



Appendices to the Report on Pre-Pilot, Pilot and Dress Rehearsal Exercises for Wave 2 of the Infant Cohort (at 3 Years)

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- Letter to Non-resident Parent
- Letter to Home-based Carer
- Letter to Centre-based Carer
- ASQ reminder letter

Appendix A1: Initial Contact Documents

- Initial Contact Letter to Respondents
- Initial Information Sheet
- **■**Consent Form
- Combined Consent Form



Date: Our ref :

Dear,

We are writing to you about the second round of interviews for the *Growing Up in Ireland* study. As you may remember, *Growing Up in Ireland* is the first and most important study of children ever to take place in this country.

Almost two years have now passed since you and your family were interviewed as part of the pilot phase of *Growing Up in Ireland*. At that time we explained that we would like to make a return visit to your home for a follow-up interview to see how your child has changed and grown since our first visit. The second round of interviews is now about to take place and we would like to invite you to participate.

As you may remember *Growing Up in Ireland* is the first and most important of its kind ever to take place in this country. As well as improving our understanding of children and their development it will help us to understand the main issues facing families in Ireland today. It will also help in providing advice to the Government on key decisions about future policies and services which will benefit all children and their families in Ireland for many years to come.

The study is being funded by the Department of Health & Children, through the Office of the Minister for Children and Youth Affairs, in association with the Department of Social & Family Affairs and the Central Statistics Office. The study is being carried out by a group of independent researchers from the Economic & Social Research Institute (ESRI) and Trinity College, Dublin.

As with your first interview taking part in *Growing Up in Ireland* is entirely voluntary. All the information collected in the course of the study is treated in the strictest confidence. Your confidentiality is protected by law. No government department will have access to the information collected.

In the coming days a member of our fieldwork team will call to your home to talk to you about the study, explain what your participation involves and to answer any questions you may have. The enclosed information leaflet provides more details on the study.

If you have any queries about the study or your involvement in it, please do not hesitate to contact our Communications Officer (Ms Jillian Heffernan) on 01-896 3378 or any of the *Growing Up in Ireland* team at 01-8632000.

Thanking you in anticipation,

Yours sincerely,

James Williams

(Research Professor, ESRI and

Principal Investigator, *Growing Up in Ireland* study).

Sheila Greene

(Director, Children's Research Centre, TCD Co-director, *Growing Up in Ireland* study)

















INFORMATION FOR PARENTS / GUARDIANS

Almost two years have now passed since you and your family kindly agreed to be part of the *Growing Up in Ireland* Pilot Study. As you know, *Growing Up in Ireland* is a unique study following the progress of the same group of children over time to help improve our understanding of all aspects of children and their development.

Your child was one of 200 children and their families who took part in the Pilot phase of the study. We would like to re-interview you to find out how your child has grown and changed since our last visit.

A reminder about what Growing Up in Ireland is all about...

Growing Up in Ireland is a national, Government funded study of children and is the first and most important of its kind ever to take place in this country.

The purpose of the study is to improve our understanding of all aspects of children and their development. It will:

- tell us how children develop over time.
- help us to find out what factors affect a child's development.
- look at what makes for a healthy and happy childhood and what might lead to a less happy one.
- help us to discover what it means to be a parent in Ireland today.

This information will help the Government to make decisions on what future policies and services will be most beneficial for children and their families in Ireland.

What has been happening since our last visit?

When we last visited your home we were preparing to carry out the main study. A total of 11,000 families of 9-month-old infants were invited to take part in this and have now been interviewed. A further 8,500 9-year-old children and their parents have also been interviewed for another part of the study.

We are now working on analysing all the information we collected from those families and the first report from the study on the 9-year-old children was published in December 2009. The first report on the 9-month-old children will follow next year.

Why should my family take part in the follow-up interview?

Your participation in the Pilot Study is crucial in helping us to prepare for the main study; we could not do this work without your help.

GROWING UP IN IRELAND

The information collected during the first round of interviews in the main study is now being analysed and will be used in a series of reports which the Government can use to help make improvements and bring real benefits for children and families for many years to come.

The real value of this study will come in having more information on the same children as it will help us better understand the changes which happen in children's lives as they grow and, very importantly, why children grow and develop at different rates.

Who is running the study?

Growing Up in Ireland is a Government study. The Department of Health & Children is funding it through the Office of the Minister for Children and Youth Affairs in association with the Department of Social & Family Affairs and the Central Statistics Office.

The Office of the Minister for Children and Youth Affairs 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.

What happens if I take part in the follow-up interview?

Taking part in the follow up interview is very simple and is very similar to your first interview.

Step One: An interviewer will contact you to make arrangements to come back and interview you and your spouse/partner (where relevant).

Step Two: When the interviewer calls to your home, you and your partner (if relevant) will each be asked to fill out a separate questionnaire with the interviewer. The visit to your home will last about two hours.

Step Three: Now that your child is a little older we would like to get him/her involved in the study. With your consent we would like to administer two short assessment tests to your child. This is a short task which involves showing your child some pictures and asking him/her to name the items in those pictures. The second involves the child matching shapes. Both of these tests are used very widely in research with children. Most children like doing them but there is no problem in stopping them at any point if your child doesn't like them. They will take about 20 minutes. Your child will need to be awake and alert for this part of the visit. The results of these tests will be kept strictly confidential and are only for the purposes of the study. Individual results will not be seen by you or your family or anyone outside the Study Team.

Step Four: If there is another parent living outside the home or someone else, such as a childminder, who looks after the child on a regular basis, we would, with your permission, like to send them a questionnaire in the post.

If you decide not to take part in the study it will in no way adversely affect any future health or social care which you or your family will receive from the State.

GROWING UP IN IRELAND

Confidentiality

As with the previous interview, all the information given to the *Growing Up in Ireland* interviewer is treated in the strictest confidence. It will be used exclusively for research purposes. The information given by your partner, childminder, and so on will not be seen by anyone – not even you will have access to it. Similarly, other participants such as your partner will not see the information you give to us.

Under no circumstances could anyone in Government or any government agency or department be able to identify information given by you. The Study is being carried out under the Statistics Act (1993). This is the same legislation as is used to carry out the Census of Population and ensures complete confidentiality of all information collected.

We will use an ID number on your questionnaire and this will help to ensure that your information is kept anonymous.

The information you provide will have your name, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.

What kind of questions will my family be asked?

Similar to our last interview, you and your partner (if relevant) will be asked questions about:

- your child's health and temperament
- his/her daily routines
- your own health
- your family life and experiences as a parent

All the questions are very straightforward though some are quite detailed and some will address relatively sensitive issues like your family's income, your relationship with your partner (if relevant) and so on. The study interviewer will be able to help out if you have any concerns or questions about the actual survey questionnaire itself.

Following up in a few years time:

At this point in time it is undecided if there will be a further round of follow-up interviews. However it is possible that we may wish to return to your household again when your child is five-years-old.

In the meantime we will keep you up to date on the progress of the study results and the possibility of a further interview through our newsletter *GUI News*.

Who are the Interviewers?

The interviewer who will call to your home is from the Economic & Social Research Institute (ESRI). They are Officers of Statistics appointed by the Central Statistics Office and are similar to those who carry out research on behalf of the Central Statistics Office, including the Census. Each interviewer carries a photo ID card.

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Each interviewer has been specially trained for the study and has vetted by An Garda Siochána.

The interviewer is not allowed to be alone with your child at any time during his/her visit to your home.

If you are unhappy with the way in which the survey has been conducted or with the interviewer or would like to confirm his/her identity, please contact the *Growing Up* in *Ireland* team at 01-8632000.

What are my rights if I take part?

- You and your family may choose to withdraw from the study at any time, even after the interviewer has called to your home. At that stage, if requested, we would delete all information previously collected about you.
- If there are any questions on the questionnaire you do not wish to answer you do not have to do so.

What do I do next?

An interviewer will call to your home to discuss the study with you, and you can tell him or her whether or not you would like to take part.

Your participation counts.

Just as before, taking part in *Growing Up in Ireland* is voluntary. Your participation will play a major role in the success of the study.

It is only by carrying out studies such as these that we can understand the role of all caring adults in the life of a child and find out how we can improve the future for all children and families in Ireland.

We hope that you can support us in our work and we would like to thank you, in anticipation, for your help.

Where can I find out more information?

Phone: Freephone 1800 200 434 or contact our Communications Officer, Jillian Heffernan, on 01 896 3378 or call 01 8632000 and ask for the *Growing Up in Ireland* team

Visit our website: www.growingup.ie

Email: Email us at growingup@esri.ie

Post:

Growing Up in Ireland, Economic & Social Research Institute, Whitaker Square, Sir John Rogerson's Quay, Dublin 2









PARENT'S /GUARDIAN'S CONSENT FORM

Name of Child:	Child's Date of Birth:
(BLOCK CAPITALS PLEASE)	

- I have read and understand the information sheet provided. I understand that I can ask any questions I may have at any time before or during the study.
- I consent to my child, and myself, being included in research being conducted for the *Growing Up* in Ireland study.
- I understand that the main aim of the project is to build a bank of information about the lives of children in Ireland today and into the future.
- I understand that a range of information will be collected, including information from my child's other parent and my spouse or partner (where different), and his or her childminder (if relevant).
- I understand that the information provided by me and my family will have our names, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.
- I understand that although I will have access to the information given by me on the questionnaire which I complete, I will not have access to the information given by my spouse/partner (if relevant), my child's other parent (where different) or childminder (if relevant).
- I understand that the results of the child's short assessment test are strictly confidential and I and my family will not have access to them. They will be used only for the purposes of the Study.
- I understand that, because this study looks at children's development over time, I may be asked to participate in a follow-up study when my child is 5 years of age.
- I understand that I may withdraw my participation, and that of my child, at any time, including after

the information has been collected.
Name of Parent/Guardian:
(BLOCK CAPITALS PLEASE) Address of Parent/Guardian:
(BLOCK CAPITALS PLEASE)
Signature of Parent / Guardian: Date:
Contact telephone:
If relevant: Name of parent/guardian not resident in your household: (BLOCK CAPITALS PLEASE)
Address of parent/guardian not resident in your household:
(BLOCK CAPITALS PLEASE)
Signature of parent/guardian not resident in your household:
Date: Contact telephone:
GROUP: HHOLD:







FOLLOW UP / TRACING INFORMATION

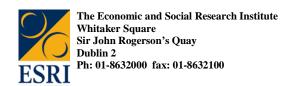
R1 Thank you very much for your participation in the *Growing Up in Ireland* survey.

We will be sending you updates on our progress from time to time. Could you give me the name and address (or 'phone number) of two relatives, friends, neighbours or any other persons or organisations who may be able to help us in contacting you, should you move over the next few years.

[Int: Record details on two contacts below].

	ntact 1	Contact 2
	ame:ddress :	
- Pi	none: ()	Phone: ()
R	elationship to respondent:	Relationship to respondent:
		Qualitative Study
R2	for inclusion in what we describe as a continuous though in a slightly less structured was the households for this qualitative sa include your family among those to be	· · · · · · · · · · · · · · · · · · ·
		Nested Study
R3	various topics. There are no plans for studies' arose we would write to relevant	reland project there may be related studies from time to time on any such studies at this time. If one of these so-called 'nested ant households and ask whether or not we could approach them were to include your family among those to be considered for s, should they arise?
	OK to include family in nested study Do not include family in nested study	_
Sign	ature of Parent / Guardian:	

Appendix A2: Primary Caregiver Main Questionnaire







NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) 3-YEAR QUESTIONNAIRE

STRICTLY CONFIDENTIAL

PRIMARY CAREGIVE	ER QUESTIONNAIRE							
GROUP HHOLD	RESPONDENT							
INTERVIEWER NAME	INTERVIEWER NO:							
Time Section Started (24 hor	our clock) DATE:ddmmyy							
parents/guardians and child will take about 120 appropriate for you in the field]. All the information strictest confidence and will not be released in any	dians of <child>. The whole interview with the minutes to complete [INTERVIEWER: Adjust as on you and your family provide will be treated in the way which would allow the information you provide er, we are told something which might suggest that a ave to act on it.</child>							
Children and Youth Affairs (OMCYA), in association and the Central Statistics Office. The Department Steering Group which oversees the Study. A group which oversees the Study.	ion with the Department of Social and Family Affairs nt of Education and Science is represented on the pup of researchers led by the Economic and Social arch Centre at Trinity College Dublin is carrying out							
Section A – Household Composition								
A1a. [INTERVIEWER: Is <pri>resident in the household?</pri>								
Yes No	\longrightarrow Go to A7a							
A1b. Do you have a spouse/partner who lives here with	you in the household?							
Yes No	2							
	u told us that [number of people resident at time 1] lived to check the information we collected the last time we							

A2. ***The name, sex, date of birth, and relationship of each person to the <pri>primary respondent at wave 1> and <child> will be checked and edited where necessary and their residency in the household at wave 2 confirmed.***

No.	1									(E) Sh	ow Car	d A2F		
	First name	Sex	Date of Birth	If DOB not availa ble	Still resident?		hip of ead to mother ar	d	cation	ining	yed	Ţ.	ties	
		M F			Y N	R'SHII TO: CARD	TO:	ot yet	School/Education	At work/Training	Unemployed	Retired	Home Duties	Other
						A2E1 Mother	A2E2 Study							
1						////	Child			□₃	□₄	□₅	□ ₆	□
2							////			□₃	□ 4	□₅	□s	□
3									□	□₃	□ ₄	□₅	□ ₆	□
4		□□							□	□₃	□₄	□₅		→
5									□	□₃		□	□ ₆	□
6									□	□₃	□₄	□₅	□ ₆	□
7									□	□₃	□₁	□₅	□a	□
8									□	□₃	□₄	□		→
elevant)).													
BLAIS IME 2:	: ASK Q	UESTION	ANY PERSO S AS1 – AS3	ON THE	E SENSI	TIVE QUE	STIONNA	IRE]				HOUSI	EHOLI	D AT
BLAIS IME 2:	: ASK Q	e else join		ON THE	E SENSI	ast spoke	e and is co	IRE] Irrently				HOUSI	EHOLI	D AT
BLAIS IME 2:	es	e else join	S AS1 – AS3 ned the hous	ehold si No Relation: member	nce we	ast spoke	e and is co	IRE] Irrently			ou?	HOUSI		D AT
BLAIS IME 2:	es	e else join	s AS1 – AS3 ned the hous	ehold si	nce we	ast spoke	e and is co	urrently			ou?			Home Duties
BLAIS TIME 2: A3. Has Y First Name	s anyone es	Date of Birth	s AS1 – AS3 ned the hous	ehold si No Relation: member and child Mother (Card	ship of each to mother	ast spoke	e and is contained to the contained they with you	urrently A5 Resident	living	School/Education	Show	Card A pekoldmen()	2F Sefficed	Home Duties
BLAIS IME 2: A3. Has Y First Name	s anyone es	Date of Birth	s AS1 – AS3 ned the hous	ehold si No Relation: member and child Mother (Card	ship of each to mother	ast spoke	e and is contained to the contained they with you	urrently A5 Resident	living	with y School/Education	Show Show	Card A	2F Sefired	Home Duties
BLAIS IME 2: A3. Has Y First Name	es	Date of Birth	s AS1 – AS3 ned the hous	ehold si No Relation: member and child Mother (Card	ship of each to mother	ast spoke	e and is contained to the contained they with you	urrently A5 Resident	living	with y School/Education	Show	Card A	2F Setired	Home Duties

[INT: RECORD DETAILS OF NEW PERSONS ON HOUSEHOLD GRID AT A3 ABOVE INCLUDING WHEN THEY STARTED LIVING WITH RESPONDENT]

[INTERVIEWER: IF THE RESPONDENT INDICATES THAT A RESIDENT MEMBER OF THE HOUSEHOLD WAS ACCIDENTALLY OMITTED FROM THE HOUSEHOLD GRID AT TIME 1 - ADD THEM TO THE NEW GRID BELOW]

A4. So that's a total of people who live here in the household at present. Is that correct?
Yes ☐ ₁ No
Go to A5
[ASK ONLY IF <wave 1="" carer="" primary=""> IS STILL RESIDENT IN THE HOUSEHOLD AT TIME 2. A5. When we last spoke in [MM/YY], we interviewed you as the primary caregiver of <child>. We would like you to complete the primary carer questionnaire with us on this occasion as well. Can I just check, are you still the primary caregiver of <child>?</child></child></wave>
Yes
A6a. Why is that?
IF PRIMARY CAREGIVER FROM TIME 1 HAS A RESIDENT SPOUSE PARTNER [IDENTIFIED AT A2 ABOVE] THEN: A6b. You mentioned that <spouse partner=""> [identified at A2 above] lives here with you as part of the household. This means that we should interview him/her as the primary caregiver of <child> on this occasion. Is that correct?</child></spouse>
Yes
[INT: ARRANGE TO INTERVIEW RESIDENT SPOUSE/PARTNER AS THE PCG]
A6c. We would also like to interview you as the secondary caregiver of child on this occasion. Is that ok?
Yes
1 65
A6d. [Card A6d] Can you please tell me which of the following best describes your relationship to <child>? [Interviewer use codes only] Biological mother/ father</child>
Go to A9a
IF PRIMARY CAREGIVER AT TIME 1 IS NO LONGER RESIDENT IN THE HOUSEHOLD AT TIME 2 ASK A7a – A9. A7a. Are you the legal parent / guardian of <baby> who usually provides the most care to him/her? Yes</baby>
A7b. Can you please tell me which of the following best describes your relationship to <child>? [Interviewer use codes only]</child>
Biological mother/ father

										(E) Sh	ow Card	d A2F		
No.	First name/Initial	Sex	Date of Birth	If DOB not availa ble	Was thi Persor Resider at Wav	member to child.		school	ıcation				ıties	
		M F			YN	TO: CARD A2E1	R'SHIP TO: CARD A2E2	Not yet at school	School/Education	At work/Training	Unemployed	Retired	Home Duties	Other
1						Mother ////	Study Child		□	□		□		□
· 2					□		////		□	□	□₄	□		□
3									□		□₁			□
4									□	□₃	□₄	□ ₅	□ ₆	
5									□	□₃	□₄	□	□a	□
oine			(specify)	2	n horo i	n the househ	-140		L		or			
SC.	Since whe	n has this	s person bein	g nving	j nere i	in the nousen	101a ?	_ mont	n	ye	aı			
A8C.	Since whe	n has this	s person bein	9 114111	j nere i	Go to A9a	ioid ?	_ mont	.n	ye	aı			
A9a. nalf		study chil	d have any bi			Go to A9a						e inclu	ude fu	II,
A9a. nalf Yes	Does the sor step bro	study chil thers or s	d have any bi	other(s	s) or sis	Go to A9a ster(s) who li	ve outside	e the h	ouseh	nold?		e inclu	ude fu	II,
A9a. nalf Yes A9b. hou	Does the sor step bro	study child thers or s No r full/half/	d have any bi sisters? □ ₂	other(s	s) or sis	Go to A9a ster(s) who live	ve outside	e the h	ouseh	nold?	Pleas	e inclu	ude fu	II,
\9a. nalf Yes \9b. hou	Does the sor step bro How many sehold? For each f 1) their 2) their	No full/half/ ull/half/st gender Date of B	d have any bi sisters? □₂ step brother(s	s)/siste	s) or sis	Go to A9a ster(s) who live	ve outside	e the h	ouseh	nold?	Pleas	e inclu	ude fu	 III,
\9a. nalf Yes \9b. hou	Does the sor step bro How many sehold? For each f 1) their 2) their 3) their	No full/half/ ull/half/st gender Date of B	d have any bisisters? step brother(simple) irth (DOB)	other(s	er(s) do	Go to A9a ster(s) who live	ve outside	e the h	ouseh	nold?	Pleas	e inclu	ude fu	II,

3.	Male □₁	Female	Date of Birth / /	Relationship to	o <child> CARD A5D2</child>	
			G 4		1.4	
			<u>Section</u>	B - Child's Ha	ibits and F	<u>loutines</u>
l'd lik	e to be	gin by askir	ng you a few things	about <child>'s</child>	development	t .
B1. F	iewer: By	was <child< td=""><td></td><td>walked on his/her o</td><td></td><td>os unsupported? ding onto someone else or something else for</td></child<>		walked on his/her o		os unsupported? ding onto someone else or something else for
l'd no	w like t	o ask you a	a few questions abo	out <child's> hab</child's>	its and routir	nes.
	A – Wav oes <ch< td=""><td></td><td>bed at a regular tin</td><td>ne?</td><td></td><td></td></ch<>		bed at a regular tin	ne?		
	/S		ally Som			
B3a.	In gene	ral, what tir	ne in the evening d	oes <child> usua</child>	ılly go to slee	ep? (24 hour clock)
B3b.	On a no	rmal day, v	what time does <ch< td=""><td>ild> get up at in t</td><td>he morning?</td><td> (24 hour clock)</td></ch<>	ild> get up at in t	he morning?	(24 hour clock)
B4. O	n an av	erage day l	how many hours w	ould the child <sl< td=""><td>leep> during</td><td>the day hours</td></sl<>	leep> during	the day hours
	A – Wav łow mu		d's> sleeping patte	rn or habits a pro	blem for vou	?
A larg	e		A moderate problem	A small problem	No	problem at all
(O) III	1		2			14
	A – Wav oes <ch< td=""><td></td><td>any of these proble</td><td>ms on 4 or more</td><td>nights a wee</td><td>k, that is, more than half of the time?</td></ch<>		any of these proble	ms on 4 or more	nights a wee	k, that is, more than half of the time?
(a) Di (b) No (c) W	fficulty g ot happy	to sleep ald	/] sleep one ht/restless sleep			
(e) SI (f) Cry (g) W	eepwalk ying at n on't stay	ingight	se specify)			5
(e) SId (f) Cry (g) W (h) Ot	eepwalk ying at n on't stay ther prob 9 mont	ingight	se specify)			5

(GUIA 9 month – Wave 1)

B7b. Approximately how or you spend some part					t some	part of the night	in your bed
B8. Does <child> wear n</child>	Always	Some	times	Never			
(a) during the day (b) at night			2	□3 □3			
(ALSPAC C4 – Child Que B9. I just wanted to ask			where <child< td=""><td>l> is with his</td><td>/her pot</td><td>ty/toilet training.</td><td>ls <child>:</child></td></child<>	l> is with his	/her pot	ty/toilet training.	ls <child>:</child>
INT - READ OUT: 'Dry' m INT - READ OUT: 'Clean' INT: IF CHILD WEARS N	means pooing	g on potty or toi	let only.	ADK (SOME	TIMES E	OD THIS ITEM!	
INT. IF CHILD WEARS IN	APPIES/TRAII					OK THIS ITEM	
(a) dry during the day		Always			Never		
(b) dry during the night							
(c) clean during the day							
(d) clean during the night.							
(ALSPAC E28 (a) (b) - C B10. How often does he/				finger(s)?			
N	Most of the tin	ne Someti	mes	Never			
(a) Soother							
(b) Thumb/finger(s)	🔲 1] ₂	3			
(ALSPAC E28(c) – Child c) Apart from his/her fine such as a blanket or cuc	ger, thumb or		es he/she hav	ve a special o	object tl	nat he/she uses f	or comfort
Yes	1	No	2				
B11. What does <child></child>	usually drink	from during t	he daytime	READ OUT			
A bottleA beaker [lid and spout] A cup	2						
		Child's phy		alth and o	develo	<u>ppment</u>	
Now I'd like to ask you a	few question	s about <child< td=""><td>l's> health</td><td></td><td></td><td></td><td></td></child<>	l's> health				
(GUII 9 month – Wave 1) C1. In general, how wou		be <child's> c</child's>	urrent health	1?			
Very healthy, no problems Healthy, but a few minor p Sometimes quite ill Almost always unwell	oroblems	2 3					
MbHlsi01 (GUS – Wave 2 C2. Does <child> have a has troubled him/her over</child>	any longstand						thing that
Yes	1	No		→ Go to C7			
C3. [Card C3] What is th [INT – code for up to 3							

b. Bronchitis/Wheezy breathlessness
c. Cystic Fibrosis
d. Heart abnormalities
e. Eczema or any kind of skin allergy
f. Any kind of respiratory allergy (including hayfever)
g. Any kind of food or digestive allergy
h. Problem with non-food allergies, such as to dust, animals or medicine
i. Bone, joint or muscle problems
j. A problem using his/her arms or legs
k. A problem using his/her hands or fingers
I. Hyperactivity/Problems with attention
m. Severe behavioural problems
n. Diabetes
o. Kidney disease
·
p. Migrainous headaches
q. Epilepsy or seizures
r. Down syndrome
s. Spina bifida/hydrocephalis
t. Cerebral palsy
u. Autism Spectrum Disorder
v. Other (please specify)
C5. Since when has <child> had this illness, condition or disability?monthyear C6. Do any of these illnesses hamper <child> in his/her daily activities?</child></child>
Yes, severely ☐ ₁ Yes, to some extent ☐ ₂ No ☐ ₃
ASK ONLY OF THOSE WHO INDICATED THEIR CHILD SUFFERS FROM ASTHMA OR BRONCHITIS AT CABOVE. Questions C3z1 to C3z_3 - ALSPAC – 81 month parent questionnaire C3z_1. In the past year has <child> had any periods when there was wheezing with whistling on his/her when he/she breathed?</child>
ABOVE. Questions C3z1 to C3z_3 - ALSPAC – 81 month parent questionnaire C3z_1. In the past year has <child> had any periods when there was wheezing with whistling on his/her when he/she breathed? Yes</child>
ABOVE. Questions C3z1 to C3z_3 - ALSPAC – 81 month parent questionnaire C3z_1. In the past year has <child> had any periods when there was wheezing with whistling on his/her when he/she breathed?</child>
ABOVE. Questions C3z1 to C3z_3 - ALSPAC – 81 month parent questionnaire C3z_1. In the past year has <child> had any periods when there was wheezing with whistling on his/her when he/she breathed? Yes</child>
Questions C3z1 to C3z_3 - ALSPAC - 81 month parent questionnaire C3z_1. In the past year has <child> had any periods when there was wheezing with whistling on his/her when he/she breathed? Yes</child>

(New Question)

7. Has <child> had the Measles/Mu</child>	ımps/Rubella (MMI	R) vaccination?		
Yes 1	No	2		
3. In the past 12 months, how man	v timos bava vou s	soon or talked on th	no tolonhono with any of	the following
oout <child's> physical health?</child's>		seen, or talked on the	ie telephone with any or	ine following
NONE THEN ENTER 0 – DO NOT	LEAVE BLANK			
general practitioner (GP)	······ -	N		
paediatricianpublic health nurse				
practice nurse (i.e. a nurse in a G.P'	s surgery/clinic)	N		
psychiatrist/psychologist		N		
ccident and Emergency				
utpatient clinicnother consultant/hospital doctor				
social worker				
nother healthcare professional				
9a. Has <child> received a course</child>	of antibiotics in th	e past 12 months?		
		•		
Yes1				
9b. In total how many courses of a	ntibiotics has <ch< td=""><td>ild> received in the</td><td>past 12 months?</td><td>N</td></ch<>	ild> received in the	past 12 months?	N
10. Since the time of the last inter-	viour approximatel	y how many nighta	has sobilds apont in has	nital?
Since the time of the last intervights	new, approximatei	y now many nights	nas <ciniu> spent in nos</ciniu>	pitai?
NT: NOT HOSPITAL OUTPATIENT (OR EMERGENCY D	DEPARTMENT VISIT	S – IF NONE THEN CODE	E AS '0']
GUII 9 year – Wave 1) 11. Most children have accidents a	at some time. Has a	child> avar had an	accident or injury that re	auired besnit
eatment or admission?	it some time. Has	Ciliu> ever liau ali	accident of injury that re	equired nospii
Yes		No		
			anital traatment or admis	oion?
12. How many separate accidents accidents	nas <cniia> ever n</cniia>	ad that required no	spital treatment or admis	ision?
13. How many of these accidents i	nyolyad bona fraci	tures or breaks?		
13. How many or these accidents i	TIVOIVEG DONE HAC	ules of bleaks! _		
GUII 9 year – Wave 1)				
14. Does <child> currently have, o</child>	r at any time in the	past had, any sort	of sight problem requiring	g correction?
Yes, currently	$]_1$ Yes, in the part $]_1$	ast	No3	
GUII 9 year – Wave 1)				
15. Does <child> currently have, o orrection?</child>	r at any time in the	past had, any sort	of hearing problem requi	iring
Yes, currently	$]_1$ Yes, in the part	ast	No 3	
GUII 9 year – Wave 1)				
16. Was there any time in the last of a health problem but he/she did		n your opinion, <ch< td=""><td>ild> needed medical care</td><td></td></ch<>	ild> needed medical care	
es No				or treatment
17. Why did <child> not get the n</child>		otmant? Was this h		or treatment
NT: Yes or No to each]:		atment? was mis n	ecause	or treatment
		atment? was this b	ecause	or treatment
		unent? Was this b	ecause	or treatment
		aunent? Was this b	ecause	
		atment? Was this b	ecause	
		aunent? Was this b	ecause	or treatment
		aunent? Was this b	ecause	or treatment

(a) You couldn't afford to pay
yes a little or yes a lot? No
C19. In which areas does child have difficulties? What speech problems does the Study Child have? [TICK ALL THAT APPLY]
A. Reluctant to speak
(New Question) C20. Has <child> received any treatment for his/her speech or language problem?</child>
Yes
(New Question) C21. Why has <child> not received any treatment for his/her speech or language problem? [INT: Yes or No to each] Yes No (a) You couldn't afford to pay</child>
C22. Do you have any concerns about any aspects of <child's> behaviour or development?</child's>
Yes
C23. What concerns do you have?
(National Health and Nutrition Examination Survey) C24. How would you describe the condition of <child's> teeth? Would you say Excellent</child's>
Very good

MbHtee01 (GUS - Wave 2)

C25. Getting children to brush their teeth is a challenge faced by questions about <child's> teeth. How often is a toothbrush used</child's>				
More than twice a day □ ₁				
Twice a day				
Once a day				
Less often than once a day □₄				
Rarely				
Not at all Go to C27				
MbHtee04 adapted (GUS – Wave 2) C26. Which of these statements best describes how you organis	e c	leaning <	child's> tee	th?
You clean his/her teeth yourself		□₁		
You supervise him/her in cleaning his/her teeth		_		
<child> does it his/herself without supervision</child>		_		
Shared by adult and child				
C27. Has <child> been to visit the dentist because of a problem</child>	witl	h his/her	teeth?	
Yes No				
C28. Is the household on:				
Mains water supply		□1		
Group scheme		\square_2		
Private well		\square_3		
Don't know how my water is supplied		4		
[BLAISE CONDITION: ASK ONLY OF THOSE WHO WERE STILL C29. When we last interviewed you in, you told us that yo check, are you still breastfeeding <child>? [Include expressed many continuous con</child>	ou v	were still		
Yes				
C30. How old was <child> [in months] when he/she completely s</child>	top	oped bein	g breastfed?	?Months
[Int: Only Accept answer in Months]				
[BLAISE CONDITION: ASK ONLY OF THOSE WHO HAD NOT RE	CEI	IVED SOL	ID FOODS A	AT 9 MONTHS OF AGE].
C31. I'm now going to ask when <child> first had (other) differencereal. How old was <child> when he/she first had:</child></child>	t ty	pes of mi	ilk. Please in	clude any eaten with
Formula milk, such as Cow & Gate or SMA?MonthsNeve	er h	ıad ∏₁		
Cow's milk?MonthsNeve	er h	ıad ∐₁		
Any other type of milk, such as soya milk?MonthsNeve	er h	ıad ∐₁		
C32. How old was <child> [in months] when he/she first had soli</child>		ood regul	arly? N	Months
REGULARLY = MORE THAN TWICE A DAY FOR SEVERAL CONTINUOUS WEEKS SOLID FOOD = BABY CEREALS, PUREED FRUITS ETC. – NOT MILKS OR DRINKS				
(LSAC Sallis-Amherst Diet Inventory adapted) C33. [Card C33] In the last 24 hours has <child> had the followin at all?</child>	g f	oods and	drinks once	e, more than once, or not
		N	Nore than	Not
	Ond		Once	At All
A. Fresh fruit		1	□₂	
B. Cooked vegetables				
	. 🗌			3
C. Raw vegetables or salad		1		
D. Hamburger, hot dog, sausage or sausage roll, meat pie,		 1 1	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	3 3 3
D. Hamburger, hot dog, sausage or sausage roll, meat pie, E. Hot chips or French fries		 1 1		3 3 3 3
D. Hamburger, hot dog, sausage or sausage roll, meat pie,		 1 1		3 3 3 3

H. Sweets		🔲 2	3
I. Cheese/yoghurt/ fromage frais			3
J. Low fat Cheese/ low fat yoghurt			3
K. Water (tap water / still water/ sparkling water)			3
L. Soft drinks / minerals / cordial / squash (not diet)			3
M. Soft drinks / minerals / cordial / squash (diet)			. 🔲 3
N. Full cream milk or full cream milk products			3
O. Skimmed/Semi-skimmed milk or Skimmed/Semi skimmed		<u>—</u> -	
milk products			. □3
MbFsnk01 (GUS – Wave 2)	_	_	_
C34. Some children just have snacks all day while others	wait for meals. H	low would you des	cribe <child>?</child>
Would you say he/sheREAD OUT			
Snacks all day and has no real meals			
Snacks during the day but also has meals			
Doesn't snack much, just has meals			
Something else (please describe) \square_4			
(New Question)			
C35a. Is <child> on any type of special diet?</child>			
occur is coming on any type of special diet.			
No.			
Yes, vegetarian (no meat, fish or fowl)			
Yes, vegan (no meat, fish, fowl, or dairy products)			
Yes, pescetarian (no meat or fowl, but eats fish)			
Yes, coeliac (gluten free)	— ·		
Yes, dairy-free			
Yes, lactose intolerant			
res, lactose intelerant	— :		
Yes other (please specify)			
Yes, other (please specify)	8		
Yes, other (please specify)	8		
C35b. Why is <child> on this special diet?</child>			П.
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion		
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion		
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify)		
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify)		□5
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) – Wardle et al,) nd indicate the	answer which bes	t describes how you
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify) – Wardle et al,) nd indicate the apper that there are	answer which bes	t describes how you
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify) – Wardle et al,) nd indicate the apper that there are	answer which bes	t describes how you
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Indicate the approximation of the second do	answer which bes e no right or wro	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify) – Wardle et al,) Indicate the approximation of the series of the	answer which bese no right or wro	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify) – Wardle et al,) Indicate the approximation of the second do Never	answer which bese no right or wro	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify) – Wardle et al,) Indicate the approximation of the second do Never	answer which bese no right or wro	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify) - Wardle et al,) Indicate the approximation of the control	answer which bese no right or wrong Rarely Sometimes	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Indicate the approximation of the series of th	answer which bese no right or wrong Rarely Sometimes 2 3. 3. 2 3. 3. 2 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion Other (specify) - Wardle et al,) Indicate the approximation of the control	answer which bese no right or wrong Rarely Sometimes 2 3. 3. 2 3. 3. 2 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Indicate the approximation of the control	answer which bese no right or wrong the noright or wrong the second seco	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Indicate the approximation of the control	answer which bese no right or wrong the noright or wrong the second seco	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Indicate the approximation of the control	answer which bese no right or wrong the noright or wrong the second seco	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion	answer which bese no right or wrong to the second right or wrong to the second right or wrong to the second right of the second right right of the second right righ	t describes how young answers to these
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Ind indicate the area of do. Never	answer which bese no right or wrong the property of the proper	t describes how young answers to these Often Always
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Indicate the approximation of the control	answer which bese no right or wrong Rarely Sometimes	t describes how young answers to these Often Always 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Indicate the approximation of the control	answer which bese no right or wrong the noright or wrong the noright or wrong the noright of the	often Always
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion	Rarely Sometimes 2 3. 2 3. 2 3. 2 3. 2 3. 2 3. 2 3. 3 3. 3	often Always Often Always 4
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	Religion	Rarely Sometimes 2 3. 2 3. 2 3. 2 3. 2 3. 2 3. 2 3. 3 3. 3	often Always Often Always 4
C35b. Why is <child> on this special diet? Parent / guardian preference</child>	ReligionOther (specify) - Wardle et al,) Ind indicate the approximation of the per that there are addo. Never	Rarely Sometimes 2 3. 2 3. 2 3. 2 3. 2 3. 2 3. 2 3. 3 3. 3	often Always Often Always 4

e. Is what they usually eat f. Is not expensive g. Tastes good h. Is familiar to my child i. Is easy to prepare j. Is low in fat k. Is good value for money I. Is high in fibre and roughage		22 2	3	4 4 4 4 4 4
(LSAC – Wave 2) C38. Which of these best describes <child's> weight?</child's>	1			
Underweight				
C39. Where do you tend to do most of your shopping	?			
C40. Do you buy fruit and vegetables when you shop?	?			
Yes No	2			
C41. Thinking of the place where you buy fruit and ve	getables, woul	d you say that	they stock READ	OUT
A good selection of fruit and vegetables				
MbFaff04 (GUS – Wave 2) C42. How much does the cost of food affect what you A lot	give <child> to</child>	o eat?		
C43. About how old was <child> in months when he/s</child>	he			
(a) Started walking up stairs alone?(b) Started saying his/her first words?(c) Staring turning pages of a picture book, one page at a(d) Started opening a door by turning the knob and pulling(e) Started playing with other children, doing things with the	time?			_ months _ months _ months
Section D -	Parental F	lealth		
Now I'd like to ask you a few questions abou				
(Questions D1 – D14 used at GUII Wave 1) D1. In general, how would you say your current health	ı is?			
Excellent \square_1 Very good \square_2 Good.		air 🔲 ₄	Poor	5
D2. Do you have any on-going chronic physical or n	nental health n	roblem. illness	s or disability?	
Yes			, o. aloubility i	
D3. What is the nature of this problem, illness or disa			Ily as possible.	

[Int. please record	diagr	nosis – not syr	nptoms of the prol	olem.]		
D4. Since when have	you h	ad this proble	em, illness or dis	ability?	(mth)	
D5. Are you hampere	-	-		-	• •	(,
-	-	-	some extent		-	
	vhich r	nade it diffic icating with b	ult for you to loo paby)			or mental health problem, g, changing nappy, lifting,
No Difficulty		Some ust a little	e difficulty A moderate	lovol	A lot of difficulty	Cannot do at all
				ievei		
D7. Does anyone in y disability <u>which adve</u>				y chron	ic physical or mental	health problem, illness or
D8. What is the relation	•	of that perso ther / Sister	•	-	ck all that apply] r relative □ ₃	Non relative□₄
D9. Do you currently	smoke	daily, occasi	onally or not at a	II?		
Daily	1	Occasion	nally		Not at all	3
). Have you ever smol ly ☐ ₁ Occasiona	
D11. About how man	y cigar	ettes or cigar	_		verage each day? an 1 on average]	
D12. Including yours	elf, hov	v many memb	ers of the house	hold sm	noke?N	
D13. [Card D13] Whi					you usually drink alco	ohol?
2. Less than once a m					2	
3. 1-2 times a month4. 1-2 times a week5. 3-4 times a week6. 5-6 times a week					4 5	
7. Every day						
If currently drink alcoho D14. And in an avera alcopops would you	ge wee					of spirit, and bottles of
(a) Pints of Beer/Cide	er ((b) Glasses of	f Wine (c) M	easures	of Spirits (d)Bott	les of alcopops
D15a. Thinking about Very physically active. Fairly physically active Not very physically act Not at all physically ac Not applicable	ive tive	1 2 3 4 5				
D15b. Thinking about Very physically active.			eneral would you	ı say yo	u are	

Fairly physicall Not very physic Not at all physi	cally active	🔲 3					
		JII 9 month – Wa ur spouse/partr		en)) covered	by a medical c	ard?	
Yes, full card		.□₁ Yes, GP	only	□₂ Not co	overed	3	
D17. Does the	family have	private medica	l insurance?				
Yes		No	2				
D18. Does tha	nt insurance i	nclude the cos	t of GP visits?				
Yes, in full	□₁ Yes	s, partially [] ₂ No	3			
D19. What is y	our height v	vithout shoes?	feet	inches <u>O</u>	R Metres		
D20. What is y	our weight v	without clothes	and shoes? _	stones _	lbs OR _	Kilograms	
		<u>Section</u>	E - Child's	s play and	d activities		
activities that	children do		lies. I would li	ke you to thin	k about activi	ties that <child< th=""><th>various kinds of d> might do with</th></child<>	various kinds of d> might do with
(Question E1	adapted the	MCS – Wave 2)					
E1. Now I'd li	ke to ask you	ı about activitie	es you or othe	r members of	the family mig	ht do with <ch< th=""><th>ild>.</th></ch<>	ild>.
a) On how mar	ny days in an	average week d	oes anyone at l	home read to	child>		
0 days □	1 day □		3 days □				
		2					
•		average week d 2 days	oes anyone at l 3 days	home ever hel _l 4 days	o <child> learn 5 days</child>	the ABC or alph 6 davs	
0 days □₀	1 day 		3 days 	4 uays □4	5 days □5	o days 	7 days ⊡ ₇
c) On how mar	ny days in an	average week d	oes anvone at l	nome try to tea	ıch <child> num</child>	bers or countin	a
0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
0	1	2	3	4	5	6	7
d) On how mar rhymes	ny days in an	average week d	oes anyone at l	home try to tea	ach <child> any</child>	songs, poems	or nursery
0 days □	1 day □.	2 days	3 days	4 days □.	5 days □-	6 days □.	7 days □_
	1		3	4	5		
•	•	average week d	•			-	_
0 days □₀	1 day 	2 days 	3 days 	4 days □ ₄	5 days 	6 days 	7 days ⊡ ₇
f) On how man	v davs in an a	average week do	nes <child> nair</child>	nt or draw at h	ome		
0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
o	1	2	3	4	5	6	7
a) On how mar	ny daye in an	average week d	oos anyone at l	home spend til	me just having :	a conversation	with the child?

0 days □ ₀		2 days □ ₂	3 days 	4 days □ ₄	5 days □ ₅	6 days 	7 days ⊡ ₇
0 days	1 day	2 days	loes <child> pla 3 days</child>	4 days	5 days	6 days	7 days
<u> </u>	1				5		
(GUII 9 year co E2. About how books? Would	w many <i>chil</i> o	lren's books de	oes <child> ha</child>	ve access to	in your home r	now, including	any library
None Less than 10 10 to 20			More t		4 5		
(MCS adapted E3. Typically,	how many h	ours a day doe minutes	es <child> wate</child>	ch television	or videos/dvds	?	
MbAtv (GUS e E4. Would <0 children?		est likely to wa	atch television	by him/hers	elf, with you o	or another adu	ılt, or with other
By his/her self With parent or o With other child	other adult						
(GUIA adapted E5a. And are		your family a	bout how man	y hours <chile< td=""><td>d> may watch</td><td>television eacl</td><td>ո day?</td></chile<>	d> may watch	television eacl	ո day?
Yes		1	No	2			
(New Question E5b. And are		n your family a	bout what <ch< td=""><td>ild> may wato</td><td>ch on televisio</td><td>1?</td><td></td></ch<>	ild> may wato	ch on televisio	1?	
Yes		1	No	2			
(GUIA adapted E6. Is there a	d – Wave 2) television in	the child's bed	droom?				
Yes		1	No	2			
(LSAC – Wave E7. What does		er to do when	he/she has a c	choice about	how to spend f	ree time?	
Usually choose	s active pasti	mes like runnin	drawing or playi g around, riding	push-cars, kid	cking balls	2	

Section F - Child's Functioning and relationships

Now I'd like to ask you some questions about <child's> emotional health and wellbeing.

(The Strengths and Difficulties Questionnaire – Parent/Teacher version for 3-4 year olds)

F1. [CARD F1] Listed below is a set of statements which could be used to describe the Study Child's behaviour. For each item, please indicate whether it is Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give answers on the basis of the Study Child's behaviour over the last six months. Use answers 1, 2 or 3 as on the card if you like.

Not Somewhat Certainly

			True	True	True	
A. Considerate of other people's feelings			. 🔲 1	2	3	
B. Restless, overactive, cannot stay still for long						
C. Often complains of headaches, stomach-aches or sickness						
D. Shares readily with other children (treats, toys, pencils e	tc.)		. 🔲 1		3	
E. Often has temper tantrums or hot tempers			. □₁		3	
F. Rather solitary, tends to play alone			. □₁		3	
G. Generally obedient, usually does what adults request			. □1		3	
H. Many worries, often seems worried			. 🔲 1		3	
I. Helpful if someone is hurt, upset or feeling ill			. 🔲 1		3	
J. Constantly fidgeting or squirming			. 🔲 1		3	
K. Has at least one good friend			. 🔲 1		3	
L. Often fights with other children or bullies them			. □₁	2	3	
M. Often unhappy, down-hearted or tearful			. □₁	2	3	
N. Generally liked by other children						
O. Easily distracted, concentration wanders						
P. Nervous or clingy in new situations, easily loses confider						
Q. Kind to younger children						
R. Often argumentative with adults			<u> </u>		°	
S. Picked on or bullied by other children						
T. Often volunteers to help others (parents, teachers, other			_			
U. Can stop and think things out before acting						
V. Can be spiteful to others					 -	
W. Gets on better with adults than with other children						
X. Many fears, easily scared						
Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, pl behaviour at the present time.	ect – use ease inc	d by LSA	C at Wave 2	2 2) at best de	scribes the <ch< th=""><th></th></ch<>	
Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, ple behaviour at the present time.	ct – use	d by LSA	C at Wave 2 answer that Variable usually does	2) It best de	scribes the <ch< td=""><td>nild's most ways</td></ch<>	nild's most ways
Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, please at the present time.	ect – use ease inc	d by LSA licate the	C at Wave 2 answer that	2) It best de	scribes the <ch< td=""><td>nost</td></ch<>	nost
Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, ple behaviour at the present time. A. This child is pleasant (smiles, laughs) when first arriving	ect – use ease inc Almost Never	d by LSA licate the Not Often	C at Wave 2 e answer that Variable usually does not	2) It best de Variable usually does	scribes the <ch alr<="" frequently="" td=""><td>most ways</td></ch>	most ways
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Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, pl behaviour at the present time. A. This child is pleasant (smiles, laughs) when first arriving In unfamiliar places	ease inc	d by LSA licate the Not Often	C at Wave 2 answer that Variable usually does not	Variable usually does	scribes the <ch< td=""><td>most ways</td></ch<>	most ways
Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, ple behaviour at the present time. A. This child is pleasant (smiles, laughs) when first arriving In unfamiliar places	ect – use ease inc Almost Never	d by LSA licate the Not Often	C at Wave 2 e answer that Variable usually does not	Variable usually does	scribes the <ch alr="" alr<="" frequently="" td=""><td>most ways</td></ch>	most ways
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Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, ple behaviour at the present time. A. This child is pleasant (smiles, laughs) when first arriving In unfamiliar places	ect – use ease inc Almost Never	d by LSA licate the Not Often	C at Wave 2 e answer that Variable usually does not	Variable usually does	scribes the <ch air="" al<="" frequently="" td=""><td>most ways 6 6</td></ch>	most ways 6 6
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Y. Sees tasks through to the end, good attention span (Items adapted from the Australian Temperament Proje F2. [CARD F2] Look at the card, for each statement, plebehaviour at the present time. A. This child is pleasant (smiles, laughs) when first arriving In unfamiliar places	Almost Never	d by LSA licate the Not Often	Variable usually does not	Variable usually does	Scribes the <ch< td=""><td>most ways 6 6 6 6</td></ch<>	most ways 6 6 6 6
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Y. Sees tasks through to the end, good attention span		Not Often	C at Wave 2 e answer that Variable usually does not 3	2) It best des Variable usually does	Scribes the <ch< th=""> Frequently Air </ch<>	most ways 6

F3. Overall, compared to other children of the same a	ige, do you thii	nk <child> is:</child>		
Easier than average				
About average \square_2 More difficult than average \square_3				
<u> </u>				
F4. Does <child> have any brothers or sisters?</child>				
Yes				
F5. In general, how well does <child> get on with his/</child>	her siblings?			
Gets on well with his/her siblings		□1		
Mixed				
Does not get on well with his/her siblings		3		
(ALSPAC)				
F6. How often does (child) play with other children (o [INT: DO NOT INCLUDE TIME SPENT IN CHILDCARE]		ners or sisters)?		
Every day 1 Less than once a v	week	🔲 4		
2-6 times a week		5		
Once a week				
Section G – Chi	Idcare Arra	angements		
Now I'd like to ask you some questions about childca	ire arrangemer	nts.		
G1. Is <child> currently being minded by someone ot</child>	_		spouse / partr	ner for 8 hours
or more per week during the day?	[IF RESPO	ONDENT USED MAIN	CHILDCARE PRO	OVIDER AT TIME
Yes No		ORE THAN 8 HOURS I ONDENT DID NOT US		•
		CARE CURRENTLY	– GO TO G14a]	
G2. (a) Who minds <child> on a regular basis each we</child>				
(b) number of days per week <child> spends in ea</child>(c) number of hours per week <child> spends in ea</child>				
(d) how much you pay for this childcare for <child< th=""><td></td><td></td><td></td><td></td></child<>				
(e) whether this is your main type of childcare				
[Tick all that apply]	Number of days	Number of hours	Cost per week	Main type of care
a. A relative in your home	N	N	€	<u>4</u>
b. A non-relative in your home	N	N	€	<u></u> 4
c. A relative in their home	N	N	€	∐4 □ .
e. Centre-based caregiver (e.g.Crèche	N	N	€	L_J4
/ Day nursery)5 Go to G5	N	N	€	<u></u> 4
f. Other (please specify)	N	N	€	<u></u> 4
G3a. Please specify how this person is related to <child< th=""><td>d> G3b. Pleas</td><td>e specify how this</td><td>person is rela</td><td>ted to <child></child></td></child<>	d> G3b. Pleas	e specify how this	person is rela	ted to <child></child>
a. Grandmother of <baby></baby>	a. Grandr	nother of <baby></baby>		
b. Grandfather of <baby></baby>	b. Grandf	ather of <baby> .</baby>	🗖2	
d. Brother / Sister of <baby> 4</baby>		Incle of <baby></baby>		
e. Non-resident Parent5		· / Sister of <baby sident Parent</baby 		
	f. Cousin	of <baby></baby>		
	g. Other r	elative	₇	17

g. Other relative \square_7	
G4a. Which of the following best describes that person?	G4b. Which of the following best describes that person?
a. Au pair / Nanny	a. Au pair / Nanny □₁
b. Friend₂	b. Friend
c. Neighbour	c. Neighbour
d. Registered childminder	d. Registered childminder
e. Unregistered childminder ₅	e. Unregistered childminder5
f. Other	f. Other
G5. What type of centre is it? a. Work-based crèche	
b. Other crèche/nursery2	
c. Montessori 3	
d. Playschool or pre-school	
e. Naoinra5	
f Other	
G6. What age was <child> when you started to use the</child>	e <u>main</u> childcare arrangement?months
[INT: IF ANSWER AT G2 IS (A) OR (B) PLEASE GO TO G9]	
G7a. In total, how many children (including <child>) a</child>	re looked after in the place where <child> is cared for?</child>
number of children	
G7b. In total, how many adults supervise the children	in the place where <child> is cared for?</child>
number of adults	
G8. On average how long does it take to travel from ho	ome to where <child> is cared for? minutes</child>
[Int. if time differs between getting there and coming home	
ITEMS G9a-d taken from the Oregon Child Care Research In G9a. [Card G9] The next questions are about the place wand indicate how characteristic each statement is of the	here <child> is cared for. Please read each statement</child>
G9a. [Card G9] The next questions are about the place wand indicate how characteristic each statement is of the	here <child> is cared for. Please read each statement MAIN place where <child> is cared for. Never Rarely Sometimes Often Always</child></child>
G9a. [Card G9] The next questions are about the place we and indicate how characteristic each statement is of the late. a. My child gets a lot of individual attention	here <child> is cared for. Please read each statement MAIN place where <child> is cared for. Never Rarely Sometimes Often Always</child></child>
G9a. [Card G9] The next questions are about the place we and indicate how characteristic each statement is of the late. a. My child gets a lot of individual attention	here <child> is cared for. Please read each statement MAIN place where <child> is cared for. Never Rarely Sometimes Often Always child</child></child>
G9a. [Card G9] The next questions are about the place we and indicate how characteristic each statement is of the land. My child gets a lot of individual attention	here <child> is cared for. Please read each statement MAIN place where <child> is cared for. Never Rarely Sometimes Often Always child 1 2 3 4 5 child 5</child></child>
G9a. [Card G9] The next questions are about the place we and indicate how characteristic each statement is of the land. My child gets a lot of individual attention	here <child> is cared for. Please read each statement MAIN place where <child> is cared for. Never Rarely Sometimes Often Always child 1 2 3 4 5 child 5</child></child>
G9a. [Card G9] The next questions are about the place we and indicate how characteristic each statement is of the land. My child gets a lot of individual attention	here <child> is cared for. Please read each statement MAIN place where <child> is cared for. Never Rarely Sometimes Often Always child 1 2 3 4 5 child 5</child></child>
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Childcare is too far from my home \square_3	
I'd prefer to look after him/her myself \square_4	
Childcare hours are inconvenient/inflexible	
<child> is unsettled or unhappy</child>	
Other (please specify)	
GO TO G14	
[BLAISE CONDITION: ASK IF PRIMARY CAREGIVER WAS USING A CHOR MORE PER WEEK AT TIME 1 BUT NO CHILDCARE ARRANGEMEN' G12. The last time we spoke, to you in [mm/yy] you told us that <child: arrangements.<="" ask,="" can="" ending="" for="" i="" main="" per="" reason="" th="" that="" was="" week.="" what="" your=""><th>T AT TIME 2] > was being cared for, for 8 hours or more</th></child:>	T AT TIME 2] > was being cared for, for 8 hours or more
a. The quality of the childcare was not good enough b. Childcare costs were too expensive c. Childcare was too far from my home d. I/My spouse/partner wanted to look after him/her ourselves e. Childcare hours were inconvenient/inflexible f. Child was unsettled or unhappy g. Change in my/my spouse/partner's employment circumstances h. Other reason (please specify)] ₂] ₃] ₄] ₅] ₆
G13. When did you stop using this childcare arrangement? mth	nyear
G14a. Have you heard of and do you intend to avail of the free prescho ["All children aged between 3 years 3 months and 4 years 6 months at Septe pre-school year scheme which entitles them to receive free pre-school provi 1. Have heard of and plan to avail of	ember 1st each year are eligible for the free sion of 2 hours and 15 minutes per day. "]
G14b. Why not?	
	S PER WEEK ASK:] e hours per week. We would like to send a ild>. Would you be able to provide us with
[BLAISE CONDITION: IF <child> IS IN CARE FOR 8 OR MORE HOURS G15. You said that <child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to <chi care="" centre="" contact="" details="" for="" or="" person="" provides="" th="" the="" this="" to="" which="" yes<=""><th>S PER WEEK ASK:] e hours per week. We would like to send a ild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet</child></th></chi></child></child>	S PER WEEK ASK:] e hours per week. We would like to send a ild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet</child>
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[BLAISE CONDITION: IF < CHILD> IS IN CARE FOR 8 OR MORE HOURS G15. You said that < child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to < child> child> is cared for on a regular basis for 8 or more short questionnaire to the person or centre which provides this care to < the contact details for the person or centre which provides this care to < child yes	S PER WEEK ASK:] e hours per week. We would like to send a ild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet sily Context</child>
[BLAISE CONDITION: IF < CHILD> IS IN CARE FOR 8 OR MORE HOURS G15. You said that < child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to < child the contact details for the person or centre which provides this care to Yes	S PER WEEK ASK:] e hours per week. We would like to send a ild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet illy Context evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies.</child></child>
[BLAISE CONDITION: IF <child> IS IN CARE FOR 8 OR MORE HOURS G15. You said that <child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to <chi care="" centre="" contact="" details="" for="" or="" person="" provides="" td="" the="" this="" to="" which="" yes<=""><th>S PER WEEK ASK:] e hours per week. We would like to send a sild. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. Soes Not Neutral Applies Definitely really not sure somewhat applies</child></child></th></chi></child></child>	S PER WEEK ASK:] e hours per week. We would like to send a sild. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. Soes Not Neutral Applies Definitely really not sure somewhat applies</child></child>
[BLAISE CONDITION: IF <child> IS IN CARE FOR 8 OR MORE HOURS G15. You said that <child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to <chi care="" centre="" contact="" details="" for="" or="" person="" provides="" td="" the="" this="" to="" which="" yes<=""><th>PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet New Provided Here and Sheet The evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. The shot is not sure somewhat applies is not sure somewhat applies applies</child></child></th></chi></child></child>	PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet New Provided Here and Sheet The evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. The shot is not sure somewhat applies is not sure somewhat applies applies</child></child>
[BLAISE CONDITION: IF <child> IS IN CARE FOR 8 OR MORE HOURS G15. You said that <child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to <ch care="" centre="" contact="" details="" for="" or="" person="" provides="" td="" the="" this="" to="" which="" yes<=""><th>S PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context The evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. The solution of the solution</child></child></th></ch></child></child>	S PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context The evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. The solution of the solution</child></child>
BLAISE CONDITION: IF <child> IS IN CARE FOR 8 OR MORE HOURS G15. You said that <child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to <ch care="" centre="" contact="" details="" for="" or="" person="" provides="" td="" the="" this="" to="" which="" yes<=""><th>S PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context In evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. Solves Not Neutral Applies Definitely really not sure somewhat applies The context is a single context in the c</child></child></th></ch></child></child>	S PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context In evening meal together? (range 0 - conship between you and <child>. Please following statements currently applies. Solves Not Neutral Applies Definitely really not sure somewhat applies The context is a single context in the c</child></child>
[BLAISE CONDITION: IF <child> IS IN CARE FOR 8 OR MORE HOURS G15. You said that <child> is cared for on a regular basis for 8 or more short questionnaire to the person/centre who provides this care to <ch care="" centre="" contact="" details="" for="" or="" person="" provides="" td="" the="" this="" to="" which="" yes<=""><th>S PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context The evening meal together? (range 0</child></th></ch></child></child>	S PER WEEK ASK:] e hours per week. We would like to send a sild>. Would you be able to provide us with <child>? Interviewer: Record contact details of regular carer on the Work Assignment Sheet Silly Context The evening meal together? (range 0</child>

A. Discuss/Explain why behaviour was wrong B. Ignore him/her C. Smack him/her D. Shout or yell at him/her E. Send him/her out of the room or to their bedroom F. Take away treats G. Tell him/her off	eling	me			□ □ 3	4	5 5 5
H. Bribe him/her I. Naughty step/bold corner/time-out	· 🗀 1	∐2	[]3 		5 ·······	∐8	
						Шо	
(Parental Authority Questionnaire Revised (PAQR H4. Listed below are a set of statements a					extent to whi	ch vou a	aree or
disagree with each statement. There are no							
regarding each statement.			Str	ongly Agree	e Neither	Disagree	Strongly
				gree	agree nor disagree		disagree
a. In a well run home children should have their	way as ofte	en as parei	nts do [□ 1□2			5
b. When I ask my children to do something, I ex	pect it to be	e done			_		
Immediately without any questions				ו. □.	.	1 1.	\Box
Immediately without any questions	cisions abo	out activitie	25			4	5
c. Children need to be free to make their own de	cisions abo	out activitie	25				5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent mightd. I do not allow my children to question the dec	ecisions abo nt do isions I hav	out activitie e made	es, [[4 	5 5 5
c. Children need to be free to make their own de	ecisions about do isions I have Iren by talk	out activitie e made ing with the	es, [[em		3 2		
 c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply be 	ecisions about doisions I have talk	out activitien we made ing with the cople in	es, [[em [3 3 3		5
 c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children dusing rewards and punishments	ecisions about doisions I have the large transfer of the la	out activitience made ing with the ople in	es, [[em [3 3 3		5
c. Children need to be free to make their own de Even if this disagrees with what a parent might. I do not allow my children to question the dec e. I direct the activities and decisions of my children dusing rewards and punishments	ecisions about doisions I have dren by talk	out activitien we made ing with the cople in gramily	es, [em [[333333		5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children dusing rewards and punishments	ecisions about do	re made re made rople in g family	es, [em [[3		
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children dusing rewards and punishments	ecisions about doisions I have dren by talk	re made ing with the cople in g family	es, [em [[[n		3		
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children dusing rewards and punishments	ecisions about do	re made ing with the cople in want then ould let the ns, and fol	es, [em [[n [ir	1	3		5 5 5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply the Authority have told them to	ecisions about doisions I have decause pecause	re made re made rople in g family want then buld let the	es,	1	3		5 5 5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do using rewards and punishments	ecisions about do	re made ing with the cople in g family want then could let the ns, and fol	es,[[[1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	2		5 5 5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply the Authority have told them to a decisions and decisions and using rewards and punishments and using the children want was decisions. h. I tell my children what they should do, but I extend to do it. i. Most problems in society would be solved if Children choose their activities, make their of Their own desires when growing up	ecisions about do	re made re made rople in g family want then buld let the ns, and fol	es,	1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	3		5 5 5 5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do using rewards and punishments	ecisions about do	re made re made rople in g family want then build let the ns, and fol	es,	1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	3		5 5 5 5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply the Authority have told them to	ecisions about do	re made re made rople in g family want then build let the ns, and fol f they don not decide	es,	$egin{array}{cccccccccccccccccccccccccccccccccccc$	3		5 5 5 5 5 5
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply be Authority have told them to	ecisions about do	re made re made rople in g family want then build let the ns, and fol f they don not decide ways willin	es,	$egin{array}{cccccccccccccccccccccccccccccccccccc$	3		55555
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do using rewards and punishments	ecisions about do	re made ing with the cople in g family want then ould let the ns, and fol f they don not decide ways willin	es,	$egin{array}{cccccccccccccccccccccccccccccccccccc$	3		55555
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply the Authority have told them to	ecisions about do	re made re made rople in g family want then build let the ns, and fol f they don mot decide ways willin re stricter wand how I e	es,	$egin{array}{cccccccccccccccccccccccccccccccccccc$	2		55555
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do using rewards and punishments	ecisions about do	re made ing with the g family want then ould let the ns, and fol mot decide ways willin re stricter ways on admit the	es,	$egin{array}{cccccccccccccccccccccccccccccccccccc$	2		55555
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do using rewards and punishments	ecisions about do	re made ing with the cople in g family want then ould let the ns, and fol mot decide ways willin re stricter ways on admit the o admit the	es,	$egin{array}{cccccccccccccccccccccccccccccccccccc$	2		55555
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply the Authority have told them to	cisions about do	re made ing with the ople in g family want then ould let the ns, and fol mot decide ways willin re stricter ways on admit the	es,	1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	3		5555555555555
c. Children need to be free to make their own de Even if this disagrees with what a parent might d. I do not allow my children to question the dec e. I direct the activities and decisions of my children do not need to obey rules simply the Authority have told them to substitution of the time I do what my children want we decisions substitution. h. I tell my children what they should do, but I existed to do it substitution. i. Most problems in society would be solved if Children choose their activities, make their or Their own desires when growing up substitution. j. I let my children know what behaviour is experious the rules they get punished something simply because my children want l. I expect my children to follow my directions, listen to their concerns and discuss the rules m. Most problems in society could be solved if and the tribution of the concerns and discuss the rules m. I often tell my children exactly what I want them to do it substitution. o. If I make a decision that hurts my children, I a mistake.	cisions about do	re made ing with the ople in g family want then ould let the ns, and fol mot decide ways willin re stricter ways on admit the	es,	1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	3		5555555555555

Because of your work responsibilities:					
A. You have missed out on home or family activities					
that you would have liked to have taken part in 1	2	3	4	5	<u></u> 6
B. Your family time is less enjoyable and more					
pressured	2	3	4	5	<u></u> 6
C. You have to turn down work activities or					
opportunities that you would prefer to take on					
D. The time you spend working is less enjoyable	2	3	4	5	<u></u> 6
and more pressured		\square_2	\Box	\Box_{ϵ}	
H6. Overall, how do you feel about the amount of support	or help you (∟.₃ get from fami	∟⊔⁴ Iv or frien	 ıds	<u></u>
living outside your household?	op , o ;	,	.,		
		halmatall	ماء ا		
I get enough help I don't get enough help 12					ieib
∟1		[3		4	
H7. Have you registered or enrolled <child> with a primary</child>	school?				
No.					
No					
Yes, with more than one school					
res, with more than one school					
H8. When do you think <child> will start primary school?</child>					
Tio. When do you think Chind> will start primary school:					
The September after their 4th birthday □₁					
The September after their 5th birthday					
Other (please specify)					
H9a. Does <child> get regular pocket money to spend by</child>	nim/herself?				
Yes					
HOb. How much does he/she receive non week?			1		
H9b. How much does he/she receive per week?					
€ per week □1					
			J		
H10. [Show Card H10] Looking at Card H10, has the Study	Child ever ex	xperienced a	ny of the	following:	
A. Death of a parent		•			
B. Death of close family member, other than a parent					
C. Death of a close friend					
D. Divorce/separation of parents					
E. Moving house within Ireland					
F. Moving country					
G. Stay in foster home/ residential care					
H. Serious illness/injury					
I. Serious illness/injury of a family member					
J. Drug taking/alcoholism in the immediate family					
K. Mental health problem in the immediate family					
L. Conflict between parents	-				
M. Parent in prison					
N. Other disturbing event (please specify)					
O. None of the above					_
	5				
J: SOCIO-DEM	OGRAPH	IICS			
<u>5. 30010-DEIW</u>	CONAFI	<u></u>			
Time Section Started (24 ho	ur clock)				
Now some questions about the circumstances of your ho	usehold.				
J1. I would now like to ask you some questions about you	r accommod	ation: Is this	accommo	odation a:	
House					

Apartment / Flat/ Bedsit	
J2. Does your accommodation have access to a garden or common space (either private or shared)?	
Yes □ ₁ No □ ₂	
J3. [Card J3] From this card, please tell me which best describes your (and your partner's) occupancy accommodation? 1. Owner occupied (with or without a mortgage)	of the
J5. [Card J5] Which of these descriptions BEST describes your usual situation in regard to work? [Int: If respondent is on maternity leave and she has a job which she intends to return to, she should be coded as at work]	
1. Employee (incl. apprenticeship or Community Employment)	5 - 6 - 7 - 8
[BLAISE CONDITION: IF RESPONDENT NOT WORKING AT WAVE 1 BUT IS WORKING AT WAVE 2 ASK:] J6. When did you return to work? mth year	
J7. How many hours do you normally work per week, including any regular overtime work? If you work at more than one job, please include the hours in all jobs. hours	
J8. On a typical work day, how much time in minutes do you spend commuting to and from work (outward and return journey combined)? minutes	
Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE.	
Write in your main OCCUPATION	
J10. Do you supervise or manage any personnel in your job? Yes□₁ No□₂	
J11. How many?	

	Go to J23
J14. Apart from holiday or casual	work, have you ever had a full-time job? Yes 1 No 2 Go to J19
<u> </u>	k in that full-time job? year
J16. When you last worked in that	·
•	run-time job were you?
Employee (incl. apprenticeship or Community Employment)	☐ ₁ Self-employed outside farming ☐ ₂ Farmer ☐ ₃
J17. [Card LJ9] What (was) your o	
	, ,
In all cases describe the occupation fully and Use precise terms such as:	I precisely giving the full job title. Do not use general terms such as:
RETAIL STORE MANAGER	MANAGER
SECONDARY TEACHER ELECTRICAL ENGINEER	TEACHER ENGINEER
Members of the Gardai or Army should state t	es should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. escription e.g. NUN, REGISTERED GENERAL NURSE.
	•
Write in your main OCCUPATION	
	time job outside the home? Yes No No
J20. On average, how many hours	s per week do you work in that part-time job? hours
J21. <i>[Card J9]</i> What is your occup	pation in that job?
In all cases describe the occupation fully and	I precisely giving the full job title.
Use precise terms such as: RETAIL STORE MANAGER	Do not use general terms such as: MANAGER
SECONDARY TEACHER	TEACHER
ELECTRICAL ENGINEER	ENGINEER
lembers of the Gardai or Army should state th	s should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. neir rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. scription e.g. NUN, REGISTERED GENERAL NURSE.
Write in your main OCCUPATION	
16 - 6	in the SIZE of the farmacres
if a farmer or a farm worker, write	
if a farmer or a farm worker, write	Go to J23
if a farmer or a farm worker, write	Go to J23
J22. <i>[Card J22]</i> From the reasons not working in a paid job outside	listed on this card could you tell me the most important reasons for you the home? If more than one reason, please rank them in order of
J22. <i>[Card J22]</i> From the reasons not working in a paid job outside importance, where 1 is the most in	listed on this card could you tell me the most important reasons for you the home? If more than one reason, please rank them in order of mportant reason, up to a maximum of 3.
J22. [Card J22] From the reasons not working in a paid job outside	listed on this card could you tell me the most important reasons for you the home? If more than one reason, please rank them in order of mportant reason, up to a maximum of 3. Filicannot find suitable childcare

	D. I prefer be at home to look after my children myself medical benefits if I was earning					
	Go to	J23				
J23. <i>[Card J9]</i> What is th	ne occupation of your spouse / pa	ertner?				
In all cases describe the occupat	tion fully and precisely giving the full job title.					
Use precise terms such as: RETAIL STORE MANAGER	Do not u MANAG	se general terms such as:				
SECONDARY TEACHER ELECTRICAL ENGINEER	TEACHE ENGINE	ER .				
Members of the Gardai or Army sh	nt employees should state their grade e.g. Should state their rank. Teachers should state I give full description e.g. NUN, REGISTERE	the branch of teaching e.g. PRIMARY TE	EACHER.			
Write in main OCCUPAT	ION					
If a farmer or a farm wor	ker, write in the SIZE of the farm	acres				
	HOUSEHOL	<u>D INCOME</u>				
	c you a few questions about hous be treated in the strictest confider		ould like to assure you			
	4/J25, which of the following sou ALL household members, not jool. A]					
J25. [Card J24/J25] And box only in Col. B]	of these sources of income whic	h is the largest source of incor	ne at present?[Int Tick on			
		<u>A</u> <u>Receive?</u>	<u>B</u> Largest			
A . NA/		Yes No	<u>Source</u>			
	oyment					
	Child Benefit					
	ayments	$\boxed{1}$ $\boxed{2}$.	3			
	ome from maintenance payments, dividends, private pensions, propert	y)	□3			
_	DUSEHOLD INCOME FROM					
J26. If you added up all t NET income, i.e. after de	the income sources from ALL house ductions for tax and PRSI only?	usehold members what would l Include income from all source	be the total HOUSEHOLD s and from all household			
-	€ per					
J27 [Card J27] I know the scale of incomes, and we deductions for tax and Looking at the card court	nat it is difficult to give an exact to e would like to know into which go PRSI only? Include income from the you tell me the letter of the go etter of the group your household.	figure for household income b group your total HOUSEHOLD I m all sources and from all me roup your household falls into	ut on Card J27 we have NET income falls, i.e. afte embers of the household o, after deductions for ta			
	OUSEHOLD NET INCOME AFTER					
Per Week		Per Year Categ	•			
	Under €1,000 Und					
	€1,001 to under €1,500 €12					
€351 to under €460	€1,501 to under €2,000 €18	,001 to under €24,000 C□₃ → :	Section C, Card L27			

h. Do	oes	the h	household have	e family or friends for	r a drink d	or meal or	nce a month?	\Box_1	\square_2	\square_3	
g. Do	oes	the h	nousehold keep	the home adequate	ely warm?	?		1.	2	3	
f. Do	es t	the h	ousehold repla	ce any worn out furn	niture?			[]1.	2	3	
e. Do	oes	each	n household me	ember possess two p	pairs of st	rong sho	es?	∐1.	<u>_</u> 2	3	
d. Do	oes	each	n nousehold me	ember possess a wa	rm water	proof coa	ť?	∐1.	2	3	
c. Do	o ho	user	noid members b	ouy new rather than ember possess a wa ember possess two p	second-h	nand cloth	ies?	∐1.	2	3	
b. Do	es	your	nousehold hav	e a roast joint (or its	equivale	ent) at lea	st once a week?	∐1.	2	3	
at le	ast e	every	y second day?	ve a roast joint (or its			-1	∐1.	2	3	
				meals with meat, ch							
			المطمونية	manda with we 4	siakan ti	h /a=		162	Allora	reason	
								Yes	Afford		
									Cannot	other	
			. ,						No,	No,	
				afford it or for ano						,	,
J30.	[Ca	ard J	30] For the fol	lowing items could	l you ind	icate wh	ether or not vour h	ouse	hold has the ite	m and, if no	ot, if
	L	1	2	<u></u> 3		4	5		<u></u> 6	<u></u> 7	
	г	٦.		_		_			_		
	IN	OHE	Less than 5 %	than 20%		10 less 1 50%	than 75%		than 100%	100%	
	NI.	one	Less than	5% to less	200/	to less	50% to less		75% to less	100%	
2001	<u> ۱۱</u>	. J., u	paymonto 0	. any mila monda		U. 1 J A					
				of any kind – includ							-
				roximately what pr							
J29.	[Ca	rd J	29] Looking a	nt Card J29 and th	ninking d	of your I	household's total	incon	ne from all sou	irces and	all
		Per	Year	€96,000 to €110,00)U□ ₁	€110,00	11 to €125,000 <u></u> 2	€12	25,001 or more		
			Month	€8,001 to €9,250			to €10,500 □ ₂				
	J		week	€1,851 to €2,100			to €2,400		401 or more		
ŀ				€78,001 to €84,000			to €90,000 □2		0,001 to €96,000		
			Year						·		
			Month	€6,501 to €7,000			to €7,500		731 to €1,830 501 to €8,000		
-			week	€1,501 to €1,600			to €1,750		751 to €1,850		
			Year	€60,001 to €66,000		,	to €72,000 □ ₂		2,001 to €78,000		
			Month	€5,001 to €5,500			to €6,000		001 to €6,500		
	Н	Per	week	€1,151 to €1,250		€1,251 1	to €1,375		376 to €1,500		
		Per	Year	€48,001 to €52,000) _. .□1	€52,001	to €56,000 □2	€56	5,001 to €60,000	3	
		Per	Month	€4,001 to €4,300	□1	€4,3011	to €4,600	€4,	601 to €5,000	□3	
			week	€926 to €1,000			to €1,050		051 to €1,150		
			Year	€42,001 to €44,000			to €46,000 □ ₂		5,001 to €48,000		
			Month	€3,501 to €3,650			to €3,800		801 to €4,000		
			week	€801 to €850			€880		31 to €925		
			Year	€30,001 to €34,000			to €38,000 □ ₂		3,001 to €42,000		
			Month	€2,501 to €2,800			€/50⊔ ₂ to €3,250∏ ₂		251 to €3,500		
			week	€576 to €650			€750		5,001 to €30,000 51 to €800		
			Year	€24,001 to €26,000			to €28,000□2		3,001 to €30,000		
			Month	€2,001 to €2,150			to €2,300		301 to €2,500		
			week	€461 to €500			€535		36 to €575		
			Year	€18,001 to €20,000			to €22,000□2	,	2,001 to €24,000		
			Month	€1,501 to €1,700			to €1,800		801 to €2,000		
			week	€351 to €390			€420		21 to €460		
			Year	€12,001 to €14,000			to €16,000 □ ₂		5,001 to €18,000		
			Month	€1,001 to €1,150			to €1,350		351 to €1,500		
			week	€231 to €270			€310		1 to €350		
			Year	€0 to €4,000			to €8,000		001 to €12,000		
			Month	€0 to €300			€650		51 to €1,000	—· I	
ſ			week	under €75			150		51 to €230		
J28.	Wo	uld 1	that be [Int: Sh	ow Card J28 and tid	ck 1, 2 or	3 in appr	opriate section und	er per	wk; per mth or p	er yr]	
			Refuse	d			Don't' Know		88		
€1,8	OI C	ווונ		.€8,001 or more						LZ/	
€1.5	01 t	o un	der €1.850	.€6,501 to under €8	.000	. € 78.001	to under €96.000		Section L Card L	27	
€1,1	51 t	o un	der €1,500	. €5,001 to under €6	,500	. €60,001	to under €78,000	. H⊟₃'	→ Section H, Card	l L27	
€926	o to	unde	er €1,150	. €4,001 to under €5	,000	. €48,001	to under €60,000	. G <u></u> -	→ Section G, Card	d L27	
				. €3,501 to under €4				-			
€576	s to	unde	er €800	. €2,501 to under €3	500	€ 30 001	to under €42 000	F□.	→ Section F. Card	I 27	
€40 I	to	unae	ਭਾ€5/5	. €2,001 to under €2	,500	. €∠4,001	to under €30,000	. ບ∟⊭ໍ	Section D, Card	1 L27	

		With difficulty	With som	ne d	lifficu	ltv		Fairly e	easily	Easily	Very easil
വ വം]3		,		, ·	-		□ ₆
2 11		<u></u> 2		13					14		
d to al/fu	ove you ever had to go without a fire of the letter of th	on a cold day, o	go to bed								
	oid you have a mo noney)?		or evening □			the la		fortni	ght, for y	our entertaiı	nment (someth
	122h Why w				10			2			
	J33b. Why want to			[\Box_1	Co	uldı	n't lea	ve the ch	ildren	🗆 4
				ľ	Veces	sary	<	name>	has it	If no	o at (b)
				Y	es	No	Y	es	No	Don't want	Can't afford
Т	hree meals a day]1]1		1	
Т	oys (e.g. dolls, pla				1		ĪĒ			1	
	eisure equipment.	(e.g. sports equi	pment or a								
_	icycle)]1	2]1	_2	1	_2
_	Computer games				1	2		1	2	1	2
	warm waterproof				1	2	<u> L</u>	1	2	1	2
	Books of his or her			Ļ	1	2	ļĻ	1	2	1	2
	bike, new or seco			Ļ	1	2	ļĻ	1	2	1	2
	Construction toys su	uch as Duplo or L	ego	Ļ	1	2	ļĻ	1	2	1	2
	ducational games	-1		Ļ	<u> </u>	2	Η <u></u>	<u>1</u>	2	1	2
_	lew, properly fitted,		in and	L	_1	2		_1	2	1	2
	at least 7 pairs of condition	r new underpani	is in good	l	7			7			
	nt least 4 jumpers, o	cardinans or swea	atchirte	-	<u> </u>		╁┾	<u> </u>		<u>1</u>	2
_	at least 4 pairs of			_	1	2	╁┕	1	2	1	<u></u> 2
	ogging bottoms	noucoro, logging	o, journo or	Г	٦	\Box_2		7,	\square_2	□₁	\square_2
	t least €1 a week t	o spend on sweet	is	┢	<u></u>]₁		╁┾],			
	Some new, not seco			F	<u> </u>		ΤĖ] ₁			
	Meat, fish or vego	etarian equivaler	nt at least					ے۔ آ۔		<u> </u>	
	resh fruit or vegeta	bles at least once	e a dav	╁	<u></u>]₁		╁				
_	garden to play in		 - y	t] ₁		╁	<u> </u>			
_	carpet or equivale	ent in his/her bedr	oom		<u></u>		ĪĒ			<u></u>	\square_2
	bed and bedding			Ē	<u></u>						
	Have a full so	cial life in other w	ays	[2	Illn	ess				<u></u>
	Couldn't affor	d to		[3	Oth	ner	(speci	fy)		6

J36a. Do you have a car?			
Yes1 No	2		
J36b. Would you like to have a car bu	' '		
Yes	2		
J37a. Since our last interview when the recession, cutbacks and unemplo			es in the economy with
A very significant effect on your family	A significant effect on your family	A small effect on your family	No effect at all on your family
1.		3	🗖 4
J37b. How has it affected your family			
	Section K – Abou	ıt You	
Now some more questions about you	urself		
K1. [Card K1] What is the highest leve		part-time) which you have	completed to date?
1. No formal education	•		completed to date.
2. Primary education		<u> </u>	
 Lower Secondary	GCSEs, NCVA Foundation Certificate onal Programmes). 'A' Levels, NCVA ificate, Post-Leaving Certificate Cours	e, Basic Skills Training Certificate of4 Level 1 Certificate or equivalent5 se/FETAC Level 5, Teagasc Certificate of	, ,
Third Level 7. Non Degree	echnology or equivalent, Nursing Dip	oma.)	
(Third Level Bachelor Degree) 9. Professional qualification (of Degree 10. Both a Degree and a Professional q 11. Postgraduate Certificate or Diploma 12. Postgraduate Degree (Masters) 13. Doctorate (Ph.D)	e status at least)ualification		
K2. At what age did you leave full-tim [INTERVIEWER: Code as '0' if respondent never		e? years	
K3a. [Card K3a] Looking at Card K3a child most often at home? [Int.		es do you and your partne	r speak with the study
a. English 1 b. Irish 2 c. Arabic 3 d. French 4 e. Polish 5 f. Russian 6			

h. Latvian.....

i. Portuguese	_
j. Spanish	 :
k. Chinese	□10
I. Lithuanian	
m. Romanian	
n. German	
o. Other (please specify)	
K3b. What is <child's> first lar</child's>	
English	
Irish	
Other (please specify)	3
A PROBLEM AT WAVE 1] K4. Many people have problen story book written in your nativ	
Yes □ ₁	No
	read aloud to a child from a children's story book written in English?
Yes □ ₁	No
K6. Can you usually read and	fill out forms you might have to deal with in English?
Yes □ ₁	No
PROBLEM AT WAVE 1]	ONLY OF NEW RESPONDENTS OR THOSE WHO INDICATED NUMERACY WAS A cops with a five or ten euro note, can you usually tell if you have the right change?
Yes □ ₁	No
K8. Do you belong to any relig	ion?
K8. Do you belong to any relig	ion?
Yes [BLAISE CONDITION: ONLY AS	
Yes	No

Not at all important	
K12. Are you a citizen of Ireland? Yes	
K13. What citizenship do you hold?	-
K14. Were you born in Ireland? Yes No	j
K15. In which country were you born?	_
K16. How long ago did you first come to live in Ireland? Within the last 1-5 years 6-10 years 11-20 years More than year ago ago ago years ago 1 description of the last 1 de	
[CSO Census of population] K17. Looking at card K17, can you tell me, what is your ethnic or cultural backgro Please choose ONE section from 1 to 4 then tick the appropriate box. 1. White Irish	
K18. How often would you be involved in local voluntary organizations such as so community, sporting or ethnic associations? Several times a week	chool groups, church groups,
K19. Do you intend to continue living in Ireland?	
Yes □ ₁ No□ ₂	
MODE The state of the state of the state of the footbase distance with the state of	

K20. This study wants to understand the factors that promote and hinder children's wellbeing. We are especially interested in how your child's social and psychological make-up is influenced by his/her genes and how genes are related to characteristics such as the child's family, education, community etc.in influencing the child's development.

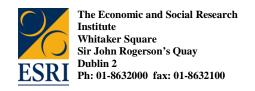
If we had information relating to your child's genetic make-up it would help us to understand health and illness in future years. To get information on your child's genes we would need a sample of his/her saliva (spit) in a special container. It would be sent to a laboratory in St James Hospital in Dublin and stored for study by scientists at a later date.

The sample of saliva could be provided to investigate **specific** questions related to the genetic background of the child's emotional development, physical health, illnesses such as Attention Deficit Disorder, allergies, bronchitis and so on. Alternatively, the saliva sample could be used to carry out genetic research into a range of **unspecified** research issues, some of which have not even been thought of yet

I am NOT asking you for a sample of your child's saliva. I would like to know, however, if you, as a parent/guardian of <child> would, in *principle*, be willing to provide a sample of his/her saliva to be used in genetic research into *specified* or *unspecified* research issues.

So, looking at the responses on the you be willing to provide it:	nis card, if you we	ere asked to provide a sa	ıliva sample fro	m your child would
To investigate specific research quest To investigate any unspecified research twould depend (please elaborate) I would not like to provide a sample	arch questions which	n may arise in the future		
Again, please note that we are not as on collecting one in a survey like this.		mple. We are just asking	what your view v	would be, in principle,
,	L. Neighbour	hood / Community	L	
Time Section Started	(24	hour clock)		
Finally, we would like to ask you so	ome questions abo	out your local area.		
L1. How long have you lived in you	r local area?	years OR	months	
L2. To what extent do you agree or	disagree with thes	se statements about your	local area?	
		Strongly	A	Strongly
It is safe to walk alone in this area after it is safe for children to play outside do There are safe parks, playgrounds and We as a family intend to continue living As a family we are settled in and part	uring the day in this of play spaces in this og in this area	area1 s area	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	3 ····································
L3. I am going to read out a range or relatively easy access of YOUR LO		you tell me whether these	e services are a	vailable in or within
	Available?			Available?
Regular public transport	\square_1 \square_2 7. Esse \square_1 \square_2 8. Crèc	al Welfare Officeking/ Credit Unionential grocery shoppingche, day-care, mother and	toddler groups	Yes No □1 □2 □1 □2 □1 □2 □1 □2
L4. Do you have any family living in				
	Yes	1 No	2	
L5. To what extent do you feel you volunteering/involvement in local a		e integrated into your loo	al community tl	hrough
Fully integrated	Quite integrated	Not very integ		Not at all integrated
L6. Would you describe the place v	where the househo	ld is situated as being	.?	
In open country	 1	Waterford city		🔲 7
In a village (200-1,499)		Galway city		
In a town (1,500-2,999) [In a town (3,000-4,999)		Limerick city Cork city		 -
In a town (5,000-9,999)		Dublin city (incl. Dun Laog		
In a town (10,000 or more)		Dublin county (outside Dub Dublin county (outside Dub	• •	

Appendix A3: Primary Caregiver Sensitive Questionnaire



S6. What age was <child> when you adopted him/ her?





GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL

Primary Caregiver – SUPPLEMENTARY SECTION **HHOLD** GROUP RESPONDENT **Interviewer Number Interviewer Name** (24 hour clock) Time Section Started Date day year We have a few final questions which we would like to discuss with you. As some of these may be considered slightly sensitive we have included them in a section for you to complete by yourself. We would ask you to complete this section and return it to the interviewer. Once again, we would like to assure you that ALL THE INFORMATION PROVIDED IS TREATED IN THE STRICTEST CONFIDENCE. IBLAISE CONDITION: IF ANY PERSON ON HOUSEHOLD GRID AT TIME 1 IS NO LONGER RESIDENT IN THE **HOUSEHOLD AT TIME 2 ASK AS1 – AS31:** AS1. Can you please tell me why <Person at Wave 1> is no longer resident in the household. He/she is deceased We separated/divorced He/she moved out to set up own household.. Long-term absence (e.g. hospital, prison, military service abroad)...... Other (please specify)...... AS2. When did <Person from Wave 1> stop living with you: Since what year? [YYYY] AS3. When did <Person from Wave 1> stop living with you: Since what month? _____ mth S1. Are you the biological parent of <child>? Yes...... \square_1 \longrightarrow Go to S12 No...... \square_2 \longrightarrow Go to S2 S2. Are you the adoptive parent of <child>? No...... ____2 S3. Was that a domestic or an inter-country adoption? Domestic...... Inter-country S4. Was this a within family adoption? S5. From which country?

NOW PLEASE GO TO S12

S7. Are you the foster parent of <	child>?		
Yes	□1	No □2 → Go to	S12
S8. How long has <child> been wit</child>	h your family?	monthsweeks	
S9. Do you anticipate that this will	l be a long-term fost	er placement? Yes	1 No□2
S10. How many <u>previous</u> foster pl	acements has <child< td=""><td>d> been in?previous p</td><td>olacements DK</td></child<>	d> been in?previous p	olacements DK
S11. Immediately before coming to or in institutional care?	o live with you was <	child> living with another fost	er family, his/her family
Another foster family] ₁ Own family	Institutional care	3
	NOW PLEA	SE GO TO S12	
Because the issue of family life is marital history.	s so important we we	ould now like to ask some que	estions about your family a
S12. Can you tell me which of thes	se best describes yo	ur current marital status?	
Married and living with husband / wife	9		
Married and separated from husband	I / wife		
Divorced			
Widowed			
Never married			
S13. In what year did you marry yo	our (former) spouse	?(year)	
S14. Since when have you been liv	ring apart / spouse de	eceased?(year)	
•		-	
	I ARA ALIPPAMENT INTIMA		
S15. May I just check whether you			d as a couple?
S15. May I just check whether you			d as a couple?
Yes1	No	Go to S24	
YesS16. Since when have you and you	No□ ₂ C	been living together?	(mth)(year)
Yes1	No□ ₂ C	been living together?	(mth)(year)
S16. Since when have you and you say to say the same of the same o	No	been living together?	(mth)(year)
S16. Since when have you and you says argue from time. Most days	No	been living together?	(mth)(year)
S16. Since when have you and you says argue from time. Most days	ur spouse or partner ne to time. Roughly h□₁→Go to S18□₂→Go to S18□₃→Go to S18	been living together?	(mth)(year)
Yes S16. Since when have you and you says Most days At least once a week Less than once a week Hardly ever	ur spouse or partner ne to time. Roughly h□₁→Go to S18□₂→Go to S18□₃→Go to S18□₃→Go to S18	been living together?	(mth)(year)
Yes	ur spouse or partner ne to time. Roughly h ☐ → Go to S18 ☐ 2 → Go to S18 ☐ 3 → Go to S18 ☐ 4 → Go to S21	been living together?	(mth)(year)
Yes S16. Since when have you and you says Most days At least once a week Less than once a week Hardly ever	ur spouse or partner ne to time. Roughly h ☐ → Go to S18 ☐ 2 → Go to S18 ☐ 3 → Go to S18 ☐ 4 → Go to S21	been living together?	(mth)(year)
Yes	ur spouse or partner ne to time. Roughly h ☐ → Go to S18 ☐ 2 → Go to S18 ☐ 3 → Go to S18 ☐ 4 → Go to S18 ☐ 5 → Go to S21 about the child(ren)?	been living together?	(mth)(year)
Yes	ur spouse or partner ne to time. Roughly h	been living together?	(mth)(year)
S16. Since when have you and you S17. Many couples argue from time Most days	No	been living together?	(mth)(year)
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together?	(mth)(year)
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together?	(mth)(year)
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your	(mth)(year) spouse / partner argue?
S16. Since when have you and you says	No	been living together? now often would you and your you	(mth)(year) spouse / partner argue? Almost always/
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your you t very often Sometimes Often	(mth)(year) spouse / partner argue? Almost always/
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your you t very often Sometimes Often	(mth)(year) spouse / partner argue? Almost always/
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your you t very often Sometimes Often	(mth)(year) spouse / partner argue? Almost always/
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your you bt very often Sometimes Often	(mth)(year) spouse / partner argue? Almost always/
S16. Since when have you and you s17. Many couples argue from time. Most days	ur spouse or partner ne to time. Roughly h	been living together? now often would you and your you bt very often Sometimes Often	(mth)(year) spouse / partner argue? Almost always/ always5555 Almost always/
S16. Since when have you and you s17. Many couples argue from time Most days	v spouse or partner the to time. Roughly h	you It very often Sometimes Often	(mth)(year) spouse / partner argue? Almost always/ always555 Almost always/ always
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your to very often Sometimes Often 2 3 4 2 3 4 Not very often Sometimes Often Not very often Sometimes Often 2 3 4 4 7 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	(mth)(year) spouse / partner argue? Almost always/ always
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your often Sometimes Often 2	(mth)(year) spouse / partner argue? Almost always/ always5555 Almost always/ always5555
S16. Since when have you and you s17. Many couples argue from time. Most days	No	been living together? now often would you and your often Sometimes Often 2	(mth)(year) spouse / partner argue? Almost always/ always5555 Almost always/ always5555
S16. Since when have you and you says	No	been living together? now often would you and your to very often Sometimes Often 2 3 4 2 3 4 Not very often Sometimes Often Not very often Sometimes Often 2 3 4 2 7 3 7 4 7 4 7 6 7 7 8 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	(mth)(year) spouse / partner argue? Almost always/ always5555555
S16. Since when have you and you s17. Many couples argue from time Most days	No	been living together? now often would you and your by very often Sometimes Often 2 3 4 2 3 4 Not very often Sometimes Often 2 13 4 2 14 2 13 14 2 13 14 2 13 14 2 13 14 3 14 5 12 13 14 5 14 6 15 6 16 7 17 7 18 7 18 7 18 7 18 7 18 7 18 7 18	(mth)(year) spouse / partner argue? Almost always/ always5555 Almost always/ always5555555555
S16. Since when have you and you says	No	been living together? now often would you and your by very often Sometimes Often 2 3 4 2 3 4 Not very often Sometimes Often 2 13 4 2 14 2 13 14 2 13 14 2 13 14 2 13 14 3 14 5 12 13 14 5 14 6 15 6 16 7 17 7 18 7 18 7 18 7 18 7 18 7 18 7 18	(mth)(year) spouse / partner argue? Almost always/ always5555 Almost always/ always5555555555

S21. Most people have agreement or disagree		vou and vou	ii bartiiei io	cacii ilciii				
J		Always		Occasiona	ally Fred	quently	Almost	Always
		Agree	Always	Disagre	e Disa	igree	Always	Disagree
D			Agree			,	Disagree	
Philosophy of life Aims, goals and things b					<u> </u>	4	5	6
lims, goals and things b	pelieved importai	nt⊔ _{1.}	2	3		4	5	6
Amount of time spent to	gether	1.	2	3	L	4	5	6
S22. How often would	you say the foll	lowing even Never	ts occur bet Less th			rtner? e or	Once a	More
		140701	once a mo			e a week	week	often
Have a stimulating excha	ange of ideas			_		\prod_{4}	\Box_5	6
Calmly discuss somethir	ng together			2	3	\prod_{Δ}		
Work together on a proje	ect			2	3	\square_{4}		
S23. The numbers beloe thappy," represents the describes the degree o	ne degree of hap of happiness, al	ppiness of n II things con	nost relation sidered, of y	ships. Plea: our relation	se circle th nship.			
0 Extremely	1 Foirly	2 A little	3	4 Vorv	5 Extreme	lv.	6	
Extremely Unhappy	Fairly Unhappy	unhappy	Нарру	Very Happy	Extreme Happy		Perfect	
Οιιιαρργ	Стпарру	атарру		ppy	парру		. 0.1001	
625. How many?	YesTwo	1		<u></u>	₂ →Go to S	27a		
S25. How many? One	Twobscale from the w much you a	. □ ₂ T e Parental S gree or disa	No hree or more tress Scale	Berry & Jo	ones, 1995) following	statemen		
S25. How many? One	Twobscale from the w much you a	. □ ₂ T e Parental S gree or disa	No hree or more tress Scale	Berry & Jo	ones, 1995) following	statemen		
S25. How many? One	Twobscale from the w much you a	. □ ₂ T e Parental S gree or disa	No hree or more tress Scale	Berry & Jo	ones, 1995) following	statemen	try and	
S25. How many? One	Twobscale from the w much you a	. □ ₂ T e Parental S gree or disa	No hree or more tress Scale agree with ethere are no	Berry & Jo ach of the right and w	ones, 1995) following syrong answ	statemen vers, just	try and e Str	be as ho
Parental Stressors Subject of Sub	Twobscale from the w much you as child> now . F	. □ ₂ T e Parental S gree or disa	hree or more tress Scale agree with ethere are no	Berry & Jo ach of the right and w	ones, 1995) following syrong answ	statemen vers, just	try and e Str	be as ho ongly
Parental Stressors Subject of Sub	Twobscale from the w much you a child> now. For the cometimes takes	e Parental S gree or disa Remember,	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w	ones, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di	be as ho ongly sagree
Parental Stressors Su S27a. Please rate how hings are for you and as possible. A. Caring for my child so more time and energy the	Two bscale from the w much you as child> now. From times takes and I have to give	e Parental S gree or disa Remember,	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w	ones, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di	be as ho ongly sagree
Parental Stressors Substraction of the second stressors of the second stressor	Two	e Parental S gree or disa Remember,	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w	ones, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di	be as ho rongly sagree □ ₅
Parental Stressors Subtraction of the second stressors of the second stressors of the second stressors of the second stressor of the seco	Two	e Parental S gree or disa Remember,	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w	ones, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di	be as ho rongly sagree □ ₅
Parental Stressors Subtraction of the second stressors of the second stressors of the second stressors of the second stressor of the seco	Two	e Parental S gree or disa Remember,	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w	ones, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di	be as ho rongly sagree □ ₅
Parental Stressors Substraction of the second stressors of the second stressors of the second stressors of the second stressor of the sec	Two	e Parental S gree or disa Remember, f	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure	statemen vers, just Disagre	e Str Di	rongly sagree 5
Parental Stressors Subtraction of the major source of so. Having a child has be	Two	e Parental S gree or disa Remember, e g is my child exibility in my	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure	statemen vers, just Disagre	e Str Di	rongly sagree 5
Parental Stressors Subtraction of the major source of so the Having a child has best. Having a child has best. It is difficult to balance.	Two	e Parental S gree or disa Remember, f e e e g is my child exibility in my urden nsibilities	No hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree 5 5 5 5 5 5
Parental Stressors Susceptible Suspensible. A. Caring for my child some time and energy the enough for my child C. The major source of some time and energy the enough for my child D. Having a child leaves the enough for my child leaves the enough for my child	Two	e Parental S gree or disa Remember, f e e e g is my child exibility in my urden nsibilities	No hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree 5 5 5 5 5 5
S25. How many? One	Two	e Parental S gree or disa Remember, f g is my child exibility in my urden nsibilities	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
Parental Stressors Subsection Sub	Two	e Parental S gree or disa Remember, f g is my child exibility in my urden nsibilities	hree or more tress Scale agree with eathere are no Strongly Agree	Berry & Jo ach of the right and w Agree	Not sure	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
Parental Stressors Susceptible Suspension of the major source of some charge and as possible. A. Caring for my child some time and energy the source of some time and energy the cough for my child leaves on the major source of some charge a child leaves on the source of my child has been secured of my child	Two	e Parental S gree or disa Remember, f g is my child exibility in my urden nsibilities	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure 3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
Parental Stressors Susceptible Suspension of the major source of some chings a child leaves on the major source of some chings a child leaves on the major source of some chings a child leaves on the major source of some child leaves on the ma	Two	e Parental S gree or disa Remember, f g is my child exibility in my urden nsibilities e the ONE ite	hree or more tress Scale agree with ethere are no Strongly Agree y life 1	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure 3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
Parental Stressors Susceptible 20. Having a child leaves E. Having a child leaves E. Having a child leaves E. It is difficult to balance because of my child	Two	e Parental S gree or disa Remember, f e	hree or more tress Scale agree with eathere are no Strongly Agree y life 1 y life 1 man 1	Berry & Jo ach of the right and w Agree	nes, 1995) following syrong answ Not sure 3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
Parental Stressors Subsection of the major source of so. Having a child leaves E. Having a child leaves E. Having a child has been because of my child GUS – Wave 2) 627b. Of the following, Do you feel that you are an average parent	Two	e Parental S gree or disa Remember, f g is my child exibility in my urden nsibilities e the ONE ite	hree or more tress Scale agree with eathere are no Strongly Agree y life 1 y life 1 man	Berry & Jo ach of the right and w Agree	3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
Parental Stressors Susing Parental Stressors Parental	Two	e Parental S gree or disa Remember, f g is my child exibility in my urden nsibilities e the ONE ite	hree or more tress Scale agree with eathere are no Strongly Agree y life 1 y life 1 man	Berry & Jo ach of the right and w Agree	3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
25. How many? 27a. Please rate how ings are for you and spossible. 27a. Caring for my child so nore time and energy the land of the land	Two	e Parental S gree or disa Remember, f g is my child exibility in my urden nsibilities	hree or more tress Scale agree with ethere are no Strongly Agree	Berry & Jo ach of the right and w Agree	3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
Parental Stressors Suriarian Please rate hornings are for you and spossible. Caring for my child so nore time and energy the last sometimes worry whough for my child The major source of so the Having a child leaves in Having a child leaves in Having a child has be included a compared by the last sometimes world GUS – Wave 2) The major source of so the having a child has be included by the last some in the last some in a very good at being a person who has some in average parent	Two	e Parental S gree or disa Remember, f e	hree or more tress Scale agree with eathere are no Strongly Agree y life 1 y life 1 em that best	Berry & Jo ach of the right and w Agree	3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree
25. How many? Ine	Two	e Parental S gree or disa Remember, f e	hree or more tress Scale agree with eathere are no Strongly Agree y life 1 y life 1 em that best	Berry & Jo ach of the right and w Agree	3	statemen vers, just Disagre	try and e Str Di 4	be as ho rongly sagree

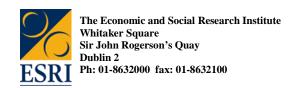
S28. Have you ever: (a) contacted parentli (b) attended a parent (c) sought help for pa	ine ing course	Yes 1	No No No	2		
(d) From whom?						
(e) About what? P						
S29a. How often do	you have 6	or more drinks o	n one occasio	n? [ASK S29a	a ONLY OF FEMALE R	ESPONDENTS]
	Never □1	Less than monthly	Monthly □₃	Weekly □₄	Daily or almost daily □₅	
S29b. How often do	you have 8	or more drinks o	n one occasio	n? [ASK S29	ONLY OF MALE RES	PONDENTS]
	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
	1	2	3	<u>4</u>	□ 5	
S29c. How often du because you			een unable to	remember wh	nat happened the night	before
		Less than	Monthly	Weekly	Daily or almost	
	Never □₁	$ \Box_2 $	\Box	\square_4	daily □₅	
	∟ _1	<u></u> □2	3	∟ 4	∟ 5	
S29d. How often du	ring the last	year have you fa	iled to do wha	at was expect	ed of you because of o	drinking?
		Less than	Monthly	Weekly	Daily or almost	
	Never □₁	$ \Box_2 $	Пз	\square_4	daily □₅	
	∟ 1	∟ 12	∟ 3	∟	∟ 15	
S29e. In the last year drinking or suggest			a doctor or oth	ner health wo	rker been concerned a	bout your
No	Υ	es, on one occasio	on□2	Yes on mo	ore than one occasion	3
S30. Does anyone s	maka in tha	samo room as a	childs 2			
-					–	1
Yes, on a regular bas	SIS	Yes, on an o	casional basis	2	Never	13
S31. Do you take a	ny of the fol	lowing regularly,	occasionally	or not at all?		
		Regula	arly Occas	sionally	Not at all	
a. Sleeping pills			1	. Па	🗖 2	
b. Tranquillisers		_	•		—	
c. Pills for depression		_	•		—	
d. Cannabis / Marijua		_			 :	
e. Painkillers (aspirin		_	•	— -		
f. Amphetamines or o	•	· —			 -	
g. Heroin, Methadone						
h. Anticonvulsants		_	•			
i. Steroids		_	•		—	
j. Weight loss medica		_	•			
	of the last i	nterview when <	child> was 9 n		, have you been treate	d by a medical
Yes.	□₁	No				

S33. Listed below are 8 statements about some of the ways y often you have felt this way during the past week.	ou may have	felt or beha	ved. Please inc	licate how
onton you have for time way daring the pact week	Rarely or	Some or a	Occasionally or	
	none of the time (less	little of the time (1-2	a moderate amount of the	Most or all of the time (5-7
	than 1 day)	days)	time (3-4 days)	days)
a. I felt I could not shake off the blues even with help from my				
family or friendsb. I felt depressed			3	4
c. I thought my life had been a failure			3	4
d. I felt fearful			3	
e. My sleep was restless			3	4
f. I felt lonely	_	_	3	4
g. I had crying spellsh. I felt sad		2	3	4
			3	4
S34. Have you ever been in trouble with the Gardai (other tha	n for traffic of	rences)?		
Yes				
_	(
S35. Have you ever been to prison? Yes□	No 🔲 2			
COC Con we already done while his larger to the order of				
S36. Can we check, does <child's> biological father/ mother I</child's>	ive nere with	you or eise	vnere?	
Lives here				
Deceased				
Lives elsewhere				
S37. Were you ever married to or did you ever live with <child< td=""><td>l's> hiologica</td><td>l father / mo</td><td>ther?</td><td></td></child<>	l's> hiologica	l father / mo	ther?	
Cor. Were you ever married to or did you ever live with conne	i 3> biologica	i iatilei / iiie		
Yes, married to.] \square_1 Yes, lived with \square_2 No \square_3 Go	to S39 Adop	otive / Foster	parent4 Go	to S48
S38. When did you separate or split up with <child's> biologic</child's>	cal father / mo	other?		
Before <child> was born</child>				
When <child> was less than 1 year old</child>				
When <child> was 1-2 years old3</child>				
In the last year ☐₄				
			,	
S39. Do you have a formal or informal parenting arrangement	regarding <c< td=""><td>hild> and w</td><td>here he / she li</td><td>ves?</td></c<>	hild> and w	here he / she li	ves?
Formal 1 Informal	arenting arran	gement 🗀	5	
			· · · · · · · · · · · · · · · · · · ·	
S40. Briefly describe that arrangement				
0.44 Harris P. Larra and A.				
S41. How did you arrive at that arrangement?				
Court imposed arrangements				
Formal negotiated arrangements other than legal (e.g. counsellor)				
Mutual agreement with no third party negotiator				
\$42. How for door schild'en historiaal father / mather live fro	m hara?			
S42. How far does <child's> biological father / mother live fro</child's>				
Within ½ hour's drive from here				
Between ½ and 1 hour's drive from here2 Outside the co	•		·····⊔4	
S43. How often does <child> have contact with his / her biolo</child>	gical father /	mother?		
Daily Monthly				
Once or twice a week				
Weekly			∐7	
Every second week / weekend □₄				

	maintenance of <ch etc.<="" payment="" th=""><th>•</th><th></th><th></th><th></th><th>•</th><th></th></ch>	•				•	
	No, he/she never makes a Yes, he/she makes a regu Yes, he/she makes paym	ılar payment					
	S45. How often do you t	alk to <child's> bi</child's>	ological father	/ mother abou	t <child>?</child>		
	Every day	Several times a week	About once a week	A few times a month	Several times a year	Never □6	
	S46. How well do you ge	et on with <child's< th=""><th>> biological fa</th><th>ther/ mother?</th><th>Would you say yo</th><th>our relationship is</th><th>?</th></child's<>	> biological fa	ther/ mother?	Would you say yo	our relationship is	?
		Very positive Positive	Neither posi negati 3	ve n	omewhat Very ne egative	gative ₅	
	S47. We would like to s show you the content details for <child's> bio</child's>	of this questionna	aire before we	_			
	Yes No, I do not wish other pa	rent to be contacte	d	Please	e give contact det	ails	
-							

S48. THANK YOU VERY MUCH FOR TAKING PART IN THE GROWING UP IN IRELAND PROJECT.

Appendix A4: Secondary Caregiver Main Questionnaire







NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) INFANT QUESTIONNAIRE STRICTLY CONFIDENTIAL SECONDARY CAREGIVER QUESTIONNAIRE

GROUP	HHOLD.		RESPONDENT
INTERVIEWER NAME		INTERVI	EWER NO:
Time Section Started	(24	hour clock)	DATE:ddmmyy
parents/guardians and child wil appropriate for you in the field] strictest confidence and will not	I take about 110-12 . All the information be released in any r family. If however	0 minutes to con you and your way which would see told see	l>. The whole interview with the omplete [INTERVIEWER: Adjust as family provide will be treated in the ld allow the information you provide omething which might suggest that a
Children and Youth Affairs (OM the Central Statistics Office. The Group which oversees the Stud	AC), in association we be department of Eddy. A group of reserving	vith the Departn ducation and Se earchers led by	rough the Office of the Minister for nent of Social and Family Affairs and cience is represented on the Steering the Economic and Social Research lege Dublin is carrying out the study
	Section A -	Introduction	1
[A1 – BLAISE INSTRUCTION – ASK RESPONDENT AT TIME 1]	A1 IF NEW PARTER	AT TIME 2 OR SE	CONDARY AT TIME 1 OR NON-
A1. Can you please tell me which of [Interviewer use codes only]	of the following best d	lescribes your rel	ationship to <child>?</child>
Biological mother/ father	\square_2 child's parent \square_3	Aunt/uncle Other relative/ ir	5 6 n law7 ian8
	Section B - Pa	arental Healt	<u>th</u>
Now I'd like to ask you a few quest	ions about your own l	health.	
B1. In general, how would you say	your current health is	?	
Excellent			

B2. Do you have any	on-goin	g chronic phys	sical or mental he	alth pr	oblem, illness or disa	bility?
	Ye	s 1	No		2	
B3. What is the natur [Int. please record					e describe as fully as	possible.
B4. Since when have	you had	I this problem,	illness or disabil	ity? _	(year)	(month)
B5. Are you hampered	•	•		•	•	
res, seven	eiy		me extent	2	NO3	
	hich m	ade it difficult	for you to look			r mental health problen , changing nappy, lifting
		Some d	ifficulty			
No Difficulty □₁	Ju	st a little	A moderate lev	vel	A lot of difficulty	Cannot do at all □ 5
B7. Do you currently	smoke d	daily, occasion	ally or not at all?			
Daily	1	Occasional	ly	2	Not at all	3
					Have you ever smoked	
B9. About how many	-	es or cinars do	oldid vou smoke (y <u>1</u> 2 INEVEL 3
B3. About now many			[Int. enter '0' if le		-	
	_	•	_		escribes how often ye	ou usually drink alcohol
1. Never 2. Less than once a mo				=		
3. 1-2 times a month 4. 1-2 times a week						
5. 3-4 times a week						
6. 5-6 times a week						
7. Every day				7		
If currently drink alcohor B11. And in an average alcopops would you d	je week				es of wine, measures of	of spirit, and bottles of
(a) Pints of Beer/Cide	r (b) Glasses of W	/ine (c) Mea	sures o	of Spirits (d)Bottle	es of alcopops
B12a. Thinking about Very physically active Fairly physically active Not very physically acti Not at all physically act Not applicable	veive		ould you say you	ı are		
B12b. Thinking about Very physically active Fairly physically active Not very physically acti Not at all physically act	ve		eral would you sa	ay you	are	
B13. What is your hei	ght with	out shoes?	feetir	nches	OR Metres	
B14. What is your wei	ight with	nout clothes ar	nd shoes?	stone	s Ibs OR I	Kilograms

Section C – Parenting and Family Context

I'd now like to ask you some general questions about parenting.

Child-Parent Relationship Scale

C1. [Card C1] I am going to read out some statements about the relationship between you and <child>. Please

listen to each statement and describe the degree to which e					
	Definitely does not apply	Not really	Neutral not sure s		Definitely applies
a. I share an affectionate, warm relationship with my child			3	\square_4	\square_5
b. My child and I always seem to be struggling with each other				\Box_4	
c. If upset, my child will seek comfort from me					
d. My child is uncomfortable with physical affection or touch from					
e. My child values his/her relationship with me					
f. When I praise child he/she beams with pride					
g. My child spontaneously shares information about his/herself			3		
h. My child easily becomes angry at me	□₁	\square_2	3	\Box_4	
i. It is easy to be in tune with what my child is feeling				\Box _4	
j. My child remains angry or resistant after being disciplined	🗖 1			\Box_4	
k. Dealing with my child drains my energy	🗖 1		3	\Box_4	
I. When my child is in a bad mood I know we're in for a	_	_			
long and difficult day		\square_2	\square_3	\square_4	\square_5
m. My child's feelings toward me can be unpredictable or					
change suddenly		_2			
n. My child is sneaky or manipulative with me	🗖		3	\Box_4	
o. My child openly shares his/her feelings/experiences with me	🗖 1	🔲 2			5
(Parental Authority Questionnaire Revised (PAQR – Reitmar C2. Listed below are a set of statements about parenting. Plasagree with each statement. There are no right or wrong a regarding each statement.	lease tell us th	ne exten	t to which y		
	Strongly Agree	Agree	Neither agre		e Strongly disagree
a. In a well run home children should have their way as often as parents do	∏₁	\square_2	\square_3	\Box_4	\Box_5
b When I ask my children to do something, I expect it to be done					
immediately without any questions		\square_2	\square_3	\square_{4}	\square_5
c Children need to be free to make their own decisions about ac	tivities,				
even if this disagrees with what a parent might do		\square_2	\square_3	\square_4	
d I do not allow my children to question the decisions I have ma	de∏₁		\square_3	\Box_4	
e I direct the activities and decisions of my children by talking wi		<u>-</u>			
and using rewards and punishments		2	3		5

(GUII 9 month – Wave 1)
C3. If you are currently working outside the home, can I ask you the extent to which you agree or disagree with

the following statements?						
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
Because of your work responsibilities: A. You have missed out on home or family a	ctivities					
That you would have liked to have taken part B. Your family time is less enjoyable and more		2		4	5	<u></u> 6
pressured Because of your family responsibilities:	1	2	3	4	5	<u>6</u>
C. You have to turn down work activities or Opportunities that you would prefer to take on D. The time you spend working is less enjoya		2	3	4	5	□ 6
and more pressured	1	2	3	4	5	<u>6</u>
D: SOCIO-DEMOGRAPHICS						
Time Section Started	(24	4 hour clocl	x)			
Now some questions about the circumsta	nces of your h	ousehold.				
D1. [Card D1] Looking at Card D1, which owork?	of these descr	iptions <i>BES</i>	T describes you	ır usual s	ituation in I	egard to
[Int: If respondent is on maternity leave and she has a jo	b which she intend	ls to return to, sh	ne should be coded a	as at work]		
Employee (incl. apprenticeship or Community Employment) Self employed outside farming	2 3	5. On State tr 6.Unemploye 7.Long-term 8.Home dutie 9. Retired	raining scheme (i ed, actively looking sickness or disal es / looking after ecify)	FAS, Failte ng for a jo bility home or	Ireland etc.) b family	5 6 7 8
[BLAISE CONDITION: IF RESPONDENT NOT W D2. When did you return to work?	ORKING AT W					
D3. How many hours do you normally world you work at more than one job, please in						
D4. On a typical work day, how much time (outward and return journey combined)?	in total do yo	u spend con	nmuting to and	from wo	rk	
minutes [Int. if respondent w	orks at home e	nter '0' for mi	nutes]			
D5. [Card D5] What is your occupation in	your main job	?				
In all cases describe the occupation fully and precisely g	giving the full job tit	le.				
Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER		Do not us MANAGE TEACHE ENGINEE	R	h as:		
Civil servants and local government employees should s Members of the Gardai or Army should state their rank. Clergy and religious orders should give full description of	Teachers should s	tate the branch o	of teaching e.g. PRIM		CHER.	
Write in your main OCCUPATION						
D6. Do you supervise or manage any pers	onnel in your	job?				
Yes □₁ No □₂	•					
D7. How many?						
D8. How many employees (if any) do you	have?	employee	s N A	99		

D9. [Ask only if Farmer at E1.] What is the acreage of the	farm? acres
D10. Apart from holiday or casual work, have you ever	had a full-time job? Yes No 2Go to D15
D11. In what year did you last work in that full-time job?	? year
D12. When you last worked in that full-time job were yo	u?
Employee (incl. apprenticeship or Community Employment)	byed outside farming ☐₂ Farmer ☐₃
	3
D13. [Card D5] What was your occupation in that job? (describe as fully as possible	What did you mainly do in your job?) Please
In all cases please describe the occupation fully and precisely giving the fu	ull job title.
Use precise terms such as: RETAIL STORE MANAGER	Do not use general terms such as: MANAGER
SECONDARY TEACHER	TEACHER
ELECTRICAL ENGINEER	ENGINEER
civil servants and local government employees should state their grade e.g. Iembers of the Gardai or Army should state their rank. Teachers should state clergy and religious orders should give full description e.g. NUN, REGISTE	ate the branch of teaching e.g. PRIMARY TEACHER.
Write in your main OCCUPATION	
D14. [Ask only if Farmer at D12] What was the acreage of	of the farm? acres
D16. On average, how many hours per week do you wo D17. [Card D5] What is your occupation in that job?	
In all cases describe the occupation fully and precisely giving the full job til	tle.
Use precise terms such as: RETAIL STORE MANAGER	Do not use general terms such as: MANAGER
SECONDARY TEACHER	
	TEACHER
ELECTRICAL ENGINEER	
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g Members of the Gardai or Army should state their rank. Teachers should s	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER.
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g Members of the Gardai or Army should state their rank. Teachers should s	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER.
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should storegy and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION ———————————————————————————————————	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE.
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g Members of the Gardai or Army should state their rank. Teachers should so Clergy and religious orders should give full description e.g. NUN, REGISTE	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE.
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should stored clergy and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE.
Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should s Clergy and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION If a farmer or a farm worker, write in the SIZE of the farm D18. [Card D18] From the reasons listed on this card co	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE. m acres puld you tell me the most important reasons for you
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should so Clergy and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION If a farmer or a farm worker, write in the SIZE of the farm D18. [Card D18] From the reasons listed on this card coworking in a paid job outside the home? If more than or	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE. m acres puld you tell me the most important reasons for you
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should some clergy and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION If a farmer or a farm worker, write in the SIZE of the farm D18. [Card D18] From the reasons listed on this card coworking in a paid job outside the home? If more than on 1 is the most important reason, up to a maximum of 3.	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE. m acres puld you tell me the most important reasons for you ne reason, please rank them in order of importance,
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should steering and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION If a farmer or a farm worker, write in the SIZE of the farm D18. [Card D18] From the reasons listed on this card coworking in a paid job outside the home? If more than or 1 is the most important reason, up to a maximum of 3. A. I can't find a job	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE. m acres puld you tell me the most important reasons for you ne reason, please rank them in order of importance, F.I cannot find suitable childcare
Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should s Clergy and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION If a farmer or a farm worker, write in the SIZE of the farm	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE. m acres puld you tell me the most important reasons for you ne reason, please rank them in order of importance, F.I cannot find suitable childcare
Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should so Clergy and religious orders should give full description e.g. NUN, REGISTE Write in your main OCCUPATION If a farmer or a farm worker, write in the SIZE of the farm D18. [Card D18] From the reasons listed on this card coworking in a paid job outside the home? If more than on 1 is the most important reason, up to a maximum of 3. A. I can't find a job	TEACHER ENGINEER g. SENIOR ADMINISTRATIVE OFFICER. Itate the branch of teaching e.g. PRIMARY TEACHER. ERED GENERAL NURSE. m acres puld you tell me the most important reasons for you ne reason, please rank them in order of importance, F.I cannot find suitable childcare

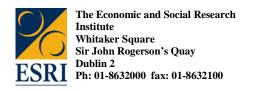
E: ABOUT YOU

Now some more questions about yourself

	[Card E1] What is the highest level of education (full-time or part-time) which you have completed to date?
	No formal education
Sec	ond Level
3. (Juni	Lower Secondary
4. (Lea	Upper Secondary
	Technical or Vocational qualification
6.	Both Upper Secondary and Technical or Vocational qualification
7.	rd Level Non Degree
	Primary Degree
10. 11. 12.	Professional qualification (of Degree status at least)
	At what age did you leave full-time education for the first time? years ERVIEWER: Code as '0' if respondent never undertook full-time education]
PRO E3.	AISE CONDITION: ASK E3-E5 ONLY OF NEW RESPONDENTS OR THOSE WHO INDICATED LITERACY WAS A DBLEM AT WAVE 1] Many people have problems with reading. Can I just check, can you read aloud to a child from a children's by book written in your native language?
	Yes□ ₁ No□ ₂
E4.	Can I just check, can you read aloud to a child from a children's story book written in English?
	Yes
E5.	Can you usually read and fill out forms you might have to deal with in English?
	Yes
PRO	AISE CONDITION: ASK E6 ONLY OF NEW RESPONDENTS OR THOSE WHO INDICATED LITERACY WAS A DBLEM AT WAVE 1] When you buy things in shops with a five or ten euro note, can you usually tell if you have the right change?
	Yes□ ₁ No□ ₂
E7.	Do you belong to any religion?
	Yes
	AISE CONDITION: ONLY ASK QUESTION E8 IF NEW RESPONDENT AT THIS WAVE] Which religion?
Ron Ang Othe Jew Mus	istian – no denomination

Irish Social & Political Attitudes Surve E9. Apart from special occasions suc you attend religious services?		and christenings, how often	en nowadays do
More than once a week Every week/almost every week About once a month Only on major religious occasions Never/practically never			
(ECLS CS020 Adapted – Birth cohort E10. How important are your religious		ow you raise <child>? Wo</child>	uld you sayREAD OUT
Very important			
[BLAISE CONDITION ASK E11 – E16 II	F NEW RESPONDENT AT	T TIME 2]	
E11. Are you a citizen of Ireland?	Yes □ ₁	No	
E12. What citizenship do you hold?			
E13. Were you born in Ireland?	Yes □ ₁	No	
E14. In which country were you born? E15. How long ago did you first come			
	ars ago 6-10 years 11-20 ago	years ago More than 20 years ago	Don't Know
[CSO Census of population] E16. What is your ethnic or cultural be Please choose ONE section from 1. White Irish Traveller	ackground? m 1 to 4 then tick the app	ated into your local comm	
Fully integrated Q	uite integrated	Not very integrated	Not at all integrated

Appendix A5: Secondary Caregiver Sensitive Questionnaire







GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL

Secondary Caregiver – SUPPLEMENTARY SECTION GROUP HHOLD RESPONDENT Interviewer Number **Interviewer Name** (24 hour clock) Time Section Started Date day year We have a few final questions which we would like to discuss with you. As some of these may be considered slightly sensitive we have included them in a section for you to complete by yourself. We would ask you to complete this section and return it to the interviewer. Once again, we would like to assure you that ALL THE INFORMATION PROVIDED IS TREATED IN THE STRICTEST CONFIDENCE. S1. Are you the biological parent of <child>? Yes...... \square_1 \longrightarrow Go to S12 No..... \square_2 \longrightarrow Go to S2 S2. Are you the adoptive parent of <child>? S3. Was that a domestic or an inter-country adoption? Domestic...... S4. Was this a within family adoption? S5. From which country? Yes □₁ No □₂ S6. What age was <child> when you adopted him/ her? years NOW PLEASE GO TO S12 S7. Are you the foster parent of <child>? S8. How long has <child> been with your family? months weeks S10. How many previous foster placements has <child> been in? _____previous placements DK...___99 S11. Immediately before coming to live with you was <child> living with another foster family, his/her family or in institutional care? Another foster family....... □₁

Because the issue of family life is so important we would now like to ask some questions about your family and marital history.

NOW PLEASE GO TO S12

S12. Can you tell me which of these bes	t describes yo	our current r	marital status	?	
Married and living with husband / wife					
Married and separated from husband / wife					
Divorced					
Widowed					
Never married			S15		
S13. In what year did you marry your (former) spouse?(year)					
S14. Since when have you been living apart / spouse deceased?(year)					
S15. May I just check whether you are co	urrently living	with some	one in the hou	isehold as a	couple?
Yes	2	Go to S24			
S16. Since when have you and your spo	use or partne	r been living	g together?	(mth	n)(year)
S17. Many couples argue from time to ti	me. Roughly h	now often w	ould you and	your spouse	e / partner argue?
Most days	Go to S18		•		
At least once a week					
Less than once a week					
Hardly ever	→Go to S18				
Never ₅ -	Go to S21				
S18. How often would you argue about t	he child(ren)?	•			
Most days					
At least once a week					
Less than once a week					
Hardly ever					
Never5					
S19. When you and your partner argue,				A long of the	alwaya/
		ot very often So	metimes Of		always/ /ays
Shout or yell at each other				4	<i>a,</i> 0
Throw something at each other			🔲 3	45	
Push, hit or slap each other	<u> </u>	2	🔲 з	45	
S20. And to end an argument, how often	•				
		Not very	Comotimos		ost always/
Compromise	Never	often	Sometimes []		always □□₋
Apologise					□5 □ _ε
Change the subject	1	<u> </u> 2			5
Agree to discuss the issue later	1	2		<u></u> 4	5
Agree to disagree	⋯∐1	2		<u>4</u>	5
Use affection (hug) or make a joke about it	1		[]	 4	<u></u>
Ignore or refuse to speak any more, walk				\neg	
away, leave the room or leave the house	··· <u></u> 1	2	3	4	<u></u> 5
S21. Most people have disagreements in					
agreement or disagreement between yo	u and your pa Always		on item on the Occasionally	Frequently	St. Almost Always
	Agree	Always	Disagree	Disagree	Always Disagree
	_	Agree	_	_	Disagree
Philosophy of lifeAims, goals and things believed important.	1	2	3	4	
Aims, goals and things believed important. Amount of time spent together	1		🖂3	4	
Amount of time spent together		2	🔲 3		Ы5Ы6
COO How often would was and the fall was	vina evente e -	الم	m ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
S22. How often would you say the follow	ving events od Never	cur betwee Less than		ur partner? Once or	Once a More
		nco a month	twice a month	twice a week	wook often
Have a stimulating exchange of ideas	1	2	3	4	
Calmly discuss something together	1	2	3	4	5 6
Have a stimulating exchange of ideas Calmly discuss something together Work together on a project			3	4	5 6

	0	1	2	3	4	5	6	
	Extremely Unhappy	Fairly Unhappy	A little unhappy	Нарру	Very Happy	Extremely Happy	Perf	ect
	from your cu ad a close rela					oartners sin	ce <child></child>	was 9 month
ge who h		es			· : 	→Go to S27	'a	
25. How r	many?							
One	. □ ₁ T		2	Three or more				
	Stressors Subase rate how						atements i	n relation to
	for you and <							
a possibi	G.			Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
	or my child son							
	and energy tha nes worry whe			1	2	3	4	5
enough for	my child				2		4	5
C. The maj	or source of sti	ress in my life	e is my child		2		4	5
	a child leaves li							5
	child has bee			1	2	3	4	5
·. It is diffic	cult to balance of my child.	different resp	onsibilities					
)o vou fee		•••						
Not very go A person w An average	ood at being a pho has some to parent	rouble being	a parent] ₂] ₃		
Not very go A person w An average A better tha	ood at being a pho has some to	rouble being ent	a parent		 	2 3 4		
Not very go A person w An average A better tha A very good	ood at being a p ho has some to parentan an average par	rouble being ent	a parent			2 3 4		
Not very go A person w An average A better tha A very good BLAISE C	ood at being a photo has some to parent	rouble being ent SK S27c ON	a parent	LE RESPON	DENTS]	2 3 4		
A person wan average A better that A very good BLAISE C	ood at being a period has some to parent	rouble being ent SK S27c ON	a parent	LE RESPON	DENTS]	2 3 4		
Not very go A person w An average A better that A very good BLAISE C 627c. Are y	ood at being a period has some to parent	entSK S27c ON pregnant?	a parent LY OF FEMA Yes□	ALE RESPON	DENTS]	2 3 4		
Not very go A person w An average A better that A very good BLAISE C 527c. Are y 528. Have a) contacted	ood at being a period has some to parent	entSK S27c ON pregnant?	LY OF FEMA Yes	No	DENTS]	2 3 4		
Not very go A person w An average A better that A very good BLAISE C 627c. Are y 628. Have a) contacte b) attended	ood at being a probable to has some to parent	entSK S27c ON pregnant?	a parent LY OF FEMA Yes	No	DENTS]	2 3 4		
Not very go a person wan average a better that a very good BLAISE C 627c. Are y 628. Have a) contacted b) attended c) sought h	ood at being a property of the parent	ent	LY OF FEMA Yes	No	DENTS]22	2 3 4		
Not very go A person w An average A better that A very good BLAISE C 627c. Are y 628. Have a) contacte b) attended c) sought h	ood at being a pho has some to parent	ent	LY OF FEMA Yes	No	DENTS] 2 2 2			
Not very go A person w An average A better that A very good BLAISE C 627c. Are y 628. Have a) contacte b) attended c) sought h	ood at being a probable being a parent	ent	LY OF FEMA Yes	No	DENTS] 2 2 2			
Not very go A person w An average A better that A very good BLAISE C 627c. Are y 628. Have a) contacte b) attended c) sought h	ood at being a probable parent	ent	LY OF FEMA Yes	No	DENTS]222]2]3]4]5		
Not very go A person wan average A better that A very good BLAISE C 627c. Are y 628. Have a) contacted b) attended c) sought h	ood at being a property of the parent	ent	LY OF FEMA Yes	No No No No No sible	DENTS] 2 2 2]2]3]4]5	FEMALE	RESPONDEN
Not very go A person w An average A better that A very good BLAISE C 627c. Are y 628. Have (a) contacte (b) attended (c) sought h	ood at being a property of the has some to parent	ent	a parent LY OF FEMA Yes	No No No No No sible	DENTS] 2 2 2	9a ONLY OI	r almost	RESPONDEN
Not very go A person w An average A better that A very good BLAISE C 627c. Are y 628. Have a) contacte b) attended c) sought h	ood at being a property of the has some to parent	ent	a parent LY OF FEMA Yes	No No No Sible	DENTS] 2 2 2 2	9a ONLY OI Daily o		RESPONDEN

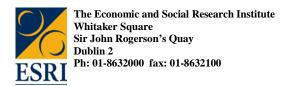
S29b. How often do yo	u have 8 or i	more drinks on	one occasion	n? [ASK S29	b ONLY OF	MALE RESPON	IDENTS]
	Never	Less than monthly	Monthly	Weekly	Daily or a	y	
	<u></u> 1	<u>2</u>	<u></u> 3	<u></u> 4	<u></u> 5	i	
S29c. How often during because you had			en unable to r	emember wh	nat happene	d the night bef	ore
	Never	Less than monthly	Monthly	Weekly	Daily or a		
	<u> </u>	\square_2	□ 3	<u></u> 4	5		
S29d. How often during	a the last ve	ar have vou fail	ed to do wha	t was expect	ed of you be	ecause of drink	ina?
	9 ,	Less than	Monthly	Weekly	Daily or a		
	Never □₁		3	4	daily 	y	
S29e. In the last year h drinking or suggested			doctor or oth	er health wo	rker been co	oncerned about	your
No	Yes,	on one occasior) <u>_</u> 2	Yes on mo	ore than one	occasion	3
S30. Does anyone smo	oke in the sa	me room as <cl< td=""><td>hild>?</td><td></td><td></td><td></td><td></td></cl<>	hild>?				
Yes, on a regular basis.		Yes, on an occ	asional basis.	2	Never		
S31. Do you take any	of the follow	ing regularly, o	ccasionally o	r not at all?			
		Regular	ly Occasi	ionally	Not at all		
a. Sleeping pills				□₂	□3		
b. Tranquillisers		—		— -			
c. Pills for depression				— -			
d. Cannabis / Marijuana							
e. Painkillers (aspirin, pa							
f. Amphetamines or other	•	, <u> </u>		— -			
				_			
g. Heroin, Methadone, C				_			
h. Anticonvulsants				_			
i. Steroids							
j. Weight loss medication	n	1 ⋅		2	3		
S32. Since the time of professional for clinical				onths of age	, have you b	peen treated by	a medical
Yes	1	No	_2				
S33. Listed below are 8 often you have felt this				-			icate how
				Rarely or none of the	Some or a little of the	Occasionally or a moderate	Most or all of
				time (less	time (1-2	amount of the	the time (5-7
a I falt I aguid not aboke	off the blues	ovon with holn	from my	than 1 day)	days)	time (3-4 days)	days)
a. I felt I could not shake family or friends	on the blues	even with neip	non my	\Box .			\Box .
b. I felt depressed							4
c. I thought my life had b	peen a failure						
d. I felt fearful					2	3	4
e. My sleep was restless	3			🔲 1	2	3	4
f. I felt lonely				1	2	3	4
g. I had crying spells					2	3	4
h. I felt sad				1	2	3	4

S34. Have you ever been in trouble with the Gardai (other than for traffic offences)?
Yes No □₂→Go to S36
S35. Have you ever been to prison? Yes
S36. Can we check, does <child's> biological father/ mother live here with you or elsewhere?</child's>
Lives here
S37. Were you ever married to or did you ever live with <child's> biological father / mother?</child's>
Yes, married to
S38. When did you separate or split up with <child's> biological father / mother?</child's>
Before <child> was born</child>
S39. Do you have a formal or informal parenting arrangement regarding <child> and where he / she lives?</child>
Formal
S40. Briefly describe that arrangement
S41. How did you arrive at that arrangement?
Court imposed arrangements
S42. How far does <child's> biological father / mother live from here?</child's>
Within $\frac{1}{2}$ hour's drive from here
S43. How often does <child> have contact with his / her biological father / mother?</child>
Daily
Weekly \square_3 No contact \square_7
Every second week / weekend
S44. Does <child's> biological father / mother make ANY financial contribution to your household and the maintenance of <child>? Include any form of financial support such as rent, mortgage, direct maintenance payment etc.</child></child's>
No, he/she never makes any payment
S45. How often do you talk to <child's> biological father/ mother about <child>?</child></child's>
Several times a About once a A few times a Several times a Every day week week month year Never $\ \ \ \ \ \ \ \ \ \ \ \ \ $
S46. How well do you get on with <child's> biological father/ mother? Would you say your relationship is?</child's>
Very Neither positive nor Somewhat Very negative positive Positive negative negative

S47. We would like to send a short questionnaire to <child's> biological father/ mother. We would be happy to show you the content of this questionnaire before we send it. Would you be able to provide us with contact details for <child's> biological father/ mother?</child's></child's>				
Yes	Please give contact details			

S48. THANK YOU VERY MUCH FOR TAKING PART IN THE GROWING UP IN IRELAND PROJECT.

Appendix A6: Primary Caregiver Twin Questionnaire



(GUIA - Wave 2)

Always

B2. Does <child> go to bed at a regular time?

Usually

Sometimes

B3a. In general, what time in the evening does <child> usually go to sleep? _____ (24 hour clock)

Rarely

Never





NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) **3-YEAR QUESTIONNAIRE**

STRICTLY CONFIDENTIAL

PRIMARY CAREGIVER QUE	STIONNAIRE – <u>TWIN MODULE</u>
GROUP HHOLD	RESPONDENT TWIN (HHold grid code)
INTERVIEWER NAME	INTERVIEWER NO:
Time Section Started (24 h	our clock) DATE:ddmmyy
parents/guardians and child will take about 120 appropriate for you in the field]. All the informati strictest confidence and will not be released in any	rdians of <child>. The whole interview with the minutes to complete [INTERVIEWER: Adjust as fon you and your family provide will be treated in the way which would allow the information you provide er, we are told something which might suggest that a have to act on it.</child>
Children and Youth Affairs (OMCYA), in associate and the Central Statistics Office. The Department Steering Group which oversees the Study. A group which oversees the Study.	ing the study through the Office of the Minister for tion with the Department of Social and Family Affairs ent of Education and Science is represented on the oup of researchers led by the Economic and Social earch Centre at Trinity College Dublin is carrying out
Section B - Child's	s Habits and Routines
I'd like to begin by asking you a few things about <child< th=""><th>d>'s development</th></child<>	d>'s development
NEW QUESTION B1. How old was <child> [in months] when he/she took Interviewer: By unsupported I mean that the baby walked on his/support. months</child>	k his/her first steps unsupported? her own without holding onto someone else or something else for
I'd now like to ask you a few questions about <child's></child's>	habits and routines.

B3b. On a normal day, v	what time does <	child> get up at	in the morning	j? (24 ho	ur clock)
B4. On an average day	how many hours	would the child	d <sleep> durin</sleep>	g the day h	ours
(GUIA – Wave 1+2) B5. How much is <child< td=""><td>d's> sleeping pat</td><td>tern or habits a</td><td>problem for yo</td><td>ou?</td><th></th></child<>	d's> sleeping pat	tern or habits a	problem for yo	ou?	
A large problem	A moderate problem	A small problem		No problem at all	
1	2	3		4	
(GUIA – Wave 2) B6. Does <child> have a</child>	any of these prob	olems on 4 or m	ore nights a we	eek, that is, more	than half of the time?
[TICK ALL THAT APPLY	Y]				
(a) Difficulty getting off to	•				
(b) Not happy to sleep alo					
(c) Waking during the nig	•			 -	
(d) Nightmares/night terro				— :	
(e) Sleepwalking					
(f) Crying at night					
(g) Won't stay in bed					
(h) Other problems (pleas	se specity)			8	
(GUII 9 month Wave 1) B7a. Does <child> usu</child>	<i>ally</i> sleep:				
In a room on his/her own		7,			
In a room with other child		_			
In your bedroom	_				
Elsewhere]4			
(GUIA 9 month – Wave B7b. Approximately ho or you spend some par	ow many nights p			at least some part	of the night in your bed
B8. Does <child> wear</child>		Comotim	na Nav		
(a) during the day (b) at night	Always □₁ □1	Sometime2	es Nev		
(ALSPAC C4 – Child Qu B9. I just wanted to ask			ere <child> is w</child>	ith his/her potty/to	oilet training. Is <child>:</child>
INT - READ OUT: 'Dry' r INT - READ OUT: 'Clear	n' means pooing o	n potty or toilet o	nly.		
INT: IF CHILD WEARS N	IAPPIES/TRAININ	IG PANTS AT N	IGHT – MARK 'S	SOMETIMES FOR	THISTIEM
	Al	ways	Sometimes	Never	
(a) dry during the day		•	2		
(b) dry during the night					
(c) clean during the day.		1	2		
(d) clean during the night		_ ₁	2		
(ALSPAC E28 (a) (b) - 0 B10. How often does he			humb or finger	(e\2	
	Most of the time				
(a) Soother					
(b) Thumb/finger(s) (ALSPAC E28(c) – Child					

c) Apart from his/her finger, thumb or a soother does he/she have a special o such as a blanket or cuddly toy?	bject that he/she uses for comfort				
Yes					
B11. What does <child> usually drink from during the daytimeREAD OUT</child>					
A bottle	<u>evelopment</u>				
Now I'd like to ask you a few questions about <child's> health</child's>					
(GUII 9 month – Wave 1) C1. In general, how would you describe <child's> current health?</child's>					
Very healthy, no problems					
Yes					
C3. [Card C3] What is this? [INT – code for up to 3 illnesses]					
a. Asthma	1 — 1				
b. Bronchitis/Wheezy breathlessness	1 —-1				
c. Cystic Fibrosis	1 — 1				
d. Heart abnormalities	1 — 1				
e. Eczema or any kind of skin allergy					
f. Any kind of respiratory allergy (including hayfever)					
g. Any kind of food or digestive allergy					
h. Problem with non-food allergies, such as to dust, animals or medicine					
i. Bone, joint or muscle problems					
j. A problem using his/her arms or legs					
k. A problem using his/her hands or fingers					
I. Hyperactivity/Problems with attention					
m. Severe behavioural problems					
n. Diabetes					
o. Kidney disease					
p. Migrainous headaches					
q. Epilepsy or seizures					
r. Down syndrome					
s. Spina bifida/hydrocephalis					
t. Cerebral palsy	1 - 1				
u. Autism Spectrum Disorder					
v. Other (please specify)	22				
[INT – CODE FOR UP TO 3 ILLNESSES] C4. Has this illness, condition or disability been diagnosed by a medical profe	essional?				
Yes1 No2					
C5. Since when has <child> had this illness, condition or disability?mo C6. Do any of these illnesses hamper <child> in his/her daily activities?</child></child>	onthyear				
Yes, severely	No3				

ASK ONLY OF THOSE WHO INDICATED THEIR CHILD SUFFERS FROM ASTHMA OR BRONCHITIS AT C3 ABOVE.

Questions C3z1 to C3z_3 - ALSPAC – 81 month parent questionnaire
C3z_1. In the past year has <child> had any periods when there was wheezing with whistling on his/her chest when he/she breathed?</child>
Yes□₁ No□₂
C3z_2. How many separate times has this happened in the past 12 months?
Once
Twice
Three to four times
Five or more times
C3z_3. Has wheezing ever been severe enough to limit your child's speech to only one or two words at a time between breaths in the past 12 months?
Yes□ ₁ No□ ₂
(New Question) C7. Has <child> had the Measles/Mumps/Rubella (MMR) vaccination?</child>
Yes□ ₁ No□ ₂
C8. In the past 12 months, how many times have you seen, or talked on the telephone with any of the following about <child's> physical health?</child's>
IF NONE THEN ENTER 0 – DO NOT LEAVE BLANK
A general practitioner (GP)N A paediatrician
C9a. Has <child> received a course of antibiotics in the past 12 months?</child>
Yes□ ₁ No□ ₂
C9b. In total how many courses of antibiotics has <child> received in the past 12 months? N</child>
C10. Since the time of the last interview, approximately how many nights has <child> spent in hospital?nights [INT: NOT HOSPITAL OUTPATIENT OR EMERGENCY DEPARTMENT VISITS – IF NONE THEN CODE AS '0'] (GUII 9 year – Wave 1) C11. Most children have accidents at some time. Has <child> ever had an accident or injury that required hospit treatment or admission? Yes</child></child>
C12. How many separate accidents has <child> ever had that required hospital treatment or admission? accidents</child>
C13. How many of these accidents involved bone fractures or breaks?

(GUII 9 year – Wave 1) C14. Does <child> currently have, or at any time in the past had, any sort of sight problem requiring correct</child>	ection?
Yes, currently□ ₁ Yes, in the past□ ₂ No□ ₃	
(GUII 9 year – Wave 1) C15. Does <child> currently have, or at any time in the past had, any sort of hearing problem requiring correction?</child>	
Yes, currently \square_1 Yes, in the past \square_2 No \square_3	
(GUII 9 year – Wave 1) C16. Was there any time in the last 12 months when, in your opinion, <child> needed medical care or treat for a health problem but he/she did not receive it?</child>	tment
Yes	
C17. Why did <child> not get the medical care or treatment? Was this because [INT: Yes or No to each]:</child>	
(a) You couldn't afford to pay	
(b) The necessary medical care wasn't available or accessible to you	
(c) You could not take time off work to visit the doctor with <child></child>	
(d) You wanted to wait and see if the problem got better	
(e) Child refused/fear of doctor □₂ (f) Child is still on the waiting list□₂	
(g) Other reason (please specify)	
(GUII 9 year – adapted from LSAC) C18. Do you have any concerns about how the Study Child talks and makes speech sounds? Would you	say no.
yes a little or yes a lot?	• '
you a maio or you a lot.	
No	ı
	ı
No	
No	□7
No	□7 □8 1□9
No	

Yes
C23. What concerns do you have?
(National Health and Nutrition Examination Survey) C24. How would you describe the condition of <child's> teeth? Would you say</child's>
Excellent
MbHtee01 (GUS – Wave 2) C25. Getting children to brush their teeth is a challenge faced by many parents. I'd like to ask you a few questions about <child's> teeth. How often is a toothbrush used to clean < child's > teeth?</child's>
More than twice a day
MbHtee04 adapted (GUS – Wave 2) C26. Which of these statements best describes how you organise cleaning <child's> teeth?</child's>
You clean his/her teeth yourself
C27. Has <child> been to visit the dentist because of a problem with his/her teeth?</child>
Yes□ ₁ No□ ₂
C28. Is the household on: Mains water supply
[BLAISE CONDITION: ASK ONLY OF THOSE WHO WERE STILL BREASTFEEDING AT 9 MONTHS OF AGE] C29. When we last interviewed you in, you told us that you were still breastfeeding <child>. Can I just check, are you still breastfeeding <child>? [Include expressed milk]</child></child>
Yes
C30. How old was <child> [in months] when he/she completely stopped being breastfed?Months</child>
[Int: Only Accept answer in Months]
[BLAISE CONDITION: ASK ONLY OF THOSE WHO HAD NOT RECEIVED SOLID FOODS AT 9 MONTHS OF AGE]. C31. I'm now going to ask when <child> first had (other) different types of milk. Please include any eaten with cereal. How old was <child> when he/she first had:</child></child>
Formula milk, such as Cow & Gate or SMA?MonthsNever had1 Cow's milk?MonthsNever had1 Any other type of milk, such as soya milk?MonthsNever had1

C22. Do you have any concerns about any aspects of <child's> behaviour or development?

C32. How old was <child> [in months] when he/she first had solid food regularly? _____Months

REGULARLY = MORE THAN TWICE A DAY FOR SEVERAL CONTINUOUS WEEKS SOLID FOOD = BABY CEREALS, PUREED FRUITS ETC. – NOT MILKS OR DRINKS

C33. [Card C33] In the last 24 hours has <child> had the following foods and drinks once, more than once, or not at all?

u. u		More than	Not
	Once	Once	At All
A. Fresh fruit	🔲 1	2	
B. Cooked vegetables	🗖 1		
C. Raw vegetables or salad	🗖		
D. Hamburger, hot dog, sausage or sausage roll, meat pie,			
E. Hot chips or French fries	_		 :
F. Crisps or savoury snacks	🗖		
G. Biscuits, doughnuts, cake, pie or chocolate			 -
H. Sweets			
I. Cheese/yoghurt/ fromage frais			 -
J. Low fat Cheese/ low fat yoghurt			 -
K. Water (tap water / still water/ sparkling water)			 -
L. Soft drinks / minerals / cordial / squash (not diet)	_		 :
M. Soft drinks / minerals / cordial / squash (diet)	_	_	 :
N. Full cream milk or full cream milk products			 -
O. Skimmed/Semi-skimmed milk or Skimmed/Semi skimmed			
milk products	🗖 1		
Snacks all day and has no real meals			
No			
Yes, vegetarian (no meat, fish or fowl)2 Yes, vegan (no meat, fish, fowl, or dairy products)3 Yes, pescetarian (no meat or fowl, but eats fish)4 Yes, coeliac (gluten free)			
C35b. Why is <child> on this special diet?</child>			
	ner (specify)		
C38. Which of these best describes <child's> weight?</child's>			
Underweight			

Underweight
Normal weight
Somewhat overweight
Very Overweight

C43. About n	iow old was <	cniia> in montr	is wnen ne/sn	е			
(a) Started wa	alking up stairs	alone?					months
(b) Started sa	ying his/her fir	st words?					months
` '	• • •	a picture book, c	. •				
. ,	•	y turning the kno					
(e) Started pla	aying with othe	r children, doing	things with the	em (e.g. cars, o	dolls, building)?		months
		<u>Section</u>	E - Child'	s play and	d activities		
activities tha	t children do		lies. I would li	ke you to thii	nk about activi	ties that <chil< th=""><th>various kinds o d> might do with</th></chil<>	various kinds o d> might do with
E1. Now I'd I	like to ask yo	u about activitie	es you or othe	r members of	the family mig	ht do with <ch< th=""><th>nild>.</th></ch<>	nild>.
a) On how ma	any days in an	average week d	oes anyone at	home read to	<child></child>		
0 days □₀	1 day □ ₁	2 days □ ₂	3 days 	4 days □ ₄	5 days □ ₅	6 days ⊡ ₆	7 days □ ₇
b) On how ma	any days in an	average week d	oes anyone at	home ever hel	lp <child> learn</child>	the ABC or alp	habet
0 days □₀	1 day □ ₁	2 days □ ₂	3 days 	4 days □ ₄	5 days 	6 days ⊡ ₆	7 days □ ₇
c) On how ma	any days in an	average week d			ach <child> num</child>	nbers or countir	na
0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
o	1			i	5		
d) On how ma	any days in an	average week d	oes anyone at	home try to tea	ach <child> any</child>	songs, poems	or nursery
0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
o	1	2	3	4	5	6	7
e) On how ma	any days in an	average week d	oes anyone pla	y games [boa	rd games, jigsa	ws, card games	etc. with child]
0 days □₀	1 day □ ₁	2 days □ ₂	3 days 	4 days □ ₄	5 days ⊡ ₅	6 days 	7 days
f) On how ma	ny days in an a	average week do	oes <child> pai</child>	nt or draw at h	ome		
0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
o	1	2	3	4	5	6	7
g) On how ma	any days in an	average week d	oes anyone at	home spend ti	me just having	a conversation	with the child?
0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days
0	1	2	3	4	5	6	7
	any days in an	average week d	oes <child> pla</child>	y outside?			
0 days □	1 day □	2 days □	3 days □	4 days □	5 days	6 days	7 days □
L0	1	2	3	4	5	6	7
E3. Typically	/, how many h hours	nours a day doe minutes	es <child> wat</child>	ch television	or videos/dvds	s?	
E4. Would < children?	child> be m	ost likely to wa	atch televisior	by him/hers	self, with you o	or another adu	ult, or with other
By his/her sel	f	🔲 1					
•		2					
With other chi	ldren						

(GUIA adapted – Wave 2) E6. Is there a television in the child's bed	droom?			
Yes1	No			
(LSAC – Wave 2) adapted E7. What does <child> prefer to do when</child>	he/she has a choice about h	ow to spen	d free time?	
Usually chooses inactive pastimes like TV, or Usually chooses active pastimes like running Just as likely to choose active as inactive	g around, riding push-cars, kic	king balls	2	
Section F - C	hild's Functioning ar	nd relati	<u>onships</u>	
Now I'd like to ask you some questions a	bout <child's> emotional he</child's>	alth and we	ellbeing.	
(The Strengths and Difficulties Questi F1. [CARD F1] Listed below is a set of st For each item, please indicate whether i answered all items as best you can ever the Study Child's behaviour over the last	atements which could be us t is Not True, Somewhat Tru n if you are not absolutely o	sed to desc ue or Certa ertain. Plea	ribe the Stud inly True. It v ase give ansv	y Child's behaviour. vould help us if you vers on the basis of
		Not	Somewhat	Certainly
		True		True
A. Considerate of other people's feelings				
B. Restless, overactive, cannot stay still for	_			
C. Often complains of headaches, stomach-		_		 :
D. Shares readily with other children (treats,	,	_		 :
E. Often has temper tantrums or hot temper		_		 :
F. Rather solitary, tends to play alone				 =
G. Generally obedient, usually does what ac	-			
H. Many worries, often seems worried				 -
I. Helpful if someone is hurt, upset or feeling				
J. Constantly fidgeting or squirming		🗀]3
K. Has at least one good friend				
L. Often fights with other children or bullies t				 -
M. Often unhappy, down-hearted or tearful				
N. Generally liked by other children				
O. Easily distracted, concentration wanders.				
P. Nervous or clingy in new situations, easily				
Q. Kind to younger children				
S. Picked on or bullied by other children				
•				
T. Often volunteers to help others (parents,				
U. Can stop and think things out before acting	=			
V. Can be spiteful to others				
W. Gets on better with adults than with othe				
X. Many fears, easily scaredY. Sees tasks through to the end, good atter				
i. Occo lasko ililougii lo lile ellu, good allei	111011 3pa11	∐1	2	⊔3

F2. [CARD F2] Look at the card, for each statement, p	lease in	dicate the	e answer that	t best de	scribes the	<child's></child's>
behaviour at the present time.	Almost Never	Not Often	Variable usually does not	Variable usually does	Frequently	Almost always
A. This child is pleasant (smiles, laughs) when first arriving						
In unfamiliar places		2	3	🔲 4	🗆 5	🗆 6
B. This child plays continuously for more than 10 minutes						
at a time with a favourite toy	····· <u> </u> 1	2	3	4		∐6
C. This child responds to frustration intensely (screams, yells)						
D. This child smiles when an unfamiliar adult plays with	···· ∐1	2		4	5	∐6
him/her	\Box	\Box_{α}	\square_2	\Box_4	\Box_{ϵ}	
E. This child goes back to the same activity after a brief			ادكا	🗀 4		Шб
interruption (snack, trip to toilet)		\square_2	\square_3	\square_4	□ ₅	□6
F. This child has moody "off" days when he/she is irritable						
all day	🔲 1	2	3	4	🗆 5	6
G. This child is outgoing with adult strangers						
outside the home		2	3	4		6
H. This child stays with a routine task (dressing, picking up				_		
toys) for 5 minutes or more		2		4	5	6
I. This child shows much bodily movement (stomps, writhe						
swings arms) when upset or crying	∐1	2	3	4		∐6
J. This child is still wary of strangers after 15 minutes		2		4		∐6
K. This child stops to examine objects thoroughly (5 minutes or more)	\Box .	\Box	\Box_{\circ}	\Box .	□-	\Box
L. This child reacts strongly (cries, screams) when unable		2		4		∐6
to complete a play activity		\Box_2	\square_2	\square_4		\Box_{ϵ}
M. This child practices a new skill (throwing, building,	····· []		ادكا	4		□0
drawing for 10 or more minutes)	□1	\square_2	\square_3	\square_4	□ ₅	□6
3 • • • • • • • • • • • • • • • • • • •		2				
F2 Overall compared to other shildren of the compared		u 4binle -	ahilda iau			
F3. Overall, compared to other children of the same ac	je, ao yo	u tnink <	chiia> is:			
Easier than average □₁						
About average □₂						
More difficult than average □ ₃						
F4. Does <child> have any brothers or sisters?</child>						
Yes No						
F5. In general, how well does <child> get on with his/h</child>	er siblin	gs?				
Gets on well with his/her siblings			. □₁			
Mixed						
Does not get on well with his/her siblings			. 🔲 3			
(ALSPAC) F6. How often does (child) play with other children (ot [INT: DO NOT INCLUDE TIME SPENT IN CHILDCARE]	her than	brothers	or sisters)?			
Every day 1 Less than once a w	eek					
2-6 times a week						

<u>Section G – Childcare Arrangements</u> Now I'd like to ask you some questions about childcare arrangements.

	e other than you or your resident spouse / partner for 8	8 hours
or more per week during the day?	[IF RESPONDENT USED MAIN CHILDCARE PROVIDER A	AT TIME
Yes No	1 FOR MORE THAN 8 HOURS PER WEEK – GO TO G12]2 [IF RESPONDENT DID NOT USE CHILDCARE AT T1 AND NOT USE CARE CURRENTLY – GO TO G14a]	DOES
C2 (a) Who minds sabilds an a regular basis and	h week?	
32. (a) Who minds <child> on a regular basis eacl (b) number of days per week <child> spends in</child></child>		
(c) number of hours per week <child> spends</child>		
(d) how much you pay for this childcare for <c< th=""><th></th><th></th></c<>		
(e) whether this is your main type of childcare		
[Tick all that appl	ly] Number of days Number of hours Cost per week Main typ	pe of care
a. A relative in your home1 Go to G3a	NN €	\rfloor_4
b. A non-relative in your home	NN €	<u></u>
c. A relative in their home	oNN €	\rfloor_4
d. A non-relative in their home	NN €	\square_4
e. Centre-based caregiver (e.g.Crèche		
/ Day nursery)5 Go to G5	NN €	\Box_4
f. Other (please specify) 4 Go to G6	N	
G3a. Please specify how this person is related to <	child> G3b. Please specify how this person is related to <0	child>
a. Grandmother of <baby></baby>	a. Grandmother of <baby> □₁</baby>	
b. Grandfather of <baby>2</baby>	b. Grandfather of <baby></baby>	
c. Aunt /Uncle of <baby></baby>	c. Aunt /Uncle of <baby></baby>	
d. Brother / Sister of <baby> 4</baby>	d. Brother / Sister of <baby></baby>	
e. Non-resident Parent	e. Non-resident Parent	
f. Cousin of <baby></baby>	f. Cousin of <baby> 6</baby>	
g. Other relative ₇	g. Other relative	
G4a. Which of the following best describes that per	rson? G4b. Which of the following best describes that per	rson?
a. Au pair / Nanny 1₁	a. Au pair / Nanny □₁	
b. Friend₂	b. Friend 📃	
c. Neighbour	c. Neighbour	
d. Registered childminder	d. Registered childminder	
e. Unregistered childminder5	e. Unregistered childminder5	
f. Other6	f. Other	
G5. What type of centre is it?		
a. Work-based crèche □₁		
b. Other crèche/nursery□₂		
c. Montessori		
d. Playschool or pre-school		
e. Naoinra5		
f Other		
G6. What age was <child> when you started to</child>	use the main childcare arrangement?months	;
[INT: IF ANSWER AT G2 IS (A) OR (B) PLEASE GO TO G9]	·	
G7a. In total, how many children (including <ch< td=""><td>nild>) are looked after in the place where <child> is car</child></td><td>ed for?</td></ch<>	nild>) are looked after in the place where <child> is car</child>	ed for?
number of children		
G7b. In total, how many adults supervise the c	hildren in the place where <child> is cared for?</child>	
number of adults		
G8. On average how long does it take to travel [Int. if time differs between getting there and comi	from home to where <child> is cared for? minum ng home record the longer of the two]</child>	utes

(ITEMS G9a-d taken from the Oregon Child Care Research Instrument)

G9a. [Card G9] The next questions are about the place where <child and="" characteristic="" each="" how="" indicate="" is="" main="" of="" place.<="" statement="" th="" the=""><th></th><th></th><th></th><th></th><th>tement</th></child>					tement
a. My child gets a lot of individual attention	Never 1	Rarely S	Sometimes333333	Often 4	5 5 5 5
G9c. Do you consider that your carer is a good source of information Yes			<child>?</child>		
G10. If you had the option to change this childcare arrangement, very summer of the childcare is not good enough the childcare is not good enough to child care costs are too expensive to hildcare is too far from my home to hild care took after him/her myself to hildcare hours are inconvenient/inflexible to the childcare specify) to the childcare hours are inconvenient/inflexible to the childcare hours are inconvenient.		ı change i	it?		
[BLAISE CONDITION: ASK IF PRIMARY CAREGIVER WAS USING A OR MORE PER WEEK AT TIME 1 BUT NO CHILDCARE ARRANGEN G12. The last time we spoke, to you in [mm/yy] you told us that <c (please="" a.="" after="" ar="" ask,="" b.="" c.="" can="" change="" child="" childcare="" circumstances="" costs="" d.="" e.="" employment="" ending="" enough="" expensive="" f.="" far="" for="" from="" g.="" good="" h.="" her="" him="" home="" hours="" i="" in="" inconvenient="" inflexible="" look="" main="" my="" not="" of="" or="" other="" ourselves="" partner="" partner's="" per="" quality="" reason="" specify)<="" spouse="" th="" that="" the="" to="" too="" unhappy="" unsettled="" wanted="" was="" week.="" were="" what="" your=""><th>MENT AT ::hild> was :rangeme!</th><th>TIME 2] being ca</th><th></th><th></th><th></th></c>	MENT AT ::hild> was :rangeme!	TIME 2] being ca			
G13. When did you stop using this childcare arrangement?		year			

Section H - Parenting and Family Context

I'd now like to ask you some general questions about parenting. H1. How many times in the past week has the family sat down to eat an evening meal together? (range 0 – Pianta Child-Parent Relationship Scale (MCS - Wave 2) H2. [CARD H2] I am going to read out some statements about the relationship between you and <child>. Please listen to each statement and describe the degree to which each of the following statements currently applies. Definitely does Neutral Applies . Definitely Not not apply really not sure somewhat applies d. My child is uncomfortable with physical affection or touch from me.... $\boxed{}_{1}$ g. My child spontaneously shares information about his/herself ___________ □₂...... h. My child easily becomes angry at me...... 2..... k. Dealing with my child drains my energy...... I. When my child is in a bad mood I know we're in for a m. My child's feelings toward me can be unpredictable or (MCS - Wave 2 - adapted) H3. [CARD H3) How often do you do the following when the Study Child misbehaves Never Rarely Now and Again Regularly Always Can't say A. Discuss/Explain why behaviour was wrong \square_1 \square_2 \square_3 \square_3 \square_4 \square_5 \square_4 \square_5 \square_8 C. Smack him/her \square_1 \square_2 \square_3 \square_4 \square_5 \square_5 D. Shout or yell at him/her \square_1 \square_2 \square_3 \square_4 \square_5 \square_8 E. Send him/her out of the room or to F. Take away treats \square_1 \square_2 \square_3 \square_4 \square_5 \square_8 H. Bribe him/her \square_1 \square_2 \square_3 \square_4 \square_5 \square_5 I. Naughty step/bold corner/time-out...... \square_1 \square_2 \square_3 \square_3 \square_4 \square_5 \square_8 H7. Have you registered or enrolled <child> with a primary school? Yes. with one school...... Yes, with more than one school...... \square_3 H8. When do you think <child> will start primary school? Other (please specify)...... H9a. Does <child> get regular pocket money to spend by him/herself?

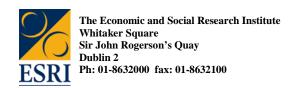
Yes......

€_____ per week □1

H9b. How much does he/she receive per week?

H10. [Show Card H10] Looking at Card H10, has the Study Child ever experienced any of the following:
A. Death of a parent
B. Death of close family member, other than a parent \square_2
C. Death of a close friend
D. Divorce/separation of parents
E. Moving house within Ireland
F. Moving country \square_6
G. Stay in foster home/ residential care
H. Serious illness/injury
I. Serious illness/injury of a family member
J. Drug taking/alcoholism in the immediate family \square_{10}
K. Mental health problem in the immediate family
L. Conflict between parents
M. Parent in prison
N. Other disturbing event (please specify)
O None of the above

Appendix A7: Secondary Caregiver Twin Questionnaire







NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) INFANT QUESTIONNAIRE STRICTLY CONFIDENTIAL

SECONDARY CAREGIVER QUESTIONNAIRE – <u>TWIN MODULE</u>

GROUP HHOLD RES	SPONDENT		TWI	N d grid code)	
INTERVIEWER NAME	INTERVI	EWER 1	NO:		
Time Section Started (24 ho	our clock)	DATI	E:dd_	mm	_ yy
We are seeking to interview the parents/guardian parents/guardians and child will take about 110-120 mappropriate for you in the field]. All the information y strictest confidence and will not be released in any wa to be identified with you or your family. If however, we child or other vulnerable person is at risk we may have	ninutes to co ou and your y which woul we are told so	mplete family pld allow	[INTER provide the info	VIEWER will be tre rmation y	: Adjust as eated in the ou provide
The Department of Health and Children is funding to Children and Youth Affairs (OMC), in association with the Central Statistics Office. The Department of Educ Group which oversees the Study. A group of resear Institute (ESRI) and The Children's Research Centre a	the Departn cation and So chers led by	nent of Science is the Eco	ocial an represe onomic	d Family anted on the and Socia	Affairs and he Steering l Research
Section C – Parenting a	and Family	/ Cont	<u>ext</u>		
Section C - Parenting a I'd now like to ask you some general questions about paren		/ Cont	<u>ext</u>		
	iting.	ship betw	een you		
l'd now like to ask you some general questions about paren Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements abou	iting. It the relations each of the foll Definitely does	ship betw owing st	een you atements Neutral	currently Applies	applies. Definitely
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which expressions are statement and describe the degree to the degree that the de	iting. It the relations each of the foll Definitely does not apply	ship betw owing st Not really	een you atements	currently	applies.
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each statement and describe with my child	ating. It the relations each of the follogenitely does not apply	ship betwowing standard	een you atements Neutral	currently Applies	applies. Definitely
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each statement and descri	ting. It the relations each of the following poly	ship betwowing standard	een you atements Neutral	currently Applies	applies. Definitely
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each statement and the statement and I share an affectionate, warm relationship with my child	ting. It the relations each of the foll Definitely does not apply	Not really	een you atements Neutral not sure	currently Applies	applies. Definitely
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which expressions. I share an affectionate, warm relationship with my child	ting. It the relations each of the foll Definitely does not apply	Not really	een you atements Neutral not sure	currently Applies	applies. Definitely
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which expressions as a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement and describe the degree to which expressions are a statement	Definitely does not apply	Not really	een you atements Neutral not sure	currently Applies	applies. Definitely
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which expressed in the statement and the statemen	Definitely does not apply	Ship betwowing st Not really 2	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3	currently Applies	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which expressed in the statement and descri	Definitely does not apply	Ship betwowing st	een you atements Neutral not sure	currently Applies	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each other b. My child is uncomfortable with physical affection or touch from each statement and describe the degree to which each other d. My child is uncomfortable with physical affection or touch from each statement and describe the degree to which each other d. My child is uncomfortable with physical affection or touch from each statement and describe the degree to which each other d. My child is uncomfortable with physical affection or touch from each statement and describe the degree to which each other d. My child suncomfortable with physical affection or touch from each statement and describe the degree to which each other f. When I praise child he/she beams with pride	Definitely does not apply	Not really	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Applies somewhat 4. 4. 4. 4. 4. 4. 4. 4. 4. 4	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each other d. My child suncomfortable with physical affection or touch from each statement and describe the degree to which each other d. My child is uncomfortable with physical affection or touch from each statement and describe the degree to which each other d. My child is uncomfortable with physical affection or touch from each statement and describe the degree to which each other f. When I praise child he/she beams with pride	ting. It the relations each of the following the followin	ship betwowing standard standa	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	currently Applies	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each other b. My child and I always seem to be struggling with each other c. If upset, my child will seek comfort from me	ting. It the relations each of the following the followin	ship betwowing standard standa	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Applies somewhat 4. 4. 4. 4. 4. 4. 4. 4. 4. 4	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which experience is a statement and describe the degree to which experienc	ting. It the relations each of the following the followin	ship betwowing standard standa	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Applies somewhat 4. 4. 4. 4. 4. 4. 4. 4. 4. 4	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which experience is a statement and describe the degree to which experienc	ting. It the relations each of the following the followin	ship betwowing standard standa	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Applies somewhat 4. 4. 4. 4. 4. 4. 4. 4. 4. 4	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each statement and least statement about statement about statement and statement and statement and statement and statement and statement and statement about his/herself statement and statement and statement and statement and statement and statement about his/herself statement and st	ting. It the relations each of the following the followin	ship betwowing standard standa	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Applies somewhat 4. 4. 4. 4. 4. 4. 4. 4. 4. 4	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which experience is a statement and describe the degree to which experienc	ting. It the relations each of the following the seach of the s	ship betwowing standard standa	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Applies somewhat 4. 4. 4. 4. 4. 4. 4. 4. 4. 4	Definitely applies 5 5 5 5 5 5
Child-Parent Relationship Scale C1. [Card C1] I am going to read out some statements about listen to each statement and describe the degree to which each statement and least statement about statement about statement and statement and statement and statement and statement and statement and statement about his/herself statement and statement and statement and statement and statement and statement about his/herself statement and st	ting. It the relations each of the following the seach of the s	ship betwowing state of the sta	een you atements Neutral not sure 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3. 3.	Applies somewhat 4. 4. 4. 4. 4. 4. 4. 4. 4. 4	Definitely applies 5 5 5 5 5 5

Appendix A8: Non-resident Parent Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2





Ph: 01-8632000 fax: 01-8632100

Growing Up in Ireland – national longitudinal study of children Strictly Confidential

	No	n Resident Par	rent Questionna	ire, 3-year P	ilot	
Group	ННОГ		Date	day	month	
out the question	nnaire. If you have a	npanied by an info any questions, ple TO COMPLETE TH	ase ring 01 8632000	mportant that y . //ITH AN INTERV	ou read this informatio	-
First of all, we	would like to ask y	ou a few questio	ons about the time y	ou spend with	the study child	
Q1. How long	ı is it since you la	ast saw your ch	ild? day	s	weeks mor	nths
	y days, or part-d	•			il month? nig	
Q4. How long Q5. How do y	ı would an averaç				? days or ild? Please tick on	
following:						
_	where near enough	Not quite enough	About right □₃	A little too n \square_4	nuch Way too mu □₅	ich
for this situat	ion? If more than	n one reason, p	lease tick the mai	n reason.	t do you think is th	
Commitments	nents to other family/ne nce between self a	w partner 2	Othe	•	stody rules	
given below.	Please place a	'1' beside the I	ocation where yo	u spend mos	ng him or her? A l st time, a '2' beside st leave them blank	e the next mos
At your home						
•						
			ents)			
	, ,		pool)			
			·····			
Specific events	s (e.g. football ma	tch)				

arrangements for				ur former spous	e / partner arrive	u at the current
Court-imposed arra Formal, negotiated Mutual arrangeme No regular arrange	I arrangements on third parts of the second	ther than leg arty negotiat	gal (e.g. counse or	ellor)		
	u, as a parent,	to do? Ple				think are the most
Showing my child	love and affection	า				
Taking time to play	with my child					
Taking care of my	· · · · · · · · · · · · · · · · · · ·					
Giving my child mo	J					
Making sure my ch	•		2.00			
Teaching my child Other (specify)	and encouraging	g nis or ner c	uriosity			
Q10. We would lil Please indicate a						e study child.
Excellent 1	2	3	4	5 Very Poor		
Q11. Being a pare indicate how ofte					Please tick one b	oox on each line to
			Every day	At least once a week	At least once a month	Rarely or never
Prepare for	od for the child at	home	□ 1	<u></u>	<u></u> 3	<u></u> 4
Put the chil	d to bed		□ 1	\square_2	\square_3	□ 4
Bathe child			<u> </u>	<u></u>	_3	<u>4</u>
Take the cl	nild to doctor /dei	ntist etc	□ 1	<u></u>	□3	<u></u> 4
Take the cl	nild to or from cre	eche	□1	\square_2	\square_3	<u></u> 4
We would like to re her household.	cord some inforn	nation about	the kind of final	ncial support you	provide for the stu	dy child and his or
Q12. Do you pay a apartment where						e. the house or
Yes, I pay the full a Yes, I pay a contril					e rent or mortgage ge owing on the h	-
Q13. If you pay al	l or part of the r	nortgage or	rent, how mu	ch do you pay p	er month? €	per month
Q14. Do you prov	ide financial su	pport to the	child's mothe	er (other than a d	direct rent or mor	tgage payment)?
Never \square_1 Yes \square_2 a reverse Yes \square_3 on a						age payment)
Q15. If you give a one box only)	regular paymer	nt as in Q14	above, how d	lid you decide o	n the amount/sch	edule? (Please tick
Your decision Mutual agreement Legally imposed a	with mother		2			

"being there" when needed, et	c?				
Never□ ₁	Yes, occasio	onally□2	Yes, frequen	tly]₃	
Q17. What was the status of you the study child? (Please tick on		vith the Study Cl	nild's mother whe	n she became pr	egnant with
Married and living together Cohabiting/living as married Separated Divorced	<u></u>	Just friends .	not living together		□6
Q18. What age was the study c	hild when you se	eparated from th	e Study Child's m	other for the firs	t time?
AGE _	months OR	_ weeks OR			
Had separated before birth	□1 C	OR Never live	d with mother	2	
Q19. Are you named on the Stu	ıdy Child's birth	certificate?			
Yes1	No	2 No	t sure	3	
Q20. If you have never been ma	arried to the Stud	dy Child's mothe	r have you applie	d for guardiansh	ip?
No Yes, throug	gh mother only	□₂ Yes, th	rough court]3	
Q21. If yes, was this application	n successful?	Yes□ ₁	No□ ₂ On	going□₃	
Q22. How often do you talk ab Every day Several times a week About once a week	1 2 	A few t Severa Not at	imes a month Il times a year all		□5 □6
Q23. How well do you get on w	ith the Study Ch	ild's mother? W	ould you say you	r relationship is	?
Very positive	Somewhat positive	Neutral	Somewhat negative	Very negative	
<u></u> 1	<u></u>	<u></u> 3	<u></u> 4	<u></u> 5	
Q24. Often parents have to mal Please indicate the degree of in	nfluence you fee				
	influence				
	∐1	<u> </u>	Шз	<u></u> 4	
Q25. Do you want to be involved	ed in raising you	r child in the con	ning years?		
Yes □ ₁	No	D ₂ Not sur	e3		
Q26. How often do you feel the For each item, mark (X) one resp		or do the followi All of	ng things?		
		the time	the time	Rarely	Never
a. You talk a lot about your child family			\square_2	\square_2	🔲 4
b. You carry pictures of your child	d with you wherev	er			
you goc. You often find yourself thinking	about your child	·······			4 □4
d. You think holding and cuddling	your child is fun.	1	2		
e. You think it's more fun to get y					□.

Q16. Do you provide any support other than financial, e.g. home repairs, minding the family pet, generally

Finally, we just have a few questions about you.			
Q27. What is your date of birth? (DD/MM/YYYY)	(day)	(mth)	(yr)
Q28. How old were you when your first ever child wa	s born? years		
Q29. How would you describe your current employm	ent status?		
Working for payment or profit	Retired from employme Unable to work due to sickness or disability Other (please specify)	permanent	
Q30. What is (was) your occupation in your main job	? Please describe as fully	y as possible.	
Q31. What is the highest level of education that you	have completed? (Please	tick one box or	าly)
No formal education \Box_1 Primary \Box_2 Junior Cert. or equivalent \Box_3 Leaving Cert. or equivalent \Box_4 Trade Qualification \Box_5	Certificate Diploma Degree Postgraduate Degree .		
Q32. Which of the following best describes your curr	rent marital status?		
Single	Separated Divorced Widowed Remarried (or cohabita Widowhood	ating) following	□5 □6
Q33. Are you currently living with a partner?			_
Yes	□₂ hip? years or	mon	ths
Q35. How many other children (not including the stu	dy child) do you have?		
None by same par	rent as Study Child's	by a differ	ent partner(s)
Q36. What nationality are you?			
Q37. If you are NOT Irish, how long have you been li	ving in Ireland?	years OR	months
Q38. How would you describe your general state of I Excellent Very good Good		Poor □₅	

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE.

IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE

THE GROWING UP IN IRELAND TEAM AT 1800 200 434

Appendix A9: Non-resident Parent Information Sheet





NON – RESIDENT PARENT'S INFORMATION LEAFLET

What is the Growing Up in Ireland study?

Growing Up in Ireland is a national Government study of children in Ireland. This exciting study is the first and most important of its kind ever to take place in this country.

The purpose of the study is to understand all aspects of children and their development. It will:

- tell us how children develop over time.
- help us to find out what factors affect a child's development.
- look at what makes for a healthy and happy childhood and what might lead to a less happy childhood.
- help us to discover what children think of their own lives and learn what it means to be a child in Ireland today.

What will it tell us?

The study will help us to find out all about children's social, emotional and physical development.

The information will help the Government to make decisions on what future policies and services will be most beneficial for children and their families in Ireland.

How did you get my name and contact details?

The main phase of *Growing Up in Ireland* includes 11,000 3-year-old children and their families.

Your name and contact details were provided by the other parent/guardian of your child who has agreed to participate in the study.

As part of the study he/she was asked for your contact details.

Why should I take part?

We would like to ask you for your help in completing a picture of your child's daily life.

This information will help us to give the Government advice on how to help make childhood a better experience for all children and to make improvements for children as they grow up.

Who is running the study?

Growing Up in Ireland is a Government study. The Department of Health & Children is funding it through the Office of the Minister for Children and Youth Affairs in association with the Department of Social & Family Affairs and the Central Statistics Office.

The Office of the Minister for Children and Youth Affairs is overseeing and managing the study, which is being carried out by a group of researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin.

What do I do next?

We would ask you to complete the enclosed questionnaire and return it in the envelope provided.

The questionnaire asks you about your relationship with your child and some questions on yourself. It is very straightforward and involves ticking boxes.

NON – RESIDENT PARENT'S INFORMATION LEAFLET

Will this information be kept confidential?

All the information that you provide is treated in the strictest confidence and will not be seen by the child's other parent/guardian or anyone else. It will be used exclusively for research purposes.

Under no circumstances could anyone in Government or any government agency be able to identify information given by you.

The Study is being carried out under the Statistics Act (1993). This is the same legislation as used to carry out the Census of Population and ensures complete confidentiality of all information collected.

What are my rights if I take part?

The information you provide will have your name, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.

- If you decide to take part you may choose to withdraw from the study at any time.
- If there are any question(s) on the questionnaire you do not wish to answer you do not have to do so.

Your participation counts.

Taking part in *Growing Up in Ireland* is voluntary. Your participation will play a major role in the success of the study.

It is only by carrying out studies such as these that we can understand the role of all caring adults in the life of a child and find out how we can improve the future for all children and families in Ireland.

We hope that you can support us in our work and we would like to thank you, in anticipation, for your help.

Where can I find out more information?

Phone:

Freephone 1800 200 434 or contact our Communications Officer, Jillian Heffernan, on 01 896 3378

Web:

www.growingup.ie

Email:

Email us at growingup@esri.ie

Post:

Growing Up in Ireland, Economic & Social Research Institute, Whitaker Square, Sir John Rogerson's Quay, Dublin 2.









Appendix A10: Home-based Carer Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-8632000 fax: 01-8632100



University of Dublin Trinity College College Green Dublin 2



GROWING UP IN IRELAND - national study of children

Strictly Confidential – HOME-BASED CARE

roup:		House	ehold			Date	day	month	year
			,	PLEASE R	EAD T	HIS FIRST			
		nnaire should be accor							
out the	e quest	tionnaire. If you have	any questions	, please rin	g 01-86	32000 and asl	k for the <i>Gi</i>	rowing Up in	<i>Ireland</i> team.
	le	YOU WOULD PREFER	TO COMPLET	E THE OHE	STIONN	AIDE WITH AN	INTEDVIEW	VED OVED THE	E DHONE
		TOO WOOLD I KEI EK				DURING OFFICE		VER OVER III	- i iioite,
				(0., 00.					
First	of all, v	we would like to ask	you some qu	estions ab	out ca	ring for the st	udy child i	in particular.	
Q1. W	/hich c	of the following best	describes yo	ur relation	ship to	the study chi	ild?		
Grand	dmothe	r		Neighbou	ır			🗆 5	
Grand	dfather		2	Nanny/au	pair			□6	
Other	relative	e	3	Registere	d childr	ninder		7	
Friend	d of par	rent		Unregiste	red chil	dminder		🔲 8	
Q2. D	o you	live in the home of th				flat or guest a	accommod	dation as par	t of the child's home
Q3. D	o vou	Yesc		r own hom		our home or s	somewhere	e else?	
	-	_			_				
		s home							
-		elee (please aposity)				_			
Some	wnere	else (please specify w	nere)						
Q4. H	low lon	ng have you been car	ing for the s	tudy child?	·	years	n	nonths	weeks
Q5. H	low ma	ıny <u>hours</u> per week d	o vou care fo	or the stud	v child'	?	hours	3	
		nny <u>days</u> per week do	-		-		days		
QU. II	iOW IIIa	illy <u>days</u> per week do	you care lo	tile study	Ciliu:		uays		
		lso like some genera				_		_	
		oical day, how many chi		n are in yo	ur care	e (excluding th	he study c	hild, but inclu	uding your own
	/hat ag	ges are these childrei)	n? (Please in	dicate the	numbe	r of children i	n these ag	je categories	, again excluding the
0 – 11	1 month	ns		no. of childr	en				
				no. of childr					
		d over							
. _ y o	aro arre		·	io. or ormar	011				
		ıld like to know how t r-old might engage ir							
tilata	i o yeai	i ola illigili cilgage il				-	-		
10/-4	مانمام	alay ilaian hildaaa /DV/D/a				Occasionally		Never	
		elevision/videos/DVD's							
		mputer							
		r being read to]							
		h other children							
		h toys							
Lear	ning th	e ABC/Alphabet	∐1		2	ا اء		5	
Lear		., .		_	_	⊟³			
	ning to	count/numbers			2	🔲 3		5	
Imag	ginative	count/numberse/Pretend play			2		4 4	5 5	
Pain	ginative iting or	count/numbers			2 ·············· 2 ·············	3	4 4 4	5 5	

Q10. When the Study Child is in your care how you estimate	many c	hildren's l	books are ava	ailable to t	he study ch	ild to read	d/look at? Do
None							
Between 10 and 20							
More than 30							
Q11. On average, how many minutes per day d	-						
Q12. On average, how many hours per day doe		-	_		-	ır care? _	hrs
Q13. In a typical day, how long would the child	-	•	-				
Q14. On a typical day, how often would you ge						_	
Almost never 1 Sometimes	2	Often .	3	Alway	S	4	
Q15. Do you have any of the following things a that are currently available to him / her.	_		-	-	_		ease tick all
A garden/outdoor play space			games / X-box I equipment .				
Educational toys (e.g. meccano, etc)			aterials				ı
Other toys (dolls, teddies, etc)			d play items				
Television/video/DVD	= °	Other (please specify	′)			
Computer	7						
Q16. For each of the following statements plea	se tick t	he box wh	nich best des	cribes the	study child	in the <u>las</u>	t month?
	Never the	Seldom the	Sometimes the case	Often the	Very often the	Always the	Not applicable
	case	case		case	case	case	
This child enjoys being minded by me This child is comfortable with most of the							
children							
This child tends to avoid contact with other children							
This child really enjoys the games and play materials at child care							
Q17. Listed below is a set of statements whi please indicate whether it is Not True, Somewl you can even if you are not absolutely certain. month.	nat True	or Certain	nly True. It wo	ould help i	us if you ans	swered al d's behav	I items as best
				True	True		True
A. Considerate of other people's feelings				🔲 1	2		<u></u> 3
B. Restless, overactive, cannot stay still for long				🔲 1	2		<u></u> 3
C. Often complains of headaches, stomach-aches	or sickn	ess		🔲 1			3
D. Shares readily with other children (treats, toys,	pencils e	etc.)		🔲 1			<u></u> 3
E. Often has temper tantrums or hot tempers				1			3
F. Rather solitary, tends to play alone				1			3
G. Generally obedient, usually does what adults re	equest			🔲 1			<u></u> 3
H. Many worries, often seems worried				1	2		3
I. Helpful if someone is hurt, upset or feeling ill				1			3
J. Constantly fidgeting or squirming				🔲 1	2		3
K. Has at least one good friend				🔲 1	2		<u></u> 3
L. Often fights with other children or bullies them				🔲 1			<u></u> 3
M. Often unhappy, down-hearted or tearful				🔲 1			<u></u> 3
N. Generally liked by other children							
O. Easily distracted, concentration wanders							
P. Nervous or clingy in new situations, easily loses	s confide	nce		🔲 1	2		3
Q. Kind to younger children							
R. Often argumentative with adults				🔲 1			<u></u> 3

1. Often volunteers to help others (parents, teachers, of	outer children)	1		3
U. Can stop and think things out before acting		1	2	3
V. Can be spiteful to others		1	2	3
W. Gets on better with adults than with other children.			2	3
X. Many fears, easily scared		_		_
Y. Sees tasks through to the end, good attention span				
Q18. Would you describe the quality of your relation		_		∟3
Q 16. Would you describe the quality of your relation	onship with this child	as.		
Very good 1				
Good2				
Fair3				
Bad				
Very bad □₅				
Q19. Please think about your relationship with the	study child. How ea	sy or difficult do yo	u find getting o	n with the cl
Very easy Somewhat easy	Neither easy nor	Somewhat difficult	Very difficul	t
	difficult			
<u></u> 1	3		<u></u> 5	
Q20. Do you have any concerns about any aspects	s of the Study Child's	behaviour or devel	opment?	
–				
Yes	2			
Q21. What concerns do you have?				
		-		
		-		
Q22. How worried are you about the Study child's	language developme	nt?		
Not at all worried				
A little worried				
Worried				
Very worried				
Q23. Do you look after the study child when he or	she is sick?			
Never	Frequently	∏₃ Always	S □4	
_ ,				
Finally, we would like to know some things about	you.			
Q24. What is your date of birth?				
424. What is your date or birth:				
ו	Day Month	Yea	ır	
Q25. What is your gender? Male		Female	2	
OOC Miles tie same of the site of				
Q26. What is your nationality?				
Q27. Which of the following best describes your co	urrent employment s	tatus?		
Working for payment or profit	Looking after home	/family		
Looking for first regular job	Retired from emplo	yment		6
Unemployed 3		to permanent sickne		
Student or pupil 4	Otner (please spec	ify)		∐8
Q28. Is caring for children your main occupation?	Yes	□₁ No.	2	
	. 30			
Q29.Do you get paid for this care?	Yes	□ ₁ No	2	

Q30. If no, please tell us your main occupation us	ing precise terms (e.g. 'national school teacher' instead of 'tea	achei
		
Q31. What is the highest level of education that yo	ou have completed?	
No formal education	National Certificate (Level 5)5 National Diploma (Level 6)6 Degree (Level 7 or 8)7 Postgraduate Degree (Level 9+)8	
Q32. Do you have any specific qualification in chi	ldcare excluding your experience of raising your own children	n?
(a) No formal childcare qualification		► _{Go to}
(c) FETAC minor component award(s) in childcare at (d) Award equivalent to (b) and (c) such as NNEB, Ci (e) HETAC or Third Level(f) International awards in childcare at higher level)	
Q33. Please indicate the subject area in which the Childcare	Behaviour management	
Q34. When did you receive this qualification?	Year:	
Q35. Have you undertaken any other training relevent of the psychology	vant to caring for children? Tick all that apply. Nutrition/Diet	
Q36. For how long have you provided this type of	childcare? years months	
Q37. How many hours do you spend each week p	roviding childcare? hours	

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.
PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE.

IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE

THE GROWING UP IN IRELAND TEAM AT 01-8632000

Appendix A11: Centre-based Carer Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2





GROWING UP IN IRELAND – national study of children Strictly Confidential – CENTRE-BASED CARE (3 Years)

Proup:	Hou	sehold			Date	day	month	year
	naire should be acco	ompanied by a	an informa		It is importa			
The question	naire should be com	pleted by the p	person wh	no has mos	contact wi	th the child in	question	
If you would prefer to complete the questionnaire with an interviewer over the phone, please call (01) 8632000 during office hours								
First of all,	we would like to as	k you some t	things ab	out the stu	dy child in	n particular.		
Q1. How los	ng has the Study C	hild been atte	ending th	is centre?	y	ears mor	nths weeks	S
Q2. How ma	any <u>hours</u> per week	does the Stu	ıdy Child	attend the	centre?	hours	;	
Q3. How ma	any <u>days</u> per week	does the Stud	dy Child	attend the	centre?	days		
	also like some gene		_			22,0		
	_				G.			
-	registered with the							
Yes	1	No			Not su	ure	3	
Q5a. On a t	ypical day, how ma	ny children iı	n total ar	e in the cer	ntre (includ	ding Study C	hild)?	children
Q5b. Thinki	ng about these chi	ldren (Please	indicate	the number	er of childre	en in these a	ige categories	s)
0 – 11 mont	hs	1	no. of ch	nildren				
-								
-								
-								
12 years and	d over	<u> </u>	_ no. of ch	nildren				
	children (including							re. On a typical day tudy child spends
		children C	R all chile	dren togeth	er in the ce	ntre 1 _G	o to Q7	
	ages are the childre of children in thes			e room or s	section of t	the centre as	the study ch	ild? (Please indica
0 – 11 mont	hs	1	no. of ch	nildren				
_								
_								
12 years and	d over	LL6	_ no. of ch	nildren				
	are more than 5 ye from the older?	ars between	the ages	of the olde	st and you	ingest child,	are the youn	ger children
Yes	1	No			Some	times	[<u></u>
Q8. How ma	any children in the						_	—் family background

children	(tne Study Cn	iid) nave	a illelitai Oi	physical di	sability?	
Q10. We would like to know how t activities that a 3 year-old might e							
	All of the tim	e Frequently	Occasi	onally Ra	rely	Never	
Watching television/videos/DVD's							
Using a computer	🔲 1	2] ₄	5	
Reading [or being read to]	🔲 1	2	3		<u>]</u> 4	5	
Playing with other children	🔲 1	2	□3		<u></u> 4	5	
Playing with toys	∐₁	2]3		4	· <u></u> 5	
Learning the ABC/Alphabet	∐₁	2	∐₃		<u> </u>	.∐5	
Learning to count/numbers	∐₁	2]3		<u> </u>	.∐5	
Imaginative/Pretend play							
Painting or drawing							
Learning nursery rhymes, songs et	C ∐₁	2]3		4	5	
Q11. When the Study Child is in yoread from etc? Do you estimate		many children	's books	are availab	le to the Stu	ıdy Child to	look at / to be
None							
Less than 10							
Between 10 and 20							
21 – 30							
More than 30							
Q13. On average, how many hours	s per day does	the child spe	nd watch	ina TV or [OVD's while	in vour care	2 hre
Q14. In a typical day, how long wo			while in y	our care?	hours	·	
Q15. On a typical day, how often		another carer	while in y	our care?	hours	·	to-one basis?
Q15. On a typical day, how often to Almost never	would you or a Sometimes bout the facilit se tick all that	another carer \square_2 Of the sites that are a are currently	while in y get the cl ten vailable to available	our care?	hours Ik to the chi Alw Child attender.	ld on a one-to- vaysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that	another carer	while in y get the cl ten vailable to available eo games	our care?	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- waysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that ines, etc)	another carer	while in y get the cl ten vailable to available eo games ical equip	our care?	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- yaysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that ines, etc)	another carer	get the cluten	our care?	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- yaysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that ines, etc)	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pres	while in y get the cl ten vailable to available eo games cical equip materials end play i	our care? nance to ta	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-factorial ding the cen	to-one basis? 4 tre. A list of 8 9 10 11
Q15. On a typical day, how often of Almost never	Sometimes boout the facilities tick all that lines, etc)	another carer 2 Of cies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pre-	while in y get the cl ten vailable to available eo games cical equip materials end play i	our care? nance to ta	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- yaysding the cen	to-one basis? 4 tre. A list of 8 9 10 11
Q15. On a typical day, how often of Almost never	Sometimes boout the facilities tick all that lines, etc)	another carer 2 Of cies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pre-	while in y get the cl ten vailable to available eo games cical equip materials end play i	our care? nance to ta	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-factorial ding the cen	to-one basis? 4 tre. A list of 8 9 10 11
Q15. On a typical day, how often of Almost never	Sometimes bout the facilities tick all that lines, etc)	another carer 2 Of cies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth	while in y get the cl ten vailable to available eo games sical equip materials tend play i er (please	our care? nance to ta the Study to him / he / X-box / Niment ment specify)	hours Ik to the chi Alw Child attender. Intendo DS et	ding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	Sometimes Sometimes Soout the facilities tick all that	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth 7	get the classification and play in the period of the control of th	our care? nance to ta the Study to him / he / X-box / Nii ment specify) est describe	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-force and a control of the centrol of t	to-one basis? 4 tre. A list of 9 10 11 last month?
Almost never	Sometimes Sout the facilities tick all that	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth 7	get the classification and play in the control of t	nance to ta	hours Ik to the chi Alw Child attender. Intendo DS et	ding the cen	to-one basis? 4 tre. A list of 9 10 11 last month?
Almost never	Sometimes Sometimes Soout the facilities tick all that	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth 7	get the classification and play in the period of the control of th	our care? nance to ta the Study to him / he / X-box / Nii ment specify) est describe	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-force and a control of the centrol of t	to-one basis? 4 tre. A list of 9 10 11 last month?
Almost never	Sometimes Sometimes Soout the facilities tick all that	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth 7	get the classification and play in the period of the control of th	our care? nance to ta the Study to him / he / X-box / Nii ment specify) est describe	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-force and a control of the centrol of t	to-one basis? 4 tre. A list of 9 10 11 last month?
Almost never	Sometimes Sometimes Soout the facilities tick all that	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth 7	get the classification and play in the period of the control of th	our care? nance to ta the Study to him / he / X-box / Nii ment specify) est describe	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-force and a control of the centrol of t	to-one basis? 4 tre. A list of 9 10 11 last month?
Q15. On a typical day, how often of Almost never	Sometimes Sometimes Soout the facilities tick all that	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth 7	get the classification and play in the period of the control of th	our care? nance to ta the Study to him / he / X-box / Nii ment specify) est describe	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-force and a control of the centrol of t	to-one basis? 4 tre. A list of 9 10 11 last month?

Q18. Listed below is a set of statements which could be used to describe the Study Child's behaviour. For each item, please indicate whether it is Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give answers on the basis of the Study Child's behaviour in the <u>last month</u>.

					Not	Somewhat	Certainly
A Considerate of o	other people's feelings	e			True □.	True □.	True □。
	ctive, cannot stay still				· 		
	of headaches, stom	ŭ			_	_	_
· · · · · · · · · · · · · · · · · · ·	vith other children (tre				· 		
-	•	-	•		· 		
•	er tantrums or hot ten	-			· 		
	ends to play alone						
-	ent, usually does wha	· ·			· 		
,	ften seems worried				_	_	
•	e is hurt, upset or fee	-					
· -	ing or squirming				· 		
	good friend				· 		
	other children or bull						
M. Often unhappy,	down-hearted or tear	rful			🔲 1	2	3
N. Generally liked b	by other children				🔲 1	2	3
O. Easily distracted	l, concentration wand	ders			🔲 1	2	3
P. Nervous or cling	y in new situations, e	asily loses cor	nfidence		🔲 1	2	3
Q. Kind to younger	children				🔲 1	2	3
R. Often argumenta	ative with adults				🔲 1		3
S. Picked on or bul	lied by other children				🔲 1		3
T. Often volunteers	to help others (pare	nts, teachers, o	other children)				 ∏₃
	ink things out before		•		· 		
·	o others	_					
•	vith adults than with o						
	ily scared				_	_	
	ugh to the end, good						
Q19. in general te	rms how would you	rate the care	provided to the Si	uay Chii	a by this ce	ntre?	
Very good	Good	Neither o	=	Bad		Very ba	d
1	_2			<u></u> 4		5	
Q20. Do you feel t	hat the personal ca	re provided to	Study Child by th	e centre	meets his/h	er needs in ter	ms of:
		Yes		No			
. ,		_					
` '		_					
	hygiene			_			
(c) mobility				<u> </u>			
Q21. Please think	about your relation	ship with the	study child. How	easy or d	lifficult do y	ou find getting	on with the
child?	-	-	-	-	_		
V	ery easy Son	newhat easy	Neither easy nor difficult	Some	what difficult	Very diffic	ult
		\square_2	\square_3		\square_4	\square_5	
Q22. Do you hav	ve any concerns a	bout any as	pects of the Stud	dy Child	's behavio	ur or develop	ment?
Yes		No .					
	,		<u> </u>				
Q23. What concer	ns do you have?						
_				I			

Q24. How worried are you about the Study child's language development?	
Not at all worried	
A little worried	
Worried	
Very worried	
Q25. What is the total number of staff (whole-time equivalents) employed in the centre as a whole to look aft children (do not include administrative or maintenance staff, etc)?	er the
Q26. Now thinking of the room or section of the centre in which the Study Child is cared for, how many staff equivalents) are employed to look after these children? staff	(full-time
Q27. How many staff in the centre are qualified at FETAC Level 5 or above no. of staff	
Q28. How many of these child care staff have English (or Irish) as their first language?	o. of staff
Q29. Are parents allowed to leave sick children into the centre? Never	4
Finally, we would like to know some things about you.	
Q30. Which of the following best describes your role in this child care centre?	
a. Director/Manager	
Q31. What is your date of birth? (DD/MM/YYYY) (day) (mth)(yr)	
Q32. Are you? Male	
Q33. What is your nationality?	
Q34. Which of the following best describes the type of care your centre provides?	
Work-based crèche 1 Playschool or Preschool 4 Other crèche / nursery 2 Naoinra 5 Montessori 3 Other(please specify) 6	
Q35. Do you have any specific qualification in childcare excluding your experience of raising your own child	ren?
(a) No formal childcare qualification	Go to Q38
(b) FETAC Major Award in Childcare (Levels 4,5 or 6)	
Q36. Please indicate the subject area in which the qualification was obtained: Childcare 1 Behaviour management 6 National school teaching 2 Speech and language therapy 7 Other education 3 Nursing 8 Child psychology/development 4 Other (please specify) 9 Special needs assistance 5	
Q37. When did you receive this qualification? Year:	

Q38. Have you undertaken a	ny otner training releva	ant to caring for c	niidren? Tick ali	that apply.		
Child psychology	🔲 1	Nutrition/Diet		4		
Sign language	\square_2	Other (please s	pecify)	5		
First aid						
Q39. Is caring for children yo	our main occupation?	Yes [1 No [_2		
Q40. If no, please describe y	our main occupation a	s fully as possibl	е			
Q41.How long have you regu	larly worked 10 or mo	re hours per weel	k in a childcare si	tuation?	_ years	_mths
Q42. How long have you wor	ked in this particular c	are centre?	vooro	months		
		are cerific:	years	_ 1110111113		
Q43. Will the centre participa	•		years Yes [_monuis □ ₁ No	<u></u>	
Q44. Overall, are you happy	te in the free preschoo			_	<u></u>	
	te in the free preschoo			_		

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.
PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE.
IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE
THE GROWING UP IN IRELAND TEAM AT 01-8632000

Appendix A12: Carer Information Sheet





CARER INFORMATION LEAFLET

What is the Growing Up in Ireland study?

Growing Up in Ireland is a national, Government study of children in Ireland. This exciting study is the first and most important of its kind ever to take place in this country.

The purpose of the study is to understand all aspects of children and their development. It will:

- tell us how children develop over time.
- help us to find out what factors affect a child's development.
- look at what makes for a healthy and happy childhood and what might lead to a less happy childhood.
- help us to discover what children think of their own lives and learn what it means to be a child in Ireland today.

What will it tell us?

The study will help us to find out all about children's social, emotional and physical development.

The information will help the Government to make decisions on what future policies and services will be most beneficial for children and their families in Ireland.

How did you get my name and contact details?

Growing Up in Ireland includes 11,000 3-year-old children and their families.

Your name and contact details were provided by the study child's parent/guardian who has agreed to participate in the study.

As part of the study he/she was asked if the study child was cared for by anyone (such as you) for 8 or more hours per week and whether or not we could send a questionnaire to you about the child.

Why am I being asked to take part?

As a carer of the study child we feel that you too have a contribution to make.

This information will help us to give the Government advice on how to help make childhood a better experience for all children and to make improvements for children as they grow up.

Who is running the study?

Growing Up in Ireland is a Government study. The Department of Health & Children is funding it through the Office of the Minister for Children and Youth Affairs in association with the Department of Social & Family Affairs and the Central Statistics Office.

The Office of the Minister for Children and Youth Affairs is overseeing and managing the study, which is being carried out by a group of researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin.

What do I do next?

We would ask you to complete the enclosed questionnaire and return it in the envelope provided.

The questionnaire asks you for some details on your care of the child as well as some questions about your background. It is very straightforward and involves ticking boxes.

CARER INFORMATION LEAFLET

Will this information be kept confidential?

All the information that you provide is treated in the strictest confidence and will not be seen by the child's parent/guardian. It will be used exclusively for research purposes and no-one, other than you, will have access to the information you provide.

Under no circumstances could anyone in Government or any government agency be able to identify information given by you.

The Study is being carried out under the Statistics Act (1993). This is the same legislation used to carry out the Census of Population and ensures complete confidentiality of all information collected.

The information you provide will have your name, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.

What are my rights if I take part?

- If you decide to take part you may choose to withdraw from the study at any time.
- If there are any question(s) on the questionnaire you do not wish to answer you do not have to do so.

Your participation counts.

Taking part in *Growing Up in Ireland* is voluntary. Your participation will play a major role in the success of the study.

It is only by carrying out studies such as these that we can understand the role of all caring adults in the life of a child and find out how we can improve the future for all children and families in Ireland.

We hope that you can support us in our work and we would like to thank you, in anticipation, for your help.

Where can I find out more information?

Phone:

Freephone 1800 200 434 or contact our Communications Officer, Jillian Heffernan, on 01 896 3378

Web:

Email:

www.growingup.ie

Email us at growingup@esri.ie

Post:

Growing Up in Ireland, Economic & Social Research Institute, Whitaker Square, Sir John Rogerson's Quay, Dublin 2.









Appendix A13: Ages and Stages Questionnaire (ASQ)



Group:	Hsd:	
Interviewer No	o.:	
Child DOB: _		
Date left:		
Date left:		





AGES AND STAGES QUESTIONNAIRE FOR GROWING UP IN IRELAND 3 YEAR PILOT

36 Month * 3 Year Questionnaire

On the following pages are questions about activities children do. Your child may have already done some of the activities described here, and there may be some your child has not begun doing yet. For each item, please tick the box to indicate whether your child is doing the activity regularly, sometimes, or not yet.

Important points to remember:

- If you are not sure whether your child is already doing a particular activity, please try the activity before answering the question.
- Try to make completing this questionnaire a game that is fun for you and your child.
- Make sure your child is rested, fed and ready to play.
- Please check that you have ticked one box for every item on the questionnaire.
- Please make a note of the time it took you to complete the questionnaire in the box below.
- Please return this questionnaire in the postage paid envelope provided.
- ❖ If you have any questions about completing this questionnaire, please call the Growing Up in Ireland field support team on (01) 863 2000 during office hours.
- Thank you for your assistance in this important project.

•••••••••••••••••••••••••••••••••••••••	***************************************
Time taken: _	minutes.

		YES	SOMETIMES NOT YET	
CO	MMUNICATION Be sure to try each activity with your child.			
1.	When you ask her to point to her nose, eyes, hair, feet, ears, and so forth, does your child correctly point to at least <i>seven</i> body parts? (She can point to parts of herself, you, or a doll.)			
2.	Does your child make sentences that are three or four words long?			
	Please give an example:			
3.	Without giving him help by pointing or using gestures, ask your child to "Put the shoe <i>on</i> the table" and "Put the book <i>under</i> the chair." Does your child carry out both of these directions correctly?			
4.	When looking at a picture book, does your child tell you what is happening or what action is taking place in the picture? (For example, "Barking," "Running," "Eating," and "Crying") You may ask, "What is the dog (or boy) doing?"		u u	
5.	Show your child how a zipper on a coat moves up and down, and say, "See, this goes up and down." Put the zipper to the middle and ask your child to move the zipper down. Return the zipper to the middle and ask your child to move the zipper up. Do this several times, placin the zipper in the middle before asking your child to move it up or down Does your child consistently move the zipper up when you say "up" and down when you say "down"?	g		
6.	When you ask, "What is your name?" does your child say both her first and last names?			***************************************
			COMMUNICATION TOTAL	۸L
GR	OSS MOTOR Be sure to try each activity with your child.			
1.	Without holding onto anything for support, does your child kick a ball by swinging his leg forward?		.	
2.	Does your child jump with both feet leaving the floor at the same time?		u u	
3.	Does your child walk up stairs, using only one foot on each stair? (The left foot is on one step, and the right foot is on the next.) She may hold onto the railing or wall. (You can look for this at a store, on a playground, or at home.)			

	YES	SOMETIMES N	OT YET	
 GROSS MOTOR (continued) 4. Does your child stand on one foot for about 1 second without holding onto anything? 			accon.	
5. While standing, does your child throw a ball <i>overhand</i> by raising his arm to shoulder height and throwing the ball forward? (Dropping the ball or throwing the ball underhand does not count.)				
6. Does your child jump forward at least 6 inches with both feet leaving the ground at the same time?		ū	Q	
FINE MOTOR Be sure to try each activity with your child.		GROSS MOTO	OR TOTAL	
1. After she watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction? Count as "yes" Count as "yes" Count as "root yet"	- _	۵	٥	_
Does your child thread a shoelace through either a bead or an eyelet of a shoe?		ū		
Count as "yes" 3. After he watches you draw a single circle, ask your child to make a circle like yours. Do not let him trace your circle. Does your child copy you by drawing a circle? Count as "yes" Count as "rot yet"	- - - - -	u	J	
4. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction?) •			

	NE MOTOR (continued)				
5.	FINE MOTOR (continued)				
	Does your child try to cut paper with child-safe scissors? He does not need to cut the paper but must get the blades to open and close while holding the paper with the other hand. (You may show your child how to use scissors. Carefully watch	[···]			
	your child's use of scissors for safety reasons.)	I	Lucal Land		
6.	When drawing, does your child hold a pencil, crayon, or pen between her fingers and thumb like an adult does?				
			FINE MOTOR TOTAL		
PROBLEM SOLVING Be sure to try each activity with your child.					
1.	While your child watches, line up four objects like blocks or cars in a row. Does your child copy or imitate you and line up <i>four</i> objects in a row? (You can also use spools of thread, small boxes, or other toys.)				
2.	If your child wants something he cannot reach, does he find a chair or box to stand on to reach it?				
3.	When you point to the figure and ask your child, "What is this?" does your child say a word that means a person? Responses like "snowman," "boy," "man," "girl," and "Daddy" are correct. Please write your child's response here:				
4.	When you say, "Say seven three," does your child repeat <i>just</i> the two numbers in the correct order? <i>Do not repeat the numbers</i> . If necessary another pair of numbers and say, "Say eight two." Your child must repeat just one series of two numbers for you to answer "yes" to this question.	ıry,	u u		
5.	Show your child how to make a bridge with blocks, boxes, or cans, like the example. Does your child copy you by making one like it?		u u		
6.	When you say, "Say five eight three," does your child repeat <i>just</i> the three numbers in the correct order? <i>Do not repeat these numbers</i> . If necessary, try another series of numbers and say, "Say six nine two." Your child must repeat just one series of three numbers for you to answer "yes" to this question.		PROBLEM SOLVING TOTAL		

		YES	SOMETIMES NO	T YET	
PE	RSONAL-SOCIAL Be sure to try each activity with your child.				
1.	Does your child use a spoon to feed herself with little spilling?				
2.	Does your child push a little shopping cart, stroller, or wagon, steerin it around objects and backing out of corners if he cannot turn?	g	L	L	
3.	When she is looking in a mirror and you ask, "Who is in the mirror?" does your child say either "Me" or her own name?		u		
4.	Can your child put on a coat, jacket, or shirt by himself?		L		
5.	Using these exact words, ask your child, "Are you a girl or a boy?" Does your child answer correctly?		L		
6.	Does your child take turns by waiting while another child or adult take a turn?	es_			
			PERSONAL-SOCIA	L TOTAL	

Appendix A14: Other related contact information

- Letter to Non-resident Parent
- Letter to Home-based Carer
- Letter to Centre-based Carer
- ASQ reminder letter to Respondents



ESRI, Whitaker Square, Sir John Rogerson's Quay, Dublin 2

Tel: +353 1 863 2000 Fax: +353 1 863 2100 Email: growingup@esri.ie

«non_res_title» «non_res_fname» «non_res_sname»
«non_res_parent_add1»
«non_res_parent_add2»
«non_res_parent_add3»
«non_res_parent_add4»

19 August 2014 Ref: «GROUP»/«HSD»

Dear «non_res_title» «non_res_sname»,

We are writing to you about *Growing Up in Ireland*, a national study of children. The study has been commissioned by the Government and is being carried out by a research team based in the ESRI (Economic and Social Research Institute) and the Children's Research Centre, Trinity College Dublin.

Growing Up in Ireland includes 11,000 three-year-old children and their parents from across Ireland and aims to improve our understanding of all aspects of children and their development. We would like to talk to the families and carers of these children so we can paint a detailed picture of what life is like for families with children in Ireland today.

We are contacting you because your child, «Childs_Fn», is taking part in this important study. «Childs_Fn»'s other parent or guardian has provided us with your contact details so that we can invite you to take part as well. We think that it is important that input from both parents/guardians be included in this picture of the child's world so that it may be as complete as possible.

To take part in the Study, all you need to do is complete the enclosed questionnaire and return it to us in the postage paid envelope provided. Participation in the Study is completely voluntary but we hope you can take the time to fill out the questionnaire and return it to us. Enclosed in this pack is an information leaflet that has some more details about *Growing Up in Ireland*. If you have further queries, please do not hesitate to contact us, by phone or at the above address or visit us online at www.growingup.ie.

Any information you provide to *Growing Up in Ireland* will be treated in the strictest confidence. No other participants, such as "Childs_Fn" other parent, will be able to access the details you provide.

Thanking you in anticipation

Dr Aisling Murray

Aisling Muray

Research Fellow, Growing Up in Ireland









ESRI. Whitaker Square. Sir John Rogerson's Quay,

Tel: +353 1 863 2000 Fax: +353 1 863 2100

Email: growingup@esri.ie

«cm_title» «cm_fname» «cm_sname» «cadd1»

«cadd2»

«cadd3»

«cadd4»

19 August 2014 Ref: «GROUP»/«HSD»

Dear «cm_title» «cm_sname»,

We are writing to you about *Growing Up in Ireland*, a national study of children. The study has been commissioned by the Government and is being carried out by a research team based in the ESRI (Economic and Social Research Institute) and the Children's Research Centre, Trinity College Dublin.

Growing Up in Ireland includes 11,000 three-year-old children and their parents from across Ireland and aims to improve our understanding of all aspects of children and their development. We would like to talk to the families and carers of these children so that we can paint a detailed picture of what life is like for families with children in Ireland today.

We are contacting you because "Childs_Fn" "Childs_Sn" is taking part in this important new study. «parent» has provided us with your contact details as a person who cares for this child on a regular basis for 8 or more hours per week. We would like to invite you to take part in this research project. We think that it is important that input from regular carers be included in this picture of the child's world so that it may be as complete as possible.

To take part in the Study, all you need to do is complete the enclosed questionnaire and return it to us in the postage paid envelope provided. Participation in the Study is completely voluntary but we hope you can take the time to fill out the questionnaire and return it to us. Enclosed in this pack is an information leaflet that has some more details about *Growing Up in Ireland.* If you have further queries, please do not hesitate to contact us, by phone or at the above address or visit us online at www.growingup.ie.

Any information you provide to Growing Up in Ireland will be treated in the strictest confidence. No other participants, such as «Childs_Fn»'s parent/guardian, will be able to access the information you provide.

Thanking you in anticipation

Dr Aisling Murray

Aisling Muray

Research Fellow, Growing Up in Ireland











ESRI, Whitaker Square, Sir John Rogerson's Quay, Dublin 2 Tel: +353 1 863 2000 Email: growingup@esri.ie

Fax: +353 1 863 2100

«addresse» «centre_name» «cadd1» «cadd2» «cadd3» «cadd4»

Ref: «GROUP»/«HSD»

19 August 2014

«salut»

We are writing to you about *Growing Up in Ireland*, a national Government study of children. The study has been commissioned by the Government and is being carried out by a research team based in the ESRI (Economic and Social Research Institute) and the Children's Research Centre, Trinity College Dublin.

Growing Up in Ireland includes 11,000 3-year-old children and their parents from across Ireland and aims to improve our understanding of all aspects of children and their development. We would like to talk to the families and carers of these children so we can paint a detailed picture of what life is like for families with children in Ireland today.

We are contacting you because "Childs_Fn" "Childs_Sn" is taking part in this study. "parent" has provided us with the contact details of your centre as the place where their child is cared for on a regular basis for 8 or more hours per week. We would like to invite you to take part in this research project. We think that it is important that input from regular carers be included in this picture of the child's world so that it may be as complete as possible.

To take part in the Study, all you need to do is complete the enclosed questionnaire and return it to us in the postage paid envelope provided. If you are not the person who provides most care to the child, please pass on this pack to the relevant person. Participation in the Study is completely voluntary but we hope you can take the time to fill out the questionnaire and return it to us. Enclosed in this pack is an information leaflet that has some more details about *Growing Up in Ireland*. If you have further queries, please do not hesitate to contact us, by phone or at the above address or visit us online at www.growingup.ie.

Any information you provide to *Growing Up in Ireland* will be treated in the strictest confidence. No other participants, such as "Childs_Fn" parent, will be able to access the information you provide.

Thanking you in anticipation

Dr Aisling Murray

Aisling Muray

Research Fellow, Growing Up in Ireland







25th February 2010

<Respondent Address>

Dear <respondent>

Thank you for your recent participation in the *Growing Up in Ireland* pilot project for children approaching 3 years of age. This pilot work is an important part of our work in developing final materials for the main study later this year.

As part of the pilot, we are asking parents/guardians to self-complete a booklet on things their children can do at this stage in their development, such as walking upstairs and copying lines. The booklet contains a standard set of questions called the Ages and Stages Questionnaire. It is an essential part of the information collected on the development of children growing up in Ireland.

The majority of Ages and Stages booklets were left in the home by the interviewer at the time of the interview; however some families are being sent the booklet directly from Head Office instead. We would like to encourage all families to complete and return the booklet to us so that we may assess its usefulness for the main study.

If you have not already returned a completed Ages and Stages booklet, we would be most grateful if you could take the time to complete the booklet and return it to us in the postage-paid envelope provided; a new booklet is enclosed for your convenience. It would greatly assist us if the booklet could be returned to us on or before Friday 5th March, 2010. If you have already returned your completed booklet, many thanks and apologies for the cross-posting of this letter.

If you have any queries regarding the Ages and Stages Questionnaire booklet, please call 1800 200 434 (during office hours) and ask to speak to a member of the *Growing Up in Ireland* team, or email us at growingup@esri.ie.

Yours sincerely

Dr Aisling Murray Research Fellow

Growing Up in Ireland

Aisling Muray





Appendix B: Questionnaires and Related Instruments used in the Dress Rehearsal phase of the Infant Cohort (at 3 years)

B1: Initial Contact Documents

- Contact letter A GUI Genes Information Sheet not included
- Contact letter B GUI Genes Information Sheet included
- Information Sheet for Parents
- Consent Form
- GUI-Genes Information Sheet
- GUI-Genes Consent form
- Tracing Information form
- B2: Primary Caregiver Main Questionnaire
- **B3: Primary Caregiver Sensitive Questionnaire**
- B4: Secondary Caregiver Main Questionnaire
- B5: Secondary Caregiver Sensitive Questionnaire
- **B6: Primary Caregiver Twin Questionnaire**
- B7: Secondary Caregiver Twin Questionnaire
- **B8:** Non-resident Parent Questionnaire
- B9: Non-resident Parent Information Sheet
- **B10: Home-based Carer Questionnaire**
- B11: Centre-based Carer Questionnaire
- **B12: Carer Information Sheet**

Appendix B1: Initial Contact Documents

- Contact letter A GUI Genes Information Sheet not included
- Contact letter B GUI Genes Information Sheet included
- Information Sheet for Parents
- Consent Form
- GUI-Genes Information Sheet
- GUI-Genes Consent form
- Tracing Information form



Date: Our ref:

Dear,

We are writing to you about the second round of interviews for the Growing Up in Ireland study. As you may remember, Growing Up in Ireland is the first and most important study of children ever to take place in this country.

Almost two years have now passed since you and your family were interviewed as part of the pilot phase of Growing Up in Ireland. At that time we explained that we would like to make a return visit to your home for a follow-up interview to see how your child has changed and grown since our first visit. The second round of interviews is now about to take place and we would like to invite you to participate.

As well as improving our understanding of children and their development it will help us to understand the main issues facing families in Ireland today. Growing Up in Ireland will also help in providing advice to the Government on key decisions about future policies and services which will benefit all children and their families for many years to come.

The study is being funded by the Department of Health & Children, through the Office of the Minister for Children and Youth Affairs, in association with the Department of Social Protection and the Central Statistics Office. The study is being carried out by a group of independent researchers from the Economic & Social Research Institute (ESRI) and Trinity College, Dublin.

As with your first interview, taking part in *Growing Up in Ireland* is entirely voluntary. All the information collected in the course of the study is treated in the strictest confidence. Your confidentiality is protected by law.

In the coming days a member of our fieldwork team will call to your home to talk to you about the study, explain what your participation involves and to answer any questions you may have. The enclosed information leaflet provides more details on the study.

An additional feature of the Study this time is that we would like to take a sample of your child's saliva - so that we can do some DNA analysis. The interviewer will give you a separate information leaflet about this when s/he visits your home and you can decide whether or not you would like to participate in that part of the research. You can participate in the main Growing Up in Ireland project without providing the saliva sample if that is what you would prefer.

If you have any queries about the study or your involvement in it, please do not hesitate to contact our Communications Officer (Ms Jillian Heffernan) on 01-8963378 or any of the Growing Up in Ireland team at 01-8632000.

Thanking you in anticipation,

Yours sincerely,

James Williams

(Research Professor, ESRI and Principal Investigator, Growing Up in Ireland study).

(Director, Children's Research Centre, TCD Co-director, *Growing Up in Ireland* study)











Date: Our ref :

Dear,

We are writing to you about the second round of interviews for the *Growing Up in Ireland* study. As you may remember, *Growing Up in Ireland* is the first and most important study of children ever to take place in this country.

Almost two years have now passed since you and your family were interviewed as part of the pilot phase of *Growing Up in Ireland*. At that time we explained that we would like to make a return visit to your home for a follow-up interview to see how your child has changed and grown since our first visit. The second round of interviews is now about to take place and we would like to invite you to participate.

As well as improving our understanding of children and their development it will help us to understand the main issues facing families in Ireland today. *Growing Up in Ireland* will also help in providing advice to the Government on key decisions about future policies and services which will benefit all children and their families for many years to come.

The study is being funded by the Department of Health & Children, through the Office of the Minister for Children and Youth Affairs, in association with the Department of Social Protection and the Central Statistics Office. The study is being carried out by a group of independent researchers from the Economic & Social Research Institute (ESRI) and Trinity College, Dublin.

As with your first interview, taking part in *Growing Up in Ireland* is entirely voluntary. All the information collected in the course of the study is treated in the strictest confidence. Your confidentiality is protected by law.

In the coming days a member of our fieldwork team will call to your home to talk to you about the study, explain what your participation involves and to answer any questions you may have. The enclosed information leaflet provides more details on the study.

An additional feature of the Study this time is that we would like to take a sample of your child's saliva - so that we can do some DNA analysis. To allow you to decide whether or not you would like to participate in that part of the research we enclose a separate information leaflet about that aspect of the Study (known as GUI-Genes). You can participate in the main *Growing Up in Ireland* project without providing the saliva sample if that is what you would prefer.

If you have any queries about the study or your involvement in it, please do not hesitate to contact our Communications Officer (Ms Jillian Heffernan) on 01-8963378 or any of the *Growing Up in Ireland* team at 01-8632000.

Thanking you in anticipation,

Yours sincerely,

James Williams

(Research Professor, ESRI and

Principal Investigator, Growing Up in Ireland study).

Sheila Greene

(Director, Children's Research Centre, TCD Co-director, *Growing Up in Ireland* study)

















INFORMATION FOR PARENTS / GUARDIANS

Almost two years have now passed since you and your family kindly agreed to be part of the pilot phase of the *Growing Up in Ireland* study. As you know, *Growing Up in Ireland* is a unique study following the progress of the same group of children over time to help improve our understanding of all aspects of children and their development.

Your child was one of 270 children and their families who took part in the pilot phase of the study. We would like to re-interview you to find out how your child has grown and changed since our last visit.

A reminder about what Growing Up in Ireland is all about...

Growing Up in Ireland is a national, Government funded study of children and is the first and most important of its kind ever to take place in this country.

The purpose of the study is to improve our understanding of all aspects of children and their development. It will:

- tell us how children develop over time.
- help us to find out what factors affect a child's development.
- look at what makes for a healthy and happy childhood and what might lead to a less happy one.
- help us to discover what it means to be a parent in Ireland today.

This information will help the Government to make decisions on what future policies and services will be most beneficial for children and their families in Ireland.

What has been happening since our last visit?

When we last visited your home we were preparing to carry out the main study. A total of 11,000 families of 9-month-old infants were interviewed as part of that study. A further 8,500 9-year-old children and their parents have also been interviewed for another part of the study.

We are now working on analysing all the information we collected from those families and the first report from the study on the 9-year-old children was published in December 2009. The first report on the 9-month-old children will follow later this year.

Why should my family take part in the follow-up interview?

Your participation in this phase of the study is crucial in helping us to prepare for the main study; we could not do this work without your help.

The real value of this study will come in having more information on the same children as it will help us to better understand the changes which happen in children's lives as they grow and, very importantly, why children grow and develop at different rates.

Who is running the study?

Growing Up in Ireland is a Government study. The Department of Health & Children is funding it through the Office of the Minister for Children and Youth Affairs in association with the Department of Social Protection and the Central Statistics Office.

The Office of the Minister for Children and Youth Affairs 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.

GROWING UP IN IRELAND

What happens if I take part in the follow-up interview?

Taking part in the follow up interview is very simple and is very similar to your first interview.

Step One: An interviewer will contact you to make arrangements to come back and interview you and your spouse/partner (where relevant).

Step Two: When the interviewer calls to your home, you and your partner (if relevant) will each be asked to fill out a separate questionnaire with the interviewer. The visit to your home will last about two hours.

Step Three: Now that your child is a little older we would like to get him/her involved in the study. With your consent we would like to administer two short assessment tests to your child. This is a short task which involves showing your child some pictures and asking him/her to name the items in those pictures. The second involves the child matching shapes. Both of these tests are used very widely in research with children. Most children like doing them but there is no problem in stopping them at any point if your child doesn't like them. They will take about 20 minutes. Your child will need to be awake and alert for this part of the visit. The results of these tests will be kept strictly confidential and are only for the purposes of the study.

Step Four: If there is another parent living outside the home or someone else, such as a childminder, who looks after the child on a regular basis, we would, with your permission, like to send them a questionnaire in the post.

If you decide not to take part in the study it will in no way adversely affect any future health or social care which you or your family will receive from the State.

Confidentiality

As with the previous interview, all the information given to the *Growing Up in Ireland* interviewer is treated in the strictest confidence. It will be used exclusively for research purposes. The information given by your partner, childminder, and so on will not be seen by anyone – not even you will have access to it. Similarly, other participants such as your partner will not see the information you give to us.

Under no circumstances could anyone in Government or any government agency or department be able to identify information given by you. The Study is being carried out under the Statistics Act (1993). This is the same legislation as is used to carry out the Census of Population and ensures complete confidentiality of all information collected.

We will use an ID number on your questionnaire and this will help to ensure that your information is kept anonymous.

The information you provide will have your name, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.

What kind of questions will my family be asked?

Similar to our last interview, you and your partner (if relevant) will be asked questions about:

- your child's health and temperament
- his/her daily routines
- your own health
- your family life and experiences as a parent

All the questions are very straightforward though some are quite detailed and some will address relatively sensitive issues like your family's income, your relationship with your partner (if relevant) and so on. The study interviewer will be able to help out if you have any concerns or questions about the actual survey questionnaire itself.

GROWING UP IN IRELAND

Following up in a few years time:

At this point in time it is undecided if there will be a further round of follow-up interviews. However it is possible that we may wish to return to your household again when your child is five-years-old.

In the meantime we will keep you up to date on the progress of the study results and the possibility of a further interview through our newsletter, *Growing Up in Ireland News*.

Who are the Interviewers?

The interviewer who will call to your home is from the Economic & Social Research Institute (ESRI). The interviewer is an Officer of Statistics appointed by the Central Statistics Office and are similar to those who carry out research on behalf of the Central Statistics Office, including the Census. Each interviewer carries a photo ID card.

Each interviewer has been specially trained for the study and has been vetted by An Garda Siochána.

The interviewer is not allowed to be alone with your child at any time during his/her visit to your home.

If you are unhappy with the way in which the survey has been conducted or with the interviewer or would like to confirm his/her identity, please contact the *Growing Up in Ireland* team at 01-8632000.

What are my rights if I take part?

- You and your family may choose to withdraw from the study at any time, even after the
 interviewer has called to your home. At that stage, if requested, we would delete all information
 previously collected about you.
- If there are any questions on the questionnaire you do not wish to answer you do not have to do so.

What do I do next?

An interviewer will call to your home to discuss the study with you, and you can tell him or her whether or not you would like to take part.

Your participation counts.

Just as before, taking part in *Growing Up in Ireland* is voluntary. Your participation will play a major role in the success of the study.

It is only by carrying out studies such as these that we can understand the role of all caring adults in the life of a child and find out how we can improve the future for all children and families in Ireland.

We hope that you can support us in our work and we would like to thank you, in anticipation, for your help.

GUI Genes

During the visit to your home, the interviewer will talk to you about whether or not you would be interested in taking part in a separate and extra piece of research called GUI-Genes. This research will look at how children's health is affected by a combination of their genes, lifestyle and environment.

Taking part in GUI-Genes is entirely optional and up to you. You can still take part in the main *Growing Up in Ireland* study and decide not to take part in this extra piece of research.

If you decide to take part in GUI-Genes, a sample of your child's saliva/spit will be taken. DNA will be extracted from it to help study if certain genes can affect children's health.

GROWING UP IN IRELAND

Where can I find out more information?

Phone: Freephone 1800 200 434

or contact our Communications Officer, Jillian Heffernan, on 01 896 3378

or call 01 8632000 and ask for the *Growing Up in Ireland* team

Visit our website: www.growingup.ie

Email: Email us at growingup@esri.ie

Post:

Growing Up in Ireland, Economic & Social Research Institute, Whitaker Square, Sir John Rogerson's Quay, Dublin 2









PARENT'S /GUARDIAN'S CONSENT FORM

Name of Child:	Child's Date of Birth:	
(BLOCK CAPITALS PLEASE)		

- I have read and understand the information sheet provided. I understand that I can ask any questions I may have at any time before or during the study.
- I consent to my child, and myself, being included in research being conducted for the *Growing Up in Ireland* study.
- I understand that the main aim of the project is to build a bank of information about the lives of children in Ireland today and into the future.
- I understand that a range of information will be collected, including information from my child's other parent and my spouse or partner (where different), and his or her childminder (if relevant).
- I understand that the information provided by me and my family will have our names, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.
- I understand that although I will have access to the information given by me on the questionnaire which I complete, I will not have access to the information given by my spouse/partner (if relevant), my child's other parent (where different) or childminder (if relevant).
- I understand that the results of the child's short assessment tests are strictly confidential and I and my family will not have access to them. They will be used only for the purposes of the Study.
- I understand that, because this study looks at children's development over time, I may be asked to participate in a follow-up study when my child is 5 years of age.
- I understand that I may withdraw my participation, and that of my child, at any time, including after the information has been collected

the information has been collected.
Name of Parent/Guardian:(BLOCK CAPITALS PLEASE)
Address of Parent/Guardian:
(BLOCK CAPITALS PLEASE)
Signature of Parent / Guardian: Date:
Contact telephone:
If relevant: Name of parent/guardian not resident in your household: (BLOCK CAPITALS PLEASE)
Address of parent/guardian not resident in your household:
(BLOCK CAPITALS PLEASE)
Signature of parent/guardian not resident in your household:
Date: Contact telephone:
GROUP: HHOLD:







Trinity College, Dublin The Royal College of Surgeons in Ireland The Economic and Social Research Institute

GUI-Genes - INFORMATION FOR PARENTS / GUARDIANS

GUI-Genes is a new and <u>separate</u> piece of research being carried out as part of the *Growing Up* in *Ireland* study. This information leaflet will tell you all about the study and once you have read it you can decide whether or not you would like to take part. Taking part is entirely optional and up to you. You can take part in the main *Growing Up in Ireland* study without taking part in **GUI-Genes**.

What is the GUI-Genes study all about?

The aim of **GUI-Genes** is to find out how a child's emotional and physical health is affected by the interaction of their genes (their hereditary material or DNA) with their lifestyle and environment.

At the moment the main *Growing Up in Ireland* study is collecting a huge amount of information from thousands of children from around Ireland to find out what leads to a happy and healthy childhood.

By collecting DNA samples from these same children medical researchers can try to work out why some children develop particular conditions and illnesses while others do not. It will also help us to better understand the genetic causes of certain illness and hopefully help us find new ways of preventing such illnesses before they develop. This could not only benefit future generations of children but will also assist in improving public health policy.

What kinds of illnesses is GUI Genes researching?

GUI-Genes plans to look at number of different illness and disorders. In the first instance it will look at developmental, emotional and behavioural disorders such as ADHD, autism and learning difficulties

Who is running the GUI-Genes study?

GUI-Genes is being run by a group of researchers led by Trinity College, Dublin (TCD) with the Royal College of Surgeons in Ireland (RCSI) and the Economic and Social Research Institute (ESRI). Professor Tom O'Dowd, Professor of General Practice in TCD is leading the study.

What happens if I decide to take part?

If you decide to take part, a sample of your child's saliva or spit will be taken. This can be done by asking the child either to spit into a small container or by using what is called a cheek swab. A cheek swab is a sponge designed to be used like a toothbrush. Using it is simple, much like brushing your teeth and it only takes a few minutes. The interviewer will give the cheek swab to you and will show you how to rub the swab on the inside of your child's cheek. It does not hurt at all, it may just tickle somewhat. It will then be sent to Trinity College's laboratory in St. James's Hospital in Dublin where it will be stored for research.

GUI-Genes - INFORMATION FOR PARENTS / GUARDIANS

What happens if I decide NOT to take part?

Taking part in **GUI-Genes** is optional and entirely up to you. If you decide not to take part, we hope you will continue to take part in the main *Growing Up in Ireland* study as normal.

What happens to my child's saliva sample at St James's Hospital?

Step One: The researchers at St. James's Hospital will extract DNA from all the saliva samples collected in the course of **GUI-Genes.**

Step Two: The genetic information obtained from the DNA will be stored on a computer and will be available to be used for research approved by a Research Ethics Committee which will oversee the project. The Research Ethics Committee is made up of a group of independent experts who are responsible for protecting and looking after the rights and best interests of those participating in the **GUI-Genes** study. No research on the DNA samples can be carried out without the permission of the Research Ethics Committee.

This research may be undertaken by the researchers directly involved in setting up the **GUI-Genes** project or by other researchers. Some of the research may include taking information and results from the main *Growing Up in Ireland* study and linking it to the information in **GUI-Genes**. This linkage will be done using the secure study identification number only and not your child's name or contact details. Again, we would assure you that all research undertaken would be approved by a Research Ethics Committee which will oversee the project.

Step Three: The actual sample of spit/saliva (from which the DNA is extracted) will be securely stored for up to 10 years at the laboratory in St James' Hospital, Dublin. No names will be stored with the sample, only identification numbers. If the researchers wish to store it for longer than 10 years, they will seek permission from the project's Research Ethics Committee.

Step Four: The DNA information stored on the computer will be stored indefinitely. It will be identified only by the secure study identification number.

Step Five: If researchers come up with new areas of research which they would like to study using the **GUI-Genes** samples, they must get permission from the project's Research Ethics Committee.

Step Six: Some investigation of the DNA information may have to take place in other laboratories, other than in those located in St. James's hospital. If that happens the DNA sample will be returned to the hospital afterwards for secure storage. Any information generated in other laboratories will also be returned to the investigators for analysis and storage. Once again, we emphasise that your child's name or contact details would not be stored with the DNA information or the sample of spit/saliva. These are identified only by the secure study identification number.

Confidentiality

As with all the information collected in the main *Growing Up in Ireland* study, the spit/saliva sample and DNA information taken from your child is strictly confidential and can be used only for research purposes.

GUI-Genes - INFORMATION FOR PARENTS / GUARDIANS

Just like *Growing Up in Ireland*, **GUI-Genes** is being carried out under the Statistics Act (1993). This is the same legislation that is used to carry out the Census of Population and ensures complete confidentiality of all information collected.

Your child's sample and DNA information will be stored using an identification number. All identifying information such as your child's name and address will be removed to make sure it is completely anonymous. The information will be stored on a computer archive that can be used ONLY for research purposes. It would be an offence to use it for any other reason.

Will I get feedback on my child's DNA?

We will NOT be able to give you any feedback of any sort on the sample collected as part of **GUI-Genes**. If you have any concerns about any aspect of your child's health you should talk to your GP. If you have concerns about hereditary diseases speak to your GP about them. Your GP may consider referring you to a geneticist about them.

What are my rights if I take part?

If you decide to take part in **GUI-Genes** you and your family may choose to withdraw from that part of the study at any time, even after the interviewer has collected the sample. If you decide you do not wish to be part of the **GUI-Genes** study anymore your child's sample and DNA information will be destroyed.

Who will be involved in researching my child's DNA?

It will be a combination of doctors who specialise in psychological problems and laboratory geneticists.

Will new drugs be developed?

Doctors and researchers are always seeking to develop new treatments. These are expensive to develop in terms of expertise and finance. If new treatments for psychological conditions are developed they will involve researchers from the university, who will be funded by the Government, and industrial partners who specialise in such treatments.

A large number of steps are needed to bring new treatments to patients and it is carefully controlled by the Government and ethics committees.

What do I do next?

If you would like to take part in the **GUI-Genes** study the interviewer will ask you to sign a consent form. You will keep one copy of the consent form and the interviewer will send another copy to the study team.

Where can I find out more information?

If you would like any more information on **GUI-Genes** or wish to withdraw your consent to the **GUI-Genes** project once you have provided your child's sample you can contact Prof. Tom O'Dowd, TCD, who is in charge of the **GUI-Genes** study.

Phone: 01 896 1087 Email: gui_genes@tcd.ie

Post: GUI-Genes, Department of Public Health and Primary Care, Trinity College, Dublin 2

Here are answers to some common questions that people often ask about DNA.

Can DNA samples be used for cloning?

No. The cheek cells which may be included in the saliva sample which the interviewer would take from your child are not living cells, they are already dead cells, and so they cannot be cloned.

Can DNA samples be used in Garda/Police investigations?

No. The DNA sample collected will always be kept completely confidential, without exception. In addition, if a criminal court ever wishes to conduct a DNA test, they can easily take their own DNA sample from saliva, so there would be no need for them to contact us. The DNA information will be used only for research purposes.

Can DNA samples ever be used to test who is my child's father?

No. The DNA sample collected will always be kept completely confidential, without exception. In addition, if a family court ever wishes to conduct a paternity test, they can easily take their own DNA sample, so there is no need for them to contact us. The DNA sample will be used only for research purposes.

Could the sample of my child's DNA be used by an employer or insurance company?

No. The DNA sample we collect can never be screened by, for example, any employer or insurance company. It is used only for research purposes. The **GUI-Genes** project is being carried out under the Statistics Acts, 1993. Under that Act it would not be lawful to use the information for any other purposes.

Can my GP contact you to find out the results of child's DNA sample?

No. The DNA sample will always be kept strictly confidential, without exception. The DNA sample will be used only for research purposes. If your GP ever wishes to conduct a DNA test for your child, the GP can easily take a DNA sample from your child's saliva or blood so there is no need for GP's to contact us.







Trinity College, Dublin Royal College of Surgeons in Ireland Economic and Social Research Institute

GUI-Genes - PARENT'S / GUARDIAN'S CONSENT FORM

Name of Child:	Child's Date of Birth:
(BLOCK CAPITALS PLEASE)	

- I have read and understand the information sheet provided about the **GUI-Genes** study. I understand that I can ask any questions I may have at any time before or after a sample has been taken from my child.
- I understand that **GUI-Genes** is separate to the *Growing Up in Ireland* study.
- I consent to my child's saliva sample being included in research which will be conducted on the saliva samples being collected in the course of the **GUI-Genes** study.
- I understand that the main aim of the **GUI-Genes** study is to find out how a child's emotional and physical health is affected by the interaction of their genes with their lifestyle and environment. **GUI-Genes** plans to look at a number of different illness and disorders. In the first instance it will look at developmental, emotional and behavioural disorders such as ADHD, autism and learning difficulties
- I understand that a sample of my child's spit/saliva will be taken and will be sent to a laboratory in St. James's Hospital where it will be stored for research.
- I understand that the actual sample of my child's saliva will be stored for up to 10 years before being destroyed. If researchers wish to store it for longer than 10 years they will seek permission from the project's Research Ethics Committee to do so.
- I understand that the DNA information extracted from my child's saliva sample will be stored securely and indefinitely on computer so that it will be available to be used for research approved by a Research Ethics Committee which will oversee the project. This research may be undertaken by the researchers directly involved in setting up the GUI-Genes project or by other researchers.
- I understand that my child's cheek swab sample and DNA information will be stored using an I.D number and that neither my nor my child's name, address nor other identifying information will be stored with the DNA information. I understand that, under the Statistics Act (1993), the sample can be used only for research purposes. It would be an offence to use it for any other reason.
- I understand that some of the research may include taking information and results from the main *Growing Up* in *Ireland* study and linking it to the information collected as part of **GUI-Genes**. This linkage would be done using the secure study identification number only and not my or my child's name or contact details.
- I understand that I will <u>NOT</u> be able to get feedback on my child's DNA information or any details extracted from it.
- I understand that I may withdraw my child from the **GUI-Genes** part of the *Growing Up in Ireland* study at any time, including after the sample has been collected.

Name of Parent/Guardian:(BLOCK CAPITALS PLEASE)		
Address of Parent/Guardian:		
(BLOCK CAPITALS PLEASE)		
Signature of Parent / Guardian:	Date:	
Contact telephone:		
<i>If relevant:</i> Name of parent/guardian not resident in your household:		
Address of parent/guardian not resident in your household:		
(BLOCK CAPITALS PLEASE)		
Signature of parent/guardian not resident in your household	1:	
Date: Contact telephone:	GROUP: HHOLD:	



Contact 1





FOLLOW UP / TRACING INFORMATION

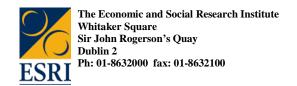
R1 Thank you very much for your participation in the *Growing Up in Ireland* survey.

We will be sending you updates on our progress from time to time. Could you give me the name and address (or 'phone number) of two relatives, friends, neighbours or any other persons or organisations who may be able to help us in contacting you, should you move over the next few years.

[Int: Record details on two contacts below].

Name:	
Address :	
Phone: ()	
Relationship to respondent:	
Contact 2	
Name:	
Address :	
Phone: ()	
Relationship to respondent:	-
CROUP. HHOLD.	

Appendix B2: Primary Caregiver Main Questionnaire







NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) 3-YEAR QUESTIONNAIRE, DRESS REHEARSAL

STRICTLY CONFIDENTIAL

PRIMARY CAREGIVER QUESTIONNAIRE
GROUP HHOLD RESPONDENT
INTERVIEWER NAME INTERVIEWER NO:
Time Section Started
We are seeking to interview the parents/guardians of <child>. The whole interview with the parents/guardians and child will take about 120 minutes to complete [INTERVIEWER: Adjust as appropriate for you in the field]. All the information you and your family provide will be treated in the strictest confidence and will not be released in any way which would allow the information you provide to be identified with you or your family. If however, we are told something which might suggest that a child or other vulnerable person is at risk we may have to act on it.</child>
The Department of Health and Children is funding the study through the Office of the Minister for Children and Youth Affairs (OMCYA), in association with the Department of Social and Family Affairs and the Central Statistics Office. The Department of Education and Science is represented on the Steering Group which oversees the Study. A group of researchers led by the Economic and Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study
Section A - Household Composition
A1a. [INTERVIEWER: Is <pri>resident in the household?</pri>
Yes
A1b. Do you have a spouse/partner who lives here with you in the household?
Yes□ ₁ No□ ₂
A1c. At the time of the last interview in [MM/YYYY] you told us that [number of people resident at time 1] lived here in the household. I'd like to begin by asking you to check the information we collected the last time we visited.

A2. ***The name, sex, date of birth, and relationship of each person to the <pri>respondent at time 1> and <child> will be checked and edited where necessary and their residency in the household at time 2 confirmed.***

											(E) Sh	now Car	d A2F		
No.	First name	Sex	Date of	Birth	lf I	Still resident?	member child.	ship of ea to mother a	nd	ncation	aining	yed	, p	uties	
		M F				Y N	R'SHI TO: CARD A2E1	TO:	Not vet	School/Education	At work/Training	Unemployed	Retired	Home Duties	Other
							Mothe	r Study Child							
1		□□					////								
2		□□						////							
3										□	□₃	□₁	□	□₅	□
4										□	□₃	□₄	□		□
5										□	□₃	□₄	□	□₅	□
6										□	□₃	□₁	□₅	□₅	□
7										□	□	□₄	□₅		□
8										□	□	□₄	□	□₅	□
AT TIME	E 2: ASI VIEWER	K QUEST	T <mark>IONS AS</mark> RESPON	1 – AS3 DENT I	3 ON T	THE SE	NSITIVE (HAT A RE	IS NO LO QUESTIO ESIDENT I TIME 1 - A	NNAIRE) MEMBER	l R OF TH	HE HC	USEH	HOLD	WAS	
	-	e else joi	ned the h	nouseho			last spok	e and is c	_	living	with y	ou?			
First Name	Sex	Date Birth	of If DC avail	lable r	Relationsh member to and child		Since whe	n have they g with you	Resident			Show	Card A	2F	
	M	F		(Mother (Card A2E1)	Child (Card A2E2)	Month	Year	Y/N	Not yet at school	School/Education	At work/Training	Unemployed	Retired	Home Duties
		¬				1					□	□₃	□₄	□₅	
1 2 3 4															

	<u>}</u>												
[INT: RECORD I WHEN THEY ST					SEHOL	D GRID A	T A3 AB	OVE II	NCLU	DING			
A4. So that's a	total of	_ people w	ho live	here in	the hou	sehold at	t presen	t. Is th	at cor	rect?			
Yes	🔲 1		No			$ _2 \longrightarrow [IN]$	IT: Chec	k Hous	sehold	Grid]			
[ASK ONLY IF < A5. When we la to complete the primary caregiv	st spoke in primary cai	[MM/YY], w er questio	e interv	viewed :	you as	the prima	ry careg	giver o	f <chi< th=""><th>ld>. \</th><th>Ne wo</th><th></th><th></th></chi<>	ld>. \	Ne wo		
Yes	🔲 1	Go to A9a	No			2							
A6a. Why is tha	ıt?											•	
												-	
IF PRIMARY CA A6b. You ment This means that correct?	ioned that <	spouse/pai	rtner> [i	dentifie	d at A2	above] li	ves here	e with	you as	s part	of the	hous	ehold.
Yes			No			2 [[BLAISE IN	STRUCTION	I - END OF	THE IN	TERVIEW	/]		
[INT: ARR	ANGE TO I	NTERVIEW	RESID	ENT SP	OUSE/P	ARTNER	AS THE	PCG]					
A6c. We v	vould also li	ke to interv	∕iew yoι	u as the	second	lary care	giver of	child c	n this	occa	sion.	ls that	ok?
Voc			No			1							
res	1	Go to A9a	NO			2 [BLAISE INS	TRUCTION -	- NO SEC	ONDARY	CARER	QUESTIC	ONNAIRE]	
A6d. [Card A6d] [Interviewer use Biological mother Adoptive mother/ Step-mother / Step-mother / face	codes only] r/ father father ep-father / Pa	artner of chi	d's pare	[[] ₁ Gr] ₂ Au] ₃ Ot	and paren nt/uncle her relativ related gu	t e/ in law					5 6 7	
				G	io to A9	a							
IF PRIMARY CA A7a. Are you the		nt / guardia		aby> wh	no usua		es the m	_	are to	him/h	er?		A9.
A7b. Can you p	lease tell me		the follo										
Biological mother Adoptive mother/ Step-mother / Ste Foster mother / fa	r/ father father ep-father / Pa	artner of chi	d's pare	[] ₂ Au] ₃ Ot	and paren nt/uncle her relativ related gu	e/ in law					6 7	
A7c. Do you ha	ve a spouse	/partner w	ho lives	here w	ith you	in the hou	usehold'	?					
Yes	🗀 1		No			2							

											(E) Sh	ow Card	d A2F		
lo.	First name/Initial	Sex	Date of Birth	If DOB not availa ble	Pe Res	s this rson sident me 1?	Relationship member to child.		thool	ation	ining	ed		ies	
		M F		2.0	Υ	N	R'SHIP TO: CARD A2E1 Mother	R'SHIP TO: CARD A2E2 Study	Not yet at school	School/Education	At work/Training	Unemployed	Retired	Home Duties	Ş
 1							////	Child		□	□	□₁	□		
<u> </u>								////		□	□				
												□₄			
										□	□₃	□₄	□		<u></u>
										□	□₃	□₁	□	□ _s	
8c.	Since whe	n has this	s person bein	ıg livin	g her			old?	_ mont	h	ye	ar			
alf	Does the sor step bro			rother(s	s) or		o to A9a er(s) who liv	ve outside	e the h	ouseh	old?	Pleas	e inclu	ude fu	II,
		/ full/half/	step brother(s)/siste	er(s)	does	<child> ha</child>	ive who li	ve out	side th	ne				
\9c.	1) their 2) their	gender Date of B	ep brother/si irth (DOB) nip to <child></child>		o liv	es ou	ıtside the h	nousehold	d, can y	you te	II me:				
ı.		emale	Date of Birth				ship to <chi IOW CARD</chi 								
•															
		emale 	Date of Birth				ship to <chi IOW CARD</chi 								

3.	<u> </u>	\square_2	//	/	SHOW CARD A9c

Section B - Child's Habits and Routines

I'd now like to ask you a few questions about <child's> habits and routines.

b i. Does <chi< th=""><th>ild> go to bed at a re</th><th>egular time?</th><th></th><th></th><th></th></chi<>	ild> go to bed at a re	egular time?			
Always □₁	Usually 2		Rarely □4		
B2a. On a nor	rmal day, what time	in the evening does	s <child> usually</child>	go to sleep?	(24 hour clock)
B2b. On a nor	rmal day, what time	does <child> wake</child>	up at in the mor	ning?	(24 hour clock)
B3. On an nor	rmal day how many	hours would the ch	ild <sleep> <i>durii</i></sleep>	ng the day	hours
B4. How muc	ch is <child's> sleep</child's>	oing pattern or habit	s a problem for	you?	
A large problem	A modera problem	probl	em	No problem at all	
<u> </u>	2		3	4	
B5. Why is tha	at?				
[TICK ALL TH	IAT APPLY]				
(a) Difficulty ge	etting to sleep				1
` '	ring the night			_	
. , •	s / Night terrors			_	
(d) Other (plea	se specify)				4
				<u></u>	
(a) during the	ild> wear nappies / · Alway e day	/s Somet ₁ □₂	imes N	ever □3	
(a) during the	Alway	/s Somet ₁ □₂	imes N	ever □3	
(a) during the	Alway e day	rs Somet 1□2 1□2	imes N	ever	
(a) during the	Alway	zs Somet 1	thumb or finger	ever	
(a) during the (b) at night B7. How often (a) Soother	Alway e day	a soother or his/her	thumb or finger	ever 3 3 7(s)? ver	
(a) during the (b) at night B7. How often (a) Soother	Alway e day	a soother or his/her	thumb or finger	ever 3 3 7(s)? ver	
(a) during the (b) at night B7. How often (a) Soother (b) Thumb/fing (c) Apart from	Alway e day n does he/she suck Most of th ger(s)	a soother or his/her the time Someting	thumb or finger	ever 3 3 3 c(s)? ver 3 3	t that he/she uses for comfort
(a) during the (b) at night B7. How often (a) Soother (b) Thumb/fing (c) Apart from such as a blance	Alway e day n does he/she suck Most of th ger(s)	a soother or his/her the time Someting	thumb or finger mes Ne	ever 3 3 3 c(s)? ver 3 3	t that he/she uses for comfort
(a) during the (b) at night B7. How often (a) Soother (b) Thumb/fing (c) Apart from such as a blant Yes	Alway e day n does he/she suck Most of th ger(s)	a soother or his/her ne time Someti	thumb or finger mes Ne 2 es he/she have a	ever 3 3 3 c(s)? ver 3 3	t that he/she uses for comfort
(a) during the (b) at night B7. How often (a) Soother (b) Thumb/fing (c) Apart from such as a blan Yes B8a. Does you	Alway e day n does he/she suck Most of th ger(s)	a soother or his/her ne time Someti	thumb or finger mes Ne 2 es he/she have a	ever 3 3 c(s)? ver 3 3 3 special object	t that he/she uses for comfort
(a) during the (b) at night B7. How often (a) Soother (b) Thumb/fing (c) Apart from such as a blair Yes B8a. Does you Yes	Alway e day	a soother or his/her ne time Sometii	thumb or finger mes Ne continues Ne continue	ever 3 3 7(s)? ver 3 3 1 special object	t that he/she uses for comfort and objects and backing out of

B8c. When she is looking in a mirror and yo own name?	u ask, "V	Who is in	the mirror?"	does your	child sa	y either "N	le" or her
Yes Sometimes	2	Not Yet.	3				
B8d. Can your child put on a coat, jacket or	shirt by	himself?					
Yes ☐ ₁ Sometimes	2	Not Yet.	3				
B8e. Using these exact words, ask your chil	ld, "Are y	∕ou a girl	or a boy?" D	oes your o	hild ans	wer correc	ctly?
Yes Sometimes	2	Not Yet.	3				
B8f. Does your child take turns by waiting w	hile ano	ther adul	t or child take	es a turn?			
Yes Sometimes	2	Not Yet.	3				
B9. [CARD B9] I am going to read out some listen to each statement and describe the de							
			Definitely does not apply	really n		Applies somewhat	Definitely applies
a. I share an affectionate, warm relationship wi	th my chil	ld	1	2	3	4	5
a. I share an affectionate, warm relationship wi b. My child and I always seem to be struggling c. If upset, my child will seek comfort from me. d. My child is uncomfortable with physical affect e. My child values his/her relationship with me.	with each	other		2	3	4	5
d. My child is uncomfortable with physical affect	tion or to	uch from	 me	<u> </u> 2 	3 3	4 4	5 5
e. My child values his/her relationship with me.					3		5
t. When I praise child he/she beams with pride			1	2	3		
g. My child spontaneously shares information a h. My child easily becomes angry at me	1115/1				3	4	5 5
h. My child easily becomes angry at me i. It is easy to be in tune with what my child is for j. My child remains angry or resistant after bein k. Dealing with my child drains my energy	eeling				3		5
j. My child remains angry or resistant after bein	g disciplir	ned	1	2	3	4	5
k. Dealing with my child drains my energyl. When my child is in a bad mood I know we're	in for a		1	2	🔲 3	4	5
long and difficult day	in ior a		\Box ₄	\Box_2	\Box	\Box_{4}	
m. My child's feelings toward me can be unnre-	dictable o	۱r					
change suddenly			1	2	Дз	4	5
change suddenlyn. My child is sneaky or manipulative with me o. My child openly shares his/her feelings/expe		ith ma	1	2	3	4	5
o. My child openly shares his/her reelings/expe	nences w	vitn me	1	2	[]3	4	5
B10. [Card B10] How often do you do the fo	llowing w	vhen the	Study Child r	nisbehave	s		
	Never	Rarely	Now and Again	Regularly	Always	Can't say	
A. Discuss/Explain why behaviour was wrong.	□1	-	•		•		
B. Ignore him/her	□1	\square_2					
C. Smack him/her		2	3		5		
D. Shout or yell at him/her	🔲 1	2	3	🔲 4	5	8	
E. Send him/her out of the room or to							
their bedroom or Naughty step F. Take away treats	∐1	🗀 2	3		5	8	
G. Tell him/her off	··· 📙 1	<u> </u> 2	3 □-	4 	5	8	
H. Bribe him/her	…∐1 …∏₁				5 		
21.00, 1.01				4			
Section C - Child	's nhv	sical h	ealth and	develo	nmen	t	
Now I'd like to ask you a few questions abo				<u>r do voic</u>	<u> Pilioli</u>	<u>-</u>	
C1. In general, how would you describe <cl< td=""><td>าild's> cเ</td><td>urrent he</td><td>alth?</td><td></td><td></td><td></td><td></td></cl<>	าild's> cเ	urrent he	alth?				
Very healthy, no problems							
Healthy, but a few minor problems							
Almost always unwell							
All Host always unwell4							

C2. Does <child> have any longstanding illness, condition or disability? By has troubled him/her over a period of time or that is likely to affect him/her o</child>	
Yes	z_1
C3. [Card C3] What is this?	
[INT – code for up to 3 illnesses]	
a. Asthma	
b. Cystic Fibrosis	—
c. Heart abnormalities	—-
d. Eczema or any kind of skin allergy	—
e. Any kind of respiratory allergy (including hayfever)	
f. Any kind of food or digestive allergy	
g. Problem with non-food allergies, such as to dust, animals or medicine	
h. Bone, joint or muscle problems	
i. A problem using his/her arms or legs	
j. A problem using his/her hands or fingers	
k. Hyperactivity/Problems with attention	
I. Severe behavioural problems	
m. Diabetes	
n. Kidney disease	1 = 1
o. Migrainous headaches	
p. Epilepsy or seizures	
q. Down syndrome	<u> </u>
r. Spina bifida/hydrocephalis	
s. Cerebral palsy	
t. Autism Spectrum Disorderu. Other (please specify)	
u. Other (piease specify)	
[INT – CODE FOR UP TO 3 ILLNESSES]	J
C4. Has this illness, condition or disability been diagnosed by a medical pro	fessional?
Yes□ ₁ No□ ₂	
C5. Since when has <child> had this illness, condition or disability?m</child>	onthyear
C6. Do any of these illnesses hamper <child> in his/her daily activities?</child>	
Yes, severely	No
C6z_1. In the past year has <child> had any periods when there was wheezin</child>	g with whistling on his/her chest
when he/she breathed?	
Yes No	
C6z_2. How many separate episodes/bouts of wheezing with whistling on his had in the past 12 months? N	s/her chest has the child
C67 2 Has the shild been prescribed medication for this condition (including	n inhalar antihiatias
C6z_3. Has the child been prescribed medication for this condition (including nebuliser) over the last 12 months?	g minater, antibiotics,

Yes
C7. Has <child> had the Measles/Mumps/Rubella (MMR) vaccination?</child>
Yes□ ₁ No□ ₂
C8. In the past 12 months, how many times have you seen, or talked on the telephone with any of the following about <child's> physical health?</child's>
[INT: IF NONE THEN ENTER 0 – DO NOT LEAVE BLANK]
A general practitioner (GP)
C9a. Has <child> received a course of antibiotics in the past 12 months?</child>
Yes
C9b. In total how many courses of antibiotics has <child> received in the past 12 months? N</child>
C10. Since the time of the last interview in MM/YY, approximately how many nights has <child> spent in hospital? nights [INT: NOT HOSPITAL OUTPATIENT OR EMERGENCY DEPARTMENT VISITS – IF NONE THEN CODE AS '0']</child>
C11. Most children have accidents at some time. Has <child> ever had an accident or injury that required hospi treatment or admission?</child>
Yes
C12. How many separate accidents has <child> ever had that required hospital treatment or admission? accidents C13. How many of these accidents involved bone fractures or breaks?</child>
C14. Does <child> currently have, or at any time in the past had, any sort of sight problem requiring correction</child>
Yes, currently
C15. Does <child> currently have, or at any time in the past had, any sort of hearing problem requiring correction?</child>
Yes, currently
C16. Was there any time in the last 12 months when, in your opinion, <child> needed medical care or treatment for a health problem but he/she did not receive it?</child>
Yes□ ₁ No□ ₂
C17. Why did <child> not get the medical care or treatment? Was this because [INT: Yes or No to each]:</child>
(a) You couldn't afford to pay
(g) Other reason (please specify)

yes a little or yes a lot?	es speech sounds? Would you say no,					
No1 Yes, a little2 Yes, a lot	□₃ Don't know□₄					
C19. In which areas does child have difficulties? What speech problems of [TICK ALL THAT APPLY]	loes the Study Child have?					
A. Reluctant to speak	sual					
C20. Has <child> received any treatment for his/her speech or language p</child>	roblem?					
Yes□₂						
C21. Why has <child> not received any treatment for his/her speech or lar [INT: Yes or No to each]</child>	nguage problem?					
(a) You couldn't afford to pay	Yes No					
(b) Speech and language services are not available or accessible to you	2					
(c) You could not take time off work to visit the speech therapist with <child> (d) You wanted to wait and see if his/her speech improved</child>	_					
(e) Child refused to attend						
(f) Child is still on the waiting list(g) Other reason (please specify)	<u> </u>					
C22. How old was <child> [in months] when he/she took his/her first step Interviewer: By unsupported I mean that the baby walked on his/her own without holdi support.</child>						
months						
Interviewer: Show Card C23 C23a. Without holding onto anything for support does your child kick a ba	all by swinging his leg forward?					
Yes						
C23b. Does your child jump with both feet leaving the floor at the same tir	me?					
Yes						
C23c. Does your child walk up stairs, using only one foot on each stair? (The left foot is on one step and the right foot is on the next). She may hold onto the railing or wall (you can look for this at a store, on a playground, or at home)						
Yes						

C23d. Does your child stand on one foot for about 1 second	without holdin	g on to anything	?
Yes	3		
C23e. While standing, does your child throw a ball overhand the ball forward? (Dropping the ball or throwing the ball or throw a ball overhand the ball or throw a ball			eight and throwing
Yes□ ₁ Sometimes□ ₂ Not Yet	·		200
			66
			(4)
C23f. Does your child jump forward at least 6 inches with bo	th feet leaving	the ground at th	e same time?
Yes Sometimes□ ₂ Not Yet	: ₃	11 12	
		602	
C24. Do you have any concerns about any aspects of <child< td=""><td>'s> behaviour o</td><td>or development?</td><td></td></child<>	's> behaviour o	or development?	
Yes No□1	2		
C25. What concerns do you have?			
[BLAISE CONDITION: ASK ONLY OF THOSE WHO WERE ST C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed]</child>	at you were sti		
C30. When we last interviewed you in, you told us the	at you were sti		
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed]</child>	at you were sti ed milk]	II breastfeeding ·	child>. Can I just
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed No</child>	at you were sti ed milk]	II breastfeeding ·	child>. Can I just
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed No</child>	at you were sti ed milk]	II breastfeeding ·	child>. Can I just
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed No</child>	at you were sti ed milk] ely stopped bei	II breastfeeding	child>. Can I just
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were sti ed milk] ely stopped bei	ing breastfed? _	child>. Can I just
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were sti ed milk] ely stopped bei	ing breastfed?	child>. Can I just Months ore than once, or not
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were sti ed milk] ely stopped bei owing foods an Not At all	ing breastfed? id drinks once, m Once	Months ore than once, or not once than Once
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei wing foods an Not At all	ing breastfed? id drinks once, m Once	Months more than once, or not once than Once □3
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei wing foods an Not At all	ing breastfeeding of the drinks once, make once once once on the drinks once on the drinks once once once once once once once once	Months more than once, or not once more than monce more than monce more than monce more than
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei wing foods an Not At all	ing breastfeeding of the drinks once, make once once once once on the drinks once once once once once once once once	Months more than once, or not once milds. Can I just
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei wing foods an Not At all	ing breastfeeding of the drinks once, make once once once once on the drinks once once once once once once once once	Months more than once, or not once more than once
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei wing foods an Not At all	ing breastfeeding of the drinks once, make once once once once on the drinks once once once once once once once once	Months more than once, or not once milds: more than once, or not once milds: more than once, or not once milds:
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei owing foods an Not At all	ing breastfeeding of the drinks once, make the drinks once, make the drinks once, make the drinks once the dri	Months more than once, or not once million as a second of the second once on the second on the second once
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei Dwing foods an Not At all	ing breastfeeding of the distribution of the d	Months Months Tore than once, or not ore than once
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped being foods and Not At all A	ing breastfeeding of the image	Months more than once, or not once more than once more than nonce more than more than nonce more than more t
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped being foods and Not At all and a limited and a lim	ing breastfeeding of the drinks once, make t	Months Months Tore than once, or not once Tore than
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped bei Dwing foods an Not At all	ing breastfeeding of the street of the stree	Months Months Tore than once, or not once The standard
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stied milk] ely stopped being foods and Not At all A	ing breastfeeding of the street of the stree	Months more than once, or not once than once
C30. When we last interviewed you in, you told us the check, are you still breastfeeding <child>? [Include expressed Yes</child>	at you were stilled milk] ely stopped being foods and stall	ing breastfeeding of the drinks once, make the drinks once, make the drinks once, make the drinks once the dri	months more than once, or not once than once more than once

O. Skimmed/Semi-skimmed milk or Skimmed/S milk products		🔲 1		3	
C33. Some children just have snacks all day Would you say he/sheREAD OUT	/ while others wa	it for meals. H	low would yo	ou describe <chil< th=""><th>d>?</th></chil<>	d>?
	_				
Snacks all day and has no real meals					
Snacks during the day but also has meals Doesn't snack much, just has meals	— -				
Something else (please describe)					
C34. [Card C34] Please read the following	<u> </u>	indicate the	answor whic	h hast dascribas	s how you
deal with feeding your child. It is importa questions, we are interested in what parents	nt to remember	that there are			
		Never	Rarely So		Always
1. I decide how many snacks my child should h 2. I give my child something to eat to make him	har fool battar wh	non			5
s/he is feeling upset			\square_2	\square_3 \square_4	\square_5
3. I let my child decide when s/he would like to	have her meal			3	5
4. If my child misbehaves I withhold his/her favor	ourite food	1	2		5
s/he is feeling upset	iiig borea		2		5 5
7. I use puddings as a bribe to get my child to 6	eat nis/ner main co	ourse∟ ₁	2	34	5
8. I let my child eat between meals whenever s	/he wants	1	2	3 4	5
C35. Which of these best describes <child's< td=""><td>> weight?</td><td></td><td></td><td></td><td></td></child's<>	> weight?				
Underweight	_				
Normal weight					
Somewhat overweight					
Very Overweight					
C36. [Card C36] How much do the following	affect what you	aive vour chil	d to eat?		
3	A lot	A fair	A little	Not	
		amount		at all	
(a) Cost			3	4	
(b) Convenience				4	
(c) Child's preference					
(d) Nutritional value	1	2		4	
Sect	tion D - Pare	ntal Healt	<u>h</u>		
Now I'd like to ask you a few questions about	ut your own heal	th.			
D1. In general, how would you say your cur	rent health is?				
Excellent 1 Very good 2	Good	_3 Fair	🗀 4 Poo	or 🔲 5	
D2. Do you have any on-going chronic ph	ysical or mental	health probler	n, illness or o	disability?	
Yes1	No		2	-	
D3. What is the nature of this problem, illne [Int. please record diagnosis – not sympt			ibe as fully a	s possible.	
D4. Since when have you had this problem	, illness or disabi	lity?	(mth)	(year)	
D5. Are you hampered in your daily activitie		•	, ,	•	
Yes, severely□ ₁ Yes, to so	-		□3		
			~		1

D6. [Card D6] Since

sbaby> was born have you suffered from any chronic physical or mental health problem, illness or disability which made it difficult for you to look after <baby>? (E.g. feeding, changing nappy, lifting, bringing to doctor, communicating with baby) Some difficulty Just a little A moderate level A lot of difficulty **No Difficulty** Cannot do at all \prod_3 \Box_4 \square_5 D7. Thinking about your free-time, in general would you say you are... Very physically active...... D8. Is the family (you, your spouse/partner and child(ren)) covered by a medical card? Yes, full card Yes, GP only D9. Is <Study Child> covered by private medical insurance? D10. Does that insurance include the cost of GP visits? Yes, in full.......... 1₁ Yes, partially Section E - Child's play and activities E1. [CARD E1] Look at the card, for each statement, please indicate the answer that best describes the <child's> behaviour at the present time. Variable Almost Not Variable Frequently Almost usually Never Often usually does always not does A. This child is pleasant (smiles, laughs) when first arriving B. This child plays continuously for more than 10 minutes at a time with a favourite toy \square_1 \square_3 \square_5 \square_6 C. This child responds to frustration intensely D. This child smiles when an unfamiliar adult plays with him/her \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 E. This child goes back to the same activity after a brief F. This child has moody "off" days when he/she is irritable all day..... \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 G. This child is outgoing with adult strangers outside the home \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 H. This child stays with a routine task (dressing, picking up toys) for 5 minutes or more \square_1 \square_2 \square_3 \square_4 \square_5 \square_5 \square_6 I. This child shows much bodily movement (stomps, writhes, swings arms) when upset or crying \square_1 \square_2 \square_3 \square_4 \square_5 \square_6

to complete a play activity \square_1 \square_2 \square_3 \square_4 \square_4 \square_5 \square_6

drawing for 10 or more minutes) \square_1 \square_2 \square_3 \square_4 \square_5 \square_6

K. This child stops to examine objects thoroughly

L. This child reacts strongly (cries, screams) when unable

M. This child practices a new skill (throwing, building,

E2. Ov	erall, comp	pared to other	r children of	the same age	, do you thinl	k <child> is:</child>		
Easier 1	than averac	je	□₁					
		, 	_					
	_	average						
				activities tha	t children do	with their fami	lies. I would I	like vou to thin
						ase think about		
	noment.		J	•			•	
E3. [Ca	ard E3] No	w I'd like to a	sk you abou	ıt activities yo	ou or other me	embers of the fa	amily might do	o with <child>.</child>
a) On h	ow many d	ays in an aver	age week do	es anyone at h	nome read to <	<child></child>		
0 da	ays	1 day	2 days	3 days	4 days	5 days	6 days	7 days
	□ o	1	2	3	4	5	6	7
b) On h	low many d	ays in an aver	age week do	es anyone at h	nome ever help	p <child> learn th</child>	ne ABC or alph	nabet
, 0 da	•	-	2 days	3 days	4 days	5 days	6 days	7 days
	, 0				í	5		7
a) On h	مرم سرمیر	ava in an avar	raga waale da	an anyona at h	ama truta taa	مسيم وانام ميسما	oro or countin	~
,	•	•	Ū	-	•	nch <child> numb</child>		•
0 da	ays □.	1 day □	2 days □₋	3 days □₋	4 days □.	5 days □□₋	6 days □₋	7 days □ ₇
L		1	2	3	4	5	6	
•	ow many d mes	ays in an aver	age week do	es anyone at h	nome try to tea	ach <child> any s</child>	songs, poems	or nursery
0 da	ays	1 day	2 days	3 days	4 days	5 days	6 days	7 days
L	ـــــــــــــــــــــــــــــــــــــ		2	3	4	5	6	7
e) On h	low many d	ays in an aver	age week do	es anyone pla	y games [boar	d games, jigsaw	s, card games	etc. with child]
, 0 da	•	-	2 days	3 days	4 days	5 days	6 days	7 days
Г	7 ₀							
f) On h	ow many da	— ave in an aver		es zohildz nain	t draw coloui	r, play with play o	dob at home	_
•	•	-	•	•				7 40.00
0 da	ays ∏₀	1 day □₁	2 days □₂	3 days □₂	4 days □⊿	5 days □₌	6 days □ ₆	7 days □ ₇
L		🗀 1	2		4			
		ays in an avera	age week do	you or someor	ne else from th	ne family play act	ive games with	n the child (e.g.
football 0 da		1 dov	2 days	3 days	4 days	5 days	6 days	7 days
υ α. Γ				<u></u>		5 days □5	6 days □ ₆	
	_							
		nany <i>children</i> ou estimate:	's books do	es <child> hav</child>	ve access to i	in your home no	ow, including	any library
						4		
					han 30	5		
10 to 20	0							
E5. Ty				s <child> watc [If none, enter</child>		or videos/dvds? and minutes]	,	
		•	•	-		d> may watch to	elevision each	i day?
Y	'es			No	2			
E6b. A	and are the	re rules in yo	ur family ab	out what <chi< td=""><td>ld> may watc</td><td>ch on television</td><td>?</td><td></td></chi<>	ld> may watc	ch on television	?	
Y	'es	1		No	2			
E7. Is	there a tele	evision in the	child's bed	room?				
Y	'es			No	2			

t now to spe	ena tree time?					
kicking balls.	$0 - \frac{1}{2} - \frac{1}{2}$					
How much time would you say your child spends playing outdoors [e.g. in the garden, playground or park] on a typical weekday? HoursMinutes						
a4 maam4h						
in the garder	n, playground oi	park] on a typical				
and relat	ionships					
health and v	vellbeing.					
True or Certy or certain. Pl	tainly True. It v ease give ans	would help us if you wers on the basis of				
		 :				
		_ :				
		_ :				
		_ :				
						
		—				
						
		 :				
						
		 :				
	— -					
		 :				
		 -				
		_ :				
		 :				
		 -				
	in one place kicking balls. The last month in the garder set month. In the garder set month in the garder set month. In the garder set month in the garder set month. In the garder set month in the garder set month. In the garder set month in the garder set month. In the garder set month					

Gets on well with his/her siblings		_			
Mixed					
Does not get on well with his/her siblings		□3			
Does not see them					
	. –		_		
<u>Section H – Parenting</u>	and Fam	illy Cont	<u>ext</u>		
I'd now like to ask you some general questions about pare	enting.				
H1. How many times in the past week has the family sat do	own to eat an	evening m	eal togethe	r? (rar	nge 0 – 7
H4. [Card H4] The next questions are about being a pare asking about what happens in your family.	ent. There a	re no right	or wrong a	inswers, we	are jus
Thinking about the study child over the last six months, he	ow often did	you? (Tic	k one box p	er row only	·)
	Never /	Rarely S	Sometimes	Often A	Always /
		-			
(a) Hug or hold this child for no particular reason		🔲 2	🔲 з	🔲 4	□5
(b) Talk it over and reason with this child when he/she					
misbehaved	1	2	3	🔲 4	5
(c) Tell this child how happy he/she makes you					
(d) Give this child reasons why rules should be obeyed	1	🗀 2	3	🗀 4	5
(e) Explain to this child why he/she was being corrected	1	🗀²	3	🎞 4	5
(f) Have warm, close times together with this child		📙 2		🖂 4	5
(g) Enjoy listening to this child and doing things with him/her.(h) Feel close to this child both when he/she was happy and	1		3		5
when he/she was upset					
(i) Express affection by hugging, kissing and holding	1	🗀 2	🗀 3	🗀 4	∟5
this child	□.	\Box	\Box	\Box .	\Box_{-}
(j) Explain to this child the consequences of his/her behaviour	·				∐5
(k) Emphasise to this child the reasons for rules			□3 □3		📑
H5. [Card H5] When parents spend time with their children How often does the following happen? (Tick one box per		Less than	About half	ometimes th More than half the time	All the
(a) Of all the times you talk to this child about his/her	7 III IIOST TIC VCI	rian the time		nan tre time	time
behaviour, how often is this praise	□₁	\square_2	\square_3	\square_{4}	\square_5
(b) Of all the times you talk to this child about his/her					
behaviour, how often is this disapproval	🔲 1	2	🔲 з		5
(c) When you give this child an instruction or request to do					
something, how often do you make sure that he/she does it	🔲 1	2	🔲 з	4	5
(d) If you tell this child he/she will get punished if he/she					
doesn't stop doing something, but he/she keeps doing it,					
how often will you punish him/her	🔲 1	2	🔲 з	4	5
(e) How often does this child get away with things that you	_	_	_		_
feel should have been punished	∐1	2	🗀 3	4	5
(f) How often are you angry when you punish this child		2	13	4	5
(g) How often do you feel you are having problems managing this child in general					
managing this child in general		2	13	4	5
(h) How often is this child able to get out of punishment when he/she really sets his/her mind to it					
(i) When you discipline this child, how often does he/she	····· Ш1	2	13	4	5
ignore the punishment	\Box .	□-	□.	□.	□_
(i) How often do you tell this shild that he/she is had or not					
as good as others	□₄	\Box_2	\Box	\Box .	
(k) How often do you think that the level of punishment you					
give this child depends on your mood	□₁				5

H6. If you are currently working outside the the following statements?	home, can	I ask you th	ne extent to whi	ich you a	agree or disa	agree with
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	N/A
Because of your work responsibilities:	Dioagroo		nor alougico		7.9.00	
A. You have missed out on home or family active	/ities					
that you would have liked to have taken part in.		2		🔲 4	5	□ 6
B. Your family time is less enjoyable and more						
pressured	1	2	3	🔲 4	5	\square_6
Because of your family responsibilities:						
C. You have to turn down work activities or	_	_	_		_	
opportunities that you would prefer to take on		2	3	4	5	<u></u> 6
D. The time you spend working is less enjoyabl	e					
and more pressured	·····□1	2	3		5	
H7. Overall, how do you feel about the amou living outside your household? I get enough help I don't get enoug						help
	р			. `		
 Currently availing of the preschool sch Have heard of and plan to avail of the Have heard of but unsure if I will avail Have heard of but don't plan to avail o Have never heard of the preschool sch Note: 3 hours per day over 38 weeks per year (preschool so of the presch f	chemenool scheme				
H9. Have you registered or enrolled <child> No</child>						
Not registered, <child> will definitely attend loca H10a. Is <child> cared for on a regular basis</child></child>	al school	. 4	r week?			
Yes No	2					
H10b. We would like to send a short questio you be able to provide us with the contact d						
Yes No, does not wish regular carer to be contacted. No, does not have contact details for regular care.	ed	□2 →	Interviewer: Record cont the Work As	act detail	s of regular ca	nrer on

J: SOCIO-DEMOGRAPHICS

Time Section Started	(24 hour clock)
Now some questions about the circumstance	ces of your household.
	BEST describes your usual situation in regard to work? he has a job which she intends to return to, she should be coded as at work
Employee (incl. apprenticeship or Community Employment) Self employed outside farming	
[BLAISE CONDITION: IF RESPONDENT NOT WO MATERNITY LEAVE AT TIME 1 BUT IS WORKING J6a. When did you return to work? n	
J7. How many hours do you normally work If you work at more than one job, please inc	per week, including any regular overtime work?
``	espondent works at home enter '0' for minutes]
J9. [Card J9] What is your occupation in you In all cases please describe the occupation fully and precise Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Civil servants and local government employees should state Members of the Gardai or Army should state their rank. Teacher Clergy and religious orders should give full description e.g. In Write in your main OCCUPATION	sely giving the full job title. Do not use general terms such as: MANAGER TEACHER ENGINEER Etheir grade e.g. SENIOR ADMINISTRATIVE OFFICER. Inchers should state the branch of teaching e.g. PRIMARY TEACHER.
J10. Do you supervise or manage any personal yes	ave? employees N A □ ₉₉
J14. Apart from holiday or casual work, hav	e you ever had a full-time job? Yes1 No2 Go to J19

J15. In what year did you last work in that full-time job? year	
J16. When you last worked in that full-time job were you?	
Employee (incl. apprenticeship or Community Employment)	□ ₂ Farmer□ ₃
J17. [Card J17] What (was) your occupation in your main job?	
In all cases describe the occupation fully and precisely giving the full job title.	
Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Do not use general terms such as: MANAGER TEACHER ENGINEER	
Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE.	
Write in your main OCCUPATION	
J18. [Ask only if Farmer at J18.] What was the acreage of the farm?	acres
J19. Do you currently have a part time job outside the home? Yes	No□₂ Go to J22
J20. On average, how many hours per week do you work in that part-time job?	
J21. [Card J9] What is your occupation in that job?	
In all cases describe the occupation fully and precisely giving the full job title. Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Do not use general terms such as: MANAGER TEACHER ENGINEER	
Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE Conference of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE.	
Write in your main OCCUPATION	
If a farmer or a farm worker, write in the SIZE of the farmacres	
Go to J23	
J22. [Card J22] From the reasons listed on this card could you tell me the mos not working in a paid job outside the home? If more than one reason, please raimportance, where 1 is the most important reason, up to a maximum of 3.	
	e childcarele jobs available for me
C. I am caring for an elderly or ill relative or friend H. My family would los	e Social Welfare or
· · · · · · · · · · · · · · · · · · ·	was earning y)
Go to J23	

J23. [Card J9] What is the occupation of your spouse / partner?

In all cases describe the occupation fully and precisely giving the full job title.

Use precise terms such as:

Do not use general terms such as: MANAGER TEACHER RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER **ENGINEER**

Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER.

Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE. Write in main OCCUPATION If a farmer or a farm worker, write in the SIZE of the farm _ HOUSEHOLD INCOME Now I would like you ask you a few questions about household income. Once again I would like to assure you that all information will be treated in the strictest confidence. J24. Looking at Card J24/J25, which of the following sources of income does the HOUSEHOLD receive? Please consider the income of ALL household members, not just your own, your spouse/partner's income. [INT. Tick 'Yes' or 'No' for each in Col. A] J25. [Card J24/J25] And of these sources of income which is the largest source of income at present?[Int Tick one box only in Col. B] C. Income from Farming \square_1 \square_2 \square_3 F. Other Income (incl. income from maintenance payments, HOUSEHOLD INCOME FROM ALL HOUSEHOLD MEMBERS J26. If you added up all the income sources from ALL household members what would be the total HOUSEHOLD NET income, i.e. after deductions for tax and PRSI only? Include income from all sources and from all household members. [INT: IF RESPONDENT CANNOT GIVE EXACT FIGURE GO TO J27.IF EXACT FIGURE GIVEN GO TO J29] $Dont.Know......_{_{99}} \underbrace{ }_{_{_{_{99}}}} per \quad Week......_{_{1}} \quad Month......._{_{2}} Year \underline{\quad \ }_{_{3}}$ J27 [Card J27] I know that it is difficult to give an exact figure for household income but on Card J27 we have a scale of incomes, and we would like to know into which group your total HOUSEHOLD NET income falls, i.e. after deductions for tax and PRSI only? Include income from all sources and from all members of the household. Looking at the card could you tell me the letter of the group your household falls into, after deductions for tax and PRSI. [Int: Tick the letter of the group your household falls into, after deductions for tax and PRSI only] **HOUSEHOLD NET INCOME AFTER DEDUCTIONS OF TAX AND PRSI** Per Week Per Month Per Year Category €351 to under €460......€1,501 to under €2,000....... €18,001 to under €24,000 ... C□₃ → Section C, Card L27 €461 to under €575......€2,001 to under €2,500....... €24,001 to under €30,000 ... D□₄→ Section D, Card L27 €801 to under €925...... €3,501 to under €4,000...... €42,001 to under €48,000 ... F□₆ → Section F, Card L27 €926 to under €1,150............€4,001 to under €5,000......... €48,001 to under €60,000 ... G → Section G, Card L27 €1,151 to under €1,500....... €5,001 to under €6,500....... €60,001 to under €78,000 ... H €1,501 to under €1,850....... €6,501 to under €8,000....... €78,001 to under €96,000 ... I □ → Section I, Card L27

В	Per week	€231 to €270	$\overline{\square_1}$	€271 to €310	. \square_2	€311 to €350	
	Per Month	€1,001 to €1,150		€1,151 to €1,350		€1,351 to €1,500.	
	Per Year	€12,001 to €14,000		€14,001 to €16,000		€16,001 to €18,00	
С	Per week	€351 to €390		€391 to €420		€421 to €460	□2
_	Per Month	€1,501 to €1,700		€1,701 to €1,800		€1,801 to €2,000.	
	Per Year	€18,001 to €20,000		€20,001 to €22,000		€22,001 to €24,00	
ח	Per week	€461 to €500		€501 to €535		€536 to €575	
_	Per Month	€2,001 to €2,150		€2,151 to €2,300		€2,301 to €2,500.	
	Per Year						
_		€24,001 to €26,000		€26,001 to €28,000		€28,001 to €30,00	
	Per week	€576 to €650		€651 to €750		€751 to €800	
	Per Month	€2,501 to €2,800		€2,801 to €3,250		€3,251 to €3,500.	
	Per Year	€30,001 to €34,000		€34,001 to €38,000		€38,001 to €42,00	
F	Per week	€801 to €850		€851 to €880		€881 to €925	
	Per Month	€3,501 to €3,650	□1	€3,651 to €3,800	. \square_2	€3,801 to €4,000.	
	Per Year	€42,001 to €44,000		€44,001 to €46,000	. 🗆 2	€46,001 to €48,00	0
G	Per week	€926 to €1,000		€1,001 to €1,050	. □2	€1,051 to €1,150.	
	Per Month	€4,001 to €4,300	\Box_1	€4,301 to €4,600	. 🗆 2	€4,601 to €5,000.	
	Per Year	€48,001 to €52,000		€52,001 to €56,000		€56,001 to €60,00	
Н	Per week	€1,151 to €1,250		€1,251 to €1,375		€1,376 to €1,500.	
•	Per Month	€5,001 to €5,500		€5,501 to €6,000		€6,001 to €6,500.	
	Per Year	€60,001 to €66,000		€66,001 to €72,000		€72,001 to €78,00	
	Per week	€1,501 to €1,600		€1,601 to €1,750		€1,751 to €1,850.	
•	Per Month	€6,501 to €7,000		€7,001 to €7,500		€7,501 to €8,000.	
_	Per Year	€78,001 to €84,000		€84,001 to €90,000		€90,001 to €96,00	
J	Per week	€1,851 to €2,100		€2,101 to €2,400		€2,401 or more	
	Per Month	€8,001 to €9,250		€9,251 to €10,500		€10,501 or more	
	Per Year	€96,000 to €110,000	□1	€110,001 to €125,000.	. 🗆 2	€125,001 or more	
						Cannot	other
					Υe	Cannot Afford	other reason
es	your household e	at meals with meat, chicke	en, fis	sh (or vegetarian equival			
	your household e every second day		∍n, fis	sh (or vegetarian equival		es Afford	
st e	every second day your household h	? ave a roast joint (or its equ	uivale	ent) at least once a week	ent) ?	es Afford 12	reason
st e	every second day your household h	? ave a roast joint (or its equ	uivale	ent) at least once a week	ent) ?	es Afford 12	reason
st e es ho	every second day your household household household members	? ave a roast joint (or its equ s buy new rather than seco	uivale ond-h	ent) at least once a week nand clothes?	ent) ?	es Afford 1.	reason
st e es ho es	every second day your household household members each household n	?	uivale ond-h water	ent) at least once a week nand clothes? proof coat?	ent) ?	Afford 1.	reason 3333
es ho es es	every second day your household household members each household n each household n	? ave a roast joint (or its equals buy new rather than seconember possess a warm whember possess two pairs	uivale ond-h water of st	ent) at least once a week nand clothes? proof coat? trong shoes?	ent) ?	es Afford 1	reason 3333333
es ho es es es t	every second day your household household members each household n each household n the household rep	? ave a roast joint (or its equal to buy new rather than seconember possess a warm whember possess two pairs lace any worn out furniture	uivale ond-h water of st e?	ent) at least once a week nand clothes? proof coat? trong shoes?	ent) ?	Afford 1.	reason 3 3 3 3 3 3 3 3 3 3
es ho es es es t	every second day your household household members each household n each household n the household rep	? ave a roast joint (or its equal to buy new rather than seconember possess a warm whember possess two pairs lace any worn out furniture	uivale ond-h water of st e?	ent) at least once a week nand clothes? proof coat? trong shoes?	ent) ?	Afford 1.	reason 3 3 3 3 3 3 3 3 3 3
es ho es es es es es	every second day your household he busehold members each household neach household repthe household ketthe household har	? ave a roast joint (or its equal to buy new rather than second nember possess a warm whember possess two pairs lace any worn out furniture ep the home adequately we family or friends for a discondernment.	uivale ond-h water s of st e? warm?	ent) at least once a week nand clothes? proof coat? trong shoes? ? or meal once a month?	ent) ?	Afford 1.	reason 3 3 3 3 3 3 3 3 3 3
es ho es es es es es	every second day your household he busehold members each household neach household repthe household ketthe household har	? ave a roast joint (or its equal to buy new rather than seconember possess a warm whember possess two pairs lace any worn out furniture	uivale ond-h water s of st e? warm?	ent) at least once a week nand clothes? proof coat? trong shoes? ? or meal once a month?	ent) ?	Afford 1.	reason 3 3 3 3 3 3 3 3 3 3
es ho es es es es tes tes tes tes tes tes tes	every second day your household he busehold members each household neach household neach household rep the household keethe household buy the household buy	? ave a roast joint (or its equal to buy new rather than second nember possess a warm whember possess two pairs lace any worn out furniture ep the home adequately we family or friends for a discondernment.	uivale ond-h water s of st e? warm? Irink o	ent) at least once a week nand clothes? proof coat? trong shoes? or meal once a month? at least once a year?	ent)	Afford 1	reason 3333333
es ho es es es t es es ting ing ing es ting	every second day your household he pusehold members each household ne each household re the household rep the household ha the household buy w well would you y you are g comfortably about getting by ng it quite difficult.	? ave a roast joint (or its equals buy new rather than second member possess a warm when we have possess two pairs lace any worn out furniture ep the home adequately when we family or friends for a divergence of the presents for family or friends.	uivale ond-h water s of st e? warm? Irink o	ent) at least once a week nand clothes? proof coat? trong shoes? or meal once a month? at least once a year?	ent)	Afford 1	reason 3333333
es ho es es tes es tes es tes tes ing ing ing te and in the tes tes tes tes tes tes tes tes tes te	every second day your household he busehold members each household neach household repethe household had the household buy well would you you are galright	ave a roast joint (or its equals buy new rather than seconember possess a warm whember possess two pairs lace any worn out furniture ep the home adequately where the seconember friends for a divergence of the presents for family or friends are the seconember of th	uivale ond-h water s of st e? warm? Irink onds a	ent) at least once a week hand clothes? proof coat? trong shoes? or meal once a month? at least once a year? sband / partner) are ma	ent) ?	Afford 1	reason 3 3 3 3 3 3 3 3 3 3 4 6 days? Wou
es ho es es tes es thousand ing	every second day your household he busehold members each household neach household repethe household had the household buy wwell would you you are goomfortably	ave a roast joint (or its equals buy new rather than second member possess a warm whember possess two pairs lace any worn out furniture ep the home adequately we family or friends for a diversents for family or friends as you (and your wife to go without heating dust)	uivale ond-h water s of st e? warm? Irink onds a	ent) at least once a week hand clothes? proof coat? trong shoes? or meal once a month? at least once a year? sband / partner) are ma	ent) ?	Afford 1	reason 3 3 3 3 3 3 3 3 3 3 4 6 days? Wou
es ho es es t es es t Horista din fin Hard	every second day your household he busehold members each household neach household repethe household had the household buy wwell would you you are goomfortably	ave a roast joint (or its equals buy new rather than second nember possess a warm whember possess two pairs lace any worn out furniture ep the home adequately we family or friends for a diversity or friends for a diversity of the form	uivale ond-h water s of st e? warm? Irink onds a / hus	ent) at least once a week hand clothes? proof coat? trong shoes? or meal once a month? at least once a year? sband / partner) are ma	ent) ?	Afford Afford	reason 3 3 3 3 3 3 3 3 3 4 4 6

	J32b. Why was that? Didn't want to Have a full social life in other ways Couldn't afford to		Illness.	't leave the children specify)	
	Sometimes families are not able to pay every on this card, or are you behind with any of the				up-to-date with the
2. Be 3. Be 4. Be	ehind with the electricity billehind with the gas billehind with other fuel bills like coal or oilehind with car loan repaymentsehind with insurance policies		2 3 4		
6. Be 7. Be 8. Be 9. Be	ehind with telephone billehind with television/video/ DVD rental or Hire Purehind with other Hire Purchase paymentsehind with credit card payments	rchase	6 7 8		
11. N	Not behind with any of these Do you consider paying your mortgage or renery easy to manage	t to be	11		
3. Ne	airly easy to manage \square_2 either easy nor difficult to manage \square_3 airly difficult to manage \square_4	3			
		Yes	No		o not want this/these or ord this/these Can't afford
A.	A warm waterproof coat for <child></child>		\square_2		
B.	New properly fitted shoes for <child></child>		\square_2		\square_2
C.	Fresh fruit or vegetables at least once a day for <child></child>		\square_2	□ 1	\square_2
D.	Insurance for contents of your home			1	
E.	Do you have a hobby or leisure activity				
F.	Two pairs of weather-proof shoes for yourself				
G.	A small amount of money to spend on yourself weekly, not on the family	1		1	
H.	Holiday away from home once a year not staying with relatives	<u></u> 1	<u></u>	1	<u></u>
	r, very difficult to manage \square_5 bes not apply \square_6	i			
	I would now like to ask you about things that wing items?	relate to	people's	standard of living. Do	you have any of the
J36a	ı. Do you have a car?				
	Yes1 No2				
J36b	o. Would you like to have a car but you cannot	afford it	?		
	Yes1 No2				
	a. Since our last interview when <child> was 9 recession, cutbacks and unemployment. Would</child>				ges in the economy with
	A very significant effect A significan on your family on your f			A small effect on your family	No effect at all on your family
	1	2		3	4
J37I	b. How has it affected your family?				

Section K – About You

Now some more questions about yourself

K1. [Card K1] What is the highest level of education (full-time or part-time) which you have completed to date?
1. No formal education
2. Primary education
Second Level
3. Lower Secondary
(Junior/Intermediate/Group Certificate. 'O' Levels/GCSEs, NCVA Foundation Certificate, Basic Skills Training Certificate or equivalent).
4. Upper Secondary
(Leaving Certificate (including Applied and Vocational Programmes). 'A' Levels, NCVA Level 1 Certificate or equivalent
5. Technical or Vocational qualification
(Completed Apprenticeship, NCVA Level 2/3 Certificate, Post-Leaving Certificate Course/FETAC Level 5, Teagasc Certificate/Diploma or equivalent).
6. Both Upper Secondary and Technical or Vocational qualification
Third Level
7. Non Degree
(National Certificate, Diploma NCEA/Institute of Technology or equivalent, Nursing Diploma.)
8. Primary Degree
(Third Level Bachelor Degree)
9. Professional qualification (of Degree status at least)
10. Both a Degree and a Professional qualification
11. Postgraduate Certificate or Diploma
12. Postgraduate Degree (Masters)
13. Doctorate (Ph.D)
K17. [Card K17] Looking at card K17, can you tell me, what is your ethnic or cultural background? Please choose ONE section from 1 to 4 then tick the appropriate box.
1. White
lrish
Irish Traveller
Any other White background
2. Black or Black Irish
African
Any other Black background
3. Asian or Asian Irish
Chinese
Any other Asian background
4. Other, including mixed background

INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM1

your child to make a line like single line in a vertical dire	ke yours. Do not let your	child trace your line	bottom with a pencil, crayon, or pen, ask b. Does your child copy you by drawing a
Yes□ ₁	Sometimes□ ₂	Not Yet□₃	Count as "not yet"
INTERVIEWER: ASK RESPO	ONDENT TO LOOK AT PIC	CTURE FM2	
FM2. Does your child threa	d a shoelace through eith	ner a bead or an eye	let of a shoe?
Yes	Sometimes2	Not Yet	
INTERVIEWER: ASK RESPO	ONDENT TO LOOK AT PIC	CTURE FM3	
FM3. After she watches you your circle. Does your child			a circle like yours. Do not let her trace
Yes	Sometimes2	Not Yet□ ₃	Count as "not yet"
INTERVIEWER: ASK RESPO	ONDENT TO LOOK AT PIC	CTURE FM4	
like yours. Do not let your horizontal direction?	child trace your line. Do	es your child copy y	e other side, ask your child to make a line you by drawing a single line in a
Yes	Sometimes2	Not Yet	Count as "not yot"
INTERVIEWER: ASK RESPO	ONDENT TO LOOK AT PIC	CTURE FM5	
	se while holding the pape	er with the other han	es not need to cut the paper but must get ad. (You may show your child how to use s).
Yes	Sometimes \square_2	Not Yet□ ₃	
INTERVIEWER: ASK RESPO	ONDENT TO LOOK AT PIC	CTURE FM6	
FM6. When drawing, does y does?	your child hold a pencil, o	crayon, or pen betwe	een her fingers and thumb like an adult
	Sometimes□ ₂	Not Yet□₃	
Problem Solving [Inter	viewer please show (Card PR1]	
INTERVIEWER: ASK RESPO	ONDENT TO LOOK AT PIC	CTURE PR1	
			n a row. Does your child copy or imitate d, small boxes, or other toys).
Yes	Sometimes \square_2	Not Yet	Walkinkin.
PR2. If your child wants so	mething she cannot reac	h, does she find a c	hair or box to stand on to reach it?"
_	Sometimes		

INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE PR3

		figure and ask your child owman', 'boy', 'man', 'gir		ur child say a word that means a
Ye	es1	Sometimes2	Not Yet	*~~
repeat the n	umbers. If neces		numbers and say 'say e	mbers in the correct order? Do not ight two'. Your child must repeat
Ye	es1	Sometimes2	Not Yet□ ₃	
INTERVIEW	ER: ASK RESPO	NDENT TO LOOK AT PIC	TURE PR5	
	your child how t ing one like it?"	o make a bridge with blo	cks, boxes or cans, like	the example. Does your child copy
Ye	es	Sometimes2	Not Yet	
not repeat th	hese numbers. It		series of numbers and sa	ee numbers in the correct order? Do ay 'say six nine two'. Your child mus on."
Ye	es□ ₁	Sometimes2	Not Yet ₃	
Communic	<u>cation</u>			
		oint to her nose, eyes, ha		th, does your child correctly point to
Ye	es	Sometimes \square_2	Not Yet□ ₃	
CM2. Does y	your child make	sentences that are three	or four words long?	
Ye	es	Sometimes \square_2	Not Yet	
		p by pointing or using ge oes your child carry out		o 'Put the shoe on the table' and 'Put correctly?
Ye	es	Sometimes \square_2	Not Yet□₃	
				ning or what action is taking place ir y ask, 'what is the dog (or boy)
Ye	es	Sometimes \square_2	Not Yet	
the zipper to	the middle and move the zippe p or down. Does	l ask your child to move t er up. Do this several tim	he zipper down .Return es, placing the zipper in	See, this goes up and down'. Put the zipper to the middle and ask the middle before asking your child n you say 'up' and down when you
Ye	es□ ₁	Sometimes \square_2	Not Yet	
CM6. When	you ask, 'What i	s your name?' does your	child say both her first	and last names?"

Sometimes2 Not Yet........3

Yes \square_1

Appendix B3: Primary Caregiver Sensitive Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-8632000 fax: 01-8632100





GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL

Primary Caregiver – SUPPLEMENTARY SECTION, 3-Year Dress Rehearsal

GROUP	HHOLD		RI	ESPONDENT	
Interviewer Name		Interviewer I	Number		
Time Section Started	(24 h	nour clock)		y mth	 year
We have a few final question considered slightly sensitive would ask you to complete the assure you that <u>ALL THE CONFIDENCE.</u>	we have included this section and retu	hem in a section In it to the in	ss with yo on for you iterviewer.	u. As some o to complete by Once again, w	of these may be y yourself. We we would like to
X1. Are you male or female?					
Male □ ₁	Female]2			
X2. What is your date of birth?	//	Υ			
[BLAISE CONDITION: IF ANY PE HOUSEHOLD AT TIME 2 ASK AS AS1. Can you please tell me why	S1 – AS3]:				ENT IN THE
He/she is deceased					
AS2. When did <person from="" th="" wa<=""><th>ave 1> stop living wit</th><td>h you: Since wh</td><th>at year? [Y</th><th>YYY]</th><th></th></person>	ave 1> stop living wit	h you: Since wh	at year? [Y	YYY]	
AS3. When did <person from="" th="" wa<=""><th>ave 1> stop living wit</th><td>h you: Since wh</td><th>at month? _</th><th> mth</th><th></th></person>	ave 1> stop living wit	h you: Since wh	at month? _	mth	
S1. Are you the biological paren	t of <child>?</child>				
Yes		12 No	□2 → 6	o to S2	
S2. Are you the adoptive parent	of_ <child>?</child>				
Yes		No	□2 → 6	So to S7	
S3. Was that a domestic or an in	ter-country adoption	?			
Dome	estic1	Inter-country	2		
S4. Was this a within family adop	otion?	S5. From wh	ich country	?	
Yes □ ₁ No	🗀 2				
S6. What age was <child> when</child>	you adopted him/ her	 ?	_years		

NOW PLEASE GO TO S12

S7. Are you the foster parent of <ch< th=""><th></th><th></th><th></th><th></th></ch<>				
Yes	.□1	No	\square_2 \longrightarrow Go to §	612
S8. How long has <child> been with</child>	your family?	months _	weeks	
S9. Do you anticipate that this will b	e a long-term fos	ter placement?	? Yes	No2
S10. How many <u>previous</u> foster plac	cements has <chil< td=""><td>d> been in?</td><td>previous plac</td><td>cements DK…</td></chil<>	d> been in?	previous plac	cements DK…
S11. Immediately before coming to or in institutional care?	live with you was	<child> living</child>	with another foster	family, his/her family
Another foster family□ ₁	Own family	2	Institutional care	□3
	NOW PLEA	ASE GO TO S1	2	
Because the issue of family life is s marital history.	so important we w	ould now like	to ask some quest	ions about your family
S12. Can you tell me which of these	host dosoribos v	our current ma	wital status?	
· · · · · · · · · · · · · · · · · · ·	-			
Married and living with husband / wife Married and separated from husband /	 wifa	🗀 Go to S	016 813	
Divorced				
Widowed				
Never married				
S13. In what year did you marry you	ir (former) spouse	er(yea	ır)	
· · · — i	nre currently living		e in the household	as a couple?
	No2	Go to S24		
Yes	No	Go to S24 er been living t	ogether?	(mth)(year)
Yes S16. Since when have you and your S17. Many couples argue from time	No	Go to S24 er been living t	ogether?	(mth)(year)
Yes S16. Since when have you and your S17. Many couples argue from time Most days	No	Go to S24 er been living t	ogether?	(mth)(year)
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18	Go to S24 er been living t	ogether?	(mth)(year)
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18	Go to S24 er been living t	ogether?	(mth)(year)
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18	Go to S24 er been living t	ogether?	(mth)(year)
Yes1 S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S18	Go to S24 er been living t	ogether?	(mth)(year)
Yes S16. Since when have you and your S17. Many couples argue from time Most days At least once a week Less than once a week Hardly ever	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out	Go to S24 er been living to how often wou	ogether? Ild you and your sp	(mth)(year) ouse / partner argue?
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out	Go to S24 er been living to how often wou	ogether?lld your sp	(mth)(year) ouse / partner argue? Hardly Never
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out	Go to S24 er been living to how often wou	ogether?lld your sp	(mth)(year) ouse / partner argue? Hardly Never
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out	Go to S24 er been living to how often wou	ogether?lld your sp	(mth)(year) ouse / partner argue? Hardly Never
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out	Go to S24 er been living to how often wou	ogether?lld your sp	(mth)(year) ouse / partner argue? Hardly Never
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃	At least once a week	ogether?lld your sp	(mth)(year) ouse / partner argue? Hardly Never
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃	At least once a week	Less than once a week	Hardly Never ever 4
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃	At least once a week	Less than once a week	Hardly Never ever 4 5 4 5 14 5 15 5
S16. Since when have you and your S17. Many couples argue from time Most days	No	At least once a week	Less than once a week	Hardly Never ever 4
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃	At least once a week	Less than once a week	Hardly Never ever 4 5 4 5 1 5
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃ .□₃	At least once a week	Less than once a week	Hardly Never ever 4 5 4 5 1 5
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□□₁ .□□ .□□ .□□ .□□ .□□ .□□ .□□ .□□ .□	At least once a week	Less than once a week	Hardly Never ever
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□₃ gue, how often do Never .□₁ often would you□₁□₁	At least once a week	Less than once a week 3 3 3 6times Often 3 4 3 4	Hardly Never ever 4
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	At least once a week	Less than once a week ald you and your sp Less than once a week 3 3 3 4 3 Sometimes Often 3 4 Sometimes Often	Hardly Never ever 4 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	At least once a week	Less than once a week Setimes Often 3	Hardly Never ever 4 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	At least once a week once a week once a week once once once once once once once once	Less than once a week stimes Often 3.	Hardly Never ever 4 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	At least once a week you lot very often Some Not very often Not very often Not very often 2 Not very often	Less than once a week ald you and your sp Less than once a week 3. 3. 3. Sometimes Often 3. 4. 3. 4. Sometimes Often 3. 4. 3. 4. Sometimes Often 3. 4. 3. 3. 4. 3.	Hardly Never ever
S16. Since when have you and your S17. Many couples argue from time Most days	Spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	At least once a week you lot very often Some \[\begin{array}{c c}	Less than once a week atimes Often 3	Hardly Never ever
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	At least once a week you lot very often Some \[\begin{array}{c c}	Less than once a week ald you and your sp Less than once a week 3 3 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3	Hardly Never ever
S16. Since when have you and your S17. Many couples argue from time Most days	spouse or partner to time. Roughly .□₁→Go to S18 .□₂→Go to S18 .□₃→Go to S18 .□₃→Go to S21 out Most days .□₁ gue, how often do Never .□₁ often would you Never .□₁ out Never .□₁ out .□ .□ .□ .□ .□ .□ .□ .□ .□ .□ .□ .□ .□	At least once a week you lot very often Some \[\begin{array}{c c}	Less than once a week ald you and your sp Less than once a week 3 3 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3 4 3	Hardly Never ever

S21. Most people have disagreements in agreement or disagreement between you				the following	a liet
agreement or disagreement between you	Always		Occasionally	Frequent	
	Agree	Always	Disagree	Disagree	Always Disagree
DUI CUC		Agree			Disagree
Philosophy of life			3	4	
Amount of time anoth together			3	4	
Amount of time spent together	1	2	3	4	
S22. How often would you say the follow	ing event	ts occur bet	ween you and	your partne	r?
•	Never	Less th	an Once o	r Once or	Once a More
		once a mo			veek week often
Have a stimulating exchange of ideas			2		5
Calmly discuss something together			2		
Work together on a project	1	L	2		
S23. The numbers below represent differ "happy," represents the degree of happin describes the degree of happiness, all the	ness of m ings con	nost relation	ships. Please our relationsh	circle the nunip.	
,	little		Very	Extremely	.
Unhappy Unhappy unh	happy	Нарру	Нарру	Нарру	Perfect
Yes		No	□2 →	Go to S25	
S24b. How many? One	· disagree	nree or more.	⊡₃ of the followin	g statement	
S24b. How many? One	· disagree	nree or more.	⊡₃ of the followin	g statement nswers, jus	
S24b. How many? One	disagreer, there	e with each are no right Strongly Agree	of the followin and wrong a	g statement nswers, jus Not Di sure	t try and be as hones sagree Strongly Disagree
S24b. How many? One	disagreer, there	e with each are no right Strongly Agree	of the followin and wrong a	g statement nswers, jus Not Di sure	t try and be as hones sagree Strongly Disagree
S24b. How many? One	disagreer, there	e with each are no right Strongly Agree	of the followin and wrong a	g statement nswers, just Not Di sure	t try and be as hones sagree Strongly Disagree
S24b. How many? One	disagreer, there	e with each are no right Strongly Agree	of the followin and wrong a	g statement nswers, just Not Di sure	t try and be as hones sagree Strongly Disagree
S24b. How many? One	disagreer, there	e with each are no right Strongly Agree	of the followin and wrong a	g statement nswers, just Not Di sure	t try and be as hones sagree Strongly Disagree
S24b. How many? One	disagreer, there a	e with each are no right Strongly Agree	of the followin and wrong a Agree	g statement nswers, just Not Di sure	t try and be as hones sagree Strongly Disagree 5 5 4 5 5 4 5 5 5 5 5 5 5
S24b. How many? One	disagreer, there a	e with each are no right Strongly Agree	of the followin and wrong a Agree	g statement nswers, just Not Di sure	t try and be as hones sagree Strongly Disagree 5 5 4 5 5 4 5 5 5 5 5 5 5
S24b. How many? One	disagreer, there a	e with each are no right Strongly Agree	of the following and wrong a Agree	g statement nswers, just Not Di sure 3	t try and be as hones sagree Strongly Disagree 5 5 4 5 4 5 4 5 5 5 5 6 7 8 9 9 9 9 9 9 9 9 9 9 9 9
S24b. How many? One	disagreer, there a	e with each are no right Strongly Agree	of the following and wrong a Agree	g statement nswers, just Not Di sure 3	t try and be as hones sagree Strongly Disagree 5 5 4 5 4 5 4 5 5 5 5 6 7 8 9 9 9 9 9 9 9 9 9 9 9 9
S24b. How many? One	disagree er, there a ny child pility in my en	e with each are no right Strongly Agree	of the followin and wrong a Agree	g statement nswers, just Not Di sure	t try and be as hones sagree Strongly Disagree 4 5 4 5 4 5 4 5 5 5 4 5 5 5 4 5 5 5 6 5 7 5 7 5 8 5 8 7 5
S24b. How many? One	or disagree er, there a by child oility in my en oilities	e with each are no right Strongly Agree	of the followin and wrong a Agree	g statement nswers, just Not Di sure 3	t try and be as hones sagree Strongly Disagree 4 5 4 5 4 5 4 5 5 5 4 5 5 5 4 5 5 5 6 5 7 5 7 5 8 5 8 7 5
S24b. How many? One	y child oility in my en oilities	e with each are no right Strongly Agree	of the followin and wrong a Agree	g statement nswers, just Not Di sure 3	t try and be as hones sagree Strongly Disagree 4 5 4 5 4 5 4 5 5 5 4 5 5 5 4 5 5 5 6 5 7 5 7 5 8 5 8 7 5
S24b. How many? One	or disagree er, there a by child oility in my en oilities e ONE ite	e with each are no right Strongly Agree In the strongly Agree In the strongly Agree In the strongly Agree In the strongly Agree	of the followin and wrong a Agree Agree 2 2 2 2 4 describes how 1 5 DENTS]	g statement nswers, just Not Di sure 3	t try and be as hones sagree Strongly Disagree 4 5 4 5 4 5 4 5 5 5 4 5 5 5 4 5 5 5 6 5 7 5 7 5 8 5 8 7 5

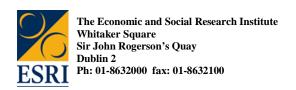
S27. Which of the fol	lowing best of	describes how	often you usu	ally drink alco	ohol?	
1. Never						
2. Less than once a m 3. 1-2 times a month						
4. 1-2 times a month				<u> </u>		
5. 3-4 times a week				<u> </u>		
6. 5-6 times a week						
7. Every day				7		
If currently drink alcoh S28. And in an avera alcopops would you	ge week, hov				e, measures of spi	rit, and bottles of
(a) Pints of Beer/Cide	er (b) Gla	asses of Wine _	(c) Measu	res of Spirits	(d)Bottles of	alcopops
1 drink = ½ pint of be	_		ngle spirits			
[ASK S29a ONLY OF S29a. How often do y			c drinks on on	e occasion?		
	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
	□ ₁		<u></u> 3	<u></u> 4		
[ASK S29b ONLY OF						
S29b. How often do y	you nave 8 or					
	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	
			\square_3	\square_4		
S29c. How often duri because you h			een unable to	remember wh	nat happened the i	night before
		Less than	Monthly	Weekly	Daily or almost	
	Never	monthly			daily	
	<u></u> 1	2	3	<u></u> 4	5	
S29d. How often duri	ing the last y	ear have you fa	iled to do wha	at was expect	ed of you because	of drinking?
		Less than	Monthly	Weekly	Daily or almost	
	Never	monthly			daily	
	<u></u> 1	2	<u></u> 3	<u></u> 4	<u></u> 5	
S29e. In the last year drinking or suggeste			a doctor or oth	er health wo	rker been concern	ed about your
No	Yes	, on one occasio	on	Yes on mo	ore than one occasi	on ₃
S30a. Do you current	tly smoke dai	ly, occasionally	y or not at all?	•		
Daily	1	Occasionally		.□ ₂ Not	at all	3
S30b. About how ma	ny ciaarottos	or cigare do <i>l</i> di	id vou smoko	on average o	ach day?	
330b. About now ma		_	. enter '0' if les	_	_	
S30c. Including your	self, how ma	ny members of	the househol	d smoke?	N	
S30d. Does anyone s	smoke in the	same room as	<child>?</child>			
Yes, on a regular basis	s ₁	Yes, on an oc	ccasional basis	2	Never	3
S31. Do you take an	y of the follo	wing regularly,	-	or not at all? egularly	Occasionally	Not at all
a. Sleeping pills / Tran	quilisers (e.a.	Benzos)		1		
b. Cannabis / Marijuar						
c. Amphetamines or of				—	— -	
d Haroin Mathadone		, -	• /	=	$\overline{\Box}$	

S32. Listed below are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. S33. Listed below are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. Sarely or none of the utility of the a moderal or more of the utility of the an moderal or day in time (12 a moderal of	S32a. Since the time of the last interview when <child> was professional for clinical depression, anxiety, 'nerves' or pho</child>		ge, have you	u been treated b	y a medical
S33. Listed below are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. Rarely or none of the time (less time (1-2) are amodelar or a modelar or amodelar or	Yes1 No				
S33. Listed below are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. Rarely or none of the time (less time (1-2) tim	S32b. Are you currently taking medication for clinical depre	ession, anxiety,	'nerves' or	phobias?	
All How click you have felt this way during the past week. Rarely or none of the title (less time for the than 1 day) Rarely or none of the title (less time for the than 1 day) Rarely or none of the title (less time for the title (less time for the title) Rarely or none of the title (less time for the title) Rarely or none of the title (less time for the title) Rarely or none of the title (less time for the title) Rarely or none of the title (less title) Rarely or none or none of the title (less title) Rarely or none or little of the title (less title) Rarely or none or little of the title (less title) Rarely or none (less title) Rarely or none (less title) Rarely or none or none or none (less title) Rarely or none (less title) Rarely or none (less the title (less title) Rarely or none (less title) Rarely or none (less the title (less title) Rarely or none (less the title) Rarely or none (less the title (less title) Rarely or none (less the title) Rarely or none (less the title title (less title) Rarely or none (less the title title (less the title) Rarely or no	Yes□ ₁ No	\square_2			
Some or a Cocasionally or none of the little of the litt		you may have	felt or beha	ved. Please ind	licate how
a. I felt I could not shake off the blues even with help from my family or friends. b. I felt depressed c. I thought my life had been a failure d. I felt fearful e. My sleep was restless f. I felt lonely g. I had crying spells h. I felt sad. S34. Have you ever been in trouble with the Gardai or Police (in Ireland or elsewhere) (other than for traffic offences)? Yes	and passing men	none of the time (less	little of the time (1-2	a moderate amount of the	the time (5-7
b. I felt depressed		• ,	,	(3-4 days)	uays)
c. I thought my life had been a failure				3	4
d. I felt fearful e. My sleep was restless	c. I thought my life had been a failure		2 П ₂	3	4 □4
1. I felt lonely	d. I felt fearful	🗖 1	2		
g. I had crying spells	e. My sleep was restless	1	2	3	4
S34. Have you ever been in trouble with the Gardai or Police (in Ireland or elsewhere) (other than for traffic offences)? Yes	f. I felt lonely	1	2	3	4
S34. Have you ever been in trouble with the Gardai or Police (in Ireland or elsewhere) (other than for traffic offences)? Yes	h. I felt sad		2 Пэ	3	4
S36. Can we check, does <child's> biological father/ mother live here with you or elsewhere? Lives here</child's>	offences)?	•	elsewhere)	(other than for t	raffic
Lives here	S35. Have you ever been to prison? Yes	No 🗀 2			
Yes, married to	Lives here	live here with	you or else	where?	
S38. When did you separate or split up with <child's> biological father / mother? Before <child> was born</child></child's>	S37. Were you ever married to or did you ever live with <chi< td=""><td>ld's> biologica</td><td>I father / mo</td><td>other?</td><td></td></chi<>	ld's> biologica	I father / mo	other?	
Before <child> was born</child>	Yes, married to	So to S39 Adop	otive / Foste	r parent □₄ G o	to S48
When <child> was less than 1 year old</child>	S38. When did you separate or split up with <child's> bio</child's>	logical father /	mother?		
Formal	When <child> was less than 1 year old 2 When <child> was 1-2 years old 3</child></child>				
S40. Briefly describe that arrangement S41. How did you arrive at that arrangement? Court imposed arrangements	S39. Do you have a formal or informal parenting arrangeme	nt regarding <c< td=""><td>hild> and w</td><td>here he / she liv</td><td>ves?</td></c<>	hild> and w	here he / she liv	ves?
S41. How did you arrive at that arrangement? Court imposed arrangements	Formal	parenting arrang	gement	3	1
Court imposed arrangements	S40. Briefly describe that arrangement				
Formal negotiated arrangements other than legal (e.g. counsellor)	S41. How did you arrive at that arrangement?				
	Formal negotiated arrangements other than legal (e.g. couns	sellor) 2			

C40 Have for door validity, biological father for	ath an live from home?
<u>— · · · · · · · · · · · · · · · · · · ·</u>	Nore than 1 hour's drive from here
S43. How often does <child> have contact with h</child>	is / her biological father / mother?
Once or twice a weekL	Monthly
	make ANY financial contribution to your household and the of financial support such as rent, mortgage, direct maintenance
No, he/she never makes any payment	
S45. How often do you talk to <child's> biologica</child's>	Il father/ mother about <child>?</child>
Several times a About of the second several times a Several times a week we week we were several times a sever	ek month year Never
S46. How well do you get on with <child's> biological biological statements of the statement of the statemen</child's>	gical father/ mother? Would you say your relationship is?
Very Ne positive Positive ☐1 ☐2	either positive nor Somewhat Very negative negative 13 4 5
	re to <child's> biological father/ mother. We would be happy to fore we send it. Would you be able to provide us with contact</child's>
Yes No, I do not wish other parent to be contacted No, I do not have contact details for other parent	\square_2

S48. THANK YOU VERY MUCH FOR TAKING PART IN THE GROWING UP IN IRELAND PROJECT.

Appendix B4: Secondary Caregiver Main Questionnaire







NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) 3-YEAR QUESTIONNAIRE - Dress Rehearsal STRICTLY CONFIDENTIAL **SECONDARY CAREGIVER QUESTIONNAIRE**

GROUP HHOLD.	RESPONDENT
INTERVIEWER NAME	INTERVIEWER NO:
Time Section Started (2	24 hour clock) DATE:ddmmyy
parents/guardians and child will take about 110-1 appropriate for you in the field]. All the informatistrictest confidence and will not be released in any	rdians of <child>. The whole interview with the 20 minutes to complete [INTERVIEWER: Adjust as ion you and your family provide will be treated in the y way which would allow the information you provide er, we are told something which might suggest that a have to act on it.</child>
Children and Youth Affairs (OMC), in association the Central Statistics Office. The Department of E Group which oversees the Study. A group of re	ing the study through the Office of the Minister for with the Department of Social and Family Affairs and Education and Science is represented on the Steering searchers led by the Economic and Social Research tre at Trinity College Dublin is carrying out the study
Section A	- Introduction
[A1 – BLAISE INSTRUCTION – ASK A1 IF NEW PARTEI RESPONDENT AT TIME 1]	R AT TIME 2 OR SECONDARY CAREGIVER WAS NON
A1. [Card A1] Can you please tell me which of the followall [Interviewer use codes only]	wing best describes your relationship to <child>?</child>
1. Biological mother/ father	6. Aunt/uncle6 7. Other relative/ in law
Section B - I	Parental Health
Now I'd like to ask you a few questions about your own	n health.
B1. In general, how would you say your current health	is?
Excellent	

	Yes	No		2			
	re of this problem, illne diagnosis – not symp		ase desc	ribe as ful	ly as poss	ible.	
B5. Are you hampere	you had this problem,	es by this problem, ill	ness or o	disability?	(m	onth)	
B6. [Card B6] Since illness or disability v	cly Yes, to so concluded was born have which made it difficult	e you suffered from for you to look after	any chr				
bringing to doctor, co	ommunicating with <cl< th=""><th></th><th>1</th><th></th><th>r</th><th></th><th></th></cl<>		1		r		
N. Died. I.		lifficulty					
No Difficulty □₁	Just a little □2	A moderate level	A lot	t of difficul	ty Ca	annot do at □₅	all
B7. Thinking about yo	our free-time, in gener	al would you say you	are				
Very physically active active ☐₄		active□₂ Not very p	hysically	active] ₃ Not at all	physically	
	Section C -	- Parenting and	Famil	y Conte	<u>xt</u>		
I'd now like to ask yo	u some general questi	ons about parenting.					
	oing to read out some ent and describe the d						
			nitely does		Neutral		efinitely
a I share an affectiona	te, warm relationship w	no ith my child	ot apply		not sure so		applies
b. My child and I alway	s seem to be struggling	with each other		\square_2	3 3		5
c. ii upset, my chiid wii	i seek comion from me .		⋯ ∐_1	2	🔲3	4	5
	table with physical affeoner relationship with me.			2		4	45
	e/she beams with pride						5
a My child spontaneou	isty shares intormation a	ahout his/herselt	1 1.			1 1.	5 5
h. My child easily beco	mes angry at mee with what my child is f yry or resistant after beir		🗖 '	2	3		5
i. It is easy to be in tune	e with what my child is f	eeling	🗖 1		3		5
j. My child remains ang	ry or resistant after beir	ng disciplined	🔲 1	2	3	4	5
k. Dealing with my thin	a drains my energy		∐1	2	3	4	5
long and difficult da	ı bad mood I know we're		🔲 1	2	3	4	5
m. My child's feelings t	oward me can be unpre	dictable or	<u> </u>	□.	□ .	□ .	
n My child is sneaky o	r manipulative with me		∐1	2			5
o. My child openly shar	es his/her feelings/expe	eriences with me			3 3		5
	e some statements that me if it is exactly like						
-		Exa			Somewhat	Not much	
a I teach my child that	misbehaviour or breaki	like	you I	ike you	like you	like you	like you
	e way or another		٦,		3	\Box .	\Box -
	ld to get angry with me.					4 \	5
	on by hugging, kissing, a						5
d. I am easygoing and	relaxed with my child			 			
	st don't have the energy		- /				
behave as he/she shou	ıld	<u> </u>]1	2	🔲 з	4	5
	culty sticking with my ru						

B2. Do you have any on-going chronic physical or mental health problem, illness or disability?

when close relatives, including grandparents, are there	□ ₁ ent. There a	⊒₂ re no right o	⊡₃ or wrong a	□₄ nswers, we	 e are jus
Thinking about the study child over the last six months, he	ow often did	you? (Tick	one box p	er row only)
	Never /		ometimes		lways /
	Almost never	_	_	Alm	ost always
(a) Hug or hold this child for no particular reason	1		Ыз	🔲 4	📙 5
(b) Talk it over and reason with this child when he/she					_
misbehaved	∐1	<u> </u> 2	Цз	🗀 4	5
misbehaved			Ы₃	🗀 4	5
(d) Give this child reasons why rules should be obeyed	∐1		🗀 3	🗀 4	📙 5
(e) Explain to this child why he/she was being corrected			🗀 3	🎑 4	5
(f) Have warm, close times together with this child		🗀 2	📙 3	🎞 4	45
(g) Enjoy listening to this child and doing things with him/her.	1		🗀 3		5
(ii) reel close to this child both when he/she was happy and					
when he/she was upset	1	2	🔲 з		5
(i) Express affection by hugging, kissing and holding					
this child	∐1	🗀²	🗀 3	🎞 4	🍱 5
(j) Explain to this child the consequences of his/her behaviour(k) Emphasise to this child the reasons for rules	「	🏳 2	🎞 3	🏳 4	5
(K) Emphasise to this child the reasons for rules	1		🗀 3		🔲 5
C4. [Card C4] When parents spend time with their children How often does the following happen? (Tick one box per		s things go v		metimes th	ey don't
	Almost never			half the time	time
(a) Of all the times you talk to this child about his/her					
behaviour, how often is this praise	□₁	\square_2	\square_3	\Box_{4}	\square_5
(b) Of all the times you talk to this child about his/her					
behaviour, how often is this disapproval	🔲 1	\square_2	\square_3	\square_4	\square_5
(c) When you give this child an instruction or request to do			<u> </u>		
something, how often do you make sure that he/she does it	□₁	\square_2	\square_3	\square_{4}	\square_5
(d) If you tell this child he/she will get punished if he/she		2			
doon't aton doing compathing but ho/she keeps doing it					
how often will you punish him/her	🗖 1	\Box_2	\Box	\Box_{4}	
(e) How often does this child get away with things that you			🗀 3		
feel should have been punished	\Box_{4}	\Box_2		\Box_{4}	
feel should have been punished					
(g) How often do you feel you are having problems			ப _ி	4	э
managing this child in general	\Box			П.	Пг
(h) How often is this child able to get out of punishment when			🗀 3	4	5
he/she really sets his/her mind to it	\Box			П.	Пг
(i) When you discipline this child, how often does he/she		2	🗀 3	4	5
ignore the punishment	\Box			П.	Пг
(i) How often do you tell this child that he/she is had or not					
as good as others	\Box	\Box_{α}		\Box	Пе
(k) How often do you think that the level of punishment you			🗀 3	4	5
give this child depends on your mood	\Box	\Box_{α}		\Box	Пе
give the orma depends on your mood		2	🗀 3	4	5
C5. If you are currently working outside the home, can I a	sk you the	extent to wh	ich vou au	ree or disad	aree with
the following statements?	ion you the t	CALCIII IO WII	ion you ag	ice or arous	J. CC W.I.I.
•	Diogram N	oithar agraa	Agree 6	Strongly	N/A
		either agree	_	Strongly	IN/A
Disagree	n	or disagree		Agree	
Because of your work responsibilities: A. You have missed out on home or family activities					
That you would have liked to have taken part in					
That you would have liked to have taken part in	[]2		4	∐5	<u></u> 6
B. Your family time is less enjoyable and more pressured					
Pagauge of your family reapposibilities:	[]2		4	∐5	<u></u> 6
Because of your family responsibilities:					
C. You have to turn down work activities or Opportunities that you would prefer to take on					
	2	🗀3	4	Б	∐ 6
D. The time you spend working is less enjoyable and more pressured	□-	\Box			
ALIA TIME MESSAREA	1 12	1 13	1 1/1	1 15	1 16

D: SOCIO-DEMOGRAPHICS

Time Section Started	(24 hour clock)
Now some questions about the circumstances of y	your household.
	descriptions <i>BEST</i> describes your usual situation in regard
work? [Int: If respondent is on maternity leave and she has a job which she	e intends to return to, she should be coded as at work]
Employee (incl. apprenticeship	
or Community Employment)	4. Student full-time
2. Self employed outside farming	5. On State training scheme (FAS, Failte Ireland etc.)5
3. Farmer	6.Unemployed, actively looking for a job
	8. Home duties / looking after home or family
	9 Retired
7	10. Other (specify)
[BLAISE CONDITION: IF RESPONDENT NOT WORKING RESPONDENT ON MATERNITY LEAVE AT WAVE 1 BUT D2a. When did you return to work? mth	TIS WORKING AT WAVE 2 ASK D2a:] year
D3. How many hours do you normally work per we If you work at more than one job, please include the	
D4. On a typical work day, how much time in total (outward and return journey combined)?	do you spend commuting to and from work
minutes [Int. if respondent works at ho	ome enter '0' for minutes]
D5. [Card D5] What is your occupation in your mai	in job?
In all cases describe the occupation fully and precisely giving the full	ill job title.
Use precise terms such as: RETAIL STORE MANAGER	Do not use general terms such as: MANAGER
SECONDARY TEACHER ELECTRICAL ENGINEER	TEACHER ENGINEER
Civil servants and local government employees should state their grammers of the Gardai or Army should state their rank. Teachers states and religious orders should give full description e.g. NUN, Rewrite in your main OCCUPATION	should state the branch of teaching e.g. PRIMARY TEACHER.
D6. Do you supervise or manage any personnel in	your job?
Yes □ No □2	
D7. How many?	
D8. How many employees (if any) do you have?	employees N A \square_{99}
D9. [Ask only if Farmer at D1.] What is the acreage of	of the farm? acres
D10. Apart from holiday or casual work, have you	ever had a full-time job? Yes1 No2Go to D15
D11. In what year did you last work in that full-time	e job? year
D12. When you last worked in that full-time job we	re you?
Employee (incl. apprenticeship	
or Community Employment) Self-e	employed outside farming \square_2 Farmer \square_3
	4

describe as fully as possible	
In all cases please describe the occupation fully and precisely giving the full Use precise terms such as:	job title. Do not use general terms such as:
RETAIL STORE MANAGER	MANAGER
SECONDARY TEACHER ELECTRICAL ENGINEER	TEACHER ENGINEER
Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should state Clergy and religious orders should give full description e.g. NUN, REGISTER	SENIOR ADMINISTRATIVE OFFICER. e the branch of teaching e.g. PRIMARY TEACHER.
Write in your main OCCUPATION	
D14. [Ask only if Farmer at D12] What was the acreage of	the farm? acres
D15. Do you currently have a part time job outside the ho	ome? Yes No 2 Go to D18
D16. On average, how many hours per week do you work	k in that part-time job? hours
D17. [Card D5] What is your occupation in that job?	
In all cases describe the occupation fully and precisely giving the full job title	e.
Use precise terms such as:	Do not use general terms such as:
RETAIL STORE MANAGER SECONDARY TEACHER	MANAGER TEACHER
ELECTRICAL ENGINEER	ENGINEER
Civil servants and local government employees should state their grade e.g. Members of the Gardai or Army should state their rank. Teachers should state Clergy and religious orders should give full description e.g. NUN, REGISTEI	ite the branch of teaching e.g. PRIMARY TEACHER.
Write in your main OCCUPATION	
If a farmer or a farm worker, write in the SIZE of the farm	acres
D18. [Card D18] From the reasons listed on this card couworking in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3.	
working in a paid job outside the home? If more than on 1 is the most important reason, up to a maximum of 3.	e reason, please rank them in order of importance, whe
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	e reason, please rank them in order of importance, whe f. I cannot find suitable childcare
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcareg. There are no suitable jobs available for me
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcareg. There are no suitable jobs available for me h. My family would lose Social Welfare or medical benefits if I was earning
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcareg. There are no suitable jobs available for me h. My family would lose Social Welfare or medical benefits if I was earning
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcareg There are no suitable jobs available for me h. My family would lose Social Welfare or medical benefits if I was earning
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcare
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcare
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcare
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	f. I cannot find suitable childcare
working in a paid job outside the home? If more than one 1 is the most important reason, up to a maximum of 3. a. I can't find a job	e reason, please rank them in order of importance, whe f. I cannot find suitable childcare

Third Level 7. Non Degree		<u> </u>
8. Primary Degree		
 (Third Level Bachelor Degree) 9. Professional qualification (of Degree 10. Both a Degree and a Professional q 11. Postgraduate Certificate or Diploma 12. Postgraduate Degree (Masters) 13. Doctorate (Ph.D) 	qualification	
E2. At what age did you leave full-tim [INTERVIEWER: Code as '0' if respondent never		me? years
PROBLEM AT WAVE 1] E3. Many people have problems with story book written in your native lang	n reading. Can I just check guage?	rts or those who indicated Literacy was a
Yes □ ₁	No	
E4. Can I just check, can you read al	oud to a child from a chile	dren's story book written in English?
Yes □1	No	
E5. Can you usually read and fill out	forms you might have to	deal with in English?
Yes □ ₁	No	
PROBLEM AT WAVE 1]		OR THOSE WHO INDICATED LITERACY WAS A
Yes □1	No	
E7. Do you belong to any religion?		
Yes1	No	
[BLAISE CONDITION: ONLY ASK QUEES. [Card E8] Which religion?		
Christian – no denomination		and christenings, how often nowadays do
More than once a week Every week/almost every week About once a month Only on major religious occasions Never/practically never		
(ECLS CS020 Adapted – Birth cohort E10. How important are your religiou		ow you raise <child>? Would you sayREAD OUT</child>
Very important \square_1 Important \square_2 Somewhat important \square_3 Not at all important \square_4		

[BLAISE CONDITION ASK E11 - E16 IF NEW RESPONDENT AT TIME 2] E11. Are you a citizen of Ireland? No E12. What citizenship do you hold? E13. Were you born in Ireland? Yes...... □₁ No E14. In which country were you born? E15. How long ago did you first come to live in Ireland? Within the last 1-5 years ago 6-10 years 11-20 years ago More than 20 Don't Know years ago 5 88 [CSO Census of population] E16. [Card E16] What is your ethnic or cultural background? Please choose ONE section from 1 to 4 then tick the appropriate box. 1. White Irish...... Irish Traveller 2. Black or Black Irish African...... Any other Black background...... 3. Asian or Asian Irish Chinese Any other Asian background E17. To what extent do you feel you and your family are integrated into your local community. For example, through involvement in local activities, friendships etc. Fully integrated Quite integrated Not very integrated Not at all integrated

Appendix B5: Secondary Caregiver Sensitive Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-8632000 fax: 01-8632100

Another foster family.......





GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL

Secondary Caregiver – SUPPLEMENTARY SECTION, 3-Year Dress Rehearsal HHOLD GROUP RESPONDENT Interviewer Number Interviewer Name (24 hour clock) **Time Section Started** Date day mth vear We have a few final questions which we would like to discuss with you. As some of these may be considered slightly sensitive we have included them in a section for you to complete by yourself. We would ask you to complete this section and return it to the interviewer. Once again, we would like to assure you that ALL THE INFORMATION PROVIDED IS TREATED IN THE STRICTEST **CONFIDENCE.** X1. Are you male or female? Male..... □₁ Female S1. Are you the biological parent of <child>? Yes...... \square_1 \longrightarrow Go to S12 No...... \square_2 \longrightarrow Go to S2 S2. Are you the adoptive parent of <child>? No...... 2 S3. Was that a domestic or an inter-country adoption? Domestic...... S4. Was this a within family adoption? S5. From which country? Yes \square_1 No \square_2 S6. What age was <child> when you adopted him/ her? _____ **NOW PLEASE GO TO S12** S7. Are you the foster parent of <child>? No...... $\square_2 \longrightarrow Go to S12$ S8. How long has <child> been with your family? _____ months _____weeks ____previous placements DK... S10. How many <u>previous</u> foster placements has <child> been in? S11. Immediately before coming to live with you was <child> living with another foster family, his/her family or in institutional care?

NOW PLEASE GO TO S12

Institutional care

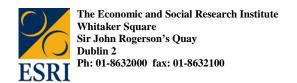
Because the issue of family life is so important we would now like to ask some questions about your family and marital history. S12. Can you tell me which of these best describes your current marital status? S13. In what year did you marry your (former) spouse? S14. Since when have you been living apart / spouse deceased? (vear) S15. May I just check whether you are currently living with someone in the household as a couple? S16. Since when have you and your spouse or partner been living together?_____ (mth) _____ (year) S17. Many couples argue from time to time. Roughly how often would you and your spouse / partner argue? S18. How often would you argue about At least Less than Hardly Never once a week once a week (b) Housework / chores...... S19. When you and your partner argue, how often do you Not very Almost always/ Never often Sometimes Often always Shout or yell at each other \square_1 Push, hit or slap each other \square_1 S20. And to end an argument, how often would you Not very Sometimes Almost always/ often Often always Ignore or refuse to speak any more, walk away, leave the room or leave the house \square_1 S21. Most people have disagreements in their relationships. Please indicate below the approximate extent of agreement or disagreement between you and your partner for each item on the following list. Always Almost Occasionally Frequently Almost Alwavs Agree Always Disagree Disagree Always Disagree Agree Disagree S22. How often would you say the following events occur between you and your partner? Never Less than Once or Once or Once a More twice a month once a month often twice a week week Have a stimulating exchange of ideas \square_1 \square_2 \square_3 \square_4 S23. The numbers below represent different degrees of happiness in your relationship. The middle point, "happy," represents the degree of happiness of most relationships. Please circle the number which best describes the degree of happiness, all things considered, of your relationship. A little Extremely **Fairly** Very Extremely Unhappy Unhappy unhappy Happy Нарру Нарру Perfect

S24a. Apart from you of age who had a clo							
	Yes		No	<u>_</u> 2 -	> Go to S25	5	
S24b. How many?	_						
One1	Two	2	Three or more.	3			
S25. Please rate howare for you and <ch possible.<="" th=""><th></th><th></th><th></th><th></th><th>answers, ju</th><th></th><th></th></ch>					answers, ju		
			Agree	3	sure	g	Disagree
A. Caring for my child more time and energy B. I sometimes worry	than I have t whether I am	to give doina	_	_		_	5
enough for my child C. The major source on D. Having a child leav	of stress in m	y life is my child	d	2	3	4 	5
D. Having a child leavE. Having a child has	es little time a	and flexibility in cial burden	ı my life	2	3		5
F. It is difficult to balar because of my child.	nce different r	responsibilities					
•					3	4	5
S26a. Of the followin Do you feel that you		oose the ONE	item that best	describes ho	w you feel	about you	rself as a parer
Not very good at being							
				I	lo .		
An average parent A better than average	parent] ₃] ₄		
An average parent A better than average	parent] ₃] ₄		
An average parent A better than average A very good parent	parent] ₃] ₄		
A person who has sor An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current	parent	ONLY OF FEM	MALE RESPONI	DENTS]] ₃] ₄		
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEN ? Yes[describes how	MALE RESPONI	DENTS] 2 ally drink alc 1 2]]]4]5		
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEN ? Yes[describes how	MALE RESPONI	DENTS] 2 Italiy drink ald 1 2 3 4 5 6]]]4]5		
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEN ? Yes[describes how	MALE RESPONI	DENTS] 2 Italiy drink ald 1 3 4 5 6 7	ascohol?	es of spirit,	, and bottles of
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEN ? Yes	w often you usu	DENTS] 2 Italiy drink ald 1 2 3 4 5 6 7 Italiy drink ald Italian al	cohol?		
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEM ? Yes	MALE RESPONI No w often you usu 2 times a week a of beer/cider, g	DENTS] 2 Italiy drink ald 1 2 3 4 5 6 7 Italiy drink ald Italian al	cohol?		
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEN ? Yes	MALE RESPONI No w often you usu 2 times a week of beer/cider, g (c) Measi single spirits	DENTS] 2 Italiy drink ald 1 2 3 4 5 6 7 lasses of win ures of Spirit	ne, measure		
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEM? Yes	MALE RESPONI No w often you usu 2 times a week of beer/cider, g (c) Measi single spirits	DENTS] 2 Italiy drink ald 1 2 3 4 5 6 7 lasses of win ures of Spirit	ne, measure s (d)Bo	ottles of ald	
An average parent A better than average A very good parent BLAISE CONDITION 6b. Are you current 527. Which of the fol 1. Never	parent	ONLY OF FEN ? Yes	w often you usu -2 times a week of beer/cider, g (c) Meass single spirits Monthly	DENTS] 2 Italiy drink ald 1 2 3 4 5 6 7 Iasses of win ures of Spirit me occasion? Weekly	Daily or	r almost	
An average parent A better than average A very good parent BLAISE CONDITION 66b. Are you current 627. Which of the fol 1. Never 2. Less than once a m 3. 1-2 times a month . 4. 1-2 times a week 6. 3-4 times a week 6. 5-6 times a week 7. Every day 16 currently drink alcoh 628. And in an avera 639. And in an avera 631 drink = ½ pint of be 638. S29a ONLY OF 6393. How often do y	parent	ONLY OF FEM? Yes	w often you usu -2 times a week of beer/cider, g c (c) Mease single spirits C Monthly	DENTS] 2 Italiy drink ald 2 Italiy drink ald 3 4 5 6 7 Italiy drink ald 5 6 7 Italiy drink ald 1 Ita	Daily or da	ottles of ald	
An average parent A better than average A very good parent [BLAISE CONDITION S6b. Are you current S27. Which of the fol 1. Never	parent	ONLY OF FEN ? Yes	w often you usu -2 times a week of beer/cider, g -2 (c) Measi single spirits blic drinks on on Monthly	DENTS] 2 Itally drink ald 1 2 3 4 5 6 7 Iasses of win ures of Spirit me occasion? Weekly 4 me occasion?	Daily or	r almost aily aily	
An average parent A better than average A very good parent [BLAISE CONDITION	parent	ONLY OF FEM? Yes	w often you usu -2 times a week of beer/cider, g c (c) Mease single spirits C Monthly	DENTS] 2 Italiy drink ald 2 Italiy drink ald 3 4 5 6 7 Italiy drink ald 5 6 7 Italiy drink ald 1 Ita	Daily on Dai	r almost	

S30a. Do you currently smoke daily, occasionally or not at all?	daily daily sected of you beca y Daily or almodaily 5 worker been conce more than one occ Not at all e each day? average] Never Never Occasionally 12	erned about your casion
S29d. How often during the last year have you failed to do what was expressed. Less than Monthly Weekl	ected of you becand ally all some section of the concentration of the co	erned about your casion
Less than Monthly Weekl Monthly Weekle Monthly Weel Monthly Weekl Monthly Weekl Monthly Weekle Monthly Weekle Mont	ected of you becand ally all and all all all all all all all all all al	erned about your casion
Less than Monthly Weekl Never monthly	Daily or almodaily by worker been concern more than one occur Not at all e each day? average] N Never	erned about your casion
Never	daily daily s worker been conce more than one occ Not at all e each day? average] Never Occasionally concept of the con	erned about your casion3 Not at all3 Not at all3
29e. In the last year has a relative or friend, or a doctor or other health rinking or suggested you cut down? O	worker been concern more than one occurs at all	Casion
29e. In the last year has a relative or friend, or a doctor or other health rinking or suggested you cut down? O	worker been concern more than one occurs of more than one occurs of the concern more than occurs of the concern more than occurs of the co	Casion
Yes, on one occasion	e each day? average] Never Occasionally	Not at all3 Not at all3333
30a. Do you currently smoke daily, occasionally or not at all? aily	e each day? average] Never Occasionally	Not at all3 Not at all3333
30b. About how many cigarettes or cigars do/did you smoke on average [Int. enter '0' if less than 1 or 30c. Including yourself, how many members of the household smoke? 30d. Does anyone smoke in the same room as <child>? es, on a regular basis</child>	e each day? average] N Never Occasionally 2 2 2 2 2 2 2 2 2 2 2 2 2 3 4 5 6 7 7 8 9 10 11 12 12 12 13	Not at all33333
30b. About how many cigarettes or cigars do/did you smoke on average [Int. enter '0' if less than 1 or 30c. Including yourself, how many members of the household smoke? 30d. Does anyone smoke in the same room as <child>? </child>	e each day? average] N Never Occasionally 2 2 2 2 2 2 2 2 2 2 2 2 2 3 4 5 6 7 7 8 9 10 11 12 12 12 13	Not at all33333
[Int. enter '0' if less than 1 or 30c. Including yourself, how many members of the household smoke? 30d. Does anyone smoke in the same room as <child>? Ses, on a regular basis</child>	average	Not at all333
and an	Never	Not at all333
es, on a regular basis	Occasionally	Not at all3333
31. Do you take any of the following regularly, occasionally or not at a Regularly Sleeping pills / Tranquilisers (e.g. Benzos)	Occasionally	Not at all333
Regularly . Sleeping pills / Tranquilisers (e.g. Benzos)	Occasionally2	3 3 3
Regularly . Sleeping pills / Tranquilisers (e.g. Benzos)	Occasionally2	3 3 3 3
Cannabis / Marijuana		3 3 3
Cannabis / Marijuana		3 3 3
. Heroin, Methadone, Crack, Cocaine	2	3
32a. Since the time of the last interview when <child> was 9 months of professional for clinical depression, anxiety, 'nerves' or phobias? Yes</child>	_	 -
rofessional for clinical depression, anxiety, 'nerves' or phobias? Yes No 2 32b. Are you currently taking medication for clinical depression, anxie Yes No 2 33. Listed below are 8 statements about some of the ways you may have	age, have you be	en treated by a med
32b. Are you currently taking medication for clinical depression, anxies Yes□₁ No□₂ 33. Listed below are 8 statements about some of the ways you may have		
Yes□₁ No □₂ 333. Listed below are 8 statements about some of the ways you may ha		
33. Listed below are 8 statements about some of the ways you may ha	ty, 'nerves' or pho	obias?
33. Listed below are 8 statements about some of the ways you may ha		
iten you nave felt this way <i>during the past week</i> .	e felt or behaved.	Please indicate ho
Rarely of	r Some or a Oc	casionally or
none of the	ne little of the a	a moderate Most or
time (les than 1 da	`	nount of the the time ne (3-4 days) days
I felt I could not shake off the blues even with help from my	,, aa,o, uiii	(o . aayo) aayo
family or friends		
I felt depressed	2	3
I thought my life had been a failure	2	<u> </u> 3 <u> </u> 4
My sleep was restless	2	🗀 3
I felt lonely		
. I had crying spells		
. I felt sad□ ₁ .	2	3
34. Have you ever been in trouble with the Gardai or Police (in Ireland of fences)?	or elsewhere) (othe	er than for traffic
Yes		

S36. Can we check, does <child's> biological father/ mother live here with you or elsewhere?</child's>
Lives here
Deceased $\square_2 \rightarrow Go \text{ to S48}$ Temporarily lives elsewhere $\square_3 \rightarrow Go \text{ to S48}$
Lives elsewhere
S37. Were you ever married to or did you ever live with <child's> biological father / mother?</child's>
Yes, married to
S38. When did you separate or split up with <child's> biological father / mother? Before <child> was born</child></child's>
When <child> was less than 1 year old</child>
When <child> was 1-2 years old</child>
j4
S39. Do you have a formal or informal parenting arrangement regarding <child> and where he / she lives?</child>
Formal
S40. Briefly describe that arrangement
S41. How did you arrive at that arrangement?
Court imposed arrangements
Formal negotiated arrangements other than legal (e.g. counsellor)2 Mutual agreement with no third party negotiator
with a greement with no third party negotiator
S42. How far does <child's> biological father / mother live from here?</child's>
Within $\frac{1}{2}$ hour's drive from here
S43. How often does <child> have contact with his / her biological father / mother?</child>
Daily
Once or twice a week
Every second week / weekend
S44. Does <child's> biological father / mother make ANY financial contribution to your household and the maintenance of <child>? Include any form of financial support such as rent, mortgage, direct maintenance payment etc.</child></child's>
No, he/she never makes any payment
S45. How often do you talk to <child's> biological father/ mother about <child>?</child></child's>
Several times a About once a A few times a Several times a Every day week week month year Never
\square_1 \square_2 \square_3 \square_4 \square_5 \square_6
S46. How well do you get on with <child's> biological father/ mother? Would you say your relationship is?</child's>
Very Neither positive nor Somewhat Very negative positive Positive negative negative □ 1 □ 2 □ 3 □ 4 □ 5
S47. We would like to send a short questionnaire to <child's> biological father/ mother. We would be happy to show you the content of this questionnaire before we send it. Would you be able to provide us with contact details for <child's> biological father/ mother?</child's></child's>
Yes
No, I do not wish other parent to be contacted \square_2 No, I do not have contact details for other parent \square_3

Appendix B6: Primary Caregiver Twin Questionnaire







NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) 3-YEAR QUESTIONNAIRE, DRESS REHEARSAL

STRICTLY CONFIDENTIAL PRIMARY CAREGIVER QUESTIONNAIRE – TWIN MODULE

	1 1(1101) (1(1) 0) (
GROUP		HHOLD		RESPONDE	NT
INTERVIEWER N	NAME		INTERVIEV	VER NO:	
Time Section Start	ed	(24 hou	ır clock)	DATE:dd	mmyy
We are seeking parents/guardians appropriate for you strictest confidence to be identified with child or other vulne	and child will u in the field]. A e and will not be the you or your f	take about 120 all the information released in any variety. If however	minutes to continuous to continuous and you which wo way which wo we are told	omplete [INTERV] or family provide w uld allow the infor something which n	IEWER: Adjust a fill be treated in the mation you provide
The Department of Children and Yout and the Central Steering Group w Research Institute the study	ch Affairs (OMC Statistics Office. hich oversees tl	YA), in association The Departmenthe Study. A grou	on with the Det t of Education p of research	partment of Social n and Science is a ners led by the Ed	and Family Affairs represented on the conomic and Socia
	<u>Secti</u>	on B - Child's I	Habits and I	<u>Routines</u>	
I'd now like to ask yo	ou a few questions	s about <child's> h</child's>	abits and routi	nes.	
B1. Does <child> go</child>	to bed at a regula	r time?			
Always U	sually		Rarely	Never 5	
B2a. On a normal da	v. what time in the	e evenina does <ch< td=""><td>ild> usually go</td><td>to sleep? (2</td><td>24 hour clock)</td></ch<>	ild> usually go	to sleep? (2	24 hour clock)
		_		•	,
B2b. On a normal da	y, what time does	s <child> wake up a</child>	t in the morning	g? (24 hour	clock)
B3. On an normal da	y how many hour	s would the child <	sleep> <i>during</i> t	he day hours	
B4. How much is <c< td=""><td>hild's> sleeping p</td><td>oattern or habits a p</td><td>roblem for you</td><td>?</td><td></td></c<>	hild's> sleeping p	oattern or habits a p	roblem for you	?	
A large	A moderate	A small	No	problem	
problem	problem	problem		at all	
<u> </u>	2			4	
B5. Why is that? [TIC	CK ALL THAT APP	PLY]			
(a) Difficulty getting to	•			-	
(b) Waking during the	-				
(c) Nightmares / Night				 :	
(d) Other (please spec	cify)			4	

Bo. Does <criliu> wear nap</criliu>	Always	Sometim		Never				
(a) during the day(b) at night				3				
B7. How often does he/she	suck a soothe	r or his/her th	numb or fii	nger(s)?				
	st of the time	Sometime		Never				
(a) Soother								
(b) Thumb/finger(s)								
.,					sial abia	o4 4b o4 b o	aha wasa f	ar aamfart
(c) Apart from his/her fing such as a blanket or cuddle		soother does	ne/sne na	ve a spec	ciai obje	ct that he/	sne uses i	or comfort
Yes]1	No	2					
B8a. Does your child use a	spoon to feed	herself with	ittle spillir	ng?				
Yes	Sometimes	2 N	ot Yet	3				
B8b. Does your child push corners if he cannot turn?	a little shoppii	ng cart, strolle	er, or wage	on, steeri	ng it aro	und objec	cts and bac	king out of
Yes	Sometimes		ot Yet	□3				
B8c. When she is looking i	in a mirror and	you ask, "Wh	o is in the	mirror?"	does yo	our child s	ay either "	Me" or her
own name? Yes□1	Somotimos		ot Vot					
_		_		∐3				
B8d. Can your child put or		•						
Yes	Sometimes		ot Yet	□3				
B8e. Using these exact wo	rds, ask your c	hild, "Are you	ı a girl or a	a boy?" C	oes you	r child an	swer corre	ctly?
Yes	Sometimes	2 N	ot Yet	🔲 3				
B8f. Does your child take t	urns by waiting	g while anoth	er adult or	child tak	es a turr	1?		
Yes □ ₁	Sometimes	2 N	ot Yet	🔲 3				
B9. [CARD B9] I am going listen to each statement ar								
				nitely does t apply	Not really	Neutral not sure	Applies somewhat	Definitely applies
a. I share an affectionate, wa	arm relationship	with my child.		🔲 1	2			5
b. My child and I always see	m to be struggling	ng with each o	ther	🔲 1	2	3	4	5
c. If upset, my child will seek	comfort from m	e	o from mo	📙 1		3		5
d. My child is uncomfortable e. My child values his/her rel	with physical an lationship with m	rection or touc ne	i iloili ille.	1	<u> </u> 2		4 4	5
f. When I praise child he/she								5 5
g. My child spontaneously sh	nares informatio	n about his/he	self	🗖 1		3		
h. My child easily becomes a	angry at me					3	4	5
i. It is easy to be in tune withj. My child remains angry or					2	3	4	5
k. Dealing with my child drain	ns my enerav			□1 □1	 	3	4 	5
I. When my child is in a bad	mood I know we	re in for a						
long and difficult day m. My child's feelings toward	d me can be use	radictable or		∐1	2	3		5
change suddenly	a me can be unp	redictable of		🗖	\Box_{\circ}	\Box_{\circ}		
n. My child is sneaky or man	ipulative with m	e		□1	2			5
o. My child openly shares his	s/her feelings/ex	periences with	me	□ 1				<u> </u>

B10. [Card B10] How often do you do the fol	lowing	when the S	Study Child m	isbehaves	}	
	Never	Rarely N	low and Again	Regularly	Always Ca	n't say
A. Discuss/Explain why behaviour was wrong	□1	-	-		-	-
B. Ignore him/her	1					8
C. Smack him/her	🔲 1	2	3	4	5	🔲 8
D. Shout or yell at him/her	🔲 1	2		4	5	8
E. Send him/her out of the room or to	_					
their bedroom or Naughty step	∐1	2	3	4	5	📙 8
F. Take away treats	∐1		3	4	5	∐8
G. Tell him/her off H. Bribe him/her	··· 🗀 1			4 \[\] \(\)	5 ·······	<u> </u> 8
71. 51.60 1				4		🗀 8
Section C - Child	'e nhv	reical h	nalth and	dovolo	amont	
				uevelo	Dillelit	
Now I'd like to ask you a few questions abou	ut <child< th=""><th>d's> health</th><th></th><th></th><th></th><th></th></child<>	d's> health				
C1. In general, how would you describe <ch< th=""><th>ild's> c</th><th>urrent hea</th><th>lth?</th><th></th><th></th><th></th></ch<>	ild's> c	urrent hea	lth?			
Very healthy, no problems □ ₁						
Healthy, but a few minor problems						
Sometimes quite ill						
Almost always unwell						
00 0 11111		1141				
C2. Does <child> have any longstanding illr has troubled him/her over a period of time or</child>						
Yes)		→ Go to C	6z_1		
C3. [Card C3] What is this? [INT – code for	up to 3	illnesses]				
a. Asthma						
b. Cystic Fibrosis				·		
c. Heart abnormalities						
d. Eczema or any kind of skin allergy						
e. Any kind of respiratory allergy (including hay				·		
f. Any kind of food or digestive allergy						
g. Problem with non-food allergies, such as to d						
h. Bone, joint or muscle problems						
i. A problem using his/her arms or legs						
j. A problem using his/her hands or fingers						
k. Hyperactivity/Problems with attention						
I. Severe behavioural problems						
m. Diabetes						
n. Kidney disease						
o. Migrainous headaches						
p. Epilepsy or seizures						
q. Down syndrome						
r. Spina bifida/hydrocephalis						
s. Cerebral palsy				19		
t. Autism Spectrum Disorder				20		
u. Other (please specify)				21		
[INT – CODE FOR UP TO 3 ILLNESSES] C4. Has this illness, condition or disability I	neen dis	annosed by	ı a medical n	rofessiona	12	
			_	3.00010110		
Yes ☐₁ No C5. Since when has <child> had this illness</child>		\square_2		month	year	
			-		y c ai	
C6. Do any of these illnesses hamper <child< th=""><th></th><th>-</th><th></th><th>No</th><th></th><th></th></child<>		-		No		
Yes, severely □ ₁	165, 10 5	some exten	ı <u>ا2</u>	No	∐3	

C6z_1. In the past year has <child> had any periods when there was wheezing with whistling on his/her chest when he/she breathed?</child>
Yes□₁ No□2
C6z_2. How many separate episodes/bouts of wheezing with whistling on his/her chest has the child had in the past 12 months? N
C6z_3. Has the child been prescribed medication for this condition (including inhaler, antibiotics, nebuliser) over the last 12 months?
Yes□ ₁ No□ ₂
C7. Has <child> had the Measles/Mumps/Rubella (MMR) vaccination?</child>
Yes□ ₁ No□ ₂
C8. In the past 12 months, how many times have you seen, or talked on the telephone with any of the following about <child's> physical health?</child's>
[INT: IF NONE THEN ENTER 0 – DO NOT LEAVE BLANK]
A general practitioner (GP)
A social workerN
C9a. Has <child> received a course of antibiotics in the past 12 months?</child>
Yes
C9b. In total how many courses of antibiotics has <child> received in the past 12 months? N</child>
C10. Since the time of the last interview in MM/YY, approximately how many nights has <child> spent in hospital? nights [INT: NOT HOSPITAL OUTPATIENT OR EMERGENCY DEPARTMENT VISITS – IF NONE THEN CODE AS '0']</child>
C11. Most children have accidents at some time. Has <child> ever had an accident or injury that required hospitatreatment or admission?</child>
Yes □ ₁ No□ ₂
C12. How many separate accidents has <child> ever had that required hospital treatment or admission? accidents</child>
C13. How many of these accidents involved bone fractures or breaks?
C14. Does <child> currently have, or at any time in the past had, any sort of sight problem requiring correction?</child>
Yes, currently \square_1 Yes, in the past \square_2 No \square_3
C15. Does <child> currently have, or at any time in the past had, any sort of hearing problem requiring correction?</child>
Yes, currently \square_1 Yes, in the past \square_2 No \square_3

C16. Was there any time in the last 12 months when, in your opinion, <child> needed medical care or treatment for a health problem but he/she did not receive it?</child>
Yes
C17. Why did <child> not get the medical care or treatment? Was this because [INT: Yes or No to each]:</child>
(a) You couldn't afford to pay
C18. Do you have any concerns about how the Study Child talks and makes speech sounds? Would you say no,
yes a little or yes a lot? No
C19. In which areas does child have difficulties? What speech problems does the Study Child have?
[TICK ALL THAT APPLY] A. Reluctant to speak
C20. Has <child> received any treatment for his/her speech or language problem?</child>
Yes
C21. Why has <child> not received any treatment for his/her speech or language problem? [INT: Yes or No to each] Yes No</child>
C21. Why has <child> not received any treatment for his/her speech or language problem? [INT: Yes or No to each]</child>
C21. Why has <child> not received any treatment for his/her speech or language problem? [INT: Yes or No to each] Yes No (a) You couldn't afford to pay</child>
C21. Why has <child> not received any treatment for his/her speech or language problem? [INT: Yes or No to each] Yes No (a) You couldn't afford to pay</child>
C21. Why has <child> not received any treatment for his/her speech or language problem? [INT: Yes or No to each] Yes No (a) You couldn't afford to pay</child>
C21. Why has <child> not received any treatment for his/her speech or language problem? [INT: Yes or No to each] Yes No (a) You couldn't afford to pay</child>

C23c. Does your child walk up stairs, using only one foot foot is on the next). She may hold onto the railing or or at home)	on each stair? (The left foot is on one step and the right wall (you can look for this at a store, on a playground,
Yes□ ₁ Sometimes□ ₂ Not N	Yet□3
C23d. Does your child stand on one foot for about 1 secon	nd without holding on to anything?
Yes□ ₁ Sometimes□ ₂ Not \	Yet□₃
C23e. While standing, does your child throw a ball overhouse the ball forward? (Dropping the ball or throwing the	
Yes□ ₁ Sometimes□ ₂ Not Y	Yet□3
C23f. Does your child jump forward at least 6 inches with	both feet leaving the ground at the same time?
Yes□ ₁ Sometimes□ ₂ Not \	Yet□₃
C24. Do you have any concerns about any aspects of <ch< td=""><td>ild's> behaviour or development?</td></ch<>	ild's> behaviour or development?
Yes No	
C25. What concerns do you have?	
[BLAISE CONDITION: ASK ONLY OF THOSE WHO WERE C30. When we last interviewed you in, you told us check, are you still breastfeeding <child>? [Include expressions of the control of t</child>	that you were still breastfeeding <child>. Can I just</child>
Yes	
C31. How old was <child> [in months] when he/she compl</child>	letely stopped being breastfed?Months
[Int: Only Accept answer in Months]	
C32. [Card C32] In the last 24 hours has <child> had the foat all?</child>	_
	Not More than At all Once Once
Δ Fresh fruit	
B. Cooked vegetables	
B. Cooked vegetables C. Raw vegetables or salad	
B. Cooked vegetables C. Raw vegetables or salad D. Hamburger, hot dog, sausage or sausage roll, meat pie,	
B. Cooked vegetables C. Raw vegetables or salad	$\begin{array}{c} & & & & & \\ & & & & \\ & & & & \\ & & \\ & & & \\ & & & \\ & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & &$

H. Sweets		🔲 1	🔲 2		\square_3	
I. Full fat cheese/yoghurt/ fromage frais		🔲 1	2		<u></u>	
J. Low fat Cheese/ low fat yoghurt						
K. Water (tap water / still water/)						
L. Fizzy drinks / minerals / cordial / squash (diet)						
M. Fizzy drinks / minerals / cordial / squash (not diet)						
N. Full cream milk or full cream milk products		🔲 1	2		<u></u> 3	
O. Skimmed/Semi-skimmed milk or Skimmed/Semi skimi						
milk products		🔲 1	2		<u></u> 3	
C33. Some children just have snacks all day while oth Would you say he/sheREAD OUT	hers wait	t for meal	ls. How would	d you desc	ribe <child< th=""><th>d>?</th></child<>	d>?
Snacks all day and has no real meals						
Snacks during the day but also has meals						
Doesn't snack much, just has meals						
Something else (please describe)						
C34. [Card C34] Please read the following statement deal with feeding your child. It is important to rem questions, we are interested in what parents really feed. 1. I decide how many snacks my child should have	nember t el and do	that there o. Nev	e are no righ ver Rarely	t or wron	g answers Often	Always
2. Laive my child something to eat to make him/her feel h	attar who	an				
s/he is feeling upset			12	3	4	5
4. If my child decide when s/he would like to have her if4. If my child misbehaves I withhold his/her favourite food	meal 1	······	1	3	4	5
5. I give my child something to eat if s/he is feeling bored			1 2	3	4	5
6. I insist my child eats meals at the table			1 2	3	□ 4	5
7. I use puddings as a bribe to get my child to eat his/her 8. I let my child eat between meals whenever s/he wants	main cou	urse	12	3	4	5
8. Het my child eat between meals whenever s/ne wants			1	3	4	5
C35. Which of these best describes <child's> weight'</child's>	?					
Underweight						
Normal weight						
Somewhat overweight						
Very Overweight						
_						
C36. [Card C36] How much do the following affect wh	n at you g A lot	ive your A fair	child to eat? A little		lot	
	A lot	amount	Ailtie		Not : all	
(a) Cost	\Box ₄		$\Box_{\mathfrak{a}}$			
(b) Convenience						
(c) Child's preference						
(d) Nutritional value						
Section E - Chile			activities		14	
E1. [CARD E1] Look at the card, for each statement,	please in	ndicate th	ne answer tha	t best des	cribes the	<child's:< td=""></child's:<>
behaviour at the present time.	-					
	Almost Never	Not Often	Variable usually does	Variable usually	Frequently	Almost always
			not	does		-
A. This child is pleasant (smiles, laughs) when first arrivir	-	_				
In unfamiliar places	1	2.	3	🔲 4	5	🔲 6
B. This child plays continuously for more than 10 minutes						
at a time with a favourite toy	🔲 1	2.		🔲 4	🔲 5	🔲 6
C. This child responds to frustration intensely	_ ···					
(screams, yells)	□₄	$\Box_{\hat{a}}$	\Box_2	$\square_{\scriptscriptstyle A}$	П _Б	П _е
D. This child smiles when an unfamiliar adult plays with	[[کالتا		4	с	ш0
him/her						
IIIII/IIGI	•••••1	2.	3	∟ 4	□5 ·······	∐6

	U	es back to the	•							
ir	nterruption (snack, trip to	toilet)		1		3	4		
F. T	his child has	s moody "off" o	days when he/s	she is irritable						
а	ıll day				1		🔲 3	4		
G. T	his child is c	outgoing with	adult strangers	i						
О	utside the h	ome			1		3	4	🔲 5 🔲 6	
				ing, picking up						
to	oys) for 5 mi	inutes or more	e		□1	□ ₂	🔲 3		🔲 5 🔲 6	
				stomps, writhes						
			•			\square_2	\square_3	\square_4	🔲 5 🔲 6	
									🗆 5 🗆 6	
			objects thorou							
		•	-		□₁	\square_2	\square_3	\square_{4}	🔲 5 🔲 6	
			cries, screams)		·· 🗀 ı	2	🗀 3	4	5 0	
		• • •	•			\Box_2		\square_4		
	-		skill (throwing		•• 🗀 1	LJ2	🗀 3	🗀 4	🗀 5 🗀 6	
					\Box	\Box_{\circ}	\Box_{\circ}	\Box .		
· ·	nawing for i	o or more min	10103)	••••••	•• 🗀 1	<u> </u>	3	4		
E2.	Overall, cor	mpared to ot	her children o	f the same age	e, do you th	ink <chi< td=""><td>ld> is:</td><td></td><td></td><td></td></chi<>	ld> is:			
Fasi	ier than aver	rage	\Box ,							
	_	an average								
we	are interest	ted in the va	rious kinas o	t activities tha	t chilaren d				d like you to thi	nĸ
		s that <child></child>		h the family or	at home. F	Please th	ink about	the usual	pattern for <ciiii< td=""><td></td></ciiii<>	
at th	ut activities ne moment.	s that <child></child>	· might do wit	h the family or						ld>
at th	ut activities ne moment.	s that <child></child>	· might do wit	h the family or					do with <child></child>	ld>
at th	ut activities ne moment. [Card E3] N	s that <child> Now I'd like to</child>	e might do wit	h the family or ut activities yo	ou or other	member	s of the fa			ld>
E3. a) O	ut activities ne moment. [Card E3] Non how many	s that <child> Now I'd like to y days in an a</child>	o ask you abo	h the family or ut activities you	ou or other	member o <child></child>	s of the fa	mily might	do with <child></child>	ld>
E3. a) O	ut activities ne moment. [Card E3] Non how many Odays	s that <child> Now I'd like to y days in an a 1 day</child>	o ask you aboverage week d	th the family or ut activities you oes anyone at the 3 days	ou or other nome read to	member o <child></child>	s of the fa	mily might 6 days	do with <child></child>	ld>
at the E3.	ut activities ne moment. [Card E3] N In how many 0 days	s that <child> Now I'd like to y days in an a 1 day</child>	o ask you aboverage week d	the family or ut activities you oes anyone at h 3 days	nome read to	member o <child> 5 c</child>	s of the fa	mily might 6 days	do with <child> 7 days </child>	ld>
at the E3.	ut activities ne moment. [Card E3] N In how many 0 days	s that <child> Now I'd like to y days in an a 1 day</child>	o ask you aboverage week d	th the family or ut activities you oes anyone at the 3 days	nome read to	member o <child> 5 c</child>	s of the fa	mily might 6 days	do with <child> 7 days </child>	ld>
at the E3. a) O	ut activities ne moment. [Card E3] N In how many 0 days	s that <child> Now I'd like to y days in an a 1 day</child>	o ask you aboverage week d	the family or ut activities you oes anyone at h 3 days	nome read to	member o <child> 5 c</child>	s of the fa	mily might 6 days	do with <child> 7 days </child>	ld>
at the E3. a) O	ut activities ne moment. [Card E3] Non how many odays In how many on how many on how many	s that <child> Now I'd like to y days in an a 1 day 1 days y days in an a</child>	o ask you aboverage week down aloo werage week down aloo werage week down aloo we	the family or ut activities you oes anyone at h 3 days	ou or other nome read to	member o <child> 5 c</child>	s of the fa	6 days	do with <child> 7 days 7 days phabet</child>	ld>
at the E3. a) O	ut activities ne moment. [Card E3] N In how many 0 days In how many 0 days In how many 0 days In how many	Now I'd like to y days in an a 1 day y days in an a 1 day y days in an a	verage week d 2 days verage week d 2 days verage week d 2 days	the family or ut activities you oes anyone at the state of the state	nome read to 4 days 1 days 1 days 1 days 2 days 1 days 4 days	member o <child> 5 c</child>	s of the fa	6 days 6 days 6 days 6 days 6 days	7 days Thabet 7 days Thabet 7 days	ld>
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books? Would you estimate:				
None	30			
 :	e than 30			
10 to 20				
E5. Typically, how many hours a day does <child> wa</child>				
E6a. And are there rules in your family about how ma	ny hours <child> ma</child>	y watch tel	evision	each day?
Yes				·
_	— -	talaviaian?		
E6b. And are there rules in your family about what <	-	television?		
Yes	2			
E7. Is there a television in the child's bedroom?				
Yes	2			
E8. What does <child> prefer to do when he/she has a</child>	choice about how to	o spend fre	e time?	
Usually chooses inactive pastimes like TV, drawing or pla	vina with tovs in one r	lace	7 ₁	
Usually chooses active pastimes like running around, ridir			_	
Just as likely to choose active as inactive	• •			
E9. Think for a moment about a typical weekday for ye	our child in the last r	nonth.		
How much time would you say your child spends playing			round or	narkl on a typical
weekday? HoursMinutes	odidooro [o.g. iii iiio g	ardori, pidyg	round of	park) on a typical
E10. Now think about a typical weekend day for your	child in the last mon	th.		
How much time would you say your child spends playing weekend day? HoursMinutes	outdoors [e.g. in the g	arden, playg	round or	park] on a typical
Section F - Child's Fur	nctioning and r	elations	hips	
Now I'd like to ask you some questions about <child's< td=""><td>_</td><td></td><td>-</td><td></td></child's<>	_		-	
Now I a like to ask you some questions about Coma s	s> emotional nearth a	ilia welibeli	ıg.	
F1. [CARD F1] Listed below is a set of statements where For each item, please indicate whether it is Not True answered all items as best you can even if you are the Study Child's behaviour over the last six months.	, Somewhat True or not absolutely certai	Certainly 1 n. Please g	rue. It vive ansv	would help us if you wers on the basis o
	No	t Son	newhat	Certainly
	Tro	ue 7	rue	True
A. Considerate of other people's feelings				
B. Restless, overactive, cannot stay still for long				
C. Often complains of headaches, stomach-aches or sick		_	_	 -
D. Shares readily with other children (treats, toys, pencils	<i>'</i>			—
E. Often has temper tantrums or hot tempers				
F. Rather solitary, tends to play alone				
G. Generally obedient, usually does what adults request .				
H. Many worries, often seems worried		_	_	
I. Helpful if someone is hurt, upset or feeling ill				 :
J. Constantly fidgeting or squirming		_	_	
K. Has at least one good friend		_	_	 -
L. Often fights with other children or bullies them		_	_	 -
M. Often unhappy, down-hearted or tearful				
N. Generally liked by other children				
O. Easily distracted, concentration wanders]1		3

E4. About how many children's books does <child> have access to in your home now, including any library

P. Nervous or clingy in new situations, easily loses confidence	• • • • • • • • • • • • • • • • • • • •	∐1	∟2		
Q. Kind to younger children		🔲 1		3	
R. Often argumentative with adults		□₁			
S. Picked on or bullied by other children					
T. Often volunteers to help others (parents, teachers, other chi					
. "	•	_			
U. Can stop and think things out before acting		— :			
V. Can be spiteful to others					
W. Gets on better with adults than with other children		🔲 1	🔲 2	3	
X. Many fears, easily scared					
Y. Sees tasks through to the end, good attention span					
1. Sees tasks tillough to the end, good attention span		1	∟2		
F2. Does <child> have any brothers or sisters?</child>					
Yes No					
F3. In general, how well does <child> get on with his/her s</child>	iblings?				
Gets on well with his/her siblings		_			
Mixed		🔲 2			
Does not get on well with his/her siblings		□3			
Does not see them		🗖 4			
		4			
Section H – Parenting	and Fam	ily Conte	xt		
<u>ocotion ii i aronting</u>	ana ram	iry Conto	<u> </u>		
I'd now like to cok you come general guestions chaut now	ntina				
I'd now like to ask you some general questions about pare	enting.				
H4. [Card H4] The next questions are about being a par	ont Thoro or				ara iuat
asking about what happens in your family.	ent. There ar	e no right o	r wrong a	inswers, we	are just
	ent. There ar	e no right o	r wrong a	inswers, we	are just
		_	_		-
asking about what happens in your family.	ow often did y	you? (Tick	one box p	per row only)
asking about what happens in your family.	ow often did y	you? (Tick	_	oer row only) Often A) Iways /
asking about what happens in your family. Thinking about the study child over the last six months, he	ow often did y Never / Almost never	you? (Tick Rarely So	one box pometimes	oer row only) Often A) lways /
asking about what happens in your family. Thinking about the study child over the last six months, he (a) Hug or hold this child for no particular reason	ow often did y Never / Almost never	you? (Tick Rarely So	one box pometimes	oer row only) Often A) lways /
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asking about what happens in your family. Thinking about the study child over the last six months, he (a) Hug or hold this child for no particular reason	Never / Almost never	you? (Tick Rarely So	one box pometimes	Often A Almo) lways / pst always5555555
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asking about what happens in your family. Thinking about the study child over the last six months, he was a compared to this child for no particular reason	Never / Almost never	you? (Tick Rarely So	one box pometimes	Often A Almo ———————————————————————————————————	ways / ost always
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asking about what happens in your family. Thinking about the study child over the last six months, he was being corrected	Never / Almost never	you? (Tick Rarely So	one box pometimes	Often A Almo	lways /
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asking about what happens in your family. Thinking about the study child over the last six months, he study of the study child over the last six months, he study of the study of	Never / Almost never	you? (Tick Rarely So	one box pometimes	Often A Almo	lways /
asking about what happens in your family. Thinking about the study child over the last six months, he was being corrected	Never / Almost never	you? (Tick Rarely So	one box pometimes	Often A Almo	lways /
asking about what happens in your family. Thinking about the study child over the last six months, he study of the study child over the last six months, he study of the study of	Never / Almost never	you? (Tick Rarely So	one box pometimes	Often A Almo Almo	lways /

feel should have been punished (i) How often do you feel you are having problems managing this child in general (ii) How often is this child able to get out of punishment when hesher really sets his/her mind to it (i) When you discipline this child, how often does he/she ignore the punishment (ii) How often do you tell this child that he/she is bad or not as good as others (iv) How often do you tell this child that he/she is bad or not as good as others (iv) How often do you tell this child that he/she is bad or not as good as others (iv) How often do you tell this child hat he/she is bad or not as good as others (iv) How often do you wink that the level of punishment you give this child depends on your mood H9. Have you registered or enrolled <child> with a primary school? No. Yes, with more than one school. Not registered, cchilds will definitely attend local school. H10a. Is <child> cared for on a regular basis for 8 hours or more per week? Yes. H10b. We would like to send a short questionnaire to the person/centre who provides this care to <child> Would you be able to provide us with the contact details for the person or centre who provides this care to <child> Would you be able to provide us with the contact details for the person or centre who provides this care to <child> Would you be able to provide us with the contacted No, does not have contact details for regular carer to be contacted. No, does not have contact details for regular carer to be contacted. No, does not have contact details for regular carer. Interviewer: Ask ResPONDENT TO LOOK AT PICTURE FMI FM1. After she watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask your child to make a line like yours. Do not let your child topy you by drawing a single line in a horizontal direction? Not Yet. Not Yet. Not Yet. Sometimes Not Yet. Not Yet. Sometimes Not Yet. Not Yet. Sometimes Not</child></child></child></child></child>	(f) How often are you oner	had					
(g) How often do you feel you are having problems managing this child in general (h) How often is this child able to get out of punishment when he/she really sets his/her mind to it. (i) When you discipline this child, how often does he/she ignore the punishment (ii) How often do you tell this child that he/she is bad or not as good as others (k) How often do you tell this child that he/she is bad or not as good as others (k) How often do you think that the level of punishment you give this child depends on your mood H9. Have you registered or enrolled <child> with a primary school? No. Yes, with one school. Yes, with more than one school. Yes, with more than one school. Yes, with more than one school. Not registered, <child> wild definitely attend local school</child></child>		v when you punish this child		2 Па	<u> </u> 3	4 Па	5
(h) How often is this child able to get out of punishment when he/she really sets his/her mind to it	(a) How often do you feel ve	ou are having problems					
he/she really sets his/her mind to it	managing this child in gener	ral	1	2	🔲 з	4	5
(i) When you discipline this child, how often does he/she ignore the punishment	(h) How often is this child a	able to get out of punishmer	nt when				
ignore the punishment	(i) When you discipline this	child, how often does he/s	he				
(i) How often do you tell this child that he/she is bad or not as good as others (ii) How often do you think that the level of punishment you give this child depends on your mood H9. Have you registered or enrolled <child> with a primary school? No</child>	ignore the punishment		🔲 1	2	🔲 3	4	5
(k) How often do you think that the level of punishment you give this child depends on your mood	(i) How often do you tell thi	is child that he/she is bad oı	r not				
H9. Have you registered or enrolled <child> with a primary school? No</child>	as good as othersthink	that the level of punishment	1	2		4	5
H9. Have you registered or enrolled <child> with a primary school? No</child>	give this child depends on v	our mood		\square_2	\square_3	\square_{4}	\square_5
No							
Yes, with more school	H9. Have you registered o	r enrolled <child> with a p</child>	orimary school?				
Yes with more than one school Not registered, <child> will definitely attend local school </child>			<u> </u>				
Not registered, <child> will definitely attend local school</child>	•		<u> </u>				
H10a. Is <child> cared for on a regular basis for 8 hours or more per week? Yes</child>	•						
H10b. We would like to send a short questionnaire to the person/centre who provides this care to <child>. Would you be able to provide us with the contact details for the person or centre who provides this care to <child>? Yes</child></child>	Not registered, Cornid> will t	definitely attend local school	14				
H10b. We would like to send a short questionnaire to the person/centre who provides this care to <child>. Would you be able to provide us with the contact details for the person or centre who provides this care to <child>? Yes</child></child>	H10a. Is <child> cared for</child>	on a regular basis for 8 he	ours or more per v	week?			
H10b. We would like to send a short questionnaire to the person/centre who provides this care to <child>. Would you be able to provide us with the contact details for the person or centre who provides this care to <child>? Yes</child></child>	Yes	No					
you be able to provide us with the contact details for the person or centre who provides this care to <child>? Yes</child>							
No, does not wish regular carer to be contacted							
No, does not wish regular carer to be contacted	you be able to provide de	Will the contact details re	or the percent of the	-	1400 11110 04		
No, does not wish regular carer to be contacted	Yes		1		et datails of	ramilar cara	· on
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM1 FM1. After she watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction?" Yes							UII
FM1. After she watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction?" Yes	No, does not have contact	details for regular carer					
FM1. After she watches you draw a line from the top of the paper to the bottom with a pencil, crayon, or pen, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction?" Yes							
your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction?" Yes							
your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a vertical direction?" Yes	INTERVIEWER: ASK RESF	PONDENT TO LOOK AT PIC	CTURE FM1				
Yes				ne bottom with	a pencil. cı	ravon. or pe	n. ask
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM2 FM2. Does your child thread a shoelace through either a bead or an eyelet of a shoe? Yes	FM1. After she watches yo your child to make a line li	ou draw a line from the top ike yours. Do not let your	p of the paper to th				
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM2 FM2. Does your child thread a shoelace through either a bead or an eyelet of a shoe? Yes	FM1. After she watches yo your child to make a line li	ou draw a line from the top ike yours. Do not let your	p of the paper to th	ne. Does your	child copy		
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM2 FM2. Does your child thread a shoelace through either a bead or an eyelet of a shoe? Yes	FM1. After she watches your child to make a line listingle line in a vertical direction.	ou draw a line from the top ike yours. Do not let your ection?"	p of the paper to the child trace your li	ne. Does your	child copy		
FM2. Does your child thread a shoelace through either a bead or an eyelet of a shoe? Yes	FM1. After she watches your child to make a line listingle line in a vertical direction.	ou draw a line from the top ike yours. Do not let your ection?"	p of the paper to the child trace your li	ne. Does your	child copy		
Yes	FM1. After she watches your child to make a line listingle line in a vertical direction.	ou draw a line from the top ike yours. Do not let your ection?"	p of the paper to the child trace your li	ne. Does your	child copy		
Yes	FM1. After she watches yo your child to make a line lisingle line in a vertical direction Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes2	p of the paper to the child trace your li	ne. Does your	child copy		
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM3 FM3. After she watches you draw a single circle, ask your child to make a circle like yours. Do not let her trace your circle. Does your child copy you by drawing a circle? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the topike yours. Do not let your ection?" Sometimes	of the paper to the child trace your li Not Yet	Count as "no	child copy		
FM3. After she watches you draw a single circle, ask your child to make a circle like yours. Do not let her trace your circle. Does your child copy you by drawing a circle? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your li Not Yet	Count as "yo	child copy		
FM3. After she watches you draw a single circle, ask your child to make a circle like yours. Do not let her trace your circle. Does your child copy you by drawing a circle? Yes	FM1. After she watches your child to make a line listingle line in a vertical direction. Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your li Not Yet	Count as "yo	child copy		
your circle. Does your child copy you by drawing a circle? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the topike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list of Yet	Count as "yo	child copy		
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM4 FM4. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the topike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list of Yet	Count as "yo	child copy		
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM4 FM4. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list in Not Yet	yelet of a shoe	child copy	you by dra	wing a
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM4 FM4. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list in Not Yet	yelet of a shoe	child copy	you by dra	wing a
FM4. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list in Not Yet	yelet of a shoe	yours. Do	you by dra	wing a
FM4. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list in Not Yet	yelet of a shoe	yours. Do	you by dra	wing a
FM4. After she watches you draw a line from one side of the paper to the other side, ask your child to make a line like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? Yes	FM1. After she watches yo your child to make a line lissingle line in a vertical direction. Yes	ou draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list in Not Yet	yelet of a shoe	yours. Do	you by dra	wing a
like yours. Do not let your child trace your line. Does your child copy you by drawing a single line in a horizontal direction? Yes	FM1. After she watches yo your child to make a line lisingle line in a vertical direction. Yes	pu draw a line from the topike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list of the paper to the child trace your list. Not Yet	yelet of a shoe	yours. Do	you by dra	wing a
horizontal direction? Yes	FM1. After she watches yo your child to make a line is single line in a vertical direction. Yes	pu draw a line from the topike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list in Not Yet	yelet of a shoe	yours. Do	not let her	ving a
	FM1. After she watches yo your child to make a line lisingle line in a vertical direction. Yes	pu draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list and trace your list. Not Yet	yelet of a shoe	yours. Do	not let her	ving a
	FM1. After she watches yo your child to make a line lisingle line in a vertical direction. Yes	pu draw a line from the top ike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list and trace your list. Not Yet	yelet of a shoe Count as "you yelet of a shoe count as "you" Count as "you" the other side y you by drawi	yours. Do	not let her	ving a
	FM1. After she watches yo your child to make a line is single line in a vertical direction. Yes	pu draw a line from the topike yours. Do not let your ection?" Sometimes	of the paper to the child trace your list in Not Yet	count as "yes" yelet of a shoe ke a circle like Count as "yes" Count as "not yet" the other side y you by drawi	yours. Do	not let her	ving a

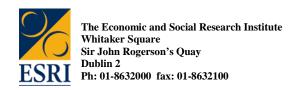
INTERVIEWER: ASK RESPONDENT TO LOOK AT PICTURE FM5

the blade	s to open	and clos		ing the pape	r with the ot	her hand. (ut the paper b ow your child	
	Yes	□1	Sometimes	2	Not Yet	3		3	
INTERVIE	EWER: ASI	K RESPO	NDENT TO L	OOK AT PIC	TURE FM6				
FM6. Who				-			her fingers	and thumb lik	e an adult
	Yes	□1	Sometimes	2	Not Yet	□3			
<u>Problen</u>	n Solving	g [Interv	viewer plea	ase show (Card PR1]				
INTERVIE	EWER: ASI	K RESPO	NDENT TO L	OOK AT PIC	TURE PR1				
								our child cop or other toys)	
	Yes	1	Sometimes	2	Not Yet	3			
PR2. If yo	our child w	ants sor	nething she	cannot reach	n, does she t	find a chair	or box to st	and on to rea	ch it?"
	Yes	1	Sometimes	2	Not Yet	3			
INTERVIE	EWER: ASI	K RESPC	NDENT TO L	OOK AT PIC	TURE PR3				
			figure and a owman', 'bo					y a word that	means a
	Yes	1	Sometimes	2	Not Yet	3	*	Ŏ	
repeat the	e numbers	s. If neces		other pair of	numbers ar	nd say 'say		ne correct ord Your child mu	
	Yes	□1	Sometimes	2	Not Yet	3			
INTERVIE	EWER: ASI	K RESPO	NDENT TO L	OOK AT PIC	TURE PR5				
	w your ch aking one		o make a bri	dge with blo	cks, boxes (or cans, like	e the examp	le. Does your	child copy
	Yes	□1	Sometimes	2	Not Yet	3			
not repea	at these nu	ımbers. I		try another	series of nui	mbers and	say 'say six	s in the corre	
	Yes	🔲 1	Sometimes	2	Not Yet	3			

Communication

•		point to her nose, eyes, h (She can point to parts of	air, feet, ears, and so forth, does your child correctly point to f herself, you, or a doll.)
Yes	1	Sometimes \square_2	Not Yet ₃
CM2. Does your	child make	sentences that are three	or four words long?
Yes	1	Sometimes	Not Yet
			estures, ask your child to 'Put the shoe on the table' and 'Put both of these directions correctly?
Yes	1	Sometimes \square_2	Not Yet□ ₃
the picture? (Fo doing?'	r example,		Id tell you what is happening or what action is taking place in g' and 'crying'). You may ask, 'what is the dog (or boy) Not Yet
CM5. Show you the zipper to the your child to mote it up or say 'down'?	r child how middle and ove the zipp down. Doe	a zipper on a coat moves d ask your child to move er up. Do this several tim s your child consistently	tup and down, and say, 'See, this goes up and down'. Put the zipper down .Return the zipper to the middle and ask les, placing the zipper in the middle before asking your child move the zipper up when you say 'up' and down when you
Yes	1	Sometimes2	Not Yet□₃
CM6. When you	ask, 'What	is your name?' does you	r child say both her first and last names?"
Yes		Sometimes \square_2	Not Yet

Appendix B7: Secondary Caregiver Twin Questionnaire







NATIONAL LONGITUDINAL STUDY OF CHILDREN IN IRELAND (NLSCI) 3-YEAR QUESTIONNAIRE – Dress Rehearsal STRICTLY CONFIDENTIAL SECONDARY CAREGIVER QUESTIONNAIRE ---TWIN MODULE

OLOGINDAN'I CANLOIVEN QU	LOTIONIVAII	_		<i></i>	
GROUP HHOLD.		RES	SPONDEN	NT	
INTERVIEWER NAME IN	NTERVIEWER	NO:			
Time Section Started (24	hour clock)	DATE:	_ddmr	nyy	
We are seeking to interview the parents/guardians of <c 110-120="" [inte="" a="" about="" allow="" and="" be="" child="" complete="" family="" information="" might="" minutes="" or="" other="" provide="" something="" suggest="" take="" td="" that="" the="" to="" treat="" vulne<="" way="" which="" will="" would="" you="" your=""><td>RVIEWER: Acted in the stricted in the stricted with the stricted with the strict of th</td><td>djust as ap est confide 1 you or y</td><td>opropriate ence and v our family</td><td>for you in vill not be r v. If howeve</td><td>the field]. All released in any er, we are told</td></c>	RVIEWER: Acted in the stricted in the stricted with the stricted with the strict of th	djust as ap est confide 1 you or y	opropriate ence and v our family	for you in vill not be r v. If howeve	the field]. All released in any er, we are told
The Department of Health and Children is funding the Youth Affairs (OMC), in association with the Department Office. The Department of Education and Science is represent of researchers led by the Economic and Social Reseat Trinity College Dublin is carrying out the study	ent of Social an resented on the	nd Family Steering (Affairs a Group whi	nd the Cer ich oversee	ntral Statistics s the Study. A
Section A -	Introduction	<u>on</u>			
[A1 – BLAISE INSTRUCTION – ASK A1 IF NEW PARTER AT TIME 2 OR A1. [Card A1] Can you please tell me which of the followi [Interviewer use codes only]					-
1. Biological mother/ father	5. Grand parer6. Aunt/uncle7. Other relativ8. Unrelated grant	 /e/ in law .		[[6 7
<u>Section C – Parentir</u>	ng and Fam	ily Con	text		
I'd now like to ask you some general questions about par	renting.				
C1. [Card C1] I am going to read out some statements all listen to each statement and describe the degree to which					
	Definitely doe not apply		Neutral not sure	Applies somewhat	Definitely applies
a. I share an affectionate, warm relationship with my childb. My child and I always seem to be struggling with each other	 er1		3		5
c. If upset, my child will seek comfort from med. My child is uncomfortable with physical affection or touch f	rom me □₁	\Box_2	3	4 	5
e. My child values his/her relationship with mef. When I praise child he/she beams with pride	1 1.	1 1-	3		5 5
g. My child spontaneously shares information about his/herse h. My child easily becomes angry at me	1	2	3		5 5
 i. It is easy to be in tune with what my child is feeling j. My child remains angry or resistant after being disciplined k. Dealing with my child drains my energy	1	2	3	4 4 4	5 5 5
I. When my child is in a bad mood I know we're in for a long and difficult day					 5
m. My child's feelings toward me can be unpredictable or change suddenly	🔲 1	2			5

n. My child is sneaky or manipulative with me......

o. My child openly shares his/her feelings/experiences with me.	🔲 1	2	3	4	5
C2. [Card C2] Here are some statements that parents of you please tell me if it is exactly like you, very much like you, so you.	ung childrer omewhat lik	n say about e you, not r	themselves nuch like yo	s. For each s ou, or not at	statement, all like
		Very much			
a. I teach my child that misbehaviour or breaking the rules will	like you	like you	like you	like you	like you
always be punished one way or another	\Box ₄		\Box_2	\Box_{4}	
always be punished one way or another. b. I do not allow my child to get angry with me. c. I express my affection by hugging, kissing, and holding my child.					5
c. I express my affection by hugging, kissing, and holding my ch	nild. ∏₁		3		5 5
d. I am easygoing and relaxed with my child	🗖 1				5
e. There are times I just don't have the energy to make my child	d				
behave as he/she should	🔲 1	2	3		5
f. I have little or no difficulty sticking with my rules for my child e	ven				
when close relatives, including grandparents, are there	∐1	2	3	4	5
C3. [Card C3] The next questions are about being a parent. about what happens in your family. Thinking about the study child over the last six months, ho			_		_
Thinking about the study child over the last six months, no	w onen ala	you? (Tic	k one box b	er row only	,
	Never / Almost never	•	Sometimes	۸lm	ant always
(a) Hug or hold this child for no particular reason	🔲 1	2	🔲 з	🔲 4	5
(b) Talk it over and reason with this child when he/she					
misbehaved			🖂 3		5
(d) Give this child reasons why rules should be obeyed	·····	 2	🖂 3		<u> </u> 5
(e) Explain to this child why he/she was being corrected		 			🗀 5
(f) Have warm, close times together with this child		\square_2			5
(d) Give this child reasons why rules should be obeyed		2	3	4	5
(h) Feel close to this child both when he/she was happy and					
when he/she was upset		2	🔲 з	4	5
(i) Express affection by hugging, kissing and holding					
this child			🖂 3		5
(k) Emphasise to this child the reasons for rules			□3		5
()					
C4. [Card C4] When parents spend time with their childre How often does the following happen? (Tick one box per	n, sometime row only)	es things g	o well and	sometimes	-
	Never /	Less than		More than	All the
(a) Of all the times you talk to this child about his/her	Almost never			half the time	time
behaviour, how often is this praise	🗖 1		\Box_{\circ}	\Box_4	
(b) Of all the times you talk to this child about his/her behaviour, how often is this disapproval	🔲 1	2	3		5
(c) When you give this child an instruction or request to do					
something, how often do you make sure that he/she does it	🔲 1	2	З		5
(d) If you tell this child he/she will get punished if he/she					
doesn't stop doing something, but he/she keeps doing it, how often will you punish him/her					
(e) How often does this child get away with things that you	1	2	3	4	5
feel should have been punished	🗖 1		\Box_{\circ}	\Box_4	
feel should have been punished					5
(a) How often do you feel you are having problems					
managing this child in general	🔲 1	2	З		5
(h) How often is this child able to get out of punishment when					
he/she really sets his/her mind to it	∐1	2	3	4	5
(i) When you discipline this child, how often does he/she ignore the punishment					□₋
(i) How often do you fell this child that he/she is had or not					
as good as others	□₁	\square_2		\prod_{A}	\prod_{5}
(k) How often do you think that the level of punishment you					
give this child depends on your mood	🔲 1	2	3		5

Appendix B8: Non-resident Parent Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2





Ph: 01-8632000 fax: 01-8632100

Growing Up in Ireland – national longitudinal study of children Strictly Confidential

	Non Resi	dent Parent (Questionnaire, 3	year Dress	Rehearsal	
Group	HHOLD		Date _	day	month	
out the questionnai	re. If you have a	npanied by an inf any questions, plo TO COMPLETE T	lease Read This Formation sheet. It is ease ring 01 8632000 HE QUESTIONNAIRE NOT 8632000 DURING	important that y O NITH AN INTER	/IEWER OVER THE P	-
First of all, we wou	uld like to ask y	ou a few questi	ons about the time	you spend with	n the study child	
Q1. How long is	it since you la	st saw your c	hild? day	/S	weeksn	nonths
•		•	child spend toget			
month? days	3					
Q4. How long wo	ould an averaç	ge or typical co	ontact with the stu	ıdy child last	? days or	hours
Q5. How do you following:	feel about the	amount of tin	ne you spend with	the study ch	nild? Please tick	one of the
enc	ere near ough	Not quite enough	About right		_	much
	 1	2	3	<u>4</u>	5	
			n time with the stu please tick the ma		at do you think is	the reason
Work commitmen Commitments to o Physical distance	ts other family/ne	 w partner	Oth Cou	er parent is ur ırt-imposed cu	ncooperative ustody rules	5
given below. Plused location and At your home At the other parer	ease place a ded so on. If the	1' beside the ere are any loc	study child, wher location where yo cations that you d Rank	<u>ou spend mo</u> o not visit, ju 	st time, a '2' bes	ide the next mos
		= -	rents)			
	, ,		g pool)			

	se tick one bo ments for time			you and you	ır former spous	e / partner arrived	d at the current
Formal, i Mutual a	posed arrangen negotiated arrar rrangement with ar arrangements	ngements oth n no third par	ner than lega ty negotiato	ll (e.g. counse r	llor)		
importa		a parent, to	do? Plea				think are the most), 2 (second most
Showing	my child love a	nd affection					
Taking ti	me to play with	my child					
•	are of my child f	•					
•	y child moral ar	•					
•	sure my child is	•		al a a lt			
Other (sp	g my child and e	ncouraging	nis or ner cu	riosity			
Other (s)	Deciry)						
						ou spend with the is "very poor".	e study child.
Excellent	1	2	3	4	5 Very Poor		
	ng a parent oft how often you					Please tick one b	ox on each line to
				Every day	At least once a week	At least once a month	Rarely or never
P	repare food for	the child at h	nome	□ 1	<u></u>	\square_3	<u></u> 4
Р	out the child to b	ed		□ 1	\square_2	\square_3	<u></u> 4
В	Bathe child			□ 1	\square_2	□ 3	<u></u> 4
Т	ake the child to	doctor /dent	ist etc	□ 1	\square_2	□ 3	<u></u> 4
Т	ake the child to	or from cred	he	□ 1	\square_2	\square_3	□ 4
We would her hous		some informa	tion about th	e kind of finan	cial support you	provide for the stud	dy child and his or
					gage due on the IOT your own he	e child's home (i.e ome)?	e. the house or
	y the full amour y a contribution					e rent or mortgage ge owing on the ho	, —-
Q13. If y	ou pay all or pa	art of the m	ortgage or r	ent, how muc	ch do you pay p	er month? €	per month
Q14. Do	you provide fi	nancial sup	port to the o	child's mothe	r (other than a c	lirect rent or mor	tgage payment)?
	\Box_2 a regular				month (excluding o the value of €	direct rent/mortga	ge payment)
Q15. If y		ar payment	as in Q14 a	bove, how di	d you decide or	the amount/sch	edule? (Please tick
Mutual a	cision greement with n mposed arrange	nother	2				

"being there" when needed, et	c?				
Never□ ₁	Yes, occasio	onally□2	Yes, frequen	tly]₃	
Q17. What was the status of you the study child? (Please tick on		vith the Study Cl	nild's mother whe	n she became pr	egnant with
Married and living together Cohabiting/living as married Separated Divorced	<u></u>	Just friends .	not living together		□6
Q18. What age was the study c	hild when you se	eparated from th	e Study Child's m	other for the firs	t time?
AGE _	months OR	_ weeks OR			
Had separated before birth	□1 C	OR Never live	d with mother	2	
Q19. Are you named on the Stu	ıdy Child's birth	certificate?			
Yes1	No	2 No	t sure	3	
Q20. If you have never been ma	arried to the Stud	dy Child's mothe	r have you applie	d for guardiansh	ip?
No Yes, throug	gh mother only	□₂ Yes, th	rough court]3	
Q21. If yes, was this application	n successful?	Yes□ ₁	No□ ₂ On	going□₃	
Q22. How often do you talk ab Every day Several times a week About once a week	1 2 	A few t Severa Not at	imes a month Il times a year all		□5 □6
Q23. How well do you get on w	ith the Study Ch	ild's mother? W	ould you say you	r relationship is	?
Very positive	Somewhat positive	Neutral	Somewhat negative	Very negative	
<u></u> 1	<u></u>	<u></u> 3	<u></u> 4	<u></u> 5	
Q24. Often parents have to ma	nfluence you fee				
	influence				
	∐1	<u> </u>	Шз	<u></u> 4	
Q25. Do you want to be involved	ed in raising you	r child in the con	ning years?		
Yes □ ₁	No	D ₂ Not sur	e3		
Q26. How often do you feel the For each item, mark (X) one resp		or do the followi All of	ng things?		
		the time	the time	Rarely	Never
a. You talk a lot about your child family			\square_2	\square_2	🔲 4
b. You carry pictures of your child	d with you wherev	er			
you goc. You often find yourself thinking	about your child	·······			4 □₄
d. You think holding and cuddling	your child is fun.	1	2		
e. You think it's more fun to get y					□.

Q16. Do you provide any support other than financial, e.g. home repairs, minding the family pet, generally

Finally, we just have a few questions about you.			
Q27. What is your date of birth? (DD/MM/YYYY)	(day)	(mth)	(yr)
Q28. How old were you when your first ever child wa	s born? years		
Q29. How would you describe your current employm	ent status?		
Working for payment or profit	Retired from employme Unable to work due to sickness or disability Other (please specify)	permanent	
Q30. What is (was) your occupation in your main job	? Please describe as fully	y as possible.	
Q31. What is the highest level of education that you	have completed? (Please	tick one box or	าly)
No formal education \Box_1 Primary \Box_2 Junior Cert. or equivalent \Box_3 Leaving Cert. or equivalent \Box_4 Trade Qualification \Box_5	Certificate Diploma Degree Postgraduate Degree .		
Q32. Which of the following best describes your curr	rent marital status?		
Single	Separated Divorced Widowed Remarried (or cohabita Widowhood	ating) following	□5 □6
Q33. Are you currently living with a partner?			_
Yes	□₂ hip? years or	mon	ths
Q35. How many other children (not including the stu	dy child) do you have?		
None by same par	rent as Study Child's	by a differ	ent partner(s)
Q36. What nationality are you?			
Q37. If you are NOT Irish, how long have you been li	ving in Ireland?	years OR	months
Q38. How would you describe your general state of I Excellent Very good Good		Poor □₅	

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE.

IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE

THE GROWING UP IN IRELAND TEAM AT 1800 200 434

Appendix B9: Non-resident Parent Information Sheet





NON – RESIDENT PARENT'S INFORMATION LEAFLET

What is the Growing Up in Ireland study?

Growing Up in Ireland is a national Government study of children in Ireland. This exciting study is the first and most important of its kind ever to take place in this country.

The purpose of the study is to understand all aspects of children and their development. It will:

- tell us how children develop over time.
- help us to find out what factors affect a child's development.
- look at what makes for a healthy and happy childhood and what might lead to a less happy childhood.
- help us to discover what children think of their own lives and learn what it means to be a child in Ireland today.

What will it tell us?

The study will help us to find out all about children's social, emotional and physical development.

The information will help the Government to make decisions on what future policies and services will be most beneficial for children and their families in Ireland.

How did you get my name and contact details?

The main phase of *Growing Up in Ireland* includes 11,000 3-year-old children and their families.

Your name and contact details were provided by the other parent/guardian of your child who has agreed to participate in the study.

As part of the study he/she was asked for your contact details.

Why should I take part?

We would like to ask you for your help in completing a picture of your child's daily life.

This information will help us to give the Government advice on how to help make childhood a better experience for all children and to make improvements for children as they grow up.

Who is running the study?

Growing Up in Ireland is a Government study. The Department of Health & Children is funding it through the Office of the Minister for Children and Youth Affairs in association with the Department of Social & Family Affairs and the Central Statistics Office.

The Office of the Minister for Children and Youth Affairs is overseeing and managing the study, which is being carried out by a group of researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin.

What do I do next?

We would ask you to complete the enclosed questionnaire and return it in the envelope provided.

The questionnaire asks you about your relationship with your child and some questions on yourself. It is very straightforward and involves ticking boxes.

NON – RESIDENT PARENT'S INFORMATION LEAFLET

Will this information be kept confidential?

All the information that you provide is treated in the strictest confidence and will not be seen by the child's other parent/guardian or anyone else. It will be used exclusively for research purposes.

Under no circumstances could anyone in Government or any government agency be able to identify information given by you.

The Study is being carried out under the Statistics Act (1993). This is the same legislation as used to carry out the Census of Population and ensures complete confidentiality of all information collected.

What are my rights if I take part?

The information you provide will have your name, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.

- If you decide to take part you may choose to withdraw from the study at any time.
- If there are any question(s) on the questionnaire you do not wish to answer you do not have to do so.

Your participation counts.

Taking part in *Growing Up in Ireland* is voluntary. Your participation will play a major role in the success of the study.

It is only by carrying out studies such as these that we can understand the role of all caring adults in the life of a child and find out how we can improve the future for all children and families in Ireland.

We hope that you can support us in our work and we would like to thank you, in anticipation, for your help.

Where can I find out more information?

Phone:

Freephone 1800 200 434 or contact our Communications Officer, Jillian Heffernan, on 01 896 3378

Web:

www.growingup.ie

Email:

Email us at growingup@esri.ie

Post:

Growing Up in Ireland, Economic & Social Research Institute, Whitaker Square, Sir John Rogerson's Quay, Dublin 2.









Appendix B10: Home-based Carer Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-8632000 fax: 01-8632100

Learning nursery rhymes, songs etc.... 1



University of Dublin Trinity College College Green Dublin 2



GROWING UP IN IRELAND - national longitudinal study of children

	Strictly 0	Confidential -	HOME-BAS	SED CARE,	3-year D	ress Re	hearsal
roup:		Household		Date	day	month	_year
This guesti	ionnaire should b	pe accompanied by	PLEASE READ		t that you rea	d this inform	ation before filling
		u have any question					
	IF YOU WOULD	PREFER TO COMPLI PLEASE C	ETE THE QUESTION ALL (01) 863200			₹ OVER THE I	PHONE,
First of al	l, we would like	to ask you some o	questions about o	earing for the stu	ıdy child in բ	oarticular.	
Q1. Which	n of the followin	g best describes y	our relationship	to the study chil	d?		
Grandfathe Other relat	er tive	1 2 3	Nanny/au pair Registered chi	dminderhildminder			
Q2. Do yo		me of the study ch	ild (include granr lo₂	ny flat or guest a	ccommodat	ion as part o	of the child's hon
Q3. Do yo	u care for the s	tudy child in his / h	ner own home, in	your home or s	omewhere el	se?	
Study Chil	d's home			1			
My own ho	ome			2			
Somewhei	re else (please s	pecify where)		3			
Q6. How r We would Q7. On a t	many <u>days</u> per v I also like some typical day, hov	week do you care f week do you care f general information many other childs	or the study child	nent in which y		-	
	?		-		-		
Study Chi	ld)	children? (Please i		oer of children in	n these age o	ategories, a	again excluding t
0 – 11 moi	nths		no. of children				
1- 3 years		2	no. of children				
		3					
		5 6					
Q9. We we that a 3 ye	ould like to kno ear-old might en g television/video	w how the study classe in. Please in All of the s/DVD's	hild spends his on dicate how often time Frequently	he or she partion Occasionally	Rarely	Never	ows a list of activ
		······					
]					
		n ₁					
		et 1					
		rs					
Imaginati	ve/Pretend play				4	5	
Painting	or drawing				🗀		
Learning	nursary rhymas	songs etc.	1 6	ا ام	1 1.	ا ا	

Q10. When the Study Child is in your care how you estimate	many c	hildren's l	books are ava	ailable to t	he study ch	ild to read	d/look at? Do
None							
Between 10 and 20							
More than 30							
Q11. On average, how many minutes per day d	-						
Q12. On average, how many hours per day doe		-	_		-	ır care? _	hrs
Q13. In a typical day, how long would the child	-	•	-				
Q14. On a typical day, how often would you ge						_	
Almost never 1 Sometimes	2	Often .	3	Alway	S	4	
Q15. Do you have any of the following things a that are currently available to him / her.	_		-	-	_		ease tick all
A garden/outdoor play space			games / X-box I equipment .				
Educational toys (e.g. meccano, etc)			aterials				ı
Other toys (dolls, teddies, etc)			d play items				
Television/video/DVD	= °	Other (please specify	′)			
Computer	7						
Q16. For each of the following statements plea	se tick t	he box wh	nich best des	cribes the	study child	in the <u>las</u>	t month?
	Never the	Seldom the	Sometimes the case	Often the	Very often the	Always the	Not applicable
	case	case		case	case	case	
This child enjoys being minded by me This child is comfortable with most of the							
children							
This child tends to avoid contact with other children							
This child really enjoys the games and play materials at child care							
Q17. Listed below is a set of statements whi please indicate whether it is Not True, Somewl you can even if you are not absolutely certain. month.	nat True	or Certain	nly True. It wo	ould help i	us if you ans	swered al d's behav	I items as best
				True	True		True
A. Considerate of other people's feelings				🔲 1	2		<u></u> 3
B. Restless, overactive, cannot stay still for long				🔲 1	2		<u></u> 3
C. Often complains of headaches, stomach-aches	or sickn	ess		🔲 1			3
D. Shares readily with other children (treats, toys,	pencils e	etc.)		🔲 1			<u></u> 3
E. Often has temper tantrums or hot tempers				1			3
F. Rather solitary, tends to play alone				1			3
G. Generally obedient, usually does what adults re	equest			🔲 1			<u></u> 3
H. Many worries, often seems worried				1	2		3
I. Helpful if someone is hurt, upset or feeling ill				1			3
J. Constantly fidgeting or squirming				🔲 1	2		3
K. Has at least one good friend				🔲 1	2		<u></u> 3
L. Often fights with other children or bullies them				🔲 1			<u></u> 3
M. Often unhappy, down-hearted or tearful				🔲 1			<u></u> 3
N. Generally liked by other children							
O. Easily distracted, concentration wanders							
P. Nervous or clingy in new situations, easily loses	s confide	nce		🔲 1	2		3
Q. Kind to younger children							
R. Often argumentative with adults				🔲 1			<u></u> 3

1. Often volunteers to help others (parents, teachers, of	outer children)	1		3
U. Can stop and think things out before acting		1	2	3
V. Can be spiteful to others		1	2	3
W. Gets on better with adults than with other children.			2	3
X. Many fears, easily scared		_		_
Y. Sees tasks through to the end, good attention span				
Q18. Would you describe the quality of your relation		_		∟3
Q 16. Would you describe the quality of your relation	onship with this child	as.		
Very good 1				
Good2				
Fair3				
Bad				
Very bad □₅				
Q19. Please think about your relationship with the	study child. How ea	sy or difficult do yo	u find getting o	n with the cl
Very easy Somewhat easy	Neither easy nor	Somewhat difficult	Very difficul	t
	difficult			
<u></u> 1	3		<u></u> 5	
Q20. Do you have any concerns about any aspects	s of the Study Child's	behaviour or devel	opment?	
–				
Yes	2			
Q21. What concerns do you have?				
		-		
		-		
Q22. How worried are you about the Study child's	language developme	nt?		
Not at all worried				
A little worried				
Worried				
Very worried				
Q23. Do you look after the study child when he or	she is sick?			
Never	Frequently	∏₃ Always	S □4	
_ ,				
Finally, we would like to know some things about	you.			
Q24. What is your date of birth?				
424. What is your date or birth:				
ו	Day Month	Yea	ır	
Q25. What is your gender? Male		Female	2	
OOC Miles tie same of the site of				
Q26. What is your nationality?				
Q27. Which of the following best describes your co	urrent employment s	tatus?		
Working for payment or profit	Looking after home	/family		
Looking for first regular job	Retired from emplo	yment		6
Unemployed 3		to permanent sickne		
Student or pupil 4	Otner (please spec	ify)		∐8
Q28. Is caring for children your main occupation?	Yes	□₁ No.	2	
	. 30			
Q29.Do you get paid for this care?	Yes	□ ₁ No	2	

Q30. If no, please tell us your main occupation us	ing precise terms (e.g. 'national school teacher' instead of 'tea	achei
		
Q31. What is the highest level of education that yo	ou have completed?	
No formal education	National Certificate (Level 5)5 National Diploma (Level 6)6 Degree (Level 7 or 8)7 Postgraduate Degree (Level 9+)8	
Q32. Do you have any specific qualification in chi	ldcare excluding your experience of raising your own children	n?
(a) No formal childcare qualification		► _{Go to}
(c) FETAC minor component award(s) in childcare at (d) Award equivalent to (b) and (c) such as NNEB, Ci (e) HETAC or Third Level(f) International awards in childcare at higher level)	
Q33. Please indicate the subject area in which the Childcare	Behaviour management	
Q34. When did you receive this qualification?	Year:	
Q35. Have you undertaken any other training relevent of the psychology	vant to caring for children? Tick all that apply. Nutrition/Diet	
Q36. For how long have you provided this type of	childcare? years months	
Q37. How many hours do you spend each week p	roviding childcare? hours	

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.
PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE.

IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE

THE GROWING UP IN IRELAND TEAM AT 01-8632000

Appendix B11: Centre-based Carer Questionnaire



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2





GROWING UP IN IRELAND – national longitudinal study of children Strictly Confidential – CENTRE-BASED CARE, 3-year Dress Rehearsal

Group:			Н	lousehold					Date	day	month	year
This au	ıooti	onnoire d		a a a a mana a d					FIRST	that you ra	ad this inform	action before filling
				accompanied lave any ques								nation before filling eland team.
The qu	estic	onnaire s	should be c	completed by t	he pers	on wh	o has	most co	ontact with the	he child in	question	
	I	F YOU W	VOULD PRE	FER TO COMF					WITH AN IN NG OFFICE I		R OVER THE	PHONE,
Finat	- .	U			4bin	b			. ahilalia sa	tiolow		
				ask you sor		_		_	_		a l	
		•	_	y Child been		•			_		ths week	5
				eek does the	_					hours		
Q3. H	ow i	many <u>da</u>	ays per we	ek does the	Study (Child a	attend	the ce	ntre?	days		
We w	oulc	l also lik	ke some ge	eneral inform	ation a	bout	the ca	re cent	re.			
Q4. A	re y	ou regis	stered with	the Health S	ervice	Execu	utive?					
Yes] ₁ No				\prod_2	Not sure			1
Q5a. (On a	typical	day, how	many childre	en in to	tal are	in the	 centr	e (includinc	Study Cl	nild)?	children
			-	children (Ple						-	-	
				· □₁						•		•
_												
-												
-												
	-											
how n	man		en (includi									re. On a typical day tudy child spends
				children	OR a	ıll child	dren to	gether	in the centre	1 Go	to Q7	
				ldren who are nese age cate			room	or sec	ction of the	centre as	the study ch	nild? (Please indicate
1				1								
				2								
				🔲 3 🖳								
-				4								
1	•			5								
12 yea	ars a	and over		6	no	. of ch	ildren					
			ore than 5 the older?	years betwe	en the	ages	of the	oldest	and young	est child,	are the youn	ger children
Yes] ₁ No				<u></u>	Sometime	es	[3
Q8. H	low i	many ch		he centre (ex	cludin	g the S	Study	Child)	are from a ı	non-Engli	sh speaking	 family background?
			children									

children	(tne Study Cn	iid) nave	a illelitai Oi	physical di	sability?	
Q10. We would like to know how t activities that a 3 year-old might e							
	All of the tim	e Frequently	Occasi	onally Ra	rely	Never	
Watching television/videos/DVD's							
Using a computer	🔲 1	2] ₄	5	
Reading [or being read to]	🔲 1	2	3		<u>]</u> 4	5	
Playing with other children	🔲 1	2	□₃		<u></u> 4	5	
Playing with toys	∐₁	2]3		4	· <u></u> 5	
Learning the ABC/Alphabet	∐₁	2	∐₃		<u> </u>	.∐5	
Learning to count/numbers	∐₁	2]3		<u> </u>	.∐5	
Imaginative/Pretend play							
Painting or drawing							
Learning nursery rhymes, songs et	C ∐₁	2]3		4	5	
Q11. When the Study Child is in yoread from etc? Do you estimate		many children	's books	are availab	le to the Stu	ıdy Child to	look at / to be
None							
Less than 10							
Between 10 and 20							
21 – 30							
More than 30							
Q13. On average, how many hours	s per day does	the child spe	nd watch	ina TV or [OVD's while	in vour care	2 hre
Q14. In a typical day, how long wo			while in y	our care?	hours	·	
Q15. On a typical day, how often		another carer	while in y	our care?	hours	·	to-one basis?
Q15. On a typical day, how often to Almost never	would you or a Sometimes bout the facilit se tick all that	another carer \square_2 Of the sites that are a are currently	while in y get the cl ten vailable to available	our care?	hours Ik to the chi Alw Child attender.	ld on a one-to- vaysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that	another carer	while in y get the cl ten vailable to available eo games	our care?	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- waysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that ines, etc)	another carer	while in y get the cl ten vailable to available eo games ical equip	our care?	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- yaysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that ines, etc)	another carer	get the cluten	our care?	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- yaysding the cen	to-one basis? 4 tre. A list of
Q15. On a typical day, how often of Almost never	would you or a Sometimes bout the facilit se tick all that ines, etc)	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pres	while in y get the cl ten vailable to available eo games cical equip materials end play i	our care? nance to ta	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-factorial ding the cen	to-one basis? 4 tre. A list of 8 9 10 11
Q15. On a typical day, how often of Almost never	Sometimes boout the facilities tick all that lines, etc)	another carer 2 Of cies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pre-	while in y get the cl ten vailable to available eo games cical equip materials end play i	our care? nance to ta	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-to- yaysding the cen	to-one basis? 4 tre. A list of 8 9 10 11
Q15. On a typical day, how often of Almost never	Sometimes boout the facilities tick all that lines, etc)	another carer 2 Of cies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pre-	while in y get the cl ten vailable to available eo games cical equip materials end play i	our care? nance to ta	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-factorial ding the cen	to-one basis? 4 tre. A list of 8 9 10 11
Q15. On a typical day, how often of Almost never	Sometimes bout the facilities tick all that lines, etc)	another carer 2 Of cies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth	while in y get the cl ten vailable to available eo games sical equip materials tend play i er (please	our care? nance to ta the Study to him / he / X-box / Niment ment specify)	hours Ik to the chi Alw Child attender. Intendo DS et	ding the cen	to-one basis? 4 tre. A list of
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Q15. On a typical day, how often of Almost never	Sometimes Sometimes Soout the facilities tick all that	another carer 2 Of ies that are avare currently 1 Vide 2 Mus 3 Arts 4 Pred 5 Oth 7	get the classification and play in the period of the control of th	our care? nance to ta the Study to him / he / X-box / Nii ment specify) est describe	hours Ik to the chi Alw Child attender. Intendo DS et	Id on a one-force and a control of the centrol of t	to-one basis? 4 tre. A list of 9 10 11 last month?

Q18. Listed below is a set of statements which could be used to describe the Study Child's behaviour. For each item, please indicate whether it is Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give answers on the basis of the Study Child's behaviour in the <u>last month</u>.

					Not	Somewhat	Certainly
A Considerate of o	other people's feelings	e			True □.	True □.	True □。
	ctive, cannot stay still				· 		
	of headaches, stom	ŭ			_	_	_
· · · · · · · · · · · · · · · · · · ·	vith other children (tre				· 		
-	•	-	•		· 		
•	er tantrums or hot ten	-			· 		
	ends to play alone						
-	ent, usually does wha	· ·			· 		
,	ften seems worried				_	_	
•	e is hurt, upset or fee	-					
· -	ing or squirming				· 		
	good friend				· 		
	other children or bull						
M. Often unhappy,	down-hearted or tear	rful			🔲 1	2	3
N. Generally liked b	by other children				🔲 1	2	3
O. Easily distracted	l, concentration wand	ders			🔲 1	2	3
P. Nervous or cling	y in new situations, e	asily loses cor	nfidence		🔲 1	2	3
Q. Kind to younger	children				🔲 1	2	3
R. Often argumenta	ative with adults				🔲 1		3
S. Picked on or bul	lied by other children				🔲 1		3
T. Often volunteers	to help others (pare	nts, teachers, o	other children)				 ∏₃
	ink things out before		•		· 		
·	o others	_					
•	vith adults than with o						
	ily scared				_	_	
	ugh to the end, good						
Q19. in general te	rms how would you	rate the care	provided to the Si	uay Chii	a by this ce	ntre?	
Very good	Good	Neither o	=	Bad		Very ba	d
1	_2			<u></u> 4		5	
Q20. Do you feel t	hat the personal ca	re provided to	Study Child by th	e centre	meets his/h	er needs in ter	ms of:
		Yes		No			
. ,		_					
` '		_					
	hygiene			_			
(c) mobility				<u> </u>			
Q21. Please think	about your relation	ship with the	study child. How	easy or d	lifficult do y	ou find getting	on with the
child?	-	-	-	-	_		
V	ery easy Son	newhat easy	Neither easy nor difficult	Some	what difficult	Very diffic	ult
		\square_2	\square_3		\square_4	\square_5	
Q22. Do you hav	ve any concerns a	bout any as	pects of the Stud	dy Child	's behavio	ur or develop	ment?
Yes		No .					
	,		<u> </u>				
Q23. What concer	ns do you have?						
_				I			

Q24. How worried are you about the Study child's language development?	
Not at all worried	
A little worried	
Worried	
Very worried	
Q25. What is the total number of staff (whole-time equivalents) employed in the centre as a whole to look aft children (do not include administrative or maintenance staff, etc)?	er the
Q26. Now thinking of the room or section of the centre in which the Study Child is cared for, how many staff equivalents) are employed to look after these children? staff	(full-time
Q27. How many staff in the centre are qualified at FETAC Level 5 or above no. of staff	
Q28. How many of these child care staff have English (or Irish) as their first language?	o. of staff
Q29. Are parents allowed to leave sick children into the centre? Never	4
Finally, we would like to know some things about you.	
Q30. Which of the following best describes your role in this child care centre?	
a. Director/Manager	
Q31. What is your date of birth? (DD/MM/YYYY) (day) (mth)(yr)	
Q32. Are you? Male	
Q33. What is your nationality?	
Q34. Which of the following best describes the type of care your centre provides?	
Work-based crèche 1 Playschool or Preschool 4 Other crèche / nursery 2 Naoinra 5 Montessori 3 Other(please specify) 6	
Q35. Do you have any specific qualification in childcare excluding your experience of raising your own child	ren?
(a) No formal childcare qualification	Go to Q38
(b) FETAC Major Award in Childcare (Levels 4,5 or 6)	
Q36. Please indicate the subject area in which the qualification was obtained: Childcare 1 Behaviour management 6 National school teaching 2 Speech and language therapy 7 Other education 3 Nursing 8 Child psychology/development 4 Other (please specify) 9 Special needs assistance 5	
Q37. When did you receive this qualification? Year:	

Q38. Have you undertaken a	ny otner training releva	ant to caring for c	niidren? Tick ali	that apply.							
Child psychology	🔲 1	Nutrition/Diet		4							
Sign language	\square_2	Other (please s	pecify)	5							
First aid											
Q39. Is caring for children yo	our main occupation?	Yes [1 No [_2							
Q40. If no, please describe your main occupation as fully as possible											
Q41.How long have you regu	larly worked 10 or mo	re hours per weel	k in a childcare si	tuation?	_ years	_mths					
Q42. How long have you wor	ked in this particular c	are centre?	vooro	months							
Q43. Will the centre participate in the free preschool year scheme? Yes No 2											
Q43. Will the centre participa	•			_	<u></u>						
Q44. Overall, are you happy	te in the free preschoo			_	<u></u>						
	te in the free preschoo			_							

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.
PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE.
IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE
THE GROWING UP IN IRELAND TEAM AT 01-8632000

Appendix B12: Carer Information Sheet





CARER INFORMATION LEAFLET

What is the Growing Up in Ireland study?

Growing Up in Ireland is a national, Government study of children in Ireland. This exciting study is the first and most important of its kind ever to take place in this country.

The purpose of the study is to understand all aspects of children and their development. It will:

- tell us how children develop over time.
- help us to find out what factors affect a child's development.
- look at what makes for a healthy and happy childhood and what might lead to a less happy childhood.
- help us to discover what children think of their own lives and learn what it means to be a child in Ireland today.

What will it tell us?

The study will help us to find out all about children's social, emotional and physical development.

The information will help the Government to make decisions on what future policies and services will be most beneficial for children and their families in Ireland.

How did you get my name and contact details?

Growing Up in Ireland includes 11,000 3-year-old children and their families.

Your name and contact details were provided by the study child's parent/guardian who has agreed to participate in the study.

As part of the study he/she was asked if the study child was cared for by anyone (such as you) for 8 or more hours per week and whether or not we could send a questionnaire to you about the child.

Why am I being asked to take part?

As a carer of the study child we feel that you too have a contribution to make.

This information will help us to give the Government advice on how to help make childhood a better experience for all children and to make improvements for children as they grow up.

Who is running the study?

Growing Up in Ireland is a Government study. The Department of Health & Children is funding it through the Office of the Minister for Children and Youth Affairs in association with the Department of Social & Family Affairs and the Central Statistics Office.

The Office of the Minister for Children and Youth Affairs is overseeing and managing the study, which is being carried out by a group of researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin.

What do I do next?

We would ask you to complete the enclosed questionnaire and return it in the envelope provided.

The questionnaire asks you for some details on your care of the child as well as some questions about your background. It is very straightforward and involves ticking boxes.

CARER INFORMATION LEAFLET

Will this information be kept confidential?

All the information that you provide is treated in the strictest confidence and will not be seen by the child's parent/guardian. It will be used exclusively for research purposes and no-one, other than you, will have access to the information you provide.

Under no circumstances could anyone in Government or any government agency be able to identify information given by you.

The Study is being carried out under the Statistics Act (1993). This is the same legislation used to carry out the Census of Population and ensures complete confidentiality of all information collected.

The information you provide will have your name, address and other indentifying information removed. It will then be stored on a computer so that it will be available to researchers. The information can be used only for research purposes. It would be an offence to use it for any other reason.

What are my rights if I take part?

- If you decide to take part you may choose to withdraw from the study at any time.
- If there are any question(s) on the questionnaire you do not wish to answer you do not have to do so.

Your participation counts.

Taking part in *Growing Up in Ireland* is voluntary. Your participation will play a major role in the success of the study.

It is only by carrying out studies such as these that we can understand the role of all caring adults in the life of a child and find out how we can improve the future for all children and families in Ireland.

We hope that you can support us in our work and we would like to thank you, in anticipation, for your help.

Where can I find out more information?

Phone:

Freephone 1800 200 434 or contact our Communications Officer, Jillian Heffernan, on 01 896 3378

Web:

Email:

www.growingup.ie

Email us at growingup@esri.ie

Post:

Growing Up in Ireland, Economic & Social Research Institute, Whitaker Square, Sir John Rogerson's Quay, Dublin 2.







