

Appendix A Fieldwork Documents

Advance letter Core sample

The next stage of the 1970 British Cohort Study, of which you are such a valued member, is about to begin and we are writing to ask for your help. As you will know, this long running project has been gathering information for 33 years about everyone in Britain born in the same week as you.

The current survey is being carried out by the National Centre for Social Research (NatCen), an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education. We would like to visit you, at your convenience, to see what has happened in your life since the last time we contacted you.

The study is essential for planning services and developing policies to improve the lives of people in Britain. The information collected so far has provided important insights into the way that individual lives are shaped by different factors, from health and family life to education and employment. You can therefore see how important your continuing participation in the study is.

An interviewer from NatCen will be in touch with you shortly to arrange a convenient time to visit. If you would prefer the interviewer to make their initial contact by telephone please call **Freephone xxxx xxx xxx**. If your address or telephone number has changed, or if you have any questions or would like further information, please contact us on the above freephone number.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a picture of life in Britain today, and will not be released in any way that enables you to be identified. We shall be pleased to send you some of the results when they are available.

We are very grateful for the help you have given us to date and hope very much that you will wish to help us again.

Yours sincerely,



Professor John Bynner



Professor Neville Butler

Advance letter Parent and Child sample

The next stage of the 1970 British Cohort Study, of which you are such a valued member, is about to begin and we are writing to ask for your help. As you will know, this long running project has been gathering information for 33 years about everyone in Britain born in the same week as you. The current survey is being carried out by the National Centre for Social Research (NatCen), an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

We would like to visit you, at your convenience, to see what has happened in your life since the last time we contacted you. Also, for those of you who have children, we would like to gather some information about them. Our interviewer will gladly explain more about this.

The study is essential for planning services and developing policies to improve the lives of people in Britain. The information collected so far has provided important insights into the way that individual lives are shaped by different factors, from health and family life to education and employment. You can therefore see how important your continuing participation in the study is.

An interviewer from NatCen will be in touch with you shortly to arrange a convenient time to visit. If you would prefer the interviewer to make their initial contact by telephone please call **Freephone xxxx xxx xxx**. If your address or telephone number has changed, or if you have any questions or would like further information, please contact us on the above freephone number.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. The information you provide will be used solely to produce a picture of life in Britain today, and will not be released in any way that enables you to be identified. We shall be pleased to send you some of the results when they are available.

We are very grateful for the help you have given us to date and hope very much that you will wish to help us again.

Yours sincerely,



Professor John Bynner



Professor Neville Butler

BCS70 2004 - 2005 Calendar

1984	J	F	M	A (14)	M	J	J	A	S	O	N	D
1985	J	F	M	A (15)	M	J	J	A	S	O	N	D
1986	J	F	M	A (16)	M	J	J	A	S	O	N	D
1987	J	F	M	A (17)	M	J	J	A	S	O	N	D
1988	J	F	M	A (18)	M	J	J	A	S	O	N	D
1989	J	F	M	A (19)	M	J	J	A	S	O	N	D
1990	J	F	M	A (20)	M	J	J	A	S	O	N	D
1991	J	F	M	A (21)	M	J	J	A	S	O	N	D
1992	J	F	M	A (22)	M	J	J	A	S	O	N	D
1993	J	F	M	A (23)	M	J	J	A	S	O	N	D
1994	J	F	M	A (24)	M	J	J	A	S	O	N	D
1995	J	F	M	A (25)	M	J	J	A	S	O	N	D
1996	J	F	M	A (26)	M	J	J	A	S	O	N	D
1997	J	F	M	A (27)	M	J	J	A	S	O	N	D

BCS70 2004 - 2005 Calendar

Please Turn Over

1998	J	F	M	A (28)	M	J	J	A	S	O	N	D
1999	J	F	M	A (29)	M	J	J	A	S	O	N	D
2000	J	F	M	A (30)	M	J	J	A	S	O	N	D
2001	J	F	M	A (31)	M	J	J	A	S	O	N	D
2002	J	F	M	A (32)	M	J	J	A	S	O	N	D
2003	J	F	M	A (33)	M	J	J	A	S	O	N	D
2004	J	F	M	A (34)	M	J	J	A	S	O	N	D

Mover letter

Cohort Number _____

Dear _____

The next stage of the 1970 British Cohort Study, of which you are such a valued member, is about to begin and we are writing to ask for your help. As you will know, this long running project has been gathering information for 33 years about everyone in Britain born in the same week as you. The current survey is being carried out by the National Centre for Social Research (NatCen), an independent research organisation, on behalf of the Centre for Longitudinal Studies at the Institute of Education.

The study is essential for planning services and developing policies to improve the lives of people in Britain. The information collected so far has provided important insights into the way that individual lives are shaped by different factors, from health and family life to education and employment. You can therefore see how important your continuing participation in the study is.

An interviewer from NatCen called today at the address we have on our files and found that you now live elsewhere.

The interviewer spoke to _____ who did not wish to give your new address without your permission, but did agree to forward this letter to you on our behalf.


We would be most grateful if you would let us have details of your present address as soon as possible, wherever you are living now. Please call us on **Freephone xxxx xxx xxx**. Alternatively, you can complete the form on the back of this letter and return it to us in the FREEPOST envelope – you will not need a stamp. If you have any queries or would like any further information please do not hesitate to contact us on the above freephone number.

Can I stress that by giving us your address you are not committing yourself to be interviewed. You can decide that when the interviewer contacts you to explain the interview. We are very grateful for the help you have given us to date and hope very much that you will wish to help us again. As always, your answers will be treated in strict confidence.



Yours sincerely

Professor John Bynner



Professor Neville Butler

1.2 MY NEW ADDRESS

Please complete this form using BLOCK CAPITALS

Title:	First Name:	Surname:
--------	-------------	----------

Address:	
Postcode:	Telephone: (inc. STD code)

PLEASE COMPLETE THE FOLLOWING:

To us help check our records are correct, what is your full date of birth?

--	--

April 1970

- If you have ever changed your name (*eg:* as a result of marriage), please give details of your old and new names below:

Current (new) surname/family name:
Current (new) first name(s):
Old surname/family name(s):
Old first name(s):

Please return the completed form in the enclosed FREEPOST envelope - you don't need a stamp if you post it in the UK.

If you have any questions about this form, or about the 1970 British Cohort Study please call:

Freephone xxxx xxx xxx.

1.2.1 THANK YOU FOR YOUR HELP

Occupier letter

Dear Sir / Madam,

We are trying to find the person named above who has taken part over many years in an important research study.

If you are the person, we would like to be sure that we write to you at the correct address in future. Please let us have full details of your current address. You can complete the form on the back of this letter, and return it to us in the enclosed FREEPOST envelope - you won't need a stamp if you post it within the UK. If you prefer, you can telephone us on xxxx xxx xxx - your call will be free.

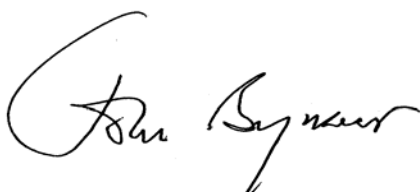
If you are not the person who took part in the study, can you help by forwarding this letter to them; or by giving us details of their new address, or the name and address of someone who can?

If you do not know of any way of getting in touch with this person, please let us know so that we can avoid bothering you again.

If you return this letter to us, please be sure to tick one of the boxes on the back of this letter.

Thank you for your help.

Yours sincerely,



Professor John Bynner



Professor Neville Butler

Please turn over...

We are trying to find an address for:

Please tick the appropriate box below, and give details requested.

- A. ☐ I am the person named above.
- B. ☐ I am not the person, but I know a forwarding address.
- C. ☐ I am not the person, but I know someone who may be able to help.
- D. ☐ I do not know the whereabouts of the person named above.
- } Please give details at **E.** below

THE INFORMATION YOU GIVE WILL BE TREATED IN STRICTEST CONFIDENCE.

E. Please give address details below, using BLOCK CAPITALS

Address:

Postcode:

Telephone:

IF YOU ARE THE PERSON, PLEASE COMPLETE THE FOLLOWING:

- Just to check our records are correct, what is your full date of birth?

- If you have ever changed your name (eg: as a result of marriage), please give details of your old and new names below:

Current (new) last/family name:

Current (new) first name(s):

Old last / family name(s):

Old first name(s):

Please help by completing this form and returning it in the enclosed FREEPOST envelope - you don't need a stamp if you post it in the UK. If you have any questions, please call xxxx xxx xxx - your call will be free. **THANK YOU**

P2321 1970 BRITISH COHORT STUDY (BCS70)
CORE 2004 survey
ADDRESS RECORD FORM (ARF)

ASSIGNMENT/SLOT NAME:	
TRIP/RETURN NO:	
FINAL INTERVIEW OUTCOME (Page 7)	

NAME & ADDRESS LABEL

CHANGE OF ADDRESS

Interviewer Name:

Interviewer number:

CM Telephone No:

No Tel: 2

No. refused / ex-directory: 3

Total no of calls:

Call No.	Date DD/MM	Day of week	Call Start Time 24hr Clock	CALLS RECORD (Note all calls, including telephone calls)	*Call Status (Enter codes only)	Call End Time 24hr Clock
1	/		:			:
2	/		:			:
3	/		:			:
4	/		:			:
5	/		:			:
6	/		:			:
7	/		:			:
8	/		:			:
9	/		:			:
10	/		:			:

Call Status Codes: 1=No Reply, 2=Contact Made at address, 3=Appointment Made, 4=Any Interviewing done, 5=Any Other Outcome (describe in calls record)

A. Contact with cohort member				
A1	Is the cohort member living at this address?			
	Yes	A	GO TO E1	
	No	B	GO TO A3	
	Don't know	C	GO TO A2	
	Office Refusal	410	RETURN TO OFFICE	*
	Cohort member died	700		
Re-allocated to another interviewer	900			
A2	Why were you unable to establish whether the cohort member is living at this address?			
	Address inaccessible	620	CALL OFFICE BEFORE RETURNING	*
	Unable to locate address / insufficient address	630		
	Information refused about whether cohort member lives at address	651	RETURN TO OFFICE	*
	Unknown if cohort member resident due to non-contact at address after 4+ calls	652		
A3	Were you able to obtain a follow-up address for the cohort member?			
	Yes, follow up address in area	D	RECORD ADDRESS AT B1	
	Yes, but follow up address outside area	681	RECORD ADDRESS AT B1 and RETURN TO OFFICE	*
	No follow up address obtained	682	RECORD TRACING ATTEMPTS AT A4	
	No follow up address obtained - demolished / derelict	720		
	No follow up address obtained - vacant / empty housing unit	730		
	No follow up address obtained - non - residential address	740		
Left mover letter	683	RETURN TO OFFICE	*	
A4	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER			
	Fill in any address details at B1.			
				RETURN TO OFFICE

B. Tracing cohort member - attempt 1			
B1	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	NOTES ON ADDRESS LOCATION:		
B2	Is the cohort member living at the above address?		
	Yes	A	GO TO E1
	No	B	GO TO B4
	Don't know	C	GO TO B3
	Office refusal	410	RETURN TO OFFICE
	Cohort member died	700	
	Re-allocated to another interviewer	900	
B3	Please code the reason why you are unable to establish whether the cohort member is living at this address.		
	Address inaccessible	620	CALL OFFICE BEFORE RETURNING
	Unable to locate address / insufficient address	630	
	Information refused about whether cohort member lives at address	651	RETURN TO OFFICE
	Unknown if cohort member resident due to non-contact at address after 4+ calls	652	
B4	Were you able to obtain a follow-up address for the cohort member?		
	Yes, follow up address in area	D	RECORD ADDRESS AT C1
	Yes, but follow up address outside area	681	RECORD ADDRESS AT C1 and RETURN TO OFFICE
	No follow up address obtained	682	RECORD TRACING ATTEMPTS AT B5
	No follow up address obtained – demolished / derelict	720	
	No follow up address obtained – vacant / empty housing unit	730	
	No follow up address obtained - non – residential address	740	
Left mover letter	683	RETURN TO OFFICE	
B5	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER		
	Fill in any address details at C1.		
RETURN TO OFFICE			

C. Tracing cohort member - attempt 2			
C1	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	NOTES ON ADDRESS LOCATION:		
C2	Is the cohort member living at the above address?		
	Yes	A	GO TO E1
	No	B	GO TO C4
	Don't know	C	GO TO C3
	Office refusal	410	RETURN TO OFFICE
	Cohort member died	700	
	Re-allocated to another interviewer	900	
C3	Please code the reason why you are unable to establish whether the cohort member is living at this address.		
	Address inaccessible	620	CALL OFFICE BEFORE RETURNING
	Unable to locate address / insufficient address	630	
	Information refused about whether cohort member lives at address	651	RETURN TO OFFICE
	Unknown if cohort member resident due to non-contact at address after 4+ calls	652	
C4	Were you able to obtain a follow-up address for the cohort member?		
	Yes, follow up address in area	D	RECORD ADDRESS AT D1
	Yes, but follow up address outside area	681	RECORD ADDRESS AT D1 and RETURN TO OFFICE
	No follow up address obtained	682	RECORD TRACING ATTEMPTS AT C5
	No follow up address obtained – demolished / derelict	720	
	No follow up address obtained – vacant / empty housing unit	730	
	No follow up address obtained - non – residential address	740	
Left mover letter	683	RETURN TO OFFICE	
C5	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER		
	Fill in any address details at D1.		
RETURN TO OFFICE			

D. Tracing cohort member - attempt 3			
D1	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	NOTES ON ADDRESS LOCATION:		
D2	Is the cohort member living at the above address?		
	Yes	A	GO TO E1
	No	B	GO TO D4
	Don't know	C	GO TO D3
	Office refusal	410	RETURN TO OFFICE
	Cohort member died	700	
Reallocated to another interview	900		
D3	Please code the reason why you are unable to establish whether the cohort member is living at this address.		
	Address inaccessible	620	CALL OFFICE BEFORE RETURNING
	Unable to locate address / insufficient address	630	
	Information refused about whether cohort member lives at address	651	RETURN TO OFFICE
	Unknown if cohort member resident due to non-contact at address after 4+ calls	652	
D4	Were you able to obtain a follow-up address for the cohort member?		
	Yes, follow up address in area	D	GO TO D6
	Yes, but follow up address outside area	681	GO TO D6
	No follow up address obtained	682	RECORD TRACING ATTEMPTS AT D5
	No follow up address obtained – demolished / derelict	720	
	No follow up address obtained – vacant / empty housing unit	730	
	No follow up address obtained - non – residential address	740	
Left mover letter	683	RETURN TO OFFICE	
D5	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER		
	Fill in any address details at D6.		
RETURN TO OFFICE			

D6	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)	
	ADDRESS:	
	POSTCODE:	
	PHONE NO: (inc. area code)	MOBILE NO:
	NOTES ON ADDRESS LOCATION:	

E. Core interview			
E1	Was the cohort member willing to participate?		
	Yes	A	GO TO F1
	No	B	GO TO G3
F. Adult assessment			
F1	Was the reading and writing booklet completed? CODE ONE ONLY		
	Yes	1	GO TO G1
	No – CM refused	2	GO TO G1
	No booklet for another reason	3	GO TO G1
G. Interview outcome codes			
G1	PRODUCTIVE OUTCOMES: Code one only		
	Full core interview	111	GO TO H1
	Full proxy interview	130	GO TO G2
	Partial core interview	211	GO TO G5
G2	Enter name of proxy informant and their relationship to the respondent. If informant does not live in the household, also enter their address and telephone number.		
	NAME:		
	RELATIONSHIP TO COHORT MEMBER:		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	GO TO H1		

G3	CODE REASON FOR NO INTERVIEW WITH COHORT MEMBER: Code one only		
	No contact with responsible adult	330	GO TO G4
	No contact with cohort member	340	
	Personal refusal	431	
	Proxy refusal	432	
	Refused during interview	440	
	Broken appointment, no recontact	450	
	Ill at home during entire survey period	510	
	Away / in hospital during entire survey period	520	
	Physically or mentally incapable/incompetent	530	
Language difficulties	540		
Other unproductive	560		
G4	IF NO INTERVIEW WITH COHORT MEMBER, PLEASE GIVE DETAILS		
			GO TO H1
G5	IF PARTIAL INTERVIEW PLEASE GIVE DETAILS		
			GO TO H1

H: Other information

H1

- **Complete grid below**
- Enter name, address and telephone number of stable contact person (if given) and their relationship to the respondent.

STABLE CONTACT NAME AND ADDRESS:

Name:

Relationship to respondent::

Address:

Postcode:

Telephone number (inc. Area code)

Email address (if available):

GO TO H2

H2

Please use this space to write in any other information which may be useful. For example, if the cohort member tells you that they are planning to move, record new address and date of move (if known)

RETURN TO OFFICE

P2321 1970 BRITISH COHORT STUDY (BCS70)
2004 survey
P & C ADDRESS RECORD FORM (ARF)

ASSIGNMENT/SLOT NAME:	
TRIP/RETURN NO:	
FINAL INTERVIEW OUTCOME (Page 8)	

NAME & ADDRESS LABEL**CHANGE OF ADDRESS**

 Interviewer Name:

 Interviewer number:

 CM Telephone No:

 No Tel: 2 No. refused / ex-directory: 3 Total no of calls:

Call No.	Date DD/MM	Day of week	Call Start Time 24hr Clock	CALLS RECORD (Note all calls, including telephone calls)	*Call Status (Enter codes only)	Call End Time 24hr Clock
1	/		:			:
2	/		:			:
3	/		:			:
4	/		:			:
5	/		:			:
6	/		:			:
7	/		:			:
8	/		:			:
9	/		:			:
10	/		:			:

Call Status Codes: 1=No Reply, 2=Contact made at address, 3=Appointment Made, 4=Any Interviewing done, 5=Any Other Outcome (describe in calls record)

A. Contact with cohort member						
A1	Is the cohort member living at this address?			Yes	A	GO TO E1
				No	B	GO TO A3
				Don't know	C	GO TO A2
				Office Refusal	410	RETURN TO OFFICE
				Cohort member died	700	
				Re-allocated to another interviewer	900	
A2	Why were you are unable to establish whether the cohort member is living at this address?			Address inaccessible	620	CALL OFFICE BEFORE RETURNING
				Unable to locate address / insufficient address	630	
				Information refused about whether cohort member lives at address	651	RETURN TO OFFICE
				Unknown if cohort member resident due to non-contact at address after 4+ calls	652	
				A3	Were you able to obtain a follow-up address for the cohort member?	
Yes, but follow up address outside area	681	RECORD ADDRESS AT B1 and RETURN TO OFFICE				
No follow up address obtained	682	RECORD TRACING ATTEMPTS AT A4				
No follow up address obtained - demolished / derelict	720					
No follow up address obtained - vacant / empty housing unit	730					
No follow up address obtained - non - residential address	740					
	Left mover letter	683	RETURN TO OFFICE			
A4	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER <i>Fill in any address details at B1.</i>					
RETURN TO OFFICE						

B. Tracing cohort member - attempt 1			
B1	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	NOTES ON ADDRESS LOCATION:		
B2	Is the cohort member living at the above address?		
	Yes	A	GO TO E1
	No	B	GO TO B4
	Don't know	C	GO TO B3
	Office refusal	410	RETURN TO OFFICE
	Cohort member died	700	
	Re-allocated to another interviewer	900	
B3	Please code the reason why you are unable to establish whether the cohort member is living at this address.		
	Address inaccessible	620	CALL OFFICE BEFORE RETURNING
	Unable to locate address / insufficient address	630	
	Information refused about whether cohort member lives at address	651	RETURN TO OFFICE
	Unknown if cohort member resident due to non-contact at address after 4+ calls	652	
B4	Were you able to obtain a follow-up address for the cohort member?		
	Yes, follow up address in area	D	RECORD ADDRESS AT C1
	Yes, but follow up address outside area	681	RECORD ADDRESS AT C1 and RETURN TO OFFICE
	No follow up address obtained	682	RECORD TRACING ATTEMPTS AT B5
	No follow up address obtained – demolished / derelict	720	
	No follow up address obtained – vacant / empty housing unit	730	
	No follow up address - non – residential address	740	
Left mover letter	683	RETURN TO OFFICE	

B5	<p>WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER</p> <p><i>Fill in any address details at C1</i></p>		
RETURN TO OFFICE			
C. Tracing cohort member - attempt 2			
C1	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	NOTES ON ADDRESS LOCATION:		
C2	Is the cohort member living at the above address?		
	Yes	A	GO TO E1
	No	B	GO TO C4
	Don't know	C	GO TO C3
	Office refusal	410	RETURN TO OFFICE
	Cohort member died	700	
	Re-allocated to another interviewer	900	
C3	Please code the reason why you are unable to establish whether the cohort member is living at this address.		
	Address inaccessible	620	CALL OFFICE BEFORE RETURNING
	Unable to locate address / insufficient address	630	
	Information refused about whether cohort member lives at address	651	RETURN TO OFFICE
	Unknown if cohort member resident due to non-contact at address after 4+ calls	652	

C4	Were you able to obtain a follow-up address for the cohort member?		
	Yes, follow up address in area	D	RECORD ADDRESS AT D1
	Yes, but follow up address outside area	681	RECORD ADDRESS AT D1 and RETURN TO OFFICE
	No follow up address obtained	682	RECORD TRACING ATTEMPTS AT C5
	No follow up address obtained – demolished / derelict	720	
	No follow up address obtained – vacant / empty housing unit	730	
	No follow up address obtained - non – residential address	740	
Left mover letter	683	RETURN TO OFFICE	
C5	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER <i>Fill in any address details at D1</i>		
RETURN TO OFFICE			
D. Tracing cohort member - attempt 3			
D1	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code) MOBILE NO:		
	NOTES ON ADDRESS LOCATION:		
D2	Is the cohort member living at the above address?		
	Yes	A	GO TO E1
	No	B	GO TO D4
	Don't know	C	GO TO D3
	Office refusal	410	RETURN TO OFFICE
	Cohort member died	700	
Reallocated to another interview	900		

D3	Please code the reason why you are unable to establish whether the cohort member is living at this address.		
	Address inaccessible	620	CALL OFFICE BEFORE RETURNING
	Unable to locate address / insufficient address	630	
	Information refused about whether cohort member lives at address	651	RETURN TO OFFICE
Unknown if cohort member resident due to non-contact at address after 4+ calls	652		
D4	Were you able to obtain a follow-up address for the cohort member?		
	Yes, follow up address in area	D	GO TO D6
	Yes, but follow up address outside area	681	GO TO D6
	No follow up address obtained	682	RECORD TRACING ATTEMPTS AT D5
	No follow up address obtained – demolished / derelict	720	
	No follow up address obtained – vacant / empty housing unit	730	
	No follow up address obtained - non – residential address	740	
Left mover letter	683	RETURN TO OFFICE	
D5	WRITE IN ALL ATTEMPTS TO FIND FOLLOW UP ADDRESS FOR COHORT MEMBER <i>Fill in any address details at D6.</i>		
RETURN TO OFFICE			
D6	RECORD FOLLOW UP ADDRESS / TELEPHONE NUMBER OF COHORT MEMBER (Record full details)		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	NOTES ON ADDRESS LOCATION:		

E. Core interview			
E1	Was the cohort member willing to participate?		
	Yes	A	GO TO F1
	No	B	GO TO G3
F. Adult Basic skills & child assessments			
F1	Was the reading and writing booklet completed? CODE ONE ONLY		
	Yes	1	GO TO F2
	No – cohort member refused	2	GO TO F2
	No booklet for another reason	3	GO TO F2
F2	Were there any children in the household? CODE ONE ONLY		
	Yes	1	GO TO F3
	No	2	GO TO G1

F3	<p>Write in each child's number (from household grid) name and age.</p> <ul style="list-style-type: none"> Parent self-completion: circle colour of booklet and at end of interview enter status in box Child assessment: circle colour of booklet and at end of interview enter status in box Child self-completion (age 10 and over): at end of interview enter status in box. 											
Person No.	Child's name	Age	Parent S - C P = pink = 0-11 months B = blue = 1:0-2:11 G = green = 3:0-5:11 L = lilac = 6:0-16:11		Child assessment W = white= 3:0-5:11 DB = dark blue = 6:0-16:11		Child S - C (age 10-16) O = Orange					
			P	B	G	L	<input type="checkbox"/>	W	DB	<input type="checkbox"/>	O	<input type="checkbox"/>
			P	B	G	L	<input type="checkbox"/>	W	DB	<input type="checkbox"/>	O	<input type="checkbox"/>
			P	B	G	L	<input type="checkbox"/>	W	DB	<input type="checkbox"/>	O	<input type="checkbox"/>
			P	B	G	L	<input type="checkbox"/>	W	DB	<input type="checkbox"/>	O	<input type="checkbox"/>
			P	B	G	L	<input type="checkbox"/>	W	DB	<input type="checkbox"/>	O	<input type="checkbox"/>
GO TO G1												

Status codes for F3	
1	Yes, booklet to be returned by interviewer
2	SELF COMPLETION ONLY: Booklet to be posted by cohort member
3	No booklet cohort member refused
4	No booklet for another reason

G. Interview outcome codes			
G1	PRODUCTIVE OUTCOMES: Code one only		
	Fully productive: core only	111	GO TO H1
	Fully productive: all parent and child	112	
	Fully productive: not all parent and child	113	
	Full proxy interview: core only	130	GO TO G2
	Partial productive: core only	211	GO TO G5
	Partial productive: all parent and child	212	
	Partial productive: not all parent and child	213	
G2	Enter name of proxy informant and their relationship to the respondent. If informant does not live in the household, also enter their address and telephone number.		
	NAME:		
	RELATIONSHIP TO COHORT MEMBER:		
	ADDRESS:		
	POSTCODE:		
	PHONE NO: (inc. area code)	MOBILE NO:	
	GO TO H1		
G3	CODE REASON FOR NO INTERVIEW WITH COHORT MEMBER: Code one only		
	No contact with responsible adult	330	GO TO G4
	No contact with cohort member	340	
	Personal refusal	431	
	Proxy refusal	432	
	Refused during interview	440	
	Broken appointment, no recontact	450	
	Ill at home during entire survey period	510	
	Away / in hospital during entire survey period	520	
	Physically or mentally incapable/incompetent	530	
	Language difficulties	540	
	Other unproductive	560	

G4	<p>IF NO INTERVIEW WITH COHORT MEMBER, PLEASE GIVE DETAILS</p> <p>GO TO H1</p>
G5	<p>IF PARTIAL INTERVIEW PLEASE GIVE DETAILS</p> <p>GO TO H1</p>

H: Other information

H1

- **Complete grid below**
- Enter name, address and telephone number of stable contact person (if given) and their relationship to the respondent.

STABLE CONTACT NAME AND ADDRESS:

Name:

Relationship to respondent::

Address:

Postcode:

Telephone number (inc. Area code)

Email address (if available):

GO TO H2

H2

Please use this space to write in any other information which may be useful. For example, if the cohort member tells you that they are planning to move, record new address and date of move (if known)

RETURN TO OFFICE

Thank you letter Core sample

Thank you for completing the 1970 British Cohort Study.

A few weeks ago you took part in the latest stage of the 1970 British Cohort Study (BCS70). We would like to thank you for giving up your time to answer our questions.

As you know, this study is one of the most important sources of evidence in Britain about the things that affect people's lives. It contributes enormously to the development of ways to improve life for everyone. The information you provided will be invaluable in helping to construct a picture of life in Britain today. As always, your answers will be treated in strict confidence and will not be released in any way that enables you to be identified.

We are very grateful for the help you have given us and hope very much that you will help in the future. In the meantime, we would like to keep in touch with you, so please let us know if you change your address by writing to us at **1970 British Cohort Study, FREEPOST xxxxxx, London xxxx xxx**. You will not need a stamp if you post it within the UK. If you prefer, you can telephone us on **FREEPHONE xxxx xxx xxx**, or email us at **xxxx xxx@xxx**. If you have any questions or would like further information, please do not hesitate to contact us on the same number.

Once again, thank you for your help with our survey.

Best wishes,



Professor John Bynner



Professor Neville Butler

Thank you letter Parent and Child sample

Thank you for completing the 1970 British Cohort Study.

A few weeks ago you took part in the latest stage of the 1970 British Cohort Study (BCS70). We would like to thank you for giving up your time to answer our questions.

Many of your children helped with our survey this time and we want to thank them as well. Our interviewers greatly enjoyed meeting them.

As you know, this study is one of the most important sources of evidence in Britain about the things that affect people's lives. It contributes enormously to the development of ways to improve life for everyone. The information you provided will be invaluable in helping to construct a picture of life in Britain today. As always, your answers will be treated in strict confidence and will not be released in any way that enables you to be identified.

We are very grateful for the help you have given us and hope very much that you will help in the future. In the meantime, we would like to keep in touch with you, so please let us know if you change your address by writing to us at **1970 British Cohort Study, FREEPOST xxxxxx, London xxxx xxx**. You will not need a stamp if you post it within the UK. If you prefer, you can telephone us on **FREEPHONE xxxx xxx xxx**, or email us at **xxxx xxx@xxx**. If you have any questions or would like further information, please do not hesitate to contact us on the same number.

Once again, thank you for your help with our survey.

Best wishes,



Professor John Bynner



Professor Neville Butler

1970 British Cohort Study (BCS70) 2004 Survey

P2321

Questionnaire about children aged 0 – 11 months

Confidential

We would like you to answer a few questions about _____'s development and behaviour.

HOW TO FILL IN THIS QUESTIONNAIRE

Please answer the questions by:

Ticking a box - like this

☒

Or writing a number in a box - like this

Sometimes you will find an instruction telling you which question to answer next - like this

Yes

☐

No

☒

→ Go to question 99

If your child is ...

... 0 - 3 months old, tick this box

→ Start with question 1

... 4 - 6 months old, tick this box

☐

→ Start with question 3

... 7 - 9 months old, tick this box

☐

→ Start with question 4

... 10 - 11 months old, tick this box

☐

→ Start with question 5

Serial number + check letter

2001 - 007

Cohort member's first name

2008

Child No.

2009 - 010

Child's age (months)

2022 - 023

Interviewer number

2018 - 021

Barcode label

Card 2011 - 012
Batch 2013 - 017

Spare 2024 - 028

Tick one box on each line

	Yes 2030	No
When lying on his or her stomach, has your child ever turned his or her head from side to side?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Have your child's eyes ever followed a moving object?	<input type="checkbox"/> 2031 1	<input type="checkbox"/> 2
When lying on his or her stomach on a flat surface, has your child ever lifted his or her head off the surface for a moment?	<input type="checkbox"/> 2032 1	<input type="checkbox"/> 2
Have your child's eyes ever followed a moving object all the way from one side to the other?	<input type="checkbox"/> 2033 1	<input type="checkbox"/> 2
Has your child ever smiled at someone when that person talked or smiled at (but did not touch) him or her?	<input type="checkbox"/> 2034 1	<input type="checkbox"/> 2
When lying on his or her stomach, has your child ever raised his or her head <i>and</i> chest from the surface while resting his or her weight on his or her lower arms or hands?	<input type="checkbox"/> 2035 1	<input type="checkbox"/> 2
Has your child ever turned his or her head around to look at something?	<input type="checkbox"/> 2036 1	<input type="checkbox"/> 2
While lying on his or her back and being pulled up to a sitting position, has your child ever held his or her head stiffly so that it <i>did not</i> hang back as he or she was pulled up?	<input type="checkbox"/> 2037 1	<input type="checkbox"/> 2
Has your child ever laughed out loud without being tickled or touched?	<input type="checkbox"/> 2038 1	<input type="checkbox"/> 2
Has your child ever held in one hand a moderate sized object, such as a block or rattle?	<input type="checkbox"/> 2039 1	<input type="checkbox"/> 2
Has your child ever rolled over on his or her own <i>on purpose</i> ?	<input type="checkbox"/> 2040 1	<input type="checkbox"/> 2
Has your child ever seemed to enjoy looking in the mirror at him or herself?	<input type="checkbox"/> 2041 1	<input type="checkbox"/> 2
Has your child ever been pulled from a sitting to a standing position and supported his or her own weight with legs stretched out?	<input type="checkbox"/> 2042 1	<input type="checkbox"/> 2
Has your child ever turned his or her head around to look at something?	<input type="checkbox"/> 2043 1	<input type="checkbox"/> 2
Has your child ever sat alone with no help except for leaning forward on his or her hands or with just a little help from someone else?	<input type="checkbox"/> 2044 1	<input type="checkbox"/> 2

Can you say whether the following apply to your child?

Tick one box on each line

	Almost never	Rarely	Usually does not	Often	Almost always
2050 Your child smiles or coos during nail cutting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2051 Your child is pleasant, lies quietly, making happy noises upon waking up	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2052 Your child is pleasant (coos, smiles) during face washing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2053 Your child is fussy when burped (cries, fusses) during feeding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2054 Your child is fussy when put down for sleep (cries or frets)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2055 Your child accepts his or her bath any time of day without resisting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2056 Your child objects (fusses, squirms) to being bathed by a different person even after 2 or 3 tries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2057 Your child adjusts to change in place of sleeping within 2 or 3 days	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2058 Your child resists changes in feeding schedule (1 hour or more) even after 2 tries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2059 Your child resists (squirms or fusses) during routine dressing or undressing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2060 Your child turns the head away and looks for the mother or main care giver when held by a new person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2061 For the first few minutes in a new place or situation (new shop or home) your child is fretful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2062 Your child appears bothered (cries, squirms) when first put down to sleep in a different place than usual	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2063 Your child accepts right away a change in feeding time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2064 Your child objects (cries, frets) if someone other than the mother or main care giver gives care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Tick one box on each line

	Almost never	Rarely	Usually does not	Often	Almost always
2070 Your child turns the head away and looks for the mother or main care giver when held by a new person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2071 For the first few minutes in a new place or situation (new shop or home) your child is fretful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2072 Your child appears bothered (cries, squirms) when first put down to sleep in a different place than usual	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2073 Your child accepts right away a change in feeding time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2074 Your child objects (cries, frets) if someone other than the mother or main care giver gives care	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2075 Your child wants and takes milk feedings at about the same times (within 1 hour) from day to day	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2076 Your child gets sleepy about the same time each evening (within ½ hour)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2077 Your child's day time naps are varied in length from day to day (more than 1 hour in difference)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2078 Your child wants an extra feeding at a different time each day (over 1 hour in difference)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2079 Your child's fussy period occurs at or about the same time of day (morning, afternoon, night)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Spare 2080 -089

Now go to question 7 on page 11

Tick one box on each line

	Yes 2090	No
While lying on his or her back and being pulled up to a sitting position, has your child ever held his or her head stiffly so that it <i>did not</i> hang back as he or she was pulled up?	2090 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever laughed out loud without being tickled or touched?	2091 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever held in one hand a moderate sized object, such as a block or rattle?	2092 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever rolled over on his or her own <i>on purpose</i> ?	2093 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever seemed to enjoy looking in the mirror at him or herself?	2094 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever been pulled from a sitting to a standing position and supported his or her own weight with legs stretched out?	2095 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever looked around for a toy which was lost or not nearby?	2096 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever sat alone with no help except for leaning forward on his or her hands or with just a little help from someone else?	2097 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever sat for 10 minutes or more with no support at all?	2098 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever pulled him or herself to a standing position without help from another person?	2099 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever crawled when left lying on his or her stomach?	2100 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said any recognisable words such as 'mama' or 'dada'?	2101 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever picked up any small objects, such as raisins or biscuit crumbs, using only his or her thumb and first finger?	2102 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked at least two steps with one hand held or holding on to something?	2103 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever waved goodbye without help from another person?	2104 <input type="checkbox"/> 1	<input type="checkbox"/> 2

Spare 2105 -109

Now go to question 6 on page 9

Please answer the following questions about your 7 – 9 month old child.

Tick one box on each line

	Yes	No
Has your child ever seemed to enjoy looking in the mirror at him or herself?	2110 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever been pulled from a sitting to a standing position and supported his or her own weight with legs stretched out?	2111 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever looked around for a toy which was lost or not nearby?	2112 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever sat alone with no help except for leaning forward on his or her hands or with just a little help from someone else?	2113 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever sat for 10 minutes or more with no support at all?	2114 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever pulled him or herself to a standing position without help from another person?	2115 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever crawled when left lying on his or her stomach?	2116 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said any recognisable words such as 'mama' or 'dada'?	2117 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever picked up any small objects, such as raisins or biscuit crumbs, using only his or her thumb and first finger?	2118 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked at least two steps with one hand held or holding on to something?	2119 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever waved goodbye without help from another person?	2120 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever shown by his or her behaviour that he or she knows the name of common objects when somebody else names them out loud?	2121 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever shown that he or she wanted something by pointing, pulling, or making pleasant sounds, rather than by crying or whining?	2122 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever stood alone on his or her feet for 10 seconds or more without holding on to anything or another person?	2123 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked at least two steps without holding on to anything or another person?	2124 <input type="checkbox"/> 1	<input type="checkbox"/> 2

Spare 2125 - 129

Now go to question 6 on page 9

Please answer the following questions about your 10 – 11 month old child.

Tick one box on each line

	Yes	No
Has your child ever crawled when left lying on his or her stomach?	2130 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said any recognisable words such as 'mama' or 'dada'?	2131 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever picked up any small objects, such as raisins or biscuit crumbs, using only his or her thumb and first finger?	2132 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked at least two steps with one hand held or holding on to something?	2133 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever waved goodbye without help from another person?	2134 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever shown by his or her behaviour that he or she knows the name of common objects when somebody else names them out loud?	2135 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever shown that he or she wanted something by pointing, pulling, or making pleasant sounds, rather than by crying or whining?	2136 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever stood alone on his or her feet for 10 seconds or more without holding on to anything or another person?	2137 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked at least two steps without holding on to anything or another person?	2138 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever crawled up at least two stairs or steps?	2139 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said two recognisable words besides 'mama' or 'dada'?	2140 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever run?	2141 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said the names of a familiar object, such as a ball?	2142 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever made a line with a crayon or pencil?	2143 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked up at least two stairs with one hand held or holding the railing?	2144 <input type="checkbox"/> 1	<input type="checkbox"/> 2

Spare 2145 - 149

Now go to question 6

These questions are about children aged 4 – 11 months.

Can you say whether the following apply to your child?

Tick one box on each line

	Almost never 2150	Rarely	Usually does not	Often	Almost always
Your child makes happy sounds (coos, laughs) when having his or her nappy changed, or being dressed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child is pleasant (smiles, laughs) when first arriving in unfamiliar places (friend's house, shop)	<input type="checkbox"/> 2151	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child is pleasant (coos, smiles) during face washing	<input type="checkbox"/> 2152	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child is content (smiles, coos) during interruptions of milk or solid feeding	<input type="checkbox"/> 2153	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child cries remains pleasant or calm with minor injuries (bumps, pinches)	<input type="checkbox"/> 2154	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child objects to being bathed in a different place or by a different person after 2 or 3 tries	<input type="checkbox"/> 2155	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child is still wary or frightened of strangers after 15 minutes	<input type="checkbox"/> 2156	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child adjusts within 10 minutes to new surroundings (home, shop, play area, etc.)	<input type="checkbox"/> 2157	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child adjusts easily and sleeps well within 1 or 2 days with changes of time or place	<input type="checkbox"/> 2158	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child accepts his or her bath any time of the day without resisting it	<input type="checkbox"/> 2159	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Tick one box on each line

	Almost never 2170	Rarely	Usually does not	Often	Almost always
Your child is shy (turns away or clings to you) on meeting another child for the first time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
For the first few minutes in a new place or situation (new shop or home) your child is fretful	<input type="checkbox"/> 2171 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child appears bothered (cries or squirms) when first put down in a different sleeping place	<input type="checkbox"/> 2172 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child's initial reaction to a new babysitter is rejection (crying, clinging to mother or main carer)	<input type="checkbox"/> 2173 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child's initial reaction at home to approach by strangers is acceptance	<input type="checkbox"/> 2174 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child wants and takes milk feeds at about the same time (within one hour) from day to day	<input type="checkbox"/> 2175 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child gets sleepy at about the same time each evening (within half an hour)	<input type="checkbox"/> 2176 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child's daytime naps are about the same length from day to day	<input type="checkbox"/> 2177 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child wants and takes solid food at about the same time (within 1 hour) from day to day	<input type="checkbox"/> 2178 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often does your child make a fuss or cry before going to sleep?	<input type="checkbox"/> 2179 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

7 These questions are about your relationship with your child. Please think about how far each of the statements *currently* applies to your relationship with your child.

Tick one box on each line

	Definitely does not apply	Not really	Neutral, not sure	Applies sometimes	Definitely applies
I share an affectionate, warm relationship with my child	2190 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child will seek comfort from me	2191 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child is uncomfortable with physical affection or touch from me	2192 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I praise my child, he or she beams with pride	2193 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child easily becomes angry at me	2194 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
It is easy to be in tune with what my child is feeling	2195 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child remains angry or is resistant after being disciplined	2196 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Dealing with my child drains my energy	2197 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When my child wakes in a bad mood, I know we're in for a long and difficult day	2198 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child's feelings towards me can be unpredictable or can change suddenly	2199 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

8

Sometimes children are pretty well behaved and other times they are not. We are interested in what parents do when their children misbehave. Please think about how your child has been in the *last three months*.

Tick one box on each line

	Never	Rarely	Sometimes (about once a month)	Often (about once a week)	Daily
How often have you ignored your child?	2210 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you shouted at your child?	2211 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you told your child off?	2212 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to bribe your child (e.g. with sweets, or a treat)?	2213 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to smack your child?	2214 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9

Approximately how often do you get the chance to read stories with or to your child?

Tick one box

Every day	2215 <input type="checkbox"/> 1
Several times a week	<input type="checkbox"/> 2
Several times a month	<input type="checkbox"/> 3
Several times a year	<input type="checkbox"/> 4
Never	<input type="checkbox"/> 5

10

Approximately how many books does your child have
(including books shared with brothers and sisters)?

Tick one box

No books	<div>2216</div> <input type="checkbox"/>
1 – 2 books	<input type="checkbox"/>
3 – 9 books	<input type="checkbox"/>
10 – 19 books	<input type="checkbox"/>
20 – 49 books	<input type="checkbox"/>
50 plus	<input type="checkbox"/>

11

Have you or your child's other parent ever helped your child
to learn any of the following...

Tick all that apply

...numbers?	<div>2217 - 2220</div> <input type="checkbox"/>
...the alphabet?	<input type="checkbox"/>
...colours?	<input type="checkbox"/>
...shapes and sizes?	<input type="checkbox"/>
...none of the above	<input type="checkbox"/>

Spare 2221 - 230

Thank you very much for taking the time to answer our questions. Please give the questionnaire to the interviewer or post it back in the envelope provided. All your answers will remain confidential. Please call Freephone xxxx xxx xxx if you have any queries.

1970 British Cohort Study (BCS70) 2004 Survey

P2321

Questionnaire about children aged 1 – 2 years and 11 months

Confidential

We would like you to answer a few questions about _____'s development and behaviour.

HOW TO FILL IN THIS QUESTIONNAIRE

Please answer the questions by:

Ticking a box - like this

☒

Or writing a number in a box - like this

Sometimes you will find an instruction telling you which question to answer next - like this

Yes

☐

No

☒

→ Go to question 99

If your child is ...

... 12 months old, tick this box

→ Start with question 1

... 13 - 15 months old, tick this box

☐

→ Start with question 2

... 16 - 18 months old, tick this box

☐

→ Start with question 3

... 19 - 21 months old, tick this box

☐

→ Start with question 4

... 22 months or older, tick this box

☐

→ Start with question 5

Serial number + check letter

3001 - 007

Cohort member's first name

3008

Child No.

3009 - 010

Child's age (months)

3022 - 023

Interviewer number

3018 - 021

Barcode label

Card 3011 - 012
Batch 3013 - 017

Spare 3024 - 028

1

Please answer the following questions about your 12 month old child.

Tick one box on each line

Yes

No

3030

☐ 1

☐ 2

3031

☐ 1

☐ 2

3032

☐ 1

☐ 2

3033

☐ 1

☐ 2

3034

☐ 1

☐ 2

3035

☐ 1

☐ 2

3036

☐ 1

☐ 2

3037

☐ 1

☐ 2

3038

☐ 1

☐ 2

3039

☐ 1

☐ 2

3040

☐ 1

☐ 2

3041

☐ 1

☐ 2

3042

☐ 1

☐ 2

3043

☐ 1

☐ 2

3044

☐ 1

☐ 2

Spare 3045 - 049

Now go to question 6 on page 8

Please answer the following questions about your 13 – 15 month old child.

Tick one box on each line

Yes

No

Has your child ever waved goodbye without help from another person?

3050
1

2

Has your child ever shown by his or her behaviour that he or she knows the name of common objects when somebody else names them out loud?

3051
1

2

Has your child ever shown that he or she wanted something by pointing, pulling, or making pleasant sounds, rather than by crying or whining?

3052
1

2

Has your child ever stood alone on his or her feet for 10 seconds or more without holding on to anything or another person?

3053
1

2

Has your child ever walked at least two steps without holding on to anything or another person?

3054
1

2

Has your child ever crawled up at least two stairs or steps?

3055
1

2

Has your child ever said two recognisable words besides 'mama' or 'dada'?

3056
1

2

Has your child ever run?

3057
1

2

Has your child ever said the name of a familiar object, such as a ball?

3058
1

2

Has your child ever made a line with a crayon or pencil?

3059
1

2

Has your child ever walked up at least two stairs with one hand held or holding the railing?

3060
1

2

Has your child ever fed himself or herself with a spoon or fork without spilling much?

3061
1

2

Has your child ever let someone know, without crying, that wearing wet (soiled) underclothing or nappies bothers him or her?

3062
1

2

Has your child ever spoken a partial sentence of three words or more?

3063
1

2

Has your child ever walked up stairs by himself or herself without holding on to a rail?

3064
1

2

Spare 3065 - 069

Now go to question 6 on page 8

Please answer the following questions about your 16 – 18 month old child.

Tick one box on each line

	Yes 3070	No
Has your child ever walked at least two steps without holding on to anything or another person?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever crawled up at least two stairs or steps?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said two recognisable words besides 'mama' or 'dada'?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever run?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said the name of a familiar object, such as a ball?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever made a line with a crayon or pencil?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked up at least two stairs with one hand held or holding the railing?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever fed himself or herself with a spoon or fork without spilling much?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever let someone know, without crying, that wearing wet (soiled) underclothing or nappies bothers him or her?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever spoken a partial sentence of three words or more?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked up stairs by himself or herself without holding on to a rail?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever washed and dried his or her hands without any help except for turning the water on and off?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever counted three objects correctly?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever gone to the toilet or used a potty alone?	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked up stairs by himself or herself with no help, stepping on each step with only one foot?	<input type="checkbox"/> 1	<input type="checkbox"/> 2

Spare 3085 - 089

Now go to question 6 on page 8

Please answer the following questions about your 19 – 21 month old child.

Tick one box on each line

Yes

No

3090

☐ 1

☐ 2

Has your child ever run?

3091

☐ 1

☐ 2

Has your child ever said the name of a familiar object, such as a ball?

3092

☐ 1

☐ 2

Has your child ever made a line with a crayon or pencil?

3093

☐ 1

☐ 2

Has your child ever walked up at least two stairs with one hand held or holding the railing?

3094

☐ 1

☐ 2

Has your child ever fed himself or herself with a spoon or fork without spilling much?

3095

☐ 1

☐ 2

Has your child ever let someone know, without crying, that wearing wet (soiled) underclothing or nappies bothers him or her?

3096

☐ 1

☐ 2

Has your child ever spoken a partial sentence of three words or more?

3097

☐ 1

☐ 2

Has your child ever walked up stairs by himself or herself without holding on to a rail?

3098

☐ 1

☐ 2

Has your child ever washed and dried his or her hands without any help except for turning the water on and off?

3099

☐ 1

☐ 2

Has your child ever counted three objects correctly?

3100

☐ 1

☐ 2

Has your child ever gone to the toilet or used a potty alone?

3101

☐ 1

☐ 2

Has your child ever walked up stairs by him or herself with no help, stepping on each step with only one foot?

3102

☐ 1

☐ 2

Does your child know his or her own age *and* sex?

3103

☐ 1

☐ 2

Has your child ever said the names of at least four colours?

3104

☐ 1

☐ 2

Has your child ever pedalled a tricycle at least 10 feet?

Spare 3105 - 3109

Now go to question 6 on page 8

Please answer the following questions about your child aged 22 months or older.

Tick one box on each line

	Yes	No
Has your child ever let someone know, without crying, that wearing wet (soiled) underclothing or nappies bothers him or her?	3110 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever spoken a partial sentence of three words or more?	3111 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked up stairs by himself or herself without holding on to a rail?	3112 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever washed and dried his or her hands without any help except for turning the water on and off?	3113 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever counted three objects correctly?	3114 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever gone to the toilet or used a potty alone?	3115 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever walked up stairs by him or herself with no help, stepping on each step with only one foot?	3116 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Does your child know his or her own age <i>and</i> sex?	3117 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said the names of at least four colours?	3118 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever pedalled a tricycle at least 10 feet?	3119 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever done a head over heels without help from anybody?	3120 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever dressed him or herself without any help except for tying of shoes (and buttoning the backs of dresses)?	3121 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever said his or her first and last name together without someone's help? (Nicknames may be used for first name).	3122 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever counted out loud up to 10?	3123 <input type="checkbox"/> 1	<input type="checkbox"/> 2
Has your child ever drawn a picture of a man or woman with at least two parts of the body besides a head?	3124 <input type="checkbox"/> 1	<input type="checkbox"/> 2

Spare 3125 - 129

Now go to question 6 on page 8

6

These questions are for everyone to answer.

Can you say whether the following apply to your child?

Tick one box on each line

	Almost never	Rarely	Usually does not	Often	Almost always
<div>3130</div> <div>Your child laughs or smiles when meeting other children</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3131</div> <div>Your child is pleasant (smiles, laughs) when first arriving in unfamiliar places</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3132</div> <div>Your child is pleasant (smiles, laughs) during face washing</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3133</div> <div>Your child remains pleasant when hungry and waiting for food to be prepared</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3134</div> <div>Your child cries after a fall or bump</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3135</div> <div>Your child takes several days to get used to (show usual behaviour in) new situations away from parent (play group, nursery, babysitter)</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3136</div> <div>Your child continues to get into forbidden areas or objects in spite of parents' repeated warnings</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3137</div> <div>Your child is still wary of strangers after 15 minutes</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3138</div> <div>Your child sleeps poorly (restless, wakeful) in new places for two or three times</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>
<div>3139</div> <div>Your child allows face washing without protest (squirming, turning away)</div>	<div><div>1</div></div>	<div><div>2</div></div>	<div><div>3</div></div>	<div><div>4</div></div>	<div><div>5</div></div>

Tick one box on each line

	Almost never 3150	Rarely	Usually does not	Often	Almost always
Your child is shy (turns away or clings to mother) on meeting another child for the first time	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
For the first few minutes in a new place (shop, new home, stranger's house) your child is wary (clings to mother, holds back)	<input type="checkbox"/> 3151	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child is fearful of being put down in an unfamiliar place (supermarket trolley, new pushchair, play area) when a parent is present	<input type="checkbox"/> 3152	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child's initial reaction to a new babysitter is rejection (crying, clinging to mother, etc.)	<input type="checkbox"/> 3153	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child's initial reaction at home to approach by strangers is acceptance (looks at, reaches out)	<input type="checkbox"/> 3154	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child gets sleepy at about the same time each evening (within ½ hour)	<input type="checkbox"/> 3155	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The amount of milk or juice your child takes at mealtime is unpredictable from meal to meal (over 2 fl oz. or 50 ml. difference)	<input type="checkbox"/> 3156	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child takes daytime naps at differing times (over ½ hour difference) from day to day	<input type="checkbox"/> 3157	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child eats about the same amount of food at meals from day to day	<input type="checkbox"/> 3158	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Your child's period of greatest physical activity comes at the same time of day	<input type="checkbox"/> 3159	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

These questions are about your relationship with your child. Please think about how far each of the statements *currently* applies to your relationship with your child.

Tick one box on each line

	Definitely does not apply	Not really	Neutral, not sure	Applies sometimes	Definitely applies
I share an affectionate, warm relationship with my child	3170 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child and I always seem to be struggling with each other	3171 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child will seek comfort from me	3172 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child is uncomfortable with physical affection or touch from me	3173 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I praise my child, he or she beams with pride	3174 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child easily becomes angry at me	3175 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
It is easy to be in tune with what my child is feeling	3176 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child remains angry or is resistant after being disciplined	3177 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Dealing with my child drains my energy	3178 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When my child wakes in a bad mood, I know we're in for a long and difficult day	3179 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child's feelings towards me can be unpredictable or can change suddenly	3180 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

8

Sometimes children are pretty well behaved and other times they are not. We are interested in what parents do when their children misbehave. Please think about how your child has been in the *last three months*.

Tick one box on each line

	Never	Rarely	Sometimes (about once a month)	Often (about once a week)	Daily
How often have you ignored your child?	3190 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you shouted at your child?	3191 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you sent your child to his or her bedroom or naughty chair, etc.?	3192 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you told your child off?	3193 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to bribe your child (e.g. with sweets, or a treat)?	3194 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to smack your child?	3195 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9

Approximately how often do you get the chance to read stories with or to your child?

Tick one box

Every day	3196 <input type="checkbox"/> 1
Several times a week	<input type="checkbox"/> 2
Several times a month	<input type="checkbox"/> 3
Several times a year	<input type="checkbox"/> 4
Never	<input type="checkbox"/> 5

10

Approximately how many books does your child have
(including books shared with brothers and sisters)?

Tick one box

3197

No books

☐

1

1 – 2 books

☐

2

3 – 9 books

☐

3

10 – 19 books

☐

4

20 – 49 books

☐

5

50 plus

☐

6

11

Have you or your child's other parent ever helped your child
to learn any of the following...

Tick all that apply

3198

... numbers?

☐

1

...the alphabet?

☐

2

... colours?

☐

3

... shapes and sizes?

☐

4

... none of the above

☐

5

Spare 3199 - 3220

Thank you very much for taking the time to answer our questions. Please give the questionnaire to the interviewer or post it back in the envelope provided. All your answers will remain confidential. Please call Freephone xxxx xxx xxx if you have any queries.

1970 British Cohort Study (BCS70) 2004 Survey

P2321

Questionnaire about children aged 3 – 5 years and 11 months

Confidential

We would like you to answer a few questions about _____'s development and behaviour.

HOW TO FILL IN THIS QUESTIONNAIRE

Please answer the questions by:

Ticking a box - like this

☒

Or writing a number in a box - like this

Sometimes you will find an instruction telling you which question to answer next - like this

Yes

☐

No

☒

→ Go to question 99

Serial number + check letter

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

4001 - 007

Cohort member's first name

4008

Child No.

--	--

4009 - 010

Child's age (months)

--	--

4022 - 023

Interviewer number

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

4018 - 021

Barcode label

Card 4011 - 012
Batch 4013 - 017

Spare 4024 - 029

1 First, can you think back to how your child has been feeling over the *past 6 months or so*. For each of the following statements, please say whether it is not true of your child, somewhat true, or certainly true.

Tick one box on each line

	Not true	Somewhat true	Certainly true
4030 Considerate of other people's feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4031 Restless, overactive and not able to sit still for long	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4032 Often complaining of headaches, stomach-aches or sickness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4033 Sharing readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4034 Has often had temper tantrums or hot tempers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4035 Rather solitary, tending to play alone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4036 Generally obedient, usually doing what adults requested	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4037 Many worries, often seeming worried	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4038 Helpful if someone was hurt, upset or feeling ill	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4039 Constantly fidgeting and squirming	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4040 Has had at least one good friend	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4041 Has often had fights with other children or bullied them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4042 Often unhappy, downhearted or tearful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Spare 4043 - 049

Tick one box on each line

	Not true	Somewhat true	Certainly true
Generally liked by other children	4050 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Easily distracted, concentration wandered	4051 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Nervous or clingy in new situations, easily loses confidence	4052 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Kind to younger children	4053 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Picked on or bullied by other children	4054 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Has often volunteered to help others (parents, teachers, other children)	4055 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Getting on better with adults than with other children	4056 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Many fears, easily scared	4057 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Has seen tasks through to the end, good attention span	4058 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Spare 4059 - 4069

2

If your child is *younger than 4*, tick this box

4070
☐
1

➔ Please go to question 3

If your child is *4 or older*, tick this box

☐
2

➔ Please go to question 4

3

Again, can you think back to how your child has been feeling over the *past 6 months or so*. For each of the following statements, please say whether it is not true of your child, somewhat true, or certainly true.

Tick one box on each line

Often argumentative with adults

4071
☐
1

☐
2

☐
3

Able to stop and think things over before acting

4072
☐
1

☐
2

☐
3

Spiteful to others

4073
☐
1

☐
2

☐
3

Now go to question 5 on page 6

4

Again, can you think back to how your child has been feeling over the *past 6 months or so*. For each of the following statements, please say whether it is not true of your child, somewhat true, or certainly true.

Tick one box on each line

Has often lied or cheated

4074
☐
1

☐
2

☐
3

Able to think things out before acting

4075
☐
1

☐
2

☐
3

Has stolen from home, school or elsewhere

4076
☐
1

☐
2

☐
3

5

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

Tick one box

Yes – minor difficulties

4077
☐ 1

Yes – definite difficulties

☐ 2

Yes – severe difficulties

☐ 3

No

☐ 4

Please go to question 6

→ Please go to question 10

6

How long have these difficulties been present?

Tick one box

Less than a month

4078
☐ 1

1 – 5 months

☐ 2

6 – 12 months

☐ 3

Over a year

☐ 4

7

Do these difficulties upset or distress your child?

Tick one box

Not at all

4079
☐ 1

Only a little

☐ 2

Quite a lot

☐ 3

A great deal

☐ 4

8

Do these difficulties interfere with your child's everyday life in the following areas ...

Tick one box on each line

	Not at all	Only a little	Quite a lot	A great deal
... home life?	<small>4080</small> <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
... friendship?	<small>4081</small> <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
... classroom learning? (if your child is at school)	<small>4082</small> <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
... leisure activities?	<small>4083</small> <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

9

Do these difficulties put a burden on you or the family as a whole?

Tick one box

Not at all	<small>4084</small> <input type="checkbox"/> 1
Only a little	<input type="checkbox"/> 2
Quite a lot	<input type="checkbox"/> 3
A great deal	<input type="checkbox"/> 4

This section is about your relationship with your child. Please think about how far each of the statements *currently* applies to your relationship with your child.

Tick one box on each line

	Definitely does not apply	Not really	Neutral, not sure	Applies sometimes	Definitely applies
I share an affectionate, warm relationship with my child	4090 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child and I always seem to be struggling with each other	4091 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child will seek comfort from me	4092 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child is uncomfortable with physical affection or touch from me	4093 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When I praise my child, he or she beams with pride	4094 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child spontaneously shares information about him or herself	4095 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child easily becomes angry at me	4096 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
It is easy to be in tune with what my child is feeling	4097 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child remains angry or is resistant after being disciplined	4098 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Dealing with my child drains my energy	4099 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When my child wakes in a bad mood, I know we're in for a long and difficult day	4100 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child's feelings towards me can be unpredictable or can change suddenly	4101 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child is sneaky or manipulative with me	4102 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Sometimes children are pretty well behaved and other times they are not. We are interested in what parents do when their children misbehave. Please think about how your child has been in the *last three months*.

Tick one box on each line

	Never 4110	Rarely	Sometimes (about once a month)	Often (about once a week)	Daily
How often have you ignored your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you shouted at your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you sent your child to their bedroom, etc.?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to take away TV privileges or other treats?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you told your child off?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to bribe your child (e.g. with sweets, or a treat)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you tried to reason with your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to smack your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

12

If your child is *younger than 5*, tick this box

4120
☐ 1

➔ Please go to question 16

If your child is *5 or older*, tick this box

☐ 2

➔ Please go to question 13

13

Sometimes children are pretty well behaved and other times they are not. We are interested in what parents do when their children misbehave. Please think about how your child has been in the *last three months*.

Tick one box on each line

	Never 4121	Rarely	Sometimes (about once a month)	Often (about once a week)	All the time
How often have you taken away your child's pocket money or allowance?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you given your child a household task to do (e.g. clean their bedroom or the bathroom, tidy the garden, mow the lawn)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

14

Since starting school, has your child ever been off school for a continuous period of 1 month or more, other than for school holidays?

Tick one box

Yes ☐ 1

➔ How many times has this happened?

4124 - 125

Times ➔ Go to question 15

No ☐ 2 ➔ Go to question 16

15

Thinking about the (last) time your child was off school for 1 month or more, what was the reason for this absence?

Tick one box

Ill health	<input type="checkbox"/> 1
Needed to help out at home or other family reason	<input type="checkbox"/> 2
Some other reason	<input type="checkbox"/> 2

16

Approximately how often do you get the chance to read stories with or to your child?

Tick one box

Every day	<div>4127</div> <div>1</div>
Several times a week	<div>2</div>
Several times a month	<div>3</div>
Several times a year	<div>4</div>
Never	<div>5</div>

17

Approximately how many books does your child have (including books shared with brothers or sisters)?

Tick one box

No books	<div>4128</div> <div>1</div>
1 – 2 books	<div>2</div>
3 – 9 books	<div>3</div>
10 – 19 books	<div>4</div>
20 – 49 books	<div>5</div>
50 plus	<div>6</div>

18

Have you or your child's other parent ever helped your child to learn any of the following...

Tick all that apply

... numbers?	<div>4129 - 132</div> <div>1</div>
... the alphabet?	<div>2</div>
... colours?	<div>3</div>
... shapes and sizes?	<div>4</div>
... none of the above	<div>5</div>

Spare 4133 - 4140

Thank you very much for taking the time to answer our questions. Please give the questionnaire to the interviewer or post it back in the envelope provided. All your answers will remain confidential. Please call Freephone xxxx xxx xxx if you have any queries.

1970 British Cohort Study (BCS70) 2004 Survey

P2321

Questionnaire about children aged 6 – 16 years

Confidential

We would like you to answer a few questions about _____'s development and behaviour.

HOW TO FILL IN THIS QUESTIONNAIRE

Please answer the questions by:

Ticking a box - like this

☒

Or writing a number in a box - like this

Sometimes you will find an instruction telling you which question to answer next - like this

Yes

☐

No

☒

→ Go to question 99

Serial number + check letter

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

5001 - 007

Cohort member's first name

5008

Child No.

--	--

5009 - 010

Child's age (years)

--	--

5022 - 023

Interviewer number

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

5018 - 021

Barcode label

Card 5011 - 012
Batch 5013 - 017

Spare 5024 - 029

1

Please can you think back to how your child has been feeling over the *past 6 months*. For each of the following statements, please say whether it is not true of your child, somewhat true, or certainly true.

Tick one box on each line

	Not true	Somewhat true	Certainly true
5030 Considerate of other people's feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5031 Restless, overactive and not able to sit still for long	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5032 Often complaining of headaches, stomach-aches or sickness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5033 Sharing readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5034 Has often had temper tantrums or hot tempers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5035 Rather solitary, tending to play alone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5036 Generally obedient, usually doing what adults requested	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5037 Many worries, often seeming worried	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5038 Helpful if someone was hurt, upset or feeling ill	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5039 Constantly fidgeting and squirming	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5040 Has had at least one good friend	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5041 Has often had fights with other children or bullies them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5042 Often unhappy, downhearted or tearful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Spare 5043 - 049

Tick one box on each line

	Not true 5050	Somewhat true	Certainly true
Generally liked by other children	<input type="checkbox"/> 1 5051	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Easily distracted, concentration wandered	<input type="checkbox"/> 1 5052	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/> 1 5053	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Kind to younger children	<input type="checkbox"/> 1 5054	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Often lied or cheated	<input type="checkbox"/> 1 5055	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Picked on or bullied by other children	<input type="checkbox"/> 1 5056	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Has often volunteered to help others (parents, teachers, other children)	<input type="checkbox"/> 1 5057	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Able to think things out before acting	<input type="checkbox"/> 1 5058	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Stole from home, school or elsewhere	<input type="checkbox"/> 1 5059	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Getting on better with adults than with other children	<input type="checkbox"/> 1 5060	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Many fears, easily scared	<input type="checkbox"/> 1 5061	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Has seen tasks through to the end, good attention span	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Spare 5062 - 5069

2

Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

Tick one box

5070

Yes – minor difficulties

☐ 1

Yes – definite difficulties

☐ 2

Yes – severe difficulties

☐ 3

No

☐ 4

Please go to question 3

Please go to question 7

3

How long have these difficulties been present?

Tick one box

5071

Less than a month

☐ 1

1 – 5 months

☐ 2

6 – 12 months

☐ 3

Over a year

☐ 4

4

Do these difficulties upset or distress your child?

Tick one box

5072

Not at all

☐ 1

Only a little

☐ 2

Quite a lot

☐ 3

A great deal

☐ 4

5

Do these difficulties interfere with your child's everyday life in the following areas ...

Tick one box on each line

	Not at all	Only a little	Quite a lot	A great deal
... home life?	<div>5073 <input type="checkbox"/> 1</div>	<div><input type="checkbox"/> 2</div>	<div><input type="checkbox"/> 3</div>	<div><input type="checkbox"/> 4</div>
... friendship?	<div>5074 <input type="checkbox"/> 1</div>	<div><input type="checkbox"/> 2</div>	<div><input type="checkbox"/> 3</div>	<div><input type="checkbox"/> 4</div>
... classroom learning? (if your child is at school)	<div>5075 <input type="checkbox"/> 1</div>	<div><input type="checkbox"/> 2</div>	<div><input type="checkbox"/> 3</div>	<div><input type="checkbox"/> 4</div>
... leisure activities?	<div>5076 <input type="checkbox"/> 1</div>	<div><input type="checkbox"/> 2</div>	<div><input type="checkbox"/> 3</div>	<div><input type="checkbox"/> 4</div>

6

Do these difficulties put a burden on you or the family as a whole?

Tick one box

Not at all	<div>5077 <input type="checkbox"/> 1</div>
Only a little	<div><input type="checkbox"/> 2</div>
Quite a lot	<div><input type="checkbox"/> 3</div>
A great deal	<div><input type="checkbox"/> 4</div>

This section is about your relationship with your child. Please think about how far each of the statements *currently* applies to your relationship with your child.

Tick one box on each line

	Definitely does not apply	Not really	Neutral, not sure	Applies sometimes	Definitely applies
I share an affectionate, warm relationship with my child	5080 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child will seek comfort from me	5081 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child is uncomfortable with physical affection or touch from me	5082 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child values his or her relationship with me	5083 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child spontaneously shares information about him or herself	5084 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child easily becomes angry at me	5085 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
It is easy to be in tune with what my child is feeling	5086 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child remains angry or is resistant after being disciplined	5087 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Dealing with my child drains my energy	5088 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
When my child wakes in a bad mood, I know we're in for a long and difficult day	5089 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child's feelings towards me can be unpredictable or can change suddenly	5090 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child is sneaky or manipulative with me	5091 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
My child shares his or her feelings and experiences with me	5092 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

8

Sometimes children are pretty well behaved and other times they are not. We are interested in what parents do when their children misbehave. Please think about how your child has been in the *last three months*.

Tick one box on each line

	Never 5100	Rarely	Sometimes (about once a month)	Often (about once a week)	Daily
How often have you ignored your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you shouted at your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you sent your child to their bedroom, etc.?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to take away TV privileges or other treats?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you told your child off?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to bribe your child (e.g. with sweets, or a treat)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you taken away your child's pocket money or allowance?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you given your child a household task to do (e.g. clean their room or the bathroom, tidy the garden, mow the lawn)?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
How often have you had to smack your child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9

Since starting school, has your child ever been off school for a continuous period of 1 month or more, other than for school holidays?

Tick one box

Yes	<input type="checkbox"/> 1	➔ How many times has this happened?	<input type="text"/>	Times ➔ Go to question 10
No	<input type="checkbox"/> 2	➔ Go to question 11		

10

Thinking about the (last) time your child was off school for 1 month or more, what was the reason for this absence?

Tick one box

Ill health

5112
☐ 1

Needed to help out at home or other family reason

☐ 2

Some other reason

☐ 3

11

Has your child ever been temporarily suspended or temporarily excluded from school for at least one day?

Tick one box

Yes ☐ 1



How many times has this happened?

5113
 5114 - 115

times

No ☐ 2

12

Has your child ever been expelled or permanently excluded from school?

Tick one box

Yes ☐ 1



How many times has this happened?

5116
 5117 - 118

times

No ☐ 2

13

Have the police ever got in contact with you (or the child's other parent) about your child because he or she has done something against the law?

Tick one box

Yes ☐ 1



How many times has this happened?

5119
 5120 - 121

times

No ☐ 2

14

If your child is *under* the age of 10, tick this box

5130
☐
1



Please go to question 15

If your child is *10 or older*, tick this box

☐
2



Please go to question 16

The following question is about children younger than 10

15

Approximately how often do you get the chance to read stories with or to your child?

Tick one box

Every day ☐
1

Several times a week ☐
2

Several times a month ☐
3

Several times a year ☐
4

Never ☐
5

The following questions are for everyone to answer

16

Approximately how many books does your child have (including books shared with brothers or sisters)?

Tick one box

No books	<div>5132</div> <div>1</div>
1 – 2 books	<div>2</div>
3 – 9 books	<div>3</div>
10 – 19 books	<div>4</div>
20 – 49 books	<div>5</div>
50 plus	<div>6</div>

17

About how often would you say your child reads for enjoyment (not schoolwork)?

Tick one box

Every day	<div>5133</div> <div>1</div>
Several times a week	<div>2</div>
Several times a month	<div>3</div>
Several times a year	<div>4</div>
Never	<div>5</div>

18

Does your child ever get any homework from school?

Tick one box

Yes, my child regularly gets homework from school	<div>5134</div> <div>1</div>	} Please go to question 19
Yes, my child sometimes gets homework from school	<div>2</div>	
No homework is given by the school	<div>3</div>	} Thank you. Now go the end of page 12.
My child does not go to school	<div>4</div>	

19

Do you (or the child's other parent) help your child with his or her homework, even if it's only occasionally?

Tick one box

5135

No one helps

☐ 1

I usually help

☐ 2

Other parent usually helps

☐ 3

Both parents help equally

☐ 4

20

Do you (or the child's other parent) make sure that your child does his or her homework?

Tick one box

5136

Always

☐ 1

Sometimes

☐ 2

Occasionally

☐ 3

Never

☐ 4

21

Is there a computer at home your child can use to help with his or her homework?

Tick one box

5137

Yes

☐ 1

No, there's not a computer at home

☐ 2

No, there's a computer at home but not for my child to use

☐ 3

Spare 5138 - 150

Thank you very much for taking the time to answer our questions. Please give the questionnaire to the interviewer or post it back in the envelope provided. All your answers will remain confidential. Please call Freephone xxxx xxx xxx if you have any queries.

1970 British Cohort Study (BCS70) 2004 Survey

P2321

Questionnaire for young people aged 10 – 16 years

Confidential

HOW TO FILL IN THIS QUESTIONNAIRE

Please answer the questions by:

Ticking a box - like this

☒

Or writing a number in a box - like this

Sometimes you will find an instruction telling you which question to answer next - like this

Yes

☐

No

☒

➔ **Go to question 99**

Serial number + check letter

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

6001 - 007

Cohort member's first name

6008

Child No.

--	--

6009 - 010

Child's age (years)

--	--

6022 - 023

Interviewer number

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

6018 - 021

Barcode label

Card 6011 - 01
Batch 6013 - 01

Spare 6024 - 029

First, some questions about what people of your age do with their spare time.

1

On a normal school day, how many hours do you spend watching TV, including videos and DVDs? Remember to include time before and after school.

Tick one box

None – I don't watch TV

6030
☐
1

Less than an hour

☐
2

1 to 3 hours

☐
3

4 to 6 hours

☐
4

7 hours or more

☐
5

2

On a normal school day, how many hours do you spend playing computer games on your computer at home?

Tick one box

Less than an hour

6031
☐
1

1 to 3 hours

☐
2

4 to 6 hours

☐
3

7 hours or more

☐
4

None, I don't play computer games at home

☐
5

I don't have a computer that I can use at home

☐
6

3

In the last month, how often have you read a book that was not something you had to read for school?

Tick one box

Every day or most days	<div>6032</div> <div>1</div>
Two, three or four times a week	<div>2</div>
About once a week	<div>3</div>
Once or twice a month	<div>4</div>
Less often than that	<div>5</div>
Never	<div>6</div>

4

How often do you go to any of the activities listed below?

Tick one box on each line

	Every day <div>6033</div>	Most days	2 – 3 days a week	1 day a week	Less than once a week	Hardly ever/never
Youth clubs	<div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	<div>6</div>
Scouts / guides	<div>6034</div> <div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	<div>6</div>
Sports clubs / lessons (outside of school time)	<div>6035</div> <div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	<div>6</div>
Party / nightclub	<div>6036</div> <div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	<div>6</div>
Other	<div>6037</div> <div>1</div>	<div>2</div>	<div>3</div>	<div>4</div>	<div>5</div>	<div>6</div>

5

When you have got free time, who do you usually spend it with?

Tick all the answers that apply to you

- 6038 - 043
- Mum or dad ☐ 1
- Brother(s) or sister(s) ☐ 2
- A boyfriend or girlfriend or partner ☐ 3
- One close friend ☐ 4
- A group of friends – boys and girls ☐ 5
- A group of friends the same sex as me ☐ 6
- No one, I like to spend time on my own ☐ 7

6

How much pocket money or spending money do you usually get **each week**? This includes any money you get from your parents or from other relatives. If you do not usually get any money, write 0 in both boxes.

I get 6044 - 045 pounds and 6046 - 047 pence

7

When you go out on your own, do your parents – mum or dad – ask you where you are going?

Tick one box

- 6048
- Always ☐ 1
- Nearly always ☐ 2
- Sometimes ☐ 3
- Hardly ever ☐ 4
- Never ☐ 5
- I never go out on my own ☐ 6

8

How often, if at all, do you help around the house?

Tick one box

6049

Every day or most days

☐

1

Two, three or four times a week

☐

2

About once a week

☐

3

Once or twice a month

☐

4

Less often than that

☐

5

Never

☐

6

9

How often do you talk to your mum about what you do at school?

Tick one box

6050

Two or more times a week

☐

1

About once a week

☐

2

Once or twice a month

☐

3

Less often than that

☐

4

Never

☐

5

I don't have a mum or I don't see my mum very often

☐

6

I don't go to school

☐

7

10

How often do you talk to your mum about other things, like friends, going out and so on?

Tick one box

6051

Two or more times a week

☐

1

About once a week

☐

2

Once or twice a month

☐

3

Less often than that

☐

4

Never

☐

5

I don't have a mum or I don't see my mum very often

☐

6

11

How often do you talk to your dad about what you do at school?

Tick one box

6060

Two or more times a week

☐ 1

About once a week

☐ 2

Once or twice a month

☐ 3

Less often than that

☐ 4

Never

☐ 5

I don't have a dad or I don't see my dad very often

☐ 6

I don't go to school

☐ 7

12

How often do you talk to your dad about other things, like friends, going out and so on?

Tick one box

6061

Two or more times a week

☐ 1

About once a week

☐ 2

Once or twice a month

☐ 3

Less often than that

☐ 4

Never

☐ 5

I don't have a dad or I don't see my dad very often

☐ 6

13

How do you feel about your teachers? Read the sentences below and choose the one that best describes you.

Tick one box

6062

I like all or nearly all of my teachers

☐ 1

I like some of my teachers

☐ 2

I like one or two teachers

☐ 3

I don't like any of my teachers

☐ 4

Don't know

☐ 5

I don't go to school

☐ 6

14

How do you feel about the time you spend at school?
Read the sentences below and choose the one that best describes you.

Tick one box

6063

I always or nearly always enjoy school

☐
1

I sometimes enjoy school

☐
2

I don't enjoy school very often

☐
3

I never enjoy school

☐
4

Don't know

☐
5

I don't go to school

☐
6

15

How important is it to you to get good marks in your schoolwork, tests or exams?

Tick one box

6064

Not at all important

☐
1

Not very important

☐
2

Fairly important

☐
3

Very important

☐
4

Don't know

☐
5

I don't go to school

☐
6

16

In the last year, how often have you skipped or bunked off school?

Tick one box

6065

Never

☐

1

Once or twice

☐

2

Three or four times

☐

3

Five times or more

☐

4

Don't know

☐

5

I don't go to school

☐

6

17

What do you want to do when you are 16 and can leave school?

Tick one box

6066

Get a job

☐

1

Carry on studying

☐

2

Get a job **and** study☐

3

Do something else

☐

4

Don't know

☐

5

I don't go to school

☐

6

18

How likely do you think it is that you will go to university or college and study for a degree?

Tick one box

6067

Very likely	<input type="checkbox"/>
Fairly likely	<input type="checkbox"/>
Not very likely	<input type="checkbox"/>
Not at all likely	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Spare 6068 - 075

Now we have some questions about you and how you feel about yourself.

Each question describes two types of young people. For each question, we want you to choose which type of young person is most like you.

When you have decided which of the two types of young people is **most** like you, tick the box that says how **true** that description is for you: is it **really true** or **sort of true** for you?

For example, if you really don't like any sports then you should tick as shown below – you **don't like** sport and it is **really true** for you.

Which type of young person is most like you?

Some young people **like** sport

OR

Some young people **don't like** sport

Tick one box

Really true
For me

Sort of true
for me

☐
☐

Sort of true
for me

Really true
for me

☐
☐

If you are not sure what to do, please ask the interviewer to show you.

Start with question 19 on the next page and tick one box for each question.

Which type of young person is most like you?

19

Some young people **never worry** about whether they can do the school work given to them

OR

Some young people **worry** about whether they can do the school work given to them

Tick one box

Really true
For me

Sort of true
for me

6076

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

20

Some young people are often **unhappy** with themselves

OR

Some young people are usually **pleased** with themselves

Tick one box

Really true
for me

Sort of true
for me

6077

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

21

Some young people feel they are **as clever** as others their age

OR

Some young people feel they are **not as clever** as others their age

Tick one box

Really true
for me

Sort of true
for me

6078

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

Which type of young person is most like you?

22

Some young people **don't like** the way they are leading their lives

OR

Some young people **like** the way they are leading their lives

Tick one box

Really true
for me

Sort of true
for me

6079

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

23

Some young people are **slow** to finish their school work

OR

Some young people do their school work **quickly**

Tick one box

Really true
for me

Sort of true
for me

6080

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

24

Some young people are usually **happy** with themselves

OR

Some young people are often **not happy** with themselves

Tick one box

Really true
for me

Sort of true
for me

6081

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

Which type of young person is most like you?

25

Some young people often **forget** what they learn

OR

Some young people usually **remember** what they learn easily

Tick one box

Really true
for me

Sort of true
for me

Sort of true
for me

Really true
for me

6082

☐

1

☐

2

☐

3

☐

4

26

Some young people **like** the kind of **person** they are most of the time

OR

Some young people often wish they were **like someone else**

Tick one box

Really true
for me

Sort of true
for me

Sort of true
for me

Really true
for me

6083

☐

1

☐

2

☐

3

☐

4

27

Some young people **do very well** at their school work

OR

Some young people **don't do very well** at their school work

Tick one box

Really true
for me

Sort of true
for me

Sort of true
for me

Really true
for me

6084

☐

1

☐

2

☐

3

☐

4

Which type of young person is most like you?

28 Some young people are **very happy** with the way they are

OR

Some young people **wish** they were **different** from the way they are

Tick one box

Really true
for me

Sort of true
for me

6085

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

29 Some young people have **trouble working out** the right answers in school

OR

Some young people can almost **always work out** the right answers

Tick one box

Really true
for me

Sort of true
for me

6086

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

30 Some young people **aren't very happy** with the way they do most things

OR

Some young people think the way they do most things is **fine**

Tick one box

Really true
for me

Sort of true
for me

6087

☐

1

☐

2

Sort of true
for me

Really true
for me

☐

3

☐

4

31

This question is about smoking. Read the following sentences carefully and choose the one that best describes you.

Tick one box

6096

I have never smoked cigarettes

☐ 1

I have smoked cigarettes once or twice only

☐ 2

I used to smoke cigarettes, but I don't now

☐ 3
I sometimes smoke cigarettes,
but I don't smoke every week
☐ 4

I smoke cigarettes regularly, once a week or more

☐ 5

32

This question is about drinking alcohol. Read the following sentences carefully and choose the one that best describes you. Please include whole drinks, not just a sip.

Tick one box

6097

I have never drunk alcohol

☐ 1

I have drunk alcohol once or twice only

☐ 2

I used to drink alcohol but I don't now

☐ 3
I sometimes drink alcohol,
but I don't drink alcohol every week
☐ 4

I drink alcohol regularly, once a week or more

☐ 5

33

This question is about cannabis – this is also called lots of other things, for example marijuana, dope, hash, spliff, skunk or weed. Read the following sentences carefully and choose the one that best describes you.

Tick one box

6098

I have never smoked cannabis

☐ 1

I have smoked cannabis once or twice only

☐ 2

I used to smoke cannabis, but I don't now

☐ 3
I sometimes smoke cannabis, but I don't smoke every
week
☐ 4

I smoke cannabis regularly, once a week or more

☐ 5

34

This question is about inhaling or sniffing glue, gas, aerosols or solvents. Read the following sentences carefully and choose the one that best describes you.

Tick one box

6099

I have never sniffed glue, gas, aerosols or solvents

☐ 1

I have sniffed glue, gas, aerosols or solvents once or twice only

☐ 2

I used to sniff glue, gas, aerosols or solvents, but I don't now

☐ 3

I sometimes sniff glue, gas, aerosols or solvents, but I don't do it every week

☐ 4

I sniff glue, gas, aerosols or solvents regularly, once a week or more

☐ 5

35

Have you ever stolen something from a shop, supermarket or department store?

6100

Yes

☐ 1

No

☐ 2

36

Have you ever been picked on or bullied by another school pupil?

6101

Yes

☐ 1

No

☐ 2

37

Have you ever picked on or bullied another school pupil, either by yourself or with someone else?

6102

Yes

☐ 1

No

☐ 2

Spare 6103 - 6120

Thank you very much for taking the time to answer our questions. Please put your questionnaire in the envelope provided. If the interviewer is still in your home, give the envelope to them. If not, please post it back as soon as possible. All your answers will remain confidential. Please call Freephone xxxx xxx xxx if you have any queries.

1970 British Cohort Study (BCS70)

Showcards

2004 survey

CARD P1

1. CSE
2. GCSE
3. GCE O Level

4. A/S Level
5. GCE A Level (or S Level)

6. Scottish School Certificate, Higher School Certificate or Scottish School Qualification

7. Diploma of Higher Education
8. Degree (e.g. BA, BSc)
9. Other degree level qualification such as Graduate Membership of a Professional Institute
10. Higher degree (e.g. PhD, MSc)

11. Nursing or other para-medical qualification
12. PGCE - Post-graduate Certificate of Education
13. Other teaching qualification

14. None of these

CARD P2

1. BTEC, BEC, TEC, SCOTBEC, SCOTEC, or SCOTVEC qualification
2. City and Guilds qualification
3. RSA qualification
4. Pitmans qualifications
5. NVQ – National Vocational Qualification
6. GNVQ - General National Vocational Qualification
7. ONC/OND
8. HNC/HND
9. Recognised trade apprenticeship
10. HGV licence
11. Other qualification

CARD P3

1. Asthma or wheezy bronchitis
2. Hayfever
3. Eczema
4. (Sugar) Diabetes
5. Convulsion, fit, epileptic seizure
6. Recurrent backache, prolapsed disc, sciatica
7. Cancer or Leukaemia
8. Depression
9. Problems with hearing
10. Problems with eyesight
11. High blood pressure
12. Migraine
13. None of these

CARD A

1. British
2. Irish
3. Any other White background
4. White and Black Caribbean
5. White and Black African
6. White and Asian
7. Any other Mixed background
8. Indian
9. Pakistani
10. Bangladeshi
11. Any other Asian background
12. Caribbean
13. African
14. Any other Black background
15. Chinese
16. Any other ethnic group

CARD B

1. Wanted to buy
2. Wanted larger home
3. Wanted better home
4. Job changed/to be nearer work
5. Moved to better area
6. For children's education
7. Wanted place of own
8. Other

CARD C

1. Wanted to buy
2. Wanted larger home
3. Wanted better home
4. Job changed/to be nearer work
5. Moved to better area
6. For children's education
7. Wanted place of own
8. Other

CARD D

1. Very friendly
2. Friendly
3. Neither friendly or unfriendly
4. Unfriendly
5. Very unfriendly
6. Do not see ex-partner

CARD E

1. Smoke in the 3 months before you became pregnant
2. Smoke in months 1-5 of the pregnancy
3. Smoke in months 6-9 of pregnancy
4. Did not smoke at all in 3 months before pregnancy or during pregnancy

CARD F

1. Live birth
2. Still birth
3. Miscarriage
4. Termination
5. Currently pregnant

CARD G

1. Husband/wife/partner
2. Boyfriend
3. Girlfriend
4. Mother
5. Father
6. Brother
7. Sister
8. Female friend
9. Male friend
10. Neighbour
11. Other
12. Would prefer not to ask for help

CARD H

1. Husband/wife/partner
2. Boyfriend
3. Girlfriend
4. Mother
5. Father
6. Brother
7. Sister
8. Female friend
9. Male friend
10. Neighbour
11. Other

CARD I

1. Statutory Sick Pay
2. Child Benefit/Family Allowance
3. Jobseeker's Allowance (JSA)
4. Income Support
5. Council Tax Benefit
6. Housing Benefit
7. Maternity Allowance
8. Statutory Maternity Pay from your employer or former employer
9. Statutory Paternity Pay from your employer or former employer
10. Statutory Adoption Pay from your employer or former employer
11. None of these

CARD J

1. 1 week
2. 2 weeks
3. 3 weeks
4. 4 weeks
5. 1 calendar month
6. 2 months
7. 3 months
8. 6 months
9. 12 months
10. Other Period

CARD K

1. Attendance Allowance
2. Guardian's Allowance
3. Invalid Care Allowance
4. Severe Disablement Allowance
5. Care component of Disability Living Allowance
6. Mobility component of Disability Living Allowance
7. Incapacity Benefit
8. Industrial Injury Disablement Benefit
9. Widow's Pension or Widowed Mother's Allowance (National Insurance)
10. Bereavement Allowance
11. Widowed Parent's Allowance
12. A grant from the Social Fund for Funeral Expenses
13. Grant from the Social Fund for Maternity Expenses
14. A Community Care Grant from the Social Fund
15. Any National Insurance credits
16. Some other state benefit
17. None of these

CARD L

1. Working Tax Credit
2. Child Tax Credit
3. None of these

CARD M

1. Education grants/studentships or work training / government training scheme allowance
2. Pension from a former employer
3. Annuity payments / payments from a trust fund
4. Income from a trade union, friendly society or charitable organisation
5. Maintenance allowance or other regular payments from a former husband or wife
6. Allowance for a foster child
7. Regular cash help from parents
8. Regular cash help from other relatives or friends outside the household
9. Rent from boarders, lodgers or sub-tenants / rent from other property
10. Other income from organisations, relatives or friends outside the household
11. Benefit from accident insurance / private sickness scheme
12. Any other source of regular family/household income
13. None of these

CARD N

1. Less than £100
2. 100 or more
3. £500 or more
4. £1,000 or more
5. £2,500 or more
6. £5,000 or more
7. £10,000 or more

Borrow

CARD O

1. Pawnbroker
2. Money lender
3. Friends
4. Family
5. None of these

CARD P

1. Full-time paid employee (30 or more hours a week)
2. Part-time paid employee (under 30 hours a week)
3. Full-time self-employed
4. Part-time self-employed
5. Unemployed and seeking work
6. Full-time education
7. On a government scheme for employment training
8. Temporarily sick/disabled
9. Permanently sick/disabled
10. Looking after home/family
11. Wholly retired
12. Other

CARD Q

1. Full-time paid employee (30 or more hours a week)
2. Part-time paid employee (under 30 hours a week)
3. Full-time self-employed
4. Part-time self-employed

CARD R

1. Private firm or company
2. Nationalised industry/public corporation
3. Local Authority/Local Education Authority
4. Health Authority/hospital
5. Central Government/Civil Service
6. Charity or trust
7. Other

CARD S

1. Employer does not have a scheme
2. Employer has final salary occupational pension scheme
3. Employer has money purchase (or annuity) pension scheme
4. Employer has scheme, don't know what type

CARD T

1. Employer's final salary occupational pension scheme
2. Employer's money purchase (or annuity) pension scheme
3. Employer's other scheme, don't know what type
4. A personal pension scheme
5. A stakeholder pension
6. None of these

CARD U

1. At least once a week
2. At least once per month
3. Less often than once a month
4. Never

CARD V

1. Very satisfied
2. Somewhat satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied

CARD W

1. Fixed term or temporary job ended
2. Made redundant
3. Dismissed from a job
4. Left because pregnant
5. Left job for health reasons
6. Just decided to leave
7. Couldn't get a job after leaving full-time education
8. For some other reason

CARD X

1. CSE
2. GCSE
3. GCE O Level

4. A/S Level
5. GCE A Level (or S Level)

6. Scottish School Certificate, Higher School Certificate or Scottish School Qualification

7. Diploma of Higher Education
8. Degree (e.g. BA, BSc)
9. Other degree level qualification such as Graduate Membership of a Professional Institute
10. Higher degree (e.g. PhD, MSc)

11. Nursing or other para-medical qualification
12. PGCE - Post-graduate Certificate of Education
13. Other teaching qualification

14. None of these

CARD Y

1. School
2. Technical College
3. Teacher Training College, College of Education or College of Higher Education
4. Further Education College
5. Tertiary College
6. Institute of Higher Education
7. Polytechnic or Scottish Central Institution
8. University/Open University
9. Adult Education College/Centre
10. Government Skill Centre
11. Private or Commercial College
12. Your employer's premises
13. Distance Learning & Correspondence Classes
14. Training Provider
15. Other location

CARD Z

1. BTEC, BEC, TEC, SCOTBEC, SCOTEC, or SCOTVEC qualification
2. City and Guilds qualification
3. RSA qualification
4. Pitmans qualifications
5. NVQ – National Vocational Qualification
6. GNVQ - General National Vocational Qualification
7. ONC/OND not covered elsewhere
8. HNC/HND not covered elsewhere
9. Recognised trade apprenticeship
10. HGV licence
11. Other vocational qualification
12. None of these

CARD AA

1. GCSE
2. A/S Level
3. SGCE A Level (or S Level)
4. Scottish School Certificate, Higher School Certificate or Scottish School Qualification
5. Diploma of Higher Education
6. Degree (e.g. BA, BSc)
7. Other degree level qualification such as graduate membership of professional institute
8. Higher degree (e.g. PhD, MSc)
9. Nursing or other para-medical qualification not yet mentioned
10. PGCE - Post-graduate Certificate of Education
11. Other teaching qualification
12. None of these

CARD BB

1. BTEC, BEC, TEC, SCOTBEC, SCOTEC, or SCOTVEC qualification
2. City and Guilds qualification
3. RSA qualification
4. Pitmans qualifications
5. NVQ - National Vocational Qualification
6. GNVQ - General National Vocational Qualification
7. ONC/OND not covered elsewhere
8. HNC/HND not covered elsewhere
9. Recognised trade apprenticeship
10. HGV licence
11. Open college credits, including London Open College Network Credits
12. Other qualification
13. None of these

CARD CC

1. Word Processing
2. Internet
3. Email
4. Games
5. Other

CARD DD

1. Shopping for goods and/or services
2. Chat rooms, discussion groups
3. Email
4. General information access
5. Banking and paying bills
6. Other
7. None

CARD EE

1. Understanding what is written in a magazine or newspaper
2. Reading aloud from a child's storybook
3. Reading or understanding paperwork or forms
4. None of these

CARD FF

1. Writing a letter to a friend to thank them for something
2. Spelling words correctly
3. Making your handwriting easy to read
4. Putting down in words what you want to say
5. None of these

CARD GG

1. Telling the right change from a £5 or £10 note
2. Recognising numbers
3. Addition
4. Subtraction
5. Multiplication
6. Division
7. None of these

CARD HH

1. Reading skills
2. Writing skills
3. Maths or numberwork skills
4. None of these

CARD II

1. Asthma or wheezy bronchitis
2. Hayfever
3. Eczema
4. (Sugar) Diabetes
5. Convulsion, fit, epileptic seizure
6. Recurrent backache, prolapsed disc, sciatica
7. Cancer or Leukaemia
8. Depression
9. Problems with hearing
10. Problems with eyesight
11. High blood pressure
12. Migraine
13. None of these

CARD JJ

1. Leukaemia
2. Hodgkins disease
3. Lymphoma
4. Skin cancer
5. Bone cancer
6. Breast cancer
7. Cancer of the uterus (womb)
8. Cancer of the cervix
9. Cancer of the testes
10. Colon cancer (including bowel cancer)
11. Stomach cancer
12. Lung cancer
13. Other

CARD KK

1. Middle ear, inner ear, nerve problem resulting in partial or total hearing loss in one ear
2. Middle ear, inner ear, nerve problem resulting in partial or total hearing loss in both ears
3. Tinnitus
4. Meniere's disease
5. Other hearing problem

CARD LL

1. Short sight
2. Long sight
3. Astigmatism
4. Cataract
5. Glaucoma
6. Other sight problem

CARD MM

1. Doing the housework
2. Climbing stairs
3. Dressing yourself
4. Walking for at least 10 minutes
5. None of these

CARD NN

1. Take part in competitive sport of any kind
2. Go to 'keep fit' or aerobics classes
3. Go running or jogging
4. Go swimming
5. Go cycling
6. Go for walks
7. Take part in water sports
8. Take part in outdoor sports
9. Go dancing
10. Take part in any other sport or leisure activity which involves physical exercise

CARD 00

1. Every day
2. 4-5 days a week
3. 2-3 days a week
4. Once a week
5. 2-3 times a month
6. Less often

CARD PP

1. Watched a video/DVD
2. Gone to a park
3. Taken a day trip to the countryside or seaside
4. Children's activity / play centre (e.g. Jungle Jims)
5. Played board games or cards at home
6. Attended a religious service
7. Visited other members of your family
8. Visited friends
9. None of these

CARD QQ

1. Gone to the cinema
2. Gone to the theatre
3. Shopping at a shopping centre or mall, etc
4. Eaten out in a restaurant
5. Gone to a live football match or other sports event (e.g. rugby, cricket, ice-hockey, basketball)
6. Visited a tourist attraction (stately home, zoo, castle, aquarium)
7. Visited a museum
8. Visited a theme park
9. Watched a band / musical event
10. None of these

CARD RR

1. Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
2. Buddhism
3. Hinduism
4. Judaism (Jewish)
5. Islam (Muslim)
6. Sikhism
7. Other religion

CARD SS

1. Youth or children's activities, including school activities
2. Politics, human rights, religious groups
3. Environment, animal concerns
4. Other voluntary or charity groups
5. Local community or neighbourhood groups (including elderly, disabled, homeless)
6. Hobbies, recreation, arts, social clubs
7. Trade Union activity
8. Other
9. None of these

CARD TT

1. Local councillor
2. Member of Parliament (MP)
3. Public official working for local council
4. Government official
5. Elected member of the Greater London Assembly - including the Mayor of London
6. Public official working for the Greater London Assembly
7. Elected member of Scottish Parliament (MSP)
8. Public official working for the Scottish Parliament
9. Elected member of the National Assembly for Wales - including the First Minister
10. Public official working for the National Assembly for Wales
11. None of the above

Parent And Child

Module

Showcards

CARD PC1

1. White - British
2. White – Irish
3. Any other White background
4. Mixed - White and Black Caribbean
5. Mixed - White and Black African
6. Mixed - White and Asian
7. Any other Mixed background
8. Asian/Asian British – Indian
9. Asian/Asian British – Pakistani
10. Asian/Asian British – Bangladeshi
11. Any other Asian background
12. Black/Black British – Caribbean
13. Black/Black British – African
14. Any other Black background
15. Chinese
95. Any other

CARD PC2

1. White - Welsh
2. White – other British
3. White – Irish
4. Any other White background
5. Mixed - White and Black Caribbean
6. Mixed - White and Black African
7. Mixed - White and Asian
8. Any other Mixed background
9. Asian/Asian British – Indian
10. Asian/Asian British – Pakistani
11. Asian/Asian British – Bangladeshi
12. Any other Asian background
13. Black/Black British – Caribbean
14. Black/Black British – African
15. Any other Black background
16. Chinese
95. Any other

CARD PC3

1. White - Scottish
2. White – other British
3. White – Irish
4. Any other White background
5. Any Mixed background
6. Asian/Asian Scottish/Asian British – Indian
7. Asian/Asian Scottish/Asian British – Pakistani
8. Asian/Asian Scottish/Asian British – Bangladeshi
9. Asian/Asian Scottish/Asian British - Chinese
10. Any other Asian background
11. Black/Black Scottish/ Black British – Caribbean
12. Black/Black Scottish/ Black British – African
13. Any other Black background
95. Any other background

CARD PC4

1. Loss of consciousness/knocked out
2. Injury to head without being knocked out
3. Broken bone or fracture
4. Near drowning
5. Swallowed household cleaner/other poisons/pills
6. Swallowed object
7. Injury to mouth or tooth
8. Burn or scald
9. Other sort of accident or injury

CARD PC5

1. All the immunisations offered
2. Some immunisations, but not all those offered
3. Offered immunisations, but did not have any
4. Not offered any immunisations
5. Don't know/don't remember

CARD PC6

1. DPT or triple vaccine - combined injection including Diphtheria, Whooping Cough, Tetanus (may include HIB and Meningitis too)
2. Polio vaccine (by mouth)
3. MMR - combined vaccine for Measles, Mumps and Rubella
4. Measles, mumps and/or Rubella (German Measles) given separately
5. BCG for Tuberculosis
6. Don't know/can't remember
7. None of these

CARD PC7

1. German Measles/Rubella
2. Measles
3. Whooping Cough
4. Chicken pox
5. Mumps
6. Tuberculosis
7. None of these

CARD PC8

1. Has had her first menstrual period
2. Has not yet had a menstrual period

CARD PC9

1. Problems with eyesight or eyes
2. Problems with hearing or ears (excluding wax in ears)
3. Speech difficulty
4. Asthma
5. Eczema
6. Hayfever
7. Diabetes
8. Epilepsy, fits, convulsions or blackouts
9. Cancer or leukaemia
10. Any congenital abnormality or lesion
11. Crohn's disease/ulcerative colitis
12. Kidney or bladder disease
13. Bone or joint problems, including arthritis
14. Cerebral palsy
15. None of these

CARD PC10

1. Short-sighted (has difficulty seeing distant things clearly)
2. Long-sighted (has difficulty seeing close-up things clearly)
3. Astigmatism
4. Squint
5. Colour blindness
6. Total blindness/severe visual impairment
7. Other

CARD PC11

1. Major convulsion or grand mal
2. Minor convulsion or petit mal
3. Mixed form of epilepsy
4. Fainting or blackouts
5. Other attacks or turns

CARD PC12

1. Congenital heart disease
2. Congenital hip dislocation
3. Club foot or talipes
4. Hare lip or cleft palate
5. Other

CARD PC13

1. ADHD - Attention Deficit and Hyperactivity Disorder
2. Autism, Asperger's Syndrome or similar condition
3. Dyslexia
4. Anxiety or other withdrawn behaviour
5. Aggressive behaviour or conduct disorder
6. Anorexia or bulimia
7. Any other behavioural or mental problem or learning difficulty
8. None of these

CARD PC14

1. Wets pants during the day
2. Soils pants during the day
3. Wets bed at night

CARD PC15

1. Never wets during the day
2. Occasionally wets during the day
3. Wets during the day once or twice a week
4. Wets during the day 3 or more times a week
5. Is still in nappies

CARD PC16

1. Never wets the bed at night
2. Occasionally wets the bed at night
3. Wets the bed at night once or twice a week
4. Wets the bed at night three or more times a week

CARD PC17

1. Is completely bowel trained: never dirties pants
2. Occasionally soils pants
3. Soils pants once or twice a week
4. Soils pants 3 or more times a week

CARD PC18

1. In local authority care, but remaining with own parents
2. Local authority children's home
3. Local authority foster parents
4. Voluntary society children's home
5. Voluntary society foster parents
6. Prison/Young Offenders Institute/Borstal
7. Some other place

CARD PC19

1. A reception class at a Local Authority primary school
2. Year 1 at a Local Authority primary school
3. A reception class at a private/independent primary school
4. Year 1 at a private/independent primary school
5. Other

CARD PC20

1. Nursery school/nursery class
2. Day nursery
3. Playgroup/pre-school
4. Childminder
5. Nanny/au pair
6. Grandparents
7. Other relatives
8. Friends/neighbours
9. Other
10. No childcare/early years education

CARD PC21

1. His/her friends were going there
2. His/her brother/sister went/go there
3. School has good exam results/academic reputation
4. School is local/nearby
5. School has strong anti-bullying policy
6. School has small class sizes
7. Religious grounds
8. Other
9. None of these - I had no choice

CARD PC22

1. Very good
2. Fairly good
3. Neither good nor bad
4. Fairly bad
5. Very bad

CARD PC23

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied

CARD PC24

1. Every day or most days
2. At least once a week
3. At least once a month
4. At least once a term
5. Less often than once a term
6. Never

CARD PC25

1. Help out in class
2. Help out elsewhere e.g. library, school trips, dinner duties
3. Help with fund-raising activities / special events e.g. fetes, sports days
4. Help out with special interest groups like sports/drama
5. Part of the parents' association / committee / group
6. Part of the management board / governing body
7. Some other activity - please specify
8. None of these

CARD PC26

1. Agree strongly
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Disagree strongly

CARD PC27

1. Maths/Numberwork
2. English/Reading
3. Foreign/second languages
4. Science
5. Music
6. Dance
7. Speech and/or Drama
8. Sport
9. Other

CARD PC28

1. A physical disability
2. A problem with sight, hearing or speech
3. A mental disability
4. Emotional or behavioural problems
5. A medical or health problem
6. Difficulties with reading, writing, spelling or maths
7. Other cause(s)

CARD PC29

1. Continue in full time education
2. Start learning a trade/ start an apprenticeship
3. Get a full-time paid job (either as an employee or self-employed)
4. I haven't thought about it yet
5. It's up to him/her
6. Something else

1970 BRITISH COHORT STUDY (BCS70) 2004 SURVEYS

P2321

PROJECT INSTRUCTIONS

APRIL 2004

1. ABOUT THE STUDY

1.1 Background and overview

The British Cohort Study (BCS70) is one of Britain's flagship birth cohort studies, managed by the Centre for Longitudinal Studies (CLS) at the Institute of Education, University of London.

Britain has a unique tradition of carrying out national birth cohort studies, which follow the same group of people from birth into and through adulthood, providing a picture of whole generations. There are four such surveys and BCS70 is the third of them:

- National Survey of Health and Development (started in 1946)
- National Child Development Study (started in 1958)
- 1970 British Cohort Study (started in 1970)
- Millennium Cohort Study (started in 2000)

The study began in 1970, when data was collected about over 16,000 babies born in England, Scotland and Wales¹ between 5th and 11th April 1970. Since then, the cohort members have been followed up five times, at ages 5, 10, 16, 26 and 30, to collect data about their health, educational, social and economic circumstances. NatCen carried out the most recent survey of the cohort in 1999/2000.

NatCen has been commissioned by CLS to carry out the latest wave of fieldwork in 2004, when the cohort members will be 33 or 34. The survey is funded by the Economic and Social Research Council (ESRC), and National Research and Development Centre for Adult Literacy and Numeracy (NRDC). The NRDC was set up by the Department for Education and Skills, within the Institute of Education, to study basic skills – literacy and numeracy – and to find the best ways of improving skills levels in the population.

Over the last 12 years, a programme of research has ensured that basic skills have become an integral part of BCS70, and its older counterpart, the National Child Development Study (NCDS). Representative 10% samples of each study had their functional literacy and numeracy skills assessed in 1991 and 1995 respectively. Using the basic skills data researchers have been able to identify adults with a poor grasp of the basic skills and help establish that 1 in 5 adults in Britain have difficulties with at least one of these basic skills. That is, they cannot read, write or perform basic math calculations at the level expected of an 11 year-old. The surveys were a major source of evidence for the 'Moser Committee' that was set up by the government to advise on Adult Basic Skills. And the "Skills for Life" programme that launched the "Gremlins" campaign (in England) followed. Such school curriculum innovations as literacy and numeracy hours were also strongly influenced by findings from the research.

¹ Data was collected about children born in Northern Ireland, but these children were not subsequently followed up.

As a result, as well as a standard CAPI and CASI interview, this wave of the survey includes an assessment of the cohort members' basic skills and, in a half of all sample points, a study of the cohort members' children and their abilities.

When speaking to Cohort members, it is important that you understand how important and influential this study has been. So far, the BCS70 study has shown that, independent of other influences:

- The more interest parents show in their children's education, the better the children do in school.
- Education and training make a difference. Those with 'O' levels earn 7 per cent more than those with no qualifications. A degree can be worth 25 per cent more. Work related training boosts earnings by 12 per cent.
- Poor economic conditions at birth can disadvantage people in their subsequent employment and depress their adult incomes, but with the right support many do much better than expected.
- Truancy and poor school attendance are connected to problems in adult employment and marital breakdown.
- Stepfathers are just as involved with their step-children as other fathers.
- Mothers who smoke during pregnancy are more likely to have low birth weight babies and, by age 16, these children are smaller and do worse at reading and maths.
- Being breast fed as a baby can reduce the risk of heart disease in adult life.

1.2 The elements of the survey

In all instances, the BCS70 survey will involve a CORE personal interview and an ADULT ASSESSMENT with the Cohort member.

- The CORE personal interview comprises a standard questionnaire (both CAPI and CASI²). This includes a household grid, which is used to determine whether other elements of the survey should be administered. It then updates information about the cohort member's education, housing, health, work and family life.
- The ADULT ASSESSMENT is an assessment of the cohort member's basic skills (literacy and numeracy skills) and establishes whether they have any symptoms of dyslexia. There are three sections: multiple-choice CASI questions that the cohort member reads and answers him- or herself; more conventional interview questions in which the interviewer reads out a question and the cohort member

² CASI stands for Computer Assisted Self-completion Interview.

answers; and a series of short reading and writing exercises, which are administered by the interviewer using a paper booklet. The ADULT ASSESSMENT, and how to administer it, is described in detail in Section 6.

In half of the BCS70 sample points, interviewers are also being asked to complete the PARENT & CHILD survey as well. This will apply if the cohort member has any natural or adopted children living in the household. *You will only be asked to work on a Parent & Child point if you have attended the three-day PARENT & CHILD briefing. If you have not, please ignore the sections that are not relevant to you.*

The additional PARENT & CHILD survey elements are:

- An additional module within the CORE personal interview, covering the health, care and education of each of the cohort member's children aged 16 (and 11 months) or less
- A paper self-completion questionnaire for the cohort member, covering parenting styles and the development of each child aged 16 or less (one questionnaire per child)
- An assessment of each of the cohort member's children aged between 3 and 16 inclusive
- A paper self-completion questionnaire for each child aged between 10 and 16 inclusive.

The procedure and materials for each task are described separately in these instructions.

Please note that most of the items included in the survey are drawn from other sources and should be assumed to be either copyright or in some broader sense a part of other studies which may be carried out again in the future. As always, please treat these materials in confidence.

2 FIELDWORK

2.1 The Sample

The issued sample consists of 13,200 cohort members who meet the following criteria:

- living in Great Britain and outlying islands
- interviewed in 1986 or later (i.e. since they were 16)
- contact details confirmed since 1996.

In total, 85% of the sample were interviewed by NatCen interviewers in 1999/2000. Of the remaining 15%, 9% participated in the 1996 postal survey, and 6% were last interviewed in 1986 (NatCen was not involved in either of these two surveys).

Cohort members who have withdrawn permanently from the study are excluded, as are a very few who were difficult or unpleasant when last interviewed.

2.2 Assignments

There are just over 1,000 points, half CORE only, and half PARENT & CHILD. Each point contains an average of 13 cases, but may vary in size from less than ten to over twenty.

This is a named sample. The addresses are not clustered, but determined by where the cohort members now live. The points have been grouped in consultation with Area Managers to reflect local geography, but addresses in some, particularly in rural areas, may be widely spread.

The sample will be issued in six waves at monthly intervals, starting on 26th February. You will have four weeks to complete fieldwork, plus one week to mop-up; you should aim to have completed 60% of your assignment in three weeks, 80% in four weeks.

You should plan your work when you receive your assignment. You may want to prioritise some cohort members, for example:

- Those who were not interviewed in 1999/ 2000 and who may need some tracing;
- Those whose addresses are furthest away from where you live, or who are most isolated from others in the point;
- (in a P&C point) Those who had one or more children in 1999/2000.

It may also be helpful to note addresses which are relatively close together.

Each interviewer's progress will be monitored by team leaders, who will review outstanding workloads on a regular basis. At the end of the overall fieldwork period there will be a final mop-up of any outstanding cases.

2.3 Initial contact

The first contact with cohort members will be made by letter. This will be sent by the office in Brentwood about two weeks before workpacks are sent out.

The letter will come from the Centre for Longitudinal Studies, on BCS70 headed paper, and is signed by Professors John Bynner and Neville Butler, familiar names to the cohort members. It will include the cohort member's BCS70 reference number i.e. the CLS serial number (shown on the Address Information Sheet). The letter introduces the survey and explains NatCen's role. It goes on to remind cohort members of the importance of the survey and their continued participation; to describe the content of the interview; and to promise that the data they provide will be treated in strictest confidence. The content will vary slightly according to whether the cohort member is in a Core or Parent & Child point.

Also included is the CLS Freephone number, which cohort members can call if they have any questions about the survey. The letter invites cohort members to call CLS if they would prefer you to telephone before you visit (otherwise you will make your first approach in person). This number can also be used by cohort members to pass on helpful information, for example about changes of address or their availability. If necessary, relatives can inform the office of a cohort member's serious illness or death. Information reported to CLS using the Freephone number will be passed to you by Brentwood as soon as possible.

2.4 Survey serial numbers

Each cohort member will have a unique NatCen serial number, specific to this survey. These were allocated at the start of the study and will not change. This serial number can be found on the ARF address label and the address information sheet. It is **not** the same as the 8-digit BCS70 number issued by CLS.

The survey serial number consists of seven digits, plus a check letter (e.g. 1000101R, 5000201B). The first digit indicates whether the case is part of a Core or a Parent & Child point – Core cases begin with 1, Parent & Child cases begin with 5. The next four digits indicate the point, and the last two the individual within the point.

If a cohort member moves during the fieldwork period, their new address may be issued as part of a different point, but the serial number will not change, and they will remain eligible for a Core or Parent & Child interview as in the original point. If you are interviewing in a Core point and are issued with a Parent & Child serial number, please contact the office: unless you have attended the 3-day Parent and Child briefing, you should not attempt to interview any cohort member whose serial number begins with 5.

2.5 Survey materials

You will need the following materials to carry out the survey. The numbers quoted are those given to you at the briefing or supplied in your workpacks; if you need more copies of any documents, please contact the office, giving as much notice as possible.

In workpacks

ARFs, with labels and Address Information sheets (cream for Core points, salmon for P&C)	10 – 20 (no. in point)
Advance letter (different versions for Core and P&C)	3
Mover letter	6
CLS Freepost envelopes for the mover letter	6
Post-paid envelopes for mover letter	6
Reading and Writing booklets (Yellow)	16
Household ready-reckoner	10
Paper calendar	10
Notepad	1
Blue pens	3
Treasury tags	10
Return of work envelopes	5
Back up disk	1
NatCen leaflets	20
BCS70 leaflets	20
Interviewer call-back cards	10
CAPI admin pack	1
Interviewer instructions	1

Provided at briefing

Samples of the documents above, plus:

Show cards (different versions for Core and P&C)	1
Laminated calendar	1
Spelling show card	1
Timer	1
Green Multiple-choice stickers	10
Blue Multiple-choice stickers	3

The following materials will be provided for Parent & Child points only

In workpacks

Child assessment copying booklet, aged 3 to 5 (White)	9
Child assessment booklet, aged 6 to 16 (Dark Blue)	15
Parent self completions: 0 – 11 months (Pink)	3
Parent self completions: 1 – 2 years, 11 months (Blue)	7
Parent self completions: 3 – 5 years, 11 months (Green)	9
Parent self completions: 6 – 16 years, 11 months (Lilac)	15
Young person's self completion: 10 – 16 years 11 months (Orange)	7
Fun packs	10
Pencils	6
Rubbers	3
Operations freepost envelope for Parent self-completions	3
Plain A4 envelopes for Young Person's self completions	7

Provided at briefing

Samples of the documents above, plus:

Child assessment easels	1
Child assessment tiles (Yellow box)	1

2.6 The ARF

There are two versions of the ARF, of different colours: cream for CORE points, salmon for PARENT & CHILD points. As well as the standard label, contact information will be provided on an Address Information Sheet, stapled to the back.

Please record information on the ARF as clearly as possible. It may be used by others in NatCen and CLS (indeed all ARFs will ultimately be given to CLS for storage) so your entries should always be legible and comprehensible. Record as much relevant detail as possible, but do not include personal information about the cohort member that could contravene data protection guidelines³. For example, you could record that the cohort member was too ill to be interviewed, but not that they had cancer; or you could note that the interview was difficult and you had to abandon it because of the cohort member's attitude, but not that the cohort member was an unpleasant individual.

2.7 The ARF label

The ARF will have a single label, with the following information:

The diagram shows a rectangular label with the following text inside:

1999902H FA9 WAVE 1

**ELEANOR SMITH
35 NORTHAMPTON SQUARE
LONDON
EC1V 0AX**

SEX: F

Three arrows point to the top line of the label:

- An arrow from the text "(NatCen) Survey serial number" points to "1999902H".
- An arrow from the text "Field Area" points to "FA9".
- An arrow from the text "Wave = 1 - 6" points to "WAVE 1".

³ For further information about data protection, please refer to NatCen's *Guide To Data Protection And Confidentiality: Interviewer and Nurse Responsibilities* which was published in November 2002. All panel members were sent a copy and interviewers and nurses who have joined us since that date have been supplied with a copy at Basic Training. If you have specific concerns or queries about data protection issues please let your Team Leader know, or contact Brentwood.

2.8 Content of the ARF

Page 1

This includes space for your name and interviewer number, the cohort member's telephone number, the total number of calls you made and a record of calls made (include telephone calls).

Pages 2 to 6

Full record of attempts to contact the cohort member, including new addresses.

Pages 7 to 10 are different according to whether the ARF is Core or Parent & Child.

CORE ARF

Page 7

Question E1 records whether the cohort member was willing to be interviewed

Question F1 records whether the yellow reading and writing booklet was completed.

Questions G1 and G2 record productive outcomes, and the name and address of proxy informant if relevant.

Page 8

Record of unproductive outcomes, and space to record the reason for no interview or the reason for a partial outcome.

Page 9

Record of stable contact, and space for any other information not covered elsewhere.

PARENT & CHILD ARF

Page 7

Question E1 records whether the cohort member was willing to be interviewed

Question F1 records whether the yellow reading and writing booklet was completed.

Question F2 records whether there were any children in the household.

Question F3 provides a summary of the Parent & Child elements of the interview, other than the CAPI. For each child you should enter:

- Person number (from household grid)
- Name
- Age
- Which Parent Self-completion booklet was appropriate (circle one letter) and its status (enter number)
- (If relevant) which child assessment booklet was appropriate and its status
- (If relevant) the status of the Child's Self-completion booklet.

The status codes for booklets are listed at the bottom of the page.

Page 8

Record of productive outcomes, name and address of proxy informant if relevant, record of unproductive outcomes.

Page 9

Space to record the reason for no interview or the reason for a partial outcome.

Page 10

Record of stable contact, and space for any other information not covered elsewhere.

2.9 Address information sheet

This includes extra information which may be helpful in contacting the cohort member and planning the interview. It is based on data held by CLS, but people's circumstances change and their information may not always be reliable. The Address Information Sheet is for your own use only, and should not be shown to the cohort member or anyone else.

The Address Information Sheet includes the following:

- the survey serial number, Field Area and Wave
- the CLS reference number – used on the advance letter and mover letter
- the cohort member's name and address
- their status code – how CLS classifies the address information (key on reverse of sheet)
- the date the address was last updated
- up to ten telephone numbers, with optional information codes (key on reverse of sheet) and date of last update
- the date of the last interview (if interviewed in 1999/2000)
- the year of last interview (1986, 1996, 1999/2000)
- disability codes (see below)
- (if available) whether the cohort member had children at the age of 30, and, if so, how many
- space for office notes of any new information received before the ARF is sent to you.

The disability codes are as follows:

- DMBL = BLIND
- DMPS = PARTIALLY SIGHTED
- DMDF = DEAF
- DMHR = HARD OF HEARING
- DMLN = LEARNING DIFFICULTIES
- DMPH = PHYSICAL DIFFICULTIES
- DMSP = SPEECH DIFFICULTIES
- DMRE = READING DIFFICULTIES

3 CONTACTING COHORT MEMBERS

3.1 Informing the Police

As always, check in at the local police station(s) before you start work. You may be working in areas you are unfamiliar with and so may need to find the nearest police station. Please tell them what the survey is about, give them a copy of the advance letter, and explain how long you will be working in the area. Then present your identity card and leave your name and home telephone number. Ensure that all the details you have given are recorded in the day-book at the station desk if that station has one and ask them to rubber-stamp a copy of the advance letter for you and sign it with their name.

Make a note of the name of the officer to whom you speak and the date of your call so that you are fully covered in the event of any query or complaint to the police. It is reassuring for suspicious cohort members, as well as other people you come into contact with, to be told that the police know about you. **You must not start work until you have registered with the police.**

As ever, be meticulous about showing your ID card to cohort members, even if the people you speak to do not appear to be interested in it.

Avoid giving away information about the study to neighbours in your attempts to find cohort members at home.

3.2 Arranging Appointments

All cohort members have been sent an advance letter and should know about the study. **You should make your initial contact with a cohort member by a face to face visit since this ensures the best response.**

There are two exceptions to this rule.

- Cohort members have been told to contact CLS if they want you to make your initial contact by telephone (their telephone number is on the Address Information Sheet if it is available). If this happens, the office will let you know. If you are asked to make contact by phone but there is no telephone number or it is out of service you could try the local telephone directory.
- In cases where personal contact will be especially difficult, you should ask the office for authorisation to telephone the cohort member. Examples of situations in which this may apply include very remote rural addresses, and addresses that you have visited several times without being able to make contact or to discover any information about the occupants.

If you do make initial contact by telephone, you should be prepared to make particular effort to persuade the cohort member to take part in the study – it is far easier to say ‘no’ by telephone than face-to-face.

You should try and **make all your appointments within five days** of receiving your work-pack as the field period for each wave is very short.

If cohort members have any queries at your initial face to face visit ask them to call the Centre for Longitudinal Studies on the Freephone number⁴. This number is staffed 08:30-17:30 Monday to Friday. Outside these hours an answer phone service operates.

Try to arrange your interviews so that people who live close together are interviewed on the same day. You will be expected to make all reasonable effort to do this and not make unnecessary journeys.

3.3 Cohort Members who have Moved

You are expected to make reasonable attempts to contact the cohort member; this may require more than one visit.

If you find that the cohort member has moved, you should attempt to find their new address. If this is within a reasonable distance of the original address, you should attempt the interview at the new address (and be prepared to follow up further moves). In general, this applies if the new address is within 15 miles of the original, or if it is closer than that address to your own home.

To learn a new address, ask the current residents of the original address or neighbours. They may not know, but may be able to direct you to friends or relatives nearby who will know how to contact the cohort member.

If someone is unwilling to pass on information but you believe they know where the cohort member lives please make a note of this on the ARF. You have been provided with a forwarding letter (the mover letter) and two types of post-paid envelope: one addressed to CLS, and the other blank. You should ask the person who knows the cohort member's whereabouts if they would be willing to pass a letter on. If so, fill in the relevant information (cohort member's name and CLS serial number, and the name of the person you spoke to) on the mover letter. Put the letter and the CLS envelope into a blank post-paid envelope, seal it and write the cohort member's name on the outside. Ask for this to be posted or passed on to the cohort member, so they can get in touch with the Centre for Longitudinal Studies.

If you are unable to discover the cohort member's new address after making reasonable efforts to do so, return the ARF to the office; CLS will carry out further tracing.

3.4 Some Important Things to Remember:

Getting a high response rate

This survey aims to collect information about the same person over a number of years. If they are lost from the survey in one year, it is much harder to gain their co-operation in future years. So gaining their co-operation is a high priority. If a high response rate is not achieved then we run a greater risk that the findings will be biased and unrepresentative of the British population. This is because people who do not take part are likely to have different characteristics to those who do.

⁴ However, calls to this number from mobile phones will incur a charge.

Being persuasive

It is essential to persuade reluctant cohort members to take part, if at all possible. Please remember that these are very special people who cannot be replaced in the sample if they drop out. CLS have data on each cohort member dating back to 1970 and wish to return to these people in the future.

You will need to tailor your arguments to the particular cohort member, meeting their objections or worries with reassuring and convincing points. If the cohort member is unhappy about some parts of the study, try to carry out the core interview at least.

Some of the research findings in chapter one may be interesting to you and, if carefully used, could increase interest in the study among cohort members. You will also have copies of the survey leaflet, which you can also use. However, accentuate the positive findings, and please ensure that you discuss this information in a tactful manner, in case the cohort member feels that it reflects their own experiences in a negative light.

Broken appointments

If someone is out when you arrive for an appointment, it may be a way of telling you they have changed their mind about helping you. On the other hand, they may have simply forgotten all about it or had to go out on an urgent errand. You should leave a NatCen call back card if any appointments are broken.

In any case, make every effort to re-contact the person and fix another appointment.

3.5 Interviewing in One or More Sessions

In CORE points, or in PARENT AND CHILD points where there are no eligible children, you should try to carry out the personal interview and adult assessment in one session. On rare occasions you may need to split the interview into two separate sessions but please try to avoid this. This is because stopping the interview in this way may disrupt the flow and the timings of the interview, which are important to this study. It may help to tell the cohort member that the average interview lasts about 90 minutes. If you do have to split an interview, please make a note of this on the ARF and record the times that you start and stop interviewing on each occasion.

In PARENT AND CHILD points where there are eligible children, it is much more likely that you will need to complete the interview in several sessions, particularly where there are several children. As covered in the briefing, please try to ensure that you are flexible in the way you approach this, so as to make most efficient use of the laptop and your time in the household.

3.6 Whom to Interview and Where

As the cohort is a nationally representative sample, cohort members will be living in a variety of circumstances. Not all will live in a house or flat; for example, some will live in residential hostels like the YMCA, others will work in places like hotels where they are provided with a room of their own. You will also be expected to carry out interviews with people who live in institutions such as hospitals, prisons or Army

Camps. See the special instructions below. The CAPI program caters for these different situations.

3.7 Interviewing Alone

Wherever possible you should try to interview the cohort member on their own. You should, therefore, discourage the presence of other people. The interview is about almost all aspects of the cohort member's life and there may be parts of the interview that they would rather not answer if others are around. However, we realise that it may not always be possible to interview someone on their own.

In PARENT & CHILD points you will need to carry out assessments with eligible children in the household. Although parents may wish to be present during these assessments please do your best to ensure that there are minimal distractions while you are assessing the child. More information is provided in the chapter on Child Assessments.

3.8 Institutions

Obtaining an interview with someone in an institution may sometimes be difficult. However, if the cohort member is in a hostel (e.g. YMCA), a nurses' home or hospital, you should be able to make direct contact with the cohort member by a visit or telephone call. Sometimes you may need to speak to the warden (or equivalent) before you can do this. However, you may need to make an appointment. You should contact Brentwood who will help to arrange this via the Centre for Longitudinal Studies. It is vital that you make such arrangements as early as possible, so do not leave these addresses until last - make them your first priority.

If the cohort member is in

- a prison
- a secure hospital
- an Army or RAF camp or Navy base

always contact Brentwood who will arrange an appointment for you via the Centre for Longitudinal Studies. They may gain permission for you first and then ask you to call to arrange an interview.

3.9 Cohort Members Who Are Known To You

We do not want you to interview anyone you know personally, such as a friend, a neighbour or the son or daughter of a friend. In addition, you should not interview anyone you know in a professional capacity such as a colleague at work or your tutor at college. Refer such cohort members back to the office immediately.

3.10 Cohort Members Who Are Not Capable Of A Standard Interview

The two main reasons why cohort members may not be capable of a standard interview are:

- If the CM is able to understand but not communicate, you should conduct the interview through an interpreter/intermediary – see point 2 below.
- If the CM is unable to understand or communicate, you should attempt a proxy interview with a carer – see point 3 below.

This is coded at the beginning of the interview at INTWHO:

1. Interview Conducted with cohort member

The majority of cohort members will be able to complete the interview with no problems.

2. Interview Conducted with cohort member through an Interpreter

If the cohort member cannot communicate sufficiently to respond to your questions but is able to **understand** them (usually because of a temporary or permanent speech disability), you should find someone suitable to act as an interpreter for the interview: their role is to assist you in understanding their answers. Remember, all cohort members have been through the British school system and so should have sufficient English to understand the interview without translation. *This form of interview is not being counted as a proxy for this study.*

3. Proxy Interview conducted with Carer

If the cohort member cannot understand the questions (even through an interpreter) or communicate the answers for themselves then you should attempt to conduct a proxy interview with a carer or family member. Examples of cohort members who may fall into the proxy category include people with severe learning difficulties or people who are very ill e.g. in a coma.

By carer we mean someone who looks after the cohort member fairly regularly and has known them for at least a couple of years. The interview is quite short and asks about key life events such as marriage and children, as well as about current activity status, qualifications and health.

4 INTRODUCING THE SURVEY

4.1 Introducing the study

Most of the cohort members are aware of the importance of the study, and are aware of the unique role each one of them plays in it. This means they are usually very keen to be involved in the study and will be prepared to give up their time to be interviewed. Once you have made contact with a cohort member, you will almost certainly get an interview. Remember, the cohort members are irreplaceable, and you should maintain and contribute to this accumulated goodwill.

Even though the cohort members are aware of the survey, they may have questions and need further explanation before arranging the interview. Answer all the questions you can, and, if necessary you should refer the cohort member to the CLS freephone number.

Explain the content of the interview, including the adult assessment, and – where appropriate – the parent and child elements. It is likely, given the length of the interview, that you will need to make an appointment. Some Core interviews and most Parent & Child interviews may require a second visit. Remind the cohort member that the interview may include sensitive topics, and that the assessments should be done with minimal distraction. If the cohort member wants to be interviewed somewhere other than their home, that is acceptable, as long as the location is suitable. A cohort member may ask if you can interview them in their workplace. If so, they need to be able to guarantee a quiet and private place for a minimum of two hours, and to have the permission of their employer.

When you introduce the survey you should explain:

a) Who you are and who the survey is for

“I work for the National Centre for Social Research and am carrying out BCS70 on behalf of the Centre for Longitudinal Studies at the Institute of Education in London.”

Show your identity card at all addresses and to anyone who asks to see it.

b) What the survey is about

Start by explaining the purpose of the survey: Say something like:

"As you may remember, you have helped over the years with the 1970 British Cohort Study or BCS70 – an important study which has been following the lives of people who, like yourself, were born between the 5th and 11th of April 1970. The last BCS70 survey when an interviewer called at people's homes was in 1999/2000.

The reason for this survey is to collect information about changes in your life circumstances since you were last interviewed. I want to get a picture of all the

things you have done since we last spoke to you – for example, the relationships you've had, details of any children you may have had, your economic activity status such as work or looking after the home, details about your health and some questions to find out about your attitudes and opinions.”

4.2 Answering Questions About The Survey

Cohort members may have a number of questions and the following suggestions should provide some guidance. However, if you do not know the answer, ask the cohort member to contact CLS on the Freephone number. (Similarly, you may want contact the office for further information.)

“What is the purpose of the survey?”

In most cases it will not be necessary to give any more information than that suggested above though it may also help to remember that

‘The survey aims to build up a picture of life in Britain today and is used for the planning of public services and policies’.

You will also be given a leaflet to give to each cohort member, which explains how the survey information is used as well as providing some examples of results from previous years. If cohort members still have outstanding queries ask them to contact the Centre for Longitudinal Studies.

“Will there be a medical examination?”

No. As part of previous surveys some cohort members were given a medical examination. There is no medical examination as part of this survey.

"How long will the survey take?"

In CORE points or PARENT & CHILD points where there are no eligible children, on average the survey will take an hour and a half (50 minutes for the CAPI and CASI, plus 40 minutes for the assessments). However the time will vary for each cohort member depending on the events in their lifetime and whether they were interviewed in 1999/2000. So, if the cohort member was not interviewed in 1999/2000 or has experienced a lot of change in recent years, the interview may take longer.

In PARENT & CHILD points where there are eligible children in the household, the cohort member's personal interview will take longer. The additional time for the parent and child interview will vary according to the age and number of children involved. Allow an extra 10 minutes per child (all ages) to the CAPI, 20 minutes per eligible child between the ages of 3 and 16 and 11 months for the assessments. The self-completion questionnaires for parents and older children will take between 10 and 15 minutes, but these can be done while you are using the laptop for something else, so they should not add significantly to the overall interview time.

These are averages only, and you should try to build in some extra time in case the interview takes longer than expected.

“Who is paying for the survey?”

This project is funded by the Economic and Social Research Council (ESRC) and the National Research and Development Centre for Adult Literacy and Numeracy, a research centre funded by the Department for Education and Skills.

“Will these funders see my replies?”

No, they will not know who said what. The names and addresses of cohort members interviewed in this survey are known only to the National Centre for Social Research and researchers at the Centre for Longitudinal Studies. Your name and address will be kept quite separate from the questionnaire, and will never be revealed without your permission. No one’s replies can be personally identified without these.

“How can I be sure you are a genuine interviewer?”

“I have shown you my identity card. Also I have here a copy of the letter from the 1970 British Cohort study (BCS70) explaining about the survey.”

If the cohort member still has concerns they can telephone the CLS Freephone number which is provided on the advance letter and leaflet or, if they prefer, the NatCen project controller or her deputy.

“Why do you want to know where the cohort member has moved to?”

You will be asking neighbours or family to help you locate cohort members who have moved or to let you know if they still lives at the address you are trying to contact. You could be asked why they should give you this information. You should, of course, explain the purpose of the survey to the person you are speaking to and say how important it is that you get in touch with everyone in it so that they can decide whether to take part again or not. However you should not mention the cohorts by name or say that the person you are looking for is part of the BCS70 cohort.

4.3 Beginning the interview with the Household Grid

In all cases you will want to interview the cohort member named on the ARF. Additionally, for PARENT & CHILD points you will need to establish as soon as possible whether there are any eligible children. This may not be entirely clear until you have completed the Household Grid. You should confirm the cohort member’s identity in the first few questions: the cohort member’s first name, sex and age. Information is then collected about other members of the household, including first name, sex, age and relationship to the cohort members. In PARENT & CHILD points, this information is needed so that we can *identify the elements of the interview that need to be conducted*.

If the cohort member was interviewed in 1999/2000, the content of the household grid has been fed-forward for you. You will need to confirm whether the people still live with the cohort member, and check their details. When this is complete the CAPI will present an amended grid, showing just those people you have confirmed as still living there. You will need to add the details of any additional household members.

Once the household grid is completed, the CAPI program will automatically generate a series of parallel blocks for the completion of the different elements of the

interview. An information screen is also presented which details who is eligible for the different survey tasks. The parallel blocks enable the tasks to be done in any order.

4.4 Order of the survey tasks

You should aim to conduct the core personal interview with the cohort member before beginning the other survey tasks. This is the most important part of the survey. In all instances you will need to complete the household grid before going on to any other element of the survey. In CORE points, there may be occasions when you carry out the Adult Assessment first.

Particularly in PARENT & CHILD points, we expect you to be flexible where this will help you secure a good interview. After the household grid, all elements can be carried out in the order that best suits you and the cohort member's family. In general, you will need to contend with the fact that members of the household may not all be available at particular times. Before beginning the interview you will need to negotiate the order of the interview, but you can remain flexible and reorganise as necessary during the course of the visit.

The paper self-completion elements of the survey can and, wherever possible, should be administered while you are using the laptop (i.e. doing CAPI interview, adult or child assessments).

Although the computer will tell you what needs to be done, the more familiar you are with the tasks involved, the easier you will find it to manage. Where possible, you may find it best to conduct the core interview and basic skills when the children are not at home, or when there is another adult in the household to keep the children occupied. This will keep interruptions to a minimum.

If you need to visit the address on more than one occasion, plan your visits carefully, taking into consideration who will be at home when you call.

4.5 Eligibility for the parent and child study

4.5.1 Children

The Parent & Child study includes all the cohort member's **natural or adopted** children, aged up to (and including) 16 years 11 months, currently living with the cohort member.

The CAPI will indicate which children are eligible and which questionnaires or assessments relate to each child. It is therefore important that you record information in the household grid accurately and precisely. Points to watch for are:

- the child's exact relationship to the cohort member – children of a partner or spouse are not eligible unless legally adopted by the cohort member, neither are foster children
- the child's age – make sure you record their birthday correctly
- where the child lives – the child should be resident part or all of the time with the cohort member, not merely a frequent or regular visitor.

Where a child's parents live separately and the child spends time with both, check the nature of the arrangement. The child should live with the cohort member, at their address: this is known as **custody** or **residence** in legal terms. Visiting, even if this is for two or more days each week, does not count. Parents are likely to know which type of arrangement they have, so you should check this carefully if you are not sure.

You may find you are interviewing in households where some children are eligible and others are not. If the non-eligible children feel left out, try to spare some time to go through the assessments with them and show them the self-completion questionnaire if they are aged ten or more. There will not be a CAPI slot for them, so you will not be able to do a proper assessment, but you can show them what it involves. You can also give them a fun pack.

4.5.2 Other adults

The cohort member is the only adult you should interview. There are parts of the Parent & Child study which require detailed knowledge of the child's current care, and if the cohort member is not the primary carer, they may suggest that the child's other parent answers instead. This is not acceptable, although the cohort member may ask the child's other parent for help with their answers.

5 ELEMENTS OF THE SURVEY

To recap, the survey has a number of elements:

- A core personal interview (CAPI and CASI) for all cohort members – covering their education, housing, health, work and family life.
- An adult assessment covering the cohort member's basic skills (literacy and numeracy) and symptoms of dyslexia.

In PARENT & CHILD points there will also be (for eligible children):

- An additional module within the CORE personal interview, covering the health, care and education of each of the cohort member's children aged 16 (and 11 months) or less
- A paper self-completion questionnaire for the cohort member, covering parenting styles and the development of each child aged 16 or less (one questionnaire per child)
- An assessment of each of the cohort member's children aged between 3 and 16 inclusive
- A paper self-completion questionnaire for each child aged between 10 and 16 inclusive.

5.1 The core questionnaire (all points)

Many of the questions in the core interview were asked in earlier waves of fieldwork. This allows us to monitor changes in the cohort member's circumstances. However, the time period which the questions relate to will differ depending on whether they have been interviewed before.

If they were interviewed in 1999/2000 many questions refer to the time period "since last interviewed". This ensures cohort members do not have to repeat details already given during the previous wave. You will need to bear this in mind when the cohort member is answering. Often the CAPI program will not accept dates before the date of their previous interview.

If the cohort member was not interviewed in 1999/2000, the time period of interest will often be from 1986 (when they were 16).

5.1.1 Questionnaire content

- Housing
- Partnerships – current and ex partners
- Births and other pregnancies
- Periods of lone parenthood
- Children and the wider family
- Family income
- Employment status/employment history
- Academic education
- Vocational training
- Access to and use of computers
- Basic skills
- General health
- Diet and exercise

- Height and weight
- Family activities and social participation

The CASI module contains questions about

- Political attitudes
- Family life
- Drinking
- General skills
- Psychological well-being
- Experience of crime

More detail about the core questionnaire is included in Section 7.

5.1.2 Length

We anticipate that the core questionnaire (CAPI and CASI, but not any extra Parent & Child questions) will take approximately 50 minutes.

5.1.3 The Calendar

During the course of the personal interview, the cohort member will be asked to recall the dates for events relating to housing, relationships, children and jobs, and ages for events relating to health. You will find that in each of these areas you are asked to record details of the current, or most recent event and subsequently **work backwards** to record those for earlier events in sequence.

The *BCS70 Calendar* covers the years 1984 to 2004 (the start of the recall period depends on when they were last interviewed - 1999/2000 or 1986).

For cohort members, recalling events (backwards or forwards) may or may not always be straightforward. To assist you we have provided a calendar that may be used to help them recall dates and the sequence of events. Many recent surveys have demonstrated that showing a calendar to cohort members can help them map out their time more quickly and accurately, before you actually enter the information into the CAPI program.

You and/or the cohort member can use the calendar as you wish. Feel free to note down events such as birthdays, marriages, names, addresses, jobs, etc on the paper calendar if this is helpful. You may find the cohort member can remember recent events by working backward with the aid of the calendar, and more distant events by working forward with the calendar; or they may work backward or forward for everything.

The age of the cohort member is noted by the birth month (April) for each year on the Calendar. This may be a 'landmark date' which helps with recall of other dates/events. Other 'landmark dates' might be Christmas or Easter, and the cohort member may have other, personal 'landmark dates' (e.g. leaving the parental home, marriage, divorce, birth of a child, death of a relative/friend, leaving school, graduation, winning the national lottery, an accident/illness). Writing down any or all such dates might help trigger a more accurate recall of the date of another event.

There is no right or wrong way to use the calendar. It is there as an aid to be picked up and used by you and the cohort member as and when seems best, and to be put down when it doesn't help.

5.2 Adult assessment (all points)

The cohort member will be asked to complete an assessment of their basic skills, involving three elements:

- multiple-choice questions for the cohort members to read and answer themselves;
- interview questions which you read out;
- reading and writing exercises, using the yellow booklet.

The adult assessment, and how to administer it, is described in detail in Section 6.

5.2.1 Length of assessment

We anticipate that the adult assessment will take approximately 40 minutes.

5.3 Additional module of CAPI questions (Parent & Child points only)

This is an extension of the core questionnaire. It can only be completed as part of (and towards the end of) the core interview. You must ask these questions of the cohort member, even if the other parent claims to be more closely involved with the care of their children. However the other parent can contribute to the cohort member's answers, particularly where factual information is required.

You may need to encourage male cohort members, since fathers may be less inclined to participate, and it is still rare for fathers to be asked questions about their children in major studies of this kind.

The CAPI questions are about eligible children only and this element of the interview is structured in a series of loops, so that you ask the questions in each section about all eligible children in turn, before moving on to the next topic.

5.3.1 Module content

- Child's physical and mental health
- Parent-child separations
- Pre-school care
- Current education
- Parental aspirations
- Consent for child assessments

5.3.2 Module length

We anticipate that the parent and child module will take up to 10 minutes per child to complete. Because of its structure, the time taken for second and subsequent children will be shorter on average than the time taken to ask about the first child.

5.4 Parent paper questionnaire (Parent & Child points only)

Parents will be asked to complete a booklet for each (natural or adopted) child aged 16 or under. As mentioned above, **the cohort member should always complete the booklet**, though they can ask their partner for help.

There are four different coloured booklets for children of different ages; the CAPI tells you which booklet to use for each child:

- pink booklets are for children aged 0 to 11 months;
- blue booklets are for children aged 1 year to 2 years and 11 months;
- green booklets are for children aged 3 years to 5 years and 11 months;
- lilac booklets are for children aged 6 years to 16 years and 11 months.

There is a short section in the CAPI programme that you need to go through as you enter the relevant parallel block before you hand over the booklet to the parent. As instructed in the CAPI, fill in the cohort member's serial number and name, and the name, number and age of the child to which that booklet refers before giving it to the parent (the CAPI will give you the information you need).

If there is more than one eligible child, you will be able to choose (from the parallel blocks) the order in which the parent fills in the self-completion booklets, or you can hand them over all together.

In rare circumstances you might have to leave the questionnaires behind (e.g. if the interview has taken a long time). If this is the case then re-emphasise the following:

- Only the cohort member must complete the questionnaire, but they can consult with the other parent if necessary
- If the questionnaire is for a child aged less than 2 years and 11 months (pink or blue questionnaire) you should tick the appropriate age box on the front cover & fold down the top corner of the page the cohort member should start on. Then tell the cohort member that they should read the front cover and begin at the folded down page when they complete the questionnaire.
- Leave a Brentwood pre-paid envelope and ask them to post it back ASAP. They do not need a stamp.
- Tell them to call the freephone number if they have any queries

5.4.1 Questionnaire content

These paper questionnaires include several questions on different aspects of the child's development and health. The questions vary according to the child's age. The questionnaire covers the following topics:

- physical and cognitive development e.g. walking, talking, recognising family members, feeding (this is only for younger children)
- parent/child relationship
- child's behaviour and how they relates to other children and adults
- disciplining children
- school absence/exclusion
- reading and schoolwork.

5.4.2 Questionnaire length

The time this takes will vary according to the child's age, but will normally take around 10 minutes to complete.

5.5 Child assessment (Parent & Child points only)

Each child aged between 3 and 16 and 11 months will be asked to take part in an assessment of their cognitive development. Children from 3 to 5 years and 11 months will complete one set of assessments, while those from 6 years to 16 years and 11 months will complete another set: each includes three exercises. The child assessments are described in Section 6. **It is essential that you gain parental consent before you carry out the assessment:** a prompt will come up at the start of the module asking you to confirm that you have done this.

5.5.1 Length of assessment

Each child's assessment will take an average of 20 minutes.

5.6 Child paper self-completion (Parent & Child points only)

All eligible children aged between 10 and 16 years 11 months will be asked to complete a paper self-completion (orange booklet). **It is essential that you gain parental consent before the child fills in this questionnaire:** a prompt will come up at the start of the module asking you to confirm that you have done this.

You should encourage the child to complete the questionnaire while you are in the home, but leave it with the child (with a Brentwood return envelope) if necessary. You will be asked to confirm that you have given the child the questionnaire and will then be asked to enter the final outcome (taken from the ARF). There are a number of issues to remember:

- Please transfer the cohort member's serial number, name, the child's number and age to the front of the self-completion booklet. **To maintain confidentiality, the child's name should not be written anywhere on the questionnaire.**
- If the child is aged 10 – 11 you will be directed to tear page 15/16 out of the booklet (using the perforation) as these questions are not age appropriate.
- Give the booklet to the child **along with a brown envelope (or a Brentwood pre-paid envelope if they will return it by post)**. Ask them to read the information in the 'How to fill in this questionnaire' box and start at question 1. Explain that a few questions might look tricky and show the child the Harter Scale (pages 10 - 14) and explain how to complete it. Encourage the child to tell you if they have any queries.
- Unlike the other questionnaires, the child is instructed to put the questionnaire in the envelope provided at the end of the questionnaire. After you collect the questionnaire, to maintain confidentiality, do not open the envelope, but tear the corner where questionnaire has been hole punched and tag it to the other questionnaires.

- If a parent wants to see the content of the questionnaire, show them a blank copy.

5.6.1 Questionnaire length

We anticipate that the child's questionnaire will take approximately 10 to 15 minutes.

5.6.2 Questionnaire content

Topics covered in this module include:

- what children and young people do in their leisure time
- their relationship with their parents
- attitudes to school and aspirations for the future
- smoking, drinking, drug use and experience of petty crime
- their self-esteem⁵

⁵ The source of these questions is Harter S. *The perceived competence scale for children*. Child Development, 1982; **53**: 87-97.

6 ASSESSMENTS

6.1 Introduction

6.1.1 Background

Basic skills – numeracy and literacy – have been a significant focus of the BCS70 study throughout its and the cohort members' shared lifetime. This is especially so for the 2004 survey, which is partly funded by the National Research and Development Centre for Adult Literacy and Numeracy. The interview contains an assessment of the cohort members' basic skills, and we will also be assessing the cognitive development of a 1-in-2 sample of cohort members' children.

The data generated by this survey will be used to identify basic skill levels in Britain and will be analysed to find out how basic skills affect different areas of adult life. It will also be combined with data from other studies to provide valuable comparisons:

- with cohort members themselves when younger (data collected during their school years and the 10 per cent of cohort members that were assessed in 1991)
- with an older cohort (the 1958 birth cohort was assessed in 1995)
- parents' and children's skills can be compared to investigate the extent of the transfer of poor skills from one generation to the next
- children of these cohort members may be compared with the children of NCDS cohort members (assessed in 1991)

These data are highly policy relevant in the areas of education, training, work and social exclusion.

6.1.2 General points about carrying out assessments

Although each assessment has its own content and protocols, there are shared features common to them all.

- They derive from standard instruments, so the protocols and wording **cannot** be varied. This is to ensure all interviewers administer the assessment systematically and consistently, with no variation between different interviewers or different interviews.
- The assessment is **not a test** – its overall purpose is to measure the spread of skills in the population, not to categorise the individual
- You cannot give **personal** feedback – you cannot tell the cohort member or child whether their answers are right or wrong, or how well they have done
- Although short breaks (e.g. for a drink) are permissible, assessments should be completed as far as possible in a single session
- Make sure the cohort member or child understands the task - we do not want their performance to reflect the fact that they misunderstood what they need to do
- Make sure the setting is comfortable, with the **minimum of distraction**
- Make sure you and the cohort member or child are seated appropriately – do you need somewhere for the computer, how will you manipulate the stimulus materials?
- Other family members cannot give any **help**
- Be **reassuring and encouraging** - but don't give clues about how the cohort member or child is performing

6.2 Child Assessments

6.2.1 General overview

The assessments we are using have been adapted from the British Ability Scales Second Edition (BAS II). This is an educational assessment tool, well-respected and widely-used. The scales are used to examine cognitive development and educational attainment. It is normally used by educational psychologists in a classroom or clinical setting, and these assessments are a short version, adapted for survey use.

We are using three assessments for each age group to measure a range of verbal and numerical abilities.

SCALE	CONTENT
Early Years Scale (3:0 – 5:11)	
Naming Vocabulary	The child is shown a series of pictures and asked to name each of them
Early Number Concepts	The child is given a set of simple tasks, involving counting and judging quantities
Copying	(not part of the BAS II, but adapted from it) The child is shown a series of line drawings and asked to copy them as accurately as possible
School Age (6:0 – 16:0)	
Word Reading	The child reads out words from a printed list
Spelling	The child writes down words read out by the interviewer
Number Skills	The child is given a series of mathematical problems to solve

These assessments are administered with the help of CAPI.

6.2.2 Administration of BAS II

Other than these guidance notes, the materials you need for administering the BAS II are:

- answer booklets
- pencils and rubbers
- blue stimulus booklets, also referred to as Easels (younger children only)
- boxes of green squares used for the Early Number Concepts scale (younger children only)

You must follow the assessment procedures closely. These are set out in the following paragraphs as well as in the CAPI. At the same time, it is important that the assessments are not administered in a rigid or unnatural manner: a set of general instructions is given to help you do this.

6.2.3 Two unusual features of BAS II

In the BAS, the rule is generally that the older the child, the further into the assessment they will start. This sometimes means that children will find themselves beginning with questions which are too difficult for them. If this is the case, CAPI will automatically route the child back to earlier questions which are a bit easier, and will continue doing so until it finds questions of the right sort of difficulty for the individual child being assessed. This means that interviewers need to pay close attention to the CAPI screen as this will tell them which question to administer next. It also means that interviewers should enter the answer the child gives for each individual question into the CAPI as soon as the child completes the question. Otherwise, the child may be asked questions of an inappropriate level of difficulty.

A second unusual feature is that the BAS assessments will not always finish at the same place. Instead, CAPI will stop each assessment as soon as it has collected enough information to build up a good estimate of the child's cognitive development.

6.2.4 General instructions

- Only those children for whom consent has been obtained must be assessed.
- The BAS II should result in a score which is a true reflection of the child's ability at the time of assessment. To achieve this, it has to be administered in the standard manner described below, and as demonstrated at your briefing.
- Keep in mind the influences on each child's performance. These include:
 - the environment in which the assessment takes place
 - the rapport you establish with the child
 - the reinforcement and encouragement you give
 - the appropriateness and timing of breaks during the assessment procedure.

Environment

- Ideally, the assessment should be administered in a quiet, well-lit, and properly ventilated room, away from distractions and disruptions.
- You need to be able to control the BAS II Assessment Easel, and record responses while keeping the laptop screen out of the child's sight.
- Given the age of the children you will be assessing, you will need to be flexible in arranging the assessing environment:
 - If a table is available at which the child can sit comfortably and safely, try to arrange it so that the child and you can sit at right angles across the corner of the table.
 - Alternatively, some children (especially the younger ones) may work better seated on the floor, or seated in the arms of a parent / caregiver.
- A parent may want to be present in the room when you administer the assessment, and you should not discourage them from doing so. If a parent is present, explain to them that they should not prompt the child during the assessment administration. Nor should they reword or explain the instructions to the child, or give hints.
- Where possible, try to ensure that the child is not distracted from the Assessment Easel by extraneous materials in their direct view (e.g. toys, your pencil, your laptop, etc).

Rapport

- Before administering the assessment, take some time to establish rapport with the child. This is especially important with younger children who will have had little or no experience with formal educational assessments. It will help if you are introduced to the child by the parent / caregiver.

Reinforcement and encouragement

- Rewarding effort and co-operation with strong but neutral encouragement will do a lot to help you maintain rapport and distract attention from failure.
- When administering the assessment you should try to be aware of and sensitive to the child's mood, especially for younger children. As the child progresses from easy to difficult items, be prepared to comment emphatically on how difficult the assessment is becoming, and express genuine encouragement to allay the child's frustration and any negative reaction to failure.
- Be careful not to reinforce or focus attention only on a child's correct responses. When incorrect responses are met by silence, the child becomes acutely aware of failure. Examples of appropriate encouraging statements are: 'Thank you', 'You are doing a good job', 'I like the way you are working', or 'We are almost finished' – AND BE SINCERE.

Breaks

- Most of the children with whom you will be working will be able to complete the assessments without a break. However, you should be especially sensitive to behaviours that suggest the need for a bathroom or rest break (i.e. squirming, rubbing eyes, yawning). If the child does need a break, try to make sure that this is between different parts of the assessment, rather than in the middle of one section.

When not to administer the BAS

Do not administer the BAS if the child:

- has a learning disability or serious behavioural problem (e.g. ADHD) - if in doubt check with the parent
- is unable to respond to the stimuli in a typical fashion (the assessments require children to look at pictures, hear words read out to them, and write answers or draw images on paper)
- is not proficient in English (this is very unlikely but not impossible).

The answer booklet

Write the following details on the front of the answer booklet before you start the assessment:

- the first name and serial number of the cohort member (parent)
- the first name, child number and age of the child in months
- your interviewer number

6.2.5 Early years BAS

This looks at the child's general cognitive development by assessing naming vocabulary, early number concepts and copying.

You will need:

- easel
- green plastic tiles (in yellow box)
- pencil
- rubber
- white copying booklet

6.2.6 Naming Vocabulary (3:0 – 5:11)

General

In this scale, children are shown pictures in the Easel (which provides the stimuli) and are asked to name the object pictured.

The starting point is determined by age. Children aged between 3 and 4 years and 5 months start at item 1 (shoe). Children aged 4 years 6 months and above start at item 12 (scissors).

If the child is bilingual, you should note this in the CAPI before beginning the assessment. If necessary, you should record any answers the child gives in a language other than English: ask the cohort member how to spell these words. Since you must code the child's exact words, you cannot accept a parent's (or your own) translation.

Procedure

- Introduce each picture by saying: "What is this?"
- If the child does not respond, encourage the child by saying: "What is it called?" or "Tell me what this thing is" – see below.
- Enter the child's response. If you have probed, enter the best response the child gives. If the child gives an answer that you code as 'ACCEPTABLE', you will be asked to type in the child's answer verbatim into the CAPI. If the child gives an answer that you code as 'INCORRECT Other', you will also be directed to enter the child's answer verbatim.
- You may repeat the general directions when the child asks for a repetition or does not seem to understand the instruction. The general directions may be re-phrased as long as no additional information is provided.
- Like general directions, specific questions may be repeated, but **do not probe for each picture more than once.**

Questioning to clarify an answer

For each picture, the CAPI page will provide examples of correct and incorrect responses. Typical responses a child may give appear on the CAPI screen and are labelled as being either "CORRECT", "ACCEPTABLE" or "INCORRECT".

Some of the “INCORRECT” responses have a “(PROBE)” after them, for example: “INCORRECT Jug (PROBE)”. Do not code any such responses until you have questioned the child gently in an effort to encourage a more accurate response from them. If after querying the child continues to give an incorrect response, then code the best response the child gave.

Your probe should help the child name the object in the picture, for example:
 “Yes, but what is it called?”
 “Can you think of its name?”
 “What else would you call such a thing?”

The table below indicates how to use these probes.

Child says:	You probe:
Nothing	“What is it called?” or “Tell me what this thing is.”
Description of function, materials or parts, e.g. “Thing you wear”	“Yes, but what is it called?” or “Tell me its name”
Over general, e.g. “It’s an animal”	“Yes, but what kind of animal?”
Name of related object, e.g. “clock” for watch	“What else could you call it?”

Remember, you should probe no more than once for each item.

An example is shown below.

BC570 COHORT

Forms Answer Navigate Options Help

SHOW PICTURE NUMBER 1

INTERVIEWER: THIS IS A TEACHING ITEM.

SAY: What is this? (Shoe)

☐ 1. CORRECT Shoe
☐ 2. ACCEPTABLE Name of any type of shoe (eg. trainer, boot)
☐ 3. INCORRECT Thing you can wear (PROBE)
☐ 4. INCORRECT Put on your foot (PROBE)
☐ 5. INCORRECT Leather (PROBE)
☐ 6. INCORRECT Other

Intro 1 Continue NV3
 NVIntro 1 Continue NVAcc3
 NV1 NV0th3
 NVAcc1 NV4
 NV0th1 NVAcc4
 NV2 NV0th4
 NV0th2 NV5

2/39 QBAS1[3] 5999903 QBAS1[3].QNamVoc.NV1 30/03/04 07:59:44 PM

Teaching

The first two questions you administer to each child are Teaching Items, so that the child understands what they are supposed to do. The purpose of teaching is to provide additional instructions after the child has failed one of the initial items of the scale in order to help the child do as well as he/she can on the later items. As the first questions are easier, failure on one of them may simply reflect a misunderstanding of the instructions. Teaching usually includes repeating and rephrasing the questions or instructions, providing clues and, if necessary, demonstrating by saying the correct response. Teaching is carried out for the first two questions only.

As children who fail a question designated as a teaching item receive feedback on their performance, those children who pass such an item should also receive feedback so they will be reassured that their understanding of the task is correct. If the child passes a designated teaching item, the response should be acknowledged as correct by saying something like: "That's right, now try another". This kind of explicit acknowledgement of a correct response should only be given on the first two questions.

Discontinuation

The CAPI will stop the assessment automatically when either the child has made several incorrect responses or they have reached the last picture. You should also stop if the child becomes distressed.

Problem images

Some images may be distracting or have specific difficulties (see below).

Item		Problem	Suggested solution
10	Fish	Not the friendliest looking fish. Some children may comment.	Be ready for comments. Agree and/or make other appropriate comments and encouragement. Do not use the word "fish" before or after the child has given their final answer.
16	Ear	The image is of the ear alone (not attached to a head). Some children may comment, others may not immediately recognise the image as that of an ear.	Be ready for comments. Give encouragement, rephrasing the question if necessary (e.g. "What does it look like?"). Do not use the word "ear" before or after the child has given their final answer.
17	Rainbow	After a series of images of single objects, this item presents the child with a view of a landscape including fields, trees, a mountain, sky, clouds and a rainbow. The child may not be sure what they are supposed to name.	When showing any child this image, make sure that you trace the curve of the rainbow with your finger or a pen while asking "What is this?"
20	Sink	This image is also made up of several objects (taps, plug, chain, down-pipe, sink). Again, the child may not be sure what they are supposed to name.	When showing any child this image, make sure that you trace around the image with your finger or pen while asking "What is this?"

Item		Problem	Suggested solution
23	Chain	Although this is a simple image, it is somewhat ambiguous. A child might understandably see (and name) a bracelet, a necklace or a chain.	If, when shown this image the child says "bracelet" or "necklace", ask "What else does it look like?" or "What else could it be?".

6.2.7 Early Number Concepts (3:0 – 5:11)

General

Using the set of ten green squares and the pictures presented in the Easel, the child answers questions about numbers, size and other numerical concepts.

Presenting items

- In presenting each item, follow the instructions as they appear on the CAPI.
- You may repeat the general directions shown in CAPI when the child asks for a repetition or does not seem to understand the instruction. The general directions may be re-phrased as long as no additional information is provided.
- Like general directions, specific questions may be repeated.

Questioning

In general, after the child has responded, there should be no further questioning. However, for items 4 to 11, if the child's response is incomplete (that is, he / she does not point to all of the correct objects), encourage the child by asking "'Are there any more?'" This question may be asked only once for each item.

Teaching

- Provide a little teaching on Item 3 – see specific instructions below.
- Provide teaching on Items 4 and 5 if the child does not get the right answer after prompting (the CAPI will tell you when this is appropriate). If necessary, demonstrate or say the correct response as indicated for each item. (If the child gets these items right without teaching, say "That's right" to confirm that they are doing the right thing.

Scoring and Recording

- Except for item 3 (see below), each item response is scored as correct (1) or incorrect (2). If the child spontaneously changes a response, score the final response.
- On items that ask for a spoken response, score as correct an answer given in a different manner (such as by holding up fingers or writing). For items that ask a child to point to a number (items 15, 16, 22, 23, 26, 27), score the response as correct if the child says the number out loud.
- On items 4 to 11 the child must point to all of the correct objects in order for the answer to be correct. The correct responses for items 4 to 30 are given in the CAPI.

Item 1 (First item to be administered for ages 3:0 – 4:5)

- Place the 10 green squares in a random group on the table in front of the child. Place your hand flat on the table (palm upwards) near the squares and say: "Give me one piece. Put it in my hand".
- The word 'squares' can be used instead of 'pieces' for all of the items. Repeat and encourage if necessary.

Item 2

Put the square back in the pile. Place your hand flat on the table near the squares, and say: "Give me two pieces. Put them in my hand. Give me two".

Item 3 – Two trials

The child is asked to count out loud a row of ten squares whilst simultaneously pointing to them. If the child's answer on the first trial is not perfect (if the child does not count or point to all of the items), a second trial is given.

- Place the 10 green squares in a horizontal row in front of the child, with the pieces about $\frac{1}{2}$ to $\frac{3}{4}$ inch apart. Say: "See these pieces? Let's see how many there are. Can you count them? Start here".
- Point to the first square on the child's left and say: "Touch them with your finger and count out loud so I can hear you".
- Encourage the child with remarks such as the following: "What comes after one? Say how many pieces there are".
- You may give help by saying the first two numbers. However, do not count to more than two with the child.
- Score as directed by the CAPI. There are two aspects of scoring:
 - The first score reflects the highest number the child says out loud in correct sequence.
 - The second score reflects the highest number of squares the child points to in correct sequence whilst saying the numbers in one-to-one correspondence.

For example, if the child says 'one, two, three, four, five, six, seven, nine, twelve, two' and points to the first four squares while saying those numbers, they have recited correctly up to seven (first score) and has correctly pointed up to four (second score).

- The CAPI will automatically give the child a second trial for less than perfect performance. For the second trial, say: "Now let's try it again". Follow the instructions on CAPI.

IMPORTANT: When you have finished item 3, collect up the ten green tiles, count them and replace them in the yellow plastic box. They are very easy to lose, but the assessment will not be complete unless you use all ten tiles. If you lose any of the tiles, contact the office for a replacement AS SOON AS POSSIBLE.

Item 4 (Starting point for ages 4:6 – 5:11 – pages numbered 4, 5)

- Open the Easel at the appropriate pages (in this case it says “4, 5” in the bottom right-hand corner).
- Pointing appropriately, say: “Here is a big spade and here is a little spade”.
- Indicating with a circular motion, say: “Here are the buckets that go with them. Show me all the buckets that go with the little spade”.
- If the child’s response is incomplete, ask only once: “Are there any more?”
- Teaching (directed by CAPI): If the child fails, point to the correct responses and say: “These all go with the little spade”. If the child gets the answer right, say “That’s right.”

Item 5 (pages numbered 4, 5)

- Say: “Show me all the buckets that go with the big spade”.
- If the child’s response is incomplete, ask only once: “Are there any more?”
- Teaching (directed by CAPI): If the child fails, point to the correct responses and say: “These all go with the big spade”. If the child gets the answer right, say “That’s right.”

Item 6 (pages numbered 6, 7, 8)

- Open the Easel on the next two pages (6,7,8).
- Pointing appropriately, say: “See these houses? There is a little house, a middle-sized house and a big house”.
- Indicating in a circular motion, say: “Here are the ladders that go with the houses”.
- Pointing to the little house, say: “Show me the ladders for the little house”.
- If the child’s response is incomplete, ask only once: “Are there any more?”

Item 7 (pages numbered 6, 7, 8)

- Pointing to the big house, say: “Now show me the ladders for the big house”.
- If the child’s response is incomplete, ask only once: “Are there any more?”

Item 8 (pages numbered 6, 7, 8)

- Pointing to the middle-sized house, say: “Now show me the ladders for the middle-sized house”.
- If the child’s response is incomplete, ask only once: “Are there any more?”

Item 9 (pages numbered 9, 10, 11)

- Open the Easel on the next two pages (9, 10, 11).
- Pointing to the picture at the child’s top left and then to the appropriate ladybirds in turn, say: “Here are four yellow ladybirds with different numbers of spots on them”.

- Point to the yellow ladybird with two dots and say: "Find the red ladybirds that go with this one".
- Answer: Child points to the three red ladybirds with two dots.
- If the child's response is incomplete, ask only once: "Are there any more?"

Item 10 (pages numbered 9, 10, 11)

- Point to the yellow ladybird with four dots and say: "Find the red ladybirds that go with this one".
- Answer: Child points to the three red ladybirds with four dots.
- If the child's response is incomplete, ask only once: "Are there any more?"

Item 11 (pages numbered 9, 10, 11)

- Point to the yellow ladybird with nine dots and say: "Find the red ladybirds that go with this one".
- Answer: Child points to the three red ladybirds with nine dots.
- If the child's response is incomplete, ask only once: "Are there any more?"

AFTER ITEM 11 THERE ARE NO FURTHER PROMPTS: YOU MUST CODE THE CHILD'S FIRST ANSWER

Item 12 (page numbered 12)

- Turn to the next page and fold back the easel
- Say: "John is going to give all his balloons to Lisa. How many will she then have?"
- Answer: 5

Item 13 (page numbered 13)

- Turn to next page and fold back the easel
- Point to the empty fish tank and say: "The woman is going to put all the fish into this tank. How many fish will be in the tank all together?"
- Answer: 9

Item 14 (pages numbered 14-21)

- Turn to the next two pages
- Gesture to the row of people and say: "Here are some people waiting to put boxes into a van".
- Say: "Point to the person who has three boxes".

Item 15 (pages numbered 14-21)

- Make a sweeping gesture to indicate the numerals 0 to 9. Point to the person with no boxes and keep pointing while you say: "Point to the number that shows how many boxes this person has".
- Answer: 0
- Score the response as correct if the child says the number out loud.

Item 16 (pages numbered 14-21)

- Point to the person with five boxes and say: "Point to the number that shows how many boxes this person has".
- Answer: 5.
- Score the response as correct if the child says the number out loud.

Item 17 (pages numbered 14-21)

- Make a sweeping gesture to indicate the row of people and say: "Look at all the people. Show me the person who has the most boxes".
- Answer: The person with five boxes.

Item 18 (pages numbered 14-21)

- Make a sweeping gesture to indicate the row of people and say: "Two of the people have the same number of boxes. Point to those two people".
- Answer: The people with four boxes.

Item 19 (pages numbered 14-21)

- Point to the person with two boxes and keep pointing while you say: "Look at this person. This time show me the person who has one less box than he has".
- Answer: Person with one box.

Item 20 (pages numbered 14-21)

- Again point to the person with two boxes and keep pointing while you say: "Look how many boxes this person has. Show me the person who has one more box than he has".
- Answer: Person with three boxes.

Item 21 (pages numbered 14-21)

- Point to the van and say: "Here is the van. The people are waiting in a line".
- Point to the person with two boxes and say: "This person is first in line. Show me which person is fifth in line".
- Answer: Person with four boxes.

Item 22 (page numbered 22,23)

- Turn to the next page and fold back the easel
- Pointing to the row of numbers, say: "Look at these numbers. Point to the smallest number".
- Answer: 2
- Score the response as correct if the child says the number out loud.
- If the child says 'They're all the same size', or otherwise indicates that they misunderstand the meaning of 'smallest', say: "Point to the number that means the fewest things".

Item 23 (page numbered 22,23)

- Pointing to the row of numbers, say: "Point to the biggest number".
- Answer: 9
- Score the response as correct if the child says the number out loud.
- If the child says 'They're all the same size', or otherwise indicates that they misunderstand the meaning of 'biggest', say: "Point to the number that means the most things".

Item 24 (page numbered 24)

- Turn to the next page and fold back the easel
- Indicate each circle with a circular motion and say: "Look at these circles. Two of the circles have the same number of things in them. Find the circles with the same number of things".
- Answer: The circle with snails and the circle with bottles.

Item 25 (page numbered 25)

- Turn to the next page and fold back the easel
- Make a sweeping gesture to indicate the group of horses and say: "A farmer has four horses. Each horse needs four new shoes. How many horseshoes must the farmer get all together?"
- Answer: 16

Item 26 (page numbered 26)

- Turn to the appropriate page and fold back the easel
- Pointing to the bundle, say: "There are ten candles in the bundle".
- Make a sweeping gesture to indicate the row of numbers and say: "Point to the number that says how many candles there are all together in this picture". (Make a circular gesture around the whole picture).
- Answer: 16
- Score the response as correct if the child says the number out loud.

Item 27 (page numbered 27)

- Turn to the appropriate page and fold back the easel
- Pointing to each bag in turn, say: “Each bag has ten sweets”.
- Pointing to the row of numbers, say: “Point to the number that says how many sweets there are all together in this picture”. (Make a circular gesture around the whole picture)
- Answer: 35
- Score the response as correct if the child says the number out loud.

Item 28 (page numbered 28)

- Turn to the appropriate page and fold back the easel
- Say: Look at this row of numbers”.
- Pointing to the empty space, say: “What number has been left out here?”
- Answer: 8

Item 29 (page numbered 29)

- Turn to the appropriate page and fold back the easel
- Say: “There used to be twelve buttons in this box. How many have been taken out?”
- Answer: 5

Item 30 (page numbered 30)

- Turn to the appropriate page and fold back the easel
- Point to each bundle in turn and say: “Each bundle has ten pencils. How many pencils are there all together in the picture?”
- Answer: 53

Ending the scale

- Continue to administer the items in order until the CAPI program directs you to stop. The stopping point varies from child to child, so you should not expect the CAPI to stop at the same item for all the children.
- If you have used the ten green squares, collect them, count them and put them back in the box, if you haven’t already done so. Look around to make sure you have not forgotten any.

6.2.8 Scale 1c Copying (3:0 – 5:11)**Description**

The child copies a series of simple line drawings in the answer booklet.

Although copying is one of the tasks included in the standard BAS scale, we are using a copying task taken from a different study. This was completed by the cohort

members when they were five years old, and proved to be an effective predictor of later reading and writing skills

Presenting items

Give the child a pencil and rubber (one of their own if they prefer). Open the answer booklet, fold it in half and ask the child to copy the first page. When they have finished, turn to the second page and ask the child to copy them too. If the child is left-handed, you may wish to turn the booklet upside down so that the child's hand does not obscure the picture while he/she attempts to copy it. If you do this, make sure the child begins with the correct picture (the circle) and attempts to copy the pictures in the correct order.

Administration points

Unlike the other assessments, you do not have to score children's responses or enter them into CAPI.

The child must have two consecutive tries at each design in the appropriate spaces in the answer booklet, even if their first drawing is perfect.

You should begin at the first image (the circle) for all children. Keep going until the end unless the child clearly does not want to continue any further, or shows that they are not capable, for example by scribbling or making drawings which do not resemble the image at all. Allow the child to rub out and correct the drawing. No rulers (or edges used as rulers) are allowed.

You may want to encourage the child by saying:

"Look at this"

"See if you can make one like this"

"Now draw this one"

Code in the CAPI as directed to declare that you have finished the scale so that the CAPI records accurately the timing of the exercise.

6.2.9 School age BAS

This looks at basic literacy and numeracy skills by assessing word reading, spelling and number skills.

You will need:

- pencil
- rubber
- dark blue answer booklet

6.2.10 Scale 2a Word reading (6:0 – 16:11)

General

The child reads aloud a series of words presented in their answer booklet.

Administration points

- You should be familiar with the correct pronunciations of all the words.

- Do not provide any coaching or instructions on the items.
- Don't say anything to link the starting point with the child's age, in case you have to return to an earlier level.
- If the child does not read from left to right across the columns, direct the child to do so. It may help to use a ruler, card or blank piece of paper to underline each row: provide one if necessary.
- If the child does poorly, the CAPI may go to the starting question in an earlier section. Make sure you indicate if the child is asked to read a line higher up the card. You can say: "Those words were meant for much older children than you. Let's try this one."

Scoring and recording

The child must correctly pronounce words **within locally accepted standards**, with emphasis only on the correct syllable or syllables. For example, the emphasis in 'facetious' must be only on the second syllable ('ce') for the response to be correct.

If the child spontaneously repeats a word, score the child's final response.

It does not matter whether a child has seen the word before or knows what it means – code a correct reading anyway. But they must read it as a complete word, not just distinct syllables in correct order.

Teaching

Although no items are designated as teaching items, if the child's response is hesitant or halting, say: "That was a good try. Now read it again". Score the child's final response.

Item-by-Item Administration

Present the card to the child and say: "Here is a card with a lot of words. Let's see how many you can read. Read them out loud to me". The CAPI will indicate the correct starting point: you should show the child where on the page they should begin.

During Word Reading the child demonstrates the ability to recognise some words instantly and to decode other unfamiliar words successfully. When the child does not know the word or cannot say it correctly, the response is scored as incorrect (2).

If the child makes a certain number of mistakes, the CAPI may return to an earlier level, be alert for this and show the child the new place if it happens.

Phonetic spellings are printed after each item on the CAPI screen, and you can use them to help you. (The symbol "/" within words is used to indicate individual phonemes and syllables, respectively, with the accented syllables in bold.)

Ending the Scale

Continue to administer the items in order until the CAPI program directs you to stop. The stopping point varies from child to child, so you should not expect the CAPI to stop at the same item for all the children.

6.2.11 Scale 2b Spelling (6:0 – 16:11)

General

The child writes 15 – 28 words that are spoken out loud by the interviewer.

Administration points

- Make sure you are familiar with the correct pronunciation of each word and that you are in a position to see what the child has written (if the child covers up the page as they are writing, ask to see after they have finished writing).
- Start by telling the child that you will be reading out words for them to spell. In each case you will read out the word, and then you will read out an example sentence using the word, to make sure they have understood what to spell (some words are homophones, that is they mean different things when spelt differently). In presenting each item, follow the instructions as they appear in CAPI.
- The child should write in the grid in the answer booklet.
- You must score the responses immediately after the child has finished writing each item. If the child's handwriting is illegible, ask the child to clarify their spelling by reading it out to you.
- For all items administered, code (1) for a correct spelling and (2) otherwise. How they write the word (e.g. in capitals or script) does not affect the scoring.
- Give frequent encouragement to the child to guess the spelling of unfamiliar words.
- Repeat the word *only once* if necessary.
- Corrections are allowed at the time, but the child cannot go back to correct an earlier spelling once they have moved on to the next word. If they do correct an earlier spelling, do not change your CAPI entry.

Item-by-Item Administration

- All items (1 to 75) are administered in the same way. Give the child the child's answer booklet (opened at the Spelling Worksheet page), a pencil and an eraser.
- The starting and finishing points vary according to the child's age, but there is no other routing.
- Point to first box on the Worksheet and say: "I would like you to spell some words for me. Try as hard as you can to spell every word. After you write each word, you should read it to make sure it is correct. If you want, you can rub out, cross out, or change any word. For each one, I am going to read you the word on its own, then a sentence with the word in it, then the word on its own again. Get ready. Listen."
- Present each item as follows. Note that the target word is slightly stressed in each sentence. "On... [pause]... I lie **on** the grass... [pause] ... on".

Ending the Scale

Continue to administer the items in order, until the CAPI program directs you to stop. The stopping point varies from child to child, so you should not expect the CAPI to stop at the same item for all the children.

6.2.12 Scale 2c Number skills (6:0 – 16:11)

General

The child performs various number-based tasks, such as pointing to numbers, and doing written calculations. The assessment is arranged in six blocks:

- **Block A (Starting point for children aged from 6:0 to 7:11)** Children are asked to read out or point to numbers, then do some simple addition, multiplication and subtraction.
- **Block B (Starting point for children aged from 8:0 to 9:11)** As Block A, slightly more difficult.
- **Block C (Starting point for children aged from 10:0 to 11:11)** More difficult addition, subtraction, multiplication, plus division.
- **Block D (Starting point for children aged from 12:00 to 16:11)** More complex sums, involving fractions, percentages and the use of brackets.
- **Blocks E and F** Calculations of increasing difficulty, problems involving knowledge of mathematical concepts (calculating circumference, conversion from imperial to metric).

Administration Points

- **Do not** say anything to link the starting point with the child's age, in case you have to return to an earlier level.
- Some questions need to be read out from the CAPI. Make sure you know which ones they are and that you read them as soon as the child is ready to do that item.
- Make sure you can see what the child is writing. Ensure that they are writing the responses in the correct positions.
- The child may do rough work in any empty space or margin of the page. They cannot use a calculator.
- Allow the child to change responses by erasing or crossing out; make sure they are happy and then score the final response. Enter the response to each item into the CAPI as it is completed.
- If a child tells you that they have not yet learned to do a particular type of sum, move on to the next item and code the response for that question as incorrect.
- If the child spends a minute or more on an item without progress, say: "Do you want to go on with that or move on to the next question?"
- If the child stops working before attempting all the items in a block, say: "These are harder, aren't they? Just see if you can do any of the others."
- You may write the sum in an alternative format, if the child asks. Some examples of different formats of addition, subtraction multiplication and division are provided in the table on the next page.

	Format A	Format B	Format C	Format D
Addition	$\begin{array}{r} 15 \\ +23 \\ \hline \end{array}$	$15 + 23 =$	None	None
Subtraction	$\begin{array}{r} 17 \\ - 5 \\ \hline \end{array}$	$17 - 5 =$	None	None
Multiplication	$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$	$2 \times 4 =$	None	None
Division	$4 \overline{)80}$	$80 \div 4 =$	$80/4$	$80/4$

- The CAPI is routed so that a child who performs poorly at one level will move to an easier level. If this happens you can say: "Those questions were meant for children older than you. Let's try this one." Make sure that you know which question comes next, in case you need to direct the child to an earlier block. In a few instances the child may be moved to a harder level of questions after first being moved to an easier level.

Scoring and Recording

Code (1) for a correct response and (2) for an incorrect response or no answer. If the child spontaneously changes a response, score the final attempt. If you cannot read an answer, ask the child to read it out to you.

Ending the Scale

Continue to administer the items in order until the CAPI program directs you to stop. The stopping point varies from child to child, so you should not expect the CAPI to stop at the same item for all the children.

6.2.13 Child assessments: a final point

Reassure and encourage children during the assessment and make them feel that they have done well at the end, no matter how many items they have got right.

6.3 Adult Assessments

6.3.1 Background

An integral part of BCS70, has been to assess the spread of basic skills among adults in Britain. A representative 10 per cent sample of the cohort had their functional literacy and numeracy skills assessed in 1991. This data has helped establish that one in five adults in Britain have difficulties with at least one of these basic skills – that is, they cannot read, write or perform basic maths calculations at the level expected of an 11-year old.

The adult assessment includes the following:

- Literacy and numeracy questions in multiple-choice format (CASI)
- Literacy and numeracy questions in an open-response format (CAPI)
- Exercises based on the Dyslexia Adult Screening Test (DAST). **These should always be called reading and writing exercises.** It is important that you do not mention dyslexia to the cohort member: by doing so you might cause them to worry unnecessarily, and they might be reluctant to do this part of the assessment.
- Short written task

6.3.2 Eligibility

All cohort members are eligible unless they

- refuse
- have learning difficulties (take CM's or carer's lead on this)
- have communication problems (sight, hearing, speech difficulties will restrict CM's ability to do some, though not all, of the exercises)

6.3.3 Materials for adult assessment

For each interview, you will need:

- Show cards
- 5 GREEN stickers labelled A, B, C, D, E
- 1 BLUE sticker for the PASS KEY
- 1 red sticker for the ENTER KEY
- A notepad or sheets of paper for the cohort member
- A blue or black pen for the cohort member

In addition, when you come to the reading and writing exercises, you will need:

- The yellow reading and writing booklet
- The glossy spelling show card
- A blue or black pen for you, the interviewer
- A clipboard
- A timer

6.3.4 Ensuring optimal performance for the adult assessment

It is very important that the setting of the assessment helps the cohort member to focus on the tasks in hand. As explained earlier, please try to conduct the whole

interview in a quiet environment with no other people present and as little interference as possible. However where this is not possible, do make a particular attempt to carry out the adult assessment in private.

In general, you should encourage the cohort member through the different exercises and provide reassuring comments such as 'thank you', 'that's fine' or 'okay', but be consistent. You should not, in any circumstances, provide specific feedback, either positive or negative. It is important to avoid 'implicit' methods of providing specific feedback, for example nodding at every correct answer (particularly if you do not also nod for every incorrect answer).

Most of the items included in the adult assessment are developed from copyright material so the assessments should be treated in confidence. None of the survey materials should be given to people to keep and all unused materials should be returned at the end of the survey.

6.3.5 Interview length

We anticipate that the adult assessment will take approximately 40 minutes.

6.3.6 Administration of the literacy and numeracy assessments

The literacy and numeracy assessments consist of multiple-choice and open-ended questions.

- The multiple-choice questions and images are presented on the computer screen in CASI format
- The open-ended questions are read out by the interviewer with the aid of show cards and are administered on screen.

When the literacy and numeracy multiple-choice assessments have been completed, the cohort member will be asked to hand the laptop back to you.

Multiple-choice questions (CASI)

It is important that the cohort member is familiar with the multiple-choice procedure and knows exactly what they should do. As a result, you will go through a few introductory screens and some 'practice' questions with the cohort member before handing the computer over to the cohort member for them to begin.

There are several introductory screens to go through with the cohort member before they start the multiple-choice part of the assessment. These screens include three practice questions. The introductory screens and practice questions are very important as they show the different formats the questions can take. After the three practice items, the cohort member will be asked 20 questions which assess literacy skills and 17 questions which assess numeracy skills. (Depending on their answers during the literacy multiple-choice, different cohort members will be asked different questions.)

Please ensure that GREEN stickers which you have labelled A, B, C, D and E are placed on keys 1 – 5 on your laptop and that a BLUE sticker is placed on key 9. Before the multiple-choice starts, you must also ensure that the cohort member has a pen and paper but they must not use a calculator (be aware that some mobile phones and watches have a calculator function).

For most interviews, the multiple-choice will be completed as a CASI, unless the cohort member prefers that you enter their responses. Each question will consist of a visual image and some text. The question will always appear at the top of the screen, the image in the centre, and the answers at the bottom of the screen. The cohort member will read the question on the screen and enter their answer. The next item will appear on the screen automatically.

Multiple-choice questions (CAPI)

It is unlikely that cohort members will ask you to enter their answers as they will have just completed the CASI questions in the core interview. However, this is what to do if you are asked to enter the multiple-choice answers.

Sit beside the cohort member so that both of you can see the screen. Try and arrange the setting so that you can both see the laptop screen comfortably.

Ask the cohort member to read the question on the screen, then select from (in most cases) four alternative answers: A, B, C and D. The cohort member will tell you the letter corresponding to their choice (not the answer itself). You should confirm this by repeating it back to them, and then input this into the laptop (A=1, B=2, C=3, D=4). The next item will then appear on the screen automatically. You must not read out the question for them, or offer any other help beyond repeating the general instructions.

At the end of the multiple-choice questions (both literacy and numeracy) it is very important that the cohort member stops looking at the screen and that you revert to the standard style of interviewing.

Multiple-choice stopping rules

If the cohort member appears to be having difficulties with a particular question, ask if they would like to move to the next question by pressing the blue dot.

You should stop the multiple-choice section if the cohort member asks to stop or appears to be distressed or uncomfortable. Move to the end of the section by pressing CTRL+R (not the blue key). You will then need to record that the multiple-choice stopped early when the CAPI prompts you to do so. Please open a memo to say why.

6.3.7 Open-ended questions

After completing the multiple-choice questions, there are questions in a standard interview format: seven open-ended literacy questions and six open-ended numeracy questions. For most of these, you will show the cohort member a visual stimulus on a specified show card, for example a map or a page from the Yellow Pages. The cohort member should keep the show card to refer to while you ask them the relevant questions (one, two or three per show card).

Your instructions are shown on the screen along with the question. The correct answer for each question will appear on screen. When the cohort member gives you the answer, you will whether it was correct (code 1) or a different answer (including don't know: code 2).

For two questions (L3b and L3c), there is a third option - 'INTERVIEWER CANNOT CODE' – which you should use if you are unsure whether the cohort member's response is correct or incorrect. If you code this option, you will be directed to write in the cohort member's answer verbatim.

As stated earlier, please ensure that the cohort member is not looking at the screen during these questions.

Open-ended section stopping rules

You should stop the open-ended section if the cohort member asks to stop or appears to be distressed or uncomfortable. You will then need to record that the open-ended section stopped early when the CAPI prompts you to do so. If the cohort member appears to be having difficulties with a particular question or spends a long time on one question ask if they would like to move to the next question.

When administering the basic skills module:

- Do not give cohort members advice about questions or help them in any way.
- Do not read the multiple-choice questions to the cohort member, even if they ask you to.
- If you are entering the cohort member's responses, check that the cohort member is happy with the answer they have provided before moving to the next question.
- Remember to provide all cohort members with pen and notepad and ensure that the stickers are on your keys and are legible.
- Avoid 'implicit' methods of providing specific feedback e.g. nodding at every correct answer – keep your tone and body language neutral.
- If the cohort member asks how they have performed explain that no individual results are available.
- If you exit this part of the assessment before you have completed it, you may re-enter to complete it. Try to avoid this if at all possible, and in any case never break the assessment over two days.

6.3.8 Further information

If the cohort member asks where they can get further information about basic skills, refer them to:

The DfES Gremlin 'Get On' Campaign:

Tel: 0800 100 900, or at www.dfes.gov.uk/get-on.

If the cohort member mentions dyslexia (remember, you should not) refer them to:

The British Dyslexia Association

98 London Road

Reading RG1 5AU

Tel: 020 8966 2677

Fax: 020 8935 1927

Email: admin@bda-dyslexia.demon.co.uk

www.bda-dyslexia.org.uk

6.3.9 Reading and Writing Exercises

Background

This part of the interview involves administering four exercises taken from *The Dyslexia Adult Screening Test (DAST)* which have been adapted for use in a survey interview setting, and one additional assessment which captures the cohort member's hand-writing.

Taken together, these provide a helpful instrument used for assessing whether an individual is experiencing some of the many symptoms associated with dyslexia. We have modified the exercises for survey use, but it is essential that you follow the instructions for the exercises precisely. Any changes of wording or procedure to make the exercise easier for the cohort member may affect the validity of the exercise.

Of the five exercises, three are timed. This is because dyslexic adults have greater problems than other people reading or spelling under time constraints. The exercises are always administered in the following order:

- reading
- spelling
- spoonerisms (not timed)
- reading a nonsense passage
- writing a few sentences (not timed).

For further information, see the introduction to each exercise below.

General points

Before you start

Interviewers involved in the pilot study and dress rehearsal stage of this survey have emphasised how important it is that you familiarise yourself thoroughly with these exercises *before* you attempt any interviews. You should:

- Practise administering the exercises with adult friends or family members to make sure you know how and when to use the booklets, show cards and timers.
- Make sure you are happy that you know the correct pronunciations of the words in the reading exercise (Exercise 1) and the nonsense passage (Exercise 4). Some of the words in these exercises have more than one correct pronunciation (see below). You have to code these words as the cohort member reads them out loud, so you need to recognise them instantly.
- Practise reading the words in the spelling exercise out loud, until you are happy that you can do so clearly and correctly.

Before starting this part of the interview explain briefly to the cohort member what the five exercises will involve and ascertain that they are willing to attempt them. But do not mention dyslexia: this may unduly worry cohort members, and you would be in no position to give any kind of diagnosis or reassurance.

As with the literacy and numeracy assessments, these exercises should be carried out in a quiet place, if possible away from other household members. In this instance it is particularly important that you avoid possible distractions as the activities are going to be timed. If a timed exercise is interrupted for any reason, you cannot restart it.

Providing feedback

The spoonerism and nonsense passage exercises involve a practice before doing the exercise. The purpose of the practice is to make sure the cohort member understands what they are being asked to do. **It is important to confirm that the cohort member has understood what they have to do before starting the main exercise.**

Apart from these practices, do not give any feedback. Once again, it is important not to give any clue as to whether the cohort member's answer is right or wrong. Encourage the cohort member, but be consistent in what you say or how you respond. If you say "thank you", "okay" or "you're doing fine" say it after every response.

When to stop

The reading, spelling and nonsense reading exercises have instructions on when to stop ('Discontinuation'). If a cohort member is clearly unable to do the exercise, you can move on fairly quickly to the next one.

Make sure, before discontinuing a particular exercise, that the cohort member has not simply lost concentration or forgotten the instructions. If you think this has happened, pause the timer (see below) and try to encourage and re-motivate them. Then continue the exercise from where you stopped.

If an exercise is interrupted for any other reason (e.g. the cohort member answers the telephone), do not restart the exercise.

The Reading and Writing booklet

For each cohort member, you will use a copy of the YELLOW Reading and Writing Booklet. This booklet will be used by both you and the cohort member.

For the interviewer...

The booklet includes outline instructions, explanations for each exercise, which you should read to the cohort member; information about the length of each exercise; space to record scores; and questions for you to complete. You will need to read from or write in the booklet during every exercise, as well as operating the timer.

For the cohort member...

The booklet includes a page for them to complete the spelling exercise and a page to complete the writing exercise.

It is very important that you do not let the cohort member see what you write elsewhere in the booklet. Each exercise starts on a new page. All the necessary outcomes of the exercises will be included in the booklets. Also, don't show the front cover, which mentions dyslexia in the copyright statement.

Using the timer

Each timer requires 1 AAA size battery. Make sure the battery is inserted before you begin to use the timer and check that the timer works before going to each interview.

- *To set the number of minutes on the timer:* Press the 'Min' (minute) button once for each minute that you wish to set.
- *To set the number of seconds:* Press the 'Sec' (seconds) button for each second that you need to set. If you press and hold the 'Sec' button for approximately 3

seconds, the timer will add seconds quickly while you continue to hold down the button.

- *To begin timing:* Press the START/STOP button once. The alarm will 'bleep' when the time is up.
- *To stop timing:* Press the START/STOP button.
- *To clear the display:* **simultaneously** press the 'Min' and 'Sec' buttons together. The display should show "00.00" when cleared, and you can then set a new time.
- *To pause the timer while it is counting down:* Press the START/STOP button once. Press the START/STOP button again to resume timing. This should only be done if there is a disruption, or you are clarifying with the cohort member that they wish to continue with an exercise.

Please remove the battery from the timer when it is not being used, or reverse the battery in the slot so that the timer will not work (if you do this be careful not to damage the spring). If the batteries for the timer no longer work, purchase a replacement AAA battery and claim for it using your pay claim form.

Getting started

For each interview, you need a copy of the yellow Reading and Writing Booklet.

Enter the cohort member's serial number, check letter and first name, and your interviewer number on the front of the booklet. Start by introducing the exercises using the text provided in the CAPI interview (question DASTIn)

Exercise One – One Minute Reading

In this exercise, the cohort member is asked to read aloud a page of individual words, graded in difficulty. This exercise is different from other English exercises of single word reading, because it demands that the cohort member produce a **speeded** as well as an **accurate** performance.

Procedure

Show the cohort member card DX1, and explain what to do by reading out the text from the Reading and Writing booklet:

"We are going to start off by seeing how many words you can read in a minute. When I say 'Start Now', I want you to start at the top of the first column, and go down, then start at the top of the next column and so on, like this."

DEMONSTRATE BY TRACING OUT THE ROUTE WITH YOUR FINGER.

"I want you to read as many words as you can in one minute. If you get stuck on a word, say 'Pass' and go on to the next one. I will time you and when one minute is over I will tell you to stop."

Stress that if a cohort member does not know a word, they should say 'pass', otherwise it's very hard for you to keep track of where they are. Set the timer at one minute (60 seconds).

Say "Start Now", when you want the cohort member to start reading the list. Start the timer when they start to say the first word. Give encouragement if you sense they are struggling. But in the majority of cases, some or all of the words will be read at a

very fast pace. At first, you may find it difficult to keep up and mark whether the words are being read out correctly or not. It is important that you are familiar with how these words sound, and that you can code quickly and accurately. You will be able to do this easily with practice, so recruit as many friends or family as you can!

Record the cohort member's response for each word, whether correct, error or pass. (In practice, you may need to concentrate on the passes and errors, and not be able to mark correct readings until afterwards.) If the cohort member spontaneously corrects their pronunciation of word, code their final response. Circle the *last* word that the cohort member read.

Time one minute. The timer will bleep when one minute is over. Say 'stop now'. If the cohort member finishes the whole list in less than a minute, stop the timer. Answer questions D1 and D2 and fill in the time you finish the reading exercise.

Coding to be done when you leave the household

For each column, you need to record the total number of words that the cohort member got correct (C), incorrect (E) or passed on (P). You should do this after you leave the household to avoid disrupting the flow of the exercise.

Discontinuation

- As with all the assessments, you should stop if the cohort member appears distressed or asks to stop.
- You may also stop if the cohort member makes five consecutive **errors** (ignoring passes). If they appear happy to continue you should let them do so.
- If the cohort member **passes** on five consecutive words, ask whether they can read any of the next five words, then discontinue. Enter the time (question D2).

Problem words

There are a few words with possible alternative pronunciations.

Route	Should be pronounced like 'root'. The American pronunciation (rhymes with 'out') is <i>not</i> correct.
Patent	The first syllable can rhyme with 'cat' or with 'date'.
Missile	The second syllable to rhyme with 'file'. The American pronunciation (word rhymes with 'whistle') is not correct.
Express	Stress on either first or second syllable is correct.
Transfer	Stress on either first or second syllable is correct.

Speech impediments and regional accents

The cohort member must correctly pronounce words **within locally accepted standards**, with emphasis only on the correct syllable or syllables. Words affected by a speech impediment (e.g. a lisp) should be coded as correct, as long as there are no other errors. A cohort member with a stammer may be unwilling or unable to do this exercise: if necessary, note this in the booklet **and** the CAPI, and move on to the next exercise.

Exercise Two – One Minute Spelling

This exercise has been devised to assess accuracy of spelling under time constraints. People with symptoms of dyslexia often struggle to spell words correctly, particularly if this also involves writing words down quickly.

Procedure

Make sure that the cohort member has a pen to write with. Show the cohort member the grid on the back cover of the yellow booklet and make sure they are sitting in a comfortable position for writing. Make sure you are in a position to see what they write down. You will need to note which hand they write with. Set the timer to one minute (60 seconds). Explain the exercise to the cohort member.

“Next I will read out some words and I want you to write them down. I want to see how many words you can spell in one minute, so write them as fast as you can.

We are interested in your first thoughts, so if you are not sure of a spelling, just write down what you think. As you finish writing one word I will say the next one.

I will time you, and when one minute is over the timer will bleep and I will stop reading out the words.”

The words to read out are shown on the separate spelling card. Give the cohort member the booklet, secured to a clipboard if possible. Make sure the cohort member is ready. Start the timer when you say the first word. Cohort members can use any form of handwriting to complete this exercise e.g. print, joined up, capitals etc. Say the words one at a time, starting each when the cohort member has finished writing the previous word. It is important that you don't read too fast, which will put unnecessary pressure on the cohort member, or too slowly, which will give an inaccurate timing.

If the cohort member makes a mistake in the first two words (school, year) move to the right-hand block (cat, sand...). Then go back to where you left off in the first column, starting with the next new word (tomorrow). If the spelling of the first two words is illegible move to the right hand block (cat, sand...). Then go back to where you left off in the first column, starting with the next new word (tomorrow).

When the timer bleeps after one minute, let the cohort member finish writing the final word (like Mastermind!). If the cohort member finishes the whole list in less than one minute, stop the timer. Have a look at what they have written to check that you can read all the words. If the words are illegible, try to clarify the spelling right after the exercise is finished.

Answer questions D3 to D5 when you finish the exercise.

Discontinuation

- You should discontinue the exerciser if the cohort member shows any signs of being distressed.
- You may also choose to discontinue before one minute if the cohort member has made five consecutive errors (not passes). But, as with the reading exercise, if the cohort member appears happy to carry on you should let them do so.

Exercise Three – Spoonerisms

The spoonerisms are a more advanced exercise of something called phonemic segmentation – the ability to split words into their constituent sounds.

Procedure

In this exercise you speak pairs of words, and ask the subject to swap the initial sounds. *This exercise is not timed.*

Start by explaining the exercise and do the practice examples given in the yellow booklet.

“Now we would like you to try to play around with the sounds of words. I’m going to say two words, and you have to swap round the sounds at the beginning of each word - so if I say ‘Car Park’ you would say ‘Par Cark’, and so on.

In fact, I’m using famous names to make it more fun. So if I say Michael Jackson, you have to say Jichaek Mackson. Okay, let’s try John Lennon”.

If necessary, give the correct answer – Lon Jennon. You should explain what to do, but do not try to teach the cohort member.

For the exercise, go through the three names (Jarvis Cocker, Sean Connery, Shirley Bassey) and record whether the response is correct (C) or incorrect (E).

Cohort members should not write down the names before they provide you with a response.

Give general encouragement but don’t say whether the answer is right or wrong. If necessary, repeat the name (once only). If the cohort member says they “don’t know” try the next one. This should be a very quick exercise, but some cohort members will experience significant difficulties with it. Again, if the cohort member shows signs of distress STOP and move on to the next exercise.

Answer question D6 .

Exercise Four – Nonsense Passage Reading

People experiencing symptoms associated with dyslexia have particular difficulty reading words they have never seen before. This can be easily assessed by creating nonsense passages, like Lewis Carroll’s poem Jabberwocky, in which some of the words have been invented or ‘made up’.

Procedure

Show the cohort member the practice example on card DX2 and explain the exercise, as follows:

“Now I would like you to have a try at reading a passage out loud. It has nonsense words in it, as well as real words, so don't expect it to make sense. Some of them are quite difficult, so just do your best. We are interested in how long you take, as well as how accurate you are, so I am going to time you. Let’s have a practice first.”

Ask the cohort member to read the practice sentence on card DX2 (also in the yellow booklet for your information). Encourage them to have a go at each word. At the same time, remind them to say 'pass' if they can't manage any word. When they have finished, tell them of any mistakes and give the right answer (Norgin can be read with a hard or soft 'g').

Set the timer at three minutes. Show the cohort member the main exercise passage on card DX3. Make sure the cohort member is happy to continue.

Say "Start Now", when you want the cohort member to start reading. Start the timer as the cohort member starts reading. Encourage the cohort member if necessary and explain how difficult it is to read nonsense words. Give them as much time and as many tries as they need to read a nonsense word. **However, do not ask the cohort member to try again. Accept their attempt at reading the nonsense words.** Allow passes, but discourage a strategy of not even trying to read the nonsense words.

Record the cohort member's response for each word. If the cohort member stumbles or has several goes before reading a word correctly, that is acceptable. The coding works a bit differently from the other exercises. Code correct pronunciations. Use the same code for error or pass. For the nonsense words – underlined in your booklet – there is a code 'semi-correct' for readings which are nearly, but not quite, correct. see below. Give the benefit of a doubt for plausible pronunciations (for example vowel sounds that conform to 'real' English words. Examples of correct pronunciations for the nonsense words are provided below.

NONSENSE WORD	Correct Pronunciation (broken down into syllables)
NOBACTIOUS	NOB – ACT – IOUS / NOB – AC – TIOUS NOB to rhyme with 'rob' or 'robe' ACTIOUS can be pronounced AKSHUS or ACTIUS
RENNIFER	RENN – IF – ER Rhymes with 'Jennifer'
CRAIBERG	CRAI – BERG First syllable: 'Cray' or 'Cry'
DOLLITROY	DOLL – I – TROY / DOLL – I T – ROY
LAMMERSILL	LAMM – ER – SILL First syllable rhymes with 'ham'
GRAGWALLY	GRAG – WALL – Y Wally can rhyme with 'Sally' or 'Collie'
ILLADONTER	ILL – A – DON – TER
CHINGERSOMELY	CHIN – GER – SOME – LY First part can rhyme with 'ginger' or 'singer'
OLIGONDERVOCK	O – LI – GON – DER – VOCK First syllable as in 'Oliver' or 'old'
GRAFFIDANTER	GRAFF – I – DAN – TER
STETTLENAB	STETT – LE – NAB
BONTUVILDAM	BON – TU – VIL – DAM

NONSENSE WORD	Correct Pronunciation (broken down into syllables)
HIRSUMLING	HIR – SUM – LING First syllable rhymes with 'fir' nor 'fire'
RINSOMELY	RIN – SOME – LY Second syllable can rhyme with 'hum' or 'home'
FRUMBUNCTIOUS	FRUM – BUNC – TIOUS

- An answer is semi-correct if **one** sound or syllable of a nonsense word is missed out or added or otherwise read incorrectly.
- An answer is an error if **two or more** sounds or syllables of a nonsense word are missed out or added or otherwise read incorrectly. In addition **all** errors or passes in 'real' words are counted as errors.

Here are some examples of semi-correct readings:

rennifer read as "reen-if-er" (long 'e')
craiberg read as "craig-berg" (added 'g')
hirsumling read as "hire-sum-ling" (long 'i')
rinsomely read as "ring-some-ly" (added 'g').

Here are some examples of readings that would be coded as errors:

nobactious read as "no-bi-aysh-us" (added 'i', long 'a', 'ct' becomes 'sh')
dollitroy read as "dolly-trolly" (added 'll', extra syllable, different vowel sound)
stettlenab read as "suttle-nab" ('sut' instead of 'stet')
graffidanter read as "grad-i-fer-dan-ter" (extra syllable, 'er' instead of 'i')
bontuvildam read as "bot-u-vil-am" ('n' and 'd' omitted)

Again, practice will help you become confident in your coding.

Although the timer has been set for three minutes, it is very unlikely that cohort members will need this amount of time to complete the task. If the cohort member finishes the passage in less than three minutes stop the timer. If they do need the full three minutes, the timer will bleep. Say "stop now".

Answer questions D7 and D8.

Speech impediments

As with the first reading list, words affected by a speech impediment should be coded as correct, as long as there are no other errors.

Discontinuation

- You should discontinue the exerciser if the cohort member shows any signs of being distressed.
- You may also choose to discontinue before the end if the cohort member has made five consecutive errors (not passes). Record how many minutes and seconds are left. But as with the reading exercise, if the cohort member appears happy to carry on you should let them do so.

Coding to be done when you leave the household

For each column, you need to record the total number of correct words (C), semi-correct words (S) and passes or errors (E). You should do this after you leave the household to avoid disrupting the flow of the exercise.

Once you have finished these four exercises, return to the CAPI and code as instructed.

Exercise Five – Free Writing

Purpose

This exercise hopes to capture two things.

- Writing is a crucial part of literacy, and we can assess the cohort member's writing by taking this sample.
- It is both important and interesting to find out how the cohort members feel about being part of BCS70 during their lifetimes.

Procedure

Introduce this last exercise with something like this: "Finally, I would like you to write a few sentences about your experience of being part of BCS70". Hand the yellow booklet, open at page 12, to the cohort member and show them where to read the introduction to this exercise and where to write their answer.

- We would like a minimum of a couple of sentences from each CM, but they do not need to write more than will fill the box.
- Please make sure they use a pen, and **not** a pencil. This can be the pen you offer or a pen of their choice.
- They should write in their normal handwriting – in some cases this may be print or capitals.

7 CORE INTERVIEW – SECTION BY SECTION INFORMATION

For each section of the questionnaire there is:

1. A glossary - explaining general terms and definitions for each section
2. Question by question instructions and notes

7.1 Introduction & Household Grid

The following terms and definitions are applicable throughout the questionnaire.

MARITAL STATUS

Throughout the questionnaire 'married' means that a legal marriage must have taken place.

'**Cohabiting**' means living together as a couple, though not married. The cohort member and partner should be or have been sharing accommodation and living in all respects as a married couple. (Exclude situations in which one partner maintained separate accommodation in which they stayed regularly e.g. during the week, at weekends). This includes couples of the same sex.

'**Separated**' always means legally separated (with the one exception at EXPARTL – see section 7.4).

'**Legally separated**' means that a court hearing must have taken place. Permanent separations not involving a court hearing should be coded as 'married'. A temporary separation (for example, being in the armed services, in prison, on an education course) should be coded as married and normally living with spouse.

PARTNER

The word 'Partner' is used throughout the questionnaire to refer to someone with whom the cohort member is living, or has lived, as married. This may include someone of the same sex as the cohort member. N.B. See entry under 'Marital Status', for definition of 'Living as Married'.

7.2 Introduction and household grid

A. Introduction and Household Grid Glossary

NORMAL ADDRESS RULES

Variable NORMAL

If the cohort member is ...

- ... temporarily working away from home, their Normal Address is their permanent home address.

- ... in hospital or prison for **under** 6 months, their Normal Address is their home address.
- ... in hospital or prison for 6 months or more, their Normal Address is hospital or prison.
- ... in the armed forces or the merchant navy, and stationed away from home for 6 or more months, their Normal Address is their current forces or merchant navy address.

If the cohort member has more than one address, take the address the cohort member considers to be their main address.

TYPE OF ADDRESS

Variable RESIDENC

Private residence

Include

- armed forces married quarters
- accommodation rented by National Health Service and Local Government workers
- separate flats provided by the University for students
- all other non hostel accommodation tied to employment or training;

Exclude hostel type accommodation eg. a room in a Nurses' Home, Students' Hall of residence or other place of work.

Sheltered housing

Residents must have self-contained flats with their own kitchen and bathroom (regardless of any facilities such as a lounge). If the cohort member's accommodation is not self-contained then they live in an institution and this should be coded under one of the categories below.

Hotel/Boarding House/Residential hostel

Hostels open to all regardless of need and occupation.

Hostel for homeless /Women's Refuge/Night shelter etc.

Any accommodation provided for single or married people with particular social or family problems (including homelessness). Placement is on a **temporary** basis.

Barracks/Room in Nurses' hall of residence / student hall of residence etc.

Accommodation is of the hostel type but is tied to education, training or employment and is not open to all.

Room (only) at workplace

e.g. if **working** in a hostel, in a Children's Home, special school or some other residential institution.

Hospital

Include all those who are in-patients in any form of hospital. See note at normal address rules (above) for details of length of stay for inclusion.

N.B. If no 'normal' address, take current address.

HOUSEHOLD DEFINITION

Variable INTRO

Members of the cohort member's household are those people who normally live with the cohort member at their normal address AND who 'share a living room with cohort member' AND/OR 'share a meal a day with cohort member'. (N.B. See entry under 'Normally living with cohort member' below.)

- Lodgers are people who rent a room in the accommodation but whose meals are not provided. Lodgers are single person households.
- Boarders are people who pay rent for a room in the accommodation and for whom meal(s) are provided. Boarders are included as members of the household, unless four or more boarders are living in the same household. In this case, treat each boarder as a single person household.

PEOPLE WHO NORMALLY LIVE WITH THE COHORT MEMBER

Variable INTRO

Children (under 16)

Include children aged 15 and under if they

- are attending boarding school but return home during school holidays;
- are away from home temporarily on holiday or in hospital (less than 6 months);
- live part of the time with the cohort member and part of the time with their other parent, if their **custody** or **residence** is split between the two parents.

Exclude children who are

- in the care of local authority, in residential home or with foster parents;
- in long-stay institutions for the handicapped or disabled;
- being brought up by friends, relatives or an ex-spouse or partner (except if custody is shared with the cohort member);
- away from home on holiday or in hospital for 6 months or more.

Adults (16 or over)

Include adults away from home temporarily (less than 6 months continuously) for work reasons, on holiday, in hospital, in prison, in armed forces/Merchant Navy.

Exclude

- children aged 16 or older attending boarding school;
- students living away from home during term-time;
- adults away from home for 6 months continuously or more on holiday, in hospital, in prison, in armed forces/Merchant Navy.

B. Introduction and Household Grid Questions

Question name	Instruction
Cmsex, Bdat1	<p>Checks on CM feed forward data. If a soft check is activated, check serial number against ARF. If name and address correct, check date of birth and enter correction:</p> <ul style="list-style-type: none"> • If born in right week, include detail in memo and continue with interview • If not born in right week, include detail in memo, thank respondent and end interview <p>DO NOT ATTEMPT TO INTERVIEW IN THE WRONG SLOT AS FEED FORWARD AND OTHER DATA WILL BE WRONG</p>
RESIDENC	<p>Cohort member's current normal address - <i>see glossary</i>.</p> <p>Institutions usually have 'gatekeepers'. In most cases you will need to contact the gatekeeper before making direct contact with the cohort member. You may need to ask the office to contact the gatekeeper on your behalf.</p>
	<p>There are two household grids. The first will come up only if the cohort member was interviewed in the last survey (1999/2000). It includes details of everyone living with the cohort member at that time. You should confirm or update this information.</p> <p>Take care when you do this; if you make mistakes here (for example confirm marital status as unchanged when there has been a change), you will be unable to enter correct information later in the interview.</p> <p>The second household grid shows members of the household still living with the cohort member. Press 'End' to add details of new household members.</p>
	<p>The cohort member (CM) should always be the first person entered in the household grid.</p>

MS	<p>This question does not deal solely with legal marital status at this point but partnership status within the household. Therefore cohabiting would supersede other statuses for this question, for example, if a cohort member is divorced but living with someone they would be coded as cohabiting for this question.</p> <p>If the cohort member's relationship has broken down, but their former partner is still living in the household (possibly because they cannot afford to move out), code the cohort member and the ex-partner as appropriate (but not as cohabiting). Make sure that elsewhere in the questionnaire you continue to code the relationship as having finished.</p> <p>MS must be the same in both household grids.</p>
RELTOKEY	<p>This question asks for the relationship of other household members to the cohort member. It is VERY IMPORTANT that you code this correctly, as it is used to route the cohort member through the rest of the questionnaire. In particular make sure that you code <i>Spouse</i> if the person is the husband or wife of the CM or <i>Partner</i> if the person is the common-law husband or wife of the CM.</p> <p>If the cohort member's relationship has broken down, but their former partner is still living in the household (possibly because they cannot afford to move out), code 28 (other) and make sure that elsewhere in the questionnaire you code the relationship as having finished.</p> <p>Ensure that you establish whether each child is the CM's <i>Own child</i> [code 3] that is the CM's natural child or <i>Adopted child</i> [code 4] that is the CM has legally adopted this child or <i>Child of current spouse/partner</i> [code 5] that is the natural child of the CM's spouse/partner, from a previous marriage or relationship. This code would be used where the CM has not legally adopted this child (e.g. stepchild). <i>Child of previous spouse/partner</i> [code 6] that is the natural child of a previous spouse or partner, who the CM no longer lives with. The child still lives with the CM but they have not legally adopted this child, or <i>Foster child</i> [code 7] – the child is being fostered by the CM.</p>
Infoscreen/ Infoscreen1	<p>Based on household grid, shows you all the tasks to be done.</p> <p>In Core points, only the adult assessment will be displayed.</p> <p>In Parent & Child points: as well as the adult assessment, all the parent and child elements will be displayed, showing everything you need to complete.</p> <p>From this screen on, you can open any of the parallel blocks by pressing CTRL+ENTER. Try to complete the core interview first, if possible: press '1' and continue, rather than opening the parallel blocks.</p>

7.3 Housing

A. Housing Glossary

EQUITY SHARE/SHARED OWNERSHIP

Shared or equity ownership means paying partly for a mortgage and partly rent for a property. The property is usually provided by a council or Housing Association (HA), and is owned jointly by the equity sharer and the council or Housing Association. Equity sharers take out a mortgage or loan in order to buy their share (usually 25%, 50%, or 75%) of the property. They continue to pay rent to the council or HA for the share of the property which the council or HA still owns. After a period of time, equity sharers have the option of buying a greater share of the property. If they buy 100%, the equity sharer becomes an owner-occupier in the normal way and no longer pays any rent.

B. Housing Questions

These will not be asked if the cohort member is living without other family members in institutional accommodation.

Question Name	Instruction
TENURE	Shared Ownership /Equity share - <i>see glossary</i>
Whoten	Do not read out codes in brackets (i.e. referring to partner) if no partner.
Housing history	We are interested in knowing where the cohort member has lived, going back to the date of the last interview if in 1999/2000, otherwise to April 1986. You will not go into the housing history if the cohort member has been living at their current address for the whole period.

EVERMOVE etc.	<p>Please record the town and COUNTY where the CM was living, not just the town name. This is important as many place names are not unique, for example there is a Richmond in Surrey and in Yorkshire. If the cohort member has been working or living abroad, record the town and country, e.g. Melbourne Australia.</p> <p>Holidays lasting more than one month should not be counted as a change of address. For example if the CM goes on holiday for 6 weeks, this is a holiday and should not count as a move. Likewise if the CM is on business visiting a factory etc for 5-6 weeks, this is a business trip not a change of address.</p> <p>Please note the instructions for dealing with periods when the cohort member was abroad (outside the UK): If a cohort member spent periods abroad working and had made their home there for that period, please record each move as a separate address. For example: If the CM worked in Australia for 12 months and lived in Sydney for all of that time, this counts as one address (even if they moved from one part of Sydney to another in this period). However if they lived in Sydney for 6 months and then moved to Melbourne for 6 months these should be counted as two addresses. Likewise if they lived in Australia for 6 months in one town or city and then moved to New Zealand for 6 months, and lived in one town or city, these count as two separate addresses.</p> <p>If a cohort member was travelling, e.g. in a gap year between School and higher education, count the whole period of travel as one address. We are not interested in each of the places they visited. However if they travelled for 6 months, then worked in one place for 6 months, these should be counted as two separate addresses. The first is travelling, the second in the name of the town or city and country where they were living for 6 months.</p> <p>If the cohort member has been travelling record '<i>travelling</i>'.</p>
---------------	--

7.4 Relationships

A. Relationship Glossary

See general points about partner and marital status (section 7.1).

B. Relationship Questions

Variable	Instruction
Marstat	Legal marital status must be consistent with the household grid.
CURPART & EXPART	Note that gay and lesbian couples should be included.
EXPART	If a cohort member lived with a partner for a while, split up but then got back together with the same person, this should be treated as two separate relationships.
EXPARTI	<p>This is the only question where separated does not mean legal separation – in this case it refers to the emotional end of the relationship. You will have to be very tactful about asking this question in case the partner died.</p> <p>Code 3 indicates if the cohort member still considers the relationship to be active, even though the couple no longer live together.</p>

7.5 Pregnancies and children

A. Children Glossary

CHILDREN

Natural Children – those to whom the cohort member has actually given birth (or fathered), i.e. does not include fostered or adopted children.

Adopted children – must be legally adopted by the cohort member. If cohort member has a partner who has children of their own from a first marriage, these are step-children, unless the cohort member has legally adopted them.

Foster children – may include children related to the cohort member (e.g. nephews, nieces etc) if fostered.

EVERPREG	Does not feed forward from household grid, so remember to prompt for children added to the household grid.
----------	--

MISCARRIAGE AND STILLBIRTH

Variable PREGA

Stillbirth is a delivery of a dead child at or after 28th week of pregnancy.

Miscarriage is the loss of a foetus earlier than the 28th week of pregnancy

LONE PARENTHOOD

Variable LONEPARA

Lone parenthood means bringing up a child on your own, without a resident spouse or partner.

Note: a separation in this case includes any cases where the parents are no longer living together, not just legal separations.

Include:

- periods living with others (e.g. parents, friends, etc) but without a spouse/partner;
- periods when the spouse/partner is in prison or borstal, even if the relationship has not broken down;
- cases in which the relationship has broken down and the couple are not living together, even if the spouse/partner shares in bringing up the children.

Exclude: periods of living apart temporarily when the relationship has **not** broken down except in cases where the partner is in prison/borstal (see above).

Do not include periods of lone parenthood that started before the date of last interview.

B. Children Questions

Variable	Instruction
LivHH	If the child has died since birth, code CTRL+R, and open a memo with as much detail as the parent has given you. This is obviously a very sensitive situation and should be treated with tact. The CAPI will route you to further appropriate questions.

7.6 Family Relationships and Support

A. Family relationships and Support Glossary

No entries

B. Family relationships and Support Questions

Variable	Instruction
MALIVE & PALIVE	These questions refer to the cohort member's natural (biological) or adoptive parents. If the cohort member has both adoptive and biological parents, then they should decide for which they are going to answer.

7.7 Family Income

A. Family Income Glossary

Whereas the rest of the interview focuses on the cohort member, here we are interested in collecting information about family income, by which we mean income received by the cohort member and their spouse or partner.

Do not include income from independent children (children over the age of 16 in work) or other family or household members living with the CM as part of their household.

B. Family Income Questions

Variable	Instruction
BenCode1, BenCode2	Make sure the cohort member reads out the name of the payment and also the code number beside it on the show card to avoid any possibility of wrong recording. Remember, if cohort member and spouse/partner receive the same benefit separately, enter once only.
BenAmt, BenPrd	Accept estimates. Remember, if both cohort member and spouse/partner receive this separately, combine amounts.
Taxcred	Make sure the cohort member reads out the name of the payment and also the code number beside it on the show card to avoid any possibility of wrong recording. Remember, if cohort member and spouse/partner receive the same benefit separately, enter once only
IncCode	Make sure the cohort member reads out the name of the payment and also the code number beside it on the show card to avoid any possibility of wrong recording. Remember, if cohort member and spouse/partner receive the same benefit separately, enter once only.

Variable	Instruction
IncAmt, IncPrd	Accept estimates. Remember, if both cohort member and spouse/partner receive this separately, combine amounts .

7.8 Employment

A. Employment Glossary

Please remember that the definitions used for this study may be very different from those you are used to using on other studies. Always check these instructions if you are unsure.

Where you have a long or complicated employment history (either because the cohort member has done many different things since the last interview or because they were not interviewed in 1999/2000), you should ask if they have a recent CV (curriculum vitae). If so, this will help you fill in their history quickly and accurately.

AGENCY TEMPS

An agency temp is someone who is directly employed by an agency which in turn sends them to workplaces for short periods of time. This is different from a temporary **job**.

JOB

See information under 'Main Activity' below.

MAIN ACTIVITY

Many of the terms you need to refer to in the employment section are covered under main activity. This term is referred to at EconAct, Activity1-Activityn and PEconAct when we ask you to code the **main activity** of the cohort member and partner or spouse respectively.

Where there are competing claims for main activity and changes in jobs or main activity status please follow the guidance given in the following sections, to help you decide which activity or job takes priority:

- a. JOBS (Full and Part-time employment)
- b. UNEMPLOYMENT
- c. SELF-EMPLOYMENT

d. OTHER

(a) JOBS

The definition of a job may be different to that used in other surveys, but is standard for BCS70 surveys.

DEFINITION OF A MAIN JOB

- If two jobs done at once, take one with most hours.
- If the individual works the same number of hours in both jobs, take the job they consider to be their main job.

A Job is:

- a period of time working for one employer, including any changes in the actual work done.
- a period working as self-employed, doing the same line of work throughout the period.
- a period of time employed by one or more agencies to work temporarily for other organisations (i.e. as an agency temp), irrespective of how many of these organisations were worked for.

A JOB MUST LAST AT LEAST A MONTH TO BE COUNTED AS A JOB, UNLESS IT IS THE CURRENT JOB. For previous jobs, if the cohort member (or partner) has had a number of jobs in one month, for example as a casual labourer, record details of the type work done.

Include:

- Part-time jobs (29 hours work or less) when these are the individual's main activity.
- Work in Sheltered Workshops
- Paid work done at home: baby minding, dressmaking, etc. if main activity.
- Unpaid work for a family business, if main activity. A family business is a business that is owned by an immediate family member.
- Jobs held abroad so long as they satisfy the other conditions of inclusion.
- Periods in Armed Forces.
- Time spent on paid or unpaid maternity leave, if still employed and intending to return. If the cohort member did not return to work after maternity leave, the job ended at the point when this was agreed between her and her employer.
- Time spent away from work for one of the following reasons, if the cohort member has (or had) a job to return to:
 - on holiday
 - on strike or temporarily laid off
 - sick leave of between one and six months' duration

- Time spent on any course of full or part-time education, provided the individual was in paid employment throughout the period.

Exclude:

- Jobs lasting under a month, unless current job.
- Work-experience or sandwich jobs whilst on full-time education.
- Second jobs done at the same time as a main job.
- Part-time or vacation jobs done at same time as full-time education.
- Periods on government work or training schemes **unless** the job provides, or is expected to provide, income **independently** of the scheme allowance. (Thus a period of self-employment would count as a job even if the individual was on the Enterprise Allowance Scheme (EAS), because the person would expect to receive an income from their self-employment activities; on the other hand, a period on ET where the sole income was the ET allowance would **not** count as a job).

(Some individuals may want to describe periods on government schemes as jobs even though we are excluding them from our definition of a job. This is most likely to occur when cohort members who were not interviewed in 1999/2000 mention time on the Community Programme (CP), YTS, ET, Youth Training or Modern Apprenticeships.)

Full-time jobs

A full-time job is 30 hours or more per week. If the individual has more than one full-time job at any time and no other main activity, take the full-time job with the most hours per week. If two full-time jobs with equal hours, take whichever the cohort member considers to be the main job.

Part-time Jobs

A part-time job is less than 30 hours per week (as long as the part-time job was regular, and done for at least a month, it does not matter how few hours were worked per week).

Count as a Single Job

- A period of self-employment, free-lancing or consultancy in the same line of work, irrespective of how many contracts were worked on.
- A period of agency temping irrespective of how many individual placements this covered, or how many agencies worked for.
- A period with a single employer irrespective of how much the job changed EXCEPT in some circumstances for civil servants, teachers and NHS employees (see 4, below).

Count as a change of Job

- Any change of employer other than the take-over of a firm.
- Becoming self-employed, if currently an employee.
- Becoming an employee, if currently self-employed.
- Staying self-employed, but significantly changing nature of work.

- Changes of government departments for civil servants.
- Changes of school for teachers.
- Changes of hospital for NHS or NHS trust employees.

End of Job

The date of the end of a job is the date last worked, even if the individual continued to get pay such as severance, holiday pay or maternity pay.

(b) UNEMPLOYMENT

Unemployed and seeking work

The individual's main activity status is unemployed only if they are not in a full-time job, full-time education, nor sick/disabled (temporarily or permanently).

Include:

Anyone who was/is out of work but **actively seeking work** – e.g. registered at a government Employment Office, Jobcentre or Careers Office, or at a private Employment Agency (but not working), answering advertisements, advertising for jobs, etc.

Treat someone as unemployed even if they are also retired or looking after home/family provided they satisfy the conditions given in the 'Unemployment' entry above.

Unemployment can be the main activity, even if the individual is doing part-time work, part-time education. etc. **if the individual considers himself/herself as unemployed and wanting work.**

Anyone who is unemployed but does not want to work **should not** be treated as unemployed: try to fit their status to the list, but otherwise code as 'other'.

"Signing On" means signing on as unemployed and looking for work, although they do not have to be claiming Job Seekers Allowance (JSA).

Start date of unemployment is the date when the individual stopped doing anything else and became ready and available to take up work if offered. This may be before they formally registered as being unemployed.

Self-employed. For self-employed individuals, 'Unemployed and wanting work' means ready and available to take up work with another employer, not periods of low business activity.

(c) SELF-EMPLOYMENT

A period of self-employment includes continuous self-employment, freelancing or consultancy in the same line of work, irrespective of how many contracts were worked on.

If in doubt about whether someone is self-employed, obtain information on tax and National Insurance status. People not on PAYE/Schedule E and paying their own National Insurance stamps should be counted as self-employed, even if they work for a company e.g. a self-employed taxi driver.

(d) OTHER

Full-time Education

If the individual is following a full-time educational course (at school, college, university, etc) this should be coded as the main activity, even if they are also doing part-time or holiday jobs.

Exclude: students in paid occupation where training also given (eg: apprentices, student nurses) or on day release or sandwich courses: code these as employees.

Temporarily Sick or Disabled is the main activity if the individual has been off work for between one and six months, and has a job to go back to.

Permanently Sick or Disabled is the main activity so long as the individual

- has been (or is likely to be) off work for more than 6 months
- has no job to go back to
- is prevented by their health or disability from looking for work
- is below retirement age (under 60 if female, under 65 if male)⁶

Someone classified as permanently sick or disabled is likely to be claiming some kind of state or insurance benefits.

Looking After Home/Family is coded only if this is the person's exclusive activity, or if they are also doing a part-time job, but consider domestic duties to be their main activity. More than one person in a household can be looking after the home and family. This code applies if this is a person's normal status, even if they are currently sick, on holiday, etc.

Wholly Retired is coded if a person is not in work, not seeking work and has reached retirement age for their job. Given the cohort members' age, this is unlikely to apply, except in the case of a very few partners.

If an individual is wholly retired, this should be coded in preference to sick or disabled or looking after home and family, even if these also apply.

Exclude: women below retirement age who have left work to look after home/family.

Other Anyone for whom the other codes are inappropriate.(e.g. trainees on government schemes who do not earn money independently of the scheme allowance). This may include people who are unemployed but not actively seeking work, living off trust funds or on government training schemes.

⁶ All cohort members and most of their partners.

OCCUPATION INFORMATION

You will be asked to obtain full information on the cohort member's job and, where appropriate, their spouse or partner's job. This information will be used to classify these jobs into very precise categories. We need as much detail as possible in order to classify all these jobs correctly.

Listed below are things to look out for in the various sections of the 'Job' questions:

(a) Name/title of job

It is very important that you obtain as much information as possible here as it is used to code SOC and SIC. Include rank or grade (for civil service, local government, police etc.).

Try to record specific job titles, and avoid vague, generic descriptions such as:

- 'clerk' – could be filing clerk, bank clerk, etc
- 'teacher' – enter whether primary or secondary, and any additional information such as a special needs teacher.
- 'civil servant' – could be anything from a messenger to a Head of Department
- 'engineer' covers many different types of skill and levels of responsibility. We need to know the kind of engineer - electrical, civil, heating etc.

(b) Kind of work done

This question gives us additional material which is especially helpful where the job title alone is not sufficient to code the CM's occupation. Probe for full description of job responsibilities, necessary qualifications, and special machinery or equipment used.

Machinery or special materials must be of a specialised nature, not just everyday office equipment, for example:

include telephone switchboards, printing machinery, office computer networks, data bases and other computer skills;

exclude telephones, ordinary office photocopiers.

If in doubt, record qualifications which would be needed by somebody starting the job now, even if the cohort member does not have those qualifications.

(c) Employee v. Self-employed

If in doubt about whether someone is self-employed, obtain information on their tax and National Insurance status. People not on PAYE/Schedule E, who pay their own National Insurance stamps should be counted as self-employed, even if they work for a company as, for example, a self-employed taxi driver.

Temps working for an agency are employees.

(d) What is Made or Done by the Employer

This can be different from the cohort member's work. If cohort member is a cook in a car factory canteen, code 'car manufacture', not 'catering'.

Make sure you obtain sufficient detail: what product(s) is/are made or what services provided, not just, for example: 'office work', 'building', 'local government'.

(e) Type of organisation

'Private firm or company' means an organisation in private ownership, either incorporated under the Company's Act (eg: XYZ Ltd or ABC Plc), or otherwise privately owned, such as a solicitors' partnership or a family business, such as a farm or shop. Include private companies supplying services to public organisations, such as cleaning and catering for local councils or NHS hospitals. Private schools or hospitals should be included (but not NHS Trusts).

Since 1986, the status of some organisations may have changed, particularly those originally in public ownership. In the questions dealing with job histories we are interested in the status of the organisation **at the time the cohort member was employed**. If the status of a company changed over their period of employment, enter the status of the company when they left (or if current job the current status).

Public corporations or nationalised industries, now privatised, include the Gas Board, Electricity Board, British Steel, British Rail.

Examples of public corporations or nationalised industries include the BBC, the Royal Mail and Network Rail.

Companies Limited by guarantee should be coded as 'Companies' and not Charities/Trusts.

(f) Place of work

This means the establishment the cohort member works or worked in - either a building, or a site at the same address. A department is not an establishment unless it is a separate branch that has an address of its own, for example a bank or Post Office branch, a shop, a school, an area office, etc.

If a cohort member does not have a fixed place of work, you should enter their main contact office or head office.

(g) Qualifications/ training normally required to do the job

This means entry qualifications normally required of anybody taking up the cohort member's job. The qualifications listed in a job advertisement are a good indication. If the qualifications required have changed you should enter the details of what was required when the cohort member started at that company or organisation.

The cohort member may have skills, training, and qualifications that are **not relevant** to the job; these should not be listed.

The cohort member may not have the skills etc. normally required. In this case the normal requirements required when starting the job should still be listed.

(h) Supervisory/management responsibilities

This means responsibility for decisions that determine the work of other employees in some way or other.

DEFINITION OF PROMOTION

Promotion may be automatic; for the purpose of this study it must involve a change of pay **and** status (and will usually involve a change in job title, e.g. from Researcher to Senior Researcher). A change of pay alone, for example an annual pay review, does not count (eg: annual rise); neither does a change of status, for example completing a probationary period, unless linked to a change in pay.

SHELTERED EMPLOYMENT

Many disabled people work in factories or offices that have not been adapted in any way to their circumstances. Those that cannot work in unadapted premises because of the severity or nature of their condition, often find work in sheltered workshops where their special needs can be catered for. The workshops, which normally operate as a commercial concern, are run by Local Authorities, Voluntary Organisations or by Remploy Limited - a special company set up by the government.

A cohort member working in sheltered employment will count as employed.

TEMPORARY JOB AND FIXED TERM CONTRACTS

Temporary jobs must be defined **from the start of employment** as lasting for less than two years (for example cover for an employee's maternity leave). Someone working in a temporary job works for an employer directly (i.e is not employed by an agency).

UNEMPLOYMENT

See information under Main Activity

WORKING HOURS

Do not include meal breaks.

(a) Hours worked

If the work pattern is not based on a week, get an average over the last four weeks.

If the cohort member has been off sick for a long period, take the usual hours worked before going sick.

If a person has recently started a new job, record the hours the cohort member expects to be working in the future.

Apprentices, trainees and other people in vocational training: exclude any time spent in college or other special training centres outside their workplace.

Cohort members working on-call: If someone states at the hours questions that they usually work 24 hours a day because they are 'on-call', the average number of hours **actually** worked should be probed for. Identify how many hours were actually worked in the last four weeks and average these out to give a weekly total for usual hours. For example, a cohort member was on-call all night, but was only called out to work for two hours, the actual working hours for this night would be two hours.

Self-employed people often find it difficult to give precise figures. If necessary, encourage them to work things through on a daily basis and get as accurate a figure as possible. It is important that we have information about their hours worked to compare these with the hours worked by employees.

(b) Paid Overtime

Include paid overtime hours only.

When an employee works on some kind of flexitime system, paid overtime should be registered only if no compensatory time off is taken.

When overtime is worked on a seasonal or irregular basis and the cohort member has difficulty in providing a 'usual' figure, take the average over the last four weeks.

Include hours worked at home if paid

(c) Unpaid Overtime

Include unpaid overtime hours only: unpaid hours worked at home (e.g. teachers preparing lessons) as well as unpaid hours worked at the workplace.

B. Employment Questions

Variable	Instruction
CStartYr, CstartMo	If necessary, use the BCS70 calendar or cohort member's CV.
CJTitle, MainJob, CJDo, CJFirm	The more information you gather the better. See Glossary entry on <i>Occupational Information</i> .
CNetPay, CGroPay	It may be helpful to refer to the cohort member's last pay slip, but accept estimates if necessary.

Variable	Instruction
OTimeAny, CHours1, CHours2, CHours3, CHours4, CHours5	See glossary entries on <i>working hours</i> .
CJPerm	See Glossary entry on <i>Temporary Jobs</i>
J20, J21	Pension provision may be accumulated from several jobs, so 'inconsistencies' are possible --there are some soft checks
CJSEHrs	If necessary, encourage cohort member to calculate on a daily basis and get as accurate a figure as possible.
CSEShft1, CSEShft2, CSEShft3, CSEShft4	Code frequency if any of a person's working hours are covered by the appropriate category, eg: If someone works 11:00 am to 7:00 pm, code frequency for 'after 6 pm and up to 10 pm'.
SEType	<p>The distinction here is between people who work in a conventionally self-employed manner (i.e. have some control over when and where they work, etc.), and people whose conditions of work are just like those of an employee (i.e. have to work set hours at a set place, etc) and for whom self-employment is an administrative convenience.</p> <p>If cohort member owns business jointly with others, obtain cohort member's estimate of their own share.</p>
SEEarn	Accept estimates.
UnempY, JobHunt, LikeJob	See Glossary entry on <i>Unemployment</i> and unemployment section under main activity
OJAny1, OJAny2	Code as regular if at least once a month
OJNetPW	If income is received less than once a week, get cohort member to estimate the usual weekly equivalent. If unable to code, an estimate is preferred to a 'don't know'.

Variable	Instruction
Activity history	<p>We are interested in collecting information on the activity status of cohort members going back to the date of the last interview, or to April 1986, if not interviewed in 1999/2000.</p> <p>If the cohort member's current activity started after the date of interview in 1999/2000 (or if not interviewed then, after April 1986), you will be routed into the activity history section.</p> <p>Use the calendar to map out the activities the CM has been doing over this time. If the CM was doing more than one activity or job at the same time, you should ask them about their main activity or job. Refer to <i>Main Activity</i>, in the glossary above.</p> <p>The activity history will not allow gaps. Thus you must account for every month. It will be easier to do this if you use the calendar first, and then confirm the details with the cohort member as you enter the information into the questionnaire.</p> <p>For example: Cohort member Jane Smith was last interviewed in November 1999 She started her present job, working part-time as a market researcher in October 2003. Before that she worked as a part-time researcher in a different company (hence a different activity) from May 2002 to September 2003. Before that she worked as a full-time researcher in the same company (hence a different activity) from May 1996 to May 2002. This included a period of maternity leave, from October 1998 to July 1999, but she returned to work, so this does not count as a different activity. This was what she was doing when last interviewed, so the job history will finish there.</p> <p>If the cohort member was not interviewed in 1999/2000, it is likely that the last entry in the grid will be continuous full time education, as most of these cohort members will have been at school in April 1986.</p>
Activity	See Glossary entries under <i>Main Activity on Jobs</i> .
StartYr, StartMo, EndYr, EndMo	Use BCS70 Calendar or cohort member's CV as necessary to establish dates
JTitle, JDo, JSup, JSEmp, JSENEmp	The more information you gather the better. See Glossary entry on <i>Occupational Information</i> .
Partner's current activity status	For cohort members who are married or cohabiting we ask a few questions about their partner or spouse's current activity, and the age at which their partner or spouse left full time education. Do not expect the cohort member to know all the answers in detail.

Variable	Instruction
PLeftEd	Note this question asks when the CM's partner or spouse <u>finally</u> left full time education. Thus if they left school at 16, worked for a while and then went back to college, it is the age they finally left full time education that should be recorded here. If their partner or spouse is still in full-time education, enter their present age at this question.
PeconAct	See Glossary entries on <i>Main Activity</i> and the section on jobs.
PJTitle, PJDo, PJSup, PJEmps,	The more information you gather the better, but be aware that some cohort members may not know much detail about their partner's job. See Glossary entry on <i>Occupational Information</i> .
PJRegIn	Code as regular if at least once a month.
PNetPay	This is most likely to be an estimate if provided by the cohort member, but partner may answer if present.

7.9 Lifelong learning

A. Lifelong Learning Glossary

FURTHER EDUCATION

If the cohort member was not interviewed in 1999/2000, they will be asked:

- AGELEFTED age of first leaving full-time continuous education
- FURTHERD whether or not cohort member returned within two years
- LEFTMORED age of last leaving full-time education

If the cohort member was interviewed in 1999/2000, only the last question will be asked.

SCOTTISH SCHOOL QUALIFICATIONS

Although Scottish school qualifications are asked about collectively in some questions (e.g. HighQual, EdQType), the different levels are treated separately in the follow-up sections.

COURSE OF EDUCATION OR TRAINING

What counts as ONE course

- A course can be for part of a qualification where this qualification is taken in stages interrupted by some other activity. The part must have an official name (e.g. RSA Stage 1).
- If any one qualification is obtained through a series of sub-courses or modules undertaken consecutively, this should be treated as a single course, i.e. there is no officially named part of the qualification that is obtained through one of the sub-courses. (See above.)

- A course can be for more than one qualification where these are taken simultaneously, e.g. 'O' levels and 'A' levels taken together.
- If one course for a qualification is taken after another (e.g. 'O' levels, then 'A' levels, or a course for a basic qualification, followed by a course for a separate advanced qualification), treat the course for each qualification as a separate course.
- If a course involves work placement or a sandwich job, treat this period of work as part of the course. A complete sandwich course, involving several periods on a course and several periods of work, counts as one course.
- Vacation breaks during a course are part of the course.
- Periods of placement abroad whilst on a language or other course (if a course requirement) are part of the course.
- Periods of sickness or maternity leave which did not interrupt the course (i.e. did not involve delaying the completion date) are part of the course.
- A period of tuition not intended to lead to a qualification is counted as a course if it is presented as a unitary entity - e.g. given a single name, called a 'course', etc.

Education course - full-time v. part-time

In the first instance, courses should be coded as they are defined by the institution offering the course. If the cohort member is in any doubt as to whether a course is full or part-time, treat a course as full-time if it is for 21 hours per week or more, and as part-time if it is for less than 21 hours per week. (These hours should include expected private study as well as teaching hours.)

TRAINING COURSE

What counts as one training course?

A training course must last for the equivalent of 3 days to be included. A series of training courses that form part of a single training programme or qualification should be treated as a single training course (i.e. if the whole course must be taken before recognition for completing the course would be given.)

GOVERNMENT TRAINING SCHEMES

Government schemes aim to provide training or temporary jobs, mainly for unemployed people. While on these schemes people are usually paid a fixed allowance, or a wage equivalent to the current rate for the job.

Cohort members could have been on one or more of these schemes since 1986.

New Deal programmes

Usually aimed at specific groups (e.g. New Deal for Lone Parents, New Deal 25+), these provide a mix of advice, training and work experience designed to get people claiming benefits into work.

Employment training (ET)

Currently the main form of government training in employment skills. Can take a wide variety of forms, but often includes mixture of classroom-based training and placements with employers or on projects.

New Job Training Scheme

The immediate precursor to ET. This involved similar sorts of training to that currently offered on ET.

Training For Enterprise

Now replaced by ET, this involved training in skills required for running your own business.

Community Programme/ Community Enterprise Programmes (CP/CEP)

Schemes, now abolished, that were aimed at long-term unemployed adults. They provided temporary project work of benefit to the community

Voluntary Projects Programme (VPP)

Scheme, now abolished, whereby unemployed people could do voluntary work, often of benefit to the community.

Community Industry (CI)

Primarily for under 18s who are personally or socially disadvantaged. Involves temporary work of community benefit.

Training Opportunities Scheme (TOPS), Job Training Scheme (JTS)

Courses, now abolished, to provide a variety of employment skills.

Youth Opportunity Programme (YOP), Youth Training Scheme (YTS), Youth Training (YT)

Various versions of training schemes provided for school-leavers, typically involving work experience and off-the-job training. YT is the current version.

Restart Courses

Short courses designed to help unemployed people find jobs.

Wider Opportunities Training Programme

Now abolished, these were modular and part-time courses that involved training in a variety of skills designed to help people get back to work.

WORK RELATED TRAINING

Work related training is defined in the questionnaire as training designed to help develop skills that might be used in a job. It can cover:

Training provided by an employer and related to a particular job the cohort member is doing.

This may be:

- on-the-job training i.e. teaching the cohort member whilst actually doing the job;

- off-the-job training in the firm's premises: either in a training centre or at the cohort member's ordinary place of work, but not as part of actually doing the job;
- off-the-job training outside the firm's premises: e.g. a block release or day release course at a college.

Training provided by an employer, not specifically related to the particular job the cohort member is doing.

This may be an induction course, introducing the cohort member to the work of other departments, or giving the cohort member more information about the firm as a whole, if the cohort member sees this as training.

Any training course not provided by a person's employer that is designed to develop skills that might be used in a job - either the cohort member's current job, or some job in the future.

B. Lifelong learning questions

Variable	Instructions
AGELEFTED, ACTAGEL	Age of <u>first</u> leaving full-time continuous education (if this is after the date of last interview)
LEFTMORED	Age of leaving full-time continuous education the last time
HIGHQUAL	The highest qualification listed that the cohort member has ever achieved. In cases of ambiguity (e.g. does a degree or a Post-Graduate Certificate of Education rank higher?) it is for the cohort member to judge
NAMEHIGH	Write name of institution in full, e.g. 'University College, London', not 'UCL', 'University College' or 'London University'.
EDQUALS VOQUALS	A list of qualifications is shown on Cards DD and FF, which you may be referring to several times during the interview. You should familiarise yourselves with all these qualifications before you start interviewing. Usually cohort members will be asked only about qualifications gained since the last interview. But if they were not interviewed in 1999/2000 they will be asked for a complete history since 1986, when they were 16. In the case of highly qualified individuals this may take some time. If necessary, use the calendar and/or a CV to establish dates with as much accuracy as possible.
EDALL	Note that modular degrees count as one qualification.
EDQDATE EDQYEAR EDQWHEN EDYEARY	Avoid the 'don't know' response if possible. A confident guess is preferred.
VOCTYP	NVQs overlap with some other qualifications. It is, for example, possible for a person's City and Guilds qualifications to <u>also be recognised</u> as an NVQ.
CURRQUAL	See Glossary
CURTYPE1, CURTYPE2	Please note the instruction to ask the cohort member to read out the name of the qualification and not just the number on the card.
OTHGOV	See Glossary
WRKTRAIN	See Glossary

Variable	Instructions
ACTRAIN	ACCESS courses do not lead to qualifications <u>directly</u> , but are designed to get people prepared for courses that <u>do</u> lead to qualifications. Typically they would be designed for people who missed out on their qualifications whilst at school, and want to go into Further or Higher Education later in life.
SIGHTPRB	You should be able to code this from observation (how has the cohort member managed the show cards?) but ask if necessary to confirm.

7.10 Health

A. Health Glossary

If the cohort member was not interviewed in 1999/2000, the reference period for questions will be 'Since January 2000...': we don't think it is reasonable to attempt to collect health data from before then.

B. Health Questions

Variable	Instructions
LSICond	Probe for as much detail as you can. Try to get the official medical names and details of symptoms and effects. Record each condition separately.
LSIAge	If necessary, use Calendar to help establish age (See above)
Khlprb	There will be follow up questions for some, not all, of the conditions listed.
Khlprobo	<p>We are concerned here to identify any important health conditions that have not already been reported in answers to previous questions (LSIAAny, KHLPRB). To avoid reports of minor complaints (eg: colds, flu, etc) the question focuses on conditions requiring regular (at least annual) medical supervision. Some cohort members may have only recently been diagnosed with a condition that will require such regular medical supervision. Include these if not already reported. If in doubt about any non-trivial or temporary condition, include it here if not already reported.</p> <p>Record all conditions here – unlike LSICond there are no follow-ups.</p> <p>Remember, probe for as much detail as you can get about any such health problem. Try to get the official medical names and details of symptoms and effects.</p>
'Other' answers	Whenever you are directed to record details of 'other' health conditions, probe for as much detail as you can. Try to get the official medical names and details of symptoms and effects.
Khldisabl to KhlItwa	These questions are asked if any health problems have been reported.
Beer	Record in units. Note the definition: a small can (or bottle) or half a pint is equivalent to 1 unit; a large can (or bottle) or a pint is equivalent to 2 units
Exercise	If CM walks as a means of transport, include as a relevant form of exercise if they walk briskly for 30 minutes or longer.
KNXDTS	NB: we want number of <u>incidents</u> , not admissions/ outpatient attendances.

Variable	Instructions
Khosp, Khospd	Include <u>complications</u> with childbirth (e.g. emergency caesarian), whether the complication was the reason for admission or developed after admission. Includes admissions as a day patient – not outpatient – for example for minor surgery.

7.11 Citizenship and Values.

This section asks about community involvement, politics and religion.

Variable	Instructions
Fameats, Famacts	Definition of a family is parents plus all children aged 16 or under.
Funoft	Codes 3 and 4 overlap; use code 3.
PactUK	This covers general contact, for example about political issues, complaints about neighbourhood, or MP's help in pursuing complaint <u>not</u> the day-to-day, either as part of work (or social contact) or to pursue a specific, personal issue, e.g. repair to council property, obtaining parking permits and so on.

7.12 Computer Assisted Self-completion Questionnaire (CASI)

At the end of the interview the cohort member is asked to complete the self-completion questionnaire. Encourage them to do this; most will have done so last time they were interviewed, but if not, try to persuade them to have a try, unless there is a strong reason (e.g. disability or severe reading problem) why not.

If necessary, you can read the questions out to them. However please do not do this unless the cohort member really cannot manage the CASI, as many of the questions are attitudinal or cover more sensitive issues. If you do read out the questions, make sure that you are in conditions of complete privacy, and that nobody can hear the questions or the cohort member's answers.

If the cohort member asks for help (for example if they want to answer don't know or refuse at any question) you can do what they ask, but try not to look at the screen.

At the end of the self-completion section the cohort member is asked to hand the computer back to you. You should be at a question called 'EndCASI'. This asks the cohort member to hand the laptop back to you and for you to code 1. The CASI is 'locked up' at the end: neither you or anyone else can look at it (demonstrate this to the cohort member if they ask).

Variable	Instructions
CAGE1- CAGE10	Note that these questions are asked of both drinkers and non-drinkers. To include non-drinkers may seem strange, but these questions relate to attitudes and behaviour with reference periods of “Ever” and “the past year”, and it is quite possible that current non-drinkers were drinkers in the past, even within the last year.

7.13 Parent and Child questionnaire

This section refers to all of the cohort member’s natural or adopted children aged 16 or under and living in the household. It is important that the cohort member answers this, but they can consult the other parent if necessary. You may want to delay carrying out this part of the interview until both parents are available.

This part of the interview is structured in a series of loops, so that you ask the questions in each section about all eligible children in turn, before moving on to the next topic.

Variable	Instructions
PChea2	List all child’s conditions at this point: there are no follow-ups.
PChosp2	Code the most serious injury – CM’s judgment.
PChosp3	‘Other than what you’ve already told me about’ refers to other hospital admissions, not other illnesses
PCImm1, PCImm2	There may be some difficulty in recalling this information for older children.
PCImm2	Code option 4 if the child has had one or more of these immunisations
PCBehav1 to PCbehav6	These questions may be embarrassing if asked in front of the child concerned or its siblings: if necessary ask the cohort member to read the number referring to the specific option.
Normal	We are only interested in separation before the child was 7 (if the child is older than 7).
PCCare1	Questions about local authority care cover all ages.
PCPrim1, PCPrim2y	If child is older and has never attended school (e.g. home-educated), open a memo, record details and continue with ctrl+R, since the questions are not applicable. If child is not currently at school, for example because of illness or exclusion, record all relevant answers.
PCSchnam	The cohort member may be anxious about why we are asking this. The information will be used to access information about the school’s performance ratings (for example SATS scores). This will be done using publicly available sources of data, and the school will not be contacted directly for any reason. Try to get the school’s full address, including postcode. If two or more children go to the same school there is no need to record the address details twice.

Variable	Instructions
PCSchM	Note: Estimates of the month are based on school term dates.
PCkidprg to PCpardd	Refers to the previous school year not current school year. May relate to a different school.

7.14 Admin block

7.14.1 Finishing the interview

Before selecting Admin from the parallel blocks, please make sure that you have gone through the questionnaire fully. You need to select P2321 from the parallel blocks and then press END. You should press END to move through and questionnaire and enter '1' where necessary, until you arrive at the stable address question (StableAd). This may take some time, since it will steer you through all of the parallel blocks.

If you select 'Admin' from the parallel blocks before completing the questionnaire then you may get a partial outcome code, because you have not actually coded everything in the interview.

7.14.2 Stable address

Even if you do not complete a full interview, make sure you ask the cohort member if they are willing to provide a stable address. Record this in the ARF for transfer to the Admin later. Remind the cohort member to inform the person concerned that you have been given their contact details.

7.14.3 Outcomes

CAPI will calculate productive outcomes automatically. If you disagree with the code given, check that you have completed all relevant parts of the interview, and correctly answered the questions about the booklets. If you still disagree, contact the office.

The productive outcomes are as follows:

Fully productive – CAPI interview and adult assessment completed

- 111 no Parent & Child elements (either Core points or P&C interviews, when the cohort member has no children)
- 112 all relevant Parent & Child elements have been completed
- 113 one or more relevant Parent & Child elements missing

Proxy

130

Partial productive – CAPI interview and adult assessment not completed

- 211 no Parent & Child elements (either Core points or P&C interviews, when the cohort member has no children)
- 212 all relevant Parent & Child elements have been completed
- 213 one or more relevant Parent & Child elements missing

8 ADMIN AND RETURN OF WORK

8.1 What to do if you are having difficulties with the study

As discussed in the briefings, some interviewers may find elements of the study difficult. In particular, the reading and writing assessments can be challenging. It may be difficult to code the cohort member's responses if you have dyslexic symptoms yourself, or if you have problems hearing certain sounds.

If you have any worries of this kind, please contact your Area Manager, the office or one of the Project Researchers, to discuss what to do.

8.2 Return of work

8.2.1 *Reading and writing booklets and self completion documents*

All the completed booklets from a household (reading and writing booklets and all self completions) should be tagged together and returned as soon as the interview is over and after any further checking you need to do at home has been completed.

Return the documents in the brown pre-paid envelopes provided as soon as possible. Please return all the documents from one household together in the same envelope. You may put more than one household's self completions in the same envelope if they fit.

Additionally, if you no longer intend to work on BCS70 you should return

- your timer
- BAS easel
- plastic BAS tiles (10 green tiles in a yellow box)

8.2.2 *ARFs*

Please return the ARF **separately** from all other documents, as soon as you have completed a case. Use the brown pre-paid envelope. You can put more than one ARF in the same envelope.

8.2.3 *CAPI questionnaires*

Completed questionnaires should be transmitted as soon as possible after the interview has been completed. You should not transit a case if you intend to return to a household to collect any self completion booklets. Only transmit after you have collected these documents.