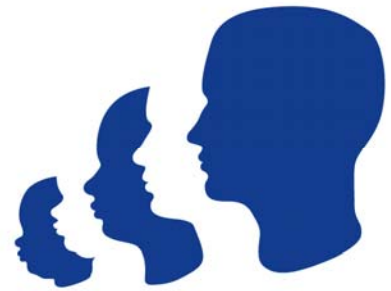


Dunedin Multidisciplinary
Health & Development
Study

DMHDS



DMHDS DATA DIRECTORY

AGE 3 ASSESSMENT PHASE

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PHASE III DATAINTRODUCTION

The Phase III data collection was designed by P.A. Silva with some input by P.M. Buckfield and other paediatricians for the Bayley Motor Test, the paediatric interview and examination, and the paediatric neurological assessment.

The variables are A, B, C, or D variables. Variables without a letter in front of them are A variables (single digits). The others are designated B variables (2 digits), C variables (3 digits), or D variables (4 digits). Unfortunately, the original research forms were destroyed. Qualitative data are written out in "Research Tasks" III-1 to III-18 (see list page III-24).

Other data on attachment objects were collected by P. Mahalski. Data specifications are held in the unit and Ms Mahalski looks after the actual data.

NUMBER OF CHILDREN = 1037 (i.e. all in sample at age 3)

A description of the selection of the sample and differences between those seen and not seen is given in UR1.

INDEX TO DATA (Total observations 380)

Card	Data	Variable Numbers	Page
50	Bayley Motor Test	A1-38; B1; D1 (series number)	III-2
52	Parent Interview Schedule Dwellings Mothers working Preschool attendance Child's sex Time of examination Training in child development Parent's report of significant problems Plunket book Examiners' codes	A39-49; B2-3; D2	III-4
53	Milestones and the Vineland Social Maturity Scale Milestones smiling sitting walking talking feeding dry (day, night) Vineland Social Maturity Scale self help general self help dressing self help eating communication socialisation locomotion occupation	A50-88; B4-12	III-6

54	Experiences and Activities	A89-149; B13-14	III-8
55	Psychometric Assessment Reynell Developmental Language Scale Fine Motor Scale Peabody Picture Vocabulary Test Mother's Reading Test Behaviour Observations of Child Observations of the mother Referral to Otago Preschool Project	A150-184; B15-22; C1	
56	Mother's Tests Parental Attitude Research Instrument SRA (Mother's Intelligence) Eysenck Personality Inventory Co-operation of mother	A187; B23-37	III-13
58	Paediatric Interview and Examination Common illnesses (English measles, mumps, whooping cough, chicken pox) Loss of consciousness Coughs Colds Ear infections Vaccinations Accidents and poisonings Hospitalisations Plunket use Breast feeding Circumcision Mother's health Mother's view of child (as baby, as 3 year old) Worries or concerns about child Hearing Under the care of a doctor	A168-221; B38-43	III-14
59	Paediatric Neurological Examination Visual Acuity Congenital abnormality Measures of height, weight and head circumference Referral to Ophthalmology, Paediatric Departments	A222-251; C2-3; D3	III-17
61	Child's Life History Information Twin code Details of other children	A256-276; B45-60	III-19
62	Child's Life History Background Separations from parents Age of parents Race of parents Parents' marital status Mother's, father's main occupation Parental education Child's legal status Life histories Doctor's observations of the child and mother.	A277-303; B61-66 C4-5; D4-6	III-20

List of Research Tasks III-1 to III-18

III-24

Dr Buckfield's Medical Notes

Life History Summaries

PHASE III DATA

Series No.

D1

BAYLEY MOTOR SCALE* (Card 50 - III)

Scoring: Our observations - 0 = fail 1 = pass
 Mother's report - 7 = fail 8 = pass
 Not known Code 9 (If >8 items coded 9, Invalid Test, Code Total 99)

<u>Item No.</u>	<u>Bayley No.</u>	<u>Item (mean age from Bayley in brackets)</u>	
		<u>I Standing from Supine</u>	
1	47	Rolls onto stomach, pushes up (12.6)	A1
2	57	Turns to one side and pushes up (21.9)	2
3	71	Pulls forwards, little or no sideways turn (30+)	3
		<u>II Balance</u>	
4	51	Stands on R. foot - with help (15.9)	4
5	52	Stands on L. foot - with help (16.1)	5
6	58	Stands on L. foot - alone (22.7)	6
7	60	Stands on R. foot - alone (23.5)	7
8	79	Hops on one foot - 2 or more hops (30+)	8
		<u>III Stairs</u>	
9	64	Upstairs alone: both feet on each step (25.1)	9
10	66	Downstairs alone: both feet on each step (30+)	10
11	72	Upstairs alone: Alternating fwd foot (25.8)	11
12	80	Downstairs alone: Alternating fwd foot (30+)	12
		<u>IV Jumping from Stairs</u>	
13	63	From bottom steps (24.8)	13
14	69	From second steps (28.1)	14
		<u>V Distance Jumped from Second Step</u>	
15	70	4"-14" (three attempts) (29.1)	15
16	76	14"-24" (three attempts) (30+)	16
17	78	24"-34" (three attempts) (30+)	17
		<u>VI Walking on Line - 10 feet</u>	
**18	61	Forward 10 ft - close to line (23.9)	18
**19	75	Forward 10 ft - without stepping off line (30+)	19
**20	68	Backwards - 10 ft - one or off line (27.8)	20
**21	73	Tiptoe 10 ft - on or off line (30+)	21
		<u>VII Jumping from Floor</u>	
22	59	Jumps off floor with both feet (23.4)	22
**23	77	Jumps over 2" high string - 3 tries (30+)	23
**24	81	Jumps over 8" high string - 3 tries (30+)	24
		<u>VIII Walking Board</u>	
**25	55	Tries to stand on board (17.8)	25
**26	62	Stands with both feet (27.6)	26
**27	67	Attempts step - both feet on board (27.6)	27
**28	74	2 or more steps - alternating fwd foot (30+)	28

Notes:

- * The items were selected after try out by P.A. Silva and P.M. Buckfield from Bayley, N. (1969) The Bayley Scales of Infant Development, New York, The Psychological Corporation.
- ** These items had to be observed by the examiner before credit was given.

<u>Total Number of Successes</u> (i.e. total no. coded 1 or 8) (Total 14 or less - refer to motor reassessment) (If invalid, Code 99)	81
<u>Subjective Impression of Motor Performance</u> 0 = normal 1 = suspicious 2 = abnormal Indicate reasons if Coded 1 or 2	29
<u>*Referral for Reassessment</u> (Physiotherapist) (Score 14 or less) 0 = no 1 = yes	30
<u>Examiner's Code</u> KW = 1; BS = 2; JF = 3; DR = 4; PB = 5 KW = Kate Wood, BS = Barbara Simons, JF = Julia Faed, DR - Diana Reddihough, PB = Pat Buckfield	31
<u>Bayley Test Valid?</u> 0 = yes 1 = no	32
<u>Test Conditions Normal?</u> 0 = yes 1 = no If abnormal give details:	33
<u>N Observers Present</u>	34
<u>N Siblings >1 yr Present</u>	35
<u>Sibling Participation Required for Motivation</u> 0 = no 1 = yes	36
<u>Child Brought Back for another attempt</u> 0 = no 1 = yes	37
<u>Other Problems or Remarks</u> 0 = no 1 = yes	38

Notes:

* Children who scored 14 or less were referred to Miss Pat Wood, Physiotherapist, for further assessment. Unfortunately, there was no efficient system of ensuring that referred children actually turned up and the resulting data proved to be worthless because only about half of those referred were actually reassessed.

Reference: R011

PARENT INTERVIEW SCHEDULE (Card 52 - III)*

I am sure you will understand that for a large study like this to be of most value we need to gather detailed information about the hundreds of children and their families. Although the doctor will be asking more later, it would help us save time if you would let us have some brief prelimitation information. Naturally, all information is completely confidential.

- 1 What kind of dwelling do you live in? (0 = private house; 1 = private house partly sublet; 2 = flat; 3 = combination shop and house or flat; 4 = bach or crib; 5 = hotel; 6 = boarding house or hostel; 7 = apartment house; 8 = hospital; 9 = other or not known) Specify if other 39
 - 2 Is your dwelling (0 = owned with mortgage; 1 = owned, no mortgage; 3 = rented; 4 = State house rental; 5 = rent free with job; 9 = other) Specify if other 40
 - 3 How many main rooms do you have the (exclusive) use of? Include living rooms, lounge, kitchen, bedrooms, studies. Exclude halls, pantries, bathrooms, toilets, laundries, unenclosed porches and kitchenettes unless used for meals. B2
 - 4 Do you have a job away from home? If you have a job, how many hours a week do you work? (If no job, code 00, otherwise code hours weekly) B3
 - 5 If you work away from home what arrangements do you make to care for the child? (0 = not working, does not apply; 1 = cared for by father figure; 2 = cared for by relatives; 3 = cared for by friends or neighbours; 4 = attends preschool; 5 = attends creche, day care or nursery not provided by work; 6 = as for 5 but provided by work; 7 = accompanies mother to work; 9 = other). Specify if other 41
 - 6 Does attend a preschool? (0 = No; 1 = kindy; 2 = play centre; 9 = other) Specify if other 42
 - 7 Is enrolled at a preschool? (0 = No, already attends; 1 = no, not enrolled; 2 = enrolled kindy; 3 = enrolled play centre; 9 other) Specify if other 43
- Child's Sex 44
F = 1; M = 2

Note:

* These items were selected by P.A. Silva.

- 1 The time now is? (Army time) D2
- 2 Has seen the doctor? (0 = No; 1 = Yes) 45
- *3 How did you get your ideas about bringing up children? 46
 (1 = practically no training; 2 = little - own experiences, friends; 3 = mags, books, occasional talks; 4 = attended a course; 5 = University training)
- **4 Has any significant problems (0 = No; 47
 1 = Yes)
- Details are set out in Research Task III-1
- 5 Did you remember your Plunket Book? (0 = No; 1 = Yes) 48
- Psychologist (1 = PS; 2 = MW; 3 = MG; 4 = CJ; 5 = JB; 6 = DMcK; 49
 7 = DS; 8 = PC; 9 = other. Specify)
 PS = P. Silva, MW = Mark Wood, MG = Margery Gibson, CJ = Chris Justin,
 DMcK = Dan McKerracher, DS = Don Saklofske, 9 = others, not separated -
 Pat Brasch, Elsie Evans, Lynn Groves, Rose Marriott

Notes:

- * This scale was developed by P.A. Silva.
- ** This question is always routinely asked.

References:

Housing: UR1
 Mothers Working: PJ9
 Mothers' Training: R010
 Significant Problems: UR1

Comments:

Significant problems as seen by the parents at various ages have not yet been fully reported but the data are classified for Phases III, V, and VII.

MILESTONES AND VINELAND (Card 53 - III)

Name

Series No.

MILESTONES* (Not known Code 9,
Not yet code 44)

If a 2 point range given
(eg 6-7) code highest.
Otherwise code mid point
of range.

Smiled - weeks	B4
Sat unaided, pivoted - months	B5
Walked alone - 6 steps - months	B6
Talked - 6 appropriate words - months	B7
Fed himself - spoon - no help - months	B8
Dry all day (6 out of 7 days) months	B9
Dry at night (3 out of 4 days) months	B10
Talks in sentences - months	B11

VINELAND ITEMS** (0 = fail, 1 = pass)
S.A.***

S.H.G.	1.	(23)	Overcomes simple obstacles	(1.30)	50
(Self-	2.	(26)	Given up baby carriage	(1.43)	51
help	3.	(35)	Asks to go to toilet	(1.98)	52
general)	4.	(41)	Avoids simple hazards	(2.85)	53
	5.	(51)	Cares for self at toilet	(3.83)	54
S.H.D.	6.	(21)	Pulls off socks	(1.13)	55
(Self-	7.	(37)	Removes coat or dress	(2.05)	56
help	8.	(40)	Dries own hands	(2.60)	57
dress-	9.	(42)	Puts on coat or dress unassisted	(2.85)	58
ing)	10.	(47)	Buttons coat or dress	(3.35)	59
	11.	(50)	Washes hands unaided	(3.85)	60
	12.	(52)	Wash faces unassisted	(4.65)	61
	13.	(54)	Dresses self except tying	(4.80)	62
S.H.E.	14.	(20)	Masticates food	(1.10)	63
(Self-	15.	(25)	Drinks from cup or glass unassisted	(1.40)	64
help	16.	(28)	Eats with spoon	(1.53)	65
eating)	17.	(30)	Discriminates edible substances	(1.65)	66
	18.	(33)	Unwraps sweets	(1.85)	67
	19.	(38)	Eats with fork	(2.35)	68
	20.	(39)	Gets drink unassisted	(2.43)	69
C.	21.	(31)	Uses names of familiar objects	(1.70)	70
(Comm-	22.	(34)	Talks in short sentences	(1.95)	71
unica-	23.	(44)	Related experiences	(3.15)	72
tion)					

Notes:

- * The milestones were selected for inclusion by P.A. Silva.
- ** These items were selected by P.A. Silva from the Vineland Social Maturity Scale (Doll, EA. (1953) Measurement of Social Competence. Minnesota, American Guidance Service). The easiest 17 items were automatically credited. Thus, to obtain a total score a constant at 17 was added.
- *** Social Age as per Doll (1953)

S.	24	(27)	Plays with other children	(1.50)	73
(Soci-	25	(47)	Plays co-operatively at kindergarten level	(3.28)	74
alisa-	26.	(49)	"Performs" for others	(3.75)	75
tion)	27.	(50)	Plays competitive exercise games	(5.13)	76
L.	28.	(18)	Walks about room unattended	(1.03)	77
(Loco-	29.	(29)	Goes about house or yard	(1.63)	78
motion)	30.	(32)	Walks up stairs unassisted	(1.75)	79
	31.	(45)	Walks downstairs one tread per step	(3.25)	80
	32.	(53)	Goes about neighbourhood unattended	(4.70)	81
O.	33.	(19)	Marks with pencil or crayon	(1.10)	82
(Occu-	34.	(22)	Transfers objects	(1.20)	83
pation)	35.	(24)	Fetches or carries formation objects	(2.03)	84
	36.	(36)	Initiates own play activities	(2.03)	85
	37.	(43)	Cuts with scissors	(2.88)	86
	38.	(48)	Helps at little household tasks	(3.55)	87
	39.	(55)	Uses pencil or crayon for drawing	(5.13)	88

*Add 17 total

B12

Notes:

* Score has a constant of 17 added.

References:

Milestones: R026

Vineland Social Maturity Scale: UR1, RNZ20

Comments:

The Vineland Social Maturity Scale has not, as yet, been fully analysed and reported in a journal article expect for RNZ20 which reports item 30.

EXPERIENCES AND ACTIVITIES* (Card 54 - III)

(Score 0 = No, 1 = Yes)

Experiences (Last 2 years) (Column)		Activities (At <u>home</u> - 6 months) (N.B. Must be at <u>home</u> not elsewhere)		
1	Bus	89	1 Colours in	119
2	Train	90	2 Draws	120
3	Large boat (ship)	91	3 Cuts, sticks	121
4	Small boat	92	4 Plasticine dough	122
5	Water play	93	5 Water play	123
6	Horse	94	6 Construction toys	124
7	Large store	95	7 Dolls, trucks	125
8	Restaurant meal	96	8 Dress up	126
9	Zoo	97	9 Fantasy games	127
10	Farm	98	10 Huts	128
11	Factory	99	11 Listens records	129
12	Concert	100	12 Watches TV	130
13	Puppet show	101	13 "Helps" mother	131
14	Pictures	102	14 "Helps" father	132
15	Museum	103	15 Musical instrument	133
16	Santa Claus	104	16 Pets	134
17	Art Gallery	105	17 Swum or paddled	135
18	Sports Event	106	18 Does puzzles	136
19	Ships at harbour	107	19 Climbs trees, fences	137
20	Trains at station	108	20 Digs holes or plays in dirt	138
21	Beach	109	21 Rides vehicle (trike, etc)	139
22	Long trip (200+ miles)	110	22 Ball games	140
23	Camping holiday	111	23 Picks or plants flowers	141
24	Staying friend or relatives	112	24 Collects things	142
25	Hike or tramp (3+ miles)	113	25 Plays in sandpit	143
26	Circus	114	26 Plays on swing, bars	144
27	Church	115	27 Reads or is read to	145
28	Show (Agricultural)	116	28 Listens radio	146
29	Watched TV	117	29 Plays table games (e.g. snakes & ladders, cards, etc)	147
30	Listened radio	118	30 Goes out in the car	148
<u>Total</u> Experiences		B13	<u>Total</u> Activities	B14
			If read to, <u>N books read</u> in last 7 days (9+ scored as 9)	149

Notes:

* Scale developed by P.A. Silva

Reference: R08

PSYCHOMETRIC ASSESSMENT* (Card 55 - III)

<u>Coding</u>	If not tested code 9		
	If no response elicited score 0		
		** Reynell - <u>Receptive Language</u>	B15
		(<u>Expressive - Structure</u>	B16
<u>Refer</u> if Total Expressive		(<u>Vocabulary</u>	B17
29 or less unless <u>convinced</u>		(<u>Content</u>	B18
by observations that language		(<u>Total - Expressive</u>	B19
usually normal			
Is there good reason to suspect Reynell Expressive Score			
underestimated? 0 = No 1 = Yes			150
(See Research Task III-2 for all psychologists' comments.)			
		*** <u>Fine Motor Scale</u> 2 blocks	151
		(Score 0 = Fail 1 = Pass)	
		4 blocks	152
		6 blocks	153
		8 blocks	154
		Block Bridge	155
		Circle	156
		Line	157
		<u>Total Fine Motor</u> (Add V151-157)	158
		**** <u>Peabody Picture Vocabulary Test</u>	B20
		Did you deviate from above order?	159
		Details (0 = No, 1 = Yes)	
		<u>Time Taken for Psych. Testing</u>	B21
		(Mins)	
		<u>Time Taken for Entire Interview</u>	B22
		(Mins)	

Notes:

- * Tests selected by P.A. Silva.
- ** Reynell, J. (1969) The Reynell Developmental Language Scales, London, National Foundation for Educational Research.
- *** Items selected from the Stanford-Binet Intelligence Scale by P.A. Silva.
- **** Dunn, L. (1965) The Peabody Picture Vocabulary Test, Minneapolis, American Guidance Service.

* <u>Mothers Burt Word Reading Test Raw Score</u>	C1
<u>Reading Problems (<60 Burt)</u>	
0 = No; 1 = Yes	160
** <u>Observations of Child</u>	161-165
(See over)	166-170
	171-175
** <u>Observations of Mother</u>	176-179
(See over)	180-183
*** <u>Referral to Dr Silva</u>	184
0 = No; 1 = Yes	
**** <u>Other Problems or Remarks</u>	185
(All comments Research Task III-2)	

Notes:

- * Reference:
Scottish Council for Research in Education (1976)
The Burt Word Reading Test, London, Hodder and Stoughton.
- ** These observations and the observations of the mothers are described over. They were taken from the American Collaborative Study of Cerebral Palsy, Mental Retardation and Other Sensory Disorders of Infancy and Childhood (1966). Part III-D Manuals: Behavioural Examinations. US Dept of Health, Education, and Welfare, National Institutes of Health, Bethesda, Maryland.
- *** These referrals were for the Otago Preschool Project (see UR7, UR10, UR11).
- **** All psychologists' comments are collated in Research Task III-2.

References:

UR1 - most results.
Reynell Developmental Language Scales - MON1, R07, R033.
Behaviour Observations - R014, R036

Comments:

With the exception of the Reynell results, most of the above data have yet to be fully analysed and written up. No papers have yet appeared describing the Fine Motor Scale results, the Peabody Picture Vocabulary Scale results, nor the mothers' reading test results. Likewise, the behaviour observations and observations of the mothers have not yet been described in full although they have been briefly referred to.

BEHAVIOUR OBSERVATIONS

- 161(1) Separation
1. No concern
 2. Very little concern
 3. Initial reticence, appropriate
 4. More than usual concern
 5. Very upset, cries, won't separate
- 162(2) Fearfulness
1. None evident
 2. Very little
 3. Normal caution
 4. Inhibited and uneasy
 5. Very fearful
- 163(3) Rapport
1. Very shy, withdrawn
 2. Shy, waits for gestures
 3. Initial shyness, then ease
 4. Very friendly, at ease
 5. Extreme friendliness
- 164(4) Confidence
1. Lacks, extremely self-critical
 2. Distrusts own ability
 3. Adequately self-confident
 4. More than usual confidence
 5. Very self-confident
- 165(5) Emotional Reactivity
1. Extremely flat
 2. Somewhat flat
 3. Normal responsiveness
 4. Mood more variable than average
 5. Extreme lability
- 166(6) Co-operation
1. Extreme negativism
 2. Considerable
 3. Reasonably co-operative
 4. Accepts directions more easily
 5. Extremely suggestible
- 167(7) Frustration Tolerance
1. Withdraws completely
 2. Occasionally withdrawn
 3. Attempts difficult tasks
 4. Becomes upset by difficulty
 5. Acting-out, crying
- 168(8) Dependency
1. Very self-reliant, refuses help
 2. Rarely needs reassurance
 3. Dependent appropriate situations
 4. Demands more attention than average
 5. Constant need of attention and help
- 169(9) Attention
1. Very brief
 2. Short time
 3. Adequate time
 4. More than average time
 5. Perseverative
- 170(10) Goal Orientation
1. No effort
 2. Briefly attempts
 3. Keeps goal or direction in mind
 4. Keeps goal and question in mind
 5. Compulsive absorption
- 171(11) Activity Level
1. Hypoactive
 2. Little activity
 3. Normo activity
 4. Restless
 5. Hyperactive
- 172(12) Nature of Activity
1. Extreme rigidity
 2. Some rigidity
 3. Flexible, appropriate
 4. Frequently impulsive
 5. Extremely impulsive, explosive
- 173(13) Nature of Communication
1. Little or none
 2. Answers questions only
 3. Readily answers, may elaborate
 4. Answers freely
 5. Difficult to follow thinking
- 174(14) Assertiveness
1. Extremely assertive
 2. Quite forceful, rough materials
 3. Self-assertive but accepting control
 4. Passive acceptance
 5. Extremely passive
- 175(15) Hostility
1. Very hostile, obstructive
 2. Unusually hostile
 3. No unusual hostility
 4. Very agreeable
 5. Ingratiating

DEFINITIONS FOR OBSERVATIONS OF MOTHER

- 176(1) Expression of Affection (Circle appropriate number)
1. Negative or harsh
 2. Occasionally negative or harsh, remote, impersonal
 3. Spontaneously warm and affectionate, appropriate
 4. Frequently fondled and caressed, endearments
 5. Consistently over demonstrative, extravagantly affectionate
- 177(2) Mother's Evaluation of Child
1. Constantly critical, derogatory
 2. Generally negative
 3. Positive and negative, appropriate, realistic
 4. Only recognised "good", glossed over less desirable behaviour
 5. Unrealistically uncritical about child's performance, effusive
- 178(3) Physical Handling of Child
1. Rough, inconsiderate
 2. Awkward, clumsy but aware of child's discomfort in handling
 3. Careful, considerate but firm and efficient
 4. Over careful and gentle
 5. Treated like "fragile china", overly cautious
- 179(4) Management of Child During Testing
1. No effort to facilitate in spite of requests for help
 2. No spontaneous effort to help
 3. Spontaneous help to facilitate testing
 4. Frequently interfered but co-operated with examiner's request not to
 5. Disrupted by "helping" despite requests not to
- 180(5) Reactions to Child's Needs
1. Unaware, unresponsive
 2. Slow to recognise and respond
 3. Quick to recognise and respond
 4. Responded immediately without identifying existence of need
 5. Cared for needs that were not evident
- 181(6) Reaction to Child's Test Performance
1. Indifferent
 2. Brief and fleeting interest, passive observer
 3. Pleased successes, accepted failures realistically
 4. Extreme pride successes, minimised failures
 5. Overly absorbed, defended failures, criticised examiner and procedures as "unfair". Rejected value of test
- 182(7) Mother's Focus of Attention
1. Entirely on child, demanding child's attention to her
 2. Accepted examiner but tried to gain some foci of interest
 3. Comfortable in letting child respond appropriately
 4. Occasionally interrupted to talk of own perceptions and reactions
 5. Demanded all attention on her, distraction for child
- 183(8) Physical Appearance of Child
1. Soiled, unkempt
 2. Helter-skelter but not as extreme as above
 3. Clean, neat, comfortable. Appropriately dressed
 4. Extra "polish". Somewhat "overdressed"
 5. Excessively dressed up to the point of discomfort

Parental Attitude Research Instrument (PARI)*

<u>Subject</u>	<u>Factor</u>	
Encouraging Verbalisation	Egalitarianism	B23
Excluding Outside Influences	Authoritarianism	B24
Equalitarianism	Egalitarianism	B25
Intrusiveness	Authoritarianism	B26
Comradeship and Sharing	Egalitarianism	B27
Acceleration of Development	Authoritarianism	B28
Response Bias	Validity Check	B29
	Egalitarianism Total	B30
	Authoritarianism Total	B31
<u>SRA Verbal Test**</u>	Quantitative	B32
	Language	B33
	Total Verbal	B34
Eysenck Personality Inventory ***	Form A = 0 Form B = 1	186
	Extroversion	B35
	Neuroticism	B36
	Lie Scale	B37
Co-operation of Mother:	0 = Complete, 1 = Some Problems, 2 = Refusals	187

Notes:

- * The PARI was selected by P.A. Silva. The reference is Schaffer, ES. and Bell, R.Q. (1958) The developmental of a parental attitude research instrument. Child Development 29: 339.
- ** The SRA Verbal Test was selected by P.A. Silva. The reference is Thurstone LL. and Thurstone TG. (1973) The SRA Verbal and Non Verbal Form, Chicago, Science Research Associates.
- *** The EPI Test was selected by D. McKerracher and D. Saklofske. The reference is Eysenck HJ and Eysenck SBG (1964) Manual for the Eysenck Personality Inventory. London, London University Press.

References:

PARI - An unpublished paper describing a factor analysis of the PARI results is available on request from P.A. Silva.
SRA - RNZ5
EPI - RNZ26

Comments:

The PARI has not yet been written up and published. An earlier paper on the PARI was rejected by "Child Development" on the basis that this instrument was "outmoded". The SRA and EPI have been used in various papers as correlates or predictors of child development or behaviour.

9. Has your child ever been admitted to a Karitane Hospital?
 A205 (Code number of times)
- If yes - total time (days) in Karitane without mother
 B39 (Code 0 if 'no')
- total time (days) in Karitane with mother B40
 (Code 0 if 'no')
10. Did you take advantage of the services by the Plunket Society? 206
 If yes, age (in months) of child when last attended OR if going B41
 to attend for 3 year, insert '36 mths.'
 (Code 0 if 'no')
11. Did you breast feed? (0 = no, 1 = yes) 207
 If yes, for how long (in weeks) B42
 Reason(s) for stopping See Research Task III-7
12. If a male child - has your son been circumsised? 208
 (If female, insert 8)
 If yes, age at operation (in months, 1 = birth to 1 mth) B43
 -reason See Research Task III-8
- If female - Code 88 If male - no operation: Code 00
13. Would you say that in general you are in favour of routine
circumcision of all male children? 209
 (0 = no, 1 = yes, 2 = undecided)
14. Do you have a male child under 6 months of age? 210
 (0 = no, 1 = yes)
15. Mother's Health
 Have you any serious health problems? 211
 If yes, give details:
 See Research Task III-9
16. Mother's View of Child
 As a baby in the first year of life: 212
 0 = did you enjoy baby and have few worries
 1 = experience a lot of worries
 2 = have an unhappy and difficult year
17. Now at the age of 3 years is your child: 213
 0 = easy to manage all the time
 1 = easy to manage most of the time
 2 = a very difficult child to manage
18. Is your child: 214
 0 = always happy and content
 1 = happy more often then discontent
 2 = very discontent and difficult to please
19. Do you have any specific worries or concerns regarding your 215
 child? (0 = no, 1 = yes)
 If yes, give details: See Research Task III-10

20. Hearing
Have you any reason to think your child hearing is not normal? 216
(0 = no, 1 = yes)
If serious doubt regarding hearing - refer to Paediatric Department
21. Is your child currently under care of a doctor? 217
(remember strabismus)
If yes, give reason: See Research Task III-11
22. How often has your child seen a doctor in the last 4 weeks? 218
Give reasons:
See Research Task III-12
23. Palmer printing - bilateral 219
(0 = no, 1 = yes) Ignore this variable - it was not used
26. Other observations (0 = No; 1 = Yes) 220
Details (e.g. abnormal behaviour) below.
See Research Task III-13
- Examiner's Code No.
K.W. = 1; B.S. = 2; J.F. = 3; D.R. = 4; P.B. = 5 221
KW = Kate Wood, BS - Barbara Simons, JF = Julia Faed,
DR = Dawn Raddihough, PB = Pat Buckfield

References:

Most of these data are described in UR1
Accidents - RNZ6
Hospitalisations - RNZ16, THESIS6
Breast Feeding - RNZ4, R03, R023

Comments:

Questions 16, 17, and 18 are yet to be looked at in terms of their predictive validity.
The research task describing the mothers' health problems (Task III-9) has, unfortunately, been mislaid.

PAEDIATRIC NEUROLOGICAL EXAMINATION* (Card 59 - III)

Scoring: 0 = normal or no 1 = abnormal or yes
Not known, code 9

<u>Item No.</u>	<u>Item</u>		
	<u>Quantity of Spontaneous Motility</u>		
1		<u>Gross</u>	222
2		<u>Small</u>	223
3	<u>Range of Passive Movements</u>		224
4	<u>Resistance to Passive Movements</u>		225
	<u>Reflexes</u> (0=weak or brisk response; 1=exaggerated response)		
5		<u>Ankle R.</u>	226
6		<u>Ankle L.</u>	227
7		<u>Knee R.</u>	228
8		<u>Knee L.</u>	229
9		<u>Biceps R.</u>	230
10		<u>Biceps L.</u>	231
11	<u>Planter</u> (0=no or planter response; 1=dorsiflexion		232
12	<u>Foot Grasp</u>		233
13	<u>Palmo-mental Reflex</u>		234
	<u>Fingertip Touching</u> (placing of finger - 0 = correct 2 or 3 times 1 = correct only 1 or not at all)		
14		<u>Right Hand</u> - Invol. movts.	235
15		Placing	236
16		<u>Left Hand</u> - Invol. movts.	237
17		Placing	238
	<u>Facial Muscles - Asymmetry</u>		
18		At Rest	239
19		Emotional movt.	240
	<u>Strabismus</u>		
20		Manifest	241
21		Latent	242
22	<u>Nystagmus</u>		243
23	<u>Posture of Feet</u>		244
24	<u>Gait</u>		245
	<u>Total Score of Neurological Impairment</u>		244
	(Total no. of items coded 1)		
	<u>Subjective Assessment of Neurological State</u>		246
	(0 = normal 1 = suspicious 2 = abnormal)		
	Notes on Neurological Abnormalities - See Research Task III-14		

Notes:

- * All items on Card 59 - III were selected by P.M. Buckfield in conjunction with J. Clarkson and other paediatricians. The neurological examination was based on:
Touwen BCL and Prechtl HFR (1970) The Neurological Examination of the Child with Minor Nervous Dysfunction. London, William Heineman Medical Books.

Paediatric neurological examination (cont'd)Visual Acuity (0 = normal 1 = suspect 2 = abnormal)

Binocular	247
R. Eye	248
L. Eye	249

Congenital Abnormality

See Research Task III-15

See Research Task III-16

Major	250
Minor	251

Weight (in kg. (1st decimal place) C2Height in cms. (1st decimal place) D3Head Circumference in cms. (1st decimal place) C3*Referred for Re-assessment (Physiotherapist)..... 252Referred to Ophthalmology 253Referred to Paediatric Dept 254Examiner's Code 255

1 = Kate Wood, 2 = Barbara Simons, 3 = Julia Faed,
4 = Diana Reddihough, 5 = Pat Buckfield

Notes:

- * Ignore this referral code. Not all who were referred kept their appointments.
The resulting data is of no value.

Reference: Neurological Dysfunction - RNZ24

CHILD'S LIFE HISTORY INFORMATION - BACKGROUND (Card 62 - III)

1	<u>How many times has place residence changed?</u> (Code 0 if never otherwise number. Place =>1 month) 8 = 8+; 9 = Not Known. Include institutions or hospitals	277
2	<u>Has ever been separated from your (current mother figure)?</u> (0 = never for > 7 days; 1 = not applicable, mother figure changed in last 2 1/2 yrs; 2 = one separation > 7 days but < 1 month; 3 = two separations of > 7 days but < 1 month; 4 = three separations of > 7 days but < 1 month; 5 = four or more separations of > 7 days but < 1 month; 6 = one separation of 3 months or more; 7 = 2 separations of > 3 months; 8 = three or more separations of > 3 months; 9 = not known) (Code greatest) Details of separations, reasons, duration	278
3	<u>Characteristics of parent figures (mother first, then father)</u> (Code 8 or 88 for absence, 9 or 99 for unknown)	
	Race: 0 = Europ; 1 = <1/2 Maori, balance Europ; 2 = Maori 1/2 or > balance Europ; 3 = Polynesian - not Fiji; 4 = Chinese; 5 = Indian; 6 = other; (incl Fiji) 7 = not classifiable; 8 = no parent figure; 9 = not known	
	Age (8-11)	Mthr B61 Fthr B62
	Race (13-14)	279 280
	Child's Race	281
4	<u>Marital Status (at present)</u> (0 = never married; 1 = married once, living with spouse; 2 = married more than once, living with spouse; 3 married, legally separated; 4 = married, separated, not legally; 5 = divorced; 6 = widowed; 8 = no parent figure; 9 = not known)	282 283
*6	<u>Occupation (International Labour Organisation 4 digit code for occupations)</u> - Full details please! (coded later)	
	Mother (20+ hrs)	D4
	Father	D5
	Mother's Father's main occupation (before retiring or death) Details	D6
**7	<u>Education - Attendance Formal Education (Highest)</u> (0 = Primary; 1 = Secondary; 2 = Polytech, Trade Trg, Nursing, Physio. etc; 3 = Teachers College; 4 = University; 5 = Other; 8 = No parent figure; 9 = Not Known. Details if other	284 285
8	<u>Highest Formal Educational Qualifications</u> 01 = Primary Certificate (all who go to sec. ed.); 02 = School Cert. - partial; 03 = School Cert. 4+ subjects; 04 = Endorsed School Cert; 05 = U.E.; 06 = Higher School Cert., Uni. Scholarship; 07 = Other School Cert. Qual; 08 = University Diploma; 09 = Bachelors degree including honours; 10 = Masters degree; 11 = Doctorate; 12 = Other Formal; 88 No parent figure; 99 Not Known) Details other	B63 B64

Notes:

- * We have not used this information. We recoded to Elley and Irving (1972) and added to MOSTUSED.
- ** We use this educational classification. We have not used the others.

9	<u>Highest Trade and Vocational Qualifications</u> (00 = None. Certificates; 01 = Trade; 02 = Teachers; 03 = Agricultural etc; 04 = Science; 05 = Draughting & Building; 06 = Engineering; 07 = Commercial; 08 = Nursing; 09 = Medical assistant, para medical; 10 = Other Member of Assoc. Member of Prof. Assoc., Society, Institute, etc; 11= Agricultural; 12 = Scientific; 13 = Draughting & Building; 14 = Engineering; 15 = Commerical; 16 = Legal; 10 = Medical; 18 = Other 88 = No parent figure; 99 = Not Known) Full details	B65	B66
10	<u>Are the current figures of the child the natural parents?</u> (0 = Yes; 1 = Natural mother, not natural father; 2 = Natural father, not natural mother; 3 = Natural mother, no father figure; 4 = no father figure, no mother figure; 5 = Neither natural parents; 6 = Mother figure only, not natural parent; 7 = Father figure; 9 = Not known) Details:		286
11	How long married? (Months)		C4
12	How long have current parent figures been living together? (888 = Not Applic; 999 = Not Known) (Usually as above) (Months)		C5
13	<u>Legal status of child</u> (0 = Nuptial; 1 = Legitimated by marriage of parents subsequent to birth; 2 = Illegitimate - mother cohabiting; 3 = Illegitimate - mother's or father's parents; 6 = Adopted other relatives; 7 = Adopted by strangers; 8 = State ward; 9 = Not known)		287
14	<u>Was the child nuptial or ex-nuptial at birth?</u> (0 = Nuptial, 1 = ex-nuptial)		288
*15	<u>Life history</u> (0 = Normal - (natural mother and father married from before birth of child, no separations of greater than 3 months. No life history chart); 1 = Not normal. Life history chart completed; 8 = Not normo. No life history chart; 9 = Not known and no life history chart.) (Fill out Life history Chart if not 0)		
16	Space to code observations made by medical doctor (See next pages for details)		
	Child Observations (6 only)		290 - 295
	M. Observations (8 observations)		296 - 303

Notes:

- * If the life history were not normal, then a life history chart was filled in. These are filed and summarised with the Research Tasks. A copy of the life history chart is set out on Page 24a.

BEHAVIOUR OBSERVATIONS (DOCTOR)

- | | |
|--|-----|
| 1. <u>Separation</u> | 290 |
| <ul style="list-style-type: none"> 1. No concern 2. Very little concern 3. Initial reticence, appropriate 4. More than usual concern 5. Very upset, cries, won't separate | |
| 2. <u>Fearfulness</u> | 291 |
| <ul style="list-style-type: none"> 1. None evident 2. Very little 3. Normal caution 4. Inhibited and uneasy 5. Very fearful | |
| 3. <u>Rapport</u> | 292 |
| <ul style="list-style-type: none"> 1. Very shy, withdrawn 2. Shy, waits for gestures 3. Initial shyness, then ease 4. Very friendly, at ease 5. Extreme friendliness | |
| 4. <u>Co-operation</u> | 293 |
| <ul style="list-style-type: none"> 1. Extreme negativism 2. Considerable resistance 3. Reasonably co-operative 4. Accepts directions more easily 5. Extremely suggestable | |
| 5. <u>Emotional Reactivity</u> | 294 |
| <ul style="list-style-type: none"> 1. Extremely flat 2. Somewhat flat 3. Normal responsiveness 4. Mood more variable than average 5. Extreme lability | |
| 6. <u>Activity Level</u> | 295 |
| <ul style="list-style-type: none"> 1. Hypoactive 2. Little activity 3. Normal activity 4. Restless 5. Hyperactive | |

OBSERVATIONS OF MOTHER (DOCTOR)

- | | | |
|----|---|-----|
| 1. | <u>Expression of Affection</u> (Circle appropriate number) | 296 |
| | 1. Negative or harsh | |
| | 2. Occasionally negative or harsh, remote, impersonal | |
| | 3. Spontaneously warm and affectionate, appropriate | |
| | 4. Frequently fondled and caressed, endearments | |
| | 5. Consistently over demonstrative, extravagantly affectionate | |
| 2. | <u>Mother's Evaluation of Child</u> | 297 |
| | 1. Constantly critical, derogatory | |
| | 2. Generally negative | |
| | 3. Positive and negative, appropriate, realistic | |
| | 4. Only recognised "good", glossed over less desirable behaviour | |
| | 5. unrealistically uncritical about child's performance, effusive | |
| 3. | <u>Physical Handling of Child</u> | 298 |
| | 1. Rough, inconsiderate | |
| | 2. Awkward, clumsy but aware of child's discomfort in handling | |
| | 3. Careful, considerate but firm and efficient | |
| | 4. Over careful and gentle | |
| | 5. Treated like "fragile china", overly cautious | |
| 4. | <u>Management of Child During Testing</u> | 299 |
| | 1. No effort to facilitate in spite of requests for help | |
| | 2. No spontaneous effort to help | |
| | 3. Spntaneous help to facilitate testing | |
| | 4. Frequently interfered but co-operated with examiner's request not to | |
| | 5. Disrupted by "helping" despite requests not to | |
| 5. | <u>Reactions to Child's Needs</u> | 300 |
| | 1. Unaware, unresponsive | |
| | 2. Slow to recognise and respond | |
| | 3. Quick to recognise and respond | |
| | 4. Responded immediately without identifying existence of need | |
| | 5. Cared for needs that were not evident | |
| 6. | <u>Reaction to Child's Test Performance</u> | 301 |
| | 1. Indifferent | |
| | 2. Brief and fleeting interest, passive observer | |
| | 3. Pleased successes, accepted failures realistically | |
| | 4. Extreme pride successes, minimised failures | |
| | 5. Overly absorbed, defended failures, criticised examiner and procedures as "unfair". Rejected value of test | |
| 7. | <u>Mother's Focus of Attention</u> | 302 |
| | 1. Entirely on child, demanding child's attention on her | |
| | 2. Accepted examiner but tired to gain some foci of interest | |
| | 3. Comfortable in letting child respond appropriately | |
| | 4. Occassionally interrupted to talk of own perceptions and reactions | |
| | 5. Demanded all attention on her, distracting for child | |
| 8. | <u>Physical Appearance of Child</u> | 303 |
| | 1. Soiled, unkempt | |
| | 2. Helter-skelter but not as extreme as above | |
| | 3. Clean, neat, comfortable. Appropriately dressed | |
| | 4. Extra "polish". Somewhat "overdressed" | |
| | 5. Excessively dressed up to the point of discomfort | |

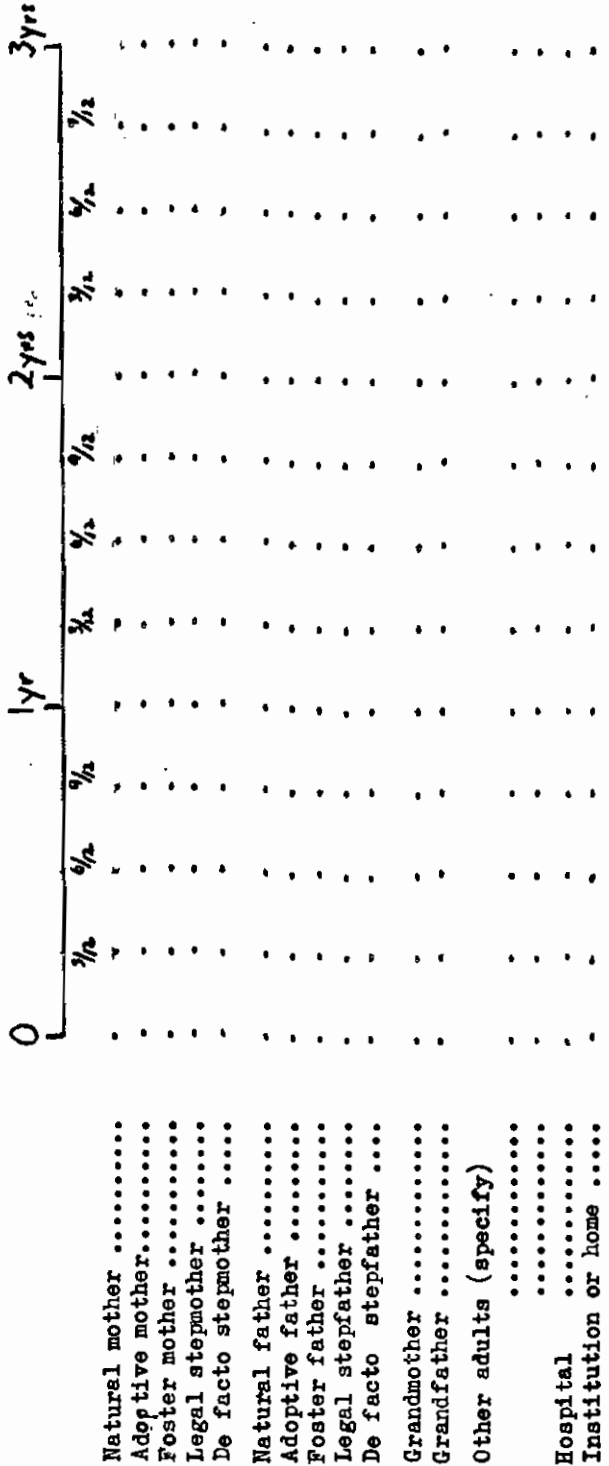
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Code No.

LIFE HISTORY CHART (Filled in for my child not O Card 62 (Oct 59))

The life history chart can be introduced as a convenient method of summarizing the child's life history. For example, " ... Well, Mrs we seem to have covered all the questions I need to ask. Perhaps we could summarise by going through the child's life history just to make sure that I have a note of all the important events in 's history. Now at birth was living with you and your husband ... etc."

The scale marks the child's age in three monthly intervals. Indicate by drawing horizontal lines all the adults living with the child over each time period. Whenever an adult leaves or enters the household a horizontal line will either cease or start as the case may be. When an adult's relationship to the child changes (for example, a de facto stepfather becomes a legal stepfather) indicate this by a vertical line joining the two relevant horizontal lines. Whenever a change in adult occurs note (in abbreviated form) the reason for the change (for example, natural father left home, de facto stepfather entered home, etc.). Give full details, reasons, etc. over if necessary.



IMPORTANT FAMILY EVENTS
Details.
 (Specify in detail) (Esp. bereavements, marriages, changes. Note with X)

RESEARCH TASKS

<u>Task</u>	
III-1	Significant problems mentioned to psychologists
III-2	Psychologists' remarks
III-3	K' O's
III-4	Accidents
III-5	Poisonings
III-6	Hospitalisations
III-7	Reasons for stopping breast feeding
III-8	Reasons for circumcision
III-9	Mothers' health problems
III-10	Concerns mentioned to doctor
III-11	Under the care of a doctor
III-12	Reason for seeing a doctor last week
III-13	Other observations by physician
III-14	Neurological abnormalities
III-15	Minor congenital abnormalities
III-17	Extras in household
III-18	Separations
III-19	Atypical life histories
Also	Dr Buckfield's notes
Also	Life history information for those with atypical histories