



Questionnaires and Instrumentation used in the Pre-piloting, Piloting and Dress Rehearsal Phases of the 9-year cohort of *Growing Up in Ireland*





Report on Pre-Piloting, Piloting and Dress Rehearsal phases of the 9-year cohort

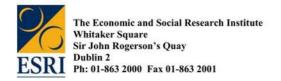
Growing Up in Ireland

Appendix A

School-based instruments used in Pilot 1

- A1. School Record Sheet (blue)
- A2. Principal Questionnaire (white)
- A3. Teacher-on-Self Questionnaire (yellow)
- A4. Teacher-on-Pupil Questionnaire (green)





School ID



Growing Up in Ireland – the national longitudinal study STRICTLY CONFIDENTIAL

SCHOOL RECORD SHEET

Dateday_	Mth			
		[2017] [[[[[[[[[[[[[[[[[[[30 이번 시대 1일 4시	ne study is to improve ou en develop over time and

understanding of all aspects of children and their development. It will examine how children develop over time and identify which factors affect a child's development and make for a healthy and happy childhood or for a less happy one. The results of the study will be used by government to develop policies and interventions to support children and their families in the future.

The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs, the Department of Education & Science and the Central Statistics Office. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study.

Your school has been one of those randomly selected to participate in the study. All information provided will be treated in the strictest confidence. No-one, other than the Study Team, will see the information you complete about the child. This information will not be seen by the child or by his /her parents / guardians.

An information sheet outlining in more detail the objectives of the study accompanies this form

On this form we would like you to record the details of all students in your school

WHOSE DATE OF BIRTH IS BETWEEN 1st APRIL 1997 AND 31th MARCH 1998.

Please include one child per line. The form provides up to 65 lines - i.e. 65 children in the age bracket.

In the table below we would like you to list all the teachers who teach the children in question from 1 to 10 as relevant to your school. The Teacher ID referred to on the Teacher Questionnaire is the ID number referred to in the table below. Please also tick in column (C) to indicate whether or not any of the teachers in question is the Principal of the school.

(A) TEACHER ID WITHIN THE SCHOOL	(B) TEACHER NAME	(C) School Principal?
		YN
1		1 2
2		
3		1 2
4		
5		
6		
7		
8		
9		1 2
10		

LIST OF ALL CHILDREN IN YOUR SCHOOL WHOSE DATE OF BIRTH FELL BETWEEN 1st APRIL 1997 AND 31st MARCH 1998

			Teacher	Gender	Da	ate of Birth	1						
PUPIL NUMBER	Pupil's Roll Number	Pupil's Name	ID (from table on page 1)	M F	Day	Mth	Yr	School Year	Class	Info. 1	Info. 1 returned	Info. 2 issued	Info. 2
1		1		1 2									
2				1 2									
3				□1 □2									
4				1 2									
5				1 2									
6				1 2									
7				1 2									
8				1 2									
9				1 2									
10				1 2									
11				1 _2									
12				1 _2									
13				1 2									
14				1 2									
15				1 2									
16				1 2									
17				1 2									
18				1 2									
19				1 2									
20				1 2									
21				1 2									
22				1 2									
23				1 2									
24				1 2									
25				1 2									
26				1 2									
27				1 2									
28				1 2									
29				1 2						\sqcup			
30				1 2									
31				1 _2									
32				1 2									

CONTINUED FROM ABOVE/

			Teacher	Gender	Da	ate of Birtl	1						
PUPIL NUMBER	Pupil's Roll Number	Pupil's Name	ID (from table on page 1)	M F	Day	Mth	Yr	School Year	Class	Info. 1 issued	Info. 1 returned	Info. 2 issued	Info. 2 returned
33		•		□1 □2									
34				□1 □2									
35				1 2									
36				□1 □2									
37				□1 □2									
38				□1 □2									
39				□1 □2									
40				□1 □2									
41				□1 □2									
42				□1 □2									
43				1 2									
44				□1 □2									
45				□1 □2									
46				□1 □2									
47				□1 □2									
48				□1 □2									
49				1 2									
50				□1 □2									
51				□1 □2									
52				1 2									
53				1 2									
54				□1 □2									
55				□1 □2									
56				□1 □2									
57				□1 □2									
58				□1 □2									
59				□1 □2									
60				1 2									
61				□1 □2									
62				□1 □2									
63				1 2									
64				□1 □2									
65				□1 □2									

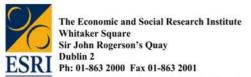
If you have more than 40 pupils aged 9 years or more in your school use the table below to decide which ones to exclude from the sample.

Read down the appropriate column to identify which students to exclude form the sample.

For example, if you have 49 pupils listed in the table above use the table below to identify which 9 students to exclude from the sample by reading down the column headed '49' and exclude pupil numbers 1, 5, 11, 13, 16, 21, 31, 36, 46.

					Pu	oil N	umb	ers	to E	XCL	UDE	fro	m th	e sa	ımpl	e of	9-ye	ar-o	lds					
								Tota	ıl nu	mber	of 9	year	olds	in th	he sc	hool								
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65
15	23	5	3	3	4	7	4	1	8	3	2	2	5	2	2	1	2	1	2	1	2	4	1	3
	36	14	10	6	10	12	10	5	10	5	6	11	7	6	6	5	5	2	6	3	3	7	3	7
		28	21	11	19	21	17	11	17	7	10	12	11	10	8	9	8	6	11	5	4	9	5	10
			39	24	32	24	22	13	21	13	11	14	15	14	12	10	11	9	15	7	6	11	10	12
				43	35	30	29	16	27	19	15	22	20	18	17	13	14	13	16	8	14	13	14	15
					41	36	35	21	33	21	16	23	22	23	20	16	17	15	20	9	18	15	18	16
						43	41	31	34	29	23	34	25	27	23	19	19	20	21	17	19	17	20	18
							46	36	40	30	28	40	27	29	26	25	20	24	25	21	20	19	21	21
								46	41	45	36	43	33	31	29	26	23	28	27	25	22	21	24	24
									45	46	42	46	35	35	33	27	28	32	33	26	24	23	28	25
										51	48	48	40	39	37	28	31	36	36	29	26	24	30	27
											51	50	42	43	41	31	34	39	38	33	30	26	34	29
												52	45	47	46	36	38	41	39	37	34	29	37	32
													47	51	50	40	42	44	42	41	38	32	39	33
														55	54	46	48	47	44	45 46	42	39	41	36
															55	52 55	52	50	49		43 45	42 44	45 48	39 42
																55	54 56	53 55	52 54	49 51	48	46	49	47
																	56	58	56	54	50	50	51	50
																		56	60	58	54	53	53	51
																			00	61	58	56	54	55
																				01	61	60	57	57
																					01	64	60	59
																						04	62	61
																							02	64







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PRINCIPAL'S QUESTIONNAIRE

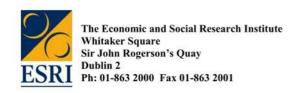
School ID				Interv	viewer Number	r					3
Time Started	Т	1	(24 hou	ır clock)							
		1	l				te				
Growing Up in Ireland understanding of all asp identify which factors aff one. The results of the and their families in the f The Department of Heal association with the Dep Statistics Office. A group Research Centre at Trini Your school has been of treated in the strictest of An information sheet out	ects of ect a chartment of reset to Collect the confider	children hild's devill be us hildren is of Sociearchers ge Dubliose randince.	and their velopment sed by gover funding the sed by the sed by the n is carrying domly selection.	development and make vernment to the study the study the Economic of out the study the study and out the study the study and out the study	ent. It will examinate for a healthy are develop policies arough the Office the Department of Social Reseastudy.	ne how nd happ is and e of the of Educ irch Ins udy. A	childred chi	en de dhood entions ster for & Scie (ESRI)	velop of or for sito sur Childence are and Ton pro	a less pport of ren (C nd the he Ch vided	me and s happy children DMC) in Central ildren's
1. Are you male or fema	ale?	М	ale	□ 1	Female	🗀 2					
2. To which age group	do you	belong	?								
20 to 29 □ ₁ 30	-39	🗀 2	40-49		50-59□		60 or	older .	5		
3. For how many years	have yo	ou been	Principal	l)							
(a) in this school?					Year	s					
(b) in other National Sc	chools?	·			Year	's					
4. Which of the following	ig best	describ	es your s	chool?							
Gaelscoil Special school					chool ng primary schoo		_				
5. Is the school include	d in the	Schoo	l Support	Programn	ne (under the DI	EIS pla	n)? `	/es	□ 1	No	_2
6. How many students	are enre	olled in	this scho	ol? Nu	mber of students	S	_				
7. In addition to your de	uties as	princip	al, do you	ı have a te	aching class as	signe	to yo	ou?			
			Yes		1 No	2					
8. How many full-time a	nd <i>par</i>	t-time te	and the second	manager square	school?			-			
	Full-ti	mo	Тс	otal	Male	Fema	ale	-			
	Part-ti										
9. Excluding yourself, h	now ma	ny <i>full-t</i>	ime and p	art-time a	dministrative st	aff wo	rk in y	our so	chool?	•	
Full-time admin. s [If none, please wr					lmin. staff						
10. Approximately how indicate the total nu											
			Tota	al	Full-time	Pa	art-time	е]		
Learning support/remedi	al teach	ers							-		
Language assistants									-		
Special needs assistants Other teaching assistants									1		
11. How many classroo		otal are	there in t	he school	? clas	srooms	S	-	1		
12. How many portable	classro	oms (p	refabs) ar	e there in	the school?		portal	ole cla	ssroor	ns	

13. How many classes (across all year	r-groups) are t	here in the so	hool?	classe	s
14. Approximately how many pupils is	s the school de	signed for?	ch	nildren	
15. When was the school built?	Year				
16. Compared to other National School pupils are the school's resources	in each of the	following are	as?		
a Number of teachers	Poor			Good □2	Excellent
a. Number of teachersb. Number of classrooms			2	3	
c. General teaching aidsd. Computing facilities			<u></u> 2	🔯	
e. Arts and crafts facilities			<u>_</u> 2		
f. Sports facilities		Γ	7,		\square_{4}
a. Music facilities		Γ	72		
h. Playgroundi. Library/media centre			b	3	
j. Cafeteria				3	
k.Toilet facilities			\neg		\Box
Special education/Teaching assistants M. After-school facilities (e.g. homework Administrative support	3			3	
n. Administrative support	······			3 3	
o. Condition of the school building, class	srooms etc⊡₁	[<u></u>	3	
17. Does the school provide					
a) a so-called 'breakfast club'b) school meals at lunchtime	Yes, every day Yes, every day	1	Yes, some Yes, some		□ ₁ No□ ₂ □ ₁ No□ ₂
18 Approximately how many compute	ers in total does	s the school l	have? _		computers
19 Of these, how many can be used <u>b</u> teaching staff:			g those use	d <i>solely</i> by	administrative or
	used by th				
20. Does the school have a dedicated	computer rooi	m for student	s? Ye	es□ ₁	No□2
21. In your opinion, how important is	each of the foll	owing to the	ethos of th	e school?	
	Very important	Fairly important	Not	Not	
a. Sports					
b. Religion					
c. Musicd. Drama			3	4	
e. Involvement with the community			3		
e. Involvement with the community f. Involvement with parents/guardians g. Social justice/concern for disadvantage		🗖 2	3		
g. Social justice/concern for disadvantagh. Environmental awareness	ged ∐₁			4	
					uh - 11
22. Are the school buildings and othe (a) in the evenings during the week; (tne local community
	§ □1	No			
	S ☐₁ S ☐₁	No No			
23. Approximately how many of each If none, please write 'NONE' – do r					
Foreign-national students	(Number)			
Students from families from the Travellin	ng Community.(Number)			
Students with emotional/behavioural pro	blems(Number)			
Students with physical disabilities/specia	al needs(Number)			
Students with learning disabilities	(Number)			
24. Approximately, what is the Average	ge Daily Attend	ance for you	school thi	s year (200	6/2007)?
% Average Daily Attendance	OR		Avera	ge number a	attending daily
25. What percentage of students miss figures)	sed 20 days or	more in the 2	006/2007 ad	cademic ye	ar (as per the NEWB

			e pupils in yo nutes walking			ne from the immediate
					%	
27. To what exte school?	nt would yo	u say that ch To a great Extent				s are catered for in this
a. Learning disabb. Physical disabi	ilities Ilities			3 3		
28. Do children v separate classes					ilities typically s	pend most of their time in
			Separate Classes	regular classes	Other (specify)	
Children with lear typically spend m	r ning disabil ost of their da	ities ay in	🗖	2	33	
Children with phy typically spend m			🗀	2	33	
		the followin		l in supporti	ng children with	behavioural problems in
	Classro Learning Other st	om Teacher . g support/res taff member	ource teacher		□2 □3 □4	
numeracy, b	ehaviour or	language di	fficulties as to	adversely i		I would have such literacy, ducational development or ercentage.
					ildren with each p	•
	5	Ì	None	<10%	10-25% Over 2	5%
b) Numer c) Behavi	racy Problem iour problems	S S	□1		3	4 4 4 4
			than English/I			,
31. Does the sch	nool have a l	Home-Schoo	ol-Community	Liaison Tead	cher? Yes[1 No
32. Over the pas	t five years,	has the nun	nber of pupils	coming to th	nis school:	
Increased	1	Decreased	l □2	Remain	ed fairly stable	🔲 3
33. Are all of the	pupils who	apply to this	s school gene	rally accepte	ed? Yes	\square_1 No \square_2
34. In your opini than there are			bscribed (i.e.		more pupils app	ply to come to this school \Box_2
35. Are there any	y other local	schools to	which pupils i	n your scho	ol might go? Ye	s□₁ No □₂
36. What criteria	are used to	admit stude	ents [Please tid	k all that app	ly]?	
to the	siblings at in the	Parents P ttended e school	erformance on tests	Date of application	Other (Ple	ease specify below)
school □₁	school 2	□ ₃	□ 4	5		<u>□</u> 6
37. On what bas	is are stude	nts in the sc	hool allocated	I to classes?		
Randomly/alphab	etically	<u>1</u> Pe	erformance on	tests	2 Other [pl	ease specify]□₃
38. Does the sch	nool hold for	mal parent-t	eacher meetii	ngs at least o	nce per year?	∕es□₁ No□₂
39. Approximate	ly what prop	oortion of pa	rents attend p	oarent-teach	er meetings? _	per cent
40a. How import		Very imp	ortant Fa	irly important	Not importa	
a. Sportb. Music		······				
c. Speech and Dr	ama			🗖 2		
d. Environmental	Awareness			🔲 2		

400. And now important is each	Very important		Not importa	int Not sure	
a. Sport	Ĺ, ·			\Box	
b. Music c. Speech and Drama d. Environmental Awareness e. Awareness of Social Justice					
c. Speech and Drama					
d. Environmental Awareness	Ы				
e. Awareness of Social Justice	∐1		🖂	4	
41. To what extent are the follo	0	ften Occasio	onally Rarely		
a. Suspension		1	3	4	
b. Expulsion/permanent exclusion	n	🗆 1		4	
c. Extra classwork				4	
d. Extra homework		□1□2	3	4	
e. Writing of 'lines'		□1□2	3	4	
f. Detention				4	
g. Exclusion from sports or other					
h. Verbal (phone or otherwise) re				4	
i. Written report to parents		□1□2	3	4	
j. Warning card system				4	
k. Other (specify)		. 🔲 1	3	4	
42. Does the school have a wri	tten discipline poli	v2 Yes 🗔	No □₂		
43. To what extent were the fol	-		-		
To a gr	eat extent To s	ome extent			
a. Teachersb. Parents	1				
c. Pupils	<u></u>				
c. Pupils[d. Board of Management	<u> </u>	2	3		
44. To what extent is bullying a	problem in your s	chool?			
A major problem	A minor prob	olem∏₁	No problem	at all	3
45. Does your school have an	•	_		□2	
46. Does your school have a w				🔽	
47. Please indicate the extent t school.	o wnich you believe				
		True of nearly all	True for more than half	True for less than half	True of only a few
a. Teachers are positive about the s	chool				
o. Teachers get a lot of help and su		s		3	4
c. Teachers are open to new develo		ges1	2	3	4
d. Teachers are eager to take part in	n in-service training	1	2	3	4
48. a) Compared with other Nat problems in running the sc				cale of day-to-	day
	, 0	ut the same as in	Slightly less than i		
other schools in ot	her schools o	other schools	other schools	other s	chools
	2	□ 3	4	5	
48 b) What makes you say	that? [Please descr	ibe as fully as po	ssible]		
49. Compared with other Na	tional Schools of	vour size wor	ıld vou sav tha	t in general	the school
environment in your school is					
Happier[y	Less happy		
50. In general terms (a) how str	ressed do you feel Very		(b) how satisfied lot Very Not A		th your job?
a. How stressed do you feel by y		i-aiiiy IN 			
b. How satisfied do you feel by y	our job□₁				
51. Would it be possible for yo as a spreadsheet in Exce					r file – say
Time ended	(24 hour	clock)			

A3. Teacher-on-Self Questionnaire (yellow)





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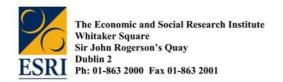
TEACHER'S QUESTIONNAIRE

School ID				Intervi	ewer Number						
Teacher ID w	ithin Schoo	1			Date:						
understanding identify which	of all aspect factors affectults of the st	ets of childrer et a child's de udy will be u	and their development	levelopment and make fo	children. The pur It will examine of r a healthy and levelop policies a	how c	hildrer childh	n devel	lop ov r for a	er time less h	e and nappy
association wi Statistics Offi	ith the Depa ce. A grou	rtment of Soci p of researc	ial & Family thers led by	Affairs, the	ugh the Office of Department of Education of Education Department of Education	ducat	ion &	Scienc	e and	the C	entral
Your school h			domly selec	ted to partic	ipate in the study	/. All	inform	ation	provi	ded w	ill be
An information	n sheet outlir	ning in more o	detail the ob	jectives of th	e study accompa	anies	this qu	estion	naire.		
Growing Up	<i>In Ireland</i> ha	as the suppor	t of the INT	O – see attac	ched extract from	Nove	ember	issue (of <i>In T</i>	ouch	
1. Are you ma	ale or femal	e? I	Male	1	Female[_2					
2. To which a	ige group d	o you belong	g?								
20 to 29[_ ₁ 30-3	39 🗀 2	40-49	🔲 3	50-59 🗀₄		60 or	older	□5		
3. How many	years have	you been te	aching at p	rimary sch	ool level?		у	ears			
4. How long l	nave you be	en teaching	in this sch	ool?	years						
5. Which of the	he followinç	g qualificatio	ns do you l	nold? [Plea	ase tick all that ap	oply]					
A primary deg A primary deg A postgradual A qualification A higher degre A higher degre	ree in educa ree in anoth te diploma in in learning : ee in educat ee in anothe	ation (B.Ed) er subject education support, spection (PhD, Ma r subject (PhI	ial educatio sters etc.) D, Masters e	n or resource	al school qualific			2 3 4 5 6			
6. Which of the	he following	j best descri	bes the wa	y your class	s(es) at this sch	ool is	/are o	rganis	ed?[T	Γick 1	box]
		120	ž 5		ame class of chil					ē.	
Shared/Tean to the same of			collaborate	with one or	more teachers ir	n teac	hing m	ultiple	subje	cts	□ 2
	hing (e.g., la		mathematic	s, science) t	o several classes	s of di	fferent	childre	en all	or	Пз
	group teach			uction (e.g. l	earning support	readir	ng) to d	ertain	stude	nts	

				No influence	Only slight influence	1 1	Some Influence	Modera Influenc	ce c	A great deal of fluence
discipline	policy			1	2		3	4		5
deciding h	now some school fu	nds will be spent					3	4		5
assigning	children to classes			1			3	□4		<u></u> 5
class is c	eral, how much inforganised and run. No influence 1 Illowing are some s	Only slight influence	So	me Influence	ce M In	loderanfluen	rate	A great influe	deal of ence	
true	of nearly all, more t			lf or only learly all	More than		Less tha	an Only	y a few	
ov being	Pupils, in genera at school	41 ;	+	Π,	half	+	half_	Г	74	
	aved in class		+			+	3 3		<u>_</u> 4	
	ct for their teachers						3		4	
	ng to work with						<u></u> 3]	 4	
well beh	aved in the playgrou	und/school yard		<u></u> 1	2		3		4	
Always		ally□₂ S	Somet		⊡₃ n another s			□₄ puld you		to stay
Always 11. All ot this school Prefer to version (12. In general)	⊡₁ Usua	qual, would you p	Sometorefer	to work i		scho	ool or wo	ould you		to stay
Always 11. All ot this school Prefer to version (12. In general)	her things being edool? work at another schemeral, what proport parent teacher me	qual, would you p	Sometorefer	Prefer to s Nearly	n another stay at this s	scho	ool or wo	ould you	prefer	lot
Always I1. All other his school Prefer to vertical I2. In ger a) b)	mer things being encol? work at another schemeral, what proport parent teacher me other meetings or	qual, would you p	Sometorefer	Prefer to s Nearly All	n another stay at this s	scho	ol	Only a few	prefer	lot
Always 11. All other schools of the schools of	her things being edool? work at another schemeral, what proport parent teacher me	qual, would you p	Sometorefer	Prefer to s Nearly	n another stay at this s	scho	ool or wo	ould you	prefer	lot
Always 11. All ot this scho Prefer to v 12. In ger a) b) Pare Other	her things being edool? work at another schemeral, what proport parent teacher me other meetings or ent-teacher meetings organic pared with other onment in your schools dents	qual, would you p ool	Sometorefer tend chool	Prefer to s Nearly All 1 1 your siz	More than half	school I that	olLess an half 3 3 3 say tha	Only a few 4 4 4 4 t, in gernts and	Appl	lot icable 4 4
Always 11. All other this school Prefer to vertical 12. In general a) b) Pare Other 13. Commenvirus other (a) Stud (b) Tead	her things being edool? work at another schemeral, what proport parent teacher me other meetings or ent-teacher meetings organic pared with other onment in your schools dents	qual, would you p ool	Sometorefer tend chool	refer to s Prefer to s Rearly All 1 1 1 your siz 1 1 2 1 2 1 2	More than half 2 e would yes happy to b and (b) I	school I that	Less an half 3 3 3 say tha a) stude ess happy 3 3 3 5 satisfied	Only a few 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Appl Appl neral,	lot icable 4 4 the so

Thank you very much for having completed this part of *Growing Up In Ireland*We would now like you to complete a questionnaire in respect of each Study Child
from your class who has been selected for inclusion in the project

A4. Teacher-on-Pupil Questionnaire (green)	





Growing Up in Ireland – the national longitudinal study STRICTLY CONFIDENTIAL

TEACHER'S QUESTIONNAIRE ON PUPIL

School ID Teacher ID within school								
Study Child's ID within School Roll Number of Study Child_								
DatedayMtl								
Growing Up in Ireland is a major new government study on children. The purpose of the study is to improve our understanding of all aspects of children and their development. It will examine how children develop over time and identify which factors affect a child's development and make for a healthy and happy childhood or for a less happy one. The results of the study will be used by government to develop policies and interventions to support children and their families in the future.								
The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs, the Department of Education & Science and the Central Statistics Office. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study.								
Your school has been one of those randomly selected to participate in the study. All information provided will be treated in the strictest confidence. No-one, other than the Study Team, will see the information you complete about the child. This information will not be seen by the child or by his /her parents guardians.								
The parents / guardians of the children who are participating in the survey (as well as the children themselves have all agreed to participate in the study.								
An information sheet outlining in more detail the objectives of the study accompanies this questionnaire.								
The term 'Study Child' used throughout this questionnaire refers to the specific child in respect of whom the questionnaire is being completed.								
1. Study Child's date of birth day mth year								
2. Study Child's gender Male								
3. What school year is the study child in? class								
4a. How many children are enrolled in the Study Child's class?								
Total pupilsboysgirls								
4b. How many year groups are in the Study Child's classroom?								
One only \square_1 Two \square_2 Three \square_3 Four \square_4								
5. For how many school years (including the 2006/2007 school year) have you taught the Study Child? [If only for the current school year please record as 1 year]								
6. In your opinion, how many children in this class (including the Study Child) have any of the following long-term problems? (Some children may belong to more than one category)								
1.have a limited knowledge of the main language of instruction children								
2.an emotional or behavioural problem children								
3.have a learning disability children								
4.have a physical disability children								
7. In a typical week, would you have any Special Needs Assistants working with you in the Study Child's class?								
Yes No								
8. For approximately how many hours per week? hours per week								

number of hours spent on it per week. R A. Child does If child takes subject during school (Yes at Col A:) subject during How many hours per week does he/she spend Subject school hours? on it during school hours? Yes No Drama hours per week Music hours per week Visual arts hours per week Physical Education (PE) hours per week Social Political Health Education (SPHE) hours per week 10. How often does the Study Child use a computer in the school? Never Once a month Two or three Once or Three or four Daily or less times a month twice a week times a week lb 3 11. Does the Study Child use a computer for access to the internet? Yes □₁ No □₂ 12. On average, how many nights per week do you set homework for the Study Child's class? nights 13. On a typical evening during the week, how much time do you expect children in the Study Child's class to spend on homework? 10mins \[\]_2 30mins □₄ None 1 20mins 3 More than 30 mins 5 14. How often does the Study Child arrive at school with homework not completed? Occasionally not completed Regularly not completed Not applicable, Study Child never/rarely gets homework 15. In your opinion, how involved is (are) the parent(s) or guardian(s) in the Study Child's education? Not involved.....

3 Very involved ... □1 Somewhat involved ... 2 Don't know/no opinion .. __4 16. How many days of school has the Study Child missed since the beginning of the current school year? 17. What was the single most important reason for the Study Child being absent from school? Please tick one box only. Health reasons (illness or injuries)..... Family reasons.... Bullying...... Other [please specify] Don't know the reason..... Not applicable, Study Child not absent in current year...... 18. Since the beginning of the academic year, in your opinion how often has the Study Child arrived: Never Rarely Sometimes Often Always f. late?

9. (a) Please tick 'Yes' or 'No' on each line below to indicate whether or not the Study Child takes the following subjects during school hours and (b) if the subject is taken, please record the approximate

19.	ick 'Yes' or 'No' for each]			Γ	V N
	Physical disability or visual or hearing impairment				
	Speech impairment				
c. L	earning disability	:t-\ D:	ADD		. 📙 3 📙 2
	motional or behavioural problem (e.g. Attention Deficit (Hyperactive environment/problems at home				
	ave a limited knowledge of the main language of instruction				
g. D	Discipline problems				
ĥ. F	oor attendance				. 8 2
i. O	ther (please specify)				
20.	If 'yes' to any: Does the Study Child receive special help or res (these) limitation(s)?	sources in	n the schoo	ol because	e of this
		on't know.	Г	\neg_3	
21	If yes, what extra services has the Study Child received that a	re specifi	ically provi	ided throu	iah school
	to support his/her learning? [Please tick all that apply]	ire speciii	ically provi	ided tillot	igii school
	ech therapy				
Psy	chological assessment				2
	rning support/resource teaching				
	navioural management programmes				
Oth	er [please specify]				5
22	Listed below is a set of statements which could be used to de	ecribe th	o Study Cl	hild's hoh	aviour ovoi
~~.	Listed below is a set of statements which could be used to de	536HDC H		illiu s bell	avioui ovei
	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months.	line to ir			
	the last 6 months. For each item, please tick one box on each	n line to in ths.		ich you fe	el best
	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months.	n line to in ths. Not S True	ndicate whi omewhat True	ich you fe Certainly True	el best Can't Say
A	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few month. Considerate of other people's feelings	n line to in ths. Not S True □1	omewhat True	ich you fe Certainly True □₃	el best Can't Say □₄
	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long	n line to in ths. Not S True □1	omewhat True	Certainly True□₃	Can't Say □₄
В	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few month. Considerate of other people's feelings	n line to in ths. Not S True □1	omewhat True	Certainly True□₃	Can't Say □₄
В	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long	n line to in ths. Not S True □1	omewhat True	Certainly True 3	Can't Say 4 4 4
B C D	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings	n line to in ths. Not S True	omewhat True	Certainly True 3	Can't Say 4 4 4 4
B C D	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings	n line to in ths. Not S True 1	omewhat True	Certainly True	Can't Say
3 0 0	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few month. Considerate of other people's feelings	n line to in ths. Not S True	omewhat True	Certainly True	Can't Say 4 4 4 4 4 4 4
3 0 1 3	Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried	n line to in ths. Not S True	omewhat True	Certainly True	Can't Say 4 4 4 4 4 4 4 4 4 4 4 4
3 0 1 3 4	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings	Not S True S True S S S S S S S S S	omewhat True	Certainly True	Can't Say
B C D E F G H I	Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried	Not S True S True S S S S S S S S S	omewhat True	Certainly True	Can't Say
B C D E F G H I J	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few month. Considerate of other people's feelings	n line to in ths. Not S True	content	Certainly True	Can't Say
B C D E F G H I J K	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend	n line to in ths. Not S True	Comewhat	Certainly True	Can't Say
B C D E F G H I J K L	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few month. Considerate of other people's feelings	n line to in ths. Not S True	omewhat True	Certainly True	Can't Say
B C D E F G H I J K L M	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often fights with other children or bullies them Often unhappy, down-hearted or tearful	Not S True S True S S S S S S S S S	comewhat True	Certainly True	Can't Say
B C D E F G H I J K L M N	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often fights with other children or bullies them Often unhappy, down-hearted or tearful Generally liked by other children	Not S True S S S S S S S S S	Comewhat True	Certainly	Can't Say
BCDEFGHIJKLMNO	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often fights with other children or bullies them Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders	Not S True S True S S S S S S S S S	Comewhat True	Certainly	Can't Say
B C D E F G H I J K L M N O P	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often fights with other children or bullies them Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence	Not S True S True S S S S S S S S S	Comewhat True	Certainly	Can't Say
B C D E F G H I J K L M N O P Q	Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence Kind to younger children.	Not S True S True S S S S S S S S S	ndicate which comewhat True	Certainly	Can't Say
BCDEFGHIJKLMNOPQR	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often fights with other children or bullies them Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence Kind to younger children. Often argumentative with adults	Not S True S True S S S S S S S S S	ndicate which is the composite of the co	Certainly	Can't Say
BCDEFGHIJKLMNOPQRS	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence Kind to younger children Often argumentative with adults Picked on or bullied by other children	Not S True S True S S S S S S S S S	Comewhat True	Certainly	Can't Say
BCDEFGHIJKLMNOPQRST	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request. Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence Kind to younger children. Often argumentative with adults Picked on or bullied by other children. Often volunteers to help others (parents, teachers, other children	Not S True S True S S S S S S S S S	Comewhat True	Certainly	Can't Say
BCDEFGHIJKLMNOPQRSTU	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often ights with other children or bullies them Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence Kind to younger children Often argumentative with adults Picked on or bullied by other children Often volunteers to help others (parents, teachers, other children Can stop and think things out before acting	Not S True S True S S S S S S S S S	Comewhat True	Certainly	Can't Say
ABCDEFGHIJKLMNOPQRSTUVW	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence Kind to younger children Often argumentative with adults Picked on or bullied by other children Often volunteers to help others (parents, teachers, other children can stop and think things out before acting Can be spiteful to others	Not S True S True S S S S S S S S S	ndicate which comewhat True True	Certainly	Can't Say
BCDEFGHIJKLMNOPQRSTUV	the last 6 months. For each item, please tick one box on each describes the Study Child's behaviour over the last few months. Considerate of other people's feelings Cannot stay still for long Often complains of headaches, stomach aches or sickness Shares readily with other children (treats, toys, pencils etc.) Often has temper tantrums or hot tempers Rather solitary, tends to play alone Generally obedient, usually does what adults request Many worries, often seems worried Helpful if someone is hurt, upset or feeling ill Constantly fidgeting or squirming Has at least one good friend Often ights with other children or bullies them Often unhappy, down-hearted or tearful Generally liked by other children Easily distracted, concentration wanders Nervous or clingy in new situations, easily loses confidence Kind to younger children Often argumentative with adults Picked on or bullied by other children Often volunteers to help others (parents, teachers, other children Can stop and think things out before acting	Not S True S True S S S S S S S S S	ndicate which comewhat True	Certainly	Can't Say

23. How would you rate the Study Child's academic performance in the following areas relative to children in his/her age group. [Please tick one box on each line]

	Relative to children of his/her age group							
	Poor	Below average	Average	Above Average	Excellent			
a. Reading	□1	□2	□3	□4	□5			
b. Writing	□ 1	□2	□3	□4	□5			
c. Comprehension	□1	□2	□3	□4	□5			
d. Numeracy	□ ₁	□2	□3	□ 4	□5			
e. Imagination/ Creativity		□2	□3	□4	□5			

24. As far as you aware, has the Study Child ever been either the <u>victim</u> or <u>perpetrator</u> of bullying since the beginning of the current academic year. Please complete both sections to indicate whether or not the the Study Child has been a victim and/or a perpetrator.

Victim1	Perpetrator □₂ Neither□₃
25. What form did the bullying take?	29. What form did the bullying take?
Physical bullying	Physical bullying
26. What was the reason for the bullying? Ethnicity/Race	30. What was the reason for the bullying? Ethnicity/Race
to the bullying? Yes□₁ No□₂	to the bullying? Yes□₁ No□₂
28. What was the outcome?	32. What was the outcome?
Bullying was resolved	Bullying was resolved

THANK YOU VERY MUCH FOR HAVING COMPLETED THIS PART OF GROWING UP IN IRELAND





Report on Pilot and Dress Rehearsal

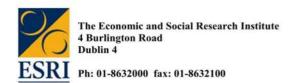
Growing Up in Ireland

Appendix B

Home-based instruments used in Pilot 1

- B1. Mother / Lone Father questionnaire (white)
- B2. Mother / Lone Father questionnaire supplementary (white)
- B3. Father / Partner questionnaire (green)
- B4. Father / Partner questionnaire supplementary (green)
- B5. Main child questionnaire (multi-coloured)
- B6. Child questionnaire supplementary Mum & Dad (M+D) (multi-coloured)
- B7. Child questionnaire supplementary Mum only (M) (multi-coloured)
- B8. Child questionnaire supplementary –Dad only (D) (multi-coloured)
- B9. Non-resident parent (white)
- B10. Non-cohort caregiver home-based (white)
- B11. Non-cohort caregiver centre-based (white)
- B12. Time-use survey (blue)

B1. Mother / Lone Father questionnaire (white)





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

AREA HOUSEHOLD	RESPONDENT							
Time Section Started (24 hour	clock)							
Hello, I'm from the Economic and Social Research Institute in Dublin. I am contacting you about the National Longitudinal Study of Children in Ireland. This is a major new government survey being undertaken by the Economic and Social Research Institute and Trinity College Dublin about children in Ireland. I have an information leaflet here about the study. We are currently doing pilot work for this project. The study itself will involve interviewing 8,000 9 year olds and their families. We are seeking to interview the parents of 9-year-old child, and also the child him / herself. The whole interview with the mother, father and child will take about 90 minutes to complete.								
All the information you provide will be treated in the stri to anyone in any way which would allow your family's inf family.								
First could I ask the first name of the 9-year-old								
A. INTRODUCTION A1.Are you the legal parent / guardian of the Study Child who u								
A2. Int: Record gender of parent 1 Male □ ₁	Female2							
A3. Which of the following best describes your relationship with the Study Child? [Card A1 –Interviewer use codes only]								
A. Biological parent (mother/ father) 1 B. Adoptive parent (mother/ father) 2 C. Step-parent (mother/ father) 3 D. Foster parent (mother/ father) 4	E. Grand parent							

Household Composition

In this section, I would like to ask you a few details about yourself and the others in your household.

	low many peopers of this hou		al (includi	ng yours	self and	all childre	en of all	ages) liv	e he	re r	egul	arly	as		
A5. F	or each memb a) their gend b) their Dat	der? e of Birtl	ı (DOB)		ou tell:	ersons										
	c) if DOB not d) their relat e) tick on box	ionship t	o the child	's mothe	r and th		18									
		(A)	(B)	(C)		(D)					(E)					
No.	First name/Initial	Sex	Date of Birth	If DOB not available		p of each mem Jse Relationshi yellow card.		Ю	ol ation	ol ation	ıtion	ining			es	
Person No.	INT: Put mother on line 1	M F	dd mm yr	Age last birthday	Person No.	R'SHIP TO: Mother	R'SHIP TO: Study Child	Pre-school	School/Education	At Work / Training	Unemployed	Retired	Home Duties	Other		
1		1 2		yrs	1	////			\square_2	Пз	<u>_4</u>	<u></u>	<u></u> 6			
2		1 2		yrs	2		////		\square_2	Пз	□ 4	□ 5	\Box_6			
3		1 2		yrs	3				\square_2	\square_3	□ 4	□ 5	□ 6			
4		1 2		yrs	4				\square_2	<u>3</u>	<u>_</u> 4	<u></u>				
5		1 2		yrs	5				\square_2	<u>3</u>	<u>_</u> 4	<u></u> 5	<u>6</u>			
6		1 2		yrs	6					<u></u>	4	5	<u></u>			
7		1 2		yrs	7 8					<u></u>	4	_5				
8		1 2		yrs yrs	9					<u>3</u>	<u> </u> 4	<u></u> 5	<u></u> 6			
	o. of Mother Car	er .	(s	hould be I				1		3	<u>4</u>	5_	<u>6</u>	<u> </u>		
Line N	o. of Study Child	١.	(s	hould be I	ine 2)											
Time	Section Ended	1			(24 ho	ur clock)										
				B. CHIL	.D'S HE	ALTH										
B1. Ho	ow much did the	e Study C	hild weigh a	at birth?	P	ounds	Ounces	; (OR							
B2. W	as the Study Ch	nild born l	ate. on time	or early?		ilos 311	Grams									
Late bi On tim Somew Very e	irth (42 weeks or e (37-41 weeks) what early (33-36 arly (32 weeks o	more) S weeks) r less)	2 3 4	or carry.	. ¡ouru b											
B3. W	hat was the mo	de of deli	very? [Card	B2 codes	s only]											
B. Vag	inal unassisted . inal suction cup jinal Forceps		2	E. Emer	gency Ca	arean aesarean specify]										

	oorn?	nave to go to a Neonata	i intensive Care Unit or Speci	al Care Nursery aπer ne/sne
Yes	□1	No2	Don't know □3	
B5. H	ow old was the Stu	ıdy Child when he/she ca	ame home from hospital (or s	pecial care)?
1-4 w 5-8 w 9-12 v 3-6 m 7-12 i	eeksweeksonths			
B6. D	id you smoke whe	n you were pregnant wit	h the Study Child?	1
Neve	r□1	Occasionally2	Daily □₃	
	B7. About how ma	ny did you smoke per da	ay?	
	1-5 /day	6-10 /day □₂	11-25/day □ ₃	25 or more/day □4
B8. D	id you consume al	cohol regularly during y	our pregnancy with the Study	Child?
Neve	r □1	Occasionally	Weekly □ ₃	Daily □₄
B9. V	as child ever brea	stfed, even if only for a s	short time?	
Yes	□1	No	Don't know	
B10.	How many months	did you breastfeed the	Study Child for? month	ns Cant Remember
B11.	In general, how wo	uld you describe the Stu	udy Child's health? [Card B3]	
Health Some Almos	hy, but a few minor petimes quite illst at always unwell	oroblems	(a)In the past month	
disab			hronic, physical or mental he	aith problem, lillness or
_		Yes1	No2	
	B13. What is the n	ature of this illness or di	isability? Please describe as	fully as possible.
	B14. Since when h	nas the Study Child had t	this illness or disability?	(mth) (year)
		_		ical or mental health problem?
	-	•	to some extent 2	·
B16.	In addition to wha		has the Study Child ever at a	
		Yes1	No	
B17.	What was the natu	re of this illness or disab	oility? Please describe as full	y as possible.
B18.V	What age was the S	tudy Child when he/she	had this illness or disability?	Fromyrs toyrs
B19.	When the Study Ch	nild had this illness/ disa	bility was he/she hampered in	n his/her daily activities by it?
	Yes, severely	′ ₁ Yes,	to some extent2	No
			3	

required hospital treatment or admission
Yes
B21 How many separate accidents has the Study Child ever had that required hospital treatment or admission? accidents
B22 How many of these accidents were bone fractures or breaks?
Time Section Ended (24 hour clock)
C. CHILD'S HEALTH CARE UTILISATION
C1. Has the Study Child been admitted to a hospital as an in-patient over the past three years?
Yes
C2. About how many nights did the Study Child spend in hospital during the last three years?night
C3. In the past year, how many times have you seen, or talked on the telephone with any of the following about the Study Child's physical, emotional or mental health?
N times None Don't know Refused
A general practitioner (GP)
C4. Was there any time in the last 12 months when, in your opinion, the Study Child needed a medical examination or treatment for a health problem but they did not receive it?
Yes
C5. Why did the Study Child not get all the medical care that [he/she] needed? Was this because [please tick yes / no in respect of all]: Yes No
a)You couldn't afford to pay□₂
b)The necessary medical care wasn't available or accessible to you
d)Wanted to wait and see if the problem got better
e)Child refused / fear of doctor
f)Still on the waiting list
C6. Does the Study Child have his/her own a tooth-brush? Yes \[\sqrt{1} \] No \[\sqrt{1} \]
C7. Does the Study Child usually visit the dentist at least once a year? Yes
C8. When was the last time the Study Child was examined by a dentist? monthyear
C9. Was there any time in the last 12 months when, in your opinion, the Study Child needed a dental examination or treatment but they did not receive it?
Yes
C10. Why did the Study Child not get all the dental care that [he/she] needed? [Tick yes or no in respect of each]
Yes No a)You couldn't afford to pay
a)You couldn't afford to pay
c)You could not take time off work to visit the doctor
e)Child refused / fear of dentist
f)Still on the waiting list
g)Other (specify)

C11. Do you feel that the Study Child has received all relevant immunisations at this stage in his / her life?
Yes
C12. Does the Study Child currently or at any time in the past have / had any sort of sight problem requiring correction?
Yes, currently
C13. Has the Study Child ever been given any treatment for the problem? If s o, what? [Card C1] (Tick all that apply)
No treatment
C14. Does the Study Child currently or at any time in the past have /had any sort of hearing problem requiring correction?
Yes, currently
C15 Has the Study Child ever been given any treatment for the problem? If so, what? [Card C2] (Tick all that apply)
No treatment
C16. Do you have any concerns about how Study Child talks and makes speech sounds? Would you say no, yes a little or yes a lot?
No ☐1 Yes, a little ☐2 Yes, a lot ☐3 Don't know ☐4
C17. In which areas does child have difficulties? What speech problems does the Study Child have? [Card C3] [Tick all that apply.]
Reluctant to speak
Difficulty finding words
Voice sounds unusual
Stutters, stammers or lisps
Don't know
C18. Does the Study Child usually require ongoing support to be able to move around?
Yes □1 No
C19. What supports does the Study Child require? Tick all that apply
Braces
C20. Does the Study Child need the help of another person to get around in the wheelchair?
Yes □1 No □2
Time Section Ended (24 hour clock)

D. CHILD'S DIET AND EXERCISE

D1. In the last 24 hours has the Study Child had the following foods and drinks once, more than once, or not at all? [Card D1]

		More than	Not	Don't		
	Once	Once	At All	know		
1.Fresh fruit	🗖	🗀 2	3	□₄		
2.Fruit juice				🗖 4		
3.Cooked vegetables	🗖			🗖 4		
4.Raw vegetables or salad						
5.Meat pie, hamburger, hot dog, sausage or sausage roll						
6.Hot chips or French fries						
7.Crisps or savoury snacks	🗖	2		□₄		
8.Biscuits, doughnuts, cake, pie or chocolate						
9.Cheese/yoghurt/ fromage frais	🗖	2	3	🗖 4		
10.Low fat Cheese/ low fat yoghurt	🗖	2	3	🔲 4		
11.Water	🔲 1	2	3	🔲 4		
12.Soft drinks or cordial (not diet)	🔲 1	2	3	🔲 4		
13.Fizzy drinks/diet drinks	1	2	3	🔲 4		
14.Full cream milk or full cream milk products						
15.Skimmed milk or skimmed milk products	□1	□2	3	🔲 4		
16.Fortified milk	□1	□2	3	□4		
D2. If codes 14, 15 or 16 are 1 or 2 above, ask: Approximal last 24 hours? Up to ½ pint2 ½-1 pint3 1				hild drink in the□ ₅ DK.□ ₉		
Toast / Bread	nt. Tick all tha Cooked break Yoghurt / Che	at apply] cfast eese	Yes567]₁ No □₂		
Yes □1 No □2						
D6 Who would usually eat with the Study Child at that	meal [Int Ti	ck all that appl	vl			
Father		ated adults (ch		anny etc.		
Mother 2	Friend(s)	ateu auuits (CII	marminuer, n	anny etc5		
Brothers / Sisters/ other children in the household		lse (specify)				
Other relatives	No one / ea					
D7 Does the Study Child usually sit at a table for this	meal?	Yes	No	<u></u>		
D8. Is the Study Child currently a vegetarian? Yes□₁ No□₂						
D9. Is the Study Child currently a vegan (i.e. does not ea	t meat, poul	try, físh, eggs	, butter mil	k or cheese)?		
Yes □₁ No)	🗀 2				
D10a. Is the Study Child currently on any other special of	liet?	Yes	1	No □2		
D10b If you placed describe the nature of diet below:						

D11. Do you think the Study Child is: [Card C4]
Very underweight
D12. How many times in the past 14 days has the Study Child done at least 20 minutes of exercise hard enough to make them breathe heavily and make their heart beat faster? (Hard exercise includes, for example, playing football, jogging, or fast cycling. Include time in physical education class. [Card C4]
none
D13. How many times in the past 14 days has the Study Child done at least 20 minutes of light exercise that was not hard enough to make them breathe heavily and make their heart beat fast? (Light exercise includes, walking or slow cycling. include time in physical education class. [Card C5]
none
D14. How does the Study Child usually get to and from school?
Going Coming home He/she walks □1 □2 By public transport □1 □2 School bus/coach □1 □2 By car □1 □2 Rides a bicycle □1 □2 Other (please describe) □1 □2
D15. How far away is the school from the Study Child's home (one-way distance)?
Less than ½mile (1km)
Less than 5 mins □1 5-less 10 mins□2 10-less 20 mins□3 20-less 30 mins □4 30 mins or more□5
Time Section Ended (24 hour clock)
HEALTH OF PRIMARY CARER
E1. In general, how would you say your current health is?
Very Good

E2. H	Have you ever be	en treated by	a medical prof	essional for cl	inical depression,	anxiety or 'nerves'?
			Yes	□ ₁ No	\square_2	
	E3 Was this:	In first year owner when Study When Study	Study Child was both Study Child's look of Child was 1 – 5 or Child was 5-9 y	ife yrs old ☐: rs old ☐.	2 3 4 5 5	
E4.	Do you have ar			I health proble	em, illness or disa	bility?
	E5. What is the				describe as fully	as possible.
	E6. Since when	have you ha	d this illness or	disability? _	(mth)	(year)
	E7. Are you ha	mpered in you	ur daily activitie	s by this phys	ical or mental hea	Ith problem?
	Yes, seve	rely	□₁ Yes, to	some extent	D ₂ No	
	Do you currently cult for you to lo			red from any o	chronic illness or	disability which made it
		In the past	1	Currently	🗀 N	O3
	Does anyone in y cts the Study Chi		Id CURRENTLY	have any chro	onic illness or disa	ability which adversely
E10.	What is the relat	tionship of th	at person to the	Study Child?	[Tick all that apply]	
Pare	nt□1	Brother /	Sister	Oti	her relative □3	Non relative □₄
E11.			-		ered by a medical . □₂ Not cov	
E12.	Does the family	have private	medical insurar	ice?		
	Yes, in full .		Yes, partially .		No3	Don't Know□₄
E13.	Does that insura	ance include f	the cost of GP v	isits?		
	Yes, in full .	🔲 1	Yes, partially .	2	No 🗀 3	Don't Know
Tim	e Section Ende	d		(24 hour c	clock)	

F. LIFESTYLE OF PRIMARY CARER (Usually mother)

F1. Do you smoke? Yes	Don't kn	ow	□ 8						
F2. About how many cigarettes or cigars do you smok Less than daily]1]2]3]4	1						
F3. Does anyone smoke in the same room as the	Study Ch	ild when	the Study C	hild is p	resent				
Yes, on a regular basis \square_1 Yes, on occasional basis	🗀 2	Never							
F4. Which of the following best describes how often y	ou usually	drink alco	ohol? [Card F	2]					
Every day]2]3]4							
	If currently drink alcohol between everyday and once or twice a week ask: F5. And on an average week, how many units do you drink (half pint of beer, glass of wine, measure of spirit)?								
F6. Do you think that you are: [Card F3]									
Very underweight									
F7. What is your height without shoes?feet and	ind	ches <u>OR</u>	Centimetres _						
F8. What is your weight without clothes and shoes? P	ounds and	ounces	OR	Kilos a	nd gram				
F9. How often do you.?									
•	Very Often	Often	Sometimes	Rarely	Never				
think about your own weight or shape?			Пз	П					
try to lose weight through dieting?									
	24 hour cl	lock)			<u> </u>				
Time Section Ended (a Thous Ci	our)							

G. CHILD'S ACTIVITIES

G1. On a normal week day during term time, how television, videos or DVDs? Please remember to [Card G1]	v many hours does the Study Child spend watching o include time before school as well as time after school.?
None	3 hours to less than 5 hours
Less than an hour	5 hours to less than 7 hours
1 hour to less than 3 hours	7 hours or more
	ut how many hours does the Study Child spend reading for themselves or is read to by someone else. Do not include cords, cds or a computer. [Card G2]
None	5 hours to less than 7 hours □₄
Less than an hour	7 hours or more □ ₅
1 hour to less than 3 hours	Child can't read □ ₇
	out how much time does the Study Child spend using the
	well as time after school. DO NOT include time spent usin
None	3 hours to less than 5 hours
Less than an hour	5 hours to less than 7 hours
1 hour to less than 3 hours	7 hours or more
G4 Does the Study Child have the following in hi	is/her bedroom? Yes No
Television	Computer or laptop 1
Video/DVD player□1 □2	Games console (playstation etc)
	Games console (playstation etc)
G5. Do you have any rules about what computer they are permitted to watch on television? [Tick at	games the child is allowed to play or what programmes all that apply]
Yes, rules about what programmes they can watch. Yes, rules about what computer games they can pla No rules	ay 🗓²
G6. On an average week how much money woul €	d you say you give the Study Child to spend him/herself
TI G T. I. I.	
Time Section Ended	(24 hour clock)
H. CHILD'S EMOTION	IAL HEALTH AND WELL-BEING
H1. Would you describe the Study Child as being	g usually: [Card H1 – CODES ONLY IF CHILD IS PRESENT]
A. Happy and interested in life?	C. Somewhat unhappy?
B. Somewhat happy?	D. Unhappy with little interest in life?
H2. Has the Study Child ever experienced any of PRESENT	f the following : [Card H2 – CODES ONLY IF CHILD IS
A. Death of parent(s)	
B. Death in family (other than parents)	2
C. Divorce/separation of parents	
D. Moving house	4
E. Moving country	□5
F. Stay in hospital	6
G. Stay in foster home	
H. Other separation from parents	
I. Serious illness/injury	9
J. Serious illness/injury of a family member	
K. Physical abuse/fear of abuse	
L. Alcoholism or mental health disorder in family	12
M. Conflict between parents	13
N. Parent in prison	
Other disturbing event (please specify)	□

H3. I am going to read a number of statements which could be used to describe the child's behaviour over the past six months. Please tell me whether or not you consider each to be 'not true', 'somewhat true', 'certainly true' or'can't say'.

	Not	Somewhat		Can't
	True	True	True	Say
Considerate of other people's feelings				
Cannot stay still for long				
Often complains of headaches, stomach aches or sickness	_			
Shares readily with other children (treats, toys, pencils etc.)				
Often has temper tantrums or hot tempers				_
Rather solitary, tends to play alone				
Generally obedient, usually does what adults request				
Many worries, often seems worried				_
Helpful if someone is hurt, upset or feeling ill				
Constantly fidgeting or squirming				
Has at least one good friend				
Often fights with other children or bullies them				
Often unhappy, down-hearted or tearful				
Generally liked by other children				
Easily distracted, concentration wanders				
Nervous or clingy in new situations, easily loses confidence	1	2	🔲 3	□4
Kind to younger children	□1	🗀 2	3	□4
Often argumentative with adults	□1	2	🔲 3	□4
Picked on or bullied by other children	□1	2	3	□4
Often volunteers to help others (parents, teachers, other children).	□1	2	🔲 3	🔲 4
Can stop and think things out before acting	1	2	3	🔲 4
Can be spiteful to others	1	2	3	🔲 4
Gets on better with adults than with other children	1	2	3	🔲 4
Many fears, easily scared	1	2	3	🔲 4
Sees tasks through to the end, good attention span	□1	2	🔲 3	🗀 4
H4. Overall, do you think that your child has difficulties in one			wing areas:	emotions,
concentration, behaviour or being able to get on with other pe	opie? [Card H3]		
No 1 Yes, minor difficulties 2 Yes, definite difficulties	շ Yes	s severe difficu	Ities 🗔	Can't say □ ₅
Too, minor announces, 2		s, covere annou	<u></u>	
H5. How long have these difficulties been present?				
Less than a month				
1-5 months				
6-12 months				
Over a year				
Can't say				
U.S. Do the difficulties upont or distress your shild?				
H6. Do the difficulties upset or distress your child?				
Not at all \square_1 Only a little \square_2 Quite a lot \square_3	A gre	eat deal 🔲	Can't sa	y □5
H7. Do the difficulties interfere with your child's everyday life	in the fo	ollowing area	s? [Card H4	រា
Not at Only a			-	Can't
All little		lot	deal	say
Home life	2	🔲 з	🗆 4	🔲 5
Learning	2	\square_3		
Friendships	2			
Leisure activities	2			
	-l l - 0	🗀		LD
H8. Do the difficulties put a burden on you or the family as a w	nole?			
Not at all \square_1 Only a little \square_2 Quite a lot \square_3	A gre	eat deal □₄	Can't sa	y5

H9. Thinking abordescriptions?? Child tends to be Child cries easily. Child likes to be with Child is always or Child prefers play Child tends to be When child moves Child makes friend Child is off and ru wakes up in the michild finds people Child often fusses Child is very social Child is very energial child takes a long	e shy with people on the go. ying with ce somewhat es about, hands easily. unning as morning	iethers raat emotione usual	ather onal.	than a		l Char	Not acte	eristic	Occa	sionally acteristic	Som	ewhat	Charac	cteristic	Ve	ery teristic
Child likes to be we Child is always or Child prefers play Child tends to be When child move: Child makes frien Child is off and ru wakes up in the me Child finds people Child often fusses Child is very social Child is very energial.	with people on the go. ying with common with a somewhat es about, hands easily. unning as morning	others ra at emotione usual soon as	ather onal.	than a		Char	acte	eristic	char	acteristic	chara	cteristic		ch	arac	teristic
Child likes to be we Child is always or Child prefers play Child tends to be When child move: Child makes frien Child is off and ru wakes up in the me Child finds people Child often fusses Child is very social Child is very energial.	with people on the go. ying with common with a somewhat es about, hands easily. unning as morning	others ra at emotione usual soon as	ather onal.	than a										7		l
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Child tends to be When child moves Child makes frien Child is off and ru wakes up in the m Child finds people Child often fusses Child is very social Child is very energial.	e somewhates about, hinds easily. unning as morning	at emotione usual	onal. Ily m	oves			··	1	<u>-</u>		<u>-</u>		<u>-</u>	 1		5
When child moves Child makes frien Child is off and ru wakes up in the m Child finds people Child often fusses Child is very social Child is very energy	es about, hods easily. unning as morning e more sti	ne usual soon as	lly m	oves s							<u></u>		<u>-</u>	_l4 1	⊢	5 I
Child makes friend Child is off and rull wakes up in the makes up in the makes Child finds people Child often fusses Child is very social Child is very energial	nds easily. unning as morning e more sti	soon as			olowby		· -	J1 1	<u>-</u>		<u>-</u>		<u>-</u>	J4 1	⊢	5 I
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wakes up in the m Child finds people Child often fusses Child is very social Child is very energy	morning e more sti		S I I E					J1	Ь			_ 3		J4		5
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Child often fusses Child is very socia Child is very energy	s and crie	mulating	a tha	n anv	thina e	ماحو	· -]1].		<u> </u>	·····-		·····-	یم آد	·	5
Child is very social Child is very energy Child takes a long		s	guia	arr arry	umig c	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	· -]]		┧	·····-]3] ₃]4],	·	[-
Child is very energy Child takes a long	lable							i'		<u></u>	<u> </u>],].].	·	 -
Child takes a long	raetic							1		<u></u>]		1		 -
	a time to v	warm up	to s	strange	ers		 	1		<u></u>	·······]3]3	<u>-</u>	ī	·	5
Child gets upset e	easily							1		Ī,] ₃		โ		5
Child is something	ng of a lone	er					. 🗀	1	T .	Ī,	<u>-</u>	3		1		5
Child is something Child prefers quie	et, inactive	games	s to n	nore a	ctive o	ones]1	Ē	72	Ē	3		4		5
When alone, child Child reacts inten	d feels iso	lated]1,	Ī	2	Ē	3	F	4		5
Child reacts inten-	nsely wher	n upset.					戸	1	Ē	72	F	3		4		5
Child is very friend	ndly with s	trangers	s]1	Ē	2]3		4		5
	Г					1										
		J. CH	IILD)'S EI	DUCA	OITA	(24 N -	- P/	AST	AND (CUR	REN	г			
PRIMARY SCHO than you or your	OOL. Was ir partner,	ink back there a	k to v a pei	when riod o	the S	tudy C	N -	ld wa	as yo	ounger, e/she v	and /as n	BEFO ninded	RE HE	omeon	e el	se, oth
J1. I would like y PRIMARY SCHO than you or your period? [Card J1	OOL. Was ir partner,	ink back there a	k to v a pei	when riod o	the S	tudy C	N - Chil me: f th	ld wa s wh ne fo	as yo	ounger, e/she v ng and	and as n if so	BEFO ninded o, over	RE HE	omeon oximat	e el	se, oth
PRIMARY SCHO than you or your	OOL. Was ir partner,	ink back there a	k to v a pei	when riod o	the S	tudy C , or tir any of	N - Chil me: f th	ld was whose fo	as yo nen h Ilowi mind	e/she wing and	and vas m , if so	BEFO ninded	RE HE by so appro	omeon oximat d	e el	se, oth
PRIMARY SCHO than you or your	OOL. Was ir partner,	ink back there a	k to v a pei	when riod o	the S	tudy C , or tir any of	N - Chil me: f th	ld was whose fo	as yo nen h Ilowi mind r bas	e/she wing and	and vas m , if so	BEFO ninded o, over	RE HE by so appro	omeon oximat d	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1	DOL. Was ir partner, 1]	ink back s there a , on a re	k to v a per egula	when riod o ar bas	the S	tudy C , or tir any of	N - Chil	ld was whole for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Id angen	RE HE by so appro	omeon oximat d ast?	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1	DOL. Was ir partner, 1]	ink back s there a , on a re	k to va per egula	when riod o ar bas	the S	tudy C , or tir any of	N - Children	ld was whose for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How lo angen	RE HE by so appro	omeone oximat d ast? _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1	DOL. Was ir partner, 1]	ink back is there a on a re	k to va per egula	when riod o ar bas	the S	tudy C , or tir any of	N - Chillmes f th	ld was what were gula	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Id angen Yrs Yrs	RE HE by so appro	omeone oximat d ast? _mths _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1	relative in someone en another r	nk back s there a , on a re	k to va per egula	when riod of ar bas	the S	tudy C , or tir any of	N - Chill me: f th	ld was what is were a gula	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Id angen Yrs Yrs Yrs	RE HE by so appro	d ast? _mths _mths _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1	relative in someone en someone	nk back s there a , on a re	k to va per egula	when riod of ar bas	the S	tudy C , or tir any of	N - Chillment f th	ld was white for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How lo angen Yrs Yrs Yrs	RE HE by so appro	d ast? _mths _mths _mths _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1	relative in someone en another rasomeone laíonra	n your ho	ome our h	when riod o ar bas	the S	tudy C , or tir any of	N Chill me: f th Eq. No	ld was white for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How loanger Yrs Yrs Yrs Yrs Yrs	RE HE by so appro	d ast? mths mths mths mths mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1 A Sc In In Na	relative in someone en another ransomeone laíonra	n your hoelse in your later and your hoelse in your later and your	ome our h s hom	when riod o ar bas	the S	tudy C , or tir any of	N Chill me: f th	ld was whose for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Ic angen Yrs Yrs Yrs Yrs Yrs Yrs Yrs	RE HE by so appro	d ast? _mths _mths _mths _mths _mths _mths _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1 A Sc In In In In	relative in someone laíonra na crèchean Montesse	nyour hoelse in your hoelse in your hoelse in your hoelse in your elative's else's l	ome our h	when riod o ar bas	the S	tudy C , or tir any of	N - Chillment f th Erectory Output Output Description	ver yer yer yer yer yer yer yer yer	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Ic angen Yrs Yrs Yrs Yrs Yrs Yrs Yrs Yr	RE HE by so appro	d ast? mths mths mths mths mths mths mths mth	e el	se, oth
	OOL. Was	ink back there a	k to v a pei	when riod o	the S	tudy C	N -	ld wa	as yo	ounger, e/she v	and /as n	BEFO ninded	RE HE	omeon	e el	S
PRIMARY SCHO than you or your period? [Card J1	DOL. Was ir partner, 1]	ink back is there a on a re	k to va per egula	when riod o ar bas	the S	tudy C , or tir any of	N - Chillmes f th	ld was what were gula	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Id angen Yrs Yrs	RE HE by so appro	omeone oximat d ast? _mths _mths	e el	se, ot
PRIMARY SCHO than you or your period? [Card J1	relative in someone en another r	nk back s there a , on a re	k to va per egula	when riod of ar bas	the S	tudy C , or tir any of	N - Chill me: f th	ld was what is were a gula	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Id angen Yrs Yrs Yrs	RE HE by so appro	d ast? _mths _mths _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1	relative in someone en someone	nk back s there a , on a re	k to va per egula	when riod of ar bas	the S	tudy C , or tir any of	N - Chillment f th	ld was white for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How lo angen Yrs Yrs Yrs	RE HE by so appro	d ast? _mths _mths _mths _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1 A Sc In In Na	relative in someone en another rasomeone laíonra	n your ho	ome our h	when riod o ar bas	the S	tudy C , or tir any of	N Chill me: f th Eq. No	ld was white for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How loanger Yrs Yrs Yrs Yrs Yrs	RE HE by so appro	d ast? mths mths mths mths mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1 A Sc In In Na	relative in someone en another ransomeone laíonra	n your hoelse in your later and your hoelse in your later and your	ome our h s hom	when riod o ar bas	the S	tudy C , or tir any of	N Chill me: f th	ld was whose for	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Ic angen Yrs Yrs Yrs Yrs Yrs Yrs Yrs	RE HE by so appro	d ast? _mths _mths _mths _mths _mths _mths _mths	e el	se, oth
PRIMARY SCHO than you or your period? [Card J1 A Sc In In In In	relative in someone en another ransomeone laíonra	nyour hoelse in your hoelse in your hoelse in your hoelse in your elative's else's l	ome our h	when riod o ar bas	the S	tudy C , or tir any of	N Chill me: f th	ver yer yer yer yer yer yer yer yer	as yo nen h Ilowi mind r bas	e/she v ng and ed sis?	and vas m , if so	BEFO ninded o, over How Ic angen Yrs Yrs Yrs Yrs Yrs Yrs Yrs	RE HE by so appro	d ast? _mths _mths _mths _mths _mths _mths _mths	e el	se, oth

J3. Approximately how many hours per week does the Study Child spend in your $\underline{\text{main}}$ form of childcare

__hours per week₁

J4. A	Approximately how ma	any days	per week do	oes the Stud	y Child spend in	your <u>main</u> forr	n of childcare
	days per week₁	Not re	elevant, at h	ome with par	ent/guardian	□2	
you	Int. Ask if NOT codes per week/fortnight/mo nich amount refers].						
	€	per	Week	□1	Fortnight	_2 Month	□4
J6.	Can I just check – do	oes this a	mount refe	only to the			No□ ₁ Study Child only]
	Ouring an average weeds, how often they atte						s outside of school
	Sports/Fitness club Cultural activities (da Youth club Homework club	(gym., GA	Activity AA, soccer, hic, arts, drar	nockey etc). na etc.)		Participate in activity? Yes No 1 2 1 2 1 2 1 2	Pay for activity? Yes No 1
	Other (specify)						□1 □2
J6. F	At what level do you the Emotionally		More than ready	Ready	Less than ready \[\begin{align*} \text{\$\sigma_3\$} & \\ \$\si	a school? [Ca	ra Joj
J9. T	Thinking of the last ac	-				h the Study Ch	ild's teacher?
	During the previous son? [Card J4]		s⊡₁ ar, about ho		⊡₂ /s was Study Chi	ild absent from	school for any
0 da	ys		□1				
	days 6 days 10 days			More than	lays n 20 days nool last year	□6	
J11.	What was the main re	ason for	Study Child	l being abse	nt from school?	[Card J5]	
Prob Prob A far	th reasons (illness or in lems with transportation lems with the weather mily vacation ar of school (school pho	1		A problen Difficulties	n with the teacher n with children at s s with childcare an	school rangements	□ ₇ □ ₈
J12.	How often is the Stud	y Child g	iven homev	vork? [Card	J6]		
Less Once	er than once a month e a month w times a month			A few time	eekes a week		
	On days when the Stuework? [Card J7]	ıdy Child	is given ho	mework, ho	w much time doe	es he or she us	ually spend doing
0 to 16 to 31 m	15 minutes 30 minutes ninutes to less than one less than 1.5 hours		□2	2 to less t	s than 2 hours han 3 hours han 4 hours		

J14. How often do you check Study Child's homework? [Ca	ard J8]
Less than once a month	eek5 es a week
J15. How often do you provide help with the Study Child's	homework? [Card J9]
Less than once a month	eek5 es a week
J16. Based on your knowledge of child's schoolwork, incluwell in general you think he/she is doing in mathematics in think he/she is:	
	erage
J17. Based on your knowledge of child's schoolwork, incluwell in general you think he/she is doing in reading in relati	
Do you think he/she is:	
	erage
J18. About how many days a week does the Study Child do	things with friends outside of school hours?
Never □ ₁ 1 day a week □ ₂ 2-3 days a week□ ₃ 4-	5 days a week □₄ 6-7 days a week □₅
J19. About how many close friends does the Study Child h	ave?
None ☐ ₁ 1 ☐ ₂ 2 or 3 ☐ ₃	4 or 5 □ ₄ 6 or more □ ₅
J20. Taking everything into account, how far do you <u>expec</u> training? [Card J11]	the Study Child will go in his/her education or
Junior Certificate or equivalent Leaving Certificate or equivalent An apprenticeship or trade Diploma/Certificate Degree Postgraduate/higher degree Don't know	
J21. Parents often has hopes for their child's future. Below important for a child. Please rank the top three outcomes i outcome you consider most important for the Study Child, of '3' to the third most important. [Card J12]	n order of importance, giving a rank of 1 to the
Own a house or apartment of his or her own2 Be part of a stable, long-term relationship3	Get a good job

J23. What form did the bullying take? [Card J13	
Physical bullying	Written messages/notes etc \square_5 Exclusion \square_6 Other (specify) \square_7
J24. What was the reason for the bullying? [Card J1	4]
Ethnicity	Physical appearance (clothes, glasses, weight etc) Gender role Teacher's pet Family background
J25. Has your child been identified with a Specific L Disorder	earning Difficulty, Communication or Co-ordination
Yes □ <u>1</u>	No
J26. If yes, what is the nature of the difficulty or disc	order? (can be more than one due to co-morbidity)
Dyslexia (incl. Dysgraphia, dyscalculia)	Speech & Language Difficulty
J27. Who identified this difficulty?	
Psychologist	Parent
J28. How long ago was it identified?	
Last 6 months	1-2 years□₃ longer than 2 years□₄
Would you estimate 1 21 Less than 10 2 Mone	to 304 bree than 30
10 to 20	
J30. Do you use the Public Library for your child?	Yes 1 No 2
Time Section Ended	(24 hour clock)

K: FAMILY CONTEXT

K1. Do you feel you have fun with the Study Child	ovory day	2 V	es □₁	No [٦.
K2. I am going to read out some statements about listen to each statement and describe the degree of applies. [Card K1]					
	Definitely does not apply	Not really	Neutral, not sure	Applies somewhat	Definitely applies
I share an affectionate, warm relationship with my chil My child and I always seem to be struggling with each	1		3		5
other. If upset, my child will seek comfort from me My child is uncomfortable with physical affection or		b	3 3		5 5
touch from me. My child values his/her relationship with me. My child appears hurt or embarrassed when I correct	🗖 1		3 3	4 	5 5
him/her My child does not want to accept help when he/she	1		3		5
needs it	🗖	2			5 5
My child is overly dependent on me		2 2			5
My child tries to please me. My child feels that I treat him/her unfairly. My child asks for my help when he/she really does no	 ot	2	3		5 5
need help It is easy to be in tune with what my child is feeling My child sees me as a source of punishment and		2 2	3 3		5 5
criticism	е		3		5
with other children	1				5
When my child is misbehaving, he/she responds to m look or tone of voice				 4	5
I've noticed my child copying my behaviour or ways of doing things	f □ ₁				5
long and difficult day. My child's feelings toward me can be unpredictable or	 r		3		5
can change suddenly Despite my best efforts, I'm uncomfortable with how n child and I get along	ny		3		5
I often think about my child when at work	 ng	2			5
from me	 ces	2			5 5
with me					5 Пе
My interactions with my child are a source of great Pleasure for me Being a parent is more of a worry than a				□4	5

K3. I would just like to ask some questions ab you could tell me whether the following staten				the last 12 r	nonths and if			
		Ye		No				
Often starts fights or bullies, threatens or intimidate	tes others]ı [2				
Has been physically cruel to other people or animals $\phantom{aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa$								
Deliberately destroys or damages property								
Often lies to obtain goods or favours (i.e., 'cons' o	Often lies to obtain goods or favours (i.e., 'cons' others)							
Has stolen items of value without confronting a victim (e.g.,								
shoplifting, but without breaking and entering) Has run away from home overnight at least twice			1					
living in parental home (or once for a lengthy period	od)]ı [2				
Often truants from school]ı [2				
K4. Has the Study Child ever come to the notice	ce of the autho	rities – Socia	al Workers	s, the Gardai	etc. ?			
Yes No	<u>□</u> 2 R	efused	3					
K5. How often do you do the following when the	he Study Child	misbehaves	Card K2	:1				
,	•		Once a	-				
N	ever Rarely	Once a month	week or more	Daily Can't	sav			
A. Discuss/Explain why behaviour was wrong [s s			
B. Ignore him/her					8			
C. Smack him/her	□ 1□2		4	5	8			
D. Shout or yell at him/her	□ 1 □2		4	5	8			
E. Send him/her out of the room or								
to their bedroom	⊒¹			5	8			
F. Take away treats/pocket money	⊣ 1		4		8			
H. Bribe him/her	╡¹┈┈┈├²┈┈	3			8			
I. Ground him/her	Ⅎ¹			5	8			
1. Ground himmer	1		🗆 4	5	8			
K12 Now, I'd like to ask you about the time the		pends with y	ou includ	ing times wh	en others are			
present. How many days per week do y		7 04-0	44-0	44-0	Danahaan			
	Every day /		1 to 2	1 to 2	Rarely or			
	days per	days	days per week	times per month	never			
	week	per week	week	monui				
A. sit down to eat together	П.		Пз	\Box	\square_5			
B. play sports, cards or games together			□.3 □.	L_4 				
	<u></u> □1	<u>∟</u> 2	<u></u> □3	<u></u>	<u></u> 5			
C. talk about things together	<u>1</u>	<u></u> 2	3	<u></u> 4	<u></u> 5			
D. do household activities together (e.g., gardening, cooking, cleaning, etc.)			□ 3	П.	□ ₅			
E. go on an outing together (including going	<u></u> 1	L_12	3	<u></u> 4	<u></u>			
F. shopping or doing		\square_2	□ 3	□ 4	<u></u> 5			
K13. How often does the Study Child get toget	ther with, see o	or spend time	e with the	followina pe	ople			
(excluding those living in your home) [Card K4								
Quite a	Now and	Rarely D	on't					
lot	again		ave					
Grandparents	\square_2	□3 [7					
Uncles/Aunts	_2	□3 [7					
Cousins	\square_2	□3 [7					
Other family members	_2	□3 [7					

K14. Would you like your partner to spend more time, your family rather than at work? [Card K5]	less time o	r the same a	mount of tin	ne with you	and
Much less time			1 1		
K15. Please tell me how strongly you agree or disagree	e with the f	ollowing. B	ecause of yo	our job	
	Strongly disagree		Neither agree nor disagree	Agree	Strongly agree
A. you are missing out on home or family activities that you would have like to have taken part in		<u></u>	3	□ 4	□ 5
B. our family time is less enjoyable and more pressured C. the time you spend with your family is more enjoyable		<u>□</u> 2 □2	∐3 □3	□4 □4	∟_5 □5
Time Section Ended (2)	24 hour cl	ock)			
K16. Listed on this card are 20 statements about some indicate how often you have felt this way during the pa			nave felt or b	ehaved. Pl	ease
			S	Occasionally or a moderate	Most or
		Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	amount of the time	all of the time (5-7
You were bothered by things that usually don't bother you	J	none of the time (less than 1 day)	little of the	amount of	all of the
You were bothered by things that usually don't bother you You did not feel like eating; your appetite was poor		none of the time (less than 1 day)	little of the time (1-2 days)	amount of the time (3-4 days)	all of the time (5-7 days)
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends	our family or	none of the time (less than 1 day)	little of the time (1-2 days)	amount of the time (3-4 days)	all of the time (5-7 days)
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people	our family or	none of the time (less than 1 day) I l l l l l l l l l l l l l l l l l l	little of the time (1-2 days)	amount of the time (3-4 days)	all of the time (5-7 days) 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin	our family or	none of the time (less than 1 day) Illustrates than 1 day) Illustrates than 1 day Illustrates than	little of the time (1-2 days) 2 2 2 2 2 2 2	amount of the time (3-4 days)	all of the time (5-7 days) 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed	our family or	none of the time (less than 1 day) I l l l l l l l l l l l l l l l l l l	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed	our family or	none of the time (less than 1 day) In the second s	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed	our family or	none of the time (less than 1 day) In the second s	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed You felt that everything you did was an effort	our family or	none of the time (less than 1 day) Illiant Indian	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed You felt that everything you did was an effort	our family or	none of the time (less than 1 day) In the second s	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed You felt that everything you did was an effort You felt hopeful about the future	our family or	none of the time (less than 1 day) Illiant Il	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed You felt that everything you did was an effort You felt hopeful about the future	our family or	none of the time (less than 1 day) Illiant Il	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed You felt that everything you did was an effort	our family or	none of the time (less than 1 day) In the second s	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed You felt that everything you did was an effort You felt hopeful about the future	our family or	none of the time (less than 1 day) Illiance of the time (less than 1 day)	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin You felt depressed You felt that everything you did was an effort You felt hopeful about the future	our family or	none of the time (less than 1 day) Illiant Individual	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin you felt depressed You felt that everything you did was an effort	g	none of the time (less than 1 day) Illiant less less less less less less less les	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin you felt depressed You felt that everything you did was an effort You felt hopeful about the future	g	none of the time (less than 1 day) Illiant Individual	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin you felt depressed You felt that everything you did was an effort	g	none of the time (less than 1 day) Illiant less less less less less less less les	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4
You did not feel like eating; your appetite was poor You felt you could not shake off the blues even with help from y friends You felt that you was just as good as other people you had trouble keeping your mind on what you was doin you felt depressed You felt that everything you did was an effort	g	none of the time (less than 1 day) Illiant less less less less less less less les	little of the time (1-2 days) 2 2 2 2 2 2 2 2 2 2 2 2 2	amount of the time (3-4 days) 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	all of the time (5-7 days) 4 4 4 4 4 4 4 4 4 4 4 4 4

K17. Now we have a further set of questions about the Study Child and the family. I am going to read out a list of questions and would like you to answer Yes or No to each.

,	Yes	No
Does the family have a fairly regular & predictable daily schedule for the Study Child (meals, child-minding, bedtime, how much TV, homework)?	_1	<u></u>
Do you sometimes yield to the Study Child's fears or rituals (allow night light, accompanies the Study Child to new experiences etc.)?	_1	<u></u>
Has the Study Child been praised at least twice during the past week for doing something?	□ 1	□ 2
Does the family require the Study Child to carry out certain so-called 'self-care' routines e.g. makes bed, cleaning room, cleaning up after spills etc. ?	_1	<u></u>
Does the family require the Study Child to keep the living and play area reasonably clean and tidy?	1	<u></u>
Does the Study Child put his/her own outdoor clothes, dirty clothes, night clothes in a special place?	1	<u></u>
Do you (the parents) set limits for the Study Child and generally enforce them?	1	<u></u>
Are you consistent in establishing or applying family rules?	1	<u></u>
Have you lost your temper with the Study Child more than once in the last week?	_1	<u></u>
Have you physically punished the Study Child more than once in the last month?	1	<u></u>
Can the Study Child express negative feelings towards his/her parents without harsh reprisals?	1	<u></u>
Have you cried or been visibly upset in front of the Study Child more than once in the past week?		
Does the Study Child have a special place to keep his/her possessions?	□ 1	
Do you buy and read a newspaper every day?	□ 1	\square_2
Does the family have a dictionary and encourage the Study Child to use it?	□ 1	\square_2
Has the Study Child been visited by a friend by him/herself in the past week?		
Does the Study Child have free access to tapes, CD, or record player or radio?		
Does the Study Child have access at home to any musical instruments (piano, drum, ukulele, guitar etc)?		
Does the Study Child have access to at least 10 books appropriate to his/her age?		\square_2
Does the Study Child have access to a desk or other suitable place for reading or studying?		
Does the family have a TV which you use judiciously, not left on all the time?		
Does the family encourage the Study Child to develop and sustain hobbies?		
Is the Study Child regularly included in the family's recreational hobby?		
Does the family provide lessons or membership of groups to support the Study Child's talents (eg membership of a youth club, gym. lessons, art centre etc.)	1	2
Does the Study Child have ready access to at least two pieces of playground equipment in the immediate vicinity of your home?	_1	<u></u>
Does the Study Child have access to a library card and family arranges to go to library once a month?	1	
Has a family member taken the Study Child to (or arranged for the Study Child to visit) a scientific, historical or art museum within the past year?	_1	<u></u>
Has a family member taken the Study Child on (or arranged for child to take) a plane, train, or bus trip within the past year?	1	<u>2</u>
Does the family visit or receive visits from relatives or friends at least twice a month?	1	<u></u>
Has the Study Child accompanied a parent on a family shopping trip of any kind 3-4 times within the past year (to a clothes shop, household goods repair shop, garage etc.)	1	<u>2</u>
Has a family member taken the Study Child (or arranged for the Study Child to attend) some type of live musical or theatre performance?	1	<u>2</u>
Has a family member taken the Study Child (or arranged for the Study Child to take) a trip of more than 50 miles from home (one way distance)?	□1	<u></u>
Have you (the parents) discuss TV programs with the Study Child?	1	<u></u>
Do you (the parents) help the Study Child to achieve advanced motor skills – ride a bike, roller skate, ice skate, play ball etc.?	1	<u></u>
Does the Study Child's father or father figure regularly engage in outdoor recreation with the Study Child?	1	<u></u>
Does the Study Child spend some time with his/her father 4 days a week?		<u></u>
Does the Study Child eat at least 1 meal per day, on most days, with his/her mother and father?		<u></u>
Has the Study Child lived with this family all his/her life apart from 2-3 week holidays, visits to grandparents etc?	_1	<u></u>
Does the Study Child's room have a picture or wall decoration which is appealing to children	1	<u></u>

K20. Does the Study	/ Child belong to	any religious	denomin	ation Yes.		No 🗀 2	
	K21. If yes, w	hich one [Card	I K71		_		
	Christian – no Roman Cathol Anglican/Chure Other Protesta Other (specify) Refuse/no ans	denomination . icch of Ireland/Ep int	oiscopalia	1			
K22 How regularly	does the Study	Child attend re	eligious s	ervice?			
Daily □ı	Weekly □2	Monthly □3	Less Often ☐4	Special Occasions	Never □ ₆	Refused □ ₈	
K23. In general, wo	uld you describe	yourself as a	religious	or spiritual pe	erson?		
Not at all□ ₁	A little□2	Quite	_		so	4 Extremely	/ <u>_</u> 5
Time Section Ende	ed		(24 ho	our clock)			
		M: SOCIO-	DEMOG	RAPHICS			
L1. I would now like does not matter who	ether the item is						items. It
possesses the follow	wing		Po	ssess?			
Telev Video Stere Com	or personal use vision o recorder / DVD p o puter vasher	olayer		5 2 2 2	ehold, has th	ne item and, if r	not. if it
is because you coul				iot your nous	onora, nao m	ic item una, ii i	101, 11 11
					Yes	No, Cannot Afford	No, other reason
In the last 12 months Doe s your household every second day?	d eat meals with m	neat, chicken, f	ish (or veg	etarian equival	ent)		3
every second day? Does your household Do household membe Does each household Does each household	ers buy new rathe d member posses: d member posses:	r than second-l s a warm water s two pairs of s	nand cloth proof coat trong shoe	es? :? :es?			
Does the household to Does the Do	keep the home ad nave family or frien ouy presents for fa	equately warm nds for a drink amily or friends	? or meal or at least o	nce a month?	1 		
Do the household me	mbers have nobb	ies or ieisure a	cuvities?			Lb	3

L2b Does the Study	Child have			Yes cannot a at the mo	but want/ afford need at
A hobby or leisure activit	у	a fortnight			<u>]</u> 2]3
Friends round for tea or a	a snack once a ery child over	a fortnight 10 of different sex to have		L_1L	
his or her own bedroom	cry crina over	n as birthdays, Christmas or		П1Г	7₂
Celebrations on special	occasions such	n as birthdays, Christmas or			
Other religious festivals	least once a t	erm for school-aged childre	n	<u> </u>	_b
[INT: If the payment was	made on cred	nexpected expense of €1,0 lit then the account should b No			
contribute to it. Concer difficulty is the househ	ning your ho old able to m	sources of income and mousehold's total monthly of ake ends meet? [Card L1]	weekly income, wit	th which deg	ree of ease or
With great difficulty ☐1	With difficulty	With some difficulty	Fairly Easily ☐4	Easily	Very Easily ☐ ₆
L5. During the last forte		re ever a day (i.e. from get ney?	ting up to going to I	bed) when yo	ou did not have
Yes	□1	No2			
		heating during the last 12 d day, or go to bed to kee			
Yes	□1	No2			
L7. Did you have a mor that cost money)?	ning, afterno	on or evening out in the la	st fortnight, for you	r entertainme	ent (something
Yes	□1	No⊒₂			
L8. Thinking back to w was your household at		16 years olds, can you te nds meet? [Card L1]	ll me, with which de	gree of ease	or difficulty
With great difficulty ☐.	,	With some difficulty	Fairly Easily	•	Very Easily

Employee (incl. apprenticeship or Community Employment)	Student full-time
L18. What is your occupation in this job? (What do you mainly do in your job?) Please describe as fully as possible	Farmer
L19. Do you supervise or manage any personnel in your job?	L25. From the reasons listed on this card could you tell me which is the single most important reason for you not working in a paid job outside the home?
Was D. Na D.	I prefer not to work
Yes1 No □₂	I am caring for an elderly or ill relative or friend
L20. How many?	I prefer be at home to look after my children myself
	I cannot earn enough to pay for childcare
L21. How many employees (if any) do you have?	I cannot find suitable childcare
Not Applicable	There are no suitable jobs available for me
employees Not Applicable 999 L22. Apart for holiday or casual work, have you	My family would lose Social Welfare
ever had a job?	or medical benefits if I was earning
Yes	Other reason (specify)
L9. I would now like to ask you some questions about	_
House	
L10. From this card, please tell me which best describ accommodation ? [Card L2]	es your (and your partner's) occupancy of the
Owner occupied Being purchased from a Local Authority under a Tenant Presented from a Local Authority Rented from a Voluntary Body Rented from a Private Landlord Occupied free of rent from your or your partner's job (care Living free of rent with your (or your partner's) parent(s)	urchase Scheme

L11. How many separate bedrooms are in the accommodation? bedrooms
L12. Does the Study Child have his/her own bedroom? Yes
L13. How many others does the Study Child share a bedroom with?
L14. Whom does the Study Child share a bedroom with?
Parent(s) 1 Other male relative 4 Brother 2 Other female relative 5 Sister 3 Other (specify) 6
L15. Do your dwelling have access to a garden?
Yes, sole use
L26. Would you describe the place where your household is situated as being?
In open country
Time Section Ended (24 hour clock)
HOUSEHOLD INCOME
L27. Which of the following sources of income does the HOUSEHOLD receive? Please consider the income of ALL household members, not just your own income. [INT. Tick 'Yes' or 'No' for each in Col. A]
L28. And of these sources of income which is the largest source of income at present?[Int Tick 1 box, Col. B] [Card L4]
. $\frac{A}{Receive?}$ $\frac{B}{Largest}$
Yes No Source
Wages or Salaries
Income from Farming
Social Welfare Income (incl. Child Benefit)
Other Income (incl. income from maintenance payments,
investments, savings, dividends, private pensions, property)□₁□₂□₃
L29a. If you added up all the income sources from ALL household members what would be the HOUSEHOLD total NET income, i.e. after deductions for tax and PRSI only? Include income from all sources mentioned above and from all household members.
€ per Week□₁ Month□₂ Year□₃

L29b. [INT: IF CANNOT GIVE EXACT FIGURE]

I know that it is difficult to give an exact figure for household income but here is a scale of incomes, and we would like to know in what group your HOUSEHOLD total NET income falls, i.e. after deductions for tax and PRSI only? Include income from all sources mentioned above.

[Int: Show Card] Looking at this card could you tell me the letter of the group your household falls into, after deductions for tax and PRSI. [Card L5]

		ET INCOME AFTE	R DEDUCTIONS OF		
Per Week	Per Month		Per Year	Category	
Under €120	Under €500		Under €6,000	A	1
€120 to under €180	€500 to und	er €750	€6,000 to under €9	,500 B	12
€180 to under €230	€780 to und	er €1,000	€9,500 to under €1	2,000 C	13
€230 to under €350	€1,000 to ur	nder €1,500	€12,000 to under €	18,000 D	4
€350 to under €460	€1,500 to ur	nder €2,000	€18,000 to under €	24,000 E 🗌	15
€460 to under €580	€2,000 to ur	nder €2,500	€24,000 to under €	30,000 F 🗌	6
€580 to under €690	€2,500 to ur	nder €3,000	€30,000 to under €	36,000 G 🗌	7
€690 to under €1,150	€3,000 to ur	nder €5,000	€36,000 to under €	60,000 H 🗌	18
€1,150 to under €1,730) €5,000 to ur	nder €7,500	€60,000 to under €	90,000 J 🗌	9
€1,730 to under €2,310) €7,500 to ur	nder €10,000	€90,000 to under €	120,000 K	10
€2,310 to under €3,000	0 €10,000 to ι	ınder €13,500	€120,000 to under	€160,000 L	111
€3,000 or more	€13,500 or r	more	€160,000 or more.	M 🗆	12
Refused					77
Don't' Know					88
		COUPLE	INCOME		
L30. Does anyone in – from employment, s			f and your spouse /	partner have an income	of any sort
Only respondent and/	or spouse/partne	r⊡₁-→Go to I	-31a Other househo	olds members□ ₁ →G	o to L32
L31a. No I would like RECEIVE	you to think ON	ILY OF THE INCO	ME WHICH YOUR AN	ND YOUR PARTNER / SI	POUSE
COMBINED TOTAL I	NET INCOME o	f the two of you	, i.e. after deduction	UR PARTNER what we ns for tax and PRSI of R PARTNER / SPOUSE.	
€	per	Week□ı	Month2	Year □ ₃	

L31c [INT: IF RESP. CANNOT GIVE EXACT FIGURE] know that it is difficult to give an exact figure for the income of you and your spouse / partner but here is a scale of incomes, and we would like to know in what group the TOTAL NET OF YOU AND YOUR SPOUSE / PARTNER falls, i.e. after deductions for tax and PRSI only? Include income from all sources mentioned above received by you and your partner/ spouse. Include income from employment as an employee, from self-employment, from Social Welfare payments and from other sources such as maintenance payments, investments, savings, dividends, private pensions, property) [Int: Show Card] So, looking at this card could you tell me the letter of the group your household falls into, after deductions for tax and PRSI. [Card L5]

NET INCOME OF REPSONDENT AND SPOUSE / PARTNER AFTER DEDUCTIONS OF TAX AND PRSI Per Week Per Month Per Year Category €2,310 to under €3,000..... €10,000 to under €13,500....... €120,000 to under €160,000... L32. Do you or your partner receive any Social Welfare payments? Yes L33. Now I'd like to get information on any Social Welfare payments YOU OR YOUR PARTNER are receiving. Looking at this card could you tell me whether or not you or your partner currently receive any of these Social Welfare and if so how much you receive each week? [Int Tick payments which either partner receives]

Social Welfare Payment		Social Welfare Payment				
RETIREMENT PAYMENTS						
Retirement Pension		Old Age (Non-Contributory) Pension				
Old Age (Contributory) Pension		Pre-Retirement Allowance				
ONE-PARENT FAMILY / WIDOW(ER) PAYMENTS						
Widow's or Widower's (Contributory) Pension		Deserted Wife's Allowance				
Deserted Wife's Benefit		Prisoner's Wife's Allowance				
Widowed Parent Grant		One-Parent Family Payment				
Widow's or Widower's (Non-Contrib) Pension						
CHILD RELATED PAYMENTS						
Maternity Benefit		Health & Safety Benefit				
Adoptive Benefit		Orphan's (Contributory) Allowance				
		Orphan's (Non-Contributory) Pension				
DISABILITY AND CARING PAYMENTS						
Disability Benefit		Injury Benefit				
Invalidity Pension		Unemployability Supplement				
Disability Allowance		Disablement Benefit				
Blind Pension		Medical Care Scheme				
Carer's Benefit		Constant Attendance Allowance				
Carer's Allowance		Death Benefits (Survivor's Benefits)				
UNEMPLOYMENT PAYMENTS						
Unemployment Benefit		Unemployment Assistance				
EMPLOYMENT SUPPORTS						
Family Income Supplement						
Farm Assist		Back to Work Enterprise Allowance				
Back to Work Allowance (Employees)		Part-time Job Incentive Scheme				
		Back to Education Allowance				
Supplementary Welfare Allowance (SWA)						

L34. Do you or your partn	er curre	ntly receiv	e child be	enefit? Yes		. □ ₁ No□ ₂	
L35. Do you or your partner currently receive rent or mortgage supplement? Yes□₁ No□₂							
L36. How much do you recei	ve per w	eek in rent	or mortga	ge suppleme	ent? €	€	
L36. What is the usual NET overtime, bonuses and com						e / partner receive, including usua y?	
€	per	Week[1 N	onth	2	Year 🗀 3	
most recent 12 month period the business after deducting	out pre-f d for wh g all expe or private	tax profit froich informations in the information in the information in the interest in the in	om your o ation is av wages pai ou, your sp	ailable. By p d to staff, bu	ore-ta ut be	partner's business or farm for the partner's business or farm for the partner's profit in partner's profits or your household. If it would help	
PRE-TAX PROFIT €		_ Broke ev	en/ No prof	it or loss	1	Don't know□₂	
	rofits. Lo ofit was.	oking at th [Card L6]	e ranges o	n this card o	could	their income but perhaps you lyou tell me which comes closest	
€6,000 to under €9,500			€36,0	000 to under	€60,0	000	
€9,500 to under €12,000						000	
€12,000 to under €18,000		4	€90,0	000 to under	€120	,000	
€18,000 to under €24,000		5	€120	,000 to under	r €16	0,000	
€24,000 to under €30,000		6	€160	,000 or more			
L38. Could I ask for your Per	sonal Pu	ıblic Servic	e Number	(PPS No)			
Time Section Ended			(24 h	our clock)			
L39. What is the highest leve	el of educ	ation you h	nave comp	leted to date	e? [C	Card L7]	
Primary or less	rtificate o nt	r equivalent 	1 2 3 4 5 6 88				
L40. What language or language		1 3 5 7 9 11	Irish French Russian Latvian Spanish Lithuaniai Other (sp	n	[[[□ 4 □ 6 □ 8 □ 10 □ 12 □ 14	
child from a children's story		nave probl	ems with r	eaung. Can	ı jus	t check, can you read aloud to a	
	Yes		No	2			
L42. Can you usually read a					th in	your own language?	
first Anis 42 and 144 anis if					ually	snoken at home see I 40 abovel	

L43. You mentioned that you aloud to a child from a child			n I just check, can you read
	Yes □1	No2	
L44. Can you usually read a	nd fill out forms you migh	t have to deal with in Engli	sh?
	Yes □ ₁	No	
L45. When you buy things in change?	n shops with a five or ten	euro note, can you usually	tell if you have the right
onango:	Yes □ ₁	No2	
L46. Are you a citizen of Irel	and? Yes	□ ₁ No	Don't know□ ₈
L47. What citizenship do you	u hold?		Don't know
L48. Were you born in Irelan	d? Yes	1 No	Don't know□ ₈
L49. In which country were	you born?		Don't know
L51. How long ago did you f Within the last year	1-5 years 6-10	11-20 years More than	
L52. And what about the Stu	dy, Child. Is he / she a cit	izen of Ireland? Yes[1 No₂ DK8
L53. What citizenship does I	ne / she hold?		Don't know □ ₈
L54. Was the Study Child bo			
L55. In which country was h	ne/she born?		_ Don't know 8
L56. How long ago did the S	tudy Child first come to li	ve in Ireland?	
Within the last year ☐₁	1-5 years 6-10 ago years ago \square_2 \square_3	,	
L57. What is your ethnic or			
White	Black or Black Irish	Asian or Asian Irish	Other – incl. mixed background
Irish	African \square_4	Chinese	041
Irish Traveller	Any other Black background	Any other Asian background	
Any other White background	<u> </u>		1

M82. I would like you to look at the following set of words. From the 6 words on the right I would like you to select the one which is closest in meaning to the one on the left in capital letters. [Card L9]

1. TOMATO	fly	_1	Wood		Fruit	<u></u>	ack	 4	dunce	<u></u>	step	<u></u> 6
2. TOSS	throw	_1	Hide		Dive	Пз	catch	4	roll		pull	<u></u> 6
3. DAMP	light	_ ₁	Sweet		Wet		bag	4	letter		flag	<u></u> 6
4. REST	cry	_ ₁	go away	2	run up		sing	4	taste		lie down	<u></u> 6
5. CRUEL	clean	1	Pretty		water	Пз	green	4	found		unkind	<u>□</u> 6
6. RECEIVE	walk		Believe		money	Пз	accept	4	empty	<u></u>	drive	<u></u> 6
7. BATTLE	stroll	□ ₁	Snow	<u></u>	bowl	<u></u>	light	4	fight	<u></u>	last	<u></u> 6
8. PATCH	mend	_1	Hand		switch	Пз	watch	4	bang	<u></u>	cook	<u>□</u> 6
9. DISTURB	transfer	_ ₁	Lick	<u></u>	doubt	Пз	skip	4	upset	<u></u>	fire	<u>□</u> 6
10. BLAZE	kitchen	□₁	Grass	<u></u>	flare	Пз	coat		roof	<u></u>	side	<u>□</u> 6
11. MALARIA	basement	<u></u>	Theatre	<u></u>	ocean	Пз	fever	□ ₄	fruit	<u></u>	tune	<u>□</u> 6
12. FASCINATED	ill-treated	_ ₁	poisoned	<u></u>	frightened	Пз	modelled	4	charmed	<u></u>	copied	<u>□</u> 6
13. LIBERTY	freedom		Rich	2	forest	Пз	worry	4	serviette	<u></u>	cheerful	<u>□</u> 6
14. STUBBORN	steady	_1	obstinate	<u></u>	orderly	Пз	hopeful	4	hollow	<u>□</u> 5	slack	□ ₆
15. PRECISE	natural	□ 1	Faulty	<u></u>	stupid	Пз	exact	4	grand	<u></u>	small	□ ₆
RESEMBLANCE	memory	_ ₁	assemble	<u></u>	attendance	Пз	fondness	4	repose	<u></u>	likeness	□ ₆
ANONYMOUS	applicable	□ 1	Insulting		nameless	Пз	magnificent	□ 4	fictitious	<u>□</u> 5	untrue	□ ₆
18. ELEVATE	raise	_ ₁	Revolve	_2	waver	Пз	move	4	work	<u></u>	disperse	<u>□</u> 6
19. TASK	horn	□ 1	Trap	_2	problem	Пз	game	4	jail	<u></u>	job	<u>□</u> 6
COURTEOUS	dreadful		Polite		curtsey	Пз	proud	4	short	<u>□</u> 5	truthful	□ ₆
21. PROSPER	imagine	_ ₁	Succeed		punish	Пз	propose	□ 4	beseech	<u></u>	trespass	□ ₆
22. LAVISH	unaccountable	_1	Romantic	<u></u>	extravagant	Пз	selfish	4	lawful	<u></u>	praise	□ ₆
23. IMMERSE	frequent	□	Reverse	_2	rise	Пз	hug	4	dip	<u></u>	show	<u>□</u> 6
24. CONCILIATE	congregate	□₁	Pacify	_2	compress	□3	reverse	4	radiate	<u></u>	strengthen	<u>□</u> 6
25. ENVISAGE	enfeeble	_ ₁	surround	_2	activate	<u></u>	contemplate	_4	estrange	5	regress	<u>□</u> 6
26. AMULET	cameo	_ ₁	Flirtation	<u></u>	charm	Пз	jacket	4	crest	5	savoury	
27 GARRULOUS	talkative	<u></u> 1	Massive	\square_2	ridiculous	Пз	daring	4	ugly	<u></u>	fast	<u></u> 6
28. LIBERTINE	profligate	_ ₁	Farrago	_2	regicide	<u></u>	rescuer	4	canard	5	missionary	<u>□</u> 6
29. BOMBASTIC	democratic	1	bickering	2	destructive	З	anxious	4	cautious	5	pompous	<u>□</u> 6
30. LEVITY	parsimony	1	Salutary	<u></u>	Alacrity	Пз	frivolity	4	velleity	5	tariff	<u>□</u> 6
31. WHIM	complain	_ ₁	Tonic	_2	Wind	З	noise	4	fancy	5	rush	<u>□</u> 6
32. RUSE	limb	_ ₁	Trick	_2	Colour	Пз	paste	4	burn	5	rude	<u>□</u> 6
33 RECUMBENT	fugitive	_1	unwieldy	_2	Penitent	З	cumbersome	4	repelling	5	reclining	<u>□</u> 6

N. FOR THE INTERVIEWER

N1. Home Questionnaire. INTERVIEWER – please complete the following questions as soon after you have left the household as possible. Tick 'Yes' or 'No' in respect of each.

		Yes	No
Did th	e parent(s) encourage the child to the conversation during you visit?	1	2
Did th	e parent(s) show some positive emotional response to praise of the child by the lewer?	1	2
	e parent respond to the child's questions during your visit?	1	2
Did th	e parent(s) use complete sentence structures and some long words in conversing with the lewer?	1	2
When	speaking of or to the child did the parent voice convey positive feelings?	1	2
	e parent(s) initiate verbal interchanges with the Interviewer, ask questions, make aneous comments?	1	2
	e parent(s) introduce the interviewer to the child?	1	2
	e parent violate the rules of common courtesy during the visit?	1	2
	e parent talk to the child during your visit (beyond correction and introduction)?	1	2
talkin	e parent use some term of endearment or some diminutive for the child's name when g about the child at least twice during your visit?	1	2
child	e parent express overt annoyance with or hostility towards the child (complains, describes as 'bad', says child won't 'mind' etc.)	1	2
	e house at least two pictures or other types of art work on the walls?	1	2
	ne interior of the house or apartment dark or perpetually monotonous?	1	2
	ns of available floorspace were the rooms overcrowded with furniture?	1	2
	all visible rooms of the house reasonably clean and minimally cluttered?	1	2
	there at least 100 square feet of living space per person in the house?	1	2
	ne house overtly noisy – TV, shouts of children, radio etc.	1	2
down	e building any potentially dangerous structural or health defects (e.g. plaster coming from ceiling, stairway boards missing, rodents etc.?)	1	2
	the child have an outside play area?	1	2
Did th	e child's outside play area appear safe and free of hazards?	1	2
N2	Did the respondent ask for clarification on any questions? Never Almost never Now and then Often Very often Don't known and then □1 □2 □3 □4 □5 □8	w	
N3	Did you feel that the respondent was reluctant to answer any questions?		
	Never Almost never Now and then Often Very often Don't known \square_1 \square_2 \square_3 \square_4 \square_5 \square_8	w	
N4	Did you feel that the respondent tried to answer the questions to the best of his or he		ity?
	Never Almost never Now and then Often Very often Don't known \square_1 \square_2 \square_3 \square_4 \square_5 \square_8	W	

Overall, did you feel that the respondent understood the questions? N5 Never Almost never Now and then Often Very often Don't know \square_1 \square_2 \square_3 \square_4 8 N6. Was anyone else present at the interview? Yes No \square_2 N7. Who was this? Tick all that apply. Other child 3 Other adult......

B2. Mother / Lone Father questionnaire – supplementary (white)



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

MOTHER / LONE FATHER QUESTIONNAIRE - SUPPLEMENTARY SECTION

AREA HOUSEHOLD RESPONDENT
Time Section Started (24 hour clock)
We have a few final questions which we would like to discuss with you. As some of these may be considered slightly sensitive we have included them in a section for you to complete by yourself. We would ask you to complete this section and return it to the interviewer.
Once again, we would like to assure you that <u>ALL THE INFORMATION PROVIDED IS</u> <u>TREATED IN THE STRICTEST CONFIDENCE</u> .
S1. Are you the biological parent of the Study Child?
Yes \square_1 \longrightarrow Go to S12 No \square_2 \longrightarrow Go to S2
S2. Are you the adoptive parent of the Study Child?
Yes
S3. Was that a domestic or an inter-country adoption?
Domestic
S4. Was this a within family adoption? S5. From which country?
Yes 1 No 2
S6. What age was the Study Child when you adopted him/ her?years NOW PLEASE GO TO S12
S7. Are you the foster parent of the Study Child?
Yes
S8. How long has the Study Child been with your family?yrsmthsdays
S9. Do you anticipate that this will be a long-term foster placement? Yes
S10. How many <u>previous</u> foster placements has the Study Child been in?previous placements DK99
S11. Immediately before coming to live with you was the Study Child living with another foster family, his/her family or in institutional care?
Another foster family ☐₁ Own family ☐₂ Institutional care ☐₃ NOW PLEASE GO TO S12
S12. Because the issue of family life is so important, one of the areas of interest to us is the effect of family
changes on both parents and children. We would now like to ask some questions about your family and marital history.
and marital history. Have there been any period(s) of 3 months or longer when the Study Child didn't live with you?

S14. Looking at this card, cou status? [Card S1]	ild you tell me w	hich of the	se codes l	best describe	s your curren	t legal marital
·	parated2	Divorced	<u>]</u> 3 w	/idowed	Never Ma	rried5
S15 Are you currently living with your husb <u>and/wif</u> e		S.17 Are yo	u currentl	y living with a	partner? Yes	s 1 No 2
Yes 1 No 2						
S16 Are you cu	ırrently living wit	th another p	artner?	Yes 1	No 2]
S18. Interviewer: Is responden	t living with a sp	ouse/partn	er(S15/S1	6/S17)? Yes .	.□ ₁ No…□] ₂ ->Go to S26
S19.Since when have you and	l your spouse o	partner be	en living t	together?	(mth)	(year)
S20. Could you indicate which Child? (Card S2)	n of these codes	best desc	ribes spou	ıse's / partneı	's relationshi	p with the Study
Biological parent (mother/ father Adoptive parent (mother/ father) Step-parent (mother/ father) Foster parent (mother/ father))B □2 C □3	A	unt/uncle . ther relativ	nt (mother/ fath /e/ in law uardian		.F
S21.Many couples argue from (Card S3)	time to time. Ro	oughly how	often wo	uld you and y	our spouse /	partner argue?
Most days At least once a week Less than once a week	∏₂ → Go to	S22		ardly ever ever		
S22. How often would you arg	jue about the ch	ild(ren)? (S	till Card S	3)		
Most days At least once a week Less than once a week	∏₂ → Go to	S23		ardly ever ever		
S23. When you and your part				(Card S4)		
	Alm	ost never/ never	Not very often	Sometimes		ost always/ always
Shout or yell at each oth		\square_1	\square_2	3	□ 4	<u></u> 5
Throw something at eac		<u> </u>	<u>2</u>	<u></u> 3	□ 4	5
Push, hit or slap each o	ther	1	2	3	<u></u> 4	5
S24. And to end an argument	how often woul	ld you [Still Almost ne		von		Almost always/
		Never		very ten Sometir		Almost always/ always
Compromise				<u></u>	<u>4</u>	<u></u> 5
Apologise				<u></u>	□4	5
Change the subject		^	Ļ	_l2	<u></u>	<u></u> 5
Agree to discuss the issue lagree to disagree		^	F	_12	<u></u>	<u></u> 5
Use affection (hug) or make			F	_12	<u>∟</u> 4	<u></u> 5 □-
Ignore or refuse to speak a					L_4	<u></u> 5
away, leave the room or lea		1		<u></u>	<u>4</u>	<u></u> 5
S25. Here is a scale from 1-7 happy in your relationship. Fare with your relationship, all	lease tick the both	ox to indica	te which	best describe		
1	Very U nhappy			Very Happy	v	
					>	
	$ \begin{array}{ccc} 1 & 2 \\ \square_1 & \square_2 \end{array} $	3	5 4 □5	6 7 □6 □7		
S26. Who usually makes the r	najor decisions	about how	to bring u	p the Study C	hild? Tick one	e box only
Mostly me Mostly my spouse/partner Sometimes me/sometimes my s We decide/decided together Someone else	spouse/partner			-		

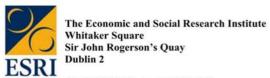
Does not apply

Interviewer: If respondent is not currently living with biological father of Study Child ask: S27, otherwise go to S31
S27. Were you ever married to or did you ever live with the Study Child's father?
Yes, married to ☐1 Yes, lived with
S28. When did you separate or split up with the Study Child's father?
Spouse / Partner died
S29. Do you have a formal or informal custody arrangement regarding the Study Child and where he/she lives? Formal
S30. Briefly describe that arrangement
S31. Have you had any other partners since the Study Child was born who had a close relationship with or influence on the Study Child
Yes
One
S33. Thinking back over the last year how often have you taken any of the following? (Show Card S6)
Never Now and again Monthly Weekly Daily
A. Sleeping pills 1 2 3 4 5 B. Tranquillisers 1 2 3 4 5
B. Tranquillisers
D. Cannabis /marijuana $\boxed{}_1$ $\boxed{}_2$ $\boxed{}_3$ $\boxed{}_4$ $\boxed{}_5$
E. Painkillers (aspirin, paracetamol, etc.)
F. Amphetamines or other stimulants \square_1 \square_2 \square_3 \square_4 \square_5
G. Heroin, methadone, crack, cocaine
H. Anticonvulsants
I. Steroids
S34. Have you ever been in trouble with the Gardai (other than for traffic offences) since the Study Child w born?
Yes □ ₁ No □ ₂ →Go to S36
S35. Have you ever been to prison? Yes \[\bigcup_1 No \[\bigcup_2 \]
S36. Again, can we just check, does the other parent of the Study Child live here with you or elsewhere?
Lives here ☐₁ →Go to S52 Deceased ☐₂→Go to S52 Lives elsewhere ☐₃ →Go to S37
S37. When did (the non-resident) father / mother stop living with you and the Study Child?
monthyear Never lived together
Within ½ hours drive from here
S39. Do you and the Study Child non-resident father/ mother have shared parenting of the Study Child on a regular basis?
Yes
S40. Please describe the nature of this shared parenting?
S40. Please describe the nature of this shared parenting?
S40. Please describe the nature of this shared parenting?
S40. Please describe the nature of this shared parenting?

S41. How often does the Study Child see his non-resident father/ mother?
Daily
S42. How did you arrive at the current arrangement for the non-resident father's / mother's time spent with the Study Child?
Formal court arrangement
S43. Does the Study Child's non-resident father/ mother pay anything directly to the RENT OR MORTGAG of your home?
Yes, he pays the full amount of the rent or mortgage
S44. How much does he pay per month? € per MONTH
S45 Does the Study Child's non-resident father/ mother pay any financial support directly to you other that the rent or mortgage?
No, he/she never Yes, he/she makes a Yes, he/she makes makes any payment regular payment payments as required
S46. How much does he/she pay per week / fortnight/ month? S47. About how much per year?
€ per Week Month Year € per year
S48. Who decided on these amounts?
Your decision $_1$ Father's decision $_2$ Mutual agreement $_3$ Court decision $_4$
S49. How often do you talk to the Study Child's non-resident parent about the Study Child?
Several times a About once A few times a Several times a Every day week a week month year Never 1 2 3 4 5 6
S50. How well do you get on with the Study Child's non-resident parent? Would you say your relationship
Very Neither positive nor Somewhat Very positive Positive negative negative negative □1 □2 □3 □4 □5
S51. We would like to send a short questionnaire to the Study Child's other biological parent? We would be happy to show you the content of this questionnaire before we send it. Would you be able to provide us we contact details for the Study Child's other biological parent?
Yes
S52. What is your date of birth? daymonthyear
S53. Int: Is respondent male or female? Male
S54 Time Section Ended (24 hour clock)

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.

B3. Father / Partner questionnaire (green)





Ph: 01-8632000 fax: 01-8632100

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

AREA HOUSEHOLD RESPONDENT
Time Section Started (24 hour clock) Hello, I'm from the Economic and Social Research Institute in Dublin. I am contacting you about Growing Up in Ireland - the National Longitudinal Study of Children. This is a major new government study about children in Ireland. It is being undertaken by the Economic and Social Research Institute and Trinity College Dublin. I have an information leaflet here about the study. We are currently doing pilot work for this project. The study itself will involve interviewing 8,000 9 year olds and their families. We are seeking to interview the parents <name 9-year-old="" child="" of="" study=""> and also the child him / herself. The whole interview with the parents and child will take about 90 minutes to complete.</name>
All the information you and your family provides will be treated in the strictest confidence and will not be released in any way which would allow the information you provide to be identified with you or your family.
A. INTRODUCTION
A1. Which of the following best describes your relationship with the Study Child? [Card A1 –Interviewer use codes only]
A. Biological parent (mother/ father)
B: RESPONDENT'S HEALTH
B1. In general, how would you say your current health is?
Excellent
B2. Have you ever been treated by a medical professional for clinical depression, anxiety or 'nerves'?
Yes □1 No □2
B3 Was this: Before the Study Child was born

B4. Do you have any chronic physical or mental health problem, illness or disability?
Yes1 No
B5. What is the nature of this illness or disability? Please describe as fully as possible.
B6. Since when have you had this illness or disability?(mth)(year)
B7. Are you hampered in your daily activities by this physical or mental health problem?
Yes, severely Yes, to some extent
B8. Do you currently or have you in the past suffered from any chronic illness or disability which made it difficult for you to look after the Study Child?
In the past ☐₁ Currently ☐₂ No ☐₃
Time Section Ended (24 hour clock)
C: RESPONDENT'S LIFESTYLE
C1. Do you smoke? Yes
C2. About how many cigarettes or cigars do you smoke per day? [Card C1]
Less than daily
2-10 a day
11-25 a day
More than 50 a day
C3. Does anyone smoke in the same room as the Study Child when the Study Child is present
Yes, on a regular basis
C4. Which of the following best describes how often you usually drink alcohol? [Card C2]
Never
1-2 times a month
1-2 times a week
5-6 times a week
Every day
If currently drink alcohol between everyday and once or twice a week ask: C5. And on an average week, how many pints of beer, glasses of wine, measures of spirit would you drink
Pints of Beer Glasses of Wine Measures of Spirits
C6. Do you think that you are: [Card C3]
Very underweight
Moderately underweight
About the right weight
C7. What is your height without shoes?feetinches OR Centimetres
C8. What is your weight without clothes and shoes?stoneslbs ORKilograms
C9. How often do you? Very Often Often Sometimes Rarely Never
Think about your own weight or shape?
Try to lose weight through dieting?
Time Section Ended (24 hour clock)

D: FAMILY CONTEXT

D1. Do you feel you have fun with the Study Child	every day?	Υ	es□ ₁	No [2	
D2. I am going to read out some statements about listen to each statement and describe the degree tapplies. [Card D1]						
	does not apply		sure	somewhat	,	
I share an affectionate, warm relationship with my chil My child and I always seem to be struggling with each	1				5	
other.	⊔1	<u>L</u> 2	3	4	5	
My child is uncomfortable with physical affection or	1	2	3	4	5	
touch from me.	□1	□2	3	4	5	
My child values his/her relationship with me		2	3	4	5	
My child appears hurt or embarrassed when I correct him/her	🔲 1	2	3		5	
My child does not want to accept help when he/she						
needs it		2		4	5	
When I praise my child, he/she beams with pride	🔲 1	2		4	5	
My child reacts strongly to separation from me		2	3	4	5	
My child spontaneously shares information about himself/ herself		2	3		5	
My child is overly dependent on me	□1	2			5	
My child easily becomes angry at me	🗖 1					
My child tries to please me.	🗖 1	\Box_2		\Box_4	5	
My child feels that I treat him/her unfairly				\Box		
My child asks for my help when he/she really does no	t					
need help It is easy to be in tune with what my child is feeling		<u> </u>				
My child sees me as a source of punishment and						
My child expresses hurt or jealousy when I spend time	۔∟			4		
with other children				□.		
My child remains angry or is resistant after being disciplined.					5	
When my child is misbehaving, he/she responds to my		[]2		4	5	
look or tone of voice.	,			□.		
Dealing with my child drains my energy.	⊢1				5	
I've noticed my child copying my behaviour or ways of	f			4	5	
doing things		[]2	3	4	5	
long and difficult day.		2	3		5	
My child's feelings toward me can be unpredictable or						
can change suddenly		2	3	4	5	
Despite my best efforts, I'm uncomfortable with how m						
child and I get along	·····	∟2	3		5	
I often think about my child when at work	ıg		3	4	5	
from me			3	4	5	
My child is sneaky or manipulative with me	🔲 1	2		4	5	
My child openly shares his/her feelings and experienc	es					
with me	🗆 1	2			5	
My interactions with my child make me feel effective						
and confident as a parent.		2	3	4	5	
D3. Please tell me how strongly you agree or disag	Strong	y Disa	agree Neith	ner agree	ob Agree	Strongly
	disagre	ee	_ nor c	lisagree		agree
A. You are missing out on home or family activities that you would have like to have taken part in			_2	3	<u></u> 4	5
 B. Your family time is less enjoyable and more pressure 	ed \square_1		2	□ 3	□ 4	5
C. The time you spend with your family is more enjoyab	ole		2	□ 3	4	<u></u> 5

D4. Listed on this card are 20 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. [Card D2]

	Rarely or none of the time (less	Some or a little of the time (1-2	Occasionally or a moderate amount of the time (3-4 days)	Most or all of the time (5-7
You were bothered by things that usually don't bother you	than 1 day)	days)	(3-4 days)	days)
2.You did not feel like eating; your appetite was poor				
3. You felt you could not shake off the blues even with help from your family or friends			□3	<u></u>
4. You felt that you were just as good as other people			Пз	
5.you had trouble keeping your mind on what you were doing			3	
6.You felt depressed			3	4
7. You felt that everything you did was an effort		<u>2</u>	Пз	<u></u> 4
8.You felt hopeful about the future		<u>2</u>	Пз	<u></u> 4
9.You thought your life had been a failure		<u>2</u>	Пз	□ 4
10.You felt fearful		<u>2</u>	Пз	□ 4
11.Your sleep was restless		<u>2</u>	3	□ 4
12. You were happy		<u>2</u>	Пз	4
13. You talked less than usual		<u>2</u>	Пз	4
14. You felt lonely		<u>2</u>	3	□ 4
15. People were unfriendly		<u>2</u>	Пз	4
16. You enjoyed life		<u>2</u>	3	□ 4
17. You had crying spells		2	Пз	4
18. You felt sad		2	З	4
19. You felt that people disliked you		2	Пз	4
20. You could not get 'going'				
D6. Who is most likely to do the following household tasks in your Always yourself yourself yourself yourself you & partner Cooking for the family	y much so	? (Card D3)	Someone	No one does this 7 7 7 7 7 7 7 7 7
Painting	□4 □4 □4 □4 □4	5 5 5 5 5 5	6 6 6 6 6	□7 □7 □7 □7

E: SOCIO-DEMOGRAPHICS

E1. which of these descriptions BEST describes yo	our usual situation in regard to work? [Card E1]			
Employee (incl. apprenticeship or Community Employment)	Student full-time			
E2. How many hours do you normally work per week, including any regular overtime work? If you work at more than one job, please include the hours in all jobs. hours E3. What is your occupation in this job? (What do you mainly do in your job?) Please describe as fully as possible	E7. Apart for holiday or casual work, have you ever had a job? Yes			
E4. Do you supervise or manage any personnel in your job?	Farmer			
Yes1 No □₂ E5. How many?	I prefer not to work			
E6. How many employees (if any) do you have?	I cannot earn enough to pay for childcare			
employees Not Applicable	I cannot find suitable childcare			
	My family would lose Social Welfare or medical benefits if I was earning			
E11. What is the highest level of education you have				
Primary or less Intermediate/ Junior/ Group Certificate or equivalent Leaving Certificate or equivalent Diploma/ Certificate	Postgraduate/ Higher degree			
E12. What language or languages do you speak m	ost often at home?			
English □1 Arabic □3 Polish □5 Czech □7 Portugese □9 Chinese □11 Romanian □13	Irish □2 French □4 Russian □6 Latvian □8 Spanish □10 Lithuanian □12 Other (specify) □14			
E13. As you may know, many people have problems with reading. Can I just check, can you read aloud to a child from a children's storybook?				
Yes □₁ E14. Can you usually read and fill out forms you m				
Yes□1	No 🗀 2			

[Int: AskE15 and E16 only if any language other than Irish or English is usually spoken at home see E12 above] E15. You mentioned that you spoke <a nguage> [Int See E12 above] at home, can I just check, can you read aloud to a child from a children's storybook written in English? Yes 1 No...... □₂ E16. Can you usually read and fill out forms you might have to deal with in English? E17. When you buy things in shops with a five or ten euro note, can you usually tell if you have the right change? Yes □₁ No...... □₂ E18. Are you a citizen of Ireland? Yes □1 No Don't know E19. What citizenship do you hold? Don't know..... E20. Were you born in Ireland? Don't know □₈ E21. In which country were you born? Don't know E22. How long ago did you first come to live in Ireland? Within the 1-5 years 6-10 11-20 years More than 20 Don't last year years ago Know ago years ago ago 88 E23. What is your ethnic or cultural background? [Card E4] Irish□1 Any other Black background Irish Traveller Any other Asian background African □4 E24. What is your date of birth? day month year

Male.....□₁

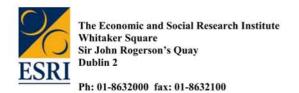
Female 2

E25. Int: Is respondent male or female?

N. FOR THE INTERVIEWER

N1	Did the respon	dent ask for clarif	fication on any que	stions?		
	Never	Almost never	Now and then	Often	Very often	Don't know
	\square_1	\square_2	\square_3	\square_4	□ ₅	\square_8
N2	Did you feel th	at the respondent	was reluctant to a	nswer any q	uestions?	
			N	0.0		D 111
	Never	Almost never	Now and then	Often	Very often	Don't know
	∟ 1	∟ 12	∟ 3	LJ4	L 5	∟ 8
N3	Did you feel th	at the respondent	tried to answer the	auestions	to the best of his	or her ability?
	Never	Almost never	Now and then	Often	Very often	Don't know
	\square_1	\square_2	\square_3	\square_4	\square_5	\square_8
N4	Overall, did yo	u feel that the res	pondent understoo	d the questi		
	Never	Almost never	Now and then	Often	Very often	Don't know
	□1	2	 3	<u>4</u>	 □5	□8
N5. Wa	as anvone else r	present at the inte	rview?	Yes	□ ₁ No	\square_2
	,					
N6. Wh	no was this? Tid	ck all that apply.				
	Spouse/p	artner	.□1			
Study Child						
	Other child \square_3					
	Other adu	ılt	5			

B4.	Father / Partner questionnaire – supplementary (green)





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

FATHER QUESTIONNAIRE - SUPPLEMENTARY SECTION

FATHER QUESTIONNAIRE - SUPPLEMENTARY SECTION				
AREA HOUSEHOLD RESPONDENT				
Time Section Started (24 hour clock)				
We have a few final questions which we would like to discuss with you. As some of these may be considered slightly sensitive we have included them in a section for you to complete by yourself. We would ask you to complete this section and return it to the interviewer.				
Once again, we would like to assure you that <u>ALL THE INFORMATION PROVIDED IS</u> <u>TREATED IN THE STRICTEST CONFIDENCE</u> .				
S1 Looking at this card, could you tell me which of these codes best describes your current legal marital status? [Card S1]				
Married				
S2 Are you currently living with a partner? Yes No 2 with your husband/wife				
Yes 1 No 2				
, S3 Are you currently living with another partner? Yes 1 No 2				
S5. Interviewer: Is respondent living with a spouse/partner(S2/S3/S4)? Yes1No2->Go to S13				
S6.Since when have you and your spouse or partner been living together? (mth)(year)				
S7. Could you indicate which of these codes best describes spouse's / partner's relationship with the Study Child? (Card S2)				
A. Biological parent (mother/ father) 1 B. Adoptive parent (mother/ father) 2 C. Step-parent (mother/ father) 3 D. Foster parent (mother/ father) 4 E. Grand parent (mother/ father) 5 F. Aunt/uncle 5 G. Other relative/ in law 7 H. Unrelated guardian 3				
S8.Many couples argue from time to time. Roughly how often would you and your spouse / partner argue? (Card S3)				
Most days				
S9. How often would you argue about the child(ren)? (Card S3)				
Most days □1 Hardly ever □4 At least once a week □2 Never □5 Less than once a week □3 Refused □6				
S10. When you and your partner argue, how often do you (Card S4)				
Almost never/never often Sometimes Often always/always Shout or yell at each other				
/OVER				

S11. And to end an argument, how often	would yo	u [Still (Card S4]	[
	Almost			Sometim	es (Often Aln	nost always/
Compromise	Nev		often				always
			<u></u> 2	Шз		<u></u>	<u></u> 5
Apologise	_		<u>2</u>	<u></u> 3		<u></u> 4	<u></u> 5
Change the subject	_		_2	3		<u></u> 4	5
Agree to discuss the issue later	_	1	_2	3		□ 4	<u></u> 5
Agree to disagree	_	1	\square_2	3		□ 4	<u></u> 5
Use affection (hug) or make a joke about it		1	\square_2	<u></u> 3		□ 4	<u></u> 5
Ignore or refuse to speak any more, walk away, leave the room or leave the house		l ₁	<u></u>	Пз		□ 4	5
S12. Here is a scale from 1-7 where '1' mea							
are with your relationship, all things conside							,
Very			,	Very			
Unhappy			H	Iappy	D.K.		
1 2	3 4	5	6	7			
1 2	□3 □	4 🔲 5	<u></u> 6	7	00		
Mostly my spouse/partner Sometimes me/sometimes my spouse/partner We decide/decided together Someone else Does not apply S14. Have you had any other partners since influence on the Study Child Yes	□3 □4 □5 □6	No	as born v 	<u></u> 2	d a clo	se relations	ship with or
S16. Thinking back over the last year how o	ften have	you take	en any of	the fol			
A Cleaning wills	Never	Now ar	nd again		thly	Weekly	Daily
A. Sleeping pills	1	<u> </u>	2	 	3	<u>4</u>	5
B. Tranquillisers C. Pills for depression	1	L	2	 	3	4 	5
D. Cannabis /marijuana		Г		+]3	<u> </u>	<u></u>
E. Painkillers (aspirin, paracetamol, etc.)		-		+]	<u>4</u>	5
F. Amphetamines or other stimulants		-		╁	3		5
G. Heroin, methadone, crack, cocaine		-	2	╁	3		5
H. Anticonvulsants			<u></u>	 	7		5
I. Steroids		-	<u></u>	+ -	7		
S17. Have you ever been in trouble with the born?				c offen	ces) si	ince the St	udy Child was
Yes □ No S18. Have you ever been to prison? Ye]2			
S19. What is your date of birth?	day	_	m	onth	_	ye	ar
S20. Int: Is respondent male or female?		Иаlе	□₁ F	emale		🗀 2	
S21. Time Section Ended		(24 hour	clock)				

THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT. YOUR ASSISTANCE IS GREATLY APPRECIATED

B5: Main	Child Question	naire (Multi-C	oloured)	

Time Section Started	(24 hour clock)
----------------------	-----------------

Pen and Paper Answer Booklet for 9 year olds

	Growing up in Ireland			
	National Longitudinal Study of Children in Ireland			
AREA	HSD RES			



Instructions

Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.

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How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets? Yes 1 No 2







Page 2

First think about school

Section A: School

1. What do you think about school?

You like it You like it sometimes You do not like it

2. How well do think you are doing in your school work?

Well	Average/Ok	Poorly	Don't Know
1	2	3	4

3. Do you like the following subjects?

	Yes	No	Sometimes
a. Maths	1	2	3
b. Reading	1	2	3
c. Irish	1	2	3

4. How often do you get homework?

Never 1-2 times a week 3-4 times a week Almost every day

5. Do you think your family is better off (has a bigger house, better car, more expensive clothes) than:

a. Most of your classmates

Yes	No	Don't Know
1	2	3

b. Most of your neighbours

Yes	No	Don't Know
1	2	3

c. Other families in Ireland

Yes	No	Don't Know		
1	2	3		

Section B: Food

6. We would like you to think back to what you ate yesterday. Did you eat the following?

	No	One Portion	More than one portion	Do not know
a. Fresh fruit	1	2	3	4
b. Cooked vegetables	1	2	3	4
c. Meat pie, hamburger, hot dog,	1	2	3	4
sausage or sausage roll (any of these)				
d. Chips or French fries	1	2	3	4
e. Crisps or savoury snacks	1	2	3	4
f. Biscuits, doughnuts, cake, pie or chocolate		2	3	4
(any of these)				
g. Milk	1 · · · · ·	2	3	4
h. Cheese or yoghurt	1	2	3	4
i. Fizzy drinks or diet drinks	1	2	3	4
k. Bread, Pasta, Rice, Cereal (any of these)	1	2	3	4

Section C: Activities

Can you think about the activities that you do?

7. Which of the following have done with your parents within the last week

Yes	No	
a. Eaten together	1	2
b. Visited relations	1	2
c. Sat and watched TV	1	2
d. Chatted	1	2
e. Went to the park	1	2
f. Gone swimming	1	2
g. Played games at home – board games and so on	1	2
h. Played games outside	1	2
i. Read something together	1	2

8. Do you ha	ive a com	puter	at ho	me?	Yes	1	No		2
9. Do you us	e it?	Yes	1	No	2	Some	etimes		3
10. What do	you use	it for?					Y	es	No
a. Playing game	es.							1	2
b. Chatrooms (V	Websites wh	ere you l	have li	ve chat	s with f	riends))	1	2
c. Watching mo	vies/downlo	ading mu	usic					1	2
d. E-mailing								1	2
e. Instant mess	aging (Live	email and	d texts	on the	web)			1	2
f. Surfing the in	ternet for fu	ın						1	2
g. Doing homew	vork							1	2
h. Surfing the ir	nternet for s	chool pro	ojects.					1	2
		Action (Assessment) des	_	SIEDON FORT U				_	
11. Are you a	allowed t	o use t	the ir	iterne	et on y	your	own,	wi	thout
your parent	s or anot	her ad	ult cl	neckir	ng wh	at yo	u are	d d	oing?
Yes	1 No	2							
12. Here are	some th	ings th	at ch	ildrei	1 coul	d do	in the	eir	free
time. Please	tick the	3 thing	gs yo	u like	to do	the	most	:	
Hanging out wit	h my friend	s							1
Chatting to frier	nds on phon	e or com	puter.						2
Playing sport									3
Watching TV									4
Playing computer games							5		
Reading 6									
Playing games of	outside								7
Listening to music						8			
Talking to your family9									
Something else (Please write it down)						10			
13. How often do you play sport?									
	1-2 times a	a	(E)		week	Almo	st ever	y da	ay
1	2		3			4		7)	
			,			ान			

If you answered "never" go to Question 14., otherwise go to Q15.

4

14. If do not play sport, pl	ease tell us w	hat	is you	ır MA	IN re	ason for
not playing sport? [Please t	ick one box only]					
a. You do not like team games			1			
b. You are no good at games			2			
c. You have no opportunities to pla	y		3			
d. You feel people laugh at you bed	cause of your size.		4			
e. You have a disability which prev	ents you from play	/ing	5			
f. You prefer to watch sports on TV	<i>,</i>		6			
g. You do not fit in with the sporty	crowd		7			
h. You do not like to get dirty or sv	veaty		8			
i. You are not competitive			9			
j. You prefer to play computer gam	nes		10			
15. How often do you read	for fun (not f	or s	chool)? Pla	ease tic	k one
Every day	711 PARTIES - 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			,		
A few times a week	1					
Once a week	2					
A few times a month	3					
Less than once a month	4					
Never	5					
Nevel	6					
16. Do you have your own	mobile phone	?	Yes	1	No	2
10. Do you have your own	mobile priorie		103	1	140	2
			_			
17. Below is a list of things	-		-			which
ones you would generally	be expected t	o de	o for y	yours	self?	
	Yes		OV			
a. Shower or bath		1	2			
b. Make breakfast		1	2			
c. Get yourself up in the morning		1	2			
d. Make a packed lunch		1	2			
e. Make dinner		1	2			
f. Tidy your bedroom		1	2			
a Make your hed						

18. Do you do any of these chores at home?

Ye	es	No So	netimes
a. Cooking for the family	1	2	3
b. Hoovering / cleaning	1	2	3
c. Helping in the garden	1	2	3
d. Washing the dishes / Emptying the dishwasher	1	2	3
e. Putting out the bin / recycling	1	2	3
f. Cleaning the car	1	2	3
g. Helping with your younger brothers or sisters \ldots	1	2	3
h. Helping an elderly or sick relative in the family.	1	2	3

19. How would you describe yourself?

Very skinny A bit skinny Just the right size A bit overweight Very overweight



Section D: Likes and Dislikes

20. What would you most like to be when you grow up? Please describe what you would like to be as fully as possible.

6

21. Think about the person whom you most a	dmire. Who would
that be? Would it be? Please tick one only	
A person on television (TV star)	1
A film star	2
A teacher	3
A church leader	4
A footballer or sports star	5
Mum or dad	6
A pop star / singer	7
A politician	8
A footballer's wife	9
Someone else (please write down who)	10
a. The thing that makes me most happy is b. I am most afraid of	
c. I like living in Ireland because	
23. Is there a pet in your family? Yes	1 NO 2
If you don't have a pet then you are now finished the very much for helping us. Please put the questionn give it back to the interviewed If you do have a pet please answer two more questions.	aire in the envelope and
24. What note do you have?	
24. What pets do you have?	
Cat Dog Goldfish Rabbit Other (I	Please write down)

P	a	q	e	8

-	VA/L-L	4-		1:1	h	about			-1	13
15.	vvnat	ao	vou	шке	Dest	apout	vour	per	5	1

(Tick as many as you like)

a. They are fun to be with	1
b. I like to look after them	2
c. They make me feel loved	3
d. I like to feed them	4
e. I like to take them for walks	5
f. I can talk to them	6
g. I like to cuddle them	7

That is the end of all the questions. Thank you very much for helping us.

Please put the questionnaire in the envelope and give it back to the interviewer.

Time Section	Ended	(24	hour c	lock)

B6. Child questionnaire – supplementary – Mum & Dad (M+D) (multi-coloured)

Time Section Started		(24 hour clock)	
AREA	HSD	RES	Growing Up in Ireland National Longitudinal district of Children

Growing up in Ireland National Longitudinal Study of Children in Ireland

Audio /Self-Complete Answer Booklet for 9 year olds (M& D)

Instructions

Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.

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How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets? Yes 1 No 2







Think about where you live

Section A: Where you live

	Yes	No
1. Do you like living around here?	1	2
2. Do you have plenty of friends to play with around here?	1	2
3. Are there good places to play near your house?	1	2
4. Do you think there is too much traffic near where you live?	1	2
5. Is there a green area for you to play near where you live?	1	2
6. Are the streets dirty around where you live?	1	2
7. Are there youth clubs near where you live?	1	2
8. Is there a playground near where you live?	1	2
9. Do you think there is a lot of graffiti near where you live?	1	2
10. Is there public transport to school (like a bus or train)?	1	2
11. Are there activities to do after school around here?	1	2
12. Are there places for children to play safely near your house?	1	2
13. Are adults living around here usually nice to you?	1	2
14. Do you feel safe living around here?	1	2
15. Are adults around here generally nice to children?	1	2

Now think about school

Section B: School

16. Do you look forward to going to school?

Yes No Sometimes

17. Do you think your teacher treats you fairly?

Yes No Sometimes

1 2 3

18. Would you say you	are happy in scho	ol?	
Yes	No	Sometimes	
i	2	3	
19. Do you like your te	eacher?		
Yes	No	Sometimes	
1	2	3	
20. If you have proble	ms at school, are y	our mum	and dad ready to
help you?			
Yes	No	Sometimes	
1	2	3	
21. Do you think your	mum and dad enco	urage yo	u to do well at
school?			
Yes	No	Sometimes	
1	2	3	
22. Thinking back over	the last year wou	ld you say	that you picked
on someone (either a	child or an adult)?		
	in the second se		
Yes 1 No	2 (If you have answered	no, please wa	ait for Question 24)
23. How did you pick o	on them?	Yes	No
a. By shoving, pushing, hittir	ng	1	2
b. Name calling, slagging	. 1	2	
C. Text messaging, emails, b	. 1	2	
d. Written messages/notes e	tc	. 1	2
e. Leaving other children out	and the second second	. 1	2
f. In other ways [please write	1	2	

24. Thinking back over the last year would you say that anyone (either a child or an adult) picked on you?

Yes 1 No 2

25. A. How did they pick on you?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. By children leaving you out of games/chats	1	2
f. Other ways [please write it down]	_ 1	2

B. If you where picked on, did this upset you?

A lot A little Not at all

Think about your family......first your mum!

Section C: Family

26. How well do you get on with your mum?

Very well Fairly well You do not get on with your mum

2 3

Here are some things you might think about your mum. Please tick the answer that suits you best.

a. Does your mum really expect you to follow family rules?

Yes No Sometimes

b. Does your mum like you to tell her when you are worried?

Yes No Sometimes

c. Does your mum usually praise you for doing well?

Yes No Sometimes

d. Does your mum really let you get away with things?

Yes No Sometimes

1 2 3

e. Does your mu	m punish you	if you do not behave	yourself?		
Yes	No	Sometimes			
1	2	3			
f. Can you count	on your mum	to help you out if yo	u have a		
problem?					
Yes	No	Sometimes			
1	2	3			
g. Does your mu	m point out w	ays you could do bet	ter?		
Yes	No	Sometimes			
1	2	3			
15.		just talking to you?			
Yes	No	Sometimes			
1	2	3			
i. Does your mur	n let you knov	when you do somet	hing wrong?		
Yes	No	Sometimes			
1	2	3			
i. Do you and yo	ur mum do thi	ngs together that are	e just for fun?		
Yes	No	Sometimes			
1	2	3			
Now think about your dad					
	1				
27. How well do	you get on wit	th your dad?			
Very well	Fairly w	vell You and your	Dad do not get on		
1	2	3			

Here are some things you might think about your dad. Please tick the answer that suits you best.

suits you best.						
a. Does your dad really expect you to follow family rules?						
Yes	No	Sometimes				
1	2	3				
b. Does your dad like you						
Yes	No	Sometimes				
1	2	3				
c. Does your dad usually	praise you for o	doing well?				
Yes	No	Sometimes				
1	2	3				
d. Does your dad really le	et you get away	with things?				
Yes	No	Sometimes				
1	2	3				
e. Does your dad punish	vou if vou do no	t behave vourself?				
Yes	No	Sometimes				
1	2	3				
f. Can you count on your	dad to help you	out if you have a				
problem?						
Yes	No	Sometimes				
1	2	3				
- Doos vous dad noint o		ld da hattau2				
g. Does your dad point ou						
Yes	No	Sometimes				
1	2	3				
h. Does your dad spend t	ime just talking	to you?				
Yes	No	Sometimes				

2

1

i. Does ye	our dad	let you kno	w when yo	ou do so	methin	g wro	ng?
	Yes	N	lo	Some	etimes		
	1		2	3			
j. Do you	-	ır dad do tl			-	st for	fun?
	Yes	V	lo	Some	etimes		
	1		2	3			
28. Do yo	u have l	orothers or	sisters?	Yes	1	No	2
29. Do yo	u get or	with them	?				
	Yes	N	lo	Some	etimes		
	1		2	3			
30. If you have a problem who would you talk to about it? Please tick all the people you would talk to							
Your mum	Your dad	Your teacher	Your friends	Some o	ther relativ	ve (Who	?)
1	2	3	4	5			_
V.E.		ne how oft does (such					
weekend	ls, wher	e to go on 1	amily outi	ngs or l	nolidays)?	

Never

3

All the time Some of the time

2

1

32. When you are bold how often does your mum or dad?

	All the time	Sometimes	Never
a. Explain to you what you	1	2	3
have done wrong			
b. Ignore you	1	2	3
c. Smack you	1	2	3
d. Shout at you	1	2	3
e. Send you out of the room	1	2	3
or to your bedroom			
f. Stop your treats or pocket money	1	2	3
g. Give out to you	1	2	3
h. Offer you treats to be good	1	2	3
i. Ground you	1	2	3

Now some questions about smoking and drinking

Section D: Smoking and Drinking

33. a. Have you ever tried a cigarette? Yes 1 No 2

b. Have you ever had a drink of alcohol? Yes 1 No 2

If you have answered no to both of these, you are now finished the questionnaire.

Thank you very much for helping us. Please put the questionnaire in the envelope and give it back to the interviewer.

If you have answered yes, please wait for the next questions.

34. How old were you when you first smoked? _____years

35. Do you still smoke? Yes 1 No 2

(24 hour clock)

36. Tick how many cigarettes you smoke?
a. Smoke now and again but not regularly
37. Do your parents know you smoke? Yes 1 No 2
38. If you have had a drink of alcohol, did you take? Only had a few sips
39. How old were you when you first had a drink of alcohol? years
40. Who were you with when you had your first drink of alcohol? With your parents
41. Did your parents know you had alcohol? Yes 1 No 2 Please remember that it is very dangerous for children to drink alcohol and smoke
That is the end of all the questions. Thank you very much for helping us.

Time Section Ended

B7. Child questionnaire – supplementary – Mum only (M) (multi-coloured)

Time Section Started	(24 hour clock)				
AREA	HSD RES				

Growing up in Ireland National Longitudinal Study of Children in Ireland



Audio/Self-complete Answer Booklet for 9 year olds (M)

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Example:

Do you have any pets? Yes 1 No 2









Section A: Where you live

	Yes	No
1. Do you like living around here?	1	2
2. Do you have plenty of friends to play with around here?	1	2
3. Are there good places to play near your house?	1	2
4. Do you think there is too much traffic near where you live?	1	2
5. Is there a green area for you to play near where you live?	1	2
6. Are the streets dirty around where you live?	1	2
7. Are there youth clubs near where you live?	1	2
8. Is there a playground near where you live?	1	2
9. Do you think there is a lot of graffiti near where you live?	1	2
10. Is there public transport to school (like a bus or train)?	1	2
11. Are there activities to do after school around here?	1	2
12. Are there places for children to play safely near your house?	1	2
13. Are adults living around here usually nice to you?	1	2
14. Do you feel safe living around here?	1	2
15. Are adults around here generally nice to children?	1	2

Now think about school

Section B: School

16. Do you look forward to going to school?

Yes No Sometimes

17. Do you think your teacher treats you fairly?

Yes No Sometimes

Sometimes

	1	2	3	
19. Do vo	u like your	teacher?		
	Yes		Sometimes	
	1	2	3 :	
20. If you	have prob	olems at school, is you	r mum re	eady to help you?
	Yes	No :	Sometimes	
	1	2	3	
21 Do vo	u think you	ur mum encourages yo	u to do v	well at school?
21. DO 90	Yes	Section 1.15 State Community of the Community	Sometimes	
			3	
	1	2	3	
22 Think	ing back o	ver the last year would	l vou sav	that you nicked
		Control of the Contro	i you say	that you picked
on some	one (eithei	r a child or an adult)?		
Yes 1				
1.00 Table	No	2 (If you have answered n	io, please wa	ait for Question 24)
•	No	2 (If you have answered n	io, please wa	ait for Question 24)
200 Tab		2 (If you have answered n k on them?	yes	nit for Question 24)
23. How 0		k on them?		
23. How o	did you pic ng, pushing, hi	k on them?	Yes	No
a. By shovir	did you pic ng, pushing, hi lling, slagging	k on them?	Yes	No 2
a. By shoving b. Name call C. Text mes	did you pic ng, pushing, hi lling, slagging ssaging, emails	k on them? itting	Yes 1 1	No 2 2
a. By shovir b. Name cal C. Text mes d. Written n	did you pic ng, pushing, hi lling, slagging ssaging, emails nessages/note	k on them? itting s, be-bo etc	Yes 1 1 1 1	No 2 2 2
a. By shovir b. Name call C. Text mes d. Written ne. Leaving contact the contact that the c	did you picing, pushing, hilling, slagging ssaging, emails nessages/note other children	k on them? itting s, be-bo etcs	Yes 1 1 1 1 1	No 2 2 2 2 2
a. By shovir b. Name call C. Text mes d. Written ne. Leaving contact the contact that the c	did you picing, pushing, hilling, slagging ssaging, emails nessages/note other children	k on them? itting s, be-bo etcs etc	Yes 1 1 1 1 1	No 2 2 2 2 2 2
a. By shoving b. Name call C. Text mest d. Written in e. Leaving of f. In other w	did you picing, pushing, hilling, slagging ssaging, emails nessages/note other children ways [please w	k on them? itting s, be-bo etc es etc out of games/chats	Yes 1 1 1 1 1 1 1	No 2 2 2 2 2 2 2 2
a. By shoving b. Name call C. Text mest d. Written in e. Leaving of f. In other was 24. Think	did you picing, pushing, his saging, emails nessages/note other children ways [please with the children ways [please with th	k on them? itting s, be-bo etc s etc out of games/chats vrite it down]	Yes 1 1 1 1 1 1 1 1 1 I you say	No 2 2 2 2 2 2 2 2
a. By shoving b. Name call C. Text mest d. Written in e. Leaving of f. In other was 24. Think	did you picing, pushing, his saging, emails nessages/note other children ways [please with the children ways [please with th	k on them? itting s, be-bo etc es etc out of games/chats	Yes 1 1 1 1 1 1 1 1 1 I you say	No 2 2 2 2 2 2 2 2

18. Would you say you are happy in school?

Yes

No

25. A. How did they pick on you?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. By children leaving you out of games/chats	1	2
f. Other ways [please write it down]	_ 1	2

B. If you where picked on, did this upset you?

A lot A little Not at all

Think about your family...first your mum

Section C: Family

26. How well do you get on with your mum?

Very well Fairly well You do not get on with your mum

2 3

Here are some things you might think about your mum. Please tick the answer that suits you best.

a. Does your mum really expect you to follow family rules?

Yes No Sometimes

b. Does your mum like you to tell her when you are worried?

Yes No Sometimes

c. Does your mum usually praise you for doing well?

Yes No Sometimes

d. Does your mum really let you get away with things?

Yes No Sometimes

1 2 3

e. Does your mum punish you if you do not behave yourself?					
Yes	No	Sometimes			
1	2	3			
f. Can you cou	nt on your mum	to help you out if you have a			
problem?					
Yes	No	Sometimes			
1	2	3			
g. Does your m	num point out w	ays you could do better?			
Yes	No	Sometimes			
1	2	3			
h. Does your m	num spend time	just talking to you?			
Yes	No	Sometimes			
1	2	3			
i. Does your m	um let you knov	w when you do something wrong	?		
Yes	No	Sometimes			
1	2	3			
			_		
j. Do you and y	our mum do th	ings together that are just for fur	n?		
Yes	No	Sometimes			
1	2	3			

TURN TO NEXT PAGE

28. Do yo	u have	brothers or	sisters?	Yes	1	No	2
29. Do yo	u get or	n with then	1?				
	Yes	1	No	Some	etimes		
	1		2	3			
30. If you	ı have a	problem w	ho would y	ou talk	to abou	t it? Ple	ease tick
all the peop	ole you wou	ıld talk to					
Your mum	Your dad	Your teacher	Your friends	Some of	ther relative	e (Who?))
1	2	3	4	5			
			ften you a				
what the	family	does (such	as what to	o watch	on TV,	what t	o do at
weekend	ls, wher	e to go on	family outi	ngs or h	nolidays)	?	
	All the t	ime s	Some of the tin	ne	Never		
	1		2		3		

32. When you are bold how often does your mum?

	All the time	Sometimes	Never
a. Explain to you what you	1	2	3
have done wrong			
b. Ignore you	1	2	3
c. Smack you	1	2	3
d. Shout at you	1	2	3
e. Send you out of the room	1	2	3
or to your bedroom			
f. Stop your treats or pocket money	1	2	3
g. Give out to you	1	2	3
h. Offer you treats to be good	1	2	3
i. Ground you	1	2	3

Section D: Smoking and Drinking



33. a. Have you ever tried a cigarette?

b. Have you ever had a drink of alcohol? Yes

No

If you have answered no to both of these, you are now finished the questionnaire.

Thank you very much for helping us. Please put the questionnaire in the envelope and give it back to the interviewer.

If you have answered yes, please wait for the next questions.

34. How old were you when you first smoked? _____years

35. Do you still smoke? Yes 1 No 2

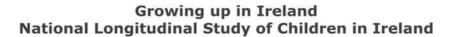
36. Tick how many cigarettes you smoke?
a. Smoke now and again but not regularly
37. Do your parents know you smoke? Yes 1 No 2
38. If you have had a drink of alcohol, did you take? Only had a few sips
39. How old were you when you first had a drink of alcohol? years
40. Who were you with when you had your first drink of alcohol? With your parents
With your friends 2 On your own 3
41. Did your parents know you had alcohol? Yes 1 No 2
Please remember that it is very dangerous for children to drink alcohol and smoke
That is the end of all the questions. Thank you very much for helping us. Please put the questionnaire in the envelope and give it back to the interviewer.

Time Section Ended

(24 hour clock)

B8. Child questionnaire – supplementary – Dad only (D) (multi-coloured)

Time Section Started				(2	4 hour clock)
AREA			HSD	RES	





Audio/Self-Complete Answer Booklet for 9 year olds (D)

Instructions

Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.

We will ask you a number of questions and we would like you to fill in your answers on the answer booklet. Some of the questions are about you, your school, your family, friends, how you feel and what you like to do. If you do not want to answer any of the questions, you can just skip them.

This is not a test and there are no right or wrong answers. Take your time and try to answer each question the way you **really think**. If you need help or want to stop or take a break at any time, just pause the CD and let the interviewer know.

We will not tell anyone the answers to your questions. But if you tell us something that makes us worried about you, then we might have to tell someone who could help.

How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets? Yes 1 No 2







Think about where you live

Section A: Where you live

	Yes	No
1. Do you like living around here?	1	2
2. Do you have plenty of friends to play with around here?	1	2
3. Are there good places to play near your house?	1	2
4. Do you think there is too much traffic near where you live?	1	2
5. Is there a green area for you to play near where you live?	1	2
6. Are the streets dirty around where you live?	1	2
7. Are there youth clubs near where you live?	1	2
8. Is there a playground near where you live?	1	2
9. Do you think there is a lot of graffiti near where you live?	1	2
10. Is there public transport to school (like a bus or train)?	1	2
11. Are there activities to do after school around here?	1	2
12. Are there places for children to play safely near your house?	1	2
13. Are adults living around here usually nice to you?	1	2
14. Do you feel safe living around here?	1	2
15. Are adults around here generally nice to children?	1	2

Now think about school

Section B: School

16. Do you look forward to going to school?

Yes No Sometimes

1 2 3

17. Do you think your teacher treats you fairly?

Yes No Sometimes

1 2 3

18. Would you say you are happy in school?								
Yes	No	Sometimes						
ï	2	3						
19. Do you like your teacher?								
Yes	No	Sometimes						
1	2	3						
20. If you have proble	ems at school, is you	ur dad rea	ady to help you?					
Yes	No	Sometimes						
1	2	3						
21. Do you think your	dad encourages yo	u to do w	ell at school?					
Yes	No	Sometimes						
1	2	3						
22. Thinking back over the last year would you say that you picked on someone (either a child or an adult)? Yes No (If you have answered no, please wait for Question 24)								
23. How did you picka. By shoving, pushing, hittib. Name calling, slaggingC. Text messaging, emails,	ng		No 2 2 2 2					
d. Written messages/notes	. 1	2						
e. Leaving other children ou			2					
f. In other ways [please writ	e it down]	1	2					

24. Thinking back over the last year would you say that anyone (either a child or an adult) picked on you?

Yes 1 No 2

25. A. How did they pick on you?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. By children leaving you out of games/chats	1	2
f. Other ways [please write it down]	_ 1	2

B. If you where picked on, did this upset you?

A lot	A little	Not at all
1	2	3

TURN TO NEXT PAGE

Thínk about your family......

Section C: Family

Now think about your dad

27. How well do you get on with your dad?

Very well Fairly well You and your Dad do not get on

2 3

Here	are	some	things	you	might	think	about	your	dad.	Please	tick	the	answer	that
suits	you	best.												

0.50							
a. Does your dad	really expect you t	o follow family rules?					
Yes	No	Sometimes					
1	2	3					
h. Does your dad	like you to tell him	when you are worried?					
Yes	No	Sometimes					
1	2	3					
c. Does your dad	usually praise you	for doing well?					
Yes	No	Sometimes					
1	2	3					
d Doos your dad	really let you get a	way with things?					
Yes	No	Sometimes					
1	2	3					
e. Does your dad	punish you if you o	lo not behave yourself?					
Yes	No	Sometimes					
1	2	3					
f. Can you count	on your dad to help	you out if you have a					
problem?		• Factor (1000) on 1• of the interior of 1000					
Yes	No	Sometimes					
1	2	3					
g. Does your dad point out ways you could do better?							
	181	Sometimes					
Yes	No	Sometimes					
1	2	3					
h. Does your dad	spend time just ta	lking to you?					
Yes	No	Sometimes					
1	2	3					

i. Does your dad let you know when you do something wrong?								
Yes	No		Sometimes					
1	2		3					
i. Do vou and vo	j. Do you and your dad do things together that are just for fun?							
Yes	No	J J	Sometimes					
1	2		3					
28. Do you have	brothers or si	sters? Yes	S 1	No	2			
29. Do you get o	n with them?							
Yes	No		Sometimes					
1	2		3					
30. If you have a	problem who	would you	ı talk to abo	out it? Ple	ease tick			
all the people you wo	uld talk to							
Your mum Your dad	Your teacher Yo	ur friends S	ome other rela	tive (Who?)			
1 2	3	4	5					
2 22				40	<u> </u>			
31. Can you tell	me how ofte	n you are	allowed to	have a	say in			
what the family does (such as what to watch on TV, what to do at								
weekends, wher	e to go on fan	nily outing:	s or holiday	rs)?				
All the	time Som	e of the time	Neve	er				

32. When you are bold how often does your dad?

	All the time	Sometimes	Never
a. Explain to you what you	1	2	3
have done wrong			
b. Ignore you	1	2	3
c. Smack you	1	2	3
d. Shout at you	1	2	3
e. Send you out of the room	1	2	3
or to your bedroom			
f. Stop your treats or pocket money	1	2	3
g. Give out to you	1	2	3
h. Offer you treats to be good	1	2	3
i. Ground you	1	2	3



Section D: Smoking and Drinking

33. a. Have you ever tried a cigarette? Yes 1 No 2
b. Have you ever had a drink of alcohol? Yes 1 No 2

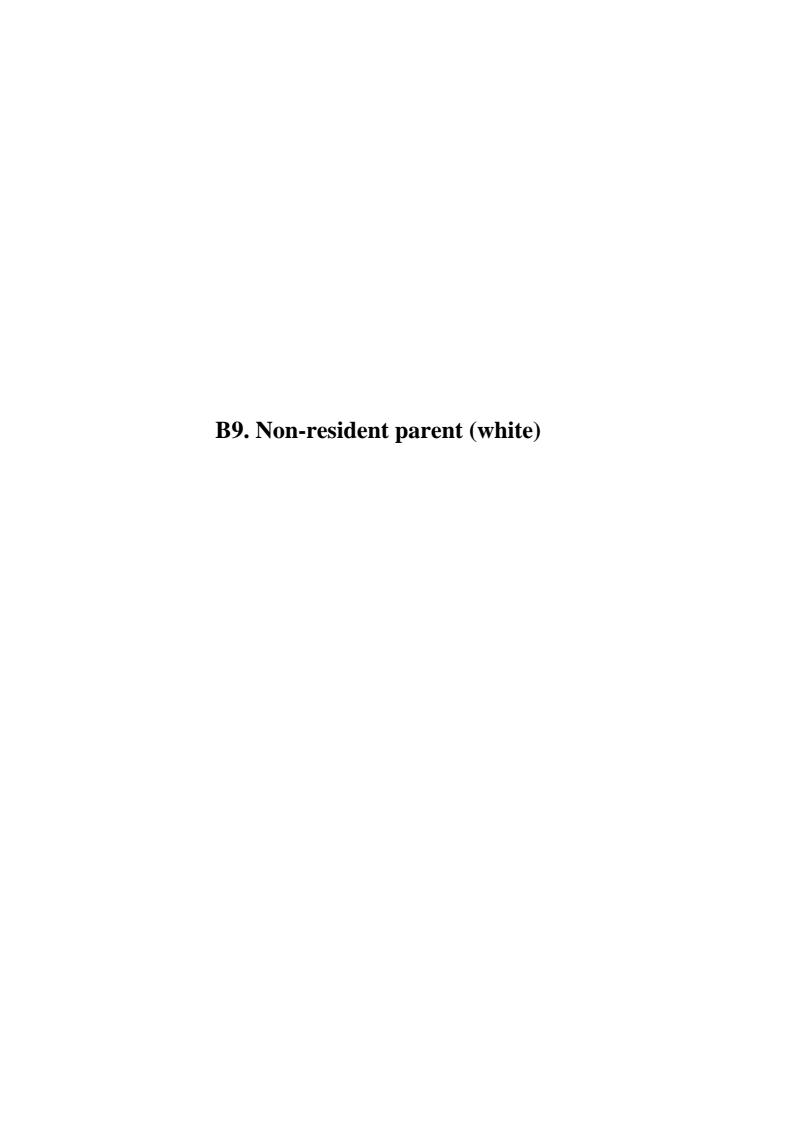
If you have answered no to both of these, you are now finished the questionnaire.

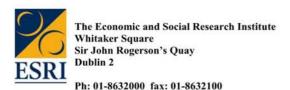
Thank you very much for helping us. Please put the questionnaire in the envelope and give it back to the interviewer.

If you have answered yes, please wait for the next questions.

34. How old were you when you first smoked? _____years

35. Do you still smoke? Yes 1 No 2







Growing Up in Ireland – national study of children Strictly Confidential Non Resident Parent Questionnaire

		Tion reside	it i ai chi Questio	manc	
Area Code		Household Cod	e	Date	laymonth
		Please I	Read This First		
			mation sheet. It is import estions, please ring 8632		nis information
IF YOU			STIONNAIRE WITH AN 32000 DURING OFFICE		/ER THE PHONE,
First of all, we	e would like to ask yo	ou a few question	s about the time you	spend with the	study child
Q1. How Ion	g is it since you la	st saw your chil	d? days	wee	ks months
Q2. How ma	ny nights do you a	nd the study ch	ild spend together	in a typical m	onth? nights
Q3. How ma month?		nys, (without nig	hts) do you and th	e study child s	spend together in a typical
Q4. How Ion	g does a typical co	ontact occasion	last? days or	hours	
Q5. How do following:	you feel about the	amount of time	you spend with the	e study child?	Please tick one of the
No	owhere near enough	Not quite enough	About right	A little too much	Way too much
	Φ1	□ ₂	□3	\square_4	\square_5
					you think is the reason
for this situa	ation? If more than	one reason, ple	ease tick the main r		perative
	ments				dy rules
	s to other family/nev ance between self a		Other		6
2710					
					ng him or her? A list of place ime, a '2' beside the next mo
			tions that you do n		
			Rank		
At you home					
	parent's home				
	lative's home (e.g. o				
Recreational	/amenity area (e.g. p	oark, swimming p	ool)		
Shopping cer	ntre /cinema /McDor	nald's etc			
	nts (e.g. football mat				
Other					
Q8. Please t	ick one box below	to indicate how	you arrived at the	current arrang	ements for time spent with
			(e.g. counsellor)		
Mutual arran		party negotiator		∐3	

Q9. Fathers do many things for their children important for you, as a parent, to do? Pleas important) and 3 (third most important).					
Showing my child love and affection					
Taking time to play with my child					
Taking care of my child financially					
Giving my child moral and ethical guidance					
Making sure my child is safe and protected					
Teaching my child and encouraging his or her c	uriosity				
Other (specify)					
Q10. Do you use any of the following to com	municate with	n the study child	? Please tick all	that apply	
Landline phone	□₂ Othe	-	milar		
Q11. How many hours of communication, outypical month? (Your best estimate is fine)		onal visits, do you	ou have with the	study child in a	
Q12. We would like to get a sense of how you Please indicate a rating of between 1 and 5, v	u rate the <u>qua</u>	ılity of the time y		e study child.	
Excellent 1 2 3	4 5 Ve	ery Poor			
O42 Paine a narrant often invalves nortermin	a routing tool	ra fau tha abild	Diagon tick and b	ov on each line	+-
Q13. Being a parent often involves performin indicate how often you would normally do ea			Flease tick offer	JOX OII Eacii iiile	; 10
			At least once a month	Rarely or never	; 10
	ach of the foll	owing: At least	At least once	Rarely or	; 10
indicate how often you would normally do ea	Every day	owing: At least once a week	At least once a month	Rarely or never	; 10
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework	Every day	owing: At least once a week □₂	At least once a month	Rarely or never	; 10
Prepare a meal for the child at home Put the child to bed	Every day	owing: At least once a week □₂ □₂	At least once a month	Rarely or never	; 10
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist	Every day	owing: At least once a week □₂ □₂	At least once a month	Rarely or never	÷ 10
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc	Every day I I I I I I I I I I I I I I I I I I	At least once a week	At least once a month	Rarely or never 4 4 4 4 4 4 4	ight
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc Take the child to or from school Q14. Parents often have hopes for his or he consider important for a child. Please rank	Every day I I I I I I I I I I I I I I I I I I	At least once a week	At least once a month	Rarely or never 4 4 4 4 4 4 4	ight
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc Take the child to or from school Q14. Parents often have hopes for his or he consider important for a child. Please rank outcome you consider most important for the	Every day Li	At least once a week	At least once a month	Rarely or never	ight
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc Take the child to or from school Q14. Parents often have hopes for his or he consider important for a child. Please rank outcome you consider most important for the	Every day I I I I I I I I I I I I I I I I I I	At least once a week	At least once a month	Rarely or never	ight
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc Take the child to or from school Q14. Parents often have hopes for his or he consider important for a child. Please rank outcome you consider most important for the I hope that my child will Be an academic success	Every day I I I I I I I I I I I I I I I I I I	At least once a week	At least once a month	Rarely or never	ight
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc Take the child to or from school Q14. Parents often have hopes for his or he consider important for a child. Please rank outcome you consider most important for the I hope that my child will Be an academic success	Every day	At least once a week	At least once a month	Rarely or never	ight
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc Take the child to or from school Q14. Parents often have hopes for his or he consider important for a child. Please rank outcome you consider most important for the I hope that my child will Be an academic success	Every day I I I I I I I I I I I I I I I I I I	At least once a week	At least once a month	Rarely or never	ight
Prepare a meal for the child at home Put the child to bed Help the child with his/her homework Take the child to doctor /dentist /hairdresser etc Take the child to or from school Q14. Parents often have hopes for his or he consider important for a child. Please rank outcome you consider most important for the I hope that my child will Be an academic success	Every day I I I I I I I I I I I I I I I I I I	At least once a week	At least once a month	Rarely or never	ight

We would like to record about the	ne kind of financial s	upport you provi	de for the study child	and his or her household	
Q15. Do you pay anything dir apartment where the child re				s home (i.e. the house o	r
Yes, I pay the full amount due Yes, I pay a contribution					
Q16. If you pay all or part of t	he mortgage or re	nt, how much d	o you pay per mon	th? €per mo	onth
Q17. Do you provide financia	I support to the ch	nild's mother (o	her than a direct re	ent or mortgage paymer	1t)?
Never □₁ Yes□₂ a regular payme Yes□₃ on an as-require					
Q18. If you give a regular pay one box only)	ment as in Q18 ab	ove, how did yo	ou decide on the an	nount/schedule? (Please	tick
Your decision Mutual agreement with mother Legally imposed arrangement		2			
Q19. Do you provide any sup "being there" when needed,		ancial, e.g. hon	ne repairs, minding	the family pet, generall	y
Never□ ₁	Yes, occasio	nally□₂	Yes, frequent	y	
Q20. What was the status of the study child? (Please tick of		vith the study c	hild's mother when	she became pregnant	with
Married and living together Cohabiting/living as married Separated Divorced		Just fr	iends	gether	
Q21. What age was the study	child when you se	eparated from t	ne child's mother f	or the first time?	
AGE	years and	months			
	0	R			
Had separated before birth			ed with mother	□2	
Q22. Are you named on the s	tudy child's birth	certificate?			
Yes1	No	2 N	ot sure		
Q23. If you have never been	married to the Stud	dy Child's moth	er have you applie	d for guardianship?	
No Yes, thro	ugh mother only	☐2 Yes, tl	rough court	3	
Q24. If yes, was this applicat	ion successful?	Yes□ ₁	No□2 Ong	going□3	
Q25. How often do you talk a	-				
Every day					
About once a week			-	□6	
Q26. How well do you get on	with the child's m	other? Would y	ou say your relation	nship is?	
Very positive	Somewhat positive	Neutral	Somewhat negative	Very negative	
\square_1	\square_2	\square_3		\square_5	

Q27. Often parents have to make major decisions concerning the child, such as about education. Please indicate the degree of influence you feel you have in major decisions concerning the study child's:

	A lot of influence	Some influence	No influence	Don't know
Discipline	□ 1	\square_2	□3	□ 4
Health care	□ 1	\square_2	□3	□ 4
Education	□ 1	\square_2	□3	□ 4
Values and attitudes	□ 1	<u>2</u>	_3	<u>4</u>
Finally, we just have a few question	ons about you.			
Q28. What is your date of birth	? (DD/MM/YYY	Y)		
Q29. How old were you when y	our first ever c	hild was born? _	years	
Q30. How would you describe	your current en	nployment statu	s?	
Working for payment or profit Looking for first regular job Unemployed Student or pupil Looking after home/family	3 	Unab sickn	ole to work due to per ess or disability	rmanent
Q31. What is (was) your occup	ation in your m	ain job? Please	describe as fully a	s possible.
No formal education Primary Junior Cert. or equivalent Leaving Cert. or equivalent Trade Qualification		Diplo Degr	ma ee	6 7 8 9
Q33. Which of the following be	est describes yo	our current marit	tal status?	
Single First marriage (or cohabitation) . Remarried (or cohabitating) follo Divorce	wing	Divor Wido Rem	rced wedarried (or cohabitatin	4 5
Q34. Are you currently living w	ith a partner?			
Yes□1		No		
Q35. If yes, how long have you	been in this re	lationship?	years or m	onths
Q36. How many other children	(not including	the study child)	do you have?	
None □ ₁	by sa	ıme parent as Stu	udy Child's	by a different partner(s)
Q37. What nationality are you?				
Q38. If you are NOT Irish, how		been living in Ire	eland? ve	ars OR months
Q39. How would you describe Excellent Very			Fair	Poor

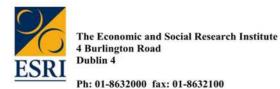
THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT.

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

IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE

THE GROWING UP IN IRELAND TEAM AT 01-8632000

B10. Non-cohort caregiver – home-based (white)							
B10. Non-cohort caregiver – home-based (white)							
	te)	sed (whit	home-ba	regiver –	cohort ca	Non-c	B10.





GROWING UP IN IRELAND – national study of children Strictly Confidential – HOME-BASED CARE

Area Code Household Code day month	
PLEASE READ THIS FIRST This questionnaire should be accompanied by an information pack. It is important that you read this information before out the questionnaire. If you have any questions, please ring 01-8632000 and ask for the Growing Up in Ireland team. If YOU WOULD PREFER TO COMPLETE THE QUESTIONNAIRE WITH AN INTERVIEWER OVER THE PHONE, PLEASE CALL (01) 8632000 DURING OFFICE HOURS	filling
First of all, we would like to ask you some questions about caring for the study child in particular.	
Q1. Which of the following best describes your relationship to the study child?	
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	
Q2. Do you live in the home of the study child (include granny flat or guest accommodation as part of the child home)?	l's
Yes ₁ No ₂	
Q3. Do you care for the study child in his / her own home; in your home or somewhere else?	
Study Child's home	
Q4. How long have you been caring for the study child? years months weeks	
Q5. How many hours per week do you care for the study child? hours	
Q6. How many days per week do you care for the study child? days	
Q7. We would like to know how the study child spends his or her time while in your care. There follows a list of activities that a 9 year-old might engage in. Please indicate how often he or she participates in each activity.	of
All the time Frequently Occasionally Rarely Never	
Watching television/videos/DVD's \square_1 \square_2 \square_3 \square_4 \square_5	
On the computer \square_1 \square_2 \square_3 \square_4 \square_5	
Reading Di Do Di	
Doing homework	
Playing \Box_1 \Box_2 \Box_3 \Box_4 \Box_5	
Q8. Please think about your relationship with the study child. How easy or difficult do you find getting on with child?	tne
Very easy Somewhat easy Neither easy nor Somewhat difficult Very difficult	
We would also like some general information on the environment in which you look after the study child	
Q9. On a typical day, how many children are in your care (excluding the study child, but including your own children)? children	
Q10. What ages are these children? (Please indicate the number of children in these age categories, again exc the Study Child)	ludingt
0 – 11 months	
1- 3 years	
4-6 years	

Q11. How many books are available to the study child to read/look at? Do you estimate
None
Q12. Do you look after the study child when he or she is sick?
Never
Finally, we would like to know some things about you.
Q13. What is your date of birth? (DD/MM/YYYY)
Q14. What is your gender? Male
Q15. What nationality are you?
Q16. Which of the following best describes your current employment status?
Working for payment or profit
Q18. Is caring for children your main occupation?
Yes
Q19. If no, please tell us your main occupation using precise terms (e.g. 'national school teacher' instead of 'teacher').
Q20. What is the highest level of education that you have completed?
No formal education □1 Certificate □5 Primary □2 Diploma □6 Junior Cert. or equivalent □3 Degree □7 Leaving Cert. or equivalent □4 Postgraduate Degree □8
Q21. Do you have any childcare or childcare related qualifications (e.g. teaching, nursing, montessori) excluding your experience of raising your own children?
No
Q22. Have you undertaken any other training relevant to caring for children? Tick all that apply
Child psychology
Q23.How long have you regularly worked 10 or more hours per week in a childcare situation? years months

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

IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE

THE GROWING UP IN IRELAND TEAM AT 01-8632000

B11. Non	-cohort care	giver – cen	itre-based	(white)



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

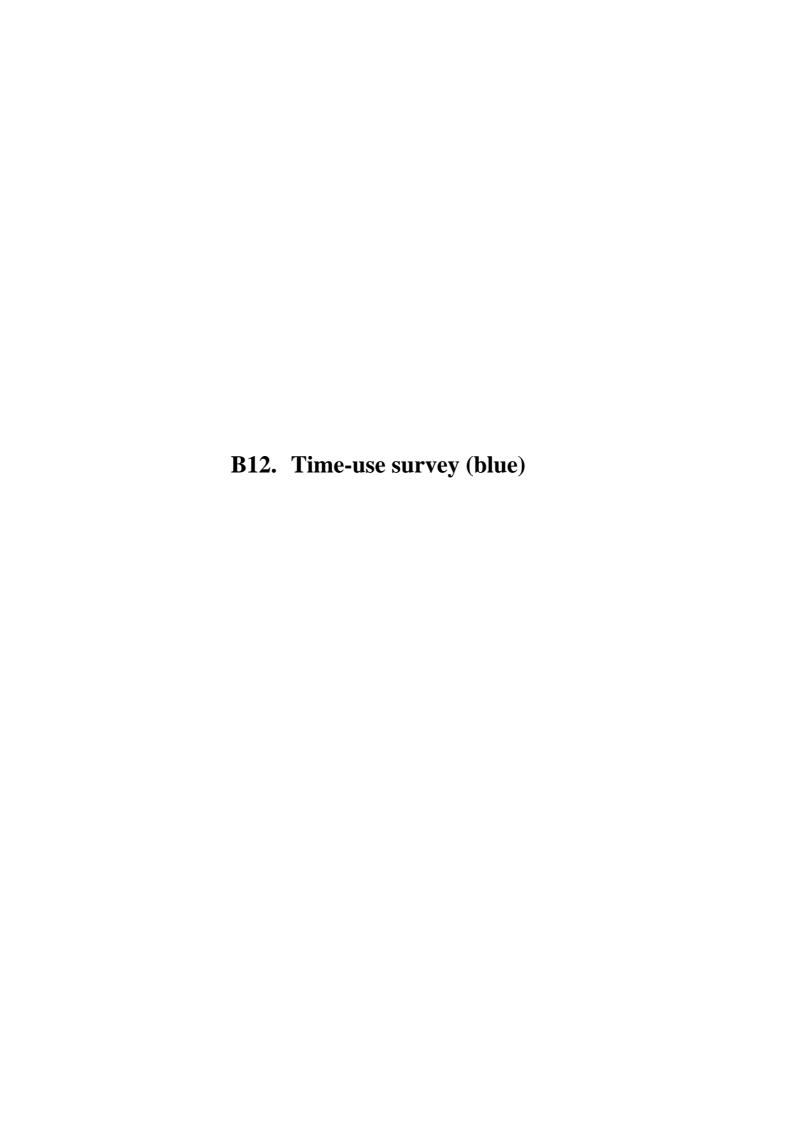


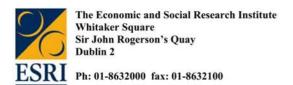
GROWING UP IN IRELAND – national study of children Strictly Confidential – CENTRE-BASED CARE

Area Code		Centre Code				
				mportant that		information before filling lp in Ireland team.
IF YO	OU WOULD PREFE	R TO COMPLETE THE Q PLEASE CALL (01)				R THE PHONE,
First of all, we	e would like to as	sk you some things al	bout the study c	hild in partic	ular.	
Q1. How long	has the study cl	hild been attending th	is centre?	years	months	weeks
	1971 - 1971 - 1971 - 1972 - 19	k does the study child			hours	* 1860 P 1000 Ed [*]
		does the study child			days	
The Administration of the Con-	Pr 1967 - 197 - 200 CCC	dren, do you think this			ones. • .oe	
Much easier to Easier to get o	get on with than n with than avera	average	More difficu			ge
		w the study child spe night engage in. Plea				are. There follows a list tes in each activity.
Watching tele On the compo Reading Doing homew Playing		All the time D's	Frequently O	ccasionally 3 3 3 3 3 3 3	Rarely 4 4 4 4 4 4 4	Never ☐ 5 ☐ 5 ☐ 5 ☐ 5 ☐ 5 ☐ 5
Q6. Please thi child?	200	529 000 6	Servery	420 10 40	01/417857 1/150	nd getting on with the
	Very easy	Somewhat easy	Neither easy nor difficult	Somewhat	difficult	Very difficult
		\square_2	<u>3</u>		ı	<u></u>
We would also	o like some gene	eral information about	t the care centre			
Q7. Are you re	egistered with th	e Health Service Exec	cutive?			
Yes		No		Not sure		□3
Q8. On a typic	cal day, how man	ny children are in the	centre (excludin	g study child)?	no. of children
Q9. What ages	s are these child	ren? (Please indicate	the number of o	hildren in the	ese age cate	gories)
1- 3 years		🗀 10 -	ears 12 years ears and over		🗖5	
Q10. If there is segregated from		ears between the ages	of the oldest ar	nd youngest o	child, are the	younger children
Yes		No	🗀2	Sometimes		
Q11. How man		e centre (excluding th	e study child) a	re from a nor	-English spe	eaking family
Q12. How man	ny children in the	e centre (excluding th	e study child) h	ave a mental	or physical o	disability?
				centre to loo	k after the ch	ildren (do not include

Q14. How many of these sta	aff has a formal childcare	qualification?		_ no. of staff
Q15. We would like you to t suggestions is given below				attending the centre. A list of
Supervised outdoor play Sports equipment (footballs, t Educational toys (e.g. meccal Other toys (dolls, teddies, etc Television/video Other	rampolines, etc)	Musical equipo Arts materials Pretend play it	tems	□789□10
Q16. How many books are a	available to children to re	ad/look at? Do yo	u estimate	
None [Less than 10 [Between 10 and 20 [More than 30			
Q17. Are parents allowed to Never	o leave sick children into Rarely₂	the centre? Frequently	3	Always□ ₄
Finally, we would like to kn	ow some things about yo	u.		
Q18. What is your date of b	irth? (DD/MM/YYYY)			
Q19. Are you?	ale∏ı Fer	nale□ ₂		
Q20. What is your nationali	ty?			
Q21. Which of the following	best describes the type	of care your centi	re provides?	
After-school supervision Study group	2	Youth centre Other	🗖	abian aumian Mantacani
Q22. What is your highest leetc.)?	evel of qualification in ch	lidcare or related	discipline (e.g. tea	cning, nursing, montessori
No formal qualification Certificate Diploma	🔯	-	gree	=
Q23. Please indicate the su Childcare National school teaching Other education Child psychology/developmer		Special needs ass Speech and langu Nursing	btained: sistanceuage therapy	
Q24.When did you receive t	this qualification?	ear:		
Q25. Have you undertaken a Child psychology	 1 2	Nutrition/Diet	ildren? Tick all tha	🗀 4
Q26. Is caring for children y	our main occupation?	Yes	₁ No	
Q27. If no, please describe	your main occupation as	fully as possible		
Q28.How long have you reg	ularly worked 10 or more	hours per week i	n a childcare situa	ation? yearsmths
Q29. How long have you wo	orked in this particular ca	re centre?	years m	onths
Q30. Overall, are you happy	working in childcare?			
Strongly Agree	Agree	Neutral □₃	Disagree	Strongly Disagree

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







Area Code Household Code Respondent Code
Growing Up in Ireland
Time Use Diary and Neighbourhood Module
STRICTLY CONFIDENTIAL
As part of the Growing Up in Ireland project we would like to record details on how 9-year old children in Ireland spend their time.
We would like you to complete the enclosed time-use diary with the Study Child as shown by the interviewer. Simply mark the booklet to indicate what the Study Child was doing for each quarter hour in the day from 6.00am to midnight. To do this draw an arrow through the relevant 15 minute slots to indicate what the Study Child was doing.
Once again we would like to assure you that all of the information provided will be treated in the strictest confidence and will not be revealed to anyone or in any way, which could be associated with your name or address.
Day on which we would like this diary to be completed:

DAY_____DATE____

Activity 6.00 am 15 30 45 15 30 45 1. SLEEPING 2. RESTING/RELAXING doing nothing, 'time out' 3. PERSONAL CARE washing, dressing, toilet 4. EATING/DRINKING/HAVING A MEAL 5. TRAVELLING including travel to and from school as well as leisure and domestic travel 6. SCHOOL 7. HOMEWORK 8. GENERAL PLAY 9. PLAYING BOARD GAMES, CARDS etc. 10. PLAYING SPORTS, PHYSICAL EXERCISE (including sports, matches, walking the dog etc.) 11. COMPUTER/INTERNET /EMAIL/ BEEBO / MSN / /PLAY STATION / X-BOX etc 12. PRACTISING MUSICAL INSTRUMENTS 13. HOBBIES AND OTHER LEISURE ACTIVITIES 14. WATCHING TV AND VIDEOS/DVDS etc 15. READING BOOKS, COMICS, MAGAZINES ETC. 16. HOUSEHOLD CHORES / HOUSEWORK			EA	RL	Y	ИОБ	RNIN	\G	
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20. ON A SHOPPING TRIP (shopping for groceries, clothes etc.)	20. ON A SHOPPING TRIP (shopping for groceries, clothes etc.)								
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										\mathbf{A}	FTE	RN	00	N/I	EVE	NIN	\mathbf{G}										
	5.00) pm			6.00) pm			7.00) pm			8.00	pm			9.00) pm			10.0	0 pm	ı		11.0	0 pn	1
15	5 3	0 4	45	1	5 3	0 4	45	1	5 3	0 4	5	1	5 3	30 4	5	1:	5 3	30 4	15	15	5 3	0	45	15	3	0 4	45
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T1. Would you describe the diary day as: [Tick all that apply]

11. Would you describe the diary	uay as. [Tick an that appry
An ordinary day		A family member was away from home \square_6
A holiday or family celebration		One of the Study Child's parents was ill
A school holiday	3	The Study Child was ill
A parent took some time off work	4	We had guests staying with us
The family dealt with a crisis	5	
T2. When did you fill in the diary? Now and then during the diary day At the end of the diary day The day after the diary day Later		
	T2b	Aboutdays after
T3. Did you complete it with Study Cl	hild?	Yes \square_1 No \square_2
T4. Did you encounter any problem	ms filling	g out the diary?
	lo	
T5. Please describe these problem	ns as full	ly as possible
		, ue peccinic
T6. Were there any activities which	h you fee	el were not covered in the list?
—		
Yes	lo	□₂
T7. Which ones? Please describe	as fully a	as possible
Comm	unity /	Neighbourhood
Finally, we would like to ask you we mean within about a mile or 20		uestions about your local area. By local area, s walk of here.
L1. Are you involved in any loc church groups, community or eth		ntary organisations such as school groups,
5 ,		Yes № No 2
	whether	
		Very Fairly Not very Not at a
Graffiti on walls or buildings		Common common common common
Graffiti on walls or buildings Rubbish and litter lying about		
Homes and gardens in bad condition	١	
Homes and gardens in bad condition Vandalism and deliberate damage to	property	/

□1	2	_	
nese stateme	ents about	your local	
Strongly			Strongly
Agree	Agree	Disagree	Disagree
1	2	3	4
□ 1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
JR LOCAL A	REA?	able in area No 2 2 2 2 2 2 2 2 2 2 2 2 2	
Yes	1	No2	
thhourhoods	Plassa ti	ick one hox	
agree, or st			
agree, or st Strongly	rongly dis	agree with	Strongly Disagree
agree, or st Strongly	rongly dis Agree	Disagree	Strongly Disagree
agree, or st Strongly Agree	rongly dis	Disagree	Disagree
Strongly Agree	Agree	Disagree	Disagree4
	Strongly Agree		

PLEASE RETURN THIS COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE TO THE ECONOMIC AND SOCIAL RESEARCH INSTITUTE (ESRI).

THE ASSISTANCE OF YOU AND YOUR FAMILY IN THE GROWING UP IN IRELAND PROJECT IS GREATLY APPRECIATED AND WILL HOPEFULLY ASSIST ALL CHILDREN IN IRELAND OVER THE COMING YEARS.





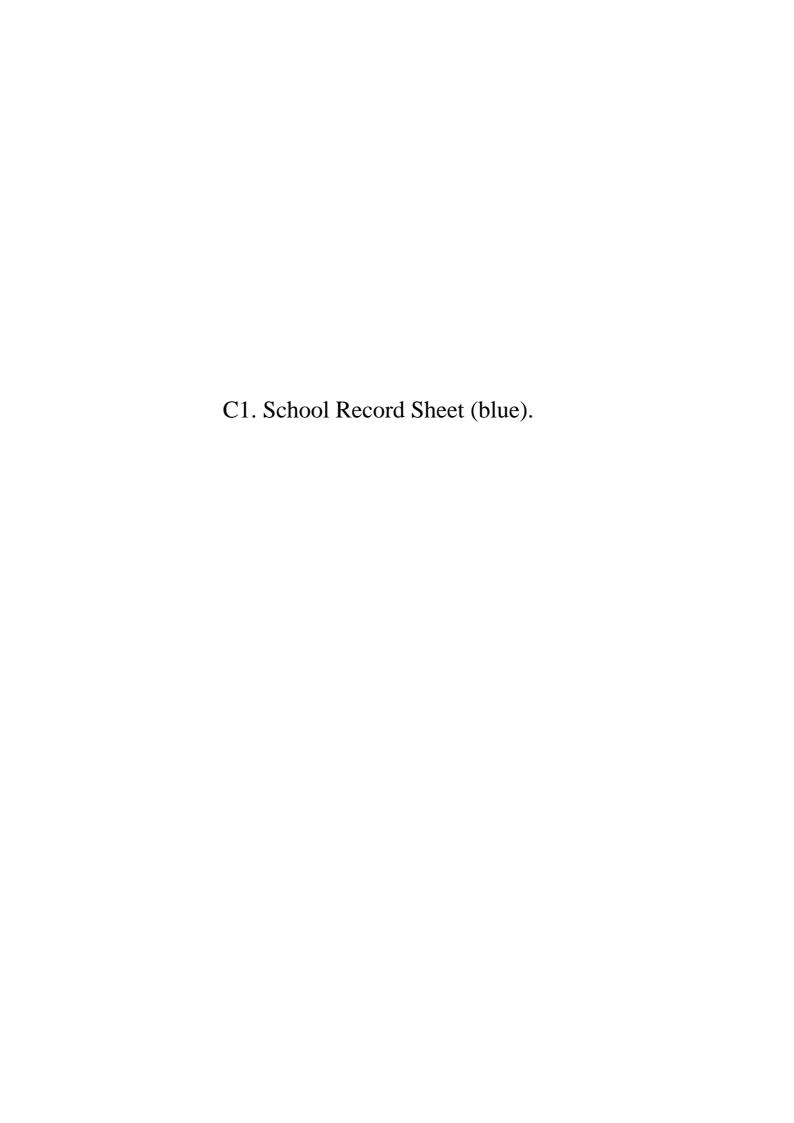
Report on Pre-Piloting, Piloting and Dress Rehearsal phases of the 9-year cohort

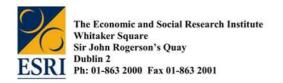
Growing Up in Ireland

Appendix C

School-based instruments used in Pilot 2

- C1. School Record Sheet (blue).
- C2. Principal Questionnaire (white)
- C3. Teacher-on-Self Questionnaire (yellow)
- C4. Teacher-on-Pupil Questionnaire (green)







Growing Up in Ireland – the national longitudinal study STRICTLY CONFIDENTIAL

SCHOOL RECORD SHEET, Pilot 2

School ID				School Roll No.			
Date	day	Mth	Int Name	Int	t. No.		
				tudy on children. The pre-			

one. The results of the study will be used by government to develop policies and interventions to support children and their families in the future.

The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs, the Department of Education & Science and the Central

Statistics Office. A group of researchers led by the Economic & Social Research Institute (ESRI) and The

identify which factors affect a child's development and make for a healthy and happy childhood or for a less happy

Your school has been one of those randomly selected to participate in the study. All information provided will be treated in the strictest confidence. No-one, other than the Study Team, will see the information you complete about the child. This information will not be seen by the child or by his / her parents / guardians.

An information sheet outlining in more detail the objectives of the study accompanies this form

On this form we would like you to record the details of all students in your school

Children's Research Centre at Trinity College Dublin is carrying out the study.

WHOSE DATE OF BIRTH IS BETWEEN 1st APRIL 1997 AND 31th MARCH 1998.

Please include one child per line. The form provides up to 65 lines - i.e. 65 children in the age bracket.

In the table below we would like you to list all the teachers who teach the children in question from 1 to 10 as relevant to your school. The Teacher ID referred to on the Teacher Questionnaire is the ID number referred to in the table below. Please also tick in column (C) to indicate whether or not any of the teachers in question is the Principal of the school.

(A) TEACHER ID WITHIN THE SCHOOL	(B) TEACHER NAME	(C) Which class(es) do you teach? 2nd 3rd 4th	(D) School Principal? Yes No
1		1 2 3	1 2
2			1 2
3			1 2
4		1 2 3	1 2
5			1 2
6			1 2
7			
8		1 2 3	
9		1 2 3	1 2
10			

LIST OF ALL CHILDREN IN YOUR SCHOOL WHOSE DATE OF BIRTH FELL BETWEEN 1st APRIL 1997 AND 31st MARCH 1998

			Teacher	Gender		ate of Birt			122			
PUPIL	Pupil's Roll		ID (from	Gender				Class				
NUMBER	Number	Pupil's Name	table on page 1)	M F	Day	Mth	Year	$(2^{nd}, 3^{rd}, 4^{th})$	Info. 1 issued	Info. 1 returned	Info. 2 issued	Info. 2 returned
1				1 2								
2				1 2								
3				1 2								
4				1 2								
5				1 2								
6				1 2								
7				1 2								
8				1 2								
9				1 2								
10				1 2								
11				1 2								
12				1 2								
13				1 2								
14				1 2								
15				1 2								
16				1 2								
17				1 2								
18				1 2								
19				1 2								
20				1 2								
21				□ ₁ □ ₂								
22				1 2								
23				1 2								
24				1 2								
25				1								
26				1 2								
27				<u>l</u> <u>l</u> <u>l</u> 2								
28				1 2								
29				1 2								
30				1 2								
31				1 2								
32				1 2								
33				1 2								

CONTINUED FROM ABOVE/

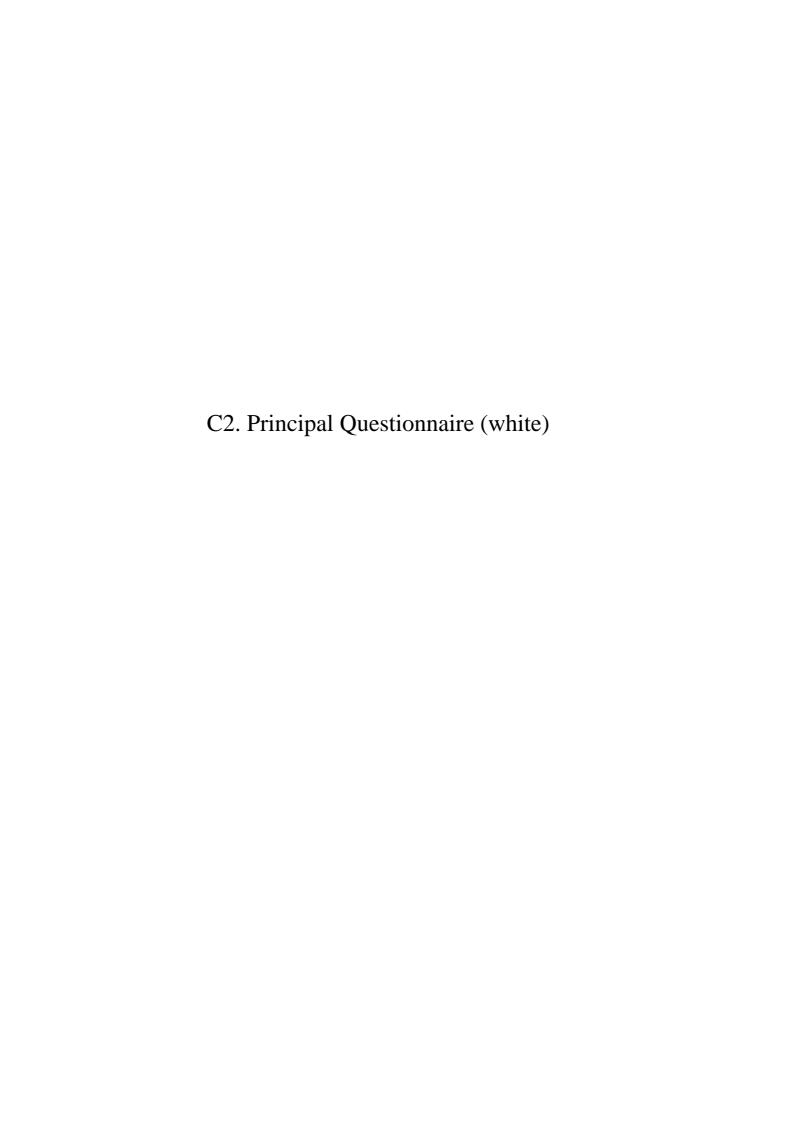
			Teacher	Gender	D	ate of Birt	h	Class				
PUPIL NUMBER	Pupil's Roll Number	Pupil's Name	ID (from table on page 1)	M F	Day	Mth	Year	(2 nd , 3 rd , 4 th)	Info. 1 issued	Info. 1 returned	Info. 2 issued	Info. 2 returned
34				1								
35				1								
36				1 2								
37				1								
38				1 2								
39				1 2								
40				1 2								
41				1								
42				1 2								
43				1 2								
44				1								
45				1 2								
46				1 2								
47				1 2								
48				1 2								
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56				□1 □2								
57				1 2								
58				□1 □2								
59				□1 □2								
60				□1 □2								
61				<u>l</u> <u>l</u> 2								
62				□1 □2								
63				1 2								
64												
65												

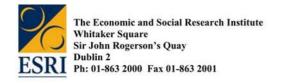
If you have more than 40 pupils aged 9 years or more in your school use the table below to decide which ones to exclude from the sample.

Read down the appropriate column to identify which students to exclude from the sample.

For example, if you have 49 pupils listed in the table above use the table below to identify which 9 students to exclude from the sample by reading down the column headed '49' and exclude pupil numbers 1, 5, 11, 13, 16, 21, 31, 36, 46.

					Pu	pil N	umb	ers	to E	XCL	UDE	fro	m th	e sa	mpl	e of	9-ye	ar-o	lds					
								Tota	ıl nu	mber	of 9	year	olds	in th	he sc	hool								
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65
15	23	5	3	3	4	7	4	1	8	3	2	2	5	2	2	1	2	1	2	1	2	4	1	3
	36	14	10	6	10	12	10	5	10	5	6	11	7	6	6	5	5	2	6	3	3	7	3	7
		28	21	11	19	21	17	11	17	7	10	12	11	10	8	9	8	6	11	5	4	9	5	10
			39	24	32	24	22	13	21	13	11	14	15	14	12	10	11	9	15	7	6	11	10	12
				43	35	30	29	16	27	19	15	22	20	18	17	13	14	13	16	8	14	13	14	15
					41	36	35	21	33	21	16	23	22	23	20	16	17	15	20	9	18	15	18	16
						43	41	31	34	29	23	34	25	27	23	19	19	20	21	17	19	17	20	18
							46	36	40	30	28	40	27	29	26	25	20	24	25	21	20	19	21	21
								46	41	45	36	43	33	31	29	26	23	28	27	25	22	21	24	24
									45	46	42	46	35	35	33	27	28	32	33	26	24	23	28	25
										51	48	48	40	39	37	28	31	36	36	29	26	24	30	27
											51	50	42	43	41	31	34	39	38	33	30	26	34	29
												52	45	47	46	36	38	41	39	37	34	29	37	32
													47	51	50	40	42	44	42	41	38	32	39	33
														55	54	46	48	47	44	45	42	39	41	36
															55	52	52	50	49	46	43	42	45	39
																55	54	53	52	49	45	44	48	42
																	56	55	54	51	48	46	49	47
																		58	56	54	50	50	51	50
																			60	58	54	53	53	51
																				61	58	56	54	55
																					61	60	57	57
																						64	60	59
																							62	61
																								64







Growing Up in Ireland – the national longitudinal study of children STRICTLY CONFIDENTIAL (Pilot 2)

PRINCIPAL'S QUESTIONNAIRE

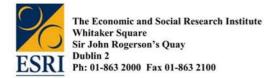
Date	School ID				Sch	ool Roll N	0.							
Growing Up in Ireland is a major new government study on children. The purpose of the study is to improve our understanding of all aspects of children and their development. It will examine how children develop over time and identify which factors affect a child's development and make for a healthy and happy childhood or for a less happy one. The results of the study will be used by government to develop policies and interventions to support children and their families in the future. The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Sclucation and Science is represented on the Steering Group which oversees the study. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study. Your school is one of those randomly selected to participate in the study. All information provided will be treated in the strictest confidence. An information sheet outlining in more detail the objectives of the study accompanies this questionnaire. Growing Up In Ireland has the support of the INTO – see attached extract from a recent issue of In Touch 1. Are you male or female? Male	Date	day	Mth	Int Name	e		Int	. No.						
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1. Are you male or female? Male					- 7 9-2-1-1-1	100							ch	
20 to 29 yrs			1000											
20 to 29 yrs	2. To which a	ge group do	you belo	ng?										
3. For how many years have you been Principal: (a) in this school?			WEN	_ 170	40-49	vrs 🗀	50)-59 vr	s [1, 60	0 vrs o	r older	· 🗀	
(a) in this school?						ую _{Шз}		, 00 y.	o	J 4 O.	o y.o o	i oldol	Б	
(b) in other Primary Schools?		2		50										
4. How many boys and how many girls are enrolled in the school? Boys Girls Total Pupils 5. In addition to your duties as Principal, do you have a teaching class assigned to you? Yes	27.5				-0.60									
Boys Girls Total Pupils 5. In addition to your duties as Principal, do you have a teaching class assigned to you? Yes	(b) in other P	rimary Scho	ools?		_years									
5. In addition to your duties as Principal, do you have a teaching class assigned to you? Yes	4. How many	boys and ho	ow many g	girls are en	rolled in the	school?								
Yes		Boys		G	irls		To	otal Pu	pils _					
6. How many full-time and part-time teachers work in this school? Please indicate how many are male and how many are female. Teachers Full-time Part-time Male Female Total Total Total Total Teachers Full-time Part-time Part-t	5. In addition	to your duti	es as Prin	cipal, do y	ou have a to	eaching cla	ass ass	signed	l to yo	ou?				
how many are female. Teachers Full-time Part-time Male Female Total 7. Excluding yourself, how many full-time and part-time administrative staff work in your school? Full-time admin. staff Part-time admin. staff Part-time admin. staff [If none, please write none. Do not leave blank] 8. Approximately how many staff does your school currently have in the following capacities? Please indicate the number employed on a full-time and part-time basis. Full-time Part-time Learning support/resource teachers Language support teachers Special needs assistants				Yes	□1	No		2						
Teachers Full-time Part-time Male Female Total 7. Excluding yourself, how many full-time and part-time administrative staff work in your school? Full-time admin. staff Part-time admin. staff [If none, please write none. Do not leave blank] 8. Approximately how many staff does your school currently have in the following capacities? Please indicate the number employed on a full-time and part-time basis. Full-time Part-time Learning support/resource teachers Language support teachers Special needs assistants			d part-time	e teachers	work in this	school? P	lease i	indica	te ho	w mar	ny are	male	and	
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Total Total				3	Full-tir	ne	Par	t-time		į.				
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[If none, please write none. Do not leave blank] 8. Approximately how many staff does your school currently have in the following capacities? Please indicate the number employed on a full-time and part-time basis. Full-time Part-time	ALL CARLOS CONTRACTOR							ii wor	K in y	our so	chool	Ē.		
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the number employed on a full-time and part-time basis. Full-time Part-time Learning support/resource teachers Language support teachers Special needs assistants	127 121 121	25 26 5025	18.000	of Assessment Co.				200 0		2.02	2023	s 62	N N22	28
Full-time Part-time Learning support/resource teachers Language support teachers Special needs assistants							n the fo	ollowi	ng ca	pacition	es? Pl	ease i	ndica	te
Learning support/resource teachers Language support teachers Special needs assistants	the number	employed	ni a iuli-ul	ile allu pai	t-tille basis	10					_			
Language support teachers Special needs assistants		PACTO AND DOLLAR STATE OF		Po (1935) Sept. Nov. (1971) A STORY (1971) A STORY (1971)		Full-tim	ne	F	Part-tii	me	_			
Special needs assistants					eachers						_			
					_									
											-			

· · · · · · · · · · · · · · · · ·	lassrooms in the school? _	classrooms
10. Of these, how many portable classrooms (prefabs) are	e there in the school?	portable classrooms
11. How many classes (across all year-groups) are there	n the school? classe	es
12. Approximately how many pupils is the school designed		
13. In which year was the school built? Year		
14. Compared to other Primary Schools in the country ho are the school's resources in each of the following ar	eas?	
Poor	Fair Good	Excellent
a. Number of teachers	······	
b. Number of classrooms1		
d. Computing facilities		
e. Arts and crafts facilities		
f. Sports facilities		
g. Music facilities		
g. Music facilities		4
i. Library/media centre		4
j. Cafeteria		
k. Toilet facilities		
I. Learning support provision		
m. After-school facilities (e.g. homework clubs)		
n. Administrative support		
p. Facilities for children with disabilities	······	4
15. Does the school provide		
-		
al a preaktast cliin		
a) a 'breakfast club'b) <u>free</u> school meals at lunchtimeYes, every dayYes, every day	□₁ Yes, some days □₁ Yes, some days	2 No
b) <u>free</u> school meals at lunchtime Yes, every day 16. Approximately how many computers in total does the		
16. Approximately how many computers in total does the 17. Of these, how many can be used <i>by the students</i> , i.e.	school have?	computers
16. Approximately how many computers in total does the 17. Of these, how many can be used <u>by the students</u> , i.e e teaching staff: used by the students.	school have? excluding those used solely be dents	computers by administrative or
 16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e e teaching staff: used by the students. 18. Does the school have a dedicated computer room for 	school have? excluding those used solely blents students? Yes	computers by administrative or
 16. Approximately how many computers in total does the 17. Of these, how many can be used <u>by the students</u>, i.e. exteaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the following 	excluding those used solely be dents students? Yes g to <u>the ethos</u> of the school?	computers by administrative or
 16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the followin Very Fa 	excluding those used solely to the ethos of the school?	computers by administrative or
 16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. at teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the following the program of the progra	excluding those used solely to the ethos of the school? g to the ethos of the school? irly Not Not ortant important sure	computers by administrative or
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e exteaching staff: used by the students 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the followin Very Faimportant important impo	excluding those used solely to the ethos of the school? g to the ethos of the school? irly Not Not ortant important sure	computers by administrative or
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16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the following very for important importan	excluding those used solely to the ethos of the school? g to the ethos of the school? wirly Not Not ortant important sure 2	computers by administrative or
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the followin Very Fa important importan	excluding those used solely kelents students? Yes g to the ethos of the school? iirly Not Not ortant important sure 2 3 4 2 3 4 2 4 2 4	computers by administrative or
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the followin Very Fa important importan	excluding those used solely to dents g to the ethos of the school? girly Not Not ortant important sure 2 3 4 2 3 4 2 3 4 2 4 4 2 4 4 2 4 4	computers by administrative or
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the followin Very Fa important importan	excluding those used solely to dents g to the ethos of the school? girly Not Not ortant important sure 2 3 4 2 3 4 2 3 4 2 4 4 2 4 4 2 4 4	computers by administrative or
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the followin Very Fa important importan	excluding those used solely in the students? The students? The students? The students of the school? The students of the school?	computers y administrative or No□₂
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. a teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the following very for important importan	excluding those used solely in the students? The students? The students? The students of the school? The	computers y administrative or No□₂
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. a teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the following very for important importan	excluding those used solely in the students? The students? The students? The students of the school? The school of the	computers y administrative or No□₂
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. a teaching staff:	excluding those used solely in the students? The students? The students? The students of the school? The ethos of the	oy administrative or No□₂ the local community
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. a teaching staff: used by the students. 18. Does the school have a dedicated computer room for 19. In your opinion, how important is each of the following very for important importan	excluding those used solely is dents students? Yes g to the ethos of the school? iirly Not Not ortant important sure 2 3 4 2 3 4 2 3 4 2 3 4 2 13 4 2 13 14 3	oy administrative or No□₂ the local community in your school?
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff:	excluding those used solely is dents students? Yes	computers by administrative or No
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff:	excluding those used solely is dents students? Yes	computers by administrative or No
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff:	excluding those used solely in the students? The students? The students? The ethos of the school? The ethos of the sch	computers by administrative or No
16. Approximately how many computers in total does the 17. Of these, how many can be used by the students, i.e. of teaching staff:	excluding those used solely is dents students? Yes	in your school? more than once. ber)

22. Approximately, what is the <i>Average Daily Attendance</i> for your school this year (2006/2007)?	
% Average Daily Attendance ORAverage number attending	g daily
23. What percentage of students missed 20 days or more in the 2005/2006 academic year (as per the N figures)	1EWB
24. Approximately what percentage of the pupils in your school would you say come from the immediath that is, live within about 20 minutes walking distance of the school?	ate area
25. Please indicate which of the following get involved in supporting children with emotional/behaviour problems in your school. [Please tick all that apply]	ıral
Principal	
26. In your assessment, approximately what proportion of students in the school would have such numeracy, or emotional-behavioural difficulties as to adversely impact on their educational devel Please tick one box on each line to indicate approximate percentage.	
Approximate percentage of children with each problem None less than 10% 10-25% 26-40% More than 40% a) Literacy Problems	, D
27. Does the school have a Home-School Community Liaison Co-ordinator? Yes	🗀 2
28. Over the past five years, has the number of pupils coming to this school	
Increased	
29. Are all of the pupils who apply to this school generally accepted? Yes… → Go to Q.31 No □₂ →	Go to Q.3
30. What criteria are used to admit students [Please tick all that apply]?	
Other Parents siblings attended to the school school school at the schoo	·)
31. Are there any other local schools to which pupils in your school might go? Yes	2
32. In general, do more pupils apply to come to this school than there are places available?	
Yes □ ₁ No□ ₂	
33. If there is more than 1 class in any year-group, on what basis are students in the school allocated classes?	to
Randomly/alphabetically Performance on tests 3 Other [please specify]2 Only 1 class per year-group	
34. Does the school hold formal parent-teacher meetings at least once per year? Yes	\mathbb{Z}_2
35. Approximately what percentage of parents attend parent-teacher meetings?per cent	
36. How important is each of the following in the school as a <i>curricular</i> activity?	
Very important Fairly important Not important Not sure	
a. Sport 1 2 3 4 b. Music 1 2 3 4 c. Speech and Drama 1 2 3 4 d. Environmental Awareness 1 2 3 4	

Very im		y important			
a. Sport	portant Fair			Not sule	
b. Music		🗖			
c. Speech and Drama			3		
b. Music		2	3	4	
e. Awareness of Social Justice □₁.		2	3	4	
38. To what extent are the following form	ms of discipline	used in your so	chool:		
oc. To what extent are the following for	Often			Never	
a. Suspension				□ ₄	
b. Expulsion/permanent exclusion					
b. Expulsion/permanent exclusion					
d. Extra homework				П4	
e. Writing of 'lines'					
f. Detention					
g. Exclusion from sports or other popular a					
h. Verbal (phone or otherwise) report to pa					
i. Written report to parents					
j. Warning card system					
k. Other (specify)					
				4	
39. Does the school have a written disci		— —	0	Q.41	
40. To what extent were the following in			y?		
To a great extent	t To some e	extent No	ot at all		
a. Teachers			3		
b. Parents			📙3		
c. Pupilsd. Board of Management					
41. To what extent is bullying a problem A major problem			No problem at	all□₃	
42. Does your school have an explicit a					,
43. Does your school have a written pol					
44. Please indicate the extent to which y	ou believe eacl	n of the followin	g to be true of	teachers in	your school.
				rue for less	True of
		nearly all	than half	than half	only a few
a. Teachers are positive about the school			2	3	4
b. Teachers get a lot of help and support fromc. Teachers are open to new developments a		1	2	3	
d. Teachers are eager to take part in in-service				3	
d. readifiers are eager to take part in in cervic	o training		hat the scale o	f day-to-day	problems in
45. Compared with other Primary School running the school are? [Please tick		would you say t	nat the scale o		
running the school are? [Please tick	one box only]				s than in
running the school are? [Please tick Much greater than in Slightly grea	one box only] han About the	same as in Sli	ghtly less than in	Much les	
running the school are? [Please tick	one box only] han About the				
running the school are? [Please tick Much greater than in other schools in other school 1 2	t one box only] han About the ls other s	same as in Sli schools	ghtly less than in	Much les	
running the school are? [Please tick Much greater than in Slightly grea	t one box only] han About the ls other s	same as in Sli schools	ghtly less than in	Much les	
running the school are? [Please tick Much greater than in other schools in other school 1 2	t one box only] han About the ls other s	same as in Sli schools	ghtly less than in	Much les	
running the school are? [Please tick Much greater than in other schools in other school 1 2	t one box only] han About the ls other s	same as in Sli schools	ghtly less than in	Much les	
running the school are? [Please tick Much greater than in other schools in other school 46. What makes you say that? [Please tick Much greater than in other school in other school 47. Compared with other Primary School is happier, as happy or less happy	t one box only] han About the ls other s ls other s ls of your size py for students	same as in Sli schools ully as possible] would you say as in other Prin	ghtly less than in other schools	Much les other s	chools
running the school are? [Please tick Much greater than in other schools in other school in other school other	han About the ls other's	same as in Sli schools ully as possible] would you say as in other Prin	ghtly less than in other schools that, in general ary Schools Less happy	Much les other s □	nment in you
running the school are? [Please tick Much greater than in other schools in other school in other school other	cone box only] han About the ls other s se describe as function ols of your size py for students As happy o you feel by you very	same as in Sli schools ully as possible] would you say as in other Prin	ghtly less than in other schools that, in general ary Schools Less happy ow satisfied do ny Not At A	Much les other s	nment in you
running the school are? [Please tick Much greater than in other schools in other school 46. What makes you say that? [Please tick In other school in other schools in other school is happier, as happy or less happy happier	one box only] han About the ls other s se describe as function old of your size py for students As happy o you feel by you very	would you say as in other Prin	that, in general ary Schools Less happy ow satisfied do bry Not At A	Much les other s	nment in you

C3. Teacher-on-Self Questionnaire (yellow)





Growing Up in Ireland – the national longitudinal study STRICTLY CONFIDENTIAL (Pilot 2)

TEACHER'S QUESTIONNAIRE

School ID	School Roll No.
Teacher ID within School	Date: day mth
understanding of all aspects of children and their devel identify which factors affect a child's development and one. The results of the study will be used by government and their families in the future. The Department of Health & Children is funding the stream association with the Department of Social & Family A Education and Science is represented on the Steering by the Economic & Social Research Institute (ESRI) are is carrying out the study. All information provided will be treated in the stricts.	ady on children. The purpose of the study is to improve our opment. It will examine how children develop over time and make for a healthy and happy childhood or for a less happy ent to develop policies and interventions to support children ady through the Office of the Minister for Children (OMC) in ffairs and the Central Statistics Office. The Department of Group which oversees the study. A group of researchers led at The Children's Research Centre at Trinity College Dublin est confidence. No one, other than the Study Team, will This information will not be seen by the child or by his /
An information sheet outlining in more detail the objective	es of the study accompanies this questionnaire.
Growing Up In Ireland has the support of the INTO -	see attached extract from a recent issue of In Touch.
1. Are you male or female? Male	Female□₂
2. To which age group do you belong?	
20 to 29 yrs □ ₁ 30-39 yrs □ ₂	40-49 yrs \square_3 50-59 yrs \square_4 60 yrs or older \square_5
3. How many years have you been teaching at prima	ıry school level? years
4. How long have you been teaching in this school?	years
5. Which of the following qualifications do you hold	? [Please tick all that apply]
A primary school teaching diploma or certificate, or other A primary degree in education (B.Ed)	□2 □3 □4 resource teaching □5 □6 □7
6. Which of the following best describes the way yo	ur class(es) at this school is/are organised?[Tick 1 box]
Self-contained class - i.e. you teach multiple subjects	to the same class of children all or most of the day \Box_1
Shared/Team-based teaching i.e. you collaborate with to the same class of children	
Subject teaching (e.g., language, art, mathematics, so most of the day	
"Withdrawal" group teaching i.e. you provide instruction who are released from their regular classes	

P2 1

7. Within your regular classroom, how many children are there in each year group?	If you do not teach a
particular year group, write 'none' in the total row.	

Junior	Senior	First	Second	Third	Fourth	Fifth	Sixth			
Infants	Infants	Class	Class	Class	Class	Class	Class			
	Number of pupils									
				Infants Infants Class Class	Infants Class Class Class	Infants Infants Class Class Class	Infants Infants Class Class Class Class			

Girls									
Total									1
OR I teach a	particular	subject(s)	and do no	t have a re	gular clas	sroom		🗀 2	•
8. In your op the follo	oinion, how wing long-t	•	•		•	-	•	,	have any o
a. have a	limited kno	wledge of the	ne main la	nguage of ir	nstruction			children	
b. an em	otional or be	ehavioural p	roblem					children	
c. have a	a learning/in	tellectual dis	sability					children	
d.have a	physical/se	nsory disab	ility					children	
9. In a typica classroom	?	yes	¬ • •			ıts working	g with you	in the Stu	dy Child's
10. For appr	oximately h	now many l	nours per	week?		hour	s per week		

11. Approximately how many hours <u>per week</u> does the Study Child's class spend on each of the following subjects, <u>within normal school hours</u>? Your best estimate is fine. If the class does not receive instruction in a subject, please write 'none'.

Subject	No. of hours per week	Subject	No. of hours per week				
English		Social Personal Health Education (SPHE)					
Gaeilge		Physical Education					
Maths		Religion					
History		Music					
Geography		Drama					
Science		Art					
Other 1 (please specify	()						
Other 2 (please specify)							
Other 3 (please specify	·)						

12. Below we have a number of statements about teaching. Please indicate how frequently the following things happen in the Study Child's class

annige nappen in the etady emile e class	Never or almost never	Some days	Most days	Every day
Pupils copy notes from the board in class	□1	\square_2	□3	□ 4
Pupils work in pairs	□1	\square_2	□3	□ 4
Pupils work individually in class using their textbook or worksheets	□1	\square_2	□3	□ 4
Homework is checked in class	□1	\square_2	□3	□ 4
Homework is taken up for correction	□1	\square_2	□3	□ 4
Pupils work in groups in class	□1	\square_2	□3	4
You ask pupils questions in class	□1	\square_2	□3	□ 4
Pupils ask you questions in class	□1	□ 2	□3	4
You read aloud to pupils	□1	\square_2	□3	□ 4
Pupils suggest subjects or topics to be covered in class	□1	\square_2	□3	□ 4
Pupils are encouraged to find things out for themselves	□1	\square_2	□3	□ 4
You use video/DVD or audiotapes/CDs in class	□1	□ 2	□ 3	□ 4
You use games to facilitate pupil learning	□1	\square_2	□3	□ 4
Pupils use computer facilities in class	□1	\square_2	<u></u> 3	□ 4

13. How o	nten ao tne	children in t	ne Study	Child's	class u	se a compu	iter(s) in the	school?	
	Never	Once a mo		wo or th		Once or	Three or		Daily
		or less	tin	nes a m	onth tv	vice a week	times a w	reek	
l	1	2		3		4	5		6
	erage, how	the Study C	Yes]1	No	□2		udy Child's
									nights
	ypical eveni end on home		ie week,	how mu	ıch time	do you exp	ect childre	n in the St	udy Child's clas
1 – 1hr 30	mins		[₅ N	lore than	1hr 30 min			□6
17. How o	ften would	you set tests	or exam	ns for y	our class	?			
	Weekly	Twice a	month	Mor	nthly	Every ter	m Never	/Almost Ne	ever
			2		3	4		5	
a. selecting b. deciding c. deciding d. choosin	g subjects to g about the c g about teach g textbooks	be taught ontent of sub ling technique and other lea	jects to be	e taugh	No Control 1 t 1 1	Slight Control	Some Control	Moderate Contro	of control
19. Below	we have lis	oup you teach	nts abou	t pupils	s. Please	indicate if	you feel ea	ss than	of nearly all,
		in general:			Nearly a	ıll ha	lf	half C	Only a few
	eing at school				1		2	3	4
	I-behaved in espect for the				1		<u> 2</u> -	3	<u> </u>
	arding to wo						2	3	<u>4</u>
		the playgrou	nd/school	vard			b	3	
20. In gen a)	eral, what p parent teacl	roportion of ner meetings ngs organiso	parents	attend	J?	,	<u>-</u>		
					Nearly	More	Less	Only a	Not
					All	than half	than half	few	Applicable
	rent-teache		by the c	ohosi	1	2	<u> </u>	4	5
D. Ot	ner meeting	s organised	by the s	CHOOL	1	2	3		5
21. What	proportion	of parents w	Nearly All	Mor than	re l	ess O	nly a few	child's pro	ogress?

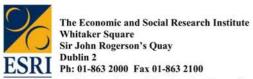
your school is happ Schools?	ier, as happy or less	happy for (a) stu	udents and (b) te	achers as in oth	ner Primai
a. Students	Happier ·····□1 ······	As happy 2	Less h	арру 3	
b. Teachers	1	2		3	
24. In general terms (a) h	now stressed do you f	eel by your job a	nd (b) how satisfi	ed do you feel w	ith you
a. How stressed do you fe				ot At All □₄	
b. How satisfied do you fe	eel with your job	1 🗀 2	3	4	

23. Compared with other Primary Schools of your size would you say that, in general, the environment in

Thank you very much for having completed this part of Growing Up In Ireland

We would now like you to complete a questionnaire (one of the green ones) in respect of each Study Child who has been selected from your class(es) for inclusion in the project

C4. Teacher-on-Pupil Questionnaire (green)





Growing Up in Ireland – the national longitudinal study of children STRICTLY CONFIDENTIAL (Pilot 2) TEACHER'S QUESTIONNAIRE ON PUPIL

School ID School Roll No. Study Child's ID within School Roll Number of Study Child Teacher's ID within School Date: day Mth Growing Up in Ireland is a major new government study on children. The purpose of the study is to improve our understanding of all aspects of children and their development. It will examine how children develop over time and identify which factors affect a child's development and make for a healthy and happy childhood or for a less happy one. The results of the study will be used by government to develop policies and interventions to support children and their families in the future. The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education and Science is represented on the Steering Group which oversees the study. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study. All information provided will be treated in the strictest confidence. No one, other than the Study Team, will see the information you complete about the child. This information will not be seen by the child or by his / her parents / guardians. An information sheet outlining in more detail the objectives of the study accompanies this questionnaire. Growing Up In Ireland has the support of the INTO - see attached extract from a recent issue of In Touch 1. Study Child's date of birth _____ day ____ mth ____ year 2. Study Child's gender Male □₁ Female 3. What school year is the study child in? _____ class 4. For how many school years (including the 2006/2007 school year) have you taught the Study Child? [If only for the current school year please record as 1 year] year(s) 5. About many days of school has the Study Child missed since the beginning of the current school year? days 6. What was the single most important reason for the Study Child being absent from school? [Tick 1 box only]. a. Health reasons (illness or injuries)..... b. Family reasons..... c. Truancy...... d. Bullying...... e. A fear of school (school phobia)..... f. Other [please specify] h. Not applicable, Study Child not absent in current year...... 7. Since the beginning of the academic year, in your opinion how often has the Study Child arrived for school: Never Rarely Sometimes Always 5 . __5 \square_5 8. How often does the Study Child arrive at school with homework not completed? Occasionally not completed......

the Study Child's behaviour over the last few months.	Not	Somewhat	Certainly
a. Considerate of other people's feelings	True	True	True
b. Restless, overactive, cannot stay still for long			
c. Often complains of headaches, stomach aches or sickness			
d. Shares readily with other children (treats, toys, pencils etc.)			
e. Often has temper tantrums or hot tempers			
f. Rather solitary, tends to play alone			
g. Generally obedient, usually does what adults request			
h. Many worries, often seems worried			
i. Helpful if someone is hurt, upset or feeling ill			
j. Constantly fidgeting or squirming			
k. Has at least one good friend			
I. Often fights with other children or bullies them			
m. Often unhappy, down-hearted or tearful			
n. Generally liked by other children			
o. Easily distracted, concentration wanders			
p. Nervous or clingy in new situations, easily loses confidence	_	_	
q. Kind to younger children	_		
r. Often lies or cheats			
s. Picked on or bullied by other children			
t. Often volunteers to help others (parents, teachers, other children	, —		
u. Thinks things out before acting			
v. Steals from home, school or elsewhere			
w. Gets on better with adults than with other children	□1	2	□3
x. Many fears, easily scared			
y. Sees tasks through to the end, good attention span	□1	2	□3
10. How would you rate the Study Child's academic performance in the his/her age group . [Please tick one box on each line] Below average Average Aborem a. Reading	ove Avera		native to omiai
b. Writing□ ₁ □ ₂ □ ₂	🔲 3		
c. Comprehension □1□2□2	🔲 з		
d. Numeracy□1□2□2	□3		
e. Imagination/ Creativity □1□1□2□2			
11. Do any of the following limit the kind or amount of activity the Stu 'Yes' or 'No' for each]	-		Yes No
a. Physical disability or visual or hearing impairment			
b. Speech impairment			
c. Learning disabilityd. Emotional or behavioural problem (e.g. Attention Deficit (Hyperactivity)			
e. Home environment/problems at home			
. Have a limited knowledge of the main language of instruction			
n. Poor attendance			
n. Poor attendance . Other (please specify)		the school be	ecause of this (
n. Poor attendance	rces in		
n. Poor attendance	rces in		
n. Poor attendance	rces in		through school
n. Poor attendance	rces in	cally provided	
n. Poor attendance	rces in	cally provided	1
Yes	rces in	cally provided	1





Report on Pre-Piloting, Piloting and Dress Rehearsal phases of the 9-year cohort

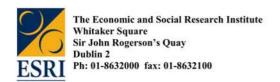
Growing Up in Ireland

Appendix D

Home-based instruments used in Pilot 2

- D1. Mother / Lone Father questionnaire (white)
- D2. Mother / Lone Father questionnaire supplementary (white)
- D3. Father / Partner questionnaire (green)
- D4. Father / Partner questionnaire supplementary (green)
- D5. Main child questionnaire (multi-coloured)
- D6. Child questionnaire supplementary Mum & Dad (M+D) (multi-coloured)
- D7. Child questionnaire supplementary Mum only (M) (multi-coloured)
- D8. Child questionnaire supplementary –Dad only (D) (multi-coloured)
- D9. Non-resident parent (white)
- D10. Non-cohort caregiver home-based (white)
- D11. Non-cohort caregiver centre-based (white)
- D12. Time-use survey (blue)

D1. Mother / Lone Father questionnaire (white)	





GROWING UP IN IRELAND - the national longitudinal study of children STRICTLY CONFIDENTIAL Pilot 2 **MOTHER or LONE FATHER QUESTIONNAIRE**

AREA HOUSEHO	LD RESPONDENT
Interviewer Name	Interviewer Number
Time Section Started (24	hour clock) Date
a major new government study about children i and Social Research Institute and Trinity College	ne National Longitudinal Study of Children. This is in Ireland. It is being undertaken by the Economic ge Dublin. I have an information leaflet here about the k for this project. The study itself will involve
	about this study a few weeks ago through your ying that you would be happy to participate in the
	lians of <name 9-year-old="" child="" of="" study=""> and also th the parents / guardians and child will take about</name>
	s will be treated in the strictest confidence and will ne information you provide to be identified with you
A. INTR	ODUCTION
A1. Are you the parent / guardian of the Study Child	who usually provides the most care to him / her.
Yes □ ₁	No
A2. Int: Record gender of parent 1 Male	□1 Female□2
A3. [Show Card A3] Which of the following best descr [Interviewer use codes only]	ibes your relationship with the Study Child?
A. Biological parent (mother/ father) 1 B. Adoptive parent (mother/ father) 2 C. Step-parent (mother/ father) 3 D. Foster parent (mother/ father) 14	E. Grand parent

Household Composition

In this section, I would like to ask you a few details about yourself and the others in your household.

A4. How many people in total (including yourself and all children of all ages) live here regularly as members of this household?

r	ersons

- A5. For each member of the household could you tell me:
 - a) their gender?
 - b) their Date of Birth (DOB)
 - c) if DOB not available their age last birthday
 - d) their relationship to the child's mother / or lone father and the Study Child?
 - e) tick one box to best describe their current economic status

		(A)	(B)	(C)	C) (D) (E)				≣)					
No.	First name/Initial	Sex	Date of Birth	If DOB not available	Relationship of each member TO mother/lone father and child Use Relationship Codes from yellow card.		her/lone father and child. ationship Codes from yellow		cation	aining		70	ties	
Person No.	INT: Put respondent (mother / lone father) on line 1 and Study Child on line 2	M F	dd mm yr	Age last birthday	Person No.	R'SHIP TO: Mother/lone father	R'SHIP TO: Study Child	Pre-school	School/Education	At Work / Training	Unemployed	Retired	Home Duties	Other
1		1 2		yrs	1	////			\square_2	\square_3	4	<u></u>	<u>□</u> 6	□7
2		1 2		yrs	2		////		\square_2	Пз	□ 4	□ 5	\Box_6	□7
3		1 2		yrs	3				\square_2	\square_3	□ 4	□ 5	□ 6	□7
4		1 2		yrs	4				\square_2	\square_3	□ 4	□ 5	\Box_6	□7
5		1 2		yrs	5				\square_2	Шз	□ 4	□ 5	□ 6	□7
6		1 2		yrs	6				\square_2	Пз	□ 4	<u></u>	□ 6	□7
7		1 2		yrs	7				\square_2	Пз	□ 4	□ 5	□ 6	□7
8		1 2		yrs	8				\square_2	\square_3	□ 4	□ 5	□ 6	□7
9		1 2		yrs	9			\square_1	\square_2	\square_3	4	<u></u>	<u></u> 6	□7

Interviewer: Mother or lone father should be on line 1 Study Child should be on line 2
X1. Was <study child=""> a single birth, twin, triplet etc. Single child \(\bigcup_1 \) Twin \(\bigcup_2 \) Triplet \(\bigcup_3 \)</study>
Int: Check Household register at A5 above. If twin or triplet lives in the household administer the twin questionnaire.
If twin does not live in household say:
Could I ask about <study child's=""> twin. Is he or she: Deceased \square_1 Lives elsewhere \square_2</study>
Time Section Ended (24 hour clock)

B. CHILD'S HEALTH

B1. How much did the Study Child weigh at birth?	Pounds	Ounces	OR
	Kilos	Grams	Don't know
B2. [Show Card B2] Was the Study Child born late, on tin	ne or early?		
Late birth (42 weeks or more) □1 On time (37-41 weeks) □2 Somewhat early (33-36 weeks) □3 Very early (32 weeks or less) □4 Don't know □5			
B3. [Show Card B3] What was the mode of delivery? [Int.	Use codes only]	l	
B. Suction assisted birth E. Emergence	aesarean y Caesarean ase specify]	🗖 5	Don't Know
B4a. Did the Study Child have to go to a Neonatal Intenswas born?	sive Care Unit o	or Special Ca	are Nursery after he/she
Yes No	Don't know		
B4b. How old was Study Child when he/she came home	from hospital (or special o	care)?
1-4 weeks	6 months 12 months ore than 12 mon on't Know	iths	
B5. [Int. If respondent is biological mother] Did you smoke	when you were	pregnant w	vith the Study Child?
Never1 Occasionally 2	Daily	. 🔲 3	
B6. About how many did you smoke per day?			
1-5 /day □ ₁ 6-10 /day □ ₂ 11-2	5/day □ː	3 26	or more/day4
B7. [Int. If respondent is biological mother] Did you consun Child?	ne alcohol durir	ng your pre	gnancy with the Study
Never ☐ Occasionally ☐ 2 B8. Was the Study Child ever breastfed, even if only for	Weeklya short time?	□3	Daily
Yes	Don't know	. □3	
B9. For how many months was the Study Child breastfe	d? mont	hs [DK / Can't Remember□ ₉₉
B10. [Show Card B10] In general, how would you describ	e the Study Ch a)In the past yea		in the past year?
Very healthy, no problems Healthy, but a few minor problems Sometimes quite ill Almost always unwell			
B11. Does the Study Child have any on-going chronic pdisability?	hysical or men	ital health p	roblem, illness or
Yes1 No	o	. 🔲 2	
B12. What is the nature of this illness or disability? Pladiagnosis, not symptoms of the problem]	ease describe a	s fully as po	ossible. [Int please record
B13. Since when has the Study Child had this illness or	disability?	(m	nth)(year)
B14. Is the Study Child hampered in his/her daily activity	ties by this phy	sical or me	ntal health problem?
Yes, severely 1 Yes, to some	extent	2 No	🗆 3

B16. What was the nature of this illness or disability? Please describe as fully as possible. [Int please red diagnosis, not symptoms of the problem] B17. Most children have accidents at some time. Has the Study Child ever had an accident or injury that required hospital treatment or admission? Yes	chronic physical or mental health problem, illness or disability?	past nad any
B17. Most children have accidents at some time. Has the Study Child ever had an accident or injury that required hospital treatment or admission? Yes	Yes No	
B18. How many separate accidents has the Study Child ever had that required hospital treatment or admission? Cacidents		. [Int please red
B18. How many separate accidents has the Study Child ever had that required hospital treatment or admission? Cacidents		
B18. How many separate accidents has the Study Child ever had that required hospital treatment or admission? accidents B19. How many of these accidents involved bone fractures or breaks?	required hospital treatment or admission?	
accidents B19. How many of these accidents involved bone fractures or breaks? Time Section Ended (24 hour clock) C. CHILD'S USE OF HEALTH SERVICES C1. About how many nights has the Study Child spent in hospital over his/her lifetime? [Int. if none, write none] nights C2. In the last 12months how visits has <study child=""> made to the A&E (Accident and Emergence) department of a hospital? visits</study>	Yes No	
Time Section Ended (24 hour clock) C. CHILD'S USE OF HEALTH SERVICES C1. About how many nights has the Study Child spent in hospital over his/her lifetime? [Int. if none, write none]nights C2. In the last 12months how visits has <study child=""> made to the A&E (Accident and Emergence) department of a hospital?visits</study>	admission?	atment or
C1. About how many nights has the Study Child spent in hospital over his/her lifetime? [Int. if none, write none]		_
C1. About how many nights has the Study Child spent in hospital over his/her lifetime? [Int. if none, write none] nights C2. In the last 12months how visits has <study child=""> made to the A&E (Accident and Emergence) department of a hospital? visits</study>	Time Section Ended (24 hour clock)	
C2. In the last 12months how visits has <study child=""> made to the A&E (Accident and Emergence) department of a hospital? </study>	C. CHILD'S USE OF HEALTH SERVICES	
	none]	if none, write
C3. In the last 12 months, how many times have you seen, or talked on the telephone with any of the following about the Study Child's physical, emotional or mental health? N times None Don't know Refused		rgence)
Following about the Study Child's physical, emotional or mental health? N times None Don't know Refused A general practitioner (GP)	visits [Int. if 'none' write 'none' do not leav	e blank]
A general practitioner (GP)	following about the Study Child's physical, emotional or mental health?	
Another medical doctor e.g. in a hospital		
Other professional, psychologist, psychiatrist, counsellor etc		
examination or treatment for a health problem but he/she did not receive it? Yes		
C5. Why did the Study Child not get the medical care or treatment? Was this because [int: please tick yes or no in respect of each]: Yes No a)You couldn't afford to pay		l a medical
[int: please tick yes or no in respect of each]: Yes No a)You couldn't afford to pay	Yes	i
a)You couldn't afford to pay	[int: please tick yes or no in respect of each]:	
	a)You couldn't afford to pay	

examination or treatment but he /she did not receive it?
Yes
C7. Why did the Study Child not get the dental care or treatment? Was this because [Int: Please tick yes or no in respect of each]
a)You couldn't afford to pay
C8. Does the Study Child brush his/her teeth at least once per day? Yes
C9. Which of the following best describes how regularly the Study Child visits the dentist?
At least once a year
C10. Does the Study Child currently or at any time in the past have / had any sort of sight problem requiring correction?
Yes, currently
C11. [Show Card C9] Has the Study Child ever been given any treatment for the problem? If so, what? [Int. Tick all that apply]
No treatment
C12. Does the Study Child currently or at any time in the past have /had any sort of hearing problem requiring correction?
Yes, currently
C13 [Show Card C11] Has the Study Child ever been given any treatment for the problem? If so, what? [Int. Tick all that apply]
No treatment
C14. Do you have any concerns about how the Study Child talks and makes speech sounds? Would you say no, yes a little or yes a lot?
No
C15. [Show Card C15] In which areas does child have difficulties? What speech problems does the Study Child have? [Int: Tick all that apply. If child present use codes only]
A. Reluctant to speak
B. Speech not clear to the family
D. Difficulty finding words

C6. Was there any time in the last 12 months when, in your opinion, the Study Child needed a dental

C16. Does the Study Child usually require ongoing supp	ort to be ab	ole to move are	ound?			
Yes □1 No □2						
C17. What supports does the Study Child require? [Int. Ti	ick all that a	ipply]		_		
Braces □1 Crutches □2 A stic	k 🔲 3	Wheelcha	ir □4			
C18. Does the Study Child need the help of another person to get around in the wheelchair?						
	J					
Yes □ ₁ No □ ₂						
C19. Is <study child=""> right or left-handed? Right handed</study>						
Time Section Ended (24 hour clo	ck)					
D. CHILD'S DIET A	ND EXER	RCISE				
D1. [Show Card D1] In the last 24 hours has the Study Chi than once, or not at all?	ild had the	following food	ls and drink	s once, more	9	
than once, or not at an:		More than	Not	Don't		
	Once	Once	At All	know		
1.Fresh fruit						
2.Fruit juice						
3.Meat / Chicken / Fish	_					
4.Eggs						
5.Cooked vegetables						
6.Raw vegetables or salad	_			_		
7.Meat pie, hamburger, hot dog, sausage or sausage roll						
8.Hot chips or French fries						
9.Crisps or savoury snacks	□1	2	🔲 3	🔲 4		
10.Bread		2	🔲 3	🔲 4		
11.Potatoes/ Pasta/ Rice			🔲 3	🔲 4		
12.Cereals	□1	2	🔲 3	🗀 4		
13.Biscuits, doughnuts, cake, pie or chocolate	□1	2	🔲 3	🗀 4		
14.Cheese/yoghurt/ fromage frais			3	🗖₄		
15.Low fat Cheese/ low fat yoghurt	_					
16.Water (tap water / still water/ sparkling water)						
17.Soft drinks / minerals / cordial / squash (not diet)						
18. Soft drinks / minerals / cordial / squash (diet)	_					
19.Full cream milk or full cream milk products						
20.Skimmed milk or skimmed milk products	_					
D2. If codes 19 or 20 are 1 or 2 ask: Approximately, how m	— uch milk d	id the Study C	hild drink in	the last 24		
hours?	_		_			
Up to $\frac{1}{2}$ pint $\frac{1}{2}$ pints.	3	More than 1½	pints	₄ DK <u></u>	Э	
D3. Does the Study Child usually have something to eat	before goir	ng to school?	Yes] ₁ No	.□,	
D4. Which of the following does he/she usually eat? [Int.					عب	
		61.21				
Cereal						
Toast / Bread						
Fruit						
i omage	∟8			1		

D5. Does the Study Child usually have a meal	I in the evening during the week?
Yes	
D6. Who would usually eat with the Study Chi	ild at that meal [Int. Tick all that apply]
Father	Other unrelated adults (childminder, nanny etc)5
Mother	2 Friend(s)
Brothers / Sisters/ other children in the househole Other relatives	
D7 Does the Study Child usually sit at a tak	ble for this meal? Yes 1 No 2
D8. Is <study child=""> on any type of special di</study>	iet e.g. vegetarian, vegan, coeliac etc.?
_	
No	Yes, coeliac ☐₄ Yes, other ☐₅ Specify
Yes, vegetarian Yes, vegan	res, other
[Int. vegan diet: does not eat meat, poultry, fish,	eggs, buttermilk or cheese]
D9. [Show Card D9] Do you think the Study Ch	hild is:
Very underweight	
Moderately underweight	
Slightly underweight	
About the right weight	
Slightly overweight	<u>=</u> ·
Moderately overweight	
Very overweight	
Don't know	
3 to 5 days 6 to 8 days 9 or more days .	
light exercise that was not hard enough to m	e past 14 days has the Study Child done at least 20 minutes of ake his / her breathe heavily and make his / her heart beat fast ling) Include time in physical education class.
none	
1 to 2 days	
3 to 5 days	
6 to 8 days	
9 or more days .	
D12. How far away is the school from the Stud	dy Child's home (one-way distance)?
Less than ½mile (1km) □ ₁	
½ to 1 mile (1-2km)	
1-5 miles (2-8km)3	
More than 5 miles away (8km)	
Attends boarding school5	
D13. How does the Study Child usually (a) go	to school and (b) come home from school?
[Int tick one box in Col A and B]	A. Going B. Coming home
1. He/she walks	
By public transport	
3. School bus/coach	
4. By car	——————————————————————————————————————
5. Rides a bicycle	
6. Other (please describe)	2

D14. How long does it us [Int. tick one box on Col A		Child (a) to go to school (b) t	o come home from school?
Less than 5 mins	-	A. Going	
Time Section Ended		(24 hour clock)	
	E. RESI	PONDENT'S HEALTH	
E1.In general, how would Excellent			
E2. Have you ever been	treated by a medical p	rofessional for clinical depre	ession, anxiety or 'nerves'?
In W W	efore the Study Child wa first year of Study Child /hen Study Child was 1 /hen Study Child was 5	d's life	
E5. What is the nature o diagnosis – not symptoms		lity? Please describe as fully	y as possible. [Int. please record
E7. Are you hampered in		isability?(mth) by this physical or mental he extent No	ealth problem?
•	nave you in the past su		ess or disability which made it
		Currently2 TLY have any chronic illness	No □₃ or disability which adversely
•		2	
	ship of that person to Brother / Sister	the Study Child? [Tick all that Other relative	
E11. Is the family (you, y		nd child(ren)) covered by a mostor only card \square_2	edical card? Not covered

E12. Does the family have private medical insurance?	
Yes, in full	3 Don't Know₄
E13. Does that insurance include the cost of GP visits?	
Yes, in full ☐₁ Yes, partially ☐₂ No	3 Don't Know4
Time Section Ended (24 hour clock) F. RESPONDENT'S LIFESTYLE	
F1. Do you currently smoke daily, occasionally or never?	
Daily Occasionally	er3
	er smoked? Was it:
F3. About how many cigarettes or cigars do/did you smoke on average each	day?
[Int. enter '0' if less than 1 on ave	
F4. Does anyone smoke in the same room as the Study Child?	
Yes, regularly□ ₁ Yes, occasionally□ ₂ Never	
F5. [Show Card F5] Which of the following best describes how often you usus	ally drink alcohol?
Never □1 Less than once a month □2 1-2 times a month □3 1-2 times a week □4 3-4 times a week □5 5-6 times a week □6 Every day □7	
If currently drink alcohol between everyday and once or twice a week ask: F6. And in an average week, how many pints of beer, glasses of wine, measu	ures of spirit would you drink?
Pints of Beer Glasses of Wine Measures of Sp	rits
F7. [Show Card F7] Do you think that you are:	
Very underweight Moderately underweight Slightly underweight About the right weight Slightly overweight Moderately overweight Very overweight Don't know	
F8. How often do you try to lose weight through dieting?	
Very often	
F9. What is your height without shoes?feetinches OR Centin	
F10. What is your weight without clothes and shoes?stones	IDS ORKilograms
Time Section Ended (24 hour clock)	

G. CHILD'S ACTIVITIES

	ng term time, how many hours does the Study Child spend emember to include time before school as well as time after
None1 Less than an hour2 1 hour to less than 3 hours3	3 hours to less than 5 hours
	ng term time, about how many hours does the Study Child the child reads to themselves or is read to by someone else. audio tapes, records, cds or a computer.
None	5 hours to less than 7 hours
	ing term-time, about how much time does the Study Child before school as well as time after school. DO NOT include
None	3 hours to less than 5 hours
	term-time, about how much time does the Study Child X-box, Nintendo etc? Please include time before school as pent using computers in class.
None	3 hours to less than 5 hours
G5. Does the Study Child have the following in h	
Yes No Television	Yes No Computer or laptop
G6. On an average week how much money would	d you say you give the Study Child to spend him/herself?
	€
Time Section Ended	(24 hour clock)
	AL HEALTH AND WELL-BEING Study Child ever experienced any of the following, at any
time in their life : [Int – CODES ONLY IF CHILD IS	
A. Death of parent(s)	_
B. Death of close family member (please specify) C. Death of close friend D. Divorce/separation of parents	
E. Moving house	_
G. Stay in foster home/ residential care	
H. Serious illness/injury	 -
I. Serious illness/injury of a family member	
J. Drug taking/alcoholism in immediate family	
K. Mental disorder in immediate family	
L. Conflict between parents	
M. Parent in prison N. Other disturbing event (please specify)	

H2. [Show Card H2] I am going to read a number of statements which could be used to describe the child's behaviour over the past six months. Please tell me whether or not you consider each to be 'not true', 'somewhat true' or 'certainly true'. Use answers A, B, C and so on as on the card if you like.

Not Somewhat Certainly

		NOT	Somewnat	Certainly
A. Considerate of other people's feelings		True	True	True
A. Considerate of other people's feelings		⊟1	Lz	🗀 3
B. Restless, overactive, cannot stay still for long				
C. Often complains of headaches, stomach aches or sickness				
D. Shares readily with other children (treats, toys, pencils et				
E. Often has temper tantrums or hot tempers				
F. Rather solitary, tends to play alone		□1	🗀 2	🔲 3
G. Generally obedient, usually does what adults request		□1		🔲 3
H. Many worries, often seems worried				
I. Helpful if someone is hurt, upset or feeling ill				
J. Constantly fidgeting or squirming		_		
K. Has at least one good friend				
L. Often fights with other children or bullies them				
M. Often unhappy, down-hearted or tearful				
N. Generally liked by other children				_
O. Easily distracted, concentration wanders				
P. Nervous or clingy in new situations, easily loses confiden	ce	□1	🗀 2	🔲 3
Q. Kind to younger children				🔲 3
R. Often lies or cheats		🗖 1		🗔 3
S. Picked on or bullied by other children				
T. Often volunteers to help others (parents, teachers, other				
U. Thinks things out before acting	,		_	_
-				
V. Steals from home, school or elsewhere				
W. Gets on better with adults than with other children				
X. Many fears, easily scared		∐1		3
Y. Sees tasks through to the end, good attention span		□1	2	🔲 3
			_	_
H3. [Show Card H3] Thinking about the Study Child's ten	nperament, how	char	acteristic of the	_
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as	nperament, how on the card if y	char	acteristic of the S	Study Child are
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as	nperament, how on the card if y Not 2.Occasio acteristic character	char ou lik	racteristic of the Se. 3.Somewhat 4.Characteristic	Study Child are acteristic 5.Very characteristic
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy.	nperament, how on the card if y Not 2.0ccasio acteristic character	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic 3	Study Child are acteristic 5.Very characteristic
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy. B. Child cries easily.	nperament, how on the card if y Not 2.Occasio acteristic character	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic	Study Child are acteristic 5.Very characteristic 45 4
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy. B. Child cries easily. C. Child likes to be with people.	nperament, how on the card if y Not 2.0ccasio acteristic character	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic 3	Study Child are acteristic 5.Very characteristic 4
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy. B. Child cries easily. C. Child likes to be with people. D. Child is always on the go.	nperament, how on the card if y Not 2.0ccasio acteristic character	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic 3	Study Child are acteristic 5.Very characteristic 4
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy. B. Child cries easily. C. Child likes to be with people. D. Child is always on the go.	nperament, how on the card if y Not 2.0ccasio acteristic character	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic 3	Study Child are acteristic 5.Very characteristic 4
H3. [Show Card H3] Thinking about the Study Child's ten the following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy. B. Child cries easily. C. Child likes to be with people. D. Child is always on the go. E. Child prefers playing with others rather than alone. F. Child tends to be somewhat emotional.	nperament, how on the card if y Not 2.0ccasio acteristic character	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic 3.	Study Child are acteristic 5.Very characteristic 4
H3. [Show Card H3] Thinking about the Study Child's tenthe following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy. B. Child cries easily. C. Child likes to be with people. D. Child is always on the go. E. Child prefers playing with others rather than alone. F. Child tends to be somewhat emotional. G. When child moves about, he usually moves slowly.	nperament, how on the card if y Not 2.0ccasio character 1	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic 3.	Study Child are acteristic 5.Very characteristic 4
H3. [Show Card H3] Thinking about the Study Child's tenthe following descriptions? Use codes 1, 2, 3, 4 or 5 as 1.1 Chara A. Child tends to be shy. B. Child cries easily. C. Child likes to be with people. D. Child is always on the go. E. Child prefers playing with others rather than alone. F. Child tends to be somewhat emotional. G. When child moves about, he usually moves slowly. H. Child makes friends easily.	nperament, how on the card if y Not 2.0ccasio character 1	char ou lik nally istic	acteristic of the Se. 3.Somewhat 4.Characharacteristic 3.	Study Child are acteristic 5.Very characteristic 4
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J. CHILD'S EDUCATION – PAST AND CURRENT

J1. I would like you to think back to when <study child=""> was younger, and BEFORE HI PRIMARY SCHOOL. Was there ever a period of one year or more when he/she was mind basis for 3 or more days per week by, for example, a minder (a relative or non-relative Montessori, pre-school, Naíonra etc?</study>	ded on a regular
Yes	
J2. [Show Card J2] What is the MAIN type of out-of-school care, if any, that you CURRENTLY time for the Study Child. In other words, who is he/she with on a regular basis, outside of and weekends [Int: Tick 1 box only]	
Child minded at home by me or resident partner Paid childminder in his/her own home	9
Looking after him/herself or cared for by a sibling Au Pair / Nanny	10
Child minded by non-resident partner	j
Unpaid relative (or family friend) in your own home	
Unpaid relative (or family friend) in his/her own home After-school activity-based facility	13
Paid relative (or family friend) in your own home Special needs facility	
Paid relative (or family friend) in his/her own home Activity Camps (sport recreation arts/o	rafts etc)□ ₁₅
Paid childminder in your own home	16
J3. Approximately how many hours per week does the Study Child spend in this main form of	of childcare
hours per week ₁ Not relevant, at home with parent/guardian	
J4. Approximately how many days per week does the Study Child spend in this \underline{main} form of	f childcare
days per week ₁ Not releveant, at home with parent/guardian2	
J5. [Int. Ask if NOT codes 1-5 at J2]: Approximately how much does this childcare for the Studiest you per week/fortnight/month etc.? [Int. Record only in respect of <study child=""> and make the period to which amount refers].</study>	
€ per Week	4
J6. [Show Card J6] During an average week does the Study Child participate in any clubs or coutside of school hours. If yes, does this activity have to be paid for?	organisations
Participate	Pay for
in activity? Activity Yes No	activity? Yes No
ActivityYesNoSports/Fitness club (gym., GAA, soccer, hockey etc) \square_1 \square_2	
Cultural activities (dance, ballet, music, arts, drama etc.)	
Youth club	
Scouts/ Guides/ Boy's Brigade / Girl's Brigade	
Other (specify)	
J7. Thinking of the last academic year, did you or your spouse/partner attend a formal meeting Study Child's teacher?	ng with the
Yes□ ₁ No□ ₂	
J8. [Show Card J8] During the last school year, about how many days was Study Child absen any reason?	t from school for
0 days	
4 to 6 days	
7 to 10 days	
J9. [Show Card J9] What was the main reason for Study Child being absent from school?	
Health reasons (illness or injuries)] ₇ 8

J10. How often is the S	Study Child given	homework?	[Card J10]		
Never]₁ Or	ice a week			5
Less than once a month	١	\int_{2} Af	ew times a	week		
Once a month]₃ Da	ily			\square_7
A few times a month]₄ Do	n't Know			8
J11. On days when the homework? [Card J11]		ven homewo	ork, how n	nuch time d	oes he or she	usually spend doing
0 to 15 minutes						
16 to 30 minutes			o less than	3 hours		🗀 6
31 minutes to less than	_					
1 to less than 1.5 hours		_4 4 h	nours or mo	ore		□8
J12. How often do you Always/	or your spouse/p	artner provi	de help wi	th the Stud	y Child's hom	nework? Child rarely
Nearly Always	Regularly	Now and A	aain	Rarely	Never	gets homework
J13. Based on your kn general, do you think l he/she is: [Card J13/J Poor Below average	he/she is doing in 14]	mathematic Ab Ex	s relative	to other chi		er age? Do you think
Average		3				
J14. Based on your kn general, do you think l						
Poor	Г	¬. Ab	ove averac	je	□.	
Below average						
Average			0011011111111		р	
			.	in wa with fu		of cohool house?
J15. About how many	-					
Never	eek	ys a week[_₃ 4-5 d	ays a week.		∕s a week □₅
J16. About how many		•			_	_
None \square_1 1	2	2 or 3[3	4 or 5	. □₄ 6 o	r more □₅
education or training?						Child will go in his/her
	Junior Certificate of	r equivalent			□1	
	Leaving Certificate					
	An apprenticeship	or trade			□3	
	Diploma/Certificate					
	Degree					
	Postgraduate/high					
	Don't know				8	
J18. To your knowledç	ge, has your child	been a victi	m of bullyi	ing in the la	st year?	
Υ	es □1		No	🔲 2		
J19 . [Show Card J19] V	/hat form did the b	ullying take	?			
Dhysical bullying			\M/ritton m	occogod/no	too oto	
Physical bullying Verbal bullying Electronic [phone mess		□2	Exclusion	1	ies eic	
J20. [Show Card J20] V				Jony)		
Ethnicity				annearance	(clothes alse	ses, weight etc) □₅
Physical/Learning disab						
Religion	•					
Class performance						
Sidoo poriornanos		∟4				
			24151 (5)	- 50		

Disorder Yes J22. [Show Card J22] If yes, what is the nature of the difficulty or disorder? Dyspraxia..... Aspergers Syndrome..... J23. Was it diagnosed by a professional? Yes J24. How long ago was it diagnosed? Last 6 months 1-2 years..... 6-12 months..... Longer than 2 years..... J25. About how many children's books does <Study Child> have access to in your home now, including any library books? Would you estimate: 21 to 30..... None More than 30...... Less than 10 10 to 20.....[Yes...... □₁ J26. Do you use the Public Library for your child? No **Time Section Ended** (24 hour clock) K: FAMILY CONTEXT K1. Do you feel you have fun with the Study Child every day? K2. [Show Card K2] I am going to read out some statements about the relationship between you and your child. Please listen to each statement and describe the degree to which each of the following statements currently applies. Definitely Not Neutral, not Applies Definitely does not apply really sure somewhat applies A. I share an affectionate, warm relationship with my child. \(\pi_1\) \neg \square_3 . ___5 ____ B. My child and I always seem to be struggling with each other.[D. My child is uncomfortable with physical affection or touch from me. E. My child values his/her relationship with me...... F. My child appears hurt or embarrassed when I correct him/her...... G. My child does not want to accept help when he/she needs it. H. When I praise my child, he/she beams with pride...... □1. J. My child spontaneously shares information about himself/ herself....... L. My child easily becomes angry at me. \neg M. My child tries to please me...... \neg \neg_{2} O. My child asks for my help when he/she really does not P It is easy to be in tune with what my child is feeling..... Q. My child sees me as a source of punishment and criticism. R. My child expresses hurt or jealousy when I spend time with other children...... \Box_{2} S. My child remains angry or is resistant after being disciplined......

J21. Do you think the Study Child has a Specific Learning Difficulty, Communication or Co-ordination

T. When my child is misbehaving, he/she res look or tone of voice	r or ways o			33	4		
something from me	nd					5	
experiences with me.	al offactive				□4	5	
and confident as a parent.		1	2	3	4	5	
K3. [Show Card K3] How often do you do th	e following Never	g when th	e Study Chil	ld misbeha	ives	Can't say	
A. Discuss/Explain why behaviour was wrong B. Ignore him/her C. Smack him/her D. Shout or yell at him/her			3 3	4 4 4 4	5 5 5		
E. Send him/her out of the room or to their bedroom F. Take away treats/pocket money G. Tell him/her off H. Bribe him/her			3		Б5	8	
F. Take away treats/pocket money	∐	🗠	3		5	8	
11. DIIDO IIIII//1101				14			
I. Ground him/her	🗖 1	2			5		
K4. [Show Card K4] Now, I'd like to ask you when others are present. How many	days per Eve da		/ou:	1 to 2	1 to 2 times per month	Rarely or never	es
A. Sit down to eat together			week	week			
on activities can regeries minimum					1 14		
B. Play sports, cards or games together			□,				
B. Play sports, cards or games together C. Talk about things together				3 3	□4 □4	5 5	
				□3 □3 □3	□4 □4 □4	5 5 5	
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together				□3 □3 □3 □3	4 4 4		
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.)				□3 □3 □3 □3	□4 □4 □4 □4	5 5 5	
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together	 dy Child g	i i i i i get togethe	 er with, see o	or spend ti			9
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together (including going shopping) K5. [Show Card K5] How often does the Stupeople (excluding those living in your homeoff the state of the state o	dy Child g	Quite a	D ₂ er with, see of Now and again D ₂ D ₂	Rarely	□4 □4 □4 me with th Don't have □7 □7		9
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together (including going shopping) K5. [Show Card K5] How often does the Stupeople (excluding those living in your home Grandparents	dy Child g	Quite a lot	Pr with, see of Now and again 12 12 12 12	Rarely 3 3 3	Don't have	ne following	9
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together (including going shopping) K5. [Show Card K5] How often does the Stupeople (excluding those living in your homeoff the state of the state o	dy Child g	Quite a lot	Pr with, see of Now and again 12 12 12 12	Rarely 3 3 3	Don't have	ne following	9
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together (including going shopping) K5. [Show Card K5] How often does the Stupeople (excluding those living in your home Grandparents	dy Child g	Quite a lot	Now and again 2 2 2 4 following.	Rarely \[\begin{array}{c} \partial 3 \\ \partial 3 \\ \partial 3 \end{array} \] Because o gree	Don't have 7 7 7 7 f your job	ne following	g n't have a job
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together (including going shopping) K5. [Show Card K5] How often does the Stupeople (excluding those living in your home Grandparents	dy Child g ie) or disagree Strongly disagree	Quite a lot la	Now and again 2 2 2 6 following.	Rarely 3 3 3 Because of	Don't have	ongly Dor	n't have
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together (including going shopping) K5. [Show Card K5] How often does the Stupeople (excluding those living in your home Grandparents	dy Child g ie) or disagre	Quite a lot	Now and again 2 2 2 1 2 2 4 following. Neither a e nor disage	Rarely 3 3 3 Because of	Don't have	ne following	n't have
C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.) E. Go on an outing together (including going shopping) K5. [Show Card K5] How often does the Stupeople (excluding those living in your home Grandparents	dy Child g ie) or disagre Strongly disagree	Quite a lot la	Now and again 2 2 2 2 following. Neither a nor disag	Rarely Rarely 3 3 3 Because of gree gree Age	Don't have	ongly Doi	n't have

K7. [Show Card K7] Listed on this card are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week.

benaved. I rease majeate now often you have left this wa	Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or a moderate amount of the time (3-4 days)	Most or all of the time (5-7 days)			
1. I felt I could not shake off the blues even with help from my							
family or friends			3 	<u>_</u> 4			
3. I thought my life had been a failure			3				
4. I felt fearful			3				
5. My sleep was restless			3				
6. I felt lonely	3	□ 4					
7. I had crying spells							
8. I felt sad							
Time Section Ended (24 hour clock)							
K8. Does the Study Child belong to any religious denomin	e	es	No	<u></u>			
Christian – no denomination Roman Catholic Anglican/Church of Ireland/Episcopal Other Protestant Jewish Muslim Other (specify) Refuse/no answer	ian	□2 3 □4 □5 □6					
K10. How regularly does the Study Child attend religious	service?						
Daily Weekly Monthly Less Often □1 □2 □3 □4	Special Occasions	Never □ ₆	Refused	d N/a to their religion			
K11. In general, would you describe yourself as a religion			□/	<u></u> 18			
Not at all□ ₁ A little□ ₂ Quite□ ₃		ich so	□. Evtren	nely □₅			
	-						
K12. Do you belong to any religious denomination	16	es	No	2			
K13. If yes, which one?	K13. If yes, which one?						
K14. How fairly or unfairly would you say the household tasks are distributed between you and your partner? Very unfairly							
partner?	nold tasks a	re distribut					
partner?	nold tasks a	re distribut	't have partner ver the last 12 n				
very unfairly	nold tasks a	re distribut3 Don rehaviour or him/her. Yes1	t have partner ver the last 12 n No 2 2 2 2 2 2 2				

L: SOCIO-DEMOGRAPHICS

L1. For the following it because you couldn't a			our household, ha	as the item	and, if no	t, if it is
because you couldn't a	anord it or for and	ther reason?			No,	No,
					Cannot	other
)	res .	Afford	reason
Does your household ea						
every second day?					📭	3
Does your household ha Do household members Does each household m	ve a roast joint (or	its equivalent) at least or	nce a week?		∐≥	3
Do nousehold members	buy new ratner tha	n second-nand clothes?		H1	├²	3
Does each household m	ember possess a v	nairs of strong shoes?			🗀 2	
Does the household rep	ace any worn out f	urniture?		□₁	П	
Does the household kee	p the home adequa	ately warm?			🗖	
Does the household kee Does the household hav	e family or friends	for a drink or meal once	a month?		🚅	3
Does the household buy	presents for family	or friends at least once	a year?	🗀 1	🗀 2	3
L2. A household may						
contribute to it. Conce			weekly income, v	with which	degree o	f ease o
difficulty is the househ						
With great difficulty	With difficulty	With some difficulty	Fairly easily	Easily	Ve	ery easily
\square_1	\square_2	\square_3	_ 4	□ 5		\Box 6
LO Hava van avan had	4:414 1	4i		! f	0 (1	b
L3. Have you ever had you had to go without						
coal/fuel?)		, , 3				
		Yes □ ₁	No	2		
L4. Did you have a mor	ning, afternoon o	r evening out in the las	t fortnight, for yo	ur entertai	nment (so	mething
that cost money)?		١			•	
	Yes	□ ₁ No	\square_2			
LE Why wo	s that?					$\overline{}$
L5. Why wa	s mat <i>r</i> to	П.	Couldn't leav	o the childr	on \square	
			Illness			
	ocial life in other word to					
Couldn't and	ora to		Other		1	
L6. Thinking back to w	hen you were 16	years olds, can you to	ell me, with which	degree of	f ease or	difficulty
was your household al	ole to make ends i	meet?				
With great difficulty	With difficulty	With some difficulty	Fairly easily	Easily	Ve	ery easily
	\square_2	\square_3	4	□ 5		\Box_6
L7. I would now like to	ask you some qu	estions about your acc	ommodation: Is t	his accomi	modation	a:
House			□1			
Apartment / Flat/ Bedsit			🗖			
Other (specify)			□3			
L8. [Show Card L8] Froi	n this card place	a tall me which heet de	scribes your (and	vour partr	aer'e) occ	unancv
of the accommodation		e ten me winch best de	scribes your (and	your parti	161 3/ 000	ирапсу
Owner occupied						
Being purchased from a						
Rented from a Local Aut						
Rented from a Voluntary					_	
Rented from a Private La	•					
Living with and paying re						
Occupied free of rent wit						
Occupied free of rent fro						
Occupied free of ferit fro	ili your or your pair	iner 5 Job	•••••••••••	•••••	8	
L9. How many separate	e bedrooms are in	the accommodation?	k	pedrooms		
140 D		bada 6 - V			1	
L10. Does the Study Cl			_	No		
L11. How many others	does the Study C	hild share a bedroom v	vith?			

	es r describes your usual situation in regard to work?
Employee (incl. apprenticeship or Community Employment)	Student full-time
L13. How many hours do you normally work per wee	ek, including any regular overtime work?
If you work at more than one job, please include the	
L14. What is your occupation in this job? (What do y describe as fully as possible [Int. Make sure to describe	
L15. Do you supervise or manage any personnel in y	your job?
Yes No D2	your job!
L16. How many?	
L17. How many employees (if any) do you have?	employees N A □ ₉₉
L18. Apart for holiday or casual work, have you ever	had a job? Yes 🛛 No 🖳
L19. In what year did you last work? year	
L20. When you last worked were you?	Theres trained
	nployed outside farming2 Farmer3
L21. What was your occupation in that job? (What difully as possible [Int. Make sure to describe what response	
L22. [Show Card L22] From the reasons listed on this important reason for you not working in a paid job o	
I can't find a job□1	I cannot earn enough to pay for childcare \square_5
I chose not to work	I cannot find suitable childcare ☐6
I am caring for an elderly or ill relative or friend \square_3	There are no suitable jobs available for me \square_7
I prefer be at home to look after my children myself ☐₄	My family would lose Social Welfare or medical benefits if I was earning
HOUSEHO	N D INCOME
L23. Which of the following sources of income do income of ALL household members, not just your of 'No' for each in Col. A]	DLD INCOME oes the HOUSEHOLD receive? Please consider the own, your spouse/partner's income. [INT. Tick 'Yes' or
only in Col. B] [Card L24]	largest source of income at present?[Int Tick one box
	<u>A</u> <u>B</u> <u>Receive?</u> Largest
•	Yes No Source
A. Wages or Salaries	
B. Income from Self-Employment	
D. Child Benefit	
D. Social Welfare Income (incl. Child Benefit)	
 E. Other Income (incl. income from maintenance payme investments, savings, dividends, private pensions, pr 	
investinents, savings, dividends, private pensions, pr	oporty)

HOUSEHOLD INCOME FROM ALL HOUSEHOLD MEMBERS

HOL		come, i.e. after de				what would be the total income from all source
	Dont.Know[p	er Week	□ı Mont	h 🗀 Year 🗀 3
[IN	T: IF RESPONDEN	IT CANNOT GIVE E	XACT FIG	URE GO TO L26.	If exact figure	given go to L28]
L26 we inco mer falls	I know that it have a scale of it ome falls, i.e. afte mbers of the hous s into, after deduc	ncomes, and we we redeductions for t sehold. Looking at tions for tax and P	an exact frould like ax and Pf the card of RSI.	to know into whi RSI only? Include could you tell me	ich group you income from the letter of t	nt on this card [Card L26 or total HOUSEHOLD NE or all sources and from a he group your household ons for tax and PRSI only]
_		OUSEHOLD NET IN	<u>COME</u> AF			_
	Week	Per Month		Per Year		Category
						A ₁→Section A, Card L27
						B ₂ → Section B, Card L27
		*		,		C ₃ → Section C, Card L27
€46	1 to under €575	€2,001 to und	er €2,500	€24,001 to un	der €30,000	D ₄ → Section D, Card L27
€57	6 to under €800	€2,501 to und	er €3,500	€30,001 to un	der €42,000	E 5→ Section E, Card L27
€80	1 to under €925	€3,501 to und	er €4,000	€42,001 to un	der €48,000	F ₆ → Section F, Card L27
€92	6 to under €1,150	€4,001 to und	er €5,000	€48,001 to un	der €60,000	G ₇ → Section G, Card L27
€1.1	51 to under €1.500	0€5.001 to und	er €6.500	€60.001 to un	der €78.000	H ₈ → Section H, Card L27
						I ₉ → Section I, Card L27
						J ₁₀ → Section J, Card L27
C1,C				efused		on't' Know
L27.	Would that be [In	nt: Show Card L27 ar				per wk; per mth or per yr]
	Per week	under €75		€75 to €150		51 to €230
	Per Month	€0 to €300	□1	€301 to €650	□2 €6	51 to €1,000
	Per Year	€0 to €4,000		€4,001 to €8,000		,001 to €12,000 ₃
В	Per week	€231 to €270		€271 to €310		11 to €350
	Per Month	€1,001 to €1,150.		€1,151 to €1,350		,351 to €1,500
	Per Year Per week	€12,001 to €14,00 €351 to €390		€14,001 to €16,00		6,001 to €18,000 ₃ 21 to €4603
٦	Per Month	€1,501 to €1,700.		€1,701 to €1,800		,801 to €2,000
	Per Year	€18,001 to €20,00		€20,001 to €22,00		2,001 to €24,000□ ₃
D	Per week	€461 to €500		€501 to €535	□2 €5	36 to €575
	Per Month	€2,001 to €2,150.		€2,151 to €2,300		,301 to €2,500
<u> </u>	Per Year	€24,001 to €26,00		€26,001 to €28,00		8,001 to €30,000 _{□3}
E	Per week	€576 to €650		€651 to €750		51 to €800
	Per Month Per Year	€2,501 to €2,800. €30,001 to €34,00		€2,801 to €3,250 €34,001 to €38,00		,251 to €3,500
F	Per week	€801 to €850		€851 to €880		81 to €925
	Per Month	€3,501 to €3,650.		€3,651 to €3,800		,801 to €4,000
	Per Year	€42,001 to €44,00		€44,001 to €46,00		6,001 to €48,000 ₃
G	Per week	€926 to €1,000		€1,001 to €1,050		,051 to €1,150
	Per Month	€4,001 to €4,300.		€4,301 to €4,600		,601 to €5,000
	Per Year	€48,001 to €52,00		€52,001 to €56,00		6,001 to €60,000 ₃
Г.	Per week Per Month	€1,151 to €1,250. €5,001 to €5,500.		€1,251 to €1,375 €5,501 to €6,000		,376 to €1,500
	Per Year	€60,001 to €66,00		€66,001 to €72,00		2,001 to €0,300
T	Per week	€1,501 to €1,600.		€1,601 to €1,750		,751 to €1,850
	Per Month	€6,501 to €7,000.	□1	€7,001 to €7,500	□2 €7	,501 to €8,000
<u> </u>	Per Year	€78,001 to €84,00		€84,001 to €90,00		0,001 to €96,000 ₃
J	Per week	€1,851 to €2,100.		€2,101 to €2,400		,401 or more
	Per Month Per Year	€8,001 to €9,250. €96,000 to €110,0		€9,251 to €10,500 €110,001 to €125		0,501 or more
	i ci i cai	C00,000 to €110,0	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	C110,001 10 €120	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	<u>3</u>

COUPLE / LONE PARENT INCOME - income of family unit of <study child> L28. Does anyone in the household other than yourself and your spouse / partner have an income of any sort - from employment, Social Welfare, a pension etc. Only respondent and/ or spouse/partner......□₁→Go to L32 Other households members......□₁→Go to L29 L29. Now I would like you to think ONLY OF THE INCOME WHICH YOUR AND YOUR PARTNER / SPOUSE RECEIVE. If you added up all the income sources from YOU AND YOUR PARTNER what would be the COMBINED TOTAL NET INCOME OF THE TWO OF YOU, i.e. after deductions for tax and PRSI only? Include income from all sources mentioned above and from BOTH YOU AND YOUR PARTNER / SPOUSE. Week...... € Month...... 2 Year D.K..... per [INT: IF RESPONDENT CANNOT GIVE EXACT FIGURE GO TO L30. If exact figure given go to L32] L30 I know that it is difficult to give an exact figure for the income of you and your spouse/partner but on this card [Card L30] we have a scale of incomes, and we would like to know into which group the combined total NET income of you and your spouse / partner falls, i.e. after deductions for tax and PRSI only? Include income from all sources mentioned above but only for you and your partner. Looking at the card could you tell me the letter of the group into which the combined income of you and your spouse / partner falls, after deductions for tax and PRSI. [Int: Show Card L30. Tick the letter of the group your household falls into, after deductions for tax and PRSI only] COMBINED NET INCOME AFTER DEDUCTIONS OF TAX AND PRSI FOR RESPONDENT AND PARTNER Per Year Per Week Per Month Category €231 to under €350.............€1,001 to under €1,500€12,001 to under €18,000 ... B 2→ Section B, Card L31 €351 to under €460............€1,501 to under €2,000€18,001 to under €24,000 ... C ₃→ Section C, Card L31 €461 to under €575..............€2,001 to under €2,500€24,001 to under €30,000 ... D ₄→ Section D, Card L31 €576 to under €800..........€2,501 to under €3,500€30,001 to under €42,000 ... E 5→ Section E, Card L31 €801 to under €925...... €3,501 to under €4,000 €42,001 to under €48,000 ... F 6→ Section F, Card L31 €926 to under €1,150...........€4,001 to under €5,000€48,001 to under €60,000 ... G 7→ Section G, Card L31 €1,151 to under €1,500.........€5,001 to under €6,500€60,001 to under €78,000 ... H 8→ Section H, Card L31 €1,501 to under €1,850....... €6,501 to under €8,000 €78,001 to under €96,000 ... I 9→ Section I, Card L31 Refused 77 Don't' Know

	Total Control of the						
	31. Would that be [Int: Show Card L31 and tick 1, 2 or 3 in appropriate section under per wk; per mth or per yr]						
A	Per week	under €75⊔ ₁	€75 to €150	€151 to €230			
	Per month	€0 to €300	€301 to €650	€651 to €1,0003			
	Per year	€0 to €4,000	€4,001 to €8,000	€8,001 to €12,000			
В	Per week	€231 to €270	€271 to €310	€311 to €350			
	Per month	€1,001 to €1,150	€1,151 to €1,350	€1,351 to €1,500			
	Per year	€12,001 to €14,000 □ ₁	€14,001 to €16,000 □ ₂	€16,001 to €18,000 ₃			
C	Per week	€351 to €390	€391 to €420	€421 to €460			
	Per month	€1,501 to €1,700	€1,701 to €1,800	€1,801 to €2,000			
	Per year	€18,001 to €20,000 □ ₁	€20,001 to €22,000 □ ₂	€22,001 to €24,000□ ₃			
D	Per week	€461 to €500	€501 to €535	€536 to €575			
	Per month	€2,001 to €2,150	€2,151 to €2,300	€2,301 to €2,500			
	Per year	€24,001 to €26,000 □ ₁	€26,001 to €28,000 □ ₂	€28,001 to €30,000 ₃			
E	Per week	€576 to €650	€651 to €750	€751 to €800			
	Per month	€2,501 to €2,800	€2,801 to €3,250	€3,251 to €3,500			
	Per year	€30,001 to €34,000 □ ₁	€34,001 to €38,000 □ ₂	€38,001 to €42,000 ₃			
F	Per week	€801 to €850	€851 to €880	€881 to €925			
	Per month	€3,501 to €3,650	€3,651 to €3,800	€3,801 to €4,000			
	Per year	€42,001 to €44,000 □ ₁	€44,001 to €46,000 □ ₂	€46,001 to €48,000 _{□3}			
G	Per week	€926 to €1,000	€1,001 to €1,050	€1,051 to €1,150			
	Per month	€4,001 to €4,300	€4,301 to €4,600	€4,601 to €5,000			
	Per year	€48,001 to €52,000 □ ₁	€52,001 to €56,000 □ ₂	€56,001 to €60,000 ₃			
H	Per week	€1,151 to €1,250	€1,251 to €1,375	€1,376 to €1,500			
	Per month	€5,001 to €5,500	€5,501 to €6,000	€6,001 to €6,500			
	Per year	€60,001 to €66,000 □ ₁	€66,001 to €72,000 □ ₂	€72,001 to €78,000 ₃			
1	Per week	€1,501 to €1,600	€1,601 to €1,750	€1,751 to €1,850			
	Per month	€6,501 to €7,000	€7,001 to €7,500	€7,501 to €8,000			
	Per year	€78,001 to €84,000 □ ₁	€84,001 to €90,000 □ ₂	€90,001 to €96,000 ₃			
J	Per week	€1,851 to €2,100	€2,101 to €2,400	€2,401 or more			
	Per month	€8,001 to €9,250	€9,251 to €10,500 □ ₂	€10,501 or more			
	Per year	€96,000 to €110,000□ ₁	€11,0001 to €125,000 □ ₂	€125,001 or more			

L32. Do you or your partner receive any Social Welfare payments? Yes ☐ → Go to L33 No ☐ → Go to L34 L33. Now I'd like to record information on any Social Welfare payments YOU OR YOUR PARTNER are receiving. Looking at this card could you tell me whether or not you or your partner currently receive any of these Social Welfare payments? [Int Tick payments which either partner receives] (Card L33) **Social Welfare Payment Social Welfare Payment** RETIREMENT PAYMENTS State Pension Non-Contributory State Pension (Transition) 3 Pre-Retirement Allowance \square_2 State Pension (Contributory) \Box_4 ONE-PARENT FAMILY / WIDOW(ER) PAYMENTS Widow's or Widower's (Contributory) Pension Deserted Wife's Allowance Prisoner's Wife's Allowance Deserted Wife's Benefit \square 10 **One-Parent Family Payment** Widowed Parent Grant Widow's or Widower's (Non-Contrib) Pension **CHILD RELATED PAYMENTS** Health & Safety Benefit Maternity Benefit \square_{12} □14 Guardian's Payment (Contributory) Adoptive Benefit \square_{13} \Box 15 Guardian's Payment (Non-Contributory) \Box 16 **DISABILITY AND CARING PAYMENTS** Illness Benefit Injury Benefit □17 \square 23 Incapacity Supplement **Invalidity Pension** \square_{18} \square_{24} Disability Allowance Disablement Benefit 19 25 Medical Care Scheme **Blind Pension** 26 20 Constant Attendance Allowance Carer's Benefit <u>___27</u> 21 Carer's Allowance Death Benefits (Survivor's Benefits) \square_{28} **UNEMPLOYMENT PAYMENTS** Jobseeker's Allowance or Jobseeker's Benefit 29 30 **Unemployment Assistance EMPLOYMENT SUPPORTS** Family Income Supplement Back to Work Enterprise Allowance 34 31 Part-time Job Incentive Scheme Farm Assist 32 35 Back to Work Allowance (Employees) Back to Education Allowance **33** 36 Supplementary Welfare Allowance (SWA) 37 L34. Do you or your partner currently receive child benefit? Yes □1 No L35. Do you or your partner currently receive rent or mortgage supplement? Yes No. \square_2 L36. How much do you receive per week in rent or mortgage supplement? €-------**Time Section Ended** (24 hour clock) L37. [Card L37] What is the highest level of education you have completed to date? Primary or less..... Intermediate/ junior/ Group Certificate or equivalent Ĵ Leaving Certificate or equivalent..... Diploma/ Certificate Primary degree Postgraduate/ Higher degree Refusal L38. What language or languages do you and your partner speak with <study child> most often at home? [Int. Tick all that apply] English Irish Arabic French Russian Polish Latvian Czech Spanish...... Portuguese Chinese Lithuanian Other (specify) Romanian

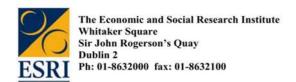
21

L39. As you may know, many people have problems with reading. Can I just check, can you read aloud to a child from a children's storybook? Yes					
L40. Can you usually read and fill out forms you might have to deal with in your own language? Yes					
[Int: AskL41 and L42 only if any language other than Irish or English is usually spoken at home see L38 above]					
L41. You mentioned that you spoke <language> [Int See L38 above] at home, can I just check, can you read aloud to a child from a children's storybook written in English?</language>					
Yes□ ₁ No□ ₂ L42. Can you usually read and fill out forms you might have to deal with in English? Yes□ ₁ No□ ₂					
L43. When you buy things in shops with a five or ten euro note, can you usually tell if you have the right change?					
Yes					
L45. What citizenship do you hold?Don't know					
L46. Were you born in Ireland? Yes ☐₁ No					
L47. In which country were you born?Don't know					
L48. How long ago did you first come to live in Ireland? Within the 1-5 years 6-10 11-20 years More than 20 Don't last year ago years ago ago years ago Know					
L49. And what about the Study Child. Is he / she a citizen of Ireland? Yes					
L50. What citizenship does he / she hold?Don't know					
L51. Was the Study Child born in Ireland? Yes					
L52. In which country was he/she born? Don't know □ ₈ L53. How long ago did the Study Child first come to live in Ireland?					
Within the 1-5 years 6-10 11-20 years More than 20 Don't last <u>year</u> ago years ago K <u>no</u> w					
L54. [Card L54] What is your ethnic or cultural background? Irish					
L55. Does anyone other than yourself and/ or your spouse / partner provide care to the Study Child on a regular basis for 8 or more hours each week? This could be in your own home, in a child-minder's home,					
in a crèche an after-school club etc. The person providing the care might be a relative or non-relative. Int Refer back to question J2/J3 page 12 of the questionnaire					
Yes, regular care 8 hrs per week or more					
L56. Is this care provided in: the child's home					
L57. We would like to send a short questionnaire to the person / centre who provides this care to the Study Child. We would be happy to show you the content of this questionnaire before we send it. Would you be able to provide us with contact details for the person or centre which provides this care to the Study Child?					
Yes					

 $M.\ Neighbourhood\ /\ Community$ Finally, we would like to ask you some questions about your local area. By local area, we mean within about a mile or 20 minutes walk of here.

M1. Are you involved in any local volun community or ethnic associations?	tary organisations such as school groups, church groups,
community of canno associations.	Yes № No
	each of the things listed below is in your area? For each item listed s very common; fairly common; not very common; or not at all
	Very Fairly Not very Not at all Common common common common
Homes and gardens in bad condition Vandalism and deliberate damage to prop	
M3. To what extent do you agree or dis box on each line.	agree with these statements about your local area? Please tick one Strongly Strongly
It is safe for children to play outside during There are safe parks, playgrounds and play	Agree Agree Disagree Disagree ark
M4. I am going to read out a range of so or within relatively easy access of YOU	ervices. Could you tell me whether these services are available in
	ilable? Available?
Yes 1. Regular public transport	2 6. Banking/ Credit Union
M5. Do you have any family living in thi	is area? Yes .□₁ No □₂
M6. What is your date of birth?	daymonthyear
M7. Int: Is respondent male or female?	P Male □₁ Female □₂
Time Section Ended	(24 hour clock)
N.	FOR THE INTERVIEWER
Please complete the following question	ns as soon after you have left the household as possible.
N1. Would you describe the place wh	ere the household is situated as being?
In open country	Waterford city
N2. Did the respondent ask for clari	ification on any questions?
	w and then 3 Often 4 Very Often 5 Don't Know 6 id you feel that the respondent was?
Very engaged…☐₁ Quite enga	
N4 Did you feel that the responden	t was reluctant to answer any questions?
Never 1 Almost Never 2 Nov	w and then \square_3 Often \square_4 Very Often \square_5 Don't Know \square_6
	ried to answer the questions to the best of his or her ability?
Never 1 Almost Never 2 Nov	w and then \square_3 Often \square_4 Very Often \square_5 Don't Know \square_6
N6 Overall, did you feel that the res	spondent understood the questions?
	w and then \square_3 Often \square_4 Very Often \square_5 Don't Know \square_6
N7. Was anyone else present at the inte	erview? Yes \square_1 No \square_2
N8. Who was this? Tick all that apply. Spouse/Partner 1 Stu	dy Child 2 Other Child 3 OtherAdult 4

D2. Mother / Lone Father questionnaire – supplementary (white)	





Four or more.......

GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL Pilot 2

MOTHER / LONE FATHER QUESTIONNAIRE - SUPPLEMENTARY SECTION

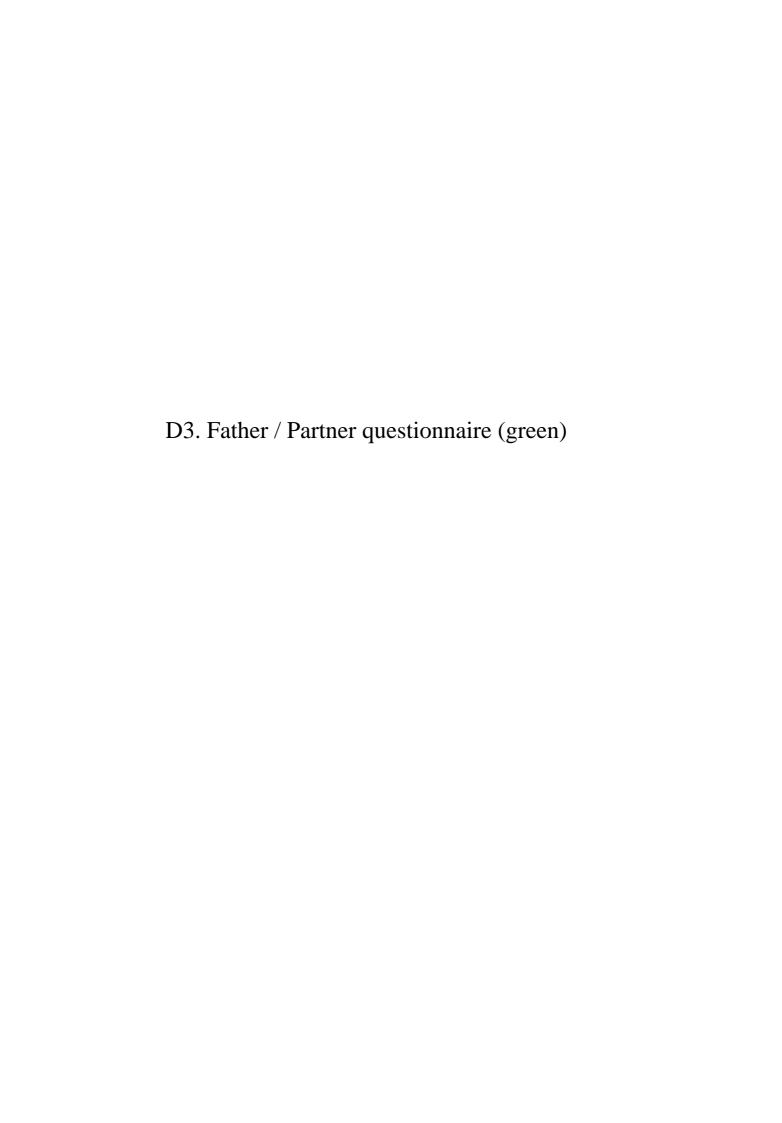
MOTHER COLETATION COLOTION				
AREA HOUSEHOLD RESPONDENT				
Interviewer Name Interviewer Number				
Time Section Started (24 hour clock) Date day mth year				
We have a few final questions which we would like to discuss with you. As some of these may be considered slightly sensitive we have included them in a section for you to complete by yourself. We would ask you to complete this section and return it to the interviewer.				
Once again, we would like to assure you that <u>ALL THE INFORMATION PROVIDED IS</u> <u>TREATED IN THE STRICTEST CONFIDENCE</u> .				
S1. Are you the biological parent of the Study Child?				
Yes \square_1 \longrightarrow Go to S12 No \square_2 \longrightarrow Go to S2				
S2. Are you the adoptive parent of the Study Child?				
Yes				
S3. Was that a domestic or an inter-country adoption?				
Domestic □1 Inter-country				
S4. Was this a within family adoption? S5. From which country?				
Yes 1 No 2				
S6. What age was the Study Child when you adopted him/ her?years NOW PLEASE GO TO S12				
S7. Are you the foster parent of the Study Child?				
Yes□ ₁ No□ ₂ → Go to S12				
S8. How long has the Study Child been with your family?yrsmthsdays				
S9. Do you anticipate that this will be a long-term foster placement? Yes				
S10. How many <u>previous</u> foster placements has the Study Child been in?previous placements DK99				
S11. Immediately before coming to live with you was the Study Child living with another foster family, his/her family or in institutional care?				
Another foster family ☐₁ Own family ☐₂ Institutional care ☐₃ NOW PLEASE GO TO S12				
Because the issue of family life is so important, one of the areas of interest to us is the effect of family changes on both parents and children. We would now like to ask some questions about your family and marital history.				
S12. Have there been any period(s) of 3 months or longer when the Study Child didn't live with you? Yes				
S13. How many periods of 3 months or longer when the Study Child didn't live with you?				

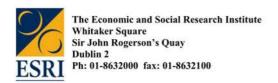
S14. [Show Card S14] Looking at this card, could you tell me which of these codes best describes your current legal marital status? Widowed... Never Married.. Married..... Separated. Divorced. S15 Are you currently living S21 In what year did you marry your former spouse?_ with your husband/wife S22 Since when have you been living apart/spouse deceased? Yes. No .. S23 Are you currently living with a partner? Yes... S17 Are you currently living with a partner? Yes... S16 Since when? S18 In what year did you marry your former spouse? (year) (yr) S19 Since when have you been living apart? (year) S20 Are you currently living with another partner? No... 2 Yes... S24. Interviewer: Is respondent living with a spouse/partner(S15/S17/S23)? Yes... No...□₂ S25. Since when have you and your spouse or partner been living together? (mth) (year) S26. [Show Card S26/27] Many couples argue from time to time. Roughly how often would you and your spouse / partner argue? Hardly ever...... ☐₄→Go to S22 Most days ☐₁→Go to S22 S27. [Still Card S26/27] How often would you argue about the child(ren)? Most days ☐₁→Go to S23 Never ☐₅→Go to S23 S28. [Show Card S28] When you and your partner argue, how often do you Almost never/ Not very Almost always/ never often Sometimes Often always Shout or yell at each other..... \square_2 \square_3 \square_4 \Box 5 \square_1 Throw something at each other \Box_2 \square_3 \Box_4 \square_5 \Box_1 Push, hit or slap each other \square_5 S29. [Show Card S29]And to end an argument, how often would you Almost never/ Not very Almost always/ Sometimes Often Never often always Compromise..... \square_2 \square_3 \square_4 \Box_5 \Box_1 Apologise \prod_{2} \prod_3 \square_4 \square_5 \Box_1 Change the subject..... Пз \square_5 \Box_1 __2 Agree to discuss the issue later..... \prod_3 \prod_{5} \square_1 Agree to disagree..... \prod_3 \Box_1 \square_5 Use affection (hug) or make a joke about it... \Box_1 Ignore or refuse to speak any more, walk away, leave the room or leave the house \square_3 \square_5 S30 How often would you say that the following events occur between you and your partner? Once or More Less than Once or Once a once a twice a twice a week day often month month Philosophy of life \Box_1 \square_2 Aims, goals and things believed important.... \square_4 \Box_1 \Box_2 Amount of time spent together \square_1 \square_2 Having a stimulating exchange of ideas...... \Box_1 \square_2 3 \Box_4 Calmly discuss something together..... \square_1 \square_2 Work together on a project \square_1

0 Extremely Unhappy ⊡ı			4 Very y Happy ₃ □4	5 Extremely Happy □5	6 Perfect □6	
S32. Have you had a influence on the Stu	any other partners sind	e the Study	y Child was born w	ho had a clo	se relationsh	ip with
	Yes1		No]₂ → Go to S34		
S33. How many?	<u></u>					
One □ ₁	Two	Three	or more]4		
S34. [Show Card S3-	4] Thinking back over	the last yea	ır how often have y	ou taken an	y of the follow	ving?
		Never	Now and again	Monthly	Weekly	Da
A. Sleeping pills		1	2	<u></u> 3	<u></u> 4	
B. Tranquillisers	·	1	2	3	4	
C. Pills for depressi D. Cannabis /mariju		1	<u> </u>	3	<u>4</u>	<u> </u>
	in, paracetamol, etc.)	<u>1</u>	<u> </u>	3	<u>L_</u> 4	
F. Amphetamines of				3		
G. Heroin, methado						
H. Anticonvulsants	, , , , , , , , , , , , , , , , , , , ,					
I. Steroids		1	_2	3	4	
——— S36. Have you ever I	been to prison?	/es	to S37]2		
S36. Have you ever l	been to prison?	∕es]2		
S37. Can we check,	does the other parent	of the Stud	No	· -		
S37. Can we check, 6 Lives here ☐ ₁ →G	does the other parent o to S54 Deceased	of the Stud ⊡₂→Go	y Child live here w	where 3	→Go to S38	
S37. Can we check, 6 Lives here ☐ ₁ →G	does the other parent	of the Stud ⊡₂→Go	y Child live here w	where 3	→Go to S38	
S37. Can we check, 6 Lives here ☐ ₁ →G	does the other parent o to S54 Deceased non-resident) father / n	of the Stud ⊡₂→Go	y Child live here we to S54 Lives elsew	where 3	→Go to S38	7_
S37. Can we check, of the che	does the other parent o to S54 Deceased non-resident) father / n	of the Stud ⊡₂→Go nother stop	y Child live here we to S54 Lives elsewelliving with you and ar Never lived to	where3 d the Study (→Go to S38	
S37. Can we check, which is the state of th	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-refrom here	of the Stud□₂→Go nother stopye esident fatt □₁ More	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive	where	→Go to S38 Child?1	7_
S37. Can we check, which is the state of th	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re-	of the Stud□₂→Go nother stopye esident fatt □₁ More	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from	where	→Go to S38 Child?1	7_
S37. Can we check, Galves here 1→Go S38. When did (the response) S39. How far does the Within ½ hours drive for the Between ½ and 1 hours drive for the same same same same same same same sam	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here[urs drive from here[of the Stud□₂→Go nother stop ye esident fath □¹ More	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child o
S37. Can we check, of Lives here 1 → Go S38. When did (the reserved) S39. How far does the Within ½ hours drive for Between ½ and 1 hours	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here[urs drive from here[of the Stud□₂→Go nother stop ye esident fath □¹ More	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child o
S37. Can we check, the same share □1 → Go S38. When did (the results) S39. How far does the Within ½ hours drive for the setween ½ and 1 hours drive for the same share	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here[urs drive from here[of the Stud□₂→Go nother stop ye esident fath □¹ Mor □² Outs	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child c
S37. Can we check, which is the same of t	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here	of the Stud□₂→Go nother stopye esident fath □¹ Mor □² Outs	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child
S37. Can we check, which is the same of t	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here[urs drive from here[s Study Child non-resident)	of the Stud□₂→Go nother stopye esident fath □¹ Mor □² Outs	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child
S37. Can we check, which is the same of t	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here	of the Stud□₂→Go nother stopye esident fath □¹ Mor □² Outs	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child
S37. Can we check, which is the same of t	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here	of the Stud□₂→Go nother stopye esident fath □¹ Mor □² Outs	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child
S37. Can we check, which is the same of t	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-re from here	of the Stud□₂→Go nother stopye esident fath □¹ Mor □² Outs	y Child live here we to S54 Lives elseward living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where3 d the Study (gether m here? from here	→Go to S38 Child?134	Child
S37. Can we check, chives here 1 → Go S38. When did (the response of the same of the	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-refrom here	of the Stud 2 Go nother stop ye esident fath 1 Mor 2 Outs lent father/	y Child live here we to S54 Lives elsewed living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where	→Go to S38 Child?134	Child
S37. Can we check, so Lives here 1 → Go S38. When did (the research of the second of the secon	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-refrom here	of the Stud	y Child live here we to S54 Lives elsewed living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where	→Go to S38 Child?134	Child o
S37. Can we check, so Lives here 1 → Go S38. When did (the research of the second of the secon	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-refrom here	of the Stud So Go nother stop ye esident fath More 2 Outs lent father/ hared paren	y Child live here we to S54 Lives elsewed living with you and ar Never lived to ner/ mother live from the than 1 hours drive side the country	where	→Go to S38 Child?134	Child o
S37. Can we check, on the control of the control o	does the other parent o to S54 Deceased non-resident) father / nmonth ne Study Child's non-refrom here	of the Stud	y Child live here we to S54 Lives elsewed living with you and ar Never lived to her/ mother live from the than 1 hours drive side the country	where	→Go to S38 Child?134	Child o

S43. Were you ever married to or did you ever live with the Stu	idy Child's father?				
Yes, married to	No Adoptive/Foster parent 4				
S44. When did you separate or split up with the Study Child's	father?				
Spouse / Partner died	Longer than 10 years ago 4 Before child was born 5 We were never a couple 6				
Q45. What was the ature of your relationship with the study ch the study child? (Please tick one box only).	ild's father when you became pregnant with				
Cohabiting/living as married 🗓 Just fr	out but not living together□₅ riends□6 lationship□7				
S46. Do you have a formal or informal custody arrangement relives? Formal	egarding the Study Child and where he/she				
S47. Briefly describe that arrangement	<u>-</u> -				
S48. Does the Study Child's non-resident father/ mother make ANY financial contribution to your household and the maintenance of <study child="">? Include any form of financial support such as rent, mortgage, direct maintenance payment etc. No, he/she never Yes, he/she makes a Yes, he/she makes makes any payment regular payment payment payments as required</study>					
S40. How much does he/she may now week / forthright/ month?	SEO About how much nor year?				
S49. How much does he/she pay per week / fortnight/ month?	S50. About how much per year?				
€per Week Month Year3	€ per year				
S51. How often do you talk to the Study Child's non-resident p	parent about the Study Child?				
Several times a About once A few times a About once A few times a week mont 1	nes a Several times a				
S52 How well do you get on with the Study Child's non-resider	nt parent? Would you say your relationship is?				
Very Neither positive nor Positive Positive negative	Somewhat Very negative negative □₄ □₅				
S53. We would like to send a short questionnaire to the Study happy to show you the content of this questionnaire before we contact details for the Study Child's other biological parent?					
Yes	Interviewer:				
No, does not wish other parent to be interviewed \square_2 No, does not have contact details for other parent \square_3	record contact details on the				
No, does not have contact details for other parent □3	Work Assignment Sheet				
S54. What is your date of birth? day	wonthyear				
S55. Int: Is respondent male or female? Male					
S56. Time Section Ended (24 hour	clock)				

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







GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL Pilot 2 FATHER QUESTIONNAIRE

AREA HOUSEHOLD RESPONDENT							
Interviewer Name Interviewer Number							
Time Section Started (24 hour clock) Date day mth year							
Hello, I'm from the Economic and Social Research Institute (ESRI) based in Dublin. I am contacting you about <i>Growing Up in Ireland - the National Longitudinal Study of Children</i> . This is a major new government study about children in Ireland. It is being undertaken by the Economic & Social Research Institute (ESRI) and Trinity College Dublin. I have an information leaflet here about the study. We are currently doing pilot work for this project. The study itself will involve interviewing 8,000 9 year olds and their families.							
We are seeking to interview <name 9-year-old="" child="" of="" study="">'s parents and also the child him herself. The whole interview with the parents and child will take about 90 minutes to complete.</name>							
All the information you and your family provides will be treated in the strictest confidence and will not be released in any way which would allow the information you provide to be identified with you or your family.							
A. INTRODUCTION							
A1. [Show Card A1] Which of the following best describes your relationship with the Study Child? [Interviewed use codes only if administering questionnaire and other persons are present]							
A. Biological parent (mother/ father)							
B: RESPONDENT'S HEALTH							
B1. In general, how would you say your current health is?							
Excellent 1 Very Good 2 Good 3 Fair 4 Poor 5							
B2. Have you ever been treated by a medical professional for clinical depression, anxiety or 'nerves'?							
Yes 1 No □₂							
Before the Study Child was born							

Yes
B5. What is the nature of this illness or disability? Please describe as fully as possible.
B6. Since when have you had this illness or disability?(mth)(year)
B7. Are you hampered in your daily activities by this physical or mental health problem?
Yes, severely□₁ Yes, to some extent □₂ No□₃
Time Section Ended (24 hour clock)
C: RESPONDENT'S LIFESTYLE
C1. Do you smoke? Yes□ ₁ No□ ₂
C2. [Show Card C2/C4] About how many cigarettes or cigars do you smoke per day?
Less than daily
C3. Does anyone smoke in the same room as the Study Child when the Study Child is present
Yes, on a regular basis
C4. [Still Card C2/C4] Which of the following best describes how often you usually drink alcohol?
Never
If currently drink alcohol between everyday and once or twice a week: C5. And on an average week, how many pints of beer, glasses of wine, and measures of spirit would you drink?
Pints of Beer Glasses of Wine Measures of Spirits
C6. [Show Card C6] Do you think that you are:
Very underweight \$\begin{array}{cccccccccccccccccccccccccccccccccccc
C7. How often do you try to lose weight through dieting?
Very often
C8. What is your height without shoes?feetinches OR Centimetres
C9. What is your weight without clothes and shoes?stoneslbs ORKilograms
Time Section Ended (24 hour clock)

D: FAMILY CONTEXT

D1. Do you feel you have fun with the Study Child ever	y day?	Yes	□ ₁ No	\square_2			
D2. [Show Card D2] Here are some statements about the relationship between you and your child. Please describe the degree to which each of the statements currently applies.							
	efinitely not apply		al, not Applies are somewhat	Definitely applies			
I share an affectionate, warm relationship with my child [My child and I always seem to be struggling with each	<u>1</u>						
other.	<u></u> 1	2	<u></u> 34	5			
If upset, my child will seek comfort from me		2	34	5			
touch from me.	⊣ ¹	2	34	5			
My child values his/her relationship with me	1	2	34	5			
My child appears hurt or embarrassed when I correct him/her	<u>1</u>	2	3	5			
needs it	٦.		٦. ٦.				
When I praise my child, he/she beams with pride	⊣¹		34 34	5			
My child reacts strongly to separation from me	⊣ ¦						
My child spontaneously shares information about himself/ herself							
My child is overly dependent on me	⊣ ′						
My child easily becomes angry at me.	∃ '		$\overline{}_3$				
My child tries to please me	_ 1						
My child feels that I treat him/her unfairly	= 1	. 🗆 .	3	5			
My child asks for my help when he/she really does not							
need help[<u>1</u>		34	5			
It is easy to be in tune with what my child is feeling	<u>1</u>		34	5			
My child sees me as a source of punishment and criticism	<u>1</u>		<u></u>	5			
My child expresses hurt or jealousy when I spend time	_						
with other children	1	2	34	5			
My child remains angry or is resistant after being	\neg						
disciplined	1	bL	34	5			
When my child is misbehaving, he/she responds to my look or tone of voice. Dealing with my child drains my energy	<u>1</u>	2	3	5			
l've noticed my child copying my behaviour or ways of	1	2	34	5			
doing things	\neg ₁	П Г	\Box_3 \Box_4	\Box_5			
When my child is in a bad mood, I know we're in for a							
long and difficult day[1	\Box_2	3				
My child's feelings toward me can be unpredictable or							
can change suddenly	1	2	34	5			
Despite my best efforts, I'm uncomfortable with how my	_						
child and I get along	⊣ ¹		34	5			
I often think about my child when at work	1	2	13	5			
My child whines or cries when he/she wants something from me	-		n. —				
My child is sneaky or manipulative with me.			3	5			
My child openly shares his/her feelings and experiences	1	12	34	5			
with me	\neg		¬ ¬				
My interactions with my child make me feel effective	1	PL		Б			
and confident as a parent[2	34	5			
D3. Please tell me how strongly you agree or disagree	with the		ecause of your	iob			
Do. 1 loads ton me now offengly you agree of aloagies	Strongly	/ Disagree	Neither agree nor disagree	Agree	Strongly agree		
A. You are missing out on home or family activities that		_	_				
you would have like to have taken part in	. 🔲 1	\square_2	_3	□ 4	5		
B. Your family time is less enjoyable and more pressured	\square_1	\square_2	3	□ 4	5		
C. The time you spend with your family is more enjoyable			3	4	5		
D4. How fairly or unfairly would you say the household in your household?	d tasks a	re distributed	l between you a	nd your p	artner		
		_					
Very unfairly \square_1 Quite unfairly \square_2 F	-airly		Don't have pa	rtner	∐₄		

D5. [Show Card D5] Listed on this card are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week.

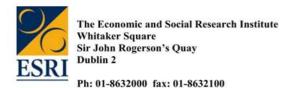
	none of the time (less	little of the time (1-2	moderate amount of the time	Most or all o
I. I felt I could not shake off the blues even with help from my	than 1 day)	days)	(3-4 days)	days)
family or friends	□₁		□₃	□4
2. I felt depressed	1	2	3	4
3. I thought my life had been a failure	1		Пз	□4
4. I felt fearful			<u></u> 3	
5. My sleep was restless				
6. I felt lonely			3	4
7. I had crying spells				4
8. I felt sad	1		3	4
D6. [Show Card D6] Fathers do many things for their children are the most important for you, as a parent, to do? Pleas (second most important) and 3 (third most important). Showing my child love and affection Taking time to play with my child Taking care of my child financially Giving my child moral and ethical guidance Making sure my child is safe and protected Teaching my child and encouraging his or her curiosity Other (specify) D7.In general, would you describe yourself as a religious of	e the rank	them by en		
Not at all		erson ? Ich so	□. Evtror	mely □₅
			4 Extre	пету5
Time Section Ended (24 ho	our clock)			
Primary or less	Primary de Postgradua	gree ate/ Higher d	date? egree	…□6
E2. What language or languages do you speak most often a	at home to	cStudy Chil	4>3	
English		-	u> f	
Arabic □₃ French Polish □₅ Russian Czech □₀ Latvian Portuguese □₀ Spanish Chinese □₁₁ Lithuania	an			
E3. As you may know, many people have problems with reachild from a children's storybook?	ading. Can	l just check	, can you read a	aloud to a
	2			
E4. Can you usually read and fill out forms you might have		n in your ov	vn language?	
Yes \square_1 No [Int: AskE5 and E6 only if any language other than Irish or Eng		lv spoken at	home see E2 a	abovel
				_
E5. You mentioned that you spoke <language> [Int See E2 aloud to a child from a children's storybook written in Engl Yes ☐ No</language>		ome, can i j	ust check, can	ou read
E6. Can you usually read and fill out forms you might have		n in English	?	
	_			
Yes □₁ No E7. When you buy things in shops with a five or ten euro no change?	⊡₂ ote, can yo	u usually te	ll if you have th	e right
	2			

	ST describes your usual situation in regard to work?
Employee (incl. apprenticeship or Community Employment)	Student full-time
Self employed outside farming	On State training scheme (FAS, Failte Ireland etc.) 5
Farmer₃	Unemployed, actively looking for a job
	Long-term sickness or disability
	Retired
	Other (specify)
E9. How many hours do you normally work per weelf you work at more than one job, please include the	
E10. What is your occupation in this job? (What do	
describe as fully as possible [Int. Make sure to describe	
E11. Do you supervise or manage any personnel in	your job?
Yes □₁ No □₂	
E12. How many?	
E13. How many employees (if any) do you have?	employees N A
E14. Apart for holiday or casual work, have you eve	er had a job? Yes 🔲 No 🖳
E15. In what year did you last work? yea	ar Never Worked□₁
E16. When you last worked were you?	
Employee (incl. apprenticeship or Community Employment)	mployed outside farming □₂ Farmer □₃
E17. What was your occupation in that job? (What	
fully as possible [Int. Make sure to describe what resp	
E18. [Show Card E18] From the reasons listed on thimportant reason for you not working in a paid job	
I can't find a job	I cannot earn enough to pay for childcare5
I chose not to work	I cannot find suitable childcare
I am caring for an elderly or ill relative or friend 3	There are no suitable jobs available for me7
I prefer be at home to look after my children myself □₄	My family would lose Social Welfare or
	medical benefits if I was earning
E19. Are you a citizen of Ireland? Yes	Other reason (specify) Don't know B
E20. What citizenship do you hold?	
E21. Were you born in Ireland? Yes	1 No
E22. In which country were you born?	Don't know
E23. How long ago did you first come to live in Irela	
Within the 1-5 years 6-10 last year ago years a	•
	4
E24. [Show Card E24] What is your ethnic or cultura	al background?
Irish	Any other Black background 5
Any other white background	Chinese
African 4	Other (specify)
E25. What is your date of birth? da	
E26. Is respondent male or female?	Male \square_1 Female \square_2

N. FOR THE INTERVIEWER

N1	Did the respon	dent ask for clarif	ication on any ques	stions?		
	Never	Almost never	Now and then	Often	Very often	Don't know
	\square_1	\square_2	\square_3	□ 4	\square_5	□8
N2	Did you feel th	at the respondent	was reluctant to ar	nswer any qu	estions?	
	Never □₁	Almost never □₂	Now and then \square_3	Often □₄	Very often □₅	Don't know □8
N3	Did you feel th	at the respondent	tried to answer the	questions to	the best of his	or her ability?
	Never	Almost never	Now and then	Often	Very often	Don't know
	\square_1	\square_2	\square_3	\square_4	\square_5	□8
N4	Overall, did yo	u feel that the res	pondent understoo	d the questic	ons?	
	Never	Almost never	Now and then	Often	Very often	Don't know
	\square_1	\square_2	\square_3	\square_4	□ 5	□8
N5. Wa	ıs anyone else p	present at the inter	rview?	Yes]₁ No	🗀2
N6. Wh	no was this? Ti	ck all that apply.				
	Spouse/p	artner				
	Study Ch	ild	\square_2			
	Other chi	d	<u></u> 3			
	Other adu	ılt	□ ₄			

D4. Father / Partner questionnaire – supplementary (green)	

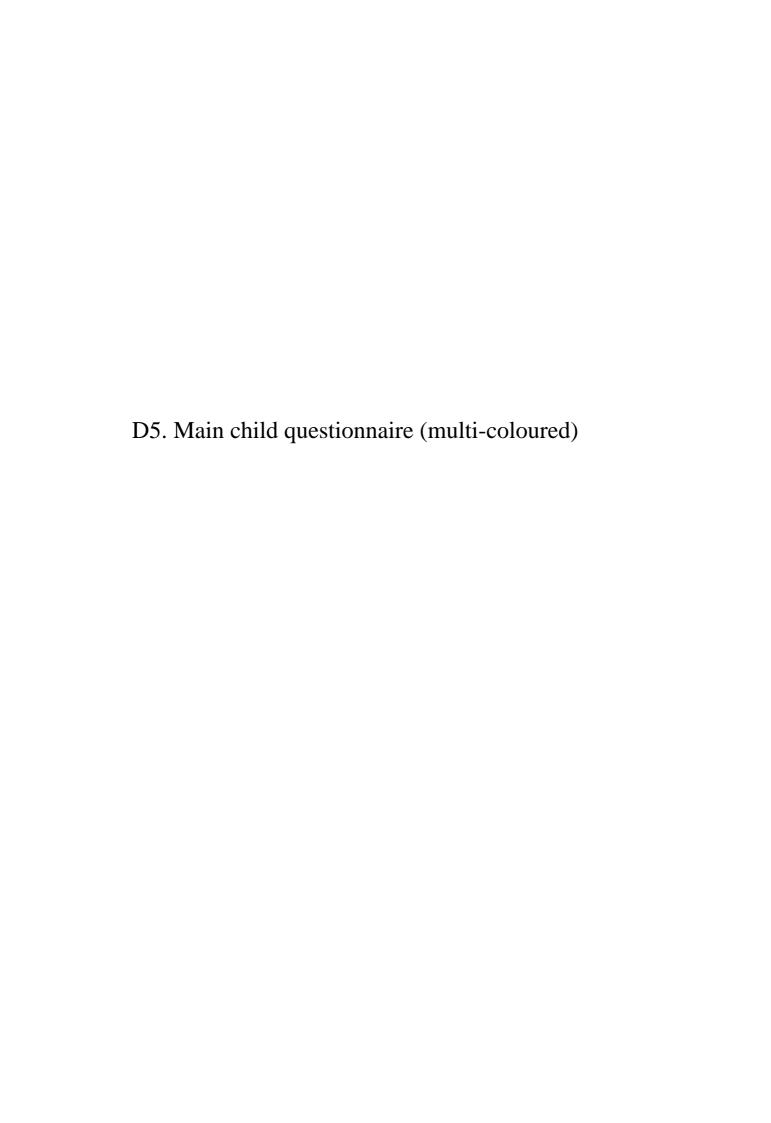




GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL Pilot 2 FATHER QUESTIONNAIRE – SUPPLEMENTARY SECTION

	HOUSEHOLD RESPONDENT
Interviewer Name	Interviewer Number
Time Section Started	(24 hour clock) Date mth year
	we would like to discuss with you. As some of these may be included them in a section for you to complete by yourself. We and return it to the interviewer.
Once again, we would like to assu TREATED IN THE STRICTEST COM	one you that ALL THE INFORMATION PROVIDED IS ONFIDENCE.
S1 [Show Card S1] Looking at this card, collegal marital status?	could you tell me which of these codes best describes your current
Married Separated ☐	Divorced Widowed Never Married S
S2 Are you currently living with your husband/wife	S4 Are you currently living with a partner? Yes No 2
Yes 1 No 2	
S3 Are you currently living v	with another partner? Yes No 2
S5. Interviewer: Is respondent living with a	a spouse/partner(S2/S3/S4)? Yes □₁No
S6 Since when have you and your shouse	se or partner been living together? (mth) (year)
oo.omoc when have you and your spouse	
S7. [Show Card S7/S8]Many couples argue / partner argue?	e from time to time. Roughly how often would you and your spouse
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse So to S9 Hardly ever
S7. [Show Card S7/S8]Many couples argue / partner argue?	te from time to time. Roughly how often would you and your spouse Go to S9 Hardly ever
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse Go to S9
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse Go to S9
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse Go to S9
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse Go to S9
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse Go to S9
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	The from time to time. Roughly how often would you and your spouse ### Foo to S9 ### Foo to S12 ### Foo to S9 ### Foo to S9 ### Foo to S12 ### Foo to S9 ### Foo to S12 ### Foo to S9 ### Foo to S12 ### Foo to S9 ### Foo to S9 ### Foo to S12 ### Foo to S9 ### Foo to S12 ### Foo to S9 ### Foo to S9 ### Foo to S9 ### Foo to S9 ### Foo to S12 ### Foo to S1
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	The from time to time. Roughly how often would you and your spouse ### Go to S9
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse So to S9
S7. [Show Card S7/S8]Many couples argue / partner argue? Most days	te from time to time. Roughly how often would you and your spouse So to S9

S10. [Show Card S10] And to end an argum	ent, hov	W Offell Would VI	ou		
	Almost	never/ Not very	Sometimes		nost always/
Compression	Nev				always
Compromise			<u></u> 3	<u></u>	<u></u> 5
Apologise			<u></u> 3	<u></u>	<u></u> 5
Change the subject	_	_	<u>Ц</u> з	<u></u>	<u></u> 5
Agree to discuss the issue later			Шз	<u></u> 4	<u></u> 5
Agree to disagree		_	Шз	<u></u> 4	<u></u> 5
Use affection (hug) or make a joke about it		12	3	<u></u> 4	5
Ignore or refuse to speak any more, walk away, leave the room or leave the house		1	<u></u> 3	_ 4	<u></u> 5
S11 Please indicate the approximate extent of on the list below.	agreem	ent between you	and your pa	rtner for eac	h of the items
on the list below.	Less t	han Once or	Once or	Once a	More
	once	a twice a	twice a week	day	often
Dhilosophy of life	mon				
Philosophy of life		1 🗀2	<u></u> 3	<u></u>	<u></u> 5
Aims, goals and things believed important		L <u>2</u>	<u></u> 3	<u>L</u> 4	<u></u> 5
Amount of time spent together		. <u>L</u> 2	<u></u> 3	<u></u> 4	<u></u> 5
Having a stimulating exchange of ideas		2	<u></u> 3	∟ 4	<u></u> 5
Calmly discuss something together		2	Шз	∟ 4	<u></u> 5
Work together on a project		\square_2	3	<u></u> 4	5
S12. The boxes on the line below represent d	ifferent	degrees of hanni	noss in vou	r relationshir	. The middle
box, 'happy' represents the degree of happine best describes the degree of happiness, all thi	ss of m	ost relationships.	. Please tick		
	_	_	-	•	
0 1 2 Extremely Fairly A little	3	4 Very	5 Extremely	6	
Unhappy Unhappy unhappy	Нарр		Happy	Perfec	ot .
\square_1 \square_2 \square_3	□ ₃	□4	□ 5	□ ₆	
S13. Have you had any other partners since th	e Study	Child was born v	vho had a cl	ose relations	ship with or
influence on the Study Child					
Yes		No	٦.		
S14. How many?		110	12		
One ☐ ₁ Two ☐ ₃	Three	or more[_ 4		
S15. [Show Card S15] Thinking back over the	act year	r how often have			
	asi yea	inon onton mano	you taken aı	ny of the follo	owing?
				-	
	Never	Now and again		weekly	owing? Daily
A. Sleeping pills B. Tranquillisers				-	Daily
A. Sleeping pills B. Tranquillisers C. Pills for depression				-	Daily
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana				-	Daily
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.)				-	Daily
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants			Monthly 3 3 3 3 3 3 3 3 3 3 3	-	Daily 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine		Now and again 2 2 2 2 2 2 2 2 2 2 2 2 2	Monthly 3 3 3 3 3 3 3 3 3 3 3 3 3 3 4 3 4 3 4	-	Daily 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine H. Anticonvulsants			Monthly 3 3 3 3 3 3 3 3 3 3 3	-	Daily 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine H. Anticonvulsants I. Steroids	Never 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Now and again 2 2 2 2 2 2 2 2 2 2 2 2 2	Monthly 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Weekly	Daily 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine H. Anticonvulsants	Never 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Now and again 2 2 2 2 2 2 2 2 2 2 2 2 2	Monthly 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Weekly	Daily 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine H. Anticonvulsants I. Steroids S16. Have you ever been in trouble with the Ga	Never	Now and again 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 4 ber than for traffi	Monthly 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Weekly	Daily 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine H. Anticonvulsants I. Steroids S16. Have you ever been in trouble with the Gaborn?	Never 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Now and again 2 2 2 2 2 2 2 2 2 2 2 2 2 2 4 ber than for traffi	Monthly	Weekly	Daily 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine H. Anticonvulsants I. Steroids S16. Have you ever been in trouble with the Gaborn? Yes	Never 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 1 2 2	Now and again 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 4 ber than for traffi	Monthly	Weekly	Daily 5 5 5 5 5 5 5 5 5 5 6 7 5 7 5 7 5 7 5
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis /marijuana E. Painkillers (aspirin, paracetamol, etc.) F. Amphetamines or other stimulants G. Heroin, methadone, crack, cocaine H. Anticonvulsants I. Steroids S16. Have you ever been in trouble with the Gaborn? Yes	Never 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 1 ardai (of	Now and again 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 4 ber than for traffi	Monthly 3 3 3 3 3 3 3 3 3 3 6 c offences)	Weekly 4 4 4 4 4 4 4 4 4 4 4 4 4	Daily 5 5 5 5 5 5 5 5 5 5 6 7 5 7 5 7 5 7 5



Growing Up in Ireland The National Longitudinal Study of Children in Ireland

Main Questionnaire for 9 year olds

AREA		HOUSEHOLD		RESPO	ONDENT	
						_
Interviev	ver Name:	In	terviewer	Number:		_
Time Sec	ction Started (24 h	our clock)		Date:	_//_	



Instructions

Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.

There are a number of questions and we would like you to fill in your answers on the answer booklet. Some of the questions are about you, your school, your family, friends, how you feel and what you like to do.

This is not a test and there are no right or wrong answers. Take your time and try to answer each question the way you really think. If you need help just let the interviewer know.

We will not tell anyone the answers to your questions. But if you tell us something that makes us worried about you, then we might have to tell someone who could help.

How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets? Yes No 2





First think about school

Section A: School

1. What do you think about school?

You like it	You like it sometimes	You do not like it
1	2	3

2. How well do you think you are doing in your school work?

Well	Average/Ok	Poorly	Don't Know	
1	2	3	4	

3. Do you like the following subjects?

	Yes	No	Sometimes
a. Maths	1	2	3
b. Reading	1	2	3
c. Irish	1	2	3

4. How often do you get homework?

Never	1-2 times a week	3-4 times a week	Almost every day
1	2	3	4

5. Do you think your family is better off (has a bigger house, better car, more expensive clothes) than:

a. Most of your classmates

Yes	No	Don't Know
1	2	3

b. Most of your neighbours

Yes	No	Don't Know
1	2	3

c. Other families in Ireland

Yes	No	Don't Know
1	2	3

Section B: Food

6. We would like you to think back to what you ate yesterday. Did you eat the following?

No	One Serving	More than one serving	Do not know
1	2	. 3	4
1 · · · · ·	2	. 3	4
1	2	. 3	4
1	2	. 3	4
1	2	. 3	4
1	2	. 3	4
1	2	. 3	4
1	2	. 3	4
1	2	. 3	4
1	2	. 3	4
	1 ····· 1 ····· 1 ····· 1 ····· 1 ····· 1 ····· 1 ····· 1 ·····	Serving 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	Serving one serving 1 2 3

Section C: Activities

can you think about the activities that you do?

7. Which of the following have you done with your parents within the last week

	Yes	No
a. Eaten together	1	2
b. Visited relations	1	2
c. Sat and watched TV	1	2
d. Chatted	1	2
e. Went to the park	1	2
f. Gone swimming	1	2
g. Played games at home – board games and so on	1	2
h. Played games outside	1	2
i. Read something together	1	2

8. Do you ha	ave a comp	uter at ho	ome? Y	es 1	No	2
9. Do you us	se it?	A lot 1	A little	₂ Never	3	
10. What do	you use it	for?			Yes	s No
a. Playing game	es					1 2
b. Chatrooms (Websites wher	re you have I	ive chats v	vith friends)		1 2
c. Watching mo	vies/download	ding music				1 2
d. E-mailing						1 2
e. Instant mess	aging (Live er	mail and text	s on the w	eb)		1 2
f. Surfing the in	iternet for fun					1 2
g. Doing home	vork					1 2
h. Surfing the in	nternet for sch	nool projects				1 2
11. Are you	allowed to	use the i	nternet	without y	our p	arents or
another adu				5		No 2
12. Here are	some thin	igs that cl	nildren o	ould do i	n the	ir free
time. Please	e tick the 3	things yo	ou like t	o do the	most	
Hanging out wit	th friends					1
Chatting to frien	nds on phone	or computer				2
Playing sport						3
Watching TV						4
Playing comput	er games					5
Reading						6
Playing games						
Listening to mu	sic					8
Talking to your	family					9
Something else	(Please write	it down)				10
13.What is y	our favou	rite hobby	or activ	vity?		-
14. How ofte	en do you ¡	olay sport	?			
Never	1-2 times a w	eek 3-4 t	imes a wee	ek Almos	t every	day
1	2	3		4		5.400

If you answered "never" go to Question 15, otherwise go to Q16.

15. If you do not play sport, please tell us what is your	· MATN
	PIAIN
reason for not playing sport? [Please tick one box only]	
a. You do not like team games	1
b. You are no good at games	2
c. You have no opportunities to play	3
d. You feel people laugh at you because of your size	4
e. You have a disability which prevents you from playing	5
f. You prefer to watch sports on TV	6
g. You do not fit in with the sporty crowd	7
h. You do not like to get dirty or sweaty	8
i. You are not competitive	9
j. You prefer to play computer games	10
16. How often do you take exercise (e.g. running, cycli	ng, swim) for
20 minutes or more ?	
Never 1-2 times a week 3-4 times a week Almost every	dav
1 2 3 4	/
1 2 3 4	
17. How often do you read for fun (not for school)? Ple	ase tick one
Every day	
A few times a week 2	
Once a week	
A few times a month 4	
Less than once a month 5	
Never 6	
-	
18. Do you have your own mobile phone? Yes	No 2
19. Below is a list of things that people do. Can you te	II me which
ones you would generally be expected to do for yourse	
Yes No	
2. Shower or bath	
h Maka brazilfast	
b. Make breakfast 1 2	
c. Get yourself up in the morning 1 2	
d. Make a packed lunch 1 2	
e. Make dinner 1 2	

g. Make your bed..... 1

20. Do you do any of these chores at home?

	Occasionally	Often	Never
a. Help with cooking for the family	1	2	3
b. Hoovering / cleaning	1	2	3
c. Helping in the garden	1	2	3
d. Washing the dishes / Emptying the dishw	asher 1	2	3
e. Putting out the bin / recycling	1	2	3
f. Cleaning the car	1	2	3
g. Helping with your younger brothers or sis	sters 1	2	3
h. Helping an elderly or sick relative in the f	amily. 1	2	3

21a. Do you have a long term illness, disability or medical condition (like diabetes, asthma, allergy or cerebral palsy) that has been diagnosed by a doctor?

Yes No Don't Know

1 2 3

21b. If yes, does your long term illness, disability or medical condition affect your attendance or participation at school?

Yes No

22. How would you describe yourself?

Very skinny A bit skinny Just the right size A bit overweight Very overweight

1 2 3 4 5

23. Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Physical activity can be done in sports, school activities, playing with friends or walking to school. Some examples of physical activity are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football and surfing. For this next section add up all the time you spent in physical activity each day. Over the past 7 days on how many days were you physically active for a total of at least 60 minutes per day?

No days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

0 1 2 3 4 5 6 7



24. What would you most like to be when you grow up? Pleas			
describe what you would like to be as fully a	s possible.		
25. Think about the person whom you most a	dmire. Who would		
that be? Would it be? Please tick one only			
A person on television (TV star)	1		
A film star	2		
A teacher	3		
A church leader	4		
A footballer or sports star	5		
Mum or dad	6		
A pop star / singer / rapper	7		
A politician	8		
A footballer's wife	9		
Someone else (please write down who)	10		
26. Can you finish off each of the 3 sentences	with your own		
words?			
a. The thing that makes me most happy is			
b. I am most afraid of			
D. I am most arraid or			
c. I like living in Ireland because	-		

P	a	a	e	8
	-		_	_

27. I	s there a	pet in your	family?	Yes	1	No	2	
If yo	ou don't ha	ve a pet then	you are now	finished	the c	questio	nnaire. T	hank you very
muc	h for helpir	ng us. Please				e enve	lope and	give it back to
				erviewer				
	If you do	have a pet ple	ease answer	two more	e que	stions		
28. W	hat pets	do you hav	re?					
Cat	Dog	Goldfish	Rabbit	Othe	r (Plea	ase writ	e down)	
1	2	3	4	5				
			t au ∎ovetorer ∎roussieren i					
29. W	**************************************	ou like best		r pet(s)?			
	(Tick as r	many as you	like)					
	(1)	be with						
b. I lik	e to look af	ter them	2					
		feel loved						
		em						
		em for walks						
f. I ca	n talk to the	m	6					
g. I lik	e to cuddle	them	7					
That is the end of this part of the interview.								
		Time Sectio	n Ended (24	hour clo	ck)			

D6. Child questionnaire – supplementary – Mum & Dad (M+D) (multi-coloured)

Growing Up in Ireland The National Longitudinal Study of Children in Ireland						
Audio / Self-Complete Questionnaire for 9 year olds (MD)						
AREA HOUSEHOLD RESPONDENT						
Interviewer Name: Interviewer Number: Date://						
Growing Up included Administration of Children and Childr						
Instructions Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.						
We will ask you a number of questions and we would like you to fill in your answers on the answer booklet. Some of the questions are about you, your school, your family, friends, how you feel and what you like to do.						
This is not a test and there are no right or wrong answers. Take your time and try to answer each question the way you really think .						
We will not tell anyone the answers to your questions. But if you tell us something that makes us worried about you, then we might have to tell someone who could help.						

How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets? Yes

No

()	/
	1	
E	SI	RI

Think about where you live

Section A: Where you live

	Yes	No
1. Do you like living around here?	1	2
2. Do you have plenty of friends to play with around here?	1	2
3. Are there good places to play near your house?	. 1	2
4. Do you think there is too much traffic near where you live?	1	2
5. Is there a green area for you to play near where you live?	1	2
6. Are the streets dirty around where you live?	. 1	2
7. Are there youth clubs near where you live?	1	2
8. Is there a playground near where you live?	1	2
9. Do you think there is a lot of graffiti near where you live?	. 1	2
10. Is there public transport to school (like a bus or train)?	1	2
11. Are there activities to do after school around here?	• 1	2
12. Are there places for children to play safely near your house?	. 1	2
13. Are adults living around here usually nice to you?	1	2
14. Do you feel safe living around here?	1	2
15. Are adults around here generally nice to children?	. 1	2

Now think about school

Section B: School

16. Do you look forward to going to school?

Always Sometimes Never

17. Do you like your teacher?

Always Sometimes Never

18. Do you think your mum and dad encourage you to do well at school?

Always Sometimes Never

19. Thinking back over the last year would you say that you picked on someone (either a child or an adult)?

Yes 1 No 2 (If you have answered no, please wait for Question 21)

20. How did you pick on them?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. Leaving other children out of games/chats	1	2
f. In other ways [please write it down]	_ 1	2

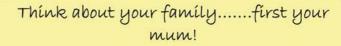
21. Thinking back over the last year would you say that anyone (either a child or an adult) picked on you?

Yes 1 No 2

22. A. How did they pick on you?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. By children leaving you out of games/chats	1	2
f. Other ways [please write it down]	1	2

22. B. If you were picked on, did this upset you?

A lot A little Not at all



Section C: Family

23.	How	well	do	you	get	on	with	your	mum?	

Very well Fairly well You and your mum do not get on

2 3

Here are some things you might think about your mum. Please tick the answer that suits you best.

a. Does your mum really expect you to follow family rules?

Always Sometimes Never

b. Does your mum like you to tell her when you are worried?

Always Sometimes Never

c. Does your mum usually praise you for doing well?

Always Sometimes Never

d. Does your mum really let you get away with things?

Always Sometimes Never

e. Does your mum punish you if you do not behave yourself?

Always Sometimes Never

f. Can you count on your mum to help you out if you have a problem?

Always Sometimes Never

g. Does your mum point out ways you could do better?							
Always	Sometimes	Never					
1	2	3					
h. Does your mum spend time just talking to you?							
Always	Sometimes	Never					
i	2	3					
i. Does your mum let you	know when yo	ou do something wrong?					
Always	Sometimes	Never					
1	2	3					
j. Do you and your mum d		ther that are just for fun?					
Always	Sometimes	Never					
1.	2	3					
	Now think	about your dad					
24. How well do you get o	n with your da	ad?					
Very well F	airly well	You and your Dad do not get on					
1	2	3					
TA 6 IZ	think about your	dad. Please tick the answer that suits					
you best.							
a. Does your dad really ex	pect you to fo	llow family rules?					
Always	Sometimes	Never					
1	2	3					
b. Does your dad like you							
Always	Sometimes	Never					

c. Does your dad usually praise you for doing well?					
Always	Sometimes	Never			
1	2	3			
d. Does your dad really le		vay with things?			
Always	Sometimes	Never			
1	2	3			
e. Does your dad punish	you if you do	not behave yourself?			
Always	Sometimes	Never			
1	2	3			
f. Can you count on your	dad to help	you out if you have a			
problem?					
Always	Sometimes	Never			
1	2	3			
g. Does your dad point ou	ut ways you	could do better?			
Always	Sometimes	Never			
1	2	3			
h. Does your dad spend t	ime just talk	ring to you?			
Always	Sometimes	Never			
1	2	3			
: Deep your dad let you l		ou do comothina ween	~2		
i. Does your dad let you k			y:		
Always	Sometimes	Never			
1	2	3			
j. Do you and your dad do things together that are just for fun?					
Always	Sometimes	Never			
1	2	3			
25. Do you have brothers	or sisters?	Yes 1 No 2			

26. Do you get on with them?

Always Sometimes Never

27. If you have a problem who would you talk to about it?

Please tick all the people you would talk to

Your mum Your dad Your teacher Your friends Some other relative (Who?)

1 2 3 4 5_____

28. Can you tell me how often your parents allow you have a say in what the family does (such as what to watch on TV, what to do at weekends, where to go on family outings or holidays)?

All the time Some of the time Never

29. When you are bold how often does your mum or dad?

All the	time	Sometimes	Never
a. Explain to you what you			
have done wrong	1	2	3
b. Ignore you	1	2	3
c. Smack you	1	2	3
d. Shout at you	1	2	3
e. Send you out of the room			
or to your bedroom	1	2	3
f. Stop your treats or pocket money	1	2	3
g. Give out to you	1	2	3
h. Offer you treats to be good	1	2	3
i. Ground you	1	2	3

Section D: Smoking and Drinking



30.	a. Have you ever tried a cigarette?	Yes	1	No	2
	h Have you ever had a drink of alcohol?	Vec		No	_

If you have answered no to both of these, you are now finished the questionnaire.

Thank you very much for helping us. Please put the questionnaire in the envelope and give it back to the interviewer.

give it back to the interviewer.							
If you have answered yes, please wait for the next questions.							
31. How old were you when you first smoked?	years						
32. Do you still smoke? Yes 1 No	2						
33. Tick how many cigarettes you smoke?							
a. Smoke now and again but not regularly b. Smoke about 1 cigarette a week c. Smoke about 2 to 5 cigarettes a week d. Smoke about 1 cigarette a day e. Smoke more than 1 cigarette a day							
34. If you have had a drink of alcohol, did you take	e?						
Only had a few sips							
35. How old were you when you first had a drink of alcohol?years Please remember that it is very dangerous for children to drink alcohol and smoke							
That is the end of all the questions.							
Thank you very much for helping us.							

Time Section Ended (24 hour clock)

D7. Child questionnaire – supplementary – Mum only (M) (multi-coloured)

Growing Up in Ireland The National Longitudinal Study of Children in Ireland

Audio / Self-Complete Questionnaire for 9 year olds (M) AREA HOUSEHOLD RESPONDENT Interviewer Name: Interviewer Number: Time Section Started (24 hour clock) Date: / / / Growing Up Material Longitudinal language of Children Section Started (24 hour clock) Date: / / / Growing Up Material Longitudinal language of Children Section Started (24 hour clock)

Instructions

Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.

We will ask you a number of questions and we would like you to fill in your answers on the answer booklet. Some of the questions are about you, your school, your family, friends, how you feel and what you like to do.

This is not a test and there are no right or wrong answers. Take your time and try to answer each question the way you **really think**.

We will not tell anyone the answers to your questions. But if you tell us something that makes us worried about you, then we might have to tell someone who could help.

How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets?

Yes

No





Think about where you live

Section A: Where you live

	Yes	No
1. Do you like living around here?	1	2
2. Do you have plenty of friends to play with around here?	1	2
3. Are there good places to play near your house?	. 1	2
4. Do you think there is too much traffic near where you live?	1	2
5. Is there a green area for you to play near where you live?	1	2
6. Are the streets dirty around where you live?	. 1	2
7. Are there youth clubs near where you live?	1	2
8. Is there a playground near where you live?	1	2
9. Do you think there is a lot of graffiti near where you live?	. 1	2
10. Is there public transport to school (like a bus or train)?	1	2
11. Are there activities to do after school around here?	• 1	2
12. Are there places for children to play safely near your house?	. 1	2
13. Are adults living around here usually nice to you?	1	2
14. Do you feel safe living around here?	1	2
15. Are adults around here generally nice to children?	. 1	2

Now think about school

Section B: School

16. Do you look forward to going to school?

Always Sometimes Never

17. Do you like your teacher?

Always Sometimes Never

18. Do you think your mum encourages you to do well at school?

Always Sometimes Never

19. Thinking back over the last year would you say that you picked on someone (either a child or an adult)?

Yes 1 No 2 (If you have answered no, please wait for Question 21)

20. How did you pick on them?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. Leaving other children out of games/chats	1	2
f. In other ways [please write it down]	1	2

21. Thinking back over the last year would you say that anyone (either a child or an adult) picked on you?

Yes 1 No 2

22. A. How did they pick on you?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. By children leaving you out of games/chats	1	2
f. Other ways [please write it down]	_ 1	2

22. B. If you were picked on, did this upset you?

A lot A little Not at all

Think about your family......first your mum!

Section C: Family

23. How well do you get on with your mum?				
Very well	Fairly	well	You and your m	um do not get on
1	2		3	
Here are some th	nings you might th	nink about your	mum. Please tic	k the answer that
suits you best.				
a. Does your	mum really ex	cpect you to	follow famil	y rules?
Alw	vays	Sometimes	Never	
33	1	2	3	
h Doos vous	marima liko vori	to tall have	uban wan aw	o wanniad2
	mum like you			s worrieur
Alw	vays	Sometimes	Never	
1	1	2	3	
c. Does your	mum usually	praise you fo	or doing wel	l?
Alw	vays	Sometimes	Never	
13	1	2	3	
d. Does your	mum really le	t you get aw	vay with thir	ıgs?
Alw	vays	Sometimes	Never	
13	1	2	3	
e. Does your	mum punish y	ou if you do	not behave	yourself?
	vays			
	1	2	3	
f. Can you co	unt on your m	um to help	you out if yo	u have a
problem?				
Alw	vays	Sometimes	Never	
(1	1	2	3	

g. Does your mum point out ways you could do better?

2

Sometimes

Never

3

Always

1

h. Does y	our mum	spend ti	me just talk	ing to yo	u?	
	Always		Sometimes	Never		
	1		2	3		
				annan was a san anakana san		
i. Does yo	our mum	let you k	now when y	ou do soi	mething	g wrong?
	Always		Sometimes	Never		
	1		2	3		
j. Do you	and you	r mum do	things toge	ether that	are jus	st for fun?
	Always		Sometimes	Never		
	1		2	3		
24. Do yo	u have b	rothers o	r sisters?	Yes 1	No	2
25. Do yo	u get on	with the	m?			
	Always		Sometimes	Never		
	1		2	3		
26. If vo.	ı have a ı	problem v	who would y	ou talk to	o about	it?
-	0. 7	le you would				
			Your friends	Some other	er relative	(Who?)
1	2	3	4	5		
27 Cam	ou hall m		lla			
		-				y in what the
					t to do	at weekends,
where to		-	ngs or holid			
	All the tir	ne	Some of the tin	ne	Never	
	1		2		3	

28. When you are bold how often does your mum?

All t	he time	Sometimes	Never
a. Explain to you what you			
have done wrong	. 1	2	3
b. Ignore you	. 1	2	3
c. Smack you	. 1	2	3
d. Shout at you	. 1	2	3
e. Send you out of the room			
or to your bedroom	1	2	3
f. Stop your treats or pocket money	1	2	3
g. Give out to you	1	2	3
h. Offer you treats to be good	1	2	3
i. Ground you	1	2	3

Section D: Smoking and Drinking

Now some questions about smoking and drinking

29. a. Have you ever tried a cigarette? Yes 1 No 2
b. Have you ever had a drink of alcohol? Yes 1 No 2

If you have answered no to both of these, you are now finished the questionnaire. Thank you very much for helping us. Please put the questionnaire in the envelope and give it back to the interviewer.

If you have answered yes, please wait for the next questions.

30. How old were you when you first smoked? _____years

31. Do you still smoke? Yes 1 No 2

32. Tick how many cigarettes you smoke?
a. Smoke now and again but not regularly
b. Smoke about 1 cigarette a week
c. Smoke about 2 to 5 cigarettes a week
d. Smoke about 1 cigarette a day 4
e. Smoke more than 1 cigarette a day 5
33. If you have had a drink of alcohol, did you take?
Only had a few sips
At least one drink 2
Or
You drink regularly 3
34. How old were you when you first had a drink of alcohol?years
Please remember that it is very dangerous for children to drink alcohol and smoke
That is the end of all the questions. Thank you very much for helping us.
Time Section Ended (24 hour clock)

D8. Child questionnaire – supplementary – Dad only (D) (multi-coloured)

Growing Up in Ireland The National Longitudinal Study of Children in Ireland
Audio / Self-Complete Questionnaire for 9 year olds (D)
AREA HOUSEHOLD RESPONDENT
Interviewer Name: Interviewer Number:
Time Section Started (24 hour clock) Date: / /
Growing Up in Lean Complete Co
Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself. We will ask you a number of questions and we would like you to fill in your answers on the answer booklet. Some of the questions are about you, your school, your family, friends, how you feel and what you like to do. This is not a test and there are no right or wrong answers. Take your time and try to answer each question the way you <i>really think</i> .
We will not tell anyone the answers to your questions. But if you tell us something that makes us worried about you, then we might have to tell someone who could help.
How to fill in your answer on the answer booklet
To fill in a question just tick the box with the answer you want to give
Example:



Do you have any pets? Yes



No 2

Page 2

Think about where you live

Section A: Where you live

Yes No

1. Do you like living around here?	1	2
2. Do you have plenty of friends to play with around here?	1	2
3. Are there good places to play near your house?	1	2
4. Do you think there is too much traffic near where you live?	1	2
5. Is there a green area for you to play near where you live?	1	2
6. Are the streets dirty around where you live?	1	2
7. Are there youth clubs near where you live?	1	2
8. Is there a playground near where you live?	1	2
9. Do you think there is a lot of graffiti near where you live?	1	2
10. Is there public transport to school (like a bus or train)?	1	2
11. Are there activities to do after school around here?	1	2
12. Are there places for children to play safely near your house?.	1	2
13. Are adults living around here usually nice to you?	1	2
14. Do you feel safe living around here?	1	2
15. Are adults around here generally nice to children?	1	2

Now think about school

Section B: School

16. Do you look forward to going to school?

Always Sometimes Never

17. Do you like your teacher?

Always Sometimes Never

18. Do you think your dad encourages you to do well at school?

Always Sometimes Never

19. Thinking back over the last year would you say that you picked on someone (either a child or an adult)?

Yes 1 No 2 (If you have answered no, please wait for Question 21)

20. How did you pick on them?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. Leaving other children out of games/chats	1	2
f. In other ways [please write it down]	1	2

21. Thinking back over the last year would you say that anyone (either a child or an adult) picked on you?

Yes 1 No 2

22. A. How did they pick on you?	Yes	No
a. By shoving, pushing, hitting	1	2
b. Name calling, slagging	1	2
C. Text messaging, emails, be-bo etc	1	2
d. Written messages/notes etc	1	2
e. By children leaving you out of games/chats	1	2
f. Other ways [please write it down]	_ 1	2

22. B. If you were picked on, did this upset you?

A lot	A little	Not at all
1	2	3

Page 4

Think about your family......first your dad!

Section C: Family

23. 110 00	wen do y	ou get on wi	tii youi	uuu:			
Very well		Fairly	well	You an	nd your Dad	do not	get or

1 2 3

How well do you get on with your dad?

Here are some things you might think about your dad. Please tick the answer that suits you best.

a. Does your dad really expect you to follow family rules?

Always Sometimes Never

b. Does your dad like you to tell him when you are worried?

Always Sometimes Never

c. Does your dad usually praise you for doing well?

Always Sometimes Never

d. Does your dad really let you get away with things?

Always Sometimes Never

e. Does your dad punish you if you do not behave yourself?

Always Sometimes Never

f. Can you count on your dad to help you out if you have a problem?

Always Sometimes Never

g. Does your dad point out ways you could do better?					
Always	Sometimes	Never			
Ĭ.	2	3			
h. Does your dad spend t	ime just talki	ng to you?			
Always	Sometimes	Never			
1	2	3			
i. Does your dad let you l	cnow when yo	ou do something v	vrong?		
Always	Sometimes	Never			
i.	2	3			
j. Do you and your dad do			for fun?		
Always	Sometimes	Never			
1	2	3			
24. Do you have brothers	or sisters?	Yes ₁ No	2		
25. Do you get on with th	em?				
Always	Sometimes	Never			
1	2	3			
26. If you have a problen	າ who would y	ou talk to about i	t?		
Please tick all the people you wo					
Your mum Your dad Your teach	ner Your friends		College College College William		
1 2 3	4	5			
27. Can you tell me how	often your pa	rents allow you h	ave a say in		
what the family does (se	uch as what t	o watch on TV, w	hat to do at		
weekends, where to go o	on family outi	ngs or holidays)?			
All the time	Some of the tin	ne Never			
1	2	3			

Page 6

28. When you are bold how often does your dad?

All the	time	Sometimes	Never
a. Explain to you what you			
have done wrong	1	2	3
b. Ignore you	1	2	3
c. Smack you	1	2	3
d. Shout at you	1	2	3
e. Send you out of the room			
or to your bedroom	1	2	3
f. Stop your treats or pocket money	1	2	3
g. Give out to you	1	2	3
h. Offer you treats to be good	1	2	3
i. Ground you	1	2	3

Now some questions about smoking and drinking

Section D: Smoking and Drinking

29. a. Have you ever tried a cigarette? Yes 1 No 2
b. Have you ever had a drink of alcohol? Yes 1 No 2

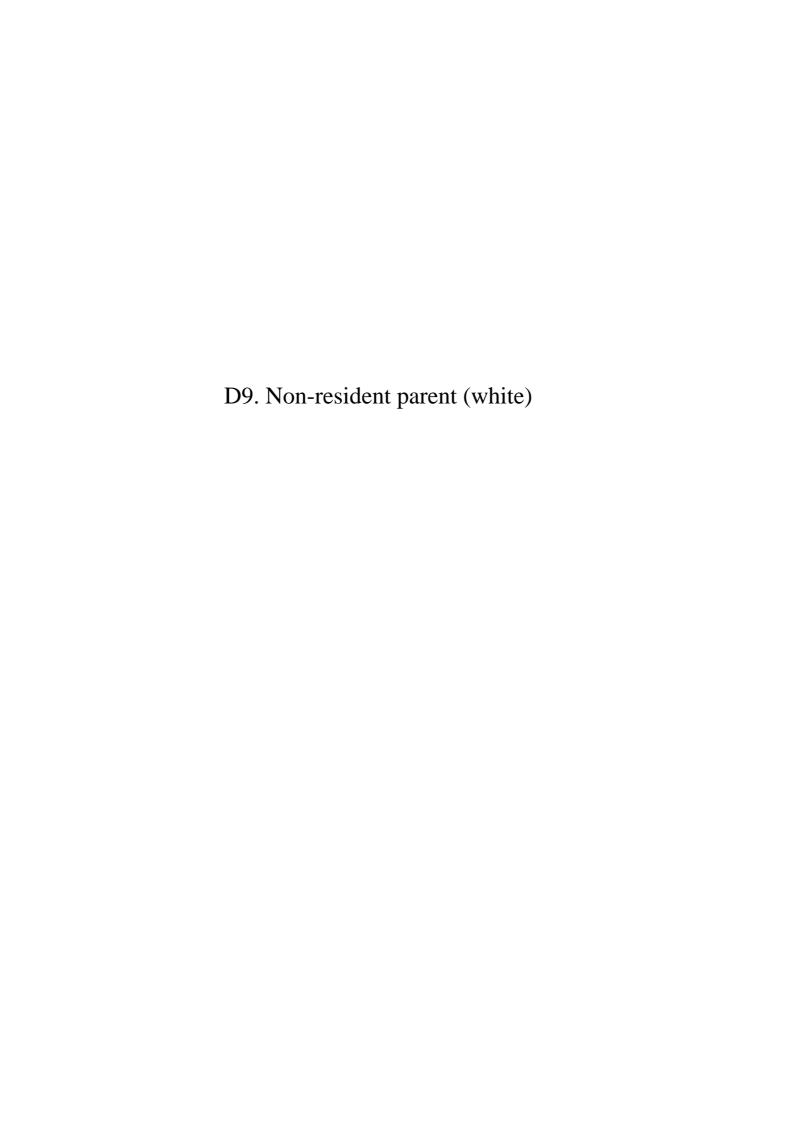
If you have answered no to both of these, you are now finished the questionnaire. Thank you very much for helping us. Please put the questionnaire in the envelope and give it back to the interviewer.

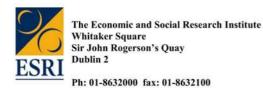
If you have answered yes, please wait for the next questions.

30. How old were you when you first smoked? _____years

31. Do you still smoke? Yes 1 No 2

32. Tick how many cigarettes you smoke?	
a. Smoke now and again but not regularly	1
b. Smoke about 1 cigarette a week	2
c. Smoke about 2 to 5 cigarettes a week	3
d. Smoke about 1 cigarette a day	4
e. Smoke more than 1 cigarette a day	5
33. If you have had a drink of alcohol, did you take	e?
Only had a few sips	
At least one drink 2	
Or	
You drink regularly 3	
34. How old were you when you first had a drink o	f alcohol?years
Please remember that it is very dangerous for children to d	Irink alcohol and smoke
That is the end of all the questio	ns.
Thank you very much for helping	us.
Time Section Ended (24 hour clock)	









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

Non Resident Father Questionnaire					
Area Code	Household Code		Date day _	monthyear	
Please Read This First This questionnaire should be accompanied by an information sheet. It is important that you read this information before filling out the questionnaire. If you have any questions, please ring (01)8632000 and ask for the Growing Up in Ireland team. IF YOU WOULD PREFER TO COMPLETE THE QUESTIONNAIRE WITH AN INTERVIEWER OVER THE PHONE, PLEASE CALL (01) 8632000 DURING OFFICE HOURS					
First of all, we would like to as	sk you a few questions a	bout the time you sper	nd with the study o	child	
Q1. How long is it since yo	u last saw your child?	days _	weeks	months	
Q2. How many nights do you and the study child spend together in a typical month?nights Q3. How many days, or part-days, (without nights) do you and the study child spend together in a typical month? days Q4. How long does a typical contact occasion last? days orhours					
Q5. How do you feel about following:	the <u>amount</u> of time yo	ou spend with the stu	idy child? Pleas	e tick one of the	
Nowhere near	Not quite		A little too	Way too	
enough	enough	About right	much	much	
□ ₁		□3	□4	\square_5	
Q6. If you feel that you do <u>not</u> spend enough time with the study child, what do you think is the reason for this situation? If more than one reason, please tick the main reason.					
Work commitments					

Q7. When you are spending time with the study child, where do you like to bring him or her? A list of places is given below. Please place a '1' beside the location where you spend most time, a '2' beside the next most used location and so on. If there are any locations that you do not visit, just leave them blank.

	Rank
At your home	
At the other parent's home	
At another relative's home (e.g. child's grandparents)	
Recreational/amenity area (e.g. park, swimming pool)	
Shopping centre /cinema /McDonald's etc	
Specific events (e.g. football match)	
Other	

Q8. Please tick one box below to indi your child	cate how you ar	rived at the o	urrent arrangen	nents for time sp	ent with
Court-imposed arrangements Formal, negotiated arrangements other Mutual arrangement with no third party No regular arrangements	than legal (e.g. c negotiator	ounsellor)			
Q9. Fathers do many things for their important for you, as a parent, to do important) and 3 (third most important	? Please the ra				
	,		R	Pank	
Showing my child lov	ve and affection				
Taking time to play v	vith my child				
Taking care of my ch					
Giving my child mora		dance			
Making sure my child					
Teaching my child a	· · ·		sitv		
Other (specify)	na onlocal aging n				
Q10. Do you use any of the following	to communicat	a with the atu	dy shild? Place	a tick all that any	d.
Q13. Being a parent often involves pe	tion, outside of s fine) how you rate the lent 2 2	number of he quality of the and 5, where	nours ne time you spen '1' is "excellent Very Poor 5	nd with the study " and '5' is "very	child. poor".
indicate how often you would normal	•				
	Every day	at least once a week	At least once a month	Several times a year	Rarely or never
Prepare a meal for the child at home		D			□5
Put the child to bed Help the child with his/her homework		2			5
Take the child to doctor /dentist					
/hairdresser etc Take the child to or from school		2			5
We would like to record some information her household.	n about the kind o	f financial sup	port you provide f	for the study child	and his or
Q14. Do you pay anything directly tow apartment where the child resides wi				home (i.e. the h	ouse or
Yes, I pay the full amount due		□1 7	Q15 If your	pay all or part of	the mortgage
Yes, I pay a contribution			or rent. how	much do you pa	
No, I don't pay towards the rent or morton there is no rent or mortgage owing on the control of				per month	

Q16. Do you p	provide financiai s	upport to the ch	ilia's mother (oth	ier than a direct re	ent or mortgage payment)
Never □1					
Yes□₂	REGULAR paym	ent of €	per month (excluding direct rea	nt/mortgage payment)
Yes a a	n <u>IRREGULAR</u> pay	ment, as requir	ed (e.g. back to	school) to the app	proximate value of
					€ per year
Q17. If you giv (Please tick one	ve a regular payme box only)	ent as in Q16 ab	ove, how did yo	u decide on the ar	mount/schedule?
Mutual agreem	nent with mother ed arrangement		l ₂		
	provide any suppo when needed, etc		ancial, e.g. hom	e repairs, minding	the family pet, generally
Never	□1	Yes, occasio	nally□₂	Yes, frequent	ly
	s the status of you d? (Please tick one		vith the study ch	ild's mother wher	ı she became pregnant wi
Cohabiting/livir Separated Divorced Going out but I Just friends	ring togetherng as married		. □₂ Go to Q20 . □₃ Go to Q20 . □₄ Go to Q20 . □₅ Go to Q20 □₆ Go to Q21		
Q20. What ago	e was the study ch	nild when you se	eparated or split	up with the study	child's mother for the firs
AGE	years and	months O	R Separated be	fore birth	□1
Q21. Are you	named on the stud	dy child's birth o	certificate?		
Yes		No		t sure	3
	ve <u>never been ma</u> If you were married			r have you ever a	pplied for guardianship of
No□1	Yes, through	n mother only	Yes, thi	ough court	3
Q23. If yes, wa	as this application	successful?	Yes□ ₁	No□₂ Ong	joing□3
Every day Several times a About once a v A few times a r Several times a	en do you talk abo a week week month a year	1 	nild with the Stud	ly Child's mother	?
Q25. How wel	l do you get on wi	th the Study Ch	ild's mother? W	ould you say you	r relationship is?
V	, ,	Somewhat positive	Neutral	Somewhat negative	Very negative
	\square_1	\square_2	\square_3	\square_4	\square_5

Q26. Often parents have to make major decision indicate the degree of influence you feel you have)
A lot of influence Discipline				
Finally, we just have a few questions about you.				
Q27. What is your date of birth?	Day N	onth Year		
Q28. How old were you when your first ever chi	ild was born?	years		
Q29. How would you describe your current emp	oloyment stat	us?		
Working for payment or profit \Box_1 Looking for first regular job \Box_2 Unemployed \Box_3 Student or pupil \Box_4 Looking after home/family \Box_5	Una sick	ble to work due to ness or disability	ment	
Q30. What is (was) your occupation in your mai	in job? Pleas	e describe as fu	lly as possible.	
Q31. What is the highest level of education that	you have co	mpleted? (Please	e tick one box only)	-
No formal education \Box_1 Primary \Box_2 Junior Cert. or equivalent \Box_3 Leaving Cert. or equivalent \Box_4 Trade Qualification \Box_5	Dipl Deg	oma ree	□6 □7 □8 □9	
Q32. Which of the following best describes you	r current mar	ital status?		
Single	Divo Wid	orcedowed		
Q33. Are you currently living with a partner?				
Yes	o		Q35	
Q34. If yes, how long have you been in this rela	tionship?	years or	months	
Q35. How many other children (not including th	ne study child) do you have?		
None 🗀 by sam	ne parent as S	tudy Child	by a different partne	r(s)
Q36. What is your nationality?			_	
Q37. If you are NOT Irish, how long have you be	en living in l	reland?	years OR months	
Q38. How would you describe your general state Excellent Very good	te of health? Good	Fair	Poor	

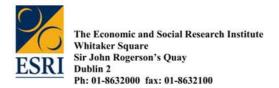
THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT. PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE. IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE THE GROWING UP IN IRELAND TEAM AT 01-8632000

 \square_3

 \square_4

 \square_5

D10.	Non-cohort care	egiver – home-	-based (white)







GROWING UP IN IRELAND – national study of children Strictly Confidential – HOME-BASED CARE

Area Code	Househol	d Code		Date	_ daymonth	year
This questionnaire should be filling out the questionnaire. I team. IF YOU WOULD PR	accompanied by an in	ons, please ring	et. It is importa g 01-8632000 a NAIRE WITH AN	ind ask for the	Growing Up in Ire	eland
First of all, we would like to	ask you some ques	tions about ca	aring for the st	udy child in p	oarticular.	
Q1. Which of the following	best describes your	relationship to	the study ch	ild?		
Grandmother Grandfather Other relative Friend of parent	1 N2 N3 F	Neighbour Nanny/au pair Registered chi Jnregistered c	ldminder	 	J ₆	
Q2. Do you live in the home	of the study child (i	include granny	flat or guest	accommodat	ion as part of the	child's
home)?	□ı No					
Q3. Do you care for the stu			our home or	somewhere e	lse?	
Study Child's home						
My own home						
Somewhere else (please spe	cify where)					
Q4. How long have you bee	n caring for the stud	ly child?	years _	mor	nthsv	weeks
Q5. How many hours per w	eek do vou care for t	the study child	1?	hours		
				100000000000000000000000000000000000000		
Q6. How many <u>days</u> per we	ek do you care for tr	ie study child	·	days		
Q7. We would like to know activities that a 9 year-old r						
	All the	Frequently	Occasionally	Rarely	Never	
Watching television/videos/l	time			П.		
Using a computer	DVD's \square	L_12	L_3 □L	L_4 □.	<u>∟</u> 5	
Reading		L ₂		L#	<u>∟</u> 5	
	L1	L12	3 □	L_4 -	<u></u> 5	
Doing homework	<u></u> 1	<u>2</u>	<u></u> □3	⊢ ⁴	<u></u> 5	
Playing Q8. Please think about you	∟l r relationship with th	∟2 ne study child	∐3 How easy or	∟₄ difficult do v	∟5 ou find getting on	with the
child?	rolationip with the	\$480.00 kg	_	unnount do y	ou mu gotting on	
Very easy	Somewhat easy	Neither eas difficul		what difficult	Very difficult	
Very easy			t Some			
We would also like some go		NEC CO	nent in which		AND A DOMESTIC	
Q9. On a typical day, how n children)?					7700000 1 0 0000 00 00000 -	'n
	child	dren				
Q10. What ages are these c	hildren? (Please ind	icate the numl	ber of childrer	in these age	categories, again	excluding
	-	2.0 veore				
0 – 11 months 1- 3 years		'-9 years 0 - 12 years				
4-6 years		2 years and ov				

at? Do you estimate	ny children's books are available to the study child to read/ic
None	
Less than 10	
Between 10 and 20	
21 – 30	
More than 30	
, more than 50	
Q12. Do you look after the study child when he or si	
Never 1 Rarely	Frequently
Finally, we would like to know some things about yo	u
Q13. What is your date of birth?	
Da	y Month Year
Q14. What is your gender? Male	1 Female
Q15. What is your nationality?	
Q16. Which of the following best describes your current	rent employment status?
Working for payment or profit \square_1	Looking after home/family
Looking for first regular job \square_2	Retired from employment
Unemployed	Unable to work due to permanent sickness or disability \square_7
Student or pupil	Other (please specify)
Q17. Is caring for children your main occupation?	Yes
Q18. If no, please tell us your main occupation using	precise terms (e.g. 'national school teacher' instead of
'teacher').	
Q19. What is the highest level of education that you	have completed?
No formal education	Certificate
Primary	Diploma
Junior Cert. or equivalent	
Leaving Cert. or equivalent	Postgraduate Degree
Zoarning Corn of Oquirations	, congradado pograd
Q20. Do you have any childcare or childcare related your experience of raising your own children?	qualifications (e.g. teaching, nursing, montessori) excluding
No	Π,
Yes, certificate level of less than one year's duration	
Yes, certificate level or above of greater than one year's	=
	-
Q21. Have you undertaken any other training relevar	it to caring for children? Tick all that apply
Childcare	Special needs assistance
National school teaching	Speech and language therapy
Other education	Nursing
Child psychology/development	Other
Nutrition/Diet	First aid
Sign language	
Q22. How long have you worked in a childcare situate	tion? years months
Q23. How many hours do you work each week in chi	Idcare? hours

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

I	011. Non-co	ohort caregiv	er – centre-	based (white	·)



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

Ph: 01-8632000 fax: 01-8632100





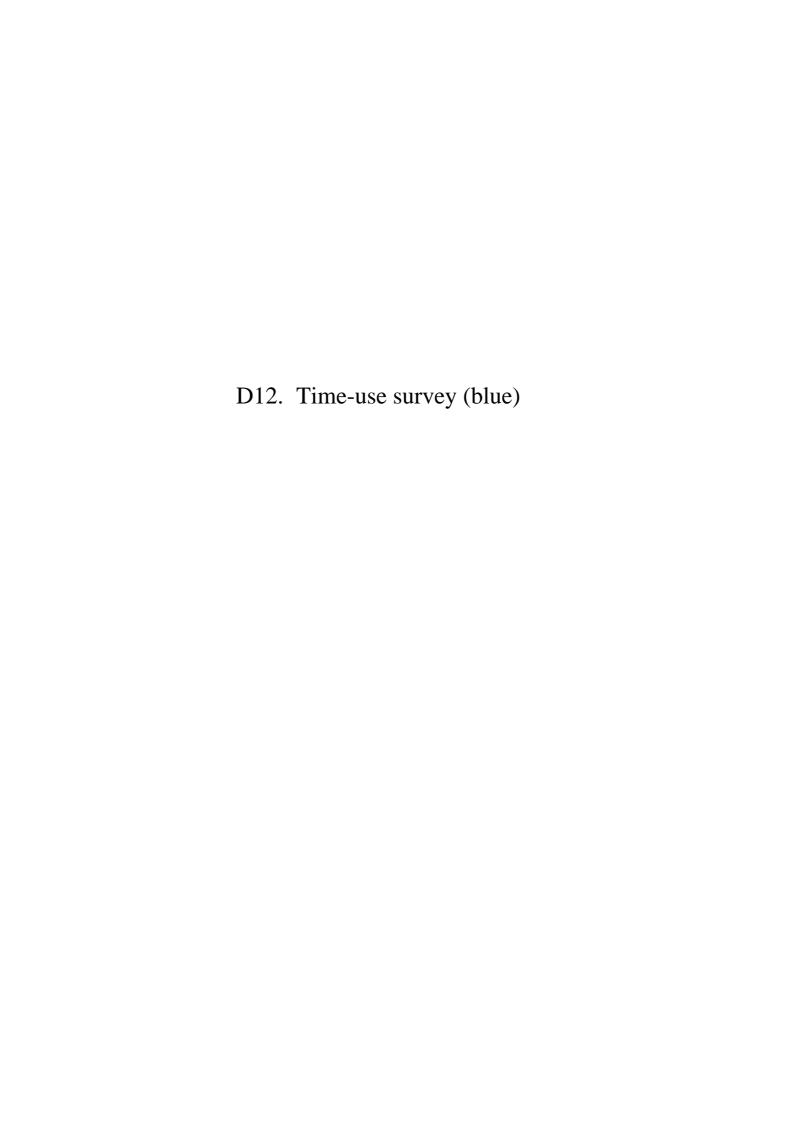


GROWING UP IN IRELAND – national study of children Strictly Confidential – CENTRE-BASED CARE

Area Code Date day month year
PLEASE READ THIS FIRST This questionnaire should be accompanied by an information sheet. It is important that you read this information before filling out the questionnaire. If you have any questions, please ring 01-8632000 and ask for the <i>Growing Up in Ireland</i> team. If you would prefer to complete the questionnaire with an interviewer over the phone, please call (01) 8632000 during office hours
First of all, we would like to ask you some things about the study child in particular.
Q1. How long has the study child been attending this centre? years months weeks
Q2. How many hours per week does the study child attend the centre? hours
Q3. How many days per week does the study child attend the centre? days
Q4. Compared with other children, do you think this child is ?
Much easier to get on with than average
Q5. We would like to know how the study child spends his or her time while in the centre's care. There follows a list of activities that a 9 year-old might engage in. Please indicate how often he or she participates in each activity.
All of the time Frequently Occasionally Rarely Never Watching television/videos/DVD's
Q6. Please think about your relationship with the study child. How easy or difficult do you find getting on with the child?
Neither easy nor Very easy Somewhat easy difficult Somewhat difficult Very difficult 1 2 3 4 5
We would also like some general information about the care centre.
Q7. Are you registered with the Health Service Executive?
Yes
Q8. On a typical day, how many children are in the centre (excluding study child)? no. of children
Q9. What ages are these children? (Please indicate the number of children in these age categories)
0 – 11 months 7-9 years
Q10. If there is more than 5 years between the ages of the oldest and youngest child, are the younger children segregated from the older?
Yes
Q11. How many children in the centre (excluding the study child) are from a non-English speaking family background? children
Q12. How many children in the centre (excluding the study child) have a mental or physical disability? children
Q13. How many staff (whole-time equivalents) are employed in the centre to look after the children (do not include administrative or maintenance staff, etc)? no. of staff
Q14. How many of these staff have a formal childcare qualification? no. of staff

suggestions is given below. P			•	attending the centre. A list o
Supervised outdoor play		Internet		
Sports equipment (footballs, trans	npolines, etc)	2 Musical equip	ment	
Educational toys (e.g. meccano,	. =			
Other toys (dolls, teddies, etc)				
Television/video/DVD Other (please specify)		5 Organised tea	ım games	
Q16. How many children's boo	oks are available to	children to read/loo	k at? Do you estim	ate
None	<u></u> '			
Less than 10				
Between 10 and 20				
21 – 30 More than 30				
Q17. Are parents allowed to le		nto the centre?		
_	ely			Always
Finally, we would like to know	_			,
			of the centre	
Q18. Are you (a) the Director of		(b) an employee	of the centre	2
Q19. What is your date of bi	rth?Day	Month	Year	
Q20. Are you? Male		Female2		
Q21. What is your nationality?				
Q22. Which of the following be	est describes the ty	pe of care your cent	re provides?	
After-school supervision	🔲 1	Youth centre		
Study group/homework club	2	Other (please spe	ecify)	
Q23. What is your highest leve	el of qualification in	childcare or related	discipline (e.g. tea	ching, nursing, Montessori)?
No formal qualification		Degree		🔲 4
Certificate	2	Postgraduate De	gree	🗆5
Diploma				
Q24. Please indicate the subje	ct area in which the	e qualification was o	btained:	_
Childcare			sistance	
National school teaching			uage therapy	
Other education				=
Q25.When did you receive this	_	Year:		🗀8
Q26. Have you undertaken any	-		ildran2 Tick all the	at annly
Childcare				_
National school teaching	='			
Other education				
Child psychology/development		Other		
Nutrition/Diet	5	First aid		
Sign language	□6			
Q27. Is caring for children you	r main occupation	? Yes	🔲 1 No	2
Q28. If no, please describe you	ur main occupation	as fully as possible		
,				
Q29. How many hours do you	work each week in	child care?	hours	
Q30. How long have you work	ed in this particular	care centre?	years m	onths
Q31. Overall, are you happy w	orking in childcare	?		
Very Happy	Нарру	Neither happy or Unhappy	Unhappy	Very unhappy
			□ 4	\square_5

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



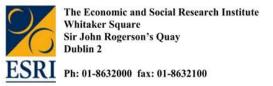
T1. Would you describe the diary day as: [Tick all that apply]

An ordinary day		A family member was away from home	
A holiday or family celebration		One of the Study Child's parents was ill	
A school holiday	\square_3	The Study Child was ill	
A parent took some time off work		We had guests staying with us	
The family dealt with a crisis			10

T2. When did you fill in the diary? Please tick ($$) one box.	
Now and then during the diary day	
At the end of the diary day \square_2	
The day after the diary day \square_3	
Later	s afte
T4. Did you complete it with Study Child? Yes	

PLEASE RETURN THIS COMPLETED TIMEUSE DIARY IN THE ENCLOSED PRE-PAID ENVELOPE TO THE ECONOMIC AND SOCIAL RESEARCH INSTITUTE (ESRI).

THE ASSISTANCE OF YOU AND YOUR FAMILY IN THE GROWING UP IN IRELAND PROJECT IS GREATLY APPRECIATED AND WILL HOPEFULLY ASSIST ALL CHILDREN IN IRELAND OVER THE COMING YEARS.





Area Code Household Code Respondent Code
GROWING UP IN IRELAND – the national longitudinal study of children Pilot 2
Time Use Diary
STRICTLY CONFIDENTIAL
As part of the <i>Growing Up in Ireland</i> project we would like to record details on how 9-year old children in Ireland spend their time.
We would like you to complete the enclosed time-use diary with the Study Child as shown by the interviewer. Simply mark the booklet to indicate what the Study Child was doing for each quarter hour in the day. To do this draw an arrow through the relevant 15 minute slots to indicate what the Study Child was doing.
If a child was engaged in a number of activities in any given 15-minute time period we would like you to record their MAIN activity – for example if the child was watching TV and also eating a snack and if you consider his/her main activity to be watching the TV at that time then record this in row 15 – Watching TV and Videos/DVDs rather than in row 4 on Eating/Drinking.
Once again we would like to assure you that all of the information provided will be treated in the strictest confidence and will not be revealed in any way which could be associated with your name or address.
Day on which we would like this diary to be completed:
DAY DATE

Activity				ат																		
		00 am 30 45		01.00 a 15 30			0 am 30 45		00 am 30 45	04.00 am 15 30 45	05.00 am 15 30 45		00 am 30 45		00 am 30 45		.00 am 30 45		00 am 30 45	00 am 30 45		00 am 30 45
1. SLEEPING																						
2. RESTING/RELAXING (doing nothing, 'time out')																						
3. PERSONAL CARE (washing, dressing, toilet)																						
4. EATING/DRINKING/HAVING A MEAL																						
5. TRAVELLING TO AND FROM SCHOOL																						
6. OTHER TRAVELLING (incl. leisure and domestic trips; dropping to games, matches etc)																						
7. AT SCHOOL																						
8. HOMEWORK																						
9. PHYSICAL PLAY/EXERCISE/SPORTS (playground, running, chasing, football, judo, ballet,dance)																						
10. PLAYING BOARD GAMES, CARDS etc.(card games, snakes & ladders, Monopoly, Trivial Pursuit etc)																						
11. GENERAL PLAY (with toys, dolls,cars etc;dressing up, 'playing house',imaginary or make believe games)																						
12. HOBBIES AND OTHER LEISURE ACTIVITIES (crafts, model making, painting, music practice etc.)																						
13. COMPUTER/INTERNET /PLAY STATION / X-BOX etc. (playing on computer, with computer games)																						
14. EMAIL/ BEBO / MSN / TEXTING/ ON THE PHONE (contacting, messaging friends or others)																						
15. WATCHING TV AND VIDEOS/DVDS etc																						
16. READING BOOKS, COMICS, MAGAZINES ETC.																						
17. HOUSEHOLD CHORES / HOUSEWORK																						\Box
18. VISITS TO A RELATIVE'S HOUSE FOR PURPOSES OTHER THAN PLAY																						
19. ON A FAMILY OUTING (a trip out as a family)					\top																	
20. ON A SHOPPING TRIP (shopping for groceries, clothes etc.)																						
21. RELIGIOUS ACTIVITY (attending religious services, prayer etc.)																						
22. NOT SURE																						

Activity	pm																						
	12.00 noon 15 30 45		01.00 pm 15 30 45					03.00 pm 15 30 45			04.00 pm 15 30 45		0 pm 80 45	06.00 pm 15 30 45		08.00 pm 15 30 45		09.00 pm 15 30 45		10.00 pm 15 30 45		11.00 pm 15 30 45	
1. SLEEPING																							\Box
2. RESTING/RELAXING (doing nothing, 'time out')					П																		
3. PERSONAL CARE (washing, dressing, toilet)					П																		
4. EATING/DRINKING/HAVING A MEAL					П																		\Box
5. TRAVELLING TO AND FROM SCHOOL					П																		
6. OTHER TRAVELLING (incl. leisure and domestic trips; dropping to games, matches etc)					П																		\Box
7. AT SCHOOL					П																		\Box
8. HOMEWORK					П																		
9. PHYSICAL PLAY/EXERCISE/SPORTS (playground, running, chasing, football, judo, ballet,dance)					П																		
10. PLAYING BOARD GAMES, CARDS etc.(card games, snakes & ladders, Monopoly, Trivial Pursuit etc)					П																		
11. GENERAL PLAY (with toys, dolls,cars etc;dressing up, 'playing house',imaginary or make believe games)					П																		
12. HOBBIES AND OTHER LEISURE ACTIVITIES (crafts, model making, painting, music practice etc.)					П																		
13. COMPUTER/INTERNET /PLAY STATION / X-BOX etc. (playing on computer, with computer games)					П																		
14. EMAIL/ BEBO / MSN / TEXTING/ ON THE PHONE (contacting, messaging friends or others)					П																		
15. WATCHING TV AND VIDEOS/DVDS etc					П																		
16. READING BOOKS, COMICS, MAGAZINES ETC.					П																		
17. HOUSEHOLD CHORES / HOUSEWORK					П																		
18. VISITS TO A RELATIVE'S HOUSE FOR PURPOSES OTHER THAN PLAY					П																		
19. ON A FAMILY OUTING (a trip out as a family)					\Box																		
20. ON A SHOPPING TRIP (shopping for groceries, clothes etc.)					\Box																		
21. RELIGIOUS ACTIVITY (attending religious services, prayer etc.)					\Box																		
22. NOT SURE					П																		





Report on Pre-Piloting, Piloting and Dress Rehearsal phases of the 9-year cohort

Growing Up in Ireland

Appendix E

School-based instruments used in Dress Rehearsal

- E1. Introductory letter to school (principal)
- E2. Letter from the Minister
- E3. School Record Sheet (blue)
- E4. Principal information leaflet
- E5. Teacher information leaflet
- E6. Principal Questionnaire (white)
- E7. Teacher-on-Self Questionnaire (yellow)
- E8. Teacher-on-Pupil Questionnaire (green)

E1. Introductory letter to school (principal)	



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100



October 2007

Dear Principal

I am writing to you about a most important government study on children. It is known as *Growing Up in Ireland – the national longitudinal study of children*.

The purpose of the study is to investigate the well-being of children in Ireland today and to identify the factors which help or hinder all aspects of their development – including educational, social, emotional, psychological, physical, cognitive etc.

The study involves interviewing a national sample of 9-year-olds. I am writing to you to ask for your assistance in recruiting part of that sample from the pupils in your school.

The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education and Science is represented on the Steering Group which oversees the study. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study.

The attached Information Sheet for Principals outlines the sort of help we are seeking. Page 2 of the sheet details what is involved by your school's participation in the study. Broadly, we would like you to help us to identify a sample of 9-year-olds; to send a letter and consent forms (prepared and packed by us) to the parents of the children to enlist them into the survey and, finally, to assist us in administering the Drumcondra reading and maths tests in the school. One of our interviewers would administer these assessment tests.

I realise that a study like this adds to the already heavy administrative and teaching workload in the school. This is the largest and most substantial study of children ever undertaken in Ireland. The results of the study will be very important in determining government policy in the area of children and families for many years to come.

One of our interviewers will phone you over the next few days to see if he or she can call to the school at a time which is convenient for you to meet and discuss the study and to go through in more detail what we are requesting from you and your school.

I hope you will be able to help us in this most important study and would like to thank you, in advance, for any assistance that you can give.

Yours sincerely

James Williams

(Research Professor ESRI and

James Williams

Principal Investigator, Growing Up in Ireland study).

Professor Sheila Greene

She on Brown

(Director, Children's Research Centre, TCD

Co-Director, Growing Up in Ireland study)



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100 University of Dublin
Trinity College
College Green
Dublin 2

A Phríomhoide,

Scríobhaim chugat faoi staidéar ríthábhachtach rialtais ar leanaí: Ag Éirí Aníos in Éirinn – Staidéar Fadaimseartha ar Leanaí.

Is í aidhm an staidéir seo ná eolas a fháil faoi leas na leanaí in Éirinn sa lá atá inniu ann. Cad iad na tosca atá ina gcabhair nó atá ina mbac dá bhforbairt? Áirímid gnéithe oideachasúla, sóisialta, mothúchánacha, síceolaíocha, cognaíocha, agus araile.

Staidéar samplach é ina gcuirfear agallaimh ar pháistí 9 mbliana d'aois. Iarraim do chabhair ort chun cuid den sampla a fháil ó do scoilse.

An Roinn Sláinte agus Leanaí, i gcomhpháirt leis an Roinn Gnóthaí Sóisialacha agus Teaghlaigh agus leis an bPríomh-Oifig Staidrimh, a mhaoineoidh an staidéar trí Oifig an Aire Leanaí. Tá ionadaíocht ag an Roinn Oideachais agus Eolaíochta ar an nGrúpa Stiúrtha atá ag maoirsiú an staidéir. I mbun na hoibre tá taighdeoirí faoi threoir Institiúid um Thaighde Eacnamaíochta Sóisialta (ESRI) agus Ionad Taighde Leanaí I gColáiste na Tríonóide, Baile Átha Cliath.

Tugann an Bhileog Eolais do Phríomhoidí (go háirithe leathanach 2) breac-chuntas ar an saghas cabhrach atá uainn. Ba mhaith linn go gcabhrófá linn grúpa samplach leanaí 9 mbliana d'aois a aithint; litir agus foirmeacha toilithe (ullmhaithe agus pacáilte againn-ne) a chur chuig tuismitheoirí le go mbeadh a leanaí páirteach sa suirbhé; agus na trialacha léitheoireachta agus matamaitice Dhroim Conrach a riar. Is faoi riarachán duine dár n-agallóirí a bheadh na trialacha measúnaithe seo.

Tuigim go gcuireann a leithéid de staidéar le hobair na scoile. An staidéar seo ar leanaí, is é an staidéar is mó agus is substaintiúla a rinneadh riamh in Éirinn. Cinnfidh torthaí an staidéir polasaí an rialtais maidir le leanaí agus teaghlaigh ar feadh mórán bliain amach anseo.

Cuirfidh duine dár n-agallóirí fón ort i gceann cúpla lá le fáil amach an féidir leis/léi bualadh isteach chuig an scoil ag am oiriúnach. D'fhéadfadh sé/sí an staidéar a phlé leat agus níos mó eolais a thabhairt duit faoi cad atá ag teastáil uainn.

Tá súil agam go mbeidh tú in ann cabhrú linn. Ba mhaith liom mo bhuíochas a ghabháil leat roimhré as aon chabhair uait.

Is mise le meas

James Williams

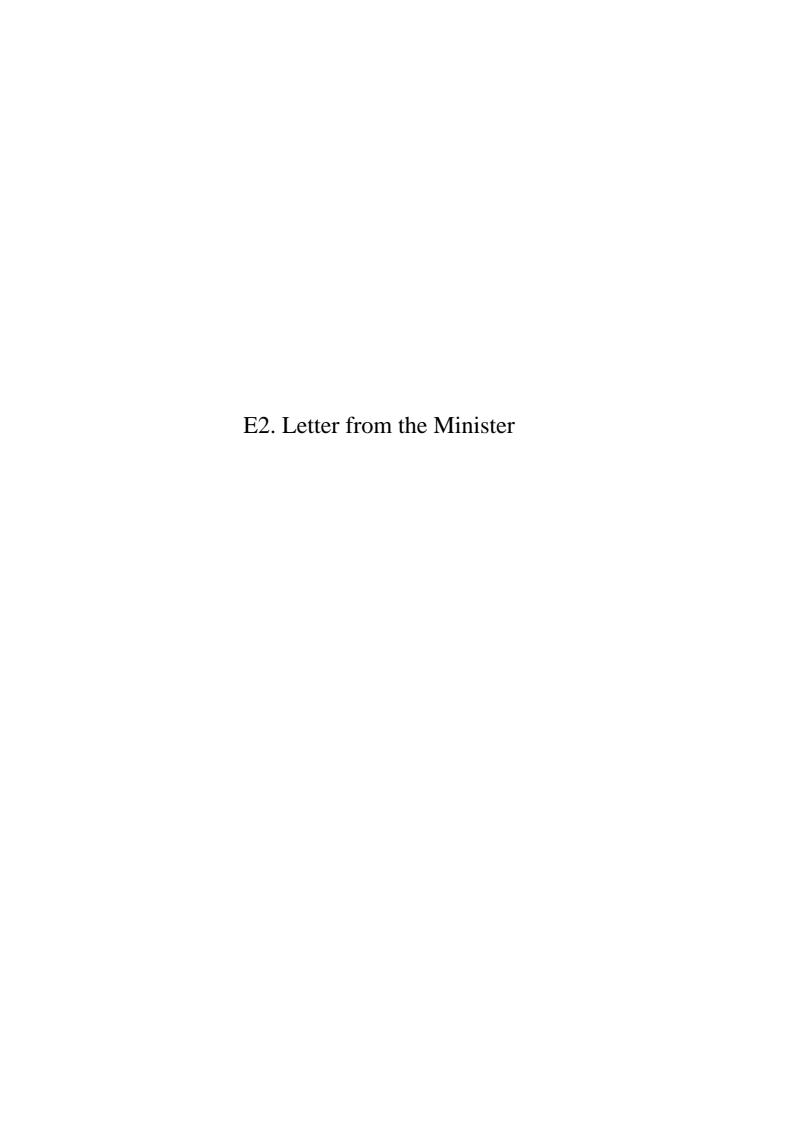
(Ollamh Taighde ESRI agus

Príomhfhear Taighde, staidéar Ag Éirí Aníos in Éirinn)

Sheila Greene

(Stiúrthóir, Ionad Taighde Leanaí, TCD,

Comhstiúrthóir, staidéar Ag Eirí Aníos in Éirinn)







Re. Growing up in Ireland study

November 2006

Dear Principal

We are writing to you about a major new study of children in Ireland which has recently been announced by the government.

The *Growing Up in Ireland* study will look at the development and well-being of children. Its main objective is to paint a full picture of all children in Ireland today and to examine how they are developing in all aspects of their lives.

Research from the study will be used to assist us in formulating policies and in the provision of services which will ensure that *all* children in Ireland will have the best possible start in life.

The *Growing Up in Ireland* study has been commissioned by the Department of Health & Children in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education & Science is represented on the Steering Group which oversees the project. A consortium of researchers led by the Economic & Social Research Institute (ESRI) and the Children's Research Centre at Trinity College Dublin has been commissioned to carry out the study.

The first data collection is set to begin in the coming weeks with a national random sample of 8,000 9-year-old children. These children will be selected from 750 National Schools across the country. Your school has been randomly selected by the researchers for participation in the study.

We are aware that an exercise such as this can be an intrusion into the already busy life of the school. The study has been designed, however, to minimise additional work on the part of the school.

Given the importance of *Growing Up in Ireland* and the input it will have in the formation of policies for children and their families over coming decades we hope that you will be able to support this most worthwhile exercise. It is unquestionably the most substantial and most important piece of research into children and childhood ever to have been undertaken in Ireland.

We would like to thank you, in anticipation, for your co-operation in this research.

Yours sincerely.

Brian Lenihan T.D. (Minister for Children)

Brian Lenihan

Mary Hanafin T.D. (Minister for Education & Science)





Re. Staidéar: Ag Fás Suas in Éirinn

Samhain 2006

A Phríomhoide

Táimid ag scríobh chugat faoi staidéar nua ar leanaí in Éirinn a d'fhógair an rialtas le déanaí.

Féachfaidh an staidéar dar teideal *Ag Fás Suas in Éirinn* ar fhorbairt agus fholláine leanaí. Is é an príomhchuspóir atá aige ná pictiúr iomlán a thabhairt de na leanaí uile in Éirinn inniu agus iniúchadh a dhéanamh ar an slí ina tá siad ag forbairt i ngach ghné dá saolta.

Bainfear úsáid as taighde ón staidéar chun cabhrú linn i bpolasaithe a chruthú agus seirbhísí a sholáthar a chinnteoidh go mbeidh an tús is fearr is féidir ag *gach* leanbh in Éirinn.

Tá an staidéar *Ag Fás Suas in Éirinn* arna choimisiúnú ag an Roinn Sláinte agus Leanaí i gcomhar leis an Roinn Gnóthaí Sóisialacha agus Teaghlaigh agus an Phríomhoifig Staidrimh. Tá ionadaíocht ag an Roinn Oideachais agus Eolaíochta ar an nGrúpa Stiúrtha a dhéanann maoirseacht ar an tionscadal. Tá cuibhreannas de thaighdeoirí coimisiúnaithe le tabhairt faoin staidéar, ar a bhfuil an Institiúid um Thaighde Eacnamaíochta agus Sóisialta agus an Ionad Taighde Leanaí i gColáiste na Tríonóide, Baile Átha Cliath i gceannas orthu.

Tá an céad bhabhta de bhailiú sonraí le bheith ar siúl sna seachtainí amach romhainn le sampla fánach náisiúnta de 8,000 leanbh 9 mbliain d'aois. Roghnófar na leanaí seo ó 750 Scoil Náisiúnta ar fud na tíre. Roghnaigh na taighdeoirí do scoil go fánach chun páirt a ghlacadh sa staidéar.

Tá a fhios againn go bhféadfadh a leithéid de bhirt cur isteach ar saol na scoile atá fíor-ghnóthach cheana féin. Tá an staidéar deartha, áfach, chun obair bhreise a laghdú don scoil.

Toisc na tábhachta a bhaineann le **Ag Fás Suas in Éirinn** agus an t-ionchur a bheidh aige i bpolasaithe a chruthú do leanaí agus a dteaghlaigh amach anseo tá súil againn go mbeidh tú in ann cabhrú leis an gcleachtas fiúntach seo. Is é an píosa taighde is tábhachtaí agus is suntasaí ar leanaí agus leanbaíocht dá ndearnadh riamh in Éirinn.

Ba mhaith linn ár mbuíochas a ghabháil leat, roimh ré, as ucht do chomhoibrithe leis an taighde seo.

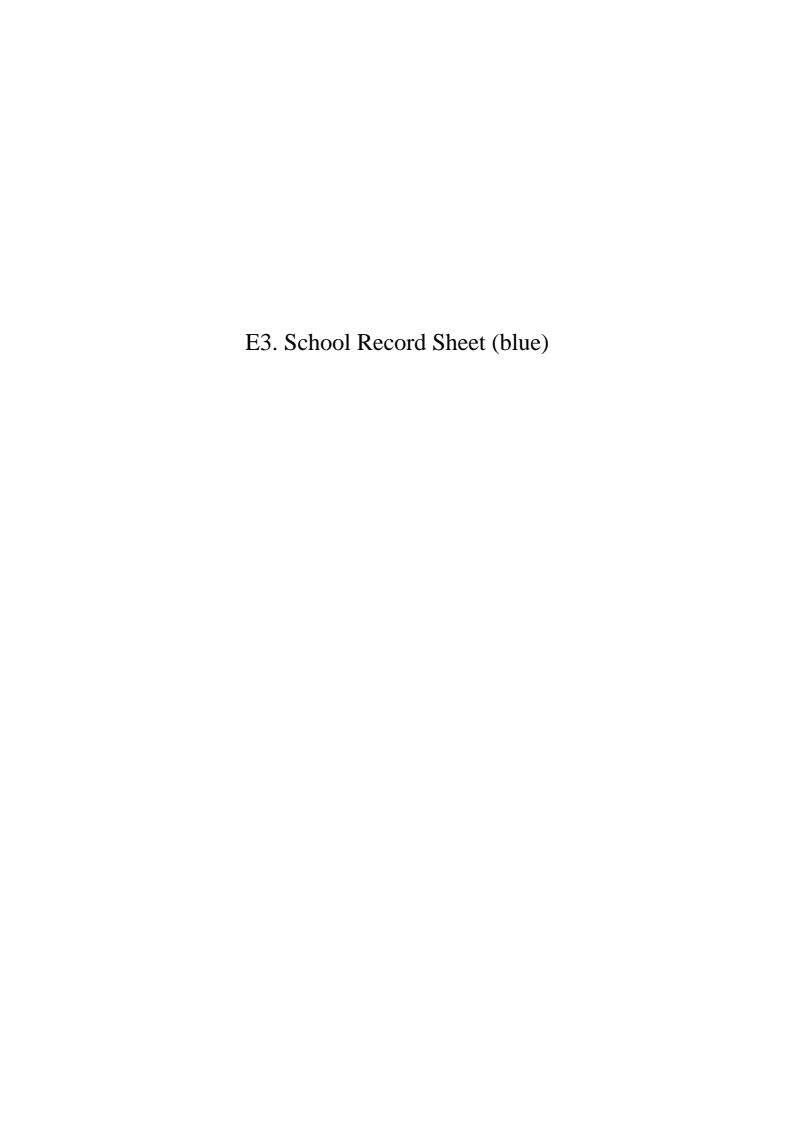
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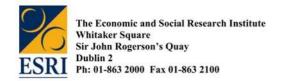
Brian Lenihan T.D. (Aire do Leanaí)

Brian Lenihan

Mary Hanafin T.D. (Aire Oideachais agus Eolaíochta)

Mary Harafin







Growing Up in Ireland – the national longitudinal study of children STRICTLY CONFIDENTIAL

SCHOOL RECORD SHEET, Autumn 2007

School ID			School Roll No	. [
Date	day	_ Mth	Int Name	Int. N	No.			
understandin which factors	g of all aspects affect a child's	of childre s develor	new government study on children en and their development. It will exam- oment and make for a healthy and havernment to develop policies and int	nine ho nappy	ow childrer childhood	develor or for a	over time less happy	and identify yone. The

The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education and Science is represented on the Steering Group which oversees the project. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study.

Your school has been one of those randomly selected to participate in the study. All information provided will be treated in the strictest confidence. No-one, other than the Study Team, will see the information you complete about the child. This information will not be seen by the child or by his / her parents / guardians.

On the middle pages of this form we would like you to record the details of all pupils in your school WHOSE DATE OF BIRTH IS BETWEEN 1st MARCH 1998 AND 31st OCTOBER 1998.

Please include one child per line. The form provides up to 65 lines - i.e. 65 children in the age bracket.

In the table below we would like you to list all the teachers who teach the children in guestion from 1 to 8 as relevant to your school. The Teacher ID on the Teacher Questionnaire is the ID number referred to in the table below. Please also tick in column (C) to indicate whether or not any of the teachers in question is the Principal of the school.

(A) TEACHER ID WITHIN THE SCHOOL	(B) TEACHER NAME	(C) School Principal? Yes No
1		
2		
3		
4		
5		
6		1 2
7		1 2
8		

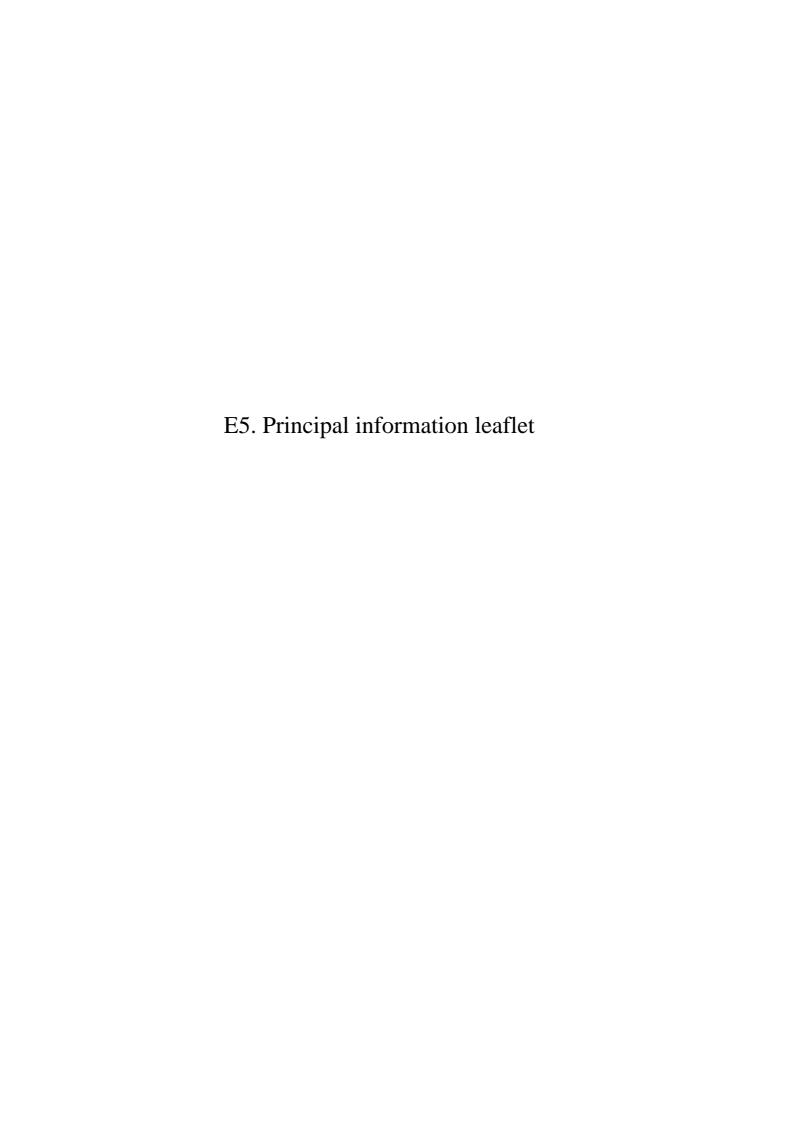
Estimated number of pupils in age bracket in the school	3
	8

PLEASE LIST ALL CHILDREN IN YOUR SCHOOL WHOSE DATE OF BIRTH FELL BETWEEN 1st MARCH 1998 AND 31st OCTOBER 1998 [1/3/1998 to 31/10/1998]

Date of Birth															
Pupil	Pupil's Roll	n	Teacher ID (from table on	Gender				Class 2 nd 3 rd 4 th	langu		Specific Learning Difficulty?		Info. 1	Info. 2	Info. 2
Number	Number	Pupil's Name	page 1)	M F	Day	Mth	Year		Yes	No	Yes No		returned	issued	returned
1				1 2						2	1 2		 		
2										2	<u>l</u> <u>l</u> 2		 		
3				1 2				$ \begin{array}{c cccc} $		<u>2</u>					
5				1 2						2					
6										\square_2					
7												$+$ \exists			
8												$+$ \dashv			
9															
10															
11															
12															
13								1 2 3							
14								1 2 3							
15								1 2 3		\square_2	□ ₁ □ ₂				
16				□ ₁ □ ₂				1 2 3		\square_2	□ ₁ □ ₂				
17				□ ₁ □ ₂						\square_2	□ ₁ □ ₂				
18				□1 □2				1 2 3		\square_2	□ ₁ □ ₂				
19				1 2				1 2 3		\square_2	1				
20				1 2				1 2 3		\square_2	1 2				
21				1 2				1 2 3		\square_2	1 2				
22				□1 □2						\square_2	1 2				
23				1 2						\square_2	1 2				
24				1 2						2	1 2				
25				1 2						2	1 2				
26				1 2						2			 		
27 28				1 2				$ \begin{array}{c cccc} $		2			 		
29										2					
30										2					
31				1 2						2					
31				1 2						2	1 2				
32				1 12					<u> </u>	_2	1 2			_ Ц	

CONTINUED FROM ABOVE – children in your school whose date of birth fell between 1st March 1998 and 31st October 1998 [1/3/1998 to 31/10/1998]

CON	INCED FROM	I ABOVE – children in your sc			_			1 1990 and 31				90 10 31/10	<u> </u>		
			Teacher	Gender	Da	te of Bir	rth			h first	Specific				1
D!1	Pupil's Roll		ID (from					Class	langu	iage?	Learning Difficulty?	Info. 1	Info. 1	Info. 2	Info. 2
Pupil		Describe Name	table on	M E		200		2 nd 3 rd 4 th	¥7	No					
Number	Number	Pupil's Name	page 1)	M F	Day	Mth	Year		Yes	No	Yes No	issued	returned	issued	returned
33				1 2				1 2 3		\square_2	□1 □2				
34				□ ₁ □ ₂				\square_1 \square_2 \square_3		\square_2	□ ₁ □ ₂				
35								\square_1 \square_2 \square_3		\square_2	□1 □2				
36								1 2 3			□1 □2				
37								1 2 3			□1 □2				
38								1 2 3			□ ₁ □ ₂				
39								□1 □2 □3		\square_2					
40								1 2 3		\square_2					
41								1 2 3		\square_2	□1 □2				
42								□ ₁ □ ₂ □ ₃							
43								1 2 3			□1 □2				
44								1 2 3		\square_2	□1 □2				
45								1 2 3							
46								□ ₁ □ ₂ □ ₃							
47								□1 □2 □3							
48								□1 □2 □3							
49								□ ₁ □ ₂ □ ₃							
50								□1 □2 □3							
51								□ ₁ □ ₂ □ ₃							
52								□ ₁ □ ₂ □ ₃							
53								□1 □2 □3							
54								□1 □2 □3							
55								□ ₁ □ ₂ □ ₃							
56								□ ₁ □ ₂ □ ₃							
57								1 2 3		\square_2	□1 □2				
58								□ ₁ □ ₂ □ ₃							
59								□1 □2 □3							
60								□ ₁ □ ₂ □ ₃							
61								□1 □2 □3							
62								□1 □2 □3							
63								□1 □2 □3							
64								□ ₁ □ ₂ □ ₃							
65															
00				12	L			_,		<u></u>					



Growing Up in Ireland

A Study Researcher from the ESRI will be in contact with you in the coming days. He/she will discuss in more detail the participation of your school and will be able to answer any questions which you may have in relation to the study

Your participation counts.

Although taking part in **Growing Up in Ireland** is voluntary, your participation and the participation of your school is very important to the success of the study.

It is only by carrying out studies such as this that we can paint a complete picture of the world of the child growing up in Ireland and, accordingly, find out how we can improve the future for all children and families in Ireland.

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

Support for Growing Up in Ireland.

This study is being supported and endorsed by: The Irish National Teachers' Organisation (INTO) The National Parents Council - Primary Treoir One Family

Where can I find out more information?

Visit our website:

www.growingup.ie

Phone:

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

Email:

Email us at growingup@esri.ie

Post:

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





PRINCIPAL'S INFORMATION LEAFLET

What is the Growing Up in Ireland study?

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

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

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

What will it tell us?

This study will focus on all aspects of a child's life including his/her social, emotional, and physical development, and health status etc. and not exclusively on a child's education.

From an educational perspective we will be looking at what role the education system plays in a child's development with a view to formulating policies to encourage positive educational outcomes for as many children as possible.

The data collected will be used to advise the Government on future policies and services that will be of most benefit for children and families in Ireland and which will ensure that all children can have the best possible start in life.

Who is running the study?

Growing Up in Ireland is a Government study. The Department of Health & Children is funding it through the Office of the Minister for Children in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education & Science is represented on the Steering Group which oversees the project.

A group of researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin is carrying out the study.

How was my school selected?

The study will include 8,000 nine-year-old children, their families, teachers and Principals.

The most effective way for us to recruit a representative sample of 8,000 nine-year-olds is through the National School system.

We have randomly selected National Schools from across Ireland from which to sample the children.

Your school has been one of those randomly selected to participate and we are asking permission from you (or your Board of Management if necessary) for your assistance.

We now need your help in selecting the sample of nine-year-old children from your school.

In the coming days a Study Researcher from the ESRI will contact you by telephone to discuss the school's participation in greater detail and how we would like to select the children.

What happens if my school takes part?

Step One: A Study Researcher will arrange a short meeting with you in your school, at a time which is convenient for you, to discuss participation in full detail.

Step Two: We need to select a sample from the nine-year-olds in your school.

Step Three: Once the children have been selected your school will be asked to distribute information materials, provided by the Study Researcher, to the parent(s)/guardian(s) of each study child. This will include a leaflet giving a detailed explanation of the study as well as a consent form for the parent(s) to sign.

Step Four: The study child will be asked to return the consent form to the school. These forms, which will contain the family contact details, will be passed on by your school to the Study Researcher.

Step Five: We will be asking the Principal to complete a single four-page questionnaire about the school and asking the class teacher of each study child to complete a single questionnaire about him/herself, teaching experience and so on. In addition, the teacher will be asked to complete a questionnaire about each study child.

Step Six: The Study Researcher will administer the Drumcondra reading and maths tests to the study children in the school. The results of the tests will be kept strictly confidential and will not be available to the school or to the parents.

Step Seven: After the school-based component of the study, the Study Researcher will visit the child's home to carry out interviews with the child and his/her parent(s)/quardian(s).

What does the Principal's questionnaire involve?

To complement the information we collect in the home you, as Principal, will be asked to fill out a short questionnaire about your school. This will include details about:

the school in general

- · teaching and other school resources
- student intake and allocation to classes

This should take about 10 minutes.

What does the teacher's questionnaire involve?

The class teacher of each study child will be asked to complete two short questionnaires.

- the first one will cover general questions about the teacher him/herself including age, qualifications and length of time teaching.
- the second questionnaire will relate to the study child and will cover questions including the child's subjects, computer usage, attendance record and academic performance.

Will this information be kept confidential?

All the information provided by you or your teachers will be treated as strictly confidential. The study is being carried out under the Statistics Act which governs the work of the Central Statistics Office e.g. the Census.

The information you provide will be used only for the statistical purposes of this study.

The information provided by you or your teachers can not be accessed by the child's parents and will not be available under the Freedom of Information Act.

Who are the Study Researchers?

The Study Researcher who will call to your school is from the Economic & Social Research Insititue (ESRI).

Each researcher has been specially trained for the study and has been subject to security vetting by An Garda Siochána.

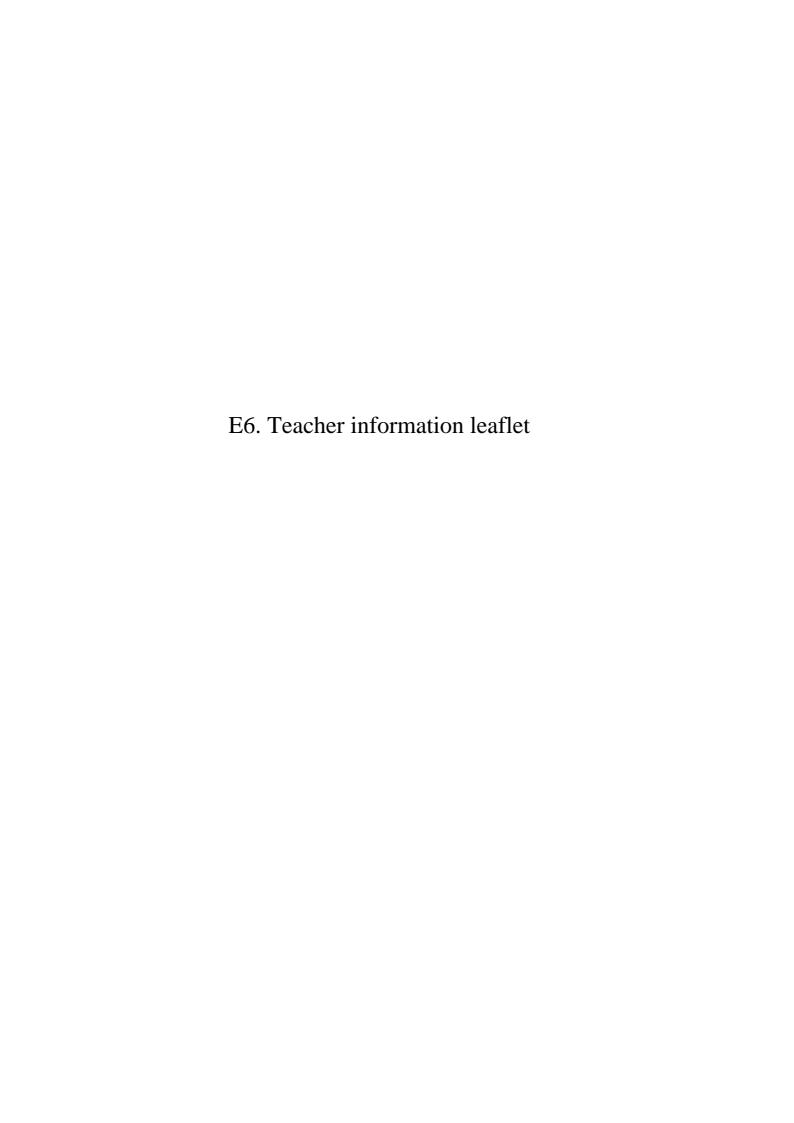
The Study Researchers have been appointed as Officers of Statistics by the Central Statistics Office and have signed confidentiality agreements in the same way as the enumerators who worked on the recent Census.

Each Study Researcher carries a photo ID card. If you have any concerns about him/her or would like to confirm his/her identity you can contact Ms Pauline Needham at 01 863 2000.

What are my rights if I take part?

- if you decide to take part you may choose to withdraw from the study at any time, even after you have completed the questionnaire.
- if there are any question(s) on the questionnaire you do not wish to answer you do not have to do so.
- the Study Researcher is not allowed to have any contact with the participating child/ children unless another adult is present in the room. This is for the protection of both the child and the researcher.

What do I do next?



Growing Up in Ireland

Where can I find out more information?

If you would like more information on Growing Up in Ireland you can contact us ..

By Phone:

Contact us on 01 863 2000 - ask for the Growing Up in Ireland team.

Contact our Communications Officer, Jillian Heffernan, on 01 896 3378

By Email:

Email us at growingup@esri.ie

By Post:

Growing Up in Ireland,

ESRI.

Whitaker Square,

Sir John Rogerson's Quay,

Dublin 2.





National Longitudinal Study of Children



TEACHER INFORMATION LEAFLET

What is the Growing Up in Ireland Study?

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

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

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

What will it tell us?

This study will focus on all aspects of a child's life including his/her social, emotional, and physical development, and health status etc. and not exclusively on a child's education.

From an educational perspective we will be looking at what role the education system plays in a child's development with a view to formulating policies to encourage positive educational outcomes for as many children as possible.

The data collected will be used to advise the Government on future policies and services that will be of most benefit for children and families in Ireland and which will ensure that all children can have the best possible start in life.

Who is running the study?

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

A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study.

Growing Up in Ireland

National Longitudinal Study of Children

How was my school selected?

The study will include 8,000 9-year-old children, their families, teachers and Principals.

The most effective way for us to recruit a representative sample of 8,000 9-year-olds is through the National School system.

We will be randomly selecting National Schools from across Ireland from which to select the children. At the moment we are carrying out a pilot for the main study.

What does participation involve?

Step One: You will be asked to fill out two short questionnaires: (i) about your role as a teacher and (ii) about the study child/children in your class. The first is a short questionnaire covering general questions including age; qualifications and length of time teaching. The second questionnaire will relate to the study child and will cover questions including the child's subjects; computer usage; attendance record; and academic performance.

Step Two: The school Principal will fill out a questionnaire about the school.

Step Three: A Study Researcher from the ESRI will administer the Drumcondra reading and maths tests to the study children in your class, under exam conditions. You or another adult will be asked to be present during the tests. You will not, however, be asked to correct the test scripts.

The Study Researcher is not allowed to be alone with the participating child / children unless another adult is present in the room. This ensures the protection of both the child and the researcher.

Will this information be kept confidential?

All the information provided by you will be treated as strictly confidential. The study is being carried out under the Statistics Act 1993 which governs the work of the Central Statistics Office e.g. the Census.

The information you provide will be used only for the statistical purposes of this study (except in circumstances where the information suggests that a child may be at risk of harm).

The information provided by you cannot be accessed by the child's parents and will not be available under the Freedom of Information Act.

Who are the Study Researchers?

The Study Researcher who will call to your school is from the ESRI.

Each researcher has been specially trained for the study and has been subject to security vetting by An Garda Siochána.

The Study Researchers have been appointed as Officers of Statistics by the Central Statistics Office and have signed confidentiality agreements in the same way as the enumerators who worked on the recent Census.

Each Study Researcher carries a photo ID card. If you have any concerns about him/her or would like to confirm his/her identity you can contact Ms Pauline Needham at the ESRI on 01-8632000.

What are my rights if I take part?

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

What do I do next?

A Study Researcher from the ESRI will call to your school at an agreed time to conduct the Drumcondra tests. You will also be provided at that time with the questionnaires which we would like you to complete. These will be collected from you. They will not be seen by anyone in the school, by the child or by the child's parents.

Your Participation Counts

Although taking part in **Growing Up in Ireland** is voluntary, your participation is very important to the success of the study.

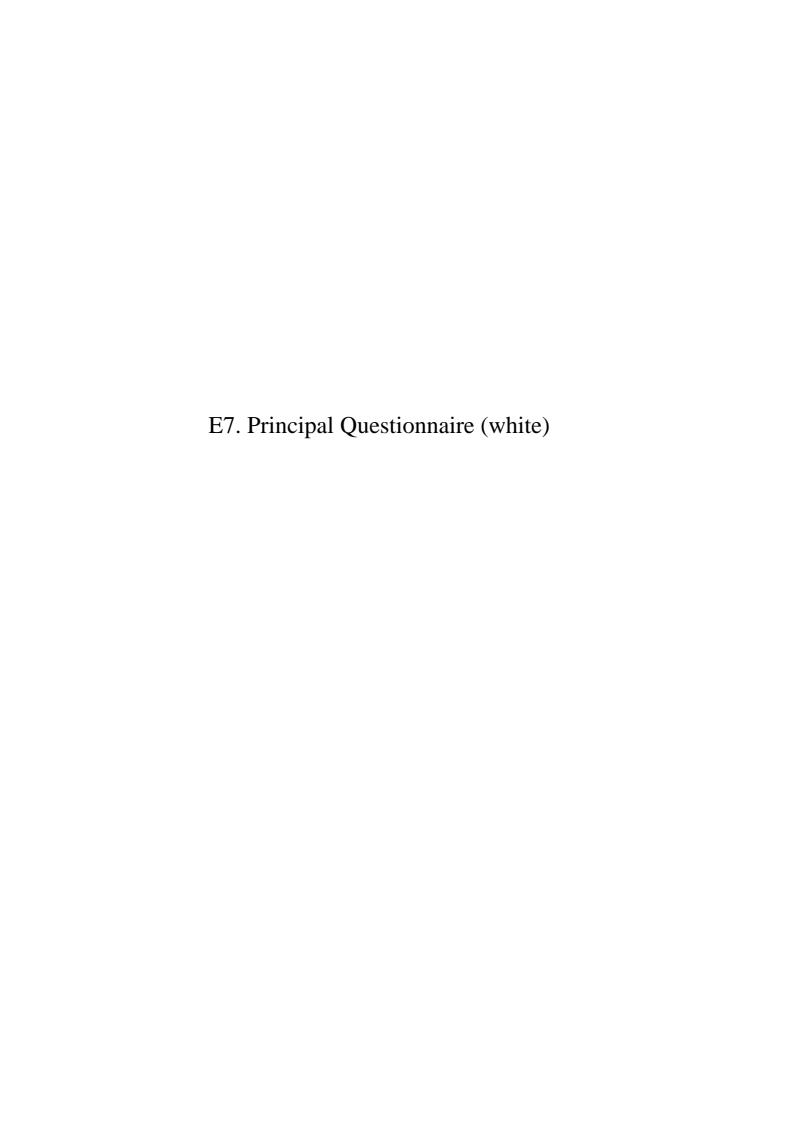
It is only by carrying out studies such as this that we can paint a complete picture of the world of the child growing up in Ireland and accordingly find out how we can improve the future for all children and families.

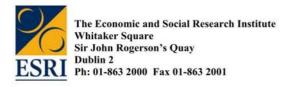
We hope that you can support us in our work and we would like to thank you, in anticipation, for your help.

Support for Growing Up in Ireland

This study is being supported and endorsed by:

The Irish National Teachers Organisation (INTO)
The National Parents Council (Primary Branch)
Treoir
One Family







Growing Up in Ireland – the national longitudinal study of children STRICTLY CONFIDENTIAL

PRINCIPAL'S QUESTIONNAIRE

saa runi ta sossini			¬								
School ID				Sch	ool Roll No.						
Date	dav	mth	Int Name		Int	. No.					\neg
											-
understandin identify which one. The restheir families The Departm association with Education and the Economic carrying out to Your school in the strictest An information 1. Are your middle of the strictes	g of all aspending factors affectively affectively and the study. It is one of those on sheet outling and or female or female.	ects of child of a child's udy will be the Children artment of represented esearch In the cardomly thing in more Male.	dren and the development used by govern is funding Social & Fad on the Stepstitute (ESR) and selected to the detail the order.	ir development and make ernment to continue the study to amily Affairs ering Group (II) and The participate in a bijectives of	on children. The pent. It will examine for a healthy and develop policies are hrough the Office and the Central which oversees the Children's Researent he study. All in the study accompand the study accompa	e how d happ nd inte of the Statis ne stuc rch Ce	child py chi erventi e Min etics C dy. A entre	ren de Idhood ons to ister fo Office. group c group dat Trini	velop of or for support or Child The D of reseatity Colle	over time a less to children (Olepartmarchers ege Du	ne an happen an MC) in nent of led b
2. To which				10 10		- 50	_	1 00		a er ennen	
					9 yrs □ ₃ 50	- 59 y	/rs	J ₄ 60	yrs or	older	5
3. For how n											
(a) in this	school?			_years	(b) in other Pr	imary	Scho	ols?		years	3
4. How many	y boys and h	ow many	girls are enr	olled in the	school?						
	Boys _		Gir	rls	To	tal Pu	pils _				
5. In addition	n to your du	ties as Pri	ncipal, do vo	ou have a te	aching class ass	igned	to vo	ou?			
			-212		No	_	A PERSON NAMED IN				
	y full-time ar are female.	nd <i>part-tim</i>			school? Please i	_	te ho	w man	y are m	nale an	ıd
		Teacher	S	Full-tim	ne Pan	t-time					
		Male									
		Female									
	92.0	Total	1 40 40 5	2 028							
7. Excluding	yourself, he	ow many f			dministrative sta	ff wor	k in y	our sc	hool?		
Full-time	admin. staff			Part-time ac							
		[If non	e, please wri	ite none. Do	not leave blank]						
	ately how m er employed				ntly have in the fo	llowi	ng ca	pacitie	s? Ple	ase inc	licate
					Full-time	F	Part-tii	ne			
			t / resource to	eachers							
			rt teachers								
		al needs as							-		
• 11		teaching a			V. 12		16				
		100			lassrooms in the		01? _		classro		
	N				there in the sch	001?	8		portable		room
11. How mar	ny classes (a	across all	ear-groups) are there i	n the school?				classes	1	M

12. Approximately how many pupils is the	ne school des	igned for?	·····-	children	
13. In which year was the school built?			Yea	r	
14. Compared to other Primary Schools are the school's resources in each o	f the following	g areas?			
a Number of toochors	Poor	Fa			kcellent
a. Number of teachers	⊔₁			3	4
b. Number of classrooms	⊔₁		_l2	3	4
c. Books and worksheets					
d. Computing facilities					
e. Arts and crafts facilities					
f. Sports facilities					
g. Music facilities					
h. Playground	⊔₁		_l2	∐3	4
i. Mathematics resources / facilities					
j. Library / media centre					
k. Staff room					
I. Toilet facilities					
m. Learning support provision					
n. After-school facilities (e.g. homework clu					
o. Administrative support		_			
p. Condition of the school building, classroom					
q. Facilities for children with disabilities	□1		2	3	🔲 4
15. Does the school provide					
a) a 'breakfast club'	Yes, every da	ay	Yes, some of	lays□₂	No
b) <u>free</u> school meals at lunchtime	Yes, every da	ay	Yes, some of	lays□₂	No
16. Approximately how many computers	in total does	the school l	nave?		computers
17. Of these, how many can be used <u>by</u> teaching staff:	the pupils, i.e used by the		nose used so	o <i>lely</i> by adm	inistrative or
18. Does the school have a dedicated co			Yes		No
	-				110
19. In your opinion, how important is each	Very	Fairly	Not the	Scnool? Not	
iı	mportant i	•			
a. Sports					
b. Religion					
c. Music					
d. Drama					
e. Involvement with the community					
f. Involvement with parents / guardians					
g. Social justice / concern for disadvantage					
h. Environmental awareness					
i. Irish language and culture					
20. Are the school buildings and other fa (a) in the evenings during the week; (local community
a) in the evenings during the week b) at weekends c) out of term time Yes		No No No			
21. Approximately how many of each of If none, please write 'NONE' – do not Foreign-national pupils	leave blank	the same c	hild can be r	ecorded mo	re than once.
Pupils of families from the Travelling Comm	nunity			(Number)	
Pupils with language difficulties (where nati	ve language is	other than E	inglish / Irish)	(Number)	
Pupils with physical / sensory disabilities				(Number)	
Punils with learning / intellectual disabilities				(Number)	

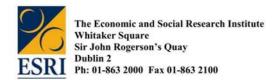
	% Average Daily Att	tendance	OR	-	Average number attending daily
23.	What percentage of pupils mis figures)		or more in	the 2005 / 20	006 academic year (as per the NEWB
24.	Approximately what percentage that is, live within about 20 i				
: DI	lagge indicate which of the fall	lawing gat in	velved in ev		[%] nildren with emotional / behavioural
). F	problems in your school. [Ple			pporting ci	mulen with emotional / benavioural
	Principal				
	Classroom Teacher			2	
	Learning support / resource tead	cher			
	Other staff member				
	External assistance [please spe	cify]		5	
٥.		vioural diffic ine to indica	culties as to te approxima Approximate	adversely in ate percenta percentage	of children with each problem
		None			25% 26-40% More than 40%
	a) Literacy Problems	□1 .	🗀2		35
	b) Numeracy Problems				
	c) Emotional / Behavioural probl	lems□₁ .	🗀2	[3
7.	Does the school have a Home	-School Con	nmunity Liai	son Co-ordi	nator? Yes
28.	Over the past five years, has t	he number o	of pupils con	ning to this	school
	Increased			-	
	moreaseu	orcasca	2	Remained	
9.	Are all of the pupils who apply	y to this scho	ool generally	accepted?	Yes ☐ → Go to Q.31 No ☐ 2 → Go to Q.3
0.	What criteria are used to admi	it pupils [Plea	ase tick all th	at apply]?	
	Other Parents				
ro	ximity siblings attended				Other (Please specify below)
		rformance	Date of	Dallada	
-		on tests a □⊿	application □₅	Religion	
	_ 1	<u>L</u> 4	5	<u></u> 6	<u>∟</u> 7
1.	Are there any other local scho	ools to which	pupils in yo	our school n	night go? Yes□ ₁ No□ ₂
2.	In general, do more pupils app	oly to come t	o this schoo	ol than there	are places available?
		Yes	□1	No	□2
3.	If there is more than 1 class in	anv vear-ar	oup, on wha	t basis are	pupils in the school allocated to classe
			•		
	ndomly / alphabetically				tests3
nlر	y 1 class per year-group	2	Othe	er [piease sp	ecify]4
4.	Does the school hold formal p	arent-teach	er meetings	at least onc	e per year? Yes □ ₁ No□ ₂
5.	Approximately what percentag	ge of parents	attend pare	nt-teacher	meetings?per cent
6.	How important is each of the f	following in t		s a <u>curricula</u> mportant	<u>ar</u> activity? Not important Not sure
_	Physical Education / Sport		•	•	•
) F					
	TUSIC	l ₄		h	ا ا
). N	Music	∐1	L	_ <u>1</u> 2 	L4
o. N c. S	peech and Drama	🔲 1		2	4
o. N c. S d. E	Jusic peech and Drama invironmental Awareness wareness of Social Justice		[[34 34

37. And now important is each of the follo					
Very impo	rtant Fairi	y important	Not importa	nt Not sure	
a. Physical Education / Sport		·· <u></u> 2			
b. Music		∟2			
c. Speech and Drama		∟₂			
d. Environmental Awareness		·· <u>L</u> 2			
e. Awareness of Social Justice			3	4	
f. Scientific education		2	3		
38. To what extent are the following forms	of discipline	used in vol	ır school:		
3	Often			Never	
a. Suspension	□1		\square_3	\Box_4	
b. Expulsion / permanent exclusion					
c. Extra classwork					
d. Extra homework					
e. Writing of 'lines'					
f. Detention					
a Evolusion from sports or other popular acti	vities 🔲				
g. Exclusion from sports or other popular acti h. Verbal (phone or otherwise) report to paren i. Written report to parents	ote \Box_{t}				
i Writton report to parents		2.			
j. Cancellation of popular lesson e.g. art	······			4	
J. Marning and quetom				4	
k. Warning card system	····-∐1	2.		4	
I. Other (specify)		2.		4	
39. Does the school have a written discipl	ine policy? Y	es	No □₂ Go	to Q.41	
40. To what extent were the following invo	lved in develo	ping this p	olicy?		
To a great extent			Not at all		
a Teachers		XIGIII			
a. Teachers					
c. Pupils					
d Poord of Monogoment					
a. board of Management			3		
			3		
41. To what extent is bullying a problem in	your school	?			
	your school	?		n at all□	3
41. To what extent is bullying a problem in A major problem	your school? inor problem	? 1	No problem		3
41. To what extent is bullying a problem in A major problem	n your school? inor problem -bullying strat	? ⊡₁ t egy? Yes	No problem	□2	3
41. To what extent is bullying a problem in A major problem	n your school? inor problem -bullying strat y on bullying?	? □ ₁ t egy? Yes	No problem1 No 1 No	2 2	
41. To what extent is bullying a problem in A major problem	n your school? inor problem -bullying strat y on bullying?	? tegy? Yes Yes	No problem	□₂ □₂ of teachers in	your school.
41. To what extent is bullying a problem in A major problem	n your school? inor problem -bullying strat y on bullying? u believe each	tegy? Yes Yes of the follo	No problem No problem No No No Nowing to be true True for more	of teachers in True for less	your school. True of
41. To what extent is bullying a problem in A major problem	n your school? inor problem -bullying strat y on bullying? u believe each	? tegy? Yes Yes	No problem	□₂ □₂ of teachers in	your school.
41. To what extent is bullying a problem in A major problem	n your school' inor problem -bullying strat y on bullying? u believe each	tegy? Yes Yes of the follo	No problem No problem No No No Nowing to be true True for more	of teachers in True for less	your school. True of
41. To what extent is bullying a problem in A major problem	n your school' inor problembullying strat y on bullying? u believe each	tegy? Yes Yes of the follo	No problem No problem No No No Nowing to be true True for more	of teachers in True for less	your school. True of
41. To what extent is bullying a problem in A major problem	n your school? inor problembullying strat y on bullying? u believe each olleagues challenges	tegy? Yes Yes of the follo	No problem No problem No No No Nowing to be true True for more	of teachers in True for less	your school. True of
41. To what extent is bullying a problem in A major problem	n your school? inor problembullying straf y on bullying? u believe each olleagues challenges training	tegy? Yes Yes of the follor True of nearly all	No problem No No No No No No Nowing to be true True for more than half 2	of teachers in True for less than half 3 3 3 3 3	your school. True of only a few 4 4 4 4
41. To what extent is bullying a problem in A major problem	n your school inor problembullying strat y on bullying? u believe each olleagues challenges training of your size v	tegy? Yes Yes of the follor True of nearly all	No problem No No No No No No Nowing to be true True for more than half 2	of teachers in True for less than half 3 3 3 3 3	your school. True of only a few 4 4 4 4
41. To what extent is bullying a problem in A major problem	olleagues challenges training of your size we have box only] have box only]	tegy? Yes Yes n of the follo True of nearly all 1 1 1 1 vould you s	No problem No No No No No No Dwing to be true True for more than half 2 2 2 2 2 Say that the scale Slightly less than	of teachers in True for less than half 3 3 3 of day-to-day in Much less	your school. True of only a few 4 4 4 4 problems in
41. To what extent is bullying a problem in A major problem	in your school? inor problembullying strate y on bullying? u believe each colleagues challenges training of your size were box only]	tegy? Yes Yes n of the follo True of nearly all 1 1 1 1 vould you s	No problem No No No No No Nowing to be true True for more than half 2 2 2 2 2 2 3 3 4 5 5 6 7 8 8 8 8 8 8 8 8 8 8 8 8	of teachers in True for less than half 3 3 3 of day-to-day in Much less	your school. True of only a few 4 4 4 4 4 problems in
41. To what extent is bullying a problem in A major problem	olleagues challenges training of your size we have box only] have box only]	tegy? Yes Yes n of the follo True of nearly all 1 1 1 1 vould you s	No problem No No No No No No Dwing to be true True for more than half 2 2 2 2 2 Say that the scale Slightly less than	of teachers in True for less than half 3 3 3 of day-to-day in Much less	your school. True of only a few 4 4 4 4 problems in
41. To what extent is bullying a problem in A major problem	of your school? inor problem bullying strate y on bullying? u believe each challenges challenges training of your size we ne box only] n About the souther souther souther southers	tegy? Yes Yes True of nearly all 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No problem No Swing to be true True for more than half 2	of teachers in True for less than half 3 3 3 3 6 of day-to-day in Much les other s	your school. True of only a few 4 4 4 4 problems in
41. To what extent is bullying a problem in A major problem	of your school? inor problem bullying strate y on bullying? u believe each challenges challenges training of your size we ne box only] n About the souther souther souther southers	tegy? Yes Yes True of nearly all 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No problem No Swing to be true True for more than half 2	of teachers in True for less than half 3 3 3 3 6 of day-to-day in Much les other s	your school. True of only a few 4 4 4 4 problems in
41. To what extent is bullying a problem in A major problem	of your school? inor problem bullying strate y on bullying? u believe each challenges challenges training of your size we ne box only] n About the souther souther souther southers	tegy? Yes Yes True of nearly all 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No problem No Swing to be true True for more than half 2	of teachers in True for less than half 3 3 3 3 6 of day-to-day in Much les other s	your school. True of only a few 4 4 4 4 problems in
41. To what extent is bullying a problem in A major problem	of your school? inor problem bullying strate y on bullying? u believe each challenges challenges training of your size we ne box only] n About the souther souther souther southers	tegy? Yes Yes True of nearly all 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No problem No Swing to be true True for more than half 2	of teachers in True for less than half 3 3 3 3 6 of day-to-day in Much les other s	your school. True of only a few 4 4 4 4 problems in
41. To what extent is bullying a problem in A major problem	on your school? inor problembullying strate y on bullying? u believe each colleagues challenges training of your size y ne box only] n About the so other s	regy? Yes Yes True of nearly all 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No problem No No	of teachers in True for less than half 3 3 3 4 of day-to-day in Much les others	your school. True of only a few 4 4 4 problems in schools
41. To what extent is bullying a problem in A major problem	of your size very for pupils as for pupils as	tegy? Yes Yes True of nearly all 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No problem No Swing to be true True for more than half 2	of teachers in True for less than half 3 3 3 of day-to-day in Much les others True for less than half 5 6 6 6 6 6 7 8 7 8 8 8 8 8 8 8 8 8 8	your school. True of only a few 4 4 4 problems in schools
41. To what extent is bullying a problem in A major problem	on your school? inor problembullying strate y on bullying? u believe each challenges challenges training of your size we ne box only] n About the so other s cother s describe as fur	tegy? Yes Yes True of nearly all 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	No problem No Swing to be true True for more than half 2	of teachers in True for less than half 3 3 3 c of day-to-day in Much les others ral, the environ do you feel with	your school. True of only a few 4 4 4 problems in schools
41. To what extent is bullying a problem in A major problem	on your school? inor problem bullying strate y on bullying? u believe each challenges challenges training of your size we ne box only] n About the so other s describe as fur sof your size we for pupils as As happy ou feel by you very	regy? Yes Yes Yes True of True of nearly all 1 1 1 1 1 vould you see the color would you	No problem No	of teachers in True for less than half 3 3 3 c of day-to-day in Much les others ral, the environ do you feel with	your school. True of only a few 4 4 4 problems in schools

Thank you very much for having completed this part of Growing Up in Ireland

М

E8. Teacher-on-Self Questionnaire (yellow)





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TEACHER-ON-SELF QUESTIONNAIRE

	1 1	1 1				-			
School ID				School	Roll No.				
Teacher ID within	School				D	ate:	day	mth	ì
Growing Up in Ire understanding of a identify which factor one. The results of and their families in The Department of association with the Education and Scientific	Il aspects of ors affect a confit the study of the study of the future. If Health & Confit the Department of the Social Resistudy.	children ar hild's devel will be used hildren is fu nt of Socia esented on earch Instit	nd their de lopment and by govern unding the law family the Steerington (ESRI)	evelopment. Ind make for nament to development to development to development to development to development. In the content of	It will exama healthy a healthy a velop police gh the Offi the Centrich overse hildren's Research	nine how cland happy ies and into ce of the Mal Statistic es the studesearch Ce	nildren dev childhood erventions //inister for s Office. dy. A group entre at Tri	relop over ti or for a less to support of Children (C The Departs of research inity College	me and shapp childred DMC) in ment content to the Dublin ers leading t
see the information her parents / guar		plete abou	t the child	d. This info	rmation w	ill not be	seen by th	ne child or l	oy his
An information she		n more deta	ail the obje	ectives of the	study acc	ompanies t	this questic	onnaire.	
1. Are you male o	r female?	Mal	e]1	Female	🗀 2			
2. To which age g	roup do yo	u belong?							
20 - 29 yrs	□1	30 - 39 yr	s 🖳	40 - 49 yr	s . 🔲 3	50 - 59 y	/rs. □4 6	60 yrs or old	er 🔲
3. How many year	s have you	been teac	hing at pr	imary school	ol level?		years		
4. How long have	vou been te	eaching in	this scho	ol?	v	ears			
5. Which of the fo									
A primary school to A primary degree in A primary degree in A postgraduate dip A qualification in le A higher degree in A higher degree in No qualification Other [please spec	n education n another su loma in edu- arning supp- education (F another sub	(B.Ed) bject cation ort, special PhD, Maste ject (PhD, I	education rs etc.) Masters et	or resource	teaching		2 3 4 5 6 7		
6. Within your reg					ere in each	year grou	ıp? If you	ı do not tea	ch a
particular yea Class	Junior	Senior	First	Second	Third	Fourth	Fifth	Sixth	1
3,10,93	Infants	Infants	Class	Class	Class	Class	Class	Class	
									-
Pave				Number	of pupils	1			
Boys				Number	of pupils				
Boys Girls Total				Number	of pupils				-

M 1

,	Yes	No					
7b. How many days tra	ining did you do?	da	ays				
		our classroom (including the ome children may belong to mo				any of	
a. A limited knowledge	ge of the main langua	ge of instruction		childre	en		
b. An emotional or b	ehavioural problem			 childre	en		
				_			
	•						
				_			
classroom?	Yes	No 2 week? ho			Study Cl	nild's	
subjects, within n		eek does the Study Child's c ? Your best estimate is finone'.		class d		receive	
Subject	week	Subject			week		
English	hrs/wk	Social Personal Health Educa	ation (SPHE				
Gaeilge	hrs/wk	Physical Education		hrs/wk			
Maths	hrs/wk	Drama		hrs/wk hrs/wk			
History	hrs/wk		Visual Arts				
Geography Science	hrs/wk hrs/wk	Other 1 (specify) Other 2 (specify)				s/wk	
Religion	hrs/wk	Other 2 (checifu)			hrs/wk		
Music	hrs/wk	Other 4 (specify)			hrs/wk		
	umber of statements the Study Child's cl	s about teaching. Please indicass	Never or				
			almost never	Some days	Most days	Every day	
Pupils copy notes from th	e board in class		□1		<u>□</u> 3	4	
Pupils work in pairs					□ ₃	4	
Pupils work individually in	class using their text	book or worksheets	1		□ 3	4	
Homework is checked in			1				
Homework is taken up for							
Pupils work in groups in o					3 □3		
You ask pupils questions							
Pupils ask you questions in class						4	
Pupils ask each other que						4	
You read aloud to pupils	John III oldas						
Pupils suggest subjects o	r tonics to be covered	Lin class	<u> </u>	\square_2	<u></u> 3	4	
Pupils are encouraged to			<u> </u>		<u>□</u> 3	4	
You use video / DVD or a	•		<u>1</u>		<u></u> 3	4	
	<u> </u>	200	<u> </u>	<u></u>	<u>3</u>	4	
You use play to facilitate			<u> </u>	<u>2</u>	<u>3</u>	4	
Pupils use computer facili		rioto, to punile		<u>2</u>	<u></u> 3	4	
You provide differentiated			<u>1</u>	<u></u>	<u></u> 3	4 	

7a. Did you do any professional training, including in-service training, in the last 12 months?

You teach pupils as a whole class

□1

 \square_3

 \square_2

The pupil's experience and their environment is the starting point for learning

		Never	Once a month	Two or t	hree		Once or	Three or f	our [Daily
			or less	times a n			ce a week	times a we		, a,
			_2				_ 4	5		<u></u> 6
						_			_	
13b	. Do the	children i	in the Study Child	's class h	ave us	e of a	a compute	r in their cl	assroom?	
			Ye	s[_ 1		No	2		
14.	Do the cl	nildren in	the Study Child's	class us	e a con	nput	er to acces	s the Inter	net?	
	20 11.0 0.		-			put				
			Ye	s[1		No	2		
		ge, how	many nights per v	veek do y	ou set l	hom	ework for	the children	n in the St	udy Child's
	class?									
	nights									
	16. On a typical evening during the week, how much time do you expect children in the Study Child's class to spend on homework?									
Non	ne			□₁ 3	31-60m	ins			Г	7,
16-3	30 mins									
17a	. How oft	en would	l you assess your	pupil's p	rogress	s usi	ng:			
				100	eekly		Twice a	Monthly	Every	Never/Almost
				\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	еекіу		month	Widitily	Every term	Never
T	eacher of	oservation	ns		П	\neg	П	З		5
			asks and tests					3		5
			olios or projects		<u> </u>			3		5
		questions			<u></u>			3		
17b	. Do you	use the r	esults of this ass	essment i	n the p	lann	ing of you	r teaching?	•	
			Ye	sГ	\neg		No			
				C	_'					
18.	How mud	ch contro	l do you feel you	have in yo						
					No		Slight	Some	Moderate	
	alaatina a	ubicata ta	ha tauaht		con		control		contro	
a. se	electing s	ubjects to	be taught	to be taugh	<u> </u>]1 1				5
c de	eciding at	oout teach	content of subjects in ing techniques	to be taugi	"⊨	J1 1.			H	5 ————————————————————————————————
d d	hoosina ta	exthooks	and other learning	materials		J1].		3		5
f. se	electina th	e vear ar	oup you teach		 	i				
		,	- ap , - a - a - a - a - a - a - a - a - a -			11				
			t of statements al					ou feel ead	ch is true	of nearly all,
mor	re than h	alf, less t	han half, or only a	a few pupi	ls in th	e sc	hool.			
							More ti	an las	s than	
		Pupils	, in general:		Near	lv all	half			Only a few
a. E	niov bein	g at school			Г	7, a.i.			3	\(\bar{\bar{\bar{\bar{\bar{\bar{\bar{
		ehaved in				<u></u>		Ī	3	
			eir teachers] ₁		Ì	3	
		ling to wo]1			3	
			the playground/sch	nool yard		1			3	4
20.			roportion of pare	nts attend						
			ner meetings and	46	10					
	b) oth	er meeti	ngs organised by	the school		als = T	N.4	Lorent	0-1	Niet
					Near		More	Less	Only a	Not
}	a Parer	nt-teache	r meetings		All		than half	than half	few	Applicable

13a. How often do the children in the Study Child's class use a computer(s) in the school?

b. Other meetings organised by the school

21.	What proportion of	parents would approach	you informally to	discuss their	child's progress?
-----	--------------------	------------------------	-------------------	---------------	-------------------

Nearly	More	Less	Only a
All	than half	than half	few
	П		

22. Compared with other Primary Schools of your size would you say that, in general, the environment in your school is happier, as happy or less happy for (a) pupils and (b) teachers as in other Primary Schools?

	Happier	As happy		happy
a. Pupils	1	2		_3
b. Teachers	□1	2		□ ₃
23.In general terms (a) h	now stressed do you	feel by your job an	nd (b) how satisf	ied do you feel with your
a. How stressed do you	Ve eel by your job[ry Fairly □1 ····· □₂	Not Very N 	lot At All □4
b. How satisfied do you f	eel with your job[3	🗀 4

Thank you very much for having completed this part of Growing Up In Ireland

We would now like you to complete a questionnaire (one of the green ones) in respect of each Study Child who has been selected from your class(es) for inclusion in the project

E9. Teacher-on-Pupil Questionnaire (green)



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100 University of Dublin
Trinity College
College Green
Dublin 2

Growing Up in Ireland – the national longitudinal study of children STRICTLY CONFIDENTIAL

TEACHER-ON-PUPIL QUESTIONNAIRE

School ID	School Roll No.
Study Child's ID within School	Roll Number of Study Child
Teacher's ID within School	Date:day mth
understanding of all aspects of children and their development and make for results of the study will be used by government to develop in the future.	study on children. The purpose of the study is to improve our opment. It will examine how children develop over time and identify for a healthy and happy childhood or for a less happy one. The lop policies and interventions to support children and their families study through the Office of the Minister for Children (OMC) in
association with the Department of Social & Family Affa and Science is represented on the Steering Group whic & Social Research Institute (ESRI) and The Children's F All information provided will be treated in the strict	hirs and the Central Statistics Office. The Department of Education is hoversees the study. A group of researchers led by the Economic Research Centre at Trinity College Dublin is carrying out the study test confidence. No one, other than the Study Team, will see his information will not be seen by the child or by his / her
1. Study Child's date of birth day	_ mth year
2. Study Child's gender Male	Female□₂
3. What class (school year) is the study child in?	class
4. For how many school years (including the 2006/20 the current school year please record as 1 year)	007 school year) have you taught the Study Child? [If only for year(s)
5. About how many days of school has the Study Ch	hild missed since the beginning of the current school year?
6. What was the single most important reason for th	ne Study Child being absent from school? [Tick 1 box only].
a. Health reasons (illness or injuries) \square_1	f. A fear of school (school phobia) □6
b. Family holidays \square_2	g. Other [please specify]
c. Other family reasons \square_3	h. Don't know the reason □8
d. Truancy	i. N.A, Study Child not absent in current year □ ₉
e. Bullying	
7. Since the beginning of the academic year, in your	r opinion how often has the Study Child arrived for school:
	Never Rarely Sometimes Often Always
e. with a general lack of cleanliness?	
f. late?	
8. How often does the Study Child arrive at school w	vith homework not completed?
Never, - homework always or almost always complete	ed
Occasionally not completed	A 14 million of the contract of the telephone of the contract
Regularly not completed	
Not applicable, Study Child never / rarely gets homew	vork

9. Listed below is a set of statements				
item, please mark the box for Not Tr items as best you can even if you				
child's behaviour over the last six mo			Somewhat	Certainly
	-	True	True	True
a. Considerate of other people's feelings				
b. Restless, overactive, cannot stay still for				
c. Often complains of headaches, stomac		_	_	_
d. Shares readily with other children (trea		_		
e. Often has temper tantrums or hot temp		_		
f. Rather solitary, tends to play alone		_	_	_
g. Generally obedient, usually does what				
h. Many worries, often seems worried		_	_	_
i. Helpful if someone is hurt, upset or feeli	ng ill	□1	2	□3
j. Constantly fidgeting or squirming		🔲 1	2	□3
k. Has at least one good friend		🔲 1	2	□3
I. Often fights with other children or bullies	s them	🔲 1	2	3
m. Often unhappy, down-hearted or tearfu	ıl	🗖	2	□3
n. Generally liked by other children		🗖	2	□3
o. Easily distracted, concentration wander	rs	🗖	2	□3
p. Nervous or clingy in new situations, eas	sily loses confidence			🗔
q. Kind to younger children				
r. Often lies or cheats				
s. Picked on or bullied by other children				
t. Often volunteers to help others (parents		_		_
u. Thinks things out before acting				
v. Steals from home, school or elsewhere				
w. Gets on better with adults than with oth				
x. Many fears, easily scared				
y. Sees tasks through to the end, good at				
10. How would you rate the Study Child her age group. [Please tick one box of	d's academic performance			
	Below average Average	Above Average		
a. Reading		3		
b. Writing				
c. Comprehension				
d. Mathematicse. Imagination / Creativity	·······L2			
f. Oral communications				
g. Problem solving				
				No
11. Does the Study Child's parent(s) / g			-	
12. Do any of the following limit the kin or 'No' for each]	d or amount of activity the	Study Child	can do at so	
a. Physical disability or visual or hearing i	mpairment			Yes No
b. Speech impairment				
c. Learning disability				
d. Emotional or behavioural problem (e.g.				
e. Home environment / problems at home				
f. Have a limited knowledge of the main la	anguage of instruction			
g. Discipline problemsh. Poor attendance	•••••		• • • • • • • • • • • • • • • • • • • •	····· ├── 1 ├─2
i. Other (please specify)				
Other (predee specify)				
13. If 'yes' to any of the questions at Ques		Child receive	special help	p or resources in
, ,	1 ''	Don't know	г	_
14. If yes, what extra services has the	No □₂ Study Child received that a	re specificall	v provided f	3
to support his / her learning	ay a rooor ou triat a	. J Specificall	, p. 57.464 (Jug.: 3011001
to support his / her learning	? [Please tick all that apply]			1 1
Speech therapy	/? [Please tick all that apply] □ ₁ Behavioural r	nanagement p	orogrammes.	
	☐ ₁ Behavioural r			





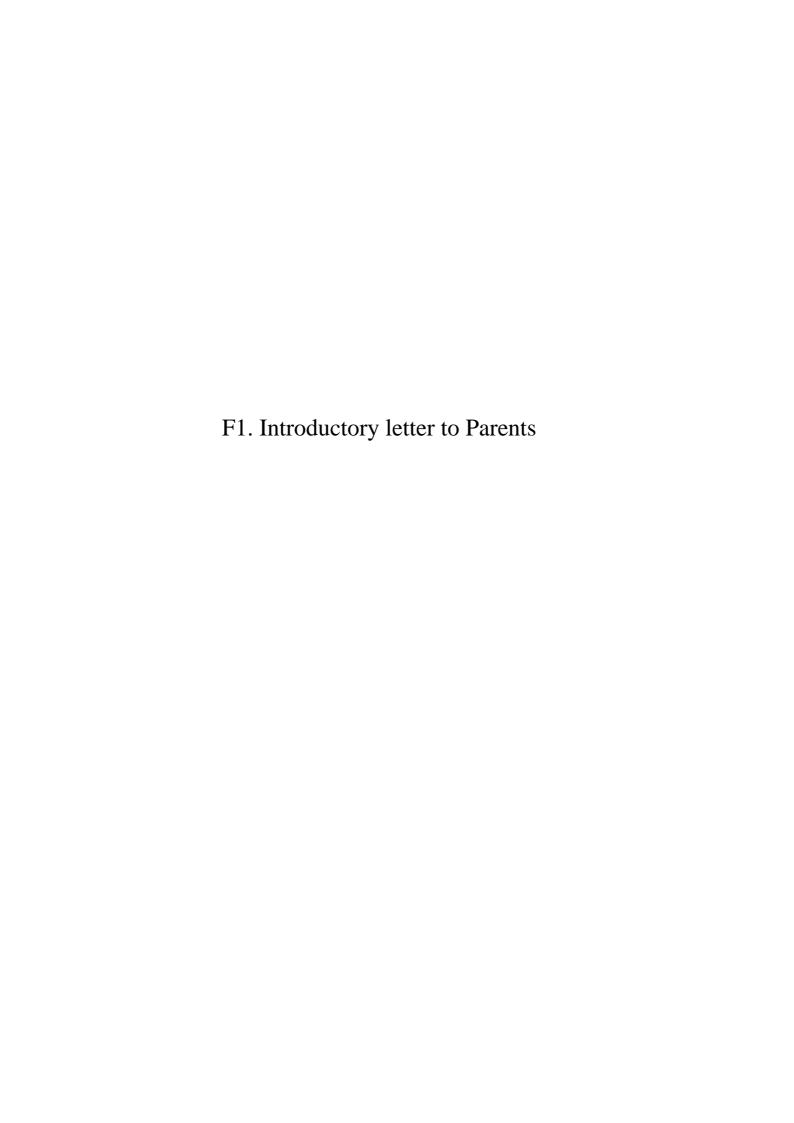
Report on Pre-Piloting, Piloting and Dress Rehearsal phases of the 9-year cohort

Growing Up in Ireland

Appendix F

Home-based instruments used in the Dress Rehearsal

- F1. Introductory letter to Parents
- F2. Parent information sheet
- F3. Child information sheet
- F4. Parent consent form
- F5. Child assent form
- F6. Mother / Lone Father questionnaire (white)
- F7. Mother / Lone Father questionnaire supplementary (white)
- F8. Father / Partner questionnaire (green)
- F9. Father / Partner questionnaire supplementary (green)
- F10. Main child questionnaire (multi-coloured)
- F11. Child core sensitive questionnaire (multi-coloured)
- F12. Child questionnaire supplementary Mum only (M) (multi-coloured)
- F13. Child questionnaire supplementary –Dad only (D) (multi-coloured)
- F14. Child questionnaire supplementary –Mum's Partner (MP) (green)
- F15. Child questionnaire supplementary –Dad's Partner (DP) (purple)
- F16. Non-resident parent questionnaire (white)
- F17. Non-cohort caregiver questionnaire home-based (white)
- F18. Non-cohort caregiver questionnaire centre-based (white)
- F19. Time-use survey (blue)
- F20. Mother/ Lone Father questionnaire Twin Module (yellow)
- F21. Father / Partner questionnaire Twin Module (yellow)





The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100

Draga Parinte / Tutore,

Va scriu despre un studiu guvernamental nou, de o foarte mare importanta, asupra copiilor din Irlanda. Se numeste « Sa cresti in Irlanda ». Dorim sa va invitam pe dumneavoasrta si pe copilul dumneavoastra sa luati parte la acest studiu.

Acesta este primul si cel mai important studiu de acest fel initiat vreodata in Irlanda. Scopul acestui studiu este imbunatatirea modului nostru de intelegere a tuturor aspectelor referitoare la copii si la dezvoltarea acestora.

Impreuna cu acest plic veti gasi anexate brosuri informative cu privire la acest studiu, atat pentru dumneavoastra, cat si pentru copilul dumneavoastra, precum si formularele pentru acordarea consimtamantului.

Detaliile cu privire la ceeea ce implica participarea dumneavoastra la acest studiu sunt prezentate complet in brosurile cu informatii. Pe scurt, am dori sa va intervievam pe dumneavoastra, pe sotul/sotia/partenerul dumneavoastra (daca este relevant pentru acest studiu) si pe copilul dumneavoastra. Interviul va avea loc in locuinta dumneavoastra intr-un moment convenabil pentru dumneavoastra. Am dori, de asemenea, sa-l rugam pe profesorul copilului si pe directorul scolii sa raspunda unor intrebari despre copilul dumneavoastra si despre scoala pe care acesta o urmeaza. In final, il vom ruga pe copilul dumneavoastra sa sustina niste teste de citire si de matematica in scoala unde invata

Daca doriti sa luati parte la acest studiu, va rugam sa cititi informatiile primite, sa semnati formularele prin care va dati acordul si sa le returnati la scoala in plicul aferent. Formularele se gasesc in dublu exemplar pentru ca si dumneavoastra sa va puteti pastra o copie.

Daca aveti intrebari intre timp, puteti contacta echipa care se ocupa de acest studiu la telefonul 01 863 2000.

La numarul de telefon de mai sus se pot solicita brosuri informative in limbile irlandeza, franceza, rusa, romana si poloneza. Sunt disponibile, de asemeni, versiuni audio, in limbaj Braille si in format cu litere marite. Chestionarele utilizate in acest studiu vor fi disponibile, de asemeni, si in urmatoarele limbi: irlandeza, poloneza, franceza, rusa si romana. Daca fiul / fiica dumneavoastra are nevoie de asistenta deosebita in timpul participarii la acest studiu din motive cum ar fi dislexia, surditatea, etc., vom asigura aranjamente speciale pentru el / ea.

Va multumim anticipat pentru ajutorul si sprijinul dumneavoastra in acest proiect de importanta istorica!

Cu stima,

James Williams

(Profesor Cercetator al Institutului de Cercetari Economice si Sociale, Director al studiului *Sa cresti in Irlanda*).

Sheila Storna

Profesor Sheila Green, (Director al Centrului de Cercetare al Copiilor, Colegiul Trinity, Dublin si Co-director al studiului *Sa cresti in Irlanda*)

Уважаемые Родители/Опекуны!

James Williams

Я обращаюсь к Вам касательно нового важного государственного проекта под названием *Вырастая в Ирландии*. Мы хоте ли бы пригласить Вас принять участие в этом исследовании.

Это первый подобного рода проект когда-либо проводившийся в Ирландии. Цель этого исследования улучшить наше понимание всех аспектов развития детей.

В этом конверте Вы также найдете информационные листы об этом проекте для Вас и Вашего ребёнка вместе с формами о согласии принять участие.

Детали об участии в исследовании описаны подробно в информационных листах.

В кратце, мы хоте ли бы провести интервью с Вами и Вашим(ей) сапругом(ой)/партнером (шей) (что подходит), а также Вашим ребёнком. Интервью будет проходить у Вас дома в удобное для Вас время. Так же мы хотели бы попросить учителя Вашего ребёнка и директора школы ответить на некоторые вопросы о Вашем ребёнке и его школе. В заключении, мы хотели бы попросить Вашего ребёнка пройти некоторые тесты по чтению и математике в его/её школе.

Если Вы хотите принять участие, пожалуйста, прочтите приложенную информацию, заполните и подпишите формы о согласии и верните все вместе в школу в предоставленном конверте. Мы также включили копии этих форм для Вашего собственного учёта.

Тем временем если у Вас возникли какие-либо вопросы, пожалуйста звоните команде «Вырастая в Ирландии» по телефону 01 863 2000.

Информационные листы можно заказать по вышеуказанному номеру на Ирландском, Французском, Русском, Румынском и Польском языках. Так же есть варианты крупным шрифтом, шрифтом Брайля и аудио-версия. Анкеты использованные в опросе также будут доступны на этих языках: Ирландский, Польский, Французский, Русский и Румынский язык. Если Вашему ребёнку необходима специальная помощь для участия в этом исследовании, например из-за дислексии, глухоты и т.д. то мы организуем помощь для него/её.

Заранее благодарим Вас за Вашу помощь и поддержку в этом историческом и важном проекте.

С уважением,

Профессор Джеймс Уиллиамс, ESRI





The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100

Spring 2008

Dear Parent / Guardian

I am writing to you about a major new Government study on children in Ireland. It is called *Growing Up in Ireland*. We would like to invite you and your child to take part in this study.

This is the first and most important study of its kind ever to have been undertaken in Ireland. The purpose of the study is to improve our understanding of all aspects of children and their development.

Enclosed with this envelope you will find information sheets on the study for both you and your child, as well as consent forms.

Details on what participation in the study involves are outlined in full in the information sheets. In summary, we would like to interview you, your spouse/partner (if relevant) and your child. The interviews will take place in your home at a time that suits you. We would also like to ask your child's teacher and school Principal to answer some questions on your child and on your child's school. Finally we would like to ask your child to complete some reading and maths tests in his/her school.

If you would like to take part please read the information enclosed, sign the consent forms and return them to the school in the envelope provided. We have included a duplicate set of consent forms for you to keep for your own records.

If you have any questions in the meantime please contact the Growing Up in Ireland team on 01 863 2000.

The information sheets are available, on request to the above number, in Irish, French, Russian, Romanian, and Polish. Large font, Braille and audio versions are also available. The questionnaires used in the survey will also be available in these languages. If your child requires special assistance in participating in the study - e.g. because of dyslexia, deafness etc. we will provide special arrangements for him/her.

Thank you, in advance, for your help and support in this historic and important project.

Yours sincerely

James Williams

(Research Professor ESRI and

James Williams

Principal Investigator, Growing Up in Ireland study).

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

She on Brana

/Irish, Polish, French, Russian and Romanian /Gaeilge, Polainnis, Fraincis, Rúisis, agus Rómáinis /irlandeza, poloneza, franceza, rusa si romana. / irlandais, polonais, français, russe et roumain /Ирландский, Польский, Французский, Русский и Румынский язык.



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100







The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100

A Thuismitheoir / Chaomhnóir,

Táim ag scríobh chugat faoi mhórstaidéar nua a rinne an rialtas ar pháistí in Éirinn. Is é *Growing Up in Ireland* an t-ainm atá air. Ba mhaith linn cuireadh a thabhairt duit agus do do pháiste páirt a ghlacadh ann.

Is é seo an chéad staidéar agus an ceann is tábhachtaí dá léithéid a rinneadh riamh in Éirinn. Is í an aidhm atá leis ná ár dtuiscint ar pháistí agus ar a bhforbairt a fheabhsú.

Faoi iamh tá bileoga eolais duit féin agus do do pháiste faoin staidéar, chomh maith le foirmeacha toilithe.

Tugann na bileoga sonraí duit faoi cad tá i gceist le bheith rannpháirteach sa stáidéar seo. Ba mhaith linn agallamh a chur ort, ar do chéile/ pháirtí (má bhaineann sé le hábhar) agus ar do pháiste. Beidh na hagallaimh ar siúl i do theach ag am a bheadh oiriúnach duit. Ba mhaith linn roinnt ceisteanna faoi do pháiste agus faoina scoil a chur ar a mhúinteor agus ar a Phríomhoide. Ba mhaith linn iarradh ar do pháiste roinnt trialacha léitheoireachta agus matamatice a dhéanamh ina scoil.

Más mian leat páirt a ghlacadh sa stáidéar seo, léigh an t-eolas atá faoi iamh le do thoil, sínigh na foirmeacha toilithe agus seol ar ais iad chuig an scoil sa chlúdach atá leis seo. Tá cóipeanna dúblacha de na foirmeacha curtha ar fáil againn do do thaifid. Na ceistiúcháin a bhaineann leis an suirbhé seo, beidh siad ar fáil sna teangacha seo leis: Gaeilge, Polainnis, Fraincis, Rúisis, agus Rómáinis. Má tá cabhair faoi leith ag teastáil ó do pháiste chun bheith páirteach sa staidéar seo, m.sh., de bharr disléicse, bodhaire, etc., déanfaimid na socruithe cuí dó/di.

Más mian leat ceist a chur is féidir teaghmháil a dhéanamh le foireann *Growing Up in Ireland* ag 01 863 2000.

Is féidir an uimhir seo a úsáid freisin má tá bileoga eolais uait as Gaeilge, as Francís, as Rúisís, as Rómáinis, agus as Polainnis. Tá leaganacha i gclófhoireann mhór agus i gcló Braille ar fáil freisin chomh maith le leaganacha éisteachta.

Go raibh maith agat, roimh ré, as ucht do chabhrach agus as do thacaíocht sa tionscnamh stairiúil tábhachtach seo.

Is mise, le meas,

James Williams

(Ollamh taighde, ESRI

James Williams

agus Príomhimscrúdaitheoir an staidéir Growing Up in Ireland).

Sheila Greene An tOllamh Sheila Greene, Stiúrthóir, Ionad Taighde ar Leanaí, Col. na Tríon. (TCD). Comhstiúrthóir, *Growing up in Ireland*.



The Economic and Social Research Institute Whitaker Square Sir John Rogerson's Quay Dublin 2 Ph: 01-863 2000 Fax 01-863 2100

Szanowni Rodzice/Opiekunowie,

Zwracamy się do Państwa w sprawie wzięcia udziału w nowym projekcie badawczym finansowanym przez rząd Irlandii. Projekt ten, zatytułowany Growing Up in Ireland (Dzieciństwo i Dorastanie w Irlandii) dotyczy dzieci mieszkających w Irlandii oraz ich rodzin. Chcielibyśmy zaprosić Państwa do uczestnictwa w badaniu, które jest cześcia wyżej wymienionego projektu.

Jest to pierwszy i najważniejszy tego rodzaju projekt badawczy przeprowadzany w Irlandii. Jego celem jest lepsza wiedza o życiu dzieci i zrozumienie ich rozwoju.

Do listu dołączone są ulotki informujące o projekcie badawczym przeznaczone dla Panstwa i Waszych dzieci. Są też formularze do podpisu oczywiście jeśli zgodzicie się Państwo wziąć udział w badaniu.

W ulotkach znalazły się szczegółowe informacje dotyczące warunków udziału w badaniu. Wzięcie udziału oznacza, że chcielibyśmy przeprowadzić wywiad przynajmniej z jedną osobą dorosłą w rodzinie: małżonkiem/małżonką lub partnerem/partnerką i oczywiście z Państwa dzieckiem.

Wywiady będą przeprowadzane u Państwa w domu w czasie wcześniej ustalonym.

Chcielibyśmy także przeprowadzić wywiad z wychowawcą lub jednym z nauczycieli Państwa dziecka, a także z dyrektorem szkoły do której dziecko uczęszcza. Pytania skierowane w wywiadzie do nauczyciela i dyrektora będą dotyczyć życia dziecka i tego jak radzi sobie w szkole. Państwa dziecko poprosimy również o rozwiązanie w szkole kilku dodatkowych testów językowych i matematycznych.

Jeżeli chcielibyście Państwo wziąć udział w badaniu, prosimy o uważne przeczytanie informacji podanych w ulotkach oraz podpisanie załączonych formularzy, w których wyrażają Państwo zgodę na udział w badaniu zarówno swój jak i dziecka. Podpisane formularze prosimy przesłać lub przekazać do szkoły dziecka w załączonej kopercie. Dodatkowe formularze, mogą Państwo zatrzymać dla siebie.

Jeżeli mają Państwo więcej pytań uprzejmie prosimy o kontakt z Growing Up in Ireland pod numerem telefonu: 01 863 2000

Ulotki informacyjne w językach: Irlandzkim, Francuskim, Rosyjskim i Polskim, w razie potrzeby można dostać także pod powyższym numerem telefonu. Przygotowaliśmy również specjalną wersję ulotek w piśmie Braille'a lub formie nagrania audio.

Kwestionariusze wykorzystywane w badaniu będą też dostępne w następujących językach: Irlandzkim, Polskim, Francuskim, Rosyjskim i Rumuńskim.

Jeśli okaże się, że Państwa dziecko będzie potrzebowało pomocy podczas badania np. ze wzgledu na dysleksję, kłopoty ze słuchem lub inne, zapewnimy dziecku niebędne ułatwienia podczas wywiadu.

Z góry dziękujemy Państwu za okazanie pomocy i wsparcia dla realizacji tego historycznego i ważnego projektu.

Z poważaniem

Profesor ESRI

Dyrektor Projektu Badawczego, Growing Up in Ireland

Profesor Sheila Greene.

Dyrektor, Children's Research Centre, TCD. Drugi dyrektor, *Growing Up in Ireland*

Sheila Bana

A l'attention des parents / tuteurs,

James William

Madame, Monsieur,

Je vous écris à propos d'une nouvelle et grande étude lancée par le gouvernement sur les enfants en Irlande. Elle s'appelle *Grandir en Irlande (Growing Up in Ireland)*. Nous aimerions vous inviter, vous et votre enfant, à prendre part à cette étude.

C'est la première et la plus importante étude de ce type à n'avoir jamais été entreprise en Irlande. Le but de cette étude est d'améliorer notre compréhension des enfants et de leur développement sur tous les points de vue.

A l'intéreur de cette enveloppe vous trouverez des feuillets d'information sur l'étude, pour vous et votre enfant, ainsi que des formulaires de participation.

Les feuillets d'information décrivent en détails en quoi consiste la participation à cette étude. En résumé, nous aimerions vous interviewer, votre épouse/partenaire (le cas échéant), et votre enfant. Les interviews se passeront chez vous, à une heure qui vous convient. Nous aimerions aussi demander à l'instituteur de votre enfant et au directeur d'école de répondre à quelques questions sur votre enfant et sa scolarité. Enfin, nous aimerions faire passer des tests de lecture et de mathématiques à votre enfant, dans son école.

Si vous souhaitez participer, merci de lire les feuillets d'informations, de signer les formulaires de participation et de les renvoyez à l'école dans l'enveloppe fournie. Vous trouverez aussi des copies des formulaires de participation, à conserver.

Si vous avez quelques questions que ce soit, n'hésitez pas à contacter l'équipe de Grandir en Irlande au 01 863 2000.

Les feuillets d'information sont disponibles sur demande au numéro ci-dessus en irlandais, français, russe, roumain, et polonais. Gros caractères, Braille et versions audio sont aussi disponibles. Les questionnaires utilisés dans l'étude seront aussi disponibles dans les langues suivantes: irlandais, polonais, français, russe et roumain. Si votre enfant a besoin d'une assistance particulière pour participer à l'étude, par exemple à cause de dyslexie, de surdité etc., nous lui aménagerons une aide spéciale.

En vous remerciant par avance pour votre aide et votre soutien dans ce projet historique et important, veuillez agréer, Madame, Monsieur, l'expression de mes sentiments distingués.

James Williams

James Williams

(Professeur de recherche ESRI et

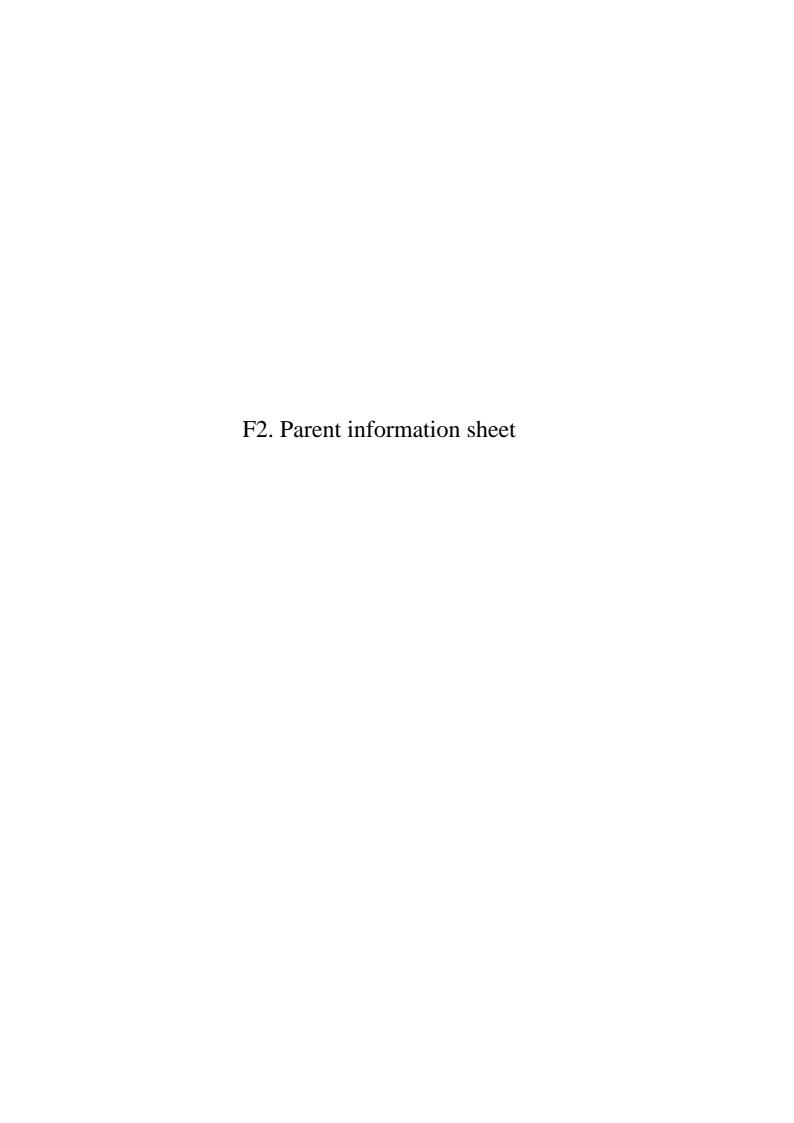
Responsable Principal de l'étude Grandir en Irlande).

Professeur Sheila Greene

Sheila Dana

Directeur, Centre de Recherche sur l'Enfance, TCD.

Co-directeur, Grandir en Irlande



What are my rights if I take part?

- If you decide to take part you and your family may choose to withdraw from the study at any time, even after the study researcher has called to your home.
- If there are any question(s) on the questionnaire you do not wish to answer you do not have to do so.
- The Study Researcher is not allowed to be alone with your child unless you or another adult is present in the room. This is for the protection of both your child and the researcher.

What do I do next?

Enclosed with this information leaflet you will find two copies of a form marked 'Parent's/Guardian's Consent Form'.

We would like you to read and sign both forms, returning one to your child's school in the envelope provided and keeping the other for your own records.

Once the consent form has been returned, the school Principal will pass on your contact details to the Study Team and you will become part of **Growing Up in Ireland**.

Your participation counts.

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

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

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

Support for Growing Up in Ireland.

This study is being supported by:

The Irish National Teachers Organisation (INTO)
The National Parents Council - Primary
Treoir
One Family

Where can I find out more information?

Phone:

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

Web:

www.growingup.ie

Email:

Email us at growingup@esri.ie

Pos

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











Parent's Information Leaflet

Growing Up in Ireland

National Longitudinal Study of Children

Congratulations. Your child has been chosen to take part in a new and historic national study of children in Ireland called **Growing Up in Ireland**. Your child is only one of 8,000 nine-year-old children selected for this study.

What is the Growing Up in Ireland study?

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

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

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

What will it tell us?

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

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

How was my child selected?

The study will include 8,000 nine-year-old children and their families.

We have selected the 8,000 children from National Schools across Ireland on a purely random basis. We are now contacting these children and their families to invite them to take part. The random selection will make sure that we can talk to all different types of children and families from all parts of the country.

This is a unique opportunity for your child and family to take part in this very important study.

Why should my family take part?

By taking part, your family will play a crucial role in helping us to find out what it's like to be a child in Ireland in the 21st century.

This information will help us to give the Government advice on how to help make childhood a better experience for all children and to make improvements for children for many years to come.

The experience of parents who have taken part in similar studies around the world is that they enjoyed participating and talking about their child and their lives as they grow up.

Who is running the study?

Growing Up in Ireland is a major study funded by the Government and carried out with the support of the Central Statistics Office.

A group of researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin is carrying out the study. They are the Study Team.

What happens if I take part?

Taking part in Growing Up in Ireland is very simple.

Step One: You sign the consent form enclosed with this information leaflet and return it to the school with your name, address and telephone number. It will then be given to the Study Team. If appropriate, the consent form may be co-signed by a parent/guardian of the child who is not resident in your household. There is also a consent form for your child.

Step Two: At your child's school, your child will take a short test in reading and maths. The results of the assessment tests will be kept strictly confidential. Individual results will not be seen by you, the school, the teacher or anyone outside the Study Team and the Central Statistics Office. The test results are only for the purposes of the study and will not in any way affect your child's marks in school.

Step Three: Your child's teacher will be asked to complete a short questionnaire about the school and about how your child is getting on.

Step Four: A Study Researcher will contact you by telephone to arrange a visit to your home at a time which is convenient for you and your family. This can be on a week day, in the evening time if that suits, or during the weekend.

Step Five: When the researcher calls to your home, you, your partner (if relevant) and your child will each be asked to fill out a separate questionnaire. The questionnaire involves ticking boxes. The visit to your home will last about 90 minutes.

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

Confidentiality

All the information given to the **Growing Up in Ireland** researcher is treated in the strictest confidence. It will be used exclusively for research purposes.

The information given by your child, the class teacher and so on, will not be seen by anyone – not even you will have access to it.

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

What kind of questions will my family be asked?

You and your partner (if relevant) will be asked questions about:

- · your child's health and education
- · his/her overall social and emotional development
- your own health
- your family life and experiences as a parent

Your child will be asked questions about:

- his/her school and home life
- · activities and sports he/she enjoys
- · foods he/she likes to eat
- · his/her views on the local community

All the questions are very straightforward. The Study Researcher will be able to help out if you have any concerns or questions.

Following up in four years time.

The unique part of **Growing Up in Ireland** is that it is a long-term study. This means that we would like to return to your home in four years time when your child is 13.

When the time comes we will arrange another visit to your home and ask some more questions about how your child has grown and changed over the four years.

In the meantime, to keep you up-to-date, we will send you a newsletter on the study and how it is progressing.

We will also ask you to supply your PPS number which will allow us to keep in touch with you over the next few years.

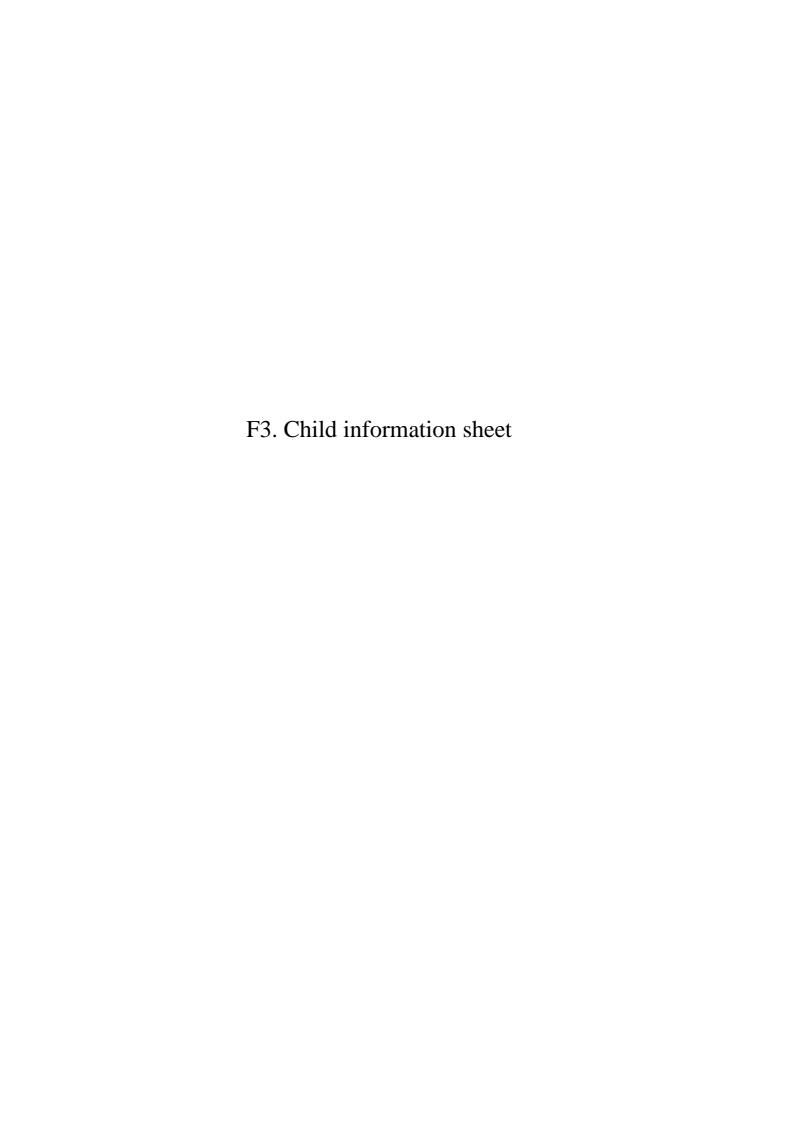
Who are the Study Researchers?

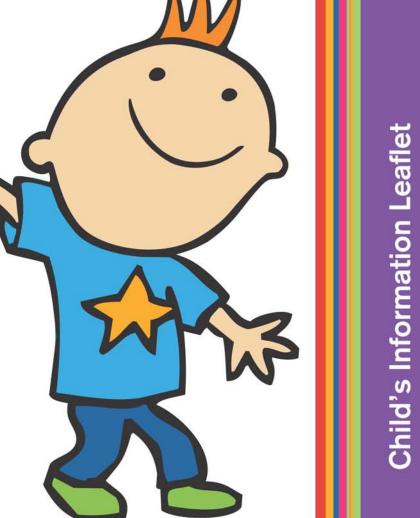
The Study Researcher who will call to your home is from the Economic & Social Research Institute.

Each researcher has been specially trained for the study and has been subject to security vetting by An Garda Siochána.

They are Officers of Statistics appointed by the Central Statistics Office and are similar to those who carry out research on behalf of the Central Statistics Office, including the Census.

Each Study Researcher carries a photo ID card. If you have any concerns about him/ her or would like to confirm his/her identity you can contact Ms Pauline Needham at the ESRI on 01-8632000.





Where can I find out more information?

Phone:

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

Web:

www.growingup.ie

Email:

Email us at growingup@esri.ie

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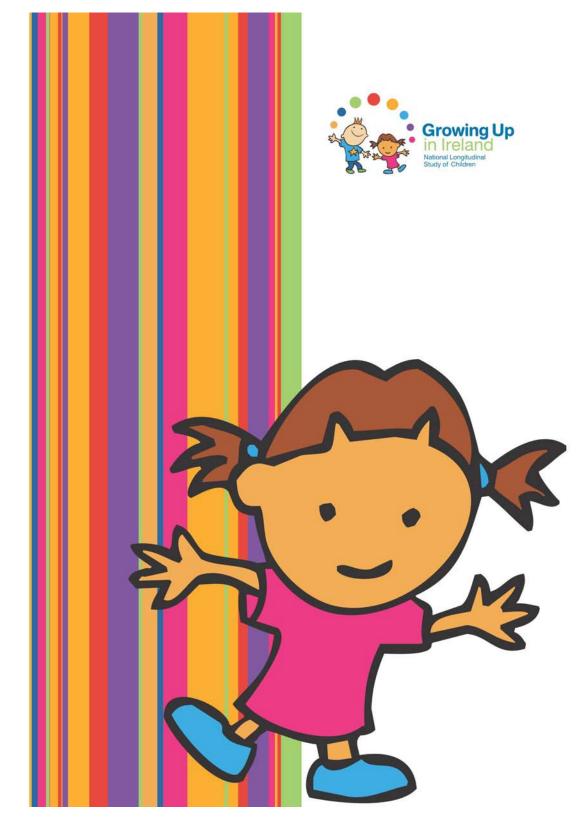
Growing Up in Ireland, Economic & Social Research Institute, Whitaker Square, Sir John Rogerson's Quay, Dublin 2.











Growing Up in Ireland National Longitudinal Study of Children

Hello there!

You and your parents have been chosen to take part in a new and very special project called **Growing Up in Ireland**. This leaflet will tell you all about the project. When you have read it, you and your parents can decide if you would like to take part.

So what is Growing Up in Ireland all about?

The Government has asked us to start a new and exciting project to find out all about what it is like to be a child growing up in Ireland today.

We think the best way to find this out is to ask nine-year-old children just like you. So we have picked 8,000 nine-year-old boys and girls like you from around the country.

We have decided to call this project Growing Up in Ireland.

Why does the Government need to find out about children?

This project is really important as it will help the Government to make better decisions about things that affect children and to make life better for all the children and families in the country.

Why was I picked?

All the nine-year-old boys and girls picked to take part in **Growing Up in Ire-land** were chosen at random, which is like picking a name from a hat.

This was the best way to make sure we included children from all different kinds of families and from all different parts of the country.

What happens if I take part?

Taking part is pretty easy and will not take too much time.

- a person from our team, called a Study Researcher, will visit your school.
- they will ask you to do a short test in reading and maths. There is no need to worry about the test. It is not hard and you do not have to learn anything for it. No-one, not even your mum or dad or your teacher, will be told how you do in this test.
- the Study Researcher will ask your teacher to answer some questions about you and how you are getting on in school.
- the Study Researcher will arrange with your parents to call to your home at a time which suits you and your family. He or she will fill in a form with you. This form will ask you lots of questions about yourself. Things like: what you think of your school and your teacher; what you think of the place where you live; what kind of food you eat; if you help out around the house and so on.
- your parents, or whoever looks after you at home, will also get a form to fill out. Their form will ask them questions about you and also about themselves.

Other things you should know.

If you do not want to be a part of the study anymore, even after you have filled out your form, it will be okay with us.

If there are any questions on your form that you do not like and do not want to answer, you do not have to. Instead you can just leave a blank space.

Four years time.

We would like to come back and talk to you and your family again when you are 13-years-old to make sure we know absolutely everything about growing up in Ireland.

This will help us to understand how much things have changed in your life over that time.

What do I do now?

When you have read this leaflet talk to your mum or dad about taking part. We have also given your parents a leaflet to tell them all about the study so you can decide together.

Enclosed with this information you will find two copies of a form marked 'Child's Consent Form'. We would like you to read and sign both forms. Return one to your school in the envelope with the form from your mum or dad and keep the other form yourself.

Thank You!

We would like to thank you for being part of this project. You are helping to make a better future for all children in Ireland.



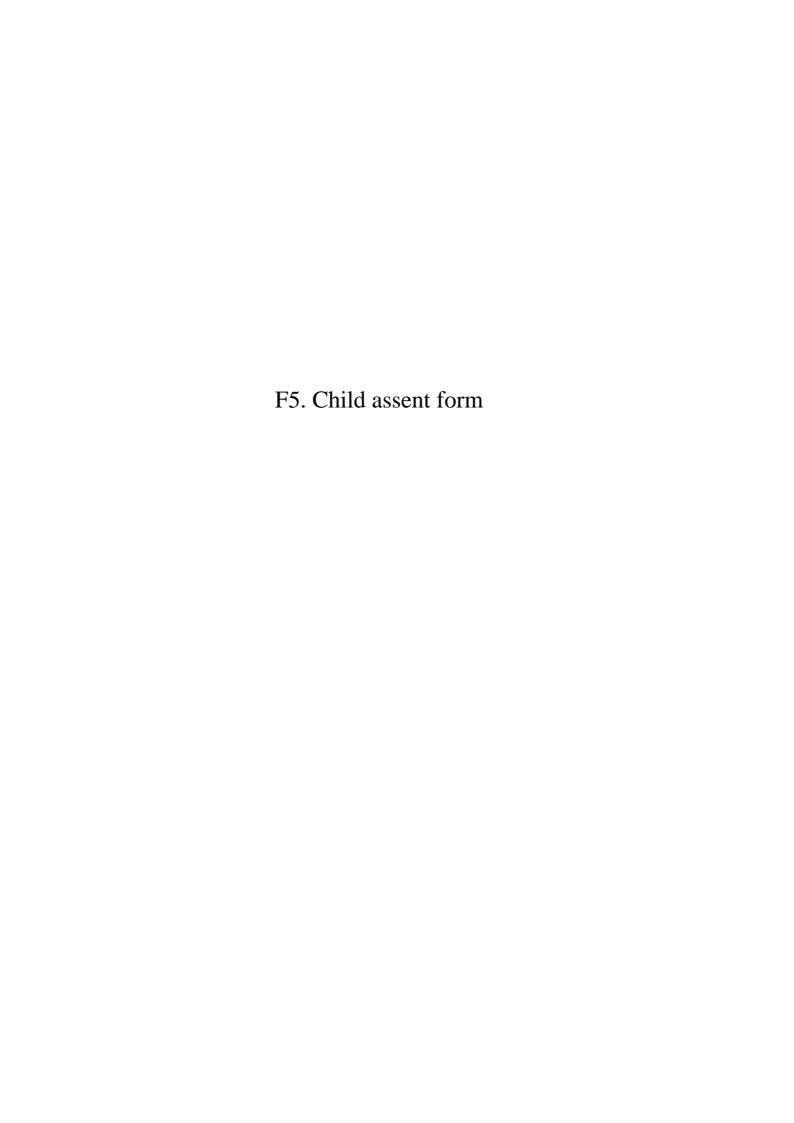


PARENT'S / GUARDIAN'S CONSENT FORM

Name of Child: Child's Date of Birth:					
(BI	(BLOCK CAPITALS PLEASE)				
	School Attended:(BLOCK CAPITALS PLEASE)	Child's Class:			
# 4 c	The Control of the Co				
•	 I have read and understand the information sheet provide any questions I may have at any time before or during the 				
•	 I consent to my child, and myself, being included in res Growing Up in Ireland study. 	earch being conducted for the			
•	 I understand that the main aim of the project is to build of children in Ireland today and into the future. 	a bank of information about the lives			
•	 I understand that my child has been selected on a pure School system. 	ly random basis from the National			
•	 I understand that a range of information will be collecte child's other parent and my spouse or partner (where of school Principal and childminder (if relevant). 				
•	 I understand that the information will be stored, on a co will be used for research purposes only. 	infidential basis, on a computer and			
•	 I understand that although I will have access to the info which I complete, I will not have access to the informat my child's teacher, my child or childminder (if relevant). 	ion given by my spouse/partner (if relevant),			
•	 I understand that, because this study looks at children's to participate in a follow-up study when my child is 13 y 				
•	 I understand that I may withdraw my participation, and after the information has been collected. 	that of my child, at any time, including			
Na	Name of Parent/Guardian:				
	(BLOCK CAPITALS PLEASE)				
	Address of Parent/Guardian:				
Si	Signature of Parent / Guardian:				
Da	Date: Contact telephone:				
If	M appropriate:				
	If appropriate:				
	Name of parent/guardian not resident in your household: $_$ (BLOCK CAPITALS PLEASE)				
	Address of parent/guardian not resident in your household (BLOCK CAPITALS PLEASE)	l:			
	Signature of parent/guardian not resident in your househol	d:			
Da	Date: Contact telephone:				







CHILD'S CONSENT FORM

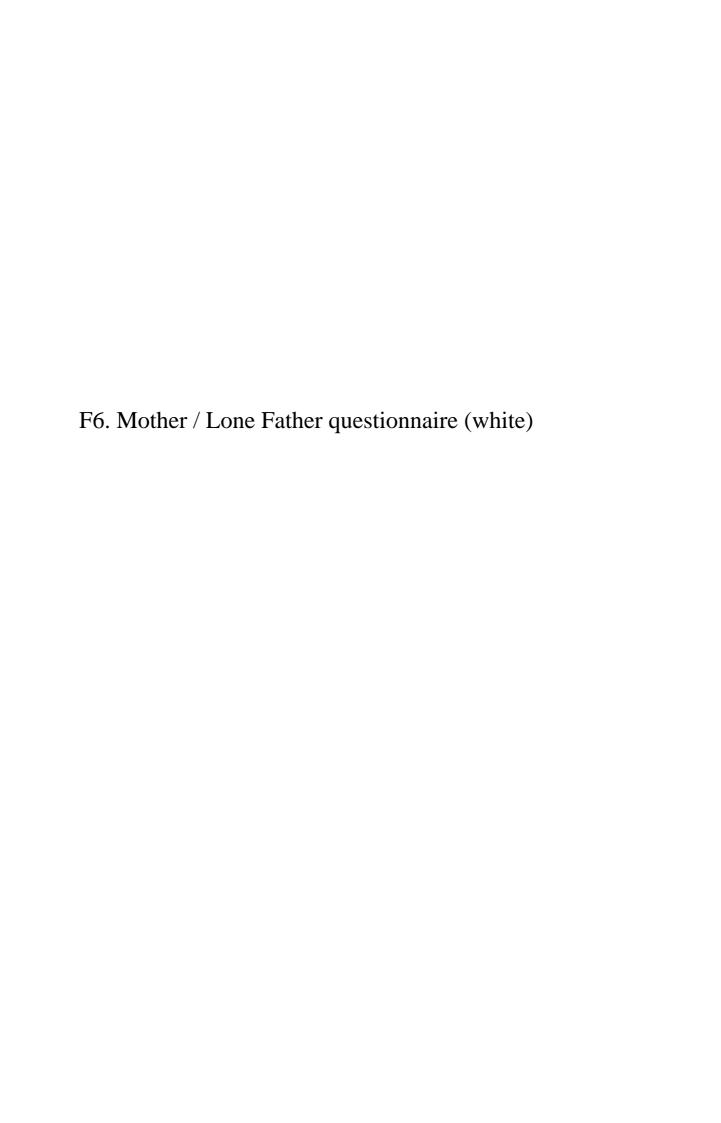
My name is:	
(CAPITAL LETTERS PLEASE)	
My date of birth is:	
(CAPITAL LETTERS PLEASE)	
I go to school at:	
(CAPITAL LETTERS PLEASE)	
My teacher's name is:	
(CAPITAL LETTERS PLEASE)	
My class is:	
(CAPITAL LETTERS PLEASE)	

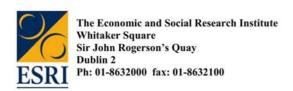
- I would like to take part in the **Growing Up in Ireland** study. I have been given and have read the information leaflet and have talked to my parents about taking part.
- I will be asked to fill out a form with questions about me, my pastimes, my family, my school and the place where I live.
- I will take part in a test in school in reading and maths but I understand that I do not have to learn anything for this test.
- My parents (or whoever looks after me) and my teacher will also be interviewed about themselves and me.
- I do not have to answer questions that I do not like.
- I can stop taking part in the study at any time.

Your signature:			
and the second s			
Date:			













GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL MOTHER or LONE FATHER QUESTIONNAIRE

AREA	HOUSEHOLD			RESI	PONDENT		
Interviewer Name	Into	erviewer N	umber		1		
Time Section Started	(24 hour o	clock)	Date _	day	mth	ye	 ar
Hello, I'm from the Economic and contacting you about <i>Growing Up in</i> a major new government study about funding the study through the Offic Department of Social & Family Af Education and Science is represented researchers led by the Economic & Centre at Trinity College Dublin is call, 000 9-year-olds and their families.	n Ireland - the Natual children in Ireloce of the Ministe fairs and the Celed on the Steering Social Research	tional Long and. The I r for Child entral Stati g Group wh Institute (E	pitudina Departi ren (O istics (nich ove ESRI) a	ment MC) i Office ersee and Th	dy of Child of Health on associate. The De s the stud- ne Children	dren. & Childion we partm y. A gi n's Re	This is dren is with the nent of roup of search
You may remember that you were child's school. You signed a consestudy. We are seeking to interview and also the child him / herself. Thake about 1 hour and 40 minutes of the field.]	ent form saying t the parents / gu ne whole intervie	hat you wo ardians of w with the	ould be name parent	hap of 9 ts / g	py to parti -year-old uardians a	cipate Study and ch	in the Child
All the information you and your fan not be released in any way which wo or your family.							
	A. INTRODUC	CTION					
A1. Are you the legal parent / guardian of	of the Study Child w	vho usually	provide	s the	most care t	o him /	her.
Yes □₁	No	2					
A1a. Are you in a position to answer in Yes□₁	respect of the Stud		nterviev	v, resc	chedule		
A2. Int: Record gender of parent 1	Male □ ₁	Femal	e		9		
A3. [Show Card A3] Looking at Card A3 v Child? [Interviewer codes only if other pe	which of the followi	ng best des	cribes y	our re		to the	Study
A. Biological mother / father B. Adoptive mother / father C. Step-mother / step-father / partner of chi D. Foster mother / father E. Grand parent F. Aunt/uncle G. Other relative / in law H. Unrelated guardian	ld's parent						

				Househol	d Com	position								
In thi	s section, I wo	uld like t	o ask you a	few deta	ails abo	ut yoursel	f and the	oth	ers i	n yo	ur h	ouse	ehole	d.
	low many peopers of this hou		tal (includi		elf and persons	all childre	en of all	ages) liv	e he	re r	egul	arly	a
A5. F	or each memb a) their gend b) their Date c) if DOB not d) their relat	er? of Birth t availabl	(DOB) le - their ag	e last bir	thday		and the S	Study	y Ch	ild?				
	e) tick one bo	ox to best	t describe t	heir curr	ent eco	nomic stat	tus							
		(A)	(B)	(C)		(D)				(E) (Card	A5E		_
No.	First name/Initial	Sex	Date of Birth	If DOB not available	TO mot	onship of each her/lone father ationship Codes A5D	and child.	loc	cation	aining	yed	-	ties	
Person No.	INT: Put respondent (mother / lone father) on line 1 and Study Child on line 2	M F	dd mm yr	Age last birthday	Person No.	A5D1 R'SHIP TO: Mother/lone father	A5D2 R'SHIP TO: Study Child	Pre-school	School/Education	At Work / Training	Unemployed	Retired	Home Duties	Other
1		1 2		yrs	1	////	NOVICIO		\square_2	□ 3	□ 4	□ 5	□ 6	
2		1 2		yrs	2		////		\square_2	\square_3	□ 4	□ 5	□ 6	
3		1 2		yrs	3			□1	\square_2	\square_3	□ 4	□ 5	□ 6	
4		1 2		yrs	4				\square_2	\square_3	□ 4	□ 5	<u>□</u> 6	
5		1 2		yrs	5				\square_2	Train train 1	□ 4	□ 5	□ 6	
6		1 2		yrs	6					<u></u> 3	<u>4</u>	<u></u>	<u>□</u> 6	
7		1 2		yrs	7				<u></u>		<u>4</u>	<u></u>		
8		1 2		yrs	8					<u></u>	<u>_4</u>	<u></u> 5	<u></u>	L
9		1 2		yrs	9				2	3	<u>4</u>	5	<u>6</u>	
Interviewer: Mother or lone father should be on line 1 Study Child should be on line 2 X1a. Was <study child=""> a single birth, twin, triplet etc. Single child</study>														
100000000000000000000000000000000000000	neck Household ionnaire.	register at	A5 above.	If twin or to	riplet live	s in the hou	sehold ad	minis	ster t	he tw	in			
X1b.	Does the twin o	r triplet li	ve in the ho	usehold?	5	Yes	1	No .	 T]2			
X1c. I	Does <study ch<="" td=""><td>nild> go to</td><td>the same s</td><td>school as</td><td>twin?</td><td>Yes□1</td><td>No</td><td>□2</td><td></td><td></td><td></td><td></td><td></td><td></td></study>	nild> go to	the same s	school as	twin?	Yes□1	No	□ 2						
_{X1}	d. If not, name	and addre	ess of school	ol this chi	ld attend	ds:								
									_					
											L		1	
X1e. (Could I ask abo	ut the stu	dy child's t	win. Is he	or she:	Deceased	d□₁ L	ives	elsev	where	э	<u>2</u>		

(24 hour clock)

Time Section Ended

Now I would like to ask you a few questions regarding the Study Child's health.

B. CHILD'S HEALTH

B1. How much did the Study Child weigh at birth?	Pounds	_Ounces	OR
	Kilos	Grams	Don't know
B2. [Show Card B2] Looking at Card B2, was the Study C	Child born late,	on time or e	arly?
Late birth (42 weeks or more)			
B3. [Show Card B3] Looking at Card B3, what was the me	ode of delivery?	? [Int. Use co	odes only]
B. Suction assisted birth E. Emergence	Caesarean cy Caesarean ase specify]	5	Don't Know□ ₇
B4a. Did the Study Child have to go to a Neonatal Intenswas born?			
Yes] ₂ Don't know		
B4b. [Show Card B4b] Looking at Card B4b, how old was (or special care)?	s Study Child w	hen he/she	came home from hospita
1-4 weeks	-6 months -12 months lore than 12 mon on't Know	ths	
B5. [Int. If respondent is biological mother] Did you smoke	during your pre	gnancy wit	h the Study Child?
Never ☐ ₁ Occasionally ☐ ₂	Daily	. 🔲 3	
B6. About how many did you smoke per day?			
1-5 /day □ ₁ 6-10 /day □ ₂ 11-2	5/day □:	3 26	or more/day □4
B7. [Int. If respondent is biological mother] Did you consum Child?	ne alcohol durir	ng your pre	gnancy with the Study
Never Occasionally	Weekly	🔲 3	Daily □4
B8. Was the Study Child ever breastfed, even if only for	a short time?		
Yes No	Don't know	. 🔲 3	
B9. For how many months or weeks was the Study Child	d breastfed?		
months weeks De	on't Know / Can'	t Remember	99
B10. [Show Card B10] Looking at Card B10, In general, h the past year?	ow would you o	describe the	Study Child's health in
Very healthy, no problems Healthy, but a few minor problems Sometimes quite ill Almost always unwell			

B11. Does the Study Child have any on-going chronic <u>physical or mental health problem, illness or disability?</u>
Yes
B12. What is the nature of this problem, illness or disability? Please describe as fully as possible. [Int Please record diagnosis, not symptoms of the problem]
B13. Since when has the Study Child had this problem, illness or disability?(mth)(yes
B14. Is the Study Child hampered in his/her daily activities by this problem, illness or disability?
Yes, severely
B15. In addition to what we have just discussed has the Study Child ever at any time in the past had any chronic physical or mental health problem, illness or disability?
Yes □1 No□2
B16. What was the nature of this problem, illness or disability? Please describe as fully as possible. [Int please record diagnosis, not symptoms of the problem]
B17. Most children have accidents at some time. Has the Study Child ever had an accident or injury that required hospital treatment or admission?
Yes № No
B18. How many separate accidents has the Study Child ever had that required hospital treatment or admission?
B19. How many of these accidents involved bone fractures or breaks?
Time Section Ended (24 hour clock)
C. CHILD'S USE OF HEALTH SERVICES
Now I'd like to ask you some questions about the Study Child's use of health services, visits to the doctor, dentist and so on.
C1. About how many nights has the Study Child spent in hospital over his/her lifetime? (Exclude at time of birth) [Int. if none, write none do not leave blank]nights
C2. In the last 12months how many visits has <study child=""> made to the A&E (Accident and Emergency) department of a hospital? visits [Int. if 'none' write 'none' do not leave blank]</study>
C3. In the last 12 months, how many times have you seen, or talked on the telephone with any of the following about the Study Child's physical, emotional or mental health? [Int. if 'none' write '0' do not leave blank N times Don't know Refused
A general practitioner (GP)
Another medical doctor e.g. in a hospital ₃
Other professional, psychologist, psychiatrist, counsellor etc.

C4. Was there any time in the last 12 months when, in your opinion, the Stutreatment for a health problem but he/she did not receive it?	dy Child needed medical care or
Yes No	Refused
C5. Why did the Study Child not get the medical care or treatment? Was thi [int: please tick yes or no in respect of each]:	is because
a) You couldn't afford to pay	
C6. Was there any time in the last 12 months when, in your opinion, the Stue examination or treatment but he /she did not receive it?	dy Child needed a dental
Yes No	Refused□₄
C7. Why did the Study Child not get the dental examination or treatment? W	as this because
[Int: Please tick yes or no in respect of each] Yes	No
a) You couldn't afford to payb) The necessary dental care wasn't available or accessible to you	
c) You could not take time off work to visit the dentist	
d) You wanted to wait and see if the problem got better	
f) Study child still on the waiting list	
g) Other (specify)	2
C8. Does the Study Child brush his/her teeth at least once per day?	es
C9. Which of the following best describes how regularly the Study Child vis	its the dentist?
At least once a year	
C10. Does the Study Child currently have, or at any time in the past had, any correction?	y sort of sight problem requiring
Yes, currently	No3
C11. [Show Card C11] Looking at Card C11, has the Study Child ever been giproblem? If so, what? [Int. Tick all that apply]	iven any treatment for the
A. Laser treatment	□4
B. Surgical operation2 E. Other, please specify	
C. Patch	🗆 6
C12. Does the Study Child currently have, or at any time in the past had, any requiring correction?	y sort of hearing problem
Yes, currently	No3
C13 [Show Card C13] Looking at Card C13, has the Study Child ever been gi problem? If so, what? [Int. Tick all that apply]	
A. Hearing aid	
B. Grommets	
C. Cochlear implant	

		hild talks and			
no, yes a little or yes a lot?		/aa a lat		Dam't los	
No 1 Yes, a little		Yes, a lot		Don t kn	ow □4
C15. [Show Card C15] Looking at Card C problems does the Study Child have? [II					speech
A. Reluctant to speak		F. Voice sou	nds unusual		□6
B. Speech not clear to the family			stammers		
C. Speech not clear to others					
D. Difficulty finding words		•			
E. Difficulty putting words together			v		
C16. Does the Study Child usually requi		10. 00 -00 -00 -001000	4.48		
Yes 1 No					
C17. What supports does the Study Chi		Tick yes or no	for each]		
Yes A. Braces	No □ □				
B. Crutches		C18. Does th	e Study Chil	d need the h	nelp of
C. A stick			son to get are		
D. Wheelchair	and the same of th	Yes	□₁	No	
E. Other (specify)	40-01				
C19. Is Study Child right or left-handed?		t handed	□1 Le	eft handed	T _a
Time Section Ended	(24 hour c				····· <u></u>
District Control of the Control of Control o	V. Company of the Company of the		CICE		
D. C D1. [Show Card D1] Looking at Card D1,	HILD'S DIET			ad the follow	wing foods and
drinks once, more than once, or not at a		urs nas me s	itudy Cilila II	au the follow	willy loods allu
			More than	Not	Don't
		Once	Once	At All	know
A. Fresh fruit					
A. 1 16311 II uit			2]3	🗀 4
B. Fruit juice				55	
				3	🗀 4
B. Fruit juice				3 3	
B. Fruit juice		 		3 3	
B. Fruit juice				33 3 3 3	
B. Fruit juice				33 3 3 3	
B. Fruit juice	or sausage roll			3 3 3 3 3 3	
B. Fruit juice	or sausage roll			3	
B. Fruit juice	or sausage roll			3	
B. Fruit juice	or sausage roll			3333333	
B. Fruit juice	or sausage roll			3	
B. Fruit juice	or sausage roll			3	
B. Fruit juice	or sausage roll			3	
B. Fruit juice	or sausage roll				
B. Fruit juice	or sausage roll				
B. Fruit juice	or sausage roll				
B. Fruit juice	or sausage roll late				
B. Fruit juice	or sausage roll late				
B. Fruit juice	or sausage roll				
B. Fruit juice	or sausage roll late				
B. Fruit juice	or sausage roll late	1			
B. Fruit juice	or sausage roll late	1			
B. Fruit juice	or sausage roll late	1			

D3. Does the Study Child usually have something to eat before going to school? Yes 1 No
D4. [Show Card D4] Looking at Card D4, which of the following does he/she usually eat? [Int. Tick all that apply
A. Cereal □1 E. Cooked breakfast□5 B. Toast / Bread □2 F. Yoghurt / Cheese□6 C. Fruit □3 G Eggs□7 D. Porridge □4 H. Other Specify□8
D5. Does the Study Child usually have a meal in the evening during the week?
Yes 1 No 2
D6. [Show Card D6] Looking at Card D6, who would usually eat with the Study Child at that meal [Int. Tick all that apply]
A. Father
D7. Does the Study Child usually sit at a table for this meal? Yes
D8. [Show Card D8] Looking at Card D8, is the Study Child on any type of special diet e.g. vegetarian, vegan, coeliac etc.?
No
Yes, vegan
D9. [Show Card D9] Looking at Card D9, do you think the Study Child is: [Int: Use codes only if child is present at time of interview] Very underweight
none
3 to 5 days
6 to 8 days
D11. [Show Card D11] Looking at Card D11, how many times in the past 14 days has the Study Child done at least 20 minutes of light exercise that was not hard enough to make him / her breathe heavily and make his her heart beat fast? (Light exercise includes, walking or slow cycling) Include time in physical education class.
none1 1 to 2 days
3 to 5 days□₃ 6 to 8 days□₄
9 or more days
D12. [Show Card D12] How far away is the school from the Study Child's home (one-way distance)?
Less than ½mile (1km) □1 ½ to 1 mile (1-2km)□2
1-5 miles (2-8km)
Attends boarding school

[Int tick one box in Col A an	d B1
[III tick one box iii ooi A aii	A. Going B. Coming home
1. He/she walks	
2. By public transport	
1 Table 1 Tabl	
	ually take the Study Child (a) to go to school (b) to come home from school?
[Int. tick one box on Col A a	and Col B]
Less than 5 mins	A. Going B. Coming home
20-less 30 mins	
30 mins or more	
Time Section Ended	(24 hour clock)
L	E. RESPONDENT'S HEALTH
Now I'd like to ask you	some questions about your own health.
Excellent	you say your current health is?
Very Good	
Good	
Fair	
Poor	
E2. Do you have any on	-going chronic physical or mental health problem, illness or disability?
W F	Yes
	this problem, illness or disability? Please describe as fully as possible. agnosis – not symptoms of the problem.]
E4. Since when have you	had this problem, illness or disability?(mth)(year)
E5. Are you hampered in	your daily activities by this problem, illness or disability?
	Yes, to some extent
E6. Do you currently or ha	ave you in the past suffered from any chronic illness or disability which made it ter the Study Child?
In t	he past
E7. Does anyone in your haffects the Study Child?	nousehold CURRENTLY have any chronic illness or disability which adversely
Yes	s
PRODUCTION OF THE PRODUCT OF THE PRO	ip of that person to the Study Child? [Tick all that apply]
	Brother / Sister □₂ Other relative□₃ Non relative□₄
5597 125 65 056 NA 736	r spouse/partner and child(ren)) covered by a medical card?
Yes, full card	
	private medical insurance?
Yes, in full	The control of the control of the following the state of the control of the contr
E11. Does that insurance	include the cost of GP visits?
Yes, in full	

E12. Can I just check, are you currently pregnant? Yes
E13. Approximately how many weeks? weeks
Time Section Ended (24 hour clock) F. RESPONDENT'S LIFESTYLE
Now I'd like to ask you some questions about your lifestyle.
F1. Do you currently smoke daily, occasionally or not at all?
Daily
F2. Have you ever smoked? Was it: Daily ☐ Occasionally ☐₂ Never ☐₃
F3. About how many cigarettes or cigars do/did you smoke on average each day?
[Int. enter '0' if less than 1 on average]
F4. Does anyone smoke in the same room as the Study Child?
Yes, on a regular basis \square_1 Yes, on an occasional basis \square_2 Never \square_3
F5. [Show Card F5] Looking at Card F5, which of the following best describes how often you usually drink alcohol?
Never □1 Less than once a month □2 1-2 times a month □3 1-2 times a week □4 3-4 times a week □5 5-6 times a week □6 Every day □7
If currently drink alcohol between everyday and once or twice a week ask: F6. And in an average week, how many pints of beer, glasses of wine, measures of spirit would you drink?
Pints of Beer Glasses of Wine Measures of Spirits
F7. [Show Card F7] Looking at Card F7, do you think that you are:
Very underweight
F9. What is your height without shoes?feetinches OR Metres
F10. What is your weight without clothes and shoes?stoneslbs ORKilograms
Time Section Ended (24 hour clock)

G. CHILD'S ACTIVITIES

Now I would like to ask you about some of the Study Child's day-to-day activities.

G1. [Show Card G1] Looking at Card G1, on a normal weekday during term time, how many hours does the

Study Child spend watching television, videos o well as time after school?	r DVDs? Please remember to include time before school as
None	3 hours to less than 5 hours
Less than an hour	5 hours to less than 7 hours
1 hour to less than 3 hours	7 hours or more \square_6
the Study Child spend reading for pleasure [NO]	rmal weekday during term time, about how many hours does f during school hours]? Include time when the child reads to not include time spent listening to books on audio tapes,
None 1	5 hours to less than 7 hours
Less than an hour2	7 hours or more5
1 hour to less than 3 hours	Child can't read □ ₇
3 hours to less than 5 hours	
	rmal weekday, during term-time, about how much time does ase include time before school as well as time after school. school.
None	3 hours to less than 5 hours□₄
Less than an hour	5 hours to less than 7 hours
1 hour to less than 3 hours	7 hours or more \square_6
the Study Child spend playing video games such	mal weekday, during term-time, about how much time does as, Playstation, X-box, Nintendo etc? Please include time OT include time spent using computers in school.
None	3 hours to less than 5 hours
Less than an hour	5 hours to less than 7 hours
1 hour to less than 3 hours	7 hours or more \square_6
G5. Does the Study Child have the following in h	
Yes No	Yes No
Television	Computer or laptop
Video/DVD player □ ₁ □ ₂	Games console (playstation etc)
G6. On an average week how much money would	d you say you give the Study Child to spend him/herself? €
Time Section Ended	(24 hour clock)
	*
H. CHILD'S EMOTION	IAL HEALTH AND WELL-BEING
[Int - CODES ONLY IF CHILD IS PRESENT AT TIM	Study Child ever experienced any of the following:
A. Death of a parent	
B. Death of close family member (please specify)	
C. Death of close friend	
D. Divorce/separation of parents	
E. Moving house	
F. Moving country	
G. Stay in foster home/ residential care	
H. Serious illness/injury	
I. Serious illness/injury of a family member	
J. Drug taking/alcoholism in the immediate family	
K. Mental disorder in immediate family	
L. Conflict between parents	12
M. Parent in prison	. □12 . □13
	. ☐ 12 . ☐ 13 . ☐ 14

H2. [Show Card H2] Listed on Card H2, is a set of statements which could be used to describe the Study Child's behaviour. For each item, please indicate whether it is Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give answers on the basis of the Study Child's behaviour over the last six months. Use answers 1,2 or 3 as on the card if you like.

*		Not	Somev	vhat Certa	ainly
		True			
A. Considerate of other people's feelings					
B. Restless, overactive, cannot stay still for long				2]3
C. Often complains of headaches, stomach aches or sickness	ss	□1		2]3
D. Shares readily with other children (treats, toys, pencils etc	c.)			,	3
E. Often has temper tantrums or hot tempers			and the second of the second o	Antonio de la constitució de l	100
F. Rather solitary, tends to play alone					
G. Generally obedient, usually does what adults request					
H. Many worries, often seems worried			The second secon		
I. Helpful if someone is hurt, upset or feeling ill		47-37	(2)	74 (O)	37 mil
J. Constantly fidgeting or squirming			12 2		
K. Has at least one good friend					
L. Often fights with other children or bullies them		□1		2]3
M. Often unhappy, down-hearted or tearful				,	3
N. Generally liked by other children					
O. Easily distracted, concentration wanders					
P. Nervous or clingy in new situations, easily loses confiden					
Q. Kind to younger children			CONTROL OF THE PROPERTY OF THE	The state of the s	77
R. Often lies or cheats					
S. Picked on or bullied by other children		and produced the product that and the control of	the first of the property of the state of th	the second of th	1000
T. Often volunteers to help others (parents, teachers, other	children)	□1		2	3
U. Thinks things out before acting				2	3
V. Steals from home, school or elsewhere		□1		2]3
W. Gets on better with adults than with other children				2	3
X. Many fears, easily scared				Selection had been also be	
Y. Sees tasks through to the end, good attention span				The state of the s]]
1. Occo tasks through to the one, good attention span	•••••			∠∟	_13
H3. [Show Card H3] Looking at Card H3, thinking about t	he Study	Child's ten	nperament, h	ow charac	teristic of
the Study Child are the following descriptions? Use coo	des 1, 2,	3, 4 or 5 as	on the card i	f you like.	
A STATE OF THE STA	Not 2	Occasionally	3 Somewhat	1 Characteristic	
A Child tanda to be aby	acteristic o	characteristic	characteristic		characteristic
A. Child tends to be shy. B. Child cries easily. C. Child likes to be with people.	H1				5
C Child likes to be with people	∐1	L2			5
D. Child is always on the go.	H			H.	5
E. Child prefers playing with others rather than alone					
F. Child tends to be somewhat emotional.					
G. When child moves about, he/she usually moves slowly					
H. Child makes friends easily.			З		5
I. Child is off and running as soon as he/she				20.000 9	
wakes up in the morning	1	2		🗀	5
J. Child finds people more stimulating than anything else	<u></u> 1	2	3	🗀 4	5
K. Child often fusses and cries L. Child is very sociable	<u></u> 1	🔲 2		🗀 4	5
L. Child is very sociable	<u></u> 1	🗀 2		🗀	5
M. Child is very energetic.	<u> </u>			Ц	5
N. Child takes a long time to warm up to strangers	∐1				5
O. Child gets upset easily.	∐1				5
P. Child is something of a loner			3		5
R. When alone, child feels isolated.	H1		3		5
S. Child reacts intensely when upset.	∐	2	3		5 ————————————————————————————————
T. Child is very friendly with strangers	∐		 	H	
The state of the s	шI		Ы	Ц4	B
Time Section Ended (24	hour clo	ock)			
 		10			

Now I'd like to ask you some questions about the Study Child's education J. CHILD'S EDUCATION – PAST AND CURRENT

PRIMARY SCHOOL. Was there ever a period of	tudy Child was younger, and BEFORE HE/SHE STARTED one year or more when he/she was minded on a regular nple, a minder (a relative or non-relative), in a creche, a
	. □1 No □2
J2. [Show Card J2] Looking at Card J2, what is	s the MAIN type of out-of-school care, if any, that you child. In other words, who is he/she with on a regular
Child minded at home by me or resident partner	. □ ₁ Paid childminder in his/her own home□ ₉
Looking after him/herself or cared for by a sibling	Amount Service Amount Service
Child minded by non-resident partner	
Unpaid relative (or family friend) in your own home	50 P. 140
Unpaid relative (or family friend) in his/her own home.	After-school activity-based facility
Paid relative (or family friend) in your own home	6 Special needs facility
Paid relative (or family friend) in his/her own home	
Paid childminder in your own home	. □ ₈ Other (specify)
J3. Approximately how many hours per week does	the Study Child spend in this main form of childcare
, , , , , , , , , , , , , , , , , , , ,	hours per week ₁
J4. Approximately how many days per week does	the Study Child spend in this main form of childcare
	days per week ₁
	how much does this childcare for the Study Child typically rd only in respect of <study child=""> and make sure to record</study>
€ per Week[\Box_1 Fortnight \Box_2 Month \Box_4
	verage week does the Study Child participate in any clubs
or organisations outside of school hours. If yes, de	To the state of th
	Participate Pay for in activity? activity?
Activity	Yes No Yes No
Sports/Fitness club (gym., GAA, soccer, hock	
Cultural activities (dance, ballet, music, arts, d	rama etc.)
Youth club	
Scouts/ Guides/ Boy's Brigade / Girl's Brigade	
Homework club	
Other (specify)	
J7. Thinking of the last academic year, did you or y Study Child's teacher?	your spouse/partner attend a formal meeting with the
Yes□ ₁	No2
	e last school year, about how many days was Study Child
absent from school for any reason?	
0 days	1 to 20 days
4 to 6 days	Nore than 20 days
	Not in school last year
J9. [Show Card J9] Looking at Card J9, what was th	ne main reason for Study Child being absent from school?
Health reasons (illness or injuries)	A problem with the teacher
	A problem with children at school
Problems with the weather	Difficulties with childcare arrangements ☐8
A family vacation	Other (specify)
A fear of school (school phobia)	

	J10. [Show Card J10] Looking at Card J10, h	ow often is the	Study Child giv	en homework?	
	Never1>				
	Less than once a month2 Once a month				
	A few times a month				
	J11. [Show Card J11] Looking at Card J11,	on days when th	o Study Child i	s aivon homou	vork how much time
	does he or she usually spend doing homew		e Study Cilia i	s given nomew	ork, now much time
	0 to 15 minutes1			[
	16 to 30 minutes2 31 minutes to less than one hour			[[
	1 to less than 1.5 hours				
	J12. How often do you or your spouse/part				
	Always/	nei provide neip	with the otday	Office S Homes	Child rarely
l		low and Again	Rarely	Never	gets homework
	1			5	6
	J13. [Show Card J13/14] Looking at Card J1				
	including his/her report cards, how well in other children of his/her age? Do you think		nink ne/sne is	doing in <u>mathe</u>	ematics relative to
	Poor	Above ave	rage		
	Below average			ACTION OF A CONTRACTOR OF THE PARTY OF THE P	
	Average				
	J14. [Show Card J13/14] Looking at Card J1 including his/her report cards, how well, in				
	children of his/her age?	general, do you	unink ne/sne is	doing in <u>readi</u>	ng relative to other
	Poor	Above ave	rage		
	Below average				
	Average				
	J15. About how many days a week does the	_	To the second se		
	Never \square_1 1 day a week \square_2 2-3 days a J16. About how many close friends does th			₄ 6-7 days a	a week∐₅
	None	r 3 □₃	4 or 5	4 6 or n	nore □5
	J17. [Show Card J17] Looking at Card J17, t		into account,	how far do you	expect the Study
	Child will go in his/her education or training Junior Certificate or e			П.	
	Leaving Certificate or				
	An apprenticeship or t	trade		.□3	
	Diploma/Certificate				
	Degree Postgraduate/higher o				
	Don't know				
	J18. To your knowledge, has the Study Chi	ld been a victim	of bullying in t	ne last year?	
	Yes	No	2		
	J19. [Show Card J19] Looking at Card J19, v	vhat form did the	bullying take?	Int. tick all th	at apply]
l	A Physical bullying				5
	B. Verbal bullying				
	C. Electronic [phone messaging, emails, Bebo J20. [Show Card J20] Looking at Card J20, v		\$1.00 Million		
	A. Ethnicity			100 USA 104	ses, weight etc).
	B. Physical/Learning disability				
	C. Religion]₃ G. Tea	acher's pet		🗖
	D. Class performance				
1		i. Oth	er (Specify)		

J21. Do you think the Study Child has a Specific Learning Difficulty, Communication or Co-ordination Disorder
Yes □ ₁ No□ ₂
J22. [Show Card J22] Looking at Card J22, what is the nature of the difficulty or disorder? [Int. tick all that apply]
A. Dyslexia (incl. Dysgraphia, dyscalculia)
J23. Was it diagnosed by a professional?
Yes
J24. How long ago was it diagnosed?
Last 6 months
J25. About how many children's books does the Study Child have access to in your home now, including any library books? Would you estimate:
Less than 10
J26. Do you use the Public Library for the Study Child? Yes
Time Section Ended (24 hour clock)
K: FAMILY CONTEXT Now I'd like to ask you some general questions about your family as a whole.
K1. Do you feel you have fun with the Study Child every day? Yes
K2. [Show Card K2] Looking at Card K2, I am going to read out some statements about the relationship between you and your child. Please listen to each statement and describe the degree to which each of the following statements currently applies.
Definitely Not Neutral, not Applies Definitely does not apply really sure somewhat applies
A. I share an affectionate, warm relationship with my child. □₁ □₂ □₃ □₃ □₄ □₅ B. My child and I always seem to be struggling
with each other.
C. If upset, my child will seek comfort from me
touch from me
F. My child appears hurt or embarrassed when I correct
him/her
needs it.
I. My child reacts strongly to separation from me
J. My child spontaneously shares information about himself/ herself□₃□₄□₅
K. My child is overly dependent on me
M. My child tries to please me
N. My child feels that I treat him/her unfairly
O. My child asks for my help when he/she really does not need help

P. It is easy to be in tune with what my child is feeling		2	3		5	
Q. My child sees me as a source of punishment and		-	<u></u>	_		
criticism.	·····	2	3	4	5	
R. My child expresses hurt or jealousy when I spend	time					
with other children	1	2	3		5	
disciplined						
T When my child is mishehaving he/she responds to	n my					
look or tone of voice.	, , , , , , , , , , , , , , , , , , ,			Π.		
U. Dealing with my child drains my energy			.			
V. I've noticed my child copying my behaviour or way		L.		4	5	
doing things.			Пз	\Box_{4}		
W. When my child is in a bad mood. I know we're in	for a					
long and difficult day		2	3	🗀 4	5	
X. My child's feelings toward me can be unpredictab	le or				39.00-12.00 11.00-12.00	
can change suddenly	🔲 1	2	3		5	
Y. Despite my best efforts. I'm uncomfortable with ho	ow my				10 2000 10 2000	N.A.
child and I get along	🔲1	2	3		5	
Z. I often think about my child when at work	🗀 1	2	3		5	
AA. My child whines or cries when he/she wants						
something from me. AB. My child is sneaky or manipulative with me					5	
AB. My child aparts shares his/har fastings and	1	2	3		5	
AC. My child openly shares his/her feelings and experiences with me						
AD. My interactions with my child make me feel effect	······ ∐1 tivo	🗀 2	3	4	5	
and confident as a parent.			\Box	П.	\Box_{ϵ}	
and confident as a parent.		🗀 2		🗀 4	∟5	
K3. [Show Card K3] Looking at Card K3, how often	do vou do	the following	when the	Study Chil	d misheh	aves
						uves
Neve		Now and Again				
A. Discuss/Explain why behaviour was wrong 1. B. Ignore him/her				5		
C. Smack him/hor	H²	⊟3				
C. Smack him/her	H2		····	5		
E. Send him/her out of the room or to				5	8	
their hedroom	П	П	\Box	□5	П	
their bedroom						
G. Tell him/her off						
H. Bribe him/her			Ti.			
H. Bribe him/her						
	12		4		8	
KA (Chan Card KA) I saking at Card KA nam Rd I						ماهان
K4. [Show Card K4] Looking at Card K4, now, I'd I	ike to ask ye	ou about the	time the S	tudy Child		vith
you including times when others are preser	ike to ask yo nt. How ma	ou about the ny days per	time the S week do ye	Study Child ou:	spends w	
you including times when others are preser	ike to ask yo nt. How ma Every day / 7	ou about the ny days per 3 to 6	time the S week do ye 1 to 2	Study Child ou: 1 to 2	spends w Rarely o	
you including times when others are preser	ike to ask yo nt. How ma	ou about the ny days per 3 to 6	time the S week do ye	Study Child ou:	spends w	
you including times when others are preser	ike to ask yo nt. How ma Every day / 7 days per week	ou about the ny days per 3 to 6 days per week	time the S week do ye 1 to 2 days per week	Study Child ou: 1 to 2 times per month	Rarely on never	
you including times when others are preser	ike to ask yo nt. How ma Every day / 7 days per week □ı	ou about the ny days per v 3 to 6 days per	time the S week do ye 1 to 2 days per week	Study Child ou: 1 to 2 times per	Rarely on never	
you including times when others are preser A. Sit down to eat together B. Play sports, cards or games together	ike to ask yo nt. How ma Every day / 7 days per week	ou about the ny days per 3 to 6 days per week	time the S week do ye 1 to 2 days per week 3 3	Study Child ou: 1 to 2 times per month	Rarely on never	
A. Sit down to eat together B. Play sports, cards or games together C. Talk about things together	ike to ask yo nt. How ma Every day / 7 days per week □ı	ou about the ny days per 3 to 6 days per week	time the S week do ye 1 to 2 days per week	Study Child ou: 1 to 2 times per month	Rarely on never	
A. Sit down to eat together B. Play sports, cards or games together C. Talk about things together D. Do household activities together (e.g.,	ike to ask you. How man Every day / 7 days per week I I I I	ou about the ny days per 3 to 6 days per week	time the Sweek do ye 1 to 2 days per week 3 3 3	Study Child ou: 1 to 2 times per month	Rarely of never	
A. Sit down to eat together B. Play sports, cards or games together C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.)	ike to ask yo nt. How ma Every day / 7 days per week □ı	ou about the ny days per 3 to 6 days per week	time the S week do ye 1 to 2 days per week 3 3	Study Child ou: 1 to 2 times per month	Rarely on never	
A. Sit down to eat together	ike to ask you. How man Every day / 7 days per week I I I I	about the ny days per value of a days per week	time the S week do ye 1 to 2 days per week 3 3 3 3	Study Child ou: 1 to 2 times per month 4 4 4	Rarely of never	
A. Sit down to eat together B. Play sports, cards or games together C. Talk about things together D. Do household activities together (e.g., gardening, cooking, cleaning, etc.)	ike to ask you. How man Every day / 7 days per week I I I I	ou about the ny days per 3 to 6 days per week	time the Sweek do ye 1 to 2 days per week 3 3 3	Study Child ou: 1 to 2 times per month	Rarely of never	
A. Sit down to eat together	ike to ask year. How man Every day / 7 days per week	about the ny days per value of a days per week 2	time the S week do ye 1 to 2 days per week 3 3 3 3	Study Child ou: 1 to 2 times per month 4 4 4 4 4	Rarely of never	or
A. Sit down to eat together	ike to ask yent. How man Every day / 7 days per week	about the ry days per volume 3 to 6 days per week 2 2 2 2 2 2 2 2 2 2 2 2 2	time the S week do ye 1 to 2 days per week 3 3 3 3	Study Child ou: 1 to 2 times per month 4 4 4 4 4	Rarely of never	or
A. Sit down to eat together	ike to ask yent. How man Every day / 7 days per week to does the Sin your hom Quite a	about the ry days per volume 3 to 6 days per week 2 2 2 2 2 2 2 2 2 2 2 2 2	time the S week do ye 1 to 2 days per week 3 3 3 3	Study Child ou: 1 to 2 times per month 4 4 4 4 4 Compared with, see of	Rarely of never	or
A. Sit down to eat together	ike to ask yent. How man Every day / 7 days per week to does the Sin your hom Quite a lot	about the ry days per veek 2 2 2 2 2 tudy Child gee)	time the Sweek do ye 1 to 2 days per week 3 3 3 3 3 4 4 together	Study Child ou: 1 to 2 times per month 4 4 4 4 4 4 4 4 7 with, see of	Rarely of never	or
A. Sit down to eat together	ike to ask yent. How man Every day / 7 days per week I I I I I I I I I I I I I I I I I I	about the ry days per value of a days per week	time the Sweek do ye 1 to 2 days per week 3 3 3 3 3 4 4 together	Study Child ou: 1 to 2 times per month 4 4 4 4 4 Compared with, see of	Rarely of never	or
A. Sit down to eat together	ike to ask yent. How man Every day / 7 days per week I I I I I I I I I I I I I I I I I I	about the ny days per value of a days per week	time the Sweek do ye 1 to 2 days per week 3 3 3 3 4 together	Study Child ou: 1 to 2 times per month 4 4 4 4 Don't have	Rarely of never	or
A. Sit down to eat together	ike to ask yent. How man Every day / 7 days per week I I I I I I I I I I I I I I I I I I	about the ny days per value of a days per week	time the Sweek do ye 1 to 2 days per week	Study Child ou: 1 to 2 times per month 4 4 4 4 Don't have	Rarely of never	or

No. Please tell me now strongly you agree or disagree	
	Strongly Disagree Neither Agree Agree Strongly Disagree nor disagree Agree N
Because of your work responsibilities:	Disagree Hor disagree Agree N
A. You have missed out on home or family activities that	
you would have liked to have taken part in	
B. Your family time is less enjoyable and more pressured Because of your family responsibilities:	
C. You have to turn down work activities or opportunities	
you would prefer to take on	
D. The time you spend working is less enjoyable and	
more pressured	
K7. Does the Study Child belong to any religious den	omination Yes □1 No □2
K8. [Show Card K8/K12] Looking at Card K8/K12, if yes	s, which one
Christian – no denomination	
Roman Catholic	
Anglican/Church of Ireland/Episcopalian Other Protestant	
Jewish	
Muslim	6
Other (specify)	7
K9. How regularly does the Study Child attend relig	ious service?
Daily Weekly Monthly Less	Special Never Refused N/a to
Often	Occasions their religion
□ ₁ □ ₂ □ ₃ □ ₄	5
K10. In general, would you describe yourself as a rel	igious or spiritual person?
Not at all□ ₁ A little□ ₂ Quite	3 Very much so
K11. Do you belong to any religious denomination	Yes
K12 [Show Cord K9/K12] Looki	ng at Card K8/ K12, If yes, which one
Christian – no denomination Roman Catholic	2000 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3
Anglican/Church of Ireland/Episc	
Other Protestant	<u></u>
Jewish Muslim	
Other (specify)	
(-,	
	usehold tasks are distributed between you and you
partner? Very unfairly□₁ Quite unfairly□₂	Fairly Don't have partner
10.000 ON THE PROPERTY OF THE	B + Tempor (MP) (Confidence on the Property of Confidence of Confidence on the Con
12 months please tell me whether the following 7 stat	estions about the Study Child's behaviour over the last ements are true or false for him/her.
	True False
A. Often started fights or bullies, threatens or intimidates	
B. Has been physically cruel to other people or animals	A STATE OF THE STA
C. Deliberately destroyed or damaged property	
 D. Often lied to obtain goods or favours (i.e., 'cons' others E. Has stolen items of value without confronting a victim (
shoplifting, but without breaking and entering) F. Has run away from home overnight at least twice while	
living in parental home (or once for a lengthy period)	□1□2
G. Often truanted from school	
Time Section Ended	(24 hour clock)

L: SOCIO-DEMOGRAPHICS

Now some questions about the circumstances of your household.

L1. For the following ite			our household, h	as the item	and, if no	ot, if it is
because you couldn't a	fford it or for anot	ther reason?			No,	No,
					Cannot	other
				Yes	Afford	reason
A. Does your household	eat meals with mea	at, chicken, fish (or vege	etarian equivalent)	. 00	7 111010	1000011
at least every second	day?	, , ,			П	Пз
at least every second of B. Does your household	have a roast joint (or its equivalent) at leas	t once a week?	□1	\Box_2	
 C. Do household membe 	rs buy new rather t	than second-hand cloth	es?	1	2	3
D. Does each household	member possess a	a warm waterproof coat	?	4	2	🗔 з
E. Does each household	member possess t	two pairs of strong shoe	s?	1	2	3
 Loes the household re 	eplace any worn ou	it furniture?		1 1	1 2	3
G. Does the household k H. Does the household h	eep the home adec	quately warm?		🔲 1	∐2	З
H. Does the household h	ave family or friend	ds for a drink or meal on	ce a month?	🗀 1	🗀 2	3
I. Does the household bu	y presents for fami	ily or friends at least one	ce a year?	🗀 1	2	3
L2. A household may contribute to it. Concer difficulty is the household	ning your housel	hold's total monthly o				
With great difficulty	With difficulty	With some difficulty	Fairly easily	Easily	V	ery easily
Пі	\prod_2	□ 3	□4	□5		□6
L3. Have you ever had to you had to go without a coal/fuel?)						
•		Yes□ ₁	No	2		
L4. Did you have a mor	ning afternoon o	r evening out in the la	et fortnight for vo	ur entertai	nmont lec	mothing
that cost money)?	illing, alternoon of	evening out in the la		our criteria	illient (se	metining
mar coor money,	Yes	No	L l			
LE West	Poulded and positional in		r·· 🗀² [
L5. Why was			aulda't lagua tha ah	ildron		
	oocial life in other wa		ouldn't leave the ch			
	rd to		ther (specify)			
L6. Thinking back to w was your household ab	hen you were 16	years olds, can you t	CON AMERICA COOPE -	h degree o	f ease or	 difficulty
With great difficulty	With difficulty	With some difficulty	Fairly easily	Easily	V	ery easily
						G ₆
	L_12		L#			□6
L7. I would now like to	ask vou some au	estions about your acc	commodation: Is t	his accom	modation	a·
	1755 A	5		ins accom	modation	u.
House						
Apartment / Flat/ Bedsit Other (specify)						
Other (specify)			3			
L8. [Show Card L8] Look partner's) occupancy o			ell me which best	describes	your (and	d your
Owner occupied (with or	without a mortage))				
Being purchased from a						
Rented from a Local Auth					72 X 40	
Rented from a Voluntary	•					
Rented from a Private La						
Living with and paying re		할머니는 맛을 맛을 다 하나가라 되었다. 하는데 내가 하게 되었다고?				
Occupied free of rent with						
Occupied free of rent from	n your or your part	ner's job			8	
L9. How many separate	bedrooms are in	the accommodation?		bedrooms	-	
L10. Does the Study Ch	ild have his/her o	wn bedroom? Yes	1	No 🗀		
L11. How many others		****	53 10-6			

in regard to work?	-
Employee (incl. apprenticeship	Charles A. F. II. Aires
or Community Employment)	Student full-time
Farmer	Unemployed, actively looking for a job
3	Long-term sickness or disability
	Home duties / looking after home or family
	Retired
	Other (specify)
L13. How many hours do you normally work per we If you work at more than one job, please include the L14. What is your occupation in this job? (What do describe as fully as possible [Int. Make sure to describe	you mainly do in your job?) Please
L15. Do you supervise or manage any personnel in	your job? s per wk at L13 Go to L22d, otherwise to L22e
L16. How many?	
L17. How many employees (if any) do you have?	employees N.A. 🗔
If less than 30 hours per week a	t L13 Go to L22d, otherwise to L22e
	7
	1
1.40 Amout from haliday ar acqual work have you a	
L18. Apart from noliday of casual work, have you e	ver had a full-time job? Yes ☐1 No ☐2Go to L22a
L19. In what year did you last work in that full-time j	ob?year
L18. Apart from holiday or casual work, have you ex L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you?
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming \(\bigcup_2 \) Farmer \(\bigcup_3 \)
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming2 Farmer3 (What did you mainly do in your job?) Please
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming2 Farmer3 (What did you mainly do in your job?) Please
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship	ob? year you? mployed outside farming
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming2 Farmer3 (What did you mainly do in your job?) Please be what respondent does as fully as possible]
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming2 Farmer3 ? (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes1 No2 Go to L22d
L19. In what year did you last work in that full-time job were L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming2 Farmer3 (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes No Go to L22d u work in that part-time job? hours
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming Farmer
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming2 Farmer3 (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes no for to L22d u work in that part-time job? hours (What do you mainly do in that part-time job?) Please
L19. In what year did you last work in that full-time j L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob? year you? mployed outside farming2 Farmer3 (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes no for to L22d u work in that part-time job? hours (What do you mainly do in that part-time job?) Please
L19. In what year did you last work in that full-time job were L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob?year you? mployed outside farming2 Farmer3 ? (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes hours work in that part-time job? hours (What do you mainly do in that part-time job?) Please what respondent does as fully as possible]
L19. In what year did you last work in that full-time job were L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob?year you? mployed outside farming2 Farmer3 ? (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes hours the work in that part-time job? hours ? (What do you mainly do in that part-time job?) Please be what respondent does as fully as possible] Card L22d, could you tell me which is the single most
L19. In what year did you last work in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob?year you? mployed outside farming2 Farmer3 ? (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes hours the work in that part-time job? hours ? (What do you mainly do in that part-time job?) Please e what respondent does as fully as possible] Card L22d, could you tell me which is the single most basis in a paid job outside the home? [Int tick one only]
L19. In what year did you last work in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob?year you? mployed outside farming
L19. In what year did you last work in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob?you? mployed outside farming2 Farmer3 ? (What did you mainly do in your job?) Please be what respondent does as fully as possible] the home? Yes hours the home? Yes hours (What do you mainly do in that part-time job?) Please e what respondent does as fully as possible] Card L22d, could you tell me which is the single most basis in a paid job outside the home? [Int tick one only] I cannot earn enough to pay for childcare
L19. In what year did you last work in that full-time job were Employee (incl. apprenticeship or Community Employment)	pob?year you? Marting Parmer Parme
L19. In what year did you last work in that full-time job were Employee (incl. apprenticeship or Community Employment)	ob?you? mployed outside farming
L19. In what year did you last work in that full-time job were L20. When you last worked in that full-time job were Employee (incl. apprenticeship or Community Employment)	pob?year you? mployed outside farming

HOUSEHOLD INCOME

Now I would like you ask you a few questions about household income. Once again I would like to assure you that all information will be treated in the strictest confidence.

L23. Looking at Card L23/L24, which of the following sources of income does the HOUSEHOLD receive? Please consider the income of ALL household members, not just your own, your spouse/partner's income. [INT. Tick 'Yes' or 'No' for each in Col. A] [Card L23 / L24]

L24. And of these sources of income which is the largest source of income at present?[Int Tick one box only in Col. B] [Card L23 / L24]

Largest

C. Income from Farmi D. Children's Allowand E. Other Social Welfar F. Other Income (incl.	ng ce/ Child Benefit re Payments income from maintenance pa	yments,	□1□2□3 □1□2□3 □1□2□3
		s, property)	
L25. If you added u	p all the income sources ncome, i.e. after deductions		bers what would be the total clude income from all sources
and from all househo	old members.		
Dont.Know	<u></u>	per Week □ ₁	Month ☐₂ Year ☐₃
L26 [Show Card L26] we have a scale of income falls, i.e. after members of the hou	I know that it is difficult to g incomes, and we would like er deductions for tax and F	e to know into which group PRSI only? Include income	gure given go to L28] sehold income but on Card L26 o your total HOUSEHOLD NET from all sources and from all r of the group your household
[Int: Tick the letter of t	he group your household falls	into, after deductions for tax a	and PRSI only]
		FTER DEDUCTIONS OF TAX	
Per Week	Per Month	Per Year	Category
			A ₁→Section A, Card L27
			00B ₂→ Section B, Card L27
			00C ₃→ Section C, Card L27
€461 to under €575	€2,001 to under €2,500	0 €24,001 to under €30,0	00D ₄→ Section D, Card L27
€576 to under €800	€2,501 to under €3,500	0 €30,001 to under €42,0	00E ₅→ Section E, Card L27
€801 to under €925	€3,501 to under €4,000	0 €42,001 to under €48,0	00F ₆ → Section F, Card L27
€926 to under €1,150.	€4,001 to under €5,000	0 €48,001 to under €60,0	00G ₇ → Section G, Card L27
€1,151 to under €1,50	0 €5,001 to under €6,500	0 €60,001 to under €78,0	00H ₈ → Section H, Card L27
€1,501 to under €1,85	0 €6,501 to under €8,000	0 €78,001 to under €96,0	00I ₉ → Section I, Card L27
€1,851 or more	€8,001 or more	€96,001 or more	J ₁₀ → Section J, Card L27
			Don't' Know
L27. Would that be []		The second secon	under per wk; per mth or per yr]
A Per week	under €75	€75 to €150	€151 to €230
Per Month	€0 to €300	€301 to €650	€651 to €1,000
Per Year	€0 to €4,000	€4,001 to €8,000	€8,001 to €12,000
B Per week	€231 to €270	€271 to €310	€311 to €350
Per Month Per Year	€1,001 to €1,150	€1,151 to €1,350 □ ₂ €14,001 to €16,000 □ ₂	€1,351 to €1,500
C Per week	€351 to €390	€391 to €420	€421 to €460
Per Month	€1,501 to €1,700	€1,701 to €1,800	€1,801 to €2,000
Per Year	€18,001 to €20,000 □ ₁	€20,001 to €22,000 □2	€22,001 to €24,000 □ ₃
D Per week	€461 to €500	€501 to €535	€536 to €575
Per Month	€2,001 to €2,150	€2,151 to €2,300	€2,301 to €2,500
Per Year	€24,001 to €26,000 □ ₁	€26,001 to €28,000 □ ₂	€28,001 to €30,000

			to €/502	€/51 to €800	
	2,501 to €2,800		01 to €3,250 □₂	€3,251 to €3,500.	
	30,001 to €34,000 □ ₁		001 to €38,000 □ ₂	€38,001 to €42,00	
	801 to €850		to €880	€881 to €925	
	3,501 to €3,650		51 to €3,800	€3,801 to €4,000.	
	42,001 to €44,000 □ ₁		001 to €46,000 □ ₂	€46,001 to €48,00	
	926 to €1,000		01 to €1,050	€1,051 to €1,150.	
	4,001 to €4,300		01 to €4,600	€4,601 to €5,000.	
	48,001 to €52,000 □1		001 to €56,000 □ ₂	€56,001 to €60,00	
	1,151 to €1,250		51 to €1,375	€1,376 to €1,500.	
	5,001 to €5,500		01 to €6,000	€6,001 to €6,500.	
	60,001 to €66,000 □1	€66,	001 to €72,000 □ ₂	€72,001 to €78,00	
	1,501 to €1,600		01 to €1,750□2	€1,751 to €1,850.	
	6,501 to €7,000		01 to €7,500	€7,501 to €8,000.	
	78,001 to €84,000 □1		001 to €90,000 □ ₂	€90,001 to €96,00	
	1,851 to €2,100		01 to €2,400 □ ₂ 51 to €10,500 □ ₂	€2,401 or more	
	8,001 to €9,250		0,001 to €125,000	€10,501 or more €125,001 or more	
You says	ur household currently re		Programment of Western Run	Volendation discribed — Volume to a file	
yone in the household	Yes[like to record information d. Looking at Card L30, of these Social Welfare	on on a	ny Social Welfare payr you tell me whether or	not anyone in the	received housel
mber]		раупи	Social Welfare Payme		y nouse
Social Welfare Payr		-	Social Wellare Payille	iii.	-
UNEMPLOYMENT F	AYMENIS		I-bI I AU		
Jobseeker's Benefit			Jobseeker's Allowance Unemployment Assista		<u>2</u>
EMPLOYMENT SUP					
Family Income Suppl	ement	3	Back to Work Enterprise Allowance		\Box_6
Farm Assist		□4	Part-time Job Incentive Scheme		□ ₇
Back to Work Allowa	/ - .				
Buon to Front / mond	nce (Employees)		Back to Education Allow	vance	
Buok to Tronk / morra	nce (Employees)	5	Back to Education Allov	vance	8
			Back to Education Allov	vance	
Supplementary Welfa	are Allowance (SWA)	□5 □9	Back to Education Allov	vance	
Supplementary Welfa ONE-PARENT FAMI PAYMENTS	are Allowance (SWA)			377	8
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower'	are Allowance (SWA) ILY / WIDOW(ER) s (Contributory) Pension	9 10	Deserted Wife's Allowa	nce	
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit		Deserted Wife's Allowa Prisoner's Wife's Allowa	nce	□14 □15
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant	9 10	Deserted Wife's Allowa	nce	
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower'	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit int s (Non-Contrib) Pension		Deserted Wife's Allowa Prisoner's Wife's Allowa	nce	□14 □15
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit int s (Non-Contrib) Pension		Deserted Wife's Allowa Prisoner's Wife's Allowa	nce	□14 □15
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower'	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit int s (Non-Contrib) Pension		Deserted Wife's Allowa Prisoner's Wife's Allowa	nce ance ment	□14 □15 □16
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit int s (Non-Contrib) Pension		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit	nce ance ment	□14 □15 □16
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit int s (Non-Contrib) Pension		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C	nce ance ment ontributory)	□14 □15 □16
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit	nce ance ment ontributory)	□14 □15 □16
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (N	nce ance ment ontributory)	□14 □15 □16 □19 □20 □21
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower's Deserted Wife's Bene Widowed Parent Gra Widow's or Widower's CHILD RELATED PA Maternity Benefit Adoptive Benefit DISABILITY AND CA Illness Benefit	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS	□9 □10 □11 □12 □13 □17	Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C Guardian's Payment (N Injury Benefit	nce ance ment ontributory)	□14 □15 □16
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (Control of the Control of t	nce ance ment ontributory)	□14 □15 □16 □19 □20 □21
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower's Deserted Wife's Bene Widowed Parent Gra Widow's or Widower's CHILD RELATED PA Maternity Benefit Adoptive Benefit DISABILITY AND CA Illness Benefit	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C Guardian's Payment (N Injury Benefit	nce ance ment ontributory)	□14 □15 □16 □19 □20 □21 □28 □29
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit DISABILITY AND CA Illness Benefit Invalidity Pension Disability Allowance	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS	□9 □10 □11 □12 □13 □17 □18 □22 □23 □24	Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (Control of the Control of t	nce ance ment ontributory)	□14 □15 □16 □19 □20 □21 □28 □29 □30
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit Invalidity Pension Disability Allowance Blind Pension	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C Guardian's Payment (N Injury Benefit Incapacity Supplement Disablement Benefit Medical Care Scheme	nce ance ment ontributory) on-Contributory)	□14 □15 □16 □19 □20 □21 □28 □29 □30 □31
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit Invalidity Pension Disability Allowance Blind Pension Carer's Benefit	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit ant s (Non-Contrib) Pension AYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C Guardian's Payment (N Injury Benefit Incapacity Supplement Disablement Benefit Medical Care Scheme Constant Attendance A	ontributory) on-Contributory)	□14 □15 □16 □19 □20 □21 □28 □29 □30 □31 □32
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit Invalidity Pension Disability Allowance Blind Pension Carer's Benefit Carer's Allowance	are Allowance (SWA) ILY / WIDOW(ER) Is (Contributory) Pension efit Is (Non-Contrib) Pension AYMENTS ARING PAYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C Guardian's Payment (N Injury Benefit Incapacity Supplement Disablement Benefit Medical Care Scheme	ontributory) on-Contributory)	□14 □15 □16 □19 □20 □21 □28 □29 □30 □31
Supplementary Welfa ONE-PARENT FAMIL PAYMENTS Widow's or Widower's Deserted Wife's Bene Widowed Parent Gra Widow's or Widower's CHILD RELATED PAYMENTS Maternity Benefit Adoptive Benefit Invalidity Pension Disability Allowance Blind Pension Carer's Benefit Carer's Allowance RETIREMENT PAYMENTS	are Allowance (SWA) ILY / WIDOW(ER) IS (Contributory) Pension efit int IS (Non-Contrib) Pension AYMENTS ARING PAYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C Guardian's Payment (N Injury Benefit Incapacity Supplement Disablement Benefit Medical Care Scheme Constant Attendance A Death Benefits (Survivo	nce ance ment ontributory) on-Contributory)	□14 □15 □16 □19 □20 □21 □28 □29 □30 □31 □32
Supplementary Welfa ONE-PARENT FAMI PAYMENTS Widow's or Widower' Deserted Wife's Bene Widowed Parent Gra Widow's or Widower' CHILD RELATED PA Maternity Benefit Adoptive Benefit Adoptive Benefit Invalidity Pension Disability Allowance Blind Pension Carer's Benefit Carer's Allowance	are Allowance (SWA) ILY / WIDOW(ER) IS (Contributory) Pension efit int IS (Non-Contrib) Pension AYMENTS ARING PAYMENTS		Deserted Wife's Allowa Prisoner's Wife's Allowa One-Parent Family Pay Health & Safety Benefit Guardian's Payment (C Guardian's Payment (N Injury Benefit Incapacity Supplement Disablement Benefit Medical Care Scheme Constant Attendance A	ontributory) on-Contributory) llowance or's Benefits)	□14 □15 □16 □19 □20 □21 □28 □29 □30 □31 □32

L31	a. Does anyone in	your household currently	y receive rent or mortgage	supplement? Yes No2
L31	b.How much does	the household receive p	er week in rent or mortgage	supplement? €
all	household membe	ers, approximately what		otal income from all sources and ousehold income would you say lowance /Child Benefit?
	lone Less 5 % ☐1 ☐2	□3	to less 50% 50% to less 75%	□ 6 □ 7
	COUPLE / I	LONE PARENT INCO	<u>ME</u> – income of family (unit of <study child=""></study>
		the household other than ent, Social Welfare, a pens		partner have an income of any
				ds members □ ₁ →Go to L34
L34 REG CO	. Now I would like CEIVE. If you add MBINED TOTAL N	you to think ONLY OF The ed up all the income sou NET INCOME OF THE TV	HE INCOME WHICH YOUR A Irces from YOU AND YOUR VO OF YOU, i.e. after ded	AND YOUR PARTNER / SPOUSE PARTNER what would be the uctions for tax and PRSI only?
[IN	D.K	$\epsilon_{ extit{IT CANNOT GIVE EXACT I}}$	per Week \square_1	Month□₂ Year □₃ t figure given go to L37
spo the PR: at t	ouse/partner but of combined total N SI only? Include in the card could you ouse / partner falls	n Card L35 we have a sca IET income of you and you come from all sources m u tell me the letter of the , after deductions for tax	ale of incomes, and we wou our spouse / partner falls, entioned above but only fo group into which the con	for the income of you and your ld like to know into which group i.e. after deductions for tax and r you and your partner. Looking ablined income of you and your for tax and PRSI only]
	OMBINED NET INC	COME AFTER DEDUCTION Per Month	NS OF TAX AND PRSI FOR Per Year	RESPONDENT AND PARTNER Category
Und	der €230	Under €1,000		A ₁→Section A, Card L36
				,000B ₂→ Section B, Card L36
				,000 C ₃→ Section C, Card L36
		가게 하게 살아 이번 시간에 들어보다는 아름이면 되어가게 한다는 사람이 되었다. 그렇지 않는 아니라 아니라 나를 되었다.	기업 시간 이 보고 지원들이 이 경험에 들어왔다. 이 집에 생겨를 이 위한 이 경기 이 사람이 되었다면 되었다. 그 사람이 되었다면 그 없는 것이 없었다.	,000D ₄→ Section D, Card L36
				,000E ₅→ Section E, Card L36
				,000F ₆ → Section F, Card L36
				,000 G ₇ → Section G, Card L36
				,000H ₈ → Section H, Card L36
				,000I ₉ → Section I, Card L36J ₁₀ → Section J, Card L36
€1,0	551 OF HIGHE	Refused		Don't' Know
1.36	Would that he [in			n under per wk; per mth or per yr]
	Per week	under €75		
500	Per month	€0 to €300		_2 €651 to €1,0003
В	Per year	€0 to €4,000		
В	Per week Per month	€231 to €270	하기 :	HOUSE
	Per year	€12,001 to €14,000 □	트리	
С	Per week	€351 to €390	[Hell :: [Hell : Hell	BB
	Per month	€1,501 to €1,700	[18]	[2] (2) [2] [2] [2] [2] [2] [2] [2] [2] [2] [2]
Ь	Per year Per week	€18,001 to €20,000□		
	Per month	€2,001 to €2,150	[1]	
	Per year	€24,001 to €26,000 □	1 €26,001 to €28,000	_2 €28,001 to €30,000 ₃
E	Per week	€576 to €650		그리는 그 사람이 되었다면 하는 것이 없는 아이를 하는 것이 없는 것이 없습니 없는 것이 없습니 없는 것이 없습니 없는 것이 없습니 없습니 없는 것이 없습니 없습니 없습니 없습니 없습니 없습니 없습니 없습니 없습니 없었다. 것이 없었다면 없어 없었다면 없었다면 없었다면 없었다면 없었다면 없었다면 없었다면 없었다면
	Per month	€2,501 to €2,800		
F	Per year Per week	€801 to €850		
1.	Per month	€3,501 to €3,650	**	
	Per year	€42,001 to €44,000 □		

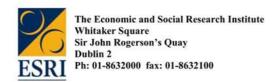
G Per week	€926 to €1,000	€1,001 to €1,050	€1,051 to €1,150
Per month	€4,001 to €4,300	€4,301 to €4,600	€4,601 to €5,000
Per year	€48,001 to €52,000 □1	€52,001 to €56,000 □2	€56,001 to €60,000 □3
H Per week	€1,151 to €1,250	€1,251 to €1,375	€1,376 to €1,500
Per month	€5,001 to €5,500	€5,501 to €6,000	€6,001 to €6,500
Per year	€60,001 to €66,000□1	€66,001 to €72,000 □₂	€72,001 to €78,000□3
I Per week	€1,501 to €1,600	€1,601 to €1,750	€1,751 to €1,850
Per month	€6,501 to €7,000	€7,001 to €7,500	€7,501 to €8,000
Per year	€78,001 to €84,000 □1	€84,001 to €90,000□₂	€90,001 to €96,000□3
J Per week			
The state of the s	€1,851 to €2,100	€2,101 to €2,400	€2,401 or more
Per month	€8,001 to €9,250	€9,251 to €10,500 □2	€10,501 or more
Per year	€96,000 to €110,000□ ₁	€11,0001 to €125,000 □2	€125,001 or more
Time Section Ended		(24 hour clock)	
L37. [Card L37] Lookin	g at Card L37, what is the	highest level of education yo	u have completed to date?
Primary or less			a mare compressed to date.
	oup Certificate or equivalent	H	
Leaving Certificate or ed		<u></u> 3	
Diploma/ Certificate		⊢ †	
Primary degree		<u></u> □5	
Postgraduate/ Higher de		<u>6</u>	
Refusal		∟ 88	
		age or languages do you and	your partner speak with the
	t often at home? [Int. Tick a	all that apply]	
English			
Irish	□2		
Arabic			
French			
Polish			
Russian			
Czech			
Latvian	<u>=</u>		
200 P 200			
Office (specify)the	\square_{14} r language other than Irish is	a anakan at hama aakil	
In English and any othe	r language other than insh is		
L38a. Is English your i	native language? Yes	☐ ₁ → Go to L41 No	
		DEC 1024-1-1-1	
[Int: Ask L39 and L40 o	nly if any language other the	an Irish or English is usually spo	oken at home see L38 above]
L39. As you may know	v. many people have probl	ems with reading. Can I just o	check, can you read aloud to
	's storybook in your own		
	Yes □ ₁	No 🗀 2	
L40. Can you usually r	ead and fill out forms you	might have to deal with in yo	our own language?
	455		
	Yes	No 🗀 2	
I 41 As you may know	, many people have proble	ems with reading. Can I just c	back can you read aloud to a
	s story book written in Eng		neck can you read aloud to a
cinia nom a ciniaren s	story book written in Eng	Yes	No. \square
		163⊔1	140
L42. Can you usually r		might have to deal with in Er	nalish?
	read and fill out forms you	inight have to dear with hi =	.9
	read and fill out forms you		
1.42 When you book th		Yes 1	No□2
[10] 보통 (10] 10 [10] [10] [10] [10] [10] [10] [10			No □2
L43. When you buy thi	ings in shops with a five o	Yes∏ ₁ r ten euro note, can you usua	No□₂ Illy tell if you have the right
change?	ings in shops with a five o	Yes∏ ₁ r ten euro note, can you usua	No□₂ Illy tell if you have the right
[10] (2.10) 10 (10) [10] [10] [10] [10] [10] [10] [10] [10]	ings in shops with a five o	Yes 1	No□₂ Illy tell if you have the right
change?	ings in shops with a five o	Yes∏ ₁ r ten euro note, can you usua	No□₂ Illy tell if you have the right
change? L44. Are you a citizen	ings in shops with a five o Yes□₁ of Ireland? Ye	Yes∏ ₁ r ten euro note, can you usua	No□₂ Illy tell if you have the right □₂ Don't know□₃

L46. Were you born in Ireland? Yes□₁ No□₂ Don't know	v□ ₈
L47. In which country were you born?Don't know	□ 8
L48. How long ago did you first come to live in Ireland? Within the 1-5 years 6-10 11-20 years More than 20 Don't last year ago years ago ago years ago Know	
L49. And what about the Study Child. Is he / she a citizen of Ireland? Yes	DK □8
L50. What citizenship does he / she hold?Don't know	/ <u> </u> 8
L51. Was the Study Child born in Ireland?	
L52. In which country was he/she born? Don't know	🗆8
L53. How long ago did the Study Child first come to live in Ireland? Within the 1-5 years 6-10 Don't last year ago years ago Know	
L54. [Card L54] Looking at Card L54, What is your ethnic or cultural background? Irish	Child <u>on a</u> ler's home, elative.
L56. Is this care provided in:	OGO TO IVIT
the child's home	
L57. We would like to send a short questionnaire to the person / centre who provides this Study Child. We would be happy to show you the content of this questionnaire before we sen you be able to provide us with contact details for the person or centre which provides this Study Child? Yes	d it. Would
No, does not wish regular carer to be contacted \[\begin{align*} \begin{align*} \limits & \text{record contact details of regular carer } & \text{Work Assignment Sheet} \]	arer on the
M. Neighbourhood / Community Finally, we would like to ask you some questions about your local area.	
M1. Are you involved in any local voluntary organisations such as school groups, church group community or ethnic associations? Yes	os,
M2. How common would you say that each of the things listed below is in your area? For each is please say whether or not you think it is very common, fairly common, not very common, or no common.	
Very Fairly Not very	
Rubbish and litter lying about	

It is safe for children to play outside during the day in the There are safe parks, playgrounds and play spaces in	Strongly Agree Agree Disagree Disagree inis area 1 2 3 4 this area 1 2 3 4 this area 1 1 2 1 3 4 this area
or within relatively easy access of FOUR LOCAL A	REA!
2. GP or health clinic	Available? Yes No ocial Welfare Office
M6. Would you describe the place where the house	sehold is situated as being?
In open country	Waterford city
Time Section Ended	(24 hour clock)

M3. To what extent do you agree or disagree with these statements about your local area?

F7. Mother / Lone Father questionnaire – supplementary (white)







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

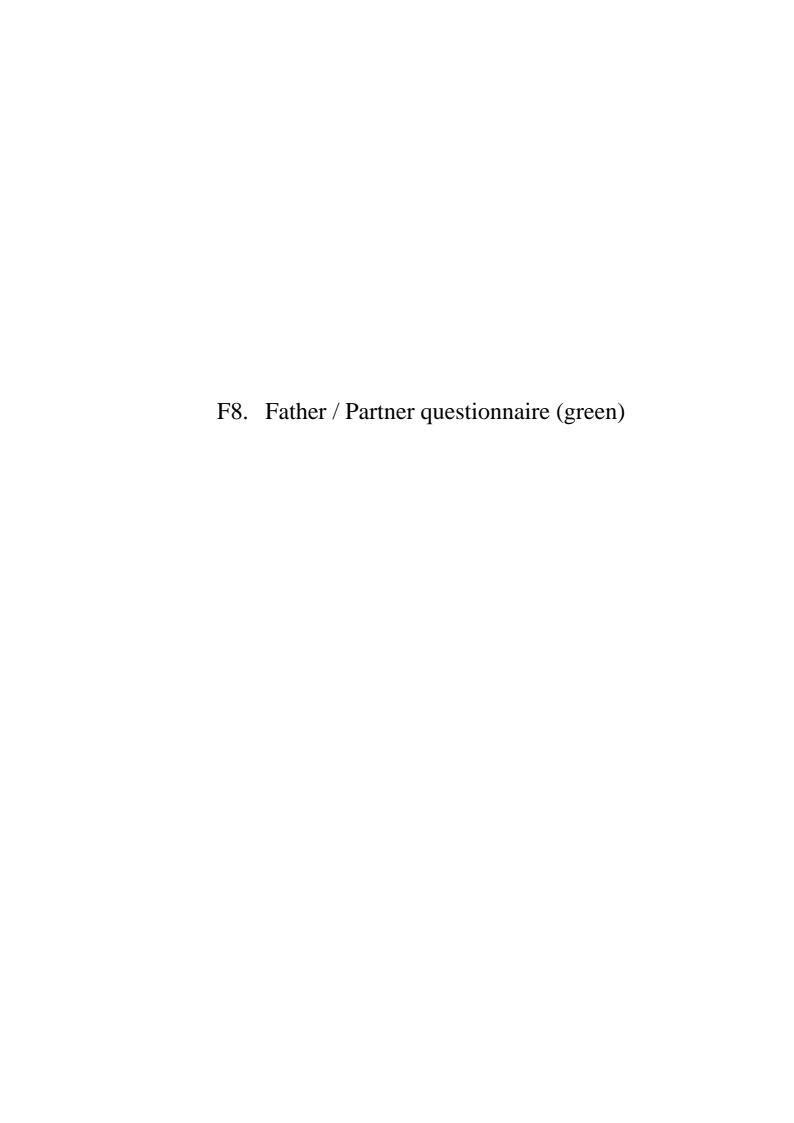
MOTHER / LONE FATHER QUESTIONNAIRE - SUPPLEMENTARY SECTION

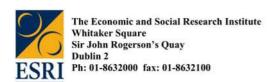
AREA HOUSEHOLD RESPONDENT
Interviewer Name Interviewer Number
Date
S0. We have a few final questions that we would like to ask you. As some of these may be considered sensitive we have included them in a section for you to complete by yourself. However if you would like me to administer it I am happy to do so. So would you like me to administer this questionnaire to you or would you like to complete it yourself? Administer it
Once again, we would like to assure you that <u>ALL THE INFORMATION PROVIDED IS</u> <u>TREATED IN THE STRICTEST CONFIDENCE</u> .
S1. Are you the biological parent of the Study Child?
Yes
Yes
S3. How many periods of 3 months or longer when the Study Child didn't live with you?
One
S4. Are you the adoptive parent of the Study Child? Yes
S5. Was that a domestic or an inter-country adoption?
Domestic
S6. Was that a within family adoption? S7. From which country?
Yes □1 No □2
S8. What age was the Study Child when you adopted him / her?
S9. Are you the foster parent of the Study Child?
Voc IIII No II — Co to \$14
Yes
Yes
S10. How long has the Study Child been with your family?yrsmthswks S11. Do you anticipate that this will be a long-term foster placement? Yes
S10. How long has the Study Child been with your family?yrsmthswks
S10. How long has the Study Child been with your family?mthswks S11. Do you anticipate that this will be a long-term foster placement? Yes
S10. How long has the Study Child been with your family?

S14. Can you tell me which of these	best describes ye	our current m	arital status?		
Married and living with husband / wife	_				
Married and separated from husband /					
Divorced					
Widowed					
Never married					
S15. In what year did you marry you					
			- A		
S16. Since when have you been livin	g apart / spouse d	eceased? _	(yea	r)	
S17. May I just check wh <u>ether y</u> ou a	re currently living	with someor	ne in the house	hold as a couple	?
Yes □1	No2	Go to S26			
S18. Since when have you and your	spouse or partne	r been living	together?	(mth)	(year)
S19. Many couples argue from time	100	570	1970		185/1 0
Most days	a 14		151 151		
At least once a week					
Less than once a week					
Hardly ever					
Never					
S20. How often would you argue ab		•			
Most days	<u></u> 1				
At least once a week	<u>2</u>				
ess than once a week	□ ₃				
Hardly ever	 4				
Never	□ 5				
S21. When you and your partner arg	ue, how often do	you			
, ,		never/ Not ve	ery	Almo	ost always/
	nev	er ofter	n Sometimes	Often	always
Shout or yell at each other Throw something at each other		<u>_</u> 1	2 □3		5
Throw something at each other		_1	23		5
Push, hit or slap each other		1		\Box_4	6
Compromise	nov	never/ Not ve er ofter	Sometimes	Ofton	ost always/ always 5
Apologise	<u></u>	_1L	23		5
Change the subject		1L	2		5
Agree to discuss the issue later		<u>_1</u>		4	5
Agree to disagree		1	2 3	4	5
Use affection (hug) or make a joke abo		1	2	4	5
Ignore or refuse to speak any more, w	alk away,				125—125
leave the room or leave the house			⊒23		🔲 5
S22 Most pospis have disagreemen	to in their relation	schine Blees	s indicate below	u the engravime	to ovtont
S23. Most people have disagreemer of agreement or disagreement betw					ie extent
	Always			requently Almos	st Alway
	Agree	Always	Disagree D	isagree Alway	s Disagre
	325°	Agree		Disag	ree
Philosophy of life	1	2	3	<u></u> 4□€	i 🗀 6
Aims, goals and things believed impor			3	<u></u> 4□5	i 🗀 6
Amount of time spent together	1	🗖 2			i 🗖 6
S24. How often would you say the fe	ollowing events o	ccur between	you and your	partner?	
, and the same year only more	Never	Less than	Once or C	nce or Once	
	_	once a month	twice a month tw	vice a week week	often
Have a stimulating exchange of ideas	∐1	2			i
Calmly discuss something together			3		i
Work together on a project	1,	2	3	🗀 4	i
OOF The same less to the same state of the same	-1: 66	- 			
S25. The numbers below represent					
"happy," represents the degree of h				tne number whi	cn best
describes the degree of happiness,	all things conside	red, of your i	elationship.		
	2 ^	4	-		
0 1 Extremely Fairly	2 3 A little	4 Very	5 Extremel	v	
	unhappy Happ			Perfect	

	Yes	□ 1 	No		.□₂ →Go to	S28	
S27. How many?							
One	Two	. 🗀 Th	ree or more		. 🔲 3		
S28. Have you ever	been treated by :	medical prof	fossional for	clinical	denression	anviety or 'ne	rues'2
320. Have you ever	been treated by a						1762 :
		Yes.	1 L IN	0	$_{2}\rightarrow$ Go to S3	U	_
S29. Was this: [Ticl Before the Study Chil		٦ ١٨/	hen Study Ch	sild was	1 1 vro old		
In first year of Study		d w	hen Study Ch	nild was	5 - 9 vrs old.		
S30. Listed on this o		ents about so	ome of the wa ne past week	ays you arely or	may have for	elt or behaved. Occasionally or	
				ne of the ne (less	little of the time (1-2	a moderate amount of the	Most or a the time
			tha	n 1 day)	days)	time (3-4 days)	days
I felt I could not sha family or friends							-
family or friends 2. I felt depressed				···-H1			
2. I felt depressed 3. I thought my life ha 4. I felt fearful 5. My sleep was restl	ad been a failure				T,		
4. I felt fearful						3	
My sleep was restl	ess				2	3	
6. I felt lonely				····∐1	2	3	
7. I had crying spells 8. I felt sad				···-⊢1			<u></u>
o. I leit sau				1		3	
S31. Thinking back	over the last year		ave you take	n any o			
A. Classina silla		Neve	∍r Now ar	nd again	Monthly	Weekly	Dail
A. Sieeping pills		L	d¹	=======================================			
A. Sleeping pills B. Tranquillisers C. Pills for depression D. Cannabis / marijus	n	Γ	-1:				
D. Cannabis / marijua	ana		=]				
F. Amphetamines or	other stimulants		1	2			
F. Amphetamines or G. Heroin, methadon H. Anticonvulsants	e, crack, cocaine		<u>_</u> 1	2			<u>-</u>
H. Anticonvulsants I. Steroids			=1 -	_ <u> </u> 2		H	
S32. Have you ever was born?	been in trouble w	ith the Garda	i (other than	for traf	fic offences) since the Stud	dy Child
Yes 1	Ι,	No □₂→	Go to \$34				
1 63	Į.	VO 2 7	00 10 004				
S33. Have you ever	been to prison?	Yes	🔲 1	No	2		
anantatorisasy va out	as 646 9256 Nat Ca	canda saar nahara	220 CE 1				
S34. Can we check,	does the Study C	hild's father	live here wit	h you o	elsewhere	?	
Lives here							
Deceased Temporarily lives else							
Lives elsewhere		□₄ → Go to	S35				
S35. Were you ever	married to or did	you ever live	with the Stu	idy Chil	d's father?		
Yes, married to □₁	Yes, lived wit	th 🗀	No □₂ Go	to S37	Adoptive / F	oster parent	Go to
* 2 - 2		1 5-3			raoparori	ootor paront	4 00 10 1
S36. When did you	T 100	10E N	udy Cilia S	iauier?			
Spouse / Partner died							
In the last 4 years Longer than 4 years a							
Before child was born							

S37. What was the nature of your relationship with the Study Child's father when you became pregnant with the study child? (Please tick one box only).
Married and living together
S38. Do you have a formal or informal custody arrangement regarding the Study Child and where he / she lives?
Formal ☐₁ Informal ☐₂ No custody arrangement ☐₃
S39. Briefly describe that arrangement
S40. Do you and the Study Child's father have shared parenting of the Study Child on a regular basis?
Yes
S41. Please describe the nature of this shared parenting
S42. How far does the Study Child's father live from here?
Within $\frac{1}{2}$ hour's drive from here
S43. How often does the Study Child have contact with his / her father (incl. talking on the phone, texting, emailing etc.)?
Daily
Once or twice a week
Every second week / weekend
S44. Does the Study Child's father make ANY financial contribution to your household and the maintenance of the Study Child? Include any form of financial support such as rent, mortgage, direct maintenance payment etc.
No, he never makes any payment
Yes, he makes a regular payment
Yes, he makes payments as required S46. About how much per year? € per year
S47. How often do you talk to the Study Child's father about the Study Child?
Several times a About once A few times a Several times a Every day week a week month year Never
\square_1 \square_2 \square_3 \square_4 \square_5 \square_6
S48. How well do you get on with the Study Child's father? Would you say your relationship is?
Very Neither positive nor Somewhat Very
positive Positive negative negative \square_1 \square_2 \square_3 \square_4 \square_5
S49. We would like to send a short questionnaire to the Study Child's father. We would be happy to show you the content of this questionnaire before we send it. Would you be able to provide us with contact details for the Study Child's father?
Yes
No, I do not wish other parent to be contacted
S50. What is your date of birth? (DD/MM/YYYY)(day) (mth)(yr)









GROWING UP IN IRELAND - the national longitudinal study of children STRICTLY CONFIDENTIAL **FATHER/PARTNER QUESTIONNAIRE**

AREA HOUSEHOLD RESPONDENT
Interviewer Name Interviewer Number
Time Section Started (24 hour clock) Date day mth year
Hello, I'm from the Economic and Social Research Institute (ESRI) based in Dublin. I am contacting you about <i>Growing Up in Ireland - the National Longitudinal Study of Children</i> . This is a major new government study about children in Ireland. The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education and Science is represented on the Steering Group which oversees the study. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study. I have an information leaflet here about the study. We are currently doing pilot work for this project. The study itself will involve interviewing 8,000 9 year olds and their families.
We are seeking to interview <name 9-year-old="" child="" of="" study="">'s parents and also the child him / herself. The whole interview with the parents and child will take about 90 minutes to complete.</name>
All the information you and your family provides will be treated in the strictest confidence and will not be released in any way which would allow the information you provide to be identified with you or your family.
A. INTRODUCTION
A1. [Show Card A1]Looking at Card A1, which of the following best describes your relationship with the Study Child? [Interviewer codes only if other persons are present at time of interview]
A. Biological parent (mother/ father)
A2. Int: Record gender of parent 1 Male
B: RESPONDENT'S HEALTH Now I'd like to ask you some questions about your own health.
B1. In general, how would you say your current health is?
Excellent
Fair

B2. Do you have any chronic physical or mental health problem, illness or disability?
Yes1 No
B3. What is the nature of this problem, illness or disability? Please describe as fully as possible.
B4. Since when have you had this problem, illness or disability?(mth)(year) B5. Are you hampered in your daily activities by this problem, illness or disability?
Yes, severely
[Int. Ask only if respondent is female]
B6. Can I just check, are you currently pregnant?
B7. Approximately how many weeks? weeks
Time Section Ended (24 hour clock)
C: RESPONDENT'S LIFESTYLE
Now I'd like to ask you to ask you some questions about your lifestyle. C1. Do you currently smoke daily, occasionally or not at all?
Daily
C2. Have you ever smoked? Was it:
Daily ☐ Occasionally ☐ Never ☐ 3
C3. About how many cigarettes or cigars do/did you smoke on average each day?
[Int. enter '0' if less than 1 on average]
C4. Does anyone smoke in the same room as the Study Child?
Yes, on a regular basis
C5. [Show Card C5] Looking at Card C5, which of the following best describes how often you usually drink alcohol?
Never□1 Less than once a month□2
1-2 times a month
1-2 times a week
5-6 times a week
Every day
If currently drink alcohol between everyday and once or twice a week: C6. And on an average week, how many pints of beer, glasses of wine, and measures of spirit would you drink?
Pints of Beer Glasses of Wine Measures of Spirits
C7. [Show Card C7] Looking at Card C7, do you think that you are:
Very underweight 1 Slightly overweight 5 Moderately underweight 2 Moderately overweight 6 Slightly underweight 3 Very overweight 7 About the right weight 4 Don't know 8
C8. How often do you try to lose weight through dieting?
Very often
C9. What is your height without shoes?feetinches OR Metres
C10. What is your weight without clothes and shoes?stoneslbs ORKilograms
Time Section Ended (24 hour clock)

D: FAMILY CONTEXT

Now I'd like to ask you some general questions about your family as a whole.

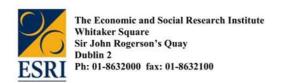
D1. Do you feel you have fun with the Study Child	every day?	Yes	s□1	No 🗌	2
D2. [Show Card D2] Here are some statements about describe the degree to which each of the statement			tween you	and your cl	hild. Pleas
	Definitely does not apply	Not really	Neutral, not sure	Applies somewhat	Definitely applies
A. I share an affectionate, warm relationship with my cl		2		4	5
B. My child and I always seem to be struggling with each other.		2	3		🗖 5
C. If upset, my child will seek comfort from me	1			4	5
D. My child is uncomfortable with physical affection or touch from me.	□₁	П	Пз	П	□5
E. My child values his/her relationship with me				П	
F. My child appears hurt or embarrassed when I correct him/her	ct				
G. My child does not want to accept help when he/she needs it.					□.
H. When I praise my child, he/she beams with pride	The second of th				Lb
My child reacts strongly to separation from me					Lb
J. My child spontaneously shares information about				4	🗀 b
himself/ herself				🗖 4	5
K. My child is overly dependent on me		<u></u> 2			🔲 5
L. My child easily becomes angry at me					🔲 5
M. My child tries to please me					🗆 5
N. My child feels that I treat him/her unfairly					🗆 5
O. My child asks for my help when he/she really does need help.	not			П,	
P It is easy to be in tune with what my child is feeling	on any other sections of			П4	
Q. My child sees me as a source of punishment and criticism.					
R. My child expresses hurt or jealousy when I spend tir with other children.	me				
S. My child remains angry or is resistant after being				2.02.140 	5
disciplined.		2	3	4	5
T. When my child is misbehaving, he/she responds to n look or tone of voice.	ny □.	П	П	П.	П.
U. Dealing with my child drains my energy.					
V. I've noticed my child copying my behaviour or ways	of				
doing things.		2	3	4	5
W. When my child is in a bad mood, I know we're in for long and difficult day.	1	2	3	4	🔲 5
X. My child's feelings toward me can be unpredictable can change suddenly.	or □1	2	3	4	🔲 5
Y. Despite my best efforts, I'm uncomfortable with how child and I get along					
Z. I often think about my child when at work	🔲 1	2	3	4	5
AA. My child whines or cries when he/she wants something from me.	□₁	\Box_{\flat}	\prod_3	\prod_4	□ ₅
AB. My child is sneaky or manipulative with me					
AC. My child openly shares his/her feelings and experiences with me.					
AD. My interactions with my child make me feel effective	е				
and confident as a parent.	🗖	2	3	4	5

D3. Please tell me how strongly you agree or disagree	with th	ie following.				
	Strongl Disagre		Neither agree	Agree	Strongly	N/A
Because of your work responsibilities:	Disagre		nor disagree		Agree	
A. You have missed out on home or family activities that		Warmer 1	900-00	-2	-	Associated and the second
you would have liked to have taken part in	🔲 1				5	🔲 6
B. Your family time is less enjoyable and more pressured.	1				5	6
Because of your family responsibilities:						
C. You have to turn down work activities or opportunities						
you would prefer to take on	🔲 1	2		4	5	🔲 6
D. The time you spend working is less enjoyable and more pressured						
more pressured	1	b	ЫЗ	🗀 4	5	[]6
D4. How fairly or unfairly would you say the household	d tasks	are distribu	ted between	you and	d your par	rtner?
Very unfairly ☐1 Quite unfairly ☐2	Fairly]₃ Don't ha	ve a par	tner	🗀 4
				•		
D5. [Show Card D5] Parents do many things for their	childre	n. Of the li	st of things	below,	which 3	do you
think are the most important for you, as a parent,	to do	? Please t				
important), 2 (second most important) and 3 (third most	st impo	ortant).				
Showing my child love and affection						
Taking time to play with my child						
Taking care of my child financially						
Giving my child moral and ethical guidance						
ACTION OF THE CONTROL OF THE CONTROL OF THE CONTROL OF A CONTROL OF A CONTROL OF THE CONTROL OF		2	6			
Making sure my child is safe and protected		-	15			
Teaching my child and encouraging his or her curiosity		-				
Other (specify)						
DC in managed considerant describe conversely as a reliate			2			
D6.In general, would you describe yourself as a religion	ous or s	spirituai pers	son?			
Not at all A little2 Quite	_3	Very much	so	4 E>	tremely	□5
Time Section Ended (24 hou	r clock)				
E: SOCIO-DE	MOGF	RAPHICS				
Now some questions about the circumstances of your	house	hold.				
E1. [Show Card E1] Looking at Card E1, what is the hig	hest le	vel of educa	tion you have	e comp	leted to d	ate?
Primary or less	Р	rimary degre	e		П5	
Intermediate/ Junior/ Group Certificate or equivalent			Higher degre			
Leaving Certificate or equivalent	R	tefusal			🔲88	
Diploma/ Certificate						
E2. [Show Card E2] Looking at Card E2, what language	e or lan	guages do y	ou and your	partner	speak m	ost
often at home to the Study Child?						
English □ ₁						
Irish						
Arabic 🔲 3						
French						
Russian						
Czech						
Latvian						
Portuguese						
Spanish□ ₁₀ Chinese□ ₁₁						
Lithuanian 1 ₁₂ Romanian 1 ₁₃						
Other (specify)						

E3. As you may know, many people hav	ve problems	with reading. Can	l iust check	. can vo	ou read alou
child from a children's storybook in you	ur own lang	uage?			
	□1				•
E4. Can you usually read and fill out for	100	E2	n in your ow	n langi	uage?
Yes	∐1	No			
E5. As you may know, many people have child from a children's story book writte	en in Englis	h?	l just check	, can yo	ou read alou
	□1	The state of the s		_	
E6. Can you usually read and fill out for	120	E/1 1990,7493	n in English	?	
		No	. ugually tal	ll if you	have the ric
E7. When you buy things in shops with change?	a live or ter	n euro note, can yo	u usuany ten	ii ii you	nave the rig
Yes	No. 100 Mile	No			
E8. [Show Card E8] Looking at Card E8, regard to work?	which of the	ese descriptions <i>Bl</i>	EST describ	es you	r usual situa
Employee (incl. apprenticeship					
or Community Employment) Self employed outside farming		Student full-time On State training			
Farmer		Unemployed, a			
		Long-term sick	ness or disab	oility	
		Home duties / I Retired			
		Other (specify)			
E10. What is your occupation in this job describe as fully as possible [Int. Make s	b? (What do	e hours in all jobs. you mainly do in y ribe what respondent	our job?) PI does as full	ease	
describe as fully as possible [Int. Make s	b? (What do sure to descr	you mainly do in y ribe what respondent	our job?) Pl	ease	
describe as fully as possible [Int. Make s	b? (What do sure to descr personnel in	you mainly do in y ribe what respondent n your job?	our job?) PI does as full	ease y as pos	ssible]
describe as fully as possible [Int. Make set of the se	b? (What do sure to descr personnel in	you mainly do in y ribe what respondent	our job?) PI does as full	ease y as pos	ssible]
describe as fully as possible [Int. Make s	b? (What do sure to descr personnel in	you mainly do in y ribe what respondent n your job?	our job?) PI does as full	ease y as pos	ssible]
tescribe as fully as possible [Int. Make set 11. Do you supervise or manage any page 12. How many?	o? (What do sure to descr personnel in than 30 hour	you mainly do in y ribe what respondent your job?	our job?) PI does as full	ease y as pos	ssible]
E11. Do you supervise or manage any p Yes	o? (What do sure to descr personnel in than 30 hour you have?	you mainly do in y ribe what respondent your job?	our job?) PI does as full	ease y as pos ise to E	ssible]
E11. Do you supervise or manage any p Yes	o? (What do sure to descr personnel in than 30 hour you have?	you mainly do in y ribe what respondent n your job? es per wk at E9 Go to l	our job?) PI does as full	ease y as pos ise to E	ssible]
E11. Do you supervise or manage any p Yes	personnel in than 30 hour ou have?_hours per week	you mainly do in y ribe what respondent n your job? rs per wk at E9 Go to I employees ek at E9 Go to E18d, o	edoes as full E18d, otherw N A	ease y as pos ise to E	ssible]
E11. Do you supervise or manage any p Yes	personnel in than 30 hour hours per week, have you e	employees ek at E9 Go to E18d, cever had a full-time	our job?) PI does as full E18d, otherw N A otherwise to I	ease y as pos ise to E	ssible]
E11. Do you supervise or manage any programmer of the second supervise or manage and programmer of the second supervise of the second supervise of the second supervise or manage and programmer of the second supervise of the second supervise of the second supervise or manage and programmer of the second supervise of the second	personnel in than 30 hour hours per week, have you enat full-time	you mainly do in y ribe what respondent your job? s per wk at E9 Go to I employees ek at E9 Go to E18d, c ever had a full-time job? ye	our job?) PI does as full E18d, otherw N A otherwise to I	ease y as pos ise to E	ssible]
E11. Do you supervise or manage any p Yes	personnel in than 30 hour hours per week, have you enat full-time	you mainly do in y ribe what respondent your job? s per wk at E9 Go to I employees ek at E9 Go to E18d, c ever had a full-time job? ye	our job?) PI does as full E18d, otherw N A otherwise to I	ease y as pos ise to E	ssible]
E12. How many?	personnel in than 30 hour hours per week, have you en that full-time time job were	ever had a full-time job?	our job?) PI does as full E18d, otherw N A otherwise to I	ease y as pos ise to E	ssible]
E11. Do you supervise or manage any p Yes	personnel in than 30 hour hours per week hat full-time in the self-effull-time job	ewer had a full-time job? ewer by a full-time job? employees exercise year.	our job?) PI does as full E18d, otherw N A otherwise to I	ease y as pos ise to E ² 99 E19	ssible] .No □₂Go to
E11. Do you supervise or manage any page 1. No 2 If less E12. How many? E13. How many employees (if any) do yalf less than 30 free feet feet feet feet feet feet feet	personnel in than 30 hour than 30 hour than 30 hour hours per weather than 50 hours per weather	employees ek at E9 Go to E18d, cever had a full-time job? employed outside farm o? (What did you marespondent does as	our job?) PI does as full E18d, otherw N A otherwise to I job? Yes ar ming	ease y as pos ise to E ² □99 E19 Our job sible]	.No □₂Go to Farmer ?) Please de
E11. Do you supervise or manage any page 1. No 2 If less E12. How many? E13. How many employees (if any) do yalf less than 30 free 1. In what year did you last work in the 1. When you last worked in that full-to 1. Employee (incl. apprenticeship or Community Employment)	personnel in than 30 hour than 30 hour hours per week hat full-time job were full-time job escribe what	employees ek at E9 Go to E18d, cever had a full-time job? employed outside farm o? (What did you marespondent does as	our job?) PI does as full E18d, otherw N A otherwise to I job? Yes ar ming	ease y as pos ise to E1	.No □₂Go to Farmer ?) Please de
E11. Do you supervise or manage any property of the second	personnel in than 30 hour than 30 hour hours per week hat full-time job were full-time job escribe what	employees ek at E9 Go to E18d, cever had a full-time job? employed outside farm o? (What did you marespondent does as	our job?) PI does as full E18d, otherw N A otherwise to I job? Yes ar ming	ease y as pos ise to E1	.No □₂Go to Farmer ?) Please de

E18d. [Show Card e18d] From the reasons listed on Card important reason for you not working on a full-time bas					
I can't find a job	I cannot earn enough to pay for childcare □5				
I choose not to work2	I cannot find suitable childcare				
I am caring for an elderly or ill relative or friend 3	There are no suitable jobs available for me				
I prefer be at home to look after my children myself ☐₄ Now go	My family would lose Social Welfare or medical benefits if I was earning				
E19. Are you a citizen of Ireland? Yes	□ ₁ No□ ₂ Don't know□ ₈				
E20. What citizenship do you hold?	Don't know□ ₈				
E21. Were you born in Ireland? Yes	□1 No□2 Don't know□8				
E22. In which country were you born?	Don't know				
E23. How long ago did you first come to live in Ireland? Within the 1-5 years 6-10 last year ago years ago 1 2 3	11-20 years More than 20 Don't ago years ago Know				
Any other white background	ackground? ny other Black background5 thinese6 ny other Asian background7 other (incl. Mixed background) (specify)8				
E25. What is your date of birth? day	monthyear				
[Interviewer:] E26. Is respondent male or female? Male	□ ₁ Female□ ₂				

F9. Father / Partner questionnaire – supplementary (green)







GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL FATHER QUESTIONNAIRE – SUPPLEMENTARY SECTION

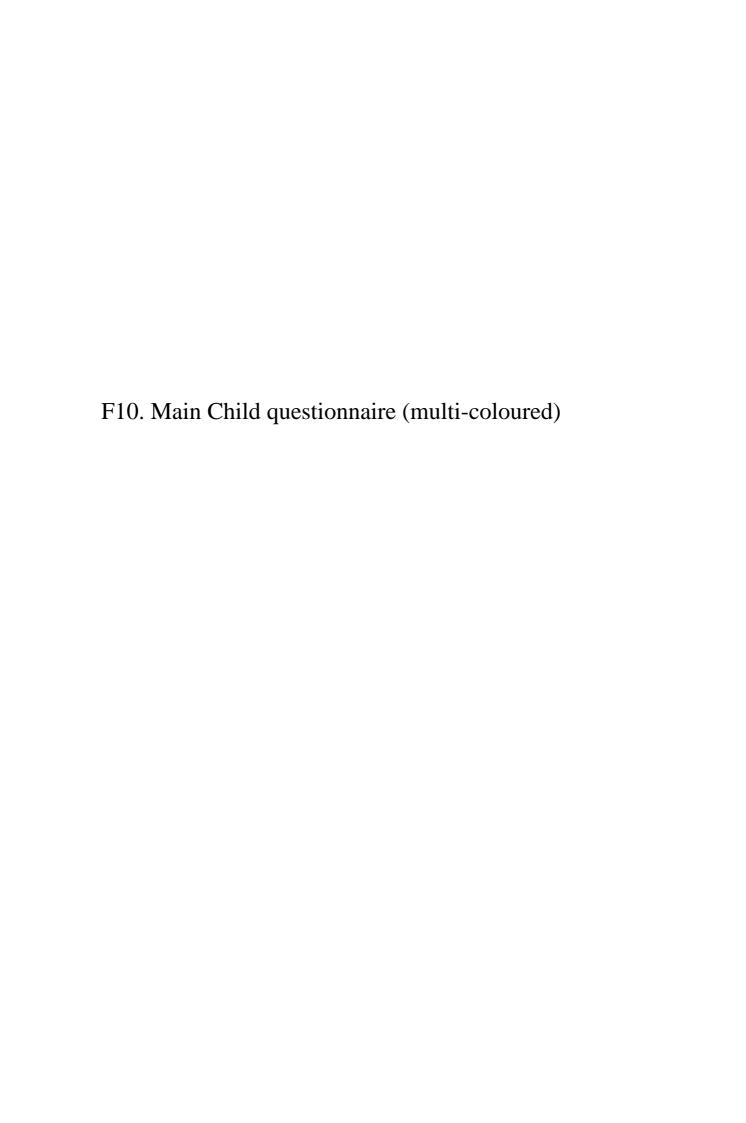
AREA HOUSEHOLD RESPONDENT
Interviewer Name Interviewer Number
Date
S0. We have a few final questions that we would like to ask you. As some of these may be considered sensitive we have included them in a section for you to complete by yourself. However if you would like me to administer it I am happy to do so. So would you like me to administer this questionnaire to you or would you like to complete it yourself? Administer it
Once again, we would like to assure you that <u>ALL THE INFORMATION PROVIDED IS</u> <u>TREATED IN THE STRICTEST CONFIDENCE</u> .
S1. Are you the biological parent of the Study Child?
Yes $\square_1 \longrightarrow Go \text{ to } S2$ No $\square_2 \longrightarrow Go \text{ to } S4$
S2. Have there been any period(s) of 3 months or longer when the Study Child didn't live with you? Yes
S3. How many periods of 3 months or longer when the Study Child didn't live with you?
One
S4. Are you the adoptive parent of the Study Child?
Yes
S5. Was that a domestic or an inter-country adoption?
Domestic
S6. Was that a within family adoption? S7. From which country?
Yes 🗀 No 📴
S8. What age was the Study Child when you adopted him / her? yearsmonths NOW PLEASE GO TO S14
S9. Are you the foster parent of the Study Child?
Yes
S10. How long has the Study Child been with your family?yrsmthswks
S11. Do you anticipate that this will be a long-term foster placement? Yes
S12. How many <u>previous</u> foster placements has the Study Child been in?
previous placements Don't Know
S13. Immediately before coming to live with you was the Study Child living with another foster family, his / her own family or in institutional care?
Another foster family
NOW PLEASE GO TO S14

S14. Can you tell me which of these	best describes ye	our current m	arital status?		
Married and living with husband / wife	_				
Married and separated from husband /					
Divorced					
Widowed					
Never married					
S15. In what year did you marry you		1 - 1			
			- A		
S16. Since when have you been livin	g apart / spouse d	eceased? _	(yea	r)	
S17. May I just check wh <u>ether y</u> ou a	re currently living	with someor	ne in the house	hold as a couple	?
Yes □1	No2	Go to S26			
S18. Since when have you and your	spouse or partne	r been living	together?	(mth)	(year)
S19. Many couples argue from time	100		1970		185/1 0
Most days	a 14		151 151		
At least once a week					
Less than once a week					
Hardly ever					
Never					
		_			
S20. How often would you argue ab		(
Most days	<u></u> 1				
At least once a week	<u>2</u>				
ess than once a week	□ ₃				
Hardly ever	 4				
Never	□ 5				
S21. When you and your partner arg	ue, how often do	you			
, ,		never/ Not ve	ery	Almo	ost always/
	nev	er ofte	n Sometimes	Often	always
Shout or yell at each other Throw something at each other		<u>_</u> 1	2 □3		5
Throw something at each other		1	23		5
Push, hit or slap each other		٦, [\Box_4	6
Compromise	nov	never/ Not ve er ofter	Sometimes	Ofton	ost always/ always 5
Apologise		<u>_</u> 1	23		[5
Change the subject		1	2		5
Agree to discuss the issue later		<u>_1</u>		4	5
Agree to disagree		1	2 3	4	5
Use affection (hug) or make a joke abo		1	2	4	5
Ignore or refuse to speak any more, w	alk away,				125—125
leave the room or leave the house			⊒23		🔲 5
S22 Most pospis have disagreemen	to in their relation	schine Blees	s indicate below	u the engravime	to ovtont
S23. Most people have disagreemer of agreement or disagreement betw					ie extent
	Always			requently Almos	st Alway
	Agree	Always	Disagree D	isagree Alway	s Disagre
	325°	Agree		Disag	ree
Philosophy of life	1	2	3	<u></u> 4□€	i 🗀 6
Aims, goals and things believed impor			3		i 🗀 6
Amount of time spent together	1	🗔2			i 🗖 6
S24. How often would you say the fe	ollowing events o	ccur between	you and your	partner?	
, and any more	Never	Less than	Once or C	nce or Once	
		once a month	twice a month tw	vice a week week	often
Have a stimulating exchange of ideas	∐1	2			iЫ
Calmly discuss something together			3		i
Work together on a project	1,	2	3		i
OOF The same less to the same state of the same	-1: 66	- 			
S25. The numbers below represent					
"happy," represents the degree of h				tne number whi	cn best
describes the degree of happiness,	all things conside	red, of your i	elationship.		
	2 ^	4	-		
0 1 Extremely Fairly	2 3 A little	4 Very	5 Extremel	v	
	unhappy Happ	tel cuping the party		Perfect	

		Yes]1	No)	□ ₂ →Go to	S28	
\$28. Have you ever been treated by a medical professional for clinical depression, anxiety or 'nerves'? Yes	S27. How many?		5.5 (c)			N-10-1		
S29. Was this: Tick all that apply Seleve the Study Child was born	One	Two	2 T	hree or mo	re	3		
S29. Was this: [Tick all that apply]	S28. Have you ever be	en treated by a	medical pro	ofessional	for clinical	depression	, anxiety or 'ne	rves'?
When Study Child was 1 – 4 yrs old			Yes	3□ ₁	No]₂→Go to S3	0	
When Study Child was 1 – 4 yrs old	S29. Was this: [Tick a	III that apply]						
S30. Listed on this card are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. Rarely or none of the little of	Before the Study Child	was born						
Rarely or none of the iittle of the time (less time (le	in first year of Study Ch	illd's life	½ V	Vhen Study	Child was	b - 9 yrs old.	4	
Rarely or none of the little of the amount of the time (less time (1-2 days) the time (1-2 days). I. I felt I could not shake off the blues even with help from my family or friends. 2. I felt depressed. 3. Lifelt depressed. 4. I felt fearful. 5. My sleep was restless. 6. I felt fonely. 7. I had crying spells. 8. I felt sad. 8. I felt sad. 8. I felt sad. 8. Seeping pills. 8. Seeping pills. 8. Seeping pills. 8. Seeping pills. 9. C. Pills for depression. 9. C. Pills for depression. 9. C. Panable's marijuana. 10. C. Panable's marijuana. 11. Steroids. 8. Sad. A we vou ever been in trouble with the Gardai (other than for traffic offences) since the Study Child's mother? 8. Sad. Can we check, does the Study Child's mother? 9. Sad. Can we check, does the Study Child's mother? 9. Sad. Can we spearate or split up with the Study Child's mother? 9. Sad. When did you separate or split up with the Study Child's mother? 9. Sad. When did you separate or split up with the Study Child's mother? 9. Spouse / Partner died. 10. The control of the time (1-2 days) the time (S30. Listed on this ca	rd are 8 stateme	nts about s	ome of the	ways you	may have f	elt or behaved.	Please
Nost or the titme (less time (l	ndicate how often yo	u have felt this v	vay during	the <i>past w</i>		Some or a	Occasionally or	
than 1 day) days time (3-4 days) days family or friends								Most or al
1. I felt I could not shake off the blues even with help from my family or friends 2. I felt depressed 3. I thought my life had been a failure 3. I thought my life had been a failure 4. I felt fearful 5. My sleep was restless 6. I felt lonely. 7. I had crying spells 8. I felt sad 8						Annual Control of the		the time (
2. I felt depressed	1. I felt I could not shak	e off the blues ev	en with help	from my	man ruay)	uays)	time (5-4 days)	uays)
5. My sleep was restless	family or friends					2	3	
5. My sleep was restless	2. I felt depressed	hoon a failura					3	
5. My sleep was restless	4. I felt fearful	been a failure						H
3. I felt lonely	5. My sleep was restles	s						
331. Thinking back over the last year how often have you taken any of the following? Never Now and again Monthly Weekly Daily A. Sleeping pills	S. I felt lonely				1	2	3	
S31. Thinking back over the last year how often have you taken any of the following? Never Now and again Monthly Weekly Daily							3	
Never Now and again Monthly Weekly Daily A. Sleeping pills								
A. Sleeping pills	S31. Thinking back ov	er the last year		nave you ta	aken any of			Daily
December 1	A. Sleeping pills			vei 140 .□₁		IVIOITIIIIY	Vveekiy	
Definition depression	B. Tranquillisers							
E. Painkillers (aspirin, paracetamol, etc.)	Pills for depression			·L_1	2		4	
F. Amphetamines or other stimulants	D. Cannabis / marijuana E. Painkillers (aspirin, n	a		H:				
H. Anticonvulsants	 F. Amphetamines or oth 	ner stimulants		.□₁	По		П	
S32. Have you ever been in trouble with the Gardai (other than for traffic offences) since the Study Child was born? Yes	G. Heroin, methadone,	crack, cocaine		.∐1	2		4	
S32. Have you ever been in trouble with the Gardai (other than for traffic offences) since the Study Child was born? Yes								H
Was born? Yes								
Yes		en in trouble wi	th the Gard	ai (other t	nan for traf	fic offences) since the Stud	dy Child
S33. Have you ever been to prison? Yes				\0- t- 02				
S34. Can we check, does the Study Child's mother live here with you or elsewhere? Lives here	Yes 1	N	0	→ Go to S3	4			
Lives here	S33. Have you ever be	en to prison?	Yes	□1	No	- 2		
Lives here	DINESTED VECTOR NO. NO. NO. NO.	5055 N.C. 1010 N. 1010	0000 Magy 9000	Value Au	2275	- J l	1963	
Deceased					with you	or elsewher	e?	
Temporarily lives elsewhere								
Lives elsewhere								
S35. Were you ever married to or did you ever live with the Study Child's mother? Yes, married to Yes, lived with No Go to S37 Adoptive / Foster parent Go to S36. When did you separate or split up with the Study Child's mother? Spouse / Partner died								
Yes, married to 1 Yes, lived with2 No 3 Go to S37 Adoptive / Foster parent 4 Go to S36. When did you separate or split up with the Study Child's mother? Spouse / Partner died	hard star in territories		! — !	Provide Marks	0 0		·	
S36. When did you separate or split up with the Study Child's mother? Spouse / Partner died	S35. Were you ever m	arried to or did	you ever liv	e with the	Study Chil	d's mother?		
Spouse / Partner died	Yes, married to □₁	Yes, lived with	1 2	No \square_3	Go to S37	Adoptive / F	oster parent	4 Go to S
In the last 4 years	S36. When did you se	parate or split u	p with the S	Study Child	d's mother	?		
Longer than 4 years ago but less than 10 □₃	Spouse / Partner died		□1					
Delote Gilliu was DUTT	onger than 4 years ag	o but less than 10) ₃					

S37. What was the nature of your relationship with the Study Child's mother when she became pregnant with the study child? (Please tick one box only).
Married and living together
S38. Do you have a formal or informal custody arrangement regarding the Study Child and where he / she lives?
Formal ☐₁ Informal No custody arrangement ☐₃
S39. Briefly describe that arrangement
S40. Do you and the Study Child's mother have shared parenting of the Study Child on a regular basis? Yes
541. Please describe the nature of this shared parenting
S42. How far does the Study Child's mother live from here?
Within ½ hour's drive from here
S43. How often does the Study Child have contact with his / her mother (incl. talking on the phone, texting, emailing etc.)?
Daily
S44. Does the Study Child's mother make ANY financial contribution to your household and the maintenance of the Study Child? Include any form of financial support such as rent, mortgage, direct maintenance payment etc.
No, she never makes any payment
Yes, she makes a regular payment
Yes, she makes payments as required S46. About how much per year? € per year
S47. How often do you talk to the Study Child's mother about the Study Child?
Several times a About once A few times a Several times a Every day week a week month year Never \square_1 \square_2 \square_3 \square_4 \square_5 \square_6
S48. How well do you get on with the Study Child's mother? Would you say your relationship is?
Very Neither positive nor Somewhat Very positive Positive negative negative negative □₁ □₂ □₃ □₄ □₅
S49. We would like to send a short questionnaire to the Study Child's mother. We would be happy to show you the content of this questionnaire before we send it. Would you be able to provide us with contact details for the Study Child's mother?
Yes
S50. What is your date of birth? (DD/MM/YYYY)(day) (mth)(yr)

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



Growing Up in Ireland The National Longitudinal Study of Children in Ireland

Main Questionnaire for 9 year olds

HOUSEHOLD AREA RESPONDENT Interviewer Name: Interviewer Number: Time Section Started (24 hour clock) Date: ____ / __



Instructions

Welcome to the Growing up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.

There are a number of questions which I will read out to you and which I would like you to answer. Some of the questions are about you, your school, your family, friends, how you feel and what you like to do. If you feel that there are any questions which you do not wish to answer, then that's ok.

This is not a test and there are no right or wrong answers. Take your time and try to answer each question the way you *really think*. If you need help just let the interviewer know.

We will not tell anyone the answers to your questions. But if you tell us something that makes us worried about you, then we might have to tell someone who could help.

How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets? Yes No 2











Section A: School

1. What do you t	think about sch	ool?	
Always like it	Some	times like it	Never like it
1		2	3
2. How well do y	you think you a	re doing in yo	our school work?
Well	Average/Ok	Poorly	
1	2	3	
3. Do you like th	ne following sub	jects?	
		Sometimes like it	
a. Maths	1	2	3
b. Reading	i	2	3
c. Irish	1	2	3
4. How often do	you get homew	ork?	
Never 1-2 ti	mes a week 3-4 t	times a week	Almost every day
1	2	3	4
5. Do you think	your family is b	etter off (has	s a bigger house, better car,
more expensive	clothes) than:		
a. Most of your class			
Better off	About the same	Worse off	
1	2	3	
b. Most of your neig	ghbours		
Better off	029	Worse off	
1	2	3	
c. Other families in	Ireland		
Better off	About the same	Worse off	
1	2	3	

Section B: Food

6. We would like you to think back to what you ate yesterday. Did you eat the following?

	No	One Serving	More than one serving
a. Fresh fruit	. 1	9	
b. Cooked vegetables	. 1	2	3
c. Meat pie, hamburger, hot dog,			
sausage or sausage roll (any of these)	. 1	2	3
d. Chips or French fries	. 1	2	3
e. Crisps or savoury snacks	. 1	2	3
f. Biscuits, doughnuts, cake, pie or			
chocolate (any of these)	. 1	2	3
g. Milk	. 1	2	3
h. Cheese or yoghurt	. 1	2	3
i. Fizzy drinks or diet drinks	1	2 ······	3
j. Bread, Pasta, Rice, Cereal (any of these)	. 1	2	3

Section C: Activities

can you think about the activities that you do?

7. Which of the following have you done with your parents within the last week (tick yes or no in respect of each)

	Yes	5 ľ	O	
a. Eaten together	1		2	
b. Visited relations	1		2	
c. Sat and watched TV	1		2	
d. Chatted	1		2	
e. Went to the park	1		2	
f. Gone swimming	1		2	
g. Played games at home – board games and so on	1		2	
h. Played games outside	1		2	
i. Read something together	1		2	

8. Do you have a computer at home? Yes 1 No 2 Go to Q	12
9. Do you use it? A lot 1 A little 2 Never 3 Go to Q12	
10 What do you use it for? (tick yes or no in respect of each)	
10. What do you use it for? (tick yes or no in respect of each) Yes No	
a. Playing games 1	
b. Chatrooms (Websites where you have live chats with friends) 1	
c. Watching movies/downloading music	
d. E-mailing	
e. Instant messaging (Live email and texts on the web) 1 2	
f. Surfing the internet for fun 1	
g. Doing homework	
h. Surfing the internet for school projects	
11. Are you allowed to use the internet without your parents or	
another adult checking what you are doing?	
Yes 1 No 2	
12. Here are some things that children could do in their free time	
Can you please tell me which of these you like to do best, secon	d
best and third best.	
Hanging out with friends	
Chatting to friends on phone or computer	
Playing sport	
Watching TV	
Playing computer games	
Reading	
Playing games outside	
Listening to music	
Talking to your family	
Something else (Please write it down)	

13.What is your favourite hobby or activity?
14. How often do you play sport?
Never 1-2 times a week 3-4 times a week Almost every day
1 Go to Q15 2 Go to Q16 3 Go to Q16 4 Go to Q16
15. Please tell us what is your MAIN reason for not playing sport?
[Please tick one box only]
You do not like team games
You are no good at games
You have no opportunities to play
You feel people laugh at you because of your size 4
You have a disability which prevents you from playing5
You prefer to watch sports on TV
You do not fit in with the sporty crowd
You do not like to get dirty or sweaty
You are not competitive9
You prefer to play computer games
16. How often do you take exercise (e.g. running, cycling, swim) for
20 minutes or more ?
Never 1-2 times a week 3-4 times a week Almost every day
1 2
17. How often do you read for fun (not for school)?
Every day
A few times a week 2
Once a week ₃
A few times a month 4
Less than once a month 5
Never 6

P	a	a	e	6
	-	3	-	-

18.	Do	you	have	your	own	mobile	phone?	Yes	1	No	2
-----	----	-----	------	------	-----	--------	--------	-----	---	----	---

19. Below is a list of things that people do. Can you tell me which ones you would generally be expected to do for yourself:

	Yes	No
a. Shower or bathe	1	. 2
b. Make breakfast	1	. 2
c. Get yourself up in the morning	1	. 2
d. Make a packed lunch	1	. 2
e. Make dinner	1	. 2
f. Tidy your bedroom	1	. 2
g. Make your bed	1	. 2

20. Do you do any of these chores at home?

Ofter	n Occasio	onally	Never
a. Help with cooking for the family	1	2	3
b. Hoovering / cleaning	1	2	3
c. Helping in the garden	1	2	3
d. Washing the dishes / Emptying the dishwasher	1	2	3
e. Putting out the bin / recycling	1	2	3
f. Cleaning the car	1	2	3
g. Helping with your younger brothers or sisters	1	2	3
h. Helping an elderly or sick relative in the family.	1	2	3

21a. Do you have a long term illness, disability or medical condition (like diabetes, asthma, allergy or cerebral palsy) that has been diagnosed by a doctor?

Yes	No	Don't	t Know
1 Go to Q21b · · · · · ·	2 Go to Q22. · · ·	:	3 Go to Q22

21b.	If	yes,	does	your	long	term	illness,	disability	or	medical
con	diti	on af	fect yo	ur att	endar	nce or	participa	ation at sch	100	l?

Yes No

22. How would you describe yourself?

Very skinny A bit skinny Just the right size A bit overweight Very overweight

23. Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. Physical activity can be done in sports, school activities, playing with friends or walking to school.

Some examples of physical activity are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football and surfing. For this next section add up all the time you spent in physical activity each day.

Over the past 7 days on how many days were you physically active for a total of at least 60 minutes per day?

No days 1 day 2 days 3 days 4 days 5 days 6 days 7 days

Now we want to know about things you like and want to do!

Section D: Likes and Dislikes

24. What would you most like to be when you grow up? Please describe what you would like to be as fully as possible.

25. Think about the person whom you most	admire. Who would that be
Would it be: Please tick one only	
A person on television (TV star)	ī
A film star	2
A teacher	3
A church leader	4
A footballer or sports star	5
Mum or dad	6
A pop star / singer / rapper	7
A politician	8
A footballer's wife	9
Someone else (please write down who)	10
a. The thing that makes me most happy is	
b. I am most afraid of	
c. I like living in Ireland because	
27. Is there a pet in your family? Yes If you don't have a pet then you are now fin If you do have a pet please answer two	ished the questionnaire.
That is the end of this part of	the interview.
Time Section Ended	(24 hour clock)

28. Wha	at pets do	you have? [Ti	ck all that app	oly]
Cat	Dog	Goldfish	Rabbit	Other (Please write down)
1	2	3	4	5
29. Wha	at do you	ike best abou	ıt your pet	(s)? (Tick all that apply)
a. They ar	e fun to be w	ith	1	
b. I like to	look after th	em	2	
c. They m	ake me feel l	oved	3	
d. I like to	feed them		4	
e. I like to	take them fo	or walks	5	
f. I can ta	lk to them		6	
g. I like to	cuddle them		7	
	Tha	at is the end o	of this part	of the interview.
Time Sec	tion Ended			(24 hour clock)

F11. Child core sensitive questionnaire (multi-coloured)

Growing Up in Ireland The National Longitudinal Study of Children in Ireland

Core Sensitive Questionnaire for 9 year olds

AREA	HOUSEHOLD		RESPONDENT	
Interviewer Name:	Inter	viewer Num	ber:	
Date: / /				



Instructions

Welcome to the Growing Up in Ireland study. We want to find out what it is like to be a 9 year old child living in Ireland. You are one of 8,000 children aged 9 years that are taking part in this survey. Your answers will help the government to plan things for young people like yourself.

We would like you to complete the following questions in this answer booklet. Some of the questions are about where you live, your school and your family.

This is not a test and there are no right or wrong answers. Take your time and try to answer each question the way you really think.

We will not tell anyone the answers to your questions. But if you tell us something that makes us worried about you, then we might have to tell someone who could help.

How to fill in your answer on the answer booklet

To fill in a question just tick the box with the answer you want to give

Example:

Do you have any pets? Yes









Section A: Where you live

	Yes	N	lo
1. Do you like living around here?	. 1		2
2. Do you have plenty of friends to play with around here?	• 1		2
3. Are there good places to play near your house?	. 1		2
4. Do you think there is too much traffic near where you live?	• 1		2
5. Is there a green area for you to play near where you live?	. 1		2
6. Are the streets dirty around where you live?	. 1		2
7. Are there youth clubs near where you live?	. 1		2
8. Is there a playground near where you live?	. 1		2
9. Do you think there is a lot of graffiti near where you live?	. 1		2
10. Is there public transport to school (like a bus or train)?	. 1		2
11. Are there activities to do after school around here?	. 1		2
12. Are there places for children to play safely near your house?	? 1		2
13. Are adults living around here usually nice to you?	. 1		2
14. Do you feel safe living around here?	. 1		2
15. Are adults around here generally nice to children?	. 1		2

Now think about school

Section	D .	Cala	_
Section	P5 "	SCHO	nı

16	Do vou	look	forward	to 0	oina	+0	cchoo	10
16.	DO VOU	look	torward	TO O	loina	TO	scnoo	

Always	Sometimes	Never	
2		2	

17. Do you like your teacher?

Always	Sometimes	Never
1	2	

18. Thinking back over the last year	would you say t	hat you pick	ced
on someone (either a child or an adu	ılt)?		
Yes 1 No 2 (If you have an	swered no, please skip	to Question 20)	
19. How did you pick on them?	Yes	No	
a. By shoving, pushing, hitting	1	. 2	
b. Name calling, slagging	1	2	
c. Text messaging, emails, Bebo etc	1	. 2	
d. Written messages / notes etc	1	2	
e. Leaving them out of games / chats	1	2	
f. In other ways [please write it down]	1	. 2	
		-	
21. A. How did they pick on you?	Υ	es N	lo
a. By shoving, pushing, hitting		1	2
b. Name calling, slagging		1	2
c. Text messaging, emails, Bebo etc		1	2
d. Written messages / notes etc		1	2
e. Leaving you out of games / chats		1	2
f. In other ways [please write it down]		1	2
21. B. If you were picked on, did this A lot A little	upset you? Not at all		

1 2 3



Section C: Family	
22. Do you have brothers or sisters? Yes 1	No 2
23. Do you get on with them?	
Always Sometimes Never	
1 2 3	
24. If you have a problem who would you talk to	about it?
Please tick all the people you would talk to	
Mum Dad Mum's partner Dad's partner Teacher Frie	ends Another relative (Who?)
1 2 3 4 5	6 7
25. Can you tell me how often you have a say i	n what the family does
(such as what to watch on TV, what to do at we	ekends, where to go on
family outings or holidays)?	

Always Sometimes Never

That is the end of this part of the questionnaire. The interviewer will now give you another part to complete.

Thank you for all your help.

F12. Child questionnaire – supplementary – Mum only (M) (multi-coloured)	





Self-Complete (uestionnaire for 9	vear olds (N	4
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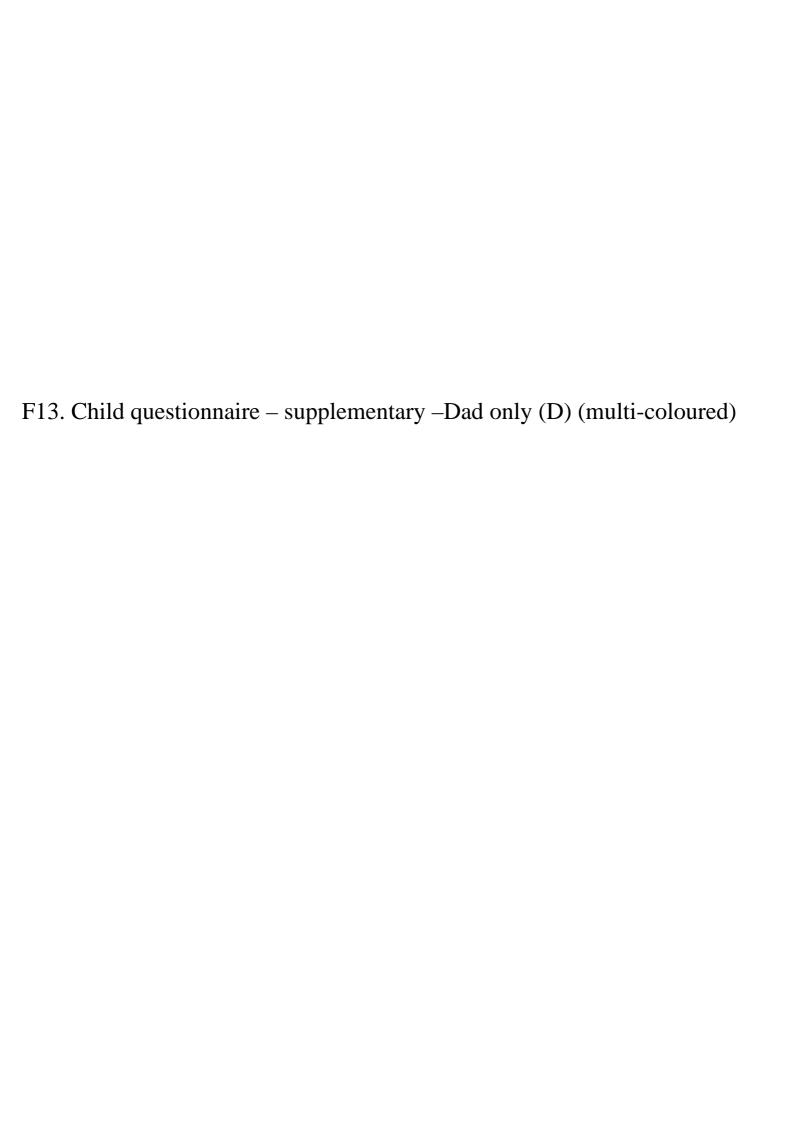
	HOUSEHOLD		RESPONDENT
AREA	HOUSEHOLD		
Interviewer Name:	Inter	viewer Number:	
Date: / /			
We would now like	to ask you some o	uestions about	your mum!
1. Do you think y	our mum encou	rages you to	do well at school?
Always	Sometimes	Never	
1	2	3	
2. How well do y	ou get on with y	our mum?	
Very well	Fairly well	You and y	our mum do not get on
1	2		3
3. Here are son	ne things you	might think	about your mum.
Please tick the a	nswer that suit	s you best.	
a. Does your mu	m really expect	you to follow	family rules?
Always	Sometimes	. Neve	
1	2	3	
b. Does your mu	m like you to tel	I her when y	ou are worried?
Always	Sometimes	Neve	r
1	····· 2 ···	3	
c. Does your mu	m usually praise	you for doin	g well?
Always	Sometimes	Neve	r
1	2 ···	3	
d. Does your mu	m really let you	get away wit	:h things?
Always	Sometimes	Never	ŗ.
1	2	3	







e. Does your mui	m punish you if	you do not	behave yours	elf?
Always	Sometime	es Ne	ver	
1 -	2		3	
f. Can you count	on your mum t	o help you o	out if you have	e a problem?
Always	Sometime	es Ne	ver	
1 .	2		3	
g. Does your mu	m point out wa	vs vou could	d do better?	
Always			ver	
1 -	2		3	
h. Does your mu	m spend time j	ust talking t	o you?	
Always		THE PARTY OF THE P	ver	
1 :	2		3	
i. Does your mun	=	=	=	wrong?
Always			ver	
	2			
j. Do you and you			-	for fun?
Always			ver	
4. When you are	hold how often			
4. When you are			Sometimes	Never
a. Explain to you wha		4,5	Sometimes	110701
have done wrong		1	2	3
b. Ignore you				3
c. Smack you		1	2	3
d. Shout at you		1	2	3
e. Send you out of the	e room			
or to your bedroom	1	1	2	3
f. Stop your treats or	pocket money	1	2	3
g. Give out to you		1	2	3
h. Offer you treats to	be good	1	2	3
i. Ground vou		1	2	3







Self-Complete	Questionnaire	for 9 year olds	(D)

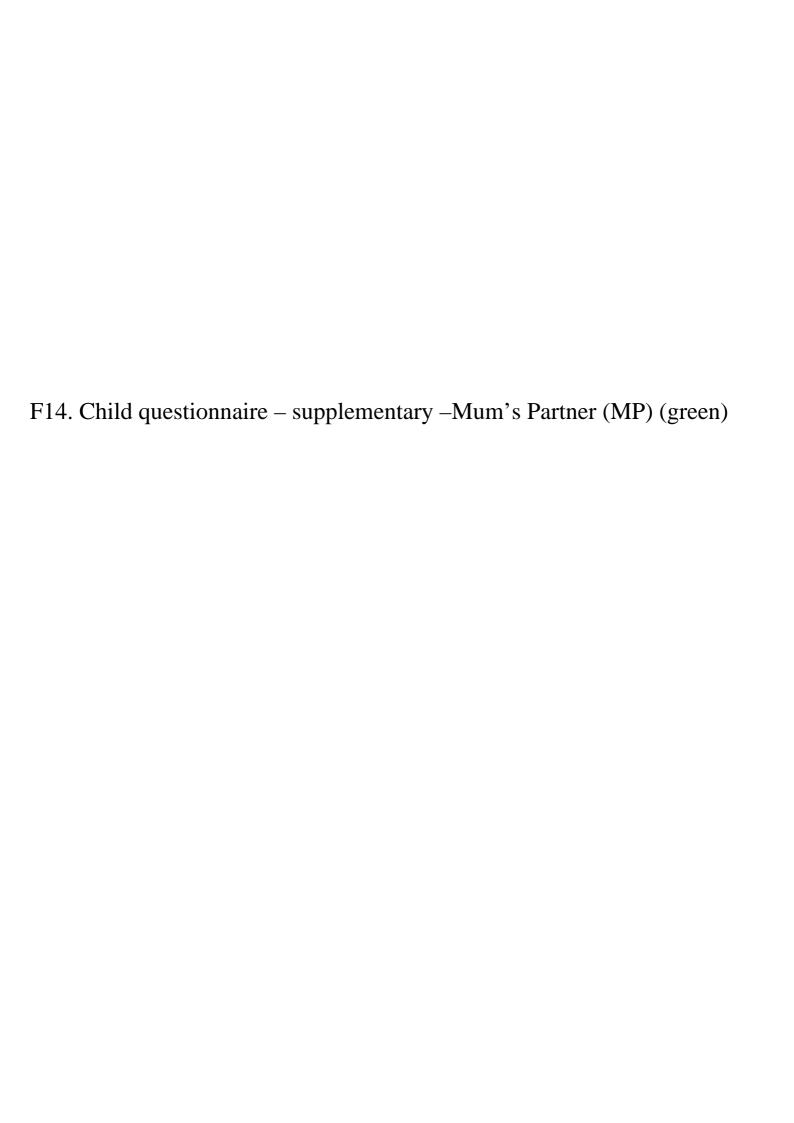
AREA HOL	ISEHOLD	RESPONDENT
Interviewer Name:	Interviewe	r Number:
Date: / /		
We would now like to as	k you some quest	ions about your dad!
1. Do you think your	dad encourages	you to do well at school?
Always	Sometimes	Never
1	2	
2. How well do you ge	et on with your	dad?
Very well		You and your dad do not get on
i	2	3
3. Here are some thin	ıgs you might t	hink about your dad. Please
tick the answer that	suits you best.	
a Doos your dad roal	ly expect you to	o follow family rules?
Always	Sometimes	Never
500 A-500 500 M -640 C	2	
ь. Does your dad like	you to tell him	when you are worried?
Always	Sometimes	Never
1	2	
c. Does your dad usua	ally praise you	for doing well?
Always	Sometimes	Never
1	2	3
d. Does your dad real	ly let you get a	way with things?
Always	Sometimes	Never
1	2	







e. Does your	dad punish	you if y	ou do no	t behav	e yourself?	•
Alw	ays	Sometime	S	Never		
	1	2		3		
f. Can you cou	ınt on you	r dad to	help you	out if y	ou have a	problem?
Alw	ays	Sometimes	S	Never		
	1	2		3		
g. Does your	dad point o	out ways	you cou	ld do be	tter?	
Alw	ays	Sometime	S	Never		
	1	2		3		
h. Does your	dad spend	time jus	t talking	to you?	Ĭ.	
Alw	ays	Sometimes	S	Never		
	1	2		3		
i. Does your d	ad let you	know w	hen you	do some	ething wro	ng?
	rays	Sometimes	a anni e a a a a a a a a a a a a a a a a a a	Never		and the second
	1	2		3		
j. Do you and	your dad	do things	s togethe	r that a	re just for	fun?
Alw	ays	Sometime	S	Never	-	
	1	2		3		
4. When you a	are bold ho	w often	does you	ır dad?		
		Alwa	ys	Somet	imes N	lever
a. Explain to you	what you					
have done wror	ng		1		2	3
b. Ignore you			1		2	3
c. Smack you			1		2	3
d. Shout at you			1		2	3
e. Send you out o	of the room					
or to your bedi	room		1		2	3
f. Stop your treat	s or pocket m	oney	1		2	3
g. Give out to you	J		1		2	3
h. Offer you treat	s to be good		1		2	3
i Cround you						





Study of Children				
	Self-C	omplete Questio	nnaire for 9 year	olds (MP)
AREA		HOUSEHOLD	RESPONE	DENT
Interviewer Name	f	Interviev	ver Number:	
Date: /	/			
We would i	now like to	ask vou some que	stions about your st	ten dad or
		d who lives at home	3720 47	
•				2013
1. Do you			to do well at sch	001?
	Always	Sometimes	Never	
	1	2	3	
2. How we	ell do voi	u get on with hin	1?	
Very w		_	You and him do no	ot get on
:5		2		
- 11			. Alstodo – bosob letos	Disease Male
			t think about him	. Please tick
the answ	er that s	uits you best.		
a. Does he	e really e	xpect you to foll	ow family rules?	
	Always	Sometimes	Never	
	1	2	3	
b. Does he	e like you	ı to tell him whe	n you are worried	1?
	Always	Sometimes	Never	
	1	2	3	
c. Does he	usually	praise you for de	oing well?	
	Always	Sometimes	Never	
	1	2	3	
d. Does he	e really l	et you get away	with things?	
	=======================================	Sometimes	=	





1 2 3



e. Does he pu	nish you if	you do	not behave	e your	self?	
Alw	ays	Sometime	es	Never		
	1	2		• 3		
f. Can you cou	unt on him	to help	you out if	you ha	ve a prob	lem?
Alw	ays	Sometime	es I	Never		
	1	2		• 3		
g. Does he po	int out wa	vs vou c	ould do b	etter?		
- T	ays	Sometime		Never		
	1	2		• 3		
h. Does he sp	end time i	ust talki	na to vou	?		
The state of the s	ays	Sometime	-	Never		
	1	2		• 3		
			•		attractive sources and	
i. Does he let					wrong?	
Alw	ays	Sometime		Never		
j. Do you and		_		_	st for fun?).
Alw	ays	Sometime	es	Never		
4. When you a	are bold no					N
a. Explain to you	what you	Alw	ays	Somet	imes	Never
have done wron	1,741		1		2	3
b. Ignore you			1		2	
c. Smack you						
d. Shout at you			1		2	-
e. Send you out o			******************	33.03.53.53.53.5	211111111111111111111111111111111111111	
or to your bedi			1		2	3
f. Stop your treat	s or pocket m	oney	1		2	3
g. Give out to you	1		1		2	3
h. Offer you treat	s to be good		1		2	3
i. Ground vou				reand by continuing or 7		2

F15. Child questionnaire – supplementary –Dad's Partner (DP) (purple)	



National Longitudinal Study of Children
Self-Complete Questionnaire for 9 year olds (DP)
AREA HOUSEHOLD RESPONDENT
Interviewer Name: Interviewer Number:
Date://
We would now like to ask you some questions about your step mum or
your dad's girlfriend who lives at home with you!
1. Do you think she encourages you to do well at school?
Always Sometimes Never
1 2 3
2. How well do you get on with her?
Very well Fairly well You and her do not get on
1 2 3
3. Here are some things you might think about her. Please tick
the answer that suits you best.
a. Does she really expect you to follow family rules?
Always Sometimes Never
1 3
b. Does she like you to tell her when you are worried?
Always Sometimes Never
1 2 3
c. Does she usually praise you for doing well?
Always Sometimes Never
1 3
d. Does she really let you get away with things?



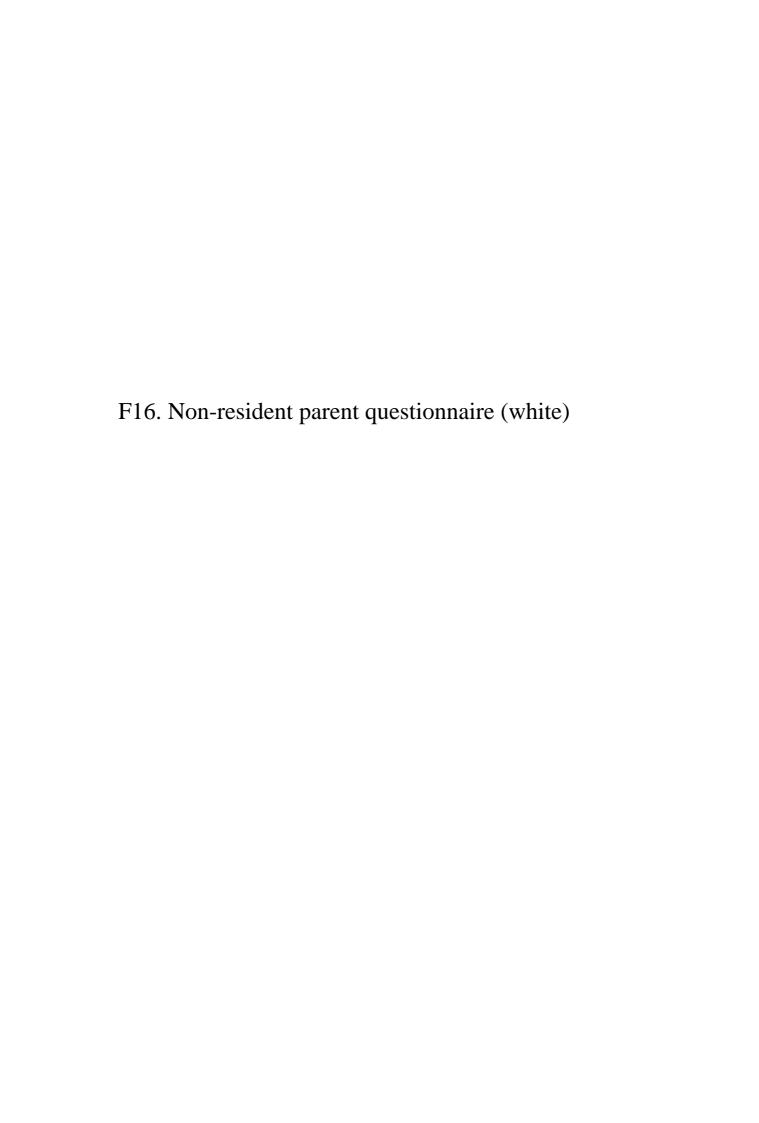


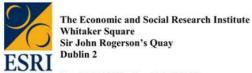
Always Sometimes Never

1 2 3



				ave you		
	Always	Sometime	es	Never		
	1	2		3		
f. Can you	count on her	to help	you out i	f you ha	ve a probl	em?
	Always	Sometime	es	Never		
	1	2		3		
a. Does sl	ne point out w	vavs vou	could do	better?		
g. 2 0 0 0 0.	Always	Sometime		Never		
	A SUMMAN PORT OF THE SUMMAN PROPERTY OF THE SUMMAN PROPERTY OF THE SUMMAN PORT OF THE SUMAN PORT OF			3		
h Does sl	ne spend time					
11. DOCS 31	Always	Sometime	-	Never		
	^					
i. Does sh	e let you know		•	methin	g wrong?	
	Always	Sometime	es	Never		
	1	2		3		
i Do vou	and hay do th					
J. Do you	and her do th	ings tog	ether tha	t are jus	st for fun?	
j. Do you	Always	Sometime		t are jus Never	st for fun?	
	Always	Sometime 2 ···	es	Never 3	st for fun?	
	Always	Sometime 2 ···	o does sh	Never 3		
4. When y	Always 1 ············ /ou are bold h	Sometime 2 ···	o does sh	Never 3		Never
4. When y	Always 1 You are bold h you what you	Sometime 2 ··· ow ofter Alwa	n does sh	Never 3 e? Somet	times	
4. When y a. Explain to have done	Always 1 You are bold h you what you wrong	Sometime 2 ··· ow ofter Alwa	n does sh	Never 3 e? Somet	times	3
a. Explain to have done b. Ignore yo	Always 1 You are bold h you what you wrong	Sometime 2 ··· ow ofter Alwa	n does sh	Never 3 e? Somet	zimes	3
a. Explain to have done b. Ignore yo c. Smack yo	Always 1 You are bold h you what you wrong	Sometime 2 ··· ow ofter Alwa	1	Never 3 e? Somet	zimes 2	3
a. Explain to have done b. Ignore yo c. Smack yo d. Shout at y	Always 1 You are bold h you what you wrong	Sometime 2 ··· ow ofter Alwa	n does sh	Never 3 e? Somet	zimes	3
a. Explain to have done b. Ignore yo c. Smack yo d. Shout at ye. Send you	Always 1 You are bold h you what you wrong u you out of the room	Sometime 2 ··· Ow ofter Alwa	n does sh	Never 3 e? Somet	zimes	3 3 3
a. Explain to have done b. Ignore yo c. Smack yo d. Shout at ye. Send you or to your	Always 1 You are bold h you what you wrong u you out of the room bedroom	Sometime 2 ··· Ow ofter Alwa	1	Never 3 e? Somet	zimes 2	3 3 3
a. Explain to have done b. Ignore yo c. Smack yo d. Shout at ye. Send you or to your f. Stop your	Always 1	Sometime 2 ··· Now ofter Alway	1	Never 3 e? Somet	zimes 2 2 2 2 2	3 3 3 3
a. Explain to have done b. Ignore you c. Smack you d. Shout at ye. Send you or to your f. Stop your g. Give out t	Always 1 You are bold h you what you wrong u you out of the room bedroom	Sometime 2 Alwa- Alwa- noney	1	Never 3 e? Somet	zimes 2	3 3 3 3









Ph: 01-8632000 fax: 01-8632100

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

	Non Resident Fat	ther Questionnaii	re	
Area Code	Household Code		Date day	monthyear
Please Read This First This questionnaire should be accompanied by an information sheet. It is important that you read this information before filling out the questionnaire. If you have any questions, please ring (01)8632000 and ask for the Growing Up in Ireland team. IF YOU WOULD PREFER TO COMPLETE THE QUESTIONNAIRE WITH AN INTERVIEWER OVER THE PHONE, PLEASE CALL (01) 8632000 DURING OFFICE HOURS				
First of all, we would like to as	k you a few questions abou	ıt the time you spend	d with the study c	hild
Q1. How long is it since you	ı last saw your child?	days	weeks _	months
Q2. How many nights do you and the study child spend together in a typical month?nights Q3. How many days, or part-days, (without nights) do you and the study child spend together in a typical month? days Q4. How long does a typical contact occasion last? days orhours Q5. How do you feel about the amount of time you spend with the study child? Please tick one of the				
following:		5)		
Nowhere near enough	Not quite enough	About right	A little too much	Way too much
			□ ₄	□ ₅
Q6. If you feel that you do <u>not</u> spend enough time with the study child, what do you think is the reason for this situation? If more than one reason, please tick the main reason.				
Work commitments	new partner ☐₂	Court-impos		94 i5 □6

Q7. When you are spending time with the study child, where do you like to bring him or her? A list of places is given below. Please place a '1' beside the location where you spend most time, a '2' beside the next most used location and so on. If there are any locations that you do not visit, just leave them blank.

	Rank
At your home	
At the other parent's home	
At another relative's home (e.g. child's grandparents)	
Recreational/amenity area (e.g. park, swimming pool)	
Shopping centre /cinema /McDonald's etc	
Specific events (e.g. football match)	
Other	

Q8. Please tick o	ne box below to indicat	e how you arr	ived at the cu	ırrent arrange	ments for time sp	ent with
Formal, negotiate Mutual arrangeme	rangements	n legal (e.g. co otiator	unsellor)	□₂ □₃		
important for yo	nany things for their chi u, as a parent, to do? I (third most important).	Please the ran				
					Rank	
	Showing my child love a	and affection				
	Taking time to play with	my child				
	Taking care of my child	financially				
	Giving my child moral a	nd ethical guida	ance			
	Making sure my child is	safe and prote	cted			
	Teaching my child and	encouraging his	or her curios	ity		
	Other (specify)					
Q10. Do you use	any of the following to	communicate	with the stud	dy child? Pleas	se tick all that app	oly
Mobile phone Internet chat-room MSN Messenger Email Other Q11. How many typical month? (Q12. We would li Please tick one li	hours of communication Your best estimate is finite to get a sense of how box to indicate a rating of Excellent 1 — ent often involves perforen you would normally of	m, outside of pne) w you rate the of between 1 a	number of honormal number of hon	e time you spe 1' is "excellen /ery Poor 5	end with the study it" and '5' is "very	r child. r poor".
	_				Several times	Rarely or
Put the child to be Help the child with Take the child to hairdresser etc	or the child at home ed n his/her homework	···□1				
We would like to re her household.	ecord some information al	bout the kind of	financial supp	oort you provide	for the study child	and his or
	anything directly toward the child resides with l					ouse or
Yes, I pay a contr No, I don't pay to	amount dueibutionwards the rent or mortgag r mortgage owing on the	e directly]₂]₃ Go to Q16		pay all or part of w much do you part per month	

Q 16. Do you p	rovide illianciai st	ipport to the child	a s mother (othe	er than a direct re	nt or mortgage paymen	ı) r
Never □ ₁						
Yes□₂	REGULAR payme	ent of €	per month (e	xcluding direct ren	t/mortgage payment)	
Yes□₃ aı	n <u>IRREGULAR</u> pay	ment, as required	d (e.g. back to s	chool) to the appi	roximate value of	
					€ per yea	ar
Q17. If you giv (Please tick one	re a regular payme box only)	nt as in Q16 abov	ve, how did you	decide on the am	ount/schedule?	
Mutual agreem	ent with mother d arrangement	🗀2				
	rovide any suppo when needed, etc		ncial, e.g. home	repairs, minding	the family pet, generally	,
Never	□1	Yes, occasiona	ılly□2	Yes, frequently	√ 3	
	s the status of you d? (Please tick one		h the study chi	d's mother when	she became pregnant w	/ith
Cohabiting/livin Separated Divorced Going out but r Just friends	ing togetherng as marriednot living together		_ Go to Q20 _ Go to Q20 _ Go to Q20 _ Go to Q20 _ Go to Q21			
Q20. What age time?	e was the study ch	ild when you sep	arated or split ι	ıp with the study (child's mother for the fi	rst
AGE	years and	months OR	Separated befo	ore birth	□1	
Q21. Are you	named on the stud	y child's birth ce	rtificate?			
Yes	1 1	No	□₂ Not	sure		
	ve <u>never been mar</u> f you were married,		Child's mother	have you ever ap	plied for guardianship o	of
No□1	Yes, through	mother only	.□₂ Yes, thro	ough court⊡₃	7	
Q23. If yes, wa	as this application	successful?	Yes□ ₁	No□₂ Ongo	ping□3	
Every day Several times a About once a w A few times a n Several times a	en do you talk abo a week week month	134	d with the Study	/ Child's mother?		
Q25. How well	do you get on wit	h the Study Child	l's mother? Wo	uld you say your	relationship is?	
V	ery positive	Somewhat positive	Neutral	Somewhat negative	Very negative	
		\square_2	\square_3	\square_4	\square_5	

Q26. Often parents have to make major decisions concindicate the degree of influence you feel you have in ma	
A lot of influence Some Discipline□1 Health care□1 Education□1 Values and attitudes□1	
Finally, we just have a few questions about you.	
Q27. What is your date of birth? Day	Month Year
Q28. How old were you when your first ever child was b	oorn? years
Q29. How would you describe your current employmen	t status?
Working for payment or profit \Box_1 Looking for first regular job \Box_2 Unemployed \Box_3 Student or pupil \Box_4 Looking after home/family \Box_5	Retired from employment
Q30. What is (was) your occupation in your main job?	Please describe as fully as possible.
Q31. What is the highest level of education that you have	ve completed? (Please tick one box only)
No formal education \Box_1 Primary \Box_2 Junior Cert. or equivalent \Box_3 Leaving Cert. or equivalent \Box_4 Trade Qualification \Box_5	Certificate □6 Diploma □7 Degree □8 Postgraduate Degree □9
Q32. Which of the following best describes your curren	t marital status?
Single	Separated \square_4 Divorced \square_5 Widowed \square_6 Remarried following Widowhood \square_7
Q33. Are you currently living with a partner?	
Q34. If yes, how long have you been in this relationship	? years or months
Q35. How many other children (not including the study	child) do you have?
None by same parent	as Study Child by a different partner(s)
Q36. What is your nationality?	
Q37. If you are NOT Irish, how long have you been living	g in Ireland? years OR months
Q38. How would you describe your general state of hea Excellent Very good Good	Ith? Fair Poor

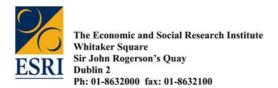
THANK YOU VERY MUCH FOR TAKING PART IN THIS PROJECT. PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED PRE-PAID ENVELOPE. IF YOU HAVE ANY QUERIES ABOUT THIS PROJECT PLEASE PHONE THE GROWING UP IN IRELAND TEAM AT 01-8632000

 \square_3

 \square_4

 \square_5

F17. Non-cohort caregiver questionnaire – home-based (white)







GROWING UP IN IRELAND – national study of children Strictly Confidential – HOME-BASED CARE

rea Code					Househol	d Code					Date _	day	month	year
filling out th					anied by an ir		sheet	. It is i	import				ormation befor	
team.	lF YOU \	WOUL	PREF		COMPLETE T							R OVER TH	E PHONE,	
First of all	, we wo	ould lil	ke to a	sk yo	u some ques	tions abo	out car	ring fo	r the	study (child ir	n particular	:	
Q1. Which	of the	follow	ing be	est des	scribes your	relations	hip to	the st	udy c	:hild?				
Grandmo Grandfath Other rela Friend of	er itive					Neighbou Nanny/au Registere Jnregiste	pair .ed chile	dmind	 ler			□ 6 □ ₇		
Q2. Do yo home)?								flat or	gues	st acco	mmod	ation as pa	rt of the child	i's
00 D				🔲 1				2250						
350			- 77		in his / her o		세 최			r some	wnere	else?		
					re)									
				3					-601					
Q4. How le	ong hav	e you	been	caring	g for the stud	dy child?	-	!	years		m	onths	weel	(S
Q5. How n	nany ho	ours p	er wee	ek do y	ou care for	the study	child	?			hours			
	603													
Q6. How n	nany <u>da</u>	iys pe	r weel	k do y	ou care for th	ne study	child?	-			days			
					study child gage in. Ple								ollows a list of ach activity.	of
					All the time	Freque	ntly (Occasi	onally	/ Ra	rely	Never		
Watching	televisi	on/vid	eos/D\	/D's		\square_2			3]4	_5		
Using a	compute	er							l ₃	Ī	74	5		
Reading									3		4	5		
Doing ho	mework								l ₃	Ī	74			
Playing								Ē	l ₃	Ī		5		
Q8. Please child?	think	about	your i	relatio	nship with th	ne study (child.	How e	asy o	or diffic	ult do	you find ge	etting on with	the
				_			er easy		•				11 7 0 11	
	Vei	ry easy ∏ı	y	Son	newhat easy	C	difficult ∏₃		Son	newhat ∏⊿	difficul	t Very	difficult	
We would	also lik	e son	ne aer	neral ir	nformation o	n the env	ironm	ent in	which	h vou l	ook aft	er the stud	 lv child	
	ypical o				ildren are in								-	
nteriological distribution de la constantia					child	dren								
Q10. What		re the	se ch	ildren			numb	er of c	hildre	en in th	iese aç	je categori	es, again exc	luding
0 – 11 mor	300			110000	7	7-9 years				101101111111111111111111111111111111111				
1-3 years						10 - 12 yea	ars							
4-6 years	-6 years 12 years and over													

Q11. When you are minding the Study Child how mat? Do you estimate	any children's books are available to the study child to read/look
None	
Q12. Do you look after the study child when he or s	he is sick?
Never	Frequently 3 Always
Finally, we would like to know some things about yo	ou.
Q13. What is your date of birth?	ay Month Year
Q14. What is your gender? Male	1 Female2
Q15. What is your nationality?	
Q16. Which of the following best describes your cur	rrent employment status?
Working for payment or profit	Looking after home/family
Q18. If no, please tell us your main occupation usin 'teacher').	g precise terms (e.g. 'national school teacher' instead of
Q19. What is the highest level of education that you	have completed?
No formal education □1 Primary □2 Junior Cert. or equivalent □3 Leaving Cert. or equivalent □4	Certificate □5 Diploma □6 Degree □7 Postgraduate Degree □8
Q20. Do you have any childcare or childcare related your experience of raising your own children?	qualifications (e.g. teaching, nursing, montessori) excluding
No	
Q21. Have you undertaken any other training releva	nt to caring for children? Tick all that apply
Childcare 1 National school teaching 2 Other education 3 Child psychology/development 4 Nutrition/Diet 5 Sign language 6	Special needs assistance
Q22. How long have you worked in a childcare situa	tion? years months
Q23. How many hours do you work each week in ch	ildcare? hours

F18. Non-cohort caregiver questionnaire – centre-based (white)



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



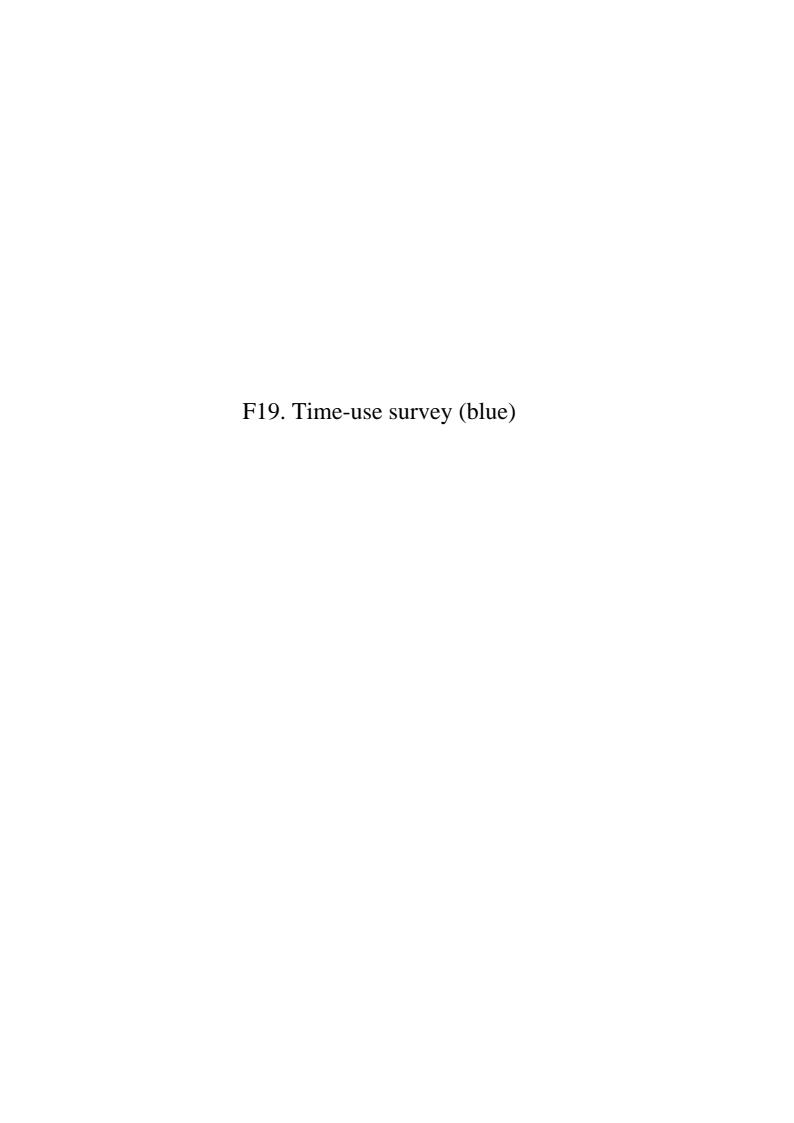


GROWING UP IN IRELAND – national study of children Strictly Confidential – CENTRE-BASED CARE

Area Code					Centre Cod	le				Date	day _	month _	year
filling out the que team.	uestior	nnaire.	If you	have	PLEASE any questions, OMPLETE THE CLASE CALL (01)	ation sh please r	eet. It ing 01	t is imp -86320 E WITH	oortant 000 an	d ask for th	ne Growir	ng Up in Irela	fore and
First of all w	0 W0U	ld like	to ac	k vou	some things al	hout the	ctud	v chile	d in na	rticular			
				5			15		125		manth		vo oko
The second second			TO THE O		en attending the the study child							ns w	reeks
					the study child								
					median-e-certain						uays		
Q4. Compare	a with	otne	Cillio	iren, a	lo you think this	s chila i	S	r				<u> </u>	
Easier to get of	on with	than	averaç	ge	je 1 2 3				_		_	4 erage5	
					study child spe engage in. Plea								
				A	All of the time	requen	tly C	Occasio	onally	Rarely	Ne	ever	
					□ι								
						and the second second		Control of the Contro		and the second s			
child?	Very	easy		Some	ewhat easy	1000	easy n cult		Some	what difficu □4	ult Ve	ery difficult	
We would als	o like	some	aene	ral inf	formation about	t the car	re cen	tre.					
			90				0 0011	0.					
Q7. Are you r	egiste	erea w	ith th		th Service Exec								
Yes			.□1	No)		<u></u> 2	No	t sure			3	
Q8. On a typi	cal da	y, hov	v man	y chil	dren are in the	centre (exclu	ding s	tudy o	child)? _		no. of child	dren
Q9. What age	s are	these	child	ren? (Please indicate	the nur	nber o	of chil	dren i	n these ag	je categoi	ries)	
1- 3 years					<u> </u>	•	10 -	12 yea	rs	r			
Q10. If there is				ars be	tween the ages	of the	oldest	and y	oung/	est child,	are the yo	unger child	ren
Yes			. 🔲 1	No)		\square_2	So	metim	es		3	
Q11. How ma		ildren			re (excluding th Idren	e study	child) are f	rom a	non-Engl	ish speak	ing family	
Q12. How ma			in the	centi	re (excluding th	e study	child) have	a me	ntal or phy	ysical dis	ability?	
administrativ	e or m	nainte	nance	staff,	uivalents) are e etc)?	r	o. of s	staff	ntre to	look after	the child	SP Seco	include

suggestions is given below. P				attending the centre.	A list o
Supervised outdoor play				П	
Sports equipment (footballs, tram					
Educational toys (e.g. meccano,	_			👼	
Other toys (dolls, teddies, etc)			items		
Television/video/DVD] ₅ Organised te	am games		
Other (please specify)					
Q16. How many children's boo	ks are available to	children to read/loo	k at? Do you estim	ıate	
None	🔲 1				
Less than 10	2				
Between 10 and 20					
21 – 30					
More than 30					
Q17. Are parents allowed to le	ave sick children i	into the centre?			
Neverl Rare	ely	Frequently	3	Always	□4
Finally, we would like to know	some things abou	t you.			
Q18. Are you (a) the Director of	f the centre	$]_1$ (b) an employee	of the centre		
Q19. What is your date of bi	rth?				
•	Day	Month	Year		
Q20. Are you? Male.		Female2			
Q21. What is your nationality?					
Q22. Which of the following be	est describes the to	ne of care your cen	tre provides?		
	_				
After-school supervision			ooify)		
			ecify)	_	
Q23. What is your highest leve	l of qualification in	n childcare or related	d discipline (e.g. tea	aching, nursing, Mont	essori)?
No formal qualification	=	-		=	
Certificate	==	Postgraduate De	egree	5	
Diploma					
Q24. Please indicate the subject					
Childcare			ssistance	_	
National school teaching Other education			juage therapy		
Child psychology/development	=	-		_	
	_				
Q25.When did you receive this	-	Year:			
Q26. Have you undertaken any	other training rele				
Childcare	=-			·····	
National school teaching					
Other education	=				,
Child psychology/development Nutrition/Diet	=				
Sign language		First aid		·····	11
Q27. Is caring for children you	r main occupation	? Yes	∐ı No		
Q28. If no, please describe you	r main occupation	as fully as possible	•		
Q29. How many hours do you	work each week in	child care?	hours		
Q30. How long have you worke				nonths	
Q31. Overall, are you happy wo					
Very Happy		Neither happy or	Unhappy	Very unhappy	
v егу Парру	Нарру	Unhappy	Оппарру	very unitappy	
,					

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



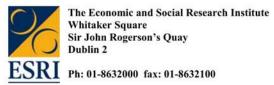
T1. Would you describe the diary day as: [Tick all that apply]

An ordinary day		A family member was away from home	
A holiday or family celebration	\square_2	One of the Study Child's parents was ill	
A school holiday	\square_3	The Study Child was ill	
A parent took some time off work		We had guests staying with us	
The family dealt with a crisis			10

T2. When did you fill in the diary? Please tick ($$) one box.
Now and then during the diary day
At the end of the diary day \square_2
The day after the diary day \square_3
Later
T4. Did you complete it with Study Child? Yes

PLEASE RETURN THIS COMPLETED TIMEUSE DIARY IN THE ENCLOSED PRE-PAID ENVELOPE TO THE ECONOMIC AND SOCIAL RESEARCH INSTITUTE (ESRI).

THE ASSISTANCE OF YOU AND YOUR FAMILY IN THE GROWING UP IN IRELAND PROJECT IS GREATLY APPRECIATED AND WILL HOPEFULLY ASSIST ALL CHILDREN IN IRELAND OVER THE COMING YEARS.



DAY





Area Code Household Code Respondent Code
GROWING UP IN IRELAND – the national longitudinal study of children
Time Use Diary
STRICTLY CONFIDENTIAL
As part of the <i>Growing Up in Ireland</i> project we would like to record details on how 9-year old children in Ireland spend their time.
We would like you to complete the enclosed time-use diary with the Study Child as shown by the interviewer. Simply mark the booklet to indicate what the Study Child was doing for each quarter hour in the day. To do this draw an arrow through the relevant 15 minute slots to indicate what the Study Child was doing.
If a child was engaged in a number of activities in any given 15-minute time period we would like you to record their MAIN activity – for example if the child was watching TV and also eating a snack and if you consider his/her main activity to be watching the TV at that time then record this in row 15 – Watching TV and Videos/DVDs rather than in row 4 on Eating/Drinking.
Once again we would like to assure you that all of the information provided will be treated in the strictest confidence and will not be revealed in any way which could be associated with your name or address.
Day on which we would like this diary to be completed:

DATE

Activity																aı	n													
	00.00 an				am		2.00 an) am		4.00			00 am		6.00 a			0 am		3.00 am		09.00 am					1.00 an	
	15 30 45 1		15 30 45		1	5 30 4	5	15 30 45		15	15 30 45		15 30 45		1:	15 30 45		15 3	30 45	15	30 45	1	15 30 45		15	30 45	15	30 4	5	
1. SLEEPING																												$\perp \perp$	'	Ш
2. RESTING/RELAXING (doing nothing, 'time out')																														
3. PERSONAL CARE (washing, dressing, toilet)																														
4. EATING/DRINKING/HAVING A MEAL																														
5. TRAVELLING TO AND FROM SCHOOL																														
6. OTHER TRAVELLING (incl. leisure and domestic trips; dropping to games, matches etc)																														
7. AT SCHOOL																														
8. HOMEWORK																														
9. PHYSICAL PLAY/EXERCISE/SPORTS (playground, running, chasing, football, judo, ballet,dance)																														
10. PLAYING BOARD GAMES, CARDS etc.(card games, snakes & ladders, Monopoly, Trivial Pursuit etc)																														
11. GENERAL PLAY (with toys, dolls, cars etc; dressing up, 'playing house', imaginary or make believe games)																														
12. HOBBIES AND OTHER LEISURE ACTIVITIES (crafts, model making, painting, music practice etc.)																														
13. COMPUTER/INTERNET /PLAY STATION / X-BOX etc. (playing on computer, with computer games)																														
14. EMAIL/ BEBO / MSN / TEXTING/ ON THE PHONE (contacting, messaging friends or others)																														
15. WATCHING TV AND VIDEOS/DVDS etc																														
16. READING BOOKS, COMICS, MAGAZINES ETC.																														
17. HOUSEHOLD CHORES / HOUSEWORK																														
18. VISITS TO A RELATIVE'S HOUSE FOR PURPOSES OTHER THAN PLAY																														
19. ON A FAMILY OUTING (a trip out as a family)																														
20. ON A SHOPPING TRIP (shopping for groceries, clothes etc.)																														
21. RELIGIOUS ACTIVITY (attending religious services, prayer etc.)																														
22. NOT SURE																														

Activity																ри	n												
				01.00 pm 15 30 45			2.00 pm 5 30 4		03.00			4.00 p		05.00 pm 15 30 45			06.00 pm 15 30 45		07.00 pm 15 30 45									11.00 pm 15 30 45	
SLEEPING		30 45	+	15 30	1 45	1;	30 43	-	15 30	0 45	13	5 30	45	15 3	1 1	12	30 4	13	15 3	0 45	15	30 45	12	30 43	,	15 30 4		15 3	1 45
2. RESTING/RELAXING (doing nothing, 'time out')	++	++	+		+	++	$\dashv \dashv$		++		+				++	+	+	++	+	\vdash			+		+			+	\Box
3. PERSONAL CARE (washing, dressing, toilet)			+	\Box	+	$\forall \exists$			+		\top	\top			++	+					\Box		\top		+			+	
4. EATING/DRINKING/HAVING A MEAL			\top		\top	\top	$\dashv \dashv$		+		\top				\vdash	\top		\vdash	\top				\top		\top			\top	
5. TRAVELLING TO AND FROM SCHOOL			\top	\Box	\top	\top			\top		\top					\top							\top		\top			\top	
6. OTHER TRAVELLING (incl. leisure and domestic trips; dropping to games, matches etc)			\top			\top			\top														\top		\top			\top	
7. AT SCHOOL					\top				\top																			\top	
8. HOMEWORK					\top				\top																			\top	
9. PHYSICAL PLAY/EXERCISE/SPORTS (playground, running, chasing, football, judo, ballet,dance)			\top			\Box			\top																			\top	
10. PLAYING BOARD GAMES, CARDS etc.(card games, snakes & ladders, Monopoly, Trivial Pursuit etc)																												\top	
11. GENERAL PLAY (with toys, dolls,cars etc;dressing up, 'playing house',imaginary or make believe games)						П																						\top	
12. HOBBIES AND OTHER LEISURE ACTIVITIES (crafts, model making, painting, music practice etc.)																												\top	
13. COMPUTER/INTERNET /PLAY STATION / X-BOX etc. (playing on computer, with computer games)																												\top	
14. EMAIL/ BEBO / MSN / TEXTING/ ON THE PHONE (contacting, messaging friends or others)																													
15. WATCHING TV AND VIDEOS/DVDS etc																													
16. READING BOOKS, COMICS, MAGAZINES ETC.																													
17. HOUSEHOLD CHORES / HOUSEWORK																													
18. VISITS TO A RELATIVE'S HOUSE FOR PURPOSES OTHER THAN PLAY																												\top	
19. ON A FAMILY OUTING (a trip out as a family)			\top	\prod		\prod																							
20. ON A SHOPPING TRIP (shopping for groceries, clothes etc.)									\top																			\top	
21. RELIGIOUS ACTIVITY (attending religious services, prayer etc.)																													
22. NOT SURE																													

F20. Mother/ Lone Father questionnaire – Twin Module (yellow)







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

MOTHER or LONE FATHER QUESTIONNAIRE - TWIN MODULE

AREA HOUSEHOLD	RESPONDENT
Interviewer Name	Interviewer Number
Time Interview Started (24 ho	ur clock) Date mthyear
Hello, I'm from the Economic and Social Rese contacting you about <i>Growing Up in Ireland - the I</i> a major new government study about children in I and Social Research Institute and Trinity College the study. The study itself will involve interviewing	National Longitudinal Study of Children. This is reland. It is being undertaken by the Economic Dublin. I have an information leaflet here about
You may remember that you were contacted ab child's school. You signed a consent form sayin study.	
We are seeking to interview the parents / guardiar the child him / herself.	ns of <name 9-year-old="" child="" of="" study=""> and also</name>
All the information you and your family provides we not be released in any way which would allow the you or your family.	
A. INTROD	UCTION
A0. Person number of twin covered by this questionnal	re (from household register – main survey)
	Respondent code of twin
A1. Are you the parent / guardian of the <study child's="" her.<="" td=""><td></td></study>	
Yes □1	No2
A2. Int: Record gender of parent 1 Male	□ ₁ Female□ ₂
A3. [Show Card A3] Which of the following best describe [Interviewer use codes only]	es your relationship with <the child's="" study="" twin="">?</the>
A. Biological mother/ father	E. Grand parent5 F. Aunt/uncle6 G Other relative/ in law7 H. Unrelated guardian8
A4. Does <study child=""> go to the same school as twin?</study>	Yes
If not, name and address of school this child attends:	

A4. Are the twins :			
Identical	□ ₁ Fraternal		Not sure
have identical DNA);			gg that separated after fertilisation (they would make the same of
A5. Can the following	ng people usually tell th	e twins apart?	
	Always/most of the tin	ne Sometimes	Never/hardly ever
Other family member	s	2	3
A6. At what age did	you first start to notice	differences, if any, b	etween the twins in terms of?
Height	years or	months □ ₁ OR	No difference□₂
Weight	years or	months 🔲 OR	No difference□₂
Facial features	years or	months 🔲 OR	No difference□₂
Voice	years or	months 🔲 OR	No difference□₂
Personality	years or	months □ ₁ OR	No difference
A7. Which twin was	born first?	(child's first name o	only)
A8. Were the twins a	a result of fertility treatr	nent? Yes	□ ₁ No□ ₂
A8a. If yes, please s	pecify the type of fertili	ty treatment	
A9. Are you person	ally a twin (or triplet)?	Yes	□ ₁ No□ ₂
A10. Have you had a	any other <u>multiple</u> birth	s? Yes	1
		number of	other children in multiple births
A11. Have any of the	e following women in ye	our family had multip	le births? (Tick all that apply)
Your mother Your maternal grandr Your paternal grandn Other close blood rela	nother] ₂	Twins' father's mater	er4 rnal grandmother5 nal grandmother6
A12. Compared to ty	ypical siblings of a simi	lar age, would you sa	y that the twins' relationship is?
Much closer	Somewhat closer	About the same	Somewhat Much more distant
<u></u> 1	2	3	
A13. Please comple	ete the following senten	ces:	
a) The most challen	ging thing about parent	ting twins is:	
b) The most reward	ing thing about parentir	ng twins is:	

B. CHILD'S HEALTH

B1. How much did the <study child's="" twin=""> weigh at birth?</study>	Pounds	Ounces	OR
_	Kilos	Grams	Don't know
B2. [Show Card B2] Was the <study child's="" twin=""> born late, on</study>	time or early?		
Late birth (42 weeks or more)			
B3. [Show Card B3] What was the mode of delivery? [Int. Use co	des only]		
A. Normal birth	arean	5	Know
B4a. Did the <study child's="" twin="">have to go to a Neonatal Interhe/she was born?</study>	nsive Care Unit o	or Special C	Care Nursery after
Yes	n't know		_3
B4b. How old was Study Child when he/she came home from h	ospital (or speci	al care)?	
1-4 weeks	ns ths n 12 months		□6 □7
B5. Was the <study child's="" twin="">ever breastfed, even if only for</study>	or a short time?		
	know 🔲 3		
B6. For how many months was the Study Child breastfed?	months	DK / Car	ı't Remember □99
B7. [Show Card B7] In general, how would you describe the <st< th=""><td>udy Child's twin</td><td>> health in</td><td>the past year?</td></st<>	udy Child's twin	> health in	the past year?
Very healthy, no problems		al basith w	vahlam illaassa su
disability?		ai neaith pi	roblem, illiess of
Yes1 No	2		
B9. What is the nature of this illness or disability? Please des diagnosis, not symptoms of the problem]	cribe as fully as	possible. [l	Int please record
B10. Since when has the <study child's="" twin="">had this illness</study>	or disability?	(mt	h)(year)
B11. Is the <study child's="" twin="">hampered in his/her daily active problem?</study>	vities by this phy	sical or me	ental health
Yes, severely		lo	3
B12. In addition to what we have just discussed has the <student any="" chronic="" had="" health="" illness<="" mental="" or="" physical="" problem,="" th=""><td>ly Child's twin>e ss or disability?</td><td></td><td></td></student>	ly Child's twin>e ss or disability?		
Tes1 No	2		
B13. What was the nature of this illness or disability? Please record diagnosis, not symptoms of the problem]	describe as fully	as possibl	e. [Int please
			

B14. Most children have accidents at some time. Has the injury that required hospital treatment or admission?	<study child's="" twin=""> ever had an accident or</study>
Yes N	0
B15. How many separate accidents has the <study admission?<="" child="" or="" th=""><th>d's twin> ever had that required hospital treatment</th></study>	d's twin> ever had that required hospital treatment
accidents	an an hanalan
B16. How many of these accidents involved bone fractur	es or breaks?
C. CHILD'S USE OF HI	EALTH SERVICES
C1. About how many nights has the <study child's="" twin=""></study>	spent in hospital over his/her lifetime? [Int. if none,
write none]nights	
C2. In the last 12months how visits has <study child's="" th="" to<=""><th>win> made to the ARE (Accident and Emergence)</th></study>	win> made to the ARE (Accident and Emergence)
department of a hospital?	viii> made to the A&E (Accident and Emergence)
visits	[Int. if 'none' write 'none' do not leave blank]
C3. In the last 12 months, how many times have you seen	o, or talked on the telephone with any of the
following about the physical, emotional or mental health	
	N times None Don't know Refused
A general practitioner (GP)	
Another medical doctor e.g. in a hospital	
Other professional, psychologist, psychiatrist, counsellor etc.	3
C4. Was there any time in the last 12 months when, in yo medical examination or treatment for a health problem be	
Yes	n't know
C5. Why did the <study child's="" twin=""> not get the medical</study>	care or treatment? Was this because
[int: please tick yes or no in respect of each]:	Yes No
a)You couldn't afford to pay	
b)The necessary medical care wasn't available or accessible	to you12
c)You could not take time off work to visit the doctor	□1□2
d)Wanted to wait and see if the problem got better	
e)Child refused / fear of doctor	
g)Other (specify)	
C6. Was there any time in the last 12 months when, in yo dental examination or treatment but he /she did not recei	
Yes No	n't know
C7. Why did the <study child's="" twin=""> not get the dental of</study>	are or treatment? Was this because
[Int: Please tick yes or no in respect of each]	Yes No
a)You couldn't afford to pay	
b)The necessary dental care wasn't available or accessible to	
c)You could not take time off work to visit the dentist	
d)Wanted to wait and see if the problem got better	
e)Child refused / fear of dentist	
g)Other (specify)	
g/Suitor (specify)	
C8. Does the <study child's="" twin=""> brush his/her teeth at</study>	least once per day? Yes □1 No □2

C9. Which of the following best describes how regularly the <study child's="" twin=""> visits the dentist?</study>
At least once a year
C10. Does the <study child's="" twin=""> currently or at any time in the past have / had any sort of sight problem requiring correction?</study>
Yes, currently
C11. [Show Card C11] Has the <study child's="" twin=""> ever been given any treatment for the problem? If so, what? [Int. Tick all that apply]</study>
Laser treatment
C12. Does the <study child's="" twin=""> currently or at any time in the past have /had any sort of hearing problem requiring correction?</study>
Yes, currently
C13 [Show Card C13] Has the <study child's="" twin=""> ever been given any treatment for the problem? If so, what? [Int. Tick all that apply]</study>
Hearing aid
C14. Do you have any concerns about how the <study child's="" twin=""> talks and makes speech sounds? Would you say no, yes a little or yes a lot?</study>
No
C15. [Show Card C15] In which areas does child have difficulties? What speech problems does the Study Child have? [Int: Tick all that apply. If child present use codes only]
A. Reluctant to speak
B. Speech not clear to the family
C. Speech not clear to others
E. Difficulty putting words together
C16. Does the <study child's="" twin=""> usually require ongoing support to be able to move around?</study>
Yes □₁ No □₂
C17. What supports does the <study child's="" twin="">require? [Int. Tick all that apply]</study>
Braces ☐₁ Crutches ☐₂ A stick ☐₃ Wheelchair ☐₄
C18. Does the <study child's="" twin=""> need the help of another person to get around in the wheelchair?</study>
Yes □ ₁ No □ ₂
C19. Is <study child's="" twin=""> right or left-handed? Right handed□₁ Left handed□₂</study>

D. CHILD'S DIET AND EXERCISE

D1. [Show Card D1] In the last 24 hours has the <Study Child's twin> had the following foods and drinks once, more than once, or not at all?

		More than	Not	Don't	
	Once	Once	At All	know	
1.Fresh fruit		2	3	🗀 4	
2.Fruit juice]3	🗀 4	
3.Meat / Chicken / Fish	□1	2	3	□4	
4.Eggs	1	2]3	🗖 4	
5.Cooked vegetables]3	🗖 4	
6.Raw vegetables or salad	□1			🗖 4	
7.Meat pie, hamburger, hot dog, sausage or sausage	roll			🗖 4	
8.Hot chips or French fries		_	_		
9.Crisps or savoury snacks					
10.Bread					
11.Potatoes/ Pasta/ Rice				_	
12.Cereals					
13.Biscuits, doughnuts, cake, pie or chocolate					
14.Cheese/yoghurt/ fromage frais				_	
15.Low fat Cheese/ low fat yoghurt		_		_	
16.Water (tap water / still water/ sparkling water)					
17.Soft drinks / minerals / cordial / squash (not diet)	_	_		_	
18. Soft drinks / minerals / cordial / squash (diet)					
19.Full cream milk or full cream milk products					
20.Skimmed milk or skimmed milk products	1 —			_	
D3. Does the <study child's="" twin=""> usually have set D4. Which of the following does he/she usually ear Cereal</study>	pints	More than 1½ fore school? apply]	yes]₄ DK □₀	
Pather	other unrelated Friend(s) Someone e No one / ch	ated adults (ch lse (specify) nild eats alone.	ildminder, na	6 7 8	
D8. Is <study child's="" twin=""> on any type of specia</study>					
	es, coeliaces, other (specify)				
Yes, vegetarian					
[Int. vegan diet: does not eat meat, poultry, fish, eggs, buttermilk or cheese]					

D9. [Show Card D9] Do you th	nk the <study child's="" twin=""> is:</study>
Moderately underweight	
minutes of exercise hard en	any times in the past 14 days has the <study child's="" twin=""> done at least 20 bugh to make him / her breathe heavily and make his / her heart beat faster? example, playing football, jogging, or fast cycling). Include time in physical</study>
	none
minutes of light exercise the	any times in the past 14 days has the <study child's="" twin=""> done at least 20 t was not hard enough to make his / her breathe heavily and make his / her se includes, walking or slow cycling) Include time in physical education class.</study>
	none
D12. How far away is the sch	ool from the <study child's="" twin="">'s home (one-way distance)?</study>
Less than ½mile (1km) ½ to 1 mile (1-2km) 1-5 miles (2-8km) More than 5 miles away (8km) Attends boarding school	
D13. How does the <study [int="" a="" and="" b<="" box="" c="" col="" in="" one="" td="" tick=""><td>ild's twin> usually (a) go to school and (b) come home from school?</td></study>	ild's twin> usually (a) go to school and (b) come home from school?
•	A. Going B. Coming home
1. He/she walks	
2. By public transport	
-	
•	
,	take the <study child's="" twin=""> (a) to go to school (b) to come home from</study>
Loop than Emilia	A. Going B. Coming home
	$egin{array}{cccccccccccccccccccccccccccccccccccc$

G. CHILD'S ACTIVITIES

	lease remember to include time before school as well as tim
None	3 hours to less than 5 hours □ ₄ 5 hours to less than 7 hours□ ₅
1 hour to less than 3 hours	7 hours or more \square_6
twin> spend reading for pleasure? Include to	ng term time, about how many hours does the <study child'<br="">ime when the child reads to themselves or is read to b ing to books on audio tapes, records, cds or a computer.</study>
None	5 hours to less than 7 hours
Less than an hour	7 hours or more
	ng term-time, about how much time does the <study after="" as="" before="" child'="" do="" ide="" no<="" school="" school.="" td="" time="" well=""></study>
None	3 hours to less than 5 hours □₄
Less than an hour	5 hours to less than 7 hours □₅
1 hour to less than 3 hours	7 hours or more \square_6
	ng term-time, about how much time does the <study child'<br="">aystation, X-box, Nintendo etc? Please include time befor clude time spent using computers in class.</study>
None	3 hours to less than 5 hours □ ₄
Less than an hour	5 hours to less than 7 hours □₅
1 hour to less than 3 hours	7 hours or more \square_6
G5. Does the <study child's="" twin=""> have the foll</study>	owing in his/her bedroom?
Yes No	Yes No
Television $\square_1 \dots \square_2$	Computer or laptop2
Video/DVD player □ ₁ □ ₂	Games console (playstation etc)
G6. On an average week how much money wou him/herself? €	ıld you say you give the <study child's="" twin=""> to spend</study>
	NAL HEALTH AND WELL-BEING e <study child's="" twin=""> ever experienced any of the following</study>
at any time in their life : [Int – CODES ONLY IF C	
A. Death of parent(s)	
B. Death of close family member (please specify)	
C. Death of close friend	
D. Divorce/separation of parents	
E. Moving house	
F. Moving country	
G. Stay in foster home/ residential care	
H. Serious illness/injury I. Serious illness/injury of a family member	8
Carrier Company of a family member	_
	9
J. Drug taking/alcoholism in immediate family	9 10
J. Drug taking/alcoholism in immediate family K. Mental disorder in immediate family	9 10 11
J. Drug taking/alcoholism in immediate family	9 10 11 12

H2. [Show Card H2] I am going to read a number of statements which could be used to describe the child's behaviour over the past six months. Please tell me whether or not you consider each to be 'not true', 'somewhat true' or 'certainly true'. Use answers A, B, C and so on as on the card if you like.

Not Somewhat Certainly

				Not True	Tru		True	
A. Considerate of other people's feelings								
B. Restless, overactive, cannot stay still for long				_	_			
C. Often complains of headaches, stomach aches or si	icknes	s		□1		<u>]</u> 2	□3	
 D. Shares readily with other children (treats, toys, pend 	cils etc.	.)		□1			□3	
E. Often has temper tantrums or hot tempers				□1] ₂	🔲 3	
F. Rather solitary, tends to play alone				□1		72	□3	
G. Generally obedient, usually does what adults reque								
H. Many worries, often seems worried								
I. Helpful if someone is hurt, upset or feeling ill					_			
J. Constantly fidgeting or squirming					_	_		
K. Has at least one good friend								
L. Often fights with other children or bullies them					_			
M. Often unhappy, down-hearted or tearful					_			
					_	_	_	
N. Generally liked by other children					_	_		
O. Easily distracted, concentration wanders								
P. Nervous or clingy in new situations, easily loses con					_			
Q. Kind to younger children					_			
R. Often lies or cheats				1		<u>]</u> 2	🔲 3	
S. Picked on or bullied by other children				□1] ₂	□3	
T. Often volunteers to help others (parents, teachers, c	ther cl	hildren)	□1] ₂	□₃	
U. Thinks things out before acting				□1		<u>]</u> 2	□3	
V. Steals from home, school or elsewhere				🗖 1			□₃	
W. Gets on better with adults than with other children				\Box_1			🗔 3	
X. Many fears, easily scared					_			
Y. Sees tasks through to the end, good attention span.					_	_		
H3. [Show Card H3] Thinking about the <study child's="" of="" study="" twin=""> are the following descriptions</study>	1.N	e code		3, 4 or	5 as on the	card i		y
A. Child tends to be shy								10110
B. Child cries easily		<u>1</u>)	3		45	
C. Child likes to be with people D. Child is always on the go	[□ 1			3		45	
D. Child is always on the go		<u></u> 1)	З		45	
E. Child prefers playing with others rather than alone		⊒1)			45	
F. Child tends to be somewhat emotional.	······	⊣ 1		2		⊢	45	
G. When child moves about, he usually moves slowly.				2	Ыз	⊢	4	
H. Child makes friends easily		1			3	L	45	
wakes up in the morning	г	¬.			П.			
J. Child finds people more stimulating than anything els		╣		· · · · · · · · · · · · · · · · · · ·		·······∺	45	
K. Child often fusses and cries		՝		 ,	 	H	4	
L. Child is very sociable	r)		H	4	
M. Child is very energetic	Г	\Box_1)			45	
N. Child takes a long time to warm up to strangers	[<u></u>)	3		45	
O. Child gets upset easily	[□ 1)	3		45	
P. Child is something of a loner			=		3		45	
Q. Child prefers quiet, inactive games to more active o					3		45	
R. When alone, child feels isolated.				·	3	∐	45	
S. Child reacts intensely when upset.						 	4	
T. Child is very friendly with strangers	L	1	2		3	⊔	45	

J. CHILD'S EDUCATION – PAST AND CURRENT

J1. I would like you to think back to when <study child's="" twin=""> was younger, and BEFORE HE/SHE STARTED PRIMARY SCHOOL. Was there ever a period of one year or more when he/she was minded on a regular basis for 3 or more days per week by, for example, a minder (a relative or non-relative), in a creche, a Montessori, pre-school, Naíonra etc?</study>
Yes□ ₁ No□ ₂
J2. [Show Card J2] What is the MAIN type of out-of-school care, if any, that you CURRENTLY use during term time for the <study child's="" twin="">. In other words, who is he/she with on a regular basis, outside of holiday periods and weekends [Int: Tick 1 box only]</study>
Child minded at home by me or resident partner
days per week ₁ Not relevant, at home with parent/guardian
J5. [Int. Ask if NOT codes 1-5 at J2]: Approximately how much does this childcare for the <study child's="" twin=""> typically cost you per week/fortnight/month etc.? [Int. Record only in respect of <study child=""> and make sure to record the period to which amount refers]. € per Week</study></study>
J6. [Show Card J6] During an average week does the <study child's="" twin=""> participate in any clubs or organisations outside of school hours. If yes, does this activity have to be paid for? Participate Pay for in activity? activity? Activity Yes No Yes No Sports/Fitness club (gym., GAA, soccer, hockey etc) 1 1 2 1 1 2 Cultural activities (dance, ballet, music, arts, drama etc.) 1 1 2 1 1 2 Youth club 1 1 2 1 1 2 Scouts/ Guides/ Boy's Brigade / Girl's Brigade 1 1 2 Homework club 1 1 2 1 1 2 Other (specify) 1 1 1 2 J7. Thinking of the last academic year, did you or your spouse/partner attend a formal meeting with the</study>
<study child's="" twin's=""> teacher? Yes□₁ No□₂</study>
J8. [Show Card J8] During the last school year, about how many days was <study child's="" twin=""> absent from school for any reason? 0 days</study>

J10. How often is the <st< th=""><th>udy Child's twin</th><th>> given h</th><th>omework?</th><th>[Card J10]</th><th></th><th></th></st<>	udy Child's twin	> given h	omework?	[Card J10]		
Never						5
Less than once a month		-			🔲 6	5
Once a month						
A few times a month	_					
J11. On days when the < spend doing homework?		in> is give	en homewo	rk, how much	n time does he	or she usually
0 to 15 minutes						
16 to 30 minutes						
31 minutes to less than one						
1 to less than 1.5 hours						
J12. How often do you or Always/	your spouse/pa	irtner pro	vide help w	ith the <stud< td=""><td>y Child's twin's</td><td>s> homework? Child rarely</td></stud<>	y Child's twin's	s> homework? Child rarely
Nearly Always	Regularly	Now and	Again	Rarely	Never	
1						
J13. Based on your know how well in general, do y Do you think he/she is: [0	ou think he/she Card J13/J14]	is doing i	n <i>mathema</i>	tics relative to	o other childre	
Poor Below average Average		₂ E		ge		
J14. Based on your know how well, in general, do y Card J13/J14]	ledge of the <st< td=""><td>udy Child</td><td></td><td></td><td></td><td></td></st<>	udy Child				
PoorBelow averageAverage		₂ E		ge		
J15. About how many day hours?	ys a week does t	the <stud< td=""><td>y Child's tw</td><td>vin> do things</td><td>s with friends o</td><td>outside of school</td></stud<>	y Child's tw	vin> do things	s with friends o	outside of school
Never □ ₁ 1 day a weel	k	s a week.	. □₃ 4-5 d	lays a week	₄ 6-7 days a	a week □₅
J16. About how many clo	se friends does	the <stud< td=""><td>dy Child's to</td><td>win> have?</td><td></td><td></td></stud<>	dy Child's to	win> have?		
			. 🔲 3	4 or 5		nore 🔲 5
Le Ar Di De Po		equivaler or equivale or trade	ent		·	hild's twin> will go
J18. To your knowledge,	has the <study< th=""><th>Child's tw</th><th>/in> been a</th><th>victim of bull</th><th>ying in the last</th><th>t year?</th></study<>	Child's tw	/in> been a	victim of bull	ying in the last	t year?
Yes			No	2		
J19. [Show Card J19] Wha			ke?			
Physical bullying Verbal bullying Electronic [phone messaging			2 Exclusion	າ	es etc	
J20. [Show Card J20] Wha	nt was the reason	n for the b	oullying?			
Ethnicity	/		Gender Teacher Family b	role 's pet ackground		s, weight etc)

Coordination Disorder J22. [Show Card J22] If yes, what is the nature of the difficulty or disorder? ADHD...... Dyspraxia..... Autism..... Slow progress (reasons unclear)...... Aspergers Syndrome..... J23. Was it diagnosed by a professional? Yes No J24. How long ago was it diagnosed? Last 6 months 1-2 years..... 6-12 months..... Longer than 2 years...... J25. About how many children's books does <Study Child's twin> have access to in your home now, including any library books? Would you estimate: None 21 to 30..... More than 30..... 10 to 20..... J26. Do you use the Public Library for the <Study Child's twin>?............ Yes □₁.....No□₂ K: FAMILY CONTEXT K1. Do you feel you have fun with the <Study Child's twin> every day? K2. [Show Card K2] I am going to read out some statements about the relationship between you and your child. Please listen to each statement and describe the degree to which each of the following statements currently applies. Applies Definitely Definitely Neutral, not Not does not apply really sure somewhat Applies A. I share an affectionate, warm relationship with my child. \square_1 b B. My child and I always seem to be struggling with each other. D. My child is uncomfortable with physical affection or E. My child values his/her relationship with me...... \square_1 F. My child appears hurt or embarrassed when I correct him/her...... G. My child does not want to accept help when he/she needs it. H. When I praise my child, he/she beams with pride. I. My child reacts strongly to separation from me...... J. My child spontaneously shares information about himself/ herself..... L. My child easily becomes angry at me...... 2 O. My child asks for my help when he/she really does not need help....... P It is easy to be in tune with what my child is feeling..... $\square_{1...}$ Q. My child sees me as a source of punishment and

J21. Do you think the <Study Child's twin> has a Specific Learning Difficulty, Communication or

K8. Does the <study child's="" twin=""> belong to any religious denomination Yes</study>
K9. [Show Card K9] If yes, which one
Christian – no denomination
K10. How regularly does the <study child's="" twin=""> attend religious service?</study>
Daily Weekly Monthly Less Special Never Refused N/a to
Often Occasions their religion
□1□2□3□4□5□6□7□8 K11. How fair or unfair would you say the household tasks are distributed between you and your partner?
Very unfairly ☐₁ Quite unfairly ☐₂ Fairly ☐₃ Don't have partner ☐₄
L1. Does the <study child's="" twin=""> have his/her own bedroom? Yes 1 No</study>
L2. How many others does the Study Child share a bedroom with?
L3. And is <study child's="" twin=""> a citizen of Ireland? Yes</study>
L4. What citizenship does he / she hold? Don't know
L5. Was the <study child's="" twin=""> born in Ireland? Yes □₁ No□₂</study>
L6. In which country was he/she born? L7. How long ago did he/she first come to live in Ireland? Within the 1-5 years 6-10 Don't last year ago years ago Know
L8. Does anyone other than yourself and/ or your spouse / partner provide care to the <study child's="" twin=""> on a regular basis for 8 or more hours each week? This could be in your own home, in a child-minder's home, in a crèche an after-school club etc. The person providing the care might be a relative or non-relative. Int Refer back to question J2 page 12 of the questionnaire</study>
Yes, regular care 8 hrs per week or more
L9. Is this care provided in: the child's home
L10. We would like to send a short questionnaire to the person / centre who provides this care to the Study Child. We would be happy to show you the content of this questionnaire before we send it. Would you be able to provide us with contact details for the person or centre which provides this care to the Study Child?
Yes
Time Interview Ended (24 hour clock)

F21. Father / Partner questionnaire – Twin Module (yellow)







GROWING UP IN IRELAND – the national longitudinal study of children STRICTLY CONFIDENTIAL FATHER QUESTIONNAIRE – TWIN MODULE

AREA					HC	DUSEF	HOLD				RES	PONDI	ENT		
							•								
Interviewer Name								tervi	ewer N	Number	·L				
Time Section Started							(24 hou	r cloc	k)	Date	day	mth	<u> </u>	ye	ear
Hello, I'm from the Economic and Social Research Institute (ESRI) based in Dublin. I am contacting you about <i>Growing Up in Ireland - the National Longitudinal Study of Children</i> . This is a major new government study about children in Ireland. It is being undertaken by the Economic & Social Research Institute (ESRI) and Trinity College Dublin. I have an information leaflet here about the study. The study itself will involve interviewing 8,000 9 year olds and their families.															
We are see	eking	to int	ervie	w <nar< td=""><td>ne of 9</td><td>-year-</td><td>old Stu</td><td>dy C</td><td>hild>'s</td><td>s twin.</td><td></td><td></td><td></td><td></td><td></td></nar<>	ne of 9	-year-	old Stu	dy C	hild>'s	s twin.					
We are seeking to interview <name 9-year-old="" child="" of="" study="">'s twin. All the information you and your family provides will be treated in the strictest confidence and will not be released in any way which would allow the information you provide to be identified with you or your family.</name>															
A0. Person number of twin covered by this questionnaire (from household register – main survey)															
Respondent code of twin															
								Re	espond	lent cod	e of t	win			
): FAI	MILY (соит	EXT						
D1. Do you	feel y	ou hav	e fun	with th	e <stu< td=""><td>dy Chil</td><td>d's twir</td><td>>ever</td><td>y day?</td><td>Y</td><td>es</td><td>□1</td><td>No</td><td> 🗀</td><td>2</td></stu<>	dy Chil	d's twir	>ever	y day?	Y	es	□1	No	🗀	2
D2. [Show Card D2] Here are some statements about the relationship between you and the <study child's="" twin="">. Please describe the degree to which each of the statements currently applies.</study>															
							Defini	telv	Not	Neutral	not	Applies	Defin	itely	
							does not	apply	really	sure	*	somewhat	appl		
I share an a My child and	d I alwa	ays see	em to	be strug	gling w	ith each	1				3			5	
other										Н	3		L	5	
If upset, my My child is u							1		2	Ц	3	4	L	5	
touch from r							□₁		П		2		E		
My child value	ues his	/her re	lation	ship wit	h me		🗖				3	\Box	Ī	$=$ $\frac{3}{5}$	
My child app											•				
him/her							🗖		2		3			5	
My child doe							_		_	_			_		
needs it									2	Ц	3		<u> </u>	5	
When I prais										Н	3		k	5	
My child rea My child spo							1		2	L	3	4	L	5	
himself/ hers							П.		\Box			\Box .	г	7.	
My child is o										H	ა ა	H	L		
My child eas										H	ง จ			=======================================	
My child trie										H	33			======================================	
My child fee										H	3	Ti.		\exists_{5}	

My child asks for my help wheeld help		-		not	П.			Π,	\Box_{ϵ}
It is easy to be in tune with		<u></u>	2			5			
My child sees me as a sou	rce of punis	shment							
criticism				. □1	2		4	5	
My child expresses hurt or			pend t	me	_	_	_	_	_
with other children					<u> </u>	2	3	4	5
My child remains angry or	is resistant	after b	eing		_	_	_	_	_
disciplined		1	2	3	4	5			
When my child is misbehave					_	_	_	_	_
look or tone of voice				.∐1	2	3	4	5	
Dealing with my child drain				1	2	3	4	5	
I've noticed my child copyir					_	_	_	_	_
doing things		<u> </u>	2	3		5			
When my child is in a bad									
long and difficult day				·∐1	2	3		5	
My child's feelings toward									
can change suddenly				<u> </u>	2	3	4	5	
Despite my best efforts, I'm									
child and I get along						5			
I often think about my child		1	2	3	4	5			
My child whines or cries when									
from me				3		5			
My child is sneaky or mani		<u>1</u>	2	3	4	5			
My child openly shares his									
with me				<u>1</u>	2	3	4	5	
My interactions with my ch									
and confident as a parent.					∐ 1	2		4	5
Time Section Ended		Π			(24 hour	clock)			