Millennium Cohort Study

Psychological, Developmental and Health Inventories

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User guide to the data (Third Edition)

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A. Child Development

Developmental Milestones - Denver Developmental Screening Test

A selection of 8 questions taken from the Denver Developmental Screening Test (DDST) were used to assess social and communication skills, as well as fine (DDST(F)) and gross (DDST(G)) motor coordination typical for a 9 months old child (see Frankenburg, W.K., Dodds, J.B. Denver (1967). Developmental Screening Test. J. Paediatrics, 71, 181-191). In addition, 5 items from an UK adaptation of the MacArthur Communicative Development Inventories (CDI) were used to identify early communicative gestures. The CDI is a checklist of words and gestures assessing the child's development of receptive and productive vocabulary through parental report (Fenson, L., Dale, P.S., Resnick, J.S, Thal, D., Bates, E., Hartung, J.P., Pethick, D. and Reilly J.S (1993) *MacArthur Communicative Inventories*, San Diego CA: Singular Publishing Group.

Sweep: MCS1

Section: Module D: Baby's Health and Development

Dataset: MCS1 Parent Interview

Question Name	Question	Variables	Source
SMIL	He smiles when you smile at him	amsmila0, amsmilb0, amsmilc0	CDI
SITU	He can sit up without being supported.	amsitua0, amsitub0, amsituc0	DDST(G)
STAN	He can stand up while holding onto something such as furniture.	amstana0, amstanb0, amstanc0	DDST(G)
HAND	He puts his hands together.	amhanda0, amhandb0, amhandc0	DDST(F)
GRAB	He grabs objects using the whole hand.	amgraba0, amgrabb0, amgrabc0	DDST(F)
PICK	He can pick up a small object using forefinger and thumb only.	ampicka0, ampickb0, ampickc0	DDST(F)
PTOY	He passes a toy back and forth from one hand to another.	amptoya0, amptoyb0, amptoyc0	DDST(F)

Question Name	Question	Variables	Source
WALK	He can walk a few steps on his own.	amwalka0, amwalkb0, amwalkc0	DDST(G)
GIVE	He reaches out and gives you a toy or some other object that he is holding.	amgivea0, amgiveb0, amgivec0	CDI
WAVE	He waves bye-bye on his own when someone leaves.	amwavea0, amwaveb0, mwavec0	CDI
ARMS	He extends his arms to show he wants to be picked up.	amarmsa0, amarmsb0, amarmsc0	CDI
NODS	He nods his head for 'yes'.	amnodsa0, amnodsb0, amnodsc0	CDI
MOVE	If you put child down on the floor, can he move about from one place to another?	ammovea0, ammoveb0, ammovec0	DDST(G)

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Additional Information

Developmental milestones are a set of functional skills or age-specific tasks that most children can do at a certain age range. Parents were asked to respond to selected statements from the Denver Developmental Screening test, which is the most popular tool for screening for potential developmental problems (Frankenburger, Dobbs & Denver, 1974). Replies of the parents on their child's developmental status were grouped into two main areas: gross and fine motor skills.

In addition items from an UK adaptation of the MacArthur Communicative Development Inventories (CDI) were used to identify early communicative gestures. The CDI is a checklist of words and gestures assessing the child's development of receptive and productive vocabulary through parental report (Fenson et al., 1993).

Although each milestone has an age level, the actual age when a normally developing child reaches that milestone can vary considerably. For example, some children may walk as early as 11 months, while others may not walk until they are 15 months old. Both cases are still considered normal. About 3% of children will not reach a milestone on time, but most of them will eventually develop normally over time. Thus, the assessment of developmental delay will be adjusted by the child age in birth months

Temperament and Behaviour - Carey Infant Temperament Scale

14 questions from the Carey Infant Temperament Scale were used to assess temperament and behaviour of the child (see: Carey, W.B., McDevitt, S.C. (1977). Infant Temperament Questionnaire. Dept. Educational Psychology, Temple University, Philadelphia; Carey, W.B., McDevitt, S.C. (1995). Revised Infant Temperament Questionnaire. Scottsdale, AZ: Behavioural-Developmental Initiatives). The questions tap into four areas: regularity (4 items), approach-withdrawal (3 items), adaptability (2 items), mood (5 items)

Sweep: MCS1

Section: Module D: Baby's Health and Development

Dataset: MCS1 Parent Interview

Question Name	Question	Variables	Subscale
HAPN	He makes happy sounds (coos, laughs) when having his nappy changed, or being	amhapna0, amhapnb0, amhapnc0	Mood
UNFA	He is pleasant (smiles, laughs) when first arriving in unfamiliar places (friend's house,	amunfaa0, amunfab0, amunfac0	Mood
BRUS	He is pleasant (coos, smiles) during procedures like hair brushing or face	ambrusa0, ambrusb0, ambrusc0	Mood
FEED	He is content (smiles, coos) during interruptions of milk or solid feeding	amfeeda0, amfeedb0, amfeedc0	Mood
INJU	He remains pleasant or calm with minor injuries (bumps, pinches)	aminjua0, aminjub0, aminjuc0	Mood
BATH	He objects to being bathed in a different place or by a different person after 2 or 3	ambatha0, ambathb0, ambathc0	Approach/withdrawal
WARY	He is still wary or frightened of strangers after 15 minutes.	amwarya0, amwaryb0, amwaryc0	Approach/withdrawal
BSHY	He is shy (turns away or clings to you) on meeting another child for the first time.	ambshya0, ambshyb0, ambshyc0	Approach/withdrawal

Question Name	Question	Variables	Subscale
FRET	For the first few minutes in a new place or situation (new shop or home) he is fretful	amfreta0, amfretb0, amfretc0	Adaptability
SLEE	He appears bothered (cries/squirms) when first put down in a different sleeping place.	amsleea0, amsleeb0, amsleec0	Adaptability
MILK	He wants and takes milk feeds at about the same time (within one hour) from day to day.	ammilka0, ammilkb0, ammilkc0	Adaptability
SLTI	He gets sleepy at about the same time each evening (within half hour)	amsltia0, amsltib0, amsltic0	Regularity
NAPS	His naps are about the same length from day to day	amnapsa0, amnapsb0, amnapsc0	Regularity
SOFO	He wants and takes solid food at about the same time (within 1 hour) from day to day	amsofoa0, amsofob0, amsofoc0	Regularity

Infant Control

Adopted from ALSPAC (Avon Longitudinal Study of Parents and Children): includes questions about sleeping, feeding, and crying (including excessive patterns)

Sweep: MCS1

Section: Module D: Baby's Health and Development

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
MOVE	If you put [childname] down on the floor, can he move about from one place to another?	ammovea0, ammoveb0, ammovec0
HOWA	At the moment, how often does [childname] normally wake at night	amhowaa0, amhowab0, amhowac0
SLRM	Does [childname] usually sleep	amslrmaa, amslrmab, amslrmac, amslrmba, amslrmbb, amslrmca
SLBM	Does [childname] sleep in ^his own bed or cot most nights or does ^he share a bed or cot?	amslbmaa, amslbmab, mslbmac, amslbmba, amslbmbb, amslbmca,
BCRY	In general, when [childname] cries do you	ambcrya0, ambcryb0, ambcryc0
CRPR	Do you feel that [childname] crying is a problem for you?	amcrpra0, amcrprb0, amcrprc0

Child Self Regulation - Child Social Behaviour Questionnaire

These are items from the Child Social Behaviour Questionnaire used on the EPPE and EPPNI projects for 7 and 10 year olds.

Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B, Elliott, K., & Marsh, A. (2004). The Effective Provision of Pre-school Education (EPPE) Project: Technical Paper 11: The continuing effect of pre-school education at age 7 years. London: Institute of Education.

Melhuish, E., Hanna, K., Quinn, L., Sylva, K., Siraj-Blatchford, I., Sammons, P. & Taggart, B. (2004) The Effective Pre-school Provision in Northern Ireland Project, Technical Paper 11: Pre-school Experience and Social/Behavioural Development At the End of Year 3 of Primary School. Belfast, N.I.: Stranmillis University Press.

See also Hogan AC, Scott KG, Bauer CR. The adaptive social behaviour inventory (ASBI): A new assessment of social competence in high-risk three year olds. Journal of Psychoeducational Assessment. 1992;10:230–239.

The questions cover three domains:

Independence and self regulation (ISR)

Likes to work things out for self (MCS2,3,4)

Does not need much help with tasks (MCS2,3,4)

Chooses activities on their own (MCS2,3,4)

Persists in the face of difficult tasks (MCS2,3,4)

Move to new activity after finishing task (MCS2,3,4)

Emotional dysregulation (ED)

Shows mood swings (MCS2,3,4)

Gets over excited (MCS2,3,4)

Easily frustrated (MCS2,3,4)

Gets over being upset quickly (reversed) (MCS2,3,4)

Acts impulsively (MCS2,3,4)

Cooperation (C)

Is calm and easy going (MCS3,4)

Works/plays easily with others (MCS3,4)

Says please and thank you when reminded (MCS5)

Waits his/her turn in games/activities (MCS5)

Co-operates with requests (MCS5)

The Cooperation domain was introduced in its full form at MCS5. MCS3 contained only two of the five Items.

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS2 Parent Interview

Question Name	Question	Variables
SEWS	Likes to work things out for self	bmsewsa0, bmsewsb0, bmsewsc0
SEHT	Does not need much help with tasks	bmsehta0, bmsehtb0, bmsehtc0
SEAO	Chooses activities on their own	bmseaoa0, bmseaob0, bmseaoc0
SEDT	Persists in the face of difficult tasks	bmsedta0, bmsedtb0, bmsedtc0
SENA	Move to new activity after finishing task	bmsenaa0, bmsenab0, bmsenac0
SEMS	Shows mood swings	bmsemsa0, bmsemsb0, bmsemsc0
SEOE	Gets over excited	bmseoea0, bmseoeb0, bmseoec0
SEEF	Easily frustrated	bmseefa0, bmseefb0, bmseefc0

SEUQ	Gets over being upset quickly	bmseuqa0, bmseuqb0, bmseuqc0
SEIA	Acts impulsively	bmseiaa0, bmseiab0, bmseiac0

Derived Variables MCS2

BDCSBIA0, BDCSBIB0, BDCSBIC0: S2 DV Child Social Behaviour Questionnaire (Independence-Self Regulation) This was computed by taking the mean of the valid responses for the following items: SEWS, SEHT, SEAO, SEDT, SENA

BDCSBEA0, BDCSBEB0, BDCSBEC0: S2 DV Child Social Behaviour Questionnaire (Emotional-Dysregulation)   This was computed by taking the mean of the valid responses for the following items: SEMS, SEOE, SEEF, SEUQ (reversed), SEIA

Sweep: MCS3

Section: Module H: Self Completion

Dataset: MCS3 Parent Interview

Question Name	Question	Variables
SEWS	Likes to work things out for self	cmsewsa0, cmsewsb0, cmsewsc0
SEHT	Does not need much help with tasks	cmsehta0, cmsehtb0, cmsehtc0
SEAO	Chooses activities on their own	cmseaoa0, cmseaob0, cmseaoc0
SEDT	Persists in the face of difficult tasks	cmsedta0, cmsedtb0, cmsedtc0
SENA	Move to new activity after finishing task	cmsenaa0, cmsenab0, cmsenac0
SEMS	Shows mood swings	cmsemsa0, cmsemsb0, cmsemsc0
SEOE	Gets over excited	cmseoea0, cmseoeb0, cmseoec0

SEEF	Easily frustrated	cmseefa0, cmseefb0, cmseefc0
SEUQ	Gets over being upset quickly	cmseuqa0, cmseuqb0, cmseuqc0
SEIA	Acts impulsively	cmseiaa0, cmseiab0, cmseiac0
SEWP	Works or plays easily with others	cmsewpa0, cmsewpb0, cmsewpc0
SECE	Is calm and easy going	cmsecea0, cmseceb0, cmsecec0
SEPT	Says please and thank you when reminded	cmsepta0, cseptb0, cmseptc0
SEGA	Waits his/her turn in games/activities	cmsegaa0, cmsegab0, cmsegac0
SECR	Co-operates with requests	cmsecra0, cmsecrb0, cmsecrc0

Derived Variables MCS3

CDCSBIA0, CDCSBIB0, CDCSBIC0: S3 DV Child Social Behaviour Questionnaire (Independence-Self Regulation). This was computed by taking the mean of the valid responses for the following items SEWS, SEHT, SEAO, SEDT, SENA

CDCSBEA0, CDCSBEB0, CDCSBEC0: S3 DV Child Social Behaviour Questionnaire (Emotional-Dysregulation). This was computed by taking the mean of the valid responses for the following items SEMS, SEOE, SEEF, SEUQ (reversed), SEIA

Sweep: MCS4

Section: Module H: Self Completion

Dataset: MCS4 Parent Interview

Question Name	Question	Variables

SEWS	Likes to work things out for self	dmsewsa0, dmsewsb0, dmsewsc0
SEHT	Does not need much help with tasks	dmsehta0, dmsehtb0, dmsehtc0
SEAO	Chooses activities on their own	dmseaoa0, dmseaob0, dmseaoc0
SEDT	Persists in the face of difficult tasks	dmsedta0, dmsedtb0, dmsedtc0
SENA	Move to new activity after finishing task	dmsenaa0, dmsenab0, dmsenac0
SEMS	Shows mood swings	dmsemsa0, dmsemsb0, dmsemsc0
SEOE	Gets over excited	dmseoea0, dmseoeb0, dmseoec0
SEEF	Easily frustrated	dmseefa0, dmseefb0, dmseefc0
SEUQ	Gets over being upset quickly	dmseuqa0, dmseuqb0, dmseuqc0
SEIA	Acts impulsively	dmseiaa0, dmseiab0, dmseiac0
SEWP	Works or plays easily with others	dmsewpa0, dmsewpb0, dmsewpc0
SECE	Is calm and easy going	dmsecea0, dmseceb0, dmsecec0
SEPT	Says please and thank you when reminded	dmsepta0, dmseptb0, dmseptc0
SEGA	Waits his/her turn in games/activities	dmsegaa0, dmsegab0, dmsegac0
SECR	Co-operates with requests	dmsecra0, dmsecrb0, dmsecrc0

Derived Variables: MCS5

DDCSBIA0, DDCSBIB0, DDCSBIC0: S5 DV Child Social Behaviour Questionnaire (Independence-Self Regulation). This was computed by taking the mean of the valid responses for the following items SEWS, SEHT, SEAO, SEDT, SENA

DDCSBEA0, DDCSBEB0, DDCSBEC0: S5 DV Child Social Behaviour Questionnaire (Emotional-Dysregulation) . This was computed by taking the mean of the valid responses for the following items SEMS, SEOE, SEEF, SEUQ (reversed), SEIA

DDCSBCA0, DDCSBCB0, DDCSBCC0: S5 DV Child Social Behaviour Questionnaire (Cooperation). This was computed by taking the mean of the valid responses for the following items SEWP, SECE, SEPT, SEGA, SECR

SDQ - Strengths and Difficulties Questionnaire

25 items, P3/4 - SDQ and impact supplement for the parents of 3 (and 4) year olds, was used at MCS2, 3 and 4. The questionnaire is available from http://www.sdqinfo.com.

These questions were asked to both main and partner respondents. Derivation use the method defined at http://www.sdqinfo.org/c1.html for the relevant test

Sweep: MCS2

Section: Module H : Self Completion

Dataset: MCS2 Parent Interview

Question Name	Question	Variables	Equivalent on SDQ
SDPF	Considerate of others' feelings	bmsdpfa0, bmsdpfb0, bmsdpfc0	SDQ Item 1
SDRO	Restless, overactive, cannot stay still long	bmsdroa0, bmsdrob0, bmsdroc0	SDQ Item 2
SDHS	Complains of headaches/stomach-aches/sickness	bmsdhsa0, bmsdhsb0, bmsdhsc0	SDQ Item 3
SDSR	Shares readily with others	bmsdsra0, bmsdsrb0, bmsdsrc0	SDQ Item 4
SDTT	Often has temper tantrums	bmsdtta0, bmsdttb0, bmsdttc0	SDQ Item 5
SDSP	Tends to play alone	bmsdspa0, bmsdspb0, bmsdspc0	SDQ Item 6
SDOR	Generally obedient	bmsdora0, bmsdorb0, bmsdorc0	SDQ Item 7
SDMW	Often seems worried	bmsdmwa0, bmsdmwb0, bmsdmwc0	SDQ Item 8
SDHU	Helpful if someone is hurt, upset or ill	bmsdhua0, bmsdhub0, bmsdhuc0	SDQ Item 9

Question Name	Question	Variables	Equivalent on SDQ
SDFS	Constantly fidgeting	bmsdfsa0, bmsdfsb0, bmsdfsc0	SDQ Item 10
SDGF	Has at least one good friend	bmsdgfa0, bmsdgfb0, bmsdgfc0	SDQ Item 11
SDFB	Fights with or bullies other children	bmsdfba0, bmsdfbb0, bmsdfbc0	SDQ Item 12
SDUD	Often unhappy	bmsduda0, bmsdudb0, bmsdudc0	SDQ Item 13
SDLC	Generally liked by other children	bmsdlca0, bmsdlcb0, bmsdlcc0	SDQ Item 14
SDDC	Easily distracted	bmsddca0, bmsddcb0, bmsddcc0	SDQ Item 15
SDNC	Nervous or clingy in new situations	bmsdnca0, bmsdncb0, bmsdncc0	SDQ Item 16
SDKY	Kind to younger children	bmsdkya0, bmsdkyb0, bmsdkyc0	SDQ Item 17
SDOA	Often argumentative with adults	bmsdoaa0, bmsdoab0, bmsdoac0	SDQ Item 18
SDPB	Picked on or bullied by other children	bmsdpba0, bmsdpbb0, bmsdpbc0	SDQ Item 19
SDVH	Often volunteers to help others	bmsdvha0, bmsdvhb0, bmsdvhc0	SDQ Item 20
SDST	Can stop and think before acting	bmsdsta0, bmsdstb0, bmsdstc0	SDQ Item 21
SDCS	Can be spiteful to others	bmsdcsa0, bmsdcsb0, bmsdcsc0	SDQ Item 22
SDGB	Gets on better with adults	bmsdgba0, bmsdgbb0, bmsdgbc0	SDQ Item 23
SDFE	Many fears, easily scared	bmsdfea0, bmsdfeb0, bmsdfec0	SDQ Item 24

Question Name	Question	Variables	Equivalent on SDQ
SDTE	Sees tasks through to the end	bmsdtea0, bmsdteb0, bmsdtec0	SDQ Item 25
SDEM	If child has difficulties	bmsdema0, bmsdemb0, bmsdemc0	Impact Supplement 1
SDLD	How long had difficulties	bmsdlda0, bmsdldb0, bmsdldc0	Impact Supplement 2
SDDD	Difficulties upset child	bmsddda0, bmsdddb0, bmsdddc0	Impact Supplement 3
SDHL	Difficulties interfere with child's home life	bmsdhla0, bmsdhlb0, bmsdhlc0	Impact Supplement 4
SDFR	Difficulties interfere with child's friendships	bmsdfra0, bmsdfrb0, bmsdfrc0	Impact Supplement 5
SDCL	Difficulties interfere with child's learning	bmsdcla0, bmsdclb0, bmsdclc0	Impact Supplement 6
SDLA	Difficulties interfere with leisure activities	bmsdlaa0, bmsdlab0, bmsdlac0	Impact Supplement 7

Derived variables: MCS2

BDEMOTA0, BDEMOTB0, BDEMOTC0: S2 DV SDQ Emotional Symptoms. Using items: SDHS, SDMW, SDUD, SDNC, SDFE

BDCONDA0, BDCONDB0, BDCONDC0: S2 DV SDQ Conduct Problems. Using items: SDTT, SDOR, SDFB, SDOA, SDCS

BDHYPEA0, BDHYPEB0, BDHYPEC0: S2 DV SDQ Hyperactivity/Inattention. Using items: SDRO, SDFS, SDDC, SDST, SDTE

BDPEERA0, BDPEERB0, BDPEERC0: S2 DV SDQ Peer Problems. Using items: SDSP, SDGF, SDLC, SDPB, SDGB

BDPROSA0, BDPROSB0, BDPROSC0: S2 DV SDQ Prosocial. Using items: SDPF, SDSR, SDHU, SDKY, SDVH

BDEBDTA0, BDEBDTB0, BDEBDTC0: S2 DV SDQ Total Difficulties

BDIMPAA0, BDIMPAB0, BDIMPAC0: S2 DV SDQ Impact

BDEBDDA0, BDEBDDB0, BDEBDDC0: S2 DV SDQ CM has Difficulties in one or more areas

Sweep: MCS3

Section: Module H: Self Completion

Dataset: MCS3 Parent Interview

Question Name	Question	Variables	Equivalent on SDQ
SDPF	Considerate of others' feelings	cmsdpfa0, cmsdpfb0, cmsdpfc0	SDQ Item 1
SDRO	Restless, overactive, cannot stay still long	cmsdroa0, cmsdrob0, cmsdroc0	SDQ Item 2
SDHS	Complains of headaches/stomach-aches/sickness	cmsdhsa0, cmsdhsb0, cmsdhsc0	SDQ Item 3
SDSR	Shares readily with others	cmsdsra0, cmsdsrb0, cmsdsrc0	SDQ Item 4
SDTT	Often has temper tantrums	cmsdtta0, cmsdttb0, cmsdttc0	SDQ Item 5
SDSP	Tends to play alone	cmsdspa0, cmsdspb0, cmsdspc0	SDQ Item 6
SDOR	Generally obedient	cmsdora0, cmsdorb0, cmsdorc0	SDQ Item 7
SDMW	Often seems worried	cmsdmwa0, cmsdmwb0, cmsdmwc0	SDQ Item 8
SDHU	Helpful if someone is hurt, upset or ill	cmsdhua0, cmsdhub0, cmsdhuc0	SDQ Item 9
SDFS	Constantly fidgeting	cmsdfsa0, cmsdfsb0, cmsdfsc0	SDQ Item 10
SDGF	Has at least one good friend	cmsdgfa0, cmsdgfb0, cmsdgfc0	SDQ Item 11
SDFB	Fights with or bullies other children	cmsdfba0, cmsdfbb0, cmsdfbc0	SDQ Item 12

Question Name	Question	Variables	Equivalent on SDQ
SDUD	Often unhappy	cmsduda0, cmsdudb0, cmsdudc0	SDQ Item 13
SDLC	Generally liked by other children	cmsdlca0, cmsdlcb0, cmsdlcc0	SDQ Item 14
SDDC	Easily distracted	cmsddca0, cmsddcb0, cmsddcc0	SDQ Item 15
SDNC	Nervous or clingy in new situations	cmsdnca0, cmsdncb0, cmsdncc0	SDQ Item 16
SDKY	Kind to younger children	cmsdkya0, cmsdkyb0, cmsdkyc0	SDQ Item 17
SDOA	Often argumentative with adults	cmsdoaa0, cmsdoab0, cmsdoac0	SDQ Item 18
SDPB	Picked on or bullied by other children	cmsdpba0, cmsdpbb0, cmsdpbc0	SDQ Item 19
SDVH	Often volunteers to help others	cmsdvha0, cmsdvhb0, cmsdvhc0	SDQ Item 20
SDST	Can stop and think before acting	cmsdsta0, cmsdstb0, cmsdstc0	SDQ Item 21
SDCS	Can be spiteful to others	cmsdcsa0, cmsdcsb0, cmsdcsc0	SDQ Item 22
SDGB	Gets on better with adults	cmsdgba0, cmsdgbb0, cmsdgbc0	SDQ Item 23
SDFE	Many fears, easily scared	cmsdfea0, cmsdfeb0, cmsdfec0	SDQ Item 24
SDTE	Sees tasks through to the end	cmsdtea0, cmsdteb0, cmsdtec0	SDQ Item 25
SDEM	If child has difficulties	cmsdema0, cmsdemb0, cmsdemc0	Impact Supplement 1
SDLD	How long had difficulties	cmsdlda0, cmsdldb0, cmsdldc0	Impact Supplement 2

Question Name	Question	Variables	Equivalent on SDQ
SDDD	Difficulties upset child	cmsddda0, cmsdddb0, cmsdddc0	Impact Supplement 3
SDHL	Difficulties interfere with child's home life	cmsdhla0, cmsdhlb0, cmsdhlc0	Impact Supplement 4
SDFR	Difficulties interfere with child's friendships	cmsdfra0, cmsdfrb0, cmsdfrc0	Impact Supplement 5
SDCL	Difficulties interfere with child's learning	cmsdcla0, cmsdclb0, cmsdclc0	Impact Supplement 6
SDLA	Difficulties interfere with leisure activities	cmsdlaa0, cmsdlab0, cmsdlac0	Impact Supplement 7

Derived variables: MCS3

CDEMOTA0, CDEMOTB0, CDEMOTC0: S3 DV SDQ Emotional Symptoms. Using items: SDHS, SDMW, SDUD, SDNC, SDFE

CDCONDA0, CDCONDB0, CDCONDC0: S3 DV SDQ Conduct Problem. Using items: SDTT, SDOR, SDFB, SDOA, SDCS

CDHYPEA0, CDHYPEB0, CDHYPEC0: S3 DV SDQ Hyperactivity/Inattention. Using items: SDRO, SDFS, SDDC, SDST, SDTE

CDPEERA0, CDPEERB0, CDPEERC0: S3 DV SDQ Peer Problems. Using items: SDSP, SDGF, SDLC, SDPB, SDGB

CDPROSA0, CDPROSB0, CDPROSC0: S3 DV SDQ Prosocial. Using items: SDPF, SDSR, SDHU, SDKY, SDVH.

CDEBDTA0, CDEBDTB0, CDEBDTC0: S3 DV SDQ Total Difficulties.

CDIMPAA0, CDIMPAB0, CDIMPAC0: S3 DV SDQ Impact

CDEBDDA0, CDEBDDB0, CDEBDDC0: S3 DV SDQ CM has Difficulties in one or more areas

Sweep: MCS4

Section: Module H: Self Completion

Dataset: MCS4 Parent Interview

Question Name	Question	Variables	Equivalent on SDQ
SDPF	Considerate of others' feelings	dmsdpfa0, dmsdpfb0, dmsdpfc0	SDQ Item 1
SDRO	Restless, overactive, cannot stay still long	dmsdroa0, dmsdrob0, dmsdroc0	SDQ Item 2
SDHS	Complains of headaches/stomach-aches/sickness	dmsdhsa0, dmsdhsb0, dmsdhsc0	SDQ Item 3
SDSR	Shares readily with others	dmsdsra0, dmsdsrb0, dmsdsrc0	SDQ Item 4
SDTT	Often has temper tantrums	dmsdtta0, dmsdttb0, dmsdttc0	SDQ Item 5
SDSP	Tends to play alone	dmsdspa0, dmsdspb0, dmsdspc0	SDQ Item 6
SDOR	Generally obedient	dmsdora0, dmsdorb0, dmsdorc0	SDQ Item 7
SDMW	Often seems worried	dmsdmwa0, dmsdmwb0, dmsdmwc0	SDQ Item 8
SDHU	Helpful if someone is hurt, upset or ill	dmsdhua0, dmsdhub0, dmsdhuc0	SDQ Item 9
SDFS	Constantly fidgeting	dmsdfsa0, dmsdfsb0, dmsdfsc0	SDQ Item 10
SDGF	Has at least one good friend	dmsdgfa0, dmsdgfb0, dmsdgfc0	SDQ Item 11
SDFB	Fights with or bullies other children	dmsdfba0, dmsdfbb0, dmsdfbc0	SDQ Item 12

Question Name	Question	Variables	Equivalent on SDQ
SDUD	Often unhappy	dmsduda0, dmsdudb0, dmsdudc0	SDQ Item 13
SDLC	Generally liked by other children	dmsdlca0, dmsdlcb0, dmsdlcc0	SDQ Item 14
SDDC	Easily distracted	dmsddca0, dmsddcb0, dmsddcc0	SDQ Item 15
SDNC	Nervous or clingy in new situations	dmsdnca0, dmsdncb0, dmsdncc0	SDQ Item 16
SDKY	Kind to younger children	dmsdkya0, dmsdkyb0, dmsdkyc0	SDQ Item 17
SDOA	Often argumentative with adults	dmsdoaa0, dmsdoab0, dmsdoac0	SDQ Item 18
SDPB	Picked on or bullied by other children	dmsdpba0, dmsdpbb0, dmsdpbc0	SDQ Item 19
SDVH	Often volunteers to help others	dmsdvha0, dmsdvhb0, dmsdvhc0	SDQ Item 20
SDST	Can stop and think before acting	dmsdsta0, dmsdstb0, dmsdstc0	SDQ Item 21
SDCS	Can be spiteful to others	dmsdcsa0, dmsdcsb0, dmsdcsc0	SDQ Item 22
SDGB	Gets on better with adults	dmsdgba0, dmsdgbb0, dmsdgbc0	SDQ Item 23
SDFE	Many fears, easily scared	dmsdfea0, dmsdfeb0, dmsdfec0	SDQ Item 24
SDTE	Sees tasks through to the end	dmsdtea0, dmsdteb0, dmsdtec0	SDQ Item 25
SDEM	If child has difficulties	dmsdema0, dmsdemb0, dmsdemc0	Impact Supplement 1
SDLD	How long had difficulties	dmsdlda0, dmsdldb0, dmsdldc0	Impact Supplement 2

Question Name	Question	Variables	Equivalent on SDQ
SDDD	Difficulties upset child	dmsddda0, dmsdddb0, dmsdddc0	Impact Supplement 3
SDHL	Difficulties interfere with child's home life	dmsdhla0, dmsdhlb0, dmsdhlc0	Impact Supplement 4
SDFR	Difficulties interfere with child's friendships	dmsdfra0, dmsdfrb0, dmsdfrc0	Impact Supplement 5
SDCL	Difficulties interfere with child's learning	dmsdcla0, dmsdclb0, dmsdclc0	Impact Supplement 6
SDLA	Difficulties interfere with leisure activities	dmsdlaa0, dmsdlab0, dmsdlac0	Impact Supplement 7

Derived variables: MCS4

DDEMOTA0, DDEMOTB0, DDEMOTC0: S4 DV SDQ Emotional Symptoms. Using items: SDHS, SDMW, SDUD, SDNC, SDFE

DDCONDA0, DDCONDB0, DDCONDC0: S4 DV SDQ Conduct Problems. Using items: SDTT, SDOR, SDFB, SDOA, SDCS

DDHYPEA0, DDHYPEB0, DDHYPEC0: S4 DV SDQ Hyperactivity/Inattention. Using items: SDRO, SDFS, SDDC, SDST, SDTE

DDPEERA0, DDPEERB0, DDPEERC0: Variable Label: S4 DV SDQ Peer Problems. Using items: SDSP, SDGF, SDLC, SDPB, SDGB

DDPROSA0, DDPROSB0, DDPROSC0: S4 DV SDQ Prosocial. Using items: SDPF, SDSR, SDHU, SDKY, SDVH

DDEBDTA0, DDEBDTB0, DDEBDTC0: S4 DV SDQ Total Difficulties.

DDIMPAA0, DDIMPAB0, DDIMPAC0: S4 DV SDQ Impact

DDEBDDA0, DDEBDDB0, DDEBDDC0: S4 DV SDQ CM has Difficulties in one or more areas

Sweep: MCS5

Section: Teacher Survey

Dataset: MCS5 Teacher Survey

Question Name	Question	Variable	Equivalent on SDQ
5A	Considerate of others' feelings	EQ5A	SDQ Item 1
5B	Restless, overactive, cannot stay still long	EQ5B	SDQ Item 2
5C	Complains of headaches/stomach-aches/sickness	EQ5C	SDQ Item 3
5D	Shares readily with others	EQ5D	SDQ Item 4
5E	Often has temper tantrums	EQ5E	SDQ Item 5
5F	Tends to play alone	EQ5F	SDQ Item 6
5G	Generally obedient	EQ5G	SDQ Item 7
5H	Often seems worried	EQ5H	SDQ Item 8
5I	Helpful if someone is hurt, upset or ill	EQ5I	SDQ Item 9
5J	Constantly fidgeting	EQ5J	SDQ Item 10
5K	Has at least one good friend	EQ5K	SDQ Item 11
5L	Fights with or bullies other children	EQ5L	SDQ Item 12
5M	Often unhappy	EQ5M	SDQ Item 13

5N	Generally liked by other children	EQ5N	SDQ Item 14
5O	Easily distracted	EQ5O	SDQ Item 15
5P	Nervous or clingy in new situations	EQ5P	SDQ Item 16
5Q	Kind to younger children	EQ5Q	SDQ Item 17
5R	Often argumentative with adults	EQ5R	SDQ Item 18
5S	Picked on or bullied by other children	EQ5S	SDQ Item 19
5T	Often volunteers to help others	EQ5T	SDQ Item 20
5U	Can stop and think before acting	EQ5U	SDQ Item 21
5V	Can be spiteful to others	EQ5V	SDQ Item 22
5W	Gets on better with adults	EQ5W	SDQ Item 23
5X	Many fears, easily scared	EQ5X	SDQ Item 24
5Y	Sees tasks through to the end	EQ5Y	SDQ Item 25

Derived variables: MCS5

EEMOTI_T: S5 DV SDQ Emotional Symptoms. Using items: EQ5C, EQ5H, EQ5M, EQ5P, EQ5X

ECOND_T: S5 DV SDQ Conduct Problems. Using items: EQ5E, EQ5G, EQ5L, EQ5R, EQ5V

EHYPER_T: S5 DV SDQ Hyperactivity/Inattention. Using items: EQ5B, EQ5J, EQ5O, EQ5U, EQ5Y

EPEER: Variable Label: S5 DV SDQ Peer Problems. Using items: EQ5F, EQ5K, EQ5N, EQ5S, EQ5W

EPROSOC: S5 DV SDQ Prosocial. Using items: EQ5A, EQ5D, EQ5I, EQ5Q, EQ5T

EEBDTO_T: S5 DV SDQ Total Difficulties.

EEBDIF_T: S5 DV SDQ CM has Difficulties in one or more areas

Relationship to other scales

Goodman, R. (1997), The Strengths and Difficulties Questionnaire: A Research Note Journal of Child Psychology and Psychiatry, 38: 581-586. (2001),

Goodman, R., Meltzer, H. and Bailey, V. (1998), "The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version", European Child and Adolescent Psychiatry, 7: 125-130.

Goodman, R. (2001), Psychometric properties of the Strengths and Difficulties Questionnaire (SDQ), Journal of the American Academy of Child and Adolescent Psychiatry, 40:1337-1345.

Further information

See http://www.sdqinfo.com

B. Psychological Assessment of Parent

Maternal Attachment - Condon Maternal Attachment Questionnaire

A selection of 6 items of the Condon Maternal Attachment Questionnaire, have been used to assess mother-to-infant attachment (see: Condon, J.T. & Corkindale, C.J. (1998). Journal of Reproductive and Infant Psychology, 16, 57-76; Condon.J.T.: Nature and Determinants of Parent-to-Infant Attachment Dunn.D.J: the Early Postnatal Period. J. Am. Acad. Child Adolesc. Psychiatry. 1988.27.3. 293-299). **This set of questions was only asked of the natural mother.**

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
ANNO	First, when I am caring for ^Jack, I get feelings of annoyance or irritation...	amanno00, apanno00
THNK	...when I am not with ^Jack, I find myself thinking about ^him...	amthnk00, apthnk00
LEAV	When I have to leave ^Jack...	amleav00, apleav00
COMP	When I am caring for ^Jack, I feel...	amcomp00, apcomp00
PATI	Usually when I am with ^Jack...	ampati00, appati00
GIUP	Regarding the things that ^we have had to give up because of ^Jack...	amgiup00, apgiup00

Parenting beliefs

A selection of 5 questions originally devised by the ALSPAC team to determine mother's attitudes towards a baby were used to assess whether mothers think that babies should be brought up in a structured or in a laissez-faire environment **This set of questions was asked of both main and partner respondents.**

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
PCRY	...babies should be picked up whenever they cry.	ampcry00, appcry00
FPAT	...it is important to develop a regular pattern of feeding and sleeping with a baby.	amfpat00, apfpat00
STIM	...babies need to be stimulated if they are to develop well.	amstim00, apstim00
TALK	...talking, even to a young baby, is important.	amtalk00, aptalk00
CUDL	...cuddling a baby is very important.	amcudl00, apcudl00

Parental Relationship - Golombok Rust Inventory of Marital State

A modified version of the Golombok Rust Inventory of Marital State (7 items) has been used to assess overall quality of a couple's relationship (see: Rust, J, Bennun, I., Crowe, M. & Golombok, S. (1990). The Grims: a psychometric instrument for the assessment of marital discord. Journal of Family Therapy, 12, 45-57) This set of questions was asked all respondents who have a full-time resident spouse or partner.

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
RESE	My ^husband is usually sensitive to and aware of my needs.	amrese00, aprese00
REIS	My ^husband doesn't seem to listen to me.	amreis00, apreis00
RELO	I sometimes feel lonely even when I am with my ^husband	amrelo00, aprelo00
REJO	Our relationship is full of joy and excitement.	amrejo00, aprejo00
REWA	I wish there was more warmth and affection between us.	amrewa00, aprewa00
RESN	I suspect we may be on the brink of separation.	amresn00, apresn00
MAUP	We can always make up quickly after an argument.	ammaup00, apmaup00

Main and partner respondents were asked these questions.

Sweep: MCS3

Section: Self Completion (SC)

Dataset: MCS3 Parent Interview

Question Name	Question	Variables
RESE	My husband is usually sensitive to and aware of my needs.	cmrese00, cprese00
REIS	My ^husband doesn't seem to listen to me.	cmreis00, cpreis00
RELO	I sometimes feel lonely even when I am with my ^husband	cmrelo00, cprelo00
RESN	I suspect we may be on the brink of separation.	cmresn00, cpresn00

Other Items

Question Name	Question	Variables
REGN	How often respondent and partner disagree re CM issues	cmregn00, cpregn00
COLT	How often respondent and partner go out without children	cmcolt00 (main respondent only)
HARE	How happy in current relationship	cmhare00, aprelo00
FORC	Has partner ever used force on resp for any reason	cmforc00, cpforc00

Parental Psychosocial Distress - Rutter Malaise Inventory

Assessed using a modified version of the Malaise Inventory (9 selected items only) (see: Rutter, M., Tizard, J. & Whitmore, K. (1970). Education, Health and Behaviour . London: Longmans).

The 9 Item short form was constructed by John Bynner using the items with the highest loadings for the first principal factor in each analysis to identify the sets of items that when aggregated best reflected the Malaise (24 item) score, using results from previous sweeps of NCDS and BCS.

The reliability of the short form was tested with different numbers of items, using Cronbach's alpha coefficient. The aim was to converge on an optimum set of items (see note attached) to achieve a reliability for the short form of .at least .70, which is quite adequate for survey analysis purposes. (McKennell, A.C (1970) Attitude Measurement: use of coefficient alpha with cluster or factor analysis Sociology 4, 227-245).

This set of questions was asked to both respondents.

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
TIRE	Do you feel tired most of the time?	amtire00, aptire00
DEPR	Do you often feel miserable or depressed?	amdepr00, apdepr00
WORR	Do you often get worried about things?	amworr00, apworr00

RAGE	Do you often get into a violent rage?	amrage00, aprage00
SCAR	Do you often suddenly become scared for no good reason?	amscar00, apscar00
UPSE	Are you easily upset or irritated?	amupse00, apupse00
KEYD	Are you constantly keyed up and jittery?	amkeyd00, apkeyd00
NERV	Does every little thing get on your nerves and wear you out?	amnerv00, apnerv00
HERA	Does your heart often race like mad?	amhera00, aphera00

Malaise Reliabilities (Alpha Coefficients)

	NCDS Age 33	NCDS Age 37	BCS70 Age 26	BCS70 Age 21
24 items	.82	.82	.79	.77
11 items	.79	.79	.76	.74
10 items	.78	.78	.75	.72
9 items	.77	.77	.73	.70
8 items	.75	.75	.72	.70

The selection of items is based on the factor loading for the first principal component of the items. In the 11item version of the scale the items are common across all the analyses. In the reduced versions below 11 and especially below 10 there is increasing instability in the factor loadings. Consequently different deleted items across the different analyses maintain the maximum reliability of the scale,

Parental Self Esteem - Rosenberg Self Esteem Inventory

A revised version of the Rosenberg Self Esteem Inventory (6 items) was used to measure perceived self-worth (In the selection we refer to the shortened version used by Bachman and Cobb in the longitudinal study of young American men and in ALSPAC (see: Bachman, J.G., O'Malley, P.M., Johnston, J. (1978). Adolescence to Adulthood: Changes and Stability in the lives of young men. Ann Arbor, MI: Institute for Social Research, University of Michigan and Cobb, S, Brooks, G.H., Kasl, S.V., Conelly, W.E. (1966). The health of people changing jobs: a description of a longitudinal study. American Journal of Public Health, 56, 1476-1481; Rosenberg, M. (1965). Society and the Adolescent self-Image. Middletown, CT: Wesleyan University Press

This set of questions was asked to both respondents.

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
SATI	...on the whole, I am satisfied with myself.	amsati00, apsati00
GOOD	...at times I think I am no good at all.	amgood00, apgood00,
WELL	...I am able to do things as well as most other people.	amwell00, apwell00
USEL	...I certainly feel useless at times.	amusel00, apusel00
FAIL	...All in all, I am inclined to feel that I am a failure.	amfail00, apfail00
POSI	...I take a positive attitude toward myself.	amposi00, apposi00

References:

More details of the measure can be found at :
http://www.wwnorton.com/college/psych/psychsci/media/rosenberg.htm

Items (4 WELL, 6 POSI,7 SATI)

Strongly Agree=3, Agree=2, Disagree=1, Strongly Disagree=0

Items (3 FAIL, 9 USEL, 10 GOOD)

Strongly Agree=0, Agree=1, Disagree=2, Strongly Disagree=3

Life Satisfaction

A measure of general satisfaction with life was obtained: 'On a scale from 0 to 10 how satisfied are you about the way your life has turned out so far?' (0=extremely unsatisfied to 10=completely satisfied), This question was asked to both respondents.

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
WALI	Here is a scale from 1-10 where '1' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way your life has turned out so far.	amwali00, apwali00

Sweep: MCS2

Section: Self Completion (SC)

Dataset: MCS2 Parent Interview

Question Name	Question	Variables
WALI	Here is a scale from 1-10 where '1' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way your life has turned out so far.	bmwali00, bpwali00

Sweep: MCS3

Section: Self Completion (SC)

Dataset: MCS3 Parent Interview

Question Name	Question	Variables
WALI	Here is a scale from 1-10 where '1' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way your life has turned out so far.	cmwali00, cpwali00

Sweep: MCS4

Section: Self Completion (SC)

Dataset: MCS4 Parent Interview

Question Name	Question	Variables
WALI	Here is a scale from 1-10 where '1' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way your life has turned out so far.	dmwali00, dpwali00

Sweep: MCS5

Section: Self Completion (SC)

Dataset: MCS5 Parent Interview

Question Name	Question	Variables
WALI	Here is a scale from 1-10 where '1' means that you are completely dissatisfied and '10' means that you are completely satisfied. Please enter the number which corresponds with how satisfied or dissatisfied you are about the way your life has turned out so far.	emwali00, epwali00

Happiness

A measure of happiness was obtained: Here is a scale from 1-7 where '1' means that you are very unhappy and '7' means that you are very happy.

Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered?

This question was asked to both respondents.

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
HARE	Here is a scale from 1-7 where '1' means that you are very unhappy and '7' means that you are very happy. Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered?	**amhare00, aphare00**

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
HARE	Here is a scale from 1-7 where '1' means that you are very unhappy and '7' means that you are very happy. Please enter the number which best describes	bmhare00, bphare00

	how happy or unhappy you are with your relationship, all things considered?	

Sweep: MCS3

Section: Module H: Self Completion

Dataset: MCS3 Parent Interview

Question Name	Question	Variables
HARE	Here is a scale from 1-7 where '1' means that you are very unhappy and '7' means that you are very happy. Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered?	cmhare00, cphare00

Sweep: MCS4

Section: Self Completion

Dataset: MCS4 Parent Interview

Question Name	Question	Variables
HARE	Here is a scale from 1-7 where '1' means that you are very unhappy and '7' means that you are very happy. Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered?	dmhare00, dphare00

Sweep: MCS5

Section: Module H: Self Completion

Dataset: MCS5 Parent Interview

Question Name	Question	Variables
HARE	Here is a scale from 1-7 where '1' means that you are very unhappy and '7' means that you are very happy. Please enter the number which best describes how happy or unhappy you are with your relationship, all things considered?	emhare00, ephare00

Locus of Control:

Has been assessed, as in previous sweeps of NCDS and BCS70, by three items:

I usually have a free choice and control over my life

I never really seem to get what I want out of life

Usually I can run my life more or less as I want to.

This question was asked to both respondents.

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
WANT	Please enter the number next to the statement which is most true for you. 1. I never really seem to get what I want out of life 2. I usually get what I want out of life 3. Can't say	amwant00, apwant00
CONT	Please enter the number next to the statement which is most true for you. 1. I usually have a free choice and control over my life 2. Whatever I do has no real effect on what happens to me 3. Can't say	amcont00, apcont00
RULI	Please enter the number next to the statement which is most true for you. 1. Usually I can run my life more or less as I want to 2. I usually find life's problems just too much for me 3. Can't say	amruli00, apruli00

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MC2 Parent Interview

Question Name	Question	Variables

WANT	Please enter the number next to the statement which is most true for you.
	
	    4. I never really seem to get what I want out of life
	    5. I usually get what I want out of life
	    6. Can't say
		bmwant00, bpwant00

CONT	Please enter the number next to the statement which is most true for you.
	
	    4. I usually have a free choice and control over my life
	    5. Whatever I do has no real effect on what happens to me
	    6. Can't say
		bmcont00, bpcont00

RULI	Please enter the number next to the statement which is most true for you.
	
	    4. Usually I can run my life more or less as I want to
	    5. I usually find life's problems just too much for me
	    6. Can't say
		bmruli00, bpruli00

Social Support

3 items relating to emotional, financial and instrumental support were selected from the social support scale developed by ALSPAC team

This question was asked to the main respondent only.

Sweep: MCS1

Section: Module H: Self Completion

Dataset: MCS1 Parent Interview

Question Name	Question	Variables
PESH	...I have no one to share my feelings with.	ampesh00, appesh00
PETA	There are other parents I can talk to about my experiences.	ampeta00, appeta00
PEFP	If I had financial problems, I know my family would help if they could.	ampefp00, appefp00

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS2 Parent Interview

Question Name	Question	Variables
PESH	...I have no one to share my feelings with.	bmpesh00, bppesh00
PETA	There are other parents I can talk to about my experiences.	bmpeta00, bppeta00
PEFP	If I had financial problems, I know my family would help if they could.	bmpefp00, bppefp00

Parenting activities

The first three items are from the routine/self regulation scale used in the Effective Provision of Pre-School Education Project (EPPE) although the items are slightly different. The reading item has been used in previous NCDS and BCS surveys. **This question was asked to the main respondent only.**

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS2 Parent Interview

Question Name	Question	Variables
BERE	Does ^Jack go to bed at regular times	bmberea0, bmbereb0, bmberec0

MERE	Does ^Jack have meals at regular times	bmmerea0, bmmereb0, bmmerec0
TVHO	Typically how many hours a day does ^Jack watch TV or videos?	bmtvhoa0, bmtvhob0, bmtvhoc0
OFRE	How often do you read to ^Jack	bmofrea0, bmofreb0, bmofrec0

Sweep: MCS3

Section: Module H: Self Completion

Dataset: MCS3 Parent Interview

Question Name	Question	Variables
BERE	Does ^Jack go to bed at regular times	cmberea0, cmbereb0, bmberec0
MERE	Does ^Jack have meals at regular times	cmmerea0, cmmereb0, cmmerec0
TVHO	Typically how many hours a day does ^Jack watch TV or videos?	cmtvhoa0, cmtvhob0, cmtvhoc0

Sweep: MCS4

Section: Module H: Self Completion

Dataset: MCS4 Parent Interview

Question Name	Question	Variables
BERE	Does ^Jack go to bed at regular times	Dberea0, Dbereb0, Dberec0
TVHO	Typically how many hours a day does ^Jack watch TV or videos?	Dtvhoa0, Dtvhob0, Dtvhoc0

Sweep: MCS5

Section: Module H: Self Completion

Dataset: MCS5 Parent Interview

Question Name	Question	Variables
BERE	Does ^Jack go to bed at regular times	ebere0000
TVHO	Typically how many hours a day does ^Jack watch TV or videos?	emere0000

Parenting values to instil

This is a scale that was developed at Institute of Education. **This question was asked to the main respondent only.**

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS2 Parent Interview

Question Name	Question	Variables
OBRE	Obedience and respect for authority	bmobrea0, bmobreb0, bmobrec0
NEGO	The art of negotiation	bmnegoa0, bmnegob0, bmnegoc0
RESP	Respect for elders	bmrespa0, bmrespb0, bmrespc0
WESC	Doing well at school	bmwesca0, bmwescb0, bmwescc0
REVA	Religious values	bmrevaa0, bmrevab0, bmrevac0
RULE	Which kind of family are you, one with lots of rules, or not many rules?	bmrulea0, bmruleb0, bmrulec0
ENFO	Are the rules you do have strictly enforced or not very strictly enforced?	bmenfoa0, bmenfob0, bmenfoc0

Discipline practices - Straus's Conflict Tactics Scale

The items come from Murray Straus's Conflict Tactics Scale Straus, M.A. & Hamby, S.L. (1997). Measuring physical and psychological maltreatment of children with the conflict tactics scale. In G. Kaufman-Kantor & J.L. Jasinski (Eds.), Out of the darkness: Contemporary perspectives on family violence. Thousand Oaks, CA: Sage. (see http://pubpages.unh.edu/~mas2/CTS7.pdf). The scale has also been used on the EPPE study. **This question was asked to the main respondent only.**

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS2 Parent Interview

Question: How often do you do the following when CM is naughty

Question Name	Question	Variables
DIIG	Ignore him/her/them;	bmdiig00
DISM	Smack him/her/them	bmdism00
DISH	Shout at him/her/them	bmdish00
DIBN	Send him/her/them to his/her/their bedroom/naughty chair, etc	bmdibn00
DITR	Take away treats	bmditr00
DITE	Tell him/her/them off	bmdite00
DIBR	Bribe him/her/them (e.g. with sweets, or a treat)	bmdibr00

Sweep: MCS3

Section: Module H: Self Completion

Dataset: MCS3 Parent Interview

Question: How often do you do the following when CM is naughty

Question Name	Question	Variables
DIIG	Ignore him/her/them;	cmdiig00
DISM	Smack him/her/them	cmdism00
DISH	Shout at him/her/them	cmdish00
DIBN	Send him/her/them to his/her/their bedroom/naughty chair, etc	cmdibn00
DITR	Take away treats	cmditr00
DITE	Tell him/her/them off	cmdite00

Sweep: MCS4

Section: Module H: Self Completion

Dataset: MCS4 Parent Interview

Question: How often do you do the following when CM is naughty

Question Name	Question	Variables
DIIG	Ignore him/her/them;	dmdiig00
DISM	Smack him/her/them	dmdism00
DISH	Shout at him/her/them	dmdish00
DIBN	Send him/her/them to his/her/their bedroom/naughty chair, etc	dmdibn00
DITR	Take away treats	dmditr00
DITE	Tell him/her/them off	dmdite00
DIBR	Bribe him/her/them (e.g. with sweets, or a treat)	dmdibr00

Child environment – HOME-SF Scale

The items are taken from the short form version of Caldwell and Bradley's Home Observation for Measurement of the Environment scale, Caldwell, B. M., & Bradley, R. H. (1984). Home observation for measurement of the environment. Little Rock: University of Arkansas.   Questions are taken from a number of subscales in the 0-3 and 4-6 versions of the questionnaire. These include Physical Environment, Emotional and Verbal Responsively of the Mother, Organisation of Physical and Temporal Environment and Modelling. These items were used alongside other questions as part of the circumstances concerning cognitive testing.

Sweep: MCS2

Section: Child assessment

Dataset: MCS2 Child Assessment

Question Name	Question	Variables
ENVI	Child's in-home play environment safe	BCENVI00
TOYS	Parent provided toys during visit	BCTOYS00
SEEC	Parent kept child in vision	BCSEEC00
COMF	How at ease did parent appear	BCCOMF00
DARK	Interior of home dark	BCDARK00
RCLE	House/flat reasonably clean	BCRCLE00
UNCL	House/flat reasonably uncluttered	BCUNCL00

SPEA	Mother's voice positive when speaking to child	BCSPEA00
MCON	Mother converses at least twice with child	BCMCON00
ANSW	Mother answers child's questions verbally	BCANSW00
PRAI	Mother praises child spontaneously	BCPRAI00
KISS	Mother caresses or kisses child	BCKISS00
INTI	Mother introduces interviewer to child	BCINTI00
SCOL	Mother scolded child more than once	BCSCOL00
PHYS	Mother used physical restraint on child	BCPHYS00
SLAP	Mother slapped or spanked child	BCSLAP00

Child-Parent Relationship – Pianta (Short Form)

Child-Parent Relationship Scale (Pianta: Short Form) This measures the mother's report of the child's relationship with her mother. It has been adapted from the Student-Teacher Relationship Scale (STRS, Pianta, 1992). The Child-Parent Relationship Scale (CPRS: Short Form) is a 15 item self-administered rating scale, with responses on a 5 point Likert scale. It is the shortened version of the 30 item CPRS. Items were derived from attachment theory and the attachment Q-set (Waters & Dean, 1985) as well as a review of the literature on mother-child interactions. The items involve the respondent's feelings and beliefs about her relationship with her child, and about the child's behaviour toward the mother. The CPRS generates a total scale score reflecting an overall positive relationship. The alpha co-efficient for the CPRS: Short Form total scale is .90.

This question was asked to the main respondent only.

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS2 Parent Interview

Question Name	Question	Variables
PIAW	I share an affectionate, warm relationship with ^Jack	bmpiawa0, bmpiawb0, bmpiawc0
PIST	^Jack and I always seem to be struggling with each other	bmpista0, bmpistb0, bmpistc0
PICO	^Jack will seek comfort from me	bmpicoa0, bmpicob0, bmpicoc0
PIPT	^Jack is uncomfortable with physical affection or touch from me	bmpipta0, bmpiptb0, bmpiptc0
PIVA	^Jack values his/her relationship with me	bmpivaa0, bmpivab0, bmpivac0

Question Name	Question	Variables
PIBP	When I praise ^Jack, he/she beams with pride	bmpibpa0, bmpibpb0, bmpibpc0
PISI	^Jack spontaneously shares information about himself/herself	bmpisia0, bmpisib0, bmpisic0
PIAN	^Jack easily becomes angry at me	bmpiana0, bmpianb0, bmpianc0
PIET	It is easy to be in tune with what ^Jack is feeling	bmpieta0, bmpietb0, bmpietc0
PIAR	^Jack remains angry or is resistant after being disciplined	bmpiara0, bmpiarb0, bmpiarc0
PIDE	Dealing with ^Jack drains my energy	bmpidea0, bmpideb0, bmpidec0
PIBD	When ^Jack wakes up in a bad mood, I know we're in for a long and difficult day	bmpibda0, bmpibdb0, bmpibdc0
PIUC	^Jack's feelings towards me can be unpredictable or can change suddenly	bmpiuca0, bmpiucb0, bmpiucc0
PISM	^Jack is sneaky or manipulative with me	bmpisma0, bmpismb0, bmpismc0
PISE	^Jack openly shares his/her feelings and experiences with me	bmpisea0, bmpiseb0, bmpisec0

Scoring

Total positive relationship is computed as the sum of items 1-15. Items 2,4,8,10,11,12,13,14 are reversed before being included.

Pianta, R.C. (1995). Child-Parent Relationship Scale. Charlottesville, VA: University of Virginia

Short-Form Scoring Guide

Sum the items as noted. Alpha reliability is calculated for each scale based on 714 subjects, ages 4.5 - 5.5 years old.

<u>Conflicts (alpha = .83)</u>

2	seem to be struggling with each other
4	uncomfortable with physical affection
8	easily becomes angry with me
10	remains angry after discipline
11	dealing with my child drains my energy
12	bad mood, long and difficult day
13	feelings can be unpredictable
14	sneaky or manipulative

<u>Closeness (alpha = .72)</u>

1	an affectionate relationship
3	will seek comfort from me if upset
5	values his/her relationship with me
6	praise, beams with pride
7	spontaneously shares information
9	easy to rune in to child's feelings
15	openly shares feelings and experiences

Mental Health – Kessler (K6) Scale

The Kessler (K6) scale was used see Kessler, R.C., Barker, P.R., Colpe, L.J., Epstein, J.F., Gfroerer, J.C., Hiripi, E., Howes, M.J, Normand, S-L.T., Manderscheid, R.W., Walters, E.E., Zaslavsky, A.M. (2003). Screening for serious mental illness in the general population. Archives of General Psychiatry. 60(2), 184-189. Information on scoring and interpretation of this scale can be found at http://www.hcp.med.harvard.edu/ncs/k6_scales.php. **This question was asked to both the main and partner respondents.**

Sweep: MCS2

Section: Module H: Self Completion

Dataset: MCS2 Parent Interview

Question Name	Question	Variables
PHDE	During the last 30 days, about how often did you feel so depressed that nothing could cheer you up?	bmphde00, bpphde00
PHHO	During the last 30 days, about how often did you feel hopeless?	bmphho00, bpphho00
PHRF	During the last 30 days, about how often did you feel restless or fidgety?	bmphrf00, bpphrf00
PHEE	During the last 30 days, about how often did you feel that everything was an effort?	bmphee00, bpphee00
PHWO	During the last 30 days, about how often did you feel worthless?	bmphwo00, bpphno00
PHNE	During the last 30 days, about how often did you feel nervous?	bmphne00, bpphne00

Derived Variables: MCS2

BMKESS00, BPKESS00: S2 MAIN/PARTNER DV Kessler K6 Scale

 Derived by summing the items: PHDE (reversed),PHHH (reversed),PHRF (reversed),PHEE (reversed),PHHW (reversed),PHNE (reversed) where (1=4) (2=3) (3=2) (4=1) (5=0) (6=missing)

Sweep: MCS3

Section: Module H: Self Completion

Dataset: MCS3 Parent Interview

Question Name	Question	Variables
PHDE	During the last 30 days, about how often did you feel so depressed that nothing could cheer you up?	cmphde00, cpphde00
PHHO	During the last 30 days, about how often did you feel hopeless?	cmphho00, cpphho00
PHRF	During the last 30 days, about how often did you feel restless or fidgety?	cmphrf00, cpphrf00
PHEE	During the last 30 days, about how often did you feel that everything was an effort?	cmphee00, cpphee00
PHWO	During the last 30 days, about how often did you feel worthless?	cmphwo00, cpphno00
PHNE	During the last 30 days, about how often did you feel nervous?	cmphne00, cpphne00

Derived Variables: MCS3

CMKESS00, CPKESS00: S2 MAIN/PARTNER DV Kessler K6 Scale

Derived by summing the items: PHDE (reversed),PHHH (reversed),PHRF (reversed),PHEE (reversed),PHHW (reversed),PHNE (reversed) where (1=4) (2=3) (3=2) (4=1) (5=0) (6=missing)

Sweep: MCS4

Section: Self Completion (SC)

Dataset: MCS4 Parent Interview

Question Name	Question	Variables
PHDE	During the last 30 days, about how often did you feel so depressed that nothing could cheer you up?	dmphde00, dprese00
PHHO	During the last 30 days, about how often did you feel hopeless?	dmphho00, dpphho00
PHRF	During the last 30 days, about how often did you feel restless or fidgety?	dmphrf00, dpphrf00
PHEE	During the last 30 days, about how often did you feel that everything was an effort?	dmphee00, dpphee00
PHWO	During the last 30 days, about how often did you feel worthless?	dmphwo00, dpphwo00
PHNE	During the last 30 days, about how often did you feel nervous?	dmphne00, cpphne00

Derived Variables: MCS4

DMKESS00, DPKESS00: S3 MAIN/PARTNER DV Kessler K6 Scale Derived by summing the items: PHDE (reversed),PHHH (reversed),PHRF (reversed),PHEE (reversed),PHHW (reversed),PHNE (reversed) where (1=4) (2=3) (3=2) (4=1) (5=0) (6=missing)

Sweep: MCS5

Section: Self Completion (SC)

Dataset: MCS5 Parent Interview

Question Name	Question	Variables
PHDE	During the last 30 days, about how often did you feel so depressed that nothing could cheer you up?	emphde00, eprese00
PHHO	During the last 30 days, about how often did you feel hopeless?	emphho00, epphho00
PHRF	During the last 30 days, about how often did you feel restless or fidgety?	emphrf00, epphrf00
PHEE	During the last 30 days, about how often did you feel that everything was an effort?	emphee00, epphee00
PHWO	During the last 30 days, about how often did you feel worthless?	emphwo00, epphwo00
PHNE	During the last 30 days, about how often did you feel nervous?	emphne00, epphne00

Parental Personality Type - OCEAN Personality Test

NEO PI/FFI manual supplement for use with the NEO Personality Inventory and the NEO Five-Factor Inventory Paul T. Costa, Jr. & Robert R. McCrea. Published 1989 by Psychological Assessment Resources in Odessa, Fla. (P.O. Box 998, Odessa 33556) . (available online from http://www.openlibrary.org .

Sweep: MCS4

Section: Self Completion (SC)

Dataset: MCS4 Parent Interview

CAPI Name	Question	Variables
OCST	I get stressed out easily	dmocst00, dpocst00
OCAN	I get angry easily	dmocan00,dpocan00
OCTH	I feel threatened easily	dmocth00,dpocth00
OCEM	I get overwhelmed by emotions	dmocem00,dpocem00
OCOF	I take offence easily	dmocof00,dpocof00
OCPR	I get caught up in my problems	dmocpr00,dpocpr00
OCGR	I grumble about things	dmocgr00,dpocgr00
	I panic easily	

OCCH	I take charge	dmocch00,dpocch00
OCTA	I don t talk a lot	dmocta00,dpocta00
OCTP	I talk to a lot of different people at parties	dmoctp00,dpoctp00
OCBO	I bottle up my feelings	dmocbo00,dpocbo00
OCPP	I am a very private person	dmocpp,dpocpp00
OCLD	I wait for others to lead the way	dmocld00,dpocld00
OCEA	I feel at ease with people	dmocea00,dpocea00
OCSK	I am skilled in handling social situations	dmocsk00,dpocsk00

N.B : One item was omitted in the data collection "I Panic Easily"

Derived Variables: MCS4

DMNEUR00, DPNEUR00: S4 MAIN/PARTNER DV OCEAN - Neuroticism Sub Scale.
Derived using the sum of the valid response to items OCST, OCAN, OCTH, OCEM, OCOF,
OCPR, OCGR

 Please note that one item is missing from the roster "I panic easily"

DMEXTR00, DPEXTR00: S4 MAIN/PARTNER DV OCEAN - Extrovert Sub Scale Derived
using the sum of the valid response to items OCCH, OCTA (reversed), OCTP, OCBO
(reversed), OCPP (reversed), OCLD (reversed), OCEA, OCSK

DMOCEA00, DPOCEA00: S4 MAIN/ PARTNER DV OCEAN - Neuroticism + Extrovert
Score Derived by summing the scales for the two components

D. General Health of Parent

SF-8™ Health Survey

More details can be found at http://www.sf-36.org/tools/sf8.shtml

Sweep: MCS3

Section: Parental Health (PH)

Dataset: MCS3 Parent Interview

Question Name	Question	Variables
GENA	How would you describe your health generally	cmgena00, cpgena00
SFPH	During the past 4 weeks, how much did physical health problems limit your usual physical activities (such as walking or climbing stairs)?	cmsfph00, cpsfph00
SFDA	(During the past 4 weeks), how much difficulty did you have doing your usual work, college or other daily activities because of your physical health?	cmsfda00, cpsfda00
SFBP	(During the past 4 weeks), how much bodily pain have you had?	cmsfbp00, cpsfbp00
SFEN	(During the past 4 weeks), how much energy did you have?	cmsfen00, cpsfen00
SFRE	(During the past 4 weeks), how much did your physical health or emotional problems limit your usual social activities with family or friends?	cmsfre00, cpsfre00
SFEM	(During the past 4 weeks), how much have you been bothered by emotional problems (such as feeling anxious, depressed or irritable)?	cmsfem00, cpsfem00
SFEP	(During the past 4 weeks), how much did personal or emotional problems keep you from doing your usual work, college or other daily activities?	cmsfep00, cpsfep00

Sweep: MCS4

Section: Parental Health (PH)

Dataset: MCS4 Parent Interview

Question Name	Question	Variables
GENA	How would you describe your health generally	dmgena00, dpgena00
SFDA	(During the past 4 weeks), how much difficulty did you have doing your usual work, college or other daily activities because of your physical health?	dmsfda00, dpsfda00
SFBP	(During the past 4 weeks), how much bodily pain have you had?	dmsfbp00, dpsfbp00
SFEP	(During the past 4 weeks), how much did personal or emotional problems keep you from doing your usual work, college or other daily activities?	dmsfep00, dpsfep00

NB: Only four items were used from the SF-8

Sweep: MCS5

Section: Parental Health (PH)

Dataset: MCS5 Parent Interview

Question Name	Question	Variables
GENA	How would you describe your health generally	emgena00, epgena00

D. Psychological assessment of cohort members

a. Rosenberg Self-esteem scale

Five items were used from the Rosenberg Self-esteem scale. The original measure is a ten item Likert-type questionnaire. Responses are made on a 4 point scale, with answers ranging from strongly agree to strongly disagree. The scale is thought to have good reliability and validity as a tool to measure self esteem in psychology and the social sciences. It was developed using a sample of over 5000 children drawn from schools in the state of New York and has since been widely applied since.

Rosenberg, M. (1965). *Society and the adolescent self-image.* Princeton, NJ: Princeton University Press.

Sweep: MCS5

Section: Child self completion

Dataset: MCS5 Child self completion

Question Name	Question	Variables
11a	On the whole, I am satisfied with myself	ECQ11A00
11b	I feel that I have a number of good qualities	ECQ11B00
11c	I am able to do things as well as most other people	ECQ11C00
11d	I am a person of value	ECQ11D00
11e	I feel good about myself	ECQ11E00

b. Dissatisfaction with family material position

These items were adapted from Schor's Consumer Involvement Scale (refined). Cohort members respond on a 4 point scale, based on their agreement with statements about them. Responses range from 1 for 'strongly agree' to 4 for 'strongly disagree'.

Schor, J. B. (2004). Born to buy: The commercialized child and the new consumer culture. New York: Scribner

Sweep: MCS5

Section: Child self completion

Dataset: MCS5 Child self completion

Question Name	Question	Variables
22a	I wish my family could afford to buy me more of what I want	ECQ22A00
22b	I like clothing with popular labels	ECQ22A00
22c	It bothers me if my friends have things I don't	ECQ22A00

c. Callous/unemotional traits

Four questions taken from the youth version of the Inventory of Callous-Unemotional traits (ICU youth version). The original measure is a 24 item questionnaire, which is used to provide a complete assessment of callous and unemotional personality traits. The items in the MCS cohort member self completion are taken from all three of the subscales of the ICU youth version: callousness, uncaring and unemotional.

Essau, C.A., Sasagawa, S., & Frick, P.J. (2006). Callous-unemotional traits in a community sample of adolescents. Assessment, 13, 454–469.

Sweep: MCS5

Section: Child self completion

Dataset: MCS5 Child self completion

Question Name	Question	Variables	Subscale
80a	I care about how well I do at school	ECQ80A00	Uncaring
80b	I feel bad or guilty when I have done something wrong	ECQ80B00	Uncaring
80c	I do not show my emotions to others	ECQ80C00	Unemotional
80d	I am concerned about the feelings of others	ECQ80D00	Callousness