Growing Up in Ireland
The National Longitudinal Study of Children

The Economic and Social Research Institute and Trinity College, Dublin

Data Workshop

Covering Child Cohort (Cohort '98)
and Infant Cohort (Cohort '08)

Housekeeping:
- 3 sessions of 40 min + practical session
- Attendees will have chat/audio functions disabled
- Please use Q&A function for questions

Upcoming GUI events

- Growing up in Ireland conference

- Change to conference schedule
  - (Nov/Dec → May 2022)

- Expressions of interest in presenting your work are welcome

- See mailing list or growingup.ie for details

Contents of Presentation

- Session A - 40min
    - Introduction and background to *Growing Up in Ireland*
    - Sample design and weighting
    - Content and structure of the data

- Session B - 40min
    - GUI website Online resources
    - Questionnaires, documentation, publications
    - Applying for AMF through ISSDA
    - Applying for RMF through CSO

- Session C 40min
    - Familiarisation with GUI data structure
    - Using Statistical weights
    - Matching GUI files
    - Simple example of cross sectional and longitudinal analysis

Session A

Introduction and background to

Growing Up in Ireland

Background to Growing Up in Ireland

- Study is almost wholly funded by the Department of Children Equality, Disability, Integration and Youth (DCEDIY) in association with the Department of Social Protection, the Central Statistics Office and the Department of Education & Skills.

- A part funding contribution in support of Phase 2 of Growing Up in Ireland (2015-19) has been generously provided by The Atlantic Philanthropies, a limited life foundation.

- DCEDIY is overseeing and managing the study, which is being carried out by a group of independent researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin.

- Very strong policy focus.

Objectives of Growing Up in Ireland

- to **study the lives of children/young people** in Ireland

- to establish what is **typical and normal** as well as what is atypical and problematic

- to identify the **key factors** that most help or hinder children's development

- to establish the effect of **early child experiences** on later life

- to identify the **persistent adverse effects** that lead to social disadvantage and exclusion, educational difficulties, ill health, deprivation etc.

- to obtain **children's views and opinions** on their lives

- to **provide evidence** for the creation of effective and responsive **policies and services** for children and families

Scale of Growing Up in Ireland

Two Cohorts for study

Cohort '98 - Child Cohort

8,500 9-year olds

Cohort '08 - Infant Cohort

11,000 9-month olds

120 households for in-depth qualitative assessment for both cohorts (Wave 1 only)

7

Overview of GUI Waves

Cohort '98

8,500 9-year-olds recruited

Age 13 interview

Age 17/18 interview

Age 20 interview

Age 22 Special covid survey

2006 — 2008 — 2010 — 2012 — 2014 — 2016 — 2018 — 2020 — 2021 — 2022

11,134 9-month-olds recruited

Age 3 interview

Age 5 interview

Age 7/8 postal survey

Age 9 interview

Age 12 Special covid survey

Age 13 interview

Cohort '08

Longitudinal design of Growing Up in Ireland

- Cross-sectional studies involve independent, representative samples. Different respondents in each sample.

- Longitudinal design involves interviewing same sample of respondents on several occasions.

- Longitudinal study design – tracks the progress of the same child and his/her family over a period of time

- Longitudinal design allows us to consider:

  - Why there is a problem and how it developed
  - What are the policy sensitive factors
  - When and how it is best to intervene
  - How effective was the intervention
  - How durable are the results

10

Sample design and weighting

The Samples of 9-year-old children and 9-month-old infants

- 56,497 9-year-olds in population

- Random sample of 8,500 9-year-olds resident in Ireland

- Two stage, clustered sample design

- Stratified random sample of Primary schools

- Random sample of children within school

- 73,662 infants (less than one year old) in population

- Random sample of 11,000 9-month-olds resident in Ireland

- Child Benefit Register used as sampling frame

- Sampled over 7 month period

- Simple, systematic selection procedure, random start and constant sampling fraction

12

Distribution of Samples

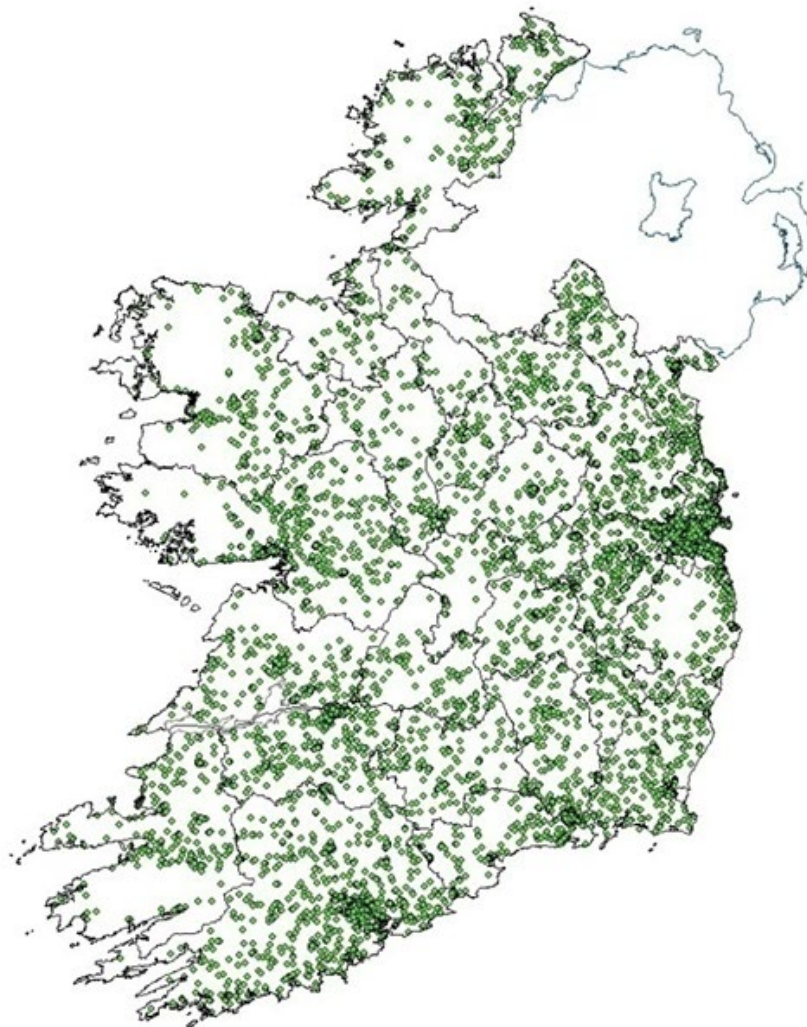Cohort '98 – Child Cohort
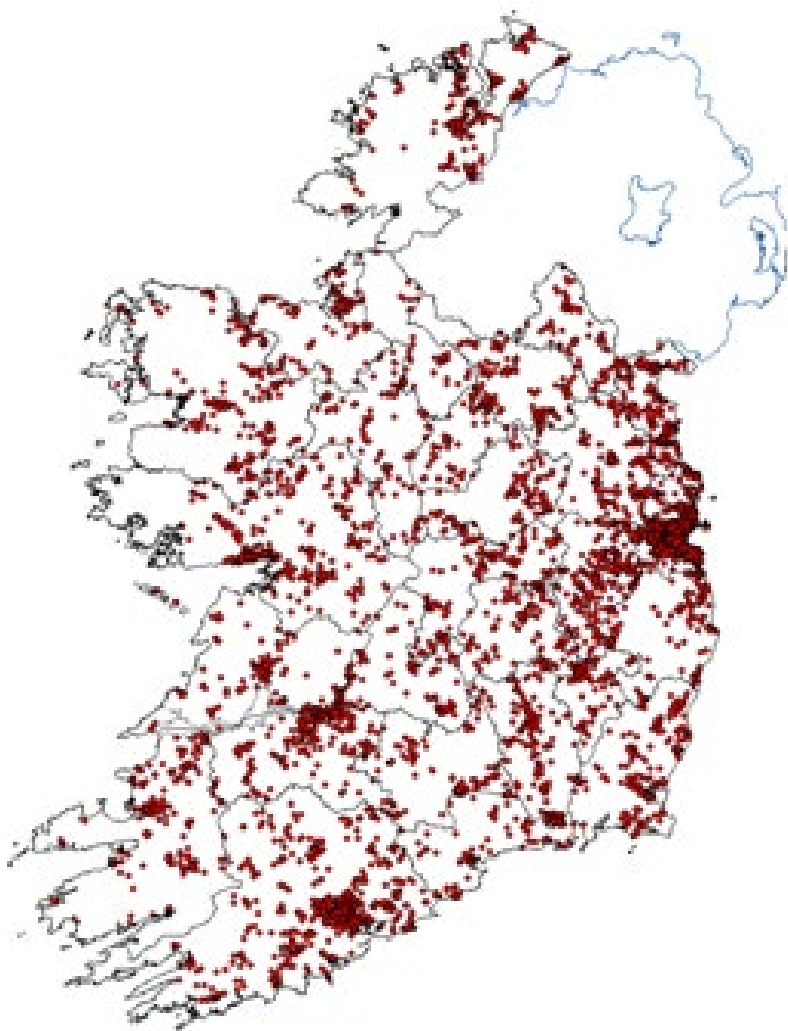
Cohort '08 – Infant Cohort

Cohort '98 The Sample of Schools

- 1,105 schools randomly selected from population of over 3,000

- 910 schools participated in the sample – 82.3% response rate at school level

- Introductory letter and info sheets sent to principal

- Interviewer called to school

- List of all 9 year olds – if <40 all selected. If >40, a random sample selected

Securing informed consent from families

- Information Sheets, Consent and Assent forms sent to families of selected children

- Multiple mail shots sent to the families

- Signed consent and assent before any work undertaken with the children

- Family response rate for Cohort '98 was 57%
- Family response rate for Cohort '08 was 64.3%

- Some differential response in terms of disadvantaged status of school, family social class of child, level of educational attainment of child's mother

Fieldwork pre-Covid-19

Initial Wave

- Interviewers recruited and trained in-house by GUI

- Field visit to family home

- Computer Assisted Personal Interview (CAPI)

- Computer Assisted Self Interview (CASI)

- Physical/Cognitive measurements

- Fixed panel design

Follow up waves

- Tracing information collected at Wave 1
    - PPSN
    - Family / friend contact details

- Initial contact to child's home from Head Office

- Follow up face-to-face visits

- If possible, same interviewer as previous wave

- C.   85-90% response rate at early waves

16

Fieldwork Post Covid-19

Special COVID Survey 22yrs + 12yrs

Aim:

- To capture contemporary data on pandemic experience

Methodological Adaptations:

- Web-based survey
- Participants contacted via email/text
- Informed consent/assent received via our website
- Very short questionnaire

Lessons Learned:

- Response rate lower
- Impact of pandemic warrants long-term exploration

Fieldwork Post Covid-19

PILOT Cohort '08 at 13:

- Test procedures / content for main fieldwork
- Computer Assisted Telephone Survey + Web survey
- Initial contact by phone / email: consent by phone
- Shortened questionnaires: Reduce redundancy / Age appropriate / Pandemic effects
- Survey hosted by CSO
- Changes to logistical procedures
- Interviewer training
- Digitisation of paperwork

ADAPTATIONS Cohort '08 at 13 Main survey:

- Retain remote modes of data collection
- Families sent letter/info pack beforehand
- Interviewer training conducted remotely
- Questionnaires needed to be substantially shortened
- Additional COVID-19 items

Re-weighting the sample

- Differential responses – by education, social class and family type

- Data were re-weighted or statistically adjusted to account for any differences in structure of population and completed sample

- Statistical re-weighting is a standard procedure and should be carried out in respect of all sample surveys prior to analysis

- Minimum information loss algorithm used to generate the weighting scheme. System used in ESRI is called GROSS – similar to CALMAR and ADJUST. Iterative column marginal approach.

Child/Infant Cohort adjustment factors

- 2 statistical adjustment factors included on file

- Weighting factor – weights to total number of children in GUI sample (use for descriptive analysis & tests of statistical significance)

- Grossing factor – grosses to total number of children in Irish population (Use for population estimates across – viable across early waves of data collection)

- Both provide same structural/percentage breakdown

Sample size and populations

Cohort '98	Sample		Population
Wave 1	8,568	→	56,497
Wave 2	7,525	→	55,796
Wave 3	6,216	→	55,300

Cohort '08	Sample		Population
Wave 1	11,134	→	73,662
Wave 2	9,793	→	70,500
Wave 3	9,001 (8,712 all 3 waves)	→	69,300

21

Child Cohort Longitudinal Population

Wave 1
(9 year olds
resident in Ireland)

Wave 2
(13 year olds
resident in Ireland)

Wave 3
(17 year olds
resident in Ireland)

In-migrants

In-migrants

Longitudinal Population –
Resident in Ireland at 9 years
and still resident at 17 years

Out-migrants/
deceased

Out-migrants/
deceased

22
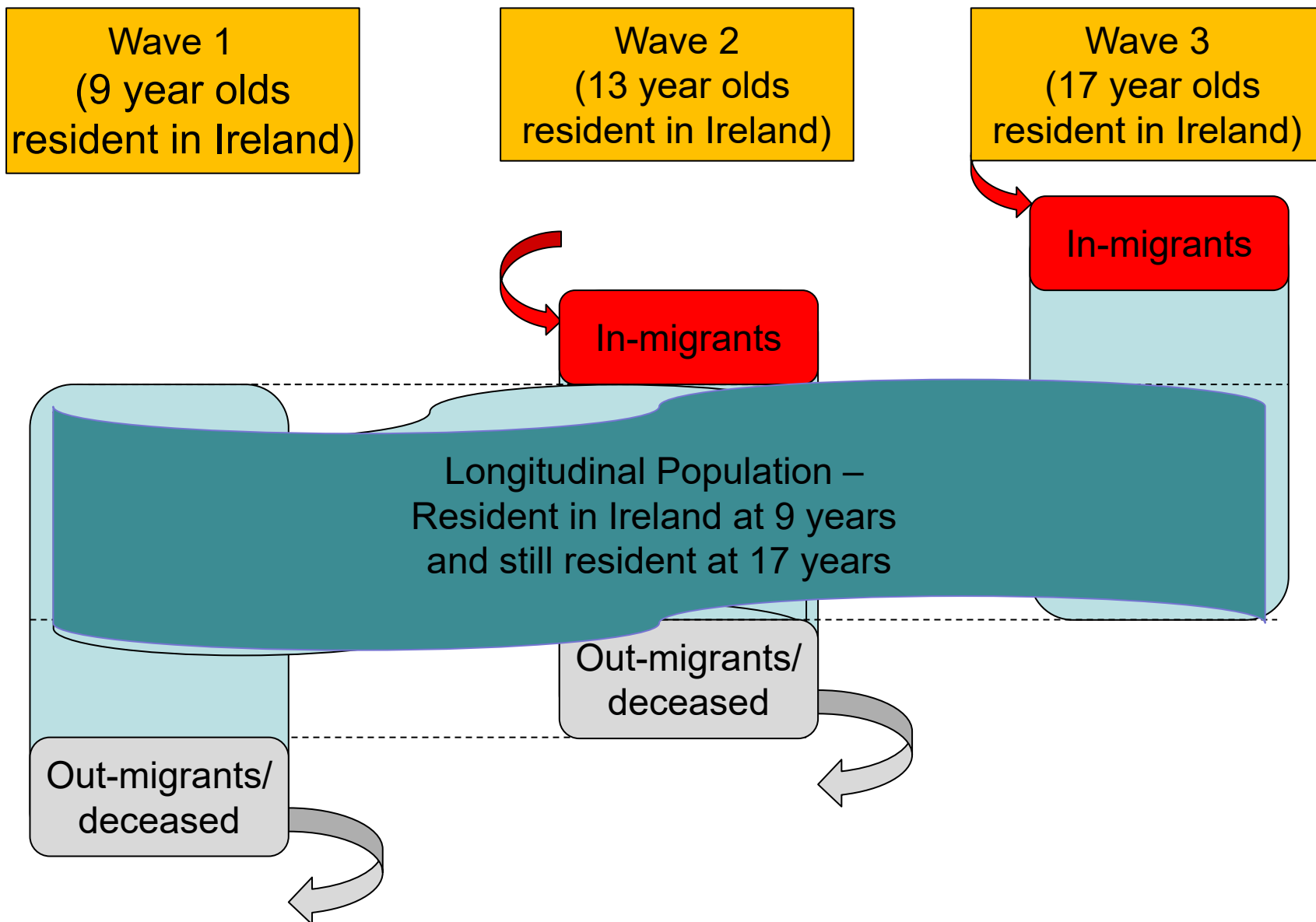
Child Cohort Longitudinal Sample

Wave 1 (at 9 years) 8,568	Wave 2 (at 13 years) 7,525	Wave 3 (at 17 years) 6,216

8,568 Completed Households

8,568 Issued at Wave 2

7,525 Completed

791 Not completed

149 Hard refusals

103 Emigrated

8,316 Issued at Wave 3

6,039 Comp wave 2

177 Not completed

8,011 Issued at Wave 4
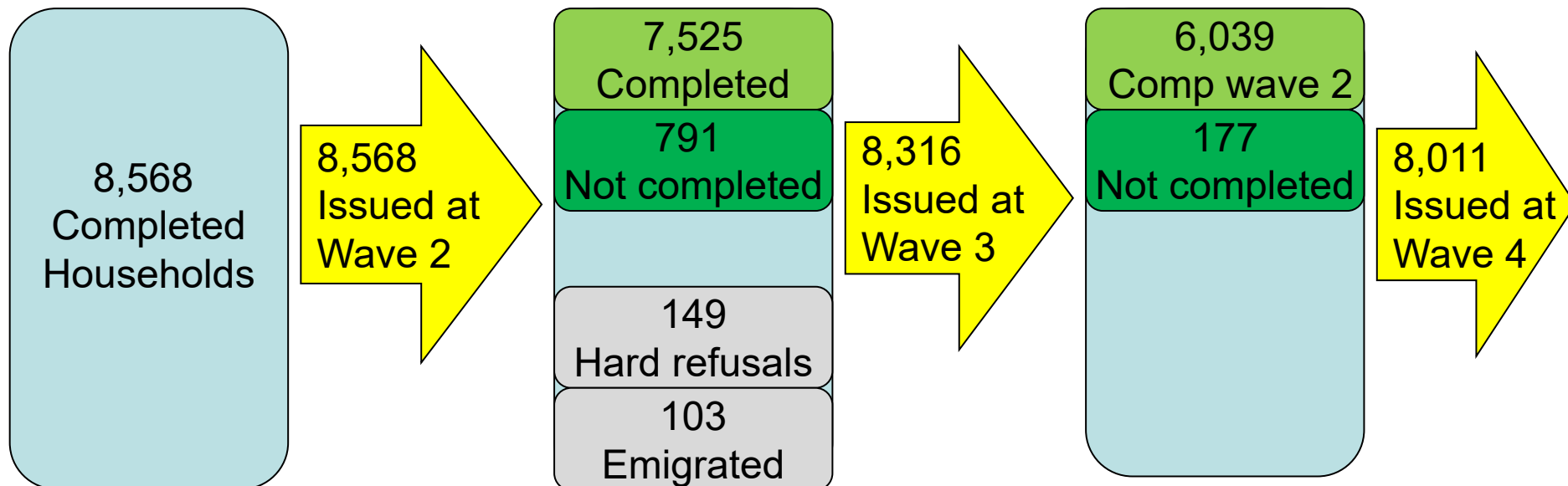
Longitudinal sample of 6,039 have completed all three waves

Content and structure of the data

Infant and Child Cohorts: Respondents

Multiple sources of information:

- Primary Caregiver (PCG)*
- Secondary Caregiver (SCG)**
- Child Interview
- Child Cognitive Tests
- Principal (When in primary/secondary)
- Teacher (When in primary Wave 3 & 5, Wave 1)
- Physical Measurements

* PCG self-defined as person who provides most care to the child / knows child best – usually mother

**SCG self-defined as resident spouse/partner of PCG - usually father

Summary of information recorded

	Wave	PCG	SCG	Child	Cognitive Tests	Principal	Teacher	Physical Measures
Infant Cohort	1 (9mth)	✓	✓					✓
	2 (3yr)	✓	✓		✓			✓
	3 (5yr)	✓	✓		✓	✓	✓	✓
	4 (Postal survey)	✓						
	5 (9yr)	✓	✓	✓	✓	✓	✓	✓
	Covid survey	✓		✓				
	6 (13yr)	✓	✓	✓	✓	✓		

Summary of information recorded

	Wave	PCG	SCG	Child/ Young Adult	Cognitive Tests	Principal	Teacher	Physical Measures
Child Cohort	1 (9yr)	✓	✓	✓	✓	✓	✓	✓
	2 (13yr)	✓	✓	✓	✓	✓		✓
	3 (17yr)	✓	✓	✓	✓	✓		✓
	4 (20yr)	✓		✓	✓			✓
	Covid survey			✓				
	5 (25yr)			✓	✓			?

Outcome domains

- Socio-emotional, behavioural
- Health
- Education / cognitive development
- Economic and Civic Participation (Wave 3)

- Plus demographic/classificatory variables

Socio-emotional, behavioural domain

Themes:

- Child's relationships
- Child's lifestyle (habits & routines) / play and activities
- Child's socio-emotional development
- Family context/parenting
- Marital/Partner relationship
- Non-resident parent

Health domain

Themes:
- Pregnancy / pre-natal care
- Child's birth
- Child's health / healthcare utilisation
- Child's nutrition /diet/ breastfeeding
- Child's physical activity levels/exercise
- Child's physical development
- Physical measures (Expanded in waves 3 and 4)
- Parental health and lifestyle

Education/cognitive development domain

Themes:

- Childcare arrangements
- Child's education / home learning environment
- Child's cognitive development
- Teacher characteristics and perception of child
- Principal / school characteristics

Economic and Civic Participation Domain

Themes:

- Young Person's economic status
- Young Person's labour force experience
- Young Person's Income
- Political and community engagement
- Religion and spirituality
- Confidence in state institutions
- Perceived discrimination

Classificatory variables

Themes:

- Household composition
- Parental Health and lifestyle
- Socio-demographics
- Neighbourhood and community

Scales

- Standardized measures

- Set of questions measuring an underlying concept

- Used internationally

- Tested for reliability and validity

- Advantages – quality, comparison, replicability

- Examples in GUI: SDQ, SMFQ, CES-D, DASS21, FAST

Structure of the data file

- Data from all sources matched together

- Most records involve a one to one match

- Some school level data involves a one to many match. E.g., Principal completes one questionnaire (one record) and multiple child records are matched to this

Thank you

http://www.growingup.ie

Session B Overview of steps in accessing GUI data

GUI website Online resources

Questionnaires, documentation, publications

Applying for AMF through ISSDA

Applying for RMF through CSO

GUI website

- https://www.growingup.ie/
- General study information
- Questionnaires (individual)
- GUI publications
- Other publications using GUI data
- Data workshops & resources

growingup.ie/data-documentation/
Summary Guide Documents

- Background to the study

- Sample design

- Instrument development

- Fieldwork and implementation

- Structure and content of the datasets

- Ethical considerations

41

growingup.ie/data-documentation/
Design reports

- Measures and psychometrics

- Population, sampling frame and response rates

- Reweighting the data

Growingup.ie Questionnaires

- All original questions are included in the Questionnaire documentation – (Except for scales under copyright)

- CAPI programme was based on these questionnaires

- Instructions to interviewers

- Routing

- Exact question wording and response categories

- Note: GUI website hosts individual documents, ISSDA tends to publish documents grouped by wave.

43

growingup.ie/data-documentation/
Summary data dictionaries

- Data dictionary is comprehensive in listing and describing each variable.

- Lists variable name and label per wave

- Variables Colour coded by source questionnaire

ISSDA website

- https://www.ucd.ie/issda/data/guichild/
  - Child
- https://www.ucd.ie/issda/data/guiinfant/
  - Infant

- Apply for the data (AMF)
- Questionnaires (combined)
- Study documentation (similar to GUI)
- GUI register of use

Gov.ie/DCEDIY websites

DCEDIY + CSO websites

- General government link: https://www.gov.ie/en/

- Specific page on GUI at DCEDIY

- Useful DCEDIY article on GUI data use

- Information on GUI study at CSO

- Application and access to RMF through CSO

    (Covered in next section)

Overview of steps in using the GUI data

Apply for RMF through CSO

Two levels of data file

AMF

Anonymised Microdata File

AMF file available from ISSDA

Top & bottom coding

Collapsed categories

Removal of potentially identifying variables

RMF

Researcher Microdata File

Accessed through the CSO

Less coding/collapsing

Contains more variables

More restricted access

Anonymised Microdata Files (AMF)

- The AMF is a basic set of variables, approved by the CSO for distribution by the Irish Social Science Data Archive (ISSDA)

- Available from ISSDA at University College Dublin

- Visit   www.ucd.ie/issda/data/guiinfant/
      or   www.ucd.ie/issda/data/guichild/

Anonymised Microdata Files (AMF)

- Download the relevant application form
  - (Research or Teaching purposes)

- Complete all sections of the form:
  - Name, address, institution & contact details
  - Dataset requested (including Time Use Diary if needed)
  - Short description of intended use of the data
  - Estimated end date for using the data
  - Consent to register of use
  - List of all users

Anonymised Microdata Files (AMF)

- Sign the End User Licence

- Email your completed application to issda@ucd.ie

- Allow up to three working days for the application to be processed

- Receive a link to download data + separate password

Overview of steps in using the GUI data

Apply for RMF through CSO

Apply for RMF

- From preliminary data analysis it will be clear if there are variables you need which are not included on the AMF

- Variable naming and Longitudinal data dictionary document will tell you if they are on the RMF

- The RMF is only available through the CSO

- Tighter controls & longer turnaround time

Research Microdata Files (RMF)

- The RMF is a more detailed set of variables, available to researchers from **Registered Research Organisations**

- If not already registered, the organisation must complete the **Research Organisation Registration Application Form** and appoint a **Research Organisation RMF Contact**

Work with Research Coordination Unit (RCU) at CSO throughout the process

Check if your organisation has already completed this step: (**rcu@cso.ie**)

54

Research Microdata Files (RMF)

- Individual researchers who have not previously accessed a CSO RMF with their current organisation must complete the **Researcher Registration Application Form**

- Access to RMFs for students will be restricted to those undertaking post-graduate work, at a minimum, and in all such cases student and supervisor(s) must also apply and be appointed as an **Officer of Statistics**

- Lead researcher and RMF contact must complete the **Research Microdata File (RMF) Application Form** and return to the Research Coordination Unit

(rcu@cso.ie)

55

Research Microdata Files
(RMF)

- Requests for access to RMF data from researchers outside of Ireland or employed by, or otherwise related to, an unregistered Research Organisation will be considered on a case-by-case basis

- Follow normal processes of submission of an RMF Application Form and Researcher Registration Application Form

Research Microdata Files (RMF)

- Access to the RMF is approved by the Director General (DG) of the CSO and, as it includes more detail than the AMF, access is subject to a stricter range of conditions:

- If the application is approved by the DG, the CSO will issue the Standard Agreement to the applicant, which the applicant must sign and return to the CSO

Policy on Access to RMFs Instructions on the use of GUI data for Researchers (https://www.cso.ie/en/media/csoie/aboutus-new/dataforresearchers/Instructions_on_the_use_of_GUI_data_for_Researchers.pdf)

Research Microdata Files (RMF)

- Access is approved on a project-specific, time-limited basis to researchers who are appointed Officers of Statistics on the basis of a successful application

- Visit

https://www.cso.ie/en/aboutus/lgdp/csodatapolicies/dataforresearchers/

Research Microdata Files (RMF)

- Access to the RMF will typically be through the CSO's Researcher Data Portal (RDP) [https://sara.cso.ie]

- Aggregate data outputs will be released to researchers once they have been sanctioned as non-confidential by the assigned CSO Statistician

Inform ISSDA/CSO you have finished & delete the data

- Access to both AMF and RMF is project specific and time limited.

- Inform ISSDA when finished with AMF.

- RMF access will be directly controlled by CSO who have an ethical obligation to monitor statistical outputs before releasing them for use.

- No copies of the data should be retained by the researcher

Ownership and use of the data

- RMF data users must attend Officer of Statistics training and abide by the conditions of the RMF Standard Agreement

- Users are reminded that the data are owned by the State and accessed under licence from the Central Statistics Office

- The data were collected under the Statistics Act 1993. This is a very important Act and clearly sets out the terms and conditions of use of the data recorded under it

- Data shall be used for statistical compilation and analysis only

- No data which can be related to an identifiable person shall be disseminated, shown or communicated to any person or body

Thank you

http://www.growingup.ie

Session C Practical use of GUI data

Familiarisation with GUI data structure

Using Statistical weights

Matching GUI files

Simple example of cross sectional and longitudinal analysis

Familiarise yourself with the data

- Growingup.ie/Questionnaires

- PDF by individual participant and wave

- Growingup.ie Technical documents for GUI Data users

- Summary guides

- Data dictionaries

- Data workshop information sheets and worksheets (available from GUI website)

Data dictionaries
Variable naming conventions

- Types of variables in file

- Outline naming conventions

- Data dictionary:

  – All vars in each wave

  – Establish which vars were asked across multiple waves

- Data workshop documents: How to match the files across waves – SPSS syntax and drop down menus

- Example of analysis – SPSS syntax

Variable characteristics

- Note – Not all questions from questionnaire are on the anonymised datafile

- Variable labels are shortened version of question wording from questionnaire

- Important to check value labels on the datafile, may not exactly match questionnaire answer categories if categories have been collapsed for anonymisation purposes

Variable Naming

- Convention A – questionnaire-based

- Convention B – topic-based harmonised cross-wave (W1 – W2 only)

- Files from CSO/ISSDA
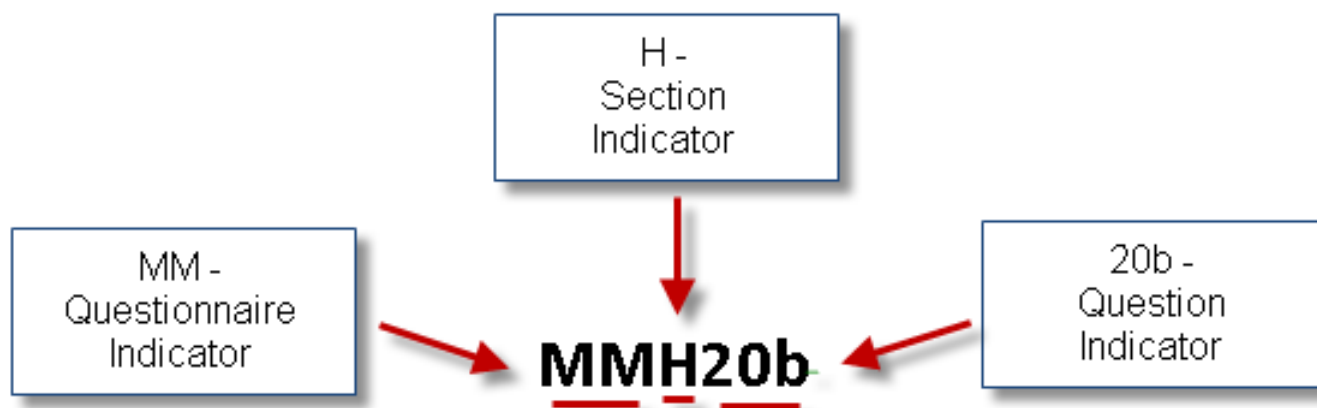   - Convention A "GUI…"
    - Convention B "xGUI…"

Variable Naming Convention A

- Based on :
  - Questionnaire
  - Section
  - Question number
- File sorted according to questionnaire:
  - PCG Main / Sensitive
  - SCG Main / Sensitive
  - *Child (if relevant)*
  - Scales
  - Derived Variables
 - *School (if relevant)*

Variable Naming Convention A

Note: will not be the same across waves

Longitudinal Data Dictionary

TopicCat	Varname	9yrname	9yrlabel	9yrRMF	9yrAMF	13yrname	13yrlabel	13yrRMF	13yrAMF
PH	sPH11f					sc2s25b	S25. SCG FAST Alcohol Screening Test - Item 2	yes	
PH	pPH11g					pc2s25c	S25. PCG FAST Alcohol Screening Test - Item 3	yes	
PH	sPH11g					sc2s25c	S25. SCG FAST Alcohol Screening Test - Item 3	yes	
PH	pPH11h					pc2s25d	S25. PCG FAST Alcohol Screening Test - Item 4	yes	
PH	sPH11h					sc2s25d	S25. SCG FAST Alcohol Screening Test - Item 4	yes	
PH	pPH11i					pc2s25e	S25. PCG FAST Alcohol Screening Test - Item 5	yes	
PH	sPH11i					sc2s25e	S25. SCG FAST Alcohol Screening Test - Item 5	yes	
PH	pPH12	MMF7	F7. Opinion of body image	yes	yes	pc2c8	C8. Opinion of body image	yes	yes
PH	sPH12	FC7	C7. Opinion of body image	yes	yes				
PH	pPH13	MMF8	F8. How often do you try to lose weight	yes	yes	pc2c9	C9. How often do you try to lose weight through dieting?	yes	yes
PH	sPH13	FC8	C8. How often do you try to lose weight	yes	yes				
PH	pPH14	MMF9	Primary Caregiver's self-reported height in cms	yes	yes				
PH	sPH14	FC9	Secondary Caregiver's self-reported height in cms	yes	yes				
PH	pPH15	MMF10	Primary Caregiver's self-reported weight in kgs	yes	yes				
PH	sPH15	FC10	Secondary Caregiver's self-reported weight in kgs	yes	yes				
PH	pPH16a	MS28	S28. Treated for depression	yes		pc2s30a	S30a. Have you been treated by a medical professional for clinical depression, anxiety,	yes	
PH	sPH16a	FS28	S28. Treated for depression	yes		sc2s30a	S30a. Have you been treated by a medical professional for clinical depression, anxiety,	yes	

73

File   Edit   View   Data   Transform   Analyze   Graphs   Utilities   Extensions   Window   Help
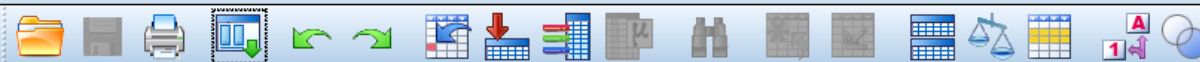
Data View – Convention A

	ID	Wgt_9yr	Gross_9yr	Partner	Int_type	MMA2	MMA3	MMA4	mma5ap1	MMagep1	mma5rm
1	1000	.30	1.97	0	2	2	1	2	2	32.00	
2	2000	1.85	12.23	0	2	2	1	2	2	45.00	
3	3000	1.08	7.10	0	2	2	1	2	2	29.00	
4	4000	.86	5.67	0	2	2	1	2	2	48.00	
5	5000	.89	5.86	0	2	2	1	2	2	33.00	
6	6000	.32	2.11	0	2	2	1	2	2	37.00	
7	7000	1.71	11.30	0	2	2	1	2	2	35.00	
8	8000	.56	3.71	0	2	2	1	2	2	50.00	
9	9000	.69	4.53	0	2	2	1	2	2	34.00	
10	10000	.81	5.34	0	2	2	1	2	2	35.00	
11	11000	.96	6.33	0	2	2	1	2	2	34.00	
12	12000	.69	4.56	0	2	2	1	2	2	36.00	
13	13000	1.94	12.79	0	2	2	1	2	2	30.00	
14	14000	2.40	15.79	0	2	2	1	2	2	48.00	
15	15000	1.93	12.71	0	2	2	1	2	2	28.00	
16	16000	.60	3.98	0	2	2	1	2	2	36.00	
17	17000	.59	3.90	0	2	2	1	2	2	32.00	
18	18000	.63	4.16	0	2	2	1	2	2	34.00	
19	19000	1.79	11.78	0	2	2	1	2	2	41.00	
20	20000	1.95	12.84	0	2	2	1	2	2	29.00	
21	21000	.50	3.28	0	2	2	1	2	2	31.00	
22	22000	1.78	11.75	0	2	2	1	2	2	44.00	
23	23000	1.87	12.35	0	2	2	1	2	2	33.00	
24	24000	.70	4.60	0	2	2	1	2	2	37.00	
25	25000	.48	3.14	0	2	2	1	2	2	33.00	
26	26000	.84	5.56	0	2	2	1	2	2	31.00	
27	27000	3.41	22.46	0	2	1	1	2	1	40.00	
28	28000	.51	3.34	0	2	2	1	2	2	43.00	

File   Edit   View   Data   Transform   Analyze   Graphs   Utilities   Extensions   Window   Help

Variable View – Convention A

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role
1	ID	Numeric	8	0	Household ID	None	None	10	Right	Scale	Input
2	Wgt_9yr	Numeric	8	2		None	None	10	Right	Scale	Input
3	Gross_9yr	Numeric	8	2		None	None	11	Right	Scale	Input
4	Partner	Numeric	8	0	Partner in hou...	{0, No partner}...	None	10	Right	Scale	Input
5	Int_type	Numeric	8	0	Household inte...	{1, Both caregivers i...	None	10	Right	Scale	Input
6	MMA2	Numeric	1	0	A2. Record ge...	{1, male}...	8, 9	6	Right	Nominal	Input
7	MMA3	Numeric	2	0	A3.Resps relat...	{1, biological parent}...	98, 99	6	Right	Nominal	Input
8	MMA4	Numeric	2	0	A4.How many ...	{1, one}...	98, 99	6	Right	Nominal	Input
9	mma5ap1	Numeric	1	0	Gender P1	{1, male}...	8, 9	9	Right	Nominal	Input
10	MMagep1	Numeric	8	2	Age Person 1 ...	{26.00, 26 years or l...	None	10	Right	Scale	Input
11	mma5rmp1	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	9	Right	Nominal	Input
12	mma5rcp1	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
13	mma5pesp1	Numeric	1	0	PES P1	{1, Pre-school}...	8, 9	5	Right	Nominal	Input
14	mma5ap2	Numeric	1	0	Gender P2	{1, male}...	8, 9	9	Right	Nominal	Input
15	MMagep2	Numeric	8	2	Age Person 2 ...	None	None	10	Right	Scale	Input
16	mma5rmp2	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
17	mma5rcp2	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
18	mma5pesp2	Numeric	1	0	PES P2	{1, Pre-school}...	8, 9	6	Right	Nominal	Input
19	mma5ap3	Numeric	1	0	Gender P3	{1, male}...	8, 9	9	Right	Nominal	Input
20	MMagep3	Numeric	8	2	Age Person 3 ...	{50.00, 50 years and...	None	10	Right	Scale	Input
21	mma5rmp3	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
22	mma5rcp3	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
23	mma5pesp3	Numeric	1	0	PES P3	{1, Pre-school}...	8, 9	6	Right	Nominal	Input
24	mma5ap4	Numeric	1	0	Gender P4	{1, male}...	8, 9	9	Right	Nominal	Input
25	MMagep4	Numeric	8	2	Age Person 4 ...	{25.00, 25 to 29}...	None	10	Right	Scale	Input
26	mma5rmp4	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
27	mma5rcp4	Numeric	2	0	Relationship St...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input
28	mma5pesp4	Numeric	1	0	PES P4	{1, Pre-school}...	8, 9	6	Right	Nominal	Input
29	mma5ap5	Numeric	1	0	Gender P5	{1, male}...	8, 9	9	Right	Nominal	Input
30	MMagep5	Numeric	8	2	Age Person 5 ...	{25.00, 25 to 29}...	None	10	Right	Scale	Input
31	mma5rmp5	Numeric	2	0	Relationship m...	{1, Husband/wife}...	98, 99	10	Right	Nominal	Input

75

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

Variable View – Convention B

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align
1	zid01	Numeric	8	0	Household ID	None	None	10	Right
2	azid06	Numeric	8	0	Partner in household	{0, No partner}...	None	10	Right
3	azid07	Numeric	8	0	Household interview participation	{1, Both caregivers in househol...	None	10	Right
4	azid08	Numeric	8	0	Primary Caregiver Q Completed	{0, Not completed}...	None	10	Right
5	azid09	Numeric	8	0	Primary Caregiver Sensitive Q Co...	{0, Not completed}...	None	10	Right
6	azid10	Numeric	8	0	Secondary Caregiver Q Completed	{0, No resident partner}...	None	10	Right
7	azid11	Numeric	8	0	Secondary Caregiver Sensitive Q ...	{0, No resident partner}...	None	10	Right
8	azid12	Numeric	8	0	Child Completed Main Child Quest...	{0, Not completed}...	None	10	Right
9	azid13	Numeric	8	0	Child Completed Main Child Q	{0, Not completed}...	None	10	Right
10	azid14	Numeric	8	0	Child Completed Q on Main Carer	{0, Not completed}...	None	10	Right
11	azid15	Numeric	8	0	Child Completed Q on Secondary ...	{0, Not completed}...	None	10	Right
12	azid16	Numeric	8	0	Child Completed Q on Main Carer...	{0, Not completed}...	None	10	Right
13	azid17	Numeric	8	0	Child completed Piers Harris	{0, Not completed}...	None	13	Right
14	azid18	Numeric	8	2	Teacher on child questionnaire co...	{.00, Not completed}...	None	10	Right
15	azid19	Numeric	8	2	Teacher on self questionnaire co...	{.00, Not completed}...	None	10	Right
16	azid20	Numeric	8	2	Principal questionnaire completed	{.00, Not completed}...	None	10	Right
17	azid21	Numeric	8	2	Drumcondra tests completed	{.00, Not completed}...	None	10	Right
18	adwg01	Numeric	8	2		None	None	10	Right
19	adwg02	Numeric	8	2		None	None	11	Right
20	aphc00	Numeric	2	0	A4.How many people in household	{1, one}...	98, 99	6	Right
21	aphc00c	Numeric	1	0	A2. Record gender of Parent 1	{1, male}...	8, 9	6	Right
22	ashc00c	Numeric	1	0	Gender of Resp	{1, male}...	8, 9	10	Right
23	aphc00d	Numeric	2	0	A3.Resps relationship Study Child	{1, biological parent}...	98, 99	6	Right
24	ashc00d	Numeric	2	0	Resp	{1, biological parent}...	98, 99	5	Right
25	aphc01a	Numeric	1	0	Gender P1	{1, male}...	8, 9	9	Right
26	aphc01b	Numeric	8	2	Age Person 1 on Line Register (M...	{26.00, 26 years or less}...	None	10	Right
27	aphc01c	Numeric	2	0	Relationship mother P1	{1, Husband/wife}...	98, 99	9	Right
28	aphc01d	Numeric	2	0	Relationship Study Child P1	{1, Husband/wife}...	98, 99	10	Right
29	aphc01e	Numeric	1	0	PES P1	{1, Pre-school}...	8, 9	5	Right
30	aphc02a	Numeric	1	0	Gender P2	{1, male}...	8, 9	9	Right
31	aphc02b	Numeric	8	2	Age Person 2 on Line Register (St...	None	None	10	Right

76

Thank you

http://www.growingup.ie