

THE ALSPAC STUDY

CCK FILE

DATA COLLECTED FROM THE QUESTIONNAIRE

Watches and Funny Feelings

At 140 Months

Prepared by

The ALSPAC Study Team

Documentation giving frequencies, background and instructions for use.

Last updated for version 1b of the release file.

October 2008

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Introduction

Contents

This questionnaire was sent out for the study children to complete when they were 140 months old and is in 4 sections. Section A contains questions about watches. 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 computer usage and section D asks the child their gender, date of birth, whether they had any help completing the questionnaire and when they completed the questionnaire.

Questionnaire versions

There was only one version of this questionnaire.

Sample & response rates

There are a total of 15,231 records on this built file. This number is made up of the 14,676 fetuses in the core ALSPAC sample (regardless of whether or not this questionnaire was sent out for them or whether it was returned) plus 555 eligible children not in the core sample for whom questionnaires were sent out. Note that questionnaires were completed for 355 of these 555 children.

Of the 14,676 fetuses in the core ALSPAC sample, 14,062 were live born. This questionnaire was sent out for 10,635 (76%) of these live born children. As of 29th February 2008 completed questionnaires had been returned for 7,217 (68%) of these children, which is 51% of the 14,062 live born children. Note that 6 of these questionnaires belong to children from triplet or quadruplet pregnancies. For reasons of confidentiality the data from these questionnaires are not available (all variables have been set to -11), but the administrative variables (CCK001 – CCK007a) remain visible, with CCK007a set to 2 “No”. For further information on the ALSPAC sample, please see section 5 of the “Guide to ALSPAC data” which can be found in the “Collaborator Pack” on the ALSPAC documentation CD.

Format of this documentation

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

Release file version history

Release version 1a – May 2008

The first version of the release file.

Release version 1b – October 2008

This version of the release file removes triplets/quadruplets for confidentiality reasons.

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.

CCK File - Introduction

Administrative variables

cck001 Questionnaire sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11190	73.5	73.5	73.5
No	4041	26.5	26.5	100.0
Total	15231	100.0	100.0	

cck002 Reminder sent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5915	38.8	52.9	52.9
No	5275	34.6	47.1	100.0
Total	11190	73.5	100.0	
Missing Questionnaire not sent	4041	26.5		
Total	15231	100.0		

cck005 Questionnaire return status (as of 29/02/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not returned	3578	23.5	32.0	32.0
Returned, completed	7572	49.7	67.7	99.6
Returned, blank	40	.3	.4	100.0
Total	11190	73.5	100.0	
Missing Questionnaire not sent	4041	26.5		
Total	15231	100.0		

cck006 Questionnaire returned (as of 29/02/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7612	50.0	68.0	68.0
No	3578	23.5	32.0	100.0
Total	11190	73.5	100.0	
Missing Questionnaire not sent	4041	26.5		
Total	15231	100.0		

cck007 Questionnaire completed (as of 29/02/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7572	49.7	67.7	67.7
No	3618	23.8	32.3	100.0
Total	11190	73.5	100.0	
Missing Questionnaire not sent	4041	26.5		
Total	15231	100.0		

cck007a Data available (as of 29/02/08)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	7566	49.7	49.7	49.7
No	7665	50.3	50.3	100.0
Total	15231	100.0	100.0	

CCK File - Introduction

cck008 Questionnaire version

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Version 1 - 31/10/02	7566	49.7	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Total	7665	50.3		
Total		15231	100.0		



Questionnaire No:

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

Watches and Funny Feelings



31 10 02

PAGE 2 OF THE QUESTIONNAIRE

Section A: Watches

We would like to ask you some questions about watches. If you are not sure about the answer to any of the questions, please ask a grown-up to help you.

A1. Do you ever wear a watch on your wrist?



Yes ☐

No ☐



If no, go to A10 on page 6

If yes,

A2. How often do you wear a watch? Please tick only **one** box.

most days

☐

some days

☐

Not very often

☐

(less than once a week)

A3. How old were you when you first wore a watch?

years (for example if you were four years old,
write 04)

A4. How many watches do you have (that you wear)?

One ☐

Two ☐

Three ☐

more than three ☐

PAGE 3 OF THE QUESTIONNAIRE

A5. In the next question we want you to tell us what the watch you wear most often is made of.

Don't forget to check the back of the watch and the buckle or clip that fastens the watch. Don't worry about the clear cover on the face of the watch



a) Does your watch have a strap made of metal?

Yes ☐

No ☐

b) What is the buckle, fastener or popper made of?

velcro ☐

metal ☐

plastic ☐

something else ☐ → please describe.....

there isn't a buckle or fastener at all ☐

c) What is the back of the watch made of?

metal ☐

plastic ☐

metal and plastic ☐

d) What is the screw or button that you use to alter the time made of?

metal ☐

plastic ☐

something else ☐ → please describe.....

A6. a) Did you choose any of your watches yourself?

Yes ☐

No ☐ →

If no, go to A7 on page 4

PAGE 4 OF THE QUESTIONNAIRE

If yes,

A6. b) Why did you choose that watch?

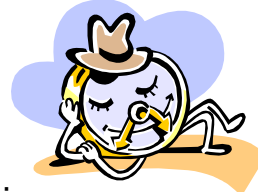
.....

.....

A7. Do any of the watches that you wear have hands? (rather than digital)

Yes ☐ ₁

No ☐ ₂



A8. a) Have you ever had a rash or itchy skin on your wrist after wearing a watch?

Yes ☐ ₁

No ☐ ₂

→ **If no, go to A10a on page 6**

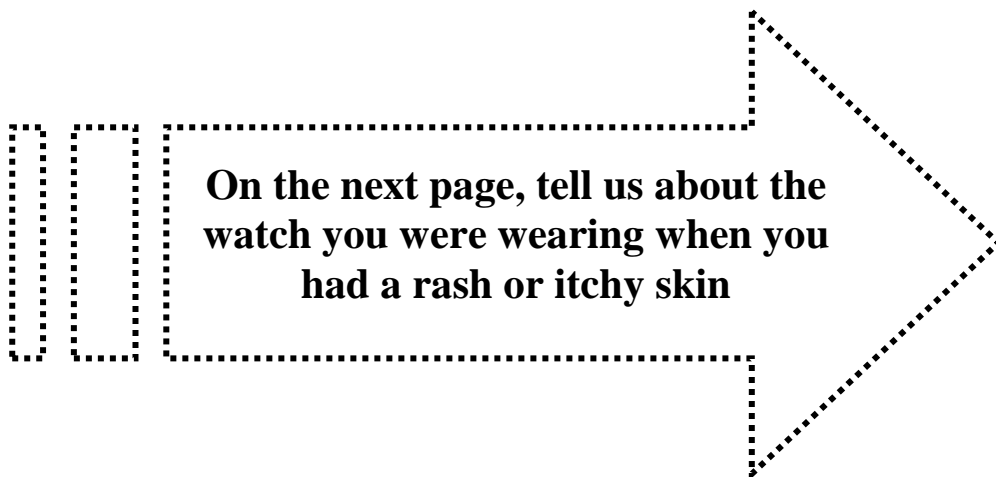
If yes,

b) How often has this happened?

Every time I wear a watch ☐ ₁

Sometimes ☐ ₂

Only once ☐ ₃



PAGE 5 OF THE QUESTIONNAIRE

A9. If you can remember, what was the watch made of that you were wearing when you got a rash or itchy skin on your wrist? Please tick only **one** box.

a) What was the strap made of?

metal ☐

plastic ☐

stiff fabric ☐

something else ☐ → please describe

I don't remember ☐

b) What was the buckle, fastener or popper made of?

velcro ☐

metal ☐

plastic ☐

something else ☐ → please describe.....

there wasn't a buckle or fastener at all ☐

I don't remember ☐

c) What was the back of the watch made of?

metal ☐

plastic ☐

metal and plastic ☐

I don't remember ☐

PAGE 6 OF THE QUESTIONNAIRE

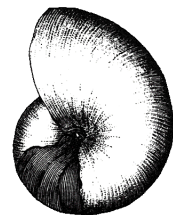
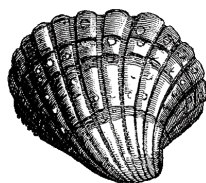
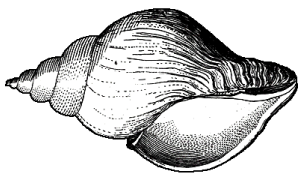
A9. d) What was the screw or button that you use to alter the time made of?

metal ☐

plastic ☐

something else ☐ → please describe

I don't remember ☐



A10 a). Can you tell the time with a clock or watch that has hands?
(Remember to tick only **one** box).

No

☐

Sometimes/a little bit

☐

Yes, always

☐

b) Can you tell the time on a digital watch or clock?

No

☐

Sometimes/a little bit

☐

Yes, always

☐

CCK File – Section A

cck100 A1: Child wears a watch on wrist

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6107	40.1	81.4	81.4
	No	1399	9.2	18.6	100.0
	Total	7506	49.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	60	.4		
	Total	7725	50.7		
Total		15231	100.0		

cck110 A2: Frequency child wears a watch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most days	2816	18.5	46.1	46.1
	Some days	1316	8.6	21.5	67.7
	Not very often	1975	13.0	32.3	100.0
	Total	6107	40.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1459	9.6		
	Total	9124	59.9		
Total		15231	100.0		

cck120 A3: Child's age in years when first wore a watch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	.0	.1	.1
	2	30	.2	.5	.6
	3	146	1.0	2.5	3.2
	4	506	3.3	8.8	11.9
	5	1176	7.7	20.4	32.4
	6	1238	8.1	21.5	53.8
	7	1136	7.5	19.7	73.6
	8	640	4.2	11.1	84.7
	9	537	3.5	9.3	94.0
	10	249	1.6	4.3	98.3
	11	94	.6	1.6	99.9
	12	3	.0	.1	100.0
	Total	5761	37.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Don't know	13	.1		
	No response	1792	11.8		
	Total	9470	62.2		
Total		15231	100.0		

CCK File – Section A

cck130 A4: No. of watches child has that are worn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	3826	25.1	62.8	62.8
	Two	1578	10.4	25.9	88.7
	Three	422	2.8	6.9	95.6
	>three	269	1.8	4.4	100.0
	Total	6095	40.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1471	9.7		
	Total	9136	60.0		
Total		15231	100.0		

cck140 A5a: Child's watch has metal strap

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1532	10.1	25.2	25.2
	No	4551	29.9	74.8	100.0
	Total	6083	39.9	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1483	9.7		
	Total	9148	60.1		
Total		15231	100.0		

cck141 A5b: Composition of the buckle/fastener/popper on child's watch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Velcro	912	6.0	15.0	15.0
	Metal	3408	22.4	56.0	71.0
	Plastic	945	6.2	15.5	86.5
	Something else	116	.8	1.9	88.4
	No buckle/fastener at all	705	4.6	11.6	100.0
	Total	6086	40.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1480	9.7		
	Total	9145	60.0		
Total		15231	100.0		

cck143 A5c: Composition of the back of child's watch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Metal	4960	32.6	82.4	82.4
	Plastic	491	3.2	8.2	90.6
	Metal and plastic	565	3.7	9.4	100.0
	Total	6016	39.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1550	10.2		
	Total	9215	60.5		
Total		15231	100.0		

CCK File – Section A

cck144 A5d: Composition of the screw/button on child's watch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Metal	4734	31.1	78.5	78.5
	Plastic	1237	8.1	20.5	99.0
	Something else	59	.4	1.0	100.0
	Total	6030	39.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1536	10.1		
	Total	9201	60.4		
Total		15231	100.0		

cck150 A6a: Child chose any of their watches themselves

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4142	27.2	68.1	68.1
	No	1944	12.8	31.9	100.0
	Total	6086	40.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1480	9.7		
	Total	9145	60.0		
Total		15231	100.0		

cck160 A7: Any watches that the child wears has hands

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4497	29.5	74.2	74.2
	No	1564	10.3	25.8	100.0
	Total	6061	39.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1505	9.9		
	Total	9170	60.2		
Total		15231	100.0		

cck170 A8a: Child has ever had a rash or itchy skin on wrist after wearing watch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1641	10.8	27.2	27.2
	No	4384	28.8	72.8	100.0
	Total	6025	39.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1541	10.1		
	Total	9206	60.4		
Total		15231	100.0		

CCK File – Section A

cck171 A8b: Frequency child has had a rash or itchy skin on wrist after wearing watch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every time	142	.9	8.7	8.7
	Sometimes	807	5.3	49.2	57.9
	Once	691	4.5	42.1	100.0
	Total	1640	10.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5926	38.9		
	Total	13591	89.2		
Total		15231	100.0		

cck180 A9a: Composition of the strap of child's watch when they had rash or itchy skin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Metal	293	1.9	17.9	17.9
	Plastic	635	4.2	38.7	56.6
	Stiff fabric	456	3.0	27.8	84.4
	Something else	162	1.1	9.9	94.3
	Doesn't remember	94	.6	5.7	100.0
	Total	1640	10.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5926	38.9		
	Total	13591	89.2		
Total		15231	100.0		

cck182 A9b: Composition of the buckle/fastener/popper of child's watch when they had rash or itchy skin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Velcro	281	1.8	17.1	17.1
	Metal	839	5.5	51.1	68.2
	Plastic	316	2.1	19.2	87.4
	Something else	14	.1	.9	88.3
	No buckle/fastener at all	128	.8	7.8	96.0
	Doesn't remember	65	.4	4.0	100.0
	Total	1643	10.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5923	38.9		
	Total	13588	89.2		
Total		15231	100.0		

CCK File – Section A

cck184 A9c: Composition of the back of child's watch when they had rash or itchy skin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Metal	1156	7.6	70.8	70.8
	Plastic	200	1.3	12.2	83.0
	Metal and plastic	151	1.0	9.2	92.3
	Doesn't remember	126	.8	7.7	100.0
	Total	1633	10.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5933	39.0		
	Total	13598	89.3		
Total		15231	100.0		

cck185 A9d: Composition of the screw/button on child's watch when they had a rash or itchy skin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Metal	1175	7.7	69.7	69.7
	Plastic	397	2.6	23.6	93.3
	Something else	12	.1	.7	94.0
	Doesn't remember	101	.7	6.0	100.0
	Total	1685	11.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5881	38.6		
	Total	13546	88.9		
Total		15231	100.0		

cck190 A10a: Child can tell the time with a clock or watch that has hands

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	47	.3	.6	.6
	Sometimes	479	3.1	6.4	7.0
	Yes	6951	45.6	93.0	100.0
	Total	7477	49.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	89	.6		
	Total	7754	50.9		
Total		15231	100.0		

cck191 A10b: Child can tell the time on a digital watch or clock

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	61	.4	.8	.8
	Sometimes	410	2.7	5.5	6.3
	Yes	7011	46.0	93.7	100.0
	Total	7482	49.1	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	84	.6		
	Total	7749	50.9		
Total		15231	100.0		

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Section B: Funny Feelings

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 no, go to B2 on page 8**
- Yes, maybe ☐ ₂
- Yes, definitely ☐ ₃

If yes,

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

- Yes, definitely ☐ ₁
- Yes, maybe ☐ ₂
- No ☐ ₃

b) How often has this happened **since your 11th birthday?**

- Not at all ☐ ₁ → **If not at all, go to B2 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 (almost every week) ☐ ₅

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B1. c) How many people have read your thoughts **since your 11th birthday?**

just one

two

3 or more

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

(i) Mother

☐

(ii) Father

☐

(iii) Brother or sister

☐

(iv) Child at school

☐

(v) Teacher at school

☐

(vi) Someone else

☐

→ 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



If no, go to B3 on page 10

Yes, maybe

Yes, definitely

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If yes,

B2. a) How often has this happened **since your 11th birthday?**

Not at all

☐1

→ **If not at all, go to
B3 on page 10**

Only once or twice

☐2

Not very often
(less than once a month)

☐3

Quite often
(about once a month)

☐4

Often (almost every
week)

☐5

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:

.....

.....

.....

.....

PAGE 10 OF THE QUESTIONNAIRE

B2. c) Why do you think you have been getting these messages?

.....

.....

.....



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

No, never ☐ ₁ → If **no**, go to B4 on page 12

Yes, maybe ☐ ₂

Yes, definitely ☐ ₃

If yes,

a) How often has this happened **since your 11th 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 (almost every
week) ☐ ₅

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B3. b) Who was following you or spying on you?

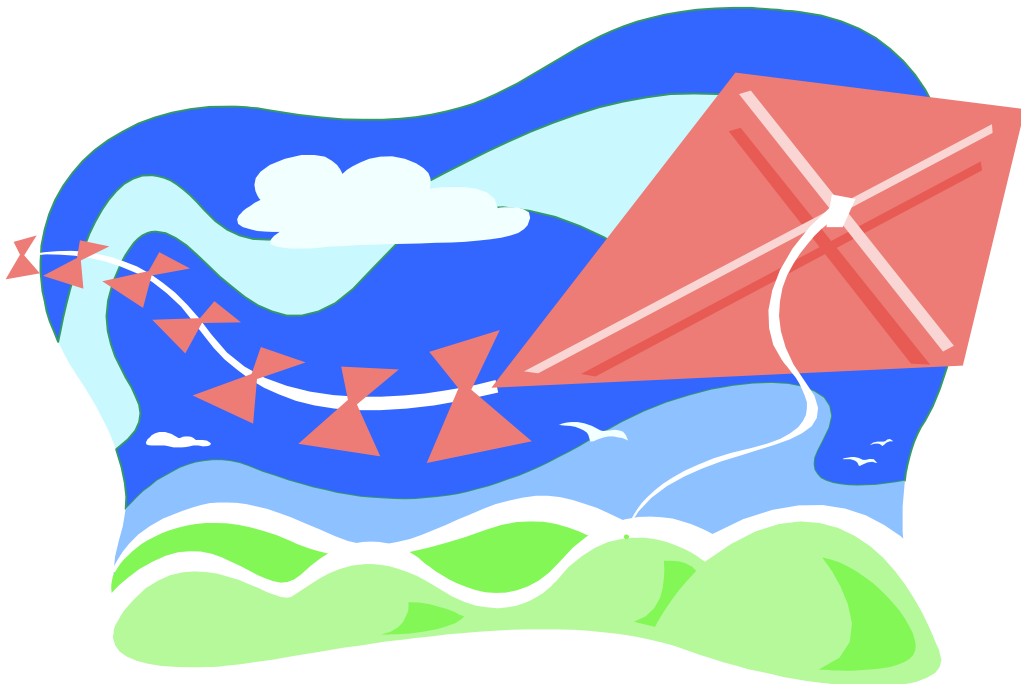
Someone in your class	<input type="text" value="1"/>
Someone in your school	<input type="text" value="2"/>
Someone else you know	<input type="text" value="3"/>
A stranger	<input type="text" value="4"/>
Don't know - you've never actually seen them	<input type="text" value="5"/>

c) Why do you think they were doing this?

.....

.....

.....



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

- No, never → **If no, go to B5 on page 13**
- Yes, maybe
- Yes, definitely

If yes,

a) How often has this happened **since your 11th birthday?**

- Not at all
- Only once or twice
- Not very often
(less than once a month)
- Quite often
(about once a month)
- Often (almost every week)

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

Yes No

c) Did you ever hear 2 or more voices (that others couldn't hear) talking to one another?

Yes No → **If no, go to B5 on page 13**

If yes

d) Were they talking about you?

Yes No

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

No never → **If no, go to B6 on page 14**
 Yes, maybe
 Yes, definitely

If yes,

a) Has this happened **since you 11th Birthday?**

Yes No

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

No, never → **If no, go to B6 on page 14**
 Yes, maybe
 Yes, definitely

c) What do you think this was?

God, Jesus, Allah, or
 other religious being

Something else please describe

.....

PAGE 14 OF THE QUESTIONNAIRE

B6. Have you ever known what another person was thinking even though that person wasn't speaking?

- No, never → **If no, go to B7 on page 16**
- Yes, maybe
- Yes, definitely

If yes,

B6. a) How often has this happened?

- Only once or twice
- Several times
(about once a year)
- Not very often (less
(than once a month)
- Quite often (about
(once a month)
- Often

b) Since first starting school has this happened?

- Yes No → **If no, go to B7 on page 16**



PAGE 15 OF THE QUESTIONNAIRE

B6. c) Whose thoughts were these?

(i) Mother

(ii) Father

(iii) Brother or sister

(iv) Child at school

(v) Teacher at school

(vi) Someone else

→ please say who:

.....



PAGE 16 OF THE QUESTIONNAIRE

B7. Have you ever seen something or someone that other people could not see?

- No, never ☐ ₁ → **If no, go to C1 on page 18**
- Yes, maybe ☐ ₂
- Yes, definitely ☐ ₃

If yes,

a) How often has this happened **since your 11th 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 (almost every
week) ☐ ₅

b) What did you see?

.....

.....

.....

c) Has this happened just when you were ill?

- Yes ☐ ₁ No ☐ ₂

PAGE 17 OF THE QUESTIONNAIRE

B7. d) Were you completely awake when you saw these things?

Yes, always

No, sometimes I was half asleep

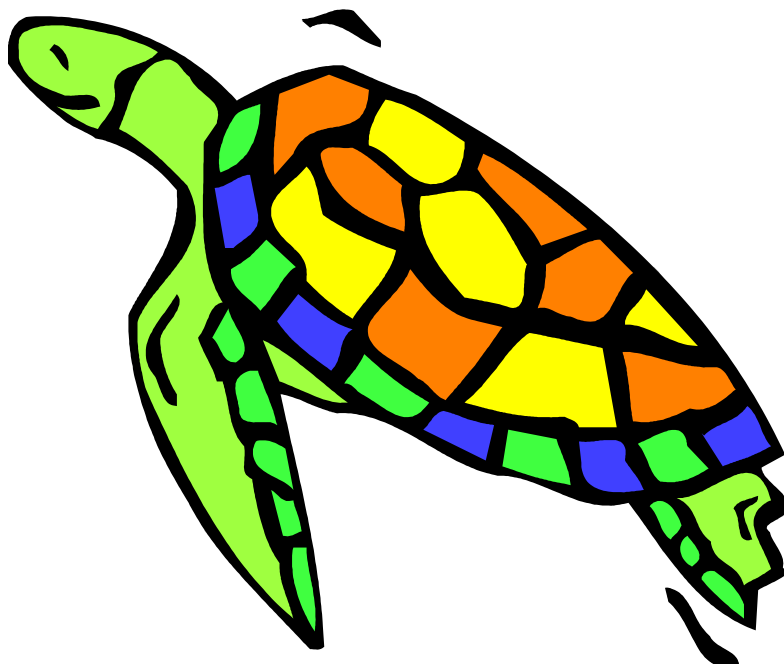
No, I was always asleep or half asleep

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

Yes, very worried

Yes, a bit worried

No, didn't bother me



CCK File – Section B

cck300 B1: Other people have read child's thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	4666	30.6	62.5	62.5
	Yes, maybe	2422	15.9	32.4	94.9
	Yes, definitely	379	2.5	5.1	100.0
	Total	7467	49.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	99	.6		
	Total	7764	51.0		
Total		15231	100.0		

cck301 B1a: Child thinks people use special powers to read their thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	41	.3	1.4	1.4
	Yes, maybe	615	4.0	21.6	23.1
	No	2189	14.4	76.9	100.0
	Total	2845	18.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4721	31.0		
	Total	12386	81.3		
Total		15231	100.0		

cck302 B1b: Frequency child thinks people have read their thoughts since 11th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	485	3.2	17.1	17.1
	Once or twice	1552	10.2	54.6	71.7
	<Once a month	430	2.8	15.1	86.9
	Once a month	278	1.8	9.8	96.7
	Every week	95	.6	3.3	100.0
	Total	2840	18.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4726	31.0		
	Total	12391	81.4		
Total		15231	100.0		

cck303 B1c: No. of people who have read child's thoughts since 11th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1115	7.3	47.8	47.8
	2	778	5.1	33.3	81.1
	3+	440	2.9	18.9	100.0
	Total	2333	15.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5233	34.4		
	Total	12898	84.7		
Total		15231	100.0		

CCK File – Section B

cck304 B1d1: Mother can read child's thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	834	5.5	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6732	44.2		
	Total	14397	94.5		
Total		15231	100.0		

cck305 B1d2: Father can read child's thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	344	2.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7222	47.4		
	Total	14887	97.7		
Total		15231	100.0		

cck306 B1d3: Brother or sister can read child's thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	440	2.9	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7126	46.8		
	Total	14791	97.1		
Total		15231	100.0		

cck307 B1d4: Child at school can read child's thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1430	9.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6136	40.3		
	Total	13801	90.6		
Total		15231	100.0		

cck308 B1d5: Teacher at school can read child's thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	210	1.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7356	48.3		
	Total	15021	98.6		
Total		15231	100.0		

CCK File – Section B

cck309 B1d6: Someone else can read child's thoughts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	545	3.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7021	46.1		
	Total	14686	96.4		
Total		15231	100.0		

cck320 B2: Child believes they have received special messages just for them though the TV or Radio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	6490	42.6	87.3	87.3
	Yes, maybe	791	5.2	10.6	98.0
	Yes, definitely	151	1.0	2.0	100.0
	Total	7432	48.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	134	.9		
	Total	7799	51.2		
Total		15231	100.0		

cck322 B2a: No. of times child received special messages since 11th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	197	1.3	20.3	20.3
	Once/twice	553	3.6	56.9	77.2
	<Once a month	121	.8	12.4	89.6
	Once a month	70	.5	7.2	96.8
	Every week	31	.2	3.2	100.0
	Total	972	6.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6594	43.3		
	Total	14259	93.6		
Total		15231	100.0		

cck323 B2b1: Child thinks somebody known was sending them messages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	186	1.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7380	48.5		
	Total	15045	98.8		
Total		15231	100.0		

CCK File – Section B

cck324 B2b2: Child thinks somebody not known was sending them messages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	320	2.1	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7246	47.6		
	Total	14911	97.9		
Total		15231	100.0		

cck325 B2b3: Child thinks an alien or similar person was sending them messages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	90	.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7476	49.1		
	Total	15141	99.4		
Total		15231	100.0		

cck326 B2b4: Child thinks something else was sending them messages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	188	1.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7378	48.4		
	Total	15043	98.8		
Total		15231	100.0		

cck340 B3: Child has thought they have been spied upon or followed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	4109	27.0	55.3	55.3
	Yes, maybe	2449	16.1	33.0	88.3
	Yes, definitely	872	5.7	11.7	100.0
	Total	7430	48.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	136	.9		
	Total	7801	51.2		
Total		15231	100.0		

CCK File – Section B

cck342 B3a: Frequency child thought they have been spied upon or followed since 11th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	418	2.7	12.6	12.6
	Once or twice	1895	12.4	57.1	69.7
	<Once a month	472	3.1	14.2	83.9
	Once a month	334	2.2	10.1	93.9
	Every week	201	1.3	6.1	100.0
	Total	3320	21.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4246	27.9		
	Total	11911	78.2		
Total		15231	100.0		

cck343 B3b1: Someone in class was following or spying on child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	527	3.5	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7039	46.2		
	Total	14704	96.5		
Total		15231	100.0		

cck344 B3b2: Someone in school was following or spying on child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	390	2.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7176	47.1		
	Total	14841	97.4		
Total		15231	100.0		

cck345 B3b3: Someone else known to child was following or spying on them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	271	1.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7295	47.9		
	Total	14960	98.2		
Total		15231	100.0		

cck346 B3b4: A stranger was following or spying on child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	673	4.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6893	45.3		
	Total	14558	95.6		
Total		15231	100.0		

CCK File – Section B

cck347 B3b5: Child does not know who was following or spying on them as has never seen them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1587	10.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5979	39.3		
	Total	13644	89.6		
Total		15231	100.0		

cck360 B4: Child has heard voices others cannot hear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	5414	35.5	72.9	72.9
	Yes, maybe	1462	9.6	19.7	92.5
	Yes, definitely	555	3.6	7.5	100.0
	Total	7431	48.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	135	.9		
	Total	7800	51.2		
Total		15231	100.0		

cck362 B4a: Frequency since child's 11th birthday they have heard voices others cannot hear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	307	2.0	15.2	15.2
	Once or twice	1119	7.3	55.4	70.6
	<Once a month	262	1.7	13.0	83.6
	Once a month	216	1.4	10.7	94.3
	Every week	115	.8	5.7	100.0
	Total	2019	13.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5547	36.4		
	Total	13212	86.7		
Total		15231	100.0		

cck363 B4b: Child heard voice say something about what they were doing or thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	689	4.5	34.3	34.3
	No	1319	8.7	65.7	100.0
	Total	2008	13.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5558	36.5		
	Total	13223	86.8		
Total		15231	100.0		

CCK File – Section B

cck364 B4c: Child heard 2 or more voices talking to one another that others could not hear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	641	4.2	31.9	31.9
	No	1367	9.0	68.1	100.0
	Total	2008	13.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5558	36.5		
	Total	13223	86.8		
Total		15231	100.0		

cck365 B4d: Child thought 2 or more voices were talking about them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	258	1.7	40.5	40.5
	No	379	2.5	59.5	100.0
	Total	637	4.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6929	45.5		
	Total	14594	95.8		
Total		15231	100.0		

cck380 B5: Child has felt under the control of some special power

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	6458	42.4	87.3	87.3
	Yes, maybe	806	5.3	10.9	98.2
	Yes, definitely	133	.9	1.8	100.0
	Total	7397	48.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	169	1.1		
	Total	7834	51.4		
Total		15231	100.0		

cck382 B5a: Child has felt under the control of some special power since 11th birthday

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	572	3.8	60.1	60.1
	No	380	2.5	39.9	100.0
	Total	952	6.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6614	43.4		
	Total	14279	93.7		
Total		15231	100.0		

CCK File – Section B

cck383 B5b: Child thought the special power controlled what they were doing or thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	294	1.9	31.0	31.0
	Yes, maybe	528	3.5	55.6	86.6
	Yes, definitely	127	.8	13.4	100.0
	Total	949	6.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6617	43.4		
	Total	14282	93.8		
Total		15231	100.0		

cck384 B5c: Identity of the special power child felt under the control of

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	God, Jesus, Allah, or other religious being	239	1.6	35.9	35.9
	Something else	426	2.8	64.1	100.0
	Total	665	4.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6901	45.3		
	Total	14566	95.6		
Total		15231	100.0		

cck400 B6: Child has known what another person is thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	4327	28.4	59.0	59.0
	Yes, maybe	2294	15.1	31.3	90.3
	Yes, definitely	713	4.7	9.7	100.0
	Total	7334	48.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	232	1.5		
	Total	7897	51.8		
Total		15231	100.0		

cck402 B6a: Frequency child has known what another person is thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once or twice	1800	11.8	59.0	59.0
	Once a year	430	2.8	14.1	73.1
	<Once month	371	2.4	12.2	85.3
	Once a month	251	1.6	8.2	93.5
	Often	198	1.3	6.5	100.0
	Total	3050	20.0	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4516	29.7		
	Total	12181	80.0		
Total		15231	100.0		

CCK File – Section B

cck403 B6b: Child has known what another person is thinking since first starting school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2328	15.3	77.2	77.2
	No	688	4.5	22.8	100.0
	Total	3016	19.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4550	29.9		
	Total	12215	80.2		
Total		15231	100.0		

cck404 B6c1: Child has known what mother was thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	494	3.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7072	46.4		
	Total	14737	96.8		
Total		15231	100.0		

cck405 B6c2: Child has known what father was thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	263	1.7	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7303	47.9		
	Total	14968	98.3		
Total		15231	100.0		

cck406 B6c3: Child has known what brother or sister was thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	499	3.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7067	46.4		
	Total	14732	96.7		
Total		15231	100.0		

cck407 B6c4: Child has known what child at school was thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1737	11.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5829	38.3		
	Total	13494	88.6		
Total		15231	100.0		

CCK File – Section B

cck408 B6c5: Child has known what teacher at school was thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	276	1.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7290	47.9		
	Total	14955	98.2		
Total		15231	100.0		

cck409 B6c6: Child has known what someone else was thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	390	2.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7176	47.1		
	Total	14841	97.4		
Total		15231	100.0		

cck420 B7: Child has seen something or someone that others could not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No, never	5795	38.0	78.2	78.2
	Yes, maybe	1108	7.3	15.0	93.2
	Yes, definitely	506	3.3	6.8	100.0
	Total	7409	48.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	157	1.0		
	Total	7822	51.4		
Total		15231	100.0		

cck422 B7a: Frequency since child's 11th birthday they saw something or someone that others could not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	398	2.6	24.5	24.5
	Once or twice	836	5.5	51.5	76.0
	<once a month	178	1.2	11.0	87.0
	Once a month	140	.9	8.6	95.6
	Every week	71	.5	4.4	100.0
	Total	1623	10.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5943	39.0		
	Total	13608	89.3		
Total		15231	100.0		

CCK File – Section B

cck424 B7c: Child has seen something or someone only when ill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	206	1.4	13.1	13.1
	No	1369	9.0	86.9	100.0
	Total	1575	10.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5991	39.3		
	Total	13656	89.7		
Total		15231	100.0		

cck425 B7d: Child was completely awake when saw something or someone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, always	959	6.3	59.6	59.6
	No, sometimes half asleep	551	3.6	34.3	93.9
	No, always asleep or half asleep	98	.6	6.1	100.0
	Total	1608	10.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5958	39.1		
	Total	13623	89.4		
Total		15231	100.0		

cck426 B7e: Child was worried about seeing things that others could not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, very worried	176	1.2	10.9	10.9
	Yes, a bit worried	572	3.8	35.5	46.4
	No, didn't bother them	863	5.7	53.6	100.0
	Total	1611	10.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5955	39.1		
	Total	13620	89.4		
Total		15231	100.0		

Section C: Using Computers

C1. Do you have use of a computer at home?

Yes, whenever I want to

☐ 1

Yes, but I have to fit in with others

☐ 2

Yes, but only for limited amounts of time

☐ 3

No, don't have one

☐ 4


→ If **no**, go to C2 on page 19

If **yes**

a) How many days each week are you likely to have used a computer at home?

 days

b) What do you use your home computer for? (You can tick more than one box.)

Yes

(i) school work

☐ 1

(ii) E-mails

☐ 1

(iii) chat rooms

☐ 1

(iv) computer games

☐ 1

(v) surfing the net

☐ 1

(vi) something else

☐ 1

please tick and describe



PAGE 19 OF THE QUESTIONNAIRE

C2. Do you ever go to a library or to a friend's or relative's house **to use a computer?** (You can tick more than one box)

- a) yes, library ☐
- b) yes, friend's home ☐
- c) yes, relative's home ☐
- d) yes, other place
(please describe where) ☐
- e) no, never ☐



.....

C3. Do you use a computer at school?

Yes ☐

No ☐

→ **If no, go to C3e on page 21**

If yes,

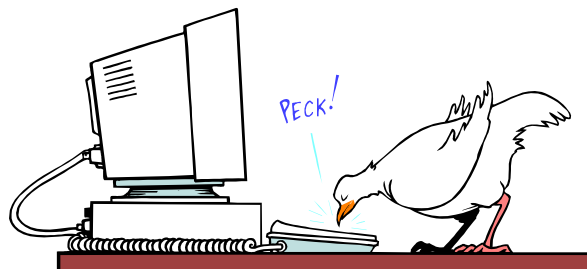
- a) Do you go to a special computer room or to a normal classroom?
(You can tick more than one box)

- (i) special computer room ☐
- (ii) normal classroom ☐
- (iii) somewhere else in school
(please describe where) ☐

.....

- b) About how many hours a week **in school** altogether do you use a computer?

hours



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C3. c) For which subjects at school do you use a computer?
(You can tick more than one box)

- | | |
|--|--------------------------|
| i) Science | <input type="checkbox"/> |
| ii) Maths | <input type="checkbox"/> |
| iii) English | <input type="checkbox"/> |
| iv) Games/PE | <input type="checkbox"/> |
| v) Foreign language | <input type="checkbox"/> |
| vi) Art | <input type="checkbox"/> |
| vii) Music | <input type="checkbox"/> |
| viii) Geography | <input type="checkbox"/> |
| ix) History | <input type="checkbox"/> |
| x) IT (information technology) | <input type="checkbox"/> |
| xi) DT (design and technology) | <input type="checkbox"/> |
| xii) Humanities | <input type="checkbox"/> |
| xiii) Citizenship/PSE/PSD | <input type="checkbox"/> |
| xiv) Other topic (please tick
and describe) | <input type="checkbox"/> |

.....

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C3. d) How good would you say that your teachers are at using computers?

Very good	<input type="text" value="1"/>
Pretty good	<input type="text" value="2"/>
Some are good but not all	<input type="text" value="3"/>
Not very good	<input type="text" value="4"/>
Very poor	<input type="text" value="5"/>
Don't know	<input type="text" value="6"/>



e) Would you like to use computers more or less than you do at school?

A lot more	<input type="text" value="1"/>
A bit more	<input type="text" value="2"/>
It's about right	<input type="text" value="3"/>
A bit less	<input type="text" value="4"/>
A lot less	<input type="text" value="5"/>
Don't want to use them at all	<input type="text" value="6"/>



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C4. How would you rate your computer skills compared to other children in your class?

Pretty good	<input type="text" value="1"/>
About the same	<input type="text" value="2"/>
Not so good	<input type="text" value="3"/>
Don't know	<input type="text" value="4"/>



C5. When you leave school, do you think you would like a job that uses a computer a lot?

Yes	<input type="text" value="1"/>	No	<input type="text" value="2"/>	Don't know	<input type="text" value="9"/>
-----	--------------------------------	----	--------------------------------	------------	--------------------------------

C6. What sort of job would you like to do?

a) I would like jobs such as:

.....

.....

.....

.....

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C6. b) I don't want jobs such as:

.....

.....

.....

.....



CCK File – Section C

cck600 C1: Child has use of a computer at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, when wants to	4480	29.4	59.5	59.5
	Yes, with others	1732	11.4	23.0	82.5
	Yes, for limited amounts	963	6.3	12.8	95.3
	No	352	2.3	4.7	100.0
	Total	7527	49.4	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	39	.3		
	Total	7704	50.6		
Total		15231	100.0		

cck601 C1a: No. of days each week child uses a computer at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	56	.4	.8	.8
	1	968	6.4	13.7	14.5
	2	1350	8.9	19.1	33.7
	3	1296	8.5	18.4	52.0
	4	945	6.2	13.4	65.4
	5	896	5.9	12.7	78.1
	6	455	3.0	6.5	84.6
	7	1055	6.9	15.0	99.5
	<Once a week	33	.2	.5	100.0
	Total	7054	46.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Don't know	8	.1		
	No response	504	3.3		
	Total	8177	53.7		
Total		15231	100.0		

cck602 C1b1: Child uses a home computer for school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5941	39.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1625	10.7		
	Total	9290	61.0		
Total		15231	100.0		

cck603 C1b2: Child uses a home computer for E-mails

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2797	18.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4769	31.3		
	Total	12434	81.6		
Total		15231	100.0		

CCK File – Section C

cck604 C1b3: Child uses a home computer for chat rooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	637	4.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6929	45.5		
	Total	14594	95.8		
Total		15231	100.0		

cck605 C1b4: Child uses a home computer for computer games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6209	40.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1357	8.9		
	Total	9022	59.2		
Total		15231	100.0		

cck606 C1b5: Child uses a home computer for surfing net

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4787	31.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	2779	18.2		
	Total	10444	68.6		
Total		15231	100.0		

cck607 C1b6: Child uses a home computer for something else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1187	7.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6379	41.9		
	Total	14044	92.2		
Total		15231	100.0		

cck610 C2a: Child goes to a library to use a computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1862	12.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5704	37.4		
	Total	13369	87.8		
Total		15231	100.0		

CCK File – Section C

cck611 C2b: Child goes to a friend's house to use a computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1616	10.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5950	39.1		
	Total	13615	89.4		
Total		15231	100.0		

cck612 C2c: Child goes to a relative's home to use a computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	956	6.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6610	43.4		
	Total	14275	93.7		
Total		15231	100.0		

cck613 C2d: Child goes to another place to use a computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	488	3.2	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7078	46.5		
	Total	14743	96.8		
Total		15231	100.0		

cck615 C2e: Child never goes elsewhere to use a computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3957	26.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	3609	23.7		
	Total	11274	74.0		
Total		15231	100.0		

cck620 C3: Child uses a computer at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7384	48.5	98.4	98.4
	No	123	.8	1.6	100.0
	Total	7507	49.3	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	59	.4		
	Total	7724	50.7		
Total		15231	100.0		

CCK File – Section C

cck621 C3a1: Child uses a computer at school in a special computer room

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6175	40.5	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1391	9.1		
	Total	9056	59.5		
Total		15231	100.0		

cck622 C3a2: Child uses a computer at school in a normal classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1953	12.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5613	36.9		
	Total	13278	87.2		
Total		15231	100.0		

cck623 C3a3: Child uses a computer at school somewhere else

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	743	4.9	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6823	44.8		
	Total	14488	95.1		
Total		15231	100.0		

CCK File – Section C

cck625 C3b: No. of hours per week child uses a computer in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	49	.3	.7	.7
	1	3531	23.2	49.1	49.8
	2	2130	14.0	29.6	79.5
	3	699	4.6	9.7	89.2
	4	300	2.0	4.2	93.4
	5	180	1.2	2.5	95.9
	6	80	.5	1.1	97.0
	7	54	.4	.8	97.7
	8	31	.2	.4	98.2
	9	18	.1	.3	98.4
	10	42	.3	.6	99.0
	11	4	.0	.1	99.1
	12	16	.1	.2	99.3
	13	2	.0	.0	99.3
	14	4	.0	.1	99.4
	15	8	.1	.1	99.5
	16	4	.0	.1	99.5
	17	1	.0	.0	99.5
	18	4	.0	.1	99.6
	20	5	.0	.1	99.7
	21	1	.0	.0	99.7
	24	5	.0	.1	99.7
	25	1	.0	.0	99.8
	26	1	.0	.0	99.8
	28	2	.0	.0	99.8
	33	1	.0	.0	99.8
	36	1	.0	.0	99.8
	40	2	.0	.0	99.9
	45	2	.0	.0	99.9
	48	2	.0	.0	99.9
	50	1	.0	.0	99.9
	60	1	.0	.0	99.9
	90	1	.0	.0	100.0
	Varies	3	.0	.0	100.0
	Total	7186	47.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Don't know	17	.1		
	No response	363	2.4		
	Total	8045	52.8		
Total		15231	100.0		

cck630 C3c1: Child uses a computer at school for Science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3065	20.1	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4501	29.6		
	Total	12166	79.9		
Total		15231	100.0		

CCK File – Section C

cck631 C3c2: Child uses a computer at school for Maths

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3356	22.0	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4210	27.6		
	Total	11875	78.0		
Total		15231	100.0		

cck632 C3c3: Child uses a computer at school for English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3859	25.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	3707	24.3		
	Total	11372	74.7		
Total		15231	100.0		

cck633 C3c4: Child uses a computer at school for Games/PE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	352	2.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7214	47.4		
	Total	14879	97.7		
Total		15231	100.0		

cck634 C3c5: Child uses a computer at school for Foreign Languages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2101	13.8	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5465	35.9		
	Total	13130	86.2		
Total		15231	100.0		

cck635 C3c6: Child uses a computer at school for Art

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1619	10.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5947	39.0		
	Total	13612	89.4		
Total		15231	100.0		

CCK File – Section C

cck636 C3c7: Child uses a computer at school for Music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	955	6.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6611	43.4		
	Total	14276	93.7		
Total		15231	100.0		

cck637 C3c8: Child uses a computer at school for Geography

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2488	16.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	5078	33.3		
	Total	12743	83.7		
Total		15231	100.0		

cck638 C3c9: Child uses a computer at school for History

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2826	18.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4740	31.1		
	Total	12405	81.4		
Total		15231	100.0		

cck639 C3c10: Child uses a computer at school for Information Technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5996	39.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	1570	10.3		
	Total	9235	60.6		
Total		15231	100.0		

cck640 C3c11: Child uses a computer at school for Design Technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2821	18.5	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	4745	31.2		
	Total	12410	81.5		
Total		15231	100.0		

CCK File – Section C

cck641 C3c12: Child uses a computer at school for Humanities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	974	6.4	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6592	43.3		
	Total	14257	93.6		
Total		15231	100.0		

cck642 C3c13: Child uses a computer at school for Citizenship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	700	4.6	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	6866	45.1		
	Total	14531	95.4		
Total		15231	100.0		

cck643 C3c14: Child uses a computer at school for other topic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	509	3.3	100.0	100.0
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	7057	46.3		
	Total	14722	96.7		
Total		15231	100.0		

cck650 C3d: Child's opinion of how good their teachers are at using computers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	2234	14.7	30.7	30.7
	Pretty good	2675	17.6	36.8	67.5
	Some good but not all	1818	11.9	25.0	92.5
	Not very good	188	1.2	2.6	95.1
	Very poor	105	.7	1.4	96.5
	Doesn't know	253	1.7	3.5	100.0
	Total	7273	47.8	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	293	1.9		
	Total	7958	52.2		
Total		15231	100.0		

CCK File – Section C

cck651 C3e: Child would like to use a computer more or less at school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A lot more	2163	14.2	29.3	29.3
	A bit more	2725	17.9	36.9	66.2
	About right	2193	14.4	29.7	95.9
	A bit less	162	1.1	2.2	98.1
	A lot less	57	.4	.8	98.9
	Doesn't want to use at all	81	.5	1.1	100.0
	Total	7381	48.5	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	185	1.2		
	Total	7850	51.5		
Total		15231	100.0		

cck660 C4: Child's opinion of their own computer skills compared to rest in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pretty good	3700	24.3	49.9	49.9
	About the same	3005	19.7	40.5	90.4
	Not so good	522	3.4	7.0	97.5
	Doesn't know	188	1.2	2.5	100.0
	Total	7415	48.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	151	1.0		
	Total	7816	51.3		
Total		15231	100.0		

cck670 C5: Child would like a job using computers when they leave school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1274	8.4	17.2	17.2
	No	2774	18.2	37.4	54.6
	Don't know	3363	22.1	45.4	100.0
	Total	7411	48.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	155	1.0		
	Total	7820	51.3		
Total		15231	100.0		

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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 inaccuracies. For the true sex of the child variable KZ021 should be used.]

cck900 D1: Child is a boy or girl

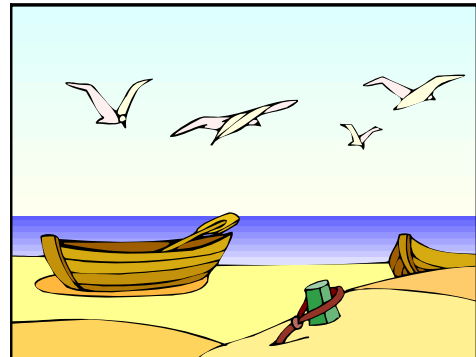
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boy	3513	23.1	46.5	46.5
	Girl	4035	26.5	53.5	100.0
	Total	7548	49.6	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	18	.1		
	Total	7683	50.4		
Total		15231	100.0		

D2. Who helped you fill this in?

A parent helped

Someone else helped

I did it all myself

**cck910 D2: Individual who helped child fill in questionnaire**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parent	1411	9.3	18.8	18.8
	Someone else	111	.7	1.5	20.3
	Child on own	5971	39.2	79.7	100.0
	Boxes 2+3 ticked	1	.0	.0	100.0
	Total	7494	49.2	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	No response	72	.5		
	Total	7737	50.8		
Total		15231	100.0		

D3. When were you born?

Day Month Year

[Note: The reported date of birth is 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 ALSPAC. This action was flagged in variable CCK990c. The month and year of completion were retained on the built file, but the day was dropped.]

cck990a D4: Date of completion of questionnaire - month

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	January	933	6.1	12.3	12.3
	February	725	4.8	9.6	21.9
	March	815	5.4	10.8	32.7
	April	683	4.5	9.0	41.7
	May	756	5.0	10.0	51.7
	June	709	4.7	9.4	61.1
	July	604	4.0	8.0	69.1
	August	682	4.5	9.0	78.1
	September	504	3.3	6.7	84.7
	October	446	2.9	5.9	90.6
	November	375	2.5	5.0	95.6
	December	334	2.2	4.4	100.0
	Total	7566	49.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Total	7665	50.3		
Total		15231	100.0		

cck990b D4: Date of completion of questionnaire - year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2002	94	.6	1.2	1.2
	2003	4139	27.2	54.7	55.9
	2004	3302	21.7	43.6	99.6
	2005	25	.2	.3	99.9
	2006	5	.0	.1	100.0
	2007	1	.0	.0	100.0
	Total	7566	49.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Total	7665	50.3		
Total		15231	100.0		

CCK File – Section D

cck990c DV: Date of completion replaced with date of receipt

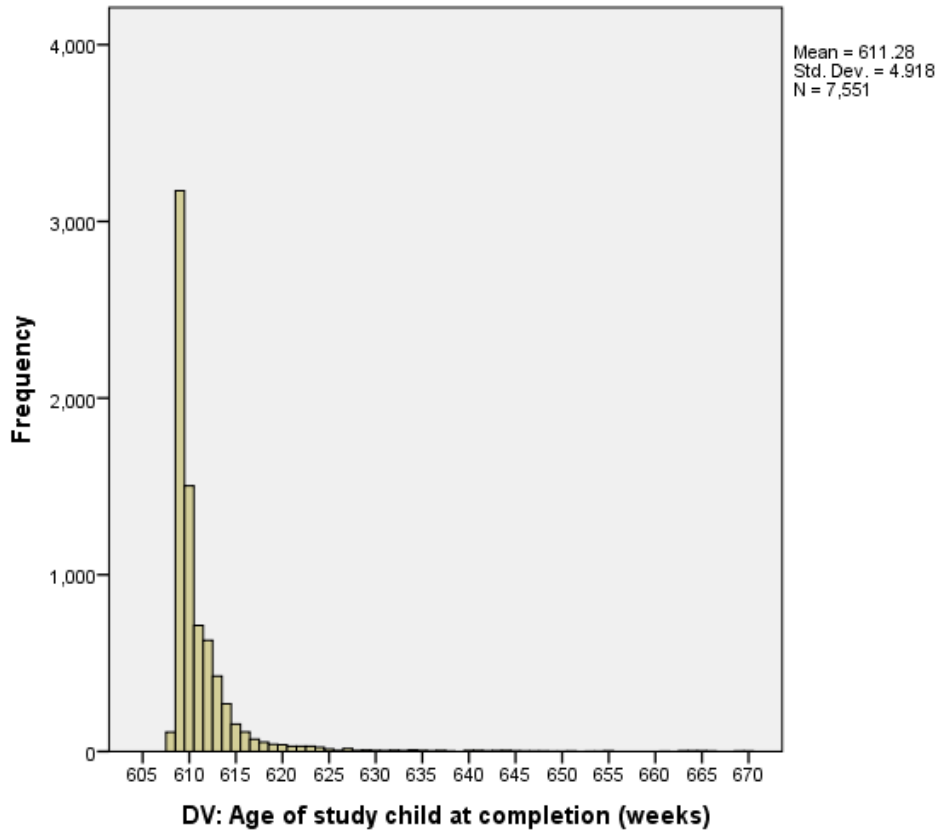
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, incomplete d.o.c.	98	.6	1.3	1.3
	Yes, illegal d.o.c.	1	.0	.0	1.3
	Yes, d.o.c. < d.o.s.	103	.7	1.4	2.7
	Yes, d.o.c. > d.o.r.	47	.3	.6	3.3
	No	7317	48.0	96.7	100.0
	Total	7566	49.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Total	7665	50.3		
Total		15231	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.

cck991a DV: Age of study child at completion (months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	137	1	.0	.0	.0
	139	1	.0	.0	.0
	140	6182	40.6	81.7	81.7
	141	945	6.2	12.5	94.2
	142	178	1.2	2.4	96.6
	143	106	.7	1.4	98.0
	144	39	.3	.5	98.5
	145	27	.2	.4	98.9
	146	16	.1	.2	99.1
	147	16	.1	.2	99.3
	148	14	.1	.2	99.5
	149	6	.0	.1	99.5
	150	5	.0	.1	99.6
	152	9	.1	.1	99.7
	153	5	.0	.1	99.8
	154	3	.0	.0	99.8
	155	1	.0	.0	99.8
	156	2	.0	.0	99.9
	157	1	.0	.0	99.9
	159	1	.0	.0	99.9
	164	3	.0	.0	99.9
	169	1	.0	.0	99.9
	170	2	.0	.0	100.0
	174	1	.0	.0	100.0
	179	1	.0	.0	100.0
	Total	7566	49.7	100.0	
Missing	Triplet / quadruplet	6	.0		
	Not completed	7659	50.3		
	Total	7665	50.3		
Total		15231	100.0		

cck991b DV: Age of study child at completion (weeks)

plus the following outliers < 608 or > 670:

DV: Age of study child at completion (weeks)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	599	1	6.7	6.7	6.7
	673	1	6.7	6.7	13.3
	674	1	6.7	6.7	20.0
	680	1	6.7	6.7	26.7
	682	1	6.7	6.7	33.3
	686	1	6.7	6.7	40.0
	695	1	6.7	6.7	46.7
	713	2	13.3	13.3	60.0
	716	1	6.7	6.7	66.7
	738	1	6.7	6.7	73.3
	740	1	6.7	6.7	80.0
	742	1	6.7	6.7	86.7
	761	1	6.7	6.7	93.3
	782	1	6.7	6.7	100.0
Total		15	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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Appendix A

This appendix contains the general coding instructions that are referred to whenever any questionnaire is being coded. 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.

CCK 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.

CCK 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.

Coding instructions for the first version (31/10/02) child's own questionnaire "Watches and Funny Feelings"

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 "Watches and Funny Feelings" replies

Follow the general rules outlined in the "General coding instructions for ALSPAC questionnaires - 2nd revision" document.

Ensure that all possible identifiers of the respondent in the answers are obliterated.

Front cover

Check that the questionnaire number is legible, and that the date of form is 31/10/02.

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

Page 2		
Section A		
A1	I	
A2	7	
A3	II	
A4	8	
Page 3		
A5a	I	
A5b	I	For multiple ticks: if the combination includes 5, code as 5. Otherwise: if the combination includes 2, code as 2. For any other combinations excluding a 5 or a 2, code as 4 and write '1+3' or whatever on the dotted line, alongside any text that may already be there.
A5c	I	For multiple ticks, the order of precedence is 1, 3, 2.
A5d	7	
A6a	I	
Page 4		
A6b		Text not being coded here.
A7	I	
A8a	I	
A8b	7	
Page 5		
A9a	7	Exception: if multiple ticks include 5, code as 5.
A9b	I	As A5b, <u>except</u> if the combination includes 6, code as 6.
A9c	I	For multiple ticks, the order of preference is 4, 1, 3, 2.
Page 6		
A9d	7	Exception: if multiple ticks include 4, code as 4.
A10a	7	

CCK File – Appendix B

A10b	7	
Page 7 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 8		
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.
Page 9		
B2a	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.
Page 10		
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.
B3a	8	
Page 11		
B3b	I	As B2b above.
B3c		Text not being coded here.
Page 12		
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 13		
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.

CCK File – Appendix B

B5a	I	N.B. Small misprint here in some questionnaires, but which does not affect the coding!
B5b	8	
B5c	I	If both 1 and 2 are ticked, code as 2 and add '+1' to any text that may already be on the 'please describe' lines.
Page 14		
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	I	
Page 15		
B6ci-v	I	There should be either a tick or a blank here.
B6cvi	I	As B6ci-v. If a relevant comment is written on the dotted line, ensure that the accompanying box is ticked.
Page 16		
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	
B7b		Text not being coded here.
B7c	I	
Page 17		
B7d	7	
B7e	7	
Page 18 Section C		
C1	8	
C1a	II	Generally, round fractions <u>down</u> to a whole number, EXCEPT if <u>only</u> '½' is written, round <u>up to 1</u> . If number of days indicated (excluding zero) works out as less than once a week, code as 8.
C1bi-v	I	There should be either a tick or a blank here.
C1bvi	I	As C1bi-v. If a relevant comment is written on the dotted line, ensure that the accompanying box is ticked.
Page 19		
C2a-c	I	There should be either a tick or a blank here.
C2d	I	As C2a-c. If a relevant comment is written on the dotted line, ensure that the accompanying box is ticked.
C2e	I	If this box is ticked there should be no ticks in answers a-d. If there are, strike out the answer in C2e.
C3	I	
C3ai, ii	I	There should be either a tick or a blank here.

CCK File – Appendix B

C3aiii	I	As C3ai-ii. If a relevant comment is written on the dotted line, ensure that the accompanying box is ticked.
C3b	II	If a fraction is written round $\frac{1}{4}$'s down, and $\frac{1}{2}$'s and $\frac{3}{4}$'s up.
Page 20		
C3ci-xiii	I	There should be either a tick or a blank here.
C3cxiv	I	As C3ci-xiii. If a relevant comment is written on the dotted line, ensure that the accompanying box is ticked.
Page 21		
C3d	8	
C3e	8	
Page 22		
C4	8	
C5	I	If 1 and 2 are ticked, code as 9.
C6a		Text not being coded here.
Page 23		
C6b		Text not being coded here.
Page 24 Section D		
D1	I	
D2	I	If 2+3 are ticked code as 4. Codes 1+2 = 1. Codes 1+3 = 1.
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.
Coder		Please put your initials here.

END OF QUESTIONNAIRE

ChW&FF (31/10/02)

Sheila Preece 14/05/03

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 “cck” 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 CCK007a = 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.