

CHILD HEALTH AND EDUCATION STUDY

A national study in England, Wales and Scotland
of all children born 5th — 11th April 1970



INSTRUCTION BOOKLET
FOR CHILDREN TAKING
SPECIAL EDUCATIONAL TESTS

Director
Professor Neville R. Butler MD FRCP FRCOG DCH

Department of Child Health Research Unit
65 St. Michael's Hill
University of Bristol
Bristol
BS2 8DZ

Telephone Bristol (0272) 24920

Dear Colleague,

Thank you for your collaboration in this national Study of Child Health and Education, this is being carried out with the co-operation of every Local Education Authority, County Council and Regional Council throughout England, Scotland and Wales, under the auspices of the Department of Education and Science, and Department of Health and Social Security and their equivalents in Scotland and Wales. The success of this project is entirely dependent on the kind contribution of experts such as yourself. We are extremely grateful to you for your time and help in carrying out the educational tests for the study. Through the information which you are gathering and by your accuracy in recording the answers to questions and results of tests, you will contribute significantly to our country's knowledge of children's education in the 1980's.

This booklet describes the general plan for the educational tests to be carried out on children who are slow learners, mentally or physically handicapped or whose performance on one or more of the ordinary survey educational tests was much below average in the 10 year follow-up.

Once again, may I emphasise how very grateful I am to you for all your help, especially as some of you may have carried out tests on this child or on other children in this study.

Yours sincerely,



NEVILLE BUTLER
Director

Background to the Study

The Child Health and Education Study is following the progress of some 16,000 children in England, Scotland and Wales, all of whom were born during the week 5 — 11 April 1970. This is the third national longitudinal study of child development and, as the first began in 1946, provides comparative information concerning the lives of British children over a total span of 24 years. The CHES children have already been studied at the time of birth and at the age of five, when extensive information was obtained about their health and development during the pre-school period. Details were collected of their health, developmental progress, family life, experience of educational and day-care facilities and their use of community and specialist health services. The Study taking place in 1980 — 81 is documenting fully their progress through primary school. It will provide measures of school attainment and ability as well as health measures which can also be related to birth factors and to pre-school experience. In the 1980 — 81 Study, over 12,000 children so far have received educational tests and medical examinations, and their parents have talked to a school nurse or health visitor.

Administration of Educational Tests

The tests we are enclosing in the Study Pack for this child fall into two groups, *first*, special tests which are appropriate for 11 year olds with learning difficulties or handicaps, *second*, ordinary tests previously used on the cohort as a general assessment.

The special educational tests should be done first. Piloting suggests that approximately three sessions will be needed to complete these. Total testing time will vary very much with individual children and so the time we have suggested can only be approximate. **The ordinary educational tests should be done second by the child.** They form a comprehensive assessment which covers both reading and mathematical skills, language competence and motivational characteristics. It is necessary, unfortunately, to ask you to get the child to attempt these tests of general assessment, as it is essential that we can compare and fit a child's performance on the special tests into his/her current performance on the ordinary tests. Many children with severe learning difficulties will fail the ordinary tests in the general assessment early on, and in such cases these tests should not take more than two or three sessions to administer. Children with milder learning difficulties may well take a longer time to complete the tests.

We apologise for this imposition on a class teacher's time and goodwill, but we do hope you will be willing to help and support us by testing the child. This is the first opportunity there has been to collect information about a nationally representative sample of children with learning difficulties or handicaps.

The educational performance of children with learning difficulties or handicaps will form a part of our first report to the DES. This is scheduled for the end of 1982. If you would like a synopsis of this or other sections of our report please indicate this on the last page of the Special Teacher Questionnaire.

Contents of Study Pack

The Study Pack should contain

A This **Instruction Booklet**, and also some descriptive material (i) a letter to Head Teachers and (ii) an information sheet on CHES

B The **Material for the Special Educational Tests**

Please check that you have all of the following in the pack

- 1 Special Test Booklet
- 2 Three polythene bags labelled 1, 2 and 3. Bag 1 contains red and blue counters. Bag 2 contains strips of white card of different lengths. Bag 3 contains two balls of plasticine.
- 3 A blue and white booklet containing Reading Readiness Profiles by D and L Thackray.
- 4 A green test sheet for Young's Mathematics Test.

Please administer these tests first of all. The Special Test material also includes a Special Teacher Questionnaire which should be completed at your convenience.

C The **Ordinary Test Material**

This should be attempted after the Special Test material. Please check that you have all of the following in the pack

- 1 Shortened Edinburgh Reading Test (blue and white booklet)
 - 2 CHES Pictorial Language Comprehension Test (small thick buff booklet)
 - 3 British Ability Scales (black and white booklet)
 - 4 CHES Friendly Maths Test (buff booklet)
 - 5 Educational Score Form (brown print on white)
 - 6 Pupil Question Form (orange print on white)
Please note that the Pupil Question Form should not be attempted with ESN (S) children and need not be carried out on any child who has done the test before in the 1980-81 study.
 - 7 Educational Questionnaire (pink print on white)
Please note that if a child has been tested before in the 1980-81 study and has been at the same school since Easter 1980, there is no need for the Head Teacher to complete sections D (ii) and (iii) of this questionnaire. If the child has not been tested before in 1980-81 please complete all sections of the Educational Questionnaire.
- D** A **Report Form** (green print on white) for reporting whether the child completed the tests and any difficulties he/she experienced

Instructions For Administering Special Test Material

- 1 Please work through the **Special Test Booklet** with the child. The booklet contains full instructions for administering all the special tests. The first test is the **Fundamental Concepts Test** for which you will need the contents of the three polythene bags provided. This is followed by a **Copying Designs Test** and a **Human Figure Drawing Test**. The instructions for **Young's Mathematics Test** are in the Special Test Booklet. The child enters his/her answers on the green test sheet provided. The instructions for the **Reading Readiness Profiles** are also given in the Special Test Booklet. The child marks his/her answers in the blue and white Reading Readiness Profiles booklet.
- 2 Please complete the **Special Teacher Questionnaire** at your convenience and return it to us with the completed tests. This questionnaire provides the opportunity to describe the child's skills and attributes and also contains a section on any special educational help he or she may be receiving. There is a section on the back page in which you are invited to summarise your own views of this child's difficulties and progress.

General Instructions on Administering Ordinary Test Material

- 1 Please attempt the ordinary Educational Tests with the child after the Special Tests have been completed. We realise that this appears to be a formidable battery of tests particularly as they follow the Special Tests. Many of these tests are terminated if the child fails a number of consecutive items and so these should take up a short time when administered to slow learners. Please note the Pupil Question Form should not be given to ESN (S) children.

The Special Tests provide a comprehensive assessment of each child's individual capabilities, whilst the ordinary Educational Tests give an estimate of their attainment in relation to the total 16,000 study children. We are most appreciative of your efforts in helping with this.





As with the Special Tests, the timetable is left to the teacher's discretion, but it is recommended that sessions last no longer than 40 minutes and that, as far as possible, an individual test is not divided between two sessions.

- 2 Please complete the Educational Questionnaire at your convenience. Note, however, that sections D (ii) and (iii) are for completion by the Head Teacher, but that there is no need for these sections to be completed if the child has been tested before in the 1980-1981 study and has been at the same school since Easter 1980.
- 3 Finally, please fill in the Report Form about the completion of the various tests and forms.

When the child has completed all the tests as far as possible and when you have filled in the Special Teacher Questionnaire, Educational Questionnaire and Report Form, please return the material directly to us. A stamped addressed gusset envelope is provided for the purpose. Please would you return the material as soon as possible, and not later than the end of June 1981.

Instructions on the Completion of Ordinary Educational Tests and Forms

PLEASE USE SOFT PENCIL ONLY, AND RUB OUT ANY MISTAKES THOROUGHLY

Where space for your answers are of this type , simply mark the appropriate space like this , not like , or 

Your answers will be machine read so please ensure that nothing else is entered in, or near these spaces, otherwise the form will be unreadable.

The CHES Pictorial Language Comprehension Test

This test is in its own booklet, but the instructions for administration are given below. Answers are recorded on pages 2 to 5 of the Educational Score Form.

This test has been designed by three linguists and is based on language usage and concepts common to the culture of this country. Children of ESN (M) level and above should be able to do some of the test and even severely retarded children may be able to recognise one or two of the early word-picture associations.

The test consists of sets of vocabulary and sentence items. All the items appear in order of increasing difficulty. When introducing the test, explain to the child that *'there are lots of easy words and sentences, and also some very difficult words, the difficult words are usually meant for older children'*. Emphasise the need for the child to take care in choosing the correct picture. The directions printed below indicate the suggested manner of introducing the tasks to the child.

The wording of each test item appears in the Educational Score Form (pages 2 to 5).

Vocabulary Items (1 to 71)

For slow learners, cover up each opposing page so as to focus attention on a single page of items. Say

I'm going to say a word. See if you can tell me which is the right picture for that word.

Read out the word for the first vocabulary item (Page 2 of the Educational Score Form), making certain that the child understands what is expected. Mark the child's response on the scoring sheet (see sections on scoring) and then, if necessary, explain the correct response. If the child gives a correct response, say

That's fine. You just have to point to the right picture. Don't forget to look at all the pictures carefully before you decide.

Continue with the next two vocabulary examples. Correct the child if necessary, explaining carefully which picture matches the given word. Thereafter, continue with the remaining vocabulary items but do not offer any further correction. Give non-committal encouragement throughout. Offer increased encouragement if the child becomes restless. If asked to repeat any of the words, please do so. Please discontinue the vocabulary section if the child fails five successive items. If you have to stop the test, explain to the child that the succeeding items are e.g. 'really very difficult'.

Congratulate the child on the progress that he or she has made

If you have to stop before the child fails five successive items, please note the reason on the Report Form

Sentence Items (72 to 87)

The sentence items start on page 72 of the buff booklet. Explain carefully

These pictures are easier. Shall we try again?

I am going to show you some new pictures, and say a sentence. I want you to point to the right picture to go with the sentence I give you. Let's try some sentences now.

Read out the wording for the first three sentence items (Page 4 of the Educational Score Form) and score the sentences, checking that the child understands the task. If necessary, after scoring each response, correct the child and point out which is the right picture. Continue with the remaining sentence items, but avoid giving any further indication of whether the child is right or wrong. If asked to repeat any of the sentences, please do so. Please discontinue the sentence section if the child fails five consecutive items.

Sequence Items (88 to 100)

When you reach the first sequence item, that is the two pictures on Page 88 of the buff booklet, explain carefully

Here we have a different kind of sentence. Listen to what I say, and then point to the pictures in the order that everything happens. Like this one.

Read out the wording for the first sequence item (Page 5 of the Educational Score Form) *When he had finished drinking his tea, he read his paper.* Mark the response in the order given by the child. Then, if incorrect, explain the correct order. If necessary assist the child in the ordering of the second and third items (after noting the responses, to ensure that the child understands the task). Continue with the remaining items, but do not correct the child further. If asked to repeat any of the sequences, please do so. Please discontinue the test if the child fails five consecutive items.

Non-response Emphasise that the child can take time to answer. If, however, there is no response, repeat the item clearly, once only.

Scoring vocabulary and sentence items The words and sentence items appear in the Educational Score Form (Pages 2 to 4), together with the page number of each item and the possible responses. These responses match the arrangement of the pictures in the buff booklet with the figure 0 (zero) indicating the position of the correct picture. e.g.

Item 72	1	2	Item 73	0	2
	0	4		3	4

Draw a horizontal line across the number matching the picture pointed out by the child. Thus, if the child points to the top right hand picture of item 72, put a line across the number '2'. Clearly, for this item the correct response would have been the bottom left hand picture. For item 73 the correct answer would be the top left hand picture.

If the child does not offer a response for a particular item, leave the numbers unmarked.

Scoring sequence items The sequence items appear in the Educational Score Form (page 5), together with the page number of each item and the correct order of the pictures. Thus, if the child points to the top picture in item 88 and then the bottom picture, showing an order '1, 2' i.e. the same as the correct order, mark the space under 'Same'. If the child points to the bottom picture first, you have to mark the space under 'Not the Same'.

The Shortened Edinburgh Reading Test

This test is in its own booklet but the instructions for administration are given below. Please ask the child to attempt the Shortened Edinburgh Reading Test. The majority of slow-learners should be able to complete the first page and many will complete more.

When the child reaches a point which is clearly beyond his or her level of reading comprehension, please stop the test and reassure the child that e.g. 'those items are usually meant for older children'. Please congratulate the child on what has already been achieved.

Page 1

There are four words around the picture of a dog. Look at the circle around the word that says DOG. That's the right word for the picture.

Now look at the next picture. Draw a circle around the word for that picture.

Ask the child to continue with the remaining items.

Page 2 (top half)

Here you have to cross out the word that doesn't belong to the sentence. The first sentence says 'Why are you been late?' There's one word that doesn't belong. It's 'been'. 'Why are you late?', not 'Why are you been late?'

Cross out that word, 'been'. That's right.

Now do the same with the next sentence.

Continue with the remaining items.

Page 2 (bottom half)

And now we have a quiz.

First we have five questions, then at the bottom there are five answers. We have to find which answer goes with which question. Look at the top question 'Do you feel all right?' Look at answer E 'I feel very cold'. That answer fits the question. So we draw a circle around the letter 'E' at the end of the first question.

Amplify if necessary, but please do not read out the other four alternatives. Merely explain that e.g. 'the other answers are not correct for that question'.

Now we have used up answer 'E'. Try to find the right answers for the other four questions.

Page 3

Here's a picture quiz. Look at the picture carefully. Then look at the questions. The first question says 'Where is the bus going?' Don't say the answer out loud. Just write down the answer.

Continue with the remaining items.

For the remaining parts of this test the child is expected to read the

instructions and complete the answers without further assistance. Offer non directive encouragement if the child appears daunted by a question. Encourage the child to re-read the instructions, but do not read out these instructions to the child.

Diagnostic Measures

It is known that spelling problems and the associated problems of identifying phonetic structure are often related to reading problems. The kinds of errors made by children in spelling, pronunciation and writing tasks can be of great diagnostic value in understanding certain areas of reading difficulty. Please administer sections a and b of the Diagnostic Measures according to the instructions below.

a Diagnostic Reading

1) First word list

Please ask the child to read out each of the words on the list printed on page 10 of this Instruction Booklet. The words should be read from left to right in each line.

As the child reads each word, please note incorrect pronunciation (or refusal to attempt the word) on the word list in the Educational Score Form (Page 6). Please discontinue the test if the child fails four consecutive items.

Erratum: Please note that the fifth word of line 14 on the Educational Score Form word list should be 'heroic' not 'herioc'.

play	sharp	list	old	jumping
before	soon	open	sly	ground
children	ditch	mouth	air	speaking
low	everyone	mischief	friendly	because
strange	farewell	meadow	frightened	towards
beauty	adventure	altogether	thistle	autumn
gracious	ocean	quarrelsome	neighbourhood	jealousy
delicious	sovereign	manufacture	idleness	population
acquaintance	palest	ceremony	monumental	acknowledge
threaten	burial	league	nevertheless	triumphant
rogue	ruinous	deny	original	consequences
reverence	cheque	pyramid	vehicle	emphasise
lieutenant	beneficial	piety	endeavour	susceptible
sacrificial	anticipate	idiotic	area	heroic
diameter	facility	cynical	analysis	picturesque
solicitor	inaccuracy	stratagem	persuasive	manoeuvres
preference	tyranny	catastrophe	opaque	decisive
miscellaneous	recipe	precipitous	pneumonia	calibre
mausoleum	occipital	facetious	tsetse	nausea
rhetoric	unanimity	heinous	fortuitous	desultory

ii) Second word list

If the child made four consecutive errors in lines 1 to 5 of the first word list please omit this second list and move on to section b Writing and Spelling Otherwise proceed with the second word list

Please show the child the list of words below Point out each word in turn, ask the child to study it and then say, 'Try to pronounce it' Note the child's responses (correct or incorrect pronunciation, or any errors made), in the appropriate boxes in the second word list on Page 6 of the Educational Score Form

- | | | | | | |
|---|----------|---|------------|---|----------|
| 1 | neadow | 2 | locean | 3 | teague |
| 4 | orea | 5 | histle | 6 | narewell |
| 7 | odleness | 8 | ronumental | | |

b Writing and Spelling

i) Dictation task

Please dictate the following to the child, at a speed suited to the child's pace of writing If the child cannot write a word and asks how to spell it, say 'Just try to write it as best you can', and repeat the sentence containing the problem word Do not repeat a particular sentence more than once, However, if the child asks for a repetition of the imaginary words in the middle of the passage, those words may be repeated twice Please note the time taken by the child to complete the writing of the passage, in the appropriate space on the Educational Score Form

I often visited my aunt She lived in a magnificent house opposite the gallery I remember her splendid purple curtains She wrote poetry The problem was nobody could understand it Her latest poems had words like prunty, slumber, grondel, blomp I wanted to laugh but I had to pretend to like them However, I really like the special refreshment There was blue juice, cake and biscuits When I left, my stomach was full and I was happy and contented

ii) Handwriting

Please ask the child to copy the words 'The quick brown fox jumps over the lazy dog', in the space below those words in the Educational Score Form (Page 7) The child should be asked to write in his or her ordinary handwriting, regardless of whether the child's ordinary writing is joined up or separate

c Naming Body Parts The Left-Right Test

Seat the child at the table opposite you Read each instruction clearly to the child, taking care to look straight ahead Do not look at his or your hands For item 3 onwards, put both your hands on the table, palms down, fingers pointing towards the child Please tick the appropriate boxes on page 9 of the Educational Score Form for the child and the observer If the child corrects his/her response please record the final response

- 1 Show me your right hand
- 2 Show me your left ear
- 3 Which is MY right hand? (put both hands on the table)
- 4 Touch my left hand with your right hand
- 5 Point to my right ear with your right hand
- 6 Touch my right hand with your right hand
- 7 Point to my left ear with your left hand
- 8 Touch my right hand with your left hand

Additional information about whether the child corrects his initial response, asks for the question again, or echoes the question, would be most helpful

d Sequential Recall – Months of the Year

Please ask the child to say the months of the year in order and record the response on Page 9 of the Educational Score Form

'Say the months of the year' Record response on Page 9 of the Educational Score Form

'Now say them backwards' Record response on Page 9 of the Educational Score Form

Write down the initial letter of each month as it is said, indicate long pauses with dots e.g If a child pauses after August and inverts September and October but then corrects them, the entry would read

J F M A M J J A . . . O S , no, S O N D

Please record all corrections Please also record any queries about the importance of order e.g 'Do I have to say them in order?'

The CHES Friendly Maths Test

This test is in its own booklet but the instructions for administration are given below

This test is based on a large body of research findings. It covers a wide curriculum, typical of the areas dealt with at the level of the 10 or 11 year old. It is not expected, however, that any one school will have covered all these areas.

Within each of the areas covered in the test there is a sequence of difficulty levels. Thus a child may succeed on several items in a particular area, but then fail the last few items of that area. However, the next topic area starts again with a very simple item, so that the child is continually reinforced by the experience of success at frequent intervals. A child who has no understanding of a particular item should not attempt to answer it, on the other hand, if there is some grasp of the topic the child should feel free to make an intuitive choice among the alternative responses.

If the study child has any difficulty in reading, it is in order to read out the wording of each item. Numerals should be read out as single figures and not given their full integrated description. For example, 1311 should be read out as One, Three, One, One and not as Thirteen Hundred and Eleven. Likewise $\frac{1}{2}$ should be read out as 'one over two' and not 'half'. Multiple choice answers which are given as words may be read out, but numerical answers should not be read out in any circumstances.

We would strongly advise that you tell the child in advance that some of the items are 'really difficult' and are usually meant for older children, so that he or she is not upset by an inability to do some of the items.

The child should also be told in advance, and this point might be repeated during the test, that rough notes or 'working out' can be done anywhere on the test pages, provided that these notes are not made near the answer boxes.

The only materials required for the test are a lead pencil, an eraser and a metric ruler. When a child wishes to correct an incorrect entry in one of the boxes it is important that he or she should erase it rather than cross it out.

We suggest that just before reading out the first question you demonstrate how the correct answer should be selected and then marked with a clear horizontal line across the box.

For example $4 + 4 = ?$

44	<input type="checkbox"/>
4	<input type="checkbox"/>
14	<input type="checkbox"/>
8	<input checked="" type="checkbox"/>
16	<input type="checkbox"/>

Please discontinue the test if the child fails six consecutive items

The British Ability Scales

Modified versions of four of these scales appear in their own booklet. Details of the administration are given there. Please try at least the first four items of each scale before you stop the test, unless the child has insufficient speech, sight or understanding to make any responses.

This completes the ordinary Educational Tests

If the child has attempted the Pupil Question Form before in the 1980-81 study or is ESN (S), please ignore the Pupil Question Form and move on to the section headed Report Form

The Pupil Question Form

The Pupil Question Form is in its own booklet but the instructions for administration are given below. Please do not ask the child to complete this form unless he/she can understand and answer the questions.

Please note that this form should not be attempted with ESN (S) children.

Please assure the child that his or her answers will be treated in strict confidence and that they will not be read by anyone known to the child. We suggest that you familiarise yourself with the contents of this form before giving it to the child.

If the child's reading level is so low that he or she cannot read the response alternatives even after they have been read out by the teacher, it would be advisable not to proceed with filling in that form. Most poor readers are, however, capable of identifying words which are read out to them by the teacher.



This Instruction Booklet contains, on the next three pages, all the items appearing in the Pupil Question Form. Whether the child can read or not, the LAWSEQ and CARALOC Questionnaires (see next page) should both be read out to the child when they are being filled in, however, the confidential items (Section B) should only be read out if the child has some difficulty with reading.



When the form has been completed, please ensure that its confidential nature is protected. We suggest that you give the child an A4 envelope in which he or she can place the completed form and then seal it. Please ensure that this envelope is immediately placed inside the CHES polythene envelope.

Filling in the Pupil Question Form

It is essential that the child should learn how to score the rounded boxes which appear throughout the Pupil Question Form. Would you please ask the child to fill in a response on each of the three items printed on this page.

Ensure that the child knows how to fill in a box, using a horizontal pencil line or a pencil mark which completely fills the rounded box, also check that the child understands that marking a particular box indicates the choice of that response.

Emphasise that the boxes should be marked like this , or this 

They should not be marked like this , or this 

Show the child the above examples of correct and incorrect marking before he or she makes a response to the items which follow.

- a) Do you like peanuts?
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Yes, very much | A little | Not at all | I don't know |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- b) About how many slices of bread do you eat each day?
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| None | One | Two | Between 3 and 5 | More than 5 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- c) How old are you? Years

LAWSEQ and CARALOC Sections of the Pupil Question Form

These sections (A and C) are aimed at eliciting some aspects of the children's self-esteem and motivation. Since you will be reading out the pupil opinion items to the child, the questionnaires will not take long to administer.

If possible, they should be presented as some kind of TV or newspaper quiz. The child should be urged to fill in the answers 'just the way you feel', and in particular should be encouraged not to mind what 'anybody else' might think of the answers.

As you can see, you have two pages with sets of questions on how you feel about things. Next to each question there are the words 'YES', 'NO', and 'DON'T KNOW'. I'm going to read out the questions, and you can read them at the same time. You think of your answer, whether it's YES, NO, or DON'T KNOW, and then mark the box under the right answer, the answer you feel. Let's start with an easy question on the LAWSEQ Questionnaire. What's the number of the first item? Number 1, yes. The question is: Don't say your answer out loud. Simply put a mark under YES, NO, or DON'T KNOW. What's the number of the next item? Right, Number 2.

Continue reading out the questions, as presented in the LAWSEQ and CARALOC sections (See separate instructions when the child reaches Section B.)

Section A (LAWSEQ)

- 1 Do you think that your parents usually like to hear about your ideas?
- 2 Do you often feel lonely at school?
- 3 Do other children often break friends or fall out with you?
- 4 Do you like team games?
- 5 Do you think that other children often say nasty things about you?
- 6 When you have to say things in front of the teacher, do you usually feel shy?
- 7 Do you like writing stories or doing other creative writing?
- 8 Do you often feel sad because you have nobody to play with at school?
- 9 Are you good at mathematics?
- 10 Are there lots of things about yourself you would like to change?
- 11 When you have to say things in front of other children, do you usually feel foolish?
- 12 Do you find it difficult to do things like woodwork or knitting?
- 13 When you want to tell a teacher something, do you usually feel foolish?
- 14 Do you often have to find new friends because your old friends are playing with somebody else?
- 15 Do you usually feel foolish when you talk to your parents?
- 16 Do other people often think that you tell lies?

Section B (Confidential Items)

For the children who are competent readers it is not necessary to read out these questions. For poor readers we would suggest that you read out the questions and alternatives as printed here. It is essential that the child be left to find and mark the chosen response(s) him or herself, to emphasise the confidentiality of the answers.

- 1 Please try to describe yourself, using words listed below. The choices are 'often or usually', 'sometimes', or 'not at all' (After saying each of the following words, pause to let the child mark a response).

- Nervous, lively, like company, worry a lot, happy-go-lucky, quiet, prefer to be on your own, easy-going
- 2 Can you use a needle and thread? Yes, No
 - 3 Do you have something to eat before coming to school in the morning? Yes, always, sometimes, no, never
 - 4 Do you do well or not so well in the following school subjects? Mark whether you do well or not so well in each subject: Mathematics, reading, spelling, writing stories, poems, art and craft, topic or project work, games, gymnastics
 - 5 What do you do in the middle of the day? Go home to eat, take sandwiches to school, have school dinner, buy food at the shops, don't eat anything in the middle of the day
 - 6 Do you like to be on your own? Not at all, only now and then, some of the time, a lot of the time, nearly all the time, all the time
 - 7 How many of your friends smoke cigarettes? Most of them, some of them, none of them
 - 8 Have you ever tried a cigarette? Yes, No
 - 9 Have you tried more than one cigarette? Yes, no, only tried one, have not tried
 - 10 If you have tried more than one cigarette, could you work out how much you smoke? Put your pencil mark across the box which is close to the right number:
Never, only tried once, only tried twice, smoke less than 1 cigarette a week, smoke about 1 cigarette a week, smoke 2 to 5 cigarettes a week, smoke about 1 cigarette a day, smoke more than 1 cigarette a day
 - 11 Do you believe that cigarettes can harm people's health? You don't believe it, it may be true, yes, you believe it
 - 12 About how much time do you spend talking to your parents each day? None at all, not very much, quite a lot
 - 13 How often do you eat each of these foods? You should mark whether it's 'nearly every day', 'quite often', 'sometimes', or 'hardly ever':
White bread, brown bread, butter, margarine, cheese, eggs, meat, fish, chocolate or other sweets
 - 14 Which of the following do you drink? Write in the squares how many cups or glasses of each drink you have on an ordinary day. If none, write 0 in that square. Tea, Cocoa or chocolate, coffee, milk, Coca Cola or Pepsi, water
 - 15 When you wake up in the morning do you usually cough? Yes, no, not sure
 - 16 How much do you cough during the rest of the day or at night? Not at all, only sometimes, a fair amount, quite a lot, a very great deal
 - 17 Do you get short of breath when hurrying on flat ground or walking up a slight hill? Yes, no, don't know
 - 18 When you cough do you wheeze or feel tightness of the chest? Yes, no, you hardly ever cough

Section C (CARALOC)

Please read these out to the child.

- 1 Do you feel that most of the time it's not worth trying hard because things never turn out right anyway?
- 2 Do you feel that wishing can make good things happen?
- 3 Are people good to you no matter how you act towards them?
- 4 Do you like taking part in plays or concerts?
- 5 Do you usually feel that it's almost useless to try in school because most children are cleverer than you?

- 6 Is a high mark just a matter of 'luck' for you?
- 7 Are you good at spelling?
- 8 Are tests just a lot of guesswork for you?
- 9 Are you often blamed for things which just aren't your fault?
- 10 Are you the kind of person who believes that planning ahead makes things turn out better?
- 11 Do you find it easy to get up in the morning?
- 12 When bad things happen to you, is it usually someone else's fault?
- 13 When someone is very angry with you, is it impossible to make him your friend again?
- 14 When nice things happen to you is it only good luck?
- 15 Do you feel sad when it's time to leave school each day?
- 16 When you get into an argument is it usually the other person's fault?
- 17 Are you surprised when your teacher says you've done well?
- 18 Do you usually get low marks, even when you study hard?
- 19 Do you like to read books?
- 20 Do you think studying for tests is a waste of time?

Now don't let anyone see what you've written. To make sure, we are going to

Please explain to the child the steps you are going to take to protect the privacy of what he or she has written. Thank you for your co-operation in this task, and please thank the child on our behalf.

Report Form

When you have completed the tests and the questionnaires, could you please fill out the Report Form

Return of the Forms

We should be most grateful if you could ensure that all the following forms are returned directly to the Child Health and Education Study -

- (1) The Special Test Booklet
- (2) The Young's Mathematics Test Sheet.
- (3) The Thackray Reading Readiness Profiles Booklet
- (4) The Special Teacher Questionnaire
- (5) The Educational Score Form
- (6) The Shortened Edinburgh Reading Test Booklet
- (7) The CHES Friendly Maths Test Booklet
- (8) The British Ability Scales Booklet
- (9) The Pupil Question Form (where applicable)
- (10) The Standard Educational Questionnaire
- (11) The Report Form

There is no need to return the CHES Pictorial Language Comprehension Test Booklet, the materials used in the Fundamental Concepts Test or this Instruction Booklet

A reply-paid envelope is enclosed in the Special Study Pack for its return. Please place the forms you are returning in their polythene pack before putting them in the envelope. Please complete the label on the pack.

Finally, may we express our thanks to the School Head and to yourself as the child's Class Teacher, for your interest and the important contribution you have made to the research findings that will arise out of this study. Without the assistance of yourselves and a great number of other School Heads and Teachers, this 1981 special study would never have been possible.