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Preparing for Life

User Guide (v3), June 2017

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<http://www.childrensresearchnetwork.org>

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1. Introduction to the User Guide

This User Guide provides an overview of the Preparing for Life (PFL) programme and evaluation specifically the objectives and methodology of the study and the resulting structure of the archived data. The User Guide should be used as a reference tool, and users should refer to the individual Preparing for Life study reports by the PFL Evaluation Team (see Appendix 5) for more detailed information on the research and results. This User Guide was prepared by the Children's Research Network as part of the Prevention and Early Intervention Research Initiative (2017) and accompanies the deposition of all seven waves of the experimental, randomized controlled trial component of PFL study in the Irish Social Science Data Archive in June 2017. The qualitative process evaluation component of PFL will be deposited in the Irish Qualitative Data Archive in the form of interview and focus group transcripts in 2017. Please refer to the Qualitative Data Supplement document for information specific to the archived process evaluation data.

More information on the *Preparing for Life* study can be found at the following locations:

<http://geary.ucd.ie/preparingforlife/>

<http://preparingforlife.ie/>

More on the Prevention and Early Intervention Research Initiative can be found at the following locations:

<http://www.childrensresearchnetwork.org>

<http://www.childrensresearchnetwork.org/knowledge/collection/prevention-and-early-intervention>

2. Background of study

2.1. Programme aims: Preparing for Life (PFL) is a community-led prevention and early intervention programme that is operated by the Northside Partnership (NSP) in Dublin, Ireland. PFL aims to improve levels of school readiness of young children from several designated disadvantaged areas of North Dublin, by intervening during pregnancy and working with families until the children start school (at approximately four years of age). PFL was developed over a five year period between 2003 and 2008 in response to anecdotal evidence that children from these areas were lagging behind their peers in terms of both cognitive and non-cognitive skills at school entry. The development of PFL was a bottom-up initiative involving 28 local agencies and community groups who worked collaboratively to develop a programme that was both tailored to meet the needs of the local community and was grounded in empirical evidence.

The PFL Programme is a home visiting programme whose purpose is to improve documented low levels of school readiness by assisting parents in developing skills to help prepare their children for school. As such, the PFL Programme operates under a holistic definition of school readiness composed of five dimensions including: 1) physical well-being and motor development; 2) social and emotional development; 3) approaches to learning; 4) language development and emergent literacy; and 5) cognitive development and general knowledge. PFL is a multi-dimensional programme which provides a range of supports to participating families from pregnancy until school entry. It is a manualised programme which shares some characteristics with other international early childhood programmes such as the *Nurse Family Partnership* programme, yet is a distinct home-grown programme.

On the foot of the learning from the original programme and evaluation, a further funding cycle for the programme was granted to PFL for 2014 – 2016 under the Area Based Childhood Programme to expand the programme. The key areas that proved by the programme in 2014 – 2016 are:

- Antenatal Care and Education
- Home Visiting
- Triple P Parenting
- Early Years Practice Programme
- Schools Programme

2.2. Funding: During the period of the PFL evaluation (2008 – 2015), the programme was jointly funded by the Department of Children and Youth Affairs and The Atlantic Philanthropies. The archiving of the research data from the PFL evaluation was carried out as part of the Children’s Research Network Prevention and Early Intervention Research Initiative (2016 -2017) and was funded by The Atlantic Philanthropies.

2.3. Evaluator: The PFL programme was evaluated between 2008 and 2015 by the UCD Geary Institute at University College Dublin, Ireland to provide evidence on the effectiveness of the PFL programme to positively impact on parent and child outcomes. The Principle Investigator was Dr. Orla Doyle at the UCD School of Economics and UCD Geary Institute at University College Dublin. Study team members were Ailbhe Booth, Carly Cheevers, Maria Cosgrove, Deirdre Coy, Sarah Finnegan, Nick Fitzpatrick, Olivia Joyner, Judy Lovett, Louise McEntee, Judy McGrath, Edel McGlanaghy, Kelly McNamara, Eylin Palamaro Munsell, Christine O’Farrelly, Catherine O’Melia, Caroline Rawdon, Sarah Thompson and Gerard Victory. The study was conducted under the direction of the scientific advisory committee members Professor Colm Harmon, Professor James Heckman, Professor Cecily Kelleher, Professor Sharon Ramey, Professor Sylvana Cote, and Professor Richard Tremblay.

2.4. Ethical approval for evaluation: Ethical approval for the PFL evaluation was provided by the University College Dublin’s Human Research Ethics Committee and the Rotunda Hospital’s Ethics Committee, and the National Maternity Hospital’s Ethics Committee. Consent and information forms are included in Appendix 1 of this document.

3. Programme delivery

3.1. Target population: The original PFL catchment area included five communities in North Dublin. Due to the relatively slow uptake rate within these communities, the PFL catchment area was expanded to include the three additional areas in North Dublin in January 2009. A second expansion was initiated in late June 2009 to include two more communities in North Dublin. The inclusion criteria for the PFL Programme and Evaluation were based on geographical residence and pregnancy status, and included both primiparous and non-primiparous women.

3.2. Sample design: The experimental component of the PFL evaluation involved the random allocation of participants from the PFL communities to either a high supports or low supports treatment group for the duration of the five year programme. In addition the PFL treatment groups were compared to a matched ‘services as usual’ comparison group which did not receive the PFL Programme. Trial group membership is indicated in the archived dataset by the variable **Group**. Table 1 below lists the supports that were provided to the low and high treatment groups. The matched comparison (LFP) group were for included in the evaluation comparison only and did not receive any supports from PFL. The following section details the ways in which these supports were delivered to the High and Low treatment groups in PFL.

Table 1: Supports provided to each treatment group as part of the experimental design of PFL (tick indicates treatment was provided by PFL)

	High treatment group	Low treatment group	Matched comparison group (LFP)
Facilitated access to enhanced preschool	✓	✓	
Public Health workshops	✓	✓	
Facilitated access to local services	✓	✓	
€100 development materials per annum	✓	✓	
Access to social events	✓	✓	
Mentoring (home visits)	✓		
Triple P (group parent training)	✓		
Baby massage	✓		

The following were delivered to the high treatment group only:

3.3. Mentoring: Families in the high treatment group were assigned mentor who visited their home fortnightly or monthly, for between 30 minutes and two hours. The home visits started in pregnancy (at 21 weeks) and continued until the child started school at age 4 or 5. Through regular home visits, the PFL mentors built good relationships with parents and provided them with high quality information about parenting and child development using Tip Sheets, and were responsive to issues that arise, with the aim of enabling parents to make informed choices and connect them to other community services. The mentors focused on five general areas related to child development: 1) pre-birth; 2) nutrition; 3) rest and routine; 4) cognitive and social development; and 5) mother and her supports. These areas were selected during the development phase as they were highlighted as areas of need in this community.

3.4. Tip sheets: Families in the high treatment group were given Tip Sheets, which were colourful representations of information related to child development presented in a clear, concise manner and were developed by PFL staff based on available information from local organisations such as the Health Service Executive, the Department of Health and Department of Children and Youth Affairs, and Barnardos Children's Charity. The Tip Sheets were designed at a reading level of a 12 year old and were used to facilitate the home visiting sessions. The Tip Sheets were given to the participant after discussion with the mentor during the home visit and remained with the participant to serve as an on-going parenting resource. The Tip Sheets were designed to be delivered based on the age of the child and the needs of the family, however, the participants must have received the full set of Tip Sheets by the end of the programme. Tip sheets are not included in the archived collection due to copyright restrictions.

3.5. Triple P: Parents in the high treatment group participated in the Triple P Positive Parenting Programme (Sanders, Markie-Dadds, & Turner, 2003) when their children were at least two-years old. Triple P aims to improve positive parenting through the use of videos, vignettes, role play, and tip sheets in a group-based setting for eight consecutive weeks (two hours per week for the first four weeks followed by three weeks of phone support and a final two hour group session on week eight). Parents participated in Triple P training when their children were between 2 and 3 years of age.

3.6. Baby massage: Baby massage classes were offered during the first year to equip parents with skills which would allow them to interact with, stimulate, relieve, and relax their baby, and to emphasise the importance of communication between parents and babies. Participants in the high treatment group could avail of baby massage through individual or group sessions with one of the mentors until their baby was approximately 10 months old. There were three individual baby massage sessions and four group-based baby massage sessions, followed by a refresher session.

3.7. Coffee mornings: Participants in the high treatment group were invited to coffee mornings hosted by the mentors.

The following was delivered to the low treatment group only:

3.8. Information Officer: Participants in the low treatment group had access to an Information Officer who acted as the point of contact for parents in relation to accessing information both on PFL events and other service provision in the area. The Information Officer met with the family before birth and contacted the family at various intervals, such as when sending developmental packs, and when the child was due to begin crèche. Details about coffee mornings and other community events were sent via group text or online. Families could contact the Information Officer at any time with queries regarding services for their child. However, the Information Officer could not provide the participants in the low treatment group with any information related to parenting or child development.

The following were delivered to both high and low treatment groups:

3.9. Developmental packs: Participants in both the high and low treatment groups received an annual child developmental toys and book packs every year for five years, to the value of approximately €100 per annum.

3.10. Public health workshops: Participants in both the high and low treatment groups were encouraged to attend two public health workshops or programmes in the community, The Stress Control Programme and Healthy Food Made Easy.

3.11. Other supports: A preschool place for one year was reserved for all PFL children in the local childcare centre¹. Participants were given a directory of local services and had access to a PFL support worker who could help them connect to additional community services if needed. Both High and Low treatment groups received a framed professional photograph of their child as well as programme newsletters and special occasion cards (e.g., birthday cards).

3.12. Recruitment method for PFL programme and evaluation: Recruitment into the PFL Programme and comparison communities began in late January, 2008 and was finalised in September, 2010. The inclusion criteria for the PFL Programme were based on geographical residence and pregnancy status, and include both primiparous and non-primiparous women. In total, 233 women from the PFL catchment area were recruited within the local community and from the maternity hospitals at their first booking visit. On recruitment, women were randomly assigned to either a low supports treatment group or a high supports treatment group. According to public health nurse records, the population based recruitment rate for the PFL cohort, based on all live births during the recruitment phase, was 52%. 22% of pregnant women in the area were not identified in the recruitment phase and a further 26% were approached and not interested in participating. The sample-based recruitment rate for the PFL cohort, based on all approached eligible participants during the recruitment phase, was 67%. The sample-based recruitment rate for the comparison community (LFP cohort) was 36%. In total, 233 women were recruited from the PFL catchment area, and of this number 118 were randomly assigned to the low treatment group and 115

¹ This was replaced by the State funded *Early Childhood Care and Education (ECCE) Scheme* which provided a free pre-school year from 2010.

were randomly assigned to the high treatment group. Of the 233 participants recruited by the PFL programme, 72 (74%) were from the original catchment area, 39 (17%) were from the first expansion area and 22 (9%) from the second expansion area. 99 women from the comparison community (LFP cohort) were recruited.

3.13. Sampling method for PFL community (high and low treatment groups): Recruitment into the PFL Evaluation began in late January, 2008 in North Dublin. Due to the relatively slow uptake rate within these communities, the PFL catchment area was expanded in January 2009. A second expansion was initiated in late June 2009 to include additional communities. An in-depth analysis of the demographic similarity showed that the expansion areas were relatively similar to the original PFL catchment area on key socio-demographic characteristics.

3.14. Sampling method for comparison community (LFP group): Hierarchical cluster analysis was used to identify the degree of similarity between the PFL treatment groups and a community comparison group (LFP group) by calculating the Euclidean pairwise distance between communities. Small area population statistics (SAPS) from 2006 Census were used to rank all 322 communities in Dublin in terms of their closeness to the PFL community based on standard demographic and socioeconomic characteristics. The selected comparison community was identified as the most similar socio-demographically to the PFL community and not receiving an early childhood intervention at that time.

3.15. Randomisation: The PFL Evaluation is a RCT, or a quantitative comparative assessment of various levels of treatments in which participants are randomly allocated to one of two treatment groups. Randomisation provided each participant with an equal opportunity of receiving either the low or high PFL treatment and therefore, on average, the observed and unobserved characteristics of the participants should be distributed evenly across the two groups before the programme began. An unconditional probability randomisation procedure presented each participant with an equal chance of being randomised into the low or high treatment group. After consenting to take part in the PFL Programme and Evaluation, the participant pressed a key on a computer which randomly allocated her treatment group assignment. An unconditional probability computerised randomisation procedure presented each participant with an equal chance of being randomised into the low or high treatment group. The computerised randomisation programme created an array equal to the size of the number of people to be in the randomised group. In the case of the PFL Programme this array consisted of 250 possible PFL numbers populated with a one or zero. This array was then shuffled using a random number generator to randomly assign the numbers a location in the array. This process resulted in a list of ones and zeros where the numbers were in a random order and were written to a file one per line. As each participant clicked on the randomisation website they were assigned a one or zero which corresponded to the two treatment groups in the study and their PFL code was inserted beside the one or zero in the file. To ensure randomisation was not compromised, once the participant pressed the key on a computer, an email was generated which included the participant's unique ID code and assignment condition. This email was automatically sent to the PFL programme manager and the PFL evaluation manager. If there were any attempts to reassign participants from one group to another, by either directly changing the

database or repeating the randomisation procedure, a second email would automatically highlight this intentional subversion. Tests of baseline differences between the high and low PFL treatment groups found that the two groups did not statistically differ on 97% of the measures analysed, indicating that the randomisation process was successful. The aggregate PFL group and the LFP comparison group did not statistically differ on 75% of the measures; however, the comparison group was of a relatively higher socioeconomic status.

4. Programme evaluation

4.1. Evaluation design: The PFL Programme was evaluated using a mixed methods approach, incorporating (1) an impact evaluation and (2) an implementation evaluation. The impact evaluation was used to determine whether the PFL Programme had an impact on parent and child outcomes for the duration of the intervention, and data was collected on children's physical health and motor skills, social and emotional development, and behaviour, learning, literacy and language development, and on mother's pregnancy behaviours, physical and psychological health, cognitive ability, personality, and parenting skills from pregnancy onwards.

Parallel to this, an extensive range of implementation data was gathered, covering multiple dimensions of the implementation process. Information related to communications between the PFL programme staff and the PFL participants was documented in a Database Management System (DBMS), which was used by PFL staff to track all interactions with participant families such as home visits, phone calls, as well as the duration of the interaction and the material covered during the contact. In addition, information on participant satisfaction was recorded during the six month assessment. The data from the DBMS is not included in the archived collection, however Client satisfaction measures from the Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998) is included in the archived data files. Qualitative interviews were conducted, to investigate perceptions of the programme, with PFL participants and PFL staff members at 6 months and at 24 months; and with fathers of and father figures to PFL children at 36 months.

Image 1: Timeline of PFL evaluation

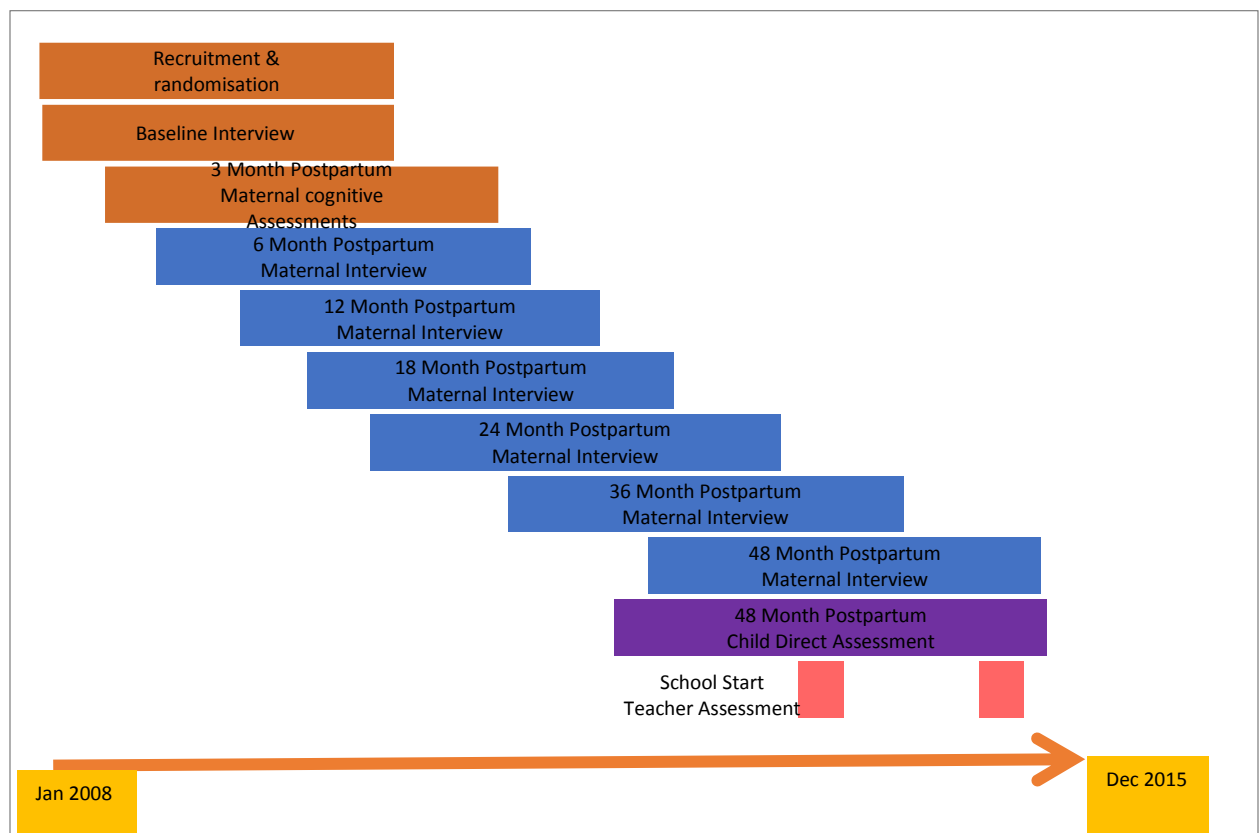


Image courtesy of Ailbhe Booth

4.2. Respondents: While the mother was the primary informant in all waves of data collection, information was also obtained from fathers, the PFL child, and other independent data sources, such as maternity hospital records. Hospital data is not included in the archived data collection.

4.3. Data collection using structured interviews: Data were obtained through face to face structured interviews with mothers in the high and low treatment groups when they were pregnant, and when their child was 6, 12, 18, 24, 36, and 48 months old. Interviews lasted between 1 and 2 hours and were conducted using a Computer Assisted Personal Interviewing (CAPI) technique in which the interview was pre-programmed on a laptop computer to ensure accurate routing of questions and reduce errors associated with data entry. Although home interviews were encouraged, participants had the option of conducting the interview in her home or in a local community centre. Each participant was given a €20 shopping voucher after the baseline interview was completed as a thank you for taking the time to complete the interview. In these interviews mothers were asked about their child's development, as well as their own attitudes, feelings, and behaviours. From 24 months onwards, children's height and weight were measured during these interviews. Maternal cognition was measured during the first year of the programme using the Wechsler Abbreviated Scale of Intelligence (WASI; Wechsler, 1999). This data is

available through ISSDA in the Evaluation of the Preparing for Life early childhood intervention 2008 – 2015: Randomized controlled trial data.

4.4. Data collection using direct assessments: PFL children's cognitive and executive functioning abilities were assessed when they were on average 51 months old. The assessments took place in the home, local community centre, or childcare setting and lasted approximately 30 minutes. During the assessments the children took part in a number of tasks with words, pictures, blocks, and stickers. Their cognitive abilities were measured using the upper level Early Years Battery of the British Ability Scales: Second Edition (BAS II; Elliott, Smith, & McCulloch, 1997). Children's executive functioning skills were measured using two tasks which assessed how well they could control their attention and impulsive behaviour (Modified Day/Night task, Gerstadt, Hong, & Diamond, 1994; Kochanska, Aksan, Penney, & Doobay, 2007 and a Delay of Gratification task, Mischel, Shoda, & Rodriguez, 1989). The BAS data is available through ISSDA in the Evaluation of the Preparing for Life early childhood intervention 2008 – 2015: Randomized controlled trial data, specifically in the file PFL_BAS.

4.5. Data collection using teacher reports: When the PFL children were in the first term of Junior Infants, and on average 59 months old, their teachers completed an online survey about their school readiness. School readiness was measured using sets of questions on the child's behaviour in school and the short-form of the Early Development Instrument (S-EDI; Janus, Duku, & Stat, 2005). The S-EDI offers information on children's physical health and wellbeing, social competence, emotional maturity, language and cognitive development, and communication. As part of the Children's Profile at School Entry study (CPSE), information on the school readiness of all children attending school in the study area was collected from 2008 to 2015. The information from children who were not part of the PFL programme was used as a community norm which indicated the proportions of PFL children who were 'Not on Track' in their school readiness compared to everyone else in the community. This data is available through ISSDA in the Children's Profile at School Entry (CPSE) collection. The PFL children are a subset within this dataset, and are identifiable by the variable **PFL_code_int**.

4.6. Data collection using qualitative interviews and focus groups: As part of the PFL process evaluation, individual interviews were conducted with 7 PFL staff members in 2009. A second round of interviews with mentors took place in March 2012. Mentors were interviewed individually by a team member from the PFL evaluation team using a semi-structured interview schedule – in 2012 the schedule was adapted from the original 2009 schedule. Interviews took place in person in a private meeting room in a premises based in the PFL community.

Focus groups were held with 23 programme participants in 2009 and a second round of focus groups with mothers from the high treatment group took place in 2013 – two in April and one in May. The majority of the focus group participants had been in the programme for three and a half years when they participated in the focus group in 2013. Each group was moderated by two trained members of the PFL evaluation team. Focus groups took place in a meeting room in a premises based in the PFL community.

Three focus groups and two semi-structured interviews took place with high and low treatment fathers and father figures between November 2013 and January 2014 (nHigh=6/nLow=4). In consultation with the PFL programme implementation team, the study included father figures in addition to biological fathers, due to the demographic profile of the community. In most cases, the partner was the child's biological father (High=96%/Low=89%). The average age of the PFL children to whom the participants were linked was 44 months.

This data is available through the IQDA in the Evaluation of the Preparing for Life early childhood intervention 2008 – 2015: Qualitative data. The qualitative design and resulting data is described in more detail in the Qualitative Data Supplement document.

4.7. Data collection using interviews with children: One-to-one interviews were conducted with a sample of PFL children in the high and low treatment groups to explore their school experiences during their second term of Junior Infants. Children had been in Junior Infants for approximately seven months at the time of the interviews and they were aged 62 months on average. These interviews lasted approximately 45 minutes. Children were shown pictures of typical aspects of the school day and were asked how the children in the pictures felt using the Pictorial Measure of School Stress and Wellbeing scale (Murray & Harrison, 2005). The children were also asked to draw a picture of themselves in school and tell the researcher about what they drew (Mitchell, Theron, Stuart, Smith & Campbell, 2011). Finally, a character named Riley Rabbit was used to ask children other questions about school such as “what do you find hard in school? What makes it hard?”

This data is available through the IQDA in the Evaluation of the Preparing for Life early childhood intervention 2008 – 2015: Qualitative data. The qualitative design and resulting data is described in more detail in the Qualitative Data Supplement document.

4.8. Data collection using admin records: Hospital records for the PFL children were obtained from their maternity hospital records at the Rotunda Hospital and the National Maternity Hospital, Holles Street, and from Temple Street Children's University Hospital. These hospital records included details on labour onset and delivery methods, Apgar scores, birth weight, gestational age and prematurity, and hospital attendance and diagnoses up to age 4. Finally, the PFL Implementation Team's administrative records provided details on the frequency and amount of supports delivered to the families over the course of the programme. Hospital data is not available in the archives, however health variables that were gathered during the fieldwork (such as child's weight and height) are included in the archived files.

4.9. Field work: Data were collected at baseline (pre-natal period), when the child was aged six months (t1); twelve months (t2), eighteen months (t3), two years (t4), three years (t5), and four years (t6). Maternal cognition was assessed on one occasion per respondent, usually between t0 and t1, using the Wechsler Abbreviated Scale of Intelligence (WASI, Wechsler, 1999). Interviews for the process evaluation were collected at 6 months (t1), 24 months (t4), 36 months (t3) and 48 months (t4). Dates for field work periods are listed in Table 2.

Table 2: Data collection schedule

	Start	End
Recruitment	January 2008	September 2010
Baseline (t0) survey	January 2008 ²	September 2010
6 mths (t1) survey	December 2008	September 2011
Mentor qualitative interviews at 6 mths	2009	
Participant focus groups at 6 mths	2009	
12 mths (t2) survey	July 2009	March 2012
18 mths (t3) survey	January 2010	October 2012
24 mths (t4) survey	July 2010	July 2013
Mentor qualitative interviews at 24 mths	March 2012	
Participant focus groups at 24 mths	April and May 2013	
36 mths (t5) survey	July 2011	July 2014
48 mths (t6) survey	July 2012	June 2015
Father focus groups at 36 mths	November 2013	January 2014
Child qualitative interviews at 48mths	2014	

² Interviews with PFL participants occurred 1.4 weeks, on average, after recruitment. Interviews with LPF group occurred on the same day as recruitment.

4.10. Sample size at baseline: 233 pregnant women were recruited into the PFL Programme between January 2008 and August 2010. Randomisation resulted in 115 participants assigned to the high treatment group and 118 participants assigned to the low treatment group. In addition, 99 pregnant women were recruited into the comparison group. The population based recruitment rate was 52%.

4.11. Sample size over time: Table 3 shows the sample size per group at each data collection point. Rates of attrition are briefly described at each data collection point in the following section. An overview of attrition between the waves is provided in Table 4.

Table 3: PFL sample size per wave

Wave	Number of participants at each wave				
	High treatment group	Low treatment group	LFP group	Total	Cases not included in wave
Recruitment	115	118	99	332	-
Baseline (t0)	104	101	99	304	28
6 mths (t1)	83	90	84	257	75
12 mths (t2)	82	83	82	247	85
18 mths (t3)	80	74	71	225	107
24 mths (t4)	82	84	73	239	93
36 mths (t5)	75	76	66	217	115
48 mths (t6)	74	73	70	217	115
BAS	63	71	0	134	198 ³

³ 99 of these were LFP group

Table 4: Attrition per wave: Number and percentage

Wave	Reason	High treatment group		Low treatment group		LFP group	
		n	%	n	%	n	%
Baseline (t0)	Dropouts	7	6%	10	8%	0	0%
	Missed interview	4	3%	7	6%	0	0%
6 mths (t1)	Dropouts	22	19%	16	14%	9	9%
	Missed interview	10	9%	12	10%	6	6%
12 mths (t2)	Dropouts	23	20%	17	14%	9	9%
	Missed interview	10	9%	18	15%	8	8%
18 mths (t3)	Dropouts	22	19%	19	16%	9	9%
	Missed interview	13	11%	25	21%	19	19%
24 mths (t4)	Dropouts	22	19%	19	16%	10	10%
	Missed interview	11	10%	15	13%	16	16%
36 mths (t5)	Dropouts	22	19%	19	16%	12	12%
	Missed interview	18	16%	23	19%	21	21%
48 mths (t6)	Dropouts	22	19%	20	17%	12	12%
	Missed interview	19	17%	25	21%	17	17%

From: *PFL Impact Evaluation. Flow Diagram of the Status of Conducted Interviews and Dropouts by Evaluation Group and Data Collection Wave* in Doyle, O., & UCD Geary Institute PFL Evaluation Team (2015). *Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Forty-Eight Months*, pg. 51.

5. Data collection at baseline (pre-natal, time 0)⁴

5.1. Impact evaluation at baseline: The baseline data file includes data from 205 participants in the PFL programmes and 99 from the comparison community (LFP). Data was obtained through face to face structured baseline interviews with PFL participants 1.4 weeks, on average, after recruitment and on the same day as recruitment for the comparison community. Interviews lasted approximately one to one and a half hours and were conducted using a Computer Assisted Personal Interviewing (CAPI) technique. Participants had the option of conducting the interview at home or in a local community centre. The majority of both the PFL cohort (53%) and the comparison community (81%) completed the interview in their home.

5.2. Structure of survey at baseline: The 6 month survey is divided into ten sections, each containing questions with a common theme:

- A. You and your family
- B. Your pregnancy
- C. How are you doing?
- D. Your health
- E. Your personality
- F. Planning for your baby
- G. Thoughts about parenting
- H. Your work life & finances
- I. Your social support network
- J. Hopes and dreams

To gain an index of maternal cognition, the Wechsler Abbreviated Scale of Intelligence (WASI) cognitive assessment was administered to all mothers participating in the evaluation when their baby was approximately three months old. The assessment was administered by a trained assessor and took approximately 45 minutes to complete.

5.3. Domains included at baseline: Five domains are included in the baseline dataset: household factors and socioeconomic status (SES); maternal health and pregnancy; parenting; social support; and maternal well-being and personality. In addition, data from the Weschler Abbreviated Scale of Intelligence (WASI) is included in the archived baseline dataset.

⁴ For more detailed information on the baseline data refer to:

Doyle et al. (2010) *Impact Evaluation Report 1: Recruitment and Baseline Characteristics*

Doyle, O., & UCD Geary Institute PFL Evaluation Team (2010) *Assessing the Early Impact of Preparing for Life - Baseline Report*.

6. Data collection at 6 months (time 1)⁵

6.1. Impact evaluation at 6 months: Between December 2008 and September 2011, a second survey interview was conducted by the PFL Evaluation Team, within two weeks before or after each PFL baby reached six months of age. The average age of the target child at time of completion was 6.3 months old (SD = 2.4 weeks). Interviews were conducted using a CAPI technique. Interviews lasted approximately one to one and a half hours. The majority of participants in the high treatment group (79.5%) and the low treatment group (85.6%), as well as the comparison community (89.3%) completed the interview in their homes.

6.2. Attrition at 6 months: The 6 month data file includes data from 205 PFL participants and 84 from the comparison community (LFP). The rates of attrition at six months were similar across the high and low treatment groups (10% and 9% respectively) and lowest among the comparison group (6%). It is possible that some of the missed interviews may represent participants who were disengaged, but did not officially dropout of the programme. Also, it is possible that some of these participants re-engaged with the programme at later data collection waves.

6.3. Structure of survey at 6 months: The 6 month survey is divided into ten sections, and each contain questions with a common theme:

- A. Your baby's development
- B. Your baby
- C. Thoughts about parenting 1
- D. Your health
- E. Update on your life
- F. Other children
- G. Your social support network
- H. Your thoughts on parenting 2
- I. Environment
- J. Closing

6.4. Domains included at 6 months: Eight domains are included in the 6 month dataset: child development, child health, parenting, home environment and safety, maternal health and pregnancy, social support, childcare and service use, household factors and socioeconomic status (SES). These incorporate 160 outcome measures.

6.5. Implementation analysis at 6 months (qualitative data): Focus groups were held with 23 programme participants and individual interviews were conducted with 7 PFL staff members.

⁵ For more detailed information on the 6 month data refer to:
Doyle, O., & UCD Geary Institute PFL Evaluation Team (2012). *Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Six Months*.

7. Data collection at twelve months (time 2)⁶

7.1. Impact evaluation at 12 months: Between July 2009 and March 2012, a third survey interview was conducted by the PFL Evaluation Team, within two weeks before or two months after each PFL child reached twelve months of age. The 12 month data file includes data from 165 PFL participants and 82 from the comparison community (LFP). The average age of the target child at time of completion was 12.3 months old (SD = 2.7 weeks). The 12 month interviews lasted approximately one to one and a half hours and were conducted using a CAPI technique on tablet laptops. The interviews were conducted by trained interviewers who were blinded to the participant's treatment assignment. The majority of participants completed the interview in their homes (79.5% in the high treatment group, 84.1% in the low treatment group, and 92.7% in the comparison community). Immediately prior to the interview, participants were asked to complete the MacArthur-Bates Communicative Development Inventory (CDI) on paper.

7.2. Attrition at 12 months: On average, 15% of the sample officially dropped out of the programme between the baseline assessment and twelve months (High=20%, Low=14%, LFP=9%) and 10% of the sample were classified as disengaged (High=9%, Low=15%, LFP=8%). In addition, the level of attrition between six and twelve months was extremely low (2 participants) and the proportion of participants in the high and low treatment groups completing a 12 month survey was almost identical. Very few individual participant characteristics were associated with programme attrition and disengagement. Overall, there was weak evidence to suggest that there were systematic differences based on relative disadvantage between those who completed the 12 month survey and those who did not.

7.3. Structure of survey at 12 months: The 12 month survey is divided into ten sections, each containing questions with a common theme:

- A. Your child's development part 1
- B. Your child
- C. Update on your life
- D. Thoughts on parenting
- E. Your health
- F. Your child's development part 2
- G. Social support
- H. PFL programme
- I. Environment
- J. Closing

In addition the data from the MacArthur-Bates Communicative Development Inventories: Words and Gestures (CDI-WG) are included in the 12 month archived dataset.

⁶ For more detailed information on the 12 month data refer to:

Doyle, O., & UCD Geary Institute PFL Evaluation Team (2013). *Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Twelve Months*.

7.4. Domains included at 12 months: Eight domains incorporating 24 categories and 147 outcome measures are included in the 12 month dataset shown in Table 4.

Table 5: List of measures used per domain in 12 month survey

Domain	Measures used
1. Child development	Ages Stages Questionnaire (ASQ) Brief Child Toddler Social and Emotional Assessment (BITSEA) MacArthur-Bates Communicative Development Inventory (CDI) Temperament and Atypical Behaviour Scale (TABS) Developmental Profile-3 (DP3) Difficult temperament Mother's concern about child' language and behaviour development
2. Child health	Child physical health Mother's health decisions for her child Sleep routines and diet
3. Parenting	Adult Adolescent Parenting Inventory 2 (APPI) Knowledge of Infant Development (KIDI)
4. Home environment	Family Environment Scale (FES) Social worker involvement
5. Maternal health and wellbeing	Maternal physical health Maternal mental health Current substance use Future Outlook Inventory (FOI)
6. Social support	Satisfaction with father involvement Social support measures
7. Childcare	Childcare measures
8. Household factors and socioeconomic status	Household factor measures Parental education Maternal employment Paternal employment Household finances and expectations of future finances

8. Data collection at 18 months (time 3)⁷

8.1. Impact evaluation at eighteen months: Between January 2010 and October 2012, a fourth research interview was conducted by the PFL Evaluation Team, within two weeks before or two months after each PFL child reached eighteen months of age. The 18 month data file includes data from 154 PFL participants and 71 from the comparison community (LFP). The average age of the target child at time of completion was 18.3 months old (SD= 2.7 weeks). The 18 month interviews lasted approximately one to one and a half hours and were conducted using a CAPI technique on tablet laptops. The interviews were conducted by trained interviewers who were blinded to participant treatment status. The majority of participants completed the interview in their homes (80.0% high treatment group, 83.8% in the low treatment group, and 94.4% in the comparison community). Immediately prior to the interview, participants were asked to complete the MacArthur-Bates Communicative Development Inventory (CDI) on paper.

8.2. Attrition at 18 months: The 225 participants represent 68% of the original sample recruited into the study (nHigh =115; nLow = 118; nLFP = 99). The eighteen-month completion rate was similar for the high treatment group (70%) and the comparison group (72%), and lowest for the low treatment groups (63%).

8.3. Structure of survey at 18 months: The 18 month survey is divided into nine sections, each containing questions with a common theme:

- A. Your child's development: Part 1
- B. Update on your life
- C. Your health
- D. Your social support network
- E. Your child's development: Part 2
- F. Your PFL child & other children
- G. Thoughts on parenting
- H. Environment
- I. Closing

In addition the data from the MacArthur-Bates Communicative Development Inventories: Words and Gestures (CDI-WG) are included in the archived 18 month dataset.

8.4. Domains included at 18 months: Eight domains incorporating 27 categories and 152 outcome measures are included in the 18 month dataset shown in Table 5.

⁷ For more detailed information on the 18 month data refer to:

Doyle, O., & UCD Geary Institute PFL Evaluation Team (2013). *Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Eighteen Months*.

Table 6: List of measures used per domain in 18 month survey

Domain	Measures used
1. Child development	<p>Ages Stages Questionnaire (ASQ)</p> <p>Brief Infant Toddler Social and Emotional Assessment (BITSEA)</p> <p>MacArthur-Bates Communicative Development Inventory (CDI)</p> <p>Developmental Profile-3 (DP3)</p> <p>Special services child is receiving</p>
2. Child health	<p>Child physical health</p> <p>Mother's health decisions for her child</p> <p>Diet</p>
3. Parenting	<p>Parenting Daily Hassles Scale (PDH)</p> <p>Maternal Separation Anxiety Scale (MSAS)</p> <p>Activities with child</p>
4. Home environment	<p>Household Material Deprivation Framingham Safety Survey (FSS)</p> <p>Home Observation for Measurement of the Environment (HOME)</p> <p>Supplement to the HOME for Impoverished Families (SHIF)</p> <p>Difficult Life Circumstances</p> <p>Social worker involvement</p>
5. Maternal health and wellbeing	<p>Maternal physical health</p> <p>Maternal mental health</p> <p>Current substance use</p> <p>Edinburgh Postnatal Depression Scale (EPD)</p> <p>Rosenberg Self- Esteem Scale (RSE)</p> <p>Baumeister Self-Control Measure</p>
6. Social support	<p>Father involvement</p> <p>Social support measures</p>
7. Childcare	<p>Childcare measures</p>
8. Household factors and socioeconomic status	<p>Household factor measures</p> <p>Parental education</p> <p>Maternal employment</p> <p>Paternal employment</p>

	Household finances Expectations of future finances
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9. Data collection at 24 months (time 4)⁸

9.1. Impact evaluation at 24 months: Between July 2010 and July 2013, a fifth research interview was conducted by the PFL Evaluation Team. The interviews took place when the PFL child was between two weeks before their twenty-four month birthday and up to six months after their birthday. The 24 month data file includes data from 166 PFL participants and 73 from the comparison community (LFP). The average age of the target child at the time of completion was 24.62 months old (SD = 4.99 weeks). The 24 month interviews lasted approximately one to one and a half hours and were conducted using a CAPI technique on tablet laptops. The majority of participants completed the interview in their homes (81.7% high treatment group, 78.6% in the low treatment group, and 98.6% in the comparison community). The interviews were conducted by trained interviewers who were blinded to participant treatment status. Immediately prior to the interview, participants were asked to complete the Achenbach Child Behaviour Checklist (CBCL) and the MacArthur-Bates Communicative Development Inventory (CDI) on paper.

9.2. Attrition at twenty-four months: The dropout rate between eighteen and twenty-four months was minimal. None of the high or low treatment group dropped out during this period, with 1% of high treatment and 8% of low treatment groups re-engaging with the evaluation. Only one of the comparison group participants dropped out between eighteen and twenty-four months.

9.3. Structure of survey at 24 months: The 24 month survey is divided into nine sections, each containing questions with a common theme:

- A. Your child's development: Part 1
- B. Your child's health
- C. Maternal behaviour
- D. Update on your life
- E. Your social support network
- F. Your health
- G. Your child's development: Part 2
- H. Your thoughts on parenting
- I. Environment & satisfaction with programme
- J. Closing

⁸ For more detailed information on the twenty-four data refer to:
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*.

In addition the data from the MacArthur-Bates Communicative Development Inventories: Toddler Short Form, Form A, and the Child Behavior Checklist for Ages 1½ -5 Preschoolers are included in the archived 24 month dataset.

9.4. Domains included at 24 months: Eight domains incorporating 29 categories and 166 outcome measures are included in the 24 month dataset shown in Table 6.

Table 7: List of measures used per domain in 24 month survey

Domain	Measures used
1. Child development	Ages Stages Questionnaire (ASQ) Brief Infant Toddler Social and Emotional Assessment (BITSEA) MacArthur-Bates Communicative Development Inventory (CDI) Developmental Profile-3 (DP3) Achenbach Child Behaviour Checklist (CBCL) Special services child is receiving
2. Child health	Child physical health Mother's health decisions for her child Diet
3. Parenting	Condon Maternal Attachment Scale (CMAS) Parenting Stress Index (PSI) Parental Cognitions and Conduct Towards Infant Scale (PACOTIS)
4. Home environment	Smoking in the home Social worker involvement
5. Maternal health and wellbeing	Maternal physical health Maternal mental health Current substance use Edinburgh Postnatal Depression Scale (EPD) Considerations of Future Consequences (CFC)
6. Social support	Father involvement Social support measures
7. Childcare	Childcare measures
8. Household factors and	Household factor measures

socioeconomic status	Parental education Maternal antisocial behaviour Maternal employment Paternal employment Household finances Expectations of future finances
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9.5. *Process evaluation at 24 months (qualitative data)*: As part of the PFL process evaluation, qualitative research was conducted with mentors and parents to investigate their perceptions of PFL. Individual semi-structured interviews were conducted with mentors (n=6) and two separate focus groups were held with high treatment mothers (n=18).

10. Data collection at 36 months (time 5)⁹

10.1. *Impact evaluation at 36 months*: Between July 2011 and July 2014, a sixth research interview was conducted by the PFL evaluation team. The interviews took place when the PFL child was between two weeks before their third birthday and up to six months after their birthday. The 36 month data file includes data from 151 PFL participants and 66 from the comparison community (LFP). The average age of the target child at the time of the interview was 36.96 months old (SD = 5.83 weeks). The 36 month interview lasted approximately 2 hours and was conducted using a CAPI technique on tablet laptops. The majority of participants completed the interview in their homes (88% high treatment group, 82% in the low treatment group, and 100% in the comparison community). The interviews were conducted by trained interviewers who were blinded to participant treatment status. Immediately prior to the interview, participants were asked to complete the Achenbach Child Behaviour Checklist (CBCL) on paper.

10.2. *Attrition at 36 months*: The dropout rate between twenty-four and thirty-six months was minimal. None of the high or low treatment group dropped out and only two of the comparison group participants dropped between twenty-four and thirty-six months. However, disengagement rates across the high and low treatment groups were 16% and 19% respectively, and the corresponding rate for the comparison group was 21%. This represents the highest level of disengagement since the programme commenced.

10.3. *Structure of survey at 36 months*: The 36 month survey is divided into nine sections, each containing questions with a common theme:

A. Your child's development: Part 1

⁹ For more detailed information on the 36 month data refer to:

Doyle, O., & UCD Geary Institute PFL Evaluation Team (2014). *Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Thirty-Six Months*.

- B. Update on your life
- C. Your social support network
- D. Your thoughts on parenting: Part 1
- E. Your child's health
- F. How are you doing?
- G. Your health
- H. Family environment
- I. Your child's development: Part 2

In addition the data from the Child Behavior Checklist for Ages 1½ -5 Preschoolers are included in the archived 36 month dataset.

10.4. Domains included at 36 months: Eight domains incorporating 3 categories and 204 outcome measures are included in the 36 month dataset shown in Table 7.

Table 8: List of measures used per domain in 36 month survey

Domain	Measures used
1. Child development	Ages Stages Questionnaire (ASQ) Brief Infant Toddler Social and Emotional Assessment (BITSEA) Infant and Toddler Social and Emotional Assessment (ITSEA) Developmental Profile-3 (DP3) Achenbach Child Behaviour Checklist (CBCL)
2. Child health	Child physical health Mother's health decisions for her child
3. Parenting	Parenting Daily Hassles Scale (PDH) Parenting Styles and Dimensions Questionnaire (PSD) Parental Acceptance – Rejection Questionnaire Child protective services involvement Activities with child Parental attitudes toward education Parental monitoring of TV
4. Home environment	Home Observation for Measurement of the Environment (HOME) Supplement to the HOME for Impoverished Families (SHIF) Family Environment Scale (FES)
5. Maternal health and wellbeing	Maternal physical health Maternal mental health

	Drug and alcohol use
6. Social support	Father involvement Support from relatives, friends and neighbours Participation in community services
7. Childcare and service use	Childcare use Type & satisfaction Service use
8. Household factors and socioeconomic status	Household factor measures Parental education Parental employment Household finances and expectations of Future finances Difficult Life Circumstances Mother's satisfaction with neighbourhood Neighbourhood Quality Evaluation Scale (NQES) Neighbourhood Criminal Events Scale (NCES)

10.5. **Process evaluation at 36 months (father focus groups):** As part of the PFL process evaluation, focus groups were conducted with fathers of and father figures to PFL children. Focus groups were conducted with 10 father figures (nLow = 4; nHigh = 6) and produced very rich data concerning the experiences of fatherhood among the PFL community, but relatively less data on father involvement in the PFL programme.

11. Data collection at 48 months (time 6)¹⁰

11.1. **Impact evaluation at 48 months:** Between July 2012 and June 2015, a seventh research interview was conducted by the PFL evaluation team. The interviews took place when the PFL child was between two weeks before their fourth birthday and up to six months after their birthday. The 48 month data file includes data from 147 PFL participants and 70 from the comparison community (LFP). The average age of the target child at the time of interview was 49.04 months old (SD= 1.34 weeks). The 48 month interview lasted approximately 2 hours and was conducted using a CAPI technique on tablet laptops. The interviews were conducted by trained interviewers who were blinded to participant treatment status. Immediately prior to the interview, participants were asked to complete the Achenbach Child Behaviour Checklist (CBCL) on paper. The majority of participants completed the interview in their homes (81% in the high treatment group, 89% in the low treatment group, 100% in the comparison community), while

¹⁰ For more detailed information on the 48 month data refer to:
Doyle, O., & UCD Geary Institute PFL Evaluation Team (2015). *Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Forty-Eight Months*.

others completed them in the community centre (19% in the high treatment group, 10% in the low treatment group), or another home (1% of the low treatment group).

11.2. Attrition at 48 months: The 217 participants represent 65% of the original sample recruited into the study (nHigh = 115; nLow = 118; nLFP = 99). The 48 month completion rate was very similar for the high (64%) and low (62%) treatment groups, and slightly higher for the comparison group (71%). The official dropout rate between thirty-six months and forty-eight months was minimal. All of the high treatment and comparison groups were retained during this period, and one member of the low treatment group dropped out between thirty-six and forty-eight months. However, the level of disengagement was at its highest level, in the 48 month interview.

11.3. Structure of survey at 48 months: A number of questions/measures included in the interview were used at previous time points, while a number of new questions/measures were added. The repeated questions related to family demographics and socioeconomic profile, maternal physical and psychological health, substance use, family risk factors, safety in the home, parenting stress, parental monitoring of TV, use of childcare, child motor skills, cognitive development, behavioural, and emotional functioning, social-emotional development, and child health. New questions added to the 48 month interview included items related to primary school attendance, school readiness traits, activities with child, peer problems and pro-social behaviour, and children's sleep habits. The 48 month survey was divided into 9 modules, each containing questions with a common theme:

- A. Your child's development: Part 1
- B. Update on your life
- C. Your thoughts on parenting
- D. Your social support network
- E. Your health & how you are doing
- F. Your child's development: Part 2
- G. Family environment
- H. Your child's health
- I. Closing

11.4. Domains included at 48 months: Eight domains incorporating 33 categories and 191 outcome measures are included in the 48 month dataset shown in Table 8.

Table 9: List of measures used per domain in 48 month survey

Domain	Measures used
1. Child development	Ages & Stages Questionnaire (ASQ) Developmental Profile-3 (DP3) Achenbach Child Behaviour Checklist (CBCL)

	Strengths and Difficulties Questionnaire (SDQ)
2. Child health	Child physical health Mother's health decisions for her child Children's Sleep Habits Questionnaire (CSHQ)
3. Parenting	Parenting Daily Hassles Scale (PDH) Parenting Stress Index (PSI) Parenting Styles and Dimensions Questionnaire (PSDQ) Home Learning Environment (HLE) Child protective services involvement Parental monitoring of TV
4. Home environment	Injury Prevention Program Framingham Safety Survey (FSS)
5. Maternal health and wellbeing	Maternal physical health Maternal mental health Drug and alcohol use Pearlin Self-efficacy Scale Rosenberg Self-esteem Scale (RSE) Edinburgh Postnatal Depression (EPD)Scale WHO-5 Index
6. Social support	Voting Father involvement Support from relatives, friends and neighbours
7. Childcare and service use	Childcare use, type and satisfaction
8. Household factors and socioeconomic status	Household factors Parental education Parental employment Household finances Expectations of future finances

11.5. Direct assessments at four years of age

The cognitive abilities of the PFL children (both high and low treatment groups) were measured using the upper level Early Years Battery of the British Ability Scales: Second Edition (BAS II; Elliott, Smith, & McCulloch, 1997). Specifically the following were measured:

- Verbal Comprehension
- Picture Similarities
- Naming Vocabulary
- Pattern Construction
- Early Number Concepts
- Copying
- Verbal Ability
- Pictorial Reasoning
- Spatial Ability
- General Conceptual Ability

12. The archived PFL collection

12.1. File structure: All seven waves of the experimental component of PFL study are included in the archived collection in ISSDA. There is one folder per wave in the archived collection, as shown in Table 9. Within each folder there are four files: codebook, data, report and survey. Each of these files is described in Table 10.

Table 10. List and description of wave folders in the archived collection

Folder name	Contents
PFL_BL	All files relating to the baseline wave (time 0)
PFL_6m	All files relating to the 6 month wave (time 1)
PFL_12m	All files relating to the 12 month wave (time 2)
PFL_18m	All files relating to the 18 month wave (time 3)
PFL_24m	All files relating to the 24 month wave (time 4)
PFL_36m	All files relating to the 36 month wave (time 5)

PFL_48m	All files relating to the 48 month wave (time 6)
PFL_BAS	All files relating to the direct assessment of the PFL children at 51 months using BASII

Table 11. Contents of each wave folder

File name	Contents
Codebook	The codebook listing all variables in the archived dataset for this wave with some basic frequencies. This codebook was created during the archiving process.
Data	The archived dataset for this wave
Report	The published evaluation report for this wave by PFL evaluation team
Survey	The survey instrument used to gather data for this wave. Copyrighted scale material may be redacted from the archived version, but where this occurs a citation for the scale is provided.

12.2. Codebook: In the code book variables are listed chronologically as they appear in the archived data file. For each variable the following information is provided:

- Variable name
- Position
- Label
- Type
- Code values are listed for nominal variables
- Missing values including “don't know”, “not applicable” and “refuse”
- Some basic frequencies

Each codebook concludes with a chronological index of variables in the appendix. The name and label for each variable is provided in this index. Also variables are categorised into the eight major domains of the study for quick reference, and in some cases additional information is provided to assist the user to find groups of variables of particular interest.

12.3. Survey: A copy of the survey that was used to collect the data is provided in PDF format but it should be noted that in most cases that data was collected electronically using a CAPI technique. Scale material that cannot be shared due to copyrighted restrictions is redacted from the archived survey documents, but redacted survey material is cited in full in a yellow box. Users may acquire a copy of the copyrighted scale if they wish to examine copyright restricted survey questions in detail. Users should refer to the citations in Appendix 3 of this guide to correctly cite scale material. In most instances permission has been granted by scale owners to include the item scores in the archived file, however, there are a few instances where permission was granted to include total scores (or sub domain scores) only. Users should provide a full citation for standardised scale data in any new outputs from the archived dataset.

12.4. Cases in archived file: There are 332 individual cases in the PFL archived dataset. Each respondent can be identified across the data files by their unique identifier number using the variable **ID**. This variable is also indicative of respondent's group, as follows:

Case ID beginning with 100: High treatment group member

Case ID beginning with 200: Low treatment group member

Case ID beginning with 300: LFP group member

12.5. Missing cases in archived file: All 332 cases are included in the data file for each wave, so that individual wave files can be merged together if required. However, data was not collected for every case at each data collection point and consequently there are a small number of missing cases per wave. Missing cases in the data file are indicated by the system missing count and by the variable **pfl_control**. A count of missing cases per wave is also provided at the start of the codebook for ease of reference.

12.6. Missing data: While participants were encouraged to answer all questions during the interview, there were some instances where a participant either could not provide a response to a question or did not wish to provide a response. Interpolation methods were used by the researchers to correct for missing data in their analysis, however imputed values are not included in the archived dataset so that new users can manage missing data in a manner that best suits their research design¹¹. Non-response codes for categorical variables are indicated as shown in Table 12¹². Calculation rules for missing scale items are provided in Appendix 4. Users should refer to the codebook for specific information on the calculation of cut off points.

Table 12: Non-response codes for categorical variables

¹¹ This is accordance with the PEI-RI protocol to only included non-imputed data in the archived version where available.

¹² This is accordance with the PEI-RI protocol on missing data in the archived version.

Value code	Value label
996	Missing
997	Not applicable Don't know
998	Refuse

12.7. Anonymisation of archived data: In order to protect the identity of respondents every effort has been made to remove personal information that could be used to identify individuals. During 2016-2017, all of the archived data underwent anonymisation to remove primary identifiers (directly identifying information) and to alter secondary identifiers (data which could be used in combination to identify an individual). Where a variable was judged to be potentially identifying (for example a demographic category with a very small number of respondents) data were recoded into broader categories to reduce the chances of re-identification. For a small number of variables recoding was not sufficient to protect identity and these variables were removed entirely from the archived dataset. Every effort was made to retain the maximum quantity of data in the archived dataset so as to ensure its usefulness. An example of recoding is shown in Table 13.

Table 13: Recoding of variable response categories during anonymisation

Pre-anonymisation: response categories for the variable What is your relationship status	Post-anonymisation: response categories for the variable What is your relationship status
Single n= 49	Single n= 49
Married n= 51	Married n= 51
Living with partner n= 87	Living with partner n= 87
Boyfriend/partner not living together n= 109	Not living with partner / separated / divorced / widowed n= 117
Divorced n= 2	
Legally separated n= 5	
Widowed n= 1	

12.8. Variable naming convention

1. Variables that were generated by the survey correspond to the question number in the survey, and are labelled to correspond as closely as possible to the original wording of the survey question. Labels are sometimes composed from truncated survey questions due to character restrictions in the software (see below).
2. Variables that were created during data entry and analysis are clearly named and labelled to indicate their content
3. Variables that were created during anonymisation are clearly named and labelled to indicate their content

4. Scale variables, including individual scale items, domain scores and total scores are named with the scale acronym which is capitalised for ease of reference¹³. These acronyms are consistent across all waves to facilitate the user to track specific measures across waves. A full list of scale acronym and their full title and citation are available in Appendix 3. Where permission has been granted to reproduce the scale contents in the archive, items are labelled so that they correspond as closely as possible to the wording of the survey question. Where this permission has not been granted, individual item are labelled with the scale title and sequence number.

Punctuation (mostly apostrophes, commas and quotation marks) was removed from variable labels to prevent formatting errors from occurring when data is used across different software platforms. Labels are limited to 60 character and users should therefore refer to the survey question for the exact wording of the survey question. Users should refer to the codebooks in the archived collection for specific information on individual variables. Table 14 below provides an example of the variable naming convention.

Table 14. Variable naming convention, illustrative examples from 6 month data file

Variable name	Variable label	Explanation
ID	PFL code number	Variable was created during data entry
Know_weight	Does mother know babys current weight	Variable was created during analysis – derived from survey question B2
bhealth10	Has baby ever received any vaccinations (immunizations)?	Variables was generated by the survey – label corresponds as closely as possible to the survey question.
e2Partner	Lives with biological father of PFL child or non-bio father	Variable was created during anonymisation – derived from survey question E2
ASQcomm1	ASQ Communication Item 1	Item 1 from the ‘Communication’ subdomain of the Ages and Stages Questionnaire (ASQ; Squires et al., 1999). Scale content cannot be reproduced in the archive therefore the survey question does not appear in either the archived dataset or survey.
EPDS_1	See the funny side (EPDS item 1)	Item from the Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987). Scale content can be

¹³ One exception to this rule is the standardised measure that is named “Pearlin” which is not capitalised as it is a combination of two scales, namely the Pearlin mastery scale (items 1-7) and the Borkowski Parenting Self-efficacy instrument (items 8-13).

		reproduced in the archive therefore the survey question is included in both the archived dataset and survey.
EPDS_score_6months	Edinburgh Postnatal Depression score – Past 6 Months	Scale score for the Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987). Calculated from individual item responses to EPDS questions.

13. Recommended data citation

Users are required to provide a full citation for the data in any new outputs from the archived dataset. The data citation should contain at the very minimum the components shown in Table 15¹⁴. Please refer to the in-house style of publisher for the format of this citation.

Table 15. Components of recommended data citation

Identifier	Use DOI <i>[if not available use archive reference or serial number]</i>
Creators	Northside Partnership; Orla Doyle; UCD Geary Institute PFL Evaluation Team
Title	Preparing for Life collection: Evaluation of the Preparing for Life early childhood intervention 2008 – 2015
Publisher [distributor]	<i>Choose one of the following:</i> Irish Social Science Data Archive Irish Qualitative Data Archive UK Data Archive
Publication year of data collection	2017
Resource type	Collection <i>[use to describe the PFL collection in its entirety]</i> Dataset <i>[use to describe a single component of the PFL collection, for example the experimental (quantitative) component]</i>
Version	Optional <i>[include the version you are using where multiple versions of archived data collection have been released]</i>

¹⁴ DataCite Metadata Schema version 4.0. <https://www.datacite.org> and https://schema.datacite.org/meta/kernel-4.0/doc/DataCite-MetadataKernel_v4.0.pdf

13.1. Example citation for the full PFL data collection (quantitative and qualitative): 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 2. Dublin: Irish Social Science Data Archive [distributor 1] SN: 0055-00. ucd.ie/issda/pfl. Maynooth: Irish Qualitative Data Archive [distributor 2] DOI: 12.3456/xxxxxx

13.2. Example citation for the experimental (quantitative) component: 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 Randomized controlled trial data. [dataset]. Version 2. Dublin: Irish Social Science Data Archive [distributor] SN: 0055-00. ucd.ie/issda/pfl

13.3. Example of a citation for the process evaluation (qualitative) component: 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 Process evaluation. [dataset]. Maynooth: Irish Qualitative Data Archive [distributor] DOI: 12.3456/xxxxxx

Appendix 1: Copies of information and consent forms

A1.1. Recruitment: Information and Consent Form for PFL Participants Version (July 2009)



Preparing For Life

Northside Partnership & UCD Geary Institute

INFORMATION AND CONSENT FORM

'Preparing for Life' is a new programme taking place in your community. It is a programme of the Northside Partnership and involves University College Dublin's Geary Institute. *Preparing for Life* supports parents in helping their children get ready for school. Pregnancy and the first few years of a child's life is a very important time when children grow and develop. It is the time when the child's health, happiness and ability to learn are shaped. Parents play a very important role in this. We are inviting you to take part in this programme and help us find out how we can help children get ready for school.

What is School Readiness?

School readiness means that the child is ready to learn. They are starting to know different shapes and sizes, as well as letters, colours and numbers. But being ready for school is not just about knowing the ABC's, it is also about being able to sit through classes, make friends with other children, and talk to their teachers. Finally, school readiness also means that the child is growing healthily and is excited about learning.

Why is the programme needed?

The *Preparing for Life* programme wants to help parents do the best that they can for their children by offering them additional support. We hope that this extra help will make it easier for parents to bring up healthy, happy children, who are better prepared for school. A recent study carried out in the three areas showed that some children were not as prepared for school as they could have been. Children who are less ready for school find it harder to learn and grow in school.

What's the *Preparing for Life* Programme about?

Everyone knows that being a parent is the most exciting and rewarding job of our lives. However, everyone also knows that being a parent is probably the hardest job any of us will ever face. *Preparing for Life* is a local effort working with families to raise happy and healthy children who are ready for school. We are currently working with families who live the North Dublin communities of [names]. *Preparing for Life* will work with parents from pregnancy through to when their child starts school at the age of 4/5 years.

Why you?

You are one of 200 families from these communities who are being given the opportunity to join the *Preparing for Life* (PFL) programme, as you are expecting a baby. If you agree to join, you will receive a number of extra supports. These supports are aimed at helping parents get the best start for their children and prepare them for school.

What will happen in the programme?

The 200 families will be split into two groups using a lottery. These 2 groups get the following supports:

Group 1

Pre-school/Childcare Place – we will offer access to a pre-school/childcare place if needed for each child on the Preparing For Life program for one year

Developmental Toys – Toy packs to the value €100 for each year of the programme

Information Support – Preparing For Life information worker will help you access existing services you are entitled to.

Public Health Messages – Stop Smoking, Healthy Eating & Stress Workshops

Contact with the research team from UCD – Taking part in research activities such as interviews and group discussions

Group 2

Pre-school/Childcare Place – we will offer access to a pre-school/childcare place if needed for each child on the Preparing For Life program for one year

Developmental Toys – Toy packs to the value €100 for each year of the programme

Public Health Messages – Stop Smoking, Healthy Eating & Stress Workshops

Contact with the research team from UCD – Taking part in research activities such as interviews and group discussions

Framed Photograph – Each child in Preparing For Life Programme will receive a quality framed photo

Framed Photograph – Each child in Preparing For Life Programme will receive a quality framed photo

Directory of Services – A guide to all local child, family and community services will be provided to every family

Newsletter and Special Occasion Cards – Each family will receive a regular newsletter and cards marking their child's special occasions

Directory of Services – A guide to all local child, family and community services will be provided to every family

Newsletter and Special Occasion Cards – Each family will receive a regular newsletter and cards marking their child's special occasions

Support of a PFL mentor – Sessions with trained mentor held in either the family home or the PFL centre. Contact times agreed to suit family.

Group parenting sessions – These meetings will take place 3 times during the life of the programme. Each meeting will last 2 hours per week for a total of 4 weeks.

Will you help us find out if the programme works?

The *Preparing for Life* group wants to know if these extra supports work – do they help children get ready for school? If you decide to join the programme you can help us answer this question. You will be taking part in an exciting new programme which is the first of its kind in Ireland. By doing so you will be helping your local community, other communities in Ireland and other countries decide if this programme helps parents and children.

To check if the *Preparing for Life* programme works we need two groups of families to compare. If you agree to join this programme you will take part in a lottery that decides which of the 2 groups you are in. You will push a key on a computer and it will tell us what group you will join. The chance of being in either group is the same. This lottery means that we can check in a fair way which supports have the most benefit for parents and their children.

What will this involve?

To help us find out if the *Preparing for Life* programme works, you will be asked to take part in some research activities such as interviews and group discussions. This information will tell us how the programme is going. We will ask some questions about you and your family, such as 'How happy you are with PFL supports?' and 'How is your child's health today?'. You will be asked to answer these questions for as long as you are part of the *Preparing for Life* programme. We will ask you these questions first when you join Preparing for Life and when your baby is 6, 12, 18, and 24 months old, and when they are 3, 4 and 5 years old. We would also like to ask your children some questions when they are old enough to answer them. Interviews will take place in your home or if you prefer in a PFL venue in the community and will last 2 hours at the most. With your permission, we will use laptop computers to take down your

answers from the interview. During the interview there may be particular questions you choose not to answer and this is ok.

Families will also be invited to meet with other parents in the programme to talk about the programme and how it is going. For example, “Which service do you like the best and the least?”. These meetings will take place every two years in a local community venue and will last about 1 hour at most. With your permission, these meetings will be recorded using sound taping equipment. We may ask to contact you by telephone or post if we have any follow-up questions after the interviews and group discussions.

We know that we are asking a lot from you. As a small thank you for your time you will receive a €20 shopping voucher for each interview and each group discussion.

Benefits and concerns

There are many possible benefits to being part of the *Preparing for Life* programme. You will receive a number of additional PFL supports that may help you become more confident and happy as a parent and which may also help your child to develop and grow. You may learn more about raising children and get practical help with your child. You may benefit from the good feeling that comes from knowing things are going well. Your child could become happier, healthier and more ready to learn when they start school.

We realise some parents may have some concerns about being part of Preparing for Life and if so we will work with you to address these. You may feel that the programme takes up more time than you would like. Families receiving mentoring will ideally meet on a weekly basis, however if this is not suitable for you, we can work around your time. You may also feel that your expectations are not met. Please know that if you are having problems with any part of the programme, we will do our best to help you and fit things to suit you, wherever possible. If you are in the group that receives the mentoring support, there is a chance you may not get on with your mentor. We can assure you that we will do our very best to make sure there is a good match between the parents and mentors. Interviews and group discussions can be arranged to suit when you have time, and parents who cannot attend group training can access a one-to-one training. There is also a chance that some people might not like answering questions about their family during the interviews. Please remember that you are free to choose not to answer any particular questions if you do not wish. We will do our best to be flexible at all times and to suit the programme to your needs, wherever possible.

How will we keep your information safe?

All information you give us during the research (interviews and group discussions) will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study however the names of each family will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the records of your interviews and group discussions, including

the Northside Partnership, will not see your name. Instead, numbers will replace your name and you will only be identified by a number. The list of names and numbers will be kept in a locked file in UCD and all information collected during interviews and group discussions will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your names will never be used in any reports of the research. If you agree to the sound taped recordings of the group discussions, while your name will not be used, people who know you may be able to recognise your voice. These recordings will not be heard by anyone outside the UCD research team and will be kept in a locked press in UCD Geary Institute.

What happens after the programme ends?

Once the programme ends an anonymised dataset (with your name and contact details removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers. Again, this dataset will not contain any of your personal details and names will be replaced by numbers so that any researcher will not be able to identify the responses of any participant.

At the end of the five-year programme, we will ask you if the UCD research team can keep your name and contact details as we may like to talk to you again about how you and your child are getting on in life. If you would not like us to contact you again in the future we will erase your contact details permanently. If you agree to let the UCD research team keep your contact details you are not required to participate in any future research. Rather, you will be contacted and we will ask you to give your consent to joining this new research. Also, if we do any future research, we will first seek approval from the UCD ethics committee. Taking part in any future research will be completely voluntary and you may refuse to take part for any reason and this will not affect your usual services outside of this programme or your participation in this programme.

Do you want to give us more information?

Some parents may like to provide us with extra information. During your pregnancy, the maternity hospital will collect information about your pregnancy and your newborn baby. With your permission, we would like to access the hospital records for this pregnancy. This information will help us see if the PFL programme has a positive effect on your health and the health of your child, as well as helping your child get ready for school.

We would also like to ask your child's preschool teacher some questions about your child being ready for school, with your permission. This will help us find out how your child is doing in preschool. Also, if you have any other children living with you and if you allow us, we would like to see how they too are getting on and ask them some questions.

How do you join the programme?

Your decision to join the programme is voluntary, this means you can say yes or no to us. You are free to leave at any time without giving a reason. If you decide to leave the programme, you are still able to receive the usual healthcare and social services outside of this programme. Leaving the programme will not affect these services in any way.

You may want to take a little time to decide if you want to take part in this programme or not. You may want to discuss it with others and those close to you. If you give us your contact number, we will ring you back later on to see if you would like to join. Also, if you have any further questions about the programme please telephone Noel Kelly at [phone number] or if you have any questions about the research please telephone Orla Doyle at [phone number].

If you are now ready to join the programme please complete the form below and we will send you a copy of the agreement for yourself.

CONSENT FORM FOR THE PREPARING FOR LIFE PROGRAMME

PLEASE TICK EITHER YES OR NO AS YOUR ANSWER TO THE QUESTIONS BELOW:

		YES	NO
1	Have you read the information sheet about this programme? (or have you had it read to you?)		
2	Have you had the chance to ask questions and talk about the programme?		
3	Are you happy with the answers we have given to all your questions?		
4	Have you received enough information about this programme?		
5	Do you understand what the programme involves?		
6	Do you understand that you and your family are free to withdraw from this programme? *at any time *without giving a reason for withdrawing *without affecting your future health care and social services		
7	Do you agree that the information collected will be made anonymous and may be used in research studies and publications?		
8	I agree to take part in the programme		
9	I agree for my newborn child to take part in the programme		
10	I agree for my other children (if any) to take part in the research		
11	I agree that the researchers can access my maternity hospital records and my child's birth records		

12	I agree that the researchers can speak to my child's preschool teacher		
13	I agree to be sound recorded in the adult group discussions		

14. Who has spoken to you about this programme?

.....

DECLARATION

I agree to the above statements to which I have ticked YES. I have had the opportunity to read this consent form (or have it read to me), the blank spaces have been filled in, and I believe I understand what it says. I have also had time to consider whether to take part in this programme. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Name of PFL Representative in block capitals

Signed..... Date.....

Guardian Consent Form

For pregnant mothers under the age of 18 years, we require that your parents/legal guardians agree that you take part in this research. If you are under 18 years, the following must be signed by your parents/legal guardians:

	YES	NO
Do you agree to allow your daughter/child in your care to take part in this study?		

Guardian Name in block capitals.....

Signed..... Date.....

Parenting Support Consent Form:

Do you have someone supporting you in your parenting role? If so we would also like to get their consent, so they can help you out with the programme and take part too. This person could be the baby's father, your partner or your parent. Please get them to fill out the consent form below so that we also have their permission for the programme.

	YES	NO
Do you agree to support the baby's mother in taking part in the PFL programme?		

Name in block capitals.....

Relationship to baby's mother.....

Signed..... Date.....



School Readiness and the Early Years

UCD Geary Institute

INFORMATION AND CONSENT FORM

Why are we doing this study?

University College Dublin is working on a study called 'School Readiness and the Early Years' which is being funded by the Northside Partnership. Pregnancy and the first few years of a child's life is a very important time when children grow and develop. It is the time when the child's health, happiness and ability to learn are shaped. Parents play an important role in this. Our study will look at all parts of a child's early life between the ages of 0 and 5. We will look at factors that help families raise happy and healthy children who are ready for school. We would like to invite you to take part in our study.

What is School Readiness?

School readiness means that the child is ready to learn. They are starting to know different shapes and sizes, as well as letters, colours and numbers. But being ready for school is not just about knowing the ABC's, it is also about being able to sit through classes, make friends with other children, and talk to their teachers. Finally, school readiness also means that the child is growing healthy and is excited about learning.

Why you?

You are one of 100 families that are being given an opportunity to join our study. We are asking you to join as you are expecting a baby. If you agree to join the study, we will follow you and your newborn baby from the beginning of pregnancy through to when your child starts school at the age of 4/5 years.

How will you be involved in the study?

To help us find out how a child's early life experiences play a role in getting them ready for school, you will be asked to take part in a number of interviews. We will ask some questions about you and your family, such as 'Does your child go to a preschool or crèche?' and 'How is your child today?'.

You will be asked to answer these questions for as long as you are part of the study. We will ask these questions once before your baby is born, and when your baby is 6, 12, 18, and 24 months old, and when they are 3, 4 and 5 years old. We would also like to ask your children some questions when they are old enough to answer them. Each interview will take place in your home and will last 2 hours at the most. With your permission, we will use laptop computers to take down your answers from the interview. We may ask to contact you by telephone or post if we have any follow-up questions after the interviews. During the interviews there may be particular questions that you choose not to answer. This is ok.

We know that we are asking a lot from you. As a small thank you for your time you will receive a €20 shopping voucher after each interview you take part in.

What's good and not so good about helping us?

Some things may concern you about being part of the study. For example, the interviews may take up too much of your time. Or, you may not like answering questions about yourself or your family. However, if there are any particular questions that you choose not to answer this is OK. We will do our best to make sure you are happy with the study. And we will listen to any concerns you may have at all times.

While you may not benefit directly from this study, you will be helping us find the best ways for helping families prepare their children for school. If you agree to take part, you will be helping other parents and their children, who are just like you. This is an important study that could benefit many children and parents across the country and even world wide.

How will we keep your information safe?

All information you give us during the interviews will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study, however the names of each family will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the records of your interviews, including the Northside Partnership, will not see your name. Instead, numbers will replace your name and you will only be identified by a number. The list of names and numbers will be kept in a locked file in UCD and all information collected during interviews and group discussions will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your names will never be used in any reports of the research.

What happens after the study ends?

Once the study ends an anonymised dataset (with your name and contact details removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers. Again, this dataset will not contain any of your personal details and names will be replaced by numbers so that any researcher will not be able to identify the responses of any participant.

At the end of the five-year study, we will ask you if the UCD research team can keep your name and contact details as we may like to talk to you again about how you and your child are getting on in life. If you would not like us to contact you again in the future we will erase your contact details permanently. If you agree to let the UCD research team keep your contact details you are not required to participate in any future research. Rather, you will be contacted and we will ask you to give your consent to joining this new research. Also, if we do any future research, we will first seek approval from the UCD ethics committee. Taking part in any future research will be completely voluntary and you may refuse to take part for any reason and this will not affect your usual services outside of this programme or your participation in this programme.

Do you want to give us more information?

Some parents may like to provide us with extra information. During your pregnancy, the maternity hospital will collect information about you and your newborn baby. With your permission, we would like to access the hospital records for both yourself and your new baby. This information will help us understand your health and the health of your child.

With your permission we would also like to ask your child's preschool teacher some questions about your child being ready for school. This will help us find out how your child is doing in preschool. Also, if you have any other children living with you and if you allow us, we would like to see how they too are getting on and ask them some questions.

How do you join the study?

Your decision to join the study is voluntary. You are free to leave at any time without giving a reason. If you decide to leave the study, it will not affect your future health and social services.

You may want a little time to decide if you want to take part in this study or not. You may want to discuss it with others and those close to you. If you give us your contact number, we would like to contact you within the week to follow up on your decision. Also, if you have any further questions about the study, please telephone Orla Doyle at [phone number].

If you are now ready to join the study, please complete the form below and we will send a copy of this agreement to you.

		YES	NO
1	Have you read the information sheet about this study? (or have had this read to you?)		
2	Have you had the chance to ask questions and discuss the study?		
3	Are you happy with the answers we have given to all your questions?		
4	Have you received enough information about this study?		
5	Do you understand what the study involves?		
6	Do you understand that you and your family are free to withdraw from this study? *at any time *without giving a reason for withdrawing *without affecting your future health care and social services		
7	Do you agree that the information collected will be made anonymous and may be used in the research study and publications?		
8	Are you under 18 ? (If YES we require guardian consent for you to take part in the study. The form is at the end of this document [Q14])		
9	I agree to take part in the study		
10	I agree for my newborn child to take part in the study		
11	I agree for my other children (if any) to take part in the study		
12	I agree that the researchers can access my maternity hospital records and my child's birth records.		
13	I agree that the researchers can speak to my child's preschool teacher		

CONSENT FORM FOR THE 'SCHOOL READINESS
AND THE EARLY YEARS' STUDY

14. Who has spoken to you about this study?

.....

DECLARATION

I agree to the above statements to which I have ticked YES. I have had the opportunity to read this consent form (or have it read to me), the blank spaces have been filled in, and I believe I understand what it says. I have also had time to consider whether to take part in this programme. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Name of School Readiness and the Early years Study Representative in block capitals.....

Signed..... Date.....

For pregnant mothers under the age of 18 years, we require that your parents/legal guardians agree that you take part in this programme. If you are under 18 years, the following must be signed by your parents/legal guardians:

	YES	NO
Do you agree to allow your daughter/child in your care to take part in this study?		

Guardian Name in block capitals.....

Signed..... Date.....

Parenting Support Consent Form:

Do you have someone supporting you in your parenting role? If so we would also like to get their consent, so they can help you out with the programme and take part too. This person could be the baby's father, your partner or your parent. Please get them to fill out the consent form below so that we also have their permission for the programme.

	YES	NO
Do you agree to support the baby's mother in taking part in the school readiness and the early years study?		

Name in block capitals.....

Relationship to baby's mother.....

Signed..... Date.....



Preparing For Life

Northside Partnership & UCD Geary Institute

INFORMATION AND CONSENT FORM FOR PARENTS OF CHILDREN PARTICIPATING IN THE PFL EVALUATION

Invitation for your child to take part in direct assessments

Thank you for being a part of the Preparing for Life (*PFL*) Programme for over 3 years! As you know Preparing for Life supports parents in helping their children get ready for school. The first few years of a child's life are a very important time when children grow and develop. It is the time when the child's health, happiness and ability to learn are shaped. As you know, the goals of the evaluation are to help us find out if the Preparing for Life programme works.

As part of our on-going *PFL* evaluation, with your permission, we would like to talk with your child directly when they are approximately 4 years of age. This meeting will include tasks and games designed to measure young children's abilities across a number of areas such as how they are getting on with letters and numbers and how well they can figure out new things. The session will take about an hour and will take place at the [name] preschool or if your child does not attend the [name] preschool, it can take place at the village centre or a place of your choosing.

What will happen if I agree that my child can take part?

If you agree that your child can take part in this part of the evaluation then information will be gathered directly on your child's development. The information will be collected by a researcher from the UCD Evaluation Team. The researcher will collect the information through playing games with your child and asking your child to complete some tasks which are designed to be child friendly. These games and tasks have been widely used in other evaluation projects and children tend to enjoy them as they feel like they are playing a game rather than being given a test. **As a small thank you for your child's time he/she will receive a developmental toy.**

By signing this consent form you are agreeing that your child can participate in this direct assessment and that the UCD Evaluation team have permission to meet with your child at [name] preschool/the [name] Centre or a location of your choosing. If your child attends [preschool name], with your permission, we will be contacting the preschool directly to set up a time and day to meet with your child. If your child does not attend [preschool name], we will contact you to arrange a time to conduct the assessment.

How often will the researchers meet my child?

The researchers will meet your child once, when your child is approximately 4 years old.

How will the information be used?

The information will be used to give an idea of how well the Preparing for Life Programme is helping children to develop. A report and other publications will be written for Preparing for Life. **The results will only be presented for the whole group of PFL children and no children or families will be named or identified in the report.**

All information will be held in the confidence of the research team and **no identifying information on individual children or families will be reported or published.** The researchers will not provide results of individual assessments to parents, caregivers or teachers.

How will we keep your child's information safe?

All information about your child will be kept private and confidential. This means your child's personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study however the names of each child will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the records, including the Northside Partnership, will not see your child's name. Instead, numbers will replace your child's name and he/she will only be identified by a number. The list of names and numbers will be kept in a locked file in UCD and all information collected will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your child's name will never be used in any reports of the research.

Who are the research team?

The research team is from the Geary Institute at University College Dublin. This is the same team of researchers who have been conducting the PFL evaluation interviews with you for the past 3 years under the direction of Dr. Orla Doyle. They are experienced researchers who have been trained to work with young children.

If you've any questions about the research, please telephone Dr. Orla Doyle at [phone number]

Thank you for your valued time and participation!

Signed: The Research Team

CONSENT FORM FOR THE PREPARING FOR LIFE PROGRAMME

Research Centre: UCD Geary Institute, University College Dublin, Belfield, Dublin 4
Title of Study: Preparing For Life Evaluation
To be completed by the: PARENT/GUARDIAN
<p>Please circle the relevant answer</p> <p>Have you been fully informed/read the information sheets about this part of the evaluation? YES/NO</p> <p>Have you had an opportunity to ask questions and discuss this part of the evaluation? YES/NO</p> <p>Do you know that you can withdraw from this part of the evaluation at any time, without giving a reason for withdrawing and without affecting your future relationship with the evaluation team/PFL? YES/NO</p> <p>Do you agree for your child to take part in this part of the study, the results of which are likely to be published in a report and other publications? Your child will not be identified in any way any report or publication. YES/NO</p>
<p>Child Name: _____</p> <p>Child Date of Birth: _____</p> <p>Does your child attend [name] preschool? YES/NO</p> <p>(If your child attends [name] preschool) Do we have your permission to contact [name] preschool directly to schedule a time to speak with your child? YES/NO</p>

What days does your child attend [name] preschool? _____

What times does your child attend [name] preschool? _____

(If your child does NOT attend [name] preschool) Which childcare centre does your child attend? _____
and

Where do you feel your child might be most comfortable participating in the assessment? _____

To help us to get to know your child and to help put your child at ease during the assessment, please tell us a little about her/him.

What is your child like? (For instance is he/she shy, talkative, easily frustrated, generally happy)?

What are your child's favourite interests?

Signed by Parent: _____

Date: _____

Name in Block Letters: _____

Parent Address: _____

Parent Contact Number: _____

Research Assistant Signed: _____

Research Assistant Name in Block Letters: _____

A1.4. CCA Consent Survey (Oct 2013)

UCD Geary Institute University College Dublin, Belfield, Dublin 4, Ireland		Institiúid Geary UCD An Coláiste Ollscoile, Baile Átha Cliath, Belfield, Baile Átha Cliath 4, Éire
T +353 1 716 4613 F +353 1 716 1108	geary@ucd.ie www.ucd.ie/geary	

Northside Partnership & UCD Geary Institute

INFORMATION AND CONSENT FORM FOR PARENTS OF CHILDREN PARTICIPATING IN

MEASURING SCHOOL READINESS IN PRESCHOOL CHILDREN

Are you currently a PFL family?

Preparing for Life children are already due to be assessed for school readiness at age 4 as part of the PFL Evaluation. So, if you are currently participating in PFL, please DO NOT return this form.

You will be contacted separately about that part of the study.

Invitation for your child to take part in this study

The first few years of a child's life are a very important time when children grow and develop. It is the time when the child's health, happiness and ability to learn are shaped. As part of our on-going efforts to see how children in your community are doing, with your permission, we would like to talk with your child directly when they are approximately 4 years of age. This meeting will include tasks and games designed to measure young children's abilities across a number of areas such as how they are getting on with letters and numbers and how well they can figure out new things. The session will take about an hour and will take place at your child's preschool.

What will happen if I agree that my child can take part?

If you agree that your child can take part in this study then information on your child's development will be collected by a researcher from the UCD Research Team. The researcher will collect the information

through playing games with your child and asking your child to complete some tasks which are designed to be child friendly. These games and tasks have been widely used in other projects and children tend to enjoy them as they feel like they are playing a game rather than being given a test. **As a small thank you for your child's time he/she will receive a developmental toy.**

By signing this consent form you are agreeing that your child can participate in this direct assessment and that the UCD Research Team have permission to meet with your child at his/her preschool. With your permission, we will contact the preschool directly to set up a time and day to meet with your child.

We will also ask you to fill out a short questionnaire about your family which is included in this packet and can be completed and returned along with the consent form in the envelope provided.

How often will the researchers meet my child?

The researchers will meet your child once, when your child is approximately 4 years old. Eligible children will be between the ages of 4 and 4 ½.

How will the information be used?

The information about your child will be used to give us an idea of how well children in your community are doing. Information about your family from the short questionnaire will be used to provide contextual information about families of participating children. A report and other publications will be written for Preparing for Life. The results will only be presented for the whole group of children and no children or families will be named or identified in the report. All information will be held in the confidence of the research team and no identifying information on individual children or families will be reported or published. The researchers will not provide the results of individual assessments to parents, caregivers or teachers.

How will we keep your child's information safe?

All information about your child and family will be kept private and confidential. This means your child's and family's personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study however the names of each child will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the records, including the Northside Partnership, will not see your child's name. Instead, numbers will replace your child's name and he/she will only be identified by a number. The list of names and numbers will be kept in a locked file in UCD and all information collected will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information.

Once the study ends an anonymised dataset (with your name and contact details removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers. Once stored, information based on any individual cannot be removed as it is anonymised and no longer identifiable.

The data will be stored and archived the same level of confidentiality guaranteed in this research will apply to the storage and use of the data in the future.

We may wish to follow up with your children as they continue through school, therefore we ask your permission to keep your name and contact details after this initial study has ended in March 2016. This is voluntary, if you do not wish us to keep this information, we will destroy the file with your name and contact details.

Are there instances where my child's information will not be confidential?

All researchers working directly with children are required by the HSE to breach confidentiality only in those rare instances where the welfare of the child is at great risk.

Who are the research team?

The research team is from the Geary Institute at University College Dublin. This team of researchers have been conducting interviews with parents and children from your community for the past 5 years under the direction of Dr. Orla Doyle. They are experienced researchers who have been trained to work with young children. If you have any questions about the research, please telephone Dr. Orla Doyle at [phone number]

Thank you for your valued time and participation!

Signed: The Research Team

Research Centre: UCD Geary Institute, University College Dublin, Belfield, Dublin 4	
Title of Study: Measuring School Readiness in Preschool Children	
To be completed by the: PARENT/GUARDIAN	
Are you currently participating in the Preparing for Life programme? <i>Please note: If you are currently participating in Preparing for Life, your child is not eligible to participate in this study as PFL children are due to be assessed at age 4 as part of the PFL Evaluation. You will be contacted directly about that part of the study.)</i>	YES/NO
Have you been fully informed/read the information sheets about this study?	YES/NO
Have you been made aware of the research team's contact details and that you can contact them if you have any questions or to discuss this study?	YES/NO
Do you know that you can withdraw from this study at any time, without giving a reason for withdrawing and without affecting your future relationship with your child's preschool?	YES/NO
Do you agree for your child to take part in this study, the results of which are likely to be published in a report and other publications? Your child will not be identified in any way any report or publication.	YES/NO
Do you give consent for a dataset with your name and contact details removed to be placed in the Irish Social Science Data Archive in UCD once the study ends? Once stored, information based on any individual cannot be removed as it is anonymised and no longer identifiable.	YES/NO
Do you give consent for the UCD research team to keep your name and contact details so that we may contact you again regarding potential school readiness research in the future? This information will be securely stored on a password protected database management system within UCD. Only the senior UCD research team will have access to it.	YES/NO
<p>Child Name: _____</p> <p>Child Date of Birth: ____ / ____ / ____</p> <p>What preschool does your child attend? _____</p> <p>Do we have your permission to contact your child's preschool directly to schedule a time to speak with your child? YES/NO</p> <p>What days does your child attend preschool? _____</p>	

What times does your child attend preschool? _____

To help us to get to know your child and to help put your child at ease during the assessment, please tell us a little about her/him.

What is your child like? (For instance is he/she shy, talkative, easily frustrated, generally happy)?

What are your child's favourite interests?

Signed by Parent: _____

Date: ____/____/____

Name in Block Letters: _____

Parent Address: _____

Parent Contact Number: _____

UCD Geary Institute

UCD Geary Institute
University College Dublin,
Belfield, Dublin 4, Ireland

T +353 1 716 4645

F +353 1 716 1108

Institiúid Geary UCD



Institiúid Geary UCD
An Coláiste Ollscoile, Baile Átha Cliath,
Belfield, Baile Átha Cliath 4, Éire

geary@ucd.ie

www.ucd.ie/geary

CONSENT FORM

Thank you for completing this questionnaire. Please place this questionnaire along with the signed consent form in the white envelope included in the packet. Please return the entire packet to your child's teacher.



Parent Survey Number:

MEASURING SCHOOL READINESS IN PRESCHOOL CHILDREN

Short Questionnaire about You and Your Family

1. What gender is your 4 year old child? ☐ Male ☐ Female

2. What is your relationship to the child (i.e. mother/father)?

3. What is your birthdate? / /

4. Do you have any other children, not including your 4 year old child? ☐ Yes/No

If Yes, how many other biological children do you have?

What are their ages:

5. At what age did you have your first child?

6. Have you finished full time education? ☐ Yes/No

7. If you are finished, at what age did you leave full time education?

8. What is your highest level of education completed? (Please circle one).

No Formal Qualification

Primary Education

Lower Secondary (left before Junior Certification)

Junior/Group/Inter Certification

Upper Secondary (left before Leaving Certification)

Applied Leaving Certification

Leaving Certification/A Levels

Non-degree Qualification (Diploma, Technical or Vocational Qualification)

Primary Degree (Third Level Bachelor Degree)/Professional Qualification or Degree

Postgraduate Qualification

Other

These next questions ask you about your situation now and also when you were pregnant with your 4 year old child.

What is/was your relationship status?	Now? (Please circle one)	When you were pregnant with your 4 year old child? (Please circle one)
	Single Married Co-habiting/ living with boyfriend/partner Boyfriend/partner not living together Divorced Legally separated Widowed	Single Married Co-habiting/ living with boyfriend/partner Boyfriend/partner not living together Divorced Legally separated Widowed
Are/were you in paid work?	Now? (Please circle one)	When you were pregnant with your 4 year old child? (Please circle one)
	Yes No	Yes No
If Yes , what is/was your job?		
If No , for how long have you been without paid work?		
Do/did you have a medical card?	Now? (Please circle one)	When you were pregnant with your 4 year old child? (Please circle one)
	Yes	Yes

	No	No
--	----	----

For the next few questions, please mark with an X which is closest to how you have been feeling over the last two weeks.

Over the last two weeks:	At no Time	Some of the Time	Less than Half of the Time	More than Half of the Time	Most of the Time	All of the Time
I have felt cheerful and in good spirits						
I have felt calm and relaxed						
I have felt active and vigorous (full of life and energy)						
I woke up feeling fresh and rested						
My daily life has been filled with things that interest me						

Thank you for completing this questionnaire. Please place this questionnaire along with the signed consent form in the white envelope included in the packet. Please return the entire packet to your child's teacher.



PFL Annual School Readiness Survey

Preparing for Life & UCD Geary Institute

INFORMATION AND CONSENT FORM

Dear Teacher,

Parents, teachers, and professionals know how important school readiness is for young children. Children who enter school unprepared can experience academic, social and physical difficulties which have the potential to negatively impact on their future development.

The UCD Geary Institute are conducting the PFL Annual School Readiness Survey, a research project concentrating on the school readiness of Junior Infant children from [name] area. As a teacher of some of the children from this area, we would like you to participate in this study. The principal and other school personnel have reviewed the study and have given us their permission to proceed.

This study has been conducted in October of each academic year for the last six years. By collecting data for this period of time we hope to identify any change in levels of school readiness in young children in the [name] areas over time. By agreeing to participate in the study for the current academic year, you are not obligated to participate in future years. Rather, if you are teaching Junior Infant children in this school in future years, we will contact you again and invite you to participate for that year.

If you agree to join the study, we ask you to complete a questionnaire for each child in your class. The survey asks questions about your pupils' levels of school readiness and includes questions related to their physical health and wellbeing, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. This survey can be completed at your convenience via logging onto a password protected secure website using a unique username and password that we will give you. It will take about 5-10 minutes to complete this survey for each child and you do not have to complete the survey in one sitting. In addition to completing the survey, we would like to ask you to assist us in distributing and collecting information and consent forms, as well as

questionnaires, to/from the children's parents. To achieve this, we will supply all the materials and just ask that you distribute them to the parents and collect them from the parents when they are complete.

We know that we are asking a lot from you and as a small thank you for your time you will receive a €10 shopping voucher for each completed child questionnaire. Therefore, if you have 15 children in your class and 12 parents agree to participate, you will receive €120 for completing all questionnaires.

Although we do not anticipate any major discomforts and/or risks associated with your participation in this study, some things may concern you about participating. You can choose not to answer any particular question in the questionnaire if you wish. We will listen to any concerns you may have at all times.

While you may not benefit directly from this study, you will be helping parents, children, schools, and other teachers like you to understand more about school readiness in young children from disadvantaged environments. In addition, this survey will serve as an important step toward understanding the needs of young children. Furthermore, findings from this research will allow your school to identify the specific areas of schools readiness e.g. language development, peer relations, to invest and concentrate their efforts on.

All information in the survey will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study, however the names of each teacher will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the results of the surveys, including the Northside Partnership, will not see your name. Instead, numbers will replace your name. All information collected from the survey will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your name will never be used in any reports of the research. No specific information about your responses will be made available to the children's parents or the school and the school readiness of any individual child or classroom will not be examined. Rather, responses from several participants will be grouped together in an anonymised dataset and the information will be used to gain a general picture of school readiness for children in the area.

Once the study ends an anonymised dataset (with your name, contact details, and child identification number removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers.

Your decision to join the study is voluntary. You are free to leave at any time without penalty and without giving a reason. If you decide to leave the study, it will not affect your current or future relationship with the school or with UCD.

If you have any further questions about the study, please contact Orla Doyle (email address) at [phone number] or Ailbhe Booth (email address) at [phone number].

Your participation is highly valued and key to the success of this project. If you decide that you would like to participate please complete the form on the next page and we will send a copy of this agreement to you.

Thank you in advance for your interest and support in this project and we look forward to working with you in the approaching weeks.

Regards,

UCD Research Team

CONSENT FORM FOR THE 'PFL ANNUAL SCHOOL READINESS SURVEY' STUDY

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Email address (only to communicate about issues related to this survey)

.....



PFL Annual School Readiness Survey

Preparing for Life & UCD Geary Institute

INFORMATION AND CONSENT FORM

Dear Teacher,

Parents, teachers, and professionals know how important school readiness is for young children. Children who enter school unprepared can experience academic, social and physical difficulties which have the potential to negatively impact on their future development.

The UCD Geary Institute are conducting the PFL Annual School Readiness Survey, a research project concentrating on the school readiness of Junior Infant children originally from the [name] area, participating in the Preparing for Life Evaluation. As a teacher of some of these children, we would like you to participate in this study. The principal of your school has reviewed the study information and has given us their permission to proceed.

This study has been conducted on a whole school basis in three schools in the [name] area in October of each academic year for the last six years. By agreeing to participate in the study for the current academic year, you are not obligated to participate in future years. Rather, if you are teaching Junior Infant children involved in the Preparing for Life evaluation, we will contact you again and invite you to participate for that year.

If you agree to join the study, we may ask you to complete questionnaires for one or more children in your class. The survey asks questions about the pupil's levels of school readiness and includes questions related to their physical health and well being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. This survey can be completed at your convenience via logging onto a password protected secure website using a unique username and password that we will give you. It will take about 5-10 minutes to complete this survey for each child. In addition to completing the survey, we would like to ask you to assist us in distributing and collecting information and consent forms, as well as questionnaires, to/from the children's parents. To achieve this, we will supply all the materials and may ask that you distribute them to the designated parents and collect them from the parents when they are complete.

We know that we are asking a lot from you and as a small thank you for your time you will receive a €10 shopping voucher for each completed child questionnaire. Therefore, if you have 2 participating children in your class, you will receive €20 for completing the questionnaires for those children.

Although we do not anticipate any major discomforts and/or risks associated with your participation in this study, some things may concern you about participating. You can choose not to answer any particular question in the questionnaire if you wish. We will listen to any concerns you may have at all times.

While you may not benefit directly from this study, you will be helping parents, children, schools, and other teachers like you to understand more about school readiness in young children from disadvantaged environments. In addition, this survey will serve as an important step toward understanding the needs of young children. Furthermore, findings from this research will allow schools to identify the specific areas of schools readiness e.g. language development, peer relations, to invest and concentrate their efforts on.

All information in the survey will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study, however the names of each teacher will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the results of the surveys, including the Northside Partnership, will not see your name. All information collected from the survey will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your name will never be used in any reports of the research. No specific information about your responses will be made available to the children's parents or the school and the school readiness of any individual child or classroom will not be examined. Rather, responses from several

participants will be grouped together in an anonymised dataset and the information will be used to gain a general picture of school readiness for children in the area.

Once the study ends an anonymised dataset (with your name, contact details, and child identification number removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers.

Your decision to join the study is voluntary. You are free to leave at any time without penalty and without giving a reason. If you decide to leave the study, it will not affect your current or future relationship with the school or with UCD.

If you have any further questions about the study, please contact Orla Doyle (email address) at [phone number] or Ailbhe Booth (email address) at [phone number].

Your participation is highly valued and key to the success of this project. If you decide that you would like to participate please complete the form on the next page.

Thank you in advance for your interest and support in this project and we look forward to working with you in the approaching weeks.

Regards,

UCD Research Team

CONSENT FORM FOR THE 'PFL ANNUAL SCHOOL READINESS SURVEY' STUDY

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Email address & Phone number (only to communicate about issues related to this survey):

.....



PFL Annual School Readiness Survey

Preparing for Life & UCD Geary Institute

INFORMATION AND CONSENT FORM

Dear Teacher,

Parents, teachers, and professionals know how important school readiness is for young children. Children who enter school unprepared can experience academic, social and physical difficulties which have the potential to negatively impact on their future development.

The UCD Geary Institute are conducting the PFL Annual School Readiness Survey, a research project concentrating on the school readiness of Junior Infant children from the [name] area. As a teacher of some of the children from this area, we would like you to participate in this study. The principal and other school personnel have reviewed the study and have given us their permission to proceed.

This study will be conducted yearly in October of each academic year over the next four years. By collecting data for this period of time we hope to identify any change in levels of school readiness in young children in the [name] areas over time. By agreeing to participate in the study for the current academic year, you are not obligated to participate in future years. Rather, if you are teaching Junior Infant children in this school in future years, we will contact you again and invite you to participate for that year.

If you agree to join the study, we ask you to complete a questionnaire for each child in your class. The survey asks questions about your pupils levels of school readiness and includes questions related to the their physical health and well being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. This survey can be completed at your convenience via logging onto a password protected secure website using a unique username and password that we will give you. It will take about 5-10 minutes to complete this survey for each child and you do not have to complete the survey in one sitting. In addition to completing the survey, we would like to ask you to assist us in distributing and collecting information and consent forms, as well as questionnaires, to/from the children's parents. To achieve this, we will supply all the materials and just ask that you distribute them to the parents and collect them from the parents when they are complete.

We know that we are asking a lot from you and as a small thank you for your time you will receive a €10 shopping voucher for each completed child questionnaire. Therefore, if you have 15 children in your class and 12 parents agree to participate, you will receive €120 for completing all questionnaires.

Although we do not anticipate any major discomforts and/or risks associated with your participation in this study, some things may concern you about participating. You can choose not to answer any particular question in the questionnaire if you wish. We will listen to any concerns you may have at all times.

While you may not benefit directly from this study, you will be helping parents, children, schools, and other teachers like you to understand more about school readiness in young children from disadvantaged environments. In addition, this survey will serve as an important step toward understanding the needs of young children. Furthermore, findings from this research will allow your school to identify the specific areas of schools readiness e.g. language development, peer relations, to invest and concentrate their efforts on.

All information in the survey will be kept private and confidential. This means your personal information will be safe and secure and not given to anyone outside of the UCD research team. Northside Partnership will own all the information collected in the study, however the names of each teacher will be removed from this file and only be known by the lead UCD researchers. Anyone else who sees the results of the surveys, including the Northside Partnership, will not see your name. Instead, numbers will replace your name. All information collected from the survey will be kept on computers in a safe and secure place in UCD. The researchers will need passwords to see this information. Your name will never be used in any reports of the research. No specific information about your responses will be made available to the

children's parents or the school and the school readiness of any individual child or classroom will not be examined. Rather, responses from several participants will be grouped together in an anonymised dataset and the information will be used to gain a general picture of school readiness for children in the area.

Once the study ends an anonymised dataset (with your name, contact details, and child identification number removed) will be placed in the Irish Social Science Data Archive in UCD and may be used by other researchers.

Your decision to join the study is voluntary. You are free to leave at any time without penalty and without giving a reason. If you decide to leave the study, it will not affect your current or future relationship with the school or with UCD.

If you have any further questions about the study, please contact Orla Doyle (email address) at [phone number] or Kelly McNamara (email address) at [phone number].

Your participation is highly valued and key to the success of this project. If you decide that you would like to participate please complete the form on the next page and we will send a copy of this agreement to you.

Thank you in advance for your interest and support in this project and we look forward to working with you in the approaching weeks.

Regards,

UCD Research Team

CONSENT FORM FOR THE 'PFL ANNUAL SCHOOL READINESS SURVEY' STUDY

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

Name in block capitals.....

Signed..... Date.....

Email address (only to communicate about issues related to this survey):

.....

A1.8. Senior Infants Parent Consent Page

DECLARATION

I have had the opportunity to read this consent form (or have it read to me) and I believe I understand what it says. I have also had time to consider whether to take part in this project. I have had the opportunity to ask questions about the information in this form and I believe that I have sufficient information to fill out this informed consent sheet.

	YES	NO
Do you give your permission for your child's Senior Infant's teacher to take part in this study?		

Child's name in block capitals.....

Child's date of birth.....

Parent's name in block capitals.....

Signed..... Date.....

For parents under the age of 18 years, we require that your parents/legal guardians agree that you take part in this survey.
If you are under 18 years, please ask your child's class teacher for a parents/legal guardian's form.

Appendix 2: Indicators, standardised scales and indices mapped across all waves of PFL

Tick indicates that scale is present for that wave

Scale Acronym	Data collection wave							
	BL	6m	12m	18m	24m	36m	48m	BAS
AAPI	✓		✓					
ASQ		✓	✓	✓	✓	✓	✓	
ASQSE		✓	✓	✓	✓	✓	✓	
BASII								✓
BITSEA			✓	✓	✓	✓		
BSC				✓				
CBCL					✓	✓	✓	
CDI			✓	✓	✓			
CFC	✓				✓			
CMAS		✓			✓			
CSH							✓	
CSQ		✓	✓		✓	✓		
DLC				✓		✓		
DPCOG			✓	✓	✓	✓	✓	
EPDS		✓		✓	✓	✓	✓	
EUSILC	✓			✓				
FES			✓			✓		
FQOL						✓		
FSS		✓		✓				
HLE							✓	
HOME		✓		✓		✓		
ITSEA						✓		
KIDI	✓		✓					
Maternal History of Antisocial					✓			
MSAS				✓				
MSSI				✓		✓		
NCES						✓		
NQES						✓		
PACOTIS		✓			✓			
PARQ						✓		
PDH				✓		✓	✓	
Pearlin	✓		✓				✓	
PLOC		✓						
PSDQ						✓	✓	
PSI		✓			✓		✓	
RSE	✓			✓	✓		✓	

RSE	✓			✓	✓		✓	
RQI						✓		
SDQ							✓	
SDS					✓			
SHIF		✓		✓		✓		
TABS			✓					
TIPI	✓							
VASQ	✓							
WASI	✓							
WHO5	✓	✓	✓			✓	✓	

Appendix 3: Indicators, standardised scales and indices – full title and citations

Scale acronym in data files	Full title of scale	Scale citation
AAPI	Adult Adolescent Parenting Inventory 2 (AAPI-2; Bavolek & Keene, 1999)	AAPI-2: Bavolek, S.J., & Keene, R.G. (1999). Adult-Adolescent Parenting Inventory – AAPI-2: Administration and development handbook. Park City, UT: Family Development Resources, Inc.
ASQ	Ages and Stages Questionnaire (ASQ; Squires et al., 1999).	Squires, J. K., Potter, L., & Bricker, D. (1999). The ages and stages questionnaire users guide. Baltimore: Brookes.
ASQSE	Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2003)	Jane Squires, Diane Bricker, & Elizabeth Twombly (2002). Ages & Stages Questionnaires. Social-Emotional A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors. Copyright 2002 by Paul H. Brookes Publishing Co.
BITSEA	Brief Child-Toddler Social and Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006)	Briggs-Gowan, M. J., & Carter, A. S. (2006). BITSEA brief infant-toddler social and emotional assessment. Examiner's manual. San Antonio, TX: Harcourt Assessment, Inc.
BASII	Early Years Battery of the British Ability Scales: Second Edition (BAS II; Elliott, Smith, & McCulloch, 1997).	Elliott, C., Smith, P., & McCulloch, K. (1997). British Ability Scales II. London: NFER-Nelson.
BSC	Baumeister Brief Self-Control Measure (Tangney, Baumeister, & Boone, 2004)	Tangney, J. P., Baumeister, R.F., & Boone, A.L. (April 2004). High self-control predicts good adjustment, better grades, and interpersonal success. <i>Journal of Personality</i> 72(2), 271-322.
CBCL	Child Behavior Checklist for Ages 1½ -5 (CBCL; Achenbach & Rescorla, 2000)	Achenbach, T.M., & Rescorla, L.A. (2000). Manual for the ASEBA Preschool Forms & Profiles. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.

CDI	MacArthur-Bates Communicative Development Inventories: Words and Gestures (CDI-WG; Fenson et al., 2000)	Fenson, L., Pethick, S., Renda, C., Cox, J.L., Dale, P.S., & Reznick, J.S. (2000). Short-form versions of the MacArthur Communicative Development Inventories. <i>Applied Psycholinguistics</i> , 21, 95-115.
CFC	Consideration of Future Consequences Scale (CFC; Strathman et al., 1994)	Alan Strathman, Faith Gleicher, David S. Boninger, and Scott Edwards (1994) The Consideration of Future Consequences: Weighting Immediate and Distant Outcomes of Behavior. <i>Journal of Personality and Social Psychology</i> 1994. Vol. 66, No. 4, 742 -752.
CMAS	Condon Maternal Attachment Scale (CMAS; Condon & Corkindale, 1998)	John T. Condon & Carolyn J. Corkindale (1998) The assessment of parent-to-infant attachment: Development of a self-report questionnaire instrument, <i>Journal of Reproductive and Infant Psychology</i> , 16:1, 57-76, DOI: 10.1080/02646839808404558
CSH	Children's Sleep Habits Questionnaire (CSHQ; Owens, Spirito, & McGuinn, 2000).	Owens, J. A., Spirito, A., & McGuinn, M. (2000). The Children's Sleep Habits Questionnaire (CSHQ): Psychometric properties of a survey instrument for school-aged children. <i>Sleep</i> , 23(8), 1-9.
CSQ	Client Satisfaction Questionnaire (CSQ: Turner, Markie-Dadd, & Sanders, 1998).	Turner, K. M. T., Markie-Dadd, C. & Sanders, M. R. (1998). The Client Satisfaction Survey (CSQ). Facilitators Manual for Group Triple P, Brisbane, QLD, AU, Families International Publishing
DLC	Difficult Life Circumstances scale (DLC; Johnson, Booth, & Barnard, 1989)	Johnson, S., Booth, C. L., & Barnard, K. E. (1989). Difficult life circumstances: A resource manual for professionals. Seattle, WA: NCAST Publications.
DPCOG	Developmental Profile 3 (DP-3; Alpern, 2007)	Alpern, G.D. (2007). Developmental profile – 3. Los Angeles, CA: Western Psychological Services.
		The Edinburgh Postnatal Depression Scale (EPDS)

EPDS	Edinburgh Postnatal Depression Scale (EPDS; Cox, Holden, & Sagovsky, 1987)	J. L. Cox, J.M. Holden, & R. Sagovsky. The British Journal of Psychiatry (1987), 150, 782-786.
EUSILC	EU Survey on Income and Living Conditions (EU-SILC, 2008)	European Union Statistics on Income and Living Conditions (EU-SILC) 2008 version. EUROSTAT. http://ec.europa.eu/eurostat/web/microdata/european-union-statistics-on-income-and-living-conditions Survey instrument for Ireland (2008) https://circabc.europa.eu/faces/jsp/extension/wai/navigation/container.jsp
FES	Family Environment Scale (FES; Moos & Moos, 2009)	Family Environment Scale, © 1974, 1994, 2002, 2009 Rudolf H. Moos. Published by Mind Garden, Inc., http://www.mindgarden.com/96-family-environment-scale
FQOL	Beech Center Family Quality of Life Scale (FQOL; Hoffman et al., 2006)	Hoffman, L., Marquis, J., Poston, D., Summers, J. A., & Turnbull, A. (2006). Assessing family outcomes: Psychometric evaluation of the Beach Center Family Quality of Life scale. Journal of Marriage and Family, 68(4), 1069-1083.
FSS	Framingham Safety Survey (FSS; American Academy of Pediatrics, 1991)	The Framingham Safety Surveys (FSS; American Academy of Pediatrics, 1991)
HLE	Home Learning Environment Index (HLE; Melhuish, Phan, Sylva, Sammons, Siraj-Blachford, & Taggart, 2008)	Melhuish, E.C., Phan, M.B., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2008). Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. Journal of Social Issues, 64, 95-114.
HOME & HOMESHIF	Infant-Toddler version of the Home Observation for Measurement of the	Caldwell, B.M. & Bradley, R.H. (1984) Home Observation for Measurement of the Environment. Little Rock, AR:University of

	Environment (HOME; Caldwell & Bradley, 2003)	Arkansas.
ITSEA	Infant-Toddler Social and Emotional Assessment (Briggs-Gowan & Carter, 2006)	Carter, A. S., & Briggs-Gowan, M. J. (2006). The Infant-Toddler Social and Emotional Assessment (ITSEA) manual. San Antonio, TX: Harcourt Assessment.
KIDI	Knowledge of Infant Development - Short Form (KIDI-SF; MacPhee, 1981)	MacPhee, D. (1981) Manual for the Knowledge of Infant Development inventory. Unpublished Manuscript, University of North Carolina at Chapel Hill.
Maternal History of Antisocial Behavior Scale	Maternal History of Antisocial Behavior Scale (Tremblay et al., 2004)	Richard E. Tremblay, Daniel S. Nagin, Jean R. Séguin, Mark Zoccolillo, Philip D. Zelazo, Michel Boivin, Daniel Pélusse and Christa Japel (2004) Physical Aggression During Early Childhood: Trajectories and Predictors. Pediatrics 2004; 114, e43 DOI: 10.1542/peds.114.1.e43
MSAS	Maternal Separation Anxiety Scale (MSAS: Hock, McBride & Gnezda, 1989)	Hock, E., McBride, S. & Gnezda, M.T. (1989). Maternal Separation Anxiety: Mother-Infant Separation from the Maternal Perspective. Child Development, 60 (4)
MSSI	Maternal Social Support Index (MSSI; Pascoe, Ialongo, Horn, Reinhart, & Perradatto, 1988)	Pascoe, J.M., Ialongo, N.S., Horn, W.F., Reinhart, M.A. & Perradatto, D. (1988). The reliability and validity of the maternal social support index. Family Medicine, 20 (4), 271-276.
NCES	Neighborhood Criminal Events Scale (NCES; Roosa et al., 2005)	Roosa, M.W., Deng, S., Ryu, E., Burrell, G.L., Tein, J.Y., Jones, S., Lopez, V., & Crowder, S. (2005). Family and child characteristics linking neighbourhood context and child externalizing behavior. Journal of Marriage and Family, 67, 515-529.

NQES	Neighborhood Quality Evaluation Scale (NQES; Roosa et al., 2005)	Roosa, M.W., Deng, S., Ryu, E., Burrell, G.L., Tein, J.Y., Jones, S., Lopez, V., & Crowder, S. (2005). Family and child characteristics linking neighbourhood context and child externalizing behavior. <i>Journal of Marriage and Family</i> , 67, 515-529.
PACOTIS	Parental Cognition and Conduct Toward the Infant Scale (PACOTIS; Boivin et al., 2005)	Boivin, M., Perusse, D., Dionne, G., Saysset, V., Zoccolillo, M., Tarabulsky, G.M., Tremblay, N., & Tremblay, R.E. (2005). The genetic-environmental etiology of parents' perceptions and self-assessed behaviours toward their 5-month-old infants in a large twin and singleton sample. <i>Journal of Child Psychology and Psychiatry</i> , 46(6), 612-630.
PARQ	Parental Acceptance and Rejection Questionnaire – Short Form (PARQ; Rohner, 1991)	Rohner R. Handbook for the study of parental acceptance and rejection. University of Connecticut; Storrs, CT: 1991.
PDH	Parenting Daily Hassles Scale (PDH; Crnic & Greenberg, 1990)	Crnic, K.A. & Greenberg, M.T. (1990). Minor parenting stresses with young children. <i>Child Development</i> , 61, 1628-1637.
Pearlin	In PFL the Pearlin measure is a combination of the Pearlin mastery scale (items 1-7) and the Borkowski Parenting Self-efficacy instrument (items 8-13). Pearlin Selfefficacy Scale (Pearlin & Schooler, 1978) Parental self-efficacy from the Abecedarian study (Borkowski, et al., 2001)	Pearlin, L.I. & Schooler, C. (1978). The structure of coping. <i>Journal of Health and Social Behaviour</i> , 19: 2-21. Borkowski, J.G., Corta, J., Warren, S.F., Ramey, S.L., Ramey, C., Guest, K.C....Klerman, L. (2001). Borkowski Parenting Self-efficacy [instrument]. Notre Dame, IN. University of Notre Dame.
PLOC	Parental Locus of Control	Leslie K. Campis , Robert D. Lyman & Steven

	Scale (PLOC; Campis, Lyman, & Prentice-Dunn, 1986)	Prentice-Dunn (1986) The Parental Locus of Control Scale: Development and Validation. Journal of Clinical Child Psychology. Volume 15, 1986 - Issue 3, 260-267.
PSDQ	Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al., 1995)	Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson, Mandelco, Olsen, & Hart, 2001)
PSI	Parenting Stress Index (PSI; Abidin, 1995)	Abidin, R. R. (1995). Parenting Stress Index (PSI) (3rd ed.). Odessa, FL: Psychological Assessment Resources, Inc.
RSE	Rosenberg Self-Esteem Scale (RSE; Rosenberg, 1965)	Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton. University Press.
RQI	Relationship Quality Index (RQI) Quality of Marriage Index (QMI; Norton, 1983)	Norton, R. (1983). Measuring marital quality: A critical look at the dependent variable. Journal of Marriage and the Family, 45, 141-151.
SDQ	Strengths and Difficulties Questionnaire (Goodman, 1997)	Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. Journal of Child Psychology and Psychiatry, 38, 581-586.
SDS	Social Desirability Scale-17 (SDS-17; Stöber, 2001)	Joachim Stöber (2001) The Social Desirability Scale-17 (SDS-17) Convergent Validity, Discriminant Validity, and Relationship with Age. European Journal of Psychological Assessment, Vol. 17, Issue3, pp . 222–232.
SHIF	Supplement to the HOME Scale for Children Living in Impoverished Urban Environments (SHIF; Ertem, Avni-Singer, &	Ertem, I.O., Avni-Singer, A.J., & Forsyth, B.W.C. (1996). Supplement to the HOME scale for impoverished families. New Haven, CT: Yale University

	Forsyth, 1996)	
TABS	Temperament and Atypical Behaviour Scale (TABS; Neisworth, Bagnato, Salvia & Hunt, 1999)	Neisworth, J.T., Bagnato, S.J., Salvia, J.J., & Hunt, F.M. (1999). Temperament and Atypical Behavior Scale (TABS) manual: Early childhood indicators of developmental dysfunction. Baltimore MD: Brookes Publishing.
TIPI	Ten Item Personality Inventory (TIPI; Gosling, Rentfrow, & Swann, 2003)	Gosling, SD, Rentfrow, PJ & Swann, WB, Jr (2003). A very brief measure of the Big-Five personality domains. Journal of Research in Personality, 37, 504-528.
VASQ	Vulnerable Attachment Style Questionnaire (VASQ; Bifulco, Mahon, Kwon, Moran, & Jacobs, 2003).	Bifulco A1, Mahon J, Kwon JH, Moran PM, Jacobs C. (2003) The Vulnerable Attachment Style Questionnaire (VASQ): an interview-based measure of attachment styles that predict depressive disorder. Psychol Med. Aug 2003; 33(6):1099-110.
WASI	Wechsler Abbreviated Scale of Intelligence (WASI, Wechsler, 1999).	Wechsler Abbreviated Scale of Intelligence (WASI) Psychological Corporation, 1999.
WHO5	WHO-5 (World Health Organisation, 1998)	WHO (Five) Well-Being Index (1998 version) World Health Organisation. https://www.psykiatri-regionh.dk/who-5/Pages/default.aspx

Appendix 4: Standardised scales and indices - calculation rules

Score items	Calculation rules	Data collection wave (time) – tick indicates that scale is present						
		BL (t0)	6 mths (t1)	12 mths (t2)	18 mths (3)	24 mths (t4)	36 mths (t5)	48 mths (t6)
AAPI Inappropriate Parental Expectations of Children	Total/ subscale scores are not calculated if 4 or more items are missing.	✓		✓				
AAPI Oppressing Childrens Power and Independence	Total/ subscale scores are not calculated if 3 or more items are missing.	✓		✓				
AAPI Parental Lack of Empathy	Total/ subscale scores are not calculated if 6 or more items are missing.	✓		✓				
AAPI Reversing Parent-Child Roles	Total/ subscale scores are not calculated if 4 or more items are missing.	✓		✓				
AAPI Strong Belief in Use of Corporal Punishment	Total/ subscale scores are not calculated if 6 or more items are missing.	✓		✓				
ACT: Interaction with Baby score	Total/ subscale scores are not calculated if 9 or more items are missing.		✓		✓		✓	
ASQ Communication Score	Total/ subscale scores are not calculated if 2 or more items are missing.		✓	✓	✓	✓	✓	✓
ASQ Fine Motor Score	Total/ subscale scores are not calculated if 2 or more items are		✓	✓	✓	✓	✓	✓

	missing.							
ASQ Gross Motor Score	Total/ subscale scores are not calculated if 2 or more items are missing.		✓	✓	✓	✓	✓	✓
ASQ Personal-Social score	Total/ subscale scores are not calculated if 2 or more items are missing.		✓	✓	✓	✓	✓	✓
ASQ Problem Solving Score	Total/ subscale scores are not calculated if 2 or more items are missing.		✓	✓	✓	✓	✓	✓
ASQ Social-Emotional Problem	Total/ subscale scores are not calculated if 3 or more items are missing.		✓	✓	✓	✓	✓	✓
Baumeister Self Control total score	Total/ subscale scores are not calculated if 7 or more items are missing.				✓			
BITSEA: Autism	Total/ subscale scores are not calculated if 9 or more items are missing.					✓	✓	
BITSEA: Competence score	Total/ subscale scores are not calculated if 3 or more items are missing.			✓	✓	✓	✓	
BITSEA: Dysregulation problems	Total/ subscale scores are not calculated if 4 or more items are missing.					✓	✓	
BITSEA: Externalizing	Total/ subscale scores are not					✓	✓	

problems	calculated if 3 or more items are missing.							
BITSEA: Internalizing problems	Total/ subscale scores are not calculated if 4 or more items are missing.					✓	✓	
BITSEA: Problem score	Total/ subscale scores are not calculated if 6 or more items are missing.			✓	✓	✓	✓	
BITSEA: Redflag items	Total/ subscale scores are not calculated if 4 or more items are missing.					✓	✓	
Children's Sleep Habits (CSH)	Total/ subscale scores are not calculated if 10 or more items are missing.							✓
Client Satisfaction Questionnaire Score (CSQ)	Total/ subscale scores are not calculated if 6 or more items are missing.		✓	✓		✓		
Condon Absense of Hostility score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓			✓		
Condon Maternal Quality Attachment score	Total/ subscale scores are not calculated if 5 or more items are missing.		✓			✓		
Condon Maternal score	Total/ subscale scores are not calculated if 10 or more items are missing.		✓			✓		

Condon Pleasure in Interaction score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓			✓		
Consideration of Future Consequences Scale (CFSC)	Total/ subscale scores are not calculated if 1 or more items are missing.	✓				✓		
Difficult Life Circumstances	Total/ subscale scores are not calculated if 8 or more items are missing.				✓		✓	
Difficult Temperament score	Total/ subscale scores are not calculated if 4 or more items are missing.		✓	✓				
DP3: Cognitive development Score	Total/ subscale scores are not calculated if 19 or more items are missing.			✓	✓	✓	✓	✓
Edinburgh Postnatal Depression (EPDS) Score - Past 6 months	Total/ subscale scores are not calculated if 6 or more items are missing.		✓					
Edinburgh Postnatal Depression (EPDS) Score - Past 7 days	Total/ subscale scores are not calculated if 6 or more items are missing.		✓		✓	✓	✓	✓
FES: Relationship dimension - cohesion score	Total/ subscale scores are not calculated if 5 or more items are missing.			✓			✓	
FES: Relationship dimension - conflict score	Total/ subscale scores are not calculated if 5 or more items are			✓			✓	

	missing.							
FES: Relationship dimension - control score	Total/ subscale scores are not calculated if 5 or more items are missing.			✓			✓	
FES: Relationship dimension - expressiveness score	Total/ subscale scores are not calculated if 5 or more items are missing.			✓			✓	
FES: Relationship dimension - organisation score	Total/ subscale scores are not calculated if 5 or more items are missing.			✓			✓	
Framingham Safety Survey score (FSS)	Total/ subscale scores are not calculated if 11 or more items are missing.		✓		✓			✓
Future Outlook Inventory (FOI)	Total/ subscale scores are not calculated if 4 or more items are missing.			✓			✓	
Home Learning Environment (HLE)	Total/ subscale scores are not calculated if 8 or more items are missing.							✓
Household Material Deprivation	Total/ subscale scores are not calculated if 6 or more items are missing.				✓			
ITSEA: Peer Aggression	Total/ subscale scores are not calculated if 3 or more items are missing.						✓	
ITSEA: Pro-Social Peer Relation	Total/ subscale scores are not						✓	

	calculated if 3 or more items are missing.							
KIDI Overall Percentage	Total/ subscale scores are not calculated if 8 or more items are missing.	✓		✓				
Maternal Separation Anxiety Scale (MSAS)	Total/ subscale scores are not calculated if 10 or more items are missing.				✓			
Maternal Social Support Index (MSSI)	Total/ subscale scores are not calculated if 5 or more items are missing.				✓		✓	
Neighborhood Criminal Events Scale (NCES)	Total/ subscale scores are not calculated if 5 or more items are missing.						✓	
Neighborhood Quality Evaluation Scale (NQES)	Total/ subscale scores are not calculated if 6 or more items are missing.						✓	
PACOTIS: Baby Comparison score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓			✓		
PACOTIS: Parental Hostile-Reactive Behaviour score	Total/ subscale scores are not calculated if 4 or more items are missing.		✓			✓		
PACOTIS: Parental Impact score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓			✓		

PACOTIS: Parental Over-Protection score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓			✓		
Pacotis: Parental Self-Efficacy score	Total/ subscale scores are not calculated if 4 or more items are missing.		✓			✓		
PACOTIS: Parental Warmth score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓			✓		
Parental History of Antisocial Behaviour (Exhibited 2 or more antisocial behaviour as an adult)	Total/ subscale scores are not calculated if 1 or more items are missing.					✓		
Parental History of Antisocial Behaviour (Exhibited 2 or more antisocial behaviour in school)	Total/ subscale scores are not calculated if 1 or more items are missing.					✓		
Parenting Daily Hassles (PDH) - Challenging behaviour score	Total/ subscale scores are not calculated if 4 or more items are missing.				✓		✓	✓
Parenting Daily Hassles (PDH) - Frequency score	Total/ subscale scores are not calculated if 10 or more items are missing.				✓		✓	✓
Parenting Daily Hassles (PDH) - Intensity score	Total/ subscale scores are not calculated if 10 or more items are missing.				✓		✓	✓

Parenting Daily Hassles (PDH) - Parenting tasks score	Total/ subscale scores are not calculated if 4 or more items are missing.				✓		✓	✓
Parenting Style and Dimension Questionnaire (PSDQ): Overall authoritarian domain	Total/ subscale scores are not calculated if 6 or more items are missing.						✓	✓
Parenting Style and Dimension Questionnaire (PSDQ): Overall authoritative domain	Total/ subscale scores are not calculated if 8 or more items are missing.						✓	✓
Pearlin mean score	Total/ subscale scores are not calculated if 7 or more items are missing.	✓		✓				✓
Pearlin: Parenting Efficacy mean score	Total/ subscale scores are not calculated if 3 or more items are missing.			✓				✓
Pearlin: Self Mastery mean score	Total/ subscale scores are not calculated if 4 or more items are missing.			✓				✓
PLOC: Child Control of Parent's Life score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓					
PLOC: Overall Parental Locus of Control score	Total/ subscale scores are not calculated if 11 or more items are missing.		✓					
PLOC: Parental belief in	Total/ subscale scores are not		✓					

fate/chance score	calculated if 3 or more items are missing.							
PLOC: Parental Control of Child's Behaviour score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓					
PLOC: Parental Efficacy score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓					
PLOC: Parental Responsibility score	Total/ subscale scores are not calculated if 3 or more items are missing.		✓					
PSDQ authoritarian: coercion subdomain	Total/ subscale scores are not calculated if 2 or more items are missing.						✓	✓
PSDQ authoritarian: hostility subdomain	Total/ subscale scores are not calculated if 2 or more items are missing.						✓	✓
PSDQ authoritarian: punitive subdomain	Total/ subscale scores are not calculated if 2 or more items are missing.						✓	✓
PSDQ authoritative: autonomy subdomain	Total/ subscale scores are not calculated if 2 or more items are missing.						✓	✓
PSDQ authoritative: connection subdomain	Total/ subscale scores are not calculated if 2 or more items are missing.						✓	✓

PSDQ authoritative: regulation subdomain	Total/ subscale scores are not calculated if 2 or more items are missing.						✓	✓
PSDQ Permissive domain	Total/ subscale scores are not calculated if 2 or more items are missing.						✓	✓
PSI: Difficult Child score	Total/ subscale scores are not calculated if 2 or more items are missing.		✓			✓		✓
PSI: Parental Distress score	Total/ subscale scores are not calculated if 2 or more items are missing.		✓			✓		✓
PSI: Parent-Child Dysfunctional Interaction score	Total/ subscale scores are not calculated if 2 or more items are missing.		✓			✓		✓
PSI: Total Stress score	Total/ subscale scores are not calculated if 1 of the above item (parental distress/ parent-child dysfunctional interaction/ difficult child) is missing.		✓			✓		✓
PSI: Validity measure defensive responding scale	Total/ subscale scores are not calculated if 2 or more items are missing.		✓			✓		✓
Rosenberg Self-esteem (RSE) score	Total/ subscale scores are not calculated if 3 or more items are	✓			✓	✓		✓

	missing.							
Satisfied with dad's involvement	Total/ subscale scores are not calculated if 8 or more items are missing.		✓	✓				✓
Satisfied with partner's involvement	Total/ subscale scores are not calculated if 8 or more items are missing.		✓	✓				✓
SDQ: Peer Problems	Total/ subscale scores are not calculated if 3 or more items are missing.							✓
SDQ: Pro-Social Behaviour	Total/ subscale scores are not calculated if 3 or more items are missing.							✓
Social Desirability Scale	Total/ subscale scores are not calculated if 9 or more items are missing.					✓		
TIPI Agreeableness Score	Total/ subscale scores are not calculated if 1 or more items are missing.	✓						
TIPI Conscientiousness Score	Total/ subscale scores are not calculated if 1 or more items are missing.	✓						
TIPI Emotional Stability Score	Total/ subscale scores are not calculated if 1 or more items are missing.	✓						
TIPI Extraversion score	Total/ subscale scores are not	✓						

	calculated if 1 or more items are missing.							
TUPI Openness to Experiences Score	Total/ subscale scores are not calculated if 1 or more items are missing.	✓						
Vulnerable Attachment score	Total/ subscale scores are not calculated if 4 or more items are missing.	✓						
World Health organization Well-Being Index (WHO5)	Total/ subscale scores are not calculated if 3 or more items are missing.	✓	✓				✓	✓

Appendix 5: List of publications as of Dec 2016

A5.1. Public reports

Doyle, O., & PFL Evaluation Team (2016) Preparing for Life: Final Report. Did Preparing for Life Improve Children's School Readiness? UCD Geary Institute for Public Policy, Dublin.

Doyle, O & PFL Evaluation Team (2016) Assessing the Impact of Preparing for Life at Forty-Eight Months. UCD Geary Institute for Public Policy, Dublin.

Doyle, O & PFL Evaluation Team (2015) Assessing the Impact of Preparing for Life at Thirty-Six Months. Northside Partnership, Dublin.

Doyle, O & PFL Evaluation Team (2013) Assessing the Impact of Preparing for Life at Twenty-four Months. Preparing for Life Programme, Dublin.

Doyle, O & PFL Evaluation Team (2013) Report on Children's Profile at School Entry 2008-2013. Report to Preparing for Life Programme. UCD Geary Institute, Dublin.

Doyle, O & PFL Evaluation Team (2013) Assessing the Impact of Preparing for Life at Eighteen Months. Report to Preparing for Life Programme. UCD Geary Institute, Dublin.

Doyle, O & PFL Evaluation Team (2012) Assessing the Impact of Preparing for Life at Twelve Months. Report to Preparing for Life Programme. UCD Geary Institute, Dublin.

Doyle, O & UCD Geary Institute PFL Evaluation Team (2012) Preparing for Life Early Childhood Intervention Assessing the Early Impact of Preparing for Life at Six Months. UCD Geary Institute, UCD Geary Institute.

Doyle, O & PFL Evaluation Team; (2011) Report on Children's Profile at School Entry 2008-2011: Evaluation of the 'Preparing For Life' Early Childhood Intervention Programme. UCD, Dublin.

PFL Evaluation Team (Nov 2011) Preparing for life. Early Childhood Intervention. Assessing the Early Impact of Preparing for Life at Six months. By the, UCD Geary Institute. November 2011.

Doyle, O & PFL Evaluation Team; (2010) Report on Children's Profile at School Entry 2008-2010: Evaluation of the 'Preparing For Life' Early Childhood Intervention Programme. Northside Partnership, Dublin.

Doyle, McNamara, Cheevers, Finnegan, Logue, & McEntee (2010) Preparing for Life Early Childhood Intervention. Impact Evaluation Report 1: Recruitment and Baseline Characteristics at

<http://ideas.repec.org/p/ucd/wpaper/201050.html> and

<http://www.ucd.ie/geary/static/publications/workingpapers/gearywp201050.pdf>

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A5.3. Media reports

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A5.4. Websites

Preparing for Life programme website: <http://preparingforlife.ie/>

Northside Partnership <http://northsidepartnership.ie/>

Preparing for Life programme at Northside Partnership: <http://northsidepartnership.ie/preparing-life>

UCD Geary Institute at University College Dublin: <http://www.ucd.ie/geary/>

Preparing For Life evaluation at the UCD Geary Institute: <http://geary.ucd.ie/preparingforlife/>

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