

Interviewer's Script

PARENT BACKGROUND

Intro: Good morning/afternoon. May I speak to<mother's name>? Hello. My name is and I'm calling from the TEDS the twin study that <Twin A> and <Twin B> are part of. You very kindly agreed to take part in the next stage of the study and I am wondering if it would be convenient for you to do it now?.....Are the twins with you?..... How are they?.....

If parent says NO or that the twins aren't there, make an appointment to ring the family back. Check to make sure they have received the booklet. If not NOP will then need to mail one out and also double check the address.

If parent says YES, continue: I'll probably need to speak to you and twins for about an hour to an hour and a half in all. Is that ok? (Check!) Before we start, may I check if you have received the children's booklet and the t-shirts?

If booklets have not arrived, follow procedure above.

If YES continue.

I'm going to begin by asking you some details about your family, then I'd like to speak to <twin A> and <twin B> individually and then come back briefly to you again. We would like to record all our calls, if that is ok by you. (If parent asks why explain that it helps us to make sure that we don't make mistakes in recording the information and to make sure that all the interviewers are doing a good job [...we are all...!]) Of course everything that you tell us is treated as strictly confidential and all information will be used without names

[P1] Can I confirm your name?.....

[P2] What is your relationship to the <twin A> and <twin B>?

- Natural mother
- Natural father
- Stepmother
- Stepfather
- Foster mother
- Foster father
- Social mother
- Social father
- Grandmother
- Grandfather
- Other

[P2a] If other, describe:.....

And can I ask who else lives in the family?

[P3] Partner/spouse
If YES, May I ask his/her name?

[P3a] Name:.....

[P3b] And what is his/her relationship to the twins?

- Natural mother
- Natural father
- Stepmother
- Stepfather
- Foster mother
- Foster father
- Social mother

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- Social father
- Grandmother
- Grandfather
- Other

[P3c] If other, describe:.....

If not natural parent of twins ask:

[P3d] How long has he/she been living in the family?

Length of time:.....

[P4] Do the twins have any brothers or sisters?

If YES, ask:

[P5] Older brothers or sisters?

[P5name1, P5dob1, P5sex1, P5name2, P5dob2, P5sex2] etc.

What is their name and d.o.b?

CHILD'S NAME(S)	DATE OF BIRTH	<input type="checkbox"/> BOY	<input type="checkbox"/> GIRL
...../...../.....		
.....	(DAY/MONTH/YEAR)		

And so on for as many as necessary

[P6] Younger brothers or sisters?

[P6name1, P6dob1, P6sex1, P6par1, P6name2, P6dob2, P6sex2, P6par2] etc.

What is their name and d.o.b?

CHILD'S NAME(S)	DATE OF BIRTH	<input type="checkbox"/> BOY	<input type="checkbox"/> GIRL
...../...../.....		
.....	(DAY/MONTH/YEAR)		

Does this child have the same parents as the twins?

both parents the same same mum same dad no parent the same

CHILD'S NAME(S)	DATE OF BIRTH	<input type="checkbox"/> BOY	<input type="checkbox"/> GIRL
...../...../.....		
.....	(DAY/MONTH/YEAR)		

Does this child have the same parents as the twins?

both parents the same same mum same dad no parent the same

And so on for as many as necessary

[P6Twins] If two younger sibs are twins, record above and check this box

Are there any other adults living in the household?

[P7] Other adult

If YES, describe:

[P7a] Other:[P7b]. Length of time in household

[P7c] If living with partner/spouse code;

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- married to natural parent of the twins
- married to someone else
- cohabiting with natural parent of the twins
- cohabiting with someone else

If no partner, code:

- Divorced
- separated
- widowed
- Unmarried

Some tact may be necessary with this section.

Now I would like to ask a little more about the adults living in the household.

NB: Several answers may be coded, others are incompatible

At the moment are you a:

- [P8a] full time parent?
- [P8b] working outside the home full time?
- [P8c] part time?
- [P8d] studying for a qualification?
- [P8e] unemployed/on a government benefit? [P8f] How long?.....

If parent is working full or part time, ask:

[P9] What is your full job title?

[P10] What business or industry is it in?

Are you self-employed, or do you work for an employer?

[P11] Self-employed

If self-employed ask:

[P11a] Do you have any employees? Yes/No

If YES, ask:

[P11b] Can you tell me how many?.....

[P12] Employed by business/company, etc

If YES, ask:

[P12a] Would you describe yourself as a

- Manager Trainee
- Supervisor/Foreman Employee

[P12b] *If relevant, Number of people responsible for.....*

[P13] **How many hours do you work a week?**

(Part time = 8-29 hours per week, Full-time = 30+ hours per week)

Number of hours worked:

[P14] **Do you have any formal educational qualifications such as school leaving exams or college certificates or degrees? ? Yes/No**

[P14a] *If NO:*

No formal qualifications

[P14b] *If YES: could you tell me your highest level of qualification?*

- 1+ O levels/CSE's/GCSE's/Standards(any grades) (NVQ 1)
- 5+ O levels/5+ CSE's (grade 1), 5+ GCSE's (grades A to C), Standards (NVQ2)
- 1+ A levels/AS Levels (NVQ2/3)
- 2+ A levels, 4+ AS levels, Higher School Certificate (NVQ 3)
- First Degree (e.g. BA, BSc)(NVQ 4)
- Higher Degree (e.g. MA, PhD, PGCE, post-graduate certificates/diplomas)
- NVQ Level 1, Foundation GNVQ
- NVQ Level 2, Intermediate GNVQ

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- NVQ Level 3, Advanced GNVQ
- NVQ Levels 4-5, HNC, HND
- Other qualifications (e.g City and Guilds, RSA/OCR, BTEC/Edexcel
- Professional qualifications

[P14c] If professional/other, please specify:.....

If there is a partner in the household, ask:

Please may I also ask about your husbands/partner's/wife's education and work?

More than one can be coded.

At the moment is he/she:

[P15a] full-time parent?

[P15b] working outside the home full time?

[P15c] part time?

[P15d] studying for a qualification?

[P15e] unemployed/on a government benefit? [P15f] If unemployed: How long?.....

If other parent is working full or part-time, ask:

[P16] What is his/her full job title?

[P17] What business or industry is it in?

Is he/she self-employed, or does he/she work for an employer?

[P18] Self-employed

If self-employed ask:

[P18a] Does he/she have any employees? Yes/No

If YES, ask:

[P18b] Do you know how many there are?.....

If YES, ask:

[P19] Employed by business/company, etc

If YES, ask:

[P20a] If relevant, Number of people responsible for.....

[P20] Would you describe him/ her as a

- Manager Trainee
- Supervisor/Foreman Employee

[P21] How many hours does he/she work a week?

(Part time = 8-29 hours per week, Full-time = 30+ hours per week)

Number of hours worked:

[P22] Do you know if he/she has any formal educational qualifications such as school leaving exams or college certificates or degrees? ? Yes/No

[P22a] If NO:

No formal qualifications

[P22b] If YES: Could you tell me what you think his/her highest level of qualification is?

- 1+ O levels/CSE's/GCSE's/Standards(any grades) (NVQ 1)
- 5+ O levels/5+ CSE's (grade 1), 5+ GCSE's (grades A to C), Standards (NVQ2)
- 1+ A levels/AS Levels (NVQ2/3)
- 2+ A levels, 4+ AS levels, Higher School Certificate (NVQ 3)
- First Degree (e.g. BA, BSc)(NVQ 4)
- Higher Degree (e.g. MA, PhD, PGCE, post-graduate certificates/diplomas)
- NVQ Level 1, Foundation GNVQ
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- NVQ Level 3, Advanced GNVQ
- NVQ Levels 4-5, HNC, HND
- Other qualifications (e.g City and Guilds, RSA/OCR, BTEC/Edexcel)
- Professional qualifications

[P22c] If professional/other, please specify:.....

And moving on a bit from work, would you mind telling me if there have been any major changes or difficulties in your financial circumstances over the last three years?

[P23] Yes/No

[P23a] If YES, ask: Would you describe as?

- Better
- Worse
- Ups and downs
- Same

Now I would like to focus on the twins for the moment. I am going to read you some descriptions of children, and then ask you to tell me if each is not true, somewhat true or certainly true for each child. I will ask you about <Twin A> first, then <Twin B>. Try and think of them separately and don't compare them if possible. When you answer, think about their behaviour over the last school year or so. It would be really helpful if you answered all items as best you can, even if you are not absolutely certain or the item seems daft!

Groups of items as follows:

Strengths and Difficulties Questionnaire - Robert Goodman (SD) - 25 items
Anxiety team (Anx) - 20 items (including tics/twitches from RRPSPC)
Eric Taylor (ET) - 3 items
Franky and Claire (ToM) - 13 items
James Blair (P) - 10 items

Questionnaire Abbreviations:

RRPSPC = Revised Rutter Scale for Preschool Children
EAS = Emotionality, Activity and Sociability Scale
CBCL = Child Behavior Checklist

Early on, you may need to prompt a little to remind the parent of the shape of the answer. E.g. read statement and then say 'How about <twin A>' - is that not true, somewhat true or certainly true. (Response) and <twin B>? ...

Responses: certainly true, somewhat true, or not true

[P24a] Notices small details others might miss (ToM) A: N S C

[P24b] B: N S C

[P25a] Does not show feelings or emotions (P) A: N S C

[P25b] B: N S C

[P26a] Is afraid of medical procedures such as going to see the doctor/dentist

(Anx) A: N S C

[P26b] B: N S C

[P27a] Restless, overactive, cannot stay still for long (SD)

A: N S C

[P27b] B: N S C

[P28a] Considerate of other people's feelings (SD)

A: + N S C

[P28b] B: + N S C

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[P49c] If other, please describe:

.....

[P50] Does either of the twins suffer from any kind of chronic skin complaint, asthma or allergy? No/Yes

If YES:

Twin A	Twin B	
[P51a] <input type="checkbox"/>	[P51b] <input type="checkbox"/>	Skin complaint
[P52a] <input type="checkbox"/>	[P52b] <input type="checkbox"/>	Asthma
[P53a] <input type="checkbox"/>	[P53b] <input type="checkbox"/>	Allergy

[P54] Has either twin been admitted to hospital the last three years because of a serious illness or other medical condition? Yes/No

If YES:

[P54a] Twin A [P54aL] Length of stay:.....days [P54aR] Reason.....
[P54b] Twin B [P54bL] Length of stay:.....days [P54bR] Reason.....

[P55] And have any other members of the family been in hospital over that time?

[P55a] <input type="checkbox"/>	Mother	[P55aL] Length of stay:.....days
[P55b] <input type="checkbox"/>	Father/ Partner	[P55bL] Length of stay:.....days
[P55c] <input type="checkbox"/>	Younger sib	[P55cL] Length of stay:.....days
[P56d] <input type="checkbox"/>	Older sib	[P56dL] Length of stay:.....days

Substantial periods of out-patient treatment, e.g. Chemotherapy may need to be reckoned here

[P56] Has either twin ever had any difficulties with their hearing at all?

If YES, ask: Which twin and what was/is it? using categories below as prompts if necessary.

Twin A	Twin B	
[P57a] <input type="checkbox"/>	[P57b] <input type="checkbox"/>	Permanent hearing loss diagnosed in one ear
[P58a] <input type="checkbox"/>	[P58b] <input type="checkbox"/>	Permanent hearing loss diagnosed in both ears
[P59a] <input type="checkbox"/>	[P59b] <input type="checkbox"/>	Ear infections/glue ear/grommets
[P60a] <input type="checkbox"/>	[P60b] <input type="checkbox"/>	Profoundly deaf
[P61a] <input type="checkbox"/>	[P61b] <input type="checkbox"/>	Other

[P62] If other, please describe:

.....

[P63] Have you, or anyone else ever thought that either of the twins may have any difficulties with talking? Yes/No

If YES, ask Which twin and what was/is it? using categories below as prompts if necessary.

Twin A	Twin B	
[P64a] <input type="checkbox"/>	[P64b] <input type="checkbox"/>	Slow to develop
[P65a] <input type="checkbox"/>	[P65b] <input type="checkbox"/>	Stammer/stutter
[P66a] <input type="checkbox"/>	[P66b] <input type="checkbox"/>	Cleft lip/palate
[P67a] <input type="checkbox"/>	[P67b] <input type="checkbox"/>	Problems with pronouncing words
[P68a] <input type="checkbox"/>	[P68b] <input type="checkbox"/>	Other

[P69] If other, please describe:

.....

If difficulties in speech reported, ask:

[P70] Do/Did he/she/both (as relevant to above) have any speech therapy?

No/Yes

If YES:

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[P71a] Twin A [P71b] Twin B

What date did this begin?

[P71aD] Twin A [P71bD] Twin B

If a single visit to a speech therapist reported, rather than a course of treatment, code below:

Single visit: [P71aS] Twin A [P71bS] Twin B

[P72] Does either twin ever make repeated involuntary noises other than ordinary talking?

If questioned, explain: Such as grunts, throat clearing, or saying words or parts of words?

[P73a] twin 1: no/sometimes/often

[P73aD] Describe: _____

[P73b] twin 2: no/sometimes/often

[P73bD] Describe: _____

[P74] Does either of the twins have any ongoing difficulties with wetting or soiling?

If yes, ask: Which twin and what is the problem? (NB the odd accident, eg, when a child is unwell is not relevant here. Parent may indicate, but if twins present it may be difficult for them to be explicit, in which case be prepared to read the list.)

Twin A Twin B
[P75a] [P75b] Wets bed at night
[P76a] [P76b] Wets self during day
[P77a] [P77b] Soils self

[P78] Does either twin have repeated tics or twitches?

If questioned, explain: Tics are sudden jerks or movements (such as forceful eye blinking or a rapid head jerk).

[P79a] Twin A: no/sometimes/often

[P79aD] Describe: _____

[P79b] twin 2: no/sometimes/often

[P79bD] Describe: _____

[P80] Has either twin ever had a fit, (seizure, convulsion) or absence (blank spell)? Yes/No

If YES:

[P81a] Twin A [P81b] Twin B

[P81c].Did this occur when s/he had a temperature or was otherwise unwell?

Yes/No

P82. Does either twin complain of stomach-aches, headaches or sickness? (SD)

If YES, ask which twin, and code as certainly true, somewhat true, not true.

[P83a] Twin A: N S C

[P83b] Twin B: N S C

[P84] Does either twin ever complain of other symptoms such as dizziness, aches and pains or unusual tiredness? If YES:

What does he/she complain of? Code below.

s/times often
A B A B

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[P85a]	<input type="checkbox"/>	Stomach aches	<input type="checkbox"/>	<input type="checkbox"/>	[P85b]	<input type="checkbox"/>	<input type="checkbox"/>
[P86a]	<input type="checkbox"/>	Headaches,	<input type="checkbox"/>	<input type="checkbox"/>	[P86b]	<input type="checkbox"/>	<input type="checkbox"/>
[P87a]	<input type="checkbox"/>	Chest pain	<input type="checkbox"/>	<input type="checkbox"/>	[P87b]	<input type="checkbox"/>	<input type="checkbox"/>
[P88a]	<input type="checkbox"/>	Limb pain	<input type="checkbox"/>	<input type="checkbox"/>	[P88b]	<input type="checkbox"/>	<input type="checkbox"/>
[P89a]	<input type="checkbox"/>	Back pain	<input type="checkbox"/>	<input type="checkbox"/>	[P89b]	<input type="checkbox"/>	<input type="checkbox"/>
[P90a]	<input type="checkbox"/>	Tiredness	<input type="checkbox"/>	<input type="checkbox"/>	[P90b]	<input type="checkbox"/>	<input type="checkbox"/>
[P91a]	<input type="checkbox"/>	Dizziness	<input type="checkbox"/>	<input type="checkbox"/>	[P91b]	<input type="checkbox"/>	<input type="checkbox"/>
[P92a]	<input type="checkbox"/>	Nausea and vomiting	<input type="checkbox"/>	<input type="checkbox"/>	[P92b]	<input type="checkbox"/>	<input type="checkbox"/>
[P93a]	<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	[P93b]	<input type="checkbox"/>	<input type="checkbox"/>

[P94] If other, describe.....

[P95] Have these symptoms got in the way of activities? (Such as going to school)
Yes/No

[P96] Finally, Can you tell me the twins' weight and height? Yes/ No
If YES, record:

Twin A	[P97aW].	Wt.....	[P97aH]	Ht.....
Twin B	[P97bW].	Wt.....	[P97bH]	Ht.....

If parent says that this is difficult, sympathise and say:
Do you think that you could find out and jot the details on the postcard we sent with the booklet? Or otherwise if it's easier you can always give us a ring on the freefone number during office hours.

Now I'd like to move to thinking a bit about what it's like being a parent. I'm assuming that <Twin A> and <Twin B> misbehave sometimes? Breaking rules, fighting and things like that?
.....Allow parent response and deal with it as another human being!
We're interested in the kind of things that you do when this happens. I'm going to read you some things that parents do to help their children behave well. I will ask you to think about the twins individually because sometimes different children need a different approach.

Go through the following questions. For each ask the question related to <twin A>. If the answer is YES, ask: How often do you do that?
Enter "Rare", "S/T" or "Often" below.
Code: Rarely = once a month or so, S/T = weekly or so, Often = daily.
Then ask: Do you do this more or less often with Twin B? and then go on to make the comparison with <twin A>.
NB. Do not include "the same" in this question as we are trying to encourage parents to think about differential treatment. However, if their reply is "the same" code it as such below.
Enter "Less", "Same", or "More" below.

- a. [P98a, P98b] Do you talk about good and bad behaviour, explain why or reason with twin a?
- b. [P99a, P99b] Do you ever restrain or smack twin a?
- c. [P100a, P100b] Do you ever send <twin A> to her/his room or withdraw privileges?
- d. [P101a, P101b] Do you ever raise your voice or shout at twin a?
- e. [P102a, P102b] Do you ever ignore <twin a> when s/he is misbehaving?
- f. [P103a, P103b] Do you use praise and rewards for good behaviour with twin a?
- g. [p104] Is there anything else you find helps?
If YES:

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.....(no need to record.
Use to help with final global rating. Has the effect of treating parent as expert.)

Discipline style:	How often twin a				Twin b: more/less		
	Never	Rare	S/T	Often	Less	Same	More
A explain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B restrain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Time out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D shout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Ignore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Finally, having had this brief conversation please give a global rating as to your impression of the general discipline style of this parent.

	non-restrictive, mainly positive guidance	moderately restrictive discipline, sometimes physical punishment	severe, strict, usually physical punishment
Twin A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twin B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now I am going to come back to the kinds of the descriptions of behaviour that I read you before. As before I would like to you to tell me if they are certainly true, somewhat true or not true of <Twin A> followed by <Twin B>

- [P105a] Easily distracted or concentration wanders (SD)A: N S C
 [P105b] B: N S C
1. [P106a] Often makes comments critical of him/herself (Anx)A: N S C
 [P106b] B: N S C
2. [P107a, P107b] Has odd style of communication; old-fashioned, formal, or pedantic (ToM) A: N S C B: N S C
3. [P108a] Brags about accomplishments (P)A: N S C
 [P108b] B: N S C
4. [P109a] Generally liked by other children (SD)+ A: N S C
 [P109b] B: N S C
5. [P110a P110b] Tends to check that some things are done exactly 'right' (Anx)
 A: N S C B: N S C
6. [P111a P111b] Often says things that are embarrassing for others, without realising (ToM) A: N S C B: N S C
7. [P112a] Complains or whines a lot (Anx) A: N S C
 [P112b] B: N S C
8. [P113a P113b] Often volunteers to help others (parents, teachers, other children)(SD) + A: N S C B: N S C
9. [P114a] Is afraid of small closed spaces, heights, water, or the dark (Anx)(NB. If sometimes for several/all items, this does not mean that it

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- should be graded as certainly true.) A: N S C
[P114b] B: N S C
10. [P115a] Many worries or often seems worried (SD) A: N S C
[P115b] B: N S C
11. [P116a P116b] Has unusual eye gaze, facial expression, or gestures (ToM)
A: N S C B: N S C
12. [P117a] Rather solitary or tends to play alone (SD) A: N S C
[P117b] B: N S C
13. [P118a P118b] Helpful if someone is hurt, upset or feeling ill (SD)+
A: N S C B: N S C
14. [P119a] Fussy about keeping his/her hands clean (Anx)A: N S C
[P119b] B: N S C
15. [P120a P120b] Is extremely distressed by changes to routine or familiar
arrangements (ToM) A: N S C B: N S C
16. [P121a] Often unhappy, down-hearted or tearful (SD)A: N S C
[P121b] B: N S C
17. [P122a] His/her emotions seem shallow and not genuine (P)A: N S C
[P122b] B: N S C
18. [P123a P123b] Generally obedient or usually does what adults request(SD)
A: N S C B: N S C
19. [P124a] Picked on or bullied by other children (SD)A: N S C
[P124b] B: N S C
20. [P125a] Teases other people (P) A: N S C
[P125b] B: N S C
21. [P126a] Has low self-confidence (Anx) A: N S C
[P126b] B: N S C
22. [P127a P127b] Gets on better with adults than with other children (SD)
A: N S C B: N S C
23. [P128a P128b] Sees tasks through to the end, good attention span (SD +
A: N S C B: N S C

Being a Parent of Twins

Thank you very much. I'm going on now to ask some questions about how it feels to be a parent of twins. Every parent experiences all sorts of positive and negative feelings towards their children. I'm going to ask you about some of the feelings that parents commonly have. There are no wrong or right answers.

a. [P129a, P129b]. In a typical week, do you feel impatient with Twin A?

If yes: How often do you feel this way?

Enter "Rare", "S/T" or "Often" below.

Then ask: Do you feel this way more or less often with Twin B?

NB. Do not include "the same" in this question as we are trying to encourage parents to think about differential treatment. However, if their reply is "the same" code it as such below.

Enter "Less", "Same", or "More" below.

If same: Enter same rating as for twin a for twin b

i.e. "Rare", "S/T" or "often"

If no: Enter "Never" below

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- b. [P130a P130b]. Do you usually feel quite happy about your relationship with <Twin A>?
- c. [P131a P131b]. Are you sometimes amused by <Twin A>?
- d. [P132a P132b]. Does <twin A> ever make you feel frustrated?
- e. [P133a P133b]. Do you ever wish <twin A> would leave you alone?
- f. [P134a P134b]. Does <twin A> ever get you angry?
- g. [P135a P135b]. Do you feel close to <twin A>?

Feelings:	How often twin a				Twin b: more/less		
	Never	Rare	S/ T	Often	Less	Same	More
A impatient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C amused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D frustrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D leave alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G close	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now I'd like to ask you a few general questions about the twins and their education and experiences over the last few years.

I would like to ask you a little about their schooling first of all
Can I see first if we have the twins' school details correctly?

Check details provided on screen for each twin.

[P136a] Does <twin A> go toschool and is their teacher [P136aT]? [P136Y] Year...2?

[P136b] Does <twin B> go toschool and is their teacher [P136aT]? [P136Y] Year 2?

Use information above to code: same teacher should mean same class

[P137] Same class Different class

(Mainstream or special? Interesting? Interesting to know this, but we may be able to establish this by reference to the DFEE base/ teachers' questionnaire)

If interviewer has this information, then it has been provided by the parent. On screen teacher's name(s) school plus address and tick for permission given to contact:

Thank you very much for giving us permission to contact the school.

If there are any changes/gaps, the interviewer should update the field and we will need to be notified at TEDS. If permission is not shown as given, the interviewer will need to ask permission and thank. (Written consent needed too?)

First of all, can you tell me how the twins feel about going to school?

[P138a] How about <twin A>?

Very negative quite negative No real effect quite positive very positive

[P138b] And <Twin B>?

Very negative quite negative No real effect quite positive very positive

[P139] Do either of the twins have any difficulties with their learning? (that make him/her different from most other children?)

IF YES:

What is the difficulty that he/she has?

Twin A Twin B

Interviewer's Script

- [P140a] [P140b] Autism (may be carried forward from previous section)
- [P141a] [P141b] Down's Syndrome (ditto)
- [P142a] [P142b] Restless, has difficulties concentrating and finishing tasks
- [P143a] [P143b] Diagnosed hyperactivity? Attention deficit disorder (ADHD) (ditto)
- [P144a] [P144b] Difficulties in learning to read
[P144c] If YES: specific diagnosis of dyslexia?
- [P145a] [P145b] Difficulties in learning to write
- [P146a] [P146b] Difficulties in fine/gross motor skills/co-ordination
[P146c] If YES: specific diagnosis of dyspraxia?
- [P147a] [P147b] Difficulties in maths
- [P148a] [P148b] Any other learning difficulty?

[P148c] If other, please describe:.....

If chronic disease, physical disability, speech, hearing or health problems reported earlier or any learning problems at all mentioned ask:

[P149] Does either twin have a Statement of Special Educational Needs (SEN) If YES,

[P150a] Twin A [P150b] Twin B

If NO:

[P151a] Is either twin having a Full Assessment made of Special Educational Needs? Yes/No

If YES,

[P152a] Twin A [P152a] Twin B

Ask this for all children

[P153] Is either twin receiving any extra support to help them get on better in school?

(NB, this may be help arranged within the school or outside school on a parents' own initiative) Yes/No

If YES, ask:

What kind of help are they getting? [P154a/ P154b to P158a/ P158b]

- | Twin A | Twin B | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | One to one support from a classroom assistant/volunteer |
| <input type="checkbox"/> | <input type="checkbox"/> | Extra teaching help one to one or in a small group |
| <input type="checkbox"/> | <input type="checkbox"/> | Input from a professional such as a psychologist/child psychologist/ |
| <input type="checkbox"/> | <input type="checkbox"/> | Any kind of systematically implemented programme to help them get on better at school (e.g. Individual Education Plan [IEP], behaviour management programme) |
| <input type="checkbox"/> | <input type="checkbox"/> | Other |

[P159] Has either of the twins had any time off school in the last full term?

If YES, ask: Which twin and how long?

Twin A

Twin B

- | | | |
|----------------------------------|----------------------------------|-------------------|
| [P160a] <input type="checkbox"/> | [P160b] <input type="checkbox"/> | less than 1 week |
| [P161a] <input type="checkbox"/> | [P161b] <input type="checkbox"/> | 1 to 2 weeks |
| [P162a] <input type="checkbox"/> | [P162b] <input type="checkbox"/> | More than 2 weeks |

What was the reason? Code as below, using as prompts:

Twin A

Twin B

- | | | |
|----------------------------------|----------------------------------|-------------------------------|
| [P163a] <input type="checkbox"/> | [P163b] <input type="checkbox"/> | Minor Illness |
| [P164a] <input type="checkbox"/> | [P164b] <input type="checkbox"/> | Not wanting to go to school |
| [P165a] <input type="checkbox"/> | [P165b] <input type="checkbox"/> | Major illness/hospitalisation |
| [P166a] <input type="checkbox"/> | [P166b] <input type="checkbox"/> | Exclusion |
| [P167a] <input type="checkbox"/> | [P167b] <input type="checkbox"/> | Other |

Interviewer's Script

[P167c] *If other, please describe:.....*

Thinking back over the last three years, can you tell me if there been any major changes or particular events that have made an impact on the family? Allow parent to talk and see if it is possible to code any of the below. If they do not volunteer anything, probe *I am thinking here of major things like deaths and other changes in relationships in the family, or other events that has an effect on all of you. Earlier on you mentioned.....*

- [P168a] Hospitalisation of parent (*carried forward from previous section*)
- [P168b] Change in financial circumstances (*ditto*)
- [P168c] Death of a parent (*should not be cued if natural parents living together*)
- [P168d] Death of a grandparent
- [P168e] Birth of a younger brother or sister (*ditto*)
- [P168f] Divorce of natural parents
- [P168g] Death of a sib
- [P168h] Hospitalisation of twin (*ditto*)
- [P168i] New parent figure living in the household (*cue if partner shown as different to the one in our earlier records*)
- [P168j] Prolonged separation from a parent
- [P168k] Other
- [P168l] *Please describe:.....*

If a family has experienced difficulties, some sympathy is in order!

Now, for the last time, I would like to go back to thinking about how <Twin A> and <Twin B> behave. I will read the descriptions like before, and ask you to tell me if they seem to be certainly true, somewhat true or not true of each twin in turn. (*If parent really has got the hang of it, abbreviated instruction would be more natural*)

- 24. [P169a] *Fussy or over particular (SD)* A: N S C
[P169b] B: N S C
- 25. [P170a] *Tends to blame him/herself (Anx)*A: N S C
[P170b] B: N S C
- 26. [P171a] *Thinks he/she is more important than others (P)*A: N S C
[P171b] B: N S C
- 27. [P172a] *Often lies or cheats (SD)*A: N S C
[P172b] B: N S C
- 28. [P173a P173b] *Is often extremely upset or distressed when parent leaves (Anx)*
A: N S C B: N S C
- 29. [P174a] *Is afraid in social situations (Anx)*A: N S C
[P174b] B: N S C
- 30. [P175a] *Has difficulty waiting for things (ET)*A: N S C
[P175b] B: N S C
- 31. [P176a] *Enjoys 'pretend' games (ToM from RRPSPC)+* A: N S C
[P176b] B: N S C

Interviewer's Script

32. [P177a] Tends to be shy or timid (Anx - from CBCL)A: N S C
[P177b] B: N S C
33. [P178a] Has a strong interest in an unusual topic (ToM)A: N S C
[P178b] B: N S C
34. [P179a] Becomes angry when corrected (P) A: N S C
[P179b] B: N S C
35. [P180a] [P180b] Shares readily with other children(such as treats, toys,
pencils etc.) (SD)+ A: N S C B: N S C
36. [P181a] [P181b] Takes a long time to warm to strangers (Anx - from EAS)
A: N S C B: N S C
37. [P182a] Seems keyed up, on edge or tense (Anx)A: N S C
[P182b] B: N S C
38. [P183a] Often has temper tantrums or hot tempers (SD)A: N S C
[P183b] B: N S C
39. [P184a] [P184b] Can take hints and keep secrets; can be discreet; (ToM)+
A: N S C B: N S C
40. [P185a] [P185b] Asks for reassurance that s/he is OK (Anx)
A: N S C B: N S C
41. [P186a] [P186b] Nervous or clingy in new situations, easily loses
confidence(in new situations)(SD) A: N S C B: N S C
42. [P187a] Can turn on the charm to get what he/she wants (P) A: N S
 C [P187b] B: N S C
43. [P188a] Anxious that bad things will happen (Anx) A: N S C
[P188b] B: N S C
44. [P189a] Has at least one good friend (SD)+ A: N S C
[P189b] B: N S C

That's the end of the first section. Thank you so much for answering so many questions! You deserve a break now! I don't have any more questions to ask you, but I'd like to speak to you again briefly when I have finished speaking to the twins. (NB I feel we do need to sign off call with parents and not just have kids put phone down.)

Now I'd like to go on to interview Twin A and go through the booklet with him/her Is he/she there? Can I just check again that there isn't anything that might make it hard for them to get on as well as he/she normally would this morning/afternoon/evening.

If parent indicates that there is a temporary problem, e.g., very upset, see if it is possible to talk to other twin (performing same check) and come back to first twin.

If difficulty seems more enduring, (e.g. very tired) ask if it is possible to make appointment to ring back to interview the twins at a time that is convenient to the family. Make appointment.

Once interview with twins has been negotiated, ask:

Do you have the booklet there?

Could you bring him/her to the telephone and open the sealed package for them. Could you also make sure that Twin B is not listening in? It is very important for the children to do everything on their own, without anybody giving them any kind of help. It will help them do their best if they are sitting comfortably with nothing to distract them. When I have finished talking to <Twin A> I will ask him/her if I can speak to <twin B> and also to let you know that I finished speaking to him/her.