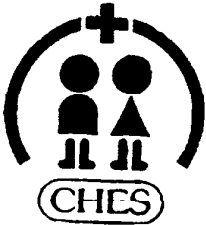


# CHILD HEALTH AND EDUCATION STUDY

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

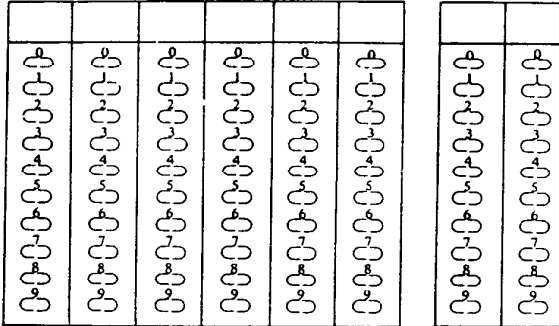
## EDUCATIONAL QUESTIONNAIRE

CONFIDENTIAL



1980

Director Neville R Butler  
MD, FRCP, FRCOG, DCH  
Department of Child Health Research Unit  
University of Bristol  
Bristol BS2 8BH



Tel: (0272) 24920

Under the auspices of the University of Bristol and the National Birthday Trust.

PLEASE COMPLETE IN BLOCK CAPITALS

Child's Surname

Child's Forenames .....

Child's Home Address.....  
.....  
*Standard Region Variable Grouped: J006A*

Child's Sex      M  F       Child's Date of Birth      

	DAY	MTH	YR
		04	70

Today's Date      

	DAY	MTH	YR

  
*J009A/J009B/J009C*

School Name .....

School Address .....

### GENERAL NOTES

PLEASE ENSURE THAT EVERY QUESTION IS ANSWERED.

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

Where space for your answers are of this type  simply mark the appropriate space like this , not like  $\phi$  or  $\phi$ . If answers are of this type , please mark like this .

Please ensure that nothing else is entered in, or near these spaces otherwise the form will be unreadable.

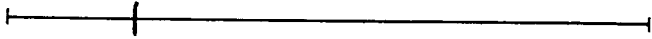


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### COMPLETION OF RANGE SCALES

For items where a line is drawn between two contrasting views, please place a firm vertical mark across the line at any position where you estimate that your own views or policies lie, e.g.

Does the child persevere when faced with a difficult problem?

Most of the time  Not at all

This means that on the majority of occasions the child does persevere.

Is the child distractible?

Easily  Not at all

This means that it is very difficult to distract the child.

For boxes of this kind, please use numerals, not words.

hours

### INTRODUCTION

The questionnaire which follows covers the educational and social environment of the study child as seen by the Class Teacher and School Head. A number of questions also assess the child's educational and other characteristics.

A fair and objective assessment of the facts and behaviours referred to in the document will be of considerable use in the fields of research and intervention and may help to guide the teaching of future generations.

Four areas are covered in the questionnaire. These are:

A. The child's educational status, as seen by the teacher. This provides information related to the educational, cognitive and motivational assessments to be carried out separately.

B. The child's social behaviour, as seen by the teacher. This information will be related to both the child's past home and school environments and to the future potential of the child in teenage and adult society.

C. The child's developmental behaviours, as seen by the teacher. This will focus in particular on behaviours and syndromes hypothesised to relate to perinatal events and the early environment.

D. The child's educational environment, as seen by the School Head and teacher. This will focus on classroom and curriculum factors and the educational ethos as supported and interpreted by the teacher and the head.

**A. CHILD'S EDUCATIONAL STATUS**  
(TO BE COMPLETED BY CHILD'S TEACHER)

The items in this section deal with the child's educational activities and characteristics, and with several related issues.

(i) **THE CHILD AT SCHOOL**

A1 For how many months have you been teaching the study child?

J010 months

A2. Please assess the state of the child's general knowledge: J011

Very well informed       Somewhat below average   
Somewhat above average       Extremely limited   
Average for age

A.3 Could you please estimate how many hours a week the child is engaged in the following activities during school periods (Please write half an hour as 0.5 hours).

Registration, classroom preparation/tidying, other administrative activities

J012 hours

Assembly and religious services

J013 hours

Instructional reading work

J014 hours

Reading for pleasure/information

J015 hours

Literature and poetry (specifically taught)

J016 hours

Creative writing

J017 hours

Mathematics

J018 hours

Science subjects

J019 hours

Environmental projects

J020 hours

Foreign languages

J021 hours

Art and craft activities

J022 hours

Music: playing, singing

J023 hours

Drama

J024 hours

P.E./movement/games

J025 hours

Other school subjects

J026 hours

Non-educational activities

J027 hours

Sport (outside school periods)

J028 hours

A4. Does the child attend a special school?

J029

No   
Yes (full-time)  J030  
Yes (part-time)

Please specify type of special school (complete description)

..... J030A .....

32003  
26003  
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A5. Is the child receiving therapeutic or special help inside the school?  
Yes  No  Already attending special school  J031

If yes, what is the nature of this help?  
Remedial or special class: J032 occasional   
regular part-time   
full-time   
Remedial group work: Reading: J033 occasional   
regular   
Mathematics: J034 occasional   
regular   
Special group (behaviour problems): J035 occasional   
part-time   
full-time   
Individual remedial tuition (educational): J036 occasional   
part-time   
full-time   
Individual school counselling: J037 behaviour problems   
emotional problems   
Other type of help (please specify): J038

A6. Would this child benefit from special educational help (over and above any special help already being received, if any):


Yes  No  J039  
If yes, what kind of help would benefit the child: J040  
Attendance at a different type of school   
Please specify type of school ..... J041 .....  
Continued attendance at present school, but with extra help   
Please specify type of help ..... J042 .....  
Some other form of special help   
Please specify type of help .....

A7. Has the child received any of the following types of help during the past few years:

	Frequently	Occasionally	Not at all	Don't know
Child guidance and psychological counselling	<input type="checkbox"/> J043 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Psychiatric counselling and treatment	<input type="checkbox"/> J044 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Speech therapy	<input type="checkbox"/> J045 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Sensory disability help, visual	<input type="checkbox"/> J046 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Sensory disability help, auditory	<input type="checkbox"/> J047 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Physical therapy for disabilities	<input type="checkbox"/> J048 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Educational welfare intervention	<input type="checkbox"/> J049 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Social work intervention	<input type="checkbox"/> J050 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Attendance at a special 'Nurture' centre (for behavioural difficulties)	<input type="checkbox"/> J051 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Attendance at a remedial centre (for educational difficulties)	<input type="checkbox"/> J052 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Probation officer guidance/care	<input type="checkbox"/> J053 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) .....	<input type="checkbox"/> J054 <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
..... J054A .....				

**A8.** a. **Is the child in a streamed class ?**  
 Yes  No  JO55  
**If yes, is the child at the**  
 High(est) level  JO56  
 Middle level (if applicable)   
 Low(est) level

b. **Is the child taught in set groups for reading or mathematics?**  
 Yes  No  JO57  
**If yes, in which group(s) is the child:**  
 Reading: JO58 High(est)   
 Middle   
 Low(est)   
 Mathematics: JO59 High(est)   
 Middle   
 Low(est)

Fill in space like this 

(ii) **EXPRESSIVE LANGUAGE**

**A9.** Does the child tend to use gestures and other non-verbal communication (aggression, emotional display, etc.) in preference to verbal language? (Place firm vertical mark across the line at appropriate point: see page two for guidance).  
 Nearly all the time  JO60 Not more than is usual for age-group

**A10.** When something important has happened, does the child endeavour to tell his or her friends about it?  
 Not particularly  JO61 Very much indeed

**A11.** When something important has happened, does the child endeavour to tell his or her teacher about it?  
 Not particularly  JO69 Very much indeed

**A12.** When talking to friends, is the child (compared to the rest of the class):  
 Very talkative  JO63 Reluctant to talk

**A13.** When talking to you, is the child normally (compared to the rest of the class):  
 Very talkative  JO64 Reluctant to talk

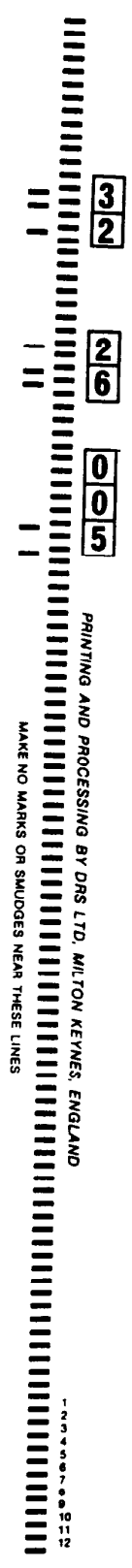
**A14.** When describing his or her own experiences, is the child's vocabulary:  
 Very simple  JO65 Very advanced

**A15.** Are the language structures used by the child:  
 Very simple  JO66 Very advanced

**A16.** When the class is given new words and concepts, does the study child assimilate and use the new vocabulary:  
 Readily  JO67 Reluctantly (or slowly)

**A17.** When describing his or her own experiences to you, do the ideas come out coherently in a sequence which makes sense for the listener? In other words, how are the child's thoughts organised:  
 Very poorly  JO68 Very well

**A18.** Is the articulation of the child's speech:  
 Heavily slurred  JO69 Very clear



MAKE NO MARKS OR SMUDGES NEAR THESE LINES

A19. In ordinary conversation do the child's words tend to be:

Well finished  JO70  Very clipped

A20. Given that most children's spoken language understandably reflects the importance of regional accents and dialects, can this child, in the appropriate situation, speak in such a way that he or she is clearly understood within the language context of 'standard English'?\*

Very well  JO71  Very poorly

(\* 'standard English' may be taken as that used on national news broadcasts)

A21. When talking to the teacher, does the child make syntactical mistakes which make it difficult to understand him or her?

Not at all  JO72  Very frequently

A22. Has the child a stutter or stammer? JO73

Severe	<input type="checkbox"/>	Not easily noticed	<input type="checkbox"/>
Quite serious	<input type="checkbox"/>	No stutter or stammer	<input type="checkbox"/>
Moderate	<input type="checkbox"/>		

A23. a. Has the child any speech defect other than a stutter or stammer?

Severe	<input type="checkbox"/>	JO74	Not easily noticed	<input type="checkbox"/>
Quite serious	<input type="checkbox"/>		No other speech defect	<input type="checkbox"/>
Moderate	<input type="checkbox"/>			

b. If any such defect is present, please describe:

..... JO75 .....

A24. Does the child use sign language at all? JO76

Yes  No

If yes, which sign language system is used? .....

(iii) CHILD'S EDUCATIONAL CHARACTERISTICS

A25. How well does the child concentrate on educational tasks, in comparison with the average 10-year-old?

Cannot concentrate at all  JO77  Excellent concentration

A26. When the child is expected to be working, roughly what percentage of the time (i.e. within the period) would you describe the child's behaviour as:

Concentrating on the task in hand	<input type="checkbox"/>	JO78	%
Interested in other tasks than the one which he has been given	<input type="checkbox"/>	JO79	%

Talking to other children	<input type="checkbox"/>	JO80	%
---------------------------	--------------------------	------	---

Moving around the classroom	<input type="checkbox"/>	JO81	%
-----------------------------	--------------------------	------	---

Fidgeting and indulging in other minor distracting activities	<input type="checkbox"/>	JO82	%
---	--------------------------	------	---

Displaying serious behavioural aberrations	<input type="checkbox"/>	JO83	%
Day-dreaming	<input type="checkbox"/>	JO84	%

A27. To what extent does the child accept the goals of the school curriculum?  
 Complete acceptance  JO86  Complete hostility  
 TOTAL JO85 % of the school JO85A

A28. How much perseverance does the child show in the face of difficult tasks?

Unlimited  JO87  None

A29. To what extent does the child:  
 Work independently  JO88  Look to the teacher for guidance

(iv) **INTEREST SHOWN BY CHILD'S PARENTS**

Note Parents in the context of this questionnaire include parent figures or other adults responsible for the child's upbringing.

A30. Record number of discussions and/or interviews between the child's parents and the staff during last term, of which you are aware:

		Three or more	Two	One	None	Cannot say
J089	Between mother or father and child's class teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J090	Between mother or father and school head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A31. Please estimate, if possible, the total time spent by the parent(s) discussing the child with staff during last term (formally or informally):

J091

Nil	Under ½ hr.	½ - 1 hr	1 - 2 hrs	2 - 3 hrs	Over 3 hrs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What proportion of that total was spent on the following

- Educational progress
- Behavioural problems
- Child's health problems
- Family problems

J092	%
J093	%
J094	%
J095	%
J096	%

A32. With regard to the child's education, how concerned or interested do the parents appear to be:

	J097 Mother	J098 Father
Very interested	<input type="checkbox"/>	<input type="checkbox"/>
Moderately interested	<input type="checkbox"/>	<input type="checkbox"/>
Very little interested	<input type="checkbox"/>	<input type="checkbox"/>
Uninterested	<input type="checkbox"/>	<input type="checkbox"/>
Cannot say	<input type="checkbox"/>	<input type="checkbox"/>
No parents/parent figures	<input type="checkbox"/>	<input type="checkbox"/>

A33. As far as you are aware, can the parents' attitude towards the child be described in any of these terms (mark more than one box if necessary):

	Mother	Father
Have a balanced view of child's potential	<input type="checkbox"/> J099	<input type="checkbox"/> J105
Over concerned about progress/expecting too high a standard	<input type="checkbox"/> J100	<input type="checkbox"/> J106
Hostile to this particular child	<input type="checkbox"/> J101	<input type="checkbox"/> J107
Dismissive of the child's potential	<input type="checkbox"/> J102	<input type="checkbox"/> J108
Cannot say	<input type="checkbox"/> J103	<input type="checkbox"/> J109
No parents/parent figures	<input type="checkbox"/> J104	<input type="checkbox"/> J110

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**B. CHILD'S SOCIAL BEHAVIOUR**  
**(TO BE COMPLETED BY CHILD'S TEACHER)**

The questions here are related to the child's social functioning; the issues are important because of their relevance to the child's ability to function effectively when he moves into adult society.

**B1. a. We would be glad if you would add up the total number of days schooling missed by the child last term, for whatever reason (add half days as well):**

	Total days absent (round up to full days)	Whether absent (mark all that apply)
<b>b. Please indicate reasons for absence and if possible estimate the days absent:</b>		
J112 Illness	J111 days	0
J113 Family bereavement	J112A days	0
J114 Weather, transport problems	J113A days	0
J115 Truanting	J114A days	0
J116 Suspension	J115A days	0
J117 Material hardship	J116A days	0
J118 Helping family	J117A days	0
J119 Not known	J118A days	0
J120 Other (please specify) J121	J119A days	0
	J120A days	

**B2. Please make an estimate of how you see the child in regard to the following issues (please place a firm mark across the line at the appropriate point)**

Is highly popular with his peers Is not at all popular with peers  
J122

Has no friends Has many friends  
J123

Shows extreme boldness of behaviour towards peers Shows extreme shyness in the company of peers  
J124

Very co-operative with peers Unwilling to co-operate with peers  
J125

**B3. To what extent can you negotiate with the child a change in his behaviour**

Very easily Not at all  
J126



**C. CHILD'S DEVELOPMENTAL BEHAVIOURS**  
**TO BE COMPLETED BY CHILD'S TEACHER**

In asking for your cooperation in describing the study child's behaviour within the categories described below we are not attempting to label or find particular fault with this or any other study child. Rather we are endeavouring to establish the links which are believed to exist between the child's birth and intervening medical and environmental history and the present pattern of behaviour. We would again emphasise our commitment to confidentiality, both of the child and the school, and we hope you will find it possible to answer these questions as frankly and fairly as possible.

Criteria against which the sample child's behaviours are to be scored are the 'average' behaviours of most children of a similar age. These items should be scored against your knowledge of the child — not by asking the child to perform any behaviours.

Unless otherwise stated, put a vertical mark at the appropriate point on each line to indicate the level of the particular behaviour (see page 2 for guidance). A fictional example implying that the child acts carelessly a lot of the time follows:

Child acts carelessly

A Great Deal |-----| Not At All

Now complete the scales for the study child.

C1. Is given to daydreaming

A Great Deal |-----| Not At All  
 J127

C2. Is fearful or afraid of new things or situations

A Great Deal |-----| Not At All  
 J128

C3. Cannot concentrate on any particular task, even though the child may return to it frequently

A Great Deal |-----| Not At All  
 J129

C4. Has problems with wetting pants during class

A Great Deal |-----| Not At All  
 J130

C5. Complains about things

A Great Deal |-----| Not At All  
 J131

C6. Trips or falls easily or bumps into objects or other children

A Great Deal |-----| Not At All  
 J132

C7. Works deftly with his or her hands

A Great Deal |-----| Not At All  
 J133

C8. Displays outbursts of temper, explosive or unpredictable behaviour

A Great Deal |-----| Not At All  
 J134

C9. Teases other children to excess

A Great Deal |-----| Not At All  
 J135

MAKE NO MARKS OR SHADINGS NEAR THESE LINES



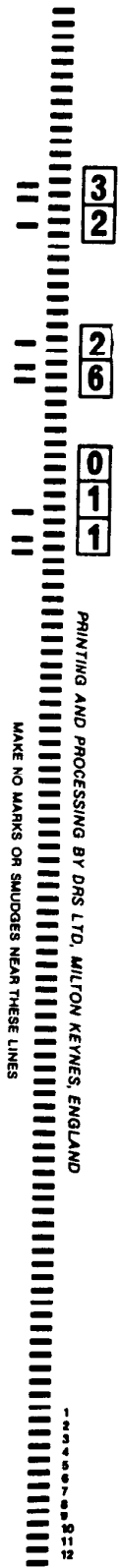
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<p><b>C10.</b> Is noticeably clumsy in formal or informal games</p> <p>A Great Deal  -----  Not At All</p> <p>J136</p>	<p><b>C18.</b> Shows difficulty when picking up small objects</p> <p>A Great Deal  -----  Not At All</p> <p>J144</p>
<p><b>C11.</b> Cries for little cause</p> <p>A Great Deal  -----  Not At All</p> <p>J137</p>	<p><b>C19.</b> Behaves 'nervously'</p> <p>A Great Deal  -----  Not At All</p> <p>J145</p>
<p><b>C12.</b> Becomes bored during class</p> <p>A Great Deal  -----  Not At All</p> <p>J138</p>	<p><b>C20.</b> Is fussy or over-particular</p> <p>A Great Deal  -----  Not At All</p> <p>J146</p>
<p><b>C13.</b> Shows perseverance; persists with difficult or routine work</p> <p>A Great Deal  -----  Not At All</p> <p>J139</p>	<p><b>C21.</b> Changes mood quickly and drastically</p> <p>A Great Deal  -----  Not At All</p> <p>J147</p>
<p><b>C14.</b> Finds it difficult to kick a ball forward</p> <p>A Great Deal  -----  Not At All</p> <p>J140</p>	<p><b>C22.</b> Is excitable, impulsive</p> <p>A Great Deal  -----  Not At All</p> <p>J148</p>
<p><b>C15.</b> Dresses and undresses competently (e.g. for P.E.)</p> <p>A Great Deal  -----  Not At All</p> <p>J141</p>	<p><b>C23.</b> Is worried and anxious about many things</p> <p>A Great Deal  -----  Not At All</p> <p>J149</p>
<p><b>C16.</b> Interferes with the activities of other children</p> <p>A Great Deal  -----  Not At All</p> <p>J142</p>	<p><b>C24.</b> Shows restless or over-active behaviour</p> <p>A Great Deal  -----  Not At All</p> <p>J150</p>
<p><b>C17.</b> Becomes confused or hesitant when given a complex task</p> <p>A Great Deal  -----  Not At All</p> <p>J143</p>	

<p><b>C25. Squirmy and fidgety</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J151</p>	<p><b>C32. Is forgetful when given a complex task</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J158</p>
<p><b>C26. Is easily distracted</b></p> <p>A Great Deal  -----  Not at All</p> <p style="text-align: center;">J152</p>	<p><b>C33. Tends to do things on his or her own, is rather solitary</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J159</p>
<p><b>C27. Manipulates small objects easily with his/her hands</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J153</p>	<p><b>C34. Quarrels with other children</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J160</p>
<p><b>C28. Drops things which are being carried</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J154</p>	<p><b>C35. Can use scissors and similar manipulative equipment competently</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J161</p>
<p><b>C29. Pays attention to what is being explained in class</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J155</p>	<p><b>C36. Shows lethargic and listless behaviour</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J162</p>
<p><b>C30. In relations with others appears to be miserable, unhappy tearful or distressed</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J156</p>	<p><b>C37. Destroys own or other children's belongings</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J163</p>
<p><b>C31. Becomes obsessional about unimportant tasks</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J157</p>	<p><b>C38. Hums or makes other odd vocal noises at inappropriate times</b></p> <p>A Great Deal  -----  Not At All</p> <p style="text-align: center;">J164</p>

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C39.	Given to rhythmic tapping or rhythmic kicking during class	A Great Deal  -----  Not At All	J165
C40.	Shows inadequate control when handling a pencil or paint brush	A Great Deal  -----  Not At All	J166
C41.	Has problems of soiling pants during class	A Great Deal  -----  Not At All	J167
C42.	Experiences classroom or playground accidents	A Great Deal  -----  Not At All	J168
C43.	Bullies other children	A Great Deal  -----  Not At All	J169
C44.	Is sullen or sulky	A Great Deal  -----  Not At All	J170
C45.	Has twitches, mannerisms or tics of the face or body	A Great Deal  -----  Not At All	J171
C46.	Truants from school	A Great Deal  -----  Not At All	J172
C47.	Fearful in movements, requires much encouragement to move faster	A Great Deal  -----  Not At All	J173
C48.	Child completes tasks which are started	A Great Deal  -----  Not At All	J174
C49.	Request must be satisfied immediately - is easily frustrated	A Great Deal  -----  Not At All	J175
C50.	Holds writing and drawing instruments appropriately	A Great Deal  -----  Not At All	J176
C51.	Fails to finish things he starts	A Great Deal  -----  Not At All	J177
C52.	Please use your knowledge of the study child to assess his/her disposition or temperament	An extrovert, lively, likes company.  -----  An introvert, quiet, prefers to be on own	J178A
		An anxious child,  -----  An 'unworried' child.	J178B



3  
2

2  
6

0  
1  
4

D5. Please describe the personnel resources used in the study child's class (estimation for an average week): (if none, write none or 0)

- a. Hours of weekly class teaching time spent by class teacher in the classroom itself J185 hours  
 Hours of weekly time spent by class teacher outside the classroom working with groups from this class J186 hours  
 Hours of weekly time spent by class teacher outside the classroom on preparation work or working with groups from other classes J187 hours
- b. Does a second teacher help in this class?  
 Yes  No  J188  
 Hours of weekly time in which a second teacher is helping in this classroom J189 hours  
 Hours of weekly time in which a second teacher is working elsewhere with groups from this class J190 hours
- c. Does a third teacher help in this class?  
 Yes  No  J191  
 Hours of weekly time in which a third teacher is helping in this classroom J192 hours  
 Hours of weekly time in which a third teacher is working elsewhere with groups from this class J193 hours
- d. Are there teacher aides in this classroom?  
 Yes  No  J194  
 Combined total hours of weekly time in which teacher aides are working in this classroom J195 hours
- e. Are there parent helpers assisting in this classroom?  
 Yes  No  J196  
 Number of parent helpers J197 parents  
 Combined total hours of weekly time in which parent helpers are assisting in the classroom J198 hours
- f. Are groups taken outside this classroom for separate tuition by class teacher or other teacher?  
 Yes  No  J199  
 If yes, what is the average group size? J200 pupils
- g. Are children taken out of the classroom individually for extra tuition on a regular basis?  
 Yes  No  J201  
 If yes, please estimate:  
 Number of individual withdrawals in an average week J202 pupils  
 Total number of hours in which all these children receive individual tuition outside this classroom. J203 hours

**D. CHILD'S EDUCATIONAL ENVIRONMENT**

(SECTION i: TO BE COMPLETED BY CHILD'S TEACHER)  
(SECTIONS ii and iii : TO BE COMPLETED BY SCHOOL HEAD)

In regard to the following set of questions, the steps taken to ensure confidentiality of both the child and the school are such that there will be no possibility of identification of either in any reports appearing on this 10-year study. Questions concerning the school's policies and practices in certain fields of activity are aimed at building a picture of the educational ethos and philosophy and of how these vary across the country.

(i) CLASSROOM SITUATION (only applies to study child's class)

- D1. When did the child join his/her present class? 

Day	Mnth	Yr

  
J179A/J179B/J179C
- D2. Number of pupils on the class register 

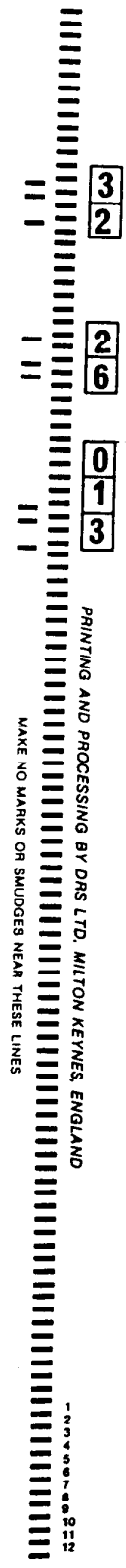
J180 pupils
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- D3. Please estimate how many children in the study child's class are receiving any of the following (if none, write none or 0):
- |  |             |
|--|-------------|
| Remedial reading help  | J181 pupils |
| Remedial mathematics help  | J182 pupils |
| Nurture group or other formal help with behavioural difficulties | J183 pupils |

**PLEASE NOTE:** In a number of the following items, reference is made to a concept of the weekly class teaching time. The main purpose of these questions is to assess, as accurately as possible, the input of different levels of professional and lay resources into the class teaching situation of 10-year olds in Britain. Thus the above concept refers specifically to the hours of formal academic class activities. Items elsewhere in the questionnaire refer to time spent at Assembly and on sporting and other activities which are also clearly educational but are not seen as 'teaching time' in the ordinary sense.

The abbreviation weekly time refers to weekly class teaching time.

- D4. Please estimate the total number of hours that can be defined as weekly class teaching time: 

J184 hours
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D6. Would you please indicate which of the following mathematics curriculum areas have been covered in the study child's class? It is not expected that any one school will have covered all possible areas. Please answer regardless of whether study child has mastered these areas or not.

- |      |                         |                          |      |           |                          |
|------|-------------------------|--------------------------|------|-----------|--------------------------|
| J204 | Four rules              | <input type="checkbox"/> | J208 | Fractions | <input type="checkbox"/> |
| J205 | Other number operations | <input type="checkbox"/> | J209 | Measure   | <input type="checkbox"/> |
| J206 | Geometry                | <input type="checkbox"/> | J210 | Algebra   | <input type="checkbox"/> |
| J207 | Statistics              | <input type="checkbox"/> |      |           |                          |
| J211 | Others (please specify) | <input type="checkbox"/> |      |           |                          |

D7. a. Is the study child's class given homework? J212

- |                      |                          |                      |                          |
|----------------------|--------------------------|----------------------|--------------------------|
| Daily                | <input type="checkbox"/> | Occasionally         | <input type="checkbox"/> |
| Several times a week | <input type="checkbox"/> | On demand by parents | <input type="checkbox"/> |
| Once a week          | <input type="checkbox"/> | Never                | <input type="checkbox"/> |

b. If yes, is the homework: J213

- |  |                          |
|--|--------------------------|
| Confined to reading and study tasks                              | <input type="checkbox"/> |
| Part reading/study and part assignments due for teacher checking | <input type="checkbox"/> |
| Confined to assignments due for teacher checking                 | <input type="checkbox"/> |

D8. Which of the following incentives (if any) are used in relation to academic work in the study child's classroom:

- |                                  |      |   |                          |
|----------------------------------|------|---|--------------------------|
| a. Direct praise:                | J214 | Verbal praise                                   | <input type="checkbox"/> |
|                                  | J215 | Written praise                                  | <input type="checkbox"/> |
|                                  | J216 | Not used  | <input type="checkbox"/> |
| b. Naming of children:           | J217 | Within the class                                | <input type="checkbox"/> |
|                                  | J218 | In school assembly                              | <input type="checkbox"/> |
|                                  | J219 | Not used  | <input type="checkbox"/> |
| c. Work displayed on walls:      | J220 | Equally for all children                        | <input type="checkbox"/> |
|                                  | J221 | Mainly high quality work                        | <input type="checkbox"/> |
|                                  | J222 | Mainly on basis of high effort by child         | <input type="checkbox"/> |
|                                  | J223 | Not used  | <input type="checkbox"/> |
| d. Awarding of free time:        | J224 | Used  | <input type="checkbox"/> |
|                                  |      | Not used  | <input type="checkbox"/> |
| e. Encouragement of competition: | J225 | Individual attainment                           | <input type="checkbox"/> |
|                                  | J226 | Group attainment (e.g. 'houses' within a class) | <input type="checkbox"/> |
|                                  | J227 | Not used  | <input type="checkbox"/> |
| f. Other incentives              |      |   | <input type="checkbox"/> |

Please specify:

..... J228 .....

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MAKE NO MARKS OR SMUDGES NEAR THESE LINES

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D9. It would help us to assess the ethos in the classroom if you, as the child's teacher, would define your particular approach and practice on the issues defined here: (Please place a vertical mark across line at the appropriate point).

<p>'Open teaching' _____ J229</p> <p>'Didactic methods' _____ J230</p> <p>Question and answer style _____ J231</p> <p>Firm schedule of progress through curriculum areas _____ J232</p> <p>Planning of individual tasks to be firmly guided within a specific curriculum _____ J233</p>	<p>'Traditional teaching' _____</p> <p>'Exploratory methods' _____</p> <p>Explanation and then let children get on with work _____</p> <p>Rate of progress dictated by children's speed of work _____</p> <p>Each child's interests to dictate choice of tasks within a very general curriculum _____</p>
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D10. Which of the following educational goals have you mentioned to the study child's class in the recent past:

- A forthcoming classroom test  J234
- Secondary level examinations (e.g. CSE, A/O levels)  J235
- Private (public) school entrance examinations  J236
- Eventual technical or craft training  J237
- Polytechnic or university or other post-school education  J238
- A good job/risk of unemployment  J239
- Family or teacher approval  J240
- Peer approval  J241
- Pride in the work done  J242
- None of these  J243

D11. Please indicate the approach to the following issues in the study child's classroom (Place a vertical mark across the line at the appropriate point):

<p>Specifying clearly the behavioural rules to be observed in the classroom _____ J244</p> <p>Developing a questioning attitude towards everything in society _____ J245</p>	<p>Leaving decisions on conduct to the children's common sense as much as possible _____</p> <p>Inculcating respect for the well-established values in society _____</p>
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(ii) SCHOOL DETAILS (TO BE COMPLETED BY SCHOOL HEAD)

D12. Number of girl pupils  pupils

Number of boy pupils  pupils

D13. Number of boarders  boarders

D14. Age range of pupils: from  yrs to  yrs

D15. Formal description of school:  
 (if necessary mark more than one space).  
 J251 Maintained  J252 Voluntary-controlled  J253 Voluntary-aided   
 J254 Direct Grant  J255 Independent   
 J256 Other (please specify) .....

D16. Which of these additional descriptions apply to your school:  
 J257 Junior and Infant  J259 Junior  J261 Attached nursery class   
 J258 Middle and First  J260 Middle  J262 Priority Area   
 J263 Special   
 J264 Other (please specify) .....

D17. Total number of registered classes  classes

D18. a. Does the school have scale posts of special responsibility for any of the following (Please mark all that apply);

Reading or language development  J266

Mathematics  J267

Remedial or special education  J268

Home/school liaison  J269

None of these  J270

D18. b. If no scale posts are held in relation to these subjects has any teacher been designated as responsible for the preparation of special curricula and/or programmes in:

Reading or language development  J271

Mathematics  J272

Remedia. or special education  J273

Home/school liaison  J274

None of these  J275

D19. Are any classes streamed in the school?  J276

All classes

Some classes

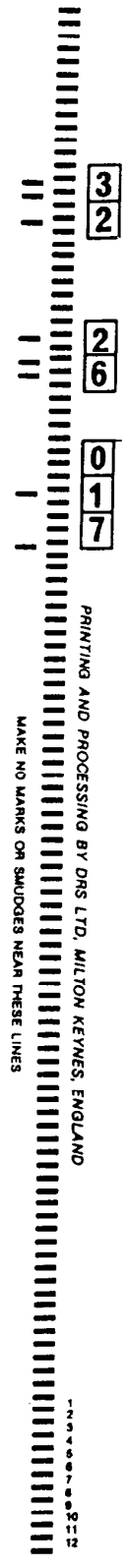
No classes

D20. Using words employed by H.M.I.'s in their recent study of primary education, where would you place your school's philosophy: (Please place a vertical mark across the line at the appropriate point).

Didactic  J277  Exploratory

Structured Classes  J278  Blend of individual teaching and structured groups

Loose adherence to curriculum  J279  Firm adherence to curriculum



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**D21 To what extent do the study child or other pupils assist in the work of maintenance or improving the appearance of the school buildings and open areas? (Please mark all that apply).**

- Daily work schedule for all  J280
- Regular schedule for various classes or work groups  J281
- Less regular schedules of work  J282
- This work given when necessary; e.g. tidying up and picking up waste paper  J283
- This work given as a disciplinary measure  J284
- No such work expected of pupils  J285

**D22 Pastoral Care:**

**a. If a child has serious behavioural problems, who would usually be responsible for providing counselling? (Please mark more than one box if necessary).**

- Class teacher  J286
- School head  J287
- A teacher with special pastoral responsibility for pupils  J288
- The school's educational psychologist  J289
- None of these  J290

**b. If a child is known or thought to have serious personal problems, who would usually be responsible for providing counselling? (Please mark more than one box if necessary).**

- Class teacher  J291
- School head  J292
- A teacher with special pastoral responsibility for pupils  J293
- The school's educational psychologist  J294
- None of these  J295

**D23 Below is a list of disciplinary methods used in schools to-day. Please indicate which methods are used in your school.**

		Often	Occasionally	Rarely	Never
Suspension and/or expulsion	J296	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corporal punishment (caning)	J297	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other corporal punishment	J298	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical exercise or manual work	J299	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra classwork/homework	J300	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having to write 'lines'	J301	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kept in classroom/school outside normal hours	J302	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confinement to nurture group or other forms of relative isolation	J303	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion from sport or other popular activities	J304	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed the consequences of their behaviour	J305	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admoldished	J306	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report to parents (verbal or written)	J307	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other methods (please specify)	J308	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....  
 .....

D24. Please estimate the approximate percentages of Assembly time that are devoted in any one term to:

A general report on school's activities/plans	J309	%
Prayers, hymns and religious services	J310	%
Discussion of minority religious faiths	J311	%
Reports on team and individual achievements	J312	%
Reports or displays of class achievements/projects	J313	%
A talk on ethical issues/code of conduct	J314	%
Popular or school songs	J315	%
Other (please specify)	J316	%
.....	J317	

(iii) SCHOOL INTAKE (TO BE COMPLETED BY SCHOOL HEAD)

D25. Please estimate the approximate percentages of your school population who fall into the categories described below:

a. General academic level:

High (more than 18 months ahead of age norms)	J318	%
Above average (between 6 and 18 months ahead)	J319	%
Average (between 6 months ahead and 6 months behind)	J320	%
Below average (between 6 and 18 months behind)	J321	%
Low (more than 18 months behind age norms)	J322	%

b. Occupation: please make an estimate, no matter how rough an approximation, of the percentages of your pupil intake whose fathers are in the following broad occupational groups:

Professional/managerial	J324	%
Clerical and other 'white collar' workers	J325	%
Skilled manual workers	J326	%
Semi-skilled or unskilled manual workers	J327	%
	J328	

c. Cultural groups to which the school's parents belong:

Europe: English, Scottish, Welsh, Irish (Northern)	J329	%
Irish (Southern)	J330	%
Other European	J331	%
West Indian	J332	%
African	J333	%
Asian (Indian, Pakistani, Bangla-Deshi)	J334	%
Parents from any two of the above groups	J335	%
Any other cultural groups	J336	%
	J337	

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