

Bristol Social Adjustment Guides at 7 and 11 years

1958 National Child Development Study user guide

Peter Shepherd

January 2013

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Bristol Social Adjustment Guides
at 7 and 11 years**

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Introduction

1. This document draws together information available on the *Bristol Social Adjustment Guides* (BSAG) - key measures of behaviour that were gathered for members of the National Child Development Study (NCDS) during the surveys carried out when they were aged 7 and 11 years. Below, a brief background on NCDS will be followed by an outline of the BSAG. Copies of the BSAG assessments may be found in the appendix.

National Child Development Study (NCDS)

2. NCDS is one of three cohort studies that are the responsibility of the Centre for Longitudinal Studies (CLS), an ESRC Resource Centre (www.cls.ioe.ac.uk). The cohort studies follow groups of individuals who were born at one particular time, throughout their lives, and have involved multiple surveys, collecting information on (eg) education and employment, family and parenting, physical and mental health, and social attitudes. The focus of NCDS is on those living in Great Britain who were born in one week in 1958. To date, NCDS surveys have been undertaken at: birth and 7 (1965), 11 (1969), 16 (1974), 23 (1981), 33 (1991), 42 (2000), 46 (2004) and 50 (2008) years. During the follow-ups at ages 7, 11 and 16 years, the original birth cohort was augmented by including in the target sample immigrants born in the relevant week as identified from school registers. A Biomedical Survey was undertaken at age 44-45 (2003) years and a number of other quantitative/qualitative sub-sample studies have been undertaken, selecting from the birth cohort those in particular circumstances/with specific health conditions. Further information is available on the CLS website (see above).

Measures of behaviour

3. During the surveys at ages 7 (NCDS1) and 11 (NCDS2) years, information was gathered from: the study subjects (cohort members), parents and by medical examination. It also came from teachers who provided information about the schools the cohort members attended, about the classes and about the children, including ratings of behaviour using the BSAG.
4. The BSAG are designed to obtain a picture of the child's behaviour in the school setting. The Guide is a four page booklet containing some 250 descriptions of behaviour. The teacher is asked to underline the descriptions which best fit the child. Items of behaviour which in varying degrees, deviate from the norm or which may be symptomatic of emotional disturbance or social maladjustment are later identified by means of a system of coding. It is thus possible, by summing the number of coded items to obtain a quantitative assessment of the child's adjustment to school: the higher the score, the more indications there are of problem behaviour. In addition, it is possible, by summing groups of coded items, to obtain a quantitative indication of the way in which any maladjustment is manifesting itself. Stott has suggested that certain 'syndromes' of behaviour disturbance are meaningful, and separate

scores can be obtained for each (i.e. Unforthcomingness, Withdrawal, Depression, Anxiety for acceptance by adults, Hostility towards adults, 'Writing off' of adults and adult standards, Anxiety for acceptance by children, Hostility towards children, Restlessness, 'Inconsequential' behaviour, Miscellaneous symptoms, Miscellaneous nervous symptoms) (Pringle *et al*, 1966). There are also sub-groups of some additional items which do not purport to reflect syndromes and which are not included in the total score (Attendance, Appearance, Miscellaneous, Health factors-1, Health factors-2, Health factors-3, Size) (Pringle *op cit*).

5. The methods used by Stott to arrive at the BSAG items were simple (Ghodsian, 1977). The initial items were arrived at by discussion with 'house parents' in children's homes and 'grouped into what *prima facie* seemed behaviour of more or less similar types (Stott, 1969). The children were divided into 'maladjusted', 'unsettled' or 'stable' groups and the wordings of the items and their groupings were progressively altered, using successive sample, to achieve clustering of items in a group and differentiation between the 'maladjusted' and 'stable' children. However, there is no information on how the validating groups were selected.
6. The BSAG data available for NCDS are summarised below. It is important to note that information on the specific individual descriptions underlined by the teachers (the item scores) was not recorded during the scoring process. Currently, this information is only available via the CLS Scanned Archive that holds PDF images of the completed survey instruments.

Summary of BSAG data available for NCDS

BSAG Syndromes scores	NCDS1 variables	NCDS2 variables
Total (sum of all syndromes)	N455	N1008
Unforthcomingness	N432	N974
Withdrawal	N434	N977
Depression	N436	N980
Anxiety for acceptance by adults	N438	N983
Hostility towards adults	N440	N986
Writing off of adults and adult standards	N442	N989
Anxiety for acceptance by children	N444	N992
Hostility towards children	N446	N995

Restlessness	N448	N998
Inconsequential behaviour	N450	N1001
Miscellaneous symptoms	N452	N1004
Miscellaneous nervous symptoms	N454	N1005

Phrases not contributing to syndrome scores	NCDS1 variables*	NCDS2 variables*
Appearance	N462, N463, N464	N1066, N1067, N1068
Miscellaneous	N466, N447, N468	N1071, N1072, N1073
Health factors - 1	N470, N471	N1077, N1078
Health factors – 2	N472, N473, N474, N475, N476	N1079, N1080, N1081, N1082, N1083
Health factors – 3	N481, N482, N483	N1088, N1089, N1090, N1091, N1092, N1093
Attendance	N458, N459, N460, N461	N1061, N1062, N1063, N1064
Size	N427, N428	N1095, N1096

* These are multi-coded variables

7. A summary of the BSAG is given below:

The British Social Adjustment Guide (BSAG) was included in the first and second NCDS follow-ups (NCDS1 and NCDS2). The Guide has been completed and scored in accordance with the general instructions in BSAG manual (Stott, 1965), which should be consulted before the data are used.

The BSAG consist of a large number of 'phrases' which describe a child's behaviour. These 'phrases' are grouped on the Guide into 'paragraphs' under a heading (e.g., 'Response to greeting'). Teachers completed the Guides for study members by underlining 'items of behaviour' they thought described the child's behaviour or attitudes.

The materials used to collect and score the BSAG consisted of:

- the **Guide**, completed by the teacher
- a **Transparent template** which, when superimposed on the Guide, allows the allocation of serial letters and numbers to the aspects of the behaviour on the guide; which are then transferred to
- the **Coding Form** for the Guide to which are transferred the letters and numbers allocated on the form.

Serial letters and numbers are allocated so that certain aspects of behaviour can be grouped together. For example, it is assumed that the aspect of behaviour denoted by UA1 is on the same continuum or belongs to the same 'syndrome' as UA2 and UA6; and, indeed, as UB6, since the first letter indicates the group on the Coding Form to which the 'phrase' belongs. Thus all serial letters and numbers beginning with letter 'U' are in the same group, on the assumption that the general behavioural pattern which underlies these individual descriptions or 'phrases' is the same. It must be stressed that this assumption has not yet been reliably verified. For a discussion of this, and a critical examination of the BSAG, see: Ghodsian, M (1977). The 'Group' or 'Syndrome' to which each particular 'phrase' is allocated was agreed after discussion with Stott in 1965 and is not necessarily the same as in the published *Manual* or *Scoring Form*.

When the Guide has been coded and the serial letters and numbers transferred to the NCDS Coding Form, the total number of ringed letters and numbers in each 'Group' is calculated and recorded. These totals are regarded as the 'Syndrome' scores, giving some quantitative assessment of the behaviour pattern in question. These scores are included on the appropriate dataset. As stressed above, given the present state of knowledge, these should be viewed with caution and the individual 'phrases' which make up a 'Syndrome' should be scrutinised carefully before any interpretations are made. Finally, the 'Syndrome' totals are added together to give a figure which indicates, fairly crudely, the total amount of behavioural deviance (or maladjustment?) as measured by the Guide. Totals of 12 'Syndromes' are used for this purpose (Unforthcomingness, Withdrawal, Depression, Anxiety for acceptance by adults, Hostility towards adults, 'Writing off' of adults and adult standards, Anxiety for acceptance by children, Hostility towards children, Restlessness, 'Inconsequential' behaviour, Miscellaneous symptoms, Miscellaneous nervous symptoms). This total score is also included on the appropriate dataset

As noted above, there are sub-groups of some additional items which do not purport to reflect syndromes and which are not included in the total score (Attendance, Appearance, Miscellaneous, Health factors-1, Health factors-2, Health factors-3, Size).

8. It should be noted that, in selecting these measures, and in considering more generally the data to be collected, those responsible for NCDS at the time of the surveys were particularly concerned about:

- the extent to which comparable information could be obtained from many different field workers
 - the need to limit the burden placed on all those involved in providing/collecting data, including teachers and cohort members
 - the time that needed for processing and analysing the material
9. Advice and guidance was sought from members of steering and advisory committees, as well as from experts – doctors, teachers, health visitors, school welfare officers and researchers – and, wherever time and resources permitted, piloting was undertaken.

Distributions

10. The distribution of BSAG syndromes scores and BSAG elements not included in the scores are shown below. For the syndrome scores, a normal curve, based on all valid values, is superimposed on each distribution and descriptive statistics provided. In addition to mean and standard deviation, the latter include:

- **Skewness** - A measure of the asymmetry of a distribution. The normal distribution is symmetric and has a skewness value of 0. A distribution with a significant positive skewness has a long right tail. A distribution with a significant negative skewness has a long left tail.
- **Standard Error of Skewness**
- **Ratio of skewness to its standard error** - Can be used as a test of normality (that is, you can reject normality if the ratio is less than -2 or greater than +2). A large positive value for skewness indicates a long right tail; an extreme negative value indicates a long left tail.
- **Kurtosis** - A measure of the extent to which observations cluster around a central point. For a normal distribution, the value of the kurtosis statistic is zero. Positive kurtosis indicates that, relative to a normal distribution, the observations are more clustered about the centre of the distribution and have thinner tails. Negative kurtosis indicates that, relative to a normal distribution, the observations cluster less and have thicker tails.
- **Standard Error of Kurtosis**
- **Ratio of kurtosis to its standard error** - this can be used as a test of normality (that is, you can reject normality if the ratio is less than -2 or greater than +2). A large positive value for kurtosis indicates that the tails of the distribution are longer than those of a normal distribution; a negative value for kurtosis indicates shorter tails (becoming like those of a box-shaped uniform distribution)

NB: NCDS data has been reviewed and revised over the years and the numbers reported below for which data is available may differ very slightly from those reported elsewhere, including references cited elsewhere in this document. The differences are rarely amount to more than 1 or 2 cases and are unlikely to have an impact on the distribution of scores or associated statistics.

NCDS1, 1965, age 7 years - BSAG Syndromes scores

11. The distributions for all syndrome scores show a reverse-J shaped characteristic typically found in behaviour ratings. There is a very marked clustering around 0 (zero) and low values. This is perhaps not surprising given that the scoring is designed such that the higher the score, the more indications there are of deviant behaviour. The values of skewness and kurtosis and the ratios of these values to their standard errors confirm the distributions depart from normality.
12. **All syndromes** - (Variables=N455) There are 14926 Cases with a mean of 8.82 and a standard deviation of 8.88. The skewness is 1.39 with a standard error of 0.02. The ratio of skewness to its standard error is 69.31. The kurtosis is 1.90 with a standard error of 0.04. The ratio of kurtosis to its standard error is 47.35.
13. **Unforthcomingness** - (Variables=N432) There are 14929 Cases with a mean of 1.82 and a standard deviation of 2.36. The skewness is 1.56 with a standard error of 0.02. The ratio of skewness to its standard error is 77.74. The kurtosis is 2.12 with a standard error of 0.04. The ratio of kurtosis to its standard error is 53.00.
14. **Withdrawal** - (Variables=N434) There are 14928 Cases with a mean of 0.34 and a standard deviation of 0.84. The skewness is 3.46 with a standard error of 0.02. The ratio of skewness to its standard error is 172.53. The kurtosis is 15.55 with a standard error of 0.04. The ratio of kurtosis to its standard error is 387.93.
15. **Depression** - (Variables=N436) There are 14928 Cases with a mean of 1.01 and a standard deviation of 1.56. The skewness is 2.02 with a standard error of 0.02. The ratio of skewness to its standard error is 100.91. The kurtosis is 4.61 with a standard error of 0.04. The ratio of kurtosis to its standard error is 114.98.
16. **Anxiety for acceptance by adults** - (Variables=N438) There are 14930 Cases with a mean of 0.92 and a standard deviation of 1.61. The skewness is 2.68 with a standard error of 0.02. The ratio of skewness to its standard error is 133.66. The kurtosis is 8.64 with a standard error of 0.04. The ratio of kurtosis to its standard error is 215.53.
17. **Hostility towards adults** - (Variables=N440) There are 14928 Cases with a mean of 0.78 and a standard deviation of 1.73. The skewness is 3.48 with a standard error of 0.02. The ratio of skewness to its standard error is 173.76. The kurtosis is 15.64 with a standard error of 0.04. The ratio of kurtosis to its standard error is 390.14.
18. **Writing off of adults and adult standards** - (Variables=N442) There are 14928 Cases with a mean of 0.91 and a standard deviation of 1.58. The skewness is 2.49 with a standard error of 0.02. The ratio of skewness to its

standard error is 124.02. The kurtosis is 7.78 with a standard error of 0.04. The ratio of kurtosis to its standard error is 194.14.

19. **Anxiety for acceptance by children** - (Variables=N444) There are 14928 Cases with a mean of 0.31 and a standard deviation of 0.76. The skewness is 3.23 with a standard error of 0.02 Ratio of skewness to its standard error is 161.03. The kurtosis is 12.99 with a standard error of 0.04. The ratio of kurtosis to its standard error is 324.11.
20. **Hostility towards children** - (Variables=N446) There are 14928 Cases with a mean of 0.28 and a standard deviation of 0.80. The skewness is 4.14 with a standard error of 0.02. The ratio of skewness to its standard error is 206.56. The kurtosis is 21.68 with a standard error of 0.04. The ratio of kurtosis to its standard error is 540.69.
21. **Restlessness** - (Variables=N448) There are 14927 Cases with a mean of 0.27 and a standard deviation of 0.62. The skewness is 2.63 with a standard error of 0.02. The ratio of skewness to its standard error is 131.43. The kurtosis is 7.37 with a standard error of 0.04. The ratio of kurtosis to its standard error is 183.72.
22. **Inconsequential behaviour** - (Variables=N450) There are 14928 Cases with a mean of 1.42 and a standard deviation of 1.99. The skewness is 1.84 with a standard error of 0.02. The ratio of skewness to its standard error is 91.68. The kurtosis is 3.19 with a standard error of 0.04. The ratio of kurtosis to its standard error is 79.60.
23. **Miscellaneous symptoms** - (Variables=N452) There are 14928 Cases with a mean of 0.60 and a standard deviation of 1.00. The skewness is 2.05 with a standard error of 0.02. The ratio of skewness to its standard error is 102.02. The kurtosis is 4.70 with a standard error of 0.04. The ratio of kurtosis to its standard error is 117.31.
24. **Miscellaneous nervous symptoms** - (Variables=N454) There are 14928 Cases with a mean of 0.14 and a standard deviation of 0.42. The skewness is 3.72 with a standard error of 0.02. The ratio of skewness to its standard error is 185.64. The kurtosis is 19.53 with a standard error of 0.04. The ratio of kurtosis to its standard error is 487.19.

NCDS2, 1969, age 11 years - BSAG Syndromes scores

25. Again and as expected, the distributions for all syndrome scores for the 11-year NCDS survey show a reverse-J shaped characteristic with a very marked clustering around 0 (zero) and low values indicating a lack of deviant behaviour. Again, the values of skewness and kurtosis and the ratios of these values to their standard errors confirm the distributions depart from normality.
26. **All syndromes** - (Variables=N1008) There are 14157 Cases with a mean of 8.50 and a standard deviation of 8.987. The skewness is 1.490 with a

standard error of .021. The ratio of skewness to its standard error is 72.39. The kurtosis is 2.316 with a standard error of .041. The ratio of kurtosis to its standard error is 56.26.

27. ***Unforthcomingness*** - (Variables=N974) There are 14157 Cases with a mean of 1.61 and a standard deviation of 2.137. The skewness is 1.670 with a standard error of .021. The ratio of skewness to its standard error is 81.13. The kurtosis is 2.753 with a standard error of .041. The ratio of kurtosis to its standard error is 66.87.
28. ***Withdrawal*** - (Variables=N977) There are 14158 Cases with a mean of .35 and a standard deviation of .826. The skewness is 3.398 with a standard error of .021. The ratio of skewness to its standard error is 165.09. The kurtosis is 15.264 with a standard error of .041. The ratio of kurtosis to its standard error is 370.81.
29. ***Depression*** - (Variables=N980) There are 14159 Cases with a mean of 1.05 and a standard deviation of 1.546. The skewness is 1.911 with a standard error of .021. The ratio of skewness to its standard error is 92.83. The kurtosis is 4.165 with a standard error of .041. The ratio of kurtosis to its standard error is 101.18.
30. ***Anxiety for acceptance by adults*** - (Variables=N983) There are 14159 Cases with a mean of .56 and a standard deviation of 1.212. The skewness is 3.435 with a standard error of .021. The ratio of skewness to its standard error is 166.89. The kurtosis is 14.691 with a standard error of .041. The ratio of kurtosis to its standard error is 356.90.
31. ***Hostility towards adults*** - (Variables=N986) There are 14159 Cases with a mean of .90 and a standard deviation of 1.947. The skewness is 3.134 with a standard error of .021. The ratio of skewness to its standard error is 152.28. The kurtosis is 11.977 with a standard error of .041. The ratio of kurtosis to its standard error is 290.97.
32. ***Writing off of adults and adult standards*** - (Variables=N989) There are 14159 Cases with a mean of 1.02 and a standard deviation of 1.703. The skewness is 2.497 with a standard error of .021. The ratio of skewness to its standard error is 121.33. The kurtosis is 7.898 with a standard error of .041. The ratio of kurtosis to its standard error is 191.88.
33. ***Anxiety for acceptance by children*** - (Variables=N992) There are 14159 Cases with a mean of .33 and a standard deviation of .803. The skewness is 3.156 with a standard error of .021. The ratio of skewness to its standard error is 153.31. The kurtosis is 12.327 with a standard error of .041. The ratio of kurtosis to its standard error is 299.46.
34. ***Hostility towards children*** - (Variables=N995) There are 14159 Cases with a mean of .29 and a standard deviation of .805. The skewness is 4.218 with a standard error of .021. The ratio of skewness to its standard error is 204.93.

The kurtosis is 23.963 with a standard error of .041. The ratio of kurtosis to its standard error is 582.15.

35. **Restlessness** - (Variables=N998) There are 14159 Cases with a mean of .23 and a standard deviation of .568. The skewness is 2.889 with a standard error of .021. The ratio of skewness to its standard error is 140.37. The kurtosis is 9.239 with a standard error of .041. The ratio of kurtosis to its standard error is 224.45.
36. **Inconsequential behaviour** - (Variables=N1001) There are 14159 Cases with a mean of 1.43 and a standard deviation of 1.999. The skewness is 1.791 with a standard error of .021. The ratio of skewness to its standard error is 86.99. The kurtosis is 3.021 with a standard error of .041. The ratio of kurtosis to its standard error is 73.38.
37. **Miscellaneous symptoms** - (Variables=N1004) There are 14159 Cases with a mean of .62 and a standard deviation of 1.012. The skewness is 1.999 with a standard error of .021. The ratio of skewness to its standard error is 97.10. The kurtosis is 4.561 with a standard error of .041. The ratio of kurtosis to its standard error is 110.79.
38. **Miscellaneous nervous symptoms** - (Variables=N1005) There are 14159 Cases with a mean of .12 and a standard deviation of .376. The skewness is 3.724 with a standard error of .021. The ratio of skewness to its standard error is 180.94. The kurtosis is 16.309 with a standard error of .041. The ratio of kurtosis to its standard error is 396.21.

NCDS1, 1965, age 7 years - Phrases not contributing to syndrome scores

39. **Appearance** - (Variables=N462, N463, N464) Data are available for 10504 cases. The majority (84.5 per cent of cases) were rated by teachers as 'Attractive' and the remainder as unattractive to some degree.
40. **Miscellaneous** - (Variables=N466, N447, N468) Data are available for 9109 cases. The majority (96.9 per cent of cases) were rated by teachers as 'Sexually normal'. Very small percentages were rated as 'Aware sexually' (1.1%); 'Sexually abnormal' (0.1%); or a 'Late developer' (0.9%). In addition, small percentages were rated as 'Easily fooled' (0.5%) or 'Just stupid' (1.8%).
41. **Health factors - 1** - (Variables=N470, N471) Data are available for 2719 cases. The majority (78.1 per cent of cases) were rated by teachers as having 'Many colds' and 34.3 per cent of cases as having 'Poor respiration'.
42. **Health factors - 2** - (Variables=N472, N473, N474, N475, N476) Data are available for 1488 cases. Some 10.7 per cent of cases were rated by teachers as having 'Infected ears'; 'Skin trouble' (11.1%); 'Feels ill, sick

(45.7%); 'Headaches' (16.1%); 'Pale, bad turns' (21.4%); 'Fits' (0.9%); 'Nose bleeding' (5.3%); 'Sore, red eyes' (5.4%); and 'Very cold hands' (3.4%).

43. **Health factors - 3** – (Variables=N481, N482, N483) Data are available for 1299 cases. Some 40.5 per cent of cases were rated by teachers as having 'Bad eyesight'; 'Squint' (15.6%); 'Bulging eyes' (4.4%); 'Poor hearing' (21.3%); 'No co-ordination' (21.1%); 'Contorted face' (2.9%) and 'Abnormal posture' (4.3%).
44. **Attendance** – (Variables=N458, N459, N460, N461) Data are available for 14234 cases. The majority (88.4 per cent of cases) were rated by teachers as having 'Good attendance' at school; 'Frequent short absences' (5.7%); 'Long absences' (6.3%); 'Malingering etc' (1.5%); 'Helps at home' (0.4%).
45. **Miscellaneous symptoms** – (Variables=Not available for NCDS1)
46. **Size** – (Variables=N427, N428) Data are available for 14270 cases. The majority (68.0 per cent of cases) were rated by teachers as of 'Ordinary' height; 'Tall for age' (15.4%); 'Small' (15.1%); 'Diminutive' (0.4%); 'Very fat' (1.4%); or 'Very thin' (3.9%).

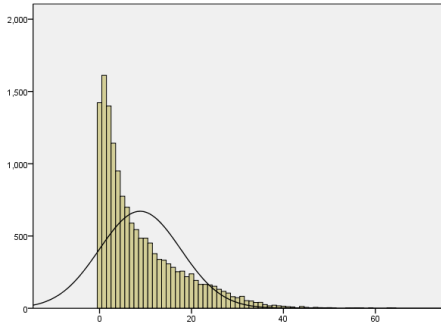
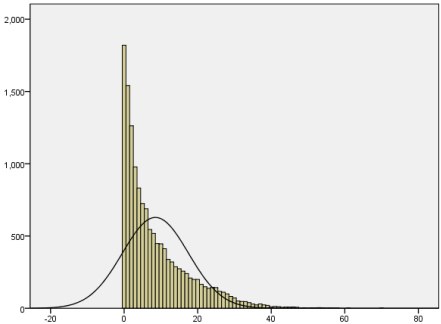
NCDS2, 1969, age 11 years - Phrases not contributing to syndrome scores

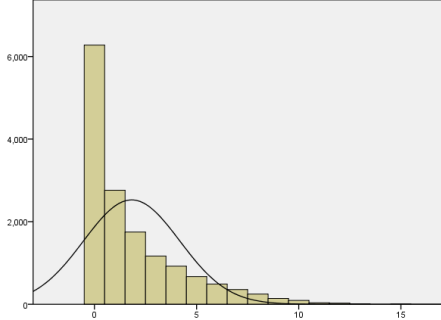
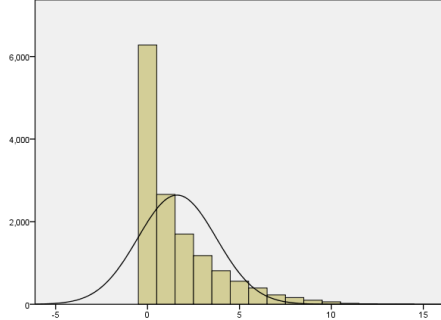
47. **Appearance** – (Variables=N1066, N1067, N1068) Data are available for 10109 cases. The majority (80.3 per cent of cases) were rated by teachers as 'Attractive' and the remainder as unattractive to some degree.
48. **Miscellaneous** – (Variables=N1071, N1072, N1073) Data are available for 12903 cases. The majority (91.9 per cent of cases) were rated by teachers as 'Sexually normal'. Small percentages were rated as 'Keen-sexually' (3.6%); 'Sexually abnormal' (0.2%) or 'Delayed-sexually' (4.1%). In addition, small percentages were rated as 'Gets cheated' (0.5%) and 'Just stupid' (0.7%).
49. **Health factors - 1** – (Variables=N1077, N1078) Data are available for 1301 cases. A majority (71.3 per cent of cases) were rated by teachers as having 'Frequent colds'; and 38.7 per cent as having 'Poor respiration'.
50. **Health factors - 2** – (Variables=N1079, N1080, N1081, N1082, N1083) Data are available for 1279 cases. Some 6.4 per cent of cases were rated by teachers as having 'Infected ears'; 'Skin troubles' (12.6%); 'Tummy upsets' (48.1%); 'Headaches' (35.7%); 'Bad turns, pale' (17.7%); 'Fits' (0.8%); 'Nose bleeding' (6.9%); 'Sore, red eyes' (5.8%); and 'Very cold hands' (2.0%).
51. **Health factors - 3** – (Variables=N1088, N1089, N1090, N1091, N1092, N1093) Data are available for 1401 cases. Some 56.2 per cent of cases were rated by teachers as having 'Bad eyesight'; 'Squint' (6.0%); 'Bulging eyes'

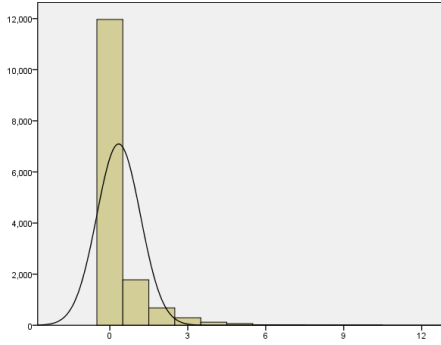
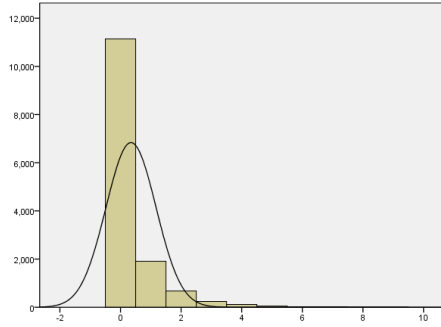
(2.6%); 'Poor hearing' (10.0%); 'Gawky' (24.7%); 'Contorted face' (2.1%) and 'Bad posture' (5.3%).

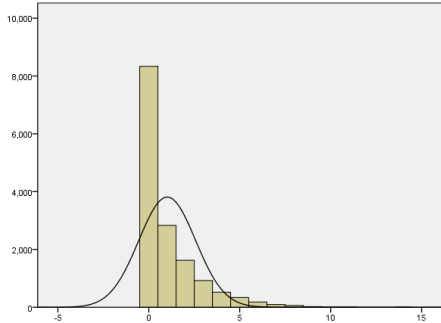
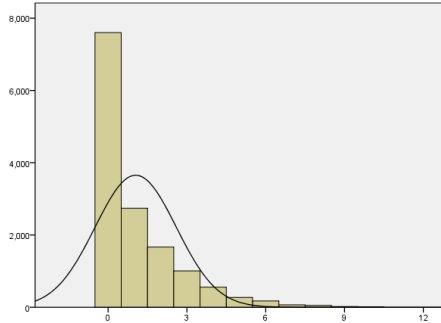
52. **Attendance** – (Variables=N1061, N1062, N1063, N1064) Data are available for 13730 cases. The majority (91.6 per cent of cases) were rated by teachers as having 'Good attendance' at school; 'Frequently away' (4.9%); 'Long absences' (3.0%); 'Condoned by parent' (2.0%); 'Helps at home' (1.4%).
53. **Miscellaneous symptoms** – (Variables=N1049, N1050, N1051, N1052) Data are available for 2858 cases. Some 5.9 per cent of cases were rated by teachers as having '1 or 2 truancies'; 'Often late' (12.6%); 'Has cut lessons' (0.7%); 'Destructive' (8.7%); and 'On fringe, loner' (83.6%).
54. **Size** – (Variables=N1095, N1096) Data are available for 13370 cases. The majority (65.1 per cent of cases) were rated by teachers as of 'Ordinary' height; 'Tall for age' (1765.4%); 'Small' (15.2%); 'Unusually small' (0.9%); 'Very fat' (2.4%); or 'Very thin' (3.0%).

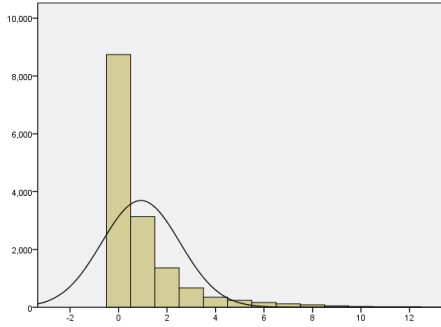
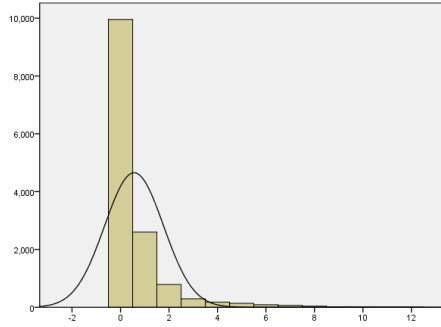
Distributions of NCDS1 and 2 BSAG scores

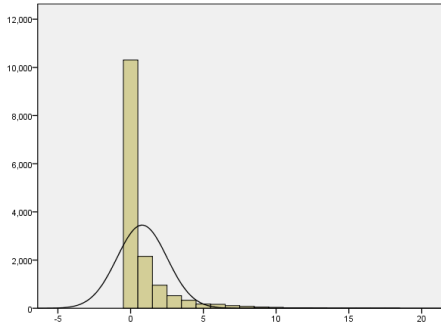
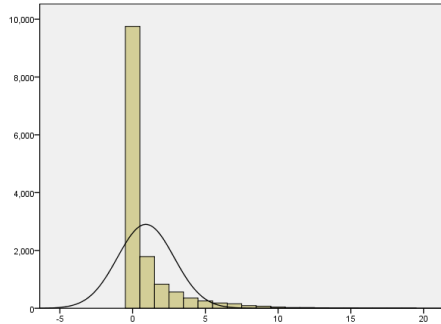
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Total (sum of all syndromes)	Variables= N455 Cases= 14926 Mean= 8.82 Standard deviation= 8.88 Skewness= 1.39 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 69.31 Kurtosis= 1.90 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 47.35	Variables= N1008 Cases= 14157 Mean= 8.50 Standard deviation= 8.987 Skewness= 1.490 Standard error of skewness= .021 Ratio of skewness to its SE*= 72.39 Kurtosis= 2.316 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 56.26
		

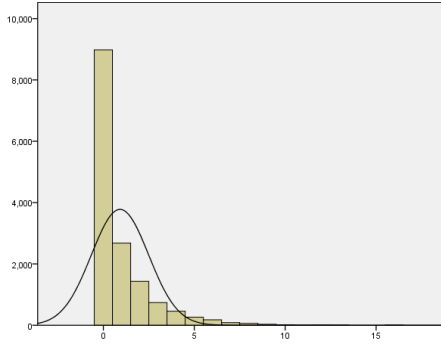
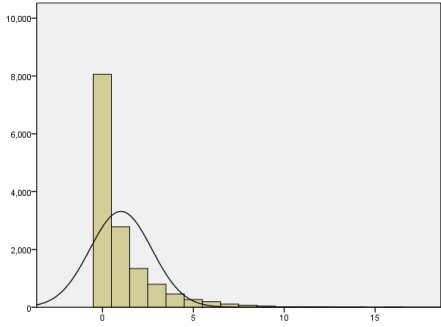
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Unforthcomingness	Variables= N432 Cases= 14929 Mean= 1.82 Standard deviation= 2.36 Skewness= 1.56 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 77.74 Kurtosis= 2.12 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 53.00	Variables= N974 Cases= 14157 Mean= 1.61 Standard deviation= 2.137 Skewness= 1.670 Standard error of skewness= .021 Ratio of skewness to its SE*= 81.13 Kurtosis= 2.753 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 66.87
		

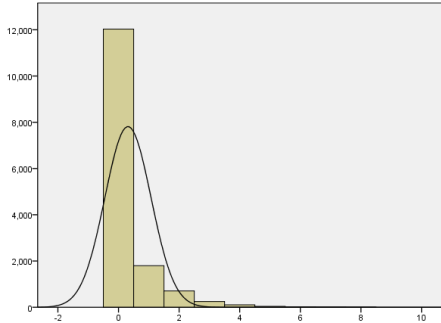
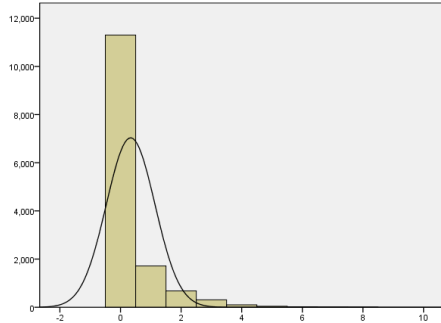
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Withdrawal	Variables= N434 Cases= 14928 Mean= 0.34 Standard deviation= 0.84 Skewness= 3.46 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 172.53 Kurtosis= 15.55 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 387.93	Variables= N977 Cases= 14158 Mean= .35 Standard deviation= .826 Skewness= 3.398 Standard error of skewness= .021 Ratio of skewness to its SE*= 165.09 Kurtosis= 15.264 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 370.81
		

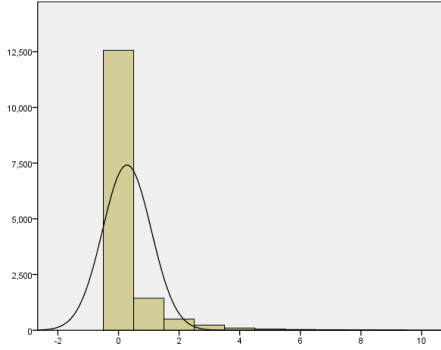
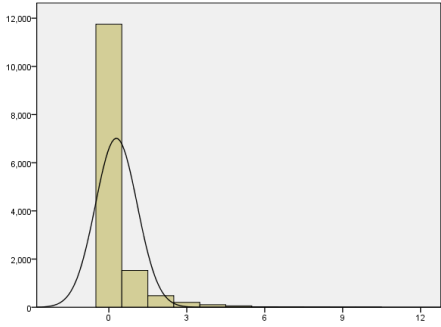
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Depression	Variables= N436 Cases= 14928 Mean= 1.01 Standard deviation= 1.56 Skewness= 2.02 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 100.91 Kurtosis= 4.61 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 114.98	Variables= N980 Cases= 14159 Mean= 1.05 Standard deviation= 1.546 Skewness= 1.911 Standard error of skewness= .021 Ratio of skewness to its SE*= 92.83 Kurtosis= 4.165 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 101.18
		

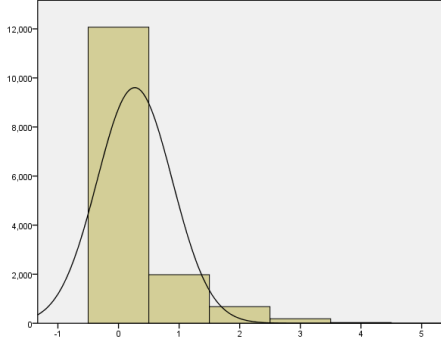
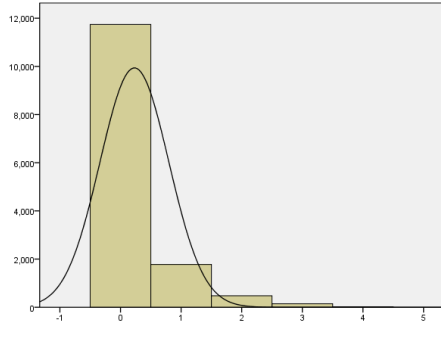
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Anxiety for acceptance by adults	Variables= N438 Cases= 14930 Mean= 0.92 Standard deviation= 1.61 Skewness= 2.68 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 133.66 Kurtosis= 8.64 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 215.53	Variables= N983 Cases= 14159 Mean= .56 Standard deviation= 1.212 Skewness= 3.435 Standard error of skewness= .021 Ratio of skewness to its SE*= 166.89 Kurtosis= 14.691 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 356.90
		

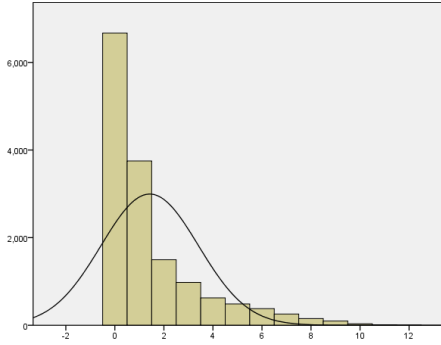
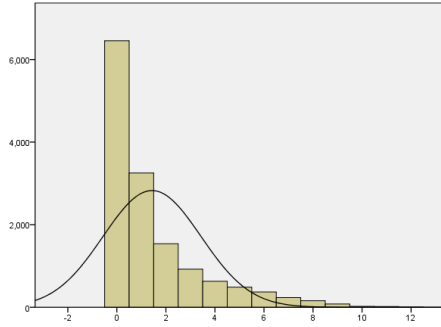
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Hostility towards adults	Variables= N440 Cases= 14928 Mean= 0.78 Standard deviation= 1.73 Skewness= 3.48 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 173.76 Kurtosis= 15.64 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 390.14	Variables= N986 Cases= 14159 Mean= .90 Standard deviation= 1.947 Skewness= 3.134 Standard error of skewness= .021 Ratio of skewness to its SE*= 152.28 Kurtosis= 11.977 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 290.97
		

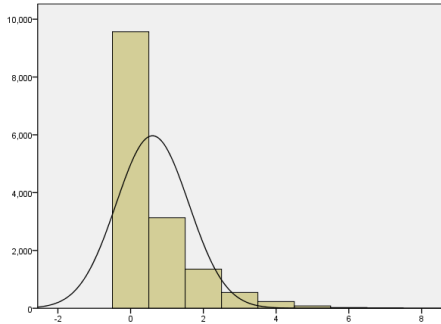
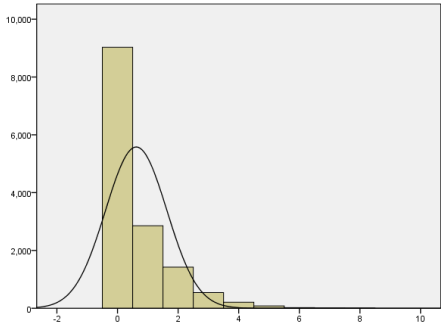
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Writing off of adults and adult standards	Variables= N442 Cases= 14928 Mean= 0.91 Standard deviation= 1.58 Skewness= 2.49 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 124.02 Kurtosis= 7.78 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 194.14	Variables= N989 Cases= 14159 Mean= 1.02 Standard deviation= 1.703 Skewness= 2.497 Standard error of skewness= .021 Ratio of skewness to its SE*= 121.33 Kurtosis= 7.898 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 191.88
		

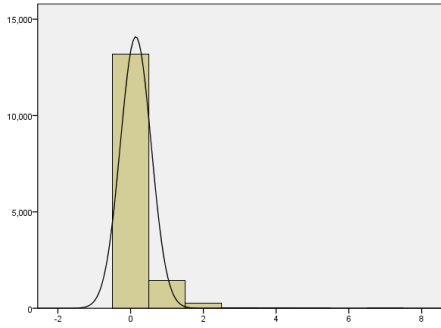
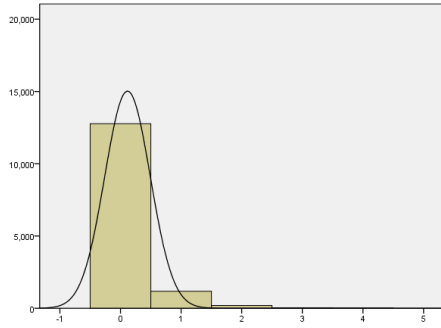
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Anxiety for acceptance by children	Variables= N444 Cases= 14928 Mean= 0.31 Standard deviation= 0.76 Skewness= 3.23 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 161.03 Kurtosis= 12.99 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 324.11	Variables= N992 Cases= 14159 Mean= .33 Standard deviation= .803 Skewness= 3.156 Standard error of skewness= .021 Ratio of skewness to its SE*= 153.31 Kurtosis= 12.327 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 299.46
		

BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Hostility towards children	Variables= N446 Cases= 14928 Mean= 0.28 Standard deviation= 0.80 Skewness= 4.14 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 206.56 Kurtosis= 21.68 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 540.69	Variables= N995 Cases= 14159 Mean= .29 Standard deviation= .805 Skewness= 4.218 Standard error of skewness= .021 Ratio of skewness to its SE*= 204.93 Kurtosis= 23.963 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 582.15
		

BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Restlessness	Variables= N448 Cases= 14927 Mean= 0.27 Standard deviation= 0.62 Skewness= 2.63 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 131.43 Kurtosis= 7.37 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 183.72	Variables= N998 Cases= 14159 Mean= .23 Standard deviation= .568 Skewness= 2.889 Standard error of skewness= .021 Ratio of skewness to its SE*= 140.37 Kurtosis= 9.239 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 224.45
		

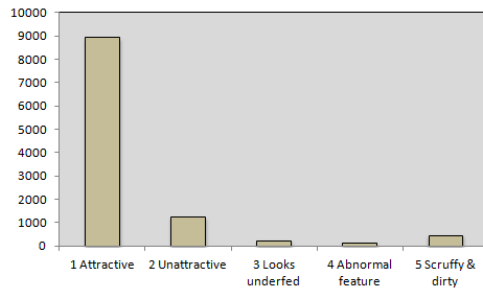
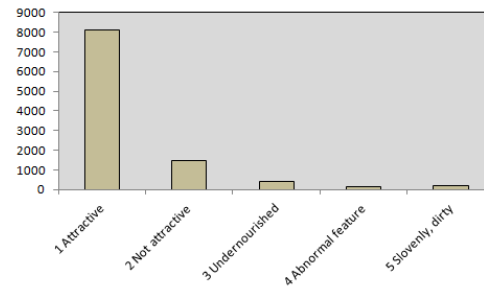
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Inconsequential behaviour	Variables= N450 Cases= 14928 Mean= 1.42 Standard deviation= 1.99 Skewness= 1.84 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 91.68 Kurtosis= 3.19 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 79.60	Variables= N1001 Cases= 14159 Mean= 1.43 Standard deviation= 1.999 Skewness= 1.791 Standard error of skewness= .021 Ratio of skewness to its SE*= 86.99 Kurtosis= 3.021 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 73.38
		

BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Miscellaneous symptoms	Variables= N452 Cases= 14928 Mean= 0.60 Standard deviation= 1.00 Skewness= 2.05 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 102.02 Kurtosis= 4.70 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 117.31	Variables= N1004 Cases= 14159 Mean= .62 Standard deviation= 1.012 Skewness= 1.999 Standard error of skewness= .021 Ratio of skewness to its SE*= 97.10 Kurtosis= 4.561 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 110.79
		

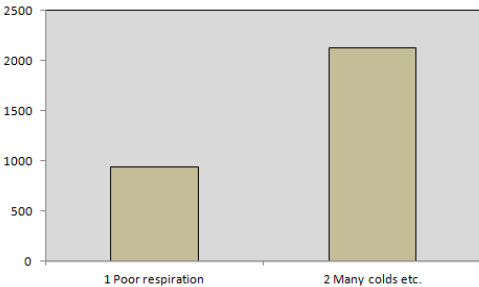
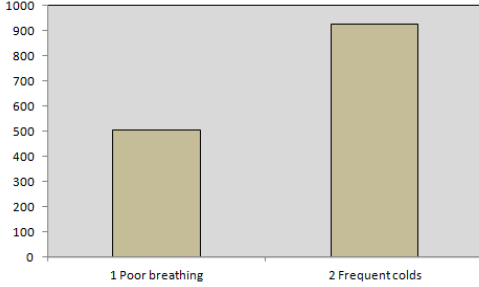
BSAG Syndromes scores	NCDS1 7 years 1965	NCDS2 11 years 1969
Miscellaneous nervous symptoms	Variables= N454 Cases= 14928 Mean= 0.14 Standard deviation= 0.42 Skewness= 3.72 Standard error of skewness= 0.02 Ratio of skewness to its SE*= 185.64 Kurtosis= 19.53 Standard error of kurtosis= 0.04 Ratio of kurtosis to its SE*= 487.19	Variables= N1005 Cases= 14159 Mean= .12 Standard deviation= .376 Skewness= 3.724 Standard error of skewness= .021 Ratio of skewness to its SE*= 180.94 Kurtosis= 16.309 Standard error of kurtosis= .041 Ratio of kurtosis to its SE*= 396.21
		

* The ratio of the skewness or kurtosis to the respective standard error may be used as a test of normality - if either ratio is less than -2 or greater than +2, normality can be rejected

Distributions of NCDS1 and 2 BSAG phrases not contributing to syndrome scores

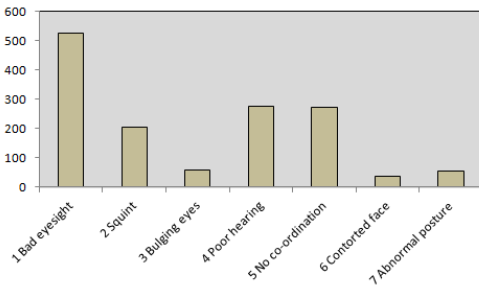
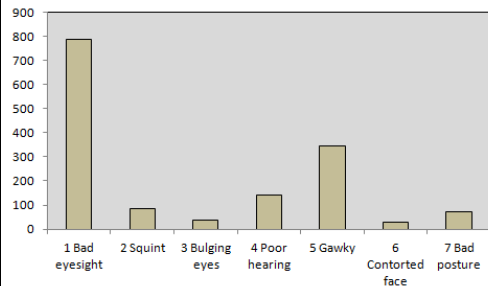
Phrases not contributing to syndrome scores	NCDS1 7 years 1965*	NCDS2 11 years 1969*																																																																
Appearance	<div>Variables= N462, N463, N464</div> <table><thead><tr><th></th><th colspan="2">Responses</th><th>Per cent of cases</th></tr><tr><th></th><th>N</th><th>Percent</th><th></th></tr></thead><tbody><tr><td>Attractive</td><td>8924</td><td>81.3</td><td>84.3</td></tr><tr><td>Unattractive</td><td>1235</td><td>11.2</td><td>11.7</td></tr><tr><td>Looks underfed</td><td>223</td><td>2.0</td><td>2.1</td></tr><tr><td>Abnormal feature</td><td>131</td><td>1.2</td><td>1.2</td></tr><tr><td>Scruffy & dirty</td><td>470</td><td>4.3</td><td>4.4</td></tr><tr><td>Total</td><td>10983</td><td>100.0</td><td>103.7</td></tr></tbody></table> <div></div>		Responses		Per cent of cases		N	Percent		Attractive	8924	81.3	84.3	Unattractive	1235	11.2	11.7	Looks underfed	223	2.0	2.1	Abnormal feature	131	1.2	1.2	Scruffy & dirty	470	4.3	4.4	Total	10983	100.0	103.7	<div>Variables= N1066, N1067, N1068</div> <table><thead><tr><th></th><th colspan="2">Responses</th><th>Per cent of cases</th></tr><tr><th></th><th>N</th><th>Percent</th><th></th></tr></thead><tbody><tr><td>Attractive</td><td>8113</td><td>78.2</td><td>80.3</td></tr><tr><td>Not attractive</td><td>1477</td><td>14.2</td><td>14.6</td></tr><tr><td>Undernourished</td><td>419</td><td>4.0</td><td>4.2</td></tr><tr><td>Abnormal feature</td><td>149</td><td>1.4</td><td>1.5</td></tr><tr><td>Slovenly, dirty</td><td>214</td><td>2.1</td><td>2.1</td></tr><tr><td>Total</td><td>10372</td><td>100.0</td><td>102.6</td></tr></tbody></table> <div></div>		Responses		Per cent of cases		N	Percent		Attractive	8113	78.2	80.3	Not attractive	1477	14.2	14.6	Undernourished	419	4.0	4.2	Abnormal feature	149	1.4	1.5	Slovenly, dirty	214	2.1	2.1	Total	10372	100.0	102.6
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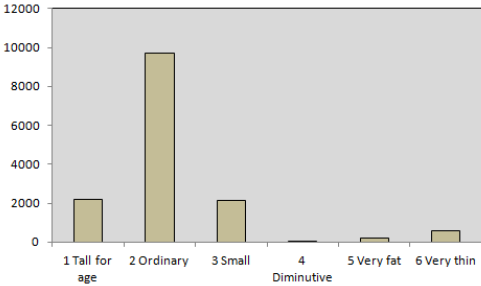
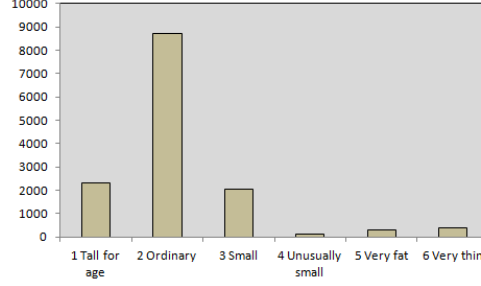
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Phrases not contributing to syndrome scores	NCDS1 7 years 1965*	NCDS2 11 years 1969*																																																																								
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* These multi-coded variables

Correlations

55. Correlations between the BSAG syndrome scores are shown below for each survey. As noted in the tables, all correlations are highly significant, but this is to be expected given the size of the samples.

NCDS1

56. The correlations between the overall BSAG score and the component syndrome scores are mostly moderate (0.5-0.6) or low (0.3-0.4), although 'Writing-off of adults' (0.70) and 'Inconsequential behaviour' (0.72) correlate more highly.
57. Correlations between the individual syndrome scores are mostly low (0.3-0.4) or very low (<0.3), although the correlations between 'Hostility towards adults' and 'Hostility towards children' is moderate (0.55) as is that between 'Restlessness' and 'Inconsequential behaviour' (0.59). Most correlations are positive, but there are very low negative correlations between 'Unforthcomingness' and 'Anxiety for acceptance by adults' (-0.14) and 'Anxiety for acceptance by children' (-0.05); and also between 'Withdrawal' and 'Anxiety for acceptance by adults' (-0.04).

NCDS2

58. Again, the correlations between the overall BSAG score and the component syndrome scores are mostly moderate (0.5-0.6) or low (0.3-0.4). 'Depression' (0.71), 'Writing-off of adults' (0.70) and 'Inconsequential behaviour' (0.72) correlate more highly.
59. Again, correlations between the individual syndrome scores are positive but mostly low (0.3-0.4) or very low (<0.3). More moderate correlations are found between 'Hostility towards adults' and 'Hostility towards children' (0.59) and between 'Inconsequential behaviour' and 'Hostility towards adults' (0.51), 'Writing-off adults' (0.50), 'Anxiety for acceptance by children' (0.51) and 'restlessness' (0.55). As with the BSAG syndrome scores for the age 7 survey, there are very low negative correlations between 'Unforthcomingness' and 'Anxiety for acceptance by adults' (-0.07) and 'Anxiety for acceptance by children' (-0.05); and also between 'Withdrawal' and 'Anxiety for acceptance by adults' (-0.01).

Correlations between NCDS1 BSAG scores

	All	Unforthcoming	Withdrawal	Depression	Anxiety for acceptance by adults	Hostility towards adults	'Writing off adults'	Anxiety for acceptance by Children	Hostility towards children	Restlessness	Inconsequential behaviour	Miscellaneous symptoms	Miscellaneous nervous symptoms
All	1 n=14932	.524 n=14932	.510 n=14932	.694 n=14932	.336 n=14932	.650 n=14932	.700 n=14932	.481 n=14932	.568 n=14932	.517 n=14931	.717 n=14932	.609 n=14932	.343 n=14932
Unforthcoming		1 n=14935	.455 n=14934	.460 n=14934	-.143 n=14935	.091 n=14934	.350 n=14934	-.046 n=14934	.022 n=14934	.071 n=14933	.085 n=14934	.456 n=14934	.140 n=14934
Withdrawal			1 n=14934	.488 n=14934	-.041 n=14934	.165 n=14934	.434 n=14934	.032 n=14934	.106 n=14934	.114 n=14933	.157 n=14934	.395 n=14934	.141 n=14934
Depression				1 n=14934	.058 n=14934	.382 n=14934	.423 n=14934	.143 n=14934	.224 n=14934	.202 n=14933	.355 n=14934	.487 n=14934	.200 n=14934
Anxiety for acceptance by adults					1 n=14936	.197 n=14934	.018 n=14934	.342 n=14934	.239 n=14934	.254 n=14933	.244 n=14934	.145 n=14934	.120 n=14934
Hostility towards adults						1 n=14934	.392 n=14934	.399 n=14934	.545 n=14934	.244 n=14933	.480 n=14934	.233 n=14934	.178 n=14934
'Writing off adults'							1 n=14934	.264 n=14934	.403 n=14934	.322 n=14933	.471 n=14934	.355 n=14934	.160 n=14934
Anxiety for acceptance by children								1 n=14934	.468 n=14934	.337 n=14933	.476 n=14934	.109 n=14934	.172 n=14934
Hostility towards children									1 n=14934	.289 n=14933	.499 n=14934	.189 n=14934	.167 n=14934
Restlessness										1 n=14933	.597 n=14933	.277 n=14933	.215 n=14933
Inconsequential behaviour											1 n=14934	.280 n=14934	.256 n=14934

Miscellaneous symptoms												1 n=14934	.207 n=14934
Miscellaneous nervous symptoms													1 n=14934

NB: All correlations are significant at $p<0.001$

Correlations between NCDS2 BSAG scores

	All	Unforthcoming	Withdrawal	Depression	Anxiety for acceptance by adults	Hostility towards adults	'Writing off adults'	Anxiety for acceptance by Children	Hostility towards children	Restlessness	Inconsequential behaviour	Miscellaneous symptoms	Miscellaneous nervous symptoms
All	1 n=14160	.477 n=14158	.516 n=14159	.711 n=14160	.367 n=14160	.690 n=14160	.713 n=14160	.519 n=14160	.608 n=14160	.494 n=14160	.741 n=14160	.635 n=14160	.353 n=14160
Unforthcoming		1 n=14160	.464 n=14160	.413 n=14160	-.067 n=14160	.058 n=14160	.289 n=14160	-.054 n=14160	.021 n=14160	.052 n=14160	.068 n=14160	.420 n=14160	.106 n=14160
Withdrawal			1 n=14161	.469 n=14161	-.008 n=14161	.185 n=14161	.432 n=14161	.045 n=14161	.158 n=14161	.126 n=14161	.172 n=14161	.375 n=14161	.145 n=14161
Depression				1 n=14162	.114 n=14162	.421 n=14162	.419 n=14162	.188 n=14162	.304 n=14162	.228 n=14162	.407 n=14162	.479 n=14162	.206 n=14162
Anxiety for acceptance by adults					1 n=14162	.222 n=14162	.067 n=14162	.352 n=14162	.274 n=14162	.267 n=14162	.275 n=14162	.245 n=14162	.153 n=14162
Hostility towards adults						1 n=14162	.425 n=14162	.433 n=14162	.586 n=14162	.251 n=14162	.511 n=14162	.284 n=14162	.193 n=14162
'Writing off adults'							1 n=14162	.305 n=14162	.422 n=14162	.301 n=14162	.503 n=14162	.347 n=14162	.179 n=14162
Anxiety for acceptance by children								1 n=14162	.448 n=14162	.359 n=14162	.508 n=14162	.200 n=14162	.201 n=14162
Hostility towards children									1 n=14162	.266 n=14162	.482 n=14162	.276 n=14162	.186 n=14162
Restlessness										1 n=14162	.554 n=14162	.276 n=14162	.242 n=14162
Inconsequential behaviour											1 n=14162	.341 n=14162	.292 n=14162

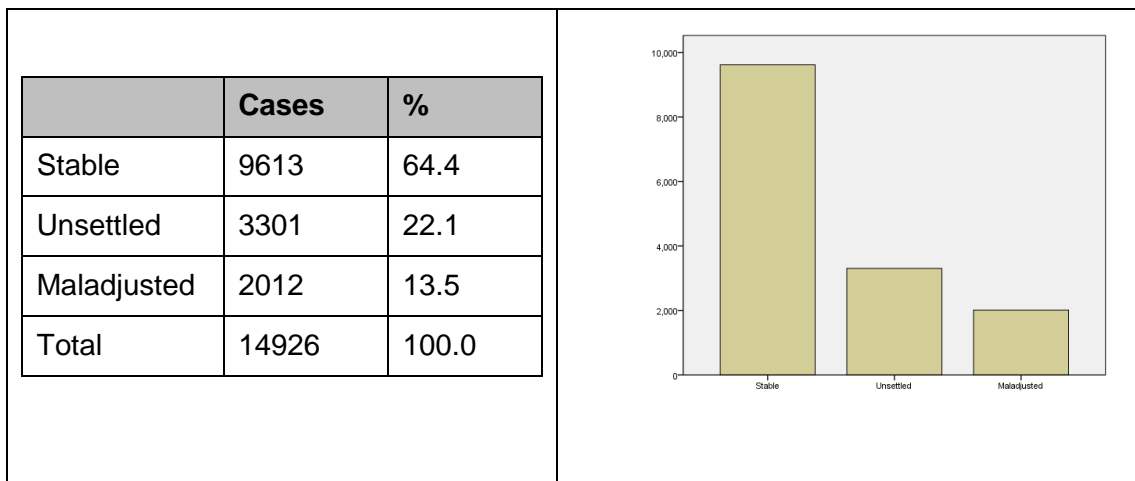
Miscellaneous symptoms												1 n=14162	.229 n=14162
Miscellaneous nervous symptoms													1 n=14162

NB: All correlations are significant at $p<0.001$

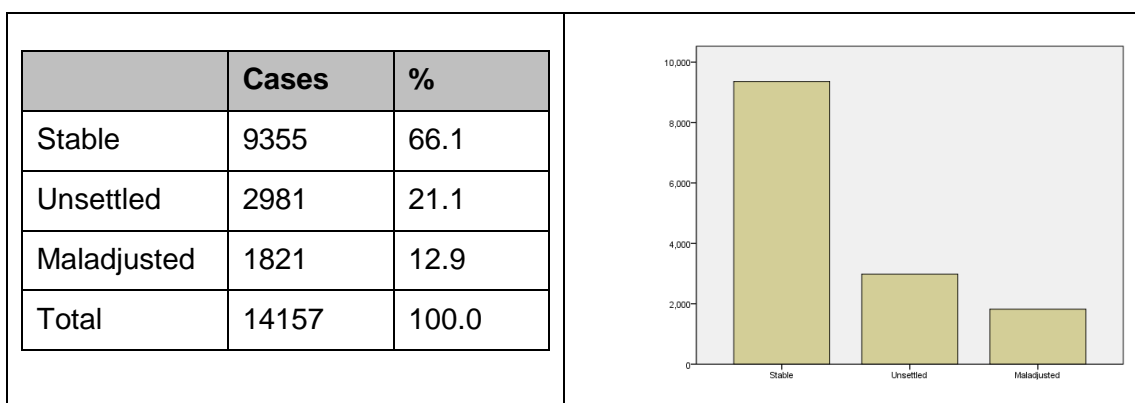
Grouping of scores

60. A grouping of scores has been proposed by Stott (1963) and also used by Crawford (1966) and Chazan (1968) amongst others. Children with a score from 0-9 are termed 'stable', those with a score from 10 to 19 are termed 'unsettled' and those with a score of 20 or more are called 'maladjusted'. For the sake of convenience and comparability, these groupings are used and terms are used here, although it is recognised that the terminology is not necessarily applicable, say, in a clinical context.
61. The tables and diagrams below show that the distribution of groupings for the seven and eleven-year BSAG scores are very similar with around 13 per cent having scores which would label them as maladjusted.

NCDS1 Grouping of BSAG score after Stott



NCDS2 Grouping of BSAG score after Stott



Externalising and internalising behaviour

62. A factor analysis of NCDS2 syndrome scores from the NCDS2 suggests two groupings of syndrome scores (Ghodsian, 1977). The first can be characterised as representing 'externalising behaviour' (anxious, aggressive, restless outwardly expressed behaviour); the second as 'internalising behaviour' (withdrawn inhibited behaviour). A similar analysis of NCDS1 BSAG syndrome scores shows the same groupings may also be identified (Mayer Ghodsian, personal communication, 1987). The composition of these groupings is shown in the table below. Analysis revealed that the 'Miscellaneous symptoms syndrome' was not clearly associated with either group and it is not included below.

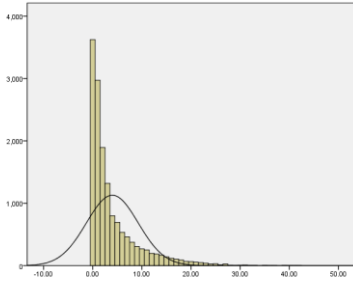
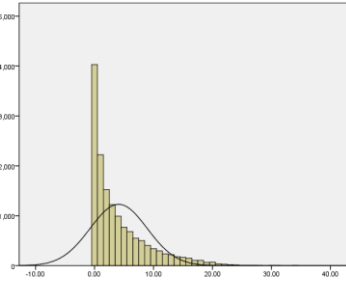
BSAG Variables identifying externalising and internalising behaviour

	NCDS1	NCDS2
Externalising behaviour		
Hostility towards children	N446	N995
Hostility towards adults	N440	N986
Inconsequential behaviour	N450	N1001
Restlessness	N448	N998
Anxiety for acceptance by children	N444	N992
Anxiety for acceptance by adults	N438	N983
Internalising behaviour		
Depression	N436	N980
Withdrawal	N434	N977
Unforthcomingness	N432	N974
Writing off of adults and adult standards	N442	N989

NB: the 'Miscellaneous symptoms syndrome' was not clearly associated with either group

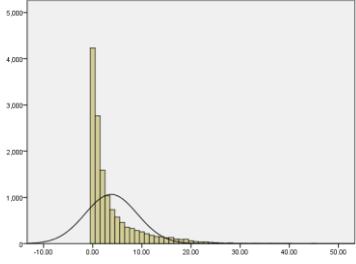
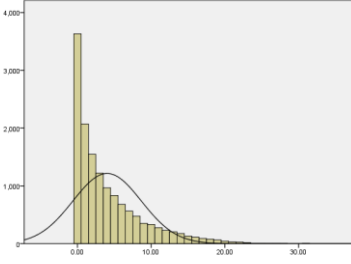
63. Groupings similar to these have appeared consistently in research of behaviour ratings and provide a simple and economic measure of behaviour at school as seen by the teacher which can be used in research. This is not to say that behaviour in the classroom is simple enough to be represented along these two dimensions. These two factors only represent summaries of what might be major aspects of classroom behaviour as seen by the teacher. There is evidence regarding the discrepancy between teacher's ratings and those by mothers – only a modest correlation of 0.21 was obtained between the total score on the BSAG and a home behaviour scale completed by mothers (Lambert and Hartsough, 1973).
66. Scores for externalising and internalising behaviour can be derived by summing the scores for the relevant syndromes and have been used in analysis (Clark *et al*, 2007, 2010). Details of the distributions of these measures are given below. Once again, these are characterised by reverse J-shaped curves with very marked clustering around 0 (zero) and low values.

Distribution of NCDS1 scores for externalising and internalising behaviour

	Externalising behaviour	Internalising behaviour
Cases	14927	14928
Mean	3.98	4.08
Standard. Deviation	5.28	4.85
Skewness	2.15	1.57
Standard. error of skewness	.02	.02
Ratio of skewness to its SE*	107.46	78.27
Kurtosis	5.46	2.28
Standard error of kurtosis	.040	.040
Ratio of kurtosis to its SE*	136.07	56.96
		

* The ratio of the skewness or kurtosis to the respective standard error may be used as a test of normality - if either ratio is less than -2 or greater than +2, normality can be rejected

Distribution of NCDS2 scores for externalising and internalising behaviour

	Externalising behaviour	Internalising behaviour
Cases	14159	14157
Mean	3.75	4.02
Standard. Deviation	5.31	4.65
Skewness	2.19	1.58
Standard. error of skewness	0.02	0.02
Ratio of skewness to its SE*	106.52	76.87
Kurtosis	5.56	2.51
Standard error of kurtosis	0.04	0.04
Ratio of kurtosis to its SE*	135.00	61.08
		

Correlations between NCDS1 and NCDS2 BSAG

65. Correlations between the NCDS1 and NCDS2 BSAG syndrome scores are shown below. All are low or very low but are highly significant - but this is to be expected given the size of the samples.

BSAG Syndromes scores	NCDS1-2 Correlation	Cases
Total (sum of all syndromes)	0.404	12781
Unforthcomingness	0.331	12783
Withdrawal	0.187	12783
Depression	0.256	12784
Anxiety for acceptance by adults	0.268	12785
Hostility towards adults	0.285	12784
Writing off of adults and adult standards	0.233	12784
Anxiety for acceptance by children	0.240	12784
Hostility towards children	0.230	12784
Restlessness	0.207	12783
Inconsequential behaviour	0.426	12784
Miscellaneous symptoms	0.276	12784
Miscellaneous nervous symptoms	0.130	12784

NB: All correlations are significant at $p < 0.001$

66. Low correlations may reflect lack of constancy in behaviour or lack of consistency between teachers' ratings. Below, comparison of the BSAG groupings of scores proposed by Stott (see paragraph above), shows that significant numbers of individuals may be found in different groups at NCDS1 and NCDS2. This is especially true for those who may be rated as 'maladjusted' at age 7 – two thirds of whom were rated as 'stable' or 'unsettled' four years later. See also Ghodsian *et al*, 1980.

Comparison of BSAG groupings of scores

BSAG grouping at 11	BSAG grouping at 7			Total
	Stable	Unsettled	Maladjusted	
Stable	6436 77.3%	1477 52.8%	587 35.3%	8500 66.5%
Unsettled	1379 16.6%	785 28.1%	512 30.8%	2676 20.9%
Maladjusted	508 6.1%	533 19.1%	564 33.9%	1605 12.6%
Total	8323 100.0%	2795 100.0%	1663 100.0%	12781 100.0%

NCDS1 and 2 BSAG in research

67. The BSAG has been used extensively in NCDS and other research. It has been externally validated in two key ways:
- Results have been checked against other teacher assessments of social maladjustment (plus assessments from professional observers, parents and peers), and have been found to be significantly positively correlated with these measures - see Achenbach, McConaughy & Howell (1987) for a summary some of this literature.
 - Greater maladjustment in childhood is frequently associated with more negative social outcomes: for example, individuals who re-offended whilst on probation tended to be more maladjusted than those who did not (Stott, 1960), and of those who had been caught truanting, first time offenders were found to be less maladjusted than repeat offenders (Stott, 1966).
68. A major strength of the NCDS is that it includes repeated measures of behaviour, collected prospectively during childhood, on a very large and representative national sample. This data is particularly useful when combined with data collected during adult life. The BSAG measures of behaviour in school described above provide very important information concerning the childhood behaviour of members of the birth cohort and have been used extensively in research.
69. There are perhaps 2 main areas of research that have been reliant on the use of the BSAG in NCDS. They are:
- Understanding factors and circumstances that influence behaviour and trajectories of behaviour
 - Understanding the contribution of behaviour to later outcomes, for example mental health and well being.

In addition there is a large body of research where it is important to use behaviour measured in childhood as a covariate when seeking to understand the relationship between early life circumstances and later outcomes

70. Each of these areas is briefly outlined below and a few examples of published research using the NCDS1 and NCDS2 BSAG are given. There is a very large body of work that uses the NCDS behaviour measures and further examples can be found using the CLS searchable bibliography (www.cls.ioe.ac.uk/bibliography).
- a) **Understanding factors and circumstances that influence behaviour and trajectories of behaviour.** The aim of this approach is to understand the factors that are associated with the behaviour of children. Researchers can investigate how children's behaviour changes between ages seven and eleven.

Examples:

Davie, R. (1973) The behaviour and adjustment in school of seven year olds: sex and social class differences. *Early Child Care and Development*, 2, 39-47.

Ghodsian, M, Fogelman, K, Lambert, L and Tibbenham, A. (1980) Changes in behaviour ratings of a national sample of children. [*British Journal of Social and Clinical Psychology*, 19\(3\), 247-256.](#)

Pringle, M. (1970) The behaviour and adjustment of seven year-olds in England, Scotland and Wales: some comparative results from the National Child Development Study. *Scottish Educational Studies*, 2, 3-10.

b) **Understanding the contribution of behaviour to later outcomes.**

There is a large body of research which examines the relationship between behaviour (measured in childhood) and outcomes in adult life. As can be seen from the examples provided below, the outcomes examined are very varied and include education, employment and unemployment, mental health and well being and health behaviour.

Examples:

Carneiro P, Crawford C, Goodman A. (2007) The impact of cognitive and non-cognitive skills on later outcomes. [*CEE Discussion Papers*](#) Centre for the Economics of Education, LSE

Carroll, H.C.M. (2012) The social, emotional and behavioural difficulties of primary school children with poor attendance records. [*Educational Studies*](#), advance on-line access, 31 Aug 2012.

Done, D.J, Crow, T.J, Johnstone, E.C and Sacker, A. (1994) Childhood antecedents of schizophrenia and affective-illness - social-adjustment at ages 7 and 11. [*British Medical Journal*](#), 309(6956), 699-703.

Lambert, L, Essen, J and Head, J. (1977) Variations in behaviour ratings of children who have been in care. [*Journal of Child Psychology and Psychiatry*](#), 18(4), 335-346.

Feinstein, L and Duckworth, K. (2006) [*Are there effects of mothers' post-16 education on the next generation? Effects on children's development and mothers' parenting.*](#) Wider Benefits of Learning Research Report No.19. London: Centre for Research on the Wider Benefits of Learning, Institute of Education.

Gregg, P. (2001) The impact of youth unemployment on adult unemployment in the NCDS. [*The Economic Journal*](#), 111(475), 626-653.

- Jaeger, M.M. and Holm, A. (2012) Conformists or rebels? Relative risk aversion, educational decisions and social class reproduction. [*Rationality and Society*](#), 24(2), 221-253.
- Jefferis, B. J. M. H, Manor, O and Power, C. (2008) Cognitive development in childhood and drinking behaviour over two decades in adulthood. [*Journal of Epidemiology and Community Health*](#), 62, 506-512.
- Jones, A.M, Rice, N and Rosa Dias, P. (2010) [*Long-term effects of cognitive skills, social adjustment and schooling on health and lifestyle: evidence from a reform of selective schooling*](#). HEDG Working Paper 10/11, July 2010. York: Health, Economics and Data Group, University of York.
- Lacey, R, Cable, N, Stafford, M, Bartley, M and Pikhart, H. (2011) Childhood socio-economic position and adult smoking: are childhood psychosocial factors important? Evidence from a British birth cohort. [*European Journal of Public Health*](#), 21(6), 725-731.
- Leask, S.J, Vermunt, J.K, Done, D.J, Crow, T.J, Blows, M and Boks, M.P. (2009) Beyond symptom dimensions: Schizophrenia risk factors for patient groups derived by latent class analysis. [*Schizophrenia Research*](#), 115(2), 346-350.
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NB: An up-to-date and searchable list of known NCDS publications is available at:
www.cls.ioe.ac.uk/Bibliography.aspx?sitesectionid=647&sitesectiontitle=Bibliography

Appendix: Copies of the NCDS1 & 2 BSAG forms completed by teachers

NCDS1 – Bristol Social Adjustment Guides: The Child in School - No. 1: - (Boy)

NCDS1 – Bristol Social Adjustment Guides: The Child in School - No. 1: - (Girl)

NCDS2 – Bristol Social Adjustment Guides: The Child in School - No. 1: - (Boy)

NCDS2 – Bristol Social Adjustment Guides: The Child in School - No. 1: - (Girl)

NB: All are facsimiles of the original Guides

NCDS1 – Bristol Social Adjustment Guides: The Child in School - No. 1: - (Boy)

Confidential

Local Authority Code No.			Child's Code No.					

BG-1

BRISTOL SOCIAL-ADJUSTMENT GUIDES - No. 1

THE CHILD IN SCHOOL - (BOY)

(For the Observation of Day-School Children, 5-15 years).

Prepared by D. H. Stott, Ph.D. and Miss E. G. Sykes

The object of this Guide is to give a picture of the child's behaviour and to help in the detection of emotional instability.

Name of child

Birth date Date of this record

Teacher making record

School

METHOD OF USE

Underline in ink the phrases which describe the child's behaviour or attitudes over the past term or so. If any feature is very marked, underline twice. More than one item may be underlined in each paragraph, but do not underline any unless definitely true of the child. Add any remarks necessary beside the underlining, or at the end of the Guide. Where an item seems inappropriate because of age, etc., it can be ignored. If nothing is applicable mark 'nn.' (nothing noticeable). Do not bother to rule underlinings.

ATTITUDES TOWARDS THE TEACHER

- Greeting teacher:* Over-eager to greet/greets normally/sometimes eager sometimes definitely avoids/waits to be noticed before greeting/absolutely never greets/n.n.
- Response to greeting:* Usually friendly/can be surly or suspicious/mumbles shyly, awkwardly/does not answer/answers politely/n.n.
- Helping teacher with jobs:* Always willing/very anxious to do jobs/offers except when in a bad mood/never offers but pleased if asked/has no wish to volunteer/n.n.
- Answering questions:* Always ready to answer/sometimes eager sometimes doesn't bother/eager except when in one of his moods/gets nervous, blushes, cries when questioned/not shy but unconcerned/n.n.
- Asking teacher's help:* Always finding excuses for engaging teacher/seek help only when necessary; seldom needs help/too shy to ask/not shy but never comes for help willingly/too apathetic to bother/at times very forward, at times unsociable/depends on how he feels.
- General manner with teacher* Natural, smiles readily/over-friendly/shy but would like to be friendly/makes no friendly or eager response/sometimes friendly, sometimes in a bad mood/quite cut off from people, you can't get near him as a person/not open or friendly; 'sometimes seems to be watching you to see if you know'/n.n.
- Talking with teacher:* Normally talkative/forward (opens conversation)/over-talkative (tires with constant chatter)/inclined to be moody/says very little; can't get a word out of him/avoids talking (distant, deep)/avoids teacher but talks to other children.
- Talks to t. about own doings, family or possessions-normally for age/excessively/never makes any first approach/chats only when alone with teacher/n.n.
- Contacts with teacher:* Very anxious to bring/sometimes brings/never brings flowers, gifts, although classmates often do.
- Brings objects he has found, drawings, models, etc. to show teacher-very often/ sometimes/never, although classmates often do.
- Sidles up to or hangs round teacher/minimises contacts but not backward with other children/like a suspicious animal/n.n.
- Liking for* Appreciates praise/tries to monopolise t./put out if he can't get attention/wants adult interest but can't put himself

<i>attention:</i>	forward/suspicious (on the defensive)/unconcerned about approval or disapproval.
<i>Liking for sympathy:</i>	Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc., complains of being hurt by others)/doesn't make unnecessary fuss/keeps clear of adults even when hurt or wronged/likes sympathy but reluctant to ask/takes advantage of sympathy or interest/n.n.
<i>Classroom behaviour:</i>	Well-behaved/too timid to be naughty/occasionally naughty/has no life in him/constantly needs petty correction/very naughty, difficult to discipline/plausible, sly; will abuse trust, hard to catch/n.n.
<i>Truthfulness:</i>	Always or nearly always truthful/lies from timidity/sometimes a fluent liar/habitual slick liar; has no compunction about lying/tells fantastic tales.
<i>Honesty:</i>	Copies from others/normally honest with school work. 'Borrows' books from desks without permission/has stolen money, sweets (candy), valued objects-frequently/once or twice/never.
<i>Attitude to correction:</i>	Normal for age/bursts into tears/resentful muttering or expression at times/aggressive defiance (screams, threats, violence)/plays the hero.
<i>Effect of correction:</i>	Behaves better/too immature to heed/too restless to remember for long/can't resist playing to the crowd/bears a grudge, always regards punishment as unfair/ becomes antagonistic/treats lenience as weakness/n.n.

ATTITUDE TO SCHOOL WORK

<i>Attentiveness:</i>	Apathetic (Just sits')/won't bother to learn/dreamy and distracted ('lives in another world')/cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc.)/n.n.
<i>Persistence (classwork):</i>	Works steadily/too restless ever to work alone/works only when watched or compelled/can work alone but has no energy/varies very noticeably from day to day.
<i>Classwork Standard</i>	Reading (English): Good/average/poor for age/cannot read. Arithmetic (Math): Good/average/poor for age/completely incompetent.
<i>Persistence (manual tasks):</i>	Sticks to job/gives up easily/impatient, loses temper with job/depends on his mood/varies greatly/lacks physical energy/works only when watched or compelled/distant and uninterested.
<i>Standard (manual):</i>	Work good or average/very erratic (seems at times to do badly on purpose)/ rough-and-ready, slapdash.

GAMES AND PLAY

<i>Team games:</i>	Plays steadily and keenly; with great energy/eager to play but loses interest/inclined to fool around/dreamy, uninterested /always sluggish, lethargic/sometimes alert, sometimes lethargic/n.n. Fits in well with team/bad loser (makes a fuss when game goes against him)/bad sportsman (plays for himself only, cheats, fouls)/submissive, takes less wanted position, a 'ball fetcher'. Over-brave (takes unnecessary risks)/timid, poor-spirited; can't let himself go/normally courageous.
<i>Informal play:</i>	Shrinks from active play/plays childish games for his age/healthily noisy and boisterous/starts off others in scrapping and rough play/disturbs others' games; teases, likes to frighten others/n.n.
<i>Individual games:</i>	Likes sedentary games (board games, cards, etc.)/is too restless/good loser/bad loser. Honest/cunning, dishonest/n.n.

Free activity: Can always amuse himself; works patiently at models, etc./does not know what to do with himself, can never stick at anything long/sometimes lacks interest/n.n.

Favourite activity

ATTITUDES TO OTHER CHILDREN

Companionship : Good mixer/associates with one other child only and mostly ignores the rest/distant, shuns others/sometimes wanders off alone/can never keep a friend long(tries to pal up with newcomers)/over-anxious to be in with the gang (tries to buy favour with others, easily led)/likes to be the centre of attention/mostly on bad terms with others.

Ways with other children: Gets on well with others; generally kind, helpful/sometimes nasty to those outside own set/squabbles, makes insulting remarks/selfish, scheming, a spoilt sport/ hurts by pushing about, hitting/spiteful to weaker children/tells on others, underhand(tries to get others into trouble)/n.n.

Plays only or mainly with older/younger children/those of own age.

Physical prowess: Never fights/fights gamely/gets bullied/strikes brave attitudes but backs out/flies into a temper if provoked/fights viciously (bites, kicks, scratches, uses dangerous objects as weapons)/n.n.

Liking the limelight: Brags to other children. Shows off (makes silly faces, mimics, clowns). Misbehaves when teacher is out of room/n.n.

Attitude of other children: Liked/disliked, shunned/on the fringe, somewhat of an outsider/associates mostly with unsettled types/gets cheated, fooled.

PERSONAL WAYS

Attendance: Good/frequently absent for day or half-day/has had long absences/has truanted once or twice, often, suspected of truancy/parent condones absences, malingering, etc./stays away to help parent.

Punctuality: Good or fairly good/often late/has cut lessons.

Belongings: Looks after books, etc./careless, untidy; often loses or forgets books, pen/ destructive, defaces with scribbling.

Ability at class jobs: Sensible/irresponsible, scatterbrain/untrustworthy/varies with mood/just stupid/n.n.

Care for appearance: Adopts extreme youth fashions/not much concerned with looks/slovenly, very dirty/gets very dirty during day/smart and tidy for age/n.n.

Speech: Stutters, stammers, can't get the words out/thick, mumbling, inaudible/jumbled/ incoherent rambling chatter/babyish (mispronounces simple words)/n.n.

Eyes: Dull, listless/unresponsive (doesn't seem to see you)/can't look you in the face/ has a wild hostile look; looks from under brows/blinking/bright/n.n.

Posture: Slumps, lolls about/walks alertly/shuffles listlessly/n.n.

Expression: Miserable, depressed ('under the weather'), seldom smiles/vacant/serious/placid, complacent/perky/n.n.

Fidgets, etc.: Unwilled twitches, jerks; makes aimless movements with hands/bites nails badly. Jumpy/sucks thumb or finger (over ten years)/continually giggling/n.n.

Nuisance: Damage to public property, etc. (of school, fences, unoccupied houses)/damage to personal property (cars, delivery vehicles, occupied houses or gardens, teacher's or workmen's belongings, etc.)/foolish pranks when with a gang/spoils or

hides other children's things/follower in mischief/bad language; vulgar stories, rhymes, drawings/obscene behaviour/n.n.

Sexual development Early; very keen on opposite sex/normal/abnormal tendency/delayed.

Appearance: Attractive/not so attractive as most/looks undernourished/has some abnormal feature/n.n.

PHYSIQUE

General health: Poor breathing, wheezy, asthmatic, easily winded/frequent colds, tonsillitis, coughs; running nose; mouth breather/running, infected cuts/skin troubles, sores/ complains of tummy aches, feeling ill or sick; is sometimes sick/headaches; bad turns, goes very pale; fits/nose-bleeding/sore. red eyes/very cold hands/ good health.

Physical defects: Bad eyesight; squint; bulging eyes; poor hearing; gawky (bad co-ordination); contorted features (face screwed up on one side, eyes half closed, etc.); holds limb or body in unnatural posture.

Size: Tall for age/ordinary/small/unusually small. Very fat/very thin/n.n.

Anything special about this child which is not covered in the form:

Summary, recommendations; comments:

SBN 340 06174 0

Ninth impression 1968

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NCDS1 – Bristol Social Adjustment Guides: The Child in School - No. 2: - (Girl)

Confidential

Local Authority Code No.			Child's Code No.					

BG-2

BRISTOL SOCIAL-ADJUSTMENT GUIDES-No. 1

THE CHILD IN SCHOOL - (GIRL)

(For the Observation of Day-School Children, 5-15 years).

Prepared by D. H. Stott, Ph.D. and Miss E. G. Sykes

The object of this Guide is to give a picture of the child's behaviour and to help in the detection of emotional instability.

Name of child

Birth date Date of this record

Teacher making record

School

METHOD OF USE

Underline in ink the phrases which describe the child's behaviour or attitudes over the past term or so. If any feature is very marked, underline twice. More than one item may be underlined in each paragraph, but do not underline any unless definitely true of the child. Add any remarks necessary beside the underlining, or at the end of the Guide. Where an item seems inappropriate because of age, etc., it can be ignored. If nothing is applicable mark 'nn.' (nothing noticeable). Do not bother to rule underlinings.

ATTITUDES TOWARDS THE TEACHER

- Greeting teacher:* Over-eager to greet/greets normally/sometimes eager sometimes definitely avoids/waits to be noticed before greeting/absolutely never greets/n.n.
- Response to greeting:* Usually friendly/can be surly or suspicious/mumbles shyly, awkwardly/does not answer/answers politely/n.n.
- Helping teacher with jobs:* Always willing/very anxious to do jobs/offers except when in a bad mood/never offers but pleased if asked/has no wish to volunteer/n.n.
- Answering questions:* Always ready to answer/sometimes eager sometimes doesn't bother/eager except when in one of his moods/gets nervous, blushes, cries when questioned/not shy but unconcerned/n.n.
- Asking teacher's help:* Always finding excuses for engaging teacher/seeks help only when necessary; seldom needs help/too shy to ask/not shy but never comes for help willingly/too apathetic to bother/at times very forward, at times unsociable/depends on how he feels.
- General manner with teacher* Natural, smiles readily/over-friendly/shy but would like to be friendly/makes no friendly or eager response/sometimes friendly, sometimes in a bad mood/quite cut off from people, you can't get near him as a person/not open or friendly; 'sometimes seems to be watching you to see if you know'/n.n.
- Talking with teacher:* Normally talkative/forward (opens conversation)/over-talkative (tires with constant chatter)/inclined to be moody/says very little; can't get a word out of him/avoids talking (distant, deep)/avoids teacher but talks to other children.
- Talks to t. about own doings, family or possessions-normally for age/excessively/never makes any first approach/chats only when alone with teacher/n.n.
- Contacts with teacher:* Very anxious to bring/sometimes brings/never brings flowers, gifts, although classmates often do.
- Brings objects he has found, drawings, models, etc. to show teacher-very often/ sometimes/never, although classmates often do.
- Sidles up to or hangs round teacher/minimises contacts but not backward with other children/like a suspicious animal/n.n.
- Liking for* Appreciates praise/tries to monopolise t./put out if he can't get attention/wants adult interest but can't put himself

<i>attention:</i>	forward/suspicious (on the defensive)/unconcerned about approval or disapproval.
<i>Liking for sympathy:</i>	Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc., complains of being hurt by others)/doesn't make unnecessary fuss/keeps clear of adults even when hurt or wronged/likes sympathy but reluctant to ask/takes advantage of sympathy or interest/n.n.
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<i>Truthfulness:</i>	Always or nearly always truthful/lies from timidity/sometimes a fluent liar/habitual slick liar; has no compunction about lying/tells fantastic tales.
<i>Honesty:</i>	Copies from others/normally honest with school work. 'Borrows' books from desks without permission/has stolen money, sweets (candy), valued objects-frequently/once or twice/never.
<i>Attitude to correction:</i>	Normal for age/bursts into tears/resentful muttering or expression at times/aggressive defiance (screams, threats, violence)/plays the hero.
<i>Effect of correction:</i>	Behaves better/too immature to heed/too restless to remember for long/can't resist playing to the crowd/bears a grudge, always regards punishment as unfair/ becomes antagonistic/treats lenience as weakness/n.n.

ATTITUDE TO SCHOOL WORK

<i>Attentiveness:</i>	Apathetic (Just sits')/won't bother to learn/dreamy and distracted ('lives in another world')/cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc.)/n.n.
<i>Persistence (classwork):</i>	Works steadily/too restless ever to work alone/works only when watched or compelled/can work alone but has no energy/varies very noticeably from day to day.
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<i>Persistence (manual tasks):</i>	Sticks to job/gives up easily/impatient, loses temper with job/depends on his mood/varies greatly/lacks physical energy/works only when watched or compelled/distant and uninterested.
<i>Standard (manual):</i>	Work good or average/very erratic (seems at times to do badly on purpose)/ rough-and-ready, slapdash.

GAMES AND PLAY

<i>Team games:</i>	Plays steadily and keenly; with great energy/eager to play but loses interest/inclined to fool around/dreamy, uninterested /always sluggish, lethargic/sometimes alert, sometimes lethargic/n.n. Fits in well with team/bad loser (makes a fuss when game goes against him)/bad sportsman (plays for himself only, cheats, fouls)/submissive, takes less wanted position, a 'ball fetcher'. Over-brave (takes unnecessary risks)/timid, poor-spirited; can't let himself go/normally courageous.
<i>Informal play:</i>	Shrinks from active play/plays childish games for his age/healthily noisy and boisterous/starts off others in scrapping and rough play/disturbs others' games; teases, likes to frighten others/n.n.
<i>Individual games:</i>	Likes sedentary games (board games, cards, etc.)/is too restless/good loser/bad loser. Honest/cunning, dishonest/n.n.

Free activity: Can always amuse himself; works patiently at models, etc./does not know what to do with himself, can never stick at anything long/sometimes lacks interest/n.n.

Favourite activity

ATTITUDES TO OTHER CHILDREN

Companionship : Good mixer/associates with one other child only and mostly ignores the rest/distant, shuns others/sometimes wanders off alone/can never keep a friend long(tries to pal up with newcomers)/over-anxious to be in with the gang (tries to buy favour with others, easily led)/likes to be the centre of attention/mostly on bad terms with others.

Ways with other children: Gets on well with others; generally kind, helpful/sometimes nasty to those outside own set/squabbles, makes insulting remarks/selfish, scheming, a spoilsport/ hurts by pushing about, hitting/spiteful to weaker children/tells on others, underhand(tries to get others into trouble)/n.n.

Plays only or mainly with older/younger children/those of own age.

Physical prowess: Never fights/fights gamely/gets bullied/strikes brave attitudes but backs out/flies into a temper if provoked/fights viciously (bites, kicks, scratches, uses dangerous objects as weapons)/n.n.

Liking the limelight: Brags to other children. Shows off (makes silly faces, mimics, clowns). Misbehaves when teacher is out of room/n.n.

Attitude of other children: Liked/disliked, shunned/on the fringe, somewhat of an outsider/associates mostly with unsettled types/gets cheated, fooled.

PERSONAL WAYS

Attendance: Good/frequently absent for day or half-day/has had long absences/has truanted once or twice, often, suspected of truancy/parent condones absences, malingering, etc./stays away to help parent.

Punctuality: Good or fairly good/often late/has cut lessons.

Belongings: Looks after books, etc./careless, untidy; often loses or forgets books, pen/ destructive, defaces with scribbling.

Ability at class jobs: Sensible/irresponsible, scatterbrain/untrustworthy/varies with mood/just stupid/n.n.

Care for appearance: Adopts extreme youth fashions/not much concerned with looks/slovenly, very dirty/gets very dirty during day/smart and tidy for age/n.n.

Speech: Stutters, stammers, can't get the words out/thick, mumbling, inaudible/jumbled/ incoherent rambling chatter/babyish (mispronounces simple words)/n.n.

Eyes: Dull, listless/unresponsive (doesn't seem to see you)/can't look you in the face/ has a wild hostile look; looks from under brows/blinking/bright/n.n.

Posture: Slumps, lolls about/walks alertly/shuffles listlessly/n.n.

Expression: Miserable, depressed ('under the weather'), seldom smiles/vacant/serious/placid, complacent/perky/n.n.

Fidgets, etc.: Unwilled twitches, jerks; makes aimless movements with hands/bites nails badly. Jumpy/sucks thumb or finger (over ten years)/continually giggling/n.n.

Nuisance: Damage to public property, etc. (of school, fences, unoccupied houses)/damage to personal property (cars, delivery vehicles, occupied houses or gardens, teacher's or workmen's belongings, etc.)/foolish pranks when with a gang/spoils or

hides other children's things/follower in mischief/bad language; vulgar stories, rhymes, drawings/obscene behaviour/n.n.

Sexual development Early; very keen on opposite sex/normal/abnormal tendency/delayed.

Appearance: Attractive/not so attractive as most/looks undernourished/has some abnormal feature/n.n.

PHYSIQUE

General health: Poor breathing, wheezy, asthmatic, easily winded/frequent colds, tonsillitis, coughs; running nose; mouth breather/running, infected cuts/skin troubles, sores/ complains of tummy aches, feeling ill or sick; is sometimes sick/headaches; bad turns, goes very pale; fits/nose-bleeding/sore. red eyes/very cold hands/ good health.

Physical defects: Bad eyesight; squint; bulging eyes; poor hearing; gawky (bad co-ordination); contorted features (face screwed up on one side, eyes half closed, etc.); holds limb or body in unnatural posture.

Size: Tall for age/ordinary/small/unusually small. Very fat/very thin/n.n.

Anything special about this child which is not covered in the form:

Summary, recommendations; comments:

SBN 340 06174 0

Ninth impression 1968

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NCDS2 – Bristol Social Adjustment Guides: The Child in School - No. 1: - (Boy)

Confidential

Local Authority Code No.			Child's Code No.					

BG-1

BRISTOL SOCIAL-ADJUSTMENT GUIDES-No. 1

THE CHILD IN SCHOOL - (BOY)

(For the Observation of Day-School Children, 5-15 years).

Prepared by D. H. Stott, Ph.D. and Miss E. G. Sykes

The object of this Guide is to give a picture of the child's behaviour and to help in the detection of emotional instability.

Name of child

Birth date Date of this record

Teacher making record

School

METHOD OF USE

Underline in ink the phrases which describe the child's behaviour or attitudes over the past term or so. If any feature is very marked, underline twice. More than one item may be underlined in each paragraph, but do not underline any unless definitely true of the child. Add any remarks necessary beside the underlining, or at the end of the Guide. Where an item seems inappropriate because of age, etc., it can be ignored. If nothing is applicable mark 'nn.' (nothing noticeable). Do not bother to rule underlinings.

ATTITUDES TOWARDS THE TEACHER

- Greeting teacher:* Over-eager to greet/greets normally/sometimes eager sometimes definitely avoids/waits to be noticed before greeting/absolutely never greets/n.n.
- Response to greeting:* Usually friendly/can be surly or suspicious/mumbles shyly, awkwardly/does not answer/answers politely/n.n.
- Helping teacher with jobs:* Always willing/very anxious to do jobs/offers except when in a bad mood/never offers but pleased if asked/has no wish to volunteer/n.n.
- Answering questions:* Always ready to answer/sometimes eager sometimes doesn't bother/eager except when in one of his moods/gets nervous, blushes, cries when questioned/not shy but unconcerned/n.n.
- Asking teacher's help:* Always finding excuses for engaging teacher/seek help only when necessary; seldom needs help/too shy to ask/not shy but never comes for help willingly/too apathetic to bother/at times very forward, at times unsociable/depends on how he feels.
- General manner with teacher* Natural, smiles readily/over-friendly/shy but would like to be friendly/makes no friendly or eager response/sometimes friendly, sometimes in a bad mood/quite cut off from people, you can't get near him as a person/not open or friendly; 'sometimes seems to be watching you to see if you know'/n.n.
- Talking with teacher:* Normally talkative/forward (opens conversation)/over-talkative (tires with constant chatter)/inclined to be moody/says very little; can't get a word out of him/avoids talking (distant, deep)/avoids teacher but talks to other children.
- Talks to t. about own doings, family or possessions-normally for age/excessively/never makes any first approach/chats only when alone with teacher/n.n.
- Contacts with teacher:* Very anxious to bring/sometimes brings/never brings flowers, gifts, although classmates often do.
- Brings objects he has found, drawings, models, etc. to show teacher-very often/ sometimes/never, although classmates often do.
- Sidles up to or hangs round teacher/minimises contacts but not backward with other children/like a suspicious animal/n.n.
- Liking for* Appreciates praise/tries to monopolise t./put out if he can't get attention/wants adult interest but can't put himself

<i>attention:</i>	forward/suspicious (on the defensive)/unconcerned about approval or disapproval.
<i>Liking for sympathy:</i>	Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc., complains of being hurt by others)/doesn't make unnecessary fuss/keeps clear of adults even when hurt or wronged/likes sympathy but reluctant to ask/takes advantage of sympathy or interest/n.n.
<i>Classroom behaviour:</i>	Well-behaved/too timid to be naughty/occasionally naughty/has no life in him/constantly needs petty correction/very naughty, difficult to discipline/plausible, sly; will abuse trust, hard to catch/n.n.
<i>Truthfulness:</i>	Always or nearly always truthful/lies from timidity/sometimes a fluent liar/habitual slick liar; has no compunction about lying/tells fantastic tales.
<i>Honesty:</i>	Copies from others/normally honest with school work. 'Borrows' books from desks without permission/has stolen money, sweets (candy), valued objects-frequently/once or twice/never.
<i>Attitude to correction:</i>	Normal for age/bursts into tears/resentful muttering or expression at times/aggressive defiance (screams, threats, violence)/plays the hero.
<i>Effect of correction:</i>	Behaves better/too immature to heed/too restless to remember for long/can't resist playing to the crowd/bears a grudge, always regards punishment as unfair/ becomes antagonistic/treats lenience as weakness/n.n.

ATTITUDE TO SCHOOL WORK

<i>Attentiveness:</i>	Apathetic (Just sits')/won't bother to learn/dreamy and distracted ('lives in another world')/cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc.)/n.n.
<i>Persistence (classwork):</i>	Works steadily/too restless ever to work alone/works only when watched or compelled/can work alone but has no energy/varies very noticeably from day to day.
<i>Classwork Standard</i>	Reading (English): Good/average/poor for age/cannot read. Arithmetic (Math): Good/average/poor for age/completely incompetent.
<i>Persistence (manual tasks):</i>	Sticks to job/gives up easily/impatient, loses temper with job/depends on his mood/varies greatly/lacks physical energy/works only when watched or compelled/distant and uninterested.
<i>Standard (manual):</i>	Work good or average/very erratic (seems at times to do badly on purpose)/ rough-and-ready, slapdash.

GAMES AND PLAY

<i>Team games:</i>	Plays steadily and keenly; with great energy/eager to play but loses interest/inclined to fool around/dreamy, uninterested /always sluggish, lethargic/sometimes alert, sometimes lethargic/n.n. Fits in well with team/bad loser (makes a fuss when game goes against him)/bad sportsman (plays for himself only, cheats, fouls)/submissive, takes less wanted position, a 'ball fetcher'. Over-brave (takes unnecessary risks)/timid, poor-spirited; can't let himself go/normally courageous.
<i>Informal play:</i>	Shrinks from active play/plays childish games for his age/healthily noisy and boisterous/starts off others in scrapping and rough play/disturbs others' games; teases, likes to frighten others/n.n.
<i>Individual games:</i>	Likes sedentary games (board games, cards, etc.)/is too restless/good loser/bad loser. Honest/cunning, dishonest/n.n.

Free activity: Can always amuse himself; works patiently at models, etc./does not know what to do with himself, can never stick at anything long/sometimes lacks interest/n.n.

Favourite activity

ATTITUDES TO OTHER CHILDREN

Companionship : Good mixer/associates with one other child only and mostly ignores the rest/distant, shuns others/sometimes wanders off alone/can never keep a friend long(tries to pal up with newcomers)/over-anxious to be in with the gang (tries to buy favour with others, easily led)/likes to be the centre of attention/mostly on bad terms with others.

Ways with other children: Gets on well with others; generally kind, helpful/sometimes nasty to those outside own set/squabbles, makes insulting remarks/selfish, scheming, a spoilt sport/ hurts by pushing about, hitting/spiteful to weaker children/tells on others, underhand(tries to get others into trouble)/n.n.

Plays only or mainly with older/younger children/those of own age.

Physical prowess: Never fights/fights gamely/gets bullied/strikes brave attitudes but backs out/flies into a temper if provoked/fights viciously (bites, kicks, scratches, uses dangerous objects as weapons)/n.n.

Liking the limelight: Brags to other children. Shows off (makes silly faces, mimics, clowns). Misbehaves when teacher is out of room/n.n.

Attitude of other children: Liked/disliked, shunned/on the fringe, somewhat of an outsider/associates mostly with unsettled types/gets cheated, fooled.

PERSONAL WAYS

Attendance: Good/frequently absent for day or half-day/has had long absences/has truanted once or twice, often, suspected of truancy/parent condones absences, malingering, etc./stays away to help parent.

Punctuality: Good or fairly good/often late/has cut lessons.

Belongings: Looks after books, etc./careless, untidy; often loses or forgets books, pen/ destructive, defaces with scribbling.

Ability at class jobs: Sensible/irresponsible, scatterbrain/untrustworthy/varies with mood/just stupid/n.n.

Care for appearance: Adopts extreme youth fashions/not much concerned with looks/slovenly, very dirty/gets very dirty during day/smart and tidy for age/n.n.

Speech: Stutters, stammers, can't get the words out/thick, mumbling, inaudible/jumbled/ incoherent rambling chatter/babyish (mispronounces simple words)/n.n.

Eyes: Dull, listless/unresponsive (doesn't seem to see you)/can't look you in the face/ has a wild hostile look; looks from under brows/blinking/bright/n.n.

Posture: Slumps, lolls about/walks alertly/shuffles listlessly/n.n.

Expression: Miserable, depressed ('under the weather'), seldom smiles/vacant/serious/placid, complacent/perky/n.n.

Fidgets, etc.: Unwilled twitches, jerks; makes aimless movements with hands/bites nails badly. Jumpy/sucks thumb or finger (over ten years)/continually giggling/n.n.

Nuisance: Damage to public property, etc. (of school, fences, unoccupied houses)/damage to personal property (cars, delivery

vehicles, occupied houses or gardens, teacher's or workmen's belongings, etc.)/foolish pranks when with a gang/spoils or hides other children's things/follower in mischief/bad language; vulgar stories, rhymes, drawings/obscene behaviour/n.n.

Sexual development Early; very keen on opposite sex/normal/abnormal tendency/delayed.

Appearance: Attractive/not so attractive as most/looks undernourished/has some abnormal feature/n.n.

PHYSIQUE

General health: Poor breathing, wheezy, asthmatic, easily winded/frequent colds, tonsillitis, coughs; running nose; mouth breather/running, infected cuts/skin troubles, sores/ complains of tummy aches, feeling ill or sick; is sometimes sick/headaches; bad turns, goes very pale; fits/nose-bleeding/sore. red eyes/very cold hands/ good health.

Physical defects: Bad eyesight; squint; bulging eyes; poor hearing; gawky (bad co-ordination); contorted features (face screwed up on one side, eyes half closed, etc.); holds limb or body in unnatural posture.

Size: Tall for age/ordinary/small/unusually small. Very fat/very thin/n.n.

Anything special about this child which is not covered in the form:

Summary, recommendations; comments:

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NCDS2 – Bristol Social Adjustment Guides: The Child in School - No. 2: - (Girl)

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Local Authority Code No.			Child's Code No.					

BG-2

BRISTOL SOCIAL-ADJUSTMENT GUIDES-No. 1

THE CHILD IN SCHOOL - (GIRL)

(For the Observation of Day-School Children, 5-15 years).

Prepared by D. H. Stott, Ph.D. and Miss E. G. Sykes

The object of this Guide is to give a picture of the child's behaviour and to help in the detection of emotional instability.

Name of child

Birth date Date of this record

Teacher making record

School

METHOD OF USE

Underline in ink the phrases which describe the child's behaviour or attitudes over the past term or so. If any feature is very marked, underline twice. More than one item may be underlined in each paragraph, but do not underline any unless definitely true of the child. Add any remarks necessary beside the underlining, or at the end of the Guide. Where an item seems inappropriate because of age, etc., it can be ignored. If nothing is applicable mark 'nn.' (nothing noticeable). Do not bother to rule underlinings.

ATTITUDES TOWARDS THE TEACHER

- Greeting teacher:* Over-eager to greet/greets normally/sometimes eager sometimes definitely avoids/waits to be noticed before greeting/absolutely never greets/n.n.
- Response to greeting:* Usually friendly/can be surly or suspicious/mumbles shyly, awkwardly/does not answer/answers politely/n.n.
- Helping teacher with jobs:* Always willing/very anxious to do jobs/offers except when in a bad mood/never offers but pleased if asked/has no wish to volunteer/n.n.
- Answering questions:* Always ready to answer/sometimes eager sometimes doesn't bother/eager except when in one of his moods/gets nervous, blushes, cries when questioned/not shy but unconcerned/n.n.
- Asking teacher's help:* Always finding excuses for engaging teacher/seeks help only when necessary; seldom needs help/too shy to ask/not shy but never comes for help willingly/too apathetic to bother/at times very forward, at times unsociable/depends on how he feels.
- General manner with teacher* Natural, smiles readily/over-friendly/shy but would like to be friendly/makes no friendly or eager response/sometimes friendly, sometimes in a bad mood/quite cut off from people, you can't get near him as a person/not open or friendly; 'sometimes seems to be watching you to see if you know'/n.n.
- Talking with teacher:* Normally talkative/forward (opens conversation)/over-talkative (tires with constant chatter)/inclined to be moody/says very little; can't get a word out of him/avoids talking (distant, deep)/avoids teacher but talks to other children.
- Talks to t. about own doings, family or possessions-normally for age/excessively/never makes any first approach/chats only when alone with teacher/n.n.
- Contacts with teacher:* Very anxious to bring/sometimes brings/never brings flowers, gifts, although classmates often do.
- Brings objects he has found, drawings, models, etc. to show teacher-very often/ sometimes/never, although classmates often do.
- Sidles up to or hangs round teacher/minimises contacts but not backward with other children/like a suspicious animal/n.n.
- Liking for* Appreciates praise/tries to monopolise t./put out if he can't get attention/wants adult interest but can't put himself

<i>attention:</i>	forward/suspicious (on the defensive)/unconcerned about approval or disapproval.
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<i>Effect of correction:</i>	Behaves better/too immature to heed/too restless to remember for long/can't resist playing to the crowd/bears a grudge, always regards punishment as unfair/ becomes antagonistic/treats lenience as weakness/n.n.

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<i>Attentiveness:</i>	Apathetic (Just sits')/won't bother to learn/dreamy and distracted ('lives in another world')/cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc.)/n.n.
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<i>Individual games:</i>	Likes sedentary games (board games, cards, etc.)/is too restless/good loser/bad loser. Honest/cunning, dishonest/n.n.

Free activity: Can always amuse himself; works patiently at models, etc./does not know what to do with himself, can never stick at anything long/sometimes lacks interest/n.n.

Favourite activity

ATTITUDES TO OTHER CHILDREN

Companionship : Good mixer/associates with one other child only and mostly ignores the rest/distant, shuns others/sometimes wanders off alone/can never keep a friend long(tries to pal up with newcomers)/over-anxious to be in with the gang (tries to buy favour with others, easily led)/likes to be the centre of attention/mostly on bad terms with others.

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Posture: Slumps, lolls about/walks alertly/shuffles listlessly/n.n.

Expression: Miserable, depressed ('under the weather'), seldom smiles/vacant/serious/placid, complacent/perky/n.n.

Fidgets, etc.: Unwilled twitches, jerks; makes aimless movements with hands/bites nails badly. Jumpy/sucks thumb or finger (over ten years)/continually giggling/n.n.

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