

# Introduction

**This questionnaire is for completion by the mother, or person taking the role of the mother of the original cohort participant, born between 1990 and 1993.**

The data you provide will be available to approved researchers across the world and will help in answering important questions on human development, health and disease.

## **Confidentiality**

Please remember that your answers to all these questions are confidential and will be processed using a unique ID number. All your personal details will be removed by Children of the 90s staff and researchers will not be able to link your answers back to you. Your data will only be shared with approved researchers for research that has been approved by Children of the 90s. This questionnaire has been approved by the Children of the 90s ethics and law committee.

## **Answering the questions**

This questionnaire has lots of questions about the personality, behaviour and communication skills of your child. This means that some questions may seem very similar to each other. This is because the combination of answers gives a clearer picture than one single answer. There may be questions that seem a bit strange or don't apply to you because they are about specific feelings or problems. We would be very grateful if you answered all the questions but we understand if there are some that you prefer not to answer or are unable to answer. Please just leave these questions blank. There are no right or wrong answers.

## **Help with completing the questionnaire**

If you need help to complete this questionnaire, please contact us (details on the back page) and we will make the necessary arrangements. If you do not wish to complete this questionnaire, please leave it blank and return it to us in the prepaid envelope provided so we will know not to send you any reminders.

## **Shopping voucher thank you**

Thank you for taking the time to complete this questionnaire and its additional sections. To say thanks for taking part, we'll send you a £10 shopping voucher which you can spend online or on the high street.

## **Prize draw**

Whether you return your questionnaire complete or incomplete, we will also enter you into a prize draw to win one of three iPad tablets. To be entered into the prize draw we must have received your questionnaire by 5pm on Friday 5th October 2018.

## **Helplines**

There are some helplines available at the end of this booklet which offer support if you are affected by any of the issues raised in this questionnaire.

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# Filling in the Questionnaire

Please use a **black** pen. To answer questions simply put a cross (not a tick) in the circle/box which is most accurate in your opinion, like this:



If you make a mistake, shade the circle/box in like this:



then cross the correct circle/box.

If you are answering questions which ask you to give further details, please make sure you write inside the boxes. If possible, please use CAPITAL LETTERS.

When writing numbers inside boxes, please don't touch the sides of the box.

2	7
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If you make a mistake when writing numbers inside boxes, please cross through the box and write your answer next to the box.

<del>2</del>	<del>7</del>
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 2 8

Please read each question carefully. Some questions are very similar to others or refer to different time periods.

If you do not want to answer a question, or if it does not apply to you, leave it blank.

There is a blank space available at the back of the questionnaire if you need additional space. If you use this sheet, please clearly indicate the question number you are answering.



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## Section A: Behaviour

This section is about your study child's behaviour in different situations, both now and when they were a child.

Please cross through circles like this: ~~⊙~~

A1) How often do you see your child?

- |                                                     |     |
|-----------------------------------------------------|-----|
| Once a week or more                                 | 1 ⊙ |
| Between once a week and once a month                | 2 ⊙ |
| Less than once per month but more than twice a year | 3 ⊙ |
| One or two times a year e.g. Christmas, birthdays   | 4 ⊙ |
| Less often than once a year                         | 5 ⊙ |
| Don't have contact with them                        | 6 ⊙ |

A2) Please select the answer that best describes the behaviour of your child when they were a child, **between 7 and 12 years of age**. We know this was a long time ago but please think back as best you can.

- |                                                                                | Never<br>or rarely | Some-<br>times | Often | Very<br>often |
|--------------------------------------------------------------------------------|--------------------|----------------|-------|---------------|
| a. Failed to give close attention to details or made careless mistakes in work | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| b. Fidgeted with hands or feet or squirmed in seat                             | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| c. Had difficulty sustaining attention in tasks or fun activities              | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| d. Left seat in classroom or other situations in which sitting was expected    | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| e. Didn't listen when spoken to directly                                       | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| f. Restless in the "squirmy" sense                                             | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| g. Didn't follow through on instructions and failed to finish work             | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| h. Had difficulty engaging in leisure activities or doing fun things quietly   | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |
| i. Had difficulty organising tasks and activities                              | 0 ⊙                | 1 ⊙            | 2 ⊙   | 3 ⊙           |

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continued:

Please cross through circles like this: ~~⊗~~

Please select the answer that best describes the behaviour of your child when they were a child, **between 7 and 12 years of age**.

	Never or rarely	Some- times	Often	Very often
j. Was "on the go all the time" or acted as if "driven by a motor"	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. Avoided, disliked or was reluctant to engage in work that required sustained mental effort	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. Talked excessively	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. Lost things necessary for tasks or activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. Blurted out answers before questions had been completed	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
o. Easily distracted	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
p. Had difficulty awaiting turn	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
q. Forgetful in daily activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
r. Interrupted or intruded on others	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

A3) To what extent did the problems you may have identified on the previous pages interfere with your child's ability to function in the following areas of life activities **when they were a child between 7 and 12 years of age?**

	Never or rarely	Some- times	Often	Very often
a. In their home life with immediate family	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. In their social interactions with other children	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. In their activities or dealings in the community	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. In school	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. In sports, clubs, or other organisations	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. In learning to take care of themselves	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. In their play, leisure or recreational activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. In their handling of daily chores or other responsibilities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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Please cross through circles like this: ~~⊗~~

A4) Please select the answer that best describes the behaviour of your child **during the past 6 months.**

	Never or rarely	Some- times	Often	Very often
a. They fail to give close attention to details or makes careless mistakes in their work	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. They fidget with hands or feet or squirm in seat	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. They have difficulty sustaining their attention in tasks or fun activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. They leave their seat in situations in which sitting is expected	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. They appear not to listen when spoken to directly	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. They appear restless	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. They don't follow through on instructions and fail to finish work	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. They have difficulty engaging in leisure activities or doing fun things quietly	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. They have difficulty organising tasks and activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. They appear to be "on the go" or as if "driven by a motor"	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
k. They avoid, dislike or are reluctant to engage in work that requires sustained mental effort	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
l. They talk excessively	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
m. They lose things necessary for tasks or activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
n. They blurt out answers before questions have been completed	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
o. They are easily distracted	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
p. They have difficulty awaiting turn	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
q. They are forgetful in daily activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
r. They interrupt or intrude on others	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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A5) If you indicated in questions A2 or A4 on the previous pages that your child has experienced problems with attention, concentration, impulsiveness or hyperactivity, please tell us as precisely as you can recall at what age these problems began to occur for them.

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 years old

A6) To what extent do the problems you may have identified on the previous page interfere with your child's ability to function in the following areas of life activities **during the past 6 months?**

	Never or rarely	Sometimes	Often	Very often
a. In their home life with immediate family	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
b. In their work or occupation	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
c. In their social interactions with others	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
d. In their activities or dealings in the community	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
e. In any educational activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
f. In their dating or marital relationship	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
g. In their management of money	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
h. In their ability to drive a motor vehicle	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
i. In their leisure or recreational activities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
j. In their management of daily responsibilities	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

**If you are affected by any of the issues raised in this section, you may wish to contact:**

**Mind**  
**0300 123 3393**  
**mind.org.uk**

**Alternatively there are a number of organisations listed on the helplines page.**

## Section B: Personality

This section is about your child's personality.

Please choose one response that best describes how strongly each item applies to your child:

- |                                                                                                               | Definitely agree        | Slightly agree          | Slightly disagree       | Definitely disagree     |
|---------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| B1) They prefer to do things with others rather than on their own                                             | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B2) They prefer to do things the same way over and over again                                                 | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B3) If they try to imagine something, they find it very easy to create a picture in their mind                | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B4) They frequently get so strongly absorbed in one thing that they lose sight of other things                | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B5) They often notice small sounds when others do not                                                         | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B6) They usually notice car number plates or similar strings of information                                   | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B7) Other people frequently tell them that what they've said is impolite, even though they think it is polite | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B8) When they're reading a story, they can easily imagine what the characters might look like                 | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B9) They are fascinated by dates                                                                              | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |
| B10) In a social group, they can easily keep track of several different people's conversations                | 3 <input type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> | 0 <input type="radio"/> |

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**continued:**

*Please cross through circles like this: ~~⊗~~*

Please choose one response that best describes how strongly each item applies to your child:

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
B11) They find social situations easy	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B12) They tend to notice details that others do not	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B13) They would rather go to a library than to a party	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B14) They find making up stories easy	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B15) They find themselves drawn more strongly to people than to things	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B16) They tend to have very strong interests, which they get upset about if they can't pursue	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B17) They enjoy social chitchat	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B18) When they talk, it isn't always easy for others to get a word in edgeways	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B19) They are fascinated by numbers	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>
B20) When they're reading a story, they find it difficult to work out the characters' intentions	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	0 <input type="radio"/>

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**continued:**

*Please cross through circles like this: ~~○~~*

Please choose one response that best describes how strongly each item applies to your child:

		Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
B21)	They don't particularly enjoy reading fiction	3 ○	2 ○	1 ○	0 ○
B22)	They find it hard to make new friends	3 ○	2 ○	1 ○	0 ○
B23)	They notice patterns in things all the time	3 ○	2 ○	1 ○	0 ○
B24)	They would rather go to the theatre than to a museum	3 ○	2 ○	1 ○	0 ○
B25)	It does not upset them if their daily routine is disturbed	3 ○	2 ○	1 ○	0 ○
B26)	They frequently find that they don't know how to keep a conversation going	3 ○	2 ○	1 ○	0 ○
B27)	They find it easy to "read between the lines" when someone is talking to them	3 ○	2 ○	1 ○	0 ○
B28)	They usually concentrate more on the whole picture, rather than on the small details	3 ○	2 ○	1 ○	0 ○
B29)	They are not very good at remembering phone numbers	3 ○	2 ○	1 ○	0 ○
B30)	They don't usually notice small changes in a situation or a person's appearance	3 ○	2 ○	1 ○	0 ○

**continued on the next page**



**continued:**

*Please cross through circles like this: ~~⊗~~*

Please choose one response that best describes how strongly each item applies to your child:

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
B31) They know how to tell if someone listening to them is getting bored	3 ○	2 ○	1 ○	0 ○
B32) They find it easy to do more than one thing at once	3 ○	2 ○	1 ○	0 ○
B33) When they talk on the phone, they're not sure when it's their turn to speak	3 ○	2 ○	1 ○	0 ○
B34) They enjoy doing things spontaneously	3 ○	2 ○	1 ○	0 ○
B35) They are often the last to understand the point of a joke	3 ○	2 ○	1 ○	0 ○
B36) They find it easy to work out what someone is thinking or feeling just by looking at their face	3 ○	2 ○	1 ○	0 ○
B37) If there is an interruption, they can switch back to what they were doing very quickly	3 ○	2 ○	1 ○	0 ○
B38) They are good at social chitchat	3 ○	2 ○	1 ○	0 ○
B39) People often tell me that they keep going on and on about the same thing	3 ○	2 ○	1 ○	0 ○
B40) When they were was young, they used to enjoy playing games involving pretending with other children	3 ○	2 ○	1 ○	0 ○

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**continued:**

Please cross through circles like this: ~~○~~

Please choose one response that best describes how strongly each item applies to your child:

	Definitely agree	Slightly agree	Slightly disagree	Definitely disagree
B41) They like to collect information about categories of things (e.g. types of cars, birds, trains, plants)	3 ○	2 ○	1 ○	0 ○
B42) They find it difficult to imagine what it would be like to be someone else	3 ○	2 ○	1 ○	0 ○
B43) They like to carefully plan any activities they participate in	3 ○	2 ○	1 ○	0 ○
B44) They enjoy social occasions	3 ○	2 ○	1 ○	0 ○
B45) They find it difficult to work out people's intentions	3 ○	2 ○	1 ○	0 ○
B46) New situations make them anxious	3 ○	2 ○	1 ○	0 ○
B47) They enjoy meeting new people	3 ○	2 ○	1 ○	0 ○
B48) They are a good diplomat	3 ○	2 ○	1 ○	0 ○
B49) They are not very good at remembering people's dates of birth	3 ○	2 ○	1 ○	0 ○
B50) They find it very easy to play games with children that involve pretending	3 ○	2 ○	1 ○	0 ○

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## Section C: Strengths and Difficulties

Please say how true these statements are for your child **over the last 6 months**:

		Not true	Somewhat true	Certainly true
C1)	Considerate of other people's feelings	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C2)	Restless, overactive, finds it hard to sit down for long	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C3)	Often complains of headaches, stomach aches or sickness	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C4)	Shares readily with others, for example, food and drink	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C5)	Often loses temper	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C6)	Would rather be alone than with other people	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C7)	Generally willing to do what other people want	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C8)	Many worries, often seems worried	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C9)	Helpful if someone is hurt, upset or feeling ill	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C10)	Constantly fidgeting or squirming	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C11)	Has at least one good friend	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C12)	Often fights with others or bullies them	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C13)	Often unhappy, down-hearted or tearful	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C14)	Generally liked by others	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C15)	Easily distracted, concentration wanders	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C16)	Nervous in new situations, easily loses confidence	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C17)	Kind to children	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C18)	Often lies or cheats	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C19)	Picked on or bullied by others	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C20)	Often volunteers to help others (family members, friends, colleagues)	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C21)	Thinks things out before acting	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
C22)	Steals from home, work or elsewhere	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

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continued:

Please cross through circles like this: ~~⊗~~

Please say how true these statements are for your child **over the last 6 months**:

- |      |                                                                       | Not true                | Somewhat true           | Certainly true          |
|------|-----------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|
| C23) | Gets along better with older people than with people of their own age | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| C24) | Has many fears, easily scared                                         | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| C25) | Sees things through to the end, good attention span                   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> |

C26) Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get along with other people?

- No 0
- Yes, minor difficulties 1
- Yes, definite difficulties 2
- Yes, severe difficulties 3



**If no, please go to question C31 on the next page**

C27) How long have these difficulties been present?

- Less than a month 1       1-5 months 2
- 6-12 months 3       Over a year 4

C28) Do the difficulties upset or distress them?

- Not at all 0       Only a little 1
- Quite a lot 2       A great deal 3

C29) Do the difficulties interfere with their everyday life in the following areas?

- |                                                                             | Not at all              | Only a little           | Quite a lot             | A great deal            |
|-----------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Getting along with the people they are closest to (e.g. family, partner) | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| b. Making and keeping friends                                               | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| c. Work or study                                                            | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| d. Hobbies, sports or other leisure activities                              | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

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C30) Do the difficulties put a burden on you or others?

Not at all

Only a little

Quite a lot

A great deal

C31) How much do the following descriptions apply to your study child?

	Not true	Quite or sometimes true	Very or often true
a. Not aware of other people's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Does not realise when others are upset or angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Does not notice the effect of their behaviour on others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Their behaviour often disrupts normal family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Very demanding of other people's time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Difficult to reason with when upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Does not seem to understand social skills e.g. interrupts conversations constantly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Does not pick up on body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Do not understand how they should behave when they are out e.g. in shops or other people's houses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Do not realise that they offend people with their behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Do not respond when told to do something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Cannot follow an instruction unless it is carefully worded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Everyone can be awkward and difficult at times - things like being irritable or having temper outbursts.

We are interested in how your study child is usually, and not just on occasional "off days".

C32) **In the last 6 months**, overall, how do you think your study child compares with others of their age as far as this sort of awkward behaviour is concerned?

- Less troublesome than average  0      About average  1  
More troublesome than average  2      Don't know  9

C33) **In the last six months** and compared to others of the same age:

- |                                              | No more than others     | A little more than others | A lot more than others  |
|----------------------------------------------|-------------------------|---------------------------|-------------------------|
| a. Have they had severe temper tantrums?     | <input type="radio"/> 0 | <input type="radio"/> 1   | <input type="radio"/> 2 |
| b. Have they been touchy and easily annoyed? | <input type="radio"/> 0 | <input type="radio"/> 1   | <input type="radio"/> 2 |
| c. Have they been angry and resentful?       | <input type="radio"/> 0 | <input type="radio"/> 1   | <input type="radio"/> 2 |

C34) **In the last six months** and compared to others of the same age, how well do each of the following statements describe the behavior/feelings of your child?

- |                                               | Not true                | Somewhat true           | Certainly true          |
|-----------------------------------------------|-------------------------|-------------------------|-------------------------|
| a. Is easily annoyed by others                | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| b. Often loses their temper                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| c. Stays angry for a long time                | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| d. Is angry most of the time                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| e. Gets angry frequently                      | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| f. Loses temper easily                        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| g. Overall, irritability causes them problems | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 |

**If you are affected by any of the issues raised in this section, you may wish to contact:**

**Mind 0300 123 3393 [mind.org.uk](http://mind.org.uk)**

**Alternatively there are a number of organisations listed on the helplines page.**

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## Section D: Communication Skills

These questions help us to understand how your child communicates in an everyday setting, and to understand more about communication strengths and difficulties.

Please say, to the best of your knowledge, how often your child does the following:

		Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D1)	Gets mixed up between 'he', 'she', 'it' and 'they'. So when describing a friend, they might say, 'John works at a record shop. They go to work on the bus.'	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D2)	Simplifies words by leaving out some sounds; e.g. 'crocodile' is pronounced as 'cockodile', or 'stranger' as 'staynger'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D3)	Appears anxious in the company of other people.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D4)	Makes false starts, and appears to search for the right words; e.g. might say 'do you- do you do you want to go- want to go to the cinema?'	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D5)	They interrupt people at inappropriate times.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D6)	Forgets words they know; e.g. instead of 'rhinoceros' they may say 'you know, the animal with the horn on its nose...'	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D7)	In social situations, they seem inattentive, distant or preoccupied.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D8)	Looks blank in a situation where most people would show a clear facial expression; e.g. when angry, fearful or happy.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

continued on the next page

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**continued:**

Please say, to the best of your knowledge,  
how often your child does the following:

		Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D9)	When they have free time, they choose the same favourite activity; e.g. putting together a jigsaw puzzle or searching for the same thing on the internet.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D10)	Uses terms like 'he' or 'it' without making it clear what they are talking about; e.g. when talking about a film, they might say 'he was really great' without explaining who 'he' is.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D11)	Says things that may appear too formal for a given situation. So, for instance, after eating a nice meal, they may be heard to say, 'that meal was a culinary delight'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D12)	Mixes up words of similar meaning; e.g. might say 'screwdriver' for 'hammer'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D13)	Others have fun at their expense.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D14)	Tends not to look people in the eye during conversations.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D15)	Misses the point of jokes and puns (though may be amused by non-verbal humour such as slapstick).	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D16)	Is left out of joint activities by other people.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D17)	Gets mixed up between he/him or she/her; so might say 'him is working' rather than 'he is working', or 'her have a cake' rather than 'she has a cake'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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**continued:**

Please say, to the best of your knowledge,  
how often your child does the following:

	Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D18) Uses favourite phrases, sentences or longer sequences in rather inappropriate contexts; e.g. might say 'all of a sudden' rather than 'then', as in 'we went to the park and all of a sudden we had a picnic'; or might habitually start utterances with 'by the way'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D19) Gets confused when a word is used with a different meaning from usual; e.g. might fail to understand if an unfriendly person was described as 'cold' (and would assume they were shivering!).	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D20) Stands too close to other people when talking to them.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D21) Talks to people too readily; e.g. without any encouragement, might start up a conversation with a stranger on a train who is reading a book.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D22) Talks about lists of things they have memorised; e.g. the names of the capitals of the world or the performance of a sporting team.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D23) Pronounces words in an over-precise manner; accent may sound affected or 'put-on' as if mimicking a TV personality rather than talking like those around them.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D24) Pronounces words in an immature way, such as chimbley' for 'chimney'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D25) Talks about fictitious events (e.g. people/events in soap-operas, films) as if they were real.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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**continued:**

Please say, to the best of your knowledge,  
how often your child does the following:

		Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D26)	Moves the conversation to a favourite topic, even if others don't seem interested in it.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D27)	Leaves important words out of a sentence, such as 'I went to cinema', instead of 'I went to the cinema' or 'I spoke to my friend, phone' instead of 'I spoke to my friend on the phone'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D28)	Ability to communicate varies from situation to situation; e.g. may cope well when talking one-to-one with a familiar person, but has difficulty expressing themselves in a group.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D29)	Leaves off beginnings or ends of words; e.g. says 'roe' instead of 'road' or 'puter' instead of 'computer'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D30)	Repeats back what others have just said. For instance, if you ask, 'what did you eat?', they might say, 'what did I eat?'	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D31)	Ignores conversational overtures from others; e.g. if asked, 'what are you doing?', does not look up and just continues working.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D32)	Mixes up words that sound similar; e.g. might say 'telephone' for 'television' or 'magician' for 'musician'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D33)	Hurts or upsets other people without meaning to; e.g. they may say 'blunt' things that offend people.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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**continued:**

Please say, to the best of your knowledge,  
how often your child does the following:

Less than  
once a  
week  
(or never)

At least  
once a week  
(but not  
every day)

Once  
or  
twice  
a day

Several  
times a  
day (or  
always)

- |      |                                                                                                                                                                                                                                                                                                                                                  |                         |                         |                         |                         |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| D34) | Takes in just 1-2 words in a sentence, and so misinterprets what has been said; e.g. if someone says 'I want to go skating next week', they may think they've been skating, or want to go now.                                                                                                                                                   | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| D35) | It's difficult to stop them from talking.                                                                                                                                                                                                                                                                                                        | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| D36) | Leaves off past tense -ed endings on words; e.g. might say 'John kick the ball' instead of 'John kicked the ball', or 'Sally play over there' instead of 'Sally played over there'.                                                                                                                                                              | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| D37) | Tends to bore people. For instance, they may talk about facts that appear obvious, or talk about an event or a joke for too long.                                                                                                                                                                                                                | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| D38) | Makes mistakes in pronouncing long words; e.g. says 'vegebable' rather than 'vegetable' or 'trellistope' rather than 'telescope'.                                                                                                                                                                                                                | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| D39) | Fails to recognise when other people are upset or angry.                                                                                                                                                                                                                                                                                         | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| D40) | Gets the sequence of events muddled up when trying to tell a story or describe a recent event; e.g. if describing a film, might talk about the end before the beginning.                                                                                                                                                                         | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |
| D41) | Is over-literal, sometimes with (unintentionally) humorous results; e.g. a person who was asked 'Do you find it hard to get up in the morning?' replied 'No, you just put one leg out of the bed and then the other and stand up.' Another person who was warned 'Watch your hands' when using a sharp knife, proceeded to stare at his fingers. | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> |

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**continued:**

Please say, to the best of your knowledge,  
how often your child does the following:

	Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D42) Includes over-precise information (e.g. exact date or time) in their talk; e.g. when asked 'when did you go on holiday?' may say '13th July 1995' rather than 'in the summer'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D43) Leaves out 'is'; e.g. says 'Dan going to work' rather than 'Dan's going to work' or might say 'That girl short' rather than 'That girl is short'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D44) Mispronounces 'th' for 's' or 'w' for 'r'; e.g. says 'thoap' instead of 'soap' or 'weally' instead of 'really'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D45) Asks a question, even though they have been given the answer.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D46) Is vague in choice of words, making it unclear what they are talking about; e.g. saying 'that thing' rather than 'kettle'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D47) Shows unusual interest in things or activities that most people would find unremarkable, such as types of electric socket, washing machines, types of apples.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D48) Doesn't explain what they are talking about to someone who doesn't share their experiences. For instance, might talk about 'Daniel' without explaining who he is.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D49) Uses unusual words even when chatting informally. Talks like an academic professor in inappropriate social settings.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D50) It is hard to make sense of what they are saying (even though the words are spoken clearly).	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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The questions so far have asked about difficulties people may have had that affect communication. The remaining questions ask about communicative strengths.

**Please say, to the best of your knowledge, how often your child does the following:**

		Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D51)	Speaks clearly so that the words can easily be understood by someone who doesn't know them very well.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D52)	Reacts positively when a new and unfamiliar activity is suggested.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D53)	Talks clearly about what they plan to do in the future; e.g. what they will do tomorrow, or plans for going on holiday.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D54)	Appreciates the humour expressed by irony; e.g. would be amused rather than confused if someone said 'Isn't it a lovely day!' when it is pouring with rain.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D55)	Produces long and complicated sentences such as: 'When we went to the football match, I saw England win' or 'I saw this man standing on the corner'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D56)	Makes good use of gestures to get their meaning across.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D57)	Shows concern when other people are upset.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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**continued:**

Please say, to the best of your knowledge, how often your child does the following:

	Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D58) Speaks fluently and clearly, producing all speech sounds accurately and without any hesitation.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D59) Keeps quiet in situations where someone else is trying to talk or concentrate; e.g. when someone else is watching TV, or during formal occasions such as a wedding or lecture.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D60) Realises the need to be polite; e.g. would pretend to be pleased if given a present they did not really like, and would avoid making personal comments about strangers.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D61) When answering a question, provides enough information without being over-precise.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D62) You can have an enjoyable, interesting conversation with them.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D63) Shows flexibility in adapting to unexpected situations; e.g. does not get upset if they planned to work on a computer, but has to do something else because it isn't working.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>

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Please say, to the best of your knowledge, how often your child does the following:

		Less than once a week (or never)	At least once a week (but not every day)	Once or twice a day	Several times a day (or always)
D64)	Uses abstract words that refer to general concepts rather than something you can see; e.g. 'knowledge', 'politics', 'courage'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D65)	Smiles appropriately when talking to people.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D66)	Uses words that refer to whole classes of objects, rather than a specific item; e.g. refers to a table, chair and drawers as 'furniture', or to apples, bananas and pears as 'fruit'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D67)	Talk about their friends; show interest in what they do and say.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D68)	Explains a past event clearly; e.g. what they did at work, or what happened at a football game.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D69)	Produces sentences containing 'because' such as 'John had a cake because it was his birthday'.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>
D70)	Talks to others about their interests, rather than their own.	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>



## Section E: Attention and Activity

**Nearly all people are overactive or lose concentration at times, but how does your study child compare with other people of their age? We are interested in how they are usually - not the occasional 'off day'.**

Over the **last 6 months**:

E1) Allowing for their age, do you think that your study child definitely has some problems with overactivity or poor concentration?

Yes  No

E2) Please compare their behaviour in the **last 6 months** with others of their age.

In the **last 6 months**:

	No	A little more than others	A lot more than others
a. Do they often fidget?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Is it hard for them to stay sitting down for long?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Are they too full of energy and always on the go?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Do they find it difficult to be quiet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Is it hard for them to unwind and relax?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E3) In the **last 6 months** and compared with others of their own age:

	No	A little more than others	A lot more than others
a. Do they often blurt out an answer before they have heard the question properly or finish other people's questions for them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Is it hard for them to wait their turn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do they often interrupt other people when they are busy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Do they often go on talking even if they have been asked to stop or no one is listening?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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E4) In the **last 6 months** and compared with others of their own age:

- |                                                                                                         | No                      | A little more than others | A lot more than others  |
|---------------------------------------------------------------------------------------------------------|-------------------------|---------------------------|-------------------------|
| a. Do they often make careless mistakes or fail to pay attention to what they are supposed to be doing? | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| b. Do they often seem to lose interest in what they are doing?                                          | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| c. Do they often not listen to what people are saying to them?                                          | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| d. Do they often not finish a job properly?                                                             | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| e. Is it often hard for them to get themselves organised to do something?                               | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| f. Do they often try to get out of things they would have to think about?                               | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| g. Do they often lose things they need for work or study?                                               | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| h. Are they easily distracted?                                                                          | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |
| i. Are they often forgetful?                                                                            | 0 <input type="radio"/> | 1 <input type="radio"/>   | 2 <input type="radio"/> |

E5) Over the **last 6 months**, have people outside the family, such as a supervisor at work or tutor at college, complained of problems with the following:

- |                                                                                                         | No                      | A little                | A lot                   |
|---------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------------|
| a. Fidgetiness, restlessness or overactivity                                                            | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| b. Poor concentration or being easily distracted                                                        | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> |
| c. Acting without thinking about what they were doing, frequently butting in, or not waiting their turn | 0 <input type="radio"/> | 1 <input type="radio"/> | 2 <input type="radio"/> |

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If you haven't said 'a lot more than others' to any of the previous questions in this section, please go to section F on the next page.

E6) Have these problems been there for much of their life?

Yes <sup>1</sup> ○                      No <sup>0</sup> ○

E7) At what age did they start?   years old

E8) Thinking still of your child's difficulties with activity and attention, how much do you think they have upset or distressed them?

Not at all <sup>0</sup> ○                      A little <sup>1</sup> ○  
 Quite a lot <sup>2</sup> ○                      A great deal <sup>3</sup> ○

E9) How have these difficulties interfered with their day-to-day life? Have they interfered with:

	Not at all	A little	A medium amount	A great deal
a. How well they get on with people they are closest to (e.g. family, partner)	<sup>0</sup> ○	<sup>1</sup> ○	<sup>2</sup> ○	<sup>3</sup> ○
-----				
b. Making and keeping friends	<sup>0</sup> ○	<sup>1</sup> ○	<sup>2</sup> ○	<sup>3</sup> ○
-----				
c. Work or study	<sup>0</sup> ○	<sup>1</sup> ○	<sup>2</sup> ○	<sup>3</sup> ○
-----				
d. Hobbies, sports or other leisure activities	<sup>0</sup> ○	<sup>1</sup> ○	<sup>2</sup> ○	<sup>3</sup> ○

E10) Have these problems put a burden on you or others?

Not at all <sup>0</sup> ○                      A little <sup>1</sup> ○  
 Quite a lot <sup>2</sup> ○                      A great deal <sup>3</sup> ○



# Section F: Your Grandchildren

F1) Are you a grandparent?  
*Include biological, step, foster and adopted grandchildren.*

Yes <sup>1</sup> ○      No <sup>0</sup> ○      ➔      **If no, or don't know please go to question F4**  
Don't know <sup>9</sup> ○      ➔

a. Do you have any grandchildren **from your study child**?

Yes <sup>1</sup> ○      No <sup>0</sup> ○      ➔      **If no, please go to question F4**

F2) How many of your grandchildren are the **children of your study child**?  
*Please include all children you feel they have parental responsibility for, including biological, step, foster and adopted children.*

--	--

F3) What is/are your grandchild/ren **from your study child's** date(s) of birth, sex, and your relationship to them?

*We have provided space for up to 4 grandchildren. If you have had more than 4 grandchildren **from your study child**, please use the space on page 33 and clearly indicate you are answering question F3.*

a. Your **first** grandchild **from your study child**:

i) Date of birth: 



 / 



 / 



 DD/MM/YYYY

ii) Sex:      Male <sup>1</sup> ○      Female <sup>2</sup> ○

iii) Relationship:      Biological grandparent <sup>1</sup> ○      Step grandparent <sup>2</sup> ○  
Foster grandparent <sup>3</sup> ○      Adoptive grandparent <sup>4</sup> ○

b. Your **second** grandchild **from your study child**:

i) Date of birth: 



 / 



 / 



 DD/MM/YYYY

ii) Sex:      Male <sup>1</sup> ○      Female <sup>2</sup> ○

iii) Relationship:      Biological grandparent <sup>1</sup> ○      Step grandparent <sup>2</sup> ○  
Foster grandparent <sup>3</sup> ○      Adoptive grandparent <sup>4</sup> ○

continued on the next page

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continued:

c. Your **third** grandchild from your study child:

- i) Date of birth:   /   /     DD/MM/YYYY
- ii) Sex: Male  <sub>1</sub> Female  <sub>2</sub>
- iii) Relationship: Biological grandparent  <sub>1</sub> Step grandparent  <sub>2</sub>  
Foster grandparent  <sub>3</sub> Adoptive grandparent  <sub>4</sub>
- 

d. Your **fourth** grandchild from your study child:

- i) Date of birth:   /   /     DD/MM/YYYY
- ii) Sex: Male  <sub>1</sub> Female  <sub>2</sub>
- iii) Relationship: Biological grandparent  <sub>1</sub> Step grandparent  <sub>2</sub>  
Foster grandparent  <sub>3</sub> Adoptive grandparent  <sub>4</sub>
- 

F4) Is your study child or their partner currently pregnant?

Yes, they are pregnant  <sub>1</sub>

Yes, their partner is pregnant  <sub>2</sub>

No  <sub>0</sub>

Don't know  <sub>9</sub>

➔ If **no** or **don't know**,  
please go to question  
F7 on the next page

---

F5) What is the expected due date of the baby?

*If you don't know exactly, please give an approximate date.*

DD MM YYYY

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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F6) Where do they expect the baby to be born?

Southmead Hospital  <sub>1</sub>

St Michael's Hospital  <sub>2</sub>

Weston General Hospital  <sub>3</sub>

RUH Bath  <sub>4</sub>

Other (please specify)  <sub>5</sub>

<input type="text"/>
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F7) Is your study child trying for a baby at the moment?

No, not trying for a baby 1

Yes, been trying for 0-6 months 0

Yes, been trying for 6-12 months 2

Yes, been trying for more than 12 months 3

Don't know 9

---

F8) If **your study child is a parent** or they **are expecting a child**, would you be happy to receive further details about COCO90s (Children of the Children of the 90s) to pass on to them?

Yes 1

Already in COCO90s 2

No 0

Not applicable 9

**If you would like to know more about  
COCO90s please go to:  
[www.childrenofthe90s.ac.uk/coco90s](http://www.childrenofthe90s.ac.uk/coco90s)**

# Section G: Completing the Questionnaire

G1) What is your date of birth? DD   / MM   / YYYY  1  9

G2) What is your study child's date of birth? DD   / MM   / YYYY  1  9  9

G3) What is today's date? DD   / MM   / YYYY  2  0  1

G4) What is your relationship to the study child?

Biological Mother 1  Biological Father 2

Step Mother 3  Step Father 4

Foster/Adoptive Mother 5  Foster/Adoptive Father 6

Other (please describe) 7

## Extra space for answering questions

Please clearly indicate the question number(s) your answer applies to.



# Your Children and Grandchildren

Version 1 02/07/2018

Questionnaire Number

If you'd like to add a comment, please do so in the box below.

Please cross this box if you would like us to reply:

When completed, please send this back in the freepost envelope provided or post to this address: If you do not wish to complete this questionnaire, please leave it blank and return it to us. We will then know not to send you any more reminders.

Freepost (RRXX-UUZG-HTLK)  
Children of the 90s  
Oakfield House  
15-23 Oakfield Grove  
Bristol  
BS8 2BN

Children of the 90s will send your thank-you voucher within 4 weeks of receiving this questionnaire. Vouchers will be sent on our behalf by One4all Gift Cards. If you **don't** wish to receive your thank you voucher, please cross this box.

No Voucher

To be entered into the prize draw we must have received your questionnaire by 5pm on Friday 5th October 2018. If you win, we will contact you within two weeks using the contact details on our database. You can update these online at [childrenofthe90s.ac.uk/update-your-details](http://childrenofthe90s.ac.uk/update-your-details). You will receive your prize up to six weeks after the draw has been held.

If you **don't** wish to be entered into any of the prize draws, please cross this box.

No Prize Draw

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