

EDUCATIONAL

STRICTLY CONFIDENTIAL

| |
|-------------|
| Card No. |
| 1 |

Col. 1

| Local Authority Code Number | | | | Child's Code Number | | | | |
|--------------------------------|---|---|---|---------------------|---|---|---|--|
| | | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |

EDUCATIONAL ASSESSMENT[★]

NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W1P 5AH
01-387 4263/4/5

SPONSORED AND ADMINISTERED BY:
National Bureau for Co-operation in Child Care

CO-SPONSORED BY:
Institute of Child Health, University of London
National Birthday Trust Fund
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:
Mary D. Sheridan, O.B.E., M.A., M.B., D.C.M.

CHAIRMAN OF STEERING COMMITTEE: W. D. Wall, B.A., PH.D.

EXECUTIVE CO-DIRECTORS:
Professor N. R. Butler, M.D., F.R.C.P., D.C.M.
Mrs. M. L. Kellmer-Frieling, B.A., PH.D., DIP.ED.PSYCH.

CO-DIRECTOR AND PRINCIPAL INVESTIGATOR:
R. Davis, B.A., DIP.ED.PSYCH.

CO-DIRECTORS: M. J. R. Healy, B.A.
J. M. Tizard, M.D., D.S.C., M.R.C.P.
W. D. Wall, B.A., PH.D.

SENIOR RESEARCH OFFICER:
P. J. Wedge, B.A., DIP.PUB.SOC.ADMIN., DIP.APP.SOC.STUD.

SECOND FOLLOW-UP OF CHILDREN BORN 3rd-9th MARCH, 1958.

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

(Christian Names in full) _____

(b) SEX

(Please ring appropriate number)

Boy ..

Girl ..

2. (a) DATE OF BIRTH..... / 3 / 58.

(b) TODAY'S DATE..... / / 19.....

3. (a) NAME AND ADDRESS OF PRESENT SCHOOL.....
.....
.....

(b) SCHOOL NUMBER (as designated by the Department of Education and Science or the Scottish Education Department)
.....

(c) TELEPHONE NUMBER OF SCHOOL.....

(d) NAME OF HEAD OR PRINCIPAL (MR. / MRS. / MISS).....

(e) NAME OF CHILD'S CLASS TEACHER (MR. / MRS. / MISS).....

4. (a) DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL..... / /

(b) 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.
.....
.....
.....

Col. 1
Please ring
appropriate
number

1

2

Leave blank

Col. 12 - 13

| | |
|--|--|
| | |
|--|--|

Mo. Yr.

Leave blank

Col. 14

| |
|--|
| |
|--|

Col. 15

| |
|--|
| |
|--|

Col. 16 - 17

| | |
|--|--|
| | |
|--|--|

Leave blank

Col. 18 19 20 21 22 23

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

★ The Introductory Notes and Test Instructions are in the centre pages of the Test Booklet

SECTION A

The six questions in this section are about the school

PLEASE ANSWER EITHER QUESTION 5 OR QUESTION 6

5. For schools maintained by a Local Education Authority

Please indicate category to which your school belongs by ringing appropriate number:

Junior School 1
 Junior with Infants School (or Primary with Infants) 2
 All-age School 3
 Secondary School 4
 Day Special School (please specify type/s of handicap) 5

Residential Special School (please specify type/s of handicap) 6

Other (please specify) 7

6. For schools not maintained by a Local Education Authority

Please indicate category to which your school belongs by ringing appropriate number:

Independent School (this includes grant-aided schools) catering wholly or mainly for children who are not handicapped 1

Day Special School for handicapped children (please specify type/s of handicap) 2

Residential Special School (please specify type/s of handicap) 3

Other (please specify) 4

7. Total number of pupils at present on school roll (Please enter the number in the boxes, e.g. if 66 children, enter 0 6 6)

8. (a) How many full-time members of the teaching staff does your school currently have? (Excluding the Headteacher):

Please enter the number here.....

(b) If there are part-time members of staff, what full-time equivalent number of teachers do they represent? (E.g. 4 teachers teaching half-time would be equivalent to 2 full-time teachers):

Please enter the number here.....

(c) How many of the above full-time teachers (included in 8a) have been at your school for the following lengths of time?: Enter numbers below

Temporary (or supply) teachers.....

Less than one whole year.....

1 or 2 whole years.....

3, 4 or 5 whole years.....

6, 7, 8, 9 or 10 whole years.....

More than 10 whole years.....

Col.
Please ring
appropriate
number

1

2

3

4

5

6

7

9

Col.
Please ring
appropriate
number

1

2

3

4

9

Col. 27 - 28 :

| | |
|--|--|
| | |
|--|--|

Leave blank
Col. 30 - 31

| | |
|--|--|
| | |
|--|--|

Col. 32 - 33

| | |
|--|--|
| | |
|--|--|

| |
|--|
| |
| |
| |
| |
| |
| |

9. How old are the main school buildings? (Please enter the number of years in the box, e.g. for 8 years enter ; if the school is situated on more than one site, please give details below)

Col. 40 - 41 - 42

| | | |
|--|--|--|
| | | |
|--|--|--|

10. Approximately what percentage of your present eleven-year-olds do you consider as suitable for an academic secondary education leading to G.C.E. 'O' level (or Scottish Certificate of Education 'O' Grade) in five or more subjects? (Please enter the percentage in the box, e.g. for 5 per cent enter)

Col. 43 - 44

| | |
|--|--|
| | |
|--|--|

SECTION B

This section contains questions about the child and his parents which might best be answered by the class teacher in consultation with the Head

11. (a) Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff?

Please ring appropriate number

(Please ring one code only) Yes, father only 1
 Yes, mother only 2
 Yes, both 3
 Neither 4

- (b) During this period has there been any such discussion with the parents at the instigation of you or your teaching staff?

Yes 1
 No 2

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

FATHER { Over concerned about the child's progress and/or expecting too high a standard? .. 1
 Very interested? 2
 To show some interest? 3
 To show little or no interest 4
 Can't say 5
 Inapplicable (e.g. no father) 9

MOTHER { Over concerned about the child's progress and/or expecting too high a standard? .. 1
 Very interested? 2
 To show some interest? 3
 To show little or no interest 4
 Can't say 5
 Inapplicable (e.g. no mother) 9

Col.

Col.

13. Note: Questions 13 (a) to 13 (e) are not mutually exclusive and should all be completed.

- (a) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental backwardness?

Yes

No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

.....

.....

.....

- (b) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any educational or mental superiority?

Yes

No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

.....

.....

.....

- (c) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any behaviour difficulties?

Yes

No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

.....

.....

.....

- (d) In addition to anything which the class teacher may be able to do in the normal way, is the child receiving help within the school because of any physical or sensory disability?

Yes

No

If the child is receiving such help, please describe briefly; if not, but you consider this necessary, detail the provision you have in mind.

.....

.....

.....

- (e) Do you consider, irrespective of the facilities in your area, that the child would benefit now from attendance at a special school?

Yes

No

Can't say

Please r
appropri
number

Col

1

2

Col

1

2

Col

1

2

Col

1

2

Co

1

2

3

Please ring
appropriate
number

14. Is the child at present receiving free school meals?

Yes

No

Col. 5

1

2

15. As far as you are aware, has the child been referred to any agency because of difficulties which have affected his educational progress or behaviour? (E.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, Doctor, Probation Officer).

(Include referrals made at a routine medical examination, and any Yes

made by another school or by the parents, if known). No

Col. 5

1

2

If Yes, please state agency involved and, briefly, the reasons for each referral.

.....

.....

.....

.....

16. Since the child has been in your school has there been any noticeable improvement or deterioration in the rate of his educational progress or in his behaviour and adjustment?

Marked improvement ..

Some improvement ..

No noticeable change ..

Some deterioration ..

Marked deterioration ..

Can't say

Col. 5

1

2

3

4

5

6

If there has been a change, please describe briefly; also mention any factors you feel may be responsible.

.....

.....

.....

.....

From your present knowledge of this child and his circumstances:

17. (a) What do you think he is likely to achieve academically at secondary school and/or in further education?

.....

.....

.....

- (b) What kind of job or career do you feel might best suit his abilities or aptitudes? (Please feel free to be as specific or as general as you wish.)

.....

.....

.....

SECTION C

This section contains questions about the child and his class and might best be completed by the class teacher

18. (a) Is the child's age group streamed* by ability?

Yes
No

- (b) If streamed by ability, is he in:

A higher ability class ..
An average ability class ..
A lower ability class? ..

*If the situation in your school does not fit this coding, please describe below:

.....
.....
.....
.....

19. Number of pupils in the child's present class? (Please enter the number in the boxes; include other year groups if all children are in the same class)

20. How many teachers normally teach this class?

Enter number here

If there is more than one teacher, please enter details below:

| Name of Teacher | Hours per week | Subjects or Activities |
|-----------------|----------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

21. (a) Number of possible half-day attendances for this child in the present school year. (Please enter the number in the boxes)

- (b) Number of half-days absent during this period. (Please enter the number in the boxes, e.g. if 24 half-days absent enter 0 2 4)

22. For children in English or Welsh schools only. Will this child be proceeding to a local authority maintained or direct grant selective secondary school (i.e. Grammar, Secondary Modern, Technical School); to some form of maintained comprehensive school; or to an independent school?

Selective secondary school
Maintained comprehensive school ..
Independent school
Other school (please specify) ..

Don't know

Please ring appropriate number

Col. 5

1

2

Col. 5

1

2

3

9

Col. 59 - 60

| | |
|--|--|
| | |
|--|--|

Leave blank
Col. 61

| |
|--|
| |
|--|

Col. 62 - 63 - 6

| | |
|--|--|
| | |
|--|--|

Col. 65 - 66 - 6

| | |
|--|--|
| | |
|--|--|

Col.
Please ring appropriate number

1

2

3

4

5

9

23. You are asked below to rate some aspects of the child's ability and attainment. Each area is subdivided into categories. It is expected that in a representative cross-section of children of this age, approximately five per cent 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 his age* not just his present class or even his school) by ringing the number opposite the appropriate description.

| | | Please ring appropriate number |
|--------------------------|--|--------------------------------|
| | | Col. 6 |
| (a) General knowledge .. | Exceptionally well-informed for his age | 1 |
| | Above average. Good background of general knowledge | 2 |
| | Average for his age in this respect | 3 |
| | Below average. Rather limited knowledge | 4 |
| | Lack of general knowledge is a handicap in school | 5 |
| | | Col. 7 |
| (b) Number work .. | Extremely good facility with number and with mathematical concepts. Grasps new processes very quickly. Shows insight and understanding | 1 |
| | Understanding of number work well developed. Grasps new processes without much 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 very little understanding of number work | 5 |
| | | Col. 7 |
| (c) Use of books .. | Exceptional. Reads very widely for pleasure and information | 1 |
| | Above average. Turns to books very readily | 2 |
| | Average. Skill and comprehension satisfactory for school requirements | 3 |
| | Below average. Still learning the skill of reading; not inclined to turn spontaneously to books for pleasure or information | 4 |
| | Very poor or non-reader. Recognises few words; very limited use of books because of poor skill | 5 |
| | | Col. 7 |
| (d) Oral ability .. | Exceptionally good for his age. Shows extensive vocabulary and complex sentence formation | 1 |
| | Above average. Has very good vocabulary and expresses himself well orally | 2 |
| | Average for his age. Expresses himself satisfactorily in conversation and oral lessons | 3 |
| | Below average. Rather limited in vocabulary, tending to use simple phraseology | 4 |
| | Very limited oral ability for his age | 5 |

- 24 Below are a few descriptions of behaviour shown by some children. Any one particular description is likely to apply to only a minority of children; moreover quite a proportion of children may show at least in some degree one of the aspects of behaviour listed below. If the description fits the child, please circle the figure 1 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 in the third column.

| | <i>Certainly</i> | <i>Somewhat</i> | <i>Not at all</i> | <i>Don't know</i> | |
|---|------------------|-----------------|-------------------|-------------------|---------|
| (a) Poor control of hands (e.g. in writing, drawing, handwork) | 1 | 2 | 3 | 4 | Col. 73 |
| (b) Squirmey, fidgety child | 1 | 2 | 3 | 4 | Col. 74 |
| (c) Poor physical co-ordination (e.g. in jumping, running or throwing) | 1 | 2 | 3 | 4 | Col. 75 |
| (d) Often running or jumping about, hardly ever still | 1 | 2 | 3 | 4 | Col. 76 |
| (e) Difficult to understand because of poor speech | 1 | 2 | 3 | 4 | Col. 77 |
| (f) Imperfect grasp of English (i.e. when native language is other than English or Welsh) | 1 | 2 | 3 | 4 | Col. 78 |

- 25 (a) Compared with other children at this age, does he/she reveal outstanding ability in any area?
E.g. writing stories, drawing, chess, modelling, music, science, sport, etc.

Yes

No

If Yes, please describe

- (b) What would you consider are this child's most favourable qualities of personality and character?

- (c) What do you regard as his/her most serious weaknesses or drawbacks of personality or character?

Col. 79
Please ring appropriate number

1

2

Leave blank
Col. 80

PARENTAL

STRICTLY CONFIDENTIAL

| |
|----------|
| Card No. |
| 4 |

| Local Authority Code Number | | | | Child's Code Number | | | | | |
|-----------------------------|--|--|--|---------------------|--|--|--|--|--|
| | | | | | | | | | |

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

PARENTAL INTERVIEW FORM★ NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1 Fitzroy Square, London, W1P 5AH

01-387 4263/4/5

SPONSORED AND ADMINISTERED BY:
National Bureau for Co-operation in Child Care

CO-SPONSORED BY:
Institute of Child Health, University of London
National Birthday Trust Fund
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:
Mary D. Sheridan, O.B.E., M.A., M.D., D.C.M.

CHAIRMAN OF STEERING COMMITTEE: W. D. Wall, B.A., Ph.D.

EXECUTIVE CO-DIRECTORS:
Professor M. R. Butler, M.D., F.R.C.P., D.C.M.
Mrs. M. L. Kellmer Pringle, B.A., Ph.D., D.P.S.P.

CO-DIRECTOR AND PRINCIPAL INVESTIGATOR:
R. Davis, B.A., D.P.S.P.

CO-DIRECTORS: M. J. R. Healy, B.A.
J. M. Tanner, M.D., D.Sc., M.B.C.P.
W. D. Wall, B.A., Ph.D.

SENIOR RESEARCH OFFICER:
P. J. Wedge, M.A., D.P.S.P., SOC. ADMIN., INT. AFF. SOC. STUD.

SECOND FOLLOW-UP OF CHILDREN BORN 3rd-9th MARCH, 1958

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

(Christian names).....

2. CHILD'S SEX (Please ring appropriate number)

Boy . . .

Girl . . .

3. TODAY'S DATE / / 19.....

4. DATE OF CHILD'S BIRTH..... / March / 1958

5. CHILD'S PRESENT HOME ADDRESS.....
.....
.....

6. (a) CHILD'S HOME ADDRESS AT TIME OF BIRTH.....
.....
.....

(b) PLACE OF BIRTH IF DIFFERENT FROM ABOVE (Please give full address if possible)
.....
.....

(c) CHILD'S HOME ADDRESS AT THE TIME OF FIRST FOLLOW-UP (AGED SEVEN).....
.....
.....

(d) IF BORN ABROAD, please give approximate date child came to live in this country

..... month year

7. NAME OF INTERVIEWER.....

8. NAME OF INFORMANT (Surname).....

(Christian names).....

9. RELATIONSHIP OF INFORMANT TO THE STUDY CHILD Mother (or Mother Substitute).....

Other (please specify).....

Please ring
appropriate
number

Col 11

1

2

Leave blank

Col. 12 13

Mth. Yr.

Please ring

Col. 1

1

2

INTRODUCTORY NOTES

Please Read This Before Beginning An Interview

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 was presented for relating the ante-natal and birth history of the children to their subsequent 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 as well as providing much needed information about normal child development and the utilisation of services.

To make the fullest use of this opportunity, an interdisciplinary project, the National Child Development Study (1958 Cohort) has been sponsored by the four organisations detailed on the front of this booklet to follow the children's development from birth to maturity. In 1965 the children were followed up and information was obtained about their physical and educational development and their social circumstances.

The present phase of this Study, which will again cover some 16,000 children, is being financed from Government funds. As is inevitable in an undertaking of this size, much of the information to be obtained will be gathered by individual doctors, health visitors, head and class teachers. Once more 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 to be worthy of your professional skill and time.

As previously 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 Interview Form 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 Examination Form.

The Parental Interview Form

- 1 The form would best be completed in 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. *Sometimes the child will not be living with his own (i.e. natural) mother. In this case the term 'mother' throughout the form should be taken to imply permanent mother substitute unless the phrase 'own mother' is used. The word 'father' should be taken to imply present male head of household except where the phrase 'own father' is used.*
- 2 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 be best omitted please feel free to do this although ideally we should like to have all interviews fully completed.
- 3 Most of the form has been framed as a series of items to which a number of possible answers are stated. *Would you please ring the number in the column opposite the answer which has been given, e.g.*

| | |
|------------|----------|
| Yes | Col 1 |
| No | ② |
| Don't know | 3 |

Some questions require a numerical answer and you are asked to enter the number in one or more boxes in the margin.

6 is entered if there is one box, or if there are two boxes.

We have tried to anticipate likely answers but where appropriate have left space for other replies. If ever you are not sure which answer to ring please write this down. Negative answers are as important as positive ones so please fill in these carefully.

Some questions have more than one section. Please check that you have asked all the appropriate sections.

- 4 It is not possible in a survey of this kind to frame questions or anticipate answers for every conceivable situation without making the form read like a statutory document. On some questions you are asked to invite the mother to amplify her reply but wherever you feel that a question is inappropriate to a particular situation or where the mother's reply needs some amplification or qualification please make a note of this at that point on the form or on the back page. If you have any more general comments or reservations about the interview or the form please also record these on the back page.
 - 5 In most questions please use any suitable wording to obtain the relevant information from the mother. With regard to a few questions, however, it is very important that they be put in the same way to all mothers. These particular questions are indicated by quotation marks e.g. Question 14. Please read to the mother the exact wording contained by the quotation marks.
- If the mother's grasp of English is very imperfect please complete as much of the form as you can but omit the questions requiring exact wording. Please note the mother's inability to speak or understand English on the back page of the interview form.

10 PEOPLE IN THE HOUSEHOLD

A household comprises the group of persons living together partaking of meals prepared together and benefiting from a common housekeeping

- (a) Who normally lives in the Study child's household? Exclude any children or others who are only at home for short periods, for example school holidays

| Relationship to Study Child (e.g. Father, Stepbrother) or Status in Household (e.g. Lodger) | Surname | Christian Name | Age (in years) |
|---|---------|----------------|----------------|
| 1 Study Child | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

Leave blank

Col 15 16

| | |
|--|--|
| | |
|--|--|

- (b) List below any member of the family (under the age of 21 years) not included in the above table, for example those who are only home for holidays or leave, and enquire or state from your own knowledge the reason for absence for example, at residential special school, or working away

| Relationship to Study Child | Surname | Christian Name | Age (in years) | Reason for Absence from Home |
|-----------------------------|---------|----------------|----------------|------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Col 17 18

| | |
|--|--|
| | |
|--|--|

Col 19 20

| | |
|--|--|
| | |
|--|--|

- (c) Enter the following details of any children born to the Study child's OWN MOTHER subsequent to the Study child. Include both members of twin pairs separately and omit miscarriages

| NAME | DATE OF BIRTH | SEX | | SURVIVAL | | | BIRTH WEIGHT |
|---------------|---------------|------|--------|-----------|------------|-------------------|------------------------|
| | | Male | Female | Alive now | Still-born | Died subsequently | (Approx. if necessary) |
| 0 Study child | / 3/58 | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 1 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 2 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 3 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 4 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 5 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 6 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 7 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |
| 8 | / / | 1 | 2 | 3 | 4 | 5 | lbs ozs |

10. (d) Please enter the following information in respect of *any* deceased child of the Study child's own mother. Include children born before and after the Study child.

(i) the age at death..... years..... months

(ii) the cause of death.....

- (e) Was the Study child's birth single or multiple?

| | Please enter |
|------------|--------------|
| Single | 1 |
| Multiple | 2 |
| Don't know | 3 |

11. The actual relationship to the Study child of the persons acting as the child's parents is:
(Please ring as appropriate)

MOTHER

| | Please enter |
|-----------------------------|--------------|
| Own (or natural) mother | 1 |
| Mother by legal adoption | 2 |
| Step-mother | 3 |
| Foster-mother | 4 |
| Grandmother | 5 |
| Elder sister | 6 |
| No mother figure | 7 |
| Other (please specify)..... | 8 |

If neither 1 nor 2 is ringed please state (if possible)

(a) why child is not living with his/her own or adoptive mother.

(b) at what age child came under the care of present mother-substitute. State age in box, e.g.

6 yrs = 10 yrs =

FATHER

| | Please enter |
|-----------------------------|--------------|
| Own (or natural) father | 1 |
| Father by legal adoption | 2 |
| Step-father | 3 |
| Foster-father | 4 |
| Grandfather | 5 |
| Elder brother | 6 |
| No father figure | 7 |
| Other (please specify)..... | 8 |

If neither 1 nor 2 is ringed please state (if possible)

(a) why child is not living with his/her own or adoptive father.

(b) at what age child came under the care of present father-substitute. State age in box, e.g.

6 yrs = 10 yrs =

Please enter

C

1

2

3

Please enter

C

1

2

3

4

5

6

7

8

Enter number

Cols. 23

Please enter

C

1

2

3

4

5

6

7

8

Enter number

Cols. 26

12. (a) Has the child been looked after for more than one month by any mother-figure other than the one indicated in Question 11. (Exclude hospital admissions and boarding school attendance.)

Yes 1
 No 2
 Don't know 3

- (b) Has this child ever been in the care of a Local Authority Children's Committee?

Yes, in care now 1
 Yes, in care only in the past 2
 No, has never been in care 3
 Don't know 4
 Other reply (give details)..... 5

If yes, what was child's age at the time of admission to care (or at the last time of admission if more than one) and the name of the Local Authority.

Age.....

Name of Local Authority.....

- (c) Has the child ever been in the care of a Voluntary Society?

Yes, in care now 1
 Yes, in care only in the past 2
 No, has never been in care 3
 Don't know 4
 Other reply (give details)..... 5

If yes, what was the child's age at the time of admission to care (at the last time of admission if more than one) and the name of the Voluntary Society.

Age.....

Name of Voluntary Society.....

Please ring

Col. 28

Col. 29

Col. 30

13. How many schools has the child attended since the age of 5 years, not counting moves from one department to another of the same school. Write the actual number in the box, and if 9 or more enter **9**

If answer is not straightforward,

give details.....

14. Read this to the parent:

'Would you like.....
 (child's name) to leave school as soon as possible or stay on longer?'

Leave as soon as possible 1
 Stay on longer 2
 Don't know yet 3

15. Read this to the parent:

'Do you hope that after leaving school.....(child's name) will undertake further training or education (full-time or part-time)?'

Yes 1
 No 2
 Don't know yet 3

16. Read this to the mother:

'How satisfied are you with play amenities for.....
 (child's name) within about 10-15 minutes walk of here?'

Very satisfied 1
 Fairly satisfied 2
 No feelings either way 3
 Rather unsatisfied 4
 Very unsatisfied 5
 Other reply (specify)..... 6

Enter number

Col. 31

Please ring

Col. 32

Col. 33

Col. 34

- 17 Excluding holidays away from home are the following available and how often has (child) used them in his/her spare time in the past twelve months? Omit where child does not live at home. Otherwise ring as appropriate

| | Never Not avail able | goes though available | Goes some times | Goes often | Don't know | Leave blank |
|--|-------------------------------|-----------------------------|-----------------------|---------------|---------------|-------------|
| A park public garden, heath, common or fields where children are allowed to play | 1 | 2 | 3 | 4 | 5 | Col 35 |
| A recreation ground or outdoor play centre (other than school) | 1 | 2 | 3 | 4 | 5 | Col 36 |
| Swimming or paddling places which are safe for children | 1 | 2 | 3 | 4 | 5 | Col 37 |
| An indoor play centre, or any children's clubs or societies (e.g. Cubs, Guides, Sports Clubs, Church Clubs for young people) | 1 | 2 | 3 | 4 | 5 | Col 38 |
| A cinema or other place which has children's film shows. | 1 | 2 | 3 | 4 | 5 | Col 39 |
| A public library | 1 | 2 | 3 | 4 | 5 | Col 40 |

- 18 Enquire if either parent goes out with the child for walks, outings, picnics, visits.

| | Yes, most weeks | Yes, occasionally | Never or hardly ever | Other reply (please ring and specify) | |
|--------|--------------------|----------------------|-------------------------|--|--------|
| Mother | 1 | 2 | 3 | 4 | Col 41 |
| Father | 1 | 2 | 3 | 4 | Col 42 |

- 19 Does the mother feel that the father takes a big part in managing the child or leaves it mainly to mother? If father is away a lot ring appropriate code and give details at end of list below

Father takes a big part or equal part with mother
 Father takes a smaller part than mother but mother still
 feels it to be a significant part
 Father takes a very small part or leaves to mother
 Don't know
 Inapplicable (give details)

Please ring
Col 43

1
2
3
4
5

- 20 Has either parent belonged to a lending library or book club in the last twelve months?

| | Yes | No | Other reply (please ring and specify) | |
|--------|-----|----|---------------------------------------|--------|
| Mother | 1 | 2 | 3 | Col 44 |
| Father | 1 | 2 | 3 | Col 45 |

21. How many times has the family moved home since the child was born. State number of moves, e.g. 6 moves = 6. If 9 or more, enter 9. If the answer is not straight-forward give brief details:

Enter
number
Col. 46

22. (a) What accommodation is occupied by this household?

Please ring
Col. 47

Whole house 1
Flat/maisonette (self-contained) 2
Rooms 3
Caravan 4
Other (please specify) 5

- (b) Is the accommodation:

Col. 48

Owned by the household or being bought 1
Rented from Council or New Town Corporation 2
Privately rented—unfurnished 3
Privately rented—furnished 4
Tied to occupation 5
Other reply (please specify) 6

23. Is the front door to the accommodation:

Col. 49

Below street level 1
At street level/ground floor 2
1st floor 3
2nd floor 4
3rd-4th floor 5
5th-6th floor 6
7th-9th floor 7
10th-12th floor 8
13th floor and above 9

24. How many rooms does the accommodation have?

Enter number

Exclude bathroom, scullery or kitchen unless used as a living room. *Include* rooms used by lodgers or relatives who are members of the household as defined in Question 10

Number of rooms

Cols. 50-51

25. With how many people does (child) share his/her bedroom?

Enter
number

Col. 52

26. Does..... (child) share his/her bed with anyone else?

Please ring

Col. 53

Yes 1
No 2
Don't know 3

27. Does the accommodation have: (Ask each item)

Please ring
Col. 54

- (a) Bathroom

Yes—sole use 1
Yes—shared 2
No 3
Don't know 4

- (b) Outdoor Lavatory

Yes—sole use 1
Yes—shared 2
No 3
Don't know 4

Col. 55

- (c) Indoor Lavatory

Yes—sole use 1
Yes—shared 2
No 3
Don't know 4

Col. 56

- (d) Cooking facilities

Yes—sole use 1
Yes—shared 2
No 3
Don't know 4

Col. 57

- (e) Hot Water Supply

Yes—sole use 1
Yes—shared 2
No 3
Don't know 4

Col. 58

28. (a) Read this to the parents:

Col. 59

'How satisfied are you with the house (flat, etc.) you live in?'

Very satisfied 1
Fairly satisfied 2
No feelings either way 3
Rather dissatisfied 4
Very dissatisfied 5
Don't know 6
Other reply (please specify) 7

- (b) 'What is it about your home that makes you feel like that?'

Leave
blank
Col. 60

29. OCCUPATION OF THE CHILD'S FATHER

(i.e. present male head of household)

If not working: Write 'Not working' and fill in details of last occupation.

If no male head: Write 'None', but if possible fill in details of employment when he was living in household.

(In completing this question as much detail as possible should be given to indicate the exact type of work done so that we can classify by the skill, qualification or responsibility involved. Terms such as 'electrical worker', 'engineer', 'civil servant', 'clerk' are insufficient and need explaining.)

(a) Actual job.

(b) Trade, Industry or Profession

(c) Is the father paid weekly, monthly, or is he self employed?

Please ring

| | |
|-----------------|---|
| Weekly | 1 |
| Monthly | 2 |
| Self employed | 3 |
| Don't know | 4 |
| Other (specify) | 5 |

(d) If self-employed
How many persons does he employ?

| | |
|------------|---|
| None | 1 |
| 1-24 | 2 |
| 25+ | 3 |
| Don't know | 4 |

(e) If not self employed
(i) Does he supervise others?
(e.g. foreman, manager, charge-hand)

| | |
|------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

If Yes, i.e. supervises others
(ii) Approximately how many other persons does he supervise?

| | |
|------------|---|
| 1-24 | 1 |
| 25+ | 2 |
| Don't know | 3 |

30 Apart from any private source what has been the source of income of the family during the past 12 months? Ring all relevant sources

| | |
|--------------------------------------|---|
| Employment | 1 |
| Sickness benefit, sick pay | 2 |
| Unemployment benefit | 3 |
| Supplementary benefit (Nat. Assist.) | 4 |
| Retirement pension | 5 |
| Disability pension | 6 |
| Other (specify) | 7 |

Leave blank

Col 61

Cols 62-63

31 For how many weeks has the father (i.e. male head) been off work in the past 12 months through illness or unemployment. Enter number of weeks in boxes. For no weeks put 0 0. For no male head enter 9 9.

Number of weeks off work through illness,

Unemployment

Other (please specify)

32 Is the father (i.e. male head) engaged in shift work and away from home at night or does he work regular daytime hours?

Shift work but not away overnight
Shift work and sometimes away overnight
Regular night work
Works regular daytime hours
Other reply (please specify)

33 Apart from shift work and regular night work does the father (i.e. male head of house) work take him away overnight

At least once a week
At least once a month but not every week
Sometimes but less frequently than once a month
Never
Other reply e.g. away for long or short periods of time (Give details)

34 Please enquire own parents height and weight

(a) Father's weight

stone lbs

Father's height

feet inches

(b) Mother's weight

stone lbs

Mother's height

feet inches

Enter number

Cols 65-66

Cols 67-68

Cols 69-70

Please ring
Col. 71

1

2

3

4

5

Col. 72

1

2

3

4

5

Leave blank

Cols 73-74

Cols 75-76

Cols 77-78

Cols 79-80

For
Office
use

| |
|------|
| Card |
| 5 |

Col. 1

| Local Authority Code Number | | | Child's Code Number | | | | | | |
|--------------------------------|--|--|---------------------|--|--|--|--|--|--|
| | | | | | | | | | |

2 3 4 5 6 7 8 9 10

35. (a) Has the mother had any paid work outside the home since the child was 7 (March, 1965)?

Yes
 No
 Don't know
 Other reply.....

- (b) How many weeks has mother worked full-time and/or part-time in the past 12 months?
 Please complete both for permanent and temporary jobs.

Worked full-time (30 hours or more a week) No. of weeks in Permanent work

. No. of weeks in Temporary work

Worked part-time (under 30 hours) No. of weeks in Permanent work

. No. of weeks in Temporary work

- (c) Please give full details of most recent job.

Exact nature of work.....

Supervisory status if any.....

Industry/Trade.....

Number of days worked per week.....

Leaves home..... Arrives home.....

Date of taking job...../...../.....

Date of leaving if not working now...../...../.....

36. Does any child of the family receive free school meals at present?

Yes
 No
 Don't know
 Other reply (give details).....

Leave blank

Col. 11

Col. 12 13

Please ring

Col. 14

1

2

3

4

Enter number

Cols. 15 16

Cols. 17 18

Cols. 19 20

Cols. 21 22

Leave blank

Col. 23

Cols. 24 25

Col. 26

Please ring

Col. 27

1

2

3

4

- 37 (a) Ask the parent Have you been seriously troubled by financial hardship in the past 12 months?

Yes
No
Uncertain
Don't know
Other reply (give details)

Please ring
Col. 28

1
2
3
4
5

- (b) If 'Yes' ask, In what way have you found it difficult to make ends meet?"

- 38 Enquire or state from your own knowledge if any member of the family has had contact with any social work and/or welfare organisation since the child's 7th birthday *Include* Children s, Health, Welfare, Education and Social Service Departments, the Probation Service, and any Voluntary Organisation concerned with children *Exclude* Health Visiting and other services normally used by the population as a whole

If Yes, give details

Leave blank

Col. 29 ☐
Col. 30 ☐
Col. 31 ☐
Col. 32 ☐
Col. 33 ☐
Col. 34 ☐

MEDICAL HISTORY

11

Ca

SIGHT

39. (a) Does the child have good sight (without glasses)?

Yes 1
Sight not good in one eye 2
Sight not good in both eyes 3
Don't know if sight is good 4
No answer 5

(b) At what age, if any, was poor vision first discovered? (Enter age in years. If sight is good leave blank) .

Enter age
Cols. 36-37

(c) If vision is poor, please give the reason and diagnosis if known.....
.....
.....

40. (a) Please ring the appropriate category.

Child has never worn glasses 1
Child wears glasses at present 2
Child used to wear glasses in the past but not now 3
Child was prescribed glasses but never wore them 4
Not known if glasses ever worn 5
Has an eye disorder which is not helped by glasses 6

(b) If applicable enter age at which glasses were first prescribed

Enter age
Cols. 39-40

(c) For those children who used to wear glasses but no longer do so, enter age at which glasses were discarded

Cols. 41-42

41. (a) Has the child ever had a squint?

Yes—squint still present 1
Yes—squint in past only 2
No—never had a squint 3
Don't know whether has had squint 4

(b) At what age, if any, was squint first noted?

Enter age
Cols. 44-45

(c) If child has ever had a squint but the squint is now absent, enter age when disappeared

Cols. 46-47

(d) What treatment, if any, was he/she given for the squint? (Ring all the codes which apply)

Never attended for medical advice 1
Medical advice given—'no treatment needed' 2
Patch over eye 3
Glasses 4
Eye exercises 5
Operation 6
Treatment was advised but not known what 7
Don't know if attended for treatment 8

HEARING

42. (a) Has child always had good hearing in both ears?

Yes now and always in past 1
Yes now but has been poor in the past 2
No, reduced hearing in one ear only 3
No, reduced hearing in both ears 4
Don't know 5

(b) If hearing has ever been poor, please give the reason and diagnosis if known.....
.....

(c) At what age, if any, was poor hearing first noted

Enter age
Cols. 50-51

43. Has a hearing aid ever been worn?

Yes 1
No 2
Don't know 3

SPEECH

44. Has the child had any speech difficulty?

Yes, has it now 1
Yes, in past only 2
Never 3
Don't know 4

If appropriate:
Please specify nature of difficulty
.....
.....

45. Has the child ever had speech therapy?

| | |
|-----------------------------|---|
| Yes, has it now | 1 |
| Yes, in past only | 2 |
| No | 3 |
| Don't know | 4 |

Please ring
Col. 54

BLADDER/BOWEL CONTROL

46. Is the child completely dry at night?

| | |
|--|---|
| Yes | 1 |
| No, wet in past month up to three times | 2 |
| No, wet in past month between 4 and 10 times | 3 |
| No, wet in past month 11 or more times | 4 |
| No, wet at night but don't know how often | 5 |
| Don't know if wet at night | 6 |

Col. 55

47. Apart from any occasional mishap is the child completely dry by day?

| | |
|----------------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

Col. 56

48. Does the child have normal bowel control, i.e. does not soil?

| | |
|----------------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |

Col. 57

LATERALITY

49. (a) Ask mother if the child is:

| | |
|--------------------------------|---|
| Left-handed | 1 |
| Right-handed | 2 |
| Mixed right and left | 3 |
| Don't know | 4 |

Col. 58

- (b) 'Which hand does your child write with?'

| | |
|----------------------|---|
| Left | 1 |
| Right | 2 |
| Don't know | 3 |

Col. 59

ACCIDENTS AND INJURIES

50. Has the child ever received any of the following injuries?

(a) Scald/Burn

| | |
|--------------------------|---|
| Yes, at home | 1 |
| Yes, at school | 2 |
| Yes, elsewhere | 3 |
| No, never | 4 |
| Don't know | 5 |

If 'Yes' state area affected.

(b) Fracture of Bone/Skull

| | |
|--------------------------|---|
| Yes, at home | 1 |
| Yes, at school | 2 |
| Road accident | 3 |
| Yes, elsewhere | 4 |
| No, never | 5 |
| Don't know | 6 |

If 'Yes' state area affected.

(c) Flesh Wound requiring 10 or more stitches

| | |
|------------------------------|---|
| Yes, at home | 1 |
| Yes, at school | 2 |
| Yes, road accident | 3 |
| Yes, elsewhere | 4 |
| No, never | 5 |
| Don't know | 6 |

If 'Yes' state area affected.

(d) Accident causing unconsciousness

| | |
|------------------------------|---|
| Yes, at home | 1 |
| Yes, at school | 2 |
| Yes, road accident | 3 |
| Yes, elsewhere | 4 |
| No, never | 5 |
| Don't know | 6 |

If 'Yes' for how long

(e) Poison (Swallowed a poisonous or dangerous substance?)

| | |
|----------------------|--|
| Yes | |
| No | |
| Don't know | |

If 'Yes' please give further details

Please ring
Col. 6

Col. 6

Co

O

C

(f) Falls in water
(In serious danger
of drowning.)

Yes 1
No 2
Don't know 3

If 'Yes' please give further details

.....

.....

ROAD ACCIDENTS

51. Has the child ever been involved
in a road accident causing injury
requiring a stay in hospital over-
night or longer?

Yes, once 1
Yes, twice 2
Yes, three or more times 3
No, never 4
Don't know 5

If 'Yes' please give further details

.....

.....

INFECTIOUS DISEASES

52. Has the child definitely had any
of the following illnesses?

Measles 1
German Measles 2
Mumps 3
Chicken pox 4
Whooping cough 5
Scarlet fever 6
NONE OF ABOVE 7

53. Has the child had any of the
following:

Rheumatic fever 1
(enter age).....
Infectious Hepatitis 2
(enter age).....
Meningitis 3
(enter age).....
Tuberculosis 4
(enter age).....
NONE OF THE ABOVE 5

Please ring

Col. 65

Col. 66

Col. 67

Col. 68

PUBERTAL DEVELOPMENT

54. If the Study child is a girl, please
ask the question, 'Has your
daughter had her first menstrual
period, and if so at what age?'

No, not yet 1
Yes, before 5 years 2
Yes, between 5 and 8 years
(inclusive) 3
Yes, aged 9 years 4
Yes, aged 10 years and up to 10
years and 6 months 5
Yes, aged 10 years and 6 months
up to 11 years 6
Yes, aged 11 years and over 7
Yes, but don't know when 8
Don't know if child has had first
menstrual period 9

55. If mother is Study child's own
mother, please explain that the
Study is interested in discovering
whether the age at which a
mother first menstruates is
related to the rate of develop-
ment of her child(ren).
Then ask mother if she would
consent to tell us the age at
which her own menstrual
periods began. Enter age in years.
If no information leave blank

Please ring

Col. 69

Cols. 70 - 71

Please ring

Col. 72

MEDICAL CAUSES OF SCHOOL
ABSENCE

56. How much time altogether has
the child missed from school (or
training centre, etc.) in the past
year because of ill health or
emotional disturbance?

None, or less than one week in all 1
Over one week and up to one
month in all 2
Over one month and up to three
months in all 3
Over three months 4
Missed school, but don't know for
how long 5
Don't know whether missed
school 6
Does not attend school 7

(Please state reason).....

.....

- 57 (a) If absent for more than one week in all during the past year please indicate reason. If not applicable, leave blank, otherwise ring all relevant codes

Colds, sore throats or ear infections
Bronchitis or chest infections
Asthma or wheeziness
Abdominal pain
Headaches
Infectious diseases
Accident or injury
Convulsions fits or turns
Other causes (give details)

Col. 73

1
2
3
4
5
6
7
8
9

ASTHMA or WHEEZY BRONCHITIS

- 59 Has the child ever had attacks of

Asthma
Wheezy bronchitis
Neither of these
Don't know

Col. 74

1
2
3
4

- 60 If the child has had asthma or wheezy bronchitis what is the frequency of attacks?

At least once a week
Usually less than once a week but can expect one a month
At least one attack in past year but less frequently than one a month
Had attacks in past year but don't know how frequently
No attacks at all in past year but had attacks when younger

Other reply (give details)

Col. 75

1
2
3
4
5
6

CONVULSIONS, TURNS OR FITS

- 61 Has the child had any of the following?

Major convulsion (or grand mal epilepsy)
Minor convulsion (or petit mal epilepsy)
Other, or mixed form of epilepsy
Fainting or blackouts
Other attacks or turns
NO ATTACKS AT ALL
Don't know

Col. 76

1
2
3
4
5
6
7

- 62 If child has had any attack indicated in Question 61 please enquire

(a) Age when had most recent attack Enter age in years at last birthday in boxes e.g. for 9 yrs enter

Enter age

Cols. 77 78

(b) Age in years when had first attack. If under 1 year enter

Cols. 79 80

(c) Enter details of attacks below

Description

Frequency

Type and duration of treatment

- -

- -

For
Office
use

| |
|------|
| Card |
| 6 |

Col. 1

| Local Authority Code Number | | | | Child's Code Number | | | | | |
|--------------------------------|--|--|--|---------------------|--|--|--|--|--|
| | | | | | | | | | |

2 3 4 5 6 7 8 9 10

Leave blank

Col. 11

| |
|--|
| |
|--|

Cols. 12-13

| | |
|--|--|
| | |
|--|--|

Please ring

Col. 14

MEDICAL TREATMENT

63. (a) Has the child had any medicaments from a doctor *in the last three months* (please include also maintenance treatments, e.g. anticonvulsants, insulin, etc.). Enter name of substance, where known opposite category listed

Name of substance(s)

| | |
|---------------------------------|---|
| Liquid medicine..... | 1 |
| Tablets or pills..... | 2 |
| Inhalers..... | 3 |
| Injections..... | 4 |
| Other treatment..... | 5 |
| NOT HAD ANY TREATMENT | 6 |
| Don't know | 7 |

- (b) If child has had of the above *in the last three months*, for what reason was (were) the medicament(s) given? Ring all appropriate codes.

| | |
|----------------------------------|---|
| Convulsions or turns | 1 |
| Wheeziness or asthma | 2 |
| Diabetes | 3 |
| Other reason (specify) | 4 |

Col. 15

64. GENERAL HEALTH

Has the child suffered in the past twelve months from any of the following?

| | Yes | No | Don't know | |
|--|-----|----|------------|---------|
| 64. (a) Recurrent headaches or migraine | 1 | 2 | 3 | Col. 16 |
| (b) Hay fever or allergic rhinitis | 1 | 2 | 3 | Col. 17 |
| (c) Recurrent vomiting or bilious attacks | 1 | 2 | 3 | Col. 18 |
| (d) Recurrent abdominal pains | 1 | 2 | 3 | Col. 19 |
| (e) Travel sickness | 1 | 2 | 3 | Col. 20 |
| (f) Tics or habit spasms | 1 | 2 | 3 | Col. 21 |
| (g) Recurrent mouth ulcers | 1 | 2 | 3 | Col. 22 |
| (h) Recurrent throat and/or ear infections requiring treatment by a doctor | 1 | 2 | 3 | Col. 23 |
| (i) Discharging ears (pus, not wax) | 1 | 2 | 3 | Col. 24 |
| (j) Eczematous rashes | 1 | 2 | 3 | Col. 25 |
| (k) Psoriasis | 1 | 2 | 3 | Col. 26 |
| (l) Any heart complaint | 1 | 2 | 3 | Col. 27 |
| If yes, what have the parents been told about their child's heart?..... | | | | |

65 Has the child had any of the following operations

(a) Removal of tonsils with or without adenoids

At what age?

(b) Removal of adenoids alone

At what age?

(c) Circumcision (for girls leave blank)

At what age?

(d) Repair of hernia

At what age?

(e) Removal of appendix

At what age?

Yes No Don't know

1 2 3 Col 28

1 2 3 Col 29

1 2 3 Col 30

1 2 3 Col 31

1 2 3 Col 32

66 Has the child had a dental inspection in the past year?

Yes No Don't know

1 2 3 Col 33

Were any of the following required? (Please indicate person responsible for treatment by ringing as appropriate)

| | No | School Dentist | NHS Family Dentist | Dentist in Hospital | Private (Fee paid) Dentist | Don't know | |
|--|----|-------------------|--------------------------|------------------------|----------------------------------|---------------|--------|
| Filling | 1 | 2 | 3 | 4 | 5 | 6 | Col 34 |
| Extraction of teeth | 1 | 2 | 3 | 4 | 5 | 6 | Col 35 |
| Treatment to straighten teeth | 1 | 2 | 3 | 4 | 5 | 6 | Col 36 |
| Any false teeth made or crowning of teeth | 1 | 2 | 3 | 4 | 5 | 6 | Col 37 |

67 Has the child ever been seen by or had specialist treatment from a medical/surgical specialist for any of the following?

(Do not include treatment from a General Practitioner or Hospital Casualty Department)

Please complete the table ringing each line of codes at least once as appropriate

| | Never | OUTPATIENT AT Hospital/clinic/at home/consulting rooms | INPATIENT Hospital/ nursing home | Don't know | |
|---|-------|---|--|---------------|--------|
| Eye Disorder/vision/squint | 1 | 2 | 3 | 4 | Col 38 |
| Actual or suspected hearing loss | 1 | 2 | 3 | 4 | Col 39 |
| Nose palate ears (exclude hearing) | 1 | 2 | 3 | 4 | Col 40 |
| Asthma or wheezy bronchitis | 1 | 2 | 3 | 4 | Col 41 |
| Convulsions or fits | 1 | 2 | 3 | 4 | Col 42 |
| Enuresis | 1 | 2 | 3 | 4 | Col 43 |
| Disturbed behaviour including emotional problems | 1 | 2 | 3 | 4 | Col 44 |
| Any operation (include any previously mentioned) | 1 | 2 | 3 | 4 | Col 45 |

68. (a) We wish to know about all uses of hospital services by children, so please ask:

Has the child ever been admitted to hospital overnight or longer including any occasions already mentioned?

Yes, before 7 years old only 1
 Yes, after 7 years old only 2
 Yes, both before and after 7 years of age 3
 Never 4
 Don't know 5

Other (please specify).....

Please ring
Col. 46

Enter number

Cols. 47-48

- (b) If yes, how many times has the child been admitted to hospital? Please enter the total number of times in the boxes.

If none, enter , for three times etc.

- (c) Please give details of these admissions.

| | Details including diagnosis or reason for admission or operation | Age when admitted | Name and address of hospital or nursing home |
|------------------|--|-------------------|--|
| FIRST ADMISSION | | | |
| SECOND ADMISSION | | | |
| THIRD ADMISSION | | | |
| FOURTH ADMISSION | | | |
| FIFTH ADMISSION | | | |

If more than five times enter below:

69. Now enter similar details concerning complaints which have received specialist treatment at OUTPATIENT hospital/clinic/domiciliary or private consulting rooms. (Only record first visits for each complaint, *not* follow-up visits).

| Details including diagnosis or reason why seen by specialist | Age when seen | Name and address of hospital or private specialist |
|--|---------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |

70. Name and address of child's General Practitioner:

.....

- 71 (a) Since the child's 7th birthday has either parent (or parent substitute) suffered from chronic or serious disability or ill-health including any hospital in-patient admission of two weeks or longer?

Leave blank

Please ring

| | |
|-------------------------------|---|
| Yes, mother only | 1 |
| Yes, father only | 2 |
| Yes, both parents | 3 |
| No, neither parent | 4 |
| Don't know | 5 |
| Other answer (please specify) | 6 |

Cols. 49-50

Cols. 51-52

- If Yes (b) What is/was the condition? Mother --
- Father
- (c) How long was parent in hospital? Mother
- Father -- --
- (d) In what year was condition first apparent? Mother
- Father -- --
- (e) What is the present state of health? Mother
- Father

Col. 53

- 72 (a) Since the child's 7th birthday has any other adult in the household suffered from chronic or serious disability or ill-health including any hospital in-patient admission of two weeks or longer?

Please ring

| | |
|------------------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |
| Other (please specify) | 4 |

- If Yes (b) What is/was the relationship of the person concerned to the study child

- (c) What was/is the condition --
- (d) In what year was the condition first apparent -- --
- (e) What is his/her present state of health?

Col. 54

- 73 (a) Since the Study child's seventh birthday has any other child of the household suffered from chronic or serious disability or ill health including any hospital in-patient admission of 2 weeks or longer and attendance at a special school

Please ring

| | |
|------------------------|---|
| Yes | 1 |
| No | 2 |
| Don't know | 3 |
| Other (please specify) | 4 |

Col. 55

- If Yes (b) What is the relationship of the child(ren) concerned to the Study child?

- (c) What is/was the condition?
- (d) In what year was the condition first apparent?
- (e) What is his, her present state of health?

74. Please enquire where the parents were born.

(a) Place of birth (town, county and country)

Mother

Father

(b) If not born in Great Britain, in which year did parents come to live in this country?

Year of arrival

Mother

Father

75. Is English the usual language spoken in the child's home?

| | |
|--------------------------------------|---|
| Yes | 1 |
| No | 2 |
| Other reply (give details) | 3 |

76. Read this to the mother: 'I want to ask you in a minute about some descriptions of behaviour often shown by children, but first would you tell me what it is about..... (child) that pleases you most?'

77. Please read this to mother: 'I am going to mention three difficulties which children have sometimes. I'd like you to tell me if any of these have occurred in the last three months.'
(If occurred only during acute infection please ring '9')

| | | Has occurred in last 3 months | | | | |
|-----|-------------------------------------|-------------------------------|----|------------|--------------|---------|
| | | Yes | No | Don't know | Inapplicable | |
| (a) | Has been reluctant to go to school | 1 | 2 | 3 | 9 | Col. 64 |
| (b) | Has had bad dreams or night terrors | 1 | 2 | 3 | 9 | Col. 65 |
| (c) | Has sleepwalked | 1 | 2 | 3 | 9 | Col. 66 |

Leave blank

Cols. 56-57

Cols. 58-59

Col. 60

Col. 61

Please ring

Col. 62

Leave blank

Col. 63

- 78 Read this to the mother: Now I am going to mention some descriptions of behaviour shown by children. Could you tell me first whether these kinds of behaviour never happen with (child), or whether they happen sometimes or frequently at the present time?

| | | Please ring appropriate number | | | | | |
|-----|--|--------------------------------|------------|------------|------------|--------------|--------|
| | | Never | Some times | Frequently | Don't know | Inapplicable | |
| (a) | Has difficulty in settling to anything for more than a few moments | 1 | 2 | 3 | 4 | 9 | Col 67 |
| (b) | Prefers to do things on his/her own rather than with others | 1 | 2 | 3 | 4 | 9 | Col 68 |
| (c) | Is bullied by other children | 1 | 2 | 3 | 4 | 9 | Col 69 |
| (d) | Destroys own or other's belongings (e.g. tears or breaks) | 1 | 2 | 3 | 4 | 9 | Col 70 |
| (e) | Is miserable or tearful | 1 | 2 | 3 | 4 | 9 | Col 71 |
| (f) | Is squirmy or fidgety | 1 | 2 | 3 | 4 | 9 | Col 72 |
| (g) | Worries about many things | 1 | 2 | 3 | 4 | 9 | Col 73 |
| (h) | Is irritable, quick to fly off the handle | 1 | 2 | 3 | 4 | 9 | Col 74 |
| (i) | Sucks thumb or finger during the day | 1 | 2 | 3 | 4 | 9 | Col 75 |
| (j) | Is upset by new situation, by things happening for first time | 1 | 2 | 3 | 4 | 9 | Col 76 |
| (k) | Has twitches or mannerisms of the face, eyes or body | 1 | 2 | 3 | 4 | 9 | Col 77 |
| (l) | Fights with other children | 1 | 2 | 3 | 4 | 9 | Col 78 |
| (m) | Bites nails | 1 | 2 | 3 | 4 | 9 | Col 79 |
| (n) | Is disobedient at home | 1 | 2 | 3 | 4 | 9 | Col 80 |

- 79 Finally, please ask for the child's National Health Service Number --- --

INTERVIEWER'S COMMENTS Please add any other relevant information which you feel has not already been brought out by the interview form

END OF INTERVIEW

Please thank the mother very much on our behalf for her help

MEDICAL

STRICTLY CONFIDENTIAL

ERRATA SLIP

Page 11, Question 45 (c):

Does the Snellen far vision
chart used for your exam-
ination measure $\frac{1}{2}$ vision?

| |
|-------------|
| Card No. |
| 7 |

Col. 1

| Local Authority Code number | | | Child's Code number | | | | | | |
|--------------------------------|--|--|---------------------|--|--|--|--|--|--|
| | | | | | | | | | |

2 3 4 5 6 7 8 9 10

MEDICAL EXAMINATION FORM*
NATIONAL CHILD DEVELOPMENT STUDY
(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W1P 5AH
01-387 4263/4/5

SPONSORED AND ADMINISTERED BY:
National Bureau for Co-operation in Child Care

CO-SPONSORED BY:
Institute of Child Health, University of London
National Birthday Trust Fund
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:
Mary D. Sheridan, O.B.E., M.A., M.D., D.C.M.

CHAIRMAN OF STEERING COMMITTEE: W. D. Wall, M.A., PH.D.

EXECUTIVE CO-DIRECTORS:
Professor N. R. Butler, M.D., F.R.C.P., D.C.M.
Mrs. M. L. Kellmer-Frinke, B.A., PH.D., DIP.ED.PSYCH.

CO-DIRECTOR AND PRINCIPAL INVESTIGATOR:
R. Davis, B.A., DIP.ED.PSYCH.

CO-DIRECTORS: M. J. R. Healy, B.A.
J. M. Tanner, M.D., D.S.C., M.R.C.P.
W. D. Wall, B.A., PH.D.

SENIOR RESEARCH OFFICER:
P. J. Wedge, M.A., DIP.PUB.SOC.ADMIN., DIP.APT.SOC.STUD.

SECOND FOLLOW-UP OF CHILDREN BORN 3rd-9th MARCH, 1958

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

(Christian Names).....

2. CHILD'S SEX (Please ring appropriate number)

Boy . . . 1
Girl . . . 2

3. TODAY'S DATE...../...../ 19.....

4. CHILD'S PRESENT HOME ADDRESS.....
.....
.....

5. NAME OF MEDICAL EXAMINER (Block Capitals).....

6. IS CHILD ACCOMPANIED BY:

Mother . . . 1
Other adult (specify) . . . 2
No adult . . . 3

7. CHILD'S DATE OF BIRTH...../March/1958

★Please read carefully the 'INTRODUCTORY NOTES AND INSTRUCTIONS FOR THE NATIONAL CHILD DEVELOPMENT STUDY (N.C.D.S.) 11 YEAR EXAMINATION' before completing the form.

Please ring

8. Have you the following records at your disposal now or when completing this form?

(a) Completed parental interview form

| | |
|---------------|---|
| Yes | 1 |
| No | 2 |

(b) Infant Welfare Record

| | |
|---------------|---|
| Yes | 1 |
| No | 2 |

(c) School Medical Record (Form 10M in England and Wales, School Medical Card in Scotland)

| | |
|---------------|---|
| Yes | 1 |
| No | 2 |

9. (a) Has a decision been reached by the Local Authority that the child is in need of 'special educational treatment' or exclusion from school?

| | |
|--|---|
| No, and not likely to be required | 1 |
| No, but a decision pending | 2 |
| Yes, but waiting for a place | 3 |
| Yes, and receiving special educational treatment | 4 |
| Don't know | 5 |

(b) If yes (or a decision is pending), into which of the following categories does the child fall?

| | |
|-----------------------------------|---|
| Blind | 1 |
| Partially sighted | 2 |
| Deaf | 3 |
| Partially hearing | 4 |
| Educationally subnormal | 5 |
| Severely subnormal | 6 |
| Epileptic | 7 |
| Maladjusted | 8 |
| Physically handicapped | 9 |
| Speech defect | X |
| Delicate | Y |

(c) Do you have access to special records relating to the handicapping condition, e.g. form 2HP, 4HP (MH3 in Scotland) in completing this form?

| | |
|---------------|---|
| Please ring | |
| Yes | 1 |
| No | 2 |

If Yes, please list form(s) available

.....

.....

MEDICAL HISTORY

Please amplify any relevant conditions in the following list giving further details of diagnosis age at diagnosis action taken (e.g. operation type of medical treatment, and place of treatment) When G.P. has treated, write simply G.P. but for hospitals and non-G.P. clinics please give full name and address Space for this is afforded on the right of the page

VISION

10 Has child ever been found to have an abnormal eye condition (including squint)?

Never
Yes, transient complaint now recovered
Yes, permanent condition
Information insufficient

Please ring

Col. 20

1
2
3
4

If Yes, state which eye

Nature of condition

-- -- --

Age at diagnosis

Action taken

-- --

Place of investigation/treatment

--

11 Does child usually wear glasses?

No
Yes, for reading only
Yes all the time
Information insufficient
Other (please specify)

Col. 21

1
2
3
4
5

HEARING

12 Has the child ever had impaired hearing?

No
Yes, congenital condition
Yes, acquired condition (permanent)
Yes, acquired condition (transient)
Yes, cause uncertain
Information insufficient

Col. 22

1
2
3
4
5
6

If Yes, which ear --

Nature and severity of condition

-- --

Age at diagnosis --

Action taken

Place of investigation/treatment

UPPER RESPIRATORY SYSTEM

13 Has child ever had any abnormality of the ear/nose/throat/palate (other than transient)?
Do not include impaired hearing

No
Yes
Information insufficient

Col. 23

1
2
3

If Yes,
Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

LOWER RESPIRATORY SYSTEM

14 Has the child ever had wheezy bronchitis or asthma (other than mild attacks in infancy)?

No
Yes, before seventh birthday
Yes, after seventh birthday
Yes, both before and after seventh birthday
Information insufficient

Please ring
Col. 24

1
2
3
4
5

If Yes,
Type of attacks

-

Age at first attack (if known)

Frequency at present

Severity at present

Degree of disability at present

- - - - -

How treated, e.g. inhalers, steroids

- - - - -

Place of investigation/treatment

- - - - -

15 Has the child ever had a non-asthmatic chest complaint?

No
Yes
Information insufficient

Col. 25

1
2
3

If Yes,
Nature of condition

-

Age at diagnosis

Action taken

-

Place of investigation/treatment

-

HEART

16 Has the child ever had any abnormal heart condition?

No
Yes, congenital disorder
Yes, acquired disorder
Information insufficient

Col. 26

1
2
3
4

If Yes,
Nature of condition

-

Age at diagnosis

Action taken

Place of investigation/treatment

-

Present condition

SKIN

17 Has the child ever had a recurrent skin complaint? Please ring all relevant codes

No
Yes, eczema
Yes, psoriasis
Yes, localised loss of hair
Yes, generalised loss of hair
Yes, other skin complaint
Information insufficient

Col. 27

1
2
3
4
5
6
7

If Yes,
Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

ABDOMEN

18 Has the child ever had a hernia or a complaint involving the abdomen? Please ring all relevant codes

No
Yes, recurrent abdominal pains
Yes, inguinal hernia
Yes, femoral hernia
Yes, other abdominal condition
Information insufficient

Please ring

Col. 28

1
2
3
4
5
6

If Yes,
Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

UROGENITAL

19 Is the child incontinent of urine at present?

No
Yes, by day only
Yes, by night only
Yes, by day and night
Information insufficient

Col. 29

1
2
3
4
5

If Yes,
Approximate number of nights incontinent per month

Approximate number of days incontinent per month

Medical Action taken

Place of investigation/treatment

20 Has the child ever had any abnormality affecting the kidneys bladder or genital tract? Please ring more than one code, if appropriate

No
Yes congenital abnormality of urogenital tract
Yes nephritis
Yes nephrosis
Yes, proven urinary infection(s)
Yes other condition
Information insufficient

Col. 30

1
2
3
4
5
6
7

If Yes
Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

ORTHOPAEDIC

21 Has the child ever had any bone limb or joint condition, excluding fractures?

No
 Yes, congenital abnormality of bone limb or joint
 Yes, acquired condition of bone, limb or joint
 Yes, other condition
 Information insufficient

Please ring

Col. 31

1

2

3

4

5

If Yes,
 Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

NEUROMUSCULAR, NEUROLOGICAL

22 Has the child ever had any condition affecting neurological function or disease of muscles?
 Include impairment of co-ordination, balance sensation etc and any form of cerebral palsy

No
 Yes
 Information insufficient

Col. 32

1

2

3

If Yes,
 Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

PSYCHIATRIC, PSYCHOLOGICAL

23 Has the child ever had any psychiatric or psychological opinion or treatment?

No
 Yes
 Information insufficient

Col. 33

1

2

3

If Yes,
 Nature of condition

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

CONVULSIONS

24 Has the child ever had a convulsion?

- No
 Yes, before seventh birthday only
 Yes, after seventh birthday only
 Yes, both before and after seventh birthday
 Information insufficient

Please ring
Col. 34

- 1
 2
 3
 4
 5

If Yes

Type of convulsion (e.g. grand mal, petit mal)

Age at first convulsion

Frequency at present

Nature of treatment

Place of investigation/treatment

Present condition

MISCELLANEOUS

25 Which if any, of the following operations has the child had?

- Eye operation
 Tonsillectomy
 Inguinal hernia repair
 Other hernia repair
 Appendectomy
 Pylorotomy for pyloric stenosis
 Circumcision
 Other operation (not listed above)
 NO OPERATION

Col. 35

- 1
 2
 3
 4
 5
 6
 7
 8
 9

Where appropriate, reason for operation

Age when performed

Name and address of hospital(s)

26 Has the child ever had any other illness or condition requiring specialist treatment or hospital admission not listed above?

- No
 Yes
 Information insufficient

Col. 36

- 1
 2
 3

If Yes

Nature of condition, etc

Age at diagnosis

Action taken

Place of investigation/treatment

Present condition

Please read carefully the INTRODUCTORY NOTES AND INSTRUCTIONS FOR THE NATIONAL CHILD DEVELOPMENT STUDY (N.C.D.S.) 11 YEAR EXAMINATION before commencing examination

MEDICAL EXAMINATION

27 Has the child to your knowledge any congenital or acquired condition or handicap? Please enter conditions that might interfere permanently with entirely normal functioning either at home or at school or restrict choice of future employment

Yes

No

Information insufficient

If Yes, please describe condition

--

Please ring

Col 37

1

2

3

EARS

31 Please examine both ears with an auroscope

LEFT EAR Is the eardrum

Col 45

Normal

Inflamed

Scarred

Obscured by wax

Abnormal in any other way

Not examined

1

2

3

4

5

6

Describe any abnormality found

-- -- -- --

28 CHILD'S HEIGHT without shoes and socks

-- ft in part inch

If unable to measure state reason here

Leave blank

Cols

38

39

40

| | | |
|--|--|--|
| | | |
|--|--|--|

Leave blank

Cols

41

42

43

| | | |
|--|--|--|
| | | |
|--|--|--|

29 CHILD'S WEIGHT (in vest and pants only) to the nearest pound

-- st -- lb

If unable to weigh state reason here

RIGHT EAR Is the eardrum

Col 46

Normal

Inflamed

Scarred

Obscured by wax

Abnormal in any other way

Not examined

1

2

3

4

5

6

Describe any abnormality found

-- -- -- --

UPPER AND LOWER RESPIRATORY TRACTS

30 Please examine the nose, throat palate, pharynx and chest, and ring as appropriate

No abnormality

Marked nasal obstruction (recurrent or chronic)

Severe upper respiratory infection (recurrent or chronic)

Disease of mouth, tongue or palate

Other disease of upper respiratory tract

Bronchospasm

Chest deformity

Any other disease of lungs

Describe any abnormality ringed

above

Please ring

Col 44

1

2

3

4

5

6

7

8

CARDIOVASCULAR SYSTEM

32 Please examine the child's cardiovascular system. Are there any symptoms or physical signs of cardiac disease?

Col 47

No

No, but murmur present which seems innocent

Yes, significant murmur

Yes other abnormal

physical sign

Not examined

1

2

3

4

5

Describe any abnormality found

ABDOMEN (including Uro-genital System)

33 Please examine the child's abdomen including hernial orifices and genitalia. Please ring as appropriate

Please ring

Col. 48

No abnormality
Abnormality of alimentary tract
Abnormality of kidneys or bladder
Inguinal hernia
Other hernia
Abnormality of external genitalia
Other Abnormality

1
2
3
4
5
6
7

Specify any abnormality found

- -
--

Leave blank for girls

34 Have the testicles descended?

Col. 49

Yes
Both undescended or absent
Left undescended or absent
Right undescended or absent
Uncertain
Not examined

1
2
3
4
5
6

PUBERTY RATINGS

35 By reference to the Introductory Notes and Instructions for the Medical Examination, assess the stages of pubertal development and record below the appropriate rating from one to five (e.g. for Stage I development enter 1), if unable to assess enter 0 and state reason below

Boys Genitalia rating
Pubic Hair rating

Girls Breast rating
Pubic Hair rating

Unable to assess state reason

Cols

☐ 50
☐ 51
☐ 52
☐ 53

SKIN

36 Please examine the skin, hair and nails, and ring findings as appropriate

Please ring

Col. 54

Nothing abnormal
Eczema
Psoriasis
Strawberry marks
Port wine stains
Common warts
Other skin conditions, hair or nail disorders

1
2
3
4
5
6
7

Specify any abnormality found

-
--

LOCOMOTOR SKELETAL AND CENTRAL NERVOUS SYSTEM

Inspect the muscles, bones and joints and then perform a brief neurological examination including

Cranial nerves
Tendon reflexes
Muscle power, tone
Sensation

37 In the light of your examination and history is there

Neurological disorder
Muscular disorder
Congenital orthopaedic disorder
Recent fracture
Other acquired orthopaedic disorder
NONE OF ABOVE
Not examined

Col. 55

1
2
3
4
5
6
7

If 1, 2, 3, 4, or 5 is ringed

Please enter the diagnosis

38 Are there any indications of abnormality/clumsiness?

Col. 56

Of balance
Of gait
In performing finger nose test
In rapidly tapping the fingers of one hand on the dorsum of the other hand

1
2
3
4

SPEECH

- 39 Speech Test (refer to 'Introductory Notes' before commencing test. Underline any mispronounced words and record the total

Test Sentences

The shop has run out of straw
berry flavoured ice-cream
Stephen does not understand
what the fuss is about
Gordon left his glasses on the
chair
Perhaps Janet could fetch both
of them
Carol screamed when she saw
the spider on the couch

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

If unable to test, enter and
give reason

- 40 *Speech Assessment*
Does the child have a defect of
articulation?
- No 1
Yes, stammer or stutter 2
Yes, other speech abnormality 3
Don't know 4
- If any other speech abnormality
please describe
-

HEARING

- 41 Clinical Hearing Test (See
'Introductory Notes' before
commencing test)
- Remove hearing aid if normally
worn, test and record results
below by underlining all
incorrect responses and record
ing totals

(a) Test Words

Right Ear

| | | | |
|-------|-------|-------|-------|
| Book | Kind | Train | Last |
| Does | Field | Had | Poor |
| Mouse | Hair | Big | Room |
| Stick | Good | When | Wash |
| Three | Give | Saw | Floor |
| Pot | Ball | Can | One |
| | | | Said |

Enter total number of incorrect
words, e.g. for 5 enter
If unable to test, enter
and state reason

(b) Test Words

Left Ear

| | | | |
|-------|-------|-------|-------|
| Good | Room | Last | One |
| Kind | Big | Train | Wash |
| Said | Hair | Book | Give |
| Field | Stock | Poor | Does |
| Ball | Had | Can | Three |
| Pot | Mouse | When | Saw |
| | | | Floor |

Enter total number of incorrect
words. If unable to test enter
 and state reason

(c) Does the child wear a
hearing aid?

Yes
No
Don't know

If Yes, repeat test using aid and
enter total number of incorrect
words

Left ear

Right ear

Scrutiny of Audiogram

42 Note

(1) Please scrutinise audiogram
when available and compare
the result with your clinical
hearing test. If the two are
not compatible please
arrange for a repeat audio-
gram if possible and send
both audiograms to us

(2) If audiogram has not yet
been completed please
arrange to look at it when
available

43

Hearing Assessment

In the light of your examination
would you consider that there is
any hearing loss which would
interfere with normal schooling
and everyday functioning?

Normal hearing no inter-
ference 1
Hearing loss but no inter-
ference 2
Hearing loss and some
interference 3
Can't say 4
Not tested 5

Enter number
Cols. 60-61

Enter number
Cols. 62-63

Please ring

Col. 64

1
2
3

Col. 65

EYES AND VISION

44 Squint

Please examine the eyes for squint. Is there evidence of any of the following?

- Nothing abnormal noted
Squint with left eye
Squint with right eye
Squint with both eyes

Describe type of squint, if known

Please ring
Col 66

- 1
2
3
4

45 Distant Vision

Please test distant vision using Snellen chart at exactly 20 feet. Hang chart in a good light, level with child's eyes and free from glare. Occlude the other eye efficiently without pressing on the eyeball. Every letter on each line must be correctly read by the child for the line to be scored.

(a) Without glasses. If unable to test please ring 0.

| Left eye | 6 | 9 | 12 | 18 | 24 | 36 | 60 | Worse than 60 or blind | Unable to test | |
|----------|---|---|----|----|----|----|----|------------------------|----------------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |

Please ring

Col 67

| Right eye | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | |
|-----------|---|---|---|---|---|---|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | Col 68 |

If unable to test please give reason

(b) Retest with glasses. If child does not wear glasses ring X. If glasses prescribed but not available ring Y.

| Left eye | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | |
|----------|---|---|---|---|---|---|---|---|---|---|---|---|--------|
| | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | Col 69 |

| Right eye | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | |
|-----------|---|---|---|---|---|---|---|---|---|---|---|---|--------|
| | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | Col 70 |

(c) Does the Snellen far vision chart used for your examination measure vision?

- Yes
No

Please ring
Col 71

- 1
2

46 Near Vision

Use Near Vision Test card provided with the 'Introductory Notes and Instructions for the Medical Examination'. Ensure that the child holds the card no further away from the eye than 10 in. Occlude the opposite eye as previously. Every letter on each line must be correctly read by the child for the line to be scored.

(a) Without glasses. If unable to test please ring 0.

| Left eye | 6 | 9 | 12 | 18 | 24 | 36 | 60 | Worse than 60 or blind | Unable to test | |
|----------|---|---|----|----|----|----|----|------------------------|----------------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 9 | 0 | Col 72 |

| Right eye | 1 | 2 | 3 | 4 | 5 | 6 | 7 <td>9</td> <td>0</td> <td>Col 73</td> | 9 | 0 | Col 73 |
|-----------|---|---|---|---|---|---|---|---|---|--------|
|-----------|---|---|---|---|---|---|---|---|---|--------|

If unable to test please give reason

-- --

(b) Retest with glasses. If child does not wear glasses ring X. If glasses prescribed but not available ring Y.

| Left eye | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 9 | 0 | |
|----------|---|---|---|---|---|---|---|---|---|---|---|--------|
| | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 9 | 0 | Col 74 |

| Right eye | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 9 | 0 | |
|-----------|---|---|---|---|---|---|---|---|---|---|---|--------|
| | X | Y | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 9 | 0 | Col 75 |

47 Colour Vision

Test colour vision with Ishihara plates if available.

Please ring

Col 76

- Normal colour vision
Impairment of red/green vision
Other colour loss
Could not test

- 1
2
3
4

If colour loss revealed on test, describe type and severity of colour blindness

Please ring
Col. 78

1
2
3
4

SQUARES TO BE MARKED BY THE CHILD (See Q 55, page 14)

[illegible][illegible]

For
Office
use

13

| |
|------------|
| Card No |
| 8 |

Col 1

| Local Authority Code Number | | | Child's Code Number | | | | | | |
|--------------------------------|--|--|---------------------|--|--|--|--|--|--|
| | | | | | | | | | |

2 3 4 5 6 7 8 9 10

LATERALITY

50 Please assess laterality

(a) Ask child to throw ball to
you Did he/she use

Right hand
Left hand
Not examined

(b) Ask child to kick ball to
you Did he/she use

Right foot
Left foot
Not examined

(c) Ask child to look through
a rolled-up paper tube
Did he/she use

Right eye
Left eye
Not examined

Leave blank
Col 11

Cols 12-13

Please ring
Col 14

1
2
3

Col 15

1
2
3

Col 16

1
2
3

MOTOR CO-ORDINATION TESTS

See 'Introductory Notes and
Instructions for Medical Exam-
ination' for description of tests
and exact method of scoring
Ring appropriate numbers
below for scoring

51 WALKING BACKWARDS
ALONG A LINE

Very steady
Slightly unsteady
Very unsteady
Could not score due to poor
comprehension or co-operation
Could not test due to physical
handicap
Test not performed for other
reason

If test not performed or scored
state reason

Col 17

1
2
3
4
5
6

52 (a) STANDING ON RIGHT
FOOT FOR 15 SECONDS

Very steady
Slightly unsteady

Very unsteady
Could not score due to poor
comprehension or co-operation
Could not test due to physical
handicap
Test not performed for other
reason

If test not performed or scored
state reason

--

(b) STANDING ON LEFT
FOOT FOR 15 SECONDS

Very steady
Slightly unsteady
Very unsteady
Could not score due to poor
comprehension or co-operation
Could not test due to physical
handicap
Test not performed for other
reason

If test not performed or scored
state reason

--

--

53 STANDING HEEL TO TOE
FOR 15 SECONDS

Very steady
Slightly unsteady
Very unsteady
Could not score due to poor
comprehension or co-operation
Could not test due to physical
handicap
Test not performed for other
reason

If test not performed or scored
state reason

Please ring
Col 18

1
2
3
4
5
6

Col 19

1
2
3
4
5
6

Col 20

1
2
3
4
5
6

54 TENNIS BALL

Record number of successful catches and bounces out of ten with each hand e.g. if 5 successful catches enter

Right hand—number of catches

Left hand—number of catches

If test not performed or scored, state reason

Enter number

Cols. 21 22

Cols. 23 24

56 PICKING UP MATCHES

Enter time in seconds to pick up 20 matches. If 99 seconds or over, enter

Right hand—number of seconds

Left hand—number of seconds

If test not performed or scored state reason

Enter number

Cols. 31 32

Cols. 33-34

55 SQUARES MARKED (on page 12)

Enter number of squares marked with each hand, e.g. for 95 squares, enter

Right hand—squares marked

Left hand—squares marked

If test not performed or scored, state reason

Enter number

Cols. 25 26-27

Cols. 28-29 30

57 From the child's features please place him/her in one of the following broad categories

European or Caucasian
African or Negroid
Indian or Pakistani
Other Asian
Other (please describe)

Please ring

Col. 35

1
2
3
4
5

END OF MEDICAL EXAMINATION

Please express the thanks of the Study to the child and parent(s) for their co-operation

Please now recheck the form and then return it to your Local Authority's head office (unless other instructions have been given locally)

To Local Authority Officer supervising the survey

Please scrutinise this form and if possible complete or add any further information which is available from central records

TESTS

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

TEST BOOKLET*

NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1 Fitzroy Square, London, W1P 5AH

CHILD'S NAME (Surname)

SEX

Boy

(Christian Names)

Girl

NAME AND ADDRESS OF SCHOOL

TODAY'S DATE / / /

| Test 1 General Ability | | |
|---------------------------|-----------------|---------------------|
| Page | Verbal Score | Non-Verbal Score |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| | | Totals |
| | | Verbal + Non- |
| | | Verbal Total |

| Test 2 Reading Comprehension | |
|---------------------------------|-------|
| Page | Score |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| Total | |

| Test 4 Arithmetic-Mathematics | |
|----------------------------------|-------|
| Page | Score |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |
| 26 | |
| 27 | |
| 28 | |
| Total | |

| |
|---|
| Col. 11 Please ring appropriate no. |
| 1 |
| 2 |
| Leave blank |
| Col. 12 - 13 |
| <div></div> |
| Col. 14 - 15 |
| <div></div> |
| Col. 16 - 17 |
| <div></div> |
| Col. 18 - 19 |
| <div></div> |
| Col. 20 - 21 |
| <div></div> |
| Col. 22 - 23 |
| <div></div> |
| Col. 24 - 25 |
| <div></div> |

* See Centre Pages i-viii for Introductory Notes and Instructions

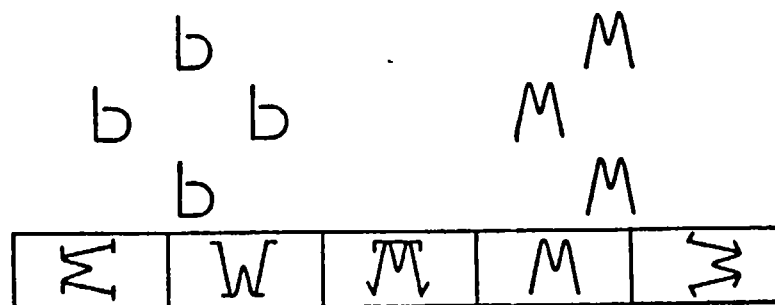
TEST I

In the example below, four words on the left go together in the same way as four words on the right, but one of the words on the right is missing. Find out how the words on the left go together and then put a line under the missing word in the list of words given.

| | | | | |
|------|-------|------|------|--------|
| | Yard | | | Stone |
| Foot | | Mile | | Pound |
| | Inch | | | Ounce |
| | Penny | Ton | Pint | Hour |
| | | | | Gallon |

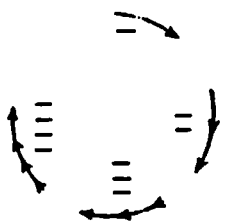
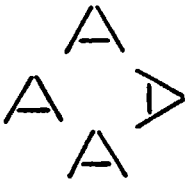





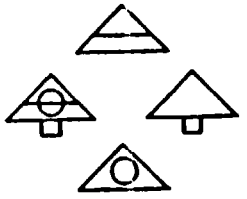











Since the word "Ton" is missing from the words on the right, you should have put a line underneath "Ton" like this : [Penny / Ton / Pint / Hour / Gallon].

Here is another example using shapes instead of words. Find out how the shapes on the left go together and then put a line under the shape that is missing from those on the right.



This is the shape you should have underlined like this :— M If you put the line under the wrong





















































one, cross it out like this  and put it in the proper place.

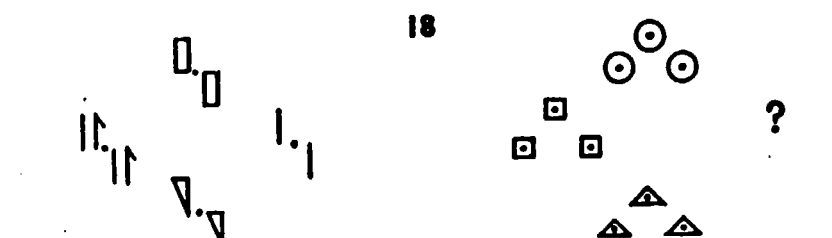
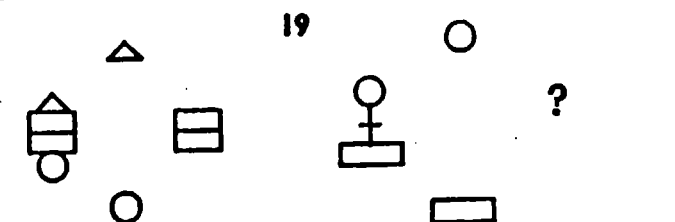
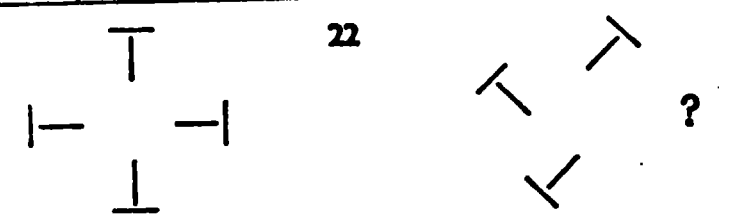
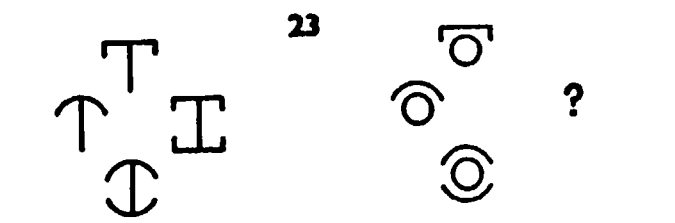
| | | | | | | | | | |
|---|---|---|---|--|---|--|--|--|--|
| <p>1</p> <p>One Four Two First Fourth ?</p> <p>Three Third</p> | | | | | <p>2</p>  <p>?</p> | | | | |
| First | Second | Third | Fourth | Fifth | oo | ooo | o o | o o | o |
| <p>3</p>  <p>?</p> | | | | | <p>4</p> <p>Cow Sparrow</p> <p>Tiger Animal Crow ?</p> <p>Dog Eagle</p> | | | | |
|  |  |  |  |  | Hawk | Fish | Robin | Horse | Bird |
| <p>5</p> <p>Right Light</p> <p>Rend Rob Lend ?</p> <p>River Liver</p> | | | | | <p>6</p>  <p>?</p> | | | | |
| Bend | Lob | Live | Borrow | Rive |  |  |  |  |  |
| <p>7</p>  <p>?</p> | | | | | <p>8</p> <p>White Light</p> <p>Black Chalk Dark ?</p> <p>Coal Night</p> | | | | |
|  |  |  |  |  | Moon | Dusk | Bright | Day | Shadow |

DO NOT TURN OVER UNTIL YOU ARE TOLD



















































✓ ☐

N-V

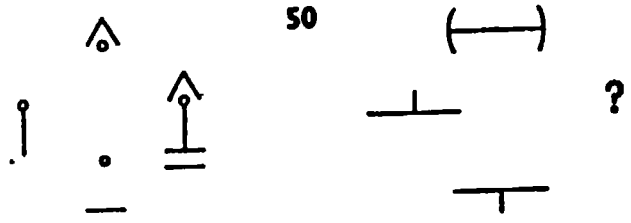
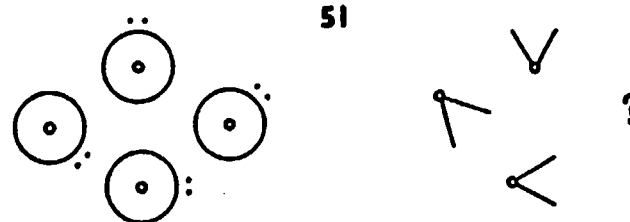


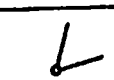


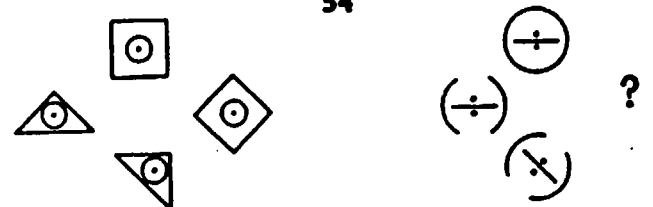



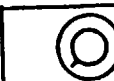

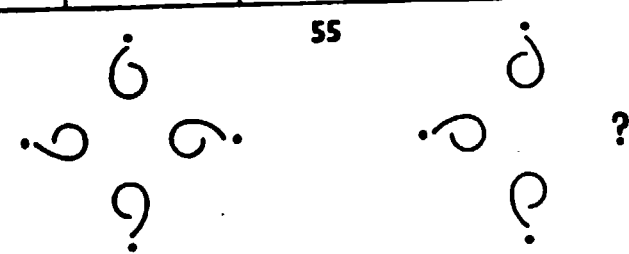


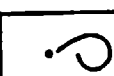


| | | | | | | | | | |
|---|---|---|---|--|---|---|---|---|---|
| <div>9</div> <div>Chemist</div> <div>Butcher</div> <div>Draper</div> <div>Medicine</div> <div>Ironmonger</div> <div>?</div> <div>Cloth</div> <div>Tools</div> | | | | | <div>10</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> | | | | |
| Chisel | Food | Meat | Clothes | Newsagent |  |  |  |  |  |
| <div>11</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> | | | | | <div>12</div> <div>Taste</div> <div>Eye</div> <div>Tongue</div> <div>Smell</div> <div>See</div> <div>Ear</div> <div>Nose</div> <div>?</div> | | | | |
|  |  |  |  |  | Hear | Feel | Run | Sense | Throat |
| <div>13</div> <div>Coat</div> <div>Car</div> <div>Blouse</div> <div>Clothes</div> <div>Bus</div> <div>Trousers</div> <div>Lorry</div> <div>?</div> | | | | | <div>14</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> | | | | |
| Bicycles | Wheels | Waggon | Vans | Vehicles |  |  |  |  |  |
| <div>15</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> | | | | | <div>16</div> <div>Knee</div> <div>Wrist</div> <div>Foot</div> <div>Waist</div> <div>Finger</div> <div>Head</div> <div>Shoulder</div> <div>?</div> | | | | |
|  |  |  |  |  | Palm | Elbow | Skin | Bone | Knuckle |

| | | | | | | | | | |
|---|-------|---------|-------|-------|---|-------|------|------|-------|
| <p>17</p> <p>Lever Rat</p> <p>Now Won Live ?</p> <p>Revel Tar</p> | | | | | <p>18</p>  <p>?</p> | | | | |
| Ten | Net | Wafer | Evil | Alive | . | . | . | . | . |
| <p>19</p>  <p>?</p> | | | | | <p>20</p> <p>Hare Fare</p> <p>Bare Bear Tare ?</p> <p>Hair Fair</p> | | | | |
| + | △ | + | ○ | ▭ | Pair | Fear | Pare | Hare | Tear |
| <p>21</p> <p>Bread Clothes</p> <p>Eat Drink Wear ?</p> <p>Milk Cigarette</p> | | | | | <p>22</p>  <p>?</p> | | | | |
| Garment | Smoke | Tobacco | Light | Ash | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>23</p>  <p>?</p> | | | | | <p>24</p> <p>Pain Pane</p> <p>Dough Hear Doe ?</p> <p>Which Witch</p> | | | | |
| ◎ | ⊕ | ◎ | ⊕ | ⊕ | Here | Cough | Hind | Sigh | Sound |

| | | | | | | | | | |
|--|---------|-------|--------|-------|---|-------|--------|----------|-------|
| <div>25</div> <div> <div>Second</div> <div>Day</div> </div> <div> <div>Day</div> <div>Minute</div> <div>Year</div> <div>?</div> </div> <div> <div>Hour</div> <div>Month</div> </div> | | | | | <div>26</div> <div> <div>4</div> <div>?</div> </div> <div> <div>?</div> <div>?</div> </div> | | | | |
| Morning | Evening | Week | Minute | Night | | | | | |
| <div>27</div> <div> <div>⊕</div> <div>+</div> <div>⊗</div> <div>?</div> </div> <div> <div>⊕</div> <div>⊗</div> </div> | | | | | <div>28</div> <div> <div>Pin</div> <div>Ports</div> </div> <div> <div>Net</div> <div>Nip</div> <div>Rail</div> <div>?</div> </div> <div> <div>Ten</div> <div>Liar</div> </div> | | | | |
| | | | | | Strop | Rot | Sop | Top | Pots |
| <div>29</div> <div> <div>Clock</div> <div>Click</div> </div> <div> <div>Glass</div> <div>Paler</div> <div>Gloss</div> <div>?</div> </div> <div> <div>Soaps</div> <div>Soups</div> </div> | | | | | <div>30</div> <div> <div>?</div> </div> <div> <div>?</div> </div> | | | | |
| Glass | Shiny | Falls | Watch | Paper | | | | | |
| <div>31</div> <div> <div>?</div> </div> | | | | | <div>32</div> <div> <div>Bread</div> <div>Tea</div> </div> <div> <div>Coal</div> <div>Bin</div> <div>Milk</div> <div>?</div> </div> <div> <div>Scuttle</div> <div>Bottle</div> </div> | | | | |
| | | | | | Jug | Caddy | Shovel | Medicine | Plate |

| | | | | | | | | | |
|--|--------|-------|--------|-----|---|-------|-------|----------|---------|
| <p>33</p> <p>Wet Dry</p> <p>Cold Dark Warm ?</p> <p>Fog Sunshine</p> | | | | | <p>34</p> <p>        </p> <p>      </p> | | | | |
| Hot | Summer | Dusty | Bright | See | Bathing | Table | Stool | Wireless | Sitting |
| <p>35</p> <p>         </p> <p>      </p> | | | | | <p>36</p> <p>Bed Sleeping</p> <p>Desk Chair Working ?</p> <p>Sink Washing</p> | | | | |
| <p>37</p> <p>Salvage Palace</p> <p>Melt Met Ballast ?</p> <p>Savage Pace</p> | | | | | <p>38</p> <p>         </p> <p>      </p> | | | | |
| Baste | Blast | Pale | Ball | Bat | Breed | Dog | Food | Garden | Seed |
| <p>39</p> <p>        </p> <p>      </p> | | | | | <p>40</p> <p>Hood Heed</p> <p>Food Brood Feed ?</p> <p>Wood Weed</p> | | | | |

| | | | | | | | | | |
|---|-------|-------|--------|-------|---|--------|------|---------|---------|
| <div>41</div> <div> <div>Four</div> <div>Six</div> </div> <div> <div>Six</div> <div>Twelve</div> <div>Five</div> <div>?</div> </div> <div> <div>Two</div> <div>Three</div> </div> | | | | | <div>42</div> <div> <div>?</div> </div> | | | | |
| Number | Seven | Ten | Figure | Count | | | | | |
| <div>43</div> <div> <div>?</div> </div> | | | | | <div>44</div> <div> <div>Dirty</div> <div>Muddy</div> <div>Filthy</div> </div> <div> <div>Break</div> <div>Crack</div> <div>Split</div> </div> <div>?</div> | | | | |
| | | | | | Repair | Strain | Snap | Destroy | Discard |
| <div>45</div> <div> <div>Artist</div> <div>Fisherman</div> <div>Farmer</div> </div> <div> <div>Picture</div> <div>Fish</div> <div>Food</div> </div> <div>?</div> | | | | | <div>46</div> <div> <div>?</div> </div> | | | | |
| Cows | Boat | Paint | Cinema | Coal | | | | | |
| <div>47</div> <div> <div>?</div> </div> | | | | | <div>48</div> <div> <div>Net</div> <div>Lead</div> <div>Ten</div> </div> <div> <div>God</div> <div>Tar</div> <div>Dog</div> </div> <div>?</div> | | | | |
| | | | | | Puppy | Rat | Deal | Card | Meal |

| | | | | | | | | | |
|--|---|---|---|--|--|---|---|---|---|
| 49 Short Fort Share Sheet Fare ? Shame Fame | | | | | 50  | | | | |
| Sheet | Fair | Shoot | Feet | Fate | (+) | (+) | (+) | (+) | (+) |
| 51  | | | | | 52 Chase Hunt Pursue Capture Seek ? Catch Find | | | | |
|  |  |  |  |  | Hide | Prisoner | Rapture | Search | Discover |
| 53 Priest Solicitor Bishop Religion Barrister ? Vicar Attorney | | | | | 54  | | | | |
| Court | Law | Trial | Crime | Police |  |  |  |  |  |
| 55  | | | | | 56 See Sight Hear Smell Sound ? Taste Flavour | | | | |
|  |  |  |  |  | Scent | Colour | Sight | View | Sweet |

| | | | | | | | | | |
|--|--------|--------|-------|------|--|-------|-------|-------------|-------|
| <div>57</div> <div> <div>Ape</div> <div>Stone</div> <div>Pea</div> </div> <div> <div>Notes</div> <div>Post</div> <div>Pale</div> </div> <div> <div>Leap</div> <div>?</div> </div> | | | | | <div>58</div> <div> <div>△</div> <div>□</div> <div>○</div> </div> <div> <div>△</div> <div>△</div> <div>△</div> </div> <div> <div>□</div> <div>□</div> </div> <div> <div>?</div> </div> | | | | |
| Pool | Steep | Stop | Notes | Loop | --- | --- | | --- | == |
| <div>59</div> <div> <div>△</div> <div>△</div> <div>△</div> </div> <div> <div>○</div> <div>○</div> <div>○</div> </div> <div>?</div> | | | | | <div>60</div> <div> <div>Ceiling</div> <div>Peer</div> <div>Steel</div> </div> <div> <div>Tale</div> <div>Tail</div> <div>Sealing</div> </div> <div> <div>Steal</div> <div>?</div> </div> | | | | |
| | | | | | Pier | Peer | Pear | Seat | Tear |
| <div>61</div> <div> <div>Nut</div> <div>Pea</div> <div>Pod</div> </div> <div> <div>Shell</div> <div>Potato</div> </div> <div> <div>Lemon</div> <div>Peel</div> </div> <div>?</div> | | | | | <div>62</div> <div> <div>⌚</div> <div>⌚</div> <div>⌚</div> </div> <div> <div>⌚</div> <div>⌚</div> </div> <div>?</div> | | | | |
| Juice | Squash | Orange | Pips | Rind | | | | | |
| <div>63</div> <div> <div>+</div> <div>+</div> </div> <div> <div>+</div> <div>+</div> </div> <div>?</div> | | | | | <div>64</div> <div> <div>Cricket</div> <div>Football</div> <div>Tennis</div> </div> <div> <div>Game</div> <div>Concerto</div> </div> <div> <div>Symphony</div> <div>Sonata</div> </div> <div>?</div> | | | | |
| + | + | ++ | ≠ | ⊞ | Orchestra | Music | Dance | Instruments | Plano |

| | | | | | | | | | |
|--|-------------|-----------|-------|---------|--|------|--------|------|------|
| <div>65</div> <div> <div>Spade</div> <div>Earth</div> <div>Brush</div> <div>Pen</div> <div>Paint</div> <div>?</div> <div>Hammer</div> <div>Nail</div> </div> | | | | | <div>66</div> <div> </div> | | | | |
| Pencil | Screwdriver | Wallpaper | Ink | Flowers | | | | | |
| <div>67</div> <div> </div> | | | | | <div>68</div> <div> <div>Raise</div> <div>Rob</div> <div>Alter</div> <div>Later</div> <div>Care</div> <div>?</div> <div>Arise</div> <div>Orb</div> </div> | | | | |
| | | | | | Bear | Arc | Bore | Robe | Acre |
| <div>69</div> <div> <div>Tone</div> <div>Too</div> <div>Own</div> <div>Loan</div> <div>Two</div> <div>?</div> <div>Cone</div> <div>You</div> </div> | | | | | <div>70</div> <div> </div> | | | | |
| Twice | Through | Lose | Spoon | Tool | | | | | |
| <div>71</div> <div> </div> | | | | | <div>72</div> <div> <div>Hand</div> <div>Foot</div> <div>Glove</div> <div>Love</div> <div>Shoe</div> <div>?</div> <div>Gland</div> <div>Shoot</div> </div> | | | | |
| | | | | | Hoe | Boot | Finger | Dove | And. |

v

GO STRAIGHT ON TO THE NEXT PAGE

N-V

| | | | | | | | | | |
|-------|----------|------|----------|----------|-----------|---------|-----------|--------|----------|
| 73 | | | | | 74 | | | | |
| Snout | | Nose | | | | | | | |
| Pig | Trotters | | Man | ? | | | | | ? |
| Hide | | Skin | | | | | | | |
| Paws | Knees | Feet | Trippers | Trousers | | | | | |
| 75 | | | | | 76 | | | | |
| | | | | | Trial | | Judge | | |
| | | | | | Detection | Prison | Detective | ? | |
| | | | | | Crime | | Criminal | | |
| | | | | | Warder | Capture | Police | Escape | Reporter |
| 77 | | | | | 78 | | | | |
| Train | | Link | | | | | | | |
| Rain | Neat | Ink | ? | | | | | | |
| Eat | | Eel | | | | | | | |
| Line | Lean | Leek | Kneel | Keel | | | | | |
| 79 | | | | | 80 | | | | |
| | | | | | Put | | Nut | | |
| | | | | | Tap | Tip | Tan | ? | |
| | | | | | Pot | | Not | | |
| | | | | | Ten | Tin | Tun | Net | Nat |

TEST 2

Can you read the words in the next line?

A BIRD LAYS ITS EGGS IN A (POND, STREAM, CLOUD, HOUSE, NEST).

The word NEST has a line under it because it is the right word to complete the sentence; all the others are wrong.

Here is another:

BREAD IS MADE FROM (WOOD, FLOUR, GRASS, STONE, SALT).

FLOUR is the right word so a line has been put under it.

NOW GO THROUGH THE SENTENCES BELOW AND PUT A LINE UNDER THE RIGHT WORD IN EACH ONE.

IF YOU ARE NOT QUITE SURE OF AN ANSWER, UNDERLINE THE WORD WHICH YOU THINK IS MOST LIKELY TO BE RIGHT.

1. The child went to get some sea-water in her (basket, bucket, pipe, castle, beach).
2. Cats usually like eating (eggs, fish, cabbage, kittens, water).
3. About a week after (ordering, receiving, emptying, managing, upsetting) this letter, I had a telegram from my brother.
4. You can arrange a (money, summer, journey, job, weather) through a travel agent.
5. Although I had run all the way, I reached the shop just after it had shut and I felt very (annoyed, relieved, rejected, hopeless, doubtful).
6. The great engines in the basement made the whole building (sound, vibrate, vindicate, clamour, create) with their noise.
7. The student roamed from library to library in search of the (studies, librarian, professor, library, book) recommended for reading.

Do not
write
here.

1.....

2.....

3.....

4.....

5.....

6.....

7.....

GO STRAIGHT ON TO THE NEXT PAGE



Do not
write
here.

8. When Jane learnt that she had passed the examination she felt very (sorry, considerate, interesting, pleased, pleasant).
9. She had been dieting for a month, but her weight had not (shown, increased, shrunk, decreased, grown).
10. The peaceful atmosphere of the village was (dismembered, disregarded, disputed, disrupted, dissected) when the huge lorry rumbled down the street.
11. The painter was not very successful financially although it was (necessary, obvious, scrupulous, reasonable, disappointing) that he was very talented.
12. Despite the (convenience, expense, poverty, economy, pleasure) of living in this area, I have managed to save some money.
13. All the (individuals, inhabitants, decisions, thoughts, dwellers) of the village were cut off by the blizzard.
14. After some time had elapsed, we once again (renewed, helped, lapsed, involved, deserted) our efforts to solve the difficult problem.
15. The building which was going to be demolished had been (derisive, animated, vicious, derelict, derivative) for some months.
16. Considering the great capacity that a human being has for love, it is astounding that the history of mankind should be frequently blackened by deeds of (love, manliness, consideration, hate, history).
17. The man said that he was not interested and did not want to (partition, participate, purport, produce, predict) in the discussion.
18. The (process, proceeds, pages, gain, progress) from the sale of the book were given to a worthwhile charity.

8.....

9.....

10.....

11.....

12.....

13.....

14.....

15.....

16.....

17.....

18.....

TURN OVER WITHOUT WAITING TO BE TOLD



19. It is not sufficient to know the means of preventing and curing disease; it is equally (bad, necessary, useful, sufficient, good) to provide these means and even to compel their use.
20. Although I could not see one in the room, I nevertheless suspected the (position, situation, existence, hiding, suspicion) of a secret microphone.
21. The increasing use of (automation, autonomy, computation, dangers, mechanisation) in certain industries is encouraging apprehension about redundancies in many areas.
22. After the strain of all the hard work, his holiday made him feel very much (sun-burned, rested, worse, overworked, energetic).
23. The town council wanted to improve the (amounts, limits, amenities, places, inmates) of their district.
24. In a totalitarian state, books and all other forms of printed matter are subjected to Government (censorship, dictatorship, publication, printing, subsidies).
25. As we both come from the same town, my wife and I have a great many (typical, mutual, friable, arable, viable) friends.
26. To write a successful book requires as much time and energy as to write an unsuccessful one, but in the first case the effort reaps its (success, books, rewards, writing, energy).
27. In the days when people lived in caves and rough shelters there were no fields or farms; men got their food by hunting animals and by (finding, planting, gathering, growing, eating) berries and wild fruits.
28. The discovery made by the explorers in the Arabian desert far (overtook, tormented, exceeded, exposed, passed) their wildest dreams.

19.....

20.....

21.....

22.....

23.....

24.....

25.....

26.....

27.....

28.....

Do not
write
here.

29. When the speaker asked if there were any questions he was (involved, immured, inundated, implied, instructed) with queries.
30. To identify any form of government with a religion is a dangerous error, for it confounds the permanent with the transitory, the (good, temporary, real, absolute, religious) with the contingent.
31. Having had her expectations so much raised, it was very (realistic, discrediting, uplifting, disconcerting, discriminating) to have them suddenly shattered.
32. A strong gale had been blowing all night and the (following, ensuing, much, causing, destroying) damage in the garden took John several days to repair.
33. Whilst self-restraint is a praiseworthy quality which one should try to cultivate, it runs as much danger of being exaggerated as its (counterpart, equal, quality, virtue, denial), the free expression of personal feelings and emotions.
34. It took three men to (refrain, prohibit, restrain, catch, restrict) the youth from rushing into the burning shed to rescue his pet dog.
35. The boss firmly denied any accusation of discrimination; he claimed that the policies of his firm were not dictated by (shareholders, prejudice, incrimination, accusations, profits).

29.....

30.....

31.....

32.....

33.....

34.....

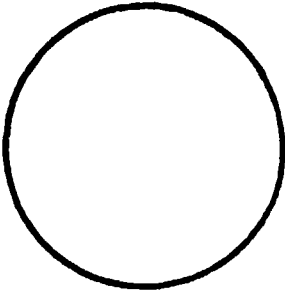
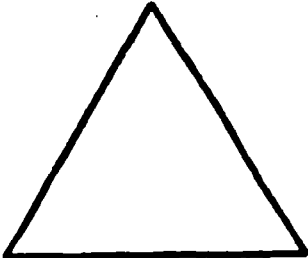
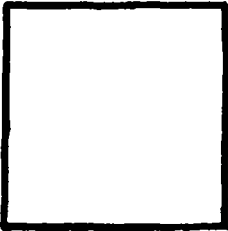
35.....

END OF TEST

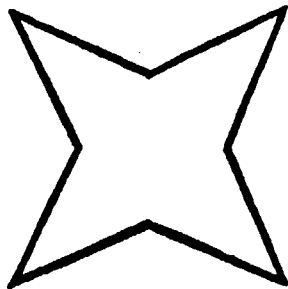
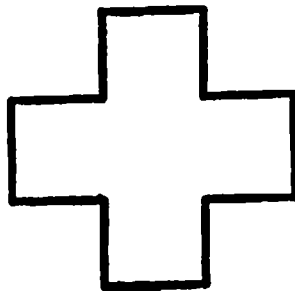
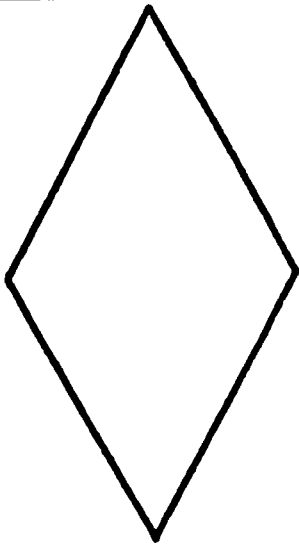


TEST 3

Copy these drawings as carefully as possible in the boxes alongside. Copy each one twice in pencil.

| | | |
|---|--|--|
|  | | |
|  | | |
|  | | |

GO STRAIGHT ON TO THE NEXT PAGE



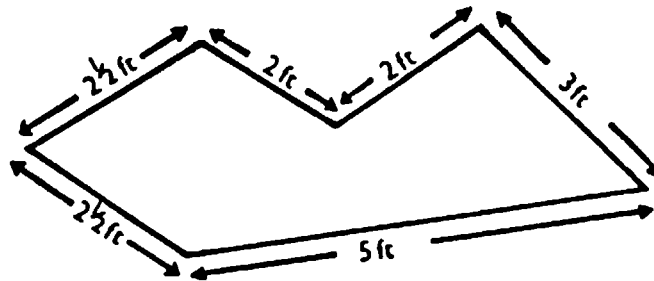
END OF TEST

Add (+)

$$\begin{array}{r} 967 \\ + 154 \\ \hline \end{array}$$

Subtract (-)

$$\begin{array}{r} 6841 \\ - 5952 \\ \hline \end{array}$$



What is the distance all the way round this figure?

.....feet

Multiply (×)

$$\begin{array}{r} 681 \\ \times 9 \\ \hline \end{array}$$

GO STRAIGHT ON TO THE NEXT PAGE

1.....

2.....

3.....

4.....



Do not
write
here.

67

5.

Divide (\div)

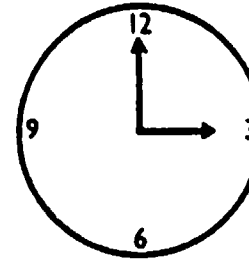
$$9 \overline{) 81342}$$

5.....

6.

This clock says 3 o'clock. The angle between the hands is 90° .

What will be the angle between the hands when the clock says 6 o'clock?

(..... $^\circ$)

6.....

In each question below two of the signs $+$ $-$ \times \div are missing. Write the missing signs in the boxes. The first one has been done for you.

$$5 \boxed{+} 3 = 12 \boxed{-} 4$$

Now write the missing signs in the boxes below.

7.

$$20 \boxed{} 4 = 2 \boxed{} 3$$

7.....

8.

$$4 \boxed{} 1 = 9 \boxed{} 6$$

8.....

9.

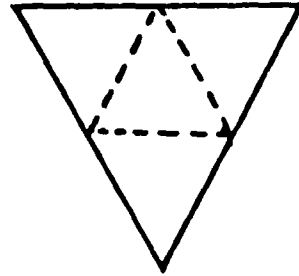
$$B \div 7 = 5$$

$$B = \dots\dots\dots$$

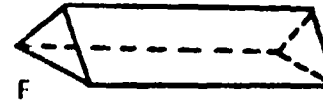
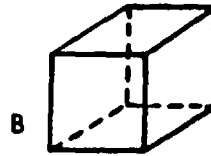
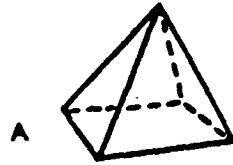
9.....

10.

Look at this figure:—



When it is cut out and folded along the dotted lines it will make one of the following shapes. Write the letter of the shape you think it will make on the line below.



11.

In a class of 40 pupils $\frac{3}{4}$ are girls. How many of the pupils are boys? (Number of boys =)

12.

The answer to this addition sum is right.

| | | |
|---|-----|-----|
| | Ruk | Ank |
| | 8 | 3 |
| + | 1 | 3 |
| | 10 | 2 |

How many Anks are there in one Ruk? Anks = 1 Ruk

Do not
write
here.

10.....

11.....

12.....

3.



These shapes are alike in some ways. Underline TWO ways in which they are alike.

They all have 4 sides.

They are all rectangles.

They all have the same area.

They all have at least one right angle.

They are all triangular.

4.

What is $\frac{1}{4}$ of $\frac{3}{4}$ of 1 lb.?

(.....oz.)

15.

If 0.25 of a sum of money is £3, how much would 0.75 be?

(£.....)

6.

A rectangle whose length is 6 in. and breadth is 4 in. has an area of 24 sq. in. Give the length and breadth of another rectangle whose area is 24 sq. in.

Length =in.

Breadth =in.



+ 7 would always be:

equal to  + 

more than 7

equal to 7 + 7

(Underline the answer)

less than 

less than 7

Do not
write
here.

69

13.....

14.....

15.....

16.....

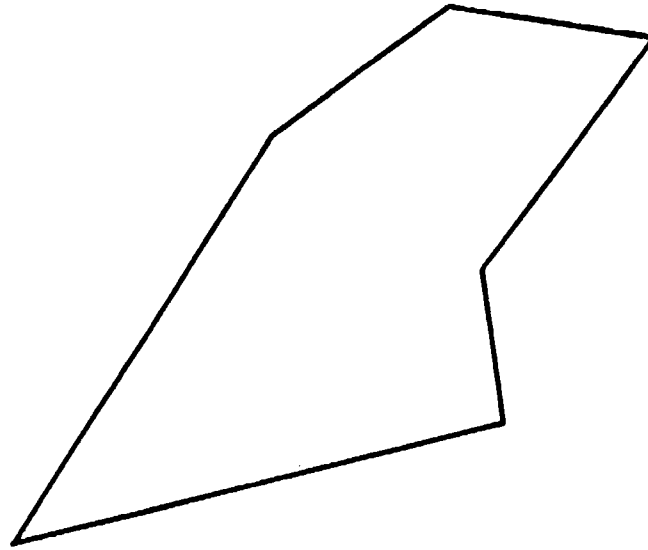
17.....

TURN OVER WITHOUT WAITING TO BE TOLD



18.

Draw lines to show how this figure can be divided into exactly three triangles.



Do not
write
here.

70

19.

Anne has twice as much money as her sister but only half as much as her brother. She has 3s. How much do the three children have altogether?

(.....s.....d.)

18.....

19.....

20.

Write in figures the number which is 2 less than thirty thousand.

(.....)

20.....

In each question below write the missing numbers in the boxes.

21.

$$16 \div \square = 6 - 4$$

21.....

22.

$$4 \times 5 = \square + 14$$

22.....

23.

$$11 \times 7 = \square - 3$$

23.....

4. $\frac{1}{3}$ of a number is 5. What is twice the number? (.....)

Do not write here.

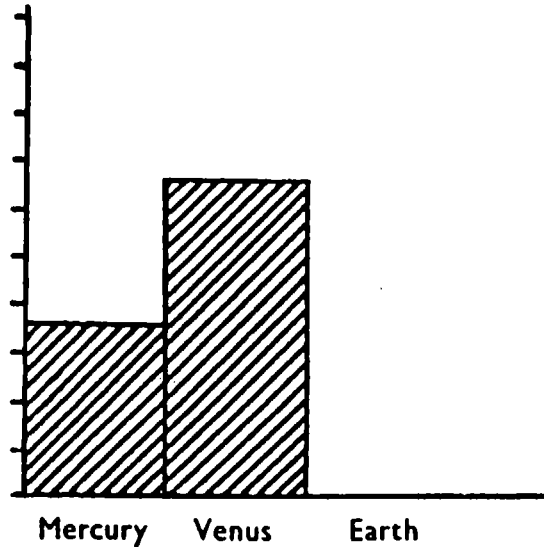
24.....

This graph shows the distances of Mercury, Venus and the Earth from the sun.

Mercury is 36 million miles from the sun.

Venus is 67 million miles from the sun.

Distance from the sun in millions of miles



5. Mark in all the numbers on the vertical scale.

25.....

Draw in the block which shows that the Earth is 93 million miles from the sun.

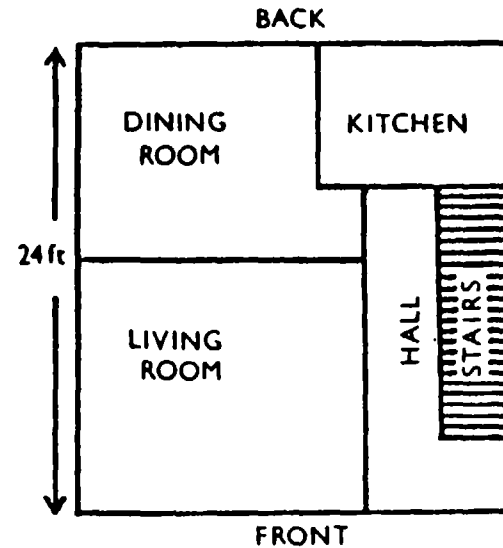
26.....

7. To send 2 trunks by train costs 21s. each. To send them by road costs 23s. 6d. each. How much will a man save altogether by sending both trunks by train? (.....s.....d.)

27.....

8. What is the smallest number into which 3, 4 and 6 will all divide exactly? (.....)

28.....



Here is a plan of a house. One inch represents 10 ft.

29. The dining room is 11 feet long from front to back. How long is the living room?feet
30. The kitchen is shown on the plan as $\frac{3}{4}$ in. long. How long is it in the actual house?feet.....Inches
31. The front of the house is 22 ft. 6 in. across. How many inches represent this on the plan?inches
-
32. In this question P stands for any whole number between 1 and 10. Don't try to work out the sum. Just look at the answers and draw a ring round the **two** answers that could not possibly be right.
- $5 \times P = 500 \quad 35 \quad 20 \quad 15 \quad 45 \quad 4$
-
33. What percentage is 10 of 40?%

Do not
write
here.

29.....

30.....

31.....

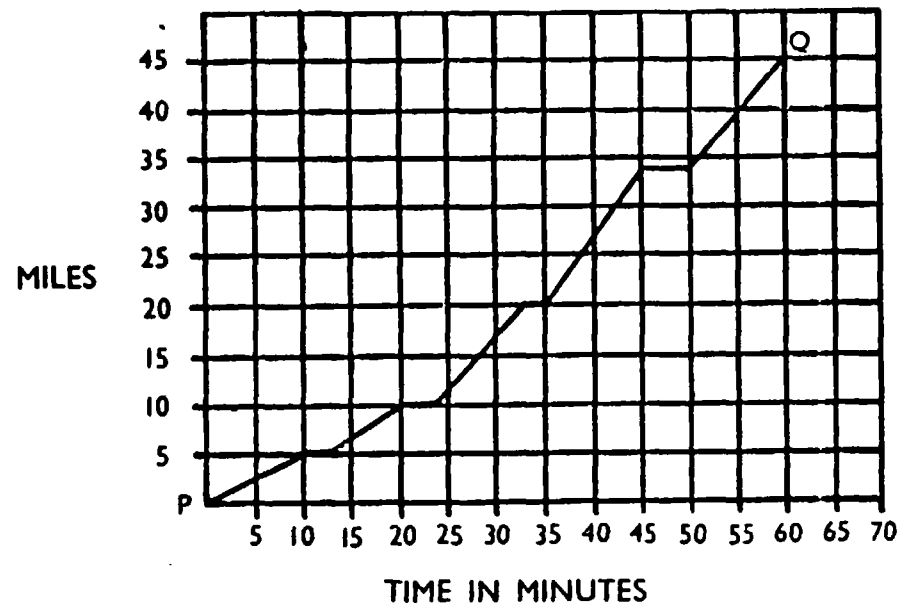
32.....

33.....



Do not
write
here.

Graph of a train journey from P to Q



34. How many minutes long is the longest stop the train makes?minutes

34.....

35. What speed is the train travelling at from P to the first stop?m.p.h.

35.....

36. How many minutes after leaving P does the train arrive at its third stop?minutes

36.....

37. Make up a division sum which would give the answer $\frac{1}{2}$.

..... \div = $\frac{1}{2}$

37.....

TURN OVER WITHOUT WAITING TO BE TOLD



In both series of numbers below a number is missing. Fill in the missing numbers.

38.

5, 10, 20, 26, 36, 43, 53,

39.

7, 14, 16, 8, 6, 18, 21, 7, 4, 16,

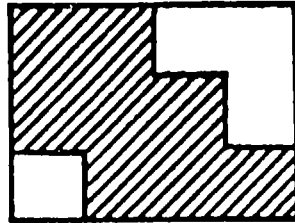
Do not
write
here.

38.....

39.....

J.

What fraction of this rectangle is shaded?



(.....)

40.....

END OF TEST



PUPIL'S QUESTIONNAIRE

You may like to know that the tests in this booklet are also being done by nearly 16,000 other children. This very large group contains all the children in England, Scotland and Wales who were born in the week 3rd to 9th March, 1958. We have been following the progress of nearly all of you since birth and we would like to carry on with this at least until you leave school. Our aim is to find out more about children's growth, health, their progress in school and their interests out of school. We are very grateful for your own and your parents' help and we hope you will be able to help us again in the future.

INSTRUCTIONS

This last part of the booklet is not a test. These are questions about yourself. Sometimes you have to write answers but for some of the questions you have only to read the answers which are already there and put a tick (✓) by the one which is true for you. Here is one to show you how to do it.

PRACTICE

Is your birthday in March? (Put a tick in one of the boxes)

Yes ☐

No ☐

You should have put a tick after Yes, like this.

Yes ☒

No ☐

GO STRAIGHT ON TO THE NEXT PAGE

Now, answer all the other questions. Read each one carefully.

1. Do you enjoy your spare time or do you often get bored? (Put a tick in one of the boxes)

Always enjoy my spare time

Sometimes get bored

Often get bored

| |
|--|
| |
| |
| |

Do you borrow books from a public library? (Tick either Yes or No)

Yes

| |
|--|
| |
|--|

No

| |
|--|
| |
|--|

3. If you watch television, there are probably some television programmes you like more than others. Please write on the dotted lines the names of three television programmes you like best.

1.
2.
3.

4. Write down the three school subjects that you like best. (Do not include games or physical education)

1.
2.
3.

5. When you leave secondary school, which of these things do you think you will do? (Put a tick in one of the boxes).

Go straight to a job.

Continue full-time study (for example, at a College or University).

Don't know.

| |
|--|
| |
| |
| |

Do not
write
here.
Col. 26

1

2

Col. 27

1

2

3

Col. 28

1

2

3

- Below you will see some of the things boys and girls of your age find interesting. Read each one carefully and decide whether you do it **often** (nearly every day), **sometimes**; **never or hardly ever**. If your answer is **often**, put a tick in the first box. If your answer is **sometimes**, put a tick in the second box, if your answer is **never or hardly ever**, put a tick in the third box.

Put a tick in only one box for each question. Answer every question.

Do not
write
here

| | 1 Often (nearly every day) | 2 Sometimes | 3 Never or hardly ever |
|---|----------------------------------|----------------|------------------------------|
| (a) Playing and talking to friends outside school hours | | | |
| (b) Going to the cinema | | | |
| (c) Reading books (apart from school work or homework) | | | |
| (d) Reading newspapers, magazines and comics | | | |
| (e) Listening to music (not 'pop' music) outside school hours | | | |
| (f) Going to clubs outside school (including Scouts and Guides) | | | |
| (g) Going to school clubs (outside school hours) | | | |
| (h) Helping at home | | | |
| (i) Playing outdoor games or taking part in sports outside school hours | | | |
| (j) Writing stories, making up plays or poems outside school hours | | | |
| (k) Drawing or painting pictures outside school hours | | | |
| (l) Cooking | | | |
| (m) Collecting stamps | | | |
| (n) Sewing, knitting, or other needlework outside school hours | | | |
| (o) Model making outside school hours | | | |
| (p) Listening to the radio outside school hours | | | |
| (q) Watching television outside school hours | | | |
| (r) Looking after animals | | | |
| Please add below any other hobbies you have which are not in the list above. (Again, put a tick in one of the boxes) | | | |
| (s) | | | |
| (t) | | | |
| (u) | | | |
| (v) | | | |

Col

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

45

46

47

48

49

50

Imagine that you are now 25 years old. Write about the life you are leading, your interests, your home life and your work at the age of 25. (You have 30 minutes to do this).

Do not
write
here.

8

Col. 51

Col. 52

Col. 53

Col. 54

Col. 55

Col. 56

Detach these pages of Introductory Notes and Instructions before any tests are given

62

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 presented itself 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. Finally, the detailed study of a large and representative national group afforded the opportunity of answering many questions about physical development and its relationship to educational progress; the importance of specific environmental factors to children's education and adjustment; the relevance of school circumstances such as class size; regional differences in children's development and health; and the availability and efficacy of services for children both regionally and nationally.

To make the fullest use of this opportunity, an interdisciplinary project, the National Child Development Study (1958 Cohort) was set up in 1964 to trace the children involved, numbering nearly 16,000, and to follow their progress to maturity. In 1965 when the children were seven years old, over 92 per cent of the group was traced and a great deal of information was gathered from schools and parents. The children completed some educational tests and they were medically examined by School Health Services. A report on this first follow-up was published by the Plowden Committee and also separately as a paperback. A short booklet summarising these results was sent to all the schools and others

who had taken part. A second report on the first follow-up will be completed shortly.

The present follow-up is being financed by the Social Science Research Council and the co-operation and support of every local authority has once more been generously forthcoming. The study yields more valuable information as it progresses since it becomes increasingly possible to examine the effects of earlier events upon children's later progress and development. Many of the questions which can be answered relate to the effect of adverse circumstances on children but the study of a normal, representative group opens the way to an investigation of why some children who have been exposed to potentially adverse circumstance do not develop adversely. This field of enquiry, which has been barely covered hitherto, should yield information with important implications for preventive action.

As you will know, the parents have once more been approached for their support and active co-operation, so that information can be gathered on the home environment and the children's medical history. A visit to the parents will be made by an officer of the local authority, usually a health visitor. Finally, the School Health Service will arrange for a medical examination and test the children's hearing and vision.

Tests 1, 2 and 4 in this booklet were prepared by the National Foundation for Educational Research in England and Wales and we are greatly indebted to them for their help.

As in the first follow-up we shall prepare a short summary of our results and send this to all the schools involved. We do not underestimate the amount of work involved for you, particularly when the demands upon your time to complete questionnaires and forms of every description is increasing. However, we hope that you will feel the project worthy of your professional skill and time. On behalf of the research team and the sponsoring bodies, I should like to thank you for your valuable help.

Ronald Dawie
Co-Director.

THE EDUCATIONAL TESTS AND ASSESSMENTS

I. The 'Educational Assessment' Form (Separate Booklet)

This form has been designed to give relevant details about the child's school environment, his educational progress and some aspects of his behaviour.

Section 'A' deals with the school. If your school contains more than one child in the study, will you please nevertheless complete this section for each pupil, although the answers will be identical in each case. This section was included in the individual booklets rather than as a separate form for each school in order to reduce the overall number of documents and minimise the chance of loss or separation.

Section 'B' contains some questions about the child during his stay at your school and about the interest taken by the parents in his education. This section would most appropriately be completed by the class teacher in consultation with the Head.

The last section would in most cases best be completed by the class teacher since it deals with the child's class, his abilities and some aspects of his behaviour.

Most of this form has been framed as a series of items to which a number of alternative answers are stated. Would you please ring the number in the right-hand column opposite the answers 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.

Example

Since the beginning of the school year has either parent taken the initiative to discuss the child, even briefly, with you or any member of the teaching staff?

| | Col. 45 |
|----------------------|---------|
| Yes, father only ... | 1 |
| Yes, mother only ... | 2 |
| Yes, both | ③ |
| Neither | 4 |

II. The Bristol-Social Adjustment Guide (Separate Form)

This Guide is designed to elicit a comprehensive picture of the child's behaviour in school. It would, most appropriately, be completed by the teacher who knows the child best. The detailed instructions are contained on the Guide, which has a different form for boys and girls.

There is space on the back of the Guide for any additional comments you may wish to make which would help us to get a more complete picture of the child. Please use this space for any information about the child which you feel to be relevant to his present behaviour, or educational standard or health but which has not been covered by the Forms.

III. The Test Booklet

The tests will be given, as already explained, to nearly 16,000 children and their administration carried out by many thousands of teachers. If the results are to be in any way comparable it is absolutely necessary that the tests are given exactly as laid down in the instructions, which have been carefully prepared so that, if strictly observed, no child will start with an advantage over the next. They should be read through carefully before the testing begins.

There are four tests to be given and, finally, there is a 'Pupil's Questionnaire'. The four tests are: (1) General Ability Test; (2) Reading Comprehension Test; (3) Copying Designs Test; (4) Arithmetic-Mathematics Test. They should not be given on one occasion; if possible they should be given during the mornings on two separate days of the week. The tests should be given in the order in which they are listed above: Tests 1 and 2 on the first day, and Tests 3 and 4 on the second day. The 'Pupils Questionnaire' should be completed after the tests, either on the second day or at some other time. The tests are all suitable for group administration, so if there are more than one study child in the school, they may all be tested together.

The testing should be carried out in a room in which only the study child (or children) and the tester are present, and arrangements should be made to prevent any interruptions during the giving of the test.

The testing should preferably be carried out by a teacher who knows the child, and the atmosphere should be friendly and informal. The child should be provided with two sharpened pencils, but with no other instruments.

The tester should make him/herself thoroughly familiar with the tests and the method of administering them before starting to give the first test.

These Introductory Notes and Instructions should be removed from the Test Booklet before any testing begins.

The Tests

In the instructions that follow the words spoken by the tester are given in heavy print and must be kept to as much as possible. No attempt, however, should be made to commit them to memory. When the child is ready to begin, say:

I have here a booklet with a few tests in it that I want you to do for me. These tests are being given to a great many other children of the same age as you and they have been made up in order to find out what children in this country can do.

TEST 1—General Ability

INSTRUCTIONS FOR ADMINISTRATION

TO BE READ THROUGH CAREFULLY BEFORE THE CHILD COMES FOR THE TEST

Place the booklet in front of the child and open it at page 2. Then say, slowly and clearly:

Follow carefully while I read the instructions for doing the first test.

Make sure that the child follows the printed instructions as you read.

In the example below, four words on the left go together in the same way as four words on the right, but one of the words on the right is missing. Find out how the words on the left go together and then put a line under the missing word in the list of words given. Do that now.

(Pause for a few moments.)

The words on the left read (point) "inch, foot, yard, mile"—going upwards to the highest thing. The words on the right read (point) "ounce, pound, stone,"—also going upwards, but the highest thing is missing, and it is one of these (point): "penny, ton, pint, hour, gallon." Since the word "ton" is missing from the words on the right, you should have put a line underneath ton" like this (point).

Here is another example using shapes instead of words. Find out how the shapes on the left go together and then put a line under the shape that is missing from those on the right. Do that now (pause). This is the shape you should have underlined (point). If you put the line under the wrong one, cross it out like this (point) and put it in the proper place.

Now look at the practice test on the next page, but make no marks on it until you are told to begin working. The questions on this page are just like those you have already seen, though the things do not always go together in the same way. Do Numbers 1, 2, 3 and 4. Notice that you work across the page. (Point to the four numbers.) Then stop and put your pencil down.

Begin working.

Wait until the child has finished, and then say:

In Question 1, you should have underlined the word "second," because the words on the left go (point to the words) "one, two, three, four," and the words on the right should go in the same way: "first, second, third, fourth."

In Question 2, the arrows on the left show that as you go round the number of dashes goes up by one, so on the right the number of little rings should go up by one. You should have underlined the two little rings here (point).

On the left in Question 3, there are four letters A, but one of them is lying on its side. So on the right there should be four letters I, but the missing one should be lying on its side. This is the right answer (point).

2
8

On the left in Question 4, "animal" tells what kind of thing "cows," "tigers" and "dogs" are. The missing word on the right should tell what kind of thing "sparrows," "crows" and "eagles" are, so the right answer is "bird."

Now do the rest of the questions on this page, and when you have finished, put your pencil down. Do not turn over until you are told.

Wait until the child has finished, and then say:

Are there any questions about how to do the test?

Any question is answered by reading out the appropriate part of the instructions given above.

On the rest of the pages of the test, the questions are just like this. When you are told to begin, turn over to the first page of the real test and start work at once. Work as quickly and as carefully as possible. When you have finished one page, turn over and carry on without waiting to be told. You will have 30 minutes in which to do the test. When you have finished, look over the work you have done until time is up. At the very bottom of each page there are two small boxes. These are nothing to do with the testing. Ignore them. Now turn over and begin.

Note the time when Begin is said, and what the time will be 30 minutes later. Watch that the child does not turn over two pages at once. Give no help whatsoever once the child has started the test. At the end of 30 minutes, say: Stop work, put your pencil down. Close your booklet.

MARKING KEY

One sequence of correct answers is preserved for all odd-numbered pages and another sequence for all even-numbered pages. Tick clearly all items answered correctly by reference to the marking key below. On each page, four of the items are verbal items and four are non-verbal. Add the number of verbal items correctly answered on each page and enter this total in the small box at the bottom left-hand side of the page; the number of correctly answered non-verbal items should be entered in the box at the bottom right-hand side. Transfer these page totals to the appropriate boxes on the front cover of the booklet. Finally, add these page totals and enter the Verbal Total, the Non-Verbal Total and the Grand Total.

| Page | Item Number | Page | Item Number |
|---------|-------------------------|---------|-------------------------|
| 3 | 2 3 4 5 6 7 8 | 4 | 9 10 11 12 13 14 15 16 |
| 5 | 17 18 19 20 21 22 23 24 | 6 | 25 26 27 28 29 30 31 32 |
| 7 | 33 34 35 36 37 38 39 40 | 8 | 41 42 43 44 45 46 47 48 |
| 9 | 49 50 51 52 53 54 55 56 | 10 | 57 58 59 60 61 62 63 64 |
| 11 | 65 66 67 68 69 70 71 72 | 12 | 73 74 75 76 77 78 79 80 |
| Answers | 4 1 3 5 2 2 4 1 | Answers | 3 4 4 1 5 2 3 2 |

TEST 2—Reading Comprehension

INSTRUCTIONS FOR ADMINISTRATION

TO BE READ THROUGH CAREFULLY BEFORE THE CHILD COMES FOR THE TEST

This test of reading comprehension is of a familiar pattern, requiring the child to choose the words which appropriately complete the sentences. Place the booklet in front of the child and open it at page 14. Then say, slowly and clearly:

Follow carefully while I read the instructions for doing the second test.

Make sure that the child follows the printed instructions as you read.

At the top it says, 'Can you read the words in the next line?' Read the next line carefully and then look up. (Pause until the child has finished this). The line reads, 'A birds lays its eggs in a (pond, stream, cloud, house, nest)'. Follow with me what it says on the next line, 'The word nest has a line under it because it is the right word to complete the sentence; all the others are wrong'.

(Explain again, if necessary)

Follow while I read on. 'Here is another: Bread is made from (wood, flour, grass, stone, salt). Flour is the right word so a line has been put under it.'
(Explain again, if necessary)

Finally, it says, 'Now go through the sentences and put a line under the right word in each one'. If you are not quite sure of an answer, underline the word which you think is most likely to be right'. Work as quickly and carefully as possible. When you have finished one page turn over and carry on without waiting to be told. You will have 20 minutes in which to do the test. If you finish before this, look over your work until the time is up. Now begin.

Note the time when Begin is said, and what the time will be 20 minutes later. Give no help whatever once the child has started the test. In the case of a very poor reader, please discontinue the test, if you feel this is advisable, when the child has done as much as he can.

MARKING KEY

Tick clearly all items answered correctly in the right-hand margin of each page and enter the page total in the box at the foot of the column margin. Transfer the page total to the

appropriate boxes on the front cover of the booklet. Finally, add the page totals and enter the grand total on the front of the booklet.

ANSWERS

- | | | | |
|--------------|-----------------|----------------|-------------------|
| 1. bucket | 8. pleased | 19. necessary | 29. inundated |
| 2. fish | 9. decreased | 20. existence | 30. absolute |
| 3. receiving | 10. disrupted | 21. automation | 31. disconcerting |
| 4. journey | 11. obvious | 22. rested | 32. ensuing |
| 5. annoyed | 12. expense | 23. amenities | 33. counterpart |
| 6. vibrate | 13. inhabitants | 24. censorship | 34. restrain |
| 7. book | 14. renewed | 25. mutual | 35. prejudice |
| | 15. derelict | 26. rewards | |
| | 16. hate | 27. gathering | |
| | 17. participate | 28. exceeded | |
| | 18. proceeds | | |

TEST 3—Copying Designs

INSTRUCTIONS FOR ADMINISTRATION

TO BE READ THROUGH CAREFULLY BEFORE THE CHILD COMES FOR THE TEST

This test aims to assess the child's visual perception of shapes and his ability to reproduce them with reasonable accuracy. The copying should be done in pencil without the aid of any straight edge. Place the booklet in front of the child and open it at page 18. Then say slowly and clearly:

The instructions for this test are very simple. Follow carefully while I read the sentences at the top of the page. 'Copy these drawings as carefully as

possible in the boxes alongside. Copy each one twice in pencil.' There is no time limit for this test. When you have finished put your pencil down. Now begin.

Give no other help than this once you are sure the child has understood the instructions. The scoring of this test depends upon rather detailed criteria, so please do not attempt any marking.

NATIONAL CHILD DEVELOPMENT STUDY

NCDS II (SWEEP 2, 1969/70).

CODING IDENTIFICATION PARTICULARS (CODING FRAME)

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

with

1971 ITEM NUMBERS FOR COMPUTER TAPE

PAGE INDEX

| | | |
|---------------|--|---------|
| Introduction | | Page 0 |
| NCDS Card Y.1 | Educational Assessment | Page 4 |
| NCDS Card Y.2 | Test Booklet | Page 16 |
| NCDS Card Y.3 | Bristol Social Adjustment Guides Scoring Form | Page 21 |
| NCDS Card Y.4 | Parental Interview Form | Page 33 |
| NCDS Card Y.5 | Parental Interview Form | Page 45 |
| NCDS Card Y.6 | Parental Interview Form | Page 56 |
| NCDS Card Y.7 | Medical Examination Form | Page 66 |
| NCDS Card Y.8 | Medical Examination Form | Page 77 |
| NCDS Card Y.9 | Audiogram | Page 80 |

N.B.

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

NCDS II Coding frame

GENERAL NOTES

SEX

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

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

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

Multiple Birth Identification

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

CARD 9 - Summary card

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

9th September 197

USE OF THIS FRAME

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

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

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

EXPLANATION OF CODING FRAME NOTATION

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

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

1) Field Description

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

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

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

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

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

2) Computer Item

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

In general:

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

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

3) Permitted Punches

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

e.g. Sex of Child's Class Teacher

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

In these descriptions, the following notation is used:-

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

Normally:-

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

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

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

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

2

MEMO

TO: ALL NCDS STAFF

FROM: Linda Sumner

29

RE: NCDS II CODING FRAME

DATE: 22nd June, 1972

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

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

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

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

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

enc.2

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

Card Y.1
Page 3/1

Questionnaire or page(s)

Card

Columns

Educational Assessment - Page 1

Y 1

1 - 10

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

94

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

Card Y.1
Page 4/1

Questionnaire and Page(s)

Educational Assessment - Page 1

Card

Y.1

Columns

5 - 10

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

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

Card Y.
Page 5/

Questionnaire and Page (s)
Educational Assessment - Page 1

Card
Y.1

Columns
5-12

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

Questionnaire and Page(s)

Educational Assessment - Page 1

Card

Y.1.

Columns

13 - 24

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

97

F.W.

MEMO

TO: ALL NCDS

FROM: HARVEY GOLDSTEIN

DATE: 19th October, 1972

RE: Age Gain - Maths. score

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

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

Questionnaire and Page(s)
Educational Assessment - Page 1

Card
Y.1.

Columns
18 - 24

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

99

Questionnaire and Page(s)

Educational Assessment - Page 1/2

Card

Y.1.

Columns

18 - 25

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

100

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

Card Y.1.
Page 9/ 3

Questionnaire and Page(s)

Educational Assessment - Page 2

Card

Y.1.

Columns

26 - 34

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

Questionnaire and Page(s)

Questionnaire - Page 2/5

Card

1.

Columns

35 - 46

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

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

Card Y.1.

Page 11/0

Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 3/4/5

Y.1.

47 - 54

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

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

Card Y.1.
Page 12/1

Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 5/6 Y.1.

55 - 64

| Question Number | Field Description | Computer Item | Explanation, and Computer Codes Associated with Permitted Punches |
|-----------------|-----------------------|----------------|---|
| Q15 | Col 55 Polylog | 859 Coded | As far as you are aware, has the child been referred to any agency because of difficulties which have affected his educational progress or behaviour? (1) = 1 Yes (2) = 2 No (NA) = b No answer |
| Q16 | Col 56 Polylog | 860 Coded | Since the child has been in your school has there been any noticeable improvement or deterioration in the rate of his educational progress or in his behaviour and adjustment? (1) = 1 Marked improvement (2) = 2 Some improvement (3) = 3 No noticeable change (4) = 4 Some deterioration (5) = 5 Marked deterioration (6) = 6 Can't say (NA) = b No answer |
| Q18(a) | Col 57 Polylog | 861 Coded | Is the child's age group streamed by ability? (1) = 1 Yes (2) = 2 No (NA) = b No answer |
| Q18(b) | Col 58 Polylog | 862 Coded | If streamed by ability, is he in: (1) = 1 A higher ability class (2) = 2 An average ability class (3) = 3 A lower ability class (9) = 9 Added by coders when answer to Q18(a) was 'no' i.e. no streaming done (NA) = b No answer |
| Q19 | Cols 59-60 Numeric | 865 Numeric | Number of pupils in child's present class? (01-99) = 01-99 Actual number coded direct (NA) = bb No answer N.B. Classes of over 59 are likely to have team teaching |
| Q20 | Col 61 Numeric | 866 Numeric | How many teachers normally teach this class? (1-9) = 1-9 Actual number coded direct (NA) = b No answer |
| Q21(a) | Cols 62-64 Numeric | 870 Numeric | Number of possible half-day attendances for this child in the present school year. (001-420) = 001-420 Actual number coded direct (421+ coded as 260) * (NA) = bbb No answer N.B. This item is unreliable. * Later 280 was set to DNA to remove the bias introduced by coding 421+ into 280. |
| | | | 104 |

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

Card Y.1.
Page 13/0

Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 6/7

Y.1.

65 - 72

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

105

Questionnaire and Page(s)
Educational Assessment - Page 8

Card
Card Y.1.

Columns
73 - 78

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

Questionnaire and Page(s)

Card

Columns

Educational Assessment - Page 7

Y.1.

79 - 80

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

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

Card Y.2.
Page 16/4

Questionnaire and Page (s)
Test Booklet - Page 1

Card
Y.2.

Columns
1-13

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

NATIONAL CHILD DEVELOPMENT STUDY
NCDS 11 (S REP 2, 1969/1970)

Card Y.2
Page 11/0

Questionnaire and Page(s)
Test Booklet - Pages 3 - 30

Card
Y.2

Columns
14 - 28

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

Questionnaire and Page(s)

Test Booklet Page 31

Card

Y.2

Columns

29 - 42

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

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

Card Y.2
Page 19/0

Questionnaire and Page(s)

Card

Columns

Test Booklet - Page 31

Y.2

43 - 50

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

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

Card Y.2
Page 20/0

Questionnaire and Page(s)
Test Booklet - Page 32

Card
Y.2

Columns
51 - 52

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

112

NATIONAL CHILD DEVELOPMENT STUDY

Card Y 3

NCDS II (Sweep 2, 1969/1970)

Page 21/4

Questionnaire and Page (s)
Bristol Social-Adjustment Guides

Card
Y.3

Columns
1 - 13

| <u>Question Number</u> | <u>Field Description</u> | <u>Computer Item</u> | <u>Explanation and Computer Codes associated with Permitted Punches</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----------------------------------|----------------------|---|-------|---|---------------|---------------------------|------|---|---|---------------|------|---|---|----------|------|---|---|----------------------|------|---|---|----------------|-----|---|---|---------|-----|---|---|------------------------|-----|---|---|----------|-----|---|---|---------------|------|---|---|-------|-----|---|---|----------|------|---|---|----------|
| | Col 1 | | Always punched Y.3 Card type for Bristol Social-Adjustment Guides | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Cols 2-4 Extended numeric | 801 Numeric | 1969 Code Number for Local Authority completing this form (which may differ from that on other forms for this child). The Code Number is based on a N.C.D.S. January 1969 listing. Columns 3-4 are always numeric, Column 2 is numeric or X. The numbers 000-999, X00-X99 are possible but not all used. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 962 Coded | Column 2 is the region code which has permitted codes. <table><thead><tr><th></th><th></th><th><u>Col. 2</u></th><th><u>Meaning</u></th></tr></thead><tbody><tr><td>(1)</td><td>=</td><td>0</td><td>North Western</td></tr><tr><td>(2)</td><td>=</td><td>1</td><td>Northern</td></tr><tr><td>(3)</td><td>=</td><td>2</td><td>East & West Midlands</td></tr><tr><td>(4)</td><td>=</td><td>3</td><td>North Midlands</td></tr><tr><td>(5)</td><td>=</td><td>4</td><td>Eastern</td></tr><tr><td>(6)</td><td>=</td><td>5</td><td>London & South Eastern</td></tr><tr><td>(7)</td><td>=</td><td>6</td><td>Southern</td></tr><tr><td>(8)</td><td>=</td><td>7</td><td>South Western</td></tr><tr><td>(10)</td><td>=</td><td>8</td><td>Wales</td></tr><tr><td>(9)</td><td>=</td><td>9</td><td>Midlands</td></tr><tr><td>(11)</td><td>=</td><td>X</td><td>Scotland</td></tr></tbody></table> | | | <u>Col. 2</u> | <u>Meaning</u> | (1) | = | 0 | North Western | (2) | = | 1 | Northern | (3) | = | 2 | East & West Midlands | (4) | = | 3 | North Midlands | (5) | = | 4 | Eastern | (6) | = | 5 | London & South Eastern | (7) | = | 6 | Southern | (8) | = | 7 | South Western | (10) | = | 8 | Wales | (9) | = | 9 | Midlands | (11) | = | X | Scotland |
| | | <u>Col. 2</u> | <u>Meaning</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (1) | = | 0 | North Western | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2) | = | 1 | Northern | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (3) | = | 2 | East & West Midlands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (4) | = | 3 | North Midlands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (5) | = | 4 | Eastern | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (6) | = | 5 | London & South Eastern | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (7) | = | 6 | Southern | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (8) | = | 7 | South Western | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (10) | = | 8 | Wales | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (9) | = | 9 | Midlands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (11) | = | X | Scotland | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Cols 5-10 Extended numeric | 1 Numeric | Child's Serial Number For an extended breakdown of the serial number see Card Y.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Col 11 Punches 1,2 Polylog | | Sex of Child <table><tbody><tr><td>(1)</td><td>=</td><td>1</td><td>Boy</td></tr><tr><td>(2)</td><td>=</td><td>2</td><td>Girl</td></tr></tbody></table> | (1) | = | 1 | Boy | (2) | = | 2 | Girl | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (1) | = | 1 | Boy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (2) | = | 2 | Girl | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Col 12 Polylog | 970 Coded | Today's Date (Date on this form) - MONTH <table><tbody><tr><td>(1-9)</td><td>=</td><td>1-9</td><td>January through September</td></tr><tr><td>(10)</td><td>=</td><td>0</td><td>October</td></tr><tr><td>(11)</td><td>=</td><td>X</td><td>November</td></tr><tr><td>(12)</td><td>=</td><td>Y</td><td>December</td></tr><tr><td>(NA)</td><td>=</td><td>b</td><td>No answer</td></tr></tbody></table> | (1-9) | = | 1-9 | January through September | (10) | = | 0 | October | (11) | = | X | November | (12) | = | Y | December | (NA) | = | b | No answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (1-9) | = | 1-9 | January through September | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (10) | = | 0 | October | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (11) | = | X | November | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (12) | = | Y | December | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (NA) | = | b | No answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Col 13 Polylog | 971 coded | Today's Date (Date on this form) - YEAR <table><tbody><tr><td>(69)</td><td>=</td><td>9</td><td>1969</td></tr><tr><td>(70)</td><td>=</td><td>0</td><td>1970</td></tr><tr><td>(71)</td><td>=</td><td>1</td><td>1971</td></tr><tr><td>(NA)</td><td>=</td><td>b</td><td>No answer</td></tr></tbody></table> | (69) | = | 9 | 1969 | (70) | = | 0 | 1970 | (71) | = | 1 | 1971 | (NA) | = | b | No answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (69) | = | 9 | 1969 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (70) | = | 0 | 1970 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (71) | = | 1 | 1971 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (NA) | = | b | No answer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (SWEEP 2, 1969/70)

Card Y 3
Page 22/0

Questionnaire and Page(s)
Bristol Social-Adjustment Guide

Card
V.3

Columns
14 - 27

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

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

Card Y 3
Page 23/0

Questionnaire and Page(s)
Bristol Social-Adjustment Qu 428

Card
Y 3

Columns
28 - 38

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

Questionnaire and Page(s)

Card

Columns

Bristol Social-Adjustment Guides Y.3.

39-41

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

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

Card Y 3
Page 25/0

Questionnaire and Page(s)

ristol Social-Adjustment Guides

Card

Y.3

Columns

42 - 45

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

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

Card Y 3
Page 26/0

Questionnaire and Page(s)

Card

Columns

Bristol Social-Adjustment Guides

1 3

46 - 48

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

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

Card Y 3
Page 27/0

Questionnaire and Pages

Card

Columns

Bristol Social-Adjustment Guides

Y 3

49 - 51

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

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

Card Y 3
Page 28/0

Questionnaire and Prog(s)

Bristol Social-Adjustment Guides

Card

Y 3

Columns

52 - 54

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

Questionnaire and Page(s)

Bristol Social-Adjustment Guides

Card

Y 3

Columns

55 - 58

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

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

Card Y.3
Page 30/0

Questionnaire and Page(s)
Bristol Social-Adjustment Guides

Card
Y.3

Columns
59 - 62

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

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

Card Y 3
Page 31/1

Questionnaire and Page(s) Card
Bristol Social-Adjustment Guides Y,3

Columns
63 - 67

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

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

Card Y 3
Page 32/0

Questionnaire and Page(s)

Card

Columns

Bristol Social-Adjustment Guides

Y.3

68 - 71

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

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

Card Y.4
Page 33/4

Questionnaire and Page (s)

Card
Y.4

Columns
1 - 13

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

Questionnaire and Page (s)

Parental - Pages 1-2

Card

Y.4

Columns

14-16

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

*NOTES

Persons included in/excluded from child's household

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

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

Card 1.4
Page 35/1

Questionnaire and Page (s)

Card

Columns

Parental - Pages 3-4

Y.4

17-21

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

* See previous sheet.

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

Card Y.4
Page 36/1

Questionnaire and Page(s)

Card

Columns

Parental - Pages 4 - 5

Y.4

22 - 28

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

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

Card Y.4
Page 37/1

Questionnaire and Page (s)

Card

Columns

Parental - Page 5

Y.4

29 - 3/4

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

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

Card Y 4
Page 38/0

Questionnaire and Page(s)

Card

Columns

Parental - Page 6

Y.4

35 - 42

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

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

Card
Page Y.4
39/1

Questionnaire and Page(s) Card Columns

Parental - Pages 6-7

Y.4

43-48

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

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

Card Y 4
Page 40/2

Questionnaire and Page(s)

Card

Columns

Parental - Page 7

Y 4

49 - 58

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

NATIONAL CHILD DEVELOPMENT STUDY
NCDS II (S.W.E.P. 2, 1969/1970)

Card Y.4
Page 41/2

Questionnaire and Page (s)
Parental - Pages 7 - 8

Card
Y.4

Columns
59 - 61

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

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

Card Y.4
Page 42/0

Questionnaire and Page(s)

Card

Columns

Parental - Page 8

Y.4

62 - 64

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

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

Card Y.4
Page 43/0

Questionnaire and Page(s)

Parental - Page 8

Card

Y.4

Columns

65 - 72

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

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

Card Y 4
Page 44/0

Questionnaire and Page(s)

Card

Columns

Parental - Page 8

r.4

73 - 80

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

136

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

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

| | | | | | |
|---|----|-------|----|---|-----|
| - 70 - | | | | | |
| 2 | 3 | 4 | 5 | 6 | |
| 3 | 28 | 6 | 78 | | 418 |
| <u>Any Other Condition.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire. | | | | | |
| END OF MEDICAL QUESTIONNAIRE | | | | | |
| 3 | 6 | 79-80 | | | 419 |
| <u>Number of People in the Household.</u> Numeric coding on cards and computer. Blank. No Information/No Parental Questionnaire. <u>Note:</u> This question was asked by the Health Visitor and the answer recorded on the Parental Questionnaire but for technical reasons had to be coded on the Medical Questionnaire and punched on Card 6. As a result occasionally the information was not punched although it was recorded. | | | | | |
| END OF CARD 6 | | | | | |

139

BEGINNING OF PUNCHED CARD 7

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

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

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

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

Columns 12-62.

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

Columns 63-69.

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

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

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

| 2 | 3 | 4 | 5 | 6 | |
|---|---|-------|--------------|-----|--|
| | 7 | 22-23 | U.66 U.67 | 442 | <p>"(<u>Writing Off</u> of Adults and Adult's Standards) K" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups KA, KB and KC which can be included in the "Writing Off of Adults and Adult's Standards Syndrome" are listed on Pages 70/7, Cols. 49, 50 and 51.</p> |
| | | 24-25 | U.68 U.69 | 444 | <p>"(<u>Anxiety for Acceptance by Children</u>) L" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups LC and LD which can be included in "Anxiety for Acceptance by Children Syndrome" are listed on Page 77, Cols. 52 and 53.</p> |
| | | 26-27 | U.70 U.71 | 446 | <p>"(<u>Hostility Towards Children</u>) HC" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups JA and JB which can be included in "Hostility Towards Children Syndrome" are listed on Page 79, Cols. 54 and 55.</p> |
| | | 28-29 | U.72 U.73 | 448 | <p>"(<u>Restlessness</u>) R" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups RA and RB which can be included in the "Restlessness Syndrome" are listed on Page 80, Cols. 56 and 57.</p> |
| | | 30-31 | U.74 U.75 | 450 | <p>"(<u>Inconsequential Behaviour</u>) I" - "Syndrome" score.</p> <p>Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome". Blank. No "phrase" underlined for this "syndrome"/No Stott Guide.</p> <p>Note: The "phrases" in the sub-groups IM and IN which can be included in the "Inconsequential Behaviour Syndrome" are listed on Page 84, Cols. 58 and 59.</p> |

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

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

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

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

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

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

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

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

[illegible]

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

INTRODUCTION.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N.B. Summary cards Agatha, Thomas and Uriah

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NATIONAL CHILD DEVELOPMENT STUDY

CARD 9

PAGE 103

NCDS I Coding Frame

Card
9

Columns
1 - 12

| <u>Field Description</u> | <u>Computer Item</u> | <u>Explanation and Computer Codes Associated with Permitted Punches.</u> |
|---|-------------------------------|--|
| Col. 1 | | Always punched 9 - card type for summary card |
| Col. 2 | | Blank |
| Col. 3 (from Belinda Col.3) | | <u>Losses at NCDS I</u> This item is incomplete - see item 514 on perinatal card 8. |
| Col. 4 | | Blank |
| Cols. 5-10 | 1 numeric | Child's serial number - see beginning of coding frame for an extended breakdown of the serial number. |
| Col.11 Punches 1, 2 | 622 coded | Sex (1) = 1 Boy (2) = 2 Girl |
| Col.11 Punches 3,9 (from card 1, col. 11) | | Sub-study Identification (1) = 0 In-Care study - short stay (2) = 9 In-Care Study - long stay To identify children in In-care study see card 9 columns 30-41. |
| Punches X,Y (from card 1. col.11) | 1351 multicoded | (1) = Y Adoption Study (2) = X Word-Blind Study (NA) = b Not in Word-Blind or Adopted Study (DNA) = b No data at NCDS I |
| Col. 12 Punches X,Y,O 7-9 (From Belinda col. 1) | 1811 coded | Multiple Birth Identification (0) = b Singleton (1) = X First Twin (2) = Y Second Twin (3) = 0.7 First triplet (4) = 0.8 Second triplet (5) = 0.9 Third Triplet In some cases a multiple birth code was assigned arbitrarily where inadequate information about birth order was available. See also description of child's Serial Number, columns 5-10 |
| | | |

NATIONAL CHILD DEVELOPMENT STUDY
SUMMARY CARD

CARD 9
PAGE 104

NCDS I Coding Frame

Card
9

Columns
13 - 14

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

Permanent Recodes

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

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

Item 1671 Type of school attended by child - Card Y1

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

EAPM I

Permanent Recodes

Item 1681 Household facilities - CARD Y.4

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

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

Item 1683 Overcrowding - CARD Y.4

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

Coded as follows:-

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

NCDS II CODING FRAME

PERMANENT RECODES

PAGE 84/2

Item 1685 Father/Male Head's Occupation - Card Y 4

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

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

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

Item 1691 - Parental Situation at NCDS I + II

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

All other situations set to NA

Item 1692 Cause of situation described in Item 1691

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

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