NATIONAL CHILD DEVELOPMENT STUDY - STAGE 5

MAIN INTERVIEWER INSTRUCTIONS

CONTENTS

1	Survey background	1
2	Summary of survey procedures	1
3	Survey document summary	3
4	Informing the police	3
5	The sample and sample labels	4
6	Contacting cohort members	8
7	Whom to interview and where	9
8	Introducing the survey	10
9	Introductory letter and 'What is NCDS' booklet	10
10	Answering questions about the survey	11
11	Tracing	12
12	Following up cohort members	13
13	Contact and outcome sheets	15
14	Returning work to the office	21
15	Checking the self-completion questionnaires	22
16	The cohort member interview questionnaire	23
17	Glossary	36

1. SURVEY BACKGROUND

The survey is officially known as the National Child Development Study, Stage 5, or NCDS 5. It is being sponsored by several organisations led by the Economic and Social Research Council (ESRC) and several government departments and US funders. It is conducted by the Social Statistics Research Unit at City University (SSRU).

NCDS dates back to 1958 when a special study of perinatal mortality - children who die within a few weeks of birth - was carried out by the National Birthday Trust. They took as a sample all the children born during the week of March 3rd-9th 1958, and monitored their development over the first weeks of their lives. When the children in the sample were seven a follow-up study was carried out, this time by the National Children's Bureau, and a further follow-up took place four years later. The children's progress at school was measured, as were their health and physical development. A third follow-up took place when the sample members were 16, and in 1981 a consortium involving SCPR and NOP interviewed the sample again, at the age of 23.

To take the study a stage further, SSRU is going back to all the sample members again, now aged 33, to see how things have changed in the last 10 years. In total there are just over 16,000 members of the sample including some who moved to this country before they were 16, and they are spread over the whole country.

This stage is being conducted by a consortium of NOP, SCPR and RSGB.

2. SUMMARY OF SURVEY PROCEDURES

It is important to bear in mind on this survey that your tasks will involve detective work, in tracking down some cohort members as well as the usual interviewing tasks.

You will be expected to:

1. Trace the Cohort Member

   You will have an address for each sample member. Most of these addresses are up-to-date and have been confirmed by post in the last 6 months. But with a sample of 16,000, there will be a substantial number of sample members who are no longer living at the last recorded address.

   It is vital that we do succeed in tracing the sample members. Each time the sample members are followed up, a small number cannot be traced. These people are irreplaceable. The essence of a 'follow-up' is that exactly the same people are interviewed at each stage, so we really need your help in ensuring that none of the sample are lost in this round, and better still that we find some of those lost in earlier rounds!

   Details of how you go about tracing are given later in these notes

2. Send out Self-Completion Questionnaires

You should send out a 'Your Life Since 1974' self-completion questionnaire, and a 'What do you Think?' self-completion to all cohort members in your sample.

3. Contact the Cohort Member and Arrange the Interview

The members of the sample are generally aware of the importance of the study, and of the unique role each one of them plays in it. This means that they are usually very keen to be involved in the study, and will be more prepared to give up their time to be interviewed than a respondent on a normal survey. Once you have succeeded in locating a sample member, you will almost certainly get an interview. Again, we must stress the irreplacability of the sample members. Make every effort to ensure that the sample member does agree to be interviewed, and bear in mind, during all your contacts with the respondent (and during the interview), that a further follow-up may be conducted in the future and that it is vital that the cohort member is left feeling co-operative towards the study.

Information on introducing the survey and contacting cohort members is given later in these notes.

4. Complete the Questionnaire

The interview will last about 1¼ hours and will cover a wide range of topics. On the pilot surveys, we found that cohort members found the topics interesting and enjoyed taking part in the interview.

5. Establish if there is a Partner

If the cohort member is living with a spouse or partner, then you should ask the spouse/partner to fill in the partner version of the 'Your Life Since 1974' questionnaire. This is the blue version, with P in the top left corner.

6. Mother and Child Sample

One third of all interviewer assignments have been selected for the mother and child sample. If you are working in one of these points you will have a separate set of instructions to deal with the mother interview, the child self-completion, and the child tests.

3 SURVEY DOCUMENT SUMMARY

The list below gives all the documents you will use during the course of this survey A description of how to use each document is given later in these notes

* Cohort Member 'Your Life Since 1974' Self-Completion
* Partner 'Your Life Since 1974' Self-Completion
* 'What do you Think?' Self-Completion
* Cohort Member Interview
* Record/Medical Consent Form
* Showcards
* Introductory Letter
* Partner letter
* 'What is NCDS?' Booklet
* Sample Labels
* Contact/Outcome sheet
* Change of Address Letter
* 'My New Address' Form
* Continuation Sheet for Cohort Member Interview
* These Instructions

Mother and Child Sample only

* Mother Interview
* Mother Showcards
* 'Your Child' Self-Completion
* Child Interview
* Child Interview Showcards
* Child Permission Form/Child Information Sheet
* PPVT Age Calculation Sheet
* Mother and Child Instructions

4 INFORMING THE POLICE

It is very important that you notify the police before starting work in any sampling area by calling at the nearest police station in that area. Tell them what the survey is about, give them a copy of the introductory letter for cohort members, 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 Make a note of the name of the officer to whom you speak and the data of your call so that in the event of any query or complaint to the police, you are fully covered It is reassuring for suspicious informants to be told that the police know about you and about the survey, and that they can check with the police station.

YOU MUST NOT START WORK UNTIL YOU HAVE DONE THIS

5. THE SAMPLE AND SAMPLE LABELS

THE SAMPLE

The issued sample comprises roughly 15,600 cohort members

The main sample has been divided into two unequal parts

Main sample

Two thirds of the sample have been allocated to the main sample We will carry out interviews with these cohort members, weigh and measure them, and ask them to fill out various self-completion documents We will also be asking their spouses/partners to fill out a self-completion document.

These cohort members are identified as being SAMPLE TYPE 1 on the sticky labels (see below).

Mother/Child sample

One third of the sample has been allocated to the mother/child sample In addition to the procedures described above, you will be interviewing, and weighing and measuring any children they have, interviewing the mother of these children, and asking the mother to fill in self-completion questionnaires about the children All this is spelled out in greater detail elsewhere in this document

Members of the mother/child sample are identified as SAMPLE TYPE 2 on the sticky labels.

The names and addresses of cohort members are stored on computer. At the start of the survey the computer will print out for each interviewer the names and addresses of those cohort members he or she is being asked to cover These will be printed as a set of sticky labels.

SERIAL NUMBER (CHECK LETTER)

Every cohort member is uniquely identified by a 6-digit serial number followed by a Check Letter (eg 201653G) It is this number that links all the information that has been collected about the cohort member from birth to the present day It is, therefore, essential that it is correctly recorded on all documents

You will be given, for each cohort member, a set of pre-printed labels bearing his or her serial number. These will be transferred to the main survey documents, thus helping to avoid possible clerical error during transfer However, there will be times when we ask you to write out the serial number Whenever you do this, please be <u>very</u> careful to check that you have entered it correctly For example.

5	7	8	1	2	4	G

The check letter is important also This is part of a computerised checking system to ensure that the correct identity code is recorded

SAMPLE LABELS

Eight different labels will be produced for each cohort member, and each has to be transferred by the interviewer to a particular survey document. It is very important that the right labels are transferred to the right place. They have been designed to minimise the extent to which wrong serial numbers are given to a cohort member and to provide you, the interviewer, with information to help you contact the cohort member.

The labels are printed out in columns of eight (one column per sample member) Three cohort members fit on each page of labels. On the next page we show labels for three fictitious sample members.

Below we describe the purpose of each label and where it should be placed We describe them consecutively, starting at the top

First label

This is the contact/outcome sheet address label It should be placed on the top left hand side of the contact/outcome sheet before you attempt to make contact with the Cohort member.

It contains:

- Cohort member serial number and check letter
- Cohort member's name and address

Second label

This is the contact/outcome sheet information label. It should be placed on the top right hand side of the contact/outcome sheet before you attempt to make any contracts.

It contains the following information which may be helpful when you are tracing Cohort members

- Cohort member serial number and check letter.
- Sample point number and sample type. For example, 002/1 means that this person is in sample point 002 and is sample type 1 (the main sample) 071/2 means they are in sample point 071 and are sample type 2 (the mother/child sample)
- Telephone number, where known.
- Status of the address you are being supplied with. This is bas

  ed upon postal checks that are made every year and can be any of the following

CONFIRMED	this means that the address was confirmed as correct on the date shown
GONE AWAY	this means that the last time the address was checked the person had moved
DEMOLISHED	last time the address was checked it was found to be demolished
PARENTS	address given is parent's address
TEMPORARY	last known address was temporary

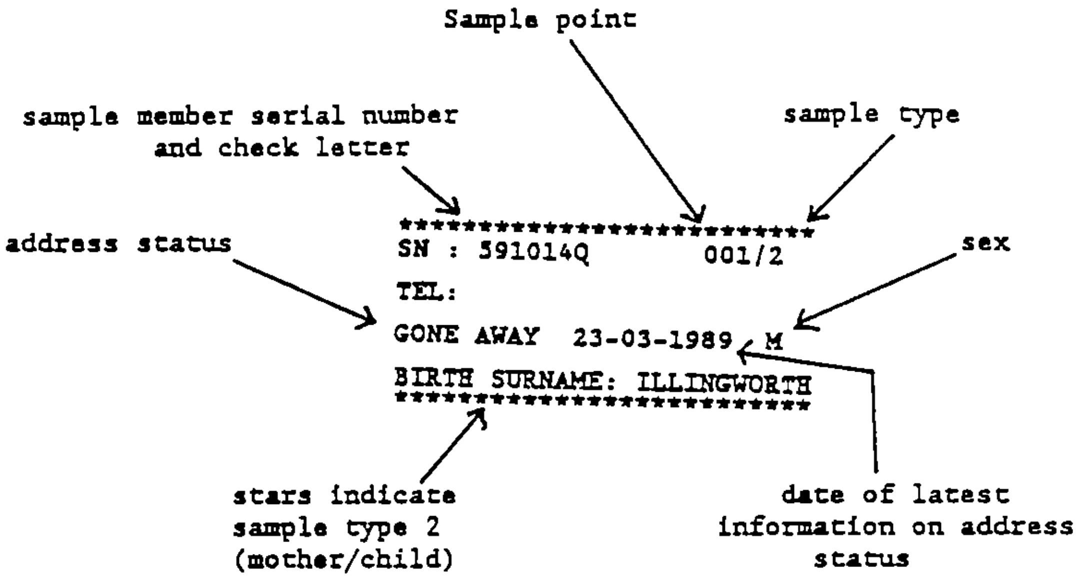
UNCONFIRMED last known address has not been confirmed by post

FORCES address is an HM forces address

All addresses apart from the unconfirmed ones will be followed by a date indicating when the latest information was provided.

- Gender of cohort member. M - Male, F - Female
- Birth surname of cohort member

The various locations of these pieces of information on the label are shown below·



Third label

You will use this to post to the cohort member the 'Your Life Since 1974' and 'What do You Think' self-completion questionnaires before you attempt to make contact with the cohort member (see 'Contacting Cohort Members', Section 6) You will notice that the label has 'CM' on it to distinguish it from the fourth label.

Fourth label

In many cases you will find, when you 'phone the cohort member to arrange your appointment, that (s)he has a spouse/partner If there appears to be no resistance to the spouse/partner's filling in the Partner Your Life self-completion questionnaire, you may post it out in advance of your visit so that you can pick it up at that time This label is provided for this purpose Note that you will have to enter the partner's name on the label before posting The label is marked with a 'P', to distinguish it from the third label

Fifth to eight labels

These contain serial numbers only They are for use on the following documents (on the remaining documents, enter the serial number by hand).

- Cohort Member Interview questionnaire
- Cohort Member Your Life Since 1974 self-completion questionnair
e
- Cohort Member What Do You Think self-completion questionnaire
- Partner Your Life Since 1974 self-completion questionnaire

6 CONTACTING COHORT MEMBERS

ESTABLISHING CONTACT

1 Start by sending out the two cohort member self-completion questionnaires Put a 'Your Life since 1978' self-completion questionnaire (the white one) and a 'What do you think' self-completion questionnaire, along with a 'Dear Cohort Member' letter in an envelope Stick on the name and address label and a first class stamp, and then post it.

Do not send out self-completion questionnaires to all your sample straight away - there is no point sending out 25 if you know you will only be able to get around to see 5 in the first week of fieldwork. Plan your route, and break the sample into local groups, then send out a few at a time - just as many as you can reasonably keep up with.

If the sample information label is marked 'gone away', or 'demolished' do not send out the self-completion questionnaire, but visit the address instead to try and trace the cohort member.

2. After sending out the self completion questionnaires and covering letter you should allow a few days for the cohort member to complete these, then make your initial contact with a cohort member by telephone, or by a personal visit at the address given on the Contact Sheet. Wherever possible you should attempt to make your first contact by telephone rather than by a visit. In many cases the sample label includes a telephone number, but you should be able to find numbers for most of the cohort members in your local telephone directory.

If anyone expresses reluctance on the telephone to agree to be interviewed you can always say something like 'let me call on you, explain the survey a bit more and then you can decide whether we can make a date to meet again or not'

When you ring up you should first of all establish that they have had the self-completion questionnaires and have filled them in If so, arrange a time to call to conduct the main interview. If they have not filled in the self-completion questionnaires use the call as a reminder to them, and say you'll call again in a couple of days

3 If you find that you are unable to contact the cohort member in person, despite repeated phone calls or visits, then write a letter. In your letter explain the purpose of your visit, arrange an appointment or time when you can be contacted by phone, and enclose an introductory letter for the cohort member's information

INTERVIEWING IN ONE OR TWO SESSIONS

In some instances you may have to split the interview into two separate sessions If you can, try to avoid doing this It may help to tell the cohort member that the average interview lasts 90 minutes. If you have to split an interview, please give the reason on the Contact/Outcome Sheet.

7. WHOM TO INTERVIEW AND WHERE

Members of the cohort 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, others could be in hospital for a long time, a few will be in prison, some could be in a squat and some we know live in army barracks. You should try to interview everyone, regardless of where they live The only exceptions are cohort members who no longer live in England, Wales, Scotland or the outlying islands.

INTERVIEWING ALONE

Wherever possible you should try to interview the cohort member on his or her own. You should, therefore, discourage the presence of other people The interview is about almost all aspects of someone's life from age 23-33 and there may be parts of the interview that the cohort member would rather not answer if others are around. However, we realise that it may not always be possible to interview someone on their own. At some points in the questionnaire we ask you to record the presence of other people during the interview.

INSTITUTIONS

Obtaining an interview with someone in an institution may sometimes be difficult. However, if the cohort member is in a hostel (eg YMCA), or a Women's Refuge, 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

DO NOT attempt to obtain an interview, or seek permission to interview the cohort member, if he or she is in.

(a) a prison
(b) a hospital
(c) an Army or RAF camp

If you find a cohort member in these circumstances,you should refer the problem to your field office, who will ask the SSRU to obtain permission for you to interview the cohort member

If a person in charge of any other sort of institution wishes a formal approach to be made, then refer this back to the office who will ask the SSRU for their help

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. Refer such cohort members back to the office immediately.

COHORT MEMBERS NOT CAPABLE OF A STANDARD INTERVIEW

A few of the cohort members will be disabled in some way. If you are told that the he or she will not be able to understand or answer your questions, you should contact your field office for advice on how to proceed.

Please give the Identity Code of the cohort member you are telephoning about and a brief description of the problem. Someone will then get back to you.

You may be asked to ask the cohort member just a few questions or to obtain some information from a parent or other carer You should follow the advice given to you.

8 INTRODUCING THE SURVEY

When you introduce the survey you should explain:

a) Who you are and who the survey is for

I work for Social and Community Planning Research/Research Surveys of Great Britain/NOP Market Research and am carrying out a survey for the National Child Development Study.

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:

As you may remember, you have helped over the years with the National Child Development Study - an important study which has been following the lives of all those who, like yourself, were born between the 3rd and 9th of March 1958. The last survey was in 1981.

The reason for this survey is to see how you are getting on nowadays I want to get a picture of all the things you have done since the last survey - for example, when you were working, in education, unemployed, doing housework or something else

9 INTRODUCTORY LETTER AND 'WHAT IS NCDS?' BOOKLET

You will be provided with supplies of an explanatory letter on NCDS headed paper This letter must be sent to each cohort member with the self-completion Note there is a separate letter for the spouse or partner if there is one

You will also be given supplies of a booklet produced by SSRU entitled 'What is NCDS' This booklet describes the purpose of the National Child Development Study and outlines what has been learned to date from the study This booklet must be left with each person you interview

10 ANSWERING QUESTIONS ABOUT THE SURVEY

WHAT IS THE PURPOSE OF THE SURVEY?

In most cases it will not be necessary to give any more information than that suggested above.

However, if your cohort member asks for more information about the survey and its purpose you should use the explanation given in the 'What is NCDS?' booklet.

WHO IS PAYING FOR THE SURVEY?

A number of organisations, headed by the Economic and Social Research Council and including government departments are contributing towards the cost of this survey; Each funder has a different interest depending on its specific responsibilities but all are concerned to ensure that this very important study continues in order to add to the information gathered over the past 33 years

WILL THESE FUNDERS SEE MY REPLIES?

No, they will not know who said what The names and addresses of those interviewed in this survey are known only to SCPR, RSGB, NOP and the researchers at SSRU. Your questionnaire does not have your name and address on it, only an anonymous Identity Code which will link it to all the NCDS surveys you have taken part in. Your name and address are kept quite separately from the questionnaire.

Your name and address will never be revealed without your permission and 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 letter from the National Child Development study explaining about the survey The police have been told of this survey and, if you like, you can check with them

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 he or she 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 A copy of the 'What is NCDS?' booklet might help in some circumstances If someone is unwilling to disclose the cohort member's address use the New Address Form and letter described in Section 12

11. TRACING

Your starting point for tracing each cohort member is the address you have been given. It is likely that in most instances you will find the cohort member living at that address However, tracing cohort members who are not resident at the address you are given for them is almost as important as obtaining an interview with those that are. You are expected, therefore, to spend a considerable amount of effort and time to obtain a new address for a moved or untraced cohort member.

Tracing may be necessary for two reasons because the cohort member has moved away from the address you are given or because the address you are given is insufficient to locate it immediately.

We hope that in most such instances you will be able to provide us with the cohort member's new address in full. There will, however, be some cases where you can only provide us with clues as to the cohort member's whereabouts (eg. "parents have moved to Hull, bought a house there, cohort member believed to be a teacher in Slough"), and in some cases you may come up with nothing at all

If you come up with nothing at all after having done everything reasonable, we shall pass the information back to SSRU who may be able to get information from other sources. If you can provide us with some clues, although not a full address, we might ask another interviewer to follow these clues up (such as contacting the Education Department in Slough) or we may decide to refer the cohort member back to SSRU.

Overleaf is a check list of the main places and people you should try to obtain a good address for a cohort member This list is far from being a comprehensive list of all possible sources. You should <u>not</u> limit yourself to this list only but use your initiative to follow up any useful ways of getting the information you require.

We wish to know the tenure of the address at which a cohort member previously lived as this can be a valuable clue when tracing later.
You should use the front page of the Contact Sheet (see Section 13) to record all your attempts at tracing a cohort member and for recording a new address, where one is obtained.

TRACING CHECK LIST

IF YOU ARE GIVEN AN INCOMPLETE ADDRESS, HAVE YOU:

* checked with the post office to get a full address
* checked in local directories
* checked in telephone directories

IF YOU CANNOT FIND THE ADDRESS, HAVE YOU:

* checked the telephone directory
* looked in local street guides
* consulted the post office
* consulted the police
* asked local shops, such as a newsagent
* checked at the local library

IF THE COHORT MEMBER HAS MOVED OR YOU HAVE ESTABLISHED BEYOND REASONABLE DOUBT THAT THE COHORT MEMBER NEVER LIVED AT THE ADDRESS, HAVE YOU DONE THE FOLLOWING·

* asked the present occupants for the cohort member's whereabouts
* asked the neighbours
* followed up any local friends/relatives you are told might be able to help
* noted the tenure of the address the cohort member no longer lives at
* followed up any other useful leads

12 FOLLOWING UP COHORT MEMBERS

During your tracing efforts you could find that you would need to travel some distance to follow up new addresses or leads

Should you obtain a new address for a cohort member, record it as a new address on the Contact Sheet (see Section 13 of these notes) Then follow the rules below

a) *Address lies within 15 miles of the original address, or is nearer to your home than the original address*

You should follow the cohort member to this address and attempt to interview him or her No references to the office should be made

b) *All other addresses*

Return the Contact/Outcome Sheet to the office immediately

FORWARDING ADDRESSES NOT GIVEN TO YOU

It is possible that someone who knows a cohort member's new address may be unwilling to disclose it to you because they feel they may be doing something the cohort member would dislike To overcome this problem, we have supplied a letter and a New Address Form which you should ask your informant to pass on to the cohort member In addition, you should give the person your telephone number and ask them to pass it on to the cohort member so that he or she can telephone you for further information.

A copy of this letter, is shown overleaf You should, as in the example overleaf, write in the date, the name of the cohort member (using first and second name), and the name of your informant. You should then make out a 'My New Address' form by entering the cohort member's name, his or her Identity Code and Check Letter, your Interviewer Number and putting your name, address and telephone number in the 'RETURN TO' space An example of a form ready to go off is also shown below

Put the letter, the form and a return envelope with a second class stamp on it in an envelope on which you have written the cohort member's name Stamp it with a second class stamp and pass it to your informant to complete the address and post to the cohort member Should you receive a reply, enter this as a new address on your Contact/Outcome Sheet and then follow the rules set out in Section 12 If the form is sent to the SSRU, it will be sent to you

NCDS – National Child Development Study

A study of everyone living in Great Britain born in the week 3-9 March 1958

Social Statistics Research Unit • City University • Northampton Square • LONDON EC1V OHB • (071) 253-4399

16 may 1991

Dear Sally Jones

As you may remember, over the years you have taken part in the National Child Development Study - an important study which is following the lives of all those who, like you, were born in the week 3-9 March, 1958

We are now continuing our study and would like to contact you so that we can find out what has been happening to you since we were last in touch. We have asked Social and Community Planning Research, NOP Market Research Limited, and Research Surveys of Great Britain to carry out a survey on our behalf and an interviewer called today at the address we have on our files only to learn that you now live elsewhere

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

I would be most grateful if you could let us have your present address, wherever it is you live now You should complete the enclosed form and return it to the interviewer or, if you prefer, to me. Alternatively, you can telephone the interviewer if you wish.

Can I stress that by giving us your address you are not committing yourself to be interviewed. You can decide that when an interviewer contacts you to explain the interview and asks you to take part in the survey.

I enclose a stamped envelope for your reply. The interviewer's address and telephone number are given on the form as well as mine

We look forward to hearing from you soon.

Thank you very much for your help

Yours sincerely,

Peter M Shepherd
Senior Research Fellow

NCDS5/Int

as soon as it is received

Alternatively, try to persuade your informant to make contact with the cohort member by telephone

NCDS 5 1991

MY NEW ADDRESS

SERIAL NO 573281 K

SAMPLE POINT 221

Name Sally Jones

INTERVIEWER NO 12345P

Present Address ______

______

______ Postcode (if known) ______

Telephone number (if any) ______

PLEASE RETURN TO -

MRS SARAH REYNOLDS
15 THE AVENUE
LYME REGIS
DORSET LR2 5JW

OR

Peter Shepherd
National Child
Development Study
SSRU
City University
London EC1V OHB

Telephone number - 05678 281

13 CONTACT AND OUTCOME SHEETS

The Contact and Outcome sheets are printed in two colours· white for the main sample (to which will be attached sample type 1 labels), and green for the mother/child sample (to which will be attached sample type 2 labels)

There is one Contact/Outcome sheet for each cohort member, regardless of whether or not (s)he is eventually interviewed. You will have placed the first (address) and second (information) labels onto the first page before attempting to make contact with the relevant cohort member

It is very important that you take care to complete all the Contact/Outcome sheets carefully and fully. Another interviewer may have to work from these documents and SSRU and the Office will need all the relevant information you have about each cohort member. Therefore, it is important to make sure that someone unfamiliar with your handwriting can read all the entries you make Instructions on how to fill in the Contact/Outcome sheets are given below

The Contact/Outcome sheet contains confidential information, (eg name and address, previous addresses, how the cohort member may be traced). Whenever an interview is obtained, it should be sent back to the Office separately from the questionnaire (see Returning Work to the Office)

(A) PAGE 1 OF CONTACT/OUTCOME SHEET

Page 1 is divided into four sections, providing room for up to four addresses and any information you obtain at each address. For example, if a call at Address 1 (ie that on the Name and Address label) reveals that the cohort member has moved away, and you are given a new address, the new address will be recorded as Address 2, and so on.

Note that the address boxes on the left hand side are reserved for cohort member addresses Other useful addresses (eg. of person's sister) should be recorded in the "What Happened" section on the right hand side

You may find that the address printed on the Name and Address Label which you have on this page contains errors (eg the name of the cohort member, street or town is incorrectly spelt) or part of the address is missing If so, correct the Address Label and draw attention to your correction by striking through errors lightly and entering the correction above the error The same applies to telephone numbers relating to any of the cohort member addresses you obtain.

When you finish calling at each address on the first page of the Contact Sheet, you should summarise the final outcome of your calls to this address under the heading 'Outcome' below each address The final outcome is the stage you have reached when (a) you have obtained a full or partial interview with the cohort member, or (b) you have fully completed all attempts to contact and interview the cohort member at that address (see Tracing, and Following up Cohort members) You will find the Outcome codes you should enter in the 'Outcome Code Key' box at the top of page 3 of the Contact/Outcome Sheet DO NOT ring the Outcome Codes on that page

Explanations of each Outcome Code, and examples of the situations you may find are given below

Outcome Code for a Productive Interview

Ring code 01 if you achieve a full interview with the cohort member at an address, and ring code 02 if you achieved a partial interview Then enter code 01/02 (as relevant) at Q1a) at page 3 of this Contact/outcome Sheet, and complete the remaining sections

Note that if the only missing pieces of information in the questionnaire are refused questions or part sections (such as occupational earnings questions), count this as a full interview. A partial interview is when you are unable to complete the interview because the cohort member becomes bored or has to go out, etc and you cannot arrange an appointment to come back and complete the questionnaire

. Outcome Codes for Unproductive Outcomes

Moved/No Trace Outcome (Codes 11-19)

The first Outcome Code boxes under each address are labelled 'Moved/No Trace'. A code should be entered in these boxes in those instances where a cohort member cannot be interviewed at the address because (s)he has moved away, or there is no evidence (s)he ever lived there, or there is no trace of the address having existed. These are the Outcome Codes 11-19 listed on the Contact/ Outcome sheet.

If you enter one of these codes, you must give a full explanation in the right-hand column of all the tracing attempts you made to find a new address for the cohort member (or to find the address at all), who you spoke to, any useful leads given to you and so on.

If you are given a new address for the cohort member, you should record this address in full in the address space below the address you have been tackling. Thus if you have been tackling Address 1 and obtain a new address for the cohort member, record this new address under Address 2.

It is possible that when you call at the address given to you, you will find that the cohort member has never lived at that address It is quite likely that this will be because there has been some error in recording the address for the cohort member. You may well discover that the cohort member lives close by in another and very similar address (you must always, of course, do your tracing to find out if this is the case or not). If the address error is obviously a clerical transfer error and the correct address is still within your Sample Area, you should simply alter the address on the Contact Sheet (indicating that you have done this by an X in the margin) and then follow the cohort member to that address. Should, however, the address be further afield, you should treat it as a new address

The meaning of the individual codes are described in greater detail below

Codes

11 - use this code when you find the address you have been given is insufficient to allow you to locate the address. If you are able to ascertain what the full address should be, alter the name and address label on the Contact Sheet to show the full address and attempt to interview at it (obviously you would not then use outcome code 11) You should not record this as a new address (unless the address you find for the cohort member is a completely different one).

12 - only use this code if you can find no trace of the address and no-one you ask (including the post office/newsagent) is able to provide any information as to its previous existence. If the address has been demolished use code 18

13 - use this code if you find that the cohort number is not at the address you have been visiting, but is known to have moved to an address that you are allowed to follow up according to the rules on tracing and following up (ie at an address within 15 miles of the original address on the label, or nearer to where you live than the address on the label) If you are not allowed to follow up this address according to the rules, you should ring code 14 or 15, as relevant

14,15 - these are self-explanatory Note that Eire and Northern Ireland are not GB addresses, and should therefore be given code 15 The Channel Islands, Isle of Man, Scilly Isles and all Scottish Islands count as GB.

16 - use this code if you ascertain from the present occupants or from neighbours that the cohort member does not live at the address and are unable to obtain a new address. (If you can get a new address use codes 13, 14 or 15) If you obtain the information from neighbours because you cannot make contact at the address itself, you must use this code only if you are certain they know what they are talking about. If the neighbours have doubts, or you doubt their information, use code 20 instead (see below).

17 - as described on Contact/Outcome Sheet

18 - this code applies in those cases where you can find no trace of the address but local informants tell you that it has been demolished

19 - as described on Contact/Outcome Sheet.

Other Unproductive Outcomes (Codes 10, 20-28)

If the reason you are unable to interview the cohort member at an address is covered by one of the Outcome Codes 10, 20-28 listed on the Contact/Outcome Sheet, you should enter the appropriate code in the second Outcome Code boxes beneath the address You should also summarise all that happened in your attempts to obtain an interview at the address If, for instance, the cohort member is away on holiday or in hospital and will not be back home until after the last date you have been given to complete your interviews, give his or her expected date of return

The remaining unproductive outcome codes are described in greater detail below·

10 - We hope that the great majority of dead cohort members will have been removed from the sample before issue. However, it is feasible that one or two will arise in a sample of this size.

20,21 - these codes cover the situations where you are unable to find out whether or not the cohort member lives at the address If this is because you were unable to make contact with anyone at the address after 4+ calls you should ring code 20 Should you be unable to ascertain whether or not the cohort member lives at the address because someone at the address refused to disclose this information, then you should use code 21 Should you learn that the cohort member does live there but are refused access to him or her, use Code 24 instead

22-28 - use one of these codes when you know the cohort member lives at the address but you are unable to carry out an interview with him or her

22 - this is self-explanatory

23 - only use this code if the cohort member personally refused to be interviewed

24 - use this code if someone other than the cohort member refused you the interview This could be by denying you access or because they are acting on behalf of the cohort member.

25 - this is self-explanatory

26 - only use this code if you are unable to interview the cohort member for this reason because he or she is ill throughout the whole of the period you are given to conduct your work in.

27 - record on the Contact Sheet the cohort member's expected date of return. You should, of course, attempt the interview on his or her return if it is within your work period.

28 - if you cannot fit the reason why you did not conduct an interview into any of the other categories, use this code But give a full explanation on the Contact Sheet.

(B) PAGE 2 OF THE CONTACT/OUTCOME SHEET

Use this page to record all telephone calls and personal visits It is imperative that you fill this in correctly as we are using it to help monitor expenditure on the project.

Every time you make a 'phone call, complete a column in part 1 of the page Ring the call number, then the date and indicate whether the person you spoke to was suitable or not. By suitable, we mean the cohort member or someone who knows something about the cohort member and his/her availability - eg another household member A non-suitable person would be someone who only knew the cohort member vaguely - eg a person from a different flat sharing the same telephone.

Every time you make a personal visit complete a column in part 2 of page 2. Ring visit number, ring codes to show time of day, and day of week, enter the date, enter the number of interviews/tests made on that call, and enter the total time spent in the house during the visit.

Note that when you are working out how many interviews/tests you made on a call, you should only count the following as interviews/tests. cohort member interview, mother interview, and each time a child interview is carried out with child (eg if on one visit you carried out a cohort member interview, a mother interview and three child interviews, you would enter 5 in the number of interviews/tests box) Self-completion documents do not count as separate interviews/tests Weighing and measuring the cohort member and children are counted as part of the cohort member interview and child interview respectively

Note also that part interviews/tests carried out on a visit should be counted in. For example, if half the cohort member interview was carried out on the first visit, and was finished on a second visit when the mother interview was also conducted, you would code one interview/test as having been conducted during the first visit, and two during the second.

(C) PAGES 3-6 OF THE CONTACT/OUTCOME SHEET

Outcome code key

Do not ring these codes. they are given here purely for reference.

Q1 - Q9 - these are to be completed when all attempts to trace and interview the cohort member have been completed. However, you can fill in some sections before you have finished all the remaining interviews

Below we give further explanations where clarification may be required.

Q1a) - Only the final outcome at the final address should be entered here For example, if you went to an address and found the person to have moved to within your interview area (code 13) and followed up the person to the new address at which (s)he refused you an interview, (code 23) you would then code 23, not code 13 at Q1a

Q2 - We are asking you to collect two self-completion questionnaires ('Your Life' and 'What do you think') and a record check/medical consent form from the cohort member. You will be recording the outcome of your efforts to collect them at Q2 and (in greater detail) at the end of the cohort member questionnaire. A partial outcome should be recorded if whole sections are missing, but not if just the odd question has been skipped.

Note that Q2 should be answered in all cases where you visited the cohort member's known address (codes 01, 02, 22-28).

Q4b), Q4c) - These questions allow you to record the outcome of your placement of the partner 'Your Life' questionnaire in those cases where the cohort member was living with a spouse/partner See notes on Q2 above on partial outcomes.

Also note that you will be giving further details on the partner 'Your Life' outcome at the end of the cohort member questionnaire

Q6, Q7 - These are to be completed for the Mother and Child sample (Sample Type 2) only

Q6a), Q6b) - These can be coded from H6a) and H6b) of the cohort member main questionnaire

Q6c) - Note that 'mother' can be cohort member or spouse/partner, see H7 and H8 of main cohort member interview

See notes on Q2 above on partial outcomes

Q7 - The Mother Interview questionnaire directs you to ask mothers to complete the 'Your child' self-completion questionnaire for each of the cohort member's children, and to conduct a Child Interview for each child with a PPVT age of 4 or older Use Q7 to record the outcomes for these two documents Note that outcome codes are provided in boxes A and B at the bottom of the page for the 'Your Child' questionnaire and the Child Interviews respectively

Q8, Q9 - These should be completed for all cohort members

NOTE. Q8 should read "Date Contact/Outcome Sheet completed"

Document check

This is here to help you check that you have collected all the documents you should have. Tick the boxes to show that you have collected all of the documents listed. If a box is not applicable (eg the partner 'Your Life' box is not applicable to single cohort members), enter NA

If a cohort member has more than one child, you will be expected to collect more than one of some documents In these cases, only enter a tick in the relevant box if you have collected the documents for all children to which they are relevant.

14 RETURNING WORK TO THE OFFICE

In this survey we are asking cohort members to give us a great deal of very personal information, and it is, therefore, important that cohort members' answers be treated as highly confidential. One way we can help do this is to make sure that cohort members' answers are kept apart from identifying information such as names and addresses. It is very important, therefore, that you never return completed questionnaires with contact/outcome sheets or other documents carrying names and addresses. We spell this out in more detail below·

a) RETURNING PRODUCTIVE DOCUMENTS

Only return work relating to a cohort member when you have completed all the tests, interviews, etc that you can for that person Therefore, even if you have completed everything except a child test on a fifth child, which you expect to do in two weeks, we do not want to receive any documents until you have attempted that child test. Be sure to follow this rule as it will save considerable confusion in the office!

All documents relating to any one cohort member should be returned in two batches as defined below.

BATCH 1

- Cohort member main questionnaire
- Cohort member "Your life" self-completion questionnaire
- Cohort member "What do you think" self completion questionnaire
- Partner "Your Life" questionnaire
- Mother interview questionnaire
- "Your child" self-completion questionnaire
- Child interview questionnaire
- Home environment observations form
- PPVT age calculation sheet

BATCH 2

- Contact/Outcome sheet
- Record sheet/Medical Consent Form
- "My new address" form
- Child Information Sheet/ Permission Sheet

Note that batch 1 documents should not be sent back with batch 2 documents, even if they relate to different cohort members

b) RETURNING UNPRODUCTIVE QUESTIONNAIRES

If you do not obtain an interview with a cohort member for whatever reason, you should return to the office the contact/outcome sheet promptly Note that in some cases you may have picked up a "What do you think" questionnaire, a "Your life" questionnaire or a record check/medical consent form despite the fact that a cohort member interview was not obtained In such cases, you need to divide the documents into two batches and return documents in different batches under separate cover, as described above In the case of unproductive the two batches are

BATCH 1	BATCH 2
- Cohort member "Your life" self-completion questionnaire	- Contact/Outcome sheet
- Cohort member "What do you think" self-completion questionnaire	- Record check/medical consent form
	- "My new address" form

15 CHECKING THE SELF-COMPLETION QUESTIONNAIRES

"Your Life Since 1974"

The first thing you need to do when you arrive at the cohort member's home for the main interview is to make sure he or she has completed the "Your Life Since 1974" questionnaire If it has not been completed then you can either make another appointment and ask the cohort member to fill it in before then, or you can complete it there and then as an interview Which you do will depend on how easy it will be for you to go back again, and how likely you think it is that the self completion will have been filled in by the next visit. If you think the cohort member is just finding excuses then you might as well go it through it with him or her Whichever decision you make, the "Your Life since 1974" must be completed before you start the cohort member interview, as you will need to refer to it during the interview If the cohort member is blind or cannot read then you will have to administer "Your Life Since 1974" as an interview

If the "Your Life Since 1974" self-completion has been filled in then you must check some parts of it before you begin the cohort member interview You do not need to check all the details; just make sure that the cohort member has understood the basic rules. For each of the five sections in the self-completion there is a filter page which asks "have you done .." Check that this has been filled in, and that the grids on the following pages are consistent Thus if someone says they have had three children, then there should be 3 columns completed in the grids on the next page. You do not need to check all the individual questions in the grid: just check that the right number of columns are filled in and that the boxes have been filled in. It is particularly important to check that all the dates have been filled in.

If the cohort member has got confused and listed jobs or children in the wrong order this does not need to be corrected. Provided you keep the same child number or job number when referring to it in the main questionnaire this will not cause a problem. Similarly, if you find out during the interview that a house or partner has been missed out, you can just add it in the next column on "Your Life Since 1974" - you don't need to re-sort all the others to put it in its proper place

There are several occasions in the main questionnaire where you have to transfer details from 'Your Life' to the Cohort Member interview, or to check details with the cohort member and in doing this you may find mistakes in 'Your Life'. Where this happens you should double-check with the cohort member to make sure which is the right answer, and then amend 'Your Life' as necessary Depending on the cohort member, you may find it easier to give them "Your Life Since 1974" and ask them to read the necessary details from it, or you can it keep it beside you and copy the details across yourself. If you do the latter you should say the dates and so on out loud as you copy them as this will give cohort members the chance to change their mind.

"What Do You Think?"

You do not need to check 'What do you think?' at all. Simply take it back from the cohort member and add to the other materials to be sent back. If you are asked for help on a particular question you can offer it (though normally you will only be able to repeat the question instructions to them) but if it has not been filled in at all then you do not complete it as an interview Simply record on the contact sheet and at the end of the cohort member interview that it has not been filled in and why

Partner "Your Life Since 1974"

If a Partner 'Your Life' has been filled in, you do not need to check it for accuracy. You can offer help if requested.

Remember you should not make a special trip to the address to collect a partner 'Your Life'. Ideally you would place the partner 'Your Life' in time for the partner to complete it and you to collect it when you do the cohort member interview, or when you do a mother interview or child test If the partner 'Your Life' has not been completed by the time of your last visit to the address to do an interview then you should leave a reply paid envelope so that the partner can post it back.

If for any reason the partner cannot complete the partner "Your Life", you do not administer it as an interview, although where appropriate you can suggest that the cohort member fills it in on his or her behalf

16 THE COHORT MEMBER INTERVIEW QUESTIONNAIRE

This section covers:

A General instructions on coding the questionnaire

B Instructions and additional definitions for each section These are listed by Question Number within each section The instructions for a particular question will often refer you to a definition in the Glossary (see Section 17) The word or phrase for which you should look will appear in italics eg. '*Agency temps*' - see Glossary; or 'Foster children' - see Glossary '*Children*' Don't forget the words and phrases are listed in alphabetical order.

A Glossary of terms and definitions used throughout the questionnaire is given in Section 17 (on yellow paper) Terms and definitions are listed in alphabetical order.

A. GENERAL INSTRUCTIONS

(i) Filtering Filter instructions are shown on the right-hand side of codes and are boxed. If no filter is indicated at the right-hand side of the code, ask the next question. If at any time you are not sure which question to ask next, go back to the last ringed code and follow the instructions from there

(ii Only one code may be ringed, unless otherwise indicated.

(iii) Sometimes you will be required to ring the first code that applies. This will be indicated in the instructions If this appears in a read out question (eg. 'READ OUT UNTIL YES') you only need to read through the answer categories until you get an affirmative answer

(iv) Throughout the questionnaire there are 'READ OUT' questions with a list of answers for you to read out to the cohort member. Unless the instruction specifically says 'READ OUT UNTIL YES', you must read down the whole list until you come to an answer with brackets round it Otherwise the cohort member may not be aware of all the options which are available. You must not read out any answer with brackets round it - they are just there for you to code if necessary

(v) Brackets are sometimes placed round a word or phrase in a question The section in brackets applies to some but not all cohort members In some cases the bracketed phrase is simply added to the remaining part of the question when relevant - eg. "Did you (and your husband/wife/partner) buy this ." In other cases it replaces part of the question - eg when did you start your current (*most recent*) job? In the latter case the bracketed phrase is italicised You should adjust the wording as appropriate.

Brackets are also placed round a precode to indicate that it should not be read out or that it is not shown on the showcard For example, (Don't know))

(vi) Capital letters are used to indicate Interviewer Instructions Phrases in capitals should not be read out

(vii) Coding of Numbers Whenever you are required to enter numbers in boxes

a) WRITE THE NUMBERS LEGIBLY

b) Use leading zeros where appropriate

c) Enter amounts of money to the nearest £

d) Enter "Don't know", "Refused" codes etc, where appropriate. Either these codes will be shown in a box at the side and should be entered, or the codes will be shown below the number boxes and should be ringed

B QUESTION BY QUESTION INSTRUCTIONS

SECTION A : Employment

Page 1 - We give you a reminder of what is intended by the term *job* You will find a fuller account in the Glossary Please be sure to familiarise yourself thoroughly with the definitions.

A1 a) - See Glossary sections on *activity status* and *main activity*

A1 b) - Note that we want to include the current job even if it is under one month long. ie. the total figure should be current job plus all other jobs of 1 month or more since March 1981.

A1 c), A2 b)
A3 b) - Note that you might have to amend either the answers on this questionnaire or those on the "Your life" questionnaire When making amendments look for "knock on effects" - that is make sure that your corrected answer does not contradict any other answer on either the main questionnaire or the "Your life" questionnaire.

A4 a) -
A35 - Note that you will use present tense for those currently in paid work, and past tense (referring to most recent job) for those not in paid work

A4 a),
et seq - See Glossary entry on *Occupational Information*

If two jobs done at once, take one with greatest hours

A8a), A9a), A10a),
A10c) - Accept estimates if necessary

A9c), A11a), A11c),
A41c), A42 - "On call" hours are to be included if they are paid for, even if there is no call out Include them, even if the rate of pay for on call hours is considerably lower than that for normal hours

Teachers and other school employees should answer about term-time hours

A12 a) - Code "yes" if any of a person's working hours were covered by the appropriate category eg. If someone worked 11 00 am to 7 00 pm, you would code "yes" to the after 6 pm and up to 10 pm code

A14 b) - See note Want to know whether hours were rigid or flexible, irrespective of whether or not pay varied with them.

If hours varied only because the cohort member sometimes did overtime and sometimes did not, code as fixed hours

A19 d) - Accept estimates

A21, A22, A23 - Note that whichever one of these you are asking the answer always goes in the same place - under A23

A24 a) - See *Promoted* in Glossary

A25 b) et Seq - See *Occupational information* in Glossary

A29 a) - The distinction that this question is getting at is between people who worked in a conventionally self-employed manner (ie had some control over when and where they worked, etc.), and people whose conditions of work were just like those of an employee (ie. had to work set hours at a set place, etc) and for whom self-employment was an administrative convenience.

If cohort member owns business jointly with others, obtain cohort member's estimate of his/her own share

A31, A32, A33, A50 - Note that we only need the cohort member to read out the appropriate letter; (s)he does not need to give a figure.

A37 a) et seq - See *Occupational information* in Glossary.

Also, note that for those in work, questions refer to most recent previous job For those not in work, they refer to job before most recent one.

A40 a) - Accept estimates

A43 c) - Accept estimates

A52, A53 - We want to know about any bankruptcy ever, not just those since March 1981.

A55a)-d) - These questions are intended to be asked about all jobs apart from the two you have already asked about in earlier questions Please remember to write in the correct job numbers at the heads of these columns

Pages 16-18 See Glossary entry on *Unemployment*

A56 b) - Note that we want you to count in current period of unemployment even if it is under 1 month long - ie. the total should comprise current period plus all other periods of 1 month or more since 1981

A56 c),
A57 c) - See notes for A1 c), A2 b), and A3 b).

A58 a) - If currently unemployed, but has only been unemployed for under one month, there will be no "Your life" entry In such cases please ask the cohort member when his/her current period of unemployment started

A61 b),
A61 c) - Treat as regular if at least once a month

A61 d) - If income is received less than once a week, you will have to get cohort member to estimate the usual weekly equivalent.

A66 a)
et Seq - See *Occupational Information* in Glossary

A66 c) - See *Agency Temps* entry in Glossary

A69 a) - See note on A8 a)

SECTION B: Education and Training

B1 a),
B1 b) - See Glossary entry on *Course of Education or Training*

Note also, that this question asks only about courses meant to lead to qualifications - we don't (at this stage) care whether or not the person actually obtained them.

You may be in some doubt as to whether a course leads to qualifications or not - for example, if it leads to a completion certificate, or a "qualification" that is only recognised in a particular company The best rule to adopt is if in doubt, treat it as a qualification; we can sort out the doubtful cases later in the office

Finally, be sure to follow instructions in boxes on questionnaire

B2 a) - ACCESS courses do not lead to qualifications directly, but are designed to get people prepared for courses that do 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

B4 a) et
seq - See Glossary entry on *Courses of Education or Training*

B4 b) - Note we are interested in how long the course itself lasts, not how long the cohort member spent on it. We are interested in elapsed time regardless of whether course is full or part-time (ie a 2 year part-time course is coded in exactly the same way as a 2 year full-time course)

Try to record duration in months or weeks for "1 year" courses unless they are exactly for one year - eg a "1 year" MA course running from October to June should be coded as 8 months.

B5 a) - Try to get as much detail as possible, include major and minor subjects studied

B5 c) - See Glossary on *Courses of Education or Training*.

B5 d)
B5 f) - Whilst showcards BB and BC look exactly the same, they are, in fact, subtly different. Please be sure not to confuse them.

B6 a)
B6 b) - See *Glossary* entry on *Government Schemes*.

B7 a)
B7 c) - By fees we mean the charges for taking the course. We do not mean maintenance costs whilst doing it.

B8 a) - Note that code 3 routing instruction in the highest qualification column should read "NEXT COURSE B4a", and not B10 as it currently does.

B10, B11a), B11b), B12a)
et seq - See Glossary entries on *Work Related Training* and *Training Course*

Also remember to exclude courses asked about in B4 a) - B9 e)

B12 b) - See notes on B4 b) above.

B13 a) - See notes on B5 a) above.

B13 c) - See Glossary entry on *Courses of Education or Training*

B13 e)
B14 b) - See notes on B5 d), B5 f) above

B15 a)
B15 b) - See Glossary entry on *Government Schemes*

B16 a)
B16 c) - See notes on B7 a) and B7 c) above

B20a) - "ASK ALL" is, of course, incorrect here, the question should be asked of all who were on a training course

B21 a)
B21 b) - See *Glossary* entry on *Courses of Education or Training*.

B21 c) - Give as much detail as possible, of all courses referred to in B21 b)

B22b) - Note incorrect routing instruction It should read "IF NONE AT (b), RING CODE 37 AND GO TO B22c)"

Note that GCSE and Scottish Standard Grades were not in existence before March 1981.

B22 c)
B22d) - NVQs overlap with some other qualifications. It is, for example, possible for a person's City and Guilds qualification to be also recognised as an NVQ Make sure you ask B22 c) if any qualifications are coded at B22a) or 22b).

B23 a)
B37 - These questions must be recorded from the cohort member's point of view For example, if the cohort member cannot read, but does not regard this as a problem, code 'No' at B23 a), etc.

SECTION C . Family

C1 - Note that gay and lesbian couples should be included.

If someone lived with a partner for a while then they split up and then got back together again this should be treated as two separate relationships.

C2 - It is at this question that you show the situation described above So if someone lived with someone at age 16, then split up after a few years to go and live with a new partner, and then went back to the first partner again the answer at C2 for 2nd Partner would be 00, and the answer for Partner 3 would be 01

C5 - In most cases you will get the answer to this question when you ask C4 - people will tend to answer C4 by saying things like "no, we split up last year" or"no, my husband died two years ago. If you don't get the answer at C4 you will have to be very tactful about asking C5.

C18 - Note that you repeat C1-C18 until you have covered all the people the cohort member has lived with for a month or more. If someone has had more than four partners then you should use one or more continuation sheets to ask C1-C18 for the extra partners Make sure you fill in the serial number on the continuation sheets and attach them firmly to the main questionnaire

C22a - Although the 'Your Life' questionnaire has a section on children this section of the main questionnaire is about pregnancies, and so includes miscarriages, abortions and people who are currently pregnant This means that you may be filling in details of a birth in a different column on the cohort member interview from the one on 'Your Life'. For example if someone had two children but had a miscarriage in between, then the birth of Child 2 from 'Your Life' will be recorded as pregnancy 3 on the cohort member interview You must therefore be very careful to ensure that pregnancies and children are recorded in the right columns

C22b - Watch the filter instructions very carefully here - it would be very embarrassing to ask inappropriate questions in the case of a miscarriage

To make sure we can tie up the two questionnaires it is vital that you fill in the child number correctly from 'Your Life'

C27 - If someone has had triplets then you only ask C27-C44 once but you fill in the same answers in three different columns

C31 - Note that you ask C31-C35 for both women and men.

C37 - If someone has a child by her first partner, but is now living with a new partner then at C37 you would enter 01

C44 - In the case of maintenance payments we want to know how much is paid, not how much should be.

C45 - If someone has had more than 4 pregnancies you will have to use continuation sheets. See note on F18 above

C46 - Lone parent - see glossary

C50 - This would include a period of six months of having sex without birth control that ended in pregnancy So if the answer at C30 is six months or more the this should also be recorded at C50 In this case treat the end month as the month in which the cohort member or partner became pregnant. Note also that people are unlikely to use birth control while they are actually pregnant, but we do not want to include periods of six months or more during pregnancy The question is after all meant to be about infertility!

C51 - If more than three periods record the three most recent

C53 - If someone says they were sterilised and after that their doctor told them they were unable to have children, then you should only ring code 1

C60 - So long as the cohort member is recorded as Person 01 then it doesn't matter in what order the other members of the household are recorded.

Check the codes for relationship very carefully - there are several codes which are very similar

SECTION D . Housing

D2b - If someone lives in, and inherits his parents' home, and then gets married and his wife moved in a year later then she will be recorded in C2.

D15 - Central heating includes any system heated by a common boiler, or two or more storage heaters

D19 - Equity share - see glossary

D33 - If someone's rent is £50 per week but Housing Benefit pays for half of it so they only actually pay £25, you still write in £50 at D33

SECTION E . Family income

E2a - Make sure the respondent reads out the name of the payment and also the code number beside it on the showcard to avoid any possibility of wrong recording

E6a - As E2a

E8a - If someone has six different building accounts in his own name then you need only fill in one row for 'Building Society' and just add the six amounts together.

If a couple each have £2000 in their own name in the Post Office Savings Bank, and a joint Building Society account of £5000 then you would record the cohort member's £2000, the partner's £2000, and the joint £5000 as three separate items

E19 - If someone has an Access bill of £1000 which is due in a week but which is all this month's spending with no money carried over from last month then this not a debt as it is not yet due If however £500 of it had been carried over from last month ago this would be a debt.

SECTION F. Health

F1.F2 - These are subjective questions and should be treated as such Accept the cohort member's answer even if you disagree with it'

F3 c) - Only accept as a "yes" answer if cohort member has seen a doctor or dentist. Doctors include specialists who are qualified doctors (eg neurologists, gynaecologists), as well as General Practitioners, but do not include paramedics (eg physiotherapists, osteopaths)

F27 - Include here any problems that were mentioned anywhere before in the health section (eg. at F3 or F26).

F28 a) - Probe for as much detail as you can. Try to get the official medical names and details of symptoms and effects

F33 a) - Medical Supervision entails seeing a doctor or hospital It does not include seeing "alternative" medical practitioners Regular means once a year or more often

F33 b) - See notes for F28 a)

F33 d) - If asked why we want this you can explain that we are interested in getting detailed medical histories of the NCDS sample. We will be asking cohort members to sign a medical consent form asking them to allow the hospitals/clinics to release information to the study team Obviously any information so obtained will be treated confidentially

F35 - Note that we want number of incidents, not admissions/outpatient attendances

F36 c)
F36 d) - Note that if 2+ admissions, we should code for first one.

F36 e) - See F28 a) notes.

F37 b) - See F28 a) notes.

F38 a) - Include complications with childbirth, whether the complication was the reason for admission or developed after admission

If complications or other conditions developed after routine admission for childbirth, enter details of complications or other conditions under 'Reason for Admission'.

Day wards should be excluded - cohort member must have stayed in the hospital or clinic overnight.

F39 b) - Give full details of why admitted including official medical name and details of symptoms and effects of condition

If cohort member admitted more than once for the same condition, code each admission separately and make it clear whether reason for admission was exactly the same or not.

F39 c) - See notes on F33 d)

F40 - Hand cohort member questionnaire with pen(cil)

Do not explain meanings of the questions to the cohort member. The cohort member should complete the supplementary health questions unaided. You may only complete it as an interviewer-administered questionnaire if the cohort member is unable to complete it alone (eg because unable to read or write adequately, because of severe physical handicap etc) If you do have to administer the questionnaire, you must read out each question and code in turn in the usual way. If cohort member cannot answer 'Yes' or 'No' for any item, write in 'don't know'.

F51a)-
F54b) - Note that these questions should be asked of both drinkers and non-drinkers

SECTION G. Citizenship and Participation

This section is straightforward and requires no comments

SECTION H. Other interviews in the household

H2 a) - RECORD CHECK/CONSENT FORM

CONSENT FORM - The *Consent Form* may be completed by the cohort member *either* at the end of the interview *or* at the end of the 'Health Section'

It must not be completed at the time the first name and address of a doctor or hospital is recorded, since the cohort member must know about all the possible doctors and/or hospitals which might be followed up, before signing the form.

If the cohort member wishes to give consent for some but not all doctors or hospitals to be followed up, ask the cohort member to state clearly on the Consent Form which doctors and hospitals are allowed to release information

The Consent Form is required because it is possible that in the future SSRU would like to contact the doctors or hospitals concerned in order to obtain more detailed information

Before handing over this form you must remember to enter the cohort member's Serial Number and Check Letter in the boxes provided. Make sure that the cohort member's name and address are legible after he or she has entered them. If not, please write it again clearly

The Consent Form should be sent back to the office with the Contact Sheet It will thus be returned separately from the Questionnaire since it contains the cohort member's name and address.

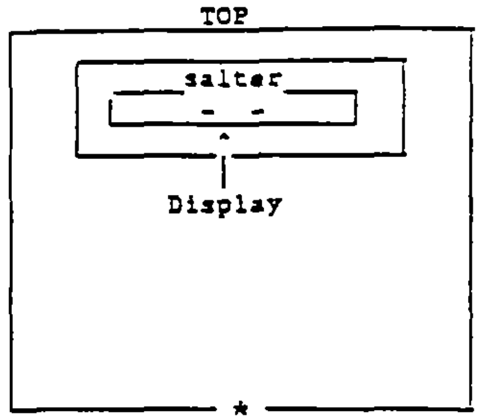
RECORD CHECK - This collects information to help us keep in touch with the sample over the next few years It also collects information on cohort member's parents' whereabouts, which will help us study people's geographical mobility

The Record Check is best filled out after the interview

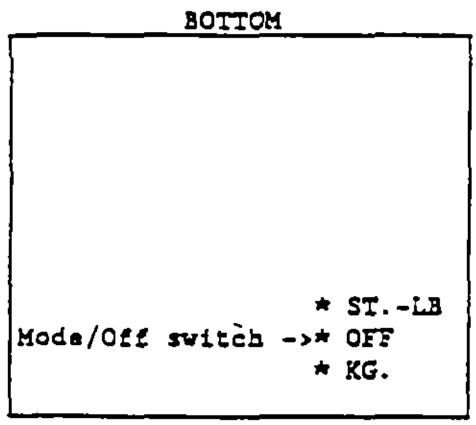
H11 - WEIGHING AND MEASURING

The notes and diagrams below describe the weighing and measuring procedures you will be adopting

MEASURING WEIGHT



Push "ON" switch



INSTRUCTIONS

1. Select "Kilograms" using switch switch on underside ("KG.")

2. Place on flat, hard surface.

3. Press switch on front of scale.

4. WAIT for zero to appear on the display and "beep" signal to sound.

5. Ask respondent to remove shoes and step on scale.

6. WAIT for second "beep" signal and record weight displayed.

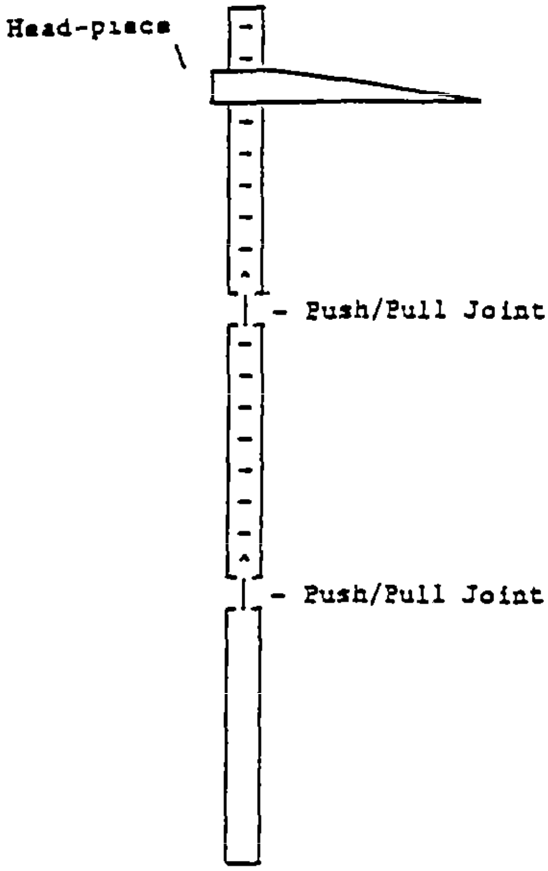
7. Ask respondent to step off scale. Weight will remain on display for a few seconds, before scale automatically switches off.

8. If weighing another respondent, repeat steps 3-7.

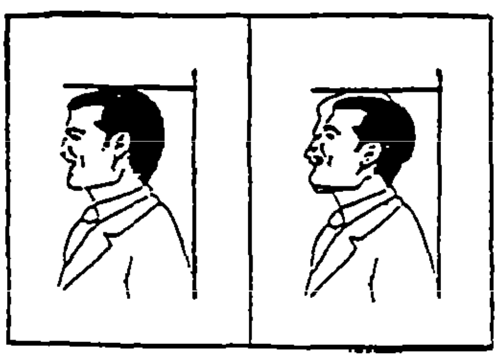
9. When finished, switch off using switch on underside ("OFF").

10. If "beep signal is not heard or weight is not displayed, repeat steps 1-7. If problem remains abandon attempt and check batteries and scale functions before next interview

MEASURING HEIGHT



The importance of a level head



INSTRUCTIONS

1. Assemble measure - push three sections of scale together, and slide on head-piece

2. Stand measure with scale showing on hard, flat surface and against a wall or door to ensure that it is vertical.

3 Ask subject to remove shoes and stand upright with back toward the measure, ensuring that.

   (a) feet and legs are together

   (b) knees are not bent

   (c) arms are held loosely at the side

   (d) head is level (see diagram)

4. Ask subject to "stretch" and to "stand as tall as you can"

5. Slide head-piece down scale to top of head, flattening the hair

6. Check measure is still vertical. (If not, repeat steps 4 and 5).

7. Lift measure away from subject without disturbing head-piece and record height indicated to nearest centimetre.

17. GLOSSARY

ACTIVITY STATUS

Full or part-time paid employee/Self-employed

Include those on holiday
on strike
on paid or unpaid maternity leave (less than 6 months)
laid off (less than 6 months)
off sick (less than 6 months)
if they have a job to go back to

Exclude those on government work or Training Schemes, unless receiving income from the job itself that is not also an allowance received as part of the scheme

Unemployed and seeking work

Means actively looking for work although not necessarily registered.

Include long-term unemployed, if registered, and those waiting to start a job they have already obtained.

Exclude those looking for full-time work if currently working part-time (Code under working part-time)

Full-time Education

People following full-time educational courses (school, college, university, etc.)

Include full-time students with 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 as employees).

Temporarily Sick/disabled (Up to 6 months)

Off work for 6 months or less and no job to go back to

Permanently sick/disabled

Off work for more than 6 months and no job to go back to If actively looking for work, code as 'Unemployed and seeking work'. This category only applies to those under State Retirement age, ie. to men aged 16-64, and women aged 16-59 Others must be classed as looking after home/family, wholly retired or "other"

Wholly retired from work

People who have at some time worked in a paid occupation, who are no longer seeking work and who have reached retirement age for that occupation . Women who leave work at an early age to take over domestic duties are excluded from this category People who are retired from work should be coded as retired even if sick or disabled.

Looking after home and family

People exclusively involved in mainly domestic duties, or who hold 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 (s)he is currently sick, on holiday, etc.

Other

Include anyone for whom the other codes are inappropriate.
(Eg trainees on government schemes who do not earn money independently of the scheme allowance)

AGENCY TEMPS

An agency temp is someone who is directly employed by an agency which is in turn sending him/her to employers for short periods of time (often to fill in because of illness, holiday, etc.). This is different from a *temporary job*

If working as an agency temp, a 'job' is a continuous period of time working as a temp, for at least a month Within that continuous period it does not matter how many employers or agencies the cohort member worked for.

CHILDREN

- Natural Children to whom the cohort member has actually given birth (or fathered), ie. does not include fostered or adopted children

- Foster children - may include children related to the cohort member (eg. nephews, nieces etc) if fostered.

- Adopted children - must be legally adopted by the cohort member If cohort member has a partner who has children of his/her own from a first marriage, these are step-children, unless they have been legally adopted by the cohort member

COURSES OF EDUCATION OR TRAINING

1. Duration of the Course/What counts as ONE course

(i) 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 (eg RSA Stage 1)

(ii) If any one qualification is obtained through a series of sub-courses or modules undertaken consecutively, this should be treated as a single course ie there is no officially named part of the qualification which is obtained though one of the sub-courses (See (i) above)

(iii) A course can be for more than one qualification where these are taken simultaneously, (eg. 'O' levels and 'A' levels taken together).

(iv) If one course for a qualification is taken after another (eg '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.

(v) 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.

(vi) Periods of vacation during a course are part of the course

(vii) Periods of placement abroad whilst on a language course are part of the course.

(viii) Periods of sickness or maternity leave which did not interrupt the course (ie did not involve delaying the completion date) are part of the course.

(ix) A period of tuition not intended to lead to a qualification is counted as a course if it is presented as a unitary entity - eg given a single name, called a "course", etc.

2 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)

EQUITY SHARE/EQUITY

- The Equity Sharer Scheme was introduced to help young first-time buyers buy their own homes Equity shares are people who live in council property The property is owned jointly by the equity sharer and the council. Equity sharers take out a mortgage or loan in order to buy their share of the property They continue to pay rent to the council for the share of the property which the council still owns After a period of time, equity sharers have the option of buying the council's share of the property as well If this is done the equity sharer becomes an owner-occupier in the normal way and no longer pays any rent

  N B In a few cases, the property may originally have been owned by a New Town Development Corporation or Housing Association, rather than the local council

GOVERNMENT SCHEMES

Government schemes aim to provide training or temporary jobs for (mainly) unemployed people. While on these schemes people are usually paid a fixed allowance, or a wage equivalent to the current rate for the job

10 types of scheme are shown on Showcard BD Cohort members could have been on one or more of these schemes.

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
Community Programme/ Community Enterprise Programes (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 18's who are personally or socially disadvantaged. Involves temporary work of community benefit
New Job Training Scheme	-	The immediate precursor to ET. This involved similar sorts of training to that currently offered on ET.
Training Opportunities(TOPS)/ Old 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 involve work experience and off the job training. YT is the current version
Restart Courses	-	Short courses designed to help unemployed people find jobs
Training for Enterprise	-	Now replaced by ET, this involved training in skills required for running your own business.
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

HOUSEHOLD MEMBERS

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.

JOB

1 A Job is

EITHER a period of time working for one employer, including any changes in the actual work done.

OR a period working as self-employed, doing the same line of work throughout the period.

OR a period of time employed by an agency to work temporarily for other organisations (ie. as an agency temp), irrespective of how many of these organisations were worked for

A JOB MUST LAST A MONTH TO BE COUNTED AS A JOB UNLESS CURRENT JOB

INCLUDE
- Work in Sheltered Workshops
- Part-time jobs (29 hours work or less) when these are the cohort members' main activity
- Time spent in paid or unpaid maternity leave or sick leave (so long as there is a job to return to)
- Jobs held abroad so long as they satisfy the other conditions of inclusion
- Paid work done at home. baby-minding, dressmaking, etc if main activity
- unpaid work for a family business if main activity.
- periods in Armed Forces.
- time spent on any course of full or part-time education, provided the cohort member 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 job 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 cohort member was on the Enterprise Allowance

Scheme (EAS), because the person would expect to receive an income from his/her 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).

It is important to note that some cohort members 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 with the Community Programme (CP), YTS and ET.

2. Part-time Jobs

A full-time job is 30 hours or more per week. 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.)

The cohort member can consider his/her main activity as being unemployed, even though in part-time work. You should take the cohort member's view as to whether the main activity was 'Working part-time' or 'Unemployed' If the cohort member is in doubt, count the part-time job as the main activity

If the cohort member has more than one part-time job at any time and no other main activity, take the part-time job with the most hours per week If two part-time jobs with equal hours, take whichever the cohort member considers to be the main part-time job.

3 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 employers temped at, 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)

4 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
- being self-employed and completely changing line of work.
- Changes of government departments for civil servants
- Changes of school for teachers
- Changes of hospital for NHS employees

5. End of Job

The date of the end of a job is the date last worked, even if the cohort member continued to get pay such as severance or holiday pay.

LONE PARENTHOOD

Lone parenthood means bringing up a child on your own, without a spouse or partner

- count as lone parenthood living with others (eg parents, friends, etc) but without a spouse/partner; 'unmarried mothers/fathers' who may have been lone parents since the birth of the child; cases in which the spouse/partner is in prison or borstal, even if the relationship(has not broken down; cases in which the relationship has broken down, even if the spouse/partner shares in bringing up the children,

- do not count periods of living apart temporally when the relationship has not broken down. See entry under 'Marital status - separated' below for more details. (N.B prison separations should be coded as lone parenthood.)

MAIN ACTIVITY

In A1 a) and A64 we ask you to code the main activity of the cohort member and spouse respectively. Deal with competing claims for main activity as follows

A full-time job (30 hours or more per week as an employee or self-employed) would always be the main activity (provided it met the conditions laid down under the entry '*Job*' above).

AND provided. the cohort member was not in full-time education

A part-time job (less than 30 hours per week as an employee or self-employed) is the main activity (provided it meets the conditions laid down in the main entry under '*Job*' above).

AND provided: the cohort member is not in a full-time job
the cohort member is not in full-time education.
the cohort member does not consider himself/herself 'unemployed and wanting work'.

Unemployment is the main activity (provided it meets the conditions laid down in the entry under '*Unemployment*' below).

AND provided· the cohort member is not in a full-time job, full-time education, nor sick/disabled (temporarily or permanently)

Treat someone as unemployed even if (s)he is also retired or looking after home/family provided (s)he satisfies the conditions given in the 'Unemployment' entry below.

Unemployment can be the main activity, even if the cohort member is doing part-time work, part-time education, etc if the cohort member considers himself/herself as unemployed and wanting work

Full-time Education Would always be the main activity

Temporarily Sick or Disabled is the main activity so long as the person has no job to go back to, and is prevented from looking for work by his/her sickness/disability

Permanently Sick or Disabled is the main activity so long as the person has no job to go back to, is prevented from looking for work and is below retirement age

Looking After Home/Family is coded only if this is the person's exclusive activity, or if (s)he is also doing a part-time job, but considers his/her domestic duties to be his/her main activity

Wholly Retired is coded if a person is not in work, not seeking work and has reached retirement age for their job This takes priority over sickness/disability and looking after home and family

MARITAL STATUS

- Throughout the questionnaire 'married' means that a legal marriage must have taken place

- 'Living as married' means common law marriage, cohabitation etc The respondent and partner should be/have been sharing accommodation and living in all respects as a married couple (Exclude situations in which one partner maintained separate accommodation in which he or she stayed regularly eg during the week, at weekends) The respondent may regard him/herself as 'Living as married' with someone of the same sex

- 'Separated' always means legally separated (with the one exception of the filter question C5 - which refers to the answer at C4 above)

- 'Legally separated' means that a court hearing must have taken place Permanent separations which did not involve a court hearing should always 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

MISCARRIAGE AND STILLBIRTH

- Stillbirth is a delivery of a dead foetus at or after 26th week of pregnancy

- Miscarriage is the loss of a child earlier than the 26th week of pregnancy

NORMAL ADDRESS

See definitions on page 52 of Cohort Members questionnaire

- 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, and 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 not self-contained it is an institution.
- Hotel/Boarding House/Residential hostel Hostels open to all young people 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' Home etc. Accommodation is of the hostel type but is tied to education, training or employment and is not open to all young people
- Room (only) at workplace eg. if working in a hostel, in a Children's Home, special school or some other institution.

N.B. If no 'normal' address, take current address.

NORMALLY LIVING WITH COHORT MEMBER

Establish the cohort member's normal address by means of the rules on page 52 of the Questionnaire. This address is regarded as the cohort member's 'home' in the definitions below.

Normally living with cohort members.

Children (under 16)

Include - children under 16 attending boarding school but returning home during school holidays,

- children away from home temporarily on holiday or in hospital (less than 6 months)

Exclude - children in care of local authority, in residential home or with foster parents,

- children in long-stay institution for the handicapped or disabled,

- children being brought up by friends, relatives or an ex-spouse or partner,

- children 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 more attending boarding school;

- adults away from home for 6 months continuously or more on holiday, in hospital, in prison, in armed forces/Merchant Navy,

- students living away from home during term-time.

OCCUPATION INFORMATION

At various points in the questionnaire, you will be asked to obtain full information on the cohort member's job and, where appropriate, the cohort member's spouse's/partner's job.

The information which you record at these questions will be used to classify these jobs into very fine categories. We really do need very detailed information in order to classify all these jobs correctly

Listed below are hints of things to look out for in the various sections of the 'Job' questions

(a) Name/title of job

Include rank or grade
Make sure you obtain as much precision as possible
A few examples of job titles which are too vague are·

- 'clerk' could be filing clerk, bank clerk, etc.
- 'civil servant' could be anyone from a night porter to a Head of Department
- 'engineer' covers many different types of skill and levels of responsibility.

(b) Kind of work done

This question gives us additional material which is especially helpful if you have not given enough detail at (a)

Machinery or special materials must be of a specialised nature, not just everyday office equipment

For example exclude - telephones
typewriters
ordinary office photocopiers,

include - telephone switchboards
telex machines
printing machinery

(c) Employee v. Self-employed

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 as, for example, a self-employed taxi driver.

Temps - see entry under "*Agency Temps*" above.

(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 eg. office work, building, local government work.

(e) Private Firm or Company, etc.

Private firm/company means a firm in private ownership, either incorporated under the Company's Act ...XYZ Ltd. or a private family firm eg C & A.
Private schools or hospitals should be included.

Examples of Public Corporation are: Gas Board, Electricity Board, BBC.

Examples of Nationalised firms are. British Steel, British Rail

Companies Limited by guarantee should be coded as Companies and not Charities/Trusts.

(f) Place where you work

This means the establishment the cohort member worked in - either a building, or a complex of buildings at the same address ie. a 'department' is not an establishment unless it is a separate branch which is at an address on its own.

Part of a large organisation which is at an address of its own is an establishment eg. a branch, a shop, a school, an area office, etc

(g) Qualifications, training normally required

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.

The cohort member may have skills, training, qualifications which are not relevant and should not be listed

The cohort member may not have the skills etc normally required In this case the normal requirements should still be listed

(h) Supervisory/management responsibilities

This means the taking of decisions which determines the work of other employees in some way or other

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'.

PROMOTED

Promotion may be automatic but must involve a change of pay and status A change of pay alone does not count (eg. annual rise). A change of status alone does not count (eg. completing a probationary period would not count if it did not involve a change in pay)

SHELTERED EMPLOYMENT

(including Workshops for the Blind)

Many handicapped or disabled people work in ordinary factories or offices Those that cannot, because of the severity or nature of their condition, often find work in sheltered workshops where their special needs can be catered for

These workshops are run by Local Authorities, Voluntary Organisations or by Remploy Limited - a special company set up by the government.
The workshops normally operate as a commercial concern engaged in ordinary productive and trading activities but with the object of providing employment under conditions suitable for the severely disabled

Those employed in sheltered workshops usually have a normal working week and conditions of service. They receive wages which, in the case of Remploy, have been negotiated by the trade unions concerned.

TEMPORARY JOB

This is where a person works for an employer directly (ie is not employed by an agency), and where it was made clear from the beginning of the job that is would last for under 2 years Jobs that lasted for a short time are not temporary jobs unless it was clear from the beginning that they were to be of limited duration only

TRAINING COURSE

A training course is a course undertaken to develop skills that might be used in a job

Duration of a Training Course/What is one Training Course?

A training course must last for the equivalent of 3 days to be included

A series of training courses which form part of a single training programme or qualification should be treated as a single training course (ie if the whole course must be taken before any qualifications or recognition for covering the course would be given)

UNEMPLOYMENT

Unemployed and seeking work included anyone who was out of work but actively seeking work - eg. registered at a government Employment Office, Jobcentre or Careers Office, or at a private Employment Agency, answering advertisements, advertising for jobs, etc. The only exception to this is full-time students who sign on during vacations; they should be coded as in full-time education instead

A cohort member who is unemployed but does not want to work should not be treated as unemployed.
"Signing On" means signing on as looking for work even if not registered for benefit A cohort member does not have to sign on in order to be regarded as 'Unemployed and wanting work'

Start date of unemployment is the date when the cohort member is ready and available to take up work if offered, even is this is before they registered as unemployed.

Self-employed For self-employed cohort members, 'Unemployed and wanting work' means ready and available to take up work with another employer It does not mean that one's business is going through a slack period.

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.

(i) training provided by an employer and related to the particular job the cohort member is doing. This may be.

(a) on-the-job training teaching the cohort member whilst actually doing the job;
(b) 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,
(c) off-the-job training outside the firm's premises eg a block release or day release course at a college

(ii) training provided by an employer but not 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, giving the cohort member more information about the firm as a whole, if the cohort member sees this as training

(iii) any course of training 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

NCDS 5

Mother/Child Interviewer Instructions

1. INTRODUCTION

One in three of all Cohort Members have been chosen entirely at random to form the mother and child sample. This has been done by choosing one in three of all interviewer assignments on the survey, and your assignment is one of those forming part of the mother and child sample. This means that if a Cohort Member in your sample has children living at home, you will be required to carry out some additional tasks beyond the main interview and self completions. What you will have to do at any Cohort Members address will depend on the number of children living at the address and their relationship with the Cohort Member.

For the mother and child survey we are only interested in the Cohort Member's natural children, or any children legally adopted by the Cohort Member. This means for example that if a Cohort Member is living with someone who has children from a previous marriage, but has no children of his own, then unless he has legally adopted his new partner's children then they will not form part of the survey and you will not be required to conduct any extra work at that address.

The various tasks to be carried out, and the people you are required to interview for each one, are laid out briefly below. Each of the tasks is discussed in more detail in its own section further on in the instructions.

1.1 The mother interview

If the Cohort Member has any natural children living with him or her, or any children legally adopted by him or her, then you will be required to conduct a mother interview. There is no upper or lower age range on children as far as a mother interview is concerned.

If the Cohort Member is a woman, then you automatically interview her for the mother questionnaire. If the Cohort Member is a man and living with a wife or partner, then you interview her on the mother questionnaire. In the case of a male Cohort Member with children from a previous marriage now living with a new wife or partner, this means that you will be interviewing her about children that are not actually her own. Also if she has children of her own from a previous marriage, then you will be interviewing her about his children, but not interviewing her about her own.

A male Cohort Member with children living without a spouse or partner will himself be the respondent for the mother questionnaire. In the case of same sex couples, if either is the natural parent of the child that person will be the mother respondent. In the case of an adoptive child of the Cohort Member, use the one most involved with the child for the mother questionnaire.

1.2 "Your child" questionnaire

All respondents to the mother questionnaire will be asked to complete a self completion questionnaire about each of the Cohort Member's natural or adopted children living in the household. The questionnaire is split into a number of separate sections each applying only to children of a specific age group, and so for any one child the respondent will only be required to answer a small number of questions.

1.3 The child interview

Any of the Cohort Members natural or adopted children who are aged (to the nearest month) four years or over, are eligible for the child test. You should test each eligible child in the household separately. The range of tests depends on the age of the child but concentrates on the child's ability in understanding English and mathematics. There is also a section at the end of the child test in which you are asked to give an assessment of the home environment in which the child is living.

1.4 Home environment observations

Natural and adopted children under the age of four are not eligible for the child tests but you still give your observations on the child's home environment for these children as well.

2. BEFORE YOU START WORK

While the mother questionnaire and the administration of the "Your Child" questionnaire are very straightforward, the child tests are quite different from normal interviewing. It is absolutely vital that these are carried out exactly in the specified manner, as even minor deviations in wording used by you to the child can prompt a particular response. This is why there are two whole days of briefing devoted to the child test, and why we have asked you to conduct practice child tests as part of the briefing.

There is one further exercise you must carry out before starting child testing on the main sample, and that is to conduct one further child test with a child aged five or six who is not known to you, and is not a member of the sample. You should do this child test as soon as possible after the briefing, and send the tape immediately to your supervisor. You can begin to contact your sample members immediately, and can conduct Cohort Member and mother interviews, but you must not conduct any child test on Cohort Members children until you have received permission to go ahead from your supervisor. You should not expect a delay of more than a day or two between sending your tape to the supervisor and getting a response.

3. DOCUMENT AND EQUIPMENT LIST

In addition to the documents and equipment listed in the Main Interviewer Instructions, you should have supplies of the following:

Child Information Sheet/Permission Form (green)
Mother Interview (pink)
Your Child Questionnaire (yellow)
Child Interview Questionnaire (green)
PPVT Age Calculation Sheets (blue)
Home Environment Observations Questionnaire (green)
Mother Interview Showcards (pink)
Child Interview Showcards (green)

You should also have the following child test apparatus:

Blue PPVT Test Easel
Piat Vol I Easel - Maths and Reading Recognition
Piat Vol II Easel - Reading Comprehension
Assorted badges
Pronunciation tape

4. COMPLETING CONTACT/OUTCOME SHEET AND RETURNING WORK

4.1 Completing the Contact/Outcome Sheet

The Main Interviewer Instructions described how to complete this sheet up to Q5.

Q6a: If the Cohort Member does not live with any of his/her natural or adopted children, skip to Q8. Otherwise, continue with Q6b).

The information recorded in Q6a/b should correspond to your entries on the back of the Cohort Member Main Questionnaire (which in turn should reflect the entries made in the household grid of that questionnaire).

Q7: This grid to be completed for each Cohort Member natural or adopted child - ie the number of children recorded at Q6b.

In the first column enter each child's Person Number - this is the Person Number allocated to that child on the CM Main Questionnaire Household Grid. This number should be the number that was recorded for that child on the front of the Mother Interview Questionnaire and used thereafter in all references to that child.

In the second column record the outcome of your request to the Mother to complete the "Your Child" questionnaire about that child. Use the outcome codes contained in Box A at the foot of the page.

In the third column ring code 1 or 2 to indicate whether or not that child was eligible for the Child Interivew - ie

PPVT age 4 or more.

In the fourth column record the outcome of your attempt to interview that child in order to carry out the tests. Use the outcome codes contained in Box B at the foot of the page.

Document Check: This list is to help you check that you have obtained and assembled all the relevant documents for that Cohort Member and his/her family. We suggest you underline the documents you should have and then tick the box as you assemble them together to return to the office.

4.2 Returning work

Do not return any work until you have completely finished all interviews with a Cohort Member and his/her household.

When assembling the documents to return to the office, clip together in the following order:

CM Your Life
CM What do you think
CM Main Questionnaire
Partner Your Life
Mother Interview
Child 1: **Child Information Sheet/Permission Form**
PPVT Age Calculation Sheet
Your Child questionnaire
If under PPVT age 4, **Home Environment Observations Questionnaire**
If PPVT age 4 plus, **Child Interview Questionnaire**
Child 2: as Child 1 and so on.

Remember to always send the Contact and Outcome Sheets, Child Permission Form/ Information Sheet, Record Sheet/Medical Consent Form, and "my new address" form back to the office in a separate envelope but posted on the same day.

5. CALCULATING PPVT AGE

PPVT age is the child's age rounded up or down to the nearest whole month.

PPVT age is used to establish which children are eligible in age terms for the **Child Interview**. It is then used during the **Child Interview** to determine which tests are applicable to the child to be tested. For some tests it determines the child's starting point level.

Calculate PPVT age before starting the **Mother Interview**, so that you know exactly which children are to be interviewed and which are not. You are only to interview children with a PPVT AGE OF 4 YEARS OR MORE.

If the child is aged 3 years, 11 months or over, use the **PPVT AGE CALCULATION SHEET** to make the calculation. This calculates the child's age in two ways his/her **Real Age** (in years, months and days) and **PPVT Age** ("Real age" rounded up or down to years and months only).

Using the PPVT Age Calculation Sheet

Remember to enter the Cohort Member's Serial Number and the Child's Person Number (from the Mother Interview front page).

Q1. Enter the child's age last birthday in years

Q2 Enter the date of the child's (last) birthday - the date and the month - and ring on **Calendar** opposite.

Q3 Enter the date on which you are interviewing (or the date on which you make the PPVT age calculation, if that is earlier) - again the date and month. Again ring this date on **Calendar**.

Q4 Use the **Calendar** to calculate the number of whole months and days between the child's last birthday and the date you have entered at Q3. Do this by:

i) counting the number of whole months between the last birthday and the interview date. Enter the number of whole months at Q4.

ii) count the number of days left from the end of the last whole month to the interview date. Enter the number of days at Q4.

Q5. Enter the child's full age from Q1 (years) and Q4 (months and days).

Q6. Check the number of days entered at Q5.

b) If it is 16 or more, go to b) and round up the child's age to the next month by adding 1 to the number of months entered at Q5.

If the number of months entered at Q5 is 11, the addition of 1 makes 12 months. Add 1 to number of years instead and put zeros in months box - eg. if Q5 is 08 years, 11 months, 21 days, the addition of 1 to months, makes the entry at Q6 **09 00**.

c) If it is less than 16, enter the same number of months as at Q5 (no rounding up is necessary).

Work through the two examples below to make sure you understand what to do in different situations. The completed PPVT Age Calculation Sheets for these two examples are shown overleaf.

Example A: Lucy was born on 10 August 1982. You are interviewing her on 15 May, 1991.

1. Lucy was 8 years old on her last birthday. Enter08 at Q1.

2. Her last birthday was 10 August. Enter 10 08 at Q2 and ring 10 August 1990 on Calendar.

3. You are calculating the date on 15 May 1991. Enter 15 05 at Q3. Ring 15 May 1991 on Calendar.

4. Work vertically down Calendar from 10 August until you reach the last day of the last whole month before 15 May. This is 10 May. Ring that date. Count the number of whole months between August 10 and May 10 (9 whole months) and enter at Q4.

5. Then work horizontally from 11 May to count the number of days left over. There are 5. Enter this at Q4 (05 days).

6. Complete Q5 by entering 08 from Q1; 09 and 05 from Q4.

7. At Q6 complete check question - ring code 2 (the number of days is less than 16, it is 5).

8. Lucy's PPVT age is therefore 08 09. Enter this at Q6. And on the Mother Interview front page.

Example B: Ian was born on 24 January 1979. You are interviewing him on 11th June 1991.

1. Ian is 12 years old. Enter 12 at Q1.

2. His last birthday was 24 January 1991. Ring this on Calendar as well as entering 24 01 at Q2.

3. You are interviewing on 11 June 1991. Enter 11 06 at Q3 and ring this date on the Calendar.

4. Count down vertically from 24 January to the last day of the last whole month - 24 May 1991. Ring this on the Calendar. Count the number of whole months - 4 whole months. Enter 04 at Q4.

5. Count the number of days from the end of the last whole month to the interview day - ie from 25 May to 11 June inclusive. This is 18 days. Enter at Q4.

6. Enter Ian's full age at Q5: 12 years, 04 months and 18 days.

7. Complete check question at Q6.

   As 16 or more days, ring code 1 and answer b).

8. Enter Ian's PPVT age at Q6 - 10 years and 05 months (4 months plus 1).
   Also enter on the front page of the Mother Interview.

Note: If the child's birthday falls on the 31st of a month and the number of days in the last whole month is 30, ring 30 on the Calendar and count days from that date.

PPVT AGE CALCULATION SHEET

SERIAL NUMBER: [ ][ ][ ][ ][ ][ ][ ]

CHILD'S PERSON NUMBER: [ ][ ]

1. CHILD'S AGE LAST BIRTHDAY — Age in years: 0 8

2. CHILD'S LAST BIRTHDAY (Record in boxes and ring on CALENDAR opposite) — Day: 1 0 Month: 0 8

3. DATE OF INTERVIEW (Record in boxes and ring on CALENDAR opposite) — Day: 1 5 Month: 0 5

4. MONTHS AND DAYS BETWEEN Q2 AND Q3 (Count on CALENDAR opposite and record in boxes)
   - Months: 0 9
   - Days: 0 5

5. CHILD'S FULL AGE - from Q1 and Q4 (Record in boxes)
   - Years: 0 8
   - Months: 0 9
   - Days: 0 5

6. PPVT Age:

   a) Is number of days at Q5 sixteen or greater?

Yes, sixteen or more days	1	ANSWER b)
No	2	GO TO c)

   b) ENTER AGE IN YEARS AND MONTHS FROM Q5 ADDING 1 TO MONTHS BOX *

   c) COPY AGE IN YEARS AND MONTHS EXACTLY AS RECORDED AT Q5

CHILD'S PPVT AGE — Years: 0 8 Months: 0 9

* NOTE: If adding 1 brings number of months to 12, add 1 to years and put zeros in months box

PPVT Age CALENDAR

1990	March	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	April	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	May	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	June	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	July	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	August	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	September	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	October	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	November	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	December	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
1991	January	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	February	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
	March	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	April	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	May	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	June	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	July	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	August	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	September	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	October	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
	November	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
	December	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

PPVT AGE CALCULATION SHEET

SERIAL NUMBER | | | | | | | |

CHILD'S PERSON NUMBER | | |

1 CHILD'S AGE LAST BIRTHDAY — Age in years: 1 2

2 CHILD'S LAST BIRTHDAY (Record in boxes and ring on CALENDAR opposite) — Day: 2 4 Month: 0 1

3 DATE OF INTERVIEW (Record in boxes and ring on CALENDAR opposite) — Day: 1 1 Month: 0 6

4 MONTHS AND DAYS BETWEEN Q2 AND Q3 (Count on CALENDAR opposite and record in boxes) — Months: 0 4 Days: 1 8

5 CHILD'S FULL AGE - from Q1 and Q4 (Record in boxes) — Years: 1 2 Months: 0 4 Days: 1 8

6 PPVT Age

a) Is number of days at Q5 sixteen or greater?

Yes, sixteen or more days — 1 ANSWER b)
No — 2 GO TO c)

b) ENTER AGE IN YEARS AND MONTHS FROM Q5 ADDING 1 TO MONTHS BOX *

c) COPY AGE IN YEARS AND MONTHS EXACTLY AS RECORDED AT Q5

CHILD'S PPVT AGE — Years: 1 2 Months: 0 5

* NOTE If adding 1 brings number of months to 12, add 1 to years and put zeros in months box

1990	March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1991	January	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	February	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
	March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

1407

6. THE MOTHER INTERVIEW

6.1 Whom to interview

You should conduct the Mother Interview at all addresses where there are natural or adopted children of the Cohort Member living with the cohort member. There is no age limit; day old babies and adult children are all eligible. Note that they must be the <u>Cohort Member's</u> natural or adopted children - children who are fostered, step children or partners' children who are not cohort members children do not require a mother interview.

If the Cohort Member is a woman then she will always be the respondent for the Mother Interview. If the Cohort Member is male and living with a spouse or partner then that female partner will always be the respondent for the mother interview. She will be the respondent even if the children about whom the interview is being conducted are not necessarily her own. For example if the Cohort Member has two children from his first marriage but is now divorced and is living with those two children and his new wife, the new wife will be the respondent for the mother interview.

If a male Cohort Member is living with his natural or adopted children and without any wife or partner then he will be the respondent for the Mother Interview.

You may also come across same sex couples where the Cohort Member has his or her natural or adopted children living in the household. If the Cohort Member is the natural parent then he or she should automatically be the respondent for the Mother Interview. If the children are adopted by the Cohort Member, then you should use as a respondent for the Mother Interview the person who is most responsible for the upbringing of the child.

6.2 When to conduct the Mother Interview

Before you can conduct a Mother Interview you need to find out if there are natural or adopted children of the Cohort Member living in the household, and this will normally only be found out as part of Section C of the Cohort Member interview. Also you will need to determine whether all the children in the household should be covered by the Mother Interview or only some of them (see below). The detail of this too can normally only be obtained from the household grid in the Cohort Member interview.

This means that other than in exceptional circumstances you will always be conducting the Mother Interview <u>after</u> having conducted the Cohort Member interview. However you may possibly find a situation such as a mother who is not the Cohort Member and who will only be available for interview before the Cohort Member can be interviewed, because she is going away going, into hospital etc. In this case you can ask the necessary questions to establish whether there is a need for a Mother Interview at all, by asking if the Cohort Member has any natural or adopted children in the household, and by establishing exactly which of the children qualify on these grounds.

In the vast majority of cases you will be conducting the Mother Interview after having conducted the Cohort Member interview. In the case of a mother who is a Cohort Member and where there are only children too young to be eligible for child tests, it may well be most efficient to conduct the Mother Interview immediately after the Cohort Member interview, in order to complete the whole task in one session. Where there are child tests to be carried out as well, it may be, for example, that you can conduct the Mother Interview in a gap between two child tests, such as while waiting for a second child to return from school.

6.3 The Mother Interview front page

You will need to complete a Mother Interview front page before you start the mother interview itself as this tells you which children you will be asking about in the questionnaire. The Mother Interview front page will also let you know whether child tests will be necessary for each child.

Using the household grid from Section C of the Cohort Member questionnaire, establish which of the children in the household are the natural or legally adopted children of the Cohort Member. Copy their person number from the household grid onto the boxes at the top of the front page. Note that their person number from the household grid may well be different from their child number from the Your Life Since 1974 questionnaire. You should fill them in from oldest to youngest.

Remember you do <u>not</u> <u>copy</u> onto the front page details of any children who are not the Cohort Member's natural or legally adopted children. This means that you may end up interviewing somebody about children who are not her own children, and <u>not</u> interviewing her about those who are. If for example a male Cohort Member has children from his first marriage and is now living with a new wife who has children from her first marriage, but they have no children together, then she will be the respondent for the Mother Interview even though you will only be asking her about the Cohort Member's children and you will not be asking about her own natural children. You should make sure you are prepared from the household grid for situations where this occurs, as at the introduction of the survey to the mother may require more tactful handling.

For each eligible child whose person number you have recorded on the front page, you can copy the other details about them from the Cohort Member questionnaire. Sex and date of birth will be recorded on the questionnaire, the current age in years and months you will need to work out. You will also know from the questionnaire whether the child is natural or adopted.

If the child's current age is 3 years 11 months or older, you will need to calculate the PPVT age (see section 5 above) and

and fill this in on the front page as well. It is this calculation which determines whether the child is eligible for child tests or not - all children with a PPVT age of four years older are eligible for child tests.

It is very unlikely that there will be more than four eligible children living in the household. If there are, you will have to complete a second Mother Interview. Copy exactly the same serial number onto the front page and then continue filling in as many more child columns as are necessary.

At the start of the actual interview with the mother, record the time it started on the front page. Then check with the respondent that the details about the children you have copied from the Cohort Member questionnaire are correct. In the case of the more complex households, this checking will help make clear which children you are covering in the course of the Mother Interview.

6.4 The Mother Interview itself

The Mother Interview begins with some general questions about things that the family do together.

Q2/Q3 note that if there are only very young children in the household some of the activities at questions 2 and 3 will not be relevant - one is not likely to take a small baby out to the cinema - and in this case there is a special code 'too young' to deal with this situation.

The rest of the Mother Interview is to be asked separately for each eligible child. From Q9 to Q110 there are four separate columns of answers on the questionnaire, one for each of the children recorded on the front page. It is **absolutely imperative** that all the answers for a particular child are filled in in the same column throughout the questionnaire. The child whose details are recorded in the first column on the front page of the Mother Interview must have their details recorded in the first column of every page in the questionnaire. To act as a reminder to you the child's first name or initials should be put at the top of the relevant column on every page of the questionnaire. You will have to watch especially carefully where there are filtered sections. If, for example, the child who is first on the front page misses a whole page of the questionnaire because of the filters, then when you come through the questionnaire again for the second child, the first column for that page will be blank.

You must make absolutely certain that you continue to fill in the answers for the second child in the second column, and avoid the temptation to shift across into the first column just because it is blank. Mistakes of that kind are almost impossible to correct so you should keep checking with yourself all the way through the questionnaire that you are filling in the answers relevant to a child in the correct column.

The first part of the child by child details concern the pregnancy and birth, and so for obvious reasons this section is only asked if the respondent is the natural mother of any of the children. So if the Cohort Member has two children from a previous marriage and one child with his new wife then she will be the respondent for the mother interview. You will have recorded all three children on the front page, but when it comes to questions 9 to 37 you will only ask her about the third child, i.e. the one that is the Cohort Member's <u>and hers</u>. For the two children of the Cohort Member who are not hers you go straight to question 38.

There are no hard and fast rules for the ways in which you work - down the page asking separate questions about each child or across the page answering the same question for each child in turn. Experience from the pilot does however suggest that it is probably best to work down the page for question 9 to 37 asking about the pregnancy and birth for each child in turn, but after that you may well find it easiest to work across the page that is collecting answers to each question for all the children before moving onto the next. It will partly depend on the way in which the respondent answers the questions herself.

Q14 - Mothers will almost certainly know what an ultrasound scan is; but in case you receive any questions about it, it is the technique whereby a picture of the foetus in the womb is obtained by passing a device over the pregnant woman's stomach. It produces a picture on a monitor screen and a paper copy can also be produced.

Q15 - again someone who has had amniocentesis is likely to know what it is. It is a technique whereby a needle is inserted through the stomach into the womb in order to draw off a small portion of fluid, which is used to test the foetus for certain types of deformity.

Q23 - if you have more than one child where there was a pre-labour admission you will have to use the space for reason for admission as best you can. If, for example, there are two children with different reasons for admission, then at Q23c you might write the reason for the first one on the first line and the second one on the second line. Whatever you do make sure it is absolutely clear which child each reason applies to.

Q29 - in case people know they had some kind of pain killer but are not sure which, entenox or gas and air is usually breathed through a mask connected to a tube beside the bed. An epidural is a pain killing injection into the spine which makes the lower half of the body completely numb. Pethadine and Meptine are pain killing drugs aimed specifically at labour pains, while a general anaesthetic is one in which the patient is totally unconscious.

Q37 - if someone breast fed a child for less than one week then write in 00.

Q33 - for each of these illnesses record whether or not the child has had it. If the child has had the illness, record at what age this was. In the case of diseases had more than once code, the younger age.

Q54 - note the slightly complex layout of questioning for this question. The basic procedure is that you read out each of the conditions in turn a, b, c and so on. If the child has had this condition, you then ask the two supplementary questions. Depending on the nature of the condition the first supplementary question may either be the age at which the condition was first diagnosed or the age at which a solution was first prescribed. In either case the second supplementary question is whether the child still has the condition or the health aid.

Q66 - This question concerns a number of types of attack or fits a child might have suffered from. If the child has suffered from such fits or attacks, the mother is likely to be familiar with the terminology such as grand mal, minor convulsions and so on. For each type of fit or attack, the child has had you ask the age when they first had such an attack and the age when they last had one, so if they have had one recently the age will be their current age.

Q76 - note that this would include, for example, an occasion where the mother went into hospital to have a second child, leaving the first child at home in the care of father, grandmother and so on. It is important that you make it clear to respondents that separations can occur when she goes away from home as well as when the child goes away, for example on a school trip.

Q88 - this refers to children who have special needs because of physical or mental handicap. If the child has been statemented in this way the mother is almost certain to know about it.

Q89/Q91 - note the difference between a day nursery at question 89 and a nursery school or class at question 91. A day nursery merely provides day care for children and may take children of a very young age, whereas a nursery school or class provides some form of education as well as merely providing day care, and would normally only be for children aged 2 to 5 years.

Q95 - if respondents ask why we are asking for the address of the school, it may be the case that the client may wish to contact the school at some future date for information about the child's educational progress. You should reassure respondents, however, that this will not happen without the parent first being asked for their permission.

Q96 - if you are asking this question about a second child and the mother said they visited the school before the first child went there but then not again you should still code this as a yes.

Q107 - most parents will probably say that they would rather their child decided for themselves how long to stay at school, but this question is about the parents' own preference if it was up to them. If someone says they would just let him or her decide you should repeat the question stressing if it was just up to you which of these would you like, but then if they still say they would let him or her decide then accept this answer and ring code 4.

Q111 - Q122 - note that the format of the questionnaire now changes, and there is now a separate page for each child instead of a separate column. Copy the child's person number into the boxes at the top right hand corner of the page and write on the name as well.

Q113 - note that even if parents or other relatives are looking after the child you should still ask the mother if she has to make a money payment for this child care. It is quite possible that she may pay her parents to look after the children. Note that if her husband or partner is looking after the child you do not ask question 113 about him.

6.5 Mother Interview check questions

When you have completed the mother interview for all relevant, go through the check questions on the final page. These will ensure that you have completed all the necessary items of documentation, and will make it clear what other tasks have to be completed for each child.

7. YOUR CHILD

The "Your child" self completion is to be completed for all natural and adopted children of the Cohort Member. It should be completed by the mother, that is the person who was respondent for the mother interview.

To avoid confusion, particularly in the case of households with several children, you must write the child's name and age on the front of the questionnaire and also copy their serial number from the sample labels. You should also fill in the child's person number; that is to say their person number from the household grid on page 53 of the Cohort Member interview.

It is very important to explain to the mother at the very start that she will only be required to fill in some parts of the questionnaire. It appears to be a very daunting document, and we do not wish to lose respondents because people think it is more of a task than is in fact the case.

The questionnaire consists of a number of sections, each one of which is only for children of particular ages, and each section is further split into a number of sub-sections aimed at narrow age bands. To emphasise this point to the mother, and to ensure that she only fills in sections which do indeed apply to the child in question, you should go through the questionnaire before handing it over, crossing out all pages which do not apply to that particular child's age group - care must be taken when doing this to make sure the correct pages are left for the mother to answer.

7.1 When to administer "Your Child"

There are no set rules as to the time when "Your Child" should be given to the mother, or when she should complete it, but some general points can be made. Firstly, it is clearly a waste of your own time if you have to sit and wait whilst the mother completes the "Your Child" questionnaire. If you have to return to the house anyway, for example to conduct a further child's test then you can leave the questionnaire for collection at your next visit, but you should avoid making special trips just to collect "your child". If you are not going to be going back to the address anyway then the most efficient thing to do is to get the mother to complete "Your Child" whilst you are doing something else. Ideally, in the case of children aged four and over, you would get the mother to complete "Your Child" whilst you are conducting child tests. As well as maximising the use of your time, this also means that the mother may be less liable to try and interfere with her child's performance in the child test.

6. CHILD INFORMATION SHEET/CHILD PERMISSION FORM

This sheet fulfils two separate purposes. One sheet should be completed for each natural or adopted child the Cohort Member lives with.

6.1 Child Information Sheet

This side of the sheet should be completed for all Cohort Member children in the household (natural and adopted). Ask the mother or cohort member for the relevant information. It is important that the information is written clearly as it will be used to follow-up these children in future interviews.

6.2 Child Permission Form

This side of the sheet applies only to children eligible for testing with the Child Interview. This gives you permission to interview the child and must be signed <u>before</u> you interview the child. Permission and signature can only be obtained from the child's parents - that is the Cohort Member or the person you have interviewed as "Mother". You should never interview the child without this form being signed. Keep it carefully and return it with the other documents.

9. THE CHILD TESTS

When interviewing children you will have three simultaneous tasks:

- holding the child's interest and attention
- handling the assessment material
- scoring and recording

The following guidelines and instructions are detailed but straightforward. Provided you ensure that you are fully familiar with them in advance, the child interviews should proceed smoothly and without difficulty.

9.1 Interviewing children - general guidelines

To a large extent interviewing children requires the same skills you regularly use in dealing with adult respondents. However, it is important to be sensitive to the differences between children and adults and to adapt your techniques accordingly.

The following guidelines provide useful tips for the child interview situation. These are largely derived from the advice of Lief Backman, an American child psychologist involved with the American Longitudinal Study which has used the same assessments with children in the US. They are also based on the experiences of the interviewers who have worked on the various pilot surveys in Britain over the last 18 months, and who have found the experience very rewarding and enjoyable.

It is important to appreciate that there are no hard and fast rules when dealing with children. You are most likely to be successful if you are flexible and can treat each situation on its own merits.

1. Think ahead

   Thinking ahead is even more important with children than with adult respondents. Just as confidence in yourself helps to increase confidence in your adult respondent, so it is the case with children. If anything, children are more sensitive and are more likely to detect nervousness on your part. It is essential, therefore, that you are completely familiar with all the documents and procedures concerning child assessment before you begin.

2. Approaching the child

Remember that children are people too.

As with adults children have emotions and a will of their own, but they do think and behave differently to adults. And, of course, children differ according to their age and maturity. It is important to observe carefully in order to gauge the reaction of each particular child and to adjust the test situation accordingly.

a) When first approaching a child try to put yourself in his/her shoes, and consider the situation from his/her point of view. It is easy to forget that many children have little experience of meeting people outside of their families, especially if they are not yet attending playgroup or school. It is likely that they will feel anxious meeting a stranger such as yourself.

b) Children generally need more time than adults to size up a situation. It is a good idea to let the child take the initiative in order to establish rapport and help him/her feel at ease. Allow him/her time to observe you before talking to him/her directly.

c) It might be best for the initial contact to be <u>indirect</u> as it is likely that the child will be uncomfortable if he/she feels to be the focus of attention. Attention can be mediated by a toy or other family members. For example, you might want to begin by asking the parent informal questions about the child (eg name, age, interests) and to use this as means of assessing how shy he/she is. More confident children will soon butt in and answer for themselves.

d) The child may well have already seen you interviewing his/her parent and you can build on this.

e) Many of the pilot interviewers found it helpful to establish rapport by measuring and weighing the children before interviewing them - in fact, it may be a good idea to do this as a family event.

f) Very shy or young children may become more confident if an older sibling is tested first. However you will have to balance this against other aspects of timing. If you are interviewing in the evening, young children will quickly become tired.

g) When introducing yourself always ask the child what the parent has told him/her about you and what you are going to do. Build on this in giving your own explanation. Do not directly contradict it - this is almost certain to arouse suspicion in the child.

h) You should avoid touching the child. This is more likely to irritate the parent than to put the child at ease.

i) Avoid baby talk - children are very quick to spot when you are talking down to them.

3. Uncooperative children

It is very important to appreciate that, however well-prepared you have been in taking into account all these considerations, some children will just not cooperate. Some children do have problems or difficulties which all your preparations will not be enough to overcome, and particular sections or the whole interview may have to be abandoned. Space is provided on the interview document for you to record such circumstances.

9.2 Children not eligible for testing

NCDS is only interested in testing biological or adopted children of the Cohort Member who are PPVT age 4 or more. There may be several other children in the household who are not eligible for testing. As well as younger siblings, the cohort member may have foster children, step children (if the cohort member is male, this means that the mother you have interviewed has biological children arising from another relationship), or share a home with nephews/nieces or children of friends.

You will have to be sensitive to possible problems arising from treating these children differently. Excluding some children can be emotionally hard on a family. The parent will probably understand but the child may not. Do not raise the issue with the respondent unless he/she enquires about it. If pressed, you can explain that NCDS is on a tight budget - and that we have to limit the number of children per family to the biological/adopted children of the person involved in the study from the start. Do not hesitate to give any 'extra' children badges.

9.3 Medically/mentally impaired children

You may also find some children with physical or mental disabilities. These will vary in severity. Remember we are assessing the level of development of each child, so these children are just as important as those without handicaps. You should attempt to interview all these children using the tests appropriate to their age.

The parent may object or think it is a waste of time. Wherever possible, persuade them otherwise, explaining that the tests are designed for children of all abilities. But, if the parents strongly object to a disabled child being interviewed, then do not attempt to do so. If you are in any doubt about interviewing a child, refer back to your field supervisor, explaining the circumstances.

If the child really cannot cope with a particular test, terminate it and pass on to the next test. Remember to describe why the test was terminated at the end of the test section (see Q6 of Test A for example).

9.4 Mothers and others

Other family members can provide quite a distraction for the children being tested. Parents in particular will understandably be curious about the measurement being conducted and are likely to be keen that their child performs well. As a result some may even become intrusive.

Make sure you explain clearly to the mother (parent) what you are going to be doing and what role you would like her to play, but never suggest that you do not want her around. Stress that she is welcome to listen in, but it will be easier both for you and for the child if she remains in the background. It is important that the child is not distracted or made aware of when he or she gives right or wrong responses. If parents are anxious, emphasise that no child is expected to answer all the questions.

The ideal situation for younger children is that the mother is present or nearby but is occupied with something else. This provides the child with reassurance but takes away any pressure that an over - anxious mother may exert. You can use ploys like asking the mother to fill in the Your Child documents while you are interviewing the child.

At the beginning of each test, there is an explanation of the test for you to give to the parent. Use this when appropriate - some parents will just want to leave you to get on with it.

If the mother wishes to know how the child has done, start by saying he/she has done fine. If she wants a more specific answer, say you are unable to tell her as you are not able to evaluate the answers - only a trained psychologist can do that. If she wants more information, or to get hold of the results of the tests, she should contact the NCDS team at City University.

9.5 Siblings

Another problem you may have to cope with is how to deal with siblings during a test. Ideally, your test child should be the only one in the room (see next section), but in many homes this is not possible and, even if it is, it may not be diplomatic to suggest it. You should ask the parent to keep the other children occupied while their brother/sister is being interviewed. Obviously, you want to prevent any child who has yet to be tested looking at the test documents in advance. In many homes, television is the great solution. If a child is asked to leave the room or not to interfere during the test, you will find them more co-operative if you explain why they are being asked to do this.

9.6 Setting up the interview

1. Permission to interview
   Before you approach the child, always make sure you have obtained permission of his/her parent by obtaining a signature on the **Child Permission Form.**

2. When to interview
   When making arrangements to interview children you should take into account that:

   * they should be well rested - try to avoid late evenings, especially for younger children.

   * children are likely to be more co-operative after they have eaten - hunger can be a great distraction.

3. Where to interview

   The ideal

   Choose an area of the respondent's home that is quiet and private and without distractions such as television.

   The interview area should be as well - lit as possible. The tests are best administered on an uncluttered table top, ideally at child-height. As it is important that the child should not be able to see you record his or her answers, you will find it best to sit opposite the child, and to place the easel between you so that it obstructs the child's view of the interview document.

In practice

But the ideal is usually not possible. So just do the best you can.

Many homes do not have private spaces and not everyone has a table that can be used (but don't forget the kitchen table).

The floor can be a good place to do the test on. The child is unlikely to object. It is a flat surface and is often better than trying to work on a soft sofa. But always make sure you find somewhere where you sit opposite the child that the easel can be correctly placed between you.

If the television is on and no one is watching it, you can ask if it could be switched off. But others may well be watching it and there is nowhere else to go. You will have to ignore it. Remember that for many children a permanently - on television is part of life and they have

learned to ignore it. You will find it more of a problem than they will.

Adapt to the family and home you are in. What is distracting for a child from one background is perfectly normal for another child.

4. <u>Props</u>

Make sure that the child has spectacles, hearing aid etc. if these are usually used.

5. <u>Getting ready</u>

Prepare the **Child Interview** document in advance of contacting the child. Record on the front page:

* Cohort Member Serial Number

* Child's Person Number (from front of **Mother Interview**) (it will help you to put the child's name or initials immediately underneath this)

* Real and PPVT ages (from front of **Mother Interview**)

Then tick the tests that apply to a child of that age.

The **Child Interview** is page numbered by test/section. Turn to each section and indicate at the top of the first page whether or not that section applies to this particular child. This will help you to administer the test more efficiently.

Before you administer anything to the child get the mother to sign the **Child Permission Form.**

6. Rapport

Before you begin the interview it may be necessary to spend a few minutes establishing rapport with the child. Badges can be given when and where you feel appropriate (see para. 9.2 for an example). (Additional badges available from field supervisors).

Your explanation of what is to follow will naturally depend on their age. You should mention that their mother or father have been helping over the years by answering questions about herself or himself, and that now you would like the child to play his/her own part. If the children are interested you could tell them a little more about NCDS itself.

Do not refer to the questions as a test which the child can pass or fail. With younger children try to portray the questions as a game or puzzle. Explain to older children that you want to find out how well they can read, remember things etc. This approach will help the child to take a more relaxed attitude.

9.7 General points on administering the assessments

1. Always encourage the child, but do not help him/her get the answer right or indicate whether he/she done so. Say things like "You are doing fine", "OK" or "good, that has gone well". Encourage the child to make a response - only accept 'don't know' or a refusal as a last resort.

2. Do not allow anyone else (e.g. mother or siblings) to interfere or try to help in any way.

3. With anxious parents it may be necessary to stress that no child is expected to answer all the questions. Each section gives an explanation of the test for the parent. Use this explanation wherever it might be useful.

4. If you are unsure how to code a particular response, record the answer verbatim on the **Child Interview** document.

5. It is very important to record all disturbances or any event which seems to affect the child's performance. Describe it in the margin beside the question where it occurs. Also, make sure you complete the 'interviewer remarks' section at the end of each assessment.

6. Make sure you speak slowly and clearly. Apart from the memory tests, questions can be repeated as many times as necessary.

7. Never let the child see what you score in the interview document, and never score out loud.

8. Listen carefully to the child's responses. If a child has a speech impediment, take particular care to judge whether answers are correct, allowing for the impediment.

9. If the child changes his/her mind, accept the last answer (even if it is wrong).

10. If the child asks if the answer is right or wrong say 'we'll talk about that later'. After the interview you can go back and discuss any specific questions the child remembers.

9.8 Basals and ceilings

The assessments you administer are designed to give information about the child's level of competence in a particular area. Some cover a wide range, starting from very basic knowledge and progressing to very advanced knowledge.

What any child can do will, of course, depend upon his/her age and ability. For each child, there will be a point in the assessment at which they are getting all or most of the questions right, and a point where they are getting all or most wrong. As you score, you need to identify these points for each child. This is done by the use of basals and ceilings.

The basal is the lower of these points. It marks the highest part of the test where the child is fully knowledgeable - that is the last point before which he/she begins to make mistakes.

The ceiling is the top end of this range. It measures the point in the test where the child's knowledge has, for all intents and purposes, run out.

Generally speaking the basal is a string of correct answers and the ceiling is a string of incorrect answers. However, their precise definitions vary for different tests. Instructions are given in the **Child Interview** document alongside the appropriate text. Please pay special attention to these.

There are three tests in which you will need to establish a basal and a ceiling: Test A (PPVT Vocabulary); Test C (PIAT Maths); and Test D (PIAT Reading Recognition and Comprehension).

It is very important that you establish a basal and a ceiling for each child for each of these tests. Basals and ceilings are often used to determine the point of entry into the next test.

Marking basals and ceilings on your document

When you have established a basal or a ceiling, indicate this by drawing a bracket around the responses forming the basal or ceiling (see Figure 1). Draw basal brackets to the left of the 'correct' column and mark with a ringed "B". Ceiling brackets should be drawn to the right of the 'incorrect' column and marked with a ringed "C".

Examples of basal and ceilings and how they should be indicated are shown in figures 2 and 3 respectively.

Highest basals and lowest ceilings

The questions on the tests are progressively more difficult and children should 'enter' at a point appropriate to their age. However, individual children's abilities vary. In some cases, the test may begin with questions which are too easy for that child, and two or more basals (ie strings of correct answers) may be established in working towards the ceiling. In such cases the highest basal (the one closest to the ceiling) should always be used in scoring.

In cases where the test begins at a too difficult level, you will need to work backwards from the entry point to establish a basal. In such cases it may happen that two or more ceilings are established in working backwards to establish the child's basal. In these (probably rare) cases, the ceiling to be used in scoring is always the lowest one.

Examples of 'double' basals and ceilings are shown in Figures 4 and 5 overleaf.

9.9 Assessments

All of the tests are annotated with instructions alongside the main text. However, the following notes may be useful in clarifying some points.

FIGURE 1

A4

202

ITEM NO	WORD	RECORD RESPONSE NO	CODE ONE ONLY CORRECT	WRONG	
26	tool (4)	( )	1	2	23-24
27	square (4)	( )	1	2	25-26
28	stretching (1)	( )	1	2	27-28
29	arrow (2)	( )	1	2	29-30
30	tying (2)	(2)	1	2	31-32
31	nest (1)	(1)	1	2	33-34
32	envelope (2)	(2)	1	2	35-36
33	hook (3)	(3) B	1	2	37-38
34	pasting (4)	(4)	1	2	39-40
35	patting (1)	(1)	1	2	41-42
36	penguin (1)	(1)	1	2	43-44
37	sewing (2)	(2)	1	2	45-46
38	delivering (1)	(3)	1	2	47-48
39	diving (2)	(2)	1	2	49-50
40	parachute (3)	(3)	1	2	51-52
41	furry (4)	(4)	1	2	53-54
42	vegetable (4)	(1)	1	2	55-56
43	shoulder (3)	(2)	1	2	57-58
44	dripping (2)	(2)	1	2	59-60
45	claw (4)	(3)	1	2 C	61-62
46	decorated (3)	(2)	1	2	63-64
47	frame (1)	(1)	1	2	65-66
48	forest (3)	(4)	1	2	67-68
49	tap (2)	(1)	1	2	69-70
50	group (3)	( )	1	2	71-72

If Basal not established from start, work backwards to get Basal Then work forwards

BASAL = 8 OF 8 CORRECT

CEILING - 6 OF 8 WRONG

If item refused, ring code 2 and write in R

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

FIGURE 2

card 20?

AS

ITEM NO	WORD	RECORD RESPONSE NO	CODE ONE ONLY CORRECT	CODE ONE ONLY WRONG	
51	stem (3)	( )	1	2	13-14
52	vase (3)	( )	1	2	15-16
53	pedal (1)	( )	1	2	17-18
54	capsule (2)	( )	1	2	19-20
55	surprise (4)	(4)	1	2	21 22
56	bark (2)	(2)	1	2	23-24
57	mechanic (2)	(2)	1	2	25 26
58	tambourine (1)	(1)	1	2	27-28
59	disappointment (4)	(4)	1	2	29-30
60	awarding (3)	(3)	1	2	31 32
61	jug (3)	(3)	1	2	33 34
62	reel (1)	(1)	1	2	35 36
63	compass (3)	(3)	1	2	37-38
64	trunk (2)	(2)	1	2	39 40
65	human (2)	( )	1	2	41 42
66	nostril (1)	( )	1	2	43-44
67	disagreement (1)	( )	1	2	45-46
68	exhausted (2)	( )	1	2	47 48
69	ivy (4)	( )	1	2	49-50
70	ceremony (4)	( )	1	2	51-52
71	casserole (2)	( )	1	2	53-54
72	vehicle (4)	( )	1	2	55-56
73	globe (3)	( )	1	2	57 58
74	filing (3)	( )	1	2	59 60
75	clamp (2)	( )	1	2	61 62

$\left.\begin{matrix}57\\ \vdots \\ 64\end{matrix}\right\}$ 8

If Basal not established from start, work backwards to get Basal Then work forwards

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

If item refused, ring code 2 and write in R

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

126

FIGURE 3

card 204

A6

ITEM NO	WORD	RECORD RESPONSE NO		CODE ONE ONLY CORRECT	CODE ONE ONLY WRONG	
76	reptile (2)	(2)		1	2	13-14
77	island (1)	(1)		1	2	15-16
78	spatula (3)	(3)		1	2	17-18
79	cooperation (4)	(4)	B	1	2	19-20
80	scalp (4)	(4)		1	2	21-22
81.	twig (2)	(2)		1	2	23-24
82	weasel (2)	(2)		1	2	25-26
83	demolishing (4)	(4)		1	2	27-28
84	balcony (1)	(3)		1	2	29-30
85	locket (1)	(2)		1	2	31-32
86	amazed (3)	(1)		1	2 C	33-34
87	tubular (1)	(1)		1	2	35-36
88	tusk (1)	(2)		1	2	37-38
89	bolt (3)	(4)		1	2	39-40
90	communication (4)	(3)		1	2	41-42
91	carpenter (2)	(2)		1	2	43-44
92	isolation (1)	(1)		1	2	45-46
93	inflated (3)	(2)		1	2	47 48
94	coast (3)	(2)		1	2	49-50
95	adjustment (2)	(4)		1	2	51 52
96	fragile (3)	( )		1	2	53-54
97	assaulting (1)	( )		1	2	55-56
98	appliance (1)	( )		1	2	57-58
99	pyramid (4)	( )		1	2	59-60
100	blazing (1)	( )		1	2	61 62

If Basal not established from start work backwards to get Basal
Then work forwards

BASAL - 8 OF 8 CORRECT

CEILING - 6 OF 8 WRONG

If item refused, ring code 2 and write in R

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

FIGURE 4

ITEM NO	WORD	RECORD RESPONSE NO		CODE ONE ONLY CORRECT	WRONG		
26	tool (4)	(4)		1	2		23-24
27	square (4)	(4)		1	2		25 26
28	stretching (1)	(1)		1	2		27 28
29	arrow (2)	(2)	B1	1	2		29-30
30	tying (2)	(2)		1	2		31-32
31	nest (1)	(1)		1	2		33 34
32	envelope (2)	(2)		1	2		35-36
33	hook (3)	(3)		1	2		37 38
34	pasting (4)	(3)		1	2		39-40
35	patting (1)	(2)		1	2		41 42
36	penguin (1)	(1)		1	2		43-44
37	sewing (2)	(2)		1	2		45-46
38	delivering (1)	(1)		1	2		47-48
39	diving (2)	(2)		1	2		49-50
40	parachute (3)	(3)		1	2		51-52
41	furry (4)	(4)	B2	1	2		53-54
42	vegetable (4)	(4)		1	2		55-56
43	shoulder (3)	(3)		1	2		57-58
44	dripping (2)	(2)		1	2		59-60
45	claw (4)	(4)		1	2		61-62
46	decorated (3)	(2)		1	2		63-64
47	frame (1)	(1)		1	2		65-66
48	forest (3)	(1)		1	2		67-68
49	tap (2)	(4)		1	2	C	69-70
50	group (3)	(2)		1	2		71-72

If Basal not established from start, work backwards to get Basal Then work forwards

BASAL = 8 OF 8 CORRECT

CEILING - 6 OF 8 WRONG

If item refused, ring code 2 and write in R

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

FIGURE 5

A3

ITEM NO	WORD	RECORD RESPONSE NO.	CODE ONE ONLY CORRECT	WRONG
1	bus (4)	(4)	1	2
2	hand (1)	(1)	1	2
3.	bed (3)	(3)	1	2
4	tractor (2)	(2)	1	2
5.	wardrobe (1)	(1)	1	2
6	snake (4)	(4)	1	2
7	boat (2)	(2)	1	2
8	tyre (3)	(3)	1	2
9	cow (1)	(2)	1	2
10.	lamp (4)	(2)	1	2
11.	drum (3)	(3)	1	2
12.	knee (4)	(1)	1	2
13	helicopter (2)	(2)	1	2
14.	elbow (4)	(3)	1	2
15.	bandage (4)	(3)	1	2
16.	feather (1)	(4)	1	2
17.	empty (3)	(2)	1	2
18.	fence (4)	(4)	1	2
19.	accident (2)	(4)	1	2
20	net (2)	(1)	1	2
21.	tearing (4)	( )	1	2
22.	sail (1)	( )	1	2
23.	measuring (2)	( )	1	2
24.	peeling (3)	( )	1	2
25.	cage (1)	( )	1	2

B

C

If child reaches item 1 without getting 8 out of 8 correct, item 1 is automatically the Basal

If Basal not established from start, work backwards to get Basal Then work forwards

BASAL = 8 OF 8 CORRECT

CEILING = 6 OF 8 WRONG

If item refused, ring code 2 and write in R

NOTE There is a higher ceiling between Items 13 and 20 This is ignored

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

CA

129

Test A - PPVT Vocabulary

PPVT is designed to find out how many words a child can recognise.

1. Ideally, administer the test at a table, but if this is not possible, use the floor. Place the easel between you and the child, preferably in the correct position, although it may be used flat.

2. If the child wants to help by turning over the easel pages, let them. This will help retain their attention. But make sure they do it correctly.

3. Speak clearly when administering the test. Check your pronunciation with the audio tape.

4. You may repeat the word as many times as necessary.

5. When administering the test be careful:

   - not to use 'a' or 'the' when asking the child to identify a word

   - not to use plurals

   - not to put the word in a sentence

6. Only use phrases such as 'show me (word)'. 'Put your finger on (word)' or 'Tell me the number of (word)'. The child may prefer to point to the response they wish to make or say the number. Either is valid.

7. Listen carefully to the child's responses.

8. Encourage the child as much as possible - eg say 'good for you', and, if a child appears to be struggling - 'it's getting hard but you're doing fine' - but do not indicate whether answers are right or wrong.

9. If the child asks if the answer is right or wrong, say 'we'll talk about that later'.

10. If the child changes his/her mind, accept the last answer, even if it is incorrect.

11. As the child reaches limit of his/her knowledge, s/he may not want to respond or guess. Try to persuade him/her to make a best guess, saying that don't know's are not allowed. Occasionally the child's resistance to guessing may be so great that to push harder would destroy the rapport you have built up. In this case you will have to pass to the next question.

12. The child's PPVT age will determine which item you are to start on. If the child is under 7 yrs 11 months (PPVT age) you will first need to administer a practice run with the trial questions provided.

13. Ring the correct start item and proceed with the questions. You first need to establish a basal, which for this test is defined as **<u>8 CORRECT ITEMS IN A ROW</u>**. If the child gets this straightaway, carry on until you get a ceiling (watching out for higher basals on the way (see section 9.8).

    If the child does not get the first 8 items correct, work <u>backwards</u> item by item from the entry point (so that the questions become easier) until s/he does get 8 consecutive questions right. If you get back to item 1 without the child ever answering 8 items correctly, then item 1 becomes the basal. Having established your basal, return to where you worked back from and continue working forwards through the test. No question should be asked twice.
    Mark with an arrow the point from where you have had to work backwards.

14. Once you have established the basal you should start to look out for a ceiling. For this test the ceiling is defined as **<u>6 OUT OF 8 RESPONSES WRONG</u>**. Terminate the test at this point. If you worked backwards to establish a basal, you may find you have reached a ceiling already (see section 9.8). If you reach item 175 without having met the conditions for a ceiling then item 175 is the ceiling.

15. If the child refuses to answer any item (after you have attempted some gentle encouragement) ring code 2 (wrong) and write R beside it. If the child says "don't know", ring code 2 and write DK.

16. As you score, be careful not to let the child see your marks. This can be avoided by placing the easel in such a way as to hide the test document from the respondent. Another way of avoiding giving away how the child is doing is to make neutral, but encouraging, remarks like 'That's fine' regardless of whether the response has been correct. Do not tell the child what you are recording or, if applicable, why you are working backwards or forwards.

17. It is also essential not to do any of your working out loud. This is something that the pilot proved to be very easy to do, especially when trying to establish whether a basal or ceiling has been reached. Listen out for this when replaying your tape-recorded interview.

18. Make sure you complete the 'interviewer remarks' section at the end of the test.

Test B - Verbal Memory

This assessments is in three parts, designed to tap the child's ability to remember 1) words, 2) sentences and 3) a short story.

For all three parts:

1. Be sure to read slowly at an even rate and without emphasis throughout this assessment. This is surprisingly difficult to do, and you will benefit by listening carefully to your tape-recorded interview.

2. On this assessment it is necessary that the child should speak up clearly. Explain how important it is for you to hear their answers. Some children may clam up so it is especially important to encourage a response, eg by saying 'now it's your turn' or 'can you remember anything I said?'

3. Listen very carefully to the child's response.

4. No basals or ceilings are required in any part of this test.

Part I Words

1. Read the words once only - do not repeat anything.

2. If the child refuses or says 'don't know' enter '0' in Box A at each question.

Part II Sentences

1. Read the sentence once only.

2. For a refusal or 'don't know' enter '0' in the box indicated on the document.

Part III Story

1. Note the method of recording - ring the exact word/phrase if the child uses it, or write in alternatives.

Test C - Piat Maths

The purpose of this test is to assess the child's mathematical skills.

1. Practice finding your way around the easel - and make sure you know where the plate numbers are.

2. Administer the test on a table if possible, if not, on the floor. Place the easel between you and the child, preferably in the correct position, although it may be used flat.

3. Let the child help by turning the easel pages if s/he wishes, but make sure it is done correctly.

4. The child should be asked to 'point to' or 'show' the response they wish to make since the number of the response may be confused with one of the answers. Allow them to say the number if they insist, but look and listen very carefully to avoid confusion.

5. Encourage the child - eg 'you're doing fine', but do not reveal whether answers are correct or not.

6. If the child changes his/her mind, take the last answer given.

7. Discourage 'don't know' responses, asking child to make his/her best guess.

8. The child's PPVT age will determine which item you are to start on. If the child is under 6 years (PPVT age) administer the practice items provided.

9. Ring the correct start place number and proceed with the questions. You first need to establish a basal, which for this test is **5 CORRECT IN A ROW**. If the child gets this straightaway, carry on until you establish a ceiling (watching out for higher basals on the way, see section 9.8). Again, work backwards if the child does not get the first 5 right. If the child should get the first start question wrong, jump back to the start item for the next lower age and work forward from there. Repeat this process whenever the start response is incorrect.

   If the child is aged 13 years or over, there are fewer than 5 items between this start point and that for the next lower age. In such cases, if the child gets the start item wrong, jump back 5 items and begin there. Repeat if necessary.

10. When you have established a basal, work through the items until the child reaches a ceiling, which for this test is **5 OUT OF 7 WRONG**. End the test at this point. If you worked backwards to establish a basal, you may find that you have established a ceiling already (see section 9.8). If you reach item 84 without having reached a ceiling, then item 84 is the ceiling.

11. As you score, do not tell the child or let him/her see what you are doing. Place the easel in a position to conceal this.

12. When scoring ring code 2 for both a refusal and a 'don't know' write 'R' beside refusal and DK beside don't know.

13. Be careful not to do your working out loud - eg when calculating whether a basal or ceiling has been established.

14. It is important to calculate the score on the test correctly as this determines the starting point for the next assessment, the Piat Reading.

Test D - Piat Reading Recognition and Comprehension

Part I Reading Recognition measures the child's ability to recognise written letters and words, and Part II Reading Comprehension assesses how well the child has understood what s/he has read.

The following instructions apply to Parts I and II

1. As with PPVT and PIAT Maths, administer the test on a table or other flat surface, with the easel between you and the child.

2. Practise finding your way around the easel in advance of the interview session - and make sure you know where the place numbers are.

3. Encourage the child to persevere - eg say 'you're doing fine', 'good for you' - without helping them or indicating whether answers are correct.

4. Discourage 'don't know' responses; ask the child to make his/her best guess, but do not push so far that rapport is jeopardised.

5. If the child changes his/her mind, take the last response offered.

6. Listen carefully to the child's responses.

7. Do not let the child see your scoring or tell him/her what you are doing. Try to place the easel so that the test document is concealed.

8. When scoring this test ring code 2 for both refusals and 'don't know', writing R or DK beside it as appropriate.

9. The basal for this test is **5 CORRECT IN A ROW**. Work backwards if the child does not achieve this. If s/he gets the first item wrong, move back five words and start from there. Having established a basal, work forwards through the test making sure no question is asked twice. Watch out for the highest basal (string of 5 correct answers).

10. The ceiling for this test is **5 OUT OF 7 WRONG**. If the child reaches item 84 without getting 5 out of 7 wrong, item 84 is the ceiling. If you worked backwards to establish a basal you may find that more than one ceiling is established. If so, the lowest ceiling should be taken.

Part I - Reading Recognition

1. Listen to the pronunciation tape to establish legitimate pronunciations.

2. Speak clearly.

3. In items involving letters, the child must give the name of the letter, not just the sound. If necessary, prompt by saying 'what is it called?'

4. The entry point to the test is determined by the score on the preceding Piat Maths Test (Q7d of test C). If the child is under 6 years (PPVT age) administer the practice items provided.

5. Ring the start item and turn to the appropriate page on the easel. The starting word may be at any position in any row and it may be necessary to point to it - but do not say it!

6. The score on this part of the test, calculated from the lowest ceiling and the highest basal, is used to determine the starting point for part II.

Part II Reading Comprehension

This assesses the child's ability to understand what is read to him/her.

1. Try to ensure that the child reads each description once only. Tell him/her to look up where finished. Do not show the plate more than once.

2. The child may not turn the pages in this test.

3. Children under 6 years (PPVT age) do the practice items provided.

4. Ring the start item and turn to the appropriate plate in the easel.

5. The child may point to the response they choose or say the number of the picture. Either is valid.

6. As on part I (Reading Recognition) the based is **5 CORRECT IN A ROW** and the ceiling is **5 OUT OF 7 WRONG**.

7. There is no need to record a score calculated from the basal and ceiling on this part of the test as this score is not used to determine the starting point for another test.

Test E - Memory for Digit Span.

This provides a measure of the child's ability to remember number order.

1. Make sure you speak clearly and at an even rate of one digit per second. Listen to the tape to make sure you are getting this right.

2. Read each question once only.

3. Be sure to read and score part A and part B of each question.

4. Explain to the child that it is important that he/she speak up so that you can hear their answers.

5. Listen very carefully to the child's responses to check whether the order is correct.

6. Do not encourage or prompt if the child makes no response.

7. Terminate the test only when the child gets part A and part B of any one question wrong.

Test F - What I am like

This is a relatively straightforward assessment of how children see themselves.

Make sure that the child understands what is expected - ie that s/he chooses which sentence applies to him/her.

Ring X or Y above the chosen sentence then ring one other code only as appropriate to indicate how true the child feels the description is.

G. Testing conditions

It is essential that you complete these questions relating to the testing conditions. This information is important in interpreting the scores obtained by the child on each test.

H. Observation of the home environment

In this section you are asked to record the impression you received of the child's home environment and interaction with his/her mother. It should be completed for all children, including those under PPVT age 4. This will, of course, be a subjective view, and this is understood and accepted.

You should complete the section as soon as possible after the child interview, but it is essential that it is done outside the home. No family member should see the contents of this section, even before it is completed.
The following notes provide guidelines for completion.

PART A (Child under 6 years)

Q2. (MOTHER/MOTHER FIGURE) SPONTANEOUSLY SPOKE TO CHILD TWICE OR MORE (EXCLUDING SCOLDING).

"Spoke to" refers to any sound or words emitted by the mother. For example she may say "Sh-sh-sh" or 'sausage', or any random words or sounds. In order for this item to be scored positively, the mother's words must have occurred spontaneously as opposed to having occurred in response to some sounds/words/questions from child.

Q3. (MOTHER/MOTHER FIGURE) RESPONDED VERBALLY TO CHILD'S SPEECH.

The mother's response may be either a complete word or words or merely differentiated sounds, e.g., "ta-ta", "tsk-tsk", or "You're talking to mummy?" The key factor here is that the mother is responding to the child's sound/word/words, not ignoring it/them. If the child does not make sounds/speak during the interview, thereby denying the mother an opportunity to respond, the score would still be "NO".

Q4. (MOTHER/MOTHER FIGURE) CARESSED, KISSED; OR HUGGED CHILD AT LEAST ONCE.

Under "caressess" would be included a hug, a stroke of the hair, patting an arm or leg, reaching out affectionately and touching the face, etc. Blowing a kiss as well as actually establishing physical contact may be counted as a kiss.

Q5. (MOTHER/MOTHER FIGURE) SLAPPED OR SPANKED CHILD AT LEAST ONCE.

Occasionally a visitor will feel that she does not know whether a mother is playing or seriously slapping or spanking a child. The best guide to use in such instances is the child's behaviour. If the child reacts with pleasure or happiness, chances are this represents a style of positive interaction between him and his mother. If he frowns or looks unhappy or whimpers or cries, you can feel pretty confident that, however the mother intended it, he does not perceive it as pleasureable. Score accordingly.

Q6. (MOTHER/MOTHER FIGURE) INTERFERED WITH CHILD'S ACTIONS OR RESTRICTED CHILD FROM EXPLORING MORE THAN 3 TIMES.

Restrictions and interference here refer to such things as: taking a toy away from a child; putting a child who has climbed up on a sofa back down on the floor; putting a child who is crawling around the floor into a playpen or cot; slapping a child as he starts to pick up the visitor's handbag. In the last instance, the item would also be applicable to Q5. The restrictions may also be verbal - "Stop that"; "Get out of there". Do not code as interference any action taken to prevent the child from harming himself (e.g., running into the street).

Q9. See test document for examples.

Q10. INTERIOR OF THE HOME WAS DARK OR PERCEPTUALLY MONOTONOUS.

On this item the interviewer can take into account the lack of lighting, drawn curtains, lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

Q11. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.

Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should score a "NO".

12. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or rubbish.

PART B (Child 6 years and older)

Q2. (MOTHER/MOTHER FIGURE) ENCOURAGED CHILD TO CONTRIBUTE TO THE CONVERSATION.

This item should be scored "Yes" if the parent actively encourages the child to say something or if the parent

allows the child input into the conversation with no discouragement.

Q3. (MOTHER/MOTHER FIGURE) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.

In order to score 'Yes' for this item the parent must make an effort to answer the question for the child. If the parent is unable to answer the question at the moment she may tell the child she doesn't know but will look up the answer later. Responses such as, "I'm busy, go away", or, "Don't bother me now" do not score 'Yes'. If the child fails to ask a question during the interview, score "No".

Q4. (MOTHER/MOTHER FIGURE) CONVERSED WITH CHILD EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.

This item involves maternal conversation - not just any words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments.

Q5. (MOTHER/MOTHER FIGURE) INTRODUCED INTERVIEWER TO CHILD BY NAME.

To score 'Yes' for this item, parent should introduce the child to the interviewer by name and in some way identify the visitor for the child.

Q6. (MOTHER/MOTHER FIGURE) VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.

The intent of this item is to capture the feeling or tone conveyed by the parent towards the child. Does the parent feel good about her child? Does she enjoy her and talk about her in a pleasant, joyful manner rather than talk in a flat tone which communicates, "She's here, so I'll put up with her".

Q7. INTERIOR OF THE HOME WAS DARK OR PERCEPTUALLY MONOTONOUS.

On this item the interviewer can take into account the lack of lighting, curtains, lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

Q8. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.

Allowances should be made for differing styles of housekeeping. Very dirty walls or an abundance of cobwebs should score a "No".

Q9. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or rubbish.

10. HOME ENVIRONMENT OBSERVATIONS QUESTIONNAIRE

One of these questionnaires should be completed for each child with a PPVT age of under 4 years. It should be completed at the conclusion of all observations of the child's home environment. It should always be completed outside of the child's home and completed as soon as possible after leaving the home.

The document is very similar to section H of the Child Interview questionnaire and should be completed on the same basis.

Remember to note on the back page the length of time it took you to complete this document.

11. HOMEWORK INSTRUCTIONS

1. Read relevant sections of Mother/Child Interviewer Instructions.

2. Practise the child test on the 3 children you have lined up:

   one aged 4-7
   one aged 8-15
   one aged 4-15

   Remember that they must not be known to you.

3. Ignore PPVT age for this homework. Use real ages instead.

4. Tape-record one of your tests - the 2nd or 3rd one.

5. Listen to this tape and note your errors - for example did you:

   * read words slowly, clearly, without emphasis?
   * ever use the definite or indefinite article ("the" or "a") at Test A by mistake?
   * did you ever indicate to the child that his/her answer was right or wrong?
   * do you talk aloud to yourself as you find your way around the documents?
   * did you not give the child enough positive feedback about how helpful he/she was being?

6. Write down a list of points you would like gone over/discussed more on Day 3.

7. Put your name on your test documents and number them 1, 2 and 3. Bring them back on the last day of the briefing along with the tape-recording. We will be using the documents on that day. Also bring back your easels.