

NATIONAL CHILD DEVELOPMENT STUDY

NCDS II (SWEEP 2, 1969/70).

CODING IDENTIFICATION PARTICULARS (CODING FRAME)

PUNCHED CARDS Y.1, Y.2, Y.3, Y.4, Y.5, Y.6, Y.7, Y.8, Y.9

with

1971 ITEM NUMBERS FOR COMPUTER TAPE

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N.B.

Pages 0 - 2 must be read before using this coding frame.

NCDS II Coding frame

GENERAL NOTES

SEX

For greater accuracy in computer work item number 622 can replace the item numbers listed against the sex columns on cards Y1 - Y9 below. Under this item, sex information when present is compiled from all the data available. At present the order of precedence is as follows:

NCDS II Educational, NCDS II Parental, NCDS II Medical
NCDS I Card 1, 3, 5, 7, 8

When data for NCDS III becomes available that will take precedence over the above.

Multiple Birth Identification

All reference to multiple births has been removed from this coding frame and put onto card 9 - NCDS I coding frame, page 103 - item 1811.

CARD 9 - Summary card

Card 9 now contains data relevant to NCDS I, II + III. It normally is filed in the NCDS I coding frame before the permanent recodes. Holders of NCDS II coding frames who do not have an NCDS I coding frame or a copy of CARD 9 should obtain one from the Statistics Section, National Children's Bureau.

9th September 197

USE OF THIS FRAME

From time to time amendment pages or alterations will be issued for this coding frame. If a new page to replace this page appears, for example, it will be called Page 0/1.

Notes on any errors found should be given to Jaqui James or Bryan Adams with a note of the page(s) on which they occur.

Current pages are numbered 0/0 through 81/0.

EXPLANATION OF CODING FRAME NOTATION

The Coding Frame has a similar format to the NCDS I coding frame, though some changes have been made.

Each item of information obtained in NCDS II about a child is punched into a particular part of a column or columns on one of the cards Y.1 to Y.9 called a 'field'.

1) Field Description

This comprises a note of the columns which make up a field (all punch positions in a column unless otherwise stated) and one of the four terms, 'numeric', 'extended numeric', 'polylog', and 'binary', describing the type of field.

A 'numeric' field is one which contains numeric data. An 'extended numeric' field is similar in concept, but the X or Y punches may perhaps be used, either as extra digits (e.g. in the child's serial number) or with a specific meaning, perhaps when a numeric value is inapplicable.

A 'polylog' field is the commonest kind. Here a punch (or exceptions a particular combination of punches) indicates into which category of some item a child falls.

A 'binary' field is a field in which each punch indicates a particular category of some item, and where multipunching may occur when more than one the categories applies.

Note the conceptual difference between legal multipunched combinations in polylog and binary fields; in a polylog field where multipunching occurs will have a specific meaning as a combination. This use is rare.

2) Computer Item

Here item numbers which will be used with the table program, TRMAIN, are shown; together with the 'type', which indicates the way in which that program will process the item.

In general:

'Numeric'	is treated as 'numeric'.
'Extended numeric'	is treated as 'numeric', or 'coded'.
'Polylog'	is treated as 'coded', or (rarely) 'multic'.
'Binary'	is treated as 'multicoded'.

N.B. Some of these item numbers may change, so requests for tables should be made in terms of card columns and punches.

3) Permitted Punches

In the description of permitted punches, the computer coding appears first in brackets, followed by an 'equals' sign, and the punched card coding second, next to its explanation.

e.g. Sex of Child's Class Teacher

- (1) = 1 Male
- (2) = 2 Female
- (NA) = b No answer

In these descriptions, the following notation is used:-

- ' b ' to mean 'blank'.
- ' . ' to mean 'punched in the same column with'.
- ' | ' to mean 'or'.
- ' NA ' is a special computer code for 'No Answer'.
- ' DNA ' is a special computer code for 'Does Not Apply'.
- ' 10+ ' is used to mean 'greater than or equal to 10'.
- ' - ' is used to mean 'through' (American usage).

Normally:-

Numeric Fields must have exactly one of the punches 0 - 9 in every column, unless other combinations are mentioned (e.g. bb for a 2-column field). The coders should have entered a number into such a field right-justified with leading zeros (or left the whole field blank).

Extended Numeric Fields must have exactly one of the punches Y, X, 0 - 9 in every column, unless other combinations are mentioned. Often most columns of such a field are restricted to 0 - 9; or X, 0 - 9.

When no further information is given about 'Permitted Punches' in a Polylog Field, the list of permitted combinations given is complete.

In a Binary Field, all combinations may theoretically occur, though potentially absurd ones may have been excluded and a comment may be made to that effect.

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MEMO

TO: ALL NCDS STAFF

FROM: Linda Sumner

29

RE: NCDS II CODING FRAME

DATE: 22nd June, 1972

Since there have been a few remarks made regarding the validity of my last memo changing the Y2 codes from 30 to 20, perhaps an explanation is required. The query actually arises from the logical extension of "X" having a value of 10 and "Y" having a value of 20 particularly in the case of Y1X512, which, since the change in the value of Y2 from 30, now has the same value as Y20512.

The number can only have 7 digits and as the figures remain in the same position despite the increased value, due in this case to the "X" as 10 - it is worked out as follows:-

$$\begin{array}{r} \text{Y1X512} \\ + \quad 2010 \\ \hline 2020512 \end{array}$$

As there is also an alteration in the description of this item on page 5/0 I have replaced the page with 5/1.

The other change to note is on page 61/0 Col 49. 'NA' includes 'don't know' as well as 'no answer' and 'no illness'. A new page 61/1 replaces this page.

enc.2

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y.1
Page 3/1

Questionnaire or page(s)

Card

Columns

Educational Assessment - Page 1

Y 1

1 - 10

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>																								
	Col 1		Always punched Y.1. Card type for Educational Assessment Form																								
	Cols 2-4 Extended numeric	801 Numeric	1969 Code Number for Local Authority completing this form (which may differ from that on other forms for this child). The Code Number is based on a N.C.D.S. January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or X. The numbers 000-999, X00-X99, are possible but not all used.																								
		802 Coded	<p>Column 2 is the region code, which has permitted codes:</p> <table border="1"> <thead> <tr> <th>Col 2</th><th>Meaning</th></tr> </thead> <tbody> <tr><td>(1) = 0</td><td>North Western</td></tr> <tr><td>(2) = 1</td><td>Northern</td></tr> <tr><td>(3) = 2</td><td>East & West Ridings</td></tr> <tr><td>(4) = 3</td><td>North Midlands</td></tr> <tr><td>(5) = 4</td><td>Eastern</td></tr> <tr><td>(6) = 5</td><td>London & South Eastern</td></tr> <tr><td>(7) = 6</td><td>Southern</td></tr> <tr><td>(8) = 7</td><td>South Western</td></tr> <tr><td>(10) = 8</td><td>Wales</td></tr> <tr><td>(9) = 9</td><td>Midlands</td></tr> <tr><td>(11) = X</td><td>Scotland</td></tr> </tbody> </table>	Col 2	Meaning	(1) = 0	North Western	(2) = 1	Northern	(3) = 2	East & West Ridings	(4) = 3	North Midlands	(5) = 4	Eastern	(6) = 5	London & South Eastern	(7) = 6	Southern	(8) = 7	South Western	(10) = 8	Wales	(9) = 9	Midlands	(11) = X	Scotland
Col 2	Meaning																										
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(2) = 1	Northern																										
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(8) = 7	South Western																										
(10) = 8	Wales																										
(9) = 9	Midlands																										
(11) = X	Scotland																										
	Cols 5-10 Extended numeric	1 Numeric	<p>Child's Serial Number</p> <p>This is a six-figure number punched in Columns 5-10 of each card which identifies the data for each child.</p> <p>The majority of these serial numbers were allocated to the children in the 1958 Perinatal Mortality Survey. Some were allocated in N.C.D.S. I (1965) and more in N.C.D.S. II (1969) for children who were born abroad, or born within Great Britain but with no data in the Perinatal Mortality Survey, or who were not successfully matched with P.M.S. data.</p> <p>Note that the serial numbers of some children (multiple births) have been changed since the P.M.S. and N.C.D.S. I. No two children now have the same serial number.</p> <p>The first three digits (Cols 5-7) of the serial number indicate when and how the number was allocated, the last three digits (Cols 8-10, always numeric) are an individual number for the child.</p>																								

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NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y.1
Page 4/1

Questionnaire and Page(s)

Educational Assessment - Page 1

Card

Y.1

Columns

5 - 10

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Cols 5-10 Extended numeric	1 Numeric	<p><u>Numbers allocated in 1958 for the Perinatal Mortality Survey</u></p> <p><u>Cols 5-7</u> <u>Meaning</u></p> <p>000-999, This is the Code Number for the X00-X99 Local Authority of the area in which the child was born, based on a 1958 list. Column 5 is the region code which is interpretable like Column 2.</p> <p><u>Cols 8-10</u> Numbers from 001 up were allocated to the births (or stillbirths) within a Local Authority. Not all are used and there are gaps.</p> <p>These numbers appear on forms J, K, and R (JKR's for short) of the P.M.S. records. (With the exception of numbers for multiple births in the P.M.S., which may have been changed but are still of this type).</p> <p><u>Numbers allocated in 1965 for N.C.D.S. I</u></p> <p><u>Cols 5-7</u> <u>Meaning</u></p> <p>Y00 Child born abroad but living in England, Scotland or Wales at the time of N.C.D.S. I (1965).</p> <p>Y01 Child born in England, Scotland or Wales, but with no data in the Perinatal Mortality Survey (though it may have a P.M.S. number on the JKR's).</p> <p>Y10-Y19, Y1X * Unmatched with P.M.S. data. Column 7 has the region code from the child's 1965 Local Authority, based on a 1965 list, and inter- pretable like Column 2.</p> <p>* N.B. In 1973 the Y19 & Y1X numbers were combined Children in this category might in reality be Y00's or Y01's, or identi- fiable with children already in the P.M.S.</p> <p><u>Cols 8-10</u> Numbers from 001 up were allocated to individual children.</p> <p><u>Numbers allocated in 1969 for N.C.D.S. II</u></p> <p><u>Cols 5-7</u> <u>Meaning</u></p> <p>Y20 Child born abroad, but living in England, Scotland or Wales at the time of N.C.D.S. II (1969), and with no N.C.D.S. I data.</p> <p>Y21 Child born in England, Scotland or Wales, but with no data in P.M.S. or N.C.D.S. I.</p> <p>Y22 Unmatched with P.M.S. or N.C.D.S. I data. No region code assigned.</p>

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SUMMER 2, 1969/1970)

Card Y.
Page 5/

Questionnaire and Page (s)
Educational Assessment - Page 1

Card
Y.1

Columns
5-12

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches</u>																											
	Cols 5-10 Extended numeric	1 Numeric	<u>Complete Serial Number</u> The complete serial number is treated as a numeric item on the computer. In order to do this, the "X" punch has been given a value of 10 and the "Y" punch a value of 20. Thus Child's Serial Number for: 637512 Computer Item 1 will have a value of 6 <table><tr><td>X37512</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>10</td></tr><tr><td>Y17512</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>20</td></tr><tr><td>Y22512</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>"</td><td>20</td></tr></table>	X37512	"	"	"	"	"	"	"	10	Y17512	"	"	"	"	"	"	"	20	Y22512	"	"	"	"	"	"	"	20
X37512	"	"	"	"	"	"	"	10																						
Y17512	"	"	"	"	"	"	"	20																						
Y22512	"	"	"	"	"	"	"	20																						
Q 1 (b)	Col 11 Punches 1, 2 Polylog		<u>Sex of Child</u> (1) = 1 Boy (2) = 2 Girl																											
Q 2 (b)	Col 12 Polylog	810 coded	<u>Today's Date (Date on this form) - MONTH</u> (1-9) = 1-9 January through September (10) = 0 October (11) = X November (12) = Y December (NA) = b No answer																											

Questionnaire and Page(s)

Educational Assessment - Page 1

Card

Y.1.

Columns

13 - 24

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Puncncc												
Q2(b)	Col 13 Polylog	811 Coded	Today's Date (Date on this form) - YEAR (69) = 9 1969 (70) = 0 1970 (71) = 1 1971 (NA) = b No answer												
Q3(d)	Col 14 Polylog	812 Coded	Sex of Head or Principal (1) = 1 Male (2) = 2 Female (NA) = b No answer												
Q3(e)	Col 15 Polylog	813 Coded	Sex of Child's Class Teacher (1) = 1 Male (2) = 2 Female (NA) = b No answer												
Q4(a)	Col 16 Polylog	814 Coded	Date of Child's Admission to Present School - MONTH (1-9) = 1-9 January through September (10) = 0 October (11) = X November (12) = Y December (NA) = b No answer												
Q4(a)	Col 17 Polylog	815 Coded	Date of Child's Admission to Present School - YEAR (61-69) = 1-9 1961-1969 (70) = 0 1970 (NA) = b No answer												
Q3(b)	Cols 18-24 Extended numeric		<p>School Number (as designated by the Department of Education and Science or the Scottish Education Department)</p> <p>Both Departments use a 7-digit number, however there are major differences between them. All are numeric, except for certain codes assigned by the Study (for England and Wales) when no trace of the school can be found in the Departments' lists.</p> <p><u>England and Wales</u> (Col 2 not X)</p> <p>The school number is composed as follows</p> <table border="1"> <thead> <tr> <th>Digits</th><th>Transferred to Columns</th><th>Meaning</th></tr> </thead> <tbody> <tr> <td>1-3</td><td>Untransferred</td><td>LEA reference number</td></tr> <tr> <td>4-5</td><td>21-22</td><td>School type</td></tr> <tr> <td>6-7</td><td>23-24</td><td>Individual school no.</td></tr> </tbody> </table>	Digits	Transferred to Columns	Meaning	1-3	Untransferred	LEA reference number	4-5	21-22	School type	6-7	23-24	Individual school no.
Digits	Transferred to Columns	Meaning													
1-3	Untransferred	LEA reference number													
4-5	21-22	School type													
6-7	23-24	Individual school no.													

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F.W.

P

MEMO

TO: ALL NCDS

FROM: HARVEY GOLDSTEIN

DATE: 19th October, 1972

RE: Age Gain - Maths. score

Please use a maths age gain of 4.5 points per year.

The sample upon which this is based has some drawbacks so that this estimate is a very rough one.

Questionnaire and Page(s)

Educational Assessment - Page 1

Card

Y.1.

Columns

18 - 24

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>																														
cont'd Q3(b)	Cols 18-24 Extended Numeric		<p>The LEA reference number was not transferred because there is already an LEA Code Number in Cols 2-4 of card Y.1.</p> <p>Columns 18-24 have the pattern bbbNDDN where each D is 0-9 or X, and each N is 0-9.</p> <p>Note that if a school could not be found in the files, a number with an X in Column 21 or 22 was assigned by the Study. Note also the different pattern of numbers assigned by the DCS to the County of Lancashire (LEA code number 040).</p> <p>Coding of columns 21-24</p> <table><tr><td>= 0000-0399, 0X10, 5X49</td><td>Approved Schools and Remand Homes</td></tr><tr><td>= 0400-0599, 04X1-04X6</td><td>Training/Occupational Centres and other Ministry of Health</td></tr><tr><td>= 2000-2799, 2X01-2X44</td><td>Primary Schools, Maintained County</td></tr><tr><td>= 2800-2999 (with Cols. 2-4 <u>not</u> 040)</td><td>Primary Schools, Maintained County</td></tr><tr><td>= 2800-2999 (with Cols. 2-4 040)</td><td>Primary Schools, Voluntary</td></tr><tr><td>= 3000-3999, 3X01-3X13</td><td>Primary Schools, Voluntary</td></tr><tr><td>= 4000-4999, 40X1 55X1-55X6</td><td>Secondary School, Maintained</td></tr><tr><td>= 5000-5999</td><td>Secondary School, Direct Grant</td></tr><tr><td>= 5X01</td><td>Grammar Schools</td></tr><tr><td>= 5500-5599</td><td>Miscellaneous Establishments</td></tr><tr><td>= 6000-6999, 6X01-6X19</td><td>Independent Schools</td></tr><tr><td>= 7000-7899, 7X01-7X08</td><td>Special Schools including Boarding Homes for handicapped pupils</td></tr></table> <p><u>Scotland (Col 2 punched X)</u></p> <p>The school number is composed as follows</p> <table><tr><th><u>Digits</u></th><th><u>Transferred to Columns</u></th><th><u>Meaning</u></th></tr><tr><td>1-2</td><td>18-19</td><td>LEA, but non-LEA schools have exceptional codes.</td></tr></table>	= 0000-0399, 0X10, 5X49	Approved Schools and Remand Homes	= 0400-0599, 04X1-04X6	Training/Occupational Centres and other Ministry of Health	= 2000-2799, 2X01-2X44	Primary Schools, Maintained County	= 2800-2999 (with Cols. 2-4 <u>not</u> 040)	Primary Schools, Maintained County	= 2800-2999 (with Cols. 2-4 040)	Primary Schools, Voluntary	= 3000-3999, 3X01-3X13	Primary Schools, Voluntary	= 4000-4999, 40X1 55X1-55X6	Secondary School, Maintained	= 5000-5999	Secondary School, Direct Grant	= 5X01	Grammar Schools	= 5500-5599	Miscellaneous Establishments	= 6000-6999, 6X01-6X19	Independent Schools	= 7000-7899, 7X01-7X08	Special Schools including Boarding Homes for handicapped pupils	<u>Digits</u>	<u>Transferred to Columns</u>	<u>Meaning</u>	1-2	18-19	LEA, but non-LEA schools have exceptional codes.
= 0000-0399, 0X10, 5X49	Approved Schools and Remand Homes																																
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1-2	18-19	LEA, but non-LEA schools have exceptional codes.																															

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Questionnaire and Page(s)
Educational Assessment - Page 1/2

Card
Y.1.

Columns
18 - 25

Question Number	Field Description	Computer Item	Explanation, and Computer Codes associated with Permitted Punches																																				
Cont'd Q3(b)	Cols 18-24 Extended Numeric		<table border="1"> <thead> <tr> <th>Digits</th><th>Transferred to Columns</th><th>Meaning</th></tr> </thead> <tbody> <tr> <td>3-4</td><td>20-21</td><td>Type of Institution</td></tr> <tr> <td>5-7</td><td>22-24</td><td>Individual school no.</td></tr> </tbody> </table> <p>The full 7-digit number was transferred to Cols 18-24. All schools were found in the files so there are no invented school numbers.</p> <p>Columns 18-24, then, have the pattern NNNNNNN where each N is 0-9.</p> <p>Coding of Columns 18-20</p> <table border="1"> <thead> <tr> <th>Columns 18-19</th><th>Column 20</th><th></th></tr> </thead> <tbody> <tr> <td>01-35</td><td>0-6</td><td>LEA primary - with/without secondary.</td></tr> <tr> <td>01-35</td><td>7-9</td><td>Other LEA day schools (e.g. Child Guidance Centre, Occupation Centre, Special School)</td></tr> <tr> <td>37</td><td>7-9</td><td>Residential Special School</td></tr> <tr> <td>38</td><td>0-6</td><td>Orphanage (Grant aided)</td></tr> <tr> <td>39</td><td>0-6</td><td>Demonstration School</td></tr> <tr> <td>40</td><td>0</td><td>Approved School</td></tr> <tr> <td>41</td><td>0-6</td><td>Other Independent primary with/without secondary</td></tr> <tr> <td>41</td><td>7-9</td><td>Other Independent School</td></tr> </tbody> </table> <p>Other combinations should not occur for NCDS II children.</p>	Digits	Transferred to Columns	Meaning	3-4	20-21	Type of Institution	5-7	22-24	Individual school no.	Columns 18-19	Column 20		01-35	0-6	LEA primary - with/without secondary.	01-35	7-9	Other LEA day schools (e.g. Child Guidance Centre, Occupation Centre, Special School)	37	7-9	Residential Special School	38	0-6	Orphanage (Grant aided)	39	0-6	Demonstration School	40	0	Approved School	41	0-6	Other Independent primary with/without secondary	41	7-9	Other Independent School
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40	0	Approved School																																					
41	0-6	Other Independent primary with/without secondary																																					
41	7-9	Other Independent School																																					
Q5	Col 25 Polylog PRC 1671 Type of school attended by child	824 Coded	<p>For schools maintained by a Local Education Authority Type</p> <p>(1) = 1 Junior School</p> <p>(2) = 2 Junior (or Primary) school with Infants, with or without Nursery</p> <p>(3) = 3 All-age school, with or without Nursery</p> <p>(4) = 4 Secondary School</p> <p>(5) = 5 Day Special School</p> <p>(6) = 6 Residential Special School</p> <p>(7) = 7 Other e.g. Middle, Junior high, or Home Tuition</p> <p>(8) = 8 If child is in special unit attached to school (e.g. for hearing or sight)</p> <p>(DNA) = 9 Not applicable - see Col 26</p> <p>(N.) = b No answer</p>																																				

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NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/1970)

Card Y.1.
Page 9/ 3

Questionnaire and Page(s)

Educational Assessment - Page 2

Card

Y.1.

Columns

26 - 34

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q 6	Col 26 Polylog ARC 1671 Type of school attended by child	825 Coded	For schools not maintained by a Local Education Authority: Type: (1) = 1 Independent School (including grant-aided) catering wholly or mainly for children who are not handicapped (2) = 2 Day Special School for Handicapped Children (3) = 3 Residential Special School (4) = 4 Other (5) = 5 Approved School (6) = 6 Controlled School (7) = 7 Junior Training Centre, or SSN provision (DNA) = 9 Not applicable - see Col 25 (NA) = b No answer
Q 7	Cols 27-29 Numeric	829 Numeric	Total number of pupils at present on school roll. (001-999) = 001-999 Actual number (1000+ coded 999) (NA) = bbb No answer
Q 8(a)	Cols 30-31 Numeric	832 Numeric	How many full-time members of the teaching staff does your school currently have? (excluding the Headteacher): (00-99) = 00-99 Actual number (NA) = bb No answer
Q 8(b)	Cols 32-33 Numeric	835 Numeric	If there are part-time members of staff, what full-time equivalent number of teachers do they represent? (e.g. 4 teachers teaching half-time would be equivalent to 2 full-time teachers): (coding instruction was to <u>multiply</u> the number recorded by the teacher by 10) (00-99) = 00-99 Number as coded (100+ coded 99) (NA) = bb No answer
Q 8(c)	Cols 34...39 Six Numeric fields of one column	836-841 Numeric	How many of the above full-time teachers (included in 8(a)) have been at your school for the following lengths of time? Coded as follows: (0-9) = 0-9 Actual number coded direct (10+ coded 9) (NA) = b No answer
	Col 34	836	Temporary (or supply) but full-time teachers

Questionnaire and Page(s)

Occupational Assessment - Page 2/5

Card

1.

Columns

35 - 46

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
(c)	Col 35	837	Teachers with less than one whole year
	Col 36	838	Teachers with 1 or 2 whole years
	Col 37	839	Teachers with 3, 4, or 5 whole years
	Col 38	840	Teachers with 6, 7, 8, 9 or 10 whole years
	Col 39	841	Teachers with more than 10 whole years
			The sum of Cols. 34-39 should not exceed the number in Cols. 30-31
	Cols 40-42 Numeric	845 Numeric	How old are the main school buildings? (000-199) = 000-199 Age coded direct (under 1 year coded 000) (N.) = bbb No answer (or if 2 or more ages were given and the difference between these was too large to code)
10	Cols 43-44 Numeric	848 Numeric	Approximately what percentage of your present 11-year olds do you consider as suitable for an academic secondary education leading to G.C.E. 'O' level (or Scottish Certificate of Education Grade) in five or more subjects? (00-99) = 00-99 Percentage given (N.) = bb No answer
11(a)	Col 45 Polylog	849 Coded	Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff? (1) = 1 Yes, father only (2) = 2 Yes, mother only (3) = 3 Yes, both (4) = 4 Neither (N.) = b No answer
11(b)	Col 46 Polylog	850 Coded	During this period has there been any such discussion with the parents at the instigation of you or your teaching staff? (1) = 1 Yes (2) = 2 No (N.) = b No answer

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (JULY 2, 1969/1970)

Card Y.1.
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Questionnaire and Page(s)

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Columns

Educational Assessment - Page 3/4/5

Y.1.

47 - 54

Question number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
12	Col 47 Polylog	851 Coded	With regard to the child's educational progress, does the <u>father</u> appear (1) = 1 Over concerned about the child's progress and/or expecting too high a standard? (2) = 2 Very interested (3) = 3 To show some interest (4) = 4 To show little or no interest (5) = 5 Can't say (DNA) = 9 Inapplicable (eg. no father) (N.) = b No answer
	Col 48 Polylog	852 Coded	As column 47, but for <u>mother</u>
13(a)	Col 49 Polylog	853 Coded	In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school <u>because of any educational or mental backwardness?</u> (1) = 1 Yes (2) = 2 No (3) = 3 No, but considered necessary (N.) = b No answer
13(b)	Col 50 Polylog	854 Coded	As column 49, but <u>because of any educational or mental superiority?</u>
13(c)	Col 51 Polylog	855 Coded	As column 49, but <u>because of any behaviour difficulties?</u>
13(d)	Col 52 Polylog	856 Coded	As column 49, but <u>because of any physical or sensory disability?</u>
13(e)	Col 53 Polylog	857 Coded	Do you consider, irrespective of the facilities in your area, that the child would benefit <u>now</u> from attendance at a special school? (1) = 1 Yes (2) = 2 No (3) = 3 Can't say (9) = 9 In ESN school now (N.) = b No answer
14	Col 54 Polylog	858 Coded	Is the child at present receiving free school meals? (1) = 1 Yes (2) = 2 No (N.) = b No answer

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Card Y.1.
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Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 5/6 Y.1.

55 - 64

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q15	Col 55 Polylog	859 Coded	As far as you are aware, has the child been referred to any agency because of difficulties which have affected his educational progress or behaviour? (1) = 1 Yes (2) = 2 No (NA) = b No answer
Q16	Col 56 Polylog	860 Coded	Since the child has been in your school has there been any noticeable improvement or deterioration in the rate of his educational progress or in his behaviour and adjustment? (1) = 1 Marked improvement (2) = 2 Some improvement (3) = 3 No noticeable change (4) = 4 Some deterioration (5) = 5 Marked deterioration (6) = 6 Can't say (NA) = b No answer
Q18(a)	Col 57 Polylog	861 Coded	Is the child's age group streamed by ability? (1) = 1 Yes (2) = 2 No (NA) = b No answer
Q18(b)	Col 58 Polylog	862 Coded	If streamed by ability, is he in: (1) = 1 A higher ability class (2) = 2 An average ability class (3) = 3 A lower ability class (9) = 9 Added by coders when answer to Q18(a) was 'no' i.e. no streaming done (NA) = b No answer
Q19	Cols 59-60 Numeric	865 Numeric	Number of pupils in child's present class? (01-99) = 01-99 Actual number coded direct (NA) = bb No answer N.B. Classes of over 59 are likely to have team teaching
Q20	Col 61 Numeric	866 Numeric	How many teachers normally teach this class? (1-9) = 1-9 Actual number coded direct (NA) = b No answer
Q21(a)	Cols 62-64 Numeric	870 Numeric	Number of possible half-day attendances for this child in the present school year. (001-420) = 001-420 Actual number coded direct (421+ coded as 260) * (NA) = bbb No answer N.B. This item is unreliable. * Later 280 was set to DNA to remove the bias introduced by coding 421+ into 280.
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Questionnaire and Page(s)

Card

Columns

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Y.1.

65 - 72

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
21(b)	Cols 65-67 Numeric	874 Numeric	Number of half-days absent during this period. (000-499) = 000-499 Actual number coded direct (NA) = bbb. No answer
22	Col 68 Polylog	875 Coded	For children in English or Welsh schools only. (Col 2 <u>not</u> X) Will this child be proceeding to a local authority maintained or direct grant selective secondary school; to some form of maintained comprehensive school; or to an independent school? (1) = 1 Selective Secondary School (eg. Grammar, R.C. Secondary, Secondary Modern, Technical) or selective secondary school area but awaiting result. (2) = 2 Maintained Comprehensive School (eg. Middle School, Non-selective Secondary, Junior High, High School, Direct Grant or Maintained Comprehensive School) (3) = 3 Independent School (4) = 4 Other, including Boarding, Bilateral, ESN (5) = 5 Don't know (NA) = b No answer/child in Scotland (Col 2 punched X)
23	Cols 69...72 Four Polylog fields of one col.	876-879 Coded	You are asked to rate some aspects of the child's ability and attainment. Each area is subdivided into five categories. It is expected that in a representative cross-section of children of this age, approximately five per cent fall into the first category, the next 25 per cent would fit the second description, the middle or average group of 40 per cent would be in the third category, the next 25 per cent in the fourth category and the final five per cent in the fifth category. In so far as your professional experience will allow, please rate the child in relation to <u>all children of his age</u> (i.e. not just his present class or even his school). Coded as follows. (1) = 1 Exceptional (2) = 2 Above average (3) = 3 Average (4) = 4 Below average or rather limited (5) = 5 Little or very limited (NA) = b No answer
23(a)	Col 69	876	General Knowledge
23(b)	Col 70	877	Number work
23(c)	Col 71	878	Use of Books
23(d)	Col 72	879	Oral Ability

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Questionnaire and Page(s)
Educational Assessment - Page 8

Card
Card Y.1.

Columns
73 - 78

Question Number	Field Description	Computer Item	Explanation, and Computer Codes associated with Permitted Answers
Q24	Cols 73,..77, Five Polylog fields of one col.	880-884 Coded	<p>Below are a few descriptions of behaviour shown by some children. Any one particular description is likely to apply to only a minority of children, moreover quite a proportion of children may show at least in some degree one of the aspects of behaviour listed below. If the description fits the child, please circle the figure 1. If it is a marginal case, or you are in some doubt about the child's inclusion under this description, please circle the figure 2. If the description does not fit the child at all circle the figure 3.</p> <p>Coded as follows</p> <p>(1) = 1 Certainly applies (2) = 2 Somewhat (3) = 3 Not at all (4) = 4 Don't know (9) = 9 Inapplicable (e.g. handicapped) (N) = b No answer</p>
Q24(a)	Col 73	880	Poor control of hands (e.g. in writing, drawing, handwork)
Q24(b)	Col 74	881	Squiggly, fidgety child
Q24(c)	Col 75	882	Poor physical co-ordination (e.g. in jumping, running or throwing)
Q24(d)	Col 76	883	Often running or jumping about, hardly ever still
Q24(e)	Col 77	884	Difficult to understand because of poor speech
Q24(f)	Col 78 Polylog	885 Coded	<p>Teacher's rating Imperfect grasp of English (i.e. when native language is other than English or Welsh)</p> <p>(1) = 1 Certainly applies (2) = 2 Somewhat (3) = 3 Not at all (or changed from b by coders who were told to change b to 3) (4) = 4 Don't know (N) = b No answer (some changed to 3)</p> <p>N.B. This item should be used with great care since the question might have been erroneously answered for children speaking only English. Use in conjunction with item 1439 for greater accuracy.</p>

Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 7

Y.1.

79 - 80

Question Number	Field Description	Computer Item	Explanation, and Computer Codes associated with Permitted Punches
Q25(a)	Col 79 Polylog	886 Coded	<p>Compared with other children at this age, does he/she reveal outstanding ability in any area? e.g. writing stories, drawing, chess, modelling, music, science, sport, etc.</p> <p>(1) = 1 Yes (2) = 2 No (N) = b No answer</p>
Q25(c)	Col 80 Polylog	887 Coded	<p>What do you regard as his/her most serious weakness or drawbacks of personality or character?</p> <p>(This column is an assessment of any report of anti-social behaviour, as coded (using a hierarchy) from the teacher's answers to Q25(c), Q15 and Q16).</p> <p>(1) = 1 Delinquent (2) = 2 Pre-Delinquent (3) = 3 Rebellious (4) = 4 Aggressive (5) = 5 Easily led - bad behaviour (when specifically mentioned) (6) = 6 Easily led - submissive (when no specific mention of what the child was easily led into) (N.) = b No answer/No indication of bad behaviour</p>

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Card Y.2.
Page 16/4

Questionnaire and Page (s)
Test Booklet - Page 1

Card
Y.2.

Columns
1-13

Question Number	Field Description Col 1	Computer Item	Explanation and Computer Codes Associated with Permitted Punches																								
			always punched .2 Card type for Test Booklet																								
	Cols 2-4 Extended numeric	801 numeric	1969 Core Number for Local Authority completing this form (which may differ from that on other forms for this child). The Code Number is based on a N.C.D.S. January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or X. The numbers 000-999, X00-X99, are possible but not all used.																								
		902 coded	Column 2 is the region code which has permitted codes <table><tr><th>Col 2</th><th>Meaning</th></tr><tr><td>(1) = 0</td><td>North Western</td></tr><tr><td>(2) = 1</td><td>Northern</td></tr><tr><td>(3) = 2</td><td>East of England</td></tr><tr><td>(4) = 3</td><td>North Midlands</td></tr><tr><td>(5) = 4</td><td>Eastern</td></tr><tr><td>(6) = 5</td><td>London & South Eastern</td></tr><tr><td>(7) = 6</td><td>Southern</td></tr><tr><td>(8) = 7</td><td>South Western</td></tr><tr><td>(9) = 8</td><td>Isles</td></tr><tr><td>(9) = 9</td><td>Midlands</td></tr><tr><td>(11) = X</td><td>Scotland</td></tr></table>	Col 2	Meaning	(1) = 0	North Western	(2) = 1	Northern	(3) = 2	East of England	(4) = 3	North Midlands	(5) = 4	Eastern	(6) = 5	London & South Eastern	(7) = 6	Southern	(8) = 7	South Western	(9) = 8	Isles	(9) = 9	Midlands	(11) = X	Scotland
Col 2	Meaning																										
(1) = 0	North Western																										
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(8) = 7	South Western																										
(9) = 8	Isles																										
(9) = 9	Midlands																										
(11) = X	Scotland																										
	Cols 5-10 Extended numeric	1 numeric	Child's Serial Number For an extended breakdown of the serial number see Card Y.1.																								
	Col 11 Punches 1, 2 Polylog		Sex of Child <table><tr><td>(1) = 1</td><td>Boy</td></tr><tr><td>(2) = 2</td><td>Girl</td></tr></table>	(1) = 1	Boy	(2) = 2	Girl																				
(1) = 1	Boy																										
(2) = 2	Girl																										
	Col 12 Polylog	910 Coded	Today's Date (Date on this form) - MONTH <table><tr><td>(1-9) = 1-9</td><td>January through September</td></tr><tr><td>(10) = 0</td><td>October</td></tr><tr><td>(11) = X</td><td>November</td></tr><tr><td>(12) = Y</td><td>December</td></tr><tr><td>(NA) = b</td><td>No answer</td></tr></table>	(1-9) = 1-9	January through September	(10) = 0	October	(11) = X	November	(12) = Y	December	(NA) = b	No answer														
(1-9) = 1-9	January through September																										
(10) = 0	October																										
(11) = X	November																										
(12) = Y	December																										
(NA) = b	No answer																										
	Col 13 Polylog	911 Coded	Today's Date (Date on this form) - YEAR <table><tr><td>(69) = 9</td><td>1969</td></tr><tr><td>(70) = 0</td><td>1970</td></tr><tr><td>(71) = 1</td><td>1971</td></tr><tr><td>(NA) = b</td><td>No answer</td></tr></table>	(69) = 9	1969	(70) = 0	1970	(71) = 1	1971	(NA) = b	No answer																
(69) = 9	1969																										
(70) = 0	1970																										
(71) = 1	1971																										
(NA) = b	No answer																										

NATIONAL CHILD DEVELOPMENT STUDY
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Card Y.2
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Questionnaire and Page(s)
Test Booklet - Pages 3 - 30

Card
Y.2

Columns
14 - 28

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Pgs 3-13 Verbal items between 1-80	Cols 14-15 Numeric	914 Numeric	Verbal score on General Ability Test (00-40) = 00-40 Actual score (NA) = bb No answer
Pgs 3-13 Non- Verbal items between 1-80	Cols 16-17 Numeric	917 Numeric	Non-verbal score on General Ability Test (00-40) = 00-40 Actual score (NA) = bb No answer
Pgs 3-13 All items (1-80)	Cols 18-19 Numeric	920 Numeric	Total score on General Ability Test (00-80) = 00-80 Actual score (NA) = bb No answer
Pgs 14-17 Nos 1-35	Cols 20-21 Numeric	923 Numeric	Reading Comprehension Test score (00-35) = 00-35 Actual score (NA) = bb No answer
Pgs 20-28 Nos 1-40	Cols 22-23 Numeric	926 Numeric	Mathematics Test score (00-40) = 00-40 Actual score (NA) = bb No answer
Pgs 18-19	Cols 24-25 Numeric	929 Numeric	Copying Designs Test score (00-12) = 00-12 Actual score (NA) = bb No answer
Pg 30 Q1	Col 26 Polylog	930 Coded	Pupil's Questionnaire "do you enjoy your spare time or do you often get bored?" (1) = 1 Always enjoy my spare time (2) = 2 Sometime, get bored (3) = 3 Often get bored (NA) = b No answer
Pg 30 Q2	Col 27 Polylog	931 Coded	Pupil's Questionnaire "do you borrow books from a public library?" (1) = 1 Yes (2) = 2 No (NA) = b No answer
Pg 30 Q5	Col 28 Polylog	932 Coded	Pupil's Questionnaire "when you leave secondary school, which of these things do think you will do?" (1) = 1 Go straight to a job (2) = 2 Continue full-time study (3) = 3 Don't know (NA) = b No answer

Questionnaire and Page(s)

Test Booklet Page 31

Card

Y.2

Columns

29 - 42

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Pg 31 Q6 (a)	Col 29 Polylog	933 Coded	Below you will see some of the things boys and girls of your age find interesting. Read each one carefully and decide whether you do it. <u>playing and talking to friends outside school hours</u> (1) = 1 Often (nearly every day) (2) = 2 Sometimes (3) = 3 Never or hardly ever (NA) = b No answer
Pg 31 Q6 (b)	Col 30 Polylog	934 Coded	as Col 29, but <u>going to the cinema</u>
Pg 31 Q6 (c)	Col 31 Polylog	935 Coded	as Col 29, but <u>reading books (apart from school work or homework)</u>
Pg 31 Q6 (d)	Col 32 Polylog	936 Coded	as Col 29, but <u>reading newspapers, magazines and comics</u>
Pg 31 Q6 (e)	Col 33 Polylog	937 Coded	as Col 29, but <u>listening to music (not 'pop' music) outside school hours</u>
Pg 31 Q6 (f)	Col 34 Polylog	938 Coded	as Col 29, but <u>going to clubs outside school (including Scouts and Guides)</u>
Pg 31 Q6 (g)	Col 35 Polylog	939 Coded	as Col 29, but <u>going to school clubs (outside school hours)</u>
Pg 31 Q6 (h)	Col 36 Polylog	940 Coded	as Col 29, but <u>helping at home</u>
Pg 31 Q6 (i)	Col 37 Polylog	941 Coded	as Col 29, but <u>playing outdoor games or taking part in sports outside school hours</u>
Pg 31 Q6 (j)	Col 38 Polylog	942 Coded	as Col 29, but <u>writing stories, making up plays or poems outside school hours</u>
Pg 31 Q6 (k)	Col 39 Polylog	943 Coded	as Col 29, but <u>drawing or painting pictures outside school hours</u>
Pg 31 Q6 (l)	Col 40 Polylog	944 Coded	as Col 29, but <u>cooking</u>
Pg 31 Q6 (m)	Col 41 Polylog	945 Coded	as Col 29, but <u>collecting stamps</u>
Pg 31 Q6 (n)	Col 42 Polylog	946 Coded	as Col 29, but <u>sewing, knitting or other needlework outside school hours</u>

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Card Y.2
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Questionnaire and Page(s)

Card

Columns

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Y.2

43 - 50

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Pg 31 Q6 (o)	Col 43 Polylog	947 Coded	as Col 29, but <u>model making outside school hours</u>
Pg 31 Q6 (p)	Col 44 Polylog	948 Coded	as Col 29, but <u>listening to the radio outside school hours</u>
Pg 31 Q6 (q)	Col 45 Polylog	949 Coded	as Col 29, but <u>watching television outside school hours</u>
Pg 31 Q6 (r)	Col 46 Polylog	950 Coded	as Col 29, but <u>looking after animals</u>
Pg 31 Q6 (s)	Col 47 Polylog	951 Coded	The child was asked if he had any additional hobbies and he mentioned <u>At least one</u> (1) = 1 Done often (2) = 2 Done sometimes (3) = 3 Never or hardly ever (4) = 4 Hobby mentioned but no indication of frequency (NA) = b No additional hobbies mentioned
Pg 31 Q6 (t)	Col 48 Polylog	952 Coded	<u>At least 2 additional hobbies</u> (1) = 1 Done often (2) = 2 Done sometimes (3) = 3 Never or hardly ever (4) = 4 At least 2 hobbies mentioned but no indication of frequency (NA) = b No additional hobbies or only 1 additional hobby mentioned
Pg 31 Q6 (u)	Col 49 Polylog	953 Coded	<u>At least 3 additional hobbies</u> (1) = 1 Done often (2) = 2 Done sometimes (3) = 3 Never or hardly ever (4) = 4 At least 3 hobbies mentioned but no indication of frequency (NA) = b No additional hobbies or only 2 additional hobbies mentioned
Pg 31 Q6 (v)	Col 50 Polylog	954 Coded	<u>4 additional hobbies</u> (1) = 1 Done often (2) = 2 Done sometimes (3) = 3 Never or hardly ever (4) = 4 4 hobbies mentioned but no indication of frequency (NA) = b No additional hobbies or only 3 additional hobbies mentioned

NATION L CHILD DEVELOPMENT STUDY
NCDS II (STEP 2, 1969/1970)

Card Y.2
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Questionnaire and Page(s)
Test Booklet - Page 32

Card
Y.2

Columns
51 - 52

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches																																																																					
pg 32 17	Cols 51-52 Numeric	958 Numeric	<p>Children were told 'imagine that you are now 25 years old. Write about the life you are leading, your interests, your home life and your work at the age of 25. (You have 30 minutes to do this)'. Their imagined occupation at 25 was coded in the following way, based on the socio-economic groups from the GRO's Classification of Occupations, 1966, with further subdivisions or amalgamations for certain groups.</p> <p>(00-20) = 00-20 Numeric code</p> <table border="1"> <thead> <tr> <th>Numeric Code</th><th>Meaning</th><th>Equiv. Socio-economic group</th></tr> </thead> <tbody> <tr> <td>(00) = 00</td><td>Professional/managerial (including farmers)</td><td>1,2,3,4, 13, 14.</td></tr> <tr> <td>(01) = 01</td><td>Teacher (including instructors)</td><td>5(part</td></tr> <tr> <td>(02) = 02</td><td>Nurse</td><td>5(part of)</td></tr> <tr> <td>(03) = 03</td><td>Other intermediate non-manual occupations (baller, dancer, actress, journalist pilot)</td><td>5(part of)</td></tr> <tr> <td>(04) = 04</td><td>Typists, clerical</td><td>6(part of)</td></tr> <tr> <td>(05) = 05</td><td>Shop assistants</td><td>6(part of)</td></tr> <tr> <td>(06) = 06</td><td>Other junior non-manual occupations (e.g. policeman)</td><td>6(part of)</td></tr> <tr> <td>(07) = 07</td><td>Personal service workers (e.g. hairdressers, air-hostess, cook/chef)</td><td>7</td></tr> <tr> <td>(08) = 08</td><td>Foreman or woman of manual workers</td><td>8</td></tr> <tr> <td>(09) = 09</td><td>Skilled manual workers</td><td>9</td></tr> <tr> <td>(10) = 10</td><td>Semi-skilled manual workers</td><td>10</td></tr> <tr> <td>(11) = 11</td><td>Unskilled manual workers</td><td>11</td></tr> <tr> <td>(12) = 12</td><td>Own account/self employed</td><td>12</td></tr> <tr> <td>(13) = 13</td><td>Farm workers (including looking after animals)</td><td>15</td></tr> <tr> <td>(14) = 14</td><td>Housewife</td><td></td></tr> <tr> <td>(15) = 15</td><td>Forces</td><td>16</td></tr> <tr> <td>(16) = 16</td><td>Sportsmen/women</td><td>9</td></tr> <tr> <td>(17) = 17</td><td>Students</td><td></td></tr> <tr> <td>(18) = 18</td><td>Other work (n.e.c.)</td><td></td></tr> <tr> <td>(19) = 19</td><td>No mention of work, though question otherwise answered</td><td></td></tr> <tr> <td>(20) = 20</td><td>Impossible to evaluate, though some attempt was made to answer this question (e.g. few words only, illegible).</td><td></td></tr> <tr> <td>(N.) = bb</td><td>No answer</td><td></td></tr> </tbody> </table> <p>NOTE Where more than 1 occupation was mentioned the first mentioned was taken.</p>	Numeric Code	Meaning	Equiv. Socio-economic group	(00) = 00	Professional/managerial (including farmers)	1,2,3,4, 13, 14.	(01) = 01	Teacher (including instructors)	5(part	(02) = 02	Nurse	5(part of)	(03) = 03	Other intermediate non-manual occupations (baller, dancer, actress, journalist pilot)	5(part of)	(04) = 04	Typists, clerical	6(part of)	(05) = 05	Shop assistants	6(part of)	(06) = 06	Other junior non-manual occupations (e.g. policeman)	6(part of)	(07) = 07	Personal service workers (e.g. hairdressers, air-hostess, cook/chef)	7	(08) = 08	Foreman or woman of manual workers	8	(09) = 09	Skilled manual workers	9	(10) = 10	Semi-skilled manual workers	10	(11) = 11	Unskilled manual workers	11	(12) = 12	Own account/self employed	12	(13) = 13	Farm workers (including looking after animals)	15	(14) = 14	Housewife		(15) = 15	Forces	16	(16) = 16	Sportsmen/women	9	(17) = 17	Students		(18) = 18	Other work (n.e.c.)		(19) = 19	No mention of work, though question otherwise answered		(20) = 20	Impossible to evaluate, though some attempt was made to answer this question (e.g. few words only, illegible).		(N.) = bb	No answer	
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Card Y 3

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Columns
1 - 13

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes associated with Permitted Punches</u>																																				
	Col 1		Always punched Y.3 Card type for Bristol Social-Adjustment Guides																																				
	Cols 2-4 Extended numeric	801 Numeric	1969 Code Number for Local Authority completing this form (which may differ from that on other forms for this child). The Code Number is based on a N.C.D.S. January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or X. The numbers 000-999, X00-X99 are possible but not all used.																																				
		962 Coded	Column 2 is the region code which has permitted codes. <table><tr><th></th><th>Col. 2</th><th>Meaning</th></tr><tr><td>(1)</td><td>= 0</td><td>North Western</td></tr><tr><td>(2)</td><td>= 1</td><td>Northern</td></tr><tr><td>(3)</td><td>= 2</td><td>East & West Midlands</td></tr><tr><td>(4)</td><td>= 3</td><td>North Midlands</td></tr><tr><td>(5)</td><td>= 4</td><td>Eastern</td></tr><tr><td>(6)</td><td>= 5</td><td>London & South Eastern</td></tr><tr><td>(7)</td><td>= 6</td><td>Southern</td></tr><tr><td>(8)</td><td>= 7</td><td>South Western</td></tr><tr><td>(10)</td><td>= 8</td><td>Wales</td></tr><tr><td>(9)</td><td>= 9</td><td>Midlands</td></tr><tr><td>(11)</td><td>= X</td><td>Scotland</td></tr></table>		Col. 2	Meaning	(1)	= 0	North Western	(2)	= 1	Northern	(3)	= 2	East & West Midlands	(4)	= 3	North Midlands	(5)	= 4	Eastern	(6)	= 5	London & South Eastern	(7)	= 6	Southern	(8)	= 7	South Western	(10)	= 8	Wales	(9)	= 9	Midlands	(11)	= X	Scotland
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	Col 11 Punches 1,2 Polylog		Sex of Child <table><tr><td>(1)</td><td>= 1</td><td>Boy</td></tr><tr><td>(2)</td><td>= 2</td><td>Girl</td></tr></table>	(1)	= 1	Boy	(2)	= 2	Girl																														
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	Col 12 Polylog	970 Coded	Today's Date (Date on this form) - MONTH <table><tr><td>(1-9)</td><td>= 1-9</td><td>January through September</td></tr><tr><td>(10)</td><td>= 0</td><td>October</td></tr><tr><td>(11)</td><td>= X</td><td>November</td></tr><tr><td>(12)</td><td>= Y</td><td>December</td></tr><tr><td>(NA)</td><td>= b</td><td>No answer</td></tr></table>	(1-9)	= 1-9	January through September	(10)	= 0	October	(11)	= X	November	(12)	= Y	December	(NA)	= b	No answer																					
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Columns
14 - 27

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Cols 14-15 Numeric	974 Numeric	Total Score For Unforthcomingness Syndrome (U) = (UA + UB) (00-18) = 00-18 Actual score Details listed under cols. 39 and 40
	Cols 16-17 Numeric	977 Numeric	Total Score For Withdrawal Syndrome (W) = (WA + WB) (00-13) = 00-13 Actual score Details listed under cols. 41 and 42
	Cols 18-19 Numeric	980 Numeric	Total Score For Depression Syndrome (D) = (DA + DB + DC) (00-18) ³ = 00-18 ³ Actual score Details listed under cols. 43, 44 and 45
	Cols 20-21 Numeric	983 Numeric	Total Score For Anxiety For Acceptance By Adults Syndrome (XA) = (XA + XB) (00-18) ³ = 00-18 ³ Actual score Details listed under cols. 46 and 47
	Cols 22-23 Numeric	986 Numeric	Total Score For Hostility Towards Adults Syndrome (HA) = (HA + HB + HC) (00-24) = 00-24 Actual score Details listed under cols. 48, 49 and 50
	Cols 24-25 Numeric	989 Numeric	Total Score For "Writing Off" of Adults and Adults' Standards Syndrome (K) = (KA + KB + KC) (00-21) = 00-21 Actual score Details listed under cols. 51, 52 and 53
	Cols 26-27 Numeric	992 Numeric	Total Score For Anxiety For Acceptance by Children Syndrome (XC) = (LC + LD) (00-12) = 00-12 Actual score Details listed under cols 54 and 55

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<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation, and Computer Codes Associated with Permitted Punches</u>
	Cols 28-29 Numeric	995 Numeric	Total Score For Hostility Towards Children Syndrome (HC) = (JA + JB) (00-10) = 00-10 Actual score Details listed under cols. 56 and 57
	Cols 30-31 Numeric	996 Numeric	Total Score For Restlessness Syndrome (R) = (RA + RB) (00-04) = 00-04 Actual score Details listed under cols. 58 and 59
	Cols 32-33 Numeric	1001 Numeric	Total Score For "Inconsequential" Behaviour Syndrome (IN) = (IM + IN) (00-13) = 00-13 Actual score Details listed under cols. 60 and 61
	Cols 34-35 Numeric	1004 Numeric	Total Score For Miscellaneous Symptoms Syndrome (M) = (MA + MB) (00-12) = 00-12 Actual score Details listed under cols 62 and 63
	Col 36 Numeric	1005 Numeric	Total Score For Miscellaneous "Nervous" Symptoms Syndrome (MN) = (MN) (0-7) = 0-7 Actual score Details listed under col. 64
	Cols 37-38 Numeric	1008 Numeric	Grand Total For Syndrome Scores (00-99) = 00-99 Actual score

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39-41

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Col 39 Binary		<p>UA: Syndrome (Unforthcomingness)</p> <p>(1) = 1 Chats only when alone with teacher</p> <p>(2) = 2 Bursts into tears (attitude to correction)</p> <p>(3) = 3 Never offers to help teacher with jobs but pleased when asked</p> <p>(4) = 4 Submissive, takes less wanted position, e ball fetcher (team games)</p> <p>(5) = 5 Too timid to be naughty (class room behaviour)</p> <p>(6) = 6 Lies from timidity (truthfulness)</p> <p>(7) = 7 Likes sympathy, but reluctant to ask</p> <p>(8) = 8 Never brings flowers, gifts, although classmates often do</p> <p>(9) = 9 Never brings objects he has found, drawings, models, etc., to show teacher although classmates often do</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 40 Binary		<p>UB: Syndrome (Unforthcomingness)</p> <p>(1) = 1 Associates with one other child only and mostly ignores the rest</p> <p>(2) = 2 Waits to be noticed before greeting teacher</p> <p>(3) = 3 Never makes first approach (talking to teacher)</p> <p>(4) = 4 Too shy to ask teacher's help</p> <p>(5) = 5 When answering questions, gets nervous, blushes, cries when questioned</p> <p>(6) = 6 Shrinks from active play in informal play</p> <p>(7) = 7 Mumbles shyly, awkwardly, in response to greeting</p> <p>(8) = 8 Can't get a word out of child (talking to teacher)</p> <p>(9) = 9 Says very little when talking to teacher</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 41 Binary		<p>WA: Syndrome (Withdrawal)</p> <p>(1) = 1 Absolutely never greets teacher</p> <p>(2) = 2 Does not answer when greeted</p> <p>(3) = 3 Makes no friendly or eager response (general manner with teacher)</p> <p>(4) = 4 Avoids talking to teacher (distant, deep)</p> <p>(5) = 5 Dreamy and distracted (lives in another world) (attentiveness)</p> <p>(6) = 6 Distant and uninterested (persistence in manual tasks)</p> <p>(7) = 7 Dreamy, uninterested in team games</p> <p>(NA) = b None of these comments applies or not scored</p>

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Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Col 42 Binary		<p>WB: Syndrome (Withdrawal)</p> <p>(1) = 1 Distant, shuns others' company</p> <p>(2) = 2 Keeps clear of adults even when hurt or wronged (liking for sympathy)</p> <p>(3) = 3 Quite cut off from people, you can't get near him as a person (general manner with teacher)</p> <p>(4) = 4 Unresponsive eyes</p> <p>(5) = 5 Speech is an incoherent rumbling chatter</p> <p>(6) = 6 In contacts with teacher, is like a suspicious animal</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 43 Binary		<p>DA: Syndrome (Depression)</p> <p>(2) = 2 Depends on how he feels (asking teacher's help)</p> <p>(3) = 3 Varies very noticeably from day to day (persistence in class work)</p> <p>(4) = 4 Sometimes alert, sometimes lethargic in team games</p> <p>(5) = 5 In free activity sometimes lacks interest</p> <p>(6) = 6 Persistence in manual tasks varies greatly</p> <p>(7) = 7 Impatient, loses temper with job (persistence - manual tasks)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 44 Binary		<p>DB: Syndrome (Depression)</p> <p>(1) = 1 Flies into a temper if provoked (physical prowess)</p> <p>(2) = 2 Can work alone but has no energy (persistence - class work)</p> <p>(3) = 3 Lacks physical energy (persistence - manual tasks)</p> <p>(4) = 4 Has no life in him (class room behaviour)</p> <p>(5) = 5 Apathetic (just sits)(attentiveness)</p> <p>(7) = 7 Shuffles restlessly (posture)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 45 Binary		<p>DC: Syndrome (Depression)</p> <p>(1) = 1 In asking teacher's help too apathetic to bother</p> <p>(2) = 2 Dull listless eyes</p> <p>(3) = 3 Always sluggish, lethargic in team games</p> <p>(4) = 4 Sometimes wanders off alone (companionship)</p> <p>(5) = 5 Speech is thick, mumbling, inaudible</p> <p>(6) = 6 Expression is miserable, depressed, (under the weather) seldom smiles</p> <p>(NA) = b None of these comments applies or not scored</p>

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46 - 48

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Col 46 Binary		<p>XA: Syndrome (Anxiety for acceptance by adults)</p> <p>(1) = 1 Very anxious to do jobs (helping teacher with jobs)</p> <p>(2) = 2 In greeting teacher, over-eager to greet</p> <p>(3) = 3 In talking to teacher, over-talkative (tires with constant chatter)</p> <p>(4) = 4 Very anxious to bring flowers, gifts (contact with teacher)</p> <p>(5) = 5 Very often brings objects he has found, drawings, models, etc., to show teacher (contact with teacher)</p> <p>(6) = 6 Over-friendly (general manner with teacher)</p> <p>(7) = 7 Talks excessively to teacher about own doings, family or possessions</p> <p>(8) = 8 Sidles up to or hangs round teacher (contact with teacher)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 47 Binary		<p>XB: Syndrome (Anxiety for acceptance by adults)</p> <p>(1) = 1 Always finding excuses for engaging teacher (asking teacher's help)</p> <p>(3) = 3 Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc., complaints of being hurt by others)(liking for sympathy)</p> <p>(4) = 4 Tries to monopolize teacher (liking for attention)</p> <p>(5) = 5 Tells fantastic tales (truthfulness)</p> <p>(6) = 6 Wants adult interest but can't put himself forward (liking for attention)</p> <p>(7) = 7 Takes advantage of sympathy or interest (liking for sympathy)</p> <p>(8) = 8 Put out if can't get attention (liking for attention)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 48 Binary		<p>HA: Syndrome (Hostility towards adults)</p> <p>(1) = 1 Ability at class jobs varies with mood</p> <p>(2) = 2 In answering questions eager except when in one of his moods</p> <p>(3) = 3 Persistence in manual tasks depends on his moods</p> <p>(4) = 4 In talking to teacher inclined to be moody</p> <p>(5) = 5 Offers to help teacher with jobs except when in a bad mood</p> <p>(6) = 6 In asking teacher's help, at times very forward, at times sully</p> <p>(7) = 7 In greeting teacher, sometimes eager, sometimes definitely avoids</p> <p>(8) = 8 Response to greeting can be surly or suspicious</p> <p>(NA) = b None of these comments applies or not scored</p>

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49 - 51

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permi' d Punches
	Col 49 Binary		<p>HB: Syndrome (Hostility towards adults)</p> <p>(1) = 1 General manner with teacher is sometimes friendly, sometimes in a bad mood</p> <p>(2) = 2 Standard (manual) very erratic (seems at times to do badly on purpose)</p> <p>(3) = 3 Damage to personal property (cars, delivery vehicles, occupied houses or gardens, teacher's or workmen's belongings, etc. nuisance)</p> <p>(4) = 4 Bad language, vulgar stories, rhymes, drawings (nuisance)</p> <p>(5) = 5 Suspicious (on the defensive) (liking for attention)</p> <p>(6) = 6 Resentful mutterings or expression at times (attitude to correction)</p> <p>(7) = 7 Becomes antagonistic (effect of correction)</p> <p>(8) = 8 Sometimes a fluent liar (truthfulness)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 50 Binary		<p>HC: Syndrome (Hostility towards adults)</p> <p>(1) = 1 Has stolen money, sweets, (candy), valuable objects, once or twice (honesty)</p> <p>(2) = 2 Bears a grudge, always regards punishment as unfair (effect of correction)</p> <p>(3) = 3 Has a wild, hostile look in the eyes</p> <p>(4) = 4 Very naughty, difficult to discipline (classroom behaviour)</p> <p>(5) = 5 Aggressive defiance (screams, threats, violence) (attitude to correction)</p> <p>(6) = 6 Associates mostly with unsettled types (attitudes of other children)</p> <p>(7) = 7 Has stolen money, sweets, (candy), valuable objects frequently (honesty)</p> <p>(8) = 8 Obscene behaviour (nuisance)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 51 Binary		<p>KA: Syndrome ("Writing off" of adults and adults' standards)</p> <p>(1) = 1 Won't bother to learn (attentiveness)</p> <p>(2) = 2 Works only when watched or compelled (persistence) (classwork)</p> <p>(3) = 3 Works only when watched or compelled (persistence) (manual tasks)</p> <p>(4) = 4 When answering questions not shy but unconcerned</p> <p>(5) = 5 Not shy but never comes for help willingly (asking teacher's help)</p> <p>(6) = 6 Has no wish to volunteer to help teacher with jobs</p> <p>(7) = 7 Unconcerned about approval or disapproval (liking for attention)</p> <p>(NA) = b None of these comments applies or not scored</p>

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Question Number	Field Description	Computer Item	Explanation and Interpretation of Associated with Permitted Punctures
	Col 52 Binary		<p>KB: Syndrome ("Writing off" of adults and adults' standards)</p> <p>(1) = 1 Minimises contact with teacher but not backward with other children</p> <p>(2) = 2 Avoids talking to teacher but talks to other children</p> <p>(3) = 3 Copies from others (honesty)</p> <p>(4) = 4 'Borrows' books from desks without permission (honesty)</p> <p>(5) = 5 Selfish, screaming, a spoilsport (ways with other children)</p> <p>(6) = 6 Cunning, dishonest in individual games</p> <p>(7) = 7 Bad sportman (plays for himself only, cheats, fouls) in team games</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 53 Binary		<p>KC: Syndrome ("Writing off" of adults and adults' standards)</p> <p>(1) = 1 Can't look you in the face (eyes)</p> <p>(2) = 2 Not open or friendly, sometimes "seems to be watching you to see if you know" (general manner with teacher)</p> <p>(3) = 3 Can never keep a friend long (tries to pal up with newcomers) (companionship)</p> <p>(4) = 4 Untrustworthy (ability at class jobs)</p> <p>(5) = 5 Treats loneliness as weakness (effect of correction)</p> <p>(6) = 6 Plausible, sly, will abuse trust, hard to catch (classroom behaviour)</p> <p>(7) = 7 Habitual slick liar, has no compunction about lying (truthfulness)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 54 Binary		<p>LC: Syndrome (Anxiety for acceptance by children)</p> <p>(1) = 1 Plays the hero (attitude to correction)</p> <p>(2) = 2 Can't resist playing to the crowd (effect of correction)</p> <p>(3) = 3 Inclined to fool around in team games</p> <p>(4) = 4 Over-bravo (takes unnecessary risks) in team games</p> <p>(5) = 5 Over-anxious to be in with the gang (tries to buy favour with others, easily led) (companionship)</p> <p>(6) = 6 Likes to be the centre of attraction (companionship)</p> <p>(7) = 7 Plays only or mainly with older children (ways with other children)</p> <p>(8) = 8 Strikes bravo attitude but backs out (physical prowess)</p> <p>(NA) = b None of these comments applies or not scored</p>

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Columns

55 - 58

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Col 53 Binary		LD: Syndrome (Anxiety for acceptance by children) (1) = 1 Brags to other children (liking the limelight) (2) = 2 Show-off (makes silly faces, mimics, clowns) (liking the limelight) (4) = 4 Adopts extreme youth fashions (care for appearance) (5) = 5 Damage to public property, etc (of school, fences, unoccupied houses) (nuisance) (NA) = b None of these comments applies or not scored
	Col 56 Binary		JA: Syndrome (Hostility towards children) (1) = 1 In informal play disturbs others' games, teases, likes to frighten (2) = 2 Sometimes nasty to those outside own set (ways with other children) (3) = 3 Hurts by pushing about, hitting (ways with other children) (4) = 4 Squabbles, makes insulting remarks (ways with other children) (5) = 5 Tells on others, underhand (tries to get others into trouble) (ways with other children) (6) = 6 Spoils or hides other children's things (nuisance) (7) = 7 Mostly on bad terms with others (companionship) (NA) = b None of these comments applies or not scored
	Col 57 Binary		JB: Syndrome (Hostility towards children) (1) = 1 Spiteful to weaker children (ways with children) (2) = 2 Disliked, shunned (attitude of other children) (3) = 3 Fights viciously (bites, kicks, scratches, uses dangerous objects as weapons) (physical prowess) (NA) = b None of these comments applies or not scored
	Col 58 Binary		RA: Syndrome (Restlessness) (3) = 3 Gives up easily (persistence) (manual tasks) (4) = 4 Too restless in individual games (7) = 7 Irresponsible, scatterbrain (ability at class jobs) (NA) = b None of these comments applies or not scored

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Columns
59 - 62

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Col 59 Binary		<p>RB Syndrome (Restlessness)</p> <p>(1) = 1 Too restless to work alone (persistence in class work)</p> <p>(NA) = b This comment does not apply or not scored</p>
	Col 60 Binary		<p>IM: Syndrome ("Inconsequential" behaviour)</p> <p>(1) = 1 Sometimes eager, sometimes doesn't bother (answering questions)</p> <p>(2) = 2 Constantly needs potty correction (classroom behaviour)</p> <p>(3) = 3 Too restless to remember for long (effect of correction)</p> <p>(4) = 4 Cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc.) (attentiveness)</p> <p>(5) = 5 Rough and ready, slapdash (standard) (manual)</p> <p>(6) = 6 In informal play starts off others in scrapping and rough play</p> <p>(7) = 7 Does not know what to do with himself, can never stick at anything long (frustration)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 61 Binary		<p>IN: Syndrome ("Inconsequential" behaviour)</p> <p>(1) = 1 Misbehaves when teacher is out of room (liking the limelight)</p> <p>(2) = 2 Careless, untidy, often loses or forgets books, pen (belongings)</p> <p>(3) = 3 Gets very dirty during day (care for appearance)</p> <p>(4) = 4 Slumps, lolls about (posture)</p> <p>(5) = 5 Foolish pranks when with a gang (nuisance)</p> <p>(6) = 6 Follower in mischief (nuisance)</p> <p>(NA) = b None of these comments applies or not scored</p>
	Col 62 Binary		<p>MA: Syndrome (Miscellaneous symptoms)</p> <p>(1) = 1 In informal play plays childish games for his age</p> <p>(2) = 2 In team games eager to play but loses interest</p> <p>(3) = 3 Babyish (mispronounces simple words) (speech)</p> <p>(4) = 4 Too immature to heed (effect of correction)</p> <p>(5) = 5 Plays only or mainly with younger children (ways with other children)</p> <p>(6) = 6 In team games timid or poor spirited</p> <p>(7) = 7 Gets bullied (physical prowess)</p> <p>(NA) = b None of these comments applies or not scored</p>

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Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Functions
	Col 63 Binary	1049 Multicoded	MB Syndrome (Miscellaneous symptoms) (1) = 1 Has truanted once or twice, often suspected of truancy (attendance) (2) = 2 Often late (punctuality) (3) = 3 Has cut lessons (punctuality) (4) = 4 Destructive, defaces with scribbling (belongings) (5) = 5 On the fringe, somewhat of an outsider (attitude of other children) (NA) = b None of these comments applies or not scored
	Col 64 Binary	1052	MN: Syndrome (Miscellaneous "nervous" symptoms) (1) = 1 Stutters, stammers, can't get the words out (speech) (2) = 2 Jumbled speech (3) = 3 Blinking (eyes) (4) = 4 Unwilled twitches, jerks, makes aimless movements with hands (fidgets, etc.) (5) = 5 Bites nails badly (fidgets, etc.) (6) = 6 Jumpy, (fidgets, etc.) (7) = 7 Sucks thumb or finger (over ten years) (fidgets, etc.) (NA) = b None of these comments applies or not scored
	Col 65 Binary	1061 Multicoded	AT Syndrome (Attendance) (1) = 1 Attendance good (2) = 2 Frequently absent for a day or half-day (3) = 3 Has had long absences (4) = 4 Parent condones absences, malingering, etc. (5) = 5 Stays away to hide parent (NA) = b None of these comments applies or not scored
	Col 66 Binary	1066 Multicoded	AP: Syndrome (Appearance) (1) = 1 Attractive (2) = 2 Not so attractive as most (3) = 3 Looks undernourished (4) = 4 Has some abnormal features (5) = 5 Slovenly, very dirty (care for appearance) (NA) = b None of these comments applies or not scored
	Col 67 Binary	1071 Multicoded	ST Syndrome (Miscellaneous) (1) = 1 Gets cheated, fooled (attitude of other children) (2) = 2 Just stupid (ability at class jobs) (3) = 3 Early, very keen on opposite sex (sexual development) (4) = 4 Normal (sexual development) (5) = 5 Abnormal tendency (sexual development) (6) = 6 Delayed (sexual development) (NA) = b Not scored

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Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
	Col 68 Binary	1077 Multicoded	SR: Syndrome (Health factors - 1) (1) = 1 Poor breathing, whoozy, asthmatic, easily winded (2) = 2 Frequent colds, tonsillitis, coughs, running nose, mouth breathing (NA) = b Neither of these comments applies, or not scored
	Col 69 Binary	1079 Multicoded	SO: Syndrome (Health factors - 2) (1) = 1 Running, infected ears (2) = 2 Skin troubles, sores (3) = 3 Complaints of tummy aches, feeling ill or sick, is sometimes sick (4) = 4 Headaches (5) = 5 Bad turns, goes very pale (6) = 6 Fits (7) = 7 Nose bleeding (8) = 8 Sore, red eyes (9) = 9 Very cold hands (NA) = b None of these comments applies or not scored
	Col 70 Binary	1088 Multicoded	PD: Syndrome (Health factors - 3) (1) = 1 Bad eyesight (2) = 2 Squint (3) = 3 Bulging eyes (4) = 4 Poor hearing (5) = 5 Gawky (bad co-ordination) (6) = 6 Contorted features (face screwed up on one side, eyes half closed, etc) (7) = 7 Holds limb or body in unnatural posture (NA) = b None of these comments applies or not scored
	Col 71 Binary	1095 Multicoded	PE: Syndrome (Size) (1) = 1 Tall for age (2) = 2 Ordinary (3) = 3 Small (4) = 4 Unusually small (5) = 5 Very fat (6) = 6 Very thin (NA) = b Not scored

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1 - 13

Question Number	Field Description	Computer Item	Explanation and Computer Codes Associated with Permitted Punches																																				
	Col 1		Always punched Y 4 Card type for Parental Interview Form																																				
	Cols 2-4 extended numeric	1101 numeric	1969 Code Number for Local authority completing this form (which may differ from that on other forms for this child, but it is the same for Cards Y.5 and Y.6). The Code number is based on a N.C.D.S. January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or . The numbers 000-999, X00-X99, are possible but not all used.																																				
		1102 coded	Column 2 is the region code which has permitted codes <table><thead><tr><th></th><th>Col 2</th><th>Meaning</th></tr></thead><tbody><tr><td>(1)</td><td>= 0</td><td>North Western</td></tr><tr><td>(2)</td><td>= 1</td><td>Northern</td></tr><tr><td>(3)</td><td>= 2</td><td>East and West Midlands</td></tr><tr><td>(4)</td><td>= 3</td><td>North Midlands</td></tr><tr><td>(5)</td><td>= 4</td><td>Eastern</td></tr><tr><td>(6)</td><td>= 5</td><td>London and South Eastern</td></tr><tr><td>(7)</td><td>= 6</td><td>Southern</td></tr><tr><td>(8)</td><td>= 7</td><td>South Western</td></tr><tr><td>(10)</td><td>= 8</td><td>Wales</td></tr><tr><td>(9)</td><td>= 9</td><td>Midlands</td></tr><tr><td>(11)</td><td>= X</td><td>Scotland</td></tr></tbody></table>		Col 2	Meaning	(1)	= 0	North Western	(2)	= 1	Northern	(3)	= 2	East and West Midlands	(4)	= 3	North Midlands	(5)	= 4	Eastern	(6)	= 5	London and South Eastern	(7)	= 6	Southern	(8)	= 7	South Western	(10)	= 8	Wales	(9)	= 9	Midlands	(11)	= X	Scotland
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(9)	= 9	Midlands																																					
(11)	= X	Scotland																																					
	Cols 5-10 Extended numeric	1 Numeric	Child's Serial Number For an extended breakdown of the serial number see Card Y.1																																				
	Col 11 Punches 1,2 Polylog		Sex of Child <table><tbody><tr><td>(1)</td><td>= 1</td><td>Boy</td></tr><tr><td>(2)</td><td>= 2</td><td>Girl</td></tr></tbody></table>	(1)	= 1	Boy	(2)	= 2	Girl																														
(1)	= 1	Boy																																					
(2)	= 2	Girl																																					
	Col 12 Polylog	1110 coded	Today's Date (Date on this form) - MONTH <table><tbody><tr><td>(1-9)</td><td>= 1-9</td><td>January through September</td></tr><tr><td>(10)</td><td>= 0</td><td>October</td></tr><tr><td>(11)</td><td>= X</td><td>November</td></tr><tr><td>(12)</td><td>= Y</td><td>December</td></tr><tr><td>(NA)</td><td>= b</td><td>No answer</td></tr></tbody></table>	(1-9)	= 1-9	January through September	(10)	= 0	October	(11)	= X	November	(12)	= Y	December	(NA)	= b	No answer																					
(1-9)	= 1-9	January through September																																					
(10)	= 0	October																																					
(11)	= X	November																																					
(12)	= Y	December																																					
(NA)	= b	No answer																																					
	Col 13 Polylog	1111 coded	Today's Date (Date on this form) - YEAR <table><tbody><tr><td>(69)</td><td>= 9</td><td>1969</td></tr><tr><td>(70)</td><td>= 0</td><td>1970</td></tr><tr><td>(71)</td><td>= 1</td><td>1971</td></tr><tr><td>(NA)</td><td>= b</td><td>No answer</td></tr></tbody></table>	(69)	= 9	1969	(70)	= 0	1970	(71)	= 1	1971	(NA)	= b	No answer																								
(69)	= 9	1969																																					
(70)	= 0	1970																																					
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(NA)	= b	No answer																																					

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Columns

14-16

Question Number	Field Description	Computer Item	Explanation and Computer Codes Associated with Permitted Punches
Q 9	Col 14 Polylog	1112 Coded	Relationship of informant to study child (1) = 1 Mother (or mother substitute) (2) = 2 Other (3) = 3 No informant - compiled from local authority, hospital, boarding school, etc. records (4) = 4 Both mother and father present (Na) = b No answer N.B. Category 4 is added coded information (which was volunteered) rather than a solicited response. It is therefore an underestimate, and category 1 an overestimate.
Q 10 (a)	Cols 15-16 Punches 02-19 Numeric PRC 1683 Overcrowding	1116 Numeric	Number of people who normally live in child's household* (02-19) = 02-19 Actual number (Na) = bb No answer/institution
Q 10 & 11	Col 15 Punch 9 Polylog	1113 Coded	Whether child lives in an institution or not (1) = 9 Child in an institution (2) = b Child not in an institution/not answered. N.B. Definition of 'institution' child: in substitute care where at least one adult received salary for looking after this child (and possibly other children also), e.g. hospitalised (SSN) or in children's home (housemother paid salary, at least). Note that children in foster homes (where allowance only is paid for the child) and boarders, are not called institutionalised. Information recorded refers either to (a) his original family or to (b) the child himself Questions on the Parental Interview form referring to (a) are 10, 14-16, 18-38 and 71-76 and to (b) are 11-13, 17, 39-70 and 77-78 Habits and attitudes of substitute parents are excluded

*NOTES

Persons included in/excluded from child's household

Included	Excluded
<p>All those living together, partaking of meals prepared together, and benefiting from a common housekeeping'. This always includes study child and</p> <ol style="list-style-type: none"> 1) Fathers who work away and are only home at weekends or longer intervals 2) Fathers in prison where no evidence of breakdown of marriage 3) Twin pair girls (and their children) 4) Housekeepers (and their children) 5) Lodgers 	<ol style="list-style-type: none"> 1) Siblings only home for short periods (e.g. at boarding school only) 2) Siblings in the forces, approved schools or various other institutions 3) Siblings and half siblings who have been fostered long term or adopted 4) Siblings and half siblings who are being brought up by other relations, for example grandparents 5) Siblings and half siblings living with an estranged spouse

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17-21

<u>Question Number</u>	<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches</u>
Q 10 (a)	Col 17 Numeric	1117 Numeric	Number of children under 21 who normally live in child's household* (1-9) = 1-9 Actual number (10+ coded 9) (NA) = b No answer
Q 10 (a) 10 (b)	Col 18 Numeric	1118 Numeric	Position of study child in relation to those children in household under age 21 plus those children under 21 in the family but not included in the household* (1-9) = 1-9 Actual position (10+ coded 9) (NA) = b No answer
Q 10 (b)	Col 19 Numeric	1119 Numeric	Number of children in family aged under 21 who are not included in the household* (0-9) = 0-9 Actual number (10+ coded 9) (NA) = b No answer
Q 10 (c)	Col 20 extended numeric	1120 Numeric	Number of births to study child's own mother since birth of study child (0-9) = 0-9 Actual number (10+ coded 9) (10) = X Not known (NA) = b No answer
Q 10 (e)	Col 21 Polylog		Was the study child's birth single or multiple? (1) = 1 Single (2) = 2 Multiple (3) = 3 Don't know (NA) = b No answer

* See previous sheet.

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22 - 28

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q 11	Col 22 Punches 1 - 8 Polylog	1122 Coded	<p><u>Child's mother figure</u></p> <p>(1) = 1 Own (natural) mother (2) = 2 Mother by legal adoption (3) = 3 Step-mother (includes cohabitee) (4) = 4 Foster-mother (5) = 5 Grandmother (6) = 6 Elder sister (7) = 7 No mother figure (8) = 8 Other (e.g. aunt) or institutional child (NA) = b No answer</p> <p>N.B. a) Must be living in child's household b) The existence of a female in the child's household does not necessarily imply that the child has a mother figure.</p>
Q 11(a)	Col 22 Punches Y, X, 0, 9 Polylog	1123 Coded	<p><u>Why child is not living with own or adoptive mother</u></p> <p>(9) = 9 Illegitimacy (10) = 0 Marital breakdown (11) = X Death (12) = Y Other (NA) = b No answer or child with own/adoptive mother.</p>
Q 11(b)	Cols 23-24 Numeric	1126 Numeric	<p>If not living with own or adoptive mother, <u>age at which child came under care of present mother substitute, or where no mother substitute, age when child left care of his/her own/adoptive mother</u></p> <p>(00-11) = 00-11 Actual age (NA) = bb No answer/inapplicable</p>
Q 11	Col 25 Punches 1 - 8 Polylog	1127 Coded	<p>As Col 22, but <u>child's father figure</u></p>
Q 11(a)	Col 25 Punches Y, X, 0, 9 Polylog	1128 Coded	<p>As Col 22, but <u>why child is not living with own father or adoptive father</u></p>
Q 11(b)	Cols 26-27 Numeric	1131 Numeric	<p>As Cols 25-24 but <u>age at which child came under care of present father substitute</u></p>
Q 12(a)	Col 28 Polylog	1132 Coded	<p>Has child been looked after for more than one month by <u>any mother figure other than the one indicated in Col 22</u> (excluding hospital admissions and boarding school attendance).</p> <p>(1) = 1 Yes (2) = 2 No (3) = 3 Don't know (NA) = b No answer</p>

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Question Number	Field Description	Computer Item	Explanation and Computer Codes Associated with Permitted Answers
Q 12 (b)	Col 29 Polylog	1133 Polylog	Has the child ever been in the care of a <u>Local Authority Children's Committee</u> ? (1) = 1 Yes, in care now (2) = 2 Yes in care only in past (3) = 3 No, never been in care (4) = 4 Don't know (5) = 5 Other replies (NA) = b No answer
Q 12 (c)	Col 30 Polylog	1134 Polylog	As Col 29 but a <u>Voluntary Service</u>
	Col 31 Numeric	1135 Numeric	Number of schools child has attended since age of 5 (not counting moves from one department to another of the same school) (0-9) = 0-9 Actual number (10+ coded 9) (NA) = b No answer
Q 14	Col 32 Polylog	1136 Coded	Would parents like child to leave school as soon as possible or stay on longer? (1) = 1 Leave as soon as possible (2) = 2 Stay on longer (3) = 3 Don't know yet (NA) = b No answer
Q 15	Col 33 Polylog	1137 Coded	Would parents wish child to undertake further-training or education (full-time or part-time) after leaving school? (1) = 1 Yes (2) = 2 No (3) = 3 Don't know yet (NA) = b No answer
Q 16	Col 34 Polylog	1138 Coded	How satisfied is mother with play amenities within about 10-15 minutes walk of home? (can include public or natural amenities) (1) = 1 Very satisfied (2) = 2 Fairly satisfied (3) = 3 No feelings either way (4) = 4 Rather unsatisfied (5) = 5 Very unsatisfied (6) = 6 Other replies (e.g. no facilities available, or large garden, facilities not required) (NA) = b No answer

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Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q 17	Col 35 Polylog	1139 Coded	Excluding holidays away from home, availability of, and child's use in his spare time in last 12 months of: <u>A park, public garden, hoath, common or fields where children are allowed to play</u> (1) = 1 Not available (2) = 2 Never goes though available (3) = 3 Goes sometimes (4) = 4 Goes often (5) = 5 Don't know (NA) = b No answer/child not living at home
Q 17	Col 36 Polylog	1140 Coded	As Col 35 but <u>a recreation ground or outdoor play centre (other than school)</u>
Q 17	Col 37 Polylog	1141 Coded	As Col 35 but <u>swimming or paddling places which are safe for children</u>
Q 17	Col 38 Polylog	1142 Coded	As Col 35 but <u>indoor play centre, or any children's clubs or societies (e.g. Cubs, Guides, Sports Clubs, Church Clubs for young people)</u>
Q 17	Col 39 Polylog	1143 Coded	As Col 35 but <u>a cinema or other places which have children's film shows</u>
Q 17	Col 40 Polylog	1144 Coded	As Col 35 but <u>public library</u> with additional code: (6) = 6 School library (goes often or sometimes) N.8. This code is added coded information rather than a solicited response, and is therefore a vast under-estimate of those using a school library. It would be inadvisable to treat this category as anything other than a 'no answer' though it seems to imply that public libraries are not used
Q 18	Col 41 Polylog	1145 Coded	<u>Does mother go with child for walks, outings, picnics, visits?</u> (1) = 1 Yes, most weeks (2) = 2 Yes, occasionally (3) = 3 Never or hardly ever (4) = 4 Other replies (NA) = b No answer/not applicable
Q 18	Col 42 Polylog	1146 Coded	As Col 41 but <u>does father go with child for walks, outings, picnics, visits?</u>

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Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Puncnes
Q19	Col 43 Polylog	1147 Coded	Does mother feel that father takes a big part in managing child or leaves it mainly to mother? (1) = 1 Father takes a big part, or equal part with mother (2) = 2 Father takes a smaller part than mother but mother still feels it to be a significant part (3) = 3 Father takes a very small part or leaves to mother (4) = 4 Don't know (5) = 5 Inapplicable. This code covers cases where there is no father figure, or sometimes where only the father was present at the interview or both parents were and health visitor felt unable to put the question (NA) = b No answer
Q20	Col 44 Polylog	1148 Coded	Has mother belonged to a lending library or book club in the last 12 months? (1) = 1 Yes (includes 'doesn't belong, uses husband's tickets') (2) = 2 No (3) = 3 Other replies (NA) = b No answer/not applicable
Q20	Col 45 Polylog	1149 Coded	As Col 44, but has father belonged to a lending library or book club in the last 12 months?
	Col 46 Extended numeric	1150 Numeric	Number of times the family has moved home since the child was born (0-9) = 0-9 Actual number (10+ coded 9) (DNA) = X Don't know (NA) = b No answer N.B. Unreliable - Moves at I often greater than moves at II
Q22(a)	Col 47 Polylog	1151 Coded	Accommodation occupied by household (1) = 1 Whole house (2) = 2 Flat/maisonette (self-contained) (3) = 3 Rooms (4) = 4 Caravan (5) = 5 Other replies (NA) = b No answer
Q22(b)	Col 48 Polylog	1152 Coded	Type of tenure (1) = 1 Owned by the household or being bought (2) = 2 Rented from Council or New Town Corporation (3) = 3 Privately rented - unfurnished (4) = 4 Privately rented - furnished (5) = 5 Tied to occupation (6) = 6 Other replies (NA) = b No answer

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Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q 23	Col 49 Polylog	1153 Coded	Situation of front door of accommodation (1) = 1 Below street level (2) = 2 At street level/ground floor (3) = 3 First floor (4) = 4 Second floor (5) = 5 3rd to 4th floor (6) = 6 5th to 6th floor (7) = 7 7th to 9th floor (8) = 8 10th to 12th floor (9) = 9 13th floor and above (NA) = b No answer
Q 24	Cols 50-51 Numeric PRC 1683 Overcrowding	1156 Numeric	Number of rooms in accommodation (excluding bathroom scullery or kitchen unless used as a living room, but including rooms used by lodgers or relatives who are members of the household) (00-19) = 00-19 Actual number (NA) = bb No answer
Q 25	Col 52 Numeric	1157 Numeric	With how many people does child share his bedroom? (0-6) = 0-6 Actual number (NA) = b No answer N.B. Unreliable question Suspected that child is sometimes included in count of number sharing child's bedroom
Q 26	Col 53 Polylog	1158 Coded	Does child share his bed with anyone else? (1) = 1 Yes (2) = 2 No (3) = 3 Don't know (NA) = b No answer
Q 27(a)	Col 54 Polylog PRC 1681 Household facilities	1159 Coded	Does the accommodation have a bathroom? (1) = 1 Yes, sole use (2) = 2 Yes, shared (3) = 3 No (4) = 4 Don't know (NA) = b No answer
Q 27(b)	Col 55 Polylog	1160 Coded	As Col 54 but <u>an outdoor lavatory?</u>
Q 27(c)	Col 56 Polylog PRC 1681 HSC. fac.	1161 Coded	As Col 54 but <u>an indoor lavatory?</u>
Q 27(d)	Col 57 Polylog	1162 Coded	As Col 54 but <u>cooking facilities?</u>
Q 27(e)	Col 58 Polylog PRC 1681 HSC. fac.	1163 Coded	As Col 54 but <u>a hot water supply?</u>

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59 - 61

Question Number	Field Description	Computer Item	Explanation and Computer Codes Associated with Permitted Punches
Q 28 (a)	Col 59	1164	<p>'How satisfied are you with the house/flat you live in?'</p> <p>(1) = 1 Very satisfied (2) = 2 Fairly satisfied (3) = 3 No feelings either way (4) = 4 Rather dissatisfied (5) = 5 Very dissatisfied (6) = 6 Don't know (7) = 7 Other replies (NA) = b No answer</p>
Q 28 (b)	Col 60 Binary	1165 Multi-coded	<p>What is it about your home that makes you feel like that?'</p> <p>(1) = 1 Satisfied - size (2) = 2 Satisfied - location of accommodation (3) = 3 Satisfied - garden, outdoor play facilities (4) = 4 Satisfied - comfort, manageability, easy to run, modern amenities (5) = 5 Satisfied - ownership (e.g. 'our home') (6) = 6 Satisfied - other reasons (7) = 7 Dissatisfied - size (8) = 8 Dissatisfied - location of accommodation (9) = 9 Dissatisfied - no garden, or outdoor play facilities (10) = 0 Dissatisfied - not comfortable, manageable or easy to run, no modern amenities (11) = X Dissatisfied - don't own (12) = Y Dissatisfied - other reasons (NA) = b No answer, no feelings either way, not applicable</p> <p>N.B. It is suspected that this question may have a low consistency between coders</p>
Q 29	Col 61 Punches 1 - 8 Polylog PRCs 1685 1687	1171 Coded	<p>Father/male head's occupation from the G.O.'s Classification of Occupations, 1966 (specially coded from details asked in interviews)</p> <p>(1) = 1 Social Class 1 Professional (2) = 2 " " 2 Intermediate groups (3) = 3 " " 3 Skilled non-manual (4) = 4 " " 3 Skilled manual (5) = 5 " " 4 Semi skilled non-manual (6) = 6 " " 4 Semi skilled manual (7) = 7 " " 5 Unskilled manual (8) = 8 Impossible to classify because insufficient information (NA) = b No answer or in armed forces</p>
Q 29	Col 61 Punches Y, X, O Polylog PRCs 1687	1172 Coded	<p>Additional information about father/male head's occupation</p> <p>(1) = 0 No male head (2) = X Unemployed, sick, disabled (3) = Y Retired (NA) = b No answer/not applicable</p>

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Questionnaire and Page(s)

Card

Columns

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62 - 64

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q 29	Cols 62-63 Extended numeric	1175 Numeric	<p>Father/male head's socio-economic group from the GRO's Classification of Occupations, 1966</p> <p>(01) = 01 Employers and managers in central and local government, industry, commerce, etc. (establishments employing 25 persons and over)</p> <p>(02) = 02 Employers and managers in industry, commerce, etc. (employing less than 25 persons)</p> <p>(03) = 03 Professional workers - self employed</p> <p>(04) = 04 Professional workers - employees</p> <p>(05) = 05 Intermediate non manual workers</p> <p>(06) = 06 Junior non manual workers</p> <p>(07) = 07 Personal service workers</p> <p>(08) = 08 Foremen and supervisors - manual</p> <p>(09) = 09 Skilled manual workers</p> <p>(10) = 10 Semi-skilled manual workers</p> <p>(11) = 11 Unskilled manual workers</p> <p>(12) = 12 Own account workers (other than professional)</p> <p>(13) = 13 Farmers - employers and managers</p> <p>(14) = 14 Farmers - own account</p> <p>(15) = 15 Agricultural workers</p> <p>(16) = 16 Members of armed forces</p> <p>(17) = 17 Occupation inadequately described</p> <p>(NA) = bb No answer</p> <p>(DNA) = (XX) Impossible to classify</p>
Q 30	Col 64 Binary	1176 Multi-coded	<p>Apart from any private source, the source of income of family during past 12 months</p> <p>(1) = 1 Employment</p> <p>(2) = 2 Sickness benefit/sick pay</p> <p>(3) = 3 Unemployment benefit</p> <p>(4) = 4 Supplementary benefit (National Assistance)</p> <p>(5) = 5 Retirement pension</p> <p>(6) = 6 Disability pension</p> <p>(7) = 7 Other sources (including widow's pension etc)</p> <p>(NA) = b No answer</p> <p>N.B. Not a very reliable question because.</p> <p>a) Incomplete information on source of income (It appears that children's or wife's income, if working, for example, were sometimes omitted and also head of household's employment, if he had been unemployed for few weeks)</p> <p>b) Sometimes only last few weeks, instead of last 12 months, considered.</p>

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Questionnaire and Page(s)

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Columns

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Y.4

65 - 72

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches
Q 31	Cols 65-66 Numeric	1185 Numeric	For how many weeks has the father/male head been off work in past 12 months <u>through illness</u> , (including disability)? (00-52) = 00-52 Actual number (99) = 99 No male head (NA) = bb No answer
Q 31	Cols 67-68 Numeric	1188 Numeric	As Cols 65-66, but <u>through unemployment</u> ? N.B. If left to the coders, unemployment of disabled people was coded in Cols 65-66, where it did usually occur. However, the Health Visitor sometimes registered it in Cols 67-68 in which case it was left there
Q 31	Cols 69-70 Numeric	1191 Numeric	As Cols 65-66, but <u>through reasons other than illness and unemployment</u> - e.g. strikes, bad weather, suspensions, in prison?
Q 32	Col 71 Polylog	1192 Coded	Is the father/male head engaged in shift work and away from home at night, or does he work regular daytime hours? (1) = 1 Shift work but not away overnight (2) = 2 Shift work and sometimes away overnight (3) = 3 Regular night work (4) = 4 Works regular daytime hours (5) = 5 Other replies, including away all week, home only at weekends (NA) = b No answer/no male head N.B. a) Evening classes and occasional night work (i.e. on call) are disregarded b) Regular daytime hours does not necessarily imply works regular hours
Q 33	Col 72 Polylog	1193 Coded	Apart from shift work and regular night work, does the father/male head's work take him away overnight? (1) = 1 At least once a week (2) = 2 At least once a month, but not every week (3) = 3 Sometimes but less frequently than once a month (4) = 4 Never (5) = 5 Other replies, e.g. away for long or short periods of time or all week, home only at weekends (NA) = b No answer/no male head

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r.4

73 - 80

Question Number	Field Description	Computer Item	Explanation, and Computer Codes Associated with Permitted Punches																																																																																																																																																																																																																																							
Q 34(a)	Cols 73-74 Numeric	1196 Numeric	<p><u>Father's weight</u> Codod figures represent double the weight in stones</p> <table border="1"> <thead> <tr> <th></th><th></th><th>stone</th><th>lbs</th><th></th><th>stone</th><th>lbs</th></tr> </thead> <tbody> <tr><td>(13)</td><td>=</td><td>13</td><td>6</td><td>4</td><td>to</td><td>6</td><td>10</td></tr> <tr><td>(14)</td><td>=</td><td>14</td><td>6</td><td>11</td><td>to</td><td>7</td><td>3</td></tr> <tr><td>(15)</td><td>=</td><td>15</td><td>7</td><td>4</td><td>to</td><td>7</td><td>10</td></tr> <tr><td>(16)</td><td>=</td><td>16</td><td>7</td><td>11</td><td>to</td><td>8</td><td>3</td></tr> <tr><td>(17)</td><td>=</td><td>17</td><td>8</td><td>4</td><td>to</td><td>8</td><td>10</td></tr> <tr><td>(18)</td><td>=</td><td>18</td><td>8</td><td>11</td><td>to</td><td>9</td><td>3</td></tr> <tr><td>(19)</td><td>=</td><td>19</td><td>9</td><td>4</td><td>to</td><td>9</td><td>10</td></tr> <tr><td>(20)</td><td>=</td><td>20</td><td>9</td><td>11</td><td>to</td><td>10</td><td>3</td></tr> <tr><td>(21)</td><td>=</td><td>21</td><td>10</td><td>4</td><td>to</td><td>10</td><td>10</td></tr> <tr><td>(22)</td><td>=</td><td>22</td><td>10</td><td>11</td><td>to</td><td>11</td><td>3</td></tr> <tr><td>(23)</td><td>=</td><td>23</td><td>11</td><td>4</td><td>to</td><td>11</td><td>10</td></tr> <tr><td>(24)</td><td>=</td><td>24</td><td>11</td><td>11</td><td>to</td><td>12</td><td>3</td></tr> <tr><td>(25)</td><td>=</td><td>25</td><td>12</td><td>4</td><td>to</td><td>12</td><td>10</td></tr> <tr><td>(26)</td><td>=</td><td>26</td><td>12</td><td>11</td><td>to</td><td>13</td><td>3</td></tr> <tr><td>(27)</td><td>=</td><td>27</td><td>13</td><td>4</td><td>to</td><td>13</td><td>10</td></tr> <tr><td>(28)</td><td>=</td><td>28</td><td>13</td><td>11</td><td>to</td><td>14</td><td>3</td></tr> <tr><td>(29)</td><td>=</td><td>29</td><td>14</td><td>4</td><td>to</td><td>14</td><td>10</td></tr> <tr><td>(30)</td><td>=</td><td>30</td><td>14</td><td>11</td><td>to</td><td>15</td><td>3</td></tr> <tr><td>(31)</td><td>=</td><td>31</td><td>15</td><td>4</td><td>to</td><td>15</td><td>10</td></tr> <tr><td>(32)</td><td>=</td><td>32</td><td>15</td><td>11</td><td>to</td><td>16</td><td>3</td></tr> <tr><td>(33)</td><td>=</td><td>33</td><td>16</td><td>4</td><td>to</td><td>16</td><td>10</td></tr> <tr><td>(34)</td><td>=</td><td>34</td><td>16</td><td>11</td><td>to</td><td>17</td><td>3</td></tr> <tr><td>(35)</td><td>=</td><td>35</td><td>17</td><td>4</td><td>to</td><td>17</td><td>10</td></tr> <tr><td>(36)</td><td>=</td><td>36</td><td>17</td><td>11</td><td>to</td><td>18</td><td>3</td></tr> <tr><td>(37)</td><td>=</td><td>37</td><td>18</td><td>4</td><td>to</td><td>18</td><td>10</td></tr> <tr><td>(38)</td><td>=</td><td>38</td><td>18</td><td>11</td><td>to</td><td>19</td><td>3</td></tr> <tr><td>(39)</td><td>=</td><td>39</td><td>19</td><td>4</td><td>to</td><td>19</td><td>10</td></tr> <tr><td>(NA)</td><td>=</td><td>bb</td><td colspan="5">No answer</td></tr> </tbody> </table> <p>N.B. It is suspected that this question and the next three have sometimes been taken as referring to the height and weight of the study child's grandparents</p>			stone	lbs		stone	lbs	(13)	=	13	6	4	to	6	10	(14)	=	14	6	11	to	7	3	(15)	=	15	7	4	to	7	10	(16)	=	16	7	11	to	8	3	(17)	=	17	8	4	to	8	10	(18)	=	18	8	11	to	9	3	(19)	=	19	9	4	to	9	10	(20)	=	20	9	11	to	10	3	(21)	=	21	10	4	to	10	10	(22)	=	22	10	11	to	11	3	(23)	=	23	11	4	to	11	10	(24)	=	24	11	11	to	12	3	(25)	=	25	12	4	to	12	10	(26)	=	26	12	11	to	13	3	(27)	=	27	13	4	to	13	10	(28)	=	28	13	11	to	14	3	(29)	=	29	14	4	to	14	10	(30)	=	30	14	11	to	15	3	(31)	=	31	15	4	to	15	10	(32)	=	32	15	11	to	16	3	(33)	=	33	16	4	to	16	10	(34)	=	34	16	11	to	17	3	(35)	=	35	17	4	to	17	10	(36)	=	36	17	11	to	18	3	(37)	=	37	18	4	to	18	10	(38)	=	38	18	11	to	19	3	(39)	=	39	19	4	to	19	10	(NA)	=	bb	No answer				
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Q 34(a)	Cols 75-76 Numeric	1199 Numeric	<p><u>Father's height in inches</u></p> <p>(54-84) = 54-84 Actual height in inches (NA) = bb No answer</p>																																																																																																																																																																																																																																							
Q 34(b)	Cols 77-78 Numeric	1202 Numeric	As Cols 73-74 but <u>mother's weight</u>																																																																																																																																																																																																																																							
Q 34(b)	Cols 79-80 Numeric	1205 Numeric	As Cols 75-76 but <u>mother's height</u>																																																																																																																																																																																																																																							

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1	2	3	4	5	6	
MJ3	28f	6	66		406	<u>Upper Limb.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28g		67		407	<u>Lower Limb.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28h		68		408	<u>Spine.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28i		69		409	<u>Respiratory System.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28j		70		410	<u>Alimentary System.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.
	28k		71		411	<u>Uro. enital System.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.

1	2	3	4	5	6	
13	28l	6	72		412	<u>Heart.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28m		73		413	<u>blood, etc.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28n		74		414	<u>Skin.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28o		75		415	<u>Epilepsy.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28p		76		416	<u>Other C.N.S. Condition.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
	28q		77		417	<u>Diabetes.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.

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2	3	4	5	6	
3	28	6	78		418
<u>Any Other Condition.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.					
END OF MEDICAL QUESTIONNAIRE					
3	6	79-80			419
<u>Number of People in the Household.</u> Numeric coding on cards and computer. Blank. No Information/No Parental Questionnaire. <u>Note:</u> This question was asked by the Health Visitor and the answer recorded on the Parental Questionnaire but for technical reasons had to be coded on the Medical Questionnaire and punched on Card 6. As a result occasionally the information was not punched although it was recorded.					
END OF CARD 6					

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BEGINNING OF PUNCHED CARD 7

1	2	3	4	5	6	
		7	1			<p><u>Card Number</u></p> <p>7. Identifies card. (Does not apply on Summary packs which only have one card). NO OTHER CODE IN THIS COLUMN FOR SINGLETONS.</p> <hr/> <p><u>Mixed Column for MULTIPLE BIRTHS ONLY:</u></p> <p><u>Card Number</u></p> <p>7. Identifies card (as for singletons).</p> <p>-----</p> <p><u>Multiple Birth Identification Code.</u></p> <p>(1) = X. First-born twin (2) = Y. Second-born twin (3) = O. Any triplet. (On Agatha Summary card, "O" identifies the card, and "9" identifies triplets).</p> <p><u>Note:</u> The computer is programmed to use this information as coded on Card 1. See notes for Card 1, Col. 1. (front page).</p>
		7	2-4	A.2 T.2 U.2 Region only	4	<p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4).</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
		7	5-10	A.5-10 T.3-8 U.3-8	1	<p><u>Child's Serial Number.</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 & 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
		7	11			<p><u>Mixed Column.</u></p> <p><u>Sex</u></p> <p>1. Boy 2. Girl</p> <p>-----</p> <p><u>Substudy Identification.</u></p> <p>8. In care, short stay 9. In care, long stay X. Word Blind Study Y. Adoption Study</p> <p><u>Note:</u> See card 9, col. 11 and cols. 38-41.</p>
			11	A.45 T.47 U.11		

INTRODUCTORY NOTES TO BRISTOL SOCIAL-ADJUSTMENT GUIDE - COLS. 12-69.

The Guides have been completed and scored in accordance with the general instructions in "The Manual to the Bristol Social-Adjustment Guide" (Stott, 1965), which should be consulted together with these notes before the data are used.

The material consists of (1) A "Guide"; completed by the teacher. (2) A transparent template which, when superimposed on the Guide, allows one to allocate to the aspects of behaviour on the Guide, serial letters and numbers, which are then transferred to (3) the Coding Form for the Guide by ringing the same letters and numbers on the form. The Guides themselves consist of a large number of "phrases" which describe a child's behaviour and these "phrases" are grouped on the Guide into "paragraphs" under a heading (e.g. "Response to greeting"). The teacher is asked to underline the "phrases" which describe the child's behaviour. Most of these "phrases" can be allocated serial letters and a number (e.g. UA6). These were specially designed for the N.C.D.S. Coding Form and are different from those used in the published Scoring Form for the Guides.

Columns 12-62.

The point of allocating serial letters and numbers in this section is so that certain aspects of behaviour can in this way be grouped together. It is thus assumed that the aspect of behaviour denoted by UA1 is on the same continuum or belongs to the "syndrome" as UA2 and UA6; and, indeed, as UA6, since the first letter indicates the group on the Coding Form to which the "phrase" belongs. Thus all serial letters and numbers beginning with the letter 'U' are in the same group, on the assumption that the general behavioural pattern which underlies all these individual descriptions or "phrases" is "Unforthcomingness". It must be noted that this assumption has not yet been reliably verified either by Stott or anyone else. It should also be noted that the "group" or "syndrome" group to which a particular "phrase" is allocated was agreed after discussion with Stott in 1965; this 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 N.C.D.S. Coding Form, the total number of ringed letters and numbers in each "sub-group" is calculated and recorded on the right of the "sub-groups" in Cols. 12-34. These sub-totals can then be considered "syndrome" scores, giving some quantitative assessment of the behaviour pattern in question. As indicated above, this should be viewed with caution in the present state of our knowledge and the individual "phrases" which make up the "syndrome" should be scrutinised carefully before any interpretations are made. Finally, the "syndrome" sub-totals are added together (Cols. 35-36) to give a figure which indicates, fairly crudely, the total amount of behavioural deviance (or maladjustment?) as measured by the Guide. Thus for every child who has a completed and scored Guide, there will be a number in Cols. 35-36, or "0 0". It was intended that the same should be true of the "syndrome" sub-totals. However, for a few children who have scored Guides, sub-totals have been left blank where there is no score. Before using the data therefore, Cols. 35-36 should be checked to ensure that all legitimate blanks have been excluded.

Columns 63-69.

The same principles of scoring and transfer to the Coding Form apply here, but the sub-groups do not purport to reflect "syndromes" and totalling is neither appropriate nor allowed for on the Form. Each of these columns on the Form should be considered separately.

N.B. In Columns 12-33 ("syndrome" total scores) when the score is a single figure, the 'tens' column may be found punched with a "0", as was intended, or it may be left blank.

1	2	3	4	5	6	
		7	12-34			
			12-13	U.56 U.57	432	<p><u>"SYNDROME" SCORES.</u></p> <p><u>"(Unforthcomingness) U"</u> - "Syndrome" score</p> <p>Numeric coding on cards and computer. 0.18</p> <p>0 0. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups UA and UB which can be included in the "Unforthcomingness Syndrome" are listed on Page 75, Cols. 37 and 38.</p>
			14-15	U.58 U.59	434	<p><u>"(Withdrawal) W"</u> - "Syndrome" score.</p> <p>Numeric coding on cards and computer. 13</p> <p>0 0. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups WA and WB which can be included in the "withdrawal Syndrome" are listed on Page 76, Cols. 39 and 40.</p>
			16-17	U.60 U.61	436	<p><u>"(Depression) D"</u> - "Syndrome" score.</p> <p>Numeric coding on cards and computer. 20</p> <p>0 0. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups DA, DB and DC which can be included in the "Depression Syndrome" are listed on Page 77, Cols. 41, 42 and 43.</p>
			18-19	U.62 U.63	438	<p><u>"(Anxiety) A"</u> - "Syndrome" score.</p> <p>Numeric coding on cards and computer. 16</p> <p>0 0. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups AA and AB which can be included in the "Anxiety Syndrome" are listed on Page 77, Cols. 44 and 45.</p>
			20-21	U.64 U.65 X no Stott data	440	<p><u>"(Hostility Towards Adults) HA"</u> - "Syndrome" score.</p> <p>Numeric coding on cards and computer. 24</p> <p>0 0. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this syndrome/No Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups HA, HB and HC which can be included in the "Hostility Towards Adults Syndrome" are listed on Pages 78, Cols. 46, 47 and 48.</p>

2	3	4	5	6	
	7	22-23	U.66 U.67	442	<p>"(<u>Writing Off</u> of Adults and Adult's Standards) K" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups KA, KB and KC which can be included in the "Writing Off of Adults and Adult's Standards Syndrome" are listed on Pages 70/7, Cols. 49, 50 and 51.</p>
		24-25	U.68 U.69	444	<p>"(<u>Anxiety for Acceptance by Children</u>) L" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups LC and LD which can be included in "Anxiety for Acceptance by Children Syndrome" are listed on Page 77, Cols. 52 and 53.</p>
		26-27	U.70 U.71	446	<p>"(<u>Hostility Towards Children</u>) HC" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups JA and JB which can be included in "Hostility Towards Children Syndrome" are listed on Page 79, Cols. 54 and 55.</p>
		28-29	U.72 U.73	448	<p>"(<u>Restlessness</u>) R" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups RA and RB which can be included in the "Restlessness Syndrome" are listed on Page 80, Cols. 56 and 57.</p>
		30-31	U.74 U.75	450	<p>"(<u>Inconsequential Behaviour</u>) I" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups IA and IB which can be included in the "Inconsequential Behaviour Syndrome" are listed on Page 81, Cols. 58 and 59.</p>

1	2	3	4	5	6	
		7	32-33	U.76 U.77	452	<p>"(Miscellaneous Symptoms) M" - "Syndrome" scores.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups MA and MB which can be included in the "Miscellaneous Symptoms Syndrome" are listed on Page 60/1, Col. 60 and 61.</p>
			34	U.78	454	<p>"(Miscellaneous 'Nervous' Symptoms) M" - "Syndrome" scores.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome/No Stott Guide.</p> <p>Note: The "phrases" in the group MN which can be included in the "Miscellaneous 'Nervous' Symptoms Syndrome" are listed on Page 61, Col. 62.</p>
			35-36	T.43 T.44 U.53 U.54 A.43 A.44 Stott Guide	455	<p><u>Total Score for all "Syndromes".</u></p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for any of the syndromes. Blank. No "phrase" underlined for any of the "syndromes". No Stott Guide.</p>
		7	37-62			<p><u>INTRODUCTORY NOTES FOR COLS. 37-62:</u> These are the columns on which can be identified the individual "phrases" allocated by the teacher to a child. These "phrases" on the appropriate columns are counted to form the total "Syndrome" Scores - see above. A child can have more than one "phrase" coded on a column so that all these columns can be multi-punched. A blank on any of these columns means the child does not have an appropriate "phrase" underlined/or does not have a Bristol Social-Adjustment Guide (in which case Cols. 35-36 should also be blank).</p>
		7	37			<p><u>UA. Unforthcomingness "Syndrome"</u></p> <ol style="list-style-type: none"> 1. Chats only when alone with teacher. 2. Bursts into tears (attitude to correction). 3. Never offers to help teacher with jobs but pleased when asked. 4. Submissive, takes less wanted position, a ball fetcher (team games). 5. Too timid to be naughty (class room behaviour). 6. Lies from timidity (truthfulness). 7. Likes sympathy but reluctant to ask. 8. Never brings flowers, gifts, although classmates often do. 9. Never brings objects he has found, drawings, models, etc. to show teacher although classmates often do.

1	2	3	4	5	6	
		7	38			<p><u>WB.</u></p> <ol style="list-style-type: none"> 1. Associates only, with one other child and mostly ignores the rest. 2. Waits to be noticed before greeting teacher. 3. Never makes first approach (talking to teacher). 4. Too shy to ask teacher's help. 5. When answering questions, gets nervous, blushes, cries when questioned. 6. Shrinks from active play in informal play. 7. Mumbles shyly, awkwardly in response to greeting. 8. Can't get a word out of child (talking to teacher). 9. Says very little when talking to teacher.
			39			<p><u>WA.</u> Withdrawal "Syndrome"</p> <ol style="list-style-type: none"> 1. Absolutely never greets teacher. 2. Does not answer when greeted. 3. Makes no friendly or eager response (general manner with teacher). 4. Avoids talking to teacher (distant, deep). 5. Dreamy and distracted (lives in another world) (attentiveness). 6. Distant and uninterested (persistence in manual tasks). 7. Dreamy, uninterested in team games.
			40			<p><u>WB.</u></p> <ol style="list-style-type: none"> 1. Distant, shuns others' company. 2. Keeps clear of adults even when hurt or wronged (liking for sympathy). 3. Quite cut off from people, you can't get near him as a person (general with teacher). 4. Unresponsive eyes. 5. Speech is an incoherent rumbling chatter. 6. In contacts with teacher, is like a suspicious animal.
			41			<p><u>DA.</u> Depression "Syndrome"</p> <ol style="list-style-type: none"> 1. There is no punch under this number. 2. Depends on how he feels (asking teacher's help). 3. Varies very noticeably from day to day (persistence in class work). 4. Sometimes alert, sometimes lethargic in team games. 5. In free activity sometimes lacks interest. 6. Persistence in manual tasks varies greatly. 7. Impatient, loses temper with job (persistence - manual tasks).
			42			<p><u>DB.</u></p> <ol style="list-style-type: none"> 1. Flies into a temper if provoked (physical prowess). 2. Can work alone but has no energy (persistence - class work). 3. Lacks physical energy (persistence - manual tasks). 4. Has no life in him (class room behaviour). 5. Apathetic (just sits) (Attentiveness). 6. There is no punch under this number. 7. Shuffles restlessly (posture).

2	3	4	5	6	
	7	43			<p><u>DC.</u></p> <ol style="list-style-type: none"> 1. In asking teacher's help too apathetic to bother. 2. Dull listless eyes. 3. Always sluggish, lethargic in team games. 4. Sometimes wanders off alone (companionship). 5. Speech is thick, mumbling, inaudible. 6. Expression is miserable, depressed, ('under the weather') seldom smiles.
		44			<p><u>AA.</u> Anxiety for Acceptance by Adults "Syndrome"</p> <ol style="list-style-type: none"> 1. Very anxious to do jobs (helping teacher with jobs). 2. In greeting teacher, over-eager to greet. 3. In talking to teacher, over-talkative (tires with constant chatter). 4. Very anxious to bring flowers, gifts (contact with teacher). 5. Very often brings objects he has found, drawings, models, etc. to show teacher (contact with teacher). 6. Over-friendly (general manner with teacher). 7. Talks excessively to teacher about own doings, family or possessions. 8. Sidles up to or hangs round teacher (contact with teacher).
		45			<p><u>AB.</u></p> <ol style="list-style-type: none"> 1. Always finding excuses for engaging teacher (asking teacher's help). 2. There is no punch under this number. 3. Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc. complaints of being hurt by others). (Liking for sympathy.) 4. Tries to monopolise teacher (liking for attention). 5. Tells fantastic yarns (truthfulness). 6. Wants adult interest but can't put himself forward (liking for attention). 7. Trades on sympathy or interest (liking for sympathy). 8. Put out if can't get attention (liking for attention).
		46			<p><u>HA.</u> Hostility towards Adults "syndrome"</p> <ol style="list-style-type: none"> 1. Ability at class jobs varies with mood. 2. In answering questions eager except when in one of his moods. 3. Persistence in manual tasks depends on his moods. 4. In talking to teacher inclined to be moody. 5. Offers to help teacher with jobs except when in a bad mood. 6. In asking teacher's help sometimes very forward, sometimes sulky. 7. In greeting teacher sometimes eager, sometimes definitely avoids. 8. Response to greeting can be surly or suspicious.

1	2	3	4	5	6	
		7	47			<p><u>HB.</u></p> <ol style="list-style-type: none"> 1. General manner with teacher is sometimes friendly, sometimes in a bad mood. 2. Standard (manual) very variable (seems at times to do badly on purpose). 3. Damage to personal property (cars, tradesman's vans occupied houses or gardens, teacher's or workman's belongings, etc.) (Nuisance.) 4. Bad language, vulgar stories, rhymes, drawings (nuisance). 5. Suspicious (on the defensive) (liking for attention) 6. Resentful mutterings or expression at times (attitude to correction). 7. Becomes antagonistic (effect of correction). 8. Sometimes a fluent liar (truthfulness).
			48			<p><u>HC.</u></p> <ol style="list-style-type: none"> 1. Has stolen money, sweets, valued objects once or twice (honesty). 2. Bears a grudge, always regards punishment as unfair (effect of correction). 3. Has a wild, hostile look in the eyes. 4. Very naughty, difficult to discipline (class room behaviour). 5. Aggressive defiance (screams, threats, violence). (Attitude to correction.) 6. Associates mostly with unsettled types (attitudes of other children). 7. Has stolen money, sweets, valued objects frequently (honesty). 8. Obscene behaviour (nuisance).
			49			<p><u>KA.</u> "Writing Off" of Adults and Adult Standards "Syndrome"</p> <ol style="list-style-type: none"> 1. won't bother to learn (attentiveness). 2. Only works when watched or compelled (persistence) (classwork). 3. Only works when watched or compelled (persistence) (manual tasks). 4. When answering questions not shy but unconcerned. 5. Not shy but never comes for help willingly (asking teacher's help). 6. Has no wish to volunteer to help teacher with jobs. 7. Unconcerned about approval or disapproval (liking for attention).
			50			<p><u>KB.</u></p> <ol style="list-style-type: none"> 1. Minimises contact with teacher but not backward with other children.. 2. Avoids talking to teacher but talks to other children. 3. Copies from others (honesty). 4. Takes books from others without permission (honest). 5. Selfish, scheming, a spoilsport (ways with other children). 6. Cunning, dishonest in individual games. 7. Bad sportsman (plays for himself only, cheats, fouls) in team games.

2	3	4	5	6	
	7	51			<u>KC.</u> <ol style="list-style-type: none"> 1. Can't look you in the face (eyes). 2. Not open or friendly; sometimes "seems to be watching you to see if you know". (General manner with teacher). 3. Can never keep a friend long (tries to pal up with newcomers). (Companionship) 4. Untrustworthy (ability at class jobs). 5. Treats lenience as weakness (effect of correction). 6. Plausible, sly; will abuse trust, hard to catch (classroom behaviour). 7. Habitual slick liar; has no compunction about lying (truthfulness).
		52			<u>LC.</u> Anxiety for Acceptance by Children "Syndrome" <ol style="list-style-type: none"> 1. Plays the hero (attitude to correction). 2. Can't resist playing to the crowd (effect of correction),. 3. Inclined to fool around in team games. 4. Over-brave (takes unnecessary risks) in team games. 5. Over-anxious to be in with the gang (tries to curry favour, toadies, easily led). (Companionship.) 6. Likes to be the centre of attraction (companionship). 7. Plays only or mainly with elder children (ways with other children). 8. Strikes brave attitude but funks (physical prowess).
		53			<u>LD.</u> <ol style="list-style-type: none"> 1. Brags to other children (liking the limelight). 2. Shows off (pulls silly faces, mimics, clowns) (liking the limelight). 3. There is no punch under this number. 4. Spivish dress, hair style (care for appearance). 5. Damage to public property, etc. (of school, fences, unoccupied houses) (nuisance). 6. There is no punch under this number 7. There is no punch under this number
		54			<u>JA.</u> Hostility towards Children "Syndrome" <ol style="list-style-type: none"> 1. In informal play disturbs others' games, teases, likes frightening. 2. Sometimes nasty to those outside own set (ways with other children). 3. Hurts by pushing about, hitting (ways with other children). 4. Squabbles, makes insulting remarks (ways with other children). 5. Tells tales, underhand (tries to get others into trouble). (ways with other children.) 6. Spoils or hides other children's things (nuisance). 7. Mostly on bad terms with others (companionship).
		55			<u>Jb.</u> <ol style="list-style-type: none"> 1. Spiteful to weaker children (ways with other children). 2. Disliked, shunned (attitude of other children). 3. Fights viciously (bites, kicks, scratches, uses dangerous objects as weapons) (physical prowess).

1	2	3	4	5	6	
		7	56			<p><u>RM.</u> Restlessness "Syndrome"</p> <ol style="list-style-type: none"> 1. There is no punch under this number 2. There is no punch under this number 3. Gives up easily. Persistence (manual tasks). 4. Too restless in individual games. 5. There is no punch under this number 6. There is no punch under this number 7. Peckless, scatterbrain (ability at class jobs).
			57			<p><u>RB.</u></p> <ol style="list-style-type: none"> 1. Too restless to work alone (persistence in class work). 2. There is no punch under this number 3. There is no punch under this number 4. There is no punch under this number
			58			<p><u>IM.</u> Inconsequential Behaviour "Syndrome"</p> <ol style="list-style-type: none"> 1. Sometimes eager, sometimes doesn't bother (answering questions). 2. Constantly needs petty correction (classroom behaviour). 3. Too restless to remember for long (effect of correction). 4. Cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc.) (Attentiveness.) 5. Rough and ready, slapdash (standard) (manual). 6. In informal play starts off others in scrapping and rough play. 7. Does not know what to do with himself, can never stick at anything long. (Free activity.)
			59			<p><u>IN.</u></p> <ol style="list-style-type: none"> 1. Misbehaves when teacher is out of room (liking the limelight). 2. Careless, untidy, often loses or forgets books, pen (belongings). 3. Gets very dirty during day (care for appearance). 4. Slumps, lolls about (posture). 5. Foolish pranks when with a gang (nuisance). 6. Follower in mischief (nuisance).
			60			<p><u>MA.</u> Miscellaneous Symptoms "Syndrome"</p> <ol style="list-style-type: none"> 1. In informal play plays childish games for his age. 2. In team games eager to play but loses interest. 3. Babyish (mispronounces simple words) (speech). 4. Too immature to heed (effect of correction). 5. Plays only or mainly with younger children (ways with other children). 6. In team games timid or poor spirited. 7. Gets bullied (physical prowess).

1	2	3	4	5	6	
		7	61			<u>MB</u> <ol style="list-style-type: none"> 1. Has truanted once or twice, often suspected of truancy (attendance). 2. Often late (punctuality). 3. Has cut lessons (punctuality). 4. Destructive, defaces with scribbling (belongings) 5. On the fringe, somewhat of an outsider (attitude of other children).
			62			<u>MN</u> Miscellaneous "Nervous" "Symptoms" <ol style="list-style-type: none"> 1. Stutters, halts (can't get the words out) (Speech) 2. Jumbled speech 3. Blinking (eyes) 4. Unwilled twitches, jerks, makes aimless movements with hands (fidgets, etc.) 5. Bites nails badly (fidgets, etc.) 6. Jumpy (fidgets, etc.) 7. Sucks fingers (over ten years) (fidgets, etc.)
		7	63-69			<u>INTRODUCTORY NOTES FOR COLUMNS 63-69</u> These are columns on which can be identified the "phrases" underlined for individual "paragraphs". More than one "phrase" can be punched on any column. A blank on any of these columns means the child does not have an appropriate "phrase" underlined/or does not have a Bristol Social-Adjustment Guide (in which case Cols. 35-36 should also be blank). All items are multicoded.
		7	63	A.51 T.61	458	<u>AT</u> (Attendance) <ol style="list-style-type: none"> (1) = 1. Attendance good (2) = 2. Frequently absent for a day or half-day (3) = 3. Has long absences (4) = 4. Parent condones absences, malingering, etc. (5) = 5. Stays away to help parent.
			64		462	<u>AP</u> (Appearance) <ol style="list-style-type: none"> (1) = 1. Attractive (2) = 2. Not so attractive as most (3) = 3. Looks very underfed (4) = 4. Has some abnormal feature (5) = 5. Scruffy, very dirty (care for appearance)
			65		466	<u>ST</u> (Miscellaneous) <ol style="list-style-type: none"> (1) = 1. Gets cheated, fooled (attitude of other children) (2) = 2. Just stupid (ability at class jobs) (3) = 3. Early, very keen on opposite sex (sexual development) (4) = 4. Normal (sexual development) (5) = 5. Abnormal tendency (sexual development) (6) = 6. Delayed (sexual development).

1	2	3	4	5	6	
		7	66	T.59	470	<u>SR</u> (Health Factors - 1) (1) = 1. Poor breathing, chesty, asthmatic, easily puffed (2) = 2. Frequent colds, tonsillitis, catarrh, running nose, mouth breathing.
			67	T.60	472	<u>SO</u> (Health Factors - 2) (1) = 1. Running, infected ears. (2) = 2. Skin troubles, sores. (3) = 3. Complaints of tummy aches, feeling ill or sick, is sometimes sick. (4) = 4. Headaches (5) = 5. Bad turns, goes very pale (6) = 6. Fits (7) = 7. Nose bleeding (8) = 8. Sore, red eyes (9) = 9. Very cold hands
			68	A.49 T.57	481	<u>PD</u> (Health Factors - 3) (1) = 1. Bad eyesight (2) = 2. Squint (3) = 3. Bulging eyes (4) = 4. Poor hearing (5) = 5. Gawk (bad co-ordination) (6) = 6. Contorted features (face screwed up on one side, eyes half closed, etc.) (7) = 7. Holds limb or body in unnatural posture.
			69	A.50 T.58	427	<u>PE</u> (Size) (1) = 1. Tall for age (2) = 2. Ordinary (3) = 3. Small (4) = 4. Diminutive (5) = 5. Very fat (6) = 6. Very thin 7. There is no punch under this number
						END OF BRISTOL SOCIAL-ADJUSTMENT GUIDE
		7 70-71		A.41 A.42 T.55 T.56	457	<u>COPYING DESIGNS TEST</u> <p>This test was used in the Isle of Wight Survey. The child, on a specially designed form, is asked to make two attempts to copy each of six different shapes. A score of 0 or 1 is allocated for each attempt. The total marks are transferred on to the same Coding Form as the Bristol Social-Adjustment Guide. The sentence at the bottom of the test was copied by the children but has not been scored. For further information about this test please refer to R. Davie. Instructions used for scoring are available.</p>
		7 70-71		A.41 A.42 T.55 T.56	457	<u>Total Score on Copying Designs Test</u> Range 0 - 12 Numeric coding on cards and computer Blank. Not tested. Note: "0 0" was given to a child who had the possibility of attempting the test but could not do so or did not score any marks.

					-83-
2	3	4	5	6	
	7	72- 80			<u>Columns 72-80.</u> Only some Card 7's have material punched on these columns (obsolete perinatal data) and they should be ignored.
					END OF PUNCHED CARD 7

BEGINNING OF CARD 8 CONTAINING SELECTED DATA FROM PERINATAL MORTALITY SURVEY 1958
AND N.C.D.S. AUDIOMETRIC DATA

INTRODUCTION.

Punched Card 8 summarises the most important data recorded for the Perinatal Mortality Survey, 1958. This data has been in use for a considerable period and it should be noted that publications have included figures on most of the important variables. The internal reliability of the data was checked for the preparation of these reports.

The completed P.M.S. questionnaires are kept in the offices of the National Birthday Trust Fund. Side Columns 1 and 2 refer to page and question numbers on the P.M.S. questionnaire, which is available for reference or can be found at the back of the book, "Perinatal Mortality". For technical reasons the order in which the perinatal material is punched on Card 8 is not related to the order on the Questionnaire.

Over 11,000 children in N.C.D.S. had audiometric tests (see Page 101) and have the results coded on Cols. 69-80 of Card 8.

CATEGORIES OF CARD 8 AND POSSIBLE COMBINATIONS WITH CARDS 1-7.

I. Children WITH perinatal data on Card 8: WITH N.C.D.S. Audiometric data on Card 8: WITH data on Cards 1-7.

Children included in the P.M.S. and in the N.C.D.S. 1st Sweep with information recorded on the Educational Assessment Booklet and/or Parental Questionnaire and/or Medical Questionnaire (including Audiogram).

II. Children WITH perinatal data on Card 8: WITHOUT N.C.D.S. Audiometric data on Card 8: WITH data on Cards 1-7.

Children included in the P.M.S. and in the N.C.D.S. 1st Sweep with information recorded on the Educational Assessment Booklet and/or Parental Questionnaire and/or Medical Questionnaire (but without Audiogram).

III. Children WITHOUT Perinatal data on Card 8: WITH N.C.D.S. Audiometric data only on Card 8 (Cols. 69-80): WITH data on Cards 1-7.

These Y serial number children (These are the majority of the Y- serial numbered children. (See explanation of Y- serial numbers on Card 1, Page 3.)

IV. Children WITHOUT Perinatal data on Card 8 except for serial number and certain overcodes only: WITHOUT N.C.D.S. Audiometric data on Card 8: WITH data on Cards 1-7.

Children with Y- serial numbers who were not given an audiometric test.

V. Children WITH perinatal data on Card 8: WITHOUT N.C.D.S. Audiometric data on Card 8: WITHOUT any N.C.D.S. data on Cards 1-7 except for serial numbers and certain overcodes only (The "Unmatched 8's").

These are children included in the P.M.S. but not included in the N.C.D.S., i.e.:

- | | |
|------------------------|---|
| (a) Deaths. | Deaths up to 1965, or before material was collected in N.C.D.S. Sweep 1. |
| (b) Known refusals. | Parents refused to co-operate in N.C.D.S., so that no information is available. |
| (c) Known emigrations. | Emigrations before any material was collected for N.C.D.S. Sweep 1. |
| (d) Untraced. | Children not traced for N.C.D.S. Sweep 1. |

These Card 8's are known as the "Unmatched 8's". For technical reasons, they have had Cards 1-7 punched with serial number and multiple birth or substudy overcodes only, for the computer tape.

N.B. Summary cards Agatha, Thomas and Uriah

For counter-sorter work, it should be remembered that Thomas and Uriah summary packs do not include children in the "Unmatched Card 8" category. Therefore side column 5 with reference to Thomas and Uriah will only include children who do have N.C.D.S. data. The Agatha summary pack does include every child who has a card 8, "Unmatched" as well. The information taken from Card 8 columns is often punched on Agatha in a somewhat different form. It is, therefore essential to refer to Agatha coding frame.

General Note for Computer Work: It should be remembered that children with perinatal information only will be included in the N.A. category on any computer table concerned with data on Cards 1-7, unless an instruction is given (See General Note on Page 1.).

1	-	8	1	<p><u>Card Number</u></p> <p>8. Identifies card (Does not apply on NCDS summary packs, Agatha, Thomas and Uriah). No other code in this column for singletons.</p> <hr/> <p>Mixed column for MULTIPLE BIRTHS only:</p> <p><u>Card Number</u></p> <p>8. As for singletons.</p> <p>-----</p> <p><u>Multiple Birth Identification Code</u></p> <p>(1) = X Firstborn Twin (2) = Y Second born twin (3) = 0 Any triplet (On Agatha summary card "0" identifies the card and "9" identifies triplets.</p> <p><u>NOTE:</u> (i) The computer is programmed to use this information as coded on card 9. See note at front of coding frame. (ii) Information on multiple births recorded on P.M.S. questionnaires was punched and coded at a later date so published figures up to 1965 are concerned with singletons only. (iii) With the further information obtained in NCDS 1965 there is now a discrepancy between perinatal totals and NCDS totals on the number of twins. Details of these changes, which affect the number of singletons are available.</p>
7	54	8	2-4	<p><u>Weight of baby in ounces.</u></p> <p>574 Numeric coding on cards and computer (000)</p> <p>(NA) = XZX No information (NA) = Blank Y serial number (NA) = XOX } Estimated weights (NA) = XXO }</p> <p>-----</p> <p>646 As above with extra codes</p> <p>(508) = XOX Estimated weight over 5lb 8oz (>2501 gm) (509) = XXO Estimated weight 5lb 8oz and under (<2500 gm)</p>

1	2	3	4	5	6	
1	-	8	5-10	A.5-10 T.3-8 U.3.8	1	<u>Child's Serial Number</u> Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols.5-10 (Pages 2 and 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.
7	53	8	11			<u>Mixed Column</u> <u>Sex</u> (1) = 1. Boy (2) = 2. Girl Note: "X" = No information codings were punched on this column but have now been altered to "1" or "2" except in a few cases. <u>Substudy Identification</u> 8. In care, short stay 9. In care, long stay X. Word blind study Y. Adoption study Note: (i) See card 9 col. 11 and cols. 38-41 for further information. (ii) Only 1 child with Perinatal information only - an "Unmatched 8" is in the Adoption Substudy.
1	11	8	12	A.53	490	<u>OCCUPATION OF MOTHER'S HUSBAND 1958</u> Classified by Socio-Economic Group - G.R.O.1951 Classification of Occupations. (11) = Y1 Group 1 Farmers (12) = Y2 " 2 Agricultural Workers (13) = Y3 " 3 Higher Administrative-Professional and Managerial (5) = 4 " 4 Other Admin.Professional & Managerial (6) = 5 " 5 Shopkeepers (7) = 6 " 6 Clerical Workers (8) = 7 " 7 Shop Assistants (9) = 8 " 8 Personal Service (10) = 9 " 9 Foremen (1) = 0 " 10 Skilled Workers (2) = 1 " 11 Semi-skilled Workers (3) = 2 " 12 Unskilled Workers (4) = 3 " 13 Armed forces - other ranks (NA) = X Not known (14) or (NA) = Blank. No Husband (if "X" is punched on Col. 56 - i.e. no husband - then a (14) is coded. If not, NA). (NA) = Blank. No information because Y serial number
						Different punch card coding for Aberdeen & Belgrovia coding frames. Note Social Class 3 non-manual is made up from computer codes 5,7,8 and 9. Social Class 3 manual is made up from computer codes 12,10, 1 and 4.

1	2	3	4	5	6	
1	11	8	13	A.54 T.52 U.19	492	<p><u>Classified by Social Class - G.N.O. 1951 Classification of Occupations.</u></p> <p>(11) = Y. Retired or not gainfully occupied. (1) = 0. No information on occupation but sick or unemployed.</p> <p>(2) = 1. Social Class I (3) = 2. " " II. (4) = 3. " " III. (Non-manual: manual) (5) = 4. " " IV. 4, 6, 7, 8. 2, 9, 10, 13 (6) = 5. " " V. SEGS SEGS (9) = 3. Students. (10) = 9. Dead or permanently away. (N.A.) = X. Not known. (12) or (N.A.) = Blank. No husband. (if "X" is punched on Col. 56 (i.e. no husband) then a (12) is coded. If not N.A.) (N.A.) = Blank. No information because Y serial number</p>
1	12	8	14-15	A.68	494	<p><u>Husband's A.C in Years (1958).</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = XX. Not known. (N.A.) = Blank. No husband/No information because Y serial number.</p>
2	19	8	16		496	<p><u>Mother's Weight in Stones (1958).</u></p> <p>(N.A.) = Blank. No information/No information because Y serial number.</p> <p>(7) = 6. 6 stone or less and below 7. (5) = 7. 7 stone and below 8. (2) = 8. 8 stone and below 9. (10) = 9. 9 stone and below 10. (1) = 10. 10 stone and below 11. (2) = 11. 11 stone and below 12. (3) = 12. 12 stone and below 13. (4) = 13. 13 stone and below 14. (5) = 14. 14 stone and below 15. (6) = 15. 15 stone and over.</p>
2	20	8	17-19	A.71 T.70	497	<p><u>Gestation Period in Days.</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = XXX. No information or in doubt. (N.A.) = Blank. No information because Y serial number.</p>

1	2	3	4	5	6	
2	21	8	20	A.75	500	<u>Week of First Antenatal Visit.</u> (2) = X. 1st-3rd week. (1) = 0. No visits. (3) = 1. 4th-7th week. (4) = 2. 8th-11th week. (5) = 3. 12th-15th week. (6) = 4. 16th-19th week. (7) = 5. 20th-23rd week. (8) = 6. 24th-27th week. (9) = 7. 28th-31st week. (10) = 8. 32nd-35th week. (11) = 9. 36th week or later. (N.A.) = X. Not known. (N.A.) = Blank/No information because Y serial number.
2	21	8	21		501	<u>Total Number of Antenatal Visits.</u> (1) = 0. None. (2) = 1. 1 only. (3) = 2. 2 only. (4) = 3. 3 - 4 visits. (5) = 4. 5 - 9 " (6) = 5. 10 - 14 " (7) = 6. 15 - 19 " (8) = 7. 20 - 24 " (9) = 8. 25 - 29 " (10) = 9. 30 or more visits. (N.A.) = X. No information. (N.A.) = Blank/No information because Y serial number.
2	23	8	22	A.69	502	<u>Smoking Prior to Pregnancy.</u> (1) = 0. Non-smoker, less than one. (3) = 2. 1 - 4 daily, constantly. (4) = 3. 5 - 9 " (5) = 4. 10 - 14 " (6) = 5. 15 - 19 " (7) = 6. 20 - 24 " (8) = 7. 25 - 29 " (9) = 8. 30 or more daily, " (N.A.) = X. No information. (N.A.) = Blank/No information because Y serial number.
2	23	8	23	A.69	503	<u>Smoking in Pregnancy.</u> (1) = 0. No change by 5 months. (2) = 1. Now non-smoker, below 1. (3) = 2. 1 - 4 now. (4) = 3. 5 - 9 " (5) = 4. 10 - 14 " (6) = 5. 15 - 19 " (7) = 6. 20 - 24 " (8) = 7. 25 - 29 " (9) = 8. 30 or more now. (10) = 9. Variable after 5 months. (N.A.) = X. No information. (N.A.) = Blank/No information because Y serial number.

1	2	3	4	5	6	
3	24	8	24	A.55 T.63	504	<u>Parity.</u> (1) = 0. No previous pregnancies after 26 weeks. (2) = 1. 1 previous pregnancy after 26 weeks. (3) = 2. 2 " pregnancies " " " (4) = 3. 3 " " " " (5) = 4. 4 " " " " (6) = 5. 5 " " " " (7) = 6. 6 " " " " (8) = 7. 7 " " " " (9) = 8. 8 " " " " (10) = 9. 9 or more previous pregnancies after 26 weeks. (N.A.) = A. No information. (N.A.) = blank. No information because Y serial number.
3	24	8	25		505	<u>Previous Abortions.</u> (1) = 0. No previous abortions or ectopics. (2) = 1. 1 previous abortion or ectopic. (3) = 2. 2 " abortions " ectopics. (4) = 3. 3 " " " " (5) = 4. 4 " " " " (6) = 5. 5 " " " " (7) = 6. 6 " " " " (8) = 7. 7 " " " " (9) = 8. 8 " " " " (10) = 9. 9 or more previous abortions or ectopics. (N.A.) = A. No information. (N.A.) = blank. No information because Y serial number.
3	24	8	26		506	<u>Previous Premature Births (5 lb. 8 oz. or less).</u> <u>LIVEBIRTHS.</u> (1) = 0. Para 0 or no previous premature live births. (2) = 1. 1 previous premature livebirth. (3) = 2. 2 " " " " (4) = 3. 3 " " " " (5) = 4. 4 " " " " (6) = 5. 5 " " " " (7) = 6. 6 " " " " (8) = 7. 7 " " " " (9) = 8. 8 " " " " (10) = 9. 9 or more previous premature livebirths. (N.A.) = A. No information. (N.A.) = blank. No information because Y serial number.
3	24	8	27		507	<u>Previous Large Births (5 lb. 14 oz. or more).</u> <u>LIVE OR STILLBIRTHS.</u> (1) = 0. Para 0 or no previous large babies. (2) = 1. 1 previous large baby. (3) = 2. 2 " " " " (4) = 3. 3 " " " " (5) = 4. 4 " " " " (6) = 5. 5 " " " " (7) = 6. 6 " " " " (8) = 7. 7 " " " " (9) = 8. 8 " " " " (10) = 9. 9 or more previous large babies. (N.A.) = A. No information. (N.A.) = blank. No information because Y serial number.

1	2	3	4	5	6	
3	24	8	28		508	<p><u>Previous Stillbirths and Neonatal Deaths (1st 4 weeks).</u></p> <p>(1) = 0. Para 0 or no previous S.B. or N.N.D.'s. (2) = 1. 1 previous S.B. or N.N.D. (3) = 2. 2 " S.B.'s or N.N.D.'s. (4) = 3. 3 " " " " (5) = 4. 4 " " " " (6) = 5. 5 " " " " (7) = 6. 6 " " " " (8) = 7. 7 " " " " (9) = 8. 8 " " " " (10) = 9. 9 or more previous S.B. or N.N.D.'s. (N.A.) = X. No information. (N.A.) = blank. No information because Y serial number.</p>
3	24	8	29		509	<p><u>Previous Toxaemia, antepartum haemorrhage, or Caesarean Section.</u></p> <p>(1) = 0. Para 0 or no previous toxaemia, A.P.H. or C.S. (2) = 1. Previous toxaemia only. (3) = 2. " A.P.H. only. (4) = 3. " C.S. only. (5) = 4. " toxaemia + A.P.H. (6) = 5. " toxaemia + C.S. (7) = 6. " A.P.H. + C.S. (8) = 7. " toxaemia, A.P.H. and C.S. (N.A.) = X. No information. (N.A.) = blank. No information because Y serial number.</p>
3	25	8	30-31	A.70 T.69	510	<p><u>Height of mother in inches at Child's birth.</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = blank. No information/No information because Y serial number.</p> <p>Coded in whole inches. (N.B. 61½, 61½, 61½ = 61 inches)</p>
2	17	8	32		512	<p><u>Number of Persons Per Room.</u></p> <p>(1) = 1. Up to 1 person per room. (2) = 2. 1.01-1.50 persons per room. (3) = 3. 1.51-2.00 " " " (4) = 4. 2.01-2.50 " " " (5) = 5. 2.51-3.00 " " " (6) = 6. Over 3 persons per room. (N.A.) = Y. Not known. (N.A.) = blank. No information because Y serial number.</p>

1	2	3	4	5	6	
						<p><u>INTRODUCTORY NOTE TO COL. 33</u></p> <p>This column is punched from information collected from both the Perinatal Mortality Survey and the NCDS 1st Sweep. The codes describe what is known about all the children included in the P.M.S. who do not have current data in the N.C.D.S. 1st Sweep, i.e. the "Unmatched" 8's. The blanks on this column are all the children with data on N.C.D.S.</p>
51-55	8	33	A.3	514		<p><u>Present Situation of All Births included in P.M.S. Without Data in N.C.D.S. 1st. Sweep.</u></p> <p>(12) = Y. Emigrants (11) = X. Refused to co-operate in N.C.D.S. 1st. Sweep (1) = 0. Stillbirth macerated over 24 hours pre labour (ante partum) (2) = 1. Stillbirth macerated peripartum (intrapartum) (3) = 2. Stillbirth macerated not known when died (unspecified) (4) = 3. Stillbirth fresh - 1st stage (5) = 4. " " - 2nd stage (6) = 5. Untraced children (7) = 6. Neonatal death under 30 minutes (8) = 7. Neonatal death under 7 days (1st week deaths - codes 6 + 7). (9) = 8. Neonatal death 7-28 days inclusive (2nd to 4th week) (10) = 9. Died after 4th week (29 days and after) (N.A) = Blank. With data on cards 1-7/Y serial No.</p>
	8	34	A.64	515		<p><u>Birthweight for Gestational Age for Sex: Standard Deviation Groups.</u></p> <p>(1) = 1. Under -2 S.D. (2) = 2. -2 to -1 S.D. (3) = 3. -1 to 0 to +1 S.D. (4) = 4. +1 to +2 S.D. (5) = 5. Over +2 S.D. (7) = 7. Gestation under 28 weeks/28-30 weeks. (8) = 8. Gestation 44 weeks and over. (9) = 9. Sex n.k., gestation n.k., birthweight n.k. and estimated. (N.A.) = Blank. No information because Y serial No.</p> <p><u>Note:</u> These figures are derived from Card 8, Cols. 2-4, 11 and 17, 18, 19.</p>
	8	35		516		<p><u>Birthweight for Gestational Age for Sex: Percentile Groups.</u></p> <p>(1) = 1. Under 10th percentile (2) = 2. 10th to 24th " (3) = 3. 25th to 50th " (4) = 4. 51st to 75th " (5) = 5. 76th to 90th " (6) = 6. Over 90th " (7) = 7. Gestation under 28 weeks/28-30 weeks. (8) = 8. Gestation 44 weeks and over. (9) = 9. Sex n.k., gestation n.k., birthweight n.k. and estimated (N.A.) = Blank. No information because Y serial number.</p> <p><u>Note:</u> These figures are derived from Card 8, Cols. 2-4, 11 and 17, 18, 19.</p>

1	2	3	4	5	6	
4	34	8	36		518	<p><u>Mother's blood Group.</u></p> <p>(1) = 0. Not tested or no record. (11) = Y. A positive. (2) = 1. B " (3) = 2. A.B. " (4) = 3. O " (5) = 4. Not known A.B.O. positive. (6) = 5. A negative. (7) = 6. B " (8) = 7. A.B. " (9) = 8. O " (10) = 9. Not known A.B.O. negative. (N.A.) = X. No information. (N.A.) = blank. No information because Y serial number.</p>
4	35	8	37		519	<p><u>Mother's Minimum haemoglobin Level During Pregnancy.</u></p> <p>(1) = 0. Not tested. (2) = 1. 60% - 69% (9-10.4 grams). (3) = 2. Under 60% (under 9 grams). (10) = 9. 70% or over (10.5 grams or over). (N.A.) = A. No information. (N.A.) = blank. No information because Y serial number.</p>
1 & 3	10 & 24	8	38-39		520	<p><u>Interval between Marriage and First Mature Birth.</u></p> <p>(14) = AA. not married when had first pregnancy. (9) = 19. married less than 4 months. (10) = 29. " 4-6 months. (11) = 39. " 7-8 months. (12) = 40. " 9-11 months. (13) = Y0 " less than 1 year - period not known. (1) = 01. " 1 year but less than 2. (2) = 02. " 2 years out less than 3. (3) = 03. " 3 " " " 4. (4) = 04. " 4 " " " 5. (5) = 05. " 5 years to 9 years 11 months. (6) = 06. " 10 years to 14 years 11 months. (7) = 07. " 15 years to 19 years 11 months. (8) = 08. " 20 years or more. (N.A.) = YY. Not available. (N.A.) = blank. No information because Y serial number.</p>
5	37	8	40	A.56 T.64	522	<p><u>All Bleeding in Pregnancy and before Delivery.</u></p> <p>(1) = 0. No bleeding or A.P.H. of any sort, and no obstetric and/or pregnancy abnormalities. (2) = 1. Accidental antepartum haemorrhage only. (3) = 2. Placenta Praevia only. (4) = 3. All other unspecified antepartum haemorrhage, including intrapartum haemorrhage. (5) = 4. Accidental A.P.H. + vaginal bleeding pre 26 weeks. (6) = 5. Placenta praevia + vaginal bleeding pre 26 weeks. (7) = 6. Unspecified A.P.H. + vaginal bleeding pre 26 weeks. (8) = 7. Vaginal bleeding pre 26 weeks only. (9) = 8. No bleeding, or A.P.H. of any sort, but with obstetric and/or pregnancy abnormality. (N.A.) = X. No information. (N.A.) = blank. No information because Y serial number.</p>

	2	3	4	5	6
14	8	41			524
					OCCUPATION OF MATERNAL GRANDFATHER WHEN MOTHER LEFT SCHOOL. Mother's Father's Socio-economic group - G.R.O. 1951 Classification of Occupations.
					(12) = X1 Group 1 - Farmers
					(13) = X2 " 2 - Agricultural workers
					(4) = .3 " 3 - Higher Administrative, Professional and Managerial
					(5) = 4 " 4 - Other Administrative, Professional and Managerial
					(6) = 5 " 5 - Shopkeepers
					(7) = 6 " 6 - Clerical workers
					(8) = 7 " 7 - Shop Assistants
					(9) = 8 " 8 - Personal Service
					(10) = 9 " 9 - Foremen (See notes below)
					(1) = 0 " 10 - Skilled Workers
					(2) = 1 " 11 - Semi-skilled Workers
					(3) = 2 " 12 - Unskilled Workers
					(14) = X3 " 13 - Armed Forces, Other ranks
					(NA) = Y Not known
					(NA) = Blank. No information because Y serial no,
					AND (1) = 9. Overpunched on miners. (See Note below)
					Note: In this column, a "9" overcode was allocated to Miners, but there also existed an ordinary "9" code for Foremen. However, most Miners, Foremen, and Miner-foremen can be found by using both Col. 41 and 42 information as follows:
					(i) <u>Miners</u> : These are only coded as such (Computer code (1) under computer item no. 525) if there is a "9" punched in Col. 41, and a "6" punched in Col. 42, P.94 (the over-code for Miners in that column). Without the "6" in Col.42 the computer would treat a "9" overcode on Col. 41 as NA under item 524.
					(ii) <u>Foremen</u> : These are only coded as such (Computer code(10) under Computer Item No. 524) if there is a "9" punch only coded in Col. 41 and a "3" coded in Col. 42 (the Social Class grouping for Foremen). Without the "3" in Col. 42, the Computer would treat a "9" punch on its own in Col. 41 as NA under Item 524.
					(iii) <u>Miner-Foremen</u> : These are only coded as such (Computer code (1) under Computer Item No. 525, and also Computer code (10) under Computer Item No. 524) if there is a "9" <u>only</u> punched on Col. 41, and if there is a "3" as well as a "6" coded on Col. 42.
					INTRODUCTORY NOTE TO COL. 42
					Men in a mining occupation were given punched code "6" on Col. 42 and a further coding if it was possible to allocate them any of the punched card codes "0", "1", "2", "3", "4", "5", "8", "9", "X" and "Y". The mining occupation code "6" is ignored under Item 526 but dealt with under Item 571 which includes the coding for Item 526 with additional codes for miners. Totals on codes "0" - "9" will differ for the two items.
42	A.74 T.76 U.80				526
					Mother's Father's Social Class - G.R.O. 1951 Classification of Occupations.
					(11) = X Retired or not gainfully occupied.
					(1) = 0 No inf. on occupation but sick or unemployed.
					(2) = 1 Social Class I
					(3) = 2 " II
					(4) = 3 " III
					(5) = 4 " IV
					(6) = 5 " V
					(9) = 8 Students
					(10) = 9 Dead or permanently away.
					(NA) = Y Not known
					(NA) = Blank. No information because Y serial number
					AND 6 Miner overcode. Ignored by computer (see Item 571 on next page).

1	2	3	4	5	6	
2	14	8	42		571	<p><u>Mother's Father's Social Class - G.R.O. 1951 Classification of Occupations</u></p> <p>(11) = X. Retired or not gainfully occupied</p> <p>(1) = 0 No information on occupation but sick or unemployed.</p> <p>(2) = 1 Social Class I</p> <p>(3) = 2 " " II</p> <p>(4) = 3 " " III</p> <p>(5) = 4 " " IV</p> <p>(6) = 5 " " V</p> <p>(9) = 8 Students</p> <p>(10) = 9 Dead or permanently away</p> <p>(12) = 6. No Social Class information on occupation but sick or unemployed. (Unlikely to be any)</p> <p>(13) = 1 & 6 Miner in Social Class I</p> <p>(14) = 2 & 6 Miner in Social Class II</p> <p>(15) = 3 & 6 Miner in Social Class III</p> <p>(16) = 4 & 6 Miner in Social Class IV</p> <p>(17) = 5 & 6 Miner in Social Class V</p> <p>(20) = 8 & 6 Miner student (Unlikely to be any)</p> <p>(21) = 9 & 6 Miner: dead or permanently away</p> <p>(22) = X & 6 Miner: retired or not gainfully occupied</p> <p>(23) = Y & 6 Miner: other details unknown.</p> <p>(NA) = Y Not known</p> <p>(NA) = Blank No information because Y serial number.</p> <p><u>N.B.</u> See introductory note to 42 on previous page.</p>
5	41	8	43	A.57	527	<p><u>Duration of Labour - 1st Stage - Hours</u></p> <p>(1) = 0 No first stage (elective C.S.)</p> <p>(2) = 1 Under 3</p> <p>(3) = 2 3 and under 6</p> <p>(4) = 3 6 " " 12</p> <p>(5) = 4 12 " " 24</p> <p>(6) = 5 24 " " 48</p> <p>(7) = 6 48 " " 72</p> <p>(8) = 7 72 and over</p> <p>(9) = 8 Ill defined</p> <p>(NA) = X No information</p> <p>(NA) = Blank No information because Y serial number</p>
	41	8	44	A.58	528	<p><u>Duration of Labour - 2nd Stage - Minutes</u></p> <p>(1) = 0 No second stage (some vaginal, some C.S.)</p> <p>(2) = 1 Under 30</p> <p>(3) = 2 30 and under 60</p> <p>(4) = 3 60 " " 90</p> <p>(5) = 4 90 " " 120</p> <p>(6) = 5 120 " " 150</p> <p>(7) = 6 150 " " 180</p> <p>(8) = 7 180 " " 210</p> <p>(9) = 8 210 " " 240</p> <p>(10) = 9 240 and over</p> <p>(NA) = X No information</p> <p>(NA) = Blank. No information because Y serial number</p>
5	42	8	45	A.59	529	<p><u>Duration Membranes Ruptured - Hours</u></p> <p>(1) = 0 Not ruptured pre delivery</p> <p>(2) = 1 Under 3</p> <p>(3) = 2 3 and under 6</p> <p>(4) = 3 6 " " 12</p> <p>(5) = 4 12 " " 24</p> <p>(6) = 5 24 " " 48</p> <p>(7) = 6 48 " " 72</p> <p>(8) = 7 72 " " 120</p> <p>(9) = 8 120 " " 168</p> <p>(10) = 9 168 and over (7 days)</p> <p>(NA) = X No information</p> <p>(NA) = Blank. No inf. because multiple birth/No information because Y serial number</p>

2	3	4	5	6	
43	8	46	A.60	531	<p><u>Whether Labour Induced.</u></p> <p>(Patient not in labour and U.B.E. not counted when failed).</p> <p>(1) = 0. No induction as specified below. (2) = 1. Oxytocin but no surgical. (3) = 2. Low surgical) These (4) = 3. High surgical) without (5) = 4. Not known surgical) Oxytocin. (6) = 5. U.B.E. - oestrogen or strip only. (7) = 6. Low surgical) These (8) = 7. High surgical) with (9) = 8. Not known surgical) Oxytocin. (10) = 9. U.B.E. and oestrogen or strip. (11) = Y. Oxytocin <u>in</u> labour only. (N.A.) = X. No information. (N.A.) = Blank. No information because Y serial number.</p>
24	8	47		532	<p><u>Interval between this birth and last pregnancy.</u></p> <p>(Overcode X to be ignored).</p> <p>(1) = 0. Under 1 year. (2) = 1. 1 year and under 2. (3) = 2. 2 years and under 3. (4) = 3. 3 " " " 4. (5) = 4. 4 " " " 5. (6) = 5. 5 " " " 10. (7) = 6. 10 " " " 15. (8) = 7. 15 " " " 20. (9) = 8. 20 years and over. (10) = 9. No previous pregnancy, mature, i.e. had miscarriage. (N.A.) = Y. Not known. (N.A.) = Blank. Part 3./No information because Y serial number.</p>
46	8	48	A.61	534	<p><u>Method of Actual Delivery.</u></p> <p>(10) = 04. No trained person present - breech. (9) = 01. No trained person present - other. (11) = X1. Spontaneous - Vertex O.P. (15) = Y1. Spontaneous - Face and brow. (1) = 1. Spontaneous - Vertex O.A. and hand. (12) = X2. Forceps - Face and brow. (2) = 2. Forceps - Vertex O.A. and hand. (13) = X3. Caesarean Section - Elective. (3) = 3. Caesarean Section - In labour. (14) = X4. Breech - spontaneous. (4) = 4. breech - assisted or extracted. (5) = 5. internal Version. (6) = 6. Destructive. (7) = 7. Laparotomy. (8) = 8. Spontaneous Shoulders. (N.A.) = X. No information. (N.A.) = Blank. No information because Y serial number.</p>
46	8	49	A.62	535	<p><u>Foetal Distress</u> (Indication for induction or Caesarean section).</p> <p>(1) = 0. No abnormality. (2) = 1. Cord presentation or prolapse. (3) = 2. Meconium. (4) = 3. Foetal Heart. (5) = 4. Meconium and foetal heart. (6) = 5. Other reason. (N.A.) = X. No information. (N.A.) = Blank. No information because Y serial number.</p>

1	2	3	4	5	6	
6	13	8	50		536	<u>Inhalational Analgesia</u> (1) = 0 Not available (2) = 1 Gas and air only (3) = 2 Trilene only (4) = 3 Gas and air and Trilene (5) = 4 Gas and Oxygen (6) = 5 No indication for analgesia (7) = 6 Contra-indication, e.g. asthma, T.B., foetal distress (8) = 7 No time (9) = 8 Refused (NA) = X No information (NA) = Blank No information because Y serial number
2	13	8	51		537	<u>Whether Mother Stayed at School After Minimum School Leaving Age</u> Single or Double Punched (5) = Y Did not stay at school (6) = X Did stay at school (7) = 2 Age at this birthday 25 and over (minimum leaving age 14) (8) = 3 Age at this birthday 24 or less (minimum leaving age 15) (1) = Y2 Did not stay at school - 25 or over (2) = Y3 Did not stay at school - 24 or under (5) = X2 Did stay at school - 25 or over (4) = X3 Did stay at school - 24 or under
2	16	8	52-53		539	<u>Mother's Paid Occupation When Starting this Baby - G.R.O. 1951.</u> Social Class I and II (1) = 50 Teachers (2) = 51 Nurses and Midwives (qualified) (3) = 52 Accounting and costing clerks, book-keepers, bank clerks (4) = 53 Shopkeepers and shop Manageresses (5) = 59 Others in S.C. I and II Social Class III (6) = 61 Nurses (not qualified) (7) = 62 Clerks (other than 52), typists and telephonists (8) = 63 Shop assistants, hairdressers, and manicurists (9) = 64 Garment workers (not machinists) (10) = 65 Textile workers (skilled) (11) = 66 Personal service (skilled) (12) = 69 Others in S.C. III Social Class IV (13) = 74 Garment workers (machinists) (14) = 75 Textile workers (semi-skilled) (15) = 76 Personal service (semi-skilled) (16) = 79 Others in S.C. IV Social Class V (17) = 85 Textile workers (labourers) (18) = 86 Personal service (unskilled) (19) = 89 Others in S.C. V (NA) = YY No codeable information (NA) = X Blank (NA) = Blank No information because Y serial number

1	2	3	4	5	6	
2	16	7	52-53		540	<p><u>Mother's Paid Occupation during pregnancy</u> .. G.R.O. 1951</p> <p>Social Class I and II</p> <p>(1) = 50 Teachers</p> <p>(2) = 51 Nurses and Midwives (qualified)</p> <p>(3) = 52 Accounting and costing clerks, book-keepers, bank clerks.</p> <p>(4) = 53 Shopkeepers and shop manageresses</p> <p>(5) = 59 Others in S.C. I and II</p> <p>Social Class III</p> <p>(6) = 61 Nurses (not qualified)</p> <p>(7) = 62 Clerks (other than 52), typists and telephonists</p> <p>(8) = 63 Shop assistants, hairdressers, and manicurists</p> <p>(9) = 64 Garment workers (not machinists)</p> <p>(10) = 65 Textile workers (skilled)</p> <p>(11) = 66 Personal service (skilled)</p> <p>(12) = 69 Others in S.C. III</p> <p>Social Class IV</p> <p>(13) = 74 Garment workers (machinists)</p> <p>(14) = 75 Textile workers (semi-skilled)</p> <p>(15) = 76 Personal service (semi-skilled)</p> <p>(16) = 79 Others in S.C. IV</p> <p>Social Class V</p> <p>(17) = 85 Textile workers (labourers)</p> <p>(18) = 86 Personal service (unskilled)</p> <p>(19) = 89 Others in S.C. V</p> <p>(20) = X Did not work during pregnancy - Overcode on punched card. If worked prior to pregnancy only this is coded in Item 539.</p> <p>(NA) = YY No codeable information</p> <p>(N1) = Blank No answer/No information because Y serial number</p>
2	16	8	54		542	<p><u>Week in which Mother Stopped Work</u></p> <p>(1) = 0 Up to and including 12th week</p> <p>(2) = 1 13th - 16th week</p> <p>(3) = 2 17th - 20th "</p> <p>(4) = 3 21st - 24th "</p> <p>(5) = 4 25th - 28th "</p> <p>(6) = 5 29th - 30th "</p> <p>(7) = 6 31st - 32nd "</p> <p>(8) = 7 33rd - 34th "</p> <p>(9) = 8 35th - 36th "</p> <p>(10) = 9 37th week or later</p> <p>(NA) = Y Not known</p> <p>(NA) = Blank Did not work/No information because Y serial number</p>

1	2	3	4	5	6	
2	16	8	55		543	<u>Hours of Work in Pregnancy and Week Work Given Up</u> (1) = 0 Up to 40 hours per week: gave up before and including 12th week. (2) = 1 Up to 40 hours per week: gave up 13th-24th week (3) = 2 Up to 40 hours per week: gave up 25th-32nd week (4) = 3 Up to 40 hours per week: gave up 33rd week or later (5) = 4 40 hours or more per week: gave up before and including 12th week (6) = 5 40 hours or more per week: gave up 13th-24th week (7) = 6 40 hours or more per week: gave up 25th-32nd week (8) = 7 40 hours or more per week: gave up 33rd week or later (9) = 8 Worked but information incomplete (10) = 9 Not known if had a job (NA) = X No job (NA) = Blank No information because Y serial number
1	9	8	56	A.52 T.62	545	<u>Marital Status</u> (4) = Y Married (5) = X Single, no husband (1) = 0 Widowed, divorced, separated (2) = 1 Stable union (3) = 2 Twice married (NA) = 9 No information (NA) = Blank No information because Y serial number
	17	8	57		546	<u>Mother's Household: Number Cooked for at the beginning of Pregnancy</u> (1) = 0 None (2) = 1 One (3) = 2 Two (4) = 3 Three (5) = 4 Four (6) = 5 Five (7) = 6 Six (8) = 7 Seven (9) = 8 Eight (10) = 9 Nine or more (NA) = Y No answer (NA) = Blank. No information because Y serial number

2	3	4	5	6	
29 & 31	8	58	A.72 T.71	548	<p><u>Presence of Raised Blood Pressure and Proteinuria.</u></p> <p>(1) = 0. Normal - Non toxæmic. (2) = 1. Pure essential hypertension (Classified if present before 20 weeks of pregnancy.) (3) = 2. E.H. toxæmia - moderate. (4) = 3. " " - severe. (5) = 4. " " - proteinuria, C.S.U. non infective. (6) = 5. " " - proteinuria, non C.S.U. (7) = 6. Pure toxæmia - mild. (8) = 7. " " - moderate. (9) = 8. " " - severe. (10) = 9. " " - proteinuria, C.S.U. non infective. (11) = X1. " " - proteinuria, non C.S.U. (12) = X2. Unclassified toxæmia - mild. (13) = X3. " " - moderate. (14) = X4. " " - severe. (15) = X5. " " - proteinuria, C.S.U. non infective. (16) = X6. " " - proteinuria, non C.S.U. (17) = X7. Unclassified proteinuria. (18) = X8. Eclampsia. (19) = X9. Remainder + Not Known. (N.A.) = blank. No information because Y serial number.</p>
15	8	59		549	<p><u>Number of Siblings Living or Dead at Time Mother Left School.</u></p> <p>(1) = 0. None (only child). (2) = 1. One. (3) = 2. Two. (4) = 3. Three. (5) = 4. Four. (6) = 5. Five. (7) = 6. Six. (8) = 7. Seven. (9) = 8. Eight. (10) = 9. Nine and over. (N.A.) = Y. Not known. (N.A.) = blank. No information because Y serial number.</p>
15	8	60		550	<p><u>Birth Order - Siblings Still Alive when Mother Left School.</u></p> <p>(1) = 0. Mother first. (2) = 1. " second. (3) = 2. " third. (4) = 3. " fourth. (5) = 4. " fifth. (6) = 5. " sixth. (7) = 6. " seventh. (8) = 7. " eighth. (9) = 8. " ninth. (10) = 9. " tenth or more. (11) = blank. Mother only child. (N.A.) = Y. Not known. (N.A.) = blank. No information because Y serial number.</p>

1	2	3	4	5	6	
2	15	8	61		551	<p><u>Birth Order - All Siblings Living or Dead when Mother Left School.</u></p> <p>(1) = 0. Mother first. (2) = 1. " second. (3) = 2. " third. (4) = 3. " fourth. (5) = 4. " fifth. (6) = 5. " sixth. (7) = 6. " seventh. (8) = 7. " eighth. (9) = 8. " ninth. (10) = 9. " tenth or more. (11) = Blank. Mother only child. (N.A.) = Y. Not known. (N.A.) = Blank. No information because Y serial number.</p>
●	15	8	62		552	<p><u>Siblings Alive when Mother Left School.</u></p> <p>(1) = 0. None. (2) = 1. One. (3) = 2. Two. (4) = 3. Three. (5) = 4. Four. (6) = 5. Five. (7) = 6. Six. (8) = 7. Seven. (9) = 8. Eight. (10) = 9. Nine and over. (11) = Blank. Mother only child. (N.A.) = Y. Not known. (N.A.) = Blank. No information because Y serial number.</p>
1	8	8	63 64	A.67 T.68	553	<p><u>Mother's Age Last Birthday (in years).</u></p> <p>Numeric coding on cards and computer - 2 digits.</p> <p>(N.A.) = XX. No information. (N.A.) = Blank. No information because Y serial number.</p>
6	51	8	65	A.66	556	<p><u>Place of Booking and Delivery.</u></p> <p>(11) = X1. Hospital booked & delivered - ANC Hospital only. (12) = X2. " " " - ANC Hospital + other. (13) = X3. " " " - ANC Other or not known. (14) = X4. Domiciliary booked & delivered - ANC Hospital + other. (15) = Y5. " " " - ANC L.H.A. alone or with lower. (16) = Y6. " " " - ANC G.P. on. (17) = Y7. " " " - ANC midwife + G.P. (18) = Y8. " " " - ANC None or not known. (1) = 01. Domiciliary booked, Hospital delivered. (2) = 02. N.H.S. Maternity Home booked and delivered. (3) = 03. N.H.S. Maternity Home booked, Hospital delivered. (4) = 04. Private Nursing Home booked and delivered. (5) = 05. Unbooked, Hospital delivered.</p>

1	2	3	4	5	6	
6	51	8	65	A.66	556	<u>Place of booking and Delivery (Cont'd)</u> (6) = 06 Unbooked, Domiciliary delivered (7) = 07 Residue, Hospital delivered (8) = 08 Residue, Domiciliary delivered (9) = 09 Residue, G.P. Unit delivered (10) = 0 Remainder, i.e. Private Nursing Home (NA) = Blank No information because X serial number
6	51	8	66		557	<u>Delivery - Supervision Groups</u> (1) = 0 No trained person present (2) = 1 Delivered by Consultant Obstetrician or Registrar (3) = 2 Delivered by Hospital M.O., supervised by Consultant Obstetrician or Registrar (4) = 3 Delivered by Hospital M.O., other or no supervision (5) = 4 Delivered by G.P. (6) = 5 Delivered by Midwife, supervised by Consultant Obstetrician or Registrar (7) = 6 Delivered by Midwife, supervised by Hospital M.O. (8) = 7 Delivered by Midwife, supervised by G.P. (9) = 8 Delivered by Midwife, no supervision (10) = 9 Delivered by Pupil Midwife or Medical Student, supervised by Midwife (12) = X Delivered by Pupil Midwife or Medical Student, supervised by Doctor. (11) = Y Delivered by Pupil Midwife or Medical Student, no supervision (NA) = Blank. No information because Y serial number.
						END OF COLUMNS WITH PERINATAL DATA
-	-	8	67-68			No Data
		8	69-80			<u>INTRODUCTORY NOTES TO PURE TONE AUDIOMETRY TEST</u> <u>Cols. 69-80</u> <p>The children were tested with a pure tone audiometer in each ear and at six frequencies. The results represent the thresholds of hearing in steps of 5 decibels at each frequency and these were recorded on an Audiogram form. It was decided to reduce all results to single figures for ease of analysis; this was done by dividing each result by 10 and where the quotient ended in ".5" rounding the number off to the next highest whole number (e.g. Threshold 35 - 10 = 3.5 becomes 4). Each Column has the same punched card and computer coding.</p> <u>Coding for Each Threshold at each Frequency Cols. 69-80</u> (0) = 0 Thresholds of 0 decibels (1) = 1 " " 5 or 10 decibels (2) = 2 " " 15 or 20 " (3) = 3 " " 25 or 30 " (4) = 4 " " 35 or 40 " (5) = 5 " " 45 or 50 " (6) = 6 " " 55 or 60 " (7) = 7 " " 65 or 70 " (8) = 8 " " 75 or 80 " (9) = 9 " " 85 or more decibels (NA) = X Unreliable result Blank. No test made/Perinatal Data only.

1	2	3	4	5	6	
		8	69-74			<u>RIGHT EAR.</u>
			69		558	<u>Hearing Threshold at 250 C.P.S.</u> For coding, see introductory note.
			70		559	<u>Hearing Threshold at 500 C.P.S.</u> For coding, see introductory note.
			71		560	<u>Hearing Threshold at 1000 C.P.S.</u> For coding, see introductory note.
			72		561	<u>Hearing Threshold at 2000 C.P.S.</u> For coding, see introductory note.
			73		562	<u>Hearing Threshold at 4000 C.P.S.</u> For coding, see introductory note.
			74		563	<u>Hearing Threshold at 6000 C.P.S.</u> For coding, see introductory note.
			75-80			<u>LEFT EAR.</u>
			75		564	<u>Hearing Threshold at 250 C.P.S.</u> For coding, see introductory note.
			76		565	<u>Hearing Threshold at 500 C.P.S.</u> For coding, see introductory note.
			77		566	<u>Hearing Threshold at 1000 C.P.S.</u> For coding, see introductory note.
			78		567	<u>Hearing Threshold at 2000 C.P.S.</u> For coding, see introductory note.
			79		568	<u>Hearing Threshold at 4000 C.P.S.</u> For coding, see introductory note.
			80		569	<u>Hearing Threshold at 6000 C.P.S.</u> For coding, see introductory note.
						END OF PUNCHED CARD 8

NATIONAL CHILD DEVELOPMENT STUDY

CARD 9

PAGE 103

NCDS I Coding Frame

Card
9

Columns
1 - 12

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches.</u>
Col. 1		Always punched 9 - card type for summary card
Col. 2		Blank
Col. 3 (from Belinda Col.3)		<u>Losses at NCDS I</u> This item is incomplete - see item 514 on perinatal card 8.
Col. 4		Blank
Cols. 5-10	1 numeric	Child's serial number - see beginning of coding frame for an extended breakdown of the serial number.
Col.11 Punches 1, 2	622 coded	Sex (1) = 1 Boy (2) = 2 Girl
Col.11 Punches 3,9 (from card 1, col. 11)		Sub-study Identification (1) = 8 In-Care study - short stay (2) = 9 In-Care Study - long stay To identify children in In-care study see card 9 columns 38-41.
Punches X,Y (from card 1. col.11)	1351 multicoded	(1) = Y Adoption Study (2) = X Word-Blind Study (NA) = b Not in Word-Blind or Adopted Study (DNA) = b No data at NCDS I
Col. 12 Punches X,Y,O 7-9 (From Belinda col. 1)	1811 coded	Multiple Birth Identification (0) = b Singleton (1) = X First Twin (2) = Y Second Twin (3) = 0.7 First triplet (4) = 0.8 Second triplet (5) = 0.9 Third Triplet In some cases a multiple birth code was assigned arbitrarily where inadequate information about birth order was available. See also description of child's Serial Number, columns 5-10

NATIONAL CHILD DEVELOPMENT STUDY
SUMMARY CARD

CARD 9
PAGE 104

NCDS I Coding Frame

Card
9

Columns
13 - 14

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes Associated with Permitted Punches</u>
Col. 13 Punches 0-9 (from Belinda Col. 22)	1813 multicoded	<u>Gifted Identification</u> (2)= 1 Draw-a-man - highest scores (44+) (3)= 2 Draw-a-man - one in seven sample of second grade scorers (37-43) (4)= 3 Draw-a-man additional second grade scorers from S.O.G.'s IV and V. (5)= 4 Attainment in reading and arithmetic full marks and top rating for both. (6)= 5 Attainment - one in seven sample of second grade (6 or 7 points). (7)= 6 Additional second grade scorers from S.O.G.'s IV and V. (8)= 7 Referred in response to press appeal for gifted at age 10 - selected children. (9)= 8 Remainder of second grade Draw-a-Man Scorers. (10)= 9 Remainder of second grade attainers. (1)= 0 Remainder referred at age 10. (NA)= b Not in gifted study. (DNA)= b No data at NCDS I.
Col. 14 punches 0,1,2 (from Belinda col. 57 and card 4 col.38)	1850 coded	<u>Asthma Identification</u> (1)= 0 Don't know. (2)= 1 Yes (3)= 2 No (NA)= b Not answered. (DNA)= b No parental questionnaire at NCDS I
Col. 14 punches 3-9 (from Belinda Col. 57)	1816 coded	<u>Additional Asthma Information</u> (1)= 3 Asthma but no detail. (2)= 4 Mild - 1 attack only. (3)= 5 Mild (4)= 6 Mild - more severe in past (5)= 7 Moderate (6)= 8 Moderate - more severe in past. (7)= 9 Severe. (8)= b Not asthmatic (1850 = 3) (NA)= b Not answered. (DNA)= b No parental questionnaire at NCDS I.

Permanent Recodes

Item 622 Sex of child - compiled from all cards (1-8, Y1 - Y9)

(1) = Boy
(2) = Girl
(NA) = Not Known

Item 1671 Type of school attended by child - Card Y1

<u>Col</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
25	1 + 2 + 3	Normal primary schooling	1
26	1		
25	5 + 6 + 8	Special schooling for handicap	2
26	2 + 3 + 7		
25	4	Secondary schooling	3

EAPM I

Permanent Recodes

Item 1681 Household facilities - CARD Y.4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
54	1	Sole use of all three facilities	1
56	1		
58	1		
54	1/2/3	Sole use of two facilities and shared or no use of 1	2
56	1/2/3		
58	1/2/3		
54	1/2/3	Sole use of one facility and shared or no use of two	3
56	1/2/3		
58	1/2/3		
54	2/3	Shared/no use of all three facilities	4
56	2/3		
58	2/3		

N.B.. If any one of columns is coded "don't know" or is not answered Item 1681 is set to NA.

Item 1683 Overcrowding - CARD Y.4

No. of persons in household (Cols. 15-16)
No. of rooms in accommodation (Cols. 50-51)

Coded as follows:-

	<u>Computer Code</u>
Up to 1 person per room	1
Over 1 person per room to 1½ persons per room	2
Over 1½ persons per room to 2 persons per room	3
Over 2 persons per room	4

NCDS II CODING FRAME
PERMANENT RECODES
PAGE 84/2
Item 1685 Father/Male Head's Occupation - Card Y 4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
61	1 + 2 + 3 + 5	Non-Manual	1
61	4 + 6 + 7	Manual	2
61	0	No Male Head	3
61	b	Not answered	NA

Item 1687 Father/Male Head's Occupation - Card Y 4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
61	1	Professional	1
61	2	Intermediate Groups	2
61	3	Skilled non-manual	3
61	4	Skilled manual	4
61	5 + 6	Semi-skilled manual and non-manual	5
61	7	Unskilled manual	6
61	0	No Male Head	7
61	b	Not answered	NA

Item 1691 - Parental Situation at NCDS I + II

<u>Card.</u>	<u>Col.</u>	<u>Code.</u>	<u>Description</u>	<u>Computer Code</u>
2	33	1)	Both own parents at 1	1
AND 2	34	1)	own mother no father at 2	
AND Y4	22	1)		
AND Y4	25	7)		
2	33	1)	Own mother and no father at	2
2	34	8)	NCDS1 + 2	
Y4	22	1)		
Y4	25	7)		
2	33	1)	Own mother and no father at	3
2	34	8)	NCDS 1 not own mother no father	
Y4	22 not	1) <u>and</u>	at NCDS 2	
Y4	25 not	7)		
2	33 not	1)	Not own mother and own or no	4
2	34 not	1 or 8)	father at NCDS 1 but own mother	
Y4	22	1)	no father at NCDS 2	
Y4	25	7)		
2	33	1)	Both own parents at NCDS 1	5
2	34	1)	<u>and</u> no mother own father at	
Y4	22	7)	NCDS 2	
Y4	25	1)		
2	33	0)	No mother own father at 1 and 2	6
2	34	1)		
Y4	22	7)		
Y4	25	1)		
2	33	0)	No mother own father at	7
2	34	1)	NCDS 1 and <u>not</u> no mother own	
Y4	22 not	7)	father at 2	
Y4	25 not	1)		
2	33 not	0 or 1)	Not own mother or no mother	8
2	34 not	1)) and own father at 1 <u>and</u> no	
Y4	22	7)	mother own father at 2	
Y4	25	1)		
2	33	1 -)	Both own parents at 1 + 2	9
2	34	1)		
Y4	22	1)		
Y4	25	1)		

All other situations set to NA

Item 1692 Cause of situation described in Item 1691

Codes 1-5 describe why no mother codes 6-10 why no father card Y4

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
22	NA	Not answered	0
AND25	NA		
22	X	Death	1
22	O	Marital breakdown	2
22	9	Illegitimacy	3
22	Y	Other reason	4
22	NA	No answer	5
25	X	Death	6
25	O	Marital breakdown	7
25	9	Illegitimate	8
25	Y	Other reason	9
25	NA	No answer	10