

# **THE ALSPAC STUDY**

## **CCL FILE**

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

*All Around Me*

**At 145 Months**

**Prepared by**

**The ALSPAC Study Team**

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

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

**December 2018**

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## Introduction

### Contents

This questionnaire was sent out to study children when they were 145 months old. It is in 4 sections. Section A contains questions about tea and coffee drinking and fruit and vegetable consumption. Section B asks about sibling bullying and section C about attitudes to skin colour. 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 15,234 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 145-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 365 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 145-month questionnaire was sent out for 10,574 (75%) of these live born children. As of 31<sup>st</sup> December 2007 completed questionnaires had been returned for 7,140 (68%) of these children, which is 51% of the 14,062 live born children. Note that 5 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 (CCL001 – CCL007a) remain visible, with CCL007a 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 – March 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.

#### December 2018

Error flagged up in documentation – at some point front cover changed from All Around Me to Food and Things (CCM). This update just corrects that.

## Administrative variables

**ccl001 Questionnaire sent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11132	73.1	73.1	73.1
No	4102	26.9	26.9	100.0
Total	15234	100.0	100.0	

**ccl002 Reminder sent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5986	39.3	53.8	53.8
No	5146	33.8	46.2	100.0
Total	11132	73.1	100.0	
Missing Questionnaire not sent	4102	26.9		
Total	15234	100.0		

**ccl005 Questionnaire return status (as of 31/12/07)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not returned	3604	23.7	32.4	32.4
Returned, completed	7505	49.3	67.4	99.8
Returned, blank	23	.2	.2	100.0
Total	11132	73.1	100.0	
Missing Questionnaire not sent	4102	26.9		
Total	15234	100.0		

**ccl006 Questionnaire returned (as of 31/12/07)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7528	49.4	67.6	67.6
No	3604	23.7	32.4	100.0
Total	11132	73.1	100.0	
Missing Questionnaire not sent	4102	26.9		
Total	15234	100.0		

**ccl007 Questionnaire completed (as of 31/12/07)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7505	49.3	67.4	67.4
No	3627	23.8	32.6	100.0
Total	11132	73.1	100.0	
Missing Questionnaire not sent	4102	26.9		
Total	15234	100.0		

**ccl007a Data available (as of 31/12/07)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7500	49.2	49.2	49.2
No	7734	50.8	50.8	100.0
Total	15234	100.0	100.0	

## CCL File - Introduction

### ccl008 Questionnaire version

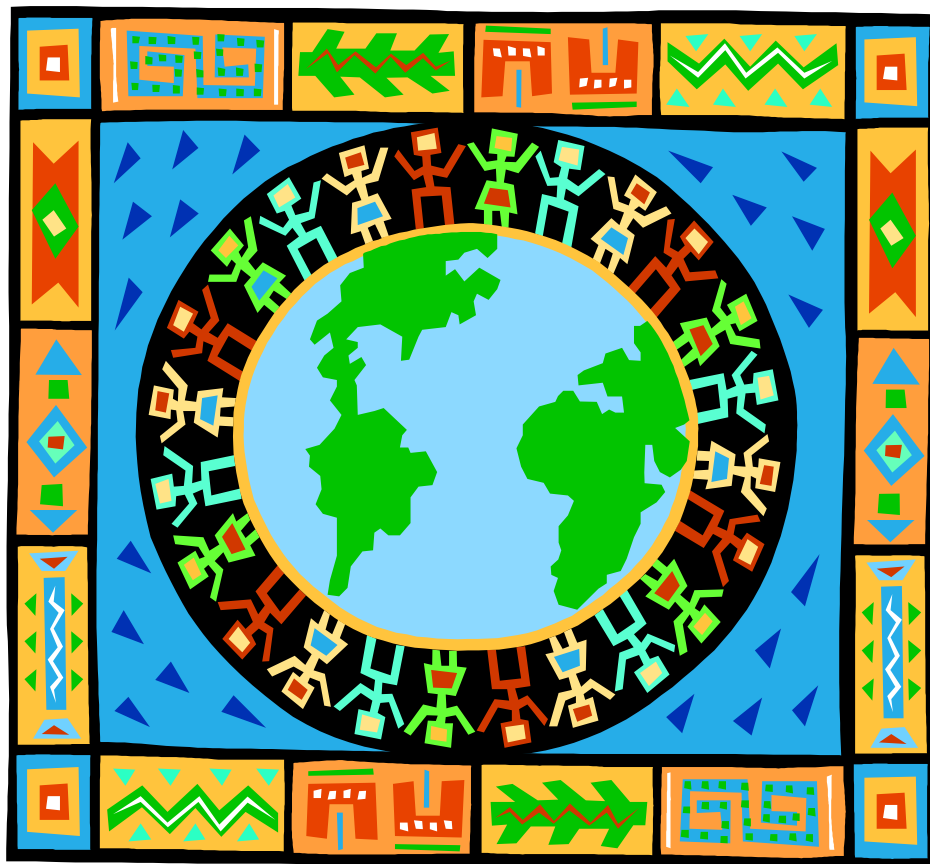
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 28/07/03	7500	49.2	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	Total	7734	50.8		
Total		15234	100.0		



Questionnaire No:

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# ALL AROUND ME



28.07.03

PAGE 2 OF THE QUESTIONNAIRE

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## PAGE 3 OF THE QUESTIONNAIRE

**Section A: Food and drink**

A1. Do you drink tea?

Yes often Yes sometimes No → **If No, go to A2 below****If yes,**

a) do you have sugar in your tea?

Yes always Yes sometimes No 

b) do you have milk in your tea?

Yes always Yes sometimes No 

A2. Do you drink coffee?

Yes often Yes sometimes No → **If No, go to A3 on page 4****If yes,**

a) do you have sugar in your coffee?

Yes always Yes sometimes No 

b) do you have milk in your coffee?

Yes always Yes sometimes No 



PAGE 4 OF THE QUESTIONNAIRE

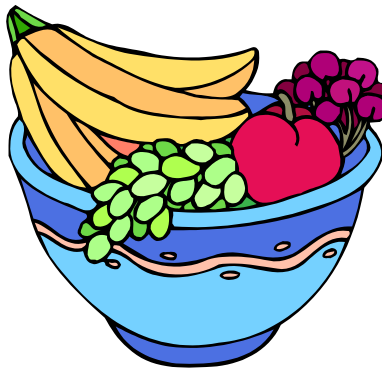
A3. Do you have a favourite fruit?

Yes ☐

No ☐

If **yes**,

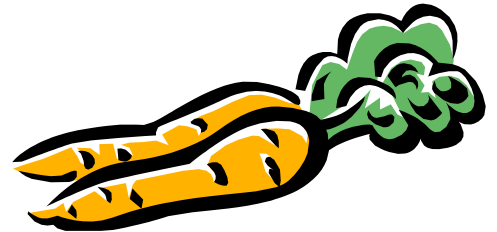
a) What is it? .....



A4. Do you have a favourite vegetable?

Yes ☐

No ☐



If **yes**,

a) What is it? .....

A5. Are there any vegetables you don't like?

Yes ☐

No ☐



If **yes**,

a) Please write down all the vegetables you don't like:

.....

.....

.....

PAGE 5 OF THE QUESTIONNAIRE

A6. What do you **usually** do when you are given food that you don't like?

I make myself eat it

I try it, but don't finish it

I don't try it



# CCL File – Section A

**ccl100 A1: Frequency child drinks tea**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, often	1768	11.6	24.1	24.1
	Yes, sometimes	2891	19.0	39.3	63.4
	No	2691	17.7	36.6	100.0
	Total	7350	48.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	150	1.0		
	Total	7884	51.8		
Total		15234	100.0		

**ccl101 A1a: Frequency child has sugar in tea**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, always	2494	16.4	53.5	53.5
	Yes, sometimes	800	5.3	17.2	70.7
	No	1366	9.0	29.3	100.0
	Total	4660	30.6	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	2840	18.6		
	Total	10574	69.4		
Total		15234	100.0		

**ccl102 A1b: Frequency child has milk in tea**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, always	4477	29.4	96.3	96.3
	Yes, sometimes	112	.7	2.4	98.7
	No	62	.4	1.3	100.0
	Total	4651	30.5	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	2849	18.7		
	Total	10583	69.5		
Total		15234	100.0		

**ccl110 A2: Frequency child drinks coffee**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, always	382	2.5	5.2	5.2
	Yes, sometimes	1326	8.7	18.2	23.4
	No	5587	36.7	76.6	100.0
	Total	7295	47.9	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	205	1.3		
	Total	7939	52.1		
Total		15234	100.0		

# CCL File – Section A

**ccl111 A2a: Frequency child has sugar in coffee**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, always	924	6.1	53.6	53.6
	Yes, sometimes	320	2.1	18.6	72.2
	No	479	3.1	27.8	100.0
	Total	1723	11.3	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	5777	37.9		
	Total	13511	88.7		
Total		15234	100.0		

**ccl112 A2b: Frequency child has milk in coffee**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, always	1484	9.7	86.3	86.3
	Yes, sometimes	154	1.0	9.0	95.3
	No	81	.5	4.7	100.0
	Total	1719	11.3	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	5781	37.9		
	Total	13515	88.7		
Total		15234	100.0		

**ccl120 A3: Child has a favourite fruit**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6376	41.9	85.7	85.7
	No	1061	7.0	14.3	100.0
	Total	7437	48.8	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	63	.4		
	Total	7797	51.2		
Total		15234	100.0		

**ccl130 A4: Child has a favourite vegetable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5300	34.8	71.2	71.2
	No	2146	14.1	28.8	100.0
	Total	7446	48.9	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	54	.4		
	Total	7788	51.1		
Total		15234	100.0		

# CCL File – Section A

## ccl140 A5: Child does not like certain vegetables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6387	41.9	86.6	86.6
	No	991	6.5	13.4	100.0
	Total	7378	48.4	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	122	.8		
	Total	7856	51.6		
Total		15234	100.0		

## ccl150 A6: Child's response to foods they do not like

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Child makes themselves eat it	918	6.0	12.3	12.3
	Child tries it but doesn't finish it	5259	34.5	70.6	83.0
	Child doesn't try it	1267	8.3	17.0	100.0
	Total	7444	48.9	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	56	.4		
	Total	7790	51.1		
Total		15234	100.0		

## PAGE 6 OF THE QUESTIONNAIRE

**Section B: Brothers and Sisters**

B1. a) Do you have a brother or sister?

Yes No  →**If No, go to Section C  
on page 11**Now we are going to ask about **bullying by brothers or sisters**.

This means when a brother or sister tries to upset you by saying nasty and hurtful things, or completely ignores you from their group of friends, hits, kicks, pushes or shoves you around, tells lies or makes up false rumours about you.

b) What is your experience?

In the last 6 months:	Several times a week	About once a week	2 or 3 times a month	Only ever once or twice	Never ↓
-----------------------	----------------------------	-------------------------	----------------------------	-------------------------------	------------

Were you ever bullied  
at home by your  
**brothers or sisters**?

**If never, go to  
B3 at the  
bottom of  
page 8**

c) How often did your brother or sister do any of the things listed below?

	Several times a week	About once a week	2 or 3 times a month	Only ever once or twice	Never ↓
(i) I was hit, kicked, pushed or shoved around or they threatened to do this	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(ii) I had things damaged or taken from me, including money	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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B1.c)	Several times a week	About once a week	2 or 3 times a month	Only ever once or twice	Never ↓
(iii) I was called nasty and hateful names	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(iv) I was made fun of	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(v) They kept me out of things on purpose, leaving me out of their group of friends or completely ignoring me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(vi) They told lies or spread rumours about me, or tried to make others dislike me	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(vii) I was bullied in another way (please tick and describe)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

.....

d) How old were you when this first happened?  years  
 (for example, if you were 6 years old, write 06)  
**If you can't remember write 99**

[Editing: One outlying value of 17 was recoded to -1.]

B2. Did you tell anybody about these things in the last 6 months?

Yes



**If Yes, turn the page  
and go straight on**

No  →

**If No, go to B3 at the  
bottom of page 8**

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**If Yes**

a) Who did you tell? (You can tick more than one)

- (i) Teacher ☐
- (ii) Parents ☐
- (iii) Friends ☐
- (iv) Other ☐ (please describe) .....

B3. a) Have **you** yourself ever bullied your brothers or sisters at home?Yes ☐No ☐→ If **No**, go to **Section C** on  
**page 11**



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If **yes**,

B3. b) How often did you do any of the things listed below?

	<b>Several times a week</b>	<b>About once a week</b>	<b>2 or 3 times a month</b>	<b>Only ever once or twice</b>	<b>Never</b> ↓
(i) I hit, kicked, pushed or shoved a brother or sister around, or threatened to do this	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(ii) I took money or other things from a brother or sister or damaged their belongings	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(iii) I called a brother or sister nasty and hateful names	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(iv) I made fun of a brother or sister in other ways	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(v) I kept a brother or sister out of things on purpose, leaving them out of my group or completely ignoring them	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(vi) I spread rumours about a brother or sister, or tried to make others dislike them	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
(vii) I bullied in another way (please tick and describe)	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

.....

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- B3. c) How old were you when you first did this bullying?  
(for example if you were six years old, write 06)  
**If you can't remember, write 99**

		years
--	--	-------

- B4. Did you tell anybody about these things in the last 6 months?

Yes

No 



 →

**If No, go straight to  
Section C**

**If Yes,**

- a) Who did you tell? (You can tick more than one)

(i) Teacher

(ii) Parents

(iii) Friends

(iv) Other person 



 .....

(please tick and describe)



# CCL File – Section B

**ccl200 B1a: Child has a sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7000	45.9	93.6	93.6
	No	477	3.1	6.4	100.0
	Total	7477	49.1	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	23	.2		
	Total	7757	50.9		
Total		15234	100.0		

**ccl201 B1b: Frequency child is bullied by sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	786	5.2	11.3	11.3
	About once a week	663	4.4	9.6	20.9
	2 or 3 times a month	645	4.2	9.3	30.2
	Only ever once or twice	1191	7.8	17.2	47.4
	Never	3643	23.9	52.6	100.0
	Total	6928	45.5	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	572	3.8		
	Total	8306	54.5		
Total		15234	100.0		

**ccl210 B1c1: Frequency child is hit, kicked, pushed or shoved by sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	416	2.7	12.7	12.7
	About once a week	602	4.0	18.4	31.1
	2 or 3 times a month	512	3.4	15.6	46.7
	Only ever once or twice	908	6.0	27.7	74.5
	Never	836	5.5	25.5	100.0
	Total	3274	21.5	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4226	27.7		
	Total	11960	78.5		
Total		15234	100.0		

**ccl211 B1c2: Frequency child has things damaged or taken from them by sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	65	.4	2.0	2.0
	About once a week	145	1.0	4.5	6.5
	2 or 3 times a month	233	1.5	7.2	13.8
	Only ever once or twice	718	4.7	22.3	36.1
	Never	2056	13.5	63.9	100.0
	Total	3217	21.1	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4283	28.1		
	Total	12017	78.9		
Total		15234	100.0		

# CCL File – Section B

**ccl212 B1c3: Frequency child is called names by sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	760	5.0	23.1	23.1
	About once a week	599	3.9	18.2	41.3
	2 or 3 times a month	561	3.7	17.1	58.4
	Only ever once or twice	890	5.8	27.1	85.4
	Never	480	3.2	14.6	100.0
	Total	3290	21.6	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4210	27.6		
	Total	11944	78.4		
Total		15234	100.0		

**ccl213 B1c4: Frequency child is made fun of by sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	503	3.3	15.4	15.4
	About once a week	519	3.4	15.9	31.3
	2 or 3 times a month	532	3.5	16.3	47.6
	Only ever once or twice	894	5.9	27.4	74.9
	Never	820	5.4	25.1	100.0
	Total	3268	21.5	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4232	27.8		
	Total	11966	78.5		
Total		15234	100.0		

**ccl214 B1c5: Frequency child is ignored or left out of siblings games or social groups**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	157	1.0	4.9	4.9
	About once a week	200	1.3	6.2	11.0
	2 or 3 times a month	333	2.2	10.3	21.3
	Only ever once or twice	692	4.5	21.4	42.7
	Never	1853	12.2	57.3	100.0
	Total	3235	21.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4265	28.0		
	Total	11999	78.8		
Total		15234	100.0		

# CCL File – Section B

**ccl215 B1c6: Frequency sibling has told lies or spread rumours about child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	114	.7	3.5	3.5
	About once a week	156	1.0	4.8	8.3
	2 or 3 times a month	204	1.3	6.3	14.5
	Only ever once or twice	597	3.9	18.3	32.9
	Never	2189	14.4	67.1	100.0
	Total	3260	21.4	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4240	27.8		
	Total	11974	78.6		
Total		15234	100.0		

**ccl216 B1c7: Frequency child was bullied in another way**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relevant text but no box ticked	11	.1	.4	.4
	Several times a week	74	.5	2.5	2.9
	About once a week	52	.3	1.8	4.7
	2 or 3 times a month	53	.3	1.8	6.5
	Only ever once or twice	82	.5	2.8	9.3
	Never	2668	17.5	90.7	100.0
	Total	2940	19.3	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4560	29.9		
	Total	12294	80.7		
Total		15234	100.0		

**ccl218 B1d: Childs age when they were first bullied by sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	.1	.3	.3
	1	25	.2	.8	1.1
	2	19	.1	.6	1.7
	3	26	.2	.8	2.5
	4	43	.3	1.4	3.9
	5	66	.4	2.1	6.0
	6	72	.5	2.3	8.2
	7	158	1.0	5.0	13.2
	8	169	1.1	5.3	18.5
	9	239	1.6	7.5	26.0
	10	316	2.1	10.0	36.0
	11	180	1.2	5.7	41.7
	12	36	.2	1.1	42.8
	Can't remember	1816	11.9	57.2	100.0
	Total	3175	20.8	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4325	28.4		
	Total	12059	79.2		
Total		15234	100.0		

# CCL File – Section B

**ccl220 B2: Child told someone about sibling bullying them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2464	16.2	75.7	75.7
	No	792	5.2	24.3	100.0
	Total	3256	21.4	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4244	27.9		
	Total	11978	78.6		
Total		15234	100.0		

**ccl221 B2a1: Child told teacher about sibling bullying them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	71	.5	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	7429	48.8		
	Total	15163	99.5		
Total		15234	100.0		

**ccl222 B2a2: Child told parents about sibling bullying them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2402	15.8	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	5098	33.5		
	Total	12832	84.2		
Total		15234	100.0		

**ccl223 B2a3: Child told friends about sibling bullying them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	462	3.0	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	7038	46.2		
	Total	14772	97.0		
Total		15234	100.0		

**ccl224 B2a4: Child told another person about sibling bullying them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	137	.9	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	7363	48.3		
	Total	15097	99.1		
Total		15234	100.0		

# CCL File – Section B

**ccl230 B3a: Child has bullied siblings at home**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2795	18.3	40.6	40.6
	No	4087	26.8	59.4	100.0
	Total	6882	45.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	618	4.1		
	Total	8352	54.8		
Total		15234	100.0		

**ccl240 B3b1: Frequency child hit, kicked, pushed or shoved their sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	262	1.7	9.4	9.4
	About once a week	499	3.3	18.0	27.4
	2 or 3 times a month	554	3.6	20.0	47.4
	Only ever once or twice	965	6.3	34.8	82.1
	Never	496	3.3	17.9	100.0
	Total	2776	18.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4724	31.0		
	Total	12458	81.8		
Total		15234	100.0		

**ccl241 B3b2: Frequency child took money or other things from their sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	26	.2	.9	.9
	About once a week	39	.3	1.4	2.4
	2 or 3 times a month	104	.7	3.8	6.1
	Only ever once or twice	457	3.0	16.6	22.7
	Never	2127	14.0	77.3	100.0
	Total	2753	18.1	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4747	31.2		
	Total	12481	81.9		
Total		15234	100.0		

**ccl242 B3b3: Frequency child called their sibling nasty and hateful names**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	407	2.7	14.6	14.6
	About once a week	539	3.5	19.3	33.9
	2 or 3 times a month	592	3.9	21.2	55.1
	Only ever once or twice	959	6.3	34.4	89.5
	Never	294	1.9	10.5	100.0
	Total	2791	18.3	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4709	30.9		
	Total	12443	81.7		
Total		15234	100.0		

# CCL File – Section B

**ccl243 B3b4: Frequency child made fun of their sibling in other ways**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	217	1.4	7.9	7.9
	About once a week	346	2.3	12.6	20.5
	2 or 3 times a month	429	2.8	15.6	36.2
	Only ever once or twice	735	4.8	26.8	63.0
	Never	1016	6.7	37.0	100.0
	Total	2743	18.0	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4757	31.2		
	Total	12491	82.0		
Total		15234	100.0		

**ccl244 B3b5: Frequency child ignored their sibling or left them out of games or social groups**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	80	.5	2.9	2.9
	About once a week	147	1.0	5.3	8.2
	2 or 3 times a month	253	1.7	9.2	17.4
	Only ever once or twice	604	4.0	21.9	39.3
	Never	1673	11.0	60.7	100.0
	Total	2757	18.1	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4743	31.1		
	Total	12477	81.9		
Total		15234	100.0		

**ccl245 B3b6: Frequency child spread rumours or tried to make others dislike their sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Several times a week	29	.2	1.1	1.1
	About once a week	25	.2	.9	2.0
	2 or 3 times a month	84	.6	3.1	5.0
	Only ever once or twice	263	1.7	9.5	14.6
	Never	2353	15.4	85.4	100.0
	Total	2754	18.1	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4746	31.2		
	Total	12480	81.9		
Total		15234	100.0		



## CCL File – Section B

**ccl246 B3b7: Frequency child bullied their sibling in another way**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relevant text but no box ticked	11	.1	.4	.4
	Several times a week	31	.2	1.3	1.7
	About once a week	27	.2	1.1	2.8
	2 or 3 times a month	34	.2	1.4	4.2
	Only ever once or twice	53	.3	2.2	6.3
	Never	2304	15.1	93.7	100.0
	Total	2460	16.1	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	5040	33.1		
	Total	12774	83.9		
Total		15234	100.0		

**ccl248 B3c: Child's age when they first did this bullying**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	6	.0	.2	.2
	1	9	.1	.3	.5
	2	23	.2	.8	1.4
	3	21	.1	.8	2.2
	4	25	.2	.9	3.1
	5	46	.3	1.7	4.7
	6	65	.4	2.4	7.1
	7	101	.7	3.7	10.8
	8	111	.7	4.1	14.9
	9	236	1.5	8.6	23.5
	10	309	2.0	11.3	34.8
	11	196	1.3	7.2	41.9
	12	42	.3	1.5	43.5
	Can't remember	1548	10.2	56.5	100.0
	Total	2738	18.0	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4762	31.3		
	Total	12496	82.0		
Total		15234	100.0		

**ccl250 B4: Child told someone about this bullying in the last 6 months**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1329	8.7	49.1	49.1
	No	1379	9.1	50.9	100.0
	Total	2708	17.8	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	4792	31.5		
	Total	12526	82.2		
Total		15234	100.0		

# CCL File – Section B

**ccl251 B4a1: Child told teacher they had bullied sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	.2	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	7476	49.1		
	Total	15210	99.8		
Total		15234	100.0		

**ccl252 B4a2: Child told their parents they had bullied sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1191	7.8	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	6309	41.4		
	Total	14043	92.2		
Total		15234	100.0		

**ccl253 B4a3: Child told their friends they had bullied sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	320	2.1	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	7180	47.1		
	Total	14914	97.9		
Total		15234	100.0		

**ccl254 B4a4: Child told another person they had bullied sibling**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	.5	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	7424	48.7		
	Total	15158	99.5		
Total		15234	100.0		

## PAGE 11 OF THE QUESTIONNAIRE

There are times when people can get upset about certain things.

Here is one situation that may have affected you.

### Section C: Children of Different Colours

C1. How angry would you feel if someone picked on you because your skin colour was different?

Not angry at all	<input type="text" value="1"/>
A little angry	<input type="text" value="2"/>
Quite angry	<input type="text" value="3"/>
Very angry	<input type="text" value="4"/>

C2. What do think about this? (Tick one box)

Picking on someone because of their colour is:

Not at all wrong	<input type="text" value="1"/>
Sometimes wrong	<input type="text" value="2"/>
Very wrong	<input type="text" value="3"/>
Don't know	<input type="text" value="9"/>

C3. Have you or your friends ever called other children names because their skin was a different colour?

Yes, often	<input type="text" value="1"/>
Yes, sometimes	<input type="text" value="2"/>
Very rarely or, once only	<input type="text" value="3"/>
No, never	<input type="text" value="4"/>

## PAGE 12 OF THE QUESTIONNAIRE

C4. Since you were **11 years old** which of these answers describes best how things have been with you?

I have fewer friends with a different skin colour to mine than I had before

I have about the same number of friends with a different skin colour to mine

I have more friends with a different skin colour to mine than I had before

I've never had any friends of a different colour

C5. Do you have friends from the following groups? (You can tick more than one box)

**Yes**

a) Chinese/Vietnamese people

b) People from India, Pakistan or Bangladesh

c) People with Black skin

d) People with White skin

e) People who are of mixed race

## PAGE 13 OF THE QUESTIONNAIRE

C6. How easy is it to make friends with children of different colours?  
(Tick one in each row)

<b>Making friends:</b>	<b>Very easy</b>	<b>Quite easy</b>	<b>Quite difficult</b>	<b>Very difficult</b>	<b>Don't know</b>
a) with children of your own colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) with children of other colours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7. If you have answered 'Very difficult' to either of the questions in C6, please explain or give an example as to why it is difficult.

.....

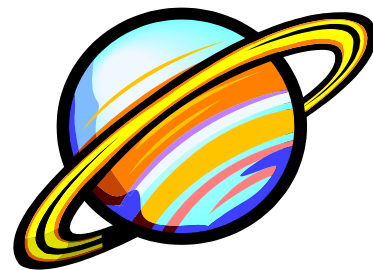
.....

.....

.....

C8. Have you ever been hurt (hit or kicked etc.) because your skin is a different colour?

No, not at all	<input type="checkbox"/>
Yes, once or twice	<input type="checkbox"/>
Yes, sometimes	<input type="checkbox"/>
Yes, often (nearly every week)	<input type="checkbox"/>



## PAGE 14 OF THE QUESTIONNAIRE

C9. Have you ever been called names or been picked on because your skin was a different colour?

No, not at all

☐ 1

Yes, once or twice

☐ 2

Yes, sometimes

☐ 3

Yes, often

(nearly every week)

☐ 4

C10. Have you ever seen someone being bullied or picked on because of their skin colour?

Yes ☐ 1

No ☐ 2

C11. If you did see someone being bullied or picked on because of their skin colour, what would you do? (Tick one answer only)

Try to stop it myself

☐ 1

Try to get help to stop it

☐ 2

Join in

☐ 3

Do nothing

☐ 4

Something else

☐ 5

(please tick and describe) .....

Don't know

☐ 9


C12. What do you consider yourself to be?

White	<input type="checkbox"/>	1
Mixed colour	<input type="checkbox"/>	2
Asian	<input type="checkbox"/>	3
Black	<input type="checkbox"/>	4
Other (Please tick and describe)	<input type="checkbox"/>	5 .....



**You're nearly at the end!**

**Now just finish off the back page**

# CCL File – Section C

**ccl300 C1: How angry child would feel at being picked on because of their skin colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not angry at all	399	2.6	5.4	5.4
	A little angry	967	6.3	13.0	18.4
	Quite angry	2193	14.4	29.6	48.0
	Very angry	3862	25.4	52.0	100.0
	Total	7421	48.7	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	79	.5		
	Total	7813	51.3		
Total		15234	100.0		

**ccl310 C2: How wrong child believes picking on someone for their skin colour is**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not wrong at all	69	.5	.9	.9
	Sometimes wrong	222	1.5	3.0	3.9
	Very wrong	6907	45.3	92.9	96.9
	Don't know	233	1.5	3.1	100.0
	Total	7431	48.8	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	69	.5		
	Total	7803	51.2		
Total		15234	100.0		

**ccl320 C3: Frequency child has called someone names because of their skin colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, often	39	.3	.5	.5
	Yes, sometimes	185	1.2	2.5	3.0
	Very rarely or once only	884	5.8	11.9	14.9
	No never	6337	41.6	85.1	100.0
	Total	7445	48.9	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	55	.4		
	Total	7789	51.1		
Total		15234	100.0		

**ccl330 C4: Way in which the number of friends of a different skin colour the child has has changed since he/she was 11 years old**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Child has fewer than before	1677	11.0	22.9	22.9
	Child has about the same number	2360	15.5	32.2	55.0
	Child has more than before	2006	13.2	27.3	82.4
	Child has never had any	1293	8.5	17.6	100.0
	Total	7336	48.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	164	1.1		
	Total	7898	51.8		
Total		15234	100.0		



# CCL File – Section C

**ccl340 C5a: Child has friends who are Chinese/Vietnamese**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1696	11.1	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	5804	38.1		
	Total	13538	88.9		
Total		15234	100.0		

**ccl342 C5b: Child has friends who are Indian, Pakistani or Bangladeshi**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2184	14.3	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	5316	34.9		
	Total	13050	85.7		
Total		15234	100.0		

**ccl343 C5c: Child has friends who have black skin**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4130	27.1	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	3370	22.1		
	Total	11104	72.9		
Total		15234	100.0		

**ccl344 C5d: Child has friends who have white skin**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6476	42.5	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	1024	6.7		
	Total	8758	57.5		
Total		15234	100.0		

**ccl345 C5e: Child has friends who are mixed race**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4373	28.7	100.0	100.0
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	3127	20.5		
	Total	10861	71.3		
Total		15234	100.0		

# CCL File – Section C

**ccl350 C6a: How easy child finds making friends with children of their own colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very easy	3637	23.9	49.2	49.2
	Quite easy	3271	21.5	44.2	93.4
	Quite difficult	250	1.6	3.4	96.7
	Very difficult	34	.2	.5	97.2
	Don't know	207	1.4	2.8	100.0
	Total	7399	48.6	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	101	.7		
	Total	7835	51.4		
Total		15234	100.0		

**ccl351 C6b: How easy child finds making friends with children of other colours**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very easy	2680	17.6	36.5	36.5
	Quite easy	3299	21.7	44.9	81.3
	Quite difficult	563	3.7	7.7	89.0
	Very difficult	88	.6	1.2	90.2
	Don't know	722	4.7	9.8	100.0
	Total	7352	48.3	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	148	1.0		
	Total	7882	51.7		
Total		15234	100.0		

**ccl370 C8: Frequency child has been hurt because their skin colour is a different colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	7236	47.5	97.7	97.7
	Yes, once or twice	137	.9	1.8	99.5
	Yes, sometimes	33	.2	.4	99.9
	Yes, often	4	.0	.1	100.0
	Total	7410	48.6	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	90	.6		
	Total	7824	51.4		
Total		15234	100.0		

# CCL File – Section C

**ccl380 C9: Frequency child has been called names because their skin was a different colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, not at all	7037	46.2	95.4	95.4
	Yes, once or twice	281	1.8	3.8	99.2
	Yes, sometimes	52	.3	.7	99.9
	Yes, often	7	.0	.1	100.0
	Total	7377	48.4	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	123	.8		
	Total	7857	51.6		
Total		15234	100.0		

**ccl390 C10: Child has seen someone being bullied because of their skin colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2419	15.9	32.9	32.9
	No	4929	32.4	67.1	100.0
	Total	7348	48.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	152	1.0		
	Total	7886	51.8		
Total		15234	100.0		

**ccl400 C11: Action the child would take if they saw someone being bullied because of their skin colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Try to stop it alone	1752	11.5	26.9	26.9
	Try to get help to stop it	3246	21.3	49.8	76.6
	Join in	11	.1	.2	76.8
	Do nothing	314	2.1	4.8	81.6
	Something else	321	2.1	4.9	86.6
	Don't know	877	5.8	13.4	100.0
	Total	6521	42.8	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	979	6.4		
	Total	8713	57.2		
Total		15234	100.0		

CCL File – Section C

**ccl410 C12: Child's perception of his/her skin colour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	6937	45.5	93.9	93.9
	Mixed colour	276	1.8	3.7	97.6
	Asian	56	.4	.8	98.4
	Black	46	.3	.6	99.0
	Other	72	.5	1.0	100.0
	Total	7387	48.5	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	No response	113	.7		
	Total	7847	51.5		
Total		15234	100.0		

## PAGE 16 OF THE QUESTIONNAIRE

**Section D:**

D1. I am a boy

I am a girl

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

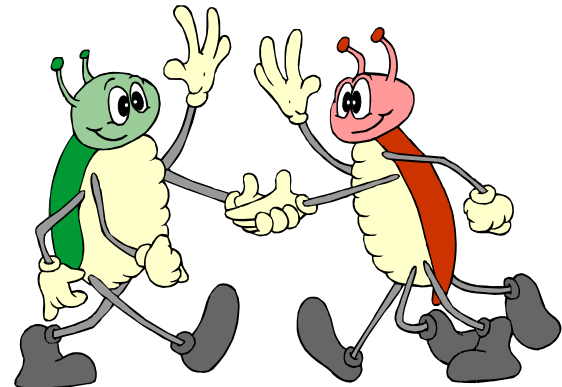
ccI900 D1: Child's gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	3502	23.0	46.7	46.7
	Girl	3993	26.2	53.3	100.0
	Total	7495	49.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	Not stated	5	.0		
	Total	7739	50.8		
Total		15234	100.0		

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

No

Yes

If **yes**, please say who helped .....

ccI910 D2: Child had help to fill in the questionnaire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6355	41.7	85.2	85.2
	Yes	1107	7.3	14.8	100.0
	Total	7462	49.0	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	Not stated	38	.2		
	Total	7772	51.0		
Total		15234	100.0		

D3. When were you born?

Day

Month

Year

[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. 31<sup>st</sup> 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 CCL990c. The month and year of completion were retained on the built file, but the day was dropped.]

**ccl990a D4: Date of completion of questionnaire - month**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	857	5.6	11.4	11.4
	February	667	4.4	8.9	20.3
	March	454	3.0	6.1	26.4
	April	426	2.8	5.7	32.1
	May	438	2.9	5.8	37.9
	June	396	2.6	5.3	43.2
	July	223	1.5	3.0	46.1
	August	1036	6.8	13.8	60.0
	September	548	3.6	7.3	67.3
	October	1305	8.6	17.4	84.7
	November	762	5.0	10.2	94.8
	December	388	2.5	5.2	100.0
	Total	7500	49.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	Total	7734	50.8		
Total		15234	100.0		

**ccl990b D4: Date of completion of questionnaire - year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2003	2350	15.4	31.3	31.3
	2004	4338	28.5	57.8	89.2
	2005	806	5.3	10.7	99.9
	2006	5	.0	.1	100.0
	2007	1	.0	.0	100.0
	Total	7500	49.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	Total	7734	50.8		
Total		15234	100.0		

## CCL File – Section D

**ccl990c DV: Date of completion replaced with date of receipt**

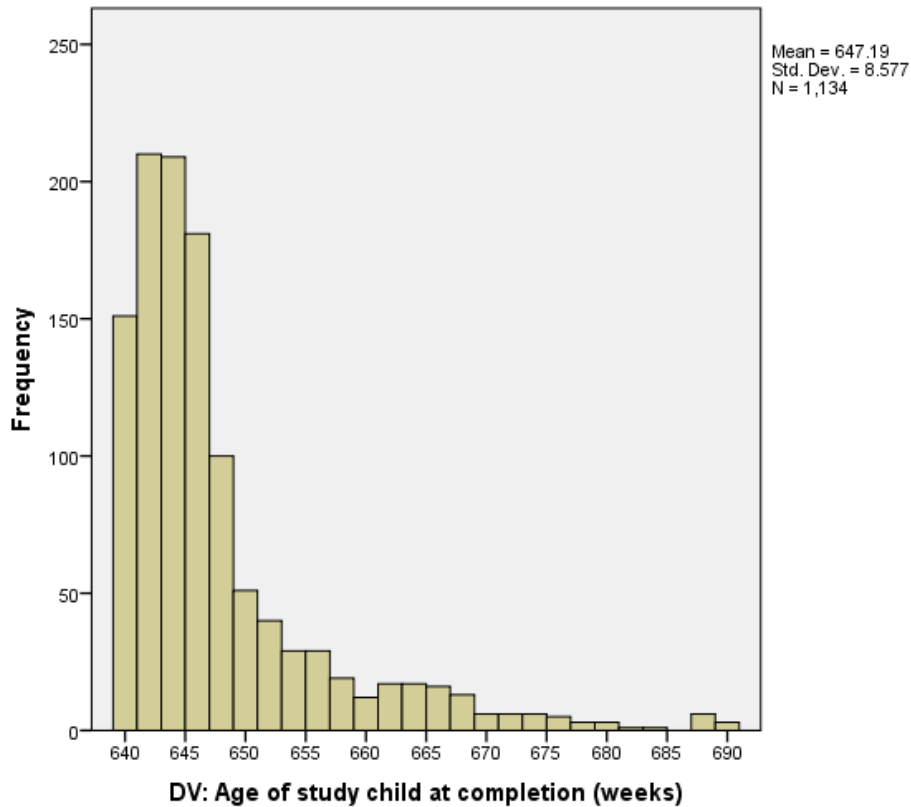
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, incomplete d.o.c.	84	.6	1.1	1.1
	Yes, illegal d.o.c.	3	.0	.0	1.2
	Yes, d.o.c. < d.o.s.	53	.3	.7	1.9
	Yes, d.o.c. > d.o.r.	36	.2	.5	2.3
	No	7324	48.1	97.7	100.0
	Total	7500	49.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	Total	7734	50.8		
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.

**ccl991a DV: Age of study child at completion (months)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	143	5	.0	.1	.1
	144	5	.0	.1	.1
	145	4235	27.8	56.5	56.6
	146	2000	13.1	26.7	83.3
	147	535	3.5	7.1	90.4
	148	388	2.5	5.2	95.6
	149	115	.8	1.5	97.1
	150	67	.4	.9	98.0
	151	35	.2	.5	98.5
	152	39	.3	.5	99.0
	153	26	.2	.3	99.3
	154	15	.1	.2	99.5
	155	9	.1	.1	99.7
	156	4	.0	.1	99.7
	157	1	.0	.0	99.7
	158	9	.1	.1	99.8
	159	6	.0	.1	99.9
	160	2	.0	.0	99.9
	161	2	.0	.0	100.0
	166	1	.0	.0	100.0
	181	1	.0	.0	100.0
	Total	7500	49.2	100.0	
Missing	Triplet / quadruplet	5	.0		
	Not completed	7729	50.7		
	Total	7734	50.8		
Total		15234	100.0		

**ccl991b DV: Age of study child at completion (weeks)**

plus the following outliers < 630 or > 690:

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	622	1	4.5	4.5	4.5
	623	2	9.1	9.1	13.6
	624	1	4.5	4.5	18.2
	625	1	4.5	4.5	22.7
	626	2	9.1	9.1	31.8
	628	2	9.1	9.1	40.9
	629	1	4.5	4.5	45.5
	691	1	4.5	4.5	50.0
	692	1	4.5	4.5	54.5
	694	2	9.1	9.1	63.6
	695	2	9.1	9.1	72.7
	698	2	9.1	9.1	81.8
	700	1	4.5	4.5	86.4
	703	1	4.5	4.5	90.9
	725	1	4.5	4.5	95.5
	787	1	4.5	4.5	100.0
Total		22	100.0	100.0	



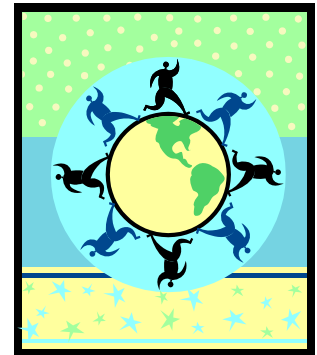
Thank you VERY much for your help

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*

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<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.

## CCL File – Appendix A

### *Practical details*

Make sure that all questionnaires in a batch are kept together.

Make corrections to the questionnaire in green, so that the coder's decisions can be seen distinctly. However, if the respondent has written in green, use red for the corrections, and write a note on the front cover saying that you have corrected in red.

When starting a new batch of questionnaires, first verify that all the booklets that are in the batch are the correct ones by comparing and ticking off the i.d. numbers on the printed computerised list that is wrapped round the batch. There should be 20 booklets in the batch (unless it is the very last batch in the run). If any on the list are missing, or if there are any extras, we need to sort out the muddle before the batch can be sent on for keying.

All questionnaires in the same batch should have the same version date printed on the front cover. If a questionnaire of a different version has been included in the batch, hand it to the supervisor to deal with separately, cross out the number on the list and write "Wrong version" alongside. At the top of the list write "19 questionnaires only" or whatever.

Similarly, if a questionnaire is found to be totally blank, hand it to the supervisor, then cross out the number on the list, write "Blank" alongside and "19 questionnaires only" or whatever, at the top.

When you have finished a questionnaire put your initials in the Coders Initials box at the bottom of the back page. When all queries from the batch have been resolved, and all the booklets have been coded, the batch can move on to the next stage.

If the respondent has written anything on the questionnaire which needed to be acted upon by our administration, e.g. Changes of address, corrections of names, changes of marital status or surname, a decision to opt out of the survey etc, it will be stamped "Copied", indicating that the post department have noted the information. If the given information is not stamped "Copied", copy both the i.d. number from the front cover of the questionnaire and also the details of the information on to a separate sheet and hand it to the supervisor.

### *Specific details*

#### Dates

- a) It is important that dates should always be coded in the order day/month/year.
- b) The rules of padding from the left with 0's apply to the days and to the months separately.
- c) If the year is stated but the day and/or month are left unfilled or are described as not known, then code the unknown element(s) as 99.
- d) In contrast, if the year is blank or stated as not known, but other elements of the date have been written, leave the unknown year blank so that there is no ambiguity with 1999.
- e) If the whole date is left totally blank, leave all blank.

#### Coding instructions

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

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

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

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

II Code as a number.

## CCL File – Appendix A

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

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

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

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

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

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

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

### "Other, please describe" questions

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

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

Sheila Preece 12/12/2003

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

## **Appendix B**

This appendix contains the coding instructions specific to this questionnaire.

## CCL File – Appendix B

### **Coding instructions for the first version (28/07/03) child's own questionnaire "All Around 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 "All Around Me" 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 28/07/03.

\*\*\*\*\* 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.

<b>Page 3</b>		
<b>Section A</b>		
A1	8	
A1a	8	
A1b	8	
A2	8	
A2a	8	
A2b	8	
<b>Page 4</b>		
A3	I	
A3a		If there is any relevant text here, ensure that the Yes box is ticked in A3. The text itself is not being coded here.
A4	I	
A4a		As A3a
A5	I	
A5a		As A3a
<b>Page 5</b>		
A6	8	
<b>Page 6</b>		
<b>Section B</b>		
B1a	I	
B1b	7	
B1ci-ii	7	
<b>Page 7</b>		
B1ciii-vi	7	

## CCL File – Appendix B

B1cvii	7	If something relevant is written on the 'please describe' line, but no box is ticked, code B1cvii as zero to indicate information in the 'please describe' area.
B1d	II	
B2	I	
<b>Page 8</b>		
B2ai-iii	I	There should be either a tick or a blank here.
B2aiv	I	As B2ai-iii. If something relevant is written on the 'please describe' line, ensure that the accompanying box is ticked.
B3a	I	
<b>Page 9</b>		
B3bi-vi	7	
B3bvii	7	If something relevant is written on the 'please describe' line, but no box is ticked, code B3bvii as zero to indicate information in the 'please describe' area.
<b>Page 10</b>		
B3c	II	
B4	I	
B4ai-iii	I	There should be either a tick or a blank here.
B4aiv	I	As B4ai-iii. If there is any relevant text on the 'please describe' line, ensure that the Yes box is ticked in B4aiv.
<b>Page 11 Section C</b>		
C1	8	
C2	7	Except if multiple ticks include 9, in which case code as 9.
C3	7	
<b>Page 12</b>		
C4	7	Except if multiple ticks include 4, in which case code as 4.
C5a-e	I	There should be a either tick or a blank here.
<b>Page 13</b>		
C6a,b	8	
C7		If there is text written here, check that code 4 was ticked in C6a <u>or</u> b. If not, delete the text. The text itself is not being coded here.
C8	8	
<b>Page 14</b>		
C9	8	



## CCL File – Appendix B

C10	I	Delete an answer indicating only seen on TV.
C11	I	If there are multiple ticks, maintain the following order of code preference here: 9 3 4 5 1 2. If something relevant is written on the 'please describe' line, ensure that the accompanying box is ticked. Delete an answer indicating only seen on TV.
<b>Page 15</b>		
C12	I	If there are any multiple ticks, code as 2. If something relevant is written on the 'please describe' line, ensure that the accompanying box is ticked.
<b>Page 16</b>		
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

chAllArouMe (28/07/03)

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 “ccl” which are followed by three digits and occasionally a further letter. The only edits applied to the data were to recode values of 9 that indicated an unsolicited text response of “Don’t know” to –9. Note that where there was actually a tick box category for “Don’t know” that was coded as 9 that these values remain as 9. Also, values of 0 indicating some other unsolicited text response were

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

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

<b>Value</b>	<b>Label</b>	<b>Comment</b>
-1	No response	The respondent did not answer this particular question. This may be due to following a skip statement in the questionnaire text as well as simply not attempting to answer the question.
-8	Text response	The respondent wrote something next to a question expecting either a numeric response or a tick box response and the coders were unable to apply any of the available options
-9	Don't know	The respondent wrote "Don't know", or something similar, next to a question expecting either a numeric response or a tick box response where there was no option for "Don't know".
-10	Not completed	No completed questionnaire is available for this case. Variable CCL007a = 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.