

**P2916**

**Survey of Smoking, Drinking and Drug Use  
among Secondary School Children  
2009**

**Interviewer Project Instructions**

**September 2009**

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## 1 Contacts Page

**Project number** P2916

**Blue Team contacts** Wendy Watson – Project Assistant  
Janice Morris – Deputy Project Controller  
Helen Selwood – Project Controller

**Research contacts** Dhriti Jotangia – Researcher  
Liz Fuller – Research Director

**SDD Project  
Managers**

Area 0	Eilene Woodward
Area 2	Barbara Williams
Area 3	Ann Start
Area 4	Pat Wadsworth
Area 6	Jill Rooke
Area 7	Angela Shelley
Area 8	Sally Hunter
Area 9	Margaret Grimster

**Survey website for  
schools** [www.sddsurvey.org](http://www.sddsurvey.org)

## 2 Background & purpose

### 2.1 Key features of SDD

<b>Subject</b>	Focus on drug use, with core questions on smoking and drinking.
<b>Sponsor</b>	The NHS Information Centre for health and social care (IC). The 2009 survey is jointly funded by the Department for Children, Schools and Families and the Home Office.
<b>Eligibility</b>	All types of schools (excluding special needs schools) are eligible for selection. Around 35 pupils across all classes in year groups 7 to 11 are randomly selected to take part.
<b>Sample size</b>	Approximately 10,000 children each year are randomly selected from 460 schools across England.
<b>Data collection method</b>	Paper self completion booklet (pupil questionnaire and school policy questionnaire).

### 2.2 The Purpose of SDD

This survey is being carried out jointly by the National Centre for Social Research (NatCen) and the National Foundation for Educational Research (NFER), for The NHS Information Centre for health and social care, and is taking place in England only.

Official concern about smoking, drinking and drug use among school children has grown in recent years as a result of increasing awareness about their effects on health. For example, research has shown that most adults who smoke start smoking in their teenage years. As a result of this, children and teenagers are key target groups for preventative education policies developed by the Department of Health.

The Government is committed to reducing the proportion of children who smoke, use illegal drugs and drink alcohol. In April 1998, the Government published a 10-year strategy for tackling drug use in the UK: *Tackling Drugs to Build a Better Britain*, which was reasserted in 2002 with the *Updated Drugs Strategy* which contained a new emphasis on vulnerable young people. A new updated ten-year strategy was published in early 2008.

The drug strategy aims to help young people resist drug misuse in order to achieve their full potential in society. It has set a target to substantially reduce the proportion of people under 25 reporting the use of illegal drugs in the last month and previous year, and to reduce the proportion of young people using the drugs which cause the greatest harm. The 2008 updated strategy further outlined the target to increase the number of children and young people on the path to success. Progress towards this target is measured by the proportion of

young people frequently using illicit drugs, alcohol or volatile substances. A UK-wide White Paper *Smoking Kills* was produced in December 1998 and the Alcohol Harm Reduction Strategy is now in place. This survey enables the government to monitor the success of these targets.

The current survey will extend a well-established time series that has measured repeatedly the prevalence of smoking (since 1982) and drinking (since 1988). Questions on solvent misuse were covered as part of the 1994 survey and the use of illegal drugs was introduced in 1998. This survey is carried out annually. In 2009, the focus will be on drug use, and it will also cover behaviour in relation to smoking cigarettes and drinking alcohol. We aim to survey 10,000 young people aged 11-15.

A full report of the findings will be published in July 2010. All schools participating in the survey will be sent a summary of the main findings. This is the tenth year in a row that NatCen and NFER have carried out this survey. The contract has been extended until 2013. We are therefore especially keen to do well this year to ensure that we have the chance to continue carrying out this interesting and important study.

**In summary, the survey aims to:**

- provide an national estimates of smoking, drinking and drug use;
- measure changes in substance use among pupils over time;
- and looks at pupils' attitudes to and beliefs about smoking, drinking and drug use.

**The results help to ...**

- ... inform government strategies aimed at reducing these behaviours;
- monitor progress towards official targets.

## **2.3 SDD 2009**

The survey alternates focus between drugs and smoking and drinking. In 2009, the survey will focus on **drug use**.

Each survey year since 1998 includes a core section of questions covering the following key topics:

- smoking status and the number of cigarettes smoked in the last week;
- drinking status and alcoholic drinks consumed in the last week; and
- awareness of individual drugs, which drugs pupils have been offered, whether pupils tried each drug, and when drugs were last used.

Background questions include family attitudes to smoking and drinking, where pupils get cigarettes and alcohol, whom they drink with and their experience of drunkenness.

## **2.4 Further information about SDD**

If you would like to see the latest copy of the SDD report you can visit the IC website:

<http://www.ic.nhs.uk/pubs/sdd08fullreport>

Other information about the survey can be found at:

[www.natcen.ac.uk](http://www.natcen.ac.uk)

Encourage schools to visit our schools website:

[www.sddsurvey.org](http://www.sddsurvey.org)

### 3 Documents in your pack

#### 3.1 Work Pack (to cover an assignment of three schools)

Work packs are dispatched in **two** separate batches. You will receive the first batch on the **21<sup>st</sup> September**, and the second on the **2<sup>nd</sup> October**.

The first will contain details about three schools and the second will contain the remainder (although this is a rough guide). The number of schools in your first pack depends on how quickly NFER has been able to persuade them to take part (more information about this later). Your first work pack should contain the following:

Number	Document
As assignment	Assignment sheets
As assignment	Sampling sheets (unless Type A schools)
As assignment	School Record Forms (SRFs)
110	Pupil questionnaires
135	Parent letters
3	School letters
3	School Policy questionnaires
105	Register reminder slips
5 sheets	Parent/Guardian labels
As assignment	Questionnaire serial number stickers
15	NatCen leaflets
1	Summary of findings booklets
2	Boxes of red pens
10	C5 pre-paid envelopes, to return assignment sheets
15	Polylopes
3	'Frequently Asked Questions' leaflets
3	Staff room posters
3	Survey information leaflets
15	Extra word search puzzles

### 3.2 Additional Work Pack for one school

Any additional workpacks will contain:

Number	Document
35	Pupil questionnaires
40	Parent letters
1	School letter
1	School Policy questionnaire
35	Register reminder slips
2 sheets	Parent/Guardian labels
10	Pens
5	Polylopes
1	'Frequently Asked Questions' leaflet
1	Staff room poster
1	Survey information leaflet
5	Extra word search puzzles

In some cases the workpack will be sent to you containing everything except the SRFs which take longer to prepare. Therefore, these may be sent to you separately after receiving the main workpack. On receiving your workpack please check through the questionnaires you have been sent to ensure that the inside front page has been included (this is the page covering age, sex, school year and date of birth). In previous years, this has been left off in error by the printer; if this happens we cannot use the questionnaire for analysis.



## **4 Contact already made with schools**

NFER will already have contacted each school about taking part in the survey prior to being issued to NatCen interviewers. The benefit of using NFER to make initial contact is that they are well known and respected in schools, whereas most will never have heard of NatCen. The stages of contact are outlined below.

### **4.1 Selection of schools**

NFER selected schools from their database of every school in England. The sample was drawn from all schools with some or all of the Years 7 to 11 or equivalent (from the first year of most secondary schools to the final year of compulsory schooling). Only special needs schools, hospital schools, pupil referral units, very small schools, and schools that had taken part in the previous year's survey were excluded. Every pupil attending the remaining schools had an equal chance of being included. As in previous years, a two stage sampling process was used, first selecting schools and then selecting pupils within schools that agree to take part.

The list of all schools in England was sorted by type of school (state v. private, and by whether there was a selection policy), by whether schools were single sex or mixed and finally by region. Then a sample of 460 schools was selected so that the probability of a school being in the sample was proportional to the number of eligible pupils in the school.

### **4.2 Letters from NFER**

In June, NFER wrote to local authorities to inform them that the survey is taking place. If the local authority refuses to let any schools take part then they are not contacted again (this very rarely happens). Shortly afterwards, head teachers received a letter letting them know that they had been selected to take part in the survey, plus a summary booklet of the 2007 report. At this stage a number of schools contacted NFER refusing or agreeing to take part, although they were not asked to take any action.

Regardless of whether schools had agreed or refused when they were first contacted, they were sent two letters to arrive at the start of the autumn term. The first letter went to the head teacher, and explained the procedure and background to the survey in more detail. A similar letter was sent to the head of PSHE. The school also received a 'Frequently Asked Questions' leaflet, which included answers to common concerns, and quotes from schools who had taken part in previous years. Head teachers were asked to send in a reply form, indicating whether they would be willing to take part and to nominate a contact person. They were also asked to indicate if they would be prepared to send their registers to NFER. Copies of these letters and the FAQ leaflet can be found in your briefing pack.

### **4.3 Telephone contact with NFER**

Schools were given a week to reply to the letters sent in September. At this point a team from NFER started phoning schools who had not replied or who

had refused, in order to persuade them to take part. NFER also asked schools to send their registers in to be sampled (or to agree to let a NatCen interviewer take a sample on site), and got details of a contact person for interviewers to talk to about setting up the survey.

#### 4.4 Information passed from NFER to interviewers

At the end of the NFER contact period, schools are issued to NatCen interviewers. At this point, schools will be at varying stages. The stage the school is at will determine which procedure you need to follow. When NFER pass schools on to NatCen they are classified as follows:

<b>Type A</b>	These schools have agreed to take part, and have supplied their registers to NFER to take a sample
<b>Type B</b>	These schools have agreed to take part, and to supply their registers. However, they supplied their registers too late for NFER to sample, so these are passed on to the interviewer to draw the sample
<b>Type C</b>	These schools have agreed to take part, but would like the interviewer to visit the school to take the sample from their register
<b>Type D</b>	These schools have not yet decided whether to take part
<b>Type E</b>	These schools refused to take part to NFER. They are still issued to NatCen interviewers, as historically you have been good at converting refusing schools

## 5 Overview of your task

As mentioned above, your task will differ depending on which type of school you are issued with. It is likely that you will have a range of different school types in your assignment.

### *Type A*

- Make contact with school and named contact person
- Set up arrangements for main visit
- Carry out main visit
- If four or more pupils absent, carry out follow up visit

### *Type B*

- Take random sample of pupils from registers supplied by NFER
- Make contact with school and named contact person
- Set up arrangements for main visit
- Carry out main visit
- If four or more pupils absent, carry out follow up visit

### *Type C*

- Make contact with school and named contact person
- Arrange sampling visit
- Carry out sampling visit
- Set up arrangements for main visit
- Carry out main visit
- If four or more pupils absent, carry out follow up visit

### *Type D/Type E*

- Make contact with school and named contact person to arrange a visit to discuss participation in the survey
- Visit to school to attempt to gain agreement to take part
- Arrange sampling visit
- Carry out sampling visit
- Set up arrangements for main visit
- Carry out main visit
- If four or more pupils absent, carry out follow up visit

## 6 Making contact with schools

### 6.1 Information passed from NFER

Information from NFER will be passed on in work packs in **two** separate batches (see Section 3.1). This will include assignment sheets, listing the schools you have been issued with and showing their type (A – E, see Section 4.4).

You will be given a **School Record Form** (SRF) for each school in your assignment. This will include the following information:

- Serial number of school (501-960).
- Name and address of school.
- A contact name, telephone and fax number, and email address (if available).
- Background information about the school such as whether it is a comprehensive or private school and GCSE pass rates.
- For type A schools the sample of pupils will be pre-printed on the SRF.
- For schools who have not yet decided whether to take part (Type D), details of contact which has already been made will be printed on the front page.
- For schools who refused to take part (Type E), the reasons they have given for refusing are printed on the front page.

The SRF will be the key document for you to use to deal with schools, and contains most of the information that you will need. These instructions act as a backup, and cover issues in greater detail. You will also be given an assignment sheet with summary details of all your schools.

### 6.2 Getting through to your contact person

Regardless of what type of school you have, making contact with the right person is one of the hardest parts of the survey process. For type A, B, and C schools, the first contact you will have with your contact person will be to introduce yourself and make arrangements for your sampling visit or main visit. For type D and E schools your first contact will be to try and persuade the school to take part in the survey.

Your contact may be one of a range of people, including the head of PSHE, deputy head, or another teacher. However, you may need to talk to numerous members of staff to get to the right person, most notably the school secretary or receptionist. It is important to develop a good working relationship with all of the members of staff you deal with at the school, particularly your contact person. This will make the whole process run more smoothly. Although the survey process is designed to minimise burden on the school, we are reliant on their co-operation to make the survey happen.

You should aim to talk to your contact face to face before the main visit, to make arrangements (see Section 8.1). In most cases this can be done at the initial visit to persuade the school to take part (Type D and E) or at the sampling visit (Types C to E).

### 6.3 Some tips for making contact...

You may need to try a number of different tactics to make contact with the right person. Feedback from interviewers who have worked on this survey in the past suggests that no two schools are the same, and the tactics that work for one school may not work for another. The key at this stage is to be **flexible and persistent**.

#### 6.3.1 When to make contact?

- Start trying to make contact straight after the briefings – this stage always takes longer than expected. Remember schools are busy and their timetables get filled in fairly quickly.
- You should try calling at various times throughout the day. However, the start of the day can be a good time to call – between 7.30 and 8.30, when teachers are in but pupils are not, and also at the end of the school day.
- Alternatively, aim to speak to the school receptionist or secretary first. The best time to ring administrative staff is mid-morning, once the school day is under way.

#### 6.3.2 When contact is made...

- You should start by trying to talk to your contact person over the phone, to introduce yourself and arrange a time to discuss the survey further, preferably face to face. You are unlikely to get through to the right person on your first call – this takes time and perseverance.
- When you ring you will most likely be talking to the school secretary or receptionist, and you should take time to explain who you are and what the survey is about. Prepare a list of short bullet points covering key points about the survey. Getting the secretary or receptionist on your side can make the whole process a lot easier.
- Try to find out the school's hours, including start and end of day, and timings of breaks. It is also useful to know your contact's free period – these are all things you could find out from the school secretary or receptionist.
- You should offer to ring back at a more suitable time, rather than rely on messages being passed on.
- When contact is made with the school, you need to establish whether the contact name given to you is still correct. Find out what the best day of the week and time is to speak to your contact and if they have a direct number you could call them on.
- Exchange telephone numbers (mobile or landline) with your main contact.
- You should say that you are from NatCen, but mention NFER. As schools have already had contact from NFER about the survey, this may make them realise that this is a survey they have already heard about. Also, NFER are well known and respected in schools, whereas most will never have heard of NatCen.

### **6.3.3 Getting in touch with your contact...**

- Generally, a phone call is best used to arrange a time to meet with your contact. Try to avoid long discussions on the phone – any arrangements or persuasion to take part is best done in person.
- If your contact person does not remember hearing about the survey previously, you can ask the Blue Team for a copy of the reply form the school sent back to NFER – this may remind them about the previous information they have received, or will show who made the original decision to take part.
- Similarly, some interviewers have found in the past that sending a letter to the contact person can be a good way to get in touch, make yourself known again, and reinforce the initial telephone conversation – template letters will be available from the Blue Team.
- It maybe that the best way to get in touch with teachers at certain schools is through e-mail. If this is the case, then the Blue Team are happy to send e-mails on your behalf. As a general rule you should not use personal e-mail accounts.
- Although it is best to phone to arrange a visit, you may want to try popping in to talk to the contact if the school is close by where you live, and if phone calls are not working. Waiting at the school until the contact is available shows how important the survey is. Having collected information from the secretary or receptionist about breaks and free periods is useful for this. This sort of visit can be good simply to build a relationship with the school secretary or receptionist.

### **6.3.4 Key information about the survey**

Make sure your contact is aware of the following information about the survey:

- The NHS Information Centre for health and social care, has commissioned the National Foundation for Educational Research (NFER) together with the National Centre for Social Research (NatCen) to carry out a survey of smoking, drinking and drug use among Years 7 to 11 pupils i.e. those pupils aged 11 to 15.
- The survey has been running since 1982, and measures the progress towards the government's target of reducing the number of children who smoke, drink or take drugs.
- The school was randomly selected from NFER's schools database.
- The survey procedure is well established, and is designed to put minimum burden on teachers.
- We would like around 35 pupils, randomly selected from years 7 to 11, to complete a questionnaire.
- The questionnaire asks about the pupils' use and knowledge of, and attitudes towards, smoking, drinking and drugs. Parents of children selected for the survey will be sent letters explaining the survey, provided by you.
- Pupils will need to be released from lessons for no longer than one school period of 30-40 minutes. You will administer the survey in one session, with all the sampled children filling in a self-completion questionnaire under 'exam conditions'. This session could take place whenever suits the

school – during PSHE, lunch time, registration, or during a normal school period.

- There will be a second visit if four or more pupils are absent at the main visit.
- We would like to ask an appropriate member of staff questions about school policies on smoking, drinking and drugs. Note that these questions are not 'checking up' on the school in any way; we are interested in whether school policies have any relationship with the prevalence of smoking, drinking or drug use in a school.
- All the responses given will be completely confidential and no individual or school will be identifiable in any report of the results.
- Remember that you have survey information and FAQ leaflets which you can leave with your contact person, or offer to post to the school.

#### **6.4 Persuading schools to take part**

If you have a Type D or E school you will need to be ready to give the school information about the survey, and to persuade the school to take part. However, you should be prepared to have to explain the background to the survey and why it is important even when you have a type A, B or C school, as you may find that your contact person is not happy about the survey, regardless of the fact that the head has already agreed. Remember, it is much easier for schools to refuse over the phone, so any persuasion to take part should be done face to face.

Where schools have refused to take part (Type E) or no decision has been reached (Type D), the reasons given to NFER and previous contact will be outlined on the SRF. Make sure you look at this carefully first to pre-empt any specific concerns the school may have. These types of schools are issued to NatCen interviewers, as historically they have had good success rates of turning these schools around – this is likely because of the interviewers ability to visit the school and talk in person to the contact. The conversion of some of these schools is essential if a good response rate is to be achieved. However, if you talk to your contact at a Type D or E school and they refuse to meet to discuss the survey then you are not expected to make a visit.

In addition to the basic survey information (see Section 6.3.4), the following information will be useful at this stage:

- We are aware that the school has already been contacted by NFER and indicated they would not like to take part. However, as it is so important to get as many schools as possible taking part, we would like to give them the chance to discuss more fully what it would involve and any concerns they have.
- We already have a substantial number of schools agreeing to take part in the survey, but it is not yet enough to have confidence in the results.
- The survey is well established and has been running for over 20 years – historically many schools have agreed to take part, meaning we have over 20 years of reliable trend data.
- If a substantial minority of schools refuse to take part then there is a danger of bias in the survey, as pupils in schools which don't take part may have

different behaviour to those in schools who do take part. We need to make sure we include all different types of schools.

- If the survey is biased we won't be able to tell whether a change in the number of pupils who smoke is a real change, or whether it is due to the low response rate.
- If the survey is biased, then the help given by schools which have agreed to take part would effectively be wasted.
- Therefore could they please take the time to reconsider taking part.

#### **Support and help for interviewers...**

- A copy of the reply form the school sent back to NFER can be sent to you to remind schools about the survey.
- The Blue team can personalise emails or letters to your contact person or school.
- The Blue team and/or research team are happy to follow-up difficult schools to persuade them to take part.

## **6.5 Implications of swine flu**

### **6.5.1 School closures during fieldwork**

It is possible that individual schools might close for limited periods if there were significant numbers of cases of swine flu among staff or pupils. You should treat such closures as you do other barriers to fieldwork in individual schools (e.g. Ofsted inspections, exams); that is to attempt to establish consent, to monitor the situation, and to negotiate the scheduling of any school visits at a time to suit the school.

### **6.5.2 School refusals linked to swine flu**

The DCSF advice to schools in the 2007 infection control guidance and in the recently updated FAQs on the [www.teachernet.gov.uk](http://www.teachernet.gov.uk) website indicates that there should be no barriers to interviewers working in schools.

The fieldwork for SDD involves more contact with school staff and pupils than usual for school surveys, so SDD 2009 may be at more risk than surveys administered by school staff. It may be that swine flu is used as the excuse for refusals which would have happened anyway. You will need to record on your SRFs where schools have mentioned swine flu as a reason for refusal.

### **6.5.3 Survey conduct and infection control**

- Schools may wish to minimise the number of visits made by an interviewer. If that is the case, they should be encouraged to supply their registers for sampling off-site.
- Although there is little risk of cross-infection, you may wish to purchase antiseptic wipes to use during the questionnaire sessions (e.g. if you are involved in re-arranging furniture in the room, wiping down pens after use).



## 7 Sampling (School types B, C, D, E)

### 7.1 Preparing to take the sample (Type B – E)

**School type B** – You can take the sample for Type B schools at home, as NFER will have sent registers straight to NatCen. The procedure for selecting the sample outlined below should be followed, and any queries should still be directed to the school contact person.

**School type C, D, E** – You should arrange to go into the school to take the sample at a time when all registers will be available and when there will be a quiet space available for you to concentrate. You should talk to your contact about the best time and place to do this.

Make sure you have printouts of the school registers for the **current** school year (beginning September 2009) for Years 7 to 11 inclusive, or their equivalent. Make sure you have **all** the printouts, for **all** forms (within the age range).

Pupils may have left the school but not yet been crossed off the register. Go through each printout carefully, looking at the attendance record, and watch out for rows of zeros or dashes, etc. It is important that you know the exact situation of each pupil before starting the selection because any pupils who have left school should be excluded from the count. However, only those pupils who have actually left the school should be excluded from the count. Long term absentees, whether sick or truant, must be included. Pupils who have been temporarily excluded must be included, but those who have been permanently excluded must not be included. If the circumstances are not clear, ask your contact or the school secretary whether the pupil has left the school.

Pupils who have transferred from one class to another should only be included in the sampling count once - in their **new** class.

Check whether any pupils have joined the school since the beginning of term, and make sure they are included on the computer printout.

You will probably find a few pupils outside the age range of 11-15 years in the forms you are sampling. They should be **included** in the sampling count.

**Remember if there is anything you are not sure about you should ask your contact or the school secretary. It is always better to get any problems sorted out before you start the sampling.**

In summary, before you start the selection of pupils you should have done the following:

- Noted down how the years are numbered,
- Checked that you have all the up-to-date register printouts,
- Checked each printout for pupils who may have left the school, transferred class, or are new to the school.

## 7.2 Taking the sample

### 7.2.1 Checking numbers of pupils

The first task is to compare the number of children in the school with the number on the front of the sampling sheet. The instructions on this sheet should be self explanatory and will be run through in detail during the briefing.

Enter the number of children in the school into the box at Q2. Then compare this number with those below at Q3. If you have circled A, this is as expected, if you have circled B you will need to check with the contact person and make a note of why the numbers differ. If you have circled C, again you will need to check why the numbers differ, make a note of this and then calculate a new sampling interval at Q4.

To calculate a new sampling interval you will need to divide the total number of eligible pupils by 35 and round the number up. See the sampling sheet for details of this. Contact Liz Fuller or Dhriti Jotangia if you would like to talk over this process.

Next you will need to carry out the sampling. Check exactly how the years are numbered at the school, and make a note of this. You will have to code the years afterwards.

### 7.2.2 Taking the sample

Count the number of printouts and record the number on the sampling sheet (We advise working in **pencil** on this sheet).

Arrange the printouts in form order, starting with year 7, then year 8, and so on. This ensures that the sample you select will be evenly spread through the age and ability range.

Look at the sampling label on the sampling sheet and make a note of the **random start** and **interval**.

Starting with the first name on the first printout, count through the names until you have counted the number equal to the **random start**. This is your first pupil selection. Record the form and the pupil's name and sex on the sampling sheet.

Then starting with the next name on the printout, count through the names until you have counted the number equal to your **interval**. This is your second pupil selection and you should again record that pupil's form, name and sex.

Continue counting through the names using the **interval** until you come to the end of the first printout. When this happens you should continue the count in the second sheet, then the third, and so on, as though they were all one long register.

When you have recorded the details of the last selected pupil in the last printout, count how many names are left after that one and enter the number as the **remainder** on the sampling sheet. The **remainder** must be less than the **interval**. If it is not, you must make another selection.

### 7.2.3 Sample selection example

Suppose your RANDOM START is 3 and your INTERVAL is 8, and you only have two register printout pages, forms 1A and 1B with 28 and 30 pupils respectively.

Because your RANDOM START is 3, you take the third name in the first register as your first selection (Amy Edwards). Then, as the INTERVAL is 8, count through the next 8 names for your selection. This is Richard Jenkins, the 11<sup>th</sup> name on the list (3 + 8). Then you count through the next 8 names to Philip Rawlings, the 19<sup>th</sup> name (3 + 8 + 8) and again, to Barbara Smith, and then through to John Ford and Ritesh Patel in the next register. The last selection is Jane Wernick, because there are less than 8 names after hers. The REMAINDER is therefore the number of pupils left after Jane Wernick which is 7.

The registers for this example are below; empty spaces represent names not selected.

Form 1A	Form 1B
1	1
2	2
3 Amy Edwards	3
4	4
5	5
6	6
7	7 John Ford
8	8
9	9
10	10
11 Richard Jenkins	11
12	12
13	13
14	14
15	15 Ritesh Patel
16	16
17	17
18	18
19 Philip Rawlings	19
20	20
21	21
22	22
23	23 Jane Wernick
24	24

25	
26	
27	Barbara Smith
28	

25
26
27
28
29
30

#### **7.2.4 Keeping the sample balanced between the sexes (in a mixed school)**

There is no set order for pupils to be listed in registers. One common way is to list all the pupils in a class alphabetically. Another way is for all the boys to be listed together, and all the girls listed together. In a school where all the registers are ordered like this it is possible that, under certain circumstances, you will select a sample containing far more pupils of one sex than the other. (It is most likely to occur if the sampling interval is roughly the same as the class size).

On the sampling sheet you will work out whether or not the sample is reasonably balanced between girls and boys. If it is not, you should check with the school whether they have more boys than girls, or vice versa – if they do then an unbalanced sample would be expected. If this is not the case then please double check your selections or telephone the Blue Team in Brentwood, or Liz Fuller or Dhriti Jotangia for further advice.

#### **7.2.5 What to do with the completed sampling sheets**

Once you are happy that you have sampled the correct number of pupils, and that the sample is roughly balanced between the sexes, you should copy across the names, sex, and forms of the pupils onto the SRF. (You may need to check with your contact person the sex of pupils where it is not clear from their name). The sampling sheet should be returned to the office, attached to the SRF. There is a spare column on the sampling sheet, for any notes.

You need to photocopy the list of sampled pupils from the SRF, and give this copy to the school (probably to your contact). This tells the school which pupils have been sampled. The school should use this sheet to record any refusals. They should return the sheet to you during your main visit.

## 8 Main Visit

### 8.1 Preparation before main visit

There are a number of arrangements that need to be made before the main visit, and these should ideally be made in a face to face visit with your contact. It is useful for your contact to have met you before the main visit, and for you to get an idea of how the school runs. In many cases, you will already need to visit the school before the main visit, either for a sampling visit or to try and persuade the school to take part. You may find that this is the best time for you to make the main visit arrangements. However, if you do not need to make either of these types of visit and it is not convenient for your contact to arrange a time to meet, these arrangements can be made over the phone as a last resort.

The following points you will need to arrange are also included on the SRF, which you can use as a checklist.

- You need to send (or give) your contact a list of selected pupils. A copy of the appropriate page of the SRF has been provided for you to send, which includes boxes on which they can mark any parent or pupil refusals to take part. Note that historically the rate of refusals has been extremely low; you can reassure the contact person that this won't involve much work.
- We have allowed for a 'helper' to accompany you during your main visit **at a few schools**, where the contact suggests classroom management may be a problem after they have seen the list of selected pupils. If you anticipate that you may need help at the main visit, please contact your NatCen Area Manager to see whether extra assistance can be provided.
- You should give your contact a copy of the survey information poster to put up in the staff room – this helps to make all teachers aware that the survey is going on, so they won't be surprised when pupils are called out of class to take part.
- Remember that the questionnaires must be completed within one school period, so your arrangements must fit in with the school's timetable. You will only need half a day at most to set up and carry out the survey, so see whether morning or afternoon is most convenient for the school, and please make every effort to fit in with their wishes. Once you have agreed a date and time, make a note of this on page 1 of the SRF. You should also write the date and time on the copy of the page to send to the school.
- Arrange a suitable classroom in which to administer the survey. The ideal arrangement is a desks-in-a-row classroom, because it allows 'exam conditions', reducing the extent to which the children can chatter and discuss answers. Explain that you will provide pens.
- Arrange how the children will be sent to and collected from the room you will be using. You will need to agree a system of letting pupils know that they

need to come to do the survey at the right time. We have created some slips to give to schools to put in their registers to help with this - you'll need to write the name of each pupil, their form, and the classroom and time that they need to come to the session on each slip. Send them to your contact for them to put in registers on the morning when you are interviewing. However, most schools now use electronic registers where these slips cannot be used – if this is the case for your school then talk to your contact about the best way to remind pupils to come to the room at the correct time. Schools should have a system for sending messages to pupils, and it is very important that you are aware of what this system is, particularly as you need to gather pupils from across all school years and forms.

- It can be useful to arrange to have your contact person present at the start of session, to check that the correct pupils are there. It is also worth making arrangements for what will happen if pupils are missing at the start of the session – maybe having forgotten to come, or because they did not receive the reminder. Interviewers who have worked on the survey in the past suggest that it is useful to arrange a 'runner' for this task, which will need to be arranged with your contact in advance.
- At the same time you should explain that you will need no further assistance from other staff (unless of course they are sending children to the survey classroom). Any offers of teachers' help with administering the survey should be diplomatically refused. Remind them that pupils are being asked to be candid about their smoking, drinking and drug use, so the presence of teachers could be a disadvantage.
- You need to agree with your contact the best thing to do once the children have finished the questionnaire. You could suggest that pupils bring a book to read if they finish earlier than the rest of the group – they can also fill in the word square at the end of the questionnaire. Some schools will want pupils to go directly to the class where they would normally be. Otherwise, you do not want pupils to be leaving at this stage or to have nothing to do. You should also agree what to do when all the pupils have finished, especially if this happens before the end of that school period.
- Make arrangements for checking whether any of the sampled pupils are absent when you make the main visit.

### **8.1.1 Parent letters**

These letters should be with the school four to seven school days before your main visit. In other words, there generally needs to be a week between you posting/giving the letters to the school and your main visit. You can either post the letters to the school or leave them when you visit (usually on the sampling visit). Don't send the letters more than seven days before your main visit - we think it inappropriate for letters to be sent too far ahead of the main visit, as the delay may cause confusion or anxiety. You will need to write the names of selected pupils on the parent/guardian labels and stick these on the pupil letters before giving them to the school.

If the school is a boarding school then ask for the letters to be posted to parents/guardians first class in the stamped envelopes provided by the Blue Team and try to wait a week for any replies before making your main visit. If you do not have any stamped envelopes, please contact the Blue Team at Brentwood.

Some schools may want to send their own letters, or may insist that pupils must have permission from their parents to take part. You should persuade schools that this is not acceptable for the following reasons:

- The survey has always been carried out with parents withdrawing their children rather than giving explicit permission for them to take part, and that a change in methodology would mean that this year's survey was not comparable and we would lose a 20 year trend in data.
- If we insist that parents must give permission, there is a danger that parents who do give permission might be different from those who don't. It is likely that middle-class parents would be more likely to return letters and that this would bias results, as we would not have a representative sample of pupils from all backgrounds.

Try to arrange an appointment with the person you need to interview about school policies at the same time as your main visit (or at the manual sampling visit if you have to make one), or arrange a time when you can telephone them to ask the questions over the 'phone. You should discuss with your contact who the most suitable person to fill in this questionnaire is.

#### **IMPORTANT**

**Remind the contact person that pupils should not be told exactly when the session is happening until the day of your visit.**

## **8.2 On the day**

You should ring your contact person on the morning of your main visit (or last thing the day before, if you will be visiting early), to remind them that you are coming. At this point you should check that all arrangements are in place to get pupils to the room, e.g. register slips have been distributed.

### **Remember to take with you:**

- Pupil questionnaires (remember to stick serial number labels on after completion)
- School policy questionnaire
- The SRF
- Pens
- National Centre leaflets
- 'Frequently Asked Questions' Leaflet
- Survey information leaflet

Arrive early, to give yourself plenty of time to get organised. Once at the school it is important that you have everything arranged in the room before the

children arrive, as the questionnaires must be completed within one school period to minimise disruption to the school. Make sure that the desks are in an appropriate 'exam condition' arrangement – you may want to re-organise them if not.

Check with your contact person whether they have received any pupil or parent refusals, and mark these on the SRF.

When pupils arrive ask them to sit down on the seats. Then tick off who is present on the SRF – at this point it is useful to have the contact person there, so that you can check pupils are who they say they are. Sometimes teachers will offer to get substitutions for pupils who are not there – remember that we **cannot accept substitutions**. When all pupils are present, distribute questionnaires to pupils along with pens.

### 8.3 Introducing the questionnaire

When all the pupils who are in school that day are settled, introduce yourself. Try to keep your introduction to no more than five minutes, in order to allow enough time for pupils to complete the questionnaire within one school period.

#### 8.3.1 Explaining how to fill in the questionnaire

It is probably best not to say too much about the questions beforehand as the children may get restless. Briefly cover the following points (see also the 'introduction checklist' in your briefing pack, which can be used as a prompt on the day):

- Questions should be answered by ticking a box or boxes, or sometimes by writing a number in a box.
- Each question should be read carefully before being answered.
- Tell them that they should complete the questionnaire using the pen provided.

You will also need to explain the process of "sign-posting" and glasses of spirits (see below for details). Before the pupils begin filling in the questionnaire ask if anyone has any questions or is unsure about any of the procedures. Emphasise that if there is **anything** they are not sure about when answering the questions they should put up their hand and you will try to help them.

#### *Explaining sign-posting (filtering)*

The questionnaire contains a lot of sign-posting (filtering) and it is critical that pupils understand how to follow the sign-posting, otherwise there is a danger that they will not complete the questionnaire in time.

Sign-posting is only shown on questions where pupils don't just automatically answer the next question. When pupils have ticked a box, the instruction to the right of the box tells them which question to answer next.



You will need to guide the pupils through the front page of the questionnaire which illustrates the main points of sign-posting. Ask the children to look through the front page of the questionnaire while you explain. Note that when explaining the sign-posting using these example questions, it is very important that you do not paraphrase any of the response categories. You should read out the exact wording, although it is not necessary to go through every response category.

#### *Explaining what a glass of spirits is*

Before starting, please explain briefly what counts as a “glass” for drinks of spirits at questions 27 and 28. When we say a “glass” of spirits we actually mean a “single pub measure”. If the children ask what a glass of spirits means then please try to explain we mean a “pub measure”, bearing in mind that they should not have been to a pub! It may be best to show with your hands, ‘about this much’. You will probably not have time to explain any other questions at the beginning. You may, however, have to explain particular questions, either to individuals, or to the group as a whole, as pupils are answering the questionnaire.

#### *Explaining what to do pupils have completed the questionnaire*

Make sure pupils know what they should do when they have completed their questionnaire. In some schools your contact will have specified that they must return to their usual class. Otherwise, they can pass the time by reading a book, doing some homework or filling in the word square on the last page of the questionnaire. You do not want children leaving in ones or twos, as this will distract children who are still filling in the questionnaire.

### **8.4 During and after the survey**

When the children are filling in the questionnaire you should look out for children who look stuck, and ask them if you can help them. You may be called on to explain particular questions to individuals. If you feel that there is a general lack of understanding about any particular question you can stop the class and explain to everyone. However, it is very much up to your own discretion how you deal with problems.

If the pupils have queries, you should not interpret the questions for them, but make sure they understand what is required – for example, do they realise they have to tick one of the six alternatives given?

At the end of the time slot, thank the pupils for taking part and allow them to return to their classes, if this is what you have agreed with your contact. Ask them to leave everything on the desk, but don’t worry too much if pens disappear.

You will have been sent one set of **serial numbered labels** for each school. These are for the questionnaires for each school. Each label shows a serial number and the project number. The first three digits of the serial number are the school number, and the last two are the pupil number. Put one label on the front of each questionnaire, in the blank boxes provided. You are unlikely to need to use all 45 labels – only stick on labels for the number of pupils

sampled. Putting these on after the questionnaires have been filled in and collected is easiest, as it ensures there are no gaps in the serial number sequence, and also reinforces the messages about confidentiality we want to get across to the pupils. Do NOT attempt to match the pupil numbers on the questionnaires to the numbers on the SRF. These are entirely separate; it does not matter which pupils questionnaire gets which serial number label.

## **8.5 What should I do if...**

### **The school insists that a teacher must be present?**

Firstly, use the reason the school gives for this requirement to negotiate carefully an appropriate way of running the session. This could involve the teacher simply sitting at the front to ensure an orderly session. They may not need to speak at all. *The key point is that the teacher must see no answers and the pupils must believe the teacher will see no answers.* This will need to be explained to pupils and procedures will need to underline your guarantee. For example, the teacher should not wander amongst desks. You should implement a way of collecting the questionnaires which gets them quickly out of sight, for example by going around and putting them straight into an envelope rather than having pupils leave them on their desks. The teacher could leave with the pupils to demonstrate that they were there only to watch over the session, not to look at what was written. Do feel free to call to discuss any session at which a teacher will be present.

### **The school is expecting an OFSTED inspection during the survey period?**

Many schools may be expecting an OFSTED inspection around the time of your visit. Instead of waiting until after the inspection has taken place (as some schools may request), you should make an appointment, but make it very clear to your school that you will be happy to re-arrange dates and times at short notice if your visit coincides with an OFSTED inspection.

### **I know one of the pupils at the school?**

Conducting a session in a school attended by your child(ren) is not permitted. If you have other relatives or friends at one of your schools or are known in the school, it may well not be appropriate for you to proceed. Please discuss this with your Area Manager.

If you know some children in the school, but feel it could be appropriate for you to conduct the main visit, you may wait until you receive the selected sample of children. If any of the selected children know you, you will probably have to hand the assignment on. Again, please consult your Area Manager.

### **The school will not let a year group take part?**

Sometimes schools agree to take part, but refuse to allow one year group to take part – for example, withdrawing Year 7 pupils who are away on a school trip for a week, or Year 11 pupils who have mock exams. We cannot carry out the survey at schools which refuse to let a whole year participate. However, it may be possible for you to include that year group in the sample, and then catch them in a follow up visit, which fits in better with the timetable. You should do your best to persuade schools to take this option.

**The school will not let a pupil take part?**

Similarly, some schools may agree to take part, but will want to withdraw certain pupils. This may be for a number of reasons, for example disruptive behaviour or learning difficulties. It is important that you include **all** pupils in the sampling frame, so we cannot exclude them at this stage. If these particular pupils are then selected, you should discuss with your contact the exact concerns they have, and try to address them. It may be that they are worried that the pupil will not be able to cope with the questionnaire, in which case you can suggest they get some help from a classroom assistant (see below). If the child is particularly disruptive, you could reassure the teacher that you can have a helper from NatCen, or the teacher could sit at the front of the classroom to supervise (see above). The important thing is to think of ways in which all pupils can be included. You should explain to your contact that we need all types of pupils to fill in the questionnaire – if certain types of pupils are excluded from the sample then our results will not be representative or reliable. Please feel free to ring the office if this situation occurs and you would like to discuss it.

**A child needs help to complete the questionnaire?**

Very occasionally a child may need to bring a 'helper' because of concentration or language problems – the helper should be aware of the importance of confidentiality and the need to speak quietly so as not to distract other children in the group. In general, we want the survey to be inclusive and prefer not to leave anyone out of the session. You may, though, need to use your discretion, in consultation with the school, for example where we have selected a child with severe learning difficulties.

**A child approaches me with a personal problem?**

This is a potentially difficult situation which needs to be handled carefully. You have not been trained by NatCen to give this sort of advice and support to children, so do not get involved. The best thing to do is to explain to them that you don't know what you can do to help, but that you know of other people who they could talk to in confidence and then give them the ChildLine advice number 0800 1111, or the National Society for the Prevention of Cruelty to Children (NSPCC) number 0808 800 5000. Do not pass any information on to teachers. If you feel that the issue needs immediate attention then contact Sue Body or Mary Holmden in Brentwood. We would like all interviewers to do this (even if you have been trained as a teacher, police officer, counsellor, social worker etc).

**8.6 The questionnaire in detail**

Although this questionnaire is self completion, you should be familiar with the questions asked, as pupils may have queries or get stuck at particular questions.

- |    |  |
|----|--|
| Q2 | If the school you are in does not use the standard numbering of years, get the pupils to write in the name of the year they are in. You should check this with the contact person and then code the pupils' answers back into the standard years (i.e. years 7-11) afterwards. |
|----|--|

Q8	This is the crucial question about current smoking behaviour. One or two pupils may need help with the sign-posting (filtering).
Q9	This is intended to check on those coded 1 at Q8 that they have <u>never</u> smoked. This improves the accuracy of the replies by making some of them realise that they have tried smoking once.
Q10	This question asks about their age the first time they tried smoking – and we really do mean the first time, even if they were only four years old.
Qs 11-15	These questions ask about drinking behaviour, to establish how often pupils usually drink, and when they last drank.
Qs 16-35	Children who have had a drink within the last 7 days are asked to tell us what and how much they drank. The drinks are broken down into 6 categories: <ol style="list-style-type: none"> <li>1 Beer, lager and cider (not low alcohol)</li> <li>2 Shandy (this includes ready mixed cans, pub mixes and own mixes)</li> <li>3 Wine (not low alcohol)</li> <li>4 Martini and sherry (this includes Cinzano &amp; Vermouth)</li> <li>5 Spirits and liqueurs (this includes whisky, vodka, gin, Tequila Baileys, Tia Maria)</li> <li>6 'Alcopops', such as Bacardi Breezer, Red Square, Reef, Smirnoff Ice, WKD).</li> </ol>

During analysis we will be converting the amounts drunk into “units” e.g. 1 glass wine, ½ pint beer, 1 measure of spirits, and so we would like to collect the information in similar measures. Although a “glass” of wine tends to be fairly standard, when we say a “glass” of spirits we actually mean a “single pub measure”. If the children ask what a glass of spirits means then please try to explain we mean a “pub measure”, bearing in mind that they should not have been to a pub! It may be best to show with your hands, ‘about this much’.

Qs 36-151	These are the core questions on drugs. These collect trend data on each drug. There is a lot of sign-posting on these questions and it is important to ensure that pupils are following the sign-posting correctly otherwise pupils will spend too much time answering irrelevant questions and may not complete the whole questionnaire.
Qs 152-175	These are the more detailed questions on drugs which are asked in alternate years. These questions focus on the first and last time pupils used or tried drugs and ask about attitudes towards drugs. The questions also ask about the frequency of taking drugs and family attitudes towards drugs.
Qs 176-181	These look at pupils’ access to drugs, and experience of refusing drugs they have been offered.
Qs 182-187	These questions ask the pupils to estimate the proportion of people their age who they believe smoke, drink or take drugs.

Qs 188-196	These focus on overall attitudes to drugs in general, drugs lessons in schools and helpful sources of information about drugs.
Qs 197-203	These ask some more general questions about pupil behaviour and circumstances. These focus on whether the pupils has ever truanted or been excluded and whether this has happened in the last 12 months. The questions also ask about free school meals and the number of books in the home.
Q204-205	These are check questions to ensure that the pupil has correctly coded the number of cigarettes they have smoked during the last 7 days.

## 9 Follow-up visit

### 9.1 When to follow up...

You will need to follow up if four or more sampled pupils were absent (excluding refusals). You should try to arrange this with your contact person while you are at the school for the main visit.

You may be able to arrange with the school secretary or your contact to telephone the school each (or every other) morning to check whether the particular pupils you want are in school. Otherwise you will have to arrange another date and time for the follow-up visit. This should be at least a week after your first visit, so that pupils who were off sick are more likely to be back at school. It also a good idea to try a different time of day, or day of the week, to try and include pupils who truant at regular times, for example to avoid a certain subject.

If at all possible, before you set off for a follow-up visit, check with the school that the pupils concerned are present. If at least half of them are present, then proceed. If less than half are present, it may be best to set another date. But use your discretion: it may well be worth carrying on with just one or two pupils, for example if you have been told the others are very unlikely ever to be present during the fieldwork period.

During the follow-up visit you should carry out exactly the same procedure as for the main visit, although you will probably only need a small room. You will need to transfer the names of pupils who are having a follow up visit to the follow up pupil list on your SRF. Please remember that each pupil needs to be on the same line number as they were on the original visit – do not list all pupils at the top of the page. This creates a lot of extra work in the office.

***For example, if 2 pupils were missed at the main visit (Chloe Patterson and Jon Lloyd) they would be transferred onto the follow up visit SRF page as follows:***

Main visit	Follow up visit
1 Hannah Reed	1
2 Martin Miles	2
3 Amy Smith	3
4 Chloe Patterson	4 Chloe Patterson
5 Kate Cooper	5
6 Richard Murdoch	6
7 Jon Lloyd	7 Jon Lloyd
8 David Hunt	8
9 Katherine Anderson	9
10 Jack Kurland	10

For any pupils you have not seen after your follow up visit, try to find out from the school secretary or your contact person why the pupils are absent, as you will have to record this on the SRF.

Don't forget to get someone to complete the school policy questionnaire, either on one of your visits to the school or over the telephone.

## 10 Administration

### 10.1 Fieldwork deadlines

Because this survey is collecting high profile information on trends in smoking, drinking and drug use, it is particularly important that we collect the data during exactly the same time period as in previous years. This is because smoking, drinking and drug use increase dramatically with age among 11 to 15 year olds, so a delay in even a few weeks could result in a change in the prevalence of smoking, drinking or drug use picked up by the survey. **For this reason it is vital that we complete this project promptly.**

Once you receive a School Record Form (SRF), please contact the school as soon as possible. Contact should be made with all schools by the 5<sup>th</sup> October and sampling visits arranged by the 19<sup>th</sup> October. The main visit has to be organised at the school's convenience, preferably before the end of October. **However, please try to arrange the main visit for a date within three weeks of your receiving the SRF.** We would like you to complete all your main visits by Friday 23<sup>rd</sup> October, ahead of the half-term week in most of England. If you are having problems in managing this, please discuss them with your Project Manager.

All fieldwork must be completed by the end of the autumn term, in practice, by the second week of December.

- |                                 |                            |
|---------------------------------|----------------------------|
| • Fieldwork starts              | 21 <sup>st</sup> September |
| • Contact made with all schools | 5 <sup>th</sup> October    |
| • Sampling visits arranged      | 19 <sup>th</sup> October   |
| • Main visits arranged          | 23 <sup>rd</sup> October   |
| • Fieldwork ends                | 18 <sup>th</sup> December  |

### 10.2 Progress

It is important that we know the progress that you have made with each school on a weekly basis as we will be giving The NHS Information Centre for health and social care a weekly progress report. Each Friday you must fill in your assignment sheet, using the codes listed on the sheet, and send it back to your **project manager**. You will be provided with stamped and addressed envelopes to do this.

The codes used on the assignment sheet have been expanded compared to previous years, to give a more accurate account of what activity has taken place for each school. However, if you don't feel that your status is accurately reflected by any of the codes, please choose the one which most closely represents what you have done, and make an extra note in the comments box. It is important that you give as much detail as possible about the status of each school in your assignment.



### 10.3 Post survey administration

#### SRF

Complete the details on the SRF.

#### Questionnaire

On each questionnaire:

- On the front page, fill in the date, day and time of the interview, and whether a main or follow-up visit. If you have time, then you may complete this information at the school.
- Check that all questionnaires have serial number labels on, and they are for the correct school.

### 10.4 Return of work

You will receive 5 small polylopes per school, for posting back completed questionnaires. 8 main questionnaires fit comfortably into a polylope. Please notate the envelopes as 1 of 5, 2 of 5 etc. and ensure that they are securely sealed. Please only send back questionnaires once the school is finished (i.e. when both main and follow up visits have been completed).

SRF's and pay claim forms must be sent **separately** from questionnaires.

### 10.5 Contacts

Please do ring in if you have any problems or queries:

- Your project manager
- Blue Team, Brentwood: Wendy Watson / Jan Morris / Helen Selwood
- London office: Dhriti Jotangia or Liz Fuller

# P2916: Smoking, Drinking & Drug Use

## Coding of Other Drugs

Trade and slang terminologies that can be back-coded into pre-listed drugs<sup>1</sup>

<b>A</b> Acid (LSD) Aerosols (Gas, Glue) Amanita Muscaria (Magic Mushrooms) Amphetamine (Speed) Amyl nitrite (Poppers) Anavar (Anabolic Steroids)	Hashish (Cannabis) Hawk (LSD) Hemp (Cannabis) Herb (Cannabis) Home-grown (Cannabis) Horse (Heroin)	<b>R</b> Rainbows (LSD) Ram (Poppers) Resin (Cannabis) Rhubarb and custard (Ecstasy) Rock (Crack) Rock Hard (Poppers) Rollies (Tobacco) Roofies (Tranquillisers) Rugby balls (Tranquillisers)
<b>B</b> Benzos (Tranquillisers) Bhang (Cannabis) Billy (Speed) Black (Cannabis) Blast (Cannabis) Blotter (LSD) Blow (Cannabis) Blunts (Cannabis) Brown (Heroin) Brownies (Ecstasy) Buds (Cannabis) Burgers (Ecstasy) Bush (Cannabis) Butyl nitrite (Poppers)	<b>I</b> Ice (Speed) Isobutyl nitrite (Poppers)	<b>S</b> Sensemilla (Cannabis) Sensi (Cannabis) Shamrocks (Ecstasy) Shrooms (Magic Mushrooms) Skag (Heroin) Skunk (Cannabis) Smack (Heroin) Smilies (LSD) Smoke (Cannabis) Snow (Cocaine) Soap (Cannabis) Soapbar (Cannabis) Solvents (Gas, Glue) Special K (Ketamine) Spliff (Cannabis) Stanozolol (Anabolic Steroids) Stars (LSD) Sugar (LSD) Sulph (Speed) Super K (Ketamine) Sustanon 250 (Anabolic Steroids) Sweeties (Ecstasy)
<b>C</b> C (Cocaine) Charlie (Cocaine) Cheer (LSD) Christine (Speed) Coke (Cocaine) Crazy medicine (Speed) Crystal Meth (Speed)	<b>L</b> L (LSD) Lady (Cocaine) Liberties (Magic Mushrooms) Lightning flash (LSD) Linctus (Methadone) Liquid acid (LSD) Liquid Gold (Poppers) Lucy (LSD)	<b>T</b> Tab (LSD) Temazzies (Tranquillisers) Tems. (Tranquillisers) Temgesic (Methadone) Thrust (Poppers) Tina (Speed) TNT (Poppers) Toot (Cocaine) Tops (Cannabis) Trips (LSD) Tulips (Ecstasy)
<b>D</b> Deca-Durabolin (Anabolic Steroids) Dexamphetamine (Speed) Dexies (Speed) Dianabol (Anabolic Steroids) Diconal (Methadone) Dihydrocodeine (Methadone) Dope (Cannabis) Dots (LSD) Downers (Tranquillisers) Draw (Cannabis) Drop (LSD) Dust (Cocaine)	<b>M</b> M and Ms (Ecstasy) Magics (Magic Mushrooms) Magics. liberty cap (Magic Mushrooms) Marijuana (Cannabis) Mazzies (Tranquillisers) MDA (Ecstasy) MDMA powder (Ecstasy) Meth (Methadone) Methadone mixture (Methadone) Methamphetamine (Speed) Methylamphetamine (Speed) Micro dot (LSD) Mitsi(bushie)s (Ecstasy) Moggies (Tranquillisers) Morphine (Methadone) Mushies (Magic Mushrooms)	<b>U</b> Uppers (Speed)
<b>E</b> E (Ecstasy) Eckies (Ecstasy) Edward (Ecstasy) Eggs (Tranquillisers) Elephants (Ecstasy) Essence (Ecstasy)	<b>N</b> Nederweit (Cannabis) Netherweed (Cannabis) New Yorkers (Ecstasy) Norries (Tranquillisers) Northern Lights (Cannabis)	<b>V</b> Vallies (Tranquillisers) Vitamin K (Ketamine)
<b>F</b> Fantasy (Ecstasy) Flash (LSD) Fly agaric (Magic Mushrooms)	<b>O</b> Opium (Heroin)	<b>W</b> Weed (Cannabis) White (Cocaine) White doves (Ecstasy) Whizz (Speed) Window (LSD)
<b>G</b> Ganja (Cannabis) Gear (Heroin) Gianluca (Cocaine) Glass (Speed) Gold dust (Cocaine) Grass (Cannabis) Green (Ketamine)	<b>P</b> Palfium (Methadone) Paper mushrooms (LSD) Paste (Speed) Percy (Cocaine) Pethidine (Methadone) Phet (Speed) Physeptone (Methadone) Pills (Ecstasy) Pot (Cannabis) Psilocybin (Magic Mushrooms) Psilocybe semilanceata (Magic mushrooms) Puff (Cannabis)	<b>X</b> X (Ecstasy) XTC (Ecstasy)
<b>H</b> H (Heroin) Hash (Cannabis)		<b>Y</b> Yaba (Speed)
		<b>Z</b> Zero (Cannabis)

<sup>1</sup> From [www.talktofrank.co.uk/](http://www.talktofrank.co.uk/)

## Coding of age first tried drugs

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For questions Q41, Q48, Q56, Q63, Q70, Q77, Q84, Q91, Q98, Q105, Q112, Q119, Q126, Q133, Q140 and Q148 if answer given is 00 code 99.

If they have coded above their age or out of range, leave it as it is (it does not matter if this means that the batch is not clean).

## Categorise as 'other drugs' (Q145)

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**GHB** (Gamma hydroxybutyrate)

Slang: GBH, Liquid Ecstasy, GBL

**Khat**

Slang: Catha edulis, Chat, Qaadka, Qat, Quat

**PMA**

Slang: Chicken fever, Chicken Yellow, Double Stacked, Killer, Mitsubishi Turbo, PMMA, Red Mitsubishi

**2CB & 2-CT-7**

Slang: CB, Seventh-heaven, T-7, 7-up, Tripstacy

**Mephodrone**

Slang: M-cat, Shake and vac, Meow meow

## Drugs which should be removed from other category (Q145)

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Any mentions of alcohol or tobacco, including nicotine. **Slang:** Booze, juice, sauce, grog, piss

Any mentions of caffeine, tea or coffee

Any prescribed medicines or drugs including:

Anti-biotics

Asprins

Calpol

Codeine

Cough Medicine

Headache tablets

Inhalers

Insulin

Ludes

Nurofen

Painkillers

Paracetamol

Penicillin

Prozac **Slang:** Happy pills, bottled smiles.

Strepsils

Ventalin

Viagra **Slang:** Blue or bluey, Viagra's chemical name is sildenafil citrate.

Vitamins

**Remove these codes and change Q144= 2 (No).** Similarly, if Don't Know is entered, follow the same process.

## Method of backcoding (Q145)

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If "other" drug at Q145 can be backcoded into one of pre-existing drugs, use following rules to determine coding for pre-existing drug. Once you have backcoded change Q144 = 2 and remove answers at Q145-Q150.

If heard of at either question – code "Yes"

If offered at either question – code "Yes"

If ever tried at either question – code "Yes"

If different ages of first use – code youngest age

If different periods when last took drug – code most recent

If both number of occasions are coded – if one coded as more than 10, code "more than 10" otherwise code 8.

If the 'other' answer is legitimate, code 97 at Q145, list on listing sheet and leave answers.

## Coding of beer, lager & cider (Q18)

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Two litres of beer can be counted as 4 pints and 500ml can be counted as 1 pint.

## Coding of spirits (Q28)

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If answer given is 'bottle' then code 30 at Q28 (as there are 30 measures in a bottle).

## Other Alcoholic Drinks (Q32)

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Please make a list of the other answers pupils give at Q32, no coding is required here.

If Q31 is a 1 but Q32 is blank leave Q31 as a 1, do not list and key as 99 at Q32 and leave Q33 answers in.

If you are listing an answer, key 97.

## Other Edits

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Check that the admin data on the front of the questionnaire has been filled in (when interview done). If this has not been filled in, take the information from the other questionnaires in the batch.

Check that the pupil's age has been filled in (Q3). If this has not been filled in, work out the age (if possible) from the interview date and date of birth.

With all mis-filters, check that data has been keyed properly and that completion on questionnaire is unambiguous.

As a general rule, you will be able to enter either Code 8 or Code 98 at questions which have been multi-coded though this is not true in every instance.

### ***Initial questions***

<b>Qn</b>	<b>Problem</b>	<b>Edit</b>
Q5	Multi-coded	Code 98
Q5	List other answers given at 03, 07, 11, 14 and 16 on listing sheet (unless multi-coded in which case code 98)	

### ***Smoking questions***

Q7	Multi-coded	Code 8
Q8	Codes 2-6 at Q8, but answered Q9	Remove code at Q9
Q8	Q8 blank but Q9 is coded 1	Code 1 at Q8
Q8	Multi-coded 2 and 3	Code 3
Q8	Multi-coded 3 and 4	Code 4
Q10	Approximations	Round up

### ***Drinking questions***

Q12	Not answered but Q13-Q35 answered saying they have drunk	Code 1
Q12	Code 2 but answered rest of section	Remove codes at Q13 – Q35
Q13	Answer out of range Range is 03-17	Anything outside of range Code 98
Q13	Approximations	Round up
Q13	If left blank	Code 99

Q14	Multi-coded	Code 8
Q15	Multi-coded	Keep first code and remove later ones
Q15	Codes 4-5 at Q15, but answered Q16-Q33	Remove codes at Q16-Q33
Q15	Codes 6-7 at Q15, but answered Q16-Q35	Remove codes at Q16-Q35
Q17	Multi-coded and answered Q18-Q19	Code 1
Q17	Codes 2-3 at Q17, but answered Q18-Q19	Remove codes at Q18-Q19
Q18	Approximations	Round up
Q18 / Q21 / Q30 / Q33	Written amount in one box but left others blank	Key 99 in blank boxes (only where 0 or 00 have not been written)
Q19	Multi-coded	Code 8
Q20	Codes 2-3 at Q20, but answered Q21 – Q22	Remove codes at Q21-Q22
Q23	Codes 2-3 at Q23, but answered Q24	Remove codes at Q24
Q25	Codes 2-3 at Q25, but answered Q26	Remove codes at Q26
Q27	Codes 2-3 at Q27, but answered Q28	Remove codes at Q28
Q29	Codes 2-3 at Q29, but answered Q30	Remove codes at Q30
Q31	Code 2 at Q31, but answered Q32-33	Remove codes at Q32-Q33
Q31	Multi-coded	Code 8
Q32	If you are listing an answer	Code 97
Q32	Code 1 at Q31, but Q32 is blank	Do not list and key a 99 at Q32 and leave Q33 answers in
Q34	Code 2 at Q34, but answered Q35	Remove code at Q35
Q34	Code 1 at Q34, but entered '0' at Q35	Code 98 at Q35 and leave in answer for Q34

### ***Drugs questions***

Q38	Code 2, but answered Q39-Q43	Remove codes at Q39-Q43
Q38	Multi-coded	Code 8 and delete any other answers at Q39 – Q43
Q40	Code 2, but answered Q41-Q43	Remove codes at Q41-Q43
Q41	Approximations	Round up
Q41	Written '00'	Code 99
Q41	If coded above their age or if it is out of range, leave it as it is.	
Q42	Multi-coded	Priority code 1,2,3
Q43	Multi-coded	Priority code 4,3,2,1

**Rest of equivalent drugs filters up to Q142 follow the same rules as Q38 – Q43.**

Q144	Code 1, but Q145 is blank	Code 2 at Q144, do not list
Q144	Code 2 at Q144 but answered Q145	Remove code at Q145
Q151	Code 2 at Q151 <b>but answered Q152-Q175</b>	Firstly, check back over the drug questions section to find whether any other drugs have been used and if they <b>have used drugs</b> , Code 1 at Q151. If <b>no drugs have been taken</b> , remove codes from Q152 – Q175. <b>*NB: This edit seems to differ from the others specified, the reason for which is that it is used as a check on whether pupils have ever taken drugs</b> If the pupils have not answered Q152-Q175, do not check back over the drugs questions, leave the answer as it is.
Q151	Code 1 but not completed Q152-174	Enter 99s for the rest of the section and leave Q151 as Yes (even if they have answered that they've used drugs in the earlier questions)
Q153	Multi-coded	Code 98
Q153	Code 9 but it is blank	Leave code 9 blank. Do not list on listing sheet.
Q154	Code 9 but it is blank	Leave code 9 blank. Do not list on listing sheet.
Q154	Multi-coded 1-9 and 11	Remove code 11

Q154	Multi-coded 1-9 and 10	Remove code 10
Q154	Multi-coded 1-9 and 10 and 11	Remove codes 10 and 11
Q154	Multi-coded 10 and 11 and no other codes present	Remove code 10
Q157	Code 3 but and answered Q158 – Q175	Remove codes at Q158 – Q175.
Q157	Code 2 but answered Q158	Remove code at Q158
Q157	Multi-coded	Priority code 1,2,3
Q157	If blank but answered Q158 – Q175	Code 9 at Q157 and delete Q158 – Q175.
Q161	Multi-coded	Code 98
Q162	Multi-coded	Code 8
Q162	Code 6 but it is blank	Leave code 6 blank. Do not list on listing sheet.
Q163	Code 9 but it is blank	Leave code 9 blank. Do not list on listing sheet.
Q163	Multi-coded 1-9 and 11	Remove code 11
Q163	Multi-coded 1-9 and 10	Remove code 10
Q163	Multi-coded 1-9 and 10 and 11	Remove codes 10 and 11
Q163	Multi-coded 10 and 11 and no other codes present	Remove code 10
Q164	Code 2 at Q164, but answered Q165	Remove codes at Q165
Q165	Code 7 but it is blank	Leave code 7 blank. Do not list on listing sheet.
Q166	Multi-coded 1-7 and 8	Remove code 8
Q167	Multi-coded	Code 8
Q168	Multi-coded	Code 8
Q169	Multi-coded	Code 8
Q171	Code 1 but answered Q172-Q174	Remove codes at Q172-Q174
Q172	Multi-coded	Code 8
Q173	If codes 1-4, at Q173, but answered Q174	Remove codes at Q174
Q173	Multi-coded any of 1,2,3	Priority code - 1,2,3
Q173	Multi-coded 3,4	Code 4
Q173	Multi-coded any other combination	Code 6
Q174	Multi-coded any of 1,2,3	Priority code - 1,2,3
Q174	Multi-coded 3,4	Code 4
Q174	Multi-coded any other combination	Code 5
Q175	Multi-coded any of 1,2,3	Priority code - 1,2,3
Q175	Multi-coded 3,4	Code 4
Q175	Multi-coded any other combination	Code 5
Q177	Multi-coded 3 and other code at Q177	Remove code 3
Q177	Multi-coded 1 and 2 at Q177	Code 8
Q177	Codes 2,3 at Q177, but answered Q178	Remove codes at Q178
Q179	Multi-coded	Code 8
Q180	Multi-coded	Code 8
Q181	Multi-coded	Code 8

### ***Attitudinal questions (smoking, drinking and drugs)***

Q183	Multi-coded	Code 8
Q184	Multi-coded	Code 8
Q185	Multi-coded	Code 8
Q186	Multi-coded 3 and something else at Q186	Remove code 3
Q186	Multi-coded 1 & 2 at Q186	Code 3
Q187	Multi-coded 3 and something else at Q187	Remove code 3
Q187	Multi-coded 1 & 2 at Q187	Code 3
Q188	Multi-coded 1 and 2	Code 8
Q189	Multi-coded 1 and 2	Code 8
Q190	Multi-coded 1 and 2	Code 8
Q191	Multi-coded 1 and 2	Code 8
Q192	Multi-coded 1 and 2	Code 8
Q193	Multi-coded 1 and 2	Code 8

### ***Drugs lessons questions***

Q194	Multi-coded 3 and something else at Q194	Remove code 3
Q194	Multi-coded 1 & 2 at Q194	Code 3
Q195	Code 2, but answered Q195	Remove codes at Q195
Q196	Multi-coded 1 and 2	Code 8

***Socio-economic questions***

Q198	Multi-coded 1 & 2 at Q198	Code 8
Q199	Code 2, but answered Q200	Remove code at Q200
Q199	Multi-coded 1 & 2 at Q199	Code 8
Q200	Multi-coded	Code 8
Q201	Multi-coded 1 & 2 at Q201	Code 8
Q201	Code 2, but answered Q202	Remove code at Q202
Q203	Multi-coded	Code 8

***Check questions (smoking)***

Q204	Coded 2 at Q204, but answered Q205	Remove codes at Q205
Q205	Answered 0.5, 1.5 etc of a cigarette	Round the answer up e.g. 1, 2 cigarettes etc
Q205	Blank boxes that should have been completed	Code 99