

**Millennium Cohort Study  
Fifth Sweep (MCS5)  
Age 11 Main Stage**

***Household and main/partner  
questionnaire*** (Physical Measurements,  
Verbal Similarities, CANTAB  
Assessments)

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## INTRODUCTION

This document contains the specification for the Physical Measurements and Cognitive Assessment elements of the questionnaire for the Millennium Cohort Study (MCS).

### 1.1 Features of the documentation

#### 1.1.1 Module

The questionnaire is comprised of modules on specific topics which contain a list of all questions, answer options and routing conditions (or the rules that govern when a question should be asked).

#### 1.1.2 Questions and answers

Each question has been given a unique name that can be identified by its bold, blue formatting. At most questions are answered according to a pre-defined list from which to an answer is chosen. At other questions the respondent was not offered a pre-defined list and the interviewer codes his/her answer into a pre-defined list or enters it verbatim.

Most questions are single-coded questions, that is, questions where the respondent may only give one answer. Unless otherwise stated, a question is single coded. If multiple responses may be coded, the question will include an interviewer note indicating this, usually 'CODE ALL THAT APPLY'. However, some answers in multi-coded questions may be exclusive codes, meaning that no other response may be coded in conjunction.

Some questions have a 'NULL' option and is a generic way for interviewers to enter 'None of these', 'No one', etc. Interviewers enter 'NULL' directly into the script instead of coding a numbered or lettered response.

Finally, unless otherwise stated, 'Don't know' and 'Refusal' are valid answers at all questions. It is stated in the answers if these are not allowed.

In addition to questions, there is some text labelled 'PAUSE'. This is introductory text that the interviewers on screen prior to seeing the question that proceeds it.

#### 1.1.3 Routing

Routing instructions are fully detailed in italics at appropriate points. The routing condition is both explained in words and given in terms of the logical command. The expressions '<', '=', '>' are used to denote 'less than', 'equal to' and 'more than', respectively. The term '<>' means 'not equal to'. The routing condition is displayed immediately before the first question to which it applies and is indicated by an 'IF' statement. The end of a particular routing condition is indicated by an 'END OF FILTER' instruction.

Some routing is noted in boxes above a question. This routing applies to large blocks of questions, and stops when the next 'box' of routing appears.

In the routing statements variables or questions will be referred to. If the question is from another module, then the question name will be prefixed by the module name. For instance, 'HHQRE.ADSA = 2' indicates that the question ADSA is in the module 'HHQRE' (the household questionnaire module). Additionally, if the routing uses 'feed forward' information from a prior interview, that variable will be referred to with the prefix 'FF'.

#### 1.1.4 Textfills

In some cases the text of a question may be varied to take account of particular circumstances by using a 'textfill'. These possible different wordings are indicated by '[' and end with ']'. When more than one possible textfill appears within a question, they are separated by '/'. The circumstances in which the text is varied is specified in footnotes.

#### 1.1.5 Checks

An advantage of CAPI questionnaires is that checks can be included in the program to alert interviewers to potential errors.

A number of checks have been included in the CAPI script. Checks to prevent logical inconsistencies have been included in the household and parent questionnaires. Additionally, where applicable, range checks have been included in both the household and parent questionnaires. These checks alert interviewers to when a value entered (for instance, the year when a respondent moved house) seems unlikely or inconsistent with previous answers, or prevents interviewers from entering a value that is impossible (for instance, a date of birth that is in the future).

All check apply to the Physical Measurements and can be found at the end of the Physical measurements section.

#### 1.1.6 Help screens

Some modules contain a help screen, which provides additional information to help interviewers define and code answers. Interviewers may access help screens by coding the appropriate code or entering 'NULL'.

## 1.2 CANTAB

A 'headless' version of the CANTABclipse software, used to run the CANTAB assessments, has been integrated into the CAPI script. Before beginning the CANTAB assessments, the interviewer is reminded to have the laminated administration scripts for both assessments to hand. The interviewer is then reminded to insert the USB CANTAB software key, which is necessary for the data to be collected, and to attach and calibrate the touch-screen add-on, if the interviewer does not have a touch-screen capable CAPI machine. Once the interviewer has confirmed they have done these things, they are required to indicate in the CAPI script that they are ready to begin the assessments. The CANTABclipse software then loads automatically and the CANTAB assessments begin. Once the assessment ends that interview is automatically returned to the CAPI script.

**Comment [PD1]:** Added to introduction – to be reviewed.

**Physical Measurements  
Questionnaire (PM)**

**REPEAT QUESTIONS FOR EACH COHORT CHILD**

**CHSTART [PAUSE]**

\*\*\*\* START OF PHYSICAL MEASUREMENTS FOR [^Cohort child's name] \*\*\*\*

**CHIC**

\*\*\* CHILD MEASUREMENTS: PARENT CONSENT TO APPROACH CHILD\*\*\*

DID PARENT/GUARDIAN GIVE WRITTEN CONSENT FOR [^Cohort Child's Name] TO BE ASKED TO COMPLETE THE PHYSICAL MEASUREMENTS? IF YES, CODE WHICH ONES.

**REMINDER: USED LEAFLET: INFORMATION LEAFLET FOR PARENTS (CHILD ELEMENTS) "MORE INFORMATION ABOUT THE VISIT"**

USED CONSENT FORM: **CHILD ELEMENTS** .

PARENT/GUARDIAN MUST HAVE SIGNED FORM **AND** INITIALED APPROPRIATE BOX TO INDICATE CONSENT WAS GIVEN FOR EACH OF THESE MEASUREMENTS

- 1 Yes, consent for all measurements given (SINGLE CODE ONLY)
- 2 Yes, consent for height given
- 3 Yes, consent for weight given
- 4 Yes, consent for body fat given
- 5 No, consent not given for any measurements (SINGLE CODE ONLY)

**IF SIGNED CONSENT NOT GIVEN FOR ANY ELEMENTS [CHIC = 5] ROUTE OUT OF INTERVIEW**

*IF signed consent given [CHIC = 1, 2, 3 OR 4]<sup>1</sup>*

**CHAC**

\*\*\* CHILD MEASUREMENTS: CHILD CONSENT \*\*\*

DID [^Cohort Child's Name] GIVE VERBAL CONSENT TO COMPLETE THE PHYSICAL MEASUREMENTS? IF YES, CODE WHICH ONES.

**REMINDER: LEAFLET USED: INFORMATION LEAFLET FOR THE CHILD "HOW CAN I HELP WITH THE CHILD OF THE NEW CENTURY?"**

CONSENT FORM USED: **CONSENT FROM CHILD**

YOU SHOULD NOT HAVE ASKED CONSENT FROM CHILD IF PARENT HAS NOT GIVEN CONSENT TO APPROACH CHILD.

<sup>1</sup> ONLY ELEMENTS PARENT HAS GIVEN CONSENT FOR AT CHIC SHOULD APPEAR HERE

- 1 Yes, consent for all measurements given (SINGLE CODE ONLY)
- 2 Yes, consent for height given
- 3 Yes, consent for weight given
- 4 Yes, consent for body fat given
- 5 No, consent not given for any measurements (SINGLE CODE ONLY)

END OF FILTER

**IF verbal consent NOT given for any elements [CHAC = 5] route out of interview**

**Start of height measurement**

*IF parental consent and child consent given to measure height [CHAC=1 OR CHAC=2]*

**HTCM**

INTERVIEWER: YOU ARE NOW IN THE HEIGHT MODULE FOR [^Cohort child's name]  
ATTEMPT TO MEASURE HEIGHT THEN ENTER HEIGHT IN CENTIMETRES.

INTERVIEWER: MAKE SURE MEASURING SECTIONS ARE PUT TOGETHER IN THE  
CORRECT ORDER BEFORE TAKING HEIGHT.

INTERVIEWER: CODE NULL IF UNABLE TO OBTAIN HEIGHT MEASUREMENT.

**MAXIMUM NUMBER OF DECIMAL PLACES ALLOWED IS ONE.**

Range: 1.0...997.0

*If decimal place not entered or is 0*

**htcm1d**

Is that...?

- 1 [^centimetres entered].1
- 2 [^centimetres entered].2
- 3 [^centimetres entered].3
- 4 [^centimetres entered].4
- 5 [^centimetres entered].5
- 6 [^centimetres entered].6
- 7 [^centimetres entered].7
- 8 [^centimetres entered].8
- 9 [^centimetres entered].9
- 10 [^centimetres entered].0

END FILTER

**CHECK HTCM**

Physical Measurements (PM) Questionnaire

IF unable to obtain height measurement [HTCM=null]

**UNHT**

PLEASE CODE REASON UNABLE TO OBTAIN HEIGHT MEASUREMENT

- 1 Child cannot stand unaided
- 2 Child self-conscious about height
- 3 Child would not / could not stand still
- 4 Child refused
- 5 Parent refused
- 6 Problem with stadiometer
- 7 Other (specify)

IF Other reason at UNHT (UNHT = 7)

**UNHO**

OTHER - PLEASE SPECIFY

String255

END OF FILTER

END OF FILTER

IF Height measurement taken [HTCM <> NULL]

**HTAT**

ENTER NUMBER OF ATTEMPTS TO TAKE MEASUREMENT

Range: 1..97

**CHECK HTAT**

**HTM1**

USING THE 24 HOUR CLOCK, ENTER TIME MEASUREMENT WAS TAKEN

RECORD HOUR HERE

Range: 1..23

**HTM2**

USING THE 24 HOUR CLOCK, ENTER TIME MEASUREMENT WAS TAKEN

RECORD MINUTES HERE

Range: 0..59

**CHECK HTTM**



Physical Measurements (PM) Questionnaire

**HTRL**

WHICH OF THESE CIRCUMSTANCES APPLY TO THE MEASUREMENT?  
CODE ALL THAT APPLY. CODE NULL FOR 'NONE OF THESE'

- 1 Hairstyle
- 2 Turban or other headwear
- 3 Posture - back not straight
- 4 Posture - legs not straight
- 5 Unable to stand still
- 6 Shoes were worn
- 7 Socks were worn
- 8 Other issue

**None of these**

*IF height measurement circumstances = Other [HTRL = 8]*

**HTOT**

OTHER - PLEASE SPECIFY

String255

END OF FILTER

**HTEL**

IS THERE ANYTHING ELSE YOU THINK WE NEED TO KNOW ABOUT THIS  
MEASUREMENT?

- 1 Yes
- 2 No

*IF whether further height information = Yes [HTEL = 1]*

**HTEX**

WHAT ELSE DO WE NEED TO KNOW ABOUT THIS MEASUREMENT?

String255

END OF FILTER

END OF FILTER

**STAD**

INTERVIEWER: Please record serial number of stadiometer used for this interview

1..997

END OF FILTER

Start of weight and body fat measurement

*IF parental consent and child consent given to measure weight [CHAC=1 OR CHAC=3]*

**BFCK**

INTERVIEWER: YOU ARE NOW IN THE WEIGHT AND BODY FAT MODULE FOR  
[^Cohort child's name]

INTERVIEWER: PLEASE CONFIRM WITH PARENT THAT CHILD IS NOT FITTED WITH  
A PACEMAKER.  
IF THEY ARE FITTED WITH A PACEMAKER YOU SHOULD ONLY  
MEASURE THEIR  
WEIGHT

- 1 Child has no pacemaker
- 2 Child has a pacemaker

**CHECK BFCK**

*IF Child has no pacemaker, child and parent consented to body fat and height  
measurement obtained [BFCK = 1 AND (CHAC=2 or CHAC=4) AND HTCM<>NULL]*

**BFIN [PAUSE]**

INTERVIEWER ENTER THE FOLLOWING DETAILS INTO THE SCALES ABOUT  
THE CHILD:  
AGE: [^Age in years]  
GENDER: [^Male/Female]  
HEIGHT: [show height measurement as whole number as scales will only accept whole  
centimetres.<sup>2</sup>

END OF FILTER

END OF FILTER

*IF parental consent and child consent given to measure weight [CHAC=1 OR CHAC=3]*

**WTCM**

ATTEMPT TO MEASURE WEIGHT AND ENTER WEIGHT IN KILOS AS IT APPEARS  
ON THE SCALES INTERVIEWER: MAKE SURE THAT THE SCALES ARE MEASURING  
IN KILOGRAMS BEFORE TAKING WEIGHT INTERVIEWER: CODE NULL IF UNABLE  
TO OBTAIN WEIGHT MEASUREMENT.

**MAXIMUM NUMBER OF DECIMAL PLACES ALLOWED IS ONE.**

Range: 1.0..197.0

UNABLE TO OBTAIN WEIGHT MEASUREMENT

*If decimal place not entered or is 0*

<sup>2</sup> For measurements ending .1, .2, .3, .4 round down; for measurements ending .6, .7, .8, .9 round up. If .5 and the number of centimetres is even round down e.g. 110.5 round to 110); If .5 and the number of centimetres is odd round up (e.g. 111.5 round to 112)]

**WTCM1D**

Is that....?

- 1 [^kilos entered].1
- 2 [^kilos entered].2
- 3 [^kilos entered].3
- 4 [^kilos entered].4
- 5 [^kilos entered].5
- 6 [^kilos entered].6
- 7 [^kilos entered].7
- 8 [^kilos entered].8
- 9 [^kilos entered].9
- 10 [^kilos entered].0

END FILTER

**CHECK WTCM**

*IF unable to obtain weight measurement*

**WTUN**

PLEASE CODE REASON UNABLE TO OBTAIN WEIGHT MEASUREMENT

- 1 Child cannot stand unaided
- 2 Child self-conscious about weight
- 3 Child would not / could not stand still
- 4 Child refused
- 5 Parent refused
- 6 Problem with scales
- 7 Other reason

*IF weight not measured for another reason [WTUN = 7]*

**WTOX**

INTERVIEWER: ENTER REASON/UNABLE TO TAKE MEASUREMENT.

String80

END OF FILTER

END OF FILTER

*IF Weight measured [WTCM = Response AND <> NULL]*

*IF parental consent and child consent given to measure body fat [CHAC=1 OR  
CHAC=4 AND does not have pacemaker [BFCK = 1] AND Height measurement taken  
[HTCM = Response and NOT HTCM = NULL]*

**BFPC**

ENTER BODY FAT MEASUREMENT AS DISPLAYED ON THE SCALES

INTERVIEWER: CODE NULL IF UNABLE TO OBTAIN BODY FAT MEASUREMENT.

**MAXIMUM NUMBER OF DECIMAL PLACES ALLOWED IS ONE.**

Range 1.0..100.0

*If decimal place not entered*

**BFPCD**

Is that...?

- 1 [^percentage entered].1
- 2 [^percentage entered].2
- 3 [^percentage entered].3
- 4 [^percentage entered].4
- 5 [^percentage entered].5
- 6 [^percentage entered].6
- 7 [^percentage entered].7
- 8 [^percentage entered].8
- 9 [^percentage entered].9
- 10 [^percentage entered].0

END FILTER

**CHECK BFPC**

*IF unable to obtain body fat measurement [BFPC = NULL]*

**NOBF**

INTERVIEWER: CODE REASON WHY YOU WERE UNABLE TO MEASURE BODY FAT

- 1 Parent refused
- 2 Child refused
- 3 Child's feet not long enough
- 4 Problem with scales
- 5 Not able to take measurement for other reason

*IF unable to take measurement for other reason [NOBF = 5]*

**NBFX**

INTERVIEWER: ENTER REASON FOR REFUSAL/UNABLE TO TAKE MEASUREMENT

String80

END OF FILTER

END OF FILTER

END OF FILTER

**WTAT**

ENTER NUMBER OF ATTEMPTS TO TAKE MEASUREMENT

Range: 1..97

**CHECK WTAT**

**WTSC**

WERE SCALES PLACED ON AN UNEVEN FLOOR OR CARPET?

- 1 Yes - uneven floor
- 2 Yes - carpet
- 3 No - neither

**WTRL**

WHICH OF THESE CIRCUMSTANCES APPLY TO THE MEASUREMENT(S)?  
CODE ALL THAT APPLY  
CODE NULL FOR 'NONE OF THESE'

- 1 Child was wearing shoes
- 2 Child was wearing more than light clothing
- 3 Child was wearing a plaster cast on upper limb i.e. arm
- 4 Child was wearing a plaster cast on lower limb i.e. leg
- 5 Unable to stand still
- 6 Other issue

**None of these**

*IF Other = weight measurement circumstances [WTRL = 6]*

**WTOT**

OTHER - PLEASE SPECIFY

String255

END OF FILTER

**WTEL**

IS THERE ANYTHING ELSE YOU THINK WE NEED TO KNOW ABOUT THIS MEASUREMENT?

- 1 Yes
- 2 No

*IF there is anything else need to know about measurement [WTEL = 1]*

**WTEX**

WHAT ELSE DO WE NEED TO KNOW ABOUT THIS MEASUREMENT?

String255

END OF FILTER | |

**SCAN**

INTERVIEWER: Please record serial number of scales used for this interview.

1..997

END OF FILTER

END OF FILTER

*IF at least one physical measurement taken [HTCM = RESPONSE OR WTCM = RESPONSE]*

**PMRC**

INTERVIEWER: PLEASE CHECK WHETHER THE CHILD WOULD LIKE A RECORD OF THE MEASUREMENTS YOU HAVE TAKEN

- 1 Yes
- 2 No

*IF child would like a record of the measurements taken [PMRC = 1]*

**[PAUSE]**

INTERVIEWER: PLEASE RECORD THE FOLLOWING INFORMATION ON THE CHILD MEASUREMENT RECORD CARD<sup>3</sup>:

Name: [^Cohort child's name]

Height (cms): [^HTCM]<sup>4</sup> - cms

Height (feet/inches): [^HTCM]<sup>5</sup> - feet/inches

Weight (KG): [^WTCM] - kg

Weight (Stones/Pounds): [^WTCM] - stones/pounds

Bodyfat percentage: [^BFPC] %

<sup>3</sup> CAPI SHOULD ONLY DISPLAY MEASUREMENTS RELATING TO MEASUREMENTS THAT WERE TAKEN

<sup>4</sup> THE METRIC MEASUREMENT IS THE MEASUREMENT AS ENTERED BY INTERVIEWER (SAME APPLIES TO WEIGHT AND WAIST CIRCUMFERENCE)

<sup>5</sup> THE IMPERIAL MEASUREMENT IS TO BE CALCULATED BY CAPI (SAME APPLIES TO WEIGHT AND WAIST CIRCUMFERENCE)

|| **WARC**

|| INTERVIEWER CODE AS APPROPRIATE

- || 1 All measurements above recorded on card [SINGLECODE]
- || 2 Child did not want **height** recorded on card
- || 3 Child did not want **weight** recorded on card
- || 4 Child did not want **bodyfat** recorded on card

|| END OF FILTER

END OF FILTER

**CHEND [PAUSE]**

INTERVIEWER: THAT IS THE END OF THE PHYSICAL MEASUREMENTS FOR [^Cohort child's name].

**Length**

**INTERVIEWER: CODE LENGTH OF INTERVIEW IN MINUTES**

Range: 1...99

Checks

**CHECK HTCM**

*IF parental consent and child consent given to measure height [CHAC=1 OR CHAC=2]*

*IF height measurement is answered [HTCM <> NULL AND =RESPONSE]*

*IF height measurement is less than 110 cm or more than 180 cm [HTCM < 110 or > 180]<sup>6</sup>*

**[PAUSE]**

<sup>6</sup>HtCm centimetres can't be right! A child of this age should be between 110 cm and 180 cm tall. Please change!

**Things to check:**

Have you mis-read the measurement on the stadiometer?

Have you mis-keyed the measurement in CAPI?

Are the sections of the stadiometer assembled in the correct order?

**HTCMCHK1**

INTERVIEWER CHECK THE FOLLOWING AND CODE ALL THAT APPLY  
INTERVIEWER: CODE NULL FOR MEASUREMENT TO BE AMENDED

- 1 Sections of the stadiometer are assembled in the correct order.
- 2 Measurement was correctly read from stadiometer.
- 3 Measurement keyed into CAPI (<sup>6</sup>HtCm cm) is correct.
- 4 MEASUREMENT TO BE AMENDED

*IF Height entered incorrectly [HTCMCHK1 = 4] GO TO HTCM*

*IF Height entered correctly [HTCMCHK1 = 1 & 2 & 3]*

HTCM1 = HTCM

*IF [HTCM < 110] HTCM = 110*

*IF [HTCM > 180] HTCM = 180*

GO TO HTAT

END OF FILTER

END OF FILTER

*IF height measurement is less than 125 cm or more than 165 cm [HTCM < 125 AND >110] OR [HTCM > 165 AND < 180]*



**[PAUSE]**

^HtCm centimetres is rather [high/low]. We would normally expect a child of this age to be between 125cm and 165 cm tall. Please check."

**Things to check:**

Have you mis-read the measurement on the stadiometer?

Have you mis-keyed the measurement in CAPI?

Are the sections of the stadiometer assembled in the correct order?

**CHKHTCM**

IS ^HtCm CENTIMETRES CORRECT?

1 Yes

2 No

*IF No GOTO HTCM [HTCMCHK = 2]*

END OF FILTER

END OF FILTER

END OF FILTER

**CHECK HTAT**

*IF parental consent and child consent given to measure height [CHAC=1 OR CHAC=2]*

*IF Height measurement taken [HTCM <> NULL]*

*IF number of attempts at measurement is answered [HTAT = RESPONSE]*

*IF number of attempts to take measurement is more than 10 [HTAT > 10]*

**HTATCHK**

^HTAt attempts is high! Please check!

IS ^HTAt CORRECT?

1 Yes

2 No

*If No GOTO HTAT [HTATCHK = 2]*

END OF FILTER

END OF FILTER

END OF FILTER

END OF FILTER

**CHECK HTTM**

Physical Measurements (PM) Questionnaire

*IF parental consent and child consent given to measure height [CHAC=1 OR CHAC=2]*

*IF Height measurement taken [HTCM <> NULL]*

*IF time of measurement is entered [HTTM = RESPONSE]*

*IF time is after 9 pm [HTM1 > 21 and <7]*

**HTTMCHK**

That is between 9pm and 7am. Are you sure?

- 1 Yes
- 2 No

*If No GOTO HTM1 [HTTMCHK = 2]*

END OF FILTER

END OF FILTER

END OF FILTER

END OF FILTER

**CHECK BFCK**

*IF parental consent and child consent given to measure weight and body fat [CHAC=1 OR CHAC=3]*

*IF child has a pacemaker [BFCK = 2]*

**BFCKCHK**

You have coded that the child has a pacemaker. Are you sure?

- 1 Yes
- 2 No

END OF FILTER

*If No GOTO BFCK [BFCKCHK = 2]*

END OF FILTER

**CHECK WTCM**

*IF parental consent and child consent given to measure weight [CHAC=1 OR CHAC=3]*

*IF weight is entered [WTCM = RESPONSE AND <> NULL]*

*IF weight is less than 15 kg or more than 115 kg [WTCM <15 or >115]*

**[PAUSE]**

^WTCM KILOS can't be right! Please change! A child of this age should weigh between 15 kg and 115 kg. Please check.

**Things to check:**

Have you mis-read the weight measurement on the hand-held console?

Have you mis-keyed the weight measurement in CAPI?

Are the scales set to measure in kg?

**WTCMCHK1**

INTERVIEWER CHECK THE FOLLOWING AND CODE ALL THAT APPLY  
INTERVIEWER: CODE NULL FOR MEASUREMENT TO BE AMENDED

- 1 Scales are set to measure in KG.
  - 2 Weight correctly read from scales.
  - 3 Weight keyed into CAPI (^WTCM kg) correctly.
- MEASUREMENT TO BE AMENDED

*IF Weight to be amended [WTCMCHK1 = NULL OR <> 1 & 2 & 3] GOTO WTCM*

*IF weight entered correctly [WTCMCHK1 = 1 & 2 & 3]*

WTCM1 = WTCM

*IF [WTCM < 15] WTCM = 15*

*IF [WTCM > 115] WTCM = 115*

**END OF FILTER**

*IF parental consent and child consent given to measure body fat [CHAC = 1 OR CHAC = 4] AND does not have pacemaker [BFCK = 1] AND Height measurement taken [HTCM = Response] GOTO BFPC ELSE GOTO WTAT*

**END OF FILTER**

*IF weight is less than 23 kg or more than 62 kg [WTCM (<23 AND >15) or (>62 AND <115)]*

**[PAUSE]**

^WTCM KILOS is rather [high/low]. We would normally expect a child of this age to weigh between 23 kg and 62 kg. Please check.

**Things to check:**

Have you mis-read the weight measurement on the hand-held console?

Have you mis-keyed the weight measurement in CAPI?

Are the scales set to measure in kg?

Physical Measurements (PM) Questionnaire

**WTCMCHK**

INTERVIEWER: IS ^WTCM KILOS CORRECT?

- 1 YES
- 2 NO

*If No GOTO WTCM [WTCMCHK = 2]*

END OF FILTER

END OF FILTER

**CHECK BFPC**

*IF Weight measured [WTCM = Response AND <> NULL]*

*IF parental consent and child consent given to measure body fat [CHAC=1 OR CHAC=4 AND does not have pacemaker [BFCK = 1] AND Height measurement taken [HTCM = Response and NOT HTCM = NULL]*

*IF body fat is measured [BFPC = RESPONSE AND <> NULL]*

*IF body fat is not between 10 and 45 [BFPC < 10 OR BFPC > 45]*

**[PAUSE]**

^Bfpc is unusual. We would normally expect a child of this age's body fat to be between 10% and 45%. Please check!

**Things to check:**

- Have you mis-read the body-fat measurement on the hand-held console?
- Have you mis-keyed the body-fat measurement in CAPI?
- Was the child's age entered correctly into the hand-held console?
- Was the child's height entered correctly into the hand-held console?
- Was the child's gender entered correctly into the hand-held console?

**BFPCCHK**

INTERVIEWER: IS ^BFPC CORRECT?

- 1 Yes
- 2 No

*If No GOTO BFPC [BFPCCHK = 2]*

END OF FILTER

END OF FILTER

**CHECK WTAT**

Physical Measurements (PM) Questionnaire

```
|
| IF Weight measured [WTCM = Response AND <> NULL]
|
| IF parental consent and child consent given to measure body fat [CHAC=1 OR
| CHAC=4 AND does not have pacemaker [BFCK = 1] AND Height measurement taken
| [HTCM = Response and NOT HTCM = NULL]
|
| IF number of attempts at measurement is answered [WTAT = RESPONSE]
|
| IF number of attempts to take measurement is more than 10 [WTAT > 10]
|
| WTATCHK
|
| ^WTAT attempts is high! Please check!"
|
| Is ^WTAT correct?
|
| 1 YES
| 2 NO
|
| If No GOTO WTAT [WTATCHK = 2]
|
| END OF FILTER
|
| END OF FILTER
|
| END OF FILTER
|
| END OF FILTER
```

# Verbal Similarities Questionnaire (VS)

**CHIC2**

**\*\*\* CHILD ASSESSMENTS: PARENT CONSENT TO APPROACH CHILD\*\*\***

DID PARENT/GUARDIAN GIVE WRITTEN CONSENT FOR [^Cohort child's name] TO BE ASKED TO COMPLETE THE COGNITIVE ASSESSMENTS? IF YES, CODE WHICH ONES.

**REMINDER: USED LEAFLET: INFORMATION LEAFLET FOR PARENTS (CHILD ELEMENTS) "MORE INFORMATION ABOUT THE VISIT"**  
USED CONSENT FORM: **CHILD ELEMENTS**.

PARENT/GUARDIAN MUST HAVE SIGNED FORM **AND** INITIALED APPROPRIATE BOX TO INDICATE CONSENT WAS GIVEN FOR EACH OF THESE ASSESSMENTS

1. Yes, consent for all assessments given (SINGLE CODE ONLY)
2. Yes, consent for verbal similarities given
3. Yes, consent for memory task given
4. Yes, consent for decision-making task given
5. No, consents not given for any assessments (SINGLE CODE ONLY)

**IF SIGNED CONSENT NOT GIVEN FOR ANY ELEMENTS [[CHIC2 = 5] ROUTE OUT OF ASSESSMENTS**

*IF signed consent given [CHIC2 = 1 OR (2 OR 3 OR 4)] continue to Child's Consent [CHAC2]*

**CHAC2**

**\*\*\* CHILD ASSESSMENTS: CHILD CONSENT\*\*\***

DID [^Cohort child's name] GIVE VERBAL CONSENT TO COMPLETE THE COGNITIVE ASSESSMENTS? IF YES, CODE WHICH ONES.

**REMINDER: LEAFLET USED: INFORMATION LEAFLET FOR THE CHILD "HOW CAN I HELP WITH THE CHILD OF THE NEW CENTURY?"**  
CONSENT FORM USED: **CONSENT FROM CHILD**

YOU SHOULD NOT HAVE ASKED CONSENT FROM CHILD IF PARENT HAS NOT GIVEN CONSENT TO APPROACH CHILD

1. Yes, consent for all assessments given (SINGLE CODE ONLY)
2. Yes, consent for verbal similarities given
3. Yes, consent for memory task given
4. Yes, consent for decision making task given
5. No, consent not given for any assessments (SINGLE CODE ONLY)

**END FILTER**

**IF VERBAL CONSENT NOT GIVEN FOR ANY ELEMENTS [CHAC2 = 5] ROUTE OUT OF ASSESSMENTS**

**IF VERBAL CONSENT GIVEN FOR ANY ELEMENTS [CHAC2 = 1 OR (2 OR 3 OR 4)]  
CONTINUE TO APPROPRIATE COGNITIVE ASSESSMENT BASED ON RESPONSE AT  
CHAC2.**

**IF VERBAL CONSENT GIVEN [CHAC2 = 1 OR 2) CONTINUE TO VERBAL SIMILARITIES  
[ANCD]**

**IF CONSENT GIVEN TO MEMORY TASK AND/OR DECISION-MAKING TASK (CHAC2 =  
1 3 OR 4)**

**PAUSE**

Before starting any of the **three** assessments you need to ensure you are set-up for  
CANTAB:

- Take out the two laminated administration scripts
- Insert the USB software key into your laptop
- Attach and calibrate the touchscreen add-on (if using one)

**PAUSE**

**Start of Verbal Similarities assessment**

COGNITIVE ASSESSMENTS FOR [^Cohort child's name<sup>7</sup>]

**ANCD**

INTERVIEWER: PLEASE CONFIRM THAT YOU ARE ABLE TO ADMINISTER THE  
VERBAL SIMILARITIES ASSESSMENT

1 - Yes - able to administer

2 – No - unable to administer

[Don't know and Refusal are not allowed]

**ASK IF UNABLE TO ADMINISTER [ANCD=2]**

PLEASE RECORD VERBATIM REASON UNABLE TO ADMINISTER

**IF CONSENT FOR VERBAL SIMILARITIES OBTAINED FROM PARENT AND CHILD  
(AND ABLE TO ADMINISTER [ANCD=1] CONTINUE TO CINA**

**CINA**

INTERVIEWER: YOU ARE IN THE VERBAL SIMILARITIES ASSESSMENT FOR  
[^Cohort child's name<sup>8</sup>]

**PAUSE**

<sup>7</sup> From FF.Name

<sup>8</sup> From FF.Name



**VSINTRO**

INTERVIEWER: MAKE SURE YOUR CAPI MACHINE IS POSITIONED SO [^COHORT CHILD'S NAME] CANNOT SEE THE SCREEN.

INTERVIEWER, SAY: I am going to say three things and I want you to tell me how they go together. When you have answered, I will say three more things and again I'll ask you to tell me how they go together. We'll carry on like this. If you want me to repeat the three words just ask. It will get more difficult as we go on but don't worry. Most children your age don't know all the answers. For most questions, I won't tell you whether you have given me a right or wrong answer. If you are not sure, just have a go. If you really don't know, just tell me and we will move on. Please just try your best.

**QA01**

ASK ALL

INTERVIEWER, SAY: I am going to say three things and I want you to tell me how they go together. **Listen carefully: BANANA, APPLE, ORANGE<sup>9</sup>.**  
What are all these things?

CORRECT RESPONSES

Fruit

Fruits

1 - Correct response

2 - Incorrect response/ No response/ Don't know/ Refused

Terminate assessment

**PAUSE**

**VERBAL SIMILARITIES HELP SCREEN**

REMEMBER TO GIVE NEUTRAL PRAISE 'Thank-you' OR 'Okay' AFTER EVERY ITEM (UNLESS DIRECTED OTHERWISE BY CAPI).

YOU CAN REPEAT ANY OF THE INTRODUCTORY SCRIPT AT ANY TIME DURING THE ASSESSMENT:

**INTRODUCTORY SCRIPT:**

I am going to say three things and I want you to tell me how they go together. When you have answered, I will say three more things and again I'll ask you to tell me how they go together. We'll carry on like this. If you want me to repeat the three words just ask. It will get more difficult as we go on but don't worry. Most children your age don't know all the answers. For most questions, I won't tell you whether you have given me a right or wrong answer. If you are not sure, just have a go. If you really don't know, just tell me and we will move on. Please just try your best.

IF THE CHILD DOES NOT RESPOND, IS HESITANT OR IS STRUGGLING TO GIVE AN ANSWER AT A PARTICULAR QUESTION, YOU CAN:

- REPEAT THE THREE WORDS (UP TO 3 TIMES)
- ENCOURAGE THEM TO ANSWER '**if you are not sure, just have a go**'.
- REMIND THEM WHAT TO DO IF THEY DON'T KNOW THE ANSWER '**if you don't know how the words go together, just tell me and we will move on.**

<sup>9</sup> On each item, the 3 words should be capitalised and presented in a different colour font

IF THE CHILD IS FINDING THE ASSESSMENT DIFFICULT, YOU CAN:

- RE-ASSURE THEM BY SAYING: **‘You are doing a good job’**
- COMMENT ON THE DIFFICULTY OF THE ASSESSMENT BY SAYING: **‘It’s getting hard now’**

**QA02**

ASK IF QA01 = 2

INTERVIEWER, SAY: Let’s try again. **BANANA, APPLE, ORANGE**. What could you call all these things?

CORRECT RESPONSES

Fruit

Fruits

1 - Correct response

2☐ - Incorrect response/  
No response/ Don’t know/  
Refused

Terminate assessment

**QA1R**

READ IF QA01 = 1 OR IF QA02 = 1

INTERVIEWER, SAY: That’s right; now try another one.

**QA2R**

READ IF QA02 = 2

INTERVIEWER, SAY: A banana, an apple, and an orange are all fruits. The best way of saying how they go together is to say that they are all fruits.

**IF THE CHILD GIVES 5 CONSECUTIVE INCORRECT RESPONSES BETWEEN Q16I AND Q28I WITHOUT FIRST GIVING 3 OR MORE CORRECT RESPONSES THE CHILD MUST CONTINUE THE ASSESSMENT FROM Q08I – SKIP TO VS8I.**

**2**

**IF THE CHILD GIVES 5 CONSECUTIVE INCORRECT RESPONSES BETWEEN Q16I AND Q28I AFTER GIVING AT LEAST 3 CORRECT RESPONSES TO EARLIER ITEMS THEN THE ASSESSMENT TERMINATES – SKIP TO VSEN,**

**Q16I**

ASK ALL

INTERVIEWER, SAY: **SYRUP, TOFFEE, CAKE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES      RESPONSES  
REQUIRING PROBING

Sugary things

You can eat them

Sweet things

Carbohydrates

Junk food

Snacks

Things that are bad for  
you

Sticky things

Make you fat

Bad for teeth

1  - Correct response

2 -  Response requiring  
probing

3 -  Incorrect response/  
No response/ Don't know/  
Refused

Terminate assessment

**Q16Q**

ASK IF **Q16I = 2**

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **SYRUP, TOFFEE, CAKE**

CORRECT RESPONSES

Sugary things

Sweet things

INCORRECT  
RESPONSES

You can eat them

Carbohydrates

Junk food

Snacks

Things that are bad for  
you

Sticky things

Make you fat

Bad for teeth

1  - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q16T**

ASK IF **Q16I** = 3

INTERVIEWER, SAY: Let's try again. **SYRUP, TOFFEE, CAKE**. What could you call all these things?

CORRECT RESPONSES

Sugary things  
Sweet things

1 - Correct response

Terminate assessment  
END OF FILTER

INCORRECT  
RESPONSES

You can eat them  
Carbohydrates  
Junk food  
Snacks  
Things that are bad for  
you  
Sticky things  
Make you fat  
Bad for teeth

2 -  Incorrect response/  
No response/ Don't know/  
Refused

**Q16C**

READ IF **Q16T** = 2 OR IF **Q16Q** = 2

INTERVIEWER, SAY: Syrup, Toffee and Cake are all sweet things. The best way of saying how they go together is to say that they are all sweet things.

**Q16D**

READ IF **Q16I** = 1 OR IF **Q16Q** = 1 OR IF **Q16T** = 1

INTERVIEWER, SAY: That's right; now try another one.

**Q17I**

ASK ALL

INTERVIEWER, SAY: **WATER, OIL, BLOOD.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Fluids	All in your body	Yucky things
Liquids	Necessities/you need them	Juicy/juice-like
Runny things	They drip	All smooth
	Watery things	Make things go
	Wet things	Things that are thick
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q17Q**

ASK IF **Q17I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **WATER, OIL, BLOOD**

CORRECT RESPONSES	INCORRECT RESPONSES
Fluids	Yucky things
Liquids	Juicy/juice-like
Runny things	All smooth
	Make things go
	Things that are thick
	All in your body
	Necessities/you need them
	They drip
	Watery things
	Wet things
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**Q17T**

ASK IF **Q17I** = 3

INTERVIEWER, SAY: Let's try again. **WATER, OIL, BLOOD.** What could you call all these things?

CORRECT RESPONSES	INCORRECT RESPONSES
Fluids	Yucky things
Liquids	Juicy/juice-like
Runny things	All smooth

Verbal Similarities (VS) Questionnaire

---

Make things go  
Things that are thick  
All in your body  
Necessities/you need  
them  
They drip  
Watery things  
Wet things

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q17C**

READ IF **Q17T** = 2 OR IF **Q17Q** = 2

INTERVIEWER, SAY: Water, Oil and Blood are all liquids. The best way of saying how they go together is to say that they are all liquids.

**Q17D**

READ IF **Q17I** = 1 OR IF **Q17Q** = 1 OR IF **Q17T** = 1

INTERVIEWER, SAY: That's right; now try another one.

**Q18I**

ASK ALL

INTERVIEWER, SAY: **JAR, BAG, BOX.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

**ONCE THE CHILD UNDERSTANDS THE TASK, ASKING A QUESTION FOR EACH ITEM IS NO LONGER NECESSARY.**

**YOU MAY SIMPLY SAY THE THREE STIMULUS WORDS.**

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Containers	Compartments	Pouches
Holders	Packages	Things in the kitchen
Packaging	Things you (can):	Things you (can) play with
Store things/storage/keep things	Buy	Materials
Things that hold/carry stuff	Open	
	Put things in	
	Put your hand in	
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q18Q**

ASK IF **Q18I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **JAR, BAG, BOX**

CORRECT RESPONSES	INCORRECT RESPONSES
Containers	Pouches
Holders	Things in the kitchen
Packaging	Things you (can) play with
Store things/storage/keep things	Materials
Things that hold/carry stuff	Compartments
	Packages
	Things you (can):
	Buy
	Open
	Put things in
	Put your hand in
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**Q19I**

ASK ALL

INTERVIEWER, SAY: **FUR, SCALES, FEATHERS.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

Verbal Similarities (VS) Questionnaire

What are all these things?  
 How do these things go together?  
 How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Animal coats	From animals	Smooth
Animal skins	Body coverings	Coats
Animal body covering	Can make into clothes	Furry
Protect animals (from weather)	Keep animals warm	
Animals wear them	Parts of animals	
	Skin	
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q19Q**

ASK IF **Q19I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **FUR, SCALES, FEATHERS**

CORRECT RESPONSES	INCORRECT RESPONSES
Animal coats	Smooth
Animal skins	Coats
Animal body covering	Furry
Protect animals (from weather)	From animals
Animals wear them	Body coverings
	Can make into clothes
	Keep animals warm
	Parts of animals
	Skin
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**Q20I**

ASK ALL

INTERVIEWER, SAY: **SUN, WOOD, OIL.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?  
 How do these things go together?  
 How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Fuels	Parts of nature	Starts fires
Heating sources	Helpful things	Things outdoors



Verbal Similarities (VS) Questionnaire

Natural resources	Hot things/to do with heat	
Sources of energy	We need all of them	
Sources of light		
Things that burn		
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q20Q**

ASK IF **Q20I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **SUN, WOOD, OIL**

CORRECT RESPONSES

Fuels  
 Heating sources  
 Natural resources  
 Sources of energy  
 Sources of light  
 Things that burn  
 1 - Correct response

Terminate assessment

INCORRECT RESPONSES

Starts fires  
 Things outdoors  
 Parts of nature  
 Helpful things  
 Hot things/to do with heat  
 We need all of them  
 2 - Incorrect response/ No response/ Don't know/ Refused

END OF FILTER

**Q21I**

ASK ALL

INTERVIEWER, SAY: **BOOK, TELEPHONE, NEWSPAPER.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

Communication  
 Information  
 Media  
 Things that:  
 Tell you what's happening  
 Tell you something  
 You learn through

1 - Correct response

Terminate assessment

RESPONSES REQUIRING PROBING

Have words/numbers  
 Contain news  
 Use at home

2 - Response requiring probing

INCORRECT RESPONSES

Companies  
 Entertainment  
 Have to do with:  
 Reading/talking/telephones  
 Everyday objects  
 Things you look at

3 - Incorrect response/ No response/ Don't know/ Refused

**Q21Q**

ASK IF **Q21I** = 2

Verbal Similarities (VS) Questionnaire

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **BOOK, TELEPHONE, NEWSPAPER**

CORRECT RESPONSES

Communication  
Information  
Media  
Things that:  
Tell you what's happening  
Tell you something  
You learn through

1 - Correct response

Terminate assessment

INCORRECT RESPONSES

Companies  
Entertainment  
Have to do with:  
Reading/talking/telephones  
Everyday objects  
Things you look at  
Have words/numbers  
Contain news  
Use at home

2 - Incorrect response/ No  
response/ Don't know/  
Refused

END OF FILTER

**Q22I**

ASK ALL

INTERVIEWER, SAY: **PAST, PRESENT, FUTURE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

Times  
Periods of time  
Tenses

1 - Correct response

Terminate assessment

RESPONSES  
REQUIRING PROBING

Stages

2- Response requiring  
probing

INCORRECT  
RESPONSES

Always

3 - Incorrect response/ No  
response/ Don't know/  
Refused

**Q22Q**

ASK IF **Q22I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **PAST, PRESENT, FUTURE**

CORRECT RESPONSES

Times  
Periods of time  
Tenses

1 - Correct response

Terminate assessment

INCORRECT  
RESPONSES

Always  
Stages

2 - Incorrect response/ No  
response/ Don't know/  
Refused

END OF FILTER

**Q23I**

ASK ALL

INTERVIEWER, SAY: **SIGNATURE, FINGERPRINT, FACE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Unique for each person  
Identification

Catch criminals  
Police use them

Can be forged  
Write on cheques

Proof of identity  
You can recognize  
someone from them  
Prove who you are

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q23Q**

ASK IF **Q23I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **SIGNATURE, FINGERPRINT, FACE**

CORRECT RESPONSES

INCORRECT  
RESPONSES

Unique for each person  
Identification

Can be forged  
Write on cheques

Proof of identity  
You can recognize  
someone from them  
Prove who you are

Catch criminals  
Police use them

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessments

END OF FILTER

**Q24I**

ASK ALL

INTERVIEWER, SAY: **SAFETY-PIN, GLUE, NAIL.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES

INCORRECT

Verbal Similarities (VS) Questionnaire

	REQUIRING PROBING	RESPONSES
Fasteners	Stick things together	Adhesive
Hold/keep things in place/keep things together	Fix things	Sharp things
	Use for making things	
	Hang things with them	
	Tools	
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate things		

**Q24Q**

ASK IF **Q24I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **SAFETY-PIN, GLUE, NAIL**

CORRECT RESPONSES

Fasteners  
Hold/keep things in place/keep things together

1 - Correct response

Terminate assessment

END OF FILTER

INCORRECT RESPONSES

Adhesive  
Sharp things  
Stick things together  
Fix things  
Use for making things  
Hang things with them  
Tools

2 - Incorrect response/ No response/ Don't know/ Refused

**Q25I**

ASK ALL

INTERVIEWER, SAY: **TUNNEL, FERRY, BRIDGE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

They allow you to travel  
between places  
Allow movement/transport  
over or through obstacles

Cross water  
Links between places

Cars

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q25Q**

ASK IF **Q25I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **TUNNEL, FERRY, BRIDGE**

CORRECT RESPONSES

INCORRECT  
RESPONSES

They allow you to travel  
between places  
Allow movement/transport  
over or through obstacles

Cars  
Cross water  
Links between places

1 - Correct response

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q26I**

ASK ALL

INTERVIEWER, SAY: **FRAUD, LIE, FORGERY**.

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Deception/deceive

Wrongdoing

Crimes/go to prison

False things

Cheat

Dishonest

Illegal

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q26Q**

ASK IF **Q26I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **FRAUD, LIE, FORGERY**

CORRECT RESPONSES

INCORRECT  
RESPONSES

Deception/deceive

Crimes/go to prison

False things

Wrongdoing

Dishonest

Cheat

Illegal

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q27I**

ASK ALL

INTERVIEWER, SAY: **HURRICANE, DROUGHT, BLIZZARD**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Bad weathers  
Natural disasters

Bad events  
Climate/weather  
Dangerous/destructive  
things

Snow  
Storms/windy

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q27Q**

ASK IF **Q27I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **HURRICANE, DROUGHT, BLIZZARD**

CORRECT RESPONSES

INCORRECT  
RESPONSES

Bad weathers  
Natural disasters

Snow  
Storms/windy  
Bad events  
Climate/weather  
Dangerous/destructive  
things

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q28I**

ASK ALL

INTERVIEWER, SAY: **SIREN, BEACON, HORN.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Warnings	Noises	Loud
Warning signals/signs		Cars/police cars
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q28Q**

ASK IF **Q28I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **SIREN, BEACON, HORN**

CORRECT RESPONSES	INCORRECT RESPONSES
Warnings	Loud
Warning signals/signs	Cars/police cars
	Noises
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**IF CHILD HAS SCORED BETWEEN 3 AND 10 CORRECT RESPONSES TO Q16I-Q28I  
THE ASSESSMENT TERMINATES HERE – SKIP TO V5EN**

**IF THE CHILD HAS SCORED LESS THAN 3 CORRECT RESPONSES TO Q16I-Q28I THE  
CHILD CONTINUES THE ASSESSMENT FROM Q08I – SKIP TO VS8I.**

**IF THE CHILD HAS SCORED 11 OR MORE CORRECT RESPONSES TO Q16I-Q28I THE  
CHILD CONTINUES THE ASSESSMENT FROM Q29I.**

**Q08I-Q15I ONLY TO BE ASKED IF CHILD HAS SCORED LESS THAN 3 CORRECT  
RESPONSES TO Q16I-Q28I**

**IF CHILD GIVES 5 CONSECUTIVE INCORRECT RESPONSES BETWEEN Q08I-Q15I  
WITHOUT FIRST GIVING 3 OR MORE CORRECT RESPONSES (ACROSS ALL ITEMS  
PREVIOUSLY ATTEMPTED) THE CHILD CONTINUES THE ASSESSMENT FROM Q01I –  
SKIP TO VS1I**



**IF THE CHILD GIVES 5 CONSECUTIVE INCORRECT RESPONSES BETWEEN Q08 AND Q15I AFTER PREVIOUSLY GIVING AT LEAST 3 CORRECT RESPONSES TO ANY ITEMS PREVIOUSLY ATTEMPTED THE ASSESSMENT TERMINATES – SKIP TO VSEN**

**VS8I**

**INTERVIEWER – YOU HAVE BEEN ROUTED BACK TO AN EARLIER STAGE OF THE ASSESSMENT**

**Q08I**

ASK ALL

INTERVIEWER, SAY: **PEAS, CABBAGE, CARROTS.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Things in salad	Dinner	Sandwiches
Vegetables	Food	Fruit
	Lunch	
	Things in the garden	
	Things you (can) eat	
	You can grow/plant them	
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

Verbal Similarities (VS) Questionnaire

**Q08Q**

ASK IF **Q08I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **PEAS, CABBAGE, CARROTS**

CORRECT RESPONSES

Things in salad  
Vegetables

INCORRECT RESPONSES

Sandwiches  
Fruit  
Dinner  
Food  
Lunch  
Things in the garden  
Things you (can) eat  
You can grow/plant them

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q08T**

ASK IF **Q08I** = 3

INTERVIEWER, SAY: Let's try again. **PEAS, CABBAGE, CARROTS**. What could you call all these things?

CORRECT RESPONSES

Things in salad  
Vegetables

INCORRECT RESPONSES

Sandwiches  
Fruit  
Dinner  
Food  
Lunch  
Things in the garden  
Things you (can) eat  
You can grow/plant them

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q08C**

READ IF **Q08T** = 2 OR IF **Q08Q** = 2

INTERVIEWER, SAY: Peas, Cabbage, Carrots are all vegetables. The best way of saying how they go together is to say that they are all vegetables.

**Q08D**

READ IF Q08I = 1 OR IF Q08Q = 1 OR IF Q08T = 1

INTERVIEWER, SAY: That's right; now try another one.

END OF FILTER

**Q09I**

ASK ALL

INTERVIEWER, SAY: **RECTANGLE, HEXAGON, CIRCLE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Geometric figures  
Shapes

Objects  
You (can) draw them

Numbers  
Games  
Round  
Square  
Things you can stand on  
Toys

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q09Q**

ASK IF **Q09I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **RECTANGLE, HEXAGON, CIRCLE**

CORRECT RESPONSES

INCORRECT  
RESPONSES

Geometric figures  
Figures

Numbers  
Games  
Round  
Square  
Things you can stand on  
Toys  
Objects  
You (can) draw them

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q09T**

ASK IF **Q09I** = 3

INTERVIEWER, SAY: Let's try again. **RECTANGLE, HEXAGON, CIRCLE.** What could you call all these things?

Verbal Similarities (VS) Questionnaire

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CORRECT RESPONSES

Geometric figures  
Figures

1 - Correct response

Terminate assessment

END OF FILTER

**Q09C**

READ IF Q09T = 2 OR IF Q09Q = 2

INTERVIEWER, SAY: Rectangle, Hexagon, Circle are all shapes. The best way of saying how they go together is to say that they are all shapes.

**Q09D**

READ IF Q09I = 1 OR IF Q09Q = 1 OR IF Q09T = 1

INTERVIEWER, SAY: That's right; now try another one.

END OF FILTER

INCORRECT  
RESPONSES

Numbers  
Games  
Round  
Square  
Things you can stand on  
Toys  
Objects  
You (can) draw them  
2 - Incorrect response/ No  
response/ Don't know/  
Refused

**Q10I**

ASK ALL

INTERVIEWER, SAY: **CLOCK, THERMOMETER, RULER.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Measuring things/  
instruments

Have in school  
Have numbers on

Show time  
Wooden/plastic things

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q10Q**

ASK IF **Q10I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **CLOCK, THERMOMETER, RULER**

CORRECT RESPONSES

INCORRECT  
RESPONSES

Measuring things/  
instruments

Show time  
Wooden/plastic things  
Have in school  
Have numbers on

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q11I**

ASK ALL

INTERVIEWER, SAY: **GOVERNOR, CAPTAIN, PRESIDENT.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES

REQUIRING PROBING

INCORRECT

RESPONSES

Leaders/rulers

People who run things

Americans

Bosses

Rich people

Top people

Kings

People in charge

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q11Q**

ASK IF **Q11I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **GOVERNOR, CAPTAIN, PRESIDENT**

CORRECT RESPONSES

INCORRECT

RESPONSES

Leaders/rulers

Americans

Bosses

Rich people

Top people

Kings

People in charge

People who run things

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/

Terminate assessment

Refused

END OF FILTER

**Q12I**

ASK ALL

INTERVIEWER, SAY: **ICE, STEAM, SNOW**.

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Forms of water	Liquid	Cold
Water	Precipitation	Evaporate
	Results of weather	Resources
	States of matter	Gases
		All can melt
		Things that change
		Weather
		You can feel them
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q12Q**

ASK IF **Q12I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **ICE, STEAM, SNOW**

CORRECT RESPONSES	INCORRECT RESPONSES
Forms of water	Cold
Water	Evaporate
	Resources
	Gases
	All can melt
	Things that change
	Weather
	You can feel them
	Liquid
	Precipitation
	Results of weather
	States of matter
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

END OF FILTER

**Q13I**

ASK ALL

INTERVIEWER, SAY: **CUPBOARD, TABLE, BED.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Furniture	All have legs Things in the home Things you use	Hard things Something you do something on/in Appliances Things you eat on Things you put things on Things you sit on/chair You can bump into them
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		



**Q13Q**

ASK IF **Q13I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **CUPBOARD, TABLE, BED**

CORRECT RESPONSES

Furniture

1 - Correct response

Terminate assessment

INCORRECT  
RESPONSES

Hard things  
Something you do  
something on/in  
Appliances  
Things you eat on  
Things you put things on  
Things you sit on/chair  
You can bump into them  
All have legs  
Things in the home  
Things you use  
2 - Incorrect response/ No  
response/ Don't know/  
Refused

END OF FILTER

**Q14I**

ASK ALL

INTERVIEWER, SAY: **WOOD, BRICK, GLASS.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

Building materials  
Things you build with  
Make house with

1 - Correct response

Terminate assessment

RESPONSES  
REQUIRING PROBING

Windows  
Houses

2 - Response requiring  
probing

INCORRECT  
RESPONSES

Heavy/hard things

3 - Incorrect response/ No  
response/ Don't know/  
Refused

**Q14Q**

ASK IF **Q14I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **WOOD, BRICK, GLASS**

CORRECT RESPONSES

Building materials  
Things you build with  
Make house with

1 - Correct response

INCORRECT  
RESPONSES

Heavy/hard things  
Windows  
Houses  
2 - Incorrect response/ No

Verbal Similarities (VS) Questionnaire

---

Terminate assessment response/ Don't know/  
Refused

END OF FILTER

**Q15I**

ASK ALL

INTERVIEWER, SAY: **BRONZE, SILVER, COPPER.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES      RESPONSES  
REQUIRING PROBING

Metals

Colours  
Elements  
Hard things  
Hard to break/bend  
Materials  
Minerals  
Found in rocks

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

Verbal Similarities (VS) Questionnaire

**Q15Q**

ASK IF **Q15I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **BRONZE, SILVER, COPPER**

CORRECT RESPONSES

Metals

1 - Correct response

Terminate assessment

INCORRECT  
RESPONSES

Colours

Elements

Hard things

Hard to break/bend

Materials

Minerals

Found in rocks

2 - Incorrect response/ No

response/ Don't know/

Refused

END OF FILTER

**SKIP TO VSEN UNLESS CHILD HAS GIVEN 5 CONSECUTIVE INCORRECT  
RESPONSES Q11I TO Q15I.**

**Q01I-Q07I ONLY TO BE ASKED IF CHILD HAS SCORED LESS THAN 3 CORRECT  
RESPONSES TO Q16I-Q28I AND Q08I-Q15I AND GIVEN 5 CONSECUTIVE INCORRECT  
RESPONSES BETWEEN Q08I-Q15I.**

**IF CHILD GIVES 5 CONSECUTIVE INCORRECT RESPONSES BETWEEN Q01I-Q07I  
THE ASSESSMENT TERMINATES – SKIP TO VSEN**

**VS1I**

**INTERVIEWER: YOU HAVE BEEN ROUTED BACK TO THE BEGINNING OF THE  
ASSESSMENT**

**Q01I**

ASK ALL

INTERVIEWER, SAY: **RED, BLUE, GREEN.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Colours

You can see them

Lights  
Paints  
Crayons

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q01Q**

ASK IF **Q01I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **RED, BLUE, GREEN**

CORRECT RESPONSES

INCORRECT  
RESPONSES

Colours

Lights  
Paints  
Crayons  
You can see them

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**Q01T**

ASK IF **Q01I** = 3

INTERVIEWER, SAY: Let's try again. **RED, BLUE, GREEN**. What could you call all these things?

CORRECT RESPONSES

Colours

1 - Correct response

Terminate assessment

END OF FILTER

INCORRECT RESPONSES

Lights

Paints

Crayons

You can see them

2 - Incorrect response/ No response/ Don't know/

Refused

**Q01C**

READ IF **Q01T** = 2 OR IF **Q01Q** = 2

INTERVIEWER, SAY: Red, Blue, Green are all colours. The best way of saying how they go together is to say that they are all colours.

**Q01D**

READ IF **Q01I** = 1 OR IF **Q01Q** = 1 OR IF **Q01T** = 1

INTERVIEWER, SAY: That's right; now try another one.

END OF FILTER

**Q02I**

ASK ALL

INTERVIEWER, SAY: **SHIRT, SOCKS, COAT**.

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

Clothes

Things you wear

Things you put on

Get dressed

School uniform

1 - Correct response

Terminate assessment

RESPONSES  
REQUIRING PROBING

Material

Cloth

Things you buy

Woven things

Keep you warm

2 - Response requiring  
probing

3 - Incorrect response / No  
response/ Don't know/  
Refused

**Q02Q**

ASK IF **Q02I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **SHIRT, SOCKS, COAT**

CORRECT RESPONSES

Clothes  
Things you wear  
Things you put on  
Get dressed  
School uniform  
1 - Correct response

Terminate assessment

END OF FILTER

INCORRECT  
RESPONSES

Material  
Cloth  
Things you buy  
Woven things  
Keep you warm  
2 - Incorrect response/ No  
response/ Don't know/  
Refused

**Q02T**

ASK IF **Q02I** = 3

INTERVIEWER, SAY: Let's try again. **SHIRT, SOCKS, COAT**. What could you call  
all these things?

CORRECT RESPONSES

Clothes  
Things you wear  
Things you put on  
Get dressed  
School uniform  
1 - Correct response

Terminate assessment

END OF FILTER

INCORRECT  
RESPONSES

Material  
Cloth  
Things you buy  
Woven things  
Keep you warm  
2 - Incorrect response/ No  
response/ Don't know/  
Refused

**Q02C**

READ IF **Q02T** = 2 OR IF **Q02Q** = 2

INTERVIEWER, SAY: Shirt, Socks, Coat are all clothes. The best way of saying how they go together is to say that they are all clothes.

**Q02D**

READ IF **Q02I** = 1 OR IF **Q02Q** = 1 OR IF **Q02T** = 1

INTERVIEWER, SAY: That's right; now try another one.

END OF FILTER

**Q03I**

ASK ALL

INTERVIEWER, SAY: **LION, MOUSE, COW.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Animals  
Mammals

Four feet  
Kept in zoos  
Living things  
Pets  
They all have legs/eyes  
etc.  
They crawl/run/walk

You ride them/walk with  
them  
Live on farm  
They bite you

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q03Q**

ASK IF **Q03I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **LION, MOUSE, COW**

**CORRECT RESPONSES**

Animals  
Mammals

**INCORRECT RESPONSES**

You ride them/walk with them  
Live on farm  
They bite you  
Four feet  
Kept in zoos  
Living things  
Pets  
They all have legs/eyes etc.  
They crawl/run/walk

1 - Correct response

2 - Incorrect response/ No response/ Don't know/ Refused

Terminate assessment

END OF FILTER

**Q04I**

ASK ALL

INTERVIEWER, SAY: **HOPSCOTCH, DRAUGHTS, FOOTBALL.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

**CORRECT RESPONSES**

Games  
Things you do for fun  
Things you can play

**RESPONSES  
REQUIRING PROBING**

Things you do at break  
Sport  
Toys/hobbies  
You can win at them

**INCORRECT  
RESPONSES**

You kick them  
You have to jump

1 - Correct response

2 - Response requiring probing

3 - Incorrect response/ No response/ Don't know/ Refused

Terminate assessment



**Q04Q**

ASK IF **Q04I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **HOPSCOTCH, DRAUGHTS, FOOTBALL**

CORRECT RESPONSES

Games  
Things you do for fun  
Things you can play

1 - Correct response

Terminate assessment

INCORRECT  
RESPONSES

You kick them  
You have to jump  
Things you do at break  
Sport  
Toys/hobbies  
You can win at them

2 - Incorrect response/ No  
response/ Don't know/  
Refused

END OF FILTER

**Q05I**

ASK ALL

INTERVIEWER, SAY: **SPOON, FORK, KNIFE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

Cutlery  
Silverware  
Things to eat with  
Things to pick up food with  
Utensils

1 - Correct response

Terminate assessment

RESPONSES  
REQUIRING PROBING

People hold them  
Lay on table  
Things to cut with  
Tools

2 - Response requiring  
probing

INCORRECT  
RESPONSES

Use them  
Sharp things  
Dishes

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Verbal Similarities (VS) Questionnaire

**Q05Q**

ASK IF **Q05I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **SPOON, FORK, KNIFE**

CORRECT RESPONSES

Cutlery  
Silverware  
Things to eat with  
Things to pick up food with  
Utensils

1 - Correct response

Terminate assessment

INCORRECT  
RESPONSES

Use them  
Sharp things  
Dishes  
People hold them  
Lay on table  
Things to cut with  
Tools

2 - Incorrect response/ No  
response/ Don't know/  
Refused

END OF FILTER

**Q06I**

ASK ALL

INTERVIEWER, SAY: **LEAF, TWIG, BRANCH.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

Parts of a tree  
Grow on trees

1 - Correct response

Terminate assessment

RESPONSES  
REQUIRING PROBING

Living things  
They grow (together)

2 - Response requiring  
probing

INCORRECT  
RESPONSES

They fall off

3 - Incorrect response/ No  
response/ Don't know/  
Refused

**Q06Q**

ASK IF **Q06I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **LEAF, TWIG, BRANCH**

CORRECT RESPONSES

Parts of a tree  
Grow on trees

1 - Correct response

Terminate assessment

INCORRECT  
RESPONSES

They fall off  
Living things  
They grow (together)  
2 - Incorrect response/ No  
response/ Don't know/  
Refused

END OF FILTER

**Q07I**

ASK ALL

INTERVIEWER, SAY: **FARMER, TEACHER, SECRETARY.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

Business people  
Jobs  
Occupations  
People who work  
Things grown-ups do  
Things you can be  
Workers

1 - Correct response

Terminate assessment

RESPONSES  
REQUIRING PROBING

Adults  
People who help you  
Employees  
Women/men  
People

2 - Response requiring  
probing

INCORRECT  
RESPONSES

Bosses  
People who boss you  
around  
Friends  
Services  
You work for/with them

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Verbal Similarities (VS) Questionnaire

**Q07Q**

ASK IF **Q07I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **FARMER, TEACHER, SECRETARY**

CORRECT RESPONSES

Business people  
Jobs  
Occupations  
People who work  
Things grown-ups do  
Things you can be  
Workers

INCORRECT  
RESPONSES

Bosses  
People who boss you  
around  
Friends  
Services  
You work for/with them  
Adults  
People who help you  
Employees  
Women/men  
People  
2- Incorrect response/ No  
response/ Don't know/  
Refused

1 - Correct response

Terminate assessment

END OF FILTER

ASSESSMENT TERMINATES – SKIP TO VSEN

**Q29I-Q33I TO BE ASKED IF THE CHILD HAS SCORED 11 OR MORE CORRECT  
RESPONSES TO Q16I-Q28I**

**IF THE CHILD GIVES 5 CONSECUTIVE INCORRECT RESPONSES BETWEEN Q27I  
AND Q33I THE ASSESSMENT TERMINATES – SKIP TO VSEN**

**Q29I**

ASK ALL

INTERVIEWER, SAY: **HYPOTHESIS, THEORY, CONVICTION.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Idea	Prediction	Criminal record
Notion	Something to be proven	Police trial
Belief	Thoughts	Science
Opinion		
Supposition		
Something you think is true		
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q29Q**

ASK IF **Q29I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **HYPOTHESIS, THEORY, CONVICTION**

CORRECT RESPONSES	INCORRECT RESPONSES
Idea	Criminal record
Notion	Police trial
Belief	Science
Opinion	Prediction
Supposition	Something to be proven
Something you think is true	Thoughts
1 - Correct response	2- Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**Q30I**

ASK ALL

INTERVIEWER, SAY: **FRUSTRATE, VETO, PROHIBIT.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Prevention	Ban/Forbid	Annoy

Verbal Similarities (VS) Questionnaire

---

Stopping you (doing something)

Obstruction

1 - Correct response

2 - Response requiring probing

3 - Incorrect response/ No response/ Don't know/ Refused

Terminate assessment

**Q30Q**

ASK IF **Q30I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **FRUSTRATE, VETO, PROHIBIT**

CORRECT RESPONSES

INCORRECT RESPONSES

Prevention

Annoy

Stopping you (doing something)

Ban/Forbid

Obstruction

1 - Correct response

2 - Incorrect response/ No response/ Don't know/ Refused

Terminate assessment

END OF FILTER

**Q31I**

ASK ALL

INTERVIEWER, SAY: **POEM, SONG, STATUE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Art/forms of art/artistic expressions Creative things/creative expressions	All tell you something Culture Forms of communication/expression Symbolic Things people make To do with entertainment	Something to remember
1 - Correct response	2 - Response requiring probing	3- Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q31Q**

ASK IF **Q31I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **POEM, SONG, STATUE**

CORRECT RESPONSES	INCORRECT RESPONSES
Art/forms of art/artistic expressions Creative things/creative expressions	Something to remember All tell you something Culture Forms of communication/expression Symbolic Things people make To do with entertainment
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**Q32I**

ASK ALL

INTERVIEWER, SAY: **INSTANT, INTERVAL, GENERATION.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Periods of time	Measurements	Family

Verbal Similarities (VS) Questionnaire

	Points of life	All at once Things that happen fast Electricity Happening now
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q32Q**

ASK IF **Q32I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **INSTANT, INTERVAL, GENERATION**

CORRECT RESPONSES

Periods of time

1 - Correct response

Terminate assessment

INCORRECT RESPONSES

Family  
All at once  
Things that happen fast  
Electricity  
Happening now  
Measurements  
Points of life

2 - Incorrect response/ No response/ Don't know/ Refused

END OF FILTER



**Q33I**

ASK ALL

INTERVIEWER, SAY: **FUNERAL, SOLUTION, EXIT.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

INCORRECT  
RESPONSES

Endings

Go out

Final things

Death

Leave

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/

Refused

Terminate assessment

**Q33Q**

ASK IF **Q33I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **FUNERAL, SOLUTION, EXIT**

CORRECT RESPONSES

INCORRECT  
RESPONSES

Endings

Go out

Final things

Death

Leave

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/

Refused

Terminate assessment

END OF FILTER

**IF THE CHILD HAS SCORED LESS THAN THREE INCORRECT RESPONSES TO Q16I-Q33I THE CHILD CONTINUES THE ASSESSMENT FROM Q34I**

**IF THE CHILD HAS SCORED THREE OR MORE INCORRECT RESPONSES TO Q16I-Q33I THE ASSESSMENT TERMINATES HERE.**

**Q34I-Q37I TO BE ASKED IF THE CHILD HAS SCORED LESS THAN 3 INCORRECT RESPONSES TO Q16I-Q33I**

**IF THE CHILD GIVES 5 CONSECUTIVE INCORRECT RESPONSES BETWEEN Q32I AND Q37I THE ASSESSMENT TERMINATES – SKIP TO VSEN.**

**Q34I**

ASK ALL

INTERVIEWER, SAY: **CLOTHING, VACCINATION, SHELTER.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

Verbal Similarities (VS) Questionnaire

How do these things go together?  
How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Protection They keep you safe	They stop you getting cold Overseas aide	They cover you Wear them Keep you warm
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q34Q**

ASK IF **Q34I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **CLOTHING, VACCINATION, SHELTER**

CORRECT RESPONSES	INCORRECT RESPONSES
Protection They keep you safe	They cover you Wear them Keep you warm They stop you getting cold Overseas aide
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**Q35I**

ASK ALL

INTERVIEWER, SAY: **CURFEW, CENSORSHIP, DETENTION.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
They stop you doing things Imposed limits Restrictions on what you can do	Make you stop Laws Punishment	Must stay in Can't talk
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q35Q**

ASK IF **Q35I** = 2

Verbal Similarities (VS) Questionnaire

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INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **CURFEW, CENSORSHIP, DETENTION**

CORRECT RESPONSES

They stop you doing things  
Imposed limits  
Restrictions on what you can do

1 - Correct response

Terminate assessment

INCORRECT RESPONSES

Must stay in  
Can't talk  
Make you stop  
Laws  
Punishment

2 - Incorrect response/ No response/ Don't know/  
Refused

END OF FILTER

**Q36I**

ASK ALL

INTERVIEWER, SAY: **REVISE, OVERHAUL, AMEND.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES	RESPONSES REQUIRING PROBING	INCORRECT RESPONSES
Alter	Correct	Try again
To make changes	Do better	
Improve		
1 - Correct response	2 - Response requiring probing	3 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment		

**Q36Q**

ASK IF **Q36I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **REVISE, OVERHAUL, AMEND**

CORRECT RESPONSES	INCORRECT RESPONSES
Alter	Try again
To make changes	Correct
Improve	Do better
1 - Correct response	2 - Incorrect response/ No response/ Don't know/ Refused
Terminate assessment	

END OF FILTER

**Q37I**

ASK ALL

INTERVIEWER, SAY: **HEALTH, EDUCATION, DEFENCE.**

INTERVIEWER, SAY ONE OF THE THREE FOLLOWING STATEMENTS:

What are all these things?

How do these things go together?

How are these things alike?

CORRECT RESPONSES

RESPONSES  
REQUIRING PROBING

INCORRECT  
RESPONSES

Public Services  
Government departments/  
services  
Things the government  
provides

Help you  
National needs

Protect people

1 - Correct response

2 - Response requiring  
probing

3 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

**Q37Q**

ASK IF **Q37I** = 2

INTERVIEWER, SAY: Yes. Now tell me another way of saying what they all are.

PROMPT IF NECESSARY: **HEALTH, EDUCATION, DEFENCE**

CORRECT RESPONSES

INCORRECT RESPONSES

Public Services  
Government departments/  
services  
Things the government  
provides

Protect people  
Help you  
National needs

1 - Correct response

2 - Incorrect response/ No  
response/ Don't know/  
Refused

Terminate assessment

END OF FILTER

**VSEN**

**PAUSE**

Thank you.

INTERVIEWER: THAT IS THE END OF THE VERBAL SIMILARITIES ASSESSMENT FOR  
[^Cohort child's name]

## **CANTAB Intro Questionnaire**

#### ANCD2

INTERVIEWER: PLEASE CONFIRM THAT YOU ARE ABLE TO ADMINISTER THE CANTAB ASSESSMENT(S)

1 - Yes - able to administer

2 – No - unable to administer

[Don't know and Refusal are not allowed]

**IF UNABLE TO ADMINISTER [ANCD=2] PLEASE RECORD VERBATIM THE REASONS AT ANCH2OT AND ROUTE OUT OF MEMORY TASK AND/OR DECISION-MAKING TASK**

#### ANCH2OT

PLEASE RECORD VERBATIM THE REASONS

string

**IF CONSENT OBTAINED FROM PARENT AND CHILD FOR EITHER OF CANTAB ASSESSMENTS (ADD CONDITION) AND ABLE TO ADMINISTER [ANCD=1] CONTINUE TO PAUSE1**

#### PAUSE1

INTERVIEWER: YOU ARE IN THE CANTAB MEMORY TASK AND/OR DECISION MAKING TASK FOR [^Cohort child's name]. **PLEASE ENSURE YOU HAVE YOUR LAMINATED INSTRUCTION CARD FOR THE [[MEMORY TASK (SWM) AND DECISION-MAKING TASK (CGT)] OR [MEMORY TASK (SWM)] OR [DECISION-MAKING TASK (CGT)]** <sup>10</sup>

#### PAUSE2

INTERVIEWER: **PLEASE ENSURE YOUR USB SOFTWARE KEY IS PLUGGED INTO YOUR MACHINE.**

**THE CHILD'S DATA WILL NOT BE STORED IF THE KEY IS NOT INSERTED.**

IF UNCLEAR SEE HELP MENU (CODE NULL)

1 – Software key has been inserted

**HELP MENU**

#### PAUSE

##### HELP FOR INSERTING SOFTWARE KEY

Your software key is the USB stick you have been given to complete the Memory Task (SWM ) and the Decision-making Task (CGT).

<sup>10</sup> text sub based on consent given at CHAC2]

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## Verbal Similarities (VS) Questionnaire

It is crucial that this is inserted into your computer before you begin the assessments as **the child's data will not be stored if the key is not inserted.**

To insert the USB key, you can find a USB port at the back or on the side of your CAPI laptop. Please slot the USB key into the port.

You will then be ready to complete the assessments.

If you begin the assessments and **EVALUATION** is written across the screen, the USB key has not been inserted properly. Please exit the assessment by pressing escape and select 'NEED TO REDO ASSESSMENT(S) BECAUSE IN EVALUATION MODE'. You will then be taken back to begin the assessments again.

Remove the software key and reinsert it. If you have more than one USB port, try inserting the software key in a different port. Once you have done that, continue with the assessment(s) again.

### CAPAUSE3

INTERVIEWER: PLEASE CODE WHETHER OR NOT YOU ARE USING A TOUCHSCREEN ADD-ON TO ADMINISTER THE [[MEMORY TASK (SWM) AND DECISION-MAKING TASK (CGT)] OR [MEMORY TASK (SWM)] OR [DECISION-MAKING TASK (CGT)]<sup>11</sup>

- 1 – Yes, I am using a touchscreen add-on
- 2 – No, I am not using a touchscreen add-on

*If interviewer not using a touchscreen add-on [CAPAUSE3 = 1] go to CAPAUSE5*

*If interviewer using a touchscreen add-on [CAPAUSE3 = 2] continue to CAPAUSE4*

### CAPAUSE4

INTERVIEWER: **PLEASE ENSURE YOUR TOUCHSCREEN ADD-ON IS ATTACHED AND YOU HAVE CALIBRATED THE SCREEN**

IF UNCLEAR SEE HELP MENU (CODE NULL)

- 1 – Touchscreen add-on has been attached and screen has been calibrated  
**HELP MENU**

### PAUSE

#### HELP FOR ATTACHING THE TOUCHSCREEN ADD-ON

Remove the touchscreen add-on from its box and secure tightly to the computer screen via the velcro straps. Please ensure that it is secure enough that it will not move when the child touches it.

Please insert the coiled lead into a USB port at the back or on the side of your computer. Please then attach the other end of the coiled lead to the bottom right corner of the touch-screen add-on.

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<sup>11</sup> text sub based on consent given at CHAC2]



**PAUSE  
HELP FOR CALIBRATING THE SCREEN**

Once you have secured the touchscreen add-on and plugged it in via the USB port, please go to the START menu and select 'Calibrate Touch Screen'.

If a box appears that says 'Touch screen not installed' remove the coiled lead from the USB port and insert it into another USB port. This should then solve the problem. Then go back to the START menu and select 'Calibrate Touch Screen'.

Select 'Calibration' on the screen and then select 'GO!'

You will then see a screen with a flashing circle that reads 'Touch the centre' below it. Touch and press the circle using your index finger until the circle disappears then touch the other circles that appear consecutively in the corners of the screen and then finally the circle in the middle.

Your screen will now be calibrated. Touch 'OK' on the screen to test that the cursor accurately moves where you touch the screen.

Re-enter the CAPI script and continue.

**PAUSE  
HELP FOR RE-CALIBRATING SCREEN IF IT FREEZES**

If the screen freezes during the assessment(s), press [Alt] and [Tab] together to come out of the CANTAB software. You will then be able to access the START menu to re-calibrate the screen.

Once the screen has been re-calibrated, re-enter the software via the icon at the bottom of the screen.

At the end of the assessment, please record at TECH that the touchscreen froze and had to be re-calibrated during the assessment.

**CAPAUSE5**

INTERVIEWER: YOU ARE ABOUT TO BEGIN THE [[MEMORY TASK (SWM) AND DECISION-MAKING TASK (CGT)] OR [MEMORY TASK (SWM)] OR [DECISION-MAKING TASK (CGT)]<sup>12</sup>

IF YOU BEGIN THE ASSESSMENTS AND **EVALUATION** IS WRITTEN ACROSS THE SCREEN, THE USB KEY HAS NOT BEEN INSERTED PROPERLY. PLEASE EXIT THE ASSESSMENT BY PRESSING ESCAPE AND SELECT 'NEED TO REDO ASSESSMENT(S) BECAUSE IN EVALUATION MODE'. YOU WILL THEN BE TAKEN BACK TO BEGIN THE ASSESSMENTS AGAIN.

REMOVE THE SOFTWARE KEY AND REINSERT IT. IF YOU HAVE MORE THAN ONE USB PORT, TRY INSERTING THE SOFTWARE KEY IN A DIFFERENT PORT. ONCE YOU HAVE DONE THAT, CONTINUE WITH THE ASSESSMENT(S) AGAIN.

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<sup>12</sup> text sub based on consent given at CHAC2]

**IT IS CRUCIAL THAT YOU DON'T CONTINUE IN EVALUATION MODE AS THE CHILD'S DATA WILL NOT BE SAVED.**

1 – Begin assessment(s)

*Load CANTAB software and run the tasks consented for at CHAC2*

**END**

INTERVIEWER, SAY: **Thank you for doing these activities with me.**

INTERVIEWER: THAT IS THE END OF THE CANTAB COGNITIVE ASSESSMENTS

1 – Continue

2 – Need to redo assessment(s) because in 'Evaluation' mode

**IF END = 1 GO TO TECH**

**IF END = 2 GO BACK TO PAUSE2**

**TECH**

**INTERVIEWER: DID YOU HAVE ANY TECHNICAL PROBLEMS ADMINISTERING THE CANTAB COGNITIVE ASSESSMENTS?**

1 – No

2 – Yes, touchscreen add-on froze during assessment and had to be re-calibrated

3 – Yes, other (please specify)

*If 'other' (TECH=3)*

**TEXO**

PLEASE SPECIFY THE TECHNICAL PROBLEM(S).

String

**END FILTER**

**END ALL ASSESSMENTS**

**Length**

**INTERVIEWER: CODE LENGTH OF INTERVIEW IN MINUTES.**

Range 0...99