

## TEDS 3 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. Dates from 7 pages were typically recorded, although 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 the first page of parent-administered test data (Find the Pair).

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 somewhat modified to incorporate the variable names and codes. The page numbering has not been retained. However, the wording on each page has been retained as in the original booklet. Some page content that is not relevant to the content of the questions or their coding has been removed for clarity.

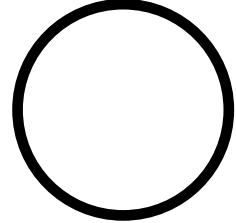
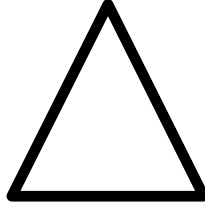
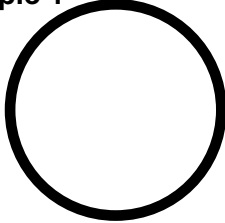
This document only shows item variables not derived variables, except for a few cases where original data has been recoded in a very straightforward way.

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# Find the Pair

## EXAMPLES FOR YOU

### Example 1



Look at the three different pictures above. Two of the pictures go together, and one doesn't. There are two circles and one triangle. The circles are a "pair", but the triangle does not belong.

For each "Find the Pair" game, we would like your child to show you which pictures go together.

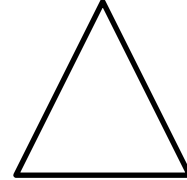
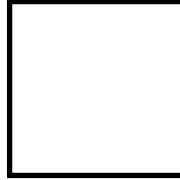
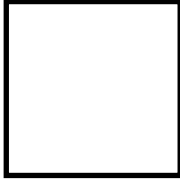
### Example 2



Look at the three different pictures above. Two of the pictures go together, and one doesn't. This example is harder than Example 1. Although all of the pictures are plants, the trees go together, and the flower does not. The trees are a "pair".

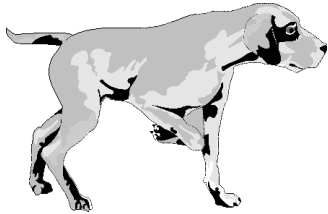
## EXAMPLES FOR YOUR CHILD

### Example 1



Point to the squares and the triangle above. Say to your child, **“Look at all these shapes”**. Point to the two squares and say, **“Look, these go together”**. Now point to the triangle and say, **“This one doesn’t go with the others. It is different”**. Point to the squares again and say, **“But these go together”**.

### Example 2



Point to the dogs above. Say to your child, **“Look at all these pictures”**. Point to the two dogs that are **SITTING DOWN** and say, **“Look, these go together”**. Now point to the dog that is **STANDING UP** and say, **“But this one doesn’t go. It is different”**. You may explain the difference if your child does not seem to understand.

TODAY'S DATE...../...../.....(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.

## Find the Pair

### Instructions

Each "Find the Pair" game has three pictures for your child to choose from - there are two games on a page. Each game should be treated separately.

For each of the games, show your child all three pictures first. Say to your child, "**Which pictures go together? Can you show me which ones belong together?**".

**MAKE SURE THAT YOU DO NOT NAME THE PICTURES**, although some children may like to name them themselves.

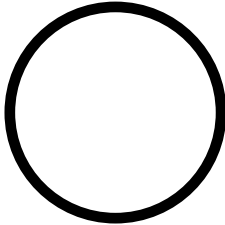
**Please remember: we do NOT expect children of your child's age to be able to do all of the games. Try all of the games if you can. You may be surprised!**

For Office Use Only	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	16

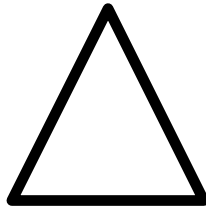
**FIND THE PAIR 1**

codd011/2  
odd01

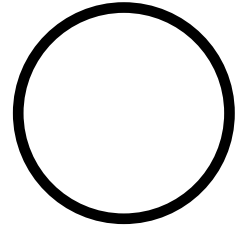
1



2



3



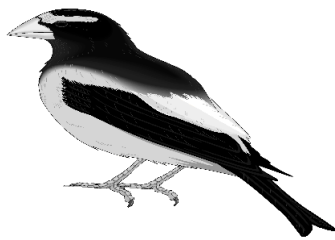
5 = anomalous selection (e.g. selected all three)

Dataset score variables: codd01s1/2: 1=correct 0=wrong

**FIND THE PAIR 2**

codd021/2  
odd02

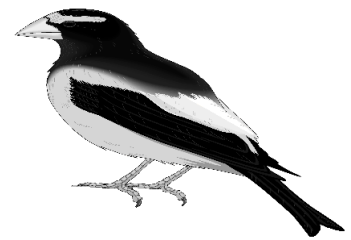
1



2



3



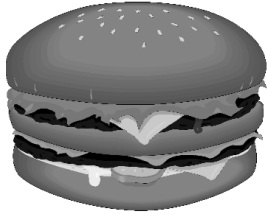
5 = anomalous selection

Dataset score variables: codd02s1/2: 1=correct 0=wrong

FIND THE PAIR 3

codd031/2  
odd03

1



2



3



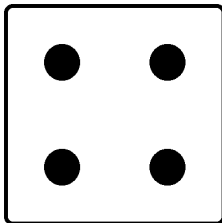
5 = anomalous selection

Dataset score variables: codd03s1/2: 1=correct 0=wrong

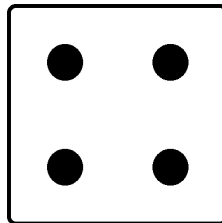
FIND THE PAIR 4

codd041/2  
odd04

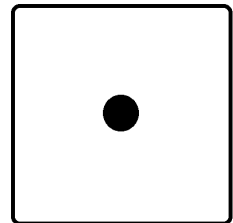
1



2



3



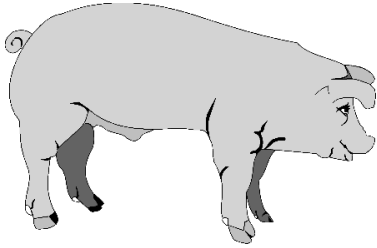
5 = anomalous selection

Dataset score variables: codd04s1/2: 1=correct 0=wrong

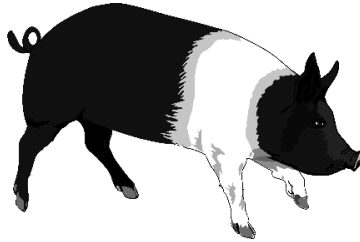
**FIND THE PAIR 5**

codd051/2  
odd05

1



2



3



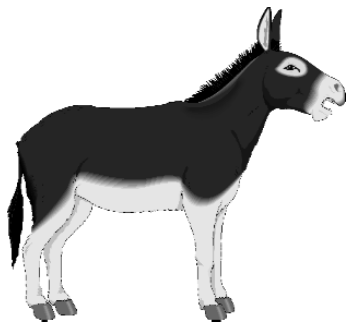
5 = anomalous selection

Dataset score variables: codd05s1/2: 1=correct 0=wrong

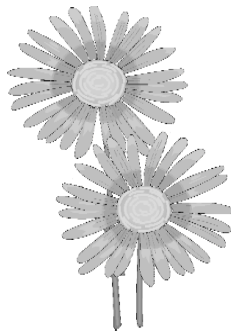
**FIND THE PAIR 6**

codd061/2  
odd06

1



2



3



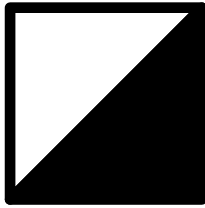
5 = anomalous selection

Dataset score variables: codd06s1/2: 1=correct 0=wrong

**FIND THE PAIR 7**

codd071/2  
odd07

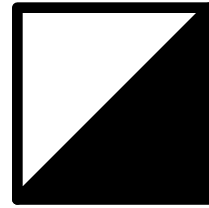
1



2



3



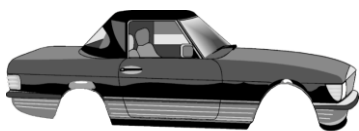
5 = anomalous selection

Dataset score variables: codd07s1/2: 1=correct 0=wrong

**FIND THE PAIR 8**

codd081/2  
odd08

1



2



3



5 = anomalous selection

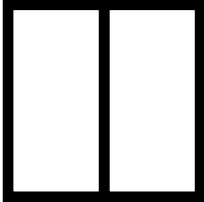
Dataset score variables: codd08s1/2: 1=correct 0=wrong



FIND THE PAIR 9

codd091/2  
odd09

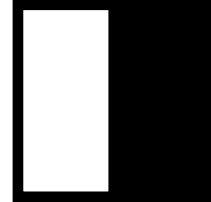
1



2



3



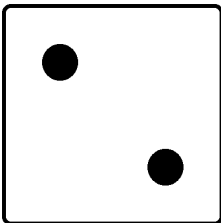
5 = anomalous selection

Dataset score variables: codd09s1/2: 1=correct 0=wrong

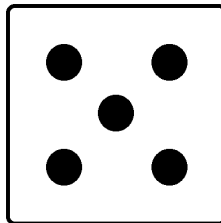
FIND THE PAIR 10

codd101/2  
odd10

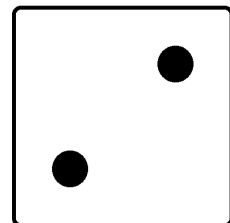
1



2



3



5 = anomalous selection

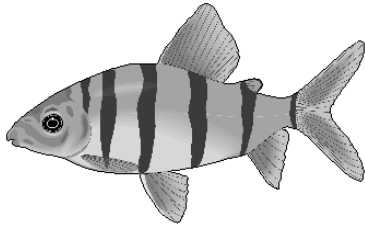
Dataset score variables: codd10s1/2: 1=correct 0=wrong

FIND THE PAIR 11

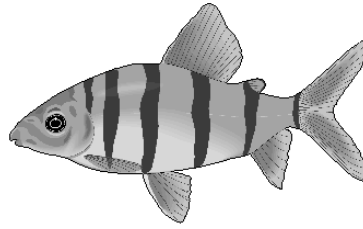
codd111/2

odd11

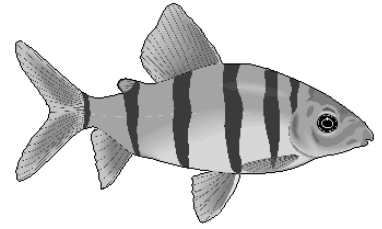
1



2



3



5 = anomalous selection

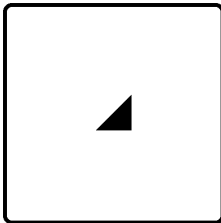
Dataset score variables: codd11s1/2: 1=correct 0=wrong

FIND THE PAIR 12

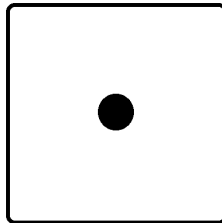
codd121/2

odd12

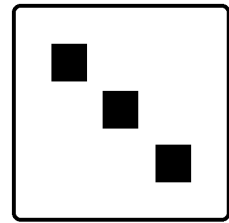
1



2



3



5 = anomalous selection

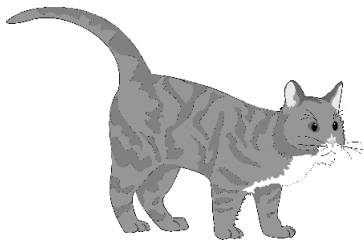
Dataset score variables: codd12s1/2: 1=correct 0=wrong

**FIND THE PAIR 13**

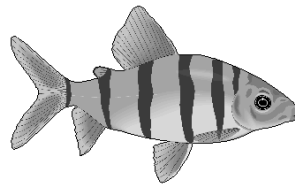
codd131/2

odd13

1



2



3



5 = anomalous selection

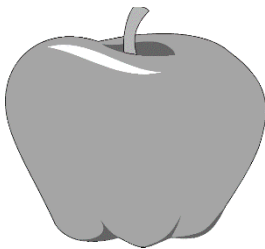
Dataset score variables: codd13s1/2: 1=correct 0=wrong

**FIND THE PAIR 14**

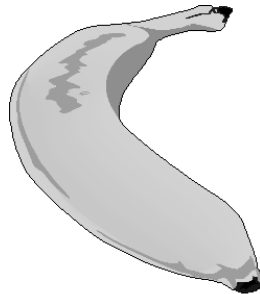
codd141/2

odd14

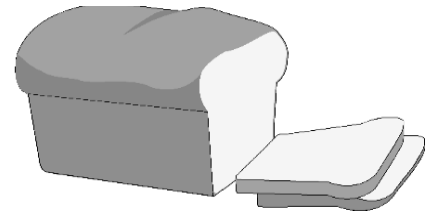
1



2



3



5 = anomalous selection

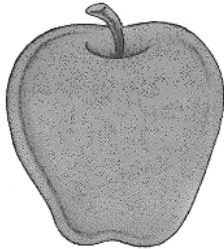
Dataset score variables: codd14s1/2: 1=correct 0=wrong

**FIND THE PAIR 15**

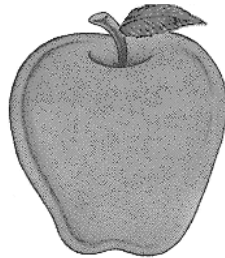
codd151/2

odd15

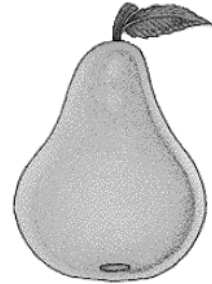
1



2



3



5 = anomalous selection

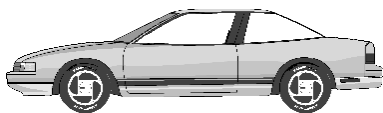
Dataset score variables: codd15s1/2: 1=correct 0=wrong

**FIND THE PAIR 16**

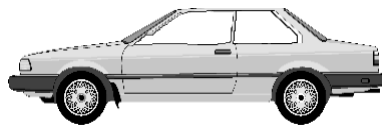
codd161/2

odd16

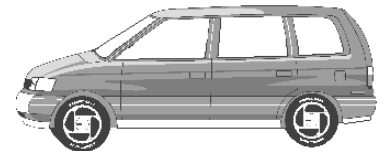
1



2



3



5 = anomalous selection

Dataset score variables: codd16s1/2: 1=correct 0=wrong

## YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **FIND THE PAIRS** game you have just played with him/her.

(PLEASE TICK ONE BOX FOR EACH QUESTION)

		YES	NO
1)	<b>Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game?</b> <i>coddre11/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	<b>Did your child EVER get angry or frustrated while playing the game?</b> <i>coddre21/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	<b>Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game?</b> <i>coddre31/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	<b>Did your child EVER want to stop playing the game?</b> <i>coddre41/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0

TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

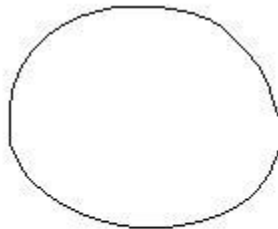
(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

## DRAWING

You will need: Pencil or crayon for drawing.

### DRAW 1

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.

Draw a circle -



Coding rules for circle

The drawing must be 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.

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.

pd01

cpd011/2: score 1 or 0 as above

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# DRAWING

You will need: Pencil or crayon for drawing.

## DRAW 2

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.



Draw a horizontal line - 

Coding rules for horizontal line

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.

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.

pd02

cpd021/2: score 1 or 0 as above

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# DRAWING

You will need: Pencil or crayon for drawing.

## DRAW 3

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.

Draw a vertical line -



Coding rules for vertical line

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

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.

pd03

cpd031/2: score 1 or 0 as above

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# YOUR CHILD DRAWING ALONE

You will need: Pencil or crayon for your child to draw with.

## **DRAW 4**

Now we would like to see how your child copies our drawings WITHOUT WATCHING YOU FIRST.

Say to your child “**Now it is going to change a bit**”.

On the top half of the next three pages there are drawings of shapes for your child to copy. For each of these drawings, say to your child “**Can you draw one just like this**” and point to the shape. Then say “**Make one like that, right here.**” Point to the bottom half of the page.

You can repeat the instructions if necessary.

PLEASE NOTE that there is a question for **you** to answer at the bottom of each page.



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Coding rules for right angle

If all three criteria (i), (ii) and (iii) below are met, give 1 point. If one of (i), (ii) or (iii) are not met give 0 points.

- (i) The angle must be within the range of  $70^\circ$  to  $110^\circ$  (the drawing may be rotated)
- (ii) At least one line must be straight
- (iii) Any gap or overlap at the intersection must not be more than  $1/8$ " (3.5mm)

If all three criteria (iv), (v) and (vi) below are also met then the drawing receives 2 points.

- (iv) The angle is within the range of  $85^\circ$  to  $95^\circ$  (rounded corners fail this)
- (v) One line is no more than 1.5 times as long as the other and both lines are straight
- (vi) Any rotation of the figure is less than  $30^\circ$  from the original

pd04

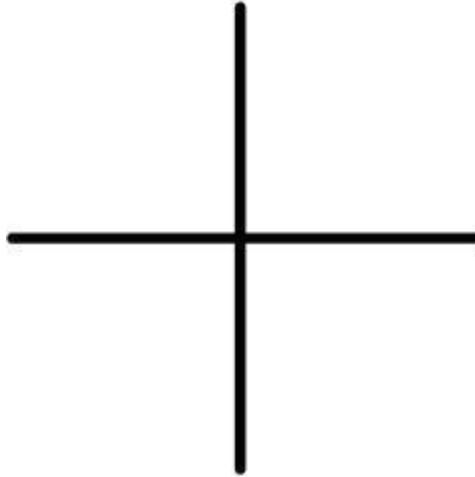
cpd041/2: score 2, 1 or 0 as above

Which hand did your child hold the pencil or crayon in?

cpd04h1/2

pd04h

- Left 1       Right 2       Changed from hand to hand 3



---

Coding rules for cross

If all three criteria (i) and (ii) and (iii) below are met, give 1 point. If one of (i), (ii) or (iii) are not met give 0 points.

- (i) There are two lines and they intersect
- (ii) All four parts of the cross are at least 1/4 (6.5mm) long, not including extensions
- (iii) At least half of each line is within 20° of the correct angle

If criterion (iv) and (v) below are also met, then the drawing receives 2 points.

- (iv) None of the four parts of the cross are more than 1.5 times longer than the others.
- (v) All four parts of the cross are straight.

pd05

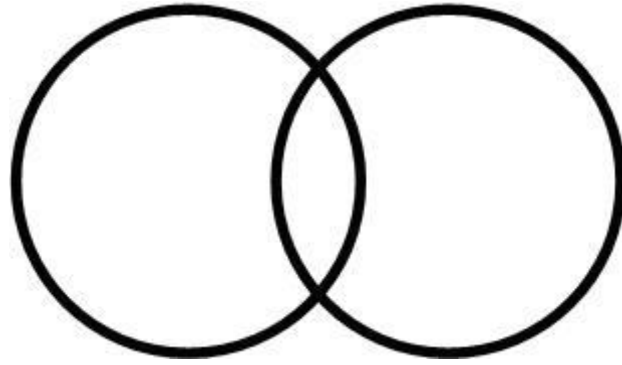
cpd051/2: score 2, 1 or 0 as above

Which hand did your child hold the pencil or crayon in?

cpd05h1/2

pd05h

- Left 1       Right 2       Changed from hand to hand 3



---

Coding rules for intersecting circles

If all three criteria (i), (ii) and (iii) below are met, give 1 point. If one of (i) or (ii) or (iii) are not met give 0 points.

(i) There must be two intersecting circular or oval shapes. They may be poorly drawn, but must be more curved than angular. One shape may be much larger than the other.

(ii) The overlap must be no larger than the remaining portion of either of the shapes.

(iii) At the overlap, there must be no additions such as small circles or patterns.

If criterion (iv), (v) and (vii) below are also met then the drawing receives 2 points.

(iv) The two shapes are oriented correctly.

(v) The shapes are approximately the same size.

(vi) The overlap is substantially smaller than the remaining part of the two shapes.

pd06

cpd061/2: score 2, 1 or 0 as above

Which hand did your child hold the pencil or crayon in?

cpd06h1/2

pd06h

Left 1       Right 2       Changed from hand to hand 3

## YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **DRAWING** game you have just played with him/her.

(PLEASE TICK ONE BOX FOR EACH QUESTION)

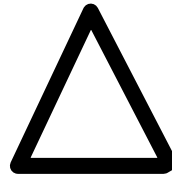
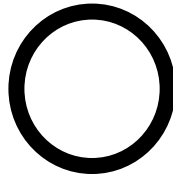
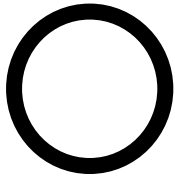
		YES	NO
1)	<b>Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game?</b> <b>cpdrep11/2:</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	<b>Did your child EVER get angry or frustrated while playing the game?</b> <b>cpdrep21/2:</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	<b>Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game?</b> <b>cpdrep31/2:</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	<b>Did your child EVER want to stop playing the game?</b> <b>cpdrep41/2:</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 0



# Matching

## EXAMPLES FOR YOUR CHILD

Example



Point to the circle on its own (on the left hand side of the line) and say to your child, “**Look here is a circle**”. Now point to ALL FOUR shapes on the right hand side and say, “**Look at these shapes**”. Say, “**I am going to find the circle over here**”. Point to the circle and say, “**Here is the circle, it is the same as the circle over here**”.

TODAY'S DATE...../...../.....(DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

## Matching

### Instructions

Each "Matching" game has five pictures: one on its own on the left, and four together on the right of the line. There are two games on a page. Each game should be treated separately.

For each of the games, point to the picture on its own, and say to your child, "**Look at this**". Then point to ALL four pictures on the right and say, "**Find one just like it over here. Can you show me one just like it over here?**"

Circle the picture that your child points to first. If your child does not point to the correct item, show him/her the correct one, **but do not circle it**.

For each game, please put a big "**X**" in the game box if:

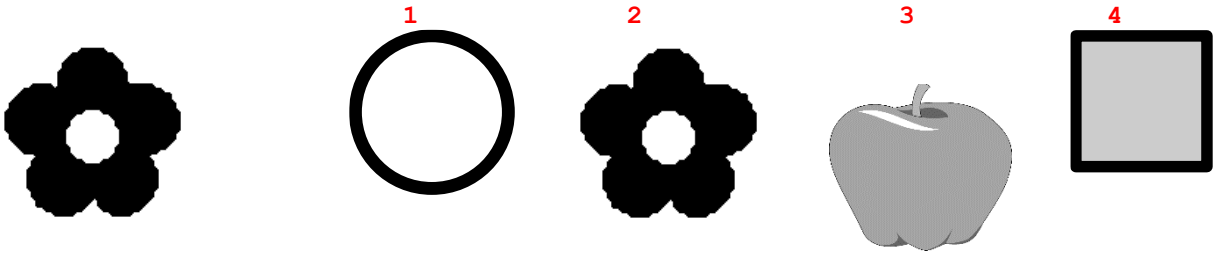
- your child points to more than one picture, **OR**
- your child does not point to any of the pictures

**Please remember: we do NOT expect children of your child's age to be able to do all of the games. Try all of the games if you can. You may be surprised!**

For Office Use Only	1	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	16

**MATCH 1**

cpm011/2  
pm01

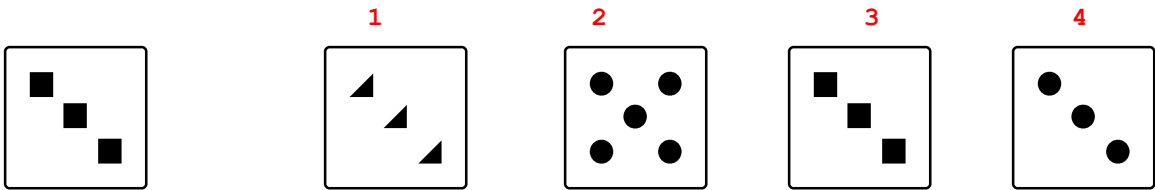


5 = invalid response (e.g. selected more than one picture)

Dataset score variables: cpm01s1/2: 1=correct 0=wrong

**MATCH 2**

cpm021/2  
pm02

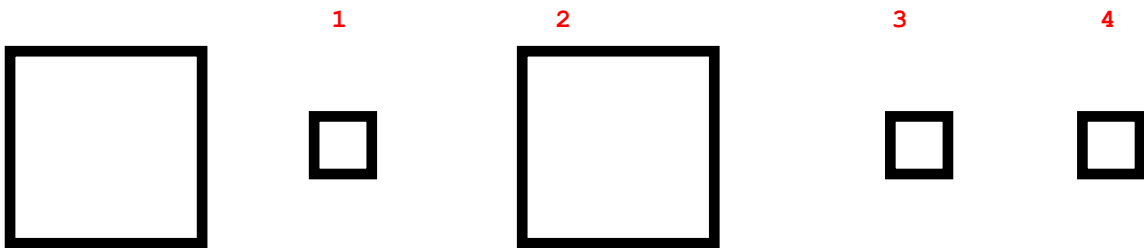


5 = invalid response

Dataset score variables: cpm02s1/2: 1=correct 0=wrong

**MATCH 3**

cpm031/2  
pm03

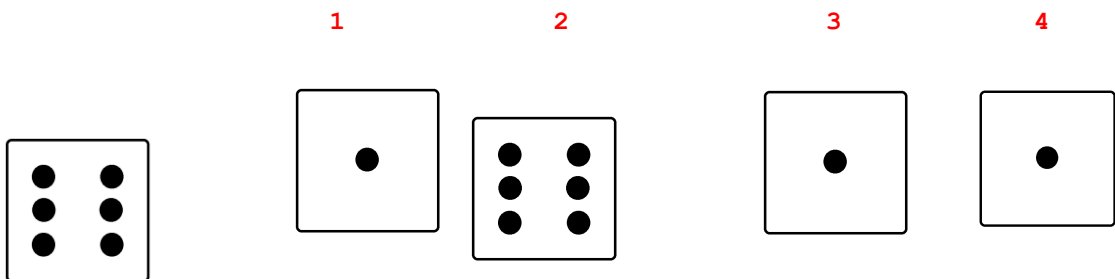


5 = invalid response

Dataset score variables: cpm03s1/2: 1=correct 0=wrong

**MATCH 4**

cpm041/2  
pm04

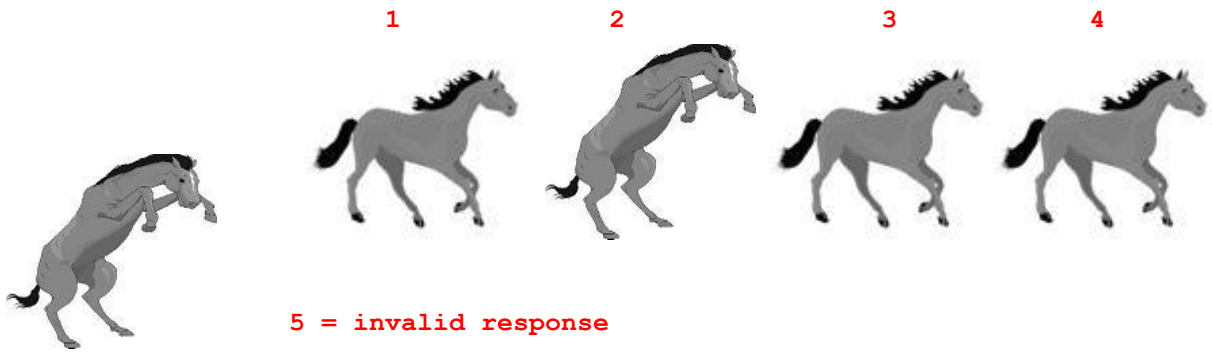


5 = invalid response

Dataset score variables: cpm04s1/2: 1=correct 0=wrong

## MATCH 5

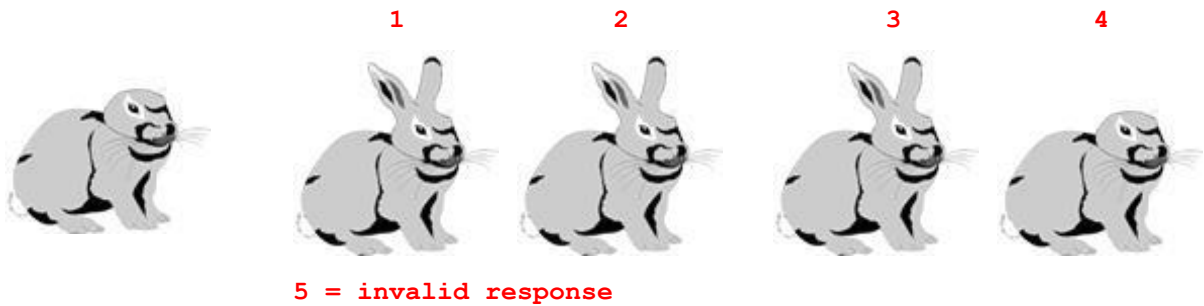
cpm051/2  
pm05



Dataset score variables: cpm05s1/2: 1=correct 0=wrong

## MATCH 6

cpm061/2  
pm06



Dataset score variables: cpm06s1/2: 1=correct 0=wrong

**MATCH 7**

cpm071/2  
pm07

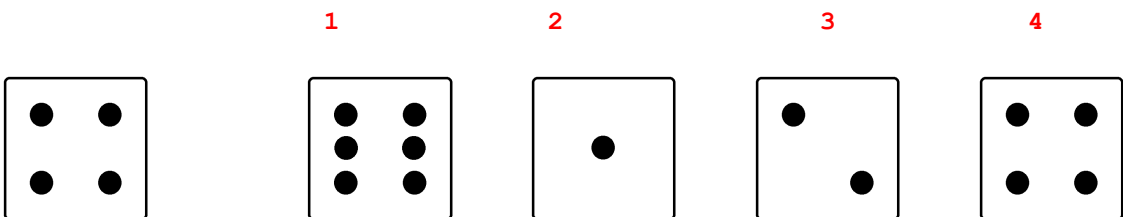


5 = invalid response

Dataset score variables: cpm07s1/2: 1=correct 0=wrong

**MATCH 8**

cpm081/2  
pm08



5 = invalid response

Dataset score variables: cpm08s1/2: 1=correct 0=wrong

**MATCH 9**

cpm091/2  
pm09

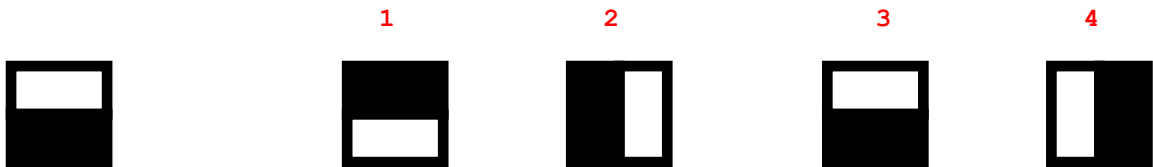


5 = invalid response

Dataset score variables: cpm09s1/2: 1=correct 0=wrong

**MATCH 10**

cpm101/2  
pm10



5 = invalid response

Dataset score variables: cpm10s1/2: 1=correct 0=wrong

**MATCH 11**

cpm111/2  
pm11



1



2



3



4

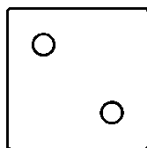


5 = invalid response (e.g. selected more than one picture)

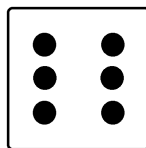
Dataset score variables: cpm11s1/2: 1=correct 0=wrong

**MATCH 12**

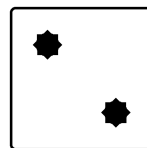
cpm121/2  
pm12



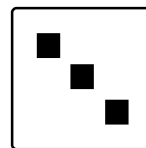
1



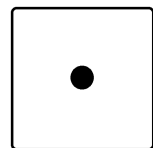
2



3



4



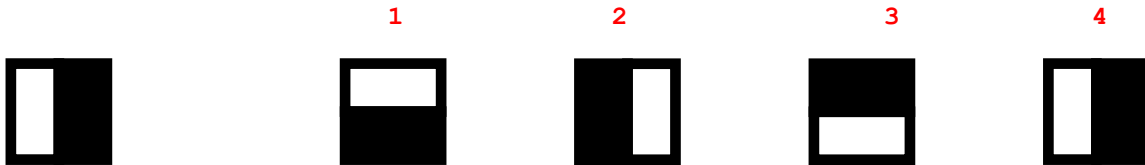
5 = invalid response (e.g. selected more than one picture)

Dataset score variables: cpm12s1/2: 1=correct 0=wrong



**MATCH 13**

cpm131/2  
pm13

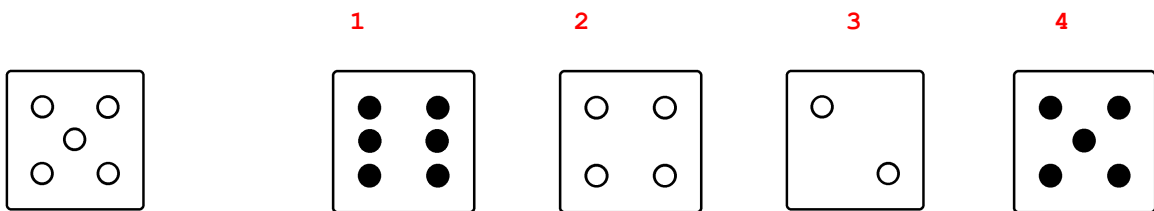


5 = invalid response (e.g. selected more than one picture)

Dataset score variables: cpm13s1/2: 1=correct 0=wrong

**MATCH 14**

cpm141/2  
pm14

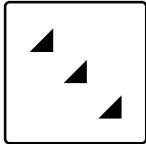


5 = invalid response (e.g. selected more than one picture)

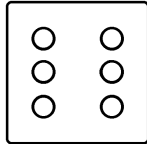
Dataset score variables: cpm14s1/2: 1=correct 0=wrong

**MATCH 15**

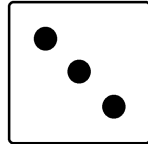
cpm151/2  
pm15



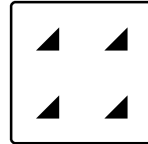
1



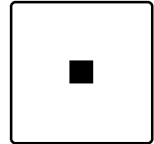
2



3



4

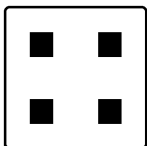


5 = invalid response (e.g. selected more than one picture)

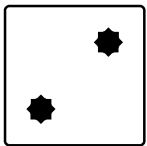
Dataset score variables: cpm15s1/2: 1=correct 0=wrong

**MATCH 16**

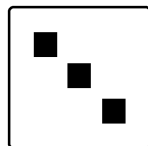
cpm161/2  
pm16



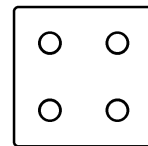
1



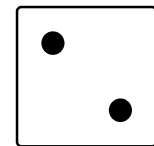
2



3



4



5 = invalid response (e.g. selected more than one picture)

Dataset score variables: cpm16s1/2: 1=correct 0=wrong

## YOUR CHILD PLAYING OUR GAMES

Please tell us about how your child reacted to the **MATCHING** game you have just played with him/her.

(PLEASE TICK ONE BOX FOR EACH QUESTION)

		YES	NO
1)	<b>Did your child EVER say anything like “I can’t do it” or “I don’t like this” while playing the game?</b> <i>cpmrep11/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	<b>Did your child EVER get angry or frustrated while playing the game?</b> <i>cpmrep21/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	<b>Did your child EVER shrug his/her shoulders, turn away from the game, or try not to look at you or the game?</b> <i>cpmrep31/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	<b>Did your child EVER want to stop playing the game?</b> <i>cpmrep41/2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 0

TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

### YOUR CHILD'S HEALTH

We would like to know how your child's health has been IN THE LAST 12 MONTHS.  
Please tick a box, "YES" or "NO" for each of the questions.

Does your child have problems with:		YES	NO
1)	<b>Coughs?</b> <a href="#">cprocou1/2</a> <a href="#">ch01</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
2)	<b>Asthma or wheezing?</b> <a href="#">cproast1/2</a> <a href="#">ch02</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
3)	<b>Fits (a spell, convulsion or other attack that a doctor has called a fit)?</b> <a href="#">cprofit1/2</a> <a href="#">ch03</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
4)	<b>Eyesight?</b> <a href="#">cproeye1/2</a> <a href="#">ch04</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
5)	<b>Skin problems (rash, spots or eczema)?</b> <a href="#">cproski1/2</a> <a href="#">ch05</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
6)	<b>Stomachaches?</b> <a href="#">cprosto1/2</a> <a href="#">ch06</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
7)	<b>Sickness or vomiting?</b> <a href="#">cprovom1/2</a> <a href="#">ch07</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
8)	<b>Severe headaches?</b> <a href="#">cprohd1/2</a> <a href="#">ch08</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
9)	<b>Diabetes?</b> <a href="#">cprodia1/2</a> <a href="#">ch09</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
10)	<b>Weakness or paralysis of arms or legs?</b> <a href="#">cprowk1/2</a> <a href="#">ch10</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
11)	<b>Does your child have any known learning disability that makes him/her different from other children?</b> <a href="#">cld1/2</a> <a href="#">ch11</a>		
<input type="checkbox"/> YES 1 <input type="checkbox"/> NO 0 <input type="checkbox"/> DON'T KNOW 2 If YES, please describe (Text responses were not recorded)			
12)	<b>Has your child been seen by your doctor (G.P) in the last 12 months?</b> <a href="#">cseengp1/2</a>		
<input type="checkbox"/> YES 1 <input type="checkbox"/> NO 0 <a href="#">ch12</a> If YES, how many times was s/he seen? <a href="#">ch12n</a> (free numeric) <a href="#">cseengx1/2</a> categories: 1, 2, 3, 4, 5=5-6, 6=7-10, 7=11+ times			
13)	<b>Has your child been admitted to hospital (to stay over night) in the last 12 months?</b> <a href="#">chosp1/2</a> <a href="#">ch13</a>		
<input type="checkbox"/> YES 1 <input type="checkbox"/> NO 0 If YES, how many times was this? <a href="#">ch13n</a> (free numeric) <a href="#">chospx1/2</a> categories: 1=1, 2=2, 3=3+ times How long (in days) was the longest stay in hospital? <a href="#">ch13dd</a> (free numeric) <a href="#">chospdd1/2</a> categories: 1=1, 2=2, 3=3-4, 4=5+ days			
14)	<b>Has your child been to hospital casualty in the last 12 months?</b> <a href="#">chospca1/2</a> <a href="#">ch14</a>		
<input type="checkbox"/> YES 1 <input type="checkbox"/> NO 0 If YES, how many times was this? <a href="#">ch14n</a> (free numeric) <a href="#">chospcx1/2</a> categories: 1=1, 2=2, 3=3+ times			
15)	<b>Has your child had a surgical operation in the last 12 months?</b> <a href="#">csurgry1/2</a> <a href="#">ch15</a>		
<input type="checkbox"/> YES 1 <input type="checkbox"/> NO 0 If YES, at what age was the first operation? <a href="#">ch15yy</a> years <a href="#">ch15mm</a> months (numeric) <a href="#">csurage1/2</a> categories: 1=24-27, 2=28-30, 3=31-33, 4=34-36 months old What was it for? (PLEASE DESCRIBE) (Text responses were not recorded) Did it require general anaesthetic? <a href="#">csurgga1/2</a> <a href="#">ch15ga</a>			
<input type="checkbox"/> YES 1 <input type="checkbox"/> NO 0 How many operations requiring general anaesthetic has your child had since? <a href="#">ch15gn</a> (numeric) <a href="#">csurggx1/2</a> categories: 0=0, 1=1, 2=2 or more (ops with GA)			

## YOUR CHILD'S DIET

These questions are about your child's eating patterns. Please tick one box for each statement.

		Disagree	Slightly disagree	Do not agree or disagree	Slightly agree	Agree
1)	When my child does not finish dinner, s/he should not get dessert. <span style="color: red;">ccd011/2</span> <span style="color: blue;">cd01</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2)	My child should always eat all of the food on his/her plate. <span style="color: red;">ccd021/2</span> <span style="color: blue;">cd02</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3)	Generally, my child should only be allowed to eat at set mealtimes. <span style="color: red;">ccd031/2</span> <span style="color: blue;">cd03</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4)	My child often has to be strongly encouraged to eat things s/he doesn't like because those foods are often good for him/her. <span style="color: red;">ccd041/2</span> <span style="color: blue;">cd04</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5)	My child should be told off for playing or fiddling with food. <span style="color: red;">ccd051/2</span> <span style="color: blue;">cd05</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6)	I have to be especially careful to make sure my child eats enough. <span style="color: red;">ccd061/2</span> <span style="color: blue;">cd06</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7)	Generally, it is OK for my child to snack and I don't worry about it. <span style="color: red;">ccd071/2</span> <span style="color: blue;">cd07</span>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

What is your child's present weight?

... st ..... lb OR ..... kg ..... g  
cdcwtkg ccwtkg1/2 (weight in kg)

What is your child's present height?

... ft ..... in OR ..... m ..... cm  
cdchtcn cchtcn1/2 (height in cm)

What is his/her mother's present weight?

... st ..... lb OR ..... kg ..... g  
cdmwtkg cmwtkg (weight in kg)

What is his/her mother's present height?

... ft ..... in OR ..... m ..... cm  
cdmhtcm cmhtcm (height in cm)

What is his/her father's present weight?

... st ..... lb OR ..... kg ..... g  
cdfwtkg cfwtkg (weight in kg)

What is his/her father's present height?

... ft ..... in OR ..... m ..... cm  
cdfhtcm cfhtcm (height in cm)

In the original paper booklet, as shown, heights and weights were recorded in a variety of imperial and metric units. Subsequently, the raw data were converted into uniform metric units: weights in kilograms (decimal values with one decimal place; and heights in centimetres (integer values).

Because parent heights and weights were recorded in the twin booklets, they are duplicated in the raw data (two measurements per parent). After cleaning and comparing, these have been converted into a single height and weight measurement for each mother and father (not double entered like the twin measurements).

TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

### YOUR CHILD AT HOME

Here are some descriptions of children. Please tick the box that best describes your child. If you think the statement is **TRUE** of your child, please tick the box under "**certainly true**". If the statement describes your child **SOMETIMES**, then tick the box under "**sometimes true**". If the sentence is **NOT TRUE** of your child, then please tick the box under "**not true**". These descriptions are aimed at children aged five or younger, so some of them may seem not to apply to your child, but please try and answer all of them as best you can.

Behaviour items in this section are named with a prefix according to measure, and numbered for comparability with the same items at other ages:

- Anxiety/ARBQ items ('canx') are numbered as at ages 4, 7, 9 and 16.
- Hyperactivity items ('chyp') are numbered as at ages 4, 7 and 9.
- Behar items ('cbeh') are numbered as at ages 2 and 4.

All 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

		Dataset variable	Raw data variable
1)	Tries to be fair in games	cbeh011/2	bh01
2)	Restless, runs about or jumps up and down. Doesn't keep still	cbeh021/2	bh02
3)	Considerate of other people's feelings	cbeh031/2	bh03
4)	Squirmy, fidgety	cbeh041/2	bh04
5)	Destroys own or other's belongings	cbeh051/2	bh05
6)	Strongly refuses or resists sleeping alone	canx201/2	bh06
7)	Spontaneously affectionate to family members	cbeh061/2	bh07
8)	Has difficulty completing one activity before changing to another	chyp11/2	bh08
9)	Fights with other children	cbeh071/2	bh09
10)	Not much liked by other children	cbeh081/2	bh10
11)	Volunteers to help around the house or garden	cbeh091/2	bh11
12)	Touches things s/he is not allowed to	chyp31/2	bh12
13)	Is worried, worries about many things	cbeh101/2	bh13
14)	Tends to do things on own, rather solitary	cbeh111/2	bh14
15)	Irritable, quick to fly off the handle	cbeh121/2	bh15
16)	Will try to help someone who has been hurt	cbeh131/2	bh16
17)	Appears miserable, unhappy tearful or distressed	cbeh141/2	bh17
18)	Has twitches, mannerisms, or tics of the face and body	cbeh151/2	bh18
19)	Bites nails or fingers	cbeh161/2	bh19
20)	Is disobedient	cbeh171/2	bh20
21)	Kind to younger children	cbeh181/2	bh21
22)	Often complains of stomachaches, headaches or feeling sick	cbeh441/2	bh22
23)	Has poor concentration, or short attention span	cbeh191/2	bh23
24)	Tends to be afraid of new things or new situations	cbeh201/2	bh24

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

		Dataset variable	Raw data variable
25)	Helps other children who are feeling ill	cbeh211/2	bh25
26)	Fussy, or over particular	cbeh221/2	bh26
27)	Tells lies	cbeh231/2	bh27
28)	Has wet or soiled self this year	cbeh241/2	bh28
29)	Comforts a child who is upset	cbeh251/2	bh29
30)	Is often extremely upset or distressed when parent leaves	canx161/2	bh30
31)	Has stutter or stammer	cbeh261/2	bh31
32)	Has other speech difficulty	cbeh271/2	bh32
33)	Plays imaginatively, enjoys 'pretend' games	cbeh281/2	bh33
34)	Is extremely afraid of day to day things such as the dark, water, animals, blood	canx221/2	bh34
35)	Bullies other children	cbeh291/2	bh35
36)	Inattentive	cbeh301/2	bh36
37)	Gets on well with other children	cbeh311/2	bh37
38)	Has difficulty waiting for things	chyp21/2	bh38
39)	Tends to be shy or timid	canx071/2	bh39
40)	Doesn't share toys	cbeh321/2	bh40
41)	Cries easily	cbeh331/2	bh41
42)	Forceful, determined child	cbeh341/2	bh42
43)	Blames others for things	cbeh351/2	bh43
44)	Shares out treats with friends	cbeh361/2	bh44
45)	Takes a long time to warm to strangers	canx021/2	bh45
46)	Gives up easily	cbeh371/2	bh46
47)	Inconsiderate of others	cbeh381/2	bh47
48)	Independent, confident child	cbeh391/2	bh48
49)	Kicks, bites other children	cbeh401/2	bh49
50)	Kind to animals	cbeh411/2	bh50
51)	Stares into space, stares blankly	cbeh421/2	bh51
52)	Tries to stop quarrels and fights	cbeh431/2	bh52

TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

### 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. 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 remember that the questions are for children up to 5 years old. Some will be easy for your child, others may be difficult.

For each item in this section, "don't know" responses were recoded to 0 (as for No responses), for the purposes of scoring in dataset variables.

		YES	NO	DON'T KNOW
	Raw data coding:	1	0	2
	Dataset coding:	1	0	0
1)	Can your child put together, <i>by him/herself</i> , a jigsaw puzzle or something similar where the pieces fit together? cpr011/2 pr01			
2)	If so, can s/he do this for a puzzle with ten or more pieces? cpr021/2 pr02			
3)	Does your child build things with bricks (other than a tower) such as a house or a bridge? cpr031/2 pr03			
4)	Does your child ever put beads or bricks in a pattern such as blue-red-blue-red-blue-red? cpr041/2 pr04			
5)	Can your child ever tell the time from a clock or watch that has hands? cpr051/2 pr05			
6)	Can your child draw a more or less straight line on paper? cpr061/2 pr06			
7)	Does your child draw simple pictures that other people can recognise, such as a person, house or car? cpr071/2 pr07			
8)	When your child draws a picture of a "person", does it usually include at least three of the following: a head, eyes, a nose, a mouth, hair, a body, arms, or legs? cpr081/2 pr08			
9)	Does your child ever pretend that one object, such as a block, is another object, such as a car or a telephone? cpr091/2 pr09			
10)	Does your child ever pretend that two toys (like dolls, action figures or fantasy figures) are playing together, or are talking to each other, or one is feeding the other? cpr101/2 pr10			



		YES	NO	DON'T KNOW
	Raw data coding:	1	0	2
	Dataset coding:	1	0	0
11)	Does your child ever play pretend games with another child, pretending to be someone else, such as a parent, firefighter, or nurse? cpr111/2 pr11			
12)	Does your child ever play any game with another child that involves taking turns? cpr121/2 pr12			
13)	When your child plays a game with anyone, does s/he have trouble waiting for his/her turn? cpr131/2 pr13			
14)	Does your child ever show you (by words or another way) that something is missing from its usual place, such as a toy, shoes or a household object? cpr141/2 pr14			
15)	Does your child ever put aside a biscuit (or other snack) for later, <i>on his/her own</i> ? cpr151/2 pr15			
16)	Have you ever seen your child gather three or more toys before beginning to play with them? cpr161/2 pr16			
17)	Have you ever seen your child put things (bricks, other toys) into groups or piles that go together <i>on his/her own</i> ? cpr171/2 pr17			
18)	Have you seen your child put things of the same colour into groups or piles that go together <i>on his/her own</i> ? cpr181/2 pr18			
19)	Is your child fair when sharing out biscuits or sweets, that is, giving each person an equal number? cpr191/2 pr19			
20)	Does your child frequently change the games or activities while s/he plays? cpr201/2 pr20			
21)	Can your child correctly make a group of six sweets or pennies? cpr211/2 pr21			
22)	Can your child do a simple sum? For example, does s/he know that 2 sweets and 2 sweets make 4 sweets? cpr221/2 pr22			
23)	Does your child stay away from common dangers, such as a hot oven, or the street? cpr231/2 pr23			
24)	Does your child recognise him/herself when looking in the mirror? cpr241/2 pr24			

TODAY'S DATE ...../...../..... (DAY/MONTH/YEAR)

(If a date was originally recorded here, it has been used to estimate the booklet date shown at the start of the Find the Pair activity above.)

### WHAT YOUR CHILD CAN SAY

Children understand many more words than they say. We are particularly interested in words your child **says**. Please tick the words from the list below that you have heard your child **say**. If your child uses a different pronunciation of a word - for example "tamp" for stamp, or "tootball" for "football" - tick it anyway. This is only a sample of words. Your child may know many other words not on this list.

**Please note:** if your child is not talking yet, or if s/he is talking, but you can not understand, please tick this box  and turn straight to page 9. **voc000 cvc0001/2: 1=yes (ticked), 0=no**

The following 100 items have numbered variable names from cvc0011/2 voc001

up to cvc1001/2 voc100.

Each item is coded as 1=yes (ticked), 0=no (not ticked), both in the raw data and in the dataset. Numbering of items goes from left to right then from top to bottom on the page. The first column shows the number of the first item in each row.

The first few and the last few variable names are shown for illustration.

- |    |   |  |  |   |
|----|---|--|--|---|
| 1  | <input type="checkbox"/> dinosaur<br>cvc0011/2 voc001 | <input type="checkbox"/> glass<br>cvc0021/2 voc002   | <input type="checkbox"/> catch<br>cvc0031/2 voc003 | <input type="checkbox"/> peculiar<br>cvc0041/2 voc004 |
| 5  | <input type="checkbox"/> donkey<br>cvc0051/2 voc005   | <input type="checkbox"/> jar<br>cvc0061/2 voc006     | <input type="checkbox"/> drop                      | <input type="checkbox"/> before                       |
| 9  | <input type="checkbox"/> reindeer                     | <input type="checkbox"/> ladder                      | <input type="checkbox"/> fasten                    | <input type="checkbox"/> then                         |
| 13 | <input type="checkbox"/> castle                       | <input type="checkbox"/> material                    | <input type="checkbox"/> forget/forgot             | <input type="checkbox"/> today                        |
| 17 | <input type="checkbox"/> drum                         | <input type="checkbox"/> stamp                       | <input type="checkbox"/> hate                      | <input type="checkbox"/> week                         |
| 21 | <input type="checkbox"/> football                     | <input type="checkbox"/> tyre                        | <input type="checkbox"/> hurry                     | <input type="checkbox"/> yesterday                    |
| 25 | <input type="checkbox"/> microscope                   | <input type="checkbox"/> furniture                   | <input type="checkbox"/> leave                     | <input type="checkbox"/> their                        |
| 29 | <input type="checkbox"/> tricycle                     | <input type="checkbox"/> kitchen                     | <input type="checkbox"/> measure                   | <input type="checkbox"/> they                         |
| 33 | <input type="checkbox"/> kite                         | <input type="checkbox"/> settee/sofa                 | <input type="checkbox"/> peel                      | <input type="checkbox"/> those                        |
| 37 | <input type="checkbox"/> trolley                      | <input type="checkbox"/> cloud                       | <input type="checkbox"/> promise                   | <input type="checkbox"/> yourself                     |
| 41 | <input type="checkbox"/> lemon                        | <input type="checkbox"/> fence                       | <input type="checkbox"/> skate                     | <input type="checkbox"/> why                          |
| 45 | <input type="checkbox"/> peanut                       | <input type="checkbox"/> hose/hose-pipe              | <input type="checkbox"/> sneeze                    | <input type="checkbox"/> about                        |
| 49 | <input type="checkbox"/> cream cracker                | <input type="checkbox"/> pavement                    | <input type="checkbox"/> somersault                | <input type="checkbox"/> above                        |
| 53 | <input type="checkbox"/> salt                         | <input type="checkbox"/> zoo                         | <input type="checkbox"/> think                     | <input type="checkbox"/> away                         |
| 57 | <input type="checkbox"/> sauce                        | <input type="checkbox"/> child                       | <input type="checkbox"/> black                     | <input type="checkbox"/> between                      |
| 61 | <input type="checkbox"/> vanilla                      | <input type="checkbox"/> cowboy                      | <input type="checkbox"/> bored                     | <input type="checkbox"/> on top of                    |
| 65 | <input type="checkbox"/> vegetable                    | <input type="checkbox"/> family                      | <input type="checkbox"/> deep                      | <input type="checkbox"/> each                         |
| 69 | <input type="checkbox"/> beads                        | <input type="checkbox"/> farmer                      | <input type="checkbox"/> different                 | <input type="checkbox"/> every                        |
| 73 | <input type="checkbox"/> jeans                        | <input type="checkbox"/> nobody                      | <input type="checkbox"/> empty                     | <input type="checkbox"/> none                         |
| 77 | <input type="checkbox"/> elbow                        | <input type="checkbox"/> nurse                       | <input type="checkbox"/> expensive                 | <input type="checkbox"/> might                        |
| 81 | <input type="checkbox"/> (finger) nail                | <input type="checkbox"/> accident                    | <input type="checkbox"/> fine                      | <input type="checkbox"/> need to                      |
| 85 | <input type="checkbox"/> thumb                        | <input type="checkbox"/> circle                      | <input type="checkbox"/> half                      | <input type="checkbox"/> were                         |
| 89 | <input type="checkbox"/> plaster/bandage              | <input type="checkbox"/> front                       | <input type="checkbox"/> long                      | <input type="checkbox"/> although                     |
| 93 | <input type="checkbox"/> blade                        | <input type="checkbox"/> idea                        | <input type="checkbox"/> lost<br>cvc0951/2 voc095  | <input type="checkbox"/> because<br>cvc0961/2 voc096  |
| 97 | <input type="checkbox"/> computer<br>cvc0971/2 voc097 | <input type="checkbox"/> camping<br>cvc0981/2 voc098 | <input type="checkbox"/> angry<br>cvc0991/2 voc099 | <input type="checkbox"/> however<br>cvc1001/2 voc100  |

cs00s1/2 s00 (effectively recoded to 1=yes, 0=no in the dataset variable) often sometimes not yet  
 Has your child begun to combine words yet, such as "nother biscuit" or "doggie bite"? 1 1 2 1 3 0

### HOW CHILDREN USE WORDS

For each of the following 12 items, the coding is:

	Response A (incorrect)	Response B (correct)
Raw data	1	2
Dataset	0	1

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**.

1) (Talking about something that already happened)

s01 cs01s1/2:

- A  Mummy pick me up  
 B  Mummy picked me up

s04 cs04s1/2:

- 4) A  I like read stories  
 B  I like to read stories

s07 cs07s1/2:

- 7) A  He did it  
 B  I know who did it

s10 cs10s1/2:

- 10) A  This doll big  
 B  This doll big and doll little

s02 cs02s1/2:

- 2) A  That my truck  
 B  That's my truck

s05 cs05s1/2:

- 5) A  Don't read book  
 B  Don't want you read that book

s08 cs08s1/2:

- 8) A  We got to go now  
 B  I think we got to go now

s11 cs11s1/2:

- 11) A  This pig have a broken leg  
 B  This pig have a leg but cat don't

s03 cs03s1/2:

- 3) A  Coffee hot

s06 cs06s1/2:

- B  That coffee hot

s09 cs09s1/2:

- 6) A  Why he run away?  
 B  Why did he run away?

s12 cs12s1/2:

- 9) A  I want truck  
 B  I want truck like Billy has  
 12) A  It got broken  
 B  It got broken by the car

		YES	NO
13)	Does your child understand the meaning of “one”? If you ask for just one smartie or raisin, will your child give you only one and then stop? <a href="#">cwu011/2</a> <a href="#">wu01</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
14)	Does your child ask questions (with more than one word) that begin with “what” or “where”? <a href="#">cwu021/2</a> <a href="#">wu02</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
15)	Does your child ask questions (with more than word) that begin with “why” or “how”? <a href="#">cwu031/2</a> <a href="#">wu03</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
16)	Does your child give reasons for things, using the word “because”? <a href="#">cwu041/2</a> <a href="#">wu04</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
17)	If you asked your child “What is a horse?”, could he answer “an animal”? <a href="#">cwu051/2</a> <a href="#">wu05</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
18)	Can your child name simple shapes with the words “circle”, “square” and “triangle”? <a href="#">cwu061/2</a> <a href="#">wu06</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
19)	Does your child talk about things that “could” or “might” happen, such as “he could hurt himself if he’s not careful”? <a href="#">cwu071/2</a> <a href="#">wu07</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
20)	Does your child ever ask what a word means? <a href="#">cwu081/2</a> <a href="#">wu08</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
21)	Can your child tell you which of two objects is larger if they were not present, for example when asked “which is bigger, a horse or a dog?” <a href="#">cwu091/2</a> <a href="#">wu09</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
22)	Does your child know his/her right hand from his/her left hand? <a href="#">cwu101/2</a> <a href="#">wu10</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
23)	Does your child use words that end in -est like “biggest” or “tallest”? <a href="#">cwu111/2</a> <a href="#">wu11</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0
24)	Can your child answer questions such as “what do you do when you are hungry?” or “what do you do when you are tired?” with answers that fit, such as “get food”, “eat”, “go to sleep” or “go to bed”? <a href="#">cwu121/2</a> <a href="#">wu12</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 0

## YOUR CHILD'S COMMUNICATION

- 1) **Do you have any concerns about your child's speech and language?** ccc011/2 cc01  
 YES 1                       NO 0  
If YES, what are your concerns? (PLEASE TICK ALL THOSE THAT APPLY)  
 his/her language is developing slowly cc01a ccc01a1/2: 1=yes 0=no  
 it is hard for other people to understand him/her cc01b ccc01b1/2: 1=yes 0=no  
 s/he doesn't seem to understand other people cc01c ccc01c1/2: 1=yes 0=no  
 s/he pronounces words poorly cc01d ccc01d1/2: 1=yes 0=no  
 s/he doesn't hear well cc01e ccc01e1/2: 1=yes 0=no  
 s/he stutters cc01f ccc01f1/2: 1=yes 0=no  
 other cc01g ccc01g1/2: 1=yes 0=no  
(PLEASE DESCRIBE) (Text responses were not recorded in the raw data)  
Have you seen a professional for advice or treatment (for example doctor, speech therapist paediatrician, ear-nose-throat specialist)? cc01s ccc01s1/2  YES 1  NO 0
- 2) **Does your child use his/her index finger to show INTEREST in something, not just to ask for something (for example pointing to an aeroplane, animal or something on TV)?** ccc021/2 cc02  
 Often 1                       Sometimes 2                       Never 3
- 3) **If you suddenly look up at something interesting, does your child follow your line of gaze to see what caught your attention?** ccc031/2 cc03  
 Usually 1                       Sometimes 2                       Usually not 3
- 4) **Does your child produce meaningless, but fluent and "tuneful" speech, so that it sounds a bit like a foreign language?** ccc041/2 cc04  
 Often 1                       Sometimes 2                       Never 3
- 5) **Do your twins "talk" to each other in a language that other people cannot understand?** ccc051/2 cc05  
 YES 1                       NO 0
- 6) **Does your child like to "echo" what other people say (for example, if you say "where is your coat?", s/he might say "your coat", rather than answering the question)?** ccc061/2 cc06  
 Often 1                       Sometimes 2                       Never 3
- 7) **Does your child like to recite nursery rhymes, or "jingles" from advertisements?** ccc071/2 cc07  
 YES, unusually often 1                       YES, sometimes 2                       NO 0
- 8) **Has your child's language ever seemed to go into decline so that s/he no longer knows words that s/he used before?** ccc081/2 cc08  
 YES 1                       NO 0

## YOUR ACTIVE CHILD

The following questions are about the everyday things that your child does. They are in three sections and ask about what toys your child likes to play with, what kinds of games your child enjoys and what your child likes and dislikes during play.

Please answer all of the questions by ticking the box that **best** describes your child. Sometimes it may seem that the boxes do not describe your child exactly. If this is the case for any of the questions, please try to tick the box that is closest to the way that you would describe your child.

### GAMES

How often *during the past month* did your child do the following?

		Very Often	Often	Sometimes	Hardly Ever	Never
	Raw data coding:	1	2	3	4	5
	Dataset coding:	5	4	3	2	1
1)	Playing house (for example cleaning, cooking) <span style="color: red;">cac011/2</span>					ac01
2)	Playing with girls <span style="color: red;">cac021/2</span>					ac02
3)	Pretending to be a female character (for example a princess) <span style="color: red;">cac031/2</span>					ac03
4)	Playing at having a "male" job (for example a soldier) <span style="color: red;">cac041/2</span>					ac04
5)	Fighting <span style="color: red;">cac051/2</span>					ac05
6)	Pretending to be a family character (for example parent) <span style="color: red;">cac061/2</span>					ac06
7)	Sports and ball games <span style="color: red;">cac071/2</span>					ac07
8)	Climbing (for example fences, trees) <span style="color: red;">cac081/2</span>					ac08
9)	Playing at taking care of babies <span style="color: red;">cac091/2</span>					ac09
10)	Showing interest in real cars, trains and aeroplanes <span style="color: red;">cac101/2</span>					ac10
11)	Dressing up in "girlish" clothes <span style="color: red;">cac111/2</span>					ac11

**TOYS**How often *during the past month* did your child play with the following toys?

		Very Often	Often	Sometimes	Hardly Ever	Never
	Raw data coding:	1	2	3	4	5
	Dataset coding:	5	4	3	2	1
12)	<b>Guns (or using objects as guns)</b> cac121/2	ac12				
13)	<b>Jewellery</b> cac131/2	ac13				
14)	<b>Tool set</b> cac141/2	ac14				
15)	<b>Dolls, doll's clothes, or doll's pram</b> cac151/2	ac15				
16)	<b>Trains, cars or aeroplanes</b> cac161/2	ac16				
17)	<b>Swords (or using objects as swords)</b> cac171/2	ac17				
18)	<b>Tea set</b> cac181/2	ac18				

**LIKES AND DISLIKES**

How often does your child...?

		Very Often	Often	Sometimes	Hardly Ever	Never
	Raw data coding:	1	2	3	4	5
	Dataset coding:	5	4	3	2	1
19)	<b>Like to explore new surroundings</b> cac191/2	ac19				
20)	<b>Enjoy rough and tumble play</b> cac201/2	ac20				
21)	<b>Show interest in snakes, spiders or insects</b> cac211/2	ac21				
22)	<b>Avoid getting dirty</b> cac221/2	ac22				
23)	<b>Like pretty things</b> cac231/2	ac23				
24)	<b>Avoid taking risks</b> cac241/2	ac24				

**COMPLETE DATA ARE ESSENTIAL, PLEASE MAKE SURE THAT YOU  
HAVE COMPLETED AS MUCH OF THIS BOOK AS YOU CAN.**

**THANK YOU FOR YOUR TIME AND  
EFFORT!**

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