



Economic
and Social
Research Council



Early Life Cohort Feasibility Study Primary Informant Questionnaire for Consultation

Appendix 1: Topics and questions that could not be included in current draft due to space constraints

This document contains a list of questions and topics that were originally prioritised during our drafting of the questionnaire, following consultation with academic, policy and practitioner stakeholders.

Regrettably due to space constraints they have needed to be de-prioritised and have not been included in the current draft of the questionnaire. They are listed here for reference, grouped by scientific theme.

Beyond this there were many more valuable suggestions made during the consultation process, these have been documented in our consultation reports, which are available on the [consultation page of the ELC-FS website](#).

CONTENTS

Scientific theme 1: Cognitive, Social and Emotional Development of Infants.....	4
Vineland Adaptive Behaviour Scale	4
Scientific theme 2: Infant-Parent Relationships and Home Environment.....	5
Confusion, Hubbub and Order Scale of the Home Environment (CHAOS)	5
Distractions in Social Relations and Use of Parent Technology Scale (DISRUPT) Technoference Measurement.....	6
Disruption to childcare due to COVID-19.....	6
Questions about child’s siblings and shared environment	7
Intensive Parenting – overindulgence scale	7
Frequency of parent-child play scale (PPQ).....	7
Parenting approach to gender	8
Scientific Theme 3: Infant Health including Growth, Nutrition and Sleep	9
Time and Location of birth.....	9
Sources of help for child’s health problems	9
Pregnancy experience.....	9
Scientific Theme 4: Mental Health of Parents and Parental Health	10
List of Chronic Illnesses	10
Parents’ diet and obesity	10
Coronavirus Infection.....	10
Family history of health problems and mental health problems	11
DSM-5 Cross-Cutting Symptoms Measure.....	11
PCL-5 PTSD measure	11
Social Communications Disorder Checklist measure for Autism.....	11
Hyperactive/Inattention sub-scale of the SDQ.....	11
NEO-5 Personality Type measurement.....	11
Postnatal Depression	11
Scientific Theme 5: Social, Environmental and Neighbourhood Influences on Infant and Family ...	13
Reasons for housing relocations	13
Subjective neighbourhood assessment by respondent.....	13
Social capital and belonging in the community	14
Scientific Theme 6: Inequality, Disadvantage and Social Mobility in the New Cohort.....	15
Flexible Working Arrangements	15
Reason for returning or not returning to work after parental leave	16
Skills mismatch.....	17

Work and Family Life Scale	18
Assessing qualitative change in parents' financial situation	19
McCarthur Scale of Subjective Social Status (ladder)	19
Estimate of how many books in childhood home	19

SCIENTIFIC THEME 1: COGNITIVE, SOCIAL AND EMOTIONAL DEVELOPMENT OF INFANTS

VINELAND ADAPTIVE BEHAVIOUR SCALE

Description: Instrument measuring intellectual and developmental disabilities (e.g. Autism and ADHD) to be completed by the caregiver of the child (Sparrow and Cicchetti, 1989).

Length: Full question battery takes around 10 minutes.

SCIENTIFIC THEME 2: INFANT-PARENT RELATIONSHIPS AND HOME ENVIRONMENT

CONFUSION, HUBBUB AND ORDER SCALE OF THE HOME ENVIRONMENT (CHAOS)

Description: Questionnaire of 15 items to be completed by parents that measures level of disorganization and confusion in the child's home environment (Matheny *et al.*, 1995). Could not be included in addition to the home environment assessment conducted by the interviewer due to space constraints. Might be more effectively captured at a later sweep.

Length: Approximately 2.5 minutes

For each item parents are asked to respond true (or yes) if the item describes their home and false (or no) if the item does not describe their home.

- 1. There is very little commotion in our home.*
- 2. We can usually find things when we need them.*
- 3. We almost always seem to be rushed.*
- 4. We are usually able to stay on top of things.*
- 5. No matter how hard we try, we always seem to be running late.*
- 6. It's a real zoo in our home.*
- 7. At home we can talk to each other without being interrupted.*
- 8. There is often a fuss going on at our home.*
- 9. No matter what our family plans, it usually doesn't seem to work out.*
- 10. You can't hear yourself think in our home.*
- 11. I often get drawn into other people's arguments at home.*
- 12. Our home is a good place to relax.*
- 13. The telephone takes up a lot of our time at home.*
- 14. The atmosphere in our home is calm.*
- 15. First thing in the day, we have a regular routine at home.*

DISTRACTIONS IN SOCIAL RELATIONS AND USE OF PARENT TECHNOLOGY SCALE (DISRUPT)

TECHNOFERENCE MEASUREMENT

Description: 4 item questionnaire that assesses parents' tendencies towards use of their mobile devices while spending time with their child (McDaniel, 2021). Also requires mobile phone frequency measure.

Length: Approximately 0.66 minutes

Please rate your level of agreement with the following statements (Strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly disagree)

During the time I spend with my child...

... I find myself thinking about what I could be doing on or messages/notifications I might receive on my phone or mobile device.

... I find it difficult to stay away from checking my phone or mobile device.

... I feel like I use my phone or other mobile device too much.

... there are times that I could play with or interact with my child, but I am on my phone or mobile device instead

DISRUPTION TO CHILDCARE DUE TO COVID-19

Description: 3 questions adapted from the CLS COVID-19 survey. Decision to keep these as a second priority as may be less relevant to the main ELC study which would not be in the field until 2024.

Length: Approximately 0.5 minutes

Were any of your informal childcare arrangements affected by the COVID-19 pandemic, by informal we mean... (definition added here).

1 Yes

2 No

Were any of your formal childcare arrangements affected by the COVID-19 pandemic, by formal we mean... (definition added here).

1 Yes

2 No

How disruptive was this for your family?

Very disruptive, caused many difficulties and stress

Quite disruptive, caused some difficulties and stress

Mildly disruptive, caused short-lived difficulties and hassle

Not disruptive, any challenges quite easily resolved

QUESTIONS ABOUT CHILD'S SIBLINGS AND SHARED ENVIRONMENT

Description: There was a desire in the user consultation to ask questions about the child's siblings, their relationship, and the environments that they share. This was deemed an important topic area but due to space constraints will be deferred to later waves.

Length: No estimate as not written

INTENSIVE PARENTING — OVERINDULGENCE SCALE

Description: There was a suggestion in the user consultation to measure intensive parenting behaviours, with a specific suggestion to use the 30-item overindulgence scale (Bredehoft and Walcheski, 2007). Not enough space to explore in questionnaire.

Length: Approximately 4 minutes

FREQUENCY OF PARENT-CHILD PLAY SCALE (PPQ)

Description: Play and parent-child interaction is currently asked about in the current questionnaire draft using questions from ALSPAC and Growing up in Scotland, but a useful suggestion from the user consultation was the more detailed parent-child play scale (Ahmadzadeh *et al.*, 2020).

Length: Approximately 2 minutes

Thinking back over the past month please indicate how often you have played with your child in the following ways...

Active physical play—for example, lifting or swinging your child, rough and tumble

Gentle physical play—for example, tickling, moving child's limbs, playing finger games such as 'this little piggy'

Play with toys—for example, grasping/holding/shaking toys, putting rings on a stack, building blocks

Pretend games—for example, make a toy dog bark, talk on toy telephone, move a wooden block as if it is a car

Turn-taking play without toys/other objects—for example, peek-a-boo, pat-a-cake, 'where's baby's eyes?', 'I spy'

Play with books—for example, pointing to pictures in books and magazines, reading to your child

Noisy play—for example, banging saucepans, child instruments

Singing—for example, singing nursery rhymes

PARENTING APPROACH TO GENDER

Description: There was a suggestion in the user consultation to explore parents' approach to raising their children with or without gender. Due to space constraints this will be asked in a later wave.

Length: No estimate as not written

FEINBERG CO-PARENTING MEASURE

Description: There was a lot of interest in co-parenting in the user consultation and this will be asked in a later wave. The suggestion was to use the 35-item Feinberg co-parenting measure (Feinberg, Brown and Kan, 2012).

Length: Approximately 4 minutes, short form of 14-items 2 minutes

SCIENTIFIC THEME 3: INFANT HEALTH INCLUDING GROWTH, NUTRITION AND SLEEP

TIME AND LOCATION OF BIRTH

Description: If space allowed time of day and location of the child's birth (e.g. at home or in hospital would be asked). We will need to explore their availability via linked health records and if needed would review this decision.

Length: Approximately 0.5 minutes

SOURCES OF HELP FOR CHILD'S HEALTH PROBLEMS

Description: If space allowed, where parents sought help for child's specific health problems would be asked. This was decided as a priority 2 item in light of the service use question battery currently included in the questionnaire, which asks for service use but does not tie it to specific reported health problems.

Length: Approximately 0.66 minutes

Have you sought help for child for any of these problems?

1 Sought medical help - Doctors surgery/ GP

2 Sought medical help - A&E

3 Sought medical help - Hospital specialist

4 Sought help from psychologist

5 Sought help from health visitor

6 Sought help from Child and Adolescent Mental Health Services

7 Sought help from Sure Start/ Children's Centre

8 Sought speech and language therapy

9 Sought Course/Training for parent/carer

10 Sought help from other specific source

11 Vague / irrelevant answer to where sought help

12 Uncodeable answer to where sought help

PREGNANCY EXPERIENCE

Description: Pregnancy and miscarriage histories. Not prioritised due to space constraints.

Length: No estimate as not written

SCIENTIFIC THEME 4: MENTAL HEALTH OF PARENTS AND PARENTAL HEALTH

LIST OF CHRONIC ILLNESSES

Description: The current questionnaire asks the parents whether they have any long-standing illnesses and whether this is limiting for them. If space allowed, a list of which conditions the parents had would be included.

Length: Approximately 1 minute.

PARENTS' DIET AND OBESITY

Description: The current questionnaire asks for the parents' pre-pregnancy weight and their height. If space allowed, a measure of parental diet would be included such as food frequency (below from Life Study scientific protocol).

Length: Approximately 1.25 minutes.

- 1) *How many days a week do you usually eat breakfast*
- 2) *How often do you eat fresh, dried or tinned fruit?*
- 3) *How many portions a day?*
- 4) *What type of bread, rolls, or chapattis do you usually eat?*
- 5) *What type of milk do you usually use?*
- 6) *How often do you eat vegetables, either raw or cooked?*
- 7) *How many portions a day?*
- 8) *How often do you eat sweets or chocolate?*
- 9) *How often do you eat processed meat?*
- 10) *How often do you eat crisps and other savoury snacks?*

CORONAVIRUS INFECTION

Description: Two questions about whether and when each parent had coronavirus. These have been decided as a second priority as may not be too relevant at time of main study questionnaire fielding (likely to be 2024 onwards). Long covid and other covid disruption questions remain in the questionnaire draft.

Length: Approximately 0.5 minutes

FAMILY HISTORY OF HEALTH PROBLEMS AND MENTAL HEALTH PROBLEMS

Description: There was a suggestion to collect family histories of health and mental health problems from parents. This will be included in subsequent waves but not currently due to space constraints.

Length: No estimate as not written

DSM-5 CROSS-CUTTING SYMPTOMS MEASURE

Description: 23-item questionnaire that covers depression, anger, mania, anxiety, somatic symptoms, sleep disturbance, repetitive thought and behaviours, and substance use (American Psychiatric Association, no date). If space allowed and suitable to choose specific items from the scale, questions on anger, somatic symptoms and repetitive thoughts would be included in the questionnaire as these are not directly asked about in the short form PHQ and GAD, and the Kessler 6 inventory which are already included.

Length: Approximately 1 minute for specific additions.

PCL-5 PTSD MEASURE

Description: A 20-item assessment of post-traumatic stress disorder to be measured among parents (Weathers *et al.*, 2013). Not enough space to include. Refers to specific traumatic incidents so may not be suitable for this population-wide setting.

Length: Approximately 3 minutes.

SOCIAL COMMUNICATIONS DISORDER CHECKLIST MEASURE FOR AUTISM

Description: 12-item assessment of abnormalities in the autistic triad for the parents (Skuse, Mandy and Scourfield, 2005). Not enough space to include. Could be captured at a future sweep.

Length: Approximately 1.5 minutes.

HYPERACTIVE/INATTENTION SUB-SCALE OF THE SDQ

Description: 5-item measure for ADHD to be measured among parents (Ullebø *et al.*, 2011). Not enough space to include. Could be captured at a future sweep.

Length: Approximately 0.66 minutes.

NEO-5 PERSONALITY TYPE MEASUREMENT

Description: 24-item assessment of personality for the two parents to determine 'Big 5' personality traits (Costa and McCrae, 1992b, 1992a). Could be captured at a future sweep.

Length: Approximately 2.5 minutes

POSTNATAL DEPRESSION

Description: Suggestion from user consultation to measure post-natal depression retrospectively using the Edinburgh post-natal depression scale (9 items) (Cox, Holden and Sagovsky, 1987). Decision not to include retrospective questions about

symptoms of depression.

Length: Approximately 1 minute.

SCIENTIFIC THEME 5: SOCIAL, ENVIRONMENTAL AND NEIGHBOURHOOD INFLUENCES ON INFANT AND FAMILY

REASONS FOR HOUSING RELOCATION

Description: Assessed using the following question from MCS2 and Life Study which asks for the reasons behind the move to the respondent's current address:

Length: Approximately 0.25 minutes

What were the main reasons you moved to your current address?

- 1 Wanted to buy*
- 2 Wanted a larger home*
- 3 Wanted better home*
- 4 Job change/nearer work*
- 5 Spouse or partner job change*
- 6 To be nearer relative/s*
- 7 Could no longer afford it*
- 8 Evicted/repossessed*
- 9 Relationship breakdown*
- 10 New relationship*
- 11 Wanted to move to better area 12 For children's education*
- 13 Just wanted a change*
- 14 Wanted place of my own*
- 15 Problem with neighbours*
- 16 Other*

SUBJECTIVE NEIGHBOURHOOD ASSESSMENT BY RESPONDENT

Description: At present the questionnaire includes an assessment of the neighbourhood by the interviewer and one question by the respondent about perceived safety. If space allowed, two more questions subjectively assessing the neighbourhood would be added from Life Study and MCS:

Length: Approximately 0.25 minutes

How satisfied are you with the area as a place to live?

Is this a good area to bring up children?

SOCIAL CAPITAL AND BELONGING IN THE COMMUNITY

Description: If space allowed, two more questions from the ONS would be included capturing trust and belonging in the community (elements of social capital).

Length: 0.25 minutes

Would you say that most people in your neighbourhood can be trusted? (Agreement scale)

Do you feel like you belong in your community? (Agreement scale)

SCIENTIFIC THEME 6: INEQUALITY, DISADVANTAGE AND SOCIAL MOBILITY IN THE NEW COHORT

FLEXIBLE WORKING ARRANGEMENTS

Description: Assessed using the following question from Born in Bradford Sweep 1 which asks whether the respondent's employer offers any flexible working options.

Length: Approximately 0.5 minutes

Does your employer offer any of the following arrangements for any employees?

- 1 Part-time working*
- 2 Job-sharing*
- 3 Flexible working hours (flexi-time)*
- 4 Working at or from home occasionally*
- 5 Working at or from home all the time*
- 6 Special shifts (e.g. evening, school hours)*
- 7 9-day fortnights/4 day working weeks (for full time employees)*
- 8 School term-time contracts*
- 96 None of these*

REASON FOR RETURNING OR NOT RETURNING TO WORK AFTER PARENTAL LEAVE

Description: Assessed using the following questions from the Maternity and Paternity Rights Survey.

Length: Approximately 1 minute

IF RETURNED TO WORK: What were the reasons for returning to work at that time? CODE ALL THAT APPLY

- 1. My maternity leave came to an end*
- 2. My maternity pay/benefits came to an end*
- 3. I got additional money from my employer for returning at that time*
- 4. I needed the money*
- 5. I was worried I might lose my job if I stayed away longer*
- 6. A longer break could have harmed my career/business*
- 7. I enjoy working and was keen to return*
- 8. I missed the company at work*
- 9. I wanted to work to be independent*
- 10. I found a new job that suited my needs*
- 11. I found suitable childcare*
- 12. Other (PLEASE SPECIFY)*

IF LEAVE ENDED AND NO RETURN TO WORK: Why have you not returned to work?

Or IF LEAVE NOT ENDED AND NO PLAN TO RETURN: Why are you planning to not return to work?

- 1 I prefer to look after my child/ren myself*
- 2 I cannot earn enough to pay for childcare*
- 3 I cannot find suitable childcare*
- 4 There are no jobs in the right place for me*
- 5 There are no jobs with the right hours for me*
- 6 There are no jobs available for me 7 I am in full-time education*
- 8 I am on a training course*
- 9 My family would lose benefits if I was earning*
- 10 I am caring for an elderly or ill relative or friend*
- 11 I cannot work because of poor health*
- 12 I prefer not to work*
- 13 My husband/partner disapproves*
- 95 Some other reason(s)*

SKILLS MISMATCH

Description: Assess whether respondent's skill set is matched to their job using the following question from WERS 2011. This question can be used to assess whether women's career progression is stalling following maternity leave.

Length: Approximately 0.25 minutes

How well do the work skills you personally have match the skills you need to do your present job? Tick one box only

- 1 Much higher*
- 2 A bit higher*
- 3 About the same*
- 4 A bit lower*
- 5 Much lower*

WORK AND FAMILY LIFE SCALE

Description: This 6-item scale suggested during consultation assesses the respondent's control over their working hours and how they balance their work and family life.

Length: Approximately 1 minute

1. *Do you have control over what hours you work? (7-point scale)*
2. *In general, how stressful do you find your present work situation? (5-point scale)*
3. *Using the 6-point scale below, please rate which area of your life is most important to you at the present time (circle one).*

1	2	3	4	5	6
<i>job is much more important</i>	<i>job is a little more important</i>		<i>family is a little more important</i>		<i>family is much more important</i>

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS.

	Agree Strongly	Agree	Disagree	Disagree Strongly
4. <i>I have sacrificed some of my work or career goals in order to devote more time to my family.</i>	1	2	3	4
5. <i>I have given up time with my family in order to devote more time to my work.</i>	1	2	3	4
6. <i>I am satisfied with the support my partner has given me in my decisions about working outside the home.</i>	1	2	3	4

ASSESSING QUALITATIVE CHANGE IN PARENTS' FINANCIAL SITUATION

Description: Question to assess as a second priority whether parents feel that their financial situation has improved or worsened since pregnancy and birth, with suggestion to use wording from the CLS COVID-19 surveys.

Length: Approximately 0.25 minutes

Overall, how do you feel your current financial situation compares to before pregnancy/birth (TBD)?

I'm much worse off

I'm a little worse off

I'm about the same

I'm a little better off

I'm much better off

MACARTHUR SCALE OF SUBJECTIVE SOCIAL STATUS (LADDER)

Description: Used in ELSA to measure self-perceived social status by the respondent by placing themselves on a socio-economic status ladder (Alder and Stewart, 2007).

Length: Approximately 1 minute

Consider that the ladder that I am showing you represents the place that people occupy in society. At the top of this ladder are the people who have more money, more education and better jobs. At the bottom of the ladder are the people who have less money, less education and worse jobs (jobs with less recognition) or are unemployed.

The higher you consider yourself in this ladder, the closer you will be to the people who are at the top of the ladder, and the lower, closer you will be to people who find themselves at the bottom. Where would you place yourself on this ladder?

Ladder has 10 rungs

ESTIMATE OF HOW MANY BOOKS IN CHILDHOOD HOME

Description: An estimate of the cultural capital in the parent's childhood home. Respondent will be asked to estimate how many books there were in their home when they were 14 using picture prompts.

Length: Approximately 1 minute.

INCOME QUESTIONS

Description: To keep the questionnaire to time, the income and benefits section of the questionnaire was streamlined. As a result, asking about income from a self-employment business, individual benefits and other sources of income was deprioritised. These questions were replaced by one question asking about income from paid employment and one question asking about total net family income from all sources.

REFERENCES

- Ahmadzadeh, Y. I. *et al.* (2020) 'The Parent Play Questionnaire: Development of a parent questionnaire to assess parent–child play and digital media use', *Social Development*. John Wiley & Sons, Ltd, 29(4), pp. 945–963. doi: 10.1111/SODE.12450.
- Alder, N. and Stewart, J. (2007) *The MacArthur Scale of Subjective Social Status*.
- American Psychiatric Association (no date) *DSM-5 Self-Rated Level 1 Cross-Cutting Symptom Measure—Adult*. Available at: <https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures>.
- Bredehoft, D. and Walcheski, M. (2007) 'Overindulgence: Parental Overindulgence Assessment Scale', in *Presented at the National Council on Family Relations 69th Annual Conference*.
- Costa, P. T. and McCrae, R. R. (1992a) 'Normal personality assessment in clinical practice: The NEO Personality Inventory.', *Psychological Assessment*, 4, pp. 5–13.
- Costa, P. T. and McCrae, R. R. (1992b) 'The five factor model of personality and its relevance to personality disorders.', *Journal of Personality Disorders*, 6, pp. 343–359.
- Cox, J., Holden, J. and Sagovsky, R. (1987) 'Detection of postnatal depression. Development of the 10-item Edinburgh Postnatal Depression Scale', *The British journal of psychiatry: the journal of mental science*. Br J Psychiatry, 150(JUNE), pp. 782–786. doi: 10.1192/BJP.150.6.782.
- Feinberg, M. E., Brown, L. D. and Kan, M. L. (2012) 'A Multi-Domain Self-Report Measure of Coparenting', *Parenting*, 12(1), pp. 1–21. doi: 10.1080/15295192.2012.638870.
- Matheny, A. P. *et al.* (1995) 'Bringing order out of chaos: Psychometric characteristics of the confusion, hubbub, and order scale', *Journal of Applied Developmental Psychology*. JAI, 16(3), pp. 429–444. doi: 10.1016/0193-3973(95)90028-4.
- McDaniel, B. T. (2021) 'The DISRUPT: A measure of parent distraction with phones and mobile devices and associations with depression, stress, and parenting quality', *Human Behavior and Emerging Technologies*. John Wiley and Sons Inc. doi: 10.1002/HBE2.267.
- Skuse, D. H., Mandy, W. P. L. and Scourfield, J. (2005) 'Measuring autistic traits: heritability, reliability and validity of the Social and Communication Disorders Checklist', *The British Journal of Psychiatry*. Cambridge University Press, 187(6), pp. 568–572. doi: 10.1192/BJP.187.6.568.
- Sparrow, S. S. and Cicchetti, D. V. (1989) 'The Vineland Adaptive Behavior Scales', in *Major psychological assessment instruments*, pp. 199–231.
- Ullebø, A. *et al.* (2011) 'Screening for the attention deficit hyperactivity disorder phenotype using the strength and difficulties questionnaire', *European child & adolescent psychiatry*. Eur Child Adolesc Psychiatry, 20(9), pp. 451–458. doi: 10.1007/S00787-011-0198-9.
- Weathers, F. W. *et al.* (2013) *The PTSD Checklist for DSM-5 (PCL-5)*. National Center for PTSD. Available at: www.ptsd.va.gov.