THE ALSPAC STUDY

CCJ FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

School Life And Me

At 134 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

Contents

Introduction

Contents

This questionnaire was sent out to study children when they were 134 months old. It is in 3 sections. Section A asks the respondent about their feelings about their school. Section B asks about headaches. Section C collects the usual "back page" information on who completed the questionnaire and when.

Questionnaire versions

There were two versions of this questionnaire. In version 1 the questions in section A ask the respondent about their school in the present tense. In version 2 the questions in section A ask the respondent in the past tense about their school last term. Sections B & C are the same in both versions. Version 2 was created in September 2002 when it was realised that the children being sent the questionnaire at that time had just started secondary school and that responses based on their experience at primary school would be more useful. Thereafter the appropriate version was used depending on whether or not the child was though to have left primary school, based on their data of birth.

Sample & response rates

There are a total of 15,234 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 134-month questionnaire was sent out for them or whether they were returned) plus 558 eligible children not in the core sample for whom the questionnaires were sent out. Note that this questionnaire was completed for 368 of these 558 children not in the core sample.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. The 134-month questionnaire was sent out for 10,731 (76%) of these live born children. As of 30th April 2008 completed questionnaires had been returned for 7,546 (70%) of these children, which is 54% 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 (CCJ001 – CCJ007a) remain visible, with CCJ007a 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 – May 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

ccj001 Questionnaire sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11289	74.1	74.1	74.1
	No	3945	25.9	25.9	100.0
	Total	15234	100.0	100.0	

ccj002 Reminder sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6361	41.8	56.3	56.3
	No	4928	32.3	43.7	100.0
	Total	11289	74.1	100.0	
Missing	Questionnaire not sent	3945	25.9		
Total		15234	100.0		

ccj005 Questionnaire return status (as of 30/04/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not returned	3346	22.0	29.6	29.6
	Returned, completed	7914	51.9	70.1	99.7
	Returned, blank	29	.2	.3	100.0
	Total	11289	74.1	100.0	
Missing	Questionnaire not sent	3945	25.9		
Total		15234	100.0		

ccj006 Questionnaire returned (as of 30/04/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7943	52.1	70.4	70.4
	No	3346	22.0	29.6	100.0
	Total	11289	74.1	100.0	
Missing	Questionnaire not sent	3945	25.9		
Total		15234	100.0		

ccj007 Questionnaire completed (as of 30/04/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7914	51.9	70.1	70.1
	No	3375	22.2	29.9	100.0
	Total	11289	74.1	100.0	
Missing	Questionnaire not sent	3945	25.9		
Total		15234	100.0		

ccj007a Data available (as of 30/04/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7908	51.9	51.9	51.9
	No	7326	48.1	48.1	100.0
	Total	15234	100.0	100.0	

ccj008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 20/05/02	6120	40.2	77.4	77.4
	Version 2 - 23/09/02	1788	11.7	22.6	100.0
	Total	7908	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	Total	7326	48.1		
Total		15234	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 20/05/02	6120	40.2	77.4	77.4
	Version 2 - 23/09/02	1788	11.7	22.6	100.0

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Questionnaire No:

SCHOOL LIFE AND ME
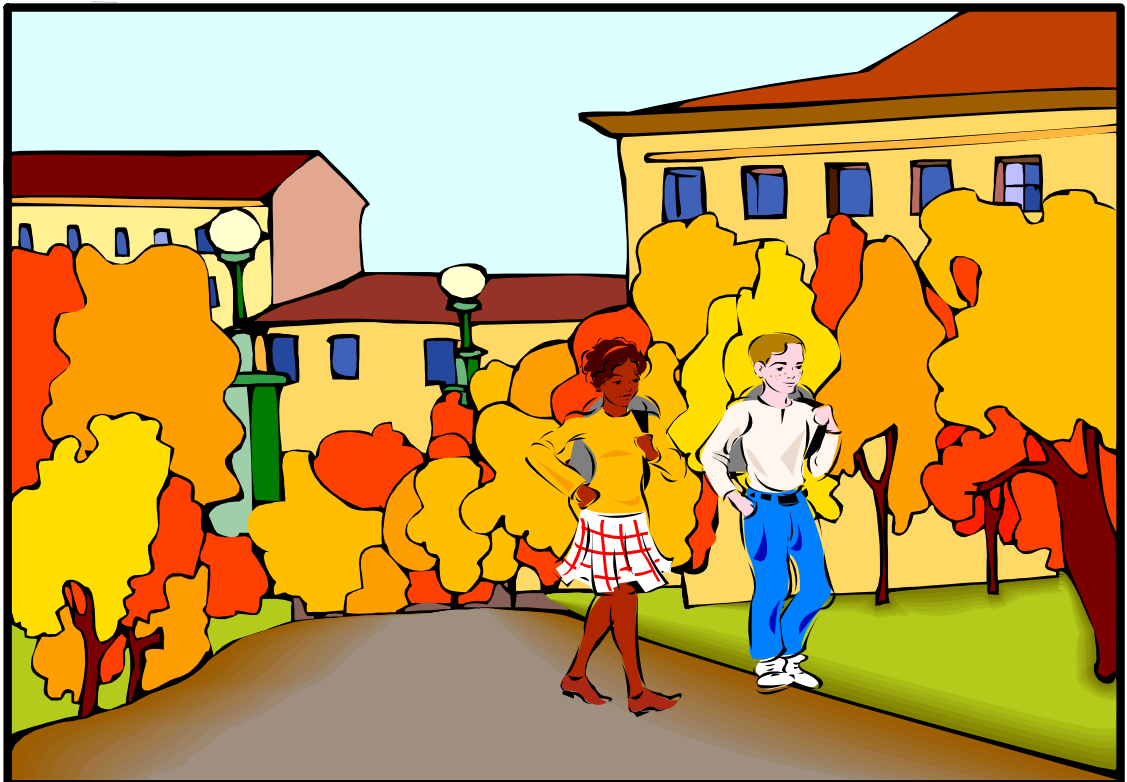
20.05.02

PAGE 2 OF THE QUESTIONNAIRE

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Section A: All About Your School

A1. My school is a place where:

		Agree	Mostly Agree	Mostly Disagree	Disagree
a)	I really like to go each day	1	2	3	4
b)	my teacher is fair to me	1	2	3	4
c)	I learn to get along with other people	1	2	3	4
d)	I feel I am a successful pupil	1	2	3	4
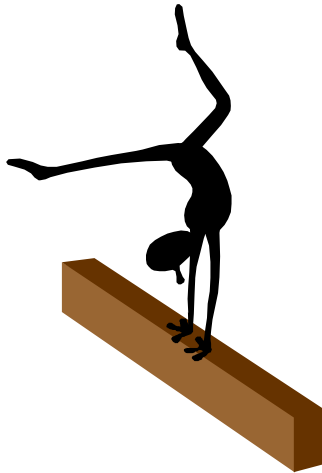
My school is a place where:

e)	I feel unhappy	1	2	3	4
f)	other pupils accept me as I am	1	2	3	4
g)	I know how to cope with the work	1	2	3	4
h)	I like to be	1	2	3	4

My school is a place where:

		Agree	Mostly Agree	Mostly Disagree	Disagree
A2.	a) the work is a good preparation for my future	1	2	3	4
	b) I like to do extra work	1	2	3	4
	c) I feel happy	1	2	3	4
	d) the things I learn are important to me	1	2	3	4

My school is a place where:

	Agree	Mostly Agree	Mostly Disagree	Disagree
e) learning is fun	1	2	3	4
f) I feel lonely	1	2	3	4
g) things I learn will help me in secondary school	1	2	3	4
h) I am good at school work	1	2	3	4

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My school is a place where:

	Agree	Mostly Agree	Mostly Disagree	Disagree
A3. a) I feel proud to be a pupil	1	2	3	4
b) I feel worried	1	2	3	4
c) my teacher takes an interest in helping me with my work	1	2	3	4
d) people trust me	1	2	3	4

My school is a place where:

	Agree	Mostly Agree	Mostly Disagree	Disagree
A4. a) I have a lot of fun	1	2	3	4
b) my teacher listens to what I say	1	2	3	4
c) I enjoy what I do in class	1	2	3	4
d) I am popular with other pupils	1	2	3	4

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My school is a place where:

	Agree	Mostly Agree	Mostly Disagree	Disagree
A5. a) I can learn what I need to know	1	2	3	4
b) I know I can keep up with the work	1	2	3	4
c) I get excited about the work we do	1	2	3	4
d) I get upset	1	2	3	4
e) I know people think a lot of me	1	2	3	4
f) I get on well with the other pupils in my class	1	2	3	4
g) what I learn will be useful	1	2	3	4
h) the work we do is interesting	1	2	3	4

You're doing really well, just a few more questions in this section.

My school is a place where:

		Agree	Mostly Agree	Mostly Disagree	Disagree
A6.	a) I get enjoyment	1	2	3	4
	b) my teacher helps me to do my best	1	2	3	4
	c) people can depend on me	1	2	3	4

My school is a place where:

		Agree	Mostly Agree	Mostly Disagree	Disagree
A7.	a) other pupils are very friendly	1	2	3	4
	b) I feel restless	1	2	3	4
	c) my teacher treats me fairly in class	1	2	3	4
	d) what I learn will be useful to me when I leave school	1	2	3	4
	e) I feel happy with the standard of my work	1	2	3	4

Finished? Well done, now let's carry on with some different questions.

We really are pleased

that you are taking part in

Children of the 90's

Section A: All About Your School Last Term:

A1. My school was a place where:

		Agree	Mostly agree	Mostly disagree	Disagree
a)	I really liked to go each day	1	2	3	4
b)	my teacher was fair to me	1	2	3	4
c)	I learnt to get along with other people	1	2	3	4
d)	I felt I was a successful pupil	1	2	3	4

My school was a place where:
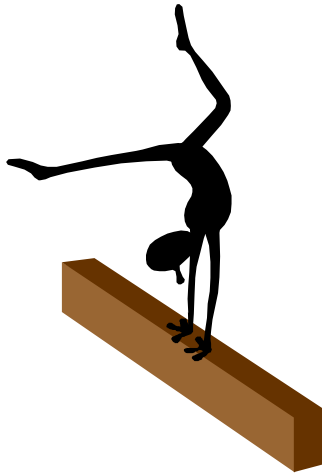
		Agree	Mostly agree	Mostly disagree	Disagree
e)	I felt unhappy	1	2	3	4
f)	other pupils accepted me as I am	1	2	3	4
g)	I knew how to cope with the work	1	2	3	4
h)	I liked to be	1	2	3	4

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Last term, my school was a place where:

		Agree	Mostly agree	Mostly disagree	Disagree
A2.	a) the work was a good preparation for my future	1	2	3	4
	b) I liked to do extra work	1	2	3	4
	c) I felt happy	1	2	3	4
	d) the things I learnt were important to me	1	2	3	4

My school was a place where:

	Agree	Mostly agree	Mostly disagree	Disagree
e) learning was fun	1	2	3	4
f) I felt lonely	1	2	3	4
g) things I learnt will help me in secondary school	1	2	3	4
h) I was good at school work	1	2	3	4

Last term, my school was a place where:

		Agree	Mostly agree	Mostly disagree	Disagree
A3.	a) I felt proud to be a pupil	1	2	3	4
	b) I felt worried	1	2	3	4
	c) my teacher took an interest in helping me with my work	1	2	3	4
	d) people trusted me	1	2	3	4

My school was a place where:

		Agree	Mostly agree	Mostly disagree	Disagree
A4.	a) I had a lot of fun	1	2	3	4
	b) my teacher listened to what I said	1	2	3	4
	c) I enjoyed what I did in class	1	2	3	4
	d) I was popular with other pupils	1	2	3	4

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Last term, my school was a place where:

		Agree	Mostly agree	Mostly disagree	Disagree
A5.	a) I could learn what I needed to know	1	2	3	4
	b) I knew I could keep up with the work	1	2	3	4
	c) I got excited about the work we did	1	2	3	4
	d) I got upset	1	2	3	4
	e) I knew people thought a lot of me	1	2	3	4
	f) I got on well with the other pupils in my class	1	2	3	4
	g) what I learnt will be useful	1	2	3	4
	h) the work we did was interesting	1	2	3	4

You're doing really well, just a few more questions in this section.

Last term, my school was a place where:

		Agree	Mostly agree	Mostly disagree	Disagree
A6.	a) I got enjoyment	1	2	3	4
	b) my teacher helped me to do my best	1	2	3	4
	c) people could depend on me	1	2	3	4

My school was a place where:

		Agree	Mostly agree	Mostly disagree	Disagree
A7.	a) other pupils were very friendly	1	2	3	4
	b) I felt restless	1	2	3	4
	c) my teacher treated me fairly in class	1	2	3	4
	d) what I learnt will be useful to me when I leave school	1	2	3	4
	e) I felt happy with the standard of my work	1	2	3	4

Finished? Well done, now let's carry on with some different questions.

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Children of the 90's

ccj100 A1a: Child's school is a place where they really like to go each day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1820	11.9	23.4	23.4
	Mostly agree	4644	30.5	59.6	83.0
	Mostly disagree	952	6.2	12.2	95.2
	Disagree	374	2.5	4.8	100.0
	Total	7790	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	118	.8		
	Total	7444	48.9		
Total		15234	100.0		

ccj101 A1b: Child's school is a place where their teacher is fair to them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4211	27.6	54.2	54.2
	Mostly agree	2871	18.8	37.0	91.2
	Mostly disagree	456	3.0	5.9	97.1
	Disagree	225	1.5	2.9	100.0
	Total	7763	51.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	145	1.0		
	Total	7471	49.0		
Total		15234	100.0		

ccj102 A1c: Child's school is a place where they learn to get along with other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5411	35.5	69.7	69.7
	Mostly agree	2105	13.8	27.1	96.8
	Mostly disagree	176	1.2	2.3	99.0
	Disagree	76	.5	1.0	100.0
	Total	7768	51.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	140	.9		
	Total	7466	49.0		
Total		15234	100.0		

ccj103 A1d: Child's school is a place where they feel they are a successful pupil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4350	28.6	56.0	56.0
	Mostly agree	3061	20.1	39.4	95.4
	Mostly disagree	263	1.7	3.4	98.8
	Disagree	97	.6	1.2	100.0
	Total	7771	51.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	137	.9		
	Total	7463	49.0		
Total		15234	100.0		

ccj104 A1e: Child's school is a place where they feel unhappy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	178	1.2	2.3	2.3
	Mostly agree	371	2.4	4.8	7.1
	Mostly disagree	2089	13.7	27.0	34.0
	Disagree	5110	33.5	66.0	100.0
	Total	7748	50.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	160	1.1		
	Total	7486	49.1		
Total		15234	100.0		

ccj105 A1f: Child's school is a place where other pupils accept them for who they are

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4860	31.9	62.9	62.9
	Mostly agree	2386	15.7	30.9	93.7
	Mostly disagree	317	2.1	4.1	97.8
	Disagree	167	1.1	2.2	100.0
	Total	7730	50.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	178	1.2		
	Total	7504	49.3		
Total		15234	100.0		

ccj106 A1g: Child's school is a place where they know how to cope with the work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4652	30.5	59.9	59.9
	Mostly agree	2832	18.6	36.5	96.4
	Mostly disagree	197	1.3	2.5	98.9
	Disagree	82	.5	1.1	100.0
	Total	7763	51.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	145	1.0		
	Total	7471	49.0		
Total		15234	100.0		

ccj107 A1h: Child's school is a place where they like to be

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2906	19.1	39.4	39.4
	Mostly agree	3441	22.6	46.7	86.1
	Mostly disagree	697	4.6	9.5	95.6
	Disagree	324	2.1	4.4	100.0
	Total	7368	48.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	540	3.5		
	Total	7866	51.6		
Total		15234	100.0		

ccj110 A2a: Child's school is a place where the work is a good preparation for their future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4533	29.8	58.3	58.3
	Mostly agree	2879	18.9	37.1	95.4
	Mostly disagree	270	1.8	3.5	98.9
	Disagree	87	.6	1.1	100.0
	Total	7769	51.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	139	.9		
	Total	7465	49.0		
Total		15234	100.0		

ccj111 A2b: Child's school is a place where they like to do extra work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	801	5.3	10.3	10.3
	Mostly agree	2315	15.2	29.8	40.1
	Mostly disagree	2509	16.5	32.3	72.3
	Disagree	2153	14.1	27.7	100.0
	Total	7778	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	130	.9		
	Total	7456	48.9		
Total		15234	100.0		

ccj112 A2c: Child's school is a place where they feel happy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4438	29.1	56.9	56.9
	Mostly agree	2648	17.4	34.0	90.9
	Mostly disagree	394	2.6	5.1	95.9
	Disagree	319	2.1	4.1	100.0
	Total	7799	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	109	.7		
	Total	7435	48.8		
Total		15234	100.0		

ccj113 A2d: Child's school is a place where the things that they learn are important to them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4055	26.6	52.0	52.0
	Mostly agree	3260	21.4	41.8	93.9
	Mostly disagree	393	2.6	5.0	98.9
	Disagree	85	.6	1.1	100.0
	Total	7793	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	115	.8		
	Total	7441	48.8		
Total		15234	100.0		

ccj114 A2e: Child's school is a place where learning is fun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2212	14.5	28.4	28.4
	Mostly agree	4085	26.8	52.4	80.7
	Mostly disagree	1102	7.2	14.1	94.9
	Disagree	401	2.6	5.1	100.0
	Total	7800	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	108	.7		
	Total	7434	48.8		
Total		15234	100.0		

ccj115 A2f: Child's school is a place where they feel lonely

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	124	.8	1.6	1.6
	Mostly agree	282	1.9	3.6	5.2
	Mostly disagree	1209	7.9	15.5	20.8
	Disagree	6166	40.5	79.2	100.0
	Total	7781	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	127	.8		
	Total	7453	48.9		
Total		15234	100.0		

ccj116 A2g: Child's school is a place where the things they learn will help them in secondary school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5559	36.5	72.5	72.5
	Mostly agree	1866	12.2	24.3	96.8
	Mostly disagree	160	1.1	2.1	98.9
	Disagree	84	.6	1.1	100.0
	Total	7669	50.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	239	1.6		
	Total	7565	49.7		
Total		15234	100.0		

ccj117 A2h: Child's school is a place where they are good at school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3639	23.9	46.7	46.7
	Mostly agree	3747	24.6	48.1	94.8
	Mostly disagree	311	2.0	4.0	98.8
	Disagree	94	.6	1.2	100.0
	Total	7791	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	117	.8		
	Total	7443	48.9		
Total		15234	100.0		

ccj120 A3a: Child's school is a place where they feel proud to be a pupil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4065	26.7	52.1	52.1
	Mostly agree	3102	20.4	39.8	91.9
	Mostly disagree	452	3.0	5.8	97.7
	Disagree	180	1.2	2.3	100.0
	Total	7799	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	109	.7		
	Total	7435	48.8		
Total		15234	100.0		

ccj121 A3b: Child's school is a place where they feel worried

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	128	.8	1.6	1.6
	Mostly agree	371	2.4	4.8	6.4
	Mostly disagree	1997	13.1	25.6	32.0
	Disagree	5304	34.8	68.0	100.0
	Total	7800	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	108	.7		
	Total	7434	48.8		
Total		15234	100.0		

ccj122 A3c: Child's school is a place where their teacher takes an interest in helping them with their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3806	25.0	48.9	48.9
	Mostly agree	2865	18.8	36.8	85.8
	Mostly disagree	779	5.1	10.0	95.8
	Disagree	328	2.2	4.2	100.0
	Total	7778	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	130	.9		
	Total	7456	48.9		
Total		15234	100.0		

ccj123 A3d: Child's school is a place where people trust them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4798	31.5	61.7	61.7
	Mostly agree	2645	17.4	34.0	95.6
	Mostly disagree	246	1.6	3.2	98.8
	Disagree	93	.6	1.2	100.0
	Total	7782	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	126	.8		
	Total	7452	48.9		
Total		15234	100.0		

ccj130 A4a: Child's school is a place where they have a lot of fun

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3663	24.0	46.9	46.9
	Mostly agree	3362	22.1	43.0	89.9
	Mostly disagree	566	3.7	7.2	97.1
	Disagree	224	1.5	2.9	100.0
	Total	7815	51.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	93	.6		
	Total	7419	48.7		
Total		15234	100.0		

ccj131 A4b: Child's school is a place where their teacher listens to what they say

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4870	32.0	62.5	62.5
	Mostly agree	2353	15.4	30.2	92.6
	Mostly disagree	396	2.6	5.1	97.7
	Disagree	178	1.2	2.3	100.0
	Total	7797	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	111	.7		
	Total	7437	48.8		
Total		15234	100.0		

ccj132 A4c: Child's school is a place where they enjoy what they do in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2989	19.6	38.3	38.3
	Mostly agree	3906	25.6	50.1	88.4
	Mostly disagree	719	4.7	9.2	97.6
	Disagree	186	1.2	2.4	100.0
	Total	7800	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	108	.7		
	Total	7434	48.8		
Total		15234	100.0		

ccj1033 A4d: Child's school is a place where they are popular with other pupils

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3780	24.8	48.6	48.6
	Mostly agree	3105	20.4	39.9	88.5
	Mostly disagree	603	4.0	7.8	96.3
	Disagree	291	1.9	3.7	100.0
	Total	7779	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	129	.8		
	Total	7455	48.9		
Total		15234	100.0		

ccj140 A5a: Child's school is a place where they can learn what they need to know

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5250	34.5	67.2	67.2
	Mostly agree	2358	15.5	30.2	97.4
	Mostly disagree	142	.9	1.8	99.2
	Disagree	59	.4	.8	100.0
	Total	7809	51.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	99	.6		
	Total	7425	48.7		
Total		15234	100.0		

ccj141 A5b: Child's school is a place where they know they can keep up with the work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4679	30.7	60.0	60.0
	Mostly agree	2752	18.1	35.3	95.3
	Mostly disagree	280	1.8	3.6	98.9
	Disagree	88	.6	1.1	100.0
	Total	7799	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	109	.7		
	Total	7435	48.8		
Total		15234	100.0		

ccj142 A5c: Child's school is a place where they get excited about the work they do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	917	6.0	11.8	11.8
	Mostly agree	3519	23.1	45.2	57.0
	Mostly disagree	2456	16.1	31.6	88.6
	Disagree	887	5.8	11.4	100.0
	Total	7779	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	129	.8		
	Total	7455	48.9		
Total		15234	100.0		

ccj143 A5d: Child's school is a place where they get upset

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	158	1.0	2.0	2.0
	Mostly agree	361	2.4	4.6	6.7
	Mostly disagree	1805	11.8	23.2	29.9
	Disagree	5460	35.8	70.1	100.0
	Total	7784	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	124	.8		
	Total	7450	48.9		
Total		15234	100.0		

ccj144 A5e: Child's school is a place where they know people think a lot of them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2464	16.2	32.2	32.2
	Mostly agree	3915	25.7	51.2	83.5
	Mostly disagree	953	6.3	12.5	96.0
	Disagree	309	2.0	4.0	100.0
	Total	7641	50.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	267	1.8		
	Total	7593	49.8		
Total		15234	100.0		

ccj145 A5f: Child's school is a place where they get on well with the other pupils in their class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5248	34.4	67.3	67.3
	Mostly agree	2224	14.6	28.5	95.8
	Mostly disagree	217	1.4	2.8	98.6
	Disagree	107	.7	1.4	100.0
	Total	7796	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	112	.7		
	Total	7438	48.8		
Total		15234	100.0		

ccj146 A5g: Child's school is a place where what they learn will be useful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5346	35.1	68.5	68.5
	Mostly agree	2209	14.5	28.3	96.8
	Mostly disagree	188	1.2	2.4	99.2
	Disagree	61	.4	.8	100.0
	Total	7804	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	104	.7		
	Total	7430	48.8		
Total		15234	100.0		

ccj147 A5h: Child's school is a place where the work they do is interesting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2564	16.8	32.9	32.9
	Mostly agree	4004	26.3	51.3	84.2
	Mostly disagree	936	6.1	12.0	96.2
	Disagree	294	1.9	3.8	100.0
	Total	7798	51.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	110	.7		
	Total	7436	48.8		
Total		15234	100.0		

ccj150 A6a: Child's school is a place where they get enjoyment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3154	20.7	40.4	40.4
	Mostly agree	3794	24.9	48.6	89.0
	Mostly disagree	653	4.3	8.4	97.3
	Disagree	210	1.4	2.7	100.0
	Total	7811	51.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	97	.6		
	Total	7423	48.7		
Total		15234	100.0		

ccj151 A6b: Child's school is a place where their teacher helps them to do their best

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5112	33.6	65.3	65.3
	Mostly agree	2227	14.6	28.5	93.8
	Mostly disagree	355	2.3	4.5	98.4
	Disagree	129	.8	1.6	100.0
	Total	7823	51.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	85	.6		
	Total	7411	48.6		
Total		15234	100.0		

ccj152 A6c: Child's school is a place where people can depend upon them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4478	29.4	57.6	57.6
	Mostly agree	2890	19.0	37.2	94.7
	Mostly disagree	318	2.1	4.1	98.8
	Disagree	93	.6	1.2	100.0
	Total	7779	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	129	.8		
	Total	7455	48.9		
Total		15234	100.0		

ccj160 A7a: Child's school is a place where other pupils are very friendly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4483	29.4	57.3	57.3
	Mostly agree	2892	19.0	37.0	94.3
	Mostly disagree	335	2.2	4.3	98.6
	Disagree	109	.7	1.4	100.0
	Total	7819	51.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	89	.6		
	Total	7415	48.7		
Total		15234	100.0		

ccj161 A7b: Child's school is a place where they feel restless

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	520	3.4	6.8	6.8
	Mostly agree	1167	7.7	15.3	22.2
	Mostly disagree	2277	14.9	29.9	52.1
	Disagree	3647	23.9	47.9	100.0
	Total	7611	50.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	297	1.9		
	Total	7623	50.0		
Total		15234	100.0		

ccj162 A7c: Child's school is a place where their teacher treats them fairly in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4861	31.9	62.6	62.6
	Mostly agree	2243	14.7	28.9	91.4
	Mostly disagree	450	3.0	5.8	97.2
	Disagree	217	1.4	2.8	100.0
	Total	7771	51.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	137	.9		
	Total	7463	49.0		
Total		15234	100.0		

ccj163 A7d: Child's school is a place where they feel what they learn will be useful to them when they leave

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5606	36.8	72.0	72.0
	Mostly agree	1924	12.6	24.7	96.7
	Mostly disagree	207	1.4	2.7	99.3
	Disagree	53	.3	.7	100.0
	Total	7790	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	118	.8		
	Total	7444	48.9		
Total		15234	100.0		

ccj164 A7e: Child's school is a place where they feel happy with the standard of their work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4976	32.7	63.9	63.9
	Mostly agree	2401	15.8	30.8	94.7
	Mostly disagree	276	1.8	3.5	98.2
	Disagree	139	.9	1.8	100.0
	Total	7792	51.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	116	.8		
	Total	7442	48.9		
Total		15234	100.0		

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Section B: All About Headaches

By headache we mean a pain in your head that lasted longer than 5 minutes.

B1.   Have you ever had a headache?

Yes ☐ 1   No ☐ 2 ⟶ **If <u>no</u>, go to Section C on page 12**

B2.   How often have you had a headache?

only once or twice ever	☐ 1
less than once a month	☐ 2
once or twice a month	☐ 3
about once a week	☐ 4
more than once a week	☐ 5

B3.   When you have a headache, what is it like**? (Please tick <u>one</u> box on each line)**

	Usually	Sometimes	Not at all
a) throbbing pain	☐ 1	☐ 2	☐ 3
b) tight feeling around the head	☐ 1	☐ 2	☐ 3
c) pain on one side of the head	☐ 1	☐ 2	☐ 3
d) I feel sick	☐ 1	☐ 2	☐ 3
e) I am sick (vomit)	☐ 1	☐ 2	☐ 3
f) 'spots' in front of my eyes	☐ 1	☐ 2	☐ 3
g) I can't bear bright lights	☐ 1	☐ 2	☐ 3
h) pain in my neck	☐ 1	☐ 2	☐ 3
i) pain at the back of my head	☐ 1	☐ 2	☐ 3

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B4.   how long do your headaches usually last?

less than 1 hour

1-3 hours

between 3 and 6 hours

between 6 and 12 hours

more than 12 hours

1
2
3
4
5
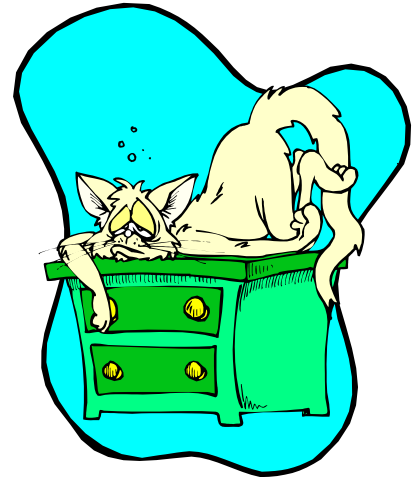
B5.   What do you think brings on your headaches? **(You can tick more than one box)**

a)   Being injured   `1`

b)   Sun bathing   `1`

c)   Being worried   `1`

d)   Noise   `1`

e)   Reading   `1`

f)   Being very tired   `1`

g)   A stuffy room   `1`

h)   Travelling in a car   `1`

i)   Getting too hot   `1`

j)   Something you've   `1`   ………………………………
eaten or drunk
(Please tick and describe)

k)   Something else   `1`   ………………………………
(Please tick and describe)

l)   Don't know

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B6.   What do you do if you have a headache? **(You can tick more than one box)**

a) take some medicine or pills ☐1 ⟶ please say what …………………
   …………………………………………

b) go and lie down ☐1

c) carry on as usual ☐1

d) stay home from school ☐1

e) something else
   (Please tick and describe)
   ………………………………… ☐1 …………………………………

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ccj200 B1: Child has ever had a headache

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7279	47.8	92.5	92.5
	No	586	3.8	7.5	100.0
	Total	7865	51.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	43	.3		
	Total	7369	48.4		
Total		15234	100.0		

ccj210 B2: Frequency of child's headaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only once or twice ever	1493	9.8	20.6	20.6
	Less than once a month	2413	15.8	33.3	53.8
	Once or twice a month	2118	13.9	29.2	83.0
	About once a week	807	5.3	11.1	94.1
	More than once a week	425	2.8	5.9	100.0
	Total	7256	47.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	652	4.3		
	Total	7978	52.4		
Total		15234	100.0		

ccj220 B3a: When child has a headache they have throbbing pain

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	2047	13.4	29.1	29.1
	Sometimes	3717	24.4	52.8	81.9
	Not at all	1275	8.4	18.1	100.0
	Total	7039	46.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	869	5.7		
	Total	8195	53.8		
Total		15234	100.0		

ccj221 B3b: When child has a headache they have a tight feeling around the head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	1536	10.1	22.0	22.0
	Sometimes	2917	19.1	41.8	63.8
	Not at all	2528	16.6	36.2	100.0
	Total	6981	45.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	927	6.1		
	Total	8253	54.2		
Total		15234	100.0		

ccj222 B3c: When child has a headache they have pain on one side of the head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	2309	15.2	33.0	33.0
	Sometimes	2946	19.3	42.1	75.0
	Not at all	1748	11.5	25.0	100.0
	Total	7003	46.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	905	5.9		
	Total	8231	54.0		
Total		15234	100.0		

ccj223 B3d: When child has a headache they feel sick

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	1101	7.2	15.8	15.8
	Sometimes	2599	17.1	37.3	53.1
	Not at all	3263	21.4	46.9	100.0
	Total	6963	45.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	945	6.2		
	Total	8271	54.3		
Total		15234	100.0		

ccj224 B3e: When child has a headache they vomit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	165	1.1	2.4	2.4
	Sometimes	931	6.1	13.5	15.9
	Not at all	5801	38.1	84.1	100.0
	Total	6897	45.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	1011	6.6		
	Total	8337	54.7		
Total		15234	100.0		

ccj225 B3f: When child has a headache they have 'spots' in front of their eyes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	302	2.0	4.4	4.4
	Sometimes	924	6.1	13.4	17.8
	Not at all	5669	37.2	82.2	100.0
	Total	6895	45.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	1013	6.6		
	Total	8339	54.7		
Total		15234	100.0		

ccj226 B3g: When child has a headache they can't bear bright lights

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	1253	8.2	18.1	18.1
	Sometimes	2154	14.1	31.1	49.1
	Not at all	3526	23.1	50.9	100.0
	Total	6933	45.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	975	6.4		
	Total	8301	54.5		
Total		15234	100.0		

ccj227 B3h: When child has a headache they have pain in their neck

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	649	4.3	9.4	9.4
	Sometimes	2074	13.6	30.1	39.5
	Not at all	4177	27.4	60.5	100.0
	Total	6900	45.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	1008	6.6		
	Total	8334	54.7		
Total		15234	100.0		

ccj228 B3i: When child has a headache they have pain at the back of their head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Usually	1366	9.0	19.7	19.7
	Sometimes	3044	20.0	43.9	63.7
	Not at all	2517	16.5	36.3	100.0
	Total	6927	45.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	981	6.4		
	Total	8307	54.5		
Total		15234	100.0		

ccj230 B4: Length of time child's headaches usually last

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	4372	28.7	60.7	60.7
	1-3 hours	2029	13.3	28.2	88.9
	Between 3 and 6 hours	415	2.7	5.8	94.6
	Between 6 and 12 hours	206	1.4	2.9	97.5
	More than 12 hours	180	1.2	2.5	100.0
	Total	7202	47.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	706	4.6		
	Total	8032	52.7		
Total		15234	100.0		

ccj240 B5a: Child thinks headaches are brought on by being injured

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1484	9.7	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6424	42.2		
	Total	13750	90.3		
Total		15234	100.0		

ccj241 B5b: Child thinks headaches are brought on by sunbathing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	910	6.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6998	45.9		
	Total	14324	94.0		
Total		15234	100.0		

ccj242 B5c: Child thinks headaches are brought on by being worried

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1589	10.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6319	41.5		
	Total	13645	89.6		
Total		15234	100.0		

ccj243 B5d: Child thinks headaches are brought on by noise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4432	29.1	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	3476	22.8		
	Total	10802	70.9		
Total		15234	100.0		

ccj244 B5e: Child thinks headaches are brought on by reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1217	8.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6691	43.9		
	Total	14017	92.0		
Total		15234	100.0		

ccj245 B5f: Child thinks headaches are brought on by being very tired

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3858	25.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	4050	26.6		
	Total	11376	74.7		
Total		15234	100.0		

ccj246 B5g: Child thinks headaches are brought on by a stuffy room

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2301	15.1	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	5607	36.8		
	Total	12933	84.9		
Total		15234	100.0		

ccj247 B5h: Child thinks headaches are brought on by travelling in a car

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2886	18.9	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	5022	33.0		
	Total	12348	81.1		
Total		15234	100.0		

ccj248 B5i: Child thinks headaches are brought on by getting too hot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4061	26.7	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	3847	25.3		
	Total	11173	73.3		
Total		15234	100.0		

ccj249 B5j: Child thinks headaches are brought on by something they have eaten or drunk

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	454	3.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	7454	48.9		
	Total	14780	97.0		
Total		15234	100.0		

ccj251 B5k: Child thinks headaches are brought on by something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1261	8.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6647	43.6		
	Total	13973	91.7		
Total		15234	100.0		

ccj253 B5l: Child doesn't know what brings on their headaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	497	3.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	7411	48.6		
	Total	14737	96.7		
Total		15234	100.0		

ccj260 B6a: When child has headache they take some medicine or pills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4238	27.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	3670	24.1		
	Total	10996	72.2		
Total		15234	100.0		

ccj262 B6b: When child has headache they go and lie down

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4452	29.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	3456	22.7		
	Total	10782	70.8		
Total		15234	100.0		

ccj263 B6c: When child has headache they carry on as usual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2646	17.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	5262	34.5		
	Total	12588	82.6		
Total		15234	100.0		

ccj264 B6d: When child has headache they stay home from school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1137	7.5	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6771	44.4		
	Total	14097	92.5		
Total		15234	100.0		

ccj265 B6e: When child has headache they do something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	996	6.5	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6912	45.4		
	Total	14238	93.5		
Total		15234	100.0		

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Section C:

C1.   I am a boy ☐1   I am a girl ☐2

[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.]

ccj990 C1: Gender of child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	3724	24.4	47.1	47.1
	Girl	4178	27.4	52.9	100.0
	Total	7902	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	6	.0		
	Total	7332	48.1		
Total		15234	100.0		

C2.   Who helped you fill this in?

A grown-up helped ☐1

Someone else helped ☐2

I did it all myself ☐3

C2: Child completed questionnaire with help from

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A grown-up	1227	8.1	15.6	15.6
	Someone else	104	.7	1.3	16.9
	Did it by self	6535	42.9	83.1	100.0
	Combination of child and someone else	2	.0	.0	100.0
	Total	7868	51.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	No response	40	.3		
	Total	7366	48.4		
Total		15234	100.0		

C3.   When were you born?

Date   Month   Year

☐☐   ☐   1 9 9 ☐

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

42

C4.   What is today's date?

Date   Month   Year

| | | | | | | 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 CCJ990c. The month and year of completion were retained on the built file, but the day was dropped.]

ccj990a C4: Date of completion of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	997	6.5	12.6	12.6
	February	717	4.7	9.1	21.7
	March	601	3.9	7.6	29.3
	April	370	2.4	4.7	34.0
	May	411	2.7	5.2	39.2
	June	594	3.9	7.5	46.7
	July	729	4.8	9.2	55.9
	August	673	4.4	8.5	64.4
	September	664	4.4	8.4	72.8
	October	772	5.1	9.8	82.5
	November	857	5.6	10.8	93.4
	December	523	3.4	6.6	100.0
	Total	7908	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	Total	7326	48.1		
Total		15234	100.0		

ccj990b C4: Date of completion of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2002	2118	13.9	26.8	26.8
	2003	4730	31.0	59.8	86.6
	2004	1055	6.9	13.3	99.9
	2005	5	.0	.1	100.0
	Total	7908	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	Total	7326	48.1		
Total		15234	100.0		

ccj990c DV: Date of completion replaced with date of receipt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, incomplete d.o.c.	74	.5	.9	.9
	Yes, illegal d.o.c.	4	.0	.1	1.0
	Yes, d.o.c. < d.o.s.	86	.6	1.1	2.1
	Yes, d.o.c. > d.o.r.	40	.3	.5	2.6
	No	7704	50.6	97.4	100.0
	Total	7908	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	Total	7326	48.1		
Total		15234	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.

ccj991a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	121	1	.0	.0	.0
	132	3	.0	.0	.1
	133	37	.2	.5	.5
	134	6624	43.5	83.8	84.3
	135	796	5.2	10.1	94.3
	136	159	1.0	2.0	96.4
	137	122	.8	1.5	97.9
	138	47	.3	.6	98.5
	139	31	.2	.4	98.9
	140	25	.2	.3	99.2
	141	21	.1	.3	99.5
	142	12	.1	.2	99.6
	143	10	.1	.1	99.7
	144	4	.0	.1	99.8
	145	1	.0	.0	99.8
	146	4	.0	.1	99.9
	147	1	.0	.0	99.9
	148	2	.0	.0	99.9
	149	3	.0	.0	99.9
	150	1	.0	.0	99.9
	155	2	.0	.0	100.0
	156	2	.0	.0	100.0
	Total	7908	51.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7320	48.1		
	Total	7326	48.1		
Total		15234	100.0		

ccj991b DV: Age of study child at completion (weeks)

DV: Age of study child at completion (weeks)
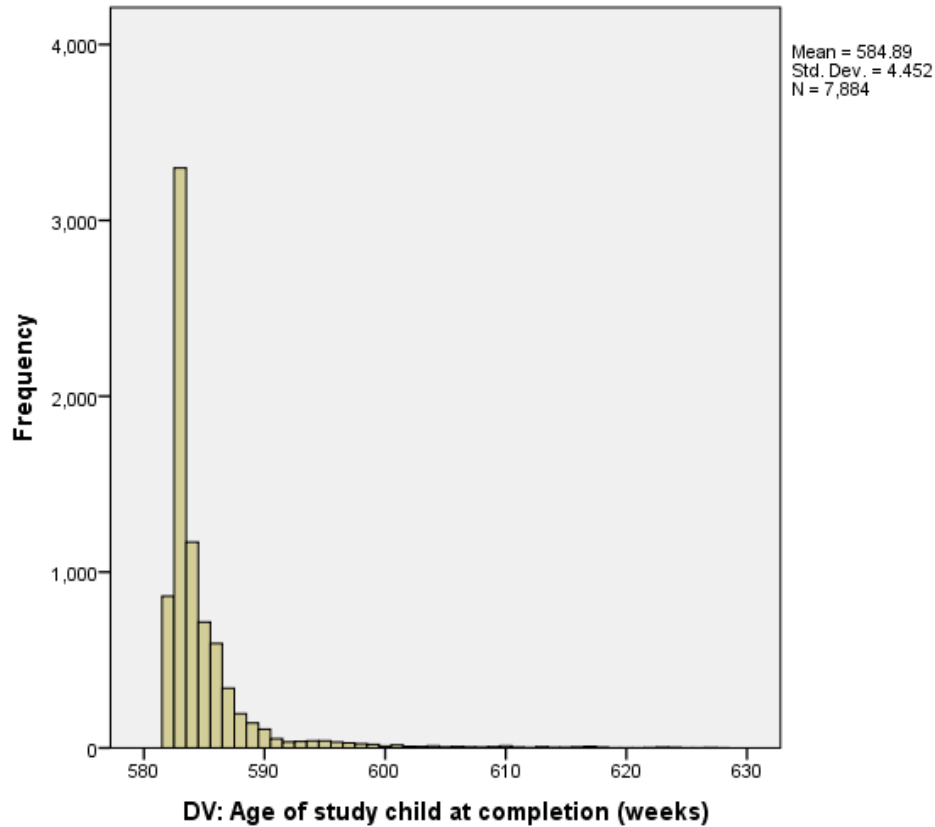
plus the following outliers < 582 or > 630:

DV: Age of study child at completion (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	528	1	4.2	4.2	4.2
	575	2	8.3	8.3	12.5
	577	1	4.2	4.2	16.7
	578	1	4.2	4.2	20.8
	579	1	4.2	4.2	25.0
	581	2	8.3	8.3	33.3
	632	1	4.2	4.2	37.5
	636	1	4.2	4.2	41.7
	637	2	8.3	8.3	50.0
	638	1	4.2	4.2	54.2
	639	1	4.2	4.2	58.3
	644	1	4.2	4.2	62.5
	645	1	4.2	4.2	66.7
	649	1	4.2	4.2	70.8
	651	2	8.3	8.3	79.2
	652	1	4.2	4.2	83.3
	677	2	8.3	8.3	91.7
	682	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

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

coder

© University of Bristol

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.

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

<u>Dates</u>

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.

<u>Coding instructions</u>

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.

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.

<u>"Other, please describe" questions</u>

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

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

Sheila Preece 12/12/2003

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

Appendix B

This appendix contains the coding instructions specific to this questionnaire.

Coding instructions for the first version (20/05/02) child's own questionnaire "School Life 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 "School Life and Me" replies

Follow the general rules outlined in the "General coding instructions for ALSPAC questionnaires - 2nd revision" document.
Ensure that all possible identifiers of the respondent in the answers are obliterated.

Front cover

Check that the questionnaire number is legible, and that the date of form is 20/05/02.

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

Page 3 Section A		
A1a-d	8	
A1e	7	
A1f-h	8	
Page 4		
A2a-e	8	
A2f	7	
A2g, h	8	
Page 5		
A3a	8	
A3b	7	
A3c, d	8	
A4a-d	8	
Page 6		
A5a-c	8	
A5d	7	
A5e-h	8	
Page 7		
A6a-c	8	
A7a	8	
A7b	7	
A7c-e	8	
Page 8	No questions	
Page 9 Section B		
B1	I	
B2	8	

B3a	7	
B3b-i		As B3a
Page 10		
B4	8	
B5a	I	There should be a tick or a blank here.
B5b-i		As B5a
B5j, k	I	If there is relevant writing on the dotted line, ensure that there is an accompanying tick.
B5l	I	**Misprint – omission of a box.** Draw a box with a code 1 in it. Tick it if that is the answer that the child indicated.
Page 11		
B6a	I	If there is relevant writing on the dotted line, ensure that there is an accompanying tick.
B6b-d	I	There should be a tick or a blank here.
B6e		As B6a
Page 12		
C1	I	
C2	I	If 2+3 are ticked code as 4. Codes 1+2 = 1. Codes 1+3 = 1.
C3	IV	Write the month number under the month if the child gave it as a word.
C4	IV	As C3

END OF QUESTIONNAIRE

ChSchLife&Me (20/05/02)

Sheila Preece 28/7/02

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 "ccj" 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 CCJ007a = 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.