

# **EDUCATIONAL**

STRICTLY CONFIDENTIAL

65/1

# EDUCATIONAL ASSESSMENT NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1

EUST00 4263

**SPONSORS:**

*Institute of Child Health, University of London*  
*National Birthday Trust Fund*  
*National Bureau for Co-operation in Child Care*  
*National Foundation for Educational Research in England and Wales*

**IN COLLABORATION WITH:**

**ENGLAND AND WALES** *Association of Chief Education Officers*  
*Society of Medical Officers of Health*  
**SCOTLAND** *Association of Directors of Education*  
*Association of School Medical and Dental Officers*

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*R. Davie, B.A.*

**SENIOR MEDICAL RESEARCH OFFICER:**  
*M. J. Bull, R.S., M.B., B.S., D.P.H.*

Local Authority Code Number				Child's Code Number					

Col. 2 3 4 5 6 7 8 9 10

Col. 1
Card No.
<input type="text" value="1"/>
Leave blank
Col. 11
1
2
Col. 12
<input type="text"/>
Leave blank
Col. 13-14
<input type="text"/>
Leave blank

- CHILD'S NAME (Surname) .....  
(Christian Names) .....
- SEX ..... (Please ring appropriate number)  
Boy  
Girl
- DATE OF BIRTH... / 3 / 58
- TODAY'S DATE... / / 65
- NAME AND ADDRESS OF PRESENT SCHOOL .....
- TELEPHONE NUMBER OF SCHOOL .....
- NAME OF HEADMASTER/HEADMISTRESS .....
- DATE OF CHILD'S ADMISSION TO PRESENT SCHOOL ... / /
- Child's previous School (if any). Please give name and address, if known, or any other information which will enable us to trace the school.  
.....  
.....  
.....
- NAME OF TEACHER COMPLETING SECTIONS "C" TO "E" OF THIS QUESTIONNAIRE .....

The INTRODUCTORY NOTES AND INSTRUCTIONS are inserted in the centre of this Booklet.

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**INTRODUCTORY NOTES**  
**and**  
**INSTRUCTIONS**

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PLEASE DO NOT RETURN THESE INTRODUCTORY NOTES

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### Introductory Notes

In 1958 a study was made of virtually every baby born in the week 3rd to 9th March in England, Scotland and Wales. Through the co-operation of doctors and midwives all over the country, very comprehensive information was obtained about each child and mother. The results of this study, the 1958 Perinatal Mortality Survey, have already had a considerable impact with a consequent improvement in maternity services and a saving of infant life.

With so much information already available about the children, a unique opportunity presents itself now for relating the ante-natal and birth history of the children to their present development. There is as yet much to learn about the influence of conditions before and at birth on normal educational, physical and emotional growth. There is, too, much to be discovered about the causes and effects of many handicaps and, even, about their incidence in the child population. Particularly in this case for minor handicaps, which may nevertheless be educationally significant.

A detailed study of a large and representative national group affords the opportunity of answering some of these questions. There is no need to stress to teachers the relevance of such a study to practical educational decisions of many kinds.

To make the fullest use of this opportunity, an interdisciplinary project, the National Child Development Study (1958 Cohort), is being sponsored by the four organisations detailed on the front of this booklet. The study, which will cover some 16,000 children, is being financed from Government funds and will take three years. It is inevitable in an undertaking of this size that a good deal of the information to be obtained will be gathered by individual head and class teachers, doctors and health visitors. We are most grateful for the assurances which have already been received that maximum co-operation will be given to this study. We do not underestimate the amount of work involved but we hope that you will feel the project worthy of your professional skill and time.

It is also intended to seek the support and active co-operation of the parents so that information can be gathered on the child's early development and the home environment. A visit to the parents will be made by an officer of the local authority, usually a health visitor. Finally, a doctor will give every child a detailed medical examination and obtain a medical history.

The information which we should like to gather from schools about each child includes some assessments of his progress and behaviour by the teacher who knows him best, as well as a few standardised tests of certain abilities and skills. We would also like some background information about the school and the child's class.

#### **The educational tests and assessments are as follows:**

##### **1. The School Questionnaire. (Commences on Page 1 of the Educational Assessment booklet.)**

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

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

Section "B" contains general questions about the child during his stay at your school and about the interest taken by the parents in his education. Both these sections might, most appropriately, be completed by the Headmaster/Headmistress.

The remaining sections would in most cases best be completed by the class teacher. They deal with the child's class, his abilities and some facets of his behaviour.

Most of the questionnaire has been framed as a series of items to which a number of alternative answers are stated. Would you please *ring the number in the right-hand column* opposite the answers you wish to make. We have tried to anticipate likely answers but, where appropriate, have left space for other replies. We apologise to those who may find this approach inhibiting; it has been used to reduce your clerical work and ours. It also simplifies later analysis of the replies. If, however, you feel that a particular answer needs some qualification or amplification, please add comments at that point on the questionnaire.

You will also find in the right-hand column of the questionnaire, and elsewhere, numbers preceded by the abbreviation "Col". These relate only to the analysis of the data and should be ignored.

##### **2. The Bristol Social-Adjustment Guide. (Separate Form.)**

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

There is space on the back of the Guide for any additional comments you may wish to make which would help us to get a more complete picture of the child.

The remaining assessments require some response or performance by the child. They may be administered to one child or, if you have more than one child in the study in your school, to all of them at the same time.

3. Copying Designs. (Separate Form.)

This will be used to assess the child's visual perception and his ability to control a pencil. A sample of handwriting is also obtained. Detailed instructions appear on the Form.

4. Drawing a Man. (Separate Form.)

We are not concerned here with the child's drawing ability as such but with his concept of the human figure. Again, the instructions are on the Form. Please ensure that the child, whilst drawing a man, cannot see the work of any child doing the same task.

5. Southgate Group Reading Test 1C. (Separate Form.)

We reproduce below the instructions from the Manual for this test with the kind permission of the author and the publishers. When the test has been completed, we would be grateful if you would enter the number of correct answers on the front of the test in the box marked "Raw Score", and also enter the same number in the appropriate box on Page 10 of the Educational Assessment booklet.

#### General Instructions for Administering the Reading Test

- (a) The children should be seated facing the tester. They should be spaced out so that copying is impossible. Thus not more than one child should sit in a dual desk.
- (b) Each child needs a pencil and the tester needs some spare pencils.
- (c) Put the children at their ease by telling them that they will be given booklets full of pictures and words which they will enjoy.
- (d) As the test papers are distributed, warn the children not to turn over the pages until told to do so.
- (e) The headings on the test papers should, if necessary, have been filled in, in advance, by the tester.
- (f) *Errors During the Testing*  
If a child draws a ring round a word and then says, "I have drawn a ring round the wrong word", tell him to cross it out and draw a ring round the word he really wants. Young children do this quite frequently and the tester should help them to make the alterations which they request.
- (g) *Difficult Items*  
Sometimes a child may say, "I can't find the word". In that case the tester should reply, "Just leave it". A child who is a very poor reader will be unable to find many of the correct items towards the end of the test. When a child is seen to be in difficulty and as the tester reaches the final items of the test, the tester should say, "If you can't find the right word leave the box empty".
- (h) *An Untimed Test*  
The test is not timed. The whole group of children work each item together, the tester waiting until all are finished before proceeding to the next item. The only exceptions to this are made in the cases of children who are finding the item too difficult and are not going to ring any word. To such children the tester should say, "If it's too hard, just leave it", and proceed to give the next item. The total time taken, from commencing the practice examples, will be found to be approximately 15-20 minutes.
- (i) It cannot be stressed too strongly that, once the practice examples have been completed, children should not be helped to find the correct responses on pages 2, 3 and 4. Although the tester must ensure that children listen to the instructions, point to the correct responses, and generally know what they are expected to do, it is no part of his task to assist children, *by any means whatsoever*, to locate the correct answers.
- (j) Under no circumstances should completed, marked scripts be re-distributed to children for the purpose of correction, revision or coaching. To do so would seriously detract from the value of the tests as future impartial assessments of reading ability.

## Instructions for Practice Examples of Reading Test

KEY TO PRACTICE EXAMPLES:

1. dog.	3. is.
2. hat.	4. get.

1. "Point to the first picture on the front page, the picture of a dog. Everybody point to it.

In the box beside the dog there are some words.  
How many words are there? Yes, there are five words.  
We are going to look at all the words in the box to find the one that belongs to the picture.  
We have to find the one that says 'dog'.

Let us point to the first word.  
Does it say 'dog'? No, it says 'did'.  
Point to the second word. Does it say 'dog'? No, it says 'good'.  
Point to the third word. Does it say 'dog'? No.  
Point to the fourth word. Does it say 'dog'? No.  
Point to the last word in the box. Does that say 'dog'? Yes.  
So that's the word we want.

Take your pencils and draw a ring round the last word in the box.  
Draw a ring round the word that says 'dog'.  
We have found the word that belongs to the picture, the one that says 'dog'."

*(See that every child has drawn a ring round the correct word. If a child has failed to draw a ring, do it for him. If he has drawn a ring round the wrong word show him how to cross it out and draw a ring round the correct word.)*
2. "Now point to the next picture, the picture of a hat.  
Look at the words in the box beside the picture.  
There are five words aren't there?  
We are going to look at all the words in the box and find the one that says 'hat'.

Point to the first word in the box. Does that one say 'hat'? No.  
Point to the second word in the box. Does that say 'hat'? No.  
Point to the third word in the box. What does that say? 'hat'. Yes.  
So that's the word we want, isn't it?  
Draw a ring round the third word in the box, the one that says 'hat'."

*(See that every child has done this and help any children who have failed.)*
3. "Now point to box number three. It has no picture.  
So this time you must listen carefully for me to tell you the word I want you to find.

This time we are going to look for the word 'is'.  
I want you to find the word that says 'is'.  
Point to the first word in the box. Does that say 'is'? No.  
Point to the second word in the box. Does that say 'is'? No.  
Point to the third word in the box. Does that say 'is'? No.  
Point to the fourth word in the box. Does that say 'is'? Yes.  
That's the word we want, so draw a ring round it.  
Draw a ring round the fourth word, the one that says 'is'."

*(See that every child has done this and help any children who have failed.)*
4. "Now let us look at the last box, box number four, the box with no picture in it. Point to box number four.

Listen! We are going to look for the word 'get'.  
The word 'get' is the one we want.  
Point to the first word in the box. Does that say 'get'? No.  
Point to the second word in the box. Does that say 'get'? Yes.  
That's the word we want. So draw a ring round it.  
Draw a ring round the second word, the one that says 'get'."

*(See that every child has done this and help any children who have failed.)*

"Put your pencils down while I tell you about the rest of the pictures and words in this book. Inside this book there are lots of other pictures and boxes of words.

You are going to do the same with them as you have done on this page.

Each time I want you to look for the right word. When you have found it you will draw a ring round it.

On the next three pages I won't help you to find the right words.

I want to see if you can find them by yourselves."

"Open your book and leave it spread out flat".

*(Ensure that all the children have done this correctly.)*

### Instructions for Administering Reading Test

#### PAGE 2.

1. "Point to the first picture, the picture of an elephant.  
Look at the words in the box beside it. Find the one that says 'elephant'.  
Don't tell anybody which it is.  
When you have found the word that says 'elephant' draw a ring round it.  
Go on, do it by yourselves. Find the word that says 'elephant' and draw a ring round it."  
*(See that every child has drawn a ring round one word in the first box.)*  
"Keep your pencil in your hand and then you will be ready for the next one".
2. "Now point to the next picture, the picture of a cow.  
Look at the words in the box and find the one that says 'cow'.  
When you have found it, draw a ring round it.  
Go on, do it yourself. Find the word that says 'cow' and draw a ring round it".  
*(Ensure that the children are doing this.)*
3. "Now what have we a picture of? A pair of trousers.  
Look at the words in the box and see if you can find the one that says 'trousers'.  
When you have found it, draw a ring round it".  
*(Pause.)*
4. "Now point to box number four, the one with no picture.  
Listen carefully while I tell you which word to look for.  
This time I want you to look for the word 'red'.  
Find the word 'red' and draw a ring round it".
5. "Now the box at the bottom of the page, box number five.  
See if you can find the word 'say'.  
When you have found the word 'say' draw a ring round it".
6. "Now up to the top of the page.  
Point to the picture of the gate.  
Look for the word 'gate' and when you have found it, draw a ring round it.  
Draw a ring round the word 'gate'."
7. "And what have we under the gate? Yes, a pram.  
Can you find the word that says 'pram'?  
Find the word that says 'pram' and draw a ring round it".
8. "And then we have a picture of a car.  
See if you can find the word that says 'car' and draw a ring round it".
9. "Now the box underneath the car, the one without a picture.  
Listen for the word. I want you to find the word 'jump'.  
Look for the word 'jump' and draw a ring round it".
10. "Now the last box on the page. Find the word 'it'.  
Look for the word 'it' and draw a ring round it".  
"We have soon finished that page, haven't we? Let us look at the opposite page now".

## PAGES 3 AND 4.

The instructions for pages 3 and 4 are to be given in the same manner as the instructions for page 2.

The wording of the instructions can be varied by:—

Look for the word '—'  
See if you can find '—'  
Find the word '—', etc.

In each item see that the key word is said twice and that it is emphasised each time.

Ensure that every child is pointing to the correct box each time.

## Key to Reading Test

Page 2.

1. elephant.	6. gate.
2. cow.	7. pram.
3. trousers.	8. car.
4. red.	9. jump.
5. say.	10. it.

Page 3.

11. pencil.	16. penny.
12. foot.	17. four.
13. bottle.	18. lock.
14. always.	19. down.
15. out.	20. cigarette.

Page 4.

21. cart.	26. scissors.
22. king.	27. chain.
23. first.	28. captured.
24. everything.	29. believe.
25. ancient.	30. surely.

## Directions for Marking the Reading Test

- The correct answers for the test are given above. Answers other than those listed should be counted as wrong.
- If a child has drawn a rectangle round a word instead of a ring, or indicated his choice in any other manner, his answer may still be counted as correct, if his intention is clear.
- Alterations may be accepted providing the final intention is clear.
- If a child has ringed more than one word in any box and failed to cross out the unnecessary rings, then he cannot score on that item.
- Each correct answer receives one mark. Thus the total of possible marks for the test is 30.
- Enter the total number of items correct under "Raw Score" on the front page of the test booklet.
- It will occasionally be found that a child has ringed words in a "pattern", without reading them. For example, he may have ringed the first word, or the fourth word, in every box. When this happens, note the point at which the "pattern" begins, credit the child with the first word he has thus ringed correctly, but none of the following words.



6. **Problem Arithmetic.** (On Page 10 of the Educational Assessment booklet.)

The ten problems in this test are to be read by the child and he should write his answers in the spaces provided. However, *each problem should be read to the child* and repeated, if necessary, so that where there is any difficulty with reading the items, this should not handicap him unduly in answering. If a child, because of some disability, is unable to write his answers, please record them for him. In any case, figures only are required.

Read the problems through with the child one at a time in the order in which they appear in the test and allow as much time as is necessary for answering after each one. The testing may be discontinued after three successive incorrect answers.

Please enter the number of correct answers in the box on Page 10, at the foot of the test, discounting any answer after three successive incorrect ones.

**Problems**

(To be read through with the child)

1. Peter had 4 toy cars and he bought 2 more. How many toy cars did he have altogether?
2. A man had 8 books and he lost 3 of them. How many books did he have left?
3. How many socks are there in 4 pairs?
4. If ice creams cost 3d. each, how many can I buy for 1s.?
5. How many inches are there in 2 feet?
6. There are 2 cakes to be shared between 4 boys. How much cake will each boy get?
7. John has 9d. He spends 2½d. How much has he left?
8. How many ½d. stamps can I buy for 9½d.?
9. What is half of 38?
10. A boy spent 4d. a day for 5 days. How much would he have left out of 2s.?

**Scoring Key**

1. 6	6. One half (½)
2. 5	7. 6Ld.
3. 8	8. 19
4. 4	9. 19
5. 24	10. 4d.

On the front page of the Educational Assessment booklet there is a nine digit number, which identifies this child in the study. We would be grateful if you would copy this number as well as the child's name, school, etc., on to the Bristol Social-Adjustment Guide, the Copying Designs and Drawing a Man Forms and the Southgate Group Reading Test IC. These documents should, on completion, be returned as soon as possible to your local Education Department, unless you have had any requests to the contrary, together with the Educational Assessment booklet.

Finally, may we thank you very much for your co-operation in this investigation. After the results have been analysed, it is planned to produce a report which will be sent to all schools who have taken part.

1

## SECTION A

*This section would, most appropriately, be completed by the Headmaster/Headmistress*

		Please ring appropriate number
11. Does your school have:		<b>Col. 15</b>
	Day pupils only? _____	1
	Boarders only? _____	2
	Some day pupils and some boarders? _____	3
<b>FOR SCHOOLS MAINTAINED BY A LOCAL EDUCATION AUTHORITY</b> (All others please ring code "0" for Questions 12 and 13)		<b>Col. 16</b>
12. Please indicate appropriate category:		
	Infant School _____	1
	Junior with Infants School (or Primary with Infants) _____	2
	All-age _____	3
	Day Special School (please specify type/s of handicap) _____	4
	Residential Special School (please specify type/s of handicap) _____	5
	Other (please specify) _____	6
	Inapplicable _____	0
13. Has your school a "nursery class"? (as specified by your Local Education Authority)		<b>Col. 17</b>
	Yes _____	1
	No _____	2
	Inapplicable _____	0
<b>FOR SCHOOLS NOT MAINTAINED BY A LOCAL EDUCATION AUTHORITY</b> (L.E.A. maintained schools please ring code "0" in Questions 14 and 15)		<b>Col. 18</b>
14. Please indicate appropriate category:		
	Independent School (to include grant-aided schools) catering wholly or mainly for children who are not handicapped _____	1
	Special School for handicapped children (please specify type/s of handicap) _____	2
	Other (please specify) _____	3
	Inapplicable _____	0
15. Has your school a "nursery" or "kindergarten" class?		<b>Col. 19</b>
	Yes _____	1
	No _____	2
	Inapplicable _____	0

**16. Numbers of Pupils at present on School Roll**

(Please enter the numbers in the boxes, e.g. if 66 children, enter 

0	6	6
---	---	---

; if none, enter 

0	0	0
---	---	---

).

Number of Children 7 years of age or older on 2nd September, 1964 \_\_\_\_\_

Number of Children at present on roll who will be under 5 years of age on the last day of the current school term \_\_\_\_\_

The Remainder (i.e. those under 7 years of age on 2nd September, 1964, and at least 5 years old on the last day of the current term) \_\_\_\_\_

Total Number on Roll \_\_\_\_\_

Col. 20-21-22

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Col. 23-24-25

--	--	--

Col. 26-27-28

--	--	--

Col. 29-30-31

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**Contacts between School and Parents of Infants**

(All questions apply whether or not there is a Parent/Teacher Association)

*Please ring appropriate number*

17. Is there a parent/teacher association?

Yes  
No

Col. 32

1  
2

18. Are meetings arranged for parents, by school or association, on educational matters?

Yes  
No

Col. 33

1  
2

19. Are any social functions organised for parents?

Yes  
No

Col. 34

1  
2

20. Do parents provide substantial help for school in money, kind or labour?

Yes  
No

Col. 35

1  
2

21. Are you able to allow pre-school children to spend some time in school before they actually start?

Yes  
No

Col. 36

1  
2

Other contacts (please specify)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## SECTION B

*This section would, most appropriately, be completed by the Headmaster/Headmistress*

		<i>Please ring appropriate number</i>
<b>22. At what age was the systematic teaching of phonics (i.e. letter sounds) commenced with this child in school?</b>		<b>Col. 37</b>
Under 5 years of age	_____	1
From 5 years to 5 years 5 months	_____	2
From 5 years 6 months to 5 years 11 months	_____	3
From 6 years to 6 years 5 months	_____	4
From 6 years 6 months to 6 years 11 months	_____	5
From 7 years to 7 years 5 months	_____	6
Not commenced	_____	7
Don't know (e.g. commenced in another school) or can't answer the question	_____	0
<b>23. Please comment on this or any other factors about the approach to reading in your school which relate to this child</b>		<b>Col. 38</b>
<p>.....</p> <p>.....</p> <p>.....</p>		
<b>24. At what age was this child introduced to "sums" (i.e. "formal" written arithmetic) in school?</b>		<b>Col. 39</b>
Under 5 years of age	_____	1
From 5 years to 5 years 5 months	_____	2
From 5 years 6 months to 5 years 11 months	_____	3
From 6 years to 6 years 5 months	_____	4
From 6 years 6 months to 6 years 11 months	_____	5
From 7 years to 7 years 5 months	_____	6
Not commenced "sums"	_____	7
Don't know (e.g. commenced at another school) or can't answer the question	_____	0
<b>Please comment on this or any other factors about the approach to arithmetic, or mathematics in your school which relate to this child.</b>		<b>Col. 39</b>
<p>.....</p> <p>.....</p> <p>.....</p>		
<b>25. Is the child, because of a physical or sensory handicap (e.g. partial hearing loss), in a teaching unit attached to your school?</b>		<b>Col. 40</b>
	Yes _____	1
	No _____	2
If Yes, please state category of unit		
<p>.....</p> <p>.....</p>		
<b>26. Apart from anything which the class teacher may be able to do in the normal way, is the child receiving any help within the school because of educational or mental backwardness? (Ring "0" if the child is in a special school)</b>		<b>Col. 40</b>
Yes	_____	1
No	_____	2
Inapplicable	_____	0
<b>27. If not, do you consider he/she would benefit from such help within the school, at the present time? (Ring "0" if the child is in a special school)</b>		<b>Col. 40</b>
Yes	_____	3
No	_____	4
Inapplicable	_____	0

		<i>Please ring appropriate number</i>
<b>28. Do you consider, irrespective of the facilities in your area, that the child:</b>		<b>Col. 41</b>
<b>(a) Would benefit now from attendance at a special school?</b>		
<i>(Ring "0" if child is already in a special school)</i>		
Yes_____		1
No_____		2
Can't say_____		3
Inapplicable_____		0
<b>(b) Is likely to need some form of special schooling or other special educational help within the next two years?</b>		<b>Col. 42</b>
<i>(Ring "0" if child is already in a special school)</i>		
Yes_____		1
No_____		2
Can't say_____		3
Inapplicable_____		0
<b>29. Has the child, because of difficulties which have affected his progress or behaviour in school, been referred to your knowledge to any agency? (e.g. School Health Service, Child Guidance Clinic, School Psychological Service, Education Welfare Service or School Attendance Officer, Children's Department, General Practitioner, Private Specialist).</b>		<b>Col. 43</b>
<i>(Include referrals made at a routine medical examination, and any made by another school or by the parents, if known.)</i>		
Yes		1
No		2
If Yes, please state agency/agencies involved and, briefly, the reasons for referral		<b>Col. 44</b>
.....		
.....		
.....		
.....		
<b>30. Has the child to your knowledge had difficulties which have affected his progress or behaviour in school but which have now disappeared? (Do not include any difficulties which have prompted referral to an outside agency, as above).</b>		
Yes		1
No		2
If Yes, please outline, briefly, the difficulties		
.....		
.....		
.....		
<b>31. Since September, 1964, have the parents taken the initiative to discuss the child, even briefly, with you or any member of your teaching staff?</b>		<b>Col. 45</b>
Yes		1
No		2
<b>32. Has there been any such discussion with the parents at the instigation of you or your teaching staff?</b>		<b>Col. 46</b>
Yes		1
No		2

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

Over concerned about the child's progress and/or  
 expecting too high a standard? \_\_\_\_\_  
 Very interested? \_\_\_\_\_  
 To show some interest? \_\_\_\_\_  
 To show little or no interest? \_\_\_\_\_  
 Can't say or inapplicable \_\_\_\_\_

Please ring  
 appropriate  
 number

Col. 47 Mother	Col. 48 Father
1	1
2	2
3	3
4	4
0	0

34. When the child started at your school, did he/she:

(Ring "0" if child has been with you less than 3 months)

Settle down within a month? \_\_\_\_\_  
 Settle down within 1-3 months? \_\_\_\_\_  
 Remain unsettled after 3 months? \_\_\_\_\_  
 Can't say \_\_\_\_\_  
 Inapplicable \_\_\_\_\_

Col. 49

1  
 2  
 3  
 4  
 0

SECTION C

This and subsequent sections would, most appropriately, be completed by the class teacher or the teacher who knows the child best.

35. For how many school terms do pupils usually stay in the child's present class? \_\_\_\_\_

(Please enter actual number of terms in box, e.g. for 6 terms enter   ; if you find it impossible to answer, enter   and give reason).

Col. 50 - 51

<input type="text"/>	<input type="text"/>
----------------------	----------------------

36. Number of Pupils in Child's Present Class

(Please enter the number in the boxes, e.g. if 9 children enter   ; if none enter  ).

Number of Pupils 7 years of age or older on 2nd September, 1964 \_\_\_\_\_

Col. 52 - 53

<input type="text"/>	<input type="text"/>
----------------------	----------------------

The Remainder (i.e. those pupils under 7 years of age on 2nd September, 1964) \_\_\_\_\_

Col. 54 - 55

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Total Number of Pupils in Child's Present Class \_\_\_\_\_

Col. 56 - 57

<input type="text"/>	<input type="text"/>
----------------------	----------------------

37. Is the child's class single sex?

Yes  
 No

Col. 58

1  
 2

Please ring appropriate number

38. How is this class formed? (Please ring one code only.)

- All the infants are in this one class \_\_\_\_\_
- A deliberate cross-section by age and ability of more than one year group of children —sometimes called "family grouping" \_\_\_\_\_
- By age in year groups (e.g. one class per year, or parallel classes) \_\_\_\_\_
- Selected by age within the year group (e.g. children born in the first half of the year in one class, and the remainder in another) \_\_\_\_\_
- An upper ability (or attainment) class within the school \_\_\_\_\_
- A middle ability (or attainment) class within the school (e.g. of 3 classes) \_\_\_\_\_
- A lower ability (or attainment) class within the school \_\_\_\_\_
- Other arrangement (please specify) \_\_\_\_\_

Col. 59

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

39. Please enter in the boxes below the approximate numbers of fathers of the children in this class who fall in the three occupational groups. What is required is an estimate only, without putting you to the trouble of enquiring amongst parents or children, which in any case might be difficult. If you feel you cannot answer this question, please enter 9 9 in the boxes.

OCCUPATIONS

(a) **Professional, Managerial, Clerical and Skilled Non-Manual**, e.g. Doctors, Teachers, Civil Service and Local Government Employees (Administrative, Executive and Clerical Grades), Service Officers, Inspectors and other Senior Police Officers, Draughtsmen, Surveyors, Sales Representatives, Shop Salesmen and Assistants \_\_\_\_\_

Col. 60 - 61

--	--

(b) **Skilled and Semi-skilled Manual**, e.g. Market Gardeners, Electricians, Fitters, Foremen, Bus Drivers and Conductors, Miners, Police Constables, Packers, Caretakers, Roundsmen, Butchers, Fishmongers, Agricultural Workers, Street Vendors, Hawkers \_\_\_\_\_

Col. 62 - 63

--	--

(c) **Unskilled Manual**, e.g. Unskilled General Labourers, Stevedores, Porters, Casual Workers, Kitchen Hands, Lorry Drivers' Mates, Window Cleaners \_\_\_\_\_

Col. 64 - 65

--	--

(d) **Unknown.** (Please enter 0 0 if none) \_\_\_\_\_

Col. 66 - 67

--	--

40. How many children are there in your class whose parents have seen you (or the Headteacher) to discuss their child, since September, 1964? (Please enter the actual number in the box. If you have not had charge of the class since this date, enter 9 9; if you share the class with another teacher, please enter a total figure) \_\_\_\_\_

Col. 68 - 69

--	--

41. Number of possible half-day attendances for this child since September, 1964 \_\_\_\_\_

Col. 70 - 71 - 72

--	--	--

42. Number of half-days absent during this period \_\_\_\_\_

Col. 73 - 74 - 75

--	--	--

## SECTION D

You are asked below to rate some aspects of the child's ability and attainment. Each area is subdivided into five categories. It is expected that in a truly representative cross-section of children of this age, approximately five per cent. fall into the first category, the next 25 per cent. would fit the second description, the middle or average group of 40 per cent. would be in the third category, the next 25 per cent. in the fourth category and the final five per cent. in the fifth category.

In so far as your professional experience will allow, please rate the child *in relation to all children of this age* (i.e., not just his present class or, even, school) by ringing the number opposite the appropriate description.

		<i>Please ring appropriate number</i>
		<b>Col. 76</b>
<b>43. Oral Ability</b>	In conversation expresses himself well_____	1
	In conversation, or oral lessons, has good vocabulary and variety of phrases in relation to his age_____	2
	Average oral ability for his age_____	3
	Below average oral ability, tends to use simple word groupings_____	4
	Markedly poor oral ability_____	5
		<b>Col. 77</b>
<b>44. Awareness of the world around him</b>	Exceptionally well-informed for his age_____	1
	Good background of general knowledge_____	2
	Average in this respect_____	3
	Rather limited knowledge_____	4
	Largely ignorant of the world around him. Lack of general knowledge is a substantial handicap in school_____	5
		<b>Col. 78</b>
<b>45. Reading</b>	Avid reader. Reads fluently and widely in relation to his age_____	1
	Above average ability. Comprehends well what he reads_____	2
	Average reader_____	3
	Poor reader. Limited comprehension_____	4
	Non-reader, or recognises very few words_____	5
		<b>Col. 79</b>
<b>46. Creativity</b> <i>(e.g. in free writing, telling a story, hand-work, painting, drawing, dramatic work)</i>	Shows marked originality or creativity in most areas_____	1
	Usually produces good, original work_____	2
	Shows some imagination or originality in most areas_____	3
	Little originality or creativity in all areas_____	4
	Never shows a trace of originality or creativity in any of his work_____	5
		<b>Col. 80</b>
<b>47. Number Work</b>	Extremely good facility with number and/or other mathematical concepts. Grasps new processes very quickly. Shows insight and understanding_____	1
	Understanding of number work well developed. Grasps new processes without difficulty_____	2
	Average ability in this sphere_____	3
	Rather slow to understand new processes. Rather poor facility with numbers, although able to do some things by rote_____	4
	Little, if any, ability in this sphere. Shows virtually no understanding at all_____	5



Card No. 

2
---

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

Col. 1      Col. 2 3 4 5 6 7 8 9 10

*Please leave blank*

48. Basic Reading Scheme used by this child.....

Please detail child's present reading standard:

Beyond basic reading scheme \_\_\_\_\_  
 At present on Book 4 \_\_\_\_\_  
 At present on Book 3 \_\_\_\_\_  
 At present on Book 2 \_\_\_\_\_  
 At present on Book 1 or introductory book \_\_\_\_\_  
 On pre-reading activities only \_\_\_\_\_  
 Don't know or inapplicable \_\_\_\_\_

*Please ring appropriate number*

Col. 11
1
2
3
4
5
6
0

### SECTION E

Below are a few descriptions of behaviour shown by some children. It is assumed that any one particular description will fit only a minority of children, but the proportion of seven-year-old children who show at least one of the aspects of behaviour listed below in some degree is, possibly, considerable. It is hoped that this section will throw some light on this question.

If the child certainly fits the description, please circle the figure "1" in the first column. If it is a marginal case, or you are in some doubt about the child's inclusion under this description, please circle the figure "2" in the next column. If the description does not fit the child at all, circle the figure "3".

	<i>Certainly applies</i>	<i>Applies somewhat</i>	<i>Doesn't apply</i>	<i>Don't know</i>	
49. Poor control of hands (e.g., in writing, drawing, handwork, or buttoning coat) _____	1	2	3	0	Col. 12
50. Squirmy, fidgety child _____	1	2	3	0	Col. 13
51. Poor physical co-ordination (e.g., in running, jumping, or throwing) _____	1	2	3	0	Col. 14
52. Clumsy _____	1	2	3	0	Col. 15
53. Often running or jumping about; hardly ever still—	1	2	3	0	Col. 16
54. Over-dependent upon mother _____	1	2	3	0	Col. 17
55. Difficult to understand because of poor speech—	1	2	3	0	Col. 18
56. Imperfect grasp of English (i.e., when native language is other than English) _____	1	2	3	0	Col. 19

PROBLEM ARITHMETIC TEST

Child's Name: .....

1. Peter had 4 toy cars and he bought 2 more. How many toy cars did he have altogether?

..... toy cars

2. A man had 8 books and he lost 3 of them. How many books did he have left?

..... books

3. How many socks are there in 4 pairs?

..... socks

4. If ice creams cost 3d. each, how many can I buy for 1s.?

..... ice creams

5. How many inches are there in 2 feet?

..... inches

6. There are 2 cakes to be shared between 4 boys. How much cake will each boy get?

..... cake

7. John has 9d. He spends 2½d. How much has he left?

.....d.

8. How many ½d. stamps can I buy for 9½d.?

..... stamps

9. What is half of 38?

10. A boy spent 4d. a day for 5 days. How much would he have left from 2s.?

Problem Arithmetic ScorePlease enter the total number of correct answers in the box, discounting any answer after three successive incorrect ones. (For a score of 5, enter 

0	5
---	---

)

Col. 20 - 21

--	--

Southgate Group Reading Test 1c Score

Please transfer to this box the raw score from the front of the reading test booklet

Col. 22 - 23

--	--

# **PARENTAL**

STRICTLY CONFIDENTIAL

# PARENTAL QUESTIONNAIRE

## NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1  
EUSlon 4263

**SPONSORS:**

*Institute of Child Health, University of London*  
*National Birthday Trust Fund*  
*National Bureau for Co-operation in Child Care*  
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**IN COLLABORATION WITH:**

**ENGLAND AND WALES** *Association of Chief Education Officers*  
*Society of Medical Officers of Health*  
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**SENIOR RESEARCH OFFICER:**

*R. Davie, B.A.*

**SENIOR MEDICAL RESEARCH OFFICER:**

*M. J. Bell, B.Sc., M.B., B.S., D.P.H.*

Local Authority			Child's Code Number				
Code Number							

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

2. DATE OF BIRTH ..... / 3 / 58      TODAY'S DATE .....

3. SEX .....  
(Please ring appropriate code number)

Boy  
Girl

Col. 24
1
2

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

5. CHILD'S PLACE OF BIRTH.....  
.....

6. HOME ADDRESS AT TIME OF CHILD'S BIRTH (IF DIFFERENT FROM PLACE OF BIRTH).....  
.....

7. CHILD'S NATIONAL HEALTH SERVICE NO.....

### INTRODUCTORY NOTES

In 1958 a study was made of virtually every baby born in the week 3rd to 9th March in England, Scotland and Wales. Through the co-operation of doctors and midwives all over the country, very comprehensive information was obtained about each child and mother. The results of this study, the 1958 Perinatal Mortality Survey, have already had a considerable impact with a consequent improvement in maternity services and a saving of infant life.

With so much information already available about the children, a unique opportunity presents itself now for relating the ante-natal and birth history of the children to their present development. There is as yet much to learn about the influence of conditions before and at birth on normal educational, physical and emotional growth. There is, too, much to be discovered about the causes and effects of many handicaps and even about their incidence in the child population. Particularly is this the case for minor handicaps, which may nevertheless be educationally significant. A detailed study of a large and representative group affords the opportunity of answering some of these questions.

To make the fullest use of this opportunity, an interdisciplinary project, the National Child Development Study (1958 Cohort) is being sponsored by the four organisations detailed on the front of this booklet. The present phase of this study, which will cover some 16,000 children, is being financed from Government funds. It is inevitable in an undertaking of this size that a good deal of the information to be obtained will be gathered by individual doctors, health visitors, head and class teachers. We are most grateful for the assurances which have already been received that maximum co-operation will be given to this study. We do not underestimate the amount of work involved but we hope that you will feel the project worthy of your professional skill and time.

It has been decided to collect information, if possible, from three sources. The school will make an assessment of the child's progress, and give a few attainment tests. The mother of the child is to be interviewed and the Parental Questionnaire completed by, in most cases, a health visitor. Finally, we hope that the child can be examined by a doctor, who will complete the Medical Questionnaire.

### The Parental Questionnaire

This questionnaire would best be completed during an interview with the child's mother. If for any reason the mother is unavailable, please interview the person who can best answer questions about the child's health and development. Occasionally, a child will not now be living with his own (i.e. natural) mother. In this circumstance, please interview the person who has become for the child a, more or less, permanent mother substitute. Throughout the questionnaire the term "mother" should be taken to imply the child's mother or the permanent mother substitute, except on those few occasions where the term "own mother" is used. The word "father" refers to the child's father or, where appropriate, to the male head of the household.

In interviewing the mother, please assure her at the outset that her answers will be treated in the strictest confidence and that the 16,000 children concerned will be identified by numbers only. If in the light of the mother's response during the interview you feel that a particular question might best be omitted, please feel free to do this, although we are anxious to have the questionnaires fully completed.

Most of the questionnaire has been framed as a series of items to which a number of possible answers is stated. Would you please ring the number in the column opposite the answer you wish to make. We have tried to anticipate likely answers but, where appropriate, have left space for other replies. We apologise to those who may find this approach inhibiting; it has been used to reduce your clerical work and ours. It also simplifies later analysis of the replies. If, however, you feel that a particular answer needs some qualification or amplification, please add comments at that point on the questionnaire.

We should like you to complete the last page of the questionnaire *after* the interview. The information given on this page will be treated like all the other information, in the strictest confidence.

### Examples of Scoring

No	Yes	Don't know
2	1	0

Col. 86

No \_\_\_\_\_  
 Yes \_\_\_\_\_  
 Don't know \_\_\_\_\_

Col. 87
2
①
0



(b) Please list any children of the household not included in list (a), e.g. those who are only at home for holidays or leave.

Surname	Christian Name	Sex	Age (approx. if necessary)	Relationship to Child, or Status in the Household

14. From the above two tables, please state the total number of children of the household under the age of 21. (Enter the actual number in the box, e.g. for 4 enter ) \_\_\_\_\_

Col. 29-30

--	--

15. Please state the child's position amongst these children. (For eldest, enter ; for Don't know or inapplicable enter ) \_\_\_\_\_

Col. 31-32

--	--

16. Please ascertain, or state to your knowledge, whether the child is normally cared for by his/her:

Please ring appropriate number

- Own mother \_\_\_\_\_
- Stepmother \_\_\_\_\_
- Foster mother \_\_\_\_\_
- Adoptive mother (i.e. child is legally adopted) \_\_\_\_\_
- Grandmother \_\_\_\_\_
- Other person \_\_\_\_\_  
(Please specify) \_\_\_\_\_
- Other situation \_\_\_\_\_  
(Please specify) \_\_\_\_\_
- Don't know or inapplicable \_\_\_\_\_

Col. 33

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 0

If not child's own mother, please ascertain how old the child was when he/she came under the care of the present mother substitute. \_\_\_\_\_ mths./yrs.

17. Please ascertain, or state to your knowledge, whether the child's father is his/her:

Please ring appropriate number

- Own father \_\_\_\_\_
- Stepfather \_\_\_\_\_
- Foster father \_\_\_\_\_
- Adoptive father (i.e. child is legally adopted) \_\_\_\_\_
- Grandfather \_\_\_\_\_
- Other person \_\_\_\_\_  
(Please specify) \_\_\_\_\_
- Other situation \_\_\_\_\_  
(Please specify) \_\_\_\_\_
- Inapplicable (e.g. no father or no male head of household) \_\_\_\_\_
- Don't know \_\_\_\_\_

Col. 34

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 0

If not child's own father, please ascertain how old the child was when he/she came under the care of the present father substitute. \_\_\_\_\_ mths./yrs.

**Child's School and Pre-school Experience**

**18. Did the child attend a local authority or a private nursery school or class?**  
(Do not include day nursery or playgroup attendance).

(Code as "No" if attended for less than one month in total) Yes \_\_\_\_\_  
No \_\_\_\_\_  
Don't know \_\_\_\_\_

*Please ring appropriate number*

<i>Local authority nursery school or class</i>	<i>Private nursery school or class</i>
Col. 35	Col. 36
1	1
2	2
0	0

If the child attended a local authority nursery school or class, please enquire name of school and local authority, or area.

.....

.....

**19. If the child attended a nursery class, was this in his/her present school?**

(If the child has not attended a nursery class, please ring "0") Yes \_\_\_\_\_  
No \_\_\_\_\_  
Don't know or inapplicable \_\_\_\_\_

*Please ring appropriate number*

Col. 37
1
2
0

Col. 38
1
2
0

**20. Has the child attended a local authority day nursery?**

Yes \_\_\_\_\_  
No \_\_\_\_\_  
Don't know \_\_\_\_\_

If Yes, please enquire name of day nursery and local authority, or area:

.....

.....

**21. Apart from anything already mentioned, has the child had any other pre-school experience of an organised nature? (e.g. private day nursery, playgroup).**

Yes \_\_\_\_\_  
No \_\_\_\_\_  
Don't know \_\_\_\_\_

*Please ring appropriate number*

Col. 39
1
2
0

If yes, please state nature of group.....

**22. How old was the child when he/she first started school part-time, where appropriate, and full-time? (Include nursery school but not attendance at a day nursery.)**

(If the child has never received any schooling, please ring "0") Under 3½ yrs. old \_\_\_\_\_  
3½ yrs. but less than 4 \_\_\_\_\_  
4 yrs. but less than 4½ \_\_\_\_\_  
4½ yrs. but less than 5 \_\_\_\_\_  
5 yrs. but less than 5½ \_\_\_\_\_  
5½ yrs. but less than 6 \_\_\_\_\_  
6 yrs. or older \_\_\_\_\_  
Don't know or inapplicable \_\_\_\_\_

*Please ring appropriate number*

<i>Part-time Schooling</i>	<i>Full-time Schooling</i>
Col. 40	Col. 41
1	1
2	2
3	3
4	4
5	5
6	6
7	7
0	0

**23. Since the age of five, how many schools has the child attended? (Count the present school as one; please write the actual number in the box; for "Don't know" or "Inapplicable", enter 0 0.)**

Col. 42-43

--	--



24. When the child first started school, how soon did he/she settle down? (This refers to nursery schooling, where appropriate, and other schooling, where not.)

Please ring appropriate number

- Within a month\_\_\_\_\_
- Within 1-3 months\_\_\_\_\_
- Was still unsettled after 3 months\_\_\_\_\_
- Don't know or inapplicable\_\_\_\_\_

Col. 44
1
2
3
0

25. Is the child happy at his/her present school?

(If the child has been at his/her present school less than three months, please ring "0")

- Happy\_\_\_\_\_
- Not altogether happy\_\_\_\_\_
- Unhappy\_\_\_\_\_
- Don't know or inapplicable\_\_\_\_\_

Col. 45
1
2
3
0

26. Would the parents like the child to be able to stay on at secondary school after the minimum school leaving age?

- Yes\_\_\_\_\_
- No\_\_\_\_\_
- Don't know or inapplicable\_\_\_\_\_
- Other (Please specify)\_\_\_\_\_

Col. 46
1
2
0
3

27. Is the child at all awkward or clumsy when:

Not at all      A little      Certainly      Don't know or inapplicable

(a) Walking? \_\_\_\_\_ 

2	3	1	0
---	---	---	---

 Col. 47

(b) Running? \_\_\_\_\_ 

2	3	1	0
---	---	---	---

 Col. 48

(c) Climbing stairs? \_\_\_\_\_ 

2	3	1	0
---	---	---	---

 Col. 49

(d) Tying a bow? \_\_\_\_\_ 

2	3	1	0
---	---	---	---

 Col. 50

28. Is the child:

- Normally active?\_\_\_\_\_
- Inactive and quiet (prefers to sit and watch)?\_\_\_\_\_
- Restless and overactive (can't keep still)?\_\_\_\_\_
- Don't know or inapplicable\_\_\_\_\_

Col. 51
1
2
3
0

29. Does the child meet other children outside the household? (Exclude going to and from, and in school.)

- Most days, or every day\_\_\_\_\_
- Quite often\_\_\_\_\_
- Very little\_\_\_\_\_
- Not at all\_\_\_\_\_
- Don't know or inapplicable\_\_\_\_\_

Col. 52
1
2
3
4
0

30. Please read this to the mother: "I am going to mention a few difficulties of various kinds which many children have at some time. I'd like you to tell me first whether any of these things have occurred during the last 3 months".  
(If occurred only during acute infection, please ring '0')

	Has occurred in last 3 months			
	Yes	No	Don't know or inapplicable	
(a) Has complained of headaches (more than once)-----	1	2	0	Col. 53
(b) Has had temper tantrum-----	1	2	0	Col. 54
(c) Has been reluctant to go to school-----	1	2	0	Col. 55
(d) Has had bad dreams or night terrors-----	1	2	0	Col. 56
(e) Has had difficulty in getting off to sleep-----	1	2	0	Col. 57
(f) Has sleepwalked-----	1	2	0	Col. 58
(g) Has been faddy--many dislikes over food-----	1	2	0	Col. 59
(h) Has had poor appetite-----	1	2	0	Col. 60
(i) Has overeaten for more than the occasional meal-----	1	2	0	Col. 61

31. "Were you concerned about any of these or other problems before the child started school?"

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

Col. 62
1
2
0

If Yes, please specify which problems caused concern

32. "Have you been concerned about any of these or other problems since he/she has been at school?"  
(But excluding last 3 months.)

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

Col. 63
1
2
0

If Yes, please specify which difficulties have caused concern....

33. Has the child been in the care of the local authority?

Yes, is "in care" now-----  
Yes, has been "in care" in the past but is not now-----  
No, has never been "in care"-----  
Don't know-----

Col. 64
1
2
3
0

If Yes, please give child's age at the time and local authority or area

34. Please read this to the mother: "Now I want to mention some description of behaviour shown by many children. I'd like you, first, to tell me whether these kinds of behaviour never happen with whether they happen sometimes, or frequently at the present time".

	Please ring appropriate number				Col.
	Never	Sometimes	Frequently	Don't know or inapplicable	
(a) Has difficulty in settling to anything for more than a few moments	3	2	1	0	Col. 65
(b) Prefers to do things on his/her own rather than with others	3	2	1	0	Col. 66
(c) Is bullied by other children	3	2	1	0	Col. 67
(d) Destroys own or others belongings (e.g. tears or breaks)	3	2	1	0	Col. 68
(e) Is miserable or tearful	3	2	1	0	Col. 69
(f) Is squirmy or fidgety	3	2	1	0	Col. 70
(g) Worries about many things	3	2	1	0	Col. 71
(h) Is irritable, quick to fly off the handle	3	2	1	0	Col. 72
(i) Sucks thumb or finger during day	3	2	1	0	Col. 73
(j) Is upset by new situation, by things happening for first time	3	2	1	0	Col. 74
(k) Has twitches or mannerisms of the face, eyes or body	3	2	1	0	Col. 75
(l) Fights with other children	3	2	1	0	Col. 76
(m) Bites nails	3	2	1	0	Col. 77
(n) Is disobedient at home	3	2	1	0	Col. 78

35. Did any of these or other aspects of behaviour cause you any concern before the child started school?

Yes \_\_\_\_\_  
 No \_\_\_\_\_  
 Don't know \_\_\_\_\_

If Yes, please specify the aspects involved \_\_\_\_\_

Col. 79

1  
2  
0

Col. 80

36. Have any of these or other aspects caused you any concern since he/she has been at school? (but not at present).

Yes \_\_\_\_\_  
 No \_\_\_\_\_  
 Don't know \_\_\_\_\_

If Yes, please specify the aspects involved \_\_\_\_\_

1  
2  
0



42. Does either parent read to, or read with, the child?

	<i>Yes, at least every week</i>	<i>Yes occasionally</i>	<i>Never, or hardly ever</i>	<i>Don't know or inapplicable</i>	
Mother _____	1	2	3	0	Col. 34
Father _____	1	2	3	0	Col. 35

43. Do the parents take the child out? (e.g. for walks, outings, picnics, visits, shopping).

	<i>Yes, most weeks</i>	<i>Yes, occasionally</i>	<i>Never or hardly ever</i>	<i>Don't know or inapplicable</i>	
Mother _____	1	2	3	0	Col. 36
Father _____	1	2	3	0	Col. 37

44. Does the father take a big part in managing the child, or leave mainly to mother?

*(If father is away a lot ring 2 or 3 as applicable)*

Father takes a big part, or equal part with mother_____	1
Father takes a smaller part than mother (but mother feels it to be a significant part)_____	2
Father takes a very small part, or leaves to mother_____	3
Don't know or inapplicable_____	0

Col. 38
1
2
3
0

45. Do the parents themselves do any spare time reading? (e.g. of newspapers, books or magazines).

(a) Newspapers or Magazines

	<i>Yes, most days</i>	<i>Yes, occasionally</i>	<i>Never, or hardly ever</i>	<i>Don't know or inapplicable</i>	
Mother _____	1	2	3	0	Col. 39
Father _____	1	2	3	0	Col. 40

(b) Books or Technical Journals

	<i>Yes, most weeks</i>	<i>Yes, occasionally</i>	<i>Never, or hardly ever</i>	<i>Don't know or inapplicable</i>	
Mother _____	1	2	3	0	Col. 41
Father _____	1	2	3	0	Col. 42

46. What is the occupation of the child's father? (i.e., present male head of household). If not working, give last occupation and give reason, e.g. unemployed, sick. If there is no male head of household, please write "None".

Actual Job .....  
 Industry .....  
 (As much detail as possible should be given. The actual job should show the type of work done so that we may be able to classify by the skill, qualification or responsibility involved. Terms such as "engineer", "civil servant", "electrical worker", "clerk", do not give sufficient information to allow such classification, and should be expanded.)

Is the father paid weekly, monthly or is he self-employed? Weekly \_\_\_\_\_ 1  
 Monthly \_\_\_\_\_ 2  
 Self-employed \_\_\_\_\_ 3  
 Don't know \_\_\_\_\_ 0

If self-employed: (i) Does he employ 10 or more persons?  
 Yes \_\_\_\_\_ 1  
 No \_\_\_\_\_ 2  
 Don't know \_\_\_\_\_ 0

If not self-employed:  
 (ii) Does he supervise others? (e.g. foreman, manager, charge-hand).  
 Yes \_\_\_\_\_ 1  
 No \_\_\_\_\_ 2  
 Don't know \_\_\_\_\_ 0

47. When the father left school, what was his father's job?

Actual Job .....  
 Industry .....  
 Was he:  
 Self-employed, not employing others? \_\_\_\_\_ 1  
 Employer? \_\_\_\_\_ 2  
 Employee, not supervising others? \_\_\_\_\_ 3  
 Employee, supervising others? \_\_\_\_\_ 4  
 Don't know \_\_\_\_\_ 0

48. Did the father stay on at school after the minimum school leaving age?

Yes \_\_\_\_\_  
 No \_\_\_\_\_  
 Don't know \_\_\_\_\_

If Yes, at what age did he finish full-time education? \_\_\_\_\_

49. Has the mother been in paid work since the child's birth? (Include only work outside the home).

	<i>Part-time or Temporary (More than one month's duration)</i>	<i>Full-time</i>	<i>Mother has not worked</i>	<i>Don't know or inapplicable</i>
Before the child started school—	1	2	3	0
Since the child started school—	1	2	3	0

If the mother has worked, please give brief details of duration and hours worked.....

*Please leave blank*

Col. 43

1

2

3

4

5

6

0

---

Col. 44

1

2

3

4

5

6

0

Col. 45

1

2

0

---

Col. 46-47

--	--

YRS.

Col. 48

Col. 49

50. What is the accommodation occupied by this household?

- Whole house \_\_\_\_\_
- Flat (self-contained) \_\_\_\_\_
- Rooms \_\_\_\_\_
- Other (please specify) \_\_\_\_\_
- .....
- Don't know or inapplicable \_\_\_\_\_

Please ring appropriate number

Col. 50

1

2

3

4

0

Col. 51

51. Is the accommodation:

- Owned by the household, or being bought? \_\_\_\_\_
- Council rented? \_\_\_\_\_
- Private rented? \_\_\_\_\_
- Rent free? \_\_\_\_\_
- Other (please specify) \_\_\_\_\_
- .....
- .....
- Don't know or inapplicable \_\_\_\_\_

1

2

3

4

5

0

52. How many rooms are there? (Include rooms used by lodgers or relatives who are members of the household; exclude bathroom, scullery or kitchen unless used as a living room) \_\_\_\_\_

Col. 52 - 53

		rms.
--	--	------

53. Has the household got, or does it share:

	<i>Sole use</i>	<i>Shared</i>	<i>None</i>	<i>Don't know or inapplicable</i>	
(a) Bathroom? _____	1	2	3	0	Col. 54
(b) Indoor Lavatory? _____	1	2	3	0	Col. 55
(c) Outside Lavatory? _____	1	2	3	0	Col. 56
(d) Cooking Facilities? _____	1	2	3	0	Col. 57
(e) Hot Water Supply? _____	1	2	3	0	Col. 58
(f) Garden, Yard? _____	1	2	3	0	Col. 59

## 54. Did the child attend an Infant Welfare Clinic or Toddlers' Clinic?

	No	Yes Regularly	Yes Occasionally	Don't know	
(a) Infant Welfare Clinic (under 1 year) _____	1	2	3	0	Col. 60
(b) Toddlers' Clinic (1-5 years) _____	1	2	3	0	Col. 61

## 55. IMMUNISATION AND VACCINATION

Has the child received any immunisation against:

	Yes	No (objects to it)	No (all other reasons)	Don't know	
(a) Diphtheria _____	1	2	3	0	Col. 62
(b) Poliomyelitis _____	1	2	3	0	Col. 63
(c) Smallpox _____	1	2	3	0	Col. 64

## 56. What infectious diseases has the child had, and at what ages?

	No	Yes	Don't know	
(a) Measles _____	2	1	0	Col. 65
(b) German measles _____	2	1	0	Col. 66
(c) Whooping cough _____	2	1	0	Col. 67
(d) Chicken pox _____	2	1	0	Col. 68
(e) Mumps _____	2	1	0	Col. 69
(f) Scarlet fever _____	2	1	0	Col. 70
(g) Others _____ (e.g., glandular fever, tuberculosis, etc.) Specify.....	2	1	0	Col. 71

## 57. BREAST FEEDING

Was the child breast fed (partly or wholly) as a baby? \_\_\_\_\_

No	Yes under 1 month	Yes over 1 month	Don't know	
1	2	3	0	Col. 72

## 58. WALKING

By 1½ years of age was the child walking alone? \_\_\_\_\_

No	Yes	Don't know	
2	1	0	Col. 73

If not, at what age?.....





**62. HOSPITAL ADMISSIONS**

Has the child ever been admitted to hospital for any of the following:

	No	Yes	Don't know		Name of Hospital and Town	Age
(a) Tonsils and/or adenoids	2	1	0	Col. 20		
(Specify) .....						
(b) Abdominal operation	2	1	0	Col. 21		
(Specify) .....						
(c) Hernia repair	2	1	0	Col. 22		
(Specify) .....						
(d) Other operations (including blood transfusions)	2	1	0	Col. 23		
(Specify) .....						
(e) Road accidents	2	1	0	Col. 24		
(Specify) .....						
(f) Home accidents (e.g. burns, scalds, poisoning, injury)	2	1	0	Col. 25		
(Specify) .....						
(g) Other accident or injury	2	1	0	Col. 26		
(Specify) .....						
(h) Illnesses, investigations or tests	2	1	0	Col. 27		
(Specify) .....						
(i) Hospital admission for any other reason	2	1	0	Col. 28		
(Specify) .....						

MEDICAL HISTORY

63. GENERAL

(a) Has the child, to the mother's knowledge, any physical handicap or disabling condition?

No	Yes	Don't know
2	1	0

Col. 29

Specify.....

(b) Does the mother consider the child to be particularly sensitive or highly strung?

2	1	0
---	---	---

Col. 30

Specify.....

64. EAR, NOSE AND THROAT

(a) Has the child had more than 3 throat and/or ear infections (with fever) in the past year?—

2	1	0
---	---	---

Col. 31

Has the child ever had:

(b) Hay fever or sneezing attacks—

2	1	0
---	---	---

Col. 32

(c) Habitual snoring or mouth breathing—

2	1	0
---	---	---

Col. 33

(d) Running ears (i.e. pus, not wax)—

2	1	0
---	---	---

Col. 34

No. of times in past 12 mths. ....

(e) Earache, without running ears—

2	1	0
---	---	---

Col. 35

No. of times in past 12 mths. ....

(f) Hearing difficulty (suspected or confirmed)—

2	1	0
---	---	---

Col. 36

Specify..... Age..... Present now?.....

(g) Other ear trouble—

2	1	0
---	---	---

Col. 37

Specify.....

65. RESPIRATORY SYSTEM

Has the child ever had:

(a) Attacks of asthma—

2	1	0
---	---	---

Col. 38

No. of times in all? .....  
No. of times in past 12 mths. ....

(b) Bronchitis with wheezing—

2	1	0
---	---	---

Col. 39

No. of times in past 12 mths. ....

(c) Pneumonia —

2	1	0
---	---	---

Col. 40

At what age? .....

(d) Other respiratory disease—

2	1	0
---	---	---

Col. 41

Specify.....

66. C.V.S.

Has the child had:

(a) Rheumatic fever—

2	1	0
---	---	---

Col. 42

At what age? .....

(b) Chorea (St. Vitus' Dance) —

2	1	0
---	---	---

Col. 43

At what age? .....

(c) Congenital heart condition—

2	1	0
---	---	---

Col. 44

Specify.....

(d) Parent, brother or sister with congenital heart condition—

2	1	0
---	---	---

Col. 45

Specify.....

**67. ALIMENTARY AND UROGENITAL SYSTEMS**

Has the child ever been/or had:

	No	Yes	Don't know		
(a) Periodic vomiting or bilious attacks	2	1	0	Col. 46	No. of times in past 12 mths.
(b) Periodic abdominal pain	2	1	0	Col. 47	No. of times in past 12 mths.
(c) Recurrent mouth ulcers	2	1	0	Col. 48	
(d) Hernia of any sort	2	1	0	Col. 49	Site
(e) Other serious digestive, bowel or alimentary disorder	2	1	0	Col. 50	Specify
(f) Infection in the urine (requiring medical treatment)	2	1	0	Col. 51	No. of times in all past 12 mths.
(g) Wet by day after 3 years of age (Ignore occasional mishaps)	2	1	0	Col. 52	How often in past 12 mths.
(h) Wet by night after 5 years of age (Ignore occasional mishaps)	2	1	0	Col. 53	How often in past 12 mths.
(i) Soiled by day after 4 years of age (Ignore occasional mishaps)	2	1	0	Col. 54	How often in past 12 mths.
(j) Nephritis or other kidney or U-G disorder	2	1	0	Col. 55	Specify Age
(k) Parent, brother or sister with disorder of alimentary or U-G tract	2	1	0	Col. 56	

**68. METABOLISM AND BLOOD**

Is there a history of:

(a) Sugar diabetes	2	1	0	Col. 57	Age of onset
(b) Any diabetes in parents, brothers or sisters	2	1	0	Col. 58	Specify
(c) Any thyroid, pituitary or adrenal gland disorder	2	1	0	Col. 59	Specify
(d) Any blood disorder	2	1	0	Col. 60	Specify

**SKIN**

Is there a history of:

(a) Eczema in the first year	2	1	0	Col. 61	Month of onset Sites
(b) Eczema after the first year	2	1	0	Col. 62	Any present now? Sites
(c) "Strawberry marks" (raised vascular naevi)	2	1	0	Col. 63	Age Site
(d) "Port wine stains" (flat vascular naevi)	2	1	0	Col. 64	Age Site
(e) Other skin condition, including hair or nail disorder	2	1	0	Col. 65	Specify

70. C.N.S. AND SKELETAL SYSTEM

Has the child had:

	No	Yes	Don't know		
(a) A fit or convulsion in the first year of life—	2	1	0	Col. 66	No. in first year Age at first fit
(b) A fit or convulsion after the first year—	2	1	0	Col. 67	No. in first 12 mths Total No. of fits
(c) Petit mal or "blank spells"—	2	1	0	Col. 68	Age at onset No. of times last year Any drug treatment for above conditions?
(d) Frequent headaches or migraine—	2	1	0	Col. 69	No. of times in past 12 mths?
(e) Travel sickness—	2	1	0	Col. 70	Age
(f) Tics or habit spasms—	2	1	0	Col. 71	Specify Any in past 12 mths?
(g) Breath holding, head banging or "rocking"—	2	1	0	Col. 72	Specify At what age?
(h) Concussion or head injury (with unconsciousness)—	2	1	0	Col. 73	Specify Age
(i) Unusual size or shape of skull—	2	1	0	Col. 74	Specify
(j) Any spinal trouble—	2	1	0	Col. 75	Specify
(k) Congenital dislocation of hip—	2	1	0	Col. 76	R. or L. or both?
(l) Talipes—	2	1	0	Col. 77	Specify type R. or L. or both
(m) Any fractures—	2	1	0	Col. 78	Site(s) Age(s)
(n) Any other bone or joint disorder—	2	1	0	Col. 79	Specify
(o) Has any parent, brother or sister had a fit or convulsion—	2	1	0	Col. 80	Specify

For office use only

Card No. 

5
---

  
Col. 1

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

Col. 2 3 4 5 6 7 8 9 10

71. LATERALITY

Does the mother think the child is:

Right-handed	Left-handed	Mixed R. and L.	Don't know	
1	2	3	0	Col. 11

72. VISION

Has the child had:

	No	Yes	Don't know		
(a) Squint or suspected squint—	2	1	0	Col. 12	Specify Present now? Age
(b) Any other eye trouble?—	2	1	0	Col. 13	Specify
(c) Have glasses been prescribed?—	2	1	0	Col. 14	At what age? Reason

73. Children Born to this Mother (complete only where the mother is the child's own mother and, if not, please enter 0 0 for Questions 73(a) and 73(b).

Please list all children born to this mother. Include the present child, and any that have since died and any stillbirths. Ringing the numbers in the appropriate columns. Please enter twins separately, and omit miscarriages.

Date of Birth	Sex		Survival			Birth		Birth Wt. (approx. if necessary)	Complications of Pregnancy				Presentation			Method of Delivery			Please specify any handicap or disability, or cause and date of death			
	M	F	Alive now	Stillbirth	Died subsequently	Domiciliary	Institutional		Normal	Toxaemia	A.P.H.	Don't know/Other	Vertex	Breech	Don't know/Other	Spontaneous	Forceps	Caesarian		Don't know/Other		
																					1	2
1.								lbs. ozs.														
2.								lbs. ozs.														
3.								lbs. ozs.														
4.								lbs. ozs.														
5.								lbs. ozs.														
6.								lbs. ozs.														
7.								lbs. ozs.														
8.								lbs. ozs.														
9.								lbs. ozs.														

From the above table, please state first the total number of births including the present child, and then the child's position in birth order. (N.B.: Twins=1 birth).

(For questions 73(a) and 73(b) include all live and stillbirths and any who have died subsequently)

(a) Number of births \_\_\_\_\_  
(e.g., for 6 births enter 0 6; if not known or inapplicable enter 0 0).

(b) Child's position in birth order \_\_\_\_\_  
(e.g., for first born enter 0 1).

74. Was this child a single or multiple birth?

- Single birth \_\_\_\_\_
- Twins {
  - Identical {
    - First born \_\_\_\_\_
    - Second born \_\_\_\_\_
    - Position unknown \_\_\_\_\_
  - Non-Identical {
    - First born \_\_\_\_\_
    - Second born \_\_\_\_\_
    - Position unknown \_\_\_\_\_
- Twin birth but no details \_\_\_\_\_
- One of triplets \_\_\_\_\_
- Don't know \_\_\_\_\_

Col. 15-16	<input type="text"/>	<input type="text"/>
Col. 17-18	<input type="text"/>	<input type="text"/>
Please ring appropriate number		
Col. 19	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	0	

END OF INTERVIEW

Please thank the mother and ask her to bring or send a sample of the child's urine to the medical examination. When completed, please ensure that this questionnaire is in the hands of the doctor in time for his examination of the child.

**STRICTLY CONFIDENTIAL**

**SOCIAL ENVIRONMENT**

For completion by the Health visitor only, without questioning the family

We are anxious to determine the social environment in which children are growing up today.

The following questions relate to the services provided by statutory and voluntary organisations to assist families in dealing with their social and domestic difficulties.

It is not intended to infringe upon the privacy of the home. All information obtained is used solely for statistical analysis and questionnaires are identified by number only.

Has this family to your knowledge required the services of any of the following statutory or voluntary bodies?

	<i>Don't</i>			Col.
	<i>No</i>	<i>Yes</i>	<i>know</i>	
Children's Dept. _____	2	1	0	Col. 20
Dr. Barnardo's or other Children's Society _____	2	1	0	Col. 21
Psychiatric Social Worker _____	2	1	0	Col. 22
School Welfare or Attendance Officer _____	2	1	0	Col. 23
Nat. Assistance Board _____	2	1	0	Col. 24
N.S.P.C.C. or R.S.S.P.C.C. _____	2	1	0	Col. 25
Family Service Unit _____	2	1	0	Col. 26
Probation Officer _____	2	1	0	Col. 27
Marriage Guidance Council _____	2	1	0	Col. 28
Tuberculosis Health Visitor _____	2	1	0	Col. 29
Mental Welfare Officer _____	2	1	0	Col. 30
National Council for Unmarried Mother (or similar body) _____	2	1	0	Col. 31
Any Handicapped Children's Association _____	2	1	0	Col. 32
(Specify) _____				
Other Statutory or Voluntary Body _____	2	1	0	Col. 33
(Specify)				

Under which categories would you list the difficulties of this family?

	<i>Don't</i>			Col.
	<i>No</i>	<i>Yes</i>	<i>know</i>	
Housing _____	2	1	0	Col. 34
Financial _____	2	1	0	Col. 35
Physical illness or disability _____	2	1	0	Col. 36
Mental illness or neurosis _____	2	1	0	Col. 37
Mental subnormality _____	2	1	0	Col. 38
Death of child's father _____	2	1	0	Col. 39
Death of child's mother _____	2	1	0	Col. 40
Divorce, separation or desertion _____	2	1	0	Col. 41
Domestic tension _____	2	1	0	Col. 42
"In-law" conflicts _____	2	1	0	Col. 43
Unemployment _____	2	1	0	Col. 44
Alcoholism _____	2	1	0	Col. 45
Any other serious difficulties affecting child's development _____	2	1	0	Col. 46
(Specify briefly)				

	<i>No</i>	<i>Yes</i>	<i>Don't know</i>	Col.
	Does the pattern of living of this family differ markedly from that of the neighbourhood? _____	2	1	

	Col. 48
Does the mother: Speak English as her native tongue, or reasonably well as an acquired language.	1
Speak English poorly as an acquired language, or not at all _____	2
Don't know, or inapplicable _____	0

# **MEDICAL**



# NATIONAL CHILD DEVELOPMENT STUDY

(1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1

Tel.: EUSon 4263-4-5 (3 lines)

**SPONSORS:**  
 Institute of Child Health, University of London  
 National Birthday Trust Fund  
 National Bureau for Co-operation in Child Care  
 National Foundation for Educational Research in England and Wales

**IN COLLABORATION WITH:**  
 ENGLAND Association of Chief Education Officers  
 AND WALES Society of Medical Officers of Health  
 SCOTLAND Association of Directors of Education  
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**CHAIRMAN OF CONSULTATIVE COMMITTEE:**  
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**CO-CHAIRMAN OF STEERING COMMITTEE:**  
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 Neelke R. Butler, M.D., M.R.C.P., D.C.H.  
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**SENIOR RESEARCH OFFICER:**  
 R. Davie, B.A.

**SENIOR MEDICAL OFFICER:**  
 M. J. Ball, B.Sc., M.B., B.S., D.P.H.

## MEDICAL QUESTIONNAIRE

Local Authority Code Number	Child's Code Number

CHILD'S NAME (Surname).....  
 (Christian Names).....

SEX

(Please ring appropriate number)

Boy—  
 Girl—

Col. 49

1  
 2

DATE OF BIRTH ..... / 3 / 58

ADDRESS OF MEDICAL EXAMINATION.....

DATE OF MEDICAL EXAMINATION .....

NAME OF MEDICAL EXAMINER.....

DESIGNATION.....

Col. 50

--

Leave blank

### INTRODUCTORY NOTES

**The Purpose of the Study**

The child to whom this questionnaire refers is one of the 17,000 children born during the week 3rd to 9th March, 1958, in England, Scotland and Wales.

Shortly after their birth, all these children were the subject of a comprehensive investigation into the circumstances relating to the mother and child, the pregnancy and the birth. The results of this study published in the **Perinatal Mortality Survey** have already had a world-wide influence, and it is hoped that the many doctors and midwives who were involved feel that their efforts have been fully justified.

The **National Child Development Study** is a logical extension of the original investigation to the growing child. Not only is there the need to assess the present physical, educational and emotional status of the child population, but for the first time there is an opportunity to relate these assessments to the existing obstetric and social data of this large national sample.

Considerable interest is already focussed on the major handicaps of childhood, but much remains to be discovered about the true incidence of these conditions and their aetiology. Even less is known of the incidence and cause of minor disabilities, emotional maladjustments and educational handicaps. This study will throw some light on their occurrence amongst children considered "at risk" of developing handicapping conditions.

This study will also reveal the numbers of children who have been exposed to such predisposing factors, but who are nevertheless developing normally.

#### The Scope of the Investigation

The Study is based on information gathered from three sources.

(i) The school is assessing the child's educational progress and social adjustment and is applying some attainment tests. This aspect of the investigation is being undertaken by the Local Education Department.

(ii) The mother of the child is interviewed by a Health Visitor (in most instances) who completes a **Parental Questionnaire** concerning the child's early life and environment. Details of illnesses, operations and a full medical history are included in this questionnaire, and on completion it will be passed on to the doctor for reference during his examination of the child.

(iii) The **Medical Questionnaire** comprises a medical history and examination, tests of vision, speech and hearing, physical measurements and a urine test. It is also hoped that an Audiogram will be obtained, at a time convenient to the School Health Department.

#### NOTES ON THE MEDICAL QUESTIONNAIRE

The form of this questionnaire has been determined by the need to utilise modern methods of handling a large volume of data. Except where stated otherwise, each question is answered by putting a ring round the appropriate number in each box.

#### Examples of Scoring:

No	Yes	Don't know	
2	1	0	Col. 86

No _____	Col. 87 2 ① 0
Yes _____	
Don't know _____	

The following order of completion is suggested as the most practical:

- With the child dressed:*
- (1) Front page.
  - (2) Medical History. *N.B.:* Since these questions, on pages 4, 6, 8, are identical with pages 16, 17, 18 of the Parental Questionnaire. **It is not necessary for the doctor to take a second medical history if the latter is to hand and has been answered to his satisfaction.**
  - (3) Vision, Speech and Hearing tests.
  - (4) Uristix urine test.
- With the child undressed:*
- (5) Height, Weight and Head circumference.
  - (6) Medical examination.
  - (7) Completion of questionnaire.

1. Is the child accompanied at the medical examination by:

- Mother \_\_\_\_\_
- Father \_\_\_\_\_
- Other relative \_\_\_\_\_
- (Specify) \_\_\_\_\_
- Other person \_\_\_\_\_
- (Specify) \_\_\_\_\_
- Child unaccompanied \_\_\_\_\_

Col. 51

- 1
- 2
- 3
- 4
- 0

2. Is the Parental Questionnaire to hand for reference?

- Yes \_\_\_\_\_
- No \_\_\_\_\_

Col. 52

- 1
- 2

3. CHILD'S HEIGHT, without shoes, to nearest inch \_\_\_\_\_  
 (e.g., for 48½ inches, enter [4][9]).

If unable to measure, enter [0][0] and state reason \_\_\_\_\_

Col. 53 - 54

--	--

(b) A few areas have been issued with pocket stadiometers. If issued with a stadiometer, CHILD'S HEIGHT, without shoes, to nearest centimeter \_\_\_\_\_

(e.g. for 126 cms. enter [1][2][6]).

If not used, enter [0][0][0].

Col. 55 - 56 - 57

--	--	--

4. CHILD'S WEIGHT, in underclothes, to nearest pound \_\_\_\_\_  
 (e.g. for 53½ lb. enter [5][4]).

If unable to weigh, enter [0][0] and state reason \_\_\_\_\_

Col. 58 - 59

--	--

5. HEAD CIRCUMFERENCE, to nearest 0.5 inch \_\_\_\_\_  
 (e.g. for 20½ inches enter [2][0] : [5]).

If unable to measure, enter [0][0] : [0] and state reason \_\_\_\_\_

Col. 60 - 61 - 62

--	--	--

## MEDICAL HISTORY

## 6. GENERAL

(a) Has the child, to the mother's knowledge, any physical handicap or disabling condition?

No	Yes	Don't know
2	1	0

Specify

(b) Does the mother consider the child to be particularly sensitive or highly strung?

No	Yes	Don't know
2	1	0

Specify

## 7. EAR, NOSE AND THROAT

(a) Has the child had more than 3 throat and/or ear infections (with fever) in the past year?-----

2	1	0
---	---	---

Has the child ever had:

(b) Hay fever or sneezing attacks-----

2	1	0
---	---	---

(c) Habitual snoring or mouth breathing-----

2	1	0
---	---	---

(d) Running ears (i.e. pus, not wax)-----

2	1	0
---	---	---

No. of times in past 12 mths.

(e) Earache, without running ears-----

2	1	0
---	---	---

No. of times in past 12 mths.

(f) Hearing difficulty (suspected or confirmed)-----

2	1	0
---	---	---

Specify Present now?

Age

(g) Other ear trouble-----

2	1	0
---	---	---

Specify

## 8. RESPIRATORY SYSTEM

Has the child ever had:

(a) Attacks of asthma-----

2	1	0
---	---	---

No. of times in all  
No. of times in past 12 mths.

(b) Bronchitis with wheezing-----

2	1	0
---	---	---

No. of times in past 12 mths.

(c) Pneumonia-----

2	1	0
---	---	---

At what age? .....

(d) Other respiratory disease-----

2	1	0
---	---	---

Specify

## 9. C.V.S.

Has the child had:

(a) Rheumatic fever-----

2	1	0
---	---	---

At what age?

(b) Chorea (St. Vitus' Dance)-----

2	1	0
---	---	---

At what age?

(c) Congenital heart condition-----

2	1	0
---	---	---

Specify

(d) Parent, brother or sister with congenital heart condition-----

2	1	0
---	---	---

Specify

## MEDICAL EXAMINATION

## 10. GENERAL

	<i>No</i>	<i>Yes</i>	<i>Don't know</i>	
Is there a major handicapping or disfiguring condition? _____ (e.g. mongolism, blindness, deafness, cerebral palsy, hydrocephalus, mental retardation, etc.)	2	1	0	Col. 63

Specify \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 11. E.N.T. AND MOUTH

Does examination reveal:

(a) Nasal obstruction_____	2	1	0	Col. 64
(b) Nasal or postnasal discharge_____	2	1	0	Col. 65
(c) Tonsils worthy of comment_____	2	1	0	Col. 66
(d) Mouth or palate abnormality_____	2	1	0	Col. 67
(e) Please add up total missing, filled and carious teeth_____ (e.g. for 7 enter 0   7   )	Col. 68-69			
(f) Have any permanent incisors appeared?_____	2	1	0	Col. 70
(g) Enlarged cervical glands_____	2	1	0	Col. 71
(h) Signs of past or present otitis media (if drum obscured, ring "0")	2	1	0	Col. 72
(i) Deformity of external ear_____	2	1	0	Col. 73
(j) Other ear condition_____	2	1	0	Col. 74

Specify \_\_\_\_\_

Specify \_\_\_\_\_

Comment \_\_\_\_\_

Specify \_\_\_\_\_

Specify \_\_\_\_\_

Specify \_\_\_\_\_

Specify  
R. or L.

Specify \_\_\_\_\_

## 12. R.S.

(a) Abnormal signs in lungs_____	2	1	0	Col. 75
(b) Abnormal chest shape_____	2	1	0	Col. 76
(c) Other respiratory condition_____	2	1	0	Col. 77

Specify \_\_\_\_\_

Specify \_\_\_\_\_

Specify \_\_\_\_\_

## 13. C.V.S.

(a) Pathological heart condition_____	2	1	0	Col. 78
(b) Other heart murmur_____	2	1	0	Col. 79
(c) Any other sign of heart disease (e.g. clubbing, cyanosis, etc.)_____	2	1	0	Col. 80

Specify \_\_\_\_\_

Specify \_\_\_\_\_

Specify \_\_\_\_\_

## MEDICAL HISTORY

## 14. ALIMENTARY AND UROGENITAL SYSTEMS

Has the child ever been/or had:	No	Yes	Don't know	
(a) Periodic vomiting or bilious attacks	2	1	0	No. of times in past 12 mths.
(b) Periodic abdominal pain	2	1	0	No. of times in past 12 mths.
(c) Recurrent mouth ulcers	2	1	0	
(d) Hernia of any sort	2	1	0	Site
(e) Other serious digestive, bowel or alimentary disorder	2	1	0	Specify
(f) Infection in the urine (requiring medical treatment)	2	1	0	No. of times in all No. of times in past 12 mths.
(g) Wet by day after 3 years of age (Ignore occasional mishaps)	2	1	0	How often in past 12 mths.
(h) Wet by night after 5 years of age (Ignore occasional mishaps)	2	1	0	How often in past 12 mths.
(i) Soiled by day after 4 years of age (Ignore occasional mishaps)	2	1	0	How often in past 12 mths.
(j) Nephritis or other kidney or U-G disorder	2	1	0	Specify Age
(k) Parent, brother or sister with disorder of alimentary or U-G tract	2	1	0	Specify

## 15. METABOLISM AND BLOOD

Is there a history of:	No	Yes	Don't know	
(a) Sugar diabetes	2	1	0	Age of onset
(b) Any diabetes in parents, brothers or sisters	2	1	0	Specify
(c) Any thyroid, pituitary or adrenal gland disorder	2	1	0	Specify
(d) Any blood disorder	2	1	0	Specify

## 16. SKIN

Is there a history of:	No	Yes	Don't know	
(a) Eczema in the first year	2	1	0	Month of onset Sites
(b) Eczema after the first year	2	1	0	Any present now? Sites
(c) "Strawberry marks" (raised vascular naevi)	2	1	0	Age Site
(d) "Port wine stains" (flat vascular naevi)	2	1	0	Age Site
(e) Other skin condition, including hair or nail disorder	2	1	0	Specify

For Office use only

Card No. 

6
---

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

--

Col. 1      Col. 2   3   4   5   6   7   8   9   10      Col. 11

**MEDICAL EXAMINATION**

**17. ALIMENTARY AND UROGENITAL SYSTEMS**

On examination, has the child:

	No	Yes	Don't know		
(a) Inguinal hernia	2	1	0	Col. 12	R. or L.
(b) Other hernia	2	1	0	Col. 13	Specify
(c) Urinary incontinence	2	1	0	Col. 14	
(d) <i>For girls,</i> Partially or undescended testes	2	1	0	Col. 15	Specify R. or L. (count retractile testes as normal)
(e) <i>ring</i> "0" Been circumcised	2	1	0	Col. 16	
(f) Other U-G abnormality	2	1	0	Col. 17	Specify
(g) Other abdominal abnormality	2	1	0	Col. 18	Specify

**18. SKIN, BLOOD, Etc.**

On examination is there:

(a) Bruising or petechiae	2	1	0	Col. 19	Specify
(c) Any lymph gland enlargement	2	1	0	Col. 20	Specify
(c) Eczema	2	1	0	Col. 21	Sites Severity
(d) Birthmarks	2	1	0	Col. 22	Sites
(e) Other skin condition, including hair or nail disorder	2	1	0	Col. 23	Specify

**19. URISTIX URINE TEST**

Instructions:

(1) Dip test end of strip in urine and remove immediately.

	Negative (yellow)	Trace	Positive (green)	Don't know or not tested	
(2) Compare colour of tip with protein colour chart at once	1	2	3	0	Col. 24

	Negative (red)	Positive (purple)	Don't know or not tested	
(3) Observe colour of band (glucose) after 10 seconds	1	2	0	Col. 25

MEDICAL HISTORY

20. C.N.S. and SKELETAL SYSTEM

Has the child had:

	No	Yes	Don't know	
(a) A fit or convulsion in the first year of life	2	1	0	How many in first year Age at first fit
(b) A fit or convulsion after the first year	2	1	0	No. of times in past 12 mths. Total No. of fits
(c) Petit mal or "blank spells"	2	1	0	Age at onset No. of times last year Any drug treatment for conditions (a), (b), (c)?
(d) Frequent headaches or migraine	2	1	0	No. of times in past 12 mths.
(e) Travel Sickness	2	1	0	Age
(f) Tics or habit spasms	2	1	0	Specify.... Any in past 12 mths?
(g) Breath holding, head banging or "rocking"	2	1	0	Specify At what age?
(h) Concussion or head injury (with unconsciousness)	2	1	0	Specify. Age
(i) Unusual size or shape of skull	2	1	0	Specify
(j) Any spinal trouble	2	1	0	Specify
(k) Congenital dislocation of hip	2	1	0	R. or L. or both?
(l) Talipes	2	1	0	Specify type R. or L. or both
(m) Any fractures	2	1	0	Site(s) Age(s)
(n) Any other bone or joint disorder	2	1	0	Specify
(o) Has any parent, brother or sister had a fit or convulsion	2	1	0	Specify

21. LATERALITY

Does the mother think the child is:

	Right-handed	Left-handed	Mixed R. and L.	Don't know
	1	2	3	0

22. VISION

Has the child ever had:

	No	Yes	Don't know	
(a) Squint or suspected squint	2	1	0	Specify Present now? Age
(b) Any other eye trouble	2	1	0	Specify
(c) Have glasses been prescribed?	2	1	0	At what age? Reason



**MEDICAL EXAMINATION**

**23. C.N.S. AND SKELETAL**

On examination is there:

(a) Cerebral palsy \_\_\_\_\_

Col. 26	
1	_____ No.
2	_____ Spastic all four limbs.
3	_____ Spastic hemiplegia.
4	_____ Spastic monoplegia—upper limb.
5	_____ Spastic monoplegia—lower limb.
6	_____ Spastic both upper limbs.
7	_____ Spastic both lower limbs.
8	_____ Athetosis and spasticity.
9	_____ Athetosis alone.
X	_____ Other (Specify) _____

	No	Yes	Don't know		
(b) Tics or habit spasms _____	2	1	0	Col. 27	Specify _____
(c) Congenital upper limb defect (check symmetry of hands) _____	2	1	0	Col. 28	Specify _____
(d) Any malfunction of upper limb _____	2	1	0	Col. 29	Specify _____
(When shown how, the child should be able to rotate the wrists rapidly clockwise and anti-clockwise, each hand separately and both together, and with the eyes closed, touch the nose with each forefinger.)					
(e) Skull deformity _____	2	1	0	Col. 30	Specify _____
(f) Spina bifida _____	2	1	0	Col. 31	Specify _____
(g) Other spinal disorder _____	2	1	0	Col. 32	Specify _____
(h) Congenital lower limb defect (Check symmetry effect) _____	2	1	0	Col. 33	Specify _____
(i) Talipes _____	2	1	0	Col. 34	Type _____ R. or L. or both _____
(j) Any malfunction of lower limb _____	2	1	0	Col. 35	Specify _____
(When shown how, the child should be able to walk on the toes, walk on the heels, jump up and down, and hop on either foot. Also, note any abnormal gait.)					
(k) Other neurological or skeletal disorder _____	2	1	0	Col. 36	Specify _____

**LATERALITY TESTS**

Please ask the child to carry out these tasks, and observe which hand/foot/eye is used. If unable to test, score 0 and state reason at foot of page.

(a) Hand: Throw a crumpled paper ball. Draw a cross.	Only R. hand used _____	Col. 37 1 2 3 0
	Only L. hand used _____	
	Both R. and L. hand used _____	
	Could not test _____	
(b) Foot: Kick crumpled paper ball. Hop on one leg.	Only R. foot used _____	Col. 38 1 2 3 0
	Only L. foot used _____	
	Both R. and L. foot used _____	
	Could not test _____	
(c) Eye: Look through rolled paper tube. Look through hole in a card.	Only R. eye used _____	Col. 39 1 2 3 0
	Only L. eye used _____	
	Both R. and L. eye used _____	
	Could not test _____	

VISION TEST

25. *Notes:* (1) Test at exactly 20 ft. with a standard Snellen chart of block capitals without serifs (i.e. **VX**, not **VX**).  
 (2) Hang the chart in a good light, level with the child's eyes, and free from glare.  
 (3) Please occlude the other eye efficiently without pressing on the eyeball.  
 (4) If the child does not know his letters and also gives an unsatisfactory response with the "E test", try again with the Snellen chart asking the child to "draw the letters in the air". If this fails, try a picture card.  
 (This order of procedure is recommended to avoid diagnosing a child with a spatio-visual difficulty as having a visual defect).

RESULT

Without glasses  $\frac{6}{6}$   $\frac{6}{9}$   $\frac{6}{12}$   $\frac{6}{18}$   $\frac{6}{24}$   $\frac{6}{36}$   $\frac{6}{60}$   $\frac{6}{\text{over } 60}$  or blind Unable to test Reason

(a) R. Eye 

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

 Col. 40

$\frac{6}{6}$   $\frac{6}{9}$   $\frac{6}{12}$   $\frac{6}{18}$   $\frac{6}{24}$   $\frac{6}{36}$   $\frac{6}{60}$   $\frac{6}{\text{over } 60}$  or blind Unable to test Reason

(b) L. Eye 

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

 Col. 41

With glasses

(If child doesn't wear glasses, score "0")

$\frac{6}{6}$   $\frac{6}{9}$   $\frac{6}{12}$   $\frac{6}{18}$   $\frac{6}{24}$   $\frac{6}{36}$   $\frac{6}{60}$   $\frac{6}{\text{over } 60}$  or blind Unable to test Reason

(c) R. Eye 

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Col. 42

$\frac{6}{6}$   $\frac{6}{9}$   $\frac{6}{12}$   $\frac{6}{18}$   $\frac{6}{24}$   $\frac{6}{36}$   $\frac{6}{60}$   $\frac{6}{\text{over } 60}$  or blind Unable to test Reason

(d) L. Eye 

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

 Col. 43

Is there evidence of: 

	No	Yes	Don't know
(e) Squint	2	1	0

 Col. 44 Specify R. or L. Type

(f) Latent squint (cover test and "follow finger") 

2	1	0
---	---	---

 Col. 45 Specify R. or L. Type

(g) Any other eye condition affecting vision 

2	1	0
---	---	---

 Col. 46 Specify

(g) Any other eye condition not affecting vision 

2	1	0
---	---	---

 Col. 47 Specify

(h) ASSESSMENT

- Normal vision \_\_\_\_\_
- Visual defect but no handicap to normal schooling and everyday activities \_\_\_\_\_
- Can manage ordinary school books only with difficulty \_\_\_\_\_
- Requires special school books and/or special visual aids \_\_\_\_\_
- Blind, or vision insufficient to use special school books \_\_\_\_\_
- Don't know, or unable to assess \_\_\_\_\_
- Reason \_\_\_\_\_

Col. 48
1
2
3
4
5
0

**SPEECH TEST**

26. Method: (1) Position the child close to, and facing you.  
 (2) Please explain that you would like the test sentences repeated after you.  
 (3) Use a natural voice and observe the child's face during the replies.  
 (4) The sentences may be repeated if necessary.  
 (5) Please underline any mispronounced words (dropped aitches may be ignored) and record the total at the end.

(If unable to test, score   and state reason \_\_\_\_\_ )

(a) Test sentences:

*Carol threaded a needle with wool.  
 She mended her sister's frock.  
 Roger grasped a bundle of sticks.  
 Eating porridge gives him strength.  
 My brother rode his bicycle to school.  
 Phillip had scrambled eggs for breakfast.*

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

Col 49 - 50

--	--

Don't know

No    slight    moderate    severe

(b) Is there any stammer? \_\_\_\_\_

1	2	3	4	0
---	---	---	---	---

Col 51

(c) Assessment of intelligibility of speech:

Speech fully intelligible \_\_\_\_\_  
 Almost all words are intelligible \_\_\_\_\_  
 Many words are unintelligible \_\_\_\_\_  
 All or almost all words are unintelligible \_\_\_\_\_  
 Don't know or unable to test \_\_\_\_\_  
 (Reason) \_\_\_\_\_

Col 52

1	
2	
3	
4	
0	

**HEARING TEST**

27. Method: (1) Conditions should be reasonably quiet.  
 (2) Position the child 10 feet away, with the ear under test towards you and the child's finger occluding the other ear.  
 (3) Ask the child to repeat each test word after you.  
 (4) The words should be spoken in a quiet conversational voice (not whispered), giving plenty of time for each reply.  
 (5) Please underline incorrect responses and record the totals.  
 (6) The assistance of a second person is desirable to hear the replies.  
 (If unable to test, score  and state reason below.)

(a) Right Ear. Test words: shoes horse cart seat cup frock  
 cat bike face chick fish ship

Total incorrect responses \_\_\_\_\_  
 (If over 9, enter 9)

Col 53

--

(b) Left Ear. Test words: spoon ball star feet bus sock  
 hat knife cake pig dish ship

Total incorrect responses \_\_\_\_\_  
 (If over 9, enter 9)

Col 54

--

(c) Assessment of hearing:

Normal hearing \_\_\_\_\_  
 Some impairment of hearing (include those corrected by wearing a hearing aid) \_\_\_\_\_  
 Understanding of speech impaired (even with a hearing aid) \_\_\_\_\_  
 Speech not understood, even with a hearing aid and raised voice \_\_\_\_\_  
 Don't know, or unable to test \_\_\_\_\_  
 Reason \_\_\_\_\_

Col 55

1	
2	
3	
4	
0	

28. (a) Has the child been formally "ascertained as in need of special educational treatment"? (If uncertain about this or the following questions, please check with P.S.M.O.)

If "Yes", specify category:

No	Col 56
Don't know	1
Blind	0
Partially sighted	2
Deaf	3
Partially hearing	4
Educationally subnormal	5
Epileptic	6
Maladjusted	7
Physically handicapped	8
Speech defect	9
Delicate	X
	Y

	No	Yes	Don't know		
(b) Is the child receiving special educational treatment in a special school? _____	2	1	0	Col 57	If "Yes", specify for which handicap
(c) Or in a special teaching unit? _____	2	1	0	Col 58	
(d) Is the child likely to be considered for a special school? _____	2	1	0	Col 59	

29. Irrespective of local facilities, which of the following would you consider most suited to the child's educational needs?

Ordinary school	Col 60
Ordinary school with remedial class or extra teaching help (for educational or mental backwardness, etc.)	1
Ordinary school with specially equipped teaching unit (for part sighted, part hearing, etc.)	2
Special school	3
Home tuition	4
Training centre (occupational centre)	5
No centre or school possible	6
Other	7
(Specify)	8
Insufficient information	9

**28. SUMMARY OF ABNORMAL CONDITIONS**

- (i) Please record any abnormal conditions under the appropriate headings.  
(Vision, speech and hearing have been assessed in their respective sections.)
- (ii) If any condition is **not** a handicap to ordinary schooling ring "2".
- (iii) If any condition might handicap the child in an ordinary school ring "3", "4" or "5", as applicable.

	Present but no		Degree of handicap			Don't know	
	None	Handicap	Slight	Moderate	Severe		
(a) General motor handicap	1	2	3	4	5	0	Col. 61
(b) Disfiguring condition	1	2	3	4	5	0	Col. 62
(c) Mental retardation	1	2	3	4	5	0	Col. 63
(d) Emotional maladjustment	1	2	3	4	5	0	Col. 64
(e) Head and neck	1	2	3	4	5	0	Col. 65
(f) Upper limb	1	2	3	4	5	0	Col. 66
(g) Lower limb	1	2	3	4	5	0	Col. 67
(h) Spine	1	2	3	4	5	0	Col. 68
(i) Respiratory system	1	2	3	4	5	0	Col. 69
(j) Alimentary system	1	2	3	4	5	0	Col. 70
(k) Urogenital system	1	2	3	4	5	0	Col. 71
(l) Heart	1	2	3	4	5	0	Col. 72
(m) Blood, etc.	1	2	3	4	5	0	Col. 73
(n) Skin	1	2	3	4	5	0	Col. 74
(o) Epilepsy	1	2	3	4	5	0	Col. 75
(p) Other C.N.S. condition	1	2	3	4	5	0	Col. 76
(q) Diabetes	1	2	3	4	5	0	Col. 77
(r) Any other conditions (Specify)	1	2	3	4	5	0	Col. 78

Please define any conditions recorded on this page

**END OF QUESTIONNAIRE**

Would the medical examiner please thank the mother, if she is present, and glance over the questionnaire to check that:  
 (i) only one number in each box has been ringed;  
 and (ii) no question has been left unanswered (except, where appropriate, the medical history questions on pages 4, 6, 8).

Please leave blank

Col. 79

Col. 80

# AUDIOGRAM

*This sheet need not be returned with the Medical Questionnaire, but should be detached and completed when circumstances permit.*

## NATIONAL CHILD DEVELOPMENT STUDY (1958 Cohort)

Adam House, 1, Fitzroy Square, London, W.1

Tel.: EUSion 4263-4-5 (3 lines)

**SPONSOR:**  
 Institute of Child Health, University of London  
 National Birthday Trust Fund  
 National Bureau for Co-operation in Child Care  
 National Foundation for Educational Research in England and Wales

**IN COLLABORATION WITH:**  
 ENGLAND Association of Chief Education Officers  
 AND WALES Society of Medical Officers of Health  
 SCOTLAND Association of Directors of Education  
 Association of School Medical and Dental Officers

**CHAIRMAN OF CONSULTATIVE COMMITTEE:**  
 Sir Harold Russell, C.B.E., M.A.

**CHAIRMAN OF SELECTION COMMITTEE:**  
 H. L. Eskin, M.A.  
 W. D. Wall, B.A., Ph.D.

**CO-DIRECTORS:**  
 Neville R. Butler, M.D., M.R.C.P., D.C.H.  
 Mrs. M. L. Kellmer Pringle, B.A., Ph.D., Dip. Ed. Psych.

**SENIOR RESEARCH OFFICER:**  
 R. Davie, B.A.

**SENIOR MEDICAL OFFICER:**  
 V. J. Bell, B.Sc., M.B., B.S., D.P.H.

Local Authority Code Number	Child's Code Number

Card No.

Leave blank

CHILD'S NAME (Surname)

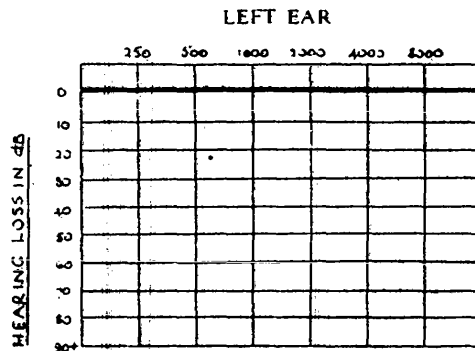
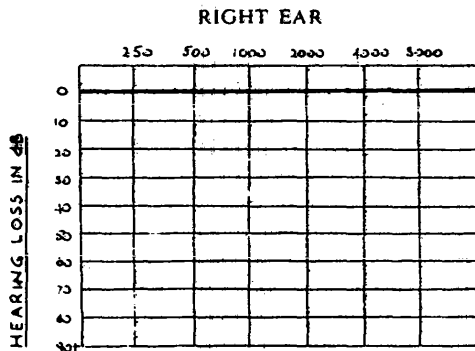
(Christian Names)

CHILD'S ADDRESS

SCHOOL

AUDIOGRAM BY (Name of Hospital or Clinic)

PLEASE DETACH



PLEASE TRANSFER THE READINGS TO THE BOXES BELOW  
(If unreliable, enter X in all boxes)

**RIGHT EAR**  
 Enter hearing loss in decibels \_\_\_\_\_  
 (Leave blank) \_\_\_\_\_

	250	500	1000	2000	4000	8000	C.F.S.

**LEFT EAR**  
 Enter hearing loss in decibels \_\_\_\_\_  
 (Leave blank) \_\_\_\_\_

	250	500	1000	2000	4000	8000	C.F.S.

Remarks

# TESTS

National Child Development Study (1958 Cohort)

COPYING DESIGNS

Local Authority Code Number			Child's Code Number						

Leave blank
-------------

Child's Name (Surname).....

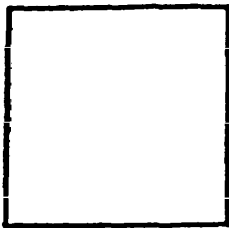
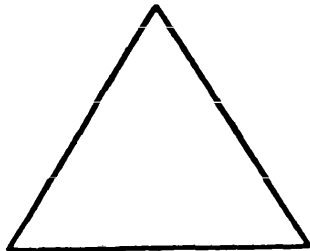
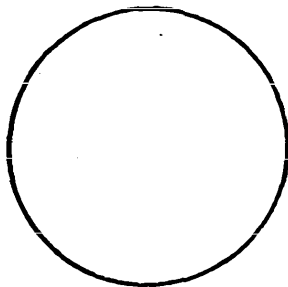
(Christian Names) .....

School.....

Today's Date.....

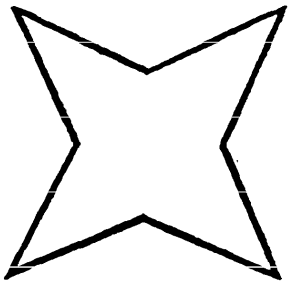
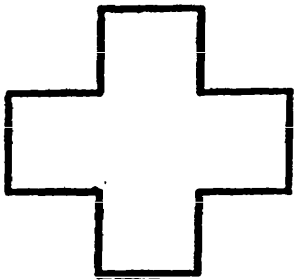
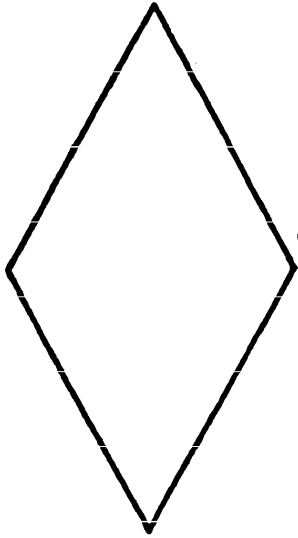
**INSTRUCTIONS:** Please ask the child to copy these drawings as carefully as possible. Two attempts should be made at each design. After that, please ask him/her to copy the sentence on the back of this sheet.

The drawing and writing should be done in pencil and in conditions free from distraction. Please give the child no help other than these instructions.



Now turn over





**In Summer I think we will go to the beach to play.**

.....

.....

.....

## National Child Development Study (1958 Cohort)

### DRAWING A MAN

Leave blank

<i>Local Authority Code Number</i>			<i>Child's Code Number</i>						

Child's Name

(Surname) .....

(Christian Names).....

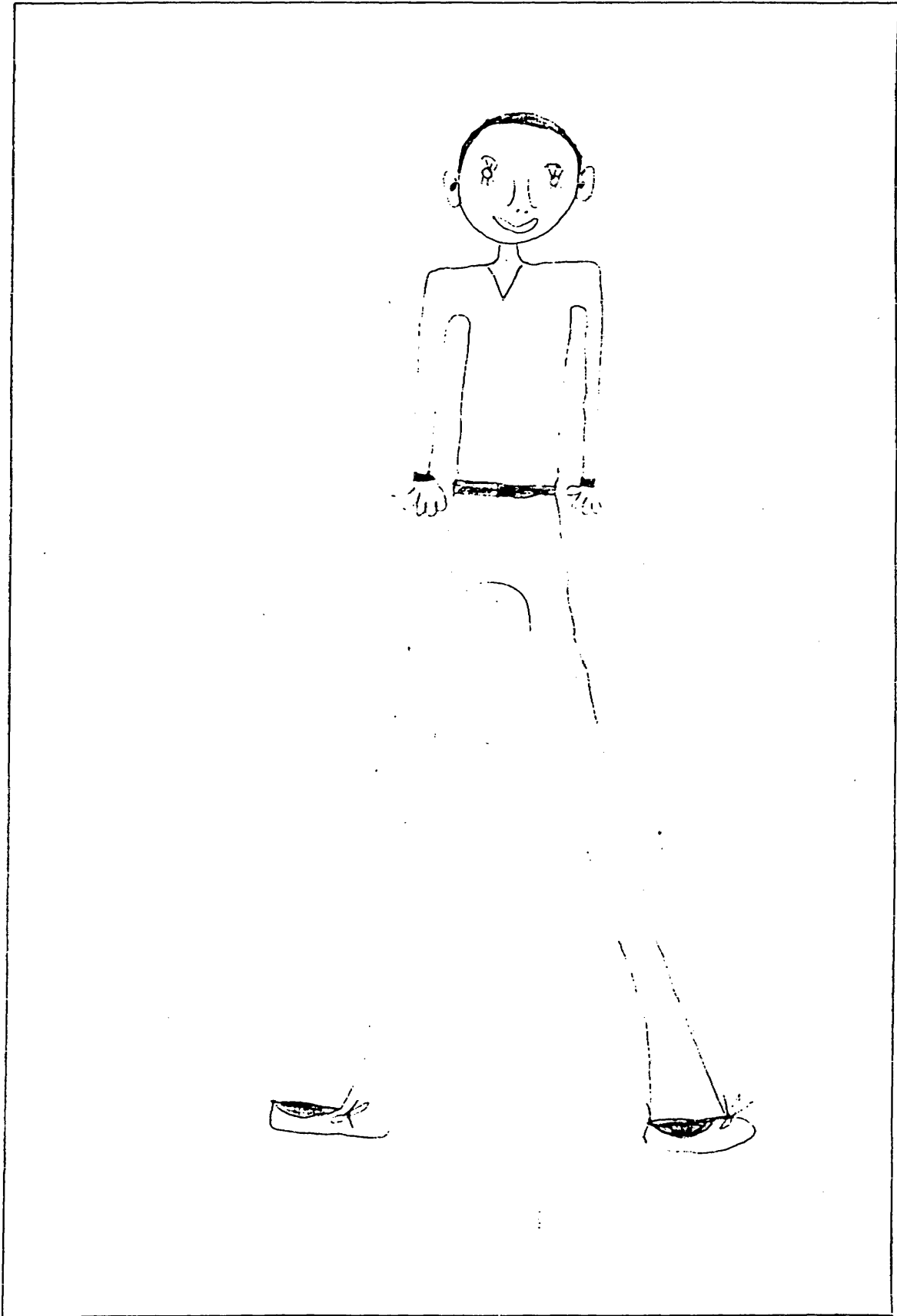
School:.....

Today's Date.....

#### INSTRUCTIONS:

Please ask the child to "make a picture of a man" on the reverse side of this sheet within the rectangular frame. Ask the child to make the best picture he/she can and remind him/her, please, to draw a whole man, not just the head and shoulders.

The drawing should be done in pencil and in conditions free from distraction. If more than one child is doing this task, please ensure that no child can see another's drawing. The child should be given no help other than these instructions.



- 1 ✓ 51 ✓
- 2 ✓ 52 ✓
- 3 ✓ 52 ✓
- 4 ✓ 54 ✓
- 5 ✓ 55 ✓
- 6 ..... 56 ✓
- 7 ..... 57 ✓
- 8 ..... 58 ✓
- 9 ✓ 59 ✓
- 10 ✓ 60 ✓
- 11 ✓ 61 ✓
- 12 ..... 62 ✓
- 13 ..... 63 ✓
- 14 ✓ 64 ✓
- 15 ..... 65 ✓
- 16 ..... 66 ✓
- 17 ..... 67 ✓
- 18 ✓ 68 ✓
- 19 ✓ 69 ✓
- 20 ..... 70 ✓
- 21 ..... 71 ✓
- 22 ✓ 72 ✓
- 23 ✓ 73 ✓
- 24 ✓ 74 ✓
- 25 ✓ 75 ✓
- 26 ..... 76 ✓
- 27 ..... 77 ✓
- 28 ✓ 78 ✓
- 29 ✓ 79 ✓
- 30 ✓ 80 ✓
- 31 ✓ 81 ✓
- 32 ✓ 82 ✓
- 33 ✓ 83 ✓
- 34 ✓ 84 ✓
- 35 ✓ 85 ✓
- 36 ✓ 86 ✓
- 37 ..... 87 ✓
- 38 ..... 88 ✓
- 39 ✓ 89 ✓
- 40 ✓ 90 ✓
- 41 ..... 91 ✓
- 42 ..... 92 ✓
- 43 ✓ 93 ✓
- 44 ✓ 94 ✓
- 45 ✓ 95 ✓
- 46 ✓ 96 ✓
- 47 ✓ 97 ✓
- 48 ✓ 98 ✓
- 49 ..... 99 ✓
- 50 ..... 100 ✓

Total Score

51	9
----	---

Local Authority Code No.			Child's Code No.				

# Southgate Group Reading Tests

## TEST 1 (Form C) — Word Selection

Name .....

School .....

Class .....

Today's Date .....

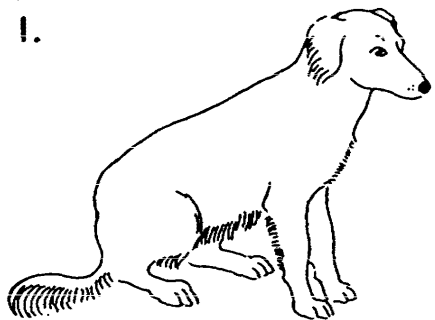
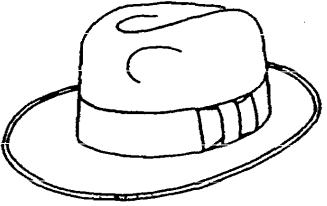
Date of Birth .....

Chronological Age .....

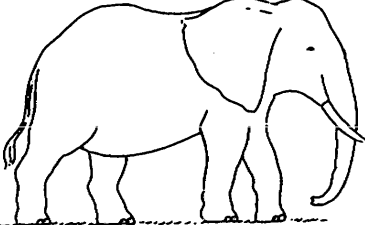
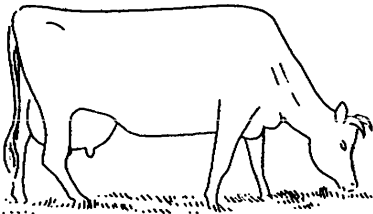
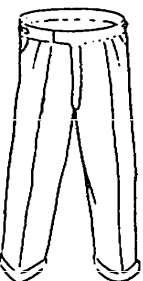
<u>Raw Score</u>
------------------

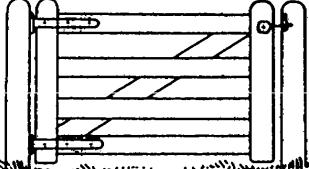


<u>Reading Age</u>
--------------------

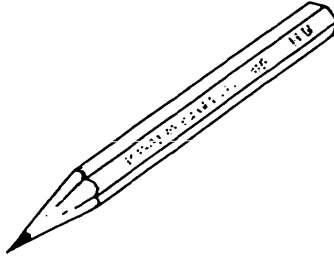
### PRACTICE EXAMPLES


1.		<p>did good dinner yes dog</p>
2.		<p>fat sat hat mat him</p>


3.	<p>in easy see is ice</p>
4.	<p>got get great gate goat</p>

1.		of <u>elephant</u> so baby ✓ am
2.		<u>cow</u> cut come chin ✓ now
3.		taste tender <u>trousers</u> roast ✓ tease
4.		ride rob <u>red</u> rude ✓ reed
5.		stay sign sea ✓ <u>say</u> sage

6.		great <u>gate</u> got ✓ grate again
7.		part pan barn ✓ pray <u>pram</u>
8.		cat sir curl ✓ <u>car</u> can
9.		bump just jar ✓ <u>jump</u> joy
10.		<u>it</u> to its ✓ is at


11.  pencil  
 penny  
 peal  
 people ✓  
 plum

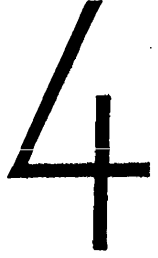
12.  floor  
 fat  
 food  
 foot ✓  
 for

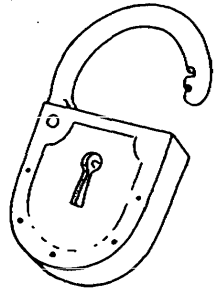
13.  battle  
 bottle ✓  
 boat  
 bowl  
 doll

14. almost  
 always ✓  
 also ✓  
 altogether  
 alone

15. up  
 our  
 eat ✓  
 ate  
 out ✓

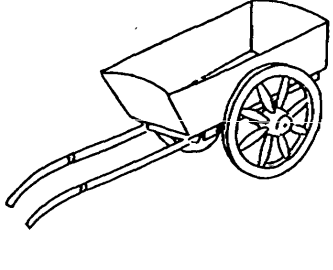

16.  play  
 pansy  
 pencil ✓  
 pony  
 penny ✓

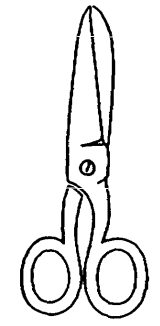
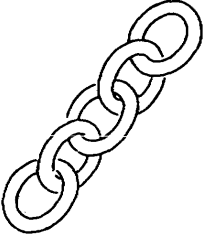
17.  found  
 four ✓  
 fear  
 fun ✓  
 fur

18.  like  
 lake  
 look ✓  
 lock ✓  
 lose

19. done  
 down ✓  
 dawn ✓  
 dine ✓  
 dream

20. cigar  
 signal  
 cigarette ✓  
 sugar ✓  
 shirt

21.		<p>coát  <u>cart</u>          card          catch ✓          kite</p>
22.		<p>kind          clang          crying ✓          sing  <u>king</u></p>
23.		<p>fast          fist ✓  <u>first</u>          free ✓          fresh</p>
24.		<p>everywhere          everybody          everyone ✓  <u>everything</u>          evening</p>
25.		<p>anxious          angel          anchor ✓          ancient          incident</p>

26.		<p>soldiers          saucer          scratch ✓          screams  <u>scissors</u></p>
27.		<p>shame          chin          cane  <u>chain</u> ✓          shone</p>
28.		<p>captain          capsized          kitchen ✓          capital  <u>captured</u></p>
29.		<p>beloved          belie          believe ✓          belated ✓          below</p>
30.		<p>shyly          sugar  <u>surely</u> ✓          shortly ✓          surly</p>

# **CODEBOOK**



NATIONAL CHILD DEVELOPMENT STUDY (1965) MAIN AND COMPUTER PACKS (STEP 1)

**CODING IDENTIFICATION PARTICULARS**  
**FOR PUNCHED CARDS 1, 2, 3, 4, 5, 6 and 7 (1958 COHORT FOLLOW-UP DATA)**

**AND FOR PUNCHED CARD NO. 8 CONTAINING SELECTED PERINATAL  
 DATA ON THE COHORT AND N.C.D.S. AUDIOMETRIC DATA**

with  
 1968 ITEM NUMBERS FOR COMPUTER TAPE  
 COMPUTER CODES  
 NOTES ON ALL SECTIONS  
 and  
 CORRESPONDING SUMMARY CARD COLUMN NUMBERS

PAGE INDEX

NCDS Card 1	.....	Page 1.	
NCDS Card 2	.....	" 14.	
NCDS Card 3	.....	" 27.	
NCDS Card 4	.....	" 39.	
NCDS Card 5	.....	" 47.	
NCDS Card 6	.....	" 57.	
NCDS Card 7	.....	" 71.	
NCDS Card 8	.....	" 84.	
<i>Parental</i>	<i>QA begins</i>	<i>17</i>	} N.B. compilation punched.
<i>Perinatal</i>	<i>QA begins</i>	<i>62</i>	

KEY

- o left-hand columns:
1. Questionnaire and page.
  2. Question number on questionnaire.
  3. NCDS Punched Card number.
  4. NCDS Column number.
  5. Corresponding Summary pack Card and Column number.
  6. Computer Item number.

Key to remainder: If there is an equivalent computer coding, it will appear first, in brackets, followed by an "Equals" sign, and the punched card coding second, next to its explanation, e.g.:

(2) = 1. Infant School.

There are some columns which do not have a computer Item number, and will therefore only have a punched card coding.

In the notes and explanations codings in quotation marks refer to punched card codings.

Numeric coding sections: Where numbers are directly coded, the sections will be marked as numeric. These may or may not have Item numbers on the computer.

ABBREVIATIONS:

- |                  |                          |
|------------------|--------------------------|
| E = Educational. | A = Agatha Summary Pack. |
| P = Parental.    | T = Thomas Summary Pack. |
| M = Medical.     | U = Uriah Summary Pack.  |
| F = Front page.  |                          |

NCDS I Coding Frame

GENERAL NOTES

'Not Answered' Classification:

A child with no information, i.e. blank on a punched card column, will automatically fall into a N.A. category in a computer table. When conditions are placed on a table, the excluded group will become N.A.'s unless an instruction is given. Because of these and other technical complications, N.A. has not been given on the Coding Frame as the equivalent of "Blank" on the counter-sorter for Cards 1-7. It has been introduced as a category on Card 8 columns because 'No information' has frequently been given a code on the punched card. For computer work, it should be remembered that children with Y- serial numbers (see page 3) will fall into the N.A. category on any perinatal columns, and conversely children with Card 8 perinatal information only will fall into the N.A. category on any N.C.D.S. column.

Sex:

For greater accuracy in computer work item number 622 can replace the item numbers listed against the sex columns on cards 1, 3, 5, 7 and 8 below. Under this item, sex information when present is compiled from all the data available. At present the order of precedence is as follows:-

- NCDS II Educational, NCDS II Parental, NCDS II Medical,
- NCDS I cards 1, 3, 5, 7, 8.

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

Multiple Birth Identification:

The multiple birth codings in use throughout this coding frame have been checked and recoded onto card 9. Item 1811 (page 103) should always be used to identify twins and triplets. The information on cards 1-8 may not be accurate. All references to Item 2 should be deleted.

Sub-Study Identification:

The most accurate sub-study identifications are now on Card 9 - items 1851, 1853 (page 103). Please ignore all references to items 71 and 74.

5/10/55

MEMO: To all holders of NCDS coding frames  
FROM: Felicity Willetts, Statistics Section, N.C.B.

Attached are the latest changes to the NCDS coding frames. To assist you in bringing your coding frames up-to-date I am enclosing a list of all pages which you should have for each coding frame. Please throw away any pages not mentioned below as they are probably obsolete. If you are missing any pages please contact

NCDS I

Front page  
General Note \*

Pages 1\*, 2, 2a, 3, 4\*, 5-17, 18\*, 19\*, 20-33, 34\*, 35-64, 65, 66-80, 81\*, 82\*, 83, 84, 85\*, 86\*, 87-92, 93\*, 94\*, 95, 96\*, 97\*, 98\*, 99-100, 101\*, 102, 103, 104\*, 105, 106, 107\*, 108\*, 109\*, 110\* - 117\*

\* Denotes new page issued with this memo.

Pages 1 - 102 constitute the main coding frame  
Pages 103 - 109 are Card 9  
Pages 110 - 117 are NCDS I permanent recodes

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NCDS II (all revision numbers are /0 unless otherwise specified)

General note \*  
Contents Page /0

Pages 0-2, 3/1, 4/1, Note on YLX serial numbers, 5/2, 6/2, 7/1, 8/2, 9/3, 10-11, 12/1\*, 13, 14/1, 15, 16/3, 17-20, 21/3, 22-30, 31/1, 32, 33/3, 34/2, Note on family size, 35, 36/1\*, 37-38, 39/1\*, 40/2, 41/1, 42-44, 45/3, 46-47, 48/3, 49/2, 50/1, 51-53, 54/1, 55, 56/3, 57-60, Note on chronic illness, 61/1, 62-65, 66/3, 67-69, 70/1, 71-72, 73/2, 74-75, 76/3\*, 77/3, 78-79, 80/2, 81, 82/1\*, 83/1, 84/1, 85-86

Pages 1-81 are main coding frame  
Pages 82-86 are permanent recodes

MEMO

To: All holders of NCDS Coding Frames  
From: Felicity Willetts - Statistics Department

Card 9

This memo applies to the following items:-

- 1853 - In care Identification
- 1851 - Word Blind/Adopted Identification
- 1813 - Gifted Identification
- 1850 - Asthma Identification
- 1842 - Epilepsy Identification
- 1843 - ESN Identification
- 1844 - Illegitimate Identification
- 1855 - One parent follow-up Identification
- 1856 - Physically Handicapped ESN Identification
- 1859 - Essay Length
- 1862 - Mean Terminal Unit Length

The above items all identify particular groups of children. It is important to note that the "not answered" category cannot be used for comparison as it will include all other children in NCDS and not all other children that could have been identified. When the 16 year old data is added, we shall be changing the specification - until then a control group should be defined when using these items.

Item number 1

Serial number See NCDS II page 3/1

1	2	3	4	5	6	BEGINNING OF CARD 1
E.F.	-	1	1	A.1 T.1 U.1		<p><u>Card Number</u></p> <p>1. Identifies card. (Differently coded Summary packs). NO OTHER CODE IN THIS COLUMN FOR SINGLETONS.</p> <hr/> <p><u>Mixed Column for MULTIPLE births only</u></p> <p><u>Card number</u></p> <p>1. Identifies card (as for singletons)</p> <p>-----</p> <p><u>Multiple Birth Identification Code</u> (See general note at beginning of coding frame)</p> <p>(1) = X First-born twin  (2) = Y Second-born twin  (3) = 0 Any triplet. (On AGATEA Summary card, "0" identifies the card, and "9" identifies triplets).</p> <p><u>Note:</u> (i) The codes "X", "Y" and "0" will distinguish Multiple Births from Singletons, but for identification of individual children, see Note (ii) under Cols. 8-10 on page 3.</p> <p>(ii) An "X" or "Y" code was allotted arbitrarily for purposes of identification if there was no information recorded. (19 cases. A list of serial numbers is available).</p> <p><u>N.B.</u> See card 9 column 12 for details of multiple birth identification.</p>
			1	A.1 T.1 U.1		

1	2	3	4	5	6
2.F.	-	1			
			2	A.2 T.2 U.2	623
			2, 3, 4		4

PRESENT (1965) STANDARD REGION AND LOCAL AUTHORITY CODE NUMBER (Cols.2-4)

INTRODUCTORY NOTE

The three-figure coding in Cols. 2-4 identifies the local authority in which the child was living in 1965. However, Col. 2 can be used on its own to indicate the region concerned (e.g. "650" punched in Cols.2-4 would mean Hampshire, and the "6" in Col. 2 would stand for Southern region).

Standard Region (Col. 2)

For computer work this column on its own the coded item 623 has been created with a code number for each region as follows:

- (1) = 0. North Western.
- (2) = 1. Northern.
- (3) = 2. East and West Ridings.
- (4) = 3. North Midlands.
- (5) = 4. Eastern.
- (6) = 5. London and South Eastern. (See Note)
- (7) = 6. Southern.
- (8) = 7. South Western.
- (10) = 8. Wales
- (9) = 9. Midlands.
- (11) = X. Scotland.
- Blank. No data at NCDS I

1965 Local Authority Code Number (Cols.2-4 combined)

This is a three-figure number and is treated as a numeric item on the computer. In order to do this, the "X" punch for Scotland has been given a value of 10. So that "374" punched on Cols. 2-4 will also be 374 on the computer, but "X74" on a punched card will be 1074 on the computer. For work on-region only, item 623 can be used - see above.

Note: (i) A listing of the local authorities' numbers with their meaning is available.  
(ii) Y-serial numbers (see cols. 5-10) have their Region and Local Authority numbers coded on Cols. 2-4.  
(iii) Region 5 - with a "7" coded on Col. 4 signifies that the child, because of boundary changes, is now living in a new London Borough.

2 3 4 5 6

CHILD'S SERIAL NUMBER (Cols. 5-10)

INTRODUCTORY NOTE

This is a six-figure number punched on Cols. 5-10 which identifies the data for each child. With the exception of those beginning with "Y", these serial numbers were allocated to the children in the 1958 Perinatal Mortality Survey. The six columns of "non-Y" serial numbers comprise: 1958 Standard Region (Col. 5); 1958 Local Authority (Cols. 5-7); and the individual child's identifying number suffix (Cols. 8-10), which is always read with Cols. 5-7.

Child's 1958 Local Authority (Cols. 5-7) is coded on the same pattern as Cols. 2-4 (see Introductory Note to Cols. 2-4), with Col. 5 on its own indicating the region concerned, and Cols. 5-7 in combination specifying the 1958 local authority.

5 A.5 624  
T.3  
U.3

1958 Standard Geographical Region (Col. 5)

For computer work with this column on its own, item 624 has been created with a code number for each region as follows:

- (1) = 0. North Western.
  - (2) = 1. Northern.
  - (3) = 2. East and West Ridings.
  - (4) = 3. North Midlands.
  - (5) = 4. Eastern.
  - (6) = 5. London and South Eastern.
  - (7) = 6. Southern.
  - (8) = 7. South Western.
  - (9) = 8. Wales.
  - (9) = 9. Midlands.
  - (11) = X. Scotland.
- 
- (12) = Y. (Non-geographical). All children's code numbers beginning with Y- (i.e. "Y" in Col. 5) have data in the N.C.D.S. but not in the 1958 Perinatal Mortality Survey so far as is known. (See page 3 for further explanation).

www.wwww.wwww

1958 Local Authority Code Numbers (Cols. 5-7 combined)

As mentioned in the Introductory Note, this three-figure number is coded on the same pattern as Cols. 2-4 which indicate the child's present (1965) local authority.

5, A.5-7  
6, T.3-5  
7, U.3-5





1	2	3	4	5	6	
						<p><u>General Note applicable to all Educational data.</u>                      The children were 7 years old in March 1965; in September 1965 they would normally transfer from an Infant department or school to a Junior Department or school. Approximately 4% of Educational Assessments with accompanying tests were not completed by the end of the Summer term - usually July 1965. Therefore the date on which data were recorded is important for columns which can be affected by changes in school.</p>
I.F.	2	1	11	A65 T.9 U.9	16	<p><u>Mixed Column</u></p> <p><u>Sex</u>                      (1) = 1. Boy                      (2) = 2. Girl</p> <hr/> <p><u>Date Educational Information Recorded from January 1966</u></p> <p>(1) = 5. Ignore code "5" on this column as it is not accurate                      (2) = 6. Educational information recorded January 1966 - April 1966                      (3) = 7. Educational information recorded May, 1965 onwards</p> <p><u>Note:</u> Children with educational information recorded in 1966 can be identified for school term by using codes "6" or "7" on this column, and for month by using col. 12.</p> <hr/> <p><u>Sub-Study Identification</u></p> <p>(1) = 8 In care Study - short stay                      (2) = 9 In care Study - long stay                      (NA) = Blank - not in In-care Study</p> <hr/> <p>(1) = Y Adoption Study                      (2) = X Ford Blind Study                      (NA) = Blank - not in Adoption or Ford Blind Study</p> <p>See Card 9 columns 11 and 30-41</p>
I.F.	4	1	12	T.11	17	<p><u>Month and Year Education Information Recorded</u></p> <p>(1) = 1. January 1966 only (Not on Thomas)                      (2) = 2. February 1966 only (Not on Thomas)                      (3) = 3. March 1965 or 1966                      (4) = 4. April 1965 or 1966                      (5) = 5. May 1965 or 1966                      (6) = 6. June 1965 or 1966                      (7) = 7. July 1965 or 1966                      (8) = 8. August 1965 or 1966                      (9) = 9. September 1965 only                      (10) = 10. October 1965 only                      (11) = 11. November 1965 only                      (12) = 12. December 1965 only                      (NA) = Blank. Not answered/No Educational Assessment</p> <p><u>Note:</u> The year 1965 or 1966 for months coded "3" to "12" can be determined by using this column in conjunction with the relevant part of Col. 11.</p>

1	2	3	4	5	6
E.F	8	1	13		15
<p><u>Year of Admission to Present School.</u></p> <p>(1) = 1. 1961.            (2) = 2. 1962.            (3) = 3. 1963.            (4) = 4. 1964.            (5) = 5. 1965.            (9) = 9. 1969.            blank. Not answered/No Educational Assessment.</p>					
E.F	8	1	14		19
<p><u>Month of Admission to Present School.</u></p> <p>(1) = 1. January.            (2) = 2. February            (3) = 3. March            (4) = 4. April            (5) = 5. May            (6) = 6. June            (7) = 7. July            (8) = 8. August            (9) = 9. September            (10) = 10. October            (11) = 11. November            (12) = 12. December.            blank. Not answered/No Educational Assessment.</p> <p>Note: Year of admission in Col. 13.</p>					
E.1	11	1	15		
<p><u>Type of Boarding School</u></p> <p>1. day pupils only.            2. boarders only.            3. both day pupils and some boarders            blank. Not answered/No Educational Assessment.</p>					
E.1	12	1	16	T.75* U.79*	20
<p><u>Category of School maintained by Local Education Authority.</u></p> <p>(2) = 1. Infant school.            (3) = 2. Junior with Infant School (or Primary with Infants) (see note).            (4) = 3. <del>all-ages</del>.            (5) = 4. LA special school.            (6) = 5. Residential special school.            (7) = 6. Junior School (no other department).            (8) = 7. Unusual School categories (see note).            (9) = 8. Miscellaneous (see note).            (1) = 0. Inapplicable - codes for children at "non-I.E.A." schools.            blank. Not answered/No Educational Assessment.</p> <p>Note: (1) Code "2" includes children with information recorded from September 1957 onwards who were in the Junior and not the Infant department of a Junior with Infants or Primary School. In the data the information was recorded (see Page 4, cols. 11 and 12) is taken into account, (these children can be identified).</p> <p>(ii) Section on Infant and Junior schools with Secondary departments have been coded "3".            (iii) Detailed listing of codes "7" and "8" is available.            *Note: (iv) (see Summary Care Column on the left) refer to respective Columns on income and Utah (God) frames for new T. and U. enrol coding. These group codes combine NCS codes from various columns, including codes "4" and "5" only from the particular NCS Column.</p>					

	1	2	3	4	5	6
E.1	13	1	17			21
						<p><u>U.S. Schools with "Nursery" Class.</u></p> <p>(2) = 1. Yes.  (3) = 2. No.  (1) = 0. Inapplicable - coded for non-U.S.A. schools.  Blank. Not answered/No educational assessment.</p>
E.1	14	1	18	1.75* 0.79*		22
						<p><u>Schools Not Maintained by a Local Education Authority</u></p> <p>(2) = 1. Independent School (to include grant-aid schools) catering wholly or mainly for children who are not handicapped.  (3) = 2. Special School for handicapped children.  (4) = 3. Other - see notes.  (1) = 0. Inapplicable - coded for U.S.A. schools.  Blank. Not answered/No educational assessment.</p> <p><u>Note:</u> (1) Code "3". A detailed listing of these codings is available.  <u>Note:</u> (1) (See Summary, 6th column on the left.) Refer to respective columns on Thomas and Irish Coding Frames for new 1. and U. group codings. These group codings combine NLS codings from various columns, including Code "2" only from this particular NLS Col.</p>
E.1	15	1	19			23
						<p><u>"Non-U.S.A." Schools with "Nursery" or "Infants" Class.</u></p> <p>(2) = 1. Yes.  (3) = 2. No.  (1) = 0. Inapplicable - coded for U.S.A. Schools.  Blank. Not answered/No educational assessment.</p>
E.2	16	1				
			20-22			<p><u>NUMBER OF PUPILS AT PRESENT ON SCHOOL ROLL</u></p> <p><u>Number of children at present on school roll who were 7 years of age or older on 2nd September, 1964.</u></p> <p>Numeric coding on cards.</p>
			23-25			<p><u>Number of children who will be under 5 years of age on the last day of the current school term.</u></p> <p>Numeric coding on cards.</p>
			26-28			<p><u>The number (i.e. those under 7 years of age on 2nd September, 1964 and at least 5 years old on the day of the current term).</u></p> <p>Numeric coding on cards.</p>
			29-31			24
						<p><u>Total number of Pupils at Present on School Roll.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not answered/No educational assessment.</p>

1	2	3	4	5	6	
E.2	17	1	32		27	<p><u>Parents/Teachers' Satisfaction.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.  Blank. Not answered/no educational assessment.</p>
E.2	18	1	33		28	<p><u>Meetings Arranged for Parents of School or Association on Educational Matters.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.  Blank. Not answered/no educational assessment.</p>
E.2	19	1	34		29	<p><u>Social Functions Organized for Parents.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.  Blank. Not answered/no educational assessment.</p>
E.2	20	1	35		30	<p><u>Parents Provide Substantial Help for School in some Kind of Manner.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.  Blank. Not answered/no educational assessment.</p>
E.2	21	1	36		31	<p><u>Pre-school Children Do Not Come into School Before the Actual Start.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.  Blank. Not answered/no educational assessment.</p>
E.3	22	1	37		32	<p><u>Systematic Teaching of Phonics Method.</u></p> <p>(2) = 1. Under 5 years of age.  (3) = 2. From 5 years to 5 years 5 months.  (4) = 3. From 5 years 5 months to 5 years 11 months.  (5) = 4. From 6 years to 6 years 5 months.  (6) = 5. From 6 years 6 months to 6 years 11 months.  (7) = 6. From 7 years to 7 years 5 months.  (8) = 7. Not commenced.  (9) = 0. Don't know (e.g. commenced in another school) or can't answer the question.  Blank. Not answered/no educational assessment.</p>
E.3	24	1	38		33	<p><u>"Sums" (i.e. "Formal" Arithmetic) in School.</u></p> <p>(2) = 1. Under 5 years of age.  (3) = 2. From 5 years to 5 years 5 months.  (4) = 3. From 5 years 5 months to 5 years 11 months.  (5) = 4. From 6 years to 6 years 5 months.  (6) = 5. From 6 years 6 months to 6 years 11 months.  (7) = 6. From 7 years to 7 years 5 months.  (8) = 7. Not commenced "sums".  (9) = 0. Don't know (e.g. commenced at another school) or can't answer the question.  Blank. Not answered/no educational assessment.</p>

1	2	3	4	5	6	
2.5.	35	1	39	T.75° U.79°	34	<p><u>Child because of Physical or Sensory Handicap in a Teaching Unit attached to School.</u></p> <p>(1) = 1. Yes. (2) = 2. No. Blank. Not answered/No Educational Assessment.</p> <p>*Note (See Summary Card column on the left). Refer to respective columns on Thomas and Uriah Coding Frames for new Thomas and Uriah group codings. These group codings combine NCDS codings from various columns, including Code "1" <u>only</u> from this particular NCDS Column</p>
2.3	26	1	40		35	<p><u>HELP WITHIN SCHOOL BECAUSE OF EDUCATIONAL OR MENTAL BACKWARDNESS.</u> (One item number for both sets of answers)</p> <p><u>Child receiving help within School because of Educational or Mental Backwardness.</u></p> <p>(1) = 1. Yes (Blank) = 2. No. (Ignore - See note) (Blank) = 0. Inapplicable i.e. child is in special</p> <p>N.B. item 35 code 1 takes precedence over codes 2 + 3 if more than one code present.</p> <p><u>Child would benefit from Help within School because of Educational or Mental Backwardness.</u></p> <p>(2) = 3. Yes (3) = 4. No. (Blank) = 0. Inapplicable.</p> <p><u>Note:</u> Inaccuracy in coding was frequent on this column but it can be used if the following points are considered:</p> <p><u>For counter-sorter work:</u></p> <p>(i) Extra punches occur with Code "1" (about 30 cases). (ii) Code "2" should be ignored, as many cards are punched "3" or "4" without being punched "2", but codes "3" and "4" can be added together for approximate total of "2's". (See IV + ITEM 647) (iii) Code "0" has been punched for approximately 140 children who are <u>not</u> in special school. In most cases this is a mistake and "2" is the appropriate punch. (iv) Children in special schools should be excluded</p> <p><u>For computer work:</u></p> <p>(i) See (i) above. (ii) Code "2" is not read in on the computer. (iii) Code "0" is not read in on the computer. See (iii) above. (iv) Children in special schools should be excluded or see ITEM 647 below.</p>
	26 27				647	<p>(1) = 1. Yes on Col. 40 Item 35 -1st part (2) = 3,4. Yes or No on Col. 40 Item 35 -2nd part Blank = Inapplicable because in special school Not answered/No Educational Assessment</p> <p>N.B. For greater accuracy children in special schools should be excluded from tables.</p>

1	2	3	4	5	6
E.4	26	1			
	26a		41	T.75* U.79*	37
<p><u>Attendance at SPECIAL SCHOOL NOT OK IN NEAR FIVE YEARS.</u></p> <p><u>Child could benefit now from attendance at special school.</u></p> <p>(2) = 1. Yes.  (3) = 2. No.  (4) = 3. Can't say.  (1) = 0. Inapplicable. i.e. child already in special school.</p> <p>Blank. Not answered/NO Educational Assessment.</p> <p>Note: (1) Code "0" will not have an accurate number of children in special schools.  *Note: (1) (See Summary Card column on the left.) Refer to respective columns on Thomas and Ulrich Coding frames for new incomes and Ulrich group codings. These group codings combine NCDB codings from various columns including Codes "1" and "2" and "3" <u>only</u>, from this particular NCDB column.</p>					
	26b		42		38
<p><u>Child is likely to need some special schooling or educational help within next two years.</u></p> <p>(2) = 1. Yes.  (3) = 2. No.  (4) = 3. Can't say.  (1) = 0. Inapplicable. i.e. child already in special school.</p> <p>Blank. Not answered/NO Educational Assessment.</p> <p>Note: Code "0" will not have an accurate number of children in special schools.</p>					
E.4	29	1	43		39
<p><u>Referral to agency because of difficulties in school.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.</p> <p>Blank. Not answered/NO Educational Assessment.</p>					
E.4	30	1	44		40
<p><u>Difficulties not previously referred to outside agency affecting progress in school which have now disappeared.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.</p> <p>Blank. Not answered/NO Educational Assessment.</p>					
E.4	31	I	45	A.14 T.10	41
<p><u>Since September 1964 Parents taken initiative to discuss child with teacher.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.</p> <p>Blank. Not answered/NO Educational Assessment.</p> <p>Note: Information recorded from September 1965 when child may have changed school will affect this question.</p>					
E.4	32	1	46	T.11 U.10	42
<p><u>Discussion with parents re institution of teacher staff.</u></p> <p>(1) = 1. Yes.  (2) = 2. No.</p> <p>Blank. Not answered/NO Educational Assessment.</p> <p>Note: Information recorded from September 1965 when child may have changed school will affect this question.</p>					

1	2	3	4	5	6
E.5	33	1			
			47		43
					<p><u>PARENTS' INTEREST WITH REGARD TO CHILD'S EDUCATIONAL PROGRESS.</u></p> <p><u>Mother's interest in child's educational progress.</u></p> <p>(2) = 1. Appears over concerned about the child's progress and/or expecting too high a standard.</p> <p>(3) = 2. Appears very interested.</p> <p>(4) = 3. Appears to show some interest.</p> <p>(5) = 4. Appears to show little or no interest.</p> <p>(1) = 0. Can't say or inapplicable.</p> <p>Blank. Not answered/No Educational Assessment.</p>
			48		44
					<p><u>Father's interest in child's educational progress.</u></p> <p>(2) = 1. Appears over concerned about the child's progress and/or expecting too high a standard.</p> <p>(3) = 2. Appears very interested.</p> <p>(4) = 3. Appears to show some interest.</p> <p>(5) = 4. Appears to show little or no interest.</p> <p>(1) = 0. Can't say or inapplicable.</p> <p>Blank. Not answered/No Educational Assessment.</p>
E.5	34	1	49	1.12	45
					<p><u>Settling Down after Starting School.</u></p> <p>(2) = 1. Settled down within a month.</p> <p>(3) = 2. Settled down within 1-3 months.</p> <p>(4) = 3. Remained unsettled after 3 months.</p> <p>(5) = 4. Can't say.</p> <p>(1) = 0. Inapplicable (including children less than 3 months at school).</p> <p>Blank. Not answered/No Educational Assessment.</p>
E.5	35	1	50-51		
					<p><u>Number of School Terms Usually Spent in Present Class.</u></p> <p>Numeric coding on cards.</p> <p>Blank. Not answered/No Educational Assessment.</p>
E.5	36	1	52-53		
			54-55		46
			56-57		<p><u>NUMBER OF PUPILS IN CHILD'S PRESENT CLASS.</u></p> <p><u>Number of Pupils 7 years of age or older on 2nd September, 1964.</u></p> <p>Numeric coding on cards.</p> <p><u>The Remainder (i.e. those pupils under 7 years of age on 2nd September, 1964).</u></p> <p>Numeric coding on cards.</p> <p><u>Total Number of Pupils in Child's Present Class.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Insufficient information/No Educational Assessment/Not Answered.</p> <p><u>Note:</u> a) Some children were coded as in a class of less than 10 children because this was the number in their age group rather than their class. Alterations were made as follows: If total school roll (Q.16, Cols. 29-31) was coded under 20 and there was no evidence of 2 teachers the size of class (Cols. 56-57) was altered to the size of roll. If there was evidence of two teachers in the school then size of roll was divided by 2 for size of class. If there was no evidence of how many school teachers for rolls of over 20 the answer was coded blank.</p> <p>b) This question (Cols. 52-57) will be affected by information recorded from September 1965 when child may have changed school.</p>

1	2	3	4	5	6
E.5	37	1	58		<p><u>Child's Class since Sex.</u></p> <p>1. = Yes. 2. = No. Blank. Not answered/No Educational Assessment.</p>
E.6	38	1	59	48	<p><u>Formation of Class.</u></p> <p>(1) = 1. All the infants are in this one class. (2) = 2. A deliberate cross-section by age and ability of more than one year group of children - sometimes called "family grouping". (3) = 3. by age in year groups (e.g. one class per year, or parallel classes). (4) = 4. Selected by age within the year group (e.g. children born in the first half of the year in one class, and the remainder in another). (5) = 5. An upper ability (or attainment) class within the school. (6) = 6. A middle ability (or attainment) class within the school. (7) = 7. A lower ability (or attainment) class within the school. (8) = 8. Other arrangement. Blank. Not answered/No Educational Assessment.</p> <p><u>Note:</u> Codes, "5" "6" "7" very often do not designate streaming. A child may be "kept down" with younger children or "put up" with older children, etc.</p>
E.6	39	1			<p><u>OCCUPATIONS OF PARENTS OF CHILDREN IN CLASS.</u></p> <p>("9 9" entered if question could not be answered)</p>
	39a		60-61	49	<p><u>Number of Professional, Managerial, Clerical and Skilled non-manual.</u></p> <p>Numeric coding on cards and computer.</p>
	39b		62-63	51	<p><u>Number of Skilled and Semi-skilled.</u></p> <p>Numeric coding on cards and computer.</p>
	39c		64-65	53	<p><u>Number of Unskilled Manual.</u></p> <p>Numeric coding on cards and computer.</p>
	39d		66-67	55	<p><u>Unknown.</u> ("0 0" entered if answer is "None")</p> <p>Numeric coding on cards and computer.</p>
E.6	40	1	60-69	57	<p><u>Number of Children in Class whose Parents have Discussed Their Child since September 1904.</u></p> <p>("9 9" to be entered if teacher has not had charge of class since September 1904).</p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not answered/No Educational Assessment.</p> <p><u>Note:</u> See General Note (p.4)</p>



1	2	3	4	5	6	
E.6	41	1	70-72		59	<p><u>Number of Possible Half-Day Attendances since September 1964.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not Answered/Insufficient Information/No Educational Assessment.</p> <p><u>Note:</u> Children with over 400 attendances were altered to blank for information recorded before September, 1965. The attendance figures for children whose educational data were recorded from September 1965 were sometimes calculated from September 1964 which would automatically result in over 400 possible attendances. These were not altered and any attendance/absence figures should take this into account. Some attendances will <u>only</u> be calculated from September 1965.</p>
E.6	42	1	73-75		62	<p><u>Number of Half-Days Absent.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not Answered/No Educational Assessment.</p> <p><u>Note:</u> See note above on Q.41., Cols. 70-72.</p>
E.7	43	1	76	A.15 T.13 U.50  T.75* U.79*	65	<p><u>Oral Ability - Teacher's Rating.</u></p> <p>(1) = 1. In conversation expresses himself well.                      (2) = 2. In conversation, or oral lessons, has good vocabulary and variety of phrases in relation to his age.                      (3) = 3. Average oral ability for his age.                      (4) = 4. Below average oral ability, tends to use simple word groupings.                      (5) = 5. Markedly poor oral ability.</p> <p>Blank. Not Answered/No Educational Assessment.</p> <p><u>Note:</u> (1) Children without Educational Questionnaires who were severely subnormal as shown on Card 6, Col. 63, Code 5 have been given a code 5 on Cols. 76-80 so that they can be included in any analysis which uses reading as an outcome.</p> <p>*<u>Note:</u> (11) (See Summary Card Column on the left.) Refer to respective Columns on Thomas and Uriah coding frames for new Thomas and Uriah group codings. These group codings combine NCLS codings from various columns, including Codes "1", "2", "3", "4" and "5" from this particular NCLS Column.</p>
E.7	44	1	77	A.16 T.14 U.51  f.75* U.79*	67	<p><u>Awareness of the World Around Him - Teacher's Rating.</u></p> <p>(1) = 1. Exceptionally well-informed for his age.                      (2) = 2. Good background of general knowledge.                      (3) = 3. Average in this respect.                      (4) = 4. Rather limited knowledge.                      (5) = 5. Largely ignorant of the world around him. Lack of general knowledge is a substantial handicap in school.</p> <p>Blank. Not Answered/No Educational Assessment.</p> <p><u>Note:</u> (1) See note (1) above.                      *<u>Note:</u> (11) See *Note (11) above.</p>

1	2	3	4	5	6	
E.7	45	1	78	A.17 T.15 U.10	68	<p><u>Reading - Teacher's Rating.</u></p> <p>(1) = 1. Avid reader. Reads fluently and widely in relation to his age.</p> <p>(2) = 2. Above average ability. Comprehends well what he reads.</p> <p>(3) = 3. Average reader.</p> <p>(4) = 4. Poor reader. Limited comprehension.</p> <p>(5) = 5. Non-reader, or recognises very few words.</p> <p>Blank. Not answered/No Educational Assessment.</p> <p><u>Note:</u> See Note (1) on NCDS Col. 76 on previous page.</p>
E.7	46	1	79	A.18 T.16 U.52  T.75* U.79*	69	<p><u>Creativity - Teacher's Rating.</u></p> <p>(1) = 1. Shows marked originality or creativity in most areas.</p> <p>(2) = 2. Usually produces good, original work.</p> <p>(3) = 3. Shows some imagination or originality in most areas.</p> <p>(4) = 4. Little originality or creativity in all areas.</p> <p>(5) = 5. Never shows a trace of originality or creativity in any of his work.</p> <p>Blank. Not answered/No Educational Assessment.</p> <p><u>Note:</u> (i) See Note (i) on NCDS Col. 76 on previous page.</p> <p>*<u>Note:</u> (ii) See Note (ii) on NCDS Col. 76 on previous page.</p>
E.7	47	1	80	A.19 T.17 U.55  T.75* U.79*	70	<p><u>Number work - Teacher's Rating.</u></p> <p>(1) = 1. Extremely good facility with number and/or other mathematical concepts. Grasps new processes very quickly. Shows insight and understanding.</p> <p>(2) = 2. Understanding of number work well developed. Grasps new processes without difficulty.</p> <p>(3) = 3. Average ability in this sphere.</p> <p>(4) = 4. Rather slow to understand new processes. Rather poor facility with numbers, although able to do some things by rote.</p> <p>(5) = 5. Little, if any, ability in this sphere. Shows virtually no understanding at all.</p> <p>Blank. Not answered/No Educational Assessment.</p> <p><u>Note:</u> (i) See Note (i) on NCDS Col. 76 on previous page.</p> <p>*<u>Note:</u> (ii) See Note (ii) on NCDS Col. 76 on previous page.</p>

BEGINNING OF PUNCHED CARD 2

2	3	4	5	6	
-	2	1			<p><u>Card Number.</u></p> <p>2. Identifies card. (Does not apply on Summary packs which only have one card.) NO OTHER CODE IN THIS COLUMN FOR SINGLETONS.</p> <hr/> <p><u>Mixed Column for MULTIPLE BIRTHS only:</u></p> <p><u>Card Number.</u></p> <p>2. Identifies card (as for singletons.)</p> <p>-----</p> <p><u>Multiple Birth Identification Code.</u></p> <p>(1) = X. First-born twin. (2) = Y. Second-born twin. (3) = O. any triplet (On Agatha summary card, "O" identifies the card, and "O" identifies triplets.)</p> <p><u>Note:</u> The computer is programmed to use this information as coded on Card 1. See notes for Card 1, Col. 1 (front page).</p>
-	2	2-4	A.2 T.2 U.2 Region only	4	<p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4).</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and detailed explanation and notes.</p>
-	2	5-10	A.5-10 T.3-8 U.3-8	1	<p><u>Child's Serial Number.</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1953. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 &amp; 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
					<p><u>General Note.</u></p> <p>The date Educational information was recorded is not punched on this card.</p>

1	2	3	4	5	6	
E.8	48	2	11	T.18 U.11	81	<p><u>Mixed Column</u></p> <p><u>Child's Present Reading Standard</u></p> <p>(2) = 1. Beyond basic reading scheme.                      (3) = 2. At present on Book 4.                      (4) = 3. At present on Book 3.                      (5) = 4. At present on Book 2.                      (6) = 5. At present on Book 1 or introductory book.                      (7) = 6. On pre-reading activities only.                      (1) = 0. Don't know or inapplicable.</p> <p><u>Note:</u> Children known through individual scrutiny of questionnaire - mainly in the wordblind Study - to be on the Initial Teaching Alphabet reading scheme were recoded "0".</p>
E.8	49	2	12	A.22 T.31	82	<p><u>Poor Control of Hands - Teacher's assessment.</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know.                      Blank. Not answered/No Educational Assessment.</p>
E.8	50	2	13	A.27 T.36	83	<p><u>Squirmy, Fidgety Child - Teacher's assessment.</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know                      Blank. Not answered/No Educational Assessment.</p>
E.8.	51	2	14	A.23 T.32	84	<p><u>Poor Physical Co-ordination - Teacher's assessment.</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know.                      Blank. Not answered/No Educational Assessment.</p> <p><u>Note:</u> In a few cases based on discrepancy between mother's (C.27, Card 2, Cols. 47-49) and teacher's assessments, Code "3" on this column has been altered to "blank" where 'Doesn't apply' meant 'inappropriate', i.e. if a child had severe lower limb defect.</p>
E.8.	52	2	15	A24 T33	85	<p><u>Clumsy - Teacher's assessment</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know.                      Blank. Not answered/No Educational assessment.</p>

1	2	3	4	5	6	
8	53	2	16	A.26 T.37	86	<p><u>Often fumbling or jumping about; hardly ever still - Teacher's assessment.</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know.                      Blank. Not answered/No Educational Assessment.</p>
8	54	2	17	T.39	87	<p><u>Over-Dependent on mother - Teacher's assessment.</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know.                      Blank. Not answered/No Educational Assessment.</p>
8	55	2	18	A.29 T.36	88	<p><u>Difficult to understand because of poor speech - Teacher's assessment.</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know.                      Blank. Not answered/No Educational Assessment.</p>
8	56	2	19		89	<p><u>Imprecise grasp of English (i.e. when native language is other than English.)</u></p> <p>(2) = 1. Certainly applies.                      (3) = 2. Applies somewhat.                      (4) = 3. Doesn't apply.                      (1) = 0. Don't know.                      Blank. Not answered/No Educational Assessment.</p> <p>Note: Owing to different interpretations of the question by teachers, results should be regarded with caution.</p>
0	2	20-21	T.19-20 U.36-39		90	<p><u>Problem arithmetic score (Test devised for N.C.D.S.)</u></p> <p>Range of score 0-10.</p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not answered/Children not at a school, i.e. severely subnormal/No Educational Assessment.</p> <p>Note: E.S.N. children who could not attempt test have been re-coded "0" rather than blank, i.e. no information.</p>
0	2	22-23	T.21-22 U.12-13		92	<p><u>Southwest Group Reading Test 1c score.</u></p> <p>Range of score 0-30.</p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not answered/Children not at a school, i.e. severely, subnormal/No Educational Assessment.</p> <p>Note: E.S.N. children who could not attempt test have been re-coded "0" rather than blank, i.e. no information.</p>

2	3	4	5	6	BEGINNING OF PARENTAL QUESTIONNAIRE
3	2	24  24	A.63 T.9 U.9	94	<p><u>Mixed Column.</u></p> <p><u>Sex.</u></p> <p>1. boy. 2. girl.</p> <hr style="border-top: 1px dashed black;"/> <p><u>Identification of 0 year-olds.</u></p> <p>(1) = X. Child 0 years old or over at time Parental Questionnaire was answered.</p>
9	2	25-26	U.16-17	95	<p><u>Number of Family Moves Since Child's birth</u> (applicable only where the child has been with this family since birth.)</p> <p>("Don't know" or "inapplicable" enter "9 9")</p> <p>Numeric coding on cards and computer.</p> <p>blank. Not answered/No Parental Questionnaire.</p> <p><u>Note:</u> In checking the material children have been considered as being "with this family since birth" if there is still one natural parent living with them. All children who were adopted after six weeks have been coded "9 9". All foster children whether in care or not have been coded "9 9". All children "in care" at time of Study were coded "9 9" but those "in care" in the past but who were with their family at time of Study were coded ordinarily.</p>
3 9	2	27		97	<p><u>Moves Out of Local Area.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know or inapplicable (including no moves)</p>
3 11	2	28		98	<p><u>Informant's relationship to Child.</u></p> <p>(1) = 1. Mother (or mother Substitute). (2) = 2. Other. (3) = 3. Questionnaire compiled usually from official records. (4) = 4. Questionnaire compiled from mother's information given to interviewer for Adoption Study.</p> <p style="text-align: right;">    N.B.</p>
3 13					<p><u>Number of People in the Household.</u></p> <p>See Card 6, Cois. 79-80, where this information is coded.</p>

1	2	3	4	5	6	
P.4	14	2	29-30	A.12-13 T.23-24 U.28-29	99	<p><u>Number of Children of Household under 21 (including children living away)</u> + Smith Numeric coding on cards and computer.</p> <p>Blank. Not answered/Not applicable (see note)/No Parental Questionnaire.</p> <p><u>Note:</u> All children have been re-coded blank if they were living in circumstances other than a private family, i.e.</p> <ol style="list-style-type: none"> <li>1. Children in foster homes (because of size and coming and going).</li> <li>2. Children "in care" in children's homes.</li> <li>3. Children living in hospitals.</li> </ol>
P.4	15	2	31-32	T.25-26	101	<p><u>Child's Position amongst Children of Household +</u> <i>children of family living away</i> ("Don't know" or "Inapplicable" enter "0 0") Numeric coding on cards and computer.</p> <p>Blank. Not answered/Not applicable (see note)/No Parental Questionnaire.</p> <p><u>Note:</u> (i) Only children have been coded Col. 32 Code "1" as well as eldest children. (ii) The coding of twins has not been consistent. Sometimes they have been coded in the same position, sometimes in 2 positions. (iii) All children have been recoded blank if they were living in circumstances other than a private family, i.e.</p> <ol style="list-style-type: none"> <li>1. Children in foster homes</li> <li>2. Children "in care" in children's homes</li> <li>3. Children living in hospitals.</li> </ol>
P.4	16	2	33	A.20 T.27	103	<p><u>Child Cared for by Mother or Substitute</u></p> <ol style="list-style-type: none"> <li>(2) = 1. Own mother</li> <li>(3) = 2. Stepmother (Includes cohabittees)</li> <li>(4) = 3. Foster mother</li> <li>(5) = 4. Adoptive mother (i.e. child is legally adopted)</li> <li>(6) = 5. Grandmother</li> <li>(7) = 6. Other person</li> <li>(8) = 7. Other situation</li> <li>(1) = 0. Don't know or inapplicable.</li> </ol> <p>Blank. Not answered/No Parental Questionnaire.</p> <p><u>Note:</u> All children coded "3", "4", "6", "7" and "0" have had their questionnaires checked for accuracy and a common pattern of coding has been given as follows:</p> <ol style="list-style-type: none"> <li>1. Code "7" if child "in care" in children's home</li> <li>2. Code "7" if child at boarding school all term or living in hospital.</li> <li>3. Code "1" for weekly boarders</li> <li>4. Children coded "6" for "nannie" or "mother's help" have been altered to Code "1" if living with own mother permanently.</li> <li>5. Original Code "6" left if no mother but relative or other person giving very regular day-time care.</li> <li>6. Code "0" if the father is the only adult taking care of the child.</li> </ol> <p><u>N.B.</u> A child with no mother or mother substitute living at home with own father will be coded "0" in Col. 33 (Item 103), but a child with no father or father substitute living at home with own mother, will be coded "8" in Col. 34 (Item 104).</p>

1	2	3	4	5	6	
P.4	17	2	34	A.21 T.28	104	<p><u>Child Cared for by Father or Substitute.</u></p> <p>(2) = 1. Own father                      (3) = 2. Stepfather (includes cohabiters)                      (4) = 3. Foster father                      (5) = 4. Adoptive father (i.e. child is legally adopted)                      (6) = 5. Grandfather                      (7) = 6. Other person                      (8) = 7. Other situation.                      (9) = 8. Inapplicable (e.g. no father or no male head of household).                      (1) = 0. Don't know/Inapplicable.                      Blank. Not Answered/No Parental Questionnaire.</p> <p>Note: All children coded "3", "4", "6", "7", "8" and "0" have had their questionnaires checked for accuracy and a common pattern of coding has been given as follows:</p> <p>1. Code "7" if child "in care" in children's home                      2. Code "7" if child at boarding school all term, or living in hospital.                      3. Code "1" for weekly boarders.                      4. Code "8" if child's father is dead, divorced or separated, i.e. not living in the household, and there is no father substitute.</p> <p>N.B. A child with no mother or mother substitute living at home with own father will be coded "0" Col 33, (Item 103) but a child with no father or father substitute living at home with own mother will be coded "8" in Col. 34 (Item 104).</p>
P.5	18	2	35		105	<p><u>Attendance at Local Authority Nursery School or Class</u> (for more than one month)</p> <p>(2) = 1. Yes                      (3) = 2. No                      (1) = 0. Don't know                      Blank. No information/No Parental Questionnaire.</p>
P.5	18	2	36		106	<p><u>Attendance at Private Nursery School or Class</u> (for more than one month)</p> <p>(2) = 1. Yes                      (3) = 2. No                      (1) = 0. Don't know                      Blank. No information/No Parental Questionnaire</p>
P.5	19	2	37			<p><u>Nursery Class in Present School</u></p> <p>1. Yes                      2. No                      0. Don't know or inapplicable (including children who have not attended nursery class).                      Blank. Not answered/No Parental Questionnaire.</p>
P.5	20	2	38		107	<p><u>Attendance at Local Authority Day Nursery</u></p> <p>(2) = 1. Yes                      (3) = 2. No                      (1) = 0. Don't know                      Blank. Not Answered/No Parental Questionnaire.</p>



	2	3	4	5	6	
5	21	2	39		108	<p><u>Other Pre-School Experience of an Organised Nature.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. Not answered/No Parental Questionnaire.</p>
5	22	2	40	T.29	110	<p><u>Age at Starting School - Part-Time.</u></p> <p>(2) = 1. Under <math>3\frac{1}{2}</math> years old.                      (3) = 2. <math>3\frac{1}{2}</math> years but less than 4.                      (4) = 3. 4 years but less than <math>4\frac{1}{2}</math>.                      (5) = 4. <math>4\frac{1}{2}</math> years but less than 5.                      (6) = 5. 5 years but less than <math>5\frac{1}{2}</math>.                      (7) = 6. <math>5\frac{1}{2}</math> years but less than 6.                      (8) = 7. 6 years or older.                      (1) = 0. Don't know or inapplicable (including children who have never received any schooling).                      blank. Not answered/No Parental Questionnaire.</p> <p><u>Note:</u> See note below, Col. 41 (Item 111).</p>
5	22	2	41	T.30	111	<p><u>Age at Starting School - Full-Time.</u></p> <p>(2) = 1. Under <math>3\frac{1}{2}</math> years old.                      (3) = 2. <math>3\frac{1}{2}</math> years but less than 4.                      (4) = 3. 4 years but less than <math>4\frac{1}{2}</math>.                      (5) = 4. <math>4\frac{1}{2}</math> years but less than 5.                      (6) = 5. 5 years but less than <math>5\frac{1}{2}</math>.                      (7) = 6. <math>5\frac{1}{2}</math> years but less than 6.                      (8) = 7. 6 years or older.                      (1) = 0. Don't know or inapplicable (including children who have never received any schooling).                      blank. Not answered/No Parental Questionnaire.</p> <p><u>Note:</u> All children coded "0" in Col. 41 (Item 111) have had their questionnaires checked. In about 150 cases Col. 40 had been filled in with codes "3", "4", "5", "6" and there was evidence from the rest of the material that the child was ordinarily at full-time school. In these cases the coding in Col. 41 was altered from "0" to the same coding as in Col. 40. The coding in Col. 40 (Item 110) was left although there were probably cases where this column was mistakenly ringed.</p>
5	23	2	42-43	U.14-15	112	<p><u>Number of Schools Attended since 5 Years Old.</u></p> <p>("Don't know" or "Inapplicable" enter "0 0")</p> <p>Numeric coding on cards and computer.</p> <p>Blank. No information/No Parental Questionnaire.</p> <p><u>Note:</u> Answers will be affected by the transition from Infant to Junior school.</p>

2	3	4	5	6	
24	2	44		114	<u>Settling Down on Starting School - mother's assessment.</u> (Nursery or Other schooling) (2) = 1. Within 1 month. (3) = 2. Within 1-3 months. (4) = 3. Was still unsettled after 3 months. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
25	2	45		115	<u>Happiness at present School.</u> (2) = 1. Happy. (3) = 2. Not altogether happy. (4) = 3. Unhappy. (1) = 0. Don't know or inapplicable (including children at present school for less than 3 months). Blank. No information/No Parental Questionnaire.
	2	46		116	<u>Parents wanting Child to Stay on at Secondary School.</u> (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know or inapplicable. (4) = 3. Other. <i>W/ot in "9w"</i> Blank. No information/No Parental Questionnaire.
6	27	2			<u>AWKWARDNESS OR CLUMSINESS.</u>
27a		47		117	<u>Awkward or Clumsy when walking - Mother's assessment.</u> (2) = 1. Certainly. <i>Note - used on scale.</i> (3) = 2. Not at all. (4) = 3. A little. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
27b		48		118	<u>Awkward or Clumsy when running - Mother's assessment.</u> (2) = 1. Certainly. (3) = 2. Not at all. (4) = 3. A little. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
27c		49		119	<u>Awkward or Clumsy when Climbing Stairs - Mother's assessment.</u> (2) = 1. Certainly. (3) = 2. Not at all. (4) = 3. A little. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
27d		50		120	<u>Awkward or Clumsy when Tying a Bow - Mother's assessment.</u> (2) = 1. Certainly. (3) = 2. Not at all. (4) = 3. A little. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.

2	3	4	5	6	
28	2	51		121	<u>Activity - mother's assessment.</u> (2) = 1. Normally active. (3) = 2. Inactive and quiet (prefers to sit and watch). (4) = 3. Restless and overactive (can't keep still). (1) = 0. Don't know or inapplicable.
29	2	52		122	<u>Meeting Other Children outside the household.</u> (2) = 1. Most days, or every day. (3) = 2. Quite often. (4) = 3. Very little. (5) = 4. Not at all. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
30a	2	53		123	<u>DIFFICULTIES OCCURRING IN LAST 3 MONTHS.</u> <u>General Note:</u> (1) = 0. includes difficulties occurring during acute infection. <u>Headaches - reported by mother.</u> (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
30b		54		124	<u>Temper Tantrums - reported by mother.</u> (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
30c		55		125	<u>Reluctance to Go to School - reported by mother.</u> (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
30d		56		126	<u>Bad Dreams or Night Terrors - reported by mother.</u> (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.
30e		57		127	<u>Difficulty in getting Off to Sleep - reported by mother.</u> (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know or inapplicable. Blank. No information/No Parental Questionnaire.

2	3	4	5	6	
30f	2	58		128	<p><u>Sleepwalking</u> - reported by mother.</p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know or inapplicable.                      Blank. No information/No Parental Questionnaire.</p>
30g		59		129	<p><u>Food Fads and Dislikes</u> - reported by mother.</p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      Blank. No information/No Parental Questionnaire.</p>
30h		60		130	<p><u>Poor Appetite</u> - reported by mother.</p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      Blank. No information/No Parental Questionnaire.</p>
30i		61		131	<p><u>Overeating</u> - reported by mother.</p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      Blank. No information/No Parental Questionnaire.</p>
31	2	62			<p><u>Concern about these or other Difficulties before Child Started School</u> - reported by mother.</p> <p>1. Yes.                      2. No.                      3. Don't know.                      Blank. No information/No Parental Questionnaire.</p>
32	2	63			<p><u>Concern about these or other Difficulties Since Child at School (excluding last 3 months)</u> - reported by mother.</p> <p>1. Yes.                      2. No.                      0. Don't know.                      Blank. No information/No Parental Questionnaire.</p>
7 33	2	64	U.20	132	<p><u>Child "In Care"</u>.</p> <p>(2) = 1. Yes, is now "in care" of local authority.                      (3) = 2. Yes, has been "in care" of local authority in the past but is not now "in care".                      (4) = 3. No, has never been "in care".                      (5) = 4. "In care" of voluntary society now.                      (6) = 5. "In care" of voluntary society in the past but is not now.                      (7) = 6. Has been "in care" abroad - includes N. &amp; S. Ireland.                      ( ) = 7. N.I.S. questionnaire indicated that the child has spent a period "in care" but this could not be confirmed.                      (1) = 0. Don't know.                      Blank. No information/No Parental Questionnaire.</p> <p><u>Note:</u> (1) where appropriate answers were recoded into additional codes "4", "5", "6" and "7". Any queries were resolved by contacting children's departments, etc.                      (1) As the question does not relate specifically to children in care of Voluntary Societies, this group is likely to be under-represented.</p>

1 2 3 4 5 6

.8 34 2 67-78

34a 65 U.21 133

BEHAVIOUR DESCRIPTIONS.

Difficulties in Settling to any thing - mother's assessment.

- (2) = 1. Frequently.
- (3) = 2. Sometimes.
- (4) = 3. Never.
- (1) = 0. Don't know or inapplicable.
- Blank. No information/No Parental Questionnaire.

34b 66 U.22 134

Preferring to Do Things on Own - mother's assessment.

- (2) = 1. Frequently.
- (3) = 2. Sometimes.
- (4) = 3. Never.
- (1) = 0. Don't know or inapplicable.
- Blank. No information/No Parental Questionnaire.

34c 67 135

Bullied by Other Children - mother's assessment.

- (2) = 1. Frequently.
- (3) = 2. Sometimes.
- (4) = 3. Never.
- (1) = 0. Don't know or inapplicable.
- Blank. No information/No Parental Questionnaire.

34d 68 U.23 136

Destructive of Own or Other's belongings - mother's assessment.

- (2) = 1. Frequently.
- (3) = 2. Sometimes.
- (4) = 3. Never.
- (1) = 0. Don't know or inapplicable.
- Blank. No information/No Parental Questionnaire.

34e 69 U.24 137

Miserable or Tearful - mother's assessment.

- (2) = 1. Frequently.
- (3) = 2. Sometimes.
- (4) = 3. Never.
- (1) = 0. Don't know or inapplicable.
- Blank. No information/No Parental Questionnaire.

34f 70 138

Squirmy or Fidgety - mother's assessment.

- (2) = 1. Frequently.
- (3) = 2. Sometimes.
- (4) = 3. never.
- (1) = 0. Don't know or inapplicable.
- Blank. No information/No Parental Questionnaire.

34g 71 139

Worries about many Things - mother's assessment.

- (2) = 1. Frequently.
- (3) = 2. Sometimes.
- (4) = 3. Never.
- (1) = 0. Don't know or inapplicable.
- Blank. No information/No Parental Questionnaire.

2	3	4	5	6	
34h	2	72	U.25	140	<p><u>Irritable</u> - mother's assessment.</p> <p>(2) = 1. Frequently.  (3) = 2. Sometimes.  (4) = 3. Never.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p>
34i		73		141	<p><u>Sucks Thumb or Finger</u> - mother's assessment.</p> <p>(2) = 1. Frequently.  (3) = 2. Sometimes.  (4) = 3. Never.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p>
34j		74	U.26	142	<p><u>Upset by New Situation</u> - mother's assessment.</p> <p>(2) = 1. Frequently.  (3) = 2. Sometimes.  (4) = 3. Never.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p>
34k		75		143	<p><u>Twitches or Mannerisms</u> - mother's assessment.</p> <p>(2) = 1. Frequently.  (3) = 2. Sometimes.  (4) = 3. Never.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p>
34l		76	U.27	144	<p><u>Fights with Other Children</u> - mother's assessment.</p> <p>(2) = 1. Frequently.  (3) = 2. Sometimes.  (4) = 3. Never.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p>
34m		77		145	<p><u>Bites Nails</u> - mother's assessment.</p> <p>(2) = 1. Frequently.  (3) = 2. Sometimes.  (4) = 3. Never.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p>
34n		78		146	<p><u>Disobedience</u> - mother's assessment.</p> <p>(2) = 1. Frequently.  (3) = 2. Sometimes.  (4) = 3. Never.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p>

1 2 3 4 5 6

P.8 35 2 79

Aspects of This behaviour Causing Concern Before Child Started School.

- 1. Yes.
- 2. No.
- 0. Don't know.
- blank. No information/No Parental Questionnaire

P.8 36 2 80

Aspects of This behaviour Causing Concern Since Child Started School (but not at present).

- 1. Yes.
- 2. No.
- 0. Don't know.
- blank. No information/No Parental Questionnaire

END OF PUNCHED CARD 2.

BEGINNING OF PUNCHED CARD 3

1	2	3	4	5	6
P.9	-	3	1		<p><u>Card Number</u></p> <p>3. Identifies card. (Does not apply on Summary packs which only have one card). NO OTHER CODE IN THIS COLUMN FOR SINGLETON</p> <hr/> <p><u>Mixed Column for MULTIPLE BIRTHS only:</u></p> <p><u>Card Number</u></p> <p>3. Identifies card</p> <p>-----</p> <p><u>Multiple Birth Identification Code</u></p> <p>(1) = X. First-born twin (2) = Y. Second-born twin. (3) = O. Any triplet (On Agatha Summary card, "O" identifies the card, and "9" identifies triplets).</p> <p><u>Note:</u> The computer is programmed to use this information as coded on Card 9. See notes for Card 1, Col. 1, (front page).</p>
P.9	-	3	2-4	A.2 T.2 U.2 Region only	4 <p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4).</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols.2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
P.9	-	3	5-10	A.5-10 T.3-8 U.3-8	1 <p><u>Child's Serial Number</u></p> <p>Except for Y serial number this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1 See Card 1, Cols. 5-10 (Pages 2 &amp; 3) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
P.9	-	3	11	A.63 T.9 U.9	<p><u>Mixed Column</u></p> <p><u>Sex</u></p> <p>(1) = 1. Boy. (2) = 2. Girl.</p> <p>-----</p> <p><u>Substudy Identification.</u></p> <p>8. In care, short stay. 9. In care, long stay. X. Ford Blind Study. Y. Adoption Study.</p> <p><u>Note</u> See Card 9, Col. 11 and Cols. 33-41 for any further information.</p>
			11	A.45 T.47 U.11	



1	2	3	4	5	6
P.9		3			
	37		12		157
					<p><u>SEPARATION FROM MOTHER</u></p> <p><u>Ever Been separated (i.e. overnight)</u></p> <p>(2) = 1. Yes                      (3) = 2. No.                      (1) = 0. Don't know or inapplicable.                      Blank. No information/No Parental questionnaire.</p> <p><u>Note: See note for next column (13)</u></p>
	38		13		158
					<p>(If yes to Q.37, Col.12) <u>Separations for More Than a week.</u></p> <p>(2) = 1. Yes                      (3) = 2. No.                      (1) = 0. Don't know.                      Blank. Code 2 on Col. 12/No Information/No Parental Questionnaire.</p> <p><u>Note: (i) Code "2" on Col. 12 was altered to Code "1" in all cases where Code "1" was ringed in Col. 13.</u></p> <p>(ii) <u>All children living separated from their natural mother are coded "1" in Cols. 12 &amp; 13.</u></p>
	39 40		14-29		
					<p><u>DETAILS OF SEPARATIONS FROM MOTHER FOR MORE THAN A WEEK.</u></p> <p>N.B. Due to inaccuracies in coding these columns have not been edited - see permanent record 658 and 659.</p> <p><u>Introductory Notes:</u> (i) Owing to deficiencies in lay-out and questionnaire formation, questions 39 and 40 have not been well answered. In roughly half of questionnaires either Q.39 or 40, more often 40, was left blank. In the original checking operation answers from either question were copied on to the other if it was a blank.</p> <p>(ii) Questionnaires for all the children in the sample not living with their natural mother have been checked and made consistent but this has not been done for the rest of the sample.</p> <p>(iii) Separations of 999 days include those of 999 days.</p>
	39		14-16	U-30-32	
					<p><u>Longest Period in Number of Days.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Never separated more than a week/No information/No Parental Questionnaire</p> <p><u>Note: All children in permanent mother substitute care have been coded "9 9 9" in Cols. 14, 15, 16 of the appropriate number of days if the period of separation was shorter.</u></p>
			17		
					<p><u>Age in Years of Child at Separation for longest period.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Never separated for more than a week/No information/No Parental Questionnaire</p> <p><u>Note: (i) Cols. 17, 18, 19 have been left blank if age of child not known.</u></p> <p>(ii) See combination of Cols. 17-19 on next page</p>

1	2	3	4	5	6
P.9	39	3	18-19		<p><u>Number of Months (in addition to age in Years) of Child at Separation for longest period.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Never separated for more than a week/No Information/No Parental Questionnaire</p> <p><u>Note:</u> (i) this column can <u>only</u> be used in conjunction with Col. 17. (ii) See combination of Cols. 17-19 immediately below.</p>
			17-19	U.33-35	<p><u>Total Age in Months of Child at Separation for longest period (Totalled from Cols.17, 18 &amp; 19)</u></p> <p>Numeric coding on cards :</p> <p>Blank. Never separated for more than a week/No Information/No Parental Questionnaire.</p>
			20		<p><u>Longest Period - Contact between Child and Mother</u></p> <p>(2) = 1. At least daily. (3) = 2. At Least weekly. (4) = 3. At least monthly. (5) = 4. No contact. (1) = 0. Don't know or inapplicable/mother/</p> <p>Blank. Never separated more than a week/No Information/No Parental Questionnaire.</p> <p><u>Note:</u> (i) Adoptions have been coded "0". (ii) This question was not well-worded. There is no category for contacts less than a month nor are the kinds of contacts defined.</p>
			21		<p><u>Longest Period - Child's Placement.</u></p> <p>(2) = 1. At home. (3) = 2. In hospital. (4) = 3. At home of relative or friend known to the child. (5) = 4. Attending boarding school or institution. (1) = 0. Don't know or inapplicable. (6) = 5. Other placement.</p> <p>Blank. Never separated for more than a week/No Information.</p>
P.9	40	3	22-24		<p><u>First Separation - Number of Days</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Never separated for more than a week/No Information/No Parental Questionnaire.</p> <p><u>Note:</u> All children in permanent mother substitute care have been coded "9 9 9" in Cols. 22-24, of the appropriate number of days if the period of separation was shorter.</p>
			25		<p><u>First Separation - Age in Years of Child at Separation.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Never separated for more than a week/No Information/No Parental Questionnaire.</p> <p><u>Note :</u> Cols. 17,18,19 have been left blank if age of child not known.</p>

1	2	3	4	5	6
P.9	40	3	26-27		<p><u>First Separation - Number of Months to be added to Years Coded on Col. 25.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Never separated for more than a week/No Information/No Parental Questionnaire.</p> <p><u>Note:</u> Cols. 17, 18, 19 have been left blank if age of child not known.</p>
			28		<p><u>First Separation - Contact Between Child and Mother.</u></p> <p>(2) = 1. At least daily            (3) = 2. At least weekly.            (4) = 3. At least monthly.            (5) = 4. No contact            (1) = 0. Don't know or inapplicable/mother dead</p> <p>Blank. Never separated for more than a week/No Information/No Parental Questionnaire.</p>
			29		<p><u>First Separation - Child's Placement.</u></p> <p>(2) = 1. At home            (3) = 2. In hospital            (4) = 3. At home of relative or friend known to the child            (5) = 4. Boarding school or institution            (1) = 0. Don't know or inapplicable            (6) = 5. Other placement</p> <p>Blank. Never separated for more than a week/No Information/No Parental Questionnaire.</p>
P.9	41	3	30-31		<p><u>Number of Periods of Separation Before Five.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. No Information/No Parental Questionnaire</p> <p><u>Note:</u> The answers to this question include separations of <u>under</u> a week if ringed "1" in C.37, Col. 12.</p>
P.9	41	3	32-33		<p><u>Periods of Separation Since Five.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. No Information/No Parental Questionnaire.</p>
P.10	42	3	34	T.40 179	<p><u>PARENTS READING TO OR WITH CHILD.</u></p> <p><u>Mother Reads to Child</u></p> <p>(2) = 1. Yes, at least every week.            (3) = 2. Yes, occasionally            (4) = 3. Never, or hardly ever.            (1) = 0. Don't know or inapplicable.</p> <p>Blank. No Information/No Parental Questionnaire</p> <p><u>Note:</u> Original coding has been left even if child was not living with own mother unless children were "in care" or had been in a foster home for under 3 years when Code "0" was allocated.</p>

1	2	3	4	5	6	
P.10	42	3	35	T.41	180	<p><u>Father Reads to Child.</u></p> <p>(2) = 1. Yes, at least every week.  (3) = 2. Yes, occasionally.  (4) = 3. Never, or hardly ever.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p> <p><u>Note:</u> See note on previous page for Col. 34.</p>
P.10	43	3	36		181	<p><u>OUTINGS WITH PARENTS.</u></p> <p><u>Outings with mother.</u></p> <p>(2) = 1. Yes, most weeks.  (3) = 2. Yes, occasionally.  (4) = 3. Never or hardly ever.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p> <p><u>Note:</u> See note on previous page for Col. 34.</p>
			37		182	<p><u>Outings with Father.</u></p> <p>(2) = 1. Yes, most weeks.  (3) = 2. Yes, occasionally.  (4) = 3. Never or hardly ever.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p> <p><u>Note:</u> See note on previous page for Col. 34.</p>
P.10	44	3	38	T.42	183	<p><u>Father's Part in Managing Child in Relation to Mother.</u></p> <p>(2) = 1. Father takes a big part, or equal part with mother.  (3) = 2. Father takes a smaller part than mother (but mother feels it to be a significant part).  (4) = 3. Father takes a very small part, or leaves to mother.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p> <p><u>Note:</u> See note on previous page for Col. 34.</p>
P.10	45	3	39	T.43	184	<p><u>PARENTS' SPARE-TIME READING.</u></p> <p><u>Mother's Spare-time Reading of Newspapers or Magazines.</u></p> <p>(2) = 1. Yes, most days.  (3) = 2. Yes, occasionally.  (4) = 3. Never or hardly ever.  (1) = 0. Don't know or inapplicable.  Blank. No information/No Parental Questionnaire.</p> <p><u>Note:</u> See note on previous page for Col. 34.</p>

1	2	3	4	5	6	
P.10	45a	3	40	T.44	185	<p><u>Father's Spare-time Reading of Newspapers or Magazines.</u></p> <p>(2) = 1. Yes, most days.                      (3) = 2. Yes, occasionally.                      (4) = 3. Never or hardly ever.                      (1) = 0. Don't know or inapplicable.                      blank. No information/No Parental Questionnaire.</p> <p>Note: See note on Page 30 for Col. 34.</p>
	45b		41	T.45	186	<p><u>Mother's Spare-time Reading of Books or Technical Journals.</u></p> <p>(2) = 1. Yes, most weeks.                      (3) = 2. Yes, occasionally.                      (4) = 3. Never or hardly ever.                      (1) = 0. Don't know or inapplicable.                      blank. No information/No Parental Questionnaire.</p> <p>Note: See note on Page 30 for Col. 34.</p>
	45c		42	T.46	187	<p><u>Father's Spare-time Reading of Books or Technical Journals.</u></p> <p>(2) = 1. Yes, most weeks.                      (3) = 2. Yes, occasionally.                      (4) = 3. Never or hardly ever.                      (1) = 0. Don't know or inapplicable.                      blank. No information/No Parental Questionnaire.</p> <p>Note: See note on Page 30 for Col. 34.</p>
P.11	46	3	43	A.11 T.51 U.18		<p><u>OCCUPATION OF CHILD'S FATHER OR MALE HEAD OF HOUSEHOLD</u>                      (Social Class - G.K.O. Census 1960 Classification of Occupations.)</p> <p>This column is sometimes overcoded. Most codes "O", "X" and "Y" have another punch if it was possible to classify these groups additionally by Social Class in order to make the programming less complicated, the separate computer item numbers have been allocated</p> <p>189 <u>Agricultural and Mining Overcodes.</u></p> <p>(1) = 0. Agricultural worker (any category) - overcode.                      (2) = 1. Miner (any category) - overcode.                      blank. (Item 189 only) remainder of sample.</p> <p>190 <u>Social Class, and No Male Head of Household.</u></p> <p>(1) = 2. No male head of household.                      (2) = 3. Social Class 1.                      (3) = 4. Social Class 2.                      (4) = 5. Social Class 3 (non-manual).                      (5) = 6. Social Class 3 (manual).                      (6) = 7. Social Class 4 (non-manual).                      (7) = 8. Social Class 4 (manual).                      (8) = 9. Social Class 5.                      blank. (Item 190 only) remainder of sample.</p> <p>188 <u>Unemployed, Sick and Retired Overcodes.</u></p> <p>(2) = X. Unemployed or sick - overcode.                      (1) = Y. Retired - overcode.                      blank. (Item 188 only) remainder of sample.                      blank. (On punched card only) no information, Parental Questionnaire.</p>

1	2	3	4	5	6
P.11	46	3	43	A.11 T.51 U.18	<p><u>OCCUPATION OF CHILD'S FATHER OR MALE HEAD OF HOUSEHOLD</u> (Cont'd)</p> <p>Note: (i) It was possible to allocate a Social Class to all the overcoded children except for 30 coded "A".</p> <p>(ii) A child with code "7" or "8" on Card 2, Col. 34 (Page 19), may have a Social Class classification if any data on the occupation of the father or male head of household was recorded. This does not apply to the Superintendent of a children's home, or a foster father.</p> <p>(iii) The coding for Col. 43 and For Col. 44 (see below) printed on the questionnaire is not relevant. The actual Social Class coding is handwritten alongside.</p>
P.11	47	3	44		<p><u>OCCUPATION OF PATERNAL GRANDFATHER WHEN CHILD'S FATHER LEFT SCHOOL.</u> (Social Class - G.A.O. Census 1960 Classification of Occupations).</p> <p>Codes "0", "1", "X" and "Y" have another punch if they could be classified by Social Class. This column also has three separate computer item numbers (see column above).</p> <p>192 <u>Agricultural and mining overcodes.</u></p> <p>(1) = 0. Agricultural worker (any category) - overcode. (2) = 1. Miner (any category) - overcode. blank. (item 192 only) remainder of sample.</p> <p>193 <u>Social Class, and no male head of household.</u></p> <p>(1) = 2. No male head of household. (2) = 3. Social Class 1. (3) = 4. Social Class 2. (4) = 5. Social Class 3 (non-manual). (5) = 6. Social Class 3 (manual). (6) = 7. Social Class 4 (non-manual). (7) = 8. Social Class 4 (manual). (8) = 9. Social Class 5. blank. (item 193 only) remainder of sample.</p> <p>191 <u>Unemployed, Sick and Retired Overcodes.</u></p> <p>(2) = X. Unemployed or sick - overcode. (1) = Y. Retired - overcode. blank. (item 191 only) remainder of sample. blank. (On punched card only) No Information/No Parental Questionnaire.</p>
P.11	48	3	45	194	<p><u>Further staying on at School after minimum School Leaving Age.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. blank. No Information/No Parental Questionnaire.</p> <p>Note: See notes on next column.</p>

1	2	3	4	5	6	
P.11	48	3	46 47		195	<p><u>(If Yes) Father's Age when Finishing Full-time Education (in years)</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Did not stay on at school/No information/No Parental Questionnaire.</p> <p><u>Note:</u> (i) In 1948 the minimum school leaving age was raised from 14 to 15. The range of answers to this question will reflect this.</p> <p>(ii) A child in a special school could stay or after the minimum school leaving age for the 'normal' school child, so Col.45, Code "1", and consequently Col.46, could include a number of fathers who had been to special school.</p>
P.11	49	3	48  49		197  147	<p><u>MOTHER IN PAID WORK OUTSIDE THE HOME SINCE CHILD'S BIRTH.</u></p> <p><u>Before Child Started School</u></p> <p>(2) = 1 Part-time or temporary (more than one month's duration)            (3) = 2 Full-time            (4) = 3 Mother has not worked            (1) = 0 Don't know or inapplicable</p> <p>Blank. No Information No Parental Questionnaire</p> <p><u>Note:</u> (i) No alterations have been made on these columns so that 'mother' will cover all mother substitutes included by interviewers            (ii) Codes "1" and "2" are not mutually exclusive and there is no definition of part-time.</p> <hr/> <p><u>Since Child Started School</u></p> <p>(2) = 1 Part-time or temporary (More than one month's duration)            (3) = 2 Full-time            (4) = 3 Mother has not worked            (1) = 0 No Information/No Parental Questionnaire</p> <p><u>Note:</u> See note for Col. 48 above. In addition, "started school" need not be at age of 5. Both items may be multicoded.</p>
P.12	50	3	50		199	<p><u>Type of Accommodation</u></p> <p>(2) = 1 Whole house            (3) = 2 Flat            (4) = 3 Rooms            (5) = 4 Other (please specify)            (1) = 0 Don't know or inapplicable</p> <p>Blank. No Information/No Parental Questionnaire, Children "in care" or fostered under three years.</p>
P.12	51	3	51		200	<p><u>Tenure</u></p> <p>(2) = 1 Owned by the household, or being bought            (3) = 2 Council rented            (4) = 3 Private rented            (5) = 4 Rent free            (6) = 5 Other            (1) = 0 Don't know or inapplicable</p> <p>Blank. No Information/No Parental Questionnaire, Children "in care" or fostered under three years.</p>

1	2	3	4	5	6	
P.12	52	3	52-53		201	<u>Number of rooms in household.</u> Numeric coding on cards and computer. blank. No Information/No Parental Questionnaire Children "in care" or fostered under 3 years.
P.12	53	3	54-59			<u>GENERAL NOTE:</u> Cois. 54-59 (items 204-209) have not been corrected for all children "in care" or fostered under three years.
	53a		54		204	<u>HAS THE HOUSEHOLD GOT, OR DOES IT SHARE.</u> <u>bathroom.</u> (2) = 1. Sole use. (3) = 2. Shared. (4) = 3. None. (1) = 0. Don't know or inapplicable. blank. No Information/No Parental Questionnaire
	53a		55		205	<u>Indoor Lavatory.</u> (2) = 1. Sole use. (3) = 2. Shared. (4) = 3. None. (1) = 0. Don't know or inapplicable. blank. No Information/No Parental Questionnaire
	53a		56		206	<u>Outside Lavatory.</u> (2) = 1. Sole use. (3) = 2. Shared. (4) = 3. None. (1) = 0. Don't know or inapplicable. blank. No Information/No Parental Questionnaire
	53a		57		207	<u>Cooking Facilities.</u> (2) = 1. Sole use. (3) = 2. Shared. (4) = 3. None. (1) = 0. Don't know or inapplicable. blank. No Information/No Parental Questionnaire
	53a		58		208	<u>Hot Water Supply.</u> (2) = 1. Sole use. (3) = 2. Shared. (4) = 3. None. (1) = 0. Don't know or inapplicable. blank. No Information/No Parental Questionnaire
	53a		59		209	<u>Garden, Yard.</u> (2) = 1. Sole use. (3) = 2. Shared. (4) = 3. None. (1) = 0. Don't know or inapplicable. blank. No Information/No Parental Questionnaire



1	2	3	4	5	6	
P.13	54a	3	60		210	<p><u>Attendance at Infant Welfare Clinic (Under 1 Year)</u> - Mother's report.</p> <p>(2) = 1. No.                      (3) = 2. Yes, regularly.                      (4) = 3. Yes, occasionally.                      (1) = 0. Don't know.                      Blank. No Information/No Parental Questionnaire.</p>
P.13	54b	3	61		211	<p><u>Attendance at Toddlers' Clinic (1-5 years)</u> - Mother's report.</p> <p>(2) = 1. No.                      (3) = 2. Yes, regularly.                      (4) = 3. Yes, occasionally.                      (1) = 0. Don't know.                      Blank. No Information/No Parental Questionnaire.</p>
P.13	55	3				<p><u>IMMUNISATION AND VACCINATION</u> - Mother's report.</p>
	55a		62		212	<p><u>Any Immunisation Received Against Diphtheria.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No (objects to it).                      (4) = 3. No (all other reasons).                      (1) = 0. Don't know.                      Blank. No Information/No Parental Questionnaire.</p>
	55b		63		213	<p><u>Any Immunisation Received Against Poliomyelitis.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No (objects to it).                      (4) = 3. No (all other reasons).                      (1) = 0. Don't know.                      Blank. No Information/No Parental Questionnaire.</p>
	55c		64		214	<p><u>Any Immunisation Received Against Smallpox.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No (objects to it).                      (4) = 3. No (all other reasons).                      (1) = 0. Don't know.                      Blank. No Information/No Parental Questionnaire.</p>
P.13	56	3				<p><u>WHAT INFECTIOUS DISEASES THE CHILD HAS HAD</u> - Mother's report.</p>
	56a		65		215	<p><u>Measles.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      Blank. No Information/No Parental Questionnaire.</p>
	56b		66		216	<p><u>German Measles.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      Blank. No Information/No Parental Questionnaire.</p>

1	2	3	4	5	6
P.13	56	3			
	56c		67		217
					<p><u>WHAT INFECTIOUS DISEASES THE CHILD HAS HAD (CO)</u></p> <p><u>Whooping Cough.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>
	56d		68		218
					<p><u>Chicken Pox.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>
	56e		69		219
					<p><u>Mumps.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>
	56f		70		220
					<p><u>Scarlet Fever.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>
	56g		71		221
					<p><u>Others (e.g. glandular fever, tuberculosis, etc.).</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>
P.13	57	3	72		222
					<p><u>Breast Fed (partly or wholly).</u></p> <p>(2) = 1. No.                      (3) = 2. Yes, under 1 month.                      (4) = 3. Yes, over 1 month.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>
P.13	58	3	73		223
					<p><u>Walking alone by 1 1/2 years - mother's report.</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>
P.14	59	3			
	59a		74	U.36	224
					<p><u>SPEECH - mother's report.</u></p> <p><u>Talking by two years (i.e. joining two words).</u></p> <p>(2) = 1. Yes.                      (3) = 2. No.                      (1) = 0. Don't know.                      blank. No information/No Parental Questionnaire</p>

1	2	3	4	5	6	
P.14	59	3				<u>SPEECH (Cont'd)</u>
	59b		75	U.37	225	<u>Ever been Stammer or Stutter.</u>  (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No information/No Parental Questionnaire
	59c		76		226	<u>Any Other Speech Difficulty.</u>  (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No information/No Parental Questionnaire
	59d		77		227	<u>English Mother's Usual Language.</u>  (2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No information/No Parental Questionnaire  <u>Note:</u> Owing to wrong coding (chiefly because of 1 out) this question should be ignored except as a c in individual cases against Card 2, Col. 19, Codes and "2" and Card 3, Col. 48.
		3	78 79 60			BLANK COLUMNS ON N.C.D.S.
						END OF PUNCHED CARD 3.

BEGINNING OF PUNCHED CARD 4

1	2	3	4	5	6	
P.14	-	4	1			<p><u>Card Number</u></p> <p>4. Identifies card. (Does not apply on Summary packs which only have one card). NO OTHER CODE IN THIS COLUMN FOR SINGLETONS</p> <hr/> <p><u>Mixed Column for MULTIPLE BIRTHS only:</u></p> <p><u>Card Number</u></p> <p>4. Identifies card (as for singletons).</p> <p>-----</p> <p><u>Multiple Birth Identification Code.</u></p> <p>(1) = X. First-born twin. (2) = Y. Second-born twin. (3) = O. Any triplet (On Agatha Summary Card, "O" identifies the card, and "9" identifies triplets.)</p> <p><u>Note:</u> The computer is programmed to use this information as coded on Card 9. See notes for Card 1, Col. 1. (front page).</p>
P.14	-	4	2-4	A.2 T.2 U.2 Region only	4	<p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4)</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
P.14	-	4	5-10	A.5-10 T.3-8 U.3-C	1	<p><u>Child's Serial Number.</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 &amp; 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
P.14	-	4	11	A.63 T.9 U.9		<p><u>Mixed Column.</u></p> <p><u>Sex.</u></p> <p>1. Boy 2. Girl</p> <p>-----</p> <p><u>Substudy Identification</u></p> <p>8. In care, short stay. 9. In care, long stay. X. Word Blind Study. Y. Adoption Study.</p> <p><u>Note</u> See Card 9, Col. 11 and cols. 38-41 for any further information.</p>
			11	A.45 T.47 U.11		

1	2	3	4	5	6
					<p><u>INTRODUCTORY NOTES FOR PUNCHED CARD 4, COLS. 12-30.</u></p> <p>(i) The punched card codings (and equivalent copy codings when present) with their interpretations are identical for Cols. 12-30 and read as follows:</p> <p>(1) = 0. Don't know.                      (2) = 1. Yes.                      (3) = 2. No.                      blank. No information/No Parental Question</p> <p>Therefore these codings will not be written out each time, but reference will be made back to this section.</p> <p>(ii) Hand cards prepared for the Physically handicapped project are available for some of the physical defects punched on this card.</p>
P.14	60	4			<p><u>OUT-PATIENT AND CLINIC ATTENDANCES - mother's report</u></p> <p><u>CHILD HAS ATTENDED:</u></p> <hr/> <p>230 <u>Eye Dept. or Clinic, Optician, or Orthoptist.</u>                      For coding, see introductory note above.</p> <hr/> <p>239 <u>Physiotherapy or Remedial Exercises.</u>                      For coding, see introductory note above.</p> <hr/> <p>240 <u>Child Guidance Clinic.</u>                      For coding, see introductory note above.</p> <hr/> <p>241 <u>Speech Therapy.</u>                      For coding, see introductory note above.</p> <hr/> <p>242 <u>Hearing or Audiology.</u>                      For coding, see introductory note above.</p> <hr/> <p>243 <u>Dental Clinic, Dentist, or Orthodontist.</u>                      For coding, see introductory note above.</p> <hr/> <p>244 <u>Other Outpatient, Clinic or Specialist appointments</u>                      For coding, see introductory note above.</p>
P.14	61	4	19	245	<p><u>Child has ever Had a Dental Gas.</u></p> <p>For coding, see introductory note above.</p>

1	2	3	4	5	6
P.15	62	4			<p><u>HOSPITAL ADMISSIONS - Mother's report.</u></p> <p><u>Note:</u> It has become evident that some of these questions have been answered "Yes" when the child has only been an outpatient. The results should therefore be used with caution.</p> <p><u>CHILD HAS EVER BEEN ADMITTED TO HOSPITAL FOR:</u></p>
	62a		20		246 <u>Tonsils and/or Adenoids.</u> For coding, see introductory note on Page 40.
	62b		21		247 <u>Abdominal Operation.</u> For coding, see introductory note on Page 40.
	62c		22		248 <u>Hernia repair.</u> For coding, see introductory note on Page 40.
	62d		23		249 <u>Other Operations (including blood transfusions)</u> For coding, see introductory note on Page 40.
	62e		24		250 <u>Head Accidents.</u> For coding, see introductory note on Page 40.
	62f		25		251 <u>Home Accidents (e.g. burn, scalding, poisoning, injury)</u> For coding, see introductory note on Page 40.
	62g		26		252 <u>Other Accident or Injury.</u> For coding, see introductory note on Page 40.
	62h		27		253 <u>Illnesses, investigations or tests.</u> For coding, see introductory note on Page 40.
	62i		28		254 <u>Hospital admission for any other reason.</u> For coding, see introductory note on Page 40.
P.16	63a	4	29		281 <u>Any Physical Handicap or Disabling Condition - Mother's report.</u> For coding, see introductory note on Page 40.
P.16	63b	4	30		255 <u>Child Sensitive or Highly Strung - Mother's report.</u> For coding, see introductory note on Page 40.

1	2	3	4	5	6
P.16	64	4			
	64a		31		256
					<u>EAR, NOSE AND THROAT</u> - mother's report. <u>Child has had sore throats 3 throat and/or ear infections (with fever) in the past year</u> - mother's report. For coding, see introductory note on Page 40.
	64b		32		257
					<u>CHILD HAS EVER HAD:</u> <u>Hay Fever or Sneezing Attacks</u> - mother's report. For coding, see introductory note on Page 40.
	64c		33		
					<u>Habitual Snoring or Mouth breathing</u> - mother's report. For coding, see introductory note on Page 40, but is no computer item number, so only punched card will apply.
	64d		34		258
					<u>Running Ears</u> (i.e. Pus, not wax). - mother's report. For coding, see introductory note on Page 40.
	64e		35		
					<u>Earache, without running ears</u> - mother's report. For coding, see introductory note on Page 40, but is no computer item number, so only punched card will apply.
	64f		36		202
					<u>Hearing Difficulty (Suspected or Confirmed)</u> - Mother's report. For coding, see Introductory note on Page 40.
	64g		37		
					<u>Other Ear Trouble</u> - mother's report. For coding, see Introductory note on Page 40, but is no computer item number, so only punched card will apply.
P.16	65	4			
	65a		38		259
					<u>RESPIRATORY DISEASE</u> - mother's report. <u>CHILD HAS EVER HAD:</u> <u>Attacks of Asthma</u> - mother's report. For coding, see introductory note on Page 40.
	65b		39		260
					<u>bronchitis with wheezing</u> - mother's report. For coding, see introductory note on Page 40.
	65c		40		261
					<u>Pneumonia</u> - mother's report. For coding, see introductory note on Page 40.
	65d		41		
					<u>Other respiratory disease</u> - mother's report. <b>111</b> For coding, see introductory note on Page 40, but is no computer item number, so only punched card will apply.

1	2	3	4	5	6
P16	66	4			<u>C.V.S.</u>
	66a	42		262	<u>CHILD HAS HAD:</u> <u>Rheumatic Fever</u> - mother's report. For coding, see Introductory note on Page 40.
	66b	43			<u>Chorea (St. Vitus' Dance)</u> - mother's report. For coding, see Introductory note on Page 40, but there is no computer item number, so only punched card coding apply.
	66c	44		263	<u>Congenital Heart Condition</u> - mother's report. For coding, see Introductory note on Page 40.
	66d	45		203	<u>Parent, brother or Sister with Congenital heart Condition</u> - mother's report. For coding, see Introductory note on Page 40.
P17	67	4			<u>ALIMENTARY AND UROGENITAL SYSTEMS.</u>
	67a	46		264	<u>CHILD HAS EVER BEEN/OR HAD:</u> <u>Periodic Vomiting or bilious Attacks</u> - mother's report. For coding, see Introductory note on Page 40.
	67b	47		265	<u>Periodic Abdominal Pain</u> - mother's report. For coding, see Introductory note on Page 40.
	67c	48			<u>Recurrent Mouth Ulcers</u> - mother's report. For coding, see Introductory note on Page 40, but there is no computer item number, so only punched card coding apply.
	67d	49		266	<u>Hernia of any sort</u> - mother's report. For coding, see Introductory note on Page 40.
	67e	50			<u>Other Serious Digestive, bowel or Alimentary Disorder</u> - mother's report. For coding, see Introductory note on Page 40, but there is no computer item number, so only punched card coding apply.
	67f	51		264	<u>Infection in the Urine (Requiring medical Treatment)</u> - mother's report. For coding, see Introductory note on Page 40.
	67g	52		267	<u>wet by Day after 3 Years of age (Ignore Occasional Mishaps)</u> - mother's report. For coding, see Introductory note on Page 40.



1	2	3	4	5	6
P.17	67n	4	53	A.39 U.4c	268 <u>ket by Night after 5 years of Age (Ignore Occasional Mishaps) - mother's report.</u>  For coding, see Introductory note on Page 40.
	67i		54		269 <u>Solilo by DA after 4 Years of Age (Ignore Occasional Mishaps) - mother's report.</u>  For coding, see Introductory note on Page 40.
	67j		55		285 <u>Nephritis or Other Kidney or U-u Disorder - mother's report</u>  For coding, see introductory note on Page 40.
	67k		56		<u>Parent, brother or Sister with Disorder of Alimentation or U-C Fract - mother's report.</u>  For coding, see introductory note on Page 40, but there is no computer item number, so only punched card code apply.
P.17	68	4			<u>METABOLISM AND BLOOD.</u>  <u>IS THERE A HISTORY OF:</u>
	68a		57		<u>Sugar Diabetes - mother's report.</u>  For coding, see introductory note on Page 40, but there is no computer item number, so only punched card code apply.
	68b		58		286 <u>Diabetes in Parents, brothers or sisters - mother's report</u>  For coding, see introductory note on Page 40.
	68c		59		<u>Any Thyroid, Pituitary, or Adrenal Gland Disorder - mother's report</u>  For coding, see introductory note on Page 40, but there is no computer item number, so only punched card code apply.  <u>Note: This Column (and Col. 60) seem to have been answered "yes" on occasions when near relatives but the child have been affected, therefore use results caution.</u>
	68d		60		<u>Any Blood Disorder - mother's report.</u>  For coding, see Introductory note on Page 40, but there is no computer item number, so only punched card code apply.  <u>Note: This Column (and Col. 59) seem to have been answered "yes" on occasions when near relatives but the child have been affected, therefore use results caution.</u>

1	2	3	4	5	6
P17	69	4			<p><u>SKIN.</u></p> <p><u>CHILD HAS HISTORY OF:</u></p>
	69a		61	270	<p><u>eczema in the first year</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	69b		62	271	<p><u>eczema after the first year</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	69c		63	272	<p><u>"Strawberry marks" (raised vascular naevi)</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	69d		64	273	<p><u>"Port wine stains" (flat vascular naevi)</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	69e		65		<p><u>Other Skin Condition, including hair or Nail Disorder</u> - mother's report.</p> <p>For coding, see introductory note on Page 40, but there is no computer item number, so only punched card codings apply.</p>
P18	70	4			<p><u>C.N.S. AND SKELETAL SYSTEM.</u></p> <p><u>CHILD HAS HAD:</u></p>
	70a		66	274	<p><u>A fit or Convulsion in the first year of life</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	70b		67	275	<p><u>A fit or Convulsion after the first year</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	70c		68	276	<p><u>Petit mal or "blank spells"</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	70d		69	277	<p><u>Frequent Headaches or migraine</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	70e		70	278	<p><u>Travel sickness</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>
	70f		71	279	<p><u>Tics or Habit Spasms</u> - mother's report.</p> <p>For coding, see introductory note on Page 40.</p>

1	2	3	4	5	6	
P.18	70g	4	72		207	<u>Direct Spining, Head Spinning, or "rocking"</u> - mother's report For coding, see introductory note on Page 40.
	70h		73		280	<u>Concussion or Head Injury, (with unconsciousness)</u> - mother's report For coding, see introductory note on Page 40.
	70i		74			<u>Unusual Size or Shape of Skull</u> - mother's report. For coding, see introductory note on Page 40, but there is no computer item number, so only punched card code apply.
	70j		75			<u>Any Spinal Trouble</u> - mother's report. For coding, see introductory note on Page 40, but there is no computer item number, so only punched card code apply.
	70k		76		208	<u>Congenital Dislocation of Hip</u> - mother's report. For coding, see introductory note on Page 40.
	70l		77		289	<u>Talipes</u> - mother's report. For coding, see introductory note on Page 40.
	70m		78			<u>Any Fractures</u> - mother's report. For coding, see introductory note on Page 40, but there is no computer item number, so only punched card code apply.
	70n		79			<u>Any Bone or Joint Disorder</u> - mother's report. For coding, see introductory note on Page 40, but there is no computer item number, so only punched card code apply.
	70o		80	A.40 U.49	290	<u>Parent, brother or sister has had a Fit or Convulsion</u> - mother's report For coding, see introductory note on Page 40.
END OF PUNCHED CARD 4						

BEGINNING OF PUNCHED CARD 5

1	2	3	4	5	6	
P.18	-	5	1			<p><u>Card Number</u></p> <p>5. Identifies card. (Does not apply on Summary packs which only have one card) NO OTHER CODE IN THIS COLUMN FOR SINGLETONS</p> <hr/> <p><u>Mixed Column for MULTIPLE BIRTHS only:</u></p> <p><u>Card Number</u></p> <p>5. Identifies card (as for singletons).</p> <p>-----</p> <p><u>Multiple Birth Identification Code.</u></p> <p>(1) = X. First-born twin (2) = Y. Second-born twin. (3) = O. Any triplet (On Agatha Summary card, "O" identifies the card, and "9" identifies triplets).</p> <p><u>Note:</u> The computer is programmed to use this information as coded on Card 9. See notes for Card 1, Col. 1. (front page).</p>
P.18	-	5	2-4	A.2 T.2 U.2 Region only	4	<p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4).</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
P.18	-	5	5-10	A.5-10 T.3-8 U.3-8	1	<p><u>Child's Serial Number</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 &amp; 3) for punched card and computer coding, equivalent summary card coding, and for a detailed explanation and notes.</p>
P.18	71	5	11	A.45 T.47	291	<p><u>Mixed Column</u></p> <p>Laterality (hand) - mother's report</p> <p>(2) = 1. Right-handed (3) = 2. Left-handed. (4) = 3. Mixed Right and Left. (1) = 0. Don't know.</p> <p>-----</p> <p><u>Substudy Identification.</u></p> <p>3. In care, short stay. 9. In care, long stay. X. Ford Blind Study. Y. Adoption Study.</p> <p><u>Note:</u> See card 9 col. 11 and cols. 38-41 for further information.</p>
			11	A.45 T.47 U.11		

1	2	3	4	5	6
P.18	72	5			
	72a		12	A.34 U.44	292
					<p><u>VISION - Mother's report.</u></p> <p><u>Child Has Had Squint or Suspected Squint.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No Information/No Parental Questionnaire</p>
	72b		13		293
					<p><u>Child Has Had Any Other Eye Trouble.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No Information/No Parental Questionnaire</p>
	72c		14		294
					<p><u>Child Has Had Glasses Prescribed.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No Information/No Parental Questionnaire</p>
P.19	73	5	15-19		
	73a		15-16		295
					<p><u>BIRTHS TO Own MOTHER - (Information recorded for N.A.)</u></p> <p><u>Total Number of Births (including all live and still births and any subsequent deaths).</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not child's natural mother/No Information Parental Questionnaire.</p> <p><u>Note:</u> (1) A direction was given on the Questionnaire for twins to be recorded as one birth. This question has been checked but there may still be a few cases where each child is counted separately. (2) Questionnaires and coding have been altered where the information given was not about child's mother.</p>
	73b		17-18		297
					<p><u>Child's Position in Birth Order.</u></p> <p>Numeric coding on cards and computer.</p> <p>Blank. Not child's natural mother/No Information Parental Questionnaire.</p> <p><u>Note:</u> A direction was given on the Questionnaire for twins to be recorded as one birth. This was checked subsequently.</p>

1	2	3	4	5	6	
P.19	74	5	19			<p><u>Single or Multiple Birth</u></p> <p>(2) = 1. Single Birth. ) T            (3) = 2. First born. ) W            (4) = 3. Second born } Identical ) I            (5) = 4. Position unknown. }            (6) = 5. First born. ) N            (7) = 6. Second born } Non-Identical ) S            (8) = 7. Position unknown }            (9) = 8. Twin birth but no details.            (10) = 9. One of triplets.            (1) = 0 Don't know            Blank. No information/No Parental Questionnaire</p> <p>Note: With the further information collected in 1965 there is now a discrepancy between Perinatal totals and N.C.D.S. totals on the number of twins. Details of these changes which also, of course, affect the number of singletons, are available.</p> <p>See card 9 col. 11 for new figures.</p>
						<p><u>INTRODUCTORY NOTES FOR PUNCHED CARD 5 - COLS. 20-46</u></p> <p><u>COLS. 20-46 - SOCIAL ENVIRONMENT</u></p> <p>(i) The punched card codings and equivalent computer codings with their interpretations are identical for Cols. 20-47 and read as follows:</p> <p>(2) = 1. Yes.            (3) = 2. No.            (1) = 0. Don't know.            Blank. No Information/No Parental Questionnaire.</p> <p>These codings will not be written out each time, but reference will be made to this note.</p> <p>(ii) Health Visitors completed this section of the Parental Questionnaire without questioning the family.</p>
P.20	-	5	20-47			<p><u>SOCIAL ENVIRONMENT - FAMILY HAS RECEIVED THE SERVICES OF ANY OF THE FOLLOWING STATUTORY OR VOLUNTARY BODIES:</u></p> <hr/> <p>300 <u>Children's Department.</u> For coding, see Introductory note above</p> <hr/> <p>301 <u>Dr. Barnardo's or other Children's Society.</u> For coding, see Introductory note above.</p> <hr/> <p>302 <u>Psychiatric Social Worker</u> For coding, see introductory note above.</p> <hr/> <p>303 <u>School Welfare or Attendance Officer.</u> For coding, see introductory note above.</p>

1	2	3	4	5	6
P.20	-	5	24	304	<u>National Assistance Board.</u> For coding, see introductory note on Page 49.
		5	25	305	<u>N.S.P.C.C. or A.S.S.P.C.C.</u> For coding, see introductory note on Page 49.
		5	26	306	<u>Family Service Unit.</u> For coding, see introductory note on Page 49.
		5	27	307	<u>Probation Officer.</u> For coding, see introductory note on Page 49.
		5	28	308	<u>Marriage Guidance Council.</u> For coding, see introductory note on Page 49.
		5	29	309	<u>Tuberculosis Health Visitor.</u> For coding, see introductory note on Page 49.
		5	30	310	<u>Mental Welfare Officer.</u> For coding, see introductory note on Page 49.
		5	31	311	<u>National Council for Unmarried Mother (or similar)</u> For coding, see introductory note on Page 49.
		5	32	312	<u>Any Handicapped Children's Association.</u> For coding, see introductory note on Page 49.
		5	33	313	<u>Other Statutory or Voluntary Body.</u> For coding, see introductory note on Page 49.
					<u>CATEGORIES UNDER WHICH THE DIFFICULTIES OF THIS FA</u> <u>ARE LISTED.</u>
P.20	-	5	34	314	<u>Housing.</u> For coding, see introductory note on Page 49.
		5	35	315	<u>Financial.</u> For coding, see introductory note on Page 49.
		5	36	316	<u>Physical illness or Disability.</u> For coding, see introductory note on Page 49.

1	2	3	4	5	6	
P.20	-	5	37		317	<u>Mental Illness or Neurosis.</u> For coding, see introductory note on Page 49.
		5	38	U.53	318	<u>Mental Subnormality.</u> For coding, see introductory note on Page 49.
		5	39		319	<u>Death of Child's Father.</u> For coding, see introductory note on Page 49.
		5	40		320	<u>Death of Child's Mother.</u> For coding, see introductory note on Page 49.
		5	41		321	<u>Divorce, Separation or Desertion.</u> For coding, see introductory note on Page 49.
		5	42		322	<u>Domestic Tension.</u> For coding, see introductory note on Page 49.
		5	43		323	<u>"In-law" Conflicts.</u> For coding, see introductory note on Page 49.
		5	44		324	<u>Unemployment.</u> For coding, see introductory note on Page 49.
		5	45		325	<u>Alcoholism.</u> For coding, see introductory note on Page 49.
		5	46		326	<u>Any Other Serious Difficulties Affecting Child's Development.</u> For coding, see introductory note on Page 49.
P.20	-	5	47		327	<u>Pattern of Living Differs Markedly From That of the Neighbourhood.</u> For coding, see introductory note on Page 49.
P.20	-	5	48	T.75* U.79*	328	<u>Mother English Speaking.</u> <i>This has been corrected for all children taking into account items 39 &amp; 227</i> (2) (3) = 1. Speaks English as her native tongue or reasonably well as an acquired language. (3) (4) = 2. Speaks English poorly as an acquired language, or not at all. (1) = 0. Don't know, or inapplicable. Blank. No information/No Parental Questionnaire. *Note: (See Summary, Card column). Refer to respective Columns on Thomas and Urish Coding Frames for new Thom and Urish group coding including all codes on this col



1	2	3	4	5	6	BEGINNING OF MEDICAL QUESTIONNAIRE
M.F	-	5	2-4	A.2 T.2 U.2 Region only		<p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4).</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
M.F	-	5	5-10	A. 5-10 T. 3-8 U. 3-8	1	<p><u>Child's Serial Number.</u></p> <p>Except for Y serial numbers this includes child geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 &amp; 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
M.F	-	5	49	A.63 T.9 U.9		<p><u>Sex</u></p> <p>(1) = 1. Boy (2) = 2. Girl</p>
M.F	-	5	50		330	<p><u>Month and Year Medical Information Recorded.</u></p> <p>(10) = 1. January - April 1966 (11) = 2. May - August 1966 (12) = 3. September 1966 onwards (1) = 4. April 1965 (2) = 5. May 1965 (3) = 6. June 1965 (4) = 7. July 1965 (5) = 8. August 1965 (6) = 9. September 1965 (7) = X. October 1965 (8) = Y. November 1965 (9) = O. December 1965 Blank. No Information/No Medical Questionnaire</p>
M.3	1	5	51		331	<p><u>Person accompanying Child at Medical Examination</u></p> <p>(2) = 1. Mother (3) = 2. Father (4) = 3. Other relative (5) = 4. Other person (6) = 5. Questionnaire compiled (1) = 0. Child unaccompanied Blank. No Information/No Medical Questionnaire</p>
M.3	2	5	52			<p><u>Parental Questionnaire to Hand for Reference.</u></p> <p>1. Yes 2. No Blank. No Information/No Medical Questionnaire</p>

1	2	3	4	5	6
M.3	5	53-62			<p><u>General Note Applicable to Punched Card Columns 53-62.</u></p> <p>Measurements should be studied in relation to the date information was recorded.</p>
M.3 3	5				<p><u>CHILD'S HEIGHT.</u>     <i>Use this!</i></p> <p><u>Child's Height without Shoes to Nearest Inch.</u></p> <p>(Unable to measure "0 0")</p> <p>Numeric coding on cards and computer.</p> <p>Blank. No information/No Medical Questionnaire.</p>
3	5	53-54		332	
3b	5	55-57		334	<p><i>not this!</i></p> <p><u>Child's height without shoes to Nearest Centimeter.</u> <u>AS MEASURED BY STADIOMETER.</u>     <i>These should have been measured twice, once in school.</i></p> <p>(Stadiometer not used "0 0 0")</p> <p>Numeric coding on cards and computer.</p> <p>Blank. No information/No Medical Questionnaire.</p>
M.3 4	5	58-59		337	<p><u>Child's weight in Underclothes to Nearest Pound.</u></p> <p>(Unable to weigh "0 0")</p> <p>Numeric coding on cards and computer.</p> <p>Blank. No information/No Medical Questionnaire.</p>
M.3	5	5	60-62	339	<p><u>Head Circumference to Nearest 0.5 Inch.</u></p> <p>(Unable to measure "0 0 . 0")</p> <p>Numeric coding on cards and computer.</p> <p>Blank. No information/No Medical Questionnaire.</p>
<p><u>INTRODUCTORY NOTE FOR PUNCHED CARD 5, COLS. 63-60.</u></p> <p>Hand cards prepared for the Physically Handicapped Project are available for some of the defects punched on these columns.</p>					
M.5 10	5	63		342	<p><u>Major Handicapping or Disfiguring Condition.</u></p> <p>(1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No.</p> <p><u>Note:</u> The results for this question should be used with caution as medical Officers have differed in the assessment of whether a condition was handicapping.</p>

1	2	3	4	5	6
M.5	11	5	64-74		
	11a		64		
	11b		65		
	11c		66		
	11d		67	345	
	11e		68-69	346	
	11f		70	348	
	11g		71		

E.N.T. AND MOUTH.

EXAMINATION OF CHILD REVEALS:

Nasal Obstruction.

- 0. Don't know.
- 1. Yes.
- 2. No.
- Blank. No Information/No Medical Questionnaire

Nasal or Postnasal Discharge.

- 0. Don't know.
- 1. Yes.
- 2. No.
- Blank. No Information/No Medical Questionnaire

Tonsils Worthy of Comment.

- 0. Don't know.
- 1. Yes.
- 2. No.
- Blank. No Information/No Medical Questionnaire

Mouth or Palate Abnormality.

- (1) = 0. Don't know.
- (2) = 1. Yes.
- (3) = 2. No.
- Blank. No Information/No Medical Questionnaire

Total Missing, Filled and Carious Teeth.

Numeric coding on cards and computer.

- 0 0. No missing, filled or carious teeth.
- 9 9. No missing, filled or carious teeth.
- Blank. No Information/No Medical Questionnaire

Permanent Incisors Have Appeared.

- (1) = 0. Don't know.
- (2) = 1. Yes.
- (3) = 2. No.
- Blank. No Information/No Medical Questionnaire

Enlarged Cervical Glands.

- 0. Don't know.
- 1. Yes.
- 2. No.
- Blank. No Information/No Medical Questionnaire

1	2	3	4	5	6	
M.5	11h	5	72		349	<u>Signs of Past or Present Otitis Media (if drum obscured ring "C")</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No medical Questionnaire.
	11i		73		352	<u>Deformity of External Ear.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No medical Questionnaire.
	11j		74			<u>Other Ear Condition.</u> 0. Don't know. 1. Yes. 2. No. Blank. No Information/No medical Questionnaire.
M.5	12	5	75-77			<u>R.S.</u> <u>EXAMINATION REVEALS:</u> <u>Abnormal Signs in Lungs.</u> 0. Don't know. 1. Yes. 2. No. Blank. No Information/No medical Questionnaire.
	12a		75			
	12b		76		353	<u>Abnormal Chest Shape.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No medical Questionnaire.
	12c		77			<u>Other respiratory Condition.</u> 0. Don't know. 1. Yes. 2. No. Blank. No Information/No medical Questionnaire.
M.5	13		78-80			<u>C.V.S.</u> <u>EXAMINATION REVEALS:</u> <u>Pathological Heart Condition.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No medical Questionnaire.
	13a		78		350	

1	2	3	4	5	6
M.5	13b	5	79		354
					<u>Other heart murmur.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No information/No medical Questionnaire
	13c		80		351
					<u>Any Other sign of heart disease (e.g. clubbing, cyanosis)</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No information/No medical Questionnaire
END OF PUNCHED CARD 5					

## BEGINNING OF PUNCHED CARD 6

1	2	3	4	5	6
4.7	-	6	1		<p><u>Card Number</u></p> <p>6. Identifies card. (Does not apply on Summary packs which only have one card). NO OTHER CODE IN THIS COLUMN FOR SINGLETONS</p> <hr/> <p><u>Mixed Column for MULTIPLE BIRTHS only:</u></p> <p><u>Card Number</u></p> <p>6. Identifies card (as for singletons)</p> <p>-----</p> <p><u>Multiple Birth Identification Code</u></p> <p>(1) = X. First-born twin (2) = Y. Second-born twin (3) = 0. Any triplet (On Agatha Summary card, "0" identifies the card, and "9" identifies triplets).</p> <p><u>Note:</u> The computer is programmed to use this information as coded on Card 9. See notes for Card 1, Col. 1. (front page).</p>
N.7	-	6	2-4	A.2 T.2 U.2 Region only	4 <p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4)</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
	-	6	5-10	A.5-10 T.3-8 U.3-8	1 <p><u>Child's Serial Number</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 &amp; 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
N.7	-	6	11	A.63 T.9 U.9	<p><u>Mixed Column</u></p> <p><u>Sex</u></p> <p>1. Boy 2. Girl</p> <p>-----</p> <p><u>Substudy Identification</u></p> <p>8. In care, short stay 9. In care, long stay X. Word Blind Study Y. Adoption Study</p> <p><u>Note:</u> See card 9 col. 11 and cols. 38-41 for further information.</p>
			11	A.45 T.47 U.11	

- 5 -

1	2	3	4	5	6
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INTRODUCTORY NOTE FOR PUNCHED CARD 5.

Hand cards prepared for the Physically Handicapped Project are available for some of the defects punched on these columns.

M.7 17 6 12-18

ALIMENTARY AND UROGENITAL SYSTEMS - Doctor's examination

CHILD HAS:

17a 12 362

Inguinal Hernia.

(1) = 0. Don't know.

(2) = 1. Yes.

(3) = 2. No.

Blank. No Information/No Medical Questionnaire

17b 13 363

Other hernia.

(1) = 0. Don't know.

(2) = 1. Yes.

(3) = 2. No.

Blank. No Information/No Medical Questionnaire

17c 14

Urinary Incontinence.

0. Don't know.

1. Yes.

2. No.

Blank. No information/No Medical Questionnaire

17d 15

Partially or Undescended Testes ("0" ringed for girls)  
Retractile testes counted as normal).

0. Don't know/Girl.

1. Yes.

2. No.

Blank. No Information/No Medical Questionnaire

17e 16

been Circumcised ("0" ringed for girls).

0. Don't know/Girl.

1. Yes.

2. No.

Blank. No information/No Medical Questionnaire

17f 17

Other U.G. Abnormality.

0. Don't know.

1. Yes.

2. No.

Blank. No Information/No Medical Questionnaire

17g 18

Other Abdominal Abnormality.

0. Don't know.

1. Yes.

2. No.

Blank. No Information/No Medical Questionnaire

2	3	4	5	6	
1b	6	19-23			<p><u>SKIN BLOOD</u>, etc. - Doctor's examination.</p> <p><u>THERE IS:</u></p>
18a		19			<p><u>bruising or Petechiae.</u></p> <p>0. Don't know. 1. Yes. 2. No. Blank. No information/No Medical Questionnaire.</p>
18b		20			<p><u>Any Lymph Gland Enlargement.</u></p> <p>0. Don't know. 1. Yes. 2. No. Blank. No information/No Medical Questionnaire.</p>
18c		21		364	<p><u>Eczema.</u></p> <p>(1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No information/No Medical Questionnaire.</p>
18d		22			<p><u>Birthmarks.</u></p> <p>0. Don't know. 1. Yes. 2. No. Blank. No information/No Medical Questionnaire.</p>
18e		23			<p><u>Other Skin Condition, Including Hair or Nail Disorder.</u></p> <p>0. Don't know. 1. Yes. 2. No. Blank. No information/No Medical Questionnaire.</p>
7	19	6	24-25		<p><u>URICIA URINE TEST</u> - Doctor's examination. (Test end of strip dipped in urine and removed immediate.</p>
		24		365	<p><u>Colour of Tip Compared with Protein Colour Chart at Once</u></p> <p>(1) = 0. Don't know or not tested. (2) = 1. Negative (yellow). (3) = 2. Trace. (4) = 3. Positive (green). Blank. No information/No Medical Questionnaire.</p>
		25		366	<p><u>Colour of Band (Glucose) Observed after 10 Seconds.</u></p> <p>(1) = 0. Don't know or not tested. (2) = 1. Negative (red). (3) = 2. Positive (purple). Blank. No information/No Medical Questionnaire.</p>



1	2	3	4	5	6
M.9	23	6	33-36		
	23a		26		367
					<u>C.N.S. AND SKELETON - Doctor's examination.</u> <u>Cerebral Palsy.</u> (3) = 1. No. (4) = 2. Spastic all four limbs. (5) = 3. Spastic hemiplegia. (6) = 4. Spastic monoplegia - upper limb. (7) = 5. Spastic monoplegia - lower limb. (8) = 6. Spastic both upper limbs. (9) = 7. Spastic both lower limbs. (10) = 8. Athetosis and spasticity. (11) = 9. Athetosis alone. (1) = 1. Other.
	23b		27		368
					<u>Tics or Habit Spasms.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No information/No Medical Questionnaire.
	23c		28		369
					<u>Congenital Upper Limb Defect (Check symmetry of hands)</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No information/No Medical Questionnaire.
	23d		29	A.25 T.34	370
					<u>Any malfunction of Upper Limb (Instructions for testing on Questionnaire).</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No Medical Questionnaire.
	23e		30		421
					<u>Skull Deformity.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No Medical Questionnaire.
	23f		31		422
					<u>Spina Bifida.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. no information/No Medical Questionnaire.
	23g		32		423
					<u>Other Spinal Disorder.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No information/No Medical Questionnaire.

	2	3	4	5	6	
23h	6	33			371	<u>Congenital Lower Limb Defect</u> (Symmetry effect checked). (1) = 0. Don't know (2) = 1. Yes. (3) = 2. No. Blank. No Information/No Medical Questionnaire.
23i		34			424	<u>Talipes.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No Medical Questionnaire.
23j		35	A.26 T.35		372	<u>Any malfunction of Lower Limb</u> (Instructions for testing on Questionnaire). (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No Medical Questionnaire.
23k		36			425	<u>Other Neurological or Skeletal Disorder.</u> (1) = 0. Don't know. (2) = 1. Yes. (3) = 2. No. Blank. No Information/No Medical Questionnaire.
19	-	6	37-39			<u>LATERALITY TESTS.</u>
a)		37	A.46 T.48		373	<u>Hand Laterality.</u> Task: Throw a crumpled paper ball. Draw a cross. (2) = 1. Only R. hand used. (3) = 2. Only L. hand used. (4) = 3. Both R. and L. hand used. (1) = 0. Could not test. Blank. No Information/No Medical Questionnaire.
b)		38	A.47 T.49		374	<u>Foot Laterality.</u> Task: Kick crumpled paper ball. Hop on one leg. (2) = 1. Only R. foot used. (3) = 2. Only L. foot used. (4) = 3. Both R. and L. foot used. (1) = 0. Could not test. Blank. No Information/No Medical Questionnaire.
c)		39	A.48 T.50		375	<u>Eye Laterality.</u> Task: Look through rolled paper tube. Look through hole in a card. (2) = 1. Only R. eye used. (3) = 2. Only L. eye used. (4) = 3. Both R. and L. eye used. (1) = 0. Could not test. Blank. No Information/No Medical Questionnaire.

1	2	3	4	5	6
10	25	6	40-43		
	25a		40	A.31 U.41	376
					<p><u>VISION TEST</u> using standard Snellen chart. (See procedure on medical Questionnaire)</p> <p><u>WITHOUT GLASSES.</u></p> <p><u>Vision Test Result for Right Eye.</u></p> <p>(1) = 1. <math>\frac{6}{8}</math></p> <p>(2) = 2. <math>\frac{6}{9}</math></p> <p>(3) = 3. <math>\frac{6}{12}</math></p> <p>(4) = 4. <math>\frac{6}{18}</math></p> <p>(5) = 5. <math>\frac{6}{24}</math></p> <p>(6) = 6. <math>\frac{6}{36}</math></p> <p>(7) = 7. <math>\frac{6}{60}</math></p> <p>(8) = 8. Over <math>\frac{6}{60}</math> or blind.</p> <p>(9) = 9. Unable to test.</p> <p>Blank. No information/No medical Questionnaire.</p>
	25b		41	A.32 U.42	377
					<p><u>WITHOUT GLASSES.</u></p> <p><u>Vision Test Result for Left Eye.</u></p> <p>(1) = 1. <math>\frac{6}{8}</math></p> <p>(2) = 2. <math>\frac{6}{9}</math></p> <p>(3) = 3. <math>\frac{6}{12}</math></p> <p>(4) = 4. <math>\frac{6}{18}</math></p> <p>(5) = 5. <math>\frac{6}{24}</math></p> <p>(6) = 6. <math>\frac{6}{36}</math></p> <p>(7) = 7. <math>\frac{6}{60}</math></p> <p>(8) = 8. Over <math>\frac{6}{60}</math> or blind.</p> <p>(9) = 9. Unable to test.</p> <p>Blank. No information/No medical Questionnaire.</p>

1	2	3	4	5	6
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10	25	6			
	25a		42		378

WITH GLASSES (Child not wearing glasses "0")

Vision Test Result for right eye.

- (1) = 0. Child not wearing glasses.
- (2) = 1.  $\frac{6}{6}$
- (3) = 2.  $\frac{6}{9}$
- (4) = 3.  $\frac{6}{12}$
- (5) = 4.  $\frac{6}{18}$
- (6) = 5.  $\frac{6}{24}$
- (7) = 6.  $\frac{6}{36}$
- (8) = 7.  $\frac{6}{60}$
- (9) = 8. Over  $\frac{6}{60}$  or blind.
- (10) = 9. Unable to test.

Blank. No information/No Medical Questionnaire.

	25a		43		379
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WITH GLASSES (Child not wearing glasses "0")

Vision Test Result for left eye.

- (1) = 0. Child not wearing glasses.
- (2) = 1.  $\frac{6}{6}$
- (3) = 2.  $\frac{6}{9}$
- (4) = 3.  $\frac{6}{12}$
- (5) = 4.  $\frac{6}{18}$
- (6) = 5.  $\frac{6}{24}$
- (7) = 6.  $\frac{6}{36}$
- (8) = 7.  $\frac{6}{60}$
- (9) = 8. Over  $\frac{6}{60}$  or blind.
- (10) = 9. Unable to test.

Blank. No information/No Medical Questionnaire.

	25e		44		380
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Evidence of squint on result of Test - Doctor's examination.

- (1) = 0. Don't know.
  - (2) = 1. Yes.
  - (3) = 2. No.
- Blank. No information/No Medical Questionnaire.

	25f		45		381
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Latent Squint (Cover test and "follow finger").

- (1) = 0. Don't know.
  - (2) = 1. Yes.
  - (3) = 2. No.
- Blank. No information/No Medical Questionnaire.

1	2	3	4	5	6
	10 25g	6	46		<p><u>any Other Eye Condition Affecting Vision.</u></p> <p>0. Don't know. 1. Yes. 2. No. Blank. No Information/No Medical Questionnaire.</p>
	25g		47		<p><u>any Other Eye Condition Not Affecting Vision.</u></p> <p>0. Don't know. 1. Yes. 2. No. Blank. No Information/No Medical Questionnaire.</p>
	25h		48	A.33 U.43	332 <p><u>Doctor's Assessment of Vision.</u></p> <p>(2) = 1. Normal vision. (3) = 2. Visual defect but no handicap to normal schooling and everyday activities. (4) = 3. Can manage ordinary school books only with difficulty. (5) = 4. Requires special school books and/or special visual aids. (6) = 5. blind or vision insufficient to use special school books. (1) = 0. Don't know or unable to assess. Blank. No information/No Medical Questionnaire.</p>
11	26	6	49-52		<p><u>SPEECH TEST</u> - Devised for N.C.D.S. by Dr. M. Sheridan. (For instructions and test to be repeated, see Medical Questionnaire.) - Doctor's examination.</p>
	26a		49-50		333 <p><u>Total mispronounced words after Repeating Test Sentence</u></p> <p>("9 9" - unable to test)</p> <p>Numeric coding on cards and computer.</p> <p>Blank. No Information/No Medical Questionnaire.</p>
	26b		51		335 <p><u>any Stammer Present.</u></p> <p>(2) = 1. No. (3) = 2. Slight. (4) = 3. Moderate. (5) = 4. Severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.</p>
	26c		52	A.30 U.40	336 <p><u>Assessment of Intelligibility of Speech</u> - Doctor's examination</p> <p>(2) = 1. Speech fully intelligible. (3) = 2. Almost all words are intelligible. (4) = 3. Many words are unintelligible. (5) = 4. All or almost all words are unintelligible (1) = 0. Don't know or unable to test. Blank. No information/No Medical Questionnaire.</p>

2	3	4	5	6	
27	6	53-55			<p><u>HEARING TEST</u> - Devised for N.G.D.S. by Dr. ... Sheridan. (For instructions and test words to be repeated, see medical questionnaire.) - Doctor's examination.</p>
27a		53	A.35 U.45	387	<p><u>Total Incorrect responses for right ear.</u></p> <p>("X" - unable to test)</p> <p>Numeric coding on cards and computer. N.B. 9 or more responses are coded as 9.</p> <p>Blank. No Information/No Medical Questionnaire.</p>
27b		54	A.36 U.46	388	<p><u>Total Incorrect responses for left ear.</u></p> <p>("X" - unable to test)</p> <p>Numeric coding on cards and computer. N.B. 9 or more responses are coded as 9.</p> <p>Blank. No Information/No Medical Questionnaire.</p>
27c		55	A.37 U.47	389	<p><u>Assessment of Hearing</u> - Doctor's examination.</p> <p>(2) = 1. Normal hearing.            (3) = 2. Some impairment of hearing (include those corrected by wearing a hearing aid).            (4) = 3. Understanding of speech impaired (even with a hearing aid).            (5) = 4. Speech not understood, even with a hearing aid and raised voice.            (1) = 0. Don't know, or unable to test.</p> <p>Blank. No Information/No Medical Questionnaire.</p>
28	6	56-60			<p><u>SPECIAL EDUCATION</u> - Doctor's report.</p>
28a		56	A.38 T.75* U.79*	390	<p><u>Formally "Ascertained as in Need of Special Educational Treatment"</u>. (Doctor asked to check information with P.S.M.O. if uncertain about this or following questions.)</p> <p>(4) = 1. No. <i>This column may be multipunch</i>            (3) = 0. Don't know. <i>The top card punch would =</i>            (5) = 2. Blind. <i>item 390 &amp; the next</i>            (6) = 3. Partially sighted. <i>punch 391 etc.</i>            (7) = 4. Deaf.            (8) = 5. Partially hearing.            (9) = 6. Educationally subnormal. <i>CONSULT HARVEY</i>            (10) = 7. Epileptic. <i>IF USING THIS</i>            (11) = 8. Maladjusted. <i>COLUMN WITH</i>            (12) = 9. Physically handicapped. <i>COMPUTER</i>            (2) = X. Speech defect.            (1) = Y. Delicate.</p> <p>Blank. Severely Subnormal/No Information/No Medical Questionnaire.</p> <p><u>Note:</u> (i) A child formally ascertained as educationally Subnormal and still within the school system under the Local Education Authority who was coded "0" by the M.O. remains "0", but a child who has been coded "0" and is <u>not</u> within the school system but is Severely Subnormal and in a Training Centre, hospital or at home, has been made blank on Col. 56 and punched "5" on Col. 63.</p> <p>(ii) The policy on formal ascertainment for seven year olds varies considerably from authority to authority.</p>

1	2	3	4	5	6	
1.12	28a	6	56	A. 38 T. 75* U. 79*	390	<p><u>Formally "Ascertained as in Need of Special Educational Treatment" (Cont'd).</u></p> <p>Note: (iii) it is possible for a child to have more than one punch.</p> <p>*Note: (iv) (See Summary Card column on left.) Refer respective columns on Thomas and Uriah coding frames for new Thomas and Uriah group codings including code "2" - "7" on this column.</p>
	28b		57		397	<p><u>Child Receiving Special Educational Treatment in a Special School - Doctor's report.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.</p>
	28c		58		398	<p><u>Child in a Special Teaching Unit - Doctor's report.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire</p>
	28d		59		399	<p><u>Child Likely to be Considered for a Special School - Doctor's report.</u></p> <p>(2) = 1. Yes. (3) = 2. No. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire</p>
1.12	29	6	60		400	<p><u>Irrespective of Local Facilities which of the Follow Considered most Suited to Child's Educational Needs.</u></p> <p>(2) = 1. Ordinary school. (3) = 2. Ordinary school with remedial class or extra teaching help (for educational or mental backwardness, etc.) (4) = 3. Ordinary school with specially equipped teaching unit (for part sighted, part n etc.) (5) = 4. Special school. (6) = 5. Home Tuition. (7) = 6. Training centre (occupational centre). (8) = 7. No centre or school possible. (9) = 8. Other. (1) = 0. Insufficient information. Blank. No Information/No Medical Questionnaire</p>

2	3	4	5	6	
328 (In- correct no. on Q.Q.) 28a	6	61- 76			<p><u>SUMMARY OF ABNORMAL CONDITIONS</u> - Doctor's report. (Not including vision, speech and hearing.)</p>
		61		401	<p><u>General motor handicap.</u></p> <p>(2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.</p>
28b		62		402	<p><u>Disfiguring Condition.</u></p> <p>(2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.</p>
28c		63	T.75* U.79* A-4.	403	<p><u>Mental Retardation.</u></p> <p>(2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. )Can apply to (5) = 4. Degree of handicap moderate. )E.S.N. children (6) = 5. Degree of handicap severe - applies only to severely subnormal children not at school. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.</p> <p>*Note: (See Summary Grid Column on left.) Refer to respective columns on Thomas and Urian coding frames for new Thomas and Urian group coding including Code "5" on this N.C.E.S. column.</p>
28d		64		404	<p><u>emotional maladjustment.</u></p> <p>(2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.</p>
28e		65		405	<p><u>Head and Neck.</u></p> <p>(2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No information/No Medical Questionnaire.</p>



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

1	2	3	4	5	6	
13	21	6	72		412	<u>Heart.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
28m			73		413	<u>Blood, etc.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
28n			74		414	<u>Skin.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
28o			75		415	<u>Epilepsy.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
28p			76		416	<u>Other C.N.S. Condition.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.
28q			77		417	<u>Diabetes.</u> (2) = 1. None. (3) = 2. Present but no handicap. (4) = 3. Degree of handicap slight. (5) = 4. Degree of handicap moderate. (6) = 5. Degree of handicap severe. (1) = 0. Don't know. Blank. No Information/No Medical Questionnaire.

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

## BEGINNING OF PUNCHED CARD 7

1	2	3	4	5	6
		7	1		<p><u>Card Number</u></p> <p>7. -Identifies card. (Does not apply on Summary packs which only have one card). NO OTHER CODE IN THIS COLUMN FOR SINGLETONS</p> <hr/> <p><u>Mixed Column for MULTIPLE BIRTHS ONLY:</u></p> <p><u>Card Number</u></p> <p>7. Identifies card (as for singletons).</p> <p>-----</p> <p><u>Multiple Birth Identification Code.</u></p> <p>(1) = X. First-born twin (2) = Y. Second-born twin (3) = O. Any triplet. (On Agatha Summary card, "0" identifies the card, and "9" identifies triplets).</p> <p><u>Note:</u> The computer is programmed to use this information as coded on Card 1. See notes for Card 1, Col. 1. (front page).</p>
		7	2-4	A.2 T.2 U.2 Region only	4 <p><u>Present (1965) Standard Geographic Region and Local Authority Code Number (Cols. 2-4).</u></p> <p>The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 2-4 (Page 2) for punched card and computer coding, equivalent summary card coding and for detailed explanation and notes.</p>
		7	5-10	A.5-10 T.3-8 U.3-8	1 <p><u>Child's Serial Number.</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols. 5-10 (Pages 2 &amp; 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
		7	11		<p><u>Mixed Column.</u></p> <p><u>Sex</u></p> <p>1. Boy 2. Girl</p> <p>-----</p> <p><u>Substudy Identification.</u></p> <p>8. In care, short stay 9. In care, long stay X. Word Blind Study Y. Adoption Study</p> <p><u>Note:</u> See card 9, col. 11 and cols. 38-41.</p>
			11	A.45 T.47 U.11	

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

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

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

Columns 12-62.

The point of allocating serial letters and numbers in this section is so that certain aspects of behaviour can in this way be grouped together. It is thus assumed that the aspect of behaviour denoted by UA1 is on the same continuum or belongs to the "syndrome" as UA2 and UA6; and, indeed, as Ub6, since the first letter indicates group on the Coding Form to which the "phrase" belongs. Thus all serial letters and numbers beginning with the letter 'U' are in the same group, on the assumption that the general behavioural pattern which underlies all these individual descriptions or "phrases" is "Unforthcomingness". It must be noted that this assumption has not yet been reliably verified either by Stott or anyone else. It should also be noted that the "group" or "syndrome" group to which a particular "phrase" is allocated was agreed after discussion with Stott in 1965; this is not necessarily the same as in the published Manual or Scoring Form. When the Guide has been coded and the serial letters and numbers transferred to the N.C.D.S. Coding Form, the total number of ringed letters and numbers in each "sub-group" is calculated and recorded on the right of the "sub-groups" in Cols. 12-34. These sub-totals can then be considered "syndrome" scores, giving some quantitative assessment of the behaviour pattern in question. As indicated above, this should be viewed with caution in the present state of our knowledge and the individual "phrases" which make up the "syndrome" should be scrutinised carefully before any interpretations are made. Finally, the "syndrome" sub-totals are added together (Cols. 35-36) to give a figure which indicates, fairly crudely, the total amount of behavioural deviance (or maladjustment?) as measured by the Guide. Thus for every child who has a completed and scored Guide, there will be a number in Cols. 35-36, or "0 0". It was intended that the same should be true of the "syndrome" sub-totals. However, for a few children who have scored Guides, sub-totals have been left blank where there is no score. Before using the data therefore, Cols. 35-36 should be checked to ensure that all legitimate blanks have been excluded.

Columns 63-69.

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

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

1	2	3	4	5	6
		7	12-34		
			12-13	U.56 U.57	432
			14-15	U.58 U.59	434
			16-17	U.60 U.61	436
			18-19	U.62 U.63	438
			20-21	U.64 U.65 X No Stott data	440

"SYNDROME" SCORES.

"(Unforthcomin~~g~~ness) U" - "Syndrome" score

Numeric coding on cards and computer.

0.18

O O. No "phrase" underlined for this "syndrome".  
Blank. No "phrase" underlined for this syndrome/No Stott Guide.

Note: The "phrases" in the sub-groups UA and UB which can be included in the "Unforthcomingness Syndrome" are listed on Pages 75/6, Cols. 37 and 38.

"(Withdrawal) W" - "Syndrome" score.

Numeric coding on cards and computer.

13

O O. No "phrase" underlined for this "syndrome".  
Blank. No "phrase" underlined for this syndrome/No Stott Guide.

AND

Note: The "phrases" in the sub-groups WA and WB which can be included in the "withdrawal Syndrome" are listed on Page 76, Cols. 39 and 40.

"(Depression) D" - "Syndrome" score.

Numeric coding on cards and computer.

20

O O. No "phrase" underlined for this "syndrome".  
Blank. No "phrase" underlined for this syndrome/No Stott Guide.

Note: The "phrases" in the sub-groups DA, DB and DC which can be included in the "Depression Syndrome" are listed on Pages 79/7, Cols. 41, 42 and 43.

"(Anxiety) A" - "Syndrome" score.

Numeric coding on cards and computer.

16

O O. No "phrase" underlined for this "syndrome".  
Blank. No "phrase" underlined for this syndrome/No Stott Guide.

Note: The "phrases" in the sub-groups AA and AB which can be included in the "Anxiety Syndrome" are listed on Page 77, Cols. 44 and 45.

"(Hostility Towards Adults) HA" - "Syndrome" score.

Numeric coding on cards and computer.

24

O O. No "phrase" underlined for this "syndrome".  
Blank. No "phrase" underlined for this syndrome/No Stott Guide.

Note: The "phrases" in the sub-groups HA, HB and HC which can be included in the "Hostility Towards Adults Syndrome" are listed on Pages 78/9, Cols. 46, 47 and 48.

2	3	4	5	6	
	7	22-23	U.66 U.67	442	<p><u>"(Writing Off" of Adults and Adult's Standards) K" - "Syndrome" score.</u>            Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome".            Blank. No "phrase" underlined for this "syndrome"/No            Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups KA, KB and KC which can be included in the "Writing Off" of Adults and Adult's Standards Syndrome" are listed on Pages 7, Cols. 49, 50 and 51.</p>
		24-25	U.68 U.69	444	<p><u>"(Anxiety for Acceptance by Children) L" - "Syndrome" score.</u>            Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome".            Blank. No "phrase" underlined for this "syndrome"/No            Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups LC and LD which can be included in "Anxiety for Acceptance by Children Syndrome" are listed on Page 7, Cols. 52 and 53.</p>
		26-27	U.70 U.71	446	<p><u>"(Hostility Towards Children) HC" - "Syndrome" score.</u>            Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome".            Blank. No "phrase" underlined for this "syndrome"/No            Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups JA and JB which can be included in "Hostility Towards Children Syndrome" are listed on Page 7, Cols. 54 and 55.</p>
		28-29	U.72 U.73	448	<p><u>"(Restlessness) R" - "Syndrome" score.</u>            Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome".            Blank. No "phrase" underlined for this "syndrome"/No            Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups RA and RB which can be included in the "Restlessness Syndrome" are listed on Page 8, Cols. 56 and 57.</p>
		30-31	U.74 U.75	450	<p><u>"(Inconsequential Behaviour) I" - "Syndrome" score.</u>            Numeric coding on cards and computer.</p> <p>O O. No "phrase" underlined for this "syndrome".            Blank. No "phrase" underlined for this "syndrome"/No            Stott Guide.</p> <p><u>Note:</u> The "phrases" in the sub-groups IM and IN which can be included in the "Inconsequential Behaviour Syndrome" are listed on Page 8, Cols. 58 and 59.</p>

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



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

2	3	4	5	6	
	7	43			<u>DC.</u> 1. In asking teacher's help too apathetic to bother. 2. Dull listless eyes. 3. Always sluggish, lethargic in team games. 4. Sometimes wanders off alone (companionship). 5. Speech is thick, mumbling, inaudible. 6. Expression is miserable, depressed, ('under the weather') seldom smiles.

		44			<u>AA.</u> Anxiety for Acceptance by Adults "Syndrome" 1. Very anxious to do jobs (helping teacher with jobs) 2. In greeting teacher, over-eager to greet. 3. In talking to teacher, over-talkative (tires with constant chatter). 4. Very anxious to bring flowers, gifts (contact with teacher). 5. Very often brings objects he has found, drawings, models, etc. to show teacher (contact with teacher). 6. Over-friendly (general manner with teacher). 7. Talks excessively to teacher about own doings, family or possessions. 8. Sidles up to or hangs round teacher (contact with teacher).
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		45			<u>AB.</u> 1. Always finding excuses for engaging teacher (asking teacher's help). 2. There is no punch under this number. 3. Craves for sympathy (comes unnecessarily with minor scratches, bumps, etc. complaints of being hurt by others). (Liking for sympathy.) 4. Tries to monopolize teacher (liking for attention). 5. Tells fantastic yarns (truthfulness). 6. Wants adult interest but can't put himself forward (liking for attention). 7. Trades on sympathy or interest (liking for sympathy). 8. Put out if can't get attention (liking for attention).
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		46			<u>HA.</u> Hostility towards Adults "syndrome" 1. Ability at class jobs varies with mood. 2. In answering questions eager except when in one of his moods. 3. Persistence in manual tasks depends on his moods. 4. In talking to teacher inclined to be moody. 5. Offers to help teacher with jobs except when in a bad mood. 6. In asking teacher's help sometimes very forward, sometimes sulky. 7. In greeting teacher sometimes eager, sometimes definitely avoids. 8. Response to greeting can be surly or suspicious.
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1	2	3	4	5	6
		7	47		<p><u>HB.</u></p> <ol style="list-style-type: none"> <li>1. General manner with teacher is sometimes friendly, sometimes in a bad mood.</li> <li>2. Standard (manual) very variable (seems at times to do badly on purpose).</li> <li>3. Damage to personal property (cars, tradesman's occupied houses or gardens, teacher's or workman's belongings, etc.) (Nuisance.)</li> <li>4. Bad language, vulgar stories, rhymes, drawings (nuisance).</li> <li>5. Suspicious (on the defensive) (liking for attention).</li> <li>6. Resentful mutterings or expression at times (attitude to correction).</li> <li>7. Becomes antagonistic (effect of correction).</li> <li>8. Sometimes a fluent liar (truthfulness).</li> </ol>
			48		<p><u>HC.</u></p> <ol style="list-style-type: none"> <li>1. Has stolen money, sweets, valued objects once or twice (honesty).</li> <li>2. Bears a grudge, always regards punishment as unfair (effect of correction).</li> <li>3. Has a wild, hostile look in the eyes.</li> <li>4. Very naughty, difficult to discipline (class room behaviour).</li> <li>5. Aggressive defiance (screams, threats, violence, attitude to correction.)</li> <li>6. Associates mostly with unsettled types (attitude of other children).</li> <li>7. Has stolen money, sweets, valued objects frequently (honesty).</li> <li>8. Obscene behaviour (nuisance).</li> </ol>
			49		<p><u>KA.</u> "Writing Off" of Adults and Adult Standards "Syn</p> <ol style="list-style-type: none"> <li>1. won't bother to learn (attentiveness).</li> <li>2. Only works when watched or compelled (persistence (classwork)).</li> <li>3. Only works when watched or compelled (persistence (manual tasks)).</li> <li>4. When answering questions not shy but unconcerned</li> <li>5. Not shy but never comes for help willingly (ask teacher's help).</li> <li>6. Has no wish to volunteer to help teacher with job</li> <li>7. Unconcerned about approval or disapproval (liking for attention).</li> </ol>
			50		<p><u>KB.</u></p> <ol style="list-style-type: none"> <li>1. Minimises contact with teacher but not backward with other children.</li> <li>2. Avoids talking to teacher but talks to other children.</li> <li>3. Copies from others (honesty).</li> <li>4. Takes books from others without permission (honesty).</li> <li>5. Selfish, scheming, a spoilsport (ways with other children).</li> <li>6. Cunning, dishonest in individual games.</li> <li>7. bad sportsman (plays for himself only, cheats, fouls) in team games.</li> </ol>

2	3	4	5	6	
	7	51			<p><u>KC.</u></p> <ol style="list-style-type: none"> <li>1. Can't look you in the face (eyes).</li> <li>2. Not open or friendly; sometimes "seems to be watching you to see if you know". (General manner with teacher).</li> <li>3. Can never keep a friend long (tries to pal up with newcomers). (Companionship)</li> <li>4. Untrustworthy (ability at class jobs).</li> <li>5. Treats lenience as weakness (effect of correction)</li> <li>6. Plausible, sly; will abuse trust, hard to catch (classroom behaviour).</li> <li>7. Habitual slick liar; has no compunction about lying (truthfulness).</li> </ol>
		52			<p><u>LC.</u> Anxiety for Acceptance by Children "Syndrome"</p> <ol style="list-style-type: none"> <li>1. Plays the hero (attitude to correction).</li> <li>2. Can't resist playing to the crowd (effect of correction),.</li> <li>3. inclined to fool around in team games.</li> <li>4. Over-brave (takes unnecessary risks) in team games.</li> <li>5. Over-anxious to be in with the gang (tries to curry favour, toadies, easily led). (Companionship)</li> <li>6. Likes to be the centre of attraction (companionship)</li> <li>7. Plays only or mainly with elder children (ways with other children).</li> <li>8. Strikes brave attitude out funks (physical prowess)</li> </ol>
		53			<p><u>LD.</u></p> <ol style="list-style-type: none"> <li>1. Brags to other children (fixing the limelight).</li> <li>2. Shows off (pulls silly faces, mimics, clowns) (liking the limelight).</li> <li>3. There is no punch under this number.</li> <li>4. Spivish dress, hair style (care for appearance).</li> <li>5. Damage to public property, etc. (of school, fences, unoccupied nouns) (nuisance).</li> <li>6. There is no punch under this number</li> <li>7. There is no punch under this number</li> </ol>
		54			<p><u>JA.</u> Hostility towards Children "Syndrome"</p> <ol style="list-style-type: none"> <li>1. In informal play disturbs others' games, teases, likes frightening.</li> <li>2. Sometimes nasty to those outside own set (ways with other children).</li> <li>3. Hurts by pushing about, hitting (ways with other children).</li> <li>4. Squabbles, makes insulting remarks (ways with other children).</li> <li>5. Tells tales, underhanded (tries to get others into trouble). (ways with other children.)</li> <li>6. Spoils or hides other children's things (nuisance).</li> <li>7. Mostly on bad terms with others (companionship).</li> </ol>
		55			<p><u>Jb.</u></p> <ol style="list-style-type: none"> <li>1. Spiteful to weaker children (ways with other children).</li> <li>2. Disliked, shunned (attitude of other children).</li> <li>3. Fights viciously (bites, kicks, scratches, uses dangerous objects as weapons) (physical prowess). 14</li> </ol>

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

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

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

2	3	4	5	6
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7	72-80				<p><u>Columns 72-80.</u></p> <p>Only some Card 7's have material punched on these column (obsolete perinatal data) and they should be ignored.</p>
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END OF PUNCHED CARD 7



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

INTRODUCTION.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N.B. Summary cards Agatha, Thomas and Uriah

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

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

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

1	2	3	4	5	6	
1	-	8	5-10	A.5-10 T.3-8 U.3.8	1	<p><u>Child's Serial Number</u></p> <p>Except for Y serial numbers this includes child's geographic position in 1958. The computer is programmed to use this information as coded on Card 1. See Card 1, Cols.5-10 (Pages 2 and 3) for punched card and computer coding, equivalent summary card coding, and for detailed explanation and notes.</p>
7	53	8	11			<p><u>Mixed Column</u></p> <p><u>Sex</u></p> <p>(1) = 1. Boy (2) = 2. Girl</p> <p><u>Note:</u> "X" = No information codings were punched this column but have now been altered to "1" or "2" except in a few cases.</p> <p><u>Substudy Identification</u></p> <p>8. In care, short stay 9. In care, long stay X. Word blind study Y. Adoption study</p> <p><u>Note:</u> (i) See card 9 col. 11 and cols. 38-41 for further information. (ii) Only 1 child with Perinatal information only - an "Unmatched 8" is in the Adoption Substudy.</p>
1	11	8	12	A.53	490	<p><u>OCCUPATION OF MOTHER'S HUSBAND 1958</u></p> <p>Classified by Socio-Economic Group - G.R.O.195 Classification of Occupations.</p> <p>(11) = Y1 Group 1 Farmers (12) = Y2 " 2 Agricultural Workers (13) = Y3 " 3 Higher Administrative-Professional and Managerial (5) = 4 " 4 Other Admin.Professional Managerial (6) = 5 " 5 Shopkeepers (7) = 6 " 6 Clerical Workers (8) = 7 " 7 Shop Assistants (9) = 8 " 8 Personal Service (10) = 9 " 9 Foremen (1) = 0 " 10 Skilled Workers (2) = 1 " 11 Semi-skilled Workers (3) = 2 " 12 Unskilled Workers (4) = 3 " 13 Armed forces - other roles (NA) = X Not known (14) or (NA) = Blank. No husband (if "X" is punched on Col. 56 - i.e. no husband then a (14) is coded. If no NA).</p> <p>(NA) = Blank. No information because Y serial number</p> <hr/> <p>Different punch card coding for Aberdeen &amp; Belgrovia coding frames.</p> <p><u>Note</u> Social Class 3 non-manual is made up from computer codes 5,7,8 and 9. Social Class 3 manual is made up from computer codes 12,10, 1 and 4.</p>

1	2	3	4	5	6	
1	11	8	13	A.54 T.52 U.19	492	<p><u>Classified by Social Class - U.N.O. 1951 Classification of Occupations.</u></p> <p>(11) = Y. Retired or not gainfully occupied.                      (1) = 0. No information on occupation but sick or unemployed.</p> <p>(2) = 1. Social Class I                      (3) = 2. " " II.                      (4) = 3. " " III.                      (5) = 4. " " IV.                      (6) = 5. " " V.</p> <p>(9) = 3. Students.                      (10) = 9. Dead or permanently away.                      (N.A.) = X. Not known.</p> <p>(12) or (N.A.) = Blank. No husband. (if "X" is punched on Col. 56 (i.e. no husband) then a (12) is coded. If not N.A.)</p> <p>(N.A.) = blank. No information because Y serial number</p> <p style="text-align: right;">Item 236                      (Non-manual. manual                      4, 6, 7, 8. 2, 9, 10                      SEGS SEGS)</p>
1	12	8	14-15	A.68	494	<p><u>husband's A.C in Years (1958).</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = XX. Not known.                      (N.A.) = blank. No husband/No information because Y serial number.</p>
2	19	8	16		496	<p><u>Mother's weight in Stones (1958).</u></p> <p>(N.A.) = blank. No information/No information because Y serial number.</p> <p>(7) = 6. 6 stone or less and below 7.                      (5) = 7. 7 stone and below 8.                      (3) = 8. 8 stone and below 9.                      (10) = 9. 9 stone and below 10.                      (1) = 10. 10 stone and below 11.                      (2) = 11. 11 stone and below 12.                      (3) = 12. 12 stone and below 13.                      (4) = 13. 13 stone and below 14.                      (5) = 14. 14 stone and below 15.                      (6) = 15. 15 stone and over.</p>
2	20	8	17-19	A.71 T.70	497	<p><u>Gestation Period in Days.</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = XXX. No information or in doubt.                      (N.A.) = blank. No information because Y serial number.</p>

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

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

1	2	3	4	5	6	
3	24	8	28		508	<p><u>Previous Stillbirths and Neonatal Deaths (1st 4 weeks)</u></p> <p>(1) = 0. Para 0 or no previous S.B. or N.N.D.'s.            (2) = 1. 1 previous S.B. or N.N.D.            (3) = 2. 2 " S.B.'s or N.N.D.'s.            (4) = 3. 3 " " " "            (5) = 4. 4 " " " "            (6) = 5. 5 " " " "            (7) = 6. 6 " " " "            (8) = 7. 7 " " " "            (9) = 8. 8 " " " "            (10) = 9. 9 or more previous S.B. or N.N.D.'s.            (N.A.) = X. No information.            (N.A.) = blank. No information because Y serial number</p>
3	24	8	29		509	<p><u>Previous toxæmia, antepartum hemorrhage, or Cesarean Section.</u></p> <p>(1) = 0. Para 0 or no previous toxæmia, A.P.H. or C.S.            (2) = 1. Previous toxæmia only.            (3) = 2. " A.P.H. only.            (4) = 3. " C.S. only.            (5) = 4. " toxæmia + A.P.H.            (6) = 5. " toxæmia + C.S.            (7) = 6. " A.P.H. + C.S.            (8) = 7. " toxæmia, A.P.H. and C.S.            (N.A.) = X. No information.            (N.A.) = blank. No information because Y serial number</p>
3	25	8	30-31	A.70 T.69	510	<p><u>Height of mother in inches at Child's birth.</u></p> <p>Numeric coding on cards and computer.</p> <p>(N.A.) = blank. No information/No information because serial number.            Coded in whole inches.            (N.B. 61½, 61¾, 61⅞ = 61 inches)</p>
2	17	8	32		512	<p><u>Number of Persons Per Room.</u></p> <p>(1) = 1. Up to 1 person per room.            (2) = 2. 1.01-1.50 persons per room.            (3) = 3. 1.51-2.00 " " "            (4) = 4. 2.01-2.50 " " "            (5) = 5. 2.51-3.00 " " "            (6) = 6. Over 3 persons per room.            (N.A.) = Y. Not known.            (N.A.) = blank. No information because Y serial number</p>

1	2	3	4	5	6	
						<p><u>INTRODUCTORY NOTE TO COL. 33</u></p> <p>This column is punched from information collected from both the Perinatal Mortality Survey and the NCDS 1st Sweep. The codes describe what is known about all the children included in the P.M.S. who do not have current data in the N.C.D.S. 1st Sweep, i.e. the "Unmatched" 8's. The blanks on this column are all children with data on N.C.D.S.</p>
61-65		8	33	A.3	514	<p><u>Present Situation of All Births included in P.M.S. Without Data in N.C.D.S. 1st. Sweep.</u></p> <p>(12) = Y. Emigrants            (11) = X. Refused to co-operate in N.C.D.S. 1st. Sweep            (1) = 0. Stillbirth macerated over 24 hours pre labour (ante partum)            (2) = 1. Stillbirth macerated peripartum (intrapartum)            (3) = 2. Stillbirth macerated not known when died (unspecified)            (4) = 3. Stillbirth fresh - 1st stage            (5) = 4. " " - 2nd stage            (6) = 5. Untraced children            (7) = 6. Neonatal death under 30 minutes            (8) = 7. Neonatal death under 7 days (1st week deaths - codes 6 + 7).            (9) = 8. Neonatal death 7-28 days inclusive (2nd to 4th week)            (10) = 9. Died after 4th week (29 days and after)            (N.A.) = Blank. With data on cards 1-7/Y serial No</p>
		8	34	A.64	515	<p><u>Birthweight for Gestational Age for Sex: Standard Deviation Groups.</u></p> <p>(1) = 1. Under -2 S.D.            (2) = 2. -2 to -1 S.D.            (3) = 3. -1 to 0 to +1 S.D.            (4) = 4. +1 to +2 S.D.            (5) = 5. Over +2 S.D.            (7) = 7. Gestation under 28 weeks/28-30 weeks.            (8) = 8. Gestation 44 weeks and over.            (9) = 9. Sex n.k., gestation n.k., birthweight n.k. and estimated.            (N.A.) = Blank. No information because Y serial No</p> <p><u>Note:</u> These figures are derived from Card 8, Cols. 2-4, 11 and 17, 18, 19.</p>
		8	35		516	<p><u>Birthweight for Gestational Age for Sex: Percentile Groups.</u></p> <p>(1) = 1. Under 10th percentile            (2) = 2. 10th to 24th "            (3) = 3. 25th to 50th "            (4) = 4. 51st to 75th "            (5) = 5. 76th to 90th "            (6) = 6. Over 90th "            (7) = 7. Gestation under 28 weeks/28-30 weeks.            (8) = 8. Gestation 44 weeks and over.            (9) = 9. Sex n.k., gestation n.k., birthweight n.k. and estimated            (N.A.) = Blank. No information because Y serial number.</p> <p><u>Note:</u> These figures are derived from Card 8, Cols. 2-4, 11 and 17, 18, 19.</p>



1	2	3	4	5	6	
4	34	8	36		518	<p><u>Mother's blood Group.</u></p> <p>(1) = 0. Not tested or no record.                      (11) = Y. A positive.                      (2) = 1. B "                      (3) = 2. A.B. "                      (4) = 3. O "                      (5) = 4. Not known A.B.O. positive.                      (6) = 5. A negative.                      (7) = 6. B "                      (8) = 7. A.B. "                      (9) = 8. O "                      (10) = 9. Not known A.B.O. negative.                      (N.A.) = X. No information.                      (N.A.) = blank. No information because Y serial number.</p>
4	35	8	37		519	<p><u>Mother's minimum haemoglobin level during pregnancy.</u></p> <p>(1) = 0. Not tested.                      (2) = 1. 60% - 69% (9-10.4 grams).                      (3) = 2. Under 60% (under 9 grams).                      (10) = 9. 70% or over (10.5 grams or over).                      (N.A.) = X. No information.                      (N.A.) = blank. No information because Y serial number.</p>
1. & 3	10 & 24	8	38-39		520	<p><u>Interval between marriage and first mature birth.</u></p> <p>(14) = XX. not married when had first pregnancy.                      (9) = 19. married less than 4 months.                      (10) = 29. " 4-6 months.                      (11) = 39. " 7-8 months.                      (12) = 40. " 9-11 months.                      (13) = Y0 " less than 1 year - period not known                      (1) = 01. " 1 year but less than 2.                      (2) = 02. " 2 years out less than 3.                      (3) = 03. " 3 " " " 4.                      (4) = 04. " 4 " " " 5.                      (5) = 05. " 5 years to 9 years 11 months.                      (6) = 06. " 10 years to 14 years 11 months.                      (7) = 07. " 15 years to 19 years 11 months.                      (8) = 08. " 20 years or more.                      (N.A.) = YY. Not available.                      (N.A.) = blank. No information because Y serial number.</p>
5	37	8	40	A.56 T.64	522	<p><u>All Bleeding in Pregnancy and before Delivery.</u></p> <p>(1) = 0. No bleeding or A.P.H. of any sort, and no obstetric and/or pregnancy abnormalities.                      (2) = 1. accidental antepartum haemorrhage only.                      (3) = 2. Placenta Praevia only.                      (4) = 3. all other unspecified antepartum haemorrhage including intrapartum haemorrhage.                      (5) = 4. accidental A.P.H. + vaginal bleeding pre 28 weeks.                      (6) = 5. Placenta praevia + vaginal bleeding pre 28 weeks.                      (7) = 6. Unspecified A.P.H. + vaginal bleeding pre 28 weeks.                      (8) = 7. Vaginal bleeding pre 28 weeks only.                      (9) = 8. No bleeding, or A.P.H. of any sort, but with obstetric and/or pregnancy abnormality.                      (N.A.) = X. No information.                      (N.A.) = blank. No information because Y serial number.</p>



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

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

1	2	3	4	5	6	
6	703	8	50		536	<u>Inhalational Analgesia</u> (1) = 0 Not available (2) = 1 Gas and air only (3) = 2 Trilene only (4) = 3 Gas and air and Trilene (5) = 4 Gas and Oxygen (6) = 5 No indication for analgesia (7) = 6 Contra-indication, e.g. asthma, T.B., foetal distress (8) = 7 No time (9) = 8 Refused (NA) = X No information (NA) = Blank No information because Y serial number
2	13	8	51		537	<u>Whether Mother Stayed at School After Minimum School Leaving Age</u> Single or Double Punched (5) = Y Did not stay at school (6) = X Did stay at school (7) = 2 Age at this birthday 25 and over (minimum leaving age 14) (8) = 3 Age at this birthday 24 or less (minimum leaving age 15) (1) = Y2 Did not stay at school - 25 or over (2) = Y3 Did not stay at school - 24 or under (3) = X2 Did stay at school - 25 or over (4) = X3 Did stay at school - 24 or under
2	16	8	52-53		539	<u>Mother's Paid Occupation When Starting this Baby - G.R.O. 1951.</u> Social Class I and II (1) = 50 Teachers (2) = 51 Nurses and Midwives (qualified) (3) = 52 Accounting and costing clerks, book-keepers, bank clerks (4) = 53 Shopkeepers and shop Manageresses (5) = 59 Others in S.C. I and II Social Class III (6) = 61 Nurses (not qualified) (7) = 62 Clerks (other than 52), typists and telephonists (8) = 63 Shop assistants; hairdressers, and manicurists (9) = 64 Garment workers (not machinists) (10) = 65 Textile workers (skilled) (11) = 66 Personal service (skilled) (12) = 69 Others in S.C. III Social Class IV (13) = 74 Garment workers (machinists) (14) = 75 Textile workers (semi-skilled) (15) = 76 Personal service (semi-skilled) (16) = 79 Others in S.C. IV Social Class V (17) = 85 Textile workers (labourers) (18) = 86 Personal service (unskilled) (19) = 89 Others in S.C. V (NA) = YY No codeable information (NA) = X Blank (NA) = Blank No information because Y serial number

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

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

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



1	2	3	4	5	6	
2	15	8	61		551	<p><u>Birth Order - All Siblings Living or Dead when Mother Left School.</u></p> <p>(1) = 0. mother first.                      (2) = 1. " second.                      (3) = 2. " third.                      (4) = 3. " fourth.                      (5) = 4. " fifth.                      (6) = 5. " sixth.                      (7) = 6. " seventh.                      (8) = 7. " eighth.                      (9) = 8. " ninth.                      (10) = 9. " tenth or more.                      (11) = Blank. Mother only child.                      (N.A.) = Y. Not known.                      (N.A.) = blank. No information because Y serial num</p>
	15	8	62		552	<p><u>Siblings Alive when Mother Left School.</u></p> <p>(1) = 0. none.                      (2) = 1. One.                      (3) = 2. Two.                      (4) = 3. Three.                      (5) = 4. Four.                      (6) = 5. Five.                      (7) = 6. Six.                      (8) = 7. Seven.                      (9) = 8. Eight.                      (10) = 9. Nine and over.                      (11) = blank. Mother only child.                      (N.A.) = Y. Not known.                      (N.A.) = blank. No information because Y serial num</p>
1	8	8	63 64	A.67 T.68	553	<p><u>Mother's Age Last Birthday (in years).</u></p> <p>Numeric coding on cards and computer - 2 digits.</p> <p>(N.A.) = XX. No information.                      (N.A.) = blank. No information because Y serial num</p>
6	51	8	65	A.66	556	<p><u>Place of Booking and Delivery.</u></p> <p>(11) = X1. Hospital booked &amp; delivered - ANC Hospital only                      (12) = X2. " " " - ANC Hospital + other.                      (13) = X3. " " " - ANC Other not known                      (14) = Y4. Domiciliary booked &amp; delivered -- ANC Hospital + other                      (15) = Y5. " " " -- ANC L.I. alone or with J                      (16) = Y6. " " " -- ANC G.I.                      (17) = Y7. " " " -- ANC mid + G.P.                      (18) = Y8. " " " -- ANC Not not known                      (1) = 01. Domiciliary booked, Hospital delivered.                      (2) = 02. N.H.S. Maternity Home booked and delivered                      (3) = 03. N.H.S. maternity home booked, Hospital delivered                      (4) = 04. Private Nursing Home booked and delivered                      (5) = 05. Unbooked, Hospital delivered.</p>

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

1	2	3	4	5	6
		8	69-74		<u>RIGHT EAR.</u>
			69	55c	<u>Hearing Threshold at 250 C.P.S.</u> For coding, see introductory note.
			70	559	<u>Hearing Threshold at 500 C.P.S.</u> For coding, see introductory note.
			71	560	<u>Hearing Threshold at 1000 C.P.S.</u> For coding, see introductory note.
			72	561	<u>Hearing Threshold at 2000 C.P.S.</u> For coding, see introductory note.
			73	562	<u>Hearing Threshold at 4000 C.P.S.</u> For coding, see introductory note.
			74	563	<u>Hearing Threshold at 6000 C.P.S.</u> For coding, see introductory note.
		75-80			<u>LEFT EAR.</u>
			75	564	<u>Hearing Threshold at 250 C.P.S.</u> For coding, see introductory note.
			76	565	<u>Hearing Threshold at 500 C.P.S.</u> For coding, see introductory note.
			77	566	<u>Hearing Threshold at 1000 C.P.S.</u> For coding, see introductory note.
			78	567	<u>Hearing Threshold at 2000 C.P.S.</u> For coding, see introductory note.
			79	568	<u>Hearing Threshold at 4000 C.P.S.</u> For coding, see introductory note.
			80	569	<u>Hearing Threshold at 6000 C.P.S.</u> For coding, see introductory note.

END OF PUNCHED CARD 8

NATIONAL CHILD DEVELOPMENT STUDY

CARD 9

PAGE 103

NCDS I Coding Frame

Card  
9

Columns  
1 - 12

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

NATIONAL CHILD DEVELOPMENT STUDY  
SUMMARY CARD

CARD 9  
PAGE 104

NCDS I Coding Frame

Card  
9

Columns  
13 - 14

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

NATIONAL CHILD DEVELOPMENT STUDY

CARD 9  
PAGE 105

SUMMARY CARD

NCDS I Coding Frame

Card  
9

Columns  
15 - 16

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes associated with Permitted Punches.</u>
Col. 15 Punches X,1-9 (from Belinda col.76)	1817 multicoded	<p><u>Defects found in NCDS sample (1st. follow-up)</u></p> <p>(1) = X Abnormal audiogram as defined by Dr. Sheridan.</p> <p>(3) = 1 History of or drug treatments for fits after 5 years of age.</p> <p>(4) = 2 More than 1 fit before 5 years of age.</p> <p>(5) = 3 One fit only before 5 years of age.</p> <p>(6) = 4 Doubtful fits.</p> <p>(7) = 5 Definite congenital heart disease.</p> <p>(8) = 6 Doubtful fits.</p> <p>(9) = 7 Severely subnormal.</p> <p>(10) = 8 Mongol</p> <p>(11) = 9 Heart murmur but no diagnosis of defect.</p> <p>(NA) = b Not in above categories/not known.</p> <p>(DNA) = b No NCDS 1 data.</p>
Col. 16 Punches X, 1-9 (from Belinda Col. 77)	1822 multicoded	<p><u>Defects(continued from column 15)</u></p> <p>(1) = X Cleft palate and/or hare lip.</p> <p>(3) = 1 Club feet at NCDS I exam.</p> <p>(4) = 2 History of congenital dislocation of the hip.</p> <p>(5) = 3 Deformity after accident or infection.</p> <p>(6) = 4 Other <u>congenital</u> orthopaedic or neurological malformation (including spina bifida).</p> <p>(7) = 5 Cataract, loss of one eye, or other chronic eye abnormality.</p> <p>(9) = 7 Past illness which has or might have left residual neurological defect.</p> <p>(10) = 8 Asthma, which mother or doctor consider a handicapping condition, or recurrent pneumonia.</p> <p>(11) = 9 Other miscellaneous current defects</p> <p>(NA) = b Not in above categories/not known</p> <p>(DNA) = b No information at NCDS I.</p>

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17-19

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer Codes associated with permitted punches.</u>
Col.17 (from Belinda Col.78)	1827 multicoded	<p><u>Handicaps</u></p> <p>(1) = 2 Visual handicap - i.e. 6/24 or worse in both eyes even after correction no glasses worn <u>and/or</u> considered M.O. to be handicapped (3 to 5 on 6 col. 48)</p> <p>(2) = 3 Moderate bilateral audiometric loss (35-55 db loss in both ears).</p> <p>(3) = 4 Clumsy child - i.e. said by teacher to be "clumsy" <u>and</u> to have "poor physical co-ordination" <u>and</u> to have "poor use of hands".</p> <p>(4) = 5 Poor speech.</p> <p>(5) = 6 Severe or serious bilateral deafness greater than 55 db loss in one ear or greater than 35 db loss in better ear also 11 clinical diagnosis only.</p> <p>(NA) = b Not in above categories/not known.</p> <p>(DNA) = b No NCDS I data.</p>
Col.18 (from Belinda Col. 79)	1831 multicoded	<p><u>Illness noted in PMS</u></p> <p>(1) = 1 Rh incompatible (Coombs test positive or exchange transfusion.</p> <p>(2) = 2 Serum Bilirubin exceeding 14 mgm/c (severe jaundice)</p> <p>(3) = 3 Convulsions and/or cerebral irritation and/or cyanotic attacks.</p> <p>(4) = 4 Any congenital malformation noted at birth.</p> <p>(5) = 5 Hypothermia.</p> <p>(7) = 7 Respiratory distress</p> <p>(8) = 8 Infection/miscellaneous.</p> <p>(9) = 9 Pyloric stenosis (often obtained from NCDS questionnaire)</p> <p>(NA) = b Not in above categories/not known.</p> <p>(DNA) = b Y serial number.</p>
Col.19 (from Belinda Col. 80)	1837 multicoded	<p><u>Maternal illness during pregnancy (bearing student child)</u></p> <p>(1) = 1 Maternal diabetes</p> <p>(2) = 2 Maternal heart disease.</p> <p>(3) = 3 Hydramnios</p> <p>(4) = 4 Maternal Rubella</p> <p>(5) = 5 Maternal tuberculosis - if active.</p> <p>(NA) = b Not in above categories/not known.</p> <p>(DNA) = Y serial number.</p>

NCDS I Coding frame

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Columns  
20 - 25

Field Description	Computer Item	Explanation and Computer Codes Associated with Permissible Punches.
Cols.20-21 (from Belinda cols.20-21)	1840 Numeric	<p>Draw-a-man Score.</p> <p>(00-59) = 00-59 Actual Score.                      (NA) = bb No score/not answered                      (DNA) = bb No educational data at NCDS I.</p>
Col.20 (from Belinda)		<p>Overcode for checked Draw-a-man Score.</p> <p>X checked score                      b Not checked/no draw-a-man score</p> <p>N.B. Checking was done by the gifted study mostly on high scorers.</p>
Col.22 (from Epilepsy card 5/8 col.2)	1842 coded	<p><u>Epilepsy Identification</u></p> <p>(4) = 1 Group J - Hysterical attacks.                      (5) = 2 Group A - Concensus epilepsy                      (6) = 3 Group B - Epilepsy diagnosed -suspect                      (7) = 4 Group C - Epilepsy diagnosed -suggest                      of febrile convulsions.                      (8) = 5 Group D - Epilepsy diagnosis - definit                      febrile convulsions only.                      (9) = 6 Group E - Not diagnosed as epileptic.                      (10) = 7 Group F - Febrile convulsions                      (11) = 8 Group G - Breath-holding attacks.                      (12) = 9 Group H - Non-epileptic blank spells.                      (3) = 0 Group I - Faints                      (2) = 7 Group K - Indefinite convulsive disord                      (1) = Y Group L - No convulsive disorder.                      (NA) = b Not in Epilepsy study                      (DNA) = b No data at NCDS I or II.</p> <p>NB. Group F children only have NCDS material - th                      other groups may have extra data collected                      for the epilepsy study.</p>
Col. 24	1844 coded	<p>Parental situation at NCDS I for illegitimate children.</p> <p>(1) = 2 Natural parents.                      (2) = 3 Other two parent families.                      (3) = 4 Own mother and other.                      (4) = 5 Own mother-no male head.                      (5) = 6 Miscellaneous without either parent.                      (6) = 7 Adopted children with NCDS information                      (7) = 8 Adopted children without NCDS informat                      (8) = 9 Rejects - parental situation not known                      (NA) = b Not illegitimate/no information.                      (DNA) = b No data at Birth or NCDS I</p>
Col. 25	1845 coded	<p>Losses at NCDS II</p> <p>(1) = 1 Emigrant                      (2) = 2 Refusal                      (3) = 3 Death between NCDS I + II                      (4) = 4 Death before NCDS I                      (NA) = b Survivor at NCDS II</p>



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26-37

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and computer codes associated with permitted punches.</u>
Col. 26	1846 coded	Twin Identification. (1) = 1 Identical Twin (NA) = b Rest of Sample
Col. 27	1847 coded	Twin Identification (1) = 1 Twin of Same Sex (NA) = b Rest of Sample
Col. 28	1848 coded	Twin Identification. (1) = 1 Sole surviving twin (NA) = b Rest of Sample
Col. 29	1849 coded	Losses at NCDS III (1) = 1 Emigrant (2) = 2 Refusal (3) = 3 Death between NCDS II + III (4) = 4 Death before NCDS II (NA) = b Survivor at NCDS III
Col. 30	1855 coded	One parent follow-up identification (1) = 1 Included in one parent follow-up st (NA) = b Not in one parent follow-up (DNA) = b No parental information at NCDS II
Cols. 32-34	1857 numeric	Number of words in Essay (from Test booklet at NCDS II) (0 - 999) = 000 - No. of words for a systematic 999 ically selected sample (NA) = b Rest of sample (DNA) = b No Test Booklet at NCDS II
Cols. 35-37	1860 numeric	Mean Terminal Unit Length (from Test Booklet at NCDS II) (0.0 - 99.9) = 00.0 - M.T.U.Length for a 99.9 systematically selected sample (NA) = b Rest of sample (DNA) = b No test booklet at NCDS II

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38-41

<u>Field Description</u>	<u>Computer Item</u>	<u>Explanation and Computer codes associated with permitted punches.</u>
38 from In care card 3.0 Col. 79)	1863 coded	Total Duration of all periods in care (1) = 1 More than 6 months - long stay (2) = 2 Less than or equal to 6 months - short stay (NA) = b Never in care/No answer (DNA) = b No NCDS I information
39 from In care card 3.0 Col.48)	1864 coded	Whether any placements in foster-home. (1) = 1 Foster home at least once (2) = 2 Never foster home (NA) = b Not answered/never in care (DNA) = b No NCDS I information
40 from In care card 3.0 Col. 25 & 11)	1865 coded	Nature of periods in care (1) = 1 child spent 3 or more periods in care ('ins and outs') (2) = 2 child received into care once or twice only for confinement and/or physical illness of mother and total duration in care 8 weeks or less ('short stay normal') (3) = 3 All other children in care by NCDS I (NA) = b Never in care/not answered (DNA) = b No NCDS I information
41	1866 coded	Age of child at first placement of first period in care (1) = 1 Less than or equal to 6 months (2) = 2 More than 6 months, less than or equal to 2 years (3) = 3 More than 2 years, less than or equal to 5 years (4) = 4 More than 5 years, less than or equal to 7 years (NA) = b Never in care/not answered (DNA) = b No NCDS I information

PERMANENT RECODES

Item 149 Child's School Attendance

Card I Cols 70 - 75

(No. possible half days attendance) - (No. of half days absent) X 100

(no. possible hal days attendance)

(Cols 70-72) - (cols. 73-75) X 100

(Cols. 70-72)

Item 236 Occupation of Mother's Husband (1958) - G.R.O. 1951

Card 8

<u>Column</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
13	0	No information on occupation but sick or unemployed	1
13	1	Social Class I	2
13	2	Social Class II	3
13 )	3	Social Class III non-manual	4
12 )	4,6,7,8		
13 )	3	Social Class III manual	5
12 )	Y2,9,0,3		
13	4	Social Class IV	6
13	5	Social Class V	7
		No information/no male head	NA

Item 604 Child at Special School or in need of special education

Card 1

<u>Column</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
16	4 or 5	In a special school or unit	
18	2	Formerly assessed in need of special	1
39	1	education though not in special school/unit	
56 (card 6)	Y, X or 2-9		
		None of the above/not answered	2

Item 605 Child at Junior/Infant School

Card 1

<u>Column</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
16 or 18	2,3,6 or 7 1	At a Junior school, information recorded from August 1965	1
if			
11 or 12	6 or 7 8,9,X,Y,0		
if			
16 or 18	1,2,3 or 7 1	At an Infant school, information recorded between March and July 1965	2
if			
12 but not 11	3,4,5, 6 or 7 6 or 7		
		None of the above/not answered	NA

Item 606 - Child's School Attendance grouped (from item 149)

<u>Description</u>	<u>Computer Code</u>
Up to 60%	1
61 - 65%	2
66 - 70%	3
71 - 75%	4
76 - 80%	5
81 - 85%	6
86 - 90%	7
91 - 95%	8
96 - 100%	9
Not answered	NA

Item 609 Occupation of Father/Male Head (1965) - G.R.C. 1960

Card 3

<u>Column</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
43	3,4,5, 7	Non-Manual	1
43	6,8,9	Manual	2
43	2	No Male Head	3
		None of the above/not answered	NA

PERMANENT RECORDS

Item 621 Household Facilities

Card 3

<u>Col.</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
54	1	Sole use of bathroom	1
AND 55	1	Sole use of indoor lavatory	
AND 58	1	Sole use of hot water supply	
54	1/2/3	Sole use of 2 facilities (code 1)	
55	1/2/3	and shared or no use of	2
58	1/2/3	one facility (2 or 3)	
54	1/2/3	Sole use of 1 facility (code 1)	
55	1/2/3	and shared or no use of 2	3
58	1/2/3	facilities (code 2 or 3)	
54	2/3		
55	2/3	Shared or no use of all three	4
58	2/3	facilities	
54	0/b	At least one of the three facilities is	
	0/b	coded don't know/Inapplicable or not	NA
	0/b	answered	

Item 622 Sex of Child - compiled from all cards (1-8, Y1 - Y9), X1-X14)

- (1) = Boy
- (2) = Girl
- (NA) = Not known

Item 623 Standard region 1965 - see p.2

N.B. This was compiled from cards 1 - 7

Item 624 Standard region 1958 - see p. 2a

PERMANENT RECODESItem 639 Smoking after 4th month of pregnancyCard 8

<u>Column</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
23 or 23 and 22	1 0 0	Non smoker	1
23 or 23 and 22	2 - 3 0 2 - 3	Medium smoker	2
23 or 23 and 22	4 - 8 0 4 - 8	Heavy smoker	3
23 and 22	9 0, 2 - 8	Variable smoker	4
		All other categories/not answered	NA

Item 646 BirthweightCard 8

<u>Column</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
2 - 4	Numeric	Child's weight coded in ounces	Numeric
2 - 4	XKO	Estimated to be 88 oz. or less	509
2 - 4	XOX	Estimated to be over 88 oz.	508
2 - 4	bbb	Not answered	NA

Item 647 Help within school because of Educational or Mental Backwardness

See p. 8

Separations from Mother for more than 1 week

These two items have been created from columns 13-19 on card 3 - Question 37 of Parental Information Form. Column 13 takes precedence over all other columns.

Item 658 Longest Period of Separation - length of stay away

<u>Description</u>	<u>Computer Code</u>
No separation for more than 1 week	1
Separation greater than 1 week but less than or equal to 1 month	2
Separation greater than 1 month but less than or equal to 6 months	3
Separation greater than 6 months but less than or equal to 1 year	4
Separation greater than 1 year but less than or equal to 2 years	5
Separation greater than 2 years (including permanent mother substitute care)	6
Separated but no length given	7
Don't know if separated/not answered but a parental was completed	8
No parental questionnaire	NA

PERMANENT RECODES

Item 659      Longest Period of Separation - Age in months

<u>Description</u>	<u>Computer Code</u>
No separation greater than 1 week	1
Separation at age 6 months or less	2
Separation at age over 6 months but not over 2 years	3
Separation at age over 2 years but not over 5 years	4
Separation at over 5 years of age	5
Separated but no age given	6
Don't know if separated/not answered but a parental was completed	7
No parental questionnaire	NA

Item 660      Mother's, Father's Social Class (1958) - G.R.O. 1951

Card 8

<u>Column</u>	<u>Code</u>	<u>Description</u>	<u>Computer Code</u>
42	0	No information	1
42	1	Social Class I	2
42	2	Social Class II	3
42	3	Social Class III non manual	4
and 41	6,8,7,4		
42	3	Social Class III manual	5
41	0,9,X2,X3		
42	4	Social Class IV	6
42	5	Social Class V	7
		All other categories/not answered	NA