

# **THE ALSPAC STUDY**

## **CCC FILE**

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

***Me and My School***

**At 97 Months**

**Prepared by**

**The ALSPAC Study Team**

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

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

**April 2017**

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## Introduction

### Contents

This questionnaire was sent out for the study children to complete when they were 97 months old months old and is in 2 sections. Section A contains questions about school and section B asks the child their gender, date of birth and whether they had any help completing the questionnaire.

### Questionnaire versions

There was only one version of this questionnaire.

### Sample & response rates

There are a total of 15,106 records on this built file. This number is made up of the 14,676 fetuses in the core ALSPAC sample (regardless of whether or not this questionnaire was sent out for them or whether it was returned) plus 430 eligible children not in the core sample for whom questionnaires were sent out. Note that questionnaires were completed for 271 of these 430 children.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. This questionnaire was sent out for 11,147 (79%) of these live born children. As of 31<sup>st</sup> July 2002 completed questionnaires had been returned for 7,417 (67%) of these children, which is 53% 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 (CCC001 – CCC007a) remain visible, with CCC007a set to 2 "No". For further information on the ALSPAC sample, please see section 5 of the "Guide to ALSPAC data" which can be found in the "Collaborator Pack" on the ALSPAC documentation CD.

At the time of writing 14 further questionnaires had been returned after 31<sup>st</sup> July 2002, some or all of which may be blank. The data from these questionnaires are not yet available.

### Format of this documentation

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

### Release file version history

#### Release version 1a – November 2006

The first version of the release file.

#### Release version 1b – October 2008

This version of the release file removes triplets/quadruplets from the built file, which have now been removed for confidentiality reasons.

#### Release version 1c – April 2017

Variable label for ccc010b changed from 'Date of receipt of questionnaire – month' to 'Date of receipt of questionnaire - year'.

## Administrative variables

### ccc001 Questionnaire sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11577	76.6	76.6	76.6
No	3529	23.4	23.4	100.0
Total	15106	100.0	100.0	

### ccc005 Questionnaire return status (as of 31/07/02)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not returned	3855	25.5	33.3	33.3
Returned, completed	7688	50.9	66.4	99.7
Returned, blank	34	.2	.3	100.0
Total	11577	76.6	100.0	
Missing Questionnaire not sent	3529	23.4		
Total	15106	100.0		

### ccc006 Questionnaire returned (as of 31/07/02)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7722	51.1	66.7	66.7
No	3855	25.5	33.3	100.0
Total	11577	76.6	100.0	
Missing Questionnaire not sent	3529	23.4		
Total	15106	100.0		

### ccc007 Questionnaire completed (as of 31/07/02)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7688	50.9	66.4	66.4
No	3889	25.7	33.6	100.0
Total	11577	76.6	100.0	
Missing Questionnaire not sent	3529	23.4		
Total	15106	100.0		

### ccc007a Data available (as of 31/07/02)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7682	50.9	50.9	50.9
No	7424	49.1	49.1	100.0
Total	15106	100.0	100.0	

### ccc008 Questionnaire version

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Version 1 - 19/09/99	7682	50.9	100.0	100.0
Missing Triplet / quadruplet	6	.0		
Not completed	7418	49.1		
Total	7424	49.1		
Total	15106	100.0		

## CCC File - Introduction

### ccc010a Date of receipt of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	883	5.8	11.5	11.5
	February	734	4.9	9.6	21.0
	March	578	3.8	7.5	28.6
	April	369	2.4	4.8	33.4
	May	444	2.9	5.8	39.2
	June	409	2.7	5.3	44.5
	July	409	2.7	5.3	49.8
	August	437	2.9	5.7	55.5
	September	411	2.7	5.4	60.8
	October	1093	7.2	14.2	75.1
	November	1373	9.1	17.9	92.9
	December	542	3.6	7.1	100.0
	Total	7682	50.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	Total	7424	49.1		
Total		15106	100.0		

### ccc010b Date of receipt of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1999	1882	12.5	24.5	24.5
	2000	4824	31.9	62.8	87.3
	2001	957	6.3	12.5	99.8
	2002	19	.1	.2	100.0
	Total	7682	50.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	Total	7424	49.1		
Total		15106	100.0		

# CCC File - Introduction

## Derived Variables - Age at Receipt

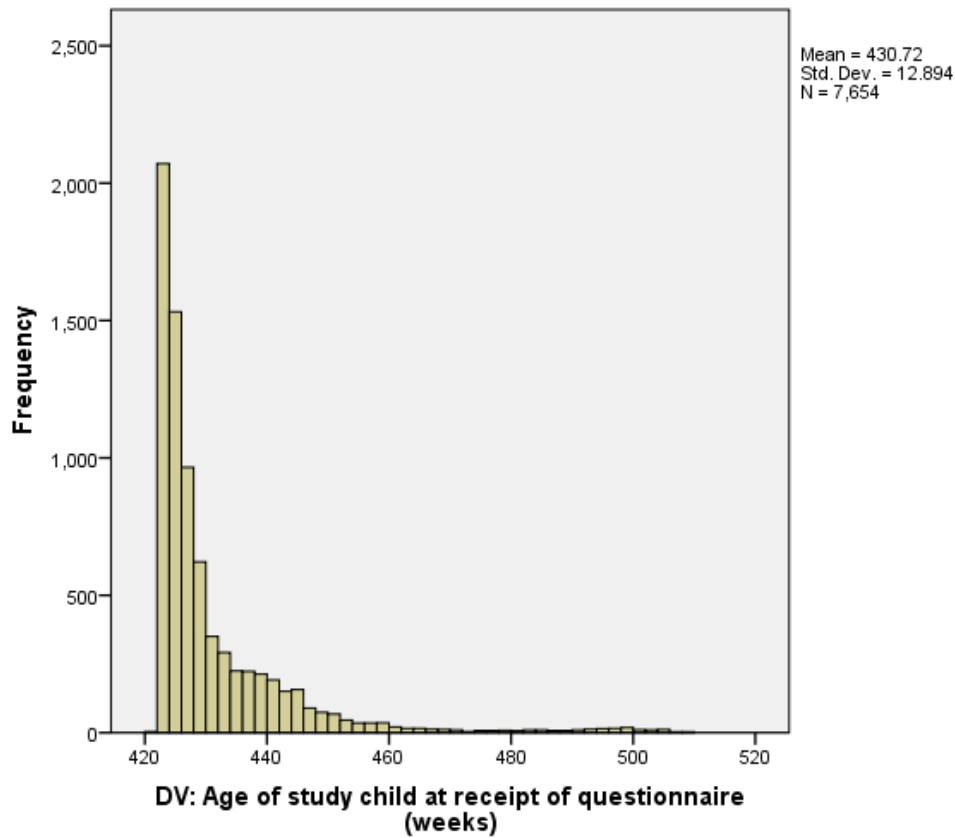
The date of receipt and the children's dates of birth from ALSPAC's central database, were used to calculate the child's age at receipt in completed weeks and completed months. This is provided in place of the more usual age at completion because no date of completion was obtained from the children.

ccc011a DV: Age of study child at receipt of questionnaire (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	91	1	.0	.0	.0
	94	1	.0	.0	.0
	95	1	.0	.0	.0
	97	3696	24.5	48.1	48.2
	98	1606	10.6	20.9	69.1
	99	631	4.2	8.2	77.3
	100	488	3.2	6.4	83.6
	101	391	2.6	5.1	88.7
	102	277	1.8	3.6	92.3
	103	148	1.0	1.9	94.2
	104	88	.6	1.1	95.4
	105	62	.4	.8	96.2
	106	44	.3	.6	96.8
	107	29	.2	.4	97.1
	108	15	.1	.2	97.3
	109	18	.1	.2	97.6
	110	18	.1	.2	97.8
	111	20	.1	.3	98.1
	112	20	.1	.3	98.3
	113	29	.2	.4	98.7
	114	38	.3	.5	99.2
	115	20	.1	.3	99.5
	116	16	.1	.2	99.7
	117	6	.0	.1	99.8
	118	8	.1	.1	99.9
	119	2	.0	.0	99.9
	122	3	.0	.0	99.9
	123	1	.0	.0	99.9
	125	1	.0	.0	99.9
	126	1	.0	.0	100.0
	129	2	.0	.0	100.0
	133	1	.0	.0	100.0
	Total	7682	50.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	Total	7424	49.1		
Total		15106	100.0		

# CCC File - Introduction

ccc011b



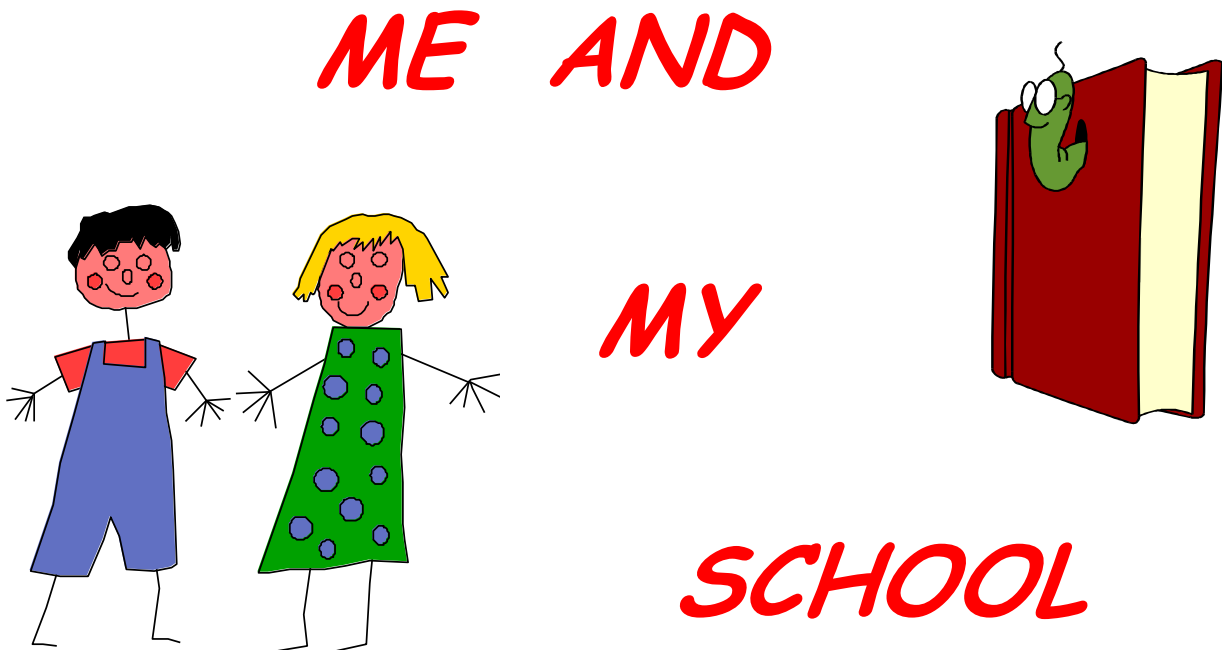
plus the following outliers < 420 or > 510:

ccc011b DV: Age of study child at receipt of questionnaire (weeks)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 398	1	3.8	3.8	3.8
412	1	3.8	3.8	7.7
414	1	3.8	3.8	11.5
511	1	3.8	3.8	15.4
512	3	11.5	11.5	26.9
513	4	15.4	15.4	42.3
515	3	11.5	11.5	53.8
516	1	3.8	3.8	57.7
520	2	7.7	7.7	65.4
532	1	3.8	3.8	69.2
533	1	3.8	3.8	73.1
534	1	3.8	3.8	76.9
536	1	3.8	3.8	80.8
545	1	3.8	3.8	84.6
549	1	3.8	3.8	88.5
561	1	3.8	3.8	92.3
564	1	3.8	3.8	96.2
581	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Questionnaire No:

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



Here are some questions about school.

**You can ask someone else to help you do these if you wish.**

Please be as truthful as you can.

19/09/99



## Section A

Please tell us what you think about school.

*Remember to put only one tick for each question.*

A1. Which of these is most like you?

I **always** like going to school

☐ 1


**Most of the time** I like going to school

☐ 2

I **don't** like going to school **much**

☐ 3


I **never** like going to school

☐ 4

A2. How **safe do you feel** in the **playground**?

Never

☐ 1

Not very often

☐ 2

Most of the time

☐ 3

Always

☐ 4


PAGE 3 OF THE QUESTIONNAIRE

A3. How fair is your teacher?

**Always** fair

1

**Most of the time** my teacher is fair

2

**Sometimes** my teacher is not fair

3

My teacher is **never** fair

4

A4. What do you think about your school work?

It is **always** boring

1

**Most of the time** it is boring

2

**Most of the time** it is interesting

3

It is **always** interesting

4

A5. What do you do if you are **worried about something**?  
(You can tick more than 1 box if you like)

i) I keep it to myself

1

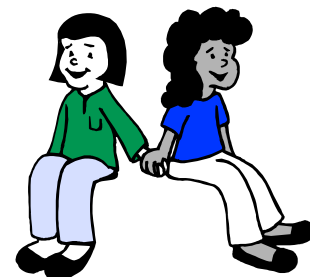
ii) I tell a friend

1

iii) I tell someone at home

1

iv) I tell a teacher

1


## AT SCHOOL

A6. How often do you get to do something **you are good at**?

Always	<input type="text" value="1"/>
Often (most days)	<input type="text" value="2"/>
Sometimes	<input type="text" value="3"/>
Never	<input type="text" value="4"/>

A7. Do you get **homework**?

Never	<input type="text" value="1"/>
Sometimes	<input type="text" value="2"/>
Often	<input type="text" value="3"/>
Always	<input type="text" value="4"/>

A8. Do you **feel happy at school**?

Never	<input type="text" value="1"/>	
Sometimes	<input type="text" value="2"/>	
Often	<input type="text" value="3"/>	
Always	<input type="text" value="4"/>	

A9. How **hard is the work** that your teacher gives you?

**Always** too hard for me

1

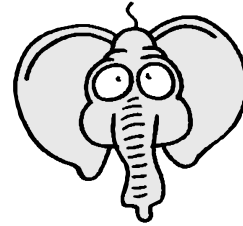
**Often** too hard

2

**Sometimes** too hard

3

**Never** too hard

4


A10. Now tell me how **easy** your work is:

**Never** too easy

1

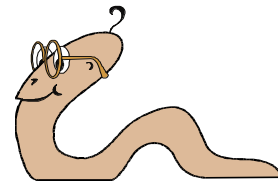
**Sometimes** too easy

2

**Often** too easy

3

**Always** too easy

4


A11. What do **you** think about your work?

I think my work is **very good**

1

I think my work is **alright**

2

I think my work is **not very good**

3

I think my work is **terrible**

4

PAGE 6 OF THE QUESTIONNAIRE

A12. Tell us how much you try at school:

I **always** do my best at school

**Most of the time** I do my best

**Sometimes** I do my best

I **never** do my best

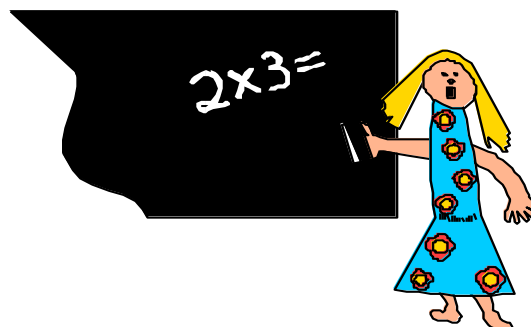
A13. How do you get on with your school work?

I **can't** do **anything** well

I can do **some things** well

I can do **most things** well

I can do **everything** well



PAGE 7 OF THE QUESTIONNAIRE

A14. What does your teacher think?

My teacher thinks my work is  
**very good**

My teacher thinks my work is  
**quite good**

My teacher thinks my work  
**isn't very good**

My teacher thinks my work  
**is terrible**



A15. Do you like **answering questions** in class?

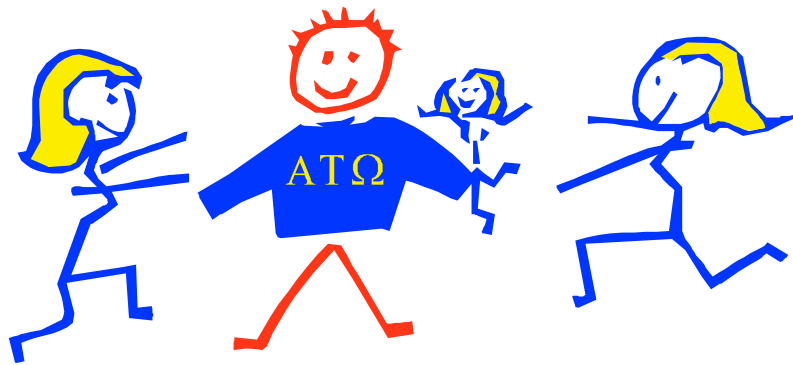
Never

Sometimes

Often (most days)

Always





A16. How do you feel?

I **never** feel left out of things

I **sometimes** feel left out of things

I **often** feel left out of things

I **always** feel left out of things



A17. Which of these is **most like you**?

I **never** bully other children

I **sometimes** bully other children

I bully other children **quite often**

I bully other children **all the time**

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A18. How do the children in your class **behave**?

They **always** behave **well**

1

**Most of the time** they behave **well**

2

**Most of the time** they behave **badly**

3

They **always** behave **badly**

4


A19. Except for holidays have you **stayed away from school** at all?

I've stayed off school **a lot**, even when I was not sick

1

I've stayed off school **a few times** when I was not sick

2

I've stayed off school **once** when I was not sick

3

I **always** go to school unless I am sick

4




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A20. Have you **been bullied**?

I get bullied **all the time**

I get bullied **quite a lot**

I get bullied **a little bit**

Nobody **ever** bullies me

A21. What do you think?

I think I'm **very** clever

I think I'm **quite** clever

I think I'm **not very** clever

I think I'm **not** clever **at all**



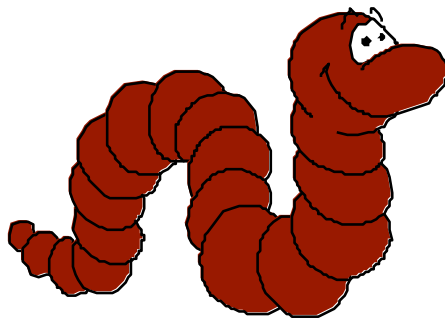
A22. What do **grown-ups at home** think?

They think I **always** behave **well**  
in school

They think I behave **well most**  
**of the time** in school

They think I behave **badly most**  
**of the time** in school

They think I **always** behave  
**badly** in school



A23. What do **you** think about how you behave **in school**?

I **always** behave **well** in school

I behave **well most of the time**

I behave **badly most of the time**

I **always** behave **badly**

PAGE 12 OF THE QUESTIONNAIRE

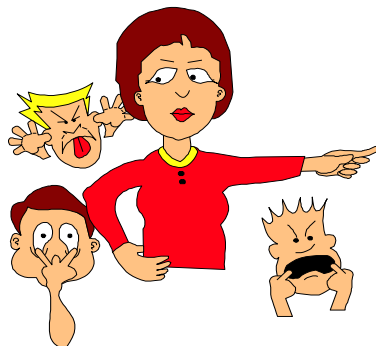
A24. Now choose one of these answers:

My teacher thinks I **always** behave **badly**

My teacher thinks I behave **badly**  
**most of the time**

My teacher thinks I behave **well most**  
**of the time**

My teacher thinks I **always** behave **well**



A25. Does your teacher tell you **how to make your work better?**

**Always** tells me

**Often** tells me

**Sometimes** tells me

**Never** tells me

A26. Now choose one of these answers:

My teacher **never** tells me  
I can do well

☐

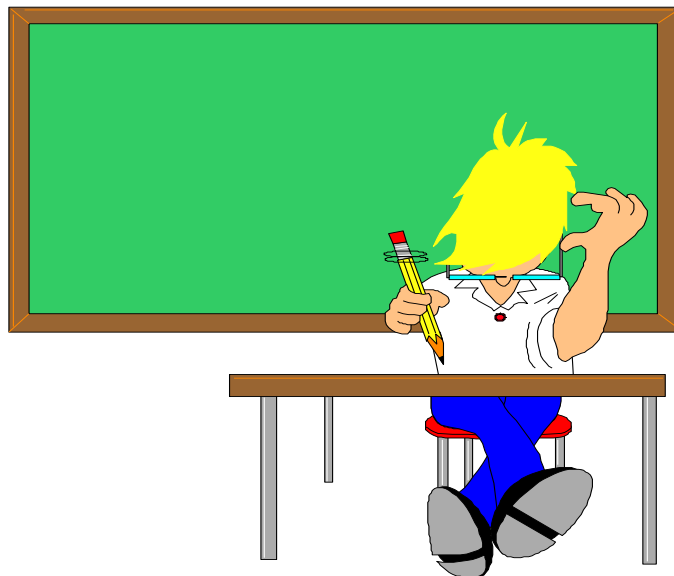
My teacher **sometimes** tells me  
I can do well

☐

My teacher **often** tells me  
I can do well

☐

My teacher **always** tells me  
I can do well

☐

A27. What things do you **not like** about school?

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.....

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.....

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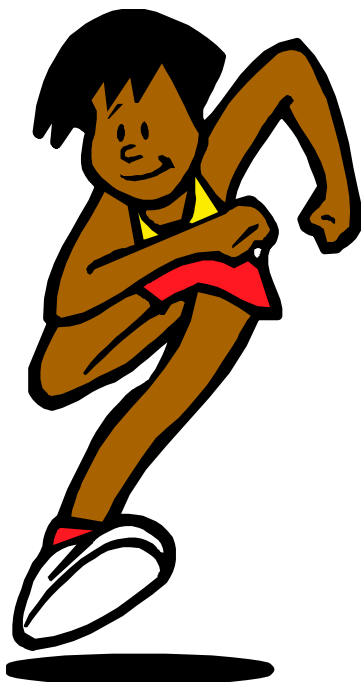
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A28. What things do you **like best** about school?

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# CCC File – Section A

**ccc100 A1: Frequency child likes going to school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2277	15.1	29.9	29.9
	Most of the time	4021	26.6	52.7	82.6
	Not much	941	6.2	12.3	94.9
	Never	386	2.6	5.1	100.0
	Total	7625	50.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	57	.4		
	Total	7481	49.5		
Total		15106	100.0		

**ccc110 A2: Frequency child feels safe in playground**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	123	.8	1.6	1.6
	Not very often	438	2.9	5.8	7.4
	Most of the time	2505	16.6	32.9	40.3
	Always	4546	30.1	59.7	100.0
	Total	7612	50.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	Text response	1	.0		
	No response	69	.5		
	Total	7494	49.6		
Total		15106	100.0		

**ccc120 A3: Frequency child's teacher is fair**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3405	22.5	44.7	44.7
	Most of the time	2975	19.7	39.1	83.8
	Sometimes not	1046	6.9	13.7	97.5
	Never	190	1.3	2.5	100.0
	Total	7616	50.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	66	.4		
	Total	7490	49.6		
Total		15106	100.0		

## CCC File – Section A

### ccc130 A4: Opinion of child about his/her school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boring, always	409	2.7	5.4	5.4
	Boring, most of the time	1332	8.8	17.5	22.9
	Interesting, most of the time	4222	27.9	55.6	78.5
	Interesting, always	1634	10.8	21.5	100.0
	Total	7597	50.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	85	.6		
	Total	7509	49.7		
Total		15106	100.0		

### ccc140 A5i: Child keeps it to himself/herself if he/she is worried about something

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1496	9.9	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	6186	41.0		
	Total	13610	90.1		
Total		15106	100.0		

### ccc141 A5ii Child tells a friend if he/she is worried about something

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3284	21.7	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	4398	29.1		
	Total	11822	78.3		
Total		15106	100.0		

### ccc142 A5iii: Child tells someone at home if he/she is worried about something

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4999	33.1	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	2683	17.8		
	Total	10107	66.9		
Total		15106	100.0		

### ccc143 A5iv: Child tells a teacher if he/she is worried about something

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4537	30.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	3145	20.8		
	Total	10569	70.0		
Total		15106	100.0		



# CCC File – Section A

**ccc150 A6: Frequency child gets to do something he/she is good at**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1249	8.3	16.3	16.3
	Often (most days)	3024	20.0	39.5	55.8
	Sometimes	3284	21.7	42.9	98.8
	Never	94	.6	1.2	100.0
	Total	7651	50.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	31	.2		
	Total	7455	49.4		
Total		15106	100.0		

**ccc160 A7: Frequency child gets homework**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	300	2.0	3.9	3.9
	Sometimes	2762	18.3	36.1	40.0
	Often	2056	13.6	26.9	66.9
	Always	2529	16.7	33.1	100.0
	Total	7647	50.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	35	.2		
	Total	7459	49.4		
Total		15106	100.0		

**ccc170 A8: Frequency child feels happy at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	137	.9	1.8	1.8
	Sometimes	1501	9.9	19.6	21.4
	Often	2677	17.7	35.0	56.4
	Always	3333	22.1	43.6	100.0
	Total	7648	50.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	34	.2		
	Total	7458	49.4		
Total		15106	100.0		

### CCC File – Section A

**ccc180 A9: Frequency work that his/her teacher gives child is too hard**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	119	.8	1.6	1.6
	Often	523	3.5	6.8	8.4
	Sometimes	5362	35.5	70.0	78.4
	Never	1654	10.9	21.6	100.0
	Total	7658	50.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	24	.2		
	Total	7448	49.3		
Total		15106	100.0		

**ccc190 A10: Frequency work that his/her teacher gives child is too easy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	802	5.3	10.5	10.5
	Sometimes	4338	28.7	56.7	67.2
	Often	1724	11.4	22.5	89.7
	Always	790	5.2	10.3	100.0
	Total	7654	50.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	28	.2		
	Total	7452	49.3		
Total		15106	100.0		

**ccc200 A11: Opinion of child about the quality of his/her work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	2910	19.3	38.1	38.1
	Alright	4348	28.8	57.0	95.1
	Not very good	250	1.7	3.3	98.3
	Terrible	126	.8	1.7	100.0
	Total	7634	50.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	48	.3		
	Total	7472	49.5		
Total		15106	100.0		

**ccc210 A12: Frequency child does his/her best at school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	5262	34.8	69.5	69.5
	Most of the time	1891	12.5	25.0	94.4
	Sometimes	406	2.7	5.4	99.8
	Never	17	.1	.2	100.0
	Total	7576	50.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	106	.7		
	Total	7530	49.8		
Total		15106	100.0		

# CCC File – Section A

**ccc220 A13: How child gets on with his/her school work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Can't do anything well	56	.4	.7	.7
	Can do some things well	1527	10.1	20.2	20.9
	Can do most things well	4832	32.0	63.9	84.8
	Can do everything well	1152	7.6	15.2	100.0
	Total	7567	50.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	115	.8		
	Total	7539	49.9		
Total		15106	100.0		

**ccc230 A14: Teacher's opinion about the quality of child's work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	3844	25.4	50.9	50.9
	Quite good	3550	23.5	47.0	97.9
	Not very good	130	.9	1.7	99.6
	Terrible	30	.2	.4	100.0
	Total	7554	50.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	Don't know	1	.0		
	No response	127	.8		
	Total	7552	50.0		
Total		15106	100.0		

**ccc240 A15: Frequency child likes answering questions in class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	382	2.5	5.1	5.1
	Sometimes	2396	15.9	31.7	36.8
	Often (most days)	1821	12.1	24.1	60.9
	Always	2953	19.5	39.1	100.0
	Total	7552	50.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	130	.9		
	Total	7554	50.0		
Total		15106	100.0		

# CCC File – Section A

**ccc250 A16: Frequency child feels left out of things**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3127	20.7	41.0	41.0
	Sometimes	3865	25.6	50.7	91.7
	Often	475	3.1	6.2	97.9
	Always	157	1.0	2.1	100.0
	Total	7624	50.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	58	.4		
	Total	7482	49.5		
Total		15106	100.0		

**ccc260 A17: Frequency child bullies other children**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6928	45.9	91.0	91.0
	Sometimes	642	4.2	8.4	99.5
	Quite often	29	.2	.4	99.9
	All the time	11	.1	.1	100.0
	Total	7610	50.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	72	.5		
	Total	7496	49.6		
Total		15106	100.0		

**ccc270 A18: How children in child's class behave**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Well, always	615	4.1	8.1	8.1
	Well, most of the time	5593	37.0	73.5	81.5
	Badly, most of the time	1147	7.6	15.1	96.6
	Badly, always	258	1.7	3.4	100.0
	Total	7613	50.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	69	.5		
	Total	7493	49.6		
Total		15106	100.0		

### CCC File – Section A

**ccc280 A19: Number of times child has stayed away from school when not sick except for holidays**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	70	.5	.9	.9
	A few	637	4.2	8.4	9.3
	Once	619	4.1	8.1	17.4
	None	6278	41.6	82.6	100.0
	Total	7604	50.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	78	.5		
	Total	7502	49.7		
Total		15106	100.0		

**ccc290 A20: Frequency child has been bullied**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All the time	135	.9	1.8	1.8
	Quite a lot	513	3.4	6.7	8.5
	A little bit	3393	22.5	44.4	52.9
	Never	3595	23.8	47.1	100.0
	Total	7636	50.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	Text response	1	.0		
	No response	45	.3		
	Total	7470	49.5		
Total		15106	100.0		

**ccc300 A21: Degree to which child thinks he/she is clever**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very	2090	13.8	27.4	27.4
	Quite	4970	32.9	65.2	92.6
	Not very	464	3.1	6.1	98.6
	Not at all	104	.7	1.4	100.0
	Total	7628	50.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	54	.4		
	Total	7478	49.5		
Total		15106	100.0		

### CCC File – Section A

**ccc310 A22: Opinion of grown-ups at home about how child behaves in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Well, always	5029	33.3	65.9	65.9
	Well, most of the time	2521	16.7	33.0	98.9
	Badly, most of the time	68	.5	.9	99.8
	Badly, always	16	.1	.2	100.0
	Total	7634	50.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	48	.3		
	Total	7472	49.5		
Total		15106	100.0		

**ccc320 A23: Opinion of child about how he/she behaves in school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Well, always	4711	31.2	61.9	61.9
	Well, most of the time	2822	18.7	37.1	98.9
	Badly, most of the time	66	.4	.9	99.8
	Badly, always	17	.1	.2	100.0
	Total	7616	50.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	66	.4		
	Total	7490	49.6		
Total		15106	100.0		

**ccc330 A24: Opinion of teacher about how child behaves**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Badly, always	40	.3	.5	.5
	Badly, most of the time	162	1.1	2.1	2.7
	Well, most of the time	3108	20.6	40.8	43.5
	Well, always	4304	28.5	56.5	100.0
	Total	7614	50.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	68	.5		
	Total	7492	49.6		
Total		15106	100.0		

**ccc340 A25: Frequency teacher tells child how to make his/her work better**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1060	7.0	14.0	14.0
	Often	1511	10.0	19.9	33.9
	Sometimes	4034	26.7	53.1	87.0
	Never	990	6.6	13.0	100.0
	Total	7595	50.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	87	.6		
	Total	7511	49.7		
Total		15106	100.0		

# CCC File – Section A

**ccc250 A26: Frequency teacher tells child he/she can do well**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	393	2.6	5.2	5.2
	Sometimes	1863	12.3	24.5	29.7
	Often	2586	17.1	34.1	63.8
	Always	2750	18.2	36.2	100.0
	Total	7592	50.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	90	.6		
	Total	7514	49.7		
Total		15106	100.0		

## Section B

B1. I am a boy

I am a girl

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

**ccc900 B1: Sex of child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	3737	24.7	48.8	48.8
	Girl	3924	26.0	51.2	100.0
	Total	7661	50.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	21	.1		
	Total	7445	49.3		
Total		15106	100.0		

B2. Who helped you fill this in?

I did it all myself

A grown-up helped

Someone else helped

**ccc910 B2: Child had help filling in questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4539	30.0	59.7	59.7
	Yes, a grown-up helped	2802	18.5	36.8	96.5
	Yes, someone else helped	253	1.7	3.3	99.8
	Boxes 2+3 or 1+2+3 ticked	13	.1	.2	100.0
	Total	7607	50.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7418	49.1		
	No response	75	.5		
	Total	7499	49.6		
Total		15106	100.0		



B3. When were you born?

Date

Month

Year

--	--

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

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

Thank you VERY much for your help

When completed, please send this back to:

**Professor Jean Golding**  
**Children of the Nineties - ALSPAC**  
**Institute of Child Health**  
**24 Tyndall Avenue**  
**Bristol BS8 1BR      Tel: Bristol 928 5007**

***Permission to use the words on this questionnaire kindly given by the Institute of Education, University of London.***

*For office use only:*

*coder*

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## **Appendix A**

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

## **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.

## CCC 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.

## CCC File – Appendix A

### II Code as a number.

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

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

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

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

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

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

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

#### "Other, please describe" questions

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

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

Sheila Preece 12/12/2003

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

## **Appendix B**

This appendix contains the coding instructions specific to this questionnaire.

## CCC File – Appendix B

### **Coding instructions for 1st version child's own questionnaire (19/9/99) “Me and My School”**

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 “Me and My School” 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 16/3/99.

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

\*\*\*\*\*

<b>Page 2, Section A</b>		
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<b>Page 3</b>		
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A24	7	
A25	8	
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A26	7	
<b>Pages 14,15</b>		
A27, A28		Not being coded here
<b>Page 16, Section B</b>		
B1	I	
B2	I	Code 1+2 ticked as 2, 1+3 as 3, 2+3 as 4, 1+2+3 as 4.
B3	IV	Write the month number under month, if the child gave it as a word.

END OF QUESTIONNAIRE

Yoq8 17/5/01



## Appendix C: Questionnaire Methodology

### Administration

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

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

### Data handling

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

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

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

In order to prepare the data for general release the clean data were matched to the information about dispatch and return held in the ALSPAC administrative database. This enabled creation of variable for all members of the cohort indicating whether or not a questionnaire was sent out, whether it was returned etc. The variables were renamed according to a unique system to ensure there are no conflicts with variable on other data files. All variable names start with the letters “ccc” which are followed by three digits and occasionally a further letter. The only edits applied to the data were to recode values of 9 that indicated an unsolicited text response of “Don’t know” to –9. Note that where there was actually a tick box category for “Don’t know” that was coded as 9 that these values remain as 9. Also, values of 0 indicating some other unsolicited text response were

recoded to –8. See Table 1 for an overview of the common missing values on this data file.

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

<b>Value</b>	<b>Label</b>	<b>Comment</b>
-1	No response	The respondent did not answer this particular question. This may be due to following a skip statement in the questionnaire text as well as simply not attempting to answer the question.
-8	Text response	The respondent wrote something next to a question expecting either a numeric response or a tick box response and the coders were unable to apply any of the available options
-9	Don't know	The respondent wrote "Don't know", or something similar, next to a question expecting either a numeric response or a tick box response where there was no option for "Don't know".
-10	Not completed	No completed questionnaire is available for this case. Variable CCC007a = 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.