

THE ALSPAC STUDY

CCF FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

My hands, my feet and me

At 115 Months

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 1b of the release file.

October 2008

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Introduction

Contents

This questionnaire was sent out to study children when they were 115 months old. It is in three sections. Section A contains a battery of questions on topics such as self-image, parental relationships and preferences and performance at school. Section B asks about hand, foot and eye preferences. Section C collects the usual "back page" information on who completed the questionnaire and when.

Questionnaire versions

There were two versions of this questionnaire. The main difference was that questions in section A referring to "parents" in version 1 of the questionnaire were altered to refer to "a parent" in version 2 of the questionnaire as there were concerns that children who did not have two parents might be upset. In addition there were alteration to graphics, layout and explanatory text that affected section B as well as section A.

Sample & response rates

There are a total of 15,202 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 115-month questionnaire was sent out for them or whether they were returned) plus 526 eligible children not in the core sample for whom the questionnaires were sent out. Note that this questionnaire was completed for 369 of these 526 children not in the core sample.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. The 115-month questionnaire was sent out for 10,885 (77%) of these live born children. As of 30th June 2008 completed questionnaires had been returned for 7,699 (71%) of these children, which is 55% of the 14,062 live born children. Note that 6 of these questionnaires belong to children from triplet or quadruplet pregnancies. For reasons of confidentiality the data from these questionnaires are not available (all variables have been set to -11), but the administrative variables (CCF001 – CCF007a) remain visible, with CCF007a 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 – August 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.

Administrative variables

ccf001 Questionnaire sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11411	75.1	75.1	75.1
No	3791	24.9	24.9	100.0
Total	15202	100.0	100.0	

ccf002 Reminder sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6311	41.5	55.3	55.3
No	5100	33.5	44.7	100.0
Total	11411	75.1	100.0	
Missing Questionnaire not sent	3791	24.9		
Total	15202	100.0		

ccf005 Questionnaire return status (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not returned	3320	21.8	29.1	29.1
Returned, completed	8068	53.1	70.7	99.8
Returned, blank	23	.2	.2	100.0
Total	11411	75.1	100.0	
Missing Questionnaire not sent	3791	24.9		
Total	15202	100.0		

ccf006 Questionnaire returned (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8091	53.2	70.9	70.9
No	3320	21.8	29.1	100.0
Total	11411	75.1	100.0	
Missing Questionnaire not sent	3791	24.9		
Total	15202	100.0		

ccf007 Questionnaire completed (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8068	53.1	70.7	70.7
No	3343	22.0	29.3	100.0
Total	11411	75.1	100.0	
Missing Questionnaire not sent	3791	24.9		
Total	15202	100.0		

ccf007a Data available (as of 30/06/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8062	53.0	53.0	53.0
No	7140	47.0	47.0	100.0
Total	15202	100.0	100.0	

CCF File - Introduction

ccf008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 22/12/00	1657	10.9	20.6	20.6
	Version 2 - 06/08/01	6405	42.1	79.4	100.0
	Total	8062	53.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	Total	7140	47.0		
Total		15202	100.0		

Questionnaire No:

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My hands, my feet and me



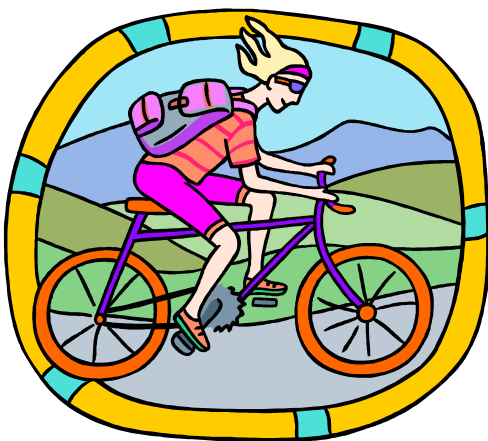
22/12/00

PAGE 2 OF VERSION 1 OF THE QUESTIONNAIRE

Section A:

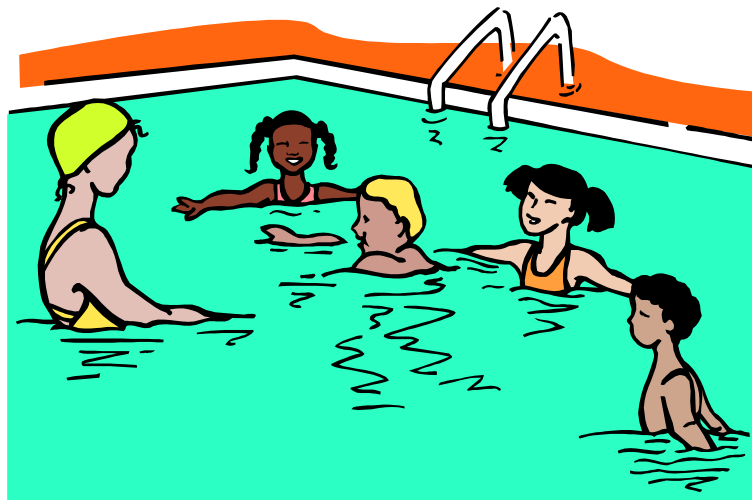
We would like to ask you about how true you think the following sentences are:

	Not true	Mostly untrue	Partly true	Mostly true	True
A1. I am good looking	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
A2. I'm good at all school subjects	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
A3. I can run fast	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
A4. I get good marks in reading	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
A5. My parents understand me	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
A6. I hate mathematics	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
A7. I have lots of friends	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
A8. I like the way I look	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>



PAGE 3 OF VERSION 1 OF THE QUESTIONNAIRE

	Not true	Mostly untrue	Partly true	Mostly true	True
A9. I enjoy doing work in all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A10. I like to run and play hard	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A11. I like reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A12. My parents are usually unhappy or disappointed with what I do	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A13. Maths is easy for me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A14. I make friends easily	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>



A15. I have a pleasant looking face	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A16. I get good marks in all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A17. I hate sports and games	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>


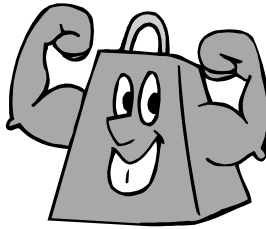
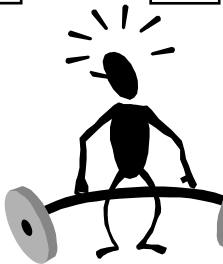
PAGE 4 OF VERSION 1 OF THE QUESTIONNAIRE

	Not true	Mostly untrue	Partly true	Mostly true	True
A18. I'm good at reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A19. I like my parents	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A20. I look forward to mathematics	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A21. Most kids have more friends than I do	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A22. I am a nice looking person	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A23. I hate all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>



A24. I enjoy sports and games	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A25. I am interested in reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A26. My parents like me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A27. I get good marks in maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A28. I get along with kids easily	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

PAGE 5 OF VERSION 1 OF THE QUESTIONNAIRE

	Not true	Mostly untrue	Partly true	Mostly true	True
A29. I do lots of important things	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A30. I am ugly	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A31. I learn things quickly in all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A32. I have good muscles	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
  					
A33. I am bad at reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A34. If I have children of my own, I want to bring them up like my parents have brought me up	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A35. I am interested in maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A36. I am easy to like	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A37. Overall, I am no good	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A38. Other kids think I am good looking	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A39. I am interested in all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

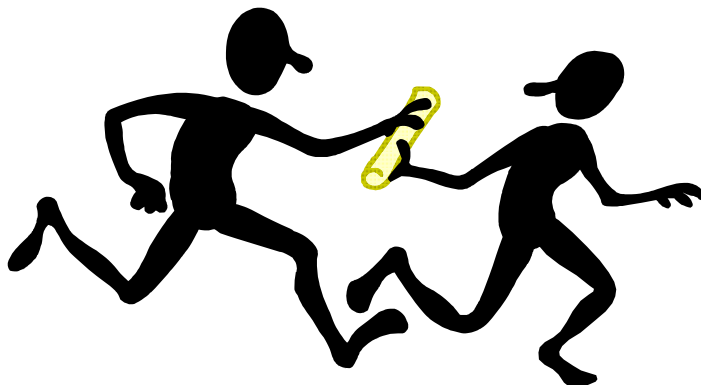
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	Not true	Mostly untrue	Partly true	Mostly true	True
A40. I am good at sports	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A41. I enjoy doing work in reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A42. My parents and I spend a lot of time together	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A43. I learn things quickly in maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A44. Other kids want me to be their friend	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A45. In general, I like being the way I am	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A46. I have a good looking body	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A47. I am bad in all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A48. I can run a long way without stopping	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>



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	Not true	Mostly untrue	Partly true	Mostly true	True
A49. Work in reading is easy for me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A50. My parents are easy to talk to	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A51. I like maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A52. I have more friends than most other kids	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A53. Overall I have a lot to be proud of	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A54. I'm better looking than most of my friends	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A55. I look forward to all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A56. I am a good athlete	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A57. I look forward to reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A58. I get along well with my parents	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A59. I'm good at maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A60. I am popular with kids of my own age	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>



PAGE 8 OF VERSION 1 OF THE QUESTIONNAIRE

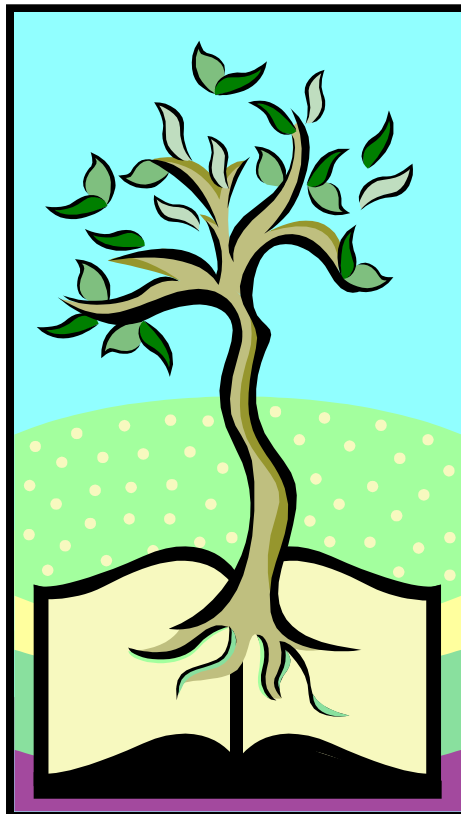
	Not true	Mostly untrue	Partly true	Mostly true	True
A61. I can't do anything right	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A62. I have nice features like nose, and eyes, and hair	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>



A63. Work in all school subjects is easy for me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A64. I'm good at throwing a ball	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A65. I hate reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A66. My parents and I have a lot of fun together	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A67. I can do things as well as most other people	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A68. I enjoy doing work in maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A69. Most other kids like me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A70. Other people think I am a good person	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

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	Not true	Mostly untrue	Partly true	Mostly true	True
A71. I like all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A72. A lot of things about me are good	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A73. I learn things quickly in reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A74. I'm as good as most other people	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A75. I am bad at maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A76. When I do something, I do it well	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>



PAGE 2 OF VERSION 2 OF THE QUESTIONNAIRE

Section A:

It is really helpful to find out how people feel. This questionnaire asks all sorts of questions about you and what you like and dislike, just tick a box at each question that is most like you.

For example:

If you love to read you would tick the end box:

	Not true	Mostly untrue	Partly true	Mostly true	True
A11. I like reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you only liked reading sometimes you would tick the middle box:

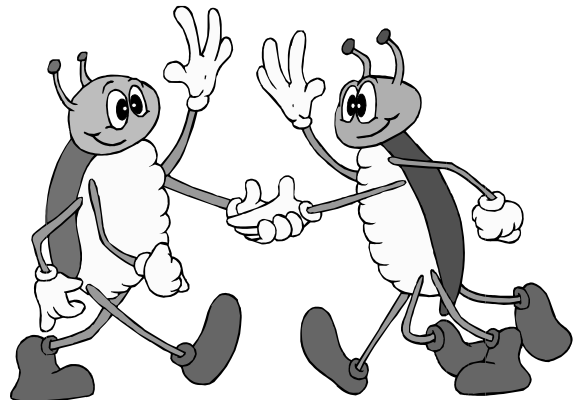
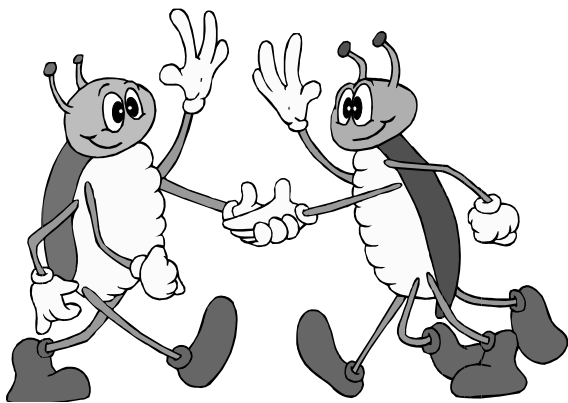
	Not true	Mostly untrue	Partly true	Mostly true	True
A11. I like reading	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not true	Mostly untrue	Partly true	Mostly true	True
A1. I am good looking	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A2. I'm good at all school subjects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A3. I can run fast	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A4. I get good marks in reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A5. I have a parent who understands me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A6. I hate mathematics	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A7. I have lots of friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
A8. I like the way I look	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

If there is a difficult question or one you don't want to answer, don't worry, miss it out and go on to the next one.

PAGE 3 OF VERSION 2 OF THE QUESTIONNAIRE

	Not true	Mostly untrue	Partly true	Mostly true	True
A9. I enjoy doing work in all school subjects	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A10. I like to run and play hard	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A11. I like reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A12. I have a parent who is usually unhappy or disappointed with what I do	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A13. Maths is easy for me	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A14. I make friends easily	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

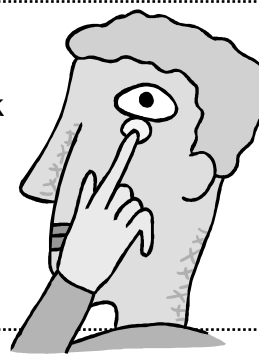


A15. I have a pleasant looking face	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A16. I get good marks in all school subjects	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A17. I hate sports and games	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PAGE 4 OF VERSION 2 OF THE QUESTIONNAIRE

	Not true	Mostly untrue	Partly true	Mostly true	True
A18. I'm good at reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A19. I have a parent I like	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A20. I look forward to mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A21. Most kids have more friends than I do	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A22. I am a nice looking person	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A23. I hate all school subjects	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A24. I enjoy sports and games	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A25. I am interested in reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Did you know you blink
on average about
6 times a minute?

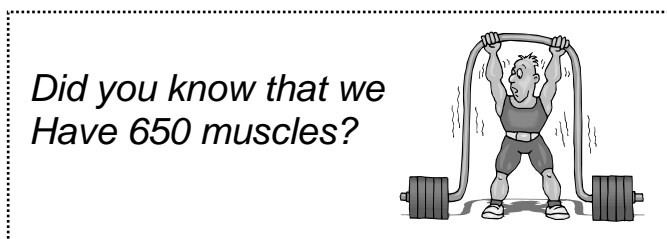


A26. I have a parent who likes me	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A27. I get good marks in maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A28. I get along with kids easily	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

PAGE 5 OF VERSION 2 OF THE QUESTIONNAIRE

Don't forget, just tick the box that is most like how you feel.

	Not true	Mostly untrue	Partly true	Mostly true	True
A29. I do lots of important things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A30. I am ugly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A31. I learn things quickly in all school subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A32. I have good muscles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



A33. I am bad at reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A34. If I have children of my own, I want to bring them up like I have been brought up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A35. I am interested in maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A36. I am easy to like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A37. Overall, I am no good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A38. Other kids think I am good looking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A39. I am interested in all school subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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It's no problem if you want to miss out a question, just go on to the next one.

	Not true	Mostly untrue	Partly true	Mostly true	True
A40. I am good at sports	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A41. I enjoy doing work in reading	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A42. I have a parent who I spend a lot of time with	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A43. I learn things quickly in maths	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A44. Other kids want me to be their friend	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A45. In general, I like being the way I am	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A46. I have a good looking body	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A47. I am bad in all school subjects	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>
A48. I can run a long way without stopping	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>

You're doing really well, Children of the 90s is so successful because of all the help families and children like you give us.



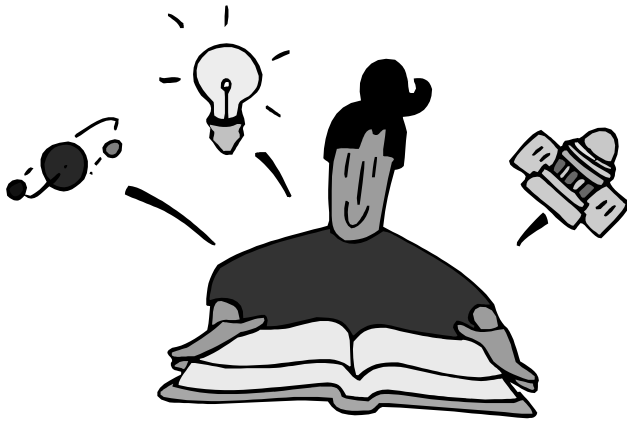
PAGE 7 OF VERSION 2 OF THE QUESTIONNAIRE

	Not true	Mostly untrue	Partly true	Mostly true	True
A49. Work in reading is easy for me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A50. I have a parent who is easy to talk to	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A51. I like maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A52. I have more friends than most other kids	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A53. Overall I have a lot to be proud of	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A54. I'm better looking than most of my friends	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A55. I look forward to all school subjects	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A56. I am a good athlete	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A57. I look forward to reading	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A58. I have a parent I get along well with	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A59. I'm good at maths	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
A60. I am popular with kids of my own age	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>



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	Not true	Mostly untrue	Partly true	Mostly true	True
A61. I can't do anything right	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A62. I have nice features like nose, and eyes, and hair	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

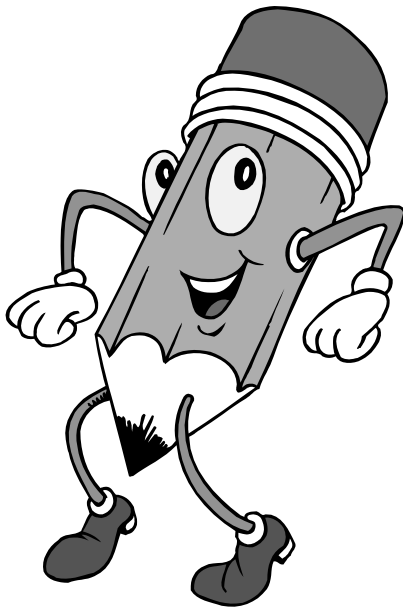


Nearly there, just
a few more
questions in this
section.

A63. Work in all school subjects is easy for me	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A64. I'm good at throwing a ball	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A65. I hate reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A66. I have a parent who I have a lot of fun with	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A67. I can do things as well as most other people	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A68. I enjoy doing work in maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A69. Most other kids like me	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A70. Other people think I am a good person	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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	Not true	Mostly untrue	Partly true	Mostly true	True
A71. I like all school subjects	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A72. A lot of things about me are good	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A73. I learn things quickly in reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A74. I'm as good as most other people	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A75. I am bad at maths	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
A76. When I do something, I do it well	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Finished?
Well done, now turn
over for some
left – right questions!

We all get bothered sometimes, if you have any
worries, remember it's good to talk things over
with a parent, relative or teacher.
There is always the Childline number: 0800 1111
if you want to talk to someone else.

CCF File – Section A

ccf100 A1: Study child is good looking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	383	2.5	4.9	4.9
	Mostly untrue	419	2.8	5.4	10.4
	Partly true	2479	16.3	32.0	42.4
	Mostly true	2181	14.3	28.2	70.6
	True	2277	15.0	29.4	100.0
	Total	7739	50.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	323	2.1		
	Total	7463	49.1		
Total		15202	100.0		

ccf101 A2: Study child is good at all subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	659	4.3	8.3	8.3
	Mostly untrue	499	3.3	6.2	14.5
	Partly true	2337	15.4	29.3	43.8
	Mostly true	3168	20.8	39.7	83.4
	True	1324	8.7	16.6	100.0
	Total	7987	52.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	75	.5		
	Total	7215	47.5		
Total		15202	100.0		

ccf102 A3: Study child can run fast

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	290	1.9	3.6	3.6
	Mostly untrue	425	2.8	5.3	8.9
	Partly true	1445	9.5	18.1	27.0
	Mostly true	1962	12.9	24.5	51.5
	True	3880	25.5	48.5	100.0
	Total	8002	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	60	.4		
	Total	7200	47.4		
Total		15202	100.0		

CCF File – Section A

ccf103 A4: Study child receives good marks in reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	162	1.1	2.0	2.0
	Mostly untrue	298	2.0	3.8	5.8
	Partly true	1242	8.2	15.7	21.5
	Mostly true	2042	13.4	25.8	47.3
	True	4176	27.5	52.7	100.0
	Total	7920	52.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	Don't know	1	.0		
	No response	141	.9		
	Total	7282	47.9		
Total		15202	100.0		

ccf104 A5: Study child is understood by parent(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	126	.8	1.6	1.6
	Mostly untrue	134	.9	1.7	3.3
	Partly true	586	3.9	7.4	10.7
	Mostly true	1248	8.2	15.7	26.4
	True	5841	38.4	73.6	100.0
	Total	7935	52.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	127	.8		
	Total	7267	47.8		
Total		15202	100.0		

ccf105 A6: Study child hates mathematics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	4101	27.0	51.4	51.4
	Mostly untrue	993	6.5	12.4	63.9
	Partly true	1013	6.7	12.7	76.6
	Mostly true	594	3.9	7.4	84.0
	True	1276	8.4	16.0	100.0
	Total	7977	52.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	85	.6		
	Total	7225	47.5		
Total		15202	100.0		

CCF File – Section A

ccf106 A7: Study child has lots of friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	168	1.1	2.1	2.1
	Mostly untrue	188	1.2	2.4	4.5
	Partly true	727	4.8	9.1	13.5
	Mostly true	1330	8.7	16.6	30.2
	True	5580	36.7	69.8	100.0
	Total	7993	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	69	.5		
	Total	7209	47.4		
Total		15202	100.0		

ccf107 A8: Study child likes the way they look

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	377	2.5	4.8	4.8
	Mostly untrue	341	2.2	4.3	9.1
	Partly true	1286	8.5	16.2	25.3
	Mostly true	1856	12.2	23.5	48.8
	True	4054	26.7	51.2	100.0
	Total	7914	52.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	148	1.0		
	Total	7288	47.9		
Total		15202	100.0		

ccf108 A9: Study child enjoys doing work in all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	939	6.2	11.7	11.7
	Mostly untrue	658	4.3	8.2	20.0
	Partly true	2127	14.0	26.6	46.5
	Mostly true	2645	17.4	33.1	79.6
	True	1632	10.7	20.4	100.0
	Total	8001	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	61	.4		
	Total	7201	47.4		
Total		15202	100.0		

CCF File – Section A

ccf109 A10: Study child likes to run and play hard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	644	4.2	8.2	8.2
	Mostly untrue	493	3.2	6.3	14.5
	Partly true	1191	7.8	15.2	29.7
	Mostly true	1520	10.0	19.4	49.1
	True	3983	26.2	50.9	100.0
	Total	7831	51.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	231	1.5		
	Total	7371	48.5		
Total		15202	100.0		

ccf110 A11: Study child likes to read

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	436	2.9	5.5	5.5
	Mostly untrue	378	2.5	4.7	10.2
	Partly true	1188	7.8	14.9	25.1
	Mostly true	1475	9.7	18.5	43.6
	True	4498	29.6	56.4	100.0
	Total	7975	52.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	87	.6		
	Total	7227	47.5		
Total		15202	100.0		

ccf111 A12: Study child's parent(s) usually unhappy/disappointed with what they do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	6050	39.8	76.3	76.3
	Mostly untrue	1019	6.7	12.9	89.2
	Partly true	468	3.1	5.9	95.1
	Mostly true	177	1.2	2.2	97.3
	True	214	1.4	2.7	100.0
	Total	7928	52.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	134	.9		
	Total	7274	47.8		
Total		15202	100.0		

CCF File – Section A

ccf112 A13: Study child finds maths easy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	749	4.9	9.4	9.4
	Mostly untrue	558	3.7	7.0	16.3
	Partly true	1856	12.2	23.2	39.6
	Mostly true	2303	15.1	28.8	68.4
	True	2531	16.6	31.6	100.0
	Total	7997	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	65	.4		
	Total	7205	47.4		
Total		15202	100.0		

ccf113 A14: Study child makes friends easily

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	372	2.4	4.7	4.7
	Mostly untrue	379	2.5	4.7	9.4
	Partly true	1456	9.6	18.2	27.6
	Mostly true	2107	13.9	26.4	54.0
	True	3672	24.2	46.0	100.0
	Total	7986	52.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	76	.5		
	Total	7216	47.5		
Total		15202	100.0		

ccf114 A15: Study child has a pleasant looking face

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	309	2.0	4.0	4.0
	Mostly untrue	351	2.3	4.5	8.5
	Partly true	1640	10.8	21.1	29.6
	Mostly true	2068	13.6	26.6	56.3
	True	3392	22.3	43.7	100.0
	Total	7760	51.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	302	2.0		
	Total	7442	49.0		
Total		15202	100.0		

CCF File – Section A

ccf115 A16: Study child gets good marks in all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	432	2.8	5.4	5.4
	Mostly untrue	445	2.9	5.6	11.0
	Partly true	2046	13.5	25.7	36.7
	Mostly true	3004	19.8	37.7	74.4
	True	2040	13.4	25.6	100.0
	Total	7967	52.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	95	.6		
	Total	7235	47.6		
Total		15202	100.0		

ccf116 A17: Study child hates sports and games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	6310	41.5	78.9	78.9
	Mostly untrue	754	5.0	9.4	88.3
	Partly true	461	3.0	5.8	94.0
	Mostly true	246	1.6	3.1	97.1
	True	231	1.5	2.9	100.0
	Total	8002	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	60	.4		
	Total	7200	47.4		
Total		15202	100.0		

ccf117 A18: Study child is good at reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	172	1.1	2.1	2.1
	Mostly untrue	195	1.3	2.4	4.6
	Partly true	868	5.7	10.8	15.4
	Mostly true	1799	11.8	22.5	37.9
	True	4979	32.8	62.1	100.0
	Total	8013	52.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	49	.3		
	Total	7189	47.3		
Total		15202	100.0		

CCF File – Section A

ccf118 A19: Study child likes their parent(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	38	.2	.5	.5
	Mostly untrue	15	.1	.2	.7
	Partly true	114	.7	1.4	2.1
	Mostly true	372	2.4	4.7	6.7
	True	7448	49.0	93.3	100.0
	Total	7987	52.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	75	.5		
	Total	7215	47.5		
Total		15202	100.0		

ccf119 A20: Study child looks forward to mathematics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	1360	8.9	17.1	17.1
	Mostly untrue	802	5.3	10.1	27.1
	Partly true	1559	10.3	19.6	46.7
	Mostly true	1561	10.3	19.6	66.3
	True	2689	17.7	33.7	100.0
	Total	7971	52.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	91	.6		
	Total	7231	47.6		
Total		15202	100.0		

ccf120 A21: Other kids have more friends than study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	3131	20.6	39.5	39.5
	Mostly untrue	1977	13.0	24.9	64.4
	Partly true	1296	8.5	16.3	80.8
	Mostly true	655	4.3	8.3	89.1
	True	868	5.7	10.9	100.0
	Total	7927	52.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	135	.9		
	Total	7275	47.9		
Total		15202	100.0		

CCF File – Section A

ccf121 A22: Study child is a nice looking person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	317	2.1	4.1	4.1
	Mostly untrue	307	2.0	4.0	8.1
	Partly true	1696	11.2	21.9	30.0
	Mostly true	2102	13.8	27.2	57.2
	True	3311	21.8	42.8	100.0
	Total	7733	50.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	329	2.2		
	Total	7469	49.1		
Total		15202	100.0		

ccf122 A23: Study child hates all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	5460	35.9	68.3	68.3
	Mostly untrue	1438	9.5	18.0	86.3
	Partly true	649	4.3	8.1	94.4
	Mostly true	302	2.0	3.8	98.2
	True	143	.9	1.8	100.0
	Total	7992	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	70	.5		
	Total	7210	47.4		
Total		15202	100.0		

ccf123 A24: Study child enjoys sports and games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	226	1.5	2.8	2.8
	Mostly untrue	171	1.1	2.1	5.0
	Partly true	544	3.6	6.8	11.7
	Mostly true	821	5.4	10.2	22.0
	True	6248	41.1	78.0	100.0
	Total	8010	52.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	52	.3		
	Total	7192	47.3		
Total		15202	100.0		

CCF File – Section A

ccf124 A25: Study child is interested in reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	464	3.1	5.8	5.8
	Mostly untrue	399	2.6	5.0	10.8
	Partly true	1243	8.2	15.5	26.3
	Mostly true	1491	9.8	18.6	45.0
	True	4404	29.0	55.0	100.0
	Total	8001	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	61	.4		
	Total	7201	47.4		
Total		15202	100.0		

ccf125 A26: Study child is liked by parent(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	51	.3	.6	.6
	Mostly untrue	17	.1	.2	.9
	Partly true	111	.7	1.4	2.2
	Mostly true	325	2.1	4.1	6.3
	True	7467	49.1	93.7	100.0
	Total	7971	52.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	91	.6		
	Total	7231	47.6		
Total		15202	100.0		

ccf126 A27: Study child gets good marks in maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	278	1.8	3.5	3.5
	Mostly untrue	255	1.7	3.2	6.7
	Partly true	1299	8.5	16.3	23.0
	Mostly true	2414	15.9	30.2	53.2
	True	3736	24.6	46.8	100.0
	Total	7982	52.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	80	.5		
	Total	7220	47.5		
Total		15202	100.0		

CCF File – Section A

ccf127 A28: Study child gets along easily with kids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	199	1.3	2.5	2.5
	Mostly untrue	222	1.5	2.8	5.3
	Partly true	1021	6.7	12.8	18.0
	Mostly true	2291	15.1	28.6	46.7
	True	4267	28.1	53.3	100.0
	Total	8000	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	62	.4		
	Total	7202	47.4		
Total		15202	100.0		

ccf128 A29: Study child does lots of important things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	407	2.7	5.2	5.2
	Mostly untrue	732	4.8	9.3	14.5
	Partly true	2522	16.6	32.2	46.7
	Mostly true	2100	13.8	26.8	73.5
	True	2073	13.6	26.5	100.0
	Total	7834	51.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	228	1.5		
	Total	7368	48.5		
Total		15202	100.0		

ccf129 A30: Study child is ugly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	5782	38.0	73.9	73.9
	Mostly untrue	1252	8.2	16.0	89.9
	Partly true	429	2.8	5.5	95.3
	Mostly true	148	1.0	1.9	97.2
	True	217	1.4	2.8	100.0
	Total	7828	51.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	234	1.5		
	Total	7374	48.5		
Total		15202	100.0		

CCF File – Section A

ccf130 A31: Study child learns things quickly in all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	490	3.2	6.2	6.2
	Mostly untrue	529	3.5	6.6	12.8
	Partly true	2141	14.1	26.9	39.7
	Mostly true	2726	17.9	34.3	74.0
	True	2072	13.6	26.0	100.0
	Total	7958	52.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	104	.7		
	Total	7244	47.7		
Total		15202	100.0		

ccf131 A32: Study child has good muscles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	452	3.0	5.7	5.7
	Mostly untrue	560	3.7	7.1	12.8
	Partly true	1786	11.7	22.7	35.5
	Mostly true	2065	13.6	26.2	61.7
	True	3021	19.9	38.3	100.0
	Total	7884	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	178	1.2		
	Total	7318	48.1		
Total		15202	100.0		

ccf132 A33: Study child is bad at reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	6333	41.7	79.2	79.2
	Mostly untrue	944	6.2	11.8	91.0
	Partly true	411	2.7	5.1	96.1
	Mostly true	143	.9	1.8	97.9
	True	167	1.1	2.1	100.0
	Total	7998	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	64	.4		
	Total	7204	47.4		
Total		15202	100.0		

CCF File – Section A

ccf133 A34: Study child wants to bring own children up same way as their parent(s) raised them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	375	2.5	4.8	4.8
	Mostly untrue	149	1.0	1.9	6.7
	Partly true	726	4.8	9.3	15.9
	Mostly true	1296	8.5	16.5	32.4
	True	5301	34.9	67.6	100.0
	Total	7847	51.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	215	1.4		
	Total	7355	48.4		
Total		15202	100.0		

ccf134 A35: Study child is interested in maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	892	5.9	11.2	11.2
	Mostly untrue	634	4.2	7.9	19.1
	Partly true	1340	8.8	16.8	35.9
	Mostly true	1468	9.7	18.4	54.2
	True	3658	24.1	45.8	100.0
	Total	7992	52.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	70	.5		
	Total	7210	47.4		
Total		15202	100.0		

ccf135 A36: Study child is easy to like

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	238	1.6	3.0	3.0
	Mostly untrue	241	1.6	3.1	6.1
	Partly true	1571	10.3	20.1	26.2
	Mostly true	2469	16.2	31.5	57.7
	True	3314	21.8	42.3	100.0
	Total	7833	51.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	229	1.5		
	Total	7369	48.5		
Total		15202	100.0		

CCF File – Section A

ccf136 A37: Study child overall, is no good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	6169	40.6	79.2	79.2
	Mostly untrue	1018	6.7	13.1	92.2
	Partly true	324	2.1	4.2	96.4
	Mostly true	119	.8	1.5	97.9
	True	162	1.1	2.1	100.0
	Total	7792	51.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	270	1.8		
	Total	7410	48.7		
Total		15202	100.0		

ccf137 A38: Other kids think study child is good looking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	780	5.1	10.7	10.7
	Mostly untrue	817	5.4	11.2	21.9
	Partly true	2370	15.6	32.5	54.3
	Mostly true	1791	11.8	24.5	78.8
	True	1545	10.2	21.2	100.0
	Total	7303	48.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	Don't know	1	.0		
	No response	758	5.0		
	Total	7899	52.0		
Total		15202	100.0		

ccf138 A39: Study child is interested in all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	881	5.8	11.0	11.0
	Mostly untrue	618	4.1	7.7	18.8
	Partly true	1788	11.8	22.4	41.2
	Mostly true	2462	16.2	30.8	72.0
	True	2235	14.7	28.0	100.0
	Total	7984	52.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	78	.5		
	Total	7218	47.5		
Total		15202	100.0		

CCF File – Section A

ccf139 A40: Study child is good at sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	235	1.5	3.0	3.0
	Mostly untrue	273	1.8	3.4	6.4
	Partly true	1120	7.4	14.1	20.4
	Mostly true	1919	12.6	24.1	44.5
	True	4418	29.1	55.5	100.0
	Total	7965	52.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	97	.6		
	Total	7237	47.6		
Total		15202	100.0		

ccf140 A41: Study child enjoys doing work in reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	479	3.2	6.1	6.1
	Mostly untrue	452	3.0	5.8	11.9
	Partly true	1402	9.2	17.9	29.8
	Mostly true	1790	11.8	22.8	52.6
	True	3719	24.5	47.4	100.0
	Total	7842	51.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	220	1.4		
	Total	7360	48.4		
Total		15202	100.0		

ccf141 A42: Parent(s) and study child spend a lot of time together

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	149	1.0	1.9	1.9
	Mostly untrue	218	1.4	2.8	4.6
	Partly true	924	6.1	11.7	16.3
	Mostly true	1732	11.4	21.9	38.2
	True	4886	32.1	61.8	100.0
	Total	7909	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	153	1.0		
	Total	7293	48.0		
Total		15202	100.0		

CCF File – Section A

ccf142 A43: Study child learns things quickly in maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	555	3.7	7.0	7.0
	Mostly untrue	462	3.0	5.8	12.8
	Partly true	1600	10.5	20.1	32.9
	Mostly true	2203	14.5	27.7	60.6
	True	3132	20.6	39.4	100.0
	Total	7952	52.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	110	.7		
	Total	7250	47.7		
Total		15202	100.0		

ccf143 A44: Other kids want study child to be their friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	364	2.4	4.7	4.7
	Mostly untrue	520	3.4	6.7	11.4
	Partly true	1910	12.6	24.5	35.9
	Mostly true	2095	13.8	26.9	62.8
	True	2897	19.1	37.2	100.0
	Total	7786	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	276	1.8		
	Total	7416	48.8		
Total		15202	100.0		

ccf144 A45: In general, study child likes the way they are

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	147	1.0	1.9	1.9
	Mostly untrue	133	.9	1.7	3.5
	Partly true	508	3.3	6.4	10.0
	Mostly true	1304	8.6	16.5	26.5
	True	5806	38.2	73.5	100.0
	Total	7898	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	164	1.1		
	Total	7304	48.0		
Total		15202	100.0		

CCF File – Section A

ccf145 A46: Study child has a good-looking body

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	443	2.9	6.0	6.0
	Mostly untrue	451	3.0	6.1	12.1
	Partly true	1753	11.5	23.8	35.9
	Mostly true	2057	13.5	27.9	63.8
	True	2674	17.6	36.2	100.0
	Total	7378	48.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	684	4.5		
	Total	7824	51.5		
Total		15202	100.0		

ccf146 A47: Study child is bad in all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	6100	40.1	76.9	76.9
	Mostly untrue	1240	8.2	15.6	92.5
	Partly true	355	2.3	4.5	97.0
	Mostly true	158	1.0	2.0	99.0
	True	82	.5	1.0	100.0
	Total	7935	52.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	127	.8		
	Total	7267	47.8		
Total		15202	100.0		

ccf147 A48: Study child can run a long way without stopping

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	600	3.9	7.5	7.5
	Mostly untrue	542	3.6	6.8	14.4
	Partly true	1499	9.9	18.9	33.2
	Mostly true	1860	12.2	23.4	56.6
	True	3448	22.7	43.4	100.0
	Total	7949	52.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	113	.7		
	Total	7253	47.7		
Total		15202	100.0		

CCF File – Section A

ccf148 A49: Work in reading is easy for study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	302	2.0	3.8	3.8
	Mostly untrue	267	1.8	3.4	7.2
	Partly true	1209	8.0	15.4	22.6
	Mostly true	2372	15.6	30.1	52.7
	True	3724	24.5	47.3	100.0
	Total	7874	51.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	188	1.2		
	Total	7328	48.2		
Total		15202	100.0		

ccf149 A50: Study child's parent(s) is easy to talk to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	109	.7	1.4	1.4
	Mostly untrue	103	.7	1.3	2.7
	Partly true	612	4.0	7.7	10.4
	Mostly true	1344	8.8	16.9	27.3
	True	5767	37.9	72.7	100.0
	Total	7935	52.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	127	.8		
	Total	7267	47.8		
Total		15202	100.0		

ccf150 A51: Study child likes maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	981	6.5	12.3	12.3
	Mostly untrue	502	3.3	6.3	18.7
	Partly true	1092	7.2	13.7	32.4
	Mostly true	1412	9.3	17.8	50.2
	True	3962	26.1	49.8	100.0
	Total	7949	52.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	113	.7		
	Total	7253	47.7		
Total		15202	100.0		

CCF File – Section A

ccf151 A52: Study child has more friends than most other kids

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	1244	8.2	15.9	15.9
	Mostly untrue	1063	7.0	13.6	29.5
	Partly true	2299	15.1	29.4	59.0
	Mostly true	1755	11.5	22.5	81.4
	True	1450	9.5	18.6	100.0
	Total	7811	51.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	251	1.7		
	Total	7391	48.6		
Total		15202	100.0		

ccf152 A53: Overall study child has a lot to be proud of

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	171	1.1	2.2	2.2
	Mostly untrue	176	1.2	2.2	4.4
	Partly true	1012	6.7	12.9	17.3
	Mostly true	1801	11.8	23.0	40.3
	True	4676	30.8	59.7	100.0
	Total	7836	51.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	226	1.5		
	Total	7366	48.5		
Total		15202	100.0		

ccf153 A54: Study child is better looking than most of their friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	1377	9.1	18.6	18.6
	Mostly untrue	1319	8.7	17.9	36.5
	Partly true	2498	16.4	33.8	70.3
	Mostly true	1256	8.3	17.0	87.4
	True	934	6.1	12.6	100.0
	Total	7384	48.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	678	4.5		
	Total	7818	51.4		
Total		15202	100.0		

CCF File – Section A

ccf154 A55: Study child looks forward to all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	927	6.1	11.7	11.7
	Mostly untrue	857	5.6	10.8	22.6
	Partly true	2024	13.3	25.6	48.2
	Mostly true	2179	14.3	27.6	75.7
	True	1917	12.6	24.3	100.0
	Total	7904	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	158	1.0		
	Total	7298	48.0		
Total		15202	100.0		

ccf155 A56: Study child is a good athlete

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	484	3.2	6.2	6.2
	Mostly untrue	545	3.6	6.9	13.1
	Partly true	1468	9.7	18.7	31.8
	Mostly true	1778	11.7	22.7	54.5
	True	3569	23.5	45.5	100.0
	Total	7844	51.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	218	1.4		
	Total	7358	48.4		
Total		15202	100.0		

ccf156 A57: Study child looks forward to reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	606	4.0	7.6	7.6
	Mostly untrue	494	3.2	6.2	13.9
	Partly true	1247	8.2	15.7	29.6
	Mostly true	1505	9.9	18.9	48.5
	True	4090	26.9	51.5	100.0
	Total	7942	52.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	120	.8		
	Total	7260	47.8		
Total		15202	100.0		

CCF File – Section A

ccf157 A58: Study child gets along well with parent(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	61	.4	.8	.8
	Mostly untrue	59	.4	.7	1.5
	Partly true	349	2.3	4.4	5.9
	Mostly true	956	6.3	12.1	18.0
	True	6487	42.7	82.0	100.0
	Total	7912	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	150	1.0		
	Total	7290	48.0		
Total		15202	100.0		

ccf158 A59: Study child is good at maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	487	3.2	6.1	6.1
	Mostly untrue	328	2.2	4.1	10.3
	Partly true	1217	8.0	15.4	25.6
	Mostly true	1964	12.9	24.8	50.4
	True	3928	25.8	49.6	100.0
	Total	7924	52.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	138	.9		
	Total	7278	47.9		
Total		15202	100.0		

ccf159 A60: Study child is popular with kids of same age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	318	2.1	4.0	4.0
	Mostly untrue	365	2.4	4.6	8.7
	Partly true	1440	9.5	18.2	26.9
	Mostly true	2049	13.5	26.0	52.9
	True	3720	24.5	47.1	100.0
	Total	7892	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	170	1.1		
	Total	7310	48.1		
Total		15202	100.0		

CCF File – Section A

ccf160 A61: Study child can't do anything right

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	5662	37.2	71.6	71.6
	Mostly untrue	1339	8.8	16.9	88.6
	Partly true	559	3.7	7.1	95.6
	Mostly true	241	1.6	3.0	98.7
	True	104	.7	1.3	100.0
	Total	7905	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	157	1.0		
	Total	7297	48.0		
Total		15202	100.0		

ccf161 A62: Study child has nice features, like nose, hair and eyes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	210	1.4	2.7	2.7
	Mostly untrue	254	1.7	3.3	6.0
	Partly true	1437	9.5	18.7	24.8
	Mostly true	1892	12.4	24.6	49.4
	True	3884	25.5	50.6	100.0
	Total	7677	50.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	385	2.5		
	Total	7525	49.5		
Total		15202	100.0		

ccf162 A63: Work in all school subjects is easy for study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	766	5.0	9.7	9.7
	Mostly untrue	569	3.7	7.2	16.9
	Partly true	2461	16.2	31.2	48.1
	Mostly true	2958	19.5	37.5	85.5
	True	1143	7.5	14.5	100.0
	Total	7897	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	165	1.1		
	Total	7305	48.1		
Total		15202	100.0		

CCF File – Section A

ccf163 A64: Study child is good at throwing a ball

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	199	1.3	2.5	2.5
	Mostly untrue	267	1.8	3.4	5.9
	Partly true	966	6.4	12.3	18.2
	Mostly true	1719	11.3	21.8	40.0
	True	4734	31.1	60.0	100.0
	Total	7885	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	177	1.2		
	Total	7317	48.1		
Total		15202	100.0		

ccf164 A65: Study child hates reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	5736	37.7	72.6	72.6
	Mostly untrue	879	5.8	11.1	83.8
	Partly true	549	3.6	7.0	90.7
	Mostly true	258	1.7	3.3	94.0
	True	475	3.1	6.0	100.0
	Total	7897	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	165	1.1		
	Total	7305	48.1		
Total		15202	100.0		

ccf165 A66: Study child and parent(s) have a lot of fun together

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	109	.7	1.4	1.4
	Mostly untrue	104	.7	1.3	2.7
	Partly true	599	3.9	7.6	10.3
	Mostly true	1097	7.2	13.9	24.2
	True	5968	39.3	75.8	100.0
	Total	7877	51.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	185	1.2		
	Total	7325	48.2		
Total		15202	100.0		

CCF File – Section A

ccf166 A67: Study child can do things as well as most other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	211	1.4	2.7	2.7
	Mostly untrue	192	1.3	2.4	5.1
	Partly true	1074	7.1	13.6	18.7
	Mostly true	2036	13.4	25.8	44.6
	True	4371	28.8	55.4	100.0
	Total	7884	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	178	1.2		
	Total	7318	48.1		
Total		15202	100.0		

ccf167 A68: Study child enjoys doing work in maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	800	5.3	10.1	10.1
	Mostly untrue	533	3.5	6.7	16.8
	Partly true	1285	8.5	16.2	33.1
	Mostly true	1617	10.6	20.4	53.5
	True	3677	24.2	46.5	100.0
	Total	7912	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	150	1.0		
	Total	7290	48.0		
Total		15202	100.0		

ccf168 A69: Most other kids like study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	203	1.3	2.6	2.6
	Mostly untrue	228	1.5	2.9	5.5
	Partly true	1344	8.8	17.1	22.6
	Mostly true	2172	14.3	27.6	50.2
	True	3914	25.7	49.8	100.0
	Total	7861	51.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	201	1.3		
	Total	7341	48.3		
Total		15202	100.0		

CCF File – Section A

ccf169 A70: Other people think study child is a good person

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	115	.8	1.5	1.5
	Mostly untrue	154	1.0	2.0	3.4
	Partly true	1182	7.8	15.1	18.6
	Mostly true	2270	14.9	29.1	47.6
	True	4090	26.9	52.4	100.0
	Total	7811	51.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	251	1.7		
	Total	7391	48.6		
Total		15202	100.0		

ccf170 A71: Study child likes all school subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	943	6.2	11.9	11.9
	Mostly untrue	491	3.2	6.2	18.1
	Partly true	1763	11.6	22.3	40.4
	Mostly true	2803	18.4	35.4	75.8
	True	1916	12.6	24.2	100.0
	Total	7916	52.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	146	1.0		
	Total	7286	47.9		
Total		15202	100.0		

ccf171 A72: There are a lot of good things about study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	89	.6	1.1	1.1
	Mostly untrue	134	.9	1.7	2.8
	Partly true	1124	7.4	14.3	17.2
	Mostly true	2345	15.4	29.9	47.1
	True	4143	27.3	52.9	100.0
	Total	7835	51.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	227	1.5		
	Total	7367	48.5		
Total		15202	100.0		

CCF File – Section A

ccf172 A73: Study child learns things quickly in reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	285	1.9	3.6	3.6
	Mostly untrue	286	1.9	3.6	7.2
	Partly true	1061	7.0	13.5	20.7
	Mostly true	1835	12.1	23.3	44.0
	True	4420	29.1	56.0	100.0
	Total	7887	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	175	1.2		
	Total	7315	48.1		
Total		15202	100.0		

ccf173 A74: Study child is as good as most other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	195	1.3	2.5	2.5
	Mostly untrue	183	1.2	2.3	4.8
	Partly true	1029	6.8	13.1	18.0
	Mostly true	2019	13.3	25.8	43.7
	True	4412	29.0	56.3	100.0
	Total	7838	51.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	224	1.5		
	Total	7364	48.4		
Total		15202	100.0		

ccf174 A75: Study child is bad at maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	5276	34.7	66.9	66.9
	Mostly untrue	1271	8.4	16.1	83.0
	Partly true	656	4.3	8.3	91.3
	Mostly true	295	1.9	3.7	95.0
	True	394	2.6	5.0	100.0
	Total	7892	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	170	1.1		
	Total	7310	48.1		
Total		15202	100.0		

CCF File – Section A

ccf175 A76: When study child does something they do it well

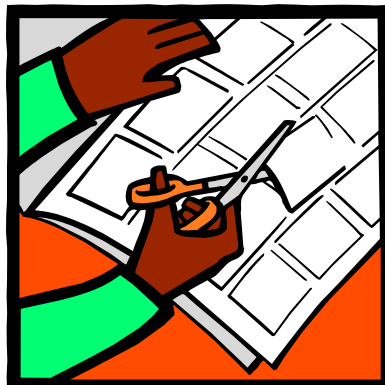
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not true	99	.7	1.3	1.3
	Mostly untrue	157	1.0	2.0	3.3
	Partly true	1609	10.6	20.4	23.7
	Mostly true	3168	20.8	40.2	63.9
	True	2838	18.7	36.1	100.0
	Total	7871	51.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	191	1.3		
	Total	7331	48.2		
Total		15202	100.0		

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Section B:

Please read each of the questions below. Decide which hand, foot or eye you use for each activity and tick the appropriate box. If you are unsure of any answer try it first to see.

	Which hand:	Left	Right	Either	Don't do this at all
B1.	With which hand do you draw?	<div>1 <input type="checkbox"/></div>	<div>2 <input type="checkbox"/></div>	<div>3 <input type="checkbox"/></div>	<div>4 <input type="checkbox"/></div>
B2.	Which hand do you use to throw a ball?	<div>1 <input type="checkbox"/></div>	<div>2 <input type="checkbox"/></div>	<div>3 <input type="checkbox"/></div>	<div>4 <input type="checkbox"/></div>
B3.	Which hand do you use to colour in?	<div>1 <input type="checkbox"/></div>	<div>2 <input type="checkbox"/></div>	<div>3 <input type="checkbox"/></div>	<div>4 <input type="checkbox"/></div>
B4.	In which hand do you hold your toothbrush?	<div>1 <input type="checkbox"/></div>	<div>2 <input type="checkbox"/></div>	<div>3 <input type="checkbox"/></div>	<div>4 <input type="checkbox"/></div>
B5.	Which hand holds a knife when cutting things?	<div>1 <input type="checkbox"/></div>	<div>2 <input type="checkbox"/></div>	<div>3 <input type="checkbox"/></div>	<div>4 <input type="checkbox"/></div>
B6.	Which hand do you use to hit things with?	<div>1 <input type="checkbox"/></div>	<div>2 <input type="checkbox"/></div>	<div>3 <input type="checkbox"/></div>	<div>4 <input type="checkbox"/></div>



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	Which foot:	Left	Right	Either	Don't do this at all
B7.	With which foot do you kick a ball?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B8.	If you wanted to try to pick up a pebble with your toes, which foot would you use?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B9.	Which foot would you use to stamp on something?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B10.	Which foot would you use to climb up a step?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>



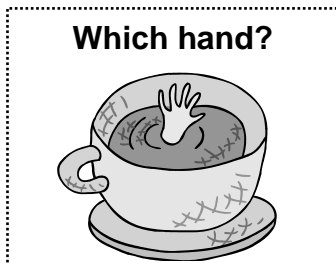
	Which eye:	Left	Right	Either	Don't do this at all
B11.	Which eye would you use to look through a tube? (e.g. empty toilet roll)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B12.	If you had to look into a can or bottle to see how full it was, which eye would you use?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>



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Section B:

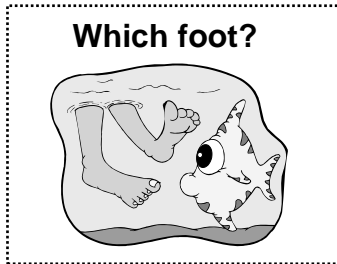
Most of us prefer to use one foot or hand when doing things, some people don't mind and use either. Decide which hand, foot or eye you use for each activity and tick the appropriate box.



	Left	Right	Either	Don't do this at all
B1. With which hand do you draw?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
B2. Which hand do you use to throw a ball?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
B3. Which hand do you use to colour in?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
B4. In which hand do you hold your toothbrush?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
B5. Which hand holds a knife when cutting things?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
B6. Which hand do you use to hit things with?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

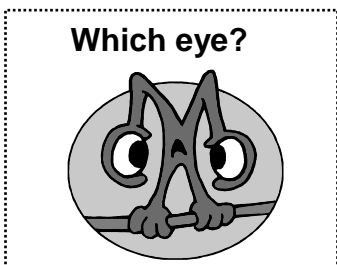


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	Right	Either	Don't do this at all	Left
B7. With which foot do you kick a ball?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B8. If you wanted to try to pick up a pebble with your toes, which foot would you use?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B9. Which foot would you use to stamp on something?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B10. Which foot would you use to climb up a step?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

If you are unsure of any answer, try it yourself and see.



	Left	Right	Either	Don't do this at all
B11. Which eye would you use to look through a tube? (e.g. empty toilet roll)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
B12. If you had to look into a can or bottle to see how full it was, which eye would you use?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

CCF File – Section B

ccf200 B1: Hand study child would use to draw

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	910	6.0	11.5	11.5
	Right	6839	45.0	86.5	98.0
	Either	153	1.0	1.9	99.9
	Don't do this at all	5	.0	.1	100.0
	Total	7907	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	155	1.0		
	Total	7295	48.0		
Total		15202	100.0		

ccf201 B2: Hand study child would use to throw a ball

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	577	3.8	7.3	7.3
	Right	5158	33.9	65.3	72.7
	Either	2151	14.1	27.2	99.9
	Don't do this at all	8	.1	.1	100.0
	Total	7894	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	168	1.1		
	Total	7308	48.1		
Total		15202	100.0		

ccf202 B3: Hand study child would use to colour in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	901	5.9	11.4	11.4
	Right	6785	44.6	85.8	97.2
	Either	213	1.4	2.7	99.9
	Don't do this at all	5	.0	.1	100.0
	Total	7904	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	158	1.0		
	Total	7298	48.0		
Total		15202	100.0		

ccf203 B4: Hand study child would use to hold toothbrush

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	840	5.5	10.6	10.6
	Right	5863	38.6	74.2	84.8
	Either	1200	7.9	15.2	100.0
	Don't do this at all	2	.0	.0	100.0
	Total	7905	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	157	1.0		
	Total	7297	48.0		
Total		15202	100.0		

CCF File – Section B

ccf204 B5: Hand study child would use to cut things with a knife

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	1253	8.2	15.9	15.9
	Right	6100	40.1	77.3	93.2
	Either	475	3.1	6.0	99.2
	Don't do this at all	63	.4	.8	100.0
	Total	7891	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	171	1.1		
	Total	7311	48.1		
Total		15202	100.0		

ccf205 B6: Hand study child would use to hit things with

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	592	3.9	7.5	7.5
	Right	5197	34.2	65.8	73.3
	Either	2011	13.2	25.5	98.8
	Don't do this at all	97	.6	1.2	100.0
	Total	7897	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	165	1.1		
	Total	7305	48.1		
Total		15202	100.0		

ccf210 B7: Foot study child would use to kick a ball

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	661	4.3	8.4	8.4
	Right	4866	32.0	61.6	69.9
	Either	2333	15.3	29.5	99.5
	Don't do this at all	42	.3	.5	100.0
	Total	7902	52.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	160	1.1		
	Total	7300	48.0		
Total		15202	100.0		

ccf211 B8: Foot study child would use to pick up a pebble with toes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	826	5.4	10.5	10.5
	Right	4626	30.4	58.8	69.3
	Either	2067	13.6	26.3	95.6
	Don't do this at all	343	2.3	4.4	100.0
	Total	7862	51.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	200	1.3		
	Total	7340	48.3		
Total		15202	100.0		

CCF File – Section B

ccf212 B9: Foot study child would use to stamp on something

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	689	4.5	8.7	8.7
	Right	4249	28.0	53.8	62.6
	Either	2872	18.9	36.4	98.9
	Don't do this at all	84	.6	1.1	100.0
	Total	7894	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	168	1.1		
	Total	7308	48.1		
Total		15202	100.0		

ccf213 B10: Foot study child would use to climb up a step

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	853	5.6	10.8	10.8
	Right	3439	22.6	43.7	54.5
	Either	3573	23.5	45.4	99.9
	Don't do this at all	10	.1	.1	100.0
	Total	7875	51.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	187	1.2		
	Total	7327	48.2		
Total		15202	100.0		

ccf220 B11: Eye study child would use to look through a tube

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	1520	10.0	19.3	19.3
	Right	4556	30.0	57.8	77.1
	Either	1768	11.6	22.4	99.5
	Don't do this at all	41	.3	.5	100.0
	Total	7885	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	177	1.2		
	Total	7317	48.1		
Total		15202	100.0		

ccf221 B12: Eye study child would use to look into a can/bottle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Left	1422	9.4	18.1	18.1
	Right	4331	28.5	55.0	73.0
	Either	2015	13.3	25.6	98.6
	Don't do this at all	109	.7	1.4	100.0
	Total	7877	51.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	185	1.2		
	Total	7325	48.2		
Total		15202	100.0		

PAGE 12 OF THE QUESTIONNAIRE

Section C:

C1. I am a boy

I am a girl

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

ccf900 C1: Sex of study child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	3843	25.3	47.8	47.8
	Girl	4204	27.7	52.2	100.0
	Total	8047	52.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	15	.1		
	Total	7155	47.1		
Total		15202	100.0		

C2. Who helped you fill this in?

A grown-up helped

Someone else helped

I did it all myself

**ccf910 C2: Study child helped with filling in questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A grown-up	1798	11.8	22.4	22.4
	Someone else	212	1.4	2.6	25.1
	Study child only	6004	39.5	74.9	99.9
	Study child & someone else	7	.0	.1	100.0
	Total	8021	52.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	No response	41	.3		
	Total	7181	47.2		
Total		15202	100.0		

C3. When were you born?

Date

Month

Year

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

CCF File – Section C

C4. What is today's date?

Date	Month	Year
<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
		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 CCF990c. The month and year of completion were retained on this file, but the day was dropped.]

ccf990a C4: Date of completion of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	708	4.7	8.8	8.8
	February	1062	7.0	13.2	22.0
	March	1331	8.8	16.5	38.5
	April	518	3.4	6.4	44.9
	May	438	2.9	5.4	50.3
	June	372	2.4	4.6	54.9
	July	337	2.2	4.2	59.1
	August	171	1.1	2.1	61.2
	September	1681	11.1	20.9	82.1
	October	698	4.6	8.7	90.7
	November	541	3.6	6.7	97.5
	December	205	1.3	2.5	100.0
	Total	8062	53.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	Total	7140	47.0		
Total		15202	100.0		

ccf990b C4: Date of completion of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2001	4669	30.7	57.9	57.9
	2002	3362	22.1	41.7	99.6
	2003	28	.2	.3	100.0
	2004	1	.0	.0	100.0
	2005	2	.0	.0	100.0
	Total	8062	53.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	Total	7140	47.0		
Total		15202	100.0		

CCF File – Section C

ccf990c DV: Date of completion replaced with date of receipt

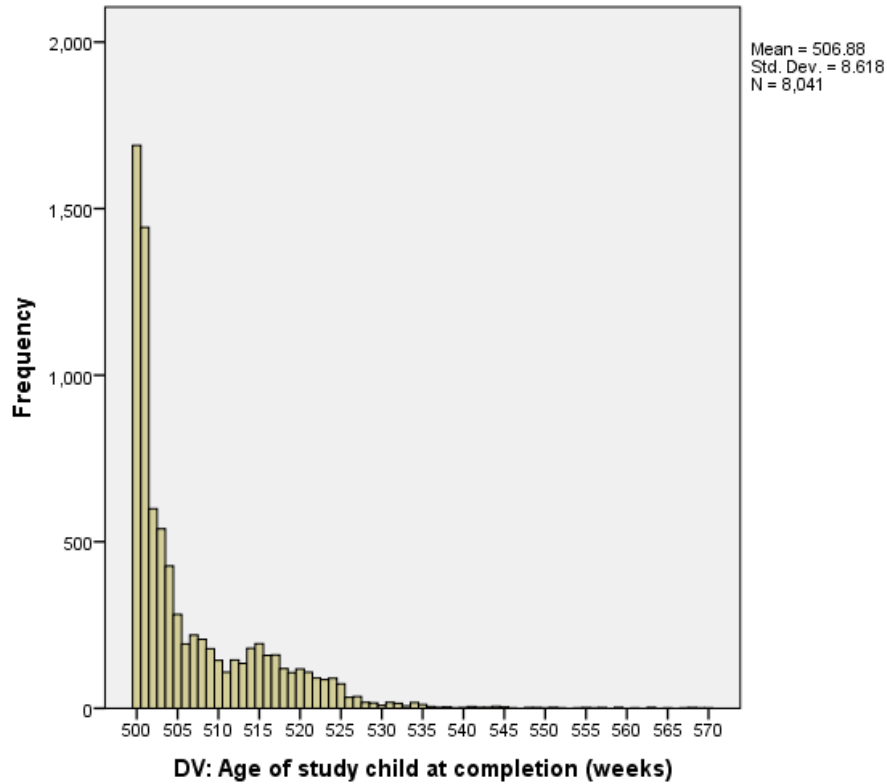
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, incomplete d.o.c.	113	.7	1.4	1.4
	Yes, illegal d.o.c.	2	.0	.0	1.4
	Yes, d.o.c. < d.o.s.	61	.4	.8	2.2
	Yes, d.o.c. > d.o.r.	33	.2	.4	2.6
	No	7853	51.7	97.4	100.0
	Total	8062	53.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	Total	7140	47.0		
Total		15202	100.0		

Derived Variables - Age at Completion

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

ccf991a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	114	1	.0	.0	.0
	115	4494	29.6	55.7	55.8
	116	1100	7.2	13.6	69.4
	117	602	4.0	7.5	76.9
	118	722	4.7	9.0	85.8
	119	530	3.5	6.6	92.4
	120	362	2.4	4.5	96.9
	121	95	.6	1.2	98.1
	122	60	.4	.7	98.8
	123	25	.2	.3	99.1
	124	13	.1	.2	99.3
	125	12	.1	.1	99.4
	126	8	.1	.1	99.5
	127	5	.0	.1	99.6
	128	5	.0	.1	99.7
	129	5	.0	.1	99.7
	130	4	.0	.0	99.8
	131	2	.0	.0	99.8
	132	1	.0	.0	99.8
	133	2	.0	.0	99.8
	134	1	.0	.0	99.8
	135	3	.0	.0	99.9
	136	1	.0	.0	99.9
	137	2	.0	.0	99.9
	140	2	.0	.0	99.9
	141	1	.0	.0	100.0
	142	1	.0	.0	100.0
	145	1	.0	.0	100.0
	152	2	.0	.0	100.0
	Total	8062	53.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7134	46.9		
	Total	7140	47.0		
Total		15202	100.0		

ccf991b DV: Age of study child at completion (weeks)

plus the following outliers < 500 or > 570:

DV: Age of study child at completion (weeks)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	496	1	4.8	4.8	4.8
	499	2	9.5	9.5	14.3
	572	1	4.8	4.8	19.0
	577	1	4.8	4.8	23.8
	580	1	4.8	4.8	28.6
	581	1	4.8	4.8	33.3
	583	1	4.8	4.8	38.1
	588	1	4.8	4.8	42.9
	589	2	9.5	9.5	52.4
	593	1	4.8	4.8	57.1
	596	1	4.8	4.8	61.9
	598	1	4.8	4.8	66.7
	609	1	4.8	4.8	71.4
	612	1	4.8	4.8	76.2
	616	1	4.8	4.8	81.0
	617	1	4.8	4.8	85.7
	634	1	4.8	4.8	90.5
	662	1	4.8	4.8	95.2
	665	1	4.8	4.8	100.0
Total		21	100.0	100.0	

Thank you VERY much for your help

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

When completed, please send this back to:

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

coder

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Appendix A

This appendix contains the general coding instructions that are referred to whenever any questionnaire is being coded. Note that this is the 2003 revision, which dates from some time after this questionnaire was coded. However, the revision did not alter the content but rather streamlined the text by simplifying sentences and introducing headings. This document provides a general overview to the coding process as well as defining abbreviations for standard methods that are used in the specific coding instructions for the questionnaire (see Appendix B).

CCF 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.

CCF 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.

II Code as a number.

CCF File – Appendix A

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.

CCF File – Appendix B

Coding instructions for 1st and 2nd versions child's own questionnaire (22/12/00) (06/08/01) “My Hands, my feet and 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 “My Hands, my feet and 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 22/12/00.

*****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		
A1,2,3,4,5,7,8	7	
A6	8	
Page 3		
A9,10,11,13,14,15, 16	7	
A12,17	8	
Page 4		
A18,19,20,22,24, 25,26,27,28	7	
A21,23	8	
Page 5		
A29,31,32,34,35, 36,38,39	7	
A30,33,37	8	
Page 6		
A40,41,42,43,44, 45,46,48	7	
A47	8	
Page 7		
A49-60	7	
Page 8		
A62,63,64,66,67, 68,69,70	7	
A61,65	8	
Page 9		
A71,72,73,74,76	7	
A75	8	

CCF File – Appendix B

Page 10, Section B		
B1-6	I	Codes 1+2=3 1+3=3 2+3=3 1+2+3=3
Page 11		
B7-12	I	As B1-6
Page 12, Section C		
C1	I	
C2	I	Codes 1+3=1, 1+2=1. If 2 & 3 are ticked, code as 4.
C3	IV	Write the month number in 2 boxes under month, if the child gave it as a word.
C4	IV	As C3. If left blank, copy the date that the questionnaire was returned.
Coder		Insert your initials here.

END OF QUESTIONNAIRE

Yoq9b 27/4/01 Hugh Simmons. Updated June 2002 by Sheila Preece.

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 “ccf” 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 CCF007a = 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.