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NATIONAL CHILD DEVELOPMENT STUDY

Not Answered (-1)
Does Not Apply (-2)

STRICTLY CONFIDENTIAL

632

PARENTAL QUESTIONNAIRE
NATIONAL CHILD DEVELOPMENT STUDY
(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1
EUSTon 4263

SPONSORS:
Institute of Child Health, University of London
National Birthday Trust Fund
National Bureau for Co-operation in Child Care
National Foundation for Educational Research in England and Wales
IN COLLABORATION WITH:
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Mrs. M. L. Kellmer Pringle, B.A., Ph.D., Dip. Ed. Psych.
R. Davis, B.A.
SENIOR MEDICAL RESEARCH OFFICERS:
M. J. Bell, R.Sc., M.B., B.S., D.P.M.

N4		N1	
Local Authority Code Number		Child's Code Number	

1. CHILD'S NAME (Surname).....

(Christian Names) 8 year olds - N94

2. DATE OF BIRTH..... / 3 / 58 TODAY'S DATE

3. SEX

(Please ring appropriate code number)

Boy

Girl

Col. 14

1

2

4. CHILD'S PRESENT HOME ADDRESS

5. CHILD'S PLACE OF BIRTH.....

6. HOME ADDRESS AT TIME OF CHILD'S BIRTH (IF DIFFERENT FROM PLACE OF BIRTH)

7. CHILD'S NATIONAL HEALTH SERVICE NO.

INTRODUCTORY NOTES

In 1958 a study was made of virtually every baby born in the week 3rd to 9th March in England, Scotland and Wales. Through the co-operation of doctors and midwives all over the country, very comprehensive information was obtained about each child and mother. The results of this study, the 1958 Perinatal Mortality Survey, have already had a considerable impact with a consequent improvement in maternity services and a saving of infant life.

With so much information already available about the children, a unique opportunity presents itself now for relating the ante-natal and birth history of the children to their present development. There is as yet much to learn about the influence of conditions before and at birth on normal educational, physical and emotional growth. There is, too, much to be discovered about the causes and effects of many handicaps and even about their incidence in the child population. Particularly is this the case for minor handicaps, which may nevertheless be educationally significant. A detailed study of a large and representative group affords the opportunity of answering some of these questions.

N622

To make the fullest use of this opportunity, an interdisciplinary project, the National Child Development Study (1958 Cohort) is being sponsored by the four organisations detailed on the front of this booklet. The present phase of this study, which will cover some 16,000 children, is being financed from Government funds. It is inevitable in an undertaking of this size that a good deal of the information to be obtained will be gathered by individual doctors, health visitors, head and class teachers. We are most grateful for the assurances which have already been received that maximum co-operation will be given to this study. We do not underestimate the amount of work involved but we hope that you will feel the project worthy of your professional skill and time.

It has been decided to collect information, if possible, from three sources. The school will make an assessment of the child's progress, and give a few attainment tests. The mother of the child is to be interviewed and the Parental Questionnaire completed by, in most cases, a health visitor. Finally, we hope that the child can be examined by a doctor, who will complete the Medical Questionnaire.

The Parental Questionnaire

This questionnaire would best be completed during an interview with the child's mother. If for any reason the mother is unavailable, please interview the person who can best answer questions about the child's health and development. Occasionally, a child will not now be living with his own (i.e. natural) mother. In this circumstance, please interview the person who has become for the child a, more or less, permanent mother substitute. Throughout the questionnaire the term "mother" should be taken to imply the child's mother or the permanent mother substitute, except on those few occasions where the term "own mother" is used. The word "father" refers to the child's father or, where appropriate, to the male head of the household.

In interviewing the mother, please assure her at the outset that her answers will be treated in the strictest confidence and that the 16,000 children concerned will be identified by numbers only. If in the light of the mother's response during the interview you feel that a particular question might best be omitted, please feel free to do this, although we are anxious to have the questionnaires fully completed.

Most of the questionnaire has been framed as a series of items to which a number of possible answers is stated. Would you please ring the number in the column opposite the answer you wish to make. We have tried to anticipate likely answers but, where appropriate, have left space for other replies. We apologise to those who may find this approach inhibiting; it has been used to reduce your clerical work and ours. It also simplifies later analysis of the replies. If, however, you feel that a particular answer needs some qualification or amplification, please add comments at that point on the questionnaire.

We should like you to complete the last page of the questionnaire *after* the interview. The information given on this page will be treated like all the other information, in the strictest confidence.

Examples of Scoring

No	Yes	Don't know
(2)	1	0

Col. 86

No _____
 Yes _____
 Don't know _____

Col. 87
2
(1)
0

3

N95

Col. 23 - 26

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N97

Please ring appropriate number

Yes _____

No_____

Don't know or inapplicable—

Col. 27

1

2

0

Col. 28

(Christian Names)

N98

Mother (or Mother Substitute)—

Other (please specify) _____

1028

15
20

2 (2)

(3) Official Records
1 (1) (4) Adoption Study
2 (2)

13. PEOPLE IN THE HOUSEHOLD:

The parents:

The present child;

Any other children;

Any other adults, e.g. relatives or lodgers who are members of the household.

[illegible]

Leave plank

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Not Answered (-1)
Does Not Apply (-2)

4

(b) Please list any children of the household not included in list (a), e.g. those who are only at home for holidays or leave.

Surname	Christian Name	Sex	Age (approx. if necessary)	Relationship to Child, or Status in the Household

N99

14. From the above two tables, please state the total number of children of the household under the age of 21. (Enter the actual number in the box, e.g. for 4 enter)

N101

15. Please state the child's position amongst these children. (For eldest, enter ; for Don't know or inapplicable enter)

N103

16. Please ascertain, or state to your knowledge, whether the child is normally cared for by his/her:

Own mother _____
Stepmother _____
Foster mother _____
Adoptive mother (i.e. child is legally adopted) _____
Grandmother _____
Other person _____
(Please specify) _____
Other situation _____
(Please specify) _____
Don't know or inapplicable _____

If not child's own mother, please ascertain how old the child was when he/she came under the care of the present mother substitute. _____ mths./yrs.

N104

17. Please ascertain, or state to your knowledge, whether the child's father is his/her:

Own father _____
Stepfather _____
Foster father _____
Adoptive father (i.e. child is legally adopted) _____
Grandfather _____
Other person _____
(Please specify) _____
Other situation _____
(Please specify) _____
Inapplicable (e.g. no father or no male head of household) _____
Don't know _____

If not child's own father, please ascertain how old the child was when he/she came under the care of the present father substitute. _____ mths./yrs.

Summary Card - Illegitimacy N1844

Col. 29-30

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Col. 31-32

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Please ring appropriate number

Col. 33

1 (2)

2 (3)

3 (4)

4 (5)

5 (6)

6 (7)

7 (8)

0 (1)

Please ring appropriate number

Col. 34

1 (2)

2 (3)

3 (4)

4 (5)

5 (6)

6 (7)

7 (8)

8 (9)

0 (1)

Not Answered (-1)
Does Not Apply(-2)

5

Child's School and Pre-school Experience

18. Did the child attend a local authority or a private nursery school or class?

(Do not include day nursery or playgroup attendance).

(Code as "No" if attended for less than one month in total)

Yes _____

No _____

Don't know _____

N105 Please ring appropriate number N106

Local authority nursery school or class	Private nursery school or class
Col. 35	Col. 36
1 (2)	1 (2)
2 (3)	2 (3)
0 (1)	0 (1)

If the child attended a local authority nursery school or class, please enquire name of school and local authority, or area.

19. If the child attended a nursery class, was this in his/her present school?

(If the child has not attended a nursery class, please ring "0")

Yes _____

No _____

Don't know or inapplicable _____

Please ring appropriate number

Col. 37

1

2

0

20. Has the child attended a local authority day nursery?

Yes _____

No _____

Don't know _____

Col. 38

1 (2)

2 (3)

0 (1)

If Yes, please enquire name of day nursery and local authority, or area:

21. Apart from anything already mentioned, has the child had any other pre-school experience of an organised nature? (e.g. private day nursery, playgroup).

Yes _____

No _____

Don't know _____

Col. 39

1 (2)

2 (3)

0 (1)

If yes, please state nature of group

22. How old was the child when he/she first started school part-time, where appropriate, and full-time? (Include nursery school but not attendance at a day nursery.)

(If the child has never received any schooling, please ring "0")

Under 3½ yrs. old _____

3½ yrs. but less than 4 _____

4 yrs. but less than 4½ _____

4½ yrs. but less than 5 _____

5 yrs. but less than 5½ _____

5½ yrs. but less than 6 _____

6 yrs. or older _____

Don't know or inapplicable _____

N110 Please ring appropriate number N111

Part-time Schooling	Full-time Schooling
Col. 40	Col. 41
1 (2)	1 (2)
2 (3)	2 (3)
3 (4)	3 (4)
4 (5)	4 (5)
5 (6)	5 (6)
6 (7)	6 (7)
7 (8)	7 (8)
0 (1)	0 (1)

23. Since the age of five, how many schools has the child attended? (Count the present school as one; please write the actual number in the box; for "Don't know" or "Inapplicable", enter 00.)

Col. 42-43

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Not Answered (-1)
Does Not Apply (-2)

6

N114 24. When the child first started school, how soon did he/she settle down? (This refers to nursery schooling, where appropriate, and other schooling, where not.)

Please ring appropriate number

Within a month _____
Within 1-3 months _____
Was still unsettled after 3 months _____
Don't know or inapplicable _____

Col. 44
1 (2)
2 (3)
3 (4)
0 (1)

N115 25. Is the child happy at his/her present school?

(If the child has been at his/her present school less than three months, please ring "0")

Happy _____
Not altogether happy _____
Unhappy _____
Don't know or inapplicable _____

Col. 45
1 (2)
2 (3)
3 (4)
0 (1)

N116 26. Would the parents like the child to be able to stay on at secondary school after the minimum school leaving age?

Yes _____
No _____
Don't know or inapplicable _____
Other (Please specify) _____

Col. 46
1 (2)
2 (3)
0 (1)
3 (4)

27. Is the child at all awkward or clumsy when:

Not at all A little Certainly Don't know or inapplicable

N117 (a) Walking? _____ 2 (3) 3 (4) 1 (2) 0 (1) Col. 47

N118 (b) Running? _____ 2 (3) 3 (4) 1 (2) 0 (1) Col. 48

N119 (c) Climbing stairs? _____ 2 (3) 3 (4) 1 (2) 0 (1) Col. 49

N120 (d) Tying a bow? _____ 2 (3) 3 (4) 1 (2) 0 (1) Col. 50

N121 28. Is the child:

Normally active? _____
Inactive and quiet (prefers to sit and watch)? _____
Restless and overactive (can't keep still)? _____
Don't know or inapplicable _____

Col. 51
1 (2)
2 (3)
3 (4)
0 (1)

N122 29. Does the child meet other children outside the household? (Exclude going to and from, and in school.)

Most days, or every day _____
Quite often _____
Very little _____
Not at all _____
Don't know or inapplicable _____

Col. 52
1 (2)
2 (3)
3 (4)
4 (5)
0 (1)

Not Answered(-1)
Does Not Apply(-2)

7

30. Please read this to the mother: "I am going to mention a few difficulties of various kinds which many children have at some time. I'd like you to tell me first whether any of these things have occurred during the last 3 months".
(If occurred only during acute infection, please ring '0')

		Has occurred in last 3 months			
		Yes	No	Don't know or inapplicable	
N123	(a) Has complained of headaches (more than once)——	1 (2)	2 (3)	0 (1)	Col. 53
N124	(b) Has had temper tantrum——	1 (2)	2 (3)	0 (1)	Col. 54
N125	(c) Has been reluctant to go to school——	1 (2)	2 (3)	0 (1)	Col. 55
N126	(d) Has had bad dreams or night terrors——	1 (2)	2 (3)	0 (1)	Col. 56
N127	(e) Has had difficulty in getting off to sleep——	1 (2)	2 (3)	0 (1)	Col. 57
N128	(f) Has sleepwalked——	1 (2)	2 (3)	0 (1)	Col. 58
N129	(g) Has been faddy—many dislikes over food——	1 (2)	2 (3)	0 (1)	Col. 59
N130	(h) Has had poor appetite——	1 (2)	2 (3)	0 (1)	Col. 60
N131	(i) Has overeaten for more than the occasional meal——	1 (2)	2 (3)	0 (1)	Col. 61

Not Coded 31. "Were you concerned about any of these or other problems before the child started school?"

Yes _____
No _____
Don't know _____

Col. 62
1
2
0

If Yes, please specify which problems caused concern.....

Not Coded 32. "Have you been concerned about any of these or other problems since he/she has been at school?"
(But excluding last 3 months.)

Yes _____
No _____
Don't know _____

Col. 63
1
2
0

If Yes, please specify which difficulties have caused concern.....

N132 33. Has the child been in the care of the local authority?

Yes, is "in care" now——
Yes, has been "in care" in the past but is not now——
No, has never been "in care"——
Don't know——

Col. 64
1 (2)
2 (3)
3 (4)
0 (1)

(5) Vol. Soc. Care
(6) VS in past
(7) In Care Abroad
(8) Sugg By NCDS Q

If Yes, please give child's age at the time and local authority or area. Total duration in care - N1863. Foster Home - N1864. Nature of care - N1865.
Age at first placement - N1866.

Not Answered (-1)
Does Not Apply (-2)

34. Please read this to the mother: "Now I want to mention some description of behaviour shown by many children. I'd like you, first, to tell me whether these kinds of behaviour never happen with ... whether they happen sometimes, or frequently at the present time".

		Please ring appropriate number				
		Never	Sometimes	Frequently	Don't know or inapplicable	
N133	(a) Has difficulty in settling to anything for more than a few moments	3 (4)	2 (3)	1 (2)	0 (1)	Col. 65
N134	(b) Prefers to do things on his/her own rather than with others	3 (4)	2 (3)	1 (2)	0 (1)	Col. 66
N135	(c) Is bullied by other children	3 (4)	2 (3)	1 (2)	0 (1)	Col. 67
N136	(d) Destroys own or others belongings (e.g. tears or breaks)	3 (4)	2 (3)	1 (2)	0 (1)	Col. 68
N137	(e) Is miserable or tearful	3 (4)	2 (3)	1 (2)	0 (1)	Col. 69
N138	(f) Is squirmy or fidgety	3 (4)	2 (3)	1 (2)	0 (1)	Col. 70
N139	(g) Worries about many things	3 (4)	2 (3)	1 (2)	0 (1)	Col. 71
N140	(h) Is irritable, quick to fly off the handle	3 (4)	2 (3)	1 (2)	0 (1)	Col. 72
N141	(i) Sucks thumb or finger during day	3 (4)	2 (3)	1 (2)	0 (1)	Col. 73
N142	(j) Is upset by new situation, by things happening for first time	3 (4)	2 (3)	1 (2)	0 (1)	Col. 74
N143	(k) Has twitches or mannerisms of the face, eyes or body	3 (4)	2 (3)	1 (2)	0 (1)	Col. 75
N144	(l) Fights with other children	3 (4)	2 (3)	1 (2)	0 (1)	Col. 76
N145	(m) Bites nails	3 (4)	2 (3)	1 (2)	0 (1)	Col. 77
N146	(n) Is disobedient at home	3 (4)	2 (3)	1 (2)	0 (1)	Col. 78

Not Coded 35. Did any of these or other aspects of behaviour cause you any concern before the child started school?

Yes _____
No _____
Don't know _____

Col. 79

1
2
0

If Yes, please specify the aspects involved

Col. 80

Not Coded 36. Have any of these or other aspects caused you any concern since he/she has been at school? (but not at present).

Yes _____
No _____
Don't know _____

1
2
0

If Yes, please specify the aspects involved

Not Answered (-1)
Does Not Apply (-2)

9

For office
use only

Card No.

Col. 1

Col. 2

Col. 3

Col. 4

Col. 5

Col. 6

Col. 7

Col. 8

Col. 9

Col. 10

Col. 11

N157

37. Has the child ever been separated from the mother? (i.e. overnight).

(If the answer to this question is No, Don't know or Inapplicable, please ignore the rest of this page).

Yes _____

No _____

Don't know or inapplicable _____

Col. 12

1 (2)

2 (3)

0 (1)

N158

38. Has the child ever been separated from the mother for a period longer than a week?

(If the answer to this question is No, Don't know or Inapplicable, please ignore the rest of this page).

Yes _____

No _____

Don't know or inapplicable _____

Col. 13

1 (2)

2 (3)

0 (1)

39. Please obtain the following details about the child's longest period of separation from the mother & (i.e. longer than a week) and his/her first period of separation longer than a week. If the occasion was the same one, please nevertheless complete both columns.

39. Longest Period of Separation from Mother.

40. First Separation from Mother.

N658

Col. 14 - 15 - 16

days

Col. 17

Col. 18 - 19

yrs. mths.

N659

Col. 22 - 23 - 24

days

Col. 25

Col. 26 - 27

yrs. mths.

(a) Duration in days
(e.g., for 11 days
enter)

(b) Age of Child
at Separation

(c) Contact between
Child and Mother

At least daily

At least weekly

At least monthly

No contact

Don't know or inapplicable

(d) Child's Placement

At home

In hospital

At home of relative or friend
known to the child

Boarding school or institution

Don't know or inapplicable

Other placement

(Please specify)

Please
ring
ring
appropriate
number

Please
ring
ring
appropriate
number

(e) Reason for Separation

41. How many different periods of separation have there been?

Before the age of five _____

(e.g. for 2 enter)

Since the age of five _____

Col. 30-31

Col. 32-33

Not Answered (-1)
Does Not Apply (-2)

10

42. Does either parent read to, or read with, the child?

		<i>Yes, at least every week</i>	<i>Yes, occasionally</i>	<i>Never, or hardly ever</i>	<i>Don't know or inapplicable</i>	
N179	Mother	1 (2)	2 (3)	3 (4)	0 (1)	Col. 34
N180	Father	1 (2)	2 (3)	3 (4)	0 (1)	Col. 35

43. Do the parents take the child out? (e.g. for walks, outings, picnics, visits, shopping).

		<i>Yes, most weeks</i>	<i>Yes, occasionally</i>	<i>Never or hardly ever</i>	<i>Don't know or inapplicable</i>	
N181	Mother	1 (2)	2 (3)	3 (4)	0 (1)	Col. 36
N182	Father	1 (2)	2 (3)	3 (4)	0 (1)	Col. 37

44. Does the father take a big part in managing the child, or leave mainly to mother?

N183	<i>(If father is away a lot ring 2 or 3 as applicable)</i>					Col. 38
	Father takes a big part, or equal part with mother	1 (2)				
	Father takes a smaller part than mother (but mother feels it to be a significant part)	2 (3)				
	Father takes a very small part, or leaves to mother	3 (4)				
	Don't know or inapplicable	0 (1)				

45. Do the parents themselves do any spare time reading? (e.g. of newspapers, books or magazines).

(a) Newspapers or Magazines

		<i>Yes, most days</i>	<i>Yes, occasionally</i>	<i>Never, or hardly ever</i>	<i>Don't know or inapplicable</i>	
N184	Mother	1 (2)	2 (3)	3 (4)	0 (1)	Col. 39
N185	Father	1 (2)	2 (3)	3 (4)	0 (1)	Col. 40

(b) Books or Technical Journals

		<i>Yes, most weeks</i>	<i>Yes, occasionally</i>	<i>Never, or hardly ever</i>	<i>Don't know or inapplicable</i>	
N186	Mother	1 (2)	2 (3)	3 (4)	0 (1)	Col. 41
N187	Father	1 (2)	2 (3)	3 (4)	0 (1)	Col. 42

Not Answered (-1)
Does Not Apply (-2)

11

46. What is the occupation of the child's father? (i.e., present male head of household). If not working, give last occupation and give reason, e.g. unemployed, sick. If there is no male head of household, please write "None".

Actual Job

Industry

(As much detail as possible should be given. The actual job should show the type of work done so that we may be able to classify by the skill, qualification or responsibility involved. Terms such as "engineer", "civil servant", "electrical worker", "clerk", do not give sufficient information to allow such classification, and should be expanded.)

Is the father paid weekly, monthly or is he self-employed?

Weekly 1
Monthly 2
Self-employed 3
Don't know 0

If self-employed:

(i) Does he employ 10 or more persons?

Yes 1
No 2
Don't know 0

If not self-employed:

(ii) Does he supervise others? (e.g. foreman, manager, charge-hand).

Yes 1
No 2
Don't know 0

Please
leave
blank

Col. 43

1 (2)

2 (1)

3 (2)

4 (3)

5 (4)

6 (5)

0 (1)

7(6)N190
8(7)N190
9(8)N190

N189

N190

X(2)N18

N190 Y(1)N188

N190

N190

N190

N189

Col. 44

1 (2)

2 (1)

3 (2)

4 (3)

5 (4)

6 (5)

0 (1)

7(6)N193

8(7)N193

9(8)N193

X(2)N191

Y(1)N191

47. When the father left school, what was his father's job?

Actual Job

Industry

Was he:

Self-employed, not employing others? 1
Employer? 2
Employee, not supervising others? 3
Employee, supervising others? 4
Don't know 0

N192

N193

N193

N193

N193

N193

N192

48. Did the father stay on at school after the minimum school leaving age? N194

Yes
No
Don't know

Col. 45

1

2

0

If Yes, at what age did he finish full-time education? N195

Col. 46-47

yr1.

49. Has the mother been in paid work since the child's birth? (Include only work outside the home).

Part-time or
Temporary
(More than one
month's duration) Full-time Mother
has not
worked Don't know or
inapplicable

N197

Before the child
started school

1

2

3

0

Col. 48

N147

Since the child
started school

1

2

3

0

Col. 49

If the mother has worked, please give brief details of duration and hours worked.....

Not Answered (-1)
Does Not Apply (-2)

12

N199

50. What is the accommodation occupied by this household?

Whole house _____
Flat (self-contained) _____
Rooms _____
Other (please specify) _____
Don't know or inapplicable _____

Please ring appropriate number

Col. 50

1 (2)

2 (3)

3 (4)

4 (5)

0 (1)

Col. 51

N200

51. Is the accommodation:

Owned by the household, or being bought? _____
Council rented? _____
Private rented? _____
Rent free? _____
Other (please specify) _____
Don't know or inapplicable _____

1 (2)

2 (3)

3 (4)

4 (5)

5 (6)

0 (1)

N201

52. How many rooms are there? (Include rooms used by lodgers or relatives who are members of the household; exclude bathroom, scullery or kitchen unless used as a living room)

Col. 52 - 53

rms.

53. Has the household got, or does it share:

		Sole use	Shared	None	Don't know or inapplicable	
N204	(a) Bathroom?	1 (2)	2 (3)	3 (4)	0 (1)	Col. 54
N205	(b) Indoor Lavatory?	1 (2)	2 (3)	3 (4)	0 (1)	Col. 55
N206	(c) Outside Lavatory?	1 (2)	2 (3)	3 (4)	0 (1)	Col. 56
N207	(d) Cooking Facilities?	1 (2)	2 (3)	3 (4)	0 (1)	Col. 57
N208	(e) Hot Water Supply?	1 (2)	2 (3)	3 (4)	0 (1)	Col. 58
N209	(f) Garden, Yard?	1 (2)	2 (3)	3 (4)	0 (1)	Col. 59

Not Answered (-1)
Does Not Apply (-2)

13

54. Did the child attend an Infant Welfare Clinic or Toddlers' Clinic?

		No	Yes Regularly	Yes Occasionally	Don't know	
N210	(a) Infant Welfare Clinic (under 1 year)	1 (2)	2 (3)	3 (4)	0 (1)	Col. 60
N211	(b) Toddlers' Clinic (1-5 years)	1 (2)	2 (3)	3 (4)	0 (1)	Col. 61

55. IMMUNISATION AND VACCINATION

Has the child received any immunisation against:

		Yes	No (objects to it)	No (all other reasons)	Don't know	
N212	(a) Diphtheria	1 (2)	2 (3)	3 (4)	0 (1)	Col. 62
N213	(b) Poliomyelitis	1 (2)	2 (3)	3 (4)	0 (1)	Col. 63
N214	(c) Smallpox	1 (2)	2 (3)	3 (4)	0 (1)	Col. 64

56. What infectious diseases has the child had, and at what ages?

		No	Yes	Don't know	
N215	(a) Measles	2 (3)	1 (2)	0 (1)	Col. 65
N216	(b) German measles	2 (3)	1 (2)	0 (1)	Col. 66
N217	(c) Whooping cough	2 (3)	1 (2)	0 (1)	Col. 67
N218	(d) Chicken pox	2 (3)	1 (2)	0 (1)	Col. 68
N219	(e) Mumps	2 (3)	1 (2)	0 (1)	Col. 69
N220	(f) Scarlet fever	2 (3)	1 (2)	0 (1)	Col. 70
N221	(g) Others (e.g., glandular fever, tuberculosis, etc.) Specify	2 (3)	1 (2)	0 (1)	Col. 71

		No	Yes under 1 month	Yes over 1 month	Don't know	
N222	57. BREAST FEEDING Was the child breast fed (partly or wholly) as a baby?	1 (2)	2 (3)	3 (4)	0 (1)	Col. 72

		No	Yes	Don't know	
N223	58. WALKING By 1½ years of age was the child walking alone?	2	1	0	Col. 73
					If not, at what age?

59. SPEECH

**For office
use only**

Card No.

4

Col. 1

Col.

2	3	4	5	6	7	8	9	10	

Col. 11

Has the child attended any of the following?

Specify.

N245 61. Has the child ever had a dental gas?—

No	Yes	Don't know
2(3)	1(2)	0(1)

Col. 19 If yes, how many times?

Not Answered (-1)
Does Not Apply (-2)

15

62. HOSPITAL ADMISSIONS

Has the child ever been admitted to hospital for any of the following:

	No	Yes	Don't know		Name of Hospital and Town	Age
N246 (a) Tonsils and/or adenoids— (Specify)	2(3)	1(2)	0(1)	Col. 20	.....	.....
N247 (b) Abdominal operation— (Specify)	2(3)	1(2)	0(1)	Col. 21	.....	.....
N248 (c) Hernia repair— (Specify)	2(3)	1(2)	0(1)	Col. 22	.....	.....
N249 (d) Other operations (including blood transfusions)— (Specify)	2(3)	1(2)	0(1)	Col. 23	.....	.....
N250 (e) Road accidents— (Specify)	2(3)	1(2)	0(1)	Col. 24	.....	.....
N251 (f) Home accidents (e.g. burns, scalds, poisoning, injury)— (Specify)	2(3)	1(2)	0(1)	Col. 25	.....	.....
N252 (g) Other accident or injury— (Specify)	2(3)	1(2)	0(1)	Col. 26	.....	.....
N253 (h) Illnesses, investigations or tests— (Specify)	2(3)	1(2)	0(1)	Col. 27	.....	.....
N254 (i) Hospital admission for any other reason— (Specify)	2(3)	1(2)	0(1)	Col. 28	.....	.....

Not Answered (-1)
Does Not Apply (-2)

16

MEDICAL HISTORY

63. GENERAL

N281 (a) Has the child, to the mother's knowledge, any physical handicap or disabling condition?

No Yes Don't know

2(3) 1(2) 0(1)

Col. 29

Specify.....

N255 (b) Does the mother consider the child to be particularly sensitive or highly strung?

2(3) 1(2) 0(1)

Col. 30

Specify.....

N256 64. EAR, NOSE AND THROAT

(a) Has the child had more than 3 throat and/or ear infections (with fever) in the past year?-----

2(3) 1(2) 0(1)

Col. 31

Has the child ever had:

N257 (b) Hay fever or sneezing attacks-----

2(3) 1(2) 0(1)

Col. 32

(c) Habitual snoring or mouth breathing-----

2(3) 1(2) 0(1)

Col. 33

N258 (d) Running ears (i.e. pus, not wax)-----

2(3) 1(2) 0(1)

Col. 34

No. of times in past 12 mths.

(e) Earache, without running ears-----

2(3) 1(2) 0(1)

Col. 35

No. of times in past 12 mths.

N259 (f) Hearing difficulty (suspected or confirmed)-----

2(3) 1(2) 0(1)

Col. 36

Specify..... Age..... Present now?.....

(g) Other ear trouble-----

2(3) 1(2) 0(1)

Col. 37

Specify.....

65. RESPIRATORY SYSTEM

Has the child ever had:

N259 (a) Attacks of asthma-----

2(3) 1(2) 0(1)

Col. 38

No. of times in all? No. of times in past 12 mths.

N260 (b) Bronchitis with wheezing-----

2(3) 1(2) 0(1)

Col. 39

No. of times in past 12 mths.

N261 (c) Pneumonia-----

2(3) 1(2) 0(1)

Col. 40

At what age?.....

(d) Other respiratory disease-----

2(3) 1(2) 0(1)

Col. 41

Specify.....

66. C.V.S.

Has the child had:

N262 (a) Rheumatic fever-----

2(3) 1(2) 0(1)

Col. 42

At what age?.....

(b) Chorea (St. Vitus' Dance)-----

2(3) 1(2) 0(1)

Col. 43

At what age?.....

N263 (c) Congenital heart condition-----

2(3) 1(2) 0(1)

Col. 44

Specify.....

N283 (d) Parent, brother or sister with congenital heart condition-----

2(3) 1(2) 0(1)

Col. 45

Specify.....

Not Answered (-1)
Does Not Apply (-2)

67. ALIMENTARY AND UROGENITAL SYSTEMS

Has the child ever been/or had:

	No	Yes	Don't know		
N264 (a) Periodic vomiting or bilious attacks	2(3)	1(2)	0(1)	Col. 46	No. of times in past 12 mths.
N265 (b) Periodic abdominal pain	2(3)	1(2)	0(1)	Col. 47	No. of times in past 12 mths.
(c) Recurrent mouth ulcers	2(3)	1(2)	0(1)	Col. 48	
N266 (d) Hernia of any sort	2(3)	1(2)	0(1)	Col. 49	Site
(e) Other serious digestive, bowel or alimentary disorder	2(3)	1(2)	0(1)	Col. 50	Specify
N284 (f) Infection in the urine (requiring medical treatment)	2(3)	1(2)	0(1)	Col. 51	No. of times in all No. of times in past 12 mths.
N267 (g) Wet by day after 3 years of age (Ignore occasional mishaps)	2(3)	1(2)	0(1)	Col. 52	How often in past 12 mths.
N268 (h) Wet by night after 5 years of age (Ignore occasional mishaps)	2(3)	1(2)	0(1)	Col. 53	How often in past 12 mths.
N269 (i) Soiled by day after 4 years of age (Ignore occasional mishaps)	2(3)	1(2)	0(1)	Col. 54	How often in past 12 mths.
N285 (j) Nephritis or other kidney or U-G disorder	2(3)	1(2)	0(1)	Col. 55	Specify Age
(k) Parent, brother or sister with disorder of alimentary or U-G tract	2(3)	1(2)	0(1)	Col. 56	

68. METABOLISM AND BLOOD

Is there a history of:

(a) Sugar diabetes	2(3)	1(2)	0(1)	Col. 57	Age of onset
N286 (b) Any diabetes in parents, brothers or sisters	2(3)	1(2)	0(1)	Col. 58	Specify
(c) Any thyroid, pituitary or adrenal gland disorder	2(3)	1(2)	0(1)	Col. 59	Specify
(d) Any blood disorder	2(3)	1(2)	0(1)	Col. 60	Specify

SKIN

Is there a history of:

N270 (a) Eczema in the first year	2(3)	1(2)	0(1)	Col. 61	Month of onset Sites
N271 (b) Eczema after the first year	2(3)	1(2)	0(1)	Col. 62	Any present now? Sites
N272 (c) "Strawberry marks" (raised vascular naevi)	2(3)	1(2)	0(1)	Col. 63	Age Site
N273 (d) "Port wine stains" (flat vascular naevi)	2(3)	1(2)	0(1)	Col. 64	Age Site
N274 (e) Other skin condition, including hair or nail disorder	2(3)	1(2)	0(1)	Col. 65	Specify

Not Answered (-1)
Does Not Apply (-2)

18

70. C.N.S. AND SKELETAL SYSTEM

Has the child had:

	No	Yes	Don't know		
N274(a) A fit or convulsion in the first year of life	2(3)	1(2)	0(1)	Col. 66	No. in first year
N275(b) A fit or convulsion after the first year	2(3)	1(2)	0(1)	Col. 67	Age at first fit
N276(c) Petit mal or "blank spells"	2(3)	1(2)	0(1)	Col. 68	No. in first 12 mths
N277(d) Frequent headaches or migraine	2(3)	1(2)	0(1)	Col. 69	Total No. of fits
N278(e) Travel sickness	2(3)	1(2)	0(1)	Col. 70	Age at onset
N279(f) Tics or habit spasms	2(3)	1(2)	0(1)	Col. 71	No. of times last year
N280(g) Breath holding, head banging or "rocking"	2(3)	1(2)	0(1)	Col. 72	Any drug treatment for above conditions?
N281(h) Concussion or head injury (with unconsciousness)	2(3)	1(2)	0(1)	Col. 73	No. of times in past 12 mths?
(i) Unusual size or shape of skull	2(3)	1(2)	0(1)	Col. 74	Age
(j) Any spinal trouble	2(3)	1(2)	0(1)	Col. 75	Specify
N288(k) Congenital dislocation of hip	2(3)	1(2)	0(1)	Col. 76	Any in past 12 mths?
N289(l) Talipes	2(3)	1(2)	0(1)	Col. 77	Specify
(m) Any fractures	2(3)	1(2)	0(1)	Col. 78	At what age?
(n) Any other bone or joint disorder	2(3)	1(2)	0(1)	Col. 79	Specify
N290(o) Has any parent, brother or sister had a fit or convulsion	2(3)	1(2)	0(1)	Col. 80	Specify

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Card No.

5

Col. 1

Col.

2

3

4

5

6

7

8

9

10

N271 71. LATERALITY

Does the mother think the child is:

Right-handed	Left-handed	Mixed R. and L.	Don't know	
1(2)	2(3)	3(4)	0(1)	Col. 11

72. VISION

Has the child had:

	No	Yes	Don't know		
N292(a) Squint or suspected squint	2(3)	1(2)	0(1)	Col. 12	Specify
N293(b) Any other eye trouble?	2(3)	1(2)	0(1)	Col. 13	Present now?
N294(c) Have glasses been prescribed?	2(3)	1(2)	0(1)	Col. 14	Specify
					At what age?
					Reason

Not Answered (-1)
Does Not Apply (-2)

19

73. Children Born to this Mother (complete only where the mother is the child's own mother and, if not, please enter 0 0 for Questions 73(a) and 73(b)).

Please list all children born to this mother. Include the present child, and any that have since died and any stillbirths. Ring the numbers in the appropriate columns. Please enter twins separately, and omit miscarriages.

1.	Date of Birth	Sex		Survival		Birth	Birth Wt. (approx. if necessary)	Complications of Pregnancy			Presentation		Method of Delivery			Please specify any handicap or disability, or cause and date of death						
		M	F	Alive now	Died subsequently			Domiciliary	Institutional	Normal	Toxemia	A.P.H.	Don't know/Other	Vertex	Breech		Don't know/Other	Spontaneous	Forceps	Caesarian	Don't know/Other	
2.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	
3.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	
4.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	
5.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	
6.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	
7.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	
8.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	
9.		1	2	1	2	3	1	2	lbs.	ozs.	1	2	3	0	1	2	3	1	2	3	0	

From the above table, please state first the total number of births including the present child, and then the child's position in birth order. (N.B.: Twins=1 birth).

(For questions 73(a) and 73(b) include all live and stillbirths and any who have died subsequently)

N295 (a) Number of births _____
(e.g., for 6 births enter 0 6; if not known or inapplicable enter 0 0).

N297 (b) Child's position in birth order _____
(e.g., for first born enter 0 1).

74. Was this child a single or multiple birth? N1811

Summary Card
Identical Twin - N1846
Same Sex - N1847
Same Surviving - N1848

Single birth _____
Identical { First born _____
Second born _____
Position unknown _____
Non-Identical { First born _____
Second born _____
Position unknown _____
Twin birth but no details _____
One of triplets _____
Don't know _____

Col. 15-16

Col. 17-18

Please ring appropriate number

Col. 19

1 (2)

2 (3)

3 (4)

4 (5)

5 (6)

6 (7)

7 (8)

8 (9)

9 (10)

0 (1)

END OF INTERVIEW

Please thank the mother and ask her to bring or send a sample of the child's urine to the medical examination. When completed, please ensure that this questionnaire is in the hands of the doctor in time for his examination of the child.

STRICTLY CONFIDENTIAL**SOCIAL ENVIRONMENT**

For completion by the Health visitor only, without questioning the family

We are anxious to determine the social environment in which children are growing up today.

The following questions relate to the services provided by statutory and voluntary organisations to assist families in dealing with their social and domestic difficulties.

It is not intended to infringe upon the privacy of the home. All information obtained is used solely for statistical analysis and questionnaires are identified by number only.

Has this family to your knowledge required the services of any of the following statutory or voluntary bodies?

Under which categories would you list the difficulties of this family?

		Don't No Yes know					Don't No Yes know				
N300	Children's Dept. —————	2(3)	1(2)	0(1)	Col. 20	Housing —————	2(3)	1(2)	0(1)	Col. 34	N314
N301	Dr. Barnardo's or other Children's Society —————	2(3)	1(2)	0(1)	Col. 21	Financial —————	2(3)	1(2)	0(1)	Col. 35	N315
N302	Psychiatric Social Worker —————	2(3)	1(2)	0(1)	Col. 22	Physical illness or disability —————	2(3)	1(2)	0(1)	Col. 36	N316
N303	School Welfare or Attend- ance Officer —————	2(3)	1(2)	0(1)	Col. 23	Mental illness or neurosis —————	2(3)	1(2)	0(1)	Col. 37	N317
N304	Nat. Assistance Board —————	2(3)	1(2)	0(1)	Col. 24	Mental subnormality —————	2(3)	1(2)	0(1)	Col. 38	N318
N305	N.S.P.C.C. or R.S.S.P.C.C. —————	2(3)	1(2)	0(1)	Col. 25	Death of child's father —————	2(3)	1(2)	0(1)	Col. 39	N319
N306	Family Service Unit —————	2(3)	1(2)	0(1)	Col. 26	Death of child's mother —————	2(3)	1(2)	0(1)	Col. 40	N320
N307	Probation Officer —————	2(3)	1(2)	0(1)	Col. 27	Divorce, separation or desertion —————	2(3)	1(2)	0(1)	Col. 41	N321
N308	Marriage Guidance Council —————	2(3)	1(2)	0(1)	Col. 28	Domestic tension —————	2(3)	1(2)	0(1)	Col. 42	N322
N309	Tuberculosis Health Visitor —————	2(3)	1(2)	0(1)	Col. 29	"In-law" conflicts —————	2(3)	1(2)	0(1)	Col. 43	N323
N310	Mental Welfare Officer —————	2(3)	1(2)	0(1)	Col. 30	Unemployment —————	2(3)	1(2)	0(1)	Col. 44	N324
N311	National Council for Un- married Mother (or similar body) —————	2(3)	1(2)	0(1)	Col. 31	Alcoholism —————	2(3)	1(2)	0(1)	Col. 45	N325
N312	Any Handicapped Children's Association —————	2(3)	1(2)	0(1)	Col. 32	Any other serious difficulties affecting child's development	2(3)	1(2)	0(1)	Col. 46	N326
	(Specify)					(Specify briefly)					
N313	Other Statutory or Voluntary Body —————	2(3)	1(2)	0(1)	Col. 33						
	(Specify)										

		Don't No Yes know				
N327	Does the pattern of living of this family differ markedly from that of the neighbourhood? —————	2(3)	1(2)	0(1)	Col. 47	
	Does the mother: Speak English as her native tongue, or reasonably well as an acquired language.					Col. 48
N328	Speak English poorly as an acquired language, or not at all —————					1 (2)
	Don't know, or inapplicable —————					2 (3)
						0 (1)

Medical

Medical

Not Answered (-1)
Does Not Apply (-2)

STRICTLY CONFIDENTIAL

65/3

NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1

Tel.: EUSon 4263-4-5 (3 lines)

SPONSORS:
Institute of Child Health, University of London
National Birthdays Trust Fund
National Bureau for Co-operation in Child Care
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ENGLAND Association of Chief Education Officers
AND WALES Society of Medical Officers of Health
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SENIOR MEDICAL OFFICER:
M. J. Ball, B.Sc., M.B., B.S., D.P.H.

MEDICAL QUESTIONNAIRE

N4

N/

Local Authority Code Number	Child's Code Number

CHILD'S NAME (Surname).....

(Christian Names)

N622

SEX

(Please ring appropriate number)

Boy—

Girl—

Col. 49

1

2

DATE OF BIRTH / 3 / 58

ADDRESS OF MEDICAL EXAMINATION.....

DATE OF MEDICAL EXAMINATION.....

NAME OF MEDICAL EXAMINER.....

DESIGNATION.....

Col. 50

☐

Leave blank

Month and year medical information recorded - N330

INTRODUCTORY NOTES

The Purpose of the Study

The child to whom this questionnaire refers is one of the 17,000 children born during the week 3rd to 9th March, 1958, in England, Scotland and Wales.

Shortly after their birth, all these children were the subject of a comprehensive investigation into the circumstances relating to the mother and child, the pregnancy and the birth. The results of this study published in the *Perinatal Mortality Survey* have already had a world-wide influence, and it is hoped that the many doctors and midwives who were involved feel that their efforts have been fully justified.

The *National Child Development Study* is a logical extension of the original investigation to the growing child. Not only is there the need to assess the present physical, educational and emotional status of the child population, but for the first time there is an opportunity to relate these assessments to the existing obstetric and social data of this large national sample.

Considerable interest is already focussed on the major handicaps of childhood, but much remains to be discovered about the true incidence of these conditions and their aetiology. Even less is known of the incidence and cause of minor disabilities, emotional maladjustments and educational handicaps. This study will throw some light on their occurrence amongst children considered "at risk" of developing handicapping conditions.

This study will also reveal the numbers of children who have been exposed to such predisposing factors, but who are nevertheless developing normally.

The Scope of the Investigation

The Study is based on information gathered from three sources.

(i) The school is assessing the child's educational progress and social adjustment and is applying some attainment tests. This aspect of the investigation is being undertaken by the Local Education Department.

(ii) The mother of the child is interviewed by a Health Visitor (in most instances) who completes a Parental Questionnaire concerning the child's early life and environment. Details of illnesses, operations and a full medical history are included in this questionnaire, and on completion it will be passed on to the doctor for reference during his examination of the child.

(iii) The Medical Questionnaire comprises a medical history and examination, tests of vision, speech and hearing, physical measurements and a urine test. It is also hoped that an Audiogram will be obtained, at a time convenient to the School Health Department.

NOTES ON THE MEDICAL QUESTIONNAIRE

The form of this questionnaire has been determined by the need to utilise modern methods of handling a large volume of data. Except where stated otherwise, each question is answered by putting a ring round the appropriate number in each box.

Examples of Scoring:

No	Yes	Don't know	
2	1	0	Col. 86

No	Yes	Don't know	
			Col. 87
			2
			1
			0

The following order of completion is suggested as the most practical:

- With the child dressed:*
- (1) Front page.
 - (2) Medical History. *N.B.:* Since these questions, on pages 4, 6, 8, are identical with pages 16, 17, 18 of the Parental Questionnaire. It is not necessary for the doctor to take a second medical history if the latter is to hand and has been answered to his satisfaction.
 - (3) Vision, Speech and Hearing tests.
 - (4) Uristix urine test.
- With the child undressed:*
- (5) Height, Weight and Head circumference.
 - (6) Medical examination.
 - (7) Completion of questionnaire.

Not Answered (-1)
Does Not Apply (-2)

3

N331

1. Is the child accompanied at the medical examination by:

Mother _____

Father _____

Other relative _____

(Specify) _____

Other person _____

(Specify) _____

Child unaccompanied _____

Col. 51

1 (2)

2 (3)

3 (4)

4 (5)

0 (1)

2. Is the Parental Questionnaire to hand for reference?

Yes _____

No _____

Col. 52

1

2

Col. 53 - 54

--	--

N332 3. CHILD'S HEIGHT, without shoes, to nearest inch _____
(e.g., for 48½ inches, enter

4	9
---	---

).

If unable to measure, enter

0	0
---	---

 and state reason _____

Col. 55 - 56 - 57

--	--	--

N334 (b) A few areas have been issued with pocket stadiometers. If issued with a stadiometer, CHILD'S HEIGHT, without shoes, to nearest centimeter _____

(e.g. for 126 cms. enter

1	2	6
---	---	---

).

If not used, enter

0	0	0
---	---	---

.

Col. 58 - 59

--	--

N337 4. CHILD'S WEIGHT, in underclothes, to nearest pound _____
(e.g. for 53½ lb. enter

5	4
---	---

).

If unable to weigh, enter

0	0
---	---

 and state reason _____

Col. 60 - 61 - 62

--	--	--

N339 5. HEAD CIRCUMFERENCE, to nearest 0.5 inch _____

(e.g. for 20½ inches enter

2	0
---	---

 •

5

).

If unable to measure, enter

0	0
---	---

 •

0

 and state reason _____

Not Answered (-1)
Does Not Apply (-2)

5

MEDICAL EXAMINATION (Card 5 - applies for uncoded)

N342 10. GENERAL

Is there a major handicapping or
disfiguring condition? (e.g. mongolism, blindness, deafness,
cerebral palsy, hydrocephalus, mental
retardation, etc.)

No	Yes	Don't know
2(3)	1(2)	0(1)

Col. 63

Specify.....
.....
.....
.....

11. E.N.T. AND MOUTH

Does examination reveal:

(a) Nasal obstruction.....

2(3)	1(2)	0(1)
------	------	------

Col. 64

Specify.....

(b) Nasal or postnasal discharge.....

2(3)	1(2)	0(1)
------	------	------

Col. 65

Specify.....

(c) Tonsils worthy of comment.....

2(3)	1(2)	0(1)
------	------	------

Col. 66

Comment.....

N345 (d) Mouth or palate abnormality.....

2(3)	1(2)	0(1)
------	------	------

Col. 67

Specify.....

N346 (e) Please add up total missing, filled
and carious teeth
(e.g. for 7 enter 0 7)

Col. 68 - 69	

N348 (f) Have any permanent incisors
appeared?.....

2(3)	1(2)	0(1)
------	------	------

Col. 70

(g) Enlarged cervical glands.....

2(3)	1(2)	0(1)
------	------	------

Col. 71

Specify.....

N349 (h) Signs of past or present otitis
media (if drum obscured, ring "0")

2(3)	1(2)	0(1)
------	------	------

Col. 72

Specify.....

N352 (i) Deformity of external ear.....

2(3)	1(2)	0(1)
------	------	------

Col. 73

Specify
R. or L.

(j) Other ear condition.....

2(3)	1(2)	0(1)
------	------	------

Col. 74

Specify.....

12. R.S.

(a) Abnormal signs in lungs.....

2(3)	1(2)	0(1)
------	------	------

Col. 75

Specify.....

N353 (b) Abnormal chest shape.....

2(3)	1(2)	0(1)
------	------	------

Col. 76

Specify.....

(c) Other respiratory condition.....

2(3)	1(2)	0(1)
------	------	------

Col. 77

Specify.....

13. C.V.S.

N350 (a) Pathological heart condition.....

2(3)	1(2)	0(1)
------	------	------

Col. 78

Specify.....

N354 (b) Other heart murmur.....

2(3)	1(2)	0(1)
------	------	------

Col. 79

Specify.....

N351 (c) Any other sign of heart disease
(e.g. clubbing, cyanosis, etc.).....

2(3)	1(2)	0(1)
------	------	------

Col. 80

Specify.....

Not Answered (-1)
Does Not Apply (-2)

7

For Office
use only

Card No.

6

Col. 1

Col.

2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	----

Col. 11

MEDICAL EXAMINATION

(Card 6 - applies for uncoded)

17. ALIMENTARY AND UROGENITAL SYSTEMS

On examination, has the child:

	No	Yes	Don't know		
N362 (a) Inguinal hernia	2(3)	1(2)	0(1)	Col. 12	R. or L.
N363 (b) Other hernia	2(3)	1(2)	0(1)	Col. 13	Specify
(c) Urinary incontinence	2	1	0	Col. 14	
(d) For girls, ring "O" Partially or undescended testes	2	1	0	Col. 15	Specify R. or L. (count retractile testes as normal)
(e) Been circumcised	2	1	0	Col. 16	
(f) Other U-G abnormality	2	1	0	Col. 17	Specify
(g) Other abdominal abnormality	2	1	0	Col. 18	Specify

18. SKIN, BLOOD, Etc.

On examination is there:

(a) Bruising or petechiae	2	1	0	Col. 19	Specify
(c) Any lymph gland enlargement	2	1	0	Col. 20	Specify
N364 (c) Eczema	2(3)	1(2)	0(1)	Col. 21	Sites Severity
(d) Birthmarks	2	1	0	Col. 22	Sites
(e) Other skin condition, including hair or nail disorder	2	1	0	Col. 23	Specify

19. URISTIX URINE TEST

Instructions:

(1) Dip test end of strip in urine and remove immediately.

	Negative (yellow)	Trace	Positive (green)	Don't know or not tested	
N365 (2) Compare colour of tip with protein colour chart at once	1(2)	2(3)	3(4)	0(1)	Col. 24
	Negative (red)	Positive (purple)	Don't know or not tested		
N366 (3) Observe colour of band (glucose) after 10 seconds	1(2)	2(3)	0(1)	Col. 25	

Not Answered (-1)
Does Not Apply (-2)

9

MEDICAL EXAMINATION

(Card 6 - applies for uncoded)

N367 23. CNS AND SKELETAL.

On examination is there:

(a) Cerebral palsy

Col. 26	
1 (3)	No.
2 (4)	Spastic all four limbs.
3 (5)	Spastic hemiplegia.
4 (6)	Spastic monoplegia—upper limb.
5 (7)	Spastic monoplegia—lower limb.
6 (8)	Spastic both upper limbs.
7 (9)	Spastic both lower limbs.
8 (10)	Athetosis and spasticity.
9 (11)	Athetosis alone.
X (1)	Other (Specify)

	No	Yes	Don't know		
N368 (b) Tics or habit spasms	2 (3)	1 (2)	0 (1)	Col. 27	Specify
N369 (c) Congenital upper limb defect (check symmetry of hands)	2 (3)	1 (2)	0 (1)	Col. 28	Specify
N370 (d) Any malfunction of upper limb	2 (3)	1 (2)	0 (1)	Col. 29	Specify
(When shown how, the child should be able to rotate the wrists rapidly clockwise and anti-clockwise, each hand separately and both together, and with the eyes closed, touch the nose with each forefinger.)					
N421 (e) Skull deformity	2 (3)	1 (2)	0 (1)	Col. 30	Specify
N422 (f) Spina bifida	2 (3)	1 (2)	0 (1)	Col. 31	Specify
N423 (g) Other spinal disorder	2 (3)	1 (2)	0 (1)	Col. 32	Specify
N371 (h) Congenital lower limb defect (Check symmetry effect)	2 (3)	1 (2)	0 (1)	Col. 33	Specify
N424 (i) Talipes	2 (3)	1 (2)	0 (1)	Col. 34	Type R. or L. or both
N372 (j) Any malfunction of lower limb	2 (3)	1 (2)	0 (1)	Col. 35	Specify
(When shown how, the child should be able to walk on the toes, walk on the heels, jump up and down, and hop on either foot. Also, note any abnormal gait.)					
N425 (k) Other neurological or skeletal disorder	2 (3)	1 (2)	0 (1)	Col. 36	Specify

LATERALITY TESTS

Please ask the child to carry out these tasks, and observe which hand/foot/eye is used. If unable to test, score 0 and state reason at foot of page.

N373 (a) Hand: Throw a crumpled paper ball. Draw a cross.	Only R. hand used	Col. 37
	Only L. hand used	1 (2)
	Both R. and L. hand used	2 (3)
	Could not test	3 (4)
N374 (b) Foot: Kick crumpled paper ball. Hop on one leg.	Only R. foot used	Col. 38
	Only L. foot used	1 (2)
	Both R. and L. foot used	2 (3)
	Could not test	3 (4)
N375 (c) Eye: Look through rolled paper tube. Look through hole in a card.	Only R. eye used	Col. 39
	Only L. eye used	1 (2)
	Both R. and L. eye used	2 (3)
	Could not test	3 (4)

Not Answered (-1)
Does Not Apply (-2)

10
VISION TEST

(Card 6 - applies for uncoded)

25. Notes: (1) Test at exactly 20 ft. with a standard Snellen chart of block capitals without serifs (i.e. **VX**, not **VX**).
(2) Hang the chart in a good light, level with the child's eyes, and free from glare.
(3) Please occlude the other eye efficiently without pressing on the eyeball.
(4) If the child does not know his letters and also gives an unsatisfactory response with the "E test", try again with the Snellen chart asking the child to "draw the letters in the air". If this fails, try a picture card.
(This order of procedure is recommended to avoid diagnosing a child with a spatio-visual difficulty as having a visual defect).

RESULT

Without glasses
N376 (a) R. Eye ——— 1 2 3 4 5 6 7 8 9 Col. 40

(b) L. Eye ——— 1 2 3 4 5 6 7 8 9 Col. 41

With glasses
(If child doesn't wear glasses, score "0")
N378 (c) R. Eye ——— 0 1 2 3 4 5 6 7 8 9 Col. 42

(d) L. Eye ——— 0 1 2 3 4 5 6 7 8 9 Col. 43

Is there evidence of:
N380 (e) Squint ——— 2(3) 1(2) 0(1) Col. 44 Specify R. or L. Type

N381 (f) Latent squint (cover test and "follow finger") ——— 2(3) 1(2) 0(1) Col. 45 Specify R. or L. Type

(g) Any other eye condition affecting vision ——— 2 1 0 Col. 46 Specify

(g) Any other eye condition not affecting vision ——— 2 1 0 Col. 47 Specify

N382 (h) ASSESSMENT

Normal vision _____
Visual defect but no handicap to normal schooling and everyday activities _____
Can manage ordinary school books only with difficulty _____
Requires special school books and/or special visual aids _____
Blind, or vision insufficient to use special school books _____
Don't know, or unable to assess _____
Reason _____

Col. 48
1 (2)
2 (3)
3 (4)
4 (5)
5 (6)
0 (1)

Not Answered (-1)
Does Not Apply (-2)

11

SPEECH TEST

26. Method: (1) Position the child close to, and facing you.
(2) Please explain that you would like the test sentences repeated after you.
(3) Use a natural voice and observe the child's face during the replies.
(4) The sentences may be repeated if necessary.
(5) Please underline any mispronounced words (dropped aitches may be ignored) and record the total at the end.

(If unable to test, score 9 9 and state reason.....)

N383

(a) Test sentences:

*Carol threaded a needle with wool.
She mended her sister's frock.
Roger grasped a bundle of sticks.
Eating porridge gives him strength.
My brother rode his bicycle to school.
Phillip had scrambled eggs for breakfast.*

Total mispronounced words.....
(e.g. for 8 enter 0 8).

Col 49 - 50

--	--

No slight moderate severe Don't know

N385

(b) Is there any stammer?.....

1(2) 2(3) 3(4) 4(5) 0(6)

Col 51

N386

(c) Assessment of intelligibility of speech:

Speech fully intelligible.....
Almost all words are intelligible.....
Many words are unintelligible.....
All or almost all words are unintelligible.....
Don't know or unable to test.....
(Reason).....

Col 52

1(2)
2(3)
3(4)
4(5)
0(1)

HEARING TEST

27. Method: (1) Conditions should be reasonably quiet.
(2) Position the child 10 feet away, with the ear under test towards you and the child's finger occluding the other ear.
(3) Ask the child to repeat each test word after you.
(4) The words should be spoken in a quiet conversational voice (not whispered), giving plenty of time for each reply.
(5) Please underline incorrect responses and record the totals.
(6) The assistance of a second person is desirable to hear the replies.
(If unable to test, score X and state reason below.)

N387

(a) Right Ear. Test words:

shoes horse cart seat cup frock
cat bike face chick fish ship

Total incorrect responses.....
(If over 9, enter 9)

Col 53

--

N388

(b) Left Ear. Test words:

spoon ball star feet bus sock
hat knife cake pig dish ship

Total incorrect responses.....
(If over 9, enter 9)

Col 54

--

N389

(c) Assessment of hearing:

Normal hearing.....
Some impairment of hearing (include those corrected by wearing a hearing aid).....
Understanding of speech impaired (even with a hearing aid).....
Speech not understood, even with a hearing aid and raised voice.....
Don't know, or unable to test.....
Reason

Col 55

1(2)
2(3)
3(4)
4(5)
0(1)

Not Answered (-1)
Does Not Apply (-2)

12

N390 28. (a) Has the child been formally "ascertained as in need of special educational treatment"? (If uncertain about this or the following questions, please check with P.S.M.O.)

If "Yes", specify category:

No	Col 56
Don't know	1 (4)
Blind	0 (3)
Partially sighted	2 (5)
Deaf	3 (6)
Partially hearing	4 (7)
Educationally subnormal	5 (8)
Epileptic	6 (9)
Maladjusted	7 (10)
Physically handicapped	8 (11)
Speech defect	9 (12)
Delicate	X (2)
	Y (1)

N397 (b) Is the child receiving special educational treatment in a special school?

No	Yes	Don't know
2 (3)	1 (2)	0 (1)

 Col 57 If "Yes", specify for which handicap

N398 (c) Or in a special teaching unit?

2 (3)	1 (2)	0 (1)
-------	-------	-------

 Col 58

N399 (d) Is the child likely to be considered for a special school?

2 (3)	1 (2)	0 (1)
-------	-------	-------

 Col 59

29. N400 Irrespective of local facilities, which of the following would you consider most suited to the child's educational needs?

Ordinary school	Col 60
Ordinary school with remedial class or extra teaching help (for educational or mental backwardness, etc.)	1 (2)
Ordinary school with specially equipped teaching unit (for part sighted, part hearing, etc.)	2 (3)
Special school	3 (4)
Home tuition	4 (5)
Training centre (occupational centre)	5 (6)
No centre or school possible	6 (7)
Other	7 (8)
(Specify)	8 (9)
Insufficient information	9 (1)

Not Answered (-1)
Does Not Apply (-2)

Summary 'Defects' N1817
Card N1822

'Handicaps' N1827
'Epilepsy' N1842

13

28. SUMMARY OF ABNORMAL CONDITIONS

- (i) Please record any abnormal conditions under the appropriate headings.
(Vision, speech and hearing have been assessed in their respective sections.)
(ii) If any condition is not a handicap to ordinary schooling ring "2".
(iii) If any condition might handicap the child in an ordinary school ring "3", "4" or "5", as applicable.

	Present but no None Handicap	Degree of handicap Slight Moderate Severe	Don't know				
N401 (a) General motor handicap	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 61
N402 (b) Disfiguring condition	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 62
N403 (c) Mental retardation	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 63
N404 (d) Emotional maladjustment	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 64
N405 (e) Head and neck	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 65
N406 (f) Upper limb	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 66
N407 (g) Lower limb	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 67
N408 (h) Spine	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 68
N409 (i) Respiratory system	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 69
N410 (j) Alimentary system	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 70
N411 (k) Urogenital system	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 71
N412 (l) Heart	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 72
N413 (m) Blood, etc.	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 73
N414 (n) Skin	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 74
N415 (o) Epilepsy	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 75
N416 (p) Other C.N.S. condition	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 76
N417 (q) Diabetes	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 77
N418 (r) Any other conditions	1(2)	2(3)	3(4)	4(5)	5(6)	0(1)	Col 78

(Specify)

Please define any conditions recorded on this page

END OF QUESTIONNAIRE

Would the medical examiner please thank the mother, if she is present, and glance over the questionnaire to check that:

- (i) only one number in each box has been ringed;
and (ii) no question has been left unanswered (except, where appropriate, the medical history questions on pages 4, 6, 8).

Please leave blank

☐

Col. 79

☐

Col. 80

AUDIOGRAM

This sheet need not be returned with the Medical Questionnaire, but should be detached and completed when circumstances permit.

NATIONAL CHILD DEVELOPMENT STUDY (1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1

Tel.: EUSon 4263.4.5 (3 lines)

SPONSOR:
Institute of Child Health, University of London
National Birthday Trust Fund
National Bureau for Co-operation in Child Care
National Foundation for Educational Research in England and Wales

IN COLLABORATION WITH:
ENGLAND Association of Chief Education Officers
AND WALES Society of Medical Officers of Health
SCOTLAND Association of Directors of Education
Association of School Medical and Dental Officers

CHAIRMAN OF CONSULTATIVE COMMITTEE:
Sir Lionel Russell, C.B.E., M.A.

CO-CHAIRMEN OF STEERING COMMITTEE:
H. L. Eskin, M.A.
W. D. Wall, B.A., Ph.D.

CO-DIRECTORS:
Neville R. Butler, M.D., M.R.C.P., D.C.H.
Mrs. M. L. Kellner-Foxley, B.A., Ph.D., Dip. Ed. Psych.

SENIOR RESEARCH OFFICER:
R. Davis, B.A.

SENIOR MEDICAL OFFICER:
M. J. Ball, B.Sc., M.B., B.S., D.P.H.

N4				N1			
Local Authority Code Number				Child's Code Number			

Card No.

Leave blank

CHILD'S NAME (Surname)

(Christian Names)

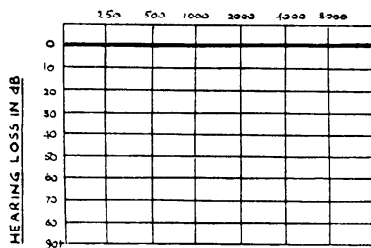
CHILD'S ADDRESS

SCHOOL

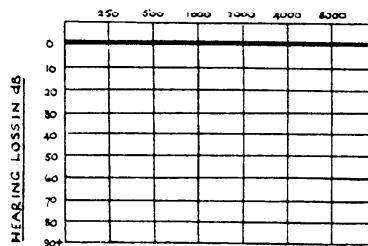
AUDIOGRAM BY (Name of Hospital or Clinic)

PLEASE DETACH

RIGHT EAR



LEFT EAR



PLEASE TRANSFER THE READINGS TO THE BOXES BELOW
(If unreliable, enter X in all boxes)

RIGHT EAR N387

Enter hearing loss in decibels

(Leave blank)

250	500	1000	2000	4000	8000	C.F.S.
N558	N559	N560	N561	N562	N563	

LEFT EAR N388

Enter hearing loss in decibels

(Leave blank)

250	500	1000	2000	4000	8000	C.F.S.
N564	N565	N566	N567	N568	N569	

Remarks Assessment of hearing - N389

Educational

Educational

Not Answered (-1)
Does Not Apply (-2)

STRICTLY CONFIDENTIAL

65/1

EDUCATIONAL ASSESSMENT

NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1

EUS100 4263

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SENIOR RESEARCH OFFICER:
R. Davis, B.A.
SENIOR MEDICAL RESEARCH OFFICER:
M. J. Ball, B.Sc., M.B., B.S., D.P.H.

N4				N1					
Local Authority Code Number				Child's Code Number					
Col.	2	3	4	5	6	7	8	9	10

Region N624

1. CHILD'S NAME (Surname)

(Christian Names)

N622 2. SEX

(Please ring appropriate number)

Boy

Girl

3. DATE OF BIRTH... / 3 / 58

4. TODAY'S DATE... / / 65

5. NAME AND ADDRESS OF PRESENT SCHOOL

6. TELEPHONE NUMBER OF SCHOOL

7. NAME OF HEADMASTER/HEADMISTRESS

8. DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL... N19 / N18

9. Child's previous School (if any). Please give name and address, if known, or any other information which will enable us to trace the school.

10. NAME OF TEACHER COMPLETING SECTIONS "C" TO "E" OF THIS QUESTIONNAIRE

The INTRODUCTORY NOTES AND INSTRUCTIONS are inserted in the centre of this Booklet.

Col. 1

Card No.

1

Leave blank

Col. 11

1

2

Col. 12

Leave blank

Col. 13-14

Leave blank

Not Answered (-1)
Does Not Apply (-2)

SECTION A

This section would, most appropriately, be completed by the Headmaster/Headmistress

11. Does your school have:

Day pupils only? _____

Boarders only? _____

Some day pupils and some boarders? _____

Please ring
appropriate
number

Col. 15

1

2

3

FOR SCHOOLS MAINTAINED BY A LOCAL EDUCATION AUTHORITY
(All others please ring code "0" for Questions 12 and 13)

Col. 16

N20 12. Please indicate appropriate category:

Infant School _____

Junior with Infants School (or Primary with Infants) _____

All-age _____

Day Special School (please specify type/s of handicap) _____

Residential Special School (please specify type/s of handicap) _____

Other (please specify) _____

Inapplicable _____

1 (2)

2 (3)

3 (4)

4 (5)

5 (6)

6 (7)

0 (1)

7 (8)

8 (9)

N21 13. Has your school a "nursery class"? (as specified by your Local Education Authority)

Yes _____

No _____

Inapplicable _____

Col. 17

1 (2)

2 (3)

0 (1)

FOR SCHOOLS NOT MAINTAINED BY A LOCAL EDUCATION AUTHORITY
(L.E.A. maintained schools please ring code "0" in Questions 14 and 15)

Col. 18

N22 14. Please indicate appropriate category:

Independent School (to include grant-aided schools) catering wholly or mainly for children who are not handicapped _____

Special School for handicapped children (please specify type/s of handicap) _____

Other (please specify) _____

Inapplicable _____

1 (2)

2 (3)

3 (4)

0 (1)

N23 15. Has your school a "nursery" or "kindergarten" class?

Yes _____

No _____

Inapplicable _____

Col. 19

1 (2)

2 (3)

0 (1)

2

(Please enter the numbers in the boxes, e.g. if 66 children, enter

0	6	6
---	---	---

 ; if none, enter

0	0	0
---	---	---

).

Col. 20-21-22

--	--	--

Col. 23-24-25

--	--	--

Col. 26-27-28

--	--	--

Col. 29-30-31

--	--	--

Please ring appropriate number

Yes

No

Col. 32

1

2

Yes

7.

Col. 33

1

2

Yes

No

Col. 34

1

2

Yes

No

Col. 35

1

2

Yes

No

Col. 36

1

Other contacts (please specify)

Not Answered (-1)
Does Not Apply (-2)

3

SECTION B

This section would, most appropriately, be completed by the Headmaster/Headmistress

N32

22. At what age was the systematic teaching of phonics (i.e. letter sounds) commenced with this child in school?

Under 5 years of age _____
From 5 years to 5 years 5 months _____
From 5 years 6 months to 5 years 11 months _____
From 6 years to 6 years 5 months _____
From 6 years 6 months to 6 years 11 months _____
From 7 years to 7 years 5 months _____
Not commenced _____
Don't know (e.g. commenced in another school) or can't answer the question _____

Please ring appropriate number

Col. 37

1 (2)
2 (3)
3 (4)
4 (5)
5 (6)
6 (7)
7 (8)
0 (1)

23. Please comment on this or any other factors about the approach to reading in your school which relate to this child.

Col. 38

N33

24. At what age was this child introduced to "sums" (i.e. "formal" written arithmetic) in school?

Under 5 years of age _____
From 5 years to 5 years 5 months _____
From 5 years 6 months to 5 years 11 months _____
From 6 years to 6 years 5 months _____
From 6 years 6 months to 6 years 11 months _____
From 7 years to 7 years 5 months _____
Not commenced "sums" _____
Don't know (e.g. commenced at another school) or can't answer the question _____

1 (2)
2 (3)
3 (4)
4 (5)
5 (6)
6 (7)
7 (8)
0 (1)

Please comment on this or any other factors about the approach to arithmetic, or mathematics in your school which relate to this child.

Col. 39

N34

25. Is the child, because of a physical or sensory handicap (e.g. partial hearing loss), in a teaching unit attached to your school?

Yes
No

1
2

If Yes, please state category of unit

Col. 40

N35

26. Apart from anything which the class teacher may be able to do in the normal way, is the child receiving any help within the school because of educational or mental backwardness?
(Ring "0" if the child is in a special school)

Yes _____
No _____
Inapplicable _____

1 (4)
2
0

27. If not, do you consider he/she would benefit from such help within the school, at the present time?
(Ring "0" if the child is in a special school)

Yes _____
No _____
Inapplicable _____

3 (2)
4 (3)
0

Not Answered (-1)
Does Not Apply (-2)

4

		Please ring appropriate number
28. Do you consider, irrespective of the facilities in your area, that the child:		
N37	(a) Would benefit now from attendance at a special school? (Ring "0" if child is already in a special school)	Col. 41 Yes _____ 1 (2) No _____ 2 (3) Can't say _____ 3 (4) Inapplicable _____ 0 (1)
N38	(b) Is likely to need some form of special schooling or other special educational help within the next two years? (Ring "0" if child is already in a special school)	Col. 42 Yes _____ 1 (2) No _____ 2 (3) Can't say _____ 3 (4) Inapplicable _____ 0 (1)
N39	29. Has the child, because of difficulties which have affected his progress or behaviour in school, been referred to your knowledge to any agency? (e.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, General Practitioner, Private Specialist). (Include referrals made at a routine medical examination, and any made by another school or by the parents, if known.)	Col. 43 Yes _____ 1 No _____ 2
If Yes, please state agency/agencies involved and, briefly, the reasons for referral		Col. 44
N40	30. Has the child to your knowledge had difficulties which have affected his progress or behaviour in school but which have now disappeared? (Do not include any difficulties which have prompted referral to an outside agency, as above).	Yes _____ 1 No _____ 2
If Yes, please outline, briefly, the difficulties		
N41	31. Since September, 1964, have the parents taken the initiative to discuss the child, even briefly, with you or any member of your teaching staff?	Col. 45 Yes _____ 1 No _____ 2
N42	32. Has there been any such discussion with the parents at the instigation of you or your teaching staff?	Col. 46 Yes _____ 1 No _____ 2

Not Answered (-1)
Does Not Apply (-2)

5

33. With regard to the child's educational progress, do the parents appear:
(Please ring one code only for each parent)

Over concerned about the child's progress and/or
expecting too high a standard? _____
Very interested? _____
To show some interest? _____
To show little or no interest? _____
Can't say or inapplicable _____

N43 Please ring appropriate number N44

Col. 47 Mother	Col. 48 Father
1 (2)	1 (2)
2 (3)	2 (3)
3 (4)	3 (4)
4 (5)	4 (5)
0 (1)	0 (1)

N45

34. When the child started at your school, did he/she:

(Ring "0" if child has been with you less than 3 months)

Settle down within a month? _____

Settle down within 1-3 months? _____

Remain unsettled after 3 months? _____

Can't say _____

Inapplicable _____

Col. 49

1 (2)

2 (3)

3 (4)

4 (5)

0 (1)

SECTION C

This and subsequent sections would, most appropriately, be completed by the class teacher or the teacher who knows the child best.

35. For how many school terms do pupils usually stay in the child's present class? _____

(Please enter actual number of terms in box, e.g. for 6 terms enter ; if you find it impossible to answer, enter and give reason).

Col. 50 - 51

<input type="text"/>	<input type="text"/>
----------------------	----------------------

N46

36. Number of Pupils in Child's Present Class

(Please enter the number in the boxes, e.g. if 9 children enter ; if none enter).

Number of Pupils 7 years of age or older on 2nd September, 1964 _____

The Remainder (i.e. those pupils under 7 years of age on 2nd September, 1964) _____

Total Number of Pupils in Child's Present Class _____

Col. 52 - 53

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Col. 54 - 55

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Col. 56 - 57

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Col. 58

37. Is the child's class single sex?

Yes

1

No

2

Not Answered (-1)
Does Not Apply (-2)

6

N48 38. How is this class formed? (Please ring one code only.)

- All the infants are in this one class _____
- A deliberate cross-section by age and ability of more than one year group of children —sometimes called "family grouping" _____
- By age in year groups (e.g. one class per year, or parallel classes) _____
- Selected by age within the year group (e.g. children born in the first half of the year in one class, and the remainder in another) _____
- An upper ability (or attainment) class within the school _____
- A middle ability (or attainment) class within the school (e.g. of 3 classes) _____
- A lower ability (or attainment) class within the school _____
- Other arrangement (please specify) _____

Please ring appropriate number

Col. 59

1

2

3

4

5

6

7

8

39. Please enter in the boxes below the approximate numbers of fathers of the children in this class who fall in the three occupational groups. What is required is an estimate only, without putting you to the trouble of enquiring amongst parents or children, which in any case might be difficult. If you feel you cannot answer this question, please enter 9 9 in the boxes.

OCCUPATIONS

N49 (a) Professional, Managerial, Clerical and Skilled Non-Manual, e.g. Doctors, Teachers, Civil Service and Local Government Employees (Administrative, Executive and Clerical Grades), Service Officers, Inspectors and other Senior Police Officers, Draughtsmen, Surveyors, Sales Representatives, Shop Salesmen and Assistants _____

Col. 60 - 61

--	--

N51 (b) Skilled and Semi-skilled Manual, e.g. Market Gardeners, Electricians, Fitters, Foremen, Bus Drivers and Conductors, Miners, Police Constables, Packers, Caretakers, Roundsmen, Butchers, Fishmongers, Agricultural Workers, Street Vendors, Hawkers _____

Col. 62 - 63

--	--

N53 (c) Unskilled Manual, e.g. Unskilled General Labourers, Stevedores, Porters, Casual Workers, Kitchen Hands, Lorry Drivers' Mates, Window Cleaners _____

Col. 64 - 65

--	--

N55 (d) Unknown. (Please enter 0 0 if none) _____

Col. 66 - 67

--	--

N57 40. How many children are there in your class whose parents have seen you (or the Headteacher) to discuss their child, since September, 1964? (Please enter the actual number in the box. If you have not had charge of the class since this date, enter 9 9; if you share the class with another teacher, please enter a total figure) _____

Col. 68 - 69

--	--

N59 41. Number of possible half-day attendances for this child since September, 1964 _____

Col. 70 - 71 - 72

--	--	--

N62 42. Number of half-days absent during this period _____

Col. 73 - 74 - 75

--	--	--

Not Answered (-1)
Does Not Apply (-2)

SECTION D

You are asked below to rate some aspects of the child's ability and attainment. Each area is subdivided into five categories. It is expected that in a truly 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 all children of this age* (i.e., not just his present class or, even, school) by ringing the number opposite the appropriate description.

		Please ring appropriate number	
N65	43. Oral Ability	Col. 76	
		In conversation expresses himself well—	1
		In conversation, or oral lessons, has good vocabulary and variety of phrases in relation to his age—	2
		Average oral ability for his age—	3
		Below average oral ability, tends to use simple word groupings—	4
	Markedly poor oral ability—	5	
N67	44. Awareness of the world around him	Col. 77	
		Exceptionally well-informed for his age—	1
		Good background of general knowledge—	2
		Average in this respect—	3
		Rather limited knowledge—	4
	Largely ignorant of the world around him. Lack of general knowledge is a substantial handicap in school—	5	
N68	45. Reading	Col. 78	
		Avid reader. Reads fluently and widely in relation to his age—	1
		Above average ability. Comprehends well what he reads—	2
		Average reader—	3
		Poor reader. Limited comprehension—	4
	Non-reader, or recognises very few words—	5	
N69	46. Creativity (e.g. in free writing, telling a story, hand-work, painting, drawing, dramatic work)	Col. 79	
		Shows marked originality or creativity in most areas—	1
		Usually produces good, original work—	2
		Shows some imagination or originality in most areas—	3
		Little originality or creativity in all areas—	4
	Never shows a trace of originality or creativity in any of his work—	5	
N70	47. Number Work	Col. 80	
		Extremely good facility with number and/or other mathematical concepts. Grasps new processes very quickly. Shows insight and understanding—	1
		Understanding of number work well developed. Grasps new processes without difficulty—	2
		Average ability in this sphere—	3
		Rather slow to understand new processes. Rather poor facility with numbers, although able to do some things by rote—	4
	Little, if any, ability in this sphere. Shows virtually no understanding at all—	5	

Not Answered (-1)
Does Not Apply (-2)

8

Card No. 2

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10
--------	--------	--------	--------	--------	--------	--------	--------	--------	---------

Please leave blank

N81

48. Basic Reading Scheme used by this child.....

Please detail child's present reading standard:

Beyond basic reading scheme _____
At present on Book 4 _____
At present on Book 3 _____
At present on Book 2 _____
At present on Book 1 or introductory book _____
On pre-reading activities only _____
Don't know or inapplicable _____

Please ring appropriate number

Col. 11

1 (2)
2 (3)
3 (4)
4 (5)
5 (6)
6 (7)
0 (1)

SECTION E

Below are a few descriptions of behaviour shown by some children. It is assumed that any one particular description will fit only a minority of children, but the proportion of seven-year-old children who show at least one of the aspects of behaviour listed below in some degree is, possibly, considerable. It is hoped that this section will throw some light on this question.

If the child certainly fits the description, please circle the figure "1" in the first column. 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" in the next column. If the description does not fit the child at all, circle the figure "3".

Certainly applies Applies somewhat Doesn't apply Don't know

N82

49. Poor control of hands (e.g., in writing, drawing, handwork, or buttoning coat) _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 12
-------	-------	-------	-------	---------

N83

50. Squirmy, fidgety child _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 13
-------	-------	-------	-------	---------

N84

51. Poor physical co-ordination (e.g., in running, jumping, or throwing) _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 14
-------	-------	-------	-------	---------

N85

52. Clumsy _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 15
-------	-------	-------	-------	---------

N86

53. Often running or jumping about; hardly ever still _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 16
-------	-------	-------	-------	---------

N87

54. Over-dependent upon mother _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 17
-------	-------	-------	-------	---------

N88

55. Difficult to understand because of poor speech _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 18
-------	-------	-------	-------	---------

N89

56. Imperfect grasp of English (i.e., when native language is other than English) _____

1 (2)	2 (3)	3 (4)	0 (1)	Col. 19
-------	-------	-------	-------	---------

Not Answered (-1)
Does Not Apply (-2)

10

PROBLEM ARITHMETIC TEST

Child's Name

1. Peter had 4 toy cars and he bought 2 more. How many toy cars did he have altogether?

..... toy cars

2. A man had 8 books and he lost 3 of them. How many books did he have left?

..... books

3. How many socks are there in 4 pairs?

..... socks

4. If ice creams cost 3d. each, how many can I buy for 1s.?

..... ice creams

5. How many inches are there in 2 feet?

..... inches

6. There are 2 cakes to be shared between 4 boys. How much cake will each boy get?

..... cake

7. John has 9d. He spends 2½d. How much has he left?

..... d.

8. How many ½d. stamps can I buy for 9½d.?

..... stamps

9. What is half of 38?

10. A boy spent 4d. a day for 5 days. How much would he have left from 2s.?

Problem Arithmetic Score

N90

Please enter the total number of correct answers in the box, discounting any answer after three successive incorrect ones. (For a score of 5, enter

0	5
---	---

)

Col. 20 - 21

--	--

Southgate Group Reading Test 1c Score

N92

Please transfer to this box the raw score from the front of the reading test booklet

Col. 22 - 23

--	--

Printed by King, Thorpe & Stace, Ltd. School Road, Hove, Sussex

'Gifted Identification' - N1813
'Draw-a-Man' score - N1840

Confidential

N4				N1			
Local Authority Code No.				Child's Code No.			

BG-1

See page 4 for syndrome
code numbers.

BRISTOL SOCIAL-ADJUSTMENT GUIDES—No. 1

THE CHILD IN SCHOOL—(BOY)

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

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

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

METHOD OF USE

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

Name of child _____
Birth date _____ Date of this record _____
Teacher making record _____
School _____

ATTITUDES TOWARDS THE TEACHER

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

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

ATTITUDE TO SCHOOL WORK

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

GAMES AND PLAY

<i>Team games:</i>	Plays steadily and keenly; with great energy/eager to play but loses interest/ inclined to fool around/dreamy, uninterested/always sluggish, lethargic/ sometimes alert, sometimes lethargic/n.n. Fits in well with team/bad loser (makes a fuss when game goes against him)/ bad sportsman (plays for himself only, cheats, fouls)/submissive, takes less wanted position, a 'ball fetcher'. Over-brave (takes unnecessary risks)/timid, poor-spirited; can't let himself go/ normally courageous.
<i>Informal play:</i>	Shrinks from active play/plays childish games for his age/healthily noisy and boisterous/starts off others in scrapping and rough play/disturbs others' games; teases, likes to frighten others/n.n.
<i>Individual games:</i>	Likes sedentary games (board games, cards, etc.)/is too restless/good loser/bad loser. Honest/cunning, dishonest/n.n.
<i>Free activity:</i>	Can always amuse himself; works patiently at models, etc./does not know what to do with himself, can never stick at anything long/sometimes lacks interest/n.n.

Favourite activity

ATTITUDES TO OTHER CHILDREN

<i>Companionship:</i>	Good mixer/associates with one other child only and mostly ignores the rest/distant, shuns others/sometimes wanders off alone/can never keep a friend long (tries to pal up with newcomers)/over-anxious to be in with the gang (tries to buy favour with others, easily led)/likes to be the centre of attention/mostly on bad terms with others.
<i>Ways with other children:</i>	Gets on well with others; generally kind, helpful/sometimes nasty to those outside own set/squabbles, makes insulting remarks/selfish, scheming, a spoil sport/hurts by pushing about, hitting/spiteful to weaker children/tells on others, underhand (tries to get others into trouble)/n.n. Plays only or mainly with older/younger children/those of own age.
<i>Physical prowess:</i>	Never fights/fights gamely/gets bullied/strikes brave attitudes but backs out/fies into a temper if provoked/fights viciously (bites, kicks, scratches, uses dangerous objects as weapons)/n.n.
<i>Liking the limelight:</i>	Brags to other children. Shows off (makes silly faces, mimics, clowns). Misbehaves when teacher is out of room/n.n.
<i>Attitude of other children:</i>	Liked/disliked, shunned/on the fringe, somewhat of an outsider/associates mostly with unsettled types/gets cheated, fooled.

PERSONAL WAYS

<i>Attendance:</i>	Good/frequently absent for day or half-day/has had long absences/has truanted—once or twice, often, suspected of truancy/parent condones absences, malingering, etc./stays away to help parent.
<i>Punctuality:</i>	Good or fairly good/often late/has cut lessons.
<i>Belongings:</i>	Looks after books, etc./careless, untidy; often loses or forgets books, pen/destructive, defaces with scribbling.
<i>Ability at class jobs:</i>	Sensible/irresponsible, scatterbrain/untrustworthy/varies with mood/just stupid/n.n.
<i>Care for appearance:</i>	Adopts extreme youth fashions/not much concerned with looks/slovenly, very dirty/gets very dirty during day/smart and tidy for age/n.n.
<i>Speech:</i>	Stutters, stammers, can't get the words out/thick, mumbling, inaudible/jumbled/incoherent rambling chatter/babyish (mispronounces simple words)/n.n.
<i>Eyes:</i>	Dull, listless/unresponsive (doesn't seem to see you)/can't look you in the face/has a wild hostile look; looks from under brows/blinking/bright/n.n.
<i>Posture:</i>	Slumps, lolls about/walks alertly/shuffles listlessly/n.n.
<i>Expression:</i>	Miserable, depressed ('under the weather'), seldom smiles/vacant/serious/placid, complacent/perky/n.n.
<i>Fidgets, etc.:</i>	Unwilled twitches, jerks; makes aimless movements with hands/bites nails badly. Jumpy/sucks thumb or finger (over ten years)/continually giggling/n.n.
<i>Nuisance:</i>	Damage to public property, etc. (of school, fences, unoccupied houses)/damage to personal property (cars, delivery vehicles, occupied houses or gardens, teacher's or workmen's belongings, etc.)/foolish pranks when with a gang/spoils or hides other children's things/follower in mischief/bad language; vulgar stories, rhymes, drawings/obscene behaviour/n.n.
<i>Sexual development:</i>	Early; very keen on opposite sex/normal/abnormal tendency/delayed.
<i>Appearance:</i>	Attractive/not so attractive as most/looks undernourished/has some abnormal feature/n.n.

PHYSIQUE

- General health:** Poor breathing, wheezy, asthmatic, easily winded/frequent colds, tonsillitis, coughs; running nose; mouth breather/running, infected ears/skin troubles, sores/ complains of tummy aches, feeling ill or sick; is sometimes sick/headaches; bad turns, goes very pale; fits/nose-bleeding/sore, red eyes/very cold hands/ good health.
- Physical defects:** Bad eyesight; squint; bulging eyes; poor hearing; gawky (bad co-ordination); contorted features (face screwed up on one side, eyes half closed, etc.); holds limb or body in unnatural posture.
- Size:** Tall for age/ordinary/small/unusually small. Very fat/very thin/n.n.

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

Unforthcomingness - N432
 Withdrawal - N434
 Depression - N436
 Anxiety - N438
 Hostility towards Adults - N440
 'Writing off' of Adults and Adults Standards - N442⁴
 Anxiety for Acceptance by Children - N444
 Hostility Towards Children - N446

Summary, recommendations; comments:

Restlessness - N448
 'Inconsequential' Behaviour - N450
 Miscellaneous Symptoms - N452
 Miscellaneous "Nervous" Symptoms - N454
 Total for all syndromes - N455
 Attendance - N458
 Appearance - N462
 Miscellaneous - N466
 Health Factors - 1 - N470
 Health Factors - 2 - N472
 Health Factors - 3 - N481
 Size - N427

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BG—2

BRISTOL SOCIAL-ADJUSTMENT GUIDES—No. 2

THE CHILD IN SCHOOL—(GIRL)

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

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

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

Name of child

Birth date Date of this record

Teacher making record

School

METHOD OF USE:

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

ATTITUDES TOWARDS THE TEACHER

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

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

ATTITUDE TO SCHOOL WORK

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

GAMES AND PLAY

<i>Team games:</i>	Plays steadily and keenly; with great energy/eager to play but loses interest/ inclined to fool around/dreamy, uninterested/always sluggish, lethargic/ sometimes alert, sometimes lethargic/n.n. Fits in well with team/bad loser (makes a fuss when game goes against her)/ bad sportsman (plays for herself only, cheats, fouls)/submissive, takes less wanted position, a 'ball fetcher'. Over-brave (takes unnecessary risks)/timid, poor-spirited; can't let herself go/ normally courageous.
<i>Informal play:</i>	Shrinks from active play/plays childish games for her age/healthily noisy and boisterous/starts off others in scrapping and rough play/disturbs others' games; teases, likes to frighten others/n.n.
<i>Individual games:</i>	Likes sedentary games (board games, cards, etc.)/is too restless/good loser/bad loser. Honest/cunning, dishonest/n.n.
<i>Free activity:</i>	Can always amuse herself; works patiently at models, needlework, etc./does not know what to do with herself, can never stick at anything long/sometimes lacks interest/n.n.
	Favourite activity

ATTITUDES TO OTHER CHILDREN

<i>Companionship:</i>	Good mixer/associates with one other child only and mostly ignores the rest/distant, shuns others/sometimes wanders off alone/can never keep a friend long (tries to pal up with newcomers)/over-anxious to be in with the gang (tries to buy favour with others, easily led)/likes to be the centre of attention/mostly on bad terms with others.
<i>Ways with other children:</i>	Gets on well with others; generally kind, helpful/sometimes nasty to those outside own set/squabbles, makes insulting remarks/selfish, scheming, a spoil sport/hurts by pushing about, hitting/spiteful to weaker children/tells on others, underhand (tries to get others into trouble)/n.n. Plays only or mainly with older/younger children/those of own age.
<i>Physical prowess:</i>	Never fights/fights gamely/gets bullied/strikes brave attitudes but backs out/flics into a temper if provoked/fights viciously (bites, kicks, scratches, uses dangerous objects as weapons)/n.n.
<i>Liking the limelight:</i>	Brags to other children. Shows off (makes silly faces, mimics, clowns). Misbehaves when teacher is out of room/n.n.
<i>Attitude of other children:</i>	Liked/disliked, shunned/on the fringe, somewhat of an outsider/associates mostly with unsettled types/gets cheated, fooled.

PERSONAL WAYS

<i>Attendance:</i>	Good/frequently absent for day or half-day/has had long absences/has truanted—once or twice, often, suspected of truancy/parent condones absences, malingering, etc./stays away to help parent.
<i>Punctuality:</i>	Good or fairly good/often late/has cut lessons.
<i>Belongings:</i>	Looks after books, etc./careless, untidy; often loses or forgets books, pen/ destructive, defaces with scribbling.
<i>Ability at class jobs:</i>	Sensible/irresponsible, scatterbrain/untrustworthy/varies with mood/just stupid/n.n.
<i>Care for appearance:</i>	Adopts extreme youth fashions/not much concerned with looks/slovenly, very dirty/ gets very dirty during day/smart and tidy for age/n.n.
<i>Speech:</i>	Stutters, stammers, can't get the words out/thick, mumbling, inaudible/jumbled/ incoherent rambling chatter/babyish (mispronounces simple words)/n.n.
<i>Eyes:</i>	Dull, listless/unresponsive (doesn't seem to see you)/can't look you in the face/ has a wild hostile look; looks from under brows/blinking/bright/n.n.
<i>Posture:</i>	Slumps, lolls about/walks alertly/shuffles listlessly/n.n.
<i>Expression:</i>	Miserable, depressed ('under the weather'), seldom smiles/vacant/serious/placid, complacent/perky/n.n.
<i>Fidgets, etc.:</i>	Unwilled twitches, jerks; makes aimless movements with hands/bites nails badly. Jumpy/sucks thumb or finger (over ten years)/continually giggling/n.n.
<i>Nuisance:</i>	Damage to public property, etc. (of school, fences, unoccupied houses)/damage to personal property (cars, delivery vehicles, occupied houses or gardens, teacher's or workmen's belongings, etc.)/foolish pranks when with a gang/spoils or hides other children's things/follower in mischief/bad language; vulgar stories, rhymes, drawings/obscene behaviour/n.n.
<i>Sexual development:</i>	Early; very keen on opposite sex/normal/abnormal tendency/delayed.
<i>Appearance:</i>	Attractive/not so attractive as most/looks undernourished/has some abnormal feature/n.n.

PHYSIQUE

- General health:** Poor breathing, wheezy, asthmatic, easily winded/frequent colds, tonsillitis, coughs; running nose; mouth breather/running, infected ears/skin troubles, sores/ complains of tummy aches, feeling ill or sick; is sometimes sick/headaches; bad turns, goes very pale; fits/nose-bleeding/sore, red eyes/very cold hands/ good health.
- Physical defects:** Bad eyesight; squint; bulging eyes; poor hearing; gawky (bad co-ordination); contorted features (face screwed up on one side, eyes half closed, etc.); holds limb or body in unnatural posture.
- Size:** Tall for age/ordinary/small/unusually small. Very fat/very thin/n.n.

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

Unforthcomingness - N432
 Withdrawal - N434
 Depression - N436
 Anxiety - N438
 Hostility towards Adults - N440
 'Writing off' of Adults and Adults Standards - N442⁴
 Anxiety for Acceptance by Children - N444
 Hostility Towards Children - N446

Summary, recommendations; comments:

Restlessness - N448
 'Inconsequential' Behaviour - N450
 Miscellaneous Symptoms - N452
 Miscellaneous "Nervous" Symptoms - N454
 Total for all syndromes - N455
 Attendance - N458
 Appearance - N462
 Miscellaneous - N466
 Health Factors - 1 - N470
 Health Factors - 2 - N472
 Health Factors - 3 - N481
 Size - N427

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