

TEDS 4 Year child booklet coding

This document was created in July 2023, adapting earlier versions of raw data and dataset coding documents dating from 2007 and later updated in 2013 and 2018 in line with dataset modifications.

Entries in red denote variable names and values used in the analysis dataset.

Entries in blue denote column/field names and values used in the raw data.

Dataset and raw data variables have different names, although they often have the same value coding. Where the dataset variables have the same coding as the raw data variables, the value coding is shown only once, in red. Where the coding differs, it is shown in both red (dataset) and blue (raw data).

In the raw data, missing values are coded with values -99 (missing) and -77 (not applicable). In the dataset, such values have been recoded simply to missing values. Such coding is not shown in this document.

The paper booklet had date fields on many of the pages, as shown. Dates from 8 pages were typically recorded, although with frequent problems of missing data and anomalies. These dates have been cleaned and aggregated into a single best-estimate date, replacing the original dates in the cleaned raw data. The date fields for this date are shown on the first page of parent-administered test data (Find the Pair, page 5).

All item variables are twin-specific and therefore have been double entered in the conventional TEDS way in the dataset. Hence, all dataset variables have names ending in either "1" (for the twin) or "2" (for the cotwin). Raw data variables are not structured or named in this way.

The layout and formatting of the pages of the booklet have been somewhat modified to incorporate the variable names and codes. However, the wording on each page has been retained as in the original booklet. Some page content that is not relevant to the content of the questions or their coding has been removed for clarity.

This document only shows item variables not derived variables, except for a few cases where original data has been recoded in a very straightforward way.

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HOW TO FILL IN THIS BOOKLET

Thank you for agreeing to fill in this booklet. Before you start, here are a few instructions that we would like you to read.

PLEASE NOTE: THE GAMES AND QUESTIONS ARE PRINTED ON BOTH SIDES OF THE PAGE THROUGHOUT THIS BOOKLET.

The first part of this booklet has some games for you to play with your child.

There are four different types of games:

- 'Find the Pair', picking two items that go together;
- 'Drawing', copying circles, lines and patterns;
- 'Puzzles, finding the piece that comes next;
- 'Looking at Pictures', finding the named picture.

Each game has its own set of instructions, **PLEASE READ THESE INSTRUCTIONS CAREFULLY** before playing the games.

The second part of this booklet has some questions for you to answer about your child.

Most of these questions ask you to put a tick in the box against the answer that most applies to your child. **For example:**

Does your child know which foot to put each shoe on?

YES NO DON'T KNOW

Please remember that every child has a different way of developing, and this is a big part of what interests us. You may recognise some of the games and questions that we asked when your child was three years old. By **repeating** some questions, we hope to see how your child is learning as s/he grows up.

Please be as honest as you can when answering our questions.

Everything you tell us will be kept strictly confidential.

Please try to answer **all** the questions you are asked. It is very important that the booklets are completed as fully as possible, so that we can get a full picture of your twins.

We realise that parents of twins are very busy, so don't feel that you have to answer all our questions on the same day. However, please put a date on the pages where we ask for 'Today's Date', at the top of the page.

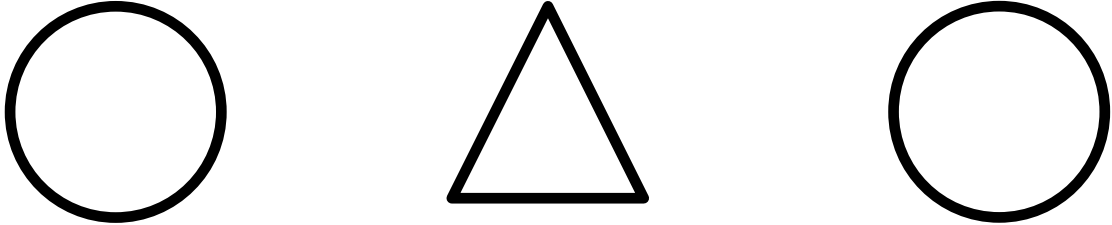
It would be helpful if you would write as clearly possible.

THANK YOU FOR YOUR TIME AND ASSISTANCE IN FILLING OUT THIS BOOKLET.

Find the Pair

EXAMPLES FOR YOU

Example 1



Look at the three different pictures above. Two of the pictures go together, and one doesn't. There are two circles and one triangle. The circles are a "pair", but the triangle does not belong.

For each "Find the Pair" game, we would like your child to show you which pictures go together.

Example 2

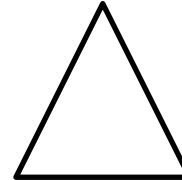
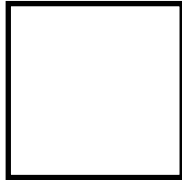


Look at the three different pictures above. Two of the pictures go together, and one doesn't. This example is harder than Example 1. Although all of the pictures are plants, the trees go together, and the flower does not. The trees are a "pair".

Find the Pair

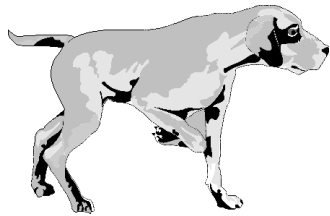
EXAMPLES FOR YOUR CHILD

Example 1



Point to the squares and the triangle above. Say to your child, **“Look at all these shapes”**. Point to the two squares and say, **“Look, these go together”**. Now point to the triangle and say, **“This one doesn’t go with the others. It is different”**. Point to the squares again and say, **“But these go together”**.

Example 2



Point to the dogs above. Say to your child, **“Look at all these pictures”**. Point to the two dogs that are SITTING DOWN and say, **“Look, these go together”**. Now point to the dog that is STANDING UP and say, **“But this one doesn’t go. It is different”**. You may explain the difference if your child does not seem to understand.

TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)
booklet_dd, booklet_mm, booklet_yyyy (dd, mm and yyyy date fields)

As explained above, this is a best estimate of the date when the booklet was completed by the parent, replacing multiple date fields in the original raw data.

Find the Pair

Instructions

Each "Find the Pair" game has three pictures for your child to choose from - there are two games on a page.

For each of the games, show your child all three pictures first. Say to your child, "**Which pictures go together? Can you show me which ones belong together?**".

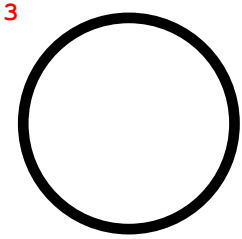
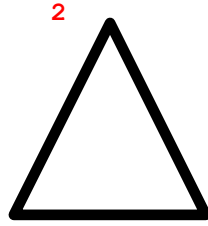
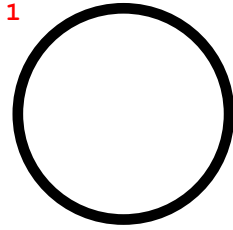
MAKE SURE THAT YOU DO NOT NAME THE PICTURES, although some children may like to name them themselves.

For each game, circle all of the pictures that your child points to. If your child does not point to any of the pictures, put an X in the box called "Your Box".

Please remember: we do NOT expect children of your child's age to be able to do all of the games. Try all of the games if you can. You may be surprised!

FIND THE PAIR 1

dodd011/2
odd01



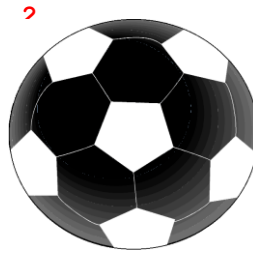
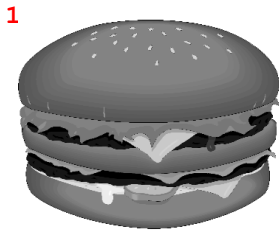
5 = invalid response

Dataset score variables: dodd01s1/2: 1=correct 0=incorrect

Your box

FIND THE PAIR 2

dodd021/2
odd02



5 = invalid response

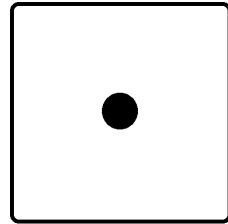
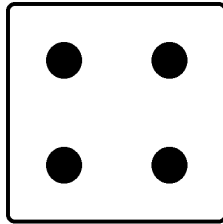
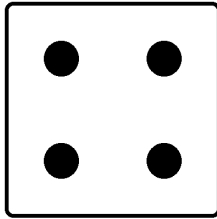
Dataset score variables: dodd02s1/2: 1=correct 0=incorrect

Your box

FIND THE PAIR 3

dodd031/2
odd03

1



5 = invalid response

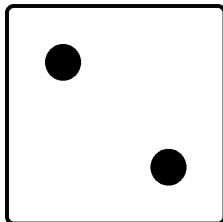
Dataset score variables: dodd03s1/2: 1=correct 0=incorrect

Your box

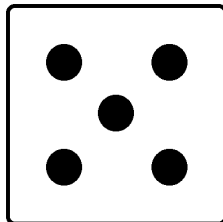
FIND THE PAIR 4

dodd041/2
odd04

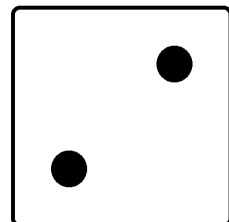
1



2



3



5 = invalid response

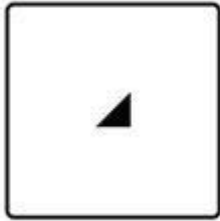
Dataset score variables: dodd04s1/2: 1=correct 0=incorrect

Your box

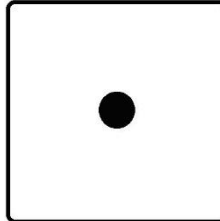
FIND THE PAIR 5

dodd051/2
odd05

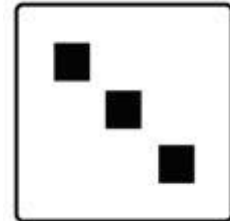
1



2



3



5 = invalid response

Dataset score variables: dodd05s1/2: 1=correct 0=incorrect

Your box

FIND THE PAIR 6

dodd061/2
odd06

1



2



3



5 = invalid response

Dataset score variables: dodd06s1/2: 1=correct 0=incorrect

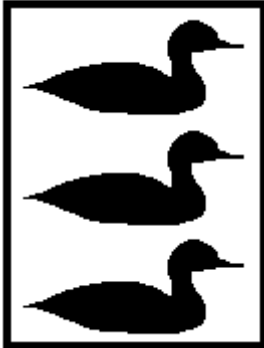
Your box

FIND THE PAIR 7

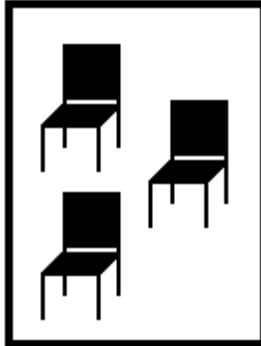
dodd071/2

odd07

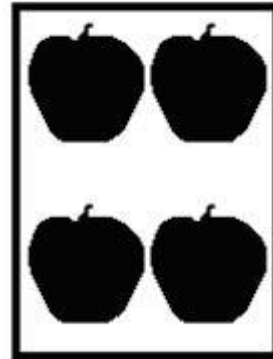
1



2



3



5 = invalid response

Dataset score variables: dodd07s1/2: 1=correct 0=incorrect

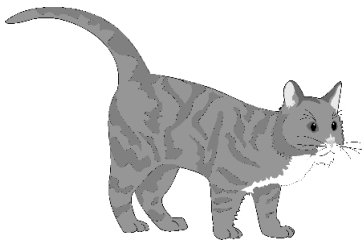
Your box

FIND THE PAIR 8

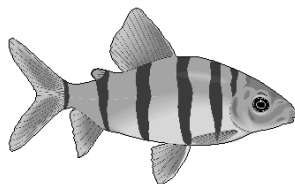
dodd081/2

odd08

1



2



3



5 = invalid response

Dataset score variables: dodd08s1/2: 1=correct 0=incorrect

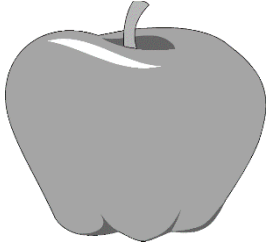
Your box

FIND THE PAIR 9

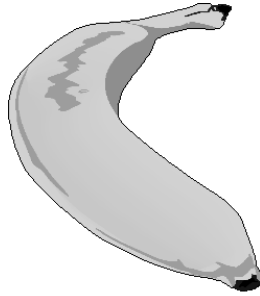
dodd091/2

odd09

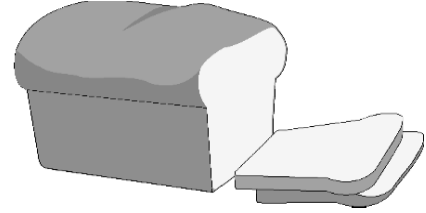
1



2



3



5 = invalid response

Dataset score variables: dodd09s1/2: 1=correct 0=incorrect

Your box

FIND THE PAIR 10

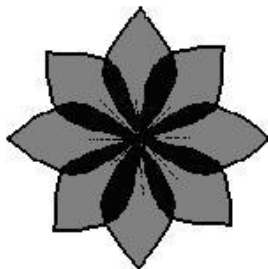
dodd101/2

odd10

1



2



3



5 = invalid response

Dataset score variables: dodd10s1/2: 1=correct 0=incorrect

Your box

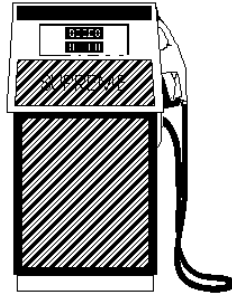
FIND THE PAIR 11

dodd111/2
odd11

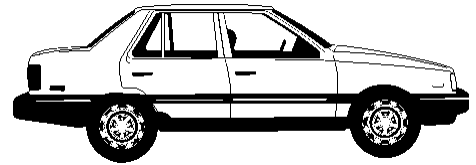
1



2



3



Your box

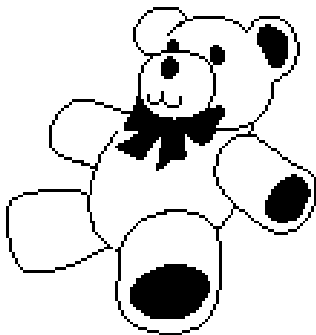
5 = invalid response

Dataset score variables: dodd11s1/2: 1=correct 0=incorrect

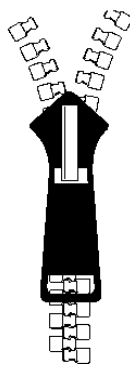
FIND THE PAIR 12

dodd121/2
odd12

1



2



3



Your box

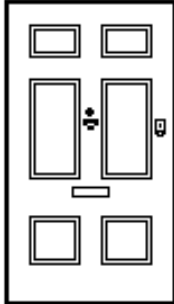
5 = invalid response

Dataset score variables: dodd12s1/2: 1=correct 0=incorrect

FIND THE PAIR 13

dodd131/2
odd13

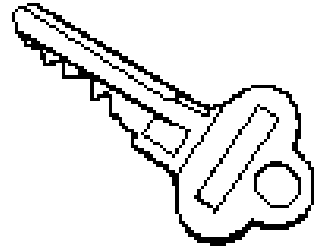
1



2



3



Your box

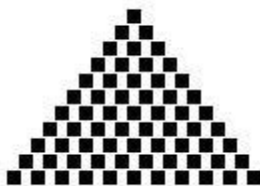
5 = invalid response

Dataset score variables: dodd13s1/2: 1=correct 0=incorrect

FIND THE PAIR 14

dodd141/2
odd14

1



2



3



Your box

5 = invalid response

Dataset score variables: dodd14s1/2: 1=correct 0=incorrect

FIND THE PAIR 15

dodd151/2
odd15

1



2



3



Your box

5 = invalid response

Dataset score variables: dodd15s1/2: 1=correct 0=incorrect

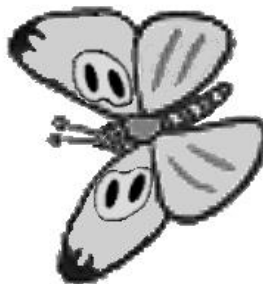
FIND THE PAIR 16

dodd161/2
odd16

1



2



3



Your box

5 = invalid response

Dataset score variables: dodd16s1/2: 1=correct 0=incorrect

YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **FIND THE PAIR** game you have just played with him/her.

		YES	NO
1)	Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game? <i>doddre11/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	Did your child EVER get angry or frustrated while playing the game? <i>doddre21/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game? <i>doddre31/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	Did your child EVER want to stop playing the game? <i>doddre41/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0

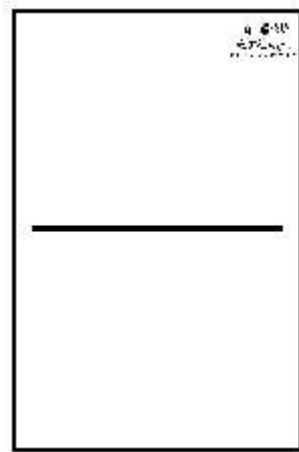
TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

DRAWING: copying you

You will need: Pencil or crayon for drawing.

The next four pages look a bit like this:



Near the top of each page there is an instruction, for example "**Draw a circle**".

Each time, please draw the shape that the instruction asks for in the top part of the page (above the thick black line).

Then give the pencil or crayon to your child, point to the bottom of the page (below the black line) and ask your child to "**Draw one like that, right here. Draw the same thing, just like mine right here**".

Draw a circle -



Coding rules for circle

The drawing must be a curved figure, even if heart-shaped, apple shaped, etc. It may be a circle that wraps around itself, or one where the starting and/or finishing points lie outside the circle. Do not credit a circle which contains scribbled lines.

The circle needs to be at least 3/4 closed.

Score 1 if both of the above criteria are met.

Score 0 if only one (or neither) of the above criteria is met.

pd01

dpd011/2: score 1 or 0 as above

Draw a horizontal line - 

Coding rules for horizontal line

The line is approximately horizontal (i.e., it varies from the horizontal by not more than 30 degrees), but it may be slightly curved or broken.

The line measures at least 1/4 inch and is no longer than twice the length of the sample.

Score 1 if both of the above criteria are met.

Score 0 if only one (or neither) of the above criteria is met.

pd02

dpd021/2: score 1 or 0 as above



Draw a vertical line -



Coding rules for vertical line

The line must be approximately vertical (i.e., it varies from the vertical by not more than 30 degrees), but it may be slightly curved or broken.

The line measures at least 1/4 inch and is no longer than twice the length of the sample.

Score 1 if both of the above criteria are met.

Score 0 if only one (or neither) of the above criteria is met.

pd03

dpd031/2: score 1 or 0 as above



DRAWING: copying us

You will need: Pencil or crayon for drawing.

Now we would like your child to copy some shapes without watching you first.

On the top half of the next three pages there are drawings of shapes for your child to copy. For each of these drawings, say to your child "**Can you draw one just like this?**" and point to the shape. Then point to the bottom half of the page and say "**Draw one like that right here**".

Please also note: there is also a question for you to answer at the bottom of these pages.



Coding rules for right angle

If all three criteria (i), (ii) and (iii) below are met, give 1 point. If one of (i), (ii) or (iii) are not met give 0 points.

- (i) The angle must be within the range of 70° to 110° (the drawing may be rotated)
- (ii) At least one line must be straight
- (iii) Any gap or overlap at the intersection must not be more than $1/8$ " (3.5mm)

If all three criteria (iv), (v) and (vi) below are also met then the drawing receives 2 points.

- (iv) The angle is within the range of 85° to 95° (rounded corners fail this)
- (v) One line is no more than 1.5 times as long as the other and both lines are straight
- (vi) Any rotation of the figure is less than 30° from the original

pd04

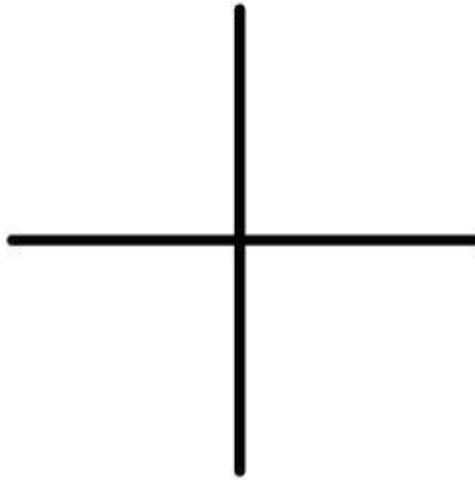
dpd041/2: score 2, 1 or 0 as above

Which hand did your child hold the pencil or crayon in?

dpd04h1/2

pd04h

- Left 1 Right 2 Changed from hand to hand 3



Coding rules for cross

If all three criteria (i) and (ii) and (iii) below are met, give 1 point.
If one of (i), (ii) or (iii) are not met give 0 points.

- (i) There are two lines and they intersect
- (ii) All four parts of the cross are at least 1/4 (6.5mm) long, not including extensions
- (iii) At least half of each line is within 20° of the correct angle

If criterion (iv) and (v) below are also met, then the drawing receives 2 points.

- (iv) None of the four parts of the cross are more than 1.5 times longer than the others.
- (v) All four parts of the cross are straight.

pd05

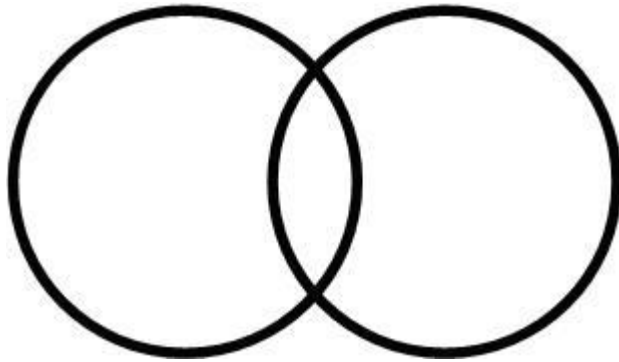
dpd051/2: score 2, 1 or 0 as above

Which hand did your child hold the pencil or crayon in?

dpd05h1/2

pd05h

- Left 1 Right 2 Changed from hand to hand 3



Coding rules for intersecting circles

If all three criteria (i), (ii) and (iii) below are met, give 1 point. If one of (i) or (ii) or (iii) are not met give 0 points.

(i) There must be two intersecting circular or oval shapes. They may be poorly drawn, but must be more curved than angular. One shape may be much larger than the other.

(ii) The overlap must be no larger than the remaining portion of either of the shapes.

(iii) At the overlap, there must be no additions such as small circles or patterns.

If criterion (iv), (v) and (vii) below are also met then the drawing receives 2 points.

(iv) The two shapes are oriented correctly.

(v) The shapes are approximately the same size.

(vi) The overlap is substantially smaller than the remaining part of the two shapes.

pd06

dpd061/2: score 2, 1 or 0 as above

Which hand did your child hold the pencil or crayon in?

dpd06h1/2

pd06h

- Left 1 Right 2 Changed from hand to hand 3

TODAY'S DATE/...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

DRAWING: alone

You will need: Pencil or crayon for your child to draw with.

The next page is blank for your child's drawing.

IF YOUR CHILD IS A GIRL, SAY:

"Draw me a picture of a girl. Do the best that you can. Make sure that you draw all of her".

IF YOUR CHILD IS A BOY, SAY:

"Draw me a picture of a boy. Do the best that you can. Make sure that you draw all of him".

If your child hesitates, encourage him/her, saying things like **"You draw it all on your own, and I'll watch you. Draw the picture any way you like, just do the best picture you can"**.

Do not say which parts of the body to draw. It is very important that you **do not mention** any of the body parts that your child could include in the picture.

If your child stops before the picture seems to be finished, say **"Is s/he finished? Is that all of him/her?"**

When your child has finished the picture be sure to have a look at it, and admire it!

DRAWING: alone

Coding rules for draw-a-man

1 mark awarded if each of the following 12 parts of the drawing is present and correct (0 awarded if not). Each part has its own score variable, coded 1=correct 0=incorrect, both in the raw data and in the dataset.

Part of drawing	Raw data variable	Dataset variable
HEAD	manh	dmanh1/2
EYES	mane	dmane1/2
NOSE	mann	dmann1/2
MOUTH	manm	dmanm1/2
EARS	manea	dmanea1/2
HAIR	manha	dmanha1/2
BODY	manb	dmanb1/2
ARMS	mana	dmana1/2
LEGS	manl	dmanl1/2
HANDS	manhan	dmanhan1/2
FEET	manf	dmanf1/2
CLOTHES	manc	dmanc1/2

TOTAL SCORE: this is the sum of the 12 item scores above:
dmant1/2 (0-12)

mant

YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **DRAWING** game you have just played with him/her.

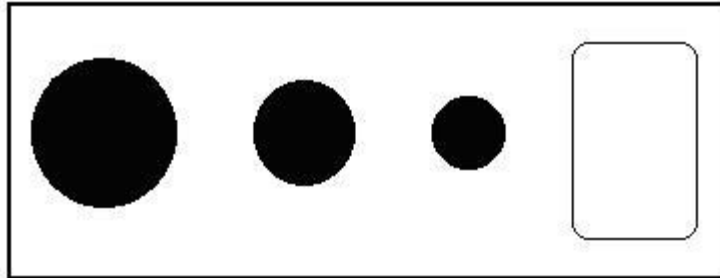
		YES	NO
1)	Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game? dpdrep11/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	Did your child EVER get angry or frustrated while playing the game? dpdrep21/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game? dpdrep31/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	Did your child EVER want to stop playing the game? dpdrep41/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

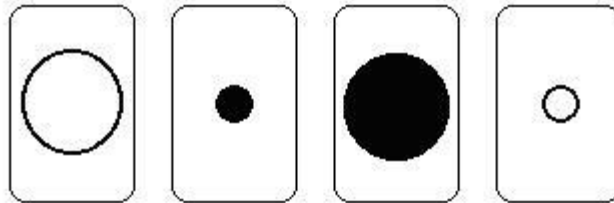
(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

Puzzles

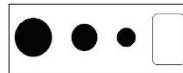
EXAMPLE FOR YOUR CHILD



"Which one goes next?"



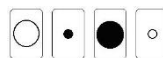
Point to the three black dots at the top in the box above:



Say to your child, "**Look at these**". Now point to the empty shape on the right and say, "**There is a piece missing here. Let's try to work out which piece goes next**".

Point to the biggest black dot and say, "**This is the first one and it is a BIG black dot**". Point to the second black dot and say "**Here is the next one. It's a bit smaller**". Point to the third black dot and say "**Here is the next one. It's another black dot, and it is even smaller**".

Now point to the puzzle pieces below the box:



Say, "**Look at all these pieces. Which one of these do you think is the missing piece? Which one goes next?**"

Point to the piece with the smallest black dot. Say, "**All the dots were black, and they were getting smaller and smaller. So, this one, the smallest black dot, must go next. This piece is the only one that fits. It must be the missing piece**".

IF YOUR CHILD DOES NOT SEEM TO UNDERSTAND, YOU MAY EXPLAIN **THIS EXAMPLE** AGAIN IN YOUR OWN WORDS.

Puzzles

INSTRUCTIONS

On the next few pages, there are some more puzzle games

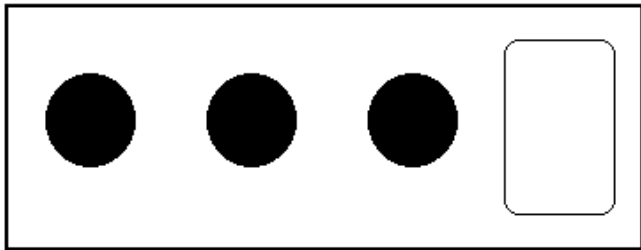
From now on please **do not** help your child to find the correct piece to finish the puzzle. If your child does not seem to understand the first puzzle, you may return to the example page and explain again.

For each game, point to the pictures at the top and say something like, "**Look at this**". Point to the empty shape on the right and say something like, "**There is a piece missing here.**"

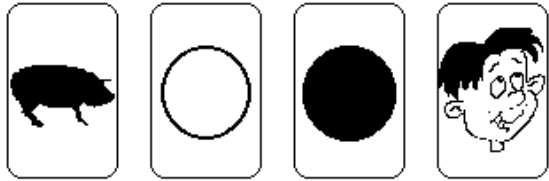
Point to the puzzle pieces and say, "**Which piece will fit? Which one goes next?**".

For each game, circle all of the pictures that your child points to. If your child does not point to any of the pictures, put an X in the box called "Your Box".

PUZZLES 1



"Which one goes next?"

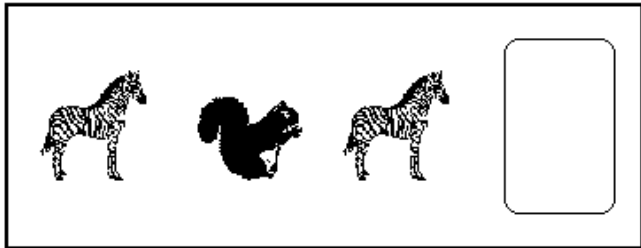


puz01 dpuz011/2 1 2 3 4 Your box

5 = invalid response

Dataset score variables: dpuz01s1/2: 1=correct 0=incorrect

PUZZLES 2



"Which one goes next?"

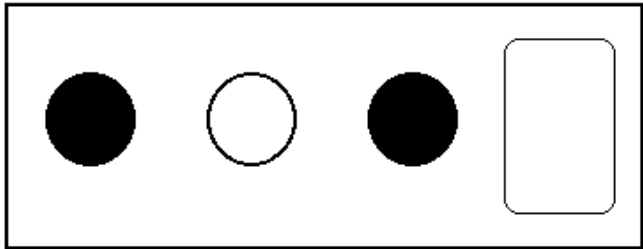


puz02 dpuz021/2 1 2 3 4 Your box

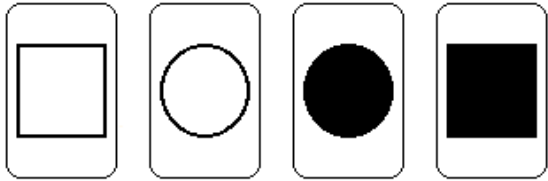
5 = invalid response

Dataset score variables: dpuz02s1/2: 1=correct 0=incorrect

PUZZLES 3



"Which one goes next?"



1

2

3

4

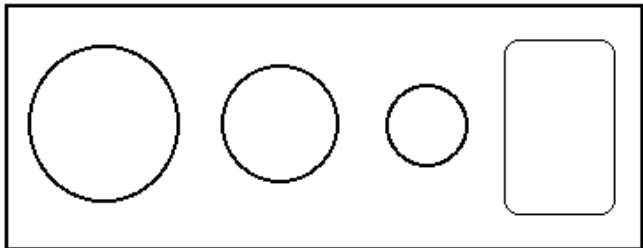
puz03 dpuz031/2

5 = invalid response

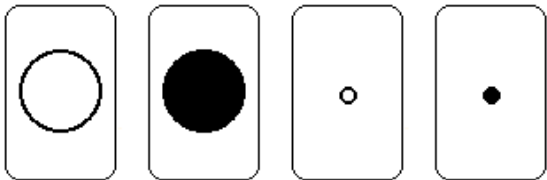
Dataset score variables: dpuz03s1/2: 1=correct 0=incorrect

Your box

PUZZLES 4



"Which one goes next?"



1

2

3

4

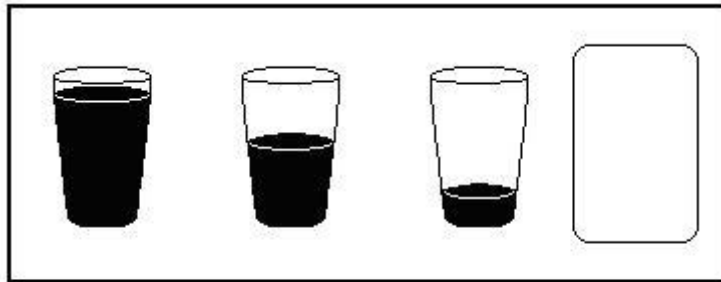
puz04 dpuz041/2

5 = invalid response

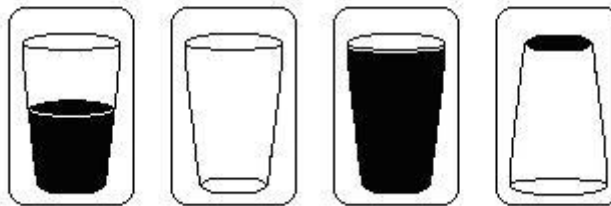
Dataset score variables: dpuz04s1/2: 1=correct 0=incorrect

Your box

PUZZLES 5



"Which one goes next?"

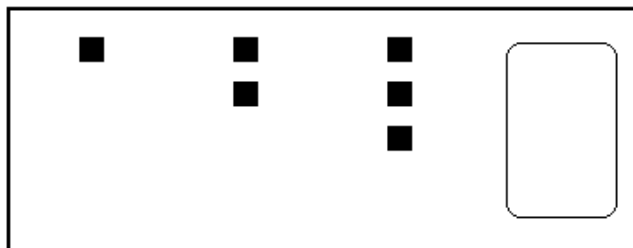


Your box

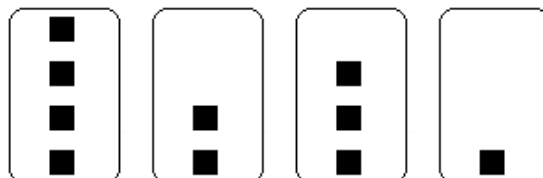
puz05 dpuz051/2 1 2 3 4
5 = invalid response

Dataset score variables: dpuz05s1/2: 1=correct 0=incorrect

PUZZLES 6



"Which one goes next?"

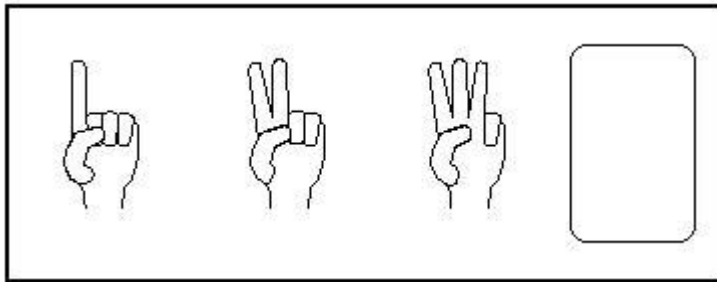


Your box

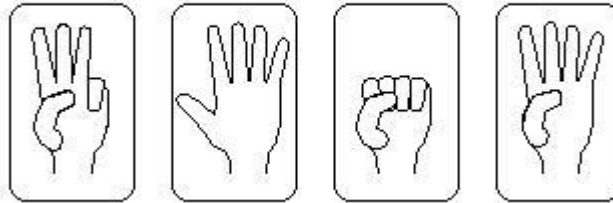
puz06 dpuz061/2 1 2 3 4
5 = invalid response

Dataset score variables: dpuz06s1/2: 1=correct 0=incorrect

PUZZLES 7



"Which one goes next?"

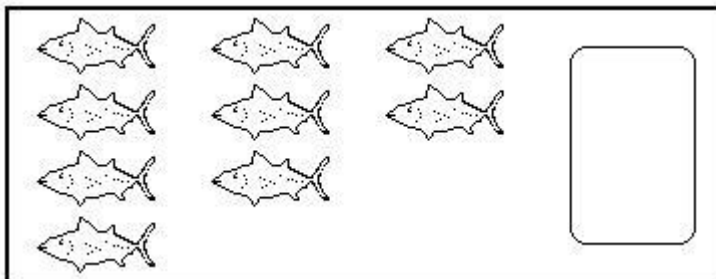


Your box

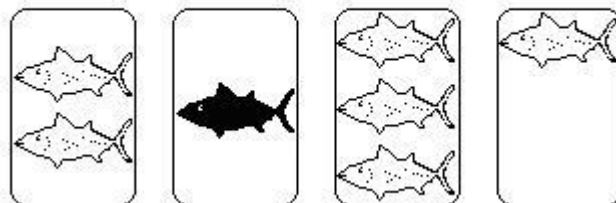
puz07 dpuz071/2 1 2 3 4
5 = invalid response

Dataset score variables: dpuz07s1/2: 1=correct 0=incorrect

PUZZLES 8



"Which one goes next?"

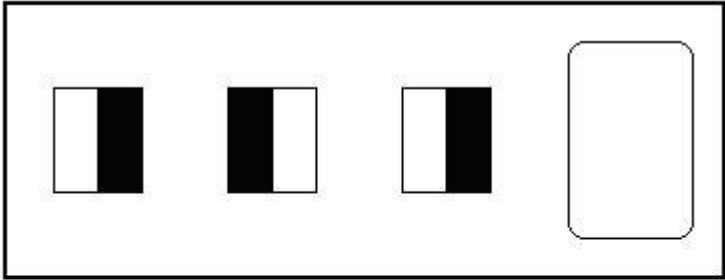


Your box

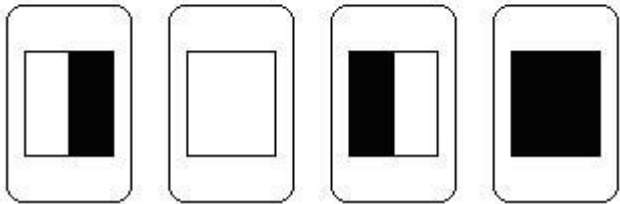
puz08 dpuz081/2 1 2 3 4
5 = invalid response

Dataset score variables: dpuz08s1/2: 1=correct 0=incorrect

PUZZLES 9



"Which one goes next?"

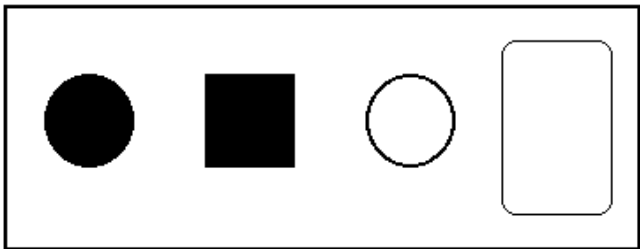


puz09 dpuz091/2 1 2 3 4
 5 = invalid response

Your box

Dataset score variables: dpuz09s1/2: 1=correct 0=incorrect

PUZZLES 10



"Which one goes next?"

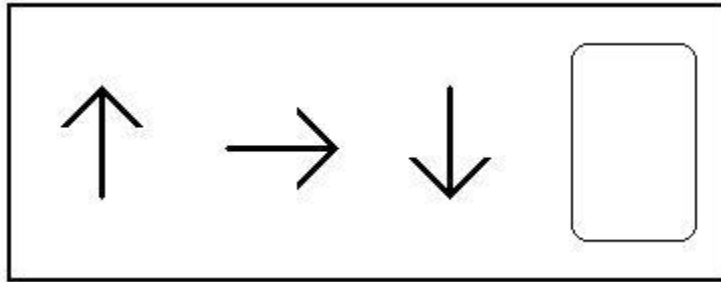


puz10 dpuz101/2 1 2 3 4
 5 = invalid response

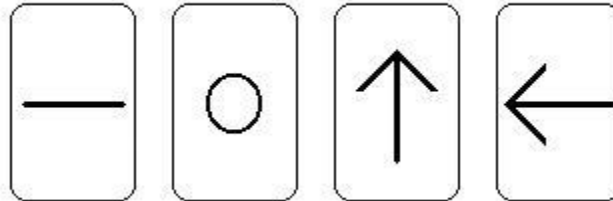
Your box

Dataset score variables: dpuz10s1/2: 1=correct 0=incorrect

PUZZLES 11



"Which one goes next?"

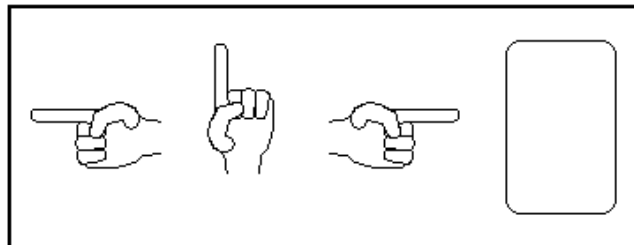


puz11 dpuz111/2 1 2 3 4
5 = invalid response

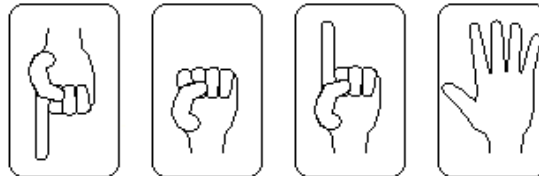
Dataset score variables: dpuz11s1/2: 1=correct 0=incorrect

Your box

PUZZLES 12



"Which one goes next?"



puz12 dpuz121/2 1 2 3 4
5 = invalid response

Dataset score variables: dpuz12s1/2: 1=correct 0=incorrect

Your box

YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **PUZZLES** you have just played with him/her.

		YES	NO
1)	Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game? <i>dpuzre11/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	Did your child EVER get angry or frustrated while playing the game? <i>dpuzre21/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game? <i>dpuzre31/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	Did your child EVER want to stop playing the game? <i>dpuzre41/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0

TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

Looking at Pictures

INSTRUCTIONS

On the next page there are four pictures.

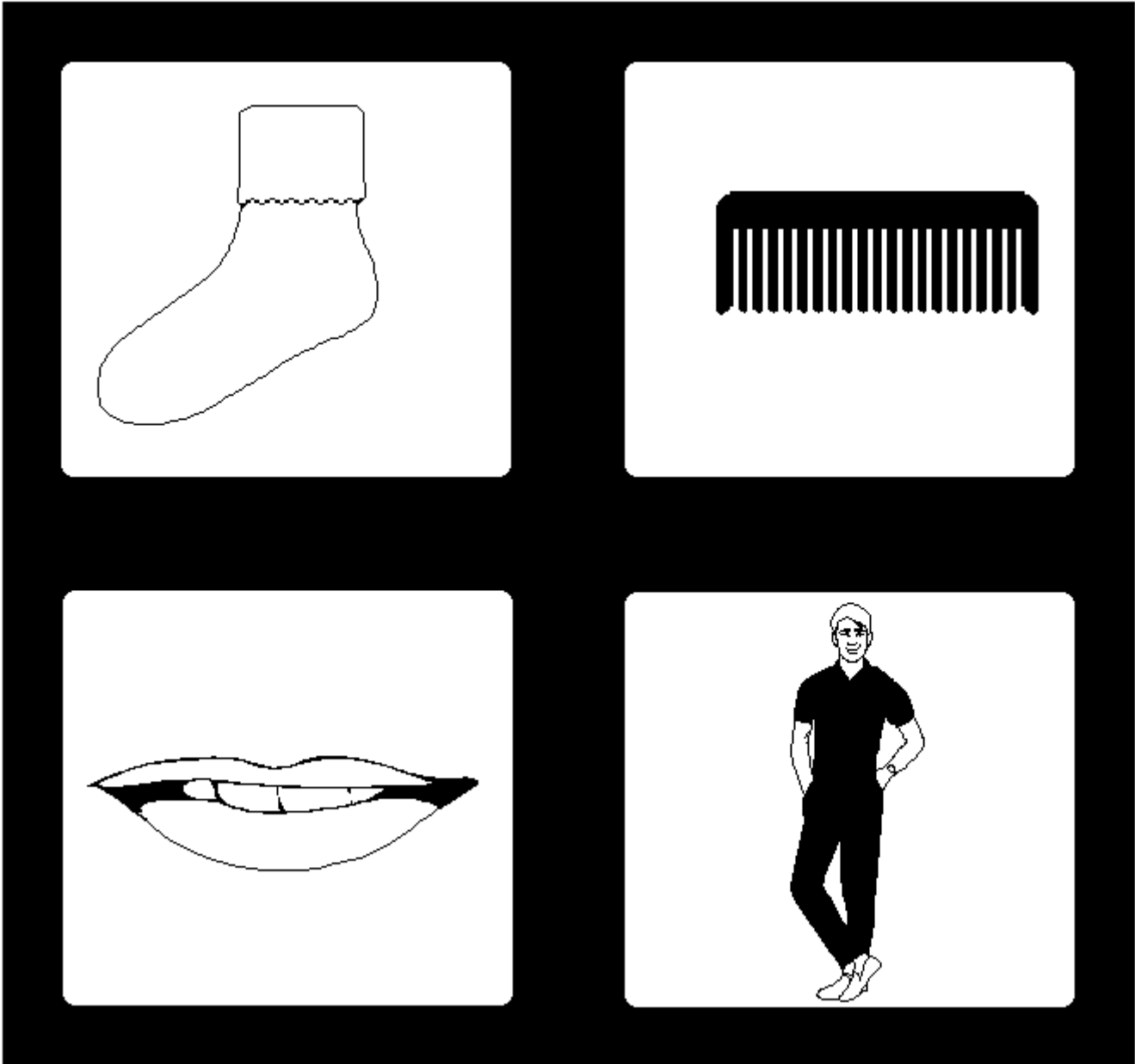
Show your child all of the pictures, and say, **"Let's look at some pictures. See all of the pictures on this page?"**. Now say, **"Where is the man? Show me the man. Put your finger on the man."**

If your child points to more than one picture, or does not point to the picture of the man, say, **"That's a good try, but look."** Point to the picture of the man, and say **"Look, here is the man. This is the picture of the man."** Now say, **"You show me, where is the man? Put your finger on the picture of the man."**

When your child has pointed to the picture of the man, please turn to page 39.

LOOKING AT PICTURES

man



Looking at Pictures

INSTRUCTIONS

On the next few pages there are more pictures.

For each page, show the pictures to your child, and say, “**Show me...**” using the word printed at the top of each page.

Do not tell your child if s/he is wrong, just encourage him/her to keep going by saying, “**That’s fine**”, or “**You’re doing well**”.

Please be sure not to give your child any clues, that is:

- DO NOT look at the correct picture
- DO NOT use the word in a sentence
- DO NOT give your child a definition of the word

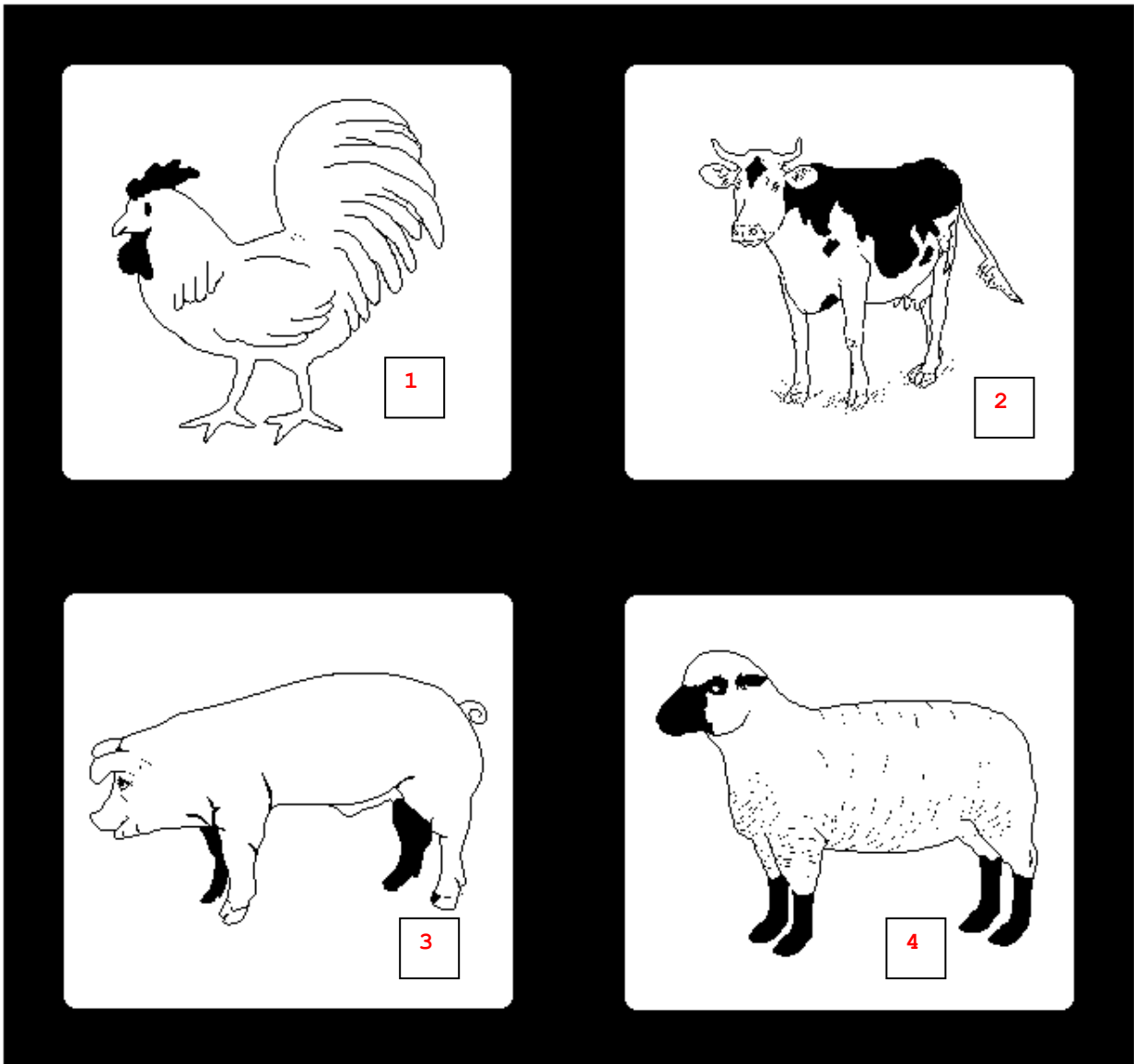
For each game, circle the picture that your child points to. If your child does not point to any of the pictures, or points to more than one picture, put an X in the box called “Your Box”.

LOOKING AT PICTURES 1

COW

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic01 dpic011/2
(5 = invalid response)



Dataset score variables:
dpic01s1/2: 1=correct 0=incorrect

Your box

LOOKING AT PICTURES 2

fence

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic02 dpic021/2
(5 = invalid response)

1

2

3

4

Your box

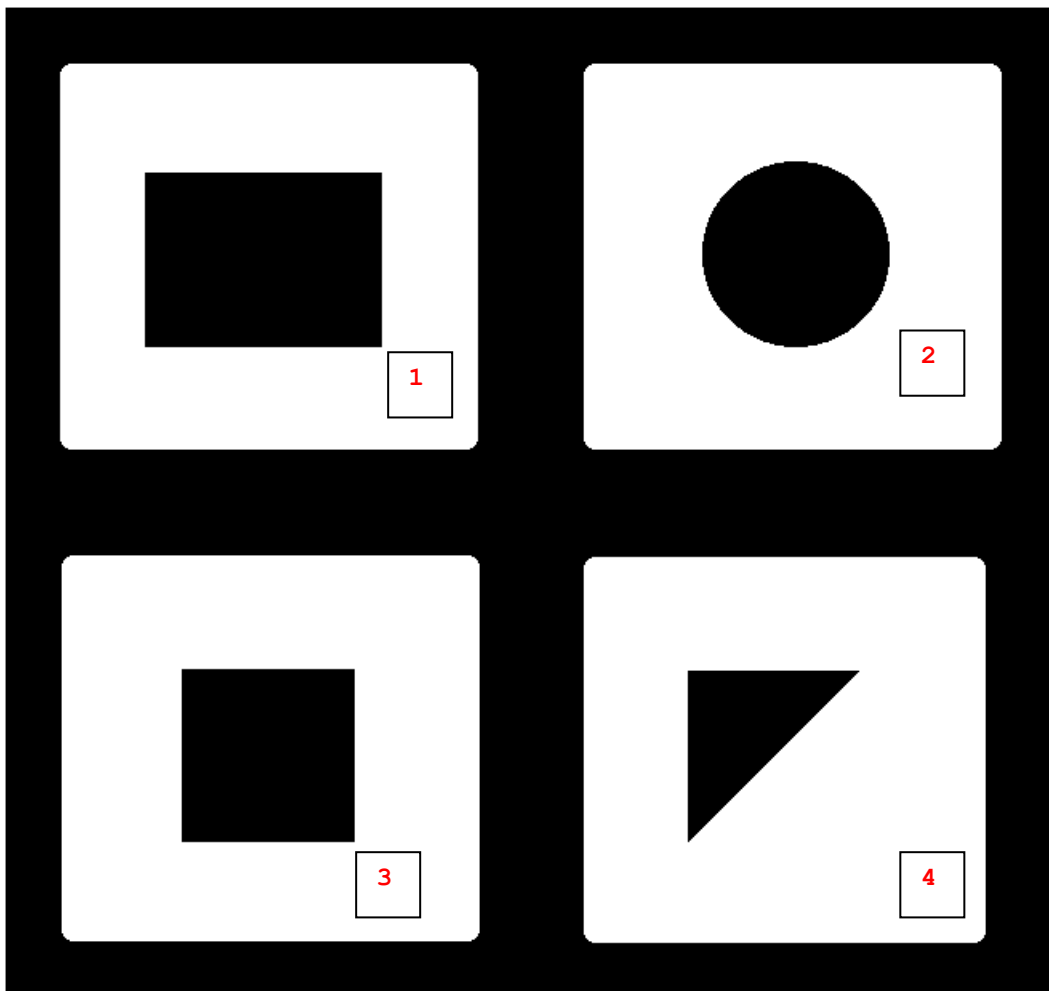
Dataset score variables:
dpic02s1/2: 1=correct 0=incorrect

LOOKING AT PICTURES 3

square

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic03 dpic031/2
(5 = invalid response)



Your box

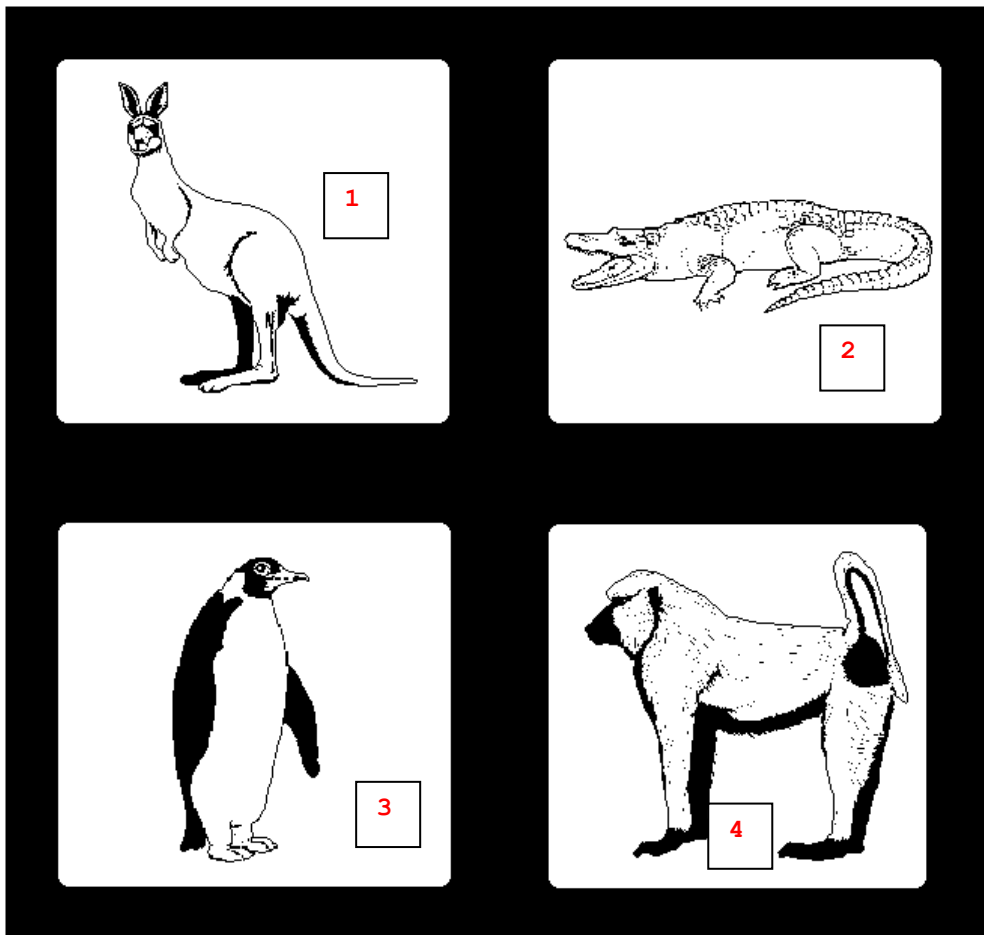
Dataset score variables:
dpic03s1/2: 1=correct 0=incorrect

LOOKING AT PICTURES 4

penguin

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic04 dpic041/2
(5 = invalid response)



Dataset score variables:
dpic04s1/2: 1=correct 0=incorrect

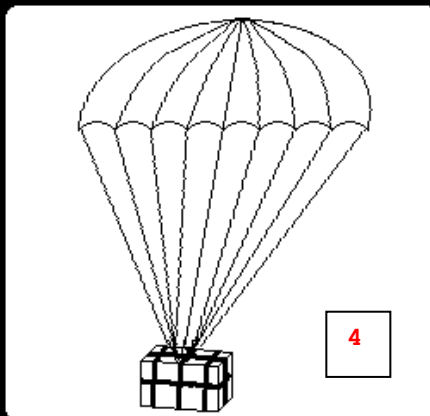
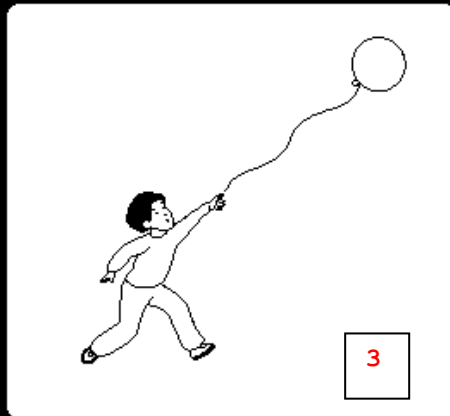
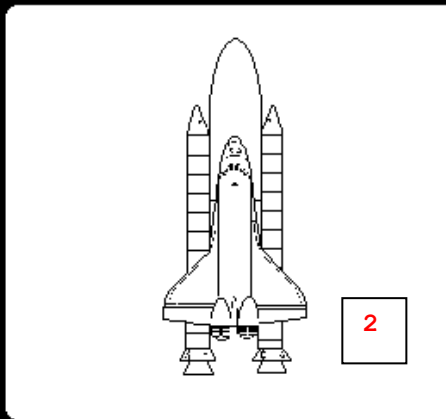
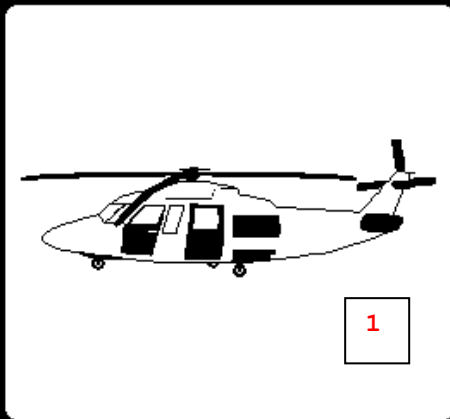
Your box

LOOKING AT PICTURES 5

parachute

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic05 dpic051/2
(5 = invalid response)



Dataset score variables:
dpic05s1/2: 1=correct 0=incorrect

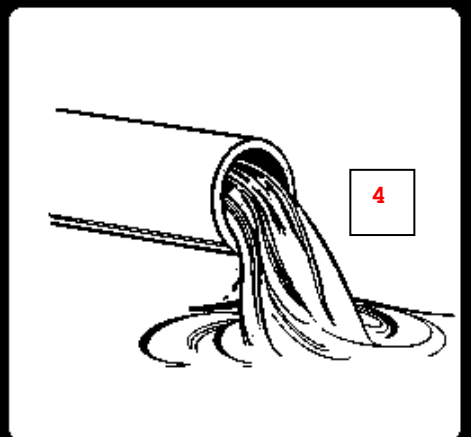
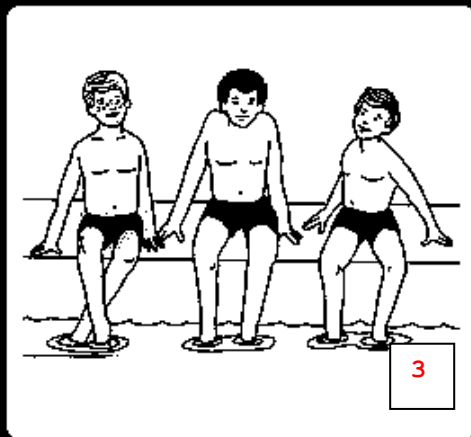
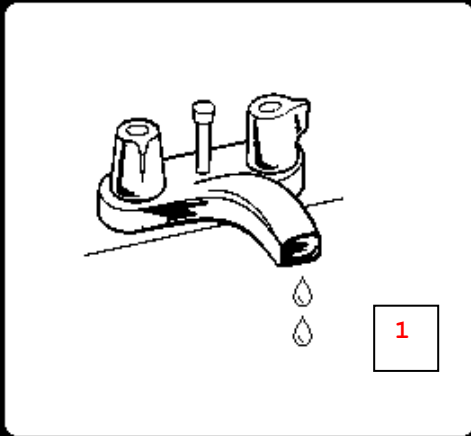
Your box

LOOKING AT PICTURES 6

dripping

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic06 dpic061/2
(5 = invalid response)



Dataset score variables:
dpic06s1/2: 1=correct 0=incorrect

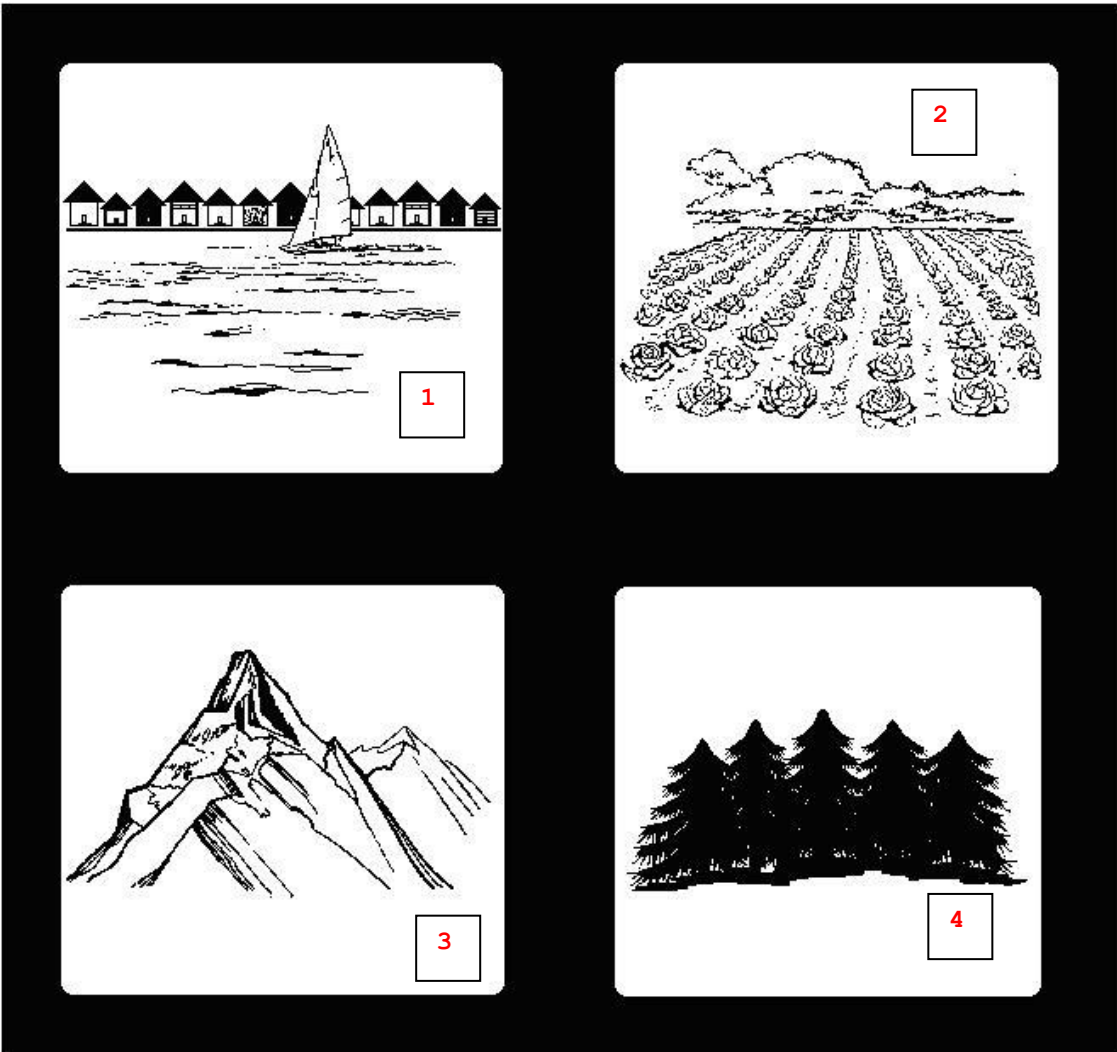
Your box

LOOKING AT PICTURES 7

forest

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic07 dpic071/2
(5 = invalid response)



Dataset score variables:
dpic07s1/2: 1=correct 0=incorrect

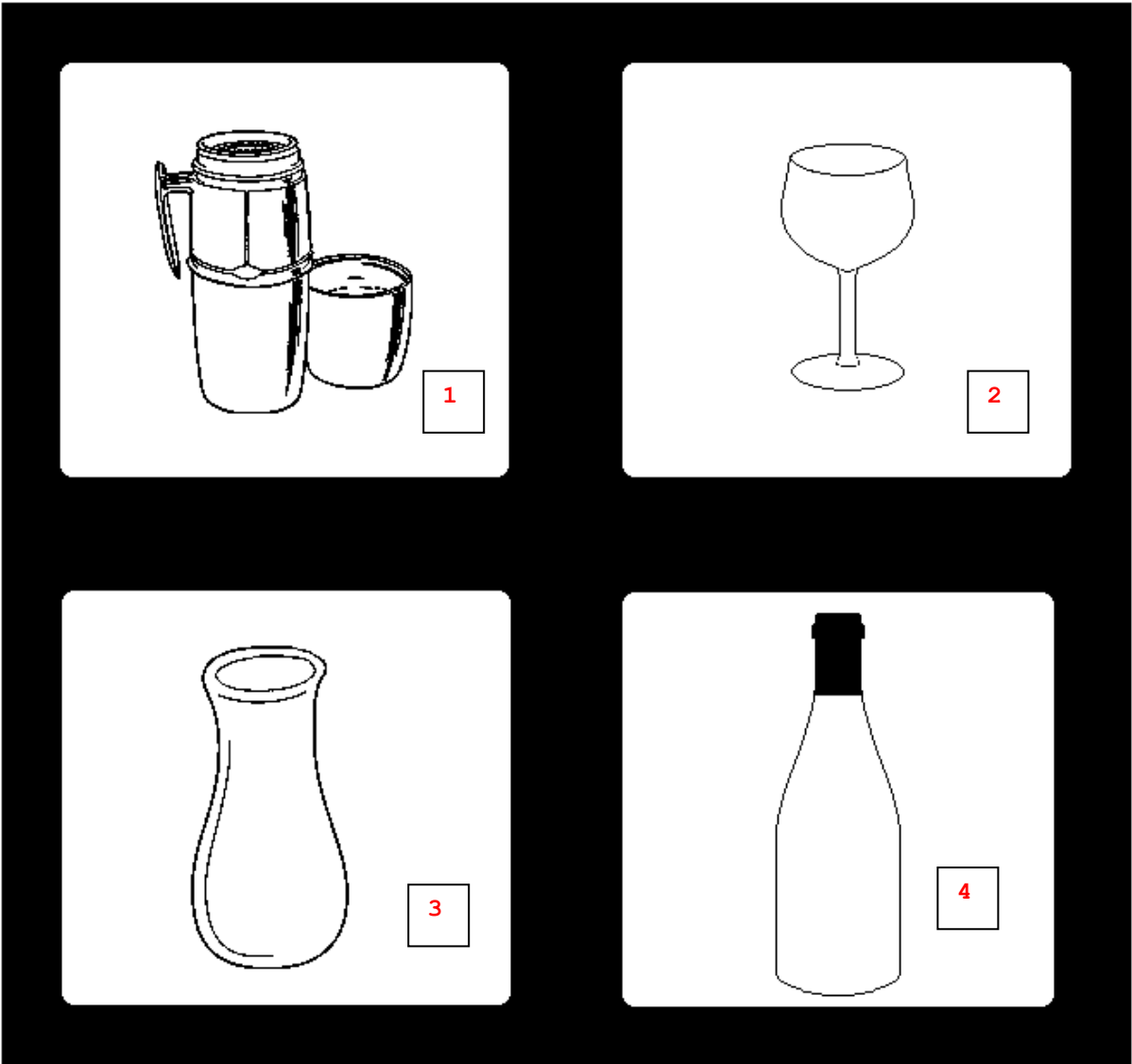
Your box

LOOKING AT PICTURES 8

vase

REMEMBER: CIRCLE THE PICTURE YOUR CHILD POINTS TO. IF YOUR CHILD DOES NOT POINT TO ANY OF THE PICTURES, OR MORE THAN ONE, PUT AN **X** IN THE BOX CALLED "YOUR BOX".

dpic08 dpic081/2
(5 = invalid response)



Dataset score variables:
dpic08s1/2: 1=correct 0=incorrect

Your box

YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **PICTURES** you have just played with him/her.

		YES	NO
1)	Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game? dpicre11/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	Did your child EVER get angry or frustrated while playing the game? dpicre21/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game? dpicre31/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	Did your child EVER want to stop playing the game? dpicre41/2	<input type="checkbox"/> 1	<input type="checkbox"/> 0

TODAY'S DATE/...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

YOUR CHILD AT PLAY

As a parent you have a good idea of what your child can and can't do. Listed below are a number of activities. Please indicate whether or not your child can do the activity. If you have seen your child do the activity (or something similar), then tick the box under "YES". If you know that your child would not be able to do it, then tick the box under "NO". If you are not sure whether or not your child can do an activity, please feel free to try it out with your child. If you are still uncertain about whether or not your child can do it, then tick the box under "DON'T KNOW". Please remember that the questions are for children up to 6 years old. Some will be easy for your child, others may be difficult.

For items 1-11 in this section, "don't know" responses were recoded to 0 (as for No responses), for the purposes of scoring in dataset variables.

		YES	NO	DON'T KNOW
	Raw data coding:	1	0	2
	Dataset coding:	1	0	0
1)	Can your child ever tell the time from a clock or watch that has hands? <small>dpr011/2 pr01</small>			
2)	Does your child know which foot to put each shoe on? <small>dpr021/2 pr02</small>			
3)	Does your child understand the concept of "two", that is, can s/he give you just two things when you ask? <small>dpr031/2 pr03</small>			
4)	Does your child know that a 20p coin is worth more than a 10p coin? <small>dpr041/2 pr04</small>			
5)	Does your child play any game (board game, card game, athletic game) which needs some counting? <small>dpr051/2 pr05</small>			
6)	Does your child know that s/he will always be younger than you? <small>dpr061/2 pr06</small>			
7)	Does your child know that without water plants will die? <small>dpr071/2 pr07</small>			
8)	Does your child know that if you plant a seed it will grow? <small>dpr081/2 pr08</small>			
9)	Does your child know that water always runs downhill, not uphill? <small>dpr091/2 pr09</small>			
10)	Has your child noticed that the water level goes up when s/he gets in the bath? <small>dpr101/2 pr10</small>			
11)	Does your child know that the light in a fridge goes off when the door is shut? <small>dpr111/2 pr11</small>			
12)	Here are some things that young children sometimes ask about. Has your child ever asked about any of them? (It doesn't matter what you answered, or if s/he understood the answer, we just want to know how common these questions are).			

	YES	NO
What makes rainbows? <small>dpr12a1/2 pr12a</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
Why does it go dark at night? <small>dpr12b1/2 pr12b</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
What makes fridges cold? <small>dpr12c1/2 pr12c</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
What makes cars go? <small>dpr12d1/2 pr12d</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
What makes people ill? <small>dpr12e1/2 pr12e</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 0

WHAT YOUR CHILD CAN SAY

1) On the whole, which of the following best describes the way your child talks?

say01 dsay011/2

- 1 Not yet talking
- 2 s/he is talking, but you can't understand him/her
- 3 talking in one-word utterances, such as "milk" or "down"
- 4 talking in 2 to 3 word phrases, such as "me got ball" or "give doll"
- 5 talking in fairly complete sentences, such as "I got a doll" or "can I go outside?"
- 6 talking in long and complicated sentences, such as "when I went to the park, I went on the swings" or "I saw a man standing on the corner"

say01a dsay01a1/2: 1=yes (ticked), 0=no (not ticked):

Please note: if your child is not talking yet, or if s/he is talking, but you cannot understand, please tick this box and go straight to page 52 – "COMMUNICATION".

2) When you ask your child "what do you want", does s/he usually use actions like pointing, or words such as "biscuit"? say02 dsay021/2

- 1 actions
- 2 words

3) Do your child's words sound like most other children's of his/her age, or does s/he sound a little younger, like saying "tat" for "cat", or "chimbley" for "chimney"?

Please keep in mind that lisping (saying "th" for "s") and using "w" for "r" (as in "wabbit") are common at this age, and do not count as sounding younger. say03 dsay031/2

- 1 sounds a little younger than other children his/her age
- 2 sounds like most other children his/her age

The following 48 items have numbered variable names from

cvc011/2 voc01

up to cvc481/2 voc48.

Each item is coded as 1=yes (ticked), 0=no (not ticked), both in the raw data and in the dataset. Numbering of items goes from left to right then from top to bottom on the page.

The first few and the last few variable names are shown for illustration.

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> bird
dvc011/2 voc01 | <input type="checkbox"/> finger
dvc021/2 voc02 | <input type="checkbox"/> plant
dvc031/2 voc03 | <input type="checkbox"/> measure
dvc041/2 voc04 |
| <input type="checkbox"/> tortoise
dvc051/2 voc05 | <input type="checkbox"/> shoulder
dvc061/2 voc06 | <input type="checkbox"/> parent | <input type="checkbox"/> peel |
| <input type="checkbox"/> ball | <input type="checkbox"/> skeleton | <input type="checkbox"/> hungry | <input type="checkbox"/> dive |
| <input type="checkbox"/> pencil | <input type="checkbox"/> children | <input type="checkbox"/> furry | <input type="checkbox"/> drip |
| <input type="checkbox"/> juice | <input type="checkbox"/> doctor | <input type="checkbox"/> polite | <input type="checkbox"/> will |
| <input type="checkbox"/> tool | <input type="checkbox"/> dentist | <input type="checkbox"/> courage | <input type="checkbox"/> excited |
| <input type="checkbox"/> envelope | <input type="checkbox"/> hero | <input type="checkbox"/> nuisance | <input type="checkbox"/> healthy |
| <input type="checkbox"/> tap | <input type="checkbox"/> insect | <input type="checkbox"/> down | <input type="checkbox"/> lucky |
| <input type="checkbox"/> castle | <input type="checkbox"/> caterpillar | <input type="checkbox"/> under | <input type="checkbox"/> calm |
| <input type="checkbox"/> stamp | <input type="checkbox"/> vehicle | <input type="checkbox"/> half | <input type="checkbox"/> uncomfortable |
| <input type="checkbox"/> triangle | <input type="checkbox"/> fruit | <input type="checkbox"/> last
dvc431/2 voc43 | <input type="checkbox"/> lonely
dvc441/2 voc44 |
| <input type="checkbox"/> eye
dvc451/2 voc45 | <input type="checkbox"/> furniture
dvc461/2 voc46 | <input type="checkbox"/> make
dvc471/2 voc47 | <input type="checkbox"/> shy
dvc481/2 voc48 |

Language

Note: item numbering omits 11, for no apparent reason. This was the case in the printed booklet and is carried through into item variable names.

- | | | YES | NO |
|-----|---|----------------------------|----------------------------|
| 1) | Can your child say how old s/he is? dsay1011/2 say101 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 2) | Can your child say the month and day of his/her birthday when asked? dsay1021/2 say102 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 3) | Can your child tell you what happened at a past event (such as birthday party or holiday), as if s/he were telling a story from beginning to end? dsay1031/2 say103 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 4) | Can your child talk clearly about what s/he will do later on, such as tomorrow or next week? dsay1041/2 say104 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 5) | Can your child tell a fairy tale, joke or television show story completely from beginning to end and in the correct order? dsay1051/2 say105 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 6) | Does your child know his/her right hand from his/her left? dsay1061/2 say106 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 7) | Does your child use “-est” words, like biggest, strongest, greatest? dsay1071/2 say107 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 8) | Does your child use the word “today” correctly? dsay1081/2 say108 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 9) | Does your child use the word “yesterday” correctly? dsay1091/2 say109 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 10) | Does your child understand the difference between “accident” and doing something “on purpose”? dsay1101/2 say110 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 12) | Does your child ever ask you what a word means? dsay1121/2 say112 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 13) | Does your child use phrases or sentences containing “but”? dsay1131/2 say113 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 14) | Does your child talk about the order of events by using words like “before” and “after”? dsay1141/2 say114 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 15) | Does your child “play” with language by making jokes about words and their sounds, such as words that rhyme? dsay1151/2 say115 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

Numbers

- | | | YES | NO |
|----|---|----------------------------|----------------------------|
| 1) | Can your child count from 1 to 10 in order? dsayn011/2 sayn01 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 2) | Can your child write the numbers 1 to 10 in order? dsayn021/2 sayn02 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 3) | Ask your child: Which is bigger, 5 or 2? Did your child answer “5”? dsayn031/2 sayn03 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 4) | Can your child do simple adding (for example $1 + 2 = 3$)? dsayn041/2 sayn04 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 5) | Can your child do simple taking away (for example $4 - 1 = 3$)? dsayn051/2 sayn05 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

Books

- | | | YES | NO |
|-----|---|--|---|
| 1) | Does your child like sitting and being read to? dsayb011/2
sayb01 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 2) | Does your child have favourite books? dsayb021/2 sayb02 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 3) | Can your child recite at least one nursery rhyme? dsayb031/2
sayb03 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 4) | Can your child say the whole alphabet? dsayb041/2 sayb04 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| | If shown a letter, can your child name it? dsayb4a1/2 sayb04a | <input type="checkbox"/> Yes, all letters
1 2 | <input type="checkbox"/> Yes, some
2 1 |
| | If shown a letter, does your child know what sound it makes? dsayb4b1/2 sayb04b | <input type="checkbox"/> Yes, all letters
1 2 | <input type="checkbox"/> Yes, some
2 1 |
| | | <input type="checkbox"/> NO
0 0 | <input type="checkbox"/> NO
0 0 |
| | | YES | NO |
| 5) | Can your child sound out words (for example c-a-t = cat)?
dsayb051/2 sayb05 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 6) | Can your child read a word then tell you what it means?
dsayb061/2 sayb06 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 7) | Can your child tell a story back to you that s/he has read?
dsayb071/2 sayb07 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 8) | Can your child write any simple sentences (for example, "The cat ran.")? dsayb081/2 sayb08 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 9) | Ask your child: Do "sip", "tip" and "lip" sound the same? What did your child answer, "yes" or "no"? dsayb091/2 sayb09 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 10) | Ask your child: Which word doesn't sound like the others, "hall", "shirt", "ball"? Did your child answer "shirt"? dsayb101/2 sayb10 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

Communication

- 1) Do you have any concerns about your child's speech and language? **dsayc011/2** **sayc01** YES 1 NO 0
- If YES, what are your concerns? (PLEASE TICK ALL THAT APPLY)
items below all coded as 1=yes (ticked), 0=no (not ticked)
- his/her language is developing slowly **dsayc1a1/2** **sayc01a**
- it is hard for other people to understand him/her **dsayc1b1/2** **sayc01b**
- s/he doesn't seem to understand other people **dsayc1c1/2** **sayc01c**
- s/he pronounces words poorly **dsayc1d1/2** **sayc01d**
- s/he doesn't hear well **dsayc1e1/2** **sayc01e**
- s/he stutters **dsayc1f1/2** **sayc01f**
- other **dsayc1g1/2** **sayc01g**
(PLEASE DESCRIBE) (text responses were not entered in the raw data)
- Have you seen a professional for advice or treatment (for example doctor, speech therapist, paediatrician, ear-nose-throat specialist)? **dsayc1h1/2** **sayc01h** YES 1 NO 0

- 2) Does your child use his/her index finger to show INTEREST in something, not just to ask for something (e.g. pointing to an aeroplane, animal or something on TV)? **dsayc021/2 sayc02**
 Often 1 2 Sometimes 2 1 Never 3 0
- 3) If you suddenly look up at something interesting, does your child follow your line of gaze to see what caught your attention? **dsayc031/2 sayc03**
 Usually 1 2 Sometimes 2 1 Usually not 3 0
- 4) Does your child become upset by *small* changes in his/her daily routine? **dsayc041/2 sayc04**
 Yes, surprisingly upset 1 2 Yes, slightly upset 2 1 No 0 0
- 5) Does your child ever notice small details around him/her that you would not have noticed? **dsayc051/2 sayc05**
 Yes, very often 1 2 Yes, sometimes 2 1 No 0 0
- 6) Does your child ever take the word for a type of object as only the label for a specific object (e.g. using “dog” for only the next-door neighbour’s dog, or “cup” for only his/her own cup)? **dsayc061/2 sayc06**
 Yes, very often 1 2 Yes, sometimes 2 1 No 0 0
- 7) Does your child ever take the word for a whole object as the label for only part of the object (e.g. using “shoe” for “shoelace” or “flower” for “petal”)? **dsayc071/2 sayc07**
 Yes, very often 1 2 Yes, sometimes 2 1 No 0 0
- 8) Does your child produce meaningless, but fluent and “tuneful” speech, so that it sounds a bit like a foreign language? **dsayc081/2 sayc08**
 Often 1 2 Sometimes 2 1 Never 3 0
- 9) Does your child like to “echo” what other people say (e.g. if you say “where is your coat?”, s/he might say “your coat”, rather than answering the question)? **dsayc091/2 sayc09**
 Often 1 2 Sometimes 2 1 Never 3 0
- 10) Does your child like to recite nursery rhymes, or “jingles” from advertisements? **dsayc101/2 sayc10**
 Yes, unusually often 1 2 Yes, sometimes 2 1 Never 3 0
- 11) Has your child’s language ever seemed to go into decline so that s/he no longer knows words that s/he used before? **dsayc111/2 sayc11**
 Yes 1 No 0

YOUR ACTIVE CHILD

The following questions are about the everyday things that your child does. They are in three sections and ask about what toys your child likes to play with, what kinds of games your child enjoys and what your child likes and dislikes during play.

Please answer all of the questions by ticking the box that **best** describes your child. Sometimes it may seem that the boxes do not describe your child exactly. If this is the case for any of the questions, please try to tick the box that is closest to the way that you would describe your child.

GAMES

How often *during the past month* did your child do the following?

		Very Often	Often	Sometimes	Hardly Ever	Never
	Raw data coding:	1	2	3	4	5
	Dataset coding:	5	4	3	2	1
1)	Playing house (for example cleaning, cooking) dac011/2 ac01					
2)	Playing with girls dac021/2 ac02					
3)	Pretending to be a female character (for example a princess) dac031/2 ac03					
4)	Playing at having a “male” job (for example a soldier) dac041/2 ac04					
5)	Fighting dac051/2 ac05					
6)	Pretending to be a family character (for example parent) dac061/2 ac06					
7)	Sports and ball games dac071/2 ac07					
8)	Climbing (for example fences, trees) dac081/2 ac08					
9)	Playing at taking care of babies dac091/2 ac09					
10)	Showing interest in real cars, trains and aeroplanes dac101/2 ac10					
11)	Dressing up in “girlish” clothes dac111/2 ac11					

TOYS

How often *during the past month* did your child play with the following toys?

		Very Often	Often	Sometimes	Hardly Ever	Never
	Raw data coding:	1	2	3	4	5
	Dataset coding:	5	4	3	2	1
12)	Guns (or using objects as guns) dac121/2 ac12					
13)	Jewellery dac131/2 ac13					
14)	Tool set dac141/2 ac14					
15)	Dolls, doll's clothes, or doll's pram dac151/2 ac15					
16)	Trains, cars or aeroplanes dac161/2 ac16					
17)	Swords (or using objects as swords) dac171/2 ac17					
18)	Tea set dac181/2 ac18					

LIKES AND DISLIKES

How often does your child...?

		Very Often	Often	Sometimes	Hardly Ever	Never
	Raw data coding:	1	2	3	4	5
	Dataset coding:	5	4	3	2	1
19)	Like to explore new surroundings dac191/2 ac19					
20)	Enjoy rough and tumble play dac201/2 ac20					
21)	Show interest in snakes, spiders or insects dac211/2 ac21					
22)	Avoid getting dirty dac221/2 ac22					
23)	Like pretty things dac231/2 ac23					
24)	Avoid taking risks dac241/2 ac24					

TODAY'S DATE/...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

YOUR CHILD'S DIET

These questions are about your child's eating patterns. Please tick one box for each statement.

	Disagree	Slightly disagree	Do not agree or disagree	Slightly agree	Agree
1) When my child does not finish dinner, s/he should not get dessert. <small>dcd011/2 cd01</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2) My child should always eat all of the food on his/her plate. <small>dcd021/2 cd02</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3) Generally, my child should only be allowed to eat at set mealtimes. <small>dcd031/2 cd03</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4) My child often has to be strongly encouraged to eat things s/he doesn't like because those foods are often good for him/her. <small>dcd041/2 cd04</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5) My child should be told off for playing or fiddling with food. <small>dcd051/2 cd05</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6) I have to be especially careful to make sure my child eats enough. <small>dcd061/2 cd06</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7) Generally, it is OK for my child to snack and I don't worry about it. <small>dcd071/2 cd07</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

What is your child's present weight?

... st ... lb OR ... kg ... g cdwtkg dcwtkg1/2 (weight in kg)

What is your child's present height?

... ft ... in OR ... m ... cm cdhtcm dhtcm1/2 (height in cm)

What is his/her mother's present weight?

... st ... lb OR ... kg ... g cdmwtkg dmtkg (weight in kg)

What is his/her mother's present height?

... ft ... in OR ... m ... cm cdmhtcm dmhtcm (height in cm)

What is his/her mother's present waist size?

... in OR ... cm cdmwscm dmwscm (waist in cm)

What is his/her father's present weight?

... st ... lb OR ... kg ... g cdfwtkg dfwtkg (weight in kg)

What is his/her father's present height?

... ft ... in OR ... m ... cm cdfhtcm dfhtcm (height in cm)

What is his/her father's present waist size?

... in OR ... cm cdfwscm dfwscm (waist in cm)

In the original paper booklet, as shown, heights and weights and waist sizes were recorded in a variety of imperial and metric units.

Subsequently, the raw data were converted into uniform metric units:

weights in kilograms (decimal values with one decimal place); and heights in centimetres (integer values).

Because parent measurements were recorded in the twin booklets, they are duplicated in the raw data (two measurements per parent). After cleaning and comparing, these have been converted into a single height and weight measurement for each mother and father (not double entered like the twin measurements).

TODAY'S DATE/...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

YOUR CHILD AT HOME

Items are named with a prefix according to measure, and numbered for comparability with the same items at other ages:

- SDQ items (prefix 'dsdq') have an additional prefix denoting the subscale (con, emo, hyp, per, pro) and numbering as at later ages.
- Anxiety/ARBQ items ('danx') are numbered as at ages 7, 9 and 16.
- Hyperactivity items ('dhyp') are numbered as at ages 3, 7 and 9.
- Behar items ('dbeh') are numbered as at ages 2 and 3.

All items on this and the next page have the following responses and coding:

Response:	Certainly true	Sometimes true	Not true
Raw data coding:	1	2	3
Dataset coding:	2	1	0

		Dataset variable	Raw data variable
1)	Tries to be fair in games	dbeh011/2	bh01
2)	Restless, overactive, cannot stay still for long	dsdqhyp11/2	bh02
3)	Considerate of other people's feelings	dsdqpro11/2	bh03
4)	Insists on doing something over and over, so that it interferes with day to day life	danx061/2	bh04
5)	Steals from home, school or elsewhere	dsdqcon51/2	bh05
6)	Constantly fidgeting or squirming	dsdqhyp21/2	bh06
7)	Destroys own or other's belongings	dbeh051/2	bh07
8)	Strongly refuses or resists sleeping alone	danx201/2	bh08
9)	Spontaneously affectionate to family members	dbeh061/2	bh09
10)	Many fears, easily scared	dsdqemo51/2	bh10
11)	Has difficulty completing one activity before changing to another	dhyp11/2	bh11
12)	Often fights with other children or bullies them	dsdqcon31/2	bh12
13)	Thinks things out before acting	dsdqhyp41/2	bh13
14)	Easily distracted, concentration wanders	dsdqhyp31/2	bh14
15)	Generally liked by other children	dsdqper31/2	bh15
16)	Tends to check that some things are done exactly 'right'	danx041/2	bh16
17)	Often volunteers to help others (parents, teachers, other children)	dsdqpro51/2	bh17
18)	Touches things s/he is not allowed to	dhyp31/2	bh18
19)	Many worries, often seems worried	dsdqemo21/2	bh19
20)	Rather solitary, tends to play alone	dsdqper11/2	bh20
21)	Irritable, quick to fly off the handle	dbeh121/2	bh21
22)	Helpful if someone is hurt, upset or feeling ill	dsdqpro31/2	bh22
23)	Fussy about keeping his/her hands clean	danx211/2	bh23
24)	Often unhappy, down-hearted or tearful	dsdqemo31/2	bh24
25)	Has twitches, mannerisms, or tics of the face or body	danx091/2	bh25
26)	Bites nails or fingers	dbeh161/2	bh26
27)	Generally obedient, usually does what adults request	dsdqcon21/2	bh27

Response:	Certainly true	Sometimes true	Not true
Raw data coding:	1	2	3
Dataset coding:	2	1	0

		Dataset variable	Raw data variable
28)	Picked on or bullied by other children	dsdqper41/2	bh28
29)	Gets on better with adults than with other children	dsdqper51/2	bh29
30)	Kind to younger children	dsdqpro41/2	bh30
31)	Often complains of headaches, stomach-aches or sickness	dsdqemo11/2	bh31
32)	Sees tasks through to the end, good attention span	dsdqhyp51/2	bh32
33)	Fussy, over particular	danx141/2	bh33
34)	Often lies or cheats	dsdqcon41/2	bh34
35)	Has at least one good friend	dsdqper21/2	bh35
36)	Has wet or soiled self this year	dbeh241/2	bh36
37)	Is often extremely upset or distressed when parent leaves	danx161/2	bh37
38)	Has stutter or stammer	dbeh261/2	bh38
39)	Has other speech difficulty	dbeh271/2	bh39
40)	Plays imaginatively, enjoys 'pretend' games	dbeh281/2	bh40
41)	Is extremely afraid of day to day things such as the dark, water, animals, blood	danx221/2	bh41
42)	Inattentive	dbeh301/2	bh42
43)	Has difficulty waiting for things	dhyp21/2	bh43
44)	Tends to be shy or timid	danx071/2	bh44
45)	Cries easily	dbeh331/2	bh45
46)	Forceful, determined child	dbeh341/2	bh46
47)	Blames others for things	dbeh351/2	bh47
48)	Shares readily with other children (treats, toys, pencils etc.)	dsdqpro21/2	bh48
49)	Takes a long time to warm to strangers	danx021/2	bh49
50)	Often has temper tantrums or hot tempers	dsdqcon11/2	bh50
51)	Gives up easily	dbeh371/2	bh51
52)	Inconsiderate of others	dbeh381/2	bh52
53)	Independent, confident child	danx231/2	bh53
54)	Kicks, bites other children	dbeh401/2	bh54
55)	Kind to animals	dbeh411/2	bh55
56)	Stares into space, stares blankly	dbeh421/2	bh56
57)	Tries to stop quarrels and fights	dbeh431/2	bh57
58)	Asks for reassurance that s/he is OK	danx051/2	bh58

COMPLETE DATA ARE ESSENTIAL, PLEASE MAKE SURE THAT YOU HAVE COMPLETED AS MUCH OF THIS BOOK AS YOU CAN.

THANK YOU FOR YOUR TIME AND EFFORT!

**TEDS
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