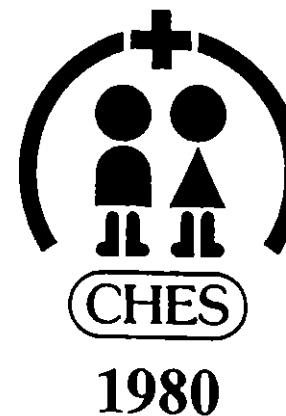


3123

# CHILD HEALTH AND EDUCATION STUDY

A national study in England, Wales and Scotland  
of all children born 5th – 11th April 1970



**INSTRUCTION BOOKLET  
FOR EDUCATIONAL TESTS**

## IMPORTANT

If the study child is handicapped to the degree that he or she cannot attempt the tests, understand the material or fill in the question form, please notify us directly so that we can send you a special study pack for that child. Please write to

The Director,  
Department of Child Health Research Unit,  
University of Bristol,  
65 St Michael's Hill,  
Bristol BS2 8BH

THANK YOU

## Administrative and Educational Tests

The Child Health and Education Study is following the progress of some 16,000 children in England, Scotland and Wales, all of whom were born during the week 5–11 April, 1970. These children have already been studied at the time of birth and at the age of five, when extensive information was obtained about their health and development during the pre-school period. This included details of their family life, experience of educational and day-care facilities and use of community and specialist health services. The Study taking place in 1980, at about the time when the children reach ten years of age, will document their progress through primary school and provide measures of school attainment and ability which can also be related to their pre-school experience at birth and at five. This is the third national longitudinal study of child development and, as the first began in 1946, provides comparative information concerning the lives of British children over a total span of 24 years.

An important part of the present study is the educational assessment of all the sample children. This is a comprehensive assessment which covers both reading and mathematical skills, reasoning ability, language competence, motivational characteristics and social awareness. Since past surveys have shown the need to use wide-ranging measures, these tests have been designed so that virtually all children can attain some score.

There are also several measures designed to assess the child's educational and social behaviour, as seen by the teacher, and educational environment as seen by the School Head and teacher.

We should be most grateful for the co-operation of the school and also of the study child's teacher, in completing the enclosed forms. We realise that it is an imposition on the time and good will of the teacher concerned but we believe that the value of this information is such that it will justify the effort required in completing the different forms.





Clearly, all information received by CHES itself is treated in the utmost confidence. There will be no identification of individual children or schools in any of the reports issued on the basis of the survey. We are indebted to the School Head, to yourself as the child's Class Teacher, and to the others who are assisting directly or indirectly in the work necessary for the completion of these tests and forms. Not least of all, we shall be most grateful to the child for the co-operation he or she is offering in this assessment of the well-being and the problems of the 10 year old child in Britain today.

In the view of the time required for the tests – about half an hour for each of the four main tests – we suggest that the reading test and British Ability Scales be given (in that order) on the first occasion, and the language and mathematics tests be given (in that order) on a second occasion so as not to tire the child. Three of the tests have stopping points so that the children do not have to continue with items beyond their level of competence. Please inform the child on each testing occasion that the tests contain some items that are too difficult for most 10-year-olds, so that he or she is not unsettled by failure at a certain point.

# Notes on the completion of these forms


PLEASE ENSURE THAT EVERY QUESTION IS ANSWERED

PLEASE USE SOFT PENCIL ONLY, AND RUB OUT ANY MISTAKES THOROUGHLY

Where space for your answers are of this type , simply mark the appropriate space like this , not like , or 

Your answers will be machine read, so please ensure that nothing else is entered in, or near these spaces, otherwise the form will be unreadable

For items where a line is drawn between two contrasting views, please place a *vertical* mark across the line at any position where you estimate that your own view or policies lie, e.g. Does the child persevere when faced with a difficult problem?

Most of the time  Not at all

This means that on the majority of occasions the child does persevere, in relation to other 10-year-old children

The type of response required from the child is explained fully within each of the subsidiary tests or scales

- 1 **INSTRUCTION BOOKLET** This booklet contains information about the administration of the main educational test, details of the subsidiary test designed to test the child's motivational and social awareness, and some diagnostic measures for use in the assessment of learning difficulties. It is not necessary to return this booklet
- 2 **EDUCATIONAL TESTS** These consist of four main tests
  - a) **The Shortened Edinburgh Reading Test**

Please see Page 3 of this document for administration details  
Answers written by the child on the reading test itself
  - b) **The British Ability Scales** (contains four modified tests)  
Administration details given in the BAS booklet itself  
Answers are written by the child in the BAS booklet itself
  - c) **The CHES Pictorial Language Comprehension Test**

Please see Pages 4–6 of this document for administration details  
Answers are recorded by the teacher on Pages 2–5 of the Educational Score Form
  - d) **The CHES Friendly Maths Test**  
Administration details are given on Page 6 of this document  
Answers are written by the child on the Maths Test itself
- 3 **DIAGNOSTIC MEASURES** These consist of four short tests
  - a) **Diagnostic Reading**

Instructions on Page 7. Answers recorded by the teacher on Page 6 of the Educational Score Form

- b) **Writing and Spelling (dictation) and Writing (copying)**

Instructions on Page 8

Dictation and copying written by the child on Page 7 of the Educational Score Form

- c) **Naming Body Parts** The Left Right Test

Instructions on Page 8

Answers recorded by the teacher on Page 9 of the Educational Score Form

- d) **Sequential Recall**

Instructions on Page 9

Answers recorded by the teacher on Page 9 of the Educational Score Form

## 4 SOCIAL JUDGEMENT SCALE

Instructions on Page 7

Answers recorded by the teacher on Pages 10–11 of the Educational Score Form

- 5 **THE PUPIL QUESTION FORM** This is for completion by the study child. The Pupil Question Form is of particular importance. The child is asked to answer questions about motivation, self-esteem, health, activities and nutritional habits. It is important that the child be allowed to fill in the form in confidence. We suggest that you give the child an A4 envelope in which he or she can place the completed form and then seal it. Please ensure that this envelope is immediately placed inside the CHES polythene envelope

- 6 **THE EDUCATIONAL QUESTIONNAIRE** This is to be completed mainly by the study child's Class Teacher. However, it contains two important sections at the end which we would like completed by the School Head. Details are given on the form itself

## Educational Tests

### The Shortened Edinburgh Reading Test.

The administration of this test is outlined below. The words in italics indicate the suggested manner of describing the tasks to the child

#### Page 1

*There are four words around the picture of a dog. Look at the circle around the word that says DOG. That's the right word for the picture.*

*Now look at the next picture. Draw a circle around the word for that picture.*

Ask the child to continue with the remaining items

#### Page 2 (top half)

*Here you have to cross out the word that doesn't belong to the sentence. The first sentence says 'Why are you been late?' There's one word that doesn't belong. It's 'been'. 'Why are you late?', not 'Why are you been late?'*

*Cross out that word, 'been'. That's right.*

*Now do the same with the next sentence.*

Continue with the remaining items

Page 2 (bottom half)

*And now we have a quiz*

*First we have five questions, then at the bottom there are five answers. We have to find which answer goes with which question. Look at the top question 'Do you feel all right?' Look at answer E 'I feel very cold'. That answer fits the question. So we write the letter 'E' at the end of the first question.*

Amplify if necessary, but please do *not* read out the other four alternatives. Merely explain that 'the other answers are not correct for that question'.

*Now we have used up answer 'E'. Try to find the right answers for the other four questions.*

Page 3

*Here's a picture quiz. Look at the picture carefully. Then look at the questions. The first question says 'Where is the bus going?' Don't say the answer out loud. Just write down the answer.*

Continue with the remaining items.

For the remaining parts of this test the child is expected to read the questions and complete the answers without further assistance. Offer non-directive encouragement if the child appears daunted by a question. Encourage the child to re-read the instructions, but do not read out those instructions to the child.

When the child reaches a point which is clearly beyond his or her level of reading comprehension, reassure the child that 'those items are usually meant for older children'. Please congratulate the child on what has already been achieved.

### The British Ability Scales

A modified version of four of these scales, suitable for teacher administration, appears in the booklet. Details of the administration are given there.

### The CHES Pictorial Language Comprehension Test

This test has been designed by three linguists and is based on language usage and concepts common to the culture of this country.

The test consists of sets of vocabulary and sentence items. All the items appear in order of increasing difficulty. When introducing the test, explain to the child that 'there are lots of easy words and sentences, and also some very difficult words, the difficult words are usually meant for older children'. Emphasise the need for the child to take care in choosing the correct picture. The words printed below indicate the suggested manner of describing the tasks to the child.

The wording of each test item appears in the Educational Score Form (pages 2 to 5).

#### Vocabulary Items (1 to 71)

*I'm going to say a word. See if you can tell me which is the right picture for that word.*

Read out the first vocabulary item (Page 1), making certain that the child understands what is expected. Mark the child's response on the scoring sheet (see section on scoring) and then, if necessary, explain what is the correct response. If the child gives a correct response, say

*That's fine. You just have to point to the right picture. Don't forget to look at all the pictures carefully before you decide.*

Continue with the next two vocabulary items. Correct the child if necessary, explaining carefully which pictures match the given words. Thereafter, continue with the remaining vocabulary items but do *not* offer any further corrections. Give *non-committal encouragement throughout*. Offer increased encouragement if the child becomes restless. (See section on stopping rule, on the next page).

For slow learners, cover up each opposing page so as to focus attention on a single page of items.

#### Sentence Items (72 to 87)

The sentence items start on page 72.

*These pictures are easier. Shall we try again?*

*I am going to show you some new pictures, and say a sentence. I want you to point to the right picture to go with the sentence I give you. Let's try some sentences now.*

Administer and mark the first *three* sentences, checking that the child understands the task. If necessary, after coding the child's response, correct the child and point out which is the right picture. Continue with the remaining sentence items, but avoid giving any further indication of whether the child is right or wrong.

#### Sentence Items (88 to 100)

When you reach the set of sentences which start with two pictures on Page 88 explain carefully.

*Here we have a different kind of sentence. Listen to what I say, and then point to the pictures in the order that everything happens. Like this one.*

Read out the first item (The dog chased the cat which ran up the tree). Mark the child's response in the order given by the child. Then, if incorrect, explain the correct order. If necessary assist the child in the ordering of the second and third items (*after* noting the responses, to ensure that the child understands the task). Continue with the remaining items, but do *not* correct the child further.

For both sentences and sequences, read the item in a normal conversational voice without undue emphasis.

**If asked to repeat any of the words or sentences, please do so.**

**Non-response** Emphasise that the child can take time to answer. If, however, there is no response, repeat the item clearly, *once* only.

**Scoring** The words and sentence items appear on the Educational Score Form (Pages 2 to 5), together with the page number of the item and the possible responses. These responses match the arrangement of the pictures with the figure 0 (zero) indicating the *correct* response. e.g.

Item (a)	1	2	Item (b)	0	2
	0	4		3	4

Draw a horizontal line across the number matching the *position* pointed out by the child. Thus, if the child points to the top right hand picture of item (a), mark the number '2'. Clearly, for this item the correct response would have been the bottom left hand picture. For item (b) the correct answer would be the top left hand picture. If the child does not offer a response for a particular item, leave the numbers *unmarked*.

For the sequence items simply note whether the child's sequence is the same as that given on the scoring sheet, or not

**Stopping Rule** For the vocabulary items, you should continue until the child has five successive failures, which you will recognise by the fact that no zero is marked for five successive items. Stop the test after explaining to the child that the succeeding items are 'really very difficult'. Congratulate the child on the progress that he or she has made.

If you have to stop before this point is reached, please note the reason, briefly, on the answer form.

The sentence and sequence items are relatively easy for most 10-year olds and except in the case of those slow learners who have great difficulty with these items, it should be possible to administer all 29 sentence and sequence items to your child.

**Conclusion** We are only now developing national norms for this test, but we hope that the scoring of the items will give you some idea of the child's language comprehension. We have deliberately included a number of very easy and very difficult items, so that most children should achieve a score in the middle of the range.

Thank you for your assistance with the test. You need not return the CHES Pictorial Language Comprehension Test booklet, although the Educational Score Form should be returned to us.

### The CHES Friendly Maths Test

This test was developed by two experienced mathematics teachers and is based on a large body of research findings. It covers a wide curriculum, typical of the areas dealt with at the level of the 10-year old. It is not expected, however, that any one school will have covered all these areas. The choice of framework is broadly in accord with that suggested by the Assessment of Performance Unit.

Within each of the areas covered in the test there is a sequence of difficulty levels. Thus a child may succeed on several items in a particular area, but then fail the last few items of that area. However, the next topic area starts again with a very simple item, so that the child is continually reinforced by the experience of success at frequent intervals. A child who has no understanding of a particular item should not attempt to answer it, on the other hand, if there is some grasp of the topic the child should feel free to make an intuitive choice among the alternative responses.

If the study child has any difficulty in reading, it is in order to read out the wording of each item. Numerals should be read out as single figures and not given their full integrated description. For example, 1311 should be read out as One, Three, One, One and not as Thirteen Hundred and Eleven. Likewise ½ should be read out as 'one over two' and not a 'half'. Multiple choice answers which are given as words may be read out, but numerical choice answers should not be read out in any circumstances.

We would strongly advise that you tell the child in advance that some of the items are 'really difficult' and are usually meant for older children, so that he or she is not upset by an inability to do some of the items.

The child should also be told in advance, and this point might be repeated during the test, that rough notes or 'working out' can be done anywhere on the test pages, provided that these notes are not made near the answer boxes.

The only materials required for the test are a lead pencil, an eraser and a metric ruler. When a child wishes to correct an incorrect entry in one of the boxes it is important that he or she should erase it rather than cross it out.

We suggest that just before reading out the first question you demonstrate how the correct answer should be selected and then marked with a clear horizontal line across the box.

For example  $4 + 4 = ?$

44	<input type="checkbox"/>
4	<input type="checkbox"/>
14	<input type="checkbox"/>
8	<input checked="" type="checkbox"/>
16	<input type="checkbox"/>

**Errata** Maths Test booklet Page 3 bottom item, question mark should be below rule, Page 6 middle item, the right hand side of the equation should read 64, not 4.

### Social Judgement Scale

This scale appears towards the end of the Educational Score Form. It is to be filled in by the teacher. The child's responses to the situations described in that scale may give some indication of his or her level of social awareness at this stage.

### Diagnostic Measures

It is known that spelling problems and the associated problems of identifying phonetic structure are often related to reading problems. The kinds of errors made by children in spelling, pronunciation and writing tasks can be of diagnostic value in understanding certain areas of reading difficulty. Four of these tasks are presented below.

#### a Diagnostic Reading

##### i) First word list

Please ask the child to read out each of the words on the list at the end of this paragraph. The words should be read from left to right in each line. As the child reads each word, please note incorrect pronunciation (or refusal to attempt the word) on the appropriate list in the Educational Score Form (Page 6).

PLAY	SHARP	LIST	OLD	JUMPING
BEFORE	SOON	OPEN	SLY	GROUND
CHILDREN	DITCH	MOUTH	AIR	SPEAKING
LOW	EVERYONE	MISCHIEF	FRIENDLY	BECAUSE
STRANGE	FAREWELL	MEADOW	FRIGHTENED	TOWARDS
BEAUTY	ADVENTURE	ALTOGETHER	THISTLE	AUTUMN
CRACIOUS	OCEAN	QUARRISOME	NIGHBOURHOOD	JEALOUSY
DELICIOUS	SOVEREIGN	MANUFACTURE	IDIENESS	POPULATION
ACQUAINTANCE	PALFEST	CEREMONY	MONUMENTAL	ACKNOWLEDGE
THREATEN	BURIAL	LEAFY	NEVERTHELESS	TRIUMPHANT
ROCK	RUINOUS	DENY	ORIGINAL	CONSEQUENCES
REVERENCE	CHEQUE	PYRAMID	VEHICLE	EMPHASIS
LIEUTENANT	BENEFICIAL	FIFTY	ENDEAVOUR	SUSCEPTIBLE
SACRIFICIAL	ANTICIPATE	IDIOTIC	AREA	HEROIC
DIAMETER	FACILITY	CYNICAL	ANALYSIS	PICTURESQUE
SOLICITOR	INACCURACY	STRATAGEM	PERSUASIVE	MANOEUVERS
PREFERENCE	TYRANNY	CATASTROPHIC	OPAQUE	DECISIVE
MISCELLANEOUS	RECIPE	PRECIPITOUS	PNEUMONIA	CALIBRE
MAUSOLEUM	OCCIPITAL	FACETIOUS	TSETSE	NAUSEA
RHETORIC	UNANIMITY	HEINOUS	FORTUITOUS	DESULTORY

ii) **Second word list**

Please show the child the list of words below. Point out each word in turn, ask the child to study it and then *'Try to pronounce it'*. Note the child's responses (correct or incorrect pronunciation, and any errors made), in the appropriate boxes in the second word list on Page 6 of the Educational Score Form

1 NEADOW      2 LOCEAN      3 TEAGUE      4 OREA  
5 HISTLE    6 NAREWELL    7 ODLENESS    8 RONUMENTAL

b **Writing and spelling**

i) **Dictation task**

Please dictate the following to the child, at a speed suited to the child's pace of writing. If the child cannot write a word and asks how to spell it, say *'Just try to write it as best you can'*, and repeat the sentence containing the problem word. Do not repeat a particular sentence more than once. However, if the child asks for a repetition of the imaginary words in the middle of the passage, those words may be repeated twice. Please note the time taken by the child to complete the writing of the passage, in the appropriate space on the Educational Score Form

*I often visited my aunt. She lived in a magnificent house opposite the gallery. I remember her splendid purple curtains. She wrote poetry. The problem was nobody could understand it. Her latest poems had words like prunty, slumber, grondel, blomp. I wanted to laugh but I had to pretend to like them. However, I really like the special refreshment. There was blue juice, cake and biscuits. When I left, my stomach was full and I was happy and contented.*

ii) **Handwriting**

Please ask the child to copy the words *'The quick brown fox jumps over the lazy dog'*, in the space below those words on the Educational Score Form. The child should be asked to write in his or her ordinary handwriting, regardless of whether the child's ordinary writing is joined up or separate.

c **Naming Body Parts: The Left-Right Test**

Seat the child at a table opposite you. Read each instruction clearly to the child, taking care to look straight ahead. Do not look at his or your hands. For item 3 onwards, put both your hands on the table, palms down, fingers pointing towards the child. Please tick the appropriate boxes on Page 9 of the Educational Score Form for the child and the observer. If the child corrects his/her response please record the final response.

- 1 Show me your right hand
- 2 Show me your left ear.
- 3 Which MY right hand? (put both hands on the table)
- 4 Touch my left hand with your right hand
- 5 Point to my right ear with your left hand
- 6 Touch my right hand with your right hand
- 7 Point to my left ear with your right hand
- 8 Touch my right hand with your right hand
- 9 Touch my left hand with your left hand

Additional information about whether the child corrects his initial response, asks for the question again, or echoes the question, would be most helpful.

d) **Sequential Recall – Months of the Year**

Please ask the child to say the months of the year in order and record the response on Page 9 of the Educational Score Form.

*'Say the months of the year'*      Record response on Page 9 of the Educational Score Form

*'Now say them backwards'*      Record response on Page 9 of the Educational Score Form

Write down the initial letter of each month as it is said, indicate long pauses with dots. e.g. If a child pauses after August and inverts September and October but then corrects them, the entry would read

J F M A M J J A    O S, no, S O N D

Please record all corrections. Please also record any queries about the importance of order. e.g. *'Do I have to say them in order?'*

## The Pupil Question Form

Please assure the child that his or her answers will be treated in strict confidence and that they will not be read by anyone known to the child. We suggest that you familiarise yourself with the contents of this form *before* giving it to the child.

If the child's reading level is so low that he or she cannot read the response alternatives even after they have been read out by the teacher, it would be advisable not to proceed with filling in that form. Most poor readers are, however, capable of identifying words which are read out to them by the teacher.

This Instruction Booklet contains, in compressed form, all the items appearing in the Pupil Question Form. Whether the child can read or not, the Lawseq and Caraloc Questionnaires (see next page) should both be read out to the child when they are being filled in, however, the items following on the word 'Confidential' should only be read out if the child has some difficulty with reading.

When the form has been completed, please ensure that its confidential nature is protected so that no one has insight into its contents. We consider that the importance of the information, in relation to the nutrition, health and smoking experience of British children, is so great that this confidentiality can justifiably be respected.

### Filling in the Pupil Question Form

It is essential that the child should learn how to score the rounded boxes which appear throughout the Pupil Question Form. Would you please ask the child to fill in a response on each of the three items printed on the next page. Ensure that the child knows how to fill in a box, using a horizontal pencil line or a pencil mark which completely fills the rounded box, also check that the child understands that marking a particular box indicates the choice of that response.

Emphasise that the boxes should be marked like this  , or this

They should not be marked like this  , or this

Show the child the above examples of correct and incorrect marking before he or she makes a response to the items which follow

a) Do you like peanuts?

Yes, very much

A little

Not at all

I don't know

b) About how many slices of bread do you eat each day?

None

One

Two

Between 3 and 5

More than 5

c) How old are you?

Years

### Lawseq and Caraloc Pupil Opinion Questionnaires

These questionnaires are aimed at eliciting some aspects of the children's self-esteem and motivation. Since you will be reading out the pupil opinion items to the child, the questionnaires will not take long to administer.

If possible, they should be presented as some kind of TV or newspaper quiz. The child should be urged to fill in the answers 'just the way you feel', and in particular should be encouraged not to mind what 'anybody else' might think of the answers.

*As you can see, you have two pages with sets of questions on how you feel about things. Next to each question there are the words 'YES', 'NO', and 'DON'T KNOW'. I'm going to read out the questions, and you can read them at the same time. You think of your answer, whether it's YES, NO, or DON'T KNOW, and then mark the box under the right answer, the answer you feel. Let's start with an easy question on the Lawseq Questionnaire.*

*What's the number of the first item? Number 1, yes. The question is ... Don't say your answer out loud. Simply put a mark under YES, NO, or DON'T KNOW. What's the number of the next item? Right, Number 2.*

Continue reading out the questions, as presented in the Lawseq and Caraloc sections (See separate instructions when the child reaches the 'Confidential' Section).

#### The Lawseq Questions

- 1 Do you think that your parents usually like to hear about your ideas?
- 2 Do you often feel lonely at school?
- 3 Do other children often break friends or fall out with you?
- 4 Do you like team games?
- 5 Do you think that other children often say nasty things about you?
- 6 When you have to say things in front of the teacher, do you usually feel shy?
- 7 Do you like writing stories or doing other creative writing?
- 8 Do you often feel sad because you have nobody to play with at school?
- 9 Are you good at mathematics?
- 10 Are there lots of things about yourself you would like to change?
- 11 When you have to say things in front of other children, do you usually feel foolish?
- 12 Do you find it difficult to do things like woodwork or knitting?

13 When you want to tell a teacher something, do you usually feel foolish?

14 Do you often have to find new friends because your old friends are playing with somebody else?

15 Do you usually feel foolish when you talk to your parents?

16 Do other people often think that you tell lies?

#### The Confidential Questions

For children who are competent readers it is not necessary to read out these questions. For poor readers we would suggest that you read out the questions and alternatives as printed here. It is essential that the child be left to find and mark the chosen response(s) him or herself, to emphasise the confidentiality of the answers.

1 Please try to describe yourself, using words listed below. The choices are 'often or usually', 'sometimes', or 'not at all' (After saying each of the following words, pause to let the child mark a response).

Nervous, lively, like company, worry a lot, happy-go-lucky, quiet, prefer to be on your own, easy-going

2 Can you use a needle and thread? Yes? No?

3 Do you have something to eat before coming to school in the morning? Yes, always, sometimes, no, never

4 Do you do well or not so well in the following school subjects? Mark whether you do well or not so well in each subject

Mathematics, reading, spelling, writing stories, poems, art and craft, topic or project work, games, gymnastics

5 What do you do in the middle of the day? Go home to eat, take sandwiches to school, have school dinner, buy food at the shops, don't eat anything in the middle of the day

6 Do you like to be on your own? Not at all, only now and then, some of the time, a lot of the time, nearly all the time, all the time

7 How many of your friends smoke cigarettes? Most of them, some of them, none of them

8 Have you ever tried a cigarette? Yes? No?

9 Have you tried more than one cigarette? Yes, no only tried one, have not tried

10 If you have tried more than one cigarette, could you work out how much you smoke? Put your pencil mark across the box which is close to the right number?

Never, only tried once, only tried twice, smoke less than 1 cigarette a week, smoke about 1 cigarette a week, smoke 2 to 5 cigarettes a week, smoke about 1 cigarette a day, smoke more than 1 cigarette a day

11 Do you believe that cigarettes can harm people's health? You don't believe it, it may be true, yes, you believe it

12 About how much time do you spend talking to your parents each day? None at all, not very much, quite a lot

13 How often do you eat each of these foods? You should mark whether it's 'nearly every day', 'quite often', 'sometimes', or 'hardly ever' White bread, brown bread, butter, margarine, cheese, eggs, meat, fish, chocolate or other sweets

14 When you wake up in the morning do you usually cough? Yes, no, not sure

15 How much do you cough during the rest of the day or at night? Not at all, only sometimes, a fair amount, quite a lot, a very great deal

- 16 Do you get short of breath when hurrying on flat ground or walking up a slight hill? Yes, no, don't know
- 17 When you cough do you wheeze or feel tightness of the chest? Yes, no, you hardly ever cough
- 18 Which of the following do you drink? Write in the squares how many cups or glasses of each drink do you have on an ordinary day  
If none, write 0 in that square  
Cocoa or chocolate, tea, coffee, milk, Coca Cola or Pepsi, water

**The Caraloc Questions** (please read these out to the child)

- 1 Do you feel that most of the time it's not worth trying hard because things never turn out right anyway?
- 2 Do you feel that wishing can make good things happen?
- 3 Are people good to you no matter how you act towards them?
- 4 Do you like taking part in plays or concerts?
- 5 Do you usually feel that it's almost useless to try in school because most children are cleverer than you?
- 6 Is a high mark just a matter of 'luck' for you?
- 7 Are you good at spelling?
- 8 Are tests just a lot of guesswork for you?
- 9 Are you often blamed for things which just aren't your fault?
- 10 Are you the kind of person who believes that planning ahead makes things turn out better?
- 11 Do you find it easy to get up in the morning?
- 12 When bad things happen to you, is it usually someone else's fault?
- 13 When someone is very angry with you, is it impossible to make him your friend again?
- 14 When nice things happen to you is it only good luck?
- 15 Do you feel sad when it's time to leave school each day?
- 16 When you get into an argument is it usually the other person's fault?
- 17 Are you surprised when your teacher says you've done well?
- 18 Do you usually get low marks, even when you study hard?
- 19 Do you like to read books?
- 20 Do you think studying for tests is a waste of time?

*'Now don't let anyone see what you've written To make sure, we are going to*

Please explain to the child the steps you are going to take to protect the privacy of what he or she has written Thank you for your co-operation in this task, and please thank the child on our behalf

**Return of the Forms**

We should be most grateful if you would ensure that all the forms, with the exception of the CHES Pictorial Language Comprehension Test and the Instruction Booklet, are returned to your Local Education Authority They should be sealed in the same polythene envelope in which they arrived

**THERE SHOULD BE SIX EDUCATIONAL FORMS OR BOOKLETS TO RETURN** (Reading, Maths, BAS, Educational Score Form, Educational Questionnaire and Pupil Question Form)

Finally, may we express our thanks to the School Head and to yourself as the child's Class Teacher, for your interest and the important contribution you have made to the research findings that will arise out of this study Without the assistance of yourselves and a great number of other School Heads and Teachers, this part of the 1980 study would never have been possible

## IMPORTANT

If the study child is handicapped to the degree that he or she cannot attempt the tests, understand the material or fill in the question form, please notify us directly so that we can send you a special study pack for that child Please write to

The Director,  
Department of Child Health Research Unit,  
University of Bristol,  
65 St Michael's Hill,  
Bristol BS2 8BH

THANK YOU