

Three years on: Survey of the development and emotional well-being of children and young people

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Notes to Tables

Presentation of data

A percentage may be quoted in the text for a single category that is identifiable in the tables only by summing two or more component percentages. In order to avoid rounding errors, the percentage has been recalculated for the single category and therefore may differ by 1 percentage point from the sum of the percentages derived from the tables. The row or column percentages may add to 99 per cent or 101 per cent because of rounding.

- 0 per cent in the tables indicates that fewer than 0.5 per cent of people gave this answer.
- Instances where no answers for a particular response were given are indicated in the tables by '-'.

A few people failed to answer some questions. These 'no answers' have been excluded from the analysis, and so tables that describe the same population have slightly varying bases.

Weighted bases are presented in all tables and this may also cause slight variation in bases describing the same population.

Small bases are associated with relatively high sampling errors and this affects the reliability of estimates. In general, percentage distribution is shown if the base is 50 or more. Where the base is smaller than this, actual numbers are shown within square brackets. Care should also be taken when interpreting percentage distributions where the base is less than 100 because of the relatively high sampling errors attached to small numbers. Sometimes, where the numbers are not large enough to justify the use of all categories, classifications have been condensed. An item within a classification may be shown separately, even though the base is very small, because to combine it with another large category would detract from the value of the larger category.

All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model (NS).

Although the analyses identify strong links between certain factors and outcomes of childhood mental disorder, causal relationships should not be assumed for any of the results presented in this report.

Summary of main findings

Chapter 1: Background , aims and coverage

This survey followed-up the second national survey of children's mental health and well-being which was carried out in 2004. The aims of the 2007 follow-up survey were:

- to identify persistence, onset, risk factors and outcomes of childhood mental disorders
- to examine resilience and protective factors
- to examine the medium-term effect of special education needs on subsequent psychological health, absenteeism and exclusions.

Chapter 2: Assessing mental disorders and how they are related

This chapter discusses the term 'mental disorder' in relation to children and young people and how it is defined in this report. Included in the chapter is a discussion on the advantages of collecting information from multiple informants – parents, teachers and children – in one interview. A third section of the chapter explores the validity and reliability of screening and the diagnostic instruments used in the survey, ending on a description of how a clinical input was added to the interpretation of the survey data.

Chapter 3: Sampling and survey features

How the 2007 survey was carried out, its main features, sample design, operational procedures, and response

The Time 1 (T1) survey in 2004 covered a sample of children aged five to 16 drawn from Child Benefit records then held by the Department of Work and Pensions' Child Benefit Centre (CBC). It involved a total of 7,977 interviews. Of these interviews, 7,329 were selected to be followed-up in the Time 2 (T2) survey in 2007.

Chapter 4: Persistence of disorders

A chapter presenting data on those children and young people who had a mental disorder during the original survey in 2004, a total of 738, and were successfully contacted again three years later, a total of 399 children. Now aged eight to 19, the children and young people are divided into two groups for analysis – the persistent group who continued to have a mental disorder three years on, and the recovered group, who were assessed as having no disorder at follow-up.

Persistence of emotional disorders

Among the key findings:

- 30 per cent of the children who had an emotional disorder at Time 1 were also assessed as having an emotional disorder at Time 2
- the mother's mental health and children being in households defined as 'intermediate' and 'small employers' were factors which appear to be associated with persistence of emotional disorder;
- persistence of emotional disorders were higher for those children living in rented accommodation compared with children whose parents owned their properties.

Persistence of conduct disorders

Among the key findings:

- 43 per cent of the children with conduct disorder at Time 1 were also rated as having a conduct disorder at Time 2.
- Characteristics that appear to be associated with conduct disorder include age, gender, socio-economic class, number of children in the household and whether the mother had poor mental health or had any educational qualifications.
- Conduct disorder was more likely to have persisted in older children aged 11 to 13 when interviewed in Time 1 (2004), than younger children aged five to seven and also more likely to have persisted in boys than girls.
- A child having special educational needs (SEN) doubled the likelihood of having conduct disorder.
- Children and young people from lower income families earning between £400 and £600 were more likely to have persistent conduct disorder than those with income of over £600 per week.compared with 32 per cent with income over £600.

Chapter 5: Onset of disorders

This chapter focuses on those children and young people who have developed an emotional or conduct disorder at Time 2. Out of the sample of 4,926 children who did not have a disorder in the first survey and were interviewed again, 3 per cent had developed an emotional disorder three years later.

Onset of emotional disorder

Among the key findings

Three child characteristics were significantly associated with the onset of emotional disorders: age, sex and physical illness at Time 1:

- Older children who were 14 to 16 years old at T1 were more likely to have developed an emotional disorder three years later than those aged five to seven.
- Those with a physical illness were almost twice as likely to have developed an emotional disorder in the three years between the two surveys, than those with no physical illness.
- Girls were more likely to develop an emotional disorder (4 per cent) compared with boys (3 per cent) and the odds for developing an emotional disorder were also higher for girls.

Several family and household characteristics factors were significant correlates of the onset of emotional disorders. There was an increased likelihood of developing an emotional disorder among children:

- There was a higher risk of developing emotional disorders among children and young people in families with one parent or 'reconstituted' families when compared to children in a 'traditional' family.
- Odds of developing an emotional disorder reduced for children in a family of two children, compared to families of one child, or three or more.

Looking at household characteristics there was an increased likelihood of the onset of an emotional disorder during the three years between surveys among children:

- Where no parent in the household was working, the risk of onset was higher compared with households with all parents in employment.
- Living in rented accommodation appeared to increase the risk of onset compared to living in owned accommodation.
- Low income - where the weekly gross, household income was less than £400 in contrast to household incomes of between £400 and £600 and £600 or more (3 per cent).

Social factors identified with the onset of an emotional disorder among children was more likely among children include:

- Children and young people whose mothers scored high on the GHQ measure for psychological distress
- Children and young people who experienced reported three or more stressful life events.

Onset of conduct disorders

Among the key findings:

Several child characteristics were significantly associated with the onset of conduct disorders: age, sex, physical illness and having special educational needs at Time 1. There was an increased likelihood of the onset of conduct disorders among:

- Onset of conduct disorder was more likely among Boys (4 per cent) compared with girls (2 per cent);
- Onset was more likely among children with a physical illness (4 per cent) in contrast to those with no physical illness (2 per cent)
- Children with SEN were three times more likely to develop a conduct disorder than those who needed no additional educational support (2 per cent).

Factors including family type; change in number of parents; reconstituted family; and number of children were linked with an increased likelihood of the onset of a conduct disorder among children:

- Onset of conduct disorders was more likely in 'reconstituted' families – those with step parents and/or step siblings, than to those in 'solo' or 'traditional families'.

- In families which had two parents at Time 1 and one parent at Time 2 (6 per cent) or one parent on both occasions (5 per cent) in contrast to families with two parents on both occasions (2 per cent).
- In families where the mother has no educational qualifications (4 per cent) compared to any qualifications (3 per cent).
- In families where there were three or more children (4 per cent) compared with two children or one child (2 per cent; three percent)
- Living in rented (5 per cent) rather than owned (2 per cent) accommodation .
- Where no parent in the household was working (5 per cent) compared with all parents in employment (3 per cent).

Significant social factors in terms of the onset of conduct disorders were the mental health of the child's mother and the number of stressful life events.

- Children whose mothers scored high (4 per cent) versus low (3 per cent) on the GHQ12 measure of psychological distress.
- Those children experiencing three or more significant life events were almost twice as likely to develop an emotional disorder compared to those who had experienced one to two (OR=2.7 and 1.5).

Chapter 6: Resilience and protective factors

This chapter examines the persistence and onset of childhood mental disorders in relation to potential resilience and protective factors including child strengths and abilities to function socially such as their social aptitudes, their relationship with friends. Measures of social capital, such as relationships with friends and memberships of clubs or groups, are used to look at strengths of children's social networks.

Persistence of emotional and conduct disorder

Among the key findings:

Child strengths may act as protective factors for young people in adverse circumstance, that is, factors or situations which are associated with increased likelihood of childhood mental disorder.

- Persistence of an emotional disorder at Time 2 compared with recovery from an emotional disorder by Time 2 was more likely in children and young people in the lowest quartile: 35 per cent rated in the lowest quartile.
- Similarly, persistent conduct disorder at Time 2 is more likely in children and young people rated in the lower quartiles
- Predictions from the children-rated scores for persistent conduct disorder from Time 1 to Time 2 show that children and young people with scores in the lowest quartile were more likely to have persistent conduct disorder compared with the recovered group

The social aptitude scale measures the child's ability to read other people's social and emotional cues correctly so as to adapt their social behaviour.

- Persistent conduct disorder, compared to recovery, is more likely in children and young people with scores in the lower quartiles at Time 1: 50 per cent in the lowest quartile and 29 per cent in the second quartile.

It is believed that high levels of social capital have a positive effect on health. Aspects of social capital include child friendships, parent's approval of friends, the child's social support networks, their views on neighbourhood, the help they provide to others and their participation in clubs and groups.

- Children and young people who had fewer friends at Time 1 are more likely to have persistent conduct disorder at Time 2.
- Persistent conduct disorder three years on was more likely in children and young people whose parents did not give their full approval to their child's friends.
- Persistent conduct disorder was also more likely in children and young people whose parents said that their child's friends get into trouble.

This social support scale, completed by young people aged 11-16 years, assesses the extent of the network of family and friends to whom they felt close.

- Those children and young people with scores in the lowest quartile at Time 1 compared to the recovered group were more likely to have persistent conduct disorder at Time 2.

Children and young people who were had more positive views about the neighbourhood at Time 1 compared to those who had recovered were more likely to still have emotional disorder three years on:

- 34 per cent of those who had enjoyed living in the neighbourhood a lot had persistent emotional disorder compared with 22 per cent who had enjoyed it a little.
- Conversely, children and young people who were less positive about living in the neighbourhood at Time 1 were more likely to have persistent conduct disorder at Time 2 compared with the recovered group.

Most young people gave help to relatives but, overall, compared to those who had recovered,

- Those who gave less help to relatives at Time 1 were more likely to have persistent emotional disorder at Time 2. A similar pattern emerged for giving help to non-relatives.
- Looking at conduct disorder at Time 2, 30 per cent in the recovered group mentioned helping relatives with decorating or repairs compared with 6 per cent in the persistent group.

Overall those who participated less in clubs and groups at school were more likely to have persistent conduct disorder three years on.

Onset of emotional and conduct disorders

Among the key findings

Parent-rated strength scores

- compared with children and young people who had not developed a disorder at Time 2, children and young people who had developed emotional disorder between Time 1 and Time 2 were more likely to have scores in the lowest quartile: 6 per cent in the lowest quartile, 4 per cent in the second quartile, 3 per cent in the third quartile and 2 per cent in the highest quartile.
- Those children and young people with scores in the lower quartiles were more likely to develop conduct disorder at Time 2

Children-rated strength scores:

- Children and young people who had a score in the lower quartiles at Time 1 were more likely to develop conduct disorder at Time 2: 4 per cent in the lowest quartile, 3 per cent in the second quartile, 2 per cent in the third quartile and 1 per cent in the fourth quartile.

Social aptitude

- Children and young people who had aptitude scores in the lowest quartile at Time 1 were more likely to develop emotional disorder at Time 2.
- Children and young people who had scores in the lower quartiles were more likely to develop conduct disorder three years on.

Relationship with friends

- Compared with children and young people without emotional disorder at Time 2, children and young people with fewer friendships at Time 1 were more likely to develop emotional disorder at Time 2.
- A similar pattern emerged for children and young people who had developed conduct disorder at Time 2.
- Compared to those who did not develop a disorder at Time 2, onset of emotional disorder three years on was more likely in children and young people whose parents did not give their full approval to their child's friends at Time 1.
- Onset of conduct disorder three years on was more likely in children and young people whose parents did not give their full approval to their child's friends.
- Onset of conduct disorder from Time 1 to Time 2 compared to no disorder at Time 1 or Time 2 was also more likely in children and young people whose parents said that their child's friends get into trouble.

Social support

- Onset of emotional disorder at Time 2 was more likely in children and young people with a social support score in the lowest quartile compared with children and young people who had not developed an emotional disorder.

- A social support score in the lowest quartile was also more likely for children and young people who developed conduct disorder at Time 2 compared with children and young people who had not developed the disorder.

Views on the neighbourhood

- Children and young people who were less positive about living in their neighbourhood at Time 1 were more likely to develop emotional disorder at Time 2 compared with those who had no disorder at Time 1 or Time 2.
- Children and young people who did not feel safe in their neighbourhood were also more likely to develop emotional disorder at Time 2 compared with the non-disorder group.
- Similarly children and young people who said that people in their neighbourhood were less trustworthy were more likely to develop emotional disorder at Time 2 compared with those who did not develop a disorder at Time 2.
- Children and young people who were less trusting of people in their neighbourhood were also more likely to develop conduct disorder compared to the who did not have a disorder at Time 1 or Time 2.

Help provided to others

- Compared to those who did not have a disorder at Time 2, those who gave less help to relatives at Time 1 were more likely to develop emotional disorder at Time 2.

Participation in clubs and groups

- Overall, young people who did not have an emotional disorder at Time 2 mentioned membership of clubs and groups more so than those with onset of emotional disorder.

Chapter 7: Educational profile

Chapter 7 looks at the educational profile of all the children and young people interviewed at Time 2. This includes the number of schools attended, exclusions, absenteeism and scholastic achievement. The chapter also examines the effect of special educational needs on subsequent psychological health, absenteeism and exclusions

Exclusions from school

Among the key findings:

- Children and young people with persistent conduct disorder or with persistent emotional disorder were more likely to be excluded from school : 56 per cent of the persistent group had been excluded compared with 44 per cent of the onset group.
- Three or more exclusions were more likely in children and young people who had persistent conduct disorder: 36 per cent compared with 10 per cent in those children and young people who had recovered from conduct disorder at Time 2.
- Having a persistent mental disorder (compared with no disorder) increased the odds of having ever been excluded by 19 times (OR=19.15)
- Having a persistent conduct disorder (compared with no disorder) increased the odds of having been excluded by 47 times (OR=47.10).
- Having developed a conduct disorder increased the odds by 21 times (OR=21.0).

Absence from school

Among the key findings:

By far the most common reason given for missing school was short term illness.

- Children and young people with a persistent emotional disorder at Time 2 were the most likely to have been absent (50 per cent) compared with the recovered group (64 per cent).
- Those children and young people with a persistent emotional disorder were also most likely to have had six or more days off school (16 per cent) compared with those children and young people who had recovered from an emotional disorder by Time 2 (6 per cent)

- Children and young people who developed emotional disorder at Time 2 were more likely to absent from school for and to be absent for six or more days: 21 per cent compared with 6 per cent.
- Those who developed conduct disorder at Time 2 were also more likely to be absent for six or more days: 18 per cent compare to 6 per cent of those without conduct disorder at Time 2.
- Having developed a conduct disorder (as opposed to having no disorder at either time one or time two) almost doubled the odds of having had any absences from school (OR=1.96).

School projects

Among the key findings:

Children and young people with low attendance at out of school projects are more likely to be households where both parents are unemployed, less likely to be in managerial/professional households, more likely to be in step families and more likely to be in an older age group.

- Children and young people with onset of emotional disorder at Time 2 were less likely to attend an out of school club: 41 per cent compared with 49 per cent of children and young people who had no disorder at Time 1 or Time 2.
- those children and young people who had developed conduct disorder at Time 2 were also less likely to attend an out of school club: 30 per cent compared with 49 per cent
- The odds of attending an out of school club were increased for those children and young people living in households where occupational status was classified as small employers and own account (OR = 1.3) and lower supervisory, semi-routine and routine occupations (OR = 1.4) compared with higher/lower managerial and professional occupations.
- Being in a reconstituted family increased the odds of attending out of school clubs compared with those children and young people in a 'traditional' family set up (OR=1.2).
- Children and young people who had recovered from an emotional disorder at Time 2 were more likely to attend an out of school club (OR=1.6)

Looking at responses given by the young people aged 16 and over at Time 2.

- Were increased by around two times for children and young people with a persistent disorder (OR=2.07),
- Were increased by two times if the child was from a household where occupational status was classified as lower supervisory, semi-routine and routine occupations OR=2.3).

Educational profile

Among the key findings:

The likelihood of having left full time education were increased:

- by around two times if the child had recovered from an emotional disorder (OR=2.2) as opposed to not having an emotional disorder
- by almost four times if the child had recovered from a conduct disorder (OR=3.98)
- by almost three times if they had developed a conduct disorder (OR=2.84) as opposed to not having a conduct disorder at time one or time two.

Young people aged 16 and over were presented with a list of qualifications, placed in descending order, with degree level qualifications at the top and no qualifications at the bottom.

- Those young people who had developed a conduct disorder by Time 2 were more likely to have no qualifications 2 (27 per cent and 15 per cent).
- Young people in households where no parent was working were twice as likely to have no qualifications (OR=2.5) as opposed to those in households where both parents were working.
- Those young people who had recovered from a conduct disorder or those who had a persistent conduct disorder were more likely to have no qualifications compared with those with persistent conduct disorder (OR=2.4, 2.6 respectively).
- Having developed an emotional disorder also increased the odds of having no qualifications (OR=1.9).

Special educational needs (SEN)

Among the key findings:

- Children and young people with SEN were more likely to have persistent conduct disorder compared with those who had recovered at Time 2: 61 per cent compared with 45 per cent.
- Children and young people with SEN were also more likely to develop emotional and conduct disorder: 30 per cent compared with 14 per cent and 51 per cent compared with 12 per cent.
- Children and young people with SEN were 16 times more likely to have a persistent mental disorder (OR 16.3), and four times more likely to develop a mental disorder (OR 4.6).
- For children and young people with SEN there were increased odds for persistence and onset of emotional disorder children and young people (OR 9.7 and 6.6 respectively).
- Children and young people with SEN were four times more likely to have persistent emotional disorder: (OR 4.0) and twice as likely to develop emotional disorder (OR 2.2)

Chapter 8: Small sample analyses

This chapter presents data on relatively uncommon disorders where the numbers of affected individuals were too small to permit extensive quantitative analyses of the sorts presented elsewhere in this report. Because these disorders are of substantial clinical importance, analyses based on small samples are still likely to interest some users of this report, particularly those involved in planning or delivering clinical services.

Chapter 1: Background, aims and coverage of the survey

1.1 Introduction

This report presents the results of a follow-up survey of children and young people's mental health and well-being carried out in 2007. It follows the second national survey of children and young people's mental health and well-being which was carried out in 2004 by the Office for National Statistics on behalf of the Department of Health (DH) and the Scottish Government.

1.2 Background

The 2004 study, like its predecessor in 1999, was designed and conducted in collaboration with the Institute of Psychiatry (IOP). The survey focused on the prevalence of mental disorders among young people aged five to 16. Data was collected on 7,977 children and young people from up to three sources – parents, young people aged 11 years and over (via a face-to-face interview) and teachers (via a postal questionnaire).

The 2004 survey was designed with a view to the collection of longitudinal information which offered the opportunity to explore new key aspects of children and young people's mental health as well as enabling a more detailed examination of issues covered in the previous follow-up survey conducted in 2002.

The 2004 report examined the prevalence of mental disorders among children and young people aged five to 16 during the first half of 2004. The report also focused on a broad category of disorders: emotional, conduct and hyperkinetic disorders as well as less common disorders. The results of the survey were published in a report which is available on-line at

<http://www.statistics.gov.uk/STATBASE/Product.asp?vlnk=14116>.

1.3 Aims of the 2007 follow-up survey

The main objectives of the three-year follow-up survey were:

- to identify persistence, onset, risk factors and outcomes of childhood mental disorders
- to examine resilience and protective factors
- to examine the medium-term effect of Special Education Needs (SEN) on subsequent psychological health, absenteeism and school exclusions.

The follow-up survey aimed to identify persistence, onset, risk factors and outcomes of childhood mental disorders. This involved examining the relative prevalence of 'outgrown disorders', 'new disorders' and 'persistent disorders' for the four main groupings of mental disorders: emotional, conduct, hyperkinetic and less common disorders. Persistence of mental disorder is where a disorder was present at both surveys – at Time 1 (2004) and at Time 2 (2007). Onset of mental disorder is where a disorder was not present at Time 1 but was present at Time 2. Outgrown disorder is where a child was assessed as having a disorder at Time 1 and not Time 2.

The analysis includes examination of preventative issues. For example, in those children and young people who have a disorder, to look at the 'drivers' for particular problems and to also look at how risk factors identified in 2004 may influence change in the mental health status of the child in 2007 (such as the mental health status of the mother).

The original 2004 survey included questions designed to investigate the presence of positive 'protective' or 'resilience' factors. These factors comprise personal qualities such as having a good sense of humour or being competent in a particular domain, for example, sport. Such factors are believed to promote good mental health and mitigate the negative effects of risk factors such as adverse life events. In following up children and young people three years later it is possible to identify children and young people at risk of a new onset of psychiatric disorder, as defined either by the presence of risk factors in 2004 or by serious life events occurring between 2004 and 2007.

The follow-up survey also examined the impact of SEN on absences from school and exclusions from school. It aimed to examine the medium-term effect of SEN on subsequent psychological health, absenteeism and exclusions.

Where appropriate logistic regression analysis is carried out to test a specific

hypothesis. All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final models.

Although the analyses identify strong links between certain factors and outcomes of childhood mental disorder, causal relationships should not be assumed for any of the results presented in this report.

1.4 Timetable

In carrying out any longitudinal survey much work needs to be done to try and reduce sample attrition. For the 2007 follow-up survey keeping in touch exercises were carried out at six, twelve and twenty-four months after the original 2004 survey. This was to reduce sample attrition over the three year period between surveys and provide interim measures as well as maintaining contact with the original sample. These keeping in touch exercises were conducted through a short postal questionnaire.

Figure 1.1 summarises the timetable for the whole programme of research.

Figure 1.1: Timetable for survey

From	To	Activity
November 2006	January 2007	Survey development – selection of primary sampling units, development of questionnaire and field documents.
February 2007	July 2007	Main stage interviewing – sweep one.
September 2007	December 2007	Main stage interviewing – sweep two.
December 2007	March 2008	Clinical assessment of survey data.
April 2008	October 2008	Data processing, weighting, analysis, interpretation and report writing.

1.5 Coverage of the survey

1.5.1 Region

The surveyed population was of children and young people living in private households in England, Scotland (including the Highlands and Islands) and Wales.

1.5.2 Age

The survey focused on the persistence and onset of mental disorders among children and young people between the 2004 and 2007 surveys. At the first survey the children and young people interviewed were aged five to 16 years old. Children under five were excluded in 2004 primarily because the assessment instruments for these children are different and not so well developed as those for older children. Three years later at follow-up the children and young people were aged 8-19 years old.

1.5.3 Childhood psychopathology

Though children and young people can be affected by many different mental health problems, most of these are rare. In the 2004 survey the three common groups of disorders were covered and a greater effort was also made to assess the less common disorders. Thus the four groups of disorders covered by the follow-up survey were:

- emotional disorders such as anxiety, depression and obsessions
- conduct disorders characterised by awkward, troublesome, aggressive and antisocial behaviours
- hyperactivity disorders involving inattention and overactivity
- less common disorders such as autistic spectrum disorders, vocal and motor tics and eating disorders.

1.6 Content of the survey

A brief summary of the sections of the questionnaire is shown below under the headings of questionnaire content for parents, children and young people and teachers. The rationale behind using three sources of information is described in Chapter 2. Minimal changes were made to the content of the 2004 survey

questionnaire for the follow-up survey and some new questions added.

1.6.1 Questionnaire content for parents

Parents were asked all of the questions in the interview schedule. It included the following sections:

Household composition and demographic characteristics

Details of child/young person

- general health
- social aptitudes
- friendships (for the follow-up three questions in this section were retained)
- Strengths and Difficulties Questionnaire (SDQ)
- developmental disorders (for the follow-up the section on Autism was removed)
- separation anxiety
- specific phobias
- social phobias
- panic attacks and agoraphobia
- post traumatic stress disorder (PTSD)
- compulsions and obsessions
- generalised anxiety
- depression
- attention and activity
- awkward and troublesome behaviour
- dieting, weight and body shape
- tics
- other concerns
- personality
- significant problems
- service use
- stressful life events
- education of young person

- strengths.

Details of interviewed parent/family

- education and employment (parent and partner)
- state benefits
- General Health Questionnaire (GHQ12 Self-Completion).

New sections in the face-to-face parent questionnaire for 2007

- rapidly changing mood
- religion and spiritual beliefs
- Everyday Feelings¹ (parent and partner).

New section on the self-complete parent questionnaire for 2007

- the Family Functioning questionnaire was removed and a Family Stresses* questionnaire added.

1.6.2 Questionnaire content for children and young people

The questionnaire for children and young people follows almost the same format as the parent interview. The main differences are in the self-completion questionnaire which are outlined below.

Questions for children and young people aged 11-16, by face-to-face interview, included the following topics:

- Strengths and Difficulties Questionnaire (SDQ)
- separation anxiety
- specific phobias
- social phobia
- panic attacks and agoraphobia
- post traumatic stress disorder (PTSD)
- compulsions and obsessions
- generalised anxiety
- depression

¹ The Family Stresses scale is copyright Youthinmind.

- attention and activity
- awkward and troublesome behaviour
- dieting, weight and body shape
- less common disorders
- significant problems
- strengths
- social life (neighbourhood, trust , care, clubs)
- social support
- educational attainment
- looked after by local authority.

The self-completion element for the 11-16 year-olds included:

- strengths (included in parents face-to-face interview)
- troublesome behaviour (included in parents face-to-face interview)
- smoking cigarettes
- alcohol
- experience with drugs.

New section in face-to-face child/young person interview for 2007:

- carers
- rapidly changing mood
- religion/spiritual beliefs
- strengths (included in parents face-to-face interview)
- troublesome behaviour (included in parents face-to-face interview).

New section in self-complete for young people for 2007:

- autism
- gambling.

1.6.3 Questionnaire content for teachers

A postal questionnaire was sent to teachers covering scholastic achievement as well as assessments of behaviour and emotional well-being. It included:

- scholastic achievement and special needs
- Strengths and Difficulties Questionnaire (SDQ)
- emotions
- attention, activity and impulsiveness
- awkward and troublesome behaviour
- other concerns
- help from school.

1.7 Coverage of the report

One of the main purposes of this report is to identify persistence, onset, risk factors and outcomes of childhood mental disorders. While the follow-up survey did not set out to examine prevalence of mental disorder, compared to the 2004 baseline there is little change in the number of children and young people at 2007 diagnosed with a disorder.

While analysis was conducted on four broad categories of childhood mental disorder (emotional, conduct, hyperkinetic and less common disorders), the number of cases is too small to look in detail at hyperkinetic and less common disorders.

In order to interpret these results, it is important to have an understanding of the concepts and methods adopted for this study; these are described in Chapter 2. Chapter 3 describes the sampling and interview procedures.

Chapter 4 focuses on persistence, risk factors and outcomes of childhood mental disorders. Chapter 5 looks at onset, risk factors and outcomes of childhood mental disorders. Chapter 6 looks at resilience and protective factors that may influence persistence and onset of mental disorder over time. Chapter 7 examines the educational profile of young people with and without mental disorder with particular reference to the impact of Special Educational Needs (SEN) on absences and exclusions from school.

The analysis in Chapter 8 focuses on very small samples and covers eating disorders, autistic spectrum disorders and bipolar disorder. The analysis presented is descriptive as the samples were too small to permit extensive quantitative analyses

of the sorts presented elsewhere in this report.

The final part of the report contains the technical appendices and has four sections. Section A gives details of the sampling design and shows how the data were weighted. Section B describes the statistical terms used in the report and their interpretation. The last two sections, C and D, comprise the survey documents and a glossary of terms.

1.8 Access to the data

Anonymised data from the survey will be lodged with the ESRC Data Archive, University of Essex, within three months of the publication of this report. Independent researchers who wish to carry out their own analyses should apply to the Archive for access (www.data-archive.ac.uk).

Chapter 2: Assessing mental disorders and their correlates

2.1 Introduction

The chapter discusses the term 'mental disorder' in relation to young people and how it is defined in this report. This is followed by a description of the advantages of gathering information from multiple informants - parent, teacher and child - within a one-phase interview strategy. The third section of the chapter looks at the validity and reliability of the screening and diagnostic instruments used in the survey. The chapter ends with a description of how clinical input was added to the interpretation of the survey data.

Conducting the survey in exactly the same way on the two occasions provides great advantages in investigating the persistence or stability of disorders, particularly as most of the decisions about the instruments used to assess mental disorder and the clinical input for the 2007 survey had already been made.

The conceptual basis of the survey and the methodological procedures are crucial to the understanding of the survey data. The rationale for their selection and operationalisation are therefore repeated here.

2.2 Definitions of mental disorder

The Health Advisory Committee report (1995) stated that it was important to define terms relating to the mental health of children and adolescents because the lack of clarity about terminology can lead to confusion and uncertainty about the suffering involved, how treatable problems and disorders are and the need to allocate resources.

This survey report deliberately uses the term mental disorder, as distinct from psychiatric disorders or mental health problems, however, this should not be taken to indicate that the problem is entirely within the child. Disorders arise for a variety of reasons, often interacting. In certain circumstances, a mental disorder, which describes a constellation or syndrome of features, may indicate the reactions of a young person to external circumstances, which, if changed, could largely resolve the problem.

Because the questionnaires used in this survey were based on ICD10 diagnostic research

criteria, mental disorders are defined for this report to imply a clinically recognisable set of symptoms or behaviour associated in most cases with considerable distress and substantial interference with personal functions.

Instruments used for clinical assessments of psychiatric disorders often allow for several possible diagnoses to be made. Although it would be possible to impose a hierarchy among different disorders, the estimates presented in subsequent chapters of this report do not have a hierarchy imposed on them. Thus children rated as having more than one disorder can be represented in more than one estimate of a table.

2.3 Single versus multiple informants

Nearly all of the early epidemiological studies are based on single-informant investigation. More recent studies have broadened data collection to include information gathered from parents, teachers, and the children and young people themselves. Hodges (1993) has pointed out that young people can respond to direct questions aimed at enquiring about their mental status and that there is no indication that asking these direct questions has any morbidity or mortality risks.

Evidence has shown that information from many sources is a better predictor of disorder than just one source. Many experienced clinicians and researchers in child psychiatry believe that information gleaned from multiple informants facilitates the best estimate of diagnosis in the individual case (Young et al., 1987). At the population level, information from multiple informants enhance the specificity of prevalence estimates (Angold, 1989).

One of the problems of collecting information from various sources is finding the best way to integrate information which may show a lack of agreement. One method is to accept a diagnosis irrespective of its source (Bird et al., 1992). The method used here is 'case vignette' assessments where clinical judgements are made on detailed case histories from several sources (Goodman et al., 1996).

2.4 Methods of assessing mental disorders

One of the methods of assessment is the multimethod-multiphase approach (Rutter et al., 1970) to ascertain potential cases. In this approach, rating scales completed by children above a

certain age and/or parents and/or teachers are used as first phase screening instruments. Subjects with scores above the cut-off score are identified as potential cases and further evaluated. A small sample of individuals with scores below the cut-off threshold are also selected for interview to assess the frequency of false negatives, such as those who have problems but whose rating scale scores were below the cut-off score. In the second phase, children with scores above the cut-off score and a sample of those with scores below this value are interviewed using semi-structured or structured psychiatric interview instruments. At this stage categorical diagnoses are made. The overall prevalence of disorder is determined at the conclusion of this two-phase process.

In this survey all children and adolescents identified through the initial sampling procedure were eligible for diagnostic assessment. This approach was adopted in the first national survey of childhood mental disorders in 1999 and was repeated in 2004. There are many advantages of such an approach:

- detailed information is collected on all children. A sample distribution can be produced on all subscales even though only those with above-threshold score will have psychopathology
- because the survey aims to investigate service use, risk factors and protective factors, one needs to have information for all children to calculate relative risk
- with the possibility of a longitudinal element in the survey, there is a large pool of children from which to select controls who could be matched on several characteristics to the children who exhibit significant psychiatric symptoms during the first interview phase
- a one-phase design undoubtedly increases the overall response rate compared with a two-phase (screening plus clinical assessment) design
- a one-phase design also reduces the burden put on respondents. Ideally, a two-phase design would require a screening questionnaire to be asked of a parent, a teacher as well as the child, followed up with an assessment interview administered to the child and the parent. A one-phase design only requires an interview with the parent and child and, if possible, the administration of a teacher questionnaire
- a key advantage of a one-phase over a two-phase design is that carrying it out is cheaper and quicker.

2.5 Screening instruments

The 1999 survey report (Meltzer et al 2000) included a review of the instruments commonly used for the first-phase, screening process in community-based studies of children: Goodman's Strengths and Difficulties Questionnaire, SDQ, (Goodman 1997), the Rutter Scales: A and B (Rutter et al., 1970) and the Child Behaviour Checklist (Achenbach and Edelbrock, 1983). The report also outlines the reasons for selecting the SDQ for the national survey in Great Britain.

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire that can be administered to the parents and teachers of four to 16 year olds and also to 11-16 year olds themselves. It covers common areas of emotional and behavioural difficulties, enquires whether the informant thinks that the child has a problem in these areas and, if so, asking about resultant distress and social impairment.

2.6 Diagnostic instruments

2.6.1 Structured versus unstructured interviews

The instrument used in the 2004 survey to produce the prevalence of clinically recognisable mental disorders among children was the Development and Well-Being Assessment (DAWBA). It was designed for use in the first national survey of childhood mental disorders in Great Britain in 1999. It was constructed in order to combine some of the best features of structured and semi-structured measures. However, the disadvantage of relying entirely upon existing structured interviews was that the results are far less clinically convincing than the results of surveys based on semi-structured interviewing. To circumvent this problem, the new structured interview was supplemented with open-ended questions. When definite symptoms were identified by the structured questions, interviewers used open-ended questions and supplementary prompts to get parents to describe the problems in their own words. The specific prompts used were:

- description of the problem
- how often does the problem occur?
- how severe is the problem at its worst?
- how long has it been going on for?

- is the problem interfering with the child's quality of life? If so, how?
- where appropriate, what does the parent/child think the problem is due to and what have they done about it?

Answers to these questions and any other information given were transcribed verbatim by the interviewers but not rated by them. Interviewers were also given the opportunity to make additional comments, where appropriate, on the respondents' understanding and motivation.

A small team of experienced clinicians reviewed the transcripts and interviewers' comments to ensure that the answers to structured questions were not misleading. The same clinical reviewers also considered clashes of information between different informants, deciding which account to prioritise. Furthermore, children with clinically relevant problems that did not quite meet the operationalised diagnostic criteria were assigned suitable diagnoses by the clinical raters.

2.6.2 Case vignettes in diagnostic assessment

One of the problems of collecting information from various sources is finding the best way to integrate information which may show a lack of agreement. One method has been to accept a diagnosis irrespective of its source (Bird et al., 1992). Others have promoted case vignette assessments where clinical judgements are made on detailed case histories from several sources. (Goodman et al., 1996)

This case vignette approach for analysing survey data uses clinician ratings based on a review of all the information of each subject. This information includes not only the questionnaires and structured interviews but also any additional comments made by the interviewers, and the transcripts of informants' comments to open-ended questions particularly those which ask about the child's significant problems. The case vignette approach was extensively tested among community and clinical samples in the pre-pilot and pilot phases of the earlier surveys.

The clinical raters perform four major tasks. Firstly, they use the transcripts to check whether respondents appear to have understood the fully structured questions. This is particularly valuable for relatively unusual symptoms such as obsessions and compulsions – even when parents or young people say 'yes' to items about such symptoms, their own description of the problem often makes it clear that they are not describing what a clinician would consider to be an obsession or compulsion.

Secondly, the clinical raters consider how to interpret conflicts of evidence between informants. Reviewing the transcripts and interviewers' comments often helps decide whose account to prioritise. Reviewing all of the evidence, it may be clear that one respondent gives a convincing account of symptoms, whereas the other respondent minimises all symptoms in a defensive way. Conversely, one respondent may clearly be exaggerating.

Thirdly, the clinical raters aim to catch those emotional, conduct and hyperactivity disorders that slip through the 'operationalised' net. When the child has a clinically significant problem that does not meet operationalised diagnostic criteria, the clinician can assign a 'not otherwise specified (NOS)' diagnosis such as 'anxiety disorder, NOS' or 'disruptive behaviour disorder, NOS.'

Finally, the clinical raters rely primarily on the transcripts to diagnose less common disorders such as schizophrenia. The relevant symptoms are so distinctive that respondents' descriptions are often unmistakable.

The following case vignettes from the earlier pilot study provide illustrative examples of subjects where the clinical rating altered the diagnosis. In each case the 'computer-generated diagnosis' is the diagnosis arrived at by a computer algorithm based exclusively on the answers to fully structured questions. In these three illustrative instances, the computer-generated diagnoses were changed by the clinical raters.

Subject 1: overturning a computer-generated diagnosis. A 13-year-old boy was given a computer diagnosis of a specific phobia because he had a fear that resulted in significant distress and avoidance. In his open-ended description of the fear, he explained that boys from another school had threatened him on his way home on several occasions. Since then, he had been afraid of this gang and had taken a considerably longer route home every day in order to avoid them. The clinical rater judged his fear and avoidance to be appropriate responses to a realistic danger and not a phobia.

Subject 2: including a diagnosis not made by the computer. A seven-year-old girl fell just short of the computer algorithm's threshold for a diagnosis of ADHD because the teacher reported that the problems with restlessness and inattentiveness resulted in very little impairment in learning and peer relationships at school. A review of all the evidence showed that the girl had

officially recognised Special Educational Needs (SEN) as a result of hyperactivity problems, could not concentrate in class for more than two minutes at a time even on activities she enjoyed, and had been offered a trial of medication. The clinician concluded that the teacher's report of minimal impairment was an understatement, allowing a clinical diagnosis of ADHD to be made.

Subject 3: both adding to and subtracting from computer-generated diagnosis. A 14-year-old girl received computer-generated diagnosis of simple phobia, major depression and oppositional-defiant disorder. The transcripts of the open-ended comments provided by the girl and her mother included convincing descriptions not only of a depressive disorder but also of anorexia nervosa of one year's duration. The supposed phobia was an anorexic fear of food, and the oppositionality had only been present for a year and was primarily related to battles over food intake. Consequently, the clinical rater made the additional diagnosis of anorexia nervosa and overturned the diagnosis of simple phobia and oppositional-defiant disorder.

2.7 Measurement of correlates of mental disorders

Risk and protective factors can be regarded as key correlates of childhood psychopathology. Rather than describing the construction of these analytical variables in each chapter (where a scale has been constructed from answers to several questions) the scales used in the analysis presented in this report are listed here for reference purposes.

2.7.1 Physical complaints

To what extent are physical complaints more commonly found in children with mental disorders, and conversely, to what extent are mental disorders more prevalent among children with specific physical complaints? In order to answer these two questions the parent was asked to say 'yes' if the child had the health problem or condition presented on three lists. No further information was gathered on their onset, severity or chronicity. The measure of physical disorder used in the analysis presented in this report includes positive responses to selected mental and physical health conditions identified in Figure 2.1.

Figure 2.1; Health problem or condition

List 1	List 2	List 3
Asthma*	Hyperactivity	Diabetes*
Eczema	Behavioural problems	Obesity
Hay fever	Emotional problems	Cystic fibrosis
Glue ear or otitis media or grommets	Learning difficulties	Spina bifida*
Bed wetting	Dyslexia	Kidney, urinary tract problems*
Soiling pants	Cerebral palsy*	Missing fingers, hands, arms, toes, feet or legs*
Stomach or digestive problems or tummy pains	Migraine or severe headaches*	Any stiffness or deformity of the foot, leg, fingers, arms or back*
A heart problem*	Chronic Fatigue Syndrome	Any muscle disease or weakness*
Any blood disorder*	Eye or sight problems	Any difficulty with co-ordination*
Epilepsy*	Speech or language problems	A condition present since birth such as club foot or cleft palate*
Food allergy	Hearing problems	Cancer*
Some other allergy		

*Conditions included in measure of physical disorder

2.7.2 Mental health of parent

The parent who was interviewed about the child's mental health, in most cases the mother, was also asked about her own mental health by means of the GHQ12 (General Health Questionnaire, Goldberg and Williams, 1988). The GHQ12 is a self administered screening test of twelve questions designed to detect non-psychotic psychiatric disorders in community

settings.

1. have you recently been able to concentrate on whatever you're doing?
2. have you recently lost much sleep over worry?
3. have you recently felt that you are playing a useful part in things?
4. have you recently felt capable about making decisions about things?
5. have you recently felt constantly under strain?
6. have you recently felt you couldn't overcome your difficulties?
7. have you recently been able to enjoy your day to day activities?
8. have you recently been able to face up to your problems
9. have you recently been feeling unhappy or depressed?
10. have you recently been losing confidence in yourself?
11. have you recently been thinking of yourself as a worthless person?
12. have you recently been feeling happy, all things considered?

Each item is scored with a 1 according to whether it applied more than usual (for a negative item) or less than usual (for a positive item). A score in the range of 0 (no problem) to 12 (severe problem) was calculated for each person. In the present survey the threshold score was set at 3, i.e. all those with a score of 3 or more were deemed to have screened positive for an emotional disorder.

2.7.3 Child's social aptitudes

Parents were asked to rate their children in terms of how they compared with other children of their age on the following abilities¹:

1. able to laugh around others, for example accepting light-hearted teasing and responding appropriately
2. easy to chat with, even if it isn't on a topic that specially interests him/her
3. able to compromise and be flexible
4. finds the right thing to say or do in order to calm a tense or embarrassing situation
5. gracious when he/she doesn't win or get his/her own way. A good loser
6. other people feel at ease around him/her
7. by reading between the lines of what people say, he/she can work out what they are

¹ This scale is copyright Robert Goodman

really thinking and feeling

8. after doing something wrong, he/she's able to say sorry and sort it out so that there are no hard feelings
9. can take the lead without others feeling they are being bossed about
10. aware of what is and isn't appropriate in different social situations.

Parents were asked to rate each item in terms of: (0) a lot worse than average, (1) a bit worse than average, (2) about average, (3) a bit better than average, (4) a lot better than average. A score in the range of 0-40 was calculated for each person by summing their responses to the ten items. These scores were then grouped into quartiles.

2.7.4 Child's social networks and social support

Adults who have extensive social networks, or have people in whom they can confide, are less likely to experience common mental disorders than those with less than three close friends or relatives or little or no social support (Brugha et al., 1993; Meltzer et al., 1995). To test whether these relationships exist for young people, questions on these topics were included in the 2004 survey. They were asked of young people aged 11-16.

Two sets of questions were asked to establish (a) the extent of the child's social networks, and (b) the child's support network. The latter questions were taken from the Health and Lifestyle Survey 1987 and were also asked in the Health Survey for England, 1992.

Questions about social networks:

1. how many relatives in same household does child feel close to
2. how many other relatives does child feel close to
3. how many friends would child describe as close or good friends.

The answer categories were 'None'(0), 'One'(1) and 'Two or more'(2).

Statements about the availability of social support:

1. there are people I know who do things to make me feel happy
2. there are people I know who make me feel loved
3. there are people I know who can be relied on no matter what happens

4. there are people I know who would see that I am taken care of if I need to be
5. there are people I know who accept me just as I am
6. there are people I know who make me feel an important part of their lives
7. there are people I know who give me support and encouragement.

The answer categories for these questions were: 'Not true'(0), 'Partly true'(1) and 'Certainly true'(2).

Scores to the ten items were summed to create a scale ranging from 0-20, the total scores were then grouped into quartiles.

2.7.5 Child's strengths

Strengths² may act as protective factors for young people in adverse circumstance, that is, factors or situations which are associated with increased odds of childhood mental disorder. Parents were asked to rate their children on two sets of 12 items, with response categories: (0) 'no', (1) 'a little', (2) 'a lot'.

1. generous
 2. lively
 3. keen to learn
 4. affectionate
 5. reliable and responsible
 6. easy-going
 7. good fun, good sense of humour
 8. interested in many things
 9. caring, kind-hearted
 10. bounces back quickly after set-backs
 11. grateful, appreciative of what he/she gets
 12. independent.
-
1. helps around the home
 2. gets on well with the rest of the family
 3. does homework without needing to be reminded

² This scale is copyright Robert Goodman.

4. creative activities: art, acting, music, making things
5. likes to be involved in family activities
6. takes care of his/her appearance
7. good at school work
8. polite
9. good at sports
10. helps keep his/her bedroom tidy
11. good with friends
12. well-behaved.

A score in the range of 0-48 was calculated for each person by summing their responses to the twenty-four items. These scores were then grouped into quartiles.

Young people aged 11-16 were also given the opportunity to rate what they thought were their own strengths on subsets of the above items, using the same response categories: (0) 'no', (1) 'a little', (2) 'a lot'.

1. generous
 2. out-going, sociable
 3. nice personality
 4. reliable and responsible
 5. easy-going
 6. good fun, good sense of humour
 7. caring, kind-hearted
 8. independent.
-
1. good at sport
 2. good with friends
 3. helpful at home
 4. good at music
 5. well behaved
 6. good with computers
 7. good at drama, acting
 8. raising money for charity, helping others
 9. good at art, making things

10. polite

11. good at school work.

A score in the range of 0-38 was calculated for each young person by summing their responses to the nineteen items. These scores were then grouped into quartiles.

2.7.6 Stressful life events

Parents were asked if their child had experienced any of ten stressful life events with response categories (1) 'yes' and (2) 'no'. The items were chosen because they were thought to be highly (psychologically) threatening for the child.

- 1.** since child was born, parent had a separation due to marital difficulties or broken off a steady relationship
- 2.** since child was born, parent (or partner) had a major financial crisis such as losing the equivalent to at least three months income
- 3.** since child was born, parent (or partner) had a problem with the police involving a court appearance
- 4.** at some stage in the child's life, s/he had a serious illness which required a stay in hospital
- 5.** at any stage in the child's life, s/he had been in a serious accident or badly hurt in an accident
- 6.** at any stage in the child's life, a parent, brother or sister died
- 7.** at any stage in the child's life, a close friend died
- 8.** since child was born, parent (or partner) had a serious physical illness such as cancer or a major heart attack
- 9.** since child was born, parent (or partner) had a serious mental illness such as schizophrenia or major depression.
- 10.** in the past year, close friendship has ended for child e.g. has broken off a steady relationship with a boy or girl friend or falling out with a best friend (applies if aged 13 or above).
- 11.** in the past year, close friendship has ended for child e.g. falling out with a best friend (applies if aged under 13).

In the 1999 survey items 8 and 9 referred to the death of a grandparent and the death of a

pet. Analysis of the 1999 data showed that these two life events lacked predictive power so in 2004 they were omitted and replaced with two events listed above that seemed more likely to have a significant impact on the child's emotional wellbeing.

A stressful life event score in the range of 0-10 was calculated for each respondent by summing their responses to the 10 items.

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Chapter 3: Sampling and survey procedures

3.1 Introduction

This chapter describes the main features of the survey methodology: the sample design, operational procedures and response.

3.2 Sample design

The sample for this three year follow-up (Time 2) is based on those, with or without a disorder, who responded to the 2004 survey (Time 1). The sample design for the 2004 survey covered children aged 5 –16. The sample was drawn from Child Benefit records then held by the Department for Work and Pensions' Child Benefit Centre (CBC) (now held by HM Revenue and Customs). The sample design consisted of a sample of postal sectors and within these a sample of addresses. A full description of the sample design of the Time 1 survey is provided in the report of the Time 1 survey

<http://www.statistics.gov.uk/STATBASE/Product.asp?vlnk=14116>.

The Time 1 survey achieved 7,977 interviews

Following the Time 1 survey, we have carried out three follow-up 'keep in touch' postal surveys – at the first six months after the main 2004 survey, the next at 12 months and the last at 24 months. The report of the Time 1 survey contains results from the six-month follow up <http://www.statistics.gov.uk/STATBASE/Product.asp?vlnk=14116>.

Of the 7,977 achieved interviews at Time 1, 7,329 were selected to be followed up in 2007. The table below describes how the sample was selected for the 2007 survey.

Figure 3.1 Sample selection for the three year follow-up

Criteria	number of cases
Fully cooperating at 24 month follow-up	5,832
Non-contact at 24 month follow-up (all disorder and no disorder)	1,357
Circumstantial refusal at 24 month follow-up (all disorder and no disorder)	96
Other cases with disorder at Time 1 (2004) and not included in sample for the 24 month follow-up	43
Set sample for three year follow-up	= 7,329

648 cases were excluded from the three year follow-up:

- found child had died
- respondent refused to take part in the three year follow-up at 24 month survey
- moved abroad
- respondent refusal to recall for any future surveys at Time 1
- respondent not asked recall question in the questionnaire as exited interview before this question
- excluded from the Time 4 survey as refusal or previously returned blank questionnaires.

The set sample for the follow up in 2007 (Time 2) therefore consisted of 7,329 families.

3.3 Operational procedures

One of the aims of the 6, 12 and 24 month follow-up exercises was to keep in touch with the children and their parents. This allowed us to record any changes of address for the purposes of contacting children and their parents in subsequent keep in touch exercises. We also asked all parents to let us know of any subsequent changes. We were not informed about all changes, but if an interviewer encountered a case where the child had moved they were instructed to try and obtain a new address and an interviewer was then sent to the new address to attempt an interview. The 24 month keep in touch exercise was used to update the sample selection for the three-year follow-up (Figure 3.1).

3.3.1 Children and young people who no longer lived with their parents

In the original 2004 survey, the upper age limit was 16 years for the selected child. Three years on, some of the young people were aged 17, 18 or 19 years and no longer living in the parental home. These young people were away at university, in the Army, in other institutions or living independently.

In these situations an interview was still attempted with the parent and child. Interviewers were instructed to obtain a new address for the child and send them an advance letter before making personal contact.

Although the circumstances of the children varied considerably, interviewers were asked to apply the following rules if they were unsure if an interview with the parent was appropriate.

- if the young person moved away from home less than six months ago, obtain a new address for the young person and send him or her an advance letter, then seek an interview with them
- if the young person moved away from home more than six months ago, check whether the parent still has regular contact with the selected child, and whether they feel able to answer questions about the young person. If they do, carry out a parent interview, obtain a new address for the young person and seek an interview with them. If not, do not interview the parent but still obtain the young person's new address and seek an interview with them.

3.4 Interviewing procedures

Information was collected from up to three sources: parents, children and teachers. The first stage of the fieldwork was a face-to-face interview with the parent, which included a five minute self-completion component; and the General Health Questionnaire (GHQ12). If the parent had difficulties with the English language, a special two page self-completion questionnaire containing the strengths and difficulties questions was available in 40 languages as a replacement.

After the parent interview, permission was sought to ask questions of the sampled child if they were aged 11-16. These children then had a face-to-face interview and entered details of their smoking, drinking and drug-taking experiences via a self-completion questionnaire on a laptop. The subject matter was considered to be too complicated for younger children.

When the parent and, if appropriate, child interviews were completed, parents were asked for written consent to contact the child's teacher. Parents were asked to nominate the teacher who they felt knew the child best. Consent was only requested if an interview had been achieved with the parent (including cases where the parent completed the translated version of the questionnaire only). Contact names for teachers were still sought if the child had been excluded temporarily or expelled or excluded from school within the last few months.

Consent was not sought to contact teachers in cases where the child was not in school (e.g. if the child had been excluded permanently more than a few months previously or was being taught by parents) or the child had left secondary school or sixth form college. If the young person was now at a further education college, the interviewer was asked to check whether the young person had day to day contact with a teacher/tutor and if they did then to send the questionnaire to that teacher/tutor.

3.4.1 Choice of parent to interview

Interviewers were given the name of the parent who completed the 24 month follow-up postal questionnaire or, where no postal questionnaire had been received, the name of the parent interviewed at Time 1. As was the case at Time 1, 95 per cent of parent interviews were carried out with the mothers.

3.4.2 Interview length

The length of the parent's interview was highly variable ranging from 90 to 120 minutes. On average, the young person's interview lasted around 45 minutes.

3.4.3 Privacy

It was very important for parents and children to be interviewed alone. A technique successfully used by interviewers when parents refused to leave the room when their child was being interviewed, was to sit side by side with the child, reading out the questions but then asking the child to key in their own answers into the laptop computer.

3.5 Survey response rates

Figure 3.2 shows the response among parents and children. Figure 3.3 shows the response among teachers.

Figure 3.2 Final response: Parents and Children

	Number	per cent of all cases	per cent of cases approached
Sample at 2004	7977		
Approached for interview	7329	92	100
Refusals			
Refusal to ONS HQ	68	1	1
Refusal to interviewer	753	14	17
All refusals	821	12	17
Non-contact	563	8	8
Other non-response	114	2	2
Unknown eligibility	152	2	2
Total Ineligible units	314	4	4
		Per cent of approached	Per cent of Eligible units
Interviews achieved¹			
Adult and child	3,398		
Adult only (child under 11)	1,309		
Adult only (child refused/unable to be interviewed)	579		
Other partial interviews	78		
All interviews	5,364	73	78

¹ Due to missing information we were unable to produce disorder classifications for 29 cases. It was also necessary to remove 10 cases due to discrepancies in data collection and subsequent refusals.

3.5.1 Parents and children

Information was collected from up to three sources (parents, children and teachers) on 73 per cent of the 7,329 families approached for interview, resulting in 5,364 achieved interviews. However, these included 29 cases for which there was insufficient information for a diagnostic classification. It was also necessary to remove 10 cases from the analysis due to discrepancies in data collection and subsequent refusals so the analysis is based on 5,325 cases.

3.5.2 Teachers

Before the teachers' questionnaires were posted out, various steps were taken to maximise response:

- Chief Education Officers/ Directors of Education/Directors of Children's services were notified of the plans for the survey and the extent of teachers' involvement
- before any postal questionnaires were sent out, the head teachers in all schools of the sampled children were notified that some of their teachers might be asked to complete a questionnaire, depending upon parental consent.
- the sample was designed so that most teachers would not have to fill in more than two questionnaires.

The fieldwork for teacher postal questionnaires took place in two waves, from February to July 2007 and from September to December 2007. The second sweep was undertaken to distribute any remaining cases that were not allocated in the first phase of fieldwork, and to chase any outstanding cases that were not completed during sweep one.

This break in fieldwork meant that there would be some children to be interviewed who would have changed school over the summer or made the transition from primary school to secondary school. In these cases, if a child had recently moved school or started a new school (i.e. within past month) a questionnaire was sent to the previous school as it was felt these teachers would be in a better position to comment on the child.

If the child was at their new school for one month or more a questionnaire was sent to the new school. In some cases the teachers replied saying they felt they did not know the child well enough yet to comment. In these cases, we waited until closer to the end of fieldwork, when the teacher would have known the child for a few more months, before sending a questionnaire again.

After the first sweep the following steps were taken to maximise response:

- a reminder letter was sent two weeks after the initial mail-out
- a final reminder letter was sent out at the beginning of September to maximise response for the first wave teacher questionnaires.

After the second sweep of fieldwork had started in September, further steps were taken to maximise response:

- a first reminder letter was sent to teachers three weeks after the first questionnaire was sent out
- a second reminder letter was sent to teachers two weeks after these first reminder letters were sent
- a final reminder letter was sent towards the last few weeks of fieldwork to get as high a response rate as possible.

Figure 3.3 Final response: Teachers

Consent to Contact teacher	Number	per cent of all interviews	per cent of all teachers contacted
All interviews	5,364	100	
Parental consent not sought*	856	16	
Parental consent sought	4,508	84	
Parental consent received	4,311	80	100
Questionnaire Returned	3,183	71	74

* See section 3.4 for exceptions to consent sought

Of those parents where it was relevant to seek consent, 96 per cent gave consent for their child's teacher to be contacted and only 4 per cent refused. Consent to the teacher questionnaire was not sought for children who did not attend school or any other educational institution, for children over 16 and now at a further education college, for children who had left secondary school or Sixth Form College and for children for whom the parent interview was incomplete.

Of the 4,311 teachers contacted 74 per cent returned a completed questionnaire. Teacher information was therefore available for 71 per cent of all households where consent was sought. While this figure is lower than in the Time 1 survey, consent was sought from fewer households than at Time 2 as more children were aged over 16 and therefore parents were not asked to give consent for teachers to be contacted. Additionally, in recent years teachers have become more limited in the amount of administrative work which their contracts permit them to do and so, in these circumstances, the response achieved was very acceptable.

Chapter 4: Persistence of childhood mental disorders

4.1 Introduction

This chapter presents data on those children and young people (738) who had a mental disorder during the original survey in 2004 (Time 1) and were successfully contacted again three years later (Time 2); a total of 399 children and young people. These children and young people, now aged 8 to 19, have been divided into two groups for analytical purposes: those who still had a mental disorder three years later in Time 2 (the persistent group, 204 children and young people) and those who were assessed as having no disorder three years later in the follow up study (the recovered group, 195 children and young people).

4.2 Key findings

- The study found that the persistence and onset of childhood mental disorders were linked to child, family, household and social characteristics at 2004.
- Having a persistent emotional disorder was linked to living in rented accommodation as opposed to living in properties that were owned outright or with a mortgage and with having mothers with a persistently high GHQ12 score.
- Overall, 30 per cent of the children and young people who had a clinically-rated, emotional disorder at the first interview in 2004 were also assessed as having an emotional disorder three years later.
- Around 43 per cent of children and young people who were assessed with conduct disorder in 2004 were also assessed with conduct disorder three years on in 2007.
- Age, sex and having Special Educational Needs (SEN) were linked with persistence of conduct disorder three years later. Tenure, mother's educational attainment, mental health and number of children and young people in a household were also linked to persistent conduct disorder.

Children and young people who still had conduct disorder three years on were also more likely:

- To have SEN in 2004 which doubled the chances of having persistent conduct disorder
- To live in households classified as being in the lower supervisory, semi-routine and routine occupations.
- To live in rented accommodation.
- To have mothers who have no educational qualifications.
- To have mothers with a persistently high GHQ12 score.
- To live in households where three or more children and young people were living.
- To be in a younger age group.

4.3 Persistence of disorders

The main aim of the data analysis in this chapter is to investigate the factors that are associated with persistence of the four broad categories of disorders; emotional, conduct hyperkinetic and less common disorders. Where appropriate logistic regression analysis is carried out to test a specific hypothesis.

Of those 204 children and young people who had a mental disorder during the original survey and were successfully contacted three years later:

- 47 children and young people were assessed as having an emotional disorder
- 89 children and young people were assessed as having a conduct disorder
- 42 children and young people were assessed as having a hyperkinetic disorder
- 42 children and young people were assessed as having less common disorders.

Although data are presented on each of these four broad categories of disorder, the main aim of this chapter is to comment on the factors that are associated with the persistence of

emotional and conduct disorders. The number of cases is too small to look in detail at hyperkinetic and less common disorders.

Note that some children and young people were assessed as having more than one type of disorder at a time and may therefore be represented in more than one grouping. Where the number of cases is too small to look in detail the data have been included in the tables for reference purposes.

The chapter will look at how risk factors identified in 2004 may influence change in the mental health status of the child in 2007. Factors have been grouped into four categories:

4.3.1 Factors associated with the child:

- sex
- age
- ethnicity
- physical illness
- has Special Educational Needs (SEN)
- smoking, drinking and cannabis use.

4.3.2 Family characteristics:

- one- or two-parent family
- reconstituted family (contains stepchildren)
- mother's educational qualifications
- number of children and young people in family.

4.3.3 Household characteristics:

- working status of household
- socio-economic Class (NS-SEC)
- tenure
- household gross income.

4.3.4 Social factors:

- psychological distress of mother
- number of stressful life events.

Because of the longitudinal nature of the study, we are able to look at the effect of the change in some of these characteristics between Time 1 and Time 2 (such as change in tenure or working status etc) as well as the characteristics at Time 1 on persistence of disorder at Time 2.

4.4 Persistence of emotional disorders

Few factors considered in the analysis seemed to be associated with the persistence of emotional disorders. However, logistic regression analysis showed that the mother's mental health, particularly if the mother had a persistently high score at the GHQ12 (General Health Questionnaire, Goldberg and Williams, 1988) and children and young people being in households where occupational status was defined as intermediate and small employers, were most strongly associated with an increased likelihood of persistence of an emotional disorder.

4.4.1 Child characteristics

None of the child characteristics considered in the analysis (age, sex, physical illness and the child having SEN at Time 1) appeared to have a marked relationship with persistence. (Tables 4.1 to 4.6)

4.4.2 Family and household characteristics

The study found that having a persistent emotional disorder at Time 2 was linked to living in rented accommodation as opposed to living in properties that were owned outright or with a mortgage. Socio-economic class also appeared to be significantly associated with the persistence of emotional disorders.

Socio-economic class (NS-SEC) has been defined by three broad categories – higher/lower managerial and professional occupations; intermediate, small employers and own account; and lower supervisory, semi-routine and routine occupations (lower supervisory). Although numbers are small, the persistence of an emotional disorder at Time 2 was increased for those children and young people in a family where occupational status was defined as intermediate and small employers: 49 per cent compared with 13 per cent for those in higher/lower managerial occupations and 25 per cent for those in lower supervisory

occupations. After controlling for other family and household characteristics, however, there was no evidence to support this finding in the logistic regression analysis.

(Tables 4.8 to 4.13)

Persistence of emotional disorders was also higher for those children and young people living in rented accommodation, rather than those children and young people whose parents owned their properties (outright or with a mortgage): 35 per cent compared with 26 per cent.

(Tables 4.15 to 4.22)

4.4.3 Social factors

Of the social factors examined, the mental health of the child's mother and the number of stressful life events, only the mental health of the child's mother, as measured by the GHQ12, seemed to have any demonstrable effect on the persistence of emotional disorder.

In both the original and the three-year follow up interview, mothers self-completed the GHQ12. The GHQ12 is a self-administered screening test of twelve questions designed to detect non-psychotic psychiatric disorders in community settings.

1. Have you recently been able to concentrate on whatever you're doing?
2. Have you recently lost much sleep over worry?
3. Have you recently felt that you are playing a useful part in things?
4. Have you recently felt capable about making decisions about things?
5. Have you recently felt constantly under strain?
6. Have you recently felt you couldn't overcome your difficulties?
7. Have you recently been able to enjoy your day to day activities?
8. Have you recently been able to face up to your problems?
9. Have you recently been feeling unhappy or depressed?
10. Have you recently been losing confidence in yourself?
11. Have you recently been thinking of yourself as a worthless person?
12. Have you recently been feeling happy, all things considered?

Each item is scored with a 1 according to whether it applied more than usual (for a negative item) or less than usual (for a positive item). A score in the range of 0 (no problem) to 12 (severe problem) was calculated for each person. In the present survey the threshold score was set at 3 so that all those with a score of 3 or more were deemed to have screened positive for an emotional disorder.

Because mothers were also administered the GHQ12 three years later, we can compare persistence rates of children and young people whose mothers' GHQ12 scores stayed low, increased, decreased or stayed high. Among children and young people with persistently low scoring mothers on the GHQ12, 23 per cent still had an emotional disorder three years later, whereas among those children and young people with consistently high scoring mothers, 40 per cent persisted with emotional disorders.

If the mother's GHQ12 score was high at both Time 1 and Time 2 the odds of the persistence of an emotional disorder are increased (3.4) compared with the score being low at both times.

(Tables 4.24 to 4.27)

4.5 Persistence of conduct disorders

Overall, 43 per cent of the children and young people who were assessed in 2004 as having a conduct disorder were also rated as having a conduct disorder three years later.

Several child characteristics were identified as factors for conduct disorders yet did not appear to be a correlate of persistence of emotional disorders. Similarly, family characteristics, whether the mother had any educational qualifications and number of children and young people in the household, emerged as significant correlates for conduct disorders whereas none of these were associated with persistence of emotional disorders.

It appears that more factors are associated with the persistence of conduct disorders than of emotional disorders. These associations may not indicate causality. When all factors were entered simultaneously into a logistic regression model, two factors emerged as being independently associated with persistent conduct disorders: the child having SEN and the mother's mental health. For the direction of causality, for example, mother's mental health may contribute to childhood mental disorder or be the result of the impact of childhood mental disorder on the mother's mental health.

4.5.1 Child characteristics

Whereas no child characteristics were significant in the persistence of emotional disorders, several child characteristics were significantly associated with the persistence of conduct disorders: age, sex and having special education needs.

Conduct disorder was more likely to have persisted in children and young people:

- aged 11-13 at Time 1 than those aged 5-7 during the first interview: 58 per cent compared with 41 per cent (OR=2.1)
- in boys (47 per cent) compared with girls (34 per cent)
- where the child had special educational needs at Time 1. Among the sample with conduct disorders and SEN at Time 1, half (50 per cent) were rated as having a conduct disorder at Time 2. The existence of SEN at Time 1 also doubled the odds of having a persistent conduct disorder (OR=2.1).

(Tables 4.1 to 4.7)

4.5.2 Family and household characteristics

As with emotional disorders, socio-economic class was significantly associated with the persistence of conduct disorders. However, unlike emotional disorders, conduct disorders were more likely to persist in those children and young people classified as being in households of lower supervisory, semi-routine and routine occupations (47 per cent) compared with those in households of higher/lower managerial and professional occupations (26 per cent). (OR=2.3).

(Tables 4.8 to 4.14)

Another household characteristic associated with persistent conduct disorders was tenure. Rates of persistence for children and young people living in rented accommodation were 49 per cent in contrast to 37 per cent of children and young people whose parents who owned their properties (OR=5.9).

Children and young people in families with an income between £400 and £600 a week were more likely to have persistent conduct disorder: 54 per cent compared with 32 per cent with income over £600 per week and 41 per cent with income less than £400 per week (OR=2.2).

(Tables 4.15 to 4.23)

Focusing on family characteristics, significant correlates of persistence of conduct disorder were whether the mother had any educational qualifications and the number of children and young people in the household. Conduct disorders were more likely to persist in those children and young people:

- whose mother had no educational qualifications (58 per cent) compared with those with any educational qualifications (37 per cent)
- in households where there were three or more children and young people at Time 1 (53 per cent) in contrast to one child (30 per cent).

(Tables 4.8 to 4.23)

4.5.3 Social factors

As with persistence of emotional disorders, the mental health of the child's mother was significantly associated with the persistence of conduct disorders. Marked differences were found in the proportion of children and young people with persistent conduct disorders among mothers whose psychological well-being remained poor from Time 1 to Time 2 (63 per cent) or became worse (56 per cent) compared with children and young people whose mothers had low scores at both interviews (34 per cent) and whose mothers' scores changed from having a high score at Time 1 to a low score at Time 2 (20 per cent).

Children and young people in families where the mental health of the mother was measured as poor at Time 2 showed slightly decreased odds for the persistence of conduct disorder (OR=0.5) however, as with emotional disorders, the existence of a high score at both Time 1 and Time 2 in the mother's mental health status meant there was an increase in the odds of the persistence of a conduct disorder (OR=6.9) compared with a low score at both times. There was also an increase in the odds of persistent conduct disorder where the GHQ12 score for mother was low at Time 1 and high at Time 2 (OR=2.5).

(Tables 4.24 to 4.28)

Table 4.1 Persistence of mental disorders by sex

	Sex		
	Boys	Girls	All
	%	%	%
Emotional disorders			
Persistent	33	27	30
Non-persistent	67	73	70
Weighted base	123	161	284
Conduct disorders			
Persistent	47	34	43
Non-persistent	54	66	57
Weighted base	282	112	394
Hyperkinetic disorders			
Persistent	43	[3]	40
Non-persistent	57	[14]	60
Weighted base	117	17	134
Less common disorders			
Persistent	30	[15]	33
Non-persistent	70	[22]	67
Weighted base	81	37	118
Any mental disorder			
Non-persistent	42	60	49
Persistent	58	40	51
Weighted base	470	268	738

Table 4.2 Persistence of mental disorders by age at Time 1

	Age at Time 1				All
	5-to 7- year-olds	8-to-10 -year-olds	11-to-13 -year-olds	14-to-16- year-olds	
	%	%	%	%	%
Emotional disorders					
Persistent	26	[12]	40	21	30
Non-persistent	74	[31]	60	79	70
Weighted base	57	43	94	89	283
Conduct disorders					
Persistent	41	45	58	28	43
Non-persistent	59	55	42	72	57
Weighted base	87	101	100	106	394
Hyperkinetic disorders					
Persistent	[18]	[24]	[23]	[15]	61
Non-persistent	[14]	[18]	[9]	[11]	39
Weighted base	32	42	32	26	132
Less common disorders					
Persistent	[14]	[29]	[17]	[19]	68
Non-persistent	[1]	[11]	[8]	[18]	32
Weighted base	15	40	25	37	117
Any mental disorder					
Persistent	55	59	59	36	51
Non-persistent	45	41	41	64	49
Weighted base	148	176	205	210	739

Table 4.3 Persistence of mental disorders by ethnicity

	Ethnicity		
	White	Non-white	All
	%	%	%
Emotional disorders			
Persistent	30	[4]	30
Non-persistent	70	[16]	70
Weighted base	263	20	283
Conduct disorders			
Persistent	43	[11]	43
Non-persistent	57	[16]	57
Weighted base	367	27	394
Hyperkinetic disorders			
Persistent	58	[7]	60
Non-persistent	42	-	40
Weighted base	126	7	133
Less common disorders			
Persistent	66	[5]	67
Non-persistent	34	[2]	33
Weighted base	110	7	117
Any mental disorder			
Persistent	51	53	51
Non-persistent	49	47	49
Weighted base	685	53	738

Table 4.4 Persistence of mental disorders by any physical illness at Time 1

	Any physical illness at Time 1		
	Any physical illness	No physical illness	All
	%	%	%
Emotional disorders			
Persistent	30	29	30
Non-persistent	70	71	70
Weighted base	171	112	283
<hr/>			
Conduct disorders			
Persistent	52	38	43
Non-persistent	48	62	57
Weighted base	138	255	393
<hr/>			
Hyperkinetic disorders			
Persistent	58	63	60
Non-persistent	42	37	40
Weighted base	79	54	133
<hr/>			
Less common disorders			
Persistent	52	84	67
Non-persistent	48	16	33
Weighted base	62	56	118
<hr/>			
Any mental disorder			
Persistent	47	60	51
Non-persistent	53	40	49
Weighted base	473	265	738

Table 4.5 Persistence of mental disorders by Special Educational Needs at Time 1

	Whether a child has SEN at Time 1		
	No SEN	Has SEN	All
	%	%	%
Emotional disorders			
Persistent	30	30	30
Non-persistent	70	70	70
Weighted base	155	69	224
Conduct disorders			
Persistent	31	50	40
Non-persistent	69	50	60
Weighted base	163	142	305
Hyperkinetic disorders			
Persistent	[10]	63	58
Non-persistent	[13]	37	42
Weighted base	23	67	90
Less common disorders			
Persistent	[7]	78	67
Non-persistent	[15]	22	33
Weighted base	22	65	87
Any mental disorder			
Persistent	38	63	49
Non-persistent	62	37	51
Weighted base	325	253	578

Table 4.6 Child correlates of emotional disorders

Variable	Emotional disorder	
	Adjusted Odds Ratio	95.0% C.I.
Sex		
Male	1.00	
Female	0.62	(0.33-1.15)
Age		
5 - 7 years	1.00	
8 - 10 years	1.26	(0.45-3.50)
11 - 13 years	2.01	(0.89-4.52)
14 - 16 years	1.03	(0.44-2.45)
Ethnicity (grouped)		
White	1.00	
Non-white	0.58	(0.13-2.63)
Any physical disorder		
No	1.00	
Yes	1.39	(0.75-2.57)
Does the child have officially recognised special needs		
No	1.00	
Yes	0.86	(0.44-1.69)

***p<0.001, **p<0.01, *p<0.05

Table 4.7 Child correlates of conduct disorders

Variable	Conduct disorders	
	Adjusted Odds Ratio	95.0% C.I.
Sex		
Male	1.00	
Female	0.86	(0.48-1.54)
Age		
5 - 7 years	1.00	
8 - 10 years	1.10	(0.56-2.19)
11 - 13 years	1.93	(0.95-3.91)
14 - 16 years	0.60	(0.30-1.19)
Ethnicity (grouped)		
White	1.00	
Non-white	0.81	(0.33-1.97)
Any physical disorder		
No	1.00	
Yes	1.49	(0.89-2.49)
Does the child have officially recognised special needs		
No	1.00	
Yes	2.09**	(1.26-3.44)

***p<0.001, **p<0.01, *p<0.05

Table 4.8 Persistence of mental disorders by family composition

	Family composition at Time 1		
	Two parent family	One parent family	All
	%	%	%
Emotional disorders			
Persistent	25	33	30
Non-persistent	75	67	70
Weighted base	108	175	283
Conduct disorders			
Persistent	41	44	43
Non-persistent	59	56	57
Weighted base	142	252	394
Hyperkinetic disorders			
Persistent	[28]	61	60
Non-persistent	[19]	39	40
Weighted base	47	87	134
Less common disorders			
Persistent	[19]	68	67
Non-persistent	[11]	32	33
Weighted base	30	87	117
Any mental disorder			
Persistent	47	54	51
Non-persistent	53	46	49
Weighted base	253	484	737

Table 4.9 Persistence of mental disorders by change in family composition between Time 1 and Time 2

	Change in family composition between Time 1 and Time 2				All
	2 parents at Time 1 1 parent at Time 2	1 parent at Time 1 1 parent at Time 2	1 parent at Time 1 2 parents at Time 2	2 parents at Time 1 2 parents at Time 2	
	%	%	%	%	%
Emotional disorders					
Persistent	[5]	22	[7]	34	30
Non-persistent	[15]	78	[9]	66	70
Weighted base	20	92	16	155	283
Conduct disorders					
Persistent	[16]	41	[13]	43	43
Non-persistent	[15]	59	[21]	57	57
Weighted base	31	109	34	222	396
Hyperkinetic disorders					
Persistent	[6]	[22]	[6]	60	61
Non-persistent	[3]	[14]	[4]	40	39
Weighted base	9	36	10	78	133
Less common disorders					
Persistent	[7]	[19]	-	67	67
Non-persistent	[2]	[6]	[5]	33	33
Weighted base	9	25	5	78	117
Any mental disorder					
Persistent	65	49	42	52	51
Non-persistent	35	51	58	48	49
Weighted base	52	203	50	433	738

Table 4.10 Persistence of mental disorders by family constitution at Time 1

	Family constitution at Time 1		
	Step children in household	No step children in household	All
	%	%	%
Emotional disorders			
Persistent	29	[9]	30
Non-persistent	71	[16]	70
Weighted base	259	25	284
Conduct disorders			
Persistent	43	41	43
Non-persistent	57	59	57
Weighted base	320	75	395
Hyperkinetic disorders			
Persistent	66	[4]	61
Non-persistent	34	[12]	39
Weighted base	116	16	132
Less common disorders			
Persistent	68	[10]	67
Non-persistent	32	[7]	33
Weighted base	101	17	118
Any mental disorder			
Persistent	52	50	51
Non-persistent	48	50	49
Weighted base	634	103	737

Table 4.11 Persistence of mental disorders by educational qualifications of parent at Time 1

	Whether parent has any qualifications		
	Yes	No	All
	%	%	%
Emotional disorders			
Persistent	29	28	29
Non-persistent	71	72	71
Weighted base	207	74	281
Conduct disorders			
Persistent	37	58	43
Non-persistent	63	42	57
Weighted base	271	114	385
Hyperkinetic disorders			
Persistent	58	[25]	60
Non-persistent	42	[15]	40
Weighted base	91	40	131
Less common disorders			
Persistent	67	[11]	64
Non-persistent	33	[9]	36
Weighted base	87	20	107
Any mental disorder			
Persistent	51	50	50
Non-persistent	49	50	50
Weighted base	530	191	721

Table 4.12 Persistence of mental disorders by number of children at Time 1

	Number of children in household at Time 1			
	1	2	3 or more	All
	%	%	%	%
Emotional disorders				
Persistent	23	35	33	31
Non-persistent	77	65	67	69
Weighted base	87	107	81	275
Conduct disorders				
Persistent	30	39	53	43
Non-persistent	70	61	47	57
Weighted base	77	142	169	388
Hyperkinetic disorders				
Persistent	[26]	51	[25]	61
Non-persistent	[13]	49	[11]	39
Weighted base	39	53	36	128
Less common disorders				
Persistent	[11]	62	[33]	68
Non-persistent	[8]	38	[9]	32
Weighted base	19	50	42	111
Any mental disorder				
Persistent	45	49	59	52
Non-persistent	55	51	41	48
Weighted base	180	281	256	717

Table 4.13 Family correlates of emotional disorders

Variable	Emotional disorders	
	Adjusted Odds Ratio	95.0% C.I.
Number of parents at T1		
Two parents	1.00	
Lone parent	1.60	(0.55-4.65)
Number of parents at T1 and T2		
2 parents at T1 and T2	1.00	
2 parents at T1, 1 parent at T2	0.60	(0.20-1.81)
1 parent at T1 and T2	0.37	(0.12-1.12)
1 parent at T1, 2 parents at T2	-	-
Family type at T1		
Traditional	1.00	
Single	1.32	(0.52-3.35)
Reconstituted	-	-
Number of children at T1		
One child at T1	1.00	
Two children at T1	1.84	(0.95-3.57)
Three or more children at T1	1.59	(0.79-3.22)
Whether parent has any qualifications		
No qualifications	NS	
Any qualifications	NS	

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 4.14 Family correlates of conduct disorders

Variable	Conduct disorders	
	Adjusted Odds Ratio	95.0% C.I.
Number of parents at T1		
Two parents	1.00	
Lone parent	0.88	(0.41-1.88)
Number of parents at T1 and T2		
2 parents at T1 and T2	1.00	
2 parents at T1, 1 parent at T2	1.33	(0.61-2.89)
1 parent at T1 and T2	1.22	(0.54-2.75)
1 parent at T1, 2 parents at T2	-	-
Number of children at T1		
One child at T1	1.00	
Two children at T1	1.47	(0.81-2.67)
Three or more children at T1	2.54**	(1.43-4.53)
Family type at T1		
Traditional	NS	
Single		
Reconstituted		
Whether parent has any qualifications		
No qualifications	NS	
Any qualifications		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 4.15 Persistence of mental disorders by family employment at Time 1

	Family employment at Time 1		
	Family employed	Family unemployed	All
	%	%	%
Emotional disorders			
Persistent	32	24	30
Non-persistent	68	76	70
Weighted base	204	79	283
Conduct disorders			
Persistent	41	47	43
Non-persistent	59	53	57
Weighted base	266	122	388
Hyperkinetic disorders			
Persistent	54	[28]	59
Non-persistent	46	[11]	41
Weighted base	91	39	130
Less common disorders			
Persistent	61	[21]	65
Non-persistent	39	[6]	35
Weighted base	84	27	111
Any mental disorder			
Persistent	50	53	51
Non-persistent	50	47	49
Weighted base	537	190	727

Table 4.16 Persistence of mental disorders by change in family employment between Time 1 and Time 2

	Change in family employment between Time 1 and Time 2				All
	Employed at Time 1 Unemployed at Time 2	Unemployed at Time 1 Unemployed at Time 2	Unemployed at Time 1 Employed at Time 2	Employed at Time 1 Employed at Time 2	
	%	%	%	%	%
Emotional disorders					
Persistent	-	25	[2]	31	29
Non-persistent	[3]	75	[8]	69	71
Weighted base	3	67	10	198	278
Conduct disorders					
Persistent	[5]	45	[10]	39	42
Non-persistent	[3]	55	[7]	61	58
Weighted base	8	105	17	256	386
Hyperkinetic disorders					
Persistent		[23]	[5]	54	59
Non-persistent		[9]	[2]	46	41
Weighted base		32	7	91	130
Less common disorders					
Persistent		[15]	[2]	61	64
Non-persistent		[4]	[2]	39	36
Weighted base		19	4	84	107
Any mental disorder					
Persistent	[5]	52	[18]	50	51
Non-persistent	[5]	48	[12]	50	49
Weighted base	10	155	30	523	718

Table 4.17 Persistence of mental disorders by social class at Time 1

	Social class at Time 1 (NS-SEC)			All
	Higher/lower managerial and professional occupations	Intermediate, small employers and own account	Lower supervisory/semi-routine and routine occupations (lower supervisory)	
	%	%	%	%
Emotional disorders				
Persistent	13	49	25	30
Non-persistent	87	51	75	70
Weighted base	54	84	127	265
Conduct disorders				
Persistent	26	39	47	41
Non-persistent	74	61	53	59
Weighted base	62	93	197	352
Hyperkinetic disorders				
Persistent	[17]	[20]	53	57
Non-persistent	[7]	[17]	47	43
Weighted base	24	37	58	119
Less common disorders				
Persistent	[20]	[16]	[27]	62
Non-persistent	[13]	[6]	[19]	38
Weighted base	33	22	46	101
Any mental disorder				
Persistent	44	56	49	50
Non-persistent	56	44	51	50
Weighted base	141	184	347	672

Table 4.18 Persistence of mental disorders by change in social class between Time 1 and Time 2

	Change in social class between Time 1 and Time 2			
	Upward social mobility %	Downward social mobility %	No change in Social mobility %	All %
Emotional disorders				
Persistent	[7]	[7]	28	30
Non-persistent	[10]	[11]	72	70
Weighted base	17	18	228	263
Conduct disorders				
Persistent	[9]	[2]	42	41
Non-persistent	[12]	[8]	58	59
Weighted base	21	10	318	349
Hyperkinetic disorders				
Persistent	[4]	[2]	59	57
Non-persistent	[4]	[4]	41	43
Weighted base	8	6	108	122
Less common disorders				
Persistent	-	[3]	64	62
Non-persistent	[4]	[1]	36	38
Weighted base	4	4	92	100
Any mental disorder				
Persistent	[22]	[16]	49	50
Non-persistent	[19]	[13]	51	50
Weighted base	41	29	598	668

Table 4.19 Persistence of mental disorders by tenure at Time 1

	Tenure at Time 1		
	Owns: outright or with mortgage	Rents from HA/LA or privately	All
	%	%	%
Emotional disorders			
Persistent	26	35	30
Non-persistent	74	66	70
Weighted base	164	119	283
Conduct disorders			
Persistent	37	49	43
Non-persistent	63	51	57
Weighted base	200	195	395
Hyperkinetic disorders			
Persistent	51	70	60
Non-persistent	49	30	40
Weighted base	72	61	133
Less common disorders			
Persistent	66	[22]	67
Non-persistent	34	[9]	33
Weighted base	85	31	116
Any mental disorder			
Persistent	49	55	51
Non-persistent	51	45	49
Weighted base	420	318	738

Table 4.20 Persistence of mental disorders by change in tenure between Time 1 and Time 2

	Change in tenure between Time 1 and Time 2				All
	Owner at Time 1 Renter at Time 2	Renter at Time 1 Renter at Time 2	Renter at Time 1 Owner at Time 2	Owner at Time 1 Owner at Time 2	
	%	%	%	%	
Emotional disorders					
Persistent	[3]	33	[6]	26	30
Non-persistent	[5]	67	[8]	74	70
Weighted base	8	105	14	156	283
Conduct disorders					
Persistent	[2]	47	[16]	37	43
Non-persistent	[4]	53	[7]	63	57
Weighted base	6	172	23	194	395
Hyperkinetic disorders					
Persistent	-	65	[9]	53	60
Non-persistent	[2]	35	-	47	40
Weighted base	2	52	9	70	133
Less common disorders					
Persistent	-	[13]	[9]	66	67
Non-persistent	-	[9]	-	34	33
Weighted base	-	22	9	85	116
Any mental disorder					
Persistent	[7]	52	[28]	49	51
Non-persistent	[5]	48	[9]	51	49
Weighted base	12	280	37	409	738

Table 4.21 Persistence of mental disorders by gross household income at Time 1

	Gross Household income at Time 1			All
	less than £400	£400 - £600	Over £600	
	per week	per week	per week	
	%	%	%	%
Emotional disorders				
Persistent	30	32	23	28
Non-persistent	70	68	77	72
Weighted base	138	57	62	257
Conduct disorders				
Persistent	41	54	32	42
Non-persistent	29	29	29	29
Weighted base	208	63	75	346
Hyperkinetic disorders				
Persistent	53	[23]	[13]	59
Non-persistent	47	[10]	[9]	41
Weighted base	60	33	22	115
Less common disorders				
Persistent	[31]	[13]	[21]	65
Non-persistent	[11]	[8]	[16]	35
Weighted base	42	21	37	100
Any mental disorder				
Persistent	49	56	43	49
Non-persistent	51	44	57	51
Weighted base	343	144	168	655

Table 4.22 Household correlates of emotional disorders

Variable	Emotional disorders	
	Adjusted Odds Ratio	95.0% C.I.
Any parents employment status		
Either parent working	1.00	
No parent working	0.50	(0.20-1.27)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	5.30***	(1.92-14.63)
Lower sup/ semi-routine/ routine	3.05*	(1.04-8.91)
Socio-economic classification at T1 and T2		
SEC the same at T2	1.00	
SEC up at T2	0.97	(0.32-3.00)
SEC down at T2	1.19	(0.35-4.03)
Tenure at T1		
Owner	1.00	
Renter	4.36	(0.93-20.48)
Tenure at T1 and T2		
Own at T1, Own at T2	1.00	
Own at T1, Rent at T2	3.86	(0.68-21.77)
Rent at T1, Rent at T2	0.60	(0.13-2.74)
Rent at T1, Own at T2	-	-
Household gross weekly income (harmonised) 3 categories		
Over £600	1.00	
£400 - £600	0.80	(0.30-2.10)
Less than £400	1.03	(0.41-2.59)
Employment status at T1 and T2		
T1 employed, T2 employed	NS	
T1 employed, T2 unemployed	NS	
T1 unemployed, T2 unemployed	NS	
T1 unemployed, T2 employed	NS	

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 4.23 Household correlates of conduct disorders

Variable	Conduct disorders	
	Adjusted Odds Ratio	95.0% C.I.
Any parents employment status		
Either parent working	1.00	
No parent working	1.37	(0.37-5.06)
Employment status at T1 and T2		
T1 employed, T2 employed	1.00	
T1 employed, T2 unemployed	1.33	(0.15-11.68)
T1 unemployed, T2 unemployed	0.78	(0.21-2.94)
T1 unemployed, T2 employed	-	-
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.56	(0.70-3.47)
Lower sup/ semi-routine/ routine	2.26*	(1.02-4.99)
Socio-economic classification at T1 and T2		
SEC the same at T2	1.00	
SEC up at T2	1.43	(0.51-4.01)
SEC down at T2	0.52	(0.08-3.22)
Tenure at T1		
Owner	1.00	
Renter	5.89**	(1.45-23.92)
Tenure at T1 and T2		
Own at T1, Own at T2	1.00	
Own at T1, Rent at T2	1.58	(0.16-15.96)
Rent at T1, Rent at T2	0.29	(0.07-1.15)
Rent at T1, Own at T2	-	-
Household gross weekly income (harmonised) 3 categories		
Over £600	1.00	
£400 - £600	0.60	(0.28-1.28)
Less than £400	2.15*	(1.01-4.57)

Table 4.24 Persistence of mental disorders by GHQ12 score at Time 1

	GHQ12 score at Time 1		
	Score 1-2 %	Score 3-12 %	All %
Emotional disorders			
Persistent	29	30	30
Non-persistent	71	70	70
Weighted base	130	151	281
Conduct disorders			
Persistent	40	45	42
Non-persistent	60	55	58
Weighted base	216	168	384
Hyperkinetic disorders			
Persistent	53	69	59
Non-persistent	47	31	41
Weighted base	78	52	130
Less common disorders			
Persistent	59	[33]	64
Non-persistent	41	[14]	36
Weighted base	61	47	108
Any mental disorder			
Persistent	47	55	50
Non-persistent	53	45	50
Weighted base	397	320	717

Table 4.25 Persistence of mental disorders by change in GHQ12 score between Time 1 and Time 2

	Change in parent GHQ12 score between Time 1 and Time 2				
	0-2 at Time 1 3-12 at Time 2	3-12 at Time 1 3-12 at Time 2	3-12 at Time 1 0-2 at Time 2	0-2 at Time 1 0-2 at Time 2	All
	%	%	%	%	%
Emotional disorders					
Persistent	35	40	18	23	29
Non-persistent	65	60	82	77	71
Weighted base	52	78	71	77	278
Conduct disorders					
Persistent	56	63	20	34	42
Non-persistent	44	37	80	66	58
Weighted base	50	95	71	162	378
Hyperkinetic disorders					
Persistent	[18]	[29]	[7]	42	60
Non-persistent	[3]	[14]	[2]	58	40
Weighted base	21	43	9	57	130
Less common disorders					
Persistent	[6]	[15]	[16]	[29]	63
Non-persistent	[9]	[3]	[10]	[16]	37
Weighted base	15	18	26	45	104
Any mental disorder					
Persistent	56	65	40	43	50
Non-persistent	44	35	60	57	50
Weighted base	110	168	145	284	707

Table 4.26 Persistence of mental disorders by number of stressful life events at Time 1

	Number of stressful life events at Time 1			
	None %	1 to 2 %	3 or more %	All %
Emotional disorders				
Persistent	25	37	24	30
Non-persistent	75	63	76	70
Weighted base	63	126	94	283
Conduct disorders				
Persistent	44	41	45	43
Non-persistent	56	59	55	57
Weighted base	85	184	120	389
Hyperkinetic disorders				
Persistent	[27]	51	[18]	60
Non-persistent	[5]	49	[16]	40
Weighted base	32	65	34	131
Less common disorders				
Persistent	[28]	[18]	[25]	65
Non-persistent	[9]	[21]	[9]	35
Weighted base	37	39	34	110
Any mental disorder				
Persistent	51	47	56	51
Non-persistent	49	53	44	49
Weighted base	187	325	214	726

Table 4.27 Social functioning correlates of emotional disorders

Variable	Emotional disorders	
	Adjusted Odds Ratio	95.0% C.I.
GHQ12 of parent at Time 1		
0-2	1.00	
3-12	0.74	(0.33-1.66)
GHQ12 score T1 and T2		
Low at T1 and at T2	1.00	
Low at T1, high at T2	1.96	(0.89-4.33)
High at T1 and at T2	3.37**	(1.56-7.30)
High at T1, low at T2	-	-
Number stressful life events		
None	1.00	
1-2 SLEs	1.72	(0.84-3.51)
3 or more SLEs	0.86	(0.39-1.90)

***p<0.001, **p<0.01, *p<0.05

Table 4.28 Social functioning correlates of conduct disorders

Variable	Conduct disorder present at Time 1	
	Adjusted Odds Ratio	95.0% C.I.
GHQ12 of parent at Time 1		
0-2	1.00	
3-12	0.49*	(0.25-0.95)
GHQ12 score T1 and T2		
Low at T1 and at T2	1.00	
Low at T1, high at T2	2.51**	(1.31-4.81)
High at T1 and at T2	6.92***	(3.35-14.30)
High at T1, low at T2	-	-
Number stressful life events		
None	1.00	
1-2 SLEs	0.92	(0.53-1.61)
3 or more SLEs	0.77	(0.42-1.40)

***p<0.001, **p<0.01, *p<0.05

Chapter 5: Onset of childhood mental disorders

5.1 Introduction

The previous chapter presented data on children and young people who had a mental disorder during the original survey in 2004 (Time 1) and were successfully followed up three years later. This chapter focuses on the sample of children and young people who did not have a disorder in the first survey and were interviewed again three years later: 4,926 children and young people.

5.2 Key findings

- Among children and young people who did not have a disorder in 2004 just over three percent developed an emotional disorder and almost three percent developed conduct disorder by 2007.
- The characteristics most closely linked with the onset of emotional disorder include age, sex and physical illness, change in the number of parents between the two surveys, number of children and young people in a family, mother's poor mental health and the number of stressful life events (such as family death or illness).
- Children and young people with a physical illness in 2004 were almost twice as likely to have developed an emotional disorder three years later.
- Children and young people in a single parent household were more likely to develop an emotional disorder.
- Being in an older age group in 2004 increased the chances of developing an emotional disorder three years later.
- Girls were more likely to develop an emotional disorder.
- In terms of the onset of conduct disorder, the characteristics that are strongly linked are sex, age, SEN, reconstituted families (including step children and

step siblings), change in the mother health between the survey years and the number of stressful life events there had been in the child's life.

- There was an increased likelihood of the onset of conduct disorders at Time 2 among boys and among children and young people aged eight to ten years.
- Children and young people in households of 'reconstituted' families, particularly where there were step-children, were more likely to develop conduct disorder.
- Mothers' lack of educational qualifications increased the likelihood of children and young people developing conduct disorder.
- Living in rented accommodation, low occupational status and low income increased the likelihood of developing conduct disorder.
- More than three significant life events increased the likelihood of a child developing conduct disorder.

5.3 Onset of disorders

For analytical purposes, this sample of children and young people, now aged eight to 19, has been divided into two groups: those who developed a mental disorder in the three years since the first survey (the onset group, 271 children and young people), and the remainder, the vast majority, who were assessed as not having a childhood mental disorder on both occasions (4,655 children and young people).

The numbers of children and young people who had developed each of the types of disorder at Time 2 were:

- 170 children and young people were assessed as having an emotional disorder
- 140 children and young people were assessed as having a conduct disorder

- 10 children and young people were assessed as having a hyperkinetic disorder
- 35 children and young people were assessed as having a less common disorder.

Although data are presented on each of these four broad categories of disorder, the main aim of this chapter is to comment on the factors that are associated with the onset of emotional and conduct disorders. The number of cases is too small to look in detail at hyperkinetic and less common disorders.

Note that some children and young people were assessed as having more than one type of disorder at a time and may therefore be represented in more than one grouping. Where the number of cases is too small to look in detail the data have been included in the tables for reference purposes.

The same group of factors are investigated in relation to the analysis of onset as were investigated for persistence (Chapter 4). These have been grouped into four categories:

5.3.1 Factors associated with the child:

- sex
- age
- ethnicity
- physical illness
- has Special Educational Needs (SEN)
- smoking, drinking and cannabis use.

5.3.2 Family characteristics:

- one- or two-parent family
- reconstituted family (contains stepchildren)
- mother's educational qualifications
- number of children in family.

5.3.3 Household characteristics:

- working status of household
- socio-economic Class (NS-SEC)
- tenure
- household gross income.

5.3.4 Social factors:

- psychological distress of mother
- number of stressful life events.

Because of the longitudinal nature of the study, we were able to look at the effect of the change in some of these characteristics between Time 1 and Time 2 (e.g. change in tenure, working status etc) as well as the characteristics at Time 1, on onset of disorder at Time 2.

5.4 Onset of emotional disorders

5.4.1 Child characteristics

Three child characteristics were significantly associated with the onset of emotional disorders: age, sex and physical illness at Time 1. Older children were more likely to have developed an emotional disorder. Although percentages are small, those with a physical illness, compared with those with no physical illness were almost twice as likely to have developed an emotional disorder by Time 1. Girls were more likely than boys to develop an emotional disorder.

Looking at age as a predictor of the onset of emotional disorder, young people in the older age group (14-to 16-years-olds at Time 1) were more likely to have developed an emotional disorder by Time 2 than those aged five to seven during the first interview: 5 per cent compared with 2 per cent.

Age was also significant overall. Being in the older age group increased the odds of developing an emotional disorder compared with those in youngest age group (OR=2.2). Being in the middle age group compared with the youngest age group also increased the odds (OR=1.6)

There was a link between the onset of emotional disorders and children and young people having a physical illness. Of those children and young people who developed an emotional disorder at Time 2, 6 per cent had a physical illness at Time 1 compared with 3 per cent who did not have a physical illness. Although these percentages are small, logistic regression analysis showed that those with a physical illness, compared with those with no physical illness, were more likely to have developed an emotional disorder by Time 2 (OR=1.7).

Girls were more likely to develop an emotional disorder (4 per cent) compared with boys (3 per cent) and the odds for developing an emotional disorder were also higher for girls (OR=1.8).

(Tables 5.1 to 5.6)

5.4.2 Family and household characteristics

In terms of family characteristics, several factors were significant correlates of the onset of emotional disorders. There was an increased likelihood of developing an emotional disorder among children and young people in families with one parent or in families where the number of parents had changed from two parents to one parent between the survey years. Onset was also more likely in families where there was one child compared to two children.

(Tables 5.8 to 5.13)

For household characteristics there was an increased likelihood of the onset of an emotional disorder during the three years between surveys among children and young people living in rented accommodation and in households where no parent was working. The likelihood of children and young people developing an emotional disorder was more likely in households with lower occupational status or with lower incomes.

(Tables 5.15 to 5.22)

Looking in more detail at family characteristics, there was an increased likelihood of developing an emotional disorder among children and young people:

- in families with one parent (5 per cent) compared with children and young people in a 'traditional' family set up (3 per cent) and 'reconstituted' families (4 per cent)
- in families which had two parents at Time 1 and one parent at Time 2 (11 per cent) or one parent on both occasions (6 per cent) compared with families with two parents on both occasions (3 per cent)
- in families where there was *one child (5 per cent) compared with two children (3 per cent).
(*this analysis does not include young people in the household aged 16 and over).

Logistic regression analysis showed that the odds of developing an emotional disorder were increased for those children and young people in families where there had been a change in the number of parents between surveys, from two parents at Time 1 to one parent at Time 2 (OR=4.5) compared with children and young people in families that had two parents at both times. Furthermore, the odds of developing an emotional disorder are reduced for children and young people in a family where there are two children compared with a family where there is one child (OR=0.6) and where there are three or more children compared with one child (OR=0.8).

Focussing on household characteristics, there was an increased likelihood of the onset of an emotional disorder during the three years between surveys among children and young people:

- where no parent in the household was working (7 per cent) compared with all parents in employment (3 per cent)
- where there was a continuation of no parent working (7 per cent: OR=4.4), or a change from a working to a non-working household (6 per cent), or conversely from a non-working to a working household (4 per cent) compared with parents being continually in work (3 per cent)
- living in rented (5 per cent) rather than owned (3 per cent) accommodation

- being in rented accommodation at Time 1 and Time 2 (5 per cent) compared with living continually in owner/occupier housing over the three years (3 per cent)
- where the weekly gross household income was less than £400 (5 per cent) in contrast to household incomes of between £400 and £600 (3 per cent) and more than £600 (3 per cent)
- living in a household where occupational status was defined as lower supervisory positions (4 per cent), compared with those in higher/lower managerial and professional occupations (3 per cent), and intermediate and small employers (3 per cent).

Many of these family and household characteristics may represent different indicators of the same socio-economic situation: lone parenthood, unemployment, living in rented accommodation and having a relatively low income.

(Tables 5.15 to 5.22)

5.4.3 Social factors

Social factors, in particular, the mental health of the child's mother and significant life events, were most significantly correlated with the onset of emotional disorder. The onset of emotional disorder among children and young people was more likely among those:

- whose mothers scored high (7 per cent) versus low (3 per cent) on the GHQ12 measure of psychological distress
- whose mothers' GHQ12 score remained high (10 per cent) moved from low to high (6 per cent) or from high to low (4 per cent) compared with when it stayed below the threshold score (2 per cent)
- whose mothers reported three or more stressful life events (9 per cent) compared with one to two (4 per cent) and none (2 per cent).

(Tables 5.24 to 5.27)

Children and young people whose mothers scored highly on the GHQ12 were more likely to develop an emotional disorder compared with those children and young people whose mothers scored below the threshold (OR=2.2). Additionally, a change in mother's GHQ12 score between Time 1 and Time 2 was significant overall. The impact of a mother having a low score at Time 1 and then a high score at Time 2 or having a high score at both Time 1 and Time 2 increases the odds of developing an emotional disorder (OR= 3.5; 2.3) compared with mothers who had a low score at both Time 1 and Time 2.

The number of significant life events experienced by a child at Time 1 was also independently associated with onset of emotional disorder. Those experiencing three or more significant life events were more likely to develop an emotional disorder compared with those who had experienced none (OR=2.7) and for those experiencing two to three significant life events compared with none (OR=1.5).

What this analysis cannot demonstrate is whether the higher rate of onset of the children's emotional problems was a result of their continuously distressed mothers or whether the mothers' mental state contributed to the persistence of the children's anxiety and depression. Alternatively, external factors (such as a stressful life event) may be contributing to both the psychological distress of both the mother and child.

We used logistic regression to look at factors associated with developing an emotional disorder between the survey years. Factors that were independently associated with the onset of emotional disorder were:

- age
- sex
- physical illness
- the change in number of parents between Time 1 and Time 2
- the number of children in the family
- the mother having a high GHQ12 score
- the number of significant life events.

(Tables 5.24 to 5.27)

5.5 Onset of conduct disorders

Overall, three per cent of the non-disorder group at Time 1 were assessed as having developed a conduct disorder by Time 2.

The characteristics most closely linked with the onset of conduct disorder include sex, physical illness, Special Education Needs (officially recognised SEN), reconstituted families (step families including step siblings), the change in mother's GHQ12 score between Time 1 and Time 2 and the number of significant life events in a child's life.

5.5.1 Child characteristics

A number of child characteristics were significantly associated with the onset of conduct disorders. There was an increased likelihood of the onset of conduct disorders among boys and among children aged eight to ten years. Children and young people with a physical illness were more likely to develop conduct disorder as were children and young people with SEN.

There was an increased likelihood of the onset of conduct disorders among:

- boys (4 per cent) compared with girls (2 per cent)
- 8- to 10-year olds (4 per cent) compared with 5- to 7-year-olds (3 per cent) and 14- to 16-year-olds (2 per cent)
- children and young people with a physical illness (4 per cent) in contrast to those with no physical illness (2 per cent)
- children with Special Educational Needs (9 per cent) compared with those who needed no additional educational support (2 per cent).

Logistic regression showed that those with a physical illness compared with those with no physical illness were more than twice as likely to develop a conduct disorder (OR=2.9). Children and young people with an SEN were more than three times more

likely to develop a conduct disorder compared with those with no SEN (OR=3.7). Logistic regression also showed that in comparison to boys, the odds of developing a conduct disorder are reduced for girls (OR=0.7). (Tables 5.1 to 5.7)

5.5.2 Family and household characteristics

Children and young people in households of 'reconstituted' families, particularly where there were step-children, were more likely to develop conduct disorder as were children and young people in families which had two parents at Time 1 and one parent at Time 2. More than one child in a family was associated with onset of conduct disorder. Mothers' lack of educational qualifications also increased the likelihood of children and young people developing conduct disorder. Living in rented accommodation, low occupational status and low income also increase the likelihood of developing conduct disorder.

Focusing on family characteristics several factors were associated with the onset of conduct disorders during the three years between surveys: family type; change in number of parents; reconstituted family; and number of children. There was an increased likelihood of the onset of a conduct disorder among children and young people:

- in households of 'reconstituted' families (6 per cent) compared with those in 'solo' families (5 per cent) and 'traditional' (2 per cent)
- in families which had two parents at Time 1 and one parent at Time 2 (6 per cent) or one parent on both occasions (5 per cent) in contrast to families with two parents on both occasions (2 per cent)
- in families in reconstituted families where there are step-children (6 per cent) compared with non-reconstituted families (3 per cent)
- in families where there were three or more children (4 per cent) compared with two children (2 per cent)
- in families where the mother has no educational qualifications (4 per cent) compared with any qualifications (3 per cent).

(Tables 5.8 to 5.14)

Similar to the situation for emotional disorders, there was an increased likelihood of the onset of conduct disorder between interviews among children and young people:

- where no parent in the household was working (5 per cent) compared with all parents in employment (3 per cent)
- where there was a continuation of no parent working (6 per cent), compared with parents being continually in work (3 per cent) between Time 1 and Time 2
- living in rented (5 per cent) rather than owned (2 per cent) accommodation
- being in rented accommodation at Time 1 and Time 2 (6 per cent) compared with living continually in owner/occupier housing (2 per cent; OR=3.5)
- where the weekly gross household income was less than £400 (4 per cent) in contrast to household incomes of £600 or more (2 per cent)
- in households where occupational status was classified as lower supervisory, semi-routine and routine occupations (4 per cent), compared with those children and young people in households of higher/lower managerial and professional occupations (2 per cent), and intermediate and small employers (3 per cent).

(Tables 5.8 to 5.14)

5.5.3 Social factors

As with the onset of emotional disorders, significant social factors in terms of the onset of conduct disorders were the mental health of the child's mother and the number of stressful life events.

The onset of conduct disorders was more likely among children and young people:

- whose mothers scored high (4 per cent) versus low (3 per cent) on the GHQ12 measure of psychological distress (OR=2.2)

- whose mothers' GHQ12 score remained high (6 per cent) or moved from low to high (5 per cent) compared with when it stayed low (2 per cent)
- whose mothers reported three or more stressful life events (6 per cent) compared with one to two or none (3 per cent; 2 per cent).

(Tables 5.15 to 5.23)

As with the onset of emotional disorders, logistic regression analysis showed that a change in mother's GHQ12 score during the three years between surveys was independently associated with the onset of a conduct disorder. The impact of a mother having a low score at Time 1 and then a high score at Time 2 or having a high score at both survey times, increased the odds of developing a conduct disorder (OR= 2.3 and 3.5) compared with mothers who had a low score at both Time 1 and Time 2.

What this analysis cannot demonstrate is whether the higher rate of onset of the child's conduct disorder was a result of a continuously distressed mother or whether the mother's mental state contributed to the persistence of the child's anxiety and depression. Alternatively, external factors (such as a stressful life event) may be contributing to the psychological distress of both mother and child.

There was a strong relationship between the number of significant life events experienced by a child and onset of conduct disorder. Those experiencing three or more significant life events were almost twice as likely to develop conduct disorder compared with those who had experienced one to two (OR=2.7 and 1.5).

Logistic regression analysis showed that the factors which emerged as independently associated with the onset of conduct disorder among children and young people were:

- sex
- physical illness
- Special Education Needs
- reconstituted families
- living in rented accommodation
- change in mothers GHQ12 score between Time 1 and Time 2
- number of significant life events.

(Tables 5.24 to 5.28)

Table 5.1 Onset of mental disorders between Time 1 and Time 2 by sex

Children with no disorder at Time 1

	Sex		All
	Boys	Girls	
	%	%	%
Emotional disorders			
Developed disorder	3	4	4
No disorder	97	96	96
Weighted base	4036	3678	7714
<hr/>			
Conduct disorders			
Developed disorder	4	2	3
No disorder	96	98	97
Weighted base(=Children with Conduct disorders at Time 1)	3873	3716	7589
<hr/>			
Hyperkinetic disorders			
Developed disorder	-	-	-
No disorder	100	100	100
Weighted base	4034	3808	7842
<hr/>			
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	4073	3792	7865
<hr/>			
Any mental disorder			
Developed disorder	6	6	6
No disorder	94	94	94
Weighted base	3701	3577	7278

Table 5.2 Onset of mental disorders between Time 1 and Time 2 by age at Time 1

Children with no disorder at Time 1

	Age at Time 1				All
	5-to7- year-olds	8-to-10- year-olds	11-to-13- year-olds	14-to-16- year-olds	
	%	%	%	%	%
Emotional disorders					
Developed disorder	2	3	4	5	4
No disorder	98	97	96	95	96
Weighted base	1959	2016	2060	1670	7705
Conduct disorders					
Developed disorder	3	4	3	2	3
No disorder	97	96	97	98	97
Weighted base	1927	1954	2052	1647	7580
Hyperkinetic disorders					
Developed disorder	1	-	-	-	-
No disorder	99	100	100	100	100
Weighted base	1980	2010	2117	1726	7833
Less common disorders					
Developed disorder	1	-	1	1	1
No disorder	99	100	99	99	99
Weighted base	1997	2017	2127	1715	7856
Any mental disorder					
Developed disorder	5	5	6	6	6
No disorder	95	95	94	94	94
Weighted base	1872	1884	1953	1559	7268

Table 5.3 Onset of mental disorders between Time 1 and Time 2 by ethnicity

Children with no disorder at Time 1

	Ethnicity		
	White %	Non-white %	All %
Emotional disorders			
Developed disorder	3	4	4
No disorder	97	96	96
Weighted base	6820	889	7709
<hr/>			
Conduct disorders			
Developed disorder	3	2	3
No disorder	97	98	97
Weighted base	6704	879	7583
<hr/>			
Hyperkinetic disorders			
Developed disorder	-	-	-
No disorder	100	100	100
Weighted base	6937	900	7837
<hr/>			
Less common disorders			
Developed disorder	1	-	1
No disorder	99	100	99
Weighted base	6958	901	7859
<hr/>			
Any mental disorder			
Developed disorder	6	5	6
No disorder	94	95	94
Weighted base	6414	859	7273

Table 5.4 Onset of mental disorders between Time 1 and Time 2 by any physical illness at Time 1

Children with no disorder at Time 1

	Any physical illness at Time 1		
	Any physical illness	No physical illness	All
	%	%	%
Emotional disorders			
Developed disorder	6	3	4
No disorder	94	97	96
Weighted base	1763	5951	7714
Conduct disorders			
Developed disorder	4	2	3
No disorder	96	98	97
Weighted base	1730	5859	7589
Hyperkinetic disorders			
Developed Disorder	1	-	-
No disorder	99	100	100
Weighted base	1818	6024	7842
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	1814	6050	7864
Any mental disorder			
Developed disorder	9	5	6
No disorder	91	95	94
Weighted base	1608	5670	7278

Table 5.5 Onset of mental disorders between Time 1 and Time 2 by Special Educational Needs at Time 1

Children with no disorder at Time 1

	Whether a child has SEN at Time 1		
	No SEN %	Has SEN %	All %
Emotional disorders			
Developed disorder	3	5	3
No disorder	97	95	97
Weighted base	5161	751	5912
Conduct disorders			
Developed disorder	2	9	3
No disorder	98	91	97
Weighted base	5144	677	5821
Hyperkinetic disorders			
Developed disorder	-	1	-
No disorder	100	99	100
Weighted base	5274	751	6025
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	5279	754	6033
Any mental disorder			
Developed disorder	5	12	6
No disorder	95	88	94
Weighted base	5002	574	5576

Table 5.6 Child correlates of onset of emotional disorders

Variable	Emotional disorders	
	Adjusted Odds Ratio	95.0% C.I.
Sex		
Male	1.00	
Female	1.52**	(1.14-2.02)
Age		
5 - 7 years	1.00	
8 - 10 years	0.92	(0.59-1.43)
11 - 13 years	1.56*	(1.05-2.34)
14 - 16 years	2.23***	(1.50-3.33)
Ethnicity (grouped)		
White	1.00	
Non-white	1.43	(0.96-2.13)
Any physical disorder		
No	1.00	
Yes	1.71***	(1.27-2.31)
Does the child have officially recognised special needs		
No	1.00	
Yes	1.68**	(1.16-2.44)

***p<0.001, **p<0.01, *p<0.05

Table 5.7 Child correlates of onset of conduct disorders

Variable	Conduct disorders	
	Adjusted Odds Ratio	95.0% C.I.
Sex		
Male	1.00	
Female	0.66**	(0.47-0.92)
Age		
5 - 7 years	1.00	
8 - 10 years	1.03	(0.68-1.56)
11 - 13 years	1.02	(0.68-1.55)
14 - 16 years	0.54*	(0.31-0.93)
Ethnicity (grouped)		
White	1.00	
Non-white	0.52*	(0.27-0.97)
Any physical disorder		
No	1.00	
Yes	2.96***	(2.01-4.38)
Does the child have officially recognised special needs		
No	1.00	
Yes	3.73***	(2.66-5.24)

***p<0.001, **p<0.01, *p<0.05

Table 5.8 Onset of mental disorders between Time 1 and Time 2 by family composition at Time 1

Children with no disorder at Time 1	Family composition at Time 1		
	Two parent family	One parent family	All
	%	%	%
Emotional disorders			
Developed disorder	5	3	4
No disorder	95	97	96
Weighted base	1691	6024	7715
Conduct disorders			
Developed disorder	4	2	3
No disorder	96	98	97
Weighted base	1654	5936	7590
Hyperkinetic disorders			
Developed disorder	-	-	-
No disorder	100	100	100
Weighted base	1750	6093	7843
Less common disorders			
Developed disorder	-	1	1
No disorder	100	99	99
Weighted base	1767	6098	7865
Any mental disorder			
Developed disorder	7	5	6
No disorder	93	95	94
Weighted base	1547	5732	7279

Table 5.9 Onset of mental disorders between Time 1 and Time 2 by change in family composition between Time 1 and Time 2

Children with no disorder at Time 1

	2 parents at Time 1 1 parent at Time 2	1 parent at Time 1 1 parent at Time 2	1 parent at Time 1 2 parents at Time 2	2 parents at Time 1 2 parents at Time 2	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	11	6	4	3	4
No disorder	89	94	96	97	96
Weighted base	400	1323	364	5622	7709
Conduct disorders					
Developed disorder	6	5	3	2	3
No disorder	94	95	97	98	97
Weighted base	391	1305	347	5543	7586
Hyperkinetic disorders					
Developed disorder	-	-	1	-	-
No disorder	100	100	99	100	100
Weighted base	411	1376	370	5681	7838
Less common disorders					
Developed disorder	1	1	-	1	1
No disorder	99	99	100	99	99
Weighted base	411	1388	376	5686	7861
Any mental disorder					
Developed disorder	14	8	6	5	6
No disorder	86	92	94	95	94
Weighted base	372	1213	331	5359	7275

Table 5.10 Onset of mental disorders between Time 1 and Time 2 by family constitution at Time 1

Children with no disorder at Time 1

	Reconstituted family at Time 1		
	Yes %	No %	All %
Emotional disorders			
Developed disorder	3	4	4
No disorder	97	96	96
Weighted base	6877	837	7714
<hr/>			
Conduct disorders			
Developed disorder	3	6	3
No disorder	97	94	97
Weighted base	6802	787	7589
<hr/>			
Hyperkinetic disorders			
Developed disorder	-	-	-
No disorder	100	100	100
Weighted base	6999	843	7842
<hr/>			
Less common disorders			
Developed disorder	1	2	1
No disorder	99	98	99
Weighted base	7020	845	7865
<hr/>			
Any mental disorder			
Developed disorder	5	9	6
No disorder	95	91	94
Weighted base	6518	761	7279

Table 5.11 Onset of mental disorders between Time 1 and Time 2 by educational qualifications of parent at Time 1

Children with no disorder at Time 1

	Whether parent has any qualifications		
	Yes %	No %	All %
Emotional disorders			
Developed disorder	3	4	4
No disorder	97	96	96
Weighted base	6488	1155	7643
<hr/>			
Conduct disorders			
Developed disorder	3	4	3
No disorder	97	96	97
Weighted base	6417	1110	7527
<hr/>			
Hyperkinetic disorders			
Developed disorder	-	1	-
No disorder	100	99	100
Weighted base	6590	1183	7773
<hr/>			
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	6598	1206	7804
<hr/>			
Any mental disorder			
Developed disorder	6	7	6
No disorder	94	93	94
Weighted base	6182	1042	7224

Table 5.12 Onset of mental disorders between Time 1 and Time 2 by number of children at Time 1

Children with no disorder at Time 1

	Number of children in household at Time 1			
	1	2	3 or more	All
	%	%	%	%
Emotional disorders				
Developed disorder	5	3	4	4
No disorder	95	97	96	96
Weighted base	1741	3538	2234	7513
Conduct disorders				
Developed disorder	3	2	4	3
No disorder	97	98	96	97
Weighted base	1745	3499	2141	7385
Hyperkinetic disorders				
Developed disorder	-	-	-	-
No disorder	100	100	100	100
Weighted base	1780	3586	2271	7637
Less common disorders				
Developed disorder	1	1	1	1
No disorder	99	99	99	99
Weighted base	1804	3592	2266	7662
Any mental disorder				
Developed disorder	6	5	7	6
No disorder	94	95	93	94
Weighted base	1654	3374	2061	7089

Table 5.13 Family correlates of onset of emotional disorders

Variable	Emotional disorders	
	Adjusted Odds Ratio	95.0% C.I.
Number of parents at T1		
Two parents	1.00	
Lone parent	1.36	(0.76-2.41)
Number of parents at T1 and T2		
2 parents at T1 and T2	1.00	
2 parents at T1, 1 parent at T2	4.53***	(3.17-6.48)
1 parent at T1 and T2	1.49	(0.82-2.71)
1 parent at T1, 2 parents at T2	-	-
Number of children at T1		
One child at T1	1.00	
Two children at T1	0.58***	(0.43-0.78)
Three or more children at T1	0.80	(0.58-1.09)
Family type at T1		
Traditional	NS	
Single		
Reconstituted		
Grandparents/aunts/others		
Whether parent has any qualifications		
No qualifications	NS	
Any qualifications		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 5.14 Family correlates of onset of conduct disorders

Variable	Conduct disorders	
	Adjusted Odds Ratio	95.0% C.I.
Number of parents at T1		
Two parents	1.00	
Lone parent	1.28	(0.66-2.48)
Number of parents at T1 and T2		
2 parents at T1 and T2	1.00	
2 parents at T1, 1 parent at T2	2.87***	(1.83-4.50)
1 parent at T1 and T2	1.73	(0.87-3.45)
1 parent at T1, 2 parents at T2	-	-
Number of children at T1		
One child at T1	1.00	
Two children at T1	0.90	(0.63-1.29)
Three or more children at T1	1.50*	(1.05-2.15)
Family type at T1		
Traditional	NS	
Single		
Reconstituted		
Grandparents/aunts/others		
Whether parent has any qualifications		
No qualifications	NS	
Any qualifications		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 5.15 Onset of mental disorders between Time 1 and Time 2 by family employment at Time 1

Children with no disorder at Time 1

	Family employment at Time 1		
	Family employed	Family unemployed	All
	%	%	%
Emotional disorders			
Developed disorder	3	7	4
No disorder	97	93	96
Weighted base	6678	977	7655
Conduct disorders			
Developed disorder	3	5	3
No disorder	97	95	97
Weighted base	6607	930	7537
Hyperkinetic disorders			
Developed disorder	-	1	-
No disorder	100	99	100
Weighted base	6773	1013	7786
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	6786	1026	7812
Any mental disorder			
Developed disorder	5	11	6
No disorder	95	89	94
Weighted base	6366	864	7230

Table 5.16 Onset of mental disorders between Time 1 and Time 2 by change in family employment between Time 1 and Time 2

Children with no disorder at Time 1

	Employed at Time 1 Unemployed at Time 2	Unemployed at Time 1 Unemployed at Time 2	Unemployed at Time 1 Employed at Time 2	Employed at Time 1 Employed at Time 2	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	6	7	4	3	3
No disorder	94	93	96	97	97
Weighted base	192	761	188	6427	7568
Conduct disorders					
Developed disorder	5	6	3	3	3
No disorder	95	94	97	97	97
Weighted base	186	719	181	6359	7445
Hyperkinetic disorders					
Developed disorder	-	1	1	-	-
No disorder	100	99	99	100	100
Weighted base	195	791	191	6514	7691
Less common disorders					
Developed disorder	1	1	1	1	1
No disorder	99	99	99	99	99
Weighted base	196	805	195	6528	7724
Any mental disorder					
Developed disorder	10	11	5	5	6
No disorder	90	89	95	95	94
Weighted base	185	672	168	6121	7146

Table 5.17 Onset of mental disorders between Time 1 and Time 2 by social class at Time 1

Children with no disorder at Time 1

	Social class at Time 1			All
	Higher/lower managerial and professional occupations	Intermediate, small employers and own account	Lower supervisory/ semi-routine and routine occupations (lower supervisory)	
	%	%	%	%
Emotional disorders				
Developed disorder	3	3	4	3
No disorder	97	97	96	97
Weighted base	2220	2069	2944	7233
Conduct disorders				
Developed disorder	2	3	4	3
No disorder	98	97	96	97
Weighted base	2208	2051	2876	7135
Hyperkinetic disorders				
Developed disorder	-	-	-	-
No disorder	100	100	100	100
Weighted base	2241	2109	3007	7357
Less common disorders				
Developed disorder	1	1	1	1
No disorder	99	99	99	99
Weighted base	2238	2122	3023	7383
Any mental disorder				
Developed disorder	5	5	7	6
No disorder	95	95	93	94
Weighted base	2140	1970	2734	6844

Table 5.18 Onset of mental disorders between Time 1 and Time 2 by change in social class between Time 1 and Time 2

Children with no disorder at Time 1

	Change in social class between Time 1 and Time 2			
	Upward social Mobility %	Downward social mobility %	No change in Social mobility %	All %
Emotional disorders				
Developed disorder	3	2	3	97
No disorder	97	98	97	3
Weighted base	419	306	6454	7179
Conduct disorders				
Developed disorder	3	3	3	3
No disorder	97	97	97	97
Weighted base	415	311	6356	7082
Hyperkinetic disorders				
Developed disorder	1	-	-	-
No disorder	99	100	100	100
Weighted base	430	316	6555	7301
Less common disorders				
Developed disorder	1	1	1	1
No disorder	99	99	99	99
Weighted base	432	316	6577	7325
Any mental disorder				
Developed disorder	6	4	6	6
No disorder	94	96	94	94
Weighted base	397	293	6101	6791

Table 5.19 Onset of mental disorders between Time 1 and Time 2 by tenure at Time 1

Children with no disorder at Time 1

	Tenure at Time 1		
	Owns: outright or with mortgage	Rents from HA/LA or privately	All
	%	%	%
Emotional disorders			
Developed disorder	3	5	4
No disorder	97	95	96
Weighted base	5778	1933	7711
Conduct disorders			
Developed disorder	2	5	3
No disorder	98	95	97
Weighted base	5729	1858	7587
Hyperkinetic disorders			
Developed disorder	-	-	-
No disorder	100	100	100
Weighted base	5853	1987	7840
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	5846	2015	7861
Any mental disorder			
Developed disorder	5	9	6
No disorder	95	91	94
Weighted base	5532	1744	7276

Table 5.20 Onset of mental disorders between Time 1 and Time 2 by change in tenure between Time 1 and Time 2

Children with no disorder at Time 1

	Change in tenure between Time 1 and Time 2				All
	Owner at Time 1 Renter at Time 2	Renter at Time 1 Renter at Time 2	Renter at Time 1 Owner at Time 2	Owner at Time 1 Owner at Time 2	
	%	%	%	%	%
Emotional disorders					
Developed disorder	4	5	2	3	4
No disorder	96	95	98	97	96
Weighted base	111	1686	245	5661	7703
Conduct disorders					
Developed disorder	4	6	1	2	3
No disorder	96	94	99	98	97
Weighted base	114	1619	236	5609	7578
Hyperkinetic disorders					
Developed disorder	-	1	-	-	-
No disorder	100	99	100	100	100
Weighted base	118	1735	251	5729	7833
Less common disorders					
Developed disorder	-	1	-	1	1
No disorder	100	99	100	99	99
Weighted base	120	1765	249	5721	7855
Any mental disorder					
Developed disorder	7	10	4	5	6
No disorder	93	90	96	95	94
Weighted base	108	1519	223	5419	7269

Table 5.21 Onset of mental disorders between Time 1 and Time 2 by gross household income at Time 1

Children with no disorder at Time 1

	Gross Household income at Time 1			All
	less than £400 per week %	£400 - £600 per week %	Over £600 per week %	
Emotional disorders				
Developed disorder	5	3	3	4
No disorder	95	97	97	96
Weighted base	2533	1543	3022	7098
Conduct disorders				
Developed disorder	4	3	2	3
No disorder	96	97	98	97
Weighted base	2459	1534	3003	6996
Hyperkinetic disorders				
Developed disorder	-	-	-	-
No disorder	100	100	100	100
Weighted base	2599	1566	3052	7217
Less common disorders				
Developed disorder	1	1	1	1
No disorder	99	99	99	99
Weighted base	2623	1578	3042	7243
Any mental disorder				
Developed disorder	7	6	4	6
No disorder	93	94	96	94
Weighted base	2333	1463	2925	6721

Table 5.22 Household correlates of onset of emotional disorders

Variable	Emotional disorders	
	Adjusted Odds Ratio	95.0% C.I.
Any parents employment status		
Either parent working	1.00	
No parent working	0.53	(0.14-1.98)
Employment status at T1 and T2		
T1 employed, T2 employed	1.00	
T1 employed, T2 unemployed	1.91	(0.89-4.12)
T1 unemployed, T2 unemployed	4.43*	(1.17-16.77)
T1 unemployed, T2 employed	-	-
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	0.83	(0.57-1.22)
Lower sup/ semi-routine/ routine	0.92	(0.63-1.34)
Socio-economic classification at T1 and T2		
SEC the same at T2	1.00	
SEC up at T2	1.17	(0.65-2.09)
SEC down at T2	0.66	(0.28-1.55)
Tenure at T1		
Owner	1.00	
Renter	0.70	(0.27-1.85)
Tenure at T1 and T2		
Own at T1, Own at T2	1.00	
Own at T1, Rent at T2	0.47	(0.08-2.64)
Rent at T1, Rent at T2	1.62	(0.60-4.36)
Rent at T1, Own at T2	-	-
Household gross weekly income (harmonised) 3 categories		
Over £600	1.00	
£400 - £600	1.05	(0.70-1.58)
Less than £400	1.09	(0.75-1.60)

***p<0.001, **p<0.01, *p<0.05

Table 5.23 Household correlates of onset of conduct disorders

Variable	Conduct disorders	
	Adjusted Odds Ratio	95.0% C.I.
Any parents employment status		
Either parent working	1.00	
No parent working	0.53	(0.19-1.47)
Employment status at T1 and T2		
T1 employed, T2 employed	1.00	
T1 employed, T2 unemployed	1.05	(0.43-2.52)
T1 unemployed, T2 unemployed	2.33	(0.81-6.68)
T1 unemployed, T2 employed	-	-
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.07	(0.67-1.69)
Lower sup/ semi-routine/ routine	1.29	(0.82-2.03)
Socio-economic classification at T1 and T2		
SEC the same at T2	1.00	
SEC up at T2	0.79	(0.38-1.61)
SEC down at T2	1.58	(0.80-3.13)
Tenure at T1		
Owner	1.00	
Renter	0.81	(0.27-2.42)
Tenure at T1 and T2		
Own at T1, Own at T2	1.00	
Own at T1, Rent at T2	0.75	(0.13-4.24)
Rent at T1, Rent at T2	3.53*	(1.18-10.59)
Rent at T1, Own at T2	-	-
Household gross weekly income (harmonised) 3 categories		
Over £600	1.00	
£400 - £600	1.38	(0.87-2.20)
Less than £400	1.25	(0.79-1.96)

***p<0.001, **p<0.01, *p<0.05

Table 5.24 Onset of mental disorders between Time 1 and Time 2 by GHQ12 score at Time 1

Children with no disorder at Time 1

	GHQ12 of parent at Time 1		
	0-2	3-12	All
	%	%	%
Emotional disorders			
Developed disorder	3	7	4
No disorder	97	93	96
Weighted base	5987	1633	7620
Conduct disorders			
Developed disorder	3	4	3
No disorder	97	96	97
Weighted base	5898	1605	7503
Hyperkinetic disorders			
Developed disorder	-	-	-
No disorder	100	100	100
Weighted base	6025	1723	7748
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	6047	1732	7779
Any mental disorder			
Developed disorder	5	9	6
No disorder	95	91	94
Weighted base	5735	1467	7202

Table 5.25 Onset of mental disorders between Time 1 and Time 2 by change in parent GHQ12 score between Time 1 and Time 2

Children with no disorder at Time 1

	low at T1 hi at T2	Hi at T1 and at T2	hi at T1 low at T2	Low at T1 and at T2	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	6	10	4	2	3
No disorder	94	90	96	98	97
Weighted base	1028	757	841	4858	7484
Conduct disorders					
Developed disorder	5	6	2	2	3
No disorder	95	94	98	98	97
Weighted base	1020	735	836	4780	7371
Hyperkinetic disorders					
Developed disorder	-	1	-	-	-
No disorder	100	99	100	100	100
Weighted base	1051	787	900	4871	7609
Less common disorders					
Developed disorder	1	1	1	-	1
No disorder	99	99	99	100	99
Weighted base	1058	814	886	4886	7644
Any mental disorder					
Developed disorder	11	12	5	4	6
No disorder	89	88	95	96	94
Weighted base	971	670	769	4665	7075

Table 5.26 Onset of mental disorders between Time 1 and Time 2 by number of stressful life events at Time 1

Children with no disorder at Time 1

	Number of stressful life events at Time 1			
	None	1 to 2	3 or more	All
	%	%	%	%
Emotional disorders				
Developed disorder	4	4	9	5
No disorder	96	96	91	95
Weighted base	2486	1073	725	4284
Conduct disorders				
Developed disorder	3	5	6	4
No disorder	97	95	94	96
Weighted base	2440	1058	690	4188
Hyperkinetic disorders				
Developed disorder	-	-	-	-
No disorder	100	100	100	100
Weighted base	2513	1101	779	4393
Less common disorders				
Developed disorder	1	1	2	1
No disorder	99	99	98	99
Weighted base	2526	1115	781	4422
Any mental disorder				
Developed disorder	6	7	12	7
No disorder	94	93	88	93
Weighted base	2368	999	606	3973

Table 5.27 Social functioning correlates of onset of emotional disorders

Variable	Emotional disorders	
	Adjusted Odds Ratio	95.0% C.I.
GHQ12 of parent at Time 1		
0-2	1.00	
3-12	2.18***	(1.45-3.26)
GHQ12 score T1 and T2		
Low at T1 and at T2	1.00	
Low at T1, high at T2	3.51***	(2.51-4.90)
High at T1 and at T2	2.29***	(1.51-3.47)
High at T1, low at T2	-	-
Number stressful life events		
None	1.00	
1-2 SLEs	1.53**	(1.13-2.06)
3 or more SLEs	2.69***	(1.85-3.91)

***p<0.001, **p<0.01, *p<0.05

Table 5.28 Social functioning correlates of onset of conduct disorders

Variable	Conduct disorders	
	Adjusted Odds Ratio	95.0% C.I.
GHQ12 of parent at Time 1		
0-2	1.00	
3-12	0.79	(0.46-1.38)
GHQ12 score T1 and T2		
Low at T1 and at T2	1.00	
Low at T1, high at T2	2.58***	(1.83-3.64)
High at T1 and at T2	3.32***	(1.83-6.02)
High at T1, low at T2	-	-
Number stressful life events		
None	1.00	
1-2 SLEs	1.72***	(1.24-2.37)
3 or more SLEs	2.43***	(1.56-3.79)

***p<0.001, **p<0.01, *p<0.05

Chapter 6: Resilience and protective factors

6.1 Introduction

This chapter examines the persistence and onset of childhood mental disorders in relation to potential resilience and protective factors. These factors include a child's strengths and abilities to function socially such as social aptitudes and relationships with friends. Measures of social capital, such as relationships with friends and memberships of clubs or groups, are used to look at strengths of children's social networks.

The analyses are based on subgroups and so the number of cases is too small to look in detail at hyperkinetic and less common disorders. Nevertheless, the data have been included in the tables for reference purposes.

6.2 Key findings

- The study found that children and young people with persistence and onset of emotional or conduct disorder were more likely to have been rated low on child strengths and low on social aptitudes. Therefore, children and young people who rated high had more protection and resilience to mental disorders.
- The study also found that children and young people who had fewer friends and children whose parents did not give full approval to their child's friends were more likely to still have conduct disorder three years on. Children and young people who developed conduct or emotional disorder also had fewer friends. These children were more likely to have parents who did not give full approval to their child's friends.
- Children and young people whose scores for social support networks were low were more likely to have persistent emotional disorder or persistent conduct disorder three years on.

- Children and young people who expressed negative views about the neighbourhood including little enjoyment of the neighbourhood and a lack of trust in other people in the neighbourhood were more likely to develop an emotional disorder three years later. So, having high levels of social capital gave protection and resilience to the child.

6.3 Persistence of disorders

This section looks at persistence of disorders from Time 1 to Time 2 in relation to the range of factors outlined below. The analysis of persistence of a disorder presents findings on those children and young people who still had a mental disorder three years on (the persistent group) and the remainder who were assessed as having no disorder in the three year follow up study (the recovered group).

6.4 Strengths

Part of the interview was concerned with various types of problems that children and young people experienced. The rationale for measuring child strengths is that they may act as protective factors for children and young people in adverse circumstance, that is, factors or situations which are associated with increased likelihood of childhood mental disorder. Both parents and young people were asked to rate a series of items covering various qualities.

6.4.1 Child's strengths

Parents were asked to rate their children on two sets of 12 items, with response categories: (0) 'no', (1) 'a little', (2) 'a lot'. A score in the range of 0-48 was calculated for each person by summing their responses to the 24 items. These scores were then grouped into quartiles.

1. generous
2. lively
3. keen to learn
4. affectionate
5. reliable and responsible
6. easy-going

7. good fun, good sense of humour
8. interested in many things
9. caring, kind-hearted
10. bounces back quickly after set-backs
11. grateful, appreciative of what he/she gets
12. independent.

1. helps around the home
2. gets on well with the rest of the family
3. does homework without needing to be reminded
4. creative activities: art, acting, music, making things
5. likes to be involved in family activities
6. takes care of his/her appearance
7. good at school work
8. polite
9. good at sports
10. helps keep his/her bedroom tidy
11. good with friends
12. well-behaved.

Young people aged 11-16 were also given the opportunity to rate what they thought were their own strengths on subsets of the above items, using the same response categories: (0) 'no', (1) 'a little', (2) 'a lot'. A score in the range of 0-38 was calculated for each young person by summing their responses to the 19 items. These scores were then grouped into quartiles.

1. generous
2. out-going, sociable
3. nice personality
4. reliable and responsible
5. easy-going
6. good fun, good sense of humour
7. caring, kind-hearted
8. Independent

1. good at sport
2. good with friends
3. helpful at home
4. good at music
5. well behaved
6. good with computers
7. good at drama, acting
8. raising money for charity, helping others
9. good at art, making things
10. polite
11. good at school work

6.4.2 Parent-rated strength scores

Looking firstly at predictions from the parent-rated strengths scores in 2004 (Time 1), the persistence of an emotional disorder at Time 2 compared with recovery from an emotional disorder by Time 2 was more likely in children and young people in the lowest quartile: 35 per cent rated in the lowest quartile. Similarly, persistent conduct disorder at Time 2 is more likely in children and young people rated in the lower quartiles.

(Table 6.1)

6.4.3 Children-rated strength scores

The findings are not significant for persistent emotional disorder. Predictions from the children-rated scores for persistent conduct disorder from Time 1 to Time 2 show that children and young people with scores in the lowest quartile were more likely to have persistent conduct disorder compared with the recovered group: 30 percent rated in the lowest quartile.

The children's scale did not include all the items on the parent's scale and was asked only of children and young people aged 11-16 so the scores are not strictly comparable; however, compared with the parent-rated scores for persistent conduct disorder, child-rated scores were more likely to be in the upper quartiles.

(Table 6.2)

6.5 Social aptitude

The social aptitude scale consisted of 10 questions addressed to parents designed to measure the child's ability to read other people's social and emotional cues correctly and modulate social behaviour adaptively. Parents were asked to rate their children in terms of how they compared with other children and young people of their age on the following abilities¹:

1. able to laugh around with others, for example accepting light-hearted teasing and responding appropriately
2. easy to chat with, even if it isn't on a topic that specially interests him/her

¹ This scale is copyright to Robert Goodman

3. able to compromise and be flexible
4. finds the right thing to say or do in order to calm a tense or embarrassing situation
5. gracious when he/she doesn't win or get his/her own way. A good loser
6. other people feel at ease around him/her
7. by reading between the lines of what people say, he/she can work out what they are really thinking and feeling
8. after doing something wrong, he/she's able to say sorry and sort it out so that there are no hard feelings
9. can take the lead without others feeling they are being bossed about
10. aware of what is and isn't appropriate in different social situations.

Parents were asked to rate each item in terms of: (0) a lot worse than average, (1) a bit worse than average, (2) about average, (3) a bit better than average, (4) a lot better than average. A score in the range of 0-40 was calculated for each person by summing their responses to the ten items. These scores were then grouped into quartiles.

Predictions from the social aptitude scores at Time 1 indicate that persistent conduct disorder, compared to recovery, is more likely in children and young people with scores in the lower quartiles at Time 1: 50 per cent in the lowest quartile and 29 per cent in the second quartile.

(Table 6.3)

6.6 Social capital

Social capital is a multi-faceted concept which has been defined as 'networks together with shared norms, values and understandings that facilitate co-operation within and among groups' (Cote and Healey, 2001). It is believed that high levels of social capital have a positive effect on health. The aspects of social capital covered in this report include:

- relationships with friends
- social support
- views on the neighbourhood
- help provided to others
- participation in clubs and groups.

Many of the questions are taken from the children and young person modules included in the 2003 Home Office Citizenship Survey. The questions on friends were asked of all parents. The remaining topics were asked only of young people aged 11 and over because previous research has shown that younger children are not able to cope with some of the more complex questioning.

6.6.1 Relationships with friends

Questions on friendships were asked of the interviewed parent. The analysis in this report covers:

- number of friends
- parent's approval of friends
- whether friends get into trouble.

Children and young people who had fewer friends at Time 1 are more likely to have persistent conduct disorder at Time 2 compared with those who have recovered from conduct disorder by Time 2: 46 per cent of those who had two to four friends had persistent conduct disorder at Time 2 compared with 35 per cent who had five to nine friends.

(Table 6.4)

Children and young people whose parents disapproved of their children's friends or thought that their children's friends were more likely to get into trouble were also more likely to have conduct disorder at Time 2.

Looking at parental approval of friends at Time 1 as a predictor of outcome at Time 2, persistent conduct disorder three years on was more likely in children and young people whose parents did not give their full approval to their child's friends: 57 per cent of children and young people whose parents approved of friends a little had persistent conduct disorder compared with 36 per cent of children and young people whose parents approved of friends a lot.

Persistent conduct disorder from Time 1 to Time 2 compared to recovery at Time 2 was also more likely in children and young people whose parents said that their child's friends get into trouble: 42 per cent of children and young people whose parents said that a few of their child's friends would get into trouble had conduct

disorder compared with 33 per cent of children and young people whose parents said that none of their child's friends were likely to get into trouble.

(Tables 6.5 to 6.6)

6.6.2 Social support

This scale, completed by young people aged 11-16 years, was designed to assess the extent of the network of family and friends to whom they felt close. Scores ranged from 0 to 20 and were grouped into rough quartiles. Those children and young people with scores in the lowest quartile at Time 1 compared to the recovered group were more likely to have persistent conduct disorder at Time 2 : 33 per cent in the lowest quartile.

(Table 6.7)

6.6.3 Views on neighbourhood

Young people aged 11 to 16 were asked about the following issues:

- whether the child enjoyed living in the neighbourhood
- how safe the child felt walking alone in the neighbourhood during the daytime
- whether the child ever goes to the local shops or park alone
- how many people in the neighbourhood can be trusted
- the likelihood of someone returning a bag.

The nature of children and young people's disorders may impact upon their attitudes towards their surroundings. For example, children and young people who had more positive views about the neighbourhood at Time 1 compared to those who had recovered were more likely to still have emotional disorder three years on: 34 per cent of those who had enjoyed living in the neighbourhood a lot had persistent emotional disorder as compared with 22 per cent who had enjoyed it a little.

Conversely, children and young people who were less positive about living in the neighbourhood at Time 1 were more likely to have persistent conduct disorder at Time 2 compared with the recovered group. Only a quarter (25 per cent) of those who had enjoyed living in the neighbourhood a lot had persistent conduct disorder compared with 39 per cent who had enjoyed it a little.

(Table 6.8)

Looking at predictions from trust ratings at Time 1 the persistence of a disorder at Time 2, compared to recovery at Time 2, was more likely in children and young people who had less trust in people in the neighbourhood: under half (45 per cent) of children and young people with a persistent disorder at Time 2 felt that many people were trustworthy compared with 38 per cent who felt that few were trustworthy. (Table 6.11)

6.6.4 Help provided to others

Young people were asked separately about types of help that they provided to relatives and to non-relatives. Children and young people could identify more than one type of help therefore the percentages may add up to more than 100 per cent.

Most young people gave help to relatives but, overall, compared to those who had recovered, those who gave less help to relatives at Time 1 were more likely to have persistent emotional disorder at Time 2. A similar pattern emerged for giving help to non-relatives. For example, looking at conduct disorder at Time 2, 30 per cent in the recovered group mentioned helping relatives with decorating or repairs compared with 6 per cent in the persistent group.

(Tables 6.13 to 6.15)

6.6.5 Participation in clubs and groups

Looking at participation in clubs and groups at Time 1, overall, compared to those who did not have conduct disorder at Time 2, those who participated less in clubs and groups at school were more likely to have persistent conduct disorder three years on.

For young people recovered from persistent conduct disorder at Time 2, computer clubs were the most mentioned school-based group: 19 per cent compared with 6 per cent in the persistent group.

(Tables 6.16 to 6.18)

Looking at barriers to participation in clubs at Time 1 the mention of more barriers did not always indicate the likelihood of persistent conduct disorder at Time 2. For

example, 16 per cent of young people who had recovered from conduct disorder said that they had no way of getting to school-based clubs compared with 4 per cent of children and young people who had conduct disorder at Time 1 and Time 2. In addition, 19 per cent of children and young people in the recovered group compared with 7 per cent with persistent conduct disorder said that there were no clubs that they were interested in.

(Tables 6.19 to 6.22)

6.7 Onset of disorders

This section looks at the onset of disorders at Time 2 in relation to the potential resilience and protective factors examined above. Analysis of onset of a disorder presents findings on those children and young people who developed a mental disorder in the three years since the first survey and the remainder, the vast majority, who were assessed as not having a childhood mental disorder on both occasions.

6.7.1 Parent-rated strength scores

Parent-rated scores at 2004 showed that, compared with children and young people who had not developed a disorder at Time 2, children and young people who had developed emotional disorder between Time 1 and Time 2 were more likely to have scores in the lowest quartile: 6 per cent in the lowest quartile, 4 per cent in the second quartile, 3 per cent in the third quartile and 2 per cent in the highest quartile.

A similar pattern emerged for onset of conduct disorder at Time 2. Those children and young people with scores in the lower quartiles were more likely to develop conduct disorder at Time 2: 7 per cent were in the lowest quartile compared with 3 per cent in the second quartile, 2 per cent in the third quartile and 1 per cent in the highest quartile.

(Tables 6.23)

6.7.2 Children-rated strength scores

The findings for onset of emotional and conduct disorder showed a similar pattern for children-rated strength scores at 2004 compared with parent-rated scores at 2004. Children and young people who had a score in the lower quartiles at Time 1 were

more likely to develop conduct disorder at Time 2: 4 per cent in the lowest quartile, 3 per cent in the second quartile, 2 per cent in the third quartile and 1 per cent in the fourth quartile.

The children's scale did not include all the items on the parent's scale and was asked only of children and young people aged 11-16 so the scores are not strictly comparable, however, compared with the parent-rated scores for persistent conduct disorder, child-rated scores were slightly less likely to be in the lowest quartile. (Table 6.24)

6.8 Social aptitude

Looking at social aptitude scores at Time 1 as predictors to outcome at Time 2, children and young people who had aptitude scores in the lowest quartile at Time 1 were more likely to develop emotional disorder at Time 2: 5 per cent in the lowest quartile, 3 per cent in the second quartile, 2 per cent in the third quartile and 3 per cent in the highest quartile.

The pattern of scores for social aptitude for children and young people with onset of conduct disorder is similar to that for onset of emotional disorder. Children and young people who had scores in the lower quartiles were more likely to develop conduct disorder three years on: 6 per cent in the lowest quartile, 3 per cent in the second quartile, 2 per cent in the third quartile and 1 per cent in the highest quartile. (Table 6.25)

6.9 Social capital

This section looks at the same factors for onset of disorders as those examined above for persistence of disorders.

6.9.1 Relationship with friends

Compared with children and young people without emotional disorder at Time 2, children and young people with fewer friendships at Time 1 were more likely to develop emotional disorder at Time 2: 12 per cent of those who had no friendships developed emotional disorder at Time 2 compared with 9 per cent who had one

friend, 4 per cent who had friendships with two to four friends and 3 per cent who had friendships with ten or more friends.

A similar pattern emerged for children and young people who had developed conduct disorder at Time 2. For example, children and young people who had no friends at Time 1 were more likely to develop conduct disorder at Time 2: 7 per cent of children and young people who had no friends developed conduct disorder three years on compared with 4 per cent who had ten or more friends.

(Table 6.26)

Compared to those who did not develop a disorder at Time 2, onset of emotional disorder three years on was more likely in children and young people whose parents did not give their full approval to their child's friends at Time 1: 4 per cent of children and young people whose parents did not approve of their friends developed emotional disorder compared with 5 per cent of children and young people whose parents approved a little and 3 per cent whose parents approved a lot.

Looking at parental approval of friends at Time 1 as a predictor of outcome at Time 2, onset of conduct disorder three years on was more likely in children and young people whose parents did not give their full approval to their child's friends: 8 per cent of parents did not approve of friends compared with 3 per cent whose parents approved of their children's friends a lot.

(Table 6.27)

Onset of conduct disorder from Time 1 to Time 2 compared to no disorder at Time 1 or Time 2 was also more likely in children and young people whose parents said that their child's friends get into trouble: 16 per cent of parents said that many of their child's friends would get into trouble compared with 2 per cent of parents who said that their child's friends would not get into trouble.

(Table 6.28)

6.9.2 Social support

Onset of emotional disorder at Time 2 was more likely in children and young people with a social support score in the lowest quartile compared with children and young people who had not developed an emotional disorder: 7 per cent in the lowest

quartile, 5 per cent in the second quartile, 4 per cent in the third quartile and 3 per cent in the highest quartile.

A social support score in the lowest quartile was also more likely for children and young people who developed conduct disorder at Time 2 compared with children and young people who had not developed the disorder: 4 per cent in the lowest quartile compared with 1 per cent in the highest quartile.

(Table 6.29)

6.9.3 Views on the neighbourhood

Children and young people who were less positive about living in their neighbourhood at Time 1 were more likely to develop emotional disorder at Time 2 compared with those who had no disorder at Time 1 or Time 2. For example, only 4 per cent of children and young people who had enjoyed living in the neighbourhood had emotional disorder at Time 2 compared with 4 per cent who had enjoyed living in the neighbourhood a lot, 6 per cent who had enjoyed it a little and 8 per cent did not enjoy living in the neighbourhood.

(Table 6.30)

Children and young people who did not feel safe in their neighbourhood were also more likely to develop emotional disorder at Time 2 compared with the non-disorder group: 4 per cent of children and young people who had felt very safe walking alone in their neighbourhood developed emotional disorder compared with 7 per cent who felt a bit unsafe.

(Table 6.31)

Similarly children and young people who said that people in their neighbourhood were less trustworthy were more likely to develop emotional disorder at Time 2 compared with those who did not develop a disorder at Time 2. For example, 4 per cent of those who said that some were trustworthy developed emotional disorder at Time 2 compared with 7 per cent of those who said that few were trustworthy developed emotional disorder.

Children and young people who were less trusting of people in their neighbourhood were also more likely to develop conduct disorder compared to the who did not have

a disorder at Time 1 or Time 2: 2 per cent of those who said that many or some were trustworthy developed emotional disorder compared with 5 per cent of those who said that few were trustworthy.

(Table 6.33)

6.9.4 Help provided to others

Looking at help provided to others, overall, compared to those who did not have a disorder at Time 2, those who gave less help to relatives at Time 1 were more likely to develop emotional disorder at Time 2. For example, 25 per cent of those who developed emotional disorder at Time 2 helped relatives by shopping compared with 35 per cent of young people with no emotional disorder at Time 2.

(Tables 6.35 to 6.37)

6.9.5 Participation in clubs and groups

Overall, young people who did not have an emotional disorder at Time 2 mentioned membership of clubs and groups more so than those with onset of emotional disorder. There was marked variation in membership of groups and clubs, both inside and outside of school. Although numbers are small, compared with those who developed an emotional disorder at Time 2, a higher proportion of young people without an emotional disorder belonged to school-based groups and clubs. For example, 54 per cent of young people who had not developed an emotional disorder at Time 2 belonged to school-based sports clubs compared with 35 per cent of those who had developed emotional disorder at Time 2. Membership of after-school clubs was also higher for children and young people without emotional disorder: 29 per cent compared with 16 per cent of children and young people with persistent emotional disorder.

Membership of art, drama, dance or music clubs or groups outside of school, however, was higher for children and young people who had developed emotional disorder at Time 2: 27 per cent compared with 18 per cent for children and young people without a disorder at Time 2. A higher proportion of those who developed conduct disorder at Time 2 belonged to school-based safety or first aid groups: 13 per cent compared with 4 per cent.

(Tables 6.38 to 6.40)

Overall, the proportions mentioning barriers to participation in clubs or groups were higher for those with onset of disorders at Time 2 compared with those without a disorder at Time 2; however, a higher proportion of young people who had developed conduct disorder at Time 2 said that they were not allowed to attend clubs or groups: 7 per cent compared with 2 per cent.

(Tables 6.41 to 6.44)

Table 6.1 Persistence of disorder by child strengths (parent's assessment) at Time 1

All children	Strength score - parent assessment				All
	0-36	37-40	41-43	44-48	
	%	%	%	%	%
Emotional disorders					
Persistent	35	[13]	[8]	-	28
Non-persistent	65	[36]	[25]	[27]	72
Weighted base	165	49	33	27	274
Conduct disorders					
Persistent	51	[8]	[3]	[2]	43
Non-persistent	49	[39]	[19]	[15]	57
Weighted base	285	47	22	17	371
Hyperkinetic disorders					
Persistent	66	[10]	-		62
Non-persistent	34	[10]	[2]		38
Weighted base	102	20	2		124
Less common disorders					
Persistent	85	[3]	[4]	-	66
Non-persistent	15	[9]	[7]	[6]	34
Weighted base	66	12	11	6	95
Any mental disorder					
Persistent	62	36	23	[5]	50
Non-persistent	38	64	77	[42]	50
Weighted base	462	118	64	47	691

Table 6.2 Persistence of disorder by child strengths (child's assessment) at Time 1

Children aged 11-16

	Strengths score - child assessment				
	0-23	24-27	28-30	31-38	All
	%	%	%	%	%
Emotional disorders					
Persistent	[14]	[10]	[12]	[26]	32
Non-persistent	[32]	[29]	[14]	[12]	68
Weighted base	46	39	26	38	149
Conduct disorders					
Persistent	30	[21]	[5]	[5]	33
Non-persistent	70	[26]	[17]	[14]	67
Weighted base	60	47	22	19	148
Hyperkinetic disorders					
Persistent	[8]	[4]	[7]	[3]	[22]
Non-persistent	[14]	[3]	[2]	-	[19]
Weighted base	22	7	9	3	41
Less common disorders					
Persistent	[5]	-	-	[8]	[13]
Non-persistent	[6]	[10]	[1]	[3]	[20]
Weighted base	11	10	1	11	33
Any mental disorder					
Persistent	36	43	46	43	41
Non-persistent	64	57	54	57	59
Weighted base	120	90	52	56	318

Table 6.3 Persistence of disorder by social aptitude score (parent's assessment) at Time 1

	Social aptitude (parent's assessment)				
	0-20 %	21-24 %	25-28 %	29-40 %	All %
Emotional disorders					
Persistent	35	18	[15]	[12]	31
Non-persistent	65	82	[28]	[31]	69
Weighted base	124	55	43	43	265
Conduct disorders					
Persistent	50	29	[2]	[4]	41
Non-persistent	50	71	[27]	[18]	59
Weighted base	261	65	29	22	377
Hyperkinetic disorders					
Persistent	61	[7]	[3]	-	58
Non-persistent	39	[7]	[4]	[1]	42
Weighted base	103	14	7	1	125
Less common disorders					
Persistent	82	[1]	[3]	-	66
Non-persistent	18	[6]	[8]	[7]	34
Weighted base	74	7	11	7	99
Any mental disorder					
Persistent	64	31	31	24	51
Non-persistent	36	69	69	76	49
Weighted base	425	122	74	67	688

Table 6.4 Persistence of disorder by friendships at Time 1

All Children

	Number of friends					All %
	0 %	1 %	2 to 4 %	5 to 9 %	10 or more %	
Emotional disorders						
Persistent	[8]	[12]	28	25	[3]	29
Non-persistent	[11]	[15]	72	75	[9]	71
Weighted base	19	27	125	99	12	282
Conduct disorders						
Persistent	[13]	[21]	46	35	[4]	43
Non-persistent	[20]	[27]	54	65	[25]	57
Weighted base	33	48	171	111	29	392
Hyperkinetic disorders						
Persistent	[12]	[10]	59	[17]	[6]	60
Non-persistent	[4]	[11]	41	[9]	[6]	40
Weighted base	16	21	58	26	12	133
Less common disorders						
Persistent	[32]	[11]	[29]	[5]	[1]	67
Non-persistent	[4]	[8]	[20]	[7]	-	33
Weighted base	36	19	49	12	1	117
Any mental disorder						
Persistent	77	65	54	38	[16]	51
Non-persistent	23	35	46	62	[28]	49
Weighted base	66	82	325	217	44	734

Table 6.5 Persistence of disorder by whether parent approved of child's friends at Time 1

All children

	Whether parent approves of child's friends			
	No %	A little %	A lot %	All %
Emotional disorders				
Persistent	[2]	26	31	29
Non-persistent	[11]	74	69	71
Weighted base	13	58	192	263
Conduct disorders				
Persistent	[9]	57	36	41
Non-persistent	[21]	43	64	59
Weighted base	30	99	232	361
Hyperkinetic disorders				
Persistent	-	[21]	58	57
Non-persistent	[4]	[13]	42	43
Weighted base	4	34	79	117
Less common disorders				
Persistent	[2]	[10]	62	56
Non-persistent	[4]	[9]	38	44
Weighted base	6	19	55	80
Any mental disorder				
Persistent	[19]	53	48	49
Non-persistent	[25]	47	52	51
Weighted base	44	158	467	669

Table 6.6 Persistence of disorder by whether friends got into trouble at Time 1

All children	Whether friends get into trouble				
	Not at all	A few are like that	Many are like that	All are like that	All
	%	%	%	%	%
Emotional disorders					
Persistent	30	28	[4]	-	29
Non-persistent	70	72	[9]	[4]	71
Weighted base	164	83	13	4	264
Conduct disorders					
Persistent	33	42	[24]	[7]	41
Non-persistent	67	58	[12]	[8]	59
Weighted base	135	177	36	15	363
Hyperkinetic disorders					
Persistent	[25]	46	[12]	[4]	57
Non-persistent	[13]	54	[4]	[2]	43
Weighted base	38	57	16	6	117
Less common disorders					
Persistent	[28]	[11]	[2]	[4]	45
Non-persistent	[11]	[20]	-	[4]	35
Weighted base	[39]	[31]	[2]	[8]	80
Any mental disorder					
Persistent	44	49	[30]	[15]	51
Non-persistent	56	51	[16]	[6]	49
Weighted base	314	288	46	21	669

Table 6.7 Persistence of disorder by child's sources of emotional support at Time 1

Children aged 11-16

	Social support score				
	0 to 17	18	19	20	All
	%	%	%	%	%
Emotional disorders					
Persistent	18	[17]	[7]	[13]	32
Non-persistent	82	[15]	[25]	[16]	68
Weighted base	55	32	32	29	148
Conduct disorders					
Persistent	33	[11]	[13]	[4]	34
Non-persistent	67	[10]	[18]	[24]	66
Weighted base	70	21	31	28	150
Hyperkinetic disorders					
Persistent	[7]	[7]		[9]	[23]
Non-persistent	[13]	[4]		-	[17]
Weighted base	20	11		9	40
Less common disorders					
Persistent	[5]	[1]	[4]	[3]	[13]
Non-persistent	[8]	[2]	[5]	[5]	[20]
Weighted base	13	3	9	8	33
Any mental disorder					
Persistent	37	56	36	45	41
Non-persistent	63	44	64	55	59
Weighted base	131	54	66	65	316

Table 6.8 Persistence of disorder by whether enjoys living in the neighbourhood at Time 1

Children aged 11-16

	Whether enjoys living in the neighbourhood			
	A lot %	A little %	No %	All %
Emotional disorders				
Persistent	34	22	[12]	31
Non-persistent	66	78	[12]	69
Weighted base	58	65	24	147
Conduct disorders				
Persistent	25	39	[14]	35
Non-persistent	75	61	[14]	65
Weighted base	71	51	28	150
Hyperkinetic disorders				
Persistent	[9]	[10]	[3]	[22]
Non-persistent	[10]	[9]	-	[19]
Weighted base	19	19	3	41
Less common disorders				
Persistent	[3]	[8]	[2]	[13]
Non-persistent	[8]	[12]	-	[20]
Weighted base	11	20	2	33
Any mental disorder				
Persistent	36	38	[29]	41
Non-persistent	64	62	[13]	59
Weighted base	138	133	42	313

Table 6.9 Persistence of disorder by how safe child feels walking alone in the neighbourhood during the daytime at Time 1

Children aged 11-16

	Safe walking alone in neighbourhood					All
	Very safe	Fairly safe	A bit unsafe	Very unsafe	Never goes out alone	
	%	%	%	%	%	
Emotional disorders						
Persistent	41	27	[4]	-	-	32
Non-persistent	59	73	[9]	[8]	-	68
Weighted base	68	59	13	8	-	148
Conduct disorders						
Persistent	40	[6]	[3]	[2]	[2]	34
Non-persistent	60	[32]	[5]	[4]	-	66
Weighted base	96	38	8	6	2	150
Hyperkinetic disorders						
Persistent	[17]	[2]	[2]	-	[2]	[23]
Non-persistent	[11]	[8]	-	-	-	[19]
Weighted base	28	10	2	-	2	42
Less common disorders						
Persistent	[7]	[2]	[3]	[2]	-	[14]
Non-persistent	[8]	[12]	-	-	-	[20]
Weighted base	15	14	3	2	-	34
Any mental disorder						
Persistent	49	27	[11]	[5]	[2]	41
Non-persistent	51	73	[14]	[5]	-	59
Weighted base	175	107	25	10	2	319

Table 6.10 Persistence of disorder by whether ever goes to the local shops or park alone at Time 1

Children aged 11-16	Whether goes to local shops or park alone		
	Yes	No	All
	%	%	%
Emotional disorders			
Persistent	32	[8]	32
Non-persistent	68	[17]	68
Weighted base	123	25	148
Conduct disorders			
Persistent	34	[7]	34
Non-persistent	66	[10]	66
Weighted base	131	17	148
Hyperkinetic disorders			
Persistent	[20]	[2]	[22]
Non-persistent	[17]	[2]	[19]
Weighted base	37	4	41
Less common disorders			
Persistent	[8]	[4]	[12]
Non-persistent	[15]	[5]	[20]
Weighted base	23	9	32
Any mental disorder			
Persistent	41	[20]	41
Non-persistent	59	[29]	59
Weighted base	268	49	317

Table 6.11 Persistence of disorder by whether people in the neighbourhood are trustworthy at Time 1

Children aged 11-16

	Whether people in the neighbourhood are trustworthy				
	Many	Some	Few	None	All
	%	%	%	%	%
Emotional disorders					
Persistent	[19]	22	[12]	[6]	33
Non-persistent	[16]	78	[23]	[5]	67
Weighted base	35	64	35	11	145
Conduct disorders					
Persistent	[7]	33	[11]	[5]	33
Non-persistent	[19]	67	[25]	[2]	67
Weighted base	26	76	36	7	145
Hyperkinetic disorders					
Persistent	[4]	[10]	[3]	[3]	[20]
Non-persistent	[2]	[13]	[2]	[2]	[19]
Weighted base	6	23	5	5	39
Less common disorders					
Persistent	[6]	[4]	[10]		[20]
Non-persistent	[1]	[9]	[3]		[13]
Weighted base	7	13	13		33
Any mental disorder					
Persistent	45	39	38	[12]	42
Non-persistent	55	61	63	[3]	58
Weighted base	67	148	80	15	310

Table 6.12 Persistence of disorder by likelihood of someone returning a lost bag at Time 1

Children aged 11-16

	Likelihood of someone returning a lost bag				
	Very likely	Quite likely	Not very likely	Not at all Likely	All
	%	%	%	%	%
Emotional disorders					
Persistent	[6]	[10]	41	[5]	32
Non-persistent	[7]	[39]	59	[16]	68
Weighted base	13	49	64	21	147
Conduct disorders					
Persistent	[7]	[16]	34	[9]	34
Non-persistent	[9]	[27]	66	[27]	66
Weighted base	16	43	56	36	151
Hyperkinetic disorders					
Persistent	-	[16]	[5]	[2]	[23]
Non-persistent	[4]	[10]	[4]	[2]	[20]
Weighted base	4	26	9	4	43
Less common disorders					
Persistent	[1]	[5]	[2]	[5]	[13]
Non-persistent	[2]	[8]	[8]	[2]	[20]
Weighted base	3	13	10	7	33
Any mental disorder					
Persistent	[16]	40	44	36	42
Non-persistent	[15]	60	56	64	58
Weighted base	31	115	119	53	318

Table 6.13 Persistence of emotional disorders by help provided to others at Time 1

Children aged 11-16

Type of help	Percentage giving each type of help to relatives			Percentage giving each type of help to non-relatives		
	Persistent	Non-persistent	All	Persistent	Non-persistent	All
Doing shopping for someone	[14]	48	42	[4]	11	10
Cooking or helping to prepare family meals	[25]	66	61	[7]	12	13
Cleaning, hoovering or gardening	[34]	81	78	[7]	17	16
Washing or ironing clothes	[19]	55	50	[3]	8	8
Decorating or repairs	[7]	31	26	-	7	5
Baby sitting or caring for children	[21]	53	50	[16]	31	32
Writing letters or filling in forms	[5]	9	9	-	2	2
Taking care of someone who is sick	[20]	46	45	[6]	15	15
Helping out in a family business	[8]	15	15	-	-	-
Anything else	[3]	8	7	[2]	6	5
None of these	[2]	2	2	[20]	48	46
Weighted base	48	101	148	48	101	148

*multiple response tables percentages may add up to over 100.

Table 6.14 Persistence of conduct disorders by help provided to others at Time 1

Children aged 11-16

Type of help	Percentage giving each type of help to relatives			Percentage giving each type of help to non-relatives		
	Persistent	Non-	All	Persistent	Non-	All
		persistent			persistent	
	%	%	%	%	%	%
Doing shopping for someone	31	30	30	7	11	10
Cooking or helping to prepare family meals	37	59	51	12	6	8
Cleaning, hoovering or gardening	67	60	63	16	15	16
Washing or ironing clothes	28	40	36	-	2	1
Decorating or repairs	6	30	22	-	12	8
Baby sitting or caring for children	23	39	34	20	24	23
Writing letters or filling in forms	3	8	6	3	5	5
Taking care of someone who is sick	23	29	27	-	7	5
Helping out in a family business	7	11	10	-	-	-
Anything else	3	9	7	9	2	4
None of these	13	9	11	58	54	55
Weighted base	51	99	150	51	99	150

*multiple response tables percentages may add up to over 100.

Table 6.15 Persistence of any disorder by help provided to others at Time 1

Children aged 11-16

Type of help	Percentage giving each type of help to relatives			Percentage giving each type of help to non-relatives		
	Persistent	Non-persistent	All	Persistent	Non-persistent	All
	%	%	%	%	%	%
Doing shopping for someone	30	42	37	7	10	9
Cooking or helping to prepare family meals	46	64	57	14	7	10
Cleaning, hoovering or gardening	66	71	69	19	12	15
Washing or ironing clothes	35	49	43	4	4	4
Decorating or repairs	13	32	24	5	9	7
Baby sitting or caring for children	36	44	40	25	27	26
Writing letters or filling in forms	8	8	8	3	4	4
Taking care of someone who is sick	30	38	35	8	10	9
Helping out in a family business	12	12	12	-	-	-
Anything else	5	10	8	5	3	4
None of these	9	6	7	51	53	53
Weighted base	132	187	318	132	187	318

*multiple response tables percentages may add up to over 100.

Type of group/club/organisation

Table 6.16 Persistence of emotional disorders by participation in groups, clubs and organisations at Time 1

Children aged 11-16

Type of group/club/organisation	Participation in clubs at school			Participation in clubs outside school		
	Persistent	Non-persistent	All	Persistent	Non-persistent	All
	%	%	%	%	%	%
School holiday playschemes	[6]	10	11	-	8	6
Environmental clubs groups	[3]	8	8	-	2	2
Sports clubs teams	[18]	41	41	[13]	20	23
Debating clubs groups	[3]	2	4	[1]	-	1
School student councils	[9]	13	16	-	-	-
Computer clubs groups	[7]	13	14	[8]	2	1
Art, drama, dance or music clubs groups	[17]	35	36	[2]	28	25
Human rights groups		2	1	[5]		1
Religious groups or organisations	[3]	4	5	[8]	7	8
Youth clubs	[5]	12	12	[1]	29	26
After-school clubs	[11]	17	20	[7]	-	1
Groups for extra teaching or special lessons	[4]	8	8			
Animal (welfare) groups	[1]		1	[2]	-	1
Voluntary groups helping people	[1]	5	4	[5]	-	5
Safety, First Aid groups	[7]	4	8	[7]	4	4
Local community or neighbourhood groups	-	2	1	-	-	-
Other clubs or groups					3	2
None of these	[12]	23	24	[15]	41	38
Weighted base	43	99	142	43	99	142

*multiple response tables percentages may add up to over 100.
Type of group/club/organisation

Table 6.17 Persistence of conduct disorders by participation in groups, clubs and organisations at Time 1

Children aged 11-16

Type of group/club/organisation	Participation in clubs at school			Participation in clubs outside school		
	Persistent	Non-	All	Persistent	Non-	All
		persistent			persistent	
	%	%	%	%	%	%
School holiday playschemes	10	9	10	11	7	8
Environmental clubs groups	10		4	10	2	5
Sports clubs teams	46	41	42	26	31	29
Debating clubs groups	-	2	2	-	-	-
School student councils	4	7	6	-	-	-
Computer clubs groups	6	19	15	-	4	2
Art, drama, dance or music clubs groups	16	20	18	3	10	7
Human rights groups	-	2	1	-	-	-
Religious groups or organisations				3	-	1
Youth clubs	5	7	6	35	24	28
After-school clubs	13	24	20	-	-	-
Groups for extra teaching or special lessons	-	8	5	-	-	-
Animal (welfare) groups	-	2	1	3	2	2
Voluntary groups helping people	4	4	4	-	-	-
Safety, First Aid groups	4	4	4	-	2	1
Local community or neighbourhood groups				3	-	1
None of these	38	38	38	29	44	39
Weighted base	51	92	142	51	92	142

*multiple response tables percentages may add up to over 100.

Table 6.18 Persistence of any disorder by participation in groups, clubs and organisations at Time 1

Children aged 11-16

Type of group/club/organisation	Participation in clubs at school			Participation in clubs outside school		
	Persistent	Non-persistent	All	Persistent	Non-persistent	All
	%	%	%	%	%	%
School holiday playschemes	10	11	11	4	8	6
Environmental clubs groups	8	6	7	4	2	3
Sports clubs teams	41	44	43	27	29	28
Debating clubs groups	7	3	4	3	-	1
School student councils	14	9	11	-	-	-
Computer clubs groups	14	18	16	-	3	2
Art, drama, dance or music clubs groups	31	25	28	15	15	15
Human rights groups	-	2	1	1	-	1
Religious groups or organisations	4	1	2	5	4	4
Youth clubs	8	13	11	28	25	26
After-school clubs	18	23	21	-	-	-
Groups for extra teaching or special lessons	4	5	5	-	-	-
Animal (welfare) groups	1	1	1	2	1	2
Voluntary groups helping people	4	4	4	5	-	2
Safety, First Aid groups	7	5	5	1	3	2
Local community or neighbourhood Groups	-	1	1	1	2	1
None of these	34	28	31	33	43	39
Weighted base	126	178	305	126	178	305

*multiple response tables percentages may add up to over 100.

Table 6.19 Persistence of any disorder by barriers to participation in groups, clubs and organisations at Time 1

Children aged 11-16

Barriers	Barriers to participation in clubs and groups		
	Persistence	Non-persistence	All
	%	%	%
Difficulty getting to clubs	10	16	13
No good groups or clubs locally	18	23	21
Cannot afford to join clubs	2	2	2
Would not feel safe travelling to a club	1	3	2
There are no clubs of interest	9	18	14
Too busy	12	11	11
Do not want to participate	20	20	20
Do not have time after homework	9	12	11
Not allowed	3	5	4
Other barrier	7	3	5
None of the above	44	29	35
Weighted base	126	178	305

*multiple response tables percentages may add up to over 100.

Table 6.20 Persistence of emotional disorders by barriers to participation in groups, clubs and organisations at Time 1

Children aged 11-16 Barriers	Barriers to participation in clubs and groups		
	Persistence	Non-persistence	All
	%	%	%
Difficulty getting to clubs	[5]	15	14
No good groups or clubs locally	[6]	25	21
Cannot afford to join clubs	-	4	3
Would not feel safe travelling to a club	[2]	5	4
There are no clubs of interest	[4]	11	10
Too busy	[5]	14	13
Do not want to participate	[10]	29	27
Do not have time after homework	[8]	18	18
Not allowed	[2]	10	8
Other barrier	[7]	2	6
None of the above	[14]	23	26
Weighted base	43	99	142

*multiple response tables percentages may add up to over 100.

Table 6.21 Persistence of conduct disorders by barriers to participation in groups, clubs and organisations at Time 1

Children aged 11-16

Barriers	Barriers to participation in clubs and groups		
	Persistence	Non-persistence	All
	%	%	%
Difficulty getting to clubs	4	16	12
No good groups or clubs locally	13	20	18
Cannot afford to join clubs	4	-	1
Would not feel safe travelling to a club	-	-	-
There are no clubs of interest	7	19	14
Too busy	-	13	8
Do not want to participate	21	17	18
Do not have time after homework	4	7	6
Not allowed	3	-	1
Other barrier	8	2	4
None of the above	59	35	43
Weighted base	51	92	142

*multiple response tables percentages may add up to over 100.

Table 6.22 Persistence of any disorder by unpaid help given to groups, clubs and organisations at Time 1

Children aged 11-16

Unpaid help in the last 12 months	Unpaid help given to groups, clubs or other organisations		
	Persistence	Non persistence	All
	%	%	%
Collected or raised money	26	25	26
Took part in a sponsored activity	29	24	27
Was part of a committee	6	5	6
Helped to organise or run an event	20	26	22
Other help	10	13	11
None of the above	48	44	47
Weighted base	187	132	318

*multiple response tables percentages may add up to over 100.

Table 6.23 Onset of disorder between Time 1 and Time 2 by child strengths (parent's assessment) at Time 1

All children	Strength score - parent assessment				
	0-36	37-40	41-43	44-48	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	6	4	3	2	4
No disorder	94	96	97	98	96
Weighted base	1810	1871	1844	1936	7461
Conduct disorders					
Developed disorder	7	3	2	1	3
No disorder	93	97	98	99	97
Weighted base	1684	1871	1854	1946	7355
Hyperkinetic disorders					
Developed disorder	1	-	-	-	-
No disorder	99	100	100	100	100
Weighted base	1862	1895	1871	1958	7586
Less common disorders					
Developed disorder	1	1	1	-	1
No disorder	99	99	99	100	99
Weighted base	1903	1903	1864	1955	7625
Any mental disorder					
Developed disorder	11	6	5	3	6
No disorder	89	94	95	97	94
Weighted base	1514	1810	1819	1920	7063

Table 6.24 Onset of disorder between Time 1 and Time 2 by child strengths (child's assessment) at Time 1

Children aged 11-16	Strengths score - child assessment				
	0-23	24-27	28-30	31-38	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	6	4	4	5	5
No disorder	94	96	96	95	95
Weighted base	683	905	769	891	3248
Conduct disorders					
Developed disorder	4	3	2	1	2
No disorder	96	97	98	99	98
Weighted base	666	893	773	906	3238
Hyperkinetic disorders					
Developed disorder	-	-	-	-	-
No disorder	100	100	100	100	100
Weighted base	702	930	787	921	3340
Less common disorders					
Developed disorder	-	1	1	1	1
No disorder	100	99	99	99	99
Weighted base	717	929	793	915	3354
Any mental disorder					
Developed disorder	9	6	5	6	6
No disorder	91	94	95	94	94
Weighted base	610	856	746	874	3086

Table 6.25 Onset of disorder between Time 1 and Time 2 by social aptitude score (parent's assessment) at Time 1

All children	Social aptitude (parents' assessment)				
	0-20	21-24	25-28	29-40	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	5	3	2	3	4
No disorder	95	97	98	97	96
Weighted base	1725	1985	1714	1928	7352
Conduct disorders					
Developed disorder	6	3	2	1	3
No disorder	94	97	98	99	97
Weighted base	1586	1978	1725	1944	7233
Hyperkinetic disorders					
Developed disorder	1	-	-	-	-
No disorder	99	100	100	100	100
Weighted base	1742	2023	1745	1963	7473
Less common disorders					
Developed disorder	1	1	-	1	1
No disorder	99	99	100	99	99
Weighted base	1771	2031	1743	1958	7503
Any mental disorder					
Developed disorder	8	6	4	4	6
No disorder	92	94	96	96	94
Weighted base	1429	1925	1686	1908	6948

Table 6.26 Onset of disorder between Time 1 and Time 2 by friendships at Time 1

All children	Number of friends					
	0	1	2 to 4	5 to 9	10 or more	All
	%	%	%	%	%	%
Emotional disorders						
Developed disorder	12	9	4	3	3	4
No disorder	88	91	96	97	97	96
Weighted base	113	288	3334	3085	878	7698
Conduct disorders						
Developed disorder	7	5	3	3	4	3
No disorder	93	95	97	97	96	97
Weighted base	94	262	3286	3068	864	7574
Hyperkinetic disorders						
Developed disorder	-	1	-	-	-	-
No disorder	100	99	100	100	100	100
Weighted base	113	293	3393	3147	878	7824
Less common disorders						
Developed disorder	-	3	1	1	-	1
No disorder	100	97	99	99	100	99
Weighted base	95	296	3403	3165	889	7848
Any mental disorder						
Developed disorder	19	10	6	5	5	6
No disorder	81	90	94	95	95	94
Weighted base	63	229	3147	2976	848	7263

Table 6.27 Onset of disorder between Time 1 and Time 2 by whether parent approves of child's friends at Time 1

All children	Whether parent approves of child's friends			
	No	A little	A lot	All
	%	%	%	%
Emotional disorders				
Developed disorder	4	5	3	3
No disorder	96	95	97	97
Weighted base	106	961	6509	7576
Conduct disorders				
Developed disorder	8	5	3	3
No disorder	92	95	97	97
Weighted base	89	918	6464	7471
Hyperkinetic disorders				
Developed disorder	-	-	-	-
No disorder	100	100	100	100
Weighted base	116	983	6604	7703
Less common disorders				
Developed disorder	3	1	1	1
No disorder	97	99	99	99
Weighted base	113	998	6633	7744
Any mental disorder				
Developed disorder	3	8	5	6
No disorder	97	92	95	94
Weighted base	75	863	6255	7193

Table 6.28 Onset of disorder between Time 1 and Time 2 by whether friends get into trouble at Time 1

All children	Whether friends get into trouble				
	Not at all	A few are like that	Many are like that	All are like that	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	3	3	16	-	3
No disorder	97	97	84	[36]	97
Weighted base	5141	2272	100	36	7549
Conduct disorders					
Developed disorder	2	5	16	[4]	3
No disorder	98	95	84	[20]	97
Weighted base	5164	2177	76	24	7441
Hyperkinetic disorders					
Developed disorder	-	-	-	-	-
No disorder	100	100	100	[33]	100
Weighted base	5251	2294	98	33	7676
Less common disorders					
Developed disorder	1	1	-	[1]	1
No disorder	99	99	100	[30]	99
Weighted base	5254	2322	111	31	7718
Any mental disorder					
Developed disorder	5	7	24	[1]	6
No disorder	95	93	76	[17]	94
Weighted base	5001	2080	66	18	7165

Table 6.29 Onset of disorder between Time 1 and Time 2 by sources of emotional support at Time 1

All children	Social support score				
	0 to 17 %	18 %	19 %	20 %	All %
Emotional disorders					
Developed disorder	7	5	4	3	5
No disorder	93	95	96	97	95
Weighted base	827	510	715	1191	3243
Conduct disorders					
Developed disorder	4	2	2	1	2
No disorder	96	98	98	99	98
Weighted base	812	519	714	1188	3233
Hyperkinetic disorders					
Developed disorder	-	-	-	-	-
No disorder	100	100	100	100	100
Weighted base	861	528	743	1207	3339
Less common disorders					
Developed disorder	1	-	-	1	1
No disorder	99	100	100	99	99
Weighted base	869	537	735	1209	3350
Any mental disorder					
Developed disorder	9	8	6	4	6
No disorder	91	92	94	96	94
Weighted base	757	488	682	1158	3085

Table 6.30 Onset of disorder between Time 1 and Time 2 by whether enjoys living in the neighbourhood at Time 1

Children aged 11-16	Whether enjoys living in the neighbourhood			
	A lot	A little	No	All
	%	%	%	%
Emotional disorders				
Developed disorder	4	6	8	5
No disorder	96	94	92	95
Weighted base	2124	914	186	3224
Conduct disorders				
Developed disorder	2	3	4	2
No disorder	98	97	96	98
Weighted base	2109	924	181	3214
Hyperkinetic disorders				
Developed disorder	-	-	-	-
No disorder	100	100	100	100
Weighted base	2156	955	207	3318
Less common disorders				
Developed disorder	1	-	-	1
No disorder	99	100	100	99
Weighted base	2165	958	208	3331
Any mental disorder				
Developed disorder	5	9	9	6
No disorder	95	91	91	94
Weighted base	2049	851	167	3067

Table 6.31 Onset of disorder between Time 1 and Time 2 by how safe child feels walking alone in the neighbourhood during the daytime at Time 1

Children aged 11-16	Safe walking alone in neighbourhood					
	Very safe	Fairly safe	A bit unsafe	Very unsafe	Never goes out alone	All
	%	%	%	%	%	%
Emotional disorders						
Developed disorder	4	5	7	[10]	[2]	5
No disorder	96	95	93	[20]	[19]	95
Weighted base	2028	1059	126	30	21	3264
Conduct disorders						
Developed disorder	2	2	3	-	-	2
No disorder	98	98	97	[33]	[19]	98
Weighted base	1996	1078	128	33	19	3254
Hyperkinetic disorders						
Developed disorder	-	-	-	-	-	-
No disorder	100	100	100	[39]	[19]	100
Weighted base	2061	1105	134	39	19	3358
Less common disorders						
Developed disorder	1	-	1	[3]	-	1
No disorder	99	100	99	[34]	[21]	99
Weighted base	2076	1102	135	37	21	3371
Any mental disorder						
Developed disorder	6	6	9	[9]	-	6
No disorder	94	94	91	[18]	[19]	94
Weighted base	1928	1015	114	27	19	3103

Table 6.32 Onset of disorder between Time 1 and Time 2 by whether ever goes to the local shops or park alone at Time 1

Children aged 11-16	Whether goes to local shops or park alone		
	Yes	No	All
	%	%	%
Emotional disorders			
Developed disorder	5	4	4
No disorder	95	96	96
Weighted base	2618	639	3257
Conduct disorders			
Developed disorder	2	1	2
No disorder	98	99	98
Weighted base	2602	647	3249
Hyperkinetic disorders			
Developed disorder	-	-	-
No disorder	100	100	100
Weighted base	2691	660	3351
Less common disorders			
Developed disorder	1	1	1
No disorder	99	99	99
Weighted base	2709	656	3365
Any mental disorder			
Developed disorder	6	5	6
No disorder	94	95	94
Weighted base	2481	619	3100

Table 6.33 Onset of disorder between Time 1 and Time 2 by how many people in the neighbourhood can be trusted at Time 1

Children aged 11-16	Whether people in the neighbourhood are trustworthy				
	Many	Some	Few	None	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	4	4	7	[6]	5
No disorder	96	96	93	[35]	95
Weighted base	1270	1453	464	41	3228
Conduct disorders					
Developed disorder	2	2	5	[1]	2
No disorder	98	98	95	[43]	98
Weighted base	1274	1438	462	44	3218
Hyperkinetic disorders					
Developed disorder	-	-	-	-	-
No disorder	100	100	100	[46]	100
Weighted base	1295	1489	491	46	3321
Less common disorders					
Developed disorder	1	-	1	-	1
No disorder	99	100	99	100	99
Weighted base	1293	1500	487	52	3332
Any mental disorder					
Developed disorder	5	5	10	[6]	6
No disorder	95	95	90	[30]	94
Weighted base	1241	1372	423	36	3072

Table 6.34 Onset of disorder between Time 1 and Time 2 by likelihood of someone returning a lost bag at Time 1

Children aged 11-16	Likelihood of someone returning a lost bag				
	Very likely	Quite likely	Not very likely	Not at all likely	All
	%	%	%	%	%
Emotional disorders					
Developed disorder	3	4	5	6	4
No disorder	97	96	95	94	96
Weighted base	401	1538	951	348	3238
Conduct disorders					
Developed disorder	2	2	3	3	2
No disorder	98	98	97	97	98
Weighted base	398	1539	957	334	3228
Hyperkinetic disorders					
Developed disorder	-	-	-	-	-
No disorder	100	100	100	100	100
Weighted base	411	1555	1002	366	3334
Less common disorders					
Developed disorder	-	1	-	-	1
No disorder	100	99	100	100	99
Weighted base	410	1569	1003	364	3346
Any mental disorder					
Developed disorder	5	6	6	8	6
No disorder	95	94	94	92	94
Weighted base	385	1475	900	319	3079

Table 6.35 Onset of emotional disorders between Time 1 and Time 2 by help provided to others at Time 1

Children aged 11-16

Type of help	Percentage giving each type of help to relatives			Percentage giving each type of help to non-relatives		
	Developed Disorder	No disorder	All	Developed disorder	No disorder	All
	%	%	%	%	%	%
Doing shopping for someone	25	35	34	5	9	9
Cooking or helping to prepare family meals	45	53	52	6	6	6
Cleaning, hoovering or gardening	63	69	69	8	11	11
Washing or ironing clothes	28	34	34	3	2	2
Decorating or repairs	15	21	21	6	5	5
Baby sitting or caring for children	49	37	38	17	18	18
Writing letters or filling in forms	13	9	9	7	4	4
Taking care of someone who is sick	39	33	33	8	9	9
Helping out in a family business	14	10	11	-	-	-
Anything else	6	9	9	5	3	3
None of these	13	6	6	65	61	61
Weighted base	149	3113	3261	149	3113	3261

*multiple response tables percentages may add up to over 100.

Table 6.36 Onset of conduct disorders between Time 1 and Time 2 by help provided to others at Time 1

Children aged 11-16

Type of help	Percentage giving each type of help to relatives			Percentage giving each type of help to non-relatives		
	Developed disorder	No disorder	All	Developed disorder	No disorder	All
	%	%	%	%	%	%
Doing shopping for someone	35	46	35	8	17	9
Cooking or helping to prepare family meals	53	42	53	6	8	6
Cleaning, hoovering or gardening	70	64	69	11	18	11
Washing or ironing clothes	35	30	35	2	6	2
Decorating or repairs	21	20	21	5	5	5
Baby sitting or caring for children	39	32	38	18	24	19
Writing letters or filling in forms	10	12	10	4	6	4
Taking care of someone who is sick	34	30	34	9	8	9
Helping out in a family business	11	8	11	-	-	-
Anything else	9	5	9	3	2	3
None of these	6	6	6	61	56	61
Weighted base	73	3178	51	73	3178	3251

*multiple response tables percentages may add up to over 100.

Table 6.37 Onset of any disorder between Time 1 and Time 2 by help provided to others at Time 1

Children aged 11-16

Type of help	Percentage giving each type of help to relatives			Percentage giving each type of help to non-relatives		
	Developed disorder	No disorder	All	Developed disorder	No disorder	All
	%	%	%	%	%	%
Doing shopping for someone	31	35	35	8	9	9
Cooking or helping to prepare family meals	49	53	52	5	6	6
Cleaning, hoovering or gardening	66	69	69	10	11	11
Washing or ironing clothes	28	34	34	3	2	2
Decorating or repairs	18	21	21	7	5	5
Baby sitting or caring for children	43	38	38	18	18	18
Writing letters or filling in forms	13	9	10	6	3	4
Taking care of someone who is sick	39	33	33	8	9	9
Helping out in a family business	13	10	11	-	-	-
Anything else	7	9	9	4	3	3
None of these	8	6	6	64	61	61
Weighted base	192	2910	3102	192	2910	3102

*multiple response tables percentages may add up to over 100.

Table 6.38 Onset of emotional disorders between Time 1 and Time 2 by participation in groups, clubs and organisations at Time 1

Children aged 11-16						
Type of group /club/organisation	Participation in clubs at school			Participation in clubs outside school		
	Developed disorder	No disorder	All	Developed disorder	No disorder	All
	%	%	%	%	%	%
School holiday playschemes	6	9	9	2	7	7
Environmental clubs groups	4	5	5		2	2
Sports clubs teams	35	54	53	30	39	38
Debating clubs groups	3	4	4	-	-	-
School student councils	12	11	12			
Computer clubs groups	11	14	14	1	3	2
Art, drama, dance or music clubs groups	32	33	33	27	18	18
Human rights groups	1	1	1	1	-	-
Religious groups or organisations	4	3	3	5	4	4
Youth clubs	13	11	11	23	21	21
After-school clubs	16	29	28			
Groups for extra teaching or special lessons	6	8	8	-	-	-
Animal (welfare) groups	2	1	1	2	2	2
Voluntary groups helping people	3	4	4	4	2	2
Safety, First Aid groups	8	4	4	3	3	3
Local community or neighbourhood groups	1	2	2	1	2	2
None of these	36	19	20	37	31	31
Weighted base	144	3074	3219	144	3077	3222

Table 6.39 Onset of conduct disorders between Time 1 and Time 2 by participation in groups, clubs and organisations at Time 1

Children aged 11-16

Type of club/group/organisation	Participation in clubs at school			Participation in clubs outside school		
	Developed disorder	No disorder	All	Developed disorder	No disorder	All
	%	%	%	%	%	%
School holiday playschemes	13	9	9	8	7	7
Environmental clubs groups	5	5	5	-	1	1
Sports clubs teams	47	53	53	34	38	38
Debating clubs groups	-	4	4	-	-	-
School student councils	9	12	12	-	-	-
Computer clubs groups	10	14	14	5	2	2
Art, drama, dance or music clubs groups	33	34	34	17	19	19
Human rights groups	-	1	1	3	-	-
Religious groups or organisations	3	3	3	2	5	5
Youth clubs	11	11	11	18	21	21
After-school clubs	28	28	28	-	2	2
Groups for extra teaching or special lessons	4	8	8	-	-	-
Animal (welfare) groups	-	1	1	-	2	2
Voluntary groups helping people	-	4	4	-	3	3
Safety, First Aid groups	13	4	4	6	3	3
Local community or neighbourhood groups	-	2	2	2	2	2
None of these	28	19	19	40	31	31
Weighted base	73	3137	3210	73	3140	3213

*multiple response tables percentages may add up to over 100.

Table 6.40 Onset of any disorder between Time 1 and Time 2 by participation in groups, clubs and organisations at Time 1

Children aged 11-16

Type of club/group/organisation	Participation in clubs at school			Participation in clubs outside school		
	Developed disorder	No disorder	All	Developed disorder	No disorder	All
	%	%	%	%	%	%
School holiday playschemes	8	9	9	6	7	7
Environmental clubs groups	5	5	5		1	1
Sports clubs teams	40	54	54	31	39	39
Debating clubs groups	1	4	4	-	-	-
School student councils	12	12	12	-	-	-
Computer clubs groups	10	13	13	3	2	2
Art, drama, dance or music clubs groups	31	34	34	25	18	19
Human rights groups	1	1	1	2	-	-
Religious groups or organisations	4	3	3	5	4	4
Youth clubs	14	11	11	23	20	20
After-school clubs	19	29	28	-	-	-
Groups for extra teaching or special lessons	6	9	9	-	-	-
Animal (welfare) groups	1	1	1	2	2	2
Voluntary groups helping people	3	4	4	3	3	3
Safety, First Aid groups	8	4	4	4	3	3
Local community or neighbourhood groups	1	2	2	1	2	2
None of these	33	18	19	36	31	31
Weighted base	189	2878	3067	189	2881	3070

*multiple response tables percentages may add up to over 100.

Table 6.41 Onset of any disorder between Time 1 and Time 2 by barriers to participation in groups, clubs and organisations at Time 1

Children aged 11-16

Barriers	Barriers to participation in clubs and groups		
	Developed disorder	No disorder	All
	%	%	%
Difficulty getting to clubs	2	6	6
No good groups or clubs locally	17	15	15
Cannot afford to join clubs	2	2	2
I would not feel safe travelling to a club	4	2	2
There are no clubs of interest	18	14	14
Too busy	18	15	16
Do not want to participate	17	14	14
Do not have time after homework	10	13	12
Not allowed	4	1	2
Other barrier	5	4	4
None of the above	40	43	43
Weighted base	189	2883	3072

*multiple response tables percentages may add up to over 100.

Table 6.42 Onset of emotional disorders between Time 1 and Time 2 by barriers to participation in groups, clubs and organisations at Time 1

Children aged 11-16

Barriers	Barriers to participation in clubs and groups		
	Developed disorder	No disorder	All
	%	%	%
Difficulty getting to clubs	3	6	6
No good groups or clubs locally	21	15	15
Cannot afford to join clubs	3	2	2
I would not feel safe travelling to a club	3	2	2
There are no clubs of interest	21	14	14
Too busy	16	15	15
Do not want to participate	14	14	14
Do not have time after homework	12	12	12
Not allowed	1	2	2
Other barrier	3	4	4
None of the above	44	43	43
Weighted base	144	3080	3224

*multiple response tables percentages may add up to over 100.

Table 6.43 Onset of conduct disorders between Time 1 and Time 2 by barriers to participation in groups, clubs and organisations at Time 1

Children aged 11-16 Barriers	Barriers to participation in clubs and groups		
	Developed disorder	No disorder	All
	%	%	%
Difficulty getting to clubs	6	6	6
No good groups or clubs locally	14	15	15
Cannot afford to join clubs	-	2	2
I would not feel safe travelling to a club	3	2	2
There are no clubs of interest	10	14	14
Too busy	17	15	15
Do not want to participate	19	15	15
Do not have time after homework	12	13	13
Not allowed	7	2	2
Other barrier	3	4	4
None of the above	40	42	42
Weighted base	73	3142	3215

*multiple response tables percentages may add up to over 100.

Table 6.44 Onset of any disorder between Time 1 and Time 2 by unpaid help given to groups, clubs and organisations at Time 1

Children aged 11-16

Unpaid help in the last 12 months	Unpaid help given to groups, clubs or other organisations		
	Developed Disorder	No disorder	All
	%	%	%
Collected or raised money	37	36	36
Took part in a sponsored activity	34	34	34
Was part of a committee	7	7	7
Helped to organise or run an event	23	19	20
Other help	11	9	9
None of the above	38	40	40
Weighted base	192	2910	3102

*multiple response tables percentages may add up to over 100.

Chapter 7: Educational profile

7.1 Introduction

This chapter looks at the educational profile of all the children and young people interviewed in the 2007 follow-up (Time 2) in terms of age and sex and onset or persistence of mental disorders at Time 2. Educational profile here includes the number of schools attended, exclusions, absenteeism and scholastic achievement. The chapter also examines the effect of Special Educational Needs (SEN) on subsequent psychological health.

The first part of the chapter concentrates on information provided by the parents of children and young people aged sixteen and under. The second part of the chapter includes data on leaving school as well as exams and qualifications as reported by young people aged 16 and over.

7.2 Key findings

- Exclusions from school were more likely for children with persistent conduct disorder or with persistent emotional disorder. Children and young people who had developed conduct disorder three years on were more likely to have been excluded from school
- Low attendance at out of school projects and schemes that aim to help children and young people manage behaviour, increase their reading skills and make friends was linked to parents' working status, occupational classification, family type and age of child. Children and young people are more likely to be in households where both parents are unemployed, less likely to be in managerial/professional households, more likely to be in step families and more likely to be in an older age group.
- Children and young people with Special Education Needs (SEN) are more likely to have a persistent mental disorder and to develop a disorder.
- The likelihood of children and young people with SEN developing a childhood mental disorder was linked to household working status with no parent working households being more likely.
- Children and young people who have ever had an SEN status are more likely to be excluded from school.
- Children and young people in households where no parent was working were twice as likely to have no qualifications as opposed to those in households

where both parents were working.

- Having a persistent mental disorder increased the likelihood of having no educational qualifications.

7.3 Number of schools attended

Parents were asked how many schools the child had ever attended. The majority of 8-16 year olds had never changed schools between 2004 and 2007 (excluding the standard change from primary to secondary schools): 93 per cent of the sample at Time 2 attended only one school (99 per cent had attended one or two schools).

(No table)

Of those who attended more than two schools, children and young people with a persistent mental disorder were more likely to have attended three or more schools than children and young people who did not have a persistent mental disorder at Time 2 (2 per cent compared with less than 1 per cent).

Children and young people with persistent emotional disorder at Time 2 were more likely to have attended three to four schools compared with children and young people who did not have persistent emotional disorder at Time 2: 3 per cent compared with less than 1 per cent.

(Table 7.1 to 7.2)

What this analysis cannot determine is whether the existence of a mental disorder leads to more frequent changing of schools, or whether attending more schools contributes to the prevalence of mental disorders.

7.4 Permanent and fixed-term exclusions from school

Parents of school age children and young people (16 and under) were asked whether the child had ever been excluded, and if so they were asked to provide some details about these exclusions.

Children and young people with persistent conduct disorder or with persistent emotional disorder were more likely to be excluded from school. Children and young

people who had developed conduct disorder after three years were more likely to have been excluded from school.

7.41 Characteristics of children and young people who had been excluded

Compared with children and young people who had recovered by Time 2, children and young people with persistent conduct disorder at Time 2 were more likely to have been excluded from school. Three or more exclusions were more likely in children and young people who had persistent conduct disorder: 36 per cent compared with 10 per cent in those children and young people who had recovered from conduct disorder at Time 2.

Overall, of those children and young people who had a persistent disorder of any type at Time 2, 66 per cent had never been excluded compared with 86 per cent of the recovered group.

(Table 7.3)

Looking at children and young people who had not developed a disorder by Time 2, only 2 per cent had ever been excluded compared with 21 per cent of those children and young people who had developed a disorder by Time 2.

(Table 7.4)

As in the previous chapters we have used logistic regression analysis to control for factors associated with the child as well as a number of family and household characteristics.

Logistic regression analysis shows that being in the 16 to 18 or in the 11 to 15 age group, compared with the 8 to 10 age group, significantly increased the odds of being excluded from school (OR=10.5 and 5.5 respectively).

Logistic regression analysis was run for the broad categories of disorder controlling for the factors noted above:

- having a persistent mental disorder (compared with no disorder) increased the odds of having ever been excluded by 19 times (OR=19.2)
- having a persistent conduct disorder (compared with no disorder) increased the

odds of having been excluded by 47 times (OR=47.1)

- having a persistent emotional disorder or developing an emotional disorder increased the odds of being excluded (OR= 4.6, 2.5)
- having developed any mental disorder since the first interview in 2004 increased the odds of having been excluded by twelve times (OR=12.7)
- having developed a conduct disorder increased the odds of being excluded by 21 times (OR=21.0).

(Tables 7.5 to 7.7)

7.5 Days off school

Interviews took place in two waves. The first wave was between the end of January and the middle of July 2007. A second wave took place between beginning of September and end of November 2007 and, as such, the children and young people will have been at different stages throughout the term when the interviews took place. Therefore, to ensure a common reference period, parents were asked how many days their child had been absent from school last term.

Parents whose children and young people had been absent from school last term were asked to provide reasons for the child missing school. They were provided with a coded list of responses and were allowed to choose more than one reason. By far the most common reason given for missing school was short term illness (79 per cent). Two per cent gave long term illness, and 2 per cent gave refusal to attend school as the reason for the child's absence.

(No table)

Overall children and young people with persistent emotional disorder and persistent conduct disorder at Time 2 were more likely to be absent from school. Similarly, over half of those who developed emotional and conduct disorder at Time 2 were more likely to be absent from school.

Children and young people with a persistent emotional disorder at Time 2 were the

most likely to have been absent (50 per cent) compared with the recovered group (64 per cent). Those children and young people with a persistent emotional disorder were also most likely to have had six or more days off school (16 per cent) compared with those children and young people who had recovered from an emotional disorder by Time 2 (6 per cent).

(Table 7.8)

Looking at children and young people who had developed a disorder, this group were also more likely to be absent from school than those who had not developed a disorder: 17 per cent were absent for six or more days compared with 6 per cent in the no disorder group.

Children and young people who developed emotional disorder compared with those who did not have an emotional disorder were more likely to absent from school for and to be absent for six or more days: 21 per cent compared with 6 per cent. Those who developed conduct disorder at Time 2 were also more likely to be absent for six or more days: 18 per cent compared to 6 per cent of those without conduct disorder at Time 2.

(Table 7.9)

Logistic regression analysis showed that, after controlling for age, sex and other socio-demographic variables:

- having developed a conduct disorder (as opposed to having no disorder at either time one or time two) almost doubled the odds of having had any absences from school (1.96)
- having a persistent emotional disorder or developing an emotional disorder also increased the odds of being absent from school (OR= 2.2, 1.7 respectively).

(Tables 7.10 to 7.11)

7.6 Out of school projects

Parents were asked whether the child had taken part in any out of school projects or schemes within school that were aimed at helping them manage their behaviour, make

friends or improve their reading skills.

Children and young people with low attendance at out of school projects are more likely to be in households where both parents are unemployed, less likely to be in managerial/professional households, more likely to be in step families and more likely to be in an older age group.

There was some variation in the overall pattern of out of school club attendance between children and young people with any persistent mental disorder, and those that had developed any mental disorder at Time 2. Children and young people with onset of emotional disorder at Time 2 were less likely to attend an out of school club: 41 per cent compared with 49 per cent of children and young people who had no disorder at Time 1 or Time 2.

Compared with children and young people who did not have a disorder at either Time 1 or Time 2, those children and young people who had developed conduct disorder at Time 2 were also less likely to attend an out of school club: 30 per cent compared with 49 per cent.

(Tables 7.12 and 7.13)

After controlling for age, sex and other sociodemographic variables, factors that were found to be significantly and independently correlated with out of school club attendance were age, family type, socio-economic status and whether a parent was working.

- children and young people in households where only one parent was working were more likely to attend out of school clubs (OR=1.2) compared with children and young people in households where both parents were working
- the odds of attending an out of school club were increased for those children and young people living in households where occupational status was classified as small employers and own account (OR = 1.3) and lower supervisory, semi-routine and routine occupations (OR = 1.4) compared with higher/lower managerial and professional occupations
- being in a reconstituted family increased the odds of attending out of school clubs compared with those children and young people in a 'traditional' family set

up (OR=1.2).

- older children and young people aged 11-16 were also more likely to attend out of school clubs (OR=2.3) compared with children aged 8-10.

Looking at each broad category of disorder:

- children and young people who had recovered from an emotional disorder at Time 2 were more likely to attend an out of school club (OR=1.6)
- children and young people who developed a conduct disorder at Time 2 were over twice as likely to attend out of school clubs (OR=2.3) than those with no conduct disorder at Time 2 and those who have recovered from a conduct disorder by Time 2 (OR =1.3)

(Tables 7.14 to 7.15)

7.7 Whether still at school and reasons for leaving

This section of the report focuses on responses given by the young people aged 16 and over at Time 2.

At Time 2, of those children and young people who had recovered from a disorder, 58 per cent were in full time education. Almost three quarters (72 per cent) of the children and young people who had developed a disorder at time 2 were still in full time education.

(Table 7.16 to 7.17)

Logistic regression analysis showed that after controlling for age, sex and other social characteristics the odds of having left full time education:

- were increased by around two times for children and young people with a persistent disorder (OR=2.1)
- were just over two and half times for children and young people who had recovered from a disorder (OR=2.6)
- were increased by almost two times for children and young people who

developed a disorder (OR=1.8), as opposed to having no disorder

- were increased by two times if the child was from a household where occupational status was classified as lower supervisory, semi-routine and routine occupations (OR=2.3).

This logistic regression analysis was run for each broad category of disorder. The odds of having left full time education were increased:

- by around two times if the child had recovered from an emotional disorder (OR=2.2) as opposed to not having an emotional disorder
- by almost four times if the child had recovered from a conduct disorder (OR=3.9)
- by almost three times if they had developed a conduct disorder (OR=2.8) as opposed to not having a conduct disorder at Time 1 or Time 2.

(Tables 7.18 to 7.20)

One explanation for these findings is that the child's conduct problems improved after they had left the education system, perhaps because their conduct disorders were compounded by academic difficulties and they were no longer in an environment that expected them to perform academically.

7.8 Highest qualification obtained

Young people aged 16 and over were presented with a list of qualifications, placed in descending order with degree level qualifications at the top and no qualifications at the bottom. They were asked to identify the highest qualification that they had obtained by indicating the first they came to reading down the list.

Just over half of the young people (51 per cent) had obtained GCSE passes of Grades A to C and 34 per cent had obtained AS or A Levels. Around 16 per cent of the young people had not obtained any kind of qualification.

(No table)

Young people with a persistent mental disorder at Time 2 were almost twice as likely as those with no disorder to have no qualifications (29 per cent compared with 15 per cent). Those young people who had developed a conduct disorder by Time 2 were more likely to have no qualifications than those with no conduct disorder at either Time 1 or Time 2 (27 per cent and 15 per cent).

(Tables 7.21 to 7.22)

The only factor found in logistic regression analysis to be significantly and independently correlated with educational qualifications was the working status of the household (after controlling for age, sex and other social characteristics).

Young people in households where no parent was working were twice as likely to have no qualifications (OR=2.5) as opposed to those in households where both parents were working.

The logistic regression analysis was run for each broad category of disorder.

- having a persistent mental disorder also increased the odds of having no educational qualifications (OR=2.0)
- those young people who had recovered from a conduct disorder or those who had a persistent conduct disorder were more likely to have no qualifications compared with those with persistent conduct disorder (OR=2.4, 2.6 respectively).
- having developed an emotional disorder also increased the odds of having no qualifications (OR=1.9).

(Tables 7.23 to 7.25)

7.9 Special Educational Needs

The teacher questionnaire asked if children and young people aged eight to 16 years had officially recognised SEN. This section looks at those children and young people who had officially recognised SEN status in relation to the persistence and onset of childhood mental disorder and absences and exclusions from school.

Looking at the broad disorder groups, children and young people with SEN were more likely to have persistent conduct disorder compared with those who had recovered at Time 2: 61 per cent compared with 45 per cent. Children and young people with SEN were also more likely to develop emotional and conduct disorder: 30 per cent compared with 14 per cent and 51 per cent compared with 12 per cent.

(Tables 7.26 to 7.27)

Logistic regression analysis was run for each broad category of disorder and showed that after controlling for age, sex and other social characteristics:

- children and young people with SEN were 16 times more likely to have a persistent mental disorder (OR 16.3), and four times more likely to develop a mental disorder (OR 4.6)
- the odds of developing a mental disorder were also increased for children and young people with SEN if they were in a household with one parent or no parents working (OR 1.5 for both observations)
- for children and young people with SEN there were increased odds for persistence and onset of emotional disorder (OR 9.7 and 6.6 respectively)
- children and young people with SEN were four times more likely to have persistent emotional disorder: (OR 4.0) and twice as likely to develop emotional disorder (OR 2.2).

(Tables 7.28 to 7.30)

7.9.1 Special Educational Needs status

Children and young people who were officially recognised as having SEN at Time 1 may have altered status by Time 2; that is, they are no longer officially recognised as having SEN status by Time 2. Similarly, children and young people who did not have SEN status at Time 1 may be officially recognised as having SEN status at Time 2.

For analysis purposes, children and young people were categorised into the following four groups: no SEN at Time 1 or Time 2 (never had SEN status), SEN at time 1 but not at Time 2 (discontinued SEN status), SEN at Time 1 and Time 2 (continued SEN

status) and no SEN at time 1 but at Time 2 (newly recognised SEN status).

Children and young people who had officially recognised SEN at Time 1 and at Time 2 (the continued status group) were more likely than children and young people with discontinued SEN status and newly recognised SEN status to have a mental disorder at Time 2: 8 per cent compared with 7 per cent and 4 per cent respectively.

Children and young people with continued SEN or new status SEN were more likely to have conduct disorder at Time 2 (20 per cent compared with 11 per cent in the discontinued status group and 3 per cent who did not have SEN status at Time 1 or Time 2). Children and young people who had newly recognised SEN status in the three years between the two surveys were more likely to have emotional disorder at Time 2: 15 per cent compared with 8 per cent in the persistent group and 7 per cent in the discontinued SEN status group.

Children and young people with discontinued SEN status, with continued SEN status and with newly recognised SEN status were more likely than those who did not have SEN status at Time 1 and Time 2 to be excluded from school: 3 per cent of children and young people who had never had SEN status had ever been excluded compared with 10 per cent of those with discontinued SEN status and 11 per cent of children and young people with continued and newly recognised SEN status. There were no significant differences for SEN status change and absence from school.

(Tables 7.31 to 7.32)

Table 7.1 Number of schools ever attended by persistence of mental disorder

Young people aged 8-16 at Time 2

Schools attended	Persistent	Non-persistent	All
Emotional disorders			
One to two	97	100	99
Three to Four	2	-	1
Five or more	-	-	-
Weighted base	62	128	190
Conduct disorders			
One to two	99	97	98
Three to Four	1	3	2
Five or more	-	1	-
Weighted base	138	144	282
Hyperkinetic disorders			
One to two	97	[39]	98
Three to Four	3	-	2
Five or more	-	-	-
Weighted base	62	[39]	101
Less common disorders			
One to two	96	[17]	97
Three to Four	4	-	3
Five or more	-	-	-
Weighted base	56	[17]	73
Any mental disorder			
One to two	98	100	97
Three to Four	2	-	2
Five or more	-	-	-
Weighted base	290	216	506

Table 7.2 Number of schools attended by onset of mental disorders between Time 1 and Time 2 schools ever attended

Young people aged 8-16 at Time 2

Schools attended	Developed disorder	No disorder	All
Emotional disorders			
One to two	98	100	100
Three to Four	2	-	-
Five or more	-	-	-
Weighted base	178	5723	5901
Conduct disorders			
One to two	100	99	100
Three to Four	-	1	-
Five or more	-	-	-
Weighted base	182	5619	5801
Hyperkinetic disorders			
One to two	[16]	100	100
Three to Four	-	-	-
Five or more	-	-	-
Weighted base	[16]	5960	5976
Less common disorders			
One to two	[39]	100	100
Three to Four	[4]	-	-
Five or more	-	-	-
Weighted base	[43]	5966	6009
Any mental disorder			
One to two	100	100	100
Three to Four	-	-	-
Five or more	-	-	-
Weighted base	305	5287	5592

Table 7.3 Number of times child has been excluded from school by persistence of mental disorder

Young people aged 8-16 at Time 2

Exclusions from school	Persistent disorder %	Non-persistent disorder %	All %
Emotional disorders			
Never been excluded	82	89	87
Once	8	4	5
Twice	-	2	2
Three or more times	10	5	13
Weighted base	62	129	191
Conduct disorders			
Never been excluded	44	77	61
Twice	11	6	9
Once	9	7	8
Three or more times	36	10	23
Weighted base	138	145	283
Hyperkinetic disorders			
Never been excluded	57	[34]	68
Twice	7	-	4
Once	7	-	4
Three or more times	31	[5]	24
Weighted base	62	39	101
Less common disorders			
Never been excluded	80	[15]	82
Twice	4	[2]	6
Once	4	-	3
Three or more times	13	-	10
Weighted base	56	17	73
Any mental disorder			
Never been excluded	66	86	75
Twice	8	4	7
Once	6	4	5
Three or more times	20	6	14
Weighted base	289	216	505

Table 7.4 Number of times child has been excluded from school by onset of mental disorder between Time 1 and Time 2

Young people aged 8-16 at Time 2

Exclusions from school	Developed disorder %	No disorder %	All %
Emotional disorders			
Never been excluded	88	96	95
Once	1	2	2
Twice	6	1	1
Three or more times	6	1	2
Weighted base	178	5720	5898
Conduct disorders			
Never been excluded	65	98	97
Once	18	2	2
Twice	6	1	1
Three or more times	11	-	1
Weighted base	182	5616	5798
Hyperkinetic disorders			
Never been excluded	[13]	96	96
Once	[2]	2	2
Twice	[1]	1	1
Three or more times	-	1	1
Weighted base	[16]	5958	5974
Less common disorders			
Never been excluded	[36]	95	95
Once	[3]	2	2
Twice	[1]	1	1
Three or more times	[2]	2	2
Weighted base	[42]	5964	6006
Any mental disorder			
Never been excluded	79	98	97
Once	11	1	2
Twice	4	1	1
Three or more times	7	-	1
Weighted base	305	5284	5589

Table 7.5 Sociodemographic, socio-economic and psychiatric correlates of exclusions: Any disorder

Variable	Ever been excluded	
	Adjusted Odds Ratio	95.0% C.I.
Profile of any mental disorder		
No disorder at T1 or T2	1.00	
Disorder at T1 but not at T2	6.07***	(3.71-9.92)
Disorder at T1 and T2	19.15***	(13.47-27.22)
No disorder at T1 but present at T2	12.66***	(8.70-18.41)
Age		
8 - 10 years	1.00	
11 - 15 years	5.46***	(3.44-8.67)
16 - 18 years	10.45***	(6.14-17.77)
Sex		
Male	1.00	
Female	0.32***	(0.23-0.45)
Tenure at T2		
Renter	1.00	
Owner	0.49***	(0.35-0.68)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.03	(0.69-1.55)
Neither parent working	1.38	(0.93-2.03)
Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.08	(0.71-1.65)
Lower sup/ semi-routine/ routine	1.51*	(1.04-2.19)
Family Type		
Traditional	NS	
Solo parent	NS	
Reconstituted	NS	
Other (e.g. living with grandparent/adult sibling)	NS	

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.6 Sociodemographic, socio-economic and psychiatric correlates of exclusions: Emotional disorders

Variable	Ever been excluded	
	Adjusted Odds Ratio	95.0% C.I.
Profile of emotional disorder		
No emotional disorder at T1 or T2	1.00	
Emotional disorder at T1 but not at T2	1.80	(0.93-3.50)
Emotional disorder present at T1 and T2	4.45***	(2.08-9.52)
No emotional disorder at T1 but present at T2	2.51***	(1.47-4.28)
Age		
8 - 10 years	1.00	
11 - 15 years	4.80***	(3.08-7.47)
16 - 18 years	8.00***	(4.85-13.20)
Sex		
Male	1.00	
Female	0.28***	(0.20-0.37)
Tenure at T2		
Renter	1.00	
Owner	0.39***	(0.29-0.53)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.11	(0.76-1.60)
Neither parent working	1.71**	(1.21-2.43)
NS- SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.12	(0.75-1.66)
Lower sup/ semi-routine/ routine	1.63**	(1.15-2.31)
Family Type NS		
Traditional		
Solo parent		
Reconstituted		
Other (e.g. living with grandparent/adult sibling)		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.7 Sociodemographic, socio-economic and psychiatric correlates of exclusions: Conduct disorders

Variable	Ever been excluded	
	Adjusted Odds Ratio	95.0% C.I.
Profile of conduct disorder		
No conduct disorder at T1 or T2	1.00	
Conduct disorder at T1 but not at T2	10.11***	(6.15-16.64)
Conduct disorder present at T1 and T2	47.10***	(29.55-75.10)
No conduct disorder at T1 but present at T2	21.04***	(14.02-31.56)
Age		
8 - 10 years	1.00	
11 - 15 years	6.18***	(3.82-10.01)
16 - 18 years	14.34***	(8.22-25.03)
Sex		
Male	1.00	
Female	0.39***	(0.28-0.55)
Tenure at T2		
Renter	1.00	
Owner	0.49***	(0.35-0.70)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	0.89	(0.58-1.38)
Neither parent working	1.42	(0.94-2.13)
NS- SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.03	(0.67-1.59)
Lower sup/ semi-routine/ routine	1.42	(0.96-2.09)
Family Type		
Traditional	NS	
Solo parent		
Reconstituted		
Other (e.g. living with grandparent/adult sibling)		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.8 Number of days absent by persistence of mental disorders

Young people aged 8-16 at Time 2

	Persistent	Non-persistent	All
Number of days absent from school			
Emotional disorders	%	%	%
No absences	50	64	59
1 to 5 days	34	30	31
6 to 10 days	13	3	6
11 or more days	3	3	3
Weighted base	60	127	187
Conduct disorders			
No absences	68	64	66
1 to 5 days	23	29	26
6 to 10 days	2	5	3
11 or more days	8	2	5
Weighted base	124	137	261
Hyperkinetic disorders			
No absences	69	[24]	67
1 to 5 days	22	[9]	23
6 to 10 days	3	[4]	6
11 or more days	5	-	3
Weighted base	58	37	95
Less common disorders			
No absences	72	[7]	64
1 to 5 days	21	[10]	30
6 to 10 days	4	-	3
11 or more days	4	-	3
Weighted base	53	17	70
Any mental disorder			
No absences	66	61	64
1 to 5 days	22	34	28
6 to 10 days	6	3	5
11 or more days	5	2	4
Weighted base	268	213	481

Table 7.9 Number of days absent by onset of mental disorders between Time 1 and Time 2

Young people aged 8-16 at Time 2

Number of days absent from school	Developed disorder %	No disorder %	All %
Emotional disorder			
No absences	54	67	67
1 to 5 days	25	27	27
6 to 10 days	9	4	4
11 or more days	12	2	3
Weighted base	162	5594	5756
Conduct disorders			
No absences	51	67	66
1 to 5 days	32	27	27
6 to 10 days	9	4	4
11 or more days	9	2	2
Weighted base	176	5501	5677
Hyperkinetic disorders			
No absences	[9]	66	66
1 to 5 days	[7]	27	27
6 to 10 days	-	4	4
11 or more days	-	3	3
Weighted base	[16]	5818	5834
Less common disorders			
No absences	[25]	66	66
1 to 5 days	[9]	27	27
6 to 10 days	[4]	4	4
11 or more days	[1]	3	3
Weighted base	[39]	5825	5864
Any mental disorder			
No absences	54	67	67
1 to 5 days	29	27	27
6 to 10 days	8	4	4
11 or more days	9	2	2
Weighted base	289	5182	5471

Table 7.10 Sociodemographic, socio-economic and psychiatric correlates of absences: Emotional disorders

Variable	Any absences	
	Adjusted Odds Ratio	95.0% C.I.
Profile of emotional disorder		
No emotional disorder at T1 or T2	1.00	
Emotional disorder at T1 but not at T2	0.96	(0.65-1.44)
Emotional disorder present at T1 and T2	2.20	(1.29-3.77)
No emotional disorder at T1 but present at T2	1.71	(1.22-2.39)
Age		
8-10 years	1.00	
11-16 years	1.19	(1.05-1.34)
Sex of selected child		
Male	1.00	
Female	0.96	(0.86-1.07)
Tenure at T2		
Renter	1.00	
Owner	1.00	(0.85-1.18)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	0.97	(0.82-1.14)
Neither parent working	1.21	(0.99-1.49)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	0.86	(0.74-0.99)
Lower sup/semi-routine/routine	0.80	(0.70-0.92)
Family type		
Traditional	1.00	
Solo parent	1.15	(0.98-1.34)
Reconstituted	0.85	(0.71-1.01)
Other (eg living with grandparent, adult sibling)	0.81	(0.25-2.66)

Table 7.11 Sociodemographic, socio-economic and psychiatric correlates of absences: Conduct disorders

Variable	Any absences	
	Adjusted Odds Ratio	95.0% C.I.
Profile of conduct disorder		
No conduct disorder at T1 or T2	1.00	
Conduct disorder at T1 but not at T2	1.18	(0.81-1.72)
Conduct disorder present at T1 and T2	0.88	(0.58-1.34)
No conduct disorder at T1 but present at T2	1.97	(1.44-2.69)
Age		
8-10 years	1.00	
11-16 years	1.20	(1.06-1.35)
Sex of selected child		
Male	1.00	
Female	0.97	(0.87-1.09)
Tenure at T2		
Renter	1.00	
Owner	1.01	(0.86-1.20)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	0.97	(0.82-1.14)
Neither parent working	1.22	(1.00-1.50)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	0.86	(0.75-1.00)
Lower sup/semi-routine/routine	0.80	(0.69-0.92)
Family type		
Traditional	1.00	
Solo parent	1.14	(0.98-1.34)
Reconstituted	0.84	(0.71-1.01)
Other (eg living with grandparent, adult sibling)	0.82	(0.25-2.71)

Table 7.12 Out of school projects attended by persistence of mental disorders

Young people aged 8-16 at Time 2	Persistent %	Non-persistent %	All %
Whether attended			
Emotional disorders			
Yes	33	36	35
No	67	64	65
Weighted base	64	128	192
Conduct disorders			
Yes	36	44	40
No	64	56	60
Weighted base	143	146	289
Hyperkinetic disorders			
Yes	47	[17]	45
No	53	[23]	55
Weighted base	62	[40]	102
Less Common disorders			
Yes	33	[12]	41
No	67	[6]	59
Weighted base	57	[18]	75
Any other disorder			
Yes	33	36	35
No	67	64	65
Weighted base	64	128	192

Table 7.13 Out of school projects attended by onset of mental disorders between Time 1 and Time 2

Young people aged 8-16 at Time 2	Developed disorder %	No disorder %	All %
Whether attended			
Emotional disorders			
Yes	41	49	48
No	59	51	52
Weighted base	181	5800	5981
Conduct disorders			
Yes	30	49	48
No	70	51	52
Weighted base	190	5687	5877
Hyperkinetic disorders			
Yes	[9]	48	48
No	[9]	52	52
Weighted base	[18]	6041	6059
Less Common disorders			
Yes	[14]	48	48
No	[29]	52	52
Weighted base	[43]	6046	6089
Any other disorder			
Yes	36	50	49
No	64	50	51
Weighted base	315	5349	5664

Table 7.14 Sociodemographic, socio-economic and psychiatric correlates of out of school projects attended: Emotional disorders

Variable	Out of school clubs	
	Adjusted Odds Ratio	95.0% C.I.
Profile of emotional disorder		
No emotional disorder at T1 or T2	1.00	
Emotional disorder at T1 but not at T2	1.58	(1.07-2.35)
Emotional disorder present at T1 and T2	1.67	(0.95-2.95)
No emotional disorder at T1 but present at T2	1.12	(0.81-1.57)
Age		
8-10 years	1.00	
11-16 years	2.32	(2.07-2.61)
Sex of selected child		
Male	1.00	
Female	1.01	(0.91-1.13)
Tenure at T2		
Renter	1.00	
Owner	0.87	(0.75-1.02)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.30	(1.11-1.52)
Neither parent working	1.20	(0.98-1.46)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.33	(1.16-1.53)
Lower sup/semi-routine/routine	1.44	(1.26-1.64)
Family type		
Traditional	1.00	
Solo parent	1.20	(1.03-1.40)
Reconstituted	1.25	(1.06-1.47)
Other (eg living with grandparent, adult sibling)	1.68	(0.54-5.28)

Table 7.15 Sociodemographic, socio-economic and psychiatric correlates of out of school projects attended: Conduct disorders

Variable	Out of school clubs	
	Adjusted Odds Ratio	95.0% C.I.
Profile of conduct disorder		
No conduct disorder at T1 or T2	1.00	
Conduct disorder at T1 but not at T2	1.38	(0.96-1.99)
Conduct disorder present at T1 and T2	1.41	(0.96-2.08)
No conduct disorder at T1 but present at T2	2.35	(1.68-3.28)
Age		
8-10 years	1.00	
11-16 years	2.34	(2.08-2.63)
Sex of selected child		
Male	1.00	
Female	1.05	(0.94-1.16)
Tenure at T2		
Renter	1.00	
Owner	0.89	(0.76-1.04)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.29	(1.10-1.51)
Neither parent working	1.18	(0.97-1.44)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.33	(1.16-1.53)
Lower sup/semi-routine/routine	1.43	(1.25-1.63)
Family type		
Traditional	1.00	
Solo parent	1.18	(1.01-1.37)
Reconstituted	1.23	(1.05-1.46)
Other (eg living with grandparent, adult sibling)	1.67	(0.53-5.24)

Table 7.16 Left full time education by persistence of mental disorders

Children age 16 and over

	Persistent	Non-persistent	All
Any mental disorder	%	%	%
Yes	69	58	63
No	31	42	37
Weighted base	111	155	266

Table 7.17 Left full time education by onset of mental disorders between Time 1 and Time 2

Children age 16 and over

	Developed disorder	No disorder	All
	%	%	%
Yes	72	82	81
No	28	18	19
Weighted base	150	2231	2381

Table 7.18 Sociodemographic, socio-economic and psychiatric correlates of children who have left full time education: Any disorder

Variable	Whether child still in full time education	
	Adjusted Odds Ratio	95.0% C.I.
Profile of any mental disorder		
No disorder at T1 or T2	1.00	
Disorder at T1 but not at T2	2.64***	(1.72-4.05)
Disorder present at T1 and T2	2.02**	(1.21-3.37)
No disorder at T1 but present at T2	1.71**	(1.10-2.68)
Age 15 years and over		
15 to 16 years	1.00	
17 years and over	10.87***	(8.12-14.56)
Sex of selected child		
Male	1.00	
Female	0.60***	(0.48-0.75)
Tenure at T2		
Renter	1.00	
Owner	0.64**	(0.48-0.87)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.35	(0.98-1.86)
Neither parent working	1.40	(0.93-2.09)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.31	(0.96-1.77)
Lower sup/semi-routine/routine	2.10***	(1.60-2.75)
Family type		
Traditional	NS	
Solo parent	NS	
Reconstituted	NS	
Other (e.g. living with grandparent, adult sibling)	NS	

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.19 Sociodemographic, socio-economic and psychiatric correlates of children who have left full time education: Emotional disorders

Variable	Whether child still in full time education	
	Adjusted Odds Ratio	95.0% C.I.
Profile of emotional disorder		
No emotional disorder at T1 or T2	1.00	
Emotional disorder at T1 but not at T2	2.18**	(1.21-3.92)
Emotional disorder present at T1 and T2	0.69	(0.24-1.96)
No emotional disorder at T1 but present at T2	1.38	(0.86-2.22)
Age 15 years and over		
15 to 16 years	1.00	
17 years and over	10.88***	(8.13-14.56)
Sex of selected child		
Male	1.00	
Female	0.58***	(0.47-0.73)
Tenure at T2		
Renter	1.00	
Owner	0.57***	(0.43-0.77)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.40*	(1.02-1.92)
Neither parent working	1.43	(0.96-2.15)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.35	(1.00-1.82)
Lower sup/semi-routine/routine	2.13***	(1.63-2.78)
Family type		
Traditional	NS	
Solo parent		
Reconstituted		
Other (e.g. living with grandparent, adult sibling)		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.20 Sociodemographic, socio-economic and psychiatric correlates of children who have left full time education: Conduct disorders

Variable	Whether child still in full time education	
	Adjusted Odds Ratio	95.0% C.I.
Profile of conduct disorder		
No conduct disorder at T1 or T2	1.00	
Conduct disorder at T1 but not at T2	3.99***	(2.28-6.99)
Conduct disorder present at T1 and T2	1.65	(0.68-4.03)
No conduct disorder at T1 but present at T2	2.76**	(1.27-6.00)
Age 15 years and over		
15 to 16 years	1.00	
17 years and over	11.04***	(8.22-14.82)
Sex of selected child		
Male	1.00	
Female	0.62***	(0.49-0.77)
Tenure at T2		
Renter	1.00	
Owner	0.63**	(0.47-0.86)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.34	(0.97-1.85)
Neither parent working	1.45	(0.97-2.17)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.28	(0.95-1.74)
Lower sup/semi-routine/routine	2.04***	(1.56-2.67)
Family type		
Traditional	NS	
Solo parent		
Reconstituted		
Other (e.g. living with grandparent, adult sibling)		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.21 Highest qualification obtained by persistence of mental disorders

Young people aged 16 and over	Persistent %	Non-persistent %	All %
Emotional disorders			
No qualifications	[10]	19	22
Diploma in Higher Education	[1]	-	
A Level/A level vocational	-	11	7
AS Level/AS Level vocational	[1]	6	7
GCSE Vocation GCSE (Grade A to C)	[16]	40	41
GCSE(Grades D to G)	[11]	16	17
Any other professional/vocational	[3]	3	5
Weighted base	37	63	100
Conditional disorders			
No qualifications	[11]	29	34
Diploma in Higher Education	-	-	-
A Level/A level vocational	-	2	2
AS Level/AS Level vocational	-	3	2
GCSE Vocation GCSE (Grade A to C)	[6]	33	32
GCSE(Grades D to G)	[2]	27	23
Any other professional/vocational	[2]	6	7
Weighted base	21	70	91
Hyperkinetic disorders			
No qualifications	[4]	[3]	[7]
Diploma in Higher Education	[2]	-	[2]
A Level/A level vocational	-	-	-
AS Level/AS Level vocational	[5]	[2]	[7]
GCSE Vocation GCSE (Grade A to C)	[7]	-	[7]
GCSE(Grades D to G)	-	[2]	[2]
Any other professional/vocational	-	[2]	[2]
Weighted base	18	9	27

Table 7.21 continued

Less common disorders

No qualifications	[4]	-	[4]
Diploma in Higher Education	-	-	-
A Level/A level vocational	-	-	-
AS Level/AS Level vocational	[3]	[4]	[7]
GCSE Vocation GCSE (Grade A to C)	[5]	[6]	[11]
GCSE(Grades D to G)	[2]	[2]	[4]
Any other professional/vocational	-	-	-
Weighted base	14	12	26

Any mental disorder

No qualifications	29	20	24
Diploma in Higher Education	3	-	1
A Level/A level vocational	-	9	5
AS Level/AS Level vocational	10	8	9
GCSE Vocation GCSE (Grade A to C)	42	35	38
GCSE(Grades D to G)	10	20	16
Any other professional/vocational	6	7	6
Weighted base	89	122	211

Table 7.22 Highest qualification obtained by onset of mental disorders between Time 1 and Time 2

Young people aged 16 and over	Highest qualification obtained		All %
	Developed disorder %	No disorder %	
Emotional disorders			
No qualifications	22	15	16
Diploma in Higher Education	3	3	3
A Level/A level vocational	14	16	16
AS Level/AS Level vocational	14	14	14
GCSE Vocation GCSE (Grade A to C)	43	43	44
GCSE(Grades D to G)	4	6	6
Any other professional/vocational	1	2	2
Weighted base	106	1854	196 0
Conditional disorders			
No qualifications	[7]	15	15
Diploma in Higher Education	-	3	3
A Level/A level vocational	[5]	16	16
AS Level/AS Level vocational	[1]	14	14
GCSE Vocation GCSE (Grade A to C)	[9]	44	44
GCSE(Grades D to G)	[1]	9	6
Any other professional/vocational	[3]	2	2
Weighted base	26	1938	196 4
Hyperkinetic disorders			
No qualifications	16	-	16
Diploma in Higher Education	3	-	3
A Level/A level vocational	15	-	15
AS Level/AS Level vocational	14	-	14
GCSE Vocation GCSE (Grade A to C)	44	-	44
GCSE(Grades D to G)	7	-	7
Any other professional/vocational	2	-	2
Weighted base	2024	-	202 4

Table 7.22 continued

Less common disorders			
No qualifications	[4]	16	16
Diploma in Higher Education	[1]	3	3
A Level/A level vocational	[1]	16	16
AS Level/AS Level vocational	[2]	14	14
GCSE Vocation GCSE (Grade A to C)	[10]	43	43
GCSE(Grades D to G)	-	7	6
Any other professional/vocational	[2]	2	3
			203
Weighted base	20	2010	0
Any mental disorder			
No qualifications	16	15	15
Diploma in Higher Education	2	3	3
A Level/A level vocational	16	17	16
AS Level/AS Level vocational	14	14	14
GCSE Vocation GCSE (Grade A to C)	49	44	44
GCSE(Grades D to G)	3	6	5
Any other professional/vocational	2	2	2
			186
Weighted base	115	1745	0

Table 7.23 Sociodemographic, socio-economic and psychiatric correlates of educational qualifications : Any disorder

Variable	Educational qualifications	
	Adjusted Odds Ratio	95.0% C.I.
Profile of any mental disorder		
No disorder at T1 or T2	1.00	
Disorder at T1 but not at T2	1.53	(0.92-2.52)
Disorder present at T1 and T2	1.93**	(1.16-3.20)
No disorder at T1 but present at T2	1.08	(0.62-1.91)
Age 16 years and over		
18+ years	1.00	
16 to 17 years old	8.56***	(5.80-12.63)
Sex of selected child		
Male	1.00	
Female	0.78	(0.60-1.02)
Tenure at T2		
Renter	1.00	
Owner	0.82	(0.58-1.16)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.77**	(1.23-2.55)
Neither parent working	2.25***	(1.47-3.46)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.30	(0.91-1.85)
Lower sup/semi-routine/routine	1.28	(0.92-1.79)
Family type		
Traditional	NS	
Solo parent	NS	
Reconstituted	NS	
Other (e.g. living with grandparent, adult sibling)	NS	

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.24 Sociodemographic, socio-economic and psychiatric correlates of educational qualifications : Emotional disorder

Variable	Educational qualifications	
	Adjusted Odds Ratio	95.0% C.I.
Profile of emotional disorder		
No emotional disorder at T1 or T2	1.00	
Emotional disorder at T1 but not at T2	1.31	(0.65-2.64)
Emotional disorder present at T1 and T2	1.55	(0.66-3.67)
No emotional disorder at T1 but present at T2	1.88*	(1.10-3.19)
Age 16 years and over		
18+ years	1.00	
16 to 17 years	8.55***	(5.79-12.62)
Sex of selected child		
Male	1.00	
Female	0.73*	(0.56-0.96)
Tenure at T2		
Renter	1.00	
Owner	0.78	(0.55-1.11)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.80**	(1.25-2.58)
Neither parent working	2.21***	(1.44-3.39)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.34	(0.94-1.91)
Lower sup/semi-routine/routine	1.32	(0.95-1.85)
Family type		
Traditional	NS	
Solo parent		
Reconstituted		
Other (e.g. living with grandparent, adult sibling)		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.25 Sociodemographic, socio-economic and psychiatric correlates of educational qualifications : Conduct disorders

Variable	Educational qualifications	
	Adjusted Odds Ratio	95.0% C.I.
Profile of conduct disorder		
No conduct disorder at T1 or T2	1.00	
Conduct disorder at T1 but not at T2	2.24**	(1.24-4.06)
Conduct disorder present at T1 and T2	2.44*	(1.08-5.53)
No conduct disorder at T1 but present at T2	1.66	(0.70-3.93)
Age 16 years and over		
18+ years	1.00	
16 to 17 years	8.81***	(5.96-13.02)
Sex of selected child		
Male	1.00	
Female	0.80	(0.61-1.05)
Tenure at T2		
Renter	1.00	
Owner	0.82	(0.58-1.17)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.70*	(1.17-2.46)
Neither parent working	2.24***	(1.46-3.43)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	1.28	(0.90-1.82)
Lower sup/semi-routine/routine	1.27	(0.91-1.77)
Family type		
Traditional	NS	
Solo parent		
Reconstituted		
Other (e.g. living with grandparent, adult sibling)		

***p<0.001, **p<0.01, *p<0.05

Note: All sociodemographic variables listed in the logistic regression tables were tested but may not appear in the final model.

Table 7.26 Special Educational Needs by persistence of mental disorder

Young people aged 8-16 at Time 2

Whether child has SEN

Emotional disorders

	Persistent %	Non-persistent %	All %
Yes	[14]	25	28
No	[28]	75	72
Weighted base	42	84	126

Conduct disorders

Yes	61	45	54
No	39	55	46
Weighted base	101	87	188

Hyperkinetic disorders

Yes	[41]	[18]	86
No	[3]	[7]	14
Weighted base	44	25	69

Less common disorders

Yes	[45]	[2]	82
No	-	[10]	18
Weighted base	45	12	57

Any mental disorder

Yes	68	25	50
No	32	75	50
Weighted base	201	138	339

Table 7.27 Special Educational Needs by onset of mental disorder between Time 1 and Time 2

Young people aged 8-16 at Time 2

Whether child has SEN

Emotional disorders

	Developed disorder %	No disorder %	All %
Yes	30	14	14
No	70	86	86
Weighted base	109	3862	3971

Conduct disorders

Yes	51	12	13
No	49	88	87
Weighted base	140	3768	3908

Hyperkinetic disorders

Yes	[8]	14	14
No	[3]	86	86
Weighted base	11	4010	4021

Less common disorders

Yes	[11]	14	14
No	[12]	86	86
Weighted base	23	4012	4035

Any mental disorders

Yes	37	10	12
No	63	90	88
Weighted base	212	3555	3767

Table 7.28 Sociodemographic, socio-economic and psychiatric correlates of SEN: Any disorder

Variable	Special educational needs	
	Adjusted Odds Ratio	95.0% C.I.
Profile of any mental disorder		
No disorder at T1 or T2	1.00	
Disorder at T1 but not at T2	2.54***	(1.59-4.05)
Disorder present at T1 and T2	6.34***	(11.58-23.05)
No disorder at T1 but present at T2	4.61***	(3.33-6.39)
Age 16 years and over		
18+ years	1.00	
16 to 17 years old	0.64***	(0.52-0.79)
Sex of selected child		
Male	1.00	
Female	0.56***	(0.46-0.69)
Tenure at T2		
Renter	1.00	
Owner	0.73*	(0.56-0.97)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.55**	(1.18-2.03)
Neither parent working	1.59**	(1.14-2.23)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	0.93	(0.71-1.22)
Lower sup/semi-routine/routine	1.09	(0.85-1.41)
Family type		
Traditional	1.00	
Solo parent	0.49	(0.89-1.57)
Reconstituted	0.26	(0.76-1.39)
Other (e.g. living with grandparent, adult sibling)	0.86	(0.49-13.65)

***p<0.001, **p<0.01, *p<0.05

Table 7.29 Sociodemographic, socio-economic and psychiatric correlates of educational qualifications : Emotional disorders

Variable	Special educational needs	
	Adjusted Odds Ratio	95.0% C.I.
Profile of emotional disorder		
No emotional disorder at T1 or T2	1.00	
Emotional disorder at T1 but not at T2	2.02**	(1.18-3.47)
Emotional disorder present at T1 and T2	4.02***	(2.04-7.94)
No emotional disorder at T1 but present at T2	2.28***	(1.41-3.69)
Age 16 years and over		
18+ years	1.00	
16 to 17 years	0.67***	(0.55-0.81)
Sex of selected child		
Male	1.00	
Female	0.46***	(0.38-0.56)
Tenure at T2		
Renter	1.00	
Owner	0.69**	(0.54-0.90)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.64***	(1.27-2.11)
Neither parent working	1.66***	(1.21-2.26)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	0.02	(0.79-1.32)
Lower sup/semi-routine/routine	1.23	(0.97-1.56)
Family type		
Traditional	1.00	
Solo parent	1.30	(0.99-1.70)
Reconstituted	1.19	(0.91-1.58)
Other (e.g. living with grandparent, adult sibling)	3.10	(0.76-12.66)

***p<0.001, **p<0.01, *p<0.05

Table 7.30 Sociodemographic, socio-economic and psychiatric correlates of educational qualifications : Conduct disorders

Variable	Special educational needs	
	Adjusted Odds Ratio	95.0% C.I.
Profile of conduct disorder		
No conduct disorder at T1 or T2	1.00	
Conduct disorder at T1 but not at T2	5.26***	(3.21-8.60)
Conduct disorder present at T1 and T2	9.72***	(6.18-15.28)
No conduct disorder at T1 but present at T2	6.62***	(4.57-9.59)
Age 16 years and over		
18+ years	1.00	
16 to 17 years	0.66***	(0.54-0.79)
Sex of selected child		
Male	1.00	
Female	0.54***	(0.44-0.66)
Tenure at T2		
Renter	1.00	
Owner	0.79	(0.63-1.03)
Family's economic status		
Both parents working (inc lone parents)	1.00	
One parent working	1.62***	(1.23-2.09)
Neither parent working	1.63**	(1.69-2.26)
NS-SEC - Three-class version		
Higher/lower managerial and professions	1.00	
Intermediate, small emps & OA	0.95	(0.73-1.24)
Lower sup/semi-routine/routine	1.14	(0.89-1.46)
Family type		
Traditional	1.00	
Solo parent	1.23	(0.93-1.62)
Reconstituted	1.06	(0.79-1.42)
Other (e.g. living with grandparent, adult sibling)	2.42	(0.49-11.99)

***p<0.001, **p<0.01, *p<0.05

Table 7.31 Absence from school by change in SEN status between Time 1 and Time 2

Young people aged 8-16 at Time 2

Absence from school	No SEN at Time 1 or Time 2	SEN at Time 1 but not at Time 2	SEN at Time 1 and Time 2	No SEN at Time 1 or Time 2	All
	%	%	%	%	%
Yes	37	33	36	35	36
No	63	67	64	75	64
Weighted base	2610	149	272	177	3208

Table 7.32 Exclusions from school by change in SEN status between Time 1 and Time 2

Young people aged 8-16 at Time 2

Ever been excluded from school	No SEN at Time 1 or Time 2	SEN at Time 1 but not at Time 2	SEN at Time 1 and Time 2	No SEN at Time 1 but at Time 2	All
	%	%	%	%	%
Yes	3	10	11	11	4
No	97	90	89	89	96
Weighted base	2635	150	273	181	3239

Chapter 8: Small Sample Analyses

8.1 Introduction

This chapter presents data on relatively uncommon disorders where the numbers of affected individuals were too small to permit extensive quantitative analyses of the sorts presented elsewhere in this report. Because these disorders are of substantial clinical importance, analyses based on small samples are still likely to interest some users of this report, particularly those involved in planning or delivering clinical services.

8.2 Bipolar Disorder

Just as depression involves episodes of 'low' mood, mania involves episodes when the individual goes 'high', with an elated or expansive mood not due to drugs or a neurological disorder. In some instances the mood is more irritable than elated or expansive. Other common features of mania include: an increase in physical activity or restlessness, greater talkativeness, difficulty concentrating, less need for sleep, increased sexual energy, loss of normal social inhibitions and reckless risk-taking behaviour.

Following the standard definition employed by the tenth edition of the International Classification of Diseases (ICD-10; World Health Organization, 1993), an episode can only be classified as mania if it results in severe interference with personal functioning in daily living. Such episodes also need to have lasted for at least one week, or to have been severe enough to require hospital admission. Hypomania is a lesser variant of mania, involving shorter episodes (at least four days) and less interference with personal functioning.

As defined by the standard international criteria, a bipolar disorder involves recurrent episodes of going high (meeting the criteria for mania or hypomania), or a mixture of episodes of going high and depression. This well-recognised or 'classical' type of bipolar disorder is mostly seen in adults and older teenagers and is generally thought to be rare in children. Given increased recent interest in bipolar disorder in children and

adolescents, an estimate of the prevalence of these disorders in contemporary Britain seemed important – the 2007 survey provided a suitable opportunity to generate such an estimate.

In the largest epidemiological sample to address this question in the past (carried out in the USA), no cases of childhood mania were diagnosed and the rate of hypomania was 0.1 per cent (Costello et al., 1996). Though some clinicians (particularly in the USA) favour relaxing the diagnostic criteria by accepting briefer episodes of elation or irritability when diagnosing bipolar disorder in children, this proposal has met with considerable criticism. Most children are prone to episodes of excitability or irritability, and British clinicians and parents have generally been very wary of the dangers of labeling cheerful, excitable or irritable children as having bipolar disorder, with the implication that these children may need drug treatment.

The survey described in this report included questions about the symptoms needed to make a bipolar diagnosis. Parents were asked these questions about their eight to 19 year old children, and 11 to 19 year olds were also asked about their own symptoms. Self-reported symptoms were not collected from eight - ten year olds since previous studies have shown that children this young do not generally provide reliable answers. When relevant symptoms were reported, informants were prompted to describe detailed descriptions of the episodes of 'going high' in their own words, focusing on recent episodes. Diagnoses were made by experienced clinicians who reviewed all the available evidence provided by parents and youths, including the answers to fixed questions and the open-ended descriptions.

This report describes the findings for 'classical' bipolar disorder, i.e. for disorders meeting the full criteria set out in the international classifications. Since there is no consensus on whether bipolar disorder in children should be diagnosed according to modified criteria (and since even the proponents of modification disagree about which modifications to make), there is little justification and no straightforward method for reporting on the prevalence of anything other than 'classical' bipolar disorder.

Only two individuals in the entire sample met the full criteria for a bipolar disorder, while a further five individuals probably met these criteria (but there were some

inconsistencies between or within informants). Thus the overall prevalence for classical bipolar disorder in the total sample of 5,326 individuals aged between eight and 19 years was between 0.04 per cent and 0.13 per cent, in keeping with the previous evidence of around 0.1 per cent from the USA (Costello et al., 1996). Both of the definite cases in the British 2007 survey were in the 16 to 19 year age range, as were four of the five probable cases.

The prevalence for the 16 to 19 year olds in the sample was between 0.1 per cent and 0.3 per cent, which is roughly in line with traditional estimates of a lifetime risk of bipolar disorder of around 0.5-1.3 per cent, with approximately a third of these disorders beginning before the age of 20 (Goodwin et al., 2007; Kessler et al., 1997; Weissman et al., 1996). Of the seven individuals with definite or probable bipolar disorder, four individuals also met the criteria for an emotional disorder (three with anxiety plus depression, and one with just anxiety) and a further two individuals had conduct disorders. The small numbers precluded meaningful further analyses of bipolar disorder in youth.

8.3 Growing into and out of Autistic Spectrum Disorders

Autism is a disorder that is evident by the age of three years and that involves a characteristic mixture of impairments in social interaction, communication, and restricted, repetitive and stereotyped patterns of behaviour, interests and activities. Though the exact pattern of symptoms and difficulties often changes with age, only a small percentage of autistic individuals improve so much that they are able to live and work independently as adults – even high functioning adults with autism are likely to have continuing problems with social interaction, communication and restricted interests and activities.

Autism is increasingly seen as the more severe end of a spectrum of related disorders, the so-called autistic spectrum disorders (ASDs). This spectrum includes Asperger's syndrome and atypical autism. In milder or more atypical disorders, the difficulties may not become apparent until after the age of three years, and a higher percentage may live and work independently as adults.

The 2004 survey included a detailed assessment of the symptoms required for a diagnosis of autism and related disorders. Although it would have been interesting to repeat this detailed assessment of autistic symptoms in 2007 to see how far diagnoses had changed, this was not possible because the autism section of the interview was a long one, and it was necessary to free up most of this time to accommodate other new interview sections (including the section on bipolar disorder discussed in the previous section). To the extent that ASDs are disorders that start early in life and typically persist into adulthood, it also seemed unlikely that many individuals would have grown out of or into an ASD over the course of the three years.

For all these reasons, the autism questions were largely dropped in 2007, but the clinical raters did look with particular care for any instances where an individual seemed to have grown into or out of an ASD. In doing this, they considered measures of social skill (the Social Aptitudes Scale) and peer relationships (the peer problems scale of the Strengths and Difficulties Questionnaire), and focused particularly on the detailed open-ended descriptions that parents and youths provided of the youths' abilities and difficulties.

There were 39 individuals who had received a diagnosis of an ASD in 2004 and who were reassessed in 2007. For 36 of these 39 individuals (92 per cent), there was still good evidence for an ASD diagnosis in 2007, such as very low scores on the Social Aptitudes Scale, no good friends (and often no friends at all), and clear open-ended descriptions of major difficulties with social interaction, communication and restricted interests and activities.

There were, however, three individuals (all aged 14 or 15 in 2004 and therefore aged 17 or 18 at follow up) where there had been so much improvement that the individual no longer seemed above the diagnostic threshold for an ASD. Improvement with maturation played some part, as did leaving school and being able to choose a college course or occupation that played to their strengths.

In the opposite direction, there were eight individuals (all aged between five and 11 in 2004) who were doing so much worse at follow-up than they had been doing in 2004 that they were above the diagnostic threshold for an ASD. Increasingly complex social

demands and expectations as these children moved up through primary school often seemed relevant. In some instances, the transfer from a small and nurturing primary school to a large secondary school led to a clear deterioration, plausibly as a result of teachers and fellow pupils making fewer allowances in the new setting.

Growing into or out of an ASD diagnosis was typically due to a relatively modest shift in symptoms that happened to carry the individual from just below the diagnostic boundary to just above (or vice versa) – it was not the result of a complete transformation.

Nevertheless, the deteriorations or improvements were important to the individuals and their families. None of the individuals who grew into or out of an ASD diagnosis began or ended with a diagnosis of 'classical' autism – all began or ended with diagnoses of Asperger's syndrome or atypical autism.

In the absence of a full reassessment in 2007, the exact rates of individuals growing into or out of an ASD in this sample may be misleading: without full information, the clinical raters may have over-estimated or under-estimated the number who moved above or below the diagnostic threshold.

8. 4 Growing into and out of Eating Disorders

Possible symptoms of Anorexia Nervosa include markedly reduced body weight (adjusting for height and age), a distorted body image (such as feeling fat when objectively very thin), excessive dieting and exercise, and cessation of periods in girls who have previously started menstruating. Possible symptoms of Bulimia Nervosa include frequent binges linked to a strong craving for food, and subsequent attempts to counteract the fattening effect of these binges by such means as deliberate vomiting, purging, or alternating periods of starvation.

Children and adolescents may have enough of these symptoms to cause substantial distress or significant impairment in everyday life without quite meeting the full criteria for either Anorexia Nervosa or Bulimia Nervosa – such individuals are commonly diagnosed as 'Eating Disorder, Not otherwise Specified' (EDNOS). All varieties of eating disorder are much commoner in females than males.

The 2004 survey included a detailed assessment of the symptoms required for a diagnosis of eating disorders, and this same assessment was repeated as part of the 2007 follow-up. There were six individuals who had received a diagnosis of an eating disorder in 2004 and who were reassessed in 2007. Two individuals still had a diagnosable eating disorder in 2007; three individuals had some continuing symptoms but not enough to warrant a diagnosis; and one individual had recovered.

Thirteen individuals received a 'new' diagnosis of an eating disorder in 2007, not having been diagnosed with an eating disorder in 2004. All 13 were female, and most were older teenagers: ten were aged between 16 and 19, while the remaining three were aged ten, 13 and 14. Two met the full criteria for Anorexia Nervosa, two met the full criteria for Bulimia Nervosa, and the remaining nine had significant symptoms and impact and were classified as EDNOS.

Looking back to 2004, many of these girls were already expressing some concerns about weight or body image. It is important, however, to stress that concerns about weight and body image were common among teenage girls, and that the great majority of these weight-conscious girls did not go on to develop an eating disorder. It was not possible to identify a small battery of simple questions about eating and body shape that had a sufficiently high sensitivity, specificity and predictive value to form a promising basis for mass screening.

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Appendix A: Sampling and weighting procedures

A.1 Sample design for the original 2004 survey

The original sample for the 2004 survey was drawn from the Child Benefit Register (CBR), then held by the Department for Work and Pensions' Child Benefit Centre (CBC), which provides almost complete coverage of children in the required age group (five to 16 years) in Great Britain, living in private households¹.

From the Register, the CBC provided ONS with a list of postcode sectors² with counts of eligible children whose parents were in receipt of Child Benefit. These postcode sectors were linked to the current version of the PAF to establish their validity. Of the 8,040,445 eligible records on the CBR 98% had a valid postcode sector. The remaining 2% of addresses that did not have a valid postcode sector were excluded from the sample, as were a further 0.25% in sectors that were considered too small to be viable because they each had fewer than 100 children. In addition, some children were not accessible for sampling because they were considered sensitive cases by CBC. As the proportion of children excluded is small, we expect that the impact of any resulting undercoverage will be minimal.

A.1.1. Stratification and selection of sectors

The sample design for the 2004 survey involved a two-stage process: sampling 426 postal sectors and then 29 children from within each sampled sector.

The frame of postcode sectors was stratified by Government Office Region (GOR) and within that by socio-economic group (SEG). In England and Scotland the number of sectors sampled was proportional to the number of eligible children: 378 sectors in England and 37 sectors in Scotland. In Wales, for financial reasons, a half sample of 11 sectors was selected. The data have been weighted to take account of this disproportionate sampling by geographical area.

CBC were supplied with the list of 426 sampled postal sectors and asked to select a random sample of 29 children from each area, using date of birth to establish age eligibility. Five

¹ Children in foster care and those living in non-private households are excluded from the list used for sampling.

² The postcode sector is a collection of addresses having in common all but the last two characters of the postcode.

sectors contained fewer than 29 children resulting in a shortfall of 60 children. The set sample therefore consisted of 12,294 children.

If the register were fixed, the sample design would have resulted in a self-weighting sample in which each child would have the same probability of selection. The weighting procedures in 2004 also accounted for changes in the sector size on the frame between sampling the sectors and sampling the children within the sectors. A full description of the sample design and weighting procedure for the 2004 survey can be found in the 2004 report

<http://www.statistics.gov.uk/STATBASE/Product.asp?vlnk=14116>

These weights included factors to compensate for the unequal sampling probabilities of the children as mentioned above and to ensure the weighted sample distributions matched population figures within classes defined by sex, age group and region.

A.1.2 Sampling for the 2007 survey

All responding children from the 2004 survey that were surviving and living in Great Britain were eligible for the 2007 follow-up survey. This is in contrast to the equivalent 2002 follow-up to the 1999 survey where children without a disorder were subsampled.

A.2 Weighting procedures for the 2007 follow-up survey

The time 2 follow up data, collected in 2007, were weighted in three stages. The first was to weight the data to correct for the differential probability of selection. The second was to calculate a new weight which took account of differential non-response between the original and three year follow up surveys and the third was to calculate a weight to correct for non-response bias.

A.2.1 Stage 1 – Apply the 2004 survey weighting factor

The aim of this stage in the weighting was to weight the set sample for 2007 back to the 2004 population using the weights calculated for the 2004 survey.

As all children from the first survey were eligible for the follow-up, there was no need to apply a weight to compensate for any sub-sampling at this stage.

A.2.2 Stage 2 – Weighting for differential response in 2007

These weights compensate for the differential non-response between waves using sample-based weighting.

We can apply sample-based non-response weights because we have detailed information about all children for whom an interview was completed in the original survey. We used CHAID analysis, in the AnswerTree® software (SPSS 12.0.1 for Windows), to find which variables were associated most strongly with non-response. This software segments the sample using a set of candidate variables. The groups formed by the CHAID analysis were then used to derive weighting classes and determine the response rate for each. We used CHAID analysis on the following candidate variables:

- an urban/rural dichotomy
- Government Office Region
- age at Time 1 (2004 survey)
- sex
- family type
- all clinical diagnoses (e.g. emotional diagnosis, conduct diagnosis)
- the score from the SDQ questionnaire.

A.2.3 Stage 3 - Weighting back to the original 2004 population:

The final step was to ensure the weighted respondents to the 2007 survey matched sex by age group by region structure of the total population of children and adolescents aged 5-16 in Great Britain using ONS population figures for April–June 2004. The age groups were 5 to 9, 10 to 15 and 16, as originally used for the 2004 survey. Tables A1 to A3 show both unscaled and scaled weights. The former allow the data to be grossed to population figures. The latter scale the weights so that the number of respondents in each age/sex group matches the total number of interviews carried out in that group.

Table A.1: Population figures by Government Office Region 2007

Region	Boys aged 5-9				Girls aged 5-9			
	Weighted numbers in survey	ONS population estimates for	Grossed weight	Scaled weight	Weighted numbers in survey	ONS population estimates for	Grossed weight	Scaled weight
1 North East	77	74907	973.00	0.94	79	71775	908.54	0.87
2 North West & Merseyside	213	209490	983.52	0.95	186	200004	1075.29	1.03
4 Yorkshire and Humberside	139	155014	1115.21	1.08	135	148380	1099.11	1.05
5 East Midlands	123	130619	1061.94	1.03	118	123850	1049.58	1.00
6 West Midlands	148	169219	1143.37	1.11	165	161158	976.72	0.93
7 Eastern	165	173113	1049.17	1.02	160	164963	1031.02	0.98
8 London	236	231854	982.43	0.95	218	222706	1021.59	0.98
9 South East	246	253082	1028.79	0.99	228	240001	1052.64	1.01
10 South West	150	146795	978.63	0.95	123	139699	1135.76	1.08
11 Wales	93	90955	978.01	0.95	78	86641	1110.78	1.06
12 Scotland	140	148019	1057.28	1.03	133	140834	1058.90	1.01
Total	1730	1783065	1030.67		1623	1700011	1047.45	

Table A.2: Population figures by Government Office Region 2007

Region	Boys aged 10-15				Girls aged 10-15			
	Weighted numbers in survey	ONS population estimates for	Grossed weight	Scaled weight	Weighted numbers in survey	ONS population estimates for	Grossed weight	Scaled weight
1 North East	95	100581	1058.74	1.01	82	96135	1172.37	1.05
2 North West & Merseyside	273	281906	1032.62	0.98	234	267555	1143.40	1.02
4 Yorkshire and Humberside	211	203636	965.10	0.92	172	194894	1133.11	1.01
5 East Midlands	169	171048	1012.12	0.96	153	161650	1056.54	0.94
6 West Midlands	215	219251	1019.77	0.97	180	208622	1159.01	1.03
7 Eastern	208	216224	1039.54	0.99	187	207634	1110.34	0.99
8 London	229	270219	1179.99	1.12	219	261054	1192.03	1.06
9 South East	298	323000	1083.89	1.03	275	305029	1109.20	0.99
10 South West	198	193420	976.87	0.93	177	184983	1045.10	0.93
11 Wales	111	120159	1082.52	1.03	107	113847	1063.99	0.95
12 Scotland	177	194181	1097.07	1.05	164	185929	1133.71	1.01
Total	2184	2293624	1050.194		1950	2187331	1121.71	

Figure A.3: Population figures by Government Office Region 2007

Region	Boys aged 16				Girls aged 16			
	Weighted numbers in survey	ONS population estimates for	Grossed weight	Scaled weight	Weighted numbers in survey	ONS population estimates for	Grossed weight	Scaled weight
1 North East*	11	37902	3445.64	2.01	9	16669	1852.11	1.36
11 Wales*	0				27	19473	721.22	0.53
2 North West & Merseyside	28	47869	1709.61	0.99	28	45721	1632.89	1.20
4 Yorkshire and Humberside	24	34001	1416.71	0.83	24	33113	1379.71	1.01
5 East Midlands	13	29029	2233.00	1.30	16	27302	1706.38	1.25
6 West Midlands	20	36885	1844.25	1.08	16	35009	2188.06	1.60
7 Eastern	27	36118	1337.70	0.78	24	34740	1447.50	1.06
8 London	23	44737	1945.09	1.13	35	42377	1210.77	0.89
9 South East	37	54462	1471.95	0.86	40	51895	1297.38	0.95
10 South West	17	33094	1946.71	1.14	21	31826	1515.52	1.11
12 Scotland	26	33549	1290.35	0.75	31	31506	1016.32	0.75
Total	226	387646	1715.25		271	369631	1363.95	

*For this population total these two regions have been collapsed together as there were no male respondents in Wales in this age group at follow-up

The product of the three weights was calculated. After this weight was applied to the original data, the weighted sample bases differed very slightly from the set sample at Time 1. A final correction factor was therefore applied to return the weighted sample size to its original size.

Weight used for analysis of persistence (Chapter 4)

A second weighting factor was calculated and applied for the analysis of persistence of disorders. This analysis was based entirely on cases with a disorder at Time 1. This weight was calculated following the same procedure as described above, but was scaled back to the original sample of cases with a disorder at Time 1 (718 cases).

Appendix B: Statistical terms and their interpretation

B.1 Confidence interval

The percentages quoted in the text of this report represent summary information about a variable (e.g. presence of a mental disorder) based on the sample of people interviewed in this study. However, extrapolation from these sample statistics is required in order to make inferences about the distribution of that particular variable in the population. This is done by calculating confidence intervals around the statistic in question. These confidence intervals indicate the range within which the "true" (or population) percentage is likely to lie. Where 95 per cent confidence intervals are calculated, this simply indicates that one is "95 per cent confident" that the population percentage lies within this range. (More accurately, it indicates that if repeated samples were drawn from the population, the true percentage would lie within this range in 95 per cent of the samples).

Confidence intervals are calculated on the basis of the sampling error (q.v.). The upper 95 per cent confidence intervals are calculated by adding the sampling error multiplied by 1.96 to the sample percentage or mean. The lower confidence interval is derived by subtracting the same value. Ninety-nine per cent confidence intervals can also be calculated, by replacing the value 1.96 by the value 2.58.

B2. Multiple logistic regression and Odds Ratios

Logistic regression analysis has been used in the analysis of the survey data to provide a measure of the effect of various sociodemographic variables on the prevalence of mental disorders among children. Unlike the crosstabulations presented elsewhere in the report, multiple logistic regression estimates the effect of any sociodemographic variable while controlling for the confounding effects of other variables in the analysis.

Logistic regression produces an estimate of the probability of an event occurring when an individual is in a particular sociodemographic category compared to a reference category. This effect is measured in terms of odds. For example, Table 5.6 shows that having a 'physical disorder' increases the odds of a child developing an emotional disorder compared to the reference category of 'no physical disorder'. The amount by which the odds of this disorder

actually increases is shown by the Adjusted Odds Ratio (OR). In this case, the OR is 1.71 indicating that being a child with a physical disorder at Time 1 increases the odds of developing an emotional disorder at Time 2 by over one half, controlling for the possible confounding effects of the other variables in the statistical model, for example, age, sex, ethnicity and SEN.

B.3 Confidence intervals around an Odds Ratio

The confidence intervals around odds ratios can be interpreted in the manner described earlier in this section. For example, Table 5.6 shows an odds ratio of 1.52 for the association between sex and emotional disorder, with a confidence interval from 1.14 to 2.02, indicating that the 'true' (i.e., population) OR is likely to lie between these two values. If the confidence interval does not include 1.00 then the OR is likely to be significant - that is, the association between the variable and the odds of a particular disorder is unlikely to be due to chance. If the interval includes 1.00, then it is possible that the 'true' OR is actually 1.00, that i.e. no increase in odds can be attributed to the variable.

B.4 Odds ratios and how to use them multiplicatively

The odds ratios presented in the tables show the adjusted odds due solely to membership of one particularly category - for example, being a girl rather than a boy. Odds for more than one category, however, can be combined by multiplying them together. This provides an estimate of the increased odds of a disorder or symptom due to being a member of more than one category at once such as being a girl and being aged 14 to 16. For example, in Table 5.6 being a girl rather than a boy increases the odds of having an emotional disorder (OR=1.52), while being aged 14 to 16 (compared with five to seven year olds) also independently increases the odds (OR=2.23). The increased odds for 14 to 16 year old girls compared with five to seven year old boys is therefore the product of the two independent odds ratios, 3.39.

Appendix C Survey documents

HOUSEHOLD DETAILS

For all addresses

AREA Information already entered

ADDRESS Information already entered

NAMEA

Please record the name of the parent you will be interviewing.

If necessary copy the parent's name from the information sheet.

NameC

Please enter the name of selected child/young person

You may copy this from the contact sheet

HomeC

Does the young person live with the parent?

- (1) Yes
- (2) No

ASK IF: HomeC = No

ChldAg

Selected child's age

ASK IF: HomeC = No

ChldDB

Selected child's DOB
You may copy this from the contact sheet

ASK IF: HomeC = No

ChldSx

Selected child's sex

- (1) Male
- (2) Female

ASK IF: HomeC = No

IntAdlt

Is an interview with a parent appropriate?

A parent interview is appropriate if:

The young person left home less than 6 months ago

OR

The young person left home more than 6 months ago but they have had 'regular' contact with their parent (s) over the past 6 months.

By 'regular' we mean weekly contact by phone or home visits lasting at least a few hours and occurring every two months on average.

- (1) Yes
- (2) No

Sex

- (1) Male
- (2) Female

Birth

DATE

ASK IF: DVAge >= 16

xMarSta

- (1) single, that is never married,
 - (2) married and living with your husband/wife,
 - (3) a civil partner in a legally-recognised Civil Partnership,
 - (4) married and separated from your husband/wife,
 - (5) divorced,
 - (6) or widowed?

 - (7) Spontaneous only - In a legally-recognised Civil Partnership and separated from his/her civil partner
 - (8) Spontaneous only - Formerly a civil partner, the Civil Partnership now legally dissolved
 - (9) Spontaneous only - A surviving civil partner: his/her partner having since died
-

ASK IF: MarSta = MarrLiv

MarBef

- (1) Yes
 - (2) No
-

ASK IF: (MarSta <> MarrLiv) AND (MarSta <> CivPart)

LivWth

- (1) Yes
- (2) No
- (3) Spontaneous only - Same-sex couple (but not in a formal registered Civil Partnership)

Hhldr

- (1) This person alone
- (3) This person jointly
- (5) Not owner/renter

PARTNER INFORMATION

Partner

Has opposite sex partner or same-sex Civil Partner

- (1) Yes
- (2) No

SSPart

Has partner in household (same or opposite sex)

- (1) Yes
- (2) No

ETHNIC

Ethnic

- (1) White British
- (2) Any other White background
- (3) Mixed - White and Black Caribbean
- (4) Mixed - White and Black African
- (5) Mixed - White and Asian
- (6) Any other Mixed background
- (7) Asian or Asian British - Indian
- (8) Asian or Asian British - Pakistani
- (9) Asian or Asian British - Bangladeshi
- (10) Asian or Asian British - Any other Asian background
- (11) Black or Black British - Black Caribbean
- (12) Black or Black British - Black African
- (13) Black or Black British - Any other Black background
- (14) Chinese
- (15) Any other

ASK IF: ((*Ethnic* = *WhiteOth*) OR (*Ethnic* = *MixedOth*)) OR (*Ethnic* = *AsianOth*)
OR (*Ethnic* = *BlackOth*) OR (*Ethnic* = *AnyOth*)

Ethnic Description

OPEN

ACCOMODATION

Accomodation

- (1) a house or bungalow
 - (2) a flat or maisonette
 - (3) a room/rooms
 - (4) other
-

ASK IF: *Accom = Hse*

House Type

- (1) detached
 - (2) semi-detached
 - (3) or terraced/end of terrace?
-

ASK IF: *Accom = Flat*

Flat Type

- (1) a purpose-built block
 - (2) a converted house/some other kind of building?
-

ASK IF: *Accom = Other*

AccOth

- (1) a caravan, mobile home or houseboat
- (2) some other kind of accommodation?

TENURE

Ten1

- (1) Own it outright
 - (2) Buying it with the help of a mortgage or loan
 - (3) Pay part rent and part mortgage (shared ownership)
 - (4) Rent it
 - (5) Live here rent-free (including rent-free in relative's/ friend's property; excluding squatting)
 - (6) Squatting
-

ASK IF: $(Ten1 = Rent)$ OR $(Ten1 = RentF)$

Tied

- (1) Yes
 - (2) No
-

ASK IF: $(Ten1 = Rent)$ OR $(Ten1 = RentF)$

LLord

- (1) the local authority/council/Scottish Homes?
 - (2) a housing association, charitable trust or Local Housing Company?
 - (3) employer (organisation) of a household member?
 - (4) another organisation?

 - (5) relative/friend (before you lived here) of a household member?
 - (6) employer (individual) of a household member?
 - (7) another individual private landlord?
-

ASK IF: $(Ten1 = Rent)$ OR $(Ten1 = RentF)$

Furn

- (1) furnished,
- (2) partly furnished (e.g. carpets and curtains only),
- (3) or unfurnished?

ASK IF: *QSelect2.IntAdlt <> No*

TranSDQ

Code 'Yes' if the parent will only be completing a translated version of the strengths and difficulties questionnaire

If you will be proceeding with a full interview with the parent code 'No'

- (1) Yes, translation only
- (2) No, full interview

PARENT QUESTIONNAIRE

GENERAL HEALTH

How is NAME CHILD health in general?
Would you say it was ...

- (1) very good
 - (2) good
 - (3) fair
 - (4) bad
 - (5) or is it very bad?
-

ASK IF: (*QSelect.TransDQ = No*) AND (*QSelect.AdltInt = YesNow*)

B2

Is NAME CHILD registered with a GP?

- (1) Yes
 - (2) No
-

ASK IF: (*QSelect.TransDQ = No*) AND (*QSelect.AdltInt = YesNow*)

B12

May I just check, is NAME CHILD taking any pills or tablets listed here?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: B12 = Yes

B12a

Code all that apply

SET [20] OF

- (1) Methylphenidate, Equasym XL, Ritalin, Concerta XL
- (2) Atomoxetine, Stratter
- (3) Dexamphetamine, Dexedrine
- (4) Imipramine, Tofranil
- (5) Clonidine, Catepres, Dixarit
- (6) Fluoxetine, Prozac
- (7) Sertraline, Lustral
- (8) Paroxetine, Seroxat
- (9) Fluvoxamine, Faverin
- (10) Citalopram, Cimpramil
- (11) Amitriptyline, Lentizol, Triptafen
- (12) Clomipramine, Anafranil
- (13) Sulpiride, Dolmatil, Sulpitil, Sulpor
- (14) Risperidone, Riperdal
- (15) Haloperidol, Dozic, Haldol, Serenace
- (16) Olanzapine, Zyprexa
- (17) Quetiapine, Seroquel
- (18) Clozapine, Clozaril, Denzapine, Zaponex
- (19) Amisulpiride, Solian
- (20) Aripiprazole, Abilify

ASK IF: B12 = Yes

B12b

Who prescribed this medication?

ASK IF: B12 = Yes

B12c

How long has ^NAME CHILD been taking it?

HEIGHT

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)

P2a

Approximately how tall is NAME CHILD?

Has the height been given in feet & inches, or in centimetres

- (1) Feet
- (2) CM

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *P2a = Feet*

Feet

Please record whole feet

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *P2a = Feet*

Inches

Now record the additional inches.

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2a = CM

Cent

^NAME CHILD's height in centimetres.

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)

P2b

Approximately, how much does ^NAME CHILD weigh?

- (1) Stones
- (2) Kilos

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Stones

Stones

Record whole stones first

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Stones

Pounds

Now record the additional pounds

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Stones

P2cSton

What was CHILD's NAME lowest weight in the last 12 months?

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Stones

P2cPoun

Please enter total number of pounds

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Stones

P2dSton

What was CHILD's NAME highest weight ever?

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Stones

P2dPoun

Please enter total number of pounds

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Kilos

Kilos

Now enter ^NAME CHILD weight in kilograms.

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Kilos

P2c

What was ^NAME CHILD lowest weight in the last 12 months?

Please enter child's weight in kilograms

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: P2b = Kilos

P2d

What was ^NAME CHILD highest weight ever?

Please enter child's weight in kilograms

STRENGTHS AND DIFFICULTIES¹

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)

IntrSDQ

I would now like to ask you about ^NAME CHILD personality and behaviour. This is to give us an overall view of ^NAME CHILD strengths and difficulties - we will be coming back to specific areas in more detail later in the interview.

SectnD

For each item that I am going to read out can you please tell me whether it is 'not true', 'partly true' or 'certainly true' for NAME CHILD - over the past six months

D4

Considerate of other people's feelings

- (5) Not true
- (6) Partly true
- (7) Certainly true

D5

Restless, overactive, cannot stay still for long

- (5) Not true
- (6) Partly true
- (7) Certainly true

D6

Often complains of headaches, stomach aches or sickness

- (5) Not true
- (6) Partly true
- (7) Certainly true

¹ Questions D4 to D31 Strengths and Difficulties Questionnaire are copyright Robert Goodman.

D7

Shares readily with other children or young people

- (5) Not true
- (6) Partly true
- (7) Certainly true

D8

Often has temper tantrums or hot tempers

- (5) Not true
- (6) Partly true
- (7) Certainly true

D9

Rather solitary (tends to play alone)

- (5) Not true
- (6) Partly true
- (7) Certainly true

D10

Generally obedient, usually does what adults request

- (5) Not true
- (6) Partly true
- (7) Certainly true

D11

Many worries, often seems worried

- (5) Not true
- (6) Partly true
- (7) Certainly true

D12

Helpful if someone is hurt, upset or feeling ill

- (5) Not true
- (6) Partly true
- (7) Certainly true

D13

Constantly fidgeting or squirming

- (5) Not true
- (6) Partly true
- (7) Certainly true

D14

Has at least one good friend

- (5) Not true
- (6) Partly true
- (7) Certainly true

D15

Often fights with other children or young people or bullies them

- (5) Not true
- (6) Partly true
- (7) Certainly true

D16

Often unhappy, down-hearted or tearful

- (5) Not true
- (6) Partly true
- (7) Certainly true

D17

Generally liked by other children or young people

- (5) Not true
- (6) Partly true
- (7) Certainly true

D18

Easily distracted, concentration wanders

- (5) Not true
- (6) Partly true
- (7) Certainly true

D19

Nervous or clingy in new situations, easily loses confidence

- (5) Not true
- (6) Partly true
- (7) Certainly true

D20

Kind to younger children or young people

- (5) Not true
- (6) Partly true
- (7) Certainly true

D21

Often lies or cheats

- (5) Not true
- (6) Partly true
- (7) Certainly true

D22

Picked on or bullied by other children or young people

- (5) Not true
- (6) Partly true
- (7) Certainly true

D23

Often volunteers to help others e.g., parents, teachers, other young people

- (5) Not true
- (6) Partly true
- (7) Certainly true

D24

Thinks things out before acting

- (5) Not true
- (6) Partly true
- (7) Certainly true

D25

Steals from home, school or elsewhere

- (5) Not true
- (6) Partly true
- (7) Certainly true

D26

Gets on better with adults than with other children or young people

- (5) Not true
- (6) Partly true
- (7) Certainly true

D27

Many fears, easily scared

- (5) Not true
- (6) Partly true
- (7) Certainly true

D28

Sees tasks through to the end, good attention span?

- (5) Not true
- (6) Partly true
- (7) Certainly true

D29

Overall, do you think that ^NAME CHILD has difficulties in one or more of the following areas: emotions, concentration, behaviour or getting on with other people?

- (5) No
- (6) Yes: minor difficulties
- (7) Yes: definite difficulties
- (8) Yes: severe difficulties

D29a

How long have these difficulties been present?

- (1) Less than a month
- (2) One to five months
- (3) Six to eleven months
- (4) A year or more

D29b

Do the difficulties upset or distress NAME CHILD?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: D29 >= YesM

D30

Do the difficulties interfere with NAME CHILD everyday life in terms of NAME CHILD...
...home life?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: D29 >= YesM

D30a

Do the difficulties interfere with ^NAME CHILD everyday life in terms of ^NAME CHILD
... making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: D29 >= YesM

D30b

Do the difficulties interfere with ^NAME CHILD's everyday life in terms of NAME CHILD's
... learning new things or classwork?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: D29 >= YesM

D30c

Do the difficulties interfere with ^NAME CHILD's everyday life in terms of ^NAME CHILD ... play, hobbies or leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: D29 >= YesM

D31

Do the difficulties put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)

EntRat

Thinking about CHILD's NAME responses to the SDQ, will you continue with the whole interview?

You should only say 'no' if child is too disabled for interview to make sense.

- (1) Yes, will do the whole interview
- (2) No, will only do a short interview
- (3) Not sure

EVERY DAY FEELINGS²

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)

EvIntro1

The next set of questions are about how you have been feeling lately

Feelings come and go.....

Ev1

. Over the last four weeks have you felt the following

...Positive about the future

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev2

Over the last four weeks have you felt the following

...Worried or tense

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev3

Over the last four weeks have you felt the following

...Able to enjoy life

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

² Questions Ev1 to Ev10 and PEv1 to PEv10 Everyday Feelings Questionnaire are copyright Youthinmind.

Ev4

. Over the last four weeks have you felt the following
...Tired or lacking in energy

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev5

. Over the last four weeks have you felt the following
...Stressed

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev6

. Over the last four weeks have you felt the following
...Positive about yourself

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev7

. Over the last four weeks have you felt the following
...Less interested in things you used to enjoy

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev8

. Over the last four weeks have you felt the following
...Calm and relaxed

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev9

. Over the last four weeks have you felt the following
...Very unhappy

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

Ev10

. Over the last four weeks have you felt the following
...Able to cope with what life brings

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

ASK IF: PartYN = Yes

PEvInt01

The next set of questions are about how your partner, has been feeling lately

PEv1

Feelings come and go. Over the last four weeks has Partner's Name felt the following
...Positive about the future

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv2

Feelings come and go. Over the last four weeks has Partner's Name felt the following
...Worried or tense

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv3

Feelings come and go. Over the last four weeks has Partner's Name] felt the following
...Able to enjoy life

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv4

Feelings come and go. Over the last four weeks has Partner's Name felt the following
...Tired or lacking in energy

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv5

Feelings come and go. Over the last four weeks has Partner's Name felt the following
...Stressed

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv6

Feelings come and go. Over the last four weeks has Partner's Name felt the following
Positive about him/herself

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv7

Feelings come and go. Over the last four weeks has Partner's Name felt the following
...Less interested in things Partner's Name used to enjoy

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv8

Feelings come and go. Over the last four weeks have you felt the following
...Calm and relaxed

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv9

Feelings come and go. Over the last four weeks has Partner's Name felt the following
...Very unhappy

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

PEv10

Feelings come and go. Over the last four weeks has Partner's Name felt the following
...Able to cope with what life brings

- (1) None of the time
- (2) A little of the time
- (3) Some of the time
- (4) Most of the time
- (5) All of the time

EMPATHY ³

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

]

SAS1

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Able to laugh around with others, for example accepting light-hearted teasing and responding appropriately?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS2

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Easy to chat with, even if it isn't on a topic that specially interests NAME CHILD?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

³ Questions SAS1 to SAS10 the Social Aptitude Scale are copyright Robert Goodman.

SAS3

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Able to compromise and be flexible?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS4

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Able to find the right thing to say or do in order to calm a tense or embarrassing situation?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS5

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Gracious when He/she doesn't win or get ^NAME CHILD own way. A good loser?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS6

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Other people feel at ease around him/her?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS7

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

By reading between the lines of what people say, He/she can work out what they are really thinking and feeling?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS8

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

After doing something wrong, He/she's able to say sorry and sort it out so that there are no hard feelings?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS9

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Can take the lead without others feeling they are being bossed about?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

SAS10

How does ^NAME CHILD compare with other children of ^NAME CHILD age in the following abilities:

Aware of what is and isn't appropriate in different social situations?

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

FRIENDS

ASK IF: (*QSelect.TransDQ = No*) AND (*QSelect.AdltInt = YesNow*)

Fr3

At present, how many friends does ^NAME CHILD have that NAME CHILD fairly often spends time with, for example chatting, or doing things together, or going out with as part of a group? Does NAME CHILD have...

- (1) none
- (2) one
- (3) two to four
- (4) five to nine
- (5) or ten or more?

ASK IF: NOT (*Fr3 = None*)

Fr7

By and large, do you approve of ^NAME CHILD's friend(s)?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: NOT (*Fr3 = None*)

Fr8

Are many of ^NAME CHILD's friend(s) the sorts of children who often get into trouble for bad behaviour...

Running prompt

- (1) not at all
- (2) a few are like that
- (3) many are like that
- (4) or all are like that?

AUTISM

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)

XR1

Thinking about ^NAME CHILD's school work and about ^NAME CHILD ability to reason things out, is He/she...

- (1) ahead for ^NAME CHILD age
- (2) about average
- (3) or behind?

ASK IF: *XR1 = Behind*

XR2

At present, roughly what sort of age level is He/she at in NAME CHILD school work and ability to reason things out? For example, like an average ^AGE year old?)

Lrndifa

Compared with an average child of the same age, is ^NAME CHILD reading.....

- (1) above average
- (2) average
- (3) has some difficulty
- (4) or marked difficulty?

Lrndifb

Compared with an average child of the same age, is ^NAME CHILD mathematics

- (1) above average
- (2) average
- (3) has some difficulty
- (4) or marked difficulty?

Lrndifc

Compared with an average child of the same age, is ^NAME CHILD spelling.....

- (1) above average
- (2) average
- (3) has some difficulty
- (4) or marked difficulty?

ANXIETY

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

IntroF

Most children are particularly attached to a few key adults, looking to them for security, comfort and turning to them when upset or hurt. They can be mum and dad, grandparents, favourite teachers, neighbours etc.

Though children and teenagers can be particularly attached to other people of about the same age (sisters, brothers, friends), aim to identify adult attachment figures.

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

A1

Which adults is ^NAME CHILD especially attached to?
Code all that apply

SET [9] OF

- (1) Mother (biological or adoptive)
- (2) Father (biological or adoptive)
- (3) Another mother figure (stepmother, foster mother, father's partner)
- (4) Another father figure (stepfather, foster father, mother's partner)
- (5) One or more grandparents
- (6) One or more adult relatives (e.g. aunt, uncle, grown-up brother or sister)
- (7) Childminder, nanny, au pair
- (8) One or more teachers
- (9) One or more other adult non-relatives (e.g. Social/Key worker, family friend or neighbour)
- (10) Not specially attached to any adult

ASK IF: *noadult IN A1*

A1a

Is ^NAME CHILD specially attached to the following children or young people?

SET [3] OF

- (1) One or more brothers, sisters or other young relatives
- (2) One or more friends
- (3) Not specially attached to anyone

ASK IF: NOT (noone IN A1a)

Livewth

Do any of these people live with ^NAME CHILD?

- (1) Yes
- (2) No

ASK IF: NOT (noone IN A1a)

AInt1

You've just told us who ^NAME CHILD is especially attached to. From now on, I am going to refer to these people as ^NAME CHILD 'attachment figures'.

ASK IF: NOT (noone IN A1a)

AInt2

What I'd like to know next is how much ^NAME CHILD worries about being separated from ^NAME CHILD 'attachment figures'. Most children I have worries of this sort, but I'd like to know how ^NAME CHILD compares with others of ^NAME CHILD age. I am interested in how ^He/she is usually - not on the occasional 'off day'.

ASK IF: NOT (noone IN A1a)

F2

Overall, in the last 4 weeks, has ^NAME CHILD been particularly worried about being separated from ^NAME CHILD 'attachment figures'?

- (1) Yes
- (2) No

ASK IF: **AND:** NOT (noone IN A1a) **AND:** PSepScr = 1

F2a

Over the last 4 weeks, and compared with other ^Children of the same age...
...has He/she been worried either about something unpleasant happening to ^NAME CHILD attachment figures or about losing them?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1

F2b

Over the last 4 weeks, and compared with other children of the same age...
... has ^He/she worried unrealistically that ^He/she might be taken away from ^NAME CHILD attachment figures, for example by being kidnapped, taken to hospital or killed?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1 **AND:** Livewth = Yes

F2c

Over the last 4 weeks, and compared with other ^Children of the same age...
... has ^He/she not wanted to go to school in case something nasty happened to ^NAME CHILD attachment figures who live with ^Him/her while ^He/she was away at school?

Do not include reluctance to go to school for other reasons, e.g. fear of bullying or exams

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age
- (8) Spontaneous Not at school

ASK IFNOT (noone IN A1a) **AND:** PSepScr = 1

F2d

Over the last 4 weeks, and compared with other ^Children of the same age...

... has ^He/she worried about sleeping alone?

Does not apply = code 5

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1 **AND:** Livewth = Yes

F2e

Over the last 4 weeks, and compared with other ^Children of the same age...

... has ^He/she come out of ^NAME CHILD bedroom at night to check on, or to sleep near ^NAME CHILD attachment figures who live with ^Him/her?

Does not apply = code 5

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1

F2f

Over the last 4 weeks, and compared with other ^Children of the same age...

... has ^He/she worried about sleeping in a strange place?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1 **AND:** (Livewth = Yes) AND (QSelect.ChldAge < 11)

F2g

Over the last 4 weeks, and compared with other ^Children of the same age...

... has ^He/she been particularly afraid of being alone in a room without ^NAME CHILD attachment figures who live with ^Him/her even if they are close by?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1 **AND:** (Livewth = Yes) AND (QSelect.ChldAge >= 11)

F2h

Over the last 4 weeks, and compared with other ^Children of the same age...
...has ^He/she been afraid of being alone at home if ^NAME CHILD attachment figures who live with ^Him/her pop out for a moment?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1

F2i

Over the last 4 weeks, and compared with other ^Children of the same age...
... has ^He/she had repeated nightmares or bad dreams about being separated from ^NAME CHILD attachment figures?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1

F2j

Over the last 4 weeks, and compared with other ^Children of the same age...
... has ^He/she had headaches, stomach aches or felt sick when ^He/she had to leave ^NAME CHILD attachment figures or when ^He/she knew it was about to happen?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: NOT (noone IN A1a) **AND:** PSepScr = 1

F2k

Over the last 4 weeks, and compared with other ^Children of the same age...
... has being apart or the thought of being apart from ^NAME CHILD attachment figures led to worry, crying, tantrums, clinginess or misery?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: SepCHK = Present

F3

Have ^NAME CHILD's worries about separations been there for at least a month?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: SepCHK = Present

F3a

How old was ^He/she when ^NAME CHILD worries about separation began?

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: SepCHK = Present

F4

How much have these worries upset or distressed ^Him/her?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: SepCHK = Present

F5a

How much have these worries interfered with...
... how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *SepCHK = Present*

F5b

How much have these worries interfered with...
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *SepCHK = Present*

F5c

How much have these worries interfered with...
...learning new things (or class work)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *SepCHK = Present*

F5d

How much have these worries interfered with...
...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *SepCHK = Present*

F5e

Have these worries put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *AttaCHK = Present*

A6

Thinking of ^NAME CHILD's attachment behaviour, how much do you think it has upset or distressed ^Him/her?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *AttaCHK = Present*

A7a

I also want to ask you about the extent to which this behaviour has interfered with ^NAME CHILD day to day life.

Has it interfered with.....

how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *AttaCHK = Present*

A7b

H I also want to ask you about the extent to which this behaviour has interfered with ^NAME CHILD day to day life.

Has it interfered with.....

making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *AttaCHK = Present*

A7c

I also want to ask you about the extent to which this behaviour has interfered with ^NAME CHILD day to day life.

Has it interfered with.....

learning new things or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *AttaCHK = Present*

A7d

I also want to ask you about the extent to which this behaviour has interfered with ^NAME CHILD day to day life.

Has it interfered with.....
playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *AttaCHK = Present*

A8

Has this behaviour put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

SPECIFIC PHOBIAS

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

F6Intr

This section of the interview is about some things or situations that young people are often scared of, even though they aren't really a danger to them.

I'd like to know what ^NAME CHILD is afraid of. I am interested in how ^He/she is usually - not on the occasional 'off day'.

Not all fears are covered in this section - some are covered in other sections, e.g. fears of social situations, dirt, separation, crowds.

F7a

Is ^NAME CHILD scared of...

...animals or insects. For example, dogs, spiders, bees and wasps, mice and rats, snakes, or any other bird, animal or insect?

- (5) No
- (6) A little
- (7) A Lot

F7b

Is ^NAME CHILD scared of...

...some aspect of the natural environment. For example storms, thunder, heights or water?

- (5) No
- (6) A little
- (7) A Lot

F7c

Is ^NAME CHILD scared of...

...the dark?

- (5) No
- (6) A little
- (7) A Lot

F7d

Is ^NAME CHILD scared of...

...loud noises. For example fire alarms, fireworks?

- (5) No
- (6) A little
- (7) A Lot

F7e

Is ^NAME CHILD scared of...

...blood, injections or injuries i.e. set off by the sight of blood or injury or by an injection or some other medical procedure?

- (5) No
- (6) A little
- (7) A Lot

F7f

Is ^NAME CHILD scared of...

...dentists or doctors?

- (5) No
- (6) A little
- (7) A Lot

F7g

Is ^NAME CHILD scared of...

...vomiting, choking or getting particular diseases. For example Cancer or AIDS?

- (5) No
- (6) A little
- (7) A Lot

F7h

Is ^NAME CHILD scared of...

...using particular types of transport. For example cars, buses, trains, boats, bridges?

- (5) No
- (6) A little
- (7) A Lot

F7i

Is ^NAME CHILD scared of...

...small, enclosed spaces. For example lifts, tunnels?

- (5) No
- (6) A little
- (7) A Lot

F7j

Is ^NAME CHILD scared of...

...using the toilet. For example at school or in someone else's house?

- (5) No
- (6) A little
- (7) A Lot

F7k

Is ^NAME CHILD scared of...

...specific types of people. For example clowns, people with beards, with crash helmets, in fancy dress, dressed as Santa Claus?

- (5) No
- (6) A little
- (7) A Lot

F7l

Is ^NAME CHILD scared of...

...imaginary or supernatural beings. For example monsters, ghosts, aliens, witches?

- (5) No
- (6) A little
- (7) A Lot

F7m

Is ^NAME CHILD scared of...

...any other specific fear?
specify

- (5) No
- (6) A little
- (7) A Lot

ASK IF (F7m = ALit) OR (F7m = ALot)

F7Oth

What is this other fear?

ASK IF: LSpecphb <>

F7aa

Are these fears a real nuisance to ^Him/her, to you, or to anyone else?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: LSpecphb <> **AND:** (F7aa = Yes) OR (QSDQ2.PEmotion >= 4)

F8

How long has this fear, or the most severe of these fears been present?

- (1) Less than 1 month
- (2) At least one month but less than 6 months
- (3) Six months or more

ASK IF: LSpecphb <> **AND:** (F7aa = Yes) OR (QSDQ2.PEmotion >= 4)

F9

When ^NAME CHILD comes up against the things ^He/she is afraid of, or when ^He/she thinks ^He/she is about to come up against them, does ^He/she become anxious or upset?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *LSpecphb* <> **AND:** (*F7aa* = Yes) OR (*QSDQ2.PEmotion* >= 4) **AND:** *F9* = *ALot*

F9a

Does ^He/she become anxious or upset every time, or almost every time, ^He/she comes up against the things ^He/she is afraid of?

- (1) Yes
- (2) No

ASK IF:: *LSpecphb* <> **AND:** (*F7aa* = Yes) OR (*QSDQ2.PEmotion* >= 4) **AND:** *F9* = *ALot*

F10

How often do ^NAME CHILD fears result in ^NAME CHILD becoming upset like this...

If the child is afraid of something that is only there for part of the year (e.g. wasps), this question is about that particular season.

- (1) every now and then
- (2) most weeks
- (3) most days
- (4) many times a day?

ASK IF: *LSpecphb* <> **AND:** (*F7aa* = Yes) OR (*QSDQ2.PEmotion* >= 4)

F11

Do ^NAME CHILD's fears lead to ^Him/her avoiding the things ^He/she is afraid of?

- (5) No
- (6) A little
- (7) or a lot

ASK IF: *LSpecphb* <> **AND:** (*F7aa* = Yes) OR (*QSDQ2.PEmotion* >= 4) **AND:** *F11* = *ALot*

F11a

H Does this avoidance interfere with ^NAME CHILD daily life?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *LSpecphb* <> **AND:** (*F7aa* = Yes) OR (*QSDQ2.PEmotion* >= 4)

F11b

Do you think that ^NAME CHILD fears are over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *LSpecphb* <> **AND:** (*F7aa* = Yes) OR (*QSDQ2.PEmotion* >= 4)

F11c

And what about ^Him/her? Does ^He/she think that ^NAME CHILD fears are over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *LSpecphb* <> **AND:** (*F7aa* = Yes) OR (*QSDQ2.PEmotion* >= 4)

F12

Have ^NAME CHILD's fears put a burden on you or the family as a whole

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

SOCIAL PHOBIAS

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

F13intr

I am interested in whether ^NAME CHILD is particularly afraid of social situations.

This is as compared with other ^Children of ^NAME CHILD age, and is not counting the occasional 'off day' or ordinary shyness.

F13

Overall, does ^NAME CHILD particularly fear or avoid social situations which involve a lot of people or meeting new people, or doing things in front of other people?

- (1) Yes
 - (2) No
-

ASK IF: *PSophscr = 1*

F14Intr

Has ^He/she been particularly afraid of any of the following social situations over the last 4 weeks.....?

F14a

Has ^He/she been particularly afraid of
... meeting new people?

- (5) No
 - (6) A little
 - (7) A Lot
-

ASK IF: *PSophscr = 1*

F14b

Has ^He/she been particularly afraid of
... meeting a lot of people, such as at a party?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: PSophscr = 1

F14c

Has ^He/she been particularly afraid of
...eating in front of others?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: PSophscr = 1

F14d

Has ^He/she been particularly afraid of
...speaking with other young people around, or in class?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: PSophscr = 1

F14e

Has ^He/she been particularly afraid of
...reading out loud in front of others?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: PSophscr = 1

F14f

Has ^He/she been particularly afraid of
...writing in front of others?

- (5) No
- (6) A little
- (7) A Lot

F15

Most young people are attached to a few key adults, feeling more secure when they are around. Some young people are only afraid of social situations if they don't have one of these key adults around. Other young people are afraid of social situations even when they are with one of these key adults.

Which is true for ^NAME CHILD?

- (1) mostly fine in social situations as long as key adults are around
 - (2) social fears are marked even when key adults are around
-

F16

Is ^NAME CHILD just afraid with adults, or is ^He/she also afraid in situations that involve a lot of ^Children, or meeting new children?

- (1) Just with adults
- (2) Just with ^Children
- (3) With adults and ^Children

F17

Outside of these social situations, is ^NAME CHILD able to get on well enough with the adults and ^Children ^He/she knows best?

- (1) Yes
- (2) No

F18

Do you think ^NAME CHILD dislike of social situations is because ^He/she is afraid ^He/she will act in a way that will be embarrassing or show ^Him/her up?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: (F14d = ALot) OR (F14d = ALit) OR (F14e = ALot) OR (F14e = ALit)
OR (F14f = ALot) OR (F14f = ALit)

F18a

Is ^NAME CHILD dislike of social situations related to specific problems with speech, reading or writing?

- (5) No
- (6) Perhaps
- (7) Definitely

F19

How long has this fear of social situations been present?

- (1) Less than a month
- (2) At least one month but less than six months
- (3) Six months or more

F20

How old was ^He/she when this fear of social situations began?

F21

When ^NAME CHILD is in one of the social situations ^He/she fears, or thinks ^He/she is about to come up against one of these situations does ^He/she become anxious or upset?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: F21 = ALot

F22

How often does ^NAME CHILD fear of social situations result in ^NAME CHILD becoming upset like this...

- (1) many times a day
- (2) most days
- (3) most weeks
- (4) or every now and then?

F23

Does ^NAME CHILD fear lead to ^NAME CHILD avoiding social situations?

- (5) No
 - (6) A little
 - (7) A Lot
-

ASK IF F23 = ALot

F23a

How much does this avoidance interfere with ^NAME CHILD daily life?

- (5) No
- (6) A little
- (7) A Lot

F23b

Does ^He/she think that this fear of social situations is over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

F23c

Is ^He/she upset about having this fear?

- (5) No
- (6) Perhaps
- (7) Definitely

F24

Have ^NAME CHILD's fears put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

PANIC

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

F25Intr

Many ^Children have times when they get very anxious or worked up about silly little things, but some ^Children get severe panics that come out of the blue - they just don't seem to have any trigger at all.

F25

Over the last 4 weeks has ^NAME CHILD had a panic attack when ^He/she suddenly became very panicky for no reason at all, without even a little thing to set ^Him/her off?

- (1) Yes
- (2) No

F26

Over the last 4 weeks has ^NAME CHILD been very afraid of, or tried to avoid, the things on this card?
Code all that apply

SET [4] OF

- (1) Crowds
- (2) Public places
- (3) Travelling alone (if ^He/she ever does)
- (4) Being far from home
- (9) None of the above

ASK IF: (NOT (None IN F26) AND (F26 = RESPONSE)) AND (F26 <> DONTKNOW)

F27

Do you think this fear or avoidance of ^LPanic1 ^LPanic2 ^LPanic3 ^LPanic4 is because ^He/she is afraid that if ^He/she had a panic attack or something like that, ^He/she would find it difficult or embarrassing to get away, or would not be able to get the help ^He/she needs?

- (1) Yes
- (2) No

POST TRAUMATIC STRESS DISORDER

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

E1

The next section is about events or situations that are exceptionally stressful, and that would really upset almost anyone. For example being caught in a burning house, being abused, being in a serious car crash or seeing a member of ^NAME CHILD family or friends being mugged at gunpoint.

H During ^NAME CHILD's lifetime has anything like this happened to ^Him/her?

- (1) Yes
- (2) No

E2a

May I just check, has ^NAME CHILD ever experienced any of the following?

SET [12] OF

- (1) A serious and frightening accident, e.g. being run over by a car, being in a bad car or train crash etc
- (2) A bad fire, e.g. trapped in a burning building
- (3) Other disasters, e.g. kidnapping, earthquake, war
- (4) A severe attack or threat, e.g. by a mugger or gang
- (5) Severe physical abuse that ^He/she still remembers
- (6) Sexual abuse
- (7) Rape
- (8) Witnessed severe domestic violence, e.g. saw mother badly beaten up at home
- (9) Saw family member or friend severely attacked or threatened, e.g. by a mugger or a gang
- (10) Witnessed a sudden death, a suicide, an overdose, a serious accident, a heart attack etc..
- (11) Some other severe trauma (Please describe)
- (12) None of these

ASK IF: *other IN E2a*

Othtrma

You have just told us that ^NAME CHILD has had some other severe trauma that is not included in the main list.

Please describe this other trauma

ASK IF: (accident IN E2a) OR (fire IN E2a)) OR (kidnap IN E2a)) OR (attack IN E2a)) OR (abuse IN E2a)) OR (sexabuse IN E2a)) OR (rape IN E2a)) OR (beaten IN E2a)) OR (friatt IN E2a)) OR (death IN E2a)) OR (other IN E2a)

E3Intr

I am now going to ask you how ^Event1 affected ^NAME CHILD behaviour and feelings.

E3

At the time, was ^NAME CHILD very distressed or did ^NAME CHILD behaviour change dramatically?

- (1) Yes
- (2) No
- (3) Don't know

E5

At present, is it affecting ^NAME CHILD's behaviour, feelings or concentration?

- (1) Yes
- (2) No

ASK IF: E5 = Yes

E21a

Over the last 4 weeks, has ^NAME CHILD. .

.. 'relived' the event with vivid memories (flashbacks) of it?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21b

Over the last 4 weeks, has ^NAME CHILD. .

.. had repeated distressing dreams of the event?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21c

Over the last 4 weeks, has ^NAME CHILD. .

.. got upset if anything happened which reminded ^Him/her of it?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21d

Over the last 4 weeks, has ^NAME CHILD. .

... tried to avoid thinking or talking about anything to do with the event?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21e

Over the last 4 weeks, has ^NAME CHILD. .

... tried to avoid activities places or people that remind ^Him/her of the event?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21f

Over the last 4 weeks, has ^NAME CHILD. .

.. blocked out important details of the event from ^NAME CHILD memory?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21g

Over the last 4 weeks, has ^NAME CHILD. .

.. shown much less interest in activities ^He/she used to enjoy?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21h

Over the last 4 weeks, has ^NAME CHILD. .

.. felt cut off or distant from others?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21i

Over the last 4 weeks, has ^NAME CHILD. .

.. expressed a smaller range of feelings than in the past? for example, no longer able to express loving feelings

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21j

Over the last 4 weeks, has ^NAME CHILD. .

.. felt less confidence in the future?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21k

Over the last 4 weeks, has ^NAME CHILD. .

.. had problems sleeping?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21l

Over the last 4 weeks, has ^NAME CHILD. .

.. felt irritable or angry?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21m

Over the last 4 weeks, has ^NAME CHILD. .

.. had difficulty concentrating?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21n

Over the last 4 weeks, has ^NAME CHILD. .

.. always been on the alert for possible dangers?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: E5 = Yes

E21o

Over the last 4 weeks, has ^NAME CHILD. .

.. jumped at little noises or easily startled in other ways?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** E21CHK = SomeDef

E22

You have told me about the problems ^He/she has been having.

How long after the stressful event did these problems begin?

- (1) within six months
- (2) more than six months after the event

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: E21CHK = SomeDef

E23

How long has ^He/she been having these problems?

- (1) Less than a month
- (2) At least one month but less than three months
- (3) Three months or more

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: E21CHK = SomeDef

E24

How upset or distressed is ^He/she by the problems that the stressful events triggered off?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: E21CHK = SomeDef

E25a

Have these problems interfered with...

... how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: E21CHK = SomeDef

E25b

Have they interfered with...

....making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: E21CHK = SomeDef

E25c

Have they interfered with...

...learning or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: E21CHK = SomeDef

E25d

Have they interfered with...

...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: *E21CHK = SomeDef*

E26

Have these problems put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

COMPULSIVE OBSESSIONS

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

F28Intr

Many ^Children have some rituals or superstitions, e.g. not stepping on the cracks in the pavement, having to go through a special goodnight ritual, having to wear lucky clothes for exams or needing a lucky mascot for school sports matches. It is also common for ^Children to go through phases when they seem obsessed by one particular subject or activity, e.g. cars, a pop group, a football team. But what I want to know is whether ^NAME CHILD has any rituals or obsessions that go beyond this.

F28

Does ^NAME CHILD have rituals or obsessions that upset ^Him/her, waste a lot of ^NAME CHILD time or interfere with ^NAME CHILD ability to get on with everyday life?

- (1) Yes
- (2) No

ASK IF:: Pocdscr = 1

F29Intr

Over the last 4 weeks, has ^He/she had any of the following rituals
Doing any of the following things over and over again, even though ^He/she has
already done them or doesn't need to do them at all?

ASK IF: Pocdscr = 1

F29a

Over the last 4 weeks has ^He/she had any of the following rituals
doing any of the following things over and over again even though ^He/she has
already done them or doesn't need to do them at all?

Excessive cleaning; handwashing, baths, showers, toothbrushing etc.?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F29b

Over the last 4 weeks has ^He/she had any of the following rituals doing any of the following things over and over again even though ^He/she has already done them or doesn't need to do them at all?

Other special measures to avoid dirt, germs or poisons?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F29c

Over the last 4 weeks has ^He/she had any of the following rituals doing any of the following things over and over again even though ^He/she has already done them or doesn't need to do them at all?

Checking: doors, locks, oven, gas taps, electric switches?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F29d

Over the last 4 weeks has ^He/she had any of the following rituals doing any of the following things over and over again even though ^He/she has already done them or doesn't need to do them at all?

Repeating the same simple activity many times in a row for no reason, e.g. repeatedly standing up and sitting down or going backwards and forwards through a doorway?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F29e

Over the last 4 weeks has ^He/she had any of the following rituals doing any of the following things over and over again even though ^He/she has already done them or doesn't need to do them at all?

Touching things or people in particular ways?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F29f

Over the last 4 weeks has ^He/she had any of the following rituals doing any of the following things over and over again even though ^He/she has already done them or doesn't need to do them at all?

Arranging things so they are just so, or exactly symmetrical?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F29g

Over the last 4 weeks has ^He/she had any of the following rituals doing any of the following things over and over again even though ^He/she has already done them or doesn't need to do them at all?

Counting to particular lucky numbers or avoiding unlucky numbers?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F31a

Over the last 4 weeks, has ^NAME CHILD been obsessively worrying about dirt, germs or poisons, not being able to get thoughts of them out of ^NAME CHILD mind?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Pocdscr = 1*

F31b

Over the last 4 weeks, has ^NAME CHILD been obsessed by the worry that...

... something terrible will happen to ^Him/her or to others, for example, illnesses, accidents, fires?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: Pocdscr = 1 AND: F31b = ALot

F32

Is this obsession about something terrible happening to ^^Him/herself or others just one part of a general concern about being separated from ^NAME CHILD key attachment figures, or is it a problem in its own right?

- (1) Part of separation anxiety
- (2) A problem in it's own right

ASK IF: Pocdscr = 1 AND: CompCHK = Present

F33

Have ^NAME CHILD's rituals or obsessions been present on most days for a period of at least two weeks?

- (1) Yes
- (2) No

ASK IF: Pocdscr = 1 AND: CompCHK = Present

F34

Does ^He/she think that ^NAME CHILD rituals or obsessions are over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: Pocdscr = 1 AND: CompCHK = Present

F35

Does ^He/she try to resist the rituals or obsessions?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: Pocdscr = 1 AND: CompCHK = Present

F36

Do the rituals or obsessions upset ^Him/her...
Running prompt

- (5) No, ^He/she enjoys them
- (6) Neutral, ^He/she neither enjoys them nor becomes upset
- (7) They upset ^Him/her a little
- (8) They upset ^Him/her a lot?

ASK IF: Pocdscr = 1 AND: CompCHK = Present

F37

Do the rituals or obsessions use up at least an hour a day on average?

- (1) Yes
- (2) No

ASK IF: Pocdscr = 1 AND: CompCHK = Present

F38a

Have the rituals or obsessions interfered with...
... How well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: Pocdscr = 1 AND: CompCHK = Present

F38b

Have they interfered with...

....Making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: *Pocdscr = 1 AND: CompCHK = Present*

F38c

Have they interfered with...

...learning new things or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: *Pocdscr = 1 AND: CompCHK = Present*

F38d

H Have they interfered with...

...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: *Pocdscr = 1 AND: CompCHK = Present*

F38e

Have the rituals or obsessions put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

GENERAL ANXIETY

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

F39

H Does ^NAME CHILD ever worry?

- (1) Yes
 - (2) No
-

ASK IF: F39 = Yes

F39aIntr

Some ^Children worry about just a few things, sometimes related to specific fears, obsessions or separation anxieties. Other ^Children worry about many different aspects of their lives. They may have specific fears, obsessions or separation anxieties, but they may also have a wide range of worries about many things.

ASK IF: F39 = Yes

F39a

H Is ^NAME CHILD a worrier in general?

- (1) Yes, ^He/she worries in general
 - (2) No, ^He/she just has a few specific worries
-

ASK IF: F39 = Yes **AND:** (F39a = Yes) OR (QSDQ2.PEmotion >= 4)

F39aa

Over the last 6 months has ^NAME CHILD worried so much about so many things that it has really upset ^Him/her or interfered with ^NAME CHILD life?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40a

Over the last 6 months, and by comparison with others of the same age, has ^NAME CHILD worried about:

Past behaviour: for example, Did I do that wrong? Have I upset someone? Have they forgiven me?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40b

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

School work, homework or examinations?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age
- (8) Spontaneous: Not at school

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40c

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

Disasters: Burglaries, muggings, fires, bombs etc?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40d

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

^his/her own health?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40e

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

Bad things happening to others: family friends, pets, the world for example, wars?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40f

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

The future: e.g. getting a job, boy/girlfriend, moving out?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40g

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

Making and keeping friends?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF:: F39 = Yes **AND:** PGenAScr = 1

F40h

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

Death and dying?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40i

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

Being bullied or teased?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40j

Over the last 6 months, and by comparison with other ^Children of the same age, has ^NAME CHILD worried about:

^his/her appearance or weight?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: F39 = Yes **AND:** PGenAScr = 1

F40k

Has ^He/she worried about anything else?

- (1) Yes
- (2) No

ASK IF: F39 = Yes **AND:** PGenAScr = 1 **AND:** F40k = Yes

F40l

What else has ^He/she worried about?

ASK IF: *F39 = Yes AND: PGenAScr = 1 AND: F40k = Yes*

F40m

How much does ^He/she worry about this?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *(QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)*
AND: *WorScor >= 2*

F42

Over the last 6 months has ^He/she worried excessively on more days than not?

- (1) Yes
- (2) No

ASK IF: *(QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)*
AND: *WorScor >= 2*

F43

Does ^He/she find it difficult to control the worry?

- (1) Yes
- (2) No

ASK IF: *(QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)*
AND: *GenCHK = Present*

F44

Does worrying lead to ^Him/her feeling restless, keyed up, on edge or unable to relax?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: GenCHK = Present **AND:** F44 = Yes

F44a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F45

Does worrying lead to ^Him/her feeling tired or worn out more easily?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: GenCHK = Present **AND:** F45 = Yes

F45a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F46

Does worrying lead to difficulties in concentrating or ^NAME CHILD mind going blank?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: GenCHK = Present **AND:** F46 = Yes

F46a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F47

Does worrying make ^Him/her irritable?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present **AND:** F47 = Yes

F47a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F48

Does worrying lead to muscle tension?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present **AND:** F48 = Yes

F48a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F49

Does worrying interfere with ^NAME CHILD sleep, e.g. difficulty in falling or staying asleep or restless, unsatisfying sleep?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present **AND:** F49 = Yes

F49a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F50

How upset or distressed is ^NAME CHILD as a result of all ^NAME CHILD various worries?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F51a

Have ^NAME CHILD worries interfered with ...

How well s/he gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F51b

Have they interfered with ...
making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F51c

Have they interfered with ...
learning new things or classwork?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F51d

Have they interfered with ...
playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow) **AND:** GenCHK = Present

F52

Have these worries put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

DEPRESSION

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

DepIntr

This section of the interview is about ^NAME CHILD's mood.

G1

In the last 4 weeks, have there been times when ^NAME CHILD has been very sad, miserable, unhappy or tearful?

- (1) Yes
- (2) No

ASK IF: G1 = Yes

G3

Over the last 4 weeks, has there been a period when ^He/she has been really miserable nearly every day?

- (1) Yes
- (2) No

ASK IF: G1 = Yes

G4

During the time when ^He/she has been miserable, has ^He/she been really miserable for most of the day? i.e. for more hours than not

- (1) Yes
- (2) No

ASK IF: G1 = Yes

G5

When ^He/she has been miserable, could ^He/she be cheered up...
Running prompt

- (1) easily
- (2) with difficulty/only briefly
- (3) or not at all?

ASK IF: G1 = Yes

G6

Over the last 4 weeks, the period of being miserable has lasted...
Running prompt

- (1) less than two weeks
- (2) or two weeks or more?

G8

In the last 4 weeks, have there been times when ^NAME CHILD has been grumpy or irritable in a way that was out of character for ^Him/her?

- (1) Yes
- (2) No

ASK IF: G8 = Yes

G10

Over the last 4 weeks, has there been a period when ^He/she has been really grumpy or irritable nearly every day?

- (1) Yes
- (2) No

ASK IF: G8 = Yes

G11

During the period when ^He/she has been grumpy or irritable, has ^He/she been like that for most of the day? i.e. for more hours than not

- (1) Yes
- (2) No

ASK IF: G8 = Yes

G12

Has the irritability been improved by particular activities, by friends coming round or by anything else?
Running prompt

- (1) Easily
- (2) With difficulty/only briefly
- (3) Not at all?

ASK IF: G8 = Yes

G13

Over the last 4 weeks, has the period of being really irritable lasted...
Running prompt

- (1) less than two weeks
- (2) or two weeks or more?

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

G15

In the last 4 weeks, have there been times when ^NAME CHILD has lost interest in everything, or nearly everything that ^He/she normally enjoys doing?

- (1) Yes
- (2) No

ASK IF: G15 = Yes

G17

Over the last 4 weeks, has there been a period when this lack of interest has been present nearly every day?

- (1) Yes
- (2) No

ASK IF: G15 = Yes

G18

During those days when ^He/she has lost interest in things, has ^He/she been like this for most of each day? i.e. for more hours than not

- (1) Yes
- (2) No

ASK IF: G15 = Yes

G19

Over the last 4 weeks, this loss of interest has lasted...
Running prompt

- (1) less than two weeks
- (2) or two weeks or more?

ASK IF: G15 = Yes **AND:** (DepChk = Present) OR (IrriCHK = Present)

G20

Has this loss of interest been present during the same period when ^He/she has been really miserable/irritable for most of the time?

- (1) Yes
- (2) No

ASK IF: ((IrriCHK = Present) OR (DepChk = Present)) OR (LossICHK = Present)

G21a

During the period when ^NAME CHILD was sad, irritable or lacking in interest

... did ^He/she lack energy and seem tired all the time?

- (1) Yes
- (2) No

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossCHK = Present*)

G21ba

During the period when ^NAME CHILD was sad, irritable or lacking in interest

... was ^He/she eating much more or much less than normal?

- (1) Yes
- (2) No

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossCHK = Present*)

G21b

During the period when ^NAME CHILD was sad, irritable or lacking in interest

... did ^He/she either lose or gain a lot of weight?

- (1) Yes
- (2) No

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossCHK = Present*)

G21c

During the time when ^NAME CHILD was sad, irritable or lacking in interest

... did ^He/she find it hard to get to sleep or to stay asleep?

- (1) Yes
- (2) No

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossCHK = Present*)

G21d

During the period when ^NAME CHILD was sad, irritable or lacking in interest

... did ^He/she sleep too much?

- (1) Yes
- (2) No

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossCHK = Present*)

G21e

During the period when ^NAME CHILD was sad, irritable or lacking in interest

... was ^He/she agitated or restless for much of the time?

- (1) Yes
- (2) No

ASK IF: ((*IrriCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G21f

During the period when ^NAME CHILD was sad, irritable or lacking in interest
... did ^He/she feel worthless or unnecessarily guilty for much of the time?

- (1) Yes
- (2) No

ASK IF: ((*IrriCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G21g

During the period when ^NAME CHILD was sad, irritable or lacking in interest
... did ^He/she find it unusually hard to concentrate or to think things out?

- (1) Yes
- (2) No

ASK IF: ((*IrriCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G21h

During the period when ^NAME CHILD was sad, irritable or lacking in interest
... did ^He/she think about death a lot?

- (1) Yes
- (2) No

ASK IF: ((*IrriCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G21i

During the period when ^NAME CHILD was sad, irritable or lacking in interest
... did ^He/she ever talk about harming ^DMself or killing ^DMself?

- (1) Yes
- (2) No

ASK IF: ((*IrriCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G21j

During the period when ^NAME CHILD was sad, irritable or lacking in interest
... did ^He/she ever try to harm ^DMself or kill ^DMSelf?

- (1) Yes
- (2) No

ASK IF: ((Irrichk = Present) OR (Depchk = Present)) OR (Lossichk = Present)
AND: G21j = No

G21k

Over the whole of ^NAME CHILD lifetime has ^He/she ever tried to harm ^DMself or kill ^DMself?

- (1) Yes
- (2) No
- (3) Don't know

ASK IF: ((Irrichk = Present) OR (Depchk = Present)) OR (Lossichk = Present)

G22

How much has ^NAME CHILD's sadness, irritability or loss of interest upset or distressed ^Him/her?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: ((Irrichk = Present) OR (Depchk = Present)) OR (Lossichk = Present)

G23a

Has ^NAME CHILD sadness, irritability or loss of interest interfered with how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: ((Irrichk = Present) OR (Depchk = Present)) OR (Lossichk = Present)

G23b

Has ^NAME CHILD sadness, irritability or loss of interest interfered with...
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G23c

Has ^NAME CHILD sadness, irritability or loss of interest interfered with...
...learning new things (or classwork)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G23d

Has ^NAME CHILD sadness, irritability or loss of interest interfered with...
...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: ((*IrrCHK = Present*) OR (*DepChk = Present*)) OR (*LossICHK = Present*)

G24

Has ^NAME CHILD sadness, irritability or loss of interest put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: ((*IrrCHK = NotPres*) AND (*DepChk = NotPres*)) AND (*LossICHK = NotPres*)

G25

Over the last 4 weeks, has ^He/she talked about deliberately harming or hurting ^him/herself?

- (1) Yes
- (2) No

ASK IF: ((IrrCHK = NotPres) AND (DepChk = NotPres)) AND (LossCHK = NotPres)

G26

Over the last 4 weeks, has ^He/she ever tried to harm or hurt ^him/herself?

- (1) Yes
- (2) No

ASK IF: ((IrrCHK = NotPres) AND (DepChk = NotPres)) AND (LossCHK = NotPres) **AND:** G26 = No

G27

Over the whole of ^NAME CHILD lifetime, has ^He/she ever tried to harm or hurt ^him/herself?

- (1) Yes
- (2) No
- (3) Don't know

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

S1Intro

I am now going to ask you some questions about ^NAME CHILD's mood. Some ^Children have a fairly steady mood, while other ^DMChild3's mood swings up and down a lot, with marked or rapid changes. For example, they may swing from being very cheerful to being very sad or angry, and then perhaps swing back again the other way just as quickly.

S1

Does ^NAME CHILD have marked or rapid mood changes?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (*S1 = ALit*) OR (*S1 = ALot*)

S2a

Are ^NAME CHILD mood changes generally
.. rapid, switching moods within a few minutes?

- (1) Yes
- (2) No

ASK IF: (*S1 = ALit*) OR (*S1 = ALot*)

S2b

Are ^NAME CHILD mood changes generally
...marked, for example, going from very sad to very cheerful?

- (1) Yes
- (2) No

ASK IF: (*S1 = ALit*) OR (*S1 = ALot*)

S2c

Are ^NAME CHILD mood changes generally
.. unpredictable, happening with little or nothing to trigger the changes off?

- (1) Yes
- (2) No

ASK IF: (S1 = ALit) OR (S1 = ALot)

S2d

Are ^NAME CHILD mood changes generally
.. frequent, many times a day?

- (1) Yes
- (2) No

ASK IF: (S1 = ALit) OR (S1 = ALot)

S3

When ^NAME CHILD is in a strong mood, that is very happy, very angry or very sad, does this strong mood typically last...

Running prompt

- (1) minutes
- (2) hours
- (3) or most of the day or longer?

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

S4Intro

Some ^Children have episodes of going abnormally high. During these episodes they can be unusually cheerful, full of energy, speeded up, talking fast, doing a lot, joking around, and needing less sleep. These episodes stand out because the ^DMChild3 is different from their normal self.

S4

Does ^NAME CHILD ever go abnormally high?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5

The next questions ask you to compare how ^NAME CHILD is when ^He/she is high with how you are normally.

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5a

When ^He/she is high, is ^He/she more cheerful than usual?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5b

When ^He/she is high,
... is ^He/she talking faster than normal?

- (5) No
- (6) A little
- (7) A Lot

ASK IF:: (S4 = ALit) OR (S4 = ALot)

S5c

When ^He/she is high,
...is ^He/she more active than normal?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5d

When ^He/she is high,
...is ^He/she getting things done faster than usual?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5e

When ^He/she is high,
...is ^He/she noisier than usual?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5f

When ^He/she is high,
...is ^He/she more more likely to spend any money that ^He/she have as soon as ^He/she gets it?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5g

When ^He/she is high,
...is ^He/she able to sleep less than usual without being tired the next day?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5h

When ^He/she is high,
...is ^He/she restless, unable to keep still?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5i

When ^He/she is high,
...is ^He/she over-sexed in ^He/she talk or behaviour?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5j

When ^He/she is high,
...is ^He/she constantly changing plans or activities?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5k

When ^He/she is high,
... is ^He/she full of energy?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5l

When ^He/she is high,
...is ^He/she more likely to start conversations with strangers?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5m

When ^He/she is high,
...is ^He/she more excitable than usual?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5n

When ^He/she is high,
...is ^He/she less concerned if ^He/she gets into trouble?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5o

When ^He/she is high,
...is ^He/she more likely to invade other people's personal space?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5p

When ^He/she is high,
...is ^He/she over-confident, thinking too highly of ^DMSelf?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5q

When ^He/she is high,
...is ^He/she more likely to take serious risks?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5r

When ^He/she is high,
...is ^He/she joking and laughing more than usual?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5s

When ^He/she is high,
...is ^He/she more outgoing, chatty and sociable than usual?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5t

When ^He/she is high,
...is ^He/she more irritable, with more angry outbursts, which may lead to arguments or fights?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5u

When ^He/she is high,
...is ^He/she more easily distracted by things going on around ^He/she?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5v

When ^He/she is high,
...is ^He/she less able to stop ^DMself from doing things ^He/she enjoys but know ^He/she shouldn't do?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5w

When ^He/she is high,
...is ^He/she less able to concentrate?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5x

When ^He/she is high,
...is ^He/she too bossy with other people?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5y

When ^He/she is high,
...is ^He/she less concerned about ^NAME CHILD appearance like clothes, hair etc.?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot)

S5z

When ^He/she is high,
...is ^He/she hard to follow when ^He/she is talking because ^He/she jumps so rapidly from topic to topic?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (S4 = ALit) OR (S4 = ALot) **AND:** (S5a = ALot) OR (S5b = ALot) OR (S5c = ALot) OR (S5d = ALot) OR (S5e = ALot) OR (S5f = ALot) OR (S5g = ALot) OR (S5h = ALot) OR (S5i = ALot) OR (S5j = ALot) OR (S5k = ALot) OR (S5l = ALot) OR (S5m = ALot) OR (S5n = ALot) OR (S5o = ALot) OR (S5p = ALot) OR (S5q = ALot) OR (S5r = ALot) OR (S5s = ALot) OR (S5t = ALot) OR (S5u = ALot) OR (S5v = ALot) OR (S5w = ALot) OR (S5x = ALot) OR (S5y = ALot) OR (S5z = ALot)

S6

Sometimes ^Children go so high that things get seriously out of control

S6a

During one of ^NAME CHILD episodes of going high, has ^He/she ever seen things that aren't really there?

- (1) Yes
- (2) No

S6b

During one of ^NAME CHILD episodes of going high, has ^He/she ever heard sounds or voices that aren't really there?

- (1) Yes
- (2) No

S6c

During one of ^NAME CHILD episodes of going high, has ^He/she ever believed ^He/she had special powers?

- (1) Yes
- (2) No

S6d

During one of ^NAME CHILD episodes of going high, has ^He/she ever done things ^He/she seriously regretted once the episode was over?

- (1) Yes
- (2) No

S7

How long does one of ^NAME CHILD episodes of going high typically last?

- (1) less than an hour
- (2) less than a day
- (3) 1 to 3 days
- (4) 4 to 6 days
- (5) one week or more

S8

Does ^He/she sometimes seem high and low at almost the same time?

- (1) Yes
- (2) No

S9

Has ^NAME CHILD gone high during the last four weeks?

- (1) Yes
- (2) No

ASK IF: S9 = Yes

S10

During the last four weeks, was the longest episode of going high...
Running prompt

- (1) less than 4 days
- (2) 4 to 6 days
- (3) one week or more?

ASK IF: S9 = Yes

S11a

Have ^NAME CHILD episodes of going high interfered with...
how well ^He/she get on with you and the rest of the family

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: S9 = Yes

S11b

Have ^NAME CHILD episodes of going high interfered with ..
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: S9 = Yes

S11c

Have ^NAME CHILD episodes of going high interfered with ..
...learning and class work

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: S9 = Yes

S11d

Have ^NAME CHILD episodes of going high interfered..
...with playing, hobbies, sports or other leisure activities?

- (5) not at all
 - (6) only a little
 - (7) quite a lot
 - (8) a great deal
-

ASK IF: S9 = Yes

S12

Have the episodes of going high put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

TFU0707A.QAttnAct

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

AttnIntr

This section of the interview is about ^NAME CHILD's level of activity and concentration over the last six months. Nearly all ^Children are overactive or lose concentration at times, but what I would like to know is how ^NAME CHILD compares with other ^Children of ^NAME CHILD age? I am interested in how ^He/she is usually - not on the occasional 'off day'.

H1

Allowing for ^NAME CHILD age, do you think that ^NAME CHILD definitely has some problems with overactivity or poor concentration?

- (1) Yes
 - (2) No
-

ASK IF: PAddScr = 1

H2Intr

I would now like to go through some more detailed questions about how ^NAME CHILD has usually been over the last six months?

I will start with questions about how active ^He/she has been.

H2a

Over the last 6 months, and compared with other ^Children of ^NAME CHILD age...
Does ^He/she often fidget?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H2b

Over the last 6 months, and compared with other ^Children of ^NAME CHILD age..
Is it hard for ^Him/her to stay sitting down for long?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H2c

Over the last 6 months, and compared with other ^Children of ^NAME CHILD age..
Does ^He/she run or climb about when ^He/she shouldn't?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H2d

Over the last 6 months, and compared with other ^Children of ^NAME CHILD age..
Does ^He/she find it hard to play or take part in other leisure activities without making a lot of noise?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H2e

Over the last 6 months, and compared with other ^Children of ^NAME CHILD age..
If ^He/she is rushing about, does ^He/she find it hard to calm down when someone asks ^Him/her to?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: PAddScr = 1

H3Intr

The next few questions are about impulsiveness.

H3a

Over the past 6 months and compared with other ^Children of ^NAME CHILD age..
Does ^He/she often blurt out an answer before ^He/she has heard the question properly?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: PAddScr = 1

H3b

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Is it hard for ^Him/her to wait ^NAME CHILD turn?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H3c

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often butt in on other people's conversations or games?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H3d

H Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often go on talking even if ^He/she has been asked to stop or no one is listening?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: PAddScr = 1

H4Intr

The next set of questions are about attention.

Over the past 6 months and compared with other ^Children ^NAME CHILD age...

H4a

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often make careless mistakes or fail to pay attention to what ^He/she is supposed to be doing?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4b

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often seem to lose interest in what ^He/she is doing?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4c

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often not listen to what people are saying to ^Him/her?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4d

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often not finish a job properly?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4e

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Is it often hard for ^Him/her to get ^DMself organised to do something?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4f

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often try to get out of things ^He/she would have to think about, such as homework?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4g

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Does ^He/she often lose things ^He/she needs for school or games?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4h

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Is ^He/she easily distracted?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H4i

Over the past 6 months and compared with other ^Children of ^NAME CHILD age.
Is ^He/she often forgetful?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

H5a

Have ^NAME CHILD's teachers complained, over the past 6 months of problems with being fidgety, restlessness or overactivity?

- (5) No
- (6) A little
- (7) A lot
- (8) Spontaneous: Not at school

H5b

Have ^NAME CHILD's teachers complained over the last six months of problems with...

Poor concentration or being easily distracted?

- (5) No
- (6) A little
- (7) A lot
- (8) Spontaneous: Not at school

H5c

Have ^NAME CHILD's teachers complained over the last six months of problems with...

Acting without thinking about what ^He/she was doing, frequently butting in, or not waiting ^NAME CHILD turn?

- (5) No
- (6) A little
- (7) A lot
- (8) Spontaneous: Not at school

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: AttnChk = Present

H7

Have ^NAME CHILD's difficulties with activity or concentration, been there for at least 6 months?

- (1) Yes
- (2) No

H8

What age did they start at?

Enter age

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: AttnChk = Present

H9

How much have ^NAME CHILD's difficulties with activity and concentration upset or distressed ^Him/her?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: AttnChk = Present

H10Intr

I also want to ask you about the extent to which these difficulties have interfered with ^NAME CHILD day to day life.

H10a

How much have ^NAME CHILD's difficulties with concentration and activity interfered with ...

...how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

H10b

Have they interfered with ...

...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

H10c

Have they interfered with ...

...learning new things or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

H10d

Have they interfered with ...

...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

H11

Have these difficulties with activity or concentration put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Awkward Troublesome Behaviour

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

AwkIntr

This next section of the interview is about behaviour. Nearly all ^Children are awkward and difficult at times - not doing what they are told, being irritable or annoying, having temper outbursts and so on. What I would like to know is how ^NAME CHILD compares with other ^Children of the same age. I am interested in how ^He/she is usually, and not just on occasional 'off days'.

I1

H Thinking about the last 6 months, how does ^NAME CHILD's behaviour compare with other ^Children of the same age...

- (1) less troublesome than average
 - (2) about average
 - (3) or more troublesome than average?
-

ASK IF: POddScr = 1

I2Intr

Some young people are awkward or annoying with just one person - perhaps with yourself or just one brother or sister. Others are troublesome with a range of adults or children. The following questions are about how ^NAME CHILD is in general, and not just with one person.

ASK IF: POddScr = 1

I2a

Over the last 6 months and compared with other ^Children of the same age. Has ^He/she often had temper outbursts?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *POddScr = 1*

I2b

Over the last 6 months and compared with other ^Children of the same age.
Has ^He/she often argued with grown-ups?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *POddScr = 1*

I2c

Over the last 6 months and compared with other ^Children of the same age.
Has ^He/she often taken no notice of rules, or refused to do as ^He/she is told?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *POddScr = 1*

I2d

Over the last six months and compared with other ^Children of the same age.
Has ^He/she often seemed to do things to annoy other people on purpose?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *POddScr = 1*

I2e

Over the last six months and compared with other ^Children of the same age.
Has ^He/she often blamed others for ^NAME CHILD own mistakes or bad behaviour?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *(QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)*
AND: *(QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)*
AND: *POddScr = 1*

I2f

Over the last six months and compared with other ^Children of the same age.
Has ^He/she often been touchy and easily annoyed?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *POddScr = 1*

I2g

Over the last six months and compared with other ^Children of the same age.
Has ^He/she often been angry and resentful?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *POddScr = 1*

I2h

Over the last six months and compared with other ^Children of the same age.
Has ^He/she often been spiteful?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *POddScr = 1*

I2i

Over the last six months and compared with other ^Children of the same age.
Has ^He/she often tried to get ^NAME CHILD own back on people?

- (5) No more than others of the same age
- (6) A little more than others of the same age
- (7) A lot more than others of the same age

ASK IF: *(QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)*
AND: *(QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)*
AND: *AwkChk = Present*

I3

Have ^NAME CHILD's teachers complained over the last 6 months of problems with this kind of awkward behaviour or disruptiveness in class?

- (5) No
- (6) A little
- (7) A Lot
- (8) Does not apply: No longer at school

I4

Has ^NAME CHILD's awkward behaviour been there for at least 6 months?

- (1) Yes
- (2) No

I5

How old was ^He/she when this sort of awkward behaviour began?

I6Intr

Has ^NAME CHILD's awkward behaviour interfered with ...

I6a

Has it interfered with...

...how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I6b

H Has it interfered with...

...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I6c

Has it interfered with...

...learning new things or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I6d

Has it interfered with...
... playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I7

Has ^NAME CHILD awkward behaviour put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: PCdScr = 1

I8Intr

I'm now going to ask about behaviour that sometimes gets ^Children into trouble, including dangerous, aggressive or antisocial behaviour. Please answer according to how ^He/she has been over the last year - I'm switching to the past 12 months for this set of questions. As before, I am interested in how ^He/she is usually, and not just on occasional 'off days'.

As far as you know, over the last 12 months.....

I8a

As far as you know, over the last 12 months...

Has ^He/she often told lies in order to get things or favours from others, or to get out of having to do things ^He/she is supposed to do?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: PCdScr = 1 AND: I8a = Def

I8aa

H Has this been going on for the last 6 months?

- (1) Yes
- (2) No

ASK IF: PCdScr = 1

I8b

Has ^He/she often started fights other than with brothers or sisters?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: PCdScr = 1 AND: I8b = Def

I8ba

Has this been going on for the last 6 months?

- (1) Yes
- (2) No

ASK IF: PCdScr = 1

I8c

Has ^He/she often bullied or threatened people?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: PCdScr = 1 AND: I8c = Def

I8ca

Has this been going on for the last 6 months?

- (1) Yes
- (2) No

ASK IF: *PCdScr = 1*

I8d

Has ^He/she often stayed out after dark much later than ^He/she was supposed to?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *PCdScr = 1 AND: I8d = Def*

I8da

H Has this been going on for the last 6 months?

- (1) Yes
- (2) No

ASK IF: *PCdScr = 1*

I8e

Has ^He/she stolen from the house, or from other people's houses, or from shops or school?

This doesn't include very minor thefts, e.g. stealing ^NAME CHILD brother's pencil or food from the fridge

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *PCdScr = 1 AND: I8e = Def*

I8ea

Has this been going on for the last 6 months?

- (1) Yes
- (2) No

ASK IF: *PCdScr = 1*

I8f

Has ^He/she run away from home more than once or ever stayed away all night without your permission?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *PCdScr = 1 AND: I8f = Def*

I8fa

Has this been going on for the last 6 months?

- (1) Yes
- (2) No

ASK IF: *PCdScr = 1*

I8g

Has ^He/she often played truant ('bunked off') from school?

- (5) No
- (6) Perhaps
- (7) Definitely
- (8) DNA: no longer at school

ASK IF: *PCdScr = 1 AND: I8g = Def*

I8ga

Has this been going on for the last 6 months?

- (1) Yes
- (2) No

ASK IF: *(QSelect.ChldAge >= 13) AND (I8g = Def)*

I9

Did ^He/she start playing truant 'bunking off' from school before ^He/she was 13?

- (1) Yes
- (2) No

ASK IF: *(AwkChk = Present) OR (TrobChk = Present)*

I10Intr

May I now ask you about a list of less common but potentially more serious behaviours. I have to ask everyone all these questions even when they are not likely to apply.

As far as you know, have any of the following happened even once in the last 12 months...?

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)
AND: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10a

Has ^He/she used a weapon or anything that could seriously hurt someone? e.g. a bat, brick, broken bottle, knife, gun?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10a = Yes*

I10aa

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10b

Has ^He/she really hurt someone or been physically cruel to them e.g. has tied up, cut or burned someone?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10b = Yes*

I10ba

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10c

Has ^He/she been really cruel on purpose to animals and birds?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10c = Yes*

I10ca

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF::: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10d

Has ^He/she deliberately started a fire?

This is only if ^He/she intended to cause severe damage. This question is not about lighting camp fires, or burning individual matches or pieces of paper.

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10d = Yes*

I10da

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10e

Has ^He/she deliberately destroyed someone else's property?

This question is not about fire setting or very minor acts, e.g. destroying sister's drawing. It does include things such as smashing car windows or school vandalism.

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10e = Yes*

I10ea

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10f

Has ^He/she been involved in stealing on the streets, for example, snatching a handbag or mugging?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10f = Yes*

I10fa

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10g

Has ^He/she tried to force someone to have sexual activity against their will?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10g = Yes*

I10ga

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*)

I10h

Has ^He/she broken into a house, any other building, or a car?

- (1) Yes
- (2) No

ASK IF: (*AwkChk = Present*) OR (*TrobChk = Present*) **AND:** *I10h = Yes*

I10ha

Has this happened in the past 6 months?

- (1) Yes
- (2) No

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*BehChk = Present*) OR (*TrobChk = Present*)

I11

Have ^NAME CHILD's teachers complained of troublesome behaviour over the last 6 months?

- (1) Yes
- (2) No
- (3) DNA Not at school

I12

Has ^NAME CHILD troublesome behaviour been present for at least 6 months?

- (1) Yes
- (2) No

I11a

Has ^NAME CHILD ever been in trouble with the police?

- (1) Yes
- (2) No

ASK IF: *I11a = Yes*

I11b

Please give a short description of this trouble.

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (BehChk = Present) OR (TrobChk = Present)

I13Intr

You have told me about ^NAME CHILD's troublesome behaviour. I also want to ask you about the extent to which this behaviour has interfered with ^NAME CHILD day to day life.

I13a

Has ^NAME CHILD's troublesome behaviour interfered with...
how well ^He/she gets on with you and the rest of the family ?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I13b

Has ^NAME CHILD's troublesome behaviour interfered with
...making and keeping friends

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I13c

Has this interfered with...
learning or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I13d

Has this interfered with...
playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

I14

Has ^NAME CHILD troublesome behaviour put a burden on you or the family as a whole

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Eating

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)

AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

AND: QSelect.ChldAge > 7

P1Intr

I am now going to ask you some questions about ^NAME CHILD's eating pattern and ^NAME CHILD concerns about weight and body shape.

P1a

Has ^NAME CHILD ever thought ^He/she was fat even when other people said ^He/she was very thin?

- (1) Yes
- (2) No

P1b

H Would ^NAME CHILD be ashamed if other people knew how much ^He/she eats?

- (1) Yes
- (2) No

P1c

H Has ^NAME CHILD ever deliberately made ^DMself sick (throw up)?

- (1) Yes
- (2) No

P1d

H Do worries about eating (what? where? how much?), really interfere with ^NAME CHILD life?

- (1) Yes
- (2) No

P1e

If ^NAME CHILD eats too much, does ^He/she blame ^DMself a lot?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QSelect.ChldAge > 7
AND: Screen >= 2

P3

At present, would you describe ^NAME CHILD as very thin, thin, average, plump or fat?

- (1) Very thin
- (2) Thin
- (3) Average
- (4) Plump
- (5) Fat

ASK IF: Screen >= 2 **AND:** (P3 = Very) OR (P3 = Thin)

P4

Comparing how ^He/she is this year with how ^He/she has been in previous years, would you say ^He/she was..

- (1) Even thinner in previous years
- (2) Always this thin
- (3) A little thinner this year than in previous years
- (4) A lot thinner this year than in previous years?

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QSelect.ChldAge > 7
AND: Screen >= 2

P5

At present, would ^He/she describe ^DMself as very thin, thin, average, plump or fat?

- (1) Very thin
- (2) Thin
- (3) Average
- (4) Plump
- (5) Fat
- (6) Spontaneous only - ^NAME CHILD probably wouldn't think about this or DNA

P6

Have you or other people - family, a friend, a doctor - been seriously concerned that ^NAME CHILD weight has been bad for ^NAME CHILD physical health?

- (1) Yes
- (2) No

P7

What does ^NAME CHILD think? Does ^He/she think that ^NAME CHILD weight is bad for ^NAME CHILD physical health?

- (1) Yes
- (2) No
- (3) Spontaneous only - ^NAME CHILD probably wouldn't think about this or DNA

P8

Is ^NAME CHILD afraid of gaining weight or getting fat?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: P8 = ALot

P9

Does the thought of gaining weight or getting fat really terrify ^Him/her?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QSelect.ChldAge > 7
AND: Screen >= 2

P10

If a doctor told ^NAME CHILD that ^He/she needed to put on five pounds ,which is two kilograms, would ^He/she find this easy, difficult or impossible to accept?

If a child has a physical problem that stops HIM/HER putting on weight, the question is whether ^HE/SHE is willing to try and not whether HE/SHE can succeed

- (1) Easy
- (2) Difficult
- (3) Impossible

P11

Does ^NAME CHILD try to avoid eating the sorts of food that will make ^Him/her fat?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *P11 = ALot*

P12

How often does ^NAME CHILD succeed in this?

- (1) Never
- (2) Sometimes
- (3) Most of the time
- (4) Always

ASK IF: *(QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)*
AND: *(QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)*
AND: *QSelect.ChldAge > 7*
AND: *Screen >= 2*

P13

Does ^NAME CHILD spend a lot of ^NAME CHILD time thinking about food?

- (1) Yes
- (2) No

P14

Sometimes people say that they have such a strong desire for food, and that this desire is so hard to resist, that it is like the way an addict feels about drugs or alcohol.

Does this apply to ^NAME CHILD?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QSelect.ChldAge > 7
AND: Screen >= 2

P15Intr

Sometimes people lose control over what they eat, and then they eat a very large amount of food in a short time. For example, they may open the fridge and eat as much as they can find - eating and eating until they feel physically ill. This usually happens when people are by themselves.

P15

Does this happen to ^NAME CHILD?

- (1) Yes
- (2) No

ASK IF: P15 = Yes

P16

Over the last six months, how often on average has this happened?
Would you say...

- (1) It hasn't happened
- (2) it has happened occasionally
- (3) about once a week
- (4) or twice a week or more

ASK IF: P15 = Yes

P17

When this happens, does ^NAME CHILD have a sense of having lost control over ^NAME CHILD eating?

- (1) Yes
- (2) No

ASK IF: P15 = Yes

P17a

Please describe how much ^He/she typically eats during one of ^NAME CHILD episodes of eating too much ('binge').

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QSelect.ChldAge > 7
AND: Screen >= 2

P18a

Over the last six months, has ^NAME CHILD been eating less at meals in order to avoid putting on weight?

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

P18b

Over the last three months, has ^NAME CHILD been...
...skipping meals? in order to avoid putting on weight?
When 'no' check if ^NAME CHILD tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

P18c

Over the last six months, has ^NAME CHILD been...
...going without food for long periods, e.g. all day or most of the day? in order to avoid putting on weight?

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

P18d

Over the last six months, has ^NAME CHILD been...
...hiding or throwing away food that others give ^Him/her?
in order to avoid putting on weight?

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

P18e

Over the last six months, has ^NAME CHILD been...
...exercising more?
in order to avoid putting on weight?

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

P18f

Over the last six months, has ^NAME CHILD been...
...making ^DMself sick vomiting?
in order to avoid putting on weight?

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

P18g

Over the last six months, has ^NAME CHILD been...
...taking pills or medicines in order to lose weight?
in order to avoid putting on weight?

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

ASK IF: P18g <> No

P18ga

Please describe what pills or medicine ^NAME CHILD has been taking.

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QSelect.ChldAge > 7
AND: Screen >= 2

P18h

Over the last six months, has ^NAME CHILD been doing other things in order to avoid putting on weight?

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

ASK IF: P18h <> No

P18ha

Please describe the other things that ^NAME CHILD has been doing to avoid weight gain

ASK IF: P18a = ALot) OR (P18b = ALot)) OR (P18c = ALot)) OR (P18d = ALot))
OR (P18e = ALot)) OR (P18f = ALot)) OR (P18g = ALot)) OR (P18h =
ALot)) AND (P15 = Yes)

P19

You told me earlier about the times when ^NAME CHILD loses control and eats too much. After ^He/she does this, does ^He/she normally then ^P18Text to stop ^DMself putting on weight?

- (1) Yes
- (2) No

ASK IF: QSelect.ChldAge > 7 **AND:** Screen >= 2 **AND:** (QSelect.ChldSex = female)
AND (QSelect.ChldAge > 9)

P20

Has she had any periods in the last six months?

- (1) Yes
- (2) No

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** P20 = Yes

P22

Is she taking any hormone pills or injections? i Include contraceptives

- (1) Yes
- (2) No

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** NOT (P20 = Yes)

P21

Has she ever had any period?

- (1) Yes
- (2) No

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** (P20 = Yes) OR (P21 = Yes)

P23

Please describe how her periods have been in general, and how they have been recently.

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** (P20 = Yes) OR (P21 = Yes) **AND:** P21 = Yes

P24

Why do you think she has not had any period in the last 3 months?

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** (P20 = Yes)
OR (P21 = Yes) **AND:** P22 = Yes

P25

Please describe what effects the hormone pills or injections have on ^NAME CHILD's periods.

ASK IF: (P3 = Very) OR (P5 = Very)) OR (((P9 = Yes) OR (P10 = Impos)) OR
(P14 = ALot))) OR (P15 = Yes)) OR (((((((P18a = ALot) OR (P18b =
ALot)) OR (P18c = ALot)) OR (P18d = ALot)) OR (P18e = ALot)) OR (P18f
= ALot)) OR (P18g = ALot)) OR (P18h = ALot))

P26

You have told me about ^NAME CHILD's eating pattern and concern about weight or body shape. How upset or distressed is ^He/she by this?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

P27a

How much have ^NAME CHILD's eating pattern or concern about weight and body shape interfered with...

...how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

P27b

How much have ^NAME CHILD's eating pattern or concern about weight and body shape interfered with...

...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

P27c

How much have ^NAME CHILD's eating pattern or concern about weight and body shape interfered with...

...learning or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

P27d

How much have ^NAME CHILD's eating pattern or concern about weight and body shape interfered with...

...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

P28

Has ^NAME CHILD's eating pattern or concern about weight or body shape put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Tics

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

TicIntr

I am now going to ask you about any tics or habits that ^NAME CHILD has.

Q1

Over the last year, has ^NAME CHILD had any tic movements or twitches that ^He/she couldn't seem to control - such as excessive eye blinking, facial grimaces, nose twitches or head nodding?

- (1) Yes
- (2) No

Q2

Over the last year, has ^He/she had any tic noises or sounds that ^He/she couldn't seem to control - such as excessive sniffing, coughing or throat clearing?

- (1) Yes
- (2) No

ASK IF: (Q1 = Yes) OR (Q2 = Yes)

Q3Intr

What doctors mean by 'motor tics' are repeated movements that are sudden and rapid, that follow more or less the same pattern every time, and that occur without the person really wanting them to. Press <enter> to continue

ASK IF: (Q1 = Yes) OR (Q2 = Yes)

Q3

Here is a list of motor tics. Thinking about the whole of ^NAME CHILD's life, has ^He/she ever had motor tics involving any of the types of repeated movement listed here.

SET [15] OF

- (1) Excessive blinking of eyes
- (2) Raising of eyebrows
- (3) Squinting of eyes
- (4) Rolling eyes up, down or sideways
- (5) Twitching of nose
- (6) Flaring of nostrils
- (7) Pouting of mouth (as if giving a kiss)
- (8) Stretching mouth wide open
- (9) Nodding of head
- (10) Screwing up of face
- (11) Touching chin to shoulder
- (12) Stretching neck
- (13) Shrugging shoulder
- (14) Jerking movement of arm or leg
- (15) Other motor tics
- (16) None of these

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** Q3o IN Q3

Q3oa

Please describe these other tics.

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** (Q3.CARDINAL > 0) AND NOT (Q3none IN Q3)

Q4Intr

Sometimes, movements that look like tics turn out to have some other explanation. For example, some children squint because they need to wear glasses or change to stronger glasses. Similarly some children have nose and eye problems during the hay fever season.

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** (Q3.CARDINAL > 0) AND NOT (Q3none IN Q3)

Q4

Do you think that any of ^NAME CHILD's movements could have been caused by other things?

- (1) Yes
- (2) No

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** (Q3.CARDINAL > 0) AND NOT (Q3none IN Q3) **AND:** Q4 = Yes

Q5

Please describe what other things might have caused ^NAME CHILD's movements.

ASK IF: (Q1 = Yes) OR (Q2 = Yes)

Q6Intr

We are now going to move on from motor tics to vocal tics. These are sounds that come from the mouth, nose or throat. They are sudden and rapid, they follow more or less the same pattern every time, and they occur without the person really wanting them to.

ASK IF: (Q1 = Yes) OR (Q2 = Yes)

Q6

Here is a list of vocal tics. Thinking about the whole of ^NAME CHILD's life, has ^He/she ever had vocal tics involving any of the types of repeated sounds listed here.

SET [11] OF

- (1) Throat clearing
- (2) Excessive sniffing
- (3) Coughing as a habit
- (4) Gulping
- (5) High-pitched squeaks
- (6) Making little noises, eg 'Ah', 'Eh', 'Eee'
- (7) Sucking noises
- (8) Burping, not just when eating or drinking
- (9) A word said repeatedly and out of context
- (10) Swearing, without meaning to and without being annoyed
- (11) Other vocal tics
- (12) None of these

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** Q6k IN Q6

Q6ka

Please describe these other vocal tics.

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** (Q6.CARDINAL > 0) AND NOT (Q6none IN Q6)

Q7Intr

Sometimes, sounds that seem like tics turn out to have some other explanation. For example, some children clear their throat when they are nervous or cough a lot because they have a tickly throat with a cold or hay fever.

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** (Q6.CARDINAL > 0) AND NOT (Q6none IN Q6)

Q7

Do you think that any of ^NAME CHILD's sounds could have been caused by other things?

- (1) Yes
- (2) No

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** (Q6.CARDINAL > 0) AND NOT (Q6none IN Q6) **AND:** Q7 = Yes

Q8

Please describe what other things might have caused ^NAME CHILD's sounds.

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** ((Q3.CARDINAL > 0) AND NOT (Q3none IN Q3)) OR ((Q6.CARDINAL > 0) AND NOT (Q6none IN Q6))

Q13

How old was ^He/she when the tic(s) first began?

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** ((Q3.CARDINAL > 0) AND NOT (Q3none IN Q3)) OR ((Q6.CARDINAL > 0) AND NOT (Q6none IN Q6))

Q14Intr

H We are going to be asking next about bad weeks for tics. What we mean by a bad week for tics is one when the tics are happening many times a day, either every day that week or most days that week.

Q14

H Over the last year, has ^NAME CHILD had any bad weeks for tics?

Just to remind you, that means at least one week when ^He/she had many tics a day, either every day that week, or most days that week.

- (1) Yes
- (2) No

ASK IF: Q14 = Yes

Q15

When did ^NAME CHILD first start having bad weeks for tics?

- (1) Less than a month ago
- (2) 1 month to 11 months ago
- (3) At least a year ago

ASK IF: Q14 = Yes **AND:** NOT (Q15 = Less)

Q16

Over the last year, roughly how many weeks have been bad weeks for tics...

- (1) well under half of them
- (2) about half of them
- (3) well over half of them
- (4) or, all or nearly all of them?

ASK IF: Q14 = Yes **AND:** NOT (Q15 = Less)

Q17

Over the last year, has ^NAME CHILD had a period of at least 4 weeks in a row that were bad weeks for tics?

- (1) Yes
- (2) No

ASK IF: Q14 = Yes **AND:** NOT (Q15 = Less) **AND:** Q17 = Yes

Q18

Have the last 4 weeks been bad weeks for tics?

- (1) Yes
- (2) No

ASK IF: Q14 = Yes **AND:** NOT (Q15 = Less)

Q19Intr

Some ^Children have tics week in, week out - though the pattern and number of tics isn't necessarily the same every week.

Other ^Children have weeks or months when the tics go away completely.

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** ((Q3.CARDINAL > 0) AND NOT (Q3none IN Q3)) OR ((Q6.CARDINAL > 0) AND NOT (Q6none IN Q6)) **AND:** Q14 = Yes **AND:** NOT (Q15 = Less)

Q19

Over the last year, has ^NAME CHILD had any tic-free periods lasting weeks or months?

- (1) Yes
- (2) No

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** ((Q3.CARDINAL > 0) AND NOT (Q3none IN Q3)) OR ((Q6.CARDINAL > 0) AND NOT (Q6none IN Q6)) **AND:** Q14 = Yes **AND:** NOT (Q15 = Less) **AND:** Q19 = Yes

Q20

What has been the longest tic-free period this year?

- (1) Up to two months
- (2) More than 2 months but less than 3 months
- (3) More than 3 months

ASK IF: (Q1 = Yes) OR (Q2 = Yes) **AND:** ((Q3.CARDINAL > 0) AND NOT (Q3none IN Q3)) OR ((Q6.CARDINAL > 0) AND NOT (Q6none IN Q6)) **AND:** Q14 = Yes

Q21

How upset or distressed is ^NAME CHILD as a result of all ^NAME CHILD tics?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Q22a

Have ^NAME CHILD tics interfered with...
...how well ^He/she gets on with you and the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Q22b

Have ^NAME CHILD tics interfered with...'
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Q22c

Have ^NAME CHILD tics interfered with...

...learning or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Q22d

Have ^NAME CHILD tics interfered with...

...playing, hobbies, sport or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Q23

Have the tics put a burden on you or the family as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

TFU0707A.QPerson

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

PersIntr

I am now going to ask you about ^NAME CHILD's personality.

I am going to read out several statements and for each one I would like you tell me whether it's Not true, Partly true or Certainly true for ^NAME CHILD

I have to ask everyone all these questions even though many of them may seem inappropriate for your child.

Occupy

Good at keeping ^DMself occupied

- (5) Not true
- (6) Partly true
- (7) Certainly true

Reckless

Often does reckless things without thinking of the danger or the consequences for ^DMself or others

- (5) Not true
- (6) Partly true
- (7) Certainly true

GoodImp

Makes a good first impression but people change their minds after they get to know ^Him/her

- (5) Not true
- (6) Partly true
- (7) Certainly true

Friends

Keeps friends

- (5) Not true
- (6) Partly true
- (7) Certainly true

Shallow

Has shallow and fast-changing emotions

- (5) Not true
- (6) Partly true
- (7) Certainly true

TooFull

Too full of ^him/herself or ^NAME CHILD own abilities

- (5) Not true
- (6) Partly true
- (7) Certainly true

Sorry

Is usually genuinely sorry if ^He/she has hurt someone or acted badly

- (5) Not true
- (6) Partly true
- (7) Certainly true

Black

Often uses emotional blackmail to get ^NAME CHILD own way

- (5) Not true
- (6) Partly true
- (7) Certainly true

NoScare

Fearless in situations that should worry or scare ^Children of ^NAME CHILD age

- (5) Not true
- (6) Partly true
- (7) Certainly true

Cold

Can seem cold-blooded or callous

- (5) Not true
- (6) Partly true
- (7) Certainly true

Promise

Keeps promises

- (5) Not true
- (6) Partly true
- (7) Certainly true

NoTrust

Difficulty trusting others

- (5) Not true
- (6) Partly true
- (7) Certainly true

Genuine

Genuine in ^NAME CHILD expression of emotions

- (5) Not true
- (6) Partly true
- (7) Certainly true

Tries

Usually tries ^NAME CHILD best

- (5) Not true
- (6) Partly true
- (7) Certainly true

TFU0707A.QLessCom

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

L5

Apart from the things you have already told me about,
are there any other aspects of ^NAME CHILD's psychological
development that really concern you?

- (1) Yes
- (2) No

L6

Apart from the things you have already told me about,
are there any other aspects of ^NAME CHILD's psychological
development that really concern ^NAME CHILD teachers?

- (1) Yes
- (2) No

Significant Problems

ASK IF: (QPTSD.E21CHK = SomeDef) AND ((((((QPTSD.E24 > OnlyLit) OR (QPTSD.E25a > OnlyLit)) OR (QPTSD.E25b > OnlyLit)) OR (QPTSD.E25c > OnlyLit)) OR (QPTSD.E25d > OnlyLit)) OR (QPTSD.E26 > OnlyLit))) OR (((Qanxiety.SepCHK = Present) AND ((((((Qanxiety.F4 > OnlyLit) OR (Qanxiety.F5a > OnlyLit)) OR (Qanxiety.F5b > OnlyLit)) OR (Qanxiety.F5c > OnlyLit)) OR (Qanxiety.F5d > OnlyLit)) OR (Qanxiety.F5e > OnlyLit)))) OR ((QSpecPhb.SpecCHK = Present) AND (((QSpecPhb.F9 = ALot) OR (QSpecPhb.F11 = ALot)) OR (QSpecPhb.F12 > OnlyLit)))) OR ((QSocPhob.SocCHK = Present) AND (((QSocPhob.F21 = ALot) OR (QSocPhob.F23 = ALot)) OR (QSocPhob.F24 > OnlyLit)))) OR (QPanic.PANIChk = Present)) OR ((QCompOb.CompCHK = Present) AND ((((((QCompOb.F36 = Great) OR (QCompOb.F37 = Yes)) OR (QCompOb.F38a > OnlyLit)) OR (QCompOb.F38b > OnlyLit)) OR (QCompOb.F38c > OnlyLit)) OR (QCompOb.F38d > OnlyLit)) OR (QCompOb.F38e > OnlyLit)))) OR ((QGenAnx.GenCHK = Present) AND ((((((QGenAnx.F50 > OnlyLit) OR (QGenAnx.F51a > OnlyLit)) OR (QGenAnx.F51b > OnlyLit)) OR (QGenAnx.F51c > OnlyLit)) OR (QGenAnx.F51d > OnlyLit)) OR (QGenAnx.F52 > OnlyLit)))) OR ((((((QDeprn.G22 > OnlyLit) OR (QDeprn.G23a > OnlyLit)) OR (QDeprn.G23b > OnlyLit)) OR (QDeprn.G23c > OnlyLit)) OR (QDeprn.G23d > OnlyLit)) OR (QDeprn.G24 > OnlyLit))) OR (QDeprn.DSHChk = Present)) OR ((((((QBiPolar.S11a > OnlyLit) OR (QBiPolar.S11b > OnlyLit)) OR (QBiPolar.S11c > OnlyLit)) OR (QBiPolar.S11d > OnlyLit)) OR (QBiPolar.S12 > OnlyLit))) OR ((QAttnAct.AttnChk = Present) AND ((((((QAttnAct.H9 > OnlyLit) OR (QAttnAct.H10a > OnlyLit)) OR (QAttnAct.H10b > OnlyLit)) OR (QAttnAct.H10c > OnlyLit)) OR (QAttnAct.H10d > OnlyLit)) OR (QAttnAct.H11 > OnlyLit)))) OR ((QAwkTrob.AwkChk = Present) AND ((((((QAwkTrob.I6a > OnlyLit) OR (QAwkTrob.I6b > OnlyLit)) OR (QAwkTrob.I6c > OnlyLit)) OR (QAwkTrob.I6d > OnlyLit)) OR (QAwkTrob.I7 > OnlyLit)))) OR (((QAwkTrob.BehChk = Present) OR (QAwkTrob.TrobChk = Present)) AND ((((((QAwkTrob.I13a > OnlyLit) OR (QAwkTrob.I13b > OnlyLit)) OR (QAwkTrob.I13c > OnlyLit)) OR (QAwkTrob.I13d > OnlyLit)) OR (QAwkTrob.I14 > OnlyLit)))) OR (QAwkTrob.PolChk = Present)) OR ((QLessCom.L5 = Yes) OR (QLessCom.L6 = Yes))) OR (((QTics.Q3[].CARDINAL > 0) AND NOT (Q3none IN QTics.Q3[])) OR (((QTics.Q6[].CARDINAL > 0) AND NOT (Q6none IN QTics.Q6[])) AND ((((((QTics.Q21 > OnlyLit) OR (QTics.Q22a > OnlyLit)) OR (QTics.Q22b > OnlyLit)) OR (QTics.Q22c > OnlyLit)) OR (QTics.Q22d > OnlyLit)) OR (QTics.Q23 > OnlyLit)))) OR ((((((QEating.P3 = Very) OR (QEating.P5 = Very)) OR (((QEating.P9 = Yes) OR (QEating.P10 = Impos)) OR (QEating.P14 = ALot))) OR (QEating.P15 = Yes)) OR ((((((QEating.P18a = ALot) OR (QEating.P18b = ALot)) OR (QEating.P18c = ALot)) OR (QEating.P18d = ALot)) OR (QEating.P18e = ALot)) OR (QEating.P18f = ALot)) OR (QEating.P18g = ALot)) OR (QEating.P18h = ALot)))) AND ((((((QEating.P26 > OnlyLit) OR (QEating.P27a > OnlyLit)) OR (QEating.P27b > OnlyLit)) OR (QEating.P27c > OnlyLit)) OR (QEating.P27d > OnlyLit)) OR (QEating.P28 > OnlyLit)))

Intro

You have told me about:

CHILD'S DIFFICULTIES

I'd now like to hear a bit more about these difficulties in your own words.

E.g

1. Description of the problem?
2. How often does it occur?
3. How severe is it at its worst?
4. How long has it been going on for?
5. Is the problem interfering with the child's quality of life? If so, how?

ASK IF: *Q Eating.P3 = Very*) OR (*Q Eating.P5 = Very*) OR (((*Q Eating.P9 = Yes*) OR (*Q Eating.P10 = Impos*) OR (*Q Eating.P14 = A Lot*))) OR (*Q Eating.P15 = Yes*) OR (((((((*Q Eating.P18a = A Lot*) OR (*Q Eating.P18b = A Lot*)) OR (*Q Eating.P18c = A Lot*)) OR (*Q Eating.P18d = A Lot*)) OR (*Q Eating.P18e = A Lot*)) OR (*Q Eating.P18f = A Lot*)) OR (*Q Eating.P18g = A Lot*)) OR (*Q Eating.P18h = A Lot*))

Eatintro

You mentioned that ^NAME CHILD has problems with eating.

Eating disorders can be quite complicated and therefore I would like to ask a few more questions to make sure we have all the information we need.

1. Are the difficulties with food or weight due to a medical condition? If so, what.
2. Thinking about a typical day, please tell us what ^NAME CHILD eats, what ^He/she avoids eating and any calorie limit or rules that ^He/she uses to decide what to eat.
3. Has ^He/she, you or anyone else in the family, asked a doctor or a psychologist to help ^Him/her with food or with ^NAME CHILD weight? If yes, what advice or help did you get? Did it help?
4. Has ^NAME CHILD had any medical problems related to ^NAME CHILD eating patterns, ^NAME CHILD weight, or to the way ^He/she controls ^NAME CHILD weight? (Include bleeding after vomiting, fainting, excessive weakness, constipation, visits to Accident and Emergency Departments, dental problems etc)

ASK IF: (*Q Select.TransSDQ = No*) AND (*Q Select.AdltInt = YesNow*)
AND: (((*Q Deprn.DepChk = Present*) AND (((((((*Q Deprn.G22 > OnlyLit*) OR (*Q Deprn.G23a > OnlyLit*)) OR (*Q Deprn.G23b > OnlyLit*)) OR (*Q Deprn.G23c > OnlyLit*)) OR (*Q Deprn.G23d > OnlyLit*)) OR (*Q Deprn.G24 > OnlyLit*)))) OR ((*Q Deprn.LossICHK = Present*) AND (((((((*Q Deprn.G22 > OnlyLit*) OR (*Q Deprn.G23a > OnlyLit*)) OR (*Q Deprn.G23b > OnlyLit*)) OR (*Q Deprn.G23c > OnlyLit*)) OR (*Q Deprn.G23d > OnlyLit*)) OR (*Q Deprn.G24 > OnlyLit*)))))) OR ((*Q Deprn.IrriCHK = Present*) AND (((((((*Q Deprn.G22 > OnlyLit*) OR (*Q Deprn.G23a > OnlyLit*)) OR (*Q Deprn.G23b > OnlyLit*)) OR (*Q Deprn.G23c > OnlyLit*)) OR (*Q Deprn.G23d > OnlyLit*)) OR (*Q Deprn.G24 > OnlyLit*))))))

Depintro

You mentioned that ^NAME CHILD has problems with moods

These problems can be quite complicated and therefore I would like to ask a few more questions to make sure we have all the information we need.

1. What else has changed at the same time as ^NAME CHILD mood and level of interest? If relevant, tell us about energy, appetite, sleep, self-confidence, blaming ^DMself, hopelessness about the future, thoughts of death, self-harm etc.
2. Over the last 4 weeks, how much of the time has ^He/she been like this?
3. Over the last 4 weeks how severe have the difficulties been at their worst?
4. When did this episode begin?
5. What do you think triggered this episode off?
6. Has ^He/she had similar episodes in the past? If so, please describe.
7. Has ^He/she had episodes in the past when ^He/she has gone 'high' instead of 'low'? If so, please describe.

What Help

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)

Whhelp

Here is a list of people who parents and young people often turn to when they want advice and treatment about a young person's emotions, behaviour or concentration difficulties.

Since we last spoke to you face to face in 2004, have you, or ^NAME CHILD, been in contact with any of these people because of worries about ^NAME CHILD emotions, behaviour or concentration?

SET [12] OF

- (1) Someone in your family or a close friend
- (2) Telephone help line
- (3) Self help group
- (4) Internet
- (5) Social worker
- (6) A teacher (including Head of Year, Head-teacher or Special educational Needs Co-ordinator)
- (7) Someone working in special educational services (for example educational psychologist, Educational Social Worker or School Counsellor)
- (8) Your GP, family doctor or practice nurse
- (9) Someone specialising in child mental health (for example child psychiatrist or child psychologist)
- (10) Someone specialising in adult mental health (for example psychiatrist, psychologist or community psychiatric nurse)
- (11) Someone specialising in children's physical health (for example a hospital or community paediatrician)
- (12) Other - please describe
- (13) None of these

ASK IF: *other IN Whhelp*

WhhelpO

Who else have you sought advice from?

ASK IF: (*chhlth IN Whhelp*) OR (*adhlth IN Whhelp*)

MtHlpWhn

When did you first see someone from child/adult mental health services?

- (1) 0-12 months ago
- (2) 13-24 months ago
- (3) 25-36 months ago
- (4) more than 36 months ago

StillC

Are you still seeing them?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

YthConv

Has ^NAME CHILD received a caution or conviction?

- (1) Yes
- (2) No
- (3) Don't know

ASK IF: YthConv = Yes

WhyConv

When did ^NAME CHILD receive this caution or conviction?

If more than one please enter the most recent
enter the month and year if possible

WhatConv

What was this caution or conviction for?

If more than one enter details of all convictions
with the most recent first

Stress

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

StrsIntr

I would now like to ask about things that may have happened or problems that you or ^NAME CHILD may have faced since we last spoken to you face to face in 2004.

K1

Since we last spoke to you face to face in 2004, have you had a separation due to marital difficulties or broken off a steady relationship?

- (1) Yes
- (2) No

K2

Since we last spoke to you face to face in 2004...
have you or a partner had a major financial crisis, such as losing the equivalent of 3 months income?

- (1) Yes
- (2) No

K3

Since we last spoke to you face to face in 2004...
have you (or a partner) had a problem with the police involving a court appearance?

- (1) Yes
- (2) No

K8

Since we last spoke to you face to face in 2004...
have you (or a partner) had a serious physical illness such as cancer or a major heart attack?

- (1) Yes
- (2) No

K9

Since we last spoke to you face to face in 2004...
have you (or a partner) had a serious mental illness such as schizophrenia or major depression?

- (1) Yes
- (2) No

K6

Now turning to things that have happened to ^NAME CHILD.
Since we last spoke to you face to face in 2004, has a parent, brother or sister of ^NAME CHILDS died?

- (1) Yes
- (2) No

K7

Since we last spoke to you face to face in 2004...
has a close friend of ^NAME CHILDS died?

- (1) Yes
- (2) No

K4

Since we last spoke to you face to face in 2004
Has ^He/she had a serious illness which required a stay in hospital

- (1) Yes
- (2) No

K5

Since we last spoke to you face to face in 2004
Has ^He/she been in a serious accident or badly hurt in an accident?

- (1) Yes
 - (2) No
-

ASK IF: QSelect.ChldAge >= 13

K10

Since we last spoke to you face to face in 2004
Has one of ^NAME CHILD's close friendships ended, for example, permanently falling out with a best friend or breaking off a steady relationship with a boy or girl friend?

- (1) Yes
 - (2) No
-

ASK IF: QSelect.ChldAge < 13

K11

Since we last spoke to you face to face in 2004
Has one of ^NAME CHILD's close friendship ended, for example, permanently falling out with a best friend?

- (1) Yes
- (2) No

Exclusions

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: QSelect.ChildAge <= 16
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

HowSch1

Since we last spoke to you, face to face, in 2004, has your child ever changed school excluding the normal transitions eg. from infant to junior school or from primary to secondary school?

Do not include school changes due to house moves or starting school

- (1) Yes
 - (2) No
-

ASK IF: HowSch1 = Yes

HowSch2

How many times has your child changed school, other than the normal transitions?

Do not count pre-school ie education before the age of five years.
do count school changes due to house moves.

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: QSelect.ChildAge <= 16
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

School

Is ^NAME CHILD still in full-time education?

- (1) Yes
 - (2) No
-

ASK IF: School = Yes

Picked

Over the last year, has ^NAME CHILD been stressed because ^He/she feels ^He/she has been unfairly picked on by a teacher?

Running prompt

- (5) No
- (6) A little
- (7) A Lot

ASK IF: School = Yes AND: Picked = ALot

FlyWall

It's difficult for you to know because you're not a fly on the classroom wall, but what do you make of this?

ExcEver

Has ^NAME CHILD ever been excluded from school?

- (1) Yes
 - (2) No
-

ASK IF: ExcEver = Yes

ExcNum

How many times has ^NAME CHILD been excluded from school?

ASK IF: ExcEver = Yes

ExcLst

When was ^NAME CHILD (last) excluded?

ASK IF: (ExcEver = Yes)

WhyExc

Why was ^NAME CHILD excluded from school on this last occasion?

ExcFix

Was the exclusion fixed term (suspension) or permanent?

- (1) Fixed-term exclusion/suspension
- (2) Permanent exclusion
- (3) Not sure

ASK IF: ExcEver = Yes AND: ExcFix = Suspen

FixLong

How long was ^NAME CHILD suspended from school?

ASK IF: ExcEver = Yes

AftExc

What sort of educational provision did ^NAME CHILD have after being excluded?

- (1) move to other school
- (2) home tutoring
- (3) referral unit
- (4) special school
- (5) None

ASK IF: ExcEver = Yes

HelpExc

Did ^NAME CHILD receive any of these types of extra help after being excluded?

- (1) Behaviour management training
- (2) Social skills
- (3) Cognitive behavioural therapy
- (4) Parent management training
- (5) Family therapy
- (6) Receive no extra help
- (7) Other - Please specify

ASK IF: ExcEver = Yes AND: HelpExc = Other

HelpOth

What other type of extra help did ^NAME CHILD receive?

ASK IF: School = Yes

MisSch

Did ^NAME CHILD miss school for any other reason last term?

- (1) Yes
- (2) No

ASK IF: School = Yes AND: MisSch = Yes

LongMis

How many days did ^NAME CHILD miss school last term?

ASK IF: School = Yes AND: MisSch = Yes

WhyMis

Why did ^NAME CHILD miss school?
Code all that apply

SET [4] OF

- (1) Short term illness
- (2) Long term illness
- (3) Refused to attend school
- (4) Has a school phobia
- (5) Other - Please specify

ASK IF: School = Yes AND: MisSch = Yes AND: Other IN WhyMis

OthMis

What was the other reason for missing school?

ASK IF: School = Yes AND: MisSch = Yes AND: (((LongIll IN WhyMis) OR (Refus IN WhyMis)) OR (Phob IN WhyMis)) OR (Other IN WhyMis)

EduProv

Did ^NAME CHILD receive any educational provision while ^He/she was unable to attend school?

- (1) Yes
- (2) No

ASK IF: *School = Yes AND: MisSch = Yes AND: EduProv = Yes*

WhatEdu

What type of educational provision did ^NAME CHILD receive?
Code all that apply

SET [4] OF

- (1) Home tutoring
- (2) Individual or group tuition as an inpatient within hospital school
- (3) Education within a pupil referral unit
- (4) Other Please specify

ASK IF: *School = Yes AND: MisSch = Yes AND: EduProv = Yes AND: Other IN
WhatEdu*

OthEduc

What other type educational provision did ^NAME CHILD receive?

ASK IF: *(QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: QSelect.ChldAge <= 16
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)*

SchProj

Has ^NAME CHILD taken part in any 'out of school projects' or any schemes in school? Some examples are listed on this card

SET [8] OF

- (1) Homework clubs
- (2) Out of school clubs
- (3) Friendship clubs
- (4) Nurture Groups
- (5) Behaviour management groups
- (6) Social skills group
- (7) Anger management group
- (8) Therapeutic groups
- (9) No projects/schemes attended
- (10) Other Please specify

ASK IF: Other IN SchProj

ProjOth

What other type of school project has ^NAME CHILD been involved with?

ASK IF: Other IN SchProj

ProjWhy

Did ^He/she join these groups to help ^Him/her manage ^NAME CHILD behaviour, make friends or improve ^NAME CHILD reading?

- (1) Yes
- (2) No

ASK IF: Other IN SchProj

LookAft

Has ^NAME CHILD ever spent any time being 'looked after' by social services?

- (1) Yes
- (2) No

ASK IF: Other IN SchProj AND: LookAft = Yes

LookNum

How many times has ^NAME CHILD been 'looked after'?

LastLook

How long was ^NAME CHILD 'looked after' on the most recent occasion?

MoveSch

Did ^NAME CHILD move schools as a result of being 'looked after'?
if more than one occasion please think about the most recent time

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldAge <= 16 AND: (SchProj.CARDINAL > 0) AND NOT ((10 IN SchProj) OR (9 IN SchProj))*

ProjWhy

Did ^He/she join these groups to help ^Him/her manage ^NAME CHILD behaviour, make friends or improve ^NAME CHILD reading?

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldAge <= 16 AND: (SchProj.CARDINAL > 0) AND NOT ((10 IN SchProj) OR (9 IN SchProj))*

LookAft

Has ^NAME CHILD ever spent any time being 'looked after' by social services?

- (1) Yes
- (2) No

ASK IF: *(QSelect.TransDQ = No) AND (QSelect.AdltInt = YesNow)
AND: QSelect.ChldAge <= 16
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: (SchProj.CARDINAL > 0) AND NOT ((10 IN SchProj) OR (9 IN SchProj))
AND: LookAft = Yes*

LookNum

How many times has ^NAME CHILD been 'looked after'?

LastLook

How long was ^NAME CHILD 'looked after' on the most recent occasion?
Please enter number of weeks

MoveSch

Did ^NAME CHILD move schools as a result of being 'looked after'?
if more than one occasion please think about the most recent time

- (1) Yes
- (2) No

ASK IF: None IN SchProj

LookAft

Has ^NAME CHILD ever spent any time being 'looked after' by social services?

- (1) Yes
- (2) No

ASK IF: None IN SchProj AND: LookAft = Yes

LookNum

How many times has ^NAME CHILD been 'looked after'?

ASK IF: None IN SchProj AND: LookAft = Yes

LastLook

How long was ^NAME CHILD 'looked after' on the most recent occasion?
Please enter number of weeks

ASK IF: None IN SchProj AND: LookAft = Yes

MoveSch

Did ^NAME CHILD move schools as a result of being 'looked after'?
if more than one occasion please think about the most recent time

- (1) Yes
- (2) No

Strengths

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

NIntro

I have been asking you a lot of questions about difficulties and problems.
I now want to ask you about ^NAME CHILD's good points or strengths.
I am going to read through a list of descriptions and I would like you
to tell me whether or not they apply to ^NAME CHILD.

N1a

Does the following description apply to ^NAME CHILD?
...generous

- (5) No
- (6) A little
- (7) A Lot

N1b

Does the following description apply to ^NAME CHILD?
...lively

- (5) No
- (6) A little
- (7) A Lot

N1c

Does the following description apply to ^NAME CHILD?
...keen to learn

- (5) No
- (6) A little
- (7) A Lot

N1d

Does the following description apply to ^NAME CHILD?
...affectionate

- (5) No
- (6) A little
- (7) A Lot

N1e

Does the following description apply to ^NAME CHILD?
...reliable and responsible

- (5) No
- (6) A little
- (7) A Lot

N1f

Does the following description apply to ^NAME CHILD?
...easy going

- (5) No
- (6) A little
- (7) A Lot

N1g

Does the following description apply to ^NAME CHILD ?
...good fun, good sense of humour

- (5) No
- (6) A little
- (7) A Lot

N1h

Does the following description apply to ^NAME CHILD?
...interested in many things

- (5) No
- (6) A little
- (7) A Lot

N1i

Does the following description apply to ^NAME CHILD?
...caring, kind-hearted

- (5) No
- (6) A little
- (7) A Lot

N1j

Does the following description apply to ^NAME CHILD?
...bounces back quickly after set-backs

- (5) No
- (6) A little
- (7) A Lot

N1k

Does the following description apply to ^NAME CHILD ?
...grateful, appreciative of what ^He/she gets

- (5) No
- (6) A little
- (7) A Lot

N1l

Does the following description apply to ^NAME CHILD ?
...independent

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

N2Intr

I now want to ask you about the things that ^NAME CHILD does that really please you.
I am going to read through a list of things that children may do and I would like you to tell me whether or not ^NAME CHILD does them.

N2a

Does the following description apply to ^NAME CHILD ?
...helps around the home

- (5) No
- (6) A little
- (7) A Lot

N2b

Does the following description apply to ^NAME CHILD ?
...gets on well with the rest of the family

- (5) No
- (6) A little
- (7) A Lot

N2c

Does the following description apply to ^NAME CHILD ?
...does homework without needing to be reminded

- (5) No
- (6) A little
- (7) A Lot

N2d

Does the following description apply to ^NAME CHILD?
...creative activities: art, acting, music, making things

- (5) No
- (6) A little
- (7) A Lot

N2e

Does the following description apply to ^NAME CHILD?
...likes to be involved in family activities

- (5) No
- (6) A little
- (7) A Lot

N2f

Does the following description apply to ^NAME CHILD?
...takes care of ^NAME CHILD appearance

- (5) No
- (6) A little
- (7) A Lot

N2g

Does the following description apply to ^NAME CHILD?
...good at school work

- (5) No
- (6) A little
- (7) A Lot

N2h

Does the following description apply to ^NAME CHILD?
...polite

- (5) No
- (6) A little
- (7) A Lot

N2i

Does the following description apply to ^NAME CHILD?
...good at sport

- (5) No
- (6) A little
- (7) A Lot

N2j

Does the following description apply to ^NAME CHILD?
...keeps ^NAME CHILD bedroom tidy

- (5) No
- (6) A little
- (7) A Lot

N2k

Does the following description apply to ^NAME CHILD?
...good with friends

- (5) No
- (6) A little
- (7) A Lot

N2l

Does the following description apply to ^NAME CHILD?
...well behaved

- (5) No
- (6) A little
- (7) A Lot

N3

Does ^NAME CHILD have any other good points you particularly want to mention?

- (1) Yes
- (2) No

ASK IF: N3 = Yes

N3a

Please describe ^NAME CHILD's other good points.

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: QSDQ2.EntRat = Notsure

ExitRat

Now that you have finished asking the questions
about ^NAME CHILD, how appropriate do you think the questions were for ^Him/her?

- (1) Appropriate, no problems
- (2) Mostly appropriate, a few problems
- (3) Questions really didn't apply to child

Parents self complete

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

SCIntr

I would now like to you to take the computer and answer the next set of questions yourself.

Respondents should self-complete.

- (1) Complete self-completion by respondent
 - (2) Questions read from script by the interviewer
 - (3) Section read and entered by interviewer
-

HthIntr

We would like to know how your health has been in general over the past few weeks. Please answer all the questions by entering the number next to the answer which describes how you have been feeling over the past few weeks.

GH1

Have you recently been able to concentrate on whatever you're doing?

Please enter the number of the answer that applies to you

- (1) Better than usual
- (2) Same as usual
- (3) Less than usual
- (4) Much less than usual

GH2

Have you recently lost much sleep over worry?

- (1) Not at all
- (2) No more than usual
- (3) Rather more than usual
- (4) Much more than usual

GH3

Have you recently felt that you are playing a useful part in things?

- (1) More so than usual
- (2) Same as usual
- (3) Less so than usual
- (4) Much less useful

GH4

Have you recently felt capable of making decisions about things?

- (1) More so than usual
- (2) Same as usual
- (3) Less so than usual
- (4) Much less capable

GH5

Have you recently felt constantly under strain?

- (1) Not at all
- (2) No more than usual
- (3) Rather more than usual
- (4) Much more than usual

GH6

Have you recently felt you couldn't overcome your difficulties?

- (1) Not at all
- (2) No more than usual
- (3) Rather more than usual
- (4) Much more than usual

GH7

Have you recently been able to enjoy your normal day-to-day activities?

- (1) More so than usual
- (2) Same as usual
- (3) Less so than usual
- (4) Much less than usual

GH8

Have you recently been able to face up to your problems?

- (1) More so than usual
- (2) Same as usual
- (3) Less able than usual
- (4) Much less able

GH9

Have you recently been feeling unhappy and depressed?

- (1) Not at all
- (2) No more than usual
- (3) Rather more than usual
- (4) Much more than usual

GH10

Have you recently been losing confidence in yourself?

- (1) Not at all
- (2) No more than usual
- (3) Rather more than usual
- (4) Much more than usual

GH11

Have you recently been thinking of yourself as a worthless person?

- (1) Not at all
- (2) No more than usual
- (3) Rather more than usual
- (4) Much more than usual

GH12

Have you recently been feeling reasonably happy, all things considered?

- (1) More so than usual
- (2) Same as usual
- (3) Less so than usual
- (4) Much less than usual

FSintr

We would like to know about things that currently make your family life stressful.

Please answer ALL the next set of questions by pressing

- 1 for 'No' or if the question does not apply to you
- 2 for 'A Little'
- 3 for 'A lot'

FS1⁴

You or your partner are unemployed

- (1) No
- (2) A little
- (3) A Lot

FS2

Do any of the following things currently make your family life stressful..

You or your partner's work situation (pressure, hours, relationship with boss or colleagues)

- (1) No
- (2) A little
- (3) A Lot

FS3

Do any of the following things currently make your family life stressful..

Financial difficulties

- (1) No
- (2) A little
- (3) A Lot

⁴ Questions FS1 to FS16 Family Stresses are copyright Youthinmind.

FS4

Home inadequate for the family's needs

- (1) No
- (2) A little
- (3) A Lot

FS5

Problems with neighbours or the neighbourhood

- (1) No
- (2) A little
- (3) A Lot

FS6

Too much to do (time pressures)

- (1) No
- (2) A little
- (3) A Lot

FS7

Lack of support from family and friends

- (1) No
- (2) A little
- (3) A Lot

FS8

Quarrels between the children in the family

- (1) No
- (2) A little
- (3) A Lot

FS9

Rows between the children and adults in the family

- (1) No
- (2) A little
- (3) A Lot

FS10

Tension between you and your partner

- (1) No
- (2) A little
- (3) A Lot

FS11

Tension between you and your ex-partner

- (1) No
- (2) A little
- (3) A Lot

FS12

Problems with your or your partner's physical health

- (1) No
- (2) A little
- (3) A Lot

FS13

Problems with your or your partner's psychological health

- (1) No
- (2) A little
- (3) A Lot

FS14

Other people being seriously ill, e.g. your parents

- (1) No
- (2) A little
- (3) A Lot

FS15

Alcohol or drug use by a family member

- (1) No
- (2) A little
- (3) A Lot

FS16

Gambling by a family member

- (1) No
- (2) A little
- (3) A Lot

ASK IF: *(QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)*
AND: *(QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)*

FLIntr

Children vary a lot in their personalities and behaviour, and this may affect how they are brought up.

- Some children want to be looked after while others insist on being as independent as possible.
- Some children hardly ever need to be reminded or corrected about their behaviour; others seem to need almost constant reminding or correcting.
- Some children love attention, affection and praise, while others just get embarrassed.

In some families, all children are raised in exactly the same way. In other families, children's personalities and behaviour affect how they are raised.

FL01 ⁵

Has the way you have brought ^NAME CHILD up been affected by ^NAME CHILD personality and behaviour?

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FLIntr2

How well do these descriptions apply to ^NAME CHILD's life in your family

FL02

^He/she enjoys family life

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

⁵ Questions FL01 to FL21 Family Life Questionnaire are copyright Youthinmind.

FL03

Told off or corrected for things ^He/she does wrong

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL04

Leads a very protected life

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL05

Tells us how ^He/she is feeling

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL06

Praised and rewarded

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL07

There are clear rules about what ^He/she is expected to do, and what ^He/she is not allowed to do.

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL08

These family rules are applied consistently

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL09

Encouraged to be as independent as possible

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL10

Gets love and affection

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL11

Sees or hears arguments between adults

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL12

Takes part in planning family activities

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL13

Gets help and support when ^He/she is stressed

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL14

Involved in family rows

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL15

Physically punished (e.g. a smack or a slap)

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL16

Punished in other ways (e.g. things ^He/she likes are taken away, grounded, time out)

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL17

We know where ^He/she is, what ^He/she is doing, and who ^He/she is doing it with

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL18

Spends time by ^DMSelf (e.g. with TV, music, games, books)

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL19

Gets the blame when it's not really ^NAME CHILD fault

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL20

Gets adult attention

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

FL21

Liked and respected for who ^He/she is

- (1) Not at all
- (2) a little
- (3) quite a lot
- (4) a great deal

ASK IF: (*QTHComp.QHComp[1].LivWth = Yes*) OR (*QTHComp.QHComp[1].MarSta = MarrLiv*) OR (*QTHComp.QHComp[1].MarSta = CivPart*)

Argue1

When the adults in the house get into arguments with one another, the children may see or hear what is going on.

Has ^NAME CHILD witnessed one of these arguments?

- (1) Yes
- (2) No

ASK IF: ((QTHComp.QHComp[1].LivWth = Yes) OR (QTHComp.QHComp[1].MarSta = MarrLiv)) OR (QTHComp.QHComp[1].MarSta = CivPart) **AND:** Argue1 = Yes

Argue2

Were the arguments between the adults...

Please type the numbers of all the answers that apply

SET [2] OF

- (1) without verbal or physical aggression
- (2) with verbal aggression
- (3) with physical aggression

Employment

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

AnyChg

Has your employment status or job changed since last time we spoke in 2004?

- (1) Yes
- (2) No

ILO Employment Status

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: AnyChg = Yes

Wrking

Did you do any paid work in the 7 days ending Sunday the ^previous week either as an employee or as self-employed?

- (1) Yes
- (2) No

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (QTHComp.QHComp[LDM2].DVAge < 63)
OR ((QTHComp.QHComp[LDM2].DVAge < 65) AND (QTHComp.QHComp[LDM2].Sex = Male))

SchemeET

Were you on a government scheme for employment training?

- (1) Yes
- (2) No

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (LIL01 = 1) OR (SchemeET = No)

JbAway

Did you have a job or business that you were away from?

- (1) Yes
- (2) No
- (3) Waiting to take up a new job/business already obtained

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (LIL01 = 1) OR (SchemeET = No) **AND:**
(JbAway = No) OR (JbAway = Waiting)

OwnBus

Did you do any unpaid work in that week for any business that you own?

- (1) Yes
- (2) No

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (LILO1 = 1) OR (SchemeET = No)
AND: (JbAway = No) OR (JbAway = Waiting) **AND:** OwnBus = No

RelBus

...or that a relative owns?...

- (1) Yes
- (2) No

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (LILO1 = 1) OR (SchemeET = No) **AND:**
RelBus = No **AND:** JbAway = No

Looked

Thinking of the 4 weeks ending Sunday the ^DMDLSUN, were you looking for any kind of paid work or government training scheme at any time in those 4 weeks?

- (1) Yes
- (2) No
- (3) Waiting to take up a new job or business already obtained

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (LILO1 = 1) OR (SchemeET = No)
AND: ((Looked = Yes) OR (Looked = Wait)) OR (JbAway = Waiting)

StartJ

If a job or a place on a government scheme had been available in the week ending Sunday the ^DMDLSUN, would you have been able to start within 2 weeks?

- (1) Yes
- (2) No

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (LILO1 = 1) OR (SchemeET = No)
AND: ((Looked = Yes) OR (Looked = Wait)) OR (JbAway = Waiting)

LKTime

How long ^LILOtxt1 looking for paid work/ a place on a government scheme?

- (1) Not yet started
- (2) Less than 1 month
- (3) 1 month but less than 3 months
- (4) 3 months but less than 6 months
- (5) 6 months but less than 12 months
- (6) 12 months or more

ASK IF: AnyChg = Yes **AND:** Wrking = No **AND:** (LIL01 = 1) OR (SchemeET = No) **AND:**
(Looked = No) OR (StartJ = No)

YInAct

What was the main reason you did not seek any work in the last 4 weeks/would not be able to start in the next 2 weeks?

- (1) Student
- (2) Looking after the family/home
- (3) Temporarily sick or injured
- (4) Long-term sick or disabled
- (5) Retired from paid work
- (6) None of these

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)
AND: (*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)
AND: *AnyChg = Yes*
AND: (*QILO.DVILO3 = EcInAct*) OR (*QILO.DVILO3 = Unemp*)

Everwk

Have you ever had a paid job, apart from casual or holiday work?

- (1) Yes
- (2) No

ASK IF: *AnyChg = Yes* **AND:** (*QILO.DVILO3 = EcInAct*) OR (*QILO.DVILO3 = Unemp*) **AND:** *Everwk = Yes*

DtJbL

When did you leave your last PAID job?

ASK IF: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)

Indd

Industry

ASK IF: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)

OccT

Occupation

ASK IF: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)

Stat

- (1) Employee
- (2) Self-employed

ASK IF:: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)
AND: Stat = Emp

Svise

Supervisor?

- (1) Yes
- (2) No

ASK IF: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)
AND: Stat = Emp **AND:** Svise = Yes

SViseDsc

ASK IF:: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)
AND: Stat = Emp

EmpNo

Number of employees responsible for

- (1) ...1 to 24,
- (2) 25 to 499,
- (3) or 500 or more employees?

ASK IF: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)
AND: Stat = SelfEmp

Solo

- (1) On own/with partner(s) but no employees
- (2) With employees

ASK IF: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)
AND: Stat = SelfEmp **AND:** Solo = WithEmp **AND:** SurvTLA <> GSL

SENo

SENo_instructions

- (1) ...1 to 24,
- (2) 25 to 499,
- (3) or 500 or more employees?

ASK IF: AnyChg = Yes **AND:** (Qlastjb.Everwk = Yes) OR (QILO.DVILO3 = InEmp)

FTPTWk

- (1) full time,
- (2) or part time?

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QPartEdy.PartYN = Yes

Partner

I'd now like to ask about your partners, employment status

AnyChgP

Has your partner, employment status or job changed since last time we spoke in 2004?

- (1) Yes
- (2) No

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QPartEdy.PartYN = Yes
AND: AnyChgP = Yes

PWrking

Did your partner do any paid work in the 7 days ending Sunday the ^DMDLSUN, either as an employee or as self-employed?

- (1) Yes
- (2) No

ASK IF: QPartEdy.PartYN = Yes **AND:** AnyChgP = Yes **AND:** PWrking = No
AND: (QTHComp.QHComp[QPartEdy.WhoPart].DVAge < 63) OR
(QTHComp.QHComp[QPartEdy.WhoPart].DVAge < 65) AND
(QTHComp.QHComp[QPartEdy.WhoPart].Sex = Male)

PSchemET

Was ^^Partners name on a government scheme for employment training?

- (1) Yes
- (2) No

ASK IF: QPartEdy.PartYN = Yes **AND:** AnyChgP = Yes **AND:** PWrking = No
AND: (LIL01 = 1) OR (PSchemET = No)

PJbAway

Did ^Partners Name have a job or business that s/he was away from?

- (1) Yes
- (2) No
- (3) Waiting to take up a new job/business already obtained

ASK IF: **AND:** QPartEdy.PartYN = Yes **AND:** AnyChgP = Yes **AND:** PWrking = No **AND:**
(LIL01 = 1) OR (PSchemET = No) **AND:** (PJbAway = No) OR (PJbAway =
Waiting)

POwnBus

Did s/he do any unpaid work in that week for any business that s/he owns?

- (1) Yes
- (2) No

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: PWrking = No AND: (LIL01 = 1) OR (PSchemET = No) AND: (PJbAway = No) OR (PJbAway = Waiting) AND: POwnBus = No*

PRelBus

...or that a relative owns?

- (1) Yes
- (2) No

ASK IF: *AND: QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: PWrking = No AND: (LIL01 = 1) OR (PSchemET = No) AND: (PJbAway = No) OR (PJbAway = Waiting) AND: POwnBus = No AND: PRelBus = No*

PLooked

Thinking of the 4 weeks ending Sunday the ^DMDLSUN, was ^Partners name looking for any kind of paid work or government training scheme at any time in those 4 weeks?

- (1) Yes
- (2) No

ASK IF: *PRelBus = No AND: PLooked = Yes*

PStartJ

If a job or a place on a government scheme had been available in the week ending Sunday the ^DMDLSUN, would s/he have been able to start within 2 weeks?

- (1) Yes
- (2) No

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: PWrking = No AND: (LIL01 = 1) OR (PSchemET = No) AND: (PJbAway = No) OR (PJbAway = Waiting) AND: POwnBus = No AND: PRelBus = No AND: PLooked = Yes*

PLKTime

How long ^LiloTxt2 looking for paid work/ a place on a government scheme?

- (1) Not yet started
- (2) Less than 1 month
- (3) 1 month but less than 3 months
- (4) 3 months but less than 6 months
- (5) 6 months but less than 12 months
- (6) 12 months or more

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: QPartEdy.PartYN = Yes
AND: AnyChgP = Yes
AND: PWrking = No
AND: (LIL01 = 1) OR (PSchemET = No)
AND: (PJbAway = No) OR (PJbAway = Waiting)
AND: POwnBus = No
AND: PRelBus = No
AND: (PLooked = No) OR (PStartJ = No)

PYInAct

What was the main reason s/he did not seek any work in the last 4 weeks/would not be able to start in the next 2 weeks?

...

- (1) Student
- (2) Looking after the family/home
- (3) Temporarily sick or injured
- (4) Long-term sick or disabled
- (5) Retired from paid work
- (6) None of these

TFU0707A.QWhoEmp.QPartEmp.QlastjbP

ASK F: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QILOP.PDVILO3 = EcInAct) OR (QILOP.PDVILO3 = Unemp)*

PEverwk

Has ^Partners name ever had a paid job, apart from casual or holiday work?

- (1) Yes
- (2) No

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QILOP.PDVILO3 = EcInAct) OR (QILOP.PDVILO3 = Unemp) AND: PEverwk = Yes*

PDtJbL

When did ^Partners name] leave his/her last paid job?

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVILO3 = InEmp)*

PIndD

Industry

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVILO3 = InEmp)*

POccT

Occupation

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVILO3 = InEmp)*

POccD

OccD_instructions

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVILO3 = InEmp)*

PStat

- (1) Employee
- (2) Self-employed

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVILO3 = InEmp) AND: PStat = Emp*

PSvise

Svise_instructions

- (1) Yes
- (2) No

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVILO3 = InEmp) AND: PStat = Emp AND: PSvise = Yes*

PSViseDsc

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVILO3 = InEmp) AND: PStat = Emp*

PEmpNo

EmpNo_instructions

- (1) ...1 to 24,
- (2) 25 to 499,
- (3) or 500 or more employees?

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVIL03 = InEmp) AND: PStat = SelfEmp*

PSolo

- (1) On own/with partner(s) but no employees
- (2) With employees

ASK IF: *QPartEdy.PartYN = Yes AND: AnyChgP = Yes AND: (QlastjbP.PEverwk = Yes) OR (QILOP.PDVIL03 = InEmp)*

PFTPTWk

- (1) full time,
- (2) or part time?

Individual Benefits/Tax Credits

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)
AND: Asked Benefit questions
AND: Aged 16+

Ben1Q

SET [6] OF

- (1) Child Benefit
- (2) Guardian's Allowance
- (3) Carer's Allowance
- (4) Retirement pension (National Insurance), or Old Person's pension
- (5) Widow's Pension, Bereavement Allowance or Widowed Parent's (formerly Widowed Mother's) Allowance
- (6) War Disablement Pension or War Widow's/Widower's Pension (and any related allowances)
- (7) Severe Disablement Allowance and related allowances
- (8) None of these

DisBen

SET [3] OF

- (1) Care component of Disability Living Allowance
- (2) Mobility component of Disability Living Allowance
- (3) Attendance Allowance
- (4) None of these

ASK IF: Asked Benefit questions **AND:** Aged 16+ **AND:** Receives Attendance Allowance

AttAll

- (1) Paid as part of pension
- (2) Separate payment

ASK IF: Asked Benefit questions **AND:** Aged 16+

Ben2Q

SET [6] OF

- (1) Jobseeker's Allowance(JSA)
- (2) Pension Credit
- (3) Income Support
- (4) Incapacity Benefit
- (5) Maternity Allowance
- (6) Industrial Injury Disablement Benefit
- (7) None of these

ASK IF: Asked Benefit questions **AND:** Aged 16+

TxCred

SET [2] OF

- (1) Working Tax Credit (excluding any childcare tax credit)
- (2) Child Tax Credit (including any childcare tax credit)
- (3) None of these

ASK IF: Asked Benefit questions **AND:** Aged 16+ **AND:**
(QWhoEmp.QRespEmp.QILO.Wrking = Yes) OR (QWhoEmp.QRespEmp.QILO.JbAway = Yes)) OR ((SurvTLA <> EFS) AND (QWhoEmp.QRespEmp.QILO.SchemeET = Yes)) OR (QWhoEmp.QRespEmp.QILO.OwnBus = Yes)) OR
(QWhoEmp.QRespEmp.QILO.RelBus = Yes)

Inclus

SET [8] OF

- (1) Statutory Sick Pay
- (2) Statutory Maternity Pay
- (3) Statutory Paternity Pay
- (4) Statutory Adoption Pay
- (5) Income Tax Refund
- (6) Mileage Allowance or fixed allowance for motoring
- (7) Motoring Expenses Refund
- (8) Tax Credit
- (9) None of these

ASK IF: Asked Benefit questions **AND:** Aged 16+

Ben12m

SET [3] OF

- (1) A grant from the Social Fund for funeral expenses
- (2) A grant from Social Fund for maternity expenses/ Sure Start Maternity Grant
- (3) A Social Fund loan or Community Care grant
- (4) None of these

ASK IF: Asked Benefit questions **AND:** Aged 16+ **AND:** Person 60 or over

Winter

- (1) Yes
- (2) No

ASK IF:: Asked Benefit questions **AND:** Aged 16+

Ben6m

SET [5] OF

- (1) 'Extended payment' of Housing Benefit/rent rebate , or Council Tax Benefit (4 week payment only)
- (2) Widow's payment or Bereavement Payment - lump sum
- (3) Child Maintenance Bonus
- (4) Lone Parent's Benefit Run-On
- (5) Any National Insurance or State benefit not mentioned earlier
- (6) None of these

Income

ASK IF: (QSelect.TransSDQ = No) AND (QSelect.AdltInt = YesNow)
AND: (QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)

IncKind

This card shows a number of (other) possible sources of income. Can you tell me which different kinds of income you personally receive?

Code all that apply

SET [7] OF

- (1) Earned income/salary
- (2) Income from self-employment
- (3) Pension from a former employer
- (4) Interest from savings, building society, investment dividends from shares etc.
- (5) Other kinds of regular allowances from outside the household (e.g. alimony, annuity, educational grant)
- (6) Any other source
- (7) None of these
- (9) Refused

ASK IF: *Other IN IncKind*

IncOther

What is this other source of income?

ASK IF: *NOT (Ref IN IncKind)*

GrossInc

Could you please look at this card and tell me which group represents your own personal gross income from all sources mentioned? By gross income, I mean income from all sources before deductions for income tax, National Insurance etc.

Enter group no. or code 23 for refusal

- (1) Less than 1000
- (2) 1,000 to 1,999
- (3) 2,000 to 2,999
- (4) 3,000 to 3,999
- (5) 4,000 to 4,999
- (6) 5,000 to 5,999
- (7) 6,000 to 6,999
- (8) 7,000 to 7,999
- (9) 8,000 to 8,999
- (10) 9,000 to 9,999
- (11) 10,000 to 10,999
- (12) 11,000 to 11,999
- (13) 12,000 to 12,999
- (14) 13,000 to 13,999
- (15) 14,000 to 14,999
- (16) 15,000 to 17,499
- (17) 17,500 to 19,999
- (18) 20,000 to 24,999
- (19) 25,000 to 29,999
- (20) 30,000 to 39,999
- (21) 40,000 or more
- (22) No source of income
- (23) Refused

ASK IF: NOT (Ref IN IncKind)

HHldInc

Could you look at this card again and tell me which group represents your household's gross income from all sources mentioned.

Ask or record

If single person household record group no.at individual income.

- (1) Less than 1000
- (2) 1,000 to 1,999
- (3) 2,000 to 2,999
- (4) 3,000 to 3,999
- (5) 4,000 to 4,999
- (6) 5,000 to 5,999
- (7) 6,000 to 6,999
- (8) 7,000 to 7,999
- (9) 8,000 to 8,999
- (10) 9,000 to 9,999
- (11) 10,000 to 10,999
- (12) 11,000 to 11,999
- (13) 12,000 to 12,999
- (14) 13,000 to 13,999
- (15) 14,000 to 14,999
- (16) 15,000 to 17,499
- (17) 17,500 to 19,999
- (18) 20,000 to 24,999
- (19) 25,000 to 29,999
- (20) 30,000 to 39,999
- (21) 40,000 or more
- (22) No source of income
- (23) Refused

Religion

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)

SpecRel

The next few questions are about religion. Do you have a specific religion?

- (1) Yes
- (2) No

ASK IF: *SpecRel = Yes*

WhatRel

Which religion is that?

- (1) Roman Catholic
- (2) Protestant Christian
- (3) Other Christian
- (4) Islam
- (5) Hinduism
- (6) Judaism
- (7) Buddhist
- (8) Other Specify

ASK IF: *SpecRel = Yes* **AND:** *WhatRel = Other*

OthRel

Enter religion

ASK IF: (*QSelect.TransSDQ = No*) AND (*QSelect.AdltInt = YesNow*)

Relig

By 'religion', we mean the actual practice of a faith, e.g. going to a temple, mosque, church or synagogue. Some people do not follow a religion but do have spiritual beliefs or experiences. Some people make sense of their lives without any religious or spiritual beliefs.

Would you say that you have a religious or a spiritual understanding of your life?

Code all that apply

SET [3] OF

- (1) Religious
- (2) Spiritual
- (3) Neither

ASK IF: NOT (Neither IN Relig)

RStrong

H How strongly do you hold to your religious/spiritual view of life?
Which number best describes your view, 0 'weakly held' through to 10 'strongly held'.

ASK IF: NOT (Neither IN Relig)

ImpPrac

How important to you is the practice of your belief (e.g. private meditation, religious services) in your day-to-day life?
Which number best describes your view, 0 'not necessary' through to 10 'essential'

ASK IF: NOT (Neither IN Relig)

Praynum

How often do you attend services or prayer meetings or go to a place of worship?

- (1) Once a week or more
- (2) At least once a month, but less than once a week
- (3) At least once a year, but less than once a month
- (4) Less than once a year
- (5) Never

CHILD INTERVIEW

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *QSelect.ChldAge >= 11*

ChldNow

Do you want to interview the child now?

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldInt = YesNow AND: ((QSelect.ChldAge > 10) AND (ChldNow = Yes)) AND (QSelect2.HomeC = No)*

NameSC

Name_summary

ASK IF: *QSelect.ChldInt = YesNow AND: ((QSelect.ChldAge > 10) AND (ChldNow = Yes)) AND (QSelect2.HomeC = No)*

SexC

- (1) Male
 - (2) Female
-

ASK IF: *QSelect.ChldInt = YesNow AND: ((QSelect.ChldAge > 10) AND (ChldNow = Yes)) AND (QSelect2.HomeC = No)*

BirthC

ASK IF: *((QSelect.ChldAge > 10) AND (ChldNow = Yes)) AND (QSelect2.HomeC = No) AND: DVAgeC >= 16*

xMarStaC

- (1) single, that is never married,
 - (2) married and living with your husband/wife,
 - (3) a civil partner in a legally-recognised Civil Partnership,
 - (4) married and separated from your husband/wife,
 - (5) divorced,
 - (6) or widowed?

 - (7) Spontaneous only - In a legally-recognised Civil Partnership and separated from his/her civil partner
 - (8) Spontaneous only - Formerly a civil partner, the Civil Partnership now legally dissolved
 - (9) Spontaneous only - A surviving civil partner: his/her partner having since died
-

ASK IF: *((QSelect.ChldAge > 10) AND (ChldNow = Yes)) AND (QSelect2.HomeC = No) AND: DVAgeC >= 16 AND: DMHSizeC > 1 AND: (MarStaC <> MarrLiv) AND (MarStaC <> CivPart)*

LivWthC

- (1) Yes
- (2) No
- (3) Spontaneous only - Same-sex couple (but not in a formal registered Civil Partnership)

HhldrC

- (1) This person alone
- (3) This person jointly
- (5) Not owner/renter

Ethnicity

ASK IF: ((QSelect.ChldAge > 10) AND (ChldNow = Yes)) AND (QSelect2.HomeC = No)

EthnicC

- (1) White British
- (2) Any other White background
- (3) Mixed - White and Black Caribbean
- (4) Mixed - White and Black African
- (5) Mixed - White and Asian
- (6) Any other Mixed background
- (7) Asian or Asian British - Indian
- (8) Asian or Asian British - Pakistani
- (9) Asian or Asian British - Bangladeshi
- (10) Asian or Asian British - Any other Asian background
- (11) Black or Black British - Black Caribbean
- (12) Black or Black British - Black African
- (13) Black or Black British - Any other Black background
- (14) Chinese
- (15) Any other

ASK IF: ((EthnicC = WhiteOth) OR (EthnicC = MixedOth)) OR (EthnicC = AsianOth) OR (EthnicC = BlackOth) OR (EthnicC = AnyOth)

EthDesC

Ethnic Description

Height

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

CPNIntr

I am now going to ask you some questions about your height and weight.

CP2a

How tall are you, approximately?

Please state whether you will give height in feet and inches, or in centimetres

- (1) Feet
 - (2) CM
-

ASK IF: *CP2a = Feet*

CFeet

Record how many whole feet ^NAME CHILD is first.

ASK IF: *CP2a = Feet*

CInches

Now record how many additional inches ^NAME CHILD is.

ASK IF: CP2a = CM

CCent

Please enter ^NAME CHILD's height in centimetres.

ASK IF: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

CP2b

How much do you weigh approximately?

Please state whether you will give weight in stones and pounds or in kilograms.

- (1) Stones
- (2) Kilos

ASK IF: CP2b = Stones

CStones

Please record how many whole stones ^NAME CHILD weighs.

For example, if they are 5 stone 9 pounds, enter 5.

ASK IF: CP2b = Stones

CPounds

Now please record how many additional pounds ^NAME CHILD is.

For example, if they are 5 stone 9 pounds, enter 9

ASK IF: CP2b = Stones

CP2cSton

What was your lowest weight in the last 12 months?
please enter total number of stones

ASK IF: CP2b = Stones

CP2cPoun

Please enter total number of pounds

ASK IF: CP2b = Stones

CP2dSton

What was your highest weight ever?

ASK IF: CP2b = Stones

CP2dPoun

Please enter total number of pounds

ASK IF: CP2b = Kilos

CKilos

Please enter ^NAME CHILD's weight in kilograms.

ASK IF: CP2b = Kilos

CP2c

What was your lowest weight in the last 12 months?
Please enter child's weight in kilograms

ASK IF: CP2b = Kilos

CP2d

What was your highest weight ever?
Please enter child's weight in kilograms

STRENGTHS AND DIFFICULTIES

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *QSelect.ChldInt = YesNow*

IntrSDQ

This section is about your personality and behaviour. This is to give us an overall view of your strengths and difficulties.

SectnB

For each item that I am going to read out, can you please tell me whether it is 'not true', 'partly true' or 'certainly true' for you
- over the past 6 months.

CB4

I try to be nice to other people, I care about their feelings

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB5

I am restless, I cannot stay still for long

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB6

I get a lot of headaches, stomach aches or sickness

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB7

I usually share with others for example, food, games, pens etc.

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB8

I get very angry and often lose my temper

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB9

I am usually on my own, I generally play alone or keep to myself

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB10

I usually do as I am told

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB11

I worry a lot

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB12

I am helpful if someone is hurt, upset or feeling ill

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB13

I am constantly fidgeting or squirming

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB14

I have at least one good friend

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB15

I fight a lot. I can make other people do what I want

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB16

I am often unhappy, down-hearted or tearful

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB17

Other people my age generally like me

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB18

I am easily distracted, I find it difficult to concentrate

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB19

I am nervous in new situations. I easily lose my confidence

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB20

I am kind to younger children

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB21

I am often accused of lying or cheating

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB22

Other children or young people pick on me or bully me

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB23

I often volunteer to help others (parents, teachers, other children/young people)

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB24

I think before I do things

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB25

I take things that are not mine from home, school or elsewhere

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB26

I get on better with adults than with people of my own age

for those aged 16+ - adults means 'older adults' (25 years+)

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB27

I have many fears, I am easily scared

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB28

I finish the work I'm doing, my attention is good

- (5) Not true
- (6) Partly true
- (7) Certainly true

CB29

Overall, do you think that you have difficulties in one or more of the following areas: emotions, concentration, behaviour or getting on with other people?

- (5) No
- (6) Yes: minor difficulties
- (7) Yes: definite difficulties
- (8) Yes: severe difficulties

ASK IF: CB29 >= YesM

Cb29a

How long have these difficulties been present?

- (1) Less than a month
- (2) One to five months
- (3) Six to eleven months
- (4) A year or more

ASK IF: CB29 >= YesM

CB29b

Do the difficulties upset or distress you..

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: CB29 >= YesM

Cb30

Do the difficulties interfere with your everyday life in terms of
...how well you get on with others at home?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: CB29 >= YesM

Cb30a

Do the difficulties interfere with your everyday life in terms of
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: CB29 >= YesM

Cb30b

Do the difficulties interfere with your everyday life in terms of your
...learning new things or class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: CB29 >= YesM

Cb30c

Do the difficulties interfere with your everyday life in terms of your
...hobbies, playing sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: CB29 >= YesM

Cb31

Do the difficulties make it harder for those around you such as your family, friends and teachers?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: QSelect.ChldInt = YesNow

AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY

AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: QSelect.ChldInt = YesNow

EntRat

Thinking about how the child responded to the SDQ, do you think ^He/she would be able to understand the rest of the interview?

- (1) Yes
- (2) No
- (3) Not sure

Carer

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

Carer1Q

- (1) Yes
- (2) No

ASK IF: *Carer1Q = Yes*

Carer2Q

Thinking about all the things you do for anyone else, about how many hours a week do you spend looking after or helping them - please include any time you spend travelling so that you can do these activities.

- (1) 0-4 hours a week
- (2) 5-9 hours a week
- (3) 10-19 hours a week
- (4) 20-34 hours a week
- (5) 35-49 hours a week
- (6) 50-99 hours a week
- (7) 100 or more hours a week
- (8) varies - under 20 hours a week
- (9) varies - 20 or more hours a week

SOCIAL APTITUDE SCALE⁶

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CSASIntr

How do you compare with other people of your age on each of the following characteristics

CSAS1

Able to laugh around with others, for example accepting light-hearted teasing and responding appropriately

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS2

Easy to chat with, even if it isn't on a topic that specially interests you.

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS3

Able to compromise and be flexible

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

⁶ Questions CSAS1 to CSAS10 the Social Aptitude Scale are copyright Robert Goodman.

CSAS4

Able to find the right thing to say or do in order to defuse a tense or embarrassing situation

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS5

Graceful when you don't win or get your own way. A good loser.

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS6

Other people feel at ease around you.

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS7

By reading between the lines of what people say, you can work out what they are really thinking and feeling.

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS8

After doing something wrong you're able to say sorry and sort it out so that there are no hard feelings.

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS9

Can take the lead without others feeling they are being bossed about.

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

CSAS10

Aware of what is and isn't appropriate in different social situations.

- (1) A lot worse than average
- (2) A bit worse than average
- (3) About average
- (4) A bit better than average
- (5) A lot better than average

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CIntroF

Many young people are particularly attached to one adult or a few key adults, looking to them for security, and turning to them when upset or hurt. They can be mum and dad, grandparents, favourite teachers, neighbours etc.

C1

Which adults are you specially attached to?

Code all that apply

SET [9] OF

- (1) Mother (biological or adoptive)
- (2) Father (biological or adoptive)
- (3) Another mother figure (stepmother, father's partner)
- (4) Another father figure (stepfather, mother's partner)
- (5) One or more grandparents
- (6) One or more adult relatives (e.g. aunt, uncle, grown-up brother or sister)
- (7) Childminder, nanny, au pair
- (8) One or more teachers
- (9) One or more other adult non-relative (e.g. Social worker, family friend or neighbour)
- (10) Not specially attached to any adult

ASK IF: *noadult IN C1*

C1a

Are you specially attached to any of the following children or young people?

SET [3] OF

- (1) One or more brothers, sisters or other young relatives
- (2) One or more friends
- (3) Not specially attached to anyone

ASK IF: NOT (noone IN C1a)

Livewit1

Do any of these people live with you?

- (1) Yes
- (2) No

ASK IF: NOT (noone IN C1a)

CInt1

You've just told us who you are specially attached to. From now on, I am going to refer to these people as your 'attachment figures'.

What I'd like to know next is how much you worry about being separated from your 'attachment figures'. Most young people have worries of this sort, but I'd like to know how you compare with other people of your age. I am interested in how you are usually - not on the occasional off day.

ASK IF: NOT (noone IN C1a)

C2

Overall, in the last 4 weeks, have you been particularly worried about being separated from your 'attachment figures'?

- (1) Yes
- (2) No

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1

CF2a

Over the last 4 weeks and comparing yourself with other people of the same age...

...have you worried about something unpleasant happening to (your attachment figures), or about losing them?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1

CF2b

Thinking about the last 4 weeks and comparing yourself with other people of your age...

...have you worried unrealistically that you might be taken away from (your 'attachment figures') for example, by being kidnapped, taken to hospital or killed?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1 **AND:** Livewit1 = Yes

CF2c

Thinking about the last 4 weeks and comparing yourself with other people of your age...

...have you not wanted to go to school in case something nasty happened to your attachment figures while you were at school?

Do not include reluctance to go to school for other reasons, eg. fear of bullying or exams

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age
- (8) Spontaneous: Not at school

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1

CF2d

Thinking about the last 4 weeks and comparing yourself with other people of your age...

...have you worried about sleeping alone?

If Does not apply use code 5 'No more'

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1 **AND:** Livewit1 = Yes

CF2e

Thinking about the last 4 weeks and comparing yourself with other people of your age...

...have you come out of your bedroom at night to check on, or to sleep near your attachment figures?

If Does not apply use code 5 'No more'

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure) **AND:** NOT (noone IN C1a) **AND:** SsepAscr = 1

CF2f

Thinking about the last 4 weeks and comparing yourself with other people of your age...
...have you worried about sleeping in a strange place?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1 **AND:** Livewit1 = Yes

CF2h

Thinking about the last 4 weeks and comparing yourself with other people of your age...
...have you been afraid of being alone at home if your attachment figure who lives with you pops out for a moment?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1

CF2i

Thinking about the last 4 weeks and comparing yourself with other people of your age...
...have you had repeated nightmares or bad dreams about being separated from your attachment figures?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1

CF2j

Thinking about the last 4 weeks and comparing yourself with other people of your age...
...have you had headaches, stomach aches or felt sick when you had to leave your attachment figures or when you knew this was about to happen?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** SsepAscr = 1

CF2k

Thinking about the last 4 weeks and comparing yourself with other people of your age...:

...has being apart, or the thought of being apart, from your attachment figures led to worry, crying, angry outbursts, clinginess or misery?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF3

Have your worries about separation been there for at least 4 weeks?

- (1) Yes
- (2) No

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF3a

How old were you when your worries about separation began?

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF4

How much have these worries upset or distressed you.

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF5Intr

I also want to ask you about the extent to which these worries have interfered with your day to day life.

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF5a

Have these worries interfered with...

...how well you get on with the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF5b

Have these worries interfered with...

....making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF5c

Have these worries interfered with...

...learning new things (or class work)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF5d

Have these worries interfered with...

...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: NOT (noone IN C1a) **AND:** CSepCHK = Present

CF5e

Have these worries made it harder for those around you (family, friends, teachers etc.)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

SPECIFIC PHOBIAS

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CF6Intr

This section of the interview is about some things or situations that young people are often scared of, even though they aren't really a danger to them. I'd like to know what you are scared of.

I am interested in how you are usually - not on the occasional 'off day'.

Not all fears are covered in this section - some are covered in other sections, e.g. fear of social situations, dirt, separation, crowds.

CF7a

Are you scared of...

...animals or insects. For example, dogs, spiders, bees and wasps, mice and rats, snakes, or any other bird, animal or insect?

- (5) No
- (6) A little
- (7) A Lot

CF7b

Are you scared of...

...some aspect of the natural environment. For example storms, thunder, heights or water?

- (5) No
- (6) A little
- (7) A Lot

CF7c

Are you scared of...

...the dark?

- (5) No
- (6) A little
- (7) A Lot

CF7d

Are you scared of...

...loud noises. For example fire alarms, fireworks?

- (5) No
- (6) A little
- (7) A Lot

CF7e

Are you scared of..

...blood, injections or injuries i.e. set off by the sight of blood or injury or by an injection or some other medical procedure?

- (5) No
- (6) A little
- (7) A Lot

CF7f

Are you scared of...

...dentists or doctors?

- (5) No
- (6) A little
- (7) A Lot

CF7g

Are you scared of...

...vomiting, choking or getting particular diseases. For example Cancer or AIDS?

- (5) No
- (6) A little
- (7) A Lot

CF7h

Are you scared of...

...using particular types of transport. For example cars, buses, trains, boats, bridges?

- (5) No
- (6) A little
- (7) A Lot

CF7i

Are you scared of...

...small, enclosed spaces. For example lifts, tunnels?

- (5) No
- (6) A little
- (7) A Lot

CF7j

Are you scared of...

...using the toilet. For example at school or in someone else's house?

- (5) No
- (6) A little
- (7) A Lot

CF7k

Are you scared of...

...specific types of people. For example clowns, people with beards, with crash helmets, in fancy dress, dressed as Santa Claus?

- (5) No
- (6) A little
- (7) A Lot

CF7l

Are you scared of...

...imaginary or supernatural beings. For example monsters, ghosts, aliens, witches?

- (5) No
- (6) A little
- (7) A Lot

CF7m

Are you scared of...

...any other specific fear?
Please specify

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (CF7m = ALit) OR (CF7m = ALot)

CF7Oth

What are these other fears?

OPEN

ASK IF: *LC1SpecP* <>

CF7aa

Are these fears a real nuisance to you, or to anyone else?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa* = *Def*) OR (*QC1SDQ.Emotion* >= 6)

CF8

How long has this fear (or the most severe of these fears) been present?

- (1) less than a month
- (2) At least one month but less than 6 months
- (3) Six months or more

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa* = *Def*) OR (*QC1SDQ.Emotion* >= 6)

CF9

When you come up against the things you are afraid of, or when you think you are about to come up against them, do you become anxious or upset?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa* = *Def*) OR (*QC1SDQ.Emotion* >= 6) **AND:** *CF9* = *ALot*

CF9a

Do you become anxious or upset every time, or almost every time, you come up against the things you are afraid of?

- (1) Yes
- (2) No

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa = Def*) OR (*QC1SDQ.Emotion* >= 6) **AND:** *CF9 = A Lot*

CF10

How often do your fears result in you becoming upset like this ...

If the child is afraid of something that is only there for part of the year (e.g., wasps), this question is about that particular season.

- (1) many times a day,
- (2) most days,
- (3) most weeks,
- (4) or every now and then?

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa = Def*) OR (*QC1SDQ.Emotion* >= 6)

CF11

Do your fears lead to you avoiding the things you are afraid of...

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa = Def*) OR (*QC1SDQ.Emotion* >= 6) **AND:** *CF11 = A Lot*

CF11a

Does this avoidance interfere with your daily life?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa = Def*) OR (*QC1SDQ.Emotion* >= 6)

CF11b

Do other people think that your fears are over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa = Def*) OR (*QC1SDQ.Emotion* >= 6)

CF11bb

And what about you. Do you think your fears are over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa = Def*) OR (*QC1SDQ.Emotion* >= 6)

CF11c

Are you upset about having these fears?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *LC1SpecP* <> **AND:** (*CF7aa = Def*) OR (*QC1SDQ.Emotion* >= 6)

CF12

Have your fears made it harder for those around you (family, friends, teachers etc.)...

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

SOCIAL PHOBIAS

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CF13intr

I am interested in whether you are particularly afraid of social situations.

This is as compared with other people of your own age, and is not counting the occasional 'off day' or ordinary shyness.

CF13

H Overall, do you particularly fear or avoid social situations that involve a lot of people, meeting new people or doing things in front of other people?

- (1) Yes
- (2) No

ASK IF: *Ssophscr = 1*

CF14Intr

Have you been particularly afraid of any of the following social situations over the last 4 weeks?

ASK IF: *Ssophscr = 1*

CF14a

Have you been particularly afraid of any of the following social situations over the last 4 weeks...

...meeting new people?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: Ssophscr = 1

CF14b

Over the last 4 weeks, have you been particularly afraid of...

...meeting a lot of people, such as at a party?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: Ssophscr = 1

CF14c

Over the last 4 weeks, have you been particularly afraid of...

...eating in front of others?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: Ssophscr = 1

CF14d

Over the last 4 weeks, have you been particularly afraid of...

...speaking with other young people around (or in class)?

- (5) No
- (6) A little
- (7) A Lot

ASK IF:: Ssophscr = 1

CF14e

Over the last 4 weeks, have you been particularly afraid of...

....reading out loud in front of others?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *Ssophscr = 1*

CF14f

Over the last 4 weeks, have you been particularly afraid of...

...writing in front of others?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *CSkipCHK = Present*

CF15

Most young people are attached to a few key adults, feeling more secure when they are around. Some young people are only afraid of social situations if they don't have one of these key adults around. Other young people are afraid of social situations even when they are with one of these key adults. Which is true for you?

- (1) Mostly fine in social situations as long as key adults are around
- (2) Social fears are marked even when key adults are around

CF16

Are you just afraid with adults, or are you also afraid in situations that involve a lot of young people, or meeting new people of your age?

- (1) Just with adults
- (2) Just with young people
- (3) With both adults and young people

CF17

Outside of these social situations, are you able to get on well enough with the adults and young people you know best?

- (1) Yes
- (2) No

CF18

Is the main reason you dislike social situations because you are afraid you will act in a way that will be embarrassing or show you up?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF : (CF14d = ALot) OR (CF14d = ALit) OR (CF14e = ALot) OR (CF14e = ALit) OR (CF14f = ALot) OR (CF14f = ALit)

CF18a

Do you dislike social situations because of specific problems with speaking, reading or writing?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: QSelect.ChldInt = YesNow
AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY
AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)
AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)
AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)
AND: CSkipCHK = Present

CF19

How long has this fear of social situations been present?

- (1) Less than a month
- (2) At least one month but less than six months
- (3) Six months or more

CF20

How old were you when your fear of social situations began?

CFblush

When you are in one of the social situations you are afraid of,
do you normally...

...blush (go red) or shake (tremble)?

- (1) Yes
- (2) No

CFSick

When you are in one of the social situations you are afraid of,
do you normally...

...feel afraid that you are going to be sick (throw up)?

- (1) Yes
- (2) No

CFShort

When you are in one of the social situations you are afraid of, do you normally...

...need to rush off to the toilet or worry that you might be caught short?

- (1) Yes
- (2) No

CF21

When you are in one of the social situations you are afraid of, or when you think you are about to come
up against one of these situations, do you become anxious or upset?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *CF21 = A Lot*

CF22

How often does your fear of social situations result in you becoming upset like this...

- (1) many times a day
- (2) most days
- (3) most weeks
- (4) or every now and then?

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *CSkipCHK = Present*

CF23

Does your fear lead to you avoiding social situations?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *CF23 = A Lot*

CF23a

Does this avoidance interfere with your daily life?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *CSkipCHK = Present*

CF23b

Do you think that your fear of social situations is over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

CF23c

Are you upset about having this fear?

- (5) No
- (6) Perhaps
- (7) Definitely

CF24

Has your fear of social situations made it harder for those around you (family, friends or teachers)...

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

PANIC

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CF25Intr

Many ^Children have times when they get very anxious or worked up about silly little things, but some get severe panics that come out of the blue - they just don't seem to have any trigger at all.

CF25

In the last 4 weeks have you had a panic attack when you suddenly became very panicky for no reason at all, without even a little thing to set you off?

(1) Yes

(2) No

ASK IF: *CF25 = Yes*

CFStart

Can I just check..

Do your panics start very suddenly?

(1) Yes

(2) No

ASK IF: *CF25 = Yes*

CFPeak

Do they reach a peak within a few minutes (up to 10)?

(1) Yes

(2) No

ASK IF: CF25 = Yes

CFHowLng

Do they last at least a few minutes?

- (1) Yes
 - (2) No
-

ASK IF: CF25 = Yes

CHeart

When you are feeling panicky, do you also feel...
...your heart racing, fluttering or pounding away?

- (1) Yes
 - (2) No
-

ASK IF: CF25 = Yes

CFSweat

When you are feeling panicky, do you also feel...
...sweaty?

- (1) Yes
 - (2) No
-

ASK IF: CF25 = Yes

CFTremb

When you are feeling panicky, do you also feel...
...trembly or shaky?

- (1) Yes
 - (2) No
-

ASK IF: CF25 = Yes

CFMouth

When you are feeling panicky, do you also feel...
...that your mouth is dry?

- (1) Yes
- (2) No

ASK IF: CF25 = Yes

CFBreath

When you are feeling panicky, do you also feel...
...that it is hard to get your breath or that you are suffocating?

- (1) Yes
- (2) No

ASK IF: CF25 = Yes

CFChoke

When you are feeling panicky, do you also feel...
...that you are choking?

- (1) Yes
- (2) No

ASK IF: CF25 = Yes

CFPain

When you are feeling panicky, do you also feel...
...pain or an uncomfortable feeling in your chest?

- (1) Yes
- (2) No

ASK IF: CF25 = Yes

CFsick

When you are feeling panicky, do you also feel...
...that you want to be sick (throw up) or that your stomach is turning over?

- (1) Yes
- (2) No

ASK IF: CF25 = Yes

CFDizz

When you are feeling panicky, do you also feel...
...dizzy, unsteady, faint or light-headed?

- (1) Yes
- (2) No

ASK IF: CF25 = Yes

CFunreal

When you are feeling panicky, do you also feel...
...as though things around you were unreal or you were not really there?

- (1) Yes
 - (2) No
-

ASK IF: CF25 = Yes

CFCrazy

When you are feeling panicky, do you also feel...
...afraid that you might lose control, go crazy or pass out?

- (1) Yes
 - (2) No
-

ASK IF: CF25 = Yes

CFDie

When you are feeling panicky, do you also feel...
...afraid you might die?

- (1) Yes
 - (2) No
-

ASK IF: CF25 = Yes

CFCold

When you are feeling panicky, do you also feel...
...hot or cold all over?

- (1) Yes
- (2) No

ASK IF: *CF25 = Yes*

CFNumb

When you are feeling panicky, do you also feel...
...numbness or tingling feelings in your body?

- (1) Yes
- (2) No

ASK IF: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CF26

Over the last 4 weeks have you been very afraid of, or tried to avoid, the things on this card?
Code all that apply

SET [4] OF

- (1) Crowds
- (2) Public places
- (3) Travelling alone (if you ever do)
- (4) Being far from home
- (9) Some other reason/None of the above

ASK IF: *(NOT (None IN CF26) AND (CF26 = RESPONSE)) AND (CF26 <> DONTKNOW)*

CF27

Is this fear or avoidance of ^LCPanic1^LCPanic2^LCPanic3^LCPanic4 mostly because you are afraid that if you had a panic attack or something like that (such as dizziness or diarrhoea), you would find it difficult or embarrassing to get away, or would not be able to get the help you need?

- (1) Yes
- (2) No

ASK IF: *CPanCHK = Present*

CF27a

Have these panic attacks and/or avoidance of specific situations upset or distressed you...

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF27b

Have these panic attacks and/or avoidance of specific situations interfered with...
How well you get on with the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF27c

Have they interfered with...
....making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF27d

Have they interfered with...
...learning new things (or class work)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF27e

Have they interfered with...
...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF27f

Have panic attacks and/or avoidance of specific situations made it harder for those around you (family, friends, teachers etc.)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Post Traumatic Stress Disorder

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CE1

The next section is about events or situations that are exceptionally stressful, and that would really upset almost anyone. For example, being caught in a burning house, being abused, being in a serious car crash or seeing a member of your family or friends being mugged at gun point.

During your lifetime has anything like this happened to you?

- (1) Yes
- (2) No

CE12a

May I just check,

Have you ever experienced any of the following?

SET [12] OF

- (1) A serious and frightening accident, e.g. being run over by a car, being in a bad car or train crash etc.
- (2) A bad fire, e.g. trapped in a burning building
- (3) Other disasters, e.g. kidnapping, earthquake, war
- (4) A severe attack or threat, e.g. by a mugger or gang
- (5) Severe physical abuse that you still remember
- (6) Sexual abuse
- (7) Rape
- (8) You witnessed severe domestic violence, e.g. saw your mother being badly beaten up at home
- (9) You saw a family member or friend severely attacked or threatened, e.g. by a mugger or a gang
- (10) You witnessed a sudden death, a suicide, an overdose, a serious accident, a heart attack etc.
- (11) Some other severe trauma (Please describe)
- (12) None of these

ASK IF: *other IN CE12a*

Othtrmal

Please describe this other trauma

OPEN

ASK IF: (accident IN CE12a) OR (fire IN CE12a)) OR (kidnap IN CE12a)) OR (attack IN CE12a)) OR (abuse IN CE12a)) OR (sexabuse IN CE12a)) OR (rape IN CE12a)) OR (beaten IN CE12a)) OR (friatt IN CE12a)) OR (death IN CE12a)) OR (other IN CE12a)

CE1bIntr

I am now going to ask you how this event(s) has affected your behaviour and feelings. If there is more than one event, I would like you to think about all of these.

CE1b

At the time, were you very upset or badly affected by it in some way?

- (1) Yes
- (2) No

CE2

At present, is it affecting your behaviour, feelings or concentration?

- (1) Yes
- (2) No

ASK IF: CE2 = Yes

CE2a

Over the last 4 weeks, have you...

...'relived' the event with vivid memories (flashbacks) of it?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2b

Over the last 4 weeks, have you...

...had a lot of upsetting dreams of the event?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2c

Over the last 4 weeks, have you...

...got upset if anything happened that reminded you of it?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2d

Over the last 4 weeks, have you...

...tried to avoid thinking or talking about anything to do with the event?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2e

Over the last 4 weeks, have you...

...tried to avoid activities places or people that remind you of the event?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2f

Over the last 4 weeks, have you...

...blocked out important details of the event from your memory?@

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2g

Over the last 4 weeks, have you...

...shown much less interest in activities you used to enjoy?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2h

Over the last 4 weeks, have you...

...felt cut off or distant from others?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2i

Over the last 4 weeks, have you...

...expressed a smaller range of feelings than in the past, e.g. no longer able to express loving feelings?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2j

Over the last 4 weeks, have you...

...felt less confidence in the future?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2k

Over the last 4 weeks, have you...

...had problems sleeping?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2l

Over the last 4 weeks, have you...

...felt irritable or angry?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2m

Over the last 4 weeks, have you...

...had difficulty concentrating?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: CE2 = Yes

CE2n

Over the last 4 weeks, have you...

...always been on the alert for possible dangers?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *CE2 = Yes*

CE2o

Over the last 4 weeks, have you...

...jumped at little noises or easily startled in other ways?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *CE2CHK = SomeDef*

CE3

You have told me about the problems you have been having.

How long after the stressful event did these problems begin?

- (1) Within six months
- (2) More than six months after the event

CE4

How long have you been having these problems?

- (1) Less than a month
- (2) At least one month but less than three months
- (3) Three months or more

CE5

How upset or distressed are you by the problems that the stressful event(s) triggered off...

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CE6a

Have they interfered with...
...how well you get on with the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CE6b

Have they interfered with...
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CE6c

Have they interfered with...
...learning new things (or class work)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CE6d

Have they interfered with...
...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CE7

Have these problems made it harder for those around you
(family, friends, teachers etc.)...

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Compulsive Behaviour

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CF28Intr

Many young people have some rituals or superstitions, e.g. not stepping on the cracks in the pavement, having to go through a special goodnight ritual, having to wear lucky clothes for exams or needing a lucky mascot for school sports matches. It is also common for young people to go through phases when they seem obsessed by one particular subject or activity, e.g cars, a pop group, a football team. But what I want to know is whether you have rituals or obsessions that go beyond this.

CF28

Do you have rituals or obsessions that upset you, waste a lot of your time, or interfere with your ability to get on with everyday life?

- (1) Yes
- (2) No

ASK IF: *Socdscr = 1*

CF29Intr

Over the last 4 weeks have you had any of the following rituals (doing any of the following things over and over again even though you have already done them or don't need to do them at all)?

CF29a

Over the last 4 weeks have you been doing any of the following things over and over again even though you have already done them or don't need to do them at all

Excessive cleaning; hand washing, baths, showers, toothbrushing etc.?

- (5) No
- (6) A little
- (7) A Lot

CF29b

Over the last 4 weeks have you been doing any of the following things over and over again even though you have already done them or don't need to do them at all

Other special measures to avoid dirt, germs or poisons?

- (5) No
- (6) A little
- (7) A Lot

CF29c

Over the last 4 weeks have you been doing any of the following things over and over again even though you have already done them or don't need to do them at all

Excessive checking: electric switches, gas taps, locks, doors, the oven?

- (5) No
- (6) A little
- (7) A Lot

CF29d

Over the last 4 weeks have you been doing any of the following things over and over again even though you have already done them or don't need to do them at all

Repeating the same simple activity many times in a row for no reason, e.g. repeatedly standing up or sitting down or going backwards and forwards through a doorway?

- (5) No
- (6) A little
- (7) A Lot

CF29e

Over the last 4 weeks have you been doing any of the following things over and over again even though you have already done them or don't need to do them at all

Touching things or people in particular ways?

- (5) No
- (6) A little
- (7) A Lot

CF29f

Over the last 4 weeks have you been doing any of the following things over and over again even though you have already done them or don't need to do them at all

Arranging things so they are just so, or exactly symmetrical?

- (5) No
- (6) A little
- (7) A Lot

CF29g

Over the last 4 weeks have you been doing any of the following things over and over again even though you have already done them or don't need to do them at all

Counting to particular lucky numbers or avoiding unlucky numbers?

- (5) No
- (6) A little
- (7) A Lot

CF31a

Over the last 4 weeks, have you been obsessively worrying about dirt, germs or poisons - not being able to get thoughts about them out of your mind?

- (5) No
- (6) A little
- (7) A Lot

CF31b

Over the last 4 weeks, have you been obsessed by the worry that something terrible will happen to yourself or to others - illnesses, accidents, fires etc.?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *CF31b = ALot*

CF32

Is this obsession about something terrible happening to yourself or others just one part of a general concern about being separated from your key attachment figures, or is it a problem in its own right?

- (1) part of separation anxiety
- (2) a problem in its own right

ASK IF: *Socdscr = 1 AND: CcmpChk = Present*

CF33

Have your rituals or obsessions been present on most days for a period of at least 2 weeks?

- (1) Yes
- (2) No

CF34

Do you think that your rituals or obsessions are over the top or unreasonable?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: *Socdscr = 1 AND: CcmpChk = Present*

CF35

Do you try to resist the rituals or obsessions?

- (5) No
- (6) Perhaps
- (7) Definitely

CF36

Do the rituals or obsessions upset you...
Running prompt

- (5) No, I enjoy them
- (6) Neutral, I neither enjoy them nor become upset
- (7) They upset me a little
- (8) They upset me a lot?

CF37

Do the rituals or obsessions use up at least an hour a day on average?

- (1) Yes
- (2) No

CF38a

Have the the rituals or obsessions interfered with ...
...how well you get on with the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF38b

Have the rituals or obsessions interfered with ...
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF38c

Have the rituals or obsessions interfered with ...
...learning new things (or class work)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF38d

Have the rituals or obsessions interfered with ...
...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF38e

Have the rituals or obsessions made it harder for those around you (family, friends, teachers etc.)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

General Anxiety

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CF39

This section is about worrying.

Do you ever worry?

(1) Yes

(2) No

ASK IF: *CF39 = Yes*

CF40Int

Some young people worry about just a few things, sometimes related to specific fears, obsessions or separation anxieties. Other young people worry about many different aspects of their lives. They may have specific fears, obsessions or separation anxieties, but they also have a wide range of worries about many things.

ASK IF: *CF39 = Yes*

CF40

Are you a worrier in general?

(1) Yes, I worry in general

(2) No, I have just a few specific worries

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6)

CF40a

Over the last 6 months, have you worried so much about so many things that it has really upset you or interfered with your life?

- (5) No
- (6) Perhaps
- (7) Definitely

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** SGenAScr = 1

CF41a

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Past behaviour: Did I do that wrong? Have I upset someone? Have they forgiven me?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** SGenAScr = 1

CF41b

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

School work, homework or examinations

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age
- (8) Spontaneous: Not at school

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** SGenAScr = 1

CF41c

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Disasters: Burglaries, muggings, fires, bombs etc.

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** SGenAScr = 1

CF41d

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Your own health

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** SGenAScr = 1

CF41e

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Bad things happening to others: family, friends, pets, the world (e.g. wars)

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) **AND:** SGenAScr = 1

CF41f

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

The future: e.g. changing school, moving house, getting a job, getting a boy/girlfriend

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) **AND:** SGenAScr = 1

CF41fa

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Making and keeping friends

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) **AND:** SGenAScr = 1

CF41fb

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Death and dying

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) **AND:** SGenAScr = 1

CF41fc

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Being bullied or teased

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) **AND:** SGenAScr = 1

CF41fd

Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Your appearance or weight

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) **AND:** SGenAScr = 1

CF41g

Do you worry about anything else?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) **AND:** SGenAScr = 1 **AND:** CF41g = Yes

CF41ga

What else do you worry about?

OPEN

ASK IF: *CF39 = Yes AND: (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) AND: SGenAScr = 1 AND: CF41g = Yes*

CF41gb

How much do you worry about this?

- (5) No more than other young people of my age
- (6) A little more than other young people of my age
- (7) A lot more than other young people of my age

ASK IF: *CF39 = Yes AND: (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) AND: CWorScor >= 2*

CF43

Over the last 6 months have you been really worried on more days than not?

- (1) Yes
- (2) No

ASK IF: *CF39 = Yes AND: (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) AND: CWorScor >= 2*

CF44

Do you find it difficult to control the worry?

- (1) Yes
- (2) No

ASK IF: *CF39 = Yes AND: (CF40 = Yes) OR (QC1SDQ.EMotion >= 6) AND: CWorCHK = Present*

CF45

Does worrying lead to you feeling restless, keyed up, tense, on edge or unable to relax?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present **AND:** CF45 = Yes

CF45a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present

CF46

Does worrying lead to you feeling tired or 'worn out' more easily?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present **AND:** CF46 = Yes

CF46a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present

CF47

Does worrying lead to difficulties in concentrating or to your mind going blank?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present **AND:** CF47 = Yes

CF47a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present

CF48

Does worrying make you feel irritable?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present **AND:** CF48 = Yes

CF48a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present

CF49

Does worrying lead to you feeling tense in your whole body?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present **AND:** CF49 = Yes

CF49a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present

CF50

Does worrying interfere with your sleep, e.g difficulty in falling or staying asleep, or restless, unsatisfying sleep?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present **AND:** CF50 = Yes

CF50a

Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

ASK IF: CF39 = Yes **AND:** (CF40 = Yes) OR (QC1SDQ.SEmotion >= 6) **AND:** CWorCHK = Present

CF51

How upset or distressed are you as a result of all your worries?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: *CF39 = Yes* **AND:** (*CF40 = Yes*) OR (*QC1SDQ.SEmotion >= 6*) **AND:** *CWorCHK = Present*

CF52Intr

I now want to ask you about the extent to which these worries have interfered with your day to day life.

ASK IF: *QSelect.ChldInt = YesNow*
AND: ((*QSDQ2.EntRat = Yes*) OR (*QSDQ2.EntRat = Notsure*)) OR *QSDQ2.EntRat = EMPTY*
AND: (*QSelect.ChldAge > 10*) AND (*ChldNow = Yes*)
AND: (*QC1SDQ.EntRat = Yes*) OR (*QC1SDQ.EntRat = notsure*)
AND: (*QC1SDQ.EntRat = Yes*) OR (*QC1SDQ.EntRat = notsure*)
AND: *CF39 = Yes*
AND: (*CF40 = Yes*) OR (*QC1SDQ.SEmotion >= 6*)
AND: *CWorCHK = Present*

CF52a

Have your worries interfered with ...
...how well you get on with the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF52b

Have they interfered with ...
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF52c

Have they interfered with ...
...learning new things (or class work)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF52d

Have they interfered with ...
...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CF53

Have these worries made it harder for those around you (family friends, teachers etc)

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Depression

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CDepInt

This next section of the interview is about your mood.

CG1

In the last 4 weeks, have there been times when you have been very sad, miserable, unhappy or tearful?

- (1) Yes
- (2) No

ASK IF: *CG1 = Yes*

CG3

Over the last 4 weeks has there been a period when you were really miserable nearly every day?

- (1) Yes
- (2) No

ASK IF: *CG1 = Yes*

CG4

During the time when you were really miserable were you really miserable for most of the day? (i.e. more hours than not)

- (1) Yes
- (2) No

ASK IF: CG1 = Yes

CG5

When you were miserable, could you be cheered up...

- (1) easily
- (2) with difficulty/only briefly
- (3) Or not at all?

ASK IF: CG1 = Yes

CG6

Over the last 4 weeks, the period of feeling really miserable has lasted...

- (1) less than two weeks
- (2) two weeks or more

ASK IF: QSelect.ChldInt = YesNow

AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY

AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

CG8

In the last 4 weeks, have there been times when you have been grumpy or irritable in a way that was out of character for you?

- (1) Yes
- (2) No

ASK IF: CG8 = Yes

CG10

Over the last 4 weeks, has there been a period when you were really grumpy or irritable nearly every day?

- (1) Yes
- (2) No

ASK IF: *CG8 = Yes*

CG11

During the period when you were grumpy or irritable, were you like that for most of the day? (i.e. more hours than not)

- (1) Yes
- (2) No

ASK IF: *CG8 = Yes*

CG12

Has the irritability been improved by particular activities, by friends coming around or by anything else...

- (1) easily
- (2) with difficulty/only briefly
- (3) or not at all?

ASK IF: *CG8 = Yes*

CG13

Over the last 4 weeks, has the period of being really irritable lasted...

- (1) less than two weeks
- (2) or two weeks or more?

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CG15

In the last 4 weeks, have there been times when you lost interest in everything, or nearly everything that you normally enjoy doing?

- (1) Yes
- (2) No

ASK IF: *CG15 = Yes*

CG17

Over the last 4 weeks, has there been a period when this lack of interest has been present nearly every day?

- (1) Yes
- (2) No

ASK IF: *CG15 = Yes*

CG18

During these days when you lost interest in things were you like this for most of each day? (i.e. more hours than not)

- (1) Yes
- (2) No

ASK IF: *CG15 = Yes*

CG19

Over the last 4 weeks, has the lack of interest lasted...

- (1) less than two weeks
- (2) or two weeks or more?

ASK IF: *CG15 = Yes AND: (CDepCHK = Present) OR (CIriCHK = Present)*

CG20

Has this loss of interest been present during the same period when you have been really miserable or irritable for most of the time?

- (1) Yes
- (2) No

CG21a

During the period when you were sad, miserable or lacking in interest...

...did you lack energy and feel tired all the time?

- (1) Yes
- (2) No

CG21b

During the period when you were sad, miserable or lacking in interest...

...were you eating much more or much less than normal?

- (1) Yes
- (2) No

CG21ba

During the period when you were sad, miserable or lacking in interest...

...did you either lose or gain a lot of weight?

- (1) Yes
- (2) No

CG21c

During the period when you were sad, miserable or lacking in interest...

...did you find it hard to get to sleep or to stay asleep?

- (1) Yes
- (2) No

CG21d

During the period when you were sad, miserable or lacking in interest...

...did you sleep too much?

- (1) Yes
- (2) No

CG21e

During the period when you were sad, miserable or lacking in interest...

...were you agitated or restless for much of the time?

- (1) Yes
- (2) No

CG21f

During the period when you were sad, miserable or lacking in interest...

...did you feel worthless or unnecessarily guilty for much of the time?

- (1) Yes
- (2) No

CG21g

During the period when you were sad, miserable or lacking in interest...

...did you find it unusually hard to concentrate or to think things out?

- (1) Yes
- (2) No

CG21h

During the period when you were sad, miserable or lacking in interest...

...did you think about death a lot?

- (1) Yes
- (2) No

CG21i

During the period when you were sad, miserable or lacking in interest...

...did you ever think about harming yourself or killing yourself?

- (1) Yes
- (2) No

CG21j

During the period when you were sad, miserable or lacking in interest...

...did you ever try to harm yourself or kill yourself?

- (1) Yes
- (2) No

ASK IF: ((*CIriCHK = Present*) OR (*CDepCHK = Present*)) OR (*CLosCHK = Present*)
AND: *CG21j = No*

CG21k

Over the whole of your lifetime have you ever tried to harm yourself or kill yourself?

- (1) Yes
- (2) No

ASK IF: ((*CIriCHK = Present*) OR (*CDepCHK = Present*)) OR (*CLosCHK = Present*)

CG22

How much has your sadness, irritability or loss of interest upset or distressed you?.

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*CIriCHK = Present*) OR (*CDepCHK = Present*) OR (*CLosCHK = Present*)

CG23Intr

I also want to ask you about the extent to which feeling ^LC1Dep has interfered with your day to day life.

ASK IF: ((*CIriCHK = Present*) OR (*CDepCHK = Present*)) OR (*CLosCHK = Present*)

CG23a

Has your sadness, irritability or loss of interest interfered with...
...how well you get on with the rest of your family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CG23b

Has your sadness, irritability or loss of interest interfered with...
...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CG23c

Has your sadness, irritability or loss of interest interfered with...
...learning new things (or class work)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CG23d

Has your sadness, irritability or loss of interest interfered with...
...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CG24

Has your sadness, irritability or loss of interest made it harder for those around you (family, friends, teachers etc...)

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

ASK IF: (CIriCHK = NotPres) AND (CDepCHK = NotPres)) AND (ClosCHK = NotPres)

CG25

Over the last 4 weeks have you thought about harming or hurting yourself?

- (1) Yes
- (2) No

ASK IF: *((CiriCHK = NotPres) AND (CDepCHK = NotPres)) AND (ClosCHK = NotPres)*

CG26

Over the last 4 weeks, have you ever tried to harm or hurt yourself?

- (1) Yes
- (2) No

ASK IF: *((CiriCHK = NotPres) AND (CDepCHK = NotPres)) AND (ClosCHK = NotPres) AND: CG26 = No*

CG27

Over the whole of your lifetime, have you ever tried to harm or hurt yourself?

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CS1Intro

I am now going to ask you some questions about your mood. Some ^Children have a fairly steady mood, while other young people's mood swings up and down a lot, with marked or rapid changes. For example, they may swing from being very cheerful to being very sad or angry, and then perhaps swing back again the other way just as quickly.

CS1

Do you have marked or rapid mood changes?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *(CS1 = ALit) OR (CS1 = ALot)*

CS2a

Are your mood changes generally .. rapid, switching moods within a few minutes?

- (1) Yes
- (2) No

ASK IF: *(CS1 = ALit) OR (CS1 = ALot)*

CS2b

Are your mood changes generally..
marked, for example, going from very sad to very cheerful?

- (1) Yes
- (2) No

ASK IF: *(CS1 = ALit) OR (CS1 = ALot)*

CS2c

Are your mood changes generally ..
unpredictable, happening with little or nothing to trigger the changes off?

- (1) Yes
- (2) No

ASK IF: (CS1 = ALit) OR (CS1 = ALot)

CS2d

Are your mood changes generally..
frequent, many times a day?

- (1) Yes
- (2) No

ASK IF: (CS1 = ALit) OR (CS1 = ALot)

CS3

When you are in a strong mood, that is very happy, very angry, very sad, does this strong mood typically last

- (1) minutes
- (2) hours
- (3) most of the day or longer

ASK IF: QSelect.ChldInt = YesNow

AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY

AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

CS4Intro

Some ^Children have episodes of going abnormally high. During these episodes they can be unusually cheerful, full of energy, speeded up, talking fast, doing a lot, joking around, and needing less sleep. These episodes stand out because the young person is different from their normal self.

CS4

Do you ever go abnormally high?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (CS4 = ALit) OR (CS4 = ALot)

CS5a

When you are high, are you more cheerful than usual?

- (5) No
- (6) A little
- (7) A Lot

CS5b

When you are high, are you talking faster than normal?

- (5) No
- (6) A little
- (7) A Lot

CS5c

When you are high, are you more active than normal?

- (5) No
- (6) A little
- (7) A Lot

CS5d

When you are high, are you getting things done faster than usual?

- (5) No
- (6) A little
- (7) A Lot

CS5e

When you are high, are you noisier than usual?

- (5) No
- (6) A little
- (7) A Lot

CS5f

When you are high, are you more likely to spend any money that you have as soon as you get it?

- (5) No
- (6) A little
- (7) A Lot

CS5g

When you are high, are you able to sleep less than usual without being tired the next day?

- (5) No
- (6) A little
- (7) A Lot

CS5h

When you are high, are you restless, unable to keep still?

- (5) No
- (6) A little
- (7) A Lot

CS5i

When you are high, are you over-sexed in your talk or behaviour?

- (5) No
- (6) A little
- (7) A Lot

CS5j

When you are high, are you constantly changing plans or activities?

- (5) No
- (6) A little
- (7) A Lot

CS5k

When you are high, are you full of energy?

- (5) No
- (6) A little
- (7) A Lot

CS5l

When you are high, are you more likely to start conversations with strangers?

- (5) No
- (6) A little
- (7) A Lot

CS5m

When you are high, are you more excitable than usual?

- (5) No
- (6) A little
- (7) A Lot

CS5n

When you are high, are you less concerned if you get into trouble?

- (5) No
- (6) A little
- (7) A Lot

CS5o

When you are high, are you more likely to invade other people's personal space?

- (5) No
- (6) A little
- (7) A Lot

CS5p

When you are high, are you over-confident, thinking too highly of yourself?

- (5) No
- (6) A little
- (7) A Lot

CS5q

When you are high, are you more likely to take serious risks?

- (5) No
- (6) A little
- (7) A Lot

CS5r

When you are high, are you joking and laughing more than usual?

- (5) No
- (6) A little
- (7) A Lot

CS5s

When you are high, are you more outgoing, chatty and sociable than usual?

- (5) No
- (6) A little
- (7) A Lot

CS5t

When you are high, are you more irritable, with more angry outbursts (which may lead to arguments or fights)?

- (5) No
- (6) A little
- (7) A Lot

CS5u

When you are high, are you more easily distracted by things going on around you?

- (5) No
- (6) A little
- (7) A Lot

CS5v

When you are high, are you less able to stop yourself from doing things you enjoy but know you shouldn't do?

- (5) No
- (6) A little
- (7) A Lot

CS5w

When you are high, are you less able to concentrate?

- (5) No
- (6) A little
- (7) A Lot

CS5x

When you are high, are you too bossy with other people?

- (5) No
- (6) A little
- (7) A Lot

CS5y

When you are high, are you less concerned about your appearance (clothes, hair etc?)

- (5) No
- (6) A little
- (7) A Lot

CS5z

When you are high, are you hard to follow when you are talking because you jump so rapidly from topic to topic?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: (CS4 = ALit) OR (CS4 = ALot) **AND:** (CS5a = ALot) OR (CS5b = ALot) OR (CS5c = ALot) OR (CS5d = ALot) OR (CS5e = ALot) OR (CS5f = ALot) OR (CS5g = ALot) OR (CS5h = ALot) OR (CS5i = ALot) OR (CS5j = ALot) OR (CS5k = ALot) OR (CS5l = ALot) OR (CS5m = ALot) OR (CS5n = ALot) OR (CS5o = ALot) OR (CS5p = ALot) OR (CS5q = ALot) OR (CS5r = ALot) OR (CS5s = ALot) OR (CS5t = ALot) OR (CS5u = ALot) OR (CS5v = ALot) OR (CS5w = ALot) OR (CS5x = ALot) OR (CS5y = ALot) OR (CS5z = ALot)

CS6a

During one of your episodes of going high, have you ever seen things that aren't really there?

- (1) Yes
- (2) No

CS6b

During one of your episodes of going high, have you ever heard sounds or voices that aren't really there?

- (1) Yes
- (2) No

CS6c

During one of your episodes of going high, have you ever believed you had special powers?

- (1) Yes
- (2) No

CS6d

During one of your episodes of going high, have you ever done things you seriously regretted once the episode was over

- (1) Yes
- (2) No

CS7

How long does one of your episodes of going high typically last?

- (1) less than an hour
- (2) less than a day
- (3) 1 to 3 days
- (4) 4 to 6 days
- (5) one week or more

CS8

Do you sometimes seem high and low at almost the same time?

- (1) Yes
- (2) No

CS9

Have you gone high during the last 4 weeks?

- (1) Yes
- (2) No

ASK IF: (CS4 = ALot) OR (CS4 = ALot) **AND:** (CS5a = ALot) OR (CS5b = ALot) OR (CS5c = ALot) OR (CS5d = ALot) OR (CS5e = ALot) OR (CS5f = ALot) OR (CS5g = ALot) OR (CS5h = ALot) OR (CS5i = ALot) OR (CS5j = ALot) OR (CS5k = ALot) OR (CS5l = ALot) OR (CS5m = ALot) OR (CS5n = ALot) OR (CS5o = ALot) OR (CS5p = ALot) OR (CS5q = ALot) OR (CS5r = ALot) OR (CS5s = ALot) OR (CS5t = ALot) OR (CS5u = ALot) OR (CS5v = ALot) OR (CS5w = ALot) OR (CS5x = ALot) OR (CS5y = ALot) OR (CS5z = ALot) **AND:** CS9 = Yes

CS10

During the last 4 weeks, was the longest episode of going high...

- (1) less than 4 days
- (2) 4 to 6 days
- (3) one week or more

ASK IF: (CS4 = ALit) OR (CS4 = ALot) **AND:** (CS5a = ALot) OR (CS5b = ALot) OR (CS5c = ALot) OR (CS5d = ALot) OR (CS5e = ALot) OR (CS5f = ALot) OR (CS5g = ALot) OR (CS5h = ALot) OR (CS5i = ALot) OR (CS5j = ALot) OR (CS5k = ALot) OR (CS5l = ALot) OR (CS5m = ALot) OR (CS5n = ALot) OR (CS5o = ALot) OR (CS5p = ALot) OR (CS5q = ALot) OR (CS5r = ALot) OR (CS5s = ALot) OR (CS5t = ALot) OR (CS5u = ALot) OR (CS5v = ALot) OR (CS5w = ALot) OR (CS5x = ALot) OR (CS5y = ALot) OR (CS5z = ALot) **AND:** CS9 = Yes

CS11a

Have your episodes of going high interfered with how well you get on with the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CS11b

Have your episodes of going high interfered with making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CS11c

Have your episodes of going high interfered with learning and class work?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CS11d

Have your episodes of going high interfered with playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CS12

Have the episodes of going high made it harder for those around you (family, friends, teachers, etc)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Attention

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AttnInt

This section of the interview is about concentration and activity.

CH1

Do your teachers complain about you having problems with overactivity or poor concentration?

- (5) No
- (6) A little
- (7) A Lot
- (8) DNA not at school

CH2

Do your family complain about you having problems with overactivity or poor concentration?

- (5) No
- (6) A little
- (7) A Lot

CH3

And what do you think. Do you think you have real problems with overactivity or poor concentration?

- (5) No
- (6) A little
- (7) A Lot

Awkward and Troublesome Behaviour

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CI1

This next section is about behaviour that sometimes gets young people into trouble with parents, teachers or other adults.

Do your teachers complain about you being awkward or troublesome?

- (5) No
- (6) A little
- (7) A Lot
- (8) DNA not at school

CI2

Do your family complain about you being awkward or troublesome?

- (5) No
- (6) A little
- (7) A Lot

CI3

And what do you think? Do you think you are awkward or troublesome?

- (5) No
- (6) A little
- (7) A Lot

CFrIntr

I am now going to ask you a couple of questions about your friends.

CFr9a

Do you have any friends?

- (1) Yes
- (2) No

ASK IF: *CFr9a = Yes*

CFr9

Overall, do your parents/carers approve of your friends?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *CFr9a = Yes*

CFr10

Are many of your friends the sorts of people who often get into trouble for bad behaviour...

- (1) Not at all
- (2) a few are like that
- (3) many are like that
- (4) or all are like that?

Eating

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CP1Intr

I am now going to ask you some questions about your eating pattern, and concerns about weight and body shape.

CP1a

Have you ever thought you were fat even when other people told you that you were very thin?

- (1) Yes
- (2) No

CP1b

Would you be ashamed if other people knew how much you eat?

- (1) Yes
- (2) No

CP1c

Have you ever deliberately made yourself sick (throw up)?

- (1) Yes
- (2) No

CP1d

Do worries about eating (what? where? how much?) really interfere with your life?

- (1) Yes
- (2) No

CP1e

If you eat too much, do you blame yourself a lot?

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *Screen >= 2*

CP3

At present, would you describe yourself as very thin, thin, average, plump or fat?

- (1) Very thin
- (2) Thin
- (3) Average
- (4) Plump
- (5) Fat

CP4

How would other people, such as your friends and family, describe you at present - as very thin, thin, average, plump or fat?

- (1) Very thin
- (2) Thin
- (3) Average
- (4) Plump
- (5) Fat

ASK IF: *(CP4 = Very) OR (CP4 = Thin)*

CP5

Comparing how you are this year with how you've been in previous years, would other people say you were...

- (1) Even thinner in previous years
- (2) Always this thin
- (3) A little thinner this year than in previous years
- (4) A lot thinner this year than in previous years?

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *Screen >= 2*

CP6

Have other people, such as your family, a friend, or a doctor, been seriously concerned that your weight has been bad for your physical health?

- (1) Yes
- (2) No

CP7

What do you think?. Do you think that your weight has been bad for your physical health?

- (1) Yes
- (2) No

CP8

Are you afraid of gaining weight or getting fat?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *CP8 = ALot*

CP9

Does the thought of gaining weight or getting fat really terrify you?

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *Screen >= 2*

CP10

If a doctor told you that you needed to put on five pounds (two kilograms) for the sake of your health, would you find this easy, difficult or impossible to accept?

- (1) Easy
- (2) Difficult
- (3) Impossible

CP11

Do you try to avoid eating the sorts of food that will make you fat?

- (5) No
- (6) A little
- (7) A Lot

ASK IF: *CP11 = ALot*

CP12

How often do you succeed in this?

- (1) Never
- (2) Sometimes
- (3) Most of the time
- (4) Always

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *Screen >= 2*

CP13

Do you spend a lot of your time thinking about food?

- (1) Yes
- (2) No

CP14

Sometimes people say that they have such a strong desire for food, and that this desire is so hard to resist, that it is like the way an addict feels about drugs or alcohol.

Does this apply to you?

- (5) No
- (6) A little
- (7) A Lot

CP15

Sometimes people lose control over what they eat, and then they eat a very large amount of food in a short time. For example, they may open the fridge and eat as much as they can find - eating and eating until they feel physically ill. This usually happens when people are by themselves.

Does this happen to you?

- (1) Yes
- (2) No

ASK IF: CP15 = Yes

CP16

Over the last three months, how often on average has this happened? Has it...

- (1) Not happened
- (2) happened occasionally
- (3) happened about once a week
- (4) or happened twice a week or more?

ASK IF: CP15 = Yes

CP17

When this happens, do you have a sense of having lost control over your eating?

- (1) Yes
- (2) No

ASK IF: CP15 = Yes

CP17a

Please describe how much you eat during one of your episodes of eating too much ('binge').

OPEN

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *Screen >= 2*

CP18a

In order to avoid putting on weight over the last three months, have you been...
...eating less at meals?

If no check if child tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

CP18b

In order to avoid putting on weight over the last three months, have you been...

...skipping meals?

If no check if child tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

CP18c

In order to avoid putting on weight over the last three months, have you been...

...going without food for long periods, e.g. all day or most of the day?

If no check if child tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

CP18d

In order to avoid putting on weight over the last three months, have you been...

...hiding or throwing away food that others give you?

If no check if child tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

CP18e

In order to avoid putting on weight over the last three months, have you been...

...exercising more?

If no check if child tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

CP18f

In order to avoid putting on weight over the last three months, have you been...

...making your self sick (vomit)?

If no check if child tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

CP18g

In order to avoid putting on weight over the last three months, have you been...

...taking pills or medicines in order to lose weight?

If no check if child tries but is not allowed

- (5) No
- (6) a little
- (7) a lot
- (8) Tries but is not allowed

ASK IF: CP18g <> No

CP18ga

Please describe what pills or medicines you have been taking.

OPEN

ASK IF: QSelect.ChldInt = YesNow

AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY

AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: Screen >= 2

CP18h

In order to avoid putting on weight over the last three months, have you been...

...doing other things?

If no check if child tries but is not allowed

- (5) No
 - (6) a little
 - (7) a lot
 - (8) Tries but is not allowed
-

ASK IF: CP18h <> No

CP18ha

Please describe the other things you have done to avoid weight gain.

OPEN

ASK IF: (CP18a = ALot) OR (CP18b = ALot) OR (CP18c = ALot) OR (CP18d = ALot) OR (CP18e = ALot) OR (CP18f = ALot) OR (CP18g = ALot) OR (CP18h = ALot) AND (CP15 = Yes)

CP19

You told me earlier about the times when you lose control and eat too much.

After you do this, do you normally then ^CP18Text to stop yourself putting on weight?

- (1) Yes
- (2) No

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9)

CP20

Have you had any periods in the last three months?

- (1) Yes
- (2) No

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** CP20 = Yes

CP22

Are you taking any hormone pills or injections? (including contraceptives)

- (1) Yes
- (2) No

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** NOT (CP20 = Yes)

CP21

Have you ever had any periods?

- (1) Yes
- (2) No

ASK IF: **AND:** (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** (CP20 = Yes) OR (CP21 = Yes)

CP23

Please describe how your periods have been in general, and how they have been recently.

OPEN

ASK IF: **AND:** (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** (CP20 = Yes) OR (CP21 = Yes) **AND:** CP21 = Yes

CP24

Why do you think you have not had any period in the last 3 months?

OPEN

ASK IF: (QSelect.ChldSex = female) AND (QSelect.ChldAge > 9) **AND:** (CP20 = Yes) OR (CP21 = Yes) **AND:** CP22 = Yes

CP25

Please describe what effects the hormone pills or injections have on your periods.

OPEN

ASK IF: CP3 = Very) OR (CP4 = Very)) OR (((CP9 = Yes) OR (CP10 = Impos)) OR (CP14 = ALot)) OR (CP15 = Yes)) OR (((((((CP18a = ALot) OR (CP18b = ALot)) OR (CP18c = ALot)) OR (CP18d = ALot)) OR (CP18e = ALot)) OR (CP18f = ALot)) OR (CP18g = ALot)) OR (CP18h = ALot))

CP26

You have told me about your eating patterns and concerns about weight or body shape. How upset or distressed are you by this?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CP27a

How much has your eating pattern or concern about weight and body shape interfered with...

...how well you get on with the rest of the family?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CP27b

How much has your eating pattern or concern about weight and body shape interfered with...

...making and keeping friends?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CP27c

How much has your eating pattern or concern about weight and body shape interfered with...

...learning or classwork?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CP27d

How much has your eating pattern or concern about weight and body shape interfered with...

...playing, hobbies, sports or other leisure activities?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

CP28

Has your eating pattern or concern about weight or body shape made it harder for those around you (family, friends, teachers etc.)?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Less Common Disorders

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

LessInt

This next section is about a variety of different aspects of behaviour and development.

CL1

Tics are repeated movements or noises. They are sudden and rapid, follow more or less the same pattern every time, and occur without the person really wanting them to.

Do you have any tics or twitches that you can't seem to control?

- (1) Yes
- (2) No

CL3

Have you had any out-of-ordinary experiences, such as seeing or hearing things, or having unusual ideas, that have worried you?

- (1) Yes
- (2) No

CL4

Apart from the things you have already told me about, is there anything else about your feelings or behaviour that really concerns you or anyone else?

- (1) Yes
- (2) No

SIGNIFICANT PROBLEMS

ASK IF: (QSelect.ChldAge > 10) AND (ChldNow = Yes)
AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)
AND: (QC1PTSD.CE2CHK = SomeDef) AND ((((((QC1PTSD.CE5 > OnlyLit) OR (QC1PTSD.CE6a > OnlyLit)) OR (QC1PTSD.CE6b > OnlyLit)) OR (QC1PTSD.CE6c > OnlyLit)) OR (QC1PTSD.CE6d > OnlyLit)) OR (QC1PTSD.CE7 > OnlyLit))) OR (((QC1Anx.CSepCHK = Present) AND ((((((QC1Anx.CF4 > OnlyLit) OR (QC1Anx.CF5a > OnlyLit)) OR (QC1Anx.CF5b > OnlyLit)) OR (QC1Anx.CF5c > OnlyLit)) OR (QC1Anx.CF5d > OnlyLit)) OR (QC1Anx.CF5e > OnlyLit)))) OR (((QC1SpecP.CSpecChk = Present) AND (((QC1SpecP.CF9 = ALot) OR (QC1SpecP.CF11 = ALot)) OR (QC1SpecP.CF12 > OnlyLit)))) OR (((QC1SocP.CSocCHK = Present) AND (((QC1SocP.CF21 = ALot) OR (QC1SocP.CF23 = ALot) OR (QC1SocP.CF24 > OnlyLit)))) OR (((QC1Comp.CcmpChk = Present) AND ((((((QC1Comp.CF36 = Great) OR (QC1Comp.CF37 = Yes)) OR (QC1Comp.CF38a > OnlyLit)) OR (QC1Comp.CF38b > OnlyLit)) OR (QC1Comp.CF38c > OnlyLit)) OR (QC1Comp.CF38d > OnlyLit)) OR (QC1Comp.CF38e > OnlyLit)))) OR (QC1Panic.CPanCHK = Present)) OR (((QC1GenA.CWorCHK = Present) AND ((((((QC1GenA.CF51 > OnlyLit) OR (QC1GenA.CF52a > OnlyLit)) OR (QC1GenA.CF52b > OnlyLit)) OR (QC1GenA.CF52c > OnlyLit)) OR (QC1GenA.CF52d > OnlyLit)) OR (QC1GenA.CF53 > OnlyLit)))) OR ((((((QC1Dep.CG22 > OnlyLit) OR (QC1Dep.CG23a > OnlyLit)) OR (QC1Dep.CG23b > OnlyLit)) OR (QC1Dep.CG23c > OnlyLit)) OR (QC1Dep.CG23d > OnlyLit)) OR (QC1Dep.CG24 > OnlyLit))) OR (QC1Dep.CDSHChk = Present)) OR ((((((QC1BiPolar.CS11a > OnlyLit) OR (QC1BiPolar.CS11b > OnlyLit)) OR (QC1BiPolar.CS11c > OnlyLit)) OR (QC1BiPolar.CS11d > OnlyLit)) OR (QC1BiPolar.CS12 > OnlyLit))) OR (QC1LessC.CLesCHK = Present)) OR ((((((QC1Eat.CP3 = Very) OR (QC1Eat.CP4 = Very)) OR (((QC1Eat.CP9 = Yes) OR (QC1Eat.CP10 = Impos)) OR (QC1Eat.CP14 = ALot))) OR (QC1Eat.CP15 = Yes)) OR (((((((QC1Eat.CP18a = ALot) OR (QC1Eat.CP18b = ALot)) OR (QC1Eat.CP18c = ALot) OR (QC1Eat.CP18d = ALot)) OR (QC1Eat.CP18e = ALot)) OR (QC1Eat.CP18f = ALot)) OR (QC1Eat.CP18g = ALot)) OR (QC1Eat.CP18h = ALot))) AND ((((((QC1Eat.CP26 > OnlyLit) OR (QC1Eat.CP27a > OnlyLit)) OR (QC1Eat.CP27b > OnlyLit)) OR (QC1Eat.CP27c > OnlyLit)) OR (QC1Eat.CP27d > OnlyLit)) OR (QC1Eat.CP28 > OnlyLit))))

CSigInt

You have told me about
LIST OF PROBLEMS
I'd now like to hear a bit more about these in your own words.

CSigPrb

Further details - young person interview
LIST OF PROBLEMS:

Please try and cover all areas of difficulty, but it is a good idea to let the child choose which order to cover them in, starting with the area that concerns them most.

Use the suggested prompts written below and on the prompt card.

1. Description of the problem?
2. How often does the problem occur?
3. How severe is the problem at its worst?
4. How long has it been going on for?
5. Is the problem interfering with the child's quality of life? If so, how?
6. Where appropriate, record what the child thinks it is due to, and what they have done about it.

OPEN

ASK IF: (QSelect.ChldAge > 10) AND (ChldNow = Yes) **AND:** (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure) **AND:** (((QC1Dep.CDepCHK = Present) AND ((((((QC1Dep.CG22 > OnlyLit) OR (QC1Dep.CG23a > OnlyLit)) OR (QC1Dep.CG23b > OnlyLit)) OR (QC1Dep.CG23c > OnlyLit)) OR (QC1Dep.CG23d > OnlyLit)) OR (QC1Dep.CG24 > OnlyLit))) OR ((QC1Dep.CIriCHK = Present) AND ((((((QC1Dep.CG22 > OnlyLit) OR (QC1Dep.CG23a > OnlyLit)) OR (QC1Dep.CG23b > OnlyLit)) OR (QC1Dep.CG23c > OnlyLit)) OR (QC1Dep.CG23d > OnlyLit)) OR (QC1Dep.CG24 > OnlyLit)))) OR ((QC1Dep.CLosCHK = Present) AND ((((((QC1Dep.CG22 > OnlyLit) OR (QC1Dep.CG23a > OnlyLit)) OR (QC1Dep.CG23b > OnlyLit)) OR (QC1Dep.CG23c > OnlyLit)) OR (QC1Dep.CG23d > OnlyLit)) OR (QC1Dep.CG24 > OnlyLit))))

CDepintr

You mentioned that you have problems with ^LCSig8 ^LCSig10 ^LCSig11 These problems can be quite complicated and therefore I would like to ask a few more questions to make sure we have all the information we need.

CSigDep

1. What else has changed at the same time as your mood and level of interest? If relevant, tell us about energy, appetite, sleep, self-confidence, blaming yourself, hopelessness about the future, thoughts of death, self-harm etc.
2. Over the last 4 weeks, how much of the time have you been like this?
3. Over the last 4 weeks how severe have the difficulties been at their worst?
4. When did this episode begin?
5. What do you think triggered this episode off?
6. Have you had similar episodes in the past? If so, please describe.
7. Have you had episodes in the past when you have gone 'high' instead of 'low'? If so, please describe. Press 'INS' (insert) to view box and 'ALT+S' to exit.

OPEN

ASK IF: QSelect.ChldInt = YesNow
AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY
AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)
AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)
AND: (((QC1Eat.CP3 = Very) OR (QC1Eat.CP4 = Very)) OR (((QC1Eat.CP9 = Yes) OR (QC1Eat.CP10 = Impos)) OR (QC1Eat.CP14 = ALot))) OR (QC1Eat.CP15 = Yes) OR (((((((QC1Eat.CP18a = ALot) OR (QC1Eat.CP18b = ALot)) OR (QC1Eat.CP18c = ALot)) OR (QC1Eat.CP18d = ALot)) OR (QC1Eat.CP18e = ALot)) OR (QC1Eat.CP18f = ALot)) OR (QC1Eat.CP18g = ALot)) OR (QC1Eat.CP18h = ALot))

CEatintr

You mentioned that you have problems with @| ^LCSigP15 ^LCSigP16 ^LCSigP17 ^LCSigP18 Eating disorders can be quite complicated and therefore I would like to ask a few more questions to make sure we have all the information we need.

CSigEat

1. Are the difficulties with food or weight due to a medical condition? If so, what.
2. Thinking about a typical day, please tell us what you eat, what you avoid eating and any calorie limit or rules that you use to decide what to eat.
3. Have you or your family, asked a doctor or a psychologist to help you with food or with your weight? If yes, what advice or help did you get? Did it help?
4. Have you had any medical problems related to your eating patterns, your weight, or to the way you control your weight? (Include bleeding after vomiting, fainting, excessive weakness, constipation, visits to Accident and Emergency Departments, dental problems etc)
Press 'INS' (insert) to view box and 'ALT+S' to exit

OPEN

Supp

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CloseInt

The next few questions are about people you feel close to, including relatives and friends

Numrel

How many relatives do you live with?

Please include child and adult relatives

ASK IF: *Numrel > 0*

Liverel

How many relatives who live with you do you feel close to?

- (1) None
- (2) One
- (3) Two or more

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

Othrel

How many relatives who do not live with you do you feel close to?

- (1) None
- (2) One
- (3) Two or more

Friend

How many friends would you describe as close, or good, friends?

- (1) None
- (2) One
- (3) Two or more

ThinkInt

I would now like you to think about your family and friends, by family I mean those who live elsewhere as well as those who live with you. Here are some comments that people have made about their family and friends. Please say how true you think they are for you.

ASK IF: *QSelect.ChldInt = YesNow*
AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*
AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*
AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*
AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

Happy

There are people I know who do things to make me happy.

- (5) Not true
- (6) Partly true
- (7) Certainly true

Loved

There are people I know who make me feel loved.

- (5) Not true
- (6) Partly true
- (7) Certainly true

Rely

There are people I know who can be relied on no matter what happens.

- (5) Not true
- (6) Partly true
- (7) Certainly true

Care

There are people I know who would see that I am taken care of if I need to be.

- (5) Not true
- (6) Partly true
- (7) Certainly true

Accept

There are people I know who accept me just as I am.

- (5) Not true
- (6) Partly true
- (7) Certainly true

FeelImp

There are people I know who make me feel an important part of their lives.

- (5) Not true
- (6) Partly true
- (7) Certainly true

Support

There are people I know who give me support and encouragement.

- (5) Not true
- (6) Partly true
- (7) Certainly true

Social

ASK IF: *QSelect.ChldInt = YesNow*
AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*
AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*
AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*
AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*
AND: *QSelect.ChldAge >= 11*

YIntro

I am now going to ask you a few questions about any paid work you may have done.

YPdwk

Is there any paid work that you do regularly?
By regularly, I mean at least once a month.

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldAge >= 11 AND: YPdwk = Yes*

Ywhtwk

code all that apply.

SET [6] OF

- (1) Family business
- (2) Newspaper round/delivery
- (3) Shop/restaurant
- (4) Building/decorating/gardening
- (5) Household chores (paid)
- (6) Other - specify

ASK IF: *QSelect.ChldAge >= 11 AND: YPdwk = Yes AND: Other IN Ywhtwk*

YPdwhat

Please record other type of paid work done

ASK IF: *QSelect.ChldAge >= 11 AND: YPdwk = Yes*

ypDOFT

And how often do you do this paid work.
At least once a week or less often?

- (1) At least once a week
- (2) Less often

Educational Attainment

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *QSelect.ChldAge >= 15*

EduIntr

I am now going to ask you about exams that you have passed or been entered for.

CAnyQual

Have you got any qualifications of any sort?

- (1) Yes
- (2) No

ASK IF: *QSelect.ChldAge >= 15 AND: CAnyQual = Yes*

CHiQuals

Please look at this card and tell me whether you have passed any of the qualifications listed. Look down the list and tell me the first one you come to that you have passed

- (1) Degree level qualification
- (2) Diploma in Higher Education
- (3) A Level/Vocational A Level or equivalent/SCE Higher
- (4) AS level/Vocational AS Level or equivalent
- (5) GCSE/Vocation GCSE(Grades A-C)
- (6) GCSE (Grades D-G)
- (7) Any other professional/vocational qualifications, or foreign qualification (specify)
- (8) No qualifications

ASK IF: *QSelect.ChldAge >= 15 AND: CAnyQual = Yes AND: CHiQuals = Other*

cOthQual

What other qualification do you have?

Check that this qualification cannot be coded at HiQuals
- if not please enter a short description or title

ASK IF: QSelect.ChldAge >= 15 AND: CAnyQual = Yes AND: CHIQuals <> NoQuals

AgeQual

How old were you when you gained this qualification?

ASK IF: QSelect.ChldAge >= 15

HiEnter

What is the highest educational exam you have been entered for?

Please look down the list and tell me the first one you come to that you have been entered for.

- (1) Degree level qualification
- (2) Diploma in Higher Education
- (3) A Level/Vocational A Level or equivalent/SCE Higher
- (4) AS level/Vocational AS Level or equivalent
- (5) GCSE/Vocation GCSE
- (6) Any other professional/vocational qualifications
- (7) No qualifications

ASK IF: QSelect.ChldAge >= 15 AND: HiEnter = Other

COthQua2

What other qualification have you been entered for?

ASK IF: QSelect.ChldAge > 14

CSchLeft

Are you still in continuous full-time education at school or college?

- (1) Yes
- (2) No

ASK IF: QSelect.ChldAge > 14 AND: CSchLeft = No

WhyLeft

Why did you leave school?

OPEN

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

HowSch1

Have you ever changed school (excluding the normal transitions eg from infant to junior school or from primary to secondary school)?

Do not include pre-school ie education before the age of five years.

Do include school changes due to house moves.

(1) Yes

(2) No

ASK IF: *HowSch1 = Yes*

HowSch2

How many times have you changed school, other than the normal transitions?

Do not count pre-school ie education before the age of five years.

Do count school changes due to house moves.

YungEmp.QYPilo

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *QEduAtt.CSchLeft = No*

YPWrk

Did you do any paid work in the 7 days ending Sunday the ^previous week, either as an employee or as self-employed?

(1) Yes

(2) No

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (QSelect.ChldAge < 63) OR ((QSelect.ChldAge < 65) AND (QSelect.ChldSex = Male))*

YPSchmET

Were you on a government scheme for employment training?

(1) Yes

(2) No

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (LYPILO1 = 1) OR (YPSchmET = No)*

ypJbAway

Did you have a job or business that you were away from?

(1) Yes

(2) No

(3) Waiting to take up a new job/business already obtained

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (LYPILO1 = 1) OR (YPSchmET = No) AND: (ypJbAway = No) OR (ypJbAway = Waiting)*

ypOwnBus

Did you do any unpaid work in that week for any business that you own?

(1) Yes

(2) No

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (LYPILO1 = 1) OR (YPSchmET = No) AND: (ypJbAway = No) OR (ypJbAway = Waiting) AND: ypOwnBus = No*

ypRelBus

...or that a relative owns?...

- (1) Yes
- (2) No

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (LYPILO1 = 1) OR (YPSchmET = No) AND: ypRelBus = No AND: ypJbAway = No*

ypLooked

Thinking of the 4 weeks ending Sunday the ^DMDLSUN, were you looking for any kind of paid work or government training scheme at any time in those 4 weeks?

- (1) Yes
- (2) No
- (3) Waiting to take up a new job or business already obtained

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (LYPILO1 = 1) OR (YPSchmET = No) AND: ((ypLooked = Yes) OR (ypLooked = Wait)) OR (ypJbAway = Waiting)*

ypStartJ

If a job or a place on a government scheme had been available in the week ending Sunday the ^DMDLSUN, would you have been able to start within 2 weeks?

- (1) Yes
- (2) No

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (LYPILO1 = 1) OR (YPSchmET = No) AND: ((ypLooked = Yes) OR (ypLooked = Wait)) OR (ypJbAway = Waiting)*

ypLKTime

How long ^LILOtxt1 looking for paid work/ a place on a government scheme?

- (1) Not yet started
- (2) Less than 1 month
- (3) 1 month but less than 3 months
- (4) 3 months but less than 6 months
- (5) 6 months but less than 12 months
- (6) 12 months or more

ASK IF: *QEduAtt.CSchLeft = No AND: YPWrk = No AND: (LYPILO1 = 1) OR (YPSchmET = No) AND: (ypLooked = No) OR (ypStartJ = No)*

ypInAct

What was the main reason you did not seek any work in the last 4 weeks/would not be able to start in the next 2 weeks?

- (1) Student
- (2) Looking after the family/home
- (3) Temporarily sick or injured
- (4) Long-term sick or disabled
- (5) Retired from paid work
- (6) None of these

TFU0707A.QC1Int.QYungEmp.QYPLastJ

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *QEduAtt.CSchLeft = No*

AND: *(QYPilo.ypDVILO3 = EcInAct) OR (QYPilo.ypDVILO3 = Unemp)*

YPEverwk

Have you ever had a paid job, apart from casual or holiday work?

(1) Yes

(2) No

ASK IF: *QEduAtt.CSchLeft = No AND: (QYPilo.ypDVILO3 = EcInAct) OR (QYPilo.ypDVILO3 = Unemp) AND: YPEverwk = Yes*

YPDtJbL

When did you leave your last PAID job?

TFU0707A.QC1Int.QYungEmp.QYPMMainJ

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *QEduAtt.CSchLeft = No*

AND: *(QYPLastJ.YPEverwk = Yes) OR (QYPilo.ypDVILO3 = InEmp)*

YPIndD

Industry

YPOccT

Occupation

YPOccD

Occupation

YPStat

- (1) Employee
- (2) Self-employed

ASK IF: *YPStat = Emp*

SviseYP

Supervisor?

- (1) Yes
- (2) No

ASK IF: *YPStat = Emp AND: SviseYP = Yes*

SViseDscYp

Supervisor Description

ASK IF: *QEduAtt.CSchLeft = No AND: (QYPLastJ.YPEverwk = Yes) OR (QYPilo.ypDVILO3 = InEmp) AND: YPStat = Emp*

YPEmpNo

EmpNo_instructions

- (1) ...1 to 24,
- (2) 25 to 499,
- (3) or 500 or more employees?

ASK IF: *QEduAtt.CSchLeft = No AND: (QYPLastJ.YPEverwk = Yes) OR (QYPilo.ypDVIL03 = InEmp) AND: YPStat = SelfEmp*

YPSolo

Were you working on your own or did you have employees?

- (1) on own/with partner(s) but no employees
- (2) with employees

ASK IF: *QEduAtt.CSchLeft = No AND: (QYPLastJ.YPEverwk = Yes) OR (QYPilo.ypDVIL03 = InEmp)*

FTPTWkyp

- (1) full time,
- (2) or part time?

TFU0707A.QC1Int.QYungEmp

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *QEduAtt.CSchLeft = No*

EndFTF

This is the end of the child's face to face interview. -
Please continue with the child's self-completion

ExitRat

Now that you have completed the face to face interview with the child, how well do you think s/he understood the questions?

- (1) Very well, no problems
- (2) Understood most of it, a few problems
- (3) Had a great deal of difficulty understanding the questions

CHILDREN SELF COMPLETE

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CSCIntr

I would now like you to take the computer and answer the next set of questions yourself

CHILDREN STRENGTHS

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

CN1Intr

You have been asked a lot of questions about difficulties and problems. Now there are some questions about your good points or strengths. Next you will see some things which other young people have said about themselves.

Please say whether they apply to you by choosing 1 for 'No', 2 for 'A little' or 3 for 'A lot'..

CN1a

Does the following description apply to you?

...generous

- (1) No
- (2) A little
- (3) A lot

CN1b

Does the following description apply to you?

...out-going, sociable

- (1) No
- (2) A little
- (3) A lot

CN1c

Does the following description apply to you?

...nice personality

- (1) No
- (2) A little
- (3) A lot

CN1d

Does the following description apply to you?

...reliable and responsible

- (1) No
- (2) A little
- (3) A lot

CN1e

Does the following description apply to you?

...easy-going

- (1) No
- (2) A little
- (3) A lot

CN1f

Does the following description apply to you?

...good fun, good sense of humour

- (1) No
- (2) A little
- (3) A lot

CN1g

Does the following description apply to you?

...caring, kind-hearted

- (1) No
- (2) A little
- (3) A lot

CN1h

Does the following description apply to you?

...independent

- (1) No
- (2) A little
- (3) A lot

CN2Intr

Next you will see some things that other young people have said they have done that they are really proud of.

Please say whether they apply to you by choosing 1 for 'No', 2 for 'A little' or 3 for 'A lot'..

CN2a

Does the following description apply to you?

...good at sport

- (1) No
- (2) A little
- (3) A lot

CN2b

Does the following description apply to you?

...good with friends

- (1) No
- (2) A little
- (3) A lot

CN2c

Does the following description apply to you?

...helpful at home

- (1) No
- (2) A little
- (3) A lot

CN2d

Does the following description apply to you?

...good at music

- (1) No
- (2) A little
- (3) A lot

CN2e

Does the following description apply to you?

...well behaved

- (1) No
- (2) A little
- (3) A lot

CN2f

Does the following description apply to you?

...good with computers

- (1) No
- (2) A little
- (3) A lot

CN2g

Does the following description apply to you?

...good at drama, acting

- (1) No
- (2) A little
- (3) A lot

CN2h

Does the following description apply to you?

...raising money for charity, helping others

- (1) No
- (2) A little
- (3) A lot

CN2i

Does the following description apply to you?

...good at art, making things

- (1) No
- (2) A little
- (3) A lot

CN2j

Does the following description apply to you?

...polite

- (1) No
- (2) A little
- (3) A lot

CN2k

Does the following description apply to you?

...good at school work

- (1) No
- (2) A little
- (3) A lot

CN2l

Are there any other good points about you that you particularly want to mention?

- (1) No
- (2) Yes

ASK IF: CN21 = Yes

CN2la

Please type in any other good points or things that you are proud of that you would like to mention.

TROUBLE

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AwkIntr

The next set of questions is about your behaviour.

C3A4a

Thinking of the last year, have you often told lies to get things or favours from others, or to get out of having to do things you are supposed to do?

- (1) No
- (2) Perhaps
- (3) Definitely

ASK IF: *C3A4a = Def*

C3A4aa

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

ASK IF: **AND:** *(QSelect.ChldAge > 10) AND (ChldNow = Yes)* **AND:** *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)* **AND:** *(ChldSc = SCAccept) OR (ChldSc = IntAdm)* **AND:** *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

C3A4b

Have you often started fights in the past year?

- (1) No
- (2) Perhaps
- (3) Definitely

ASK IF: C3A4b = Def

C3A4ba

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

ASK IF: QSelect.ChldInt = YesNow

AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY

AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: (ChldSc = SCAccept) OR (ChldSc = IntAdm)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

C3A4c

During the past year, have you often bullied or threatened people?

- (1) No
- (2) Perhaps
- (3) Definitely

ASK IF: C3A4c = Def

C3A4ca

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

ASK IF: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: (ChldSc = SCAccept) OR (ChldSc = IntAdm)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

C3A4d

Thinking of the past year, have you often stayed out later than you were supposed to?

- (1) No
- (2) Perhaps
- (3) Definitely

ASK IF: C3A4d = Def

C3A4da

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

ASK IF: (QSelect.ChldAge > 10) AND (ChldNow = Yes) **AND:** (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure) **AND:** (ChldSc = SCAccept) OR (ChldSc = IntAdm) **AND:** (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

C3A4e

Have you stolen valuable things from your house or other people's houses, shops or school in the past year?

- (1) No
- (2) Perhaps
- (3) Definitely

ASK IF: C3A4e = Def

C3A4ea

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

ASK IF: (QSelect.ChldAge > 10) AND (ChldNow = Yes) **AND:** (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure) **AND:** (ChldSc = SCAccept) OR (ChldSc = IntAdm) **AND:** (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

C3A4f

Have you run away from home more than once or ever stayed away all night without permission in the past year?

- (1) No
- (2) Perhaps
- (3) Definitely

ASK IF: C3A4f = Def

C3A4fa

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

ASK IF: QSelect.ChldInt = YesNow

AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY

AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: (ChldSc = SCAccept) OR (ChldSc = IntAdm)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

C3A4g

Thinking of the past year, have you often played truant ('bunked off') from school?

- (1) No
- (2) Perhaps
- (3) Definitely

ASK IF: C3A4g = Def

C3A4ga

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4g = Def **AND:** QSelect.ChldAge > 12

C3A5

Did you start playing truant ('bunking off') from school before you were 13 years old?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6a

The next few questions are about some other behaviours that sometimes get people into trouble.

We have to ask everyone these questions even when they are not likely to apply.

In the past year, have you ever used a weapon against another person (e.g. a bat, brick, broken bottle, knife, gun)?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6a = Yes

C3A6aa

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6b

In the past year, have you really hurt someone or been physically cruel to them, for example, tied up, cut or burned someone?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6b = Yes

C3A6ba

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6c

Have you been really cruel to animals or birds on purpose in the past year (eg. tied them up, cut or burnt them)?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6c = Yes

C3A6ca

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6d

Have you deliberately started a fire in the past year?
(do not include burning individual matches or pieces of paper, camp fires etc.)

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6d = Yes

C3A6da

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6e

Thinking of the past year, have you deliberately destroyed someone else's property?

(e.g. smashing car windows or destroying school property)

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6e = Yes

C3A6ea

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6f

Have you been involved in stealing from someone in the street?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6f = Yes

C3A6fa

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6g

During the past year have you tried to force someone into sexual activity against their will?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6g = Yes

C3A6ga

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A6h

Have you broken into a house, another building or a car in the past year?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A6h = Yes

C3A6ha

Has this happened in the last 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** (C3A6a = Yes) OR (C3A6b = Yes) OR (C3A6c = Yes) OR (C3A6d = Yes) OR (C3A6e = Yes) OR (C3A6f = Yes) OR (C3A6g = Yes) OR (C3A6h = Yes)

C3A7a

Have these behaviours/this behaviour (that could get you into trouble) been present for at least 6 months?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1

C3A7

Have you ever been in trouble with the police?

- (1) No
- (2) Yes

ASK IF: C3A4DV >= 1 **AND:** C3A7 = Yes

C3A7aa

Please type in why you were in trouble with the police.

Please type in your answer

ASK IF: (C3A4DV >= 1) OR (C3A7 = Yes)

C3A8a

You have told me about some behaviours that have got/could get you into trouble. Have these interfered with how well you get on with the others at home?

- (1) Not at all
 - (2) A little
 - (3) Quite a lot
 - (4) A great deal
-

ASK IF: (C3A4DV >= 1) OR (C3A7 = Yes)

C3A8b

Have these interfered with making and keeping friends?

- (1) Not at all
 - (2) A little
 - (3) Quite a lot
 - (4) A great deal
-

ASK IF: (C3A4DV >= 1) OR (C3A7 = Yes)

C3A8c

Have these interfered with learning or class work?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

ASK IF: (C3A4DV >= 1) OR (C3A7 = Yes)

C3A8d

Have these interfered with playing, hobbies, sports or other leisure activities?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

ASK IF: (C3A4DV >= 1) OR (C3A7 = Yes) **AND:** (C3A4DV >= 1) OR (C3A7 = Yes)

C3A9

Has your behaviour made it harder for those around you (the others at home, friends, family, or teachers etc.)?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

TFU0707A.QC1Int.QCSelfC.QC1AS20

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

Intro

The following statements are about the kind of person that you are, and the way you prefer to do things. You might find some of the statements a bit odd, but please answer all them to the best of your ability, even if some of them don't seem to apply to you.

ASover

I prefer to do things the same way over and over again.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASsound

I often notice small sounds when others do not.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASpolite

Other people frequently tell me that what I've said is impolite, even though I think it is polite.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASdates

I am fascinated by dates.
i.e. calendar dates

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASsocsit

I find social situations easy.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASdetail

I tend to notice the details that others do not.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASparty

I would rather go to a party than a library.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASpeople

I find myself drawn more strongly to people than to things.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

AStalk

When I talk, it isn't always easy for others to get a word in edgeways.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASstory

When I'm reading a story, I find it difficult to work out the characters intentions.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASread

I particularly enjoy reading fiction.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASfriend

I find it easy to make new friends.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASlisten

I know how to tell if someone listening to me is getting bored.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASdomore

I find it easy to do more than one thing at once.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASphone

When I talk on the phone, I'm not sure when it's my turn to speak.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASface

I find it easy to work out what someone is thinking or feeling just by looking at their face.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASinform

I like to collect information about categories of things, for example, types of car, types of bird, types of train, types of plant, etc.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASplan

I like to plan any activities I participate in carefully.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASsoccc

I enjoy social occasions.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASdob

I am not very good at remembering people's date of birth.

- (1) Definitely agree
- (2) Slightly agree
- (3) Slightly disagree
- (4) Definitely disagree

ASK IF: *(DVASsc >= 2) AND (DVTtotal >= 8)*

ImpactAS

You've said that you prefer to, ^AttentTF.

Are your important daily routines, work or study ever affected by this?

- (1) To a great extent
- (2) To some extent
- (3) A little bit
- (4) Not at all

ASK IF: *(DVADsc >= 2) AND (DVTtotal >= 8)*

ImpactAD

You've said that you are particularly good at things like ^DetailsTF.

Are your important daily routines, work or study ever affected by this?

- (1) To a great extent
- (2) To some extent
- (3) A little bit
- (4) Not at all

ASK IF: (DVCnsc >= 2) AND (DVTtotal >= 8)

ImpactCn

You've said that you sometimes have difficulties ^CommTF.
Are your important daily routines, work or study ever affected by this?

- (1) To a great extent
- (2) To some extent
- (3) A little bit
- (4) Not at all

ASK IF: (DVSSsc >= 2) AND (DVTtotal >= 8)

ImpactSS

You've said that you ^SkillsTF.
Are your important daily routines, work or study ever affected by this?

- (1) To a great extent
- (2) To some extent
- (3) A little bit
- (4) Not at all

ASK IF: (DVImsc >= 2) AND (DVTtotal >= 8)

ImpactIm

You've said that you ^ImagineTF. Are your important daily routines, work or study ever affected by this?

- (1) To a great extent
- (2) To some extent
- (3) A little bit
- (4) Not at all

SMOKING

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

SmkIntro

Here are some questions about smoking

C3E1

Do you smoke cigarettes at all these days?

- (1) No
- (2) Yes

C3E2

Now read all the following statements carefully and type in the number next to the one which best describes you.

- (1) I have never smoked
- (2) I have only tried smoking once
- (3) I used to smoke cigarettes but I never smoke now
- (4) I sometimes smoke cigarettes now, but I don't smoke as many as one a week
- (5) I usually smoke between 1 - 6 cigarettes a week
- (6) I usually smoke more than 6 cigarettes a week

ASK IF: *C3E2 = Never*

C3E3

Just to check, read the statements below carefully and type in the number next to the one which best describes you.

- (1) I have never tried smoking a cigarette, not even a puff or two
- (2) I did once have a puff or two of a cigarette, but I never smoke now
- (3) I do sometimes smoke cigarettes

ASK IF: (C3E3 = SomeT) OR (C3E3 > SomeT) OR (C3E2 = UsuSmok) OR (C3E2 = Usually)

C3E3a

About how many cigarettes a day do you usually smoke?

If you smoke less than 1, type 0

ASK IF: (C3E3 = SomeT) OR (C3E3 > SomeT) OR (C3E2 = UsuSmok) OR (C3E2 = Usually)

C3E3b

How old were you when you started smoking at least one cigarette a week?

Please type in your age in years

ASK IF: (C3E3 = SomeT) OR (C3E3 > SomeT) OR (C3E2 = UsuSmok) OR (C3E2 = Usually)

C3E3c

Thinking about the last time you smoked, where were you when you smoked?

- (1) At home
- (2) Someone else's home
- (3) In a pub/pubs
- (4) In a restaurant
- (5) In a night club/club
- (6) Outside in a public place (e.g. park, street)
- (7) Other

ASK IF: (C3E3 = SomeT) OR (C3E3 > SomeT) OR (C3E2 = UsuSmok) OR (C3E2 = Usually)

C3E3d

Still thinking about the last time you smoked, how many people were you with when you smoked?

- (1) Alone
- (2) One other person
- (3) Two to five people
- (4) Six to ten people
- (5) More than 10 people

ASK IF: (C3E3 = SomeT) OR (C3E3 > SomeT) OR (C3E2 = UsuSmok) OR (C3E2 = Usually) **AND:** NOT (C3E3d = Alone)

C3E3e

And who were you with when you smoked?

Please type in the number that is next to your answer

You can type as many numbers as you want.

SET [4] OF

- (1) Boyfriend or girlfriend
- (2) With a friend/friends
- (3) With family
- (4) Other

ASK IF: C3E3a > 0

C3E4

Do you feel like cutting down or stopping smoking?

- (1) I feel like stopping smoking
- (2) I feel like cutting down
- (3) I don't feel like cutting down or stopping smoking

ASK IF: C3E3a > 0

C3E5

Do you feel annoyed if other people criticise your smoking?

- (1) No
- (2) Yes

ASK IF: C3E3a > 0

C3E6

Is smoking getting in the way of things you would really like to do?
(e.g. by using money you'd rather have for other things)

- (1) No
- (2) Yes

ASK IF: $C3E3a > 0$

C3E7

Do you have a really strong need for cigarettes to get through the day?

- (1) No
- (2) Yes

ASK IF: $C3E3a > 0$

C3E8

Do you get into trouble as a result of smoking?
(e.g. trouble at school, at home, starting fires)

- (1) No
- (2) Yes

DRINKING

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

DrnkIntr

Now there are some questions about drinking

C3F1

Have you ever had a proper alcoholic drink - a whole drink not just a sip?

Please do not include drinks labelled low alcohol

- (1) No
- (2) Yes

ASK IF: *C3F1 = Yes*

C3Fage

How old were you when you had your first proper alcoholic drink?

Please type in your age in years

ASK IF: *C3F1 = Yes*

C3F2

How often do you usually have an alcoholic drink?

- (1) Almost every day
- (2) About twice a week
- (3) About once a week
- (4) About once a fortnight
- (5) About once a month
- (6) Only a few times a year
- (7) I never drink alcohol

ASK IF: C3F1 = Yes

C3F3

When did you last have an alcoholic drink?

- (1) Today
- (2) Yesterday
- (3) Some other time during the last week
- (4) One week, but less than two weeks ago
- (5) Two weeks, but less than four weeks ago
- (6) One month, but less than six months ago
- (7) Six months, but less than one year ago
- (8) A year or more ago

ASK IF: C3F1 = Yes **AND:** C3F3 < More6

C3F4

Thinking about the last time you had an alcoholic drink, where did you have this drink?

- (1) At home
- (2) Someone else's home
- (3) In a pub/pubs
- (4) In a restaurant
- (5) In a night club/club
- (6) Outside in a public place (e.g. park, street)
- (7) Other

ASK IF: C3F1 = Yes **AND:** C3F3 < More6

C3F5

Still thinking about the last time you had an alcoholic drink, with how many people did you have this drink?

- (1) Alone
- (2) One other person
- (3) Two to five people
- (4) Six to ten people
- (5) More than 10 people

ASK IF: C3F1 = Yes **AND:** C3F3 < More6 **AND:** NOT (C3F5 = Alone)

C3F6

And with whom did you have your drink?

You can type as many numbers as you want.

SET [4] OF

- (1) Boyfriend or girlfriend
- (2) With a friend/friends
- (3) With family
- (4) Other

ASK IF: C3F1 = Yes **AND:** C3F2 < OnceFt

C3F7

Do you ever feel like cutting down or stopping your drinking?

- (1) I feel like stopping drinking
- (2) I feel like cutting down my drinking
- (3) I don't feel like cutting down or stopping drinking

ASK IF: C3F1 = Yes **AND:** C3F2 < OnceFt

C3F8

Do you feel annoyed if other people criticise your drinking?

- (1) No
- (2) Yes

ASK IF: C3F1 = Yes **AND:** C3F2 < OnceFt

C3F9

Is drinking getting in the way of things you would really like to do? (e.g. by using money you'd rather have for other things, stopping you get a qualification or job)

- (1) No
- (2) Yes

ASK IF: C3F1 = Yes **AND:** C3F2 < OnceFt

C3F10

Do you have a really strong need for alcoholic drinks to get through the day?

- (1) No
- (2) Yes

ASK IF: C3F1 = Yes **AND:** C3F2 < OnceFt

C3F11

Do you get into trouble as a result of drinking? (e.g. trouble at school, at home, with the police, accidents, fights)

- (1) No
- (2) Yes

DRUGS

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CanIntr

The next set of questions are about drugs

The first few questions are about cannabis and marijuana.

Cannabis is also called hashish, hash, dope, grass, ganja, kif, pot, blow, skunk, draw, spliff, joints, smoke and weed.

Cannabis is usually smoked either in cigarettes, called joints, or in a pipe.

C3c2

Have you ever, even once, used cannabis?

- (1) No
 - (2) Yes
 - (3) Never heard of cannabis/don't know
-

ASK IF: *C3c2 <> Yes*

C3C1

Have you ever had a chance to try cannabis or marijuana?

(Having a 'chance to try' means that cannabis was available to you if you wanted to use it or not.)

- (1) No
- (2) Yes

ASK IF: C3C2 = Yes

C3c3

On how many occasions have you used or taken cannabis?

- (1) Once
- (2) 2 - 5 occasions
- (3) 6 - 10 occasions
- (4) More than 10 occasions

ASK IF: C3C2 = Yes

C3C4

About how old were you the first time you used cannabis, even once?

Please type in the age at which you first tried cannabis in years

ASK IF: C3C2 = Yes

C3C5

About how often have you used cannabis in the past year?

- (1) About daily
- (2) 2 or 3 times a week
- (3) about once a week
- (4) about once a month
- (5) only once or twice in past year
- (6) not at all in past year

ASK IF: C3C2 = Yes **AND:** C3C5 = Only

C3C6

Have you used it in the last month?

- (1) No
- (2) Yes

ASK IF: C3c2 = Yes **AND:** C3C5 < None

C3CWhere

Thinking about the last time you had cannabis, where did you have it?

- (1) At home
- (2) Someone else's home
- (3) In a pub/pubs
- (4) In a restaurant
- (5) In a night club/club
- (6) Outside in a public place (e.g. park, street)
- (7) Other

ASK IF: C3c2 = Yes **AND:** C3C5 < None

C3CHow

Still thinking about the last time you had cannabis, with how many people did you have it?

- (1) Alone
- (2) One other person
- (3) Two to five people
- (4) Six to ten people
- (5) More than 10 people

ASK IF: C3c2 = Yes **AND:** C3C5 < None **AND:** C3CHow <> Alone

C3CWho

And with whom did you have cannabis?

you can type as many numbers as you want.

SET [4] OF

- (1) Boyfriend or girlfriend
- (2) With a friend/friends
- (3) With family
- (4) Other

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3Ca6

Have you ever been concerned or worried about using it?

- (1) No
- (2) Yes

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3C7

Has using cannabis ever made you feel ill?

- (1) No
- (2) Yes

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3C8

Has anyone expressed concern about you using cannabis - for example a friend or relative or teacher?

- (1) No
- (2) Yes

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3C9

Do you feel like cutting down or stopping your use of cannabis?

- (1) I feel like stopping using cannabis
- (2) I feel like cutting down my cannabis use
- (3) I don't feel like cutting down or stopping using cannabis

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3C10

Do you feel annoyed if other people criticise your use of cannabis?

- (1) No
- (2) Yes

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3C11

Is using cannabis getting in the way of things you would really like to do?
(e.g. by using money you'd rather have for other things or stopping you get a qualification or job)

- (1) No
- (2) Yes

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3C12

Do you have a really strong need for cannabis to get through the day?

- (1) No
- (2) Yes

ASK IF: C3c2 = Yes **AND:** C3c2 = Yes

C3C13

Do you get into trouble as a result of using cannabis?
(e.g. trouble at school, at home, with police, accidents)

- (1) No
- (2) Yes

ASK IF: QSelect.ChldInt = YesNow

AND: ((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY

AND: (QSelect.ChldAge > 10) AND (ChldNow = Yes)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

AND: (ChldSc = SCAccept) OR (ChldSc = IntAdm)

AND: (QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)

C3G2

Have you ever used any other drug?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes

C3G3

Have you ever used inhalants (these are liquids or sprays that people sniff or inhale to get high or make them feel good such as solvents, sprays, glue or amylnitrate)?

- (1) No
- (2) Yes
- (3) Never heard of inhalants/don't know

ASK IF: C3G2 = Yes **AND:** C3G3 = Yes

C3G3year

Have you used inhalants in the past year?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G3 = Yes **AND:** C3G3year = Yes

C3G3mont

Have you used inhalants in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G3 = Yes

C3G3a

On how many occasions have you used inhalants in your life?

- (1) Once
- (2) 2 - 5 occasions
- (3) 6 - 10 occasions
- (4) More than 10 occasions

ASK IF: C3G2 = Yes

C3G4

Have you ever used ECSTASY?

- (1) No
- (2) Yes
- (3) Never heard of ecstasy/don't know

ASK IF: C3G2 = Yes **AND:** C3G4 = Yes

C3G4year

Have you used ecstasy in the past year?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G4 = Yes **AND:** C3G4year = Yes

C3G4mont

Have you used ecstasy in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G4 = Yes

C3G4a

On how many occasions have you used ecstasy in your life?

- (1) Once
- (2) 2 - 5 occasions
- (3) 6 - 10 occasions
- (4) More than 10 occasions

ASK IF: C3G2 = Yes

C3G5

Have you ever used AMPHETAMINES (SPEED)

- (1) No
- (2) Yes
- (3) Never heard of amphetamines/don't know

ASK IF: C3G2 = Yes **AND:** C3G5 = Yes

C3G5year

Have you used amphetamines (speed) in the past year?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G5 = Yes **AND:** C3G5year = Yes

C3G5mont

Have you used amphetamines (speed) in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G5 = Yes

C3G5a

On how many occasions have you used amphetamines (speed) in your life?

- (1) Once
- (2) 2 - 5 occasions
- (3) 6 - 10 occasions
- (4) More than 10 occasions

ASK IF: C3G2 = Yes

C3G6

Have you ever used LSD (acid)?

- (1) No
- (2) Yes
- (3) Never heard of LSD/don't know

ASK IF: C3G2 = Yes **AND:** C3G6 = Yes

C3G6year

Have you used LSD (acid) in the past year?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G6 = Yes **AND:** C3G6year = Yes

C3G6mont

Have you used LSD (acid) in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G6 = Yes

C3G6a

On how many occasions have you used LSD (acid) in your life?

- (1) Once
- (2) 2 - 5 occasions
- (3) 6 - 10 occasions
- (4) More than 10 occasions

ASK IF: C3G2 = Yes

C3G7

Have you ever used tranquillisers (valium, temazapan)?

- (1) No
- (2) Yes
- (3) Never heard of tranquillisers/don't know

ASK IF: C3G2 = Yes **AND:** C3G7 = Yes

C3G7year

Have you used tranquillisers (valium, temazapan) in the past year?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G7 = Yes **AND:** C3G7year = Yes

C3G7mont

Have you used tranquillisers (valium, temazapan) in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G7 = Yes

C3G7a

On how many occasions have you used Tranquillisers (valium, temazapan) in your life?

- (1) Once
 - (2) 2 - 5 occasions
 - (3) 6 - 10 occasions
 - (4) More than 10 occasions
-

ASK IF: C3G2 = Yes

C3G8

Have you ever used cocaine (crack)?

- (1) No
 - (2) Yes
 - (3) Never heard of cocaine/don't know
-

ASK IF: C3G2 = Yes **AND:** C3G8 = Yes

C3G8year

Have you used cocaine (crack) in the past year?

- (1) No
 - (2) Yes
-

ASK IF: C3G2 = Yes **AND:** C3G8 = Yes **AND:** C3G8year = Yes

C3G8mont

Have you used cocaine (crack) in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G8 = Yes

C3G8a

On how many occasions have you used cocaine (crack) in your life?

- (1) Once
 - (2) 2 - 5 occasions
 - (3) 6 - 10 occasions
 - (4) More than 10 occasions
-

ASK IF: C3G2 = Yes

C3G9

Have you ever used heroin (methadone)?

- (1) No
 - (2) Yes
 - (3) Never heard of heroin/don't know
-

ASK IF: C3G2 = Yes **AND:** C3G9 = Yes

C3G9year

Have you used heroin (methadone) in the past year?

- (1) No
 - (2) Yes
-

ASK IF: C3G2 = Yes **AND:** C3G9 = Yes **AND:** C3G9year = Yes

C3G9mont

Have you used heroin (methadone) in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G9 = Yes

C3G9a

On how many occasions have you used heroin (methadone) in your life?

- (1) Once
 - (2) 2 - 5 occasions
 - (3) 6 - 10 occasions
 - (4) More than 10 occasions
-

ASK IF: C3G2 = Yes

C3G10

Have you ever used any drugs other than those already mentioned?
Do not include those you would get from a doctor or chemist

- (1) No
 - (2) Yes
 - (3) Never heard of heroin/don't know
-

ASK IF: C3G2 = Yes **AND:** C3G10 = Yes

C3G10yea

Have you used these other drugs in the past year?

- (1) No
 - (2) Yes
-

ASK IF: C3G2 = Yes **AND:** C3G10 = Yes **AND:** C3G10yea = Yes

C3G10mon

Have you used these other drugs in the past month?

- (1) No
- (2) Yes

ASK IF: C3G2 = Yes **AND:** C3G10 = Yes

C3G10a

On how many occasions have you used these other drugs in your life?

- (1) Once
- (2) 2 - 5 occasions
- (3) 6 - 10 occasions
- (4) More than 10 occasions

ASK IF: (C3c2 = Yes) OR (C3G2 = Yes)

C3DgHlp3

Have you ever had help or treatment because you were taking drugs?

- (1) No
- (2) Yes

ASK IF: (C3c2 = Yes) OR (C3G2 = Yes) **AND:** C3DgHlp3 = Yes

C3DgWho

Who did you get help from?

Please type in your answer

ASK IF: (C3c2 = Yes) OR (C3G2 = Yes) **AND:** C3DgHlp3 = No

C3DgHlp2

If you felt that you needed help or treatment because you were using drugs, would you know where to go?

- (1) No
- (2) Yes

ASK IF: (C3c2 = Yes) OR (C3G2 = Yes) **AND:** C3DgHlp3 = No

C3DgHlp1

Have you ever felt that you needed to get help or treatment because you were using drugs?

- (1) No
- (2) Yes

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

C3DrgInf

Would you know where to go if you wanted to get more information about drugs?

Please type 1 for 'no' and 2 for 'yes'

- (1) No
- (2) Yes

GAMBLING

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

Gamb1

The next few questions are about gambling. By 'gambling' we mean things like:

- buying lottery tickets or scratchcards for yourself;
- playing games or making bets for money on the internet (online gambling);
- playing football pools, bingo or fruit machines;
- playing games or making bets with friends for money;
- betting on races and/or with a bookmaker;
- and table games in a casino.

Have you spent any money on any of these things in the last 12 months?

- (1) No
 - (2) Yes
 - (9) Don't Understand/Does Not Apply
-

ASK IF: *Gamb1 = No*

Gamb2

Just to check, does that mean that you haven't gambled at all in the last 12 months, or do you gamble very occasionally, perhaps to buy a lottery ticket, scratch card, or play on a fruit machine?

- (1) Very occasionally in last year
 - (2) Not at all in the last year
-

ASK IF: *(Gamb1 = Yes) OR (Gamb2 = Yes)*

GamPreoc

Are you preoccupied with gambling (e.g. preoccupied with reliving past gambling experiences or planning the next venture, or thinking of ways to get money with which to gamble)?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamDesir

Do you need to gamble with increasing amounts of money in order to achieve the desired excitement?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamStop

Have you made repeated unsuccessful efforts to control, cut back, or stop gambling?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*) **AND:** *GamStop = Yes*

GamIrrit

Are you restless or irritable when attempting to cut down or stop gambling?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamEscp

Do you gamble as a way of escaping from problems or relieving feelings of helplessness, guilt, anxiety or depression?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamLoss

After losing money gambling, do you often return another day to get even?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamLie

Do you lie to family members, therapists, or to others to conceal the extent of involvement with gambling?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamIllg

Have you committed illegal acts such as forgery, fraud, theft, or embezzlement to finance gambling?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamCare

Have you jeopardised or lost a significant relationship, job, or educational or career opportunity because of gambling?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: (*Gamb1 = Yes*) OR (*Gamb2 = Yes*)

GamRely

Do you rely on others to provide money to relieve a desperate financial situation caused by gambling?

- (1) No
- (2) Yes
- (9) Don't Understand/Does Not Apply

ASK IF: *QSelect.ChldInt = YesNow*
AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*
AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*
AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*
AND: *(ChldSc = SCAccept) OR (ChldSc = IntAdm)*

CSCExit

Thank you. That is the end of this section.

Now please pass the computer back to the interviewer.

CHowCmp

Did the child complete the whole of this section as a self-completion?

- (1) Yes
- (2) No

RELIGION

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

CSpecRel

The next few questions are about religion. Do you have a specific religion?

- (1) Yes
 - (2) No
-

ASK IF: *CSpecRel = Yes*

cWhatRel

Which religion is that?
code one only.

- (1) Roman Catholic
- (2) Protestant Christian
- (3) Other Christian
- (4) Islam
- (5) Hinduism
- (6) Judaism
- (7) Buddhist
- (8) Other Specify

ASK IF: *CSpecRel = Yes AND: cWhatRel = Other*

cOthRel

Enter religion

ASK IF: *QSelect.ChldInt = YesNow*

AND: *((QSDQ2.EntRat = Yes) OR (QSDQ2.EntRat = Notsure)) OR QSDQ2.EntRat = EMPTY*

AND: *(QSelect.ChldAge > 10) AND (ChldNow = Yes)*

AND: *(QC1SDQ.EntRat = Yes) OR (QC1SDQ.EntRat = notsure)*

cRelig

By 'religion', we mean the actual practice of a faith, e.g. going to a temple, mosque, church or synagogue. Some people do not follow a religion but do have spiritual beliefs or experiences. Some people make sense of their lives without any religious or spiritual beliefs.

Would you say that you have a religious or a spiritual understanding of your life?

Code all that apply

SET [3] OF

- (1) Religious
- (2) Spiritual
- (3) Neither

ASK IF: *NOT (Neither IN cRelig)*

cRStrong

How strongly do you hold to your religious/spiritual view of life?

Which number best describes your view, 0 'weakly held' through to 10 'strongly held'.

ASK IF: *NOT (Neither IN cRelig)*

cImpPrac

How important to you is the practice of your belief (e.g. private meditation, religious services) in your day-to-day life?

Which number best describes your view, 0 'not necessary' through to 10 'essential'

ASK IF: NOT (Neither IN cRelig)

cPraynum

How often do you attend services or prayer meetings or go to a place of worship?

- (1) Once a week or more
- (2) At least once a month, but less than once a week
- (3) At least once a year, but less than once a month
- (4) Less than once a year
- (5) Never

Teacher Questionnaire

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DA1a

Compared with an average child of the same age, how does he or she fare in the following areas...
Reading?

- (1) Above average
 - (2) Average
 - (3) Some difficulty
 - (4) Marked difficulty
-

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DA1b

Mathematics?

- (1) Above average
 - (2) Average
 - (3) Some difficulty
 - (4) Marked difficulty
-

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DA1c

Spelling?

- (1) Above average
 - (2) Average
 - (3) Some difficulty
 - (4) Marked difficulty
-

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DA2

Although 'mental age' is a crude measure that cannot take account of a child being better in some areas than others, it would be helpful if you could answer the following question:
In terms of overall intellectual and scholastic ability, roughly what age level is he or she at?
ENTER AGE LEVEL

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DA3

During the last (whole) term how many days overall was the child absent?

Enter number of days

0.0..99.0

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DA3a

Of these ^DA3 days, how many of them were unauthorised absences?

Enter number of days

0.0..99.0

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DA4

Does the child have officially recognised special needs?

- (1) Yes
 - (2) No
-

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DA4 = Yes*

DA4a

Does the child have a written statement (record) of SEN?

- (1) Yes
 - (2) No
-

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DA4 = Yes*

DA5a

Are these special needs related to...
Cognition and learning needs?

- (1) Yes
- (2) No

ASK IF: *(TeachC = Yes) AND (TeachQ = Yes)*
AND: *DA4 = Yes*

DA5b

(Are these special needs related to...)
Behaviour, emotion and social development needs?

- (1) Yes
- (2) No

ASK IF: *(TeachC = Yes) AND (TeachQ = Yes)*
AND: *DA4 = Yes*

DA5c

(Are these special needs related to...)
Communication and interaction needs?

- (1) Yes
- (2) No

ASK IF: *(TeachC = Yes) AND (TeachQ = Yes)*
AND: *DA4 = Yes*

DA5d

(Are these special needs related to...)
Sensory and/or physical needs?

- (1) Yes
- (2) No

ASK IF: *(TeachC = Yes) AND (TeachQ = Yes)*
AND: *DA4 = Yes*

DA5e

(Are these special needs related to...)
Other needs - PLEASE SPECIFY?

- (1) Yes
- (2) No

ASK IF: *(TeachC = Yes) AND (TeachQ = Yes)*
AND: *DA4 = Yes*
AND: *DA5e = Yes*

Specify

Please specify - answer at DA5e

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB1

Considerate of other people's feelings

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB2

Restless, overactive, cannot stay still for long

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB3

Often complains of headaches, stomach aches or sickness

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB4

Shares readily with other children (treats, toys, pencils etc)

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB5

Often has temper tantrums or hot tempers

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB6

Rather solitary, tends to play alone

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB7

Generally obedient, usually does what adults request

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB8

Many worries, often seems worried

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB9

Helpful if someone is hurt, upset or feeling ill

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB10

Constantly fidgeting or squirming

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB11

Has at least one good friend

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB12

Often fights with other children or bullies them

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB13

Often unhappy, down-hearted or tearful

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB14

Generally liked by other children

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB15

Easily distracted, concentration wanders

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB16

Nervous or clingy in new situations, easily loses confidence

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB17

Kind to younger children

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB18

Often lies or cheats

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB19

Picked on or bullied by other children

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB20

Often volunteers to help others (parents, teachers, other children)

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB21

Thinks things out before acting

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB22

Steals from home, school or elsewhere

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB23

Gets on better with adults than with other children

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB24

Has many fears, easily scared

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB25

Sees tasks through to the end, good attention span?

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DB26

Overall, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or getting on with other people?

- (1) No
- (2) Yes: minor difficulties
- (3) Yes: definite difficulties
- (4) Yes: severe difficulties

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DB26 > No*

DB26a

How long have these difficulties been present?

- (1) Less than a month
- (2) One to five months
- (3) Six to twelve months
- (4) A year or more

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DB26 > No*

DB27

Do the difficulties upset or distress the child..
Running prompt

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DB26 > No*

DB28a

(Do the difficulties interfere with CHILDS everyday life in terms of his or her) ... peer relationships?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DB26 > No*

DB28b

(Do the difficulties interfere with CHILDS everyday life in terms of his or her)
... classroom learning?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DB26 > No*

DB29

Do the difficulties put a burden on you or the class as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC1

Excessive worries

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC2

Marked tension or inability to relax

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC3

Excessive concern about his/her own abilities, e.g. academic, sporting or social

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC4

Particularly anxious about speaking to class or reading aloud

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC5

Reluctance to separate from family to come to school

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC6

Unhappy, sad or depressed

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC7

Has lost interest in carrying out usual activities

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC8

Feels worthless or inferior

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC9

Concentration affected by worries or misery

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DC10

Other emotional difficulties e.g. marked fears, panic attacks, obsessions or compulsions

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: (*DC10 = trueC*) OR (*DC10 = trueS*)

TA11

Dc10a - Please describe these briefly

OPEN

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((DC1 = trueC) OR (DC2 = trueC)) OR (DC3 = trueC)) OR (DC4 = trueC)) OR (DC5 = trueC)) OR (DC6 = trueC)) OR (DC7 = trueC)) OR (DC8 = trueC)) OR (DC9 = trueC)) OR (DC10 = trueC)

DC11

Do the difficulties upset or distress the child..

Running prompt

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((DC1 = trueC) OR (DC2 = trueC)) OR (DC3 = trueC)) OR (DC4 = trueC)) OR (DC5 = trueC)) OR (DC6 = trueC)) OR (DC7 = trueC)) OR (DC8 = trueC)) OR (DC9 = trueC)) OR (DC10 = trueC)

DC12a

(Do the difficulties interfere with the childs everyday life in terms of his or her) ... peer relationships?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((DC1 = trueC) OR (DC2 = trueC)) OR (DC3 = trueC)) OR (DC4 = trueC)) OR (DC5 = trueC)) OR (DC6 = trueC)) OR (DC7 = trueC)) OR (DC8 = trueC)) OR (DC9 = trueC)) OR (DC10 = trueC)

DC12b

(Do the difficulties interfere with your the childs everyday life in terms of his or her)
... classroom learning?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((DC1 = trueC) OR (DC2 = trueC)) OR (DC3 = trueC)) OR (DC4 = trueC)) OR (DC5 = trueC)) OR (DC6 = trueC)) OR (DC7 = trueC)) OR (DC8 = trueC)) OR (DC9 = trueC)) OR (DC10 = trueC)

DC13

Do the difficulties put a burden on you or the class as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((DC1 = trueC) OR (DC2 = trueC)) OR (DC3 = trueC)) OR (DC4 = trueC)) OR (DC5 = trueC)) OR (DC6 = trueC)) OR (DC7 = trueC)) OR (DC8 = trueC)) OR (DC9 = trueC)) OR (DC10 = trueC)

DC14

Do you have any further comments about this the childs emotional state?

- (1) Yes
- (2) No

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((DC1 = trueC) OR (DC2 = trueC)) OR (DC3 = trueC)) OR (DC4 = trueC)) OR (DC5 = trueC)) OR (DC6 = trueC)) OR (DC7 = trueC)) OR (DC8 = trueC)) OR (DC9 = trueC)) OR (DC10 = trueC)

AND: DC14 = Yes

DC14a

If there are serious concerns in this area, pleas say how long the child has had these problems, and what, if anything, might have triggered them.

OPEN

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

DD1

When s/he is doing something in class that s/he enjoys and is good at, whether reading or drawing or making a model or whatever, how long does s/he typically stay on that task?

- (1) Less than 2 minutes
- (2) 2-4 minutes
- (3) 5-9 minutes
- (4) 10-19 minutes
- (5) 20 minutes or more

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD2

Makes careless mistakes

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD3

Fails to pay attention

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD4

Loses interest in what s/he is doing

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD5

Doesn't seem to listen

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD6

Fails to finish things s/he starts

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD7

Disorganised

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD8

Tries to avoid tasks that require thought

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD9

Loses things

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD10

Easily distracted

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD11

Forgetful

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD12

Fidgets

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD13

Can't stay seated when required to do so

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD14

Runs or climbs about when s/he shouldn't

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD15

Has difficulty playing quietly

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD16

Finds it hard to calm down when asked to do so

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD17

Interrupts, blurts out answers to questions

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD18

Hard for him/her to wait their turn

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD19

Interrupts or butts in on others

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DD20

Goes on talking if asked to stop

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (((((((((((((((((((((DD2 = trueC) OR (DD3 = trueC)) OR (DD4 = trueC)) OR (DD5 = trueC)) OR (DD6 = trueC)) OR (DD7 = trueC)) OR (DD8 = trueC)) OR (DD9 = trueC)) OR (DD10 = trueC)) OR (DD11 = trueC)) OR (DD12 = trueC)) OR (DD13 = trueC)) OR (DD14 = trueC)) OR (DD15 = trueC)) OR (DD16 = trueC)) OR (DD17 = trueC)) OR (DD18 = trueC)) OR (DD19 = trueC)) OR (DD20 = trueC)

DD21

Do the difficulties upset or distress the child..
Running prompt

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (((((((((((((((((((((DD2 = trueC) OR (DD3 = trueC)) OR (DD4 = trueC)) OR (DD5 = trueC)) OR (DD6 = trueC)) OR (DD7 = trueC)) OR (DD8 = trueC)) OR (DD9 = trueC)) OR (DD10 = trueC)) OR (DD11 = trueC)) OR (DD12 = trueC)) OR (DD13 = trueC)) OR (DD14 = trueC)) OR (DD15 = trueC)) OR (DD16 = trueC)) OR (DD17 = trueC)) OR (DD18 = trueC)) OR (DD19 = trueC)) OR (DD20 = trueC)

DD22a

(Do the difficulties interfere with the child's everyday life in terms of his or her) ... peer relationships?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (((((((((((((((((((((DD2 = trueC) OR (DD3 = trueC)) OR (DD4 = trueC)) OR (DD5 = trueC)) OR (DD6 = trueC)) OR (DD7 = trueC)) OR (DD8 = trueC)) OR (DD9 = trueC)) OR (DD10 = trueC)) OR (DD11 = trueC)) OR (DD12 = trueC)) OR (DD13 = trueC)) OR (DD14 = trueC)) OR (DD15 = trueC)) OR (DD16 = trueC)) OR (DD17 = trueC)) OR (DD18 = trueC)) OR (DD19 = trueC)) OR (DD20 = trueC)

DD22b

(Do the difficulties interfere with the child's everyday life in terms of his or her) ... classroom learning?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((((((((((((((DD2 = trueC) OR (DD3 = trueC)) OR (DD4 = trueC)) OR (DD5 = trueC)) OR (DD6 = trueC)) OR (DD7 = trueC)) OR (DD8 = trueC)) OR (DD9 = trueC)) OR (DD10 = trueC)) OR (DD11 = trueC)) OR (DD12 = trueC)) OR (DD13 = trueC)) OR (DD14 = trueC)) OR (DD15 = trueC)) OR (DD16 = trueC)) OR (DD17 = trueC)) OR (DD18 = trueC)) OR (DD19 = trueC)) OR (DD20 = trueC)

DD23

Do the difficulties put a burden on you or the class as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((((((((((((((DD2 = trueC) OR (DD3 = trueC)) OR (DD4 = trueC)) OR (DD5 = trueC)) OR (DD6 = trueC)) OR (DD7 = trueC)) OR (DD8 = trueC)) OR (DD9 = trueC)) OR (DD10 = trueC)) OR (DD11 = trueC)) OR (DD12 = trueC)) OR (DD13 = trueC)) OR (DD14 = trueC)) OR (DD15 = trueC)) OR (DD16 = trueC)) OR (DD17 = trueC)) OR (DD18 = trueC)) OR (DD19 = trueC)) OR (DD20 = trueC)

DD24

Do you have any further comments about this child in relation to attention or activity and impulsiveness?

- (1) Yes
- (2) No

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((((((((((((((DD2 = trueC) OR (DD3 = trueC)) OR (DD4 = trueC)) OR (DD5 = trueC)) OR (DD6 = trueC)) OR (DD7 = trueC)) OR (DD8 = trueC)) OR (DD9 = trueC)) OR (DD10 = trueC)) OR (DD11 = trueC)) OR (DD12 = trueC)) OR (DD13 = trueC)) OR (DD14 = trueC)) OR (DD15 = trueC)) OR (DD16 = trueC)) OR (DD17 = trueC)) OR (DD18 = trueC)) OR (DD19 = trueC)) OR (DD20 = trueC)

AND: DD24 = Yes

DD24a

Please describe. If there are serious concerns in this area, please say how long the child has had these problems, and what, if anything, might have triggered them.

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE1

Temper tantrums or hot tempers

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE2

Argues a lot with adults

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE3

Disobedient at school

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE4

Deliberately does things to annoy others

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE5

Blames others for own mistakes

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE6

Easily annoyed by others

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE7

Angry and resentful

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE8

Spiteful

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE9

Tries to get his/her own back

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE10

Lying or cheating

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE11

Starts fights

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE12

Bullies others

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE13

Plays truant

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE14

Uses weapons when fighting

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE15

Has been physically cruel, has really hurt someone

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE16

Deliberately cruel to animals

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE17

Sets fires deliberately

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE18

Does child steal?

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: (*DE18 = trueC*) OR (*DE18 = trueS*)

TC22a

DE18a - Please describe briefly

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DE19

Does s/he destroy things belonging to others, vandalism

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (DE19 = trueC) OR (DE19 = trueS)

TC22b

DE19a - Please describe briefly

OPEN

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

DE20

Does child show unwanted sexual behaviour towards other?

- (1) Not true
 - (2) Partly true
 - (3) Certainly true
-

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (DE20 = trueC) OR (DE20 = trueS)

TC22c

DE20a - Please describe briefly

OPEN

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

DE21

Has child been in trouble with the law

- (1) Not true
 - (2) Partly true
 - (3) Certainly true
-

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (DE21 = trueC) OR (DE21 = trueS)

TC22d

DE21a - Please describe briefly

OPEN

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (((((((((((((((((((((((((DE1 = trueC) OR (DE2 = trueC)) OR (DE3 = trueC)) OR (DE4 = trueC)) OR (DE5 = trueC)) OR (DE6 = trueC)) OR (DE7 = trueC)) OR (DE8 = trueC)) OR (DE9 = trueC)) OR (DE10 = trueC)) OR (DE11 = trueC)) OR (DE12 = trueC)) OR (DE13 = trueC)) OR (DE14 = trueC)) OR (DE15 = trueC)) OR (DE16 = trueC)) OR (DE17 = trueC)) OR (DE18 = trueC)) OR (DE19 = trueC)) OR (DE20 = trueC)) OR (DE21 = trueC)

DE22

Do the difficulties upset or distress the child.
Running prompt

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (((((((((((((((((((((((((DE1 = trueC) OR (DE2 = trueC)) OR (DE3 = trueC)) OR (DE4 = trueC)) OR (DE5 = trueC)) OR (DE6 = trueC)) OR (DE7 = trueC)) OR (DE8 = trueC)) OR (DE9 = trueC)) OR (DE10 = trueC)) OR (DE11 = trueC)) OR (DE12 = trueC)) OR (DE13 = trueC)) OR (DE14 = trueC)) OR (DE15 = trueC)) OR (DE16 = trueC)) OR (DE17 = trueC)) OR (DE18 = trueC)) OR (DE19 = trueC)) OR (DE20 = trueC)) OR (DE21 = trueC)

DE23a

(Do the difficulties interfere with the child's everyday life in terms of his or her) ... peer relationships?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)
AND: (((((((((((((((((((((((((DE1 = trueC) OR (DE2 = trueC)) OR (DE3 = trueC)) OR (DE4 = trueC)) OR (DE5 = trueC)) OR (DE6 = trueC)) OR (DE7 = trueC)) OR (DE8 = trueC)) OR (DE9 = trueC)) OR (DE10 = trueC)) OR (DE11 = trueC)) OR (DE12 = trueC)) OR (DE13 = trueC)) OR (DE14 = trueC)) OR (DE15 = trueC)) OR (DE16 = trueC)) OR (DE17 = trueC)) OR (DE18 = trueC)) OR (DE19 = trueC)) OR (DE20 = trueC)) OR (DE21 = trueC)

DE23b

(Do the difficulties interfere with the child's everyday life in terms of his or her) ... classroom learning?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((((((((((((((((((DE1 = trueC) OR (DE2 = trueC)) OR (DE3 = trueC)) OR (DE4 = trueC)) OR (DE5 = trueC)) OR (DE6 = trueC)) OR (DE7 = trueC)) OR (DE8 = trueC)) OR (DE9 = trueC)) OR (DE10 = trueC)) OR (DE11 = trueC)) OR (DE12 = trueC)) OR (DE13 = trueC)) OR (DE14 = trueC)) OR (DE15 = trueC)) OR (DE16 = trueC)) OR (DE17 = trueC)) OR (DE18 = trueC)) OR (DE19 = trueC)) OR (DE20 = trueC)) OR (DE21 = trueC)

DE24

Do the difficulties put a burden on you or the class as a whole?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((((((((((((((((((DE1 = trueC) OR (DE2 = trueC)) OR (DE3 = trueC)) OR (DE4 = trueC)) OR (DE5 = trueC)) OR (DE6 = trueC)) OR (DE7 = trueC)) OR (DE8 = trueC)) OR (DE9 = trueC)) OR (DE10 = trueC)) OR (DE11 = trueC)) OR (DE12 = trueC)) OR (DE13 = trueC)) OR (DE14 = trueC)) OR (DE15 = trueC)) OR (DE16 = trueC)) OR (DE17 = trueC)) OR (DE18 = trueC)) OR (DE19 = trueC)) OR (DE20 = trueC)) OR (DE21 = trueC)

DE25

Do you have any further comments about this child's awkwardness and troublesome behaviour?

- (1) Yes
- (2) No

ASK IF: (TeachC = Yes) AND (TeachQ = Yes)

AND: (((((((((((((((((((((((((DE1 = trueC) OR (DE2 = trueC)) OR (DE3 = trueC)) OR (DE4 = trueC)) OR (DE5 = trueC)) OR (DE6 = trueC)) OR (DE7 = trueC)) OR (DE8 = trueC)) OR (DE9 = trueC)) OR (DE10 = trueC)) OR (DE11 = trueC)) OR (DE12 = trueC)) OR (DE13 = trueC)) OR (DE14 = trueC)) OR (DE15 = trueC)) OR (DE16 = trueC)) OR (DE17 = trueC)) OR (DE18 = trueC)) OR (DE19 = trueC)) OR (DE20 = trueC)) OR (DE21 = trueC)

AND: DE25 = Yes

DE25a

Please describe. If there are serious concerns in this area, please say how long the child has had these problems, and what, if anything, might have triggered them.

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Occupy

Good at keeping him/herself occupied

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Reckless

Often does reckless things without thinking of the danger or the consequences for him/herself or others

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

GoodImp

Makes a good first impression but people tend to change their minds after they get to know ^DMhimher

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Friends

Keeps friends

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Shallow

Shallow and fast-changing emotions

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

TooFull

Too full of him/herself or his/her own abilities

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Sorry

Is usually genuinely sorry if s/he has hurt someone or acted badly

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Black

Often uses emotional blackmail to get his/her own way

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

NoScare

Fearless in situations that should worry or scare children/young people of his/her age

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Cold

Can seem cold-blooded or callous

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Promise

Keeps promises

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

NoTrust

Difficulty trusting others

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Genuine

Genuine in his/her expression of emotions

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

Tries

Usually tries his/her best

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DF1

Tics, twitches, involuntary grunts or noises

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DF2

Diets to excess

- (1) Not true
- (2) Partly true
- (3) Certainly true

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DF2a

Has (CHILD) been diagnosed with an autistic spectrum disorder?

- (1) Yes
- (2) No

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DF2a = No*

DF2b

Do you have concerns that s/he may have an autistic spectrum disorder?

- (1) Yes
- (2) No

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DF2a = No*
AND: *DF2b = Yes*

TF2aa

Please describe these concerns

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DF3

Do you have any other concerns about the child's psychological development?

- (1) Yes
- (2) No

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DF3 = Yes*

DF3a

Please describe this briefly

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DF4

Do you have any further comments about this child in general?

- (1) Yes
 - (2) No
-

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DF4 = Yes*

DF4a

Please describe

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

DG1

During this school year, has s/he had any specific help for emotional or behavioural problems from teachers, educational psychologists, or other professionals working within the school setting

- (1) Yes
 - (2) No
-

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)
AND: *DG1 = Yes*

DG1a

Please describe briefly what sort of help was provided by whom, and for what

OPEN

ASK IF: (*TeachC = Yes*) AND (*TeachQ = Yes*)

TchDone

Have you finished entering the data for this case?

- (1) Yes
- (2) No

Appendix D : Glossary of terms

Conduct disorders

Conduct disorders are characterised by aggressive, disruptive or anti-social behaviour.

Education level of parent

Educational level was based on the highest educational qualification obtained and was grouped as follows:

Degree (or degree level qualification)

Teaching qualification

HNC/HND, BEC/TEC Higher, BTEC Higher

City and Guilds Full Technological Certificate

Nursing qualifications: (SRN,SCM,RGN,RM,RHV,Midwife)

A-levels/SCE higher

ONC/OND/BEC/TEC/not higher

City and Guilds Advanced/Final level

GCE O-level (grades A-C if after 1975)

GCSE (grades A-C)

CSE (grade 1)

SCE Ordinary (bands A-C)

Standard grade (levels 1-3)

SLC Lower SUPE Lower or Ordinary

School certificate or Matric

City and Guilds Craft/Ordinary level

GCE O-level (grades D-E if after 1975)

GCSE (grades D-G)

CSE (grades 2-5)

SCE Ordinary (bands D-E)

Standard grade (levels 4-5)

Clerical or commercial qualifications

Apprenticeship

Other qualifications

CSE ungraded

No qualifications

Emotional disorders

Emotional disorders include separation anxiety, specific phobias, social phobia, panic, agoraphobia, Post Traumatic Stress Disorder, Obsessive-Compulsive disorder and depression.

Exclusion from school

Exclusions can be either fixed term (previously called 'suspension') or permanent (previously

referred to as 'expulsion'). A fixed term exclusion means that the child must leave the school premises and not return before the period of the fixed term is over. In the case of permanent exclusions they should never return to school unless there is a successful appeal.

GHQ12

The General Health Questionnaire 12 questionnaire is used to detect the presence of non-psychotic psychiatric morbidity in community settings. (Goldberg and Williams, 1988)

Household

This survey used the standard household definition that is used in most surveys carried out by ONS and is comparable with the 2001 Census definition. A household is defined as a single person or group of people who have the accommodation as their only or main residence and who either share one meal a day or share the living accommodation.

ICD-10

Classification of mental and behavioural disorders: diagnostic criteria for research. World Health Organisation.

Mental disorders

The questionnaires used in this survey were based on both the ICD10 and DSM-IV diagnostic research criteria, but this report uses the term 'mental disorders' as defined by the ICD-10 to imply a clinically recognisable set of symptoms or behaviour associated in most cases with considerable distress and substantial interference with personal functions.

Onset of mental disorder

Where a disorder was not present at Time 1 (2004) but was present at Time 2 (2007).

Persistence of mental disorder

Where a disorder was present at both surveys – at Time 1 (2004) and at Time 2 (2007).

Reconstituted families

Reconstituted families are those where two separate families of a parent and a child, or children, have joined together so that the reconstituted family is made up of a couple and two sets of children of different parentage. Reconstituted families are referred to in the tables as containing step-children.

Socio-economic classification

From April 2001 the National Statistics Socio-economic Classification (NS-SEC) was introduced for all official statistics and surveys. It replaced Social Class based on occupation and Socio-economic Groups (SEG). Full details can be found in 'The National Statistics Socio-economic Classification User Manual 2002' ONS 2002.

For the purposes of analysis, Socio-economic class has been defined by three broad categories - higher/lower managerial and professional occupations; intermediate, small employers and own account; lower supervisory, semi-routine and routine occupations (lower supervisory).

Descriptive definition	NS-SEC categories
Large employers and higher managerial occupations	L1, L2
Higher professional occupations	L3
Lower managerial and professional occupations	L4, L5, L6
Intermediate occupations	L7
Small employers and own account workers	L8, L9
Lower supervisory and technical occupations	L10, L11
Semi-routine occupations	L12
Routine occupations	L13
Never worked and long-term unemployed	L14
Full-time students	L15

The two residual categories: L16 (occupation not stated or inadequately described) and L17 (not classifiable for other reasons) are excluded when the classification is collapsed into its analytical classes.

Tenure

For the purposes of analysis, tenure is classified into two categories:

Owns: includes buying with a mortgage and owned outright, that is, bought without a mortgage or loan or with a mortgage or loan which has been paid off. It also includes co-ownership and shared ownership schemes.

Renter: rents from Housing Association (HA), local authorities (LA), or privately. Private renting includes renting from organisations (property company, employer or other organisation) and from individuals (relative, friend, employer or other individual).

Time 1

The 2004 survey

Time 2

The 2007 follow-up survey

Working status

Working adults

People were counted as working if they did any work for pay or profit in the week ending the last Sunday prior to interview. Self-employed persons were considered to be working if they worked in their own business for the purpose of making a profit. Anyone on a Government scheme that was employer-based was also 'working last week'

Unemployed adults

This category includes those who were waiting to take up a job that had already been obtained, those who were looking for work, and people who intended to look for work but who were prevented by temporary ill-health, sickness or injury.