

Study Number (SN)	0055-00
Title	Preparing for Life collection: Evaluation of the Preparing for Life early childhood intervention (PFL), 2008 - 2015
Depositor	Northside Partnership; Orla Doyle; UCD Geary Institute PFL Evaluation Team
Publisher	Irish Social Science Data Archive (ISSDA)
URL	<a href="http://ucd.ie/issda/pfl">ucd.ie/issda/pfl</a>
Publication Date	2017
Version	1
Type	Dataset
Suggested citation	Northside Partnership; Orla Doyle; UCD Geary Institute PFL Evaluation Team (2017). Preparing for Life collection: Evaluation of the Preparing for Life early childhood intervention, 2008 - 2015. [collection]. Version 1. Dublin: Irish Social Science Data Archive [distributor ] SN: 0055-00. <a href="http://ucd.ie/issda/pfl">ucd.ie/issda/pfl</a> .

# Preparing for Life

## 24 month data codebook (v3)

**Study title: Preparing for Life**

**Study year: 2010 – 2015**

**Principal investigator: Orla Doyle, University College Dublin, Ireland.**

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This codebook Version 3 was prepared by the Children’s Research Network as part of the Prevention and Early Intervention Research Initiative (June 2017).

<http://www.childrensresearchnetwork.org>

For full description of the data please refer to the 36 month evaluation report:  
Doyle, O., & UCD Geary Institute PFL Evaluation Team (2013). Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Twenty-four Months.

<http://geary.ucd.ie>

## Interview Details

93 cases were not interviewed at 24 months but may be included in prior or subsequent waves. These missing cases are included in each system missing count.

### PFL\_ID

		Value
Standard Attributes	Position	1
	Label	PFL identifier
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	332
	Missing	0
Central Tendency and Dispersion	Mean	218.10
	Standard Deviation	166.136
	Percentile 25	83.50
	Percentile 50	166.50
	Percentile 75	415.50

### Group

		Value	Count	Percent
Standard Attributes	Position	2		
	Label	Treatment group: high, low or LFP		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	High Treatment	118	35.5%
	2	Low Treatment	115	34.6%
	3	LFP	99	29.8%

### Category

		Value	Count	Percent
Standard Attributes	Position	3		
	Label	PFL or Matched Community		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	3	LFP	99	29.8%
	4	PFL	233	70.2%

### PFL\_Control

		Value	Count	Percent
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Standard Attributes	Position		4	
	Label	Trial group: PFL intervention or control		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	4	PFL	166	50.0%
	3	LFP	73	22.0%
	996	Not included in wave	93	28.0%

### Multiples

		Value	Count	Percent
Standard Attributes	Position		5	
	Label	Singleton, twin or triplet		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Singleton	239	72.0%
	2	Twin	0	0.0%
	3	Triplet	0	0.0%
	4	Other Multiple (Please Specify)	0	0.0%
Missing Values	System		93	28.0%

### Method

		Value	Count	Percent
Standard Attributes	Position		6	
	Label	Method survey conducted		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Paper and Pen	15	4.5%
	2	Laptop	224	67.5%
Missing Values	System		93	28.0%

### Babyage

		Value
Standard Attributes	Position	7
	Label	Babys age in weeks
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	107.0630
	Standard Deviation	4.99876
	Percentile 25	104.1429

Percentile 50	105.4286
Percentile 75	107.5714

### Mother\_age

		Value	Count	Percent
Standard Attributes	Position		8	
	Label	Mothers age in years		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid		238	
	Missing		94	
Central Tendency and Dispersion	Mean		29.18	
	Standard Deviation		6.035	
	Percentile 25		24.00	
	Percentile 50		29.00	
	Percentile 75		34.00	
Labeled Values	19	19 or below	7	2.1%
	40	40 or above	13	3.9%

### Babygender

		Value	Count	Percent
Standard Attributes	Position		9	
	Label	Babys gender		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	boy	109	32.8%
	1	girl	130	39.2%
Missing Values	System		93	28.0%

## Section A: Your Child's Development Part 1

### ASQcomm1

		Value	Count	Percent
Standard Attributes	Position		10	
	Label	ASQ communication Item 1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	216	65.1%
	2	Sometimes	16	4.8%
	3	Not yet	5	1.5%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQcomm2

		Value	Count	Percent
Standard Attributes	Position		11	
	Label	ASQ communication Item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	191	57.5%
	2	Sometimes	20	6.0%
	3	Not yet	26	7.8%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQcomm3

		Value	Count	Percent
Standard Attributes	Position		12	
	Label	ASQ communication Item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	232	69.9%
	2	Sometimes	5	1.5%
	3	Not yet	0	0.0%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQcomm4

		Value	Count	Percent
Standard Attributes	Position	13		
	Label	ASQ communication Item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	201	60.5%
	2	Sometimes	21	6.3%
	3	Not yet	15	4.5%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQcomm5

		Value	Count	Percent
Standard Attributes	Position	14		
	Label	ASQ communication Item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	183	55.1%
	2	Sometimes	21	6.3%
	3	Not yet	33	9.9%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQcomm6

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	ASQ communication Item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	174	52.4%
	2	Sometimes	27	8.1%
	3	Not yet	36	10.8%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQfine1

		Value	Count	Percent
Standard Attributes	Position	16		
	Label	ASQ fine motor Item 1		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	205	61.7%
	2	Sometimes	25	7.5%
	3	Not yet	7	2.1%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQfine2

		Value	Count	Percent
Standard Attributes	Position	17		
	Label	ASQ fine motor Item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	235	70.8%
	2	Sometimes	2	0.6%
	3	Not yet	0	0.0%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQfine3

		Value	Count	Percent
Standard Attributes	Position	18		
	Label	ASQ fine motor Item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	211	63.6%
	2	Sometimes	12	3.6%
	3	Not yet	14	4.2%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQfine4

		Value	Count	Percent
Standard Attributes	Position	19		
	Label	ASQ fine motor Item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		



	Role	Input		
Valid Values	1	Yes	213	64.2%
	2	Sometimes	11	3.3%
	3	Not yet	13	3.9%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQfine5

		Value	Count	Percent
Standard Attributes	Position	20		
	Label	ASQ fine motor Item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	193	58.1%
	2	Sometimes	18	5.4%
	3	Not yet	26	7.8%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQfine6

		Value	Count	Percent
Standard Attributes	Position	21		
	Label	ASQ fine motor Item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	46	13.9%
	2	Sometimes	13	3.9%
	3	Not yet	178	53.6%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQgross1

		Value	Count	Percent
Standard Attributes	Position	22		
	Label	ASQ gross motor Item 1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	224	67.5%
	2	Sometimes	4	1.2%

	3	Not yet	9	2.7%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQgross2

		Value	Count	Percent
Standard Attributes	Position	23		
	Label	ASQ gross motor Item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	233	70.2%
	2	Sometimes	3	0.9%
	3	Not yet	1	0.3%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQgross3

		Value	Count	Percent
Standard Attributes	Position	24		
	Label	ASQ gross motor Item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	226	68.1%
	2	Sometimes	2	0.6%
	3	Not yet	9	2.7%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQgross4

		Value	Count	Percent
Standard Attributes	Position	25		
	Label	ASQ gross motor Item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	194	58.4%
	2	Sometimes	31	9.3%
	3	Not yet	12	3.6%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQgross5

		Value	Count	Percent
Standard Attributes	Position	26		
	Label	ASQ gross motor Item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	175	52.7%
	2	Sometimes	21	6.3%
	3	Not yet	41	12.3%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQgross6

		Value	Count	Percent
Standard Attributes	Position	27		
	Label	ASQ gross motor Item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	222	66.9%
	2	Sometimes	6	1.8%
	3	Not yet	9	2.7%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQpers1

		Value	Count	Percent
Standard Attributes	Position	28		
	Label	ASQ personal/social item 1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	185	55.7%
	2	Sometimes	30	9.0%
	3	Not yet	22	6.6%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQpers2

		Value	Count	Percent
Standard Attributes	Position	29		
	Label	ASQ personal/social item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	233	70.2%
	2	Sometimes	4	1.2%
	3	Not yet	0	0.0%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQpers3

		Value	Count	Percent
Standard Attributes	Position	30		
	Label	ASQ personal/social item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	178	53.6%
	2	Sometimes	33	9.9%
	3	Not yet	26	7.8%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQpers4

		Value	Count	Percent
Standard Attributes	Position	31		
	Label	ASQ personal/social item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	202	60.8%
	2	Sometimes	11	3.3%
	3	Not yet	24	7.2%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)

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### ASQpers5

		Value	Count	Percent
Standard Attributes	Position		32	
	Label	ASQ personal/social item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	225	67.8%
	2	Sometimes	5	1.5%
	3	Not yet	7	2.1%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQpers6

		Value	Count	Percent
Standard Attributes	Position		33	
	Label	ASQ personal/social item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	143	43.1%
	2	Sometimes	24	7.2%
	3	Not yet	70	21.1%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQprob1

		Value	Count	Percent
Standard Attributes	Position		34	
	Label	ASQ problem solving item 1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	122	36.7%
	2	Sometimes	27	8.1%
	3	Not yet	88	26.5%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQprob2

		Value	Count	Percent
Standard Attributes	Position		35	

	Label	ASQ problem solving item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	227	68.4%
	2	Sometimes	3	0.9%
	3	Not yet	7	2.1%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQprob3

		Value	Count	Percent
Standard Attributes	Position		36	
	Label	ASQ problem solving item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	177	53.3%
	2	Sometimes	25	7.5%
	3	Not yet	35	10.5%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQprob4

		Value	Count	Percent
Standard Attributes	Position		37	
	Label	ASQ problem solving item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	200	60.2%
	2	Sometimes	28	8.4%
	3	Not yet	9	2.7%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQprob5

		Value	Count	Percent
Standard Attributes	Position		38	
	Label	ASQ problem solving item 5		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	157	47.3%
	2	Sometimes	28	8.4%
	3	Not yet	52	15.7%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQprob6

		Value	Count	Percent
Standard Attributes	Position		39	
	Label	ASQ problem solving item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	179	53.9%
	2	Sometimes	27	8.1%
	3	Not yet	29	8.7%
Missing Values	System		97	29.2%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE1

		Value	Count	Percent
Standard Attributes	Position		40	
	Label	ASQ:SE item 1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	207	62.3%
	2	Sometimes	29	8.7%
	3	Rarely or never	3	0.9%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE1a

		Value	Count	Percent
Standard Attributes	Position		41	
	Label	ASQ:SE item 1 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	Yes	2	0.6%
	2	No	237	71.4%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE2

		Value	Count	Percent
Standard Attributes	Position	42		
	Label	ASQ:SE item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	35	10.5%
	2	Sometimes	62	18.7%
	3	Rarely or never	142	42.8%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE2a

		Value	Count	Percent
Standard Attributes	Position	43		
	Label	ASQ:SE item 2 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	7	2.1%
	2	No	232	69.9%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE3

		Value	Count	Percent
Standard Attributes	Position	44		
	Label	ASQ:SE item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	235	70.8%
	2	Sometimes	4	1.2%
	3	Rarely or never	0	0.0%
Missing Values	System		93	28.0%



Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE3a

		Value	Count	Percent
Standard Attributes	Position	45		
	Label	ASQ:SE item 3 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE4

		Value	Count	Percent
Standard Attributes	Position	46		
	Label	ASQ:SE item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	223	67.2%
	2	Sometimes	14	4.2%
	3	Rarely or never	2	0.6%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE4a

		Value	Count	Percent
Standard Attributes	Position	47		
	Label	ASQ:SE item 4 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	2	0.6%
	2	No	237	71.4%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE5

		Value	Count	Percent
Standard Attributes	Position		48	
	Label	ASQ:SE item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	13	3.9%
	2	Sometimes	29	8.7%
	3	Rarely or never	197	59.3%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE5a

		Value	Count	Percent
Standard Attributes	Position		49	
	Label	ASQ:SE item 5 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	4	1.2%
	2	No	235	70.8%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE6

		Value	Count	Percent
Standard Attributes	Position		50	
	Label	ASQ:SE item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	216	65.1%
	2	Sometimes	16	4.8%
	3	Rarely or never	7	2.1%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE6a

		Value	Count	Percent
Standard Attributes	Position		51	

	Label	ASQ:SE item 6 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	1	0.3%
	2	No	238	71.7%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE7

		Value	Count	Percent
Standard Attributes	Position	52		
	Label	ASQ:SE item 7		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	207	62.3%
	2	Sometimes	26	7.8%
	3	Rarely or never	6	1.8%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE7a

		Value	Count	Percent
Standard Attributes	Position	53		
	Label	ASQ:SE item 7 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE8

		Value	Count	Percent
Standard Attributes	Position	54		
	Label	ASQ:SE item 8		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	210	63.3%
	2	Sometimes	27	8.1%
	3	Rarely or never	2	0.6%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE8a

		Value	Count	Percent
Standard Attributes	Position	55		
	Label	ASQ:SE item 8 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE9

		Value	Count	Percent
Standard Attributes	Position	56		
	Label	ASQ:SE item 9		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	14	4.2%
	2	Sometimes	77	23.2%
	3	Rarely or never	148	44.6%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE9a

		Value	Count	Percent
Standard Attributes	Position	57		
	Label	ASQ:SE item 9 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	2	0.6%

	2	No	237	71.4%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE10

		Value	Count	Percent
Standard Attributes	Position	58		
	Label	ASQ:SE item 10		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	225	67.8%
	2	Sometimes	13	3.9%
	3	Rarely or never	1	0.3%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE10a

		Value	Count	Percent
Standard Attributes	Position	59		
	Label	ASQ:SE item 10 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	1	0.3%
	2	No	238	71.7%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE11

		Value	Count	Percent
Standard Attributes	Position	60		
	Label	ASQ:SE item 11		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	10	3.0%
	2	Sometimes	67	20.2%
	3	Rarely or never	162	48.8%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE11a

		Value	Count	Percent
Standard Attributes	Position	61		
	Label	ASQ:SE item 11 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	2	0.6%
	2	No	237	71.4%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE12

		Value	Count	Percent
Standard Attributes	Position	62		
	Label	ASQ:SE item 12		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	200	60.2%
	2	Sometimes	33	9.9%
	3	Rarely or never	6	1.8%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE12a

		Value	Count	Percent
Standard Attributes	Position	63		
	Label	ASQ:SE item 12concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	3	0.9%
	2	No	236	71.1%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE13

		Value	Count	Percent
Standard Attributes	Position	64		
	Label	ASQ:SE item 13		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	10	3.0%
	2	Sometimes	11	3.3%
	3	Rarely or never	218	65.7%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE13a

		Value	Count	Percent
Standard Attributes	Position	65		
	Label	ASQ:SE item 13 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	5	1.5%
	2	No	234	70.5%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE14

		Value	Count	Percent
Standard Attributes	Position	66		
	Label	ASQ:SE item 14		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	211	63.6%
	2	Sometimes	13	3.9%
	3	Rarely or never	15	4.5%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE14a

		Value	Count	Percent
Standard Attributes	Position	67		

	Label	ASQ:SE item 14 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE15

		Value	Count	Percent
Standard Attributes	Position	68		
	Label	ASQ:SE item 15		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	220	66.3%
	2	Sometimes	18	5.4%
	3	Rarely or never	1	0.3%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE15a

		Value	Count	Percent
Standard Attributes	Position	69		
	Label	ASQ:SE item 15 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE16

		Value	Count	Percent
Standard Attributes	Position	70		
	Label	ASQ:SE item 16		
	Type	Numeric		



	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	12	3.6%
	2	Sometimes	56	16.9%
	3	Rarely or never	171	51.5%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE16a

		Value	Count	Percent
Standard Attributes	Position	71		
	Label	ASQ:SE item 16 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	1	0.3%
	2	No	238	71.7%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE17

		Value	Count	Percent
Standard Attributes	Position	72		
	Label	ASQ:SE item 17		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	16	4.8%
	2	Sometimes	56	16.9%
	3	Rarely or never	167	50.3%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE17a

		Value	Count	Percent
Standard Attributes	Position	73		
	Label	ASQ:SE item 17 concern		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	2	0.6%
	2	No	237	71.4%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE18

		Value	Count	Percent
Standard Attributes	Position	74		
	Label	ASQ:SE item 18		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	178	53.6%
	2	Sometimes	57	17.2%
	3	Rarely or never	4	1.2%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE18a

		Value	Count	Percent
Standard Attributes	Position	75		
	Label	ASQ:SE item 18 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	1	0.3%
	2	No	238	71.7%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE19

		Value	Count	Percent
Standard Attributes	Position	76		
	Label	ASQ:SE item 19		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	205	61.7%
	2	Sometimes	24	7.2%
	3	Rarely or never	10	3.0%

Missing Values	System		93	28.0%
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Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE19a

		Value	Count	Percent
Standard Attributes	Position		77	
	Label	ASQ:SE item 19 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	1	0.3%
	2	No	238	71.7%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE20

		Value	Count	Percent
Standard Attributes	Position		78	
	Label	ASQ:SE item 20		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	174	52.4%
	2	Sometimes	45	13.6%
	3	Rarely or never	20	6.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE20a

		Value	Count	Percent
Standard Attributes	Position		79	
	Label	ASQ:SE item 20 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE21

		Value	Count	Percent
Standard Attributes	Position	80		
	Label	ASQ:SE item 21		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	5	1.5%
	2	Sometimes	20	6.0%
	3	Rarely or never	213	64.2%
Missing Values	System		94	28.3%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE21a

		Value	Count	Percent
Standard Attributes	Position	81		
	Label	ASQ:SE item 21 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE22

		Value	Count	Percent
Standard Attributes	Position	82		
	Label	ASQ:SE item 22		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	218	65.7%
	2	Sometimes	20	6.0%
	3	Rarely or never	1	0.3%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE22a

		Value	Count	Percent
Standard Attributes	Position	83		
	Label	ASQ:SE item 22 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE23

		Value	Count	Percent
Standard Attributes	Position	84		
	Label	ASQ:SE item 23		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	6	1.8%
	2	Sometimes	22	6.6%
	3	Rarely or never	211	63.6%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE23a

		Value	Count	Percent
Standard Attributes	Position	85		
	Label	ASQ:SE item 23 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	1	0.3%
	2	No	238	71.7%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE24

		Value	Count	Percent
Standard Attributes	Position	86		
	Label	ASQ:SE item 24		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	209	63.0%
	2	Sometimes	26	7.8%
	3	Rarely or never	4	1.2%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE24a

		Value	Count	Percent
Standard Attributes	Position		87	
	Label	ASQ:SE item 24 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	239	72.0%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE25

		Value	Count	Percent
Standard Attributes	Position		88	
	Label	ASQ:SE item 25		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	7	2.1%
	2	Sometimes	48	14.5%
	3	Rarely or never	184	55.4%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE25a

		Value	Count	Percent
Standard Attributes	Position		89	
	Label	ASQ:SE item 25 concern		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	3	0.9%
	2	No	236	71.1%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE26

		Value	Count	Percent
Standard Attributes	Position	90		
	Label	ASQ:SE item 26		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Most of the time	4	1.2%
	2	Sometimes	9	2.7%
	3	Rarely or never	226	68.1%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQSE26a

		Value	Count	Percent
Standard Attributes	Position	91		
	Label	ASQ:SE item 26 concern		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	2	0.6%
	2	No	237	71.4%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)  
<http://products.brookespublishing.com/default.aspx>

### ASQcomm\_score

		Value	Count	Percent
Standard Attributes	Position	92		
	Label	ASQ: Communication Score		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	5		1	0.3%
	10		2	0.6%
	15		4	1.2%
	20		5	1.5%
	25		3	0.9%
	30		4	1.2%
	35		4	1.2%
	40		10	3.0%
	45		14	4.2%
	50		29	8.7%
	55		28	8.4%
	60		133	40.1%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQgross\_score

		Value
Standard Attributes	Position	93
	Label	ASQ: Gross Motor Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	55.17
	Standard Deviation	7.997
	Percentile 25	50.00
	Percentile 50	60.00
	Percentile 75	60.00

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQfine\_score

		Value
Standard Attributes	Position	94
	Label	ASQ: Fine Motor Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	56.60
	Standard Deviation	6.183
	Percentile 25	54.00
	Percentile 50	58.00
	Percentile 75	58.00

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>



### ASQprob\_score

		Value
Standard Attributes	Position	95
	Label	ASQ: Problem Solving Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	47.72
	Standard Deviation	9.876
	Percentile 25	40.00
	Percentile 50	50.00
	Percentile 75	55.00

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQpers\_score

		Value
Standard Attributes	Position	96
	Label	ASQ: Personal-Social Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	51.46
	Standard Deviation	8.443
	Percentile 25	50.00
	Percentile 50	50.00
	Percentile 75	60.00

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQSE\_total

		Value	Count	Percent
Standard Attributes	Position	97		
	Label	ASQ: Social-Emotional Problems total		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		20	6.0%
	5		26	7.8%
	10		29	8.7%
	15		22	6.6%
	20		33	9.9%
	25		15	4.5%
	30		19	5.7%

35		12	3.6%
40		14	4.2%
45		12	3.6%
50		11	3.3%
55		5	1.5%
60		2	0.6%
65		5	1.5%
70		3	0.9%
80		3	0.9%
85		1	0.3%
90		3	0.9%
100		1	0.3%
120		1	0.3%
135		1	0.3%
145		1	0.3%
Missing Values	System	93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003). Brookes Publishing, <http://www.brookespublishing.com/>

Higher scores imply more problems

### ASQ\_total\_score

		Value
Standard Attributes	Position	98
	Label	ASQ Total Standardised Score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	100.0000
	Standard Deviation	15.00000
	Percentile 25	91.9501
	Percentile 50	103.4742
	Percentile 75	109.8543

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQcomm\_cutoff

		Value	Count	Percent
Standard Attributes	Position	99		
	Label	ASQ:Communication score below 36.5 cut-off = at risk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	214	64.5%
	1	Yes	23	6.9%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing,  
<http://www.brookespublishing.com/>  
 Score below the cut-off point of 36.5 indicating at risk

### ASQgross\_cutoff

		Value	Count	Percent
Standard Attributes	Position	100		
	Label	ASQ:Gross Motor score below 36 cut-off = at risk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	227	68.4%
	1	Yes	10	3.0%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing,  
<http://www.brookespublishing.com/>  
 Score below the cut-off point of 36 indicating at risk

### ASQfine\_cutoff

		Value	Count	Percent
Standard Attributes	Position	101		
	Label	ASQ:Fine Motor score below 36.4 cut-off = at risk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	235	70.8%
	1	Yes	2	0.6%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing,  
<http://www.brookespublishing.com/>  
 Score below the cut-off point of 36.4 indicating at risk

### ASQprob\_cutoff

		Value	Count	Percent
Standard Attributes	Position	102		
	Label	ASQ:Problem Solving score below 32.9 cut-off = at risk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	211	63.6%
	1	Yes	26	7.8%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing,

<http://www.brookespublishing.com/>

Score below the cut-off point of 32.9 indicating at risk

### ASQpers\_cutoff

		Value	Count	Percent
Standard Attributes	Position	103		
	Label	ASQ:Personal-Social score below 35.6 cut-off = at risk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	220	66.3%
	1	Yes	17	5.1%
Missing Values	System		95	28.6%

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing,

<http://www.brookespublishing.com/>

Score below the cut-off point of 35.6 indicating at risk

### ASQpers\_problem

		Value
Standard Attributes	Position	104
	Label	ASQ: Personal Social & Problem Solving Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	99.18
	Standard Deviation	14.724
	Percentile 25	90.00
	Percentile 50	100.00
	Percentile 75	110.00

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing,

<http://www.brookespublishing.com/>

### ASQSE\_cutoff

		Value	Count	Percent
Standard Attributes	Position	105		
	Label	ASQ:SE score above the cutoff point indicating at risk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	213	64.2%
	1	Yes	26	7.8%
Missing Values	System		93	28.0%

Notes: Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQa

		Value
Standard Attributes	Position	106
	Label	Standardized values of (asqcomm_score)
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	100.0000
	Standard Deviation	15.00000
	Percentile 25	96.3840
	Percentile 50	109.1749
	Percentile 75	109.1749

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQb

		Value
Standard Attributes	Position	107
	Label	Standardized values of (asqgross_score)
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	100.0000
	Standard Deviation	15.00000
	Percentile 25	90.3051
	Percentile 50	109.0618
	Percentile 75	109.0618

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQc

		Value
Standard Attributes	Position	108
	Label	Standardized values of (asqfine_score)
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	100.0000
	Standard Deviation	15.00000
	Percentile 25	93.6947
	Percentile 50	103.3983

Percentile 75	103.3983
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Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQd

		Value
Standard Attributes	Position	109
	Label	Standardized values of (asqprob_score)
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	100.0000
	Standard Deviation	15.00000
	Percentile 25	88.2726
	Percentile 50	103.4605
	Percentile 75	111.0545

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQe

		Value
Standard Attributes	Position	110
	Label	Standardized values of (asqpers_score)
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	100.0000
	Standard Deviation	15.00000
	Percentile 25	97.4138
	Percentile 50	97.4138
	Percentile 75	115.1801

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

### ASQtotal

		Value
Standard Attributes	Position	111
	Label	ASQ: Total raw score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	500.0000
	Standard Deviation	49.60933
	Percentile 25	473.3768
	Percentile 50	511.4901

Notes: Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Brookes Publishing, <http://www.brookespublishing.com/>

**a1**

		Value	Count	Percent
Standard Attributes	Position	112		
	Label	Is your child getting any special services		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	11
	2	No	228	68.7%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		93	28.0%

**a4**

		Value	Count	Percent
Standard Attributes	Position	113		
	Label	How worried are you about childs language development		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Not at all worried	189
	2	A little worried	42	12.7%
	3	Worried	4	1.2%
	4	Very worried	4	1.2%
Missing Values	System		93	28.0%

**a5**

		Value	Count	Percent
Standard Attributes	Position	114		
	Label	How worried are you about childs behaviour emotions		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Not at all worried	217
	2	A little worried	18	5.4%
	3	Worried	2	0.6%
	4	Very worried	2	0.6%
Missing Values	System		93	28.0%

### worries\_language

		Value	Count	Percent
Standard Attributes	Position	115		
	Label	How worried about child's language development?		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not at all	189	56.9%
	1	A Little Worried\Worried\Very Worried	50	15.1%
Missing Values	System		93	28.0%

### worries\_behaviour

		Value	Count	Percent
Standard Attributes	Position	116		
	Label	How worried about child's behaviour?		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not at all	217	65.4%
	1	A Little Worried\Worried\Very Worried	22	6.6%
Missing Values	System		93	28.0%

### birthwgt\_grams

		Value
Standard Attributes	Position	117
	Label	Birth weight in grams
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	254
	Missing	78
Central Tendency and Dispersion	Mean	3366.4499
	Standard Deviation	556.73972
	Percentile 25	3005.0491
	Percentile 50	3401.9431
	Percentile 75	3742.1370



## Section B: Your child's health

**b1**

		Value	Count	Percent
Standard Attributes	Position		118	
	Label	What age was child at his/her last doctor visit in months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1		1
2			1	0.3%
6			1	0.3%
11			1	0.3%
12			11	3.3%
13			12	3.6%
14			3	0.9%
15			5	1.5%
16			3	0.9%
18			35	10.5%
19			9	2.7%
20			13	3.9%
21			10	3.0%
22			26	7.8%
23			45	13.6%
24			42	12.7%
25			4	1.2%
26			1	0.3%
27			2	0.6%
29		2	0.6%	
Missing Values	System		105	31.6%

**b1dkr**

		Value	Count	Percent
Standard Attributes	Position		119	
	Label	Age of child at last doctor visit - dont know		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
	N	Valid		13
Missing			319	
Central Tendency and Dispersion	Mean		996.62	
	Standard Deviation		.506	
	Percentile 25		996.00	

	Percentile 50		997.00	
	Percentile 75		997.00	
Labeled Values	996	Missing		5 1.5%
	997	Don't Know		8 2.4%
	998	Refuse		0 0.0%

### b2stones

		Value	Count	Percent
Standard Attributes	Position		120	
	Label	Weight of child at last doctor visit in stones		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		14	4.2%
	2		23	6.9%
	3		3	0.9%
Missing Values	System		292	88.0%

### b2lbs

		Value
Standard Attributes	Position	121
	Label	Weight of child at last doctor visit in pounds
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	10
	Missing	322
Central Tendency and Dispersion	Mean	22.20
	Standard Deviation	3.938
	Percentile 25	20.00
	Percentile 50	22.00
	Percentile 75	25.00

### b2stoneslbs

		Value	Count	Percent
Standard Attributes	Position		122	
	Label	Weight of child at last doctor visit in stones and pounds		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		6	1.8%
	1		2	0.6%
	3		2	0.6%
	4		3	0.9%
	5		2	0.6%

	7		6	1.8%
	8		2	0.6%
	9		1	0.3%
	10		1	0.3%
	11		2	0.6%
	12		4	1.2%
	13		1	0.3%
	23		1	0.3%
	26		1	0.3%
Missing Values	System		298	89.8%

### b2kg

		Value	
Standard Attributes	Position		123
	Label	Weight of child at last doctor visit in kilograms	
	Type	Numeric	
	Format	F3.2	
	Measurement	Scale	
	Role	Input	
N	Valid		12
	Missing		320
Central Tendency and Dispersion	Mean		13.1250
	Standard Deviation		3.31062
	Percentile 25		11.0000
	Percentile 50		13.0000
	Percentile 75		14.0000

### b2dkr

		Value	Count	Percent
Standard Attributes	Position		124	
	Label	Weight of child at last doctor visit - dont know		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid		171	
	Missing		161	
Central Tendency and Dispersion	Mean		997.01	
	Standard Deviation		.076	
	Percentile 25		997.00	
	Percentile 50		997.00	
	Percentile 75		997.00	
Labeled Values	997	Don't Know	170	51.2%
	998	Refuse	1	0.3%

**b3stones**

		Value	Count	Percent
Standard Attributes	Position	125		
	Label	What is childs current weight in stones		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		8	2.4%
	2		45	13.6%
	3		5	1.5%
Missing Values	System		274	82.5%

**b3lbs**

		Value
Standard Attributes	Position	126
	Label	What is childs current weight in pounds
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	10
	Missing	322
Central Tendency and Dispersion	Mean	26.20
	Standard Deviation	5.574
	Percentile 25	26.00
	Percentile 50	26.50
	Percentile 75	27.00

**b3stoneslbs**

		Value	Count	Percent
Standard Attributes	Position	127		
	Label	What is childs current weight in stones and pounds		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		6	1.8%
	1		4	1.2%
	2		6	1.8%
	3		4	1.2%
	4		5	1.5%
	5		3	0.9%
	6		1	0.3%
	7		2	0.6%
	10		3	0.9%
	11		2	0.6%
	12		2	0.6%

	23		1	0.3%
	26		1	0.3%
Missing Values	System		292	88.0%

### b3kg

		Value	Count	Percent
Standard Attributes	Position	128		
	Label	What is childs current weight in kilograms		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	2		1	0.3%
	9		1	0.3%
	10		1	0.3%
	13		2	0.6%
	15		2	0.6%
	24		1	0.3%
Missing Values	System		324	97.6%

### b3dkr

		Value	Count	Percent
Standard Attributes	Position	129		
	Label	What is childs current weight - dont know		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid	163		
	Missing	169		
Central Tendency and Dispersion	Mean	996.96		
	Standard Deviation	.189		
	Percentile 25	997.00		
	Percentile 50	997.00		
	Percentile 75	997.00		
Labeled Values	996	Missing	6	1.8%
	997	Don't Know	157	47.3%
	998	Refuse	0	0.0%

### b4

		Value	Count	Percent
Standard Attributes	Position	130		
	Label	Height of child at last doctor visit in inches		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	34		2	0.6%
	36		2	0.6%
	38		1	0.3%
	92		1	0.3%
Missing Values	System		326	98.2%

### b4dkr

		Value	Count	Percent
Standard Attributes	Position		131	
	Label	Height of child at last doctor visit - dont know		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid		233	
	Missing		99	
Central Tendency and Dispersion	Mean		996.97	
	Standard Deviation		.225	
	Percentile 25		997.00	
	Percentile 50		997.00	
	Percentile 75		997.00	
Labeled Values	996	Missing	10	3.0%
	997	Don't Know	221	66.6%
	998	Refuse	2	0.6%

### b5

		Value
Standard Attributes	Position	132
	Label	What is childs height now
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	21
	Missing	311
Central Tendency and Dispersion	Mean	39.8810
	Standard Deviation	18.17616
	Percentile 25	32.5000
	Percentile 50	35.0000
	Percentile 75	36.0000

### b5dkr

		Value	Count	Percent
Standard Attributes	Position		133	
	Label	What is childs height now - dont know		

	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid		220	
	Missing		112	
Central Tendency and Dispersion	Mean		996.98	
	Standard Deviation		.190	
	Percentile 25		997.00	
	Percentile 50		997.00	
	Percentile 75		997.00	
Labeled Values	996	Missing		6 1.8%
	997	Don't Know		212 63.9%
	998	Refuse		2 0.6%

### currwgt\_lbs

		Value
Standard Attributes	Position	134
	Label	Childs current weight in lbs
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	77
	Missing	255
Central Tendency and Dispersion	Mean	29.1165
	Standard Deviation	6.46886
	Percentile 25	27.0000
	Percentile 50	28.0000
	Percentile 75	31.0000

### know\_weight

		Value	Count	Percent
Standard Attributes	Position	135		
	Label	Mother knows childs current weight		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	159	47.9%
	1	Yes	79	23.8%
Missing Values	System		94	28.3%

### current\_height

		Value
Standard Attributes	Position	136
	Label	Childs current height in
	Type	Numeric
	Format	F3.2
	Measurement	Scale

	Role	Input
N	Valid	17
	Missing	315
Central Tendency and Dispersion	Mean	33.9118
	Standard Deviation	3.04772
	Percentile 25	32.5000
	Percentile 50	34.0000
	Percentile 75	36.0000

### hgtinches

		Value
Standard Attributes	Position	137
	Label	Total height in inches
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	58
Central Tendency and Dispersion	Mean	64.07
	Standard Deviation	2.802
	Percentile 25	62.00
	Percentile 50	64.00
	Percentile 75	66.00

### know\_height

		Value	Count	Percent
Standard Attributes	Position	138		
	Label	Mother knows baby's current height		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	212	63.9%
	1	Yes	26	7.8%
Missing Values	System		94	28.3%

### b6

		Value	Count	Percent
Standard Attributes	Position	139		
	Label	How would you say childs health has been in last 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Excellent	93	28.0%
	2	Very Good	73	22.0%
	3	Good	52	15.7%
	4	Fair	14	4.2%
	5	Poor	6	1.8%
	6	Don't Know	0	0.0%



	7	Refuse	0	0.0%
Missing Values	System		94	28.3%

### b7s1

		Value	Count	Percent
Standard Attributes	Position		140	
	Label	Child health problems in last 6 months: chest infections		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Chest Infections	64	19.3%
	2	Ear Infections	0	0.0%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	0	0.0%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	0	0.0%
	10	Persistent or Severe Diarrhea	0	0.0%
	11	Fits or Convulsions	0	0.0%
	12	Excessive Crying	0	0.0%
	13	Accident	0	0.0%
	14	None of the Above	0	0.0%
	15	Other Health Problems (please specify)	0	0.0%
Missing Values	16	Dont know	0	0.0%
	17	Refuse	0	0.0%
	System		268	80.7%

### b7s2

		Value	Count	Percent
Standard Attributes	Position		141	
	Label	Child health problems in last 6 months: ear infections		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Chest Infections	0	0.0%
	2	Ear Infections	51	15.4%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	0	0.0%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	0	0.0%
	10	Persistent or Severe Diarrhea	0	0.0%
	11	Fits or Convulsions	0	0.0%
	12	Excessive Crying	0	0.0%
	13	Accident	0	0.0%
	14	None of the Above	0	0.0%

Missing Values	15	Other Health Problems (please specify)	0	0.0%
	16	Dont know	0	0.0%
	17	Refuse	0	0.0%
	System		281	84.6%

### b7s5

		Value	Count	Percent
Standard Attributes	Position	142		
	Label	Child health problems in last 6 months: wheezing or asthma		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Chest Infections	0
2		Ear Infections	0	0.0%
3		Feeding Problems	0	0.0%
4		Sleeping Problems	0	0.0%
5		Wheezing or Asthma	33	9.9%
6		Skin Problems	0	0.0%
7		Sight or Eye Problems	0	0.0%
8		Failure to Gain Weight or Grow	0	0.0%
9		Persistent or Severe Vomiting	0	0.0%
10		Persistent or Severe Diarrhea	0	0.0%
11		Fits or Convulsions	0	0.0%
12		Excessive Crying	0	0.0%
13		Accident	0	0.0%
14		None of the Above	0	0.0%
15		Other Health Problems (please specify)	0	0.0%
Missing Values	16	Dont know	0	0.0%
	17	Refuse	0	0.0%
	System		299	90.1%

### b7s6

		Value	Count	Percent
Standard Attributes	Position	143		
	Label	Child health problems in last 6 months: skin problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Chest Infections	0
2		Ear Infections	0	0.0%
3		Feeding Problems	0	0.0%
4		Sleeping Problems	0	0.0%
5		Wheezing or Asthma	0	0.0%
6		Skin Problems	23	6.9%
7		Sight or Eye Problems	0	0.0%
8		Failure to Gain Weight or Grow	0	0.0%
9		Persistent or Severe Vomiting	0	0.0%
10		Persistent or Severe Diarrhea	0	0.0%
11		Fits or Convulsions	0	0.0%
12		Excessive Crying	0	0.0%

	13	Accident	0	0.0%
	14	None of the Above	0	0.0%
	15	Other Health Problems (please specify)	0	0.0%
Missing Values	16	Dont know	0	0.0%
	17	Refuse	0	0.0%
	System		309	93.1%

### b7s7

		Value	Count	Percent
Standard Attributes	Position	144		
	Label	Child health problems in last 6 months: sight or eye problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Chest Infections	0	0.0%
	2	Ear Infections	0	0.0%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	17	5.1%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	0	0.0%
	10	Persistent or Severe Diarrhea	0	0.0%
	11	Fits or Convulsions	0	0.0%
	12	Excessive Crying	0	0.0%
	13	Accident	0	0.0%
	14	None of the Above	0	0.0%
	15	Other Health Problems (please specify)	0	0.0%
Missing Values	16	Dont know	0	0.0%
	17	Refuse	0	0.0%
	System		315	94.9%

### b7s9

		Value	Count	Percent
Standard Attributes	Position	145		
	Label	Child health problems in last 6 months: persistent vomiting		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Chest Infections	0	0.0%
	2	Ear Infections	0	0.0%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	0	0.0%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	9	2.7%
	10	Persistent or Severe Diarrhea	0	0.0%

	11	Fits or Convulsions	0	0.0%
	12	Excessive Crying	0	0.0%
	13	Accident	0	0.0%
	14	None of the Above	0	0.0%
	15	Other Health Problems (please specify)	0	0.0%
Missing Values	16	Dont know	0	0.0%
	17	Refuse	0	0.0%
	System		323	97.3%

### b7s10

		Value	Count	Percent
Standard Attributes	Position	146		
	Label	Child health problems in last 6 months: persistent diarrhoea		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid	12		
	Missing	320		
Central Tendency and Dispersion	Mean	10.00		
	Standard Deviation	.000		
	Percentile 25	10.00		
	Percentile 50	10.00		
	Percentile 75	10.00		
Labeled Values	1	Chest Infections	0	0.0%
	2	Ear Infections	0	0.0%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	0	0.0%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	0	0.0%
	10	Persistent or Severe Diarrhoea	12	3.6%
	11	Fits or Convulsions	0	0.0%
	12	Excessive Crying	0	0.0%
	13	Accident	0	0.0%
	14	None of the Above	0	0.0%
	15	Other Health Problems (please specify)	0	0.0%
	16	Dont know	0	0.0%
	17	Refuse	0	0.0%

### b7s13

		Value	Count	Percent
Standard Attributes	Position	147		
	Label	Child health problems in last 6 months: accident		
	Type	Numeric		
	Format	F3		

	Measurement	Scale		
	Role	Input		
N	Valid		25	
	Missing		307	
Central Tendency and Dispersion	Mean		13.00	
	Standard Deviation		.000	
	Percentile 25		13.00	
	Percentile 50		13.00	
	Percentile 75		13.00	
Labeled Values	1	Chest Infections	0	0.0%
	2	Ear Infections	0	0.0%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	0	0.0%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	0	0.0%
	10	Persistent or Severe Diarrhoea	0	0.0%
	11	Fits or Convulsions	0	0.0%
	12	Excessive Crying	0	0.0%
	13	Accident	25	7.5%
	14	None of the Above	0	0.0%
	15	Other Health Problems (please specify)	0	0.0%
	16	Dont know	0	0.0%
	17	Refuse	0	0.0%

### b7s14

		Value	Count	Percent
Standard Attributes	Position		148	
	Label	Child health problems in last 6 months: none of the above		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
	N	Valid		72
Missing			260	
Central Tendency and Dispersion	Mean		14.00	
	Standard Deviation		.000	
	Percentile 25		14.00	
	Percentile 50		14.00	
	Percentile 75		14.00	
Labeled Values	1	Chest Infections	0	0.0%
	2	Ear Infections	0	0.0%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	0	0.0%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	0	0.0%

10	Persistent or Severe Diarrhoea	0	0.0%
11	Fits or Convulsions	0	0.0%
12	Excessive Crying	0	0.0%
13	Accident	0	0.0%
14	None of the Above	72	21.7%
15	Other Health Problems (please specify)	0	0.0%
16	Dont know	0	0.0%
17	Refuse	0	0.0%

**b7s15**

		Value	Count	Percent
Standard Attributes	Position	149		
	Label	Child health problems in last 6 months: other health problems		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid	65		
	Missing	267		
Central Tendency and Dispersion	Mean	15.00		
	Standard Deviation	.000		
	Percentile 25	15.00		
	Percentile 50	15.00		
	Percentile 75	15.00		
Labeled Values	1	Chest Infections	0	0.0%
	2	Ear Infections	0	0.0%
	3	Feeding Problems	0	0.0%
	4	Sleeping Problems	0	0.0%
	5	Wheezing or Asthma	0	0.0%
	6	Skin Problems	0	0.0%
	7	Sight or Eye Problems	0	0.0%
	8	Failure to Gain Weight or Grow	0	0.0%
	9	Persistent or Severe Vomiting	0	0.0%
	10	Persistent or Severe Diarrhoea	0	0.0%
	11	Fits or Convulsions	0	0.0%
	12	Excessive Crying	0	0.0%
	13	Accident	0	0.0%
	14	None of the Above	0	0.0%
	15	Other Health Problems (please specify)	65	19.6%
	16	Dont know	0	0.0%
	17	Refuse	0	0.0%

**b8**

		Value	Count	Percent
Standard Attributes	Position	150		
	Label	During last 6 months has child ever stayed in hospital		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	Yes	8	2.4%
	2	No	230	69.3%
Missing Values	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		94	28.3%

### b9

		Value	Count	Percent
Standard Attributes	Position	151		
	Label	How many times has child stayed in hospital in last 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		7	2.1%
	2		1	0.3%
Missing Values	System		324	97.6%

### babyhealth

		Value	Count	Percent
Standard Attributes	Position	152		
	Label	Baby's health in the last 6 months - good=1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Poor/Fair	20	6.0%
	1	Good/Very good/Excellent	218	65.7%
Missing Values	System		94	28.3%

### hlthprobs\_num\_1

		Value	Count	Percent
Standard Attributes	Position	153		
	Label	Number of health problems for which baby taken to GP, Health Centre or Casualty		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		67	20.2%
	1		90	27.1%
	2		39	11.7%

	3		28	8.4%
	4	4 or more	14	4.2%
Missing Values	System		94	28.3%

### b12

		Value	Count	Percent
Standard Attributes	Position		154	
	Label	Did you ever try to breastfeed child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	65	19.6%
	2	No	173	52.1%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		93	28.0%

### b13

		Value	Count	Percent
Standard Attributes	Position		155	
	Label	Are you still breastfeeding child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	65	19.6%
Missing Values	996	Missing	1	0.3%
	997	Not applicable	173	52.1%
	998	Refuse	0	0.0%
	System		93	28.0%

### b14wk

		Value	Count	Percent
Standard Attributes	Position		156	
	Label	Childs age when stopped exclusively breastfeeding - weeks		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		15	4.5%
	1		10	3.0%
	2		6	1.8%
	3		2	0.6%
	4		3	0.9%



	5		1	0.3%
	6		6	1.8%
	8		1	0.3%
	10		1	0.3%
	12		1	0.3%
Missing Values	System		286	86.1%

### b14mnth

		Value	Count	Percent
Standard Attributes	Position		157	
	Label	Childs age when stopped exclusively breastfeeding - months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		3	0.9%
	1		1	0.3%
	2		2	0.6%
	3		3	0.9%
	4		3	0.9%
	5		1	0.3%
	6		6	1.8%
Missing Values	System		313	94.3%

### b15mnth

		Value	Count	Percent
Standard Attributes	Position		158	
	Label	Age stopped completely breastfeeding (mnth)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		2	0.6%
	1		3	0.9%
	2		1	0.3%
	3		2	0.6%
	4		5	1.5%
	5		2	0.6%
	6		4	1.2%
	10		2	0.6%
	12		1	0.3%
	13		1	0.3%

Missing Values	System		309	93.1%
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### b15wk

		Value	Count	Percent
Standard Attributes	Position		159	
	Label	Age stopped completely breastfeeding (wks)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		11	3.3%
	1		10	3.0%
	2		6	1.8%
	3		1	0.3%
	4		3	0.9%
	6		6	1.8%
	8		2	0.6%
	9		1	0.3%
	11		1	0.3%
Missing Values	System		291	87.7%

### agestop\_exclbrstfd

		Value
Standard Attributes	Position	160
	Label	Childs age stopped exclusively breastfeeding - total weeks
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	64
	Missing	268
Central Tendency and Dispersion	Mean	6.2863
	Standard Deviation	8.22729
	Percentile 25	.0000
	Percentile 50	2.0000
	Percentile 75	8.6962

### agestop\_brstfd

		Value
Standard Attributes	Position	161
	Label	Childs age stopped completely breastfeeding - total weeks
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input

N	Valid	63
	Missing	269
Central Tendency and Dispersion	Mean	9.3221
	Standard Deviation	13.02230
	Percentile 25	1.0000
	Percentile 50	4.0000
	Percentile 75	13.0444

### b16a

		Value	Count	Percent
Standard Attributes	Position	162		
	Label	How often does child eat: Grains		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Never	1	0.3%
	2	Less Than Once Per Month	0	0.0%
	3	At Least Once Per Month	0	0.0%
	4	At Least Once A Week	12	3.6%
	5	Most Days	27	8.1%
	6	Once A Day	58	17.5%
	7	2-3 Times Per Day	124	37.3%
	8	4-5 Times Per Day	15	4.5%
	9	More Than 6 Times Per Day	1	0.3%
Missing Values	System		94	28.3%

### b16b

		Value	Count	Percent
Standard Attributes	Position	163		
	Label	How often does child eat: Vegetables		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Never	3	0.9%
	2	Less Than Once Per Month	1	0.3%
	3	At Least Once Per Month	1	0.3%
	4	At Least Once A Week	14	4.2%
	5	Most Days	42	12.7%
	6	Once A Day	105	31.6%
	7	2-3 Times Per Day	61	18.4%
	8	4-5 Times Per Day	11	3.3%
	9	More Than 6 Times Per Day	0	0.0%
Missing Values	System		94	28.3%

### b16c

		Value	Count	Percent
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Standard Attributes		Position	164	
	Label	How often does child eat: Fruits		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Never	2	0.6%
	2	Less Than Once Per Month	0	0.0%
	3	At Least Once Per Month	1	0.3%
	4	At Least Once A Week	8	2.4%
	5	Most Days	32	9.6%
	6	Once A Day	46	13.9%
	7	2-3 Times Per Day	100	30.1%
	8	4-5 Times Per Day	41	12.3%
	9	More Than 6 Times Per Day	8	2.4%
Missing Values	System		94	28.3%

### b16d

		Value	Count	Percent
Standard Attributes		Position	165	
	Label	How often does child eat: Protein		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Never	2	0.6%
	2	Less Than Once Per Month	1	0.3%
	3	At Least Once Per Month	2	0.6%
	4	At Least Once A Week	20	6.0%
	5	Most Days	47	14.2%
	6	Once A Day	105	31.6%
	7	2-3 Times Per Day	59	17.8%
	8	4-5 Times Per Day	2	0.6%
	9	More Than 6 Times Per Day	0	0.0%
Missing Values	System		94	28.3%

### b16e

		Value	Count	Percent
Standard Attributes		Position	166	
	Label	How often does child eat: Dairy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Never	1	0.3%
	2	Less Than Once Per Month	0	0.0%
	3	At Least Once Per Month	0	0.0%
	4	At Least Once A Week	7	2.1%
	5	Most Days	30	9.0%
	6	Once A Day	45	13.6%
	7	2-3 Times Per Day	110	33.1%

	8	4-5 Times Per Day	41	12.3%
	9	More Than 6 Times Per Day	4	1.2%
Missing Values	System		94	28.3%

### b16f

		Value	Count	Percent
Standard Attributes	Position		167	
	Label	How often does child eat: Other foods		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Never	3	0.9%
	2	Less Than Once Per Month	5	1.5%
	3	At Least Once Per Month	4	1.2%
	4	At Least Once A Week	62	18.7%
	5	Most Days	44	13.3%
	6	Once A Day	82	24.7%
	7	2-3 Times Per Day	37	11.1%
	8	4-5 Times Per Day	0	0.0%
	9	More Than 6 Times Per Day	1	0.3%
Missing Values	System		94	28.3%

### b16g

		Value	Count	Percent
Standard Attributes	Position		168	
	Label	How often does child eat: Formula or breast milk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Never	183	55.1%
	2	Less Than Once Per Month	0	0.0%
	3	At Least Once Per Month	1	0.3%
	4	At Least Once A Week	1	0.3%
	5	Most Days	0	0.0%
	6	Once A Day	24	7.2%
	7	2-3 Times Per Day	22	6.6%
	8	4-5 Times Per Day	7	2.1%
	9	More Than 6 Times Per Day	0	0.0%
Missing Values	System		94	28.3%

### poor\_eating

		Value	Count	Percent
Standard Attributes	Position		169	
	Label	Baby do not eat grains/veg/fruit/protein/dairy daily		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	179	53.9%
	1	Yes	59	17.8%
Missing Values	System		94	28.3%

### daily\_fat

		Value	Count	Percent
Standard Attributes	Position	170		
	Label	Baby eats fatty foods on a daily basis		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	118	35.5%
	1	Yes	120	36.1%
Missing Values	System		94	28.3%

### SDS\_1

		Value	Count	Percent
Standard Attributes	Position	171		
	Label	I sometimes litter (SDS17 item 1)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	63	19.0%
	2	False	175	52.7%
Missing Values	System		94	28.3%

Notes: The possibility of a social desirability bias was tested for in the PFL evaluation using the Social Desirability Scale-17 (SDS-17; Stöber, 2001). The SDS-17 ( $\alpha=0.65$ ) is a validated, standardised instrument which uses 16 true or false items to measure behaviours that are socially desirable and infrequent, as well as behaviours that are socially undesirable but frequent. Originally, the SDS-17 contained 17 items, thus its name (Stöber, 1999). Further validation studies, however, showed that one item on drug use consistently showed item-total correlations near zero (Stöber, 2001) so that the revised scale now contains only 16 items.

References:

Stöber, J. (2001). The Social Desirability Scale-17 (SDS-17): Convergent validity, discriminant validity, and relationship with age. *European Journal of Psychological Assessment*, 17, 222-232.

<http://dx.doi.org/10.1027//1015-5759.17.3.222>

### SDS\_2

		Value	Count	Percent
Standard Attributes	Position	172		
	Label	I always admit my mistakes openly (SDS17 item 2)		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	175	52.7%
	2	False	63	19.0%
Missing Values	System		94	28.3%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_3

		Value	Count	Percent
Standard Attributes	Position	173		
	Label	In traffic I am always polite and considerate (SDS17 item 3)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	127	38.3%
	2	False	61	18.4%
Missing Values	System		144	43.4%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_3NA

		Value	Count	Percent
Standard Attributes	Position	174		
	Label	N/A because respondent doesnt drive (SDS17 item 3)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	N/A because respondent doesn't drive	58	17.5%
Missing Values	System		274	82.5%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_4

		Value	Count	Percent
Standard Attributes	Position	175		
	Label	I have tried illegal drugs (SDS17 item 4)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	54	16.3%
	2	False	184	55.4%
Missing Values	System		94	28.3%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_5

		Value	Count	Percent
Standard Attributes	Position	176		
	Label	I always accept others opinions (SDS17 item 5)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	180	54.2%
	2	False	57	17.2%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_6

		Value	Count	Percent
Standard Attributes	Position	177		
	Label	I take out my bad moods (SDS17 item 6)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	146	44.0%
	2	False	91	27.4%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_7

		Value	Count	Percent
Standard Attributes	Position	178		
	Label	There has been occasion when took advantage (SDS17 item 7)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	75	22.6%
	2	False	163	49.1%
Missing Values	System		94	28.3%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_8

		Value	Count	Percent
Standard Attributes	Position	179		



	Label	In conversations I listen attentively (SDS17 item 8)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	194	58.4%
	2	False	44	13.3%
Missing Values	System		94	28.3%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_9

		Value	Count	Percent
Standard Attributes	Position	180		
	Label	I never hesitate to help someone (SDS17 item 9)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	223	67.2%
	2	False	14	4.2%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_10

		Value	Count	Percent
Standard Attributes	Position	181		
	Label	When I have made promise I keep it (SDS17 item 10)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	205	61.7%
	2	False	31	9.3%
Missing Values	System		96	28.9%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_11

		Value	Count	Percent
Standard Attributes	Position	182		
	Label	I occasionally speak badly of others (SDS17 item 11)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	105	31.6%

	2	False	132	39.8%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_12

		Value	Count	Percent
Standard Attributes	Position	183		
	Label	I would never live off other people (SDS17 item 12)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	208	62.7%
	2	False	28	8.4%
Missing Values	System		96	28.9%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_13

		Value	Count	Percent
Standard Attributes	Position	184		
	Label	I always stay friendly and courteous (SDS17 item 13)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	190	57.2%
	2	False	47	14.2%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_14

		Value	Count	Percent
Standard Attributes	Position	185		
	Label	During arguments I always stay objective (SDS17 item 14)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	157	47.3%
	2	False	80	24.1%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_15

		Value	Count	Percent
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Standard Attributes	Position		186	
	Label	I failed to return an item I borrowed (SDS17 item 15)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	139	41.9%
	2	False	98	29.5%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_16

		Value	Count	Percent
Standard Attributes	Position		187	
	Label	I always eat a healthy diet (SDS17 item 16)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	57	17.2%
	2	False	180	54.2%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS\_17

		Value	Count	Percent
Standard Attributes	Position		188	
	Label	I only help because I expect something (SDS17 item 17)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	True	17	5.1%
	2	False	220	66.3%
Missing Values	System		95	28.6%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS17\_score

		Value
Standard Attributes	Position	189
	Label	Social Desirability Scale-17 score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95

Central Tendency and Dispersion	Mean	35.72
	Standard Deviation	3.510
	Percentile 25	33.00
	Percentile 50	36.00
	Percentile 75	38.00

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS16\_cut

		Value	Count	Percent
Standard Attributes	Position	190		
	Label	Social Desirability Scale cutoff		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		164	49.4%
	1		74	22.3%
Missing Values	System		94	28.3%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS16\_score

		Value	Count	Percent
Standard Attributes	Position	191		
	Label	Social Desirability Scale 16 Score		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	3		1	0.3%
	4		4	1.2%
	5		2	0.6%
	6		10	3.0%
	7		14	4.2%
	8		17	5.1%
	9		21	6.3%
	10		30	9.0%
	11		26	7.8%
	12		39	11.7%
	13		27	8.1%
	14		29	8.7%
	15		16	4.8%
	16		2	0.6%
Missing Values	System		94	28.3%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### SDS16\_bias\_24m

		Value	Count	Percent	
Standard Attributes	Position		192		
	Label	Social Desirability Scale-16 score at 24 month			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	3		1	0.3%	
	4		2	0.6%	
	5		3	0.9%	
	6		5	1.5%	
	7		7	2.1%	
	8		9	2.7%	
	9		16	4.8%	
	10		14	4.2%	
	11		18	5.4%	
	12		30	9.0%	
	13		24	7.2%	
	14		20	6.0%	
	15		13	3.9%	
	16		3	0.9%	
	Missing Values	System		167	50.3%

Notes: Social Desirability Scale-17 (SDS-17; Stöber, 2001)

### CMAS\_quality\_score

		Value
Standard Attributes	Position	193
	Label	CMAS Quality Attachment score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	4.5786
	Standard Deviation	.40318
	Percentile 25	4.3778
	Percentile 50	4.6889
	Percentile 75	4.8444

Notes: Condon Maternal Attachment Scale (CMAS; Condon & Corkindale, 1998).

### CMAS\_hostility\_score

		Value
Standard Attributes	Position	194
	Label	CMAS Absence of Hostility score
	Type	Numeric
	Format	F3.2
	Measurement	Scale

	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	4.3455
	Standard Deviation	.55278
	Percentile 25	4.0000
	Percentile 50	4.4900
	Percentile 75	4.8000

Notes: Condon Maternal Attachment Scale (CMAS; Condon & Corkindale, 1998).

### CMAS\_interaction\_score

		Value
Standard Attributes	Position	195
	Label	CMAS Pleasure in Interaction score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	4.1373
	Standard Deviation	.45646
	Percentile 25	3.8000
	Percentile 50	4.2000
	Percentile 75	4.4000

Notes: Condon Maternal Attachment Scale (CMAS; Condon & Corkindale, 1998).

### CMAS\_maternal\_score

		Value
Standard Attributes	Position	196
	Label	CMAS Maternal Score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	83.1430
	Standard Deviation	7.36655
	Percentile 25	79.8000
	Percentile 50	84.5000
	Percentile 75	88.2000

Notes: Condon Maternal Attachment Scale (CMAS; Condon & Corkindale, 1998).

### casb1

		Value	Count	Percent
Standard Attributes	Position	197		
	Label	Maternal Antisocial Behaviour item 1		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	109	32.8%
	2	No	129	38.9%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004) is a 9-item ( $\alpha=.66$ ) measure of the mother's self-reported anti-social behaviour. There are 5 items ( $\alpha=.55$ ) relating to the time period before the end of secondary school and 4 items ( $\alpha=.52$ ) relating to the time period since leaving secondary school. These items related to specific behaviours such as 'skipping school at least twice in one year' and have a yes/no response. These responses were summed to provide a total score of antisocial behaviour during school age and post school (i.e. adult age). These were used to create two binary variables indicating whether the participant exhibited 2 or more antisocial behaviours during the school years and after the school years respectively.

### casb2

		Value	Count	Percent
Standard Attributes	Position	198		
	Label	Maternal Antisocial Behaviour item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	47	14.2%
	2	No	191	57.5%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### casb3

		Value	Count	Percent
Standard Attributes	Position	199		
	Label	Maternal Antisocial Behaviour item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	22	6.6%
	2	No	216	65.1%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### casb4

		Value	Count	Percent
Standard Attributes	Position	200		
	Label	Maternal Antisocial Behaviour item 4		
	Type	Numeric		
	Format	F1		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	Yes	11	3.3%
	2	No	227	68.4%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### casb5

		Value	Count	Percent
Standard Attributes	Position	201		
	Label	Maternal Antisocial Behaviour item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	96	28.9%
	2	No	142	42.8%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### casb6

		Value	Count	Percent
Standard Attributes	Position	202		
	Label	Maternal Antisocial Behaviour item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	158	47.6%
	2	No	80	24.1%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### casb7

		Value	Count	Percent
Standard Attributes	Position	203		
	Label	Maternal Antisocial Behaviour item 7		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	32	9.6%
	2	No	206	62.0%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)



**casb8**

		Value	Count	Percent
Standard Attributes	Position	204		
	Label	Maternal Antisocial Behaviour item 8		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	103	31.0%
	2	No	135	40.7%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

**casb9**

		Value	Count	Percent
Standard Attributes	Position	205		
	Label	Maternal Antisocial Behaviour item 9		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	20	6.0%
	2	No	218	65.7%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

**casb10**

		Value	Count	Percent
Standard Attributes	Position	206		
	Label	Maternal Antisocial Behaviour item 10		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	10	3.0%
	2	No	228	68.7%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

**casb11**

		Value	Count	Percent
Standard Attributes	Position	207		
	Label	Maternal Antisocial Behaviour item 11		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	Yes	46	13.9%
	2	No	192	57.8%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### casb12

		Value	Count	Percent
Standard Attributes	Position	208		
	Label	Maternal Antisocial Behaviour item 12		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	12	3.6%
	2	No	226	68.1%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### casb13

		Value	Count	Percent
Standard Attributes	Position	209		
	Label	Maternal Antisocial Behaviour item 13		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	51	15.4%
	2	No	187	56.3%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### antisocial\_school

		Value	Count	Percent
Standard Attributes	Position	210		
	Label	Exhibited 2 or more antisocial behaviour in school		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		176	53.0%
	1		62	18.7%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

### antisocial\_adult

		Value	Count	Percent
Standard Attributes	Position	211		
	Label	Exhibited 2 or more antisocial behaviour as an adult		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		224	67.5%
	1		14	4.2%
Missing Values	System		94	28.3%

Notes: Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)

## Section D: Update on Your Life

### d1

		Value	Count	Percent
Standard Attributes	Position	212		
	Label	Are you and child currently living in the same house		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	237	71.4%
	2	No	0	0.0%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		94	28.3%

### d2

		Value	Count	Percent
Standard Attributes	Position	213		
	Label	How many people currently live in home excl you and child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		15	4.5%
	1		57	17.2%
	2		58	17.5%
	3		48	14.5%
	4		31	9.3%
	5	5 or more	27	8.1%
Missing Values	System		96	28.9%

### d3Partner

		Value	Count	Percent
Standard Attributes	Position	214		
	Label	Lives with biological father of PFL child or non-bio partner		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		

	Role	Input		
Valid Values	1.00	Partner	137	41.3%
Missing Values	System		195	58.7%

Notes: Recoded during anonymisation from response to survey question: *For each person in your home, could you please tell me their relationship to ^childname as well as their age and gender?* and the combination of the following response categories:

- The biological father
- The non-biological father (partner)
- The adoptive parent (partner)

Responses have been recoded to be compatible with Baseline survey, therefore reflect relationship to mother, rather than relationship to baby (as captured by the survey)

### d3Child

		Value	Count	Percent
Standard Attributes	Position		215	
	Label	Lives with at least one other son or daughter		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Child(ren)	140	42.2%
Missing Values	System		192	57.8%

Notes: Recoded during anonymisation from response to survey question: *For each person in your home, could you please tell me their relationship to ^childname as well as their age and gender?* and the combination of the following response categories:

- Natural brother/Natural sister
- Step brother/Step sister
- Half brother/Half sister
- Adopted brother/Adopted sister
- Foster brother/Foster sister

Responses have been recoded to be compatible with Baseline survey, therefore reflect relationship to mother, rather than relationship to baby (as captured by the survey)

### d3Parent

		Value	Count	Percent
Standard Attributes	Position		216	
	Label	Lives with at least one parent including partners parents		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Parent(s)	55	16.6%
Missing Values	System		277	83.4%

Notes: Recoded during anonymisation from response to survey question: *For each person in your home, could you please tell me their relationship to ^childname as well as their age and gender?* and the combination of the following response categories:

- Maternal grandparent
- Paternal grandparent

Responses have been recoded to be compatible with Baseline survey, therefore reflect relationship to mother,

rather than relationship to baby (as captured by the survey)

### d3Sibling

		Value	Count	Percent
Standard Attributes	Position	217		
	Label	Lives with at least one sibling including partners siblings		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Sibling(s)	43	13.0%
Missing Values	System		289	87.0%

Notes: Recoded during anonymisation from response to survey question: *For each person in your home, could you please tell me their relationship to ^childname as well as their age and gender?* and the response category: Aunt/Uncle

Responses have been recoded to be compatible with Baseline survey, therefore reflect relationship to mother, rather than relationship to baby (as captured by the survey)

### d3Nephew

		Value	Count	Percent
Standard Attributes	Position	218		
	Label	Lives with at least one nephew or niece		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Nephew(s) or niece(s)	7	2.1%
Missing Values	System		325	97.9%

Notes: Recoded during anonymisation from response to survey question: *For each person in your home, could you please tell me their relationship to ^childname as well as their age and gender?* and the response category: Cousin

Responses have been recoded to be compatible with Baseline survey, therefore reflect relationship to mother, rather than relationship to baby (as captured by the survey)

### d3Other

		Value	Count	Percent
Standard Attributes	Position	219		
	Label	Lives with all others		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Other	10	3.0%

Missing Values	System		322	97.0%
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Notes: Recoded during anonymisation from response to survey question: *For each person in your home, could you please tell me their relationship to ^childname as well as their age and gender?* And the combination of the following response categories:

- Other relative
- Non-relative/friend
- Other, specify

Responses have been recoded to be compatible with Baseline survey, therefore reflect relationship to mother, rather than relationship to baby (as captured by the survey)

#### d4

		Value	Count	Percent
Standard Attributes	Position		220	
	Label	What is your current relationship status		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Single	55	16.6%
	2	Married	41	12.3%
	3	Living with partner (cohabiting)	98	29.5%
	4	Not living with partner / separated / divorced / widowed	43	13.0%
Missing Values	996	Missing	1	0.3%
	System		94	28.3%

Notes: The following survey response categories

- 4 Boyfriend/partner not living together
- 5 Divorced
- 6 Legally separated
- 7 Widowed

were merged during anonymisation due to small cell sizes, to form the response category:

- 4 Not living with partner / separated / divorced / widowed

#### d5

		Value	Count	Percent
Standard Attributes	Position		221	
	Label	Is your partner child's biological father		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	165	49.7%
	2	No	14	4.2%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		153	46.1%

#### d6

		Value	Count	Percent
Standard Attributes	Position	222		
	Label	Were you with this partner when interviewed at 18 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	170	51.2%
	2	No	8	2.4%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		153	46.1%

### d7

		Value	Count	Percent
Standard Attributes	Position	223		
	Label	Any changes in work status since last interview		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	42	12.7%
	2	No	196	59.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		94	28.3%

### d8

		Value	Count	Percent
Standard Attributes	Position	224		
	Label	What is your current work status		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	In paid work	25	7.5%
	2	Unemployed – in receipt of Jobseekers payment	4	1.2%
	3	Looking after home/family – not in receipt of Jobseekers payment	6	1.8%
	4	Student/FAS training	5	1.5%
	5	Retired/Not able to work/Other	5	1.5%
		Total	45	13.6%
	Missing Values	996	Missing	0
		No change since last interview	193	58.1%
System			94	28.3%



Notes: Response categories were re-coded during anonymisation due to very small cell sizes as follows:

1 Has paid job, but on leave

2 In paid Work

Were merged and recoded as 1 = *In paid work*

3 Unemployed

Was renamed as 2 = *Unemployed – in receipt of Jobseekers payment*

5 Looking after home/family

Was renamed as 3 = *Looking after home/family – not in receipt of Jobseekers payment*

4 Student

8 FAS training (paid)

9 FAS training (unpaid)

Were merged and recoded as 4 = *Student/FAS training*

6 Retired

7 Not able to work due to permanent disability/sickness

10 Other (please specify)

Were merged and recoded as 5 = *Retired/Not able to work/Other*

### d10

		Value	Count	Percent
Standard Attributes	Position		225	
	Label	Do you work full-time or part-time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-Time	7	2.1%
	2	Part-Time	21	6.3%
Missing Values	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		304	91.6%

### d11

		Value
Standard Attributes	Position	226
	Label	How many hours per week do you usually work
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	28
	Missing	304
Central Tendency and Dispersion	Mean	23.3571
	Standard Deviation	9.01425
	Percentile 25	19.2500
	Percentile 50	20.0000

**d12**

		Value	Count	Percent
Standard Attributes	Position	227		
	Label	Is this standard hours or does it change weekly		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Fixed	24	7.2%
	2	Variable	4	1.2%
Missing Values	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		304	91.6%

**d13**

		Value	Count	Percent
Standard Attributes	Position	228		
	Label	Have you been paid continuously over last 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	16	4.8%
	2	No	11	3.3%
Missing Values	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		305	91.9%

**d14b**

		Value	Count	Percent
Standard Attributes	Position	229		
	Label	How long were you not in paid work over last 6 mths in mths		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		2	0.6%
	2		1	0.3%
	3		3	0.9%
	4		1	0.3%
	5		2	0.6%
	6		1	0.3%

Missing Values	System		322	97.0%
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### d15

		Value	Count	Percent
Standard Attributes	Position		230	
	Label	How much do you earn in your jobs(s)		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid		25	
	Missing		307	
Central Tendency and Dispersion	Mean		1238.72	
	Standard Deviation		4150.611	
	Percentile 25		208.00	
	Percentile 50		235.00	
	Percentile 75		450.00	
Labeled Values	16	16 and below	1	0.3%

### d16

		Value	Count	Percent
Standard Attributes	Position		231	
	Label	Is this per hour per week per month or per year		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Per hour	1	0.3%
	2	Per week	20	6.0%
	3	Per month	3	0.9%
	4	Annually/per year	1	0.3%
	997	Don't know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		306	92.2%

### d18a

		Value	Count	Percent
Standard Attributes	Position		232	
	Label	Anyone in household in receipt of Jobseekers Benefit		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	41	12.3%
	2	No	198	59.6%

Missing Values	System		93	28.0%
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Notes: Some of the social welfare categories that are listed for question d18 were removed during anonymisation due to very small cell size and sensitive nature of information

### d18b

		Value	Count	Percent
Standard Attributes	Position		233	
	Label	Anyone in household in receipt of Jobseekers Allowance		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	41	12.3%
	2	No	198	59.6%
Missing Values	System		93	28.0%

### d18c

		Value	Count	Percent
Standard Attributes	Position		234	
	Label	Anyone in household in receipt of Family Income Supplement		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	18	5.4%
	2	No	221	66.6%
Missing Values	System		93	28.0%

### d18ee

		Value	Count	Percent
Standard Attributes	Position		235	
	Label	Anyone in household in receipt of Medical Card		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	168	50.6%
	2	No	71	21.4%
Missing Values	System		93	28.0%

### d18o

		Value	Count	Percent
Standard Attributes	Position		236	
	Label	Anyone in household in receipt of One Parent Payment		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	96	28.9%
	2	No	143	43.1%
Missing Values	System		93	28.0%

### d20

		Value	Count	Percent
Standard Attributes	Position		237	
	Label	Would you say that your household is able to make ends meet		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	With great difficulty	12	3.6%
	2	With difficulty	29	8.7%
	3	With some difficulty	34	10.2%
	4	I just get by	100	30.1%
	5	Fairly easily	40	12.0%
	6	Easily	15	4.5%
	7	Very easily	6	1.8%
Missing Values	997	Don't know	1	0.3%
	998	Refuse	0	0.0%
	System		95	28.6%

### d21

		Value	Count	Percent
Standard Attributes	Position		238	
	Label	Compared to 12 months ago households financial situation has		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Got a lot better	9	2.7%
	2	Got a little better	44	13.3%
	3	Stayed the same	89	26.8%
	4	Got a little worse	74	22.3%
	5	Got a lot worse	21	6.3%
Missing Values	997	Don't know	0	0.0%
	998	Refuse	1	0.3%
	System		94	28.3%

### d22

		Value	Count	Percent
Standard Attributes	Position		239	

	Label	Over next 12 months households financial situation will		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Get a lot better	26	7.8%
	2	Get a little better	75	22.6%
	3	Stay the same	80	24.1%
	4	Get a little worse	39	11.7%
	5	Get a lot worse	13	3.9%
Missing Values	997	Don't know	4	1.2%
	998	Refuse	1	0.3%
	System		94	28.3%

### change\_workstat\_1824

		Value	Count	Percent
Standard Attributes	Position		240	
	Label	Improvement in work status mother between 18month to 24month		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	204	61.4%
	1	Yes	8	2.4%
Missing Values	System		120	36.1%

### unemploy\_longterm

		Value	Count	Percent
Standard Attributes	Position		241	
	Label	Respondent is longterm unemployed (> 1 year)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	44	13.3%
	1	Yes	0	0.0%
Missing Values	System		288	86.7%

### make\_endsmeet

		Value	Count	Percent
Standard Attributes	Position		242	
	Label	Financial Difficulty		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	0	Easily/I get by	161	48.5%
	1	With difficulty	75	22.6%
Missing Values	System		96	28.9%

### hhldfinan

		Value	Count	Percent
Standard Attributes	Position		243	
	Label	Household current financial situation compared to 12 months ago		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Worse	95	28.6%
	1	Better/Same	142	42.8%
Missing Values	System		95	28.6%

### hhldfinan\_fut

		Value	Count	Percent
Standard Attributes	Position		244	
	Label	How R thinks the hhold financial situation will change over next 12 mths		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Worse	52	15.7%
	1	Better/Same	181	54.5%
Missing Values	System		99	29.8%

### hhholdsize

		Value	Count	Percent
Standard Attributes	Position		245	
	Label	Total number of people in the household		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	2		15	4.5%
	3		56	16.9%
	4		58	17.5%
	5		48	14.5%
	6		31	9.3%
	7	7 and more	27	8.1%
Missing Values	System		97	29.2%

### equiv\_hholdinc

		Value
Standard Attributes	Position	246
	Label	Equivalent household income
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	221
	Missing	111
Central Tendency and Dispersion	Mean	227.6086
	Standard Deviation	114.61805
	Percentile 25	150.8621
	Percentile 50	193.9655
	Percentile 75	271.0843

Notes: Derived from survey question: I know it is sometimes hard to give an exact figure for income, but could you please think about your household's take home income in the last 12 months. Over this time, what is your best guess of the household's average total income per *week*, this is the take-home family *weekly* income from all sources and includes social benefits for all people living in your household?

### equiv\_size

		Value
Standard Attributes	Position	247
	Label	Household equivalized size
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	236
	Missing	96
Central Tendency and Dispersion	Mean	2.6500
	Standard Deviation	.90413
	Percentile 25	1.9900
	Percentile 50	2.3200
	Percentile 75	3.3100

Notes: Household equivalized size provided for calculation of household equivalent income, as household size >7 is not disclosed in this dataset for anonymity. For information on the calculation of household equivalized size see: <http://www.oecd.org/eco/growth/OECD-Note-EquivalenceScales.pdf>

### d23

		Value	Count	Percent
Standard Attributes	Position	248		
	Label	Do you save money regularly		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	104	31.3%
	2	No	133	40.1%
Missing Values	997	Don't Know	0	0.0%
	998	Refuse	1	0.3%
	System		94	28.3%



**d24**

		Value	Count	Percent
Standard Attributes	Position	249		
	Label	Did you vote in the last General Election		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	141	42.5%
	2	No	93	28.0%
Missing Values	996	Missing	3	0.9%
	997	Don't know	1	0.3%
	998	Refuse	0	0.0%
	System		94	28.3%

**d25**

		Value	Count	Percent
Standard Attributes	Position	250		
	Label	Did you vote in the last local and European elections		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	121	36.4%
	2	No	110	33.1%
Missing Values	996	Missing	2	0.6%
	997	Don't know	5	1.5%
	998	Refuse	0	0.0%
	System		94	28.3%

**d26**

		Value	Count	Percent
Standard Attributes	Position	251		
	Label	Are you still in any type of education		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	26	7.8%
	2	No	212	63.9%
Missing Values	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		94	28.3%

**d28**

		Value	Count	Percent
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Standard Attributes	Position	252		
	Label	At what age did you start formal schooling		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	3		3	0.9%
	4		178	53.6%
	5		48	14.5%
	996	Don't know	7	2.1%
	999	Older than 5 yrs	2	0.6%
Missing Values	System		94	28.3%

### d29

		Value	Count	Percent
Standard Attributes	Position	253		
	Label	At what age did you leave formal primary/secondary school		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid	236		
	Missing	96		
Central Tendency and Dispersion	Mean	16.71		
	Standard Deviation	1.344		
	Percentile 25	16.00		
	Percentile 50	17.00		
	Percentile 75	18.00		
Labeled Values	14	14 or younger	18	5.4%

### yearseduc

		Value	Count	Percent
Standard Attributes	Position	254		
	Label	Number of years in formal education		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	8		3	0.9%
	9		6	1.8%
	10		15	4.5%
	11		29	8.7%
	12		53	16.0%
	13		65	19.6%
	14		51	15.4%

	15		8	2.4%
Missing Values	System		102	30.7%

### juniorcert

		Value	Count	Percent
Standard Attributes	Position	255		
	Label	Has Junior Certificate		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	23	6.9%
	1	Yes	208	62.7%
Missing Values	System		101	30.4%

### leavingcert

		Value	Count	Percent
Standard Attributes	Position	256		
	Label	Has Leaving Certificate		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	105	31.6%
	1	Yes	126	38.0%
Missing Values	System		101	30.4%

### othereduc

		Value	Count	Percent
Standard Attributes	Position	257		
	Label	Has other education apart from primary/secondary		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	74	22.3%
	1	Yes	164	49.4%
Missing Values	System		94	28.3%

### d30a

		Value	Count	Percent
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Standard Attributes	Position	Value	Count	Percent
	Position	258		
	Label	Obtained Junior/Group/Inter Certificate		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	208	62.7%
	2	No	23	6.9%
Missing Values	System		101	30.4%

### d30b

Standard Attributes	Position	Value	Count	Percent
	Position	259		
	Label	Obtained Applied Leaving Cert/Leaving Cert/A Levels		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	126	38.0%
	2	No	105	31.6%
Missing Values	System		101	30.4%

### d31

Standard Attributes	Position	Value	Count	Percent
	Position	260		
	Label	Did you spend any time in any other education		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	164	49.4%
	2	No	58	17.5%
	997	Don't Know	16	4.8%
	998	Refuse	0	0.0%
Missing Values	System		94	28.3%

### d32

Standard Attributes	Position	Value	Count	Percent
	Position	261		
	Label	How many courses did you enrol in		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		75	22.6%

	2		39	11.7%
	3		26	7.8%
	4		5	1.5%
	5		7	2.1%
	6	6 or more	11	3.3%
Missing Values	997	Not applicable	74	22.3%
	System		95	28.6%

### d33b\_1

		Value
Standard Attributes	Position	262
	Label	Course 1 - course duration for person in years
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	162
	Missing	170
Central Tendency and Dispersion	Mean	1.5039
	Standard Deviation	1.36101
	Percentile 25	1.0000
	Percentile 50	1.0000
	Percentile 75	2.0000

### d33b\_2

		Value
Standard Attributes	Position	263
	Label	Course 2 - course duration for person in years
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	89
	Missing	243
Central Tendency and Dispersion	Mean	1.1182
	Standard Deviation	1.02674
	Percentile 25	.5000
	Percentile 50	1.0000
	Percentile 75	1.5000

### d33b\_3

		Value
Standard Attributes	Position	264
	Label	Course 3 - course duration for person in years
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	49
	Missing	283
Central Tendency and Dispersion	Mean	.9136
	Standard Deviation	1.21927
	Percentile 25	.1000
	Percentile 50	1.0000

Percentile 75	1.0000
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### d33b\_4

		Value
Standard Attributes	Position	265
	Label	Course 4 - course duration for person in years
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	23
	Missing	309
Central Tendency and Dispersion	Mean	.3684
	Standard Deviation	.59513
	Percentile 25	.0000
	Percentile 50	.1150
	Percentile 75	.5000

### d33b\_5

		Value
Standard Attributes	Position	266
	Label	Course 5 - course duration for person in years
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	17
	Missing	315
Central Tendency and Dispersion	Mean	.3679
	Standard Deviation	.56359
	Percentile 25	.0000
	Percentile 50	.1150
	Percentile 75	.5000

### d33b\_6

		Value
Standard Attributes	Position	267
	Label	Course 6 - course duration for person in years
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	11
	Missing	321
Central Tendency and Dispersion	Mean	.3175
	Standard Deviation	.44173
	Percentile 25	.0000
	Percentile 50	.1150
	Percentile 75	1.0000

### d33b\_7

		Value
Standard Attributes	Position	268
	Label	Course 7 - course duration for person in years

	Type	Numeric
	Format	F5.3
	Measurement	Scale
	Role	Input
N	Valid	6
	Missing	326
Central Tendency and Dispersion	Mean	.15092
	Standard Deviation	.197573
	Percentile 25	.00000
	Percentile 50	.08775
	Percentile 75	.23000

### d33c\_1

		Value	Count	Percent
Standard Attributes	Position	269		
	Label	Course 1 - Part time or full time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	99	29.8%
	2	Part-time	62	18.7%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		170	51.2%

### d33c\_2

		Value	Count	Percent
Standard Attributes	Position	270		
	Label	Course 2 - Part time or full time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	37	11.1%
	2	Part-time	50	15.1%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		244	73.5%

### d33c\_3

		Value	Count	Percent
Standard Attributes	Position	271		
	Label	Course 3 - Part time or full time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	15	4.5%

	2	Part-time	33	9.9%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		283	85.2%

#### d33c\_4

		Value	Count	Percent
Standard Attributes	Position	272		
	Label	Course 4 - Part time or full time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	3	0.9%
	2	Part-time	19	5.7%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		309	93.1%

#### d33c\_5

		Value	Count	Percent
Standard Attributes	Position	273		
	Label	Course 5 - Part time or full time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	3	0.9%
	2	Part-time	13	3.9%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		315	94.9%

#### d33c\_6

		Value	Count	Percent
Standard Attributes	Position	274		
	Label	Course 6 - Part time or full time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	1	0.3%
	2	Part-time	10	3.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		321	96.7%



**d33c\_7**

		Value	Count	Percent
Standard Attributes	Position		275	
	Label	Course 7 - Part time or full time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	0	0.0%
	2	Part-time	6	1.8%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		326	98.2%

**d33d\_1**

		Value	Count	Percent
Standard Attributes	Position		276	
	Label	Course 1 - Course completed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		30	9.0%
	1	Yes	132	39.8%
	2	No	0	0.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		170	51.2%

**d33d\_2**

		Value	Count	Percent
Standard Attributes	Position		277	
	Label	Course 2 - Course completed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		15	4.5%
	1	Yes	74	22.3%
	2	No	0	0.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		243	73.2%

**d33d\_3**

		Value	Count	Percent
Standard Attributes	Position		278	

	Label	Course 3 - Course completed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		7	2.1%
	1	Yes	42	12.7%
	2	No	0	0.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		283	85.2%

#### d33d\_4

		Value	Count	Percent
Standard Attributes	Position	279		
	Label	Course 4 - Course completed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		4	1.2%
	1	Yes	19	5.7%
	2	No	0	0.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		309	93.1%

#### d33d\_5

		Value	Count	Percent
Standard Attributes	Position	280		
	Label	Course 5 - Course completed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		4	1.2%
	1	Yes	13	3.9%
	2	No	0	0.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		315	94.9%

#### d33d\_6

		Value	Count	Percent
Standard Attributes	Position	281		
	Label	Course 6 - Course completed		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		2	0.6%
	1	Yes	9	2.7%
	2	No	0	0.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		321	96.7%

### d33d\_7

		Value	Count	Percent
Standard Attributes	Position	282		
	Label	Course 7 - Course completed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	6	1.8%
	2	No	0	0.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		326	98.2%

### d34

		Value	Count	Percent
Standard Attributes	Position	283		
	Label	Since last interview any change in partners work status		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	25	7.5%
	2	No	143	43.1%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		164	49.4%

### d35

		Value	Count	Percent
Standard Attributes	Position	284		
	Label	What is partners current work status		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	In paid work	34	10.2%

	2	Unemployed – in receipt of Jobseekers payment	37	11.1%
	3	Looking after home/ retired / unable to work / other	5	1.5%
	4	Student/ FAS training	6	1.8%
Missing Values	996	Missing	12	3.6%
	System		238	71.7%

Notes: Response categories were re-coded during anonymisation due to very small cell sizes as follows:

1 Has paid job, but on leave

2 In paid Work

Were merged and recoded as 1 = *In paid work*

3 Unemployed

Was renamed as 2 = *Unemployed – in receipt of Jobseekers payment*

5 Looking after home/family

6 Retired

7 Not able to work due to permanent disability/sickness

10 Other (please specify

Were merged and recoded as 3 = *Looking after home/ retired / unable to work / other*

4 Student

8 FAS training (paid)

9 FAS training (unpaid)

Were merged and recoded as 4 = *Student/ FAS training*

### d37

		Value	Count	Percent
Standard Attributes	Position	285		
	Label	Does partner work full-time or part-time		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Full-time	31	9.3%
	2	Part-time	6	1.8%
	997	Don't Know	11	3.3%
	998	Refuse	0	0.0%
Missing Values	System		284	85.5%

### d38

		Value	Count	Percent
Standard Attributes	Position	286		
	Label	How many hours per week does partner usually work		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	0		2	0.6%
	16		1	0.3%
	20		1	0.3%
	24		2	0.6%
	27		1	0.3%
	30		1	0.3%
	35		5	1.5%
	37		1	0.3%
	38		2	0.6%
	39		2	0.6%
	40		12	3.6%
	42		1	0.3%
	50		1	0.3%
	60		1	0.3%
	Missing Values	System		299

### d38dkr

		Value	Count	Percent
Standard Attributes	Position		287	
	Label	How many hours per week does partner work - dont know		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
	N	Valid		19
Missing			313	
Central Tendency and Dispersion	Mean		997.00	
	Standard Deviation		.000	
	Percentile 25		997.00	
	Percentile 50		997.00	
	Percentile 75		997.00	
Labeled Values	997	Don't Know	19	5.7%
	998	Refuse	0	0.0%

### d39

		Value	Count	Percent
Standard Attributes	Position		288	
	Label	Is this standard hours or does it change on a weekly basis		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Fixed	22	6.6%
	2	Variable	13	3.9%

	997	Don't Know	13	3.9%
	998	Refuse	0	0.0%
Missing Values	System		284	85.5%

### d40

		Value	Count	Percent
Standard Attributes	Position	289		
	Label	Was partner in paid work continuously over the last 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	25	7.5%
	2	No	10	3.0%
	997	Don't Know	13	3.9%
	998	Refuse	0	0.0%
Missing Values	System		284	85.5%

### d41b

		Value	Count	Percent
Standard Attributes	Position	290		
	Label	For how long was he not in paid work over last 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		1	0.3%
	2		2	0.6%
	3		1	0.3%
	4		3	0.9%
Missing Values	System		325	97.9%

### d41dkr

		Value	Count	Percent
Standard Attributes	Position	291		
	Label	For how long was he not in paid work - don't know		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid		15	
	Missing		317	
Central Tendency and Dispersion	Mean	997.00		
	Standard Deviation	.000		

	Percentile 25		997.00		
	Percentile 50		997.00		
	Percentile 75		997.00		
Labeled Values	997	Don't Know		15	4.5%
	998	Refuse		0	0.0%

### fa\_change\_workstat\_1824

		Value	Count	Percent
Standard Attributes	Position		292	
	Label	Improvement in father work status between 18month to 24month		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	141	42.5%
	1	Yes	5	1.5%
Missing Values	System		186	56.0%

### fa\_unemploy\_longterm

		Value	Count	Percent
Standard Attributes	Position		293	
	Label	Father is unemployed for more than 12 mths		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		25	7.5%
Missing Values	System		307	92.5%

### d42

		Value
Standard Attributes	Position	294
	Label	Roughly how much does partner earn on average in his job
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	15
	Missing	317
Central Tendency and Dispersion	Mean	2330.27
	Standard Deviation	7655.424
	Percentile 25	260.00
	Percentile 50	320.00
	Percentile 75	500.00

### d42dkr

		Value	Count	Percent
Standard Attributes	Position		295	
	Label	Roughly how much does partner earn - dont know		
	Type	Numeric		
	Format	F3		
	Measurement	Scale		
	Role	Input		
N	Valid		31	
	Missing		301	
Central Tendency and Dispersion	Mean		997.00	
	Standard Deviation		.000	
	Percentile 25		997.00	
	Percentile 50		997.00	
	Percentile 75		997.00	
Labeled Values	997	Don't Know	31	9.3%
	998	Refuse	0	0.0%

### d43

		Value	Count	Percent
Standard Attributes	Position		296	
	Label	Is this amount per hour per week per month or per year		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Per hour	0	0.0%
	2	Per week	14	4.2%
	3	Per month	0	0.0%
	4	Annually/per year	1	0.3%
	997	Don't know	33	9.9%
	998	Refuse	0	0.0%
Missing Values	System		284	85.5%

### d44

		Value	Count	Percent
Standard Attributes	Position		297	
	Label	For how long has partner been without paid work in months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		3	0.9%
	1		1	0.3%
	4		2	0.6%
	5		2	0.6%
	6		2	0.6%



	9		1	0.3%
	12		4	1.2%
	18		1	0.3%
	24		8	2.4%
	36		2	0.6%
	48		1	0.3%
	60		2	0.6%
	72		1	0.3%
	120		1	0.3%
	999		1	0.3%
Missing Values	System		300	90.4%

### d45

		Value	Count	Percent
Standard Attributes	Position		298	
	Label	Do you use any type of childcare for child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	105	31.6%
	2	No	133	40.1%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		94	28.3%

### d46

		Value	Count	Percent
Standard Attributes	Position		299	
	Label	What type of childcare do you mainly use		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Child's Grandparent	27	8.1%
	2	Partner (Not Biological Father)/Friends/Other Relatives	3	0.9%
	3	Nanny/Child Minder	1	0.3%
	4	Nursery/Creche/Preschool/Montessori	76	22.9%
	5	Child's Biological Father	0	0.0%
	6	Other (Please specify)	1	0.3%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		224	67.5%

### d48

		Value
Standard Attributes	Position	300
	Label	For how many hours per week is child in this childcare
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	106
	Missing	226
Central Tendency and Dispersion	Mean	21.0236
	Standard Deviation	9.08489
	Percentile 25	15.0000
	Percentile 50	20.0000
	Percentile 75	24.0000

### d49

		Value
Standard Attributes	Position	301
	Label	What age was child when s/he started this type of childcare
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	106
	Missing	226
Central Tendency and Dispersion	Mean	13.53
	Standard Deviation	6.652
	Percentile 25	7.00
	Percentile 50	12.00
	Percentile 75	18.00

### d50

		Value	Count	Percent
Standard Attributes	Position	302		
	Label	Do you pay for this type of childcare		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	89	26.8%
	2	No	17	5.1%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		226	68.1%

### d51

		Value
Standard Attributes	Position	303
	Label	How much do you pay for childcare for child
	Type	Numeric
	Format	F3.2
	Measurement	Scale

	Role	Input	
N	Valid		89
	Missing		243
Central Tendency and Dispersion	Mean		65.3202
	Standard Deviation		110.28038
	Percentile 25		20.0000
	Percentile 50		40.0000
	Percentile 75		60.0000

### d52

		Value	Count	Percent
Standard Attributes	Position	304		
	Label	Is this amount per hour per week per month or per year		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Per hour	0	0.0%
	2	Per week	82	24.7%
	3	Per month	7	2.1%
	4	Per year/annually	0	0.0%
	997	Don't know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		243	73.2%

### d53

		Value	Count	Percent
Standard Attributes	Position	305		
	Label	How satisfied are you with this type of childcare		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Very dissatisfied	0	0.0%
	2	Somewhat dissatisfied	2	0.6%
	3	Neither dissatisfied or satisfied	2	0.6%
	4	Somewhat satisfied	9	2.7%
	5	Very satisfied	93	28.0%
	997	Don't know	0	0.0%
998	Refuse	0	0.0%	
Missing Values	System		226	68.1%

### d54

		Value	Count	Percent
Standard Attributes	Position	306		
	Label	Does your child spend time in any other childcare		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	7	2.1%
	2	No	99	29.8%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		226	68.1%

### childcare\_satis2

		Value	Count	Percent
Standard Attributes	Position		307	
	Label	Satisfaction with Childcare, very satisfied vs. everything else		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Everything else	13	3.9%
	1	Very satisfied	93	28.0%
Missing Values	System		226	68.1%

### grandp\_childcare

		Value	Count	Percent
Standard Attributes	Position		308	
	Label	Does the child's grandparent act as childcare for the child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	81	24.4%
	1	Yes	27	8.1%
Missing Values	System		224	67.5%

### age\_childcare

		Value
Standard Attributes	Position	309
	Label	Baby's age when childcare started
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	106
	Missing	226
Central Tendency and Dispersion	Mean	13.53
	Standard Deviation	6.652
	Percentile 25	7.00
	Percentile 50	12.00
	Percentile 75	18.00

**hours\_childcare**

		Value
Standard Attributes	Position	310
	Label	Number of Hours per Week in Childcare
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	106
	Missing	226
Central Tendency and Dispersion	Mean	21.0236
	Standard Deviation	9.08489
	Percentile 25	15.0000
	Percentile 50	20.0000
	Percentile 75	24.0000

**childcare\_cost\_hour**

		Value
Standard Attributes	Position	311
	Label	Weekly childcare cost per hour
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	89
	Missing	243
Central Tendency and Dispersion	Mean	2.3031
	Standard Deviation	1.60655
	Percentile 25	1.0000
	Percentile 50	2.0000
	Percentile 75	3.0665

**e1a**

		Value	Count	Percent
Standard Attributes	Position	312		
	Label	How would you rate support from spouse/partner		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Does not apply to me	0	0.0%
	2	No support	0	0.0%
	3	Little support	4	1.2%
	4	Some support	26	7.8%
	5	A lot of support	148	44.6%
Missing Values	System		154	46.4%

**e1b**

		Value	Count	Percent
Standard Attributes	Position	313		
	Label	How would you rate support from parents		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Does not apply to me	0	0.0%
	2	No support	11	3.3%
	3	Little support	15	4.5%
	4	Some support	51	15.4%
	5	A lot of support	146	44.0%
Missing Values	System		109	32.8%

### e1c

		Value	Count	Percent
Standard Attributes	Position		314	
	Label	How would you rate support from other close relatives		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Does not apply to me	0	0.0%
	2	No support	27	8.1%
	3	Little support	29	8.7%
	4	Some support	105	31.6%
	5	A lot of support	74	22.3%
Missing Values	System		97	29.2%

### e1d

		Value	Count	Percent
Standard Attributes	Position		315	
	Label	How would you rate support from friends		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Does not apply to me	0	0.0%
	2	No support	40	12.0%
	3	Little support	57	17.2%
	4	Some support	91	27.4%
	5	A lot of support	46	13.9%
Missing Values	System		98	29.5%

### e1e

		Value	Count	Percent
Standard Attributes	Position		316	
	Label	How would you rate support from neighbours		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	Does not apply to me	0	0.0%
	2	No support	122	36.7%
	3	Little support	55	16.6%
	4	Some support	37	11.1%
	5	A lot of support	19	5.7%
Missing Values	System		99	29.8%

### e1f

		Value	Count	Percent
Standard Attributes	Position	317		
	Label	How would you rate support from people in your workplace		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Does not apply to me	0	0.0%
	2	No support	34	10.2%
	3	Little support	16	4.8%
	4	Some support	28	8.4%
	5	A lot of support	11	3.3%
Missing Values	System		243	73.2%

### e1g

		Value	Count	Percent
Standard Attributes	Position	318		
	Label	How would you rate support from childs biological father		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Does not apply to me	0	0.0%
	2	No support	13	3.9%
	3	Little support	20	6.0%
	4	Some support	39	11.7%
	5	A lot of support	155	46.7%
Missing Values	System		105	31.6%

### e1h

		Value	Count	Percent
Standard Attributes	Position	319		
	Label	How would you rate support from PFL programme		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	Does not apply to me	0	0.0%
	2	No support	15	4.5%
	3	Little support	18	5.4%
	4	Some support	60	18.1%
	5	A lot of support	71	21.4%
Missing Values	System		168	50.6%

### partner\_support

		Value	Count	Percent
Standard Attributes	Position	320		
	Label	Support from partner		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	30	9.0%
	1	A lot of support	148	44.6%
Missing Values	System		154	46.4%

### babydad\_support

		Value	Count	Percent
Standard Attributes	Position	321		
	Label	None/little/some support from baby's biological father		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	72	21.7%
	1	A lot of support	155	46.7%
Missing Values	System		105	31.6%

### dad\_dailycont

		Value	Count	Percent
Standard Attributes	Position	322		
	Label	Father has daily contact with baby		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not Daily	74	22.3%
	1	Daily	162	48.8%
Missing Values	System		96	28.9%

### parent\_support



		Value	Count	Percent
Standard Attributes	Position	323		
	Label	None/little/some support from parent		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	77	23.2%
	1	A lot of support	146	44.0%
Missing Values	System		109	32.8%

### relatives\_support

		Value	Count	Percent
Standard Attributes	Position	324		
	Label	None/little/some support from relatives		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	161	48.5%
	1	A lot of support	74	22.3%
Missing Values	System		97	29.2%

### friend\_support

		Value	Count	Percent
Standard Attributes	Position	325		
	Label	None/little/some support getting from friends		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	188	56.6%
	1	A lot of support	46	13.9%
Missing Values	System		98	29.5%

### neighbour\_support

		Value	Count	Percent
Standard Attributes	Position	326		
	Label	None/little/some support from neighbours		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	214	64.5%
	1	A lot of support	19	5.7%
Missing Values	System		99	29.8%

**workplace\_support**

		Value	Count	Percent
Standard Attributes	Position		327	
	Label	None/little/some support from people in workplace		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	78	23.5%
	1	A lot of support	11	3.3%
Missing Values	System		243	73.2%

**pfl\_support**

		Value	Count	Percent
Standard Attributes	Position		328	
	Label	None/little/some support from PFL		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	None/little/some support	93	28.0%
	1	A lot of support	71	21.4%
Missing Values	System		168	50.6%

## Section E: Your Social Support Network

**e2**

		Value	Count	Percent
Standard Attributes	Position	329		
	Label	How often do you meet with your mentor/information officer		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Once a week	8	2.4%
	2	Two times a month	52	15.7%
	3	Once a month	18	5.4%
	4	Less than once a month	32	9.6%
	5	Other (please specify)	54	16.3%
	6	Not applicable	72	21.7%
	997	Don't know	2	0.6%
	998	Refuse	0	0.0%
Missing Values	System		94	28.3%

**e3**

		Value	Count	Percent
Standard Attributes	Position	330		
	Label	How often do you meet with friends and relatives		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	On most days	138	41.6%
	2	Once or twice a week	70	21.1%
	3	Once or twice a month	19	5.7%
	4	Less than once a month	6	1.8%
	5	Never	4	1.2%
	997	Don't know	0	0.0%
	998	Refuse	0	0.0%
	Missing Values	System		95

**meet\_friend**

		Value	Count	Percent
Standard Attributes	Position	331		
	Label	How often R meets friends/relatives		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Irregularly	99	29.8%
	1	Regularly	138	41.6%
Missing Values	System		95	28.6%

**e4a**

		Value	Count	Percent
Standard Attributes	Position		332	
	Label	How often do you participate in: sports clubs etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Often	37	11.1%
	2	Occasionally	36	10.8%
	3	Rarely	24	7.2%
	4	Never	141	42.5%
Missing Values	System		94	28.3%

**sports**

		Value	Count	Percent
Standard Attributes	Position		333	
	Label	How often R participates in sports clubs etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		141	42.5%
	2		24	7.2%
	3		36	10.8%
	4		37	11.1%
Missing Values	System		94	28.3%

**e4b**

		Value	Count	Percent
Standard Attributes	Position		334	
	Label	How often do you participate in: political parties etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Often	2	0.6%
	2	Occasionally	3	0.9%
	3	Rarely	9	2.7%
	4	Never	224	67.5%
Missing Values	System		94	28.3%

**political**

		Value	Count	Percent
--	--	-------	-------	---------

Standard Attributes		Position	335		
	Label	How often R participates in political parties etc			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	1		224	67.5%	
	2		9	2.7%	
	3		3	0.9%	
	4		2	0.6%	
Missing Values	System		94	28.3%	

### e4c

		Value	Count	Percent	
Standard Attributes		Position	336		
	Label	How often do you participate in: parent teacher assoc etc			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	1	Often	10	3.0%	
	2	Occasionally	28	8.4%	
	3	Rarely	24	7.2%	
	4	Never	176	53.0%	
Missing Values	System		94	28.3%	

### groups

		Value	Count	Percent	
Standard Attributes		Position	337		
	Label	How often R participates in parent teacher assoc etc			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	1		176	53.0%	
	2		24	7.2%	
	3		28	8.4%	
	4		10	3.0%	
Missing Values	System		94	28.3%	

### e4d

		Value	Count	Percent	
Standard Attributes		Position	338		

	Label	How often do you participate in: church religious groups etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Often	18	5.4%
	2	Occasionally	22	6.6%
	3	Rarely	37	11.1%
	4	Never	161	48.5%
Missing Values	System		94	28.3%

### church

		Value	Count	Percent
Standard Attributes	Position		339	
	Label	How often R participates in church religious groups etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		161	48.5%
	2		37	11.1%
	3		22	6.6%
	4		18	5.4%
Missing Values	System		94	28.3%

### e4e

		Value	Count	Percent
Standard Attributes	Position		340	
	Label	How often do you participate in: evening classes etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Often	16	4.8%
	2	Occasionally	22	6.6%
	3	Rarely	22	6.6%
	4	Never	178	53.6%
Missing Values	System		94	28.3%

### evening

		Value	Count	Percent
Standard Attributes	Position		341	
	Label	How often R participates in evening classes etc		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		178	53.6%
	2		22	6.6%
	3		22	6.6%
	4		16	4.8%
Missing Values	System		94	28.3%

### e4f

		Value	Count	Percent
Standard Attributes	Position		342	
	Label	How often do you participate in: social groups etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Often	19	5.7%
	2	Occasionally	41	12.3%
	3	Rarely	30	9.0%
	4	Never	148	44.6%
Missing Values	System		94	28.3%

### social

		Value	Count	Percent
Standard Attributes	Position		343	
	Label	How often R participates in social groups etc		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		148	44.6%
	2		30	9.0%
	3		41	12.3%
	4		19	5.7%
Missing Values	System		94	28.3%

### social\_participation

		Value	Count	Percent
Standard Attributes	Position		344	
	Label	Level of participation in social groups/activities		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	6		68	20.5%
	7		20	6.0%
	8		30	9.0%
	9		30	9.0%
	10		19	5.7%
	11		24	7.2%
	12		12	3.6%
	13		9	2.7%
	14		8	2.4%
	15		7	2.1%
	16		3	0.9%
	17		3	0.9%
	18		1	0.3%
	19		3	0.9%
	20		1	0.3%
Missing Values	System		94	28.3%

Notes: Higher = more social participation

### e5

		Value	Count	Percent
Standard Attributes	Position		345	
	Label	How many neighbours have a child around the same age		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	None	58	17.5%
	2	1-3	93	28.0%
	3	4-6	55	16.6%
	4	7-10	8	2.4%
	5	10+	23	6.9%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
Missing Values	System		94	28.3%

### e6

		Value	Count	Percent
Standard Attributes	Position		346	
	Label	Do you share info you receive from PFL with other parents		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	122	36.7%
	2	No	42	12.7%
	3	Not Applicable	73	22.0%
	997	Don't Know	0	0.0%



	998	Refuse	0	0.0%
Missing Values	System		95	28.6%

**e7**

		Value	Count	Percent
Standard Attributes	Position	347		
	Label	Who most helps you make choices about caring for your child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Partner	154	46.4%
	2	Friends	1	0.3%
	3	Parents	48	14.5%
	4	Siblings	3	0.9%
	5	Other family members	1	0.3%
	6	Programme	0	0.0%
	7	None of the above	18	5.4%
	8	Other (please specify)	13	3.9%
	997	Don't know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		94	28.3%

**e8**

		Value	Count	Percent
Standard Attributes	Position	348		
	Label	Is study child's father a part of his/her life		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	219	66.0%
	2	No	20	6.0%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
Missing Values	System		93	28.0%

**e9**

		Value	Count	Percent
Standard Attributes	Position	349		
	Label	How often does bio father have contact with child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Daily	162	48.8%
	2	Multiple times a week	41	12.3%

	3	Once a week	9	2.7%
	4	A couple times a month (less than once a week)	2	0.6%
	5	Once a month	0	0.0%
	6	Less than once a month	1	0.3%
Missing Values	996	Missing	3	0.9%
	997	Not applicable	20	6.0%
	998	Refuse	1	0.3%
	System		93	28.0%

### e11

		Value	Count	Percent
Standard Attributes	Position		350	
	Label	Does childs bio father contribute money to maintenance		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	58	17.5%
	2	No	40	12.0%
Missing Values	996	Missing	3	0.9%
	997	Not applicable	138	41.6%
	998	Refuse	0	0.0%
	System		93	28.0%

### e12

		Value	Count	Percent
Standard Attributes	Position		351	
	Label	Does childs bio father make regular or irregular payments		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Regular	42	12.7%
	2	Irregular	16	4.8%
Missing Values	996	Missing	3	0.9%
	997	Not applicable	178	53.6%
	998	Refuse	0	0.0%
	System		93	28.0%

Responses to questions e13 to e15 removed as data was not collected consistently

## Section F: Your Health

f1

		Value	Count	Percent
Standard Attributes	Position		352	
	Label	How would you describe your health compared with other women		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Excellent	50	15.1%
	2	Very Good	83	25.0%
	3	Good	62	18.7%
	4	Fair	35	10.5%
	5	Poor	8	2.4%
Missing Values	System		94	28.3%

motherh1th

		Value	Count	Percent
Standard Attributes	Position		353	
	Label	Mother's health compared with other women same age		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Poor/Fair	43	13.0%
	1	Good/Very good/Excellent	195	58.7%
Missing Values	System		94	28.3%

f2\_1

		Value	Count	Percent
Standard Attributes	Position		354	
	Label	How many times have you visited your GP in last 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		75	22.6%
	1		60	18.1%
	2		37	11.1%
	3		21	6.3%
	4		9	2.7%
	5		4	1.2%
	6		10	3.0%
	7		3	0.9%

	8		1	0.3%
	9		2	0.6%
	10	10 or more	14	4.2%
Missing Values	System		96	28.9%

### f3

		Value	Count	Percent
Standard Attributes	Position		355	
	Label	Do you currently smoke		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	117	35.2%
	2	No	121	36.4%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		93	28.0%

### f4

		Value
Standard Attributes	Position	356
	Label	How many cigarettes per day do you smoke now
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	117
	Missing	215
Central Tendency and Dispersion	Mean	11.48
	Standard Deviation	6.633
	Percentile 25	6.00
	Percentile 50	10.00
	Percentile 75	15.00

### cigs\_perday

		Value	Count	Percent
Standard Attributes	Position		357	
	Label	Number of Cigarettes per day (smokers only)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		1	0.3%
	2		3	0.9%
	3		2	0.6%
	4		3	0.9%

	5		13	3.9%
	6		6	1.8%
	7		3	0.9%
	8		5	1.5%
	9		3	0.9%
	10		31	9.3%
	12		3	0.9%
	13		1	0.3%
	15		17	5.1%
	17		1	0.3%
	18		1	0.3%
	20		19	5.7%
	25		1	0.3%
	35		1	0.3%
	40		1	0.3%
Missing Values	System		217	65.4%

### change\_cigs6

		Value	
Standard Attributes	Position		358
	Label	Cigs at 18 months - Cigs at 24 months	
	Type	Numeric	
	Format	F3	
	Measurement	Scale	
	Role	Input	
N	Valid		94
	Missing		238
Central Tendency and Dispersion	Mean		-.19
	Standard Deviation		4.640
	Percentile 25		-2.00
	Percentile 50		.00
	Percentile 75		1.00

### f5

		Value	Count	Percent
Standard Attributes	Position		359	
	Label	Does any other person smoke in the house		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	103	31.0%
	2	No	135	40.7%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		93	28.0%

### f6

		Value	Count	Percent
Standard Attributes	Position	360		
	Label	Have you drank alcohol in past 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	200	60.2%
	2	No	38	11.4%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		93	28.0%

### f7

		Value	Count	Percent
Standard Attributes	Position	361		
	Label	How often did you drink alcohol in past 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Daily	0	0.0%
	2	3-4 times per week	7	2.1%
	3	1-2 times per week	71	21.4%
	4	Once or twice a month	53	16.0%
	5	Less than once a month	69	20.8%
Missing Values	996	Missing	1	0.3%
	997	Not applicable (did not drink)	38	11.4%
	998	Refuse	0	0.0%
	System		93	28.0%

### f8

		Value	Count	Percent
Standard Attributes	Position	362		
	Label	What did you usually drink		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Large or normal sized cans of beer/cider	11	3.3%
	2	Pint of beer/cider	14	4.2%
	3	Half pints or glasses of beer/cider	3	0.9%
	4	Bottles of beer	59	17.8%
	5	Small bottles of cider	7	2.1%
	6	Small cans of beer - Cocacola size	0	0.0%
	7	Spirits with a mixer – single shot	26	7.8%
	8	Spirits with a mixer – double shot	4	1.2%
	9	Small glasses of wine	12	3.6%
	10	Large glasses of wine	12	3.6%

	11	Alcopops, such as WKD	41	12.3%
	12	Cocktails	1	0.3%
	13	Shots	1	0.3%
	14	Other (please specify)	9	2.7%
	15	Don't know	0	0.0%
Missing Values	996	Missing	1	0.3%
	997	Not applicable (did not drink)	38	11.4%
	998	Refuse	0	0.0%
	System		93	28.0%

### f9

		Value	Count	Percent
Standard Attributes	Position	363		
	Label	About how many drinks did you have		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1		6	1.8%
	2		14	4.2%
	3		30	9.0%
	4		32	9.6%
	5		40	12.0%
	6		38	11.4%
	7		12	3.6%
	8		13	3.9%
	9		2	0.6%
	10		9	2.7%
	15		1	0.3%
	17		1	0.3%
Missing Values	System		134	40.4%

### alcohol\_units

		Value	Count	Percent
Standard Attributes	Position	364		
	Label	Consumed alcohol above the recommended level		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	185	55.7%
	1	Yes	53	16.0%
Missing Values	System		94	28.3%

### binge2\_alcohol

	Value	Count	Percent
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Standard Attributes	Position		365	
	Label	Binge Drinking		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	181	54.5%
	1	Yes	57	17.2%
Missing Values	System		94	28.3%

Notes: > 6 units and drink at least 1-2 times per week

### f10

		Value	Count	Percent
Standard Attributes	Position		366	
	Label	Have you used any of these drugs in the past 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	11	3.3%
	2	No	227	68.4%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		93	28.0%

### f11

		Value	Count	Percent
Standard Attributes	Position		367	
	Label	Overall how often have you used drugs in past 6 months		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Daily	1	0.3%
	2	3-4 times per week	1	0.3%
	3	1-2 times per week	2	0.6%
	4	Once or twice a month	3	0.9%
	5	Less than once a month	4	1.2%
Missing Values	996	Missing	1	0.3%
	997	Not applicable (did not take drugs)	227	68.4%
	998	Refuse	0	0.0%
	System		93	28.0%

### f12

		Value	Count	Percent
Standard Attributes	Position		368	
	Label	Are you pregnant now		



	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	20	6.0%
	2	No	215	64.8%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	3	0.9%
	998	Refuse	0	0.0%
	System		93	28.0%

**f14**

		Value	Count	Percent
Standard Attributes	Position		369	
	Label	Was the pregnancy planned or did it just happen		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Planned pregnancy	9	2.7%
	2	Unplanned pregnancy	11	3.3%
Missing Values	996	Missing	4	1.2%
	997	Not applicable - not pregnant	215	64.8%
	998	Refuse	0	0.0%
	System		93	28.0%

**f15**

		Value	Count	Percent
Standard Attributes	Position		370	
	Label	Have you been pregnant since the birth of PFL study child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	33	9.9%
	2	No	205	61.7%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	0	0.0%
	998	Refuse	0	0.0%
	System		93	28.0%

**f16**

		Value	Count	Percent
Standard Attributes	Position		371	
	Label	How did the pregnancy end		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	Miscarriage	4	1.2%
	2	Abortion	0	0.0%
	3	Still birth	0	0.0%
	4	Live birth	29	8.7%
Missing Values	996	Missing	1	0.3%
	997	Not applicable - was not pregnant	205	61.7%
	998	Refuse	0	0.0%
	System		93	28.0%

### f17

		Value	Count	Percent
Standard Attributes	Position		372	
	Label	Are you currently using any type of birth control		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	159	47.9%
	2	No	59	17.8%
	3	N/A because currently pregnant	0	0.0%
Missing Values	996	Missing	1	0.3%
	997	Not applicable - respondent pregnant	20	6.0%
	998	Refuse	0	0.0%
	System		93	28.0%

### f18

		Value	Count	Percent
Standard Attributes	Position		373	
	Label	Which type of birth control are you using		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Nothing	80	24.1%
	2	I try not to have sex - abstinence	3	0.9%
	3	I take birth control pills at least sometimes	3	0.9%
	4	I take birth control pills regularly	64	19.3%
	5	I have my partner use condoms	12	3.6%
	6	I have my partner withdraw or pull out	1	0.3%
	7	I douched or cleaned right after sex	0	0.0%
	8	Other please specify	76	22.9%
	9	Don't know	0	0.0%
	10	Refuse	0	0.0%
Missing Values	997	Not applicable - not using birth control	0	0.0%
	System		93	28.0%

**valid\_bcontrol**

		Value	Count	Percent
Standard Attributes	Position	374		
	Label	Currently using a VALID form of birth control		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	86	25.9%
	1	Yes	153	46.1%
Missing Values	System		93	28.0%

Notes: Valid = condoms, pill, coil, etc.

**EPDS\_1**

		Value	Count	Percent
Standard Attributes	Position	375		
	Label	See the funny side (EPDS Item 1)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	As much as I always could	198	59.6%
	2	Not quite so much now	35	10.5%
	3	Definitely not so much now	4	1.2%
	4	Not at all	2	0.6%
Missing Values	System		93	28.0%

Notes: *Edinburgh Postnatal Depression Scale* (EPDS; Cox, Holden, & Sagovsky, 1987)

**EPDS\_2**

		Value	Count	Percent
Standard Attributes	Position	376		
	Label	Look forward to things (EPDS Item 2)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	As much as I ever did	188	56.6%
	2	Rather less than I used to	40	12.0%
	3	Definitely less than I used to	6	1.8%

	4	Hardly at all	4	1.2%
Missing Values	System		94	28.3%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_3

		Value	Count	Percent
Standard Attributes	Position	377		
	Label	Have blamed myself when things went wrong (EPDS Item 3)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes, most of the time	20	6.0%
	2	Yes, some of the time	83	25.0%
	3	Not very often	83	25.0%
	4	No, never	53	16.0%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_4

		Value	Count	Percent
Standard Attributes	Position	378		
	Label	Anxious or worried for no reason (EPDS Item 4)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	No, not at all	67	20.2%
	2	Hardly ever	61	18.4%
	3	Yes, sometimes	92	27.7%
	4	Yes, very often	19	5.7%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_5

		Value	Count	Percent
Standard Attributes	Position	379		
	Label	Felt scared or panicky for no reason (EPDS Item 5)		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes, quite a lot	9	2.7%
	2	Yes, sometimes	53	16.0%
	3	No, not much	70	21.1%
	4	No, not at all	107	32.2%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_6

		Value	Count	Percent
Standard Attributes	Position	380		
	Label	Things getting on top of me (EPDS Item 6)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes, most of the time I havent been able to cope at all	4	1.2%
	2	Yes, sometimes I havent been coping as well as usual	61	18.4%
	3	No, most of the time I have coped quite well	106	31.9%
	4	No, I have been coping as well as ever	68	20.5%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_7

		Value	Count	Percent
Standard Attributes	Position	381		
	Label	Have been so unhappy have difficulty sleeping (EPDS Item 7)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes, most of the time	8	2.4%
	2	Yes, sometimes	33	9.9%
	3	Not very often	65	19.6%
	4	No, not at all	133	40.1%

Missing Values	System		93	28.0%
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Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_8

		Value	Count	Percent
Standard Attributes	Position	382		
	Label	Have felt sad or miserable (EPDS Item 8)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes, most of the time	5	1.5%
	2	Yes, quite often	27	8.1%
	3	Not very often	109	32.8%
	4	No, not at all	98	29.5%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_9

		Value	Count	Percent
Standard Attributes	Position	383		
	Label	Have been so unhappy I have been crying (EPDS Item 9)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes, most of the time	3	0.9%
	2	Yes, quite often	13	3.9%
	3	Only occasionally	84	25.3%
	4	No, never	139	41.9%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_10

		Value	Count	Percent
Standard Attributes	Position	384		
	Label	Thought of harming myself occurred to me (EPDS Item 10)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	Yes, quite often	1	0.3%
	2	Sometimes	4	1.2%
	3	Hardly ever	10	3.0%
	4	Never	224	67.5%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_score\_7days

		Value
Standard Attributes	Position	385
	Label	Edinburgh Postnatal Depression score - Past 7 Days
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		93
Central Tendency and Dispersion	Mean	6.86
	Standard Deviation	5.279
	Percentile 25	3.00
	Percentile 50	6.00
	Percentile 75	10.00

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### EPDS\_7day\_cutoff10

		Value	Count	Percent
Standard Attributes	Position	386		
	Label	Score above 10 indicating possible mild depression		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	178
1		Yes	61	18.4%
Missing Values	System		93	28.0%

Notes: Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)

### RSE\_1

		Value	Count	Percent
Standard Attributes	Position	387		
	Label	Satisfied with myself (Rosenberg Item 1)		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Strongly Agree	85	25.6%
	2	Agree	130	39.2%
	3	Disagree	22	6.6%
	4	Strongly Disagree	2	0.6%
Missing Values	System		93	28.0%

Notes: Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965).

### RSE\_2

		Value	Count	Percent
Standard Attributes	Position	388		
	Label	No good at all (Rosenberg Item 2)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Strongly Agree	4	1.2%
	2	Agree	30	9.0%
	3	Disagree	125	37.7%
	4	Strongly Disagree	79	23.8%
Missing Values	System		94	28.3%

Notes: Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965).

### RSE\_3

		Value	Count	Percent
Standard Attributes	Position	389		
	Label	Able to do things as well as others (Rosenberg Item 3)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Strongly Agree	117	35.2%
	2	Agree	106	31.9%
	3	Disagree	14	4.2%
	4	Strongly Disagree	2	0.6%
Missing Values	System		93	28.0%

Notes: Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965).

### RSE\_4

		Value	Count	Percent
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Standard Attributes		Position	390		
	Label	Feel useless at times (Rosenberg Item 4)			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	1	Strongly Agree	5	1.5%	
	2	Agree	35	10.5%	
	3	Disagree	112	33.7%	
	4	Strongly Disagree	86	25.9%	
Missing Values	System		94	28.3%	

Notes: Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965).

### RSE\_5

		Value	Count	Percent	
Standard Attributes		Position	391		
	Label	Inclined to feel like a failure (Rosenberg Item 5)			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	1	Strongly Agree	3	0.9%	
	2	Agree	17	5.1%	
	3	Disagree	118	35.5%	
	4	Strongly Disagree	101	30.4%	
Missing Values	System		93	28.0%	

Notes: Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965).

### RSE\_6

		Value	Count	Percent	
Standard Attributes		Position	392		
	Label	Positive attitude toward myself (Rosenberg Item 6)			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	1	Strongly Agree	71	21.4%	
	2	Agree	133	40.1%	
	3	Disagree	34	10.2%	
	4	Strongly Disagree	1	0.3%	
Missing Values	System		93	28.0%	

Notes: Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965).

### RSE\_score

		Value	Count	Percent
Standard Attributes	Position	393		
	Label	Rosenberg Sum Total		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	4		2	0.6%
	5		1	0.3%
	6		4	1.2%
	7		2	0.6%
	8		3	0.9%
	9		11	3.3%
	10		15	4.5%
	11		22	6.6%
	12		37	11.1%
	13		30	9.0%
	14		17	5.1%
	15		27	8.1%
	16		13	3.9%
	17		24	7.2%
18		31	9.3%	
Missing Values	System		93	28.0%

Notes: Rosenberg Self-Esteem scale (RSE; Rosenberg, 1965).

### CFC\_1

		Value	Count	Percent
Standard Attributes	Position	394		
	Label	I ignore warnings about future problems (CFC Item 1)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Not at all like me	79	23.8%
	2	Not really like me	79	23.8%
	3	Im unsure	26	7.8%
	4	A bit like me	51	15.4%
	5	Very much like me	4	1.2%
Missing Values	System		93	28.0%

Notes: Consideration of Future Consequences Scale (CFC; Strathman et al., 1994)

**CFC\_2**

		Value	Count	Percent
Standard Attributes	Position	395		
	Label	No need to sacrifice things now for problems (CFC Item 2)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Not at all like me	55	16.6%
	2	Not really like me	83	25.0%
	3	Im unsure	37	11.1%
	4	A bit like me	57	17.2%
	5	Very much like me	7	2.1%
Missing Values	System		93	28.0%

**CFC\_3**

		Value	Count	Percent
Standard Attributes	Position	396		
	Label	Only respond to urgent problems (CFC Item 3)		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Not at all like me	54	16.3%
	2	Not really like me	82	24.7%
	3	Im unsure	21	6.3%
	4	A bit like me	61	18.4%
	5	Very much like me	21	6.3%
Missing Values	System		93	28.0%

**CFC\_total**

		Value	Count	Percent
Standard Attributes	Position	397		
	Label	Consideration of Future Consequences Scale Total		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	3		2	0.6%
	4		3	0.9%
	5		5	1.5%
	6		21	6.3%
	7		14	4.2%
	8		17	5.1%
	9		19	5.7%
	10		26	7.8%
	11		24	7.2%
	12		44	13.3%
	13		18	5.4%
	14		12	3.6%
	15		34	10.2%
	Missing Values	System		93

## Section G: Your Child's Development: Part 2

### g1

		Value	Count	Percent
Standard Attributes	Position		398	
	Label	Have you heard of descriptive praise		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	48	14.5%
	2	No	189	56.9%
Missing Values	996	Missing	1	0.3%
	997	Don't Know	1	0.3%
	998	Refuse	0	0.0%
	System		93	28.0%

### DPCOG\_1

		Value	Count	Percent
Standard Attributes	Position		399	
	Label	Developmental Profile 3 Cognitive Item 1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	238	71.7%
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_2

		Value	Count	Percent
Standard Attributes	Position		400	
	Label	Developmental Profile 3 Cognitive Item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	238	71.7%
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_3

		Value	Count	Percent
Standard Attributes	Position	401		
	Label	Developmental Profile 3 Cognitive Item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	238
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_4

		Value	Count	Percent
Standard Attributes	Position	402		
	Label	Developmental Profile 3 Cognitive Item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	238
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_5

		Value	Count	Percent
Standard Attributes	Position	403		
	Label	Developmental Profile 3 Cognitive Item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	238
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_6

		Value	Count	Percent
Standard Attributes	Position	404		
	Label	Developmental Profile 3 Cognitive Item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	238
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_7

		Value	Count	Percent
Standard Attributes	Position	405		
	Label	Developmental Profile 3 Cognitive Item 7		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	238
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_8

		Value	Count	Percent
Standard Attributes	Position	406		
	Label	Developmental Profile 3 Cognitive Item 8		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	238
	2	No	0	0.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_9

		Value	Count	Percent
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Standard Attributes		Position	407		
	Label	Developmental Profile 3 Cognitive Item 9			
	Type	Numeric			
	Format	F3			
	Measurement	Nominal			
	Role	Input			
Valid Values	1	Yes	233	70.2%	
	2	No	5	1.5%	
Missing Values	System		94	28.3%	

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_10

		Value	Count	Percent
Standard Attributes		Position	408	
	Label	Developmental Profile 3 Cognitive Item 10		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	229	69.0%
	2	No	9	2.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_11

		Value	Count	Percent
Standard Attributes		Position	409	
	Label	Developmental Profile 3 Cognitive Item 11		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	230	69.3%
	2	No	8	2.4%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_12

		Value	Count	Percent
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Standard Attributes	Position	Value	Count	Percent
	Position	410		
	Label	Developmental Profile 3 Cognitive Item 12		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	225	67.8%
	2	No	13	3.9%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_13

Standard Attributes	Position	Value	Count	Percent
	Position	411		
	Label	Developmental Profile 3 Cognitive Item 13		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	214	64.5%
	2	No	24	7.2%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_14

Standard Attributes	Position	Value	Count	Percent
	Position	412		
	Label	Developmental Profile 3 Cognitive Item 14		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	198	59.6%
	2	No	40	12.0%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_15

		Value	Count	Percent
Standard Attributes	Position	413		
	Label	Developmental Profile 3 Cognitive Item 15		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	142
	2	No	96	28.9%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_16

		Value	Count	Percent
Standard Attributes	Position	414		
	Label	Developmental Profile 3 Cognitive Item 16		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	121
	2	No	117	35.2%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_17

		Value	Count	Percent
Standard Attributes	Position	415		
	Label	Developmental Profile 3 Cognitive Item 17		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	147
	2	No	91	27.4%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_18

		Value	Count	Percent
Standard Attributes	Position	416		
	Label	Developmental Profile 3 Cognitive Item 18		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	86	25.9%
	2	No	152	45.8%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_19

		Value	Count	Percent
Standard Attributes	Position	417		
	Label	Developmental Profile 3 Cognitive Item 19		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	86	25.9%
	2	No	152	45.8%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_20

		Value	Count	Percent
Standard Attributes	Position	418		
	Label	Developmental Profile 3 Cognitive Item 20		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Yes	140	42.2%
	2	No	98	29.5%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_21

		Value	Count	Percent
Standard Attributes	Position	419		
	Label	Developmental Profile 3 Cognitive Item 21		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	51
	2	No	187	56.3%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_22

		Value	Count	Percent
Standard Attributes	Position	420		
	Label	Developmental Profile 3 Cognitive Item 22		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	91
	2	No	147	44.3%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_23

		Value	Count	Percent
Standard Attributes	Position	421		
	Label	Developmental Profile 3 Cognitive Item 23		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	74
	2	No	164	49.4%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

**DPCOG\_24**

		Value	Count	Percent
Standard Attributes	Position	422		
	Label	Developmental Profile 3 Cognitive Item 24		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	58
	2	No	180	54.2%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

**DPCOG\_25**

		Value	Count	Percent
Standard Attributes	Position	423		
	Label	Developmental Profile 3 Cognitive Item 25		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	21
	2	No	217	65.4%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

**DPCOG\_26**

		Value	Count	Percent
Standard Attributes	Position	424		
	Label	Developmental Profile 3 Cognitive Item 26		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	3
	2	No	235	70.8%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)  
<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_27

		Value	Count	Percent
Standard Attributes	Position	425		
	Label	Developmental Profile 3 Cognitive Item 27		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	14
	2	No	224	67.5%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)  
<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_28

		Value	Count	Percent
Standard Attributes	Position	426		
	Label	Developmental Profile 3 Cognitive Item 28		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	6
	2	No	232	69.9%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)  
<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_29

		Value	Count	Percent
Standard Attributes	Position	427		
	Label	Developmental Profile 3 Cognitive Item 29		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	2
	2	No	236	71.1%

Missing Values	System		94	28.3%
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Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_30

		Value	Count	Percent
Standard Attributes	Position	428		
	Label	Developmental Profile 3 Cognitive Item 30		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	0
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_31

		Value	Count	Percent
Standard Attributes	Position	429		
	Label	Developmental Profile 3 Cognitive Item 31		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	0
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_32

		Value	Count	Percent
Standard Attributes	Position	430		
	Label	Developmental Profile 3 Cognitive Item 32		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	0

	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_33

		Value	Count	Percent
Standard Attributes	Position	431		
	Label	Developmental Profile 3 Cognitive Item 33		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	0
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_34

		Value	Count	Percent
Standard Attributes	Position	432		
	Label	Developmental Profile 3 Cognitive Item 34		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	0
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_35

		Value	Count	Percent
Standard Attributes	Position	433		
	Label	Developmental Profile 3 Cognitive Item 35		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		



Valid Values	1	Yes	0	0.0%
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_36

		Value	Count	Percent
Standard Attributes	Position	434		
	Label	Developmental Profile 3 Cognitive Item 36		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	0
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_37

		Value	Count	Percent
Standard Attributes	Position	435		
	Label	Developmental Profile 3 Cognitive Item 37		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Yes	0
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_38

		Value	Count	Percent
Standard Attributes	Position	436		
	Label	Developmental Profile 3 Cognitive Item 38		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	Yes	0	0.0%
	2	No	238	71.7%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_score

		Value	Count	Percent
Standard Attributes	Position	437		
	Label	DP3: Cognitive development Score		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	8		3
10			2	0.6%
11			3	0.9%
12			4	1.2%
13			9	2.7%
14			24	7.2%
15			12	3.6%
16			18	5.4%
17			33	9.9%
18			21	6.3%
19			24	7.2%
20			28	8.4%
21			20	6.0%
22			16	4.8%
23			8	2.4%
24			9	2.7%
25			3	0.9%
27		1	0.3%	
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_standard

		Value
Standard Attributes	Position	438
	Label	DP3: Cognitive development standardised score
	Type	Numeric
	Format	F3
	Measurement	Scale

	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	113.79
	Standard Deviation	15.479
	Percentile 25	105.00
	Percentile 50	117.00
	Percentile 75	125.00

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_cut

		Value	Count	Percent
Standard Attributes	Position		439	
	Label	DP-3 Cognitive Development Cut-Off		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1		4
	2		6	1.8%
	3		88	26.5%
	4		140	42.2%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### DPCOG\_binary

		Value	Count	Percent
Standard Attributes	Position		440	
	Label	DP-3 Cognitive Development Binary Cutoff		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Average, Below Average, or Delayed	98
	1	Above Average or Well Above Average	140	42.2%
Missing Values	System		94	28.3%

Notes: Developmental Profile 3 (DP-3; Alpern, 2007)

<http://www.wpspublish.com/store/p/2743/developmental-profile-3-dp-3>

### BITSEA\_1

		Value	Count	Percent
Standard Attributes	Position		441	

	Label	Brief Child-Toddler Social and Emotional Assessment item 1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	NOT TRUE/RARELY	1	0.3%
	2	SOMEWHAT TRUE/SOMETIMES	12	3.6%
	3	VERY TRUE/OFTEN	226	68.1%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_2

		Value	Count	Percent
Standard Attributes	Position	442		
	Label	Brief Child-Toddler Social and Emotional Assessment item 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	NOT TRUE/RARELY	182	54.8%
	2	SOMEWHAT TRUE/SOMETIMES	43	13.0%
	3	VERY TRUE/OFTEN	14	4.2%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_3

		Value	Count	Percent
Standard Attributes	Position	443		
	Label	Brief Child-Toddler Social and Emotional Assessment item 3		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	NOT TRUE/RARELY	209	63.0%
	2	SOMEWHAT TRUE/SOMETIMES	27	8.1%
	3	VERY TRUE/OFTEN	3	0.9%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

#### BITSEA\_4

		Value	Count	Percent
Standard Attributes	Position		444	
	Label	Brief Child-Toddler Social and Emotional Assessment item 4		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	156
2		SOMEWHAT TRUE/SOMETIMES	64	19.3%
3		VERY TRUE/OFTEN	19	5.7%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

#### BITSEA\_5

		Value	Count	Percent
Standard Attributes	Position		445	
	Label	Brief Child-Toddler Social and Emotional Assessment item 5		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	39
2		SOMEWHAT TRUE/SOMETIMES	160	48.2%
3		VERY TRUE/OFTEN	40	12.0%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_6

		Value	Count	Percent
Standard Attributes	Position	446		
	Label	Brief Child-Toddler Social and Emotional Assessment item 6		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	167
2		SOMEWHAT TRUE/SOMETIMES	58	17.5%
3		VERY TRUE/OFTEN	14	4.2%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_7

		Value	Count	Percent
Standard Attributes	Position	447		
	Label	Brief Child-Toddler Social and Emotional Assessment item 7		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	169
2		SOMEWHAT TRUE/SOMETIMES	58	17.5%
3		VERY TRUE/OFTEN	12	3.6%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_8

		Value	Count	Percent
Standard Attributes	Position	448		

	Label	Brief Child-Toddler Social and Emotional Assessment item 8		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	NOT TRUE/RARELY	141	42.5%
	2	SOMEWHAT TRUE/SOMETIMES	81	24.4%
	3	VERY TRUE/OFTEN	17	5.1%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_9

		Value	Count	Percent
Standard Attributes	Position		449	
	Label	Brief Child-Toddler Social and Emotional Assessment item 9		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	232
2		SOMEWHAT TRUE/SOMETIMES	7	2.1%
3		VERY TRUE/OFTEN	0	0.0%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_10

		Value	Count	Percent
Standard Attributes	Position		450	
	Label	Brief Child-Toddler Social and Emotional Assessment item 10		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	NOT TRUE/RARELY	9	2.7%
	2	SOMEWHAT TRUE/SOMETIMES	47	14.2%
	3	VERY TRUE/OFTEN	183	55.1%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_11

		Value	Count	Percent
Standard Attributes	Position		451	
	Label	Brief Child-Toddler Social and Emotional Assessment item 11		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	96
2		SOMEWHAT TRUE/SOMETIMES	94	28.3%
3		VERY TRUE/OFTEN	49	14.8%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_12

		Value	Count	Percent
Standard Attributes	Position		452	
	Label	Brief Child-Toddler Social and Emotional Assessment item 12		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	216
2		SOMEWHAT TRUE/SOMETIMES	19	5.7%
3		VERY TRUE/OFTEN	4	1.2%
Missing Values	System		93	28.0%



Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_13

		Value	Count	Percent
Standard Attributes	Position	453		
	Label	Brief Child-Toddler Social and Emotional Assessment item 13		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	2
2		SOMEWHAT TRUE/SOMETIMES	37	11.1%
3		VERY TRUE/OFTEN	200	60.2%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_14

		Value	Count	Percent
Standard Attributes	Position	454		
	Label	Brief Child-Toddler Social and Emotional Assessment item 14		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	152
2		SOMEWHAT TRUE/SOMETIMES	81	24.4%
3		VERY TRUE/OFTEN	6	1.8%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_15

		Value	Count	Percent
Standard Attributes	Position	455		

	Label	Brief Child-Toddler Social and Emotional Assessment item 15		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	NOT TRUE/RARELY	5	1.5%
	2	SOMEWHAT TRUE/SOMETIMES	21	6.3%
	3	VERY TRUE/OFTEN	213	64.2%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_16

		Value	Count	Percent
Standard Attributes	Position		456	
	Label	Brief Child-Toddler Social and Emotional Assessment item 16		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	91
2		SOMEWHAT TRUE/SOMETIMES	92	27.7%
3		VERY TRUE/OFTEN	56	16.9%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_17

		Value	Count	Percent
Standard Attributes	Position		457	
	Label	Brief Child-Toddler Social and Emotional Assessment item 17		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

	Role	Input		
Valid Values	1	NOT TRUE/RARELY	179	53.9%
	2	SOMEWHAT TRUE/SOMETIMES	47	14.2%
	3	VERY TRUE/OFTEN	13	3.9%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_18

		Value	Count	Percent
Standard Attributes	Position		458	
	Label	Brief Child-Toddler Social and Emotional Assessment item 18		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	106
2		SOMEWHAT TRUE/SOMETIMES	99	29.8%
3		VERY TRUE/OFTEN	34	10.2%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_19

		Value	Count	Percent
Standard Attributes	Position		459	
	Label	Brief Child-Toddler Social and Emotional Assessment item 19		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	9
2		SOMEWHAT TRUE/SOMETIMES	37	11.1%
3		VERY TRUE/OFTEN	192	57.8%
Missing Values	System		94	28.3%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_20

		Value	Count	Percent
Standard Attributes	Position	460		
	Label	Brief Child-Toddler Social and Emotional Assessment item 20		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	29
2		SOMEWHAT TRUE/SOMETIMES	94	28.3%
3		VERY TRUE/OFTEN	116	34.9%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_21

		Value	Count	Percent
Standard Attributes	Position	461		
	Label	Brief Child-Toddler Social and Emotional Assessment item 21		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	163
2		SOMEWHAT TRUE/SOMETIMES	67	20.2%
3		VERY TRUE/OFTEN	9	2.7%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_22

		Value	Count	Percent
Standard Attributes	Position	462		

	Label	Brief Child-Toddler Social and Emotional Assessment item 22		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	NOT TRUE/RARELY	12	3.6%
	2	SOMEWHAT TRUE/SOMETIMES	49	14.8%
	3	VERY TRUE/OFTEN	178	53.6%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_23

		Value	Count	Percent
Standard Attributes	Position		463	
	Label	Brief Child-Toddler Social and Emotional Assessment item 23		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	158
2		SOMEWHAT TRUE/SOMETIMES	69	20.8%
3		VERY TRUE/OFTEN	12	3.6%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_24

		Value	Count	Percent
Standard Attributes	Position		464	
	Label	Brief Child-Toddler Social and Emotional Assessment item 24		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

	Role	Input		
Valid Values	1	NOT TRUE/RARELY	210	63.3%
	2	SOMEWHAT TRUE/SOMETIMES	27	8.1%
	3	VERY TRUE/OFTEN	2	0.6%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_25

		Value	Count	Percent
Standard Attributes	Position		465	
	Label	Brief Child-Toddler Social and Emotional Assessment item 25		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	11
2		SOMEWHAT TRUE/SOMETIMES	57	17.2%
3		VERY TRUE/OFTEN	171	51.5%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_26

		Value	Count	Percent
Standard Attributes	Position		466	
	Label	Brief Child-Toddler Social and Emotional Assessment item 26		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	163
2		SOMEWHAT TRUE/SOMETIMES	66	19.9%
3		VERY TRUE/OFTEN	10	3.0%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_27

		Value	Count	Percent
Standard Attributes	Position	467		
	Label	Brief Child-Toddler Social and Emotional Assessment item 27		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	184
2		SOMEWHAT TRUE/SOMETIMES	47	14.2%
3		VERY TRUE/OFTEN	8	2.4%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_28

		Value	Count	Percent
Standard Attributes	Position	468		
	Label	Brief Child-Toddler Social and Emotional Assessment item 28		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	200
2		SOMEWHAT TRUE/SOMETIMES	29	8.7%
3		VERY TRUE/OFTEN	10	3.0%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_29

		Value	Count	Percent
Standard Attributes	Position	469		

	Label	Brief Child-Toddler Social and Emotional Assessment item 29		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	NOT TRUE/RARELY	4	1.2%
	2	SOMEWHAT TRUE/SOMETIMES	48	14.5%
	3	VERY TRUE/OFTEN	187	56.3%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_30

		Value	Count	Percent
Standard Attributes	Position	470		
	Label	Brief Child-Toddler Social and Emotional Assessment item 30		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	170
2		SOMEWHAT TRUE/SOMETIMES	53	16.0%
3		VERY TRUE/OFTEN	16	4.8%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_31

		Value	Count	Percent
Standard Attributes	Position	471		
	Label	Brief Child-Toddler Social and Emotional Assessment item 31		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		



	Role	Input		
Valid Values	1	NOT TRUE/RARELY	14	4.2%
	2	SOMEWHAT TRUE/SOMETIMES	34	10.2%
	3	VERY TRUE/OFTEN	191	57.5%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_32

		Value	Count	Percent
Standard Attributes	Position		472	
	Label	Brief Child-Toddler Social and Emotional Assessment item 32		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	231
2		SOMEWHAT TRUE/SOMETIMES	8	2.4%
3		VERY TRUE/OFTEN	0	0.0%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_33

		Value	Count	Percent
Standard Attributes	Position		473	
	Label	Brief Child-Toddler Social and Emotional Assessment item 33		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	192
2		SOMEWHAT TRUE/SOMETIMES	41	12.3%
3		VERY TRUE/OFTEN	6	1.8%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_34

		Value	Count	Percent
Standard Attributes	Position	474		
	Label	Brief Child-Toddler Social and Emotional Assessment item 34		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	210
2		SOMEWHAT TRUE/SOMETIMES	26	7.8%
3		VERY TRUE/OFTEN	3	0.9%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_35

		Value	Count	Percent
Standard Attributes	Position	475		
	Label	Brief Child-Toddler Social and Emotional Assessment item 35		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	206
2		SOMEWHAT TRUE/SOMETIMES	26	7.8%
3		VERY TRUE/OFTEN	7	2.1%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_36

		Value	Count	Percent
Standard Attributes	Position	476		

	Label	Brief Child-Toddler Social and Emotional Assessment item 36		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	NOT TRUE/RARELY	216	65.1%
	2	SOMEWHAT TRUE/SOMETIMES	18	5.4%
	3	VERY TRUE/OFTEN	5	1.5%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_37

		Value	Count	Percent
Standard Attributes	Position	477		
	Label	Brief Child-Toddler Social and Emotional Assessment item 37		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	210
2		SOMEWHAT TRUE/SOMETIMES	23	6.9%
3		VERY TRUE/OFTEN	6	1.8%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_38

		Value	Count	Percent
Standard Attributes	Position	478		
	Label	Brief Child-Toddler Social and Emotional Assessment item 38		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	NOT TRUE/RARELY	215	64.8%
	2	SOMEWHAT TRUE/SOMETIMES	21	6.3%
	3	VERY TRUE/OFTEN	3	0.9%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_39

		Value	Count	Percent
Standard Attributes	Position		479	
	Label	Brief Child-Toddler Social and Emotional Assessment item 39		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	206
2		SOMEWHAT TRUE/SOMETIMES	29	8.7%
3		VERY TRUE/OFTEN	4	1.2%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_40

		Value	Count	Percent
Standard Attributes	Position		480	
	Label	Brief Child-Toddler Social and Emotional Assessment item 40		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	214
2		SOMEWHAT TRUE/SOMETIMES	23	6.9%
3		VERY TRUE/OFTEN	2	0.6%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_41

		Value	Count	Percent
Standard Attributes	Position	481		
	Label	Brief Child-Toddler Social and Emotional Assessment item 41		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	208
2		SOMEWHAT TRUE/SOMETIMES	24	7.2%
3		VERY TRUE/OFTEN	7	2.1%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_42

		Value	Count	Percent
Standard Attributes	Position	482		
	Label	Brief Child-Toddler Social and Emotional Assessment item 42		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	NOT TRUE/RARELY	181
2		SOMEWHAT TRUE/SOMETIMES	47	14.2%
3		VERY TRUE/OFTEN	11	3.3%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_comp

		Value	Count	Percent
Standard Attributes	Position	483		

	Label	BITSEA: Competence score		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	6		1	0.3%
	10		1	0.3%
	11		2	0.6%
	12		3	0.9%
	13		3	0.9%
	14		8	2.4%
	15		14	4.2%
	16		21	6.3%
	17		26	7.8%
	18		31	9.3%
	19		33	9.9%
	20		39	11.7%
	21		42	12.7%
	22		15	4.5%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_prob

		Value
Standard Attributes	Position	484
	Label	BITSEA: Problem score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		93
Central Tendency and Dispersion	Mean	8.95
	Standard Deviation	6.619
	Percentile 25	4.00
	Percentile 50	7.00
	Percentile 75	12.00

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_prob\_cutoff

		Value	Count	Percent
Standard Attributes	Position	485		

	Label	BITSEA Problem score, above cutoff indicating possible problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		198	59.6%
	1		41	12.3%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_comp\_cutoff

		Value	Count	Percent
Standard Attributes	Position	486		
	Label	BITSEA Competence score, below cutoff indicating possible deficit/delay		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		217	65.4%
	1		22	6.6%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_external

		Value	Count	Percent
Standard Attributes	Position	487		
	Label	BITSEA: Externalizing problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		86	25.9%
	1		52	15.7%
	2		42	12.7%
	3		22	6.6%
	4		11	3.3%
	5		8	2.4%
	6		4	1.2%

	7		6	1.8%
	8		3	0.9%
	9		3	0.9%
	10		2	0.6%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_internal

		Value	Count	Percent
Standard Attributes	Position	488		
	Label	BITSEA: Internalizing problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		55
1			65	19.6%
2			53	16.0%
3			23	6.9%
4			24	7.2%
5			10	3.0%
6			5	1.5%
7			3	0.9%
9			1	0.3%
Missing Values		System		93

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_dysregulation

		Value	Count	Percent
Standard Attributes	Position	489		
	Label	BITSEA: Dysregulation problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		33
1			42	12.7%
2			43	13.0%
3			33	9.9%
4			26	7.8%
5			24	7.2%
6			15	4.5%
7			8	2.4%



	8		5	1.5%
	9		5	1.5%
	10		2	0.6%
	11		2	0.6%
	16		1	0.3%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_redflag

		Value	Count	Percent
Standard Attributes	Position	490		
	Label	BITSEA: Redflag items		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		34	10.2%
	1		53	16.0%
	2		47	14.2%
	3		36	10.8%
	4		25	7.5%
	5		16	4.8%
	6		8	2.4%
	7		5	1.5%
	8		3	0.9%
	9		2	0.6%
	10		7	2.1%
	12		2	0.6%
	14		1	0.3%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### BITSEA\_autism

		Value	Count	Percent
Standard Attributes	Position	491		
	Label	BITSEA: Autism		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		35	10.5%
	1		45	13.6%
	2		39	11.7%
	3		31	9.3%
	4		19	5.7%
	5		18	5.4%

	6		20	6.0%
	7		7	2.1%
	8		8	2.4%
	9		6	1.8%
	10		3	0.9%
	11		2	0.6%
	12		1	0.3%
	13		4	1.2%
	15		1	0.3%
Missing Values	System		93	28.0%

Notes: Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)

### PSI\_distress

		Value
Standard Attributes	Position	492
	Label	PSI: Parental Distress score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	239
	Missing	93
Central Tendency and Dispersion	Mean	25.68
	Standard Deviation	8.138
	Percentile 25	21.00
	Percentile 50	26.00
	Percentile 75	29.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_dysfn

		Value
Standard Attributes	Position	493
	Label	PSI: Parent-Child Dysfunctional Interaction score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	239
	Missing	93
Central Tendency and Dispersion	Mean	18.67
	Standard Deviation	5.791
	Percentile 25	13.00
	Percentile 50	18.00
	Percentile 75	23.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_difficult

		Value
Standard Attributes	Position	494
	Label	PSI: Difficult Child score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	239
	Missing	93
Central Tendency and Dispersion	Mean	22.46
	Standard Deviation	7.139
	Percentile 25	16.00
	Percentile 50	22.00
	Percentile 75	27.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_defen

		Value	Count	Percent
Standard Attributes	Position	495		
	Label	PSI: Validity Measure Defensive Responding scale		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	7		15	4.5%
	8		8	2.4%
	9		8	2.4%
	10		14	4.2%
	11		11	3.3%
	12		14	4.2%
	13		9	2.7%
	14		32	9.6%
	15		21	6.3%
	16		28	8.4%
	17		18	5.4%
	18		16	4.8%
	19		10	3.0%
	20		7	2.1%
	21		3	0.9%
	22		3	0.9%
	23		6	1.8%
	24		6	1.8%
	25		2	0.6%
	26		1	0.3%

	27		4	1.2%
	29		1	0.3%
	31		2	0.6%
Missing Values	System		93	28.0%

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_total\_stress

		Value
Standard Attributes	Position	496
	Label	PSI: Total Stress score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	239
	Missing	93
Central Tendency and Dispersion	Mean	66.81
	Standard Deviation	18.140
	Percentile 25	52.00
	Percentile 50	68.00
	Percentile 75	79.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_distress\_r

		Value
Standard Attributes	Position	497
	Label	PSI: Parental Distress score - Defensive Responding Removed
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	194
	Missing	138
Central Tendency and Dispersion	Mean	28.17
	Standard Deviation	6.858
	Percentile 25	24.00
	Percentile 50	27.00
	Percentile 75	31.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_dysfn\_r

		Value
Standard Attributes	Position	498

	Label	PSI: Parent-Child Dysfunctional - Defensive Responding Removed
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	194
	Missing	138
Central Tendency and Dispersion	Mean	19.90
	Standard Deviation	5.649
	Percentile 25	15.00
	Percentile 50	20.00
	Percentile 75	24.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_difficult\_r

		Value
Standard Attributes	Position	499
	Label	PSI: Difficult Child score - Defensive Responding Removed
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	194
	Missing	138
Central Tendency and Dispersion	Mean	24.13
	Standard Deviation	6.778
	Percentile 25	20.00
	Percentile 50	23.00
	Percentile 75	28.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_total\_stress\_r

		Value
Standard Attributes	Position	500
	Label	PSI: Total Stress score - Defensive Responding Removed
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	194
	Missing	138
Central Tendency and Dispersion	Mean	72.20
	Standard Deviation	15.584

Percentile 25	61.00
Percentile 50	72.00
Percentile 75	81.00

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_stress\_cutoff

		Value	Count	Percent
Standard Attributes	Position	501		
	Label	Score above 90 indicating clinically significant stress		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	222
	1	Yes	17	5.1%
Missing Values	System		93	28.0%

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PSI\_d\_res\_cut

		Value	Count	Percent
Standard Attributes	Position	502		
	Label	Defensive Responding Cutoff		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	194
	1	Yes	45	13.6%
Missing Values	System		93	28.0%

Notes: Parenting Stress Index (PSI; Abidin, 1995) consists of 36 items which are completed by mothers.

### PACOTIS\_1

		Value	Count	Percent
Standard Attributes	Position	503		
	Label	Child is particularly curious compared with others		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all what I think	52	15.7%
	2	1	14	4.2%
	3	2	5	1.5%
	4	3	5	1.5%
	5	4	13	3.9%
	6	5	43	13.0%
	7	6	18	5.4%
	8	7	19	5.7%
	9	8	26	7.8%
	10	9	13	3.9%
	11	10 Exactly what I think	30	9.0%
Missing Values	System		94	28.3%

The Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005) is a 26-item ( $\alpha = .69$ ) is a multifaceted self-report tool yielding scales on five domains which measure parents' perceptions about their parental role and their involvement in certain parenting practices.

### PACOTIS\_2

		Value	Count	Percent
Standard Attributes	Position	504		
	Label	My behaviour has little effect on the personal development		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	0 Not at all what I think	108	32.5%
	2	1	11	3.3%
	3	2	14	4.2%
	4	3	3	0.9%
	5	4	7	2.1%
	6	5	19	5.7%
	7	6	8	2.4%
	8	7	6	1.8%
	9	8	10	3.0%
	10	9	7	2.1%
	11	10 Exactly what I think	40	12.0%
Missing Values	System		99	29.8%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_3

		Value	Count	Percent
Standard Attributes	Position	505		
	Label	I take really great pleasure in talking with my child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	0 Not at all how I feel	22	6.6%
	2	1	3	0.9%
	3	2	4	1.2%
	4	3	9	2.7%
	5	4	9	2.7%
	6	5	14	4.2%
	7	6	9	2.7%
	8	7	12	3.6%
	9	8	21	6.3%
	10	9	26	7.8%
	11	10 Exactly how I feel	108	32.5%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

#### PACOTIS\_4

		Value	Count	Percent
Standard Attributes	Position	506		
	Label	I often play with my child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	0 Not at all what I do	4	1.2%
	2	1	1	0.3%
	3	2	0	0.0%
	4	3	1	0.3%
	5	4	3	0.9%
	6	5	3	0.9%
	7	6	5	1.5%
	8	7	8	2.4%
	9	8	25	7.5%
	10	9	33	9.9%
	11	10 Exactly what I do	152	45.8%
Missing Values	System		97	29.2%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

#### PACOTIS\_5

		Value	Count	Percent
Standard Attributes	Position	507		
	Label	I feel I am very good at keeping my child amused		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		



Valid Values	1	0 Not at all what I think	0	0.0%
	2	1	1	0.3%
	3	2	0	0.0%
	4	3	1	0.3%
	5	4	4	1.2%
	6	5	10	3.0%
	7	6	21	6.3%
	8	7	21	6.3%
	9	8	43	13.0%
	10	9	37	11.1%
	11	10 Exactly what I think	99	29.8%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_6

		Value	Count	Percent
Standard Attributes	Position	508		
	Label	I get the impression that my child is endearing		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I think	15
2		1	5	1.5%
3		2	0	0.0%
4		3	4	1.2%
5		4	2	0.6%
6		5	19	5.7%
7		6	13	3.9%
8		7	14	4.2%
9		8	26	7.8%
10		9	30	9.0%
11		10 Exactly what I think	109	32.8%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_7

		Value	Count	Percent
Standard Attributes	Position	509		
	Label	I feel that I am good at calming my child down when upset		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all what I think	0	0.0%
	2	1	1	0.3%
	3	2	2	0.6%
	4	3	2	0.6%
	5	4	1	0.3%
	6	5	7	2.1%
	7	6	10	3.0%
	8	7	19	5.7%
	9	8	31	9.3%
	10	9	38	11.4%
	11	10 Exactly what I think	125	37.7%
Missing Values	System		96	28.9%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_8

		Value	Count	Percent
Standard Attributes	Position	510		
	Label	I have been angry with my child when he/she upset		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I did	71
2		1	19	5.7%
3		2	30	9.0%
4		3	21	6.3%
5		4	21	6.3%
6		5	27	8.1%
7		6	16	4.8%
8		7	15	4.5%
9		8	9	2.7%
10		9	3	0.9%
11		10 Exactly what I did	6	1.8%
Missing Values	System		94	28.3%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_9

		Value	Count	Percent
Standard Attributes	Position	511		
	Label	I feel that I am very good at keeping my child busy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all what I think	4	1.2%
	2	1	1	0.3%
	3	2	3	0.9%
	4	3	3	0.9%
	5	4	5	1.5%
	6	5	37	11.1%
	7	6	21	6.3%
	8	7	37	11.1%
	9	8	45	13.6%
	10	9	27	8.1%
	11	10 Exactly what I think	55	16.6%
Missing Values	System		94	28.3%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_10

		Value	Count	Percent
Standard Attributes	Position	512		
	Label	When my child cries, he/she gets on my nerves		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all how I feel	103
2		1	33	9.9%
3		2	30	9.0%
4		3	20	6.0%
5		4	10	3.0%
6		5	19	5.7%
7		6	8	2.4%
8		7	5	1.5%
9		8	6	1.8%
10		9	0	0.0%
11		10 Exactly how I feel	3	0.9%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_11

		Value	Count	Percent
Standard Attributes	Position	513		
	Label	I feel I am very good at attracting the attention of child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all what I think	3	0.9%
	2	1	0	0.0%
	3	2	2	0.6%
	4	3	1	0.3%
	5	4	4	1.2%
	6	5	21	6.3%
	7	6	14	4.2%
	8	7	24	7.2%
	9	8	55	16.6%
	10	9	31	9.3%
	11	10 Exactly what I think	81	24.4%
Missing Values	System		96	28.9%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_12

		Value	Count	Percent
Standard Attributes	Position	514		
	Label	I have raised my voice with or shouted at my child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I did	50
2		1	27	8.1%
3		2	24	7.2%
4		3	18	5.4%
5		4	15	4.5%
6		5	43	13.0%
7		6	15	4.5%
8		7	11	3.3%
9		8	14	4.2%
10		9	4	1.2%
11		10 Exactly what I did	14	4.2%
Missing Values	System		97	29.2%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_13

		Value	Count	Percent
Standard Attributes	Position	515		
	Label	Regardless of what I do my child will develop on own		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all what I think	127	38.3%
	2	1	13	3.9%
	3	2	18	5.4%
	4	3	12	3.6%
	5	4	3	0.9%
	6	5	26	7.8%
	7	6	7	2.1%
	8	7	6	1.8%
	9	8	11	3.3%
	10	9	3	0.9%
	11	10 Exactly what I think	10	3.0%
Missing Values	System		96	28.9%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_14

		Value	Count	Percent
Standard Attributes	Position	516		
	Label	I feel that I am very good at feeding my child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I think	0
2		1	1	0.3%
3		2	0	0.0%
4		3	1	0.3%
5		4	0	0.0%
6		5	2	0.6%
7		6	1	0.3%
8		7	12	3.6%
9		8	20	6.0%
10		9	26	7.8%
11		10 Exactly what I think	172	51.8%
Missing Values	System		97	29.2%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_15

		Value	Count	Percent
Standard Attributes	Position	517		
	Label	I have spanked my child when he/she was fussy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all what I did	166	50.0%
	2	1	31	9.3%
	3	2	14	4.2%
	4	3	3	0.9%
	5	4	7	2.1%
	6	5	5	1.5%
	7	6	3	0.9%
	8	7	3	0.9%
	9	8	1	0.3%
	10	9	2	0.6%
	11	10 Exactly what I did	2	0.6%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_16

		Value	Count	Percent
Standard Attributes	Position	518		
	Label	I insist upon keeping my child close to me at all times		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I think	37
2		1	14	4.2%
3		2	22	6.6%
4		3	13	3.9%
5		4	13	3.9%
6		5	30	9.0%
7		6	12	3.6%
8		7	13	3.9%
9		8	18	5.4%
10		9	19	5.7%
11		10 Exactly what I think	46	13.9%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_17

		Value	Count	Percent
Standard Attributes	Position	519		
	Label	I get the impression that my child is particularly cute		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all what I think	20	6.0%
	2	1	7	2.1%
	3	2	2	0.6%
	4	3	2	0.6%
	5	4	6	1.8%
	6	5	15	4.5%
	7	6	8	2.4%
	8	7	24	7.2%
	9	8	22	6.6%
	10	9	21	6.3%
	11	10 Exactly what I think	110	33.1%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_18

		Value	Count	Percent
Standard Attributes	Position	520		
	Label	I have lost my temper when my child particularly fussy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I did	108
2		1	34	10.2%
3		2	21	6.3%
4		3	16	4.8%
5		4	11	3.3%
6		5	23	6.9%
7		6	9	2.7%
8		7	7	2.1%
9		8	2	0.6%
10		9	2	0.6%
11		10 Exactly what I did	4	1.2%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_19

		Value	Count	Percent
Standard Attributes	Position	521		
	Label	My behaviour has little effect on the intellectual development		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	0 Not at all what I think	140	42.2%
	2	1	16	4.8%
	3	2	16	4.8%
	4	3	4	1.2%
	5	4	4	1.2%
	6	5	16	4.8%
	7	6	5	1.5%
	8	7	6	1.8%
	9	8	9	2.7%
	10	9	0	0.0%
	11	10 Exactly what I think	20	6.0%
Missing Values	System		96	28.9%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_20

		Value	Count	Percent
Standard Attributes	Position	522		
	Label	I consider myself a real mother hen		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	0 Not at all what I think	19	5.7%
	2	1	5	1.5%
	3	2	4	1.2%
	4	3	11	3.3%
	5	4	15	4.5%
	6	5	32	9.6%
	7	6	21	6.3%
	8	7	21	6.3%
	9	8	27	8.1%
	10	9	15	4.5%
	11	10 Exactly what I think	65	19.6%
Missing Values	System		97	29.2%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_21

		Value	Count	Percent
Standard Attributes	Position	523		
	Label	I prefer that my child sleeps in the same room as me at night		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		



Valid Values	1	0 Not at all what I think	106	31.9%
	2	1	8	2.4%
	3	2	11	3.3%
	4	3	6	1.8%
	5	4	5	1.5%
	6	5	18	5.4%
	7	6	4	1.2%
	8	7	8	2.4%
	9	8	10	3.0%
	10	9	9	2.7%
	11	10 Exactly what I think	51	15.4%
Missing Values	System		96	28.9%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_22

		Value	Count	Percent
Standard Attributes	Position	524		
	Label	I have left my child alone in his/her bedroom when fussy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I did	131
2		1	12	3.6%
3		2	21	6.3%
4		3	12	3.6%
5		4	2	0.6%
6		5	17	5.1%
7		6	7	2.1%
8		7	7	2.1%
9		8	9	2.7%
10		9	6	1.8%
11		10 Exactly what I did	11	3.3%
Missing Values	System		97	29.2%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_23

		Value	Count	Percent
Standard Attributes	Position	525		
	Label	I miss him/her so much that I cannot enjoy myself		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	0 Not at all how I feel	69	20.8%
	2	1	17	5.1%
	3	2	17	5.1%
	4	3	18	5.4%
	5	4	16	4.8%
	6	5	29	8.7%
	7	6	16	4.8%
	8	7	10	3.0%
	9	8	7	2.1%
	10	9	4	1.2%
	11	10 Exactly how I feel	17	5.1%
Missing Values	System		112	33.7%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_23NA

		Value	Count	Percent
Standard Attributes	Position	526		
	Label	I miss him/her so much that I cannot enjoy myself - NA		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	N/A because never left with babysitter	19
Missing Values	System		313	94.3%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_24

		Value	Count	Percent
Standard Attributes	Position	527		
	Label	My behaviour has little effect on development of emotions		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I think	147
	2	1	18	5.4%
	3	2	12	3.6%
	4	3	7	2.1%
	5	4	6	1.8%
	6	5	18	5.4%
	7	6	1	0.3%
	8	7	2	0.6%
	9	8	7	2.1%

	10	9	2	0.6%
	11	10 Exactly what I think	17	5.1%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_25

		Value	Count	Percent
Standard Attributes	Position	528		
	Label	I have shaken my child when he/she was fussy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	0 Not at all what I did	222	66.9%
	2	1	7	2.1%
	3	2	4	1.2%
	4	3	0	0.0%
	5	4	0	0.0%
	6	5	2	0.6%
	7	6	0	0.0%
	8	7	0	0.0%
	9	8	0	0.0%
	10	9	0	0.0%
	11	10 Exactly what I did	1	0.3%
Missing Values	System		96	28.9%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_26

		Value	Count	Percent
Standard Attributes	Position	529		
	Label	I can never bring myself to leave my child with a babysitter		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	0 Not at all how I feel	134	40.4%
	2	1	8	2.4%
	3	2	17	5.1%
	4	3	20	6.0%
	5	4	7	2.1%
	6	5	20	6.0%
	7	6	1	0.3%
	8	7	7	2.1%
	9	8	9	2.7%

	10	9	4	1.2%
	11	10 Exactly how I feel	10	3.0%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_27

		Value	Count	Percent
Standard Attributes	Position	530		
	Label	My behaviour has little effect on how my child will interact		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I think	147
2		1	16	4.8%
3		2	13	3.9%
4		3	6	1.8%
5		4	8	2.4%
6		5	14	4.2%
7		6	7	2.1%
8		7	3	0.9%
9		8	5	1.5%
10		9	2	0.6%
11		10 Exactly what I think	14	4.2%
Missing Values	System		97	29.2%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_28

		Value	Count	Percent
Standard Attributes	Position	531		
	Label	I get the impression that my child is particularly intelligent		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I think	25
2		1	5	1.5%
3		2	7	2.1%
4		3	4	1.2%
5		4	7	2.1%
6		5	39	11.7%
7		6	26	7.8%
8		7	26	7.8%

	9	8	30	9.0%
	10	9	19	5.7%
	11	10 Exactly what I think	46	13.9%
Missing Values	System		98	29.5%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_29

		Value	Count	Percent
Standard Attributes	Position	532		
	Label	I often feel the urge to kiss my child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all what I feel	2
2		1	1	0.3%
3		2	2	0.6%
4		3	2	0.6%
5		4	3	0.9%
6		5	14	4.2%
7		6	3	0.9%
8		7	17	5.1%
9		8	22	6.6%
10		9	16	4.8%
11		10 Exactly what I feel	151	45.5%
Missing Values	System		99	29.8%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_30

		Value	Count	Percent
Standard Attributes	Position	533		
	Label	I usually feel very great pleasure when holding my child		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all how I feel	2
2		1	1	0.3%
3		2	0	0.0%
4		3	0	0.0%
5		4	2	0.6%
6		5	11	3.3%
7		6	4	1.2%
8		7	11	3.3%
9		8	17	5.1%

	10	9	17	5.1%
	11	10 Exactly how I feel	169	50.9%
Missing Values	System		98	29.5%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_31

		Value	Count	Percent
Standard Attributes	Position	534		
	Label	I feel very intense joy whenever my child smiles at me		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 Not at all how I feel	13
2		1	4	1.2%
3		2	2	0.6%
4		3	1	0.3%
5		4	5	1.5%
6		5	14	4.2%
7		6	18	5.4%
8		7	18	5.4%
9		8	31	9.3%
10		9	14	4.2%
11		10 Exactly how I feel	115	34.6%
Missing Values	System		97	29.2%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_32

		Value	Count	Percent
Standard Attributes	Position	535		
	Label	In general do you think you are a good mother		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	0 I'm a very bad mother	0
2		1	0	0.0%
3		2	0	0.0%
4		3	1	0.3%
5		4	2	0.6%
6		5	6	1.8%
7		6	8	2.4%
8		7	19	5.7%

	9	8	34	10.2%
	10	9	37	11.1%
	11	10 IÃçâ, -â,,çm a very good mos	130	39.2%
Missing Values	System		95	28.6%

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_efficacy

		Value
Standard Attributes	Position	536
	Label	PACOTIS: Parental Efficacy Score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	8.5219
	Standard Deviation	1.22249
	Percentile 25	7.8333
	Percentile 50	8.6667
	Percentile 75	9.5000

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

### PACOTIS\_impact

		Value
Standard Attributes	Position	537
	Label	PACOTIS: Parental Impact Score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	7.8829
	Standard Deviation	2.70278
	Percentile 25	6.4000
	Percentile 50	8.4000
	Percentile 75	10.0000

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)

Higher scores => greater impact

### PACOTIS\_hostile

		Value
Standard Attributes	Position	538
	Label	PACOTIS: Parental Hostile-Reactive Behaviour Score
	Type	Numeric
	Format	F3.2

	Measurement	Scale
	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	1.9697
	Standard Deviation	1.66450
	Percentile 25	.5714
	Percentile 50	1.5714
	Percentile 75	3.0000

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)  
Higher scores => greater Hostile-Reactive

### PACOTIS\_overprot

		Value
Standard Attributes	Position	539
	Label	PACOTIS: Parental Over- Protection Score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	237
	Missing	95
Central Tendency and Dispersion	Mean	4.2626
	Standard Deviation	2.30444
	Percentile 25	2.4000
	Percentile 50	3.8000
	Percentile 75	6.0000

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)  
Higher scores => greater over-protection

### PACOTIS\_warmth

		Value
Standard Attributes	Position	540
	Label	PACOTIS: Parental Warmth Score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	8.4854
	Standard Deviation	1.53814
	Percentile 25	7.8000
	Percentile 50	9.0000
	Percentile 75	9.8000

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)  
Higher scores => greater warmth

### PACOTIS\_babycomp

		Value
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Standard Attributes	Position	541
	Label	PACOTIS: Baby Comparison Score
	Type	Numeric
	Format	F3.2
	Measurement	Scale
	Role	Input
N	Valid	238
	Missing	94
Central Tendency and Dispersion	Mean	6.6551
	Standard Deviation	2.31862
	Percentile 25	5.5000
	Percentile 50	7.0000
	Percentile 75	8.2500

Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)  
Higher scores => better opinion of own baby comp

## Section H: Your Thoughts on Parenting

### dom\_riskTOT

		Value	Count	Percent
Standard Attributes	Position		542	
	Label	Number of domestic risks - derived from question i1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		158	47.6%
	1		55	16.6%
	2		12	3.6%
	3		5	1.5%
	4	4 or more	9	2.7%
Missing Values	System		93	28.0%

Notes: Derived from question i1: Have any of the following issues been a difficulty for you or anyone in your house? Please mark all that apply.

#### SHOW CARD 47

- 1 PARENTING
- 2 DOMESTIC VIOLENCE
- 3 ADDICTION
- 4 SEPARATION
- 5 SUICIDAL THOUGHTS
- 6 MENTAL HEALTH ISSUES
- 7 BEREAVEMENT/DEATH
- 8 ABUSE
- 9 OTHER (PLEASE SPECIFY)
- 10 NONE
- 11 I DON'T KNOW
- 12 I CHOOSE NOT TO ANSWER

**CSQ\_1**

		Value	Count	Percent
Standard Attributes	Position	543		
	Label	CSQ1: Rate quality of service received		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	1 Poor	2	0.6%
	2	2	1	0.3%
	3	3	4	1.2%
	4	4 Average	30	9.0%
	5	5	17	5.1%
	6	6	27	8.1%
	7	7 Excellent	84	25.3%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

**CSQ\_2**

		Value	Count	Percent
Standard Attributes	Position	544		
	Label	CSQ2: Have you received the type of help you wanted		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	1 No definitely not	4	1.2%
	2	2	1	0.3%
	3	3	5	1.5%
	4	4 I received about half of the help I wanted from the programme	21	6.3%
	5	5	10	3.0%
	6	6	22	6.6%
	7	7 Yes definitely	102	30.7%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

**CSQ\_3**

		Value	Count	Percent
Standard Attributes	Position	545		

	Label	CSQ3: To what extent has PFL met childs needs		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	1 No needs have been met	8	2.4%
	2	2	6	1.8%
	3	3	5	1.5%
	4	4 Half of needs have been met	19	5.7%
	5	5	17	5.1%
	6	6	22	6.6%
	7	7 Almost all needs have been met	88	26.5%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

#### CSQ\_4

		Value	Count	Percent
Standard Attributes	Position	546		
	Label	CSQ4: To what extent has PFL met your needs		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	1 No needs have been met	10
2		2	7	2.1%
3		3	4	1.2%
4		4 Half of needs have been met	24	7.2%
5		5	15	4.5%
6		6	19	5.7%
7		7 Almost all needs have been met	86	25.9%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

#### CSQ\_5

		Value	Count	Percent
Standard Attributes	Position	547		
	Label	CSQ5: How satisfied are you with amount of help received		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	1 Very Dissatisfied	2	0.6%
	2	2	1	0.3%
	3	3	2	0.6%
	4	4 Neither Satisfied or Dissatisfied	20	6.0%
	5	5	14	4.2%
	6	6	14	4.2%
	7	7 Very Satisfied	113	34.0%
Missing Values	System		166	50.0%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_6

		Value	Count	Percent
Standard Attributes	Position	548		
	Label	CSQ6: Has PFL helped with deal your childs behaviour		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	1 No, it has made things worse	1
2		2	1	0.3%
3		3	2	0.6%
4		4 The programme did not help at all	48	14.5%
5		5	17	5.1%
6		6	19	5.7%
7		7 Yes, it has helped a great deal	77	23.2%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_7

		Value	Count	Percent
Standard Attributes	Position	549		
	Label	CSQ7: Has PFL helped you deal with family problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	1 No, it has made things worse	1	0.3%
	2	2	2	0.6%
	3	3	2	0.6%
	4	4 The programme did not help at all	64	19.3%
	5	5	19	5.7%
	6	6	24	7.2%
	7	7 Yes, it has helped a great deal	53	16.0%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_8

		Value	Count	Percent
Standard Attributes	Position	550		
	Label	CSQ8: Do you think your relationship with partner improved		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	1 No definitely not	17
2		2	1	0.3%
3		3	2	0.6%
4		4 My relationship with my partner has not changed	71	21.4%
5		5	13	3.9%
6		6	7	2.1%
7		7 Yes definitely	13	3.9%
Missing Values	System		208	62.7%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_9

		Value	Count	Percent
Standard Attributes	Position	551		
	Label	CSQ9: Overall how satisfied are you with PFL programme		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	1 Very Dissatisfied	1
2		2	2	0.6%

	3	3	1	0.3%
	4	4 Neither Satisfied nor Dissatisfied	17	5.1%
	5	5	12	3.6%
	6	6	11	3.3%
	7	7 Very Satisfied	121	36.4%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_10

		Value	Count	Percent
Standard Attributes	Position	552		
	Label	CSQ10: Developed skills that can be applied to other children		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	1 No definitely not	9	2.7%
	2	2	1	0.3%
	3	3	1	0.3%
	4	4 Neither/Neutral	34	10.2%
	5	5	16	4.8%
	6	6	19	5.7%
	7	7 Yes definitely	84	25.3%
Missing Values	System		168	50.6%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_11

		Value	Count	Percent
Standard Attributes	Position	553		
	Label	CSQ11: How is your child's behaviour at this point		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	1 Considerably worse	1	0.3%
	2	2 Worse	3	0.9%
	3	3 Slightly worse	22	6.6%
	4	4 The same	33	9.9%
	5	5 Slightly improved	10	3.0%
	6	6 Improved	50	15.1%

	7	Greatly improved	46	13.9%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_12

		Value	Count	Percent
Standard Attributes	Position	554		
	Label	CSQ12: Describe feelings about your child's progress		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	1 Very Dissatisfied	1
2		2	0	0.0%
3		3	0	0.0%
4		4 Neither Satisfied nor Dissatisfied	3	0.9%
5		5	9	2.7%
6		6	18	5.4%
7		7 Very Satisfied	134	40.4%
Missing Values	System		167	50.3%

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)

### CSQ\_score

		Value
Standard Attributes	Position	555
	Label	Client Satisfaction Questionnaire Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
Missing		167
Central Tendency and Dispersion	Mean	64.48
	Standard Deviation	11.692
	Percentile 25	58.00
	Percentile 50	68.00
	Percentile 75	74.00

Notes: Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998)



## The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A

### CDI\_baabaa

		Value	Count	Percent
Standard Attributes	Position	557		
	Label	McArthur-Bates CDI Toddler short – form A item 1 baabaa		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		30
	1		210	63.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000) is a parent report instrument for assessing language and communication skills in children. It provides norms for children aged sixteen to thirty-six months of age. The CDI inventories measure a range of early communicative and representational skills that are related to language development in typically developing and language-delayed children. The CDI consists of two sections; a vocabulary checklist, and a single question asking the mother whether the child can combine words.

### CDI\_meow

		Value	Count	Percent
Standard Attributes	Position	558		
	Label	McArthur-Bates CDI Toddler short – form A item 2 meow		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		59
	1		181	54.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_ouch

		Value	Count	Percent
Standard Attributes	Position	559		
	Label	McArthur-Bates CDI Toddler short – form A item 3 ouch		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	0		42	12.7%
	1		198	59.6%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_uhoh

		Value	Count	Percent
Standard Attributes	Position	560		
	Label	McArthur-Bates CDI Toddler short – form A item 4 uhoh		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		50
1			190	57.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_woofwoof

		Value	Count	Percent
Standard Attributes	Position	561		
	Label	McArthur-Bates CDI Toddler short – form A item 5 woofwoof		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		30
1			210	63.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_bear

		Value	Count	Percent
Standard Attributes	Position	562		
	Label	McArthur-Bates CDI Toddler short – form A item 6 bear		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		104	31.3%
	1		136	41.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_bird

		Value	Count	Percent
Standard Attributes	Position	563		
	Label	McArthur-Bates CDI Toddler short – form A item 7 bird		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		37	11.1%
	1		203	61.1%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_cat

		Value	Count	Percent
Standard Attributes	Position	564		
	Label	McArthur-Bates CDI Toddler short – form A item 8 cat		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		42	12.7%
	1		198	59.6%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_dog

		Value	Count	Percent
Standard Attributes	Position	565		

	Label	McArthur-Bates CDI Toddler short – form A item 9 dog		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		23	6.9%
	1		217	65.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_duck

		Value	Count	Percent
Standard Attributes	Position	566		
	Label	McArthur-Bates CDI Toddler short – form A item 10 duck		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		48
1			192	57.8%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_horse

		Value	Count	Percent
Standard Attributes	Position	567		
	Label	McArthur-Bates CDI Toddler short – form A item 11 horse		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		63
1			177	53.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_airplan

		Value	Count	Percent
Standard Attributes	Position	568		
	Label	McArthur-Bates CDI Toddler short – form A item 12 airplane		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		86	25.9%
	1		154	46.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_boat

		Value	Count	Percent
Standard Attributes	Position	569		
	Label	McArthur-Bates CDI Toddler short – form A item 13 boat		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		80	24.1%
	1		160	48.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_car

		Value	Count	Percent
Standard Attributes	Position	570		
	Label	McArthur-Bates CDI Toddler short – form A item 14 car		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		25	7.5%
	1		215	64.8%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_ball

		Value	Count	Percent
Standard Attributes	Position	571		
	Label	McArthur-Bates CDI Toddler short – form A item 15 ball		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		13
	1		227	68.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_book

		Value	Count	Percent
Standard Attributes	Position	572		
	Label	McArthur-Bates CDI Toddler short – form A item 16 book		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		28
	1		212	63.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_game

		Value	Count	Percent
Standard Attributes	Position	573		
	Label	McArthur-Bates CDI Toddler short – form A item 17 game		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		138
	1		102	30.7%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_applesc

		Value	Count	Percent
Standard Attributes	Position	574		
	Label	McArthur-Bates CDI Toddler short – form A item 18 applesauce		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		99
	1		140	42.2%
Missing Values	System		93	28.0%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_candy

		Value	Count	Percent
Standard Attributes	Position	575		
	Label	McArthur-Bates CDI Toddler short – form A item 19 candy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		64
	1		175	52.7%
Missing Values	System		93	28.0%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_coke

		Value	Count	Percent
Standard Attributes	Position	576		
	Label	McArthur-Bates CDI Toddler short – form A item 20 coke		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		127

	1		113	34.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_cracker

		Value	Count	Percent
Standard Attributes	Position	577		
	Label	McArthur-Bates CDI Toddler short – form A item 21 cracker		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	151	45.5%
	1	89	26.8%	
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_juice

		Value	Count	Percent
Standard Attributes	Position	578		
	Label	McArthur-Bates CDI Toddler short – form A item 22 juice		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	28	8.4%
	1	212	63.9%	
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_meat

		Value	Count	Percent
Standard Attributes	Position	579		
	Label	McArthur-Bates CDI Toddler short – form A item 23 meat		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		



	Role	Input		
Valid Values	0		131	39.5%
	1		109	32.8%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_milk

		Value	Count	Percent
Standard Attributes	Position	580		
	Label	McArthur-Bates CDI Toddler short – form A item 24 milk		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		43
1			197	59.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_peas

		Value	Count	Percent
Standard Attributes	Position	581		
	Label	McArthur-Bates CDI Toddler short – form A item 25 peas		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		137
1			103	31.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_hat

		Value	Count	Percent
Standard Attributes	Position	582		
	Label	McArthur-Bates CDI Toddler short – form A item 26 hat		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		41	12.3%
	1		199	59.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_neckl

		Value	Count	Percent
Standard Attributes	Position	583		
	Label	McArthur-Bates CDI Toddler short – form A item 27 necklace		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		175	52.7%
	1		65	19.6%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_shoe

		Value	Count	Percent
Standard Attributes	Position	584		
	Label	McArthur-Bates CDI Toddler short – form A item 28 shoe		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		20	6.0%
	1		220	66.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_sock

		Value	Count	Percent
Standard Attributes	Position	585		

	Label	McArthur-Bates CDI Toddler short – form A item 29 sock		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		36	10.8%
	1		204	61.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_chin

		Value	Count	Percent
Standard Attributes	Position	586		
	Label	McArthur-Bates CDI Toddler short – form A item 30 chin		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		126
1			114	34.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_ear

		Value	Count	Percent
Standard Attributes	Position	587		
	Label	McArthur-Bates CDI Toddler short – form A item 31 ear		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		40
1			200	60.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_hand

		Value	Count	Percent
Standard Attributes	Position	588		
	Label	McArthur-Bates CDI Toddler short – form A item 32 hand		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		39
	1		201	60.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_leg

		Value	Count	Percent
Standard Attributes	Position	589		
	Label	McArthur-Bates CDI Toddler short – form A item 33 leg		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		51
	1		189	56.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_broom

		Value	Count	Percent
Standard Attributes	Position	590		
	Label	McArthur-Bates CDI Toddler short – form A item 34 broom		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		99
	1		141	42.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI:

toddler short form, Form A; Fenson et al., 2000)

### CDI\_comb

		Value	Count	Percent
Standard Attributes	Position	591		
	Label	McArthur-Bates CDI Toddler short – form A item 35 comb		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		162
	1		78	23.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_mop

		Value	Count	Percent
Standard Attributes	Position	592		
	Label	McArthur-Bates CDI Toddler short – form A item 36 mop		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		118
	1		122	36.7%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_plate

		Value	Count	Percent
Standard Attributes	Position	593		
	Label	McArthur-Bates CDI Toddler short – form A item 37 plate		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		94
	1		146	44.0%

Missing Values	System		92	27.7%
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Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_trash

		Value	Count	Percent
Standard Attributes	Position	594		
	Label	McArthur-Bates CDI Toddler short – form A item 38 trash		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		137
	1		103	31.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_tray

		Value	Count	Percent
Standard Attributes	Position	595		
	Label	McArthur-Bates CDI Toddler short – form A item 39 tray		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		202
	1		38	11.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_towel

		Value	Count	Percent
Standard Attributes	Position	596		
	Label	McArthur-Bates CDI Toddler short – form A item 40 towel		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	0	110	33.1%
	1	130	39.2%
Missing Values	System	92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_bed

		Value	Count	Percent
Standard Attributes	Position	597		
	Label	McArthur-Bates CDI Toddler short – form A item 41 bed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	29	8.7%
	1	211	63.6%	
Missing Values	System	92	27.7%	

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_bedroom

		Value	Count	Percent
Standard Attributes	Position	598		
	Label	McArthur-Bates CDI Toddler short – form A item 42 bedroom		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	112	33.7%
	1	128	38.6%	
Missing Values	System	92	27.7%	

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_bench

		Value	Count	Percent
Standard Attributes	Position	599		
	Label	McArthur-Bates CDI Toddler short – form A item 43 bench		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		209	63.0%
	1		31	9.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_oven

		Value	Count	Percent
Standard Attributes	Position	600		
	Label	McArthur-Bates CDI Toddler short – form A item 44 oven		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		146
1			94	28.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_stairs

		Value	Count	Percent
Standard Attributes	Position	601		
	Label	McArthur-Bates CDI Toddler short – form A item 45 stairs		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		59
1			181	54.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_flag

		Value	Count	Percent
Standard Attributes	Position	602		



	Label	McArthur-Bates CDI Toddler short – form A item 46 flag		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		176	53.0%
	1		64	19.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_rain

		Value	Count	Percent
Standard Attributes	Position	603		
	Label	McArthur-Bates CDI Toddler short – form A item 47 rain		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		69
1			171	51.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_star

		Value	Count	Percent
Standard Attributes	Position	604		
	Label	McArthur-Bates CDI Toddler short – form A item 48 star		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		84
1			156	47.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_swing

		Value	Count	Percent
Standard Attributes	Position	605		
	Label	McArthur-Bates CDI Toddler short – form A item 49 swing		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		96
	1		144	43.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_school

		Value	Count	Percent
Standard Attributes	Position	606		
	Label	McArthur-Bates CDI Toddler short – form A item 50 school		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		77
	1		163	49.1%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_sky

		Value	Count	Percent
Standard Attributes	Position	607		
	Label	McArthur-Bates CDI Toddler short – form A item 51 sky		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		82
	1		158	47.6%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_party

		Value	Count	Percent
Standard Attributes	Position	608		
	Label	McArthur-Bates CDI Toddler short – form A item 52 party		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		110
	1		130	39.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_friend

		Value	Count	Percent
Standard Attributes	Position	609		
	Label	McArthur-Bates CDI Toddler short – form A item 53 friend		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		138
	1		102	30.7%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_mommy

		Value	Count	Percent
Standard Attributes	Position	610		
	Label	McArthur-Bates CDI Toddler short – form A item 54 mommy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		13
	1		227	68.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI:

toddler short form, Form A; Fenson et al., 2000)

### CDI\_person

		Value	Count	Percent
Standard Attributes	Position	611		
	Label	McArthur-Bates CDI Toddler short – form A item 55 person		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		207
	1		33	9.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_bye

		Value	Count	Percent
Standard Attributes	Position	612		
	Label	McArthur-Bates CDI Toddler short – form A item 56 bye		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		14
	1		226	68.1%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_hi

		Value	Count	Percent
Standard Attributes	Position	613		
	Label	McArthur-Bates CDI Toddler short – form A item 57 hi		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		25
	1		215	64.8%

Missing Values	System		92	27.7%
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Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_no

		Value	Count	Percent
Standard Attributes	Position	614		
	Label	McArthur-Bates CDI Toddler short – form A item 58 no		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		14
	1		226	68.1%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_shopping

		Value	Count	Percent
Standard Attributes	Position	615		
	Label	McArthur-Bates CDI Toddler short – form A item 59 shopping		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		130
	1		110	33.1%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_thankyou

		Value	Count	Percent
Standard Attributes	Position	616		
	Label	McArthur-Bates CDI Toddler short – form A item 60 thankyou		
	Type	Numeric		
	Format	F3		

	Measurement	Nominal		
	Role	Input		
Valid Values	0		30	9.0%
	1		210	63.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_carry

		Value	Count	Percent
Standard Attributes	Position	617		
	Label	McArthur-Bates CDI Toddler short – form A item 61 carry		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		148
1			92	27.7%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_chase

		Value	Count	Percent
Standard Attributes	Position	618		
	Label	McArthur-Bates CDI Toddler short – form A item 62 chase		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		156
1			84	25.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_dump

		Value	Count	Percent
Standard Attributes	Position	619		
	Label	McArthur-Bates CDI Toddler short – form A item 63 dump		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		213	64.2%
	1		27	8.1%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_finish

		Value	Count	Percent
Standard Attributes	Position	620		
	Label	McArthur-Bates CDI Toddler short – form A item 64 finish		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		129	38.9%
	1		111	33.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_fit

		Value	Count	Percent
Standard Attributes	Position	621		
	Label	McArthur-Bates CDI Toddler short – form A item 65 fit		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		194	58.4%
	1		46	13.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_hug

		Value	Count	Percent
Standard Attributes	Position	622		

	Label	McArthur-Bates CDI Toddler short – form A item 66 hug		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		60	18.1%
	1		180	54.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_listen

		Value	Count	Percent
Standard Attributes	Position	623		
	Label	McArthur-Bates CDI Toddler short – form A item 67 listen		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		152
1			88	26.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_like

		Value	Count	Percent
Standard Attributes	Position	624		
	Label	McArthur-Bates CDI Toddler short – form A item 68 like		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		104
1			136	41.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)



### CDI\_pretend

		Value	Count	Percent
Standard Attributes	Position	625		
	Label	McArthur-Bates CDI Toddler short – form A item 69 pretend		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		210	63.3%
	1		30	9.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_rip

		Value	Count	Percent
Standard Attributes	Position	626		
	Label	McArthur-Bates CDI Toddler short – form A item 70 rip		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		192	57.8%
	1		48	14.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_shake

		Value	Count	Percent
Standard Attributes	Position	627		
	Label	McArthur-Bates CDI Toddler short – form A item 71 shake		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		140	42.2%
	1		100	30.1%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_taste

		Value	Count	Percent
Standard Attributes	Position	628		
	Label	McArthur-Bates CDI Toddler short – form A item 72 taste		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		157
	1		83	25.0%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_gentle

		Value	Count	Percent
Standard Attributes	Position	629		
	Label	McArthur-Bates CDI Toddler short – form A item 73 gentle		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		166
	1		74	22.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_think

		Value	Count	Percent
Standard Attributes	Position	630		
	Label	McArthur-Bates CDI Toddler short – form A item 74 think		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		194
	1		46	13.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_wish

		Value	Count	Percent
Standard Attributes	Position	631		
	Label	McArthur-Bates CDI Toddler short – form A item 75 wish		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		199
	1		41	12.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_allgone

		Value	Count	Percent
Standard Attributes	Position	632		
	Label	McArthur-Bates CDI Toddler short – form A item 76 allgone		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		23
	1		217	65.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_cold

		Value	Count	Percent
Standard Attributes	Position	633		
	Label	McArthur-Bates CDI Toddler short – form A item 77 cold		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		78

	1		162	48.8%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_fast

		Value	Count	Percent
Standard Attributes	Position	634		
	Label	McArthur-Bates CDI Toddler short – form A item 78 fast		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		149
	1		91	27.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_happy

		Value	Count	Percent
Standard Attributes	Position	635		
	Label	McArthur-Bates CDI Toddler short – form A item 79 happy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		103
	1		137	41.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_hot

		Value	Count	Percent
Standard Attributes	Position	636		
	Label	McArthur-Bates CDI Toddler short – form A item 80 hot		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	0		65	19.6%
	1		175	52.7%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_last

		Value	Count	Percent
Standard Attributes	Position	637		
	Label	McArthur-Bates CDI Toddler short – form A item 81 last		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		192
1			48	14.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_tiny

		Value	Count	Percent
Standard Attributes	Position	638		
	Label	McArthur-Bates CDI Toddler short – form A item 82 tiny		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		175
1			65	19.6%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_wet

		Value	Count	Percent
Standard Attributes	Position	639		
	Label	McArthur-Bates CDI Toddler short – form A item 83 wet		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		61	18.4%
	1		179	53.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_after

		Value	Count	Percent
Standard Attributes	Position	640		
	Label	McArthur-Bates CDI Toddler short – form A item 84 after		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		178
1			62	18.7%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_day

		Value	Count	Percent
Standard Attributes	Position	641		
	Label	McArthur-Bates CDI Toddler short – form A item 85 day		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		125
1			115	34.6%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_tonight

		Value	Count	Percent
Standard Attributes	Position	642		

	Label	McArthur-Bates CDI Toddler short – form A item 86 tonight		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		166	50.0%
	1		74	22.3%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_our

		Value	Count	Percent
Standard Attributes	Position	643		
	Label	McArthur-Bates CDI Toddler short – form A item 87 our		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		184
1			56	16.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_them

		Value	Count	Percent
Standard Attributes	Position	644		
	Label	McArthur-Bates CDI Toddler short – form A item 88 them		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		172
1			68	20.5%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_this

		Value	Count	Percent
Standard Attributes	Position	645		
	Label	McArthur-Bates CDI Toddler short – form A item 89 this		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		143
	1		97	29.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_us

		Value	Count	Percent
Standard Attributes	Position	646		
	Label	McArthur-Bates CDI Toddler short – form A item 90 us		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		173
	1		67	20.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_where

		Value	Count	Percent
Standard Attributes	Position	647		
	Label	McArthur-Bates CDI Toddler short – form A item 91 where		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		110
	1		130	39.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)



### CDI\_beside

		Value	Count	Percent
Standard Attributes	Position	648		
	Label	McArthur-Bates CDI Toddler short – form A item 92 beside		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		164
	1		76	22.9%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_down

		Value	Count	Percent
Standard Attributes	Position	649		
	Label	McArthur-Bates CDI Toddler short – form A item 93 down		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		70
	1		170	51.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_under

		Value	Count	Percent
Standard Attributes	Position	650		
	Label	McArthur-Bates CDI Toddler short – form A item 94 under		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		149
	1		91	27.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI:

toddler short form, Form A; Fenson et al., 2000)

### CDI\_all

		Value	Count	Percent
Standard Attributes	Position	651		
	Label	McArthur-Bates CDI Toddler short – form A item 95 all		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		110
	1		130	39.2%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_much

		Value	Count	Percent
Standard Attributes	Position	652		
	Label	McArthur-Bates CDI Toddler short – form A item 96 much		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		171
	1		69	20.8%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_could

		Value	Count	Percent
Standard Attributes	Position	653		
	Label	McArthur-Bates CDI Toddler short – form A item 97 could		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		199
	1		41	12.3%

Missing Values	System		92	27.7%
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Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_need

		Value	Count	Percent
Standard Attributes	Position	654		
	Label	McArthur-Bates CDI Toddler short – form A item 98 need		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		171
	1		69	20.8%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_would

		Value	Count	Percent
Standard Attributes	Position	655		
	Label	McArthur-Bates CDI Toddler short – form A item 99 would		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		212
	1		28	8.4%
Missing Values	System		92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_if

		Value	Count	Percent
Standard Attributes	Position	656		
	Label	McArthur-Bates CDI Toddler short – form A item 100 if		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	0	192	57.8%
	1	48	14.5%
Missing Values	System	92	27.7%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_vocabWP

		Value
Standard Attributes	Position	657
	Label	CDI Toddler short – form A Words Produced
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	92
Central Tendency and Dispersion	Mean	54.59
	Standard Deviation	25.638
	Percentile 25	37.00
	Percentile 50	55.00
	Percentile 75	73.00

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_WPnorm

		Value	Count	Percent
Standard Attributes	Position	658		
	Label	CDI Toddler short – form A Words Processed normative		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		29
5			23	6.9%
10			9	2.7%
15			15	4.5%
20			21	6.3%
25			4	1.2%
30			12	3.6%
35			12	3.6%
40			2	0.6%
45			10	3.0%
50			14	4.2%
55			10	3.0%
60			5	1.5%

	65		14	4.2%
	70		11	3.3%
	75		5	1.5%
	80		19	5.7%
	85		6	1.8%
	90		6	1.8%
	99		12	3.6%
Missing Values	System		93	28.0%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_combinewords

		Value	Count	Percent
Standard Attributes	Position	659		
	Label	CDI Toddler short – form A Combine words		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	28
1		Yes	209	63.0%
Missing Values	System		95	28.6%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

### CDI\_combinewords2

		Value	Count	Percent
Standard Attributes	Position	660		
	Label	CDI Toddler short – form A combine words 2		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		29
1			58	17.5%
2			151	45.5%
Missing Values	System		94	28.3%

Notes: The MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A (CDI: toddler short form, Form A; Fenson et al., 2000)

## Child Behavior Checklist for Ages 1½ -5 Preschoolers

### CBCL\_a1

		Value	Count	Percent
Standard Attributes	Position	661		
	Label	Child Behaviour Checklist preschoolers item 1 aches		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		190	57.2%
	1		35	10.5%
	2		4	1.2%
Missing Values	System		103	31.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000) is a parent report instrument for assessing behaviour in children. It provides scores for a range of Internalising and Externalising problems for children aged eighteen months to five years. The CBCL consists of seven syndromes; emotionally reactive (a=0.77), anxious/depressed (a=0.72), somatic complaints (a=0.73), withdrawn (a=0.71), sleep problems (a=0.72), attention problems (a=0.64), aggressive behaviour (a=0.88), and an 'other problems' (a=0.80) category. These 8 categories map onto two subscales, Internalising (a=0.91) and Externalising Problems (a=0.90), and also a Total Problems score (a=0.95).

The CBCL measure is copyright protected and cannot be reconstructed from the items provided here and used in a new research study.

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Web: [www.aseba.org](http://www.aseba.org)

### CBCL\_a2

		Value	Count	Percent
Standard Attributes	Position	662		
	Label	Child Behaviour Checklist preschoolers item 2 acts young		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		214	64.5%
	1		20	6.0%
	2		3	0.9%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a3**

		Value	Count	Percent
Standard Attributes	Position	663		
	Label	Child Behaviour Checklist preschoolers item 3 afraid		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		181
	1		51	15.4%
	2		6	1.8%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a4**

		Value	Count	Percent
Standard Attributes	Position	664		
	Label	Child Behaviour Checklist preschoolers item 4 avoids eye		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		198
	1		37	11.1%
	2		4	1.2%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a5**

		Value	Count	Percent
Standard Attributes	Position	665		
	Label	Child Behaviour Checklist preschoolers item 5 concentrate		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		167
	1		63	19.0%
	2		9	2.7%

Missing Values	System		93	28.0%
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Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a6

		Value	Count	Percent
Standard Attributes	Position	666		
	Label	Child Behaviour Checklist preschoolers item 6 cant sit		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		143
	1		75	22.6%
	2		21	6.3%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a7

		Value	Count	Percent
Standard Attributes	Position	667		
	Label	Child Behaviour Checklist preschoolers item 7 cant stand		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		193
	1		36	10.8%
	2		10	3.0%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a8

		Value	Count	Percent
Standard Attributes	Position	668		
	Label	Child Behaviour Checklist preschoolers item 8 cant wait		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		75
	1		128	38.6%



	2		34	10.2%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a9

		Value	Count	Percent
Standard Attributes	Position	669		
	Label	Child Behaviour Checklist preschoolers item 9 chews		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		102
	1		119	35.8%
	2		17	5.1%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a10

		Value	Count	Percent
Standard Attributes	Position	670		
	Label	Child Behaviour Checklist preschoolers item 10 clings		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		118
	1		99	29.8%
	2		22	6.6%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a11

		Value	Count	Percent
Standard Attributes	Position	671		
	Label	Child Behaviour Checklist preschoolers item 11 constantly		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		163
	1		69	20.8%

	2		7	2.1%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a12

		Value	Count	Percent
Standard Attributes	Position	672		
	Label	Child Behaviour Checklist preschoolers item 12 constipated		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		193	58.1%
	1		34	10.2%
	2		10	3.0%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a13

		Value	Count	Percent
Standard Attributes	Position	673		
	Label	Child Behaviour Checklist preschoolers item 13 cries		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		181	54.5%
	1		48	14.5%
	2		10	3.0%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a14

		Value	Count	Percent
Standard Attributes	Position	674		
	Label	Child Behaviour Checklist preschoolers item 14 cruel		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		225	67.8%

	1		11	3.3%
	2		3	0.9%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a15

		Value	Count	Percent
Standard Attributes	Position	675		
	Label	Child Behaviour Checklist preschoolers item 15 defiant		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		132
	1		84	25.3%
	2		12	3.6%
Missing Values	System		104	31.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a16

		Value	Count	Percent
Standard Attributes	Position	676		
	Label	Child Behaviour Checklist preschoolers item 16 demands		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		118
	1		101	30.4%
	2		17	5.1%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a17

		Value	Count	Percent
Standard Attributes	Position	677		
	Label	Child Behaviour Checklist preschoolers item 17 destroys own		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	0	188	56.6%
	1	44	13.3%
	2	6	1.8%
Missing Values	System	94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a18

		Value	Count	Percent
Standard Attributes	Position	678		
	Label	Child Behaviour Checklist preschoolers item 18 destroys oth		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	196	59.0%
	1	37	11.1%	
	2	4	1.2%	
Missing Values	System	95	28.6%	

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a19

		Value	Count	Percent
Standard Attributes	Position	679		
	Label	Chi1ld Behaviour Checklist preschoolers item 19 diarrhoea		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	195	58.7%
	1	32	9.6%	
	2	11	3.3%	
Missing Values	System	94	28.3%	

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a20

		Value	Count	Percent
Standard Attributes	Position	680		
	Label	Child Behaviour Checklist preschoolers item 20 disobedient		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		154	46.4%
	1		81	24.4%
	2		3	0.9%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a21

		Value	Count	Percent
Standard Attributes	Position	681		
	Label	Child Behaviour Checklist preschoolers item 21 disturbed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		166
1			66	19.9%
2			7	2.1%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a22

		Value	Count	Percent
Standard Attributes	Position	682		
	Label	Child Behaviour Checklist preschoolers item 22 doesnt slp		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		150
1			66	19.9%
2			22	6.6%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a23

		Value	Count	Percent
Standard Attributes	Position	683		

	Label	Child Behaviour Checklist preschoolers item 23 doesnt ans		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		161	48.5%
	1		73	22.0%
	2		5	1.5%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a24

		Value	Count	Percent
Standard Attributes	Position	684		
	Label	Child Behaviour Checklist preschoolers item 24 doesnt eat		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		188
1			36	10.8%
2			12	3.6%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a25

		Value	Count	Percent
Standard Attributes	Position	685		
	Label	Child Behaviour Checklist preschoolers item 25 doesnt get al		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		207
1			26	7.8%
2			4	1.2%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a26

		Value	Count	Percent
Standard Attributes	Position	686		
	Label	Child Behaviour Checklist preschoolers item 26 doesnt fun		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		230
	1		5	1.5%
	2		3	0.9%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a27

		Value	Count	Percent
Standard Attributes	Position	687		
	Label	Child Behaviour Checklist preschoolers item 27 doesnt guilt		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		155
	1		79	23.8%
	2		5	1.5%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a28

		Value	Count	Percent
Standard Attributes	Position	688		
	Label	Child Behaviour Checklist preschoolers item 28 doesnt out		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		223
	1		14	4.2%
	2		2	0.6%
Missing Values	System		93	28.0%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a29**

		Value	Count	Percent
Standard Attributes	Position	689		
	Label	Child Behaviour Checklist preschoolers item 29 easily frus		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		109	32.8%
	1		118	35.5%
	2		10	3.0%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a30**

		Value	Count	Percent
Standard Attributes	Position	690		
	Label	Child Behaviour Checklist preschoolers item 30 easily jeal		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		124	37.3%
	1		96	28.9%
	2		16	4.8%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a31**

		Value	Count	Percent
Standard Attributes	Position	691		
	Label	Child Behaviour Checklist preschoolers item 31 eats drinks		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		187	56.3%



	1		42	12.7%
	2		7	2.1%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a32

		Value	Count	Percent
Standard Attributes	Position	692		
	Label	Child Behaviour Checklist preschoolers item 32 fears		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		151
1			76	22.9%
2			7	2.1%
Missing Values	System		98	29.5%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a33

		Value	Count	Percent
Standard Attributes	Position	693		
	Label	Child Behaviour Checklist preschoolers item 33 feelings		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		138
1			87	26.2%
2			10	3.0%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a34

		Value	Count	Percent
Standard Attributes	Position	694		
	Label	Child Behaviour Checklist preschoolers item 34 gets hurt		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		164	49.4%
	1		64	19.3%
	2		9	2.7%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a35

		Value	Count	Percent
Standard Attributes	Position	695		
	Label	Child Behaviour Checklist preschoolers item 35 gets fights		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		223
1			12	3.6%
2			2	0.6%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a36

		Value	Count	Percent
Standard Attributes	Position	696		
	Label	Child Behaviour Checklist preschoolers item 36 gets every		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		60
1			125	37.7%
2			50	15.1%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a37

		Value	Count	Percent
Standard Attributes	Position	697		
	Label	Child Behaviour Checklist preschoolers item 37 gets too ups		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		125
	1		85	25.6%
	2		27	8.1%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a38

		Value	Count	Percent
Standard Attributes	Position	698		
	Label	Child Behaviour Checklist preschoolers item 38 has trouble		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		173
	1		60	18.1%
	2		4	1.2%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a39

		Value	Count	Percent
Standard Attributes	Position	699		
	Label	Child Behaviour Checklist preschoolers item 39 headaches		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		233
	1		2	0.6%

	2		1	0.3%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a40

		Value	Count	Percent
Standard Attributes	Position	700		
	Label	Child Behaviour Checklist preschoolers item 40 hits		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		130	39.2%
	1		95	28.6%
	2		12	3.6%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a41

		Value	Count	Percent
Standard Attributes	Position	701		
	Label	Child Behaviour Checklist preschoolers item 41 holds breath		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		215	64.8%
	1		20	6.0%
	2		2	0.6%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a42

		Value	Count	Percent
Standard Attributes	Position	702		
	Label	Child Behaviour Checklist preschoolers item 42 hurts ani		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		187	56.3%
	1		45	13.6%
	2		5	1.5%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a43

		Value	Count	Percent
Standard Attributes	Position	703		
	Label	Child Behaviour Checklist preschoolers item 43 looks unhpy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		215
1			18	5.4%
2			3	0.9%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a44

		Value	Count	Percent
Standard Attributes	Position	704		
	Label	Child Behaviour Checklist preschoolers item 44 moods		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		137
1			87	26.2%
2			12	3.6%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a45**

		Value	Count	Percent
Standard Attributes	Position	705		
	Label	Child Behaviour Checklist preschoolers item 45 nausea		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		221	66.6%
	1		13	3.9%
	2		3	0.9%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a46**

		Value	Count	Percent
Standard Attributes	Position	706		
	Label	Child Behaviour Checklist preschoolers item 46 nervous move		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		225	67.8%
	1		6	1.8%
	2		1	0.3%
Missing Values	System		100	30.1%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a47**

		Value	Count	Percent
Standard Attributes	Position	707		
	Label	Child Behaviour Checklist preschoolers item 47 nervous		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		224	67.5%
	1		11	3.3%

	2		1	0.3%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a48

		Value	Count	Percent
Standard Attributes	Position	708		
	Label	Child Behaviour Checklist preschoolers item 48 nightmares		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		200
1			35	10.5%
2			2	0.6%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a49

		Value	Count	Percent
Standard Attributes	Position	709		
	Label	Child Behaviour Checklist preschoolers item 49 over eat		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		201
1			31	9.3%
2			5	1.5%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a50

		Value	Count	Percent
Standard Attributes	Position	710		
	Label	Child Behaviour Checklist preschoolers item 50 over tired		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		133	40.1%
	1		98	29.5%
	2		6	1.8%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a51

		Value	Count	Percent
Standard Attributes	Position	711		
	Label	Child Behaviour Checklist preschoolers item 51 panic		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		214
1			20	6.0%
2			3	0.9%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a52

		Value	Count	Percent
Standard Attributes	Position	712		
	Label	Child Behaviour Checklist preschoolers item 52 painful		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		210
1			23	6.9%
2			4	1.2%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)



**CBCL\_a53**

		Value	Count	Percent
Standard Attributes	Position	713		
	Label	Child Behaviour Checklist preschoolers item 53 physically		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		215
1			19	5.7%
2			2	0.6%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a54**

		Value	Count	Percent
Standard Attributes	Position	714		
	Label	Child Behaviour Checklist preschoolers item 54 picks		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		125
1			96	28.9%
2			16	4.8%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a55**

		Value	Count	Percent
Standard Attributes	Position	715		
	Label	Child Behaviour Checklist preschoolers item 55 plays		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		222
1			14	4.2%

	2		1	0.3%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a56

		Value	Count	Percent
Standard Attributes	Position	716		
	Label	Child Behaviour Checklist preschoolers item 56 poorly		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		211	63.6%
	1		24	7.2%
	2		2	0.6%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a57

		Value	Count	Percent
Standard Attributes	Position	717		
	Label	Child Behaviour Checklist preschoolers item 57 problems		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		230	69.3%
	1		5	1.5%
	2		1	0.3%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a58

		Value	Count	Percent
Standard Attributes	Position	718		

	Label	Child Behaviour Checklist preschoolers item 58 punishment		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		164	49.4%
	1		63	19.0%
	2		9	2.7%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a59

		Value	Count	Percent
Standard Attributes	Position	719		
	Label	Child Behaviour Checklist preschoolers item 59 quickly		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		86	25.9%
	1		123	37.0%
	2		28	8.4%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a60

		Value	Count	Percent
Standard Attributes	Position	720		
	Label	Child Behaviour Checklist preschoolers item 60 rashes		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		215	64.8%
	1		16	4.8%
	2		6	1.8%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a61**

		Value	Count	Percent
Standard Attributes	Position	721		
	Label	Child Behaviour Checklist preschoolers item 61 refuses		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		163
	1		65	19.6%
	2		9	2.7%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a62**

		Value	Count	Percent
Standard Attributes	Position	722		
	Label	Child Behaviour Checklist preschoolers item 62 refuses		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		218
	1		19	5.7%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a63**

		Value	Count	Percent
Standard Attributes	Position	723		
	Label	Child Behaviour Checklist preschoolers item 63 repeatedly		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		221

	1		13	3.9%
	2		2	0.6%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a64

		Value	Count	Percent
Standard Attributes	Position	724		
	Label	Child Behaviour Checklist preschoolers item 64 resists bed		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		157	47.3%
	1		73	22.0%
	2		6	1.8%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a65

		Value	Count	Percent
Standard Attributes	Position	725		
	Label	Child Behaviour Checklist preschoolers item 65 resists toilet		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		180	54.2%
	1		34	10.2%
	2		9	2.7%
Missing Values	System		109	32.8%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a66

		Value	Count	Percent
Standard Attributes	Position	726		

	Label	Child Behaviour Checklist preschoolers item 66 screams		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		148	44.6%
	1		74	22.3%
	2		12	3.6%
Missing Values	System		98	29.5%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a67

		Value	Count	Percent
Standard Attributes	Position	727		
	Label	Child Behaviour Checklist preschoolers item 67 seems unrep		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		221	66.6%
	1		13	3.9%
	2		1	0.3%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a68

		Value	Count	Percent
Standard Attributes	Position	728		
	Label	Child Behaviour Checklist preschoolers item 68 selfconscious		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		194	58.4%
	1		40	12.0%
	2		2	0.6%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a69

		Value	Count	Percent
Standard Attributes	Position	729		
	Label	Child Behaviour Checklist preschoolers item 69 selfish		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		145
1			86	25.9%
2			5	1.5%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a70

		Value	Count	Percent
Standard Attributes	Position	730		
	Label	Child Behaviour Checklist preschoolers item 70 shows affection		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		211
1			22	6.6%
2			3	0.9%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a71

		Value	Count	Percent
Standard Attributes	Position	731		
	Label	Child Behaviour Checklist preschoolers item 71 shows interest		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		219	66.0%
	1		15	4.5%
	2		2	0.6%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a72

		Value	Count	Percent
Standard Attributes	Position	732		
	Label	Child Behaviour Checklist preschoolers item 72 shows fear		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		153
1			67	20.2%
2			16	4.8%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a73

		Value	Count	Percent
Standard Attributes	Position	733		
	Label	Child Behaviour Checklist preschoolers item 73 shy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		180
1			53	16.0%
2			2	0.6%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a74



		Value	Count	Percent
Standard Attributes	Position	734		
	Label	Child Behaviour Checklist preschoolers item 74 sleeps		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		191
1			31	9.3%
2			14	4.2%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a75

		Value	Count	Percent
Standard Attributes	Position	735		
	Label	Child Behaviour Checklist preschoolers item 75 smears		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		227
1			5	1.5%
2			1	0.3%
Missing Values	System		99	29.8%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a76

		Value	Count	Percent
Standard Attributes	Position	736		
	Label	Child Behaviour Checklist preschoolers item 76 speech		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		196
1			20	6.0%
2			18	5.4%

Missing Values	System		98	29.5%
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Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a77

		Value	Count	Percent
Standard Attributes	Position	737		
	Label	Child Behaviour Checklist preschoolers item 77 stares		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		197
	1		36	10.8%
	2		3	0.9%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a78

		Value	Count	Percent
Standard Attributes	Position	738		
	Label	Child Behaviour Checklist preschoolers item 78 stomach aches		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		226
	1		8	2.4%
	2		1	0.3%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a79

		Value	Count	Percent
Standard Attributes	Position	739		
	Label	Child Behaviour Checklist preschoolers item 79 shifts		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		196	59.0%
	1		34	10.2%
	2		5	1.5%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a80

		Value	Count	Percent
Standard Attributes	Position	740		
	Label	Child Behaviour Checklist preschoolers item 80 strange		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		221
1			11	3.3%
2			2	0.6%
Missing Values	System		98	29.5%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a81

		Value	Count	Percent
Standard Attributes	Position	741		
	Label	Child Behaviour Checklist preschoolers item 81 stubborn		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		161
1			71	21.4%
2			5	1.5%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a82**

		Value	Count	Percent
Standard Attributes	Position	742		
	Label	Child Behaviour Checklist preschoolers item 82 sudden		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		183	55.1%
	1		51	15.4%
	2		3	0.9%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a83**

		Value	Count	Percent
Standard Attributes	Position	743		
	Label	Child Behaviour Checklist preschoolers item 83 sulks		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		193	58.1%
	1		43	13.0%
	2		1	0.3%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a84**

		Value	Count	Percent
Standard Attributes	Position	744		
	Label	Child Behaviour Checklist preschoolers item 84 talks		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		153	46.1%
	1		77	23.2%

	2		7	2.1%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a85

		Value	Count	Percent
Standard Attributes	Position	745		
	Label	Child Behaviour Checklist preschoolers item 85 temper		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		99	29.8%
	1		118	35.5%
	2		20	6.0%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a86

		Value	Count	Percent
Standard Attributes	Position	746		
	Label	Child Behaviour Checklist preschoolers item 86 too concerned		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		196	59.0%
	1		37	11.1%
	2		4	1.2%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a87

		Value	Count	Percent
Standard Attributes	Position	747		
	Label	Child Behaviour Checklist preschoolers item 87 too fearful		

	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		225	67.8%
	1		9	2.7%
	2		1	0.3%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a88

		Value	Count	Percent
Standard Attributes	Position	748		
	Label	Child Behaviour Checklist preschoolers item 88 uncooperative		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		190
1			45	13.6%
2			2	0.6%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a89

		Value	Count	Percent
Standard Attributes	Position	749		
	Label	Child Behaviour Checklist preschoolers item 89 underactive		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		230
1			6	1.8%
2			1	0.3%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a90**

		Value	Count	Percent
Standard Attributes	Position	750		
	Label	Child Behaviour Checklist preschoolers item 90 unhappy		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		232
	1		3	0.9%
	2		1	0.3%
Missing Values	System		96	28.9%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a91**

		Value	Count	Percent
Standard Attributes	Position	751		
	Label	Child Behaviour Checklist preschoolers item 91 unusually		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		177
	1		53	16.0%
	2		7	2.1%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a92**

		Value	Count	Percent
Standard Attributes	Position	752		
	Label	Child Behaviour Checklist preschoolers item 92 upset		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		

Valid Values	0	188	56.6%
	1	43	13.0%
	2	6	1.8%
Missing Values	System	95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a93

		Value	Count	Percent
Standard Attributes	Position	753		
	Label	Child Behaviour Checklist preschoolers item 93 vomiting		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	224	67.5%
1		12	3.6%	
2		1	0.3%	
Missing Values	System	95	28.6%	

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a94

		Value	Count	Percent
Standard Attributes	Position	754		
	Label	Child Behaviour Checklist preschoolers item 94 wakes		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	135	40.7%
1		87	26.2%	
2		15	4.5%	
Missing Values	System	95	28.6%	

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a95

		Value	Count	Percent
Standard Attributes	Position	755		



	Label	Child Behaviour Checklist preschoolers item 95 wanders		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		166	50.0%
	1		61	18.4%
	2		10	3.0%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a96

		Value	Count	Percent
Standard Attributes	Position	756		
	Label	Child Behaviour Checklist preschoolers item 96 wants attention		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		109
1			98	29.5%
2			30	9.0%
Missing Values	System		95	28.6%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_a97

		Value	Count	Percent
Standard Attributes	Position	757		
	Label	Child Behaviour Checklist preschoolers item 97 whining		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		111
1			120	36.1%
2			7	2.1%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a98**

		Value	Count	Percent
Standard Attributes	Position	758		
	Label	Child Behaviour Checklist preschoolers item 98 withdrawn		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		217
	1		20	6.0%
	2		1	0.3%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a99**

		Value	Count	Percent
Standard Attributes	Position	759		
	Label	Child Behaviour Checklist preschoolers item 99 worries		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		219
	1		18	5.4%
	2		1	0.3%
Missing Values	System		94	28.3%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

**CBCL\_a100**

		Value	Count	Percent
Standard Attributes	Position	760		
	Label	Child Behaviour Checklist preschoolers item 100 other1		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	0		235	70.8%
	1		4	1.2%
	2		1	0.3%
Missing Values	System		92	27.7%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_internal

		Value
Standard Attributes	Position	761
	Label	Child Behaviour Checklist preschoolers Internalising Problems Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	97
Central Tendency and Dispersion	Mean	6.74
	Standard Deviation	6.491
	Percentile 25	2.00
	Percentile 50	5.00
	Percentile 75	10.00

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_external

		Value
Standard Attributes	Position	762
	Label	CBCL preschoolers: Externalising Problems Score
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	97
Central Tendency and Dispersion	Mean	9.83
	Standard Deviation	7.151
	Percentile 25	4.00
	Percentile 50	9.00
	Percentile 75	14.00

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_total

		Value
Standard Attributes	Position	763

	Label	CBCL preschoolers: Total
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	235
	Missing	97
Central Tendency and Dispersion	Mean	27.22
	Standard Deviation	19.243
	Percentile 25	12.00
	Percentile 50	24.00
	Percentile 75	37.00

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_other

		Value
Standard Attributes	Position	764
	Label	CBCL preschoolers: Other Problems Subdomain
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	97
Central Tendency and Dispersion	Mean	8.23
	Standard Deviation	5.859
	Percentile 25	4.00
	Percentile 50	7.00
	Percentile 75	11.00

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_emotreact

		Value	Count	Percent
Standard Attributes	Position	765		
	Label	CBCL preschoolers: Emotionally Reactive Subdomain		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		68
1			60	18.1%
2			36	10.8%
3			26	7.8%

	4		18	5.4%
	5		9	2.7%
	6		8	2.4%
	7		5	1.5%
	8		2	0.6%
	10		1	0.3%
	13		1	0.3%
	14		1	0.3%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_anxious

		Value	Count	Percent
Standard Attributes	Position	766		
	Label	CBCL preschoolers: Anxious Depressed Subdomain		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		57	17.2%
	1		52	15.7%
	2		48	14.5%
	3		30	9.0%
	4		23	6.9%
	5		9	2.7%
	6		11	3.3%
	7		3	0.9%
	8		1	0.3%
	13		1	0.3%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_somatic

		Value	Count	Percent
Standard Attributes	Position	767		
	Label	CBCL preschoolers: Somatic Complaints Subdomain		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		

	Role	Input		
Valid Values	0		85	25.6%
	1		57	17.2%
	2		35	10.5%
	3		26	7.8%
	4		13	3.9%
	5		7	2.1%
	6		5	1.5%
	7		4	1.2%
	8		1	0.3%
	10		1	0.3%
	17		1	0.3%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_withdrawn

		Value	Count	Percent
Standard Attributes	Position	768		
	Label	CBCL preschoolers: Withdrawn Subdomain		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		112
1			64	19.3%
2			29	8.7%
3			13	3.9%
4			8	2.4%
5			4	1.2%
6			2	0.6%
9			2	0.6%
10			1	0.3%
Missing Values		System		97

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_sleep

		Value	Count	Percent
Standard Attributes	Position	769		
	Label	CBCL preschoolers: Sleep Problems Subdomain		
	Type	Numeric		

	Format	F3		
	Measurement	Nominal		
	Role	Input		
Valid Values	0		60	18.1%
	1		46	13.9%
	2		42	12.7%
	3		18	5.4%
	4		21	6.3%
	5		16	4.8%
	6		15	4.5%
	7		11	3.3%
	8		2	0.6%
	9		3	0.9%
	10		1	0.3%
Missing Values	System		97	29.2%

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_attention

		Value	Count	Percent
Standard Attributes	Position	770		
	Label	CBCL preschoolers: Attention Problems Subdomain		
	Type	Numeric		
	Format	F3		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		56
1			48	14.5%
2			51	15.4%
3			32	9.6%
4			20	6.0%
5			16	4.8%
6			10	3.0%
7			1	0.3%
9			1	0.3%
Missing Values		System		97

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)

### CBCL\_aggressive

		Value
Standard Attributes	Position	771

	Label	CBCL preschoolers: Aggressive Behaviour Subdomain
	Type	Numeric
	Format	F3
	Measurement	Scale
	Role	Input
N	Valid	235
	Missing	97
Central Tendency and Dispersion	Mean	7.78
	Standard Deviation	5.852
	Percentile 25	3.00
	Percentile 50	7.00
	Percentile 75	11.00

Notes: The Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)



## Appendix: List of variables in PFL 24 month data by domain

Variable name	Variable label	Domain
PFL_ID	PFL identifier	Interview details
Group	Treatment group: high, low or LFP	Interview details
category	PFL or Matched Community	Interview details
PFL_Control	Trial group: PFL intervention or control	Interview details
Multiples	Singleton twin or triplet	Interview details
Method	Method survey conducted	Interview details
babyage	Babys age in weeks	Demographic/household information
mother_age	Mothers age in years	Demographic/household information
babygender	Babys gender	Demographic/household information
ASQcomm1	ASQ communication Item 1	Child development
ASQcomm2	ASQ communication Item 2	Child development
ASQcomm3	ASQ communication Item 3	Child development
ASQcomm4	ASQ communication Item 4	Child development
ASQcomm5	ASQ communication Item 5	Child development
ASQcomm6	ASQ communication Item 6	Child development
ASQfine1	ASQ fine motor Item 1	Child development
ASQfine2	ASQ fine motor Item 2	Child development
ASQfine3	ASQ fine motor Item 3	Child development
ASQfine4	ASQ fine motor Item 4	Child development
ASQfine5	ASQ fine motor Item 5	Child development
ASQfine6	ASQ fine motor Item 6	Child development
ASQgross1	ASQ gross motor Item 1	Child development
ASQgross2	ASQ gross motor Item 2	Child development
ASQgross3	ASQ gross motor Item 3	Child development
ASQgross4	ASQ gross motor Item 4	Child development
ASQgross5	ASQ gross motor Item 5	Child development
ASQgross6	ASQ gross motor Item 6	Child development
ASQpers1	ASQ personal/social item 1	Child development
ASQpers2	ASQ personal/social item 2	Child development
ASQpers3	ASQ personal/social item 3	Child development
ASQpers4	ASQ personal/social item 4	Child development
ASQpers5	ASQ personal/social item 5	Child development
ASQpers6	ASQ personal/social item 6	Child development
ASQprob1	ASQ problem solving item 1	Child development
ASQprob2	ASQ problem solving item 2	Child development
ASQprob3	ASQ problem solving item 3	Child development
ASQprob4	ASQ problem solving item 4	Child development
ASQprob5	ASQ problem solving item 5	Child development
ASQprob6	ASQ problem solving item 6	Child development
ASQSE1	ASQ:SE item 1	Child development
ASQSE1a	ASQ:SE item 1 concern	Child development
ASQSE2	ASQ:SE item 2	Child development
ASQSE2a	ASQ:SE item 2 concern	Child development
ASQSE3	ASQ:SE item 3	Child development
ASQSE3a	ASQ:SE item 3 concern	Child development
ASQSE4	ASQ:SE item 4	Child development
ASQSE4a	ASQ:SE item 4 concern	Child development

ASQSE5	ASQ:SE item 5	Child development
ASQSE5a	ASQ:SE item 5 concern	Child development
ASQSE6	ASQ:SE item 6	Child development
ASQSE6a	ASQ:SE item 6 concern	Child development
ASQSE7	ASQ:SE item 7	Child development
ASQSE7a	ASQ:SE item 7 concern	Child development
ASQSE8	ASQ:SE item 8	Child development
ASQSE8a	ASQ:SE item 8 concern	Child development
ASQSE9	ASQ:SE item 9	Child development
ASQSE9a	ASQ:SE item 9 concern	Child development
ASQSE10	ASQ:SE item 10	Child development
ASQSE10a	ASQ:SE item 10 concern	Child development
ASQSE11	ASQ:SE item 11	Child development
ASQSE11a	ASQ:SE item 11 concern	Child development
ASQSE12	ASQ:SE item 12	Child development
ASQSE12a	ASQ:SE item 12 concern	Child development
ASQSE13	ASQ:SE item 13	Child development
ASQSE13a	ASQ:SE item 13 concern	Child development
ASQSE14	ASQ:SE item 14	Child development
ASQSE14a	ASQ:SE item 14 concern	Child development
ASQSE15	ASQ:SE item 15	Child development
ASQSE15a	ASQ:SE item 15 concern	Child development
ASQSE16	ASQ:SE item 16	Child development
ASQSE16a	ASQ:SE item 16 concern	Child development
ASQSE17	ASQ:SE item 17	Child development
ASQSE17a	ASQ:SE item 17 concern	Child development
ASQSE18	ASQ:SE item 18	Child development
ASQSE18a	ASQ:SE item 18 concern	Child development
ASQSE19	ASQ:SE item 19	Child development
ASQSE19a	ASQ:SE item 19 concern	Child development
ASQSE20	ASQ:SE item 20	Child development
ASQSE20a	ASQ:SE item 20 concern	Child development
ASQSE21	ASQ:SE item 21	Child development
ASQSE21a	ASQ:SE item 21 concern	Child development
ASQSE22	ASQ:SE item 22	Child development
ASQSE22a	ASQ:SE item 22 concern	Child development
ASQSE23	ASQ:SE item 23	Child development
ASQSE23a	ASQ:SE item 23 concern	Child development
ASQSE24	ASQ:SE item 24	Child development
ASQSE24a	ASQ:SE item 24 concern	Child development
ASQSE25	ASQ:SE item 25	Child development
ASQSE25a	ASQ:SE item 25 concern	Child development
ASQSE26	ASQ:SE item 26	Child development
ASQSE26a	ASQ:SE item 26 concern	Child development
ASQcomm_score	ASQ: Communication Score	Child development
ASQgross_score	ASQ: Gross Motor Score	Child development
ASQfine_score	ASQ: Fine Motor Score	Child development
ASQprob_score	ASQ: Problem Solving Score	Child development
ASQpers_score	ASQ: Personal-Social Score	Child development
ASQSE_total	ASQ: Social-Emotional Problems total	Child development
ASQ_total_score	ASQ Total Standardised Score	Child development
ASQcomm_cutoff	ASQ:Communication score below 36.5 cut-off = at risk	Child development
ASQgross_cutoff	ASQ:Gross Motor score below 36 cut-	Child development

	off = at risk	
ASQfine_cutoff	ASQ:Fine Motor score below 36.4 cut-off = at risk	Child development
ASQprob_cutoff	ASQ:Problem Solving score below 32.9 cut-off = at risk	Child development
ASQpers_cutoff	ASQ:Personal-Social score below 35.6 cut-off = at risk	Child development
ASQpers_problem	ASQ: Personal Social & Problem Solving Score	Child development
ASQSE_cutoff	ASQ:SE score above the cutoff point indicating at risk	Child development
ASQa	Standardized values of (asqcomm_score)	Child development
ASQb	Standardized values of (asqgross_score)	Child development
ASQc	Standardized values of (asqfine_score)	Child development
ASQd	Standardized values of (asqprob_score)	Child development
ASQe	Standardized values of (asqpers_score)	Child development
ASQtotal	ASQ: Total raw score	Child development
a1	Is your child getting any special services	Child development
a4	How worried are you about childs language development	Child development
a5	How worried are you about childs behaviour emotions	Child development
worries_language	How worried about child's language development?	Child development
worries_behaviour	How worried about child's behaviour?	Child development
birthwgt_grams	Birth weight in grams	Child health
b1	What age was child at his/her last doctor visit in months	Child health
b1dkr	Age of child at last doctor visit - dont know	Child health
b2stones	Weight of child at last doctor visit in stones	Child health
b2lbs	Weight of child at last doctor visit in pounds	Child health
b2stoneslbs	Weight of child at last doctor visit in stones and pounds	Child health
b2kg	Weight of child at last doctor visit in kilograms	Child health
b2dkr	Weight of child at last doctor visit - dont know	Child health
b3stones	What is childs current weight in stones	Child health
b3lbs	What is childs current weight in pounds	Child health
b3stoneslbs	What is childs current weight in stones and pounds	Child health
b3kg	What is childs current weight in kilograms	Child health
b3dkr	What is childs current weight - dont know	Child health
b4	Height of child at last doctor visit in inches	Child health
b4dkr	Height of child at last doctor visit - dont know	Child health
b5	What is childs height now	Child health
b5dkr	What is childs height now - dont know	Child health

currwgt_lbs	Childs current weight in lbs	Child health
know_weight	Mother knows child's current weight	Child health
current_height	Child's current height in	Child health
hgtinches	Total height in inches	Child health
know_height	Mother knows baby's current height	Child health
b6	How would you say child's health has been in last 6 months	Child health
b7s1	Child health problems in last 6 months: chest infections	Child health
b7s2	Child health problems in last 6 months: ear infections	Child health
b7s5	Child health problems in last 6 months: wheezing or asthma	Child health
b7s6	Child health problems in last 6 months: skin problems	Child health
b7s7	Child health problems in last 6 months: sight or eye problems	Child health
b7s9	Child health problems in last 6 months: persistent vomiting	Child health
b7s10	Child health problems in last 6 months: persistent diarrhoea	Child health
b7s13	Child health problems in last 6 months: accident	Child health
b7s14	Child health problems in last 6 months: none of the above	Child health
b7s15	Child health problems in last 6 months: other health problems	Child health
b8	During last 6 months has child ever stayed in hospital	Child health
b9	How many times has child stayed in hospital in last 6 months	Child health
babyhealth	Baby's health in the last 6 months - good=1	Child health
hlthprobs_num_1	Number of health problems for which baby taken to GP, Health Centre or Casualty	Child health
b12	Did you ever try to breastfeed child	Child health - breastfeeding
b13	Are you still breastfeeding child	Child health - breastfeeding
b14wk	Child's age when stopped exclusively breastfeeding - weeks	Child health - breastfeeding
b14mnth	Child's age when stopped exclusively breastfeeding - months	Child health - breastfeeding
b15mnth	Age stopped completely breastfeeding (mth)	Child health - breastfeeding
b15wk	Age stopped completely breastfeeding (wks)	Child health - breastfeeding
agestop_exclbrstfd	Child's age stopped exclusively breastfeeding - total weeks	Child health - breastfeeding
agestop_brstfd	Child's age stopped completely breastfeeding - total weeks	Child health - breastfeeding
b16a	How often does child eat: Grains	Child health - nutrition
b16b	How often does child eat: Vegetables	Child health - nutrition
b16c	How often does child eat: Fruits	Child health - nutrition
b16d	How often does child eat: Protein	Child health - nutrition
b16e	How often does child eat: Dairy	Child health - nutrition
b16f	How often does child eat: Other foods	Child health - nutrition
b16g	How often does child eat: Formula or breast	Child health - nutrition

	milk	
poor_eating	Baby do not eat grains/veg/fruit/protein/dairy daily	Child health - nutrition
daily_fat	Baby eats fatty foods on a daily basis	Child health - nutrition
SDS_1	I sometimes litter (SDS17 item 1)	Misreporting – social desirability
SDS_2	I always admit my mistakes openly (SDS17 item 2)	Misreporting – social desirability
SDS_3	In traffic I am always polite and considerate (SDS17 item 3)	Misreporting – social desirability
SDS_3NA	N/A because respondent doesnt drive (SDS17 item 3)	Misreporting – social desirability
SDS_4	I have tried illegal drugs (SDS17 item 4)	Misreporting – social desirability
SDS_5	I always accept others opinions (SDS17 item 5)	Misreporting – social desirability
SDS_6	I take out my bad moods (SDS17 item 6)	Misreporting – social desirability
SDS_7	There has been occasion when took advantage (SDS17 item 7)	Misreporting – social desirability
SDS_8	In conversations I listen attentively (SDS17 item 8)	Misreporting – social desirability
SDS_9	I never hesitate to help someone (SDS17 item 9)	Misreporting – social desirability
SDS_10	When I have made promise I keep it (SDS17 item 10)	Misreporting – social desirability
SDS_11	I occasionally speak badly of others (SDS17 item 11)	Misreporting – social desirability
SDS_12	I would never live off other people (SDS17 item 12)	Misreporting – social desirability
SDS_13	I always stay friendly and courteous (SDS17 item 13)	Misreporting – social desirability
SDS_14	During arguments I always stay objective (SDS17 item 14)	Misreporting – social desirability
SDS_15	I failed to return an item I borrowed (SDS17 item 15)	Misreporting – social desirability
SDS_16	I always eat a healthy diet (SDS17 item 16)	Misreporting – social desirability
SDS_17	I only help because I expect something (SDS17 item 17)	Misreporting – social desirability
SDS17_score	Social Desirability Scale-17 score	Misreporting – social desirability
SDS16_cut	Social Desirability Scale-16 cutoff	Misreporting – social desirability
SDS16_score	Social Desirability Scale-16 Score	Misreporting – social desirability
SDS16_bias_24m	Social Desirability Scale-16 score at 24 month	Misreporting – social desirability
CMAS_quality_score	CMAS Quality Attachment score	Parenting
CMAS_hostility_score	CMAS Absence of Hostility score	Parenting
CMAS_interaction_score	CMAS Pleasure in Interaction score	Parenting
CMAS_maternal_score	CMAS Maternal Score	Parenting
casb1	Maternal Antisocial Behaviour item 1	Socio-economic information
casb2	Maternal Antisocial Behaviour item 2	Socio-economic information
casb3	Maternal Antisocial Behaviour item 3	Socio-economic information

casb4	Maternal Antisocial Behaviour item 4	Socio-economic information
casb5	Maternal Antisocial Behaviour item 5	Socio-economic information
casb6	Maternal Antisocial Behaviour item 6	Socio-economic information
casb7	Maternal Antisocial Behaviour item 7	Socio-economic information
casb8	Maternal Antisocial Behaviour item 8	Socio-economic information
casb9	Maternal Antisocial Behaviour item 9	Socio-economic information
casb10	Maternal Antisocial Behaviour item 10	Socio-economic information
casb11	Maternal Antisocial Behaviour item 11	Socio-economic information
casb12	Maternal Antisocial Behaviour item 12	Socio-economic information
casb13	Maternal Antisocial Behaviour item 13	Socio-economic information
antisocial_school	Exhibited 2 or more antisocial behaviour in school	Socio-economic information
antisocial_adult	Exhibited 2 or more antisocial behaviour as an adult	Socio-economic information
d1	Are you and child currently living in the same house	Demographic/household information
d2	How many people currently live in home excl you and child	Demographic/household information
d3Partner	Lives with partner - biological father of PFL child or other	Demographic/household information
d3Child	Lives with at least one natural son or natural daughter	Demographic/household information
d3Parent	Lives with at least one parent including partners parents	Demographic/household information
d3Sibling	Lives with at least one sibling including partners siblings	Demographic/household information
d3Nephew	Lives with at least one nephew or niece	Demographic/household information
d3Other	Lives with all others	Demographic/household information
d4	What is your current relationship status	Demographic/household information
d5	Is your partner child's biological father	Demographic/household information
d6	Were you with this partner when interviewed at 18 months	Demographic/household information
d7	Any changes in work status since last interview	Socio-economic information
d8	What is your current work status	Socio-economic information
d10	Do you work full-time or part-time	Socio-economic information
d11	How many hours per week do you usually work	Socio-economic information
d12	Is this standard hours or does it change weekly	Socio-economic information
d13	Have you been paid continuously over last 6 months	Socio-economic information
d14b	How long were you not in paid work over last 6 months in months	Socio-economic information
d15	How much do you earn in your jobs(s)	Socio-economic information
d16	Is this per hour per week per month or per year	Socio-economic information
d18a	Anyone in household in receipt of Jobseekers Benefit	Socio-economic information
d18b	Anyone in household in receipt of Jobseekers Allowance	Socio-economic information

d18c	Anyone in household in receipt of Family Income Supplement	Socio-economic information
d18ee	Anyone in household in receipt of Medical Card	Socio-economic information
d18o	Anyone in household in receipt of One Parent Payment	Socio-economic information
d20	Would you say that your household is able to make ends meet	Socio-economic information
d21	Compared to 12 months ago households financial situation has	Socio-economic information
d22	Over next 12 months households financial situation will	Socio-economic information
change_workstat_1824	Improvement in work status mother between 18month to 24month	Socio-economic information
unemploy_longterm	Respondent is longterm unemployed (> 1 year)	Socio-economic information
make_endsmeet	Financial Difficulty	Socio-economic information
hhldfinan	Household current financial situation compared to 12 months ago	Socio-economic information
hhldfinan_fut	How R thinks the hhold financial situation will change over next 12 mths	Socio-economic information
hholdsize	Total number of people in the household	Socio-economic information
equiv_hholdinc	Equivalent household income	Socio-economic information
equiv_size	Household equivalized size	Socio-economic information
d23	Do you save money regularly	Socio-economic information
d24	Did you vote in the last General Election	Social support - participation
d25	Did you vote in the last local elections and European elections	Social support - participation
d26	Are you still in any type of education	Socio-economic information
d28	At what age did you start formal schooling	Socio-economic information
d29	At what age did you leave formal primary/secondary school	Socio-economic information
yearseduc	Number of years in formal education	Socio-economic information
juniorcert	Has Junior Certificate	Socio-economic information
leavingcert	Has Leaving Certificate	Socio-economic information
othereduc	Has other education apart from primary/secondary	Socio-economic information
d30a	Obtained Junior/Group/Inter Certificate	Socio-economic information
d30b	Obtained Applied Leaving Cert/Leaving Cert/A Levels	Socio-economic information
d31	Did you spend any time in any other education	Socio-economic information
d32	How many courses did you enrol in	Socio-economic information
d33b_1	Course 1 - course duration for person in years	Socio-economic information
d33b_2	Course 2 - course duration for person in years	Socio-economic information
d33b_3	Course 3 - course duration for person in years	Socio-economic information
d33b_4	Course 4 - course duration for person in years	Socio-economic information
d33b_5	Course 5 - course duration for person in years	Socio-economic information
d33b_6	Course 6 - course duration for person in years	Socio-economic information

d33b_7	Course 7 - course duration for person in years	Socio-economic information
d33c_1	Course 1 - Part time or full time	Socio-economic information
d33c_2	Course 2 - Part time or full time	Socio-economic information
d33c_3	Course 3 - Part time or full time	Socio-economic information
d33c_4	Course 4 - Part time or full time	Socio-economic information
d33c_5	Course 5 - Part time or full time	Socio-economic information
d33c_6	Course 6 - Part time or full time	Socio-economic information
d33c_7	Course 7 - Part time or full time	Socio-economic information
d33d_1	Course 1 - Course completed	Socio-economic information
d33d_2	Course 2 - Course completed	Socio-economic information
d33d_3	Course 3 - Course completed	Socio-economic information
d33d_4	Course 4 - Course completed	Socio-economic information
d33d_5	Course 5 - Course completed	Socio-economic information
d33d_6	Course 6 - Course completed	Socio-economic information
d33d_7	Course 7 - Course completed	Socio-economic information
d34	Since last interview any change in partners work status	Socio-economic information
d35	What is partners current work status	Socio-economic information
d37	Does partner work full-time or part-time	Socio-economic information
d38	How many hours per week does partner usually work	Socio-economic information
d38dkr	How many hours per week does partner work - dont know	Socio-economic information
d39	Is this standard hours or does it change on a weekly basis	Socio-economic information
d40	Was partner in paid work continuously over the last 6 months	Socio-economic information
d41b	For how long was he not in paid work over last 6 months	Socio-economic information
d41dkr	For how long was he not in paid work - don't know	Socio-economic information
fa_change_workstat_1824	Improvement in work status father between 18month to 24month	Socio-economic information
fa_unemploy_longterm	Father is unemployed for more than 12 mths	Socio-economic information
d42	Roughly how much does partner earn on average in his job	Socio-economic information
d42dkr	Roughly how much does partner earn - dont know	Socio-economic information
d43	Is this amount per hour per week per month or per year	Socio-economic information
d44	For how long has partner been without paid work in months	Socio-economic information
d45	Do you use any type of childcare for child	Childcare
d46	What type of childcare do you mainly use	Childcare
d48	For how many hours per week is child in this childcare	Childcare
d49	What age was child when s/he started this type of childcare	Childcare
d50	Do you pay for this type of childcare	Childcare
d51	How much do you pay for childcare for child	Childcare
d52	Is this amount per hour per week per month or per year	Childcare
d53	How satisfied are you with this type of	Childcare



	childcare	
d54	Does your child spend time in any other childcare	Childcare
childcare_satis2	Satisfaction with Childcare, very satisfied vs. everything else	Childcare
grandp_childcare	Does the child's grandparent act as childcare for the child	Childcare - grandparent
age_childcare	Baby's age when childcare started	Childcare
hours_childcare	Number of Hours per Week in Childcare	Childcare
childcare_cost_hour	Weekly childcare cost per hour	Childcare
e1a	How would you rate support from spouse/partner	Social support
e1b	How would you rate support from parents	Social support
e1c	How would you rate support from other close relatives	Social support
e1d	How would you rate support from friends	Social support
e1e	How would you rate support from neighbours	Social support
e1f	How would you rate support from people in your workplace	Social support
e1g	How would you rate support from child's biological father	Social support
e1h	How would you rate support from PFL programme	Social support
partner_support	Support from partner	Social support
babydad_support	None/little/some support from baby's biological father	Social support
dad_dailycont	Father has daily contact with baby	Social support
parent_support	None/little/some support from parent	Social support
relatives_support	None/little/some support from relatives	Social support
friend_support	None/little/some support getting from friends	Social support
neighbour_support	None/little/some support from neighbours	Social support
workplace_support	None/little/some support from people in workplace	Social support
pfl_support	None/little/some support from PFL	Social support
e2	How often do you meet with your mentor/information officer	Social support - PFL Mentor
e3	How often do you meet with friends and relatives	Social support
meet_friend	How often R meets friends/relatives	Social support
e4a	How often do you participate in: sports clubs etc	Social support – participation
sports	How often R participates in sports clubs etc	Social support – participation
e4b	How often do you participate in: political parties etc	Social support – participation
political	How often R participates in political parties etc	Social support – participation
e4c	How often do you participate in: parent teacher assoc etc	Social support – participation
groups	How often R participates in parent teacher assoc etc	Social support – participation
e4d	How often do you participate in: church religious groups etc	Social support – participation
church	How often R participates in church religious	Social support – participation

	groups etc	
e4e	How often do you participate in: evening classes etc	Social support – participation
evening	How often R participates in evening classes etc	Social support – participation
e4f	How often do you participate in: social groups etc	Social support – participation
social	How often R participates in social groups etc	Social support – participation
social_participation	Level of participation in social groups/activities	Social support – participation
e5	How many neighbours have a child around the same age	Study contamination
e6	Do you share info you receive from PFL with other parents	Study contamination
e7	Who most helps you make choices about caring for your child	Study contamination
e8	Is study child's father a part of his/her life	Social support – Father
e9	How often does bio father have contact with child	Social support – Father
e11	Does child's bio father contribute money to maintenance	Social support – Father
e12	Does child's bio father make regular or irregular payments	Social support – Father
f1	How would you describe your health compared with other women	Maternal health and well-being
motherhlth	Mother's health compared with other women same age	Maternal health and well-being
f2_1	How many times have you visited your GP in last 6 months	Maternal health and well-being
f3	Do you currently smoke	Maternal health - smoking
f4	How many cigarettes per day do you smoke now	Maternal health - smoking
cigs_perday	Number of Cigarettes per day (smokers only)	Maternal health - smoking
change_cigs6	Cigs at 18 months - Cigs at 24 months	Maternal health - smoking
f5	Does any other person smoke in the house	Maternal health - smoking
f6	Have you drunk alcohol in past 6 months	Maternal health - alcohol
f7	How often did you drink alcohol in past 6 months	Maternal health - alcohol
f8	What did you usually drink	Maternal health - alcohol
f9	About how many drinks did you have	Maternal health - alcohol
alcohol_units	Consumed alcohol above the recommended level	Maternal health - alcohol
binge2_alcohol	Binge Drinking	Maternal health - alcohol
f10	Have you used any of these drugs in the past 6 months	Maternal health - drugs
f11	Overall how often have you used drugs in past 6 months	Maternal health - drugs
f12	Are you pregnant now	Maternal health - pregnancy
f14	Was the pregnancy planned or did it just happen	Maternal health - pregnancy
f15	Have you been pregnant since the birth of PFL study child	Maternal health - pregnancy
f16	How did the pregnancy end	Maternal health - pregnancy

f17	Are you currently using any type of birth control	Maternal health - pregnancy
f18	Which type of birth control are you using	Maternal health - pregnancy
valid_bcontrol	Currently using a VALID form of birth control	Maternal health - pregnancy
EPDS_1	See the funny side (EPDS Item 1)	Maternal health and well-being
EPDS_2	Look forward to things (EPDS Item 2)	Maternal health and well-being
EPDS_3	Have blamed myself when things went wrong (EPDS Item 3)	Maternal health and well-being
EPDS_4	Anxious or worried for no reason (EPDS Item 4)	Maternal health and well-being
EPDS_5	Felt scared or panicky for no reason (EPDS Item 5)	Maternal health and well-being
EPDS_6	Things getting on top of me (EPDS Item 6)	Maternal health and well-being
EPDS_7	Have been so unhappy have difficulty sleeping (EPDS Item 7)	Maternal health and well-being
EPDS_8	Have felt sad or miserable (EPDS Item 8)	Maternal health and well-being
EPDS_9	Have been so unhappy I have been crying (EPDS Item 9)	Maternal health and well-being
EPDS_10	Thought of harming myself occurred to me (EPDS Item 10)	Maternal health and well-being
EPDS_score_7days	Edinburgh Postnatal Depression score - Past 7 Days	Maternal health and well-being
EPDS_7day_cutoff10	Score above 10 indicating possible mild depression	Maternal health and well-being
RSE_1	Satisfied with myself (Rosenberg Item 1)	Maternal health and well-being
RSE_2	No good at all (Rosenberg Item 2)	Maternal health and well-being
RSE_3	Able to do things as well as others (Rosenberg Item 3)	Maternal health and well-being
RSE_4	Feel useless at times (Rosenberg Item 4)	Maternal health and well-being
RSE_5	Inclined to feel like a failure (Rosenberg Item 5)	Maternal health and well-being
RSE_6	Positive attitude toward myself (Rosenberg Item 6)	Maternal health and well-being
RSE_score	Rosenberg Sum Total	Maternal health and well-being
CFC_1	I ignore warnings about future problems (CFC Item 1)	Maternal health and well-being
CFC_2	No need to sacrifice things now for problems (CFC Item 2)	Maternal health and well-being
CFC_3	Only respond to urgent problems (CFC Item 3)	Maternal health and well-being
CFC_total	Consideration of Future Consequences Scale Total	Maternal health and well-being
g1	Have you heard of descriptive praise	Study contamination
DPCOG_1	Developmental Profile 3 Cognitive Item 1	Child development
DPCOG_2	Developmental Profile 3 Cognitive Item 2	Child development
DPCOG_3	Developmental Profile 3 Cognitive Item 3	Child development
DPCOG_4	Developmental Profile 3 Cognitive Item 4	Child development
DPCOG_5	Developmental Profile 3 Cognitive Item 5	Child development
DPCOG_6	Developmental Profile 3 Cognitive Item 6	Child development
DPCOG_7	Developmental Profile 3 Cognitive Item 7	Child development
DPCOG_8	Developmental Profile 3 Cognitive Item 8	Child development
DPCOG_9	Developmental Profile 3 Cognitive Item 9	Child development
DPCOG_10	Developmental Profile 3 Cognitive Item 10	Child development
DPCOG_11	Developmental Profile 3 Cognitive Item 11	Child development

DPCOG_12	Developmental Profile 3 Cognitive Item 12	Child development
DPCOG_13	Developmental Profile 3 Cognitive Item 13	Child development
DPCOG_14	Developmental Profile 3 Cognitive Item 14	Child development
DPCOG_15	Developmental Profile 3 Cognitive Item 15	Child development
DPCOG_16	Developmental Profile 3 Cognitive Item 16	Child development
DPCOG_17	Developmental Profile 3 Cognitive Item 17	Child development
DPCOG_18	Developmental Profile 3 Cognitive Item 18	Child development
DPCOG_19	Developmental Profile 3 Cognitive Item 19	Child development
DPCOG_20	Developmental Profile 3 Cognitive Item 20	Child development
DPCOG_21	Developmental Profile 3 Cognitive Item 21	Child development
DPCOG_22	Developmental Profile 3 Cognitive Item 22	Child development
DPCOG_23	Developmental Profile 3 Cognitive Item 23	Child development
DPCOG_24	Developmental Profile 3 Cognitive Item 24	Child development
DPCOG_25	Developmental Profile 3 Cognitive Item 25	Child development
DPCOG_26	Developmental Profile 3 Cognitive Item 26	Child development
DPCOG_27	Developmental Profile 3 Cognitive Item 27	Child development
DPCOG_28	Developmental Profile 3 Cognitive Item 28	Child development
DPCOG_29	Developmental Profile 3 Cognitive Item 29	Child development
DPCOG_30	Developmental Profile 3 Cognitive Item 30	Child development
DPCOG_31	Developmental Profile 3 Cognitive Item 31	Child development
DPCOG_32	Developmental Profile 3 Cognitive Item 32	Child development
DPCOG_33	Developmental Profile 3 Cognitive Item 33	Child development
DPCOG_34	Developmental Profile 3 Cognitive Item 34	Child development
DPCOG_35	Developmental Profile 3 Cognitive Item 35	Child development
DPCOG_36	Developmental Profile 3 Cognitive Item 36	Child development
DPCOG_37	Developmental Profile 3 Cognitive Item 37	Child development
DPCOG_38	Developmental Profile 3 Cognitive Item 38	Child development
DPCOG_score	DP3: Cognitive development Score	Child development
DPCOG_standard	DP3: Cognitive development standardised score	Child development
DPCOG_cut	DP-3 Cognitive Development Cut-Off	Child development
DPCOG_binary	DP-3 Cognitive Development Binary Cutoff	Child development
BITSEA_1	Brief Child-Toddler Social and Emotional Assessment item 1	Child development
BITSEA_2	Brief Child-Toddler Social and Emotional Assessment item 2	Child development
BITSEA_3	Brief Child-Toddler Social and Emotional Assessment item 3	Child development
BITSEA_4	Brief Child-Toddler Social and Emotional Assessment item 4	Child development
BITSEA_5	Brief Child-Toddler Social and Emotional Assessment item 5	Child development
BITSEA_6	Brief Child-Toddler Social and Emotional Assessment item 6	Child development
BITSEA_7	Brief Child-Toddler Social and Emotional Assessment item 7	Child development
BITSEA_8	Brief Child-Toddler Social and Emotional Assessment item 8	Child development
BITSEA_9	Brief Child-Toddler Social and Emotional Assessment item 9	Child development
BITSEA_10	Brief Child-Toddler Social and Emotional Assessment item 10	Child development
BITSEA_11	Brief Child-Toddler Social and Emotional	Child development

	Assessment item 11	
BITSEA_12	Brief Child-Toddler Social and Emotional Assessment item 12	Child development
BITSEA_13	Brief Child-Toddler Social and Emotional Assessment item 13	Child development
BITSEA_14	Brief Child-Toddler Social and Emotional Assessment item 14	Child development
BITSEA_15	Brief Child-Toddler Social and Emotional Assessment item 15	Child development
BITSEA_16	Brief Child-Toddler Social and Emotional Assessment item 16	Child development
BITSEA_17	Brief Child-Toddler Social and Emotional Assessment item 17	Child development
BITSEA_18	Brief Child-Toddler Social and Emotional Assessment item 18	Child development
BITSEA_19	Brief Child-Toddler Social and Emotional Assessment item 19	Child development
BITSEA_20	Brief Child-Toddler Social and Emotional Assessment item 20	Child development
BITSEA_21	Brief Child-Toddler Social and Emotional Assessment item 21	Child development
BITSEA_22	Brief Child-Toddler Social and Emotional Assessment item 22	Child development
BITSEA_23	Brief Child-Toddler Social and Emotional Assessment item 23	Child development
BITSEA_24	Brief Child-Toddler Social and Emotional Assessment item 24	Child development
BITSEA_25	Brief Child-Toddler Social and Emotional Assessment item 25	Child development
BITSEA_26	Brief Child-Toddler Social and Emotional Assessment item 26	Child development
BITSEA_27	Brief Child-Toddler Social and Emotional Assessment item 27	Child development
BITSEA_28	Brief Child-Toddler Social and Emotional Assessment item 28	Child development
BITSEA_29	Brief Child-Toddler Social and Emotional Assessment item 29	Child development
BITSEA_30	Brief Child-Toddler Social and Emotional Assessment item 30	Child development
BITSEA_31	Brief Child-Toddler Social and Emotional Assessment item 31	Child development
BITSEA_32	Brief Child-Toddler Social and Emotional Assessment item 32	Child development
BITSEA_33	Brief Child-Toddler Social and Emotional Assessment item 33	Child development
BITSEA_34	Brief Child-Toddler Social and Emotional Assessment item 34	Child development
BITSEA_35	Brief Child-Toddler Social and Emotional Assessment item 35	Child development
BITSEA_36	Brief Child-Toddler Social and Emotional	Child development

	Assessment item 36	
BITSEA_37	Brief Child-Toddler Social and Emotional Assessment item 37	Child development
BITSEA_38	Brief Child-Toddler Social and Emotional Assessment item 38	Child development
BITSEA_39	Brief Child-Toddler Social and Emotional Assessment item 39	Child development
BITSEA_40	Brief Child-Toddler Social and Emotional Assessment item 40	Child development
BITSEA_41	Brief Child-Toddler Social and Emotional Assessment item 41	Child development
BITSEA_42	Brief Child-Toddler Social and Emotional Assessment item 42	Child development
BITSEA_comp	BITSEA: Competence score	Child development
BITSEA_prob	BITSEA: Problem score	Child development
BITSEA_prob_cutoff	BITSEA Problem score, above cutoff indicating possible problems	Child development
BITSEA_comp_cutoff	BITSEA Competence score, below cutoff indicating possible deficit/delay	Child development
BITSEA_external	BITSEA: Externalizing problems	Child development
BITSEA_internal	BITSEA: Internalizing problems	Child development
BITSEA_dysregulation	BITSEA: Dysregulation problems	Child development
BITSEA_redflag	BITSEA: Redflag items	Child development
BITSEA_autism	BITSEA: Autism	Child development
PSI_distress	PSI: Parental Distress score	Parenting
PSI_dysfn	PSI: Parent-Child Dysfunctional Interaction score	Parenting
PSI_difficult	PSI: Difficult Child score	Parenting
PSI_defen	PSI: Validity Measure Defensive Responding scale	Parenting
PSI_total_stress	PSI: Total Stress score	Parenting
PSI_distress_r	PSI: Parental Distress score - Defensive Responding Removed	Parenting
PSI_dysfn_r	PSI: Parent-Child Dysfunctional - Defensive Responding Removed	Parenting
PSI_difficult_r	PSI: Difficult Child score - Defensive Responding Removed	Parenting
PSI_total_stress_r	PSI: Total Stress score - Defensive Responding Removed	Parenting
PSI_stress_cutoff	Score above 90 indicating clinically significant stress	Parenting
PSI_d_res_cut	Defensive Responding Cutoff	Parenting
PACOTIS_1	Child is particularly curious compared with others	Parenting
PACOTIS_2	My behaviour has little effect on the personal development	Parenting
PACOTIS_3	I take really great pleasure in talking with my child	Parenting
PACOTIS_4	I often play with my child	Parenting
PACOTIS_5	I feel I am very good at keeping my child amused	Parenting
PACOTIS_6	I get the impression that my child is endearing	Parenting

PACOTIS_7	I feel that I am good at calming my child down when upset	Parenting
PACOTIS_8	I have been angry with my child when he/she upset	Parenting
PACOTIS_9	I feel that I am very good at keeping my child busy	Parenting
PACOTIS_10	When my child cries, he/she gets on my nerves	Parenting
PACOTIS_11	I feel I am very good at attracting the attention of child	Parenting
PACOTIS_12	I have raised my voice with or shouted at my child	Parenting
PACOTIS_13	Regardless of what I do my child will develop on own	Parenting
PACOTIS_14	I feel that I am very good at feeding my child	Parenting
PACOTIS_15	I have spanked my child when he/she was fussy	Parenting
PACOTIS_16	I insist upon keeping my child close to me at all times	Parenting
PACOTIS_17	I get the impression that my child is particularly cute	Parenting
PACOTIS_18	I have lost my temper when my child particularly fussy	Parenting
PACOTIS_19	My behaviour has little effect on the intellectual development	Parenting
PACOTIS_20	I consider myself a real mother hen	Parenting
PACOTIS_21	I prefer that my child sleeps in the same room as me at night	Parenting
PACOTIS_22	I have left my child alone in his/her bedroom when fussy	Parenting
PACOTIS_23	I miss him/her so much that I cannot enjoy myself	Parenting
PACOTIS_23NA	I miss him/her so much that I cannot enjoy myself - NA	Parenting
PACOTIS_24	My behaviour has little effect on development of emotions	Parenting
PACOTIS_25	I have shaken my child when he/she was fussy	Parenting
PACOTIS_26	I can never bring myself to leave my child with a babysitter	Parenting
PACOTIS_27	My behaviour has little effect on how my child will interact	Parenting
PACOTIS_28	I get the impression that my child is particularly intelligent	Parenting
PACOTIS_29	I often feel the urge to kiss my child	Parenting
PACOTIS_30	I usually feel very great pleasure when holding my child	Parenting
PACOTIS_31	I feel very intense joy whenever my child smiles at me	Parenting
PACOTIS_32	In general do you think you are a good mother	Parenting
PACOTIS_efficacy	PACOTIS: Parental Efficacy Score	Parenting

PACOTIS_impact	PACOTIS: Parental Impact Score	Parenting
PACOTIS_hostile	PACOTIS: Parental Hostile-Reactive Behaviour Score	Parenting
PACOTIS_overprot	PACOTIS: Parental Over-Protection Score	Parenting
PACOTIS_warmth	PACOTIS: Parental Warmth Score	Parenting
PACOTIS_babycomp	PACOTIS: Baby Comparison Score	Parenting
dom_riskTOT	Number of domestic risks - derived from question i1	Home environment
CSQ_1	CSQ1: Rate quality of service received	Participant satisfaction with programme
CSQ_2	CSQ2: Have you received the type of help you wanted	Participant satisfaction with programme
CSQ_3	CSQ3: To what extent has PFL met child's needs	Participant satisfaction with programme
CSQ_4	CSQ4: To what extent has PFL met your needs	Participant satisfaction with programme
CSQ_5	CSQ5: How satisfied are you with amount of help received	Participant satisfaction with programme
CSQ_6	CSQ6: Has PFL helped with your child's behaviour	Participant satisfaction with programme
CSQ_7	CSQ7: Has PFL helped you deal with family problems	Participant satisfaction with programme
CSQ_8	CSQ8: Do you think your relationship with partner improved	Participant satisfaction with programme
CSQ_9	CSQ9: Overall how satisfied are you with PFL programme	Participant satisfaction with programme
CSQ_10	CSQ10: Developed skills that can be applied to other children	Participant satisfaction with programme
CSQ_11	CSQ11: How is your child's behaviour at this point	Participant satisfaction with programme
CSQ_12	CSQ12: Describe feelings about your child's progress	Participant satisfaction with programme
CSQ_score	Client Satisfaction Questionnaire Score	Participant satisfaction with programme
CDI_baabaa	McArthur-Bates CDI Toddler short – form A item 1 baabaa	Child development
CDI_meow	McArthur-Bates CDI Toddler short – form A item 2 meow	Child development
CDI_ouch	McArthur-Bates CDI Toddler short – form A item 3 ouch	Child development
CDI_uhoh	McArthur-Bates CDI Toddler short – form A item 4 uhoh	Child development
CDI_woofwoof	McArthur-Bates CDI Toddler short – form A item 5 woofwoof	Child development
CDI_bear	McArthur-Bates CDI Toddler short – form A item 6 bear	Child development
CDI_bird	McArthur-Bates CDI Toddler short – form A item 7 bird	Child development
CDI_cat	McArthur-Bates CDI Toddler short – form A	Child development



	item 8 cat	
CDI_dog	McArthur-Bates CDI Toddler short – form A item 9 dog	Child development
CDI_duck	McArthur-Bates CDI Toddler short – form A item 10 duck	Child development
CDI_horse	McArthur-Bates CDI Toddler short – form A item 11 horse	Child development
CDI_airplan	McArthur-Bates CDI Toddler short – form A item 12 airplane	Child development
CDI_boat	McArthur-Bates CDI Toddler short – form A item 13 boat	Child development
CDI_car	McArthur-Bates CDI Toddler short – form A item 14 car	Child development
CDI_ball	McArthur-Bates CDI Toddler short – form A item 15 ball	Child development
CDI_book	McArthur-Bates CDI Toddler short – form A item 16 book	Child development
CDI_game	McArthur-Bates CDI Toddler short – form A item 17 game	Child development
CDI_applesc	McArthur-Bates CDI Toddler short – form A item 18 applesauce	Child development
CDI_candy	McArthur-Bates CDI Toddler short – form A item 19 candy	Child development
CDI_coke	McArthur-Bates CDI Toddler short – form A item 20 coke	Child development
CDI_cracker	McArthur-Bates CDI Toddler short – form A item 21 cracker	Child development
CDI_juice	McArthur-Bates CDI Toddler short – form A item 22 juice	Child development
CDI_meat	McArthur-Bates CDI Toddler short – form A item 23 meat	Child development
CDI_milk	McArthur-Bates CDI Toddler short – form A item 24 milk	Child development
CDI_peas	McArthur-Bates CDI Toddler short – form A item 25 peas	Child development
CDI_hat	McArthur-Bates CDI Toddler short – form A item 26 hat	Child development
CDI_neckl	McArthur-Bates CDI Toddler short – form A item 27 necklace	Child development
CDI_shoe	McArthur-Bates CDI Toddler short – form A item 28 shoe	Child development
CDI_sock	McArthur-Bates CDI Toddler short – form A item 29 sock	Child development
CDI_chin	McArthur-Bates CDI Toddler short – form A item 30 chin	Child development
CDI_ear	McArthur-Bates CDI Toddler short – form A item 31 ear	Child development
CDI_hand	McArthur-Bates CDI Toddler short – form A item 32 hand	Child development
CDI_leg	McArthur-Bates CDI Toddler short – form A item 33 leg	Child development
CDI_broom	McArthur-Bates CDI Toddler short – form A item 34 broom	Child development
CDI_comb	McArthur-Bates CDI Toddler short – form A item 35 comb	Child development

CDI_mop	McArthur-Bates CDI Toddler short – form A item 36 mop	Child development
CDI_plate	McArthur-Bates CDI Toddler short – form A item 37 plate	Child development
CDI_trash	McArthur-Bates CDI Toddler short – form A item 38 trash	Child development
CDI_tray	McArthur-Bates CDI Toddler short – form A item 39 tray	Child development
CDI_towel	McArthur-Bates CDI Toddler short – form A item 40 towel	Child development
CDI_bed	McArthur-Bates CDI Toddler short – form A item 41 bed	Child development
CDI_bedroom	McArthur-Bates CDI Toddler short – form A item 42 bedroom	Child development
CDI_bench	McArthur-Bates CDI Toddler short – form A item 43 bench	Child development
CDI_oven	McArthur-Bates CDI Toddler short – form A item 44 oven	Child development
CDI_stairs	McArthur-Bates CDI Toddler short – form A item 45 stairs	Child development
CDI_flag	McArthur-Bates CDI Toddler short – form A item 46 flag	Child development
CDI_rain	McArthur-Bates CDI Toddler short – form A item 47 rain	Child development
CDI_star	McArthur-Bates CDI Toddler short – form A item 48 star	Child development
CDI_swing	McArthur-Bates CDI Toddler short – form A item 49 swing	Child development
CDI_school	McArthur-Bates CDI Toddler short – form A item 50 school	Child development
CDI_sky	McArthur-Bates CDI Toddler short – form A item 51 sky	Child development
CDI_party	McArthur-Bates CDI Toddler short – form A item 52 party	Child development
CDI_friend	McArthur-Bates CDI Toddler short – form A item 53 friend	Child development
CDI_mommy	McArthur-Bates CDI Toddler short – form A item 54 mommy	Child development
CDI_person	McArthur-Bates CDI Toddler short – form A item 55 person	Child development
CDI_bye	McArthur-Bates CDI Toddler short – form A item 56 bye	Child development
CDI_hi	McArthur-Bates CDI Toddler short – form A item 57 hi	Child development
CDI_no	McArthur-Bates CDI Toddler short – form A item 58 no	Child development
CDI_shopping	McArthur-Bates CDI Toddler short – form A item 59 shopping	Child development
CDI_thankyou	McArthur-Bates CDI Toddler short – form A item 60 thankyou	Child development
CDI_carry	McArthur-Bates CDI Toddler short – form A item 61 carry	Child development
CDI_chase	McArthur-Bates CDI Toddler short – form A item 62 chase	Child development
CDI_dump	McArthur-Bates CDI Toddler short – form A	Child development

	item 63 dump	
CDI_finish	McArthur-Bates CDI Toddler short – form A item 64 finish	Child development
CDI_fit	McArthur-Bates CDI Toddler short – form A item 65 fit	Child development
CDI_hug	McArthur-Bates CDI Toddler short – form A item 66 hug	Child development
CDI_listen	McArthur-Bates CDI Toddler short – form A item 67 listen	Child development
CDI_like	McArthur-Bates CDI Toddler short – form A item 68 like	Child development
CDI_pretend	McArthur-Bates CDI Toddler short – form A item 69 pretend	Child development
CDI_rip	McArthur-Bates CDI Toddler short – form A item 70 rip	Child development
CDI_shake	McArthur-Bates CDI Toddler short – form A item 71 shake	Child development
CDI_taste	McArthur-Bates CDI Toddler short – form A item 72 taste	Child development
CDI_gentle	McArthur-Bates CDI Toddler short – form A item 73 gentle	Child development
CDI_think	McArthur-Bates CDI Toddler short – form A item 74 think	Child development
CDI_wish	McArthur-Bates CDI Toddler short – form A item 75 wish	Child development
CDI_allgone	McArthur-Bates CDI Toddler short – form A item 76 allgone	Child development
CDI_cold	McArthur-Bates CDI Toddler short – form A item 77 cold	Child development
CDI_fast	McArthur-Bates CDI Toddler short – form A item 78 fast	Child development
CDI_happy	McArthur-Bates CDI Toddler short – form A item 79 happy	Child development
CDI_hot	McArthur-Bates CDI Toddler short – form A item 80 hot	Child development
CDI_last	McArthur-Bates CDI Toddler short – form A item 81 last	Child development
CDI_tiny	McArthur-Bates CDI Toddler short – form A item 82 tiny	Child development
CDI_wet	McArthur-Bates CDI Toddler short – form A item 83 wet	Child development
CDI_after	McArthur-Bates CDI Toddler short – form A item 84 after	Child development
CDI_day	McArthur-Bates CDI Toddler short – form A item 85 day	Child development
CDI_tonight	McArthur-Bates CDI Toddler short – form A item 86 tonight	Child development
CDI_our	McArthur-Bates CDI Toddler short – form A item 87 our	Child development
CDI_them	McArthur-Bates CDI Toddler short – form A item 88 them	Child development
CDI_this	McArthur-Bates CDI Toddler short – form A item 89 this	Child development
CDI_us	McArthur-Bates CDI Toddler short – form A item 90 us	Child development

CDI_where	McArthur-Bates CDI Toddler short – form A item 91 where	Child development
CDI_beside	McArthur-Bates CDI Toddler short – form A item 92 beside	Child development
CDI_down	McArthur-Bates CDI Toddler short – form A item 93 down	Child development
CDI_under	McArthur-Bates CDI Toddler short – form A item 94 under	Child development
CDI_all	McArthur-Bates CDI Toddler short – form A item 95 all	Child development
CDI_much	McArthur-Bates CDI Toddler short – form A item 96 much	Child development
CDI_could	McArthur-Bates CDI Toddler short – form A item 97 could	Child development
CDI_need	McArthur-Bates CDI Toddler short – form A item 98 need	Child development
CDI_would	McArthur-Bates CDI Toddler short – form A item 99 would	Child development
CDI_if	McArthur-Bates CDI Toddler short – form A item 100 if	Child development
CDI_vocabWP	CDI Toddler short – form A Words Produced	Child development
CDI_WPnorm	CDI Toddler short – form A Words Processed normative	Child development
CDI_combinewords	CDI Toddler short – form A Combine words	Child development
CDI_combinewords2	CDI Toddler short – form A combine words 2	Child development
CBCL_a1	Child Behaviour Checklist preschoolers item 1 aches	Child development
CBCL_a2	Child Behaviour Checklist preschoolers item 2 acts young	Child development
CBCL_a3	Child Behaviour Checklist preschoolers item 3 afraid	Child development
CBCL_a4	Child Behaviour Checklist preschoolers item 4 avoids eye	Child development
CBCL_a5	Child Behaviour Checklist preschoolers item 5 concentrate	Child development
CBCL_a6	Child Behaviour Checklist preschoolers item 6 cant sit	Child development
CBCL_a7	Child Behaviour Checklist preschoolers item 7 cant stand	Child development
CBCL_a8	Child Behaviour Checklist preschoolers item 8 cant wait	Child development
CBCL_a9	Child Behaviour Checklist preschoolers item 9 chews	Child development
CBCL_a10	Child Behaviour Checklist preschoolers item 10 clings	Child development
CBCL_a11	Child Behaviour Checklist preschoolers item 11 constantly	Child development
CBCL_a12	Child Behaviour Checklist preschoolers item 12 constipated	Child development
CBCL_a13	Child Behaviour Checklist preschoolers item 13 cries	Child development
CBCL_a14	Child Behaviour Checklist preschoolers item 14 cruel	Child development
CBCL_a15	Child Behaviour Checklist preschoolers item	Child development

	15 defiant	
CBCL_a16	Child Behaviour Checklist preschoolers item 16 demands	Child development
CBCL_a17	Child Behaviour Checklist preschoolers item 17 destroys own	Child development
CBCL_a18	Child Behaviour Checklist preschoolers item 18 destroys oth	Child development
CBCL_a19	Child Behaviour Checklist preschoolers item 19 diarrhoea	Child development
CBCL_a20	Child Behaviour Checklist preschoolers item 20 disobedient	Child development
CBCL_a21	Child Behaviour Checklist preschoolers item 21 disturbed	Child development
CBCL_a22	Child Behaviour Checklist preschoolers item 22 doesnt slp	Child development
CBCL_a23	Child Behaviour Checklist preschoolers item 23 doesnt ans	Child development
CBCL_a24	Child Behaviour Checklist preschoolers item 24 doesnt eat	Child development
CBCL_a25	Child Behaviour Checklist preschoolers item 25 doesnt get al	Child development
CBCL_a26	Child Behaviour Checklist preschoolers item 26 doesnt fun	Child development
CBCL_a27	Child Behaviour Checklist preschoolers item 27 doesnt guilt	Child development
CBCL_a28	Child Behaviour Checklist preschoolers item 28 doesnt out	Child development
CBCL_a29	Child Behaviour Checklist preschoolers item 29 easily frus	Child development
CBCL_a30	Child Behaviour Checklist preschoolers item 30 easily jeal	Child development
CBCL_a31	Child Behaviour Checklist preschoolers item 31 eats drinks	Child development
CBCL_a32	Child Behaviour Checklist preschoolers item 32 fears	Child development
CBCL_a33	Child Behaviour Checklist preschoolers item 33 feelings	Child development
CBCL_a34	Child Behaviour Checklist preschoolers item 34 gets hurt	Child development
CBCL_a35	Child Behaviour Checklist preschoolers item 35 gets fights	Child development
CBCL_a36	Child Behaviour Checklist preschoolers item 36 gets every	Child development
CBCL_a37	Child Behaviour Checklist preschoolers item 37 gets too ups	Child development
CBCL_a38	Child Behaviour Checklist preschoolers item 38 has trouble	Child development
CBCL_a39	Child Behaviour Checklist preschoolers item 39 headaches	Child development
CBCL_a40	Child Behaviour Checklist preschoolers item 40 hits	Child development
CBCL_a41	Child Behaviour Checklist preschoolers item 41 holds breath	Child development
CBCL_a42	Child Behaviour Checklist preschoolers item 42 hurts ani	Child development

CBCL_a43	Child Behaviour Checklist preschoolers item 43 looks unhy	Child development
CBCL_a44	Child Behaviour Checklist preschoolers item 44 moods	Child development
CBCL_a45	Child Behaviour Checklist preschoolers item 45 nausea	Child development
CBCL_a46	Child Behaviour Checklist preschoolers item 46 nervous move	Child development
CBCL_a47	Child Behaviour Checklist preschoolers item 47 nervous	Child development
CBCL_a48	Child Behaviour Checklist preschoolers item 48 nightmares	Child development
CBCL_a49	Child Behaviour Checklist preschoolers item 49 over eat	Child development
CBCL_a50	Child Behaviour Checklist preschoolers item 50 over tired	Child development
CBCL_a51	Child Behaviour Checklist preschoolers item 51 panic	Child development
CBCL_a52	Child Behaviour Checklist preschoolers item 52 painful	Child development
CBCL_a53	Child Behaviour Checklist preschoolers item 53 physically	Child development
CBCL_a54	Child Behaviour Checklist preschoolers item 54 picks	Child development
CBCL_a55	Child Behaviour Checklist preschoolers item 55 plays	Child development
CBCL_a56	Child Behaviour Checklist preschoolers item 56 poorly	Child development
CBCL_a57	Child Behaviour Checklist preschoolers item 57 problems	Child development
CBCL_a58	Child Behaviour Checklist preschoolers item 58 punishment	Child development
CBCL_a59	Child Behaviour Checklist preschoolers item 59 quickly	Child development
CBCL_a60	Child Behaviour Checklist preschoolers item 60 rashes	Child development
CBCL_a61	Child Behaviour Checklist preschoolers item 61 refuses	Child development
CBCL_a62	Child Behaviour Checklist preschoolers item 62 refuses	Child development
CBCL_a63	Child Behaviour Checklist preschoolers item 63 repeatedly	Child development
CBCL_a64	Child Behaviour Checklist preschoolers item 64 resists bed	Child development
CBCL_a65	Child Behaviour Checklist preschoolers item 65 resists toilet	Child development
CBCL_a66	Child Behaviour Checklist preschoolers item 66 screams	Child development
CBCL_a67	Child Behaviour Checklist preschoolers item 67 seems unrep	Child development
CBCL_a68	Child Behaviour Checklist preschoolers item 68 selfconscious	Child development
CBCL_a69	Child Behaviour Checklist preschoolers item 69 selfish	Child development
CBCL_a70	Child Behaviour Checklist preschoolers item	Child development

	70 shows affection	
CBCL_a71	Child Behaviour Checklist preschoolers item 71 shows interest	Child development
CBCL_a72	Child Behaviour Checklist preschoolers item 72 shows fear	Child development
CBCL_a73	Child Behaviour Checklist preschoolers item 73 shy	Child development
CBCL_a74	Child Behaviour Checklist preschoolers item 74 sleeps	Child development
CBCL_a75	Child Behaviour Checklist preschoolers item 75 smears	Child development
CBCL_a76	Child Behaviour Checklist preschoolers item 76 speech	Child development
CBCL_a77	Child Behaviour Checklist preschoolers item 77 stares	Child development
CBCL_a78	Child Behaviour Checklist preschoolers item 78 stomach aches	Child development
CBCL_a79	Child Behaviour Checklist preschoolers item 79 shifts	Child development
CBCL_a80	Child Behaviour Checklist preschoolers item 80 strange	Child development
CBCL_a81	Child Behaviour Checklist preschoolers item 81 stubborn	Child development
CBCL_a82	Child Behaviour Checklist preschoolers item 82 sudden	Child development
CBCL_a83	Child Behaviour Checklist preschoolers item 83 sulks	Child development
CBCL_a84	Child Behaviour Checklist preschoolers item 84 talks	Child development
CBCL_a85	Child Behaviour Checklist preschoolers item 85 temper	Child development
CBCL_a86	Child Behaviour Checklist preschoolers item 86 too concerned	Child development
CBCL_a87	Child Behaviour Checklist preschoolers item 87 too fearful	Child development
CBCL_a88	Child Behaviour Checklist preschoolers item 88 uncooperative	Child development
CBCL_a89	Child Behaviour Checklist preschoolers item 89 underactive	Child development
CBCL_a90	Child Behaviour Checklist preschoolers item 90 unhappy	Child development
CBCL_a91	Child Behaviour Checklist preschoolers item 91 unusually	Child development
CBCL_a92	Child Behaviour Checklist preschoolers item 92 upset	Child development
CBCL_a93	Child Behaviour Checklist preschoolers item 93 vomiting	Child development
CBCL_a94	Child Behaviour Checklist preschoolers item 94 wakes	Child development
CBCL_a95	Child Behaviour Checklist preschoolers item 95 wanders	Child development
CBCL_a96	Child Behaviour Checklist preschoolers item 96 wants attention	Child development
CBCL_a97	Child Behaviour Checklist preschoolers item 97 whining	Child development

CBCL_a98	Child Behaviour Checklist preschoolers item 98 withdrawn	Child development
CBCL_a99	Child Behaviour Checklist preschoolers item 99 worries	Child development
CBCL_a100	Child Behaviour Checklist preschoolers item 100 other1	Child development
CBCL_internal	Child Behaviour Checklist preschoolers Internalising Problems Score	Child development
CBCL_external	CBCL preschoolers: Externalising Problems Score	Child development
CBCL_total	CBCL preschoolers: Total	Child development
CBCL_other	CBCL preschoolers: Other Problems Subdomain	Child development
CBCL_emotreact	CBCL preschoolers: Emotionally Reactive Subdomain	Child development
CBCL_anxious	CBCL preschoolers: Anxious Depressed Subdomain	Child development
CBCL_somatic	CBCL preschoolers: Somatic Complaints Subdomain	Child development
CBCL_withdrawn	CBCL preschoolers: Withdrawn Subdomain	Child development
CBCL_sleep	CBCL preschoolers: Sleep Problems Subdomain	Child development
CBCL_attention	CBCL preschoolers: Attention Problems Subdomain	Child development
CBCL_aggressive	CBCL preschoolers: Aggressive Behaviour Subdomain	Child development