....'S BOOK

TEDS 2 Year child booklet coding

This document was created in June 2023, adapting earlier versions of raw data and dataset coding documents dating from 2006/07 and later updated in 2013 and 2018 in line with dataset modifications.

Entries in red denote variable names and values used in the analysis dataset.
Entries in blue denote column/field names and values used in the raw data.

Dataset and raw data variables have different names, although they often have the same value coding. Where the dataset variables have the same coding as the raw data variables, the value coding is shown only once, in red. Where the coding differs, it is shown in both red (dataset) and blue (raw data).

In the raw data, missing values are coded with values -99 (missing) and -77 (not applicable). In the dataset, such values have been recoded simply to missing values. Such coding is not shown in this document.

The paper booklet had date fields on many of the pages, as shown. Some but not all the dates were entered in the original raw data files (up to 14 dates were entered for the 1994 cohort, and up to 4 dates for the 1995 cohort), with frequent problems of missing data and anomalies. These dates have been cleaned and aggregated into a single best-estimate date, replacing the original dates in the cleaned raw data. The date fields for this date are shown on page 2.

All item variables are twin-specific and therefore have been double entered in the conventional TEDS way in the dataset. Hence, all dataset variables have names ending in either "1" (for the twin) or "2" (for the cotwin). Raw data variables are not structured or named in this way.

The layout and formatting of the pages of the booklet have been slightly modified to incorporate the variable names and codes. However, the wording on each page, and the page numbering, have been retained as in the original booklet.

PLEASE TURN TO THE NEXT PAGE OF THIS BOOKLET

Thank you for agreeing to fill out this booklet. Before you start, please read the following instructions.

HOW TO FILL IN THIS BOOKLET

PLEASE NOTE: This booklet contains both questions and games - a single item often takes a full page. We hope this booklet will take no longer than one hour to complete.

We realise that parents of twins are very busy, so don't feel that you have to answer all our questions on the same day. However, please date the pages at the top.

Please read the instructions at the beginning of each new section carefully.

There are **no right or wrong answers** to any of the questions we ask. Every child has a different way of developing, and this is a big part of what interests us. Please be as honest as you can when answering our questions. Everything you tell us will be kept strictly confidential.

Please try to answer *all* the questions you are asked. It is very important that the booklets are completed as fully as possible, so that we can get a full picture of your twins.

It would be helpful if you would write as clearly possible.

Most of the questions ask you to put a tick in the box against the answer that most applies to your child. **For example**:

	YES	NO	DON'T KNOW
Does your child recognise him/herself when looking in the mirror?	☐	☐	☐

The last section will ask you to play some games with your child, and then answer some questions. **For example**:

While your child is watching, fold one sheet of paper in half. Say to your child "**Look, I'm making a book**". Give your child one piece of paper and say, "**Now you try it. Make a book just like mine**".

Does your child try to fold the paper?	☐ YES	☐ NO
Does your child make just one fold?	☐ YES	☐ NO

THANK YOU FOR YOUR TIME AND ASSISTANCE IN FILLING OUT THIS BOOKLET.

TODAY'S DATE ……/……/19…… (Day/Month/Year)
booklet_dd, booklet_mm, booklet_yyyy (dd, mm and yyyy date fields)

As explained above, this is a best estimate of the date when the booklet was completed by the parent, replacing multiple date fields in the original raw data.

GAMES TO PLAY WITH YOUR CHILD

Please read through each set of instructions carefully *before* trying any of the following games with your child.

You will need the bricks that we have sent you, and you will also need a pencil or crayon.

You *do not* need to do these games all at once. They should be played when your child is feeling cheerful and alert. However, please date the top of each page.

Try not to have too many distractions around you. Work where your child will be able to draw and play with the toys easily. For each game, watch what your child does and answer the questions.

We'd like to know about what your child can do *on his/her own* without *any* help from anyone. This includes any brothers or sisters, so if at all possible please play with each of the twins separately. You should encourage your child to do the best s/he can, but *do not* help him/her with any of the items.

WE DO NOT EXPECT THAT YOUR CHILD WILL BE ABLE TO DO ALL OF THE ACTIVITIES.

If you feel that your child is becoming frustrated with an item, feel free to move on to another and return to it later. Try to make these games as much fun as possible.

DRAWING

NOTE: the original drawings from this test have not been retained, either in the original paper form or in digital form. The drawings were coded for scores as indicated below, and the scores have been retained in the data.

You will need: Pencil or crayon for drawing.

DRAW 1

Using a pencil or crayon, scribble on the top half of the next page. The scribble should be about this size:

After you have scribbled, give the pencil to your child, point to the bottom half of the page, and ask your child to "**Make one like that, right here**".

You can repeat your drawing and the instructions if necessary.

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(Dates from this page were not entered in the original raw data.)

Scribble -

bpd011/2: 1=correct 0=incorrect
pd01

(This score was coded from the original drawing, but specific coding rules are not documented for this item).
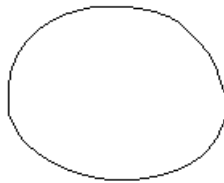
TODAY'S DATE ……/……/19…… (Day/Month/Year)

DRAWING

You will need: Pencil or crayon for drawing.

DRAW 2

Draw a circle on the top half of the next page. The circle should be about this size:

After you have drawn the circle, give the pencil to your child, point to the bottom half of the page, and ask your child to "**Make one like that, right here. Draw a circle just like that**".

You can repeat your drawing and the instructions if necessary.

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(Dates from this page were not entered in the original raw data.)

Draw a circle -

bpd021/2: 1=correct 0=incorrect
pd02

CIRCLE coding rules

1. The drawing is a curved figure, even if heart-shaped, apple shaped, etc.   It
may be a circle that wraps around itself, or one where the starting and/or
finishing points lie outside the circle. Do not credit a circle which contains
scribbled lines.

2. The circle needs to be at least 3/4 closed.

Score 1 if both of the above criteria are met
Score 0 if only one (or neither) of the above criteria is met.

TODAY'S DATE ……/……/19…… (Day/Month/Year)

DRAWING

You will need: Pencil or crayon for drawing.

Draw 3

Draw a line on the top half of the next page. The line should look something like this:

—————————————

After you have drawn the line, give the pencil to your child, point to the bottom half of the page, and ask your child to "**Make one like that, right here. Draw a line just like that**".

You can repeat your drawing and the instructions if necessary.

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(Dates from this page were not entered in the original raw data.)

Draw a horizontal line -

bpd031/2: 1=correct 0=incorrect
pd03

HORIZONTAL LINE coding rules

1. The line is approximately vertical (i.e., it varies from the vertical by not more than 30 degrees), but it may be slightly curved or broken.

2. The line measures at least 1/4 inch and is no longer than twice the length of the sample.

Score 1 if both of the above criteria are met.
Score 0 if only one (or neither) of the above criteria is met.

TODAY'S DATE ……/……/19…… (Day/Month/Year)

DRAWING

You will need: Pencil or crayon for drawing.

DRAW 4

Draw another line on the top half of the next page. This time the line should look something like this:

After you have drawn the line, give the pencil to your child, point to the bottom half of the page, and ask your child to "**Make one like that, right here. Draw a line just like that**".

You can repeat your drawing and the instructions if necessary.

TODAY'S DATE ....../....../19...... (Day/Month/Year)
(Dates from this page were not entered in the original raw data.)

Draw a vertical line -

bpd041/2: 1=correct 0=incorrect
pd04

VERTICAL LINE coding rules

Criteria

1. The line is approximately horizontal (i.e., it varies from the horizontal by not more than 30 degrees), but it may be slightly curved or broken.

2. The line measures at least 1/4 inch and is no longer than twice the length of the parent's sample.

Score 1 if both of the above criteria are met.
Score 0 if only one (or neither) of the above criteria is met.

TODAY'S DATE ....../....../19...... (Day/Month/Year)

MATCHING

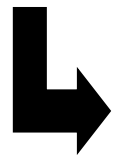You will need: Pencil for circling your child's answer

EXAMPLE

The next page - the 'cover sheet' - has a hole in it. Through the hole a picture of a circle can be seen.

On the page after the cover sheet there are pictures of four shapes (a circle, a triangle, a square and a star). Point to the circle *through the hole in the cover sheet* and say "**Look, at this**." Lift the cover sheet to show the shapes on the top of the page and say, "**Look at all these shapes**". Say "**I'm going to find one just like it here**". Point to the circle at the top of the page and say "**Look, here is a circle. It is the same"**.

TODAY'S DATE ……/……/19…… (Day/Month/Year)

EXAMPLE

○　△　□　☆

○

TODAY'S DATE ……/……/19…… (Day/Month/Year)

MATCHING

You will need: Pencil for circling your child's answer.

MATCH 1

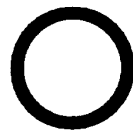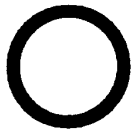The next page - the 'cover sheet' - has a hole in it. Through the hole a picture of a shape can be seen.

Say to your child, "**Now you try it**". Point to the blue circle you can see *through the hole in the cover sheet* and say "**Look at this**". Lift the cover sheet to show *ALL* the shapes on the top of the next page and say, "**Find one just like it here**". Circle whatever shape your child points to. If your child does not point to the correct item, show him/her the correct item, ***but do not circle it***.

Mark the page with a big "**X**", if your child points to more than one shape ***OR*** if your child does not point to any of the shapes.

TODAY'S DATE ……/……/19…… (Day/Month/Year)

<u>MATCH 1</u>

pm01 (response):

     1   2   3   4

5 = invalid response (e.g. two pictures selected)

bpm01s1/2 (score): 1=correct 0=incorrect

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(Dates from this page were not entered in the original raw data.)

<u>MATCHING</u>
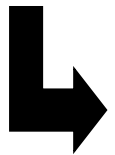
You will need: Pencil for circling your child's answer.

MATCH 2 TO MATCH 8

For each of these items in turn, there is a cover sheet with a hole in it. Through the hole a picture of a shape can be seen.

For each item, point to the shape you can see *through the hole in the cover sheet* and say "**Look at this**". Lift the cover sheet to show ALL the shapes on the top of the next page and say, "**Find one just like it here**". Circle whatever shape your child points to. If your child does not point to the correct item, show him/her the correct item, ***but do not circle it.***

Each time mark the page with a big "**X**", if your child points to more than one shape, ***OR*** if your child does not point to any of the shapes.

TODAY'S DATE ……/……/19…… (Day/Month/Year)

MATCH 2

△   □   ☆   ○
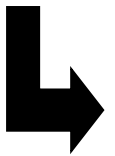
5 = invalid response (e.g. two pictures selected)

bpm02s1/2 (score): 1=correct 0=incorrect

□

TODAY'S DATE ……/……/19…… (Day/Month/Year)

<u>MATCH 3</u>

pm03 (response):

       1   2   3   4

5 = invalid response (e.g. two pictures selected)

bpm03s1/2 (score): 1=correct 0=incorrect

TODAY'S DATE ……/……/19…… (Day/Month/Year)

MATCH 4

pm04 (response):
    1   2   3   4

5 = invalid response (e.g. two pictures selected)

bpm04s1/2 (score): 1=correct 0=incorrect

TODAY'S DATE ……/……/19…… (Day/Month/Year)

MATCH 5

pm05 (response):

       1   2   3   4

24

5 = invalid response (e.g. two pictures selected)

bpm05s1/2 (score): 1=correct 0=incorrect

       1   2   3   4

TODAY'S DATE ……/……/19…… (Day/Month/Year)

MATCH 6

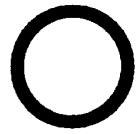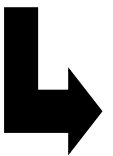1   2   3   4

5 = invalid response (e.g. two pictures selected)

bpm061/2 (score): 1=correct 0=incorrect

TODAY'S DATE ……/……/19…… (Day/Month/Year)

MATCH 7

pm07 (response):

5 = invalid response (e.g. two pictures selected)

bpm07s1/2 (score): 1=correct 0=incorrect

TODAY'S DATE ……/……/19…… (Day/Month/Year)

MATCH 8
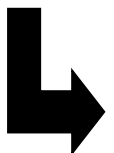
pm08 (response):

| 1 | 2 | 3 | 4 |

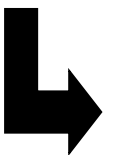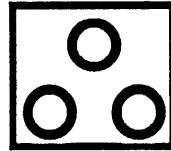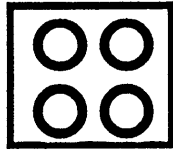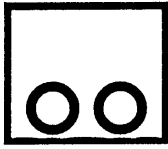**5 = invalid response (e.g. two pictures selected)**

bpm08s1/2 (score): 1=correct 0=incorrect

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(If a date was originally recorded here, it has been used to estimate the booklet date shown on page 2.)

BRICK BUILDING

You will need: Ten bricks (provided); pencil or pen for answering questions.

BRICK 1

Using the bricks provided, make a train by lining up five bricks in a row, like this:
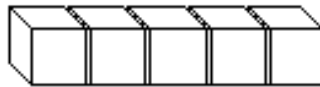
Say to your child, "**Here is a train, watch it go**". Move the train by pushing the last brick and say, "**Choo-choo-choo**". Put the other five bricks in front of your child and say, "**Now you make one, make a train/choo-choo just like mine**".

You can try this game two more times if your child does not play. When your child has finished, answer the questions below.

How many bricks did your child put together?	bpb01a1/2: number of bricks, 0-10

Did your child push his/her row of bricks? bpb01b1/2:	☐ YES 1	☐ NO 0

BRICK 2

Make a tower from three bricks, by stacking them one on top of another.
The tower should look like this:
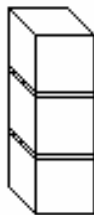
Leave your tower standing. Put the other seven bricks in front of your child and say, "**Now you can make a tower. Make a *big* tower**". If your child stops at a tower of three bricks, ask him/her to "**Make it as big as you can**".

You can try this game two more times if your child does not play. When your child has finished, answer the question below:

How many bricks did your child stack in his/her tower?	bpb021/2: number of bricks, 0-10

TODAY'S DATE ……/……/19…… (Day/Month/Year)

<u>BRICK BUILDING</u>

BRICK 3

Use three bricks to make a bridge like this:
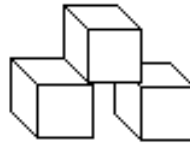
Say to your child "**Look I've made a bridge**". Leave your bridge standing and give your child three bricks. Say, "**Now you make a bridge, just like mine**".

You can try this game two more times if your child does not play. When your child has finished, answer the questions below.

| Are there two bricks in the bottom row? | bpb03a1/2 | pb03a | ☐ YES 1 | ☐ NO 0 |

| Is one brick on top? | bpb03b1/2 | pb03b | ☐ YES 1 | ☐ NO 0 |

| Does the brick on top touch both bottom bricks? | bpb03c1/2 | pb03c | ☐ YES 1 | ☐ NO 0 |

BRICK 4

Use four bricks to make a wall like this:
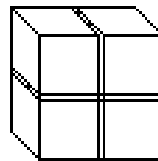
Say to your child "**Look I've made a wall**". Leave your wall standing and give your child four bricks. Say, "**Now you make a wall, just like mine**".

You can try this game two more times if your child does not play. When your child has finished, answer the questions below.

| Are there two rows of bricks? | bpb04a1/2 | pb04a | ☐ YES 1 | ☐ NO 0 |

| Are there two bricks on the bottom row? | bpb04b1/2 | pb04b | ☐ YES 1 | ☐ NO 0 |

| Are there two bricks on the top row? | bpb04c1/2 | pb04c | ☐ YES 1 | ☐ NO 0 |

TODAY'S DATE ……/……/19…… (Day/Month/Year)

PAPER FOLDING

You will need: Two sheets of paper, pencil or pen for answering questions.

PAPER 1

While your child is watching, fold one sheet of paper in half. Say to your child "**Look, I'm making a book**". Give your child one piece of paper and say, "**Now you try it. Make a book just like mine**".

Does your child try to fold the paper?	bpp01a1/2 pp01a	☐ YES 1 ☐ NO 0

Does your child make just one fold?	bpp01b1/2 pp01b	☐ YES 1 ☐ NO 0

FOLLOW THE LEADER

You will need: Pencil or pen for answering questions.

COPY 1

Say to your child "**Watch me, do what I do**". When your child is watching, open and close your mouth several times. Say to your child "**Can you do that?**"

Does your child copy the actions correctly?	bpc011/2 pc01	☐ YES 1 ☐ NO 0

COPY 2

Say to your child "**Now do this**". Pull on your earlobe.

Does your child copy the actions correctly?	bpc021/2 pc02	☐ YES 1 ☐ NO 0

COPY 3

Say to your child "**Now do this**". Blink your eyes.

Does your child copy the actions correctly?	bpc031/2 pc03	☐ YES 1 ☐ NO 0

COPY 4

Say to your child "**Now do this**". Pat your cheek.

| **Does your child copy the actions correctly?**	bpc041/2 pc04	☐ YES 1 ☐ NO 0

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(If a date was originally recorded here, it has been used to estimate the booklet date shown on page 2.)

FOLLOW THE LEADER

You will need: Pencil for answering questions

COPY 5

Say to your child "**Now do this**". Pull on your earlobe, then pat your cheek.

Does your child copy *both* actions?	bpc05a1/2 pc05a	☐ YES 1	☐ NO 0

If YES, does your child copy the actions in the correct order? That is, does your child pull on his/her earlobe BEFORE patting his/her cheek?	bpc05b1/2 pc05b	☐ YES 1	☐ NO 0

COPY 6

Say to your child "**It is getting harder, now try to do this**". Open and close your mouth , then blink your eyes, then pull on your earlobe.

Does your child copy *all three* actions?	bpc06a1/2 pc06a	☐ YES 1	☐ NO 0

If YES does your child copy the actions in the correct order? That is mouth, eyes, earlobe?	bpc06b1/2 pc06b	☐ YES 1	☐ NO 0

COPY 7

Say to your child "**It is getting even harder, now try to do this**". Pat your cheek, then blink your eyes, then pull on your earlobe and then open and close your mouth.

Does your child copy *all four* actions?	bpc07a1/2 pc07a	☐ YES 1	☐ NO 0

If YES does your child copy the actions in the correct order? That is cheek, eyes, earlobe, mouth?	bpc07b1/2 pc07b	☐ YES 1	☐ NO 0

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(If a date was originally recorded here, it has been used to estimate the booklet date shown on page 2.)

YOUR CHILD AT HOME

First of all, please tell us:

		Often	Sometimes	Occasionally	Never
		1	**2**	**3**	**4**
		3	**2**	**1**	**0**

1) **Does your child ever spend time with other children of a similar age?** **bbh011/2:**   **bh01** ☐ ☐ ☐ ☐

The item above is named with a different prefix from the items below, because it is not part of the Behar measure, and it has a different coding.

The 43 "Behar" items below, on this page and the next, are given the prefix 'bbeh' and are numbered 1 to 43 in the dataset variables. This numbering is used for the same Behar items at age 3 and (where used) at age 4.
All the Behar items, on this and the next page, have the following responses and coding:

Response:	Certainly true	Sometimes true	Not true
Raw data coding:	1	2	3
Dataset coding:	2	1	0

		Raw data variable	Dataset variable
2)	**Tries to be fair in games**	bh02	bbeh011/2
3)	**Restless; runs about or jumps up and down, doesn't keep still**	bh03	bbeh021/2
4)	**Considerate of other people's feelings**	bh04	bbeh031/2
5)	**Squirmy, fidgety**	bh05	bbeh041/2
6)	**Destroys own or other's belongings**	bh06	bbeh051/2
7)	**Spontaneously affectionate to family members**	bh07	bbeh061/2
8)	**Fights with other children**	bh08	bbeh071/2
9)	**Not much liked by other children**	bh09	bbeh081/2
10)	**Volunteers to help around the house or garden**	bh10	bbeh091/2
11)	**Is worried; worries about many things**	bh11	bbeh101/2
12)	**Tends to do things on own; rather solitary**	bh12	bbeh111/2
13)	**Irritable, quick to fly off the handle**	bh13	bbeh121/2
14)	**Will try to help someone who has been hurt**	bh14	bbeh131/2
15)	**Appears miserable, unhappy, tearful or distressed**	bh15	bbeh141/2
16)	**Has twitches, mannerisms, or tics of the face and body**	bh16	bbeh151/2
17)	**Bites nails or fingers**	bh17	bbeh161/2
18)	**Is disobedient**	bh18	bbeh171/2
19)	**Kind to younger children**	bh19	bbeh181/2
20)	**Has poor concentration, or short attention span**	bh20	bbeh191/2

Response:	Certainly true	Sometimes true	Not true
Raw data coding:	1	2	3
Dataset coding:	2	1	0

		Raw data variable	Dataset variable
21)	**Tends to be afraid of new things or new situations**	bh21	bbeh201/2
22)	**Helps other children who are feeling ill**	bh22	bbeh211/2
23)	**Fussy, or over particular**	bh23	bbeh221/2
24)	**Tells lies**	bh24	bbeh231/2
25)	**Has wet or soiled self this year**	bh25	bbeh241/2
26)	**Comforts a child who is upset**	bh26	bbeh251/2
27)	**Has stutter or stammer**	bh27	bbeh261/2
28)	**Has other speech difficulty**	bh28	bbeh271/2
29)	**Plays imaginatively, enjoys 'pretend' games**	bh29	bbeh281/2
30)	**Bullies other children**	bh30	bbeh291/2
31)	**Inattentive**	bh31	bbeh301/2
32)	**Gets on well with other children**	bh32	bbeh311/2
33)	**Doesn't share toys**	bh33	bbeh321/2
34)	**Cries easily**	bh34	bbeh331/2
35)	**Forceful, determined child**	bh35	bbeh341/2
36)	**Blames others for things**	bh36	bbeh351/2
37)	**Shares out treats with friends**	bh37	bbeh361/2
38)	**Gives up easily**	bh38	bbeh371/2
39)	**Inconsiderate of others**	bh39	bbeh381/2
40)	**Independent, confident child**	bh40	bbeh391/2
41)	**Kicks, bites other children**	bh41	bbeh401/2
42)	**Kind to animals**	bh42	bbeh411/2
43)	**Stares into space, (stares blankly)**	bh43	bbeh421/2
44)	**Tries to stop quarrels and fights**	bh44	bbeh431/2

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(If a date was originally recorded here, it has been used to estimate the booklet date shown on page 2.)

WHAT YOUR CHILD CAN SAY

Children understand many more words than they say. We are particularly interested in the words your child **SAYS**. Please tick the words you have heard your child use. If your child uses a different pronunciation of a word - for example "'tend" for pretend or "duice" for juice - mark it anyway. This is only a sample of words; your child may know many other words not on this list.

WORDS CHILDREN SAY *(PLEASE TICK **ALL** THOSE THAT APPLY)*

All items below are coded 1=yes (ticked) or 0=no (not ticked), both in the raw data and in the dataset, and are treated as item scores.

Dataset variable names match the items in sequence from left to right then top to bottom:
bvc0011/2 through to bvc1001/2.
Raw data variable names follow the same pattern:
voc001 through to voc100.

Item numbers from 1 to 100 have been added to the table, to the left of each respective item.

1	baa baa	2	hat	3	sky	4	allgone
5	meow	6	necklace	7	zoo	8	cold
9	ouch/ow	10	shoe	11	friend	12	fast
13	uh-oh/oh dear	14	sock	15	mummy/mum	16	happy
17	woof woof	18	chin	19	person	20	hot
21	bear	22	ear	23	bye/byebye	24	last
25	bird	26	hand	27	hi/hello	28	tiny
29	cat	30	leg	31	no	32	wet
33	dog	34	pillow	35	shopping	36	after
37	duck	38	comb	39	thank you	40	day
41	horse	42	lamp/torch	43	carry	44	tonight
45	aeroplane	46	plate	47	chase	48	our
49	boat	50	rubbish	51	pour	52	them
53	car	54	tray	55	finish	56	this
57	ball	58	towel	59	fit	60	us
61	book	62	bed	63	hug/cuddle	64	where
65	game	66	bedroom	67	listen	68	beside
69	sandwich	70	settee/sofa	71	like	72	down
73	fish	74	oven/cooker	75	pretend	76	under
77	sauce	78	stairs	79	rip/tear	80	all
81	cream cracker	82	flag	83	shake	84	much
85	juice	86	rain	87	taste	88	could
89	meat	90	star	91	gentle	92	need to
93	milk	94	swing	95	think	96	would
97	peas	98	school	99	wish	100	if

HOW CHILDREN USE WORDS *(PLEASE TICK THOSE THAT APPLY)*

			Often	Someti mes	Not Yet
			1	**2**	**3**
1)	Does your child ever talk about past events or people who are not present? For example, a child who saw a carnival last week might later say "carnival", "clown" or "band". **bwu011/2**	**wu01**	☐	☐	☐
2)	Does your child ever talk about something that is going to happen in the future, for example, saying choo-choo or aeroplane before you leave the house on a trip, or saying swing when you are going to the park? **bwu021/2**	**wu02**	☐	☐	☐
3)	Does your child talk about objects that are not present, such as asking about a missing toy, referring to a pet out of view, or asking about someone not present? **bwu031/2**	**wu03**	☐	☐	☐
4)	Does your child understand if you ask for something that is not in the room? For example, would s/he go to the bedroom to get a teddy bear when you say "where's the bear?" **bwu041/2**	**wu04**	☐	☐	☐
5)	Does your child ever pick up or point to an object and name an absent person to whom the object belongs? For example, a child might point to Mummy's shoe and say Mummy. **bwu051/2**	**wu05**	☐	☐	☐
6)	Has your child begun to combine words yet, such as "'nother biscuit" or "doggie bite"? **bwu061/2**	**wu06**	☐	☐	☐

The table above shows item response variables. The dataset also contains item score variables, bwu01s1/2 to bwu06s1/2, coding 1=often or sometimes, 0=not yet.

If you answered "Not Yet" to Question 6 above, please go to page 39. If you answered "Sometimes" or "Often", please continue.

For EACH PAIR of sentences below - **A** and **B** - tick the one that sounds **MOST** like the way your child talks at the moment, even if s/he would not say that **exact** sentence. If your child is saying sentences even more complicated than the two provided, **tick B**.

The table below shows item numbers, 1 to 12. Coding is as follows:

	Variable names for items 1 to 12	Response A code	Response B code
Raw data	s01 through to s12	1	2
Dataset	bs01s1/2 through to bs12s1/2	0	1

The dataset item variables are treated as scores. In all 12 items, response A is treated as incorrect (score 0) and response B as correct (score 1).
The table of items below shows item numbers 1 to 12 corresponding to the numbering of the variables summarized above:

1)		(Talking about something happening right now)	2)		(Talking about something that already happened)			
1	A	I make tower	**2**	A	Daddy pick me up	3)	A	That my truck
	B	I making tower		B	Daddy picked me up	**3**	B	That's my truck
4)	A	Baby crying	5)	A	There a doggie	6)	A	Coffee hot
4	B	Baby is crying	**5**	B	There's a doggie	**6**	B	That coffee hot
7)	A	I no do it	8)	A	I like read stories	9)	A	Biscuit Mummy
7	B	I can't do it	**8**	B	I like to read stories	**9**	B	Biscuit for Mummy
10)	A	Don't read book	11)	A	Baby want eat	12)	A	Look at me
10	B	Don't want you read that book	**11**	B	Baby want to eat	**12**	B	Look at me dancing

TODAY'S DATE ……/……/19…… (Day/Month/Year)
(If a date was originally recorded here, it has been used to estimate the booklet date shown on page 2.)

YOUR CHILD AT PLAY

As a parent, you have a good idea of what your child can and can't do. Listed below are a number of activities. Please indicate whether or not your child can do the activity. That is, if you have seen your child do the activity (or something similar), then tick the box under "**YES**". If you know that your child would not be able to do it, then tick the box under "**NO**". If you are not sure whether or not your child can do an activity, please feel free to try it out with your child. If you are still uncertain about whether or not your child can do it, then tick the box under "**DON'T KNOW**".

Please keep in mind that these questions are for children ranging in age from 2 to 4 years. Some will be easy for your child, others may be difficult. Most children of your child's age will not be able to do all of the activities.

In the 26 items below, the dataset variables are treated as scores (1=correct, 0=incorrect), hence raw data responses coded 2=don't know have been recoded to 0=incorrect.

			(PLEASE TICK ONE BOX FOR EACH QUESTION)		
			YES	**NO**	**DON'T KNOW**
			1	0	2
			1	0	0
1)	**Can your child put a simple piece, such as a square or an animal, into the correct place in a puzzle board?** bpr011/2:	pr01	☐	☐	☐
2)	**Some toys have several holes or openings with different shapes, such as a circle, triangle, and star. Could your child put the shapes into the right openings?** bpr021/2:	pr02	☐	☐	☐
3)	**Can your child stack three small blocks or toys on top of each other *by him/herself*?** bpr031/2:	pr03	☐	☐	☐
4)	**Can your child stack seven small blocks or toys on top of each other *by him/herself*?** bpr041/2:	pr04	☐	☐	☐
5)	**Can your child put together, *by him/herself*, a jigsaw puzzle or something similar where the pieces fit together?** bpr051/2:	pr05	☐	☐	☐
6)	**If so, can s/he do this for a puzzle with ten or more pieces?** bpr061/2:	pr06	☐	☐	☐
7)	**Can your child mark on a piece of paper using the tip of a crayon, pencil, or chalk?** bpr071/2:	pr07	☐	☐	☐
8)	**Can your child draw a more or less straight line on paper?** bpr081/2:	pr08	☐	☐	☐
9)	**Does your child turn, or attempt to turn, pages of a book one at a time?** bpr091/2:	pr09	☐	☐	☐
10)	**Does your child ever pretend that one object, such as a block, is another object, such as a car or a telephone?** bpr101/2:	pr10	☐	☐	☐
11)	**Does your child ever pretend to do things? For example, riding a horse or making a cup of tea?** bpr111/2:	pr11	☐	☐	☐

		YES	NO	DON'T KNOW
		1	0	2
		1	**0**	**0**
12)	**Does your child ever pretend that two dolls are playing together, or are talking to each other, or one is feeding the other?** `bpr121/2:`	`pr12` ☐	☐	☐
13)	**Does your child ever play pretend games with another child, pretending to be someone else, such as a parent, firefighter, or nurse?** `bpr131/2:`	`pr13` ☐	☐	☐
14)	**Does your child ever play any game with another child that involves taking turns?** `bpr141/2:`	`pr14` ☐	☐	☐
15)	**Does your child ever copy some action shortly (within a few minutes) after s/he has seen it?** `bpr151/2:`	`pr15` ☐	☐	☐
16)	**Can your child fetch an object, such as a toy, from another room by him/herself when you ask?** `bpr161/2:`	`pr16` ☐	☐	☐
17)	**Does your child know where some things belong, for example, that his/her toys belong in a box?** `bpr171/2:`	`pr17` ☐	☐	☐
18)	**Does your child ever put aside a biscuit (or other snack) for later, *on his/her own?*** `bpr181/2:`	`pr18` ☐	☐	☐
19)	**Have you ever seen your child gather three or more toys before beginning to play with them?** `bpr191/2:`	`pr19` ☐	☐	☐
20)	**Have you ever seen your child put things (blocks, other toys) into groups or piles that go together *on his/her own?*** `bpr201/2:`	`pr20` ☐	☐	☐
21)	**If your child wants something out of reach, does s/he go and find a chair or box to stand on?** `bpr211/2:`	`pr21` ☐	☐	☐
22)	**When your child uses or plays with a telephone, does s/he speak into the mouthpiece, not the earpiece?** `bpr221/2:`	`pr22` ☐	☐	☐
23)	**When your child drinks from a cup, is s/he careful about setting it down, trying not to spill it?** `bpr231/2:`	`pr23` ☐	☐	☐
24)	**Does your child use a turning motion with his/her hand while trying to turn doorknobs, twist tops, or screw lids on or off jars?** `bpr241/2:`	`pr24` ☐	☐	☐
25)	**Does your child recognise him/herself when looking in the mirror?** `bpr251/2:`	`pr25` ☐	☐	☐
26)	**Does your child ever use his/her index finger to point to show an interest in something?** `bpr261/2:`	`pr26` ☐	☐	☐

TODAY'S DATE ……/……/19…… (Day/Month/Year)

COMPLETE DATA ARE ESSENTIAL. PLEASE MAKE SURE THAT YOU HAVE FILLED IN ALL OF THE SECTIONS.

To help you here is a list of all the games. Please tick the appropriate boxes and let us know whether the games were fully completed and whether your child enjoyed playing.

DRAWING

Were draw items 1-4 **fully** completed? ☐ YES **1**   ☐ NO **0**

Did your child enjoy this item? ☐ YES **1**   ☐ YES, but not all the time **2**   ☐ NO **0**

If NO, why not? …………………………………………………………………..

MATCHING

Were matching questions 1-8 **fully** completed? ☐ YES **1**   ☐ NO **0**

Did your child enjoy this item? ☐ YES **1**   ☐ YES, but not all the time **2**   ☐ NO **0**

If NO, why not? …………………………………………………………………..

BRICK BUILDING

Were the building questions 1-4 **fully** completed?   ☐ YES **1**   ☐ NO **0**

Did your child enjoy this item? ☐ YES **1**   ☐ YES, but not all the time **2**   ☐ NO **0**

If NO, why not? …………………………………………………………………..

PAPER
FOLDING

Was the paper folding question **fully** completed?   ☐ YES **1**   ☐ NO **0**

Did your child enjoy this item? ☐ YES **1**   ☐ YES, but not all the time **2**   ☐ NO **0**

If NO, why not? …………………………………………………………………..

FOLLOW THE
LEADER

Were the follow the leader questions 1-7 **fully** completed? ☐ YES **1**   ☐ NO **0**

Did your child enjoy this item? ☐ YES **1**   ☐ YES, but not all the time **2**   ☐ NO **0**

If NO, why not? …………………………………………………………………..

When all three booklets are filled in, please post in the FREEPOST envelope. The bricks are a present for your children so you do not need to return them.

TEDS
Research Centre
113 Denmark Hill
FREEPOST LON7567
LONDON
SE5 8YZ
(0800) 317029

THANK YOU FOR FILLING IN THIS BOOKLET, YOUR
TIME AND ASSISTANCE IS VERY MUCH APPRECIATED!