

1: Summary of the research

Involved Grandparenting and child well-being

**ESRC funded project: Ann Buchanan co-applicant Dr Eirini Flouri
Institute of Education.**

This research will be the first to use a national sample of 1500 young people age 11-16 in England and Wales to explore their relationships with their grandparents and the links with child well-being. This study will involve three stages: 1: a survey element in 90 schools around England and Wales organised by the Survey Company GfK NOP 2: analysis of this anonymised data once it has been processed by the Survey company and past to Oxford, and 3: 40 in depth interviews which will be undertaken by researchers at Oxford University.

The survey will be conducted by GfKNOP under the supervision of Nick Moon (who is responsible for the Millennium Cohort Study). Questionnaires to be completed by young people in school settings – in some cases with the supervision of a researcher from GfK in addition to the pupil's normal teacher. GfK work under to the MRS Code of Conduct and adhere to ISO9000 quality standards for market research companies. All their interviewers are CRB checked.

Ethical clearance is requested for stage Stage two and three

The second stage: Following the survey, GfKNOP will process and clean the data and remove any identifying characteristics and then pass this anonymised data file to Oxford. Dr Eirini Flouri and Jo-Pei Tan (AB's doctoral student and research assistant) will undertake the quantitative analysis. The findings will inform the content of the semi-structure qualitative questionnaire for the third stage

For the third stage in depth interviews with 40 young people that are broadly representative of gender, age, and area of those who took part in the survey will be used to inform and expand the findings from the survey data on the different types of relationships in different situations, and the perceived benefits or otherwise of these relationships.

Initial informed consent from the young people to take part will have been obtained by GfK/NOP. In the survey questionnaire undertaken in schools, young people were asked if they would like to take part in further interviews. If they agreed, GfK followed this up with a letter to their parents to elicit informed consent for the in-depth interviews. Only names of young people who had agreed, and who also had the consent of their parents, to take part will be passed onto Oxford. Oxford will not see any of the names until they both the young person and the parent have given consent to be interviewed.

The 40 in depth interviews will be supervised and in some cases undertaken by Prof Buchanan. It is anticipated that Julia Griggs and Jo-Pei Tan who both have experience of such interviewing will undertake the interviews. Prof Buchanan is a Child Psychiatric trained social worker and has considerable experience of interviewing children and young people on sensitive areas. She has pioneered many of the ethical protocols for this work used in the Department and elsewhere. i.e informed consent (agreement of parents for young people to take part in interviews); right to stop interview at any time; right to omit any question they would rather not answer; confidentiality, no young person will be identified in any report of the research) but also limits to confidentiality where young people may be in serious danger. Facility to telephone and talk about interview afterwards if they or their parents experience any distress.

Because the content of the interviews is dependent on the findings of the survey data, precise details of these semi-structured interviews cannot be given at this stage but they will broadly follow the outline of the survey: discussion on the young person's situation; his/her relationships with grandparents; his/her relationship with their 'closest' grandparent; and the way in which this grandparent impacts on their life. A draft letter to the parent and child asking when it would be convenient to interview is attached. Also a consent form which will be signed by both young person and parent at the start of the in-depth interviews.

2: Draft letter to parent (Oxford headed parent with direct line number to Prof Buchanan)

Date:...

Dear

Oxford Grandparenting Study

Your (son/daughter) recently took part in a survey at his/her school on Grandparenting. The survey company Gfk/NOP have recently been in touch with you to ask if you would permit your son/daughter to talk further to a researcher from Oxford University about his/her relationships with their surviving grandparents. I understand that you were happy for us to approach you.

The Oxford Grandparenting Study is a national study involving children from all over England and Wales. The aim of the study is to learn how young people today relate to their grandparents and to what extent grandparents impact on their well-being.

The interview with you son/daughter will take about 45 minutes All our interviewers have been police checked. Everything your child says will be confidential and only available to the research team and no young person will be identified in any report. Their views will be brought together in a national report which we hope will be important in influencing future government policy.

I enclose a letter to your son/daughter. Can you give this to him/her and ask if he/she is willing to meet with us.

If you would like to ring to discuss this further, please contact me Professor Buchanan at the above number.

Yours sincerely

Professor Buchanan

Please tear off the following slip and return in the replied paid envelope to Professor Buchanan

I am happy for my son/daughter to be interviewed. I have spoken to him/her and he/she is happy to take part.

The best time to meet with us is: (please circle best time)

AM: 9-12.00 PM 12.00- 5.00 EVENING 5.00- 7.00

WEEKDAY (state days available) SATURDAY (am only)

.....

ADDRESS.....

LANDLINE TELEPHONE.....

MOBILE TELEPHONE.....

ANY SPECIAL INSTRUCTIONS (the interviewer will ring to confirm the appointment and also ring half an hour before arriving)

.....
.....

3: Letter to young person (Oxford headed paper: with direct line number to Prof Buchanan.)

(date)

Dear

You may remember that you took part in a national survey on grandparenting in school. On the questionnaire you said that you were willing to be interviewed further.

Your parents were approached and have agreed that we come and talk to you. The purpose of this is to find out more about your relationships with your surviving grandparents.

You do not have to take part, but if you would like to, can you ask your Mum/Dad to return the slip at the end of their letter to me

Your sincerely,

Professor Buchanan

....Number....

4: Consent Form: (to be signed by both parent and child before starting interview)

(this sheet will be separated from the semi structured questionnaire and stored separately under lock and key. At the end of the project the sheet will be destroyed)

Thank you for agreeing to see me. As you know, the Oxford Grandparenting Study is a national study involving children from all over England and Wales. The aim of the study is to learn how young people today relate to their grandparents and to what extent grandparents impact on their lives.

The interview with your son/daughter will last about 45 minutes. Everything they say will be confidential- only the research team will have access to what they say unless (and I am obliged to note this) they say anything that suggests they are in serious danger. In which

case I will tell them and report my concerns to Professor Buchanan who will do what she has to do in order to safeguard your child.

Young People's views will be brought together in a national report which we hope will be important in influencing future government policy. No child or school will be identified in anything that is written. You will receive a short summary at the end of the research outlining the key findings.

Your son/daughter does not have to take part in this interview; he/she can stop the interview at any time and does not need to answer questions they would rather not. The interview with your permission will be recorded. This is for our purposes only and to ensure that we do not miss anything important that your child says. The recording will be destroyed after the research.

If after the interview you or your child wishes to discuss anything further they can ring Professor Buchanan at 01865-270339. There is an answerphone on this telephone and if Professor Buchanan is not there, she will ring you back if you leave a number.

Signed..... (Parent)

Signed.....(Young person)



Grandparent's Survey



**What do you think?
Your views matter!**

A. Can you tell us something about yourself?

1. **How old are you?** *(Please tick one)*

- 10
11
12
13
14
15
16

+

2. **Are you a Male or Female**

Male

Female

+

3. **What nationality are you** *(Please write in)*

4: **Are you...** *(Please tick one)*

- Afro-Caribbean
Indian
Pakistani
Bangladeshi
Chinese
Mixed Parentage
Black African
Black Other
White British
White other

If you do not fit any of the above please tell us how you describe your ethnicity

.....
Don't want to answer

5. **Who do you live with most of the time?** *(Please tick one)*

- Your Mum and Dad
Your Mum (on her own)
Your Dad (on his own)
Your Mum and Step dad or your Mum's partner
Your Dad and Step mum or your Dad's partner
Your grandparent(s) on their own
An older Brother or Sister (who is responsible for you)
Other relative(s)

Someone else: Please tell us their relationship to you (Friend/Carer etc)

+

.....
+

6. Have you ever qualified for free school meals (even if you didn't have them)?
Yes No

7. Have you ever been excluded from school?
Yes No

8. Have you ever been on the Special Educational Needs (SEN) register?
Yes
No
Don't know

9. If yes (at 8), was it for...
Learning difficulties
Behaviour difficulties
Don't know
Don't want to answer

10. What level did you get in your SATs tests at AGE 11

	Grade	Don't know/ Did not take
English	<input type="checkbox"/>	<input type="checkbox"/>
Maths	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>

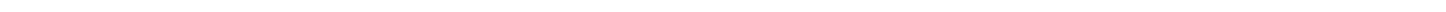
Please answer the following question if you are aged over 14

11. What level did you get in your SATs tests at AGE 14

	Grade	Have not taken/ Did not take/ Don't know
English	<input type="checkbox"/>	<input type="checkbox"/>
Maths	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>

Everyone answer

12. What subject do you like doing best in school?
.....



B. Can you tell us something about your grandparents

- | | Mum's
Mum | Mum's
Dad | Dad's
Mum | Dad's
Dad |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. What grandparents do you have living? <i>(tick all that apply)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

With all the following questions, only answer for those grandparents who are still alive.

14. What name do you call them? (e.g. Grandpa? Nana? etc)

15. How often do you see them?

Daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Several times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Where do they live?

With me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the same town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not in the same town but within 10 miles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further away (in the UK)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further away (Overseas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How old are they?

Younger than 50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In their 50s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In their 60s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Over 70	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Do they still work?

Yes part time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yes full time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Are they...

Never married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Married	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separated/Divorced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remarried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember, we only need you to answer about your grandparents who are still alive.

	Mum's Mum	Mum's Dad	Dad's Mum	Dad's Dad
20. How good is their health?				
Very good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. When they finished school did they go to College or University?				
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. How many other grandchildren do they have?				
Just you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 or 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. How well do your parents get on with your grandparents?				
Very well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not so well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not well at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Do your parents encourage you to spend time with your grandparents?				
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Do your grandparents?				
Live in their own home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live in rented accommodation on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own the home in which <u>you</u> live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live in the home which <u>your parent(s)</u> own or rent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C. Can you now tell us something about your relationship with your grandparents?

Mum's Mum Mum's Dad Dad's Mum Dad's Dad

Please don't forget only to answer about your grandparents who are still alive

26. How often do your grandparents look after you?

Every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once a week or so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Several times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. How much can you depend on your grandparent to be there when you really need him/her?

Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. How much does your grandparent make you feel appreciated, loved or cared for?

Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How happy are you with your relationship with your grandparent?

Very unhappy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairly unhappy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fairly happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Compared to other grandchildren, (including your brother and sister), how close are you to your grandparent?

Less close than some or most	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About the same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closer than some	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closer than most	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. How often does your grandparent help you in important ways by giving you advice or helping solve problems you have?

Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rarely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Do they get involved with things you like? For example sport; making things; doing things together?

Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D. Now let's think about what your grandparents do for you?

		Mum's Mum	Mum's Dad	Dad's Mum	Dad's Dad
Don't forget, we only want you to answer about your grandparents who are still alive					
33.	Do they come to school or other events that are important to you?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	How often do you talk to them about problems you have?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Do you share things with them that you have not talked to your parents about?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Can you talk to them about your future plans?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Do they offer good advice when you have a problem?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Do they give you money or help in any other way?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Do they get involved in telling you what you can and cannot do?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Do you respect what they say?				
	Usually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	To what extent is your grandparent the most important person in your life outside your immediate family				
	Most important person in my life outside my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Important person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not very important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Not at all important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E. These questions are all about you.

For each of these items, please mark the box for Not True, Somewhat True or Certainly True.

It would help us if you answered all of the items as best you can even if you are not absolutely certain, or the item seems daft!

Please give your answers on the basis of how things have been for you over the last six months.

	Not true	Somewhat true	Certainly true
I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am restless, I can not stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get a lot of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually share with others (food, games, pens etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get on better with adults than people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I finish the work I am doing, my attention is good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F. And now some questions about some things that young people may have experienced

Please answer as honestly as you can. Remember that this questionnaire is confidential and only the research team at GfK NOP and Oxford University will be looking at it.

	Have you experienced any these before last year?		If yes, did you experience these in the last year?	
	Yes	No	Yes	No
Someone in the family died	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family member was seriously injured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saw a crime or an accident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lost a close friend (broke/split up)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close friend was seriously sick or injured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negative change in parent's financial situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family had drug/alcohol problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got seriously sick or injured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents argued more than previously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother/father figure lost job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One parent was away from home more often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone in the family was arrested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close friend died	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family member had mental/emotional problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother or sister left home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a victim of crime/violence/assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents separated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent(s) got into trouble with the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended a new school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family moved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents got divorced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the parents went to jail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got a new stepmother or stepfather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent got a new job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Got a new brother or sister	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section G. And finally, it would be good if you could give us your top tips!

How can parents help kids be closer to their grandparents?

1.
2.
3.

What can grandparents do to be closer to grandkids?

1.
2.
3.

What can kids do to be closer to grandparents?

1.
2.
3.

And finally, researchers from Oxford University would like to come and talk to some people about their Grandparents. We will write to your parents to ask for their permission.

You DO NOT have to give your name or your address if you don't want to.

If you would like to speak to the Oxford researchers, please write your name and address here.

Name:

Address:

..... Post Code:

Now, please put your answers in the envelope provided and seal it so no-one in your school will know what you have said.

Thank you for your help! Your views matter!

ACTIVITIES AND ACHIEVEMENTS QUESTIONNAIRE

1. Non-Technical Summary

A 1000 word (maximum) summary of the main research results, in non-technical language, should be provided below. The summary might be used by ESRC to publicise the research. It should cover the aims and objectives of the project, main research results and significant academic achievements, dissemination activities and potential or actual impacts on policy and practice.

Non-Technical summary

Involved Grandparenting and Child well-being

With changing families, increased life expectancy, growing numbers of dual-worker households and higher rates of family breakdown, grandparents are now playing an increasing role in their grandchildren's lives. Despite their growing importance there has been little research from the perspective of young people on their involvement with grandparents and how this impacts on their well-being.

This, the first nationally representative study of young people's views, surveyed 1596 children (aged 11-16) in schools across England and Wales and undertook in-depth interviews with 40 young people.

The study sought to answer some of the key questions: To what extent are grandparents involved in young people's lives and what factors are associated with this involvement? What impact does this involvement have on grandchildren's emotional and behavioural well-being? To what extent do grandparents help or hinder the grandchild's adjustment at times of family breakdown? To what extent do grandparents reduce the impact on grandchildren's well-being of family adversity?

Filling the parenting gap for time-poor parents?

The extent of grandparental involvement was surprising. More than 80% saw their grandparents on a regular basis. Almost a third of maternal grandmothers provided regular caretaking for their grandchildren while another 40% provide occasional caretaking. Other grandparents were also involved. Most grandparents provided regular financial support or other assistance. In addition, there was considerable involvement from grandparents in sharing young people's interests and activities, and talking about future plans. They were also involved in helping to solve the young people's problems and taking part in school activities. A range of factors predicted grandparent involvement: the child's age, living in a less deprived area, frequent contact, good grandparent health and grandparent-grandchild closeness. Proximity was not necessarily important as young people used modern technology to communicate. Parents acted as 'gatekeepers' to grandparent involvement. Grandchildren felt grandparents became closer when they undertook some traditional parenting tasks.

'They are always there for us'. Grandparent involvement and child adjustment

The second question considered whether the high level of grandparental involvement

impacted on grandchild wellbeing. To date research in the UK and US has been ambivalent showing that grandparents with heavy grandchild commitments can be severely depressed, and this impacts on children, and that adolescents become less close to grandparents as they get older. In this study it was interesting that a grandparent's active involvement was significantly associated with *better adjusted* adolescents. In particular, taking part in grandchildren's hobbies and interests was significantly associated with fewer emotional and behaviour problems, and fewer peer problems. Grandparent involvement in schooling or education was also related to a lower maladjustment score and fewer conduct problems, and talking to grandparents about future plans was associated with fewer overall emotional and behavioural difficulties, and fewer peer problems.

The interviews showed that grandparents were often regular attendees at school events, providing emotional support and 'cheerleading' their grandchildren. They were also participants in grandchildren's hobbies. Many grandparents played a role as teachers/educators and as general supporters. Helping with homework was a key form of involvement. Grandparents also helped their grandchildren in thinking about their future careers. A strong theme was the role grandparents played during times of difficulty or crisis. Some young people reported that it was easier to open-up to their grandparents than to their parents.

Do grandparents make a difference at times of family breakdown?

Under the law in England and Wales, Grandparents have no legal rights over their grandchildren. A study in 2003 of 44 families involved in divorce proceedings concluded that grandparent-grandchild contact post divorce did not have an 'essential purpose or fundamental importance' which would justify an enhanced legal status for grandparents. In the current national study, however, grandparent involvement was strongly associated with reduced adjustment difficulties in all family types but particularly so amongst adolescents from non-intact families.

Buffers against risk? Do Grandparents impact on child well-being at times of adversity?

Contextual risk factors do not occur in isolation, and it is the combination of various contextual and family risk factors that portends negative child outcomes, in particular child maladjustment. The question here was to what extent did grandparents, in times of family adversity, and neighbourhood disadvantage, act as a buffer against grand children's risk of emotional and behavioural problems? This analysis while taking account of neighbourhood disadvantage, found closeness to a grandparent reduced the associations of recent adverse life events with maladjustment.

How the study was undertaken

A representative sample of 1596 young people aged 11-16 from England and Wales were recruited by a survey company (GfKNOP). The young people completed a questionnaire in classroom including details of family type, educational attainment (SATs), Special Educational Needs status, and free school meal eligibility. The young people reported on grandparents' characteristics and the role of the parent in supporting that relationship. Elder and Conger's (1994) grandparent-grandchild emotional closeness scale was used. Well-being was assessed using the Strengths and Difficulties Questionnaire (SDQ). Family adversity was measured using Tiet et al.'s (2001) Adverse Life Events Scale. Additionally, for a first time, the school's postcode was used to identify the level of local disadvantage, measured on the

Indices of Deprivation. Multi level, multivariate regression models were used to analyse the survey findings. From the original survey sample, 40 interviews with young people were conducted. Interviews were transcribed and coded using Nvivo.

Conclusion and possible impacts on policy and practice

The role of grandparents is almost invisible in UK family policy. Although individual families may have different relationships with grandparents, overall the findings from this study suggest that the policy implications of the important role that grandparents are playing needs to be reconsidered.

Four papers have been completed (3 first-authored by recent postdocs) and submitted to peer reviewed journals. A 'findings' leaflet has been widely circulated to relevant stakeholders. An article has been written for ChildRight (this will appear in July) and another is planned for Family law Quarterly.

AB is in touch with both Government and opposition policy groups about the possible implications of findings.

AB presented findings in June to the Annual Meeting of the National Association of Grandparents. A press statement was circulated by the University of Oxford and the study received considerable media attention in UK media (Times, Daily Telegraph, Daily Mail, BBC 24 and some 16 radio stations). The findings were also well reported internationally, especially in India and more surprisingly in Iran. A further conference presentation will take place at a law Conference in July at University of Sussex. Discussions are taking place with the Chinese Academy of Social Science about the possibility of replicating the study in Beijing, Harbin, and Lanzhou next year.

(references in appendices)