.1	3.1
	2 Stage 2	318	5.2	13.3	16.4
	3 Stage 3	742	12.2	31.0	47.4
	4 Stage 4	806	13.3	33.7	81.0
	5 Stage 5	197	3.2	8.2	89.3
	6 Not sure	257	4.2	10.7	100.0
	Total	2395	39.4	100.0	
Missing	-7 Child is female	3200	52.7		
	-1 Not stated	480	7.9		
	Total	3680	60.6		
Total		6075	100.0		

PAGE 5 OF THE MALE QUESTIONNAIRE

SECTION C

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

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

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


☐

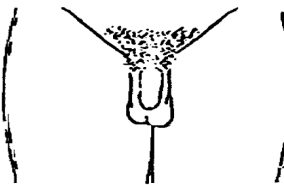
There is no hair at all.


☐

There is a little soft, long, lightly coloured hair at the base of the penis. It may be straight or a little curly.


☐

The hair is darker and more curled. It has spread out and thinly covers a bigger area.


☐

The hair is as dark and curly as that of a man, but it hasn't spread out to the legs.


☐

The hair is like that of a man. It has spread out to the legs.

☐

Not sure.

13 Year Puberty File

pub555 C: Development stage of pubic hair (male)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Stage 1	315	5.2	11.9	11.9
	2 Stage 2	564	9.3	21.3	33.1
	3 Stage 3	638	10.5	24.0	57.2
	4 Stage 4	753	12.4	28.4	85.6
	5 Stage 5	152	2.5	5.7	91.3
	6 Not sure	231	3.8	8.7	100.0
	Total	2653	43.7	100.0	
Missing	-7 Child is female	3200	52.7		
	-1 Not stated	222	3.7		
	Total	3422	56.3		
Total		6075	100.0		

PAGE 7 OF THE MALE QUESTIONNAIRE

SECTION D

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

[Editing: For boys only, if both variables in this section had value -1 they were recoded to -6.]

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

no it is the same

1

yes, occasionally it is a lot lower

2

yes, it has now changed totally

3

not sure

4

pub560 D1: Child's voice has changed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No	1434	23.6	51.7	51.7
	2 Yes, occasionally a lot lower	868	14.3	31.3	83.0
	3 Yes, has changed totally	358	5.9	12.9	95.9
	4 Not sure	114	1.9	4.1	100.0
	Total	2774	45.7	100.0	
Missing	-7 Child is female	3200	52.7		
	-6 Section D omitted	86	1.4		
	-1 Not stated	15	.2		
	Total	3301	54.3		
Total		6075	100.0		

13 Year Puberty File

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

Yes No

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

pub570 A11/D2: Hair has started to grow in child's armpits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3399	56.0	60.6	60.6
	2 No	2209	36.4	39.4	100.0
	Total	5608	92.3	100.0	
Missing	-6 Section A (girls) / D (boys) omitted	89	1.5		
	-1 Not stated	378	6.2		
	Total	467	7.7		
Total		6075	100.0		

PAGE 8 OF THE FEMALE QUESTIONNAIRE

SECTION D

[Male version: This was called section E.]

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

- a) mother ☐ 1
- b) daughter ☐ 1
- c) other (please tick and describe) ☐ 1

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

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

pub590 D/E1a: Questionnaire completed by parent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	4453	73.3	75.3	75.3
2 No	1461	24.0	24.7	100.0
Total	5914	97.3	100.0	
Missing -6 Question D/E1 omitted	161	2.7		
Total	6075	100.0		

pub591 D/E1b: Questionnaire completed by child

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	2962	48.8	50.1	50.1
2 No	2952	48.6	49.9	100.0
Total	5914	97.3	100.0	
Missing -6 Question D/E1 omitted	161	2.7		
Total	6075	100.0		

pub592 D/E1c: Questionnaire completed by other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Yes	50	.8	.8	.8
2 No	5864	96.5	99.2	100.0
Total	5914	97.3	100.0	
Missing -6 Question D/E1 omitted	161	2.7		
Total	6075	100.0		

13 Year Puberty File

Derived Variables

Number of contributors

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

pub594 DV: Number of contributors to questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4368	71.9	73.9	73.9
	2	1541	25.4	26.1	99.9
	3	5	.1	.1	100.0
	Total	5914	97.3	100.0	
Missing	-6 Question D/E1 omitted	161	2.7		
Total		6075	100.0		

Questionnaire completed by...

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

pub595 DV: Questionnaire completed by...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Parent only	2913	48.0	49.3	49.3
	2 Child only	1436	23.6	24.3	73.5
	3 Parent and child	1515	24.9	25.6	99.2
	4 Other only	19	.3	.3	99.5
	5 Parent and other	20	.3	.3	99.8
	6 Child and other	6	.1	.1	99.9
	7 Parent, child and other	5	.1	.1	100.0
	Total	5914	97.3	100.0	
Missing	-6 Question D/E1 omitted	161	2.7		
Total		6075	100.0		

13 Year Puberty File

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

day	month	year				
<div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div>	<div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div> <div style="display: inline-block; border: 1px solid black; width: 30px; height: 30px; margin: 2px;"></div>	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td style="width: 30px; height: 30px;">2</td> <td style="width: 30px; height: 30px;">0</td> <td style="width: 30px; height: 30px;">0</td> <td style="width: 30px; height: 30px;"></td> </tr> </table>	2	0	0	
2	0	0				

[Editing: The date of completion was substituted with the date of receipt of the questionnaire from ALSPAC's administrative database if any of the following occurred: The date of completion was not fully completed, the date of completion was not a valid date (e.g. 31st November), the date of completion was later than the date of receipt or the date of completion was earlier than the date on which the questionnaire was sent out by ALSAPAC. This action was flagged in variable PUB596c. The month and year of completion were retained on the built file, but the day was dropped.]

pub596a D/E2: Date of completion of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 January	706	11.6	11.6	11.6
	2 February	493	8.1	8.1	19.7
	3 March	350	5.8	5.8	25.5
	4 April	369	6.1	6.1	31.6
	5 May	357	5.9	5.9	37.4
	6 June	591	9.7	9.7	47.2
	7 July	543	8.9	8.9	56.1
	8 August	537	8.8	8.8	65.0
	9 September	415	6.8	6.8	71.8
	10 October	735	12.1	12.1	83.9
	11 November	617	10.2	10.2	94.0
	12 December	362	6.0	6.0	100.0
	Total	6075	100.0	100.0	

pub596b D/E2: Date of completion of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	1742	28.7	28.7	28.7
	2005	3699	60.9	60.9	89.6
	2006	634	10.4	10.4	100.0
	Total	6075	100.0	100.0	

pub596c DV: Date of completion replaced with date of receipt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Yes, illegal d.o.c.	4	.1	.1	.1
	3 Yes, d.o.c. < d.o.s.	90	1.5	1.5	1.5
	4 Yes, d.o.c. > d.o.r.	45	.7	.7	2.3
	5 No	5936	97.7	97.7	100.0
	Total	6075	100.0	100.0	

13 Year Puberty File

Derived Variables - Age at Completion

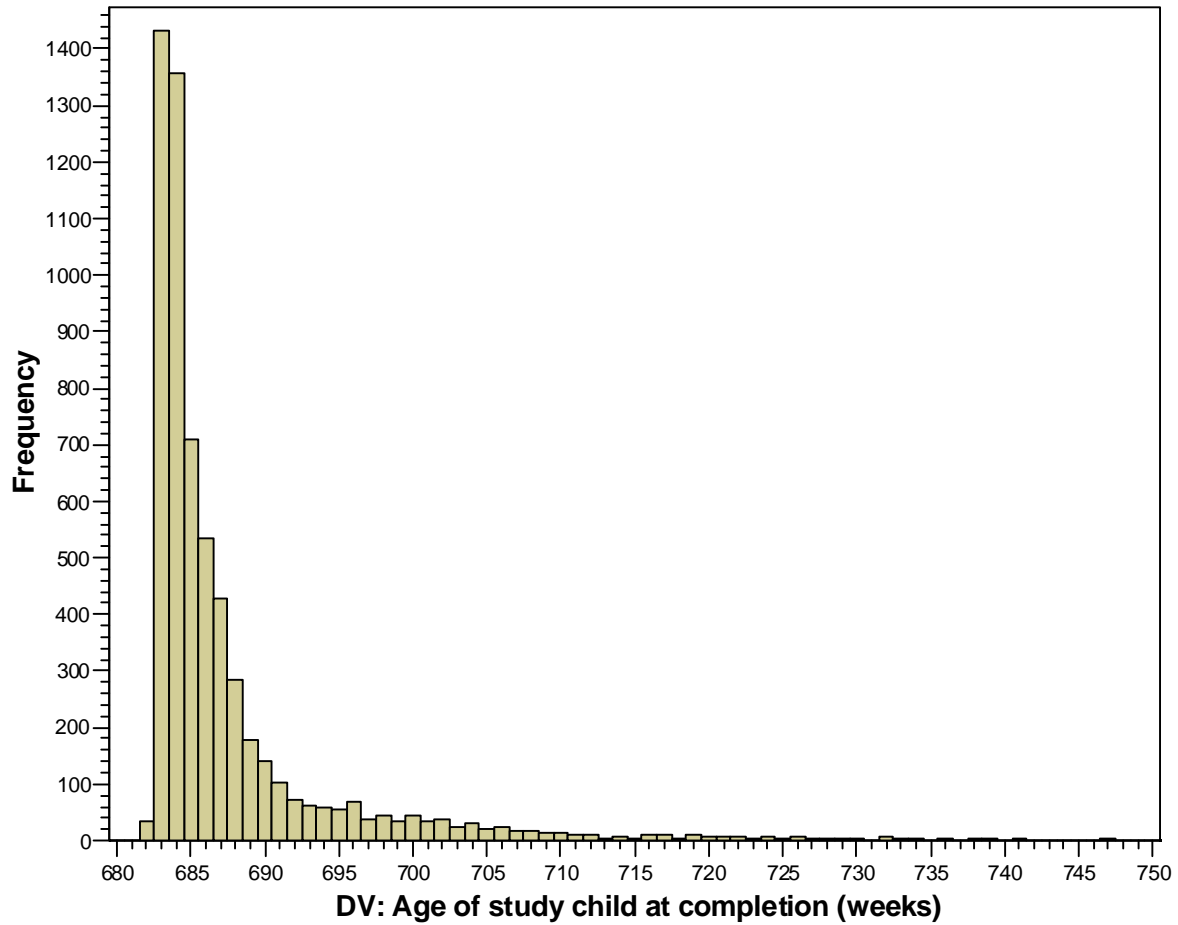
The date of completion and the children's dates of birth from ALSPAC's central database, were used to calculate the child's age at completion in completed weeks and completed months.

pub597a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	153	1	.0	.0	.0
	154	1	.0	.0	.0
	156	3	.0	.0	.1
	157	4093	67.4	67.4	67.5
	158	1041	17.1	17.1	84.6
	159	302	5.0	5.0	89.6
	160	196	3.2	3.2	92.8
	161	151	2.5	2.5	95.3
	162	89	1.5	1.5	96.7
	163	54	.9	.9	97.6
	164	33	.5	.5	98.2
	165	29	.5	.5	98.7
	166	24	.4	.4	99.0
	167	17	.3	.3	99.3
	168	15	.2	.2	99.6
	169	8	.1	.1	99.7
	170	6	.1	.1	99.8
	171	4	.1	.1	99.9
	172	5	.1	.1	100.0
	174	1	.0	.0	100.0
	177	1	.0	.0	100.0
	181	1	.0	.0	100.0
Total		6075	100.0	100.0	

13 Year Puberty File

pub597b DV: Age of study child at completion (weeks)



plus the following outliers <680 or >750:

pub597b DV: Age of study child at completion (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	666	1	14.3	14.3	14.3
	673	1	14.3	14.3	28.6
	751	2	28.6	28.6	57.1
	760	1	14.3	14.3	71.4
	772	1	14.3	14.3	85.7
	787	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

13 Year Puberty File

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

day		month		year
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	199 <input type="text"/>

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

THANK YOU VERY MUCH FOR YOUR HELP

Space for any additional comments you would like to make

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

When completed, please return the questionnaire to:

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

Coder

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Int

<input type="text"/>	<input type="text"/>
----------------------	----------------------

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Appendix A

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

13 Year Puberty 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.

13 Year Puberty 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.

13 Year Puberty 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.

13 Year Puberty File – Appendix B

**Coding instructions for: second version (01/02/01) “Parent/Son Growing and Changing(2)”,
third version (06.12.01) “Parent/Son Growing and Changing(3)”,
fourth version (19/10.02) “Parent/Son Growing and Changing(4)”
fifth version (17/10/03) “Parent/Son Growing and Changing(5)”**

All questionnaires in the same batch should have the same 'Date of form' on their front cover. Keep all the questionnaires in a batch together.

Coding the “Parent/Son Growing and Changing” replies

Follow the general rules outlined in the "General coding instructions for ALSPAC questionnaires – 3rd revision " document.

Front Cover

Check that the questionnaire number is legible, and that the date of form is 01/02/01 or 06/12/01 or 19/10/02 or 17/10/03, as appropriate to the batch.

******If the questionnaire is all blank, e.g. the respondent didn't want to fill in the form, write " BLANK" on the front cover and hand to the supervisor.*

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

13 Year Puberty File – Appendix B

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

END OF QUESTIONNAIRE

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

Version 5 added to the title 24/6/04.

\\nucoding\nc01\fgandc2

Appendix C: Questionnaire Methodology

Administration

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

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

Data handling

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

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

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

In order to prepare the data for general release the clean data were matched to the information about dispatch and return held in the ALSPAC administrative database. This enabled creation of variable for all members of the cohort indicating whether or not a questionnaire was sent out, whether it was returned etc. The variables were renamed according to a unique system to ensure there are no conflicts with variable on other data files. All variable names start with the letters “pub5” which are followed by two additional digits and occasionally a further letter. In addition to the edits described in the documentation, values of 9 that indicated an unsolicited text response of “Don’t know” were recoded to –1. Also, values of 0 indicating some other unsolicited text response

were recoded to –8. See Table 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
-10	Not completed	No completed questionnaire is available for this case. Variable PUB587a = 2 for all such cases.