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GROWING UP IN IRELAND STRICTLY CONFIDENTIAL

5-YEAR QUESTIONNAIRE - Draft of 20/02/13

5-1 LAN QUESTIONNAINE - Blatt of 20/02/13
PRIMARY CAREGIVER QUESTIONNAIRE
GROUP HHOLD RESPONDENT
INTERVIEWER NAME INTERVIEWER NO:
Time Section Started
We are seeking to interview the parents/guardians of <child>. The whole interview with the parents/guardians and child will take about minutes to complete [INTERVIEWER: Adjust as appropriate for you in the field]. All the information you and your family provide will be treated in the strictest confidence and will not be released in any way which would allow the information you provide to be identified with you or your family. If however, we are told something which might suggest that a child or other vulnerable person is at risk we may have to act on it.</child>
The Department of Children and Youth Affairs is funding the study in association with the Department of Social Protection and the Central Statistics Office. The Department of Education and Skills is represented on the Steering Group which oversees the Study. A group of researchers led by the Economic and Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study.
Section A - Household Composition
A1a. [INTERVIEWER: Is <pri>regiver at time 2> still resident in the household?</pri>
Yes
A1b. Do you have a spouse/partner who lives here with you in the household?
Yes
A1c. At the time of the last interview in [MM/YYYY] you told us that [number of people resident at time 2] lived here in the household. I'd like to begin by asking you to check the information we collected the last time we visited.

A2. ***The name, sex, date of birth, and relationship of each person to the <pri>respondent at time 2> and <child> will be checked and edited where necessary and their residency in the household at time 3 confirmed.***

											(E) Sh	now Car	d A2F		
No.	First name	Sex	Date of Birth	If DOB not availa ble	resident?		Relationship of ea member to mother a child. R'SHIP R'SHIP		school	cation	aining	yed	þ	ıties	
		M F			Υ	N	R'SHIP TO: CARD A2E1 Mother	R'SHIP TO: CARD A2E2 Study Child	Not yet at school	School/Education	At work/Training	Unemployed	Retired	Home Duties	Other
1		1 2			1	2	////								
2		1 2			1	2		////							
3		1 2			1	2			1	2	3	4	5	6	7
4		1 2			1	2			1	2	3	4	5	6	7
5		1 2			1	2			1	2	3	4	5	6	7
6		1 2			1	2			1	2	3	4	5	6	7
7		1 2			1	2			1	2	3	4	5	6	7
8		1 2			1	2			1	2	3	4	5	6	7
Interviev	wer: Mot	her or lone	father should be	on line	1.] L	Study Chi	ld should b	e on lin	e 2. Fa	ther /	Partner	on lin	e 3 (if 1	relevant).

[BLAISE CONDITION: IF ANY PERSON RESIDENT AT TIME 2 IS NO LONGER RESIDENT IN THE HOUSEHOLD AT TIME 3: ASK QUESTIONS AS1 – AS3 ON THE SENSITIVE QUESTIONNAIRE]

[INTERVIEWER: IF THE RESPONDENT INDICATES THAT A RESIDENT MEMBER OF THE HOUSEHOLD WAS ACCIDENTALLY OMITTED FROM THE HOUSEHOLD GRID AT TIME 2 - ADD THEM TO THE NEW GRID BELOW]

A3a. Has anyone else j	oined the househo	old since we las	st spoke and is c	currently living v	vith you?
1					

	Yes					NO			₂ G0	(O A4							
A3	Bb. How	man	у ре	eople have	joined th	e house	hold sir	nce we l	ast spok	e?							
No	First Name	Sex		Date of Birth	If DOB not available	Relationshi member to and child		Since who been living	en have they g with you	Resident	Show Card A2F						
		M	F			Mother (Card A2E1)	Child (Card A2E2)	Month	Year	Y/N	Not yet at school	School/Education	At work/Training	Unemployed	Retired	Home Duties	Other
21		1	2								1	2	3	4	5	6	7
22		1	2								1	2	3	4	5	6	7
23		1	2								1	2	3	4	5	6	7
24		1	2								1	2	3	4	5	6	7
25		1	2								1	2	3	4	5	6	7
		1	2								1	2	3	4	5	6	7
		1	2								1	2	3	4	5	6	7
1	1	1			I	1	1		1	1	1		I	I	1	1	1

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

A4. \$	So that's a	total of _	people v	who liv	e hei	re in	the housel	nold at pre	esent.	Is tha	t corre	ect?			
	Yes		<u></u> 1	No			□2 −	→ [INT: C	Check I	House	hold G	Grid]			
A5. V comp	Vhen we la	st spoke rimary ca	RIMARY CAR in [MM/YY], varer question ild>?	we inte	rviev	wed y	you as the	primary o	caregiv	ver of	<child< td=""><td>d>. W</td><td></td><td></td><td></td></child<>	d>. W			
			1 Go to A9a												
A6a.	Why is tha	at?													
A6b.	You menti	ioned tha t we shοι	R FROM TIME t <spouse pa<br="">ıld interview</spouse>	2 HAS ertner> him/he	A R [ider r as t	ESID ntified the po	ENT SPOU	ISE PART bove] live	NER [les here	DENT with on th	TIFIED you a	AT A2 as par casior	t of th	ne hou nat co	sehold. rrect?
		e legal pa	R AT TIME 2 Is	an of <	child	> wh	o usually p	orovides t	he mo	st car	e to h	im/hei	r?		9.
		165	····················1			10		[_]2	[111	(1. A)	sk to s	реак	10 T C	<u> </u>	
	[Card A7b] rviewer use		u please tell r ly]	ne whic	ch of	the	following b	est descr	ibes y	our re	lation	ship t	o <chi< td=""><td>ld>?</td><td></td></chi<>	ld>?	
Adop Step-	tive mother mother / St	/ father ep-father .	/ Partner of ch	ild's pa	 rent	[[] ₂ Aunt/u] ₃ Other	parent incle relative/ in ited guardi	 ı law				 [6 	
Δ7c	Do you ha	IVA a SNOI	use/partner w	ho live	s ha	ro wi	th you in t	ha hausak	nold?						
Α/ 0.	Yes	•	•					ne nousei	ioia :						
A8a. hous	How ma		le in total (persons	includi	ng y	ours	elf and <	child>) liv	ve he	re reg	gularly	as i	memb	ers of	f the
											(E) Sh	ow Card	d A2F	ı	
No.	First name/Initial	Sex	Date of Birth	If DOB not availa ble	Per Res	s this rson ident me 2?	Relationship member to child.		chool	ation	ining	pə		ies	
		M F			Υ	N	R'SHIP TO: CARD A2E1	R'SHIP TO: CARD A2E2	Not yet at school	School/Education	At work/Training	Unemployed	Retired	Home Duties	Other
						$\overline{\Box}$	Mother	Study Child							
51		1 2			1	2	////		1	2	3	4	5	6	7
52		1 2			1	2		////	1	2	3	4	5	6	7
53		1 2			1	2			1	2	3	4	5 5	6	7
54 55		1 2			1	2			1	2	3	4	5	6	7
						1 1		i					l l		

A8b. Was that person be	orn into the househ	 old or did thev ioin for	another reason?	
Born into the household	1			
Joined for another reason		an have in the househo	old? month year	
Asc. Since when has thi	s person being livin	ig nere in the nousend	old? month year	
		Go to A9a		
A9a. Does <child> have</child>		o brother(s) or sister(s) who live outside the household?	1
A9b. How many full/half.	/step brother(s)/sist	er(s) does <child> hav</child>	ve who live outside the	
Age For each full/half/s	tan hrothar/sistar w	ho lives outside the ho	ousehold, can you tell me:	
1) their gender 2) their Date of E 3) their relations	Birth (DOB)	no nveo outoide the ne	succincia, can you ton me.	
Male Female	Date of Birth	Relationship to <child< th=""><th>d></th><th></th></child<>	d>	
	//			
		Relationship to <child< td=""><td></td><td></td></child<>		
Male Female 3. □ ₁ □ ₂ _	Date of Birth //	Relationship to <child< td=""><td>d> 4<i>9c</i></td><td></td></child<>	d> 4 <i>9c</i>	
	Section B	- Child's Sleep ar	nd Relationships	
I'd now like to ask you a	few questions abo	ut <child's> habits and</child's>	d routines.	
B1a. On a normal day, w	hat time in the ever	ning does <child> usu</child>	ally go to bed? (24 hour o	lock)
-		_	norning? (24 hour clock)	,
B2. On a normal day how	w many hours woul	d the <child> sleep du</child>	ring the day hours m	nins
[INT: IF NONE THEN EN	TER '0' FOR BOTH F	HOURS AND MINUTES]	
B3. How much is <child< th=""><th>l's> sleeping patterr</th><th>n or habits a problem t</th><th>for you? Would you say [INT: RE</th><th>AD OUT]</th></child<>	l's> sleeping patterr	n or habits a problem t	for you? Would you say [INT: RE	AD OUT]
problem	A moderate problem	A small problem	No problem at all	
<u></u> 1		3	4	
B4a. How often does <	hild> take comfort	from a special blanket	or toy during the <u>daytime</u> ?	
Most of the time	☐ ₁ Somet	times 🗀2	Never	
B4b. How often does <c< td=""><td>hild> take comfort f</td><td>rom a special blanket</td><td>or toy during the <u>nighttime</u>?</td><td></td></c<>	hild> take comfort f	rom a special blanket	or toy during the <u>nighttime</u> ?	
Most of the time		times 🗀2	Never	
B5a. How often does <c< td=""><td>hild> suck a soothe</td><td>r during the daytime?</td><td></td><td></td></c<>	hild> suck a soothe	r during the daytime?		
Most of the time		times 🗀2	Never□ ₃	
B5b. How often does <c< td=""><td>hild> suck a soothe</td><td>r during the <u>nig</u>httime</td><td>?</td><td></td></c<>	hild> suck a soothe	r during the <u>nig</u> httime	?	
Most of the time		times 🗀²	Never□₃	

B6a	a. How often does <child> suck their th</child>	numb/finge	er(s) durii	ng the <u>daytim</u>	<u>e</u> ?			
	Most of the time ☐ ₁ Som	netimes			Never	3		
B6k	o. How often does <child> suck their the</child>	numb/fing	er(s) durii	ng the <u>nighttii</u>	me?			
	Most of the time ☐ ₁ Som	netimes		<u>_</u> 2	Never	3		
	[CARD B7] I am going to read out son en to each statement and describe the							
1150	en to each statement and describe the	degree to	Willeli Ge	ich of the follo	owing state	illellis cu	ireitiy app	iics.
				Definitely does not apply	Does not really apply	Neutral not sure	Applies somewhat	Definitely applies
a. I	l share an affectionate, warm relationship	with my c	hild	1	2	3		5
	My child and I always seem to be struggli							
	If upset, my child will seek comfort from n							5
	My child is uncomfortable with physical a							5
	My child values his/her relationship with r							
	When I praise my child he/she beams wit							
	My child spontaneously shares information							
	My child easily becomes angry at me							
	It is easy to be in tune with what my child							
	My child remains angry or is resistant after							
	Dealing with my child drains my energy							5
	When my child is in a bad mood I know w			_			_	
I	ong and difficult day			1	2	3	4	5
	My child's feelings toward me can be unp							
(change suddenly			1	2	3		5
n. I	My child is sneaky or manipulative with m	ne				3	 □4	5
	My child openly shares his/her feelings a							5
B8.	[CARD B8] How often do you do the f	ollowing v	vhen <chi< th=""><th>ld> misbehav</th><th>es?</th><th></th><th></th><th></th></chi<>	ld> misbehav	es?			
		Never		Now and agair		Always	Can't say	
a. I	Discuss/Explain why behaviour was wron	ıg 🔲 1	2	3	4	5	6	
b. I	gnore him/her	🔲 1	2	3	4	5	6	
с. \$	Smack him/her	🔲 1	2	3	4	5	6	
d. \$	Shout or yell at him/her	🔲 1	2	3	4	5	6	
е. 🤄	Send him/her out of the room or to							
I	his/her bedroom or naughty step	🔲 1	2	3	4	5	6	
f.	Take away treats	🔲 1	2	3	4	5	6	
g. ¯	Tell him/her off	🔲 1	2	3	4	5	6	
h.	Bribe him/her	1	2	3	4	5	6	
	Section C - Ch	ild's pl	<u>nysical</u>	health an	d develo	pmen	<u>t</u>	
Nov	w I'd like to ask you a few questions al	bout <chil< td=""><td>d's> healt</td><td>:h</td><td></td><td></td><td></td><td></td></chil<>	d's> healt	:h				
	[CARD C1] In general, how would you				:h?			
	y healthy, no problems							
	althy, but a few minor problems $_2$							
	netimes quite ill							
	nest always unwell							
<i>F</i> 3011	1001 alivayo alivvell4							

troubled him/her over a period of time or that is likely to affect him/her over a period of time? [INT – code for up to 3 illnesses] a. Asthma m. Diabetes u. Other (please specify) [INT - CODE FOR UP TO 3 ILLNESSES] C3 1. Has this illness, condition or disability been diagnosed by a medical professional? Yes No...... C3_2. Since when has <child> had this illness, condition or disability? _____ year C3 3. Since when has <child> had this illness, condition or disability? C4. Do any of these illnesses hamper <child> in his/her daily activities? Yes, severely \square_1 Yes, to some extent \square_2 C3f 4. To which food or foods. Please specify all types of food to which <child> has a food or digestive allergy or food intolerance Food 1: _____ Food 2: ____ Food 3: ____

C2. Does <child> have any longstanding illness, condition or disability? By longstanding I mean anything that has

C5a. In the <u>past 12 months</u> has <child> ha when he/she breathed?</child>	d any periods when there was wheezing with whistling on his/her chest
Yes	No□₂
C5b. How many separate episodes/bouts of had in the past 12 months? N	of wheezing with whistling on his/her chest has <child></child>
C6. In the past 12 months has your child be with whistling on his/her chest? Yes No a) An inhaler	peen prescribed the following specifically for this wheezing
b) Antibiotics	
C7. Can you tell me whether <child> has re</child>	eceived the following vaccinations:
(a) the '4-in-1' vaccination (diphtheria, tet	-
Yes□ ₁	No Don't Know/Never heard of it
(b) the 'MMR' vaccination (Measles/Mump	os/Rubella) after he/she started school at 4-5 years
Yes □ ₁	No □₂ Don't Know/Never heard of it □₃
	orN
d. A practice nurse (i.e. a nurse in a GP's su e. A psychiatrist/psychologist f. Accident and Emergency g. A social worker h. A speech therapist i. Other medical professional (please specify	rgery/clinic)NNNNNN
C9a. Has <child> received a course of anti</child>	ibiotics in the <u>past 12 months</u> ?
Yes	No
C9b. In total, how many courses of antibio	otics has <child> received in the past 12 months? N</child>
C10. Since the time of the last interview in nights	MM/YY, approximately how many nights has <child> spent in hospital?</child>
[INT: NOT HOSPITAL OUTPATIENT OR EMERGENCY	DEPARTMENT VISITS – IF NONE THEN CODE AS '0']
C11. Most children have accidents at some been taken to the doctor, health centre or	e time. Has child <u>ever</u> had an accident or injury for which <pronoun> has hospital?</pronoun>
Yes	
	child> ever had? accidents

C13. [CARD C13] Thinking about the <u>MOST RECENT (or only)</u> accident or injury, what sort of accident or injury was it?
Loss of consciousness / knocked out
C14. What age was <child> when this MOST RECENT (or only) accident or injury happened?</child>
YearsMonths
C15a. Did <child> go to the hospital? Yes</child>
C15b. Was this to Casualty / Accident and Emergency only or was he/she admitted to a hospital ward?
Casualty / Accident and Emergency only
C16. Where did this accident happen?
In your home
C17. Does <child> currently have, or at any time in the past had, any sort of sight problem requiring correction? [INTERVIEWER: Explain that 'correction' includes being prescribed glasses]</child>
Yes, currently \square_1 Yes, in the past \square_2 No \square_3
C18a. Does <child> currently have, or at any time in the past had, any sort of hearing problem requiring correction?</child>
Yes, currently
C18b. Has <child> ever had grommets inserted in his / her eardrums?</child>
Yes□₁ No□₂
C18c. When? Month Year
C19. [CARD C19] Was there any time in the <u>last 12 months</u> when, in your opinion, <child> needed medical care or treatment for a health problem but he/she did not receive it because: [INT: READ OUT]</child>
a. You couldn't afford to pay

Ozoa: is child currently on	•	-	type of in	cuicai as	36331116	iii Oi ti Go	itili G lit:			
Yes]	2								
C20b. Please specify										
Ozob. I lease specify						• • • • • • • • • • • • • • • • • • • •				
C21. Do you have any concer or yes a lot?	ns about l	now <child< td=""><td>> talks and</td><td>d makes :</td><td>speech</td><td>sounds?</td><td>Would y</td><td>ou say no</td><td>o, yes a littl</td><td>е</td></child<>	> talks and	d makes :	speech	sounds?	Would y	ou say no	o, yes a littl	е
No ☐ ₁ Yes,	a little	2	Yes,	a lot	<u>.</u>	3	Don't kno	w	_ 4	
C22. [CARD C22] In which are	eas does d	hild have d	lifficulties	? What s	peech r	roblems	does <ch< td=""><td>ild> have</td><td>?</td><td></td></ch<>	ild> have	?	
[o,	Yes	No			, , , , , , , , , , , , , , , , , , ,					No
a. Delivetent to annul		_	- \/-:-							
a. Reluctant to speakb. Speech not clear to the family									·····	╬
c. Speech not clear to others	'' y								⊥1 ons.∐ ₁ [
d. Speech is developing slowly										7
e. Difficulty finding words		2	-							
f. Difficulty putting words toget	ther□ _{1.}	2								
C23. Has <child> received an</child>	y treatmer	nt for his/he	r speech	or langua	age pro	blem?				
Yes □₁		No	Г	7,						
C24. Has <child> been to visi</child>	t the denti	st because	of a prob	lem with	his/her	teeth?				
Yes □ ₁		No	П.							
							•			
C25a. Was there any time du					eally nee	eded to c	onsult a d	entist bu	t did not?	
Yes □1		No	🔲 2							
C25b. Was this because you	could not	afford it, or	some oth	er reaso	n?					
Could not afford it	🔲 1	Other reaso	n		2					
C26. [CARD C26] I would like	ce vou to t	ell me abo	ut vour ch	nild's diet	t and th	e types d	of food <n< th=""><th>ronoun></th><th>does and</th><th></th></n<>	ronoun>	does and	
doesn't eat. Looking at the									doos and	
J	•									
	Never	Less than once a	At least once	At least once	Most days	Once a day	2-3 per day	4-5 per day	6+ per day	
		month	a month	a week	•	•		•	uuy	
a. Ready to eat breakfast cer	eals . □₁			□4	□5	□6	🔲 7	🔲 8	□9	
b.Other breakfast cereals										
e.g. porridge									 -	
c.White bread and rolls	 -	2	3	□₄	□5	□6	7	8	<u> </u> 9	
d.Wholemeal,brown bread ar			_		_		_		_	
rolls	1			4	∐₅	∐ ₆	∐ ₇	8	9	
e.Other breads e.g. scones,										
croissants		<u> </u>		—:			<u> </u>			
f.Savoury breads, e.g. pizza.	=	=	=				=		=	
g.Rice, pasta, noodles	=	=	=						□9	
h.Cakes, pastries, buns	 -	<u>—</u> -				6	Ш′	🗀 8	□9	
i.Biscuits - any								🗀 8	□9	
j.Chocolate or confectionery.						∐ ₆	ľ	∐8		
k.Other sweets		<u> </u>		— :			∐٫			
I.Ice cream or ice Iollies	 -	— -		— :					<u> </u>	
m.Puddings & chilled dessert	 -	∐₂	3	∟₄	∐5	∟6	∟7	∐8	···· <u> </u> 9	
n.Yoghurt (flavoured or plain not fromage frais)		П.							<u> </u>	
,										
o.Fromage frais (e.g. Petit Fi	IOUS 1 L	I h						lo	l h	

p.Cheese or cheese spread								
q.Milk (cow's)								
r.Eggs (include in home cooking)	<u></u> 1 ⋯	2		∐₄	5	∐6	····· 🔲 7 ·····	8 9
s.Fruit squash (tropical fruit,	_	_	_	_	_	_	_	
lemon barley, etc)								
t.Fruit juice (not squash)								
u.Blackcurrant only drinks	<u> </u>	2	□₃	🔲 4	5	6	····· 🔲 7 ·····	8 9
v.Fizzy drinks (not mineral water,								
sugar-free or diet)								
w.Baked beans - canned	1 · · ·		□₃	🔲 4	5	🔲 6	🔲 7	8 9
x.Peas, in any form	1	2	□₃	🔲 4		🔲 6	🔲 7	8 9
y.Leafy green vegetables								
e.g. spinach, cabbage	$\square_1 \dots$	2	□₃	🗀 4	5	🔲 6	🔲 7	8 9
z.Other green vegetables								
e.g. green beans, broccoli	1		□₃	🔲 4		🔲 6	🔲 7	8 9
aa.Chips, fried potatoes								
(e.g. waffles etc)								
ab.Other potatoes	1		□₃	🔲 4	5	🔲 6	🔲 7	8 9
ac.Carrots	□ ₁	🔲 2	□₃	🔲 4		🔲 6	🔲 7	8 9
ad.Other root vegetables apart fro	m							
carrots and potatoes e.g.								
parsnips, turnips	□ ₁	🗀 2	□₃	🔲 4	🔲 5	🔲 6	🔲 7	🔲 8 🔲 9
ae.Mushrooms	□ ₁		□₃	🔲 4	🔲 5	🔲 6	🔲 7	8 9
af.Apples or pears (fresh)	□ ₁		🗔	🗖		6	🗖,	🗖 8 🗍 9
ag.Soft fruits (e.g. peaches.								
nectarines, grapes)	∏ ₁	🕝		🗖	🗔		□,	🗖 8 🗖 9
ah.Citrus fruits (e.g. orange,								
tangerines, satsumas)	∏ ₁	🕞		🏻	🗖 5		□,	🗖 8 🗖 9
ai.Bananas								
aj.Cucumber								
ak.Fresh tomatoes								
al.Salad (e.g. lettuce)			 -		 -			
am.Butter								
an.Low fat spread								
ao.Other spreads								
ap.Oils (e.g. vegetable, olive	<u> </u>		∟3	4	5	∟6	🗀 7	89
sunflower)								
ag.Fish or shellfish including	<u> </u>		∟3	4	5	∟6	∟7	89
fish fingers						П.		
ar.Sausage, frankfurters								
as.Liver (but not liver products	1 · · ·	2		4	5	∟6		89
e.g. pâté)								
at.Beef, e.g. roast, steak, in stews								
au.Beef, e.g. minced, burgers								
	<u></u> 1 ···	2	∐₃		5		∐7	
av.Lamb, e.g. roast, steak, in stews								
	<u></u> 1 ···	2	∐₃	∟_4	5	∐6	∐7	
aw.Pork, e.g. as a roast or chops								
in stir fries etc								
ax.Bacon, rashers, ham	∐1 …	2	∐₃	∐₄	∐5	∐6	∐7	89
ay.Chicken and poultry, e.g. as a								
roast, in casseroles	∐1 ···	2	∐₃	∐₄	∐5	∐6	∐⁊	8 <u> </u>
az.Chicken and poultry, e.g. as								
nuggets or breaded chicken								
ba. Crisps or other packet snacks.	I 1		3	4	5	6	7	

[IN	7. [CARD C27] Which of these best describes <child's> weig FERVIEWER: Ask the respondent to use codes 1-4 as on the Identicals.</child's>		is present at t	time of ir	nterview]
Nor	lerweight				
	y overweight				
C28	B. Is <child> right or left-handed? Right-handed</child>	Left-har	nded	Don't	know
C29). [CARD C29] How often would you say <child></child>	Never	Seldom	Often	Almost always
a.	Expresses feelings when wronged	1	2	🗀 3	
b.	Says nice things about herself/himself without bragging		2	🗀 3	
C.	Asks for help from adults.	1	2	🗀 3	
d.	Says when there is a problem	1	2	🗀 3	
e.	Stands up for others who are treated unfairly.		2	🗀 3	
f.	Questions rules that may be unfair.	1	2	[]з	
g.	Stands up for herself/himself when treated unfairly		2	[]з	
h.	Takes care when using other people's things	1	2	[]з	
i.	Respects the property of others.	1	2	🗀 3	
j.	Is well-behaved when unsupervised	1	2	🗀 3	
k.	Takes responsibility for her/his own actions.	1	2	🗀 3	
l.	Does what she/he promised	1	2	🗀 3	
m.	Takes responsibility for her/his own mistakes	1	2	🗀 3	
n.	Tries to understand how you feel	1	2	🗀 3	
Ο.	Tries to make others feel better.	1	2	🗀 3	
p.	Forgives others	1	2	🗀 3	
q.	Tries to understand how others feel	1	2	🗀 3	
r.	Tries to comfort others.	1	2	🗀 3	
S.	Shows concern for others.	1	2	🗀 3	
t.	Makes a compromise during a conflict	1	2	🗀 3	
u.	Stays calm when teased.	1	2	🗀 3	
٧.	Takes criticism without getting upset.	1	2	🗀 3	
W.	Resolves disagreements with you calmly	1	2	🗀 3	
Χ.	Stays calm when disagreeing with others	1	2	🗀 3	
у.	Tolerates peers when they are annoying	1	2	🔲 3	
Z.	Responds appropriately when pushed or hit		2	🗀 3	
	Section D - Pa	rental He	alth		
Nov	v I'd like to ask you a few questions about your own health.				
D1.	[CARD D1] In general, how would you say your current hea	Ith is?			
Exc	ellent □ ₁ Very good □ ₂ Good □ ₃	Fair	□₄ Poor	[5

D2. Do you have any on-going chronic physical or mental health problem, illness or disability? Yes
D3. 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.]
D4. Since when have you had this problem, illness or disability?(mth)(year)
D5. Are you hampered in your daily activities by this problem, illness or disability?
Yes, severely□₁ Yes, to some extent □₂ No□₃
D6. Is the family (you, your spouse/partner and child(ren)) covered by a medical card?
Yes, full card \square_1 Yes, GP only \square_2 Not covered \square_3
D7. Is <child> covered by private medical insurance?</child>
Yes
D8. Does that insurance include the cost of GP visits?
Yes, in full \square_1 Yes, partially \square_2 No \square_3
D9. Does anyone in your household CURRENTLY have any chronic illness, disability or special need which adversely affects the Study Child in any way or the care you are able to give <pre>cpronoun</pre> ?
Yes
D10. What is the relationship of that person/those people to the Study Child?
Yes No a. Parent
D11. Thinking about your free-time, in general would you say you are[INT:READ OUT] Very physically active
D12. [CARD D12] Do you think that you are: [INT: ASK THE RESPONDENT TO USE CODES 1-8 AS ON THE CARD IF CHILD IS PRESENT AT TIME OF INTERVIEW]
Very underweight
Moderately underweight \square_2 Slightly underweight \square_3
About the right weight
Slightly overweight
Moderately overweight
Don't know
D13. [CARD D13] How often do you try to lose weight through dieting? Would you say[INT:READ OUT]
Very often

Section E - Child's play, activities and temperament

The next section is about activities you may carry out with <child>.

E1. [CARD E1] Look at the card, for each statement, please indicate the answer that best describes the <child's> behaviour at the present time. Almost Not Variable, Variable, Frequently Almost Often usually does usually Never always not does a. This child is shy with strange adults \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 b. When this child starts a project such as a puzzle or model. he/she works on it without stopping until it is completed. c. If this child wants a toy or sweet while shopping, he/she will easily accept something else instead \square_1 \square_3 \square_4 \square_5 \square_6 e. This child likes to complete one task or activity before going onto the next \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 f. When this child is anary about something, it is difficult to g. When in a park or visiting, this child will go up to strange children and join in their play \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 h. This child stays with an activity (e.g. puzzle, construction kit, reading) for a long time \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 i. When shopping together, if I do not buy what this child wants (e.g. sweets, clothing), he/she cries and yells \square_1 \square_3 \square_4 \square_5 \square_6 When unknown adults visit our home, this child is **k**. If this child is upset, it is hard to comfort him/her \square_1 \square_2 \square_3 \square_4 \square_5 \square_5 I. When a toy or game becomes difficult, this child guickly turns to another activity \square_1 \square_2 \square_3 \square_4 \square_5 \square_6 E2. Overall, compared to other children of the same age, do you think <child> is... [INT: READ OUT] Easier than average...... About average...... More difficult than average..... \square_3 E3a. [CARD E3a] How often would you do any of the following with <child>? Never Hardly Occasionally One or two **Everyday** N/A ever times a week a. Play with <child> using toys or games / puzzles \[\sum_1 \] \prod_{6} e. Read to <child>..... f. Use computer with <child> in educational ways....... h. Go on educational visits outside home such as museums, farms

Never Hardly ever Occasionally One or two times a week a. Plays on computer, tablet device (eg iPad) or smartphone (e.g. iPhone) by themselves
a. Plays on computer, tablet device (eg iPad) or smartphone (e.g. iPhone) by themselves
d. Enjoys dance, music, movement
a. Gone to a movie
b. Gone to a sporting event in which the child was not a player
c. Gone to a concert, play, museum, art gallery, community or school event
d. Attended a religious service, church, temple, synagogue or mosque
e. Visited a library
f. Swimming 1
E5. [CARD E5] Does <child> attend a sports club or sports group</child>
Never
Twice a month
Regularly, one hour per week
E6. Looking at Card E6, can you tell me how often <child></child>
Never Less than 1-2 times 3-6 times Every Don't
once per week per week per week day know a) Climbs on trees, climbing frame, wall bars etc
a) Climbs on trees, climbing frame, wall bars etc
c) Plays chasing
d) Rides a bike, tricycle or scooter
e) Skates
E7. About how many <u>children's</u> books does <child> have access to in your home now, including any library books' Would you estimate [INT: READ OUT]</child>
None
Less than 10
E8a. I would like you to think about all the time <child> spends on an <u>average weekday</u> looking at the TV, videos, dvds, computer, lpad, smart phones, electronic games system. We are talking here about the amount of time <child> spends in front of any 'screen' (computer or TV or game) in an average weekday. How much time would <child> spend on this type of 'screen time' on an average weekday?</child></child></child>
None
E8b. What does <child> MOSTLY do on that 'screen time'? Is s/he usually:</child>
Playing educational games
Playing other games
Watching movies, videos, other TV□₃ Doing a mixture of all types of activities.□₄
E9. Does your child ever access the internet using a computer, tablet, smartphone or game system (e.g. Xbox) at home?
Yes
E10. Is <child> supervised by you or another adult when he/she accesses the internet?</child>
Always

Section F - Child's Functioning and relationships

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

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

		No.		Certainly
a. Considerate of other needle's feelings		Tr		True
a. Considerate of other people's feelings				
b. Restless, overactive, cannot stay still for longc. Often complains of headaches, stomach-aches				
d. Shares readily with other children (treats, toys, p		-		 -
			—· —-	—
	-	_		
		-		<u>—</u> :
j. Constantly fidgeting or squirming		_		 -
k. Has at least one good friend		_	_	 :
I. Often rights 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 losesq. Kind to younger children				
r. Often lies or cheats		_		 -
s. Picked on or bullied by other children				
t. Often volunteers to help others (parents, teache		_		 -
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		-		<u>—</u> :
y. Sees tasks through to the end, good attention s				
y. Oces tasks through to the cha, good attention s	ран		12	∐3
F2. Overall, do you think that your child has diff	ficulties in o	ne or more of	the following areas	s: emotions,
concentration, behaviour or being able to get or	n with other	people?	_	
N	No	Yes, minor	Yes, definite	Yes, severe
		difficulties	difficulties	difficulties
	<u>]</u> 1	2	3	
F3. How long have these difficulties been prese	ent?			
Less than a month 1 -5 months		onths \square_{\circ}	Over a year	\neg
	_		0 101 a you	
F4. Do the difficulties upset or distress your chi	ild?			
Not at all Only a little	_2 Quite a	lot	A great deal	. 🔲 4
F5. Do the difficulties interfere with your child's	s everyday lif	e in the follow	ing areas?	
No	ot at all	Only a lit	tle Quite a lo	ot A great deal
a. Home life		-		
b. Friendships				
c. Classroom learning				
d. Leisure activities	. □1	2	3	4
F6. Do the difficulties put a burden on you or th	ne family as a	whole?		
Not at all	_₂ Quite a	lot□₃	A great deal	. 🗀 4

F7. Does <child> have any brothers or sisters?</child>
Yes
F8. [CARD F8] In general, how well does <child> get on with his/her siblings?</child>
Gets on well with his/her siblings
Section G - School / Childcare / Preschool
G1. Has <child> started Junior Infants in primary school? Note that the Early Start Programme is counted as preschool (not primary school). The Early Start Programme provides preschool places for 3 and 4 year olds in a small number of primary schools around the country.</child>
Yes
Section G1 – Child has started school
Subsection A – School details, school choice and transition to school
Now I'd like to ask you some questions on school details, school choice and transition to school
G2. When did he/she start Junior Infants in primary school? month year
G3. What school is <child> currently attending? Please give the full name and address as exactly as possible</child>
Name of school:Address 1:
Address 2:
Address 3:
Address 4:
County:
G4. And (can I just check) is it a single sex or mixed school?
Single sex
G5. What class (or year) is <child> currently in? [INTERVIEWER: If interview is in July / August please enter the class <child> has just completed]</child></child>
Junior Infants
Other (please specify)
G6. When did you register or enroll Study Child with the school?
month year
G7a. Had you registered or enrolled <child> in other primary schools?</child>
Yes
G8. Does <child> have any older brothers or sisters in the school they are attending?</child>
Yes

The next few questions are about the time when you were deciding to enroll <child> at a primary school.

G9. [CARD G9] Before enrolling <child> at a primary sch primary school from any of the following sources?</child>	ool, did you	look for ad	vice or infor	mation ab	out star	ting
	Ye		No			
a. Primary school staff						
b. Preschool staff (e.g. nursery or playgroup staff)						
c. Friends						
d. Other parents						
e. Your siblings						
f. School website						
g. Other (please specify)		l	2			
G10. Did you have a choice about which school <child></child>	would go to	? Yes □1	No □₂			
[CARD G10] When thinking about schools that <child> m If <child> was already attending a preschool class at thi to the preschool class at this school</child></child>	s school, pl		ne reason yo		to send l	
	important		-			
a. It's the local school or nearest to home						
b. His/her friends go or were intending to go there			.	4		
c. His/her brother/sister went/go there			.	4		
d. General good impression of school/good reputation	□1		Ц3 П	<u> </u> 4 		
e. The ethos of the school in terms of religion or beliefs						
f. The gender mix of the school (co-educational/single sex)						
g. Language of instruction used in the school						
h. Other reason (specify)						
ii. Other reason (specify)	<u> </u>	2	3	4		
G11. [CARD G11] Did you do any of the things on this ca	rd to get <cl< th=""><th>-</th><th></th><th>school?</th><th></th><th></th></cl<>	-		school?		
a. You attended an information meeting arranged by the sch	nool	Yes	No □			
b. You decided to visit the school before the Study Child sta						
c. Sought advice from friends, neighbours and/or family						
d. Practised reading, writing or numbers						
e. Talked to the Study Child about school						
f. Something else (Please specify)		1	2			
G12. [CARD G12] I am going to read out a series of school, please tell me how much you agree or disagree			you felt ab	out Study	/ Child s	starting
	Strongly agree	Agree I	Neither agree nor disagree	Disagree	Strongly disagree	
a. I felt that <child> was able to mix with other children well</child>			noi disagree		uisagiee	
to get along at primary school			\square_3	\Box_4	\square_5	
b I believe that <child> understood enough about taking tur</child>	ns and					
sharing to manage at primary school		2	3	4	5	
c. < Child> could go to the toilet on his/her own before starting	ng					
primary school	1	2	3	4	5	
d. I felt that <child> had the pre-reading and writing skills</child>						
necessary to start school	1	2	3	4	5	
e. I was worried that <child> would find being apart from me</child>	too					
difficult				\Box .	\Box_{ϵ}	
f I was concerned that <child> would be rejuctant to go to</child>						
primary school		2	3	4	5	
 g. I was worried that <child> was not independent enough to</child> 	cope					
with primary school						

G13. How often would you or your spouse / partner usually s	peak in p	erson to	<child's> tea</child's>	cher?		
Daily Weekly Monthly Monthly	3	Less of	ten[<u></u> 4		
G14. [CARD G14] Children sometimes have problems adjust started primary school	ing to prir	mary sch	ool. On avera	ge, since	<child> h</child>	nas
		re than	Once a		Not at	
 a. How often has <child> complained about school?</child> b. How often has <child> said good things about school?</child> c. How often has <child> looked forward to going to school?</child> d. How often has <child> been upset or reluctant to go to school</child> 		1 1		2	3 3	
The next few questions are about how you think <child> is g</child>	etting on	at schoo	l.			
G15a. How do you feel about the pace of learning at school f [INT: Read out]	or Study	Child? Do	o you feel it is	S		
Too fast for <child> Just right for <child> Too slow for <child></child></child></child>						
G15b. And which of these statements best describes how <c [INT: Read out]</c 	:hild>is fir	nding his	/her school w	ork?		
<child>usually finds school work hard <child>sometimes finds school work hard <child>never finds school work hard</child></child></child>						
G16. How confident are you that you know what your child is	s learning	or doing	in school?			
Very confident□₁ Somewhat confident □₂ Not ver	ry confider	nt□3	Not at all co	onfident	<u>4</u>	
G17. [CARD G17] How is information communicated to you f	rom the s	school?				
	Yes		No			
a. Chatting informally with teacher						
b. Parent-teacher meeting / other formal meeting	1		2			
c. Newsletter	1		2			
d. Written report	🔲 1		2			
e. Phone call	🔲 1		2			
f. Text message	1		2			
g. Letter or note with the child or in his / her journal	1		2			
h. What child tells me						
i. School's website or blog	1		2			
G18. [CARD G18] Can you tell me how much you agree or dis				- :	٠	_
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly	Don [®] knov
a. <child> finds it hard to sit still and listen in class</child>		\Box		\Box		6
b. <child's> teacher knows him/her well and gives him/her just</child's>				4		ەلــــا
,						
the support he/she needs	∐1	2	3	4	5	6
c. <child> was happier with the way he/she learned things in</child>						
preschool/nursery	∐1	2	3	4	5	[6
d. <child> has adjusted easily to the way they do things in school</child>	1	2	3	4	5	6
G19. Who usually minds <child> if he/she is too sick to atten [Interviewer: Read out answer categories]</child>	d school	?				
	take turns ider		Grandpare Other (ple			1 3

Subsection B - Term-time out of school care for those who have started school

Now I'd like to ask you some questions about childcare arrangements for Study Child <u>after school</u> during the school term G20. Is <child> minded by someone other than you or your resident spouse / partner on a regular basis after school, <u>during the school year</u> (between September and June)?

Yes No	
G21. (a) [Card G21] Who minds <child> on a regular to (b) number of days per week <child> spends in (c) number of hours per week <child> spends in (d) how much you pay for this childcare for <chi>(e) whether this is your main type of childcare</chi></child></child></child>	each type of childcare n each type of childcare
a. A relative in your home	Number of days Number of hours Cost per week Main type of care N N N
G22a. [CARD G22] Please specify how this person is related to <child> 1. Grandmother of <child></child></child>	G22b. [CARD G22] Please specify how this person is related to <child> 1. Grandmother of <child></child></child>
G23a. [CARD G23a] Which of the following best describe that person? 1. Au pair / Nanny (live in)	toes G23b. [CARD G23b] Which of the following best describes that person? 1. Friend / Neighbour
[INT: IF ANSWER AT G21 IS (A) OR (B) PLEASE GO TO G26]	e the <u>main</u> childcare arrangement?yearsmonths n total, how many children (including <child>) are looked after</child>
	n total, how many adults supervise the children in the room

G26. [CARD G26] The next questions are about the place where <ch and="" characteristic="" describe="" do="" each="" experience?<="" following="" how="" indicate="" is="" main="" of="" often="" place="" statement="" statements="" th="" the="" your=""><th></th><th>child> is</th><th></th><th></th><th></th></ch>		child> is			
The same and before a first and the same at the same and the same and the same at the same and the same at the sam		•			.ys
a. There are lots of creative activities going on. b. It's an interesting place for my child.					5
c. There are plenty of toys, books, pictures, and music for my child					5 5
d. In care, my child has many natural learning experiences					<u> </u>
e. The caregiver provides activities that are just right for my child					<u> </u>
f. My child gets a lot of individual attention	1	2	3		5
g. My child likes the caregiver		2	3		<u></u> 5
G27. Given your family income, how easy or difficult do you find it t [INT:Read out]	to pay foi	the child	care you use	? Is it	
Very easy □ ₁ Easy□ ₂ Neither easy nor difficult□ ₃ Difficult	🗀 4 C	r very diff	cult⊡₅	Don't pay[6
Subsection C – Attendance at Preschool	prior to	starting	g school		
Now I'd like to ask you some questions about attendance at preschool	ol prior to	o starting	school		
Children aged between 3 years 3 months and 4 years 6 months on the part-time preschool places funded by the Government. For these que those preschool places funded by the free preschool year.					free
G28. Did you avail of the free preschool year for the Study Child?					
Yes No					
G28b. Why not?					
G28c. Would you have been able to send <child> to preschool had it</child>			-		e?
Yes, would have sent him/her anyway ☐₁ No, wouldn't ha	ave been	able to se	nd him / her	2	
G29. How best would you describe the setting in which the free preson	chool yea	ar was ma	de available:		
Preschool					
Naionra					
Creche					
Playgroup 5					
Other group care setting (please specify)					
G30a. What age was <child> when he/she first attended Free Prescho</child>	ool Year?	Age:	years	months	3
G30b. What age was <child> when he/she finished attending this Free</child>	e Presch	ool Year?	Age:yea	arsmon	ths
G31a. Did they attend only for the free 3 hours per day or did you top setting?	this up	with more	hours in the	same presch	100
Only 3 hours per dayTopped up with more ho	ours				
G31b. How many additional hours in this same preschool setting per	week?			_ _ hours	
G31c. How much did you pay per week in total for these additional ho	ours?		euro	os	

G32. [CARD G32] The next questions are about <child>'s preschool. Please read each statement and indicate how characteristic each statement was of the preschool.

How often did the following statements describe your experience Never Rarely Sometimes Often Always b. It was an interesting place for my child. □₁ □₂ □₃ n. My caregiver showed she (he) knew a lot about children and their needs.... \square_1 G33. How confident were you that you knew what your child was learning or doing in preschool? Very confident Somewhat confident Not at all confident G34. Who usually minded <child> if he/she was too sick to attend preschool? [Interviewer: Read out answer categories] Parents take turns 3 Grandparents_____ Father Mother \square_1 Other relative Friend/ Neighbour Other (please specify) Section G2 - Child has not started school Subsection A. Reasons for not starting school yet and preparations for starting school G35. [CARD 35] When thinking about why you chose not to send <child> to primary school yet, how important were each of the following factors? Verv Somewhat Not very Not at all important important important important a. I thought <child> was too young \square_1 \square_2 \square_3 d. <Child> has problems with his/her speech or language development □₁ □₂ □₃

g. Something else (Please specify)

G36. Have you decided yet which school <child> will attend?</child>
Yes No □₂
As you know, we would like to approach the schools being attended by the children in <i>Growing Up in Ireland</i> from next September so someone from Head Office will be in touch with you in August when things should be clearer for you in terms of which school <child> will be attending.</child>
G37. Please record full name and address of the school <child> will attend.</child>
Name of school:
Address 1:
Address 2:
Address 3:
Address 4:
County:
G38. When will <child> start school? Which month and year?</child>
month year Haven't decided yet1
G39. When did you register or enroll Study Child with the school?
month year
G40. Does <child> have any older brothers or sisters in the school they will attend?</child>
Yes
G41a. Have you registered or enrolled <child> in other primary schools?</child>
Yes
The next few questions are about the time when you were deciding to enroll <child> at a primary school.</child>
G42. [CARD G42] Before enrolling <child> at a primary school, did you look for advice or information about starting primary school from any of the following sources? Please tick all that apply</child>
a. Primary school staff
c. Friends
d. Other parents
e. Your siblings5 f. School Website
g. Other (specify)
G43. Did you have a choice about which school <child> would go to? Yes No</child>
G44. [CARD G44] When thinking about schools that <child> might go to, how important were the following factors? If <child> was already attending a preschool class at this school, please give the reason you chose to send him/he</child></child>
to the preschool class at this school Very Somewhat Not very Not at all
important important important important
a. It's the local school or nearest to home
b. His/her friends go or were intending to go there
c. His/her brother/sister went/go there
d. General good impression of school/good reputation
e. The ethos of the school in terms of religion or beliefs 1 2 3 4
f. The gender mix of the school (co-educational / single sex) 1 2 3 4
g. Language of instruction used in the school

G45. [CARD G45] Are you doing or do you plan to do any or school?	f the thing	s on this	s card to get <	child> rea	ady for start	ing
		Yes	No			
a. Attend an information meeting arranged by the school						
b. Visit the school before the Study Child starts						
c. Seek advice from friends, neighbours and/or family						
d. Practice reading, writing or numbers						
e. Talk to the Study Child about school						
f. Something else (Please specify)		∐1	2			
G46. [CARD G46] I am going to read out a series of stat school, please tell me how much you agree or disagree with			w you feel ab	out Stud	y Child star	rting
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
a. I feel that <child> will be able to mix with other children well</child>	_				_	
enough to get along at primary school	1	2	3	4	5	
b. I believe that <child> understands enough about taking turns sharing to manage at primary school</child>	and		П.	□.		
c. <child> can go to the toilet on his/her own before starting</child>	••••• ∟1	2		4	5	
primary school	□₁	\Box_2	\square_3	\Box_{ι}	□ ₅	
d. I feel that <child> has the pre-reading and writing skills</child>						
necessary to start school	1	2	3	4	5	
e. I am worried that <child> will find being apart from me too</child>						
difficultf. I am concerned that <child> will be reluctant to go to</child>	1	2	3	4	5	
primary school	□₁	\Box_2	\square_3	\Box_{ι}	5	
g. I am worried that <child> is not independent enough to cope</child>						
with primary school	🔲 1	2	3	🔲 4	5	
Subsection B Attendance at Pre Children aged between 3 years 3 months and 4 years 6 mon part-time preschool places funded by the Government. For those preschool places funded by the free preschool year.	ths on the	a1 st of Se stions, I	eptember eac	h year are		free
G47a. Have you availed of the Free Preschool Year for the S	tudy Child	l?				
Yes	ever heard	of it	☐3 GO TO G55			
G47b. Why not?						
				-		
				-		
C47a Waydayay baya baya baya abla ta gand cabilda ta magaba	المحالم		for the free r			
G47c. Would you have been able to send <child> to prescho</child>	ooi nad it r	iot been	for the free p	reschool	year scheme	e?
Yes, would have sent him/her anyway ☐₁ No, v	wouldn't ha	ve been	able to send h	im / her	2	
G48. How best would you describe the setting in which the	free presc	hool yea	ır was made a	vailable:		
Preschool						
Naionra						
Montessori						
Playgroup						
Other group care setting (please specify)						
G49a. What age was <child> when he/she first attended Free</child>	e Prescho	ol Year?	Age:	_years	months	
G49b. What age was <child> when he/she finished attending What age will <child> be when he/she finishes, if he/she has</child></child>				ırsm	onths	

G50a. Did they attend only for the free 3 hours per day or did you setting?	top this up	with more	hours in the	same pı	reschool		
Only 3 hours per dayTopped up with mor	e hours		2				
G50b. How many additional hours in this same preschool setting?							
G50c. How much did you pay per week in total for these addition	euro	s					
G51. [CARD 51] Children sometimes have problems adjusting to preschool		n averag	e, since child	has staı	rted		
	More than		ce a week	Not at			
	once a weel	K	or less	all			
a. How often has <child> complained about preschool?</child>			2	3			
b. How often has <child> said good things about preschool?</child>	∐1			3			
c.How often has <child> looked forward to going to preschool?</child>							
d.How often has <child> been upset or reluctant to go to preschool?</child>	1		2	3			
G52. [Card G52] The next questions are about <child>'s preschool characteristic each statement is/was of the preschool. How often do/did the following statements describe your experie</child>	nce						
	Never	-	Sometimes		Always		
a. There are/were lots of creative activities going on			\square_3	Па	\Box_5		
a. There are/were lots of creative activities going on.b. It is/was an interesting place for my child.							
c. There are/were plenty of toys, books, pictures, and music for my cl	hild 🗆				 		
d. In care, my child has/had many natural learning experiences							
		2	3	4.	5		
e. The caregiver provides/provided activities that are/were just right for		_		_	_		
child				4.			
f. My child feels/felt safe and secure in care	1	2	3	4.	5		
g. The caregiver is/was warm and affectionate toward my child		2	3		5		
h. It is/was a healthy place for my child		2			5		
i. My child is/was treated with respect				_			
j. My child is/was safe with this caregiver							
k. My child gets/got a lot of individual attention							
My caregiver and I share/shared information							
					5		
m. My caregiver is/was open to new information and learning		2	3	4.	5		
n. My caregiver shows/showed she (he) knows/knew a lot about child							
their needs	1	2	3	4.	5		
o. The caregiver handles/handled discipline matters easily without							
being harsh		2	3		5		
p. My child likes/liked the caregiver		2	3		5		
q. My caregiver is/was supportive of me as a parent							
r. My caregiver is/was happy to see my child							
	_		_		5		
G53. How confident are/were you that you know/knew what your	child was lea	arning or	doing in preso	chool?			
Very confident□ ₁ Somewhat confident □ ₂ Not very confident	nfident 3	Not at	all confident	<u></u> 4			
G54. Who usually minds <child> if he/she is too sick to attend pro [Interviewer: Read out answer categories]</child>	eschool?						

Parents take turns \square_3 Grandparents \square_7 Other (please specify)

Subsection C. Term-time care arrangement: Additional care arrangements for children attending preschool Alternative care arrangement for children not attending preschool

Now I'd like to ask you some questions about term-time childcare arrangements.

G55. (Thinking of any care arrangements in addition to those provided by the Free PreSchool Year or additional hours availed of in this preschool setting) Thinking of the school year Sept 2012 to June 2013, was <child> minded by someone other than you or your resident spouse / partner for 8 hours or more per week during the day?

Yes	No	□₂ If no go to g6	34		
(c) number of hours pe (d) how much you pay	nds <child> on a regular week <child> spends in r week <child> spends in for this childcare for <ch main type of childcare</ch </child></child></child>	each type of chi n each type of cl	Idcare hildcare	more than one chi rrangement, take ost per child	
 a. A relative in your home b. A non-relative in your home c. A relative in their home d. A non-relative in their home e. Creche, Montessori, presor or other centre-based care f. Other (please specify) 	ne	Number of daysNNNNNN	Number of hours	€ € € € €	Main type of care 4 4 4 4 4 4 4 4 4
G57a. [Card G57] Please sprelated to <child> a. Grandmother of <child>b. Grandfather of <child> c. Aunt /Uncle of <child> d. Brother / Sister of <child <child="" cousin="" e.="" f.="" non-resident="" of="" parent=""> g. Other relative G58a. [Card G58a] Which obest describes that person</child></child></child></child></child>	1	is related to a. Grandm b. Grandfa c. Aunt /Ur d. Brother e. Non-res f. Cousin of the reserved of the county of the coun	other of <child> ther of <child>. ncle of <child> / Sister of <child <child="" ident="" of="" parent=""></child></child></child></child>	d>	1 2 3 4 5
a. Au pair / Nanny (live in). b. Friend / Neighbour c. Childminder d. Other	<u></u>	b. Childm	/ Neighbour		\square_2
G59. What age was <child> [INT: IF ANSWER AT G56 IS (A) C G60a. Thinking now of the in the room where < c number of c</child>	OR (B) PLEASE GO TO G61] e main type of childcare, child> is cared for?				
G60b. Thinking now of the where <child> is car</child>	red for?	, in total, how ma	any adults sup	ervise the chi	ldren in the room
G61. [Card G61] What is t	the main reason the Stud	dy Child is using	regular child	care at presen	ıt?
 Parent's work or study Parent's sport, shopping Give parent a break or Good for child's social Good for child's intelle Establish relationships 	r commitments ng, social or community ac r time alone development/to mix with o ctual or language develop s with grandparents or non	ctivitiesother childrenomenton-resident parents	1 	•	

G62. [Card G62] The next questions are about the place where < and indicate how characteristic each statement is of the MAIN p				each sta	tement
·	Never		Sometimes	Often	Always
How often do the following statements describe your experience					
a. There are lots of creative activities going on. b. It's an interesting place for my child. c. There are plenty of toys, books, pictures, and music for my child d. In care, my child has many natural learning experiences. e. The caregiver provides activities that are just right for my child f. My child gets a lot of individual attention g. My child likes the caregiver			3 33 3		5 5 5 5 5 5 5 5 5
G63. Given your family income, how easy or difficult do you find	it to pay fo	or the chi	ldcare you us	e? Is it	-
Very easy □ ₁ Easy□ ₂ Neither easy nor difficult□ ₃ Diffi	cult □₄	Or very	difficult	Don't p	ay □ ₆
Section G3 – NOT IN SCHOOL AND I				present	?
Section G4 – CHILDCARE ARRANGEMENT WHEN G65. Thinking back to when <child> turned 3 years of age, before he</child>					
was he/she minded on a regular basis by anyone other than you or y hours per week?					
Yes 1 No					
G66. What age was <child> when you started to use that childcare a (If more than one type of childcare was used when <child> turned 3 main type of care used)?</child></child>	rrangeme		e answer in re	spect of	the
yearsmonths					
Coation U. Deventing and E	'anails - C	\			

Section H – Parenting and Family Context

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

H1. How many times in the past week has the family sat down to eat an evening meal together? ____ (range 0 - 7)

The next questions are about being a parent. There are no right or wrong answers, we are just asking about what happens in your family.

Hź	2. [Card H2] Thinking about <child> <u>over the last six m</u></child>	onths, how ofte	en did yo	u? (Tick one	e box pe	er row only)
		Never / almost never	Rarely	Sometimes	Often	Always / almost always
a.	Hug or hold this child for no particular reason		2		4	5
b.	Tell this child how happy he/she makes you	1	2			5
C.	Have warm, close times together with this child	1	2			5
d.	Enjoy listening to this child and doing things with him/her	1	2			5
e.	Feel close to this child both when he/she was happy and					
	when he/she was upset		2			5
f.	Express affection by hugging, kissing and holding					
	Alain alaitel					

a.	Hug or hold this child for no particular reason		2	🔲 3	4	□5	
	Tell this child how happy he/she makes you						
C.	Have warm, close times together with this child		\square_2	\square_3	\square_4	\square_5	
d.	Enjoy listening to this child and doing things with him/her		\square_2			\square_5	
	Feel close to this child both when he/she was happy and		<u> </u>				
	when he/she was upset			\square_3	\Box_4	\Box_5	
f.	Express affection by hugging, kissing and holding	٠				🗀 🗸	
	this child		П		\Box_{4}	\square_5	
H 3	3. [Card H3] When parents spend time with their child	dren, somet	imes things g	o well an	d sometimes	they dor	ı'
Hc	ow often does the following happen? (Tick one box p	er row only)					
		Never /		About half	More than	All the	
_	Of all the times you talk to this shild shout his/her	almost neve	er half the time	the time	half the time	time	
a.	Of all the times you talk to this child about his/her behaviour, how often is this praise?						
L-		1	2	3	4	5	
b.	Of all the times you talk to this child about his/her						
	behaviour, how often is this disapproval?	1	2	3	4	5	
C.	When you give this child an instruction or request to do						
	something, how often do you make sure that he/she does	s it? ∐ ₁	2	3	4	5	
d.	If you tell this child he/she will get punished if he/she						
	doesn't stop doing something, but he/she keeps doing it,	_		_			
	how often will you punish him/her?	🔲 1	2		4	5	
e.	How often does this child get away with things that you						
	feel should have been punished?	1	2	3	4	5	
f.	How often are you angry when you punish this child?	1	2	3	4	5	
g.	How often do you feel you are having problems						
	managing this child in general?	🔲 1	2	3	4	5	
h.	How often is this child able to get out of punishment when	า					
	he/she really sets his/her mind to it?	1	2	3	4	5	
i.	When you discipline this child, how often does he/she						
	ignore the punishment?				П4	5	
j.	How often do you tell this child that he/she is bad or not						
•	as good as others?		$\Box_{\!p}$	\square_3	\Box_4	\Box_5	
k.	How often do you think that the level of punishment you						
	give this child depends on your mood?	П₁	П	\square_3	\Box_{4}	\square_5	
	January Market Company						
H4	. [Card H4] If you are currently working outside the ho	ome, can I as	sk you the exte	ent to whi	ch you agree	or disagr	е
wi	th the following statements?						
	Strongly	Disagree	Neither agree	_	Strongly	N/A	
D.	disagree		nor disagree		agree		
	ecause of your work responsibilities: You have missed out on home or family activities						
	at you would have liked to have taken part in			П.	□-	\Box	
	Your family time is less enjoyable and more			4		6	
pre	essured	П	\Box	\Box_{ι}		П	
μ	· · · · · · · · · · · · · · · · · · ·						
Ве	cause of your family responsibilities:						
	You have to turn down work activities or						
	portunities that you would prefer to take on \square_{1}	2	3	4	5	6	
d.	The time you spend working is less enjoyable						

with the following statements?	Strongly disagree	Disagree	Neither agree nor disagree		Strongly agree	N/A
Because of your work responsibilities:	J		a.oag.co		ug. 00	
a. You have missed out on home or family active			_			
that you would have liked to have taken part in.		2	3	4	5	6
b. Your family time is less enjoyable and more	_	_	_	_		_
pressured	1	2	3	4	5	6
Because of your family responsibilities: c. You have to turn down work activities or opportunities that you would prefer to take on		2	3	4	5	6
d. The time you spend working is less enjoyable and more pressured		2	3	4	5	6

H5. [Card H5] Overall, h living outside your hou	ow do you feel about the amou sehold?	nt of support or I	nelp you get from	n family or fr	iends
I get enough help ☐₁	I don't get enough help 2	· ·	/ help at all		
H6. Are you in regular o	contact with <child's> grandpare</child's>	ents?			
Voc.	No	onte aro docoasoo	N □ All grap	dparente live	abroad \square
Yes	No 2 All grandpare	ents are deceased	ı ∐₃ Ali giali	uparents live	abroau4
H7. How many of <child< td=""><td>d's> grandparents are still alive?</td><td>N</td><td></td><td></td><td></td></child<>	d's> grandparents are still alive?	N			
H8. With how many of h	nis/her grandparents would you	say <child> has</child>	a close or very o	close relation	ship?I
UO [Card UO] For the fa	Mowing items could you indicate	o whother or not	the Study Child	has the item	and
	ollowing items could you indicat ou couldn't afford it or for anoth		the Study Child	nas the item	i aiiu,
				No,	No,
			W	cannot	other
- Daga tha abild bases		0	Yes	afford	reason
	ome new (not second hand) clothe				3
	wo pairs of properly fitting shoes, in	• .			
	sh fruit and/or vegetables at least of				
	ee meals a day?	-			
	neal with meat, chicken or fish		1		
	ent) at least once a day?		□.	П.	П.
	ooks at home suitable for his/her				
	utdoor leisure equipment (bicycle,				
	ndoor games (board games, comp				
	pate in a regular leisure activity	ator garrios stoj			
	n instrument, youth organisations,	etc.)?		П	\square_3
	elebrations on special occasions	,		Z	
	vents)?			\Box_{2}	\square_3
	nave friends to your house to play				
from time to time?			1	2	
	oate in school trips and school eve				
	suitable place to study or do home				
	ng at Card H10, has the Study Cl LD IS PRESENT AT TIME OF INTER		nced any of the	following:	
		es <u>N</u> o			
-					
	amily member (please specify) 🛚				·····
	······				
•	parents				
	·····- <u></u>				
	esidential care				
	[
	a <u>family member</u>				
	n in the immediate family				
	nediate family				
•	nts	- -			
ivi. Parent in prison		_ 1 · · · · · <u></u> 2			

J: SOCIO-DEMOGRAPHICS

Time Section Started (24 hour clock)
Now some questions about the circumstances of your household.
J1. I would now like to ask you some questions about your accommodation: Is this accommodation a: [Interviewer: Read out answer categories]
House
J2. Does your accommodation have access to a garden or common space (either private or shared) where you callet <child> out to play?</child>
Yes
J3. Do you / someone else supervise <child> when <pronoun> is playing in this space?</pronoun></child>
Always Most of the time Now and again Never
J4a. [Card J4a] From this card, please tell me which best describes your (and your partner's) occupancy of the accommodation?
[Interviewer: Note that where the PCG lives with the Study Child's grandparent(s) in their house, occupancy shows be recorded as 'living with parents' rather than owner occupier, i.e. the PCG's nature of occupancy rather than the grandparents]
Owner occupied (with or without a mortgage)
Being purchased from a Local Authority under a Tenant Purchase Scheme
Rented from a Local Authority
Rented from a Voluntary Body
Living with and paying rent to your (or your partner's) parent(s)
Occupied free of rent with your (or your partner's) parent(s)
Occupied free of rent from your (or your partner's) job
J4b. How many bedrooms do you have in your home? number of bedrooms
J5.Do you feel that your current accommodation (excluding location) is suitable for your family's needs?
Yes1 No
J6. [CARD J6] Why is that? a. Too small
h. Other (specify)

[Int: If respondent is on maternity leave and she has a job which	s your usual situ ch she intends to		
O. Currently on maternity leave,			
	Student full-time.		
	On State training		
	Unemployed, acti		
	Long-term sickne		
	Home duties / loc		
	Retired		
10	Other (please sp	ecify)	
J8. How many hours do you normally work per week, incli	uding any regula	r overtime work	?
If you work at more than one job, please include the hours			·
•	•		hours
J9. On a typical work day, how much time in minutes do y (outward and return journey combined)?	ou spend comm	uting to and fro	m work
minutes [Int. if respondent work	s at home enter '	0' for minutes]	
J10. [Card J10] What is your occupation in your main job?			
In all cases please describe the occupation fully and precisely giving the full jugs precise terms such as: Do not use generation.	ob title. eral terms such as:		
RETAIL STORE MANAGER MANAGER MANAGER	erai terriis sucii as.		
SECONDARY TEACHER TEACHER			
ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. S	ENIOD ADMINISTRA	TIVE OFFICER	
Members of the Gardai or Army should state their rank. Teachers should state Clergy and religious orders should give full description e.g. NUN, REGISTERE	the branch of teachin	g e.g. PRIMARY TEA	CHER.
Write in your main OCCUPATION			_
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of th facilities and (b) if they are provided, have you used them	in the last 12 mg	onths?	
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the	in the <u>last 12 mo</u> Provide?	onths? Used last 12 r	nonths
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of th facilities and (b) if they are provided, have you used them	in the <u>last 12 me</u> Provide? Yes No	onths? Used last 12 r Yes	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of th facilities and (b) if they are provided, have you used them a. Subsidised child care	in the <u>last 12 mo</u> Provide? Yes No □1□2□2	onths? Used last 12 r Yes 	months No □₂
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	Provide? Yes No 1 2	onths? Used last 12 r Yes	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the <u>last 12 mo</u> Provide? Yes No □1 □2 □1 □2	onths? Used last 12 r Yes 1	months No222
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the <u>last 12 mo</u> Provide? Yes No □1 □2 □1 □2	onths? Used last 12 r Yes 1	months No222
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the <u>last 12 mo</u> Provide? Yes No □1 □2 □1 □2 □1 □2 □1 □2	onths? Used last 12 r Yes	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the <u>last 12 mo</u> Provide? Yes No □1 □2 □1 □2 □1 □2 □1 □2	onths? Used last 12 r Yes	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the <u>last 12 mo</u> Provide? Yes No □1□2□1□1□2□1□2□1□2□1□2□1□1□2□1□2□1□2□1□2□1□2□1□1□2□1	onths? Used last 12 r Yes	months No D2 D2 D2 D2
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the <u>last 12 mo</u> Provide? Yes No □1□2□1□1□2□1□2□1□2□1□2□1□1□2□1□2□1□2□1□2□1□2□1□1□2□1	onths? Used last 12 r Yes	months No D2 D2 D2 D2
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No	onths? Used last 12 r Yes 1	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No	onths? Used last 12 r Yes 1	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No 1	onths? Used last 12 r Yes 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No 1	onths? Used last 12 r Yes 1	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No 1	onths? Used last 12 r Yes 1	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No	onths? Used last 12 r Yes 1	months No
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[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No	onths? Used last 12 r Yes 1	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No	onths? Used last 12 r Yes 1	months No
[Interviewer: Ask J11 if code 0 or 1 at J7] J11. [CARD J11] Does your employer (a) provide any of the facilities and (b) if they are provided, have you used them a. Subsidised child care	in the last 12 mo Provide? Yes No	onths? Used last 12 r Yes 1	months No

Flaton involve Act, 142 if and a Cond at 171
[Interviewer: Ask J13 if code 0 or 1 at J7] J13a. Do you supervise or manage any personnel in your job?
Yes 1 No
J13b. How many?
[Interviewer: Ask J14 if code 2 or 3 at J7] J14. How many employees (if any) do you have? employees NA
[Interviewer: Ask J15 if code 3 at J7] J15. How many acres do you farm? acres hectares Go to J28
J16. Apart from holiday or casual work, have you ever had a full-time job? Yes1 No2 Go to J21
J17. In what year did you last work in that full-time job? year
J18. When you last worked in that full-time job were you?
Employee (incl. apprenticeship or Community Employment)
J19. [Card J19] What (was) your occupation in your main job?
In all cases describe the occupation fully and precisely giving the full job title. Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE.
Write in your main OCCUPATION
J20. [Ask only if Farmer at J18] How many acres did you farm? acres hectares
J21. Do you currently have a part-time job outside the home? Yes No No No So to J24
J22. On average, how many hours per week do you work in that part-time job? hours
J23. [Card J23] What is your occupation in your main job?
In all cases describe the occupation fully and precisely giving the full job title. Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Do not use general terms such as: MANAGER TEACHER ENGINEER
Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACHER. Clergy and religious orders should give full description e.g. NUN, REGISTERED GENERAL NURSE.
Write in your main OCCUPATION
If a farmer or a farm worker, write in the SIZE of the farmacres Go to J25

J24. [Card J24] From the reasons listed on this card c not working in a paid job outside the home? If more the	nan one reason, please rank them in order of
importance, where 1 is the most important reason, up	
a. I can't find a jobb. I chose not to work	f I cannot find suitable childcareg. There are no suitable jobs available for me
c. I am caring for an elderly or ill relative or friend	h. My family would lose Social Welfare or
d. I prefer be at home to look after my children myself	medical benefits if I was earning
e. I cannot earn enough to pay for childcare	i. Other reason (please specify)
J25. [Card J25] What is the occupation of your spouse In all cases describe the occupation fully and precisely giving the full job	•
	not use general terms such as:
SECONDARY TEACHER TEA	NAGER ACHER GINEER
Civil servants and local government employees should state their grade e Members of the Gardai or Army should state their rank. Teachers should Clergy and religious orders should give full description e.g. NUN, REGIST	g. SENIOR ADMINISTRATIVE OFFICER. state the branch of teaching e.g. PRIMARY TEACHER.
Write in main OCCUPATION (If a farmer or a farm wor	ker, please specify how many acres)
Please consider the income of <i>ALL</i> household member [INT. Tick 'Yes' or 'No' for each in Col. A] [Card J29] J27. And of these sources of income which is the larg [Int Tick one box only in Col. B]	confidence. wing sources of income does the HOUSEHOLD receive? ers, not just your own, your spouse/partner's income. est source of income at present? $ \frac{\underline{A}}{Receive?} \underline{B}_{Largest} $ $ \underline{Aargest}_{Ves} No \underline{Source} $
a. Wages or Salaries b. Income from Self-Employment	
c. Income from Farming	
d. Children's Allowance/ Child Benefit	
e. Other Social Welfare Payments	
f. Other Income (incl. income from maintenance payments investments, savings, dividends, private pensions, pro	perty)
g. Student Maintenance Grants	······ <u>1</u> ····· <u>1</u> ····· <u>1</u> 3
Don't know per per	Week□ ₁ Month□ ₂ Year □ ₃
a scale of incomes, and we would like to know into whafter deductions for tax and PRSI, the income levy and	household. Looking at the card could you tell me the letter ductions have been applied.

		HOUSEHOLD NET INCOME	AFTER DEDUCTIONS OF TA	X AND PRSI
er Wee	k	Per Month	Per Year	Category
nder €2	230	Under €1,000	Under €12,000	A ₁→Section A, Card J28
231 to u	ınder €350	€1,001 to under €1,500	€12,001 to under €18,000	B ₂→ Section B, Card J28
			€18,001 to under €24,000	
			€24,001 to under €30,000	
			€30,001 to under €42,000	
			€42,001 to under €48,000	•
926 to u	ınder €1,150	€4,001 to under €5,000	€48,001 to under €60,000	G ₇ → Section G, Card J28
1,151 to	under €1,500	€5,001 to under €6,500	€60,001 to under €78,000	H ₈ → Section H, Card J28
.501 to	under €1.850	€6.501 to under €8.000	€78,001 to under €96,000	I ₀→ Section I. Card J28
			€96,001 or more	
etusea.		∐77 GO TO J31	Don't' Know	∟ 88 GO TO J30
00 100	DD 1301 Would	that he list: Show Card and ti	ak 1 2 ar 2 in appropriate costi	on under per wk; per mth er per v
	Per week	under €75		on under per wk; per mth or per y €151 to €230
^	Per Month	€0 to €300		
	Per Year	€0 to €4,000		• —-
R	Per week	€231 to €270		€311 to €350
	Per Month	€1,001 to €1,150		€1,351 to €1,500
	Per Year	€1,001 to €1,130		·
-	Per week	€351 to €390		€16,001 to €18,000 □ ₃ €421 to €460 □ ₃
C		_		 -
	Per Month	€1,501 to €1,700	· · · · ·	€1,801 to €2,000
<u> </u>	Per Year	€18,001 to €20,000		€22,001 to €24,000 □ ₃
٦	Per week	€461 to €500		€536 to €575
	Per Month	€2,001 to €2,150	· · · · ·	€2,301 to €2,500
_	Per Year	€24,001 to €26,000		€28,001 to €30,000 □ ₃
-	Per week	€576 to €650		€751 to €800
	Per Month	€2,501 to €2,800		€3,251 to €3,500
_	Per Year	€30,001 to €34,000		€38,001 to €42,000 □ ₃
	Per week	€801 to €850		€881 to €925
	Per Month	€3,501 to €3,650	· · · · ·	, ,
	Per Year	€42,001 to €44,000		
G	Per week	€926 to €1,000		
	Per Month	€4,001 to €4,300		
	Per Year	€48,001 to €52,000		
Н	Per week	€1,151 to €1,250	· · · · ·	€1,376 to €1,500
	Per Month	€5,001 to €5,500		€6,001 to €6,500
	Per Year	€60,001 to €66,000⊡		€72,001 to €78,000 □ ₃
I	Per week	€1,501 to €1,600		€1,751 to €1,850
	Per Month	€6,501 to €7,000		€7,501 to €8,000
	Per Year	€78,001 to €84,000		€90,001 to €96,000 □ ₃
J	Per week	€1,851 to €2,100		€2,401 or more
	Per Month	€8,001 to €9,250		€10,501 or more
	Per Year			€125,001 or more

Yes	No2
<u>-</u>	ecord information on any Social Welfare payments which are received by anyone ard J32, could you tell me whether or not anyone in the household currently
	elfare payments? [Int Tick payments received by any household member]

J31. Does anyone in your household currently receive any Social Welfare payments?

33

Social Welfare Payment		Social Welfare Payment	
UNEMPLOYMENT PAYMENTS		-	
Jobseeker's Benefit		Jobseeker's Allowance or	
	<u></u> ∐1	Unemployment Assistance	2
EMPLOYMENT SUPPORTS			
Family Income Supplement		Back to Work Enterprise Allowance	□ ₆
Farm Assist		Part-time Job Incentive Scheme	
	L_4		<u> </u>
Back to Work Allowance (Employees)	5	Back to Education Allowance	8
Supplementary Welfare Allowance (SWA)	9	Rural Social Scheme	<u></u> 10
ONE-PARENT FAMILY / WIDOW(ER)			
PAYMENTS Widow's/Widower's or Surviving Civil Partner		Deserted Wife's Allowance	
(Contributory) Pension	11	Deserted Wile's Allowance	<u></u> 15
Deserted Wife's Benefit		Prisoner's Wife's Allowance	<u></u>
Widowed or Surviving Civil Partner Grant		One-Parent Family Payment	
Widowed of Surviving Civil Fartner Grant Widow's/Widower's or Surviving Civil Partner	13	One-i arent i armiy i ayment	17
(Non-Contrib) Pension	□14		
CHILD RELATED PAYMENTS			
		Guardian's Payment (Contributory)	$\vdash \vdash \vdash$
Maternity Benefit	18	Guardian's Payment (Contributory) Guardian's Payment (Non-Contributory)	<u>21</u>
Adoptive Benefit	19		22
Health & Safety Benefit	20	Guardian/Orphan's pension	23
DISABILITY AND CARING PAYMENTS	_	<u> </u>	├
Illness Benefit	24	Prescribed Relative's Allowance	32
Invalidity Pension	25	Injury Benefit	33
Disability Allowance	26	Incapacity Supplement	34
Blind Pension	27	Disablement Benefit	35
Carer's Benefit	28	Medical Care Scheme	□ 36
Domiciliary Care Allowance	29	Constant Attendance Allowance	37
Carer's Allowance	30	Death Benefits (Survivor's Benefits)	38
Half-rate Carer's Allowance	31	,	
RETIREMENT PAYMENTS			
State Pension (Transition)	39	State Pension Non-Contributory	41
State Pension (Contributory)	40	Pre-Retirement Allowance	42
OTHER PAYMENTS	40		<u>42</u>
Fuel/Smokeless Fuel Allowance	43	Diet/heating supplements	<u> </u>
Household Benefits Package	<u></u>	Other (please specify)	45
(electricity/gas/phone)	<u>44</u>	Other (please specify)	<u>46</u>
(cicourony/gas/prioric)	<u> </u>		Щ
Does anyone in your household currently receiv	ve rent	or mortgage supplement? Yes \ \ \ \ \ \	lo□2
soco uniferio in four nouscinsia surrema frosti	10 10111		
How much does the household receive PER WE	EK in	rent or mortgage supplement? €	
	_		
o you receive or have you received in the <u>last 1</u>	2 mon	ths, any of the following payments?	
k to school clothing and footwear allowance			
eptional and urgent needs payments (from Commu			
ter Care Allowance	•	,	
ooking at Card J35 and thinking of your ho	ouseho	old's total income from all sources an	d all house
ers, approximately what proportion of your total			m social we
nts of any kind – including Children's Allowand			
NVIEWER: Note that Child Benefit rates are €1	30 per	month for 1st, 2nd and 3rd child and	€140 for 4th
uent children]			
None Less than 5% to less 20%	to less		100%
	ın 50%	than 75% than 100%	
\square_1 \square_2 \square_3	<u>4</u>	□ 5 □ 6	\square_7

J36. [Card J36] For the following items could you indicate whether or not your household has the item and, if not, if it is because you couldn't afford it or for another reason? No. No. other cannot Yes afford reason a. Does your household eat meals with meat, chicken, fish (or vegetarian equivalent) at least every second day? c. Do household members buy new rather than second-hand clothes? d. Does each household member possess a warm waterproof coat? e. Does each household member possess two pairs of strong shoes? ___________________________________ f. Does the household replace any worn out furniture? g. Does the household keep the home adequately warm? h. Does the household have family or friends for a drink or meal once a month? i. Does the household buy presents for family or friends at least once a year? J37. [Card J37] A household may have different sources of income and more than one household member may contribute to it. Concerning your household's total monthly or weekly income, with which degree of ease or difficulty is the household able to make ends meet? Would you say... With great difficulty With difficulty With some difficulty Fairly easily Easily Very easily \square_6 J38. Have you ever had to go without heating during the last 12 months through lack of money? (I mean have you had to go without a fire on a cold day, or go to bed to keep warm or light the fire late because of lack of coal/fuel?) Yes □₁ J39a. Did you have a morning, afternoon or evening out in the last fortnight, for your entertainment (something that cost money)? J39b. [CARD J39b] Why was that? Couldn't leave the children Didn't want to...... Illness...... Couldn't afford to Other (specify) J40a. Does your family have a car? Yes □₁ J40b. Would your family like to have a car but you cannot afford it? Yes □1 No J41. Since our last interview in [MM/YYYY] we have had major changes in the economy with the recession, cutbacks and unemployment. Would you say that the recession has had... ... [INT: READ OUT] A very significant effect A significant effect A small effect No effect at all on your family on your family on your family on your family J42. [Card J42] How has it affected your family? Yes No b. Your spouse/partner was made redundant / lost their job k. Other (please specify)

Section K - About You

Now some more questions about yourself

K1a. [Card K1a] What is the highest level of education (full-time or part-time) which you have completed to date?	
1. No formal education□ ₁	
2. Primary education	
Second Level	
3. Lower Secondary	
(Junior/Intermediate/Group Certificate. 'O' Levels/GCSEs, NCVA Foundation Certificate, Basic Skills Training Certificate or equivalent).	
4. Upper Secondary	
(Leaving Certificate (including Applied and Vocational Programmes). 'A' Levels, NCVA Level 1 Certificate or equivalent 5. Technical or Vocational qualification	
(Completed Apprenticeship, NCVA Level 2/3 Certificate, Post-Leaving Certificate Course/FETAC Level 5, Teagasc Certificate/Diploma or equivalent).	
Third Level	
6. National Certificate, Diploma NCEA/Institute of Technology or equivalent, Nursing Diploma ☐ ₆	
(Non Degree)	
7. Primary Degree	
(Third Level Bachelor Degree)	
8. Professional qualification of Degree status at least (e.g. Chartered Accountant/Surveyor)	
9. Both a Degree and a Professional qualification	
10. Postgraduate Certificate or Diploma	
11. Postgraduate Degree (Masters)	
12. Doctorate (Ph.D)	
[INTERVIEWER: ASK K1B ONLY IF K1A IS CODE 3 OR HIGHER] K1b. In what year did you get this qualification? [INTERVIEWER: ASK K1C ONLY IF K1A IS CODE 5 OR HIGHER] K1c. What is the name of this qualification? [INTERVIEWER: Please record as much detail as possible]	
[INTERVIEWER: ASK K1D ONLY IF K1A IS CODE 5] K1d. Did you complete your Upper Secondary education (Leaving Certificate/'A'Levels or equivalent) before gaining this qualification?	ıg
Yes□ ₁ No□ ₂	
MO Milestie debildies firetien mane 2	
K2. What is <child's> first language? English</child's>	
K3. What language is usually spoken to <child> in the home?</child>	
English	
[BLAISE CONDITION: ASK K4 –K6 OF THOSE WHO INDICATED LITERACY WAS A PROBLEM AT TIME 2, NON-RESPONDENT AT TIME 2 OR NI RESPONDENT AT TIME 3]	:W
K4. Many people have problems with reading. Can I just check, can you read aloud to a child from a children's sto book written in your native language?	ry
Yes	
Yes	
K6. Can you usually read and fill out forms you might have to deal with in English?	
Yes□ ₁ No□ ₂	

RESPONDENT AT TIME 3] K7. 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
K8. Do you belong to any religion?
Yes
K9. [Card K9] Which religion? 1. Christian – no denomination
K10. Are you a citizen of Ireland? Yes
K11. What citizenship do you hold?
[ASK K12 – K14 IF NON RESPONDENT AT TIME 2 OR NEW RESPONDENT AT TIME 3]
K12. Were you born in Ireland? Yes ☐ ₁ No
K13. In which country were you born?
K14. How long ago did you first come to live in Ireland? Within the last 1-5 years 6-10 years 11-20 years More than 20 Don't year ago ago years ago know 1 2 3 4 5 88
K15. [Card K15] Looking at card K15, can you tell me, what is your ethnic or cultural background? Please choose ONE section from 1 to 4 then tick the appropriate box. 1. White Irish
Time Section Started (24 hour clock)
Finally, we would like to ask you some questions about your local area.
L1. How long have you lived in your local area? years OR months

[BLAISE CONDITION: ASK K7 OF THOSE WHO INDICATED NUMERACY WAS A PROBLEM AT TIME 2, NON-RESPONDENT AT TIME 2 OR NEW

				Strongly agree	•	_	Strongly disagree
	neighbourhood						
	od parks, playground:						
c. The state of the	ne footpaths, roads a	and street lighting	is good	🔲 1		🔲 3	🔲 4
d. There is acce	ss to close, affordabl	e, regular public t	ransport			🗔	🗖₄
e. There is acce	ss to basic shopping	facilities		— 1			🗖₄
	ss to basic services						
	y traffic on my street						
	hildren to play outsid						
	d here are willing to h						
•	n your neighbourhoo						
	formation about local				∟∠		4
•	nation			□ .	□ .	□.	□.
	nformed about local						
	ong sense of identity			_			_
ii. Tou ieera Sti	ong sense of lucillity	with your neighbo	Jui 11000	∐1	∟2	∟3	4
	er or not you think		n; fairly com	mon; not v Very	ery commo		all commo
ease say wheth Rubbish and lit	er or not you think ter lying about	it is very commo	on; fairly com c	mon; not v Very common o	ery commo Fairly No common co □₂	on; or not at ot very Not ommon col	all commo at all mmon
ease say wheth Rubbish and lit Homes and gal	er or not you think	it is very commo	on; fairly com	mon; not v Very ommon	ery commo Fairly No common co	on; or not at ot very Not ommon con □3	all commo t at all mmon
Rubbish and lit Homes and gar Vandalism and	er or not you think ter lying about dens in bad condition	it is very commo	on; fairly com	mon; not v Very ommon	ery commo Fairly N common co	on; or not at ot very Not ommon con	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being d	er or not you think ter lying about dens in bad condition deliberate damage to	it is very commo	on; fairly com	mon; not v Very ommon 1 1 the followi	ery common Fairly No common co	on; or not at ot very Not ommon con	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being d i. [CARD L5] Ho	ter lying aboutdens in bad condition deliberate damage to runk or taking drugs ow often do you and	it is very commo	on; fairly com	mon; not v Very ommon 1 the followi Never	ery common Fairly Notes of the common	on; or not at ot very Not ommon con	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being d i. [CARD L5] Ho Do favours for Share informati	ter lying aboutdens in bad condition deliberate damage to runk or taking drugs we often do you and each other	it is very commo	sn; fairly com	mon; not v Very ommon	rery common Fairly Notes of the common commo	on; or not at ot very Not ommon con	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other	er or not you think ter lying about dens in bad condition deliberate damage to runk or taking drugs ow often do you and each other on on schools or chil	it is very commo	s do each of	mon; not v Very ommon	rery common Fairly Notes of the common commo	on; or not at ot very Not ommon con	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other	er or not you think ter lying about dens in bad condition deliberate damage to runk or taking drugs ow often do you and each other on on schools or child i's houses	it is very commo	s do each of	mon; not v Very common the followi Never miging up ch	rery common Fairly No common c	on; or not at ot very Not ommon con	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other 6. How do you for	ter lying about	it is very commons	s do each of	mon; not v Very common the followi Never miging up ch	rery common Fairly Notes of the common commo	on; or not at ot very Not ommon con	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being do 5. [CARD L5] How Do favours for Share informatives ach other Excellent	ter lying about	it is very common in the second of the secon	s do each of place for brin	mon; not v Very ommon	ery common Fairly Notes of the common	on; or not at ot very Not ommon colors of the colors of th	all commo at all mmon
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other 6. How do you for Excellent 7. [CARD L7] Wo	ter lying about	it is very commons	s do each of Poor Poor 4	mon; not v Very ommon	rery common Fairly Notes of the common commo	on; or not at ot very Not ommon colommon colommon colombon colombo	all commons at all mmon
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other 6. How do you for Excellent 1. [CARD L7] Wo	ter lying about	it is very commons	s do each of Poor Poor A he household Waterford cit	mon; not v Very ommon the followi Never ging up ch Very	ery common Fairly No common co	etimes O	all commo at all mmon 4 4 4 4 3 3 3 3 7
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other 6. How do you for Excellent In open cours in a village (ter lying about	it is very commons	place for bring Poor Waterford cit Galway city.	mon; not v Very ommon the followi Never ging up ch Very	rery common Fairly No common c	etimes O	all commo at all mmon 4 4 4 4 4 7 6 6 7 8
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other 6. How do you for Excellent 1. [CARD L7] Wood In open course in a village (In a town (1))	ter lying about	it is very commons	place for bring Poor He household Waterford cit Galway city . Limerick city	mon; not v Very ommon	rery common Fairly No Common c	etimes O	all commo at all mmon 4 4 4 4 7 8 9
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other 6. How do you for Excellent 1. [CARD L7] Work In open counting a village (In a town (1, In a town (3, In a town (4,	ter lying about	it is very common in the place where the place	place for bring Poor He household Waterford cit Galway city . Limerick city Cork city	mon; not v Very ommon	rery common Fairly No Common c	etimes O	all commo at all mmon 4 4 4 4 4 10 7 8 10 10
Rubbish and lit Homes and gar Vandalism and People being d 5. [CARD L5] Ho Do favours for Share informati Visit each other 6. How do you for Excellent 1. [CARD L7] World In a village (In a town (1, In a town (3, In a town (5, In a town	ter lying about	it is very commons o property in public I your neighbour dren's activities hbourhood as a part of the place where the place w	place for bring Poor He household Waterford cit Galway city . Limerick city	mon; not v Very ommon	rery common Fairly No Common c	on; or not at ot very Not ommon colommon colommon colombon colombo	all commo at all mmon 4 4 4 4 4 1 7 8 9 10 11



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GROWING UP IN IRELAND STRICTLY CONFIDENTIAL

5-YEAR QUESTIONNAIRE - Draft of 20/02/13

PRIMARY CAREGIVER TWIN QUESTIONNAIRE

GROUP		HHOLD		RESPONDENT	
INTERVIEWI	ER NAME		INTERVIEWE	ER NO:	
Time Section S	Started	(24 hor	ır clock)	DATE:ddmn	nyy
parents/guardi appropriate fo strictest confid be identified w	ians and child vor you in the field lence and will not rith you or your fa	vill take about l]. All the information be released in any	minutes to co on you and you way which woul are told someth	Id>. The whole in omplete [INTERVII] r family provide wild allow the informating which might sug	EWER: Adjust as Il be treated in the tion you provide to
Social Protecti on the Steering	on and the Centr g Group which o	al Statistics Office. Twersees the Study. A	The Department group of resea	y in association with of Education and S rchers led by the Ed rinity College Dublin	kills is represented conomic and Social
		Section A -	Introduction		
Child's Name:	:				
[Interviewer: p	lease record, heid	ght and weight of the	e Study Twin be	low:1	
Height:	•		,	•	
Weight:					
1. Can the foll	owing people usua	lly tell the twins apart	?		
o Vou	Always/mos	t of the time Som	etimes Neve	er/hardly ever	
b. Other family n	nembers∏₁		2	3 3	
c. Other people	1		2	3	
2a. Have you ha	d any other <u>multipl</u>	e_births, since the twi	ns were born ? Ye	es No	2
2b. r	number of other child	ren in multiple births			
	typical siblings of a	a similar age, would yo categories]	ou say that the tw	ins' relationship is?	
Much closer	Somewhat clos	ser About the same	Somewhat more distant	Much more distant	
<u></u> 1	2	3	4	5	

Section B - Child's Sleep and Relationships

I'd now like to ask you a few questions about <child's> habits and routines. B1a. On a normal day, what time in the evening does <child> usually go to bed? (24 hour clock) B1b. On a normal day, what time does <child> wake up at in the morning? (24 hour clock) B2. On a normal day how many hours would the <child> sleep during the day _____ hours ____ mins [INT: IF NONE THEN ENTER '0' FOR BOTH HOURS AND MINUTES] B3. How much is <child's> sleeping pattern or habits a problem for you? Would you say... [INT: READ OUT] A large A moderate A small No problem problem problem problem at all B4a. How often does <child> take comfort from a special blanket or toy during the daytime? Most of the time \square_1 Sometimes B4b. How often does <child> take comfort from a special blanket or toy during the nighttime? Most of the time \square_1 Sometimes Never...... B5a. How often does <child> suck a soother during the daytime? Never...... B5b. How often does <child> suck a soother during the nighttime? Most of the time \square_1 Never...... B6a. How often does <child> suck their thumb/finger(s) during the daytime? Never...... Sometimes B6b. How often does <child> suck their thumb/finger(s) during the nighttime? Sometimes Never..... B7. [CARD B7] I am going to read out some statements about the relationship between you and <child>. Please listen to each statement and describe the degree to which each of the following statements currently applies. Definitely does Does not Definitely not apply really apply not sure somewhat applies d. My child is uncomfortable with physical affection or touch from me.... \square_1 \square_2 \square_3 e. My child values his/her relationship with me \square_1 \square_2 \square_3 i. It is easy to be in tune with what my child is feeling □₁□₂□₃ I. When my child is in a bad mood I know we're in for a m. My child's feelings toward me can be unpredictable or can change suddenly..... \square_1 \square_2 \square_3 \square_4 \square_5 o. My child openly shares his/her feelings and experiences with me..... \square_1 \square_2 \square_3

B8. [CARD B8] How often do you do the foll	owing w	/hen <ch< th=""><th>ild> misbehave</th><th>s?</th><th></th><th></th></ch<>	ild> misbehave	s?		
	Never	Rarely	Now and again	Regularly	Always	Can't say
a. Discuss/Explain why behaviour was wrong		П		\Box_{4}		Π ₆
b. Ignore him/her c. Smack him/her d. Shout or yell at him/her	··· 🗀 1					
d Shout or yell at him/her	··· 🗀 1					
e. Send him/her out of the room or to	1		3	4	5 •••	6
his/her bedroom or naughty step						
f Take away treate	1		3	4 —		······· <u></u> 6
f. Take away treatsg. Tell him/her off	…		3			············
h. Bribe him/her	…∐1		3			
ii. Dilbe liili/liei	··· ∐1	2	3	4	5 ···	6
Section C - Chil	d's ph	<u>nysica</u>	l health and	d develo	pmen	<u>t</u>
Now I'd like to ask you a few questions about	ut <child< td=""><td>d's> heal</td><td>th</td><td></td><td></td><td></td></child<>	d's> heal	th			
C1. [CARD C1] In general, how would you de	escribe	<child's:< td=""><td>> current health</td><td>?</td><td></td><td></td></child's:<>	> current health	?		
Very healthy, no problems □ ₁						
Healthy, but a few minor problems						
Sometimes quite ill						
Almost always unwell						
C2. Does <child> have any longstanding illi</child>	ness co	ndition	or disability? By	v longstan	dina I ma	an anything that has
troubled him/her over a period of time or the						san anything that has
		_	_₂ → Go to C			
C3. [CARD C3] What longstanding illness, c	ondition	n or disa	bility does <chi< td=""><td>ld> have?</td><td></td><td></td></chi<>	ld> have?		
[INT – code for up to 3 illnesses]					•	
a. Asthma						
b. Cystic Fibrosis						
c. Heart abnormalities						
d. Eczema or any kind of skin allergy				~		
e. Any kind of respiratory allergy (including hay						
f. Any kind of food or digestive allergy or food in	ntolerano	~~ ~		5		
g. Problem with non-food allergies, such as to o						
h. Bone, joint or muscle problems						
i. A problem using his/her arms or legs						
j. A problem using his/her hands or fingersk. Hyperactivity/Problems with attention ADD /						
I. Severe behavioural problems						
· · · · · · · · · · · · · · · · · · ·						
m. Diabetes						
n. Kidney disease						
o. Migrainous headaches						
p. Epilepsy or seizures						
q. Down syndrome						
r. Spina bifida/hydrocephalis						
s. Cerebral palsy						
t. Autism Spectrum Disorder						
u. Other (please specify)				18		
[INT – CODE FOR UP TO 3 ILLNESSES] C3_1. Has this illness, condition or disability	ty been	diagnos	ed by a medical	professio	nal?	
Yes	O	Г	\neg			
		_				
C3_2. Since when has <child> had this illne</child>	ss, con	uition of	uisability?	yea	1 1	

C3_3. Since when has <child> had this illness, condition or disability? month</child>
C4. Do any of these illnesses hamper <child> in his/her daily activities?</child>
Yes, severely ☐₁ Yes, to some extent ☐2 No ☐3
C3f_4. To which food or foods. Please specify all types of food to which <child> has a food or digestive allergy or food intolerance</child>
Food 1: Food 2: Food 3:
C5a. In the past 12 months has <child> had any periods when there was wheezing with whistling on his/her che when he/she breathed? Yes</child>
C5b. How many separate episodes/bouts of wheezing with whistling on his/her chest has <child> had in the past 12 months? N</child>
C6. In the past 12 months has your child been prescribed the following specifically for this wheezing with whistling on his/her chest? Yes No a) An inhaler
C7. Can you tell me whether <child> has received the following vaccinations: (a) the '4-in-1' vaccination (diphtheria, tetanus, pertussis and polio) Yes</child>
(b) the 'MMR' vaccination (Measles/Mumps/Rubella) after he/she started school at 4-5 years
Yes ☐ ₁ No
C8. [CARD C8] In the past 12 months, how many times have you seen or talked on the telephone with any of the following about <child's> physical or emotional health? [INT: IF NONE THEN ENTER 0 – DO NOT LEAVE BLANK</child's>
a. A general practitioner (GP)
C9a. Has <child> received a course of antibiotics in the past 12 months?</child>
Yes□₁ No□₂
C9b. In total, how many courses of antibiotics has <child> received in the past 12 months? N</child>
C10. Since the time of the <u>last interview</u> in MM/YY, approximately how many nights has <child> spent in hospita nights</child>

[INT: NOT HOSPITAL OUTPATIENT OR EMERGENCY DEPARTMENT VISITS – IF NONE THEN CODE AS '0']

/

been taken to the doctor, health centre or hospital? accidents C12. How many separate accidents has <child> ever had? C13. [CARD C13] Thinking about the MOST RECENT (or only) accident or injury, what sort of accident or injury was it? Broken bone or fracture Near drowning...... Swallowed household cleaner / other poison / pills Swallowed object Cut needing stitches or glue...... Iniury to mouth or tooth Burn or scald Other (please specify) \square_{10} C14. What age was <child> when this MOST RECENT (or only) accident or injury happened? Years Months C15a. Did <child> go to the hospital? C15b. Was this to Casualty / Accident and Emergency only or was he/she admitted to a hospital ward? Admitted to a Hospital Ward...... C16. Where did this accident happen? C17. Does <child> currently have, or at any time in the past had, any sort of sight problem requiring correction? [INTERVIEWER: Explain that 'correction' includes being prescribed glasses] C18a. Does <child> currently have, or at any time in the past had, any sort of hearing problem requiring correction? Yes, currently...... □₁ Yes, in the past...... C18b. Has <child> ever had grommets inserted in his / her eardrums? **C18c. When?** Month ______ Year _____ C19. [CARD C19] Was there any time in the last 12 months when, in your opinion, <child> needed medical care or treatment for a health problem but he/she did not receive it because: [INT: READ OUT] Yes No a. You couldn't afford to pay...... b. The necessary medical care wasn't available or accessible to you c. You could not take time off work to visit the doctor with <child>...... \square_1 \square_2 g. Other (please specify)

C20a. Is <child> currently on a</child>	waiting	list for any	type of m	edical as	sessme	nt or trea	atment?			
YesNo.	[2								
C20b. Please specify										
C21. Do you have any concern or yes a lot?	s about l	now <child< th=""><th>> talks an</th><th>d makes</th><th>speech</th><th>sounds?</th><th>Would y</th><th>ou say n</th><th>o, yes a litt</th><th>tle</th></child<>	> talks an	d makes	speech	sounds?	Would y	ou say n	o, yes a litt	tle
No ☐ ₁ Yes, a	little	2	Yes,	a lot		3	Don't kno	w[<u></u> 4	
C22. [CARD C22] In which area					·					
-	Yes	No			-				Yes	No
 a. Reluctant to speak b. Speech not clear to the family c. Speech not clear to others d. Speech is developing slowly e. Difficulty finding words f. Difficulty putting words togeth 		2 2 2 2	h. Stutt i. Lisp	ters, stam or difficulty	mers y pronou	 incing cer	tain letter	combinati	1 1 lons . 1 1	
C23. Has <child> received any</child>	treatmer	nt for his/he	r speech	or langua	age prol	olem?				
Yes □1		No	[<u></u>						
C24. Has <child> been to visit</child>	the denti	st because	of a prob	lem with	his/her	teeth?				
Yes 🗀		No	·							
C25a. Was there any time during	ng the pa	st 12 mont	hs when <	child> re	ally nee	eded to c	onsult a d	entist bu	t did not?	
					,					
Yes □1		No	2							
C25b. Was this because you co	ould not	afford it, or	some oth	ner reaso	n?					
Could not afford it	. <u></u> 1	Other reaso	n		2					
C26. [CARD C26] I would like doesn't eat. Looking at the ca	rd, pleas	se tell me h	ow often,	on avera	ge, you	r child ea	its these f	oods.		
	Never	Less than once a	At least once	At least once	Most days	Once a day	2-3 per day	4-5 per day	6+ per day	
a. Ready to eat breakfast cerea	als. □₁	month	a month □	a week □₄	□₌	П _е		□。	□。	
b.Other breakfast cereals				4	,				э	
e.g. porridge	🔲 1	🔲 2	🔲 3	🔲 4	□₅	🗀 6	□7	🔲 8		
c.White bread and rolls	🔲 1	🗀 2	□₃	🔲 4	5	🔲 6	🔲 7	🔲 8		
d.Wholemeal,brown bread and	I									
rolls	🔲 1		□₃	🔲 4	□₅	🗀 6	🔲 7	🔲 8	🔲 9	
e.Other breads e.g. scones,										
croissants	🔲 1	🗀 2	□₃	🔲 4	□₅	🗀 6		🔲 8	🔲 9	
f.Savoury breads, e.g. pizza	🔲 1	🗀 2	□₃	🔲 4	□₅	🔲 6	🔲 7	🔲 8		
g.Rice, pasta, noodles	🔲 1	🗀 2	□₃	🔲 4	5	🔲 6	🔲 7	🔲 8		
h.Cakes, pastries, buns	🔲 1	🔲 2	□₃	🔲 4	□₅	🔲 6	🔲 7	🔲 8		
i.Biscuits - any	🔲 1	🔲 2	□₃	🔲 4	□₅	🗀 6	🔲 7	🔲 8		
j.Chocolate or confectionery	🔲 1		□₃	🔲 4	□₅	🔲 6	🔲 7	🔲 8	<u></u> 9	
k.Other sweets			3	4	5	🗀 6		8		
I.Ice cream or ice lollies			□₃	🗖	5	6		🔲 8	🔲 9	
m.Puddings & chilled desserts	🗖		3	🗖						
n.Yoghurt (flavoured or plain b						<u></u>	<u> </u>	~		
not fromage frais)		🔲 2	□₃	🗀	🔲 5	□ ₆	🔲 7	🔲 8	🔲 ₉	
o.Fromage frais (e.g. Petit Filo							—			
p.Cheese or cheese spread	· —								 -	
q.Milk (cow's)										

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C29.	[CARD C29] How often would you say <child></child>		Never	Seldo	m Oft		most ways
ì.	Expresses feelings when wronged						-
	Says nice things about herself/himself without braggi						
	Asks for help from adults.	_					
	Says when there is a problem						
	Stands up for others who are treated unfairly						
	Questions rules that may be unfair						
J.	Stands up for herself/himself when treated unfairly			2			4
	Takes care when using other people's things						. 4
	Respects the property of others						
	Is well-behaved when unsupervised			2		3	4
	Takes responsibility for her/his own actions						
	Does what she/he promised						_
	Takes responsibility for her/his own mistakes						
	Tries to understand how you feel						_
	Tries to make others feel better.						
	Forgives others						
	Tries to understand how others feel						
	Tries to comfort others.						
	Shows concern for others.						
	Makes a compromise during a conflict						
	Stays calm when teased.						_
	Takes criticism without getting upset						
/ .	Resolves disagreements with you calmly						
	Ctava calm when discarracing with others						
	Stays calm when disagreeing with others						4
	Stays calm when disagreeing with others Tolerates peers when they are annoying Responds appropriately when pushed or hit Section E - Child's pla		1 · 			□3 ····································	
he	Tolerates peers when they are annoying	y, active twith <ch< th=""><th>vities ar</th><th>ad tempe e answer th</th><th>ramer at best</th><th></th><th></th></ch<>	vities ar	ad tempe e answer th	ramer at best		
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Fhe E1. Decha	Section E - Child's place next section is about activities you may carry out [CARD E1] Look at the card, for each statement aviour at the present time. Then this child starts a project such as a puzzle or more she works on it without stopping until it is complete wen if it takes a long time. This child wants a toy or sweet while shopping, he/she will easily accept something else instead	y, active twith <check check="" td="" the="" the<=""><td>vities ar vities ar vities</td><td>e answer th Variable, usually does not 3 3 3 3 3 3 3 3</td><td>ramer at best Variable, usually does 4</td><td> 3</td><td>the <</td></check>	vities ar vities	e answer th Variable, usually does not 3 3 3 3 3 3 3 3	ramer at best Variable, usually does 4	3	the <

i. When shopping together, if I do not buy what this child					
wants (e.g. sweets, clothing), he/she cries and yells	🗆 1	2	🗀 4		
j. When unknown adults visit our home, this child is				····e	
immediately friendly and approaches them	□₁ □	l₂ □3	П	□ ₅	
k. If this child is upset, it is hard to comfort him/her					~
I. When a toy or game becomes difficult, this child quickly	·• []	2 ∟3	4		16
, , ,					\neg
turns to another activity	·•	2 3	4		6
E2. Overall, compared to other children of the same ago	e, do you thin	k <child> is</child>	[INT: READ	OUT]	
Easier than average					
About average					
More difficult than average					
wore difficult than average					
E3a. [CARD E3a] How often would you do any of the fo	llowing with <	<child>?</child>			
Never		Occasionally		Everyday	y N/A
	ever		times		
a Play with sabilds using toyo or games / nuzzles			a week		
 a. Play with <child> using toys or games / puzzles □₁</child> b. Play computer games with <child> □₁</child> 			4	5	
C Visit the library	2 Па		4 	5	
c. Visit the libraryd. Listen to <child> read</child>					
a Dood to sobilds		1 1			Ы
f. Use computer with <child> in educational ways</child>					
g. Sport or physical activities					
h. Go on educational visits outside home such as					
museums, farms			4	5	
	2	3			
i. Go shopping \square_1			4	5	
i. Go shopping			4	5	
i. Go shopping	at home?	3	4	5	F
i. Go shopping	at home?	3	casionally C		Everyda
i. Go shopping	at home?	3	casionally C	One or two times a week	Everyda
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E7. About how many children's books does <child> have access t Would you estimate [INT: READ OUT]</child>	to in your home	e now, inclu	ding any library book	s?
None				
Less than 10	_	•		
10 to 20	·····	5		
E8a. I would like you to think about all the time <child> spends on dvds, computer, Ipad, smart phones, electronic games syster <child> spends in front of any 'screen' (computer or TV or ga would <child> spend on this type of 'screen time' on an average.</child></child></child>	m. We are talki me) in an avera	ng here abo	ut the amount of time	
None	ss than 3 hours	□3	3 or more hours]4
E8b. What does <child> MOSTLY do on that 'screen time'? Is s/he</child>	e usually:			
Playing educational games □ ₁				
Playing other games				
Watching movies, videos, other TV□ ₃				
Doing a mixture of all types of activities. ☐4				
E9. Does your child ever access the internet using a computer, tab home?	olet, smartphon	e or game s	ystem (e.g. Xbox) at	
Yes № No				
E10. Is <child> supervised by you or another adult when he/she ad</child>	cesses the inte	ernet?		
Always Sometimes	Never			
Section F - Child's Functioning	n and relati	ionshins		
Now I'd like to ask you some questions about <child's> emotional</child's>				
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Now I'd like to ask you some questions about <child's> emotional F1. [CARD F1] Listed below is a set of statements which could be each item, please indicate whether it is Not True, Somewhat True a all items as best you can even if you are not absolutely certain Child's behaviour over the last six months. Use answers 1, 2 or 3 a a. Considerate of other people's feelings 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 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 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</child's>	health and wel used to descrior Certainly Tru. In Please give as on the card in Not True In I	Ibeing. be the Study ue. It would I answers on if you like. Somewhat True 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	y Child's behaviour. Felp us if you answer the basis of the Stu Certainly True	ed

y. Sees tasks through to the end, good attention span \square_1 \square_2 \square_3

	No	Yes, minor difficulties	Yes, definite difficulties	Yes, severe difficulties
	<u>1</u>	2	3	4
F3. How long have these di	fficulties been present?			
Less than a month□ ₁	1 -5 months	2 months □ ₃	Over a year	
F4. Do the difficulties upset	or distress your child?			
Not at all □ ₁	Only a little	iite a lot□₃	A great deal	ļ.
F5. Do the difficulties interf	ere with your child's everyd	ay life in the follow	ing areas?	
	Not at all	Only a li	tle Quite a lot	A great deal
	··································			
	burden on you or the family			
Not at all □ ₁	Only a little		A great deal □	
			7. great dear	
F7. Does <child> have any</child>	brothers or sisters?			
Yes1	No2			
F8. [CARD F8] In general, h	ow well does <child> get on</child>	with his/her siblin	gs?	
Gets on well with his/her sibli	ngs	Г	٦.	
		_		
	her siblings	_		
Does not see them		[_4	
	Section G - School	l / Childcare /	Preschool	
C4 line inhibit atomad liv			1103011001	
Note that the Early Start F	nior Infants in primary scho Programme is counted as p for 3 and 4 year olds in a sm	reschool (not prin		
Yes		, QUESTION G2		
No	GO TO SECTION G2 anooled 2 GO TO SECTION G1	, QUESTION G35		
Child is homescl	nooled 2 GO TO SECTION G1	, QUESTION G20		
	Section G1 - Chi	ild has started	d school	
Subsection A – School	details, school choice	and transition t	o school	
	e questions on school detai			ol
	7	,		
G2. When did he/she start J	lunior Infants in primary sch	nool? mo	nth year	
G3. What school is <child></child>	currently attending? Please	give the full name	and address as exact	ly as possible
Name of school:				
Address 1:				
Address 2:				
Address 3:				
Address 4:				

64. And (can I just check) is it a single sex or mixed sch	001?			
Single sex1 Mixed sex	Mixed	sex Juniors, S	Single sex Se	eniors \square_3
G5. What class (or year) is <child> currently in? [INTERVIEWER: If interview is in July / August please er</child>	nter the clas	s <child> ha</child>	s just comp	leted]
Junior Infants				
G6. When did you register or enroll Study Child with the	school?			
month year				
G7a. Had you registered or enrolled <child> in other prin</child>	mary schoo	ls?		
Yes				
G8. Does <child> have any older brothers or sisters in the</child>	ne school th	ney are atten	ding?	
Yes No				
The next few questions are about the time when you we	re deciding	to enroll <ch< td=""><td>nild> at a pri</td><td>mary school.</td></ch<>	nild> at a pri	mary school.
G9. [CARD G9] Before enrolling <child> at a primary sch primary school from any of the following sources?</child>	ool, did yo	u look for adv	vice or infor	mation about starting
Discourse alocal atatt		es ¬	No	
a. Primary school staff				
b. Preschool staff (e.g. nursery or playgroup staff) c. Friends				
d. Other parents				
e. Your siblings				
f. School website				
g. Other (please specify)		1	2 ¬	
G10. Did you have a choice about which school <child></child>	would go to	o? Yes □₁	No 🗀	
[CARD G10] When thinking about schools that <child> n</child>	night go to,	how importa	nt were the	following factors?
If <child> was already attending a preschool class at the</child>	is school, p	lease give th	ne reason yo	ou chose to send him/he
to the preschool class at this school	M =	0	Madassass	Niet et ell
	Very	Somewhat	-	Not at all
a life the legal cabactor negreet to home		important		
a. It's the local school or nearest to home				
b. His/her friends go or were intending to go there				
c. His/her brother/sister went/go thered. General good impression of school/good reputation	· 🗀 1	<u> </u> 2	3	
e. The ethos of the school in terms of religion or beliefs				
f. The gender mix of the school (co-educational/single sex)				
g. Language of instruction used in the schoolh. Other reason (specify)				
Ti. Other reason (specify)	· <u> </u>	2	3	4
G11. [CARD G11] Did you do any of the things on this ca	ard to get <	child> ready	for starting	school?
a. You attended an information meeting arranged by the sci	hool	Yes □.	No	
b. You decided to visit the school before the Study Child sta				
c. Sought advice from friends, neighbours and/or family				
d. Practised reading, writing or numbers				
e. Talked to the Study Child about school				
f. Something else (Please specify)				
			∠	

G12. [CARD G12] I am going to read out a series of statements about how you felt about Study Child starting school, please tell me how much you agree or disagree with each statement.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I felt that <child> was able to mix with other children well end</child>	ough		J		•
to get along at primary school		2	3	4	5
b. I believe that <child> understood enough about taking turns sharing to manage at primary school</child>	and ∏₁		$\Box_{\mathfrak{s}}$		П
c. <child> could go to the toilet on his/her own before starting</child>		∠		4	D
primary school	1	2	3	4	5
d. I felt that <child> had the pre-reading and writing skills</child>					
necessary to start schoole. I was worried that <child> would find being apart from me too</child>		2	3	4	5
difficult		2	3	4	5
f. I was concerned that <child> would be reluctant to go to</child>					
primary school		2	3	4	5
with primary school		2	3	🗀 4	5
G13. How often would you or your spouse / partner usually	speak in p	erson to	child's> tea	cher?	
Daily 🗀 Weekly	П.	Lesso	ften [乛.	
Daily	3	Less 0	iteri [4	
G14. [CARD G14] Children sometimes have problems adjus	sting to prin	nary sch	nool. On avera	ge, since	<child> has</child>
started primary school	Mor	e than	Once a	wook	Not at
		e illali e a week			all
a. How often has <child> complained about school?</child>		1		2	3
b. How often has <child> said good things about school?</child>		<u>1</u>		2	3
c. How often has <child> looked forward to going to school?</child>d. How often has <child> been upset or reluctant to go to school</child>		∐1		2 I	3
d. How often has <ci iid=""> been upset of rejuctant to go to school</ci>	UI ?	1		2	[]3
The next few questions are about how you think <child> is</child>	getting on a	at schoo	ol.		
G15a. How do you feel about the pace of learning at school	for Study (Child? D	o vou feel it is	S	
[INT: Read out]	•		,		
Too fast for <child></child>	\Box				
Just right for <child></child>					
Too slow for <child></child>					
G15b. And which of these statements best describes how < [INT: Read out]	child>is fin	iding his	s/her school w	ork?	
•					
<child>usually finds school work hard <child>sometimes finds school work hard</child></child>					
<child>never finds school work hard</child>					
G16. How confident are you that you know what your child	is learning	or doin	g in school?		
Very confident□ ₁ Somewhat confident □ ₂ Not ve	ery confiden	t 🗀	Not at all co	onfident	\square_{4}
very confident	cry cormacn	· 🗀 3	riot at all o	Jillidont	<u></u> 4
G17. [CARD G17] How is information communicated to you	from the s	chool?			
	Yes		No		
a. Chatting informally with teacher					
b. Parent-teacher meeting / other formal meeting					
c. Newsletter					
d. Written report			2		
e. Phone call			2		
f. Text messageg. Letter or note with the child or in his / her journal			2		
h. What child tells me			 		
i School's wobsite or blog	H'				

G18. [CARD G18] Can you tell me how much you agre	e or disagree wit Strongly agree		Statements? Neither agree nor disagree	Disagree	Strongly disagree	Don't know
a. <child> finds it hard to sit still and listen in class</child>		\Box_2		\prod_4		6
b. <child's> teacher knows him/her well and gives him/he</child's>						
the support he/she needs		D ₂	3			6
c. <child> was happier with the way he/she learned things</child>						
preschool/nursery		🗆 2	3		5	6
d. <child> has adjusted easily to the way they do things in</child>						6
G19. Who usually minds <child> if he/she is too sick t [Interviewer: Read out answer categories]</child>	o attend school?	•				
Mother □ Father □ P	Parents take turns		Grandpare	ents		4
Mother \square_1 Father \square_2 P Other relative \square_5 Friend/ Neighbour \square_6 C	Parents take turns Childminder		Other (ple	ase speci	fy)	† 3
Subsection B – Term-time out of scl	hool care for t	hose w	ho have sta	arted sc	hool	
Now I'd like to ask you some questions about childcare ar G20. Is <child> minded by someone other than you or during the school year (between September and June</child>	your resident sp					
Yes No	☐2 Go to G28					
G21. (a) [Card G21] Who minds <child> on a regular b (b) number of days per week <child> spends in e (c) number of hours per week <child> spends in</child></child></child>	ach type of child	care	ool?			
(d) how much you pay for this childcare for <chil (e)="" childcare<="" is="" main="" of="" td="" this="" type="" whether="" your=""><td></td><td></td><td></td><td></td><td></td><td></td></chil>						
	Number of days	lumber of l	nours Cost per	week Maii	n type of car	re
a. A relative in your home1 Go to G22a	N		Ν €			
b. A non-relative in your home	N		N €			l
c. A relative in their home	N		N €			
d. A non-relative in their home	N		N €		H	
e. After School Service within School 5 f. Other After School Service (e.g. in	N		N €			
creche, community centre etc)	N		N 6			
g.Other (please specify)	N N		N € N €	1	Ħ	
	 : •					
			If more than o arrangement, cost per child		I	
G22a. [CARD G22] Please specify how this person is related to <child></child>	G22b. [CARD G2 is related to <ch< td=""><td></td><td>specify how t</td><td>his perso</td><td>n</td><td></td></ch<>		specify how t	his perso	n	
1. Grandmother of <child></child>			nild>	ш.		
2. Grandfather of <child></child>			ld>			
3. Aunt /Uncle of <child></child>			d>			
4. Brother / Sister of <child></child>			child>			
5. Non-resident Parent			t			
6. Cousin of <child></child>						
7.Other relative ₇	r. Other rela	แงษ		∟_7		
G23a. [CARD G23a] Which of the following best describe that person?	es G23b. [CARD 6 person?	323b] Whi	ch of the follow	ving best	describes	that
1. Au pair / Nanny (live in)	1. Friend / I	Neighbou	r	□₁		
2. Friend / Neighbour						
3. Childminder ☐₃	3. Other			🔲 3		
4. Other□4						14

G24. What age was <child> when you started to use the main childo</child>	are arrar	ngement?	years	months
[INT: IF ANSWER AT G21 IS (A) OR (B) PLEASE GO TO G26]				
G25a. Thinking now of the main type of childcare, in total, how man in the room where <child> is cared for?</child>	y childre	en (includi	ng <child>) a</child>	re looked after
number of children				
G25b. Thinking now of the <u>main</u> type of childcare, in total, how man where <child> is cared for?</child>	ny adults	supervise	the children	in the room
number of adults				
G26. [CARD G26] The next questions are about the place where <ch and="" characteristic="" describe="" do="" each="" experience?<="" following="" how="" indicate="" is="" main="" of="" often="" place.="" statement="" statements="" td="" the="" your=""><td></td><td>child> is</td><td>cared for.</td><td>ach statement Often Always</td></ch>		child> is	cared for.	ach statement Often Always
There are late of areative activities rains on				
a. There are lots of creative activities going on.				
b. It's an interesting place for my child.				
c. There are plenty of toys, books, pictures, and music for my child				
d. In care, my child has many natural learning experiences	1	2	3	5
e. The caregiver provides activities that are just right for my child				
f. My child gets a lot of individual attention		2	3	5
g. My child likes the caregiver	1	2	3	5
G27. Given your family income, how easy or difficult do you find it for [INT:Read out] Very easy □₁ Easy□₂ Neither easy nor difficult□₃ Difficult			-	
Subsection C – Attendance at Preschool Now I'd like to ask you some questions about attendance at preschool				
Children aged between 3 years 3 months and 4 years 6 months on th part-time preschool places funded by the Government. For these que those preschool places funded by the free preschool year.				
G28. Did you avail of the free preschool year for the Study Child?				
Yes No				
G28b. Why not?				
G26b. Wily flot:				
G28c. Would you have been able to send <child> to preschool had it</child>			ee preschool	vear scheme?
2200. Would you have been able to send contact to presented had it	not been		cc presented	year somether.
Yes, would have sent him/her anyway \square_1 No, wouldn't h	ave been	able to se	nd him / her	2
G29. How best would you describe the setting in which the free prese	chool vea	ar was ma	de available:	
	,			
Preschool				
Montessori				
Creche				
Playgroup				
Other group care setting (please specify)6				

G30a. What age was <child> when he/she first attended Free Presch</child>	nool Year?	Age:	years	months	
G30b. What age was <child> when he/she finished attending this From the she finished attending this From the she finished attending the she finished attendi</child>	ee Prescho	ool Year?	Age:yea	arsmont	hs
G31a. Did they attend only for the free 3 hours per day or did you to setting?	p this up v	with more	hours in the	same presch	ool
Only 3 hours per dayTopped up with more h	ours			2	
G31b. How many additional hours in this same preschool setting pe	er week?			_ _ hours	
G31c. How much did you pay per week in total for these additional h	nours? _		euro	s	
G32. [CARD G32] The next questions are about <child>'s preschool characteristic each statement was of the preschool. How often did the following statements describe your experience</child>					
	Never	•	Sometimes		ays _
a. There were lots of creative activities going on	□1	2	3		5
b. It was an interesting place for my child.					5
c. There were plenty of toys, books, pictures, and music for my child					5
d. In care, my child had many natural learning experiences.					5
e. The caregiver provided activities that are just right for my child					5
f. My child felt safe and secure in care					5
g. The caregiver was warm and affectionate toward my child					5
h. It was a healthy place for my child					5
i. My child was treated with respect					<u>_</u> 5
j. My child was safe with this caregiver					5
k. My child got a lot of individual attention					_ <u> </u> 5
I. My caregiver and I shared information					_ <u> </u> 5
m. My caregiver was open to new information and learning	1	<u> </u> 2	3	L_4L	_ <u> </u> 5
n. My caregiver showed she (he) knew a lot about children and their nee	eas ₁	<u> </u> 2	3	L_4L	_ <u> </u> 5
o. The caregiver handled discipline matters easily without being harsh					5
p. My child liked the caregiver	1	2 —	3	L.4L	5
q. My caregiver was supportive of me as a parent				L.4L	5
r. My caregiver was happy to see my child	····1	2	3	L4L_	_ _5
G33. How confident were you that you knew what your child was lea	arning or d	loing in pı	reschool?		
Very confident□₁ Somewhat confident □₂ Not very confident	lent 3	Not at	all confident	<u></u> 4	
G34. Who usually minded <child> if he/she was too sick to attend pre [Interviewer: Read out answer categories]</child>	reschool?				
Mother 1 Father 2 Parents take turn Other relative 5 Friend/ Neighbour 6 Childminder		Grand Other	dparents r (please speci		
Section G2 – Child has not	started	school	Ĺ		
Subsection A. Reasons for not starting school yet and p	renaratio	ne for s	tarting sch	ool	
	•		•		
G35. [CARD 35] When thinking about why you chose not to send <c each="" factors?<="" following="" of="" td="" the=""><td>•</td><td>-</td><td></td><td>-</td><td></td></c>	•	-		-	
	Very		what Not very		
	important	•	ant importa	•	ant
a. I thought <child> was too young</child>					
b. I didn't think <child> was ready to start school</child>					
c. Not able to due to <child> health problem/disability</child>					
d. <child> has problems with his/her speech or language development [</child>					
e. Preschool/School advised deferring entry[f. Someone else advised deferring entry(Please specify)[4	
g. Something else (Please specify)[
g. Comouning cloc (1 loads specify)		2		4	

Yes1 No			
the children someone fr	n in <i>Growing Up in Ire</i> om Head Office will b uld be clearer for you	land from nex e in touch wit	chools being attended by kt September so h you in August when nich school <child> will</child>
G37. Please record full name and address of the school	<child> will attend.</child>		
Name of school:			
Address 1:			
Address 2:			
Address 3:			
Address 4:			
County:			
-			
G38. When will <child> start school? Which month and y</child>	ear?		
month year Haven't decided	yet□₁		
G39. When did you register or enroll Study Child with the	e school?		
month year			
•			
G40. Does <child> have any older brothers or sisters in t</child>	the school they will at	tend?	
Yes ☐ ₁ No			
G41a. Have you registered or enrolled <child> in other p</child>	rimary schools?		
Yes			
The next few questions are about the time when you wer	e deciding to enroll <	child⊳ at a nri	imary school
G42. [CARD G42] Before enrolling <child> at a primary s primary school from any of the following sources? Pleas a. Primary school staff</child>	chool, did you look fose tick all that apply	or advice or in	•
G43. Did you have a choice about which school <child></child>	would go to? Yes] ₁ No 🗀	
G44. [CARD G44] When thinking about schools that <chi <child="" lf=""> was already attending a preschool class at thi to the preschool class at this school</chi>	s school, please give	the reason ye	ou chose to send him/he
	Very Somewhat important	at Not very	Not at all
a. It's the local school or nearest to home			
b. His/her friends go or were intending to go there	<u></u>	3	🔲 4
c. His/her brother/sister went/go there	□1□2	3	🔲 4
d. General good impression of school/good reputation			
e. The ethos of the school in terms of religion or beliefs			
f. The gender mix of the school (co-educational / single sex) 🗀	3	🕍
g. Language of instruction used in the school	∐¹ □	3	4

G36. Have you decided yet which school <child> will attend?

G45. [CARD G45] Are you doing or do you plan to do any of school?	the thing	s on this	card to get <	child> rea	ady for st	tarting
		Yes	No			
a. Attend an information meeting arranged by the school						
b. Visit the school before the Study Child starts						
c. Seek advice from friends, neighbours and/or family						
d. Practice reading, writing or numbers						
e. Talk to the Study Child about school						
f. Something else (Please specify)						
Comerum g elec (i leace speed)		···				
G46. [CARD G46] I am going to read out a series of state school, please tell me how much you agree or disagree with	each stat	ement.	-			starting
	Strongly	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
a. I feel that <child> will be able to mix with other children well</child>					•	
enough to get along at primary school	🔲 1	2	3	🔲 4	5	
 b. I believe that <child> understands enough about taking turns a</child> 	and					
sharing to manage at primary school	🔲 1	2	3	4	5	
c. < Child> can go to the toilet on his/her own before starting						
primary school	🔲 1	2	3	🗀 4	5	
d. I feel that <child> has the pre-reading and writing skills</child>						
necessary to start school	∐1	2	3	4	5	
difficult	П.			\Box .	\Box	
f. I am concerned that <child> will be reluctant to go to</child>	1	2	3	4	5	
primary school	□₁	\square_2	\square_3	\square_4	\Box_5	
g I am worried that <child> is not independent enough to cope</child>						
with primary school	🔲 1	2	3	🔲 4	5	
Subsection B Attendance at Preschildren aged between 3 years 3 months and 4 years 6 mont part-time preschool places funded by the Government. For those preschool places funded by the free preschool year.	hs on the	1 st of Se	eptember eac	h year are		
G47a. Have you availed of the Free Preschool Year for the St	udy Chilo	! ?				
Yes No	ever heard	l of it [3 GO TO G55			
G47b. Why not?						
3475. Willy flot:						
				_		
G47c. Would you have been able to send <child> to preschool</child>	ol had it n	not been	tor the tree p	reschool	year sch	eme?
Yes, would have sent him/her anyway □ ₁ No, w	ouldn't ha	ve been a	able to send h	im / her		l ₂
G48. How best would you describe the setting in which the fi	ree presc	hool yea	r was made a	vailable:		
Preschool	-					
Naionra						
Montessori.						
Creche						
Playgroup						
Other group care setting (please specify)						
G49a. What age was <child> when he/she first attended Free</child>	Preschoo	ol Year?	Age:	vears	month	าร
-			_	_ yoars	1110110	i.
G49b. What age was <child> when he/she finished attending What age will <child> be when he/she finishes, if he/she has</child></child>				ırsm	onths	

G50a. Did they attend only for the free 3 hours per day or did you setting?	ı top this up v	vith more _	hours in the	same pr	eschoo
Only 3 hours per dayTopped up with mor	re hours		🗀 2		
G50b. How many additional hours in this same preschool setting	 ?		hou	rs	
G50c. How much did you pay per week in total for these addition	al hours? _		euro	S	
G51. [CARD 51] Children sometimes have problems adjusting to preschool	preschool. O	_	e, since child ce a week	has star	ted
a. How often has <child> complained about preschool?</child>	once a week		or less 2 2 2 2 2 2	all 33333	
G52. [Card G52] The next questions are about <child>'s preschool characteristic each statement is/was of the preschool. How often do/did the following statements describe your experie</child>			atement and Sometimes		
a. There are/were lots of creative activities going on		•			•
b. It is/was an interesting place for my child.	·····1	2		4	5
c. There are/were plenty of toys, books, pictures, and music for my cl	1	2 —			5
d. In care, my child has/had many natural learning experiences		2	3	4	5
e. The caregiver provides/provided activities that are/were just right for	•				
child					
f. My child feels/felt safe and secure in care	⊔1			4	5
g. The caregiver is/was warm and affectionate toward my child					
h. It is/was a healthy place for my child					
i. My child is/was treated with respect					
j. My child is/was safe with this caregiver					5
k. My child gets/got a lot of individual attention					5
I. My caregiver and I share/shared information					5
m. My caregiver is/was open to new information and learning				4	5
n. My caregiver shows/showed she (he) knows/knew a lot about child					
their needs	1	2	3	4	5
o. The caregiver handles/handled discipline matters easily without		_			
being harsh			3	4	5
p. My child likes/liked the caregiver			3	4	5
q. My caregiver is/was supportive of me as a parent			3		5
r. My caregiver is/was happy to see my child	1	2	3		5
G54. Who usually minds <child> if he/she is too sick to attend pro</child>	nfident 3	•	doing in preso	chool? □4	
[Interviewer: Read out answer categories]					

Subsection C. Term-time care arrangement: Additional care arrangements for children attending preschool Alternative care arrangement for children not attending preschool

Now I'd like to ask you some questions about term-time childcare arrangements.

G55. (Thinking of any care arrangements in addition to those provided by the Free PreSchool Year or additional hours availed of in this preschool setting) Thinking of the school year Sept 2012 to June 2013, was <child> minded by someone other than you or your resident spouse / partner for 8 hours or more per week during the day?

Y	es	1	No	☐₂ If no go to ge	64		
(k (r	b) number of day c) number of hou d) how much you	s per w urs per u pay fo	s <child> on a regular reek <child> spends in week <child> spends or this childcare for <c main type of childcare</c </child></child></child>	each type of chi in each type of c	ildcare	If more than one charrangement, take cost per child	
b. A c. A d. A e. Cr or f. Oth	non-relative in you relative in their ho non-relative in the reche, Montessori other centre-base ner (please specif	ur home me eir home , presch ed care y)	setti <mark>ng ,</mark> _₅	Number of days NNNNNNNSTORY Gard Gis related to <	NNNNNN	ecify how this pe	□4 □4 □4 □4 □4
a. b. c. d. e. f. g.	Grandmother of < Grandfather of <c Aunt /Uncle of <cl Brother / Sister of Non-resident Pare Cousin of <child> Other relative</child></cl </c 	hild> nild> <child> ent</child>		a. Grandm b. Grandfa c. Aunt /Ui d. Brother e. Non-res f. Cousin g. Other re	nother of <child ather of <child ncle of <child / Sister of <ch sident Parent . of <child></child></ch </child </child </child 	d>	l1 2 3 3 4 5 5 6 5 6 5 7 6 5 6 6 7 6 6 7 6 6 6 6 6 6 6 6 6 6 6 6 6
b. I	Au pair / Nanny (li Friend / Neighbou Childminder Other	r		b. Childn	ninder	[
[INT:	IF ANSWER AT G56	of the	when you started to use (B) PLEASE GO TO G61] main type of childcare (b) is cared for?				
G 60	numbe b. Thinking now where <child></child>	of the	main type of childcared for?		any adults sı	upervise the ch	ildren in the room
G6 [,]	1	at is th	num num e main reason the Stu	ber of adults	ı regular chil	d care at nrese	nt?
1. 2. 3. 4. 5. 6.	Parent's work or Parent's sport, s Give parent a br Good for child's Good for child's Establish relation	study of thopping seak or the social of intellections in the seak or the seak of the seak	commitmentsg, social or community a sime alonedevelopment/to mix with tual or language developwith grandparents or no	other children pment	1 	a sare at presen	

G62. [Card G62] The next questions are about the place where < and indicate how characteristic each statement is of the MAIN pl	ace where	<child></child>	is cared for.		
	Never	Rarely	Sometimes	Often	Always
How often do the following statements describe your experience					
a. There are lots of creative activities going on. b. It's an interesting place for my child c. There are plenty of toys, books, pictures, and music for my child d. In care, my child has many natural learning experiences e. The caregiver provides activities that are just right for my child f. My child gets a lot of individual attention			3 3 3 3 3	4 4 4	
g. My child likes the caregiver	1	2	3	4	5
G63. Given your family income, how easy or difficult do you find in Very easy ☐₁ Easy ☐₂ Neither easy nor difficult ☐₃ Difficult			_		
Section G3 – NOT IN SCHOOL AND N	NOT IN C	HILDC	ARE:		
Parent is available, other care not needed	ular CNIIQ	care arra	ingements at	present	f
Section G4 – CHILDCARE ARRANGEMENT WHEN	CHILD T	<u>URNED</u>	3 YEARS C	F AGE	<u>:</u>
G65. Thinking back to when <child> turned 3 years of age, before he was he/she minded on a regular basis by anyone other than you or yhours per week?</child>					
Yes					
G66. What age was <child> when you started to use that childcare at (If more than one type of childcare was used when <child> turned 3 main type of care used)?</child></child>			e answer in re	spect of	the
yearsmonths					

Section H – Parenting and Family Context

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

The next questions are about being a parent. There are no right or wrong answers, we are just asking about what happens in your family.

H2. [Card H2] Thinking about <child> over the last six months, how often did you...? (Tick one box per row only)

		Never / almost never	•	Sometimes		Always / ost always
a.	Hug or hold this child for no particular reason			\Box		Ust always □ _E
	Tell this child how happy he/she makes you					
	Have warm, close times together with this child					
	Enjoy listening to this child and doing things with him/her					
		1	2		4	🔟5
e.	Feel close to this child both when he/she was happy and					
	when he/she was upset	1	2	Ыз	4	5
t.	Express affection by hugging, kissing and holding					
	this child	1	<u>l</u> 2		4	5
Н3	3. [Card H3] When parents spend time with their childr	ren. sometim	es things (no well and	l sometimes	they don't.
	ow often does the following happen? (Tick one box pe			, a		
		Never / almost never	Less than half the time	About half the time	More than half the time	All the time
a.	Of all the times you talk to this child about his/her					
	behaviour, how often is this praise?	□₁	\Box_2	\square_3	\prod_4	\square_5
b.	Of all the times you talk to this child about his/her					
	behaviour, how often is this disapproval?		\Box_{a}	П	\Box_{4}	
C	When you give this child an instruction or request to do				4	
Ο.	something, how often do you make sure that he/she does it	t2 🗀.		\Box	□.	
٦	If you tell this child he/she will get punished if he/she	···1	2	3	4	5
u.	doesn't stop doing something, but he/she keeps doing it,					
	how often will you punish him/her?	1	2	3	4	5
e.	How often does this child get away with things that you					
	feel should have been punished?					
	How often are you angry when you punish this child?	1	2	3	4	5
g.	How often do you feel you are having problems					
	managing this child in general?	🔲 1	□2	3	4	5
h.	How often is this child able to get out of punishment when					
	he/she really sets his/her mind to it?	🔲 1	2	3	4	5
i.	When you discipline this child, how often does he/she					
	ignore the punishment?		2	З	4	5
j.	How often do you tell this child that he/she is bad or not					
	as good as others?		П2			5
k.	How often do you think that the level of punishment you					
	give this child depends on your mood?		2			5
		<u> </u>				
	9. [Card H9] For the following items could you indicate w		t the Study	Child has	the item and	,
IT I	not, if it is because you couldn't afford it or for another r	reason?			No, N	do.
				Ci		No, ner
						ason
a.	Does the child have some new (not second hand) clothes?			. □₁		\square_3
	Does the child have two pairs of properly fitting shoes, including			<u> </u>	<u>L</u>	
	of all-weather shoes?			.□₁		
C	Does the child eat fresh fruit and/or vegetables at least onc					
	Does the child eat three meals a day?					
	Does the child eat a meal with meat, chicken or fish			1لــــا		<u></u>
ᠸ.	·					
£	(or vegetarian equivalent) at least once a day?					
Ι.	Does the child have books at home suitable for his/her age	1		· 🗀 1	2	 3

g.	Does the child have outdoor leisure equipment (bicycle, roller skates, etc.)?
h.	Does the child have indoor games (board games, computer games etc)? \square_1 \square_2 \square_3
i.	Does the child participate in a regular leisure activity
	(swimming, playing an instrument, youth organisations, etc.)? \square_1 \square_2 \square_3
j.	Does the child have celebrations on special occasions
	(birthdays, religious events)? \square_1
	Does the child invite/have friends to your house to play and/or eat
	from time to time? \square_1 \square_2 \square_3
I.	Does the child participate in school trips and school events that cost money?
m.	Does the child have a suitable place to study or do homework? \square_1 \square_2 \square_3
	0. [Card H10] Looking at Card H10, has the Study Child ever experienced any of the following:CODES ONLY IF CHILD IS PRESENT AT TIME OF INTERVIEW)
Į III II	- CODES ONET II CHIED IST RESENT AT TIME OF INTERVIEW)
C.	Death of close friend
	Moving house
	Moving country
	Stay in foster home/ residential care
	Serious illness/injury
	Other disturbing event (please specify)



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GROWING UP IN IRELAND

STRICTLY CONFIDENTIAL

5-Year Questionnaire - Draft of 20/02/13

Primary Caregiver – Sensitive Questionnaire

GROUP		HHOLD				RESP	ONDENT		
Interviewer Name	e		Inter	viewer I	Number				
Time Section Star	rted	(24)	our clo	ock)	Date		mth	—— year	
We have a few fin them in a section questionnaire to t PROVIDED IS TR suggest that a child	for you to com he interviewer. REATED IN TH	plete by yourself. Once again, we E STRICTEST CO	We wo would li ONFIDE	ould ask ike to as <u>NCE.</u> If,	you to co ssure you however	ompleto that , we ar	e this section ALL THE	n and ro	eturn the MATION
X1. Are you male o	or female?								
Male.	🗖 1	Female	2						
X2. What is your da	ate of birth?	// DD / MM / YYY	Υ						
[BLAISE CONDITION TIME 3 ASK AS1 – A	S3]:							HOUSE	HOLD AT
AS1. Can you pleas	se tell me why <	Person at Wave 2	s is no le	onger res	sident in 1	he hou	usehold.		
He/she is deceased We separated/divord He/she moved out to Long-term absence Other (please specifi	ced o set up own hou (e.g. hospital, pr	seholdseholdson, military service	abroad						
AS2. When did <pe< td=""><th>erson from Wav</th><th>e 2> stop living wit</th><td>h you: S</td><td>Since wh</td><td>at month</td><td>?</td><td> mth</td><td></td><td></td></pe<>	erson from Wav	e 2> stop living wit	h you: S	Since wh	at month	?	mth		
AS3. When did <pe< td=""><th>erson from Wav</th><th>e 2> stop living wit</th><td>h you: S</td><td>Since wh</td><td>at year?</td><td>[YYYY</td><td>]</td><td></td><td></td></pe<>	erson from Wav	e 2> stop living wit	h you: S	Since wh	at year?	[YYYY]		
S1. Are you the bio	ological parent o	of <child>?</child>							
	Yes	□₁ → Go to S	12 No.			Go to	S2		
S2. Are you the add	optive parent of	<child>?</child>							
	Yes	🗖 1	No.		2>	Go to	S7		
S3. Was that a don	nestic or an inte	r-country adoption	?						
	Domest	ic₁	Inter-	country		2			_
S4. Was this a with	in family adoption	on?	S5.	From wh	nich coun	try?			
Yes □ ₁	No	_2	_						
S6. What age was <	child> when yo	u adopted him/ her	?		_months				
NOW PLEASE GO TO S12									

S7. Are you the foster parent of <child>?</child>
Yes
S8. How many months has <child> been with your family? months</child>
S9. Do you anticipate that this will be a long-term foster placement? Yes
S10. How many <u>previous</u> foster placements has <child> been in?previous placements DK99</child>
S11. Immediately before coming to live with you was <child> living with another foster family, his/her family or in institutional care? Another foster family</child>
NOW PLEASE GO TO S12
Because the issue of family life is so important we would now like to ask some questions about your family and marital history.
S12. Can you tell me which of these best describes your current marital status?
Married and living with husband / wife
S13a. In what year did you marry your husband / wife? (year) Go to S16
S13b. In what year did you marry your (former) spouse?(year)
S14. Since when have you been living apart / spouse deceased?(year)
S15. May I just check whether you are currently living with someone in the household as a couple? Yes
S16. Since when have you and your spouse or partner been living together?(year)
S17. Many couples argue from time to time. Roughly how often would you and your spouse / partner argue?
Most days
At least once a week
Less than once a week
Never
S18. When you and your partner argue, how often do you Almost never/ Not very Almost always/ never often Sometimes Often always
a. Shout or yell at each other
b. Throw something at each other
S19. How often would you say the following happen in your relationship? All the time Most of More often Occasionally Rarely Never
the time than not a. You discuss or have considered divorce, separation, or terminating your relationship
S20. The numbers below represent different degrees of happiness in your relationship. The middle point, "happy," represents the degree of happiness of most relationships. Please circle the number which best describes the degree of happiness, all things considered, of your relationship.
0 1 2 3 4 5
Extremely Fairly A little Happy Very Extremely Unhappy Unhappy unhappy Happy Happy Perfect

a lam happy in my role as a parent. b. Caring for my child sometimes takes more time and energy than I have to give c. I sometimes worry whether I am doing enough for my child. d. I enjoy spending time with my child d. I having a child leaves little time and flexibility in my life Having a child has been a financial burden. h. It is difficult to balance different responsibilities because of my child. l. I am satistied as a parent. S22. Of the following, please choose the ONE item that best describes how you feel about yourself as a parent Do you feel that you are Not very good at being a parent. A person who has some trouble being a parent A person who has some trouble being a parent A carry you currently pregnant? Yes S23. Are you currently pregnant? Yes S24. Which of the following best describes how often you usually drink alcohol? 1. Never Less than once a month. 3. 1-2 times a week. 6. 5-6 times a week. 1. Currently drink alcohol between everyday and 1-2 times a week ask: 825. And in an average week, how many pints of beer/clider, glasses of wine, measures of spirit, and bottles of alcopops would you drink? (a) Pints of Beer/Cider (b) Glasses of Wine (c) Measures of Spirits (d)Bottles of alcopops For the following questions please consider that 1 drink = ½ pint of beer or 1 glass of wine or 1 single spirits (d)Bottles of alcopops For the following questions please consider that 1 drink = ½ pint of beer or 1 glass of wine or 1 single spirits 1. Less than Monthly Weekly Daily or almost daily weekly Daily or almost daily shows monthly	S21. Please rate how much are for you and <child> <u>nov</u></child>						
a I am happy in my role as a parent	possible.			Agree		Disagree	• •
b. Caring for my child sometimes takes more time and energy than I have to give	a. Lam hanny in my rolo ao a r	arant	_				•
more time and energy than I have to give			1	2	3	4	5
2.1 sometimes worry whether I am doing enough for my child. 3.1 enjoy spending time with my child. 4.1 enjoy spending time with my child. 5.2 The major source of stress in my life is my child. 6.2 I having a child has been a financial burden. 6.3 I having a child has been a financial burden. 6.4 I having a child has been a financial burden. 6.5 I may see the control of th	more time and energy than I ha	ave to give					5
g. Having a child has been a financial burden	a Leamatimae warry whathar l	am daina					
g. Having a child has been a financial burden	enough for my child					4	5
3. Having a child has been a financial burden	d. I enjoy spending time with m	ny child			3	4	5
3. Having a child has been a financial burden	Having a child leaves little tin	ne and flexibility in m	⊔1 v life □₁			4 4	5
1. It is difficult to balance different responsibilities pecause of my child. 1. I am satisfied as a parent. 1. I am satisfi	g. Having a child has been a fi	nancial burden	,				
S22. Of the following, please choose the ONE item that best describes how you feel about yourself as a parer Do you feel that you are Not very good at being a parent	 It is difficult to balance differ 	ent responsibilities					
S22. Of the following, please choose the ONE item that best describes how you feel about yourself as a parer Do you feel that you are Not very good at being a parent	pecause of my child		🔲 1	2	3	4	5
Not very good at being a parent	. I am satisfied as a parent		1	2	3	4	5
523. Are you currently pregnant? Yes	Not very good at being a parer A person who has some trouble An average parent	e being a parent			1 2 3 4	about yours	зен аѕ а раген
224. Which of the following best describes how often you usually drink alcohol? 1. Never	_			_			
1. Never							
2. Less than once a month			•	•			
3. 1-2 times a month 4. 1-2 times a week 5. 3-4 times a week 6. 5-6 times a week 7. Every day If currently drink alcohol between everyday and 1-2 times a week ask: \$25. And in an average week, how many pints of beer/cider, glasses of wine, measures of spirit, and bottles of alcopops would you drink? (a) Pints of Beer/Cider					527		
4. 1-2 times a week							
Jesus than Monthly Weekly Daily or almost Never monthly Less than Monthly Weekly Daily or almost Never monthly Less than Monthly Weekly Daily or almost Never monthly Less than Monthly Weekly Daily or almost Never monthly Less than Monthly Weekly Daily or almost Never monthly Less than Monthly Weekly Daily or almost Agaily				~			
If currently drink alcohol between everyday and 1-2 times a week ask: \$25. And in an average week, how many pints of beer/cider, glasses of wine, measures of spirit, and bottles of alcopops would you drink? (a) Pints of Beer/Cider (b) Glasses of Wine (c) Measures of Spirits (d)Bottles of alcopops For the following questions please consider that 1 drink = ½ pint of beer or 1 glass of wine or 1 single spirits (BLAISE CONDITION: ASK \$26a ONLY OF FEMALE RESPONDENTS] \$26a. How often do you have 6 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily BLAISE CONDITION: ASK \$26b ONLY OF MALE RESPONDENTS] \$26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Never monthly daily Less than Monthly Weekly Daily or almost daily							
If currently drink alcohol between everyday and 1-2 times a week ask: S25. And in an average week, how many pints of beer/cider, glasses of wine, measures of spirit, and bottles of alcopops would you drink? (a) Pints of Beer/Cider (b) Glasses of Wine (c) Measures of Spirits (d)Bottles of alcopops For the following questions please consider that 1 drink = ½ pint of beer or 1 glass of wine or 1 single spirits BLAISE CONDITION: ASK S26a ONLY OF FEMALE RESPONDENTS] S26a. How often do you have 6 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Never monthly daily BLAISE CONDITION: ASK S26b ONLY OF MALE RESPONDENTS] S26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Never monthly Daily or almost daily Never monthly Weekly Daily or almost daily Never monthly Weekly Daily or almost daily							
If currently drink alcohol between everyday and 1-2 times a week ask: S25. And in an average week, how many pints of beer/cider, glasses of wine, measures of spirit, and bottles of alcopops would you drink? (a) Pints of Beer/Cider (b) Glasses of Wine (c) Measures of Spirits (d)Bottles of alcopops For the following questions please consider that 1 drink = ½ pint of beer or 1 glass of wine or 1 single spirits BLAISE CONDITION: ASK S26a ONLY OF FEMALE RESPONDENTS] S26a. How often do you have 6 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily BLAISE CONDITION: ASK S26b ONLY OF MALE RESPONDENTS] S26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Never monthly				[6]			
S25. And in an average week, how many pints of beer/cider, glasses of wine, measures of spirit, and bottles of alcopops would you drink? (a) Pints of Beer/Cider (b) Glasses of Wine (c) Measures of Spirits (d)Bottles of alcopops For the following questions please consider that 1 drink = ½ pint of beer or 1 glass of wine or 1 single spirits BLAISE CONDITION: ASK S26a ONLY OF FEMALE RESPONDENTS] S26a. How often do you have 6 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Never monthly daily BLAISE CONDITION: ASK S26b ONLY OF MALE RESPONDENTS] S26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Never monthly daily	Livery day						
[BLAISE CONDITION: ASK S26a ONLY OF FEMALE RESPONDENTS] S26a. How often do you have 6 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Never monthly daily [BLAISE CONDITION: ASK S26b ONLY OF MALE RESPONDENTS] S26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily		S25. And in an average measures of spirit (a) Pints of Beer/C	erage week, h t, and bottles Cider (b) (ow many plot of alcopops Glasses of N	ints of bee would yo Wine	er/cider, glass ou drink?	
Less than Monthly Weekly Daily or almost daily BLAISE CONDITION: ASK S26b ONLY OF MALE RESPONDENTS] S26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily Weekly Daily or almost daily	For the following questions	please consider tha	t 1 drink = ½ p	oint of beer	or 1 glass	of wine or 1	single spirits
Never monthly daily 1					1?		
BLAISE CONDITION: ASK S26b ONLY OF MALE RESPONDENTS] S26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost Never monthly daily			Monthly	Weekly	Daily		
BLAISE CONDITION: ASK S26b ONLY OF MALE RESPONDENTS] S26b. How often do you have 8 or more alcoholic drinks on one occasion? Less than Monthly Weekly Daily or almost daily				_	-	daily	
Less than Monthly Weekly Daily or almost Never monthly daily	<u></u> 1	2	<u></u> 3	<u></u> 4		<u></u> 5	
Less than Monthly Weekly Daily or almost Never monthly daily	BLAISE CONDITION: ASK S	26b ONLY OF MALE	E RESPONDE	NTSI			
Less than Monthly Weekly Daily or almost Never monthly daily					1?		
Never monthly daily	, and a					or almost	
	Never		Worlding	VVGGRIY	Daily		
			\square_3	4			

	S26c. How often during the because you had bee		you been unable	e to remember w	/hat happen	ed the night bef	ore
S26d. How often during the last year have you failed to do what was expected of you because of drinking? Less than Monthly Weekly Daily or almost			•	/ Weekly	•		
S26d. How often during the last year have you failed to do what was expected of you because of drinking? Less than Monthly Weekly Daily or almost daily daily or almost daily daily or almost daily daily or almost daily daily daily or almost daily daily daily daily daily daily daily or almost daily or not at all? S27. Do you currently smoke daily, occasionally or not at all? Daily Not at all S28. About how many cigarettes or cigars do you smoke on average each day [int. enter '0' if less than 1 on average] S29. Including yourself, how many members of the household smoke? No. not at all S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly Yes, occasionally No, not at all S31. Since the time of the last interview in [MM/YYYY], have you been treated by a medical professional for clinical depression, anxiety, "nerves' or phobias? Yes No S32. Are you currently taking medication for clinical depression, anxiety, "nerves' or phobias? Yes No Sand or a moderate mone of the little of the index sand sand the little of the index sand sand the little of the index sand sand sand sand sand sand sand sand			·		_	, *	
S26e. In the last year has a relative or friend, or a doctor or other health worker been concerned about your drinking or suggested you cut down? No	Ld₁	<u></u> 2	Шз	<u></u> 4		5	
S26e. In the last year has a relative or friend, or a doctor or other health worker been concerned about your drinking or suggested you cut down? No	S26d. How often during the	<u>last year</u> have	you failed to do	what was expec	cted of you b	ecause of drinl	king?
S26e. In the last year has a relative or friend, or a doctor or other health worker been concerned about your drinking or suggested you cut down? No			•	/ Weekly	•		
S26e. In the last year has a relative or friend, or a doctor or other health worker been concerned about your drinking or suggested you cut down? No			·		_	1	
S27. Do you currently smoke daily, occasionally or not at all? Daily	∟ 1	<u></u> 2	<u></u> 3	∟_]4		5	
S27. Do you currently smoke daily, occasionally or not at all? Daily			id, or a doctor o	r other health we	orker been c	oncerned abou	t your
S28. About how many cigarettes or cigars do you smoke on average each day [Int. enter '0' if less than 1 on average] S29. Including yourself, how many members of the household smoke?N S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly	No1	Yes, on one o	occasion2	Yes on m	nore than one	occasion	3
S28. About how many cigarettes or cigars do you smoke on average each day [Int. enter '0' if less than 1 on average] S29. Including yourself, how many members of the household smoke?N S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly							
S28. About how many cigarettes or cigars do you smoke on average each day [Int. enter '0' if less than 1 on average] S29. Including yourself, how many members of the household smoke?N S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly	S27. Do you currently smok	te daily, occasi ⊓	onally or not at a	all?			
[Int. enter '0' if less than 1 on average] S29. Including yourself, how many members of the household smoke?N S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly	Daily	Occasiona	ally	□₂ No	ot at all	3	
[Int. enter '0' if less than 1 on average] S29. Including yourself, how many members of the household smoke?N S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly	S28. About how many cigar	ettes or cigars	do vou smoke o	n average each	dav		
S29. Including yourself, how many members of the household smoke?N S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly			•	· ·	•		
S30. Do you take any drugs such as cannabis, marijuana, ecstasy, speed, heroin, methadone, crack or cocaine? Yes, regularly			-				
Yes, regularly	S29. Including yourself, how	w many membe	ers of the househ	nold smoke?	N		
S31. Since the time of the last interview in [MM/YYYY], have you been treated by a medical professional for clinical depression, anxiety, 'nerves' or phobias? Yes	S30. Do you take any drug	s such as cann	abis, marijuana,	ecstasy, speed,	heroin, met	hadone, crack	or cocaine?
S32. Are you currently taking medication for clinical depression, anxiety, 'nerves' or phobias? Yes	Yes, regularly	y	s, occasionally	. D ₂ No, not	at all[3	
S32. Are you currently taking medication for clinical depression, anxiety, 'nerves' or phobias? Yes				ve you been trea	ated by a me	dical professio	nal for
S33. Listed below are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. Rarely or none of the time (less time (1-2) days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-4 days) Some or a moderate amount of the time (3-7 days) Some or a moderate amount of the time (3-7 days) Some or a moderate amount of the time (3-8 day	Yes□1	No	□2				
S33. Listed below are 8 statements about some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week. Rarely or none of the little of the time (less time (1-2 amount of the time (6-7 days)) a. I felt I could not shake off the blues even with help from my family or friends b. I felt depressed c. I thought my life had been a failure d. I felt fearful e. My sleep was restless f. I felt lonely g. I had crying spells h. I felt sad S34. Have you ever been in trouble with the Gardai or Police (in Ireland or elsewhere) other than for traffic offences? Yes No	S32. Are you currently taki	ng medication	for clinical depre	ession, anxiety,	'nerves' or p	hobias?	
Rarely or none of the little of the time (less time (1-2 amount of the time (3-4 days)) a. I felt I could not shake off the blues even with help from my family or friends	Yes.	□1	No ₂				
Rarely or none of the time (less time (1-2 amount of the time (5-7 days)) a. I felt I could not shake off the blues even with help from my family or friends				s you may have	felt or beha	ved. Please inc	licate how
time (less time (1-2 amount of the time (5-7 days) a. I felt I could not shake off the blues even with help from my family or friends				•			
than 1 day) days) time (3-4 days) days) a. I felt I could not shake off the blues even with help from my family or friends							
family or friends				•	`		`
b. I felt depressed							
c. I thought my life had been a failure							
d. I felt fearful							4
e. My sleep was restless	d I felt fearful	a lallule			_	3	H
f. I felt lonely							4
g. I had crying spells					_		
h. I felt sad							
offences? Yes							
Yes		trouble with th	e Gardai or Polic	ce (in Ireland or	elsewhere) (other than for ti	affic
S35. Have you ever been to prison? Yes		No	⊡₂ > Go to S:	36			
	S35. Have you ever been t	o prison?	Yes□₁	No □₂			

[BLAISE CONDITION: ASK S36 ONLY IF RESIDENT SPOUSE/PARTNER] S36. Thinking about how you and your spouse/partner look after the family and house, do you think that you do your fair share of the domestic tasks (e.g. housework, home maintenance, shopping and cooking)? I do less than my fair share......2 I do much more than my fair share I do my fair share [BLAISE CONDITION: ASK S37 ONLY IF RESIDENT SPOUSE/PARTNER] S37. Do you think that you do your fair share of the child-rearing tasks (both physical and emotional care)? I do much more than my fair share S38. Can we check, does <child's> biological father/ mother live here with you or elsewhere? Deceased...... ☐₂ → Go to S60 Temporarily lives elsewhere $\boxed{}_{3} \rightarrow$ Go to S60 S39. Were you ever married to or did you ever live with <child's> biological father / mother? Yes, lived with.....□₂ No \square_3 Go to S41 Adoptive / Foster parent \square_4 Go to S60 S40. What age was the Study Child when you split or separated from their biological father / mother? Child's age ____years S41. Do you have a formal or informal parenting arrangement regarding <child> and where he / she lives? Formal...... Informal...... No parenting arrangement ... \bigcap_3 S42. Briefly describe that arrangement S43. How did you arrive at that arrangement? Court imposed arrangements Formal negotiated arrangements other than legal (e.g. counsellor)..... S45. How far does <child's> biological father / mother live from here? More than 1 hour's drive from here \square_3 S46a. How often does <child> have face-to-face contact with his / her biological father / mother? Monthly Daily Less than once a month S46b. How often does <child> have other contact (not face-to-face)with his / her biological father / mother? Daily Monthly □₅ More than once a week...... Less than once a month Weekly

S47. On average, how often	en does <child> st</child>	tay over or sp	end the night w	ith his / her biolo	gical father / mother?	
4 or more nights per week						
1 – 3 nights per week						
S48. Some children have the from contact with his / her behaves.	biological father	/ mother, whi	ch of the follow	ving best describe		
Over-excited and hard to se Over-excited and hard to se Relaxed and comfortable Withdrawn, sad or restless f	ttle for a short period	od		2 3 4		
Withdrawn, sad or restless f	or a long period (m	nore than a few	/ hours)	□5		
S49. When child is about t distressed?	to leave to spend	time with his	/ her biological	father / mother, is	s he/she sad or	
Yes - a little□ ₁ Yes - so	mewhat 🗀 2	Yes – very		🗀 Don't k	now □ ₅	
S50.Does <child's> biolomaintenance of <child>? payment etc.</child></child's>						
No, he/she never make Yes, he/she makes a re Yes, he/she makes pay	egular payment		2			
S51. How often do you tall		_	mother about	<child>?</child>		
Every day	_		A few times a	Several times a		
<u></u>	week	a week □₃	month □₄	year □5	Never □ ₆	
□ 1		3	<u></u> 4	5	□ 6	
S52. How often do you dis	agree with <child< td=""><td>3</td><td>□₄ I father/ mother</td><td>5</td><td>□6</td><td></td></child<>	3	□₄ I father/ mother	5	□ 6	
S52. How often do you dis Never/Almost never[Rarely	sagree with <child< td=""><td>l's> biological nost always</td><td>□₄ I father/ mother□₄□₅</td><td>5</td><td>□6</td><td></td></child<>	l's> biological nost always	□ ₄ I father/ mother□ ₄ □ ₅	5	□ 6	
S52. How often do you dis Never/Almost never	sagree with <child 1="" 2="" 3="" alm="" always="" discu<="" don't="" often="" td=""><td>l's> biological nost always</td><td>□4 I father/ mother □4 □5 □6</td><td>about basic child</td><td>ା-rearing issues?</td><td></td></child>	l's> biological nost always	□4 I father/ mother □4 □5 □6	about basic child	ା-rearing issues?	
S52. How often do you dis Never/Almost never[Rarely	sagree with <child 1="" 2="" 3="" alm="" always="" discu<="" don't="" often="" td=""><td>l's> biological most always ss</td><td>☐4 I father/ mother☐4☐5☐6 medical treatm</td><td>about basic child</td><td>ା-rearing issues?</td><td>o</td></child>	l's> biological most always ss	☐4 I father/ mother☐4☐5☐6 medical treatm	about basic child	ା-rearing issues?	o
S52. How often do you dis Never/Almost never	sagree with <child 1="" 2="" 3="" about="" al="" alm="" always="" decisions="" discuent="" don't="" father="" mother<="" often="" td=""><td>l's> biological most always ss</td><td>☐4 I father/ mother ☐4☐5☐6 medical treatmews?</td><td>about basic child</td><td>ା-rearing issues?</td><td>o</td></child>	l's> biological most always ss	☐4 I father/ mother ☐4☐5☐6 medical treatmews?	about basic child	ା-rearing issues?	o
S52. How often do you dis Never/Almost never	agree with <child about="" al="" alm="" alm<="" always="" decisions="" father="" mother="" often="" or="" td=""><td>l's> biological most always iss it <child>, like for his/her vie</child></td><td> father/ mother </td><td>about basic child</td><td>ା-rearing issues?</td><td>o</td></child>	l's> biological most always iss it <child>, like for his/her vie</child>	father/ mother	about basic child	ା-rearing issues?	o
S52. How often do you dis Never/Almost never	agree with <child control="" for="" of="" of<="" td="" the=""><td>l's> biological most always it <child>, like for his/her vie</child></td><td>4 I father/ mother456 medical treatmews?456</td><td>about basic child</td><td>☐6 I-rearing issues? Child care, how often do</td><td>o</td></child>	l's> biological most always it <child>, like for his/her vie</child>	4 I father/ mother456 medical treatmews?456	about basic child	☐6 I-rearing issues? Child care, how often do	o
S52. How often do you dis Never/Almost never	agree with <child about="" alm="" always="" cal="" call="" decisions="" father="" for="" gradecisions="" mother="" mother<="" td="" the=""><td>i's> biological</td><td>4 I father/ mother46 medical treatmews?46 er/ mother should</td><td>about basic child</td><td>☐6 I-rearing issues? Child care, how often do</td><td>D</td></child>	i's> biological	4 I father/ mother46 medical treatmews?46 er/ mother should	about basic child	☐6 I-rearing issues? Child care, how often do	D
S52. How often do you dis Never/Almost never	cagree with <child child="" child<="" td=""><td>i's> biological most always it <child>, like for his/her vie most always siological fathe A little less in</child></td><td>4 I father/ mother456 medical treatmews?456</td><td>about basic child nent or choice of contact and the in <child's></child's></td><td>☐6 I-rearing issues? Child care, how often do</td><td>D</td></child>	i's> biological most always it <child>, like for his/her vie most always siological fathe A little less in</child>	4 I father/ mother456 medical treatmews?456	about basic child nent or choice of contact and the in <child's></child's>	☐6 I-rearing issues? Child care, how often do	D
S52. How often do you dis Never/Almost never	agree with <child <child's="" about="" decisions="" for="" land="" often="" think=""> but right</child>	i's> biological nost always it <child>, like for his/her vie nost always iological fathe A little less in Much less in</child>	father/ mother	about basic child about basic child nent or choice of o	□6 H-rearing issues? Child care, how often do	
S52. How often do you dis Never/Almost never	agree with <child <child's="" about="" all="" alm="" always="" decisions="" discust="" don't="" father="" for="" mother="" often="" or="" think=""> b think <child's> b or decisions about all father/ mother for decisions about all father/ mother all father/ mother for decisions about all father/ mother all father mother mother all father mother mother all father mother mother all father mother mother mother all father mother mot</child's></child>	i's> biological most always it <child>, like for his/her vice most always ss iological fathe A little less in Much less in</child>	father/ mother	about basic child about basic child about basic child and be in <child's> additional things Sometimes</child's>	□6 I-rearing issues? Child care, how often do Iife? Rarely □3	
S52. How often do you dis Never/Almost never	agree with <child about="" alm="" always="" calfather="" control="" decisions="" discustor="" don't="" for="" of="" of<="" often="" td="" the=""><td>I's> biological most always it <child>, like for his/her vie most always biological fathe A little less in Much less in</child></td><td> father/ mother </td><td>about basic child about basic child about basic child and be in <child's> additional things Sometimes</child's></td><td>□6 I-rearing issues? Child care, how often do Iife? Rarely □3</td><td></td></child>	I's> biological most always it <child>, like for his/her vie most always biological fathe A little less in Much less in</child>	father/ mother	about basic child about basic child about basic child and be in <child's> additional things Sometimes</child's>	□6 I-rearing issues? Child care, how often do Iife? Rarely □3	
S52. How often do you dis Never/Almost never	agree with <child about="" alm="" always="" cal="" call="" decisions="" discussi<="" discussion="" discustor="" father="" for="" jon't="" may="" mother="" often="" td="" the=""><td>i's> biological most always it <child>, like for his/her vie most always siological fathe A little less in Much less in which is in which is in</child></td><td> father/ mother </td><td>about basic child ald be in <child's> additional things Sometimes</child's></td><td>H-rearing issues? Child care, how often do If the care, how often do Rarely Never the care, how of the ca</td><td></td></child>	i's> biological most always it <child>, like for his/her vie most always siological fathe A little less in Much less in which is in which is in</child>	father/ mother	about basic child ald be in <child's> additional things Sometimes</child's>	H-rearing issues? Child care, how often do If the care, how often do Rarely Never the care, how of the ca	
S52. How often do you dis Never/Almost never	agree with <child control="" for="" o<="" of="" td="" the=""><td>i's> biological most always it <child>, like for his/her vie most always ss</child></td><td> </td><td>about basic child about basic child and things additional things a Sometimes </td><td>H-rearing issues? Child care, how often do If the care, how often do Rarely Never the care the care</td><td></td></child>	i's> biological most always it <child>, like for his/her vie most always ss</child>		about basic child about basic child and things additional things a Sometimes	H-rearing issues? Child care, how often do If the care, how often do Rarely Never the care	

	Very positive	Positive	Neither positive nor negative	Somewhat negative	Very negative	
	1	\square_2	3	<u></u> 4	<u></u> 5	
7. Does <child's></child's>	biological f	ather / moth	er have any other chil	dren living wit	h him/her at the m	noment?
Yes □1	No	_2				
558. How many of	these are:					
Full brothers / s Half brothers / Other children	sisters of the	Study Child	N 			
	ent of this	questionnaiı	onnaire to <child's> bre before we send it.er?</child's>			
9S		e contacted	<u> </u>	Please give cor	tact details	

S60. THANK YOU VERY MUCH FOR TAKING PART IN THE GROWING UP IN IRELAND STUDY.



Growing Up in Ireland – Survey of 5-Year-Olds

STRICTLY CONFIDENTIAL

PRINCIPAL'S QUESTIONNAIRE

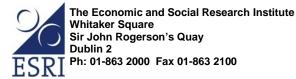
Growing Up in Ireland (GUI) is a major government study of children. Its purpose is to improve our understanding of all aspects of children and their development. It examines how children develop over time and identifies which factors affect a child's development and make for a healthy and happy childhood 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 Children & Youth Affairs is funding the study in association with the Department of Social Protection and the Central Statistics Office. The Department of Education and Skills is represented on the Steering Group which oversees the study. A group of researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin is carrying out the study.

All information provided will be treated in the strictest confidence.

An information leaflet outlining in more detail the objectives of the study accompanies this questionnaire.

Schoo	I ID (from blue shee	et with list of pu	pils' names)		
Date:	day	_ month	_ year		







1. Are you male or to	emale? Male ∐₁	remale [2		
2. To which age grou	up do you belong?				
20 - 29 yrs □ ₁	30 - 39 yrs □₂	40 - 49 yrs 🗌	₃ 50 - 59	9 yrs	60 yrs or older □ ₅
3. For how many yea	ars have you been a Princip	al:			
(a) in this school	? years (b) in o	ther Primary Sch	ool(s)?	years	
4a. What is the scho	ol's DEIS status?				
DEIS – Urban E DEIS – Urban E DEIS – Rural Non-disadvanta	3and 2				
4b. Is this a private f	ee-paying school? Yes	1	No		
5. How many boys a	nd how many girls were en	rolled in the scho	ool on 30 th S	eptember 201	3?
Boy	/s Girls	S	Tota	al Pupils	
6. In addition to you	r duties as Principal, do you	u have a teaching	g class assig	gned to you?	
	Yes	1 N	lo 🔲 2		
	me and <i>part-time</i> teachers v lease include the Principal a			ndicate how m	nany are male and how
	Teachers	Full-time	Pai	rt-time	
	Male				
	Female				
	Total				
7b. Excluding yours the Principal among	elf, how many <i>full-time</i> and the teaching staff.)	<i>part-tim</i> e admini	strative staf	ff work in your	school? (Please include
Full-time admin. stat	ff Part-time ac	dmin. staff	[If non	e, please write	none. Do not leave blank]
	w many staff does your sch on a full-time and part-time		ve in the foll	lowing capacit	ies? Please indicate the
			Full-time	Part-time	2
	Learning support/resource to			i dit tilli	-
	Language support teachers				
	Special needs assistants				
	Other teaching assistants				
9. How many rooms	(including prefabs, etc) are	used as classro	oms in the s	school?	_ classrooms
10. Of these, how ma	any portable classrooms (p	refabs) are there	in the school	ol?po	ortable classrooms
11. How many classo	es (across all year-groups)	are there in the s	school?	classes	
12. Approximately he	ow many children is the scl	nool designed fo	r?	children	
13a. In what year wa	s the school built?	Year			
13b. In what year wa	s the school most recently	refurbished? You	ear	Never	99

14. F	low would you rate the school's resou	irces in each of	the following a	areas?		
		Poor	Fair 	Good	Excellent	
(a) Number of teachers					
	b) Number of classrooms					
	c) Books and worksheets					
	d) Computing facilities					
	e) Arts and crafts facilities		— -			
	f) Sports facilities					
	g) Music facilities					
	h) Playground		_		_	
	i) Mathematics resources/facilities	<u> </u>				
	j) Library/media centre	—	— -			
	k) Staff room		— -			
	Toilet facilities Toilet facilities Toilet facilities	— ·		—		
			_			
	o) Administrative support p) Condition of the school building,	1	2			
,	classrooms etc					
,	q) Facilities for children with disabilities	— ·		—		
	•	<u> </u>		— °	— :	
(r) Provision of Special Needs Assistant	S	2	3	4	
	Does the school have a Home-School Does the school provide a 'breakfast Yes, every day	club'?	Yes, some days	5		No □₂ No □₃
	10b. is this provided under DEIO:	163	110	2		
17a.	Does the school provide free school	meals at lunchti	me?			
	· —					
	Yes, every day	<u></u>	∕es, some days		2	No□ ₃
	47.1.41				'	
	17b. Is this provided under DEIS?	Yes <u> </u>	No	2		
10	Does the school have the following fa	oilitios or convid	2002			
18.	boes the school have the following is	icilities of servic	,es :		Yes	No
(a) An active parents' association/counci	I				-
	b) A parents' room within the school					
	c) Parenting courses					_
(d) Other courses for parents (e.g. literac	cy, art/craft)			1	2
(e) Access to health or social service pro	fessionals on the	school premise	es	1	2
19.	Approximately how many computers	in total does the	school have?		compu	ters
20.	Of these, how many can be used by to staff?	<u>he pupils,</u> i.e. ex	cluding those	used <i>solely</i> b	y administra	tive or teaching
		used by the pupi	ls			
21.	Does the school have a dedicated con	mputer room for	pupils?	Yes] ₁ No	2
22.	Are the school buildings and other fa	cilities (playing	fields, etc if re	levant) open t	to the local c	ommunity?
	(a) in the according a decision the constitution	V	NI-			
	` '	Yes	No No			
		Yes □1	No			

lu			ey provided in your school for pupils, either at under either DEIS or the School Completion
	/	(2)	(b)
		(a) Provided in school	(b) If yes, Provided under:
		1 Toviaca III Solicoi	DEIS SCP Neither
(a) Team sports (e.g. football)	No□ ₂ Yes□ ₁	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
(b		No \square_2 Yes \square_1	$ ightharpoonup$ \square_1 \square_2 \square_3
(c		No \square_2 Yes \square_1	▶
(d) Drama	No□ ₂ Yes□ ₁	▶ □1 □2 □3
(e) Arts/crafts	No□ ₂ Yes□ ₁	▶ □1□2□3
(f)	,	No \square_2 Yes \square_1	▶ □1□2□3
(g	·	No \square_2 Yes \square_1	▶
(h) Other activities/clubs \	No Yes 1	L1
ni im	ne goals, which do you conside	r the most important, the ox beside the goal you con	ous educational goals. From the following second most important, and the third most sider the most important, '2' in the box beside ost important.
	Educational goals:		Rank
	 i. Basic literacy and numeracy s speaking) 	kills (reading, math, writing,	
	ii. Encouraging the child to achie	ve his/her best	
	iii. Promoting good work habits a	nd self-discipline	
	iv. Promoting personal growth (se confidence, self awareness, e	•	elf-
	v. Promoting social skills	,	
	vi. Promoting specific moral value	es	
	vii. Promoting inclusive multicultur	ral awareness or understandir	na
	viii. Fostering religious or spiritual		
	ix. Promoting school attendance		
	x. Developing critical thinking ski	lls and understanding	
lf r		leave blank. The same child	d can be recorded more than once.
_	n-national pupils		
•	of families from the Travelling Comm whose native language is other than	•	•
-	with physical / sensory disabilities	_	
•	• •		·
Pupiis	with learning / intellectual disabilities		(INUMber)
26. Ap	pproximately, what was the <i>Averag</i>	e Daily Attendance for your	school in the academic year 2012 / 2013?
	% Average Daily Attendance	e OR Average nu	ımber attending daily
	hat percentage of pupils missed 20 e school returned to the NEWB)?	days or more in the in the a	academic year 2012 / 2013 (as per the figures

28. Approximately what percentage of this, live within about 20 minutes' walk				you say	come fr	om the im	mediate	area, that
	-			_ %				
29. Please indicate which of the following problems in your school. (Please tick			porting ch	nildren v	with emo	tional / be	havioura	nl
Principal			1					
Classroom teacher			2					
Learning support / resource teacher			3					
Other staff member								
External assistance (please specify) _			5					
30. In your assessment, approximately numeracy, or emotional-behavioural tick one box on each line to indicate	difficult approxi	ies as to adve mate percenta	rsely affe ge.	ct their	educatio	nal develo	pment?	Please
		proximate per						
a) Literacy problems	None	less than 10						
b) Numeracy problems	_	— -	_			_		
c) Emotional / Behavioural problems	_		_	-		_		
c) Emotional/Behavioural problems	∟1	2]3			_ 15	
24 Over the west five vesses has the world			4-46	-11				
31. Over the past five years, has the nur						_		
Increased1 Decrease	d	l ₂ Re	mained fa	irly stab	le	_3		
33a. In general, do more pupils apply to Yes			han there	-	ces avail	able?		
33b. If Yes, what criteria are used to adr	nit pupil	s? (Please tick	all that ap	oply)				
Designated catchment area		□₁						
Other siblings in the school								
Parents attended the school								
Language(s) spoken by child		🔲 4						
Date of application		🔲 5						
Religion								
Other (please specify)		7						
34. If there is more than 1 class in any y	ear-grou	ıp, on what ba	ısis are pı	upils in	the scho	ol allocate	ed to clas	sses?
Randomly/alphabetically Performance on standardised tests Performance on other tests Special educational need/disability Other (please specify) Only 1 class per year-group				2 - 3 - 4 - 5				
35a. Does the school hold formal paren	t-teache	r meetings at	east once	e per ye	ar? Yes	1 N	0	
35b. Approximately what percentage of	parents	attend parent	-teacher r	neetina	s?	per o	ent	

6. To what extent are parents actively encouraged to get invo	vivea iii liie i	A lot	A little	Not at al
(a) Curricular activities e.g. participation in reading / matl	ns	A IOI	Ailtie	NOL at al
groups, support for specific area of curriculum (e.g. S	.s PHE)	□₁	\square_2	\square_3
groups, support for specific area of curriculum (e.g. S (b) Extra-curricular activities		🗖 1		3
. Below we have a list of statements. Thinking about <i>all</i> pup true of nearly all, more than half, less than half, or only a fe			ndicate if you	u feel each
Pupils, in general	Nearly all	More than half	Less than half	Only a few
(a) Enjoy being at school	1	_2	3	<u>4</u>
(b) Are well-behaved in class	□1	\square_2	Пз	<u>4</u>
(c) Show respect for their teachers	1	2	3	<u>4</u>
(d) Show respect for their peers			Пз	
(e) Are rewarding to work with			З	
(f) Are well behaved in the playground/school yard				4
(g) Settle into junior infants quickly				
(h)Feel they are an important part of the school				
community/school life	Ш1	<u>2</u>	<u></u> □3	4
To a great extent To some extent (a) Teachers	Not	at all 3 3 3 3		Barbara Bara
In addressing inappropriate behaviour in your school, to volume school? Often Oc	casionally	Rarely	Never	uiscipiilie
(a) Extra classwork	-	•		
(b) Extra homework □ ₁	\square_2	\square_3	\square_4	
(c) Writing of 'lines'	\square_2	\square_3	\square_4	
(d) Detention	\[\sum_2 \]		1	
(e) Exclusion from sports or other popular	<u> </u>			
activities 1	2	3	🔲 4	
(f) Verbal (phone or otherwise) report to parents. $\boxed{}_1$			🗀 4	
(g) Written report to parents				
(h) Cancellation of popular lesson e.g. art	2	3	4	
(i) Warning card system 1	\square_2	3	🔲 4	
(j) Suspension	\square_2	3	🔲 4	
(k) Expulsion / permanent exclusion				
(I) Other (specify)				
. To what extent is bullying a problem in your school?				
A major problem		o problem at a		

SCHOOL						
(a) Teachers are positive abo(b) Teachers get a lot of help(c) Teachers are open to new challenges(d) Teachers are eager to tak development	and support from co developments and	lleagues	True of nearly all	True for more than half 2 2 2 2	True for less than half 3 3 3 3	True of only a few 4 4 4 4
42. Compared with other Prim running the school are: (pleas		r size, would	you say t	hat the scale of d	lay-to-day prol	olems in
	in other schools	About the same other school3 De as fully as	ols	Slightly less than in other schools	Much less t other sch	
44. Compared with other Prin school is happier, as happ					al, the environ	ment in you
(a) Pupils (b) Teachers						
45. In general terms:						
	Very	Fairly	Not ve	ry Not at all		
(a) How stressed do you fee(b) How satisfied do you fee your job?	l with	_		_		

41. Please indicate the extent to which you believe each of the following to be true of teachers, in general, in your

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

Please collect the sealed envelopes containing their completed questionnaires from the teachers involved in this Study and return all questionnaires to the Economic and Social Research Institute (ESRI), using the enclosed freepost plastic envelope.

Again, many thanks to you and your staff for your help in this very important study of children.



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





GROWING UP IN IRELAND STRICTLY CONFIDENTIAL

5-Year Questionnaire - Draft of 20/02/13

SECONDARY CAREGIVER QUESTIONNAIRE

GROUP HHOLD	RESPONDENT
INTERVIEWER NAME INTE	RVIEWER NO:
Time Section Started (24 hour clock	x) DATE:ddmmyy
We are seeking to interview the parents/guardians parents/guardians and child will take about 120 minu appropriate for you in the field]. All the information you strictest confidence and will not be released in any way who identified with you or your family. If however, we are to other vulnerable person is at risk we may have to act on it.	tes to complete [INTERVIEWER: Adjust as and your family provide will be treated in the ich would allow the information you provide to
The Department of Children and Youth Affairs is funding Social Protection and the Central Statistics Office. The De on the Steering Group which oversees the Study. A group Research Institute (ESRI) and The Children's Research Cestudy	partment of Education and Skills is represented of researchers led by the Economic and Social
INT: IS RESPONDENT MALE OR FEMALE? Male	ale
X1. What is your date of birth? / / /	
Section A - Intro	<u>duction</u>
A1. [Card A1] Can you please tell me which of the following best [Interviewer use codes only]	describes your relationship to <child>?</child>
 2. Adoptive mother/ father	Grandparent5 Aunt/uncle6 Other relative/ in law7 Unrelated guardian8

Section B - Parent-Child Relationships

B1. [CARD B1] I am going to read out some statements about the relationship between you and <child>. Please listen to each statement and describe the degree to which each of the following statements currently applies.

			not app		Does not really apply	Neutral not sure	Applies somewhat	Definitely applies
affectionate, warm relationship wi	ith my ch	ild]1	2	3	4	5
d I always seem to be struggling	with eac	h other	[]1	2			5
child will seek comfort from me.			[]1	2	3	4	5
uncomfortable with physical affect	ction or to	ouch fron	n me []1	2	3	4	5
lues his/her relationship with me			[]1	2	3	4	5
se my child he/she beams with p	ride		[]1	2	3	4	5
ontaneously shares information a	about his	/herself	[]1	2	3	4	5
sily becomes angry at me			[]1	2	3	4	5
be in tune with what my child is	feeling		[]1	2	3	4	5
mains angry or is resistant after b	eing disc	ciplined	[]1	2	3	4	5
							4	5
hild is in a bad mood I know we'r	e in for a	ì						
ficult day			[]1	2	3	4	5
eelings toward me can be unpred	dictable c	or can						
ldenly] ₁	2	3		5
								5
						\square_3	\Box_4	
herherherll at him/herer out of the room or to room or naughty steptreats	·· □1			3			6	
ask you a few questions about 1 Which of these best describe R: Ask the respondent to use of the serveight	ut <child< td=""><td>l's> heal</td><td>th jht?</td><td></td><td></td><td></td><td></td><td>v]</td></child<>	l's> heal	th jht?					v]
	d I always seem to be struggling a child will seek comfort from me uncomfortable with physical affectures his/her relationship with me ise my child he/she beams with prontaneously shares information asily becomes angry at me	Id I always seem to be struggling with each child will seek comfort from me	Id I always seem to be struggling with each other or child will seek comfort from me	d I always seem to be struggling with each other	d I always seem to be struggling with each other	d I always seem to be struggling with each other	d I always seem to be struggling with each other	d I always seem to be struggling with each other

Section D - Parental Health

Now I'd like to ask you a few questions about your own health. D1. [CARD D1] In general, how would you say your current health is? Excellent...... Very good 2 Poor \square_5 D2. Do you have any on-going chronic physical or mental health problem, illness or disability? No D3. 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.] D4. Since when have you had this problem, illness or disability? _____(mth) ____(year) D5. Are you hampered in your daily activities by this problem, illness or disability? Yes, severely...... \square_1 Yes, to some extent..... \square_2 D6. Thinking about your free-time, in general would you say you are...[INT:READ OUT] Very physically active...... Not very physically active...... D7. [CARD D7] Do you think that you are: IINT: ASK THE RESPONDENT TO USE CODES 1-8 AS ON THE CARD IF CHILD IS PRESENT AT TIME OF INTERVIEW] Very underweight...... Moderately underweight...... Very overweight. Don't know D8. [CARD D8] How often do you try to lose weight through dieting? Would you say...[INT:READ OUT] Section E - Child's play and activities E1. Overall, compared to other children of the same age, do you think <child> is... [INT: READ OUT] Easier than average...... About average......

More difficult than average..... \square_3

E2a. [CARD E2a] How often would you do any of the following with <child>?

		Never	Hardly ever	Occasional	ly One or times a week	two Eve	ryday	N/A
a.	Play with <child> using toys or games / puzzles</child>	. □₁	\Box_{2}			\Box_5		
	Play computer games with <child></child>							
c.	Visit the library	. 🔲 1	2		4	5		
d.	Listen to <child> read</child>	· 🔲 1	2	3	4	5		6
е.	Read to <child></child>	. □1	2	3	4	5		
t. ∖	Jse computer with <child> in educational ways</child>	· 📙		3	4			
	Sport or physical activities	·1	2	🗀 3	4	5		
II. Mi	useums, farms	\Box			□.			
i. (Go shopping	· 🗀 1 . 🗖 1	<u> </u> 2		4 	5		
			_		_			
	Section H – Par	_		nily Con	<u>itext</u>			
ľd	now like to ask you some general questions ab	out parer	nting.					
ha	e next questions are about being a parent. The ppens in your family.					-	_	
H1	. [Card H1] Thinking about <child> <u>over the last</u></child>		Never /	_	? (TICK ONE Sometimes	Often	Alway	s/
2	Hug or hold this child for no particular reason		almost never		\Box		ılmost a □	iways
						4	5	
	Tell this child how happy he/she makes you					4	5	
	Have warm, close times together with this child					4	5	
	Enjoy listening to this child and doing things with h		1	2	🗀3	4	5	
e.	Feel close to this child both when he/she was happ	•						
,	when he/she was upset		1	2	3	4	5	
Ť.	Express affection by hugging, kissing and holding							
	this child		······1		🗀 3	4	5	
	2. [Card H2] When parents spend time with the ow often does the following happen? (Tick one			es things ç	go well and	sometim		y don't.
		;	almost never	half the time		half the tir		е
a.	Of all the times you talk to this child about his/her						_	_
h	behaviour, how often is this praise? Of all the times you talk to this child about his/her			2	3	4.	L	_ 5
υ.	behaviour, how often is this disapproval?		П.	П		П.	Г	٦
C.	When you give this child an instruction or request t	o do			3	4.	∟	_ b
-	something, how often do you make sure that he/sh	e does it?	' □₁	\Box_2	\square_3	\Box_4		75
d.	If you tell this child he/she will get punished if he/sh							
	doesn't stop doing something, but he/she keeps do	oing it,						_
	how often will you punish him/her?		🔲 1	2	3			5
e.	How often does this child get away with things that	you					_	_
£	feel should have been punished?	ოი 	·····	2	3			<u>_</u> 5
۱.	How often do you feel you are having problems	u?	1	2	3	4.	L	_ 5
9.	managing this child in general?		🗖 1	\Box	\Box	\Box_{4}	Г	75
h.	How often is this child able to get out of punishmer	nt when						
	he/she really sets his/her mind to it?		🔲 1	2	3			_5
i.	When you discipline this child, how often does he/s	she	_	_			_	_
	ignore the punishment?		🔲 1	2	3			_ 5
J.	How often do you tell this child that he/she is bad of as good as others?	or not			3		_	7
k	How often do you think that the level of punishmen	it vou	Ш1	2	3	4.	L	_ 15
١٠.	give this child depends on your mood?	it you			П.	П.	Г	_

	Strongly	Disagree	Neither agree	Agree	Strongly	N/A
Because of your work responsi	disagree bilities:		nor disagree		agree	
a. You have missed out on home	or family activities					
that you would have liked to have		2	3	4	5	
b. Your family time is less enjoyal	ole and more					
pressured	1			4	5	
Because of your family respons	sibilities:					
c. You have to turn down work ac		_		_		
opportunities that you would prefe		2	3	4	5	
d. The time you spend working is and more pressured	less enjoyable					
and more pressured	·····11			4	5	
	J: SOCIO-D	EMOGR <i>A</i>	APHICS			
Now some questions about you	ırself					
J1. [Card J1] Which of these de						_
Int: If respondent is on maternity	leave and she has a job w	hich she inte	nds to return to,	she shou	ld be coded a	s 0]
O. Currently on maternity leave,		4.00				
but have a job to return to			II-time		_	
 Employee (incl. apprenticeship or Community Employment) 			raining scheme (ed, actively looki			
2. Self-employed outside farming			sickness or disa			
3. Farmer			es / looking after			
		9. Retired				9
		10. Other (ple	ease specify)]10
	1 1					
				ne work?		
f you work at more than one jo	b, please include the ho	urs in all job	S	h	ours	
If you work at more than one jo J3. On a typical work day, how	b, please include the ho much time in minutes do	urs in all job	S	h	ours	
If you work at more than one jo J3. On a typical work day, how	b, please include the ho much time in minutes do	urs in all job o you spend	commuting to a	nd from	ours	
If you work at more than one jo J3. On a typical work day, how (outward and return journey co minutes	b, please include the ho much time in minutes do mbined)? [Int. if respondent w	urs in all job o you spend orks at home	commuting to a	nd from	ours	
If you work at more than one jo J3. On a typical work day, how (outward and return journey co minutes J4. [Card J4] What is your occu	b, please include the ho much time in minutes do mbined)? [Int. if respondent w pation in your main job?	urs in all job you spend orks at home	commuting to a	nd from	ours	
If you work at more than one jo J3. On a typical work day, how (outward and return journey co minutes J4. [Card J4] What is your occu	b, please include the ho much time in minutes do mbined)? [Int. if respondent w pation in your main job? n fully and precisely giving the fo	o you spend orks at home	commuting to a	nd from	ours	
If you work at more than one jo J3. On a typical work day, how (outward and return journey co minutes J4. [Card J4] What is your occu in all cases please describe the occupation Use precise terms such as:	b, please include the ho much time in minutes do mbined)? [Int. if respondent w pation in your main job? n fully and precisely giving the fo	urs in all job you spend orks at home	commuting to a	nd from	ours	
If you work at more than one jo J3. On a typical work day, how (outward and return journey co minutes J4. [Card J4] What is your occu In all cases please describe the occupation Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER	b, please include the ho much time in minutes do mbined)? [Int. if respondent w pation in your main job? n fully and precisely giving the fu Do not use g MANAGER TEACHER	o you spend orks at home	commuting to a	nd from	ours	
If you work at more than one jo J3. On a typical work day, how (outward and return journey co minutes J4. [Card J4] What is your occu In all cases please describe the occupation Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER	b, please include the ho much time in minutes do mbined)? [Int. if respondent w pation in your main job? n fully and precisely giving the fu Do not use g MANAGER TEACHER ENGINEER	o you spend orks at home lull job title. eneral terms suc	commuting to a enter '0' for minutes	h	ours	
J3. On a typical work day, how (outward and return journey cominutes J4. [Card J4] What is your occur in all cases please describe the occupation Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Civil servants and local government employmembers of the Gardai or Army should star	b, please include the ho much time in minutes do mbined)? [Int. if respondent w pation in your main job? n fully and precisely giving the fu Do not use g MANAGER TEACHER ENGINEER yees should state their grade e.g te their rank. Teachers should st	orks at home Orks at home Orks at home Orks at home Orks at home	commuting to a enter '0' for minute that as: NISTRATIVE OFFICE of teaching e.g. PRIM.	hand from utes]	ours work	
J2. How many hours do you no If you work at more than one jo J3. On a typical work day, how (outward and return journey co minutes J4. [Card J4] What is your occur all cases please describe the occupation Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Civil servants and local government employmembers of the Gardai or Army should state Clergy and religious orders should give full Write in your main OCCUPATION	b, please include the ho much time in minutes de mbined)? [Int. if respondent w pation in your main job? In fully and precisely giving the fu Do not use g MANAGER TEACHER ENGINEER vees should state their grade e.g te their rank. Teachers should st description e.g. NUN, REGISTE	orks at home Orks at home Orks at home Orks at home Orks at home	commuting to a enter '0' for minute that as: NISTRATIVE OFFICE of teaching e.g. PRIM.	hand from utes]	ours work	
J3. On a typical work day, how (outward and return journey cominutes J4. [Card J4] What is your occur in all cases please describe the occupation Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Civil servants and local government employmembers of the Gardai or Army should statclergy and religious orders should give full	b, please include the ho much time in minutes de mbined)? [Int. if respondent w pation in your main job? In fully and precisely giving the fu Do not use g MANAGER TEACHER ENGINEER vees should state their grade e.g te their rank. Teachers should st description e.g. NUN, REGISTE	orks at home Orks at home Orks at home Orks at home Orks at home	commuting to a enter '0' for minute that as: NISTRATIVE OFFICE of teaching e.g. PRIM.	hand from utes]	ours work	
J3. On a typical work day, how (outward and return journey cominutes J4. [Card J4] What is your occur in all cases please describe the occupation Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Civil servants and local government employmembers of the Gardai or Army should statclergy and religious orders should give full	b, please include the ho much time in minutes de mbined)? [Int. if respondent w pation in your main job? In fully and precisely giving the fu Do not use g MANAGER TEACHER ENGINEER vees should state their grade e.g te their rank. Teachers should st description e.g. NUN, REGISTE	orks at home Orks at home Orks at home Orks at home Orks at home	commuting to a enter '0' for minute that as: NISTRATIVE OFFICE of teaching e.g. PRIM.	hand from utes]	ours work	
J3. On a typical work day, how (outward and return journey cominutes J4. [Card J4] What is your occur in all cases please describe the occupation Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Sivil servants and local government employ tembers of the Gardai or Army should statalergy and religious orders should give full	b, please include the ho much time in minutes de mbined)? [Int. if respondent w pation in your main job? In fully and precisely giving the fu Do not use g MANAGER TEACHER ENGINEER vees should state their grade e.g te their rank. Teachers should st description e.g. NUN, REGISTE	orks at home Orks at home Orks at home Orks at home Orks at home	commuting to a enter '0' for minute that as: NISTRATIVE OFFICE of teaching e.g. PRIM.	hand from utes]	ours work	

[Interviewer: Ask J5 if code 0 or 1 at J1] J5. [CARD J5] Does your employer (a) provide any of the following types of family friendly facilities and (b) if they are provided, have you used them in the last 12 months? Provide? **Used last 12 months** Yes No Yes d. Assistance with finding childcare \square_1 \square_2 \square_1 e. Flexible working hours (i.e. changing times you start and f. Allow parents paid time off when a child is sick (in addition to normal holiday allowance) \square_1 \square_2 \square_2 g. Allow parents unpaid time off when a child is sick...... \square_1 \square_2 \square_2 i. Allow employees to work from home some or all of the time ... \square_1 \square_2 k. Other family friendly facilities (please specify) $\underline{\hspace{1cm}}_1$ J6. In general, how would you rate your employer in terms of allowing 'family friendly' working? Fairly good Very poor...... □₅ [Interviewer: Ask J7 if code 0 or 1 at J1] J7. Do you supervise or manage any personnel in your job? J8. How many? _____ [Interviewer: Ask J9 if code 2 or 3 at J1] J9. How many employees (if any) do you have?_____ employees N A \Box_{99} [Interviewer: Ask J10 if code 3 at J1] J10. How many acres do you farm? _____ acres _____ hectares Go to Section K J11. Apart from holiday or casual work, have you ever had a full-time job? Yes ... _1 J12. In what year did you last work in that full-time job? _____ year J13. When you last worked in that full-time job were you? Employee (incl. apprenticeship Farmer 3

J14. [Card J14] What (was) your occupation in your n	nain job?						
In all cases describe the occupation fully and precisely giving the full jo	b title.						
Use precise terms such as: RETAIL STORE MANAGER SECONDARY TEACHER ELECTRICAL ENGINEER Civil servants and local government employees should state their grade e.g. SENIOR ADMINISTRATIVE OFFICER. Members of the Gardai or Army should state their rank. Teachers should state the branch of teaching e.g. PRIMARY TEACH							
Clergy and religious orders should give full description e.g. NUN, REGIS							
Write in your main OCCUPATION							
J15. [Ask only if Farmer at J13] How many acres did	you farm? acres hectares						
J16. Do you currently have a part-time job outside the	e home? Yes						
J17. On average, how many hours per week do you w	vork in that part-time job? hours						
J18. [Card J18] What is your occupation in your main	job?						
In all cases describe the occupation fully and precisely giving the full jo	b title.						
	not use general terms such as:						
	NAGER ACHER						
	IGINEER						
Civil servants and local government employees should state their grade of Members of the Gardai or Army should state their rank. Teachers should Clergy and religious orders should give full description e.g. NUN, REGIS	state the branch of teaching e.g. PRIMARY TEACHER.						
Write in your main OCCUPATION							
If a farmer or a farm worker, write in the SIZE of the fa	armacres						
J19. [Card J19] From the reasons listed on this card not working in a paid job outside the home? If more importance, where 1 is the most important reason, up a. I can't find a job							

Section K – About You

Now some more questions about yourself

K1a. [Card K1a] What is the	e highest level of educati	ion (full-time or pa	rt-time) which you h	nave completed to date?
1. No formal education				.· <u> </u>
2. Primary education				2
Second Level				
3. Lower Secondary				3
(Junior/Intermediate/Group Certification			-	
4. Upper Secondary				
(Leaving Certificate (including Appli				
5. Technical or Vocational (Completed Apprenticeship, NCVA				
Third Level			_	
6. National Certificate, Dipl	oma NCEA/Institute of Tec	chnology or equivale	ent, Nursing Diploma.	6
(Non Degree)				
7. Primary Degree				
(Third Level Bachelor Degree)		,	,	
8. Professional qualification	<u> </u>	, -	• •	 :
9. Both a Degree and a Pro	•			 *
10. Postgraduate Certificate	•			
11. Postgraduate Degree (M	•			— :
12. Doctorate (Ph.D)				12
[INTERVIEWER: ASK K1B ONLY K1b. In what year did you				
[INTERVIEWER: Please red [INTERVIEWER: ASK K1D ONLY K1d. Did you complete you this qualification?	IF K1A IS CODE 5]		rtificate/'A'Levels o	r equivalent) before gaining
•				
Yes □ ₁	No₂			
RESPONDENT AT TIME 3]			•	RESPONDENT AT TIME 2 OR NEW
book written in your native		i just check, can y	ou read aloud to a d	child from a children's story
Yes	No	2		
K3. Can I just check, can y			story book written i	n English?
Yes	l No			
K4. Can you usually read			ith in English?	
Yes		.	-	
[BLAISE CONDITION: ASK K7 OF RESPONDENT AT TIME 3] K5. When you buy things				
, , ,	•	•	ou asuany t e n n yot	inave the right change!
V	1 No			

K6. Do you belong to	any religion?				
Yes		No	2		
 Anglican/Church Other Protestar Jewish Muslim 	denomination ch of Ireland/Epis nt				
K8. Are you a citizen o		Yes	<u> </u>		
[BLAISE CONDITION: ASK	K10 – K12 IF NON	RESPONDENT AT TIM	E 2 OR NEW RESPO	NDENT AT TIME 3]	
K10. Were you born in	r Ireland?	Yes	□ ₁ No		
K11. In which country	were you born	?		<u> </u>	
K12. How long ago di Wi		e to live in Ireland -5 years 6-10 years ago ago		More than 20 years ago ☐₅	Don't Know □88
1. White Irish Irish Tr Any oth 2. Black or Black African Any oth 3. Asian or As Chines Any oth	aveller ner White backgr ack Irish ner Black backgr sian Irish e	ound	e appropriate box 1 2 3 4 5 6 7	nic or cultural ba	ckground?
	ļ	L. Neighbour	hood / Comi	<u>munity</u>	
Finally, we would like	to ask you son	ne questions abou	t your local area.		
L1. Do you participate team or working with				volunteering at	a school, coaching a sport
Υe	es1	No2			
L2. How do you feel a	bout your neigl	nbourhood as a pl	ace for bringing	up children?	
Excellent	Good □₂	Average	Poor □₄	Very Poor D	on't Know



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GROWING UP IN IRELAND STRICTLY CONFIDENTIAL

5-Year Questionnaire - Draft of 20/02/13

SECONDARY CAREGIVER TWIN QUESTIONNAIRE

\mathbf{G}	ROUP HHOLD		RESF	ONDEN	Т	
IN	NTERVIEWER NAME INT	ERVIEW	ER NO:			
Ti	ime Section Started (24 hour clo	ock)	DATE:	_ddm	myy	
ch inf wł	Te are seeking to interview the parents/guardians of <child>ild will take about 120 minutes to complete [INTERVIEWIFF formation you and your family provide will be treated in the hich would allow the information you provide to be identified mething which might suggest that a child or other vulnerable</child>	ER: Adjust strictest confied with yo	as appropri nfidence and ou or your	ate for your late for your late for the late for your lat	ou in the fie be released however,	eld]. All the in any way
Pr Gı	ne Department of Children and Youth Affairs is funding the otection and the Central Statistics Office. The Department roup which oversees the Study. A group of researchers led and The Children's Research Centre at Trinity College Dublin	of Education of Education of Education	on and Skill nomic and S	s is repres locial Reso	sented on t	he Steering
IN	IT: IS RESPONDENT MALE OR FEMALE? Male	emale	Пь			
	. What is your date of birth? / / /		_			
	DD IIIII 1111					
	Section B - Parent-Ch			_'		
	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about	the relation	ship betwee	en you and		
	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about ten to each statement and describe the degree to which each	the relation	ship betwee lowing state	en you and		
lis	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about sten to each statement and describe the degree to which each	the relation th of the foll definitely does not apply	ship between owing states Does not really apply	en you and ements cu Neutral	rrently app Applies	lies. Definitely
lis a.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about ten to each statement and describe the degree to which each statement and describe the degree to which each I share an affectionate, warm relationship with my child	the relation the following the finitely does not apply	ship between owing state Does not really apply	en you and ements cu Neutral	rrently app Applies	lies. Definitely
lis a. b.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about ten to each statement and describe the degree to which each I share an affectionate, warm relationship with my child	the relation th of the foll definitely does not apply	ship between state Does not really apply	en you and ements cu Neutral	rrently app Applies	lies. Definitely
a. b. c.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each I share an affectionate, warm relationship with my child	the relation th of the foll definitely does not apply	ship between owing states Does not really apply	en you and ements cu Neutral	rrently app Applies	lies. Definitely
a. b. c. d.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each out it is an affectionate, warm relationship with my child	the relation th of the foll definitely does not apply	ship between owing state Does not really apply	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each I share an affectionate, warm relationship with my child	the relation th of the foll definitely does not apply	ship between owing state Does not really apply 2 2 2 2 2 2 2	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and statemen	the relation th of the foll definitely does not apply	ship betweelowing state Does not really apply	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each other and affectionate, warm relationship with my child	the relation the following the finitely does not apply	ship between owing state Does not really apply	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g. h.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each of the statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement and describe the degree to which each other and statement an	the relation the following the finitely does not apply	ship between state owing state owing state owing state of the state of	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each other and I share an affectionate, warm relationship with my child	the relation th of the foll definitely does not apply	ship betwee lowing state Does not really apply 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g. h. i. j.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each other and affectionate, warm relationship with my child	the relation the following the finitely does not apply	ship betweed owing state Does not really apply 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g. h. i. j. k.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about the to each statement and describe the degree to which each other and affectionate, warm relationship with my child	the relation the following the finitely does not apply	ship betweed owing state Does not really apply 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g. h. i. j.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about the to each statement and describe the degree to which each statement and describe the degree to which each statement and describe the degree to which each other and statement and describe the degree to which each other are statement and leaves seem to be struggling with each other and strugseling with each other and strugseling with described with physical affection or touch from a strugseling with me and strugseling with each other and strugseling with my child because of strugseling with my child because of strugseling with my child because of strugseling with my child with my child strugseling with my child strugsel	the relation the following the finitely does not apply	ship between lowing state lowing state lowing state lower lo	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g. h. i. j. k. l.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about the to each statement and describe the degree to which each statement and describe the degree to which each statement and describe the degree to which each other and statement and describe the degree to which each other are statement and leaves seem to be struggling with each other and strugsels, my child will seek comfort from me. My child is uncomfortable with physical affection or touch from and strugsels with price and strugsels. The struggling with me and struggling with my child he/she beams with pride and struggling with my child he/she beams with pride and struggling with my child he/she beams with pride and struggling with my child he/she beams with pride and struggling with my child drains my child is feeling. My child remains angry or is resistant after being disciplined and long and difficult day and struggling with my child drains my energy.	the relation the following the finitely does not apply	ship between lowing state lowing state lowing state lower lo	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g. h. i. j. k. l.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about the to each statement and describe the degree to which each statement and describe the degree to which each other and statement and describe the degree to which each other are statement and describe the degree to which each other are statement and describe the degree to which each other are statement and laways seem to be struggling with each other are struggling with me. My child is uncomfortable with physical affection or touch from a struggling with me. When I praise my child he/she beams with pride are struggling with pride and struggling with my child he/she beams with pride are struggling. My child easily becomes angry at me. It is easy to be in tune with what my child is feeling. My child remains angry or is resistant after being disciplined are struggling with my child drains my energy. When my child is in a bad mood I know we're in for a long and difficult day. My child's feelings toward me can be unpredictable or can	the relation the following the	ship between owing state Does not really apply	Neutral not sure	Applies somewhat	lies. Definitely
a. b. c. d. e. f. g. h. i. j. k. l. m.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about then to each statement and describe the degree to which each other	the relation the following the finitely does not apply	ship between cowing states boes not really apply Does not really apply Does not really apply	Neutral not sure	Applies somewhat	lies. Definitely
a.b. c.d. e. f. g.h. i. j. k. l. m. n.	Section B - Parent-Ch I. [CARD B1] I am going to read out some statements about the to each statement and describe the degree to which each statement and describe the degree to which each other and statement and describe the degree to which each other are statement and describe the degree to which each other are statement and describe the degree to which each other are statement and laways seem to be struggling with each other are struggling with me. My child is uncomfortable with physical affection or touch from a struggling with me. When I praise my child he/she beams with pride are struggling with pride and struggling with my child he/she beams with pride are struggling. My child easily becomes angry at me. It is easy to be in tune with what my child is feeling. My child remains angry or is resistant after being disciplined are struggling with my child drains my energy. When my child is in a bad mood I know we're in for a long and difficult day. My child's feelings toward me can be unpredictable or can	the relation the following formula in the foll	ship between cowing states boes not really apply Does not really apply Does not really apply	Neutral not sure	Applies somewhat	lies. Definitely

B2. [CARD B2] How often do you do the following	lowing v	vhen <ch< th=""><th>ild> misbehav</th><th>es?</th><th></th><th></th></ch<>	ild> misbehav	es?		
	Never	Rarely	Now and again	Regularly	Always C	an't say
a. Discuss/Explain why behaviour was wrong.						6
b. Ignore him/her	🔲 1	2	3	4	5	🗀 6
c. Smack him/her	🔲 1	2	3	4	5	🗀 6
d. Shout or yell at him/her	🔲 1	2	3	4	5	6
e. Send him/her out of the room or to						
his/her bedroom or naughty step					5	6
f. Take away treats	□1	2		🗀 4	5	6
g. Tell him/her off	□1	2		🗀 4	5	6
h. Bribe him/her		2	3	4	5	6
C1. [CARD C1] Which of these best describe [INTERVIEWER: Ask the respondent to use Underweight	es <chil codes 1</chil 	d's> weiq I-4 as on	ght?			interview]
E1. Overall, compared to other children of t	he same	e age, do	you think <ch< th=""><th>ild> is [IN</th><th>IT: READ O</th><th>υτ]</th></ch<>	ild> is [IN	IT: READ O	υτ]
About average						
More difficult than average						
E2a. [CARD E2a] How often would you do a	any of th	ne follow	ing with <child< th=""><th>>?</th><th></th><th></th></child<>	>?		
	J	Never	Hardly Oc ever	casionally	One or two times a week	Everyday
a. Play with <child> using toys or games / puzz</child>				3	4	5
b. Play computer games with <child></child>				3	4	5
c. Visit the library				3	4	5
d. Listen to <child> read</child>				3	4	5
e. Read to <child></child>				3	4	5
f. Use computer with <child> in educational wa</child>	-			3	4	5
g. Sport or physical activities		1	2	3	4	5
h. Go on educational visits outside home such						
museums, farms				3	4	5
i. Go shopping		1	2	3	4	5

Section H – Parenting and Family Context

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

The next questions are about being a parent. There are no right or wrong answers, we are just asking about what happens in your family.

H1. [Card H1] Thinking about <child> over the last six months, how often did you...? (Tick one box per row only)

		Never /	Rarely	Sometimes	Often	Always /
		almost never				most always
a.	Hug or hold this child for no particular reason	1	2		4	🔲 5
b.	Tell this child how happy he/she makes you	1	2		4	🔲 5
c.	Have warm, close times together with this child		2			5
d.	Have warm, close times together with this child Enjoy listening to this child and doing things with him/her					
	Feel close to this child both when he/she was happy and					
٠.	when he/she was upset	П,			\Box .	
f	Express affection by hugging, kissing and holding			3	4	🗀 5
١.						
	this child	·····1	2	3	4	[]5
H2	2. [Card H2] When parents spend time with their childr	en, sometime	es things o	go well and	Sometime	es they don't.
	ow often does the following happen? (Tick one box per			90 11011 41114		,
	- · · · · · · · · · · · · · · · · · · ·	Never /	Less than	About half	More than	All the
		almost never	half the time		half the time	
a.	Of all the times you talk to this child about his/her					
	behaviour, how often is this praise?	🔲 1	2	3		5
b.	Of all the times you talk to this child about his/her					
	behaviour, how often is this disapproval?	🔲 1	2	3		5
c.	When you give this child an instruction or request to do					
	something, how often do you make sure that he/she does it	? □₁	2	3	🗀 4	5
d.	If you tell this child he/she will get punished if he/she					
	doesn't stop doing something, but he/she keeps doing it,	_	_	_		
	how often will you punish him/her?	·····. ∐1	2	3	4	5
e.	How often does this child get away with things that you					
	feel should have been punished?	·····.		3	4	5
۱.	How often do you feel you are having problems	1	2	3	4	5
g.	managing this child in general?		П.			
h	How often is this child able to get out of punishment when	1	2	3	4	5
11.	he/she really sets his/her mind to it?	П.	П		П.	\Box
i	When you discipline this child, how often does he/she	1	2	3	4	5
	ignore the punishment?			\Box_{a}		
j.	How often do you tell this child that he/she is bad or not				4	
,	How often do you tell this child that he/she is bad or not as good as others?				П4	
k.	How often do you think that the level of punishment you				······································	
	give this child depends on your mood?	🔲 1	2	3		5
	-					



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GROWING UP IN IRELAND

STRICTLY CONFIDENTIAL

5-Year Questionnaire - Draft of 20/02/13

Secondary Caregiver – Sensitive Questionnaire

GROUP HHOLD	RESPONDENT
Interviewer Name Interviewer	wer Number
Time Section Started (24 hour clock)	Date day mth year
We have a few final questions for you. As some of these included them in a section for you to complete by yourself and return the questionnaire to the interviewer. Once again INFORMATION PROVIDED IS TREATED IN THE STR told something which might suggest that a child or other vion it.	may be considered slightly sensitive we have . We would ask you to complete this section a, we would like to assure you that <u>ALL THE ICTEST CONFIDENCE.</u> If, however, we are
X1. Are you male or female?	
Male ☐ ₁ Female ☐ ₂	
X2. What is your date of birth?//	
[BLAISE CONDITION: IF ANY PERSON ON HOUSEHOLD GRID AT TIME TIME 3 ASK AS1 – AS3]: AS1. Can you please tell me why <person 2="" at="" wave=""> is no longer</person>	
He/she is deceased	1 2 3 4
AS2. When did <person 2="" from="" wave=""> stop living with you: Sinc</person>	e what month? mth
AS3. When did <person 2="" from="" wave=""> stop living with you: Sinc</person>	e what year? [YYYY]
S1. Are you the biological parent of <child>?</child>	
Yes ☐ ₁ → Go to S12 No	Go to S2
S2. Are you the adoptive parent of <child>? Yes No</child>	
S3. Was that a domestic or an inter-country adoption?	
Domestic 1 Inter-cour	ntry
S4. Was this a within family adoption? S5. From	m which country?
Yes	
S6. What age was <child> when you adopted him/ her?</child>	months
NOW PLEASE GO TO	S12

S7. Are you the foster pa						
Ye	es1	No		► Go to S12		
S8. How many months ha	ıs <child> been with you</child>	ur family?	months			
S9. Do you anticipate tha	t this will be a long-ter	m foster place	ment? Yes		o]2
S10. How many <u>previous</u>	foster placements has	<child> been</child>	in?	_previous placeme	ents DK	
S11. Immediately before or in institutional care?			•			amily
Another foster fam		PLEASE GO	Institutio	nai care[3	
Because the issue of fan marital history.				ome question	s about your	family
S12. Can you tell me whi	ch of these best descri	bes your curre	ent marital state	us?		
Married and living with husl Married and separated fron Divorced Widowed Never married (including liv	n husband / wife	□₂ G □₃ G □₄ G	o to S13b o to S13b o to S13b			
S13a. In what year did yo				to S16		
S13b. In what year did yo	ou marry vour (former):	spouse?	(year)			
		-		(1,100)		
S14. Since when have yo	a been living apart / spc	ouse deceased	f	(year)		
S15. May I just check wh		_		ousehold as	a couple?	
Yes	1 No	2 Go to S2	1			
S16. Since when have yo	u and your spouse or p	oartner been li	ving together?	(yea	ar)	
S17. Many couples argue	from time to time. Rou	ighly how ofte	n would you ar	nd your spous	se / partner a	rgue?
Most days						
At least once a week						
Less than once a week Hardly ever						
Never						
S18. When you and your		-				
o io. Wileli you alla your	Almost never/			Almo	st always/	
0	never	often	Sometimes		lways	
a. Shout or yell at each oth	er1			4[5	
a. Shout or yell at each oth b. Throw something at eac c. Push, hit or slap each ot	her		L3	4 [5 	
S19. How often would yo		e time Most of the time	More ofte	en Occasionall	y Rarely	Never
a. You discuss or have cor	sidered divorce.	tile tillie	than not			
separation, or terminating		l ₁			5	🗀 6
 You think that things be 	ween you and your					
oartner are going well c. You confide in your spot	use/partner	1		4	5	6
•	· —			4	5	[]6
S20. The numbers below "happy," represents the describes the degree of l	degree of happiness of	most relation	ships. Please c	ircle the num		
0	1 2	3	4	5		
Extremely	Fairly A little	3	-	S Extremely	U	
Unhappy	Unhappy unhappy	Нарру	Нарру	Нарру	Perfect	ļ

S21. Please rate how muc are for you and <child> n possible.</child>						
possible.		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. I am happy in my role as a	n naront	•				•
b. Caring for my child someti		1	2	3	4	5
more time and energy than I	have to give		\Box_{\triangleright}	\square_3	\square_4	\square_5
c I sometimes worry whether	r Lam doing					
enough for my child		🔲 1	2	3	4	
d. I enjoy spending time with e. The major source of stress f. Having a child leaves little	my child	1		3	4	5
f Having a child leaves little	time and flexibility in m			3	4	5
g. Having a child has been a	financial hurden	y III.C			4 П4	Ы Па
h It is difficult to balance diff	erent responsibilities					
because of my child			2	3	4	5
because of my childi. I am satisfied as a parent.		1	2	3	4	5
S22. Of the following, please Do you feel that you are Not very good at being a par	ent			□ 1	l about yours	self as a parent.
A person who has some trou						
An average parent A better than average parent						
A very good parent						
[BLAISE CONDITION: ASK	(S23 ONLY OF FEMA	LE RESPOND	ENTS]			
S23. Are you currently preg	gnant? Yes	1 No	□2			
S24. Which of the following	g best describes how	often you usu	ually drink a	lcohol?		
1. Never						
2. Less than once a month			2			
3. 1-2 times a month			□3			
4. 1-2 times a week			ш.			
5. 3-4 times a week			~			
6. 5-6 times a week			∟6			
7. Every day						
	If currently drink ald S25. And in an av measures of spiri	erage week, h	ow many pi	ints of bee	r/cider, glass	
	(a) Pints of Beer/C					
	(c) Measures of S	pirits (d)E	Bottles of al	copops	_	
For the following question:	s please consider tha	t 1 drink = ½ բ	oint of beer	or 1 glass	of wine or 1	single spirits
[BLAISE CONDITION: ASK S26a. How often do you ha					or almost	
Nev		WOLITHIN	vveekiy	Daily	daily	
		\square_3	\square_4			
[BLAISE CONDITION: ASK S26b. How often do you ha	ave 8 or more alcoholi	ic drinks on o	ne occasior			
N1	Less than	Monthly	Weekly	' Daily	or almost	
Nev		П.	□ .		daily	
S26c. How often during the because you had bee		∟⅓ een unable to	∟⊿ remember	what happ	∟₅ ened the nig	ht before
	Less than	Monthly	Weekly	Daily	or almost	
Nev			_		daily	
<u></u> l1	1	3	4		5	

S26d. How often duri	ng the <u>la</u>	ıst year have you fa	ailed to do wha	at was expec	ted of you b	ecause of drinl	king?
	Never	Less than monthly	Monthly	Weekly	Daily or dai		
			<u></u> 3	<u></u> 4		1 *	
S26e. In the <u>last year</u> drinking or suggeste			a doctor or oth	ner health wo	orker been o	oncerned abou	t your
No		Yes, on one occasion	on2	Yes on m	ore than one	occasion	3
S27. Do you currently	, smoka	daily occasionally	or not at all?				
Daily		Occasionally		. <u></u> 2 No	t at all	3	
S28. About how man	y cigaret	-		_	-		
		[In	t. enter '0' if les	s than 1 on a	verageJ		
S29. Including yours	elf, how	many members of t	the household	smoke?	_N		
000 0							
S30. Do you take any	y drugs s	such as cannabis, r	narijuana, ecs	tasy, speed,	heroin, met	hadone, crack	or cocaine?
Yes, r	egularly.	Tes, occ	asionally□₂	No, not a	at all[_3	
S31. Since the time of clinical depression, a				ou been trea	ted by a me	dical professio	nal for
<u>-</u>	∏₁	No∏					
S32. Are you current				on anxiety '	nerves' or r	nhohias?	
COLI 7110 you current			•	on, anxioty,		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	165	<u> </u>					
S33. Listed below are often you have felt th				ou may have	felt or beha	ved. Please inc	licate how
•			_	Rarely or none of the	Some or a little of the	Occasionally or a moderate	Most or all o
				time (less than 1 day)	time (1-2 days)	amount of the time (3-4 days)	the time (5-7 days)
a. I felt I could not shall				,	,		
family or friends b. I felt depressed							4
c. I thought my life had	l been a f	ailure		🔲 1	2	3	4
d. I felt fearful e. My sleep was restle						3	
f. I felt lonely					\Box_{2}		
g. I had crying spells				1	2		
h. I felt sad				1	2	3	4
S34. Have you ever b offences?	een in tr	ouble with the Gard	dai or Police (i	n Ireland or	elsewhere)	other than for ti	raffic
Yes 1		No	g→Go to S36				
S35. Have you ever	been to	prison? Yes	□1	No 🗀 2			
[BLAISE CONDITION S36. Thinking about your fair share of the	how you	and your spouse/	partner look a	fter the famil			that you do
I do much less than my I do less than my fair s I do my fair share	y fair sha hare	re[□ ₁ I do m	nore than my nuch more tha	fair share		

S37. Do you think that you do your fair share of the child-rearing tasks (both physical and emotional care)? I do much less than my fair share..... \square_1 I do less than my fair share...... I do much more than my fair share S38. Can we check, does <child's> biological father/ mother live here with you or elsewhere? Lives here..... $\square_1 \rightarrow$ Go to S60 Temporarily lives elsewhere $\square_3 \rightarrow$ Go to S60 Lives elsewhere → Go to S39 S39. Were you ever married to or did you ever live with <child's> biological father / mother? Yes, married to.... □₁ No \square_3 Go to S41 Adoptive / Foster parent \square_4 Go to S60 S40. What age was the Study Child when you split or separated from their biological father / mother? Child's age years S41. Do you have a formal or informal parenting arrangement regarding <child> and where he / she lives? Formal...... Informal...... No parenting arrangement ... \square_3 S42. Briefly describe that arrangement S43. How did you arrive at that arrangement? Court imposed arrangements Formal negotiated arrangements other than legal (e.g. counsellor)..... S45. How far does <child's> biological father / mother live from here? More than 1 hour's drive from here \square_3 Between ½ and 1 hour's drive from here.. \square_2 S46a. How often does <child> have face-to-face contact with his / her biological father / mother? Monthly □₅ Daily More than once a week..... \square_2 Less than once a month No contact...... S46b. How often does <child> have other contact (not face-to-face)with his / her biological father / mother? Daily Less than once a month No contact...... S47. On average, how often does <child> stay over or spend the night with his / her biological father / mother? Monthly Less than once a month \Box_6 Fortnightly 3

[BLAISE CONDITION: ASK S37 ONLY IF RESIDENT SPOUSE/PARTNER]

S48. Some children have trouble adjusting when they move from one parent to anot from contact with his / her biological father / mother, which of the following best debehaves.	
Over-excited and hard to settle for a long period (more than a few hours)	
S49. When child is about to leave to spend time with his / her biological father / mot distressed?	her, is he/she sad or
Yes - a little□ ₁ Yes – somewhat□ ₂ Yes – very□ ₃ No□ ₄ D	on't know□5
S50.Does <child's> biological father / mother make ANY financial contribution maintenance of <child>? Include any form of financial support such as rent, i payment etc.</child></child's>	
No, he/she never makes any payment	
S51. How often do you talk to <child's> biological father/ mother about <child>?</child></child's>	
Several times a About once a A few times a Several times Every day week week month year 1 2 3 4	a Never □6
S52. How often do you disagree with <child's> biological father / mother about basic</child's>	c child-rearing issues?
Never/Almost never Often	
S53. When you make major decisions about <child>, like medical treatment or choice you ask <child's> biological father / mother for his/her views?</child's></child>	ce of child care, how often do
Never/Almost never 1 Often 4 Rarely 2 Always/Almost always 5 Sometimes 3 Don't discuss 6	
S54. How involved do you think <child's> biological father / mother should be in <cl< td=""><td>hild's> life?</td></cl<></child's>	hild's> life?
A lot more involved	
S55. How often does <child's> biological father / mother do any of these additional of the Some</child's>	
Buy clothes, toys or presents for child	
Pay for child's medical or dental bills, health insurance or medicines	_l2
car repairs	<u></u>
Look after child when you need to do other things such as working, studying or attending appointments	<u></u>
S56. How well do you get on with <child's> biological father/ mother? Would you sa</child's>	
Very Neither positive nor Somewhat Ve	ry negative
positive Positive negative negative ☐1 ☐2 ☐3 ☐4	<u></u>

S57. Does <child's> biological father / mother h</child's>	have any other children living with him/her at the moment?
Yes □1 No□2	
S58. How many of these are:	N
Full brothers / sisters of the Study Child Half brothers / sisters of the Study Child Other children (not related to Study Child)	
<u>-</u>	naire to <child's> biological father/ mother. We would be happy to perfore we send it. Would you be able to provide us with contact</child's>
Yes	

S60. THANK YOU VERY MUCH FOR TAKING PART IN THE GROWING UP IN IRELAND STUDY.



Growing Up in Ireland – Survey of 5-Year-Olds

STRICTLY CONFIDENTIAL

'TEACHER-ON-PUPIL' QUESTIONNAIRE

Growing Up in Ireland (GUI) is a major government study of children. Its purpose is to improve our understanding of all aspects of children and their development. The results of the study will be used by government to develop policies and interventions to support children and their families in the future.

This questionnaire should be completed by the child's class teacher. Please complete one of these questionnaires in respect of *each* child who is listed on the blue sheet sent to the Principal.

The parents/guardians of each of the children listed have already filled out questionnaires in their home. They have also signed a consent form which gives permission to have this questionnaire completed about their child. All information provided will be treated in the strictest confidence. This information will not be seen by the child or by his/her parents/guardians.

An information leaflet outlining in more detail the objectives of the **GUI** study accompanies this questionnaire.

School ID (from blue sheet with list of pupils' names)				
Pupil ID (from blue sheet with list of pupils' names)				
Pupil's DoB (from blue sheet with list of pupils' names)	Day	Month	Year	
Teacher's name (block capitals please)	Бау	WORTH	real	







1. Date of completion	daym	onthye	ear			
2. Study Child's initials	Initial of first name	: Initi	al of surna	ame:		
3. Study Child's gender	Male□1	Female]2		
4. What class is the Study Chil	d in? Junior Infants		nfants[$_{2}$ Other (sp	ecify)	
5. For how many school years	and months have yo	_	-			
6. Since the beginning of the a	cademic year, in you	ur opinion how		ool year(s) the Study Chi		
		Never	Rarely	Sometimes	Often	Always
(a) inadequately dressed for the	weather conditions		•			•
(b) too tired to participate as he/s	he should in class	1	2	3	🗀	5
(c) without a lunch/snack			2	3	4	5
(d) hungry					□₄	5
(e) with a general lack of cleanlin						
(f) late		 ⊔₁			 □₄	5
(g) unwell/suffering a minor ailme						
7. (a) In the Study Child's class	s, is there within-clas	, , ,	ing for rea	iding/literacy?	,	
Which group is the Stu	dy Child in?					
Highest □ ₁ Mide	dle □2	Lowest	3			
7. (b) In the Study Child's class	s, is there within-clas	ss ability group	ing for ma	iths?		
Which group is the Stu	ay Uniid in?					
Highest ☐ ₁ Mide	dle	Lowest	3			

8. Listed below is a series of statements regarding what the Study Child can currently do or how s/he currently behaves. You are asked to say whether or not the Study Child has achieved this competency.

While a child's behaviour may vary somewhat from day to day and from context to context, the assessment you give should be the best description of the Study Child's achievement overall.

Please read each question carefully, and tick 'Yes' if the Study Child has achieved the competency and 'No' if not.

A.	Study Child's attitudes	Yes	No
Th	e Study Child:		
	•	. 🔲 1	2
(c)	Displays high levels of involvement in self-chosen activities	. □₁	
(d)	Dresses and undresses independently and manages own personal hygiene	. □₁	
` '	· · · · · · · · · · · · · · · · · · ·		
(i)	Sustains involvement and perseveres, particularly when trying to solve a problem or		
()	reach a satisfactory conclusion	. 🔲 1	2
		Yes	No
(a)	Listens and responds	. 🔲 1	2
(b)	Initiates communication with others, displaying greater confidence in more informal contexts	. 🔲 1	2
(c)	Talks activities through, reflecting on and modifying actions	. 🔲 1	2
(d)	Listens with enjoyment to stories, songs, rhymes and poems; sustains attentive listening and		
	responds with relevant comments, questions, or actions	. 🔲 1	2
(e)	Uses language to imagine and to recreate roles and experiences	. 🔲 1	2
(f)			
B. Language for communication and thinking The Study Child: (a) Listens and responds	<u> </u>	2	
(9)			
(h)	· · · · · · · · · · · · · · · · · · ·	_	
		1	2
(י)	· · · · · · · · · · · · · · · · · · ·		
		□.	
	or a range of appropriate vocabulary	1	2
C.	Linking sounds and letters	Yes	No
Th	e Study Child:		
(a)	Joins in rhyming and rhythmic activities	. 🔲 1	2
(b)	Shows an awareness of rhyme and alliteration	. □₁	2
(c)	Links some sounds to letters	1	
	Hears and says initial and final sounds in words		
	Hears and says vowel sounds within words		
٠,	Uses phonic knowledge to read simple and regular words		_
	Attempts to read more complex words, using phonic knowledge		
	Uses knowledge of letters, sounds and words when reading and writing independently		

	ading							Yes	No
The Stu	udy Child:								
	eveloping an intere	st in books						🔲 1	2
` '	ws that print conve							_	
c) Rec	ognises a few fami	iliar words							
d) Kno	ws that, in English	or Irish, print	is read from I	eft to right ar	nd top to	bottom			
` '	ws an understandi	•		-	-				
` '	uence of events, ar	•						□₁	□₂
	ds a range of famil								
	ells narratives in the								
(h) Sho	ws an understandi	ng of how info	rmation can	be found in n	on-fiction	n texts to a	answer		
ques	stions about where	, who, why, a	nd how					🔲 1	2
(i) Rea	ds books of own cl	hoice with sor	ne fluency ar	nd accuracy				1	2
			-						_
E. Nui	mbers							Yes	No
The Stu	udy Child:								
(a) Says	s some number na	mes in familia	ar contexts, si	uch as in nur	sery rhyr	nes		🔲 1	2
(b) Cou	nts reliably up to th	nree everyday	objects					🔲 1	2
. ,	nts reliably up to s		•						_
(d) Says	s number names ir	n order						🔲 1	2
(e) Rec	ognises numerals	1 to 9						🔲 1	2
(f) Cou	nts reliably up to 1	0 everyday ob	ojects					🔲 1	2
(g) Orde	ers numbers up to	10						🔲 1	2
. ,	s developing math			•	•				
(i) Rec	ognises, counts, or	rders, writes,	and uses nun	nbers up to 2	0			🔲 1	2
								Below Wel	
(b) (c) (d) (e) (f) (g) (h) (i) (j)	Speaking and lister Speaking and lister Reading in English Reading in Irish Writing in English Writing in Irish Science Maths and numer Physical Education Arts (e.g. art/designation)	ening in Irish . h h racy gn, music, dra Study Child's	ıma)s education,	how interest	verage	average		average av 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	erage5 65 65 65 65 65 65 65 65 65 65 6
(b) (c) (d) (e) (f) (g) (h) (i) (j) 10a. Wi	Speaking and lister Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish . h acy gn, music, dra Study Child's Very Interested	education, Moderately interested	how interest Very little interest	verage	average		average av 4	erage5 65 65 65 65 65 65 65 65 65 65 6
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(b) (c) (d) (e) (f) (g) (h) (i) (j) 10a. Wi to be?	Speaking and lister Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish. hacy on (PE) gn, music, dra Study Child's Very Interested	ma)	how interest Very little interest	verage	average		average av	erage5 65 65 65 65 65 65 65 65 65 65 6
(b) (c) (d) (e) (f) (g) (h) (i) (j) 10a. Witho be?	Speaking and lister Reading in English Reading in Irish Writing in English Writing in Irish Science Maths and numer Physical Education Arts (e.g. art/designith regard to the State of th	ening in Irish . h racy gn, music, dra Study Child's Very Interested	Moderately interested	how interest Very little interest	verage	average		average av	erage5 65 65 65 65 65 65 65 65 65 65 6
(b) (c) (d) (e) (f) (g) (h) (i) (j) 10a. Wi to be? Mother Father a	Speaking and listed Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish . h acy gn, music, dra Study Child's Very Interested 1	Moderately interested	how interest Very little interest	verage	average	Cannot say At least twice a mo	average av	erage
(b) (c) (d) (e) (f) (g) (h) (j) 10a. Wi to be? Mother Father a	Speaking and listed Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish. h h acy gn, (PE) gn, music, dra Study Child's Very Interested llowing happ	Moderately interested	how interest Very little interest	verage	average	Cannot say At least twice a mo	average av	erage
(b) (c) (d) (e) (f) (g) (h) (j) 10a. Wi to be? Mother Father a (a) (b)	Speaking and listed Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish. h	Moderately interested	how interest Very little interest 3 ather	verage	average	Cannot say At least twice a mo	average av	erage
(b) (c) (d) (e) (f) (g) (h) (j) 10a. Wi to be? Mother Father a (a) (b)	Speaking and listed Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish . h	Moderately interested	how interest Very little interest 3 ather the	verage	average	Cannot say At least twice a mo	average av	erage
(b) (c) (d) (e) (f) (g) (h) (i) (j) 10a. Wi to be? Mother Father a (a) (b) (c)	Speaking and listed Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish . h	Moderately interested	how interest Very little interest	verage	average	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 5 5 5 5 3	average av	erage
(b) (c) (d) (e) (f) (g) (h) (i) (j) 10a. Wi to be? Mother Father a 10b. Ho (b) (c) (d)	Speaking and listed Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish . h	Moderately interested	how interest Very little interest 3 ather the the	verage	average	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 5 5 5 5 3	average av	erage
(b) (c) (d) (e) (f) (g) (h) (i) (j) 10a. Wi to be? Mother Father a 10b. Ho (b) (c) (d)	Speaking and listed Reading in English Reading in Irish Writing in English Writing in Irish Science	ening in Irish hh	Moderately interested	how interest Very little interest 3 ather the the the school to	verage	average	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 5 5 5 3	average av	erage

			rue		ue	True		
	Considerate of other people's feelings							
	Restless, overactive, 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							
(g)	Generally obedient, usually does what adults request		<u></u> 1		_2	🔲 3		
(h)	Many worries, often seems worried		<u></u> 1 ···		<u></u>	3		
(i)	Helpful if someone is hurt, upset or feeling ill		<u></u> 1 ···		<u></u>	3		
(j)	Constantly fidgeting or squirming		<u></u> 1		<u>]</u> 2	□₃		
(k)	Constantly fidgeting or squirming		<u></u> 1		_2	🔲 3		
(I)	Often fights with other children or bullies them		<u></u> 1		_2	🔲 3		
(m)	Often unhappy, down-hearted or tearful		<u></u> ₁		_2	🔲 3		
	Generally liked by other children							
	Easily distracted, concentration wanders							
	Nervous or clingy in new situations, easily loses confidence							
	Kind to younger children							
	Often lies or cheats							
	Picked on or bullied by other children							
	Often volunteers to help others (parents, teachers, other chi							
(u)	Thinks things out before acting		<u></u>		<u>_</u> 2	∐₃		
(v)	Steals from home, school or elsewhere		<u></u>		<u>_</u> 2	∐₃		
(w)	Gets on better with adults than with other children		<u></u>	∟	<u>_</u> 2	∐₃		
(x)	Many fears, easily scared		<u></u>	∟	<u>_</u> 2	∐₃		
(y)	Sees tasks through to the end, good attention span		<u></u> 1 ···	L	2	🔲 3		
	ase reflect on the degree to which each of the following see Study Child. Using the scale below, tick the appropriate Def		or eac	h item.	applies	s to you Appli		tionship Definitely
	e Study Child. Using the scale below, tick the appropriate Def	e box fo	oreac	h item.	Neutral,	Appli	es	
th the	Definition I share an affectionate, warm relationship with this child	e box for finitely do not apply	or eac oes Do rea	ch item. Des not apply 2	Neutral, not sure	Appli some	es what	Definitel
th the	e Study Child. Using the scale below, tick the appropriate Def	e box for finitely do not apply	or eac oes Do rea	ch item. Des not apply 2	Neutral, not sure	Appli some	es what	Definitel
(a) (b)	Def no. I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other	e box for finitely do not apply 1	or eac oes Do rea	ch item. Des not apply 2	Neutral, not sure	Appli some	es what 4	Definitely applies
(a) (b) (c)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other if upset, this child will seek comfort from me.	e box for finitely do not apply 1	or eac oes Do rea	ch item. Des not apply 2	Neutral, not sure	Appli some	es what 4	Definitely applies
(a) (b) (c) (d)	Define Study Child. Using the scale below, tick the appropriate Defined I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other If upset, this child will seek comfort from me	finitely do to apply	oes Does Does	ch item. Des not apply Description: Description:	Neutral, not sure	Appli	es what 4 4	Definitel applies
(a) (b) (c) (d)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the child is uncomfortable with physical affection or touch from me.	e box for finitely do not apply 1	oes Des rea	ch item. Des not apply Description Descri	Neutral, not sure	Appli	es what 	Definitely applies 5 5 5
(a) (b) (c) (d) (e)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of	e box for finitely do not apply 1	or eac	ch item. Des not apply Des not app	Neutral, not sure	Appli	es what 4 4 4	Definitely applies 5
(a) (b) (c) (d) (e) (f)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light	e box for finitely do not apply 1	or eac	ch item. Des not apply Des not app	Neutral, not sure	Appli	es what 4 4 4	Definitely applies 5
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(a) (b) (c) (d) (e) (f) (g)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of	e box for finitely do ot apply	or eac	ch item. Des not apply Des not app	Neutral, not sure	Appli	des what 4 4 4	Definitely applies
(a) (b) (c) (d) (e) (f) (g)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of	e box for finitely do ot apply	or eac	ch item. Des not apply Des not app	Neutral, not sure	Appli	des what 4 4 4	Definitely applies 5
(a) (b) (c) (d) (e) (f) (g)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of	e box for finitely do not apply	or eac	ch item. Does not ally apply Does not apply	Neutral, not sure	Appli	des what 4	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other lift upset, this child will seek comfort from me This child is uncomfortable with physical affection or touch from me This child values his/her relationship with me When I praise this child, he/she beams with pride This child spontaneously shares information about him/herself This child easily becomes angry with me	e box for finitely do tot apply	or eac	ch item. Des not ally apply Description D	Neutral, not sure	Appli	des what 4	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of the li	e box for finitely do ot apply	or eac	ch item. Des not ally apply Description D	Neutral, not sure	Appli	des what 4 4 4 4 4 4	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k)	Define I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light	e box for finitely do ot apply	or eac	ch item. Des not ally apply Description D	Neutral, not sure	Appli	des what 4 4 4 4 4 4	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of the li	e box for finitely do of apply	or eac	ch item. Does not ally apply Does not all all apply Does not all all apply Does not all all all apply Does not all all all all all all all all all al	Neutral, not sure	Appli	des what 4	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other If upset, this child will seek comfort from me. This child is uncomfortable with physical affection or touch from me. This child values his/her relationship with me. When I praise this child, he/she beams with pride This child spontaneously shares information about him/herself. This child easily becomes angry with me. It is easy to be in tune with what this child is feeling This child remains angry or is resistant after being discipline Dealing with this child drains my energy. When this child is in a bad mood, I know we're in for a long and difficult day.	e box for finitely do tot apply	or eac	ch item. Does not ally apply Does not all all apply Does not all all apply Does not all all all apply Does not all all all all all all all all all al	Neutral, not sure	Appli	des what 4	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of the li	e box for finitely do of apply	or each	ch item. Does not ally apply Does not apply	Neutral, not sure	Appli	des what	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of the li	e box for finitely do of apply	or each	ch item. Does not ally apply Does not ally apply Does not all a	Neutral, not sure	Appli	des what	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of the li	e box for finitely do of apply	or each	ch item. Does not ally apply Does not ally apply Does not all a	Neutral, not sure	Appli	des what	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the light of the li	e box for finitely do of apply	or each	ch item. Does not ally apply Does not ally apply Does not all a	Neutral, not sure	Appli	des what	Definitely applies
(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m)	I share an affectionate, warm relationship with this child This child and I always seem to be struggling with each other of the life upset, this child will seek comfort from me This child is uncomfortable with physical affection or touch from me This child values his/her relationship with me When I praise this child, he/she beams with pride This child spontaneously shares information about him/herself This child easily becomes angry with me	e box for finitely do tot apply	or each	ch item. Des not ally apply Des not apply Des not apply Description Descriptio	Neutral, not sure	Appli	des what	Definitely applies

11. Listed below is a set of statements which could be used to describe the Study Child's behaviour. For each item, please mark the box for 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 your answers on the basis of the child's behaviour over the last six months or this school year.

Not

Somewhat

Certainly

13. Do any of the following (Please tick 'Yes' or 'No'		nt of activity the Study Child can	do at school?					
(1 10030 1101 1 103 01 140	ioi caoii)		Yes No					
(a) Physical disability or	visual or hearing impairr	nent						
(b) Speech impairment			1 □2					
(c) Autism spectrum dis	Autism spectrum disorders							
(d) General learning dis	General learning disability: mild□₁□₂							
(e) General learning dis) General learning disability: moderate/severe/profound							
(f) Specific learning diff	Specific learning difficulties (e.g. dyslexia)							
(g) Emotional or behavi	oural problem							
(e.g. Attention Defici	t (Hyperactivity) Disorder	– ADD, ADHD)						
(h) Home environment	problems at home							
(i) Has limited knowled	Has limited knowledge of the main language of instruction							
(j) Discipline problems) Discipline problems							
(k) Poor attendance								
(I) Other (please specif	y)							
14. If you answered 'yes' to any of the questions at Q.13 above: Does the Study Child receive special help or resources in the school because of this (these) limitation(s)? Yes								
	ces has the Study Child	received that are specifically pr						
Speech therapy		Learning support / resource tea	aching					
Psychological assessment	2	Special Needs Assistant						
Behavioural management p	orogrammes □₃	Occupational therapy	6					
		Other (please specify)						

Thank you for completing this questionnaire about the Study Child.

When you have completed both your Teacher-on-Self and all the Teacher-on-Pupil questionnaires, please seal them in the enclosed envelope and give them to the Principal, for return to the Economic and Social Research Institute (ESRI).



Growing Up in Ireland - Survey of 5-Year-Olds

STRICTLY CONFIDENTIAL

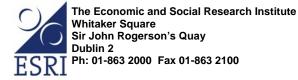
'TEACHER-ON-SELF QUESTIONNAIRE'

Growing Up in Ireland (GUI) is a major government study of children. Its purpose is to improve our understanding of all aspects of children and their development. The results of the study will be used by government to develop policies and interventions to support children and their families in the future.

This questionnaire records information about the Study Child's main class teacher. One of these questionnaires should be completed by each class teacher who has any of the Study Children listed on the blue sheet sent to the Principal.

An information leaflet outlining in more detail the objectives of the study accompanies this questionnaire.

School ID (from blue sheet with list of pupils' names)	
Teacher's name (block capitals please)	
Date:daymonthyear	







To which age gro			1		male	•• 🗀 🗠		
	oup do you b	elong?						
20 - 29 yrs	[<u>1</u>						
30 - 39 yrs								
40 - 49 yrs	[3						
50 - 59 yrs	-	_						
60 yrs or older.	[5						
How many years	have you be	en teachin	g at prima	ary school l	evel?	у	ears	
How long have y	ou been teac	hing in this	s school?		years			
Which of the follo	owing qualifi	cations do	you hold	? (Please t	ick all that	apply)		
(a) A primary so	chool teaching	diploma or	certificate	, or other pri	mary scho	ool qualificat	ion	l ₁
(b) A primary de	_	•		•	-	•		•
(c) A primary de	egree in anoth	er subject					\Box] ₃
(d) A postgradu								
(e) A qualification	on in learning	support, sp	ecial educa	ation or reso	urce teach	ning		5
(f) A higher deg	gree in educat	ion (PhD, M	laster's, et	tc)				6
(g) A higher deg	gree in anothe	r subject (P	hD, Maste	er's, etc)				7
(h) No qualificat	tion							8
(i) Other (pleas	se specify)							9
Which year grou Junior Infants Senior Infants		Third Cla Fourth C	ass :lass ss	<u>5</u>				
First Class Second Class			nss	8				
First Class Second Class	🗖	Sixth Cla		8				
First Class Second Class How many pupils Class	🗖	Sixth Cla		Second Class	Third Class	Fourth Class	Fifth Class	Sixth Class
First Class Second Class How many pupils Class Boys	s are in your	Sixth Claregular cla	ssroom?	Second			-	
First Class Second Class How many pupils Class	s are in your	Sixth Claregular cla	ssroom?	Second			-	
First Class Second Class How many pupils Class Boys Girls	s are in your	Sixth Claregular cla	ssroom?	Second			-	
First Class Second Class How many pupils Class Boys Girls Total a. In this school, a educational needs	Junior Infants are children aed? Yes	Sixth Claregular clare	ssroom? First Class	Second Class	Class	Class	Class	Class
First Class Second Class How many pupils Class Boys Girls Total In this school, a educational needucational needucatio	s are in your Junior Infants are children a ed? Yes	Sixth Claregular cla Senior Infants Illocated to cach?	First Class	Second Class	Class	Class	Class	Class
First Class Second Class How many pupils Class Boys Girls Total In this school, a educational needs. If yes, which class	s are in your Junior Infants are children a ed? Yes ass do you te	Sixth Claregular cla Senior Infants Illocated to ach?	First Class	Second Class	Class	Class	Class	Class

Oc. Please specify the areas in which you di	i aevelopment ala j	you do?days	hours
, ,	•		
0. In your opinion, how many children in your fill the following long-term difficulties? (som			vant) experience a
a. A limited knowledge of the main languag	e of instruction	childre	en
b. An emotional or behavioural problem		childre	en
c. A learning/intellectual disability		childre	en
d. A physical/sensory disability		childre	en
Yes1 1b. If yes, for approximately how many hou	No □₂ urs per week?	hours per we	eek
Ta. In a typical week, would you have any Sclassroom? Yes 11b. If yes, for approximately how many hour 12a. Within normal school hours, approximately on each of the following subjects? You subject, please write 'none'.	No	hours per we have hours pe	eek ne Study Child's deceive instruction
Yes	No	hours per we hours per we minutes <u>PER WEEK</u> does the sine. If the class does not r	eek ne Study Child's of eceive instruction No. of minutes
Yes 1b. If yes, for approximately how many hou 2a. Within normal school hours, approximately on each of the following subjects? Yestubject, please write 'none'. Subject	No	hours per we hours per we minutes <u>PER WEEK</u> does the sfine. If the class does not r	eek ne Study Child's of eceive instruction No. of minutes per week
Plassroom? Yes 1b. If yes, for approximately how many hou 2a. Within normal school hours, approximately on each of the following subjects? Yes Subject, please write 'none'.	No	hours per we hours per we minutes <u>PER WEEK</u> does the fine. If the class does not respect Subject	ne Study Child's of ecceive instruction No. of minutes per week mins/wk
Yes 11b. If yes, for approximately how many hound in the second second in the following subjects? Yes subject, please write 'none'.	No	hours per we hours per we minutes <u>PER WEEK</u> does the sfine. If the class does not r	No. of minutes per week mins/wk
Yes 11b. If yes, for approximately how many hound in the second second in the following subjects? Yes subject, please write 'none'. Subject English Gaeilge	No	hours per we minutes <u>PER WEEK</u> does the fine. If the class does not respect Subject Drama Visual Arts	No. of minutes per week mins/wk mins/wk
Yes 11b. If yes, for approximately how many hour spend on each of the following subjects? Yes subject, please write 'none'. Subject English Gaeilge Maths	No	hours per we hours per we minutes <u>PER WEEK</u> does the fine. If the class does not respect Subject Drama Visual Arts Music	No. of minutes per week mins/wk mins/wk mins/wk mins/wk
Yes 1b. If yes, for approximately how many hound in the second second in the following subjects? Yes subject, please write 'none'. Subject English Gaeilge Maths History	No	hours per we hours per we minutes PER WEEK does the fine. If the class does not respect Drama Visual Arts Music Religion/Ethical education Other 1 (specify) Other 2 (specify)	No. of minutes per week mins/wk mins/wk mins/wk mins/wk mins/wk mins/wk
Yes 1b. If yes, for approximately how many houng the second second second second subjects? Yes subject, please write 'none'. Subject English Gaeilge Maths History Geography	No	hours per we minutes PER WEEK does the fine. If the class does not respect Drama Visual Arts Music Religion/Ethical education Other 1 (specify)	eek ne Study Child's of eceive instruction No. of minutes

13. Below we have a number of statements about teaching. Plea happen in the Study Child's class.	ase indicate how	frequently	the following	ng things				
nappen in the Study Child's class.	Never or almost never	Some days	Most days	Every day				
(a) Pupils listen to you read stories where they can see the print		2						
(b) Pupils listen to you read stories where they don't see the prin	nt 🔲 1	2	3	4				
(c) Pupils interact in class by listening, discussing and taking turn in conversations		$\Box_{\!\scriptscriptstyle p}$	3	\square_4				
(d) Pupils engage in creative play								
(e.g. painting, using play-dough, etc)	1	2	3	4				
(e) Pupils work in pairs	1	2	3	4				
(f) Pupils work individually in class	1	2		4				
(g) Pupils engage in physical play (such as running, jumping, skipping etc)	· —							
(h) Pupils work in groups in class								
(i) You ask pupils questions in class								
(j) Pupils ask you questions in class	 		 3					
(k) Pupils ask each other questions in class								
(I) Pupils work on phonics/word sounds								
(m) Pupils take part in pretend play (e.g. make-believe, dressing playing shop)	up,		_					
(n) Pupils suggest subjects or topics to be covered in class								
(o) Pupils are encouraged to find things out for themselves								
(p) You use video or audio recordings in class								
(q) Children play games with rules (e.g. board games)								
(r) You use a computer/interactive whiteboard to show somethin			🗀	4				
the pupils	•	\square_2						
(s) Pupils themselves use computer facilities or other electronic equipment (e.g. iPads) in class	_		_					
(t) You provide differentiated activities, as appropriate, to pupils.								
(u) Pupils get the opportunity to engage in hands-on activities								
(v) The pupil's experience and their environment is the starting p	point							
(w) You address learning outcomes across a number of subjects same time	at the	_		_				
(x) You teach pupils as a whole class								
(y) Pupils count out loud								
(z) Pupils play games related to maths/numbers								
(aa) You discuss new or difficult vocabulary			_					
14a. How often do the children in the Study Child's class use a c in the SCHOOL?	computer(s) or o	iner electro	onic device ((e.g. IPad)				
	nce or Three a week times a		Daily					
\square_1 \square_2 \square_3	4] ₅	<u>6</u>					
14b. Is there an interactive whiteboard in your CLASSROOM?								
Yes □ ₁ No	2							
14c. Do the children in the Study Child's class use a computer (or Yes	or other electron	ic device) t	o access th	e Internet				

15a.	How often would you assess your pupils'	progress by us	ing:			
	Weekly 7	wice a month	Monthly	Every term	Never/Almost	never
(a) Teacher observations		П.		П _Б	
•	b) Teacher-designed tasks					
,	and tests		П			
(c) Teacher's questions					
15b.	To what extent do you use the results of the	nis assessmen	t in the plan	ning of your t	eaching?	
	A lot A little .			Not at all		
16. F	low much control do you feel you have in y			_	Mandanata A a	
		No con	- 3		Moderate A g control of	reat deal
(a) Deciding how much time to spend on different 					
	subject areas	[1]2		□5
(b) Deciding about the content of subjects to be 	e taught[1]2		□5
(c) Deciding about teaching techniques	[_ ₁]2		5
(d) Choosing textbooks and other learning ma 	terials[_ ₁]2		5
(e) Disciplining children	[1]23		5
(f) Selecting the year group you teach	[₁]2]3		□5
17. F	low important do you believe the following	characteristic	s are for a c	hild to be rea	dv for primary s	school?
	one box on each line.					
		Not important	Not very importa		•	Essential
		•	•	-	•	
	a) Can count to 20 or more					
(b) Takes turns and shares					5
,	c) Is able to use pencils and paintbrushes					5
	d) Is not disruptive of the class					
(e) Is sensitive to other children's feelings					
,	f) Sits still and pays attention					
	g) Knows most of the letters of the alphabet .					
	h) Identifies primary colours and shapes		2		4	5
(i) Communicates needs, wants, and thought	s	_	_		_
	verbally in English/Gaeilge	⊔1		∐3		5
(j) Can manage personal care	1	2		4	5
	Please indicate the extent to which you agre	ee with each of	the following	ng statements	on children's p	oreparation
for s	chool. Tick one box on each line.	Strongly	/ Disagr	aa Naithar	agree Agree	Strongly
		disagree	_		sagree	agree
(a) A	ttending pre-school (for example, Montessori					
E	arly Start) is very important for success in					
	rimary school					5
	hildren who begin formal reading and maths in					
	pre-school will do better in primary school		П	\square_3	\prod_4	\Box_5
	arents should make sure their children know t			o		
`´al	phabet before they start primary school		П2			
	arents need help in learning how to encourage					
	nild's reading		П,		Π4	
(e) P	arents should set aside time every day for the	ir children				
to	practise schoolwork				Π4	□ ₅
	arents should read to their children and play o					
	ames at home regularly					5

Pupils, in general:							
		Ne	arly all	More tha	an half Less th	an half On	ly a few
(a) Are well-behaved in class				_	1	٦.	
(b) Show respect for their teacher				_			_
•		_	_	-			
(c) Show respect for their peers					_		
(d) Settle into the school quickly							
(e) Are rewarding to work with			🔲 1	····· []2]₃	4
(f) Feel they are an important page	art of the sch	hool					
community / school life			□₁	Г	7₂Γ	ገ₃	П4
•			<u> </u>				<u> </u>
20. Please tick on each line to in	dicate: (a)	whethe	er or not	vou usuall	ly receive informa	ation in each	of the five
areas below about the children in							
	(a)	I	<u></u>		(b)		
	Receiv		li	f informatio	n is received, how s	atisfied are you	ı with it?
	informati	on?					
Information on:	Vaa	Na I	Very Satisfied	Catiotical	Neither satisfied nor dissatisfied	Dispetiation	Very
i. Whether they have attended pre-	Yes I	No	Satisfied	Satisfied	nor dissatisfied	Dissatisfied	Dissatisfie
school	□1	2	<u></u> 1	\square_2	3	<u>4</u>	5
ii. What skills they developed at pre-							
, , ,		\square_2	\square_1	\square_2	\square_3	 4	□ 5
school		_					
iii. Family circumstances		2	1	2	3	<u> </u>	5
iv. Whether they have special needs	1	2	1	2	3	4	5
v. Individual child's strengths,		\square_2		\square_2	\square_3	\square_4	□ ₅
interests and challenges							
21. In general, what proportion of p	parents from	m the c	:hildren ir	vour clas	s attend:		
= general,at propertion et p				. you. class	o attoria.		
			Nearly	More	Less Only	a Not	
			all	than half	than half fe		ole
a. Parent-teacher meetings	;			\square_2	\square_3		
b. Other meetings organise	ed by the so	chool	<u></u> 1	\square_2		4	
22. What proportion of parents wo	ould approa	ich you	ı informal	ly to discu	ss their child's pr	ogress?	
Na saka sili		ı¢		l	. alf		7
Nearly all □ ₁ M	lore than ha	ІТ	2	Less than r	ıaır∐₃ Oniy	⁄ a few [_ 4
23. Compared with other Primary 9	Schools of	cimilar	eizo woi	ıld you say	that in general	the environm	ont in vour
school is happier, as happy or less						the environm	ent in your
• • • • • • • • • • • • • • • • • • • •			•	o, todonoro			
Нарр			s happy		Less happy		
(a) Pupils]1						
(b) Teachers]1		□₂				
							
24. In general terms:							
•			Very	Fairly	Not very	Not at all	
(a) How stressed do you feel by	vour iob			По	П.	🗖 4	
(b) How satisfied do you feel wi							
(b) Flow satisfied do you leef wi	iii youi job		1			∟4	
The substitute of the substitu		L 4 L	(l.! ·· ·				
Thank you very much f	or compl	eting	tnis par	t of the G	rowing Up in i	<i>reiand</i> surv	ey.
Please ensure that you con	nplete a g	green	questio	nnaire in	respect of each	h pupil who	om you

19. Below we have list of statements about pupils. Please indicate if you feel each is true of nearly all, more than

half, less than half, or only a few pupils in the school.

When you have finished all your questionnaires, please seal them in the enclosed envelope and return the sealed envelope to the Principal, for return of all questionnaires in the school to the Economic and Social Research Institute (ESRI).

teach and who is listed on the blue sheet as being involved in Growing Up in Ireland.