Millennium Cohort Study Second Survey:

CAPI Questionnaire Documentation: Child Measurements
Version 1

**Prepared by the
Millennium Cohort Team**

May 2006

Centre for Longitudinal Studies

Bedford Group for Lifecourse & Statistical Studies

Institute of Education, University of London

Contents

Cognitive Observations Module

COMPLETED BY INTERVIEWERS

ENVI
About the home during the cognitive assessment.

Child's in-home play environment is safe. E.g., without things such as uncovered rotary fan, boards with nails sticking out, pot handles sticking over the stove, exposed electrical outlets, falling plaster, peeling paint, rodents, poisons and cleaning materials.
 1 Not safe
 2 Safe
 3 Not observed

TOYS
Parents provided toys for child during the visit.

Mother made a special effort to have something interesting for the child to do during the interview.
1 Did not provide toys
2 Provided toys
3 Not observed

SEEC
Parent kept child in visual range when the child was not cared for by someone else; looked often at him/her.

1 Not in range
2 In range
3 Child only present during assessment

COMF
During the entire visit, how easy did the parent appear?
1 Very uncomfortable
2 Slightly ill at ease
3 Moderately comfortable
4 Completely comfortable and at ease

DARK
The interior of the home is dark or perceptually monotonous.
1 Yes
2 No
3 Not observed

RCLE
All visible rooms of house/apartment are reasonably clean
1 Yes
2 No
3 Not observed

UNCL
All visible rooms of house/flat are reasonably uncluttered
1 Yes
2 No
3 Not observed

TVNS
About the conditions of *[^Cohort child's name]'s* cognitive assessment.

During the assessments was there …..
 1 No noise from television/radio/stereo
 2 Moderate noise from television/radio/stereo
 3 Loud noise from television/radio/stereo
 4 Not observed/DK

CONV
Was there…
 1 No background conversation
 2 Audible but not loud background conversation
 3 Loud background conversation
 4 Not observed/DK

ENTH
Was there…
 1 No-one entering/leaving the home
 2 Someone entering/leaving the home once or twice
 3 Someone entering/leaving the home 3 or more times
 4 Not observed/DK

INTC
Now some questions about actual interruptions to the cognitive assessments. During the assessments were there ...
 1 No interruptions by another child
 2 1-2 interruptions by another child
 3 3 or more interruptions by another child
 4 Not observed/DK

INTA
Were there…
 1 No interruptions by other adult(s)

2 1-2 interruptions by other adult(s)
3 3 or more interruptions by other adult(s)
4 Not observed/DK

PTIV
About *[^Cohort child's name]'s* behaviour during the cognitive assessment.

Degree of positive reaction to either the test material, you or (his/her) parent.

Positive reaction includes smiling, laughing, or making sounds that are perceived as expressions of excitement, happiness, or pleasure. The ratings refer to both duration and intensity.

1 None displayed
2 1-2 brief displays
3 3 or more brief displays
4 1-2 intense, heightened or prolonged displays
5 3 or more intense, heightened or prolonged displays

NEGA
Degree of negative response to either the test material, you or (his/her) parent.

Negative response includes fussing, pouting, whining, crying and vocal or physical expression of anger.
1 None displayed
2 1-2 brief displays
3 3 or more brief displays
4 1-2 intense, heightened or prolonged displays
5 3 or more intense, heightened or prolonged displays

BEHA
The degree to which the child's behaviour is vigorous, robust, animated or expressive.
1 Consistently lacking; tired and lacklustre
2 Typically tired and lacklustre; 1-2 periods of animation or energy
3 Animated or energetic half the time; tired and lacklustre half the time
4 Typically animated or energetic; 1-2 periods of being tired or lacklustre
5 Consistently animated or energetic

INTE
The amount of interest the child displays in the materials or stimuli. This does not mean the amount of enthusiasm, persistence, or overall attention the child displays; but rather the degree to which the child initially attends to the materials or the examiner during the item administration.
1 No interest
2 1-2 displays of interest

3 Moderate interest
4 Much interest
5 Constant interest

FOCU
The degree to which the child remains focused on the tasks presented by the examiner; the degree to which the child sustains interest in the tasks.
1 Constantly off task, does not attend
2 Typically off task; attends in 1-2 instances
3 Off task half the time
4 Typically attends; attention wanders in 1-2 instances
5 Constantly attends

FEAR
The extent to which the child shows fear toward you when you make social or physical approach toward the child or when you present material to the child.

For example, a fearful child might try to hide behind (his/her) parent, bury (his/her) head in the parents lap, or be hesitant to even go in the room with you. A less fearful child may exhibit fear only when you get too close.
1 Constantly fearful, never trusting
2 Typically fearful; only 1-2 instances of trust
3 Fearful half the time; trusting half the time
4 Typically trusting; 1-2 instances of fear
5 Constantly trusting; never fearful

REAC
Co-operation reactions to suggestion or requests

The degree to which the child willingly responds to our requests to perform the tasks.
1 Constantly resists suggestions/requests
2 Typically resists; 1-2 instances of co-operation
3 Resists half the time; co-operates half the time
4 Typically co-operates, 1-2 instances of resistance
5 Constantly co-operates

IMPU
Behaviour that is superfluous and impulsive; the child is fidgety and has agitated movement, much squirming and kicking.
1 Constantly fidgeting and agitated in movement
2 Typically fidgety and agitated; 1-2 instances of appropriated level of activity
3 Fidgety and agitated half the time; appropriate level of activity half the time
4 Typically at appropriate level, 1-2 of fidgety and agitated movement
5 Constantly appropriate; never fidgety or agitated

BREA
Child destructive (towards objects, e.g. breaks, throws) versus treats with care
1 Treats everything with care, not destructive at all
2 Mostly treats materials with care
3 Somewhat destructive
4 Inconsistently/moderately destructive
5 Constantly/highly destructive

HARM
Child is dangerous/harmful to others e.g. kicking, hitting, biting, throwing objects
1 Not at all dangerous towards others
2 Minimally dangerous towards others
3 Somewhat dangerous towards others
4 Moderately dangerous towards others
5 Highly dangerous to others, very likely to cause harm.

SPEA
About child/parent interactions during assessment.

When speaking of or to the child, mother's voice conveys positive feeling.
Is the mother pleased with her child? Does she enjoy (him/her) and talk about (him/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'
1 Positive
2 Not positive
3 Can't tell – including does not speak English

MCON
Mother converses with child at least twice during visit (scolding and degrading comments are not counted).

This item involves maternal conversation, not just any sounds or 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.
1 Converses
2 Did not converse
3 Can't tell – including does not speak English

ANSW
Mother answers child's questions or requests verbally.

In order to receive credit for this item the mother must make an effort to answer the child's questions. If the mother is unable to answer it at the moment, she may tell the child she doesn't know but that they will look up the answer later. Answers such as 'Mother's busy, go away' or 'Don't bother me now' do not receive credit.

1 Answers
2 Do not answer
3 Can't tell – including does not speak English

PRAI
Mother spontaneously praises child's qualities or behaviour twice during the visit.

The key word is 'spontaneous', but since most mothers enjoy talking about and are proud of their children, this is not hard to observe. Frequently a mother will tell you how well her child throws a ball or runs or will brag on how well he/she dresses himself/herself or can get his/her own drink.
1 Spontaneous praise more than once
2 No spontaneous praise
3 Can't tell – including does not speak English

KISS
Mother caresses, kisses or cuddles child at least once during the visit.

This need not be a wild burst of showing affection. Simple signs of concern such as a mother gently tucking the child's shirt in, holding him/her on her lap, holding a hand or a gentle pat on the shoulder would all be coded as 'affectionate'.
1 Affectionate
2 Not affectionate
3 Can't tell – including does not speak English

INTI
Mother introduces interviewer to the child.

A formal introduction is not necessary for credit. A comment such as 'This is Mrs. Jones, she's here to talk to us' or 'Show Mrs. Jones the new book you got for your birthday' will receive credit. The object is for the mother to make the child aware of the visitor's name and the fact that she has come to visit both of them and not just the mother.
1 Introduce
2 Did not introduce
3 Can't tell – including does not speak English

SCOL
Mother scolded (shouted) or made derogatory comments to child more than once during the visit.

In this item all remarks must be made to the child; that is, the mother must tell the child that his is a bad boy and not simply tell the interviewer that the child is bad. If this occurs more than once during the visit, the item should be coded as 'Scolded more than once'.
1 Did not scold
2 Scolded more than once

3 Can't tell – including does not speak English

PHYS
Mother used physical restraint, grabbed, or pinched child during the visit.

In a younger child the mother might be apt to hold the child in her lap even though the child struggles to get down. An older child might be placed in a chair to keep him/her out of the way, or he/she might be placed in a chair to keep him/her out of the way, or he/she might be jerked back for handling items on a table or pulled away if he/she tried to climb on the interviewer's lap.
1 Did not use restraint
2 Restraint

SLAP
Mother slapped or spanked child during visit.

In this item the slaps and spanks must be in anger or as a reprimand for some wrong doing. An affectionate pat on the bottom as the mother sends the child out to play does not mean the item should be coded 'Slapped or spanked'.
1 Did not slap or spank
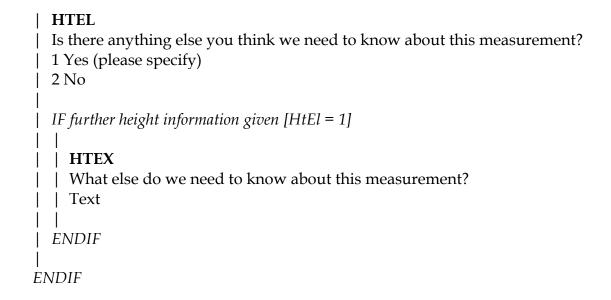2 Slapped or spanked

Physical Assessments Module

Height Module

HSER
Record the serial number of the equipment (on the black box, white sticks and head piece).

HPOU
Record the parental outcome

1 Parent accepted

2 Parent refused (specify)

IF parent refused [HPOU=2]
|
| **HPOS**
| Enter reason for refusal
| Text
|
ENDIF

IF parent accepted {HPOU=1}
|
| **HCOU**
| Record the child outcome
| 1 Child accepted
| 2 Child refused (specify)
| 3 Child unable to be measured (specify)
|
| IF child refused [HCOU=2]
| |
| | **HCOS**
| | Enter reason for refusal
| | Text
| |
| *ENDIF*
|
| IF child unable to be measured [HCOU=3]
| |
| | **HCUS**
| | Enter reason for unable to be measured
| | Text
| |
| *ENDIF*
|

ENDIF

IF parent refused or child refused or child unable to be meausured [HPOU=1 OR HCOU=2,3]
|
| **BKHT**
| Please can I look in your Red Book to see the last recorded measurement?
| 1 Yes (enter height in nearest cm to nearest mm as recorded in book on next
| screen)
| 2 Not got Red Book / not in Red Book
| 3 Refused
|
ENDIF

IF height measured or obtained from red book [BKHT=2 or (HPOU=1 AND HCOU=1]
|
| **HTCM** *(HTMM)*
| Record the child's standing height in cms to the nearest mm.
| Range: 80…120, 0..9
|
| *IF measurement from Red Book [BKHT=1]*
| |
| | **BKDT** *(HBKD, HBKM, HBKY)*
| | Enter the date from the red book when the measure was taken.
| | Date
| |
| *ENDIF*
|
| **HTAT**
| Enter number of attempts to take the measurement.
| Range: 1..99
|
| **HTTM** *(HTIM)*
| Please enter the time the measurement was taken using the 24 hour clock.
|
| **HTRL**
| Which of these circumstances apply to the measurement?
|
| CODE ALL THAT APPLY
| 1 Height measured successfully
| 2 Hairstyle
| 3 Turban
| 4 Posture - back not straight
| 5 Posture - legs not straight
| 6 Unable to stand still
|

| **HTEL**
| Is there anything else you think we need to know about this measurement?
| 1 Yes (please specify)
| 2 No
|
| *IF further height information given [HtEl = 1]*
| |
| | **HTEX**
| | What else do we need to know about this measurement?
| | Text
| |
| *ENDIF*
|
ENDIF

Weight Module

WSER

Record the serial number of the equipment (on the back of the scales).

WPOU

Record the parental outcome

1 Parent accepted

2 Parent refused

IF parent refused [WPOU=2]
|
| **WPOS**
| Enter reason for refusal
| Text
|
ENDIF

IF parent accepted [WPOU=1]
|
| **WCOU**
| Record the child outcome
| 1 Child accepted
| 2 Child refused (specify)
| 3 Child unable to be measured (specify)
|
| IF child refused [WCOU=2]
| |
| | **HCOS**
| | Enter reason for refusal
| | Text
| |
| *ENDIF*
|
| IF child unable to be measured [WCOU=3]
| |
| | **HCUS**
| | Enter reason for unable to be measured
| | Text
| |
| *ENDIF*
|
ENDIF

BKWT

Please can I look in your Red Book to see the last recorded measurement?

0 Yes (enter weight in kg as recorded in book on next screen)

1 Not got Red Book / not in Red Book

2 Refused

IF weight given from red book or measured [BKWT=0 or (WPOU=1 or WCOU=1)]
|
| **WTCM** *(WTGM)*
| Record child's weight in KGs as it appears on the screen
| Range: 8…50, 0…9
|
|
| *IF measurement from red book [BKWT=0]*
| |
| | **DTBK** *(WBKD, WBKM, WBKY)*
| | Enter the date from the red book when the measure was taken.
| | Date
| |
| *ENDIF*
|
| **WTAT**
| Enter number of attempts to take the measurement.
| Range: 1..99
|
| **WTIH** *(WTIM)*
| Please enter the time the measurement was taken using the 24 hour clock.
|
| **WTSC**
| Were the scales placed on an uneven floor or carpet?
| 1 Yes - uneven floor
| 2 Yes - carpet
| 3 No - neither
|
| **WADU**
| Was the measurement made with an adult? By this we mean did the parent stand
| on the scales and hold the child while the measurement was taken?
| 1 Yes
| 2 No
|
| **WTRL**
| Which of these circumstances apply to the measurement?
|
| CODE ALL THAT APPLY
| 1 Child was wearing shoes or more than light clothing
| 2 Child was wearing a plaster cast on upper limb e.g. arm

| 3 Child was wearing a plaster cast on lower limb e.g. leg
| 4 Unable to stand still
|
| **WTEL**
| Is there anything else you think we need to know about the this measurement?
| 1 Yes
| 2 No
|
| *IF further weight informaiton given [WTEL = 1]*
| |
| | **WTEX**
| | What else do we need to know about this measurement?
| | Text
| |
| *ENDIF*
|
ENDIF