

National Child Development  
Study – Bristol Social  
Adjustment Guide Forms at  
ages 7 and 11

User Guide

Version 1, February 2022

## Contact

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## How to cite this guide

Dennison, K., Peters, A. (2022) *National Child Development Study – Bristol Social Adjustment Guide Forms at ages 7 and 11*. London: UCL Centre for Longitudinal Studies.

You should also acknowledge CLS following the guidance from <https://cls.ucl.ac.uk/data-access-training/citing-our-data/>

This guide was first published in February 2022 by the UCL Centre for Longitudinal Studies.

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# About the National Child Development Study

The National Child Development Study (NCDS) is a longitudinal birth cohort study, following a nationally representative sample of over 17,000 people born in Britain in a single week in March 1958.

Cohort members have been surveyed throughout their lives, since birth, creating an incredibly rich resource for a wide range of research. The study data show the very long roots of childhood, how past experiences can reverberate through the years, and the interplay between the different facets of people's lives.

NCDS has equipped policymakers with robust evidence in areas as diverse as smoking in pregnancy, educational inequalities, adult basic skills, and social mobility. Today, with the cohort now in their sixties, the study is casting light on how people experience retirement and ageing in the 21st century.

# 1. The National Child Development Study

This document has been prepared to accompany the deposit with the UK Data Service at the University of Essex, of all available completed Bristol Social Adjustment Guide forms collected in sweeps 1 and 2 of the National Child Development Study when cohort members were seven years old in 1965 and eleven years old in 1969.

The National Child Development Study (NCDS) originated in the Perinatal Mortality Survey, which examined social and obstetric factors associated with still birth and infant mortality among over 17,000 babies born in Britain in one week in March 1958. Surviving members of this birth cohort have been surveyed on further occasions in order to monitor their changing health, education, social and economic circumstances; at the time of writing this guide these include - in 1965 (age 7), 1969 (age 11), 1974 (age 16), 1981 (age 23), 1991 (age 33), 1999/2000 (age 41/2), 2004-2005 (age 46/47), 2008-2009 (age 50) and 2013 (age 55).

There have also been surveys of sub-samples of the cohort, the most recent occurring in 1995 (age 37), when a 10% representative sub-sample was assessed for difficulties with basic skills. Also, during 2002-2004, 9,340 NCDS cohort members participated in a bio-medical survey, carried out by qualified nurses. Further NCDS data separate to the main surveys include a response and deaths dataset, parent migration studies, employment, activity and partnership histories, behavioural studies and essays.

See the [NCDS series page](#) at the UK Data Service for details and data access.

## 2. Background to the NCDS Bristol Social Adjustment Guide

During the NCDS surveys at ages 7 (1965) and 11 years (1969), information was gathered from the cohort members, their parents and by medical examination. It also came from teachers who provided information about the schools the cohort members

attended, about the classes and about the children, including ratings of behaviour using the Bristol Social Adjustment Guide (BSAG). The BSAG was designed to obtain a picture of the child's behaviour in the school setting.

## 2.1 The BSAG form

The BSAG is a four-page booklet containing some 250 descriptions of behaviour. These consist of a large number of 'phrases' which are grouped on the form into 'paragraphs' under a heading (e.g., 'Response to greeting'). See Appendix 1 for full list of phrases. Teachers completed the BSAG forms for cohort members by underlining 'items of behaviour' they thought described the child's behaviour or attitudes. The teacher was instructed to underline if the behaviour was one that the cohort member demonstrated and to underline it twice if the behaviour was 'marked'.

Example of how phrases appear in the BSAG form (where 'n.n.' means 'nothing noticeable').

ATTITUDES TOWARDS THE TEACHER	
<i>Greeting teacher:</i>	Over-eager to greet/greets normally/sometimes eager sometimes definitely avoids/waits to be noticed before greeting/absolutely never greets/n.n.
<i>Response to greeting:</i>	Usually friendly/can be surly or suspicious/mumbles shyly, awkwardly/does not answer/answers politely/n.n.
<i>Helping teacher with jobs:</i>	Always willing/very anxious to do jobs/offers except when in a bad mood/never offers but pleased if asked/has no wish to volunteer/n.n.

In the example above the heading is 'Attitudes towards the teacher' and the 'phrase groups are 'Greeting teacher', 'Response to greeting' and 'Helping teacher with jobs'). Individual phrases within phrase groups are separated by back-slashes ('/').

At the end of the BSAG questionnaire the teacher was asked to specify anything special about the child not covered in the form and to make any further recommendations or comments. These comments could relate to any aspect of the child and their family circumstance considered to be of relevance to their behaviour and performance at school. Teachers could also add any remarks in the margins beside any of the phrases they had underlined.

There are some small differences between the words used in some of the phrases on the BSAG forms from 1965 and 1969 and for girls and boys. Copies of the blank forms can be found in [NCDS\\_BSAG\\_Child\\_in\\_School\\_forms.pdf](#) . and the differences in the wording between girls and boys in Appendix 2.

## 2.2 NCDS existing BSAG data

The underlined phrases were originally coded up into 'syndromes', grouping together certain aspects of behaviour which may be symptomatic of emotional disturbance or social maladjustment.

The forms were scored in accordance with the general instructions in the BSAG manual (Stott, 1963)<sup>i</sup>. Separate scores were obtained for the following syndromes - Unforthcomingness, Withdrawal, Depression, Anxiety for acceptance by adults, Hostility towards adults, 'Writing off' of adults and adult standards, Anxiety for acceptance by children, Hostility towards children, Restlessness, 'Inconsequential' behaviour, Miscellaneous symptoms, Miscellaneous nervous symptoms. Total syndrome scores were deposited with the UK Data Service as part of [National Child Development Study: Childhood Data, Sweeps 0-3, 1958-1974](#).

Further details regarding the syndrome scores and how they were coded can be found in the [Bristol Social Adjustment Guides at 7 and 11 years](#) and [Notes on the Bristol Social Adjustment Guide](#).

## 3. New BSAG data entry, transcription and redaction project

Through historical circumstance, information on the specific individual phrases underlined by the teachers was not recorded during the syndrome coding process described in 2.2 above. The teachers' free text responses were also not transcribed as part of the original data collection.

Until now, this information was only available via the CLS Scanned Archive that holds PDF images of the completed survey instruments. Because the completed BSAG forms had never been fully digitised their potential remained largely untapped.

This new data holds great promise to uncover the long-term effects of a number of both positive and negative traits and behaviours of children, which have an enduring significance and salience for children today. However, whilst the BSAG is of scientific value, it is now an outdated tool and includes some assessment phrases that by today's standards would be considered inappropriate.

In 2019/2020, CLS obtained funding from the Economic and Social Research Council for a data entry and transcription project. This was undertaken to:

- 1) Enter codes corresponding to the set of individual phrases underlined by the teachers, with the values of the codes indicating whether phrases had been underlined or not.
- 2) Transcribe the free text responses from the teachers at the end of the questionnaire i.e. anything special about the child not covered in the form and any further recommendations or comments. As mentioned above, in addition to providing free text responses at the end of the questionnaire, teachers could also add remarks beside any of the phrases they had underlined. These additional remarks were not transcribed as part of this project due to an assessment of their utility balanced against resource limitations.
- 3) Redact the free text responses due to their disclosive nature, given that they often contained names and other personal or sensitive information, including specific place or school names and detailed information about child and family circumstances. The free text responses were redacted as described in section 3.2.

## 3.1 BSAG data entry

### Data entry for the responses

The data entry was done by assigning a variable to each phrased response that the teachers had to underline.

In most cases, phrases separated by a '/' have been assigned a single variable in the resulting dataset. Some phrases separated by a '/' have been split into more than one phrase and therefore assigned more than one variable. For example, the following phrases appear on the BSAG form under the heading 'Greeting teacher' –



'Over-eager to greet/greets normally/sometimes eager sometimes definitely avoids/waits to be noticed before greeting/absolutely never greets/'. In this case, each phrase separated by a '/' (e.g. 'Over-eager to greet', 'greets normally' etc.) was assigned a single variable except for the phrase 'sometimes eager sometimes definitely avoids'. This phrase was split into the following two phrases and assigned two corresponding variables – 'sometimes eager' and 'sometimes definitely avoids'.

The decision to split phrases was based upon (i) whether the phrase contains sub-phrases that have distinct/stand-alone meanings and (ii) a review of a sample of the completed forms to see whether teachers tended to underline parts of phrases that were separated by a '/'.

### **Values assigned to the responses**

The teachers were offered the option of underlining each response once or, if they considered the trait was 'very marked', to underline it twice.

If a phrase was underlined once the variable value is '1'. If underlined twice, the variable value is '2'. Where the variable has not been underlined the value is '0'. In addition, for some phrases where a frequency could also be underlined (e.g. "Often", "Sometimes", "Never"), if the phrase, but not the associated frequency, was underlined the value is '3'. Section 4 contains more details on value labels.

Teachers were highly unlikely to double-underline. The reason for this is not known.

### **Description of the data entry fields**

The data entry fields were named as descriptively as possible. Each data entry variable name and label allows for identification of the phrase group (of which there are 45) and indicates if a phrase has been split. For example, all variables for the phrase group 'Response to greeting' (example used above) begin with 'rtg'. Also, the second phrase 'can be surly or suspicious' has been split into two variables, the first called 'rtg2\_surly' and the second called 'rtg2a\_suspicious' with labels '[Response to Greeting] Can be surly' and '[Response to Greeting] Can be suspicious'.

## 3.2 BSAG text transcription and redaction

### Data transcription

Data entry staff transcribed the free text responses found at the end of the form, where the teachers had the opportunity of writing any additional remarks or issues about the child not covered in the form, as well as any further recommendations or comments. The 'special\_comments', which generally include additional context from the CM's life/family at the time, were written for 2,979 of the 1965 forms and 2,905 from 1969. Further 'summary\_comments', which are more related to the CM in school, were provided for 1,843 forms in 1965 and 2,428 in 1969.

The data transcription instructions followed conventions to indicate whether text was illegible, as described in Table 1.

**Table 1: Illegible text**

<b>Illegible text</b>	<b>Replaced with</b>
Word can't be read fully	Replace each illegible letter with '*'
Whole word or phrase illegible	**UNCLEAR** or **ILLEGIBLE**
Sentence illegible	** SENTENCE ILLEGIBLE **
Paragraph illegible	**PARAGRAPH ILLEGIBLE**
Entire piece of text illegible	**ALL TEXT ILLEGIBLE**

### Redaction of text

During the transcription, the data entry staff embarked on the transcription project, which required the replacement of potentially identifying information with redaction codes. Such information included first names and surnames, places where the CM or their family live or work or have moved from (leaving anything bigger than a county), specific job titles, specific dates, school names, unusual illnesses, medical conditions (with instructions to leave things like 'squint', sight, hearing problems, measles, mumps, chicken pox, german measles, scarlet fever and to redact things

like 'hole in the heart', dwarfism, unusual deformity), medical aids and nationality or country of origin (if non UK).

The redaction codes are listed in Table 2.

**Table 2: Redaction codes**

<b>Code</b>	<b>Content</b>
(FN)	First Name
(SN)	Surname
(PN)	Person's Full Name
(TS)	Teacher's Signature
(TN)	Teacher Name
(HS)	Headmistress/master Signature
(HN)	Headmistress/master Name
(DP)	Deputy Head Name
(PL)	Places
(JT)	Job Title
(DT)	Date
(NS)	Name of School
(UI)	Unusual illnesses
(MC)	Medical Condition
(MA)	Medical Aids
(RF)	Related Famous
(NT)	Nationality
(ID)	Other potentially identifying information
(PW)	Place of work

## 4. BSAG research data

### 4.1 Licencing and Data access

There are two sets of datasets available for data access: one set contains the quantitative responses (values 0, 1, 2, 3) and one for open responses provided by the teachers as free text.

#### **Quantitative responses dataset**

The datasets containing the BSAG quantitative responses provided by the teachers are available from the UK Data Service (UKDS) under Secure Access Licence.

All users of the data need to be registered with the UKDS. Details of how to do this are available at <https://www.ukdataservice.ac.uk/get-data/how-toaccess/registration>.

Applicants wishing to access this data need to establish the necessary agreement with the UKDS and abide by the terms and conditions of the UKDS Secure Access licence.

#### **Redacted free responses**

Due to the disclosive nature of open text responses, the transcribed responses are not publicly available via the UK Data Service. Researchers requiring access to them in redacted form can apply separately to CLS through the CLS Data Access Committee.

### 4.2 Available datasets

This quantitative data available under UKDS Secure Access contains two datasets, one for each data collection sweep the form was included:

ncds\_1965\_bsag\_responses

ncds\_1969\_bsag\_responses

In the 1965 dataset (age 7) contains 13,758 records, while the 1969 data (age 11) contains 13,024.

## 4.3 Identifiers

Data are identified with NCDSID, which is the same research identifier all NCDS data available via the UK Data Service.

Being adapted from historic forms on older untracked IDs led to issues with correctly identifying all cases who participated. While the majority have been accurately reidentified, we had to exclude 30 cases in the 1965 data and 32 from 1969 from the deposited datasets as it was not possible to uncover their associated NCDSID.

## 4.4 Variable description

### **Variable Names**

Both the 1965 and 1969 data were collected using the same questionnaire, and entered using the same variable names. In the final datasets the BSAG variables are prefixed by 'n1' or 'n2' to distinguish the data collection sweep. The remainder of the variable name is, as previously mentioned, made up of the abbreviated version of phrase contents originally created. These are consistent between sweeps, allowing for equivalents to be easily identified.

In addition, the BSAG datasets for both sweeps include the CM's sex variable (n622), as provided with the NCDS sweeps 1 and 2 survey datasets. The differences between the boy and girl forms are limited to wording of a few phrases (see appendix 2), all variables do apply to every case.

### **Variable labels**

The variable labels for each BSAG item include the phrase group in square brackets (e.g. '[Answering Questions]'), followed by the individual phrase item (e.g. 'Always ready to answer'). As both sweeps utilise the same set of phrase groups all variable labels for items are concluded by either '(N1)' or '(N2)', but will otherwise be identical to their counterpart.

### **Value labels**

All BSAG phrase items are assigned one of four values:

0 = Not underlined

1 = Underlined

2 = Underlined twice

3 = Underlined, no frequency indicated

Code 3 is only rarely assigned as it only affected certain items where a frequency was required. There is also a single missing value (-8, Unable to code), although this never occurs in the deposited data and every item has been assigned a valid code for every case.

#### 4.4 Variable order

Each dataset contains the NCDSID followed by the CM's sex and 405 phrase items in the order listed in Appendix 1.

#### 4.5 Duplicate records

There were a number of duplicate records where a case had two completed forms on different occasions, or the transcription process was redone on the same form. In the former scenario, the retained record was for the form completed on the same date as the cohort member's main survey data for that sweep. In the 1965 data there were 28 cases with duplicate data in all and for 1969 there were 20.

# Appendix 1 - BSAG phrases and variables

## ATTITUDES TOWARDS THE TEACHER

### Greeting Teacher

[PHRASES] Over-eager to greet/greets normally/sometimes eager sometimes definitely avoids/waits to be noticed before greeting/absolutely never greets/n.n

[VARIABLES]

Over-eager to greet

Greets normally

Sometimes eager

Sometimes definitely avoids

Waits to be noticed before greeting

Absolutely never greets

n.n

### Response to Greeting

[PHRASES] Usually friendly/can be surly or suspicious/mumbles shyly, awkwardly/does not answer/answers politely/n.n

[VARIABLES]

Usually friendly

Can be surly

Can be suspicious

Mumbles shyly, awkwardly

Does not answer

Answers politely

n.n

### Helping Teacher with Jobs

[PHRASES] Always willing/very anxious to do jobs/offers except when in a bad mood/never offers but pleased if asked/has no wish to volunteer/n.n

[VARIABLES]

Always willing

Very anxious to do jobs  
Offers except when in a bad mood  
Never offers but pleased if asked  
Has no wish to volunteer  
n.n

### **Answering Questions**

[PHRASES] Always ready to answer/sometimes eager sometimes doesn't bother/eager except when in one of his moods/gets nervous, blushes, cries when questioned/not shy but unconcerned/n.n

[VARIABLES]

Always ready to answer  
Sometimes Eager  
Sometimes doesn't bother  
Eager except when in one of his moods  
Gets nervous  
Blushes  
Cries when questioned  
Not shy but unconcerned  
n.n

### **Asking Teachers Help**

[PHRASES] Always finding excuses for engaging teacher/seek help only when necessary: seldom needs help/too shy to ask/not shy but never comes for help willingly/too apathetic to bother/sometimes very forward [for 1969 reads 'At times very forward'], sometimes sulky [for 1969 reads 'At times unsociable']/depends on how he feels.

[VARIABLES]

Always finding excuses for engaging teacher  
Seeks help only when necessary  
Seldom needs help  
Too shy to ask  
Not shy but never comes for help willingly  
Too apathetic to bother  
Sometimes very forward [for 1969 - 'At times very forward']  
Sometimes sulky [for 1969 - 'At times unsociable']  
Depends on how he feels



n.n

### **General Manner with Teacher**

[PHRASES] Natural, smiles readily/over friendly/shy but would like to be friendly/makes no friendly or eager response/sometimes friendly, sometimes in a bad mood/quite cut off from people, you can't get near him as a person/not open or friendly: sometimes seems to be watching you to see if you know/n.n

[VARIABLES]

Natural

Smiles readily

Over-friendly

Shy but would like to be friendly

Makes no friendly or eager response

Sometimes friendly

Sometimes in a bad mood

Quite cut off from people

You can't get near him as a person

Not open or friendly

Sometimes seems to be watching you to see if you know

n.n

### **Talking with Teacher**

[PHRASES] Normally talkative/ Forward (opens conversation)/ Over-talkative (tires with constant chatter)/ Inclined to be moody/ Says very little; can't get a word out of him/ Avoids talking(distant, deep)/ Avoids teacher but talks to other children.

Talks to t. about own doings, family or possessions-normally for age/excessively/never makes any first approach/chats only when alone with teacher/n.n

[VARIABLES]

Normally talkative

Forward

Opens conversation

Over-talkative

Tires with constant chatter

Inclined to be moody

Says very little

Can't get a word out of him

Avoids talking

Distant, deep

Avoids teacher

Talks to other children

Talks to t. about own doings, family or possessions normally for age

Talks to t. about own doings, family or possessions excessively

Never makes any first approach

Chats only when alone with teacher

n.n

### **Contacts with Teacher**

[PHRASES] Very anxious to bring/sometimes brings/never brings flowers, gifts, although classmates often do.

Brings objects he has found, drawings, models, etc to show teacher-very often/sometimes/never, although classmates often do.

Sidles up to or hangs round teacher/minimises contacts but not backward with other children/like a suspicious animal/n.n

[VARIABLES]

Very anxious to bring flowers, gifts

Sometimes brings flowers, gifts

Never brings flowers, gifts

Although classmates often bring flowers, gifts

Very often brings objects, drawings, models etc to show teacher

Sometimes brings objects, drawings, models etc to show teacher

Never brings objects, drawings, models etc to show teacher

Although classmates often bring objects

Sidles up to or hangs round teacher

Minimises contacts with teacher

Not backward with other children

Like a suspicious animal

n.n

### **Liking For Attentions**

[PHRASES] Appreciates praise/tries to monopolise t. /put out if he can't get attention/wants adult interest but can't put himself forward/suspicious (on the defensive)/unconcerned about approval or disapproval

[VARIABLES]

Appreciates praise  
Tries to monopolise t.  
Put out if he can't get attention  
Want adult interest  
Can't put himself forward  
Suspicious  
On the defensive  
Unconcerned about approval  
Unconcerned about disapproval

### **Liking for Sympathy**

[PHRASES] Craves for sympathy (comes unnecessarily with minor scratches, bumps etc., complains of being hurt by others)/doesn't make unnecessary fuss/keeps clear of adults even when hurt or wronged/likes sympathy but reluctant to ask/trades on sympathy or interest [for 1969 reads 'Takes advantage of sympathy or interest']/n.n

[VARIABLES]

Craves for sympathy  
Comes unnecessarily with minor scratches, bumps etc  
Complains of being hurt by others  
Doesn't make unnecessary fuss  
Keeps clear of adults even when hurt  
Keeps clear of adults even when wronged  
Likes sympathy but reluctant to ask  
Trades on sympathy or interest [for 1969 – 'Takes advantage of sympathy or interest']  
n.n

### **Classroom Behaviour**

[PHRASES] Well behaved/too timid to be naughty/occasionally naughty/has no life in him/constantly needs petty correction/very naughty/difficult to discipline/plausible, sly, will abuse trust, hard to catch/n.n

[VARIABLES]

Well-behaved  
Too timid to be naughty  
Occasionally naughty  
Has no life in him

Constantly needs petty correction

Very naughty

Difficult to discipline

Plausible

Sly

Will abuse trust

Hard to catch

n.n

### **Truthfulness**

[PHRASES] Always or nearly always truthful/lies from timidity/sometimes a fluent liar/habitual slick liar: has no compunction about lying/tells fantastic yarns [for 1969 reads 'Tells fantastic tales'].

[VARIABLES]

Always truthful

Nearly always truthful

Lies from timidity

Sometimes a fluent liar

Habitual slick liar

Has no compunction about lying

Tells fantastic yards (for 1969 - 'Tells fantastic tales')

n.n

### **Honesty**

[PHRASES] Copies from others/normally honest with school work

Takes books from desks without permission [for 1969 reads 'Borrows books from desks without permission']/has stolen money, sweets (candy), valued objects-frequently/once or twice/never

[VARIABLES]

Copies from others

Normally honest with school work

Takes books from desks without permission [for 1969 - 'Borrows books from desks without permission']

Has stolen money, sweets (candy), valued objects - frequently

Has stolen money, sweets (candy), valued objects - once or twice

Has never stolen money, sweets (candy), valued objects

n.n

### **Attitude to Correction**

[PHRASES] Normal for age/bursts into tears/resentful muttering or expression at times/aggressive defiance (screams, threats, violence)/plays the hero

[VARIABLES]

Normal for age

Bursts into tears

Resentful muttering at times

Resentful expression at times

Aggressive defiance

Screams

Threats

Violence

Plays the hero

### **Effect of Correction**

[PHRASES] Behaves better/too immature to heed/too restless to remember for long/can't resist playing to the crowd/bears a grudge, always regards punishment as unfair/becomes antagonistic/treats lenience as weakness/n.n

[VARIABLES]

Behaves better

Too immature to heed

Too restless to remember for long

Can't resist playing to the crowd

Bears a grudge

Always thinks punishment is unfair

Becomes antagonistic

Treats lenience as weakness

n.n

## **ATTITUDE TO SCHOOL WORK**

### **Attentiveness**

[PHRASES] Apathetic (just sits)/won't bother to learn/dreamy and distracted ('lives in another world')/cannot attend or concentrate for long (cannot sit still when read to or during broadcasts, plays with things under desk, etc/n.n

[VARIABLES]

Apathetic (just sits)

Won't bother to learn

Dreamy and distracted ('lives in another world')

Cannot attend or concentrate for long

Cannot sit still when read to

Cannot sit still during broadcasts

Plays with things under the desk etc

n.n

### **Persistence (classwork)**

[PHRASES] Works steadily/too restless ever to work alone/works only when watched or compelled/can work alone but has no energy/varies noticeably from day to day

[VARIABLES]

Works steadily

Too restless ever to work alone

Works only when watched or compelled

Can work alone but has no energy

Varies very noticeably from day to day

n.n

### **Classwork Standard**

[PHRASES] Reading (English): Good/average/poor for age/cannot read

Arithmetic (Math): Good/average/poor for age/completely incompetent

[VARIABLES]

Reading (English): Good for age

Reading (English): Average for age

Reading (English): Poor for age

Reading (English): Cannot read

Arithmetic (Math): Good for age  
Arithmetic (Math): Average for age  
Arithmetic (Math): Poor for age  
Arithmetic (Math): Completely incompetent  
n.n

### **Persistence (manual tasks)**

[PHRASES] Sticks to job/gives up easily/impatient, loses temper with job/depends on his mood/varies greatly/lacks physical energy/works only when watched or compelled/distant and uninterested

[VARIABLES]

Sticks to job  
Gives up easily  
Impatient  
Loses temper with job  
Depends on his mood  
Varies greatly  
Lacks physical energy  
Works only when watched or compelled  
Distant and uninterested  
n.n

### **Standard (manual)**

[PHRASES] Work good or average/very variable [for 1969 reads 'erratic'] (seems at times to do badly on purpose)/rough-and-ready, slapdash

[VARIABLES]

Work Good  
Work Average  
Very variable [for 1969 - 'erratic']  
Seems at times to do badly on purpose  
Rough-and-ready  
Slapdash  
n.n

## GAMES AND PLAY

### Team Games

[PHRASES] Plays steadily and keenly; with great energy/eager to play but loses interest/inclined to fool around/dreamy, uninterested/always sluggish, lethargic/sometimes alert, sometimes lethargic/n.n

Fits in well with team/bad loser (makes a fuss when game goes against him)/bad sportsman (plays for himself only, cheats, fouls)/submissive, takes less wanted position, a 'ball fetcher'

Over-brave (takes unnecessary risks)/timid, poor spirited; can't let himself go/normally courageous

[VARIABLES]

Plays steadily and keenly

Plays with great energy

Eager to play but loses interest

Inclined to fool around

Dreamy

Uninterested

Always sluggish, lethargic

Sometimes alert

Sometimes lethargic

n.n

Fits in well with team

Bad loser

Makes a fuss when game goes against him

Bad sportsman

Plays for himself only

Cheats

Fouls

Submissive

Takes less wanted position

A 'ball fetcher'

Over-brave

Takes unnecessary risks

Timid

Poor spirited



Can't let himself go  
Normally courageous  
n.n

### **Informal Play**

[PHRASES] Shrinks from active play/plays childish games for his age/healthily noisy and boisterous/starts off others in scrapping and rough play/disturbs others' games; teases, likes frightening [for 1969 reads 'Likes to frighten others']/n.n

[VARIABLES]

Shrinks from active play  
Plays childish games for his age  
Healthily noisy and boisterous  
Starts off others in scrapping and rough play  
Disturbs others' games  
Teases  
Likes frightening [for 1969 - 'Likes to frighten others']  
n.n

### **Individual Games**

[PHRASES] Likes sitting down games games (ludo, drafts etc.)/is too restless/good loser/bad loser. Honest/cunning, dishonest/n.n

[VARIABLES]

Likes sitting-down games (ludo, drafts etc.) (1969 reads 'Likes sedentary games (board games, cards etc.)  
Is too restless  
Good loser  
Bad loser  
Honest  
Cunning  
Dishonest  
n.n

### **Free activity**

[PHRASES] Can always amuse himself; works patiently at models, etc. [for girls reads 'works patiently at models, needlework etc.] /does not know what to do with himself, can never stick at anything long/sometimes lacks interest/n.n

[VARIABLES]

Can always amuse himself

Works patiently at models, etc [for girls 'Works patiently at models, needlework etc']

Does not know what to do with himself

Can never stick at anything long

Sometimes lacks interest

n.n

Favourite Activity

## ATTITUDES TO OTHER CHILDREN

### Companionship

[PHRASES] Good mixer/associates with one other child and mostly ignores the rest/distant, shuns others/sometimes wanders off alone/can never keep a friend long (tries to pal up with newcomers)/over-anxious to be in with the gang (tries to curry favour, toadies, [for 1969 reads 'Tries to buy favour with others'] easily led)/likes to be the centre of attention/mostly on bad terms with others

[VARIABLES]

Good mixer

Associates with one other child and mostly ignores the rest

Distant

Shuns others

Sometimes wanders off alone

Can never keep a friend long

Tries to pal up with newcomers

Over-anxious to be in with the gang

Tries to curry favour, toadies [for 1969 - 'Tries to buy favour with others']

Easily led

Likes to be the centre of attention

Mostly on bad terms with others

n.n

### Ways with other Children

[PHRASES] Gets on well with others: generally kind, helpful/Sometimes nasty to those outside own set/squabbles, makes insulting remarks/selfish, scheming, a spoil sport/hurts by pushing about, hitting/spiteful to weaker children/tells on others, underhand (tries to get others into trouble)

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

[VARIABLES]

Gets on well with others

Generally kind, helpful

Sometimes nasty to those outside own set

Squabbles

Makes insulting remarks

Selfish

Scheming

A spoil sport  
Hurts by pushing about  
Hitting  
Spiteful to weaker children  
Tells on others, underhand  
Tries to get others into trouble  
n.n  
Plays only or mainly with older children  
Plays only or mainly with younger children  
Plays only or mainly with those of own age

### **Physical Prowess**

[PHRASES] Never fights/fights gamely/gets bullied/strikes brave attitudes but funks [for 1969 reads 'Strikes brave attitude but backs out']/flies into a temper if provoked/fights viciously (bites, kicks, scratches, uses dangerous objects as weapons)/n.n

[VARIABLES]

Never fights  
Fights gamely  
Gets bullied  
Strikes brave attitudes but funks [for 1969 - 'Strikes brave attitude but backs out']  
Flies into a temper if provoked  
Fights viciously  
Bites, kicks, scratches  
Uses dangerous objects as weapons  
n.n

### **Liking the Limelight**

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

[VARIABLES]

Braggs to other children  
Shows off  
Makes silly faces, mimics, clowns  
Misbehaves when teacher is out of the room  
n.n

### **Attitude of Other Children**

[PHRASES] Liked/disliked, shunned/on the fringe, somewhat of an outsider/associates mostly with unsettled types/gets cheated, fooled

[VARIABLES]

Liked

Disliked

Shunned

On the fringe

Somewhat of an outsider

Associates mostly with unsettled types

Gets cheated, fooled

n.n

## PERSONAL WAYS

### Attendance

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

[VARIABLES]

Good

Frequently absent for day or half-day

Has had long absences

Has truanted once or twice

Has truanted often

Suspected of truancy

Parent condones absences, malingering etc

Stays away to help parent

n.n

### Punctuality

[PHRASES] Good or fairly good/often late/has cut lessons

[VARIABLES]

Good

Fairly good

Often late

Has cut lessons

n.n

### Belongings

[PHRASES] Looks after books, etc. /careless, untidy; often loses or forgets books, pen/destructive, defaces with scribbling

[VARIABLES]

Looks after books etc

Careless, untidy

Often loses or forgets books, pen

Destructive

Defaces with scribbling

n.n

### **Ability at Class Jobs**

[PHRASES] Sensible/feckless [for 1969 reads 'irresponsible'], scatterbrain/untrustworthy/varies with mood/just stupid

[VARIABLES]

Sensible

Feckless [for 1969 - 'irresponsible']

Scatterbrain

Untrustworthy

Varies with mood

Just stupid

n.n

### **Care for Appearance**

[PHRASES] Spivish dress, hair-style/not much concerned with looks/slovenly, very dirty/gets very dirty during day/smart and tidy for age/n.n

[VARIABLES]

Spivish dress, hair-style (1965 girl reads 'Overdoes dress, make up'; 1969 girl/boy reads 'Adopts extreme youth fashions')

Not much concerned with looks

Slovenly

Very dirty

Gets very dirty during day

Smart and tidy for age

n.n

### **Speech**

[PHRASES] Stutters, halts [for 1969 reads 'stammers'] (can't get the words out)/thick, mumbling, inaudible/jumbled/incoherent rambling chatter/babyish (mispronounces simple words)/n.n

[VARIABLES]

Stutters

Halts [for 1969 - 'Stammers']

Can't get the words out

Thick, mumbling, inaudible

Jumbled

Incoherent rambling chatter

Babyish

(mispronounces simple words)

n.n

### **Eyes**

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

[VARIABLES]

Dull, listless

Unresponsive

(doesn't seem to see you)

Can't look you in the face

Has a wild hostile look

Looks from under brows

Blinking

Bright

n.n

### **Posture**

[PHRASES] Slumps, lolls about/walks alertly/shuffles listlessly/n.n

[VARIABLES]

Slumps

Lolls about

Walks alertly

Shuffles listlessly

n.n

### **Expression**

[PHRASES] Miserable, depressed ('under the weather'), seldom smiles/vacant/serious/placid, complacent/perky/n.n

[VARIABLES]

Miserable

Depressed

('under the weather')

Seldom smiles

Vacant



Serious

Placid

Complacent

Perky

n.n

### **Fidgets, etc.**

[PHRASES] Unwilled twitches, jerks; makes aimless movements with hands/bites nails badly. Jumpy/sucks finger (over ten years) [for 1969 reads 'Sucks thumb or finger (over ten years)']/continually giggling/n.n

[VARIABLES]

Unwilled twitches, jerks

Makes aimless movements with hands

Bites nails badly

Jumpy

Sucks finger (over ten years) [for 1969 - 'Sucks thumb or finger (over ten years)']

Continually giggling

n.n

### **Nuisance**

[PHRASES] Damage to public property, etc. (of school fences, unoccupied houses)/damage to personal property (cars, tradesman vans [for 1969 reads 'delivery vehicles'], occupied houses or gardens, teacher's or workmen's belongings, etc.)/foolish pranks when with gangs/spoils or hides other children's things/follower in mischief/bad language; vulgar stories, rhymes, drawings/obscene behaviour/n.n

[VARIABLES]

Damage to public property, etc. (of school fences, unoccupied houses)

Damage to personal property (cars, tradesman vans. occupied houses or gardens, teacher's or workmen's belongings etc. [for 1969 'delivery vehicles' instead of tradesman vans]

Foolish pranks when with gangs

Spoils or hides other children's things

Follower of mischief

Bad language

Vulgar stories

Vulgar rhymes

Vulgar drawings

Obscene behaviour

n.n

### **Sexual Development**

[PHRASES] Early; very keen on opposite sex/normal/abnormal tendency/delayed

[VARIABLES]

Early;

Very keen on opposite sex

Normal

Abnormal tendency

Delayed

n.n

### **Attractive**

[PHRASES] Attractive/not so attractive as most/looks very underfed [for 1969 reads 'looks very undernourished']/has some abnormal feature

[VARIABLES]

Attractive

Not so attractive as most

Looks very underfed [for 1969 - 'Looks very undernourished']

Has some abnormal feature

n.n

## PHYSIQUE

### General Health

[PHRASES] Poor breathing, chesty [for 1969 reads 'wheezy'], asthmatic, easily puffed [for 1969 reads 'easily winded']/frequent colds, tonsillitis, catarrh [for 1969 reads 'coughs']; running nose; mouth breather/running, infected ears/skin troubles, sores/complains of tummy aches, feeling ill or sick; Is sometimes sick/headaches; bad turns; goes very pale; fits/nose-bleeding/sore red eyes/very cold hands/good health

[VARIABLES]

Poor breathing

Chesty [for 1969 - 'wheezy']

Asthmatic

Easily puffed [for 1969 - 'easily winded']

Frequent colds

Frequent tonsillitis

Frequent catarrh [for 1969 - 'coughs']

Frequent running nose

Mouth breather

Running, infected ears

Skin trouble, sores

Complains of tummy aches,

Feeling ill or sick

Is sometimes sick

Headaches

Bad turns,

Goes very pale

Fits

Nose-bleeding

Sore, red-eyes

Very cold hands

Good health

### Physical Defects

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

[VARIABLES]

Bad eyesight

Squint

Bulging eyes

Poor hearing

Gawky

Bad co-ordination

Contorted features (face screwed up on one side; eyes half closed etc.)

Holds limb or body in unnatural posture

n.n

### **Size**

[PHRASES] Tall for age/ordinary/small /diminutive [for 1969 reads 'unusually small']/very fat/very thin/n.n

[VARIABLES]

Tall for age

Ordinary

Small

Diminutive [for 1969 - 'Unusually small']

Very fat

Very thin

n.n

## Appendix 2 - Differences between 1965 and 1969 and girls and boys

For a small number of the BSAG phrases there are minor differences in the wording between the 1965 and 1969 forms and the forms for girls and boys. In these cases the variable labels indicate these differences and they are also shown in the Table below.

**Table No. 3: BSAG form differences**

	<b>1965</b>	<b>1969</b>	<b>Girl differences</b>
Asking teachers help	Sometimes very forward	At times very forward	No difference
	Sometimes sulky	At times unsociable	
Liking for sympathy	Trades on sympathy or interest	Takes advantage of sympathy or interest	No difference
Truthfulness	Tells fantastic yarns	Tells fantastic tales	No difference
Honesty	Takes books from desks without permission	Borrows books from desks without permission	No difference
Standard (manual)	Very variable	Erratic	No difference
Informal play	Likes frightening	Likes to frighten others	No difference
Individual games	Likes sitting-down games (ludo, drafts etc.)	Likes sedentary games (board games, cards etc.)	No difference
Free activity	Works patiently at models, etc	Works patiently at models, etc	1965 and 1969 'works patiently at models, needlework etc'
Companionship	Tries to curry favour, toadies	Tries to buy favour with others	No difference

Physical prowess	Strikes brave attitudes but funks	Strikes brave attitude but backs out	No difference
Ability at class jobs	Feckless	Irresponsible	No difference
Care for appearance	Spivish dress, hair-style	Adopts extreme youth fashions	1965 – Overdoes dress, make up
Speech	Halts	Stammers	No difference
Fidgets, etc	Sucks finger (over ten years)	Sucks thumb or finger (over ten years)	No difference
Nuisance	Damage to personal property (cars, tradesman vans, occupied houses or gardens, teacher's or workmen's belongings etc.	Damage to personal property (cars, delivery vehicles, occupied houses or gardens, teacher's or workmen's belongings etc.	No difference
Attractive	Looks very underfed	Looks very undernourished	No difference
General health	Chesty	Wheezy	No difference
	Easily puffed	Easily winded	No difference
	Frequent catarrh	Coughs	No difference
Size	Diminutive	Unusually small	No difference

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<sup>i</sup> Stott, D. H. (1963) *The social adjustment of children: Manual of the Bristol Social Adjustment Guides*, University of London Press