

# REPORT

# NCDS5 Fifth Follow-up of the National Child Development Study

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## 1 Introduction

The fifth sweep of the National Child Development Study (NCDS5) is the most recent of the series of surveys carried out since birth on the cohort of 17,500 individuals born in Britain in the week 3rd to 9th March, 1958. Full details of the programme are provided in SSRU Working Paper No 1 (revised) (Shepherd, 1993) and earlier publications (eg Shepherd, 1980, 1985; 1986, NCDS4 Team, 1987, Ekinsmyth, Bynner, Montgomery and Shepherd, 1992). NCDS5 took place in 1991 when the cohort members were 33 years old. This Working Paper describes the background to the design of the survey and provides full details of its components, including the coverage of the survey, field work procedures and response rates.

## 2. Design Principles

The purpose of a longitudinal survey is to chart the life histories of individuals and groups. We use the information about circumstances and experience early in life to predict outcomes later on in such life domains as education, employment, family formation, housing, health and other personal characteristics. In the case of NCDS, which has collected such life histories back to birth, we have unparalleled opportunities to monitor stability and change in the lives of individuals and to investigate the factors that facilitate and impede personal development. By collecting data across the widest range of life experiences pertinent to development at each stage in life, we can uncover, more holistically, than is usually the case in research on human populations, the complex developmental patterns underpinning different kinds of life chances. Repeated measurement from one stage to the next offers opportunities for statistical controls in the modelling process, giving the researcher a stronger purchase on what is cause and what is effect (Bergmann and Magnusson, 1990, Rutter and Pickles, 1990).

Set against the strengths of longitudinal study, we have to confront the problems in doing it. The most serious of these is 'attrition' - loss of sample members from the study over time, producing incomplete data for them and biasing the characteristics of the sample as a whole, typically away from the more mobile and the less educated (Janson, 1981, Bergmann and Magnusson, 1990, Wadsworth, 1991).

The principles that informed the design of NCDS5 were therefore those which govern longitudinal study generally, taking account of the particular circumstances of life at age 33 and the transitions that precede them. Most obviously the early 30s is a time when most people have completed their education and settled into some kind of occupation. Most will be financially self-sufficient and will rent or own their own home. The majority will have formed partnerships and started families. At the same time, physical changes brought about through maturation or lifestyle factors such as drinking, smoking, exercise, diet and so on, will be beginning to show effects on health status, laying the foundation for possible health problems later on. NCDS4, at age 23, marked all these events in 'young' adulthood - the stage in the life course when the transition to adult roles and responsibilities was still very much in process. NCDS5 marked its end-point - a period of relative stability in most people's lives - while signalling conditions and attributes, which would characterise the next stages in the life course - 'middle' and 'old' age.

In trying to cover the huge range of relevant information that might be collected, the team needed to balance three critical principles: scope, cost and acceptability. *Scope* meant updating to the maximum extent the record of transition in education, occupation, housing and family life, while covering in addition the broadest spectrum of cohort members' current circumstances and characteristics. The huge *cost* of tracing and collecting data from individuals who are located completely randomly across the country brought with it cash limits on what could be achieved. Finally minimising the burden on respondents and ensuring that the data collection exercise was *acceptable* to them was at a premium to encourage their continued participation in the study. This set limits both on the kinds of information that could be collected and the time spent with each respondent collecting it.

Accordingly the design of NCDS5 had to meet a number of requirements. The first was to try to restore as much of the sample as possible to its original size as possible and to restore the record back to 16 (NCDS3) for all those participating. (Field work in NCDS4 had to be curtailed, which offered the possibility that more cohort members might be included in NCDS5).

The second requirement was to achieve the optimum degree of both *breadth* cross-sectionally and *depth* longitudinally in the collection of data about cohort members' lives. As well as covering the broadest possible spectrum of cohort members' characteristics *now*, in the available time for the interview, we also needed to get as detailed a record as possible of the life events in the *past* that had preceded their current situation. The picture of cohort members' occupations, housing, family life and health, and personal characteristics, including weight and height, needed to be updated. It was also necessary to extend into new areas, gaining prominence at this stage in life, including citizenship, political participation and preferences and involvement in local and national organisations. A related new topic area, was cohort members' social values and attitudes, especially in relation to domestic and family life and employment. To gain a better picture of the family as a whole and to facilitate study of the effects of "assortative mating", initially it had been decided to collect comparable information in all these areas from cohort members' partners but cost constraints finally ruled this out. Instead information from partners was restricted to an event history record back to 16, identical to the one provided by cohort members.

Thirdly, the most challenging design element was to extend data collection to the next generation (Fox and Fogelman, 1990). Following the precedent of the 1946 cohort study (Wadsworth, 1991), and especially the US National Longitudinal Survey of Youth (Baker and Mott, 1988), on which this part of the study was closely modelled, we wanted to collect data not only on cohort members themselves, but also on their children.

Finally, the data generated was to be made available as a public research resource. Besides supplying the dataset to the various funding agencies for their own use, the team also needed to make it generally available to the social science research community through the ESRC Data Archive at the University of Essex. This meant ensuring that the highest standards of data preparation and documentation were maintained throughout the project. Compatibility with earlier sweeps, was also necessary to ensure that the final product - a complete linked longitudinal dataset embracing all data collected back to birth - could be accessed and used easily.

### **3. Development of the NCDS5 Design**

The development of these design principles and their implementation was a long process, extending from 1985 until 1991 when the survey was carried out. The idea for the sweep had been premised in the initial feasibility study which laid the foundations for NCDS4 in 1978 (Shepherd, 1980; 1986). It was concluded there that the appropriate time for a follow-up survey of adult cohort members would be in the early thirties.

However the main initiative for the work did not get under way until the NCDS programme changed location in 1985. Following a report commissioned by ESRC on the potential of NCDS for secondary analysis (Bynner, 1984), NCDS moved from the National Children's Bureau, where it had been since its foundation, to the Social Statistics Research Unit at City University under the direction of Professor John Fox. A User Support Group (USG) was established to improve the management and documentation of the dataset and to assist researchers to access and use it more effectively. Another task of the USG was to maintain contact with the cohort members through the use of an annual birthday card. Finally the team needed to formulate plans for a fifth sweep. A particular interest would be a supplementary study of the children of cohort members for the first time. This would extend data collection across three generations - parents of cohort members, cohort members, cohort members' children - adding an intergenerational component to longitudinal analysis (Fox and Fogelman, 1990).

Accordingly a proposal was drawn up for funding which was presented to ESRC. The

proposal was referred back to the team for further work and the ESRC Research Director Dr Alan Marsh was seconded to SSRU to assist the team in developing it. In the meantime, John Fox left the Unit to become Chief Medical Statistician at the Office of population Censuses and Surveys, and after a gap of several months John Bynner, previously Dean of Education at the Open University, replaced him as Director. By this time a new proposal had been developed for which Alan Marsh had been gaining support from a number of government departments. He had also put the proposal to the Medical Research Council. Possible interest from United States funding sources had already been identified by John Fox. In November 1988, the new proposal was put to ESRC. In principle the programme was supported, but the form it would take should be the subject of further negotiation. A funding principle was also established that ESRC would put up half the funds of the project up to a maximum of £1.25 million. The other half of the funding would be sought mainly from Government Departments and Agencies. Meanwhile, Alan Marsh left ESRC to join the NCDS team at SSRU. He continued to work on the project until he left in 1990 to take up an appointment at the Policy Studies Institute. After the programme began, further appointments were made. Kate Smith joined the team as research assistant. Ina Dau and Mahmood Sadigh were appointed as computing staff. Subsequently John Douglas replaced Ina Dau. Terry White, Kevin Dodwell and Sharon Clarke continued their USG roles providing clerical and secretarial support.

The main ESRC requirement for the award of funding was that the work should be carried out in two stages. The first stage should be in the nature of a feasibility study to test and develop procedures and to gain a more precise estimate of costs. This would lead to a major "Dress Rehearsal" survey which would determine both whether the project should go any further and if it was to proceed, the form it should take. The second stage would comprise the main field work. In the light of the dress rehearsal and the costings that followed it, the scope of the survey had to be reduced (details follow in a later section). Another outcome was the decision to freeze one of the research posts which had been planned for the child development research and to employ a consultant for this work instead.

#### **4. Advisory and User Groups**

Establishing design principles was the first step in developing the survey, converting them into the content of questionnaires and other instruments was a much more extended process. The need for repeated measurement in longitudinal study dictated that many questions asked in NCDS4 should be carried into NCDS5, but at the same time many of them needed elaboration or improving. In addition, new issues needed to be opened up at age 33 and new areas such as attitudes and citizenship introduced for the first time. Throughout the formulation of ideas for NCDS5, consultations had been undertaken with existing users of the NCDS dataset on the form the new survey should take. This built on the communications established already with users by the USG, especially the production of a twice yearly newsletter, NCDS News, through which information about the data set and its use had been circulated. Over 700 people were on the mailing list over 300 of whom were in the USA. To assist the team in the task of designing the data collection instruments themselves, ten advisory groups of these collaborators were established, including one representing international interests based in the USA (Table 1). Each comprised experts in particular fields of study, with a coordinator representing the group to the central SSRU research team. Most, if not all, the collaborators were experienced users of NCDS data. Their participation in the design process provided the best guarantee that the widest possible range of research needs in the user community would be met by the new data set, even so the inevitable constraints of questionnaire space and time for data collection forced compromises and meant that some data were more limited in coverage than was ideally desirable.

The advisory groups were established in 1988 and met regularly until 1991, when the survey went into the field. Each met as a separate group, with the coordinators forming the central Advisory Group where inputs from the different groups were discussed with the SSRU team and competing positions reconciled. The Advisory Group met six times with the SSRU team. Subsequently after the completion of field work, the advisory structure

was replaced by a User Group comprising those advisory group members and others who were formulating proposals for analysis or were actively engaged in preliminary analysis of the new data.

Table 1: **NCDS5 Advisory Groups**

**Child Rearing and Child Health**

*Co-ordinator:* Professor Ken Fogelman  
*Collaborators:* Dr Ronald Davie, Dr Elsa Ferri, Mr Alan Gibson, Professor Harvey Goldstein, Mr Dougal Hutchison, Dr Barbara Maughan, Professor Catherine Peckham, Dr Michael Wadsworth.

**Citizenship and Participation**

*Co-ordinator:* Dr Alan Marsh  
*Collaborators:* Professor Hugh Berrington, Professor Ronald Inglehart, Professor Hans Dieter Klingemann.

**Families and Social Networks**

*Co-ordinator:* Dr Kath Kiernan  
*Collaborators:* Professor John Hobcraft, Dr Gill Jones, Mr Michael Murphy.

**Health Behaviour, Beliefs and Education**

*Co-ordinator:* Dr Michael Cainan  
*Collaborators:* Dr Mildred Blaxter, Dr Sally McIntyre, Dr David McQueen, Dr Roisin Pill.

**Health Continuities**

*Co-ordinator:* Dr Michael Joffe  
*Collaborators:* Professor Ross Anderson, Dr Mildred Blaxter, Dr Derek Cooke, Dr David Jones, Professor Michael Marmot, Dr Anne Oakley, Professor Catherine Peckham, Dr Chris Power, Professor Aubrey Sheiham.

**Housing and Environment**

*Co-ordinator:* Mr Alan Holmans  
*Collaborators:* Dr Moira Munro.

**International Comparisons**

*Co-ordinator:* Professor Robert Michael  
*Collaborators:* Dr John Ermisch, Mark Rosensweig, Professor Nancy Tuma, Professor Bob Willis, Professor Ken Wolpin.

**Mental Health**

*Co-ordinator:* Dr Barbara Maughan  
*Collaborators:* Professor Tom Aschenbach, Professor George Brown, Mr John Done, Dr Andrew Pickles, Dr David Quinton, Dr Bryan Rogers, Professor Michael Rutter.

**Occupation and Income Dynamics**

*Co-ordinator:* Professor Peter Dolton  
*Collaborators:* Professor John Bynner, Dr Shirley Dex, Mr Peter Elias, Dr John Ermisch, Mr Alan Gibson, Dr Anthony Heath, Ms Heather Joshi, Dr Malcolm McGuire, Ms Joan Payne, Professor Ken Roberts.

**Reproductive Performance**

*Co-ordinator:* Professor Eva Alberman  
*Collaborators:* Dr Ian Chalmers, Professor Irvin Emanuel, Dr Michael Joffe, Ms Alison MacFarlane, Dr Michael Wadsworth.

## 5 Funding Consortium and Steering Group

As indicated above funding for the 5th sweep for NCDS5 was sought principally from the ESRC. Approaches were also made to the Medical Research Council (MRC) and a number of Government Departments. A funding principle was established early by ESRC that they would put up to half the money raised for the project up to a cash limit of £1.250 million. Finally nine Government Departments and Agencies agreed to join the funding consortium. Through shortage of funds and extensive commitment already to other longitudinal studies, MRC decided finally that they were unable to support the project. Through the auspices of Professor Robert Michael, at the time Director of The National Opinion Research Centre (NORC) at the University of Chicago, a proposal was put to the United States National Institute for Child Health and Development (NICHD) for half a million dollars to support the mothers and children data collection. The proposal was that English adaptations of American tests used with the children of cohort members in 1986, 1988 and 1990 in the National Longitudinal Survey of Youth would be similarly applied to the children in NCDS5. Such data would then provide the basis for comparative analysis of child development in the two countries. This bid was successful, and enabled one third of cohort members' children and their mothers to be included in a special study. The total sum of money finally made available to the project from all sources was £3.1 million.

The full list of funders together with their contributions to the funding is set out in Table 2.

Table 2 NCDS5: Sources of Funds

	£
ESRC - Economic & Social Research Council -	1,445,100
DH - Department of Health -	151,000
DSS - Department of Social Security -	175,000
DE - Department of Employment - (including Training Agency)	340,800
DES - Department of Education & Science -	175,000
DoE - Department of the Environment -	304,400
TRRL - Transport & Road Research Laboratory -	129,200
HSE - Health & Safety Executive -	90,000
NICHD - US National Institute for Child Health and Development -	309,000
TOTAL -	3,119,500

The funders formed a Steering Group serviced and coordinated by ESRC. At its first informal meeting at the Department of the Environment a requirement was set that before full funding was released for the main phase of fieldwork, a phase one preliminary enquiry, in the form of a "dress rehearsal" survey should be completed to test the feasibility of data collection and to review the estimate of costs. The outcome of this project would determine the shape and detailed costings for the main phase fieldwork should it be decided that the main phase should go ahead. Subsequently the Steering Group was established formally and met twice a year, on ten occasions in all. It comprised one representative from each of the Government Departments and Agencies, one from NICHD and three representatives from the Research Resources Advisory Group (RRAG) in ESRC, one of whom, Professor John Beaumont, chaired the Steering Group. Within ESRC, the Steering Group reported first to the RRAG and subsequently to the newly constituted Research Resources Board.

## **6. International collaboration**

An important element of collaboration with the wider research community was the formation of an 'international group' based in the USA. For some time researchers in the USA had been using NCDS data and over 300 American collaborators were on the newsletter mailing list. Interest in the possibility of a fifth sweep was strong and accordingly a corresponding group in the USA was formed to represent it and provide input into the design process. Subsequently with the decision to use English adaptations of American tests in the mothers and children supplementary survey, Bob Michael, now Dean of the new School of Public Policy studies at the University of Chicago, joined the Steering Group as the NICHD representative. Liaison was established with the Centre for Study of Human Development (CSHD) at Ohio State University through Frank Mott, who held academic responsibility for the National Longitudinal Study of Youth, and early on in the programme Peter Shepherd, Kate Smith and Contractors' representatives visited the USA to observe the training of interviewers and the use of the tests in NLSY field work. Later on in the programmes Peter Shepherd and John Douglas met with their opposite numbers in Ohio State to discuss the production of a joint dataset. It was agreed that the main outcome from the data collection would be a CD Rom containing mothers and children data from NCDS and NLSY.

Subsequent visits to SSRU by Bob Michael and other colleagues involved in NLSY, including Randy Olsen, Director of CSHD and Pat Marnell of NORC, who assisted in training the British interviewers, ensured continuing liaison over the collection of data and the production of the joint dataset throughout the whole period of the programme.

## **7. Contractors**

An NCDS follow-up, involving an attempt to collect information from all traceable cohort members, is a major field work undertaking. In the case of NCDS5 there was the additional complexity of the mothers and children supplementary survey. Up to NCDS3, when cohort members were 16 years old, field work involved midwives, health visitors, school doctors. NCDS4, when cohort members were aged 23, brought in professional survey research interviewers for the first time. From the outset, it was anticipated that NCDS would similarly make use of professional interviewers, and informal discussions with survey research companies about the project were carried out early on in the design phase. In the light of these discussions, a draft *survey specification* was prepared and circulated to all the leading survey research companies. This comprised both phase one and phase two of the fieldwork, but each phase needed to be costed separately. Companies were able to react to the specification individually or collectively at a meeting to which all of them were invited.

The survey specification was subsequently modified and formal invitations to tender were issued in 1989. In all six tenders were received, all of which came from consortia of two to

three organisations formed specially for the purpose. Each consortium was then invited to give a presentation of their proposal to the research team, and finally one was selected to do the work. The selected consortium comprised three companies: Social and Community Planning Research (SCPR), National Opinion Polls (now NOP/ MAI Ltd) and Research Surveys of Great Britain (RSGB). Their main responsibility was to assist the NCDS5 team in the development and testing of NCDS5 survey instruments, to undertake the pilot surveys and main fieldwork, and to undertake primary data preparation, including visual editing and coding.

Fieldwork for the pilot and main surveys and data preparation was undertaken in roughly equal proportions by each of the consortium members. Development of the survey instruments in collaboration with the NCDS5 team was primarily the responsibility of SCPR and NOP and was allocated by agreement as follows:

Cohort Member "Your Life" Self-completion	NOP
Cohort Member "What Do You Think?"	NOP
Cohort Member Interview	
Jobs	SCPR
Education & Training	SCPR
Family	NOP
Housing	NOP
Family Income	NOP
Health	SCPR
Citizenship & Participation	NOP
Partner "Your Life" Self-completion	NOP
Mother "Interview"	NOP
Mother "Your Child" Self-completion	NOP
Child "Interview" (Assessments)	SCPR

## 8. Tracing

A prior requirement for any successful longitudinal study is the ability to find the study subjects when data is to be collected. Table 3 summarises the sources of information used to trace NCDS subjects, comparing NCDS1-3 and NCDS4, and NCDS5.

Table 3 Tracing for NCDS1-5

Source of address	NCDS1-3	NCDS4	NCDS5
Schools	yes	no	no
Local health authorities	yes	no	no
Social services departments	yes	no	no
Last known addresses	yes	yes	yes
Media appeals	yes	yes	yes
National Health Service Central Register	yes	yes	yes
Family Practitioner Committees	yes	yes	yes
Earlier addresses (ie before last known)	no	yes	yes
Local authority housing departments	no	yes	yes
Interviewer detective work	no	yes	yes
Ministry of Defence (Armed Forces)	no	yes	yes
National Insurance Records	no	yes	yes
Driver and Vehicle Licensing Records	no	no	yes

In the early stages of NCDS no attempt was made to maintain ongoing contact with NCDS cohort members between surveys - they were traced anew for each follow-up. The response rates at NCDS1-3 show that this approach was successful. It involved contacting all schools in Great Britain to establish which pupils were born in the survey week. This had the advantage of identifying immigrants born outside Britain for inclusion in the target sample.

Where cohort members could not be traced through schools, reference was made to local and national health records, and last known addresses. Appeals were also made through local and national newspapers.

For the NCDS4 survey in 1981 tracing could not be carried out through schools. The variety of other methods used for the 1981 survey are listed in Table 3 above. Postal tracing was substantially completed before the survey began. The other methods were used throughout the survey period in order to trace those who had not responded to postal contact or could not be found by the interviewers.

National Insurance records and the National Health Service Central Register - the last two methods described - were utilised once other methods had been exhausted and therefore relatively late in the survey period.

Following the 1981 survey efforts have been made to maintain ongoing contact with members of the NCDS cohort. These are based on the annual mailing of a birthday card accompanied by a reply slip and a reply-paid (FREEPOST) envelope. The reply slip includes a number of questions designed to elicit basic demographic and economic information as well as the cohort members current address.

Thanks to the annual mailing of birthday cards, tracing for NCDS5 began with a confirmed address for some 47 percent of this sample (funds did not enable further tracing where cards were returned endorsed "gone away", etc, or where there was no response of any kind), and following successful trials in 1988/89, a small team of 2 permanent and 3-4 temporary staff was employed to try to find the untraced. Their efforts were based on an initial attempt to identify members of the sample on the National Health Service Central Register (NHSCR) and a subsequent approach to the appropriate Family Health Service Authority (FHSA, formerly Family Practitioner Committee or FPC) to arrange the mailing of special tracing letters. Work to trace those not found by this means relied on writing or telephoning to last known addresses, earlier addresses, or Local Authority housing departments, and consulting telephone directories.

As a result of all these efforts some 75% of the target sample were traced before the survey began.

Tracing continued during the main fieldwork when it was possible to supplement the efforts of the SSRU tracing team with "detective" work by interviewers. Use was also been made of the DSS Letter Forwarding Service, which is based on identifying individuals from National Insurance records, and a similar arrangement agreed with the Driver and Vehicle Licensing Agency. Following experience with NCDS4, use was also made of appeals through radio, and the local and national press.

Table 4 compares tracing both before and during fieldwork for NCDS4 and NCDS5.

**Table 4 NCDS4 and NCDS5 comparison of tracing rates**

Survey Element and status	NCDS4		NCDS5(*)	
	n	%	n	%
TARGET SAMPLE (all known Cohort Members, less known deaths)	16,457	100	16,455	100
<b>TRACING OF COHORT MEMBERS PRIOR TO SURVEY</b>				
Traced, but not issued to field	422	3	789	5
- Emigration	95	1	228	1
- Refusal	292	2	480	3
- Deaths	35	<1	81	<1
Issued to field	16,035	97	15,666	95
- Traced before fieldwork (address confirmed)	10,515	64	12,219	74
- Untraced before fieldwork ("gone away", etc)	5,220	34	3,447	21
<b>TRACING OF COHORT MEMBERS DURING FIELDWORK</b>				
Names & addresses of CMs issued to field	16,035	100	15,666	100
- Untraced (after interviewer tracing)	2,347	15	2,225	14
- Traced by interviewers during fieldwork	13,688	85	13,441	86

## 9 Questionnaire Development

The fifth NCDS follow-up, carried out in 1991, was designed to obtain information from the cohort member, any husband, wife, or cohabitee, from the natural or adopted children of 1 in 3 cohort families, and from the mother of these children. The mother and child questionnaires were based on instruments used for the US National Longitudinal Survey of Youth, and their inclusion in NCDS5 was designed to permit comparisons to be made (Baker and Mott, 1988). A consultant to the project, David Satterley of the Faculty of Education at the University of Bristol, carried out the English adaptation of the American child tests.

Four groups were involved in the design, preparation and conduct of the work

- \* **SSRU NCDS5 Research Team** - who were responsible for the overall design and conduct, and analysis of the survey
- \* **Scientific Advisors from the research community** - who gave advice on the design and content and undertake some analysis of the data and formed the Advisory Groups
- \* **Funders** - the consortium headed by the Economic and Social Research Council, and including a number of government departments and the US National Institute of Child Health and Development
- \* **Survey Contractors** - the consortium of three survey companies (Social and Community Planning Research, NOP Market Research, and Research Surveys of Great Britain) who piloted data collection instruments and carried out the main field work using 600 interviewers

### Pilot Surveys

There were 6 separate rounds of piloting involving 11 different pilot surveys (Table 5). The early

pilot surveys were concerned with only one or two topic areas and based on small samples of non-cohort respondents of approximately the same age. Later surveys piloted one or more complete questionnaires on somewhat larger samples, and in January 1990, and again in November of that same year "dress rehearsal" surveys were conducted. The latter were designed to test all survey procedures and instruments using samples drawn from the NCDS cohort.

**Table 5 NCDS5 Pilot Surveys**

Pilot	Element included	Sample	Cohort
<b>September, 1989</b>			
1	Event History Self-completion	24	Non-cohort
2	Housing	24	Non-cohort
3	Health/Education & Training	24	Non-cohort
4	Employment	24	Non-cohort
5	Family/Citizenship & Participation	24	Non-cohort
<b>October, 1989</b>			
6	Cohort Event History Self-completion )	30	Non-cohort
	Cohort Interview )		
	Height and Weight )		
<b>November, 1989</b>			
7	Cohort Event History Self-completion )	40	Cohort
	Cohort Interview )		
	Partner Event History Self-completion )		
	Partner Interview )		
	Height and Weight )		
8	Mother Interview )	30	Non-cohort
	Mother Self-completion )		
	Child Tests )		
	Height and Weight )		
<b>January, 1990</b>			
9	Cohort Event History Self-completion )	100	Cohort
	Cohort Interview )		
	Partner Self-completion )		
	Partner Interview )		
	Mother Interview )		
	Mother Self-completion )		
	Child Tests )		
	Height and Weight )		
<b>July, 1990</b>			
10	Cohort Event History Self-completion )	50	Cohort
	Cohort Attitudes Self-completion )		
	Cohort Interview )		
	Height and Weight )		
	Partner Self-completion )		
<b>November, 1990</b>			
11	Cohort Event History Self-completion )	50	Cohort
	Cohort Attitudes Self-completion )		
	Cohort Interview )		
	Partner Self-completion )		
	Mother Interview )		
	Mother Self-completion )		
	Child Tests )		
	Height and Weight )		

## 10. The NCDS5 Survey

Following the extensive piloting it was eventually agreed that the survey should comprise three main elements. An outline of survey content is given below. (SEE ALSO APPENDIX 1).

### **COHORT MEMBER SURVEY:**

**"Your Life Since 1974"** - Event History Questionnaire: A self-completion questionnaire designed to recover event/activity history data relating to: marriage/ cohabitation; children; jobs; periods not in a job; and housing.

**"What Do You Think"** - Attitude Self-completion: A self-completion questionnaire designed to obtain attitude data on marriage (including the Locke-Wallace "Quality of Relationship" battery); men and women's roles in the family; children and the family; social support; social and political values (left/right, traditional/modern); environmentalism; racism; sexism; political trust/cynicism; orientation towards work; value of work; job control; and perceived skills

**"Cohort Member Interview"** - An interview designed to recover detailed information about: current/last and previous jobs; spouse partner's current job and earnings; unemployment; education and training courses; qualifications held; literacy and numeracy problems; marriages and cohabitations; pregnancies and children; housing circumstances; aspects of housing history (including rent/mortgage arrears, and homelessness); income from state benefits and other sources, savings, investments, inheritance, and debt; health and health history (including asthma and other specific conditions, disability, accidents and assaults, hospital admissions, etc); health behaviour (including smoking, drinking, drink driving); and citizenship (including voting behaviour, religiosity, and ethnicity).

**Malaise Inventory:** A self-completion questionnaire comprising the 24 item Malaise Inventory.

**Cohort Member Height and Weight Measurement:** Using portable measuring equipment.

### **PARTNER SURVEY**

**"Your Life..."** - Event History Questionnaire: A self-completion questionnaire designed to recover event/activity history data relating to: marriage/cohabitation; children; jobs; periods not in a job; and housing.

### **MOTHER AND CHILD SURVEY** (a sample of one in three cohort members' families)

**Mother Interview :** An interview designed to recover data from the mother-figure relating to: family life; and, for each child, details of: pregnancy and birth; health history; separations from mother; experience of being "in care"; pre-school experience; schooling history; and experience of day care.

**Mother "Your Child" Self-completion Questionnaire:** A self-completion questionnaire completed by the mother-figure for each child and consisting of 4 age specific rating scales, namely: Motor and Social Development; Behaviour Problems Index; Temperament/"How My Child Usually Acts"; HOME-SF (Home Observation for Measurement of the Environment - Short Form)

**Child Interview** Nine age-specific child assessments administered by interviewers, namely Peabody Picture Vocabulary Test - Revised (PPVT-R), McCarthy Scale of Child Abilities Verbal Memory Subscale, Peabody Individual Achievement Test (PIAT) Maths, Reading Recognition, and Reading Comprehension Subscales, Weschler Intelligence Scale for Children - Revised Digit Span Subscale ("Memory for Digits"), Perceived Competence for Children/Self-Perception Profile ("What I am Like"), Interviewer evaluation of Testing Conditions/ Temperament, Interviewer observation of home environment/Home Observation for Measurement of the Environment - Short Form (HOME-SF)

**Child Height and Weight Measurement** Using portable measuring equipment

## 11. Interviewer Training

The briefing of the 600 interviewers employed by the contractors to collect the data for NCDS5 took place between mid-March and mid-May 1991. The programme of briefings was preceded by a full day training meeting in which those who were to carry out the briefings were briefed themselves. The purpose of the training meeting was to standardise the format, presentation and content of the briefings to be conducted with the interviewers. This was followed by a series of briefings, organised by each contractor for their own field supervisors to ensure that they were fully trained in all aspects of the NCDS5 data collection, including the child assessments.

A total of 40 separate regional interviewer briefing meetings were organised by the contractors. Each one was attended by a member of SSRU who monitored the overall conduct of the briefing, and assessed the performance of interviewers who would be carrying out the child assessments. Because the NCDS5 team itself was too small to cover all the briefings alone, other SSRU staff helped out by attending them, especially the Mother and Child survey briefings. This meant that they also had to be fully briefed by the team on all the procedures to be used in the survey.

Training lasted either one or three full days, depending on whether or not the cohort members would be undertaking the child assessments and mother interviews. The one-day briefings for those interviewers working on the Cohort Member and Partner survey only were attended by up to 20 interviewers, and the extended three-day briefings provided for those working on the Mother and Child survey were attended by 12-15 interviewers.

The first day of the extended briefing had the same format as the one-day briefing. The agenda for this common day covered a general introduction to NCDS, survey procedures, documentation and materials, contacting (and, if necessary, tracing) respondents, and general interview instructions. In addition, participants were shown how to weigh and measure respondents, and a full trial cohort member interview was carried out.

The extended briefings then focused on the preparation and training of those undertaking child assessments. The second day was devoted to training interviewers in the administration of the battery of child tests during which it was essential to ensure that the detailed instructions for administration were fully understood and followed. This was carried out using videos of the tests being conducted, on-the-spot demonstrations and interviewers working in paired practice sessions. There was then a two-day break during which interviewers were required to carry out the assessments on three children in different age bands, who were not known to them. On the third briefing day, a feedback session enabled any problems or difficulties to be discussed, and the SSRU representative checked through every interviewer's trial assessment scripts and gave individual feedback on any relevant points. The final part of the three-day briefing was a trial Mother interview.

With very few exceptions, the trial child assessments showed that the interviewers had fully understood and followed the procedures for administering the instruments. However, further measures were taken to ensure that this part of the survey proceeded satisfactorily. Each contractor briefed a number of additional interviewers for the Mother and Child survey, in case

any substitution became necessary. Also, as part of the quality control procedures, each interviewer was required to carry out one more trial assessment with a non-cohort member child before embarking upon work with the NCDS sample. This was audiotaped and submitted for checking by the field supervisors before the interviewer was permitted to embark upon the fieldwork proper. In addition, each interviewer's first two full sets of completed data were returned to their field supervisor for immediate checking.

### ***Interviewer Instructions***

Two detailed sets of interviewer instructions were prepared collaboratively by the NCDS team and the contractors. The first, was issued to all interviewers, and covered all aspects of the fieldwork procedures, including those relating to the Self-completion Questionnaires and the Cohort Member Interview. The second set of instructions was for interviewers involved in the Mother and Child Survey, and contained full details of the child assessment procedures.

A supplementary set of instructions was compiled by the NCDS team during the course of the briefing meetings. These addressed the unforeseen queries and issues which arose during the briefings and were sent out to all interviewers straight afterwards.

## **12. Fieldwork**

During the NCDS5 survey interviewers were required to:

- (a) Trace the Cohort Member;
- (b) Mail the Event History and Attitudes Self-completion questionnaires;
- (c) Make contact and establish whether there was a husband, wife, or partner (and, where appropriate, whether there were any natural or adopted children of the cohort member).
- (d) Mail the Partner Event History Self-completion
- (e) Call by appointment to retrieve the self-completion questionnaires and carry out the Cohort Member Interview
- (f) Where appropriate: by appointment carry out the Mother Interview; arrange for the Mother Self-completion to be answered and the Child Permission Form to be signed; and complete any necessary Child Interviews (children aged 4 years or more), or Home Observation (children less than 4 years old).
- (g) Weigh and measure the Cohort Member and any children assessed

NCDS5 fieldwork began in May 1991 and was substantially completed by November 1991, although by agreement, tracing continued to 17 December, and some interviews were carried out as late as January 1992. Figure 1 summarises this picture, and Tables 6 and 7 summarise the overall survey outcome, distinguishing the individual survey elements.

**Table 6 Summary of NCDS5 Survey Response**

Survey Element	(a) Target n	(b) Traced n	(c) Obtained n	(d) Obtained (c)/(b)%
Cohort Member Interview	15,666	13,441	11,363	85
Cohort Member "Your Life "	15,666	13,441	11,221	84
Cohort Member "What Do You Think?"	15,666	13,441	10,964	82
Partner "Your Life "	-	9,138*	7,464	82
Mother Interview	-	2,556*	2,505	98
Mother "Your Child"	-	5,067*	4,968	98
Child Interview (Tests)	-	3,575*	3,438	96

\* Eligible Partners, Mothers, and Children discovered among interviewed Cohort Members

**Table 7: NCDS5 Survey Response**

	n	%
TARGET SAMPLE (all known Cohort Members, less known deaths)	16455	100
<b>(A) TRACING OF CMs BY SSRU PRIOR TO MAIN SURVEY</b>		
Traced, but not issued to field	789	5
- Emigration	228	1
- Refusal	480	3
- Deaths	81	0
Issued to field	15666	95
- Traced before fieldwork (address confirmed)	12219	74
- Untraced before fieldwork ("gone away", etc)	3447	21
<b>(B) TRACING OF COHORT MEMBERS DURING FIELDWORK (includes Mother &amp; Child Sample - see (F) below for details)</b>		
Names and addresses of CMs issued to field	15666	100
- Untraced during main fieldwork	2225	14
- Traced by interviewers during fieldwork	13441	86
<b>(C) COHORT MEMBER SELF-COMPLETIONS</b>		
CMs traced by interviewers during fieldwork	13441	100
- CM Self-completion obtained	11280	84
Your Life and What Do You Think?	10905	81
You Life only	316	2
What Do You Think only	59	0
- Neither self-completion	2161	16
<b>(D) COHORT MEMBER INTERVIEWS</b>		
CMs traced by interviewers during fieldwork	13441	100
- Traced but not interviewed	2078	15
Emigration	261	2
Refusal	1338	10
Deaths	31	0
Address confirmed but no interview	448	3
- Traced and interviewed	11363	85
<b>(E) PARTNER SELF-COMPLETION</b>		
Eligible Partners (resident husband/wife/cohabitee of traced CMs)	9138	100
- Questionnaires completed and returned	7481	82
- Questionnaires placed but not yet returned	756	8
- Questionnaires refused	901	10
<b>(F) TRACING OF CMs FOR MOTHER &amp; CHILD SURVEY (broken out from (B) above)</b>		
Eligible CMs (issued sample allocated to 200 interviewers)	5172	100
- Untraced during main fieldwork	690	13
- Traced by interviewers during fieldwork	4482	87

Continued...

	n	%
<b>(G) COHORT INTERVIEWS FOR MOTHER &amp; CHILD SAMPLE (as broken out from (D) above)</b>		
Eligible CMs traced by interviewers during fieldwork	4482	100
- CMs traced but not interviewed	700	16
Emigration	81	2
Refusal	452	10
Deaths	10	0
Address confirmed but no interview to date	157	4
- CMs traced and interviewed	3782	84
CMs with resident natural/adopted children	2556	57
<b>(H) MOTHER INTERVIEW</b>		
Eligible CMs (with resident natural/adopted children)	2556	100
- Mother Interviews completed by Mother/Mother-figure	2505	98
- Refused	38	1
- Other	13	1
<b>(I) MOTHER "YOUR CHILD" SELF-COMPLETION</b>		
Eligible Children (natural/adopted CM children)	5067	100
- "Your Child" completed by Mother/Mother-figure	4968	98
- Refused	48	1
- Other	51	1
<b>(J) CHILD INTERVIEW (TESTS)</b>		
Eligible Children (natural/adopted CM children aged >4)	3575	100
- Interview (Tests) completed by Children	3438	96
- Child refused	28	1
- Parent refused	64	2
- Other	45	1

The table above provides details of the outcome of the tracing exercise carried out by SSRU before fieldwork began (A), and survey response information (B)-(J)

**(A) TRACING OF COHORT MEMBERS BY SSRU PRIOR TO SURVEY** - Before the start of the NCDS5 survey, SSRU was able to establish the whereabouts of 79 percent of the target sample. But this figure included 789 cohort members who had emigrated, died, or refused further participation in the Study - the names and addresses of these individuals were not issued to interviewers. (Details of tracing methods used by SSRU are to be found above)

**(B) TRACING OF COHORT MEMBERS DURING NCDS5 SURVEY** - A total of 15,666 cohort members' names and addresses were issued to the 600 interviewers briefed to carry out the NCDS5 survey. By the end of fieldwork interviewers had managed to track down 13,441 cohort members - 86 percent of the issued sample. The remainder had proved difficult for interviewers to find, and SSRU subsequently continued seeking a current address, capitalising on clues provided by interviewers and earlier NCDS records, etc. New, confirmed addresses were used as a basis for the "Supplementary" and "Emigrant" surveys described elsewhere.

- (C) **COHORT MEMBER SELF-COMPLETIONS** - The various self-completion elements to the survey of cohort members ("Your Life...", "What Do You Think", and the "Record Check/Medical Consent Form") were completed by 80 percent of those traced, ie most of those interviewed. In addition, the "Your Life..." and "What Do You Think" questionnaires were also completed by a number of Cohort Members who refused the interview.
- (D) **COHORT MEMBER INTERVIEWS** - 11,363 interviews were obtained with Cohort Members, 85 percent of those traced. There were 1,338 refusals (10 percent of those traced). Broken appointments, illness, and holidays accounted for 3 percent of those traced, but not interviewed. This latter group also formed part of the sample for the "Supplementary" postal survey.
- (E) **PARTNER SELF-COMPLETIONS** - The pilot surveys showed that husbands, wives and cohabitees were sometimes reluctant to be recruited into the survey. Nevertheless, 7,481 (82 percent of those eligible) returned the Partner Self-Completion questionnaire. Some were returned following reminders after the main field work was over.
- (F) **TRACING OF COHORT MEMBERS FOR THE MOTHER AND CHILD SURVEY** - The basis of this element of the NCDS5 survey was the identification of eligible Cohort Members (who had one or more natural or adopted children living with them) from amongst the names and addresses issued to one in every three interviewers. The figures for tracing for this element of the survey compared well with those for the survey as a whole (see (B) above). Some 4,482 (87 percent of the issued sample) were traced by interviewers by the completion of fieldwork. Those untraced numbered among the cohort members which SSRU sought to trace for the "Supplementary" and "Emigrant" surveys.
- (G) **COHORT INTERVIEWS FOR THE MOTHER AND CHILD SAMPLE** - Figures for interviews for this element of the survey again compare with those for the survey as a whole (3,782 or 84 percent of those traced). The 157 (4 percent) not interviewed who had broken appointments, illness, and holidays were included in the sample for the "Supplementary" survey.
- A total of 2,556 (57 percent) of Cohort Members successfully traced and interviewed for this element of the survey were found to have a natural or adopted child living with them.
- (H) **MOTHER INTERVIEW** - A Mother Interview was obtained with 2,505 mothers which represented almost all cases (98 percent) where an eligible Cohort Member had a natural or adopted child.
- (I) **MOTHER "YOUR CHILD" SELF-COMPLETION** - The eligible Cohort Members interviewed for this element of the survey had between them 5,067 natural or adopted children of all ages. Again, in most instances (4,968 or 98 percent) a "Your Child" self-completion questionnaire was completed by the mother (or mother-figure), whether Cohort Member or their partner.
- (J) **CHILD INTERVIEW (TESTS)** - Following changes made by NLSY in 1990, the child assessments included in the NCDS5 Child Interview applied only to the natural or adopted children of Cohort Members aged 3 years, 11 months, and 16 days or older. Some 3,575 (71 percent) of the cohort children identified were eligible for the Child Interview. Once again, the vast majority (3,438 or 96 percent) completed these assessments.

The picture of survey response revealed above is satisfactory. As anticipated, levels of co-operation with all elements of the survey were high. Not only were Cohort Members willing to help again, but also husbands, wives, cohabitees, and children participated in the survey. Nevertheless, tracing once again proved difficult. Despite the encouraging position at the start

of fieldwork, interviewers found that some apparently "traced" respondents had moved on, and that others were very difficult to track down. With unlimited time the NCDS5 tracing team was confident it could have found all, or nearly all, members of the target sample. However extending the survey any longer than the nine months actually used for it would have jeopardised the quality of the data and would have put the schedule for data preparation and documentation at risk.

### **13. Supplementary and Emigrant postal surveys**

After the completion of the main fieldwork, the NCDS5 Team continued the task of maximising the numbers of cohort members traced and included in the NCDS5 survey. Using clues provided by interviewer "detective" work, and from NCDS records, tracing continued to provide samples for the Supplementary and Emigrant postal surveys, which took place during the summer of 1992.

#### *Supplementary Survey of Non-interviewed Cohort Members*

In order to ensure that some information was obtained from as many NCDS cohort members as possible, a postal survey of some of those not interviewed during main fieldwork was mounted in July 1992. The sample was drawn from those cohort members for whom a current address was held but had not been interviewed during the main period of fieldwork, and had not refused. This included those who were away during the period of the survey, those who had repeatedly broken appointments, and those who were traced too late to be interviewed before the fieldwork deadline.

The postal survey of these cohort members was mounted with three questionnaires based on instruments used during the main fieldwork. The "Your Life" and "What Do You Think" instruments were modified slightly and a short supplementary self-completion questionnaire, "Some Additional Questions", derived from the main cohort member interview, was designed to gather information on household composition, partner's job, child care, income, qualifications, health (including the Malaise inventory) and organisational and religious participation. The target sample was 600 cohort members.

#### *Survey of Emigrants*

The postal survey of cohort members with known addresses outside of Great Britain, which was foreshadowed in the original proposal for NCDS5, was mounted at the same time as the Supplementary survey and made use of the same "Your Life", "What Do You Think?", and "Some Additional Questions" questionnaires as in the supplementary survey. The target sample was 250.

#### *Response*

It was anticipated that many of the cohort members in the supplementary survey sample were proving difficult to contact because they did not wish to participate in the survey, and yet did not wish to refuse directly. This was likely to be less of a problem with the emigrants, because although they were not living in Britain there was no reason to expect that their interest in the survey would have diminished. This was borne out in the figures for response to both the initial mail-out in July and a reminder sent out in September 1992 in both surveys (Table 8).

Table 8: NCDS5 "Supplementary" and "Emigrant" Postal Surveys response

Current Status	Supplementary		Emigrant	
	n	%	n	%
Questionnaires mailed	600	100	250	100
Questionnaires returned	214	36	132	53
- completed	101	17	118	47
- refused	6	1	-	-
- endorsed "gone away"	99	17	14	6
- other	8	1	-	-
Questionnaires not returned	386	64	118	47

In the Supplementary survey, of the 600 questionnaires posted only 214 were returned, just under half of which were completed. The others were mostly endorsed 'gone away' suggesting that the confirmation of these addresses during field work may not always have been accurate.

The response for the Emigrant survey was substantially better. Of the 250 questionnaires posted half were returned most of which were completed. Questionnaires from this survey continued to arrive in the office many months after the posting, often coming from people who had moved several times since their overseas address had been originally confirmed, but were still keen to participate in NCDS.

#### 14. Data Preparation

Once returned by interviewers, the completed NCDS5 questionnaires passed through various stages of initial data preparation undertaken by the survey contractors working closely with SSRU. These included: visual editing, coding, data entry, and preliminary computer editing.

Following the delivery of questionnaires and the coded and edited computerised data to SSRU, additional data preparation work was undertaken by the NCDS5 team before the NCDS5 dataset was deposited with the ESRC Data Archive. This included: additional coding, computer editing, and merging of NCDS5 data with that from earlier follow-ups.

##### *Visual Edit*

The visual edit involved a visual inspection of each questionnaire to ensure that it was acceptable, and where necessary, to ensure that instruments were returned to interviewers for correction. This included: errors which would affect the matching of questionnaires with previous records for the same cohort member (eg: cohort member serial numbers); errors that could not readily be discovered and corrected by computer editing (eg: occupation and household composition information); and errors concerning items which, if not present, would render the instrument unusable (eg: child person numbers needed to be used consistently on relevant instruments).

Each field work contractor was responsible for editing the questionnaires returned by its own

interviewers

### **Coding**

Open-ended questions were coded using both *established* coding frames the Standard Occupational Classification, Socio-economic Group, Social Class, the Standard Industrial Classification, International Classification of Diseases Other coding frames were *derived* from a sample of survey answers, eg, "reasons for starting work with current employer", "reasons for starting courses for qualifications/work related training", "why moved out of last accommodation"

Coding of occupation was undertaken by SSRU using *Computer Assisted Standard Occupational Coding* (or CASOC) Developed by the Institute for Employment Research at the University of Warwick, CASOC generates the Registrar General's Standard Occupational Classification and, via conversion programs, a wide variety of other social and occupational classifications, eg, Cambridge Scale, Hope-Goldthorpe Scale, International Standard Classification of Occupations, KOS, CODOT, OPCS 1970, 1980, Registrar General 1951, 1961, 1966) The software can be used in "assisted" mode - in which the coder participates fully in the decision making process, or in "automated" mode - in which no coder intervention takes place, or anywhere between these extremes Job descriptions may be keyed interactively during coding, or as part of routine data entry Statistics on coding quality and coder productivity are also available

The NCDS5 team made use of the "automated" mode to code the job information included in the Cohort Member and Partner "Your Life " self-completion questionnaires and the Cohort Member Interview, and Partner "Your Life " self-completion questionnaires In both cases this was based on text which had been keyed before coding The resulting codings were checked for quality and, where necessary, re-coded using CASOC in "assisted" mode The textual job descriptions on which the coding was based form an integral part of the NCDS5 data record and are available for further validation and/or recoding by SSRU or by others

### **Computer Editing**

This included first a detailed reconciliation of the survey instruments and data available for each interviewed cohort member, carried out by each survey contractor, and secondly, a computer check of questionnaire data by SSRU to ensure that filters had been correctly followed, and questions correctly coded Where necessary, both data and questionnaires were corrected

### **Merging of NCDS5 data with earlier data**

This involved additional computer checking to ensure consistency over time and resulted in the creation of a much enlarged longitudinal NCDS1-5 data set

Chart 1 shows the elements of the existing NCDS1-4 SIR Data Base, and the additional NCDS5 elements which were incorporated and documented The relatively simple structure which had been used in the past to hold data from previous surveys was no longer appropriate for NCDS5 data This is because the presence of some NCDS5 survey elements was contingent on the existence of others, and some elements could occur more than once for any one cohort member The revised structure of the data base structure serves to ensure that data may be efficiently loaded, retrieved and maintained

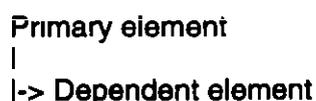
Chart 1: NCDS SIR Data Base: Existing Structure and New Elements

SURVEY	ELEMENTS (I->indicates dependency)	ELEMENTS PER CASE	LOCATION ON SIR DATA BASE
	COHORT MEMBER		
PMS	I-> Mother Interview	1	Common, 1, 2, 3
	I-> Medical Records	1	Common, 1, 2, 3
NCDS1	I-> Parental Interview	1	Common, 1, 2, 3
	I-> Medical Examination	1	Common, 1, 2, 3
	I-> Child Tests	1	Common, 1, 2, 3
	I-> Schools Questionnaire	1	Common, 1, 2, 3
NCDS2	I-> Parental Interview	1	Common, 1, 2, 3
	I-> Medical Examination	1	Common, 1, 2, 3
	I-> Child Tests/Essay	1	Common, 1, 2, 3
	I-> Schools Questionnaire	1	Common, 1, 2, 3
NCDS3	I-> Parental Interview	1	Common, 1, 2, 3
	I-> Medical Examination	1	Common, 1, 2, 3
	I-> Child Tests	1	Common, 1, 2, 3
	I-> Child Questionnaire	1	Common, 1, 2, 3
	I-> Schools Questionnaire	1	Common, 1, 2, 3
EXAMS	I-> Schools Questionnaire	1	7
NCDS4	I-> Contact Sheets for Unproductives	1	5
	I-> Contact Sheets for Productives	1	4
	I-> Cohort Interview	1	4
	I-> 1971 Census SAS, etc for 1974 Address	1	6
	I-> 1971 Census SAS, etc for 1981 Address	1	6
	I-> 1981 Census SAS, etc for 1981 Address	1	8-12
NCDS5	I-> Contact Sheets for Unproductives	1	n
	I-> Contact Sheets for Productives	1	n
	I-> Cohort "Your Life Since 1974"	1	n
	I-> Cohort "What Do You Think"	1	n
	I-> Cohort Member "Interview"	1	n
	I-> Partner "Your Life"	1	n
	I-> "Mother Interview"	>3,<4	n
	I-> Mother "Your Child"	>1,<10	n
	I-> Child "Interview"	>1,<10	n
	I-> Child "Home Observation"	>1,<10	n

Notes - see over page

Notes to Chart 1

- a Where the presence of an element depends on the existence of another element, this is indicated as follows



- b The NCDS SIR Data Base is organised into a series of discrete "records" (or "record type") as outlined below. Each holds data from one or more surveys, with the allocation of data from pre-NCDS4 surveys reflecting utility rather than chronology

Record type	Source	Content of record
COMMON	PMS, NCDS1-4	Basic socio-demographic and other data likely to be used to select cases for analysis
1	PMS, NCDS1-3	Variables found to be most useful in analysis and likely to be used most frequently
2	PMS, NCDS1-3	Variables found to be less useful in analysis and likely to be used only occasionally
3	PMS, NCDS1-3	Variables used least frequently or not at all or known to be problematic and unlikely to be used
4	NCDS4	Questionnaire variables for those interviewed
5	NCDS4	Variables relating to attempts to trace and contact those not interviewed
6	NCDS4	Area data based on 1971 Census
7	EXAMS	Derived variables based on 1979 exam data collected from schools
8 - 12	NCDS4	Area data based on 1981 Census
n - n	NCDS5	Data from NCDS5 Survey

### **Derived variables**

The NCDS5 team were also responsible for making available a number of derived variables which summarise and/or combine elements of the original data as collected. Two types of derived variable may be distinguished.

*Basic* derived variables are those which provide elementary summary variables essential to a basic understanding/manipulation of the data; eg, current marital, family, and economic circumstances, and elementary event history data such as number of children, jobs, etc.

*Specialised* derived variables are those which reflect the particular interests of sponsors/researchers.

The former were developed by the NCDS5 Team, with the help of the researchers who collaborated in the design of the fifth sweep. Much of the work on the latter was undertaken by collaborators with expertise in specific topic areas.

### **15. Documentation**

Comprehensive documentation of the NCDS5 data set was developed in consultation with the ESRC Data Archive, collaborating researchers, Ohio State University (see below), and existing NCDS users. It consists of:

**A Data Dictionary** - providing a comprehensive description of the NCDS5 survey, including an index of variables and frequency distributions. This was developed as a PC-based data base (using RBase) which holds details of each NCDS5 question, including: questionnaire; section; question number; page number; location on the computer record; question asked; answer codes; variable name; variable and value labels; frequency distributions; indexing key words; and comments on interpretation, etc.

**A fully documented NCDS5 SIR data base** using established NCDS standards. (See Chart 3 below). It was derived from NCDS5 Data Dictionary (see above).

**Background documentation** on NCDS as a whole, including a methodological summary and bibliography. This was based on existing User Support Group documentation and made use of the latest developments in technology. It was made available as hard copy, on microfiche, and on floppy disk.

Chart 2: **Documentation for each NCDS5 variable to be included on the NCDS SIR data base**

Variable	Label	Content
Variable name	Variable Label Extended label	Source/Summary description Questionnaire/Page No/Question No/ Question wording/<Comment on coding, problems,interpretation, derivation of recodes>
	Value Label	Summary description of computer codes

<> - Enclose optional elements

## 16 Analysis of Response

### *Introduction*

Although generally satisfactory response rates were achieved for NCDS5, any less than perfect response rate introduces the possibility of bias in the responding sample. Thus the question arises of whether those who were interviewed at 33 were representative of the original cohort and, thereby, more generally of young people of about that age in this country.

This issue was explored in two ways. The first method exploited the longitudinal features of the data by comparing respondents and non-respondents in the most recent stage of the study in terms of the data obtained for them at earlier stages. This approach built on similar analyses carried out for earlier NCDS follow-ups.

The second approach involved comparison of distributions on key variables with those available from other sources. For example, at NCDS4 comparisons were made with information derived from the 1981 Census. Similar analyses were carried out for NCDS5 using data from the 1991 General Household Survey and the 1991 New Earnings Survey.

### *Comparison with earlier follow-ups*

Variables selected from earlier stages of NCDS were used to compare NCDS5 respondents and non-respondents. The variables chosen related to social and economic status, education, health, housing, and demography. A full list of variables used in this analysis is given in Table 9a below, it included variables used for the similar analysis carried out after the last follow-up (NCDS4), and new variables selected from the NCDS4 follow-up.

Table 9a summarises the *Percentage biases* revealed by a number of preliminary analyses. Percentage bias is calculated as follows:

$$((\text{NCDS5 achieved \%}) - (\text{Target \%})) / (\text{Target \%}) \times 100$$

For the purposes of this analysis, the "Target %" is taken as that for the original target sample, **excluding** "unavoidable losses" (ie those discovered during tracing and fieldwork to have died or emigrated). A negative percentage bias means under-representation in NCDS5, while a positive percentage bias indicates over-representation.

Perhaps not surprisingly, the figures in Table 9a reveal a pattern similar to that reported for the NCDS4 analysis of response. It is also a pattern reflected in still earlier analyses. Absolute differences between "achieved" and "target" percentages were, on the whole, small. Nevertheless, percentage bias figures can be quite large where the prevalence in the target sample is small. Losses were greatest for the ethnic minority and immigrant groups, appearing to be most marked for Afro-Caribbeans and immigrants from the West Indies. They also suggest an under-representation of low-achievement groups (eg those with low test scores), those with low aspirations (eg those who did not intend to stay on at school, or to engage in post-school study), those who are "handicapped", those with origins in the lower social classes, and those brought-up under poorer housing conditions.

Levels of statistical significance are not reported, but in samples of this size statistical tests of significance are sensitive enough to detect very small differences. In many respects, as Table 9a shows, the achieved sample did not differ from the target sample to any great extent. A more detailed report on this analysis which provides a comprehensive commentary on each variable included in the analysis is available from the NCDS User Support Group.

### ***Comparison with information from other sources***

Unfortunately, data from the 1991 Census were not yet available in a form which enabled comparison with NCDS5. However, data from the General Household Survey (GHS) and the New Earnings Survey (NES) were used to provide an external reference on "representativeness".

As Table 9b shows, in a number of areas (economic status, marital status, gross weekly pay, tenure, and ethnicity) the characteristics of the achieved NCDS5 sample appeared to be broadly similar to those revealed by other surveys for people of similar ages. The differences were generally quite small, given the differences in age and age banding, survey timing and definition. A more detailed report on this analysis of response is available from the NCDS User Support Group.

Table 9a Response Bias - Comparison of NCDS5 with earlier follow-ups

	Source	Target %	Achieved %	% Bias
<b>SOCIAL CLASS/ECONOMIC STATUS</b>				
Father's Social Class 1965 - Manual	NCDS1	66 50	65 00	-2 26
Father's Social Class 1969 - Manual	NCDS2	64 80	63 00	-2 78
Father's Social Class 1974 - Manual	NCDS3	63 10	61 00	-3 33
Father stayed on at school	NCDS2	22 10	21 70	-1 81
Any child receives Free school meals	NCDS2	10 40	9 10	-12 50
Any child receives Free school meals	NCDS3	10 20	8 60	-15 69
Family in "financial hardship" 1969	NCDS2	11 00	9 90	-10 00
Family in "financial hardship" 1974	NCDS3	10 40	9 10	-12 50
<b>HEALTH</b>				
Child reported "handicapped" at 16	NCDS3	7 60	7 10	-6 58
<b>EDUCATION</b>				
Arithmetic Test Score Low (<4) at 7	NCDS1	28 50	26 60	-6 67
Reading Test Score Low (<17) at 7	NCDS1	18 10	16 50	-8 84
Attended 3 or more schools 5-7 years	NCDS1	3 20	3 00	-6 25
Parents don't want child to stay on at school	NCDS1	5 10	4 23	-17 02
Parents show little interest in child's education	NCDS1	15 10	13 20	-12 58
Low Maths Score (<7) at 11	NCDS2	20 50	17 20	16 10
Low Reading score (<11) at 11	NCDS2	20 00	16 90	-15 50
Child's intends no further study after leaving school (view at 11)	NCDS2	42 35	40 57	-4 23
Attended 3 or more schools 5-11 years	NCDS2	16 00	15 30	-4 38
Child wants to leave school at 16	NCDS3	68 19	65 59	-3 80
Child Intends no further study after leaving school (view at 16)	NCDS3	19 80	18 40	-7 07
Attended 3 or more schools 11-16 years	NCDS3	3 10	2 70	12 90
<b>HOUSING</b>				
Family moved 3 or more times 1958-1965	NCDS1	13 00	12 30	-5 38
Tenure "private rented" at 7	NCDS1	12 40	11 70	-5 65
Family share 1 or more amenities at 7	NCDS1	18 90	17 30	-8 47
Tenure "private rented" at 11	NCDS2	7 70	7 00	-9 09
Family share 1 or more amenities at 11	NCDS2	12 50	11 50	-8 00
Overcrowding at 11 (>1 person/room)	NCDS2	39 30	37 00	-5 85
Family moved 3 or more times 1958-1974	NCDS3	26 50	25 40	-4 15
Family share 1 or more amenities at 16	NCDS3	6 40	5 90	-7 81
Overcrowding at 16 (>1 person/room)	NCDS3	32 00	30 10	-5 94
<b>DEMOGRAPHIC VARIABLES</b>				
Male respondents	NCDS1-4	51 20	49 20	-3 91
Mother born in West Indies	NCDS2	1 00	50	-50 00
Father born in West Indies	NCDS2	1 10	60	-45 45
Child's ethnic group is Afro-Caribbean	NCDS3	1 10	60	-45 45
<b>MISCELLANEOUS</b>				
Child ever "In Care" 1958-1965	NCDS1	2 40	2 10	-12 50

Note

\* Percentage bias is calculated as follows ((NCDS5 achieved %)-(Target %)/(Target %))x100

**Table 9b: Response Bias - Comparison between NCDS5 and Other Surveys**  
(GHS = General Household survey; NES = New Earnings Survey)

<b>1. MARITAL STATUS</b>				
	GHS 1989 (Ages 30-34)	GHS 1991 (Ages 25-34)	GHS1991 (Ages 35-44)	NCDS5 (Age 33)
Single	13	23	8	12
Married	72	60	77	71
Cohabiting	9	11	5	10
Separated	2	2	2	2
Divorced	4	4	6	5
Widowed	<1	0	1	<1
<hr/>				
<b>2. ECONOMIC ACTIVITY</b>				
	GHS 1991 (Ages 25-34)	NCDS5 (Age 33)		
<b>MEN</b>				
Working	87	90		
Unemployed	10	6		
Inactive	3	4		
<b>WOMEN</b>				
Working	64	68		
Unemployed	5	2		
Inactive	31	30		
<hr/>				
<b>3. GROSS WEEKLY PAY (£)</b>				
	GHS 1989 (Ages 30-39)	NES 1991 (Ages 30-39)	NCDS5 (Age 33)	
<b>MEN</b>				
Median	253	-	285	
Mean	-	341	320	
<b>WOMEN</b>				
Median	179	-	231	
Mean	-	252	257	
<hr/>				
<b>4. TENURE</b>				
		GHS 1991 (Ages 30-44)	NCDS5 (Age 33)	
Own/Buying		75	79	
Renting from Local Authority, New Town, Housing association		19	20	
Renting privately		4	4	
Other		2	1	
<hr/>				
<b>5. ETHNIC GROUP</b>				
		GHS 1989-91 (Ages 25-44)	NCDS5 (Age 33)	
White		94	98	
Indian		1	1	
Pakistani/Bangladeshi		1	<1	
Black/Caribbean		1	1	
Others		2	<1	

## 17. Characteristics of Cohort Members in NCDS5

A preliminary analysis of the NCDS5 data is reported in "Life at 33", Ferri (1993) Tables 10a to 10f present some of the basic characteristics of the NCDS cohort members at the age of 33. The figures give some indication of the size and nature of sub-groups which are likely to be of interest in their own right, or as classifying variables for further analyses. The selected variables include marital/partnership status, parent status and family composition, level of educational qualifications, employment status and housing tenure. In each case, figures are presented for the whole sample, and for males and females separately.

**Table 10a Current partnership and legal marital status**

	men %	women %	all %
<b>with partner:</b>	<b>79</b>	<b>81</b>	<b>80</b>
1st marriage	63	64	63
2nd or subsequent marriage	6	8	7
single	6	5	5
divorced	3	4	4
separated	1	1	1
widowed	<1	<1	<1
<b>without partner:</b>	<b>20</b>	<b>19</b>	<b>20</b>
single	15	10	12
divorced	3	6	5
separated*	2	3	3
widowed	<1	<1	<1
<b>total (100%)</b>	<b>n=5368</b>	<b>5549</b>	<b>10917</b>

\* This group includes a small number (n= 59) recorded as married but not living with their spouse

**Table 10b Number of children of NCDS cohort at 33**

	men %	women %	all %
none	41	25	33
1	18	19	18
2	30	38	34
3	9	14	12
4	2	3	3
5 or more	<1	1	1
<b>total(100%)</b>	<b>n=5593</b>	<b>5700</b>	<b>11295</b>
<b>average number of children</b>	<b>1.14</b>	<b>1.55</b>	<b>1.35</b>

Table 10c: **Family situation of cohort members with own children living in their household**

	men %	women %	all %
<b>with partner:</b>			
1st marriage	87	72	79
2nd marriage	6	9	8
single	4	3	3
separated/divorced/ widowed	1	4	3
<b>without partner:</b>	2	12	7
<hr/>			
total (100%)	n=3173	4172	7345

Table 10d: **Highest educational qualifications\* achieved**

	men %	women %	all %
None	11	14	13
NVQ1 (some)	16	19	17
NVQ2 (O level or vocational equiv.)	26	35	31
NVQ3 (A level or vocational equiv.)	19	8	13
NVQ4 (other (below-degree) higher ed.)	13	14	14
NVQ5 (Degree)	14	11	12
<hr/>			
total (100%)	n=5495	5647	11142

\* 33 types of qualification have been grouped into five categories broadly corresponding to the five levels of National Vocational Qualifications (NVQs).

**Table 10e Current employment status at age 33**

	men %	women %	all %
<b>Economically active:</b>	<b>96</b>	<b>70</b>	<b>83</b>
Paid employment	90	68	79
Full-time	89	36	62
Part-time	1	32	17
Unemployed	6	2	4
<b>Economically inactive</b>	<b>4</b>	<b>30</b>	<b>17</b>
<hr/>			
Total (100%)	n=11283	5588	5695

**Table 10f Current tenure at NCDS5**

	men %	women %	all %
Owner Occupied	80	78	79
Social Rented	14	17	15
Private Rented	5	4	4
Other	1	1	1
<hr/>			
Total (100%)	n=5016	5389	10405

Besides the tables presented above, tabulations of the answers to each question in all the questionnaires by sex of respondent were prepared for each of the government department sponsors. Percentages were given for categorical variables and summary statistics for each sex separately for continuous variables. The tables are available in condensed format on a floppy disk from the NCDS team.

### **18. Deposit of Data in ESRC Data Archive**

The data from the earlier NCDS follow-ups (including the raw examination results and supplementary surveys, including one on handicapped school leavers, the NCDS4 feasibility study and another on smoking) are held by the ESRC Data Archive. The datasets are in SIR format and are held as a series of separate files each containing the data from each stage of the Study, and as a single longitudinal merged file. The data from the fifth sweep were similarly deposited in the Archive initially in SPSS format in cross-sectional form and subsequently in SIR format as part of the longitudinal dataset obtained by merging the data with the data from the earlier surveys.

The dataset was publicised in a Workshop organised at City University by the Data Archive in July, 1993. The NCDS team presented information about the content and quality of the dataset and the Data Archive representatives, explained the means of accessing the data.

A summary of the NCDS data now held by the Data Archive is given in Table 11.

**Table 11: NCDS data available for secondary analysis through the ESRC Data Archive Essex**

Year Survey	Cohort age	Survey instrument/Other data
<b>Major surveys:</b>		
1958 Perinatal Mortality	Birth	Selection of original birth data held Survey by the National Birthday Trust Fund
1965 NCDS1 (First follow-up)	7	Parental interview Medical examination Schools questionnaire Tests
1969 NCDS2 (Second follow-up)	11	Parental interview Medical examination Schools questionnaire Tests Child's questionnaire
1974 NCDS3 (Third follow-up)	16	Parental interview Medical examination Schools questionnaire Tests Child's questionnaire
1978 EXAMS (Survey of exam performance)	20	Raw survey data supplied by schools and colleges  300 summary measures of exam performance
1981 NCDS4 (Fourth follow-up)	23	Interview survey Summary measures derived during primary & secondary analysis by NCB & others Area data from 1971 & 1981 Census
1991 NCDS5 (Fifth follow-up)	33	Cohort Member "Your Life..." Cohort Member "What Do You Think?" Cohort Member Interview Partner "Your Life..." Mother Interview Mother "Your Child" Child Interview (Assessments)
<b>Sub-studies:</b>		
1976 Handicapped school leavers	18	Interview survey
1978 Random sample (Feasibility study)	20	Interview survey
1978 Smoking survey	20	Self-completion questionnaire

## **19. NCDS User Support Group**

The NCDS User Support Group (USG) was initially established in the SSRU in 1985 with funding for 2 years from ESRC. Subsequently, City University funded the Group until the NCDS5 Programme commenced and the USG work was absorbed into the new programme. The main role of the USG has been to promote and facilitate the widest possible use of NCDS data by researchers, teachers and policy makers, and its main activities under the NCDS contract included

- (a) Improving data and documentation
- (b) Provision of a working paper series and newsletter distributed free of charge
- (c) Clearing house of information on past, present, and planned research designed to avoid duplication of effort and promote exchange of ideas and collaboration
- (d) Advice and assistance to existing and potential users via face-to-face, telephone, electronic mail, and postal contact
- (e) Supply of research data sets in circumstances where it is impossible or inappropriate for these to be provided by the Data Archive
- (f) Supply of previously uncoded or recoded questionnaire data to non-SSRU researchers (eg X-ray exposure, literacy and numeracy problems, dates of maternal marriage)
- (g) Acquisition of geographical contextual data (eg on air pollution, travel-to-work-areas, water hardness) on behalf of non-SSRU researchers and merging with individual NCDS cohort records so as not to breach confidentiality
- (h) Collaboration with non-SSRU researchers who wish to obtain information from or about special groups of NCDS cohort members without breaching promised confidentiality (eg step-children, those with mental health problems)

During the NCDS5 Programme activities (b)-(h) continued, although productivity and response times were slower compared with earlier phases as priority was given to the NCDS5 survey. It is certain that work (a) has benefitted from the work undertaken to document NCDS5.

With the end of the NCDS5 Programme and the availability of the new data through the ESRC Data Archive, a renewed demand for the services of the USG can be anticipated. Funding recently made available by the ESRC will cover activities (a) to (e), and also efforts to maintain ongoing contact with cohort members.

## **20. Conclusion**

The NCDS5 survey represented one of the major social scientific undertakings of the decade. It required detailed planning over a period of five years, involving the fullest consultation possible about design with the research community. Because of the high costs involved and the complexity and range of the field work support had to be sought from a wide range of funding interests including the Economic and Social Research Council Government Departments and a US Government agency. The field work similarly had to be shared between three field work organisations.

To reduce costs to the minimum, the research team was reduced in size and in the later stages of the work much work originally planned to be sub-contracted was carried out 'in house'. The completion of all tasks envisaged for the project must therefore count as a significant achievement.

With the exception of a slightly poorer response than originally anticipated, all the planning assumptions were borne out and data collection went without hitch.

The result is a data set, available for general research use, which when added to that from the earlier sweeps of the NCDS programme, provides a research resource of immense value in the study of human development. The potential for analysis by the large body of researchers in the UK and overseas is considerable and likely to continue well into the next decade of cohort members lives.

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For further information concerning NCDS data, and NCDS in general, contact:

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# NCDS5: Child Assessments

## NATIONAL CHILD DEVELOPMENT STUDY - STAGE 5, 1991

### CHILD ASSESSMENTS ADMINISTERED: A BRIEF GUIDE

#### INTRODUCTION

1. The contents of the *Child Interview* administered by interviewers during the NCDS5 Survey are briefly described below, together with details of child assessments included in the *Your Child* questionnaire completed by mothers
2. The child assessments employed are based on those used by the US National Longitudinal Survey of Youth (NLSY) for their 1990 survey of the children of female respondents. The latter are, in turn, selected from the development measures employed in similar NLSY surveys in 1986 and 1988.\*
3. NLSY (naturally) made use of instruments developed in the US and a number of changes have been made to individual assessments for use in the NCDS5 Survey. This has mainly involved substituting UK-terminology/usage for US-terminology/usage and reflects the lessons of pilot surveys based on NCDS cohort and non-cohort samples
4. The *Child Interview* provides interviewers with detailed instructions for the administration of each child assessment and space to record responses. One copy is completed for each child assessed. The 58-page instrument is based on the NLSY-model, modified as necessary to reflect changes in individual assessments and to make it look more familiar to British interviewers. Interviewers are also supplied with the necessary Assessment Materials - again modified to reflect changes in individual assessments
5. The Mother *Your Child* questionnaire is also based on an NLSY-model. The 51-page document comprises 4 different age-specific child assessments. Each assessment is, in turn, made up of age-specific questions so that only a relatively few questions are answered for any one child. Again, one questionnaire is completed for each child assessed.

#### SELECTION OF ASSESSMENTS

6. The adoption (and adaptation) of NLSY child assessments for NCDS5 followed extensive investigations, and discussions with researchers advising on the content of NCDS5, and with those associated with NLSY. The aim has been to facilitate cross-sectional and longitudinal analysis of NCDS, and also to enable comparisons between the NCDS and NLSY cohorts

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\* The US National Longitudinal Survey of Youth (NLSY) is based on a national sample of men and women aged 14-21 in 1979. Re-interviews have occurred annually since 1979, and the children of female cohort members have been assessed in 1986, 1988, 1990, and 1992. NLSY forms part of the National Longitudinal Surveys of Labour Market Experience (NLS) which is comprised of five age cohorts.

For further details see BAKER P C and MOTT F L (1988) *NLSY Child Handbook 1989 A Guide & Resource Document for the National Longitudinal Survey of Youth 1986 Child Data* (Columbus, Ohio: Center for Human Resource Research, The Ohio State University)

7. The original selection of assessments for inclusion in NLSY were made jointly by the US National Institute for Child Health and Development (NICHD), the Ohio State University Centre for Human Resource Research (CHRR), and a nationally recognised panel of experts from medicine and the social sciences. The assessments were chosen to meet the following criteria:

- (a) They were "tried and true" tests which, for the most part, had been extensively used by data collectors in a variety of social, economic and cultural settings.
- (b) They were suitable for administration by nontechnical (but otherwise highly qualified) interviewing personnel.
- (c) They were recognised by the social science community as well-established and well-normed, and available statistics indicating that they were highly reliable and valid.
- (c) They were inexpensive to administer, required very little equipment, and relatively short.
- (d) They were appropriate for both cross-sectional and longitudinal analysis. Tests were selected to cover the critical cognitive, personality and physical health dimensions of all maturational stages between birth and early adolescence. With cross-sectional analysis in mind, efforts were made to include basic cognitive and personality scales which can be compared across age groups at one point in time. From a longitudinal perspective, efforts were made to include tests that complement each other analytically, in order to ensure that development inputs at younger ages which are needed to evaluate outcomes at later ages are included.
- (e) None of the tests involved any physical risk to either child or any other family member.

## **THE ASSESSMENTS**

8. Further details of the assessments included in the Child Interview and Your Child questionnaires are given below.

**CHILD INTERVIEW - ASSESSMENTS INCLUDED**

9 The following 9 assessments were administered during the NCDS5 Survey

	Page*
A. Peabody Picture Vocabulary Test - Revised (PPVT-R)	A1
B. McCarthy Scale of Children's Abilities Verbal Memory Subscale ("Verbal Memory")	B1
C. Peabody Individual Achievement Test (PIAT): Math Subscale	C1
D. Peabody Individual Achievement Tests (PIAT).	
I. Reading Recognition Subscale	D1
II. Reading Comprehension Subscale	D6
E. Weschler Intelligence Scale for Children - Revised Digit Span Subscale ("Memory for Digits")	E1
F. Perceived Competence Scale for Children/Self-Perception Profile ("What I am Like")	F1
G. Interviewer Evaluation of Testing Conditions/Temperament	G1
H. Interviewer Observation of Home Environment/Home Observation for Measurement of the Environment - Short Form (HOME-SF)	H1

Note: \* Refers to page numbers of the Child Interview.

10. These assessments are age-specific and are administered by interviewers, as follows:

Child's Age	Child Tests Administered (Code from list above)									
0 - 7 months	-	-	-	-	-	-	-	-	-	-
8 - 11 months	-	-	-	-	-	-	-	-	-	H
1 yr - 2 yrs 11 months	-	-	-	-	-	-	-	-	-	H
3 yrs - 3 yrs 11 months	-	-	-	-	-	-	-	-	-	H
4 yrs - 4 yrs 11 months	-	-	A	B	-	-	-	-	-	H
5 yrs - 5 yrs 11 months	-	-	A	B	C	D	-	-	-	H
6 yrs - 6 yrs 11 months	-	-	A	B	C	D	-	-	-	H
7 yrs - 7 yrs 11 months	-	-	A	-	C	D	E	F	-	H
8 yrs and older	-	-	A	-	C	D	E	F	G	H

11 Further details of each assessment are to be found on overleaf and in Appendix A

## **CHILD INTERVIEW - THE ASSESSMENTS IN BRIEF**

12. A brief description of each of the 9 assessments is given below. Further details are to be found in Appendix A.

- A. **Peabody Picture Vocabulary Test - Revised (PPVT-R, Form L)** (American Guidance Service) (3 years and older): Used to measure the hearing vocabulary knowledge. The standard PPVT administration form was adapted for inclusion in the Child Interview and is used together with the standard PPVT test materials contained in the PPVT-R (Form L) Easel-Kit.
- B. **McCarthy Verbal Memory Scale - (3-6 years)**: A subtest of the McCarthy Scale of Children's Abilities (Psychological Corporation), which assess the ability to remember words, sentences, or concepts from a short story.
- C. **Peabody Individual Achievement Tests (PIAT) Math subtests** (American Guidance Service) - (5 years and older): A wide-range measure of achievement in mathematics. The standard PIAT administration form was adapted for inclusion in the Child Interview and is used together with standard PIAT test materials contained in Volume I of the PIAT Easel-Kit.
- D. **PIAT Reading Recognition and Reading Comprehension subtests** (American Guidance Service) - (5 years and older): These assess the attained reading knowledge. Again, the standard PIAT administration form was adapted for inclusion in the Child Interview and is used together with the standard PIAT test materials contained in Volumes I and II of the PIAT Easel-Kit.
- E. **Memory for Digit Span - (7 years and older)**: A component of the revised Weschler "Intelligence Scale for Children" (Psychological Corporation), which assesses the ability to remember and repeat numbers sequentially in forward and reverse order.
- F. **What I Am Like - (8 years and older)**: 2 scales from Harter's "Self-Perception Profile for Children", which measure perceived self-competence in the academic skills and sense of general self-worth.
- G. **Interviewer Evaluation of Testing Conditions - (ALL ages)**: Used to gauge the attitude of the child towards testing, the child's general physical condition, and whether there were any events that interfered with testing, or caused it to be abandoned early. Items relating to attitude to testing contribute to the assessment of Temperament (other items for this assessment are included in the Your Child Questionnaire).
- H. **Interviewer Observations of Home Environment (ALL ages)**: The interviewer items which form part of the assessment of the nature and quality of the child's home environment. This is based on the Caldwell and Bradley "Home Observation for Measurement of the Environment (HOME) Inventory". The remaining items are included in the Your Child Questionnaire).

**YOUR CHILD QUESTIONNAIRE - ASSESSMENTS INCLUDED**

13 The following assessments are included in the Your Child Questionnaire used for the NCDS5 Survey

		Page*
1	<b>SECTION 1 Motor and Social Development (8 age-specific parts A-H)</b>	<b>3</b>
2	<b>SECTION 2: A - Behaviour Problems Index (ages 4-7 years) B - Rutter A Scale (age 7 years and over)</b>	<b>20 25</b>
3	<b>SECTION 3: Temperament/"How My Child Usually Acts". (3 age-specific parts: A-C)</b>	<b>28</b>
4.	<b>SECTION 4. HOME-SF (Home Observation for Measurement of the Environment - Short Form) (4 age-specific parts A-D)</b>	<b>30</b>

Note \* Refers to page numbers of the Your Child Questionnaire

14 Again, these assessments are age-specific and completed by mothers as follows

Child's Age	Assessments Completed by Mother
0 - 3 months	1A - - - - - 3A - - 4A - - -
4 - 6 months	- 1B - - - - - 3A - - 4A - - -
7 - 9 months	- - 1C - - - - - 3A - - 4A - - -
10 - 12 months	- - - 1D - - - - - 3A - - 4A - - -
13 - 15 months	- - - - 1E - - - - - 3B - 4A - - -
16 - 18 months	- - - - - 1F - - - - - 3B - 4A - - -
19 - 21 months	- - - - - 1G - - - - - 3B - 4A - - -
22 - 23 months	- - - - - 1H - - 3B - 4A - - -
2 yrs - 2 yrs 11 months	- - - - - 1H - - - 3C 4A - - -
3 yrs - 3 yrs 11 months	- - - - - 1H - - - 3C - 4B - -
4 yrs - 5 yrs 11 months	- - - - - 2A - - 3C - 4B - -
6 yrs - 6 yrs 11 months	- - - - - 2A - - 3C - - 4C -
7 yrs - 9 yrs 11 months	- - - - - 2B - - - - 4C -
10 yrs and older	- - - - - 2B - - - - - 4D

15 Further details of these assessments are given overleaf and in Appendix B

## **YOUR CHILD - THE ASSESSMENTS IN BRIEF**

16. A brief description of each of the child assessments is given below. Further details are to be found in Appendix B.

**SECTION 1: Motor and Social Development (under 4 years):** Items taken from Poe, Bayley, Gesell, and the Denver Developmental Screening Test, which measure various milestones in the areas of motor, social and cognitive development.

**SECTION 2: Behaviour Problems Index (4 years and older):** Items from Zill and Peterson's adaptation of the "Child Behavior Checklist" developed by Achenbach and Edelbrock, which elicit mothers ratings of children in areas of problem behaviour such as: hyperactivity, anxiety, dependency, depression, and aggression.

**SECTION 3: Temperament/"How My Child Usually Acts" (under 7 years):** Items from Rothbart's "Infant Behavior Questionnaire" and Kagan's "Compliance Scale", as well as other items selected by Joseph Campos, which combine to form a set of scales measuring temperament or behavioural style over the past 2-week period for each child.

**SECTION 4: HOME (ALL ages):** Mother self-report items which form part of the assessment of the nature and quality of the child's home environment. The items are taken from the HOME (Home Observation for Measurement of the Environment) Inventory, developed by Bradley and Caldwell.

**APPENDIX A: Further details of interviewer-administered child assessments included in the NCDS5 Survey Child Interview**

**A Peabody Picture Vocabulary Test - Revised (PPVT-R)**

**Ages:** 3 years or older  
**Measures:** Hearing vocabulary.  
**Method:** The interviewer says a word and the child points to one of four pictures which best portrays the meaning of the word. The difficulty level increases as the child goes through the test.  
**Source:** Dunn L and Dunn L (1981) *PPVT-R Manual* (Circle Pines, MN: American Guidance Service)

**B. McCarthy Scale of Children's Abilities: Verbal Memory Subscale**

**Ages:** 3 years - 6 years 11 months  
**Measures:** Short-term verbal memory  
**Method:** Consists of 2 parts  
(1) child repeats words or sentences said by the interviewer, and  
(2) child listens to a short story read by the interviewer and retells the essential elements.  
**Source:** McCarthy D (1972) *Manual for the McCarthy Scales of Children's Abilities* (Cleveland: The Psychological Corporation)

**C. Peabody Individual Achievement Tests (PIAT): Math Subscale**

**Ages:** 5 years and older  
**Measures:** Ability in mathematics  
**Method:** Consists of 84 multiple-choice items of increasing difficulty, beginning with early skills, such as recognising numerals, and progresses to measuring advanced concepts in geometry and trigonometry. The interviewer reads out the question and the child selects an answer from one of four.  
**Source:** Dunn L and Markwardt Jr C (1970) *Peabody Individual Achievement Test Manual* (Circle Pines, MN: American Guidance Service)

**D Peabody Individual Achievement Tests (PIAT): I - Reading Recognition Subscale**

**Ages:** 5 years and older  
**Measures:** Ability in oral reading  
**Method:** It consists of 84 multiple-choice items of increasing difficulty, beginning with matching and naming letters, and moving on to reading single words aloud. Children read a word silently and then say it out loud. Entry into this test is determined by the PIAT Math score.  
**Source:** Dunn L and Markwardt Jr C (1970) *Peabody Individual Achievement Test Manual* (Circle Pines, MN: American Guidance Service)

**D. Peabody Individual Achievement Tests (PIAT): II - Reading Comprehension Subscale**

**Ages:** 5 years and older  
**Measures:** Ability to derive meaning from printed words that are read silently.  
**Method:** For each of 56 items of increasing difficulty, the child silently reads a sentence once and then selects one of four pictures which best portrays the meaning of the sentence. Entry into this test is determined by the PIAT Reading Recognition Score.  
**Source:** Dunn L and Markwardt Jr C (1970) *Peabody Individual Achievement Test Manual* (Circle Pines, MN: American Guidance Service)

**E. Weschler Intelligence Scale for Children - Revised: Digit Span Subscale**

**Ages:** 7 years and older  
**Measures:** Short-term memory  
**Method:** Consists of two parts:  
(1) child listens to and repeats sequences of numbers read out by the interviewer; and  
(2) child listens to sequences of numbers read out by the interviewer and repeats them in reverse order.  
In both parts the length of the sequence of numbers increases as the the child responds correctly.  
**Source:** Weschler D (1974) *Weschler Intelligence Scales for Children - Revised* (New York: The Psychological Corporation)

**F. Perceived Competence Scale for Children/Self-Perception Profile**

**Ages:** 8 years and older  
**Measures:** Child's perceived competence in academic skills and his/her sense of general self-worth.  
**Method:** Children answer 12 questions, selecting first how they usually act, and second indicating how true this alternative is of themselves.  
**Source:** Harter S (1984) The perceived competence scale for children, *Child Development* 53 pp 87-97

**G. Interviewer Evaluation of Testing Conditions/Temperament**

**Ages:** All/Temperament score of children under 7 years  
**Measures:** (1) Attitude of the child towards testing, the child's general physical condition, and whether there were any events that interfered with assessment or caused premature termination of the session.  
(2) Temperament - items relating to attitude to testing contribute to the assessment of Temperament for children under 7 years (the remaining items being included in the Your Child Questionnaire).  
**Method:** Interviewer rates child's shyness at first meeting, shyness at the end of the testing session, co-operation with testing, interest and motivation during testing, persistence during testing, and attitude and rapport with the interviewer during testing.  
**Source:** See entry for "Temperament/"How My Child Usually Acts" under Your Child Questionnaire below.

**H Interviewer Observation of Home Environment/Home Observation for Measurement of the Environment - Short Form (HOME-SF)**

**Ages** All - there are 3 versions

- (A) 0-2 years
- (B) 3-5 years, and
- (C) 6 years and older

**Measures:** Contributes towards the assessment of the nature and quality of the child's home environment - HOME-SF (a modification of the Caldwell and Bradley "HOME" Inventory) The HOME-SF yields a total score reflecting the quality of the home environment and mother-child relationship, two general indicators of emotional support and cognitive stimulation, and measures of several processes of the home environment

**Method** Interviewer observation of home environment and mother-child relationship.

**Source** See entry for "Home Observation for Measurement of the Environment - Short Form (HOME-SF)" under Your Child Questionnaire below.

## APPENDIX B: Further details of child assessments included in the NCDS5 Survey Your Child Questionnaire

### 1. Motor and Social Development Assessment

- Ages:** Birth - 3 years, 11 months. There are 8 versions:  
(A) 0-3 months  
(B) 4-6 months  
(C) 7-9 months  
(D) 10-12 months  
(E) 12-15 months  
(F) 16-18 months  
(G) 19-21 months  
(H) 22 months-3 years, 11 months
- Measures:** Dimensions of motor, social and cognitive development of young children  
**Method:** Rating scale completed by the mother  
**Source:** Bayley N (1969) *Bayley Scales of Infant Development: Birth to Two Years* (New York: The Psychological Corporation)
- Gesell A and Armatruda C (1947) *Developmental Diagnosis* (New York: Harper Row)

### 2A. Behaviour Problems Index

- Ages:** 4 years - 6 years, 11 months  
**Measures:** Rating of 6 areas of problem behaviour in children:  
(a) anti-social behaviour  
(b) anxiety/depression  
(c) hyperactivity  
(d) stubbornness/parental conflicting behaviour  
(e) immature/dependent behaviour, and  
(f) social withdrawing/peer conflicting behaviour.
- Method:** Rating scale completed by the mother  
**Source:** Achenbach T M and Edelbrock C S (1981) Behavioral problems and competences reported by parents of normal and disturbed children aged four through sixteen, *Monographs of the Society for Research in Child Development*, No. 188, Vol 46, Whole No. 1
- Graham P J and Rutter M L (1968) The reliability and validity of psychiatric assessment of the child II: Interview with the parent, *British Journal of Psychiatry* 114, pp 581-592
- Rutter M L, Tizard J, and Whitmore K (1970) *Education, Health and Behaviour* (London: Longman)
- Kellam S K, Branch J D, Agrawal K C, and Ensminger M E (1975) *Mental Health and Going to School: The Woodlawn Program of Assessment, Early Intervention, and Evaluation* (Chicago: University of Chicago Press)
- Peterson J L and Zill N (1986) Marital disruption, parent-child relationships, and behavioral problems in children, *Journal of Marriage and the Family*, 48 no 2

## 2B Rutter A Scale

<b>Ages</b>	7 years and older
<b>Measures</b>	Rating of child's behaviour in the home yielding 3 scores (1) Conductive Disorder Score (2) Hyperactive Score (3) Total Score
<b>Method</b>	Rating scale completed by the mother
<b>Source</b>	Rutter M L, Tizard J, and Whitmore K (1970) <i>Education, Health and Behaviour</i> (London. Longman)

## 3 Temperament/"How My Child Usually Acts"

<b>Ages</b>	Under 7 years There are 3 different versions. (A) Less than 12 months ("How my infant usually acts") (B) 12 - 23 months ("How my toddler usually acts") (C) 2 years - 6 years 11 months ("How my child usually acts")
<b>Measures</b>	Temperament or behavioural style of children under age 7 years, more specifically: (A) "How my infant usually acts" addresses the activity, predicatbility, fearfulness, positive affect, and irritability. (B) "How my toddler usually acts" addresses the feafulness, positive affect, and irritability (C) "How my child usually acts" measures the compliance, affect, attachment, and sleep problems
<b>Method</b>	(1) Maternal self-report - NB: included in NCDS5 Your Child Questionnaire" (2) Interviewer observation - included in Child Interview Interviewer rates child's shyness at first meeting, shyness at the end of the testing session, co-operation with testing, interest and motivation during testing, persistence during testing, and attitude and rapport with the interviewer durning testing.
<b>Source</b>	Rothbart M K and Derryberry D (1984) Emotion, attention and temperament, In Izard C E, Kagan J, and Zajonc R (Eds) <i>Emotional Cognition and Behaviour</i> (New York. Cambridge University Press)  Campos J J, Barrett K, Lamb M E, Goldsmith H H, and Stenberg C (1983) Socioemotial development, In Haith M M and Campos JJ (Eds) <i>Handbook of Child Psychology, Volume 2: Infancy and Development Psychobiology</i> , pp 783-915 (New York Wiley)

## 4. Home Observation for Measurement of the Environment - Short Form (HOME-SF)

<b>Ages</b>	All - there are 4 versions: (A) 0-2 years (B) 3-5 years (C) 6-9 years, and (D) 10 years and older
<b>Measures</b>	The quality of the child's home environment The instrument yields a total score reflecting the quality of the home environment and mother-child relationship, two general indicators of emotional support and cognitive stimulation, and measures of several processes of the home environment It is a modification of the Caldwell and Bradley HOME Inventory.
<b>Method</b>	(1) Maternal self-report - NB included in NCDS5 Your Child Questionnaire (2) Interviewer observation of - included in Child Interview.
<b>Source</b>	Caldwell B M and Bradley R H (1984) <i>Home Observation for the Measurement of the Environment</i> (Little Rock, Arkansas)

**NATIONAL CHILD DEVELOPMENT STUDY - STAGE 5**

**MAIN INTERVIEWER INSTRUCTIONS**

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## 1. SURVEY BACKGROUND

The survey is officially known as the National Child Development Study, Stage 5, or NCDS 5. It is being sponsored by several organisations led by the Economic and Social Research Council (ESRC) and several government departments and US funders. It is conducted by the Social Statistics Research Unit at City University (SSRU).

NCDS dates back to 1958 when a special study of perinatal mortality - children who die within a few weeks of birth - was carried out by the National Birthday Trust. They took as a sample all the children born during the week of March 3rd-9th 1958, and monitored their development over the first weeks of their lives. When the children in the sample were seven a follow-up study was carried out, this time by the National Children's Bureau, and a further follow-up took place four years later. The children's progress at school was measured, as were their health and physical development. A third follow-up took place when the sample members were 16, and in 1981 a consortium involving SCPR and NOP interviewed the sample again, at the age of 23.

To take the study a stage further, SSRU is going back to all the sample members again, now aged 33, to see how things have changed in the last 10 years. In total there are just over 16,000 members of the sample including some who moved to this country before they were 16, and they are spread over the whole country.

This stage is being conducted by a consortium of NOP, SCPR and RSCB.

## 2. SUMMARY OF SURVEY PROCEDURES

It is important to bear in mind on this survey that your tasks will involve detective work, in tracking down some cohort members as well as the usual interviewing tasks.

You will be expected to:

### 1. Trace the Cohort Member

You will have an address for each sample member. Most of these addresses are up-to-date and have been confirmed by post in the last 6 months. But with a sample of 16,000, there will be a substantial number of sample members who are no longer living at the last recorded address.

It is vital that we do succeed in tracing the sample members. Each time the sample members are followed up, a small number cannot be traced. These people are irreplaceable. The essence of a 'follow-up' is that exactly the same people are interviewed at each stage, so we really need your help in ensuring that none of the sample are lost in this round, and better still that we find some of those lost in earlier rounds!

Details of how you go about tracing are given later in these notes

## 2. Send out Self-Completion Questionnaires

You should send out a 'Your Life Since 1974' self-completion questionnaire, and a 'What do you Think?' self-completion to all cohort members in your sample.

## 3. Contact the Cohort Member and Arrange the Interview

The members of the sample are generally aware of the importance of the study, and of the unique role each one of them plays in it. This means that they are usually very keen to be involved in the study, and will be more prepared to give up their time to be interviewed than a respondent on a normal survey. Once you have succeeded in locating a sample member, you will almost certainly get an interview. Again, we must stress the irreplaceability of the sample members. Make every effort to ensure that the sample member does agree to be interviewed, and bear in mind, during all your contacts with the respondent (and during the interview), that a further follow-up may be conducted in the future and that it is vital that the cohort member is left feeling co-operative towards the study.

Information on introducing the survey and contacting cohort members is given later in these notes.

## 4. Complete the Questionnaire

The interview will last about 1½ hours and will cover a wide range of topics. On the pilot surveys, we found that cohort members found the topics interesting and enjoyed taking part in the interview.

## 5. Establish if there is a Partner

If the cohort member is living with a spouse or partner, then you should ask the spouse/partner to fill in the partner version of the 'Your Life Since 1974' questionnaire. This is the blue version, with P in the top left corner.

## 6. Mother and Child Sample

One third of all interviewer assignments have been selected for the mother and child sample. If you are working in one of these points you will have a separate set of instructions to deal with the mother interview, the child self-completion, and the child tests.

### 3 SURVEY DOCUMENT SUMMARY

The list below gives all the documents you will use during the course of this survey. A description of how to use each document is given later in these notes.

- \* Cohort Member 'Your Life Since 1974' Self-Completion
- \* Partner 'Your Life Since 1974' Self-Completion
- \* 'What do you Think?' Self-Completion
- \* Cohort Member Interview
- \* Record/Medical Consent Form
- \* Showcards
- \* Introductory Letter
- \* Partner letter
- \* 'What is NCDS?' Booklet
- \* Sample Labels
- \* Contact/Outcome sheet
- \* Change of Address Letter
- \* 'My New Address' Form
- \* Continuation Sheet for Cohort Member Interview
- \* These Instructions

#### Mother and Child Sample only

- \* Mother Interview
- \* Mother Showcards
- \* 'Your Child' Self-Completion
- \* Child Interview
- \* Child Interview Showcards
- \* Child Permission Form/Child Information Sheet
- \* PPVT Age Calculation Sheet
- \* Mother and Child Instructions

### 4 INFORMING THE POLICE

It is very important that you notify the police before starting work in any sampling area by calling at the nearest police station in that area. Tell them what the survey is about, give them a copy of the introductory letter for cohort members, and explain how long you will be working in the area. Then present your identity card and leave your name and home telephone number. Ensure that all the details you have given are recorded in the day book at the station desk if that station has one. Make a note of the name of the officer to whom you speak and the date of your call so that in the event of any query or complaint to the police, you are fully covered. It is reassuring for suspicious informants to be told that the police know about you and about the survey, and that they can check with the police station.

YOU MUST NOT START WORK UNTIL YOU HAVE DONE THIS

## 5. THE SAMPLE AND SAMPLE LABELS

### THE SAMPLE

The issued sample comprises roughly 15,600 cohort members

The main sample has been divided into two unequal parts

#### Main sample

Two thirds of the sample have been allocated to the main sample. We will carry out interviews with these cohort members, weigh and measure them, and ask them to fill out various self-completion documents. We will also be asking their spouses/partners to fill out a self-completion document.

These cohort members are identified as being SAMPLE TYPE 1 on the sticky labels (see below).

#### Mother/Child sample

One third of the sample has been allocated to the mother/child sample. In addition to the procedures described above, you will be interviewing, and weighing and measuring any children they have, interviewing the mother of these children, and asking the mother to fill in self-completion questionnaires about the children. All this is spelled out in greater detail elsewhere in this document.

Members of the mother/child sample are identified as SAMPLE TYPE 2 on the sticky labels.

The names and addresses of cohort members are stored on computer. At the start of the survey the computer will print out for each interviewer the names and addresses of those cohort members he or she is being asked to cover. These will be printed as a set of sticky labels.

#### SERIAL NUMBER (CHECK LETTER)

Every cohort member is uniquely identified by a 6-digit serial number followed by a Check Letter (eg 201653G). It is this number that links all the information that has been collected about the cohort member from birth to the present day. It is, therefore, essential that it is correctly recorded on all documents.

You will be given, for each cohort member, a set of pre-printed labels bearing his or her serial number. These will be transferred to the main survey documents, thus helping to avoid possible clerical error during transfer. However, there will be times when we ask you to write out the serial number. Whenever you do this, please be very careful to check that you have entered it correctly. For example.

5	7	8	1	2	4	G
---	---	---	---	---	---	---

The check letter is important also. This is part of a computerised checking system to ensure that the correct identity code is recorded.

## SAMPLE LABELS

Eight different labels will be produced for each cohort member, and each has to be transferred by the interviewer to a particular survey document. It is very important that the right labels are transferred to the right place. They have been designed to minimise the extent to which wrong serial numbers are given to a cohort member and to provide you, the interviewer, with information to help you contact the cohort member.

The labels are printed out in columns of eight (one column per sample member) Three cohort members fit on each page of labels. On the next page we show labels for three fictitious sample members.

Below we describe the purpose of each label and where it should be placed We describe them consecutively, starting at the top

### First label

This is the contact/outcome sheet address label It should be placed on the top left hand side of the contact/outcome sheet before you attempt to make contact with the Cohort member.

It contains:

- Cohort member serial number and check letter
- Cohort member's name and address

### Second label

This is the contact/outcome sheet information label. It should be placed on the top right hand side of the contact/outcome sheet before you attempt to make any contracts.

It contains the following information which may be helpful when you are tracing Cohort members

- Cohort member serial number and check letter.
- Sample point number and sample type. For example, 002/1 means that this person is in sample point 002 and is sample type 1 (the main sample) 071/2 means they are in sample point 071 and are sample type 2 (the mother/child sample)
- Telephone number, where known.
- Status of the address you are being supplied with. This is based upon postal checks that are made every year and can be any of the following

CONFIRMED this means that the address was confirmed as correct on the date shown

GONE AWAY this means that the last time the address was checked the person had moved

DEMOLISHED last time the address was checked it was found to be demolished

PARENTS address given is parent's address

TEMPORARY last known address was temporary

SN. 821523Q  
MR TREVOR STEPHEN WHEELER  
8 THORNDALLES  
ST JOHNS AVENUE  
BILLERICAY  
ESSEX  
CM11 2PQ

SN 822025C  
MRS DIANE GILES  
1 KEEPERS COTTAGE  
MERCER ROAD  
BILLERICAY  
ESSEX  
CM12 0PL

SN. 822034D  
MS SUSAN E THOMAS  
22 VIKING WAY  
BILLERICAY  
ESSEX  
CM11 4RT

SN : 821523Q 002/1  
TEL. 0277 881396  
CONFIRMED 07-12-1990 M  
BIRTH SURNAME. WHEELER

SN . 822025C 002/1  
TEL. 225091/227878  
CONFIRMED 17-04-1990 F  
BIRTH SURNAME: FRANCIS

SN : 822034D 002/1  
TEL.  
GONE AWAY 23-03-1989 F  
BIRTH SURNAME. MOCKETT

SN. 821523Q CM  
MR TREVOR STEPHEN WHEELER  
8 THORNDALLES  
ST JOHNS AVENUE  
BILLERICAY  
ESSEX  
CM11 2PQ

SN. 822025C CM  
MRS DIANE GILES  
1 KEEPERS COTTAGE  
MERCER ROAD  
BILLERICAY  
ESSEX  
CM12 0PL

SN. 822034D CM  
MS SUSAN E THOMAS  
22 VIKING WAY  
BILLERICAY  
ESSEX  
CM11 4RT

SN. 821523Q P  
8 THORNDALLES  
ST JOHNS AVENUE  
BILLERICAY  
ESSEX  
CM11 2PQ

SN: 822025C P  
1 KEEPERS COTTAGE  
MERCER ROAD  
BILLERICAY  
ESSEX  
CM12 0PL

SN. 822034D P  
22 VIKING WAY  
BILLERICAY  
ESSEX  
CM11 4RT

SN: 821523Q

SN: 822025C

SN: 822034D

SN. 821523Q

SN: 822025C

SN. 822034D

SN. 821523Q

SN: 822025C

SN: 822034D

SN 821523Q

SN: 822025C

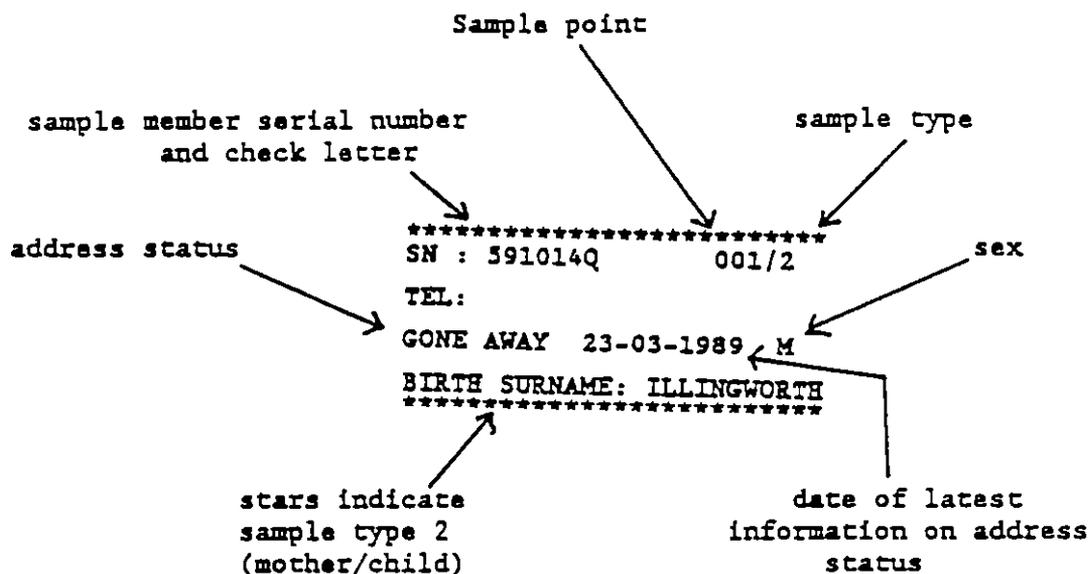
SN: 822034D . .

UNCONFIRMED last known address has not been confirmed by post  
FORCES address is an HM forces address

All addresses apart from the unconfirmed ones will be followed by a date indicating when the latest information was provided.

- Gender of cohort member. M - Male, F - Female
- Birth surname of cohort member

The various locations of these pieces of information on the label are shown below:



### Third label

You will use this to post to the cohort member the 'Your Life Since 1974' and 'What do You Think' self-completion questionnaires before you attempt to make contact with the cohort member (see 'Contacting Cohort Members', Section 6) You will notice that the label has 'CM' on it to distinguish it from the fourth label.

### Fourth label

In many cases you will find, when you 'phone the cohort member to arrange your appointment, that (s)he has a spouse/partner. If there appears to be no resistance to the spouse/partner's filling in the Partner Your Life self-completion questionnaire, you may post it out in advance of your visit so that you can pick it up at that time. This label is provided for this purpose. Note that you will have to enter the partner's name on the label before posting. The label is marked with a 'P', to distinguish it from the third label.

### Fifth to eight labels

These contain serial numbers only They are for use on the following documents (on the remaining documents, enter the serial number by hand).

- Cohort Member Interview questionnaire
- Cohort Member Your Life Since 1974 self-completion questionnair
- 
- Cohort Member What Do You Think self-completion questionnaire
- Partner Your Life Since 1974 self-completion questionnaire

## 6 CONTACTING COHORT MEMBERS

### ESTABLISHING CONTACT

- 1 Start by sending out the two cohort member self-completion questionnaires Put a 'Your Life since 1978' self-completion questionnaire (the white one) and a 'What do you think' self-completion questionnaire, along with a 'Dear Cohort Member' letter in an envelope Stick on the name and address label and a first class stamp, and then post it.

Do not send out self-completion questionnaires to all your sample straight away - there is no point sending out 25 if you know you will only be able to get around to see 5 in the first week of fieldwork. Plan your route, and break the sample into local groups, then send out a few at a time - just as many as you can reasonably keep up with.

If the sample information label is marked 'gone away', or 'demolished' do not send out the self-completion questionnaire, but visit the address instead to try and trace the cohort member.

2. After sending out the self completion questionnaires and covering letter you should allow a few days for the cohort member to complete these, then make your initial contact with a cohort member by telephone, or by a personal visit at the address given on the Contact Sheet. Wherever possible you should attempt to make your first contact by telephone rather than by a visit. In many cases the sample label includes a telephone number, but you should be able to find numbers for most of the cohort members in your local telephone directory.

If anyone expresses reluctance on the telephone to agree to be interviewed you can always say something like 'let me call on you, explain the survey a bit more and then you can decide whether we can make a date to meet again or not'

When you ring up you should first of all establish that they have had the self-completion questionnaires and have filled them in. If so, arrange a time to call to conduct the main interview. If they have not filled in the self-completion questionnaires use the call as a reminder to them, and say you'll call again in a couple of days

- 3 If you find that you are unable to contact the cohort member in person, despite repeated phone calls or visits, then write a letter. In your letter explain the purpose of your visit, arrange an appointment or time when you can be contacted by phone, and enclose an introductory letter for the cohort member's information

## INTERVIEWING IN ONE OR TWO SESSIONS

In some instances you may have to split the interview into two separate sessions. If you can, try to avoid doing this. It may help to tell the cohort member that the average interview lasts 90 minutes. If you have to split an interview, please give the reason on the Contact/Outcome Sheet.

## 7. WHOM TO INTERVIEW AND WHERE

Members of the cohort will be living in a variety of circumstances. Not all will live in a house or flat; for example, some will live in residential hostels like the YMCA, others will work in places like hotels where they are provided with a room of their own, others could be in hospital for a long time, a few will be in prison, some could be in a squat and some we know live in army barracks. You should try to interview everyone, regardless of where they live. The only exceptions are cohort members who no longer live in England, Wales, Scotland or the outlying islands.

## INTERVIEWING ALONE

Wherever possible you should try to interview the cohort member on his or her own. You should, therefore, discourage the presence of other people. The interview is about almost all aspects of someone's life from age 23-33 and there may be parts of the interview that the cohort member would rather not answer if others are around. However, we realise that it may not always be possible to interview someone on their own. At some points in the questionnaire we ask you to record the presence of other people during the interview.

## INSTITUTIONS

Obtaining an interview with someone in an institution may sometimes be difficult. However, if the cohort member is in a hostel (eg YMCA), or a Women's Refuge, you should be able to make direct contact with the cohort member, by a visit or telephone call. Sometimes you may need to speak to the warden (or equivalent) before you can do this.

DO NOT attempt to obtain an interview, or seek permission to interview the cohort member, if he or she is in.

- (a) a prison
- (b) a hospital
- (c) an Army or RAF camp

If you find a cohort member in these circumstances, you should refer the problem to your field office, who will ask the SSRU to obtain permission for you to interview the cohort member.

If a person in charge of any other sort of institution wishes a formal approach to be made, then refer this back to the office who will ask the SSRU for their help.

## COHORT MEMBERS WHO ARE KNOWN TO YOU

We do not want you to interview anyone you know personally, such as a friend, a neighbour or the son or daughter of a friend. Refer such cohort members back to the office immediately.

## COHORT MEMBERS NOT CAPABLE OF A STANDARD INTERVIEW

A few of the cohort members will be disabled in some way. If you are told that the he or she will not be able to understand or answer your questions, you should contact your field office for advice on how to proceed.

Please give the Identity Code of the cohort member you are telephoning about and a brief description of the problem. Someone will then get back to you.

You may be asked to ask the cohort member just a few questions or to obtain some information from a parent or other carer. You should follow the advice given to you.

## 8 INTRODUCING THE SURVEY

When you introduce the survey you should explain:

a) Who you are and who the survey is for

*I work for Social and Community Planning Research/Research Surveys of Great Britain/NOP Market Research and am carrying out a survey for the National Child Development Study.*

Show your identity card at all addresses and to anyone who asks to see it.

b) What the survey is about

Start by explaining the purpose of the survey:

*As you may remember, you have helped over the years with the National Child Development Study - an important study which has been following the lives of all those who, like yourself, were born between the 3rd and 9th of March 1958. The last survey was in 1981.*

*The reason for this survey is to see how you are getting on nowadays. I want to get a picture of all the things you have done since the last survey - for example, when you were working, in education, unemployed, doing housework or something else.*

## 9 INTRODUCTORY LETTER AND 'WHAT IS NCDS?' BOOKLET

You will be provided with supplies of an explanatory letter on NCDS headed paper. This letter must be sent to each cohort member with the self-completion. Note there is a separate letter for the spouse or partner if there is one.

You will also be given supplies of a booklet produced by SSRU entitled 'What

is NCDS' This booklet describes the purpose of the National Child Development Study and outlines what has been learned to date from the study. This booklet must be left with each person you interview.

## 10 ANSWERING QUESTIONS ABOUT THE SURVEY

### WHAT IS THE PURPOSE OF THE SURVEY?

In most cases it will not be necessary to give any more information than that suggested above.

However, if your cohort member asks for more information about the survey and its purpose you should use the explanation given in the 'What is NCDS?' booklet.

### WHO IS PAYING FOR THE SURVEY?

A number of organisations, headed by the Economic and Social Research Council and including government departments are contributing towards the cost of this survey; Each funder has a different interest depending on its specific responsibilities but all are concerned to ensure that this very important study continues in order to add to the information gathered over the past 33 years

### WILL THESE FUNDERS SEE MY REPLIES?

No, they will not know who said what. The names and addresses of those interviewed in this survey are known only to SCP, RSG, NOP and the researchers at SSRU. Your questionnaire does not have your name and address on it, only an anonymous Identity Code which will link it to all the NCDS surveys you have taken part in. Your name and address are kept quite separately from the questionnaire.

Your name and address will never be revealed without your permission and no one's replies can be personally identified without these.

### HOW CAN I BE SURE YOU ARE A GENUINE INTERVIEWER?

I have shown you my identity card. Also I have here a letter from the National Child Development study explaining about the survey. The police have been told of this survey and, if you like, you can check with them.

### WHY DO YOU WANT TO KNOW WHERE ... (THE COHORT MEMBER) HAS MOVED TO?

You will be asking neighbours or family to help you locate cohort members who have moved or to let you know if he or she still lives at the address you are trying to contact. You could be asked why they should give you this information. You should, of course, explain the purpose of the survey to the person you are speaking to and say how important it is that you get in touch with everyone in it so that they can decide whether to take part again or not. A copy of the 'What is NCDS?' booklet might help in some circumstances. If someone is unwilling to disclose the cohort member's address use the New Address Form and letter described in Section 12.

## 11. TRACING

Your starting point for tracing each cohort member is the address you have been given. It is likely that in most instances you will find the cohort member living at that address. However, tracing cohort members who are not resident at the address you are given for them is almost as important as obtaining an interview with those that are. You are expected, therefore, to spend a considerable amount of effort and time to obtain a new address for a moved or untraced cohort member.

Tracing may be necessary for two reasons because the cohort member has moved away from the address you are given or because the address you are given is insufficient to locate it immediately.

We hope that in most such instances you will be able to provide us with the cohort member's new address in full. There will, however, be some cases where you can only provide us with clues as to the cohort member's whereabouts (eg. "parents have moved to Hull, bought a house there, cohort member believed to be a teacher in Slough"), and in some cases you may come up with nothing at all.

If you come up with nothing at all after having done everything reasonable, we shall pass the information back to SSRU who may be able to get information from other sources. If you can provide us with some clues, although not a full address, we might ask another interviewer to follow these clues up (such as contacting the Education Department in Slough) or we may decide to refer the cohort member back to SSRU.

Overleaf is a check list of the main places and people you should try to obtain a good address for a cohort member. This list is far from being a comprehensive list of all possible sources. You should not limit yourself to this list only but use your initiative to follow up any useful ways of getting the information you require.

We wish to know the tenure of the address at which a cohort member previously lived as this can be a valuable clue when tracing later. You should use the front page of the Contact Sheet (see Section 13) to record all your attempts at tracing a cohort member and for recording a new address, where one is obtained.

### TRACING CHECK LIST

IF YOU ARE GIVEN AN INCOMPLETE ADDRESS, HAVE YOU:

- \* checked with the post office to get a full address
- \* checked in local directories
- \* checked in telephone directories

IF YOU CANNOT FIND THE ADDRESS, HAVE YOU:

- \* checked the telephone directory
- \* looked in local street guides
- \* consulted the post office
- \* consulted the police
- \* asked local shops, such as a newsagent
- \* checked at the local library

IF THE COHORT MEMBER HAS MOVED OR YOU HAVE ESTABLISHED BEYOND REASONABLE DOUBT THAT THE COHORT MEMBER NEVER LIVED AT THE ADDRESS, HAVE YOU DONE THE FOLLOWING:

- \* asked the present occupants for the cohort member's whereabouts
- \* asked the neighbours
- \* followed up any local friends/relatives you are told might be able to help
- \* noted the tenure of the address the cohort member no longer lives at
- \* followed up any other useful leads

## 12 FOLLOWING UP COHORT MEMBERS

During your tracing efforts you could find that you would need to travel some distance to follow up new addresses or leads

Should you obtain a new address for a cohort member, record it as a new address on the Contact Sheet (see Section 13 of these notes) Then follow the rules below

- a) *Address lies within 15 miles of the original address, or is nearer to your home than the original address*

You should follow the cohort member to this address and attempt to interview him or her No references to the office should be made

- b) *All other addresses*

Return the Contact/Outcome Sheet to the office immediately

## FORWARDING ADDRESSES NOT GIVEN TO YOU

It is possible that someone who knows a cohort member's new address may be unwilling to disclose it to you because they feel they may be doing something the cohort member would dislike To overcome this problem, we have supplied a letter and a New Address Form which you should ask your informant to pass on to the cohort member In addition, you should give the person your telephone number and ask them to pass it on to the cohort member so that he or she can telephone you for further information.

A copy of this letter, is shown overleaf You should, as in the example overleaf, write in the date, the name of the cohort member (using first and second name), and the name of your informant. You should then make out a 'My New Address' form by entering the cohort member's name, his or her Identity Code and Check Letter, your Interviewer Number and putting your name, address and telephone number in the 'RETURN TO' space An example of a form ready to go off is also shown below

Put the letter, the form and a return envelope with a second class stamp on it in an envelope on which you have written the cohort member's name Stamp it with a second class stamp and pass it to your informant to complete the address and post to the cohort member Should you receive a reply, enter this as a new address on your Contact/Outcome Sheet and then follow the rules set out in Section 12 If the form is sent to the SSRU, it will be sent to you

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# NCDS - National Child Development Study

A study of everyone living in Great Britain born in the week 3-9 March 1958

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Social Statistics Research Unit • City University • Northampton Square • LONDON EC1Y 0HB • (071) 253-4399

16 May 1991

Dear Sally Jones

As you may remember, over the years you have taken part in the National Child Development Study - an important study which is following the lives of all those who, like you, were born in the week 3-9 March, 1958

We are now continuing our study and would like to contact you so that we can find out what has been happening to you since we were last in touch. We have asked Social and Community Planning Research, NOP Market Research Limited, and Research Surveys of Great Britain to carry out a survey on our behalf and an interviewer called today at the address we have on our files only to learn that you now live elsewhere

The interviewer spoke to your sister who did not wish to give your new address without your permission, but did agree to forward this letter on our behalf.

I would be most grateful if you could let us have your present address, wherever it is you live now. You should complete the enclosed form and return it to the interviewer or, if you prefer, to me. Alternatively, you can telephone the interviewer if you wish.

Can I stress that by giving us your address you are not committing yourself to be interviewed. You can decide that when an interviewer contacts you to explain the interview and asks you to take part in the survey.

I enclose a stamped envelope for your reply. The interviewer's address and telephone number are given on the form as well as mine

We look forward to hearing from you soon.

Thank you very much for your help

Yours sincerely,



Peter H. Shepherd  
Senior Research Fellow

NCDS5/Int

as soon as it is received

Alternatively, try to persuade your informant to make contact with the cohort member by telephone

NCDS 5 1991

### MY NEW ADDRESS

SERIAL NO

573281K

SAMPLE POINT

221

Name Sally Jones

INTERVIEWER NO

12345P

Present Address \_\_\_\_\_

Postcode (if known) \_\_\_\_\_

Telephone number (if any) \_\_\_\_\_

PLEASE RETURN TO -

MRS SARAH REYNOLDS  
15 THE AVENUE  
LYMG REGIS  
DORSET LR2 5JW

OR Peter Shepherd  
National Child  
Development Study  
SSRU  
City University  
London EC1V 0HB

Telephone number - 05678 281

### 13 CONTACT AND OUTCOME SHEETS

The Contact and Outcome sheets are printed in two colours: white for the main sample (to which will be attached sample type 1 labels), and green for the mother/child sample (to which will be attached sample type 2 labels)

There is one Contact/Outcome sheet for each cohort member, regardless of whether or not (s)he is eventually interviewed. You will have placed the first (address) and second (information) labels onto the first page before attempting to make contact with the relevant cohort member

It is very important that you take care to complete all the Contact/Outcome sheets carefully and fully. Another interviewer may have to work from these documents and SSRU and the Office will need all the relevant information you have about each cohort member. Therefore, it is important to make sure that someone unfamiliar with your handwriting can read all the entries you make. Instructions on how to fill in the Contact/Outcome sheets are given below.

The Contact/Outcome sheet contains confidential information, (eg name and address, previous addresses, how the cohort member may be traced). Whenever an interview is obtained, it should be sent back to the Office separately from the questionnaire (see Returning Work to the Office).

#### (A) PAGE 1 OF CONTACT/OUTCOME SHEET

Page 1 is divided into four sections, providing room for up to four addresses and any information you obtain at each address. For example, if a call at Address 1 (ie that on the Name and Address label) reveals that the cohort member has moved away, and you are given a new address, the new address will be recorded as Address 2, and so on.

Note that the address boxes on the left hand side are reserved for cohort member addresses. Other useful addresses (eg. of person's sister) should be recorded in the "What Happened" section on the right hand side.

You may find that the address printed on the Name and Address Label which you have on this page contains errors (eg the name of the cohort member, street or town is incorrectly spelt) or part of the address is missing. If so, correct the Address Label and draw attention to your correction by striking through errors lightly and entering the correction above the error. The same applies to telephone numbers relating to any of the cohort member addresses you obtain.

When you finish calling at each address on the first page of the Contact Sheet, you should summarise the final outcome of your calls to this address under the heading 'Outcome' below each address. The final outcome is the stage you have reached when (a) you have obtained a full or partial interview with the cohort member, or (b) you have fully completed all attempts to contact and interview the cohort member at that address (see Tracing, and Following up Cohort members). You will find the Outcome codes you should enter in the 'Outcome Code Key' box at the top of page 3 of the Contact/Outcome Sheet. DO NOT ring the Outcome Codes on that page.

Explanations of each Outcome Code, and examples of the situations you may find are given below.

#### Outcome Code for a Productive Interview

Ring code 01 if you achieve a full interview with the cohort member at an address, and ring code 02 if you achieved a partial interview. Then enter code 01/02 (as relevant) at Q1a) at page 3 of this Contact/outcome Sheet, and complete the remaining sections.

Note that if the only missing pieces of information in the questionnaire are refused questions or part sections (such as occupational earnings questions), count this as a full interview. A partial interview is when you are unable to complete the interview because the cohort member becomes bored or has to go out, etc and you cannot arrange an appointment to come back and complete the questionnaire.

## Outcome Codes for Unproductive Outcomes

### Moved/No Trace Outcome (Codes 11-19)

The first Outcome Code boxes under each address are labelled 'Moved/No Trace'. A code should be entered in these boxes in those instances where a cohort member cannot be interviewed at the address because (s)he has moved away, or there is no evidence (s)he ever lived there, or there is no trace of the address having existed. These are the Outcome Codes 11-19 listed on the Contact/ Outcome sheet.

If you enter one of these codes, you must give a full explanation in the right-hand column of all the tracing attempts you made to find a new address for the cohort member (or to find the address at all), who you spoke to, any useful leads given to you and so on.

If you are given a new address for the cohort member, you should record this address in full in the address space below the address you have been tackling. Thus if you have been tackling Address 1 and obtain a new address for the cohort member, record this new address under Address 2.

It is possible that when you call at the address given to you, you will find that the cohort member has never lived at that address. It is quite likely that this will be because there has been some error in recording the address for the cohort member. You may well discover that the cohort member lives close by in another and very similar address (you must always, of course, do your tracing to find out if this is the case or not). If the address error is obviously a clerical transfer error and the correct address is still within your Sample Area, you should simply alter the address on the Contact Sheet (indicating that you have done this by an X in the margin) and then follow the cohort member to that address. Should, however, the address be further afield, you should treat it as a new address

The meaning of the individual codes are described in greater detail below

### Codes

- 11 - use this code when you find the address you have been given is insufficient to allow you to locate the address. If you are able to ascertain what the full address should be, alter the name and address label on the Contact Sheet to show the full address and attempt to interview at it (obviously you would not then use outcome code 11) You should not record this as a new address (unless the address you find for the cohort member is a completely different one).
- 12 - only use this code if you can find no trace of the address and no-one you ask (including the post office/newsagent) is able to provide any information as to its previous existence. If the address has been demolished use code 18
- 13 - use this code if you find that the cohort number is not at the address you have been visiting, but is known to have moved to an address that you are allowed to follow up according to the rules on tracing and following up (ie at an address within 15 miles of the original address on the label, or nearer to where you live than the address on the label) If you are not allowed to follow up this address according to the rules, you should ring code 14 or 15, as relevant

- 14,15 - these are self-explanatory Note that Eire and Northern Ireland are not GB addresses, and should therefore be given code 15 The Channel Islands, Isle of Man, Scilly Isles and all Scottish Islands count as GB.
- 16 - use this code if you ascertain from the present occupants or from neighbours that the cohort member does not live at the address and are unable to obtain a new address. (If you can get a new address use codes 13, 14 or 15) If you obtain the information from neighbours because you cannot make contact at the address itself, you must use this code only if you are certain they know what they are talking about. If the neighbours have doubts, or you doubt their information, use code 20 instead (see below).
- 17 - as described on Contact/Outcome Sheet
- 18 - this code applies in those cases where you can find no trace of the address but local informants tell you that it has been demolished
- 19 - as described on Contact/Outcome Sheet.

Other Unproductive Outcomes (Codes 10, 20-28)

If the reason you are unable to interview the cohort member at an address is covered by one of the Outcome Codes 10, 20-28 listed on the Contact/Outcome Sheet, you should enter the appropriate code in the second Outcome Code boxes beneath the address You should also summarise all that happened in your attempts to obtain an interview at the address If, for instance, the cohort member is away on holiday or in hospital and will not be back home until after the last date you have been given to complete your interviews, give his or her expected date of return

The remaining unproductive outcome codes are described in greater detail below:

- 10 - We hope that the great majority of dead cohort members will have been removed from the sample before issue. However, it is feasible that one or two will arise in a sample of this size.
- 20,21 - these codes cover the situations where you are unable to find out whether or not the cohort member lives at the address If this is because you were unable to make contact with anyone at the address after 4+ calls you should ring code 20 Should you be unable to ascertain whether or not the cohort member lives at the address because someone at the address refused to disclose this information, then you should use code 21 Should you learn that the cohort member does live there but are refused access to him or her, use Code 24 instead
- 22-28 - use one of these codes when you know the cohort member lives at the address but you are unable to carry out an interview with him or her
- 22 - this is self-explanatory
- 23 - only use this code if the cohort member personally refused to be interviewed

- 24 - use this code if someone other than the cohort member refused you the interview This could be by denying you access or because they are acting on behalf of the cohort member.
- 25 - this is self-explanatory
- 26 - only use this code if you are unable to interview the cohort member for this reason because he or she is ill throughout the whole of the period you are given to conduct your work in.
- 27 - record on the Contact Sheet the cohort member's expected date of return. You should, of course, attempt the interview on his or her return if it is within your work period.
- 28 - if you cannot fit the reason why you did not conduct an interview into any of the other categories, use this code But give a full explanation on the Contact Sheet.

(B) PAGE 2 OF THE CONTACT/OUTCOME SHEET

Use this page to record all telephone calls and personal visits It is imperative that you fill this in correctly as we are using it to help monitor expenditure on the project.

Every time you make a 'phone call, complete a column in part 1 of the page Ring the call number, then the date and indicate whether the person you spoke to was suitable or not. By suitable, we mean the cohort member or someone who knows something about the cohort member and his/her availability - eg another household member A non-suitable person would be someone who only knew the cohort member vaguely - eg a person from a different flat sharing the same telephone.

Every time you make a personal visit complete a column in part 2 of page 2. Ring visit number, ring codes to show time of day, and day of week, enter the date, enter the number of interviews/tests made on that call, and enter the total time spent in the house during the visit.

Note that when you are working out how many interviews/tests you made on a call, you should only count the following as interviews/tests. cohort member interview, mother interview, and each time a child interview is carried out with child (eg if on one visit you carried out a cohort member interview, a mother interview and three child interviews, you would enter 5 in the number of interviews/tests box) Self-completion documents do not count as separate interviews/tests Weighing and measuring the cohort member and children are counted as part of the cohort member interview and child interview respectively

Note also that part interviews/tests carried out on a visit should be counted in. For example, if half the cohort member interview was carried out on the first visit, and was finished on a second visit when the mother interview was also conducted, you would code one interview/test as having been conducted during the first visit, and two during the second.

(C) PAGES 3-6 OF THE CONTACT/OUTCOME SHEET

Outcome code key

Do not ring these codes. they are given here purely for reference.

Q1 - Q9 - these are to be completed when all attempts to trace and interview the cohort member have been completed. However, you can fill in some sections before you have finished all the remaining interviews

Below we give further explanations where clarification may be required.

Q1a) - Only the final outcome at the final address should be entered here For example, if you went to an address and found the person to have moved to within your interview area (code 13) and followed up the person to the new address at which (s)he refused you an interview, (code 23) you would then code 23, not code 13 at Q1a

Q2 - We are asking you to collect two self-completion questionnaires ('Your Life' and 'What do you think') and a record check/medical consent form from the cohort member. You will be recording the outcome of your efforts to collect them at Q2 and (in greater detail) at the end of the cohort member questionnaire. A partial outcome should be recorded if whole sections are missing, but not if just the odd question has been skipped.

Note that Q2 should be answered in all cases where you visited the cohort member's known address (codes 01, 02, 22-28).

Q4b), Q4c) - These questions allow you to record the outcome of your placement of the partner 'Your Life' questionnaire in those cases where the cohort member was living with a spouse/partner See notes on Q2 above on partial outcomes.

Also note that you will be giving further details on the partner 'Your Life' outcome at the end of the cohort member questionnaire

Q6, Q7 - These are to be completed for the Mother and Child sample (Sample Type 2) only

Q6a), Q6b) - These can be coded from H6a) and H6b) of the cohort member main questionnaire

Q6c) - Note that 'mother' can be cohort member or spouse/partner, see H7 and H8 of main cohort member interview

See notes on Q2 above on partial outcomes

Q7 - The Mother Interview questionnaire directs you to ask mothers to complete the 'Your child' self-completion questionnaire for each of the cohort member's children, and to conduct a Child Interview for each child with a PPVT age of 4 or older Use Q7 to record the outcomes for these two documents Note that outcome codes are provided in boxes A and B at the bottom of the page for the 'Your Child' questionnaire and the Child Interviews respectively

Q8, Q9 - These should be completed for all cohort members

NOTE. Q8 should read "Data Contact/Outcome Sheet completed"

#### Document check

This is here to help you check that you have collected all the documents you should have. Tick the boxes to show that you have collected all of the documents listed. If a box is not applicable (eg the partner 'Your Life' box is not applicable to single cohort members), enter NA

If a cohort member has more than one child, you will be expected to collect more than one of some documents. In these cases, only enter a tick in the relevant box if you have collected the documents for all children to which they are relevant.

#### 14 RETURNING WORK TO THE OFFICE

In this survey we are asking cohort members to give us a great deal of very personal information, and it is, therefore, important that cohort members' answers be treated as highly confidential. One way we can help do this is to make sure that cohort members' answers are kept apart from identifying information such as names and addresses. It is very important, therefore, that you never return completed questionnaires with contact/outcome sheets or other documents carrying names and addresses. We spell this out in more detail below:

##### a) RETURNING PRODUCTIVE DOCUMENTS

Only return work relating to a cohort member when you have completed all the tests, interviews, etc that you can for that person. Therefore, even if you have completed everything except a child test on a fifth child, which you expect to do in two weeks, we do not want to receive any documents until you have attempted that child test. Be sure to follow this rule as it will save considerable confusion in the office!

All documents relating to any one cohort member should be returned in two batches as defined below.

##### BATCH 1

- Cohort member main questionnaire
- Cohort member "Your life" self-completion questionnaire
- Cohort member "What do you think" self completion questionnaire
- Partner "Your Life" questionnaire
- Mother interview questionnaire
- "Your child" self-completion questionnaire
- Child interview questionnaire
- Home environment observations form
- PPVT age calculation sheet

##### BATCH 2

- Contact/Outcome sheet
- Record sheet/Medical Consent Form
- "My new address" form
- Child Information Sheet/Permission Sheet

Note that batch 1 documents should not be sent back with batch 2 documents, even if they relate to different cohort members

b) RETURNING UNPRODUCTIVE QUESTIONNAIRES

If you do not obtain an interview with a cohort member for whatever reason, you should return to the office the contact/outcome sheet promptly. Note that in some cases you may have picked up a "What do you think" questionnaire, a "Your life" questionnaire or a record check/medical consent form despite the fact that a cohort member interview was not obtained. In such cases, you need to divide the documents into two batches and return documents in different batches under separate cover, as described above. In the case of unproductive the two batches are

BATCH 1

- Cohort member "Your life" self-completion questionnaire
- Cohort member "What do you think" self-completion questionnaire

BATCH 2

- Contact/Outcome sheet
- Record check/medical consent form
- "My new address" form

15 CHECKING THE SELF-COMPLETION QUESTIONNAIRES

"Your Life Since 1974"

The first thing you need to do when you arrive at the cohort member's home for the main interview is to make sure he or she has completed the "Your Life Since 1974" questionnaire. If it has not been completed then you can either make another appointment and ask the cohort member to fill it in before then, or you can complete it there and then as an interview. Which you do will depend on how easy it will be for you to go back again, and how likely you think it is that the self completion will have been filled in by the next visit. If you think the cohort member is just finding excuses then you might as well go it through it with him or her. Whichever decision you make, the "Your Life since 1974" must be completed before you start the cohort member interview, as you will need to refer to it during the interview. If the cohort member is blind or cannot read then you will have to administer "Your Life Since 1974" as an interview.

If the "Your Life Since 1974" self-completion has been filled in then you must check some parts of it before you begin the cohort member interview. You do not need to check all the details; just make sure that the cohort member has understood the basic rules. For each of the five sections in the self-completion there is a filter page which asks "have you done ..". Check that this has been filled in, and that the grids on the following pages are consistent. Thus if someone says they have had three children, then there should be 3 columns completed in the grids on the next page. You do not need to check all the individual questions in the grid: just check that the right number of columns are filled in and that the boxes have been filled in. It is particularly important to check that all the dates have been filled in.

If the cohort member has got confused and listed jobs or children in the wrong order this does not need to be corrected. Provided you keep the same child number or job number when referring to it in the main questionnaire this will not cause a problem. Similarly, if you find out during the interview that a house or partner has been missed out, you can just add it in the next column on "Your Life Since 1974" - you don't need to re-sort all the others to put it in its proper place

There are several occasions in the main questionnaire where you have to transfer details from 'Your Life' to the Cohort Member interview, or to check details with the cohort member and in doing this you may find mistakes in 'Your Life'. Where this happens you should double-check with the cohort member to make sure which is the right answer, and then amend 'Your Life' as necessary. Depending on the cohort member, you may find it easier to give them "Your Life Since 1974" and ask them to read the necessary details from it, or you can keep it beside you and copy the details across yourself. If you do the latter you should say the dates and so on out loud as you copy them as this will give cohort members the chance to change their mind.

#### "What Do You Think?"

You do not need to check 'What do you think?' at all. Simply take it back from the cohort member and add to the other materials to be sent back. If you are asked for help on a particular question you can offer it (though normally you will only be able to repeat the question instructions to them) but if it has not been filled in at all then you do not complete it as an interview. Simply record on the contact sheet and at the end of the cohort member interview that it has not been filled in and why.

#### Partner "Your Life Since 1974"

If a Partner 'Your Life' has been filled in, you do not need to check it for accuracy. You can offer help if requested.

Remember you should not make a special trip to the address to collect a partner 'Your Life'. Ideally you would place the partner 'Your Life' in time for the partner to complete it and you to collect it when you do the cohort member interview, or when you do a mother interview or child test. If the partner 'Your Life' has not been completed by the time of your last visit to the address to do an interview then you should leave a reply paid envelope so that the partner can post it back.

If for any reason the partner cannot complete the partner "Your Life", you do not administer it as an interview, although where appropriate you can suggest that the cohort member fills it in on his or her behalf.

### 16 THE COHORT MEMBER INTERVIEW QUESTIONNAIRE

This section covers:

- A General instructions on coding the questionnaire
- B Instructions and additional definitions for each section. These are listed by Question Number within each section. The instructions for a particular question will often refer you to a definition in the Glossary.

(see Section 17) The word or phrase for which you should look will appear in italics eg. 'Agency temps' - see Glossary; or 'Foster children' - see Glossary 'Children' Don't forget the words and phrases are listed in alphabetical order.

A Glossary of terms and definitions used throughout the questionnaire is given in Section 17 (on yellow paper) Terms and definitions are listed in alphabetical order.

#### A. GENERAL INSTRUCTIONS

- (i) Filtering Filter instructions are shown on the right-hand side of codes and are boxed. If no filter is indicated at the right-hand side of the code, ask the next question. If at any time you are not sure which question to ask next, go back to the last ringed code and follow the instructions from there
- (ii) Only one code may be ringed, unless otherwise indicated.
- (iii) Sometimes you will be required to ring the first code that applies. This will be indicated in the instructions. If this appears in a read out question (eg. 'READ OUT UNTIL YES') you only need to read through the answer categories until you get an affirmative answer
- (iv) Throughout the questionnaire there are 'READ OUT' questions with a list of answers for you to read out to the cohort member. Unless the instruction specifically says 'READ OUT UNTIL YES', you must read down the whole list until you come to an answer with brackets round it. Otherwise the cohort member may not be aware of all the options which are available. You must not read out any answer with brackets round it - they are just there for you to code if necessary
- (v) Brackets are sometimes placed round a word or phrase in a question. The section in brackets applies to some but not all cohort members. In some cases the bracketed phrase is simply added to the remaining part of the question when relevant - eg. "Did you (and your husband/wife/partner) buy this . ." In other cases it replaces part of the question - eg when did you start your current (most recent) job? In the latter case the bracketed phrase is italicised. You should adjust the wording as appropriate.  
  
Brackets are also placed round a precode to indicate that it should not be read out or that it is not shown on the showcard. For example, (Don't know))
- (vi) Capital letters are used to indicate Interviewer Instructions. Phrases in capitals should not be read out
- (vii) Coding of Numbers. Whenever you are required to enter numbers in boxes
  - a) WRITE THE NUMBERS LEGIBLY
  - b) Use leading zeros where appropriate

- c) Enter amounts of money to the nearest f
- d) Enter "Don't know", "Refused" codes etc , where appropriate. Either these codes will be shown in a box at the side and should be entered, or the codes will be shown below the number boxes and should be ringed

B QUESTION BY QUESTION INSTRUCTIONS

SECTION A : Employment

Page 1 - We give you a reminder of what is intended by the term *job*. You will find a fuller account in the Glossary. Please be sure to familiarise yourself thoroughly with the definitions.

A1 a) - See Glossary sections on *activity status* and *main activity*

A1 b) - Note that we want to include the current job even if it is under one month long. i.e. the total figure should be current job plus all other jobs of 1 month or more since March 1981.

A1 c), A2 b)

A3 b) - Note that you might have to amend either the answers on this questionnaire or those on the "Your life" questionnaire. When making amendments look for "knock on effects" - that is make sure that your corrected answer does not contradict any other answer on either the main questionnaire or the "Your life" questionnaire.

A4 a) -

A35 - Note that you will use present tense for those currently in paid work, and past tense (referring to most recent job) for those not in paid work

A4 a).

et seq - See Glossary entry on *Occupational Information*

If two jobs done at once, take one with greatest hours

A8a), A9a), A10a).

A10c) - Accept estimates if necessary

A9c), A11a), A11c).

A41c), A42 - "On call" hours are to be included if they are paid for, even if there is no call out. Include them, even if the rate of pay for on call hours is considerably lower than that for normal hours

Teachers and other school employees should answer about term-time hours

A12 a) - Code "yes" if any of a person's working hours were covered by the appropriate category. eg. If someone worked 11 00 am to 7 00 pm, you would code "yes" to the after 6 pm and up to 10 pm code

A14 b) - See note Want to know whether hours were rigid or flexible, irrespective of whether or not pay varied with them.

If hours varied only because the cohort member sometimes did overtime and sometimes did not, code as fixed hours

A19 d) - Accept estimates

A21. A22.

A23 - Note that whichever one of these you are asking the answer always goes in the same place - under A23

A24 a) - See *Promoted* in Glossary

A25 b)

et Seq - See *Occupational information* in Glossary

A29 a) - The distinction that this question is getting at is between people who worked in a conventionally self-employed manner (ie had some control over when and where they worked, etc.), and people whose conditions of work were just like those of an employee (ie. had to work set hours at a set place, etc ) and for whom self-employment was an administrative convenience.

If cohort member owns business jointly with others, obtain cohort member's estimate of his/her own share

A31. A32.

A33.A50 - Note that we only need the cohort member to read out the appropriate letter; (s)he does not need to give a figure.

A37 a)

et seq - See *Occupational information* in Glossary.

Also, note that for those in work, questions refer to most recent previous job For those not in work, they refer to job before most recent one.

A40 a) - Accept estimates

A43 c) - Accept estimates

A52.A53 - We want to know about any bankruptcy ever, not just those since March 1981.

A55a)-d) - These questions are intended to be asked about all jobs apart from the two you have already asked about in earlier questions Please remember to write in the correct job numbers at the heads of these columns

Pages 16-18 See Glossary entry on *Unemployment*

A56 b) - Note that we want you to count in current period of unemployment even if it is under 1 month long - ie. the total should comprise current period plus all other periods of 1 month or more since 1981

A56 c).

A57 c) - See notes for A1 c), A2 b), and A3 b).

A58 a) - If currently unemployed, but has only been unemployed for under one month, there will be no "Your life" entry. In such cases please ask the cohort member when his/her current period of unemployment started.

A61 b).

A61 c) - Treat as regular if at least once a month.

A61 d) - If income is received less than once a week, you will have to get cohort member to estimate the usual weekly equivalent.

A66 a)

et Seq - See *Occupational Information* in Glossary.

A66 c) - See *Agency Temps* entry in Glossary.

A69 a) - See note on A8 a).

#### SECTION B: Education and Training

B1 a).

B1 b) - See Glossary entry on *Course of Education or Training*.

Note also, that this question asks only about courses meant to lead to qualifications - we don't (at this stage) care whether or not the person actually obtained them.

You may be in some doubt as to whether a course leads to qualifications or not - for example, if it leads to a completion certificate, or a "qualification" that is only recognised in a particular company. The best rule to adopt is if in doubt, treat it as a qualification; we can sort out the doubtful cases later in the office.

Finally, be sure to follow instructions in boxes on questionnaire.

B2 a) - ACCESS courses do not lead to qualifications directly, but are designed to get people prepared for courses that do lead to qualifications. Typically they would be designed for people who missed out on their qualifications whilst at school, and want to go into Further or Higher Education later in life.

B4 a) et

seq - See Glossary entry on *Courses of Education or Training*.

B4 b) - Note we are interested in how long the course itself lasts, not how long the cohort member spent on it. We are interested in elapsed time regardless of whether course is full or part-time (ie a 2 year part-time course is coded in exactly the same way as a 2 year full-time course).

Try to record duration in months or weeks for "1 year" courses.

unless they are exactly for one year - eg a "1 year" MA course running from October to June should be coded as 8 months.

- B5 a) - Try to get as much detail as possible, include major and minor subjects studied
- B5 c) - See Glossary on *Courses of Education or Training*.
- B5 d)  
B5 f) - Whilst showcards BB and BC look exactly the same, they are, in fact, subtly different. Please be sure not to confuse them.
- B6 a)  
B6 b) - See Glossary entry on *Government Schemes*.
- B7 a)  
B7 c) - By fees we mean the charges for taking the course. We do not mean maintenance costs whilst doing it.
- B8 a) - Note that code 3 routing instruction in the highest qualification column should read "NEXT COURSE B4a", and not B10 as it currently does.
- B10, B11a), B11b), B12a)  
et seq - See Glossary entries on *Work Related Training and Training Course*  
Also remember to exclude courses asked about in B4 a) - B9 e)
- B12 b) - See notes on B4 b) above.
- B13 a) - See notes on B5 a) above.
- B13 c) - See Glossary entry on *Courses of Education or Training*
- B13 e)  
B14 b) - See notes on B5 d), B5 f) above
- B15 a)  
B15 b) - See Glossary entry on *Government Schemes*
- B16 a)  
B16 c) - See notes on B7 a) and B7 c) above
- B20a) - "ASK ALL" is, of course, incorrect here, the question should be asked of all who were on a training course
- B21 a)  
B21 b) - See Glossary entry on *Courses of Education or Training*.
- B21 c) - Give as much detail as possible, of all courses referred to in B21 b)
- B22b) - Note incorrect routing instruction It should read "IF NONE AT (b), RING CODE 37 AND GO TO B22c)"

Note that GCSE and Scottish Standard Grades were not in existence

before March 1981.

B22 c)

B22d) - NVQs overlap with some other qualifications. It is, for example, possible for a person's City and Guilds qualification to be also recognised as an NVQ. Make sure you ask B22 c) if any qualifications are coded at B22a) or 22b).

B23 a)

B37 - These questions must be recorded from the cohort member's point of view. For example, if the cohort member cannot read, but does not regard this as a problem, code 'No' at B23 a), etc.

### SECTION C . . . Family

C1 - Note that gay and lesbian couples should be included.

If someone lived with a partner for a while then they split up and then got back together again this should be treated as two separate relationships.

C2 - It is at this question that you show the situation described above. So if someone lived with someone at age 16, then split up after a few years to go and live with a new partner, and then went back to the first partner again the answer at C2 for 2nd Partner would be 00, and the answer for Partner 3 would be 01.

C5 - In most cases you will get the answer to this question when you ask C4 - people will tend to answer C4 by saying things like "no, we split up last year" or "no, my husband died two years ago. If you don't get the answer at C4 you will have to be very tactful about asking C5.

C18 - Note that you repeat C1-C18 until you have covered all the people the cohort member has lived with for a month or more. If someone has had more than four partners then you should use one or more continuation sheets to ask C1-C18 for the extra partners. Make sure you fill in the serial number on the continuation sheets and attach them firmly to the main questionnaire.

C22a - Although the 'Your Life' questionnaire has a section on children this section of the main questionnaire is about pregnancies, and so includes miscarriages, abortions and people who are currently pregnant. This means that you may be filling in details of a birth in a different column on the cohort member interview from the one on 'Your Life'. For example if someone had two children but had a miscarriage in between, then the birth of Child 2 from 'Your Life' will be recorded as pregnancy 3 on the cohort member interview. You must therefore be very careful to ensure that pregnancies and children are recorded in the right columns.

C22b - Watch the filter instructions very carefully here - it would be very embarrassing to ask inappropriate questions in the case of a miscarriage.

To make sure we can tie up the two questionnaires it is vital that you fill in the child number correctly from 'Your Life'

- C27 - If someone has had triplets then you only ask C27-C44 once but you fill in the same answers in three different columns
- C31 - Note that you ask C31-C35 for both women and men.
- C37 - If someone has a child by her first partner, but is now living with a new partner then at C37 you would enter 01
- C44 - In the case of maintenance payments we want to know how much is paid, not how much should be.
- C45 - If someone has had more than 4 pregnancies you will have to use continuation sheets. See note on F18 above
- C46 - Lone parent - see glossary
- C50 - This would include a period of six months of having sex without birth control that ended in pregnancy So if the answer at C30 is six months or more the this should also be recorded at C50 In this case treat the end month as the month in which the cohort member or partner became pregnant. Note also that people are unlikely to use birth control while they are actually pregnant, but we do not want to include periods of six months or more during pregnancy The question is after all meant to be about infertility!
- C51 - If more than three periods record the three most recent
- C53 - If someone says they were sterilised and after that their doctor told them they were unable to have children, then you should only ring code 1
- C60 - So long as the cohort member is recorded as Person 01 then it doesn't matter in what order the other members of the household are recorded.

Check the codes for relationship very carefully - there are several codes which are very similar

#### SECTION D Housing

- D2b - If someone lives in, and inherits his parents' home, and then gets married and his wife moved in a year later then she will be recorded in C2.
- D15 - Central heating includes any system heated by a common boiler, or two or more storage heaters
- D19 - Equity share - see glossary
- D33 - If someone's rent is £50 per week but Housing Benefit pays for half of it so they only actually pay £25, you still write in £50 at D33

## SECTION E . . . Family income

- E2a - Make sure the respondent reads out the name of the payment and also the code number beside it on the showcard to avoid any possibility of wrong recording
- E6a - As E2a
- E8a - If someone has six different building accounts in his own name then you need only fill in one row for 'Building Society' and just add the six amounts together.
- If a couple each have £2000 in their own name in the Post Office Savings Bank, and a joint Building Society account of £5000 then you would record the cohort member's £2000, the partner's £2000, and the joint £5000 as three separate items
- E19 - If someone has an Access bill of £1000 which is due in a week but which is all this month's spending with no money carried over from last month then this not a debt as it is not yet due. If however £500 of it had been carried over from last month ago this would be a debt.

## SECTION F. Health

- F1\_F2 - These are subjective questions and should be treated as such. Accept the cohort member's answer even if you disagree with it'
- F3 c) - Only accept as a "yes" answer if cohort member has seen a doctor or dentist. Doctors include specialists who are qualified doctors (eg neurologists, gynaecologists), as well as General Practitioners, but do not include paramedics (eg physiotherapists, osteopaths)
- F27 - Include here any problems that were mentioned anywhere before in the health section (eg. at F3 or F26).
- F28 a) - Probe for as much detail as you can. Try to get the official medical names and details of symptoms and effects
- F33 a) - Medical Supervision entails seeing a doctor or hospital. It does not include seeing "alternative" medical practitioners. Regular means once a year or more often
- F33 b) - See notes for F28 a)
- F33 d) - If asked why we want this you can explain that we are interested in getting detailed medical histories of the NCDS sample. We will be asking cohort members to sign a medical consent form asking them to allow the hospitals/clinics to release information to the study team. Obviously any information so obtained will be treated confidentially
- F35 - Note that we want number of incidents, not admissions/outpatient attendances

- F36 c)  
F36 d) - Note that if 2+ admissions, we should code for first one.
- F36 e) - See F28 a) notes.
- F37 b) - See F28 a) notes.
- F38 a) - Include complications with childbirth, whether the complication was the reason for admission or developed after admission
- If complications or other conditions developed after routine admission for childbirth, enter details of complications or other conditions under 'Reason for Admission'.
- Day wards should be excluded - cohort member must have stayed in the hospital or clinic overnight.
- F39 b) - Give full details of why admitted including official medical name and details of symptoms and effects of condition
- If cohort member admitted more than once for the same condition, code each admission separately and make it clear whether reason for admission was exactly the same or not.
- F39 c) - See notes on F33 d)
- F40 - Hand cohort member questionnaire with pen(cil)
- Do not explain meanings of the questions to the cohort member. The cohort member should complete the supplementary health questions unaided. You may only complete it as an interviewer-administered questionnaire if the cohort member is unable to complete it alone (eg because unable to read or write adequately, because of severe physical handicap etc ) If you do have to administer the questionnaire, you must read out each question and code in turn in the usual way. If cohort member cannot answer 'Yes' or 'No' for any item, write in 'don't know'.
- F51a)-  
F54b) - Note that these questions should be asked of both drinkers and non-drinkers

## SECTION G. Citizenship and Participation

This section is straightforward and requires no comments

## SECTION H. Other interviews in the household

### H2 a) - RECORD CHECK/CONSENT FORM

CONSENT FORM - The Consent Form may be completed by the cohort member either at the end of the interview or at the end of the 'Health Section'

It must not be completed at the time the first name and address of a doctor or hospital is recorded, since the cohort member must know about all the possible doctors and/or hospitals which might be followed up, before signing the form.

If the cohort member wishes to give consent for some but not all doctors or hospitals to be followed up, ask the cohort member to state clearly on the Consent Form which doctors and hospitals are allowed to release information

The Consent Form is required because it is possible that in the future SSRU would like to contact the doctors or hospitals concerned in order to obtain more detailed information

Before handing over this form you must remember to enter the cohort member's Serial Number and Check Letter in the boxes provided. Make sure that the cohort member's name and address are legible after he or she has entered them. If not, please write it again clearly

The Consent Form should be sent back to the office with the Contact Sheet. It will thus be returned separately from the Questionnaire since it contains the cohort member's name and address.

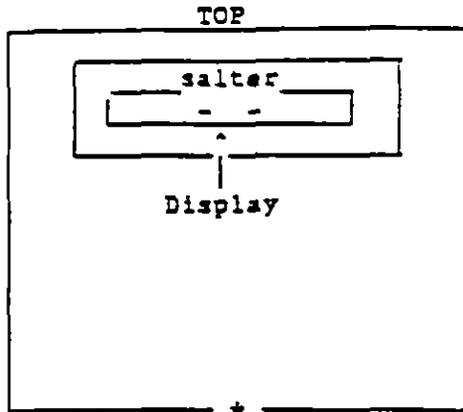
RECORD CHECK - This collects information to help us keep in touch with the sample over the next few years. It also collects information on cohort member's parents' whereabouts, which will help us study people's geographical mobility

The Record Check is best filled out after the interview

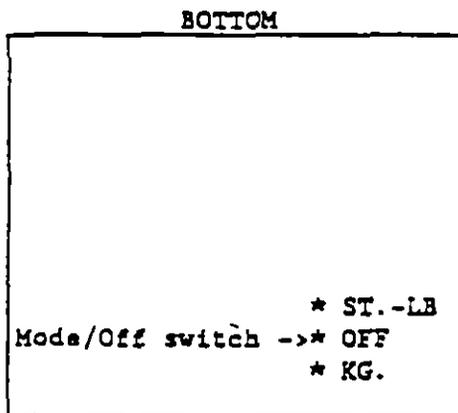
### H11 - WEIGHING AND MEASURING

The notes and diagrams below describe the weighing and measuring procedures you will be adopting

# MEASURING WEIGHT



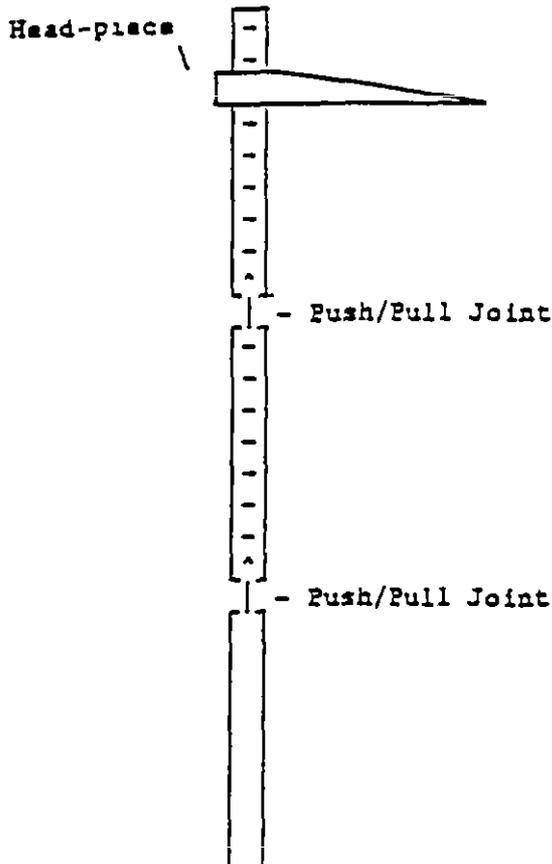
Push "ON" switch



## INSTRUCTIONS

1. Select "Kilograms" using switch on underside ("KG.")
2. Place on flat, hard surface.
3. Press switch on front of scale.
4. WAIT for zero to appear on the display and "beep" signal to sound.
5. Ask respondent to remove shoes and step on scale.
6. WAIT for second "beep" signal and record weight displayed.
7. Ask respondent to step off scale. Weight will remain on display for a few seconds, before scale automatically switches off.
8. If weighing another respondent, repeat steps 3-7.
9. When finished, switch off using switch on underside ("OFF").
10. If "beep" signal is not heard or weight is not displayed, repeat steps 1-7. If problem remains abandon attempt and check batteries and scale functions before next interview

## MEASURING HEIGHT



### The importance of a level head



### INSTRUCTIONS

1. Assemble measure - push three sections of scale together, and slide on head-piece
2. Stand measure with scale showing on hard, flat surface and against a wall or door to ensure that it is vertical.
3. Ask subject to remove shoes and stand upright with back toward the measure, ensuring that.
  - (a) feet and legs are together
  - (b) knees are not bent
  - (c) arms are held loosely at the side
  - (d) head is level (see diagram)
4. Ask subject to "stretch" and to "stand as tall as you can"
5. Slide head-piece down scale to top of head, flattening the hair
6. Check measure is still vertical. (If not, repeat steps 4 and 5).
7. Lift measure away from subject without disturbing head-piece and record height indicated to nearest centimetre.

## 17. GLOSSARY

### ACTIVITY STATUS

#### Full or part-time paid employee/Self-employed

Include those on holiday  
on strike  
on paid or unpaid maternity leave (less than 6 months)  
laid off (less than 6 months)  
off sick (less than 6 months)  
if they have a job to go back to

Exclude those on government work or Training Schemes, unless receiving income from the job itself that is not also an allowance received as part of the scheme

#### Unemployed and seeking work

Means actively looking for work although not necessarily registered.

Include long-term unemployed, if registered, and those waiting to start a job they have already obtained.

Exclude those looking for full-time work if currently working part-time (Code under working part-time)

#### Full-time Education

People following full-time educational courses (school, college, university, etc.)

Include full-time students with part-time or holiday jobs

Exclude students in paid occupation where training also given (eg. apprentices, student nurses) or on day release or sandwich courses (Code as employees).

#### Temporarily Sick/disabled (Up to 6 months)

Off work for 6 months or less and no job to go back to

#### Permanently sick/disabled

Off work for more than 6 months and no job to go back to If actively looking for work, code as 'Unemployed and seeking work'. This category only applies to those under State Retirement age, ie. to men aged 16-64, and women aged 16-59 Others must be classed as looking after home/family, wholly retired or "other"

#### Wholly retired from work

People who have at some time worked in a paid occupation, who are no longer seeking work and who have reached retirement age for that occupation. Women who leave work at an early age to take over domestic duties are excluded from

this category People who are retired from work should be coded as retired even if sick or disabled.

#### Looking after home and family

People exclusively involved in mainly domestic duties, or who hold a part-time Job, but consider domestic duties to be their main activity More than one person in a household can be looking after the home and family This code applies if this is a person's normal status, even if (s)he is currently sick, on holiday, etc.

#### Other

Include anyone for whom the other codes are inappropriate.  
(Eg trainees on government schemes who do not earn money independently of the scheme allowance )

#### AGENCY TEMPS

An agency temp is someone who is directly employed by an agency which is in turn sending him/her to employers for short periods of time (often to fill in because of illness, holiday, etc.). This is different from a temporary job

If working as an agency temp, a 'job' is a continuous period of time working as a temp, for at least a month Within that continuous period it does not matter how many employers or agencies the cohort member worked for.

#### CHILDREN

- Natural Children to whom the cohort member has actually given birth (or fathered), ie. does not include fostered or adopted children
- Foster children - may include children related to the cohort member (eg. nephews, nieces etc) if fostered.
- Adopted children - must be legally adopted by the cohort member If cohort member has a partner who has children of his/her own from a first marriage, these are step-children, unless they have been legally adopted by the cohort member

#### COURSES OF EDUCATION OR TRAINING

1. Duration of the Course/What counts as ONE course
  - (i) A course can be for part of a qualification where this qualification is taken in stages interrupted by some other activity The part must have an official name (eg RSA Stage 1)
  - (ii) If any one qualification is obtained through a series of sub-courses or modules undertaken consecutively, this should be treated as a single course ie there is no officially named part of the qualification which is obtained though one of the sub-courses (See (i) above)

- (iii) A course can be for more than one qualification where these are taken simultaneously, (eg. 'O' levels and 'A' levels taken together).
- (iv) If one course for a qualification is taken after another (eg 'O' levels, then 'A' levels, or a course for a basic qualification, followed by a course for a separate advanced qualification) treat the course for each qualification as a separate course.
- (v) If a course involves work placement or a sandwich job treat this period of work as part of the course. A complete sandwich course, involving several periods on a course and several periods of work, counts as one course.
- (vi) Periods of vacation during a course are part of the course
- (vii) Periods of placement abroad whilst on a language course are part of the course.
- (viii) Periods of sickness or maternity leave which did not interrupt the course (ie did not involve delaying the completion date) are part of the course.
- (ix) A period of tuition not intended to lead to a qualification is counted as a course if it is presented as a unitary entity - eg given a single name, called a "course", etc.

## 2 Education Course - Full-time v. Part-time

In the first instance, courses should be coded as they are defined by the institution offering the course. If the cohort member is in any doubt as to whether a course is full or part-time, treat a course as full-time if it is for 21 hours per week or more, and as part-time if it is for less than 21 hours per week. (These hours should include expected private study as well as teaching hours)

### EQUITY SHARE/EQUITY

- The Equity Sharer Scheme was introduced to help young first-time buyers buy their own homes. Equity sharers are people who live in council property. The property is owned jointly by the equity sharer and the council. Equity sharers take out a mortgage or loan in order to buy their share of the property. They continue to pay rent to the council for the share of the property which the council still owns. After a period of time, equity sharers have the option of buying the council's share of the property as well. If this is done the equity sharer becomes an owner-occupier in the normal way and no longer pays any rent.

N B In a few cases, the property may originally have been owned by a New Town Development Corporation or Housing Association, rather than the local council.

## GOVERNMENT SCHEMES

Government schemes aim to provide training or temporary jobs for (mainly) unemployed people. While on these schemes people are usually paid a fixed allowance, or a wage equivalent to the current rate for the job

10 types of scheme are shown on Showcard BD Cohort members could have been on one or more of these schemes.

- Employment Training (ET) - Currently the main form of government training in employment skills. Can take a wide variety of forms, but often includes mixture of classroom based training and placements with employers or on projects
- Community Programme/  
Community Enterprise  
Programmes (CP/CEP) - Schemes, now abolished, that were aimed at long term unemployed adults. They provided temporary project work of benefit to the community
- Voluntary projects  
Programme (VPP) - Scheme, now abolished, whereby unemployed people could do voluntary work, often of benefit to the community
- Community Industry (CI) - Primarily for under 18's who are personally or socially disadvantaged. Involves temporary work of community benefit
- New Job Training Scheme - The immediate precursor to ET. This involved similar sorts of training to that currently offered on ET.
- Training Opportunities(TOPS)/  
Old Job Training Scheme(JTS) - Courses, now abolished, to provide a variety of employment skills
- Youth Opportunity Programme  
(YOP)/Youth Training Scheme  
(YTS)/Youth Training (YT) - Various versions of training schemes provided for school leavers. Typically involve work experience and off the job training. YT is the current version
- Restart Courses - Short courses designed to help unemployed people find jobs
- Training for Enterprise - Now replaced by ET, this involved training in skills required for running your own business.
- Wider Opportunities  
Training Programme - Now abolished, these were modular and part-time courses that involved training in a variety of skills designed to help people get back to work

## HOUSEHOLD MEMBERS

Members of the Cohort member's household are those people who normally live with the cohort member at their normal address AND who 'share a living room with cohort member' AND/OR 'share a meal a day with cohort member' (N B. See entry under 'Normally living with Cohort member' below )

- Lodgers are people who rent a room in the accommodation but whose meals are not provided. Lodgers are single person households
- Boarders are people who pay rent for a room in the accommodation and for whom meal(s) are provided. Boarders are included as members of the household, unless four or more boarders are living in the same household. In this case, treat each boarder as a single person household.

## JOB

### 1 A Job is

EITHER a period of time working for one employer, including any changes in the actual work done.

OR a period working as self-employed, doing the same line of work throughout the period.

OR a period of time employed by an agency to work temporarily for other organisations (ie. as an agency temp), irrespective of how many of these organisations were worked for

A JOB MUST LAST A MONTH TO BE COUNTED AS A JOB UNLESS CURRENT JOB

INCLUDE - Work in Sheltered Workshops

- Part-time jobs (29 hours work or less) when these are the cohort members' main activity
- Time spent in paid or unpaid maternity leave or sick leave (so long as there is a job to return to)
- Jobs held abroad so long as they satisfy the other conditions of inclusion
- Paid work done at home. baby-minding, dressmaking, etc if main activity
- unpaid work for a family business if main activity.
- periods in Armed Forces.
- time spent on any course of full or part-time education, provided the cohort member was in paid employment throughout the period

EXCLUDE - jobs lasting under a month, unless current job

- Work-experience or sandwich jobs whilst on full-time education
- Second jobs done at the same time as a main job
- Part-time or vacation job done at same time as full-time education
- Periods on government work or training schemes unless the job provides, or is expected to provide, income independently of the scheme allowance (Thus a period of self-employment would count as a job even if the cohort member was on the Enterprise Allowance

Scheme (EAS), because the person would expect to receive an income from his/her self-employment activities, on the other hand, a period on ET where the sole income was the ET allowance would not count as a job).

It is important to note that some cohort members may want to describe periods on government schemes as jobs even though we are excluding them from our definition of a job. This is most likely to occur with the Community Programme (CP), YTS and ET.

## 2. Part-time Jobs

A full-time job is 30 hours or more per week. A part-time job is less than 30 hours per week. (As long as the part-time job was regular, and done for at least a month, it does not matter how few hours were worked per week.)

The cohort member can consider his/her main activity as being unemployed, even though in part-time work. You should take the cohort member's view as to whether the main activity was 'Working part-time' or 'Unemployed'. If the cohort member is in doubt, count the part-time job as the main activity.

If the cohort member has more than one part-time job at any time and no other main activity, take the part-time job with the most hours per week. If two part-time jobs with equal hours, take whichever the cohort member considers to be the main part-time job.

## 3. Count as a Single Job

- A period of self-employment, free-lancing or Consultancy in the same line of work, irrespective of how many contracts were worked on.
- A period of agency temping irrespective of how many employers temped at, or how many agencies worked for
- A period with a single employer irrespective of how much the job changed EXCEPT in some circumstances for civil servants, teachers and NHS employees (see 4, below)

## 4. A Change of Job

- Any change of employer other than the take-over of a firm.
- becoming self-employed, if currently an employee
- becoming an employee, if currently self-employed
- being self-employed and completely changing line of work.
- Changes of government departments for civil servants
- Changes of school for teachers
- Changes of hospital for NHS employees

## 5. End of Job

The date of the end of a job is the date last worked, even if the cohort member continued to get pay such as severance or holiday pay.

### LONE PARENTHOOD

Lone parenthood means bringing up a child on your own, without a spouse or partner

- count as lone parenthood living with others (eg parents, friends, etc) but without a spouse/partner; 'unmarried mothers/fathers' who may have been lone parents since the birth of the child; cases in which the spouse/partner is in prison or borstal, even if the relationship has not broken down; cases in which the relationship has broken down, even if the spouse/partner shares in bringing up the children,
- do not count periods of living apart temporarily when the relationship has not broken down. See entry under 'Marital status - separated' below for more details. (N.B prison separations should be coded as lone parenthood.)

### MAIN ACTIVITY

In A1 a) and A64 we ask you to code the main activity of the cohort member and spouse respectively. Deal with competing claims for main activity as follows

A full-time job (30 hours or more per week as an employee or self-employed) would always be the main activity (provided it met the conditions laid down under the entry 'Job' above).

AND provided, the cohort member was not in full-time education

A part-time job (less than 30 hours per week as an employee or self-employed) is the main activity (provided it meets the conditions laid down in the main entry under 'Job' above).

AND provided: the cohort member is not in a full-time job  
the cohort member is not in full-time education.  
the cohort member does not consider himself/herself  
'unemployed and wanting work'.

Unemployment is the main activity (provided it meets the conditions laid down in the entry under 'Unemployment' below).

AND provided: the cohort member is not in a full-time job, full-time education, nor sick/disabled (temporarily or permanently)

Treat someone as unemployed even if (s)he is also retired or looking after home/family provided (s)he satisfies the conditions given in the 'Unemployment' entry below.

Unemployment can be the main activity, even if the cohort member is doing part-time work, part-time education, etc if the cohort member considers himself/herself as unemployed and wanting work

Full-time Education Would always be the main activity

Temporarily Sick or Disabled is the main activity so long as the person has no job to go back to, and is prevented from looking for work by his/her sickness/disability

Permanently Sick or Disabled is the main activity so long as the person has no job to go back to, is prevented from looking for work and is below retirement age

Looking After Home/Family is coded only if this is the person's exclusive activity, or if (s)he is also doing a part-time job, but considers his/her domestic duties to be his/her main activity

Wholly Retired is coded if a person is not in work, not seeking work and has reached retirement age for their job This takes priority over sickness/disability and looking after home and family

#### MARITAL STATUS

- Throughout the questionnaire 'married' means that a legal marriage must have taken place
- 'Living as married' means common law marriage, cohabitation etc The respondent and partner should be/have been sharing accommodation and living in all respects as a married couple (Exclude situations in which one partner maintained separate accommodation in which he or she stayed regularly eg during the week, at weekends ) The respondent may regard him/herself as 'Living as married' with someone of the same sex
- 'Separated' always means legally separated (with the one exception of the filter question C5 - which refers to the answer at C4 above)
- 'Legally separated' means that a court hearing must have taken place Permanent separations which did not involve a court hearing should always be coded as 'married' A temporary separation (for example, being in the armed services, in prison, on an education course) should be coded as married and normally living with spouse

#### MISCARRIAGE AND STILLBIRTH

- Stillbirth is a delivery of a dead foetus at or after 26th week of pregnancy
- Miscarriage is the loss of a child earlier than the 26th week of pregnancy

**NORMAL ADDRESS**

See definitions on page 52 of Cohort Members questionnaire

- Private residence
  - include armed forces married quarters, accommodation rented by National Health Service and Local Government workers, separate flats provided by the University for students, and all other non-hostel accommodation tied to employment or training,
  - exclude hostel type accommodation eg. a room in a Nurses' Home, Students' Hall of residence or other place of work.
  - sheltered housing - Residents must have self-contained flats with their own kitchen and bathroom (regardless of any . . . facilities such as a lounge) If not self-contained it is an institution.
- Hotel/Boarding House/Residential hostel Hostels open to all young people regardless of need and occupation.
- Hostel for homeless/Women's Refuge/Night shelter etc. Any accommodation provided for single or married people with particular social or family problems (including homelessness). Placement is on a temporary basis
- Barracks/Room in Nurses' Home etc. Accommodation is of the hostel type but is tied to education, training or employment and is not open to all young people
- Room (only) at workplace eg. if working in a hostel, in a Children's Home, special school or some other institution.

N.B. If no 'normal' address, take current address.

**NORMALLY LIVING WITH COHORT MEMBER**

Establish the cohort member's normal address by means of the rules on page 52 of the Questionnaire. This address is regarded as the cohort member's 'home' in the definitions below.

Normally living with cohort members.

Children (under 16)

- Include - children under 16 attending boarding school but returning home during school holidays,
- children away from home temporarily on holiday or in hospital (less than 6 months)
- Exclude - children in care of local authority, in residential home or with foster parents,
- children in long-stay institution for the handicapped or disabled,
  - children being brought up by friends, relatives or an ex-spouse or partner,

- children away from home on holiday or in hospital for 6 months or more.

Adults (16 or over)

Include - adults away from home temporarily (less than 6 months continuously) for work reasons, on holiday, in hospital, in prison, in armed forces/Merchant Navy.

Exclude - children aged 16 or more attending boarding school;

- adults away from home for 6 months continuously or more on holiday, in hospital, in prison, in armed forces/Merchant Navy,
- students living away from home during term-time.

OCCUPATION INFORMATION

At various points in the questionnaire, you will be asked to obtain full information on the cohort member's Job and, where appropriate, the cohort member's spouse's/partner's job.

The information which you record at these questions will be used to classify these jobs into very fine categories. We really do need very detailed information in order to classify all these jobs correctly

Listed below are hints of things to look out for in the various sections of the 'Job' questions

(a) Name/title of job

Include rank or grade

Make sure you obtain as much precision as possible

A few examples of job titles which are too vague are:

- 'clerk' could be filing clerk, bank clerk, etc.
- 'civil servant' could be anyone from a night porter to a Head of Department
- 'engineer' covers many different types of skill and levels of responsibility.

(b) Kind of work done

This question gives us additional material which is especially helpful if you have not given enough detail at (a)

Machinery or special materials must be of a specialised nature, not just everyday office equipment

For example exclude - telephones  
 typewriters  
 ordinary office photocopiers,

include - telephone switchboards  
 telex machines  
 printing machinery

(c) Employee v. Self-employed

If in doubt about whether someone is self-employed, obtain information on tax and National Insurance status. People not on PAYE/Schedule E and paying their own National Insurance stamps should be counted as self-employed, even if they work for a company as, for example, a self-employed taxi driver.

Temps - see entry under "Agency Temps" above.

(d) What is Made or Done by the Employer

This can be different from the cohort member's work. If cohort member is a cook in a car-factory canteen, code 'car manufacture', not 'catering'

Make sure you obtain sufficient detail: what product(s) is/are made or what services provided, not just eg. office work, building, local government work.

(e) Private Firm or Company, etc.

Private firm/company means a firm in private ownership, either incorporated under the Company's Act ...XYZ Ltd. or a private family firm eg C & A.

Private schools or hospitals should be included.

Examples of Public Corporation are: Gas Board, Electricity Board, BBC.

Examples of Nationalised firms are. British Steel, British Rail

Companies Limited by guarantee should be coded as Companies and not Charities/Trusts.

(f) Place where you work

This means the establishment the cohort member worked in - either a building, or a complex of buildings at the same address ie. a 'department' is not an establishment unless it is a separate branch which is at an address on its own.

Part of a large organisation which is at an address of its own is an establishment eg. a branch, a shop, a school, an area office, etc

(g) Qualifications, training normally required

This means entry qualifications normally required of anybody taking up the cohort member's job The qualifications listed in a job advertisement are a good indication.

The cohort member may have skills, training, qualifications which are not relevant and should not be listed

The cohort member may not have the skills etc normally required In this case the normal requirements should still be listed

(h) Supervisory/management responsibilities

This means the taking of decisions which determines the work of other

employees in some way or other

**PARTNER**

The word 'partner' is used throughout the questionnaire to refer to someone with whom the cohort member is living, or has lived, as married. This may include someone of the same sex as the cohort member. N.B. See entry under 'Marital Status', for definition of 'Living as Married'.

**PROMOTED**

Promotion may be automatic but must involve a change of pay and status. A change of pay alone does not count (eg. annual rise). A change of status alone does not count (eg. completing a probationary period would not count if it did not involve a change in pay)

**SHELTERED EMPLOYMENT**

(including Workshops for the Blind)

Many handicapped or disabled people work in ordinary factories or offices. Those that cannot, because of the severity or nature of their condition, often find work in sheltered workshops where their special needs can be catered for.

These workshops are run by Local Authorities, Voluntary Organisations or by Remploy Limited - a special company set up by the government. The workshops normally operate as a commercial concern engaged in ordinary productive and trading activities but with the object of providing employment under conditions suitable for the severely disabled.

Those employed in sheltered workshops usually have a normal working week and conditions of service. They receive wages which, in the case of Remploy, have been negotiated by the trade unions concerned.

**TEMPORARY JOB**

This is where a person works for an employer directly (ie is not employed by an agency), and where it was made clear from the beginning of the job that it would last for under 2 years. Jobs that lasted for a short time are not temporary jobs unless it was clear from the beginning that they were to be of limited duration only.

**TRAINING COURSE**

A training course is a course undertaken to develop skills that might be used in a job.

Duration of a Training Course/What is one Training Course?

A training course must last for the equivalent of 3 days to be included.

A series of training courses which form part of a single training programme or qualification should be treated as a single training course (ie if the whole course must be taken before any qualifications or recognition for covering the course would be given)

#### UNEMPLOYMENT

Unemployed and seeking work included anyone who was out of work but actively seeking work - eg. registered at a government Employment Office, Jobcentre or Careers Office, or at a private Employment Agency, answering advertisements, advertising for jobs, etc. The only exception to this is full-time students who sign on during vacations; they should be coded as in full-time education instead

A cohort member who is unemployed but does not want to work should not be treated as unemployed.

"Signing On" means signing on as looking for work even if not registered for benefit. A cohort member does not have to sign on in order to be regarded as 'Unemployed and wanting work'

Start date of unemployment is the date when the cohort member is ready and available to take up work if offered, even if this is before they registered as unemployed.

Self-employed For self-employed cohort members, 'Unemployed and wanting work' means ready and available to take up work with another employer. It does not mean that one's business is going through a slack period.

#### WORK RELATED TRAINING

Work related training is defined in the questionnaire as training designed to help develop skills that might be used in a job. It can cover.

- (i) training provided by an employer and related to the particular job the cohort member is doing. This may be.
  - (a) on-the-job training teaching the cohort member whilst actually doing the job;
  - (b) off-the-job training in the firm's premises: either in a training centre or at the cohort member's ordinary place of work, but not as part of actually doing the job,
  - (c) off-the-job training outside the firm's premises eg a block release or day release course at a college
- (ii) training provided by an employer but not related to the particular job the cohort member is doing. This may be an induction course, introducing the cohort member to the work of other departments, giving the cohort member more information about the firm as a whole, if the cohort member sees this as training
- (iii) any course of training not provided by a person's employer that is designed to develop skills that might be used in a job - either the cohort member's current job, or some job in the future

**NCDS 5**

**Mother/Child Interviewer Instructions**

4  
6  
1

## 1. INTRODUCTION

One in three of all Cohort Members have been chosen entirely at random to form the mother and child sample. This has been done by choosing one in three of all interviewer assignments on the survey, and your assignment is one of those forming part of the mother and child sample. This means that if a Cohort Member in your sample has children living at home, you will be required to carry out some additional tasks beyond the main interview and self completions. What you will have to do at any Cohort Members address will depend on the number of children living at the address and their relationship with the Cohort Member.

For the mother and child survey we are only interested in the Cohort Member's natural children, or any children legally adopted by the Cohort Member. This means for example that if a Cohort Member is living with someone who has children from a previous marriage, but has no children of his own, then unless he has legally adopted his new partner's children then they will not form part of the survey and you will not be required to conduct any extra work at that address.

The various tasks to be carried out, and the people you are required to interview for each one, are laid out briefly below. Each of the tasks is discussed in more detail in its own section further on in the instructions.

### 1.1 The mother interview

If the Cohort Member has any natural children living with him or her, or any children legally adopted by him or her, then you will be required to conduct a mother interview. There is no upper or lower age range on children as far as a mother interview is concerned.

If the Cohort Member is a woman, then you automatically interview her for the mother questionnaire. If the Cohort Member is a man and living with a wife or partner, then you interview her on the mother questionnaire. In the case of a male Cohort Member with children from a previous marriage now living with a new wife or partner, this means that you will be interviewing her about children that are not actually her own. Also if she has children of her own from a previous marriage, then you will be interviewing her about his children, but not interviewing her about her own.

A male Cohort Member with children living without a spouse or partner will himself be the respondent for the mother questionnaire. In the case of same sex couples, if either is the natural parent of the child that person will be the mother respondent. In the case of an adoptive child of the Cohort Member, use the one most involved with the child for the mother questionnaire.

## 1.2 "Your child" questionnaire

All respondents to the mother questionnaire will be asked to complete a self completion questionnaire about each of the Cohort Member's natural or adopted children living in the household. The questionnaire is split into a number of separate sections each applying only to children of a specific age group, and so for any one child the respondent will only be required to answer a small number of questions.

## 1.3 The child interview

Any of the Cohort Members natural or adopted children who are aged (to the nearest month) four years or over, are eligible for the child test. You should test each eligible child in the household separately. The range of tests depends on the age of the child but concentrates on the child's ability in understanding English and mathematics. There is also a section at the end of the child test in which you are asked to give an assessment of the home environment in which the child is living.

## 1.4 Home environment observations

Natural and adopted children under the age of four are not eligible for the child tests but you still give your observations on the child's home environment for these children as well.

## 2. BEFORE YOU START WORK

While the mother questionnaire and the administration of the "Your Child" questionnaire are very straightforward, the child tests are quite different from normal interviewing. It is absolutely vital that these are carried out exactly in the specified manner, as even minor deviations in wording used by you to the child can prompt a particular response. This is why there are two whole days of briefing devoted to the child test, and why we have asked you to conduct practice child tests as part of the briefing.

There is one further exercise you must carry out before starting child testing on the main sample, and that is to conduct one further child test with a child aged five or six who is not known to you, and is not a member of the sample. You should do this child test as soon as possible after the briefing, and send the tape immediately to your supervisor. You can begin to contact your sample members immediately, and can conduct Cohort Member and mother interviews, but you must not conduct any child test on Cohort Members children until you have received permission to go ahead from your supervisor. You should not expect a delay of more than a day or two between sending your tape to the supervisor and getting a response.

### **3. DOCUMENT AND EQUIPMENT LIST**

In addition to the documents and equipment listed in the Main Interviewer Instructions, you should have supplies of the following:

- Child Information Sheet/Permission Form (green)
- Mother Interview (pink)
- Your Child Questionnaire (yellow)
- Child Interview Questionnaire (green)
- PPVT Age Calculation Sheets (blue)
- Home Environment Observations Questionnaire (green)
- Mother Interview Showcards (pink)
- Child Interview Showcards (green)

You should also have the following child test apparatus:

- Blue PPVT Test Easel
- Piat Vol I Easel - Maths and Reading Recognition
- Piat Vol II Easel - Reading Comprehension
- Assorted badges
- Pronunciation tape

### **4. COMPLETING CONTACT/OUTCOME SHEET AND RETURNING WORK**

#### **4.1 Completing the Contact/Outcome Sheet**

The Main Interviewer Instructions described how to complete this sheet up to Q5.

Q6a: If the Cohort Member does not live with any of his/her natural or adopted children, skip to Q8. Otherwise, continue with Q6b).

The information recorded in Q6a/b should correspond to your entries on the back of the Cohort Member Main Questionnaire (which in turn should reflect the entries made in the household grid of that questionnaire).

Q7: This grid to be completed for each Cohort Member natural or adopted child - ie the number of children recorded at Q6b.

In the first column enter each child's Person Number - this is the Person Number allocated to that child on the CM Main Questionnaire Household Grid. This number should be the number that was recorded for that child on the front of the Mother Interview Questionnaire and used thereafter in all references to that child.

In the second column record the outcome of your request to the Mother to complete the "Your Child" questionnaire about that child. Use the outcome codes contained in Box A at the foot of the page.

In the third column ring code 1 or 2 to indicate whether or not that child was eligible for the Child Interview - ie

PPVT age 4 or more.

In the fourth column record the outcome of your attempt to interview that child in order to carry out the tests. Use the outcome codes contained in Box B at the foot of the page.

**Document Check:** This list is to help you check that you have obtained and assembled all the relevant documents for that Cohort Member and his/her family. We suggest you underline the documents you should have and then tick the box as you assemble them together to return to the office.

#### 4.2 Returning work

Do not return any work until you have completely finished all interviews with a Cohort Member and his/her household.

When assembling the documents to return to the office, clip together in the following order:

~~CM~~ **CM Your Life**  
**CM What do you think**  
**CM Main Questionnaire**  
~~Part~~ **Partner Your Life**  
~~M~~ **Mother Interview**  
**Child 1: Child Information Sheet/Permission Form**  
**PPVT Age Calculation Sheet**  
~~add to box~~ **Your Child questionnaire**  
~~add to box~~ **If under PPVT age 4, Home Environment Observations Questionnaire**  
**If PPVT age 4 plus, Child Interview Questionnaire**  
~~Child 2:~~ **as Child 1 and so on.**

Remember to always send the Contact and Outcome Sheets, Child Permission Form/ Information Sheet, Record Sheet/Medical Consent Form, and "my new address" form back to the office in a separate envelope but posted on the same day.

#### 5. CALCULATING PPVT AGE

PPVT age is the child's age rounded up or down to the nearest whole month.

PPVT age is used to establish which children are eligible in age terms for the Child Interview. It is then used during the Child Interview to determine which tests are applicable to the child to be tested. For some tests it determines the child's starting point level.

Calculate PPVT age before starting the Mother Interview, so that you know exactly which children are to be interviewed and which are not. You are only to interview children with a PPVT AGE OF 4 YEARS OR MORE.

If the child is aged 3 years, 11 months or over, use the PPVT AGE CALCULATION SHEET to make the calculation. This calculates the child's age in two ways his/her Real Age (in years, months and days) and PPVT Age ("Real age" rounded up or down to years and months only).

#### Using the PPVT Age Calculation Sheet

Remember to enter the Cohort Member's Serial Number and the Child's Person Number (from the Mother Interview front page).

- Q1. Enter the child's age last birthday in years
- Q2 Enter the date of the child's (last) birthday - the date and the month - and ring on Calendar opposite.
- Q3 Enter the date on which you are interviewing (or the date on which you make the PPVT age calculation, if that is earlier) - again the date and month. Again ring this date on Calendar.
- Q4 Use the Calendar to calculate the number of whole months and days between the child's last birthday and the date you have entered at Q3. Do this by:
- i) counting the number of whole months between the last birthday and the interview date. Enter the number of whole months at Q4.
  - ii) count the number of days left from the end of the last whole month to the interview date. Enter the number of days at Q4.
- Q5. Enter the child's full age from Q1 (years) and Q4 (months and days).
- Q6. Check the number of days entered at Q5.
- b) If it is 16 or more, go to b) and round up the child's age to the next month by adding 1 to the number of months entered at Q5.
- If the number of months entered at Q5 is 11, the addition of 1 makes 12 months. Add 1 to number of years instead and put zeros in months box - eg. if Q5 is 08 years, 11 months, 21 days, the addition of 1 to months, makes the entry at Q6 09 00.
- c) If it is less than 16, enter the same number of months as at Q5 (no rounding up is necessary).

Work through the two examples below to make sure you understand what to do in different situations. The completed PPVT Age Calculation Sheets for these two examples are shown overleaf.

**Example A:** Lucy was born on 10 August 1982. You are interviewing her on 15 May, 1991.

1. Lucy was 8 years old on her last birthday. Enter 08 at Q1.
2. Her last birthday was 10 August. Enter 10 08 at Q2 and ring 10 August 1990 on Calendar.
3. You are calculating the date on 15 May 1991. Enter 15 05 at Q3. Ring 15 May 1991 on Calendar.
4. Work vertically down Calendar from 10 August until you reach the last day of the last whole month before 15 May. This is 10 May. Ring that date. Count the number of whole months between August 10 and May 10 (9 whole months) and enter at Q4.
5. Then work horizontally from 11 May to count the number of days left over. There are 5. Enter this at Q4 (05 days).
6. Complete Q5 by entering 08 from Q1; 09 and 05 from Q4.
7. At Q6 complete check question - ring code 2 (the number of days is less than 16, it is 5).
8. Lucy's PPVT age is therefore 08 09. Enter this at Q6. And on the Mother Interview front page.

*Example B:* Ian was born on 24 January 1979. You are interviewing him on 11th June 1991.

1. Ian is 12 years old. Enter 12 at Q1.
2. His last birthday was 24 January 1991. Ring this on Calendar as well as entering 24 01 at Q2.
3. You are interviewing on 11 June 1991. Enter 11 06 at Q3 and ring this date on the Calendar.
4. Count down vertically from 24 January to the last day of the last whole month - 24 May 1991. Ring this on the Calendar. Count the number of whole months - 4 whole months. Enter 04 at Q4.
5. Count the number of days from the end of the last whole month to the interview day - ie from 25 May to 11 June inclusive. This is 18 days. Enter at Q4.
6. Enter Ian's full age at Q5: 12 years, 04 months and 18 days.
7. Complete check question at Q6.  
As 16 or more days, ring code 1 and answer b).
8. Enter Ian's PPVT age at Q6 - 10 years and 05 months (4 months plus 1).  
Also enter on the front page of the Mother Interview.

*Note:* If the child's birthday falls on the 31st of a month and the number of days in the last whole month is 30, ring 30 on the Calendar and count days from that date.

PPVT AGE CALCULATION SHEET

PPVT Age CALENDAR

SERIAL NUMBER:

--	--	--	--	--	--	--	--

CHILD'S PERSON NUMBER:

--	--

1. CHILD'S AGE LAST BIRTHDAY

Age in years 

0	8
---	---

2. CHILD'S LAST BIRTHDAY (Record in boxes and ring on CALENDAR opposite)

Day 

1	0
---	---

 Month 

0	8
---	---

3. DATE OF INTERVIEW (Record in boxes and ring on CALENDAR opposite)

Day 

1	5
---	---

 Month 

0	5
---	---

4. MONTHS AND DAYS BETWEEN Q2 AND Q3 (Count on CALENDAR opposite and record in boxes)

Months 

0	9
---	---

Days 

0	5
---	---

5. CHILD'S FULL AGE - from Q1 and Q4 (Record in boxes)

Years 

0	8
---	---

Months 

0	9
---	---

Days 

0	5
---	---

6. PPVT Age:

a) Is number of days at Q5 sixteen or greater?

Yes, sixteen or more days

No

1	ANSWER b)
2	GO TO c)

b) ENTER AGE IN YEARS AND MONTHS FROM Q5 ADDING 1 TO MONTHS BOX \*

c) COPY AGE IN YEARS AND MONTHS EXACTLY AS RECORDED AT Q5

CHILD'S PPVT AGE

0	8	0	9
Years		Months	

\* NOTE: If adding 1 brings number of months to 12, add 1 to years and put zeros in months box

1990	March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1991	January	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	February	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
	March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

PPVT AGE CALCULATION SHEET

SERIAL NUMBER

CHILD'S PERSON NUMBER

1 CHILD'S AGE LAST BIRTHDAY

Age in years

2 CHILD'S LAST BIRTHDAY (Record in boxes and ring on CALENDAR opposite)

Day  Month

3 DATE OF INTERVIEW (Record in boxes and ring on CALENDAR opposite)

Day  Month

4 MONTHS AND DAYS BETWEEN Q2 AND Q3 (Count on CALENDAR opposite and record in boxes)

Months

Days

5 CHILD'S FULL AGE - from Q1 and Q4 (Record in boxes)

Years

Months

Days

6 PPVT Age

a) Is number of days at Q5 sixteen or greater?

Yes, sixteen or more days  ANSWER b)  
No  GO TO c)

b) ENTER AGE IN YEARS AND MONTHS FROM Q5 ADDING 1 TO MONTHS BOX \*

c) COPY AGE IN YEARS AND MONTHS EXACTLY AS RECORDED AT Q5

CHILD'S PPVT AGE  
Years  Months

\* NOTE If adding 1 brings number of months to 12, add 1 to years and put zeros in months box

1990	March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	June	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1991	January	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	<u>24</u>	25	26	27	28	29	30	31
	February	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
	March	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	April	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	<u>24</u>	25	26	27	28	29	30	31
	June	1	2	3	4	5	6	7	8	9	10	<u>11</u>	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	July	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	August	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	September	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	October	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	November	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	December	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

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## 6. THE MOTHER INTERVIEW

### 6.1 Whom to interview

You should conduct the Mother Interview at all addresses where there are natural or adopted children of the Cohort Member living with the cohort member. There is no age limit; day old babies and adult children are all eligible. Note that they must be the Cohort Member's natural or adopted children - children who are fostered, step children or partners' children who are not cohort members children do not require a mother interview.

If the Cohort Member is a woman then she will always be the respondent for the Mother Interview. If the Cohort Member is male and living with a spouse or partner then that female partner will always be the respondent for the mother interview. She will be the respondent even if the children about whom the interview is being conducted are not necessarily her own. For example if the Cohort Member has two children from his first marriage but is now divorced and is living with those two children and his new wife, the new wife will be the respondent for the mother interview.

If a male Cohort Member is living with his natural or adopted children and without any wife or partner then he will be the respondent for the Mother Interview.

You may also come across same sex couples where the Cohort Member has his or her natural or adopted children living in the household. If the Cohort Member is the natural parent then he or she should automatically be the respondent for the Mother Interview. If the children are adopted by the Cohort Member, then you should use as a respondent for the Mother Interview the person who is most responsible for the upbringing of the child.

### 6.2 When to conduct the Mother Interview

Before you can conduct a Mother Interview you need to find out if there are natural or adopted children of the Cohort Member living in the household, and this will normally only be found out as part of Section C of the Cohort Member interview. Also you will need to determine whether all the children in the household should be covered by the Mother Interview or only some of them (see below). The detail of this too can normally only be obtained from the household grid in the Cohort Member interview.

This means that other than in exceptional circumstances you will always be conducting the Mother Interview after having conducted the Cohort Member interview. However you may possibly find a situation such as a mother who is not the Cohort Member and who will only be available for interview before the Cohort Member can be interviewed, because she is going away going, into hospital etc. In this case you can ask the necessary questions to establish whether there is a need for a Mother Interview at all, by asking if the Cohort Member has any natural or adopted children in the household, and by establishing exactly which of

the children qualify on these grounds.

In the vast majority of cases you will be conducting the Mother Interview after having conducted the Cohort Member interview. In the case of a mother who is a Cohort Member and where there are only children too young to be eligible for child tests, it may well be most efficient to conduct the Mother Interview immediately after the Cohort Member interview, in order to complete the whole task in one session. Where there are child tests to be carried out as well, it may be, for example, that you can conduct the Mother Interview in a gap between two child tests, such as while waiting for a second child to return from school.

### 6.3 The Mother Interview front page

You will need to complete a Mother Interview front page before you start the mother interview itself as this tells you which children you will be asking about in the questionnaire. The Mother Interview front page will also let you know whether child tests will be necessary for each child.

Using the household grid from Section C of the Cohort Member questionnaire, establish which of the children in the household are the natural or legally adopted children of the Cohort Member. Copy their person number from the household grid onto the boxes at the top of the front page. Note that their person number from the household grid may well be different from their child number from the Your Life Since 1974 questionnaire. You should fill them in from oldest to youngest.

Remember you do not copy onto the front page details of any children who are not the Cohort Member's natural or legally adopted children. This means that you may end up interviewing somebody about children who are not her own children, and not interviewing her about those who are. If for example a male Cohort Member has children from his first marriage and is now living with a new wife who has children from her first marriage, but they have no children together, then she will be the respondent for the Mother Interview even though you will only be asking her about the Cohort Member's children and you will not be asking about her own natural children. You should make sure you are prepared from the household grid for situations where this occurs, as at the introduction of the survey to the mother may require more tactful handling.

For each eligible child whose person number you have recorded on the front page, you can copy the other details about them from the Cohort Member questionnaire. Sex and date of birth will be recorded on the questionnaire, the current age in years and months you will need to work out. You will also know from the questionnaire whether the child is natural or adopted.

If the child's current age is 3 years 11 months or older, you will need to calculate the PPVT age (see section 5 above) and

and fill this in on the front page as well. It is this calculation which determines whether the child is eligible for child tests or not - all children with a PPVT age of four years older are eligible for child tests.

It is very unlikely that there will be more than four eligible children living in the household. If there are, you will have to complete a second Mother Interview. Copy exactly the same serial number onto the front page and then continue filling in as many more child columns as are necessary.

At the start of the actual interview with the mother, record the time it started on the front page. Then check with the respondent that the details about the children you have copied from the Cohort Member questionnaire are correct. In the case of the more complex households, this checking will help make clear which children you are covering in the course of the Mother Interview.

#### 6.4 The Mother Interview itself

The Mother Interview begins with some general questions about things that the family do together.

Q2/Q3 note that if there are only very young children in the household some of the activities at questions 2 and 3 will not be relevant - one is not likely to take a small baby out to the cinema - and in this case there is a special code 'too young' to deal with this situation.

The rest of the Mother Interview is to be asked separately for each eligible child. From Q9 to Q110 there are four separate columns of answers on the questionnaire, one for each of the children recorded on the front page. It is **absolutely imperative** that all the answers for a particular child are filled in in the same column throughout the questionnaire. The child whose details are recorded in the first column on the front page of the Mother Interview must have their details recorded in the first column of every page in the questionnaire. To act as a reminder to you the child's first name or initials should be put at the top of the relevant column on every page of the questionnaire. You will have to watch especially carefully where there are filtered sections. If, for example, the child who is first on the front page misses a whole page of the questionnaire because of the filters, then when you come through the questionnaire again for the second child, the first column for that page will be blank.

You must make absolutely certain that you continue to fill in the answers for the second child in the second column, and avoid the temptation to shift across into the first column just because it is blank. Mistakes of that kind are almost impossible to correct so you should keep checking with yourself all the way through the questionnaire that you are filling in the answers relevant to a child in the correct column.

The first part of the child by child details concern the pregnancy and birth, and so for obvious reasons this section is only asked if the respondent is the natural mother of any of the children. So if the Cohort Member has two children from a previous marriage and one child with his new wife then she will be the respondent for the mother interview. You will have recorded all three children on the front page, but when it comes to questions 9 to 37 you will only ask her about the third child, i.e. the one that is the Cohort Member's and hers. For the two children of the Cohort Member who are not hers you go straight to question 38.

There are no hard and fast rules for the ways in which you work - down the page asking separate questions about each child or across the page answering the same question for each child in turn. Experience from the pilot does however suggest that it is probably best to work down the page for question 9 to 37 asking about the pregnancy and birth for each child in turn, but after that you may well find it easiest to work across the page that is collecting answers to each question for all the children before moving onto the next. It will partly depend on the way in which the respondent answers the questions herself.

Q14 - Mothers will almost certainly know what an ultrasound scan is; but in case you receive any questions about it, it is the technique whereby a picture of the foetus in the womb is obtained by passing a device over the pregnant woman's stomach. It produces a picture on a monitor screen and a paper copy can also be produced.

Q15 - again someone who has had amniocentesis is likely to know what it is. It is a technique whereby a needle is inserted through the stomach into the womb in order to draw off a small portion of fluid, which is used to test the foetus for certain types of deformity.

Q23 - if you have more than one child where there was a pre-labour admission you will have to use the space for reason for admission as best you can. If, for example, there are two children with different reasons for admission, then at Q23c you might write the reason for the first one on the first line and the second one on the second line. Whatever you do make sure it is absolutely clear which child each reason applies to.

Q29 - in case people know they had some kind of pain killer but are not sure which, entenox or gas and air is usually breathed through a mask connected to a tube beside the bed. An epidural is a pain killing injection into the spine which makes the lower half of the body completely numb. Pethadine and Meptine are pain killing drugs aimed specifically at labour pains, while a general anaesthetic is one in which the patient is totally unconscious.

Q37 - if someone breast fed a child for less than one week then write in 00.

Q33 - for each of these illnesses record whether or not the child has had it. If the child has had the illness, record at what age this was. In the case of diseases had more than once code, the younger age.

Q54 - note the slightly complex layout of questioning for this question. The basic procedure is that you read out each of the conditions in turn a, b, c and so on. If the child has had this condition, you then ask the two supplementary questions. Depending on the nature of the condition the first supplementary question may either be the age at which the condition was first diagnosed or the age at which a solution was first prescribed. In either case the second supplementary question is whether the child still has the condition or the health aid.

Q66 - This question concerns a number of types of attack or fits a child might have suffered from. If the child has suffered from such fits or attacks, the mother is likely to be familiar with the terminology such as grand mal, minor convulsions and so on. For each type of fit or attack, the child has had you ask the age when they first had such an attack and the age when they last had one, so if they have had one recently the age will be their current age.

Q76 - note that this would include, for example, an occasion where the mother went into hospital to have a second child, leaving the first child at home in the care of father, grandmother and so on. It is important that you make it clear to respondents that separations can occur when she goes away from home as well as when the child goes away, for example on a school trip.

Q88 - this refers to children who have special needs because of physical or mental handicap. If the child has been statemented in this way the mother is almost certain to know about it.

Q89/Q91 - note the difference between a day nursery at question 89 and a nursery school or class at question 91. A day nursery merely provides day care for children and may take children of a very young age, whereas a nursery school or class provides some form of education as well as merely providing day care, and would normally only be for children aged 2 to 5 years.

Q95 - if respondents ask why we are asking for the address of the school, it may be the case that the client may wish to contact the school at some future date for information about the child's educational progress. You should reassure respondents, however, that this will not happen without the parent first being asked for their permission.

Q96 - if you are asking this question about a second child and the mother said they visited the school before the first child went there but then not again you should still code this as a yes.

Q107 - most parents will probably say that they would rather their child decided for themselves how long to stay at school, but this question is about the parents' own preference if it was up to them. If someone says they would just let him or her decide you should repeat the question stressing if it was just up to you which of these would you like, but then if they still say they would let him or her decide then accept this answer and ring code 4.

Q111 - Q122 - note that the format of the questionnaire now changes, and there is now a separate page for each child instead of a separate column. Copy the child's person number into the boxes at the top right hand corner of the page and write on the name as well.

Q113 - note that even if parents or other relatives are looking after the child you should still ask the mother if she has to make a money payment for this child care. It is quite possible that she may pay her parents to look after the children. Note that if her husband or partner is looking after the child you do not ask question 113 about him.

**6.5 Mother Interview check questions**

When you have completed the mother interview for all relevant, go through the check questions on the final page. These will ensure that you have completed all the necessary items of documentation, and will make it clear what other tasks have to be completed for each child.

## 7. YOUR CHILD

The "Your child" self completion is to be completed for all natural and adopted children of the Cohort Member. It should be completed by the mother, that is the person who was respondent for the mother interview.

To avoid confusion, particularly in the case of households with several children, you must write the child's name and age on the front of the questionnaire and also copy their serial number from the sample labels. You should also fill in the child's person number; that is to say their person number from the household grid on page 53 of the Cohort Member interview.

It is very important to explain to the mother at the very start that she will only be required to fill in some parts of the questionnaire. It appears to be a very daunting document, and we do not wish to lose respondents because people think it is more of a task than is in fact the case.

The questionnaire consists of a number of sections, each one of which is only for children of particular ages, and each section is further split into a number of sub-sections aimed at narrow age bands. To emphasise this point to the mother, and to ensure that she only fills in sections which do indeed apply to the child in question, you should go through the questionnaire before handing it over, crossing out all pages which do not apply to that particular child's age group - care must be taken when doing this to make sure the correct pages are left for the mother to answer.

### 7.1 When to administer "Your Child"

There are no set rules as to the time when "Your Child" should be given to the mother, or when she should complete it, but some general points can be made. Firstly, it is clearly a waste of your own time if you have to sit and wait whilst the mother completes the "Your Child" questionnaire. If you have to return to the house anyway, for example to conduct a further child's test then you can leave the questionnaire for collection at your next visit, but you should avoid making special trips just to collect "your child". If you are not going to be going back to the address anyway then the most efficient thing to do is to get the mother to complete "Your Child" whilst you are doing something else. Ideally, in the case of children aged four and over, you would get the mother to complete "Your Child" whilst you are conducting child tests. As well as maximising the use of your time, this also means that the mother may be less liable to try and interfere with her child's performance in the child test.

## **8. CHILD INFORMATION SHEET/CHILD PERMISSION FORM**

This sheet fulfils two separate purposes. One sheet should be completed for each natural or adopted child the Cohort Member lives with.

### **6.1 Child Information Sheet**

This side of the sheet should be completed for all Cohort Member children in the household (natural and adopted). Ask the mother or cohort member for the relevant information. It is important that the information is written clearly as it will be used to follow-up these children in future interviews.

### **6.2 Child Permission Form**

This side of the sheet applies only to children eligible for testing with the Child Interview. This gives you permission to interview the child and must be signed before you interview the child. Permission and signature can only be obtained from the child's parents - that is the Cohort Member or the person you have interviewed as "Mother". You should never interview the child without this form being signed. Keep it carefully and return it with the other documents.

## 9. THE CHILD TESTS

When interviewing children you will have three simultaneous tasks:

- holding the child's interest and attention
- handling the assessment material
- scoring and recording

The following guidelines and instructions are detailed but straightforward. Provided you ensure that you are fully familiar with them in advance, the child interviews should proceed smoothly and without difficulty.

### 9.1 Interviewing children - general guidelines

To a large extent interviewing children requires the same skills you regularly use in dealing with adult respondents. However, it is important to be sensitive to the differences between children and adults and to adapt your techniques accordingly.

The following guidelines provide useful tips for the child interview situation. These are largely derived from the advice of Lief Backman, an American child psychologist involved with the American Longitudinal Study which has used the same assessments with children in the US. They are also based on the experiences of the interviewers who have worked on the various pilot surveys in Britain over the last 18 months, and who have found the experience very rewarding and enjoyable.

It is important to appreciate that there are no hard and fast rules when dealing with children. You are most likely to be successful if you are flexible and can treat each situation on its own merits.

#### 1. Think ahead

Thinking ahead is even more important with children than with adult respondents. Just as confidence in yourself helps to increase confidence in your adult respondent, so it is the case with children. If anything, children are more sensitive and are more likely to detect nervousness on your part. It is essential, therefore, that you are completely familiar with all the documents and procedures concerning child assessment before you begin.

## 2. Approaching the child

Remember that children are people too.

As with adults children have emotions and a will of their own, but they do think and behave differently to adults. And, of course, children differ according to their age and maturity. It is important to observe carefully in order to gauge the reaction of each particular child and to adjust the test situation accordingly.

- a) When first approaching a child try to put yourself in his/her shoes, and consider the situation from his/her point of view. It is easy to forget that many children have little experience of meeting people outside of their families, especially if they are not yet attending playgroup or school. It is likely that they will feel anxious meeting a stranger such as yourself.
- b) Children generally need more time than adults to size up a situation. It is a good idea to let the child take the initiative in order to establish rapport and help him/her feel at ease. Allow him/her time to observe you before talking to him/her directly.
- c) It might be best for the initial contact to be indirect as it is likely that the child will be uncomfortable if he/she feels to be the focus of attention. Attention can be mediated by a toy or other family members. For example, you might want to begin by asking the parent informal questions about the child (eg name, age, interests) and to use this as means of assessing how shy he/she is. More confident children will soon butt in and answer for themselves.
- d) The child may well have already seen you interviewing his/her parent and you can build on this.
- e) Many of the pilot interviewers found it helpful to establish rapport by measuring and weighing the children before interviewing them - in fact, it may be a good idea to do this as a family event.
- f) Very shy or young children may become more confident if an older sibling is tested first. However you will have to balance this against other aspects of timing. If you are interviewing in the evening, young children will quickly become tired.

- g) When introducing yourself always ask the child what the parent has told him/her about you and what you are going to do. Build on this in giving your own explanation. Do not directly contradict it - this is almost certain to arouse suspicion in the child.
- h) You should avoid touching the child. This is more likely to irritate the parent than to put the child at ease.
- i) Avoid baby talk - children are very quick to spot when you are talking down to them.

### 3. Uncooperative children

It is very important to appreciate that, however well-prepared you have been in taking into account all these considerations, some children will just not cooperate. Some children do have problems or difficulties which all your preparations will not be enough to overcome, and particular sections or the whole interview may have to be abandoned. Space is provided on the interview document for you to record such circumstances.

#### 9.2 Children not eligible for testing

NCDS is only interested in testing biological or adopted children of the Cohort Member who are PPVT age 4 or more. There may be several other children in the household who are not eligible for testing. As well as younger siblings, the cohort member may have foster children, step children (if the cohort member is male, this means that the mother you have interviewed has biological children arising from another relationship), or share a home with nephews/nieces or children of friends.

You will have to be sensitive to possible problems arising from treating these children differently. Excluding some children can be emotionally hard on a family. The parent will probably understand but the child may not. Do not raise the issue with the respondent unless he/she enquires about it. If pressed, you can explain that NCDS is on a tight budget - and that we have to limit the number of children per family to the biological/adopted children of the person involved in the study from the start. Do not hesitate to give any 'extra' children badges.

### 9.3 Medically/mentally impaired children

You may also find some children with physical or mental disabilities. These will vary in severity. Remember we are assessing the level of development of each child, so these children are just as important as those without handicaps. You should attempt to interview all these children using the tests appropriate to their age.

The parent may object or think it is a waste of time. Wherever possible, persuade them otherwise, explaining that the tests are designed for children of all abilities. But, if the parents strongly object to a disabled child being interviewed, then do not attempt to do so. If you are in any doubt about interviewing a child, refer back to your field supervisor, explaining the circumstances.

If the child really cannot cope with a particular test, terminate it and pass on to the next test. Remember to describe why the test was terminated at the end of the test section (see Q6 of Test A for example).

### 9.4 Mothers and others

Other family members can provide quite a distraction for the children being tested. Parents in particular will understandably be curious about the measurement being conducted and are likely to be keen that their child performs well. As a result some may even become intrusive.

Make sure you explain clearly to the mother (parent) what you are going to be doing and what role you would like her to play, but never suggest that you do not want her around. Stress that she is welcome to listen in, but it will be easier both for you and for the child if she remains in the background. It is important that the child is not distracted or made aware of when he or she gives right or wrong responses. If parents are anxious, emphasise that no child is expected to answer all the questions.

The ideal situation for younger children is that the mother is present or nearby but is occupied with something else. This provides the child with reassurance but takes away any pressure that an over - anxious mother may exert. You can use ploys like asking the mother to fill in the Your Child documents while you are interviewing the child.

At the beginning of each test, there is an explanation of the test for you to give to the parent. Use this when appropriate - some parents will just want to leave you to get on with it.

If the mother wishes to know how the child has done, start by saying he/she has done fine. If she wants a more specific answer, say you are unable to tell her as you are not able to evaluate the answers - only a trained psychologist can do that. If she wants more information, or to get hold of the results of the tests, she should contact the NCDS team at City University.

## 9.5 Siblings

Another problem you may have to cope with is how to deal with siblings during a test. Ideally, your test child should be the only one in the room (see next section), but in many homes this is not possible and, even if it is, it may not be diplomatic to suggest it. You should ask the parent to keep the other children occupied while their brother/sister is being interviewed. Obviously, you want to prevent any child who has yet to be tested looking at the test documents in advance. In many homes, television is the great solution. If a child is asked to leave the room or not to interfere during the test, you will find them more co-operative if you explain why they are being asked to do this.

## 9.6 Setting up the interview

### 1. Permission to interview

Before you approach the child, always make sure you have obtained permission of his/her parent by obtaining a signature on the **Child Permission Form**.

### 2. When to interview

When making arrangements to interview children you should take into account that:

- \* they should be well rested - try to avoid late evenings, especially for younger children.
- \* children are likely to be more co-operative after they have eaten - hunger can be a great distraction.

### 3. Where to interview

#### **The ideal**

Choose an area of the respondent's home that is quiet and private and without distractions such as television.

The interview area should be as well - lit as possible. The tests are best administered on an uncluttered table top, ideally at child-height. As it is important that the child should not be able to see you record his or her answers, you

will find it best to sit opposite the child, and to place the easel between you so that it obstructs the child's view of the interview document.

### **In practice**

But the ideal is usually not possible. So just do the best you can.

Many homes do not have private spaces and not everyone has a table that can be used (but don't forget the kitchen table).

The floor can be a good place to do the test on. The child is unlikely to object. It is a flat surface and is often better than trying to work on a soft sofa. But always make sure you find somewhere where you sit opposite the child that the easel can be correctly placed between you.

If the television is on and no one is watching it, you can ask if it could be switched off. But others may well be watching it and there is nowhere else to go. You will have to ignore it. Remember that for many children a permanently - on television is part of life and they have

learned to ignore it. You will find it more of a problem than they will.

Adapt to the family and home you are in. What is distracting for a child from one background is perfectly normal for another child.

#### 4. Props

Make sure that the child has spectacles, hearing aid etc. if these are usually used.

#### 5. Getting ready

Prepare the **Child Interview** document in advance of contacting the child. Record on the front page:

- \* Cohort Member Serial Number
- \* Child's Person Number (from front of **Mother Interview**) (it will help you to put the child's name or initials immediately underneath this)
- \* Real and PPVT ages (from front of **Mother Interview**)

Then tick the tests that apply to a child of that age.

The **Child Interview** is page numbered by test/section. Turn to each section and indicate at the top of the first page whether or not that section applies to this particular child. This will help you to administer the test more efficiently.

Before you administer anything to the child get the mother to sign the **Child Permission Form**.

## 6. Rapport

Before you begin the interview it may be necessary to spend a few minutes establishing rapport with the child. Badges can be given when and where you feel appropriate (see para. 9.2 for an example). (Additional badges available from field supervisors).

Your explanation of what is to follow will naturally depend on their age. You should mention that their mother or father have been helping over the years by answering questions about herself or himself, and that now you would like the child to play his/her own part. If the children are interested you could tell them a little more about NCDS itself.

Do not refer to the questions as a test which the child can pass or fail. With younger children try to portray the questions as a game or puzzle. Explain to older children that you want to find out how well they can read, remember things etc. This approach will help the child to take a more relaxed attitude.

## 9.7 General points on administering the assessments

1. Always encourage the child, but do not help him/her get the answer right or indicate whether he/she done so. Say things like "You are doing fine", "OK" or "good, that has gone well". Encourage the child to make a response - only accept 'don't know' or a refusal as a last resort.
2. Do not allow anyone else (e.g. mother or siblings) to interfere or try to help in any way.
3. With anxious parents it may be necessary to stress that no child is expected to answer all the questions. Each section gives an explanation of the test for the parent. Use this explanation wherever it might be useful.
4. If you are unsure how to code a particular response, record the answer verbatim on the **Child Interview** document.

5. It is very important to record all disturbances or any event which seems to affect the child's performance. Describe it in the margin beside the question where it occurs. Also, make sure you complete the 'interviewer remarks' section at the end of each assessment.
6. Make sure you speak slowly and clearly. Apart from the memory tests, questions can be repeated as many times as necessary.
7. Never let the child see what you score in the interview document, and never score out loud.
8. Listen carefully to the child's responses. If a child has a speech impediment, take particular care to judge whether answers are correct, allowing for the impediment.
9. If the child changes his/her mind, accept the last answer (even if it is wrong).
10. If the child asks if the answer is right or wrong say 'we'll talk about that later'. After the interview you can go back and discuss any specific questions the child remembers.

#### 9.8 Basals and ceilings

The assessments you administer are designed to give information about the child's level of competence in a particular area. Some cover a wide range, starting from very basic knowledge and progressing to very advanced knowledge.

What any child can do will, of course, depend upon his/her age and ability. For each child, there will be a point in the assessment at which they are getting all or most of the questions right, and a point where they are getting all or most wrong. As you score, you need to identify these points for each child. This is done by the use of basals and ceilings.

The basal is the lower of these points. It marks the highest part of the test where the child is fully knowledgeable - that is the last point before which he/she begins to make mistakes.

The ceiling is the top end of this range. It measures the point in the test where the child's knowledge has, for all intents and purposes, run out.

Generally speaking the basal is a string of correct answers and the ceiling is a string of incorrect answers. However, their precise definitions vary for different tests. Instructions are given in the **Child Interview** document alongside the appropriate text. Please pay special attention to these.

There are three tests in which you will need to establish a basal and a ceiling: Test A (PPVT Vocabulary); Test C (PIAT Maths); and Test D (PIAT Reading Recognition and Comprehension).

**It is very important that you establish a basal and a ceiling for each child for each of these tests.** Basals and ceilings are often used to determine the point of entry into the next test.

### **Marking basals and ceilings on your document**

When you have established a basal or a ceiling, indicate this by drawing a bracket around the responses forming the basal or ceiling (see Figure 1). Draw basal brackets to the left of the 'correct' column and mark with a ringed "B". Ceiling brackets should be drawn to the right of the 'incorrect' column and marked with a ringed "C".

Examples of basal and ceilings and how they should be indicated are shown in figures 2 and 3 respectively.

### **Highest basals and lowest ceilings**

The questions on the tests are progressively more difficult and children should 'enter' at a point appropriate to their age. However, individual children's abilities vary. In some cases, the test may begin with questions which are too easy for that child, and two or more basals (ie strings of correct answers) may be established in working towards the ceiling. In such cases the highest basal (the one closest to the ceiling) should always be used in scoring.

In cases where the test begins at a too difficult level, you will need to work backwards from the entry point to establish a basal. In such cases it may happen that two or more ceilings are established in working backwards to establish the child's basal. In these (probably rare) cases, the ceiling to be used in scoring is always the lowest one.

Examples of 'double' basals and ceilings are shown in Figures 4 and 5 overleaf.

## **9.9 Assessments**

All of the tests are annotated with instructions alongside the main text. However, the following notes may be useful in clarifying some points.

FIGURE 1

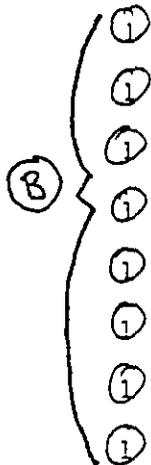
ITEM NO	WORD	RECORD RESPONSE NO	CODE ONE ONLY			
			CORRECT	WRONG		
26	tool (4)	( )	1	2	23-24	
27	square (4)	( )	1	2	25-26	
28	stretching (1)	( )	1	2	27-28	
29	arrow (2)	( )	1	2	<div style="border: 1px solid black; padding: 5px;">                     If Basal <u>not</u> established from start, work backwards to get Basal Then work forwards                 </div>	
30	tying (2)	(2)	1	2		
31	nest (1)	(1)	1	2		
32	envelope (2)	(2)	1	2		
33	hook (3)	(3)	<div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;"> <span style="font-size: 2em; vertical-align: middle;">}</span> <span style="font-size: 2em; vertical-align: middle;">B</span> </div>	2	<div style="border: 1px solid black; padding: 5px;">                     BASAL - 8 OF 8 CORRECT                      CEILING - 6 OF 8 WRONG                 </div>	
34	pasting (4)	(4)		1		2
35	patting (1)	(1)		1	2	
36	penguin (1)	(1)		1	2	
37	sewing (2)	(2)		1	2	
38	delivering (1)	(3)		1	2	<div style="border: 1px solid black; padding: 5px;">                     If item refused, ring code 2 and write in R                 </div>
39	diving (2)	(2)		1	2	
40	parachute (3)	(3)		1	2	51-52
41	furry (4)	(4)	1	2	53-54	
42	vegetable (4)	(1)	1	2	<div style="border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;"> <span style="font-size: 2em; vertical-align: middle;">}</span> <span style="font-size: 2em; vertical-align: middle;">C</span> </div>	
43	shoulder (3)	(2)	1	2		
44	dripping (2)	(2)	1	2		
45	claw (4)	(3)	1	2		
46	decorated (3)	(2)	1	2		
47	frame (1)	(1)	1	2		
48	forest (3)	(4)	1	2		
49	tap (2)	(1)	1	2	69-70	
50	group (3)	( )	1	2	71-72	

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

FIGURE 2

A5

ITEM NO	WORD	RECORD RESPONSE NO	CODE ONE ONLY			
			CORRECT	WRONG		
51	stem (3)	( )	1	2	If Basal <u>not</u> established from start, work backwards to get Basal Then work forwards	13-14
52	vase (3)	( )	1	2		15-16
53	pedal (1)	( )	1	2		17-18
54	capsule (2)	( )	1	2	BASAL = 8 OF 8 CORRECT CEILING = 6 OF 8 WRONG	19-20
55	surprise (4)	(4)	1	2		21-22
56	bark (2)	(2)	1	2	If item refused, ring code 2 and write in R	23-24
57	mechanic (2)	(2)	1	2		25-26
58	tambourine (1)	(1)	1	2		27-28
59	disappointment (4)	(4)	1	2		29-30
60	awarding (3)	(3)	1	2		31-32
61	jug (3)	(3)	1	2		33-34
62	reel (1)	(1)	1	2		35-36
63	compass (3)	(3)	1	2		37-38
64	trunk (2)	(2)	1	2	39-40	
65	human (2)	( )	1	2		41-42
66	nostril (1)	( )	1	2		43-44
67	disagreement (1)	( )	1	2		45-46
68	exhausted (2)	( )	1	2		47-48
69	ivy (4)	( )	1	2		49-50
70	ceremony (4)	( )	1	2		51-52
71	casserole (2)	( )	1	2		53-54
72	vehicle (4)	( )	1	2		55-56
73	globe (3)	( )	1	2		57-58
74	filing (3)	( )	1	2		59-60
75	clamp (2)	( )	1	2		61-62



IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

FIGURE 3

A6

ITEM NO	WORD	RECORD RESPONSE NO	CODE ONE ONLY				
			CORRECT	WRONG			
76	reptile (2)	(2)	1	2	If Basal <u>not</u> established from start work backwards to get Basal Then work forwards	13-14	
77	island (1)	(1)	1	2		15-16	
78	spatula (3)	(1)	1	2		17-18	
79	cooperation (4)	(4)	B	1	BASAL = 8 OF 8 CORRECT	19-20	
80	scalp (4)	(4)		1		2	21-22
81.	twig (2)	(2)		1	2	CEILING - 6 OF 8 WRONG	23-24
82	weasel (2)	(2)		1	2		25-26
83	demolishing (4)	(4)		1	2	If item refused, ring code 2 and write in R	27-28
84	balcony (1)	(3)		1	2		29-30
85	locket (1)	(2)		1	2	C	31-32
86	amazed (3)	(1)		1	2		33-34
87	tubular (1)	(1)	1	2	35-36		
88	tusk (1)	(2)	1	2	37-38		
89	bolt (3)	(4)	1	2		39-40	
90	communication (4)	(3)	1	2		41-42	
91	carpenter (2)	(2)	1	2		43-44	
92	isolation (1)	(1)	1	2		45-46	
93	inflated (3)	(2)	1	2		47-48	
94	coast (3)	(2)	1	2		49-50	
→ 95	adjustment (2)	(4)	1	2		51-52	
96	fragile (3)	( )	1	2		53-54	
97	assaulting (1)	( )	1	2		55-56	
98	appliance (1)	( )	1	2		57-58	
99	pyramid (4)	( )	1	2		59-60	
100	blazing (1)	( )	1	2		61-62	

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

FIGURE 4

A4

ITEM NO	WORD	RECORD RESPONSE NO	CODE ONE ONLY		
			CORRECT	WRONG	
26	tool (4)	(4)	1	2	23-24
27	square (4)	(4)	1	2	25-26
28	stretching (1)	(1)	1	2	27-28
29	arrow (2)	(2)	1	2	29-30
30	tying (2)	(2)	1	2	
31	nest (1)	(1)	1	2	33-34
32	envelope (2)	(2)	1	2	35-36
33	hook (3)	(3)	1	2	37-38
34	pasting (4)	(3)	1	2	
35	patting (1)	(2)	1	2	39-40
36	penguin (1)	(1)	1	2	41-42
37	sewing (2)	(2)	1	2	43-44
38	delivering (1)	(1)	1	2	45-46
39	diving (2)	(2)	1	2	
40	paracnute (3)	(3)	1	2	47-48
41	furry (4)	(4)	1	2	49-50
42	vegetable (4)	(4)	1	2	51-52
43	shoulder (3)	(3)	1	2	53-54
44	dripping (2)	(2)	1	2	55-56
45	claw (4)	(4)	1	2	57-58
46	decorated (3)	(2)	1	2	59-60
47	frame (1)	(1)	1	2	61-62
48	forest (3)	(1)	1	2	63-64
49	tap (2)	(4)	1	2	65-66
50	group (3)	(2)	1	2	67-68

(B1)

If Basal not established from start, work backwards to get Basal Then work forwards

BASAL - 8 OF 8 CORRECT  
CEILING - 6 OF 8 WRONG

(B2)

If item refused, ring code 2 and write in R

(C)

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

FIGURE 5

ITEM NO	WORD	RECORD RESPONSE NO.	A3			
			CODE ONE ONLY			
			CORRECT	WRONG		
1	bus (4)	(4)	1	2	If child reaches item 1 without getting 8 out of 8 correct, item 1 is automatically the Basal	
2	hand (1)	(1)	1	2		
3.	bed (3)	(3)	1	2		
4	tractor (2)	(2)	1	2		
5.	wardrobe (1)	(1)	1	2		If Basal NOT established from start, work backwards to get Basal Then work forwards
6	snake (4)	(4)	1	2		
7	boat (2)	(2)	1	2		
8	tyre (3)	(3)	1	2		
9	cow (1)	(2)	1	2	BASAL - 8 OF 8 CORRECT CEILING - 6 OF 8 WRONG	
10.	lamp (4)	(2)	1	2		
11.	drum (3)	(3)	1	2	If item refused, ring code 2 and write in R	
12.	knee (4)	(1)	1	2		
13	helicopter (2)	(2)	1	2		
14.	elbow (4)	(3)	1	2		
15.	bandage (4)	(3)	1	2		
16.	feather (1)	(4)	1	2		
17.	empty (3)	(2)	1	2		
18.	fence (4)	(4)	1	2		
19.	accident (2)	(4)	1	2	NOTE There is a higher ceiling between Items 13 and 20 This is ignored	
20	net (2)	(1)	1	2		
21.	tearing (4)	( )	1	2		
22.	sail (1)	( )	1	2		
23.	measuring (2)	( )	1	2		
24.	peeling (3)	( )	1	2		
25.	cage (1)	( )	1	2		

IF YOU CODED 6 OUT OF 8 WRONG, SKIP TO Q3 PAGE A10

## Test A - PPVT Vocabulary

PPVT is designed to find out how many words a child can recognise.

1. Ideally, administer the test at a table, but if this is not possible, use the floor. Place the easel between you and the child, preferably in the correct position, although it may be used flat.
2. If the child wants to help by turning over the easel pages, let them. This will help retain their attention. But make sure they do it correctly.
3. Speak clearly when administering the test. Check your pronunciation with the audio tape.
4. You may repeat the word as many times as necessary.
5. When administering the test be careful:
  - not to use 'a' or 'the' when asking the child to identify a word
  - not to use plurals
  - not to put the word in a sentence
6. Only use phrases such as 'show me (word)'. 'Put your finger on (word)' or 'Tell me the number of (word)'. The child may prefer to point to the response they wish to make or say the number. Either is valid.
7. Listen carefully to the child's responses.
8. Encourage the child as much as possible - eg say 'good for you', and, if a child appears to be struggling - 'it's getting hard but you're doing fine' - but do not indicate whether answers are right or wrong.
9. If the child asks if the answer is right or wrong, say 'we'll talk about that later'.
10. If the child changes his/her mind, accept the last answer, even if it is incorrect.
11. As the child reaches limit of his/her knowledge, s/he may not want to respond or guess. Try to persuade him/her to make a best guess, saying that don't know's are not allowed. Occasionally the child's resistance to guessing may be so great that to push harder would destroy the rapport you have built up. In this case you will have to pass to the next question.

12. The child's PPVT age will determine which item you are to start on. If the child is under 7 yrs 11 months (PPVT age) you will first need to administer a practice run with the trial questions provided.
13. Ring the correct start item and proceed with the questions. You first need to establish a basal, which for this test is defined as 8 CORRECT ITEMS IN A ROW. If the child gets this straightaway, carry on until you get a ceiling (watching out for higher basals on the way (see section 9.8)).

If the child does not get the first 8 items correct, work backwards item by item from the entry point (so that the questions become easier) until s/he does get 8 consecutive questions right. If you get back to item 1 without the child ever answering 8 items correctly, then item 1 becomes the basal. Having established your basal, return to where you worked back from and continue working forwards through the test. No question should be asked twice. Mark with an arrow the point from where you have had to work backwards.

14. Once you have established the basal you should start to look out for a ceiling. For this test the ceiling is defined as 6 OUT OF 8 RESPONSES WRONG. Terminate the test at this point. If you worked backwards to establish a basal, you may find you have reached a ceiling already (see section 9.8). If you reach item 175 without having met the conditions for a ceiling then item 175 is the ceiling.
15. If the child refuses to answer any item (after you have attempted some gentle encouragement) ring code 2 (wrong) and write R beside it. If the child says "don't know", ring code 2 and write DK.
16. As you score, be careful not to let the child see your marks. This can be avoided by placing the easel in such a way as to hide the test document from the respondent. Another way of avoiding giving away how the child is doing is to make neutral, but encouraging, remarks like 'That's fine' regardless of whether the response has been correct. Do not tell the child what you are recording or, if applicable, why you are working backwards or forwards.
17. It is also essential not to do any of your working out loud. This is something that the pilot proved to be very easy to do, especially when trying to establish whether a basal or ceiling has been reached. Listen out for this when replaying your tape-recorded interview.
18. Make sure you complete the 'interviewer remarks' section at the end of the test.

### Test B - Verbal Memory

This assessments is in three parts, designed to tap the child's ability to remember 1) words, 2) sentences and 3) a short story.

For all three parts:

1. Be sure to read slowly at an even rate and without emphasis throughout this assessment. This is surprisingly difficult to do, and you will benefit by listening carefully to your tape-recorded interview.
2. On this assessment it is necessary that the child should speak up clearly. Explain how important it is for you to hear their answers. Some children may clam up so it is especially important to encourage a response, eg by saying 'now it's your turn' or 'can you remember anything I said?'
3. Listen very carefully to the child's response.
4. No basals or ceilings are required in any part of this test.

#### Part I Words

1. Read the words once only - do not repeat anything.
2. If the child refuses or says 'don't know' enter '0' in Box A at each question.

#### Part II Sentences

1. Read the sentence once only.
2. For a refusal or 'don't know' enter '0' in the box indicated on the document.

#### Part III Story

1. Note the method of recording - ring the exact word/phrase if the child uses it, or write in alternatives.

### Test C - Piat Maths

The purpose of this test is to assess the child's mathematical skills.

1. Practice finding your way around the easel - and make sure you know where the plate numbers are.

2. Administer the test on a table if possible, if not, on the floor. Place the easel between you and the child, preferably in the correct position, although it may be used flat.
3. Let the child help by turning the easel pages if s/he wishes, but make sure it is done correctly.
4. The child should be asked to 'point to' or 'show' the response they wish to make since the number of the response may be confused with one of the answers. Allow them to say the number if they insist, but look and listen very carefully to avoid confusion.
5. Encourage the child - eg 'you're doing fine', but do not reveal whether answers are correct or not.
6. If the child changes his/her mind, take the last answer given.
7. Discourage 'don't know' responses, asking child to make his/her best guess.
8. The child's PPVT age will determine which item you are to start on. If the child is under 6 years (PPVT age) administer the practice items provided.
9. Ring the correct start place number and proceed with the questions. You first need to establish a basal, which for this test is 5 CORRECT IN A ROW. If the child gets this straightaway, carry on until you establish a ceiling (watching out for higher basals on the way, see section 9.8). Again, work backwards if the child does not get the first 5 right. If the child should get the first start question wrong, jump back to the start item for the next lower age and work forward from there. Repeat this process whenever the start response is incorrect.  
  
If the child is aged 13 years or over, there are fewer than 5 items between this start point and that for the next lower age. In such cases, if the child gets the start item wrong, jump back 5 items and begin there. Repeat if necessary.
10. When you have established a basal, work through the items until the child reaches a ceiling, which for this test is 5 OUT OF 7 WRONG. End the test at this point. If you worked backwards to establish a basal, you may find that you have established a ceiling already (see section 9.8). If you reach item 84 without having reached a ceiling, then item 84 is the ceiling.

11. As you score, do not tell the child or let him/her see what you are doing. Place the easel in a position to conceal this.
12. When scoring ring code 2 for both a refusal and a 'don't know' write 'R' beside refusal and DK beside don't know.
13. Be careful not to do your working out loud - eg when calculating whether a basal or ceiling has been established.
14. It is important to calculate the score on the test correctly as this determines the starting point for the next assessment, the Piat Reading.

### Test D - Piat Reading Recognition and Comprehension

Part I Reading Recognition measures the child's ability to recognise written letters and words, and Part II Reading Comprehension assesses how well the child has understood what s/he has read.

### The following instructions apply to Parts I and II

1. As with PPVT and PIAT Maths, administer the test on a table or other flat surface, with the easel between you and the child.
2. Practise finding your way around the easel in advance of the interview session - and make sure you know where the place numbers are.
3. Encourage the child to persevere - eg say 'you're doing fine', 'good for you' - without helping them or indicating whether answers are correct.
4. Discourage 'don't know' responses; ask the child to make his/her best guess, but do not push so far that rapport is jeopardised.
5. If the child changes his/her mind, take the last response offered.
6. Listen carefully to the child's responses.
7. Do not let the child see your scoring or tell him/her what you are doing. Try to place the easel so that the test document is concealed.
8. When scoring this test ring code 2 for both refusals and 'don't know', writing R or DK beside it as appropriate.

9. The basal for this test is 5 CORRECT IN A ROW. Work backwards if the child does not achieve this. If s/he gets the first item wrong, move back five words and start from there. Having established a basal, work forwards through the test making sure no question is asked twice. Watch out for the highest basal (string of 5 correct answers).
10. The ceiling for this test is 5 OUT OF 7 WRONG. If the child reaches item 84 without getting 5 out of 7 wrong, item 84 is the ceiling. If you worked backwards to establish a basal you may find that more than one ceiling is established. If so, the lowest ceiling should be taken.

### Part I - Reading Recognition

1. Listen to the pronunciation tape to establish legitimate pronunciations.
2. Speak clearly.
3. In items involving letters, the child must give the name of the letter, not just the sound. If necessary, prompt by saying 'what is it called?'
4. The entry point to the test is determined by the score on the preceding Piatt Maths Test (Q7d of test C). If the child is under 6 years (PPVT age) administer the practice items provided.
5. Ring the start item and turn to the appropriate page on the easel. The starting word may be at any position in any row and it may be necessary to point to it - but do not say it!
6. The score on this part of the test, calculated from the lowest ceiling and the highest basal, is used to determine the starting point for part II.

### Part II Reading Comprehension

This assesses the child's ability to understand what is read to him/her.

1. Try to ensure that the child reads each description once only. Tell him/her to look up where finished. Do not show the plate more than once.
2. The child may not turn the pages in this test.
3. Children under 6 years (PPVT age) do the practice items provided.

4. Ring the start item and turn to the appropriate plate in the easel.
5. The child may point to the response they choose or say the number of the picture. Either is valid.
6. As on part I (Reading Recognition) the based is 5 CORRECT IN A ROW and the ceiling is 5 OUT OF 7 WRONG.
7. There is no need to record a score calculated from the basal and ceiling on this part of the test as this score is not used to determine the starting point for another test.

#### **Test E - Memory for Digit Span.**

This provides a measure of the child's ability to remember number order.

1. Make sure you speak clearly and at an even rate of one digit per second. Listen to the tape to make sure you are getting this right.
2. Read each question once only.
3. Be sure to read and score part A and part B of each question.
4. Explain to the child that it is important that he/she speak up so that you can hear their answers.
5. Listen very carefully to the child's responses to check whether the order is correct.
6. Do not encourage or prompt if the child makes no response.
7. Terminate the test only when the child gets part A and part B of any one question wrong.

#### **Test F - What I am like**

This is a relatively straightforward assessment of how children see themselves.

Make sure that the child understands what is expected - ie that s/he chooses which sentence applies to him/her.

Ring X or Y above the chosen sentence then ring one other code only as appropriate to indicate how true the child feels the description is.

### **G. Testing conditions**

It is essential that you complete these questions relating to the testing conditions. This information is important in interpreting the scores obtained by the child on each test.

### **H. Observation of the home environment**

In this section you are asked to record the impression you received of the child's home environment and interaction with his/her mother. It should be completed for all children, including those under PPVT age 4. This will, of course, be a subjective view, and this is understood and accepted.

You should complete the section as soon as possible after the child interview, but it is essential that it is done outside the home. No family member should see the contents of this section, even before it is completed.

The following notes provide guidelines for completion.

**PART A (Child under 6 years)**

- Q2. (MOTHER/MOTHER FIGURE) SPONTANEOUSLY SPOKE TO CHILD TWICE OR MORE (EXCLUDING SCOLDING).

"Spoke to" refers to any sound or words emitted by the mother. For example she may say "Sh-sh-sh" or 'sausage', or any random words or sounds. In order for this item to be scored positively, the mother's words must have occurred spontaneously as opposed to having occurred in response to some sounds/words/questions from child.

- Q3. (MOTHER/MOTHER FIGURE) RESPONDED VERBALLY TO CHILD'S SPEECH.

The mother's response may be either a complete word or words or merely differentiated sounds, e.g., "ta-ta", "tsk-tsk", or "You're talking to mummy?" The key factor here is that the mother is responding to the child's sound/word/words, not ignoring it/them. If the child does not make sounds/speak during the interview, thereby denying the mother an opportunity to respond, the score would still be "NO".

- Q4. (MOTHER/MOTHER FIGURE) CARESSED, KISSED; OR HUGGED CHILD AT LEAST ONCE.

Under "caressess" would be included a hug, a stroke of the hair, patting an arm or leg, reaching out affectionately and touching the face, etc. Blowing a kiss as well as actually establishing physical contact may be counted as a kiss.

- Q5. (MOTHER/MOTHER FIGURE) SLAPPED OR SPANKED CHILD AT LEAST ONCE.

Occasionally a visitor will feel that she does not know whether a mother is playing or seriously slapping or spanking a child. The best guide to use in such instances is the child's behaviour. If the child reacts with pleasure or happiness, chances are this represents a style of positive interaction between him and his mother. If he frowns or looks unhappy or whimpers or cries, you can feel pretty confident that, however the mother intended it, he does not perceive it as pleasureable. Score accordingly.

- Q6. (MOTHER/MOTHER FIGURE) INTERFERED WITH CHILD'S ACTIONS OR RESTRICTED CHILD FROM EXPLORING MORE THAN 3 TIMES.

Restrictions and interference here refer to such things as: taking a toy away from a child; putting a child who has climbed up on a sofa back down on the floor; putting a child who is crawling around the floor into a playpen or cot; slapping a child as he starts to pick up the visitor's handbag. In the last instance, the item would also be applicable to Q5. The restrictions may also be verbal - "Stop that"; "Get out of there". Do not code as interference any action taken to prevent the child from harming himself (e.g., running into the street).

- Q9. See test document for examples.

- Q10. INTERIOR OF THE HOME WAS DARK OR PERCEPTUALLY MONOTONOUS.

On this item the interviewer can take into account the lack of lighting, drawn curtains, lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

- Q11. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.

Allowances should be made for differing styles of housekeeping. However, very dirty walls or an abundance of cobwebs should score a "NO".

12. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or rubbish.

**PART B (Child 6 years and older)**

- Q2. (MOTHER/MOTHER FIGURE) ENCOURAGED CHILD TO CONTRIBUTE TO THE CONVERSATION.

This item should be scored "Yes" if the parent actively encourages the child to say something or if the parent

allows the child input into the conversation with no discouragement.

- Q3. (MOTHER/MOTHER FIGURE) ANSWERED CHILD'S QUESTIONS OR REQUESTS VERBALLY.

In order to score 'Yes' for this item the parent must make an effort to answer the question for the child. If the parent is unable to answer the question at the moment she may tell the child she doesn't know but will look up the answer later. Responses such as, "I'm busy, go away", or, "Don't bother me now" do not score 'Yes'. If the child fails to ask a question during the interview, score "No".

- Q4. (MOTHER/MOTHER FIGURE) CONVERSED WITH CHILD EXCLUDING SCOLDING OR SUSPICIOUS COMMENTS.

This item involves maternal conversation - not just any words exchanged with the child. The mother must make an effort to converse with the child and ask questions, to talk about things, or to engage in verbal interchange other than scolding or degrading comments.

- Q5. (MOTHER/MOTHER FIGURE) INTRODUCED INTERVIEWER TO CHILD BY NAME.

To score 'Yes' for this item, parent should introduce the child to the interviewer by name and in some way identify the visitor for the child.

- Q6. (MOTHER/MOTHER FIGURE) VOICE CONVEYED POSITIVE FEELING ABOUT THIS CHILD.

The intent of this item is to capture the feeling or tone conveyed by the parent towards the child. Does the parent feel good about her child? Does she enjoy her and talk about her in a pleasant, joyful manner rather than talk in a flat tone which communicates, "She's here, so I'll put up with her".

Q7. INTERIOR OF THE HOME WAS DARK OR PERCEPTUALLY MONOTONOUS.

On this item the interviewer can take into account the lack of lighting, curtains, lack of pictures or plants, or a seeming lack of effort to dress the home up and make it attractive.

Q8. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE REASONABLY CLEAN.

Allowances should be made for differing styles of housekeeping. Very dirty walls or an abundance of cobwebs should score a "No".

Q9. ALL VISIBLE ROOMS OF THE HOUSE/APARTMENT ARE MINIMALLY CLUTTERED.

The interviewer should be able to sit on a chair or sofa without first having to clear a space to sit, and the floor should be relatively free of clutter or rubbish.

## 10. HOME ENVIRONMENT OBSERVATIONS QUESTIONNAIRE

One of these questionnaires should be completed for each child with a PPVT age of under 4 years. It should be completed at the conclusion of all observations of the child's home environment. It should always be completed outside of the child's home and completed as soon as possible after leaving the home.

The document is very similar to section H of the Child Interview questionnaire and should be completed on the same basis.

Remember to note on the back page the length of time it took you to complete this document.

## 11. HOMEWORK INSTRUCTIONS

1. Read relevant sections of Mother/Child Interviewer Instructions.
2. Practise the child test on the 3 children you have lined up:
  - one aged 4-7
  - one aged 8-15
  - one aged 4-15

Remember that they must not be known to you.

3. Ignore PPVT age for this homework. Use real ages instead.
4. Tape-record one of your tests - the 2nd or 3rd one.
5. Listen to this tape and note your errors - for example did you:
  - \* read words slowly, clearly, without emphasis?
  - \* ever use the definite or indefinite article ("the" or "a") at Test A by mistake?
  - \* did you ever indicate to the child that his/her answer was right or wrong?
  - \* do you talk aloud to yourself as you find your way around the documents?
  - \* did you not give the child enough positive feedback about how helpful he/she was being?
6. Write down a list of points you would like gone over/discussed more on Day 3.
7. Put your name on your test documents and number them 1, 2 and 3. Bring them back on the last day of the briefing along with the tape-recording. We will be using the documents on that day. Also bring back your easels.