Understanding Society: Pregnancy and Early Childhood (PEACH), 2009-2022

User Guide

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1. Introduction – What is in the Pregnancy and Early Childhood datafile (PEACH)?

Understanding Society is a longitudinal household panel survey that started in 2009 and attempts to interview the core sample members at approximately one year intervals, as long as they are living in the UK. Each sets of interviews are referred to as waves. To learn more about the survey please visit the About the Study web page and the Main Survey User Guide. The main survey data are available under study number 6614 and can be linked to the PEACH data file **xwavepeach** using the variable **pidp**.

The main survey collects comprehensive data on various social, economic, and behavioural factors, presenting an exclusive opportunity to undertake pioneering research on pregnancy and early childhood. The annual information we gather before and after childbirth, coupled with data on the entire family, provides contextual insight into the development of children. Moreover, all children in the household are participants of Understanding Society, collecting the same information on siblings. We begin gathering data directly from children at age 10, and this process continues well into their adulthood, further enhancing the depth and breadth of our dataset.

Our primary goal is to help researchers interested in child development topics to engage with our data seamlessly. The pregnancy and early childhood (**PEACH**) file[1] brings together most of the information on pregnancy and early childhood, already available through the main survey, into a single location, enhancing its quality and value.

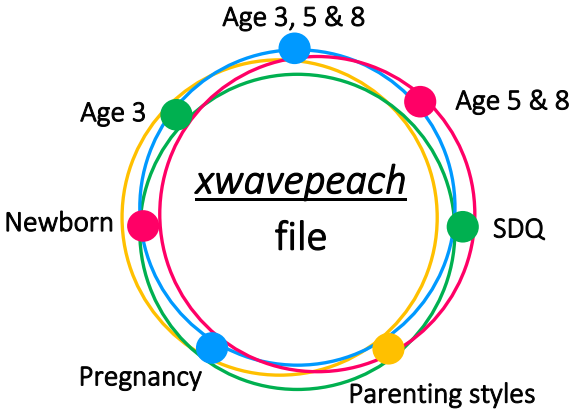
The pregnancy and early childhood file has been constructed by leveraging data from all children reported in the **child** file (main survey, Waves 1 to the latest release) ***based on their eligibility for the child development questions***, as specified in the following section. The information provided is at the child level, using the child's identifier (cross-wave person identifier - **pidp**) to ensure each row is uniquely identifiable. All variables within each category are time-specific and remain constant across all waves. For instance, information such as the child's birth weight, the frequency of fussing or crying during infancy, and the frequency of reading to the child at ages 3, 5, and 8 are age-specific and remain constant over time. Consequently, information relating to childcare and child maintenance is not included in the **PEACH** file, as it varies across time or waves. A total of 303 variables are included, created from 164 questions using 7 data files from the main survey SN 6614: **child, parstyle, indresp, newborn, natchild, xwavedat and indall** (see tables 1 to 7 below). From the 303 variables, 8 are weighting variables (see tables 14 to 17).

[1] The name of the file in this dataset is *xwavepeach*, chosen to signify its cross-wave nature. However, for the sake of convenience, we refer to it as the *peach* file in this user guide.

The structure of the **PEACH** file is designed to facilitate easy tracking of various aspects of a child's development, including whether they were born prematurely or past their due date, their ability to speak in full sentences at age 3, and their health condition at ages 3, 5, and 8, amongst other variables. In addition, the file includes the cross-wave identifier of the person who provided the information for the child and the wave when it was collected. The availability of the information depends on the timing the child joined the Study. For instance, when the data is not available because the child has not yet reached the age, a specific value has been assigned for these cases to reflect the reason the information is missing. This is in line with missing value codes in the main survey. Most of the questions in the **PEACH** file started to be asked in Wave 3. However, we strongly advice users to verify the wave when the variable started/ended collection.

We have classified the information available about children into 7 categories, based on content and when these were asked. See Figure 1.

Figure 1. Xwavepeach file categories



In the following sections we will describe the eligibility criteria to be part of the **PEACH** file, the variables and questions included within each category and the labels used to identify when information is not available.

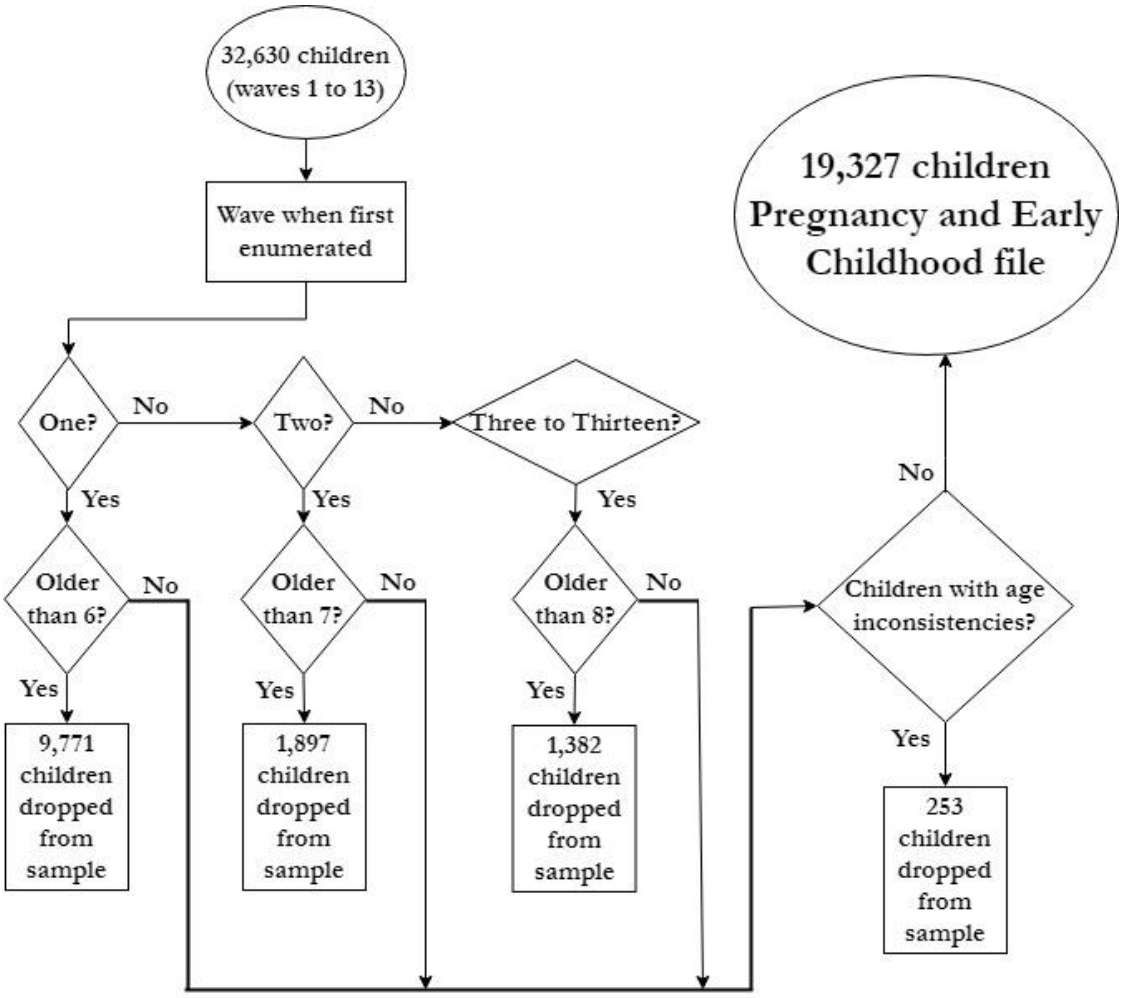
2. Eligibility criteria – Who is included the file?

A total of 32,630 children have been reported in the **child** file during the 13 waves released by Understanding Society, the UK Household Longitudinal Study (UKHLS). As part of the Study, a full set of child development questions at ages 3, 5 and 8 started to be collected from Wave 3 onwards. To be eligible for the **PEACH** file children need to be potential respondents to at least one of the child development age group questions (3, 5 or 8 years). For example, all children up to 6 years of age enumerated for the first time in Wave 1 are eligible to be part of the **PEACH** file as they were 8 years old or younger in Wave 3. On the contrary, children first enumerated in Wave 1 who were older than 6 years, did not meet the age requirements to be asked these questions in Wave 3 or in any other wave, not fulfilling the eligibility criteria.

In addition, children with age inconsistencies are excluded from the sample. For instance, some children reported being 56 years old or 61 years old. After verifying no information, on child development, has been collected for them they are removed from the **PEACH** dataset and after further checking they will be continuously amended in the main survey files.

The **PEACH** file contains records of 19,327 children. Figure 2 shows the process to obtain the **PEACH** sample.

Figure 2. PEACH sample process



It is worth emphasizing that in addition to child development data, the **PEACH** file contains a comprehensive collection of valuable information including maternal health behaviours in pregnancy, breastfeeding, infant behaviour, parenting styles, and other variables relevant for conducting research on pregnancy and early childhood, as detailed in the next section.

3. Variables in the PEACH file

3.1 Child development at Age 3, 5 & 8

From Wave 3 onwards a set of questions are asked when children are 3 years old, then again when they are aged 5 and 8. These variables grouped as "age 3, 5 & 8" are relevant as they will appear up to three times for a child. For instance, for a 10-year-old child there will be one variable indicating their health condition when aged 3 (**cdcond_a358_a3**), another variable stating their health condition when aged 5 (**cdcond_a358_a5**) and a third variable with their health condition when aged 8 (**cdcond_a358_a8**). Table 1 presents 16 questions, yielding to 60 variables once categorized by age, providing specific information on child development at these three stages.[2]

[2] All the questions in the groups: "Child development at Age 3, 5 & 8", "Child development at Age 3", "Child development at Age 5 & 8", and "Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8", are only asked to one of the child's responsible adults.

Table 1. Child development at Age 3, 5 & 8

Question	Variable name	Options	Main Survey file[3]	Group
Child health conditions / Thinking now about this child, in general, would you say their health is...	**cdcond** cdcond_a358_a3 cdcond_a358_a5 cdcond_a358_a8	excellent, very good, good, fair, poor	child	age 3, 5 & 8
Child has long-standing health condition / Does child have long-term conditions that have been diagnosed by a health professional? By long-term we mean anything that child has had for at least 3 months or is expected to continue for at least the next three months.	**cddis** cddis_a358_a3 cddis_a358_a5 cddis_a358_a8	yes, no	child	age 3, 5 & 8
Child health condition is limiting / Does this limit child at play or from joining in any other activity normal for a child their age?	**cdlmt** cdlmt_a358_a3 cdlmt_a358_a5 cdlmt_a358_a8	yes, no	child	age 3, 5 & 8
Parent reads to child / How often do you read to child?	**cdcread** cdcread_a358_a3 cdcread_a358_a5 cdcread_a358_a8	every day, several times a week, once or twice a week, once or twice a month, less often, not at all	child	age 3, 5 & 8
Others read to child / Does anyone else at home ever read to child?	**cdoread** cdoread_a358_a3 cdoread_a358_a5 cdoread_a358_a8	yes, no	child	age 3, 5 & 8

[3] Main survey file refers to the file where the question/variable has been officially released in Understanding Society

Table 1. Child development at Age 3, 5 & 8

Question	Variable name	Options	Main Survey file[3]	Group
Who else reads to child / Who else at home reads to child? Please select all that apply.	**cdwread** cdwread1_a358_a3 cdwread2_a358_a3 cdwread3_a358_a3 cdwread4_a358_a3 cdwread5_a358_a3 cdwread1_a358_a5 cdwread2_a358_a5 cdwread3_a358_a5 cdwread4_a358_a5 cdwread5_a358_a5 cdwread1_a358_a8 cdwread2_a358_a8 cdwread3_a358_a8 cdwread4_a358_a8 cdwread5_a358_a8	mum or step-mum, dad or step-dad, a brother or sister (or step-brother/step-sister), another relative living here, a non-relative living here	child	age 3, 5 & 8
Frequency: Others read to child / How often does anyone else at home read to child?	**cderead** cderead_a358_a3 cderead_a358_a5 cderead_a358_a8	every day, several times a week, once or twice a week, once or twice a month, less often, not at all	child	age 3, 5 & 8

Table 1. Child development at Age 3, 5 & 8

Question	Variable name	Options	Main Survey file[3]	Group
Child has meals at regular times / Does child have meals at regular times?	**mealsreg** mealsreg_a358_a3 mealsreg_a358_a5 mealsreg_a358_a8	no, never or almost never; yes, sometimes; yes, usually; yes, always	child	age 3, 5 & 8
Child goes to bed at regular time / Does child go to bed at a regular time (if child is aged 3)? / On weekdays during term-time, does child go to bed at a regular time (if child is aged 5 or 8)?	**bedreg** bedreg_a358_a3 bedreg_a358_a5 bedreg_a358_a8	no, never or almost never; yes, sometimes; yes, usually; yes, always	child	age 3, 5 & 8
Hours spent watching tv: schoolday / How many hours does child spend watching TV, including video and DVDs, on a normal school day?	**cdtvvidhrs** cdtvvidhrs_a358_a3 cdtvvidhrs_a358_a5 cdtvvidhrs_a358_a8	none, less than an hour, 1-3 hours, 4-6 hours, 7 or more hours	child	age 3, 5 & 8
Hours spent watching tv: weekend day / How many hours does child spend watching TV, including video and DVDs, on a weekend, that is on a Saturday or Sunday?	**cdtvvidhrw** cdtvvidhrw_a358_a3 cdtvvidhrw_a358_a5 cdtvvidhrw_a358_a8	none, less than an hour, 1-3 hours, 4-6 hours, 7 or more hours	child	age 3, 5 & 8
Parental assessment of child risk aversion / Using a scale from 1 to 7 where 1 means "Completely unwilling to take risks" and 7 means "Completely willing to take risks", how willing is child to take risks?	**chrisk** chrisk_a358_a3 chrisk_a358_a5 chrisk_a358_a8	won't take risks, 2, 3, 4, 5, 6, ready to take risks	child	age 3, 5 & 8

Table 1. Child development at Age 3, 5 & 8

Question	Variable name	Options	Main Survey file[3]	Group
Parental assessment of child patience / Is child generally an impatient child, or a child with a lot of patience?	**chpat** chpat_a358_a3 chpat_a358_a5 chpat_a358_a8	very impatient, 2, 3, 4, 5, 6, very patient	child	age 3, 5 & 8
Parental assessment of delayed gratification / Is child generally a child who takes a long time to reflect on things and thinks before acting, in other words, not at all impulsive, or is child a child who acts without much reflection, in other words, is very impulsive?	**chdelay** chdelay_a358_a3 chdelay_a358_a5 chdelay_a358_a8	not at all impulsive, 2, 3, 4, 5, 6, very impulsive	child	age 3, 5 & 8
wave when age specific information has been provided	**wave_q**[a] wave_q3 wave_q5 wave_q8	number	*new*	not applicable
cross-wave identifier of the responsible adult providing age specific information	**pidp_q**[a] pidp_q3 pidp_q5 pidp_q8	number	*new*	not applicable

[a] These variables are also inclusive of the information in groups "Child development at age 3 (age 3)", "Child development at age 5 & 8 (age 5 & 8)" and "Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8".

3.2 Child development at Age 3

Monitoring child development at an early stage is crucial to improving skills and abilities when signs of potential development delay are observed. Poor school performance and more health problems are likely to be present in children with developmental disorders. Early treatment is important as it can make the difference in helping a child to learn new skills. As part of the child development questions in Understanding Society, Table 2 presents 27 variables specifically about children aged 3, with variables **cdvla** to **cdvlt**, directly related to the Vineland Adaptive Behaviour Scale.[4]

Table 2. Child development at Age 3

Question	Variable name	Options	Main Survey file	Group
Agree: happy and content / child is usually happy and content	**cd3pera**	agree completely, agree somewhat, disagree somewhat, disagree completely	child	age 3
Agree: irritated and cries / child is easily irritated and cries frequently	**cd3perb**	agree completely, agree somewhat, disagree somewhat, disagree completely	child	age 3
Agree: difficult to comfort / child is difficult to comfort when crying	**cd3perc**	agree completely, agree somewhat, disagree somewhat, disagree completely	child	age 3
Agree: curious and active / child is curious and active	**cd3perd**	agree completely, agree somewhat, disagree somewhat, disagree completely	child	age 3

[4] Sparrow, S. S., Cicchetti, D. V., & Balla, D. A. (2005). Vineland-II Adaptive Behavior Scales: Survey Forms Manual. Circle Pines, MN: AGS Publishing.

Table 2. Child development at Age 3

Question	Variable name	Options	Main Survey file	Group
Agree: communicative / child is communicative and likes to talk	**cd3pere**	agree completely, agree somewhat, disagree somewhat, disagree completely	child	age 3
Agree: shows empathy / child shows empathy when others are sad	**cd3perf**	agree completely, agree somewhat, disagree somewhat, disagree completely	child	age 3
Agree: worried about health / I am worried about child's health	**cd3perg**	agree completely, agree somewhat, disagree somewhat, disagree completely	child	age 3
Learn: get shoes / Understands brief instructions such as "go get your shoes"	**cdvla**	yes, to some extent, no	child	age 3 - vineland
Learn: two word sentences / Forms sentences with at least two words	**cdvlb**	yes, to some extent, no	child	age 3 – vineland
Learn: full sentences / Speaks in full sentences (with four or more words**)**	**cdvlc**	yes, to some extent, no	child	age 3 – vineland
Learn: listens attentively / Listens attentively to a story for five minutes or longer	**cdvld**	yes, to some extent, no	child	age 3 – vineland
Learn: passes messages / Passes on simple messages such as "dinner is ready"	**cdvle**	yes, to some extent, no	child	age 3 – vineland
Learn: uses a spoon / Uses a spoon to eat, without assistance and without dripping	**cdvlf**	yes, to some extent, no	child	age 3 – vineland
Learn: blows nose / Blows his/her nose without assistance	**cdvlg**	yes, to some extent, no	child	age 3 – vineland
Learn: uses toilet / Uses the toilet to do "number two"	**cdvlh**	yes, to some extent, no	child	age 3 – vineland

Table 2. Child development at Age 3

Question	Variable name	Options	Main Survey file	Group
Learn: pants / Puts on pants and underpants the right way around	**cdvli**	yes, to some extent, no	child	age 3 – vineland
Learn: brushes teeth / Brushes his/her teeth without assistance	**cdvlj**	yes, to some extent, no	child	age 3 – vineland
Learn: stairs / Walks forward down the stairs	**cdvlk**	yes, to some extent, no	child	age 3 – vineland
Learn: door handle / Opens doors with the door handle	**cdvll**	yes, to some extent, no	child	age 3 – vineland
Learn: climbing / Climbs up playground climbing equipment and other high playground structures	**cdvlm**	yes, to some extent, no	child	age 3 – vineland
Learn: scissors / Cuts paper with scissors	**cdvln**	yes, to some extent, no	child	age 3 – vineland
Learn: create shapes / Paints/draws recognizable shapes on paper	**cdvlo**	yes, to some extent, no	child	age 3 – vineland
Learn: names / Calls familiar people by name, for example, says "Mummy" and "Daddy" or uses the father's first name	**cdvlp**	yes, to some extent, no	child	age 3 – vineland
Learn: participates in games / Participates in games with other children	**cdvlq**	yes, to some extent, no	child	age 3 – vineland
Learn: playing pretend / Gets involved in role-playing games ("playing pretend")	**cdvlr**	yes, to some extent, no	child	age 3 – vineland
Learn: particular friends / Shows a special liking for particular playmates or friends	**cdvls**	yes, to some extent, no	child	age 3 – vineland
Learn: knows feelings / Calls his/her own feelings by name, e.g. "sad", "happy", "scared"	**cdvlt**	yes, to some extent, no	child	age 3 – vineland

3.3 Child development at Age 5 & 8

There are 6 additional questions on child development but these are only focused on children aged 5 and 8. For the "age 5 & 8" set of questions a child will have up to two variables related to each of these variables. One variable with the record when they were 5 years old and the other variable with the information collected when they were 8 years old. A total of 24 variables are displayed in Table 3.

Table 3. Child development at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
Child uses computer at home / Does child use a computer at home? This includes computers for playing games but not games consoles.	**cdcomp** cdcomp_a58_a5 cdcomp_a58_a8	yes, no, no computer in the home	child	age 5 & 8
Total hours spent using computer / How many hours does child spend per day using the computer at home for any reason? Please do not include any use of a games console.	**cdpchrs** cdpchrs_a58_a5 cdpchrs_a58_a8	none, less than an hour, 1-3 hours, 4-6 hours, 7 or more hours	child	age 5 & 8
Household has games console / Does child or anyone else in your house have a games console such as Playstation, X_Box, Wii or something like that?	**cdconsol** cdconsol_a58_a5 cdconsol_a58_a8	yes, no	child	age 5 & 8
Total hours spent on games console / How many hours does child spend playing games on a games console on a normal school day?	**cdconstm** cdconstm_a58_a5 cdconstm_a58_a8	none, less than an hour, 1-3 hours, 4-6 hours, 7 or more hours	child	age 5 & 8

Table 3. Child development at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
Child happy in school / On a scale from 1 to 7 where 1 means "Completely Happy" and 7 means "Not at all happy", how happy is child in the school they go to?	**cdphsc** cdphsc_a58_a5 cdphsc_a58_a8	completely happy, 2, 3, 4, 5, 6, not at all happy, doesn't attend school	child	age 5 & 8
Problems at school / Does child have any of the following problems at school? Please select all that apply. Finds schoolwork difficult or challenging; Problems getting along with teacher(s); Is bullied by other students; Bullies other students; Is just not interested in school; Other sorts of problems; No, no problems at school	**cdphscy** cdphscy1_a58_a5 cdphscy2_a58_a5 cdphscy3_a58_a5 cdphscy4_a58_a5 cdphscy5_a58_a5 cdphscy6_a58_a5 cdphscy7_a58_a5 cdphscy1_a58_a8 cdphscy2_a58_a8 cdphscy3_a58_a8 cdphscy4_a58_a8 cdphscy5_a58_a8 cdphscy6_a58_a8 cdphscy7_a58_a8	mentioned, not mentioned	child	age 5 & 8

3.4 Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for children aged 5 and 8 in Understanding Society. It is based on 25 items, measuring positive and negative behaviours in children. Five items each are aggregated to five subscales, measuring emotional symptoms, conduct problems, hyperactivity and peer relationship problems. The SDQ Total Difficulties Score will be

missing if more than two items, making up any of the subscales, are missing. The fifth scale, measuring prosocial behaviour remains separate.[5] The SDQ is used as a research tool in developmental, genetic, social, clinical and educational studies. Questions are asked when the child is aged 5 and again when aged 8. Table 4 presents the 31 questions and the 62 associated variables related to the Strengths and Difficulties Questionnaire.[6]

Table 4. Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
SDQ Total Difficulties Score	**chsdqtd_dv** chsdqtd_dv_a5 chsdqtd_dv_a8	number	child	sdq
behaviour: headaches / child often complains of headaches, stomach-aches or sickness	**chsdqc** chsdqc_a5 chsdqc_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: many worries / child has many worries, often seems worried	**chsdqh** chsdqh_a5 chsdqh_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: unhappy / child is often unhappy, down-hearted or tearful	**chsdqm** chsdqm_a5 chsdqm_a8	not true, somewhat true, certainly true, can't say	child	sdq

[5] More information about the SDQ available at http://www.sdqinfo.org/c3.html

[6] Table 4 presents the variables organized by subscale. For example, chsdqc, chsdqh, chsdqm, chsdqcp, chsdqx, are grouped together just before chsdqes_dv, the emotional symptoms SDQ subscale they belong to.

Table 4. Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
behaviour: nervous / child is nervous or clingy in new situations, easily loses confidence	**chsdqp** chsdqp_a5 chsdqp_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: fears / child has many fears, easily scared	**chsdqx** chsdqx_a5 chsdqx_a8	not true, somewhat true, certainly true, can't say	child	sdq
SDQ Subscale: Emotional Symptoms	**chsdqes_dv** chsdqes_dv_a5 chsdqes_dv_a8	number	child	sdq
behaviour: temper tantrums / child often has temper tantrums or hot tempers	**chsdqe** chsdqe_a5 chsdqe_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: obedient / child is generally obedient, usually does what adults request	**chsdqg** chsdqg_a5 chsdqg_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: fights / child often fights with other children or bullies them	**chsdql** chsdql_a5 chsdql_a8	not true, somewhat true, certainly true, can't say	child	sdq

Table 4. Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
behaviour: often lies / child often lies or cheats	**chsdqr** chsdqr_a5 chsdqr_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: steals / child steals from home, school or elsewhere	**chsdqv** chsdqv_a5 chsdqv_a8	not true, somewhat true, certainly true, can't say	child	sdq
SDQ Subscale: Conduct Problems	**chsdqcp_dv** chsdqcp_dv_a5 chsdqcp_dv_a8	number	child	sdq
behaviour: restless / child is restless, overactive, cannot stay still for long	**chsdqb** chsdqb_a5 chsdqb_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: fidgeting / child is constantly fidgeting or squirming	**chsdqj** chsdqj_a5 chsdqj_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: distracted / child is easily distracted, concentration wanders	**chsdqo** chsdqo_a5 chsdqo_a8	not true, somewhat true, certainly true, can't say	child	sdq

Table 4. Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
behaviour: thinks / child thinks things out before acting	**chsdqu** chsdqu_a5 chsdqu_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: completes tasks / child sees tasks through to the end, good attention span	**chsdqy** chsdqy_a5 chsdqy_a8	not true, somewhat true, certainly true, can't say	child	sdq
SDQ Subscale: Hyperactivity/Inattention	**chsdqha_dv** chsdqha_dv_a5 chsdqha_dv_a8	number	child	sdq
behaviour: solitary / child is rather solitary, tends to play alone	**chsdqf** chsdqf_a5 chsdqf_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: good friend / child has at least one good friend	**chsdqk** chsdqk_a5 chsdqk_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: liked / child is generally liked by other children	**chsdqn** chsdqn_a5 chsdqn_a8	not true, somewhat true, certainly true, can't say	child	sdq

Table 4. Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
behaviour: bullied / child is picked on or bullied by other children	**chsdqs** chsdqs_a5 chsdqs_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: gets on better / child gets on better with adults than with other children	**chsdqw** chsdqw_a5 chsdqw_a8	not true, somewhat true, certainly true, can't say	child	sdq
SDQ Subscale: Peer Relationship Problems	**chsdqpp_dv** chsdqpp_dv_a5 chsdqpp_dv_a8	number	child	sdq
behaviour: considerate / child is considerate of other people's feelings	**chsdqa** chsdqa_a5 chsdqa_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: shares readily / child shares readily with other children (treats, toys, pencils etc.)	**chsdqd** chsdqd_a5 chsdqd_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: helpful / child is helpful if someone is hurt, upset or feeling ill	**chsdqi** chsdqi_a5 chsdqi_a8	not true, somewhat true, certainly true, can't say	child	sdq

Table 4. Strengths and Difficulties Questionnaire (SDQ) at Age 5 & 8

Question	Variable name	Options	Main Survey file	Group
behaviour: kind / child is kind to younger children	**chsdqq** chsdqq_a5 chsdqq_a8	not true, somewhat true, certainly true, can't say	child	sdq
behaviour: volunteers / child often volunteers to help others (parents, teachers, other children)	**chsdqt** chsdqt_a5 chsdqt_a8	not true, somewhat true, certainly true, can't say	child	sdq
SDQ Subscale: Prosocial	**chsdqps_dv** chsdqps_dv_a5 chsdqps_dv_a8	number	child	sdq

3.5 Parenting styles at Age 10

Parents play a crucial role in child development. Intellectual and social skills are influenced by parents' upbringing. The way parents interact with their children affects not only their future decisions such as educational choices, but it also has an immediate impact on children's behaviour and well-being. In the Study, when a child is aged 10, we ask both parents a set of questions based on the Parenting Styles and Dimensions Questionnaire (PSDQ) to identify authoritarian, authoritative and permissive parenting styles. In total, 37 questions and 73 variables belong to the parenting group presented in Table 5. Each variable is reported individually for each parent. For instance, the variable "**ps1** - I am responsive to child's feelings and needs" is reported in variable **ps1_par1** for parent 1 and in variable **ps1_par2** for parent 2. A variable indicating the wave when the **PSDQ** has been collected and the identifier of the parent providing the information is also available. This information is relevant, as the parenting styles exerted might be influenced for instance by financial problems or physical or mental illness the parent might be experiencing at that point in time.

Table 5. Parenting styles at Age 10

Question	Variable name	Options	Main Survey file	Group
Responsive to child's needs / I am responsive to child's feelings and needs.	**ps1** ps1_par1 ps2_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Use physical punishment to discipline child / I use physical punishment as a way of disciplining child	**ps2** ps2_par1 ps2_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Take child's desires into account / I take child's desires into account before asking [him/her] to do something.	**ps3** ps3_par1 ps3_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Reasons for requests not given / When child asks why [he/she] has to do something, I say 'because I say so' or 'I am your parent and I want you to'.	**ps4** ps4_par1 ps4_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Give feedback on child's behaviour / I explain to child about how I feel about [his/her] good and bad behaviour.	**ps5** ps5_par1 ps5_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Spank child when disobedient / I spank child when [he/she] is disobedient.	**ps6** ps6_par1 ps6_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Encourage child to talk about feelings / I encourage child to talk about [his/her] troubles and/or feelings.	**ps7** ps7_par1 ps7_par2	never, once in a while, about half the time, very often, always	parstyle	parenting

Table 5. Parenting styles at Age 10

Question	Variable name	Options	Main Survey file	Group
Find it difficult to discipline child / I find it difficult to discipline child.	**ps8** ps8_par1 ps8_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Encourage child to express self / I encourage child to freely express [him/herself] even when disagreeing with parents.	**ps9** ps9_par1 ps9_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Take privileges away without explanation / I punish by taking privileges away from child without telling [him/her] why.	**ps10** ps10_par1 ps10_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Emphasise reasons for rules / I emphasise the reasons for rules to child.	**ps11** ps11_par1 ps11_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Comfort child when upset / I give comfort and understanding when child is upset.	**ps12** ps12_par1 ps12_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Yell when child misbehaves / I yell or shout when child misbehaves.	**ps13** ps13_par1 ps13_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Praise child when good / I give praise when child is good.	**ps14** ps14_par1 ps14_par2	never, once in a while, about half the time, very often, always	parstyle	parenting

Table 5. Parenting styles at Age 10

Question	Variable name	Options	Main Survey file	Group
Give in when child makes a fuss / I give in to child when [he/she] causes a commotion or creates a fuss about something.	**ps15** ps15_par1 ps15_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Explode in anger towards child / I explode in anger towards child.	**ps16** ps16_par1 ps16_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Threaten punishment more than give / I threaten child with punishment more often than actually giving it.	**ps17** ps17_par1 ps17_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Consider child's preferences when making plans / I take into account child's likes and dislikes when making plans for the family.	**ps18** ps18_par1 ps18_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Grab child when disobedient / I grab child when [he/she] is being disobedient.	**ps19** ps19_par1 ps19_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
State punishment but don't give / I state punishments to child and do not actually do them.	**ps20** ps20_par1 ps20_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Respect child's opinion / I show respect for child's opinions by encouraging [him/her] to express them.]	**ps21** ps21_par1 ps21_par2	never, once in a while, about half the time, very often, always	parstyle	parenting

Table 5. Parenting styles at Age 10

Question	Variable name	Options	Main Survey file	Group
Allow child input into rules / I allow child to give input into family rules.	**ps22** ps22_par1 ps22_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Scold and criticise / I scold and criticise to make child improve.	**ps23** ps23_par1 ps23_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Spoil child / I spoil child	**ps24** ps24_par1 ps24_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Give reasons rules should be followed / I give child reasons why rules should be obeyed or followed.	**ps25** ps25_par1 ps25_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Use threats with no justification / I use threats as punishment with little or no justification or explanation.	**ps26** ps26_par1 ps26_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Warm happy times with child / I have warm, happy and comforting times together with child.	**ps27** ps27_par1 ps27_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Child left alone with no explanation / I punish child by putting [him/her] somewhere alone with little or no explanation.	**ps28** ps28_par1 ps28_par2	never, once in a while, about half the time, very often, always	parstyle	parenting

Table 5. Parenting styles at Age 10

Question	Variable name	Options	Main Survey file	Group
Help child understand consequences of their actions / I help child to understand the effect of behaviour by encouraging child to talk about the consequences of [his/her] own actions.	**ps29** ps29_par1 ps29_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Scold when child's behaviour doesn't meet expectations / I scold or criticise when child's behaviour doesn't meet my expectations.	**ps30** ps30_par1 ps30_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Explain consequences of child's behaviour / I explain the consequences of child's behaviour.	**ps31** ps31_par1 ps31_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
Slap child when misbehaves / I slap child when [he/she] misbehaves.	**ps32** ps32_par1 ps32_par2	never, once in a while, about half the time, very often, always	parstyle	parenting
PSDQ: Authoritative parenting scale	**psdqa_dv** psdqa_dv_par1 psdqa_dv_par2	number	parstyle	parenting
PSDQ: Authoritarian parenting scale	**psdqb_dv** psdqb_dv_par1 psdqb_dv_par2	number	parstyle	parenting
PSDQ: Permissive parenting scale	**psdqc_dv** psdqc_dv_par1 psdqc_dv_par2	number	parstyle	parenting

Table 5. Parenting styles at Age 10

Question	Variable name	Options	Main Survey file	Group
wave when parenting style information has been provided	**wave_parstyle**	number	*new*	parenting
cross-wave identifier of the parent providing the information	**pidp_par** pidp_par1 pidp_par2	number	*new*	parenting

All variables in Tables 1 to 5 are age specific. Information is only collected if the child is 3, 5, 8 or 10 years old.

3.6 Pregnancy information

Before and during pregnancy several life events might occur shaping both the short- and long-term outcomes in the life of a child. Maternal habits during pregnancy, such as drinking and smoking or a fertility treatment received when conceiving the child, are relevant to conduct research at this key stage in life. Table 6 shows 13 pregnancy related questions with 23 variables associated available in Understanding Society.

Table 6. Pregnancy

Question	Variable name	Options	Main Survey file	Group
outcome of pregnancy / Did the pregnancy result in a live birth with a normal delivery or by caesarean section?	**pregout**	live birth - normal delivery, live birth – caesarean	indresp	pregnancy
pregnancy resulted in multiple births / Did the pregnancy result in multiple births such as twins or triplets?	**lchmulti**	yes, twins; yes, triplets; yes, quadruplets or more; no, it was a single birth	indresp	pregnancy

Table 6. Pregnancy

Question	Variable name	Options	Main Survey file	Group
smoked during pregnancy / Did you smoke at all during the pregnancy, including before you were aware that you were pregnant?	**pregsmoke**	yes, no	indresp	pregnancy
trimesters smoked / During which months of this pregnancy did you smoke? Did you smoke in... months 1 to 3; months 4 to 6; months 7 to 9	**smkmnth** smkmnth1 smkmnth2 smkmnth3	mentioned, not mentioned	indresp	pregnancy
no. of cigarettes smoked during trimester / On average, how many cigarettes did you smoke per day during… first trimester; second trimester; third trimester	**pregsmk** pregsmk1 pregsmk2 pregsmk3	number	indresp	pregnancy
freq alcohol while preg / Which of these best describes how often you usually drank alcohol during this pregnancy?	**aedrof**	every day, 5-6 times per week, 3-4 times per week, 1-2 times per week, 1-2 times per month, less than once a month, never	indresp	pregnancy
units alcohol per week / And in an average week, how many units did you drink?	**aepuwk**	number	indresp	pregnancy
units alcohol per occasion / And on the days when you did drink alcohol, on average how many units did you drink in a day?	**aepuda**	Number	indresp	pregnancy

Table 6. Pregnancy

Question	Variable name	Options	Main Survey file	Group
drank alcohol during pregnancy / How much alcohol you drank during this pregnancy?	**pregdrink**	never drank any alcohol, less than 1-2 pw or occasion, lt 3-6 pw/3-5 per occasion, 7+ pw/6+ per occasion	indresp	pregnancy
used fertility treatment / Did you receive any form of fertility treatment before becoming pregnant?	**pregfert**[b]	yes, no	indresp	pregnancy
fertility treatment type received / Which of these types of fertility treatments did you receive? You can just say the numbers of the answers that apply to you in vitro fertilisation; medication; sperm donation; egg donation; artificial insemination; other treatment; none of these	**pregft**[b] pregft1 pregft2 pregft3 pregft4 pregft5 pregft6 pregft96	mentioned, not mentioned	indresp	pregnancy
wave when pregnancy information has been provided	**wave_pregnancy**	number	*new*	pregnancy
cross-wave identifier of the mother providing the pregnancy information	**pidp_pregnancymother**	number	*new*	pregnancy

[b] The routing of these variables does not allow you to match all the available information from the mother with the corresponding child, resulting in a higher proportion of inapplicable. Efforts are underway to successfully link the new data collected in future waves.

3.7 Newborn information

The first months of life are considered fundamental, especially, to future learning. Research has shown that during this time the brain of a baby reaches over half of its adult size. Also, stimulation at this age has been linked with better outcomes at school, more confidence and improved

social skills. Table 7 presents 20 variables reported for newborns in Understanding Society. Information has been classified in three major groups: birth, breastfeeding and infant behaviour[7] for easier reference.

Table 7. Newborn information

Question	Variable name	Options	Main Survey file	Group
child born when expected / Was child born within one week of the expected due date?	**bwtxp_dv**[c]	yes, no	natchild & newborn	newborn – birth
child born early or late / Was child born early or late?	**bwtel_dv**[c]	early, late	natchild & newborn	newborn – birth
weeks early or late / How many weeks [early/late] was child?	**bwtwk_dv**[c]	number (round up half weeks)	natchild & newborn	newborn - birth
birthweight / How much did child weigh when they were born?	**bwt_dv**[c]	answer is in lbs and ounces, answer is in kilograms	natchild & newborn	newborn - birth
birthweight in pounds	**bwtlb_dv**[c]	number	natchild & newborn	newborn - birth
birthweight in ounces	**bwtoz_dv**[c]	number	natchild & newborn	newborn - birth
birthweight in kilograms	**bwtk_dv**[c]	number	natchild & newborn	newborn - birth
birthweight in kilograms complete, including those reporting weight in pounds and ounces	**bwtc_dv**[c]	number	natchild & newborn	newborn - birth

[7] The "infant behaviour" newborn group questions are related to the "Growth of At risk Infants Study – GAINS", with exception of the two questions about feeding. For more information: Bilgin, A., & Wolke, D. (2017). Development of comorbid crying, sleeping, feeding problems across infancy: Neurodevelopmental vulnerability and parenting. Early Human Development, 109, 37-43. For more information about the feeding questions: Samara, M., Johnson, S., Lamberts, K., Marlow, N. & Wolke, D. (2010). Eating problems at age 6 years in a whole population sample of extremely preterm children. Developmental Medicine and Child Neurology, 52(2), e16-e22.

Table 7. Newborn information

Question	Variable name	Options	Main Survey file	Group
birthweight: more than 5.5 lbs (2.5kg) / Did child weigh more tan 5.5lbs (2.5kg)?	**bwtg5_dv**[c]	yes, no	natchild & newborn	newborn - birth
breastfeed / Did you breastfeed child, even if only for a short time?	**brfed_dv**	yes, no, currently breastfeeding in latest wave released	natchild & newborn	newborn - breastfeeding
age breastfeeding stopped / And how old was child when you stopped breastfeeding him/her altogether?	**brfedend_dv**	number	natchild & newborn	newborn – breastfeeding
age breastfeeding stopped: unit	**brfedend2_dv**	days, weeks, months, years	natchild & newborn	newborn - breastfeeding
problems calming child / How easy or difficult is it for you to calm or soothe child when s/he is upset?	**nbclmprb**	very easy, somewhat easy, about average, somewhat difficult, very difficult	newborn	newborn - infant behaviour
amount of fussing or crying / How often does child usually fuss and cry during a typical 24 hour period (e.g. yesterday)?	**nbfuss**	most of the time, a lot of the time, some of the time, not very often, rarely if at all	newborn	newborn - infant behaviour
time for child to settle into sleep / How long does it usually take you to settle child for his or her night time sleep once you have started the process?	**nbsleep**	number (time in minutes)	newborn	newborn - infant behaviour
number of times child wakes at night / How many times does child usually wake him/herself up at night?	**nbwakes**	number	newborn	newborn - infant behaviour
refuses to eat statement / How true is the following statement about child? Child refuses to eat	**nbrefeat**	not true, somewhat true, certainly true	newborn	newborn - infant behaviour
no appetite statement / How true is the following statement about child? Child seems to have no appetite	**nbnoapp**	not true, somewhat true, certainly true	newborn	newborn - infant behaviour
wave when newborn information has been provided	**wave_newborn**	number	*new*	newborn

Table 7. Newborn information

Question	Variable name	Options	Main Survey file	Group
cross-wave identifier of the mother providing newborn information	**pidp_newbornmother**	number	*new*	newborn

[c] These variables combine information provided in the UKHLS and the British Household Panel Survey (BHPS). In strict sense they are *new* derived variables. In Wave 1 newborn-birth group variables have been asked retrospectively to biological mothers about all their resident children under 16. During Waves 2 to 12 newborn-birth group variables have been asked only to mothers of newborn children.

3.8 General information

For additional information we include 6 variables, the child's person identifier, which is essential to link all the information, the child's sex, year of birth, household sample origin, individual sample origin and final sample status.

Table 8. General information

Question	Variable name	Options	Main Survey file	Group
Cross-wave person identifier / Child identifier	**pidp**	number	indall	general
Sex	**sex_dv**	male, female	xwavedat	general
Year of birth	**doby_dv**	number (year)	xwavedat	general
Sample origin, household	**hhorig**	ukhls gb 2009-10, ukhls ni 2009-10, bhps gb 1991, bhps sco 1999, bhps wal 1999, bhps ni 2001, ukhls emboost 2009-10, ukhls iemb 2014-15	xwavedat	general

Table 8. General information

Question	Variable name	Options	Main Survey file	Group
Sample origin, individual	**memorig**	ukhls gb 2009-10, ukhls ni 2009-10, bhps gb 1991, bhps sco 1999, bhps wal 1999, bhps ni 2001, ukhls emboost 2009-10, ukhls iemb 2014-15	xwavedat	general
Final sample status	**sampst**	osm, tsm	xwavedat	general

Several variables have been created to enable the identification of the parent or responsible adult who provided the information (**pidp_q3**, **pidp_q5**, **pidp_q8**, **pidp_par1**, **pidp_par2**, **pidp_pregnancymother** and **pidp_newbornmother**). While acknowledging that researchers may adopt different strategies based on their project's design, we suggest using the **xhhrel** (family matrix), **egoalt** and **indall** files (available in the main survey SN 6614) as the primary source of contact for gathering specific information about mothers and fathers. These files can be readily linked using the child's cross-wave person identifier (**pidp**), which is available in all of them.

4. Data and Analysis guidance

4.1 When information is not available

The availability of the information mainly depends on when the child joined the Study and if the child has reached the specific age at which that information is collected. For instance, the child development questions at age 3 and at age 5 are not available for a child first enumerated in Wave 1 at age 6. This child joined the Study at an older age for these questions to be asked. However, the information about the child development questions at age 8 is available. As another example, consider a child who was born in Wave 8. The child development questions at age 3 are available as they were collected in Wave 11[8], but the child development questions at age 5 and at age 8 are not available as the child has not yet reached these ages.

4.2 Values and labels

To identify the different scenarios of why information is not available, specific values have been assigned for each case. Table 9 presents the values and labels used to classify the data under different circumstances.

It is important to highlight that these labels were created to provide a more detailed explanation for the absence of the data. However, it is plausible that two or more labels truthfully account for the missing data concurrently. For instance, a child may have incomplete information because the question was not available at that wave (introduced later in the Study), and also because the child has not yet reached the specific age for that question to be asked. Hence, the labels were assigned based on a hierarchy, with more general labels receiving priority. Nonetheless, it is essential to acknowledge that they are not mutually exclusive, and there are parallel reasons for the information not to be available in some cases.

Table 9. Values and labels – Not available information

Code	Label	Definition
-20	no data from bhps	Questions were not available in the BHPS. BHPS participants taking part in UKHLS were first enumerated in wave 2. These questions were only asked to children in wave 2.
-30	N/A - question not in wave	Child was the right age to be asked age-specific questions. However, the questions were not available to be asked as they were introduced later in the Study.
-31	N/A - not natural mother	Child has no natural mother in the Study. For instance, birth questions are only asked to biological mothers.

[8] Assuming child was 1 year old in wave 9; 2 years old in wave 10 and 3 years old in wave 11.

Table 9. Values and labels – Not available information

Code	Label	Definition
-32	N/A - only in child file	Child has been reported in the child file but not in w_natchild (if first enumerated in wave 1 or wave 6) or w_newborn files (if born in waves 2 to 13). For instance, variables are not collected if the mother has not been interviewed.
-33	N/A - only completed enumeration grid	Child's household responded "hh grid" or "hh grid + hh questions" only.
-34	N/A - not newborn	Child joined the Study when no longer a newborn, so these questions were not asked.
-36	N/A - not yet reached age	Child has not yet reached age for questions, e.g., child is 7 and has not been asked age 8 questions yet.
-37	N/A - parent 2 not available	Only one of the parents responded the parenting styles questions.
-38	N/A - turned 3 in study but no data	Child turned 3 years old as part of the Study but the information at this age is not available.
-39	N/A - turned 5 in study but no data	Child turned 5 years old as part of the Study but the information at this age is not available.
-40	N/A - turned 8 in study but no data	Child turned 8 years old as part of the Study but the information at this age is not available.
-41	N/A - turned 10 in study but no data	Child turned 10 years old as part of the Study but the information at this age is not available.
-42	N/A - joined study at older age	Child was not in the Study at relevant age, e.g., child joined the Study when was 7, so all questions below 7 were not asked.
-43	N/A - left study before relevant age	Child left the Study before the relevant age. No additional information is available for the child in a subsequent wave.
-44	N/A - missed wave at relevant age	Child's parents did not participate in the Study at the relevant age.

Updating routings and loops to improve available information is a continuous process. For instance, birth questions have been asked only to biological mothers, but now we are trying to redirect these questions to the father or responsible adult of the child if the biological mother is not present. Also, some children have missed the set age for the age-specific questions as their annual interviews have been more than 12 months apart. In these cases, if we have missed the child at wave "*x*", we would ask the missed age group of questions at wave "*x+1*".

Tables 10 to 13 provide tabulations for different variables. We can observe how all the values and labels described earlier are used depending on each variable.

Table 10. Child health condition at age 3

Variable: cdcond_a358_a3			
Code	**Description**	**Freq.**	**Percent**
1	excellent	3,156	16.33
2	very good	1,945	10.06
3	good	516	2.67
4	fair	131	0.68
5	poor	37	0.19
-1	don't know	4	0.02
-2	refused	18	0.09
-9	missing	3	0.02
-30	N/A - question not in wave	1,196	6.19
-36	N/A - not yet reached age	1,092	5.65
-38	N/A - turned 3 in study but no data	440	2.28
-42	N/A - joined study at older age	3,224	16.68
-43	N/A - left study before relevant age	5,702	29.50
-44	N/A - missed wave at relevant age	1,863	9.64
	Total	**19,327**	**100.00**

Table 11. Child born when expected

Variable: bwtxp_dv			
Code	**Description**	**Freq.**	**Percent**
1	yes	7,874	40.74
2	no	6,092	31.52
-1	don't know	21	0.11
-2	refused	4	0.02
-8	inapplicable	3	0.02
-9	missing	190	0.98
-31	N/A - not natural mother	165	0.85
-32	N/A - only in child file	2,496	12.91
-33	N/A - only completed enumeration grid	95	0.49
-34	N/A - not newborn	2,387	12.35
	Total	**19,327**	**100.00**

Table 12. Amount of fussing or crying

Variable: nbfuss			
Code	**Description**	**Freq.**	**Percent**
1	most of the time	72	0.37
2	quite a bit of the time	437	2.26
3	some of the time	1,724	8.92
4	not very often	2,242	11.60
5	rarely if at all	525	2.72
-1	don't know	1	0.01
-2	refused	1	0.01
-9	missing	2	0.01
-20	no data from bhps	1,291	6.68
-30	N/A - question not in wave	9,244	47.83
-32	N/A - only in child file	1,458	7.54
-33	N/A - only completed enumeration grid	93	0.48
-34	N/A - not newborn	2,237	11.57
Total		**19,327**	**100.00**

Table 13. Responsive to child's needs - Parent 2

Variable: ps1_par2			
Code	**Description**	**Freq.**	**Percent**
1	never	9	0.05
2	once in a while	34	0.18
3	about half the time	189	0.98
4	very often	1,188	6.15
5	always	1,307	6.76
-1	don't know	1	0.01
-2	refused	10	0.05
-9	missing	14	0.07
-36	N/A - not yet reached age	6,315	32.67
-37	N/A - parent 2 not available	2,356	12.19
-41	N/A - turned 10 in study but no data	212	1.10
-43	N/A - left study before relevant age	7,195	37.23
-44	N/A - missed wave at relevant age	497	2.57
Total		**19,327**	**100.00**

The statistics previously shown consider both Original Sample Members (**OSM**) and Temporal Sample Members (**TSM**). The **PEACH** file contains 16,416 **OSM** and 2,911 **TSM**. Not available information is strongly associated with **TSM** status.

5. Weights

Any analysis using UKHLS data should take into account its complex sample design through indicating stratification (**w_strata**), clustering (**w_psu**) and a weight. The weight appropriate for your analysis will depend on the type of analysis.

If you are interested in newborn questions, please use **w_chdnbXX_XX** weights. If you are interested in child development questions, please use **w_chddvXX_XX** weights. For analysis on other questions please use the child development weight as a suboptimal weight.

In terms of time frame these are the four most common types of analysis.

- **Cross-sectional analysis of one wave.** If you are interested in learning about children of a particular age / ages in one point in time (one wave), then use the relevant cross-sectional weight provided for the wave of interest. For example, if you are interested in development question for 3 or 5 year olds at Wave 10, you should use **j_chddvui_xw**.

- **Cross-sectional analysis from multiple waves.** If you are interested in particular age of a child, but do not want to restrict to children at one point of time, you can pool information from that age of children from many waves. For example, if you are interested in 3 year olds overall as a stage of persons development, you could pool all 3 year olds from different waves regardless of when they turned 3, and analyse them together. This would give you a larger sample size, but keep in mind that now you are representing 3 year olds over multiple years. If using Wave 3 to 12, for example, you are representing 3 year olds over the 10 years covered by the data. Be clear about this definition when you describe your data and results. The weight to be used for this analysis is the cross-sectional weight **a3_chddv_xw**, which consists of cross-sectional relevant weights for 3 year olds taken from waves when they are 3.

- **Longitudinal analysis.** If you use information from more than one time point in your analysis you need a longitudinal weight. For example, you may want to know how outcomes, when a child is 3 years old, influences their outcome when s/he is 5. We do not provide longitudinal weights for your analysis due to many different possible combinations of longitudinal data, each of which would lead to a different weight. Instead, we provide an issue weight **(_li**), which is a starting point for creating a tailored weight for your longitudinal analysis. Starting with our issue weight, creating a tailored weight is relatively easy, and generally requires a one-step nonresponse correction between the issue

weight and your final model. Please follow our online course on creating tailored weights in order to create a longitudinal weight for your analysis: https://www.understandingsociety.ac.uk/help/training/online/creating-tailored-weights

- **Longitudinal analysis of multiple instruments.** A more complex analysis may involve information about children, but also their parents from different years, or possibly different instruments (e.g. DNA or biomarker information from parents collected at Wave 2/3, information from Covid questionnaires, information from fathers a year before the child was born, information on siblings, information for the child from youth questionnaire or even adult questionnaire from years later). We suggest that in such situations an issue weight is used as a starting point **_li**, and a nonresponse between this issue weight and the whole model in the analysis is additionally corrected through creating a tailored weight as in the online course mentioned earlier.

The main survey user guide provides further information on Selecting the correct weight.

Technical details

Unlike weights for children in the **indall.dta** file, the weights for the **newborn** file and the **child** file differ in their meaning, as they represent an indirect selection into the sample – a selection through their parents. A parent or a responsible adult has to provide response to relevant questions in order for the child to be present on the dataset. This means that a chance for the child to be observed is defined by the chance of the parent or relevant adults to respond to a question. The weight of such parent/adult relevant to the questionnaire where the question is asked is therefore given to each child.

Newborn weights

Cross-sectional newborn weight is for the child when she/he is reported in the **newborn** file in a variable named "**chdnb_xw**":

Table 14. Cross-sectional newborn weight

Wave	in *newborn* file	in PEACH file
	Cross-sectional	Cross-sectional
Wave a (natchild file)	a_chdnbus_xw	chdnb_xw
Wave b / c / d / e	w_chdnbub_xw	
Wave f / g / h / i / j / k / l / m	w_chdnbui_xw	

An issue weight is for the child when she/he is reported in the **newborn** file in a variable named "**chdnb_li**":

Table 15. Issue newborn weight

Wave	in *newborn* file	in PEACH file
	Issue/Longitudinal	Issue
Wave a (natchild file)	Not available	chdnb_li
Wave b	b_chdnbub_li	
Wave c / d / e	w_chdnbub_lw	
Wave f	f_chdnbui_li	
Wave g / h / i / j / k / l / m	w_chdnbui_lw	

Child development weights

The child development questions are asked at three different ages. When the child is age 3, when she/he is age 5 and again at age 8.

Hence, we bring the cross-sectional weight for the child when she/he was age 3 reported in the **child** file, in a variable named "**a3_chddv_xw**"; the cross-sectional weight for the child when she/he was age 5 reported in the **child** file, in a variable named "**a5_chddv_xw**"; and the cross-sectional weight for the child when she/he was age 8 reported in the **child** file, in a variable named "**a8_chddv_xw**".

Table 16. Cross-sectional child development weight

Wave	in *child* file	in PEACH file
	Cross-sectional	Cross-sectional
Wave a / b	Not available	a3_chddv_xw / a5_chddv_xw / a8_chddv_xw
Wave c / d / e	w_chddvub_xw	
Wave f / g / h / i / j / k / l / m	w_chddvui_xw	

Similarly, we bring the issue weight for the child when she/he was age 3 reported in the **child** file, in a variable named "**a3_chddv_li**"; the issue weight for the child when she/he was age 5 reported in the **child** file, in a variable named "**a5_chddv_li**"; and the issue weight for the child when she/he was age 8 reported in the **child** file, in a variable named "**a8_chddv_li**".

Table 17. Issue child development weight

Wave	in *child* file	in PEACH file
	Issue/Longitudinal	Issue
Wave a / b	Not available	a3_chddv_li / a5_chddv_li / a8_chddv_li
Wave c / d / e	w_chddvub_lw	
Wave f	f_chddvui_li	
Wave g / h / i / j / k / l / m	w_chddvui_lw	

6. Data Access

The Understanding Society: Pregnancy and Early Childhood (PEACH) study data is available from the UK Data Service, the details for which can be found at:

https://beta.ukdataservice.ac.uk/datacatalogue/studies/study?id=9075

It is classified as End User Licence (EUL) or safeguarded. Full details of the access requirements and the application process can be found at: https://ukdataservice.ac.uk/find-data/access-conditions/

7. Citation

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If you have any questions or would like to provide feedback please email usersupport@understandingsociety.ac.uk