THE ALSPAC STUDY

CCN FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

Reading and Singing

At 157 Months

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 1c of the release file.

October 2008

Contents

Introduction

Contents

This questionnaire was sent out to study children when they were 157 months old together with the questionnaire "Food and Things", the data from which make up the CCM file. It is in 4 sections. Section A contains questions about reading. Section B contains the questions from the PLIKS measure, which assesses psychosis-like symptoms and is based on DISC-IV (Shaffer D., 2000), modified slightly after piloting, and the Schedules for Clinical Assessment in Neuropsychiatry (SCAN) version 2.0 (World Health Organization, 1994). Section C asks about music and singing. Finally, section D collects the usual "back page" information on who completed the questionnaire and when.

Questionnaire versions

There was only one version of this questionnaire.

Sample & response rates

There are a total of 15,224 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 157-month questionnaire was sent out for them or whether they were returned) plus 548 eligible children not in the core sample for whom the questionnaires were sent out. Note that this questionnaire was completed for 323 of these 548 children not in the core sample.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. The 157-month questionnaire was sent out for 10,444 (74%) of these live born children. As of 31st May 2008 completed questionnaires had been returned for 6,806 (65%) of these children, which is 48% of the 14,062 live born children. Note that 4 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 (CCN001 – CCN007a) remain visible, with CCN007a 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 – February 2008
The first version of the release file.

Release version 1b – June 2008
Data from 38 questionnaires returned after 25th July 2006 were added. In addition the responses were changed for one case who returned two questionnaires. The second questionnaire to be returned was actually completed first, much closer to the target age than the questionnaire that was available when version 1a of the release file was created.

Release version 1c – October 2008
This version of the release file removes triplets/quadruplets for confidentiality reasons.

References

Shaffer D., F. P., Lucas C.P., Dulcan M.K., Schwab-Stone M.E. (2000). NIMH Diagnostic Interview Schedule for Children Version IV (NIMH DISC-IV): Description, differences from previous versions, and reliability of some common diagnoses. *Journal of the American Academy of Child & Adolescent Psychiatry, 39*, 28-38.

World Health Organization. (1994). *Schedules for clinical assessment in neuropsychiatry*. Washington, DC: American Psychiatric Research.

Administrative variables

ccn001 Questionnaire sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10992	72.2	72.2	72.2
	No	4232	27.8	27.8	100.0
	Total	15224	100.0	100.0	

ccn002 Reminder sent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6450	42.4	58.7	58.7
	No	4542	29.8	41.3	100.0
	Total	10992	72.2	100.0	
Missing	Questionnaire not sent	4232	27.8		
Total		15224	100.0		

ccn005 Questionnaire return status (as of 31/05/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not returned	3828	25.1	34.8	34.8
	Returned, completed	7129	46.8	64.9	99.7
	Returned, blank	35	.2	.3	100.0
	Total	10992	72.2	100.0	
Missing	Questionnaire not sent	4232	27.8		
Total		15224	100.0		

ccn006 Questionnaire returned (as of 31/05/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7164	47.1	65.2	65.2
	No	3828	25.1	34.8	100.0
	Total	10992	72.2	100.0	
Missing	Questionnaire not sent	4232	27.8		
Total		15224	100.0		

ccn007 Questionnaire completed (as of 31/05/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7129	46.8	64.9	64.9
	No	3863	25.4	35.1	100.0
	Total	10992	72.2	100.0	
Missing	Questionnaire not sent	4232	27.8		
Total		15224	100.0		

ccn07a Data available (as of 31/05/08)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7125	46.8	46.8	46.8
	No	8099	53.2	53.2	100.0
	Total	15224	100.0	100.0	

ccn008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 26/04/04	7125	46.8	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Total	8099	53.2		
Total		15224	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 26/04/04	7125	46.8	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Total	8099	53.2		
Total		15224	100.0		

PAGE 1 OF THE QUESTIONNAIRE

Questionnaire No:

Reading and Singing

26.4.04

PAGE 2 OF THE QUESTIONNAIRE

[Blank page.]

Section A: Things you like to read

Now that you are a teenager your reading habits may have changed a lot since the last time we asked you.

A1.   How much do you enjoy these types of reading?

	I like a lot	**I like a bit**	**I don't like much**	**I really don't like**	**Don't read this**
a) Comic or comic strip	1	2	3	4	5
b) Magazines	1	2	3	4	5
c) Newspapers	1	2	3	4	5
d) Book about some interesting topic	1	2	3	4	5
e) Short stories	1	2	3	4	5
f) Long stories (whole books)	1	2	3	4	5
g) The internet	1	2	3	4	5
h) Poetry	1	2	3	4	5
i) Emails and letters	1	2	3	4	5
j) Something else Please tick and describe	1	2	3	4	5

………………………………………………………………………………………………………

A2.   How often do you read these nowadays whether at home or at school?

	Not at all	About once a month	About once a week	Several times a week	Every day
a) Comic or comic strip	1	2	3	4	5
b) Magazines	1	2	3	4	5
c) Newspapers	1	2	3	4	5
d) Book about some interesting topic	1	2	3	4	5
e) Short stories	1	2	3	4	5
f) Long stories (whole books)	1	2	3	4	5
g) The internet	1	2	3	4	5
h) Poetry	1	2	3	4	5
i) Emails and letters	1	2	3	4	5
j) Something else Please tick and describe	1	2	3	4	5

………………………………………………………………………………………………………

PAGE 5 OF THE QUESTIONNAIRE

A3.   Overall how would you rate your reading?

I really can't read well   [1]

I can read but I don't enjoy it   [2]

I like reading but would rather
do other things   [3]

I love to read   [4]

ccn100 A1a: Degree to which child enjoys reading comics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	900	5.9	13.0	13.0
	A bit	2169	14.2	31.4	44.5
	Not much	1108	7.3	16.0	60.5
	Do not like	415	2.7	6.0	66.5
	Do not read	2312	15.2	33.5	100.0
	Total	6904	45.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	221	1.5		
	Total	8320	54.7		
Total		15224	100.0		

ccn101 A1b: Degree to which child enjoys reading magazines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	3779	24.8	54.5	54.5
	A bit	2278	15.0	32.9	87.4
	Not much	379	2.5	5.5	92.8
	Do not like	102	.7	1.5	94.3
	Do not read	396	2.6	5.7	100.0
	Total	6934	45.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	191	1.3		
	Total	8290	54.5		
Total		15224	100.0		

ccn102 A1c: Degree to which child enjoys reading newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	377	2.5	5.5	5.5
	A bit	2225	14.6	32.2	37.7
	Not much	1713	11.3	24.8	62.5
	Do not like	888	5.8	12.9	75.3
	Do not read	1706	11.2	24.7	100.0
	Total	6909	45.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	216	1.4		
	Total	8315	54.6		
Total		15224	100.0		

ccn103 A1d: Degree to which child enjoys reading books about interesting topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	1387	9.1	20.1	20.1
	A bit	2645	17.4	38.3	58.4
	Not much	1353	8.9	19.6	78.0
	Do not like	622	4.1	9.0	87.1
	Do not read	893	5.9	12.9	100.0
	Total	6900	45.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	225	1.5		
	Total	8324	54.7		
Total		15224	100.0		

ccn104 A1e: Degree to which child enjoys reading short stories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	1069	7.0	15.5	15.5
	A bit	2924	19.2	42.3	57.7
	Not much	1452	9.5	21.0	78.7
	Do not like	587	3.9	8.5	87.2
	Do not read	884	5.8	12.8	100.0
	Total	6916	45.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	209	1.4		
	Total	8308	54.6		
Total		15224	100.0		

ccn105 A1f: Degree to which child enjoys reading long stories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	3089	20.3	44.7	44.7
	A bit	1717	11.3	24.8	69.5
	Not much	835	5.5	12.1	81.6
	Do not like	564	3.7	8.2	89.7
	Do not read	710	4.7	10.3	100.0
	Total	6915	45.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	210	1.4		
	Total	8309	54.6		
Total		15224	100.0		

ccn106 A1g: Degree to which child enjoys reading on the Internet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	3955	26.0	57.1	57.1
	A bit	1972	13.0	28.5	85.6
	Not much	530	3.5	7.7	93.2
	Do not like	164	1.1	2.4	95.6
	Do not read	305	2.0	4.4	100.0
	Total	6926	45.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	199	1.3		
	Total	8298	54.5		
Total		15224	100.0		

ccn107 A1h: Degree to which child enjoys reading poetry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	759	5.0	11.0	11.0
	A bit	1815	11.9	26.3	37.3
	Not much	1720	11.3	24.9	62.3
	Do not like	1098	7.2	15.9	78.2
	Do not read	1502	9.9	21.8	100.0
	Total	6894	45.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	231	1.5		
	Total	8330	54.7		
Total		15224	100.0		

ccn108 A1i: Degree to which child enjoys reading e-mails & letters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	2973	19.5	43.0	43.0
	A bit	2484	16.3	35.9	78.8
	Not much	742	4.9	10.7	89.6
	Do not like	228	1.5	3.3	92.8
	Do not read	495	3.3	7.2	100.0
	Total	6922	45.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	203	1.3		
	Total	8302	54.5		
Total		15224	100.0		

ccn109 A1j: Degree to which child enjoys reading other things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relevant text but no box ticked	18	.1	1.3	1.3
	A lot	528	3.5	37.9	39.2
	A bit	136	.9	9.8	49.0
	Not much	35	.2	2.5	51.5
	Do not like	33	.2	2.4	53.9
	Do not read	642	4.2	46.1	100.0
	Total	1392	9.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5733	37.7		
	Total	13832	90.9		
Total		15224	100.0		

ccn120 A2a: Frequency child reads comics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3453	22.7	49.1	49.1
	~ once / month	2261	14.9	32.2	81.3
	~ once / week	875	5.7	12.4	93.7
	Several times / week	346	2.3	4.9	98.6
	Every day	95	.6	1.4	100.0
	Total	7030	46.2	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	95	.6		
	Total	8194	53.8		
Total		15224	100.0		

ccn121 A2b: Frequency child reads magazines

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	639	4.2	9.1	9.1
	~ once / month	2292	15.1	32.5	41.6
	~ once / week	2390	15.7	33.9	75.5
	Several times / week	1402	9.2	19.9	95.3
	Every day	329	2.2	4.7	100.0
	Total	7052	46.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	73	.5		
	Total	8172	53.7		
Total		15224	100.0		

ccn122 A2c: Frequency child reads newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2401	15.8	34.2	34.2
	~ once / month	1790	11.8	25.5	59.6
	~ once / week	1602	10.5	22.8	82.4
	Several times / week	758	5.0	10.8	93.2
	Every day	478	3.1	6.8	100.0
	Total	7029	46.2	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	96	.6		
	Total	8195	53.8		
Total		15224	100.0		

ccn123 A2d: Frequency child reads books about interesting topics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1533	10.1	21.8	21.8
	~ once / month	2840	18.7	40.4	62.2
	~ once / week	1516	10.0	21.6	83.8
	Several times / week	833	5.5	11.9	95.7
	Every day	303	2.0	4.3	100.0
	Total	7025	46.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	100	.7		
	Total	8199	53.9		
Total		15224	100.0		

ccn124 A2e: Frequency child reads short stories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1819	11.9	25.8	25.8
	~ once / month	2920	19.2	41.5	67.3
	~ once / week	1507	9.9	21.4	88.7
	Several times / week	639	4.2	9.1	97.8
	Every day	158	1.0	2.2	100.0
	Total	7043	46.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	82	.5		
	Total	8181	53.7		
Total		15224	100.0		

ccn125 A2f: Frequency child reads long stories

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1314	8.6	18.7	18.7
	~ once / month	2149	14.1	30.6	49.2
	~ once / week	1098	7.2	15.6	64.9
	Several times / week	1298	8.5	18.5	83.3
	Every day	1173	7.7	16.7	100.0
	Total	7032	46.2	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	93	.6		
	Total	8192	53.8		
Total		15224	100.0		

ccn126 A2g: Frequency child reads on the Internet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	498	3.3	7.1	7.1
	~ once / month	815	5.4	11.6	18.6
	~ once / week	1544	10.1	21.9	40.5
	Several times / week	2425	15.9	34.4	74.9
	Every day	1767	11.6	25.1	100.0
	Total	7049	46.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	76	.5		
	Total	8175	53.7		
Total		15224	100.0		

ccn127 A2h: Frequency child reads poetry

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3134	20.6	44.7	44.7
	~ once / month	2665	17.5	38.0	82.7
	~ once / week	862	5.7	12.3	94.9
	Several times / week	285	1.9	4.1	99.0
	Every day	70	.5	1.0	100.0
	Total	7016	46.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	109	.7		
	Total	8208	53.9		
Total		15224	100.0		

ccn128 A2i: Frequency child reads e-mails & letters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	907	6.0	12.9	12.9
	~ once / month	1663	10.9	23.7	36.6
	~ once / week	1639	10.8	23.3	59.9
	Several times / week	1745	11.5	24.8	84.8
	Every day	1069	7.0	15.2	100.0
	Total	7023	46.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	102	.7		
	Total	8201	53.9		
Total		15224	100.0		

ccn129 A2j: Frequency child reads other things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relevant text but no box ticked	7	.0	.6	.6
	Not at all	667	4.4	54.4	55.0
	~ once / month	99	.7	8.1	63.1
	~ once / week	89	.6	7.3	70.3
	Several times / week	133	.9	10.8	81.2
	Every day	231	1.5	18.8	100.0
	Total	1226	8.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5899	38.7		
	Total	13998	91.9		
Total		15224	100.0		

ccn140 A3: Child's opinion on reading

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cannot read well	205	1.3	2.9	2.9
	Can read but does not enjoy	1065	7.0	15.0	17.9
	Likes reading but prefers other things	3365	22.1	47.5	65.4
	Loves reading	2451	16.1	34.6	100.0
	Total	7086	46.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	39	.3		
	Total	8138	53.5		
Total		15224	100.0		

Section B: The way you feel now

Now we are going on to something different. Read the questions carefully and tick the answer that applies to you.

B1.   Some people believe that their thoughts can be read. Have other people ever read your thoughts:

No never   ☐ 1 ⟶ **If <u>no</u>, go to B2 on page 7**

Yes, maybe   ☐ 2

Yes, definitely ☐ 3

If <u>yes</u>,

a)   Do you think they use special powers to read your thoughts?

Yes, definitely ☐ 1

Yes, maybe   ☐ 2

No   ☐ 3 ⟶ **If <u>no</u>, go to B2 on page 7**

b)   If they use special powers to read your thoughts, how often has this happened **since your 12th birthday**?

Not at all   ☐ 1 ⟶ **If <u>not at all</u>, go to B2 on page 7**

Only once or twice   ☐ 2

Not very often
(less than once a month)   ☐ 3

Quite often
(about once a month)   ☐ 4

Often (about once a
week)   ☐ 5

Nearly every day   ☐ 6

B1. c) How many people have read your thoughts **since your 12th birthday**?

just one ☐1 two ☐2 3 or more ☐3

d) Who were/are the people who can read your thoughts? (tick all that apply)

(i) Mother ☐1

(ii) Father ☐1

(iii) Brother or sister ☐1

(iv) Child at school ☐1

(v) Teacher at school ☐1

(vi) Someone else ☐1 → please say who:…………………….

B2. Have you ever believed that you were being sent special messages through television or the radio, or that a programme has been arranged just for you alone?

No, never ☐1 → **If no, go to B3 on page 8**

Yes, maybe ☐2

Yes, definitely ☐3

If yes,

a) How often has this happened **since your 12th birthday**?

Not at all ☐1 → **If not at all, go to B3 on page 8**

Only once or twice ☐2

Not very often
(less than once a month) ☐3

Quite often
(about once a month) ☐4

Often (about once a week) ☐5

Nearly every day ☐6

B2.　b)　Who (or what) do you think was sending you these messages?

Somebody you know ☐ 1

Somebody you don't know ☐ 2

An alien or something like that ☐ 3

Something else ☐ 4

Space for you to describe the answers you have just ticked:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

c)　Why do you think you have been getting these messages?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

B3.　Have you ever thought that you were being followed or spied on?

No, never ☐ 1 ⟶ **If <u>no</u>, go to B4 on page 10**

Yes, maybe ☐ 2

Yes, definitely ☐ 3

If <u>yes,</u>

B3. a) How often has this happened **since your 12th birthday**?

Not at all ☐ 1

Only once or twice ☐ 2

Not very often
(less than once a month) ☐ 3

Quite often
(about once a month) ☐ 4

Often (about once a week) ☐ 5

Nearly every day ☐ 6

b) Who was following you or spying on you?

Someone in your class ☐ 1

Someone in your school ☐ 2

Someone else you know ☐ 3

A stranger ☐ 4

Don't know - you've never
actually seen them ☐ 5

c) Why do you think they were doing this?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

B4.   Have you ever heard voices that other people can't hear?

No, never   ☐ 1   ⟶   **If <u>no</u>, go to B5 on page 11**

Yes, maybe   ☐ 2

Yes, definitely   ☐ 3

If <u>yes</u>,

a)   How often has this happened **since your 12th birthday**?

Not at all   ☐ 1

Only once or twice   ☐ 2

Not very often
(less than once a month)   ☐ 3

Quite often
(about once a month)   ☐ 4

Often (about once a week)   ☐ 5

Nearly every day   ☐ 6

b)   Did this voice say something about what you were doing or thinking?

Yes ☐ 1   No ☐ 2

c)   Did this happen only when you had a high temperature because you were ill?

Yes ☐ 1   No ☐ 2 ⟶ **If <u>no</u>, go to B5 on page 11**

If <u>yes</u>

d)   Were you completely awake when you heard these things?

Yes ☐ 1   No ☐ 2

B5.   Have you ever felt that you were under the control of some special power?

No never   ☐ 1   ⟶   **If <u>no</u>, go to B6 on page 12**

Yes, maybe   ☐ 2

Yes, definitely   ☐ 3

If <u>yes</u>,

a)   Has this happened **since your 12th Birthday**?

Yes ☐ 1   No ☐ 2

b)   Did it control what you were doing or thinking?

No, never   ☐ 1   ⟶   **If <u>no</u>, go to B6 on page 12**

Yes, maybe   ☐ 2

Yes, definitely   ☐ 3

c)   What do you think this was?

God, or some other   ☐ 1
religious figure

Something else   ☐ 2   please tick and describe: …………………..

………………………………………………………………………………..

………………………………………………………………………………..

B6.   Have you ever seen something or someone that other people could not see?

No, never ☐ 1 ⟶ **If <u>no</u>, go to B7 on page 13**

Yes, maybe ☐ 2

Yes, definitely ☐ 3

If <u>yes</u>,

a)   How often has this happened **since your 12th birthday**?

Not at all ☐ 1

Only once or twice ☐ 2

Not very often
(less than once a month) ☐ 3

Quite often
(about once a month) ☐ 4

Often (about once a week) ☐ 5

Nearly every day ☐ 6

b)   What did you see?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

c)   Did this happen only when you had a high temperature because you were ill?

Yes ☐ 1   No ☐ 2

B6.   d)   Were you completely awake when you saw these things?

Yes, always ☐ 1

No, sometimes I
was half asleep ☐ 2

No, I was always
asleep or half asleep ☐ 3

e)   Were you worried about seeing things that others couldn't?

Yes, very worried ☐ 1

Yes, a bit worried ☐ 2

No, didn't bother me ☐ 3

B7.   Have you ever felt that your thoughts are broadcast out loud so that other people
know what you are thinking? (Like on a radio so that anyone listening could hear
them)

No, never ☐ 1 **⟶ If <u>no</u>, go to B8 on page 14**

Yes, maybe ☐ 2

Yes, definitely ☐ 3

If <u>yes</u>,

a)   How often has this happened **since your 12th birthday**?

Not at all ☐ 1

Only once or twice ☐ 2

Not very often (less
(than once a month) ☐ 3

Quite often (about
once a month) ☐ 4

Often (about once a week) ☐ 5

Nearly every day ☐ 6

B8.   Have you ever felt that thoughts that are not your own are put into your mind?

No, never	1	**If <u>no</u>, go to B9 below**
Yes, maybe	2	
Yes, definitely	3	

If <u>yes</u>,

a)   How often has this happened **since your 12th birthday**?

Not at all	1
Only once or twice	2
Not very often (less (than once a month)	3
Quite often (about once a month)	4
Often (about once a week)	5
Nearly every day	6

B9.   Have you had thoughts taken out of your mind by someone or by some special force?

No, never	1	**If <u>no</u>, go to B10 on page 15**
Yes, maybe	2	
Yes, definitely	3	

If yes,

B9.   a)   How often has this happened **since your 12ᵗʰ birthday**?

Not at all   ☐ 1

Only once or twice   ☐ 2

Not very often (less
(than once a month)   ☐ 3

Quite often (about
once a month)   ☐ 4

Often (about once a week   ☐ 5

Nearly every day   ☐ 6

B10.   Have you ever felt that you are a very important person, or that you have special powers or abilities?

No, never   ☐ 1 → **If no, go to C1 on page 17**

Yes, maybe   ☐ 2

Yes, definitely   ☐ 3

If yes,

a)   Have you ever felt that you are somebody really very special, or that you have special powers like reading people's minds or have been chosen to perform special tasks? (This doesn't mean that you are especially clever, or come from an important family)

No, never   ☐ 1

Yes, maybe   ☐ 2

Yes, definitely   ☐ 3
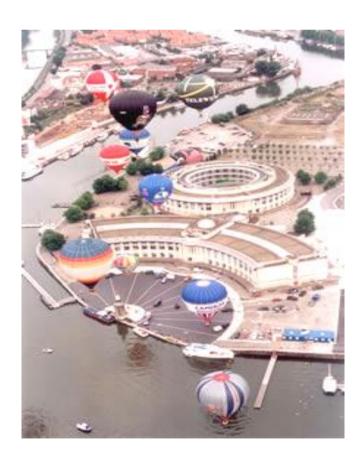
B10. b)   How often has this happened **since your 12th birthday**?

Not at all   ☐ 1

Only once or twice   ☐ 2

Not very often (less
(than once a month)   ☐ 3

Quite often (about
once a month)   ☐ 4

Often (about once a week)   ☐ 5
week)

Nearly every day   ☐ 6

ccn200 B1: Child believes their thoughts have been read

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5133	33.7	73.0	73.0
	Yes, maybe	1663	10.9	23.6	96.6
	Yes, definitely	239	1.6	3.4	100.0
	Total	7035	46.2	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	90	.6		
	Total	8189	53.8		
Total		15224	100.0		

ccn201 B1a: Child believes special powers were used to read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	32	.2	1.7	1.7
	Yes, maybe	581	3.8	30.4	32.1
	No	1296	8.5	67.9	100.0
	Total	1909	12.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5216	34.3		
	Total	13315	87.5		
Total		15224	100.0		

ccn202 B1b: Frequency child believes special powers were used to read their mind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	79	.5	12.9	12.9
	Once or twice	326	2.1	53.2	66.1
	Not very often (< once / month)	92	.6	15.0	81.1
	Quite often (~ once / month)	64	.4	10.4	91.5
	Often (~ once / week)	35	.2	5.7	97.2
	Nearly every day	17	.1	2.8	100.0
	Total	613	4.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6512	42.8		
	Total	14611	96.0		
Total		15224	100.0		

ccn203 B1c: Number of people child believes have read their thoughts since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	264	1.7	48.2	48.2
	Two	175	1.1	31.9	80.1
	Three or more	109	.7	19.9	100.0
	Total	548	3.6	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6577	43.2		
	Total	14676	96.4		
Total		15224	100.0		

ccn204 B1d1: Child believes mother can read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	158	1.0	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6967	45.8		
	Total	15066	99.0		
Total		15224	100.0		

ccn205 B1d2: Child believes father can read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	.3	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	7072	46.5		
	Total	15171	99.7		
Total		15224	100.0		

ccn206 B1d3: Child believes sibling can read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	103	.7	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	7022	46.1		
	Total	15121	99.3		
Total		15224	100.0		

ccn207 B1d4: Child believes another child at school can read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	302	2.0	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6823	44.8		
	Total	14922	98.0		
Total		15224	100.0		

ccn208 B1d5: Child believes a teacher can read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	.3	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	7079	46.5		
	Total	15178	99.7		
Total		15224	100.0		

ccn209 B1d6: Child believes someone else can read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	191	1.3	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6934	45.5		
	Total	15033	98.7		
Total		15224	100.0		

ccn220 B2: Child believes they have been sent special messages through TV or radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6258	41.1	89.3	89.3
	Yes, maybe	651	4.3	9.3	98.5
	Yes, definitely	102	.7	1.5	100.0
	Total	7011	46.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	114	.7		
	Total	8213	53.9		
Total		15224	100.0		

ccn222 B2a: Frequency child believes they were sent special messages through TV or radio since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	99	.7	13.0	13.0
	Once or twice	457	3.0	60.2	73.3
	Not very often (< once / month)	99	.7	13.0	86.3
	Quite often (~ once / month)	62	.4	8.2	94.5
	Often (~ once / week)	22	.1	2.9	97.4
	Nearly every day	20	.1	2.6	100.0
	Total	759	5.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6366	41.8		
	Total	14465	95.0		
Total		15224	100.0		

ccn223 B2b1: Child believes someone they know was sending them messages through TV or radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	141	.9	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6984	45.9		
	Total	15083	99.1		
Total		15224	100.0		

ccn224 B2b2: Child believes someone they do not know was sending them messages through TV or radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	237	1.6	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6888	45.2		
	Total	14987	98.4		
Total		15224	100.0		

ccn225 B2b3: Child believes an alien or similar was sending them messages through TV or radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	.3	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	7078	46.5		
	Total	15177	99.7		
Total		15224	100.0		

ccn226 B2b4: Child believes something else was sending them messages through TV or radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	250	1.6	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6875	45.2		
	Total	14974	98.4		
Total		15224	100.0		

ccn230 B3: Child believes they have been followed or spied on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4755	31.2	67.7	67.7
	Yes, maybe	1803	11.8	25.7	93.4
	Yes, definitely	461	3.0	6.6	100.0
	Total	7019	46.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	106	.7		
	Total	8205	53.9		
Total		15224	100.0		

ccn232 B3a: Frequency child believes they were followed or spied on since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	245	1.6	10.9	10.9
	Once or twice	1385	9.1	61.4	72.2
	Not very often (< once / month)	282	1.9	12.5	84.7
	Quite often (~ once / month)	177	1.2	7.8	92.6
	Often (~ once / week)	96	.6	4.3	96.8
	Nearly every day	72	.5	3.2	100.0
	Total	2257	14.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	4868	32.0		
	Total	12967	85.2		
Total		15224	100.0		

ccn233 B3b1: Child believes someone in their class was spying on them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	189	1.2	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6936	45.6		
	Total	15035	98.8		
Total		15224	100.0		

ccn234 B3b2: Child believes someone in their school was spying on them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	201	1.3	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6924	45.5		
	Total	15023	98.7		
Total		15224	100.0		

ccn235 B3b3: Child believes someone else they know was spying on them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	135	.9	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6990	45.9		
	Total	15089	99.1		
Total		15224	100.0		

ccn236 B3b4: Child believes a stranger was spying on them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	647	4.2	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6478	42.6		
	Total	14577	95.8		
Total		15224	100.0		

ccn237 B3b5: Child does not know who was spying on them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1141	7.5	100.0	100.0
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5984	39.3		
	Total	14083	92.5		
Total		15224	100.0		

ccn240 B4:Child has heard voices others cannot

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	5727	37.6	81.6	81.6
	Yes, maybe	953	6.3	13.6	95.2
	Yes, definitely	339	2.2	4.8	100.0
	Total	7019	46.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	106	.7		
	Total	8205	53.9		
Total		15224	100.0		

ccn242 B4a: Frequency child has heard voices others cannot since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	133	.9	10.3	10.3
	Once or twice	704	4.6	54.6	64.9
	Not very often (< once / month)	233	1.5	18.1	83.0
	Quite often (~ once / month)	111	.7	8.6	91.6
	Often (~ once / week)	62	.4	4.8	96.4
	Nearly every day	46	.3	3.6	100.0
	Total	1289	8.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5836	38.3		
	Total	13935	91.5		
Total		15224	100.0		

ccn243 B4b: Voice heard only by child said something about what they were doing or thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	385	2.5	30.0	30.0
	No	898	5.9	70.0	100.0
	Total	1283	8.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5842	38.4		
	Total	13941	91.6		
Total		15224	100.0		

ccn244 B4c: Voice heard only by child was only heard when child had a temperature due to illness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	160	1.1	12.5	12.5
	No	1117	7.3	87.5	100.0
	Total	1277	8.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5848	38.4		
	Total	13947	91.6		
Total		15224	100.0		

ccn245 B4d: Child was fully awake when they heard voice that could be heard by them only

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	70	.5	43.5	43.5
	No	91	.6	56.5	100.0
	Total	161	1.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6964	45.7		
	Total	15063	98.9		
Total		15224	100.0		

ccn250 B5: Child believes they have been under the control of a special power

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	6532	42.9	93.5	93.5
	Yes, maybe	369	2.4	5.3	98.8
	Yes, definitely	82	.5	1.2	100.0
	Total	6983	45.9	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	142	.9		
	Total	8241	54.1		
Total		15224	100.0		

ccn252 B5a: Child believes they have been under the control of a special power since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	345	2.3	76.2	76.2
	No	108	.7	23.8	100.0
	Total	453	3.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6672	43.8		
	Total	14771	97.0		
Total		15224	100.0		

ccn253 B5b: Child believes a special power controlled what they were doing or thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	155	1.0	33.8	33.8
	Yes, maybe	245	1.6	53.5	87.3
	Yes, definitely	58	.4	12.7	100.0
	Total	458	3.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6667	43.8		
	Total	14766	97.0		
Total		15224	100.0		

ccn254 B5c: Person child believes controlled their thoughts or actions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	God or other religious figure	86	.6	28.0	28.0
	Something else	221	1.5	72.0	100.0
	Total	307	2.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6818	44.8		
	Total	14917	98.0		
Total		15224	100.0		

ccn260 B6: Child has seen something nobody else could

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	5777	37.9	82.7	82.7
	Yes, maybe	842	5.5	12.1	94.8
	Yes, definitely	366	2.4	5.2	100.0
	Total	6985	45.9	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	140	.9		
	Total	8239	54.1		
Total		15224	100.0		

ccn262 B6a: Frequency child has seen something nobody else could since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	243	1.6	20.2	20.2
	Once or twice	663	4.4	55.1	75.2
	Not very often (< once / month)	140	.9	11.6	86.9
	Quite often (~ once / month)	83	.5	6.9	93.8
	Often (~ once / week)	49	.3	4.1	97.8
	Nearly every day	26	.2	2.2	100.0
	Total	1204	7.9	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5921	38.9		
	Total	14020	92.1		
Total		15224	100.0		

ccn264 B6c: Child only saw something nobody else could while ill with a high temperature

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	94	.6	7.9	7.9
	No	1089	7.2	92.1	100.0
	Total	1183	7.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5942	39.0		
	Total	14041	92.2		
Total		15224	100.0		

ccn265 B6d: Child was fully awake when they saw something nobody else could

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, always	860	5.6	70.9	70.9
	No, sometimes was half alseep	294	1.9	24.2	95.1
	Was always alseep or half asleep	59	.4	4.9	100.0
	Total	1213	8.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5912	38.8		
	Total	14011	92.0		
Total		15224	100.0		

ccn266 B6e: Child was worried about seeing something others could not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, very	100	.7	8.4	8.4
	Yes, a bit	352	2.3	29.4	37.8
	No	745	4.9	62.2	100.0
	Total	1197	7.9	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5928	38.9		
	Total	14027	92.1		
Total		15224	100.0		

ccn270 B7: Child believes their thoughts have been broadcast

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	6364	41.8	91.3	91.3
	Yes, maybe	503	3.3	7.2	98.5
	Yes, definitely	107	.7	1.5	100.0
	Total	6974	45.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	151	1.0		
	Total	8250	54.2		
Total		15224	100.0		

ccn272 B7a: Frequency child believes their thoughts were broadcast since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	54	.4	8.8	8.8
	Once or twice	336	2.2	54.8	63.6
	Not very often (< once / month)	92	.6	15.0	78.6
	Quite often (~ once / month)	65	.4	10.6	89.2
	Often (~ once / week)	42	.3	6.9	96.1
	Nearly every day	24	.2	3.9	100.0
	Total	613	4.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6512	42.8		
	Total	14611	96.0		
Total		15224	100.0		

ccn280 B8: Child believes thoughts other than their own have been put into their head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	6259	41.1	90.1	90.1
	Yes, maybe	579	3.8	8.3	98.4
	Yes, definitely	111	.7	1.6	100.0
	Total	6949	45.6	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	176	1.2		
	Total	8275	54.4		
Total		15224	100.0		

ccn282 B8a: Frequency child believes thoughts belonging to others were put in their head since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	69	.5	10.0	10.0
	Once or twice	385	2.5	55.9	65.9
	Not very often (< once / month)	109	.7	15.8	81.7
	Quite often (~ once / month)	60	.4	8.7	90.4
	Often (~ once / week)	39	.3	5.7	96.1
	Nearly every day	27	.2	3.9	100.0
	Total	689	4.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6436	42.3		
	Total	14535	95.5		
Total		15224	100.0		

ccn290 B9: Child believes their thoughts have been taken out of their mind by an external force

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	6513	42.8	95.2	95.2
	Yes, maybe	287	1.9	4.2	99.4
	Yes, definitely	40	.3	.6	100.0
	Total	6840	44.9	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	285	1.9		
	Total	8384	55.1		
Total		15224	100.0		

ccn292 B9a: Frequency child believes thoughts have been taken out of their mind by an external force since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	45	.3	12.7	12.7
	Once or twice	198	1.3	55.8	68.5
	Not very often (< once / month)	48	.3	13.5	82.0
	Quite often (~ once / month)	36	.2	10.1	92.1
	Often (~ once / week)	21	.1	5.9	98.0
	Nearly every day	7	.0	2.0	100.0
	Total	355	2.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6770	44.5		
	Total	14869	97.7		
Total		15224	100.0		

ccn300 B10: Child has believed they are very important or have special powers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	6028	39.6	86.4	86.4
	Yes, maybe	791	5.2	11.3	97.7
	Yes, definitely	159	1.0	2.3	100.0
	Total	6978	45.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	147	1.0		
	Total	8246	54.2		
Total		15224	100.0		

ccn301 B10a: Child has believed that they are very important, have special powers or were chosen to perform special tasks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	314	2.1	32.9	32.9
	Yes, maybe	532	3.5	55.8	88.8
	Yes, definitely	107	.7	11.2	100.0
	Total	953	6.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6172	40.5		
	Total	14271	93.7		
Total		15224	100.0		

ccn302 B10b: Frequency child believed they are very important, have special powers or were chosen to perform special tasks since 12th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	205	1.3	22.1	22.1
	Once or twice	383	2.5	41.3	63.4
	Not very often (< once / month)	115	.8	12.4	75.8
	Quite often (~ once / month)	99	.7	10.7	86.5
	Often (~ once / week)	65	.4	7.0	93.5
	Nearly every day	60	.4	6.5	100.0
	Total	927	6.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	6198	40.7		
	Total	14297	93.9		
Total		15224	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent

Section C: All about music

C1.   Do you prefer music or talking to be loud or soft?

I hate loud sounds `1`   I don't mind if `2`
                                     it's loud or not

I love loud sounds `3`   Can't say `4`

C2. a) How much do you enjoy singing?

A lot `1`   A bit `2`   Not at all `3`

b) If you are listening to music do you sing along or hum with it?

Yes, often `1`   Yes, sometimes `2`   No, never `3`

c) How do other people react to your singing?

They say that I can't sing in tune `1`

They pretend to groan but are
joking really `2`

They think it's OK mostly `3`

They say that I can really sing well `4`

d) Have you ever sung in a choir?

Yes, in the past, not now `1`

Yes, nowadays `2`

No, never `3`

C3.   Do you play a musical instrument?

Yes ☐1   No ☐2 ➔ **If <u>no</u>, go to C4 on page 19**

If <u>yes</u>,

Do you play:	**Yes I play nowadays**	**Yes in past not now**	**No, never**
a) recorder	☐1	☐2	☐3
b) drums	☐1	☐2	☐3
c) piano	☐1	☐2	☐3
d) guitar	☐1	☐2	☐3
e) violin	☐1	☐2	☐3
f) other (Please tick and describe)	☐1	☐2	☐3

……………………………………………………………………………………………………

C4.   What sort of music do you like?

	I like it a lot	I like it a bit	I don't like it much	I really don't like it	Have never heard this
a) Classical music	1	2	3	4	5
b) Country and Western	1	2	3	4	5
c) Heavy metal	1	2	3	4	5
d) Rock and roll	1	2	3	4	5
e) Opera	1	2	3	4	5
f) Pop music	1	2	3	4	5
g) Blues	1	2	3	4	5
h) Folk music	1	2	3	4	5
i) Jazz	1	2	3	4	5
j) Rap/hip hop	1	2	3	4	5
k) Reggae/Ska	1	2	3	4	5
l) Dance	1	2	3	4	5
m) Other (Please tick and describe)	1	2	3	4	5

………

ccn400 C1: Child's feelings about loud music and talking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hates loud sounds	349	2.3	4.9	4.9
	Does not mind	4436	29.1	62.6	67.6
	Loves loud sounds	1885	12.4	26.6	94.2
	Cannot say	411	2.7	5.8	100.0
	Total	7081	46.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	44	.3		
	Total	8143	53.5		
Total		15224	100.0		

ccn410 C2a: Degree to which child enjoys singing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	2448	16.1	34.6	34.6
	A bit	3261	21.4	46.0	80.6
	Not at all	1375	9.0	19.4	100.0
	Total	7084	46.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	41	.3		
	Total	8140	53.5		
Total		15224	100.0		

ccn411 C2b: Child sings or hums along to music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, often	3984	26.2	56.2	56.2
	Yes, sometimes	2792	18.3	39.4	95.7
	No, never	307	2.0	4.3	100.0
	Total	7083	46.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	42	.3		
	Total	8141	53.5		
Total		15224	100.0		

ccn412 C2c: Reaction of others to child's singing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	They say child cannot sing in tune	1216	8.0	18.9	18.9
	They pretend to groan, but are joking	1290	8.5	20.0	38.9
	They think it's ok	2810	18.5	43.7	82.6
	They say child sings well	1121	7.4	17.4	100.0
	Total	6437	42.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	688	4.5		
	Total	8787	57.7		
Total		15224	100.0		

ccn413 C2d: Child has sung in a choir

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, in the past	2987	19.6	42.3	42.3
	Yes, now	633	4.2	9.0	51.3
	No	3440	22.6	48.7	100.0
	Total	7060	46.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	65	.4		
	Total	8164	53.6		
Total		15224	100.0		

ccn420 C3: Child plays a musical instrument

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3650	24.0	52.5	52.5
	No	3298	21.7	47.5	100.0
	Total	6948	45.6	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	177	1.2		
	Total	8276	54.4		
Total		15224	100.0		

ccn421 C3a: Child has played recorder

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, plays now	107	.7	4.8	4.8
	Yes, in the past	1568	10.3	70.9	75.7
	No	538	3.5	24.3	100.0
	Total	2213	14.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	4912	32.3		
	Total	13011	85.5		
Total		15224	100.0		

ccn422 C3b: Child has played drums

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, plays now	454	3.0	23.3	23.3
	Yes, in the past	189	1.2	9.7	33.0
	No	1308	8.6	67.0	100.0
	Total	1951	12.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5174	34.0		
	Total	13273	87.2		
Total		15224	100.0		

ccn423 C3c: Child has played piano

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, plays now	1134	7.4	47.8	47.8
	Yes, in the past	546	3.6	23.0	70.9
	No	690	4.5	29.1	100.0
	Total	2370	15.6	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	4755	31.2		
	Total	12854	84.4		
Total		15224	100.0		

ccn424 C3d: Child has played guitar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, plays now	864	5.7	37.9	37.9
	Yes, in the past	412	2.7	18.1	56.0
	No	1002	6.6	44.0	100.0
	Total	2278	15.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	4847	31.8		
	Total	12946	85.0		
Total		15224	100.0		

ccn425 C3e: Child has played violin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, plays now	195	1.3	10.2	10.2
	Yes, in the past	332	2.2	17.4	27.6
	No	1385	9.1	72.4	100.0
	Total	1912	12.6	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5213	34.2		
	Total	13312	87.4		
Total		15224	100.0		

ccn426 C3f: Child has played another musical instrument

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relevant text but no box ticked	63	.4	3.2	3.2
	Yes, plays now	1197	7.9	60.8	64.0
	Yes, in the past	466	3.1	23.7	87.6
	No	244	1.6	12.4	100.0
	Total	1970	12.9	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5155	33.9		
	Total	13254	87.1		
Total		15224	100.0		

ccn430 C4a: Degree to which child likes classical music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	206	1.4	3.0	3.0
	A bit	793	5.2	11.7	14.7
	Not much	1057	6.9	15.6	30.3
	Do not like	4330	28.4	63.9	94.2
	Never heard	393	2.6	5.8	100.0
	Total	6779	44.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	346	2.3		
	Total	8445	55.5		
Total		15224	100.0		

ccn431 C4b: Degree to which child likes country & western music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	122	.8	1.8	1.8
	A bit	712	4.7	10.5	12.3
	Not much	1495	9.8	22.1	34.4
	Do not like	3787	24.9	56.0	90.4
	Never heard	649	4.3	9.6	100.0
	Total	6765	44.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	360	2.4		
	Total	8459	55.6		
Total		15224	100.0		

ccn432 C4c: Degree to which child likes heavy metal music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	958	6.3	14.0	14.0
	A bit	1579	10.4	23.1	37.1
	Not much	1488	9.8	21.8	58.9
	Do not like	2493	16.4	36.5	95.4
	Never heard	313	2.1	4.6	100.0
	Total	6831	44.9	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	294	1.9		
	Total	8393	55.1		
Total		15224	100.0		

ccn433 C4d: Degree to which child likes rock & roll music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	1650	10.8	24.1	24.1
	A bit	2298	15.1	33.5	57.6
	Not much	1337	8.8	19.5	77.1
	Do not like	1428	9.4	20.8	98.0
	Never heard	140	.9	2.0	100.0
	Total	6853	45.0	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	272	1.8		
	Total	8371	55.0		
Total		15224	100.0		

ccn434 C4e: Degree to which child likes opera music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	43	.3	.6	.6
	A bit	230	1.5	3.4	4.1
	Not much	655	4.3	9.7	13.8
	Do not like	5187	34.1	77.0	90.8
	Never heard	623	4.1	9.2	100.0
	Total	6738	44.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	387	2.5		
	Total	8486	55.7		
Total		15224	100.0		

ccn435 C4f: Degree to which child likes pop music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	3379	22.2	48.9	48.9
	A bit	2135	14.0	30.9	79.8
	Not much	685	4.5	9.9	89.7
	Do not like	663	4.4	9.6	99.3
	Never heard	48	.3	.7	100.0
	Total	6910	45.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	215	1.4		
	Total	8314	54.6		
Total		15224	100.0		

ccn436 C4g: Degree to which child likes blues music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	445	2.9	6.6	6.6
	A bit	1365	9.0	20.2	26.7
	Not much	1605	10.5	23.7	50.4
	Do not like	2487	16.3	36.7	87.2
	Never heard	868	5.7	12.8	100.0
	Total	6770	44.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	355	2.3		
	Total	8454	55.5		
Total		15224	100.0		

ccn437 C4h: Degree to which child likes folk music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	146	1.0	2.2	2.2
	A bit	510	3.3	7.6	9.7
	Not much	1266	8.3	18.8	28.5
	Do not like	3691	24.2	54.7	83.2
	Never heard	1136	7.5	16.8	100.0
	Total	6749	44.3	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	376	2.5		
	Total	8475	55.7		
Total		15224	100.0		

ccn438 C4i: Degree to which child likes jazz music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	630	4.1	9.3	9.3
	A bit	1626	10.7	24.1	33.4
	Not much	1519	10.0	22.5	55.8
	Do not like	2523	16.6	37.3	93.2
	Never heard	462	3.0	6.8	100.0
	Total	6760	44.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	365	2.4		
	Total	8464	55.6		
Total		15224	100.0		

ccn439 C4j: Degree to which child likes rap / hip hop music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	3661	24.0	53.0	53.0
	A bit	1730	11.4	25.1	78.1
	Not much	613	4.0	8.9	87.0
	Do not like	794	5.2	11.5	98.5
	Never heard	107	.7	1.5	100.0
	Total	6905	45.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	220	1.4		
	Total	8319	54.6		
Total		15224	100.0		

ccn440 C4k: Degree to which child likes reggae / ska music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	1122	7.4	16.6	16.6
	A bit	1750	11.5	25.9	42.5
	Not much	1238	8.1	18.3	60.9
	Do not like	1480	9.7	21.9	82.8
	Never heard	1164	7.6	17.2	100.0
	Total	6754	44.4	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	371	2.4		
	Total	8470	55.6		
Total		15224	100.0		

ccn441 C4l: Degree to which child likes dance music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot	2240	14.7	33.0	33.0
	A bit	1931	12.7	28.4	61.4
	Not much	1055	6.9	15.5	77.0
	Do not like	1280	8.4	18.8	95.8
	Never heard	285	1.9	4.2	100.0
	Total	6791	44.6	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	334	2.2		
	Total	8433	55.4		
Total		15224	100.0		

ccn442 C4m: Degree to which child likes other music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relevant text but no box ticked	68	.4	3.4	3.4
	A lot	1380	9.1	69.5	72.9
	A bit	145	1.0	7.3	80.2
	Not much	9	.1	.5	80.6
	Do not like	101	.7	5.1	85.7
	Never heard	284	1.9	14.3	100.0
	Total	1987	13.1	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	No response	5138	33.7		
	Total	13237	86.9		
Total		15224	100.0		

PAGE 20 OF THE QUESTIONNAIRE

Section D:

D1.   I am a boy [1]   I am a girl [2]

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

ccn900 D1: Child's gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	3241	21.3	45.5	45.5
	Female	3881	25.5	54.5	100.0
	Total	7122	46.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Not stated	3	.0		
	Total	8102	53.2		
Total		15224	100.0		

D2.   Did you have any help to fill this in?

No [1]

Yes [2] →

If yes, please say who helped ………………………

ccn910 D2: Child received help filling in the questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6377	41.9	90.1	90.1
	Yes	701	4.6	9.9	100.0
	Total	7078	46.5	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Not stated	47	.3		
	Total	8146	53.5		
Total		15224	100.0		

D3.   When were you born?

Day   Month   Year [1 | 9 | 9 |]

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

D4.   What is today's date?

Day	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 CCN990c. The month and year of completion were retained on the built file, but the day was dropped.]

ccn990a D4: Date of completion of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	862	5.7	12.1	12.1
	February	465	3.1	6.5	18.6
	March	357	2.3	5.0	23.6
	April	373	2.5	5.2	28.9
	May	413	2.7	5.8	34.7
	June	780	5.1	10.9	45.6
	July	668	4.4	9.4	55.0
	August	697	4.6	9.8	64.8
	September	651	4.3	9.1	73.9
	October	743	4.9	10.4	84.3
	November	719	4.7	10.1	94.4
	December	397	2.6	5.6	100.0
	Total	7125	46.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Total	8099	53.2		
Total		15224	100.0		

ccn990b D4: Date of completion of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2004	2249	14.8	31.6	31.6
	2005	4223	27.7	59.3	90.8
	2006	648	4.3	9.1	99.9
	2007	5	.0	.1	100.0
	Total	7125	46.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Total	8099	53.2		
Total		15224	100.0		

ccn990c DV: Date of completion replaced with date of receipt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, incomplete d.o.c.	77	.5	1.1	1.1
	Yes, illegal d.o.c.	3	.0	.0	1.1
	Yes, d.o.c. < d.o.s.	147	1.0	2.1	3.2
	Yes, d.o.c. > d.o.r.	45	.3	.6	3.8
	No	6853	45.0	96.2	100.0
	Total	7125	46.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Total	8099	53.2		
Total		15224	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.

ccn991a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	147	1	.0	.0	.0
	155	1	.0	.0	.0
	157	5810	38.2	81.5	81.6
	158	816	5.4	11.5	93.0
	159	162	1.1	2.3	95.3
	160	87	.6	1.2	96.5
	161	76	.5	1.1	97.6
	162	44	.3	.6	98.2
	163	29	.2	.4	98.6
	164	22	.1	.3	98.9
	165	14	.1	.2	99.1
	166	16	.1	.2	99.3
	167	9	.1	.1	99.5
	168	10	.1	.1	99.6
	169	5	.0	.1	99.7
	170	8	.1	.1	99.8
	171	1	.0	.0	99.8
	172	1	.0	.0	99.8
	173	1	.0	.0	99.8
	174	1	.0	.0	99.8
	175	2	.0	.0	99.9
	177	1	.0	.0	99.9
	178	1	.0	.0	99.9
	179	4	.0	.1	100.0
	181	1	.0	.0	100.0
	187	1	.0	.0	100.0
	194	1	.0	.0	100.0
	Total	7125	46.8	100.0	
Missing	Triplet / quadruplet	4	.0		
	Not completed	8095	53.2		
	Total	8099	53.2		
Total		15224	100.0		

ccn991b DV: Age of study child at completion (weeks)

DV: Age of study child at completion (weeks)

plus the following outliers < 682 or > 740:

DV: Age of study child at completion (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	640	1	5.0	5.0	5.0
	674	1	5.0	5.0	10.0
	741	2	10.0	10.0	20.0
	742	1	5.0	5.0	25.0
	745	1	5.0	5.0	30.0
	749	1	5.0	5.0	35.0
	755	1	5.0	5.0	40.0
	761	1	5.0	5.0	45.0
	764	2	10.0	10.0	55.0
	769	1	5.0	5.0	60.0
	774	1	5.0	5.0	65.0
	778	1	5.0	5.0	70.0
	779	1	5.0	5.0	75.0
	780	1	5.0	5.0	80.0
	782	1	5.0	5.0	85.0
	787	1	5.0	5.0	90.0
	813	1	5.0	5.0	95.0
	847	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Thank you VERY much for your help

Please remember we can't reply to comments in this space unless you sign your full name.

When completed, please send this back to:

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

coder

© University of Bristol

http://www.alspac.bris.ac.uk/Discovery

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

Dates

a) It is important that dates should always be coded in the order day/month/year.

b) The rules of padding from the left with 0's apply to the days and to the months separately.

c) If the year is stated but the day and/or month are left unfilled or are described as not known, then code the unknown element(s) as 99.

d) In contrast, if the year is blank or stated as not known, but other elements of the date have been written, leave the unknown year blank so that there is no ambiguity with 1999.

e) If the whole date is left totally blank, leave all blank.

Coding instructions

Each type of questionnaire has its own unique coding sheet. To carry out the instructions by a standardised method, the abbreviations that have been used are:

7   If more than one box is ticked, ring around the one with the lowest number in the specific range, and put a line through the other responses. If only one box is ticked, or no boxes are ticked, no action is required from the coder.

8   If more than one box is ticked, ring around the one with the highest number in the specific range and put a line through the other responses. If only one box is ticked, or no boxes are ticked, no action is required from the coder.

I   If more than one box is ticked, and the muddle cannot be resolved by reference to any written comment on the form, refer the problem to the supervisor or put a yellow sticky label at the top of the page to show that the matter must be resolved before the batch of questionnaires is packed away. If only one box is ticked, or no boxes are ticked, no action is required from the coder.

II   Code as a number.

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

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

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

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

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

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

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

"Other, please describe" questions

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

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

Sheila Preece 12/12/2003

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

Appendix B

This appendix contains the coding instructions specific to this questionnaire.

Coding instructions for the first version (26/04/04) child's own questionnaire "Reading and Singing"

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 "Reading and Singing" replies

Follow the general rules outlined in the "General coding instructions for ALSPAC questionnaires – 3rd 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 26/04/04.

***** 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-i	8	
A1j	8	If something relevant is written on the 'please describe' line, but no box is ticked, code A1j as zero to indicate information in the 'please describe' area.
Page 4		
A2a-i	7	
A2j	7	If something relevant is written on the 'please describe' line, but no box is ticked, code A2j as zero to indicate information in the 'please describe' area.
Page 5		
A3	7	
Page 6 Section B		
B1	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B1a	7	
B1b	8	
Page 7		
B1c	8	
B1di-v	I	There should be either a tick or a blank here.
B1dvi	I	As B1di-v. If a relevant comment is written on the dotted line, ensure that the accompanying box is ticked.
B2	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B2a	8	

Page 8		
B2b	I	**There should have been the possibility of answering more than one option here.** Thus, if there are any ticks at all in B2b, label the options in B2b i), ii) iii) or iv) as appropriate, and change all the codes to 1. **(Please use black pen so as not to confuse the keyers!)**
Space for you….		Text not being coded here.
B2c		Text not being coded here.
B3	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
Page 9		
B3a	8	
B3b	I	**As B2b above**
B3c		Text not being coded here.
Page 10		
B4	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B4a	8	
B4b	I	
B4c	I	
B4d	I	
Page 11		
B5	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B5a	I	
B5b	8	
B5c	I	If 1 and 2 are ticked, code as 2 and add '+1' to any text that may already be on the 'please describe' lines.
Page 12		
B6	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B6a	8	
B6b		Text not being coded here.
B6c	I	
Page 13		
B6d	7	
B6e	7	

B7	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B7a	8	
Page 14		
B8	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B8a	8	
B9	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
Page 15		
B9a	8	
B10	8	If neither of the Yes boxes is ticked, but there is meaningful information in the remaining parts of the question, code as 4.
B10a	8	If neither of the Yes boxes is ticked, but there is meaningful information <u>in B10b</u>, code B10a as 4.
Page 16		
B10b	8	
Page 17 **Section C**		
C1	7	Except if the combination of ticks includes code 4, code as 4.
C2a	8	
C2b	8	
C2c	7	
C2d	8	
Page 18		
C3	I	
C3a-e	8	
C3f	8	If a musical instrument is named on the 'please describe' line, but no box is ticked, code C3f as zero to indicate information in the 'please describe' area.
Page 19		
C4a-l	8	
C4m	8	If something relevant is written on the 'please describe' line, but no box is ticked, code C4m as zero to indicate information in the 'please describe' area.

Page 20		
D1	I	
D2	I	If there is relevant information on the dotted line, ensure the Yes box is ticked.
D3	IV	If the child wrote the month as a word, draw 2 boxes underneath and write in the month number. If the child wrote a number, draw boxes around the digits if they are legible. Otherwise rewrite the month number. If the date is blank, copy the month and year from the label on the front cover and code the day as 99.
D4	IV	As D3. If blank, copy in the stamped receipt date from the front of the questionnaire.

END OF QUESTIONNAIRE

ChRead&Sing (26/04/04)

Sheila Preece 29/06/04

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 "ccn" 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 CCN007a = 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.