



DATA WORKSHOP

DOCUMENTATION

THE CHILD COHORT OF

GROWING UP IN IRELAND

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Presentations



Growing Up in Ireland -the National Longitudinal Study of Children

The Economic and Social Research Institute and Trinity College, Dublin

Data Workshop

Child Cohort

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Contents of Presentation

1. Introduction and background to **Growing Up in Ireland**
2. Sample design and weighting
3. Content and structure of the data
4. Overview of steps in using the GUI data
 - a. Online resources
 - b. Questionnaires and documentation
 - c. GUI literature review
 - d. Apply for AMF through ISSDA
 - e. Familiarise yourself with the data – variable naming
 - f. Apply for RMF if necessary
 - g. Inform ISSDA/DCYA when finished & delete the data
5. Using the data:
 - a. Using weights
 - b. Matching files
 - c. Practical examples of basic analyses

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1. Introduction and background to **Growing Up in Ireland**

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Background to *Growing Up in Ireland*

- Study is almost wholly funded by Department of Children and Youth Affairs, in association with the Department of Social Protection, the Central Statistics Office and the Department of Education & Skills.
- A part funding contribution in support of Phase 2 of *Growing Up in Ireland* (2015-19) has been generously provided by The Atlantic Philanthropies, a limited life foundation.
- The Department of Children and Youth Affairs is overseeing and managing the study, which is being carried out by a group of independent researchers led by the Economic & Social Research Institute (ESRI) and Trinity College Dublin.
- Very strong policy focus

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Objectives of *Growing Up in Ireland*

- to study the lives of children/young people in Ireland
- to establish what is typical and normal as well as what is atypical and problematic
- to identify the key factors that most help or hinder children's development
- to establish the effect of early child experiences on later life
- to identify the persistent adverse effects that lead to social disadvantage and exclusion, educational difficulties, ill health, deprivation etc.
- to obtain children's views and opinions on their lives
- to provide evidence for the creation of effective and responsive policies and services for children and families

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Scale of *Growing Up in Ireland*

Two Cohorts for study

Child Cohort

8,500 9-year olds

Infant Cohort

11,000 9-month olds

120 households for in-depth qualitative assessment for both cohorts
(Wave 1 only)

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Phases of Growing Up in Ireland

- Growing up in Ireland (GUI) began in 2006:
- Two phases of funding
 - Phase 1 - GUI1 - 2006-2014
 - Phase 2 - GUI2 - 2015-2019



Data Sweeps, GUI1 and GUI2

Child Cohort

Phase 1:

(2007/08) Wave 1 - 9 years

(2011/12) Wave 2 - 13 years

Phase 2:

(2015/16) Wave 3 - 17 years

(2018) Wave 4 - 20 years

Infant Cohort

Phase 1:

(2008/09) Wave 1 - 9 mths

(2010/11) Wave 2 - 3 years

(2013) Wave 3 - 5 years

Phase 2:

(2015/16) Wave 4 - 7 years (postal)

(2017/2018) Wave 5 - 9 years



Where are we now?

	Wave	Age	Fieldwork	Archived
Infant Cohort	1	9 months	Sept 08 – Apr 09	Yes
	2	3 years	Dec 10 – July 11	Yes
	3	5 years	Mar 13 - Sept 13	Yes
	4	7 years	Feb 16 – Sept 16	Yes
	5	9 years	Completed Fieldwork July 2018	N/A
Child Cohort	1	9 years	Aug 07 – Jun 08	Yes
	2	13 years	Aug 11 – Mar 12	Yes
	3	17 years	Oct 15 – July 16	Yes
	4	20 years	July 18 – Onwards	N/A



Longitudinal design of *Growing Up in Ireland*

- Cross-sectional studies involve independent, representative samples. Different respondents in each sample.
- Longitudinal design involves interviewing same sample of respondents on several occasions.
- Longitudinal study design – tracks the progress of the same child and his/her family over a period of time
- Longitudinal design allows us to consider:
 - Why there is a problem and how it developed
 - What are the policy sensitive factors
 - When and how it is best to intervene
 - How effective was the intervention
 - How durable are the results

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International Examples of Child Cohort Studies

- Longitudinal Study of Australian Children (LSAC) – started in 2004
- Australian Temperament Project – 1983 – 13 Waves
- Dunedin Multidisciplinary Health and Development Study - 1972/73
- Millennium Cohort Study, Britain 2001 - 18,700 children
- British Cohort Study 1970
- National Child Development Study, Britain 1958
- National Survey of Health and Development 1946 - 16,500 children born March 1946.
- Danish National Birth Cohort - 1997
- Norwegian Mother and Child Cohort Study – 2000
- National Longitudinal Survey of Children and Youth, Canada–1994
- US Child Development Supplement to Panel Survey of Income Dynamics
- NICHD Study of Early Childcare

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2. Sample design and weighting

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The Sample of 9-year-old children

- 56,497 9-year-olds in population
- Random sample of 8,500 9-year-olds resident in Ireland
- Two stage, clustered sample design
- Random sample of Primary schools
- Random sample of children within school

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The Sample of Schools

- 1,105 schools randomly selected from population of over 3,000
- 910 schools participated in the sample – 82.3% response rate
- Introductory letter and info sheets sent to principal
- Interviewer called to school
- List of all 9 year olds – if <40 all selected. If >40, a random sample selected

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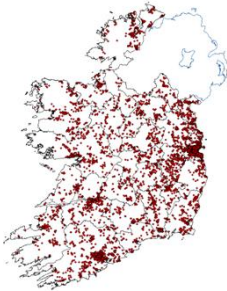
Securing informed consent from families

- Information Sheets, Consent and Assent forms sent to families of selected children
- Multiple mail shots sent to the families
- Signed consent and assent before any work undertaken with the children
- Family response rate at school level was 57%
- Some differential response in terms of disadvantaged status of school, family social class of child, level of educational attainment of child's mother

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Sampling Child Cohort



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Wave 2/3 Follow up

- Tracing information collected at Wave 1
 - PPSN
 - Family / friend contact details
- Initial contact to child's home from Head Office
- Face-to-face visit from interviewer
- If possible, same interviewer as Wave 1
- C.90% response rate at Wave 2
- Fixed panel design

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Re-weighting the sample

- Differential response – higher ed, higher social class more likely to respond
- Data were re-weighted or statistically adjusted to account for any differences in structure of population and completed sample
- Statistical re-weighting is a standard procedure and should be carried out in respect of all sample surveys prior to analysis
- Minimum information loss algorithm used to generate the weighting scheme. System used in ESRI is called GROSS – similar to CALMAR and ADJUST. Iterative column marginal approach.

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ChildCohort adjustment factors

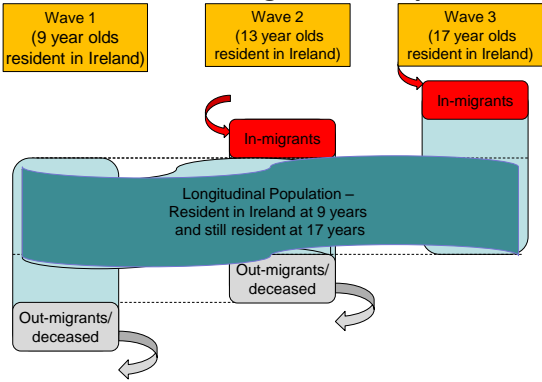
- 2 statistical adjustment factors included on file
- Weighting factor – weights to total number of children in GUI sample (use for descriptive analysis & tests of statistical significance)
- Grossing factor – grosses to total number of children in Irish population (use for population estimates)
- Both provide same structural/percentage breakdown

	Sample		Population
Wave 1	8,568	➡	56,497
Wave 2	7,525	➡	55,796
Wave 3	6,216	➡	55,300

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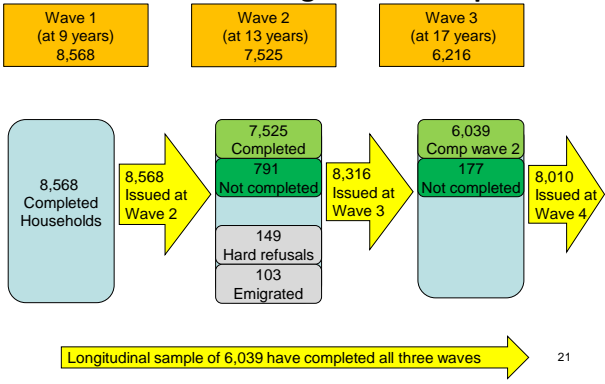
Child Cohort Longitudinal Population



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Child Cohort Longitudinal Sample



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Child Cohort Edge Cases at 17 years

- Data becomes increasingly complex as multiple patterns of participation become possible.
- In later waves, parent and young person may no longer live together and interviews may be conducted separately. This may lead to fragmentary cases.

Interview from Parent Wave 3				
Interview from Young person Wave 3		No	Yes	
	No	-	214	
	Yes	57	6,159	6,216

- Without Base Socio-economic variables (Social class, Equivalised income), information from the young person is not as useful and vice versa.
- Fragmentary cases are not currently being archived with the AMF/RMF.

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3. Content and structure of the data

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Respondents

Multiple sources of information:

- Primary Caregiver (PCG)*
- Secondary Caregiver (SCG)**
- Child Interview
- Child Cognitive Tests
- Principal
- Teacher (Wave 1)
- Physical Measurements

* PCG self-defined as person who provides most care to the child / knows child best – usually mother

**SCG self-defined as resident spouse/partner of PCG - usually father

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Data Collection

- Interviews in the home conducted on a Computer Assisted Interview (CAI) basis
 - Main interview – administered by interviewer on Computer Assisted Personal Interview (CAPI) basis
 - Sensitive interview – self-administered on Computer Assisted Self Interview (CASI) basis
- School based interviews were self-completed on pen-and-paper basis



Summary of information recorded

	Wave	PCG	SCG	Child	Cognitive Tests	Principal	Teacher	Physical Measures
Child Cohort	1 (9yr)	✓	✓	✓	✓	✓	✓	✓
	2 (13yr)	✓	✓	✓	✓	✓		✓
	3 (17yr)	✓	✓	✓	✓	✓		✓



Outcome domains

- Socio-emotional, behavioural
 - Health
 - Education / cognitive development
 - Economic and Civic Participation (Wave 3)
- Plus classificatory variables



Socio-emotional, behavioural domain

- Themes:
- Child’s relationships
 - Child’s lifestyle (habits & routines) / play and activities
 - Child’s socio-emotional development
 - Family context/parenting
 - Marital/Partner relationship
 - Non-resident parent

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Health domain

- Themes:
- Pregnancy / pre-natal care
 - Child’s birth
 - Child’s health / healthcare utilisation
 - Child’s nutrition /diet/ breastfeeding
 - Child’s physical activity levels/exercise
 - Child’s physical development
 - Physical measures (Expanded in waves 3 and 4)
 - Parental health and lifestyle

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Education / cognitive development domain

- Themes:
- Childcare arrangements
 - Child’s education / home learning environment
 - Child’s cognitive development
 - Teacher characteristics and perception of child (wave 1)
 - Principal / school characteristics

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Economic and Civic Participation Domain

Themes:

- Young Person's economic status
- Young Person's labour force experience
- Young Person's Income
- Political and community engagement
- Religion and spirituality
- Confidence in state institutions
- Perceived discrimination

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Classificatory variables

Themes:

- Household composition
- Parental Health and lifestyle
- Socio-demographics
- Neighbourhood and community

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Scales

- Standardized measures
- Set of questions which measure underlying concept
- Used internationally
- Tested for reliability and validity
- Advantages – quality, comparison
- Examples: SDQ, SMFQ, DASS21, FAST

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Structure of the data file

- Data from all sources matched together
- Most records involve a one to one match
- Some school level data involves a one to many match. E.g., Principal completes one questionnaire (one record) and multiple child records are matched to this

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Overview of steps in using the GUI data

A. Online resources

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GUI website

- www.esri.ie/growing-up-in-ireland/
- General study information
- Questionnaires (individual)
- GUI publications
- Other publications using GUI data
- Data workshops & resources

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ISSDA website

- www.ucd.ie/issda/data/growingupinirelandgui/
- Apply for the data (AMF)
- Questionnaires (combined)
- Study documentation
- GUI register of use

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DCYA website

DCYA website

- General: <http://www.dcy.gov.ie/>
- Specific:
<https://www.dcy.gov.ie/cat/EN/Departement-of-Children-And-Youth-Affairs/1502.htm>
- Apply for the data (RMF) – Officer of statistics requirement
- General study information
- GUI publications

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Overview of steps in using the GUI data

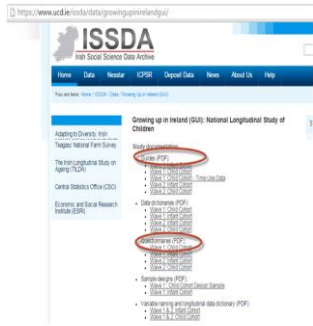
B. Questionnaires and documentation

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Download questionnaires & documentation

Download questionnaires & documentation from ISSDA website



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Questionnaires

- All original questions are included in the Questionnaire documentation – except for copyright scales
- CAPI programme was based on these questionnaires
- Instructions to interviewers
- Routing
- Exact question wording and response categories

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Summary Guide Document

- Background to the study
- Sample design
- Instrument development
- Fieldwork and implementation
- Structure and content of the datasets
- Ethical considerations

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Summary data dictionary

- Short version of data dictionary
- Lists only variable name and label
- Colour coded by source questionnaire

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Sample Design and Instrumentation reports

- Introduction
- The population, sampling frame and response rates
- Reweighting the data

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Overview of steps in using the GUI data

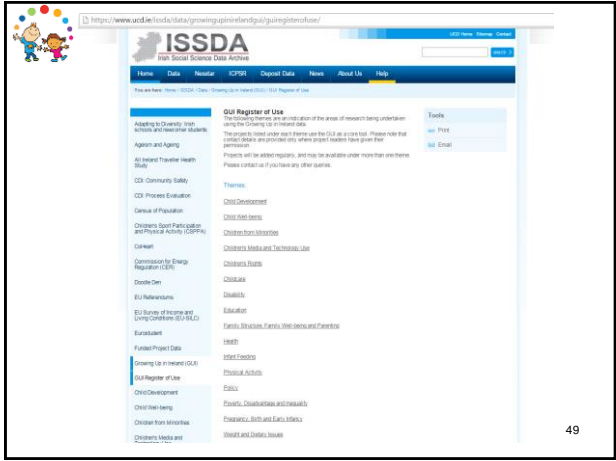
C. Conduct a GUI literature review


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Overview of steps in using the GUI data

D. Apply for AMF through ISSDA

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Two levels of data file

AMF

Anonymised Microdata File

AMF in the archive – ISSDA

Top & bottom coding

Collapsed categories

Removal of potentially identifying variables

RMF

Researcher Microdata File

Distributed directly by the DCYA/CSO

Less coding/collapsing

Contains more variables

More restricted access

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Apply for AMF through ISSDA

- AMF dataset and documentation is held in ISSDA (Irish Social Sciences Data Archive)
- Access to the dataset applied for through ISSDA:
 - Download data request form from ISSDA website
 - Complete, sign and return form (email or post)
 - Name, address, institution & contact details
 - Dataset requested
 - Short description of intended use of the data
 - Estimated end date for using the data
 - Consent to register of use
 - List of all users
 - ISSDA send encrypted, password protected data (email or post)
 - Fast turnaround time



Apply for AMF through ISSDA





Overview of steps in using the GUI data

E. Familiarise yourself with the data



Familiarise yourself with the data

- Questionnaires
- Summary data dictionary
- Data workshop information sheets and worksheets (available from GUI website)
- 'Variable naming conventions and longitudinal data dictionary' document (available from ISSDA website)

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Variable naming conventions and longitudinal data dictionary

- Types of variables in file
- Outline of both naming conventions
- Full longitudinal data dictionary:
 - All vars in Wave 1, Wave 2 (Wave 3 forthcoming)
 - Convention A name, Convention B name
 - Shows what vars were asked across multiple waves
- How to match the files across waves – SPSS syntax and drop down menus
- Example of analysis – syntax

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Variable characteristics

- Note – not all questions from questionnaire are on the anonymised datafile
- Variable labels are shortened version of question wording from questionnaire
- Important to check value labels on the datafile, may not exactly match questionnaire answer categories if categories have been collapsed for anonymisation purposes

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Variable Naming

- From Wave 2 on new naming convention introduced
- Convention A (old) – questionnaire-based
- Convention B (new) – topic-based harmonised cross-wave

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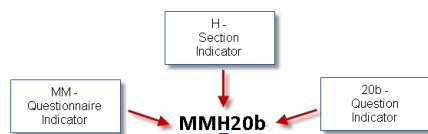
Variable Naming Convention A (old)

- Based on :
 - Questionnaire
 - Section
 - Question number
- File sorted according to questionnaire:
 - PCG Main / Sensitive
 - SCG Main / Sensitive
 - *Child (if relevant)*
 - Scales
 - Derived Variables
 - *School (if relevant)*

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Variable Naming Convention A (old)



Note: will not be the same across waves

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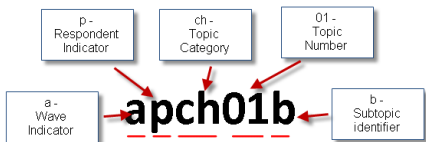
Variable Naming Convention B (new)

- Based on :
 - Wave
 - Respondent
 - Topic category
 - Topic number
 - Subtopic indicator
- File sorted according to topic category

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Variable Naming Convention B (new)



Note: will be the same across waves except for wave indicator

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Longitudinal Data Dictionary

TopicCat	Vname	Pyname	PyLabel	PyBMF	PyBMF	Pyname	PyLabel	PyBMF	PyBMF
001	00111					001010	S25. S00 FAST Alcohol screening Test - Item 2	yes	
001	00112					001020	S25. P00 FAST Alcohol screening Test - Item 3		yes
001	00113					001030	S25. S00 FAST Alcohol screening Test - Item 3	yes	
001	00113h					001030h	S25. P00 FAST Alcohol screening Test - Item 4		yes
001	00113h					001030h	S25. P00 FAST Alcohol screening Test - Item 4	yes	
001	00113i					001030i	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113i					001030i	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113j					001030j	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113j					001030j	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113k					001030k	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113k					001030k	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113l					001030l	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113l					001030l	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113m					001030m	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113m					001030m	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113n					001030n	S25. P00 FAST Alcohol screening Test - Item 5	yes	
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001	00113p					001030p	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113p					001030p	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113q					001030q	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113q					001030q	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113r					001030r	S25. P00 FAST Alcohol screening Test - Item 5	yes	
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001	00113s					001030s	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113t					001030t	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113t					001030t	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113u					001030u	S25. P00 FAST Alcohol screening Test - Item 5	yes	
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001	00113v					001030v	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113v					001030v	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113w					001030w	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113w					001030w	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113x					001030x	S25. P00 FAST Alcohol screening Test - Item 5	yes	
001	00113x					001030x	S25. P00 FAST Alcohol screening Test - Item 5	yes	
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001	00146					001360	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00146					001360	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00147					001370	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00147					001370	S25. S00 FAST Alcohol screening Test - Item 3		yes
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001	00150					001400	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00150					001400	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00151					001410	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00151					001410	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00152					001420	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00152					001420	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00153					001430	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00153					001430	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00154					001440	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00154					001440	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00155					001450	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00155					001450	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00156					001460	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00156					001460	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00157					001470	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00157					001470	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00158					001480	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00158					001480	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00159					001490	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00159					001490	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00160					001500	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00160					001500	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00161					001510	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00161					001510	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00162					001520	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00162					001520	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00163					001530	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00163					001530	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00164					001540	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00164					001540	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00165					001550	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00165					001550	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00166					001560	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00166					001560	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00167					001570	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00167					001570	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00168					001580	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00168					001580	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00169					001590	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00169					001590	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00170					001600	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00170					001600	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00171					001610	S25. S00 FAST Alcohol screening Test - Item 3		yes
001	00171					001610	S25. S00 FAST Alcohol screening Test - Item		



Which naming convention to use

- Cross-sectional analysis
 - easiest to use Convention A
 - direct match to the questionnaires
- Longitudinal analysis
 - best to use Convention B
 - easier to link across waves
 - need to identify question from questionnaire and look up longitudinal name in Longitudinal Data Dictionary

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A BRIEF LOOK AT THE DATA

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Data View – Convention A											
ID	Wgt_Yr	Gross_Yr	Partner	Int_type	MMA2	MMA3	MMA4	mnaSep1	MMAsep1	mna5m	
1	1000	30	1.97	0	2	2	1	2	2	32.00	
2	2000	1.85	12.23	0	2	2	1	2	2	45.00	
3	3000	1.08	7.10	0	2	2	1	2	2	29.00	
4	4000	88	5.67	0	2	2	1	2	2	48.00	
5	5000	89	5.86	0	2	2	1	2	2	33.00	
6	6000	32	2.11	0	2	2	1	2	2	37.00	
7	7000	1.71	11.30	0	2	2	1	2	2	35.00	
8	8000	56	3.71	0	2	2	1	2	2	50.00	
9	9000	69	4.53	0	2	2	1	2	2	34.00	
10	10000	81	5.34	0	2	2	1	2	2	35.00	
11	11000	96	6.33	0	2	2	1	2	2	34.00	
12	12000	69	4.56	0	2	2	1	2	2	36.00	
13	13000	1.94	12.79	0	2	2	1	2	2	30.00	
14	14000	2.40	15.79	0	2	2	1	2	2	48.00	
15	15000	1.93	12.71	0	2	2	1	2	2	28.00	
16	16000	60	3.98	0	2	2	1	2	2	36.00	
17	17000	59	3.90	0	2	2	1	2	2	32.00	
18	18000	63	4.16	0	2	2	1	2	2	34.00	
19	19000	1.79	11.78	0	2	2	1	2	2	41.00	
20	20000	1.95	12.84	0	2	2	1	2	2	29.00	
21	21000	50	3.28	0	2	2	1	2	2	31.00	
22	22000	1.76	11.75	0	2	2	1	2	2	44.00	
23	23000	1.67	12.35	0	2	2	1	2	2	33.00	
24	24000	70	4.60	0	2	2	1	2	2	37.00	
25	25000	48	3.14	0	2	2	1	2	2	33.00	
26	26000	84	5.56	0	2	2	1	2	2	31.00	
27	27000	3.41	22.46	0	2	1	1	2	1	40.00	
28	28000	51	3.34	0	2	2	1	2	2	43.00	

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help											Variable View – Convention A	
	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure	Role	
1	ID	Numeric	8	0	Household ID	None	None	10	Right	Scale	Input	
2	WID_Syr	Numeric	8	2		None	None	10	Right	Scale	Input	
3	Group_Syr	Numeric	8	0		None	None	11	Right	Scale	Input	
4	Partner	Numeric	8	0	Partner in hous. (0, No partner)			10	Right	Scale	Input	
5	Int_type	Numeric	8	0	Household int. (1, Both caregivers =)	None	None	10	Right	Scale	Input	
6	MMAG	Numeric	1	0	AD Record pr. (1, male)	8, 9	6	10	Right	Nominal	Input	
7	MMAG3	Numeric	2	0	AD3 Resp. rec'd. (1, biological parent)	98, 99	6	10	Right	Nominal	Input	
8	MMAG4	Numeric	1	0	AD4 How many... (1, one)	98, 99	6	10	Right	Nominal	Input	
9	mma5p1	Numeric	1	0	Relationship P1 (1, male)	8, 9	9	10	Right	Nominal	Input	
10	mma5p1	Numeric	1	0	Age Person 1... (20, 20 years or less)	98, 99	9	10	Right	Nominal	Input	
11	mma5p1	Numeric	2	0	Relationship M1 (1, Husband/wife)	98, 99	9	10	Right	Nominal	Input	
12	mma5p1	Numeric	2	0	Relationship ST1 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	
13	mma5psep1	Numeric	1	0	PES P1 (1, Pre-school)	8, 9	5	10	Right	Nominal	Input	
14	mma5p2	Numeric	2	0	Gender P2 (1, male)	9, 9	9	10	Right	Nominal	Input	
15	MMAGsep2	Numeric	8	2	Age Person 2... None	None	None	10	Right	Scale	Input	
16	mma5pmp2	Numeric	2	0	Relationship M2 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	
17	mma5p2	Numeric	2	0	Relationship ST2 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	
18	mma5p3	Numeric	1	0	PES P3 (1, male)	8, 9	9	10	Right	Nominal	Input	
19	MMAGp3	Numeric	8	2	Age Person 3... (50, 50 years and older)	None	None	10	Right	Scale	Input	
20	mma5p3	Numeric	2	0	Relationship M3 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	
21	mma5p3	Numeric	2	0	Relationship ST3 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	
22	mma5psep3	Numeric	1	0	PES P3 (1, Pre-school)	8, 9	9	10	Right	Nominal	Input	
23	mma5p4	Numeric	1	0	Gender P4 (1, male)	8, 9	6	10	Right	Nominal	Input	
24	mma5p4	Numeric	2	0	Age Person 4... (25, 25 to 29)	98, 99	9	10	Right	Nominal	Input	
25	mma5pmp4	Numeric	2	0	Relationship M4 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	
26	mma5p4	Numeric	2	0	Relationship ST4 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	
27	mma5psep4	Numeric	1	0	PES P4 (1, Pre-school)	8, 9	8	10	Right	Nominal	Input	
28	mma5p5	Numeric	1	0	Gender P5 (1, male)	8, 9	9	10	Right	Nominal	Input	
29	MMAGp5	Numeric	8	2	Age Person 5... (25, 25 to 29)	None	None	10	Right	Scale	Input	
30	mma5pmp5	Numeric	2	0	Relationship M5 (1, Husband/wife)	98, 99	10	10	Right	Nominal	Input	

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File Edit View Data Transform Analyze Graphs Utilities Expressions Window Help

Variable View – Convention B

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align
1	ad01	Numeric	8	0	Household ID		None	10	Right
2	ad008	Numeric	8	0	Partner in household	(1, Both partners)	None	10	Right
3	ad007	Numeric	8	0	Household interview participation	(1, Both chambers in household, 0, Neither)	None	10	Right
4	ad008	Numeric	8	0	Primary Caregiver C Completed	(0, Not completed)	None	10	Right
5	ad009	Numeric	8	0	Primary Caregiver Sensitive C Co	(0, Not completed)	None	10	Right
6	ad010	Numeric	8	0	Secondary Caregiver C Completed	(0, No resident parent)	None	10	Right
7	ad011	Numeric	8	0	Secondary Caregiver Sensitive C	(0, No resident parent)	None	10	Right
8	ad012	Numeric	8	0	Child Completed Main Child Quest	(0, Not completed)	None	10	Right
9	ad013	Numeric	8	0	Child Completed Main Child Q	(0, Not completed)	None	10	Right
10	ad014	Numeric	8	0	Child Completed Q on Main Care	(0, Not completed)	None	10	Right
11	ad015	Numeric	8	0	Child Completed Q on Secondary	(0, Not completed)	None	10	Right
12	ad016	Numeric	8	0	Child Completed Q on Main Care	(0, Not completed)	None	10	Right
13	ad017	Numeric	8	0	Child Completed Pers Here	(0, Not completed)	None	10	Right
14	ad018	Numeric	8	2	Teacher on child questionnaire c	(0, Not completed)	None	10	Right
15	ad019	Numeric	8	2	Teacher self questionnaire c	(0, Not completed)	None	10	Right
16	ad020	Numeric	8	2	Principal questionnaire completed	(0, Not completed)	None	10	Right
17	ad021	Numeric	8	2	Drummond's tests completed	(0, Not completed)	None	10	Right
18	ad001	Numeric	8	2		None	None	10	Right
19	ad002	Numeric	8	2		None	None	11	Right
20	ap010	Numeric	8	0	A4 How many people in household	(1, one)	99, 99	9	Right
21	ap000c	Numeric	1	0	A2 Record gender of Parent 1	(1, male)	8, 9	6	Right
22	ap000c	Numeric	1	0	Gender of Relp	(1, male)	8, 9	10	Right
23	ap001d	Numeric	2	0	A3 Resp relationship Study Child	(1, biological parent)	99, 99	9	Right
24	ap000d	Numeric	2	0	Resp	(1, biological parent)	99, 99	5	Right
25	ap001a	Numeric	1	0	Gender P1	(1, male)	8, 9	9	Right
26	ap001b	Numeric	8	2	Age Person 1 on Line Register (M)	(2, 20.00, 26 years or less)	None	10	Right
27	ap001c	Numeric	8	2	Relationship with P1	(1, Husband/wife)	99, 99	9	Right
28	ap001a	Numeric	2	0	Relationship Study Child P1	(1, Husband/wife)	99, 99	10	Right
29	ap001a	Numeric	1	0	PES P1	(1, Pre-school)	8, 9	5	Right
30	ap001b	Numeric	8	2	Gender P2	(1, male)	8, 9	9	Right
31	ap002b	Numeric	8	2	Age Person 2 on Line Register (SL)	None	None	10	Right



Overview of steps in using the GUI data

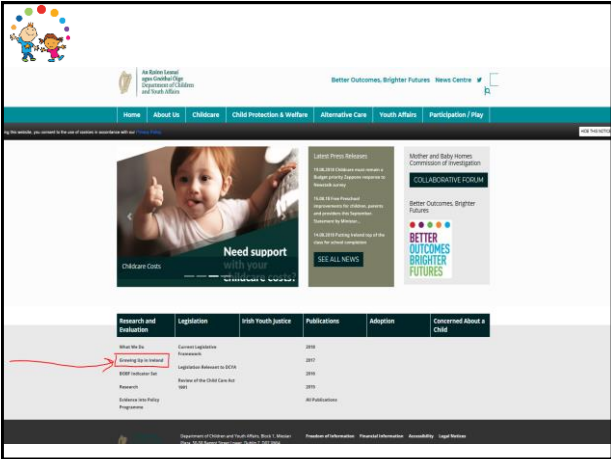
F. Apply for RMF if necessary



Apply for RMF if necessary

- From preliminary data analysis it will be clear if there are variables you need which are not included on the AMF
- Variable naming and Longitudinal data dictionary document will tell you if they are on the RMF
- RMF not available through ISSDA
- Must apply directly to DCYA and CSO
- Much tighter controls & longer turnaround time
- <http://www.dcy.gov.ie>

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DCYA website

- Policy on access to GUI Research Microdata Files
- RMF Application Form
 - Name, organisation, address, position, contact details for each application
 - *Supervisor details if student application*
 - *IT staff member details if relevant*
 - Research experience of applicants and associated organisations
 - Specific details of request
 - Specific details in relation to security arrangements for the RMF(s)
- Data sent on an encrypted, password protected disk₂



Overview of steps in using the GUI data

G. Inform ISSDA/DCYA you have finished & delete the data

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Inform ISSDA/DCYA you have finished & delete the data

- Access to both AMF and RMF is project specific and time limited
- Inform ISSDA/DCYA when finished
- No copies of the data should be retained by the researcher
- RMF data users must sign an agreement confirming they have deleted all the data

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Ownership and use of the data

- Users are reminded that the data are owned by the State and distributed under licence from the Central Statistics Office
- The data were collected under the Statistics Act 1993. This is a very important Act and clearly sets out the terms and conditions of use of the data recorded under it
- Data shall be used for statistical compilation and analysis only
- No data which can be related to an identifiable person shall be disseminated, shown or communicated to any person or body

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DCYA GUI Postgraduate Scholarship

- The DCYA funds a Growing Up in Ireland Postgraduate Scholarship through the Irish Research Council Government of Ireland Postgraduate Scholarship Programme.
- The funding is available for Doctoral research (through either a traditional or structured doctoral degree). A substantive part of an applicant's proposed research must be based on an analysis of data from GUI; and the research must relate directly to the five national outcome areas in Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People (2014 – 2020).
- The next IRC call for applications for this scholarship programme will be in September 2018 with application deadlines in November.
- Contact Kasey_Treadwell-Shine@dcya.gov.ie

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Growing Up in Ireland
-the National Longitudinal Study of Children
The Economic and Social Research Institute and Trinity College, Dublin

Themes and Sub-Themes in the Data

1



Respondents

Multiple sources of information:

- Primary Caregiver (PCG)*
- Secondary Caregiver (SCG)**
- Child Interview
- Child Cognitive Tests
- Principal
- Teacher
- Physical Measurements

* PCG self-defined as person who provides most care to the child / knows child best – usually mother

**SCG self-defined as resident spouse/partner of PCG - usually father

2



Data Collection

- Interviews in the home conducted on a Computer Assisted Interview (CAI) basis
 - Main interview – administered by interviewer on Computer Assisted Personal Interview (CAPI) basis
 - Sensitive interview – self-administered on Computer Assisted Self Interview (CASI) basis
- School based interviews were self-completed on pen-and-paper basis by teachers and principals

3



Summary of information recorded

	Wave	PCG	SCG	Child	Cognitive Tests	Principal	Teacher	Physical Measures
Infant Cohort	1 (9mth)	✓	✓					✓
	2 (3yr)	✓	✓		✓			✓
	3 (5yr)	✓	✓		✓	✓	✓	✓
Child Cohort	1 (9yr)	✓	✓	✓	✓	✓	✓	✓
	2 (13yr)	✓	✓	✓	✓	✓		✓
	3 (17yr)	✓	✓	✓	✓	✓		✓

4



Outcome domains

- Outcome domains:
 - Socio-emotional, behavioural
 - Health
 - Education / cognitive development
 - Economic and Civic Participation (New at 17yrs)
- Classificatory variables

5



Socio-emotional, behavioural domain

- Themes:
- 1. Child’s relationships
 - 2. Child’s lifestyle (habits & routines) / play and activities
 - 3. Child’s socio-emotional development
 - 4. Family context/parenting
 - 5. Marital/Partner relationship
 - 6. Non-resident parent

6



(Socio-emotional, behavioural domain)

Child's Relationships

Sub theme	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mt h	3yr	5yr		9yr	13yr	17yr
Sibling relationships	√	√	√		√	√	√
Quality of attachment	√						
Pianta parent-child relationship		√	√		√	√	
Peer relationships					√	√	√
Bullying					√	√	√

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(Socio-emotional, behavioural domain)

Child's Lifestyle

Sub theme	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mth	3yr	5yr		9yr	13yr	17yr
Sleeping patterns	√	√	√				
Toilet training		√					
Comforting behaviours	√	√	√				
TV, video, computer games, internet usage and supervision		√	√		√	√	√
Activities with child			√		√	√	√
Traumatic life events			√		√	√	√
Child report of ever in trouble with the Gardai						√	√

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(Socio-emotional, behavioural domain)

Child's Socio-Emotional Development (1)

Sub theme	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mt h	3yr	5yr		9yr	13yr	17yr
ASQ communication subscale	√						
ASQ personal social subscale	√						
Strength and Difficulties Questionnaire		√	√		√	√	√
Parental perception of difficulties and impact rating			√				
Temperament		√	√		√	√	

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(Socio-emotional, behavioural domain)

Child's Socio-Emotional Development (2)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mth	3yr	5yr		9yr	13yr	17yr
Parent reported conduct disorder					√	√	√
Child reported delinquency						√	√
Child reported depression						√	√
Child reported self-concept					√	√	

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(Socio-emotional, behavioural domain)

Family Context / Parenting (1)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mth	3yr	5yr		9yr	13yr	17yr
Parental stress	√	√	√				√
Family members with chronic illness	√		√		√	√	√
Social support	√	√	√		√	√	√
Contact with grandparents	√	√			√	√	√
Work life balance	√	√	√		√	√	√
Role of fathers	√						
Division of childcare chores between parents	√						

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(Socio-emotional, behavioural domain)

Family Context / Parenting (2)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mth	3yr	5yr		9yr	13yr	17yr
Maternal/paternal leave	√						
Trouble with Gardai / prison	√	√	√		√	√	√
Parenting style		√	√		√	√	
Child discipline		√	√		√	√	
Parental self-efficacy	√	√	√				
Parental monitoring/supervision and control						√	√

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(Socio-emotional, behavioural domain)

Marital / Partner Relationship

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mth	3yr	5yr		9yr	13yr	17yr
Marital status/history	✓	✓	✓		✓	✓	✓
Quality of couple relationship	✓	✓	✓		✓	✓	✓

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(Socio-emotional, behavioural domain)

Non-resident parent

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mth	3yr	5yr		9yr	13yr	17yr
Nature of previous relationship with nrp	✓	✓	✓		✓	✓	✓
Formal/informal custody/parenting arrangements	✓	✓	✓		✓	✓	✓
Contact child has with nrp	✓	✓	✓		✓	✓	✓
Maintenance payments	✓	✓	✓		✓	✓	✓
Quality of resident parent relationship with nrp	✓	✓	✓		✓	✓	✓
Child's adjustment moving from one parent to another			✓				
Other children living with nrp			✓				14



Health domain

Themes:

- 1. Pregnancy / pre-natal care
- 2. Child's birth
- 3. Child's health / healthcare utilisation
- 4. Child's nutrition /diet/ breastfeeding
- 6. Child's physical activity levels/exercise
- 7. Child's physical development
- 8. Physical measures
- 9. Parental health and lifestyle

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(Health domain)

Pregnancy / Prenatal Care (1)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mt h	3yr	5yr		9yr	13yr	17yr
Sub theme							
Ante-natal care	√						
Weight gain during pregnancy	√						
Pregnancy complications	√						
Folic acid/iron use before and during pregnancy	√						
Medical fertility treatments	√						
Age of first pregnancy	√						

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(Health domain)

Pregnancy / Prenatal Care (2)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mt h	3yr	5yr		9yr	13yr	17yr
Sub theme							
Currently pregnant	√	√	√				
Pregnancy intention	√						
Stress during pregnancy	√						
Smoking and drinking during pregnancy	√				√		
Drug use during pregnancy	√						

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(Health domain)

Child's Birth

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mt h	3yr	5yr		9yr	13yr	17yr
Sub theme							
Place of birth	√				√		
Pain relief in labour	√						
Mode of delivery	√				√		
Gestation	√				√		
Weight and length at birth	√				√		
Birth complications	√				√		
Special care after birth	√						
Duration of hospital stay after birth	√						

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(Health domain)

Child's Health / Healthcare Utilisation (1)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Prescribed medication			√				
General health status	√	√	√		√	√	
Vaccination and early health checks	√	√					
Chronic illness	√	√	√		√	√	
Acute illness	√						
Food allergies			√				

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(Health domain)

Child's Health / Healthcare Utilisation (2)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mth	3yr	5yr		9yr	13yr	17yr
Respiratory illness	√	√	√				√
Child's exposure to environmental tobacco smoke	√	√			√	√	√
Health care utilisation/hospital admission	√	√	√		√	√	√
Barriers to medical care	√	√	√		√	√	√
Health insurance/medical card coverage	√	√	√		√	√	√
Accidents	√	√	√		√	√	√

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(Health domain)

Child's Health / Healthcare Utilisation (3)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Speech	√	√	√		√	√	√
Developmental concerns	√		√				
Antibiotic use		√	√				
Teeth cleaning/dental care		√	√		√	√	√
Handedness			√		√		
Sight/hearing problems	√	√	√		√	√	√

21



(Health domain)

Child's Health / Healthcare Utilisation (4)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Parent's perception of child's weight		√	√		√	√	√
Child's perception of own weight					√	√	√
Maturation/pubertal development						√	√
Parental knowledge of child alcohol, cigarette, drug use						√	√
Child report of alcohol, cigarette, drug use						√	√
Parents having spoken to child about sexual health issues						√	√ ²²



(Health domain)

Child's Nutrition / Diet / Breastfeeding

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Breastfeeding initiation	√				√		
Duration of breastfeeding	√						
Reasons for stopping breastfeeding	√						
Use of formula, cow's milk, other milk	√						
Transition to solids	√						
Dietary inventory		√	√		√	√	√

23



(Health domain)

Child's Physical Activity Levels / Exercise

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mth	3yr	5yr		9yr	13yr	17yr
Amount of physical activity compared with other children			√				
Attend sports club or group			√		√	√	√
Participation in physical activities	√	√	√				
Exercise					√	√	√

24



(Health domain)

Child’s Physical Development

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
ASQ gross motor subscale	√						
ASQ fine motor subscale	√						
Age when child took first steps	√	√					
Observation of gross motor development		√					

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(Health domain)

Physical Measures

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Parental height	√	√	√		√	√	√
Parental weight	√	√	√		√	√	√
Child length/height	√	√	√		√	√	√
Child weight	√	√	√		√	√	√
Child head circumference	√						
Child blood pressure							√

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Education / cognitive development domain

Themes:

- 1. Childcare arrangements
- 2. Child’s education / home learning environment
- 3. Child’s cognitive development
- 4. Teacher characteristics and perception of child
- 5. Principal / school characteristics

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(Education / cognitive development domain)

Childcare arrangements

Sub theme	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mth	3yr	5yr		9yr	13yr	17yr
Use of non-parental childcare	√	√	√		√	√	
Details of childcare used	√	√	√		√	√	
Assessment of quality of childcare		√	√				
Future intentions in relation to childcare	√						
Impact of problems arranging childcare	√						

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(Education / cognitive development domain)

Child's education / home learning environment (1)

Sub theme	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mth	3yr	5yr		9yr	13yr	17yr
Learning activities with the child	√	√	√				
Books in the home		√	√		√	√	
School registration		√	√				
School choice			√				
School preparation			√				
Child's readiness to start school			√				
Adjustment to school			√		√	√	√
Communication between parent and school			√		√	√	√

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(Education / cognitive development domain)

Child's education / home learning

Sub theme	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
	9mth	3yr	5yr		9yr	13yr	17yr
Attendance (intention) free preschool year		√	√				
Child's readiness to start preschool			√				
Parental assessment of quality of preschool		√	√				
Child's absenteeism					√	√	√
Homework					√	√	√
Parental perception of school performance					√	√	√
Parental educational aspirations for child					√	√	√

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(Education / cognitive development domain)

Child’s cognitive development

	Infant Cohort			Child Cohort		
	W1	W2	W3	W1	W2	W3
Sub theme	9mt h	3yr	5yr	9yr	13yr	17yr
ASQ problem solving subscale	√					
BAS picture similarities		√	√			
BAS naming vocabulary		√	√			
Child’s specific learning difficulties		√		√	√	
Drumcondra reading test				√	√	
Drumcondra maths test				√	√	
BAS matrices test					√	
Semantic Fluency Test						√
BCS70 Vocabulary test						√
Financial literacy test						√ ³¹



(Education / cognitive development domain)

Teacher characteristics and perception of child (1)

	Infant Cohort			Child Cohort		
	W1	W2	W3	W1	W2	W3
Sub theme	9mt h	3yr	5yr	9yr	13yr	17yr
Child’s class – size, composition, structure			√	√	√	
Teacher’s socio demographics			√	√		
Curriculum breakdown			√	√		
Teaching style			√	√		
Strengths and Difficulties Questionnaire (teacher report)			√	√		
Perceived importance of criteria on school readiness			√			

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(Education / cognitive development domain)

Teacher characteristics and perception of child (2)

	Infant Cohort			Child Cohort		
	W1	W2	W3	W1	W2	W3
Sub theme	9mt h	3yr	5yr	9yr	13yr	17yr
Child’s school readiness			√			
Teacher’s stress and satisfaction			√	√		
Child’s daily preparedness for school			√	√		
Child’s socialisation and behaviour			√			
Child’s academic performance			√			
Disabilities impacting on child’s education			√	√		

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(Education / cognitive development domain)

Principal / school characteristics (1)

	Infant Cohort				Child Cohort		
	W1 9mt h	W2 3yr	W3 5yr		W1 9yr	W2 13yr	W3 17yr
Sub theme							
School details – size, composition, structure			√		√	√	√
Adequacy of school facilities			√		√	√	√
Computing resources and facilities					√		
School ethos and extracurricular activities			√		√	√	√
Composition of pupil base in terms of disadvantage			√		√	√	√

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(Education / cognitive development domain)

Principal / school characteristics (2)

	Infant Cohort				Child Cohort		
	W1 9mt h	W2 3yr	W3 5yr		W1 9yr	W2 13yr	W3 17yr
Sub theme							
Attendance levels and absenteeism			√		√	√	√
Contact with parents, PTM etc.			√		√	√	√
Principal's perceptions of problems in the school			√		√	√	√
Principal's stress and job satisfaction			√		√	√	√
Admission criteria and class placing			√			√	√
Discipline strategy and policy			√		√	√	√

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Economic and Civic Participation

	Infant Cohort				Child Cohort		
	W1 9mt h	W2 3yr	W3 5yr		W1 9yr	W2 13yr	W3 17yr
Sub theme							
Young Person's economic status							√
Young Person's Income							√
Political and community engagement							√
Religion and spirituality							√
Confidence in state institutions							√
Perceived discrimination							√

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Classificatory Variables

- Themes:
- 1. Household Composition
 - 2. Parental Health and Lifestyle
 - 3. Socio-Demographics
 - 4. Neighbourhood and Community

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(Classificatory Variables)

Household Composition

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Number of people in household	√	√	√		√	√	√
Parental relationship to child	√	√	√		√	√	√
Gender, age, relationship to PCG , relationship to study child and primary economic status of all members of the household	√	√	√		√	√	√
Gender and age of any children living outside the household	√	√	√			√	√

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(Classificatory Variables)

Parental Health and Lifestyle (1)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Hours of sleep / bedtime / rising	√	√			√		√
Current general health status	√	√	√		√	√	√
Chronic illness	√	√	√		√	√	√
Current smoking and drinking	√	√	√		√	√	√
Current drug use	√	√	√		√	√	√

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(Classificatory Variables)

Parental Health and Lifestyle (2)

	Infant Cohort				Child Cohort		
	W1 9mt h	W2 3yr	W3 5yr		W1 9yr	W2 13yr	W3 17yr
Sub theme							
Age of first period	√						
Depression, anxiety, nerves	√	√	√		√	√	√
Physically active						√	√
Perception of own weight and dieting					√	√	√

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(Classificatory Variables)

Socio-Demographics (1)

	Infant Cohort				Child Cohort		
	W1 9mt h	W2 3yr	W3 5yr		W1 9yr	W2 13yr	W3 17yr
Sub theme							
Current parental employment status	√	√	√		√	√	√
Type of accommodation	√	√	√		√	√	√
Housing tenure	√	√	√		√	√	√
Social welfare benefits	√	√	√		√	√	√
Highest level of education	√	√	√		√	√	√
Language spoken in the home	√	√	√		√	√	√

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(Classificatory Variables)

Socio-Demographics (2)

	Infant Cohort				Child Cohort		
	W1 9mt h	W2 3yr	W3 5yr		W1 9yr	W2 13yr	W3 17yr
Sub theme							
Parental literacy and numeracy	√	√	√		√	√	√
Country of birth	√	√	√		√	√	√
Citizenship	√	√	√		√	√	√
Ethnicity	√	√	√		√	√	√
Religion	√	√	√		√	√	√
Household income	√	√	√		√	√	√

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(Classificatory Variables)

Socio-Demographics (3)

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Condition of accommodation		√					
Impact of recession		√	√			√	
Household deprivation	√	√	√		√	√	√
Child specific deprivation			√			√	√
Parental use of support services			√				
Family friendly working arrangements			√				
Car ownership		√	√			√	

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(Classificatory Variables)

Neighbourhood and Community

	Infant Cohort				Child Cohort		
	W1	W2	W3		W1	W2	W3
Sub theme	9mt h	3yr	5yr		9yr	13yr	17yr
Length of time living in neighbourhood	√	√	√			√	√
Physical condition of the neighbourhood	√		√		√	√	√
Safety of the neighbourhood	√	√	√		√	√	√
Service availability	√				√		
Community integration	√		√		√		
Population size of the local area	√				√		

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Scales

- Standardized measures
- Set of questions which measure underlying concept
- Used internationally
- Tested for reliable and valid
- Advantages – quality, comparison
- For each – name, what it measures, subscales, who asked, what cohorts/waves

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Quality of Attachment

- Feelings towards infants and about themselves as parents
- Total score
- PCG & SCG

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
✓					

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Infant Characteristics Questionnaire

- Infant temperament
- 4 subscales – Fussy/difficult; Unadaptable; Dull; Unpredictable
- PCG

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
✓					

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LSAC temperament measure

- Infant temperament
- 3 subscales – Persistence; sociability and reactivity
- PCG

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
	✓				

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Ages and Stages Questionnaire

- Child development
- 5 domains – Communication; Gross motor; Fine motor; Problem solving; Personal/social
- 4 age groups – 6, 8, 10, 12 months
- Total score and pass/fail
- PCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
√						

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Parental Stress Scale

- Positive and negative aspects of parenthood
- Total score and 4 subscales – parental rewards; parental stressors; lack of control; parental satisfaction
- PCG & SCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
√	√				√	√

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Dyadic Adjustment Scale

- Couple relationship satisfaction
- Total score
- PCG & SCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
√	√	√		√	√	√

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Centre for Epidemiological Studies
Depression Scale

- Depression status (screener, not diagnostic tool)
- Total score
- PCG & SCG

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
✓	✓	✓	✓	✓	✓

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British Ability Scales

- Cognitive ability
- Total score
- Study Child

	Infant Cohort			Child Cohort		
	W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
Picture Similarities		✓	✓			
Naming Vocabulary		✓	✓			
Matrices test					✓	

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Drumcondra tests

- Vocabulary and Maths skills
- % correct; logit scores
- Study Child

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
			✓	✓	

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Strength and Difficulties Questionnaire (SDQ)

- Emotional and behavioural measure
- Total difficulties score and 5 subscales – conduct problems; emotional problems; peer problems; hyperactivity; pro-social behaviour
- PCG & Teacher

	Infant Cohort			Child Cohort		
	W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
PCG		✓	✓	✓	✓	✓
Teacher			✓	✓		

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Social Skills Improvement System (SSIS)

- Social skills
- 4 subscales – assertion, responsibility, empathy, self-control
- PCG

	Infant Cohort			Child Cohort		
	W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
PCG			✓			

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Emotionality and Sociability Scale

- Temperament
- 4 subscales – shyness, emotionality, activity, sociability
- PCG

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
			✓		

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Piers-Harris

- Self-concept
- 6 subscales – behaviour; intellectual and school status; physical appearance; freedom from anxiety; popularity; happiness and satisfaction
- Study Child

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
				√	√	

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Pianta

- Child-parent relationship quality
- 3 subscales – conflict; closeness; dependency
- PCG & SCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
	√	√		√	√	

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Parenting Style

- Parenting style measure
- 3 subscales – warmth, hostility and consistency
- PCG & SCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
	√	√				

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Parenting Style Inventory – II (PSI-II)

- Parenting style measure
- 2 subscales – responsiveness and demandingness used to categorise as authoritarian, authoritative, neglectful or permissive
- Asked of Study Child in respect of PCG & SCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
				√	√	

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The Ten Item
Personality Inventory (TIPI)

- Personality
- 5 subscales – agreeableness, extraversion, conscientiousness, emotional stability, openness
- PCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
					√	√

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Conduct Disorder

- Conduct Disorder
- Total score
- PCG

Infant Cohort				Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)		W1 (9yr)	W2 (13yr)	W3 (17yr)
					√	

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Inventory of Parent and Peer Attachment (IPPA)

- Attachment
- 2 subscales – alienation and trust
- Study Child

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
				✓	

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Short Mood and Feelings Questionnaire

- Depression status of child
- Total score and cut-off
- Study Child

Infant Cohort			Child Cohort		
W1 (9mth)	W2 (3yr)	W3 (5yr)	W1 (9yr)	W2 (13yr)	W3 (17yr)
				✓	✓

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Information Sheets

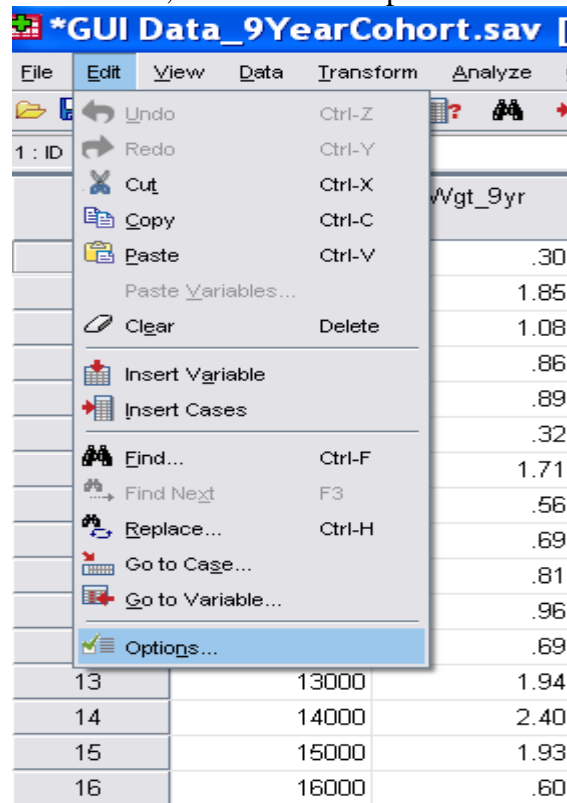
GUI Data Workshop

Information Sheet 1: Data management tips in SPSS

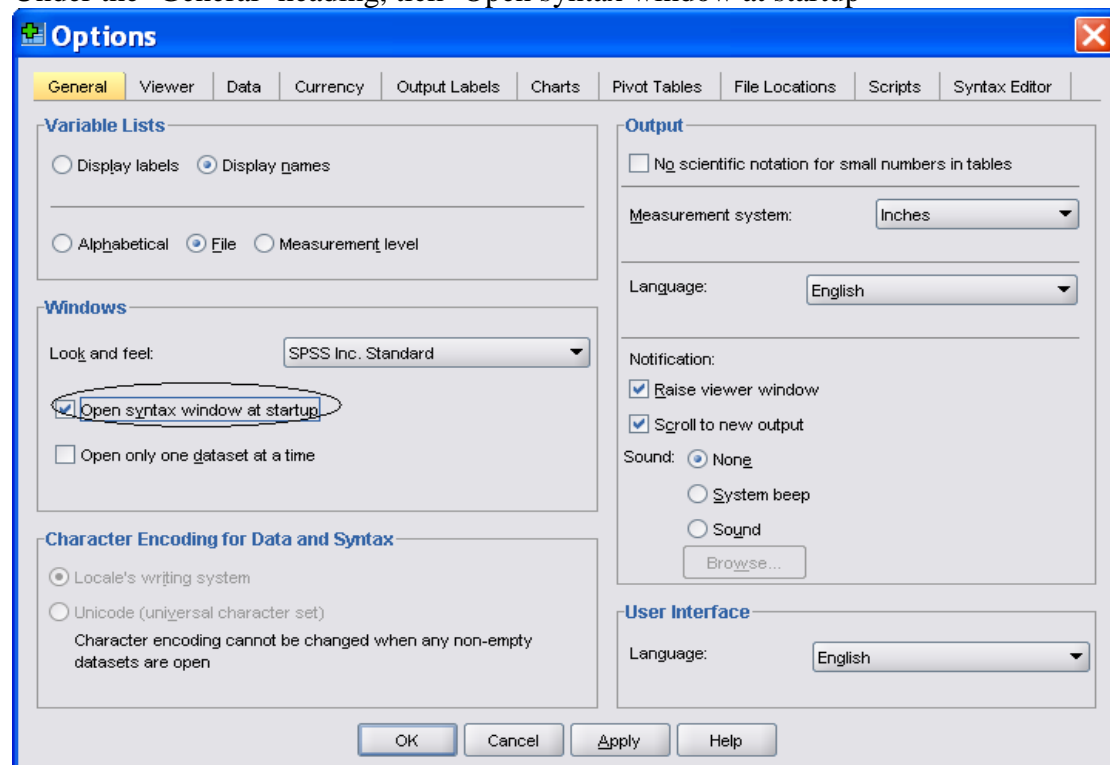
This information sheet provides some hints and tips on data management and how your data are displayed in SPSS. Please note this information sheet is based on SPSS Version 17.

1) Open syntax window at start-up

In the menu, select Edit → Options

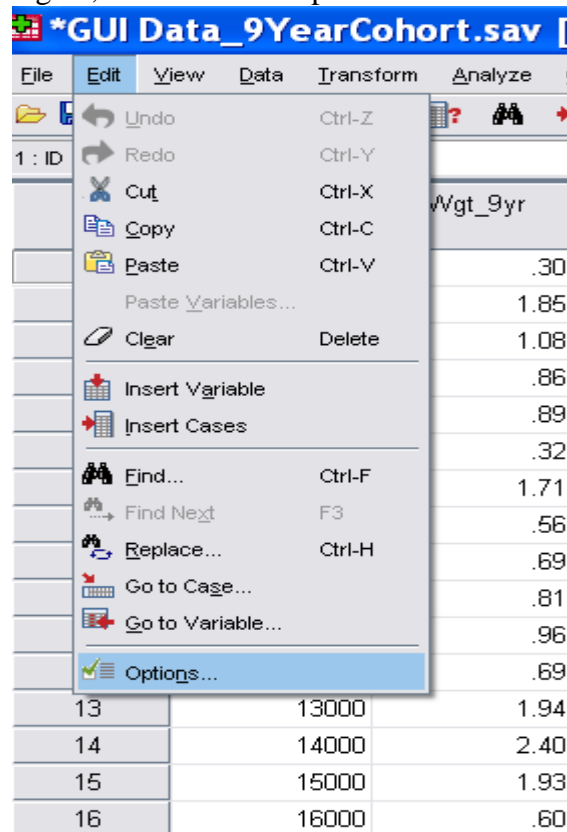


Under the 'General' heading, tick 'Open syntax window at startup'

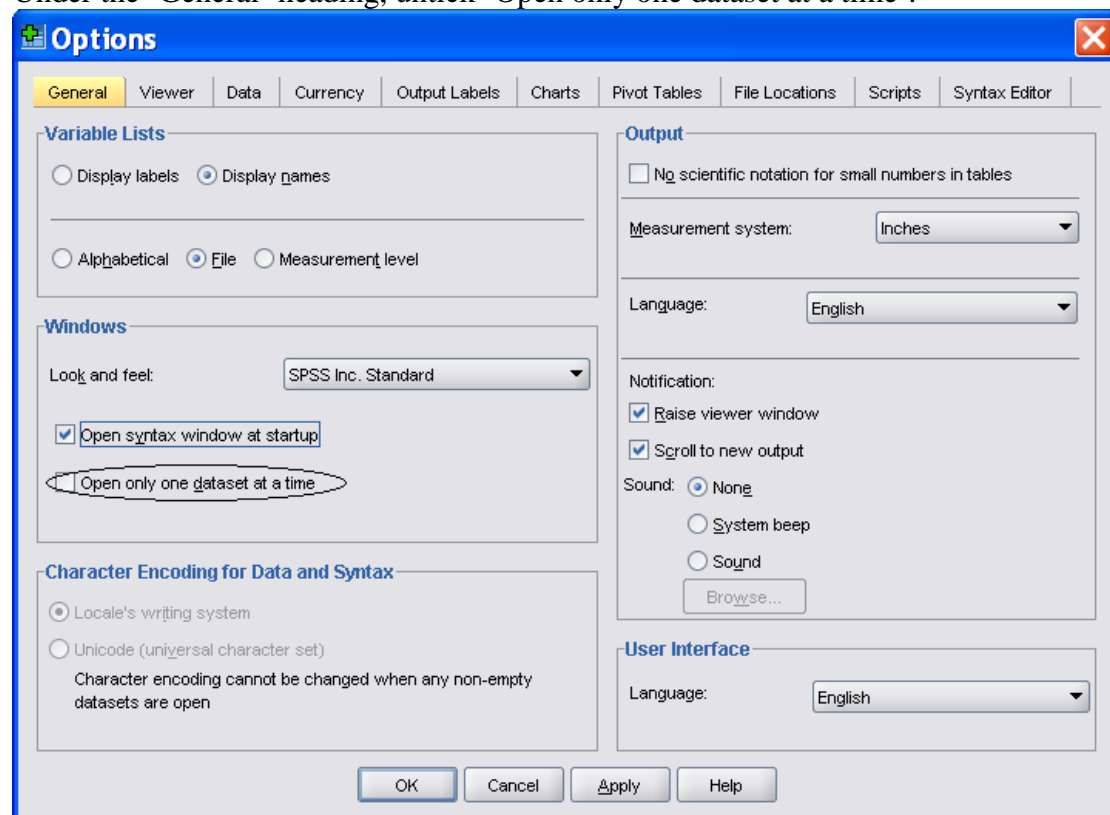


2) Open more than one dataset at a time

Again, select Edit → Options



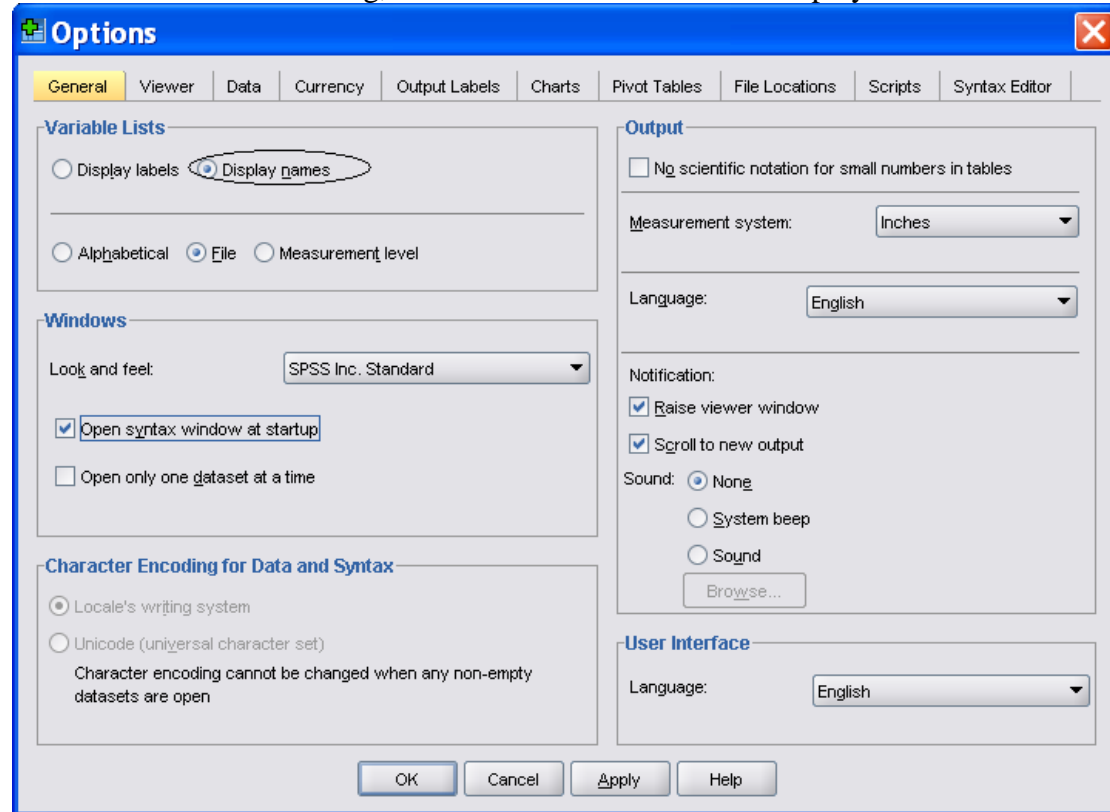
Under the 'General' heading, untick 'Open only one dataset at a time'.



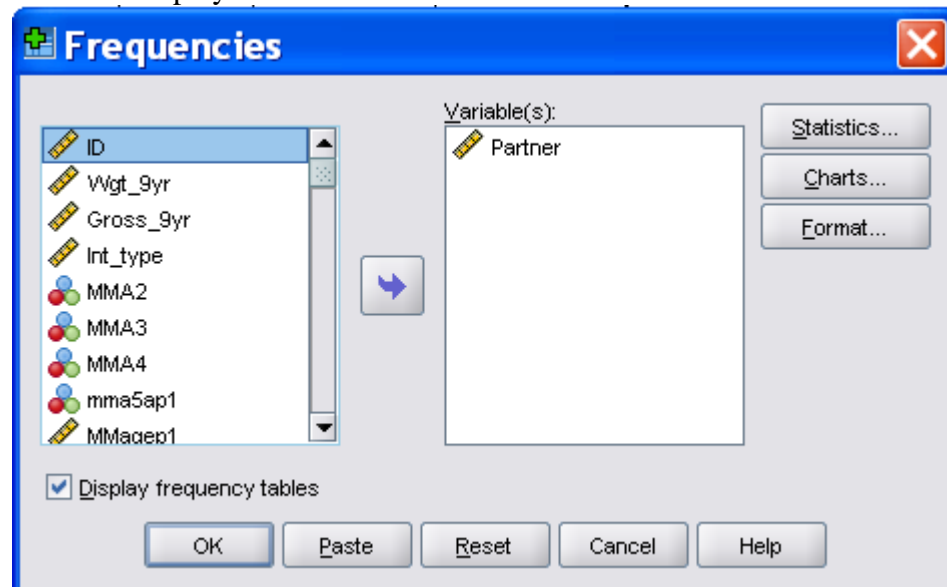
3) Display variable names in variable lists

As above, select Edit → Options

Under the 'General' heading, under 'Variable Lists' click 'Display names'



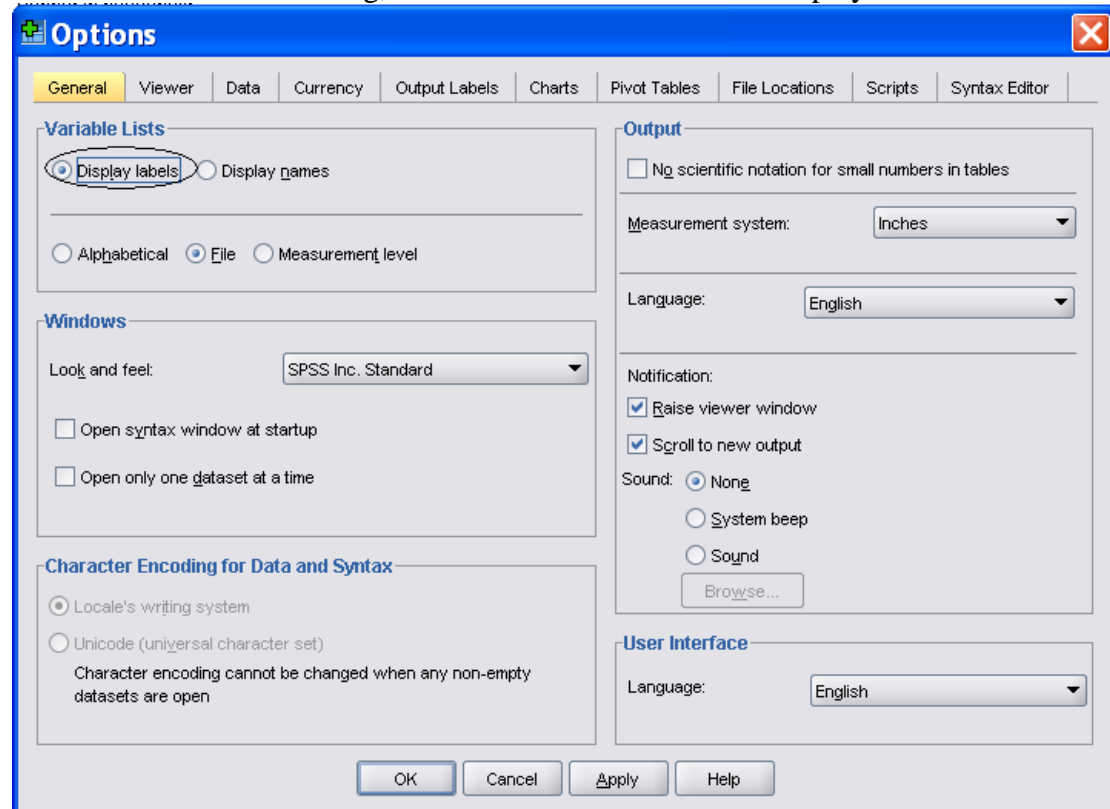
This will display variable lists as follows



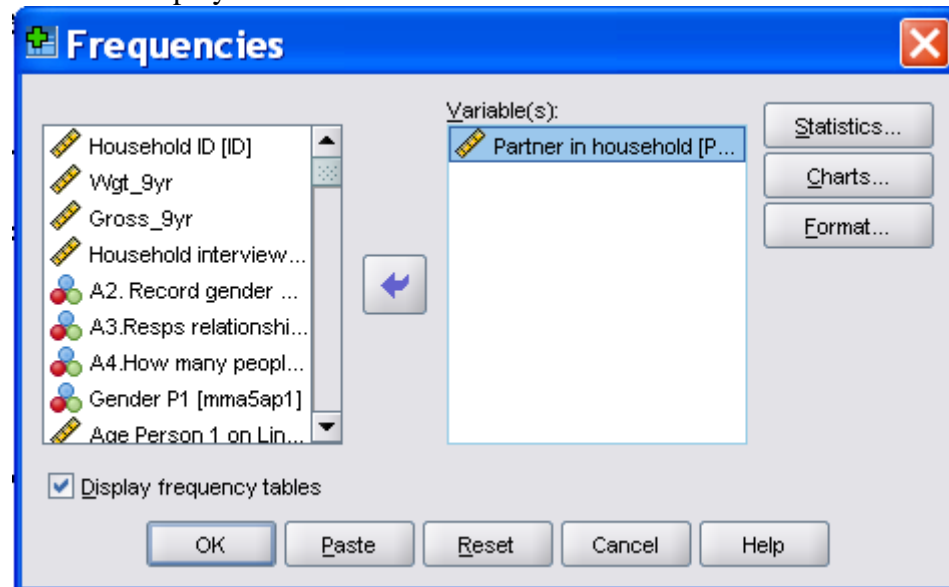
4) Display variable labels in variable lists

As above, select Edit → Options

Under the 'General' heading, under 'Variable Lists' click 'Display labels'



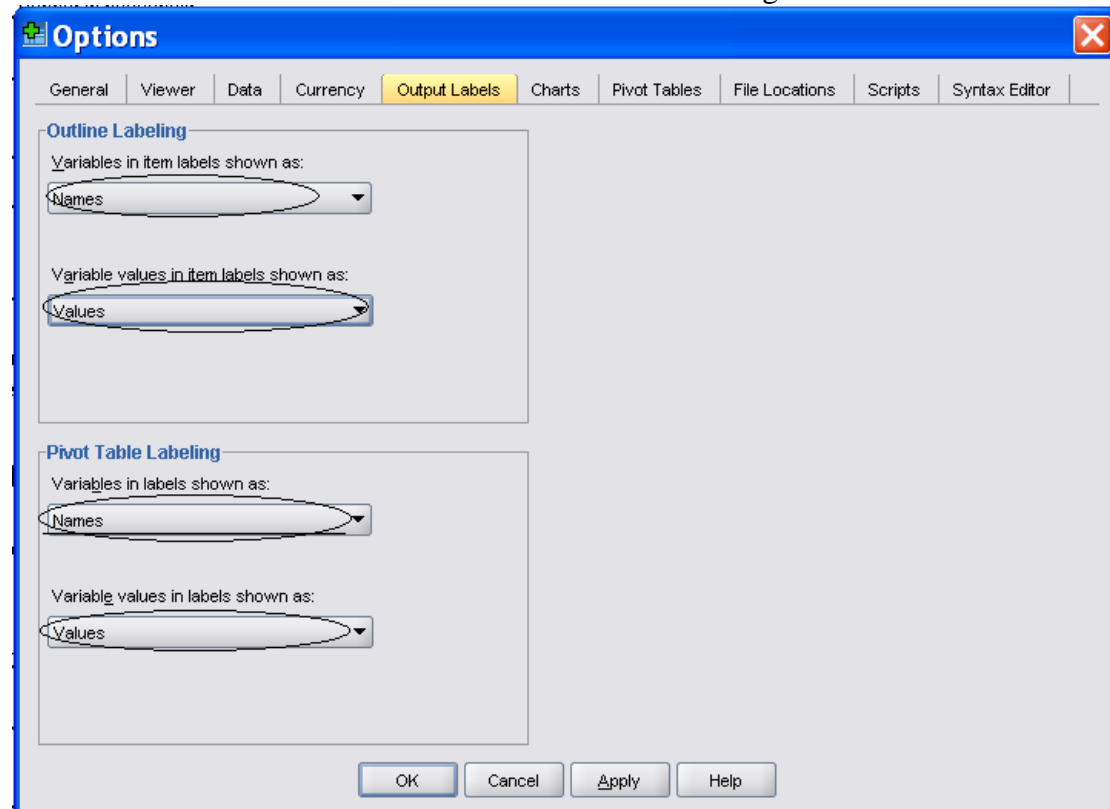
This will display variable lists as follows



5) Display variable names in output

As above, select Edit → Options

Under the 'Output Labels' heading, under 'Outline Labeling' select 'Names' from 'Variable in item labels shown as' and select 'Values' from 'Variable values in item labels shown as:'. Do the same under 'Pivot Table Labeling'.



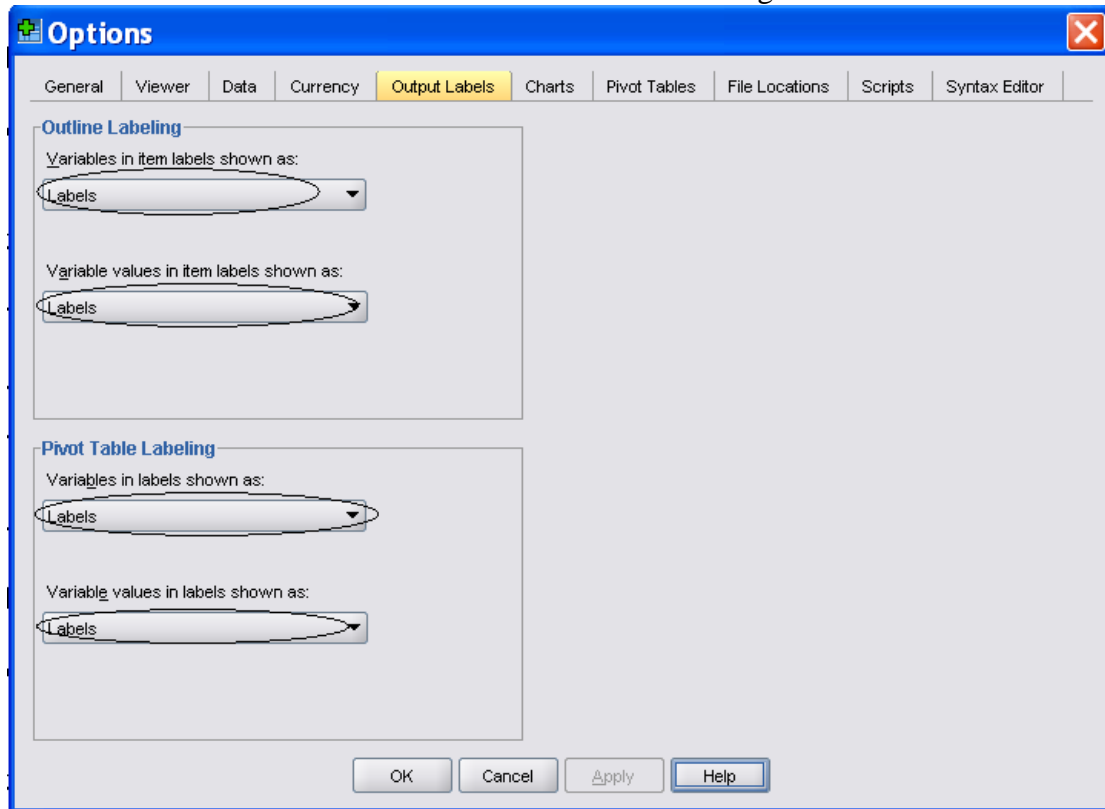
This will display output as follows:

Partner				
		Frequency	Percent	Cumulative Percent
Valid	0	1554	18.1	18.1
	1	7014	81.9	100.0
	Total	8568	100.0	

6) Display variable labels in output

As above, select Edit → Options

Under the 'Output Labels' heading, under 'Outline Labeling' select 'Labels' from 'Variable in item labels shown as' and select 'Labels' from 'Variable values in item labels shown as:'. Do the same under 'Pivot Table Labeling'.



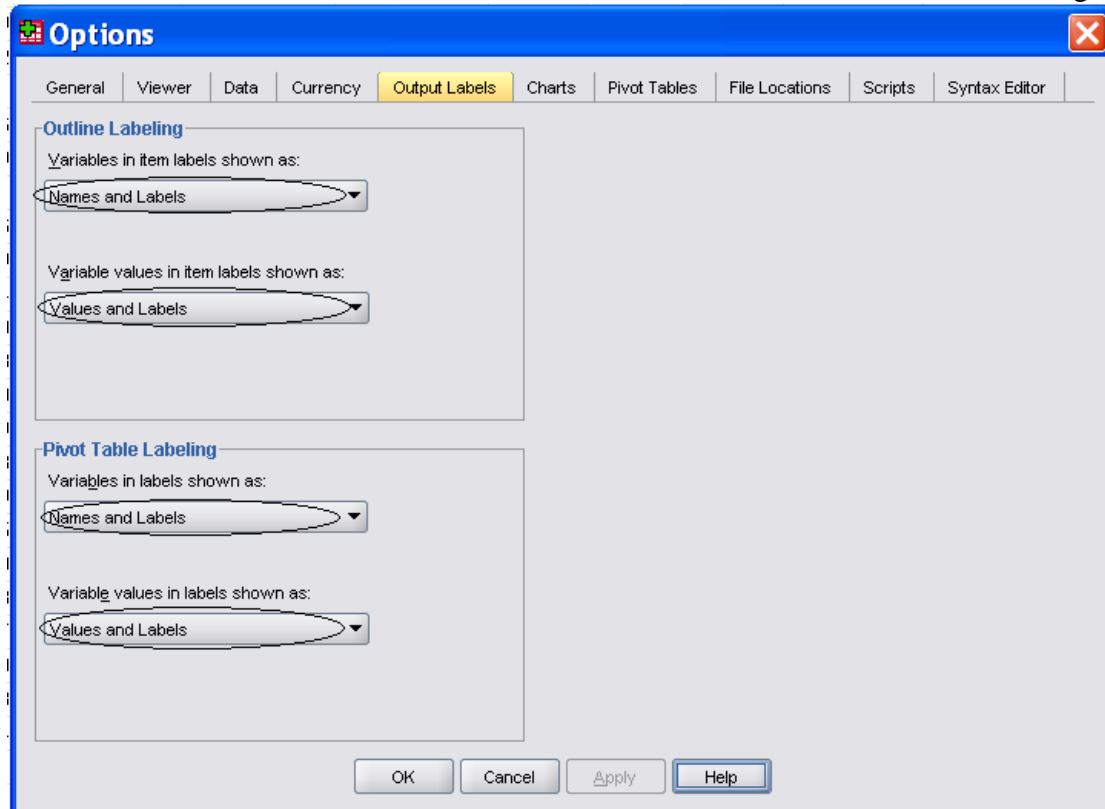
This will display output as follows:

Partner in household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No partner	1554	18.1	18.1	18.1
	Has partner	7014	81.9	81.9	100.0
	Total	8568	100.0	100.0	

7) Display variable names and labels in output

As above, select Edit → Options

Under the 'Output Labels' heading, under 'Outline Labeling' select 'Names and Labels' from 'Variable in item labels shown as' and select 'Values and Labels' from 'Variable values in item labels shown as:'. Do the same under 'Pivot Table Labeling'.



This will display output as follows:

Partner Partner in household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No partner	1554	18.1	18.1	18.1
	1 Has partner	7014	81.9	81.9	100.0
	Total	8568	100.0	100.0	

Note: This is probably the best setting to use as it provides the most information

GUI Data Workshop

Information Sheet 2: Tips on using SPSS syntax

This information sheet provides some introductory hints and tips for using SPSS syntax. Please note this information sheet is based on SPSS Version 17.

1) Why use SPSS syntax?

There are two ways of managing and manipulating data and running statistical analyses in SPSS. One is to use the drop-down menus along the top of each window. The other is to use the SPSS programming command language or syntax.

The advantages of using syntax are many:

- It is a **record** of all analyses you have performed i.e. you can save it and refer back to it when you want to see how you performed an analysis, how a variable was computed etc.
- It is **repeatable**. If you want to run the same analyses a number of times (for example, monthly as your database is updated) you can simply rerun your saved syntax.
- It is **flexible**. You can easily edit it, change it, correct it and rerun it.
- It is **quicker** for data manipulation (especially computing new variables) and for running multiple similar analyses, which you can generate by copying, pasting and minor editing.
- It has some **extra features** that are not available through the menus.

2) The syntax window

SPSS syntax commands are entered in the syntax window.

To create a new syntax window:

Select File → New → Syntax

To open an existing SPSS syntax file:

Select File → Open → Syntax

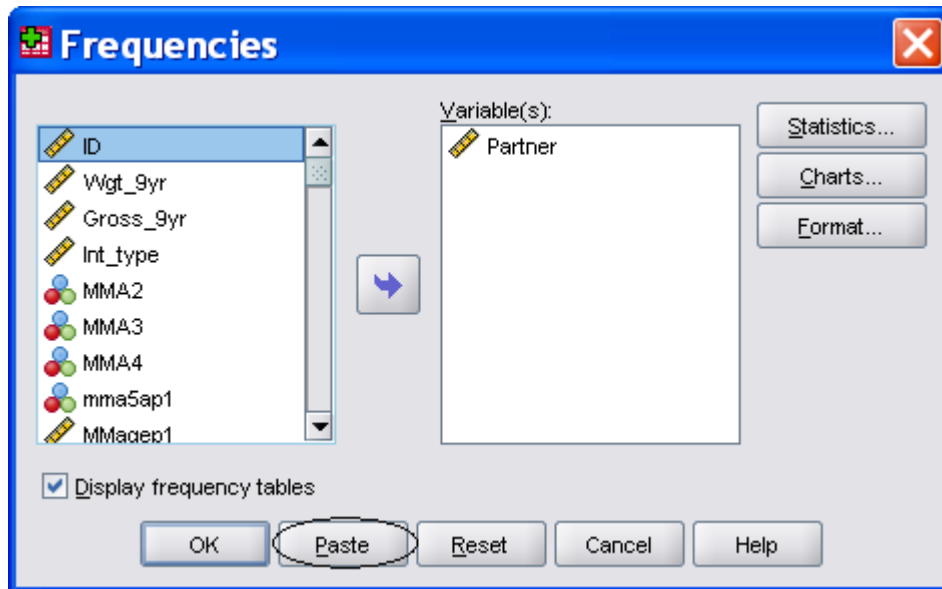
Syntax files will be saved with a '.sps' extension.

3) Writing syntax

There are two ways of writing commands.

- One is to open the syntax window and simply type them in directly. Version 17 of SPSS has a predictive text feature to its syntax window. When you type the first few letters of your code, a drop down list of the various commands that start with those letters will appear that you can then select from. It is also colour-coded which makes it much easier to spot errors in your code. This is good for basic commands for data manipulations and simple statistical analyses that you use regularly and know well.
- The other is to build up a command using the menus then clicking the 'Paste' button rather than ok – this will automatically insert the command into your open syntax window. This is more suitable for more complex statistical analyses which require longer commands with numerous subcommands. It is

also a good way to get started with syntax and learn the various commands. To paste the syntax to run a frequency select Analyse → Descriptive Statistics → Frequencies. Move the variable of interest into the ‘Variable(s)’ box by highlighting it on the list on the left hand side and clicking the arrow in the middle. Then instead of clicking ‘OK’, click ‘Paste’ as highlighted below.



This will paste the following syntax into your syntax window:

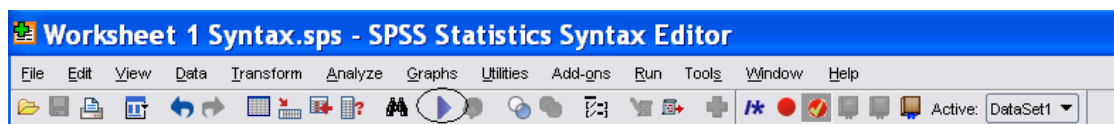
```
FREQUENCIES VARIABLES=Partner
/ORDER=ANALYSIS.
```

Whether you write your own syntax or paste it from the menus, you must have a full stop at the end of each line of code. Forgetting the full stop is the cause of most syntax errors!

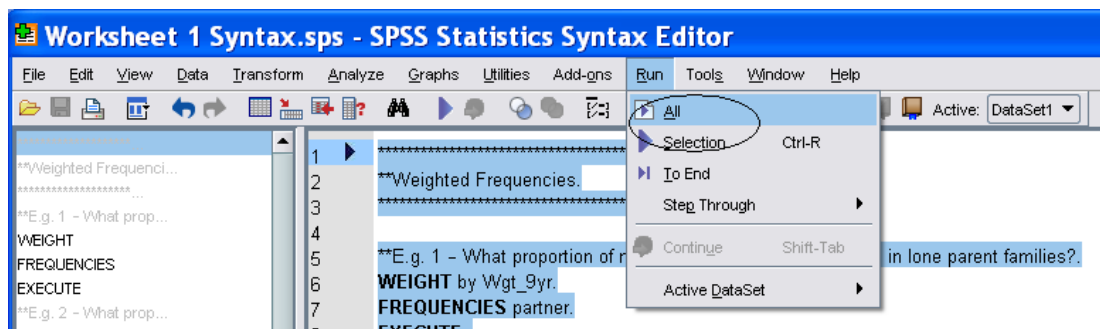
4) Running syntax

The most common way to run an SPSS syntax file is the interactive method. You simply select the part of your syntax file you would like to run, and then click on either

- The run button on the syntax window toolbar



- The run menu and select either ‘run all’ to run the whole file, or ‘run selection’ to run just your selected commands



5) Adding comments and documentation

It is helpful if you add notes to your syntax files explaining what you are doing, particularly if you will be passing your syntax on to someone else or if you will need to re-run it at some time in the future. It is possible to add notes to your file by placing a * at the start of a line – anything after the * on that line will be ignored by SPSS.

6) Tracking your syntax in the Output

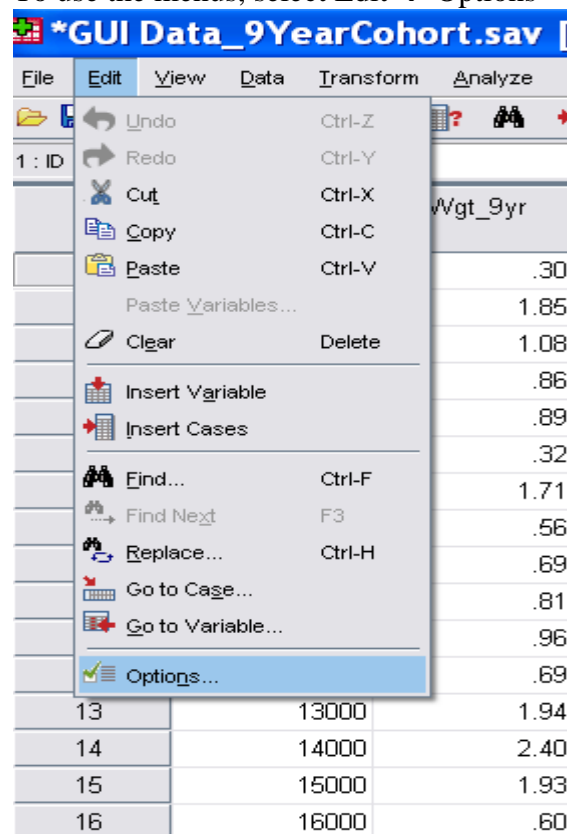
SPSS can be set to display the command syntax on your output viewer, as a 'log' file, along with the output. Having this switched on makes error detection and correction in your syntax much easier. This facility can be switched on and off either via syntax or the menus.

The syntax command is simply

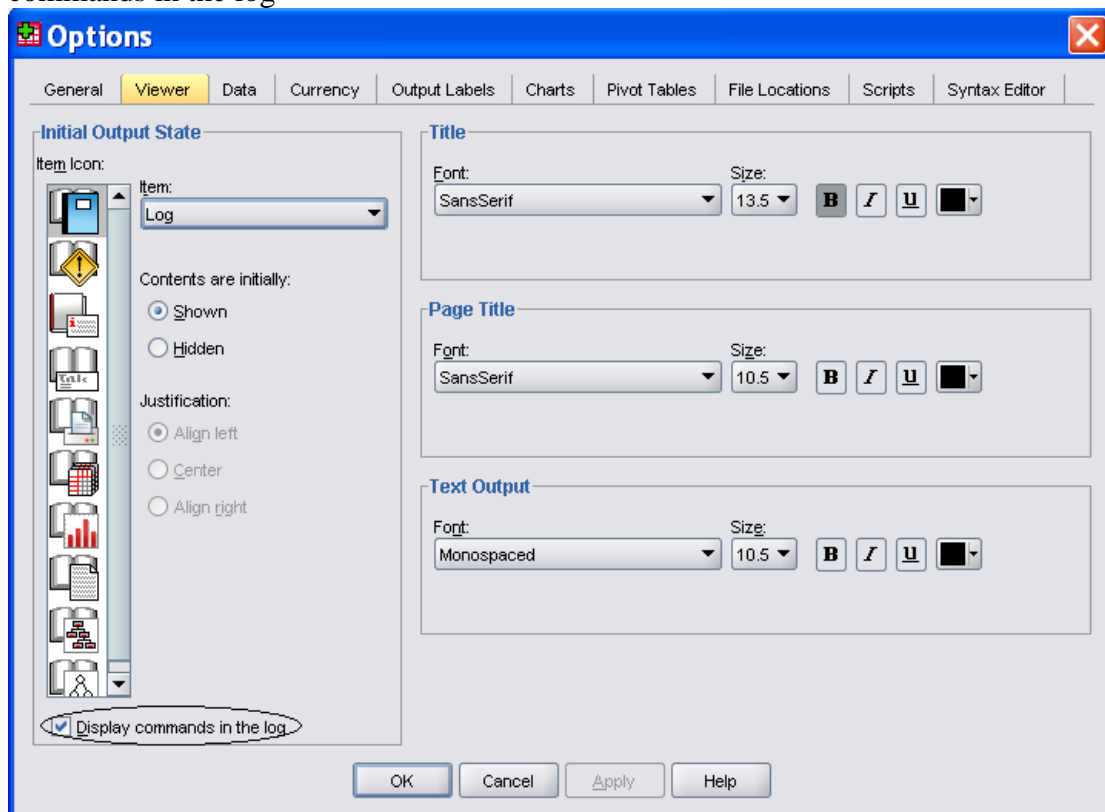
SET PRINTBACK = on.

EXECUTE .

To use the menus, select Edit → Options



This will give the following dialog box. Under the ‘Viewer’ heading, click ‘Display commands in the log’



GUI Data Workshop

Information Sheet 3b: How to use weights in SPSS – 9 year data

This information sheet provides a guide on how to use weights in SPSS. Please note this information sheet is based on SPSS Version 19.

1) Why use weights?

Due to differential response rates (those with higher education, higher social class, higher income and so on are more likely to respond to social surveys) the completed sample may not be fully representative of the population from which it is selected. Weights re-adjust the distribution of the sample to more accurately reflect the distribution of the population.

2) Which weight to use?

Each file has a weighting factor and a grossing factor. Both of these will give the same percentage breakdown as the population. The weighting factor will give the total N of cases of the sample. The grossing factor will give the total N of cases of the population.

You should use the weighting factor in all situations except if you would like to present the N of cases in the population. For e.g. there are X number of nine-year old children in Ireland with special educational needs. You should round this figure to the nearest, say, 100.

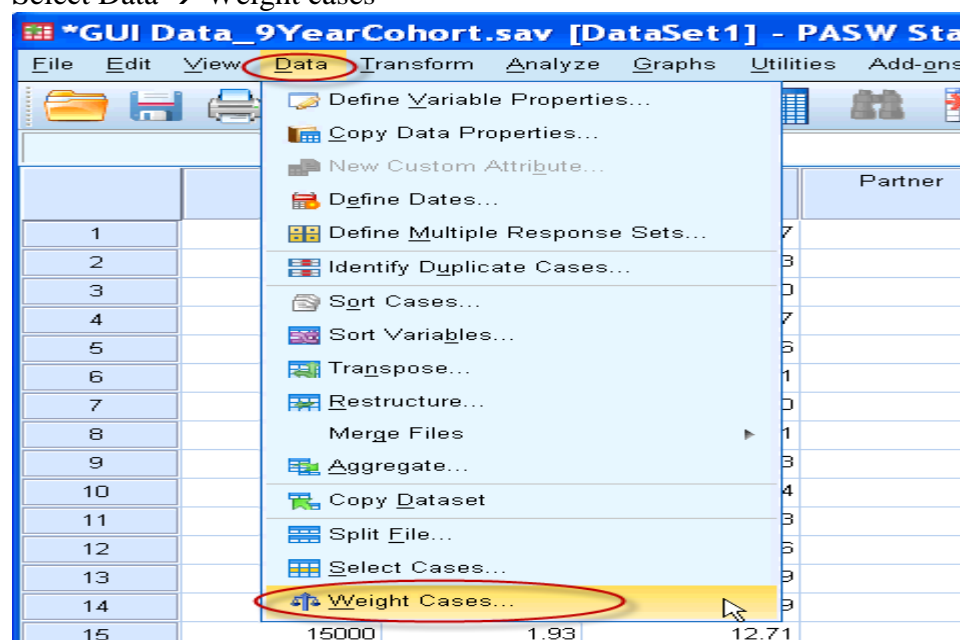
	9 month file	9 year file
Weighting factor	'wgt_9mth'	'wgt_9yr'
Grossing factor	'gross_9mth'	'gross_9yr'

3) How to use the weight?

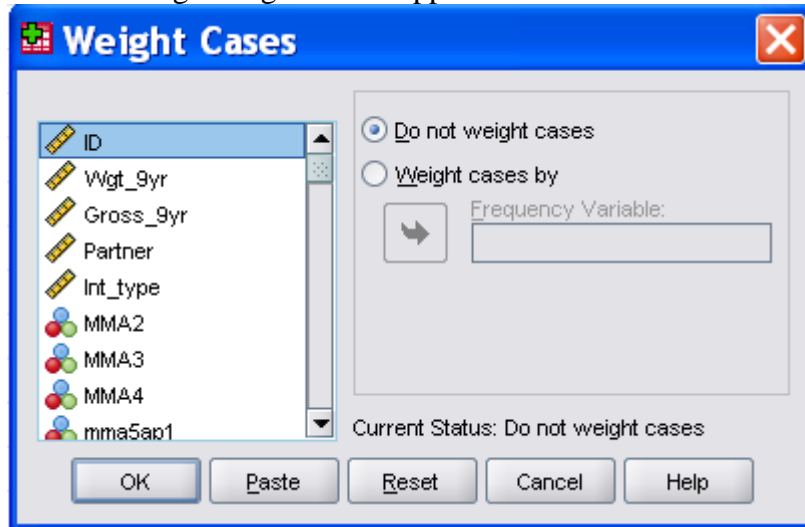
The weight can be applied either using the drop down menus or using SPSS syntax.

Drop down menus:

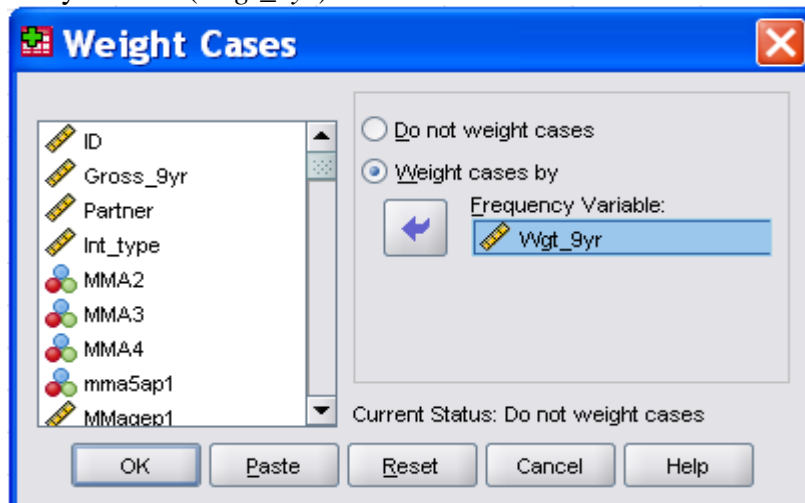
Select Data → Weight cases



The following dialog box will appear.



Click on 'Weight cases by'. Browse through the list of variables on the left and highlight the one you want ('Wgt_9yr') and click on the arrow in the middle. Click on 'OK'.



Syntax:

The syntax command is:

WEIGHT by Wgt_9yr.

This will apply the weight to all subsequent analysis (you only need to apply it once).

To turn off the weight and run unweighted analysis, the syntax command is:

WEIGHT off.

How to check if your weights are applied:

On the Data View or Variable View screen, look to the bottom right corner of the screen. When the weights are applied it will say 'Weight On' here, otherwise it will be blank.

The screenshot shows the IBM SPSS Statistics Data Editor window. The title bar reads '*GUI Data_9YearCohort.sav [DataSet1] - IBM SPSS Statistics Data Editor'. The menu bar includes File, Edit, View, Data, Transform, Analyze, Graphs, Utilities, Add-ons, Window, and Help. The toolbar contains various icons for file operations, data manipulation, and analysis. The main data grid displays 32 rows of data with columns: ID, Wgt_9yr, Gross_9yr, Partner, Int_type, MMA2, MMA3, MMA4, mma5ap1, MMagep1, mma5rmp1, mma5rcp1, mma5spe1, and mtr. The bottom status bar shows 'IBM SPSS Statistics Processor is ready' and 'Weight On' (circled in red). The 'Data View' tab is selected.

	ID	Wgt_9yr	Gross_9yr	Partner	Int_type	MMA2	MMA3	MMA4	mma5ap1	MMagep1	mma5rmp1	mma5rcp1	mma5spe1	mtr
1	1000	.30	1.97	0	2	2	1	2	2	32.00	.	3	3	
2	2000	1.85	12.23	0	2	2	1	2	2	45.00	.	3	6	
3	3000	1.08	7.10	0	2	2	1	2	2	29.00	.	3	3	
4	4000	.86	5.67	0	2	2	1	2	2	48.00	.	3	3	
5	5000	.89	5.86	0	2	2	1	2	2	33.00	.	3	3	
6	6000	.32	2.11	0	2	2	1	2	2	37.00	.	3	4	
7	7000	1.71	11.30	0	2	2	1	2	2	35.00	.	3	3	
8	8000	.56	3.71	0	2	2	1	2	2	50.00	.	3	3	
9	9000	.69	4.53	0	2	2	1	2	2	34.00	.	3	6	
10	10000	.81	5.34	0	2	2	1	2	2	35.00	.	3	3	
11	11000	.96	6.33	0	2	2	1	2	2	34.00	.	3	3	
12	12000	.69	4.56	0	2	2	1	2	2	36.00	.	3	6	
13	13000	1.94	12.79	0	2	2	1	2	2	30.00	.	3	3	
14	14000	2.40	15.79	0	2	2	1	2	2	48.00	.	3	6	
15	15000	1.93	12.71	0	2	2	1	2	2	28.00	.	3	3	
16	16000	.60	3.98	0	2	2	1	2	2	36.00	.	3	3	
17	17000	.59	3.90	0	2	2	1	2	2	32.00	.	3	3	
18	18000	.63	4.16	0	2	2	1	2	2	34.00	.	3	3	
19	19000	1.79	11.78	0	2	2	1	2	2	41.00	.	3	6	
20	20000	1.95	12.84	0	2	2	1	2	2	29.00	.	3	3	
21	21000	.50	3.28	0	2	2	1	2	2	31.00	.	3	3	
22	22000	1.78	11.75	0	2	2	1	2	2	44.00	.	3	3	
23	23000	1.87	12.35	0	2	2	1	2	2	33.00	.	3	3	
24	24000	.70	4.60	0	2	2	1	2	2	37.00	.	3	3	
25	25000	.48	3.14	0	2	2	1	2	2	33.00	.	3	3	
26	26000	.84	5.56	0	2	2	1	2	2	31.00	.	3	3	
27	27000	3.41	22.46	0	2	1	1	2	1	40.00	.	3	3	
28	28000	.51	3.34	0	2	2	1	2	2	43.00	.	3	3	
29	29000	.78	5.13	0	2	2	1	2	2	39.00	.	3	3	
30	30000	.27	1.76	0	2	2	1	2	2	36.00	.	3	3	
31	31000	.66	4.34	0	2	2	1	2	2	39.00	.	3	3	
32	32000	.20	1.32	0	2	2	1	2	2	32.00	.	3	4	

4) What difference do weights make?

Weights will have more of an impact on any variables which are used in calculating the weights. For example, whether the child lives with one parent or two parents is one of the variables used in the weights for the 9 year old file. The sample was under-represented in the number of children living in one parent households.

Unweighted: 11.6 % of nine-year old children in the Growing Up in Ireland sample lived in one parent households (no partner in household).

Partner Partner in household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No partner	991	11.6	11.6	11.6
	1 Has partner	7577	88.4	88.4	100.0
	Total	8568	100.0	100.0	

Weighting factor: 18.1% of nine-year old children lived in one parent households – this is representative of the population of nine-year old children in Ireland.

Partner Partner in household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No partner	1554	18.1	18.1	18.1
	1 Has partner	7014	81.9	81.9	100.0
	Total	8568	100.0	100.0	

Grossing factor: 18.1% of nine-year old children lived in one parent households – this amounts to approximately 10,200 nine-year old children in Ireland.

Partner Partner in household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No partner	10244	18.1	18.1	18.1
	1 Has partner	46253	81.9	81.9	100.0
	Total	56497	100.0	100.0	

The weights will have less of an impact on variables which are not directly used in calculating the weights (and even less on variables which are not related to any of the variables used in calculating the weights). The frequencies below represent whether the child is right or left handed.

Unweighted: 13.1% of nine-year old children in the Growing Up in Ireland sample were left-handed.

MMC19 C19. Study Child right or left handed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Right handed	7435	86.8	86.9	86.9
	2 Left handed	1123	13.1	13.1	100.0
	Total	8558	99.9	100.0	
Missing	9 Dontknow	10	.1		
Total		8568	100.0		

Weighting factor: 13.2% of nine-year old children were left-handed – this is representative of the population of nine-year old children in Ireland.

MMC19 C19. Study Child right or left handed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Right handed	7423	86.6	86.8	86.8
	2 Left handed	1133	13.2	13.2	100.0
	Total	8557	99.9	100.0	
Missing	9 Dontknow	11	.1		
Total		8568	100.0		

Grossing factor: 13.2% of nine-year old children were left-handed – this amounts to approximately 7,500 nine-year old children in Ireland.

MMC19 C19. Study Child right or left handed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Right handed	48950	86.6	86.8	86.8
	2 Left handed	7474	13.2	13.2	100.0
	Total	56424	99.9	100.0	
Missing	9 Dontknow	73	.1		
Total		56497	100.0		

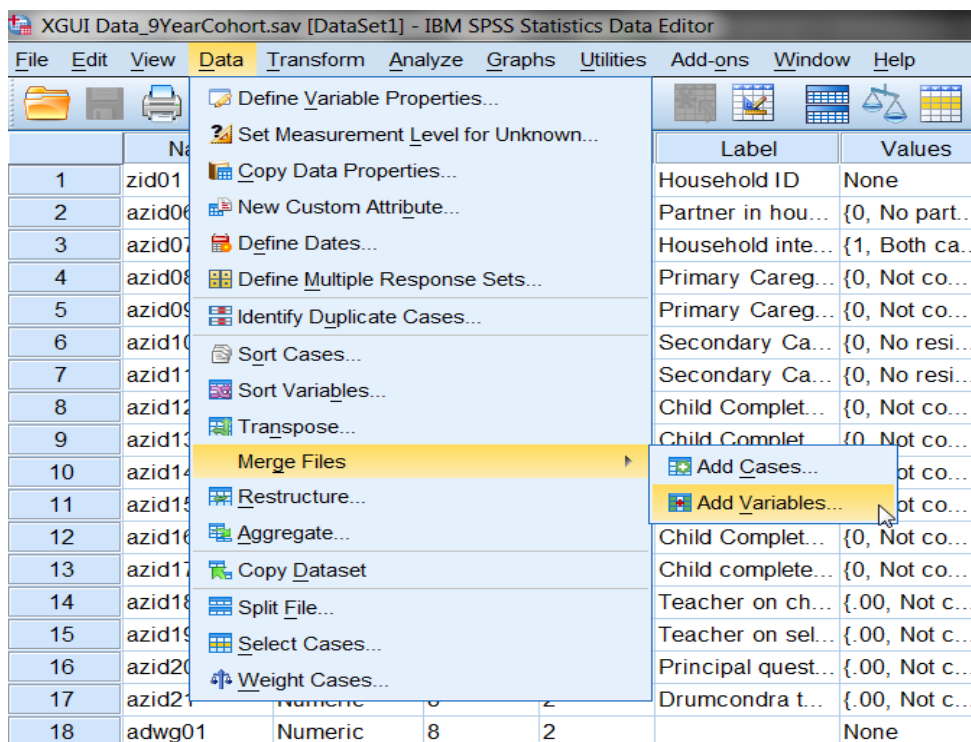
GUI Data Workshop

Information Sheet 4: How to match 9 year and 13 year files

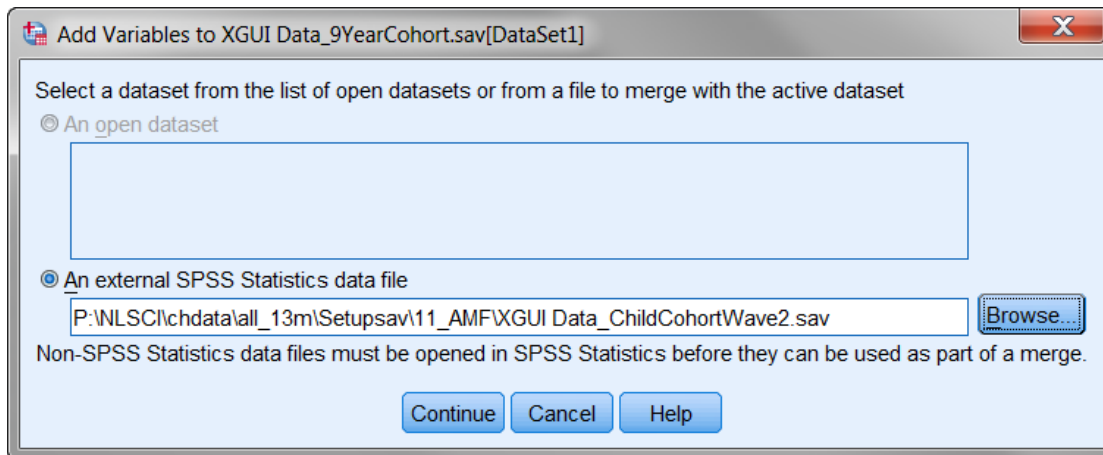
This information sheet provides a guide on how to match the Child Cohort Wave 1 (at 9 years) and Wave 2 (at 13 years) files. Please note this information sheet is based on SPSS Version 19.

To match the Wave 1 and Wave 2 datafile you must follow these steps:

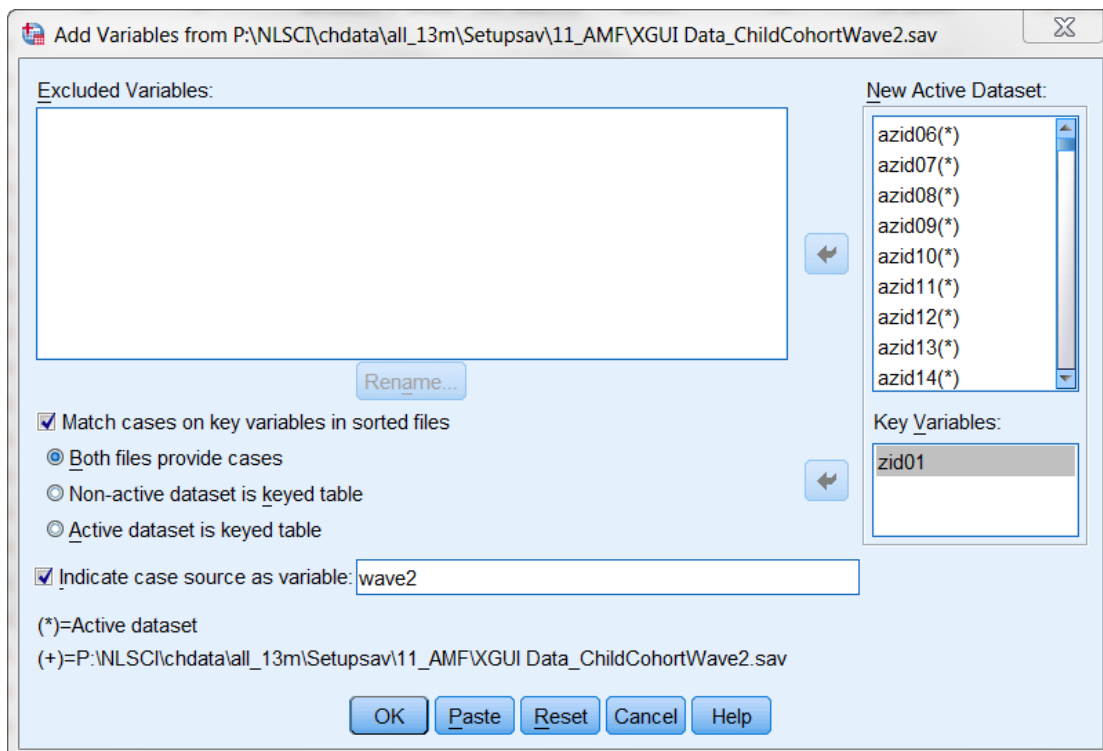
1. Open the Wave 1 datafile - XGUI Data_9MonthCohort.sav
2. Click Data → Merge → Merge Files → Add variables



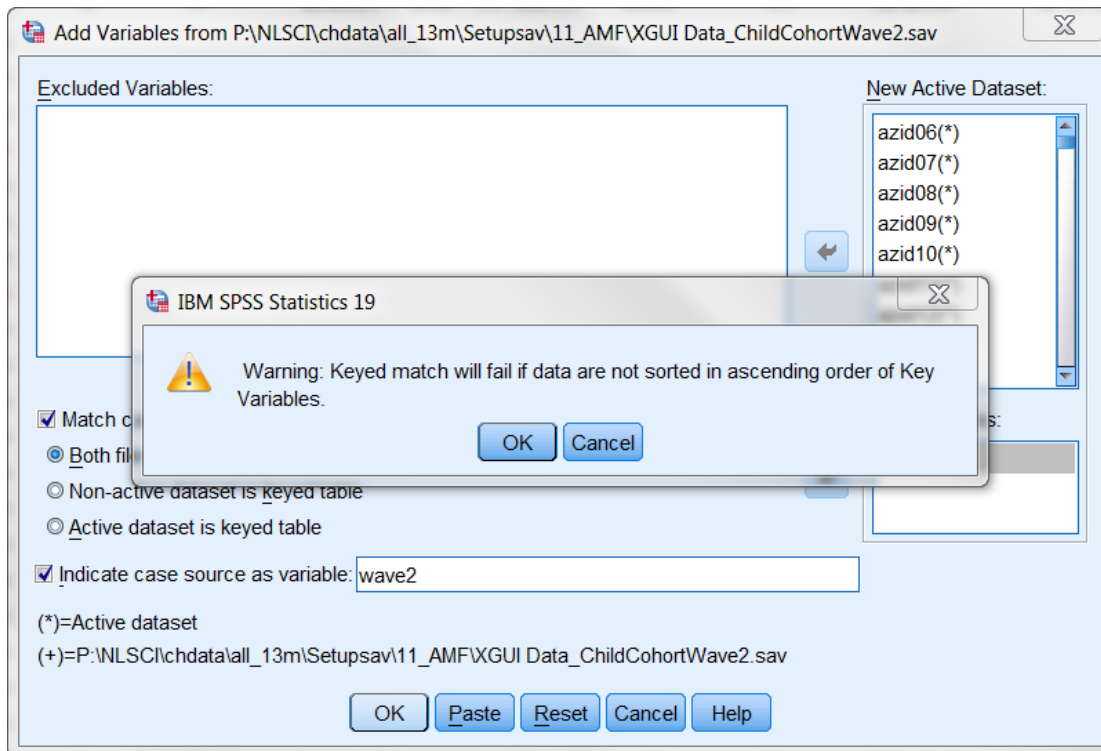
3. This will bring up the following dialog box. Click browse and select the location of the Wave 2 datafile – XGUI Data_ ChildCohortWave2.sav. Click Continue.



4. In the following dialog box tick 'match cases on key variables in sorted files', and using the arrow move the variable 'zid01' into the Key Variables box. Also tick 'Indicate case source as variable' and type a name for the variable into the box (the default variable name is 'source01'. This has been changed to 'wave2' in the example below). This will create a new variable which is coded 1 if the case is in Wave 2 and 0 if the case is not in Wave 2. Click 'ok'. There are 8,568 cases in Wave 1 and 7,525 cases in Wave 2. Longitudinal analysis can be conducted on cases for which we have both Wave 1 and Wave 2 data (7,525 cases).



5. The following warning will appear. In order to match the files they both must be pre-sorted by the key variable used for matching – in this case 'zid01'. Click 'ok'.



6. The matched file will contain 8,568 cases with all the variables from Wave 1 (prefixed with 'a') and all the variables from Wave 2 (prefixed with 'b'). The Wave 2 variables will be system missing (sysmis) for any cases which are not included in Wave 2 (there are 7,525 valid cases in Wave 2). There will also be an identifier variable 'wave2' which will flag which cases responded in Wave 2.

7. This matched file should be saved under a new name (for e.g. XGUI Data_ChildCohortWave1andWave2.sav). Simply saving the file will overwrite the original Wave 1 file.

Worksheets

GUI Data Workshop – 9 year

Worksheet 1: Frequency and Crosstabs Exercises Using SPSS Syntax

This document provides worked examples of some very basic commands which can be used to explore and analyse the GUI data using SPSS syntax commands (please see GUI Data Workshop – Information Sheet 2: Tips on using SPSS syntax for an introductory guide on using SPSS syntax). This worksheet should be used in conjunction with the SPSS syntax file “Worksheet 1 Syntax.sps”. Please note this worksheet is based on SPSS Version 17.

Exercise 1: Weighted frequencies

Frequencies are a very quick and simple way to obtain a descriptive overview of single or multiple variables allowing an assessment of the distribution of responses across the population

E.g. 1 – What proportion of nine-year-old children were living in lone parent families?

The syntax command is:

WEIGHT by Wgt_9yr.

FREQUENCIES partner.

EXECUTE .

The output should be:

Partner Partner in household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No partner	1554	18.1	18.1	18.1
	1 Has partner	7014	81.9	81.9	100.0
	Total	8568	100.0	100.0	

E.g. 2 – What proportion of nine-year-old children were breastfed when they were infants?

The syntax command is:

```
WEIGHT by Wgt_9yr.  
FREQUENCIES MMB8.  
EXECUTE .
```

The output should be:

MMB8 B8. Was Study Child ever breastfed,					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	3750	43.8	44.4	44.4
	2 no	4697	54.8	55.6	100.0
	Total	8447	98.6	100.0	
Missing	System	121	1.4		
Total		8568	100.0		

E.g. 3 – What proportion of nine-year-old children brushed their teeth at least once a day?

The syntax command is:

```
WEIGHT by Wgt_9yr.  
FREQUENCIES MMC8.  
EXECUTE .
```

The output should be:

MMC8 C8. Study Child brush teeth at least once daily					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	8068	94.2	94.3	94.3
	2 no	486	5.7	5.7	100.0
	Total	8554	99.8	100.0	
Missing	9 Dontknow	14	.2		
Total		8568	100.0		

E.g. 4 – How did the primary caregivers of nine-year-old children describe their current health?

The syntax command is:

WEIGHT by Wgt_9yr.
FREQUENCIES MME1.
EXECUTE .

The output should be:

MME1 E1. Your current health					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Excellent	2648	30.9	30.9	30.9
	2 Very good	3443	40.2	40.2	71.1
	3 Good	1879	21.9	21.9	93.0
	4 Fair	513	6.0	6.0	99.0
	5 Poor	85	1.0	1.0	100.0
	Total	8568	100.0	100.0	

E.g. 5 – How many hours per day did nine-year-old children spend watching television, videos or DVDs?

The syntax command is:

WEIGHT by Wgt_9yr.
FREQUENCIES MMG1.
EXECUTE .

The output should be:

MMG1 G1. Average day - hours watching tv/videos/DVD					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	181	2.1	2.1	2.1
	2 Less than an hour	1832	21.4	21.4	23.5
	3 1 hour to less than 3 hours	5633	65.7	65.7	89.2
	4 3 hours to less than 5 hours	741	8.6	8.6	97.9
	5 5 hours to less than 7 hours	104	1.2	1.2	99.1
	6 7 hours or more	77	.9	.9	100.0
	Total	8568	100.0	100.0	

E.g. 6 – How did the secondary caregivers of nine-year-old children describe their current health?

The syntax command is:

WEIGHT by Wgt_9yr.

FREQUENCIES FB1.

EXECUTE .

The output should be:

FB1 B1. Your current health					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Excellent	2203	25.7	33.7	33.7
	2 Very good	2639	30.8	40.4	74.1
	3 Good	1315	15.3	20.1	94.2
	4 Fair	320	3.7	4.9	99.1
	5 Poor	56	.6	.9	100.0
	Total	6532	76.2	100.0	
Missing	9 Dontknow	2	.0		
	System	2033	23.7		
	Total	2036	23.8		
Total		8568	100.0		

E.g. 7 – What proportion of nine-year-old children liked Maths?

The syntax command is:

WEIGHT by Wgt_9yr.

FREQUENCIES CQ3a.

EXECUTE .

The output should be:

CQ3a Q3a. Like: Maths					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Always like it	4021	46.9	47.3	47.3
	2 Sometimes like it	3624	42.3	42.6	89.9
	3 Never like it	858	10.0	10.1	100.0
	Total	8503	99.2	100.0	
Missing	9 Dontknow	2	.0		
	System	63	.7		
	Total	65	.8		
Total		8568	100.0		

E.g. 8 – What proportion of nine-year-old children had a male school Principal?

The syntax command is:

WEIGHT by Wgt_9yr.

FREQUENCIES P1.

EXECUTE .

The output should be:

p1 1. Are you Male or Female					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	4472	52.2	53.2	53.2
	2 Female	3936	45.9	46.8	100.0
	Total	8408	98.1	100.0	
Missing	System	160	1.9		
Total		8568	100.0		

E.g. 9 – What proportion of nine-year-old children had a male school teacher?

The syntax command is:

WEIGHT by Wgt_9yr.

FREQUENCIES TS1.

EXECUTE .

The output should be:

TS1 1. Are you male or female?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 male	1172	13.7	14.4	14.4
	2 female	6962	81.3	85.6	100.0
	Total	8134	94.9	100.0	
Missing	9 Dontknow	18	.2		
	System	416	4.9		
	Total	433	5.1		
Total		8568	100.0		

E.g. 10 – What proportion of nine-year-old children regularly arrived at school with homework not completed (as reported by their school teacher)?

The syntax command is:

WEIGHT by Wgt_9yr.

FREQUENCIES TC8.

EXECUTE .

The output should be:

TC8 8. How often homework not completed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never, - homework always or almost alway	5891	68.8	71.5	71.5
	2 Occasionally not completed	1887	22.0	22.9	94.4
	3 Regularly not completed	425	5.0	5.2	99.6
	4 Not applicable, Study Child never/rarely	35	.4	.4	100.0
	Total	8237	96.1	100.0	
Missing	9 Dontknow	40	.5		
	System	290	3.4		
	Total	331	3.9		
Total		8568	100.0		

Exercise 2: Weighted crosstabulations

Crosstabulations are another quick and simple way to get descriptive results from the data. Crosstabs permit the comparison of responses across different groups of children or families.

E.g. 1 – How did the health status of nine-year-old children vary across family income groups?.

The syntax command is:

WEIGHT by Wgt_9yr.

CROSSTABS MMB10 by Eincquin / cell count col.

EXECUTE .

The output should be:

MMB10 B10. Study Childs health past year * EIncQuin Equivalised Household Annual Income - Quintiles Crosstabulation

			EIncQuin Equivalised Household Annual Income - Quintiles					Total
			1.00 Lowest	2.00 2nd	3.00 3rd	4.00 4th	5.00 Highest	
MMB10 B10. Study Childs health past year	1 Very healthy, no problems	Count	1094	1123	1146	1205	1275	5843
		% within EIncQuin	68.5%	69.9%	71.3%	75.6%	79.6%	73.0%
		Equivalised Household Annual Income - Quintiles						
	2 Healthy, but a few minor problems	Count	468	444	438	368	313	2031
		% within EIncQuin	29.3%	27.6%	27.3%	23.1%	19.6%	25.4%
		Equivalised Household Annual Income - Quintiles						
	3 Sometimes quite ill/Almost always unwell	Count	36	40	23	20	13	132
		% within EIncQuin	2.3%	2.5%	1.4%	1.3%	.8%	1.6%
		Equivalised Household Annual Income - Quintiles						
Total		Count	1598	1607	1607	1593	1601	8006
		% within EIncQuin	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Equivalised Household Annual Income - Quintiles						

E.g. 2 – How did nine-year-old children's attitude to school vary across the gender of the Study Child?.

The syntax command is:

WEIGHT by Wgt_9yr.

CROSSTABS CQ1 by mma5ap2 / cell count col.

EXECUTE .

The output should be:

CQ1 Q1. What do you think about school * mma5ap2 Gender P2 Crosstabulation

			mma5ap2 Gender P2		Total
			1 male	2 female	
CQ1 Q1. What do you think about school	1 Always like it	Count	845	1423	2268
		% within mma5ap2 Gender P2	19.4%	34.3%	26.7%
	2 Sometimes like it	Count	3087	2572	5659
		% within mma5ap2 Gender P2	70.9%	62.0%	66.5%
	3 Never like it	Count	421	156	577
		% within mma5ap2 Gender P2	9.7%	3.8%	6.8%
Total	Count	4353	4151	8504	
	% within mma5ap2 Gender P2	100.0%	100.0%	100.0%	

E.g. 3 – How did the number of books in the home vary by family social class?.

The syntax command is:

WEIGHT by Wgt_9yr.

CROSSTABS MMJ25 by xhsdclass / cell count col.

EXECUTE .

The output should be:

MMJ25 J25. How many childrens books does SC have access to in your home * xhsdclass hsd class - 3 categories Crosstabulation

			xhsdclass hsd class - 3 categories			
			1.00 Prof Manag	2.00 Oth non man/Skilled Man	3.00 Semi unskilled man	
MMJ25 J25. How many childrens books does SC have access to in your home	1 None	Count	7	28	12	47
		% within xhsdclass hsd class - 3 categories	.2%	.9%	1.3%	.6%
	2 Less than 10	Count	174	307	152	633
		% within xhsdclass hsd class - 3 categories	4.9%	10.1%	16.2%	8.4%
	3 10 to 20	Count	498	643	236	1377
		% within xhsdclass hsd class - 3 categories	14.0%	21.2%	25.1%	18.3%
	4 21 to 30	Count	505	468	128	1101
		% within xhsdclass hsd class - 3 categories	14.2%	15.4%	13.6%	14.6%
	5 More than 30	Count	2372	1584	413	4369
		% within xhsdclass hsd class - 3 categories	66.7%	52.3%	43.9%	58.0%
Total		Count	3556	3030	941	7527
		% within xhsdclass hsd class - 3 categories	100.0%	100.0%	100.0%	100.0%

E.g. 4 – How did the incidence of the nine-year-old child having a TV in his/her bedroom vary across the level of education of the primary caregivers?.

The syntax command is:

WEIGHT by Wgt_9yr.

CROSSTABS MMG5a by MML37 / cell count col.

EXECUTE .

The output should be:

MMG5a G5a. In Study Childs bedroom - TV * MML37 L37 What is the highest level of education you have completed to date Crosstabulation

		MML37 L37 What is the highest level of education you have completed to date						Total
		1.00 NOne or primary	2.00 Lower Sec	3.00 Hi Sec/Tec hVoc/U ppSec+ Tech/Vo c	4.00 Non Degree	5.00 Primary	6.00 Postgra d	
MMG5a G5a. 1 In Study Childs bedroom - TV	yes Count	396	1318	1330	481	237	61	3823
	% within MML37 L37 What is the highest level of education you have completed to date	72.1%	64.8%	42.3%	35.3%	24.6%	11.9%	44.6%
2 no	Count	153	717	1815	881	725	453	4744
	% within MML37 L37 What is the highest level of education you have completed to date	27.9%	35.2%	57.7%	64.7%	75.4%	88.1%	55.4%
Total	Count	549	2035	3145	1362	962	514	8567
	% within MML37 L37 What is the highest level of education you have completed to date	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

E.g. 5 – How did the primary caregiver's rating of how safe it was to walk alone in their area after dark vary by urban/rural classification?.

The syntax command is:

WEIGHT by Wgt_9yr.

CROSSTABS MMM3a by region / cell count col.

EXECUTE .

The output should be:

MMM3a M3. Safe to walk alone in this area after dark * Region Region Crosstabulation

			Region Region		Total
			1 Urban	2 Rural	
MMM3a M3. Safe to walk alone in this area after dark	1 Strongly agree	Count	571	1036	1607
		% within Region Region	14.9%	22.0%	18.8%
	2 Agree	Count	1902	2257	4159
		% within Region Region	49.8%	47.9%	48.7%
	3 Disagree	Count	1084	1090	2174
		% within Region Region	28.4%	23.1%	25.5%
	4 Strongly disagree	Count	266	327	593
		% within Region Region	7.0%	6.9%	6.9%
Total	Count	3823	4710	8533	
	% within Region Region	100.0%	100.0%	100.0%	

GUI Data Workshop – 9 year

Worksheet 2: Frequency and Crosstabs Exercises Using SPSS Menus

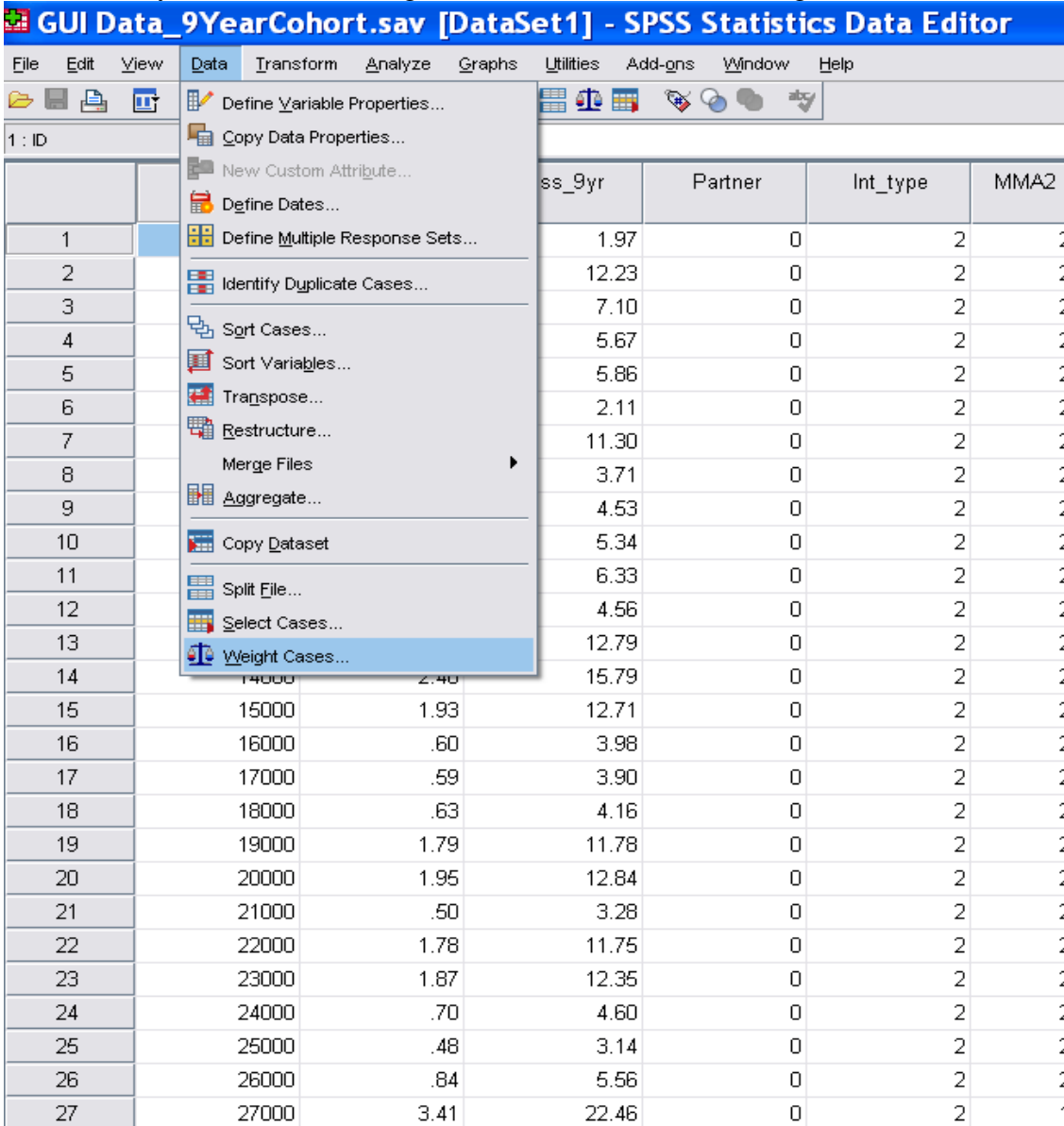
This document provides worked examples of some very basic commands which can be used to explore and analyse the GUI data using SPSS drop-down menus. The first example of each of the weighted frequencies and the weighted crosstabulations are accompanied with detailed screen shots of how to run the analysis using SPSS menus. You can then work through the rest of the examples (the appropriate output for each example is presented). Please note this worksheet is based on SPSS Version 17.

Exercise 1: Weighted frequencies

Frequencies are a very quick and simple way to obtain a descriptive overview of single or multiple variables allowing an assessment of the distribution of responses across the population

E.g. 1 – What proportion of nine-year-old children were living in lone parent families?

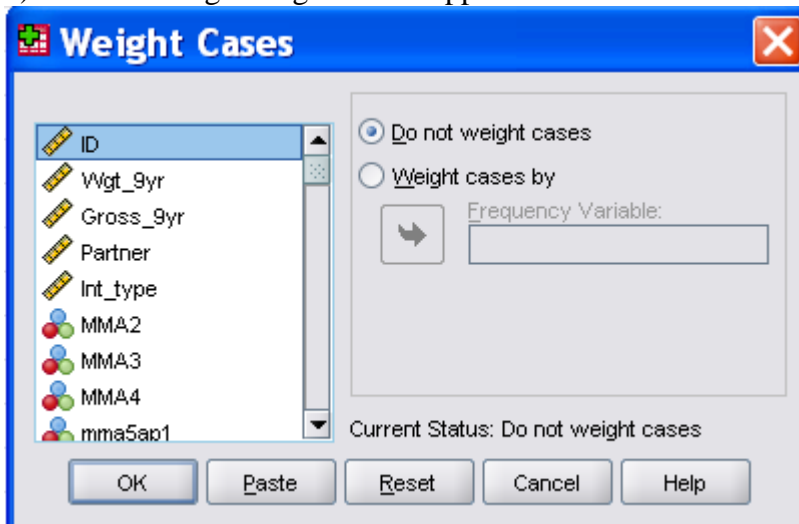
1) First you will need to weight the data. Select Data → Weight Cases



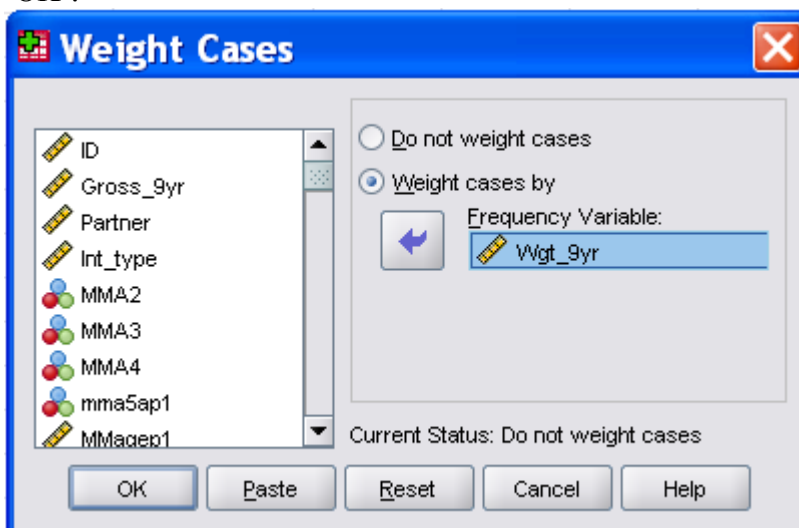
The screenshot shows the SPSS Statistics Data Editor window for the file 'GUI Data_9YearCohort.sav [DataSet1]'. The 'Data' menu is open, and the 'Weight Cases...' option is selected. The data table has the following columns: 'ss_9yr', 'Partner', 'Int_type', and 'MMA2'. The rows are numbered 1 to 27. The 'Weight Cases...' option is highlighted in the 'Data' menu.

	ss_9yr	Partner	Int_type	MMA2
1	1.97	0	2	2
2	12.23	0	2	2
3	7.10	0	2	2
4	5.67	0	2	2
5	5.86	0	2	2
6	2.11	0	2	2
7	11.30	0	2	2
8	3.71	0	2	2
9	4.53	0	2	2
10	5.34	0	2	2
11	6.33	0	2	2
12	4.56	0	2	2
13	12.79	0	2	2
14	15.79	0	2	2
15	12.71	0	2	2
16	3.98	0	2	2
17	3.90	0	2	2
18	4.16	0	2	2
19	11.78	0	2	2
20	12.84	0	2	2
21	3.28	0	2	2
22	11.75	0	2	2
23	12.35	0	2	2
24	4.60	0	2	2
25	3.14	0	2	2
26	5.56	0	2	2
27	22.46	0	2	1

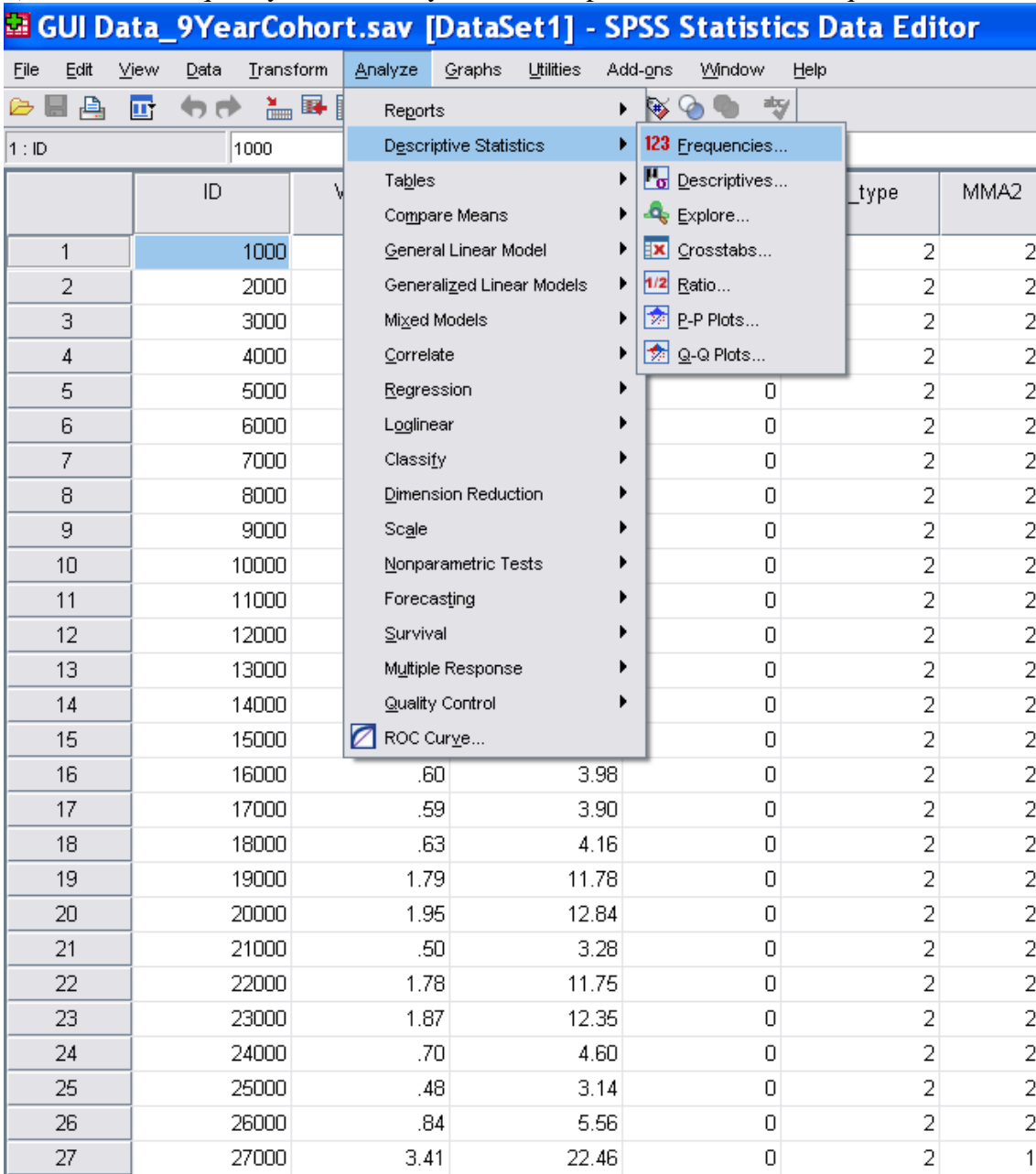
2) The following dialog box will appear.



3) Click on 'Weight cases by'. Browse through the list of variables on the left and highlight the one you want ('Wgt_9yr') and click on the arrow in the middle. Click on 'OK'.



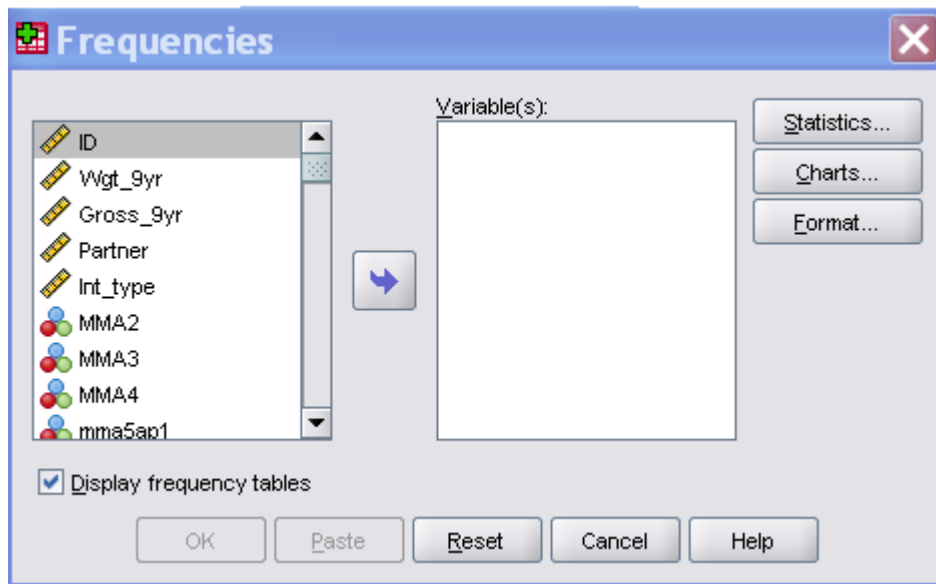
4) To run the frequency, select Analyse → Descriptive Statistics → Frequencies



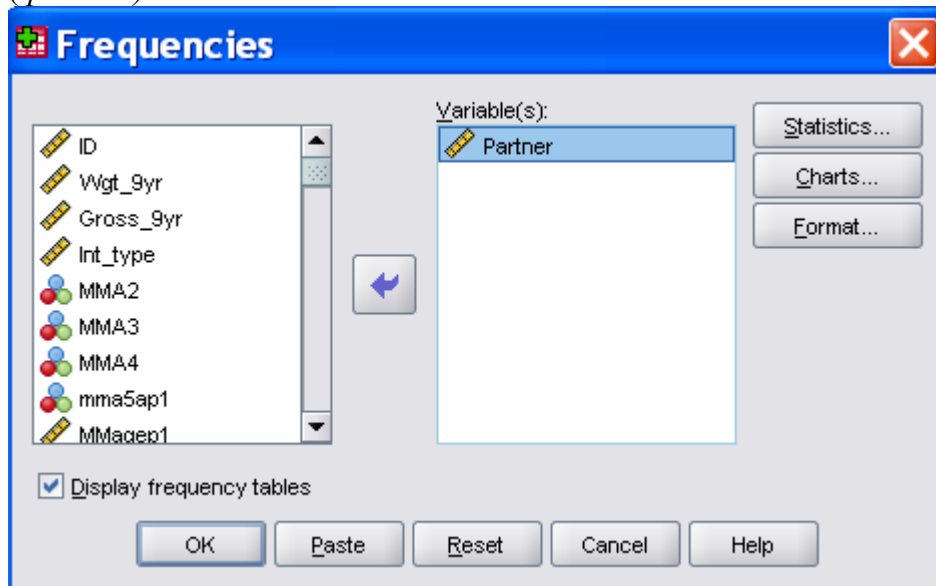
The screenshot shows the SPSS Statistics Data Editor window titled "GUI Data_9YearCohort.sav [DataSet1] - SPSS Statistics Data Editor". The menu bar includes File, Edit, View, Data, Transform, Analyze, Graphs, Utilities, Add-ons, Window, and Help. The "Analyze" menu is open, showing a list of statistical procedures. The "Descriptive Statistics" option is selected, and its submenu is displayed, with "Frequencies..." highlighted. The background data table has columns ID, type, and MMA2, with rows numbered 1 to 27.

	ID				type	MMA2
1	1000					
2	2000					
3	3000					
4	4000					
5	5000					
6	6000					
7	7000					
8	8000					
9	9000					
10	10000					
11	11000					
12	12000					
13	13000					
14	14000					
15	15000					
16	16000	.60	3.98	0	2	2
17	17000	.59	3.90	0	2	2
18	18000	.63	4.16	0	2	2
19	19000	1.79	11.78	0	2	2
20	20000	1.95	12.84	0	2	2
21	21000	.50	3.28	0	2	2
22	22000	1.78	11.75	0	2	2
23	23000	1.87	12.35	0	2	2
24	24000	.70	4.60	0	2	2
25	25000	.48	3.14	0	2	2
26	26000	.84	5.56	0	2	2
27	27000	3.41	22.46	0	2	1

2) The following dialog box will appear:



3) Browse through the list of variables on the left and highlight the one(s) you want ('partner') and click on the arrow in the middle.



4) Click 'OK' and the output will show you the frequency table for that variable.

Partner Partner in household					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No partner	1554	18.1	18.1	18.1
	1 Has partner	7014	81.9	81.9	100.0
	Total	8568	100.0	100.0	

E.g. 2 – What proportion of nine-year-old children were breastfed when they were infants?

The output should be:

MMB8 B8. Was Study Child ever breastfed,					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	3750	43.8	44.4	44.4
	2 no	4697	54.8	55.6	100.0
	Total	8447	98.6	100.0	
Missing	System	121	1.4		
Total		8568	100.0		

E.g. 3 – What proportion of nine-year-old children brushed their teeth at least once a day?

The output should be:

MMC8 C8. Study Child brush teeth at least once daily					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 yes	8068	94.2	94.3	94.3
	2 no	486	5.7	5.7	100.0
	Total	8554	99.8	100.0	
Missing	9 Dontknow	14	.2		
Total		8568	100.0		

E.g. 4 – How did the primary caregivers of nine-year-old children describe their current health?

The output should be:

MME1 E1. Your current health					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Excellent	2648	30.9	30.9	30.9
	2 Very good	3443	40.2	40.2	71.1
	3 Good	1879	21.9	21.9	93.0
	4 Fair	513	6.0	6.0	99.0
	5 Poor	85	1.0	1.0	100.0
	Total	8568	100.0	100.0	

E.g. 5 – How many hours per day did nine-year-old children spend watching television, videos or DVDs?

The output should be:

MMG1 G1. Average day - hours watching tv/videos/DVD					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	181	2.1	2.1	2.1
	2 Less than an hour	1832	21.4	21.4	23.5
	3 1 hour to less than 3 hours	5633	65.7	65.7	89.2
	4 3 hours to less than 5 hours	741	8.6	8.6	97.9
	5 5 hours to less than 7 hours	104	1.2	1.2	99.1
	6 7 hours or more	77	.9	.9	100.0
	Total	8568	100.0	100.0	

E.g. 6 – How did the secondary caregivers of nine-year-old children describe their current health?

The output should be:

FB1 B1. Your current health					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Excellent	2203	25.7	33.7	33.7
	2 Very good	2639	30.8	40.4	74.1
	3 Good	1315	15.3	20.1	94.2
	4 Fair	320	3.7	4.9	99.1
	5 Poor	56	.6	.9	100.0
	Total	6532	76.2	100.0	
Missing	9 Dontknow	2	.0		
	System	2033	23.7		
	Total	2036	23.8		
Total		8568	100.0		

E.g. 7 – What proportion of nine-year-old children liked Maths?

The output should be:

CQ3a Q3a. Like: Maths					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Always like it	4021	46.9	47.3	47.3
	2 Sometimes like it	3624	42.3	42.6	89.9
	3 Never like it	858	10.0	10.1	100.0
	Total	8503	99.2	100.0	
Missing	9 Dontknow	2	.0		
	System	63	.7		
	Total	65	.8		
Total		8568	100.0		

E.g. 8 – What proportion of nine-year-old children had a male school Principal?

The output should be:

p1 1. Are you Male or Female					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	4472	52.2	53.2	53.2
	2 Female	3936	45.9	46.8	100.0
	Total	8408	98.1	100.0	
Missing	System	160	1.9		
Total		8568	100.0		

E.g. 9 – What proportion of nine-year-old children had a male school teacher?

The output should be:

TS1 1. Are you male or female?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 male	1172	13.7	14.4	14.4
	2 female	6962	81.3	85.6	100.0
	Total	8134	94.9	100.0	
Missing	9 Dontknow	18	.2		
	System	416	4.9		
	Total	433	5.1		
Total		8568	100.0		

E.g. 10 – What proportion of nine-year-old children regularly arrived at school with homework not completed (as reported by their school teacher)?

The output should be:

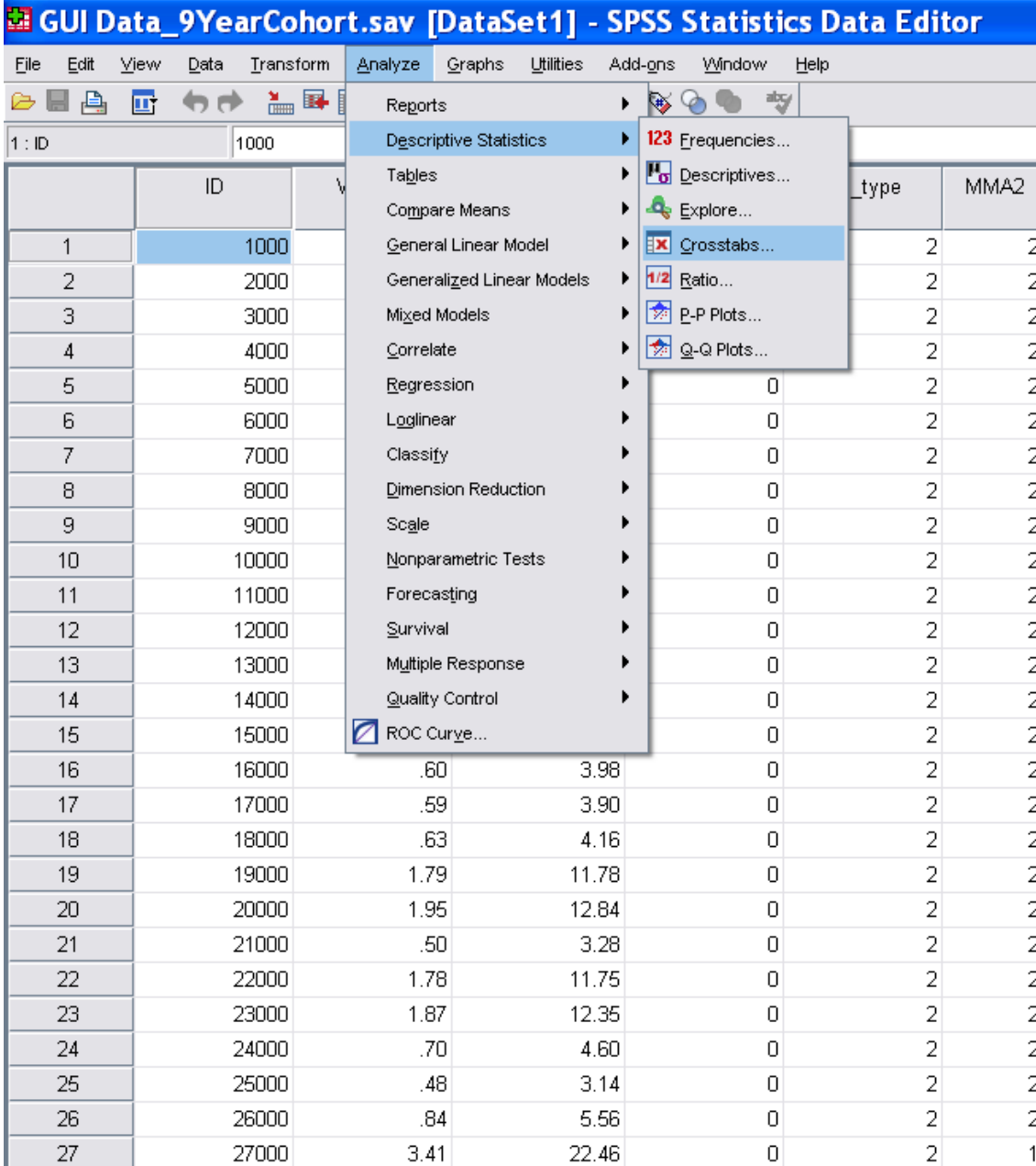
TC8 8. How often homework not completed					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never, - homework always or almost alway	5891	68.8	71.5	71.5
	2 Occasionally not completed	1887	22.0	22.9	94.4
	3 Regularly not completed	425	5.0	5.2	99.6
	4 Not applicable, Study Child never/rarely	35	.4	.4	100.0
	Total	8237	96.1	100.0	
Missing	9 Dontknow	40	.5		
	System	290	3.4		
	Total	331	3.9		
Total		8568	100.0		

Exercise 2: Weighted crosstabulations

Crosstabulations are another quick and simple way to get descriptive results from the data. Crosstabs permit the comparison of responses across different groups of children or families.

E.g. 1 – How did the health status of nine-year-old children vary across family income groups?.

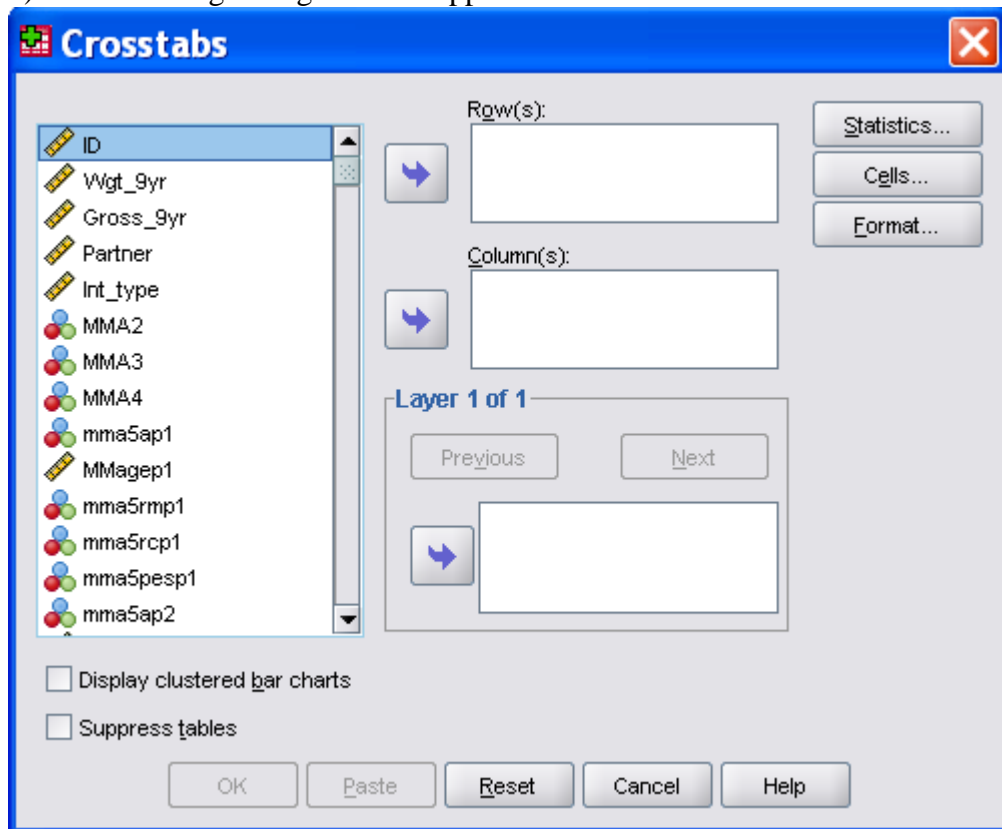
1) Select Analyze → Descriptive Statistics → Crosstabs



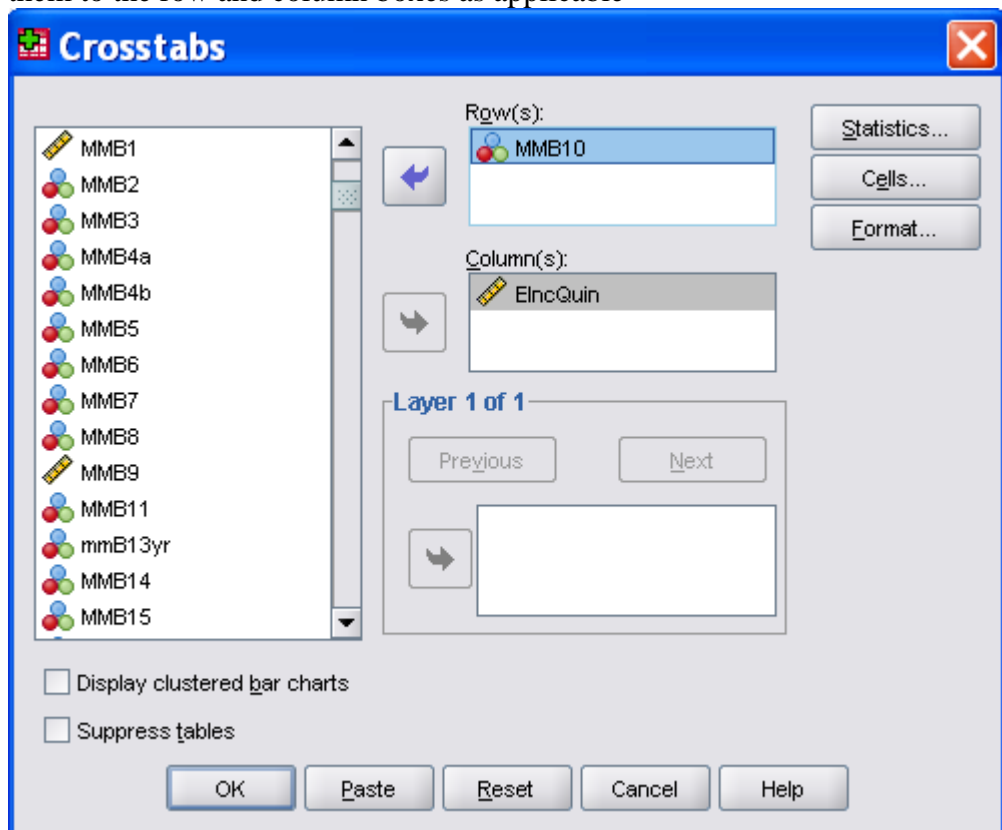
The screenshot shows the SPSS Statistics Data Editor window for the file 'GUI Data_9YearCohort.sav [DataSet1]'. The 'Analyze' menu is open, and the path 'Descriptive Statistics' > 'Crosstabs...' is selected. The background data table is as follows:

	ID	V	_type	MMA2
1	1000			
2	2000			
3	3000			
4	4000			
5	5000			
6	6000			
7	7000			
8	8000			
9	9000			
10	10000			
11	11000			
12	12000			
13	13000			
14	14000			
15	15000			
16	16000	.60	3.98	0
17	17000	.59	3.90	0
18	18000	.63	4.16	0
19	19000	1.79	11.78	0
20	20000	1.95	12.84	0
21	21000	.50	3.28	0
22	22000	1.78	11.75	0
23	23000	1.87	12.35	0
24	24000	.70	4.60	0
25	25000	.48	3.14	0
26	26000	.84	5.56	0
27	27000	3.41	22.46	0

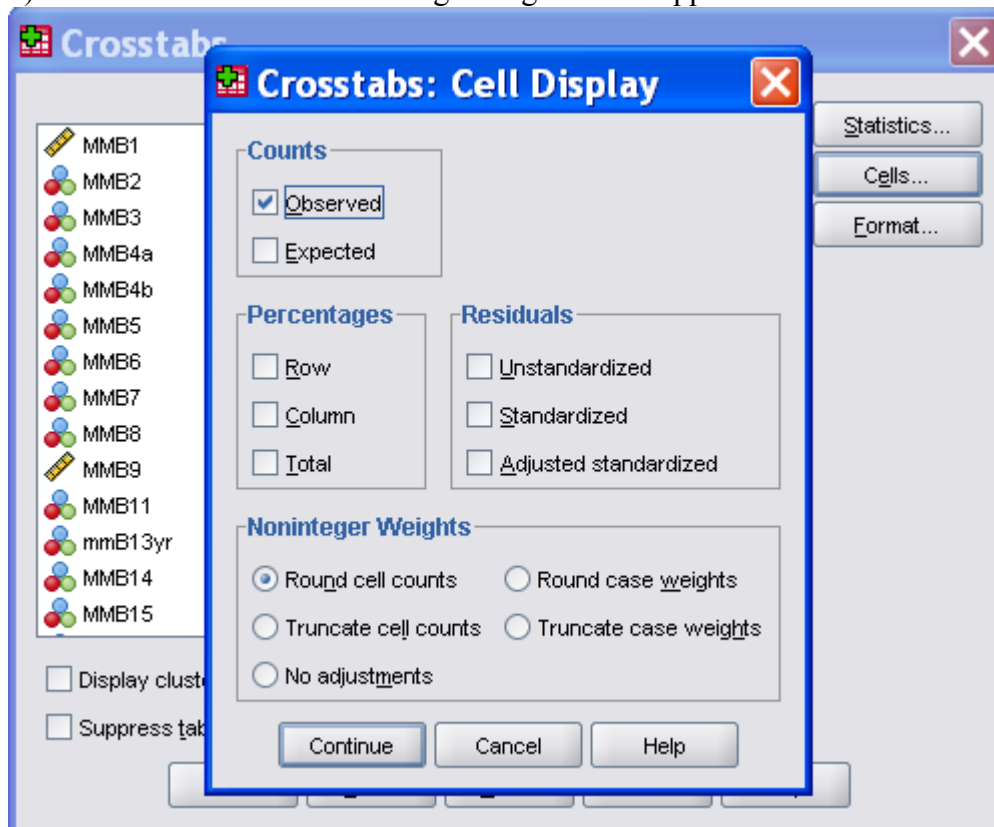
2) The following dialog box will appear.



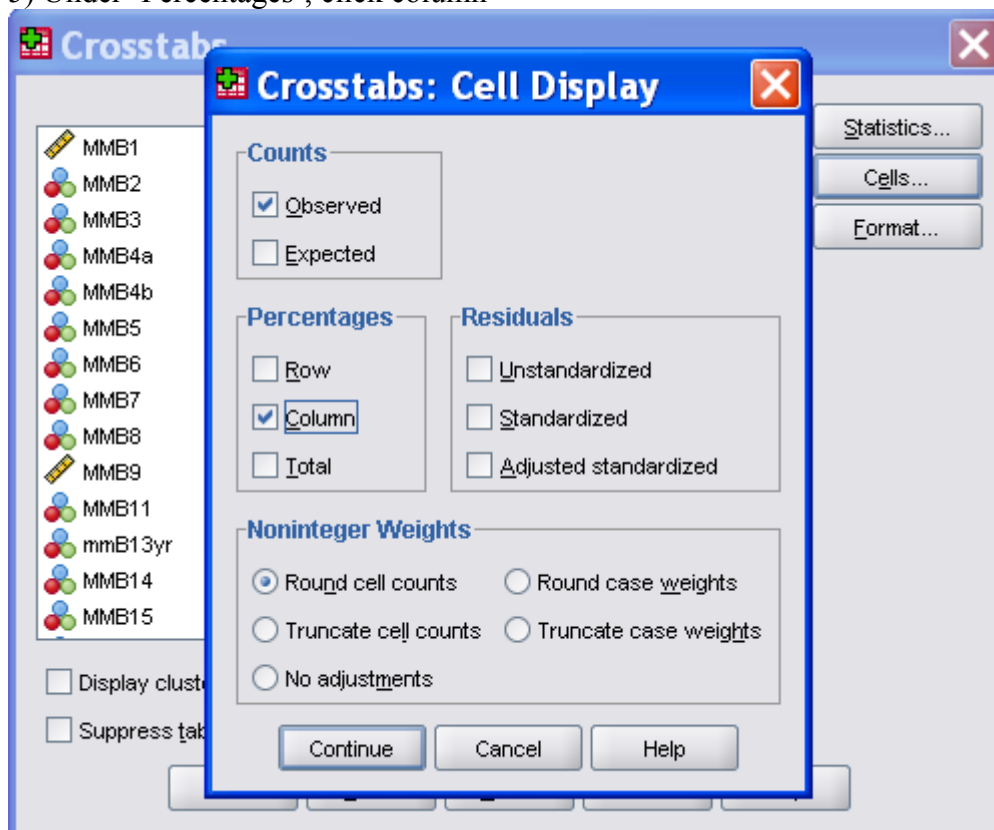
3) As before browse and highlight the variables you want to cross-reference and move them to the row and column boxes as applicable



4) Select 'Cells' and the following dialog box will appear



5) Under 'Percentages', click column



6) Click 'Continue' and then 'OK' and you will get the following output:

MMB10 B10. Study Childs health past year * EIncQuin Equivalised Household Annual Income - Quintiles Crosstabulation

			EIncQuin Equivalised Household Annual Income - Quintiles					Total
			1.00 Lowest	2.00 2nd	3.00 3rd	4.00 4th	5.00 Highest	
MMB10 B10. Study Childs health past year	1 Very healthy, no problems	Count	1094	1123	1146	1205	1275	5843
		% within EIncQuin	68.5%	69.9%	71.3%	75.6%	79.6%	73.0%
		Equivalised Household Annual Income - Quintiles						
	2 Healthy, but a few minor problems	Count	468	444	438	368	313	2031
		% within EIncQuin	29.3%	27.6%	27.3%	23.1%	19.6%	25.4%
		Equivalised Household Annual Income - Quintiles						
	3 Sometimes quite ill/Almost always unwell	Count	36	40	23	20	13	132
		% within EIncQuin	2.3%	2.5%	1.4%	1.3%	.8%	1.6%
		Equivalised Household Annual Income - Quintiles						
Total		Count	1598	1607	1607	1593	1601	8006
		% within EIncQuin	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Equivalised Household Annual Income - Quintiles						

E.g. 2 – How did nine-year-old children's attitude to school vary across the gender of the Study Child?.

The output should be:

CQ1 Q1. What do you think about school * mma5ap2 Gender P2 Crosstabulation

			mma5ap2 Gender P2		Total
			1 male	2 female	
CQ1 Q1. What do you think about school	1 Always like it	Count	845	1423	2268
		% within mma5ap2 Gender P2	19.4%	34.3%	26.7%
	2 Sometimes like it	Count	3087	2572	5659
		% within mma5ap2 Gender P2	70.9%	62.0%	66.5%
	3 Never like it	Count	421	156	577
		% within mma5ap2 Gender P2	9.7%	3.8%	6.8%
Total	Count	4353	4151	8504	
	% within mma5ap2 Gender P2	100.0%	100.0%	100.0%	

E.g. 3 – How did the number of books in the home vary by family social class?.

The output should be:

MMJ25 J25. How many childrens books does SC have access to in your home * xhsdclass hsd class - 3

categories Crosstabulation

			xhsdclass hsd class - 3 categories			
			1.00 Prof Manag	2.00 Oth non man/Skilled Man	3.00 Semi unskilled man	
MMJ25 J25. How many childrens books does SC have access to in your home	1 None	Count	7	28	12	47
		% within xhsdclass hsd class - 3 categories	.2%	.9%	1.3%	.6%
	2 Less than 10	Count	174	307	152	633
		% within xhsdclass hsd class - 3 categories	4.9%	10.1%	16.2%	8.4%
	3 10 to 20	Count	498	643	236	1377
		% within xhsdclass hsd class - 3 categories	14.0%	21.2%	25.1%	18.3%
	4 21 to 30	Count	505	468	128	1101
		% within xhsdclass hsd class - 3 categories	14.2%	15.4%	13.6%	14.6%
	5 More than 30	Count	2372	1584	413	4369
		% within xhsdclass hsd class - 3 categories	66.7%	52.3%	43.9%	58.0%
Total		Count	3556	3030	941	7527
		% within xhsdclass hsd class - 3 categories	100.0%	100.0%	100.0%	100.0%

E.g. 4 – How did the incidence of the nine-year-old child having a TV in his/her bedroom vary across the level of education of the primary caregivers?.

The output should be:

MMG5a G5a. In Study Childs bedroom - TV * MML37 L37 What is the highest level of education you have completed to date Crosstabulation									
			MML37 L37 What is the highest level of education you have completed to date						Total
			1.00 NOne or primary	2.00 Lower Sec	3.00 Hi Sec/Tech Voc/Upper Sec+Tech/Voc	4.00 Non Degree	5.00 Primary	6.00 Postgrad	
MMG5a G5a. In Study Childs bedroom - TV	1 yes	Count	396	1318	1330	481	237	61	3823
		% within MML37 L37 What is the highest level of education you have completed to date	72.1%	64.8%	42.3%	35.3%	24.6%	11.9%	44.6%
	2 no	Count	153	717	1815	881	725	453	4744
		% within MML37 L37 What is the highest level of education you have completed to date	27.9%	35.2%	57.7%	64.7%	75.4%	88.1%	55.4%
Total		Count	549	2035	3145	1362	962	514	8567
		% within MML37 L37 What is the highest level of education you have completed to date	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

E.g. 5 – How did the primary caregiver's rating of how safe it was to walk alone in their area after dark vary by urban/rural classification?.

The output should be:

MMM3a M3. Safe to walk alone in this area after dark * Region Region Crosstabulation					
			Region Region		Total
			1 Urban	2 Rural	
MMM3a M3. Safe to walk alone in this area after dark	1 Strongly agree	Count	571	1036	1607
		% within Region Region	14.9%	22.0%	18.8%
	2 Agree	Count	1902	2257	4159
		% within Region Region	49.8%	47.9%	48.7%
	3 Disagree	Count	1084	1090	2174
		% within Region Region	28.4%	23.1%	25.5%
	4 Strongly disagree	Count	266	327	593
		% within Region Region	7.0%	6.9%	6.9%
Total	Count	3823	4710	8533	
	% within Region Region	100.0%	100.0%	100.0%	

GUI Data Workshop – 9 year and 13 year

Worksheet 3a: Child's Health

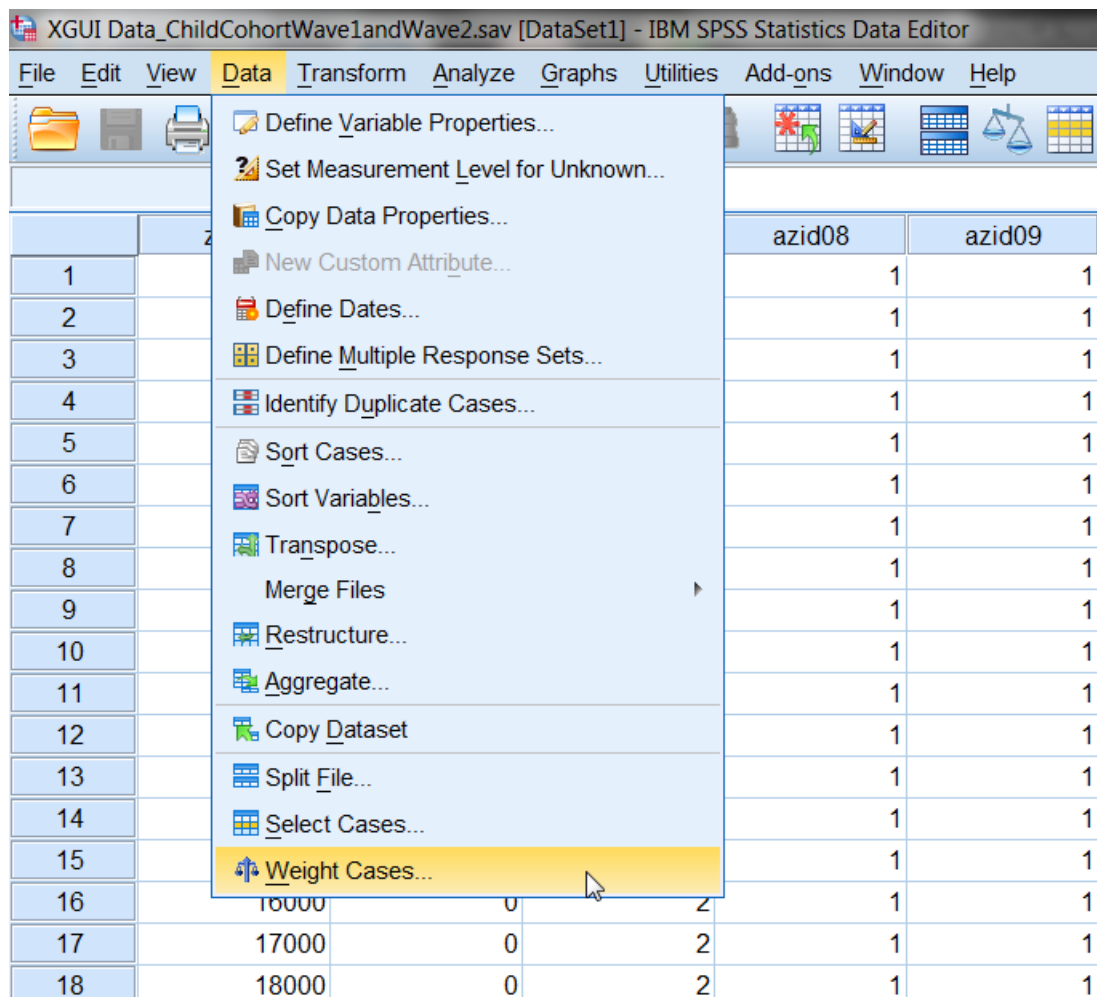
This document provides worked examples of some very basic commands which can be used to explore and analyse the GUI data using SPSS drop-down menus. It includes detailed screen shots of how to run the analysis using SPSS menus.

This worksheet is based on the matched 9 year and 13 year files – please see Information Sheet 4 for details on how to match the files.

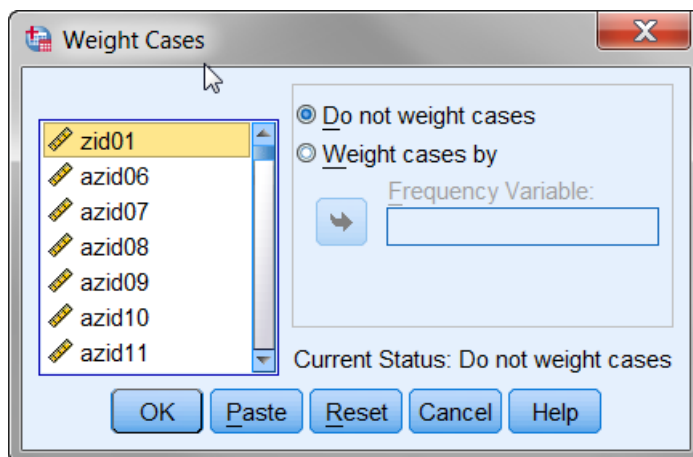
Please note this worksheet is based on SPSS Version 19.

Exercise 1: Child's health at Wave 1 (at 9 years)

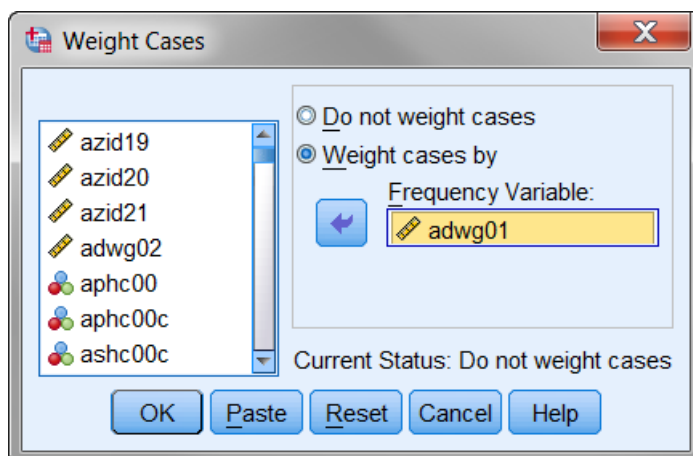
- 1) First you will need to weight the data. Select Data → Weight Cases



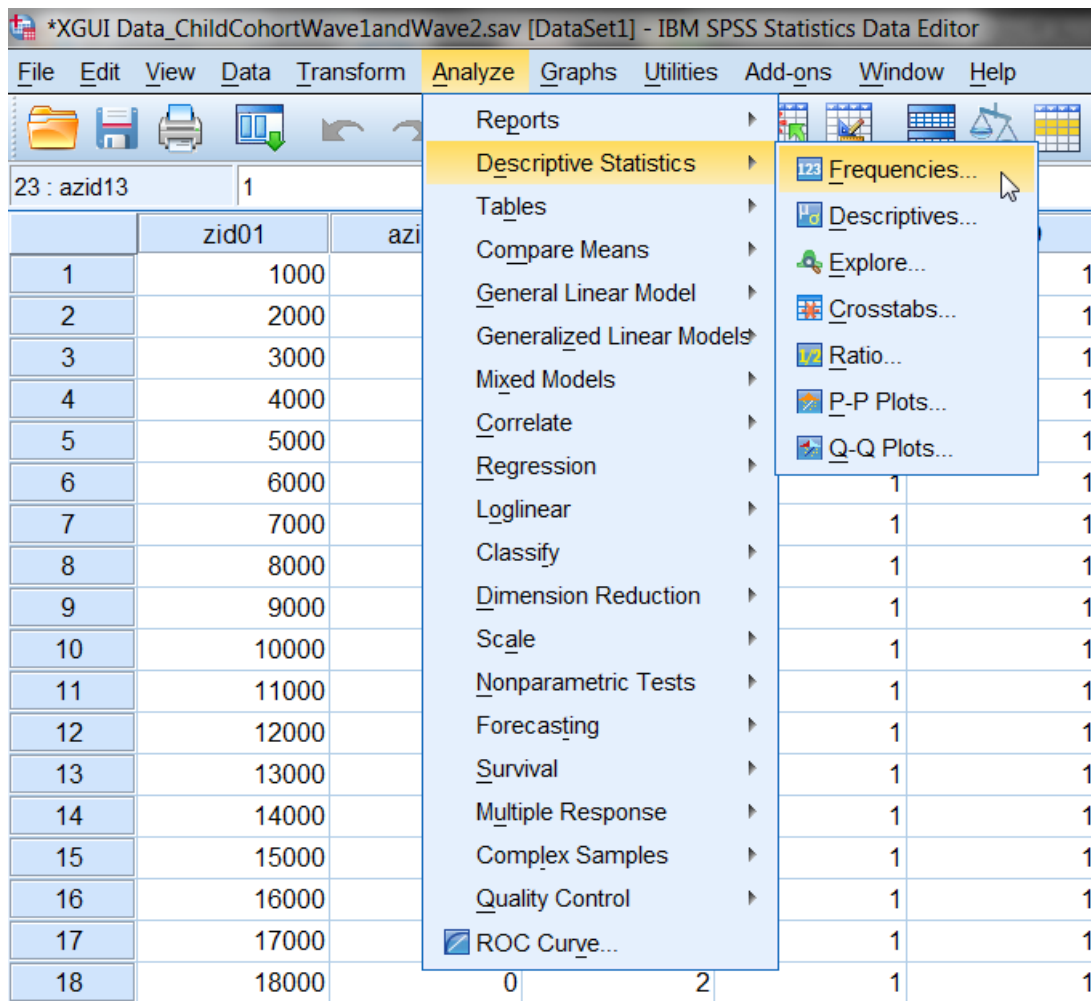
2) The following dialog box will appear.



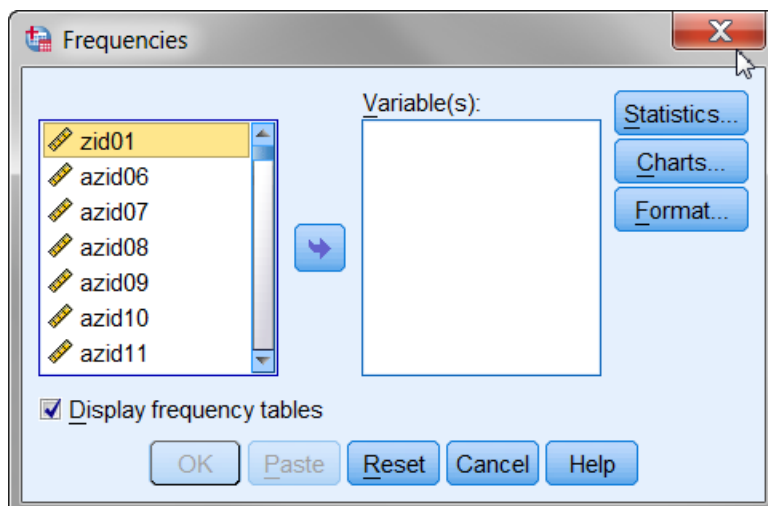
3) Click on 'Weight cases by'. Browse through the list of variables on the left and highlight the one you want ('adwg01') and click on the arrow in the middle. Click on 'OK'.



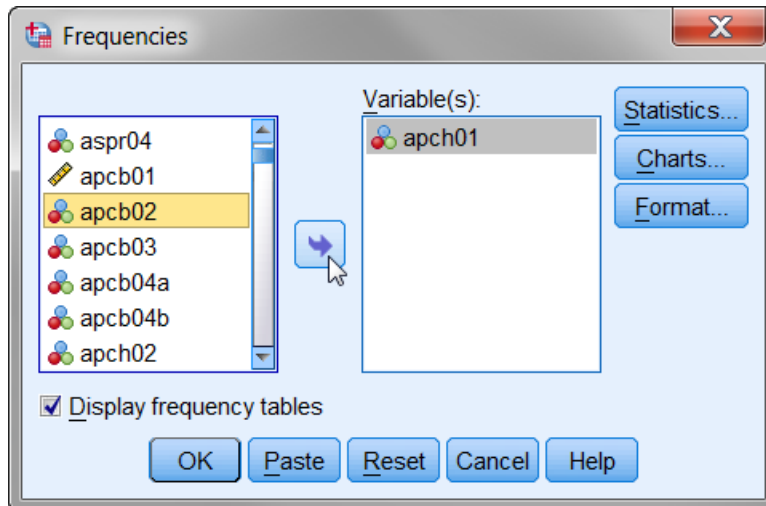
4) To run the frequency, select Analyze → Descriptive Statistics → Frequencies



5) The following dialog box will appear:



- 6) Browse through the list of variables on the left and highlight the one(s) you want ('apch01' – Study Child's health past year) and click on the arrow in the middle.



- 7) Click 'OK' and the output will show you the frequency table for that variable.

apch01 B10. Study Child's health past year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very healthy, no problems	6260	73.1	73.1	73.1
	2 Healthy, but a few minor problems	2170	25.3	25.3	98.4
	3 Sometimes quite ill/Almost always unwell	137	1.6	1.6	100.0
	Total	8568	100.0	100.0	

Exercise 2: Child's health at Wave 2 (at 13 years)

First you will need to weight the data, using the Wave 2 weight this time. The Wave 1 weight was called 'adwg01' so we know that the corresponding Wave 2 variable will be the same except the first letter will be 'b' instead of 'a', i.e. 'bdwg01'. Likewise, Study Child's health in the past year was 'apch01' at Wave 1 so it will be 'bpch01' at Wave 2.

- 1) Data → Weight Cases → bdwg01
- 2) Analyse → Descriptive Statistics → Frequencies

A weighted frequency of this will give us the following output:

bpch01 B1. In general, how would you describe child's health in the past year?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very healthy, no problems	5705	75.8	75.8	75.8
	2 Healthy, but a few minor problems	1707	22.7	22.7	98.5
	3 Sometimes quite ill / Almost always unwell	112	1.5	1.5	100.0
	Total	7524	100.0	100.0	
Missing	System	0	.0		
Total		7525	100.0		

Note that although this frequency is run on the full matched file of 8,568 cases, results are only shown for the 7,525 Wave 2 cases. You will see the following warning in the output window which refers to this (if you have set SPSS to display a log. To do this, click Edit → Options → Viewer → Item → Log → Contents are initially Shown):

>Warning # 3211

On at least one case, the value of the weight variable was zero, negative, or missing. Such cases are invisible to statistical procedures and graphs which need positively weighted cases, but remain on the file and are processed by non-statistical facilities such as LIST and SAVE.

Exercise 3: Changes in Child's health from Wave 1 (at 9 years) to Wave 2 (at 13 years)

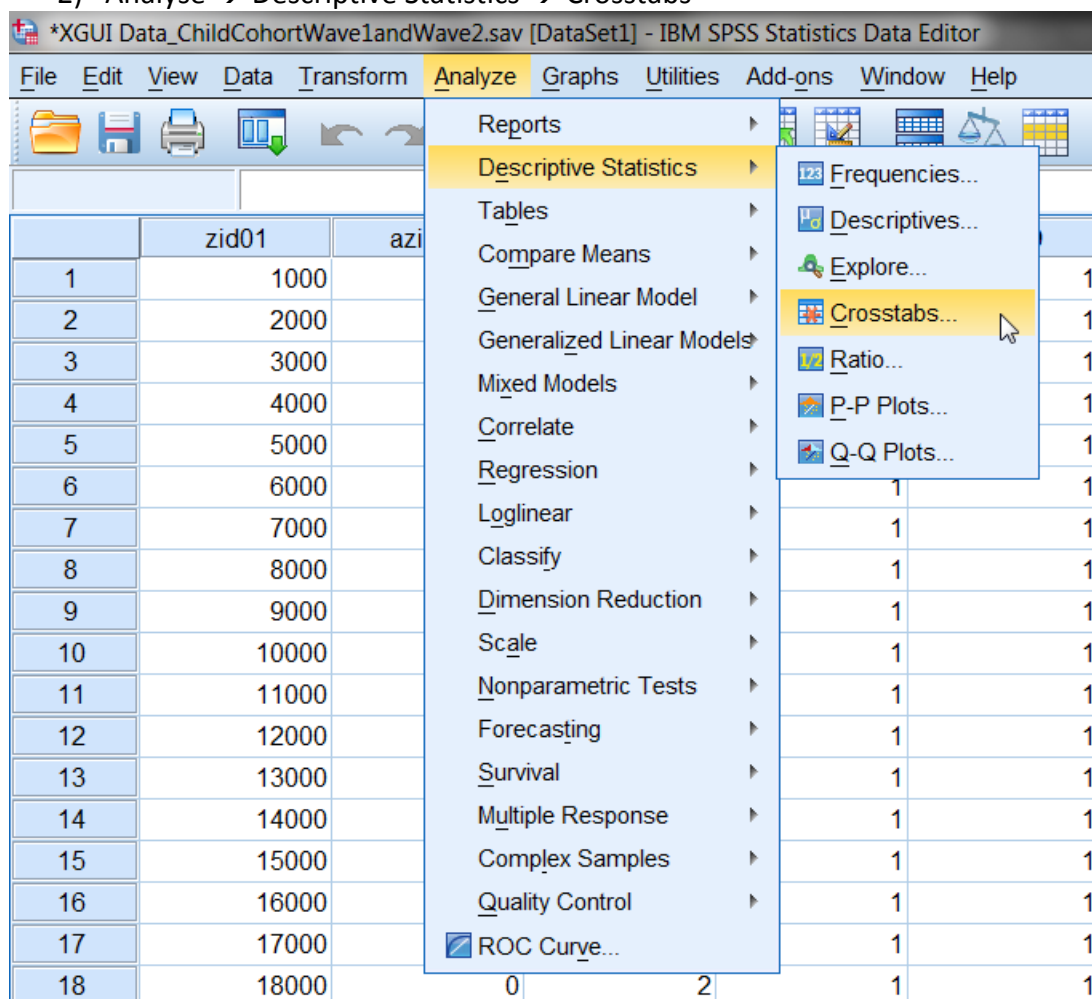
The analyses above, show the proportions of children in each health status category for each Wave. For example, 73.1% of 9-year-old children were 'Very healthy, no problems' and 75.8% of 13-year olds were 'Very healthy, no problems'.

However, these are two separate analyses and do not tell us anything about changes in health status of individual children from Wave 1 to Wave 2.

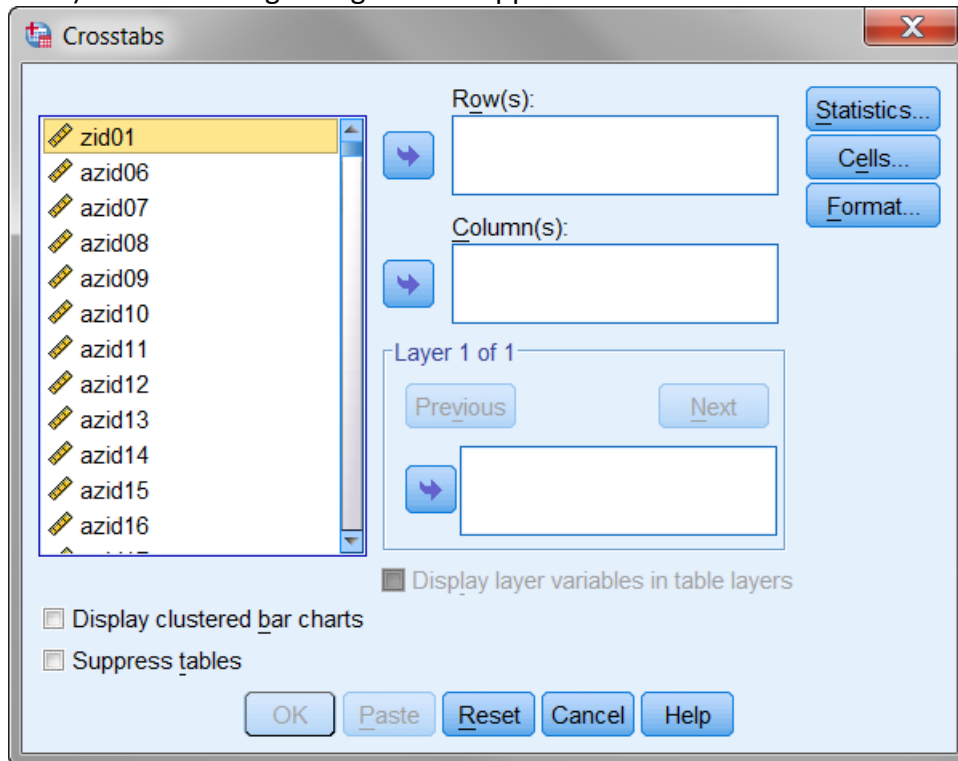
To look at this we need to do a crosstabulation of the two variables. In order to do this, we will be analysing only the 7,525 cases who responded in both Wave 1 and Wave 2, and using the Wave 2 weight. The Wave 2 weight adjusts the data to make it representative of all children who were resident in Ireland at Wave 1 and who continue to be resident in Ireland at Wave 2.

1) Data → Weight Cases → bdwg01

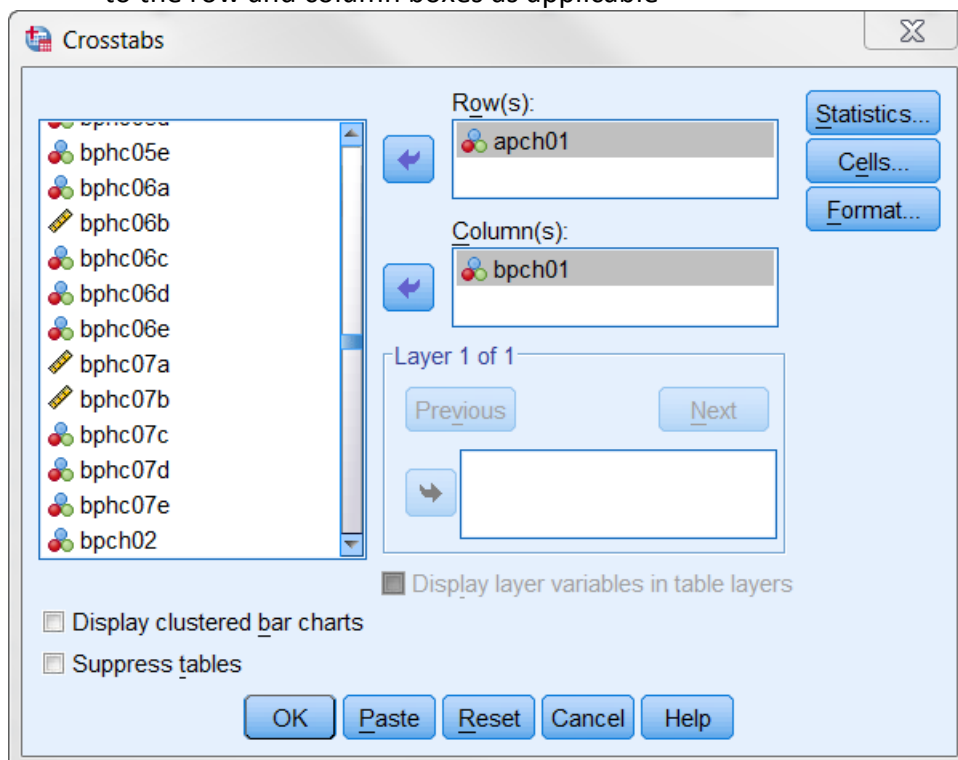
2) Analyse → Descriptive Statistics → Crosstabs



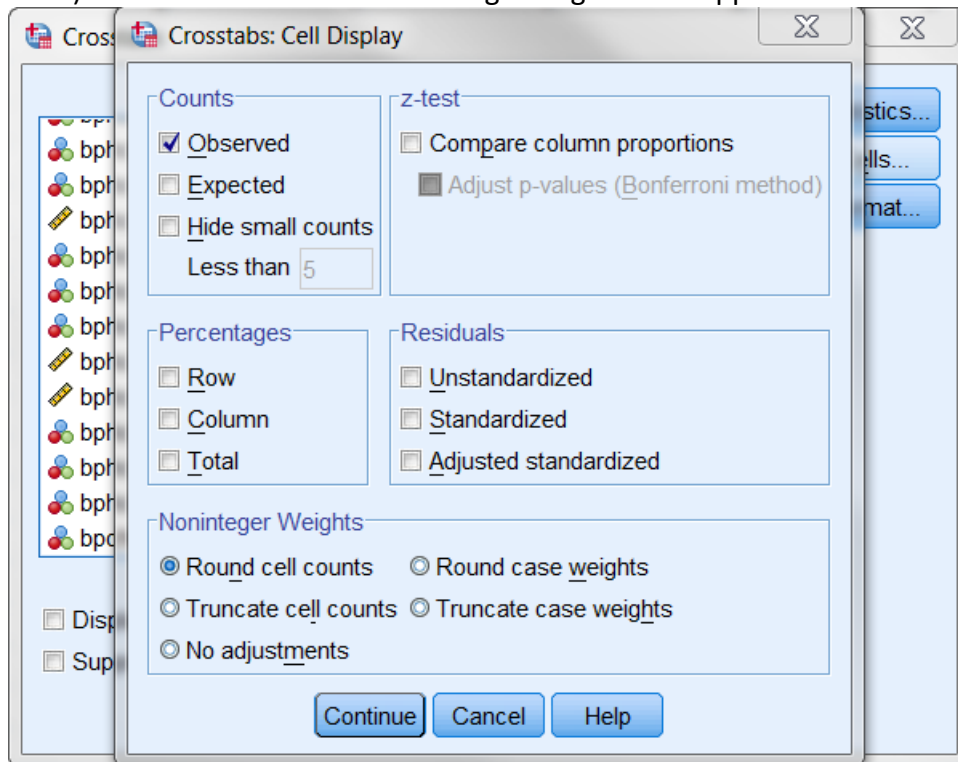
3) The following dialog box will appear.



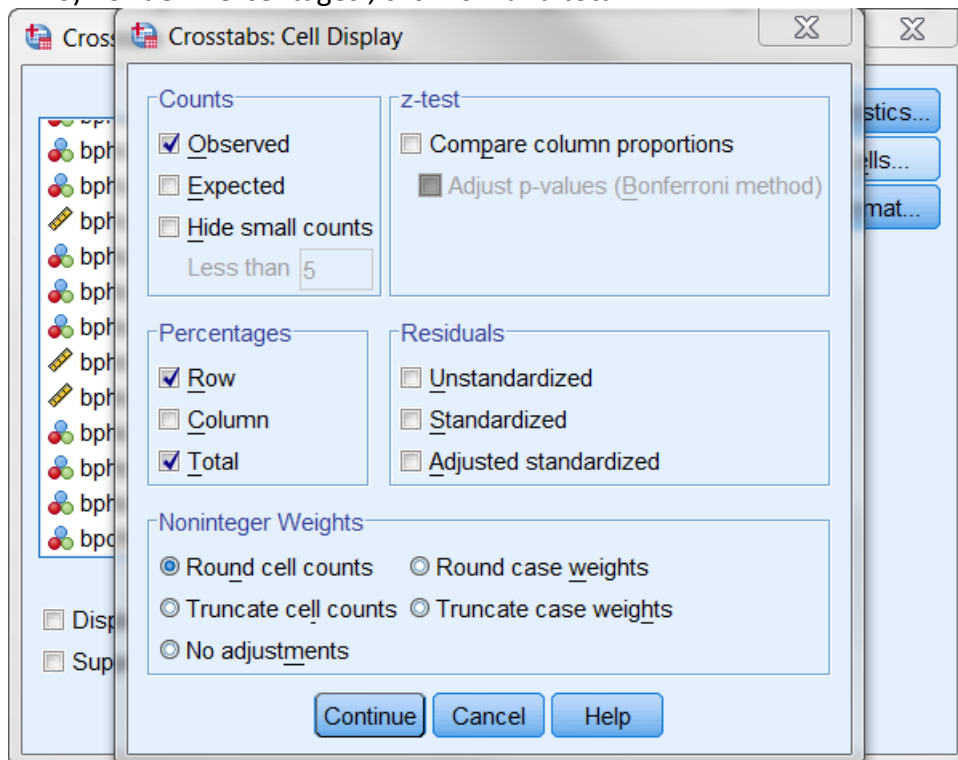
4) Browse and highlight the variables you want to cross-reference and move them to the row and column boxes as applicable



5) Select 'Cells' and the following dialog box will appear



6) Under 'Percentages', click row and total



7) Click 'Continue' and then 'OK' and you will get the following output:

apch01 B10. Study Child's health past year * bpch01 B1. In general, how would you describe child's health in the past year? Crosstabulation

			bpch01 B1. In general, how would you describe child's health in the past year?			Total
			1 Very healthy, no problems	2 Healthy, but a few minor problems	3 Sometimes quite ill / Almost always unwell	
apch01 B10. Study Child's health past year	1 Very healthy, no problems	Count	4545	887	42	5474
		% within apch01 B10. Study Child's health past year	83.0%	16.2%	.8%	100.0%
		% of Total	60.4%	11.8%	.6%	72.7%
	2 Healthy, but a few minor problems	Count	1129	752	52	1933
		% within apch01 B10. Study Child's health past year	58.4%	38.9%	2.7%	100.0%
		% of Total	15.0%	10.0%	.7%	25.7%
	3 Sometimes quite ill / Almost always unwell	Count	31	68	19	118
		% within apch01 B10. Study Child's health past year	26.3%	57.6%	16.1%	100.0%
		% of Total	.4%	.9%	.3%	1.6%
Total	Count		5705	1707	113	7525
	% within apch01 B10. Study Child's health past year		75.8%	22.7%	1.5%	100.0%
	% of Total		75.8%	22.7%	1.5%	100.0%

Note:

1. This analysis is based on 7,525 cases (those who responded in Wave 1 and Wave 2)
2. The first row of information shows the number of children in each of the cells. For e.g. 4,545 children were *very healthy* at Wave 1 and also *very healthy* at Wave 2
3. The second row of information shows the percentage of children in each health status category at Wave 1 who are in each of the Wave 2 health status categories. For e.g. 26.3% of children who were *sometimes quite ill or almost always unwell* at Wave 1 were *very healthy* at Wave 2.
4. The third row of information shows the percentage of all children in each of the cells. For e.g. the category of children who were *sometimes quite ill or almost always unwell* at Wave 1 and were *very healthy* at Wave 2 accounts for just 0.4% of all children.

GUI Data Workshop – 9 year and 13 year

Worksheet 3b: Lone parenthood

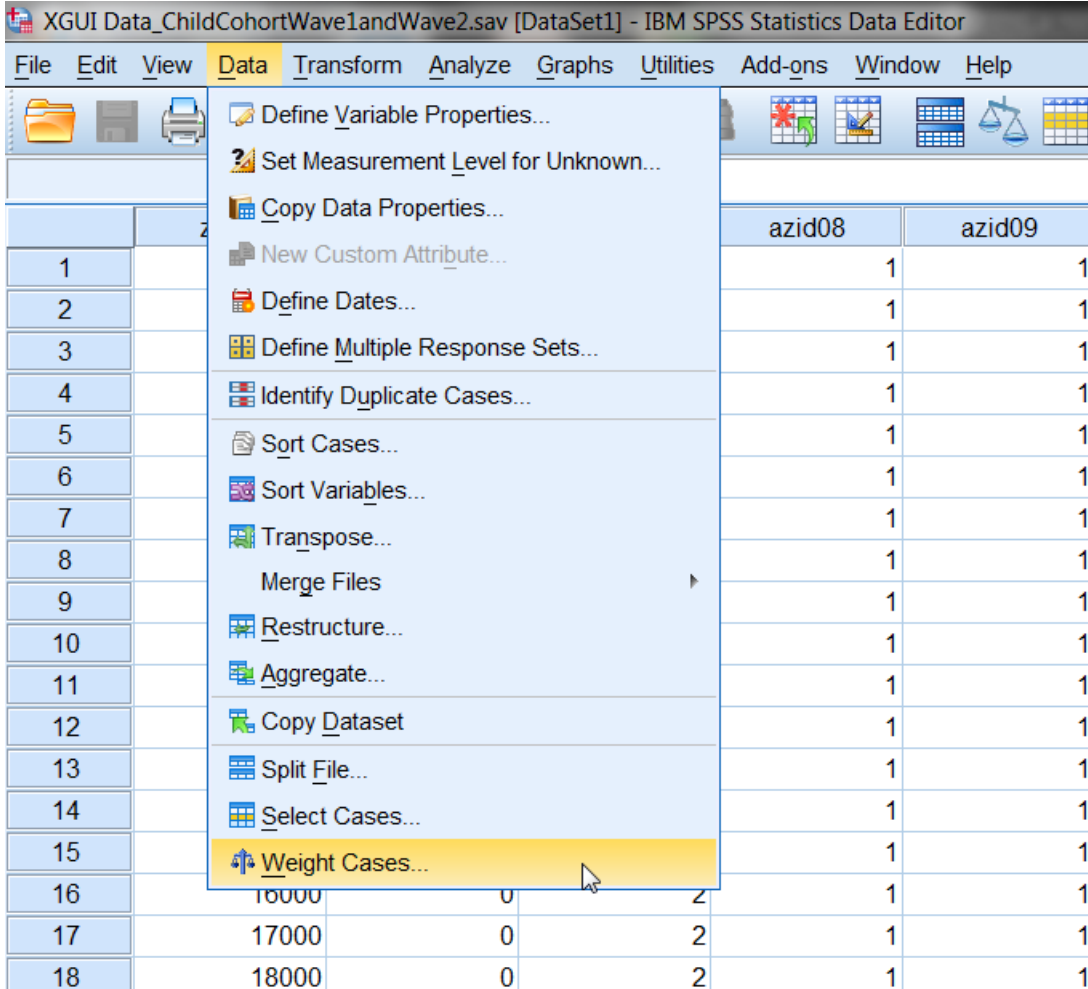
This document provides worked examples of some very basic commands which can be used to explore and analyse the GUI data using SPSS drop-down menus. It includes detailed screen shots of how to run the analysis using SPSS menus.

This worksheet is based on the matched 9 year and 13 year files – please see Information Sheet 4 for details on how to match the files.

Please note this worksheet is based on SPSS Version 19.

Exercise 1: Lone parenthood at Wave 1 (at 9 years)

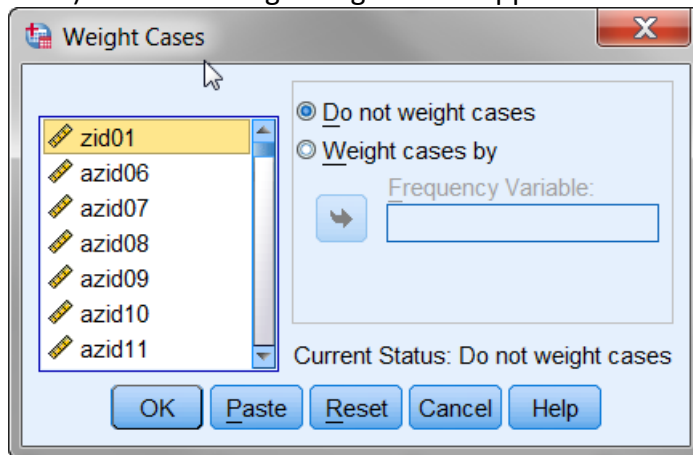
1) First you will need to weight the data. Select Data → Weight Cases



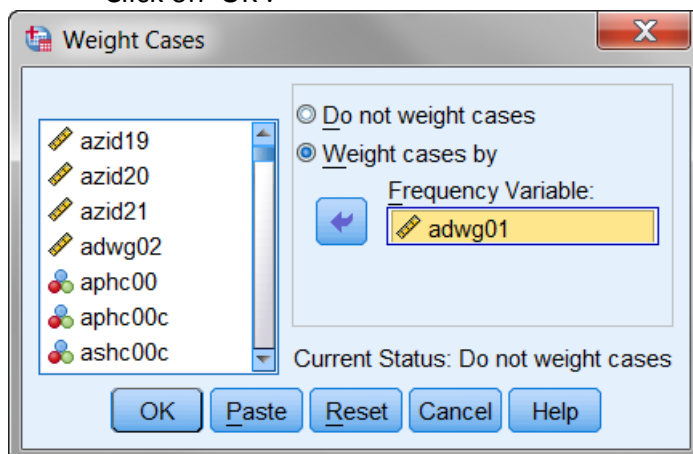
The screenshot shows the IBM SPSS Statistics Data Editor interface. The menu bar at the top includes File, Edit, View, Data, Transform, Analyze, Graphs, Utilities, Add-ons, Window, and Help. The 'Data' menu is open, displaying a list of options: Define Variable Properties..., Set Measurement Level for Unknown..., Copy Data Properties..., New Custom Attribute..., Define Dates..., Define Multiple Response Sets..., Identify Duplicate Cases..., Sort Cases..., Sort Variables..., Transpose..., Merge Files, Restructure..., Aggregate..., Copy Dataset, Split File..., Select Cases..., and Weight Cases... The 'Weight Cases...' option at the bottom of the menu is highlighted in yellow, and a mouse cursor is pointing at it. The background shows a data grid with columns 'azid08' and 'azid09' and rows numbered 1 to 18.

	azid08	azid09
1	1	1
2	1	1
3	1	1
4	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1

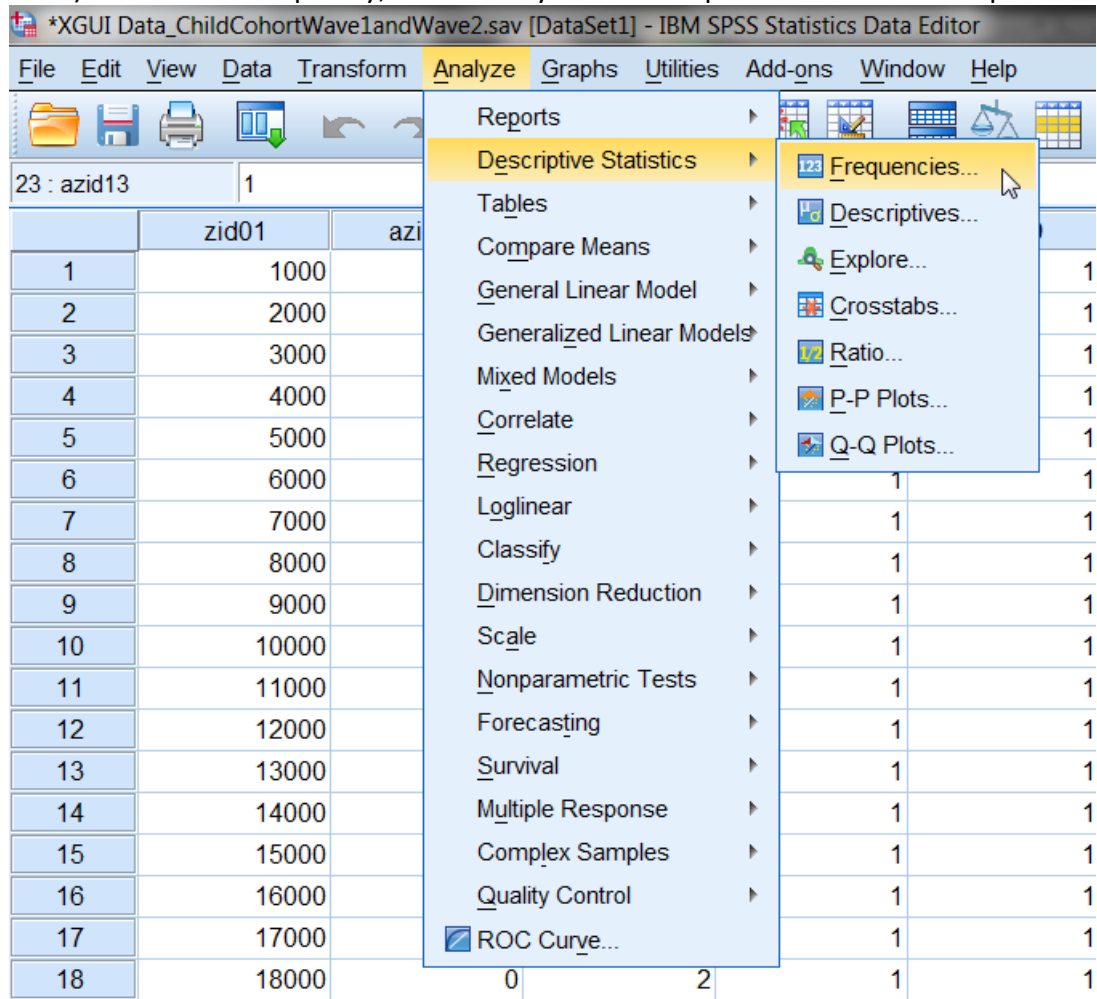
2) The following dialog box will appear.



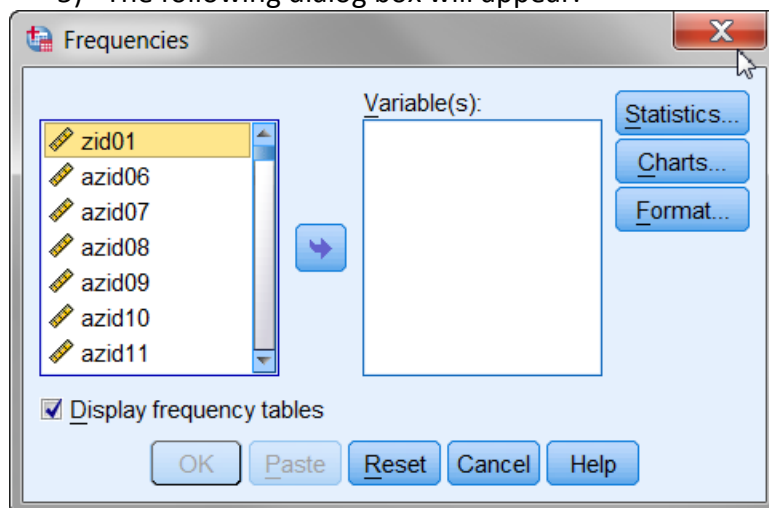
3) Click on 'Weight cases by'. Browse through the list of variables on the left and highlight the one you want ('adwg01') and click on the arrow in the middle. Click on 'OK'.



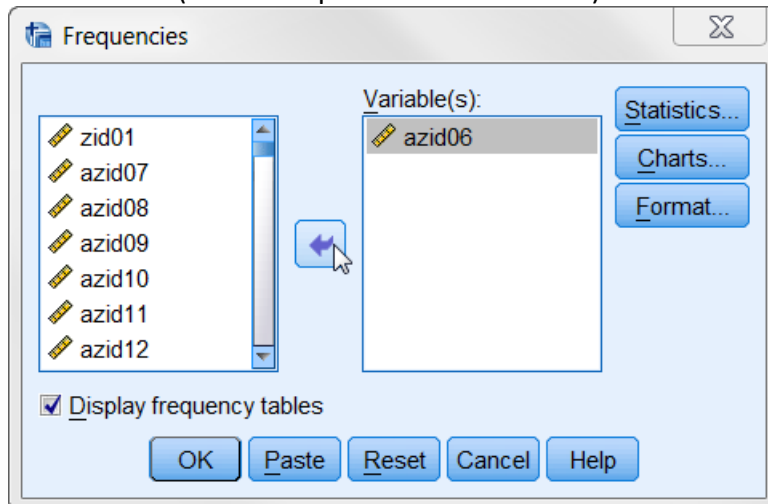
4) To run the frequency, select Analyze → Descriptive Statistics → Frequencies



5) The following dialog box will appear:



- 6) Browse through the list of variables on the left and highlight the one(s) you want ('azid06' – partner in household) and click on the arrow in the middle.



- 7) Click 'OK' and the output will show you the frequency table for that variable.

azid06 Partner in household

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 No partner	1554	18.1	18.1	18.1
	1 Has partner	7014	81.9	81.9	100.0
Total		8568	100.0	100.0	

Exercise 2: Lone parenthood at Wave 2 (at 13 years)

First you will need to weight the data, using the Wave 2 weight this time. The Wave 1 weight was called 'adwg01' so we know that the corresponding Wave 2 variable will be the same except the first letter will be 'b' instead of 'a', i.e. 'bdwg01'. Likewise, partner in household was 'azid06' at Wave 1 so it will be 'bzid06' at Wave 2.

1) Data → Weight Cases → bdwg01

2) Analyse → Descriptive Statistics → Frequencies

A weighted frequency of this will give us the following output:

bzid06 Partner in household - Wave 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 No partner in household	1450	19.3	19.3	19.3
	1.00 Partner in household	6075	80.7	80.7	100.0
	Total	7525	100.0	100.0	

Note that although this frequency is run on the full matched file of 8,568 cases, results are only shown for the 7,525 Wave 2 cases. You will see the following warning in the output window which refers to this (if you have set SPSS to display a log. To do this, click Edit → Options → Viewer → Item → Log → Contents are initially Shown):

>Warning # 3211

On at least one case, the value of the weight variable was zero, negative, or missing. Such cases are invisible to statistical procedures and graphs which need positively weighted cases, but remain on the file and are processed by non-statistical facilities such as LIST and SAVE.

Exercise 3: Changes in lone parenthood from Wave 1 (at 9 years) to Wave 2 (at 13 years)

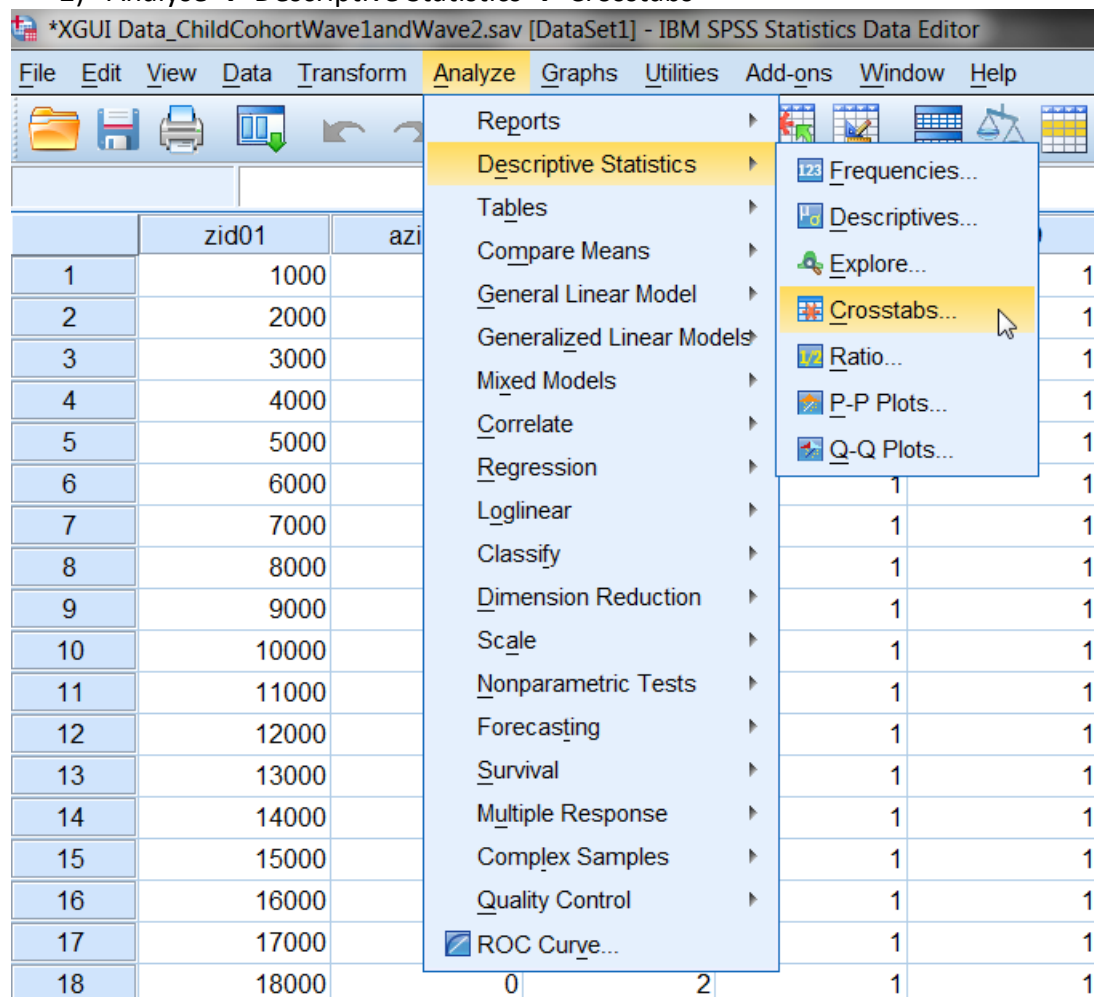
The analyses above, show the proportions of children in lone parent households for each Wave. For example, 18.1% of 9 year olds were in lone parent households and 19.3% of 13 year old children were in lone parent households.

Although, we get very similar levels in both waves, these are two separate analyses and do not tell us anything about changes in lone parenthood from Wave 1 to Wave 2.

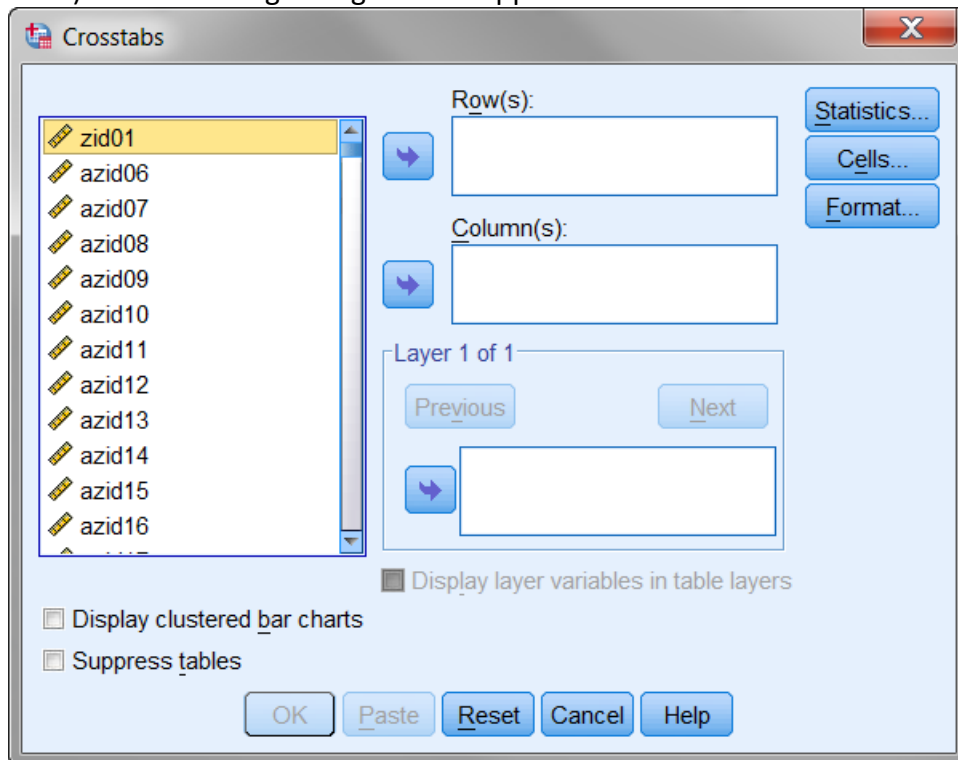
To look at this we need to do a crosstabulation of the two variables. In order to do this, we will be analysing only the 7,525 cases who responded in both Wave 1 and Wave 2, and using the Wave 2 weight. The Wave 2 weight adjusts the data to make it representative of all children who were resident in Ireland at Wave 1 and who continue to be resident in Ireland at Wave 2.

1) Data → Weight Cases → bdwg01

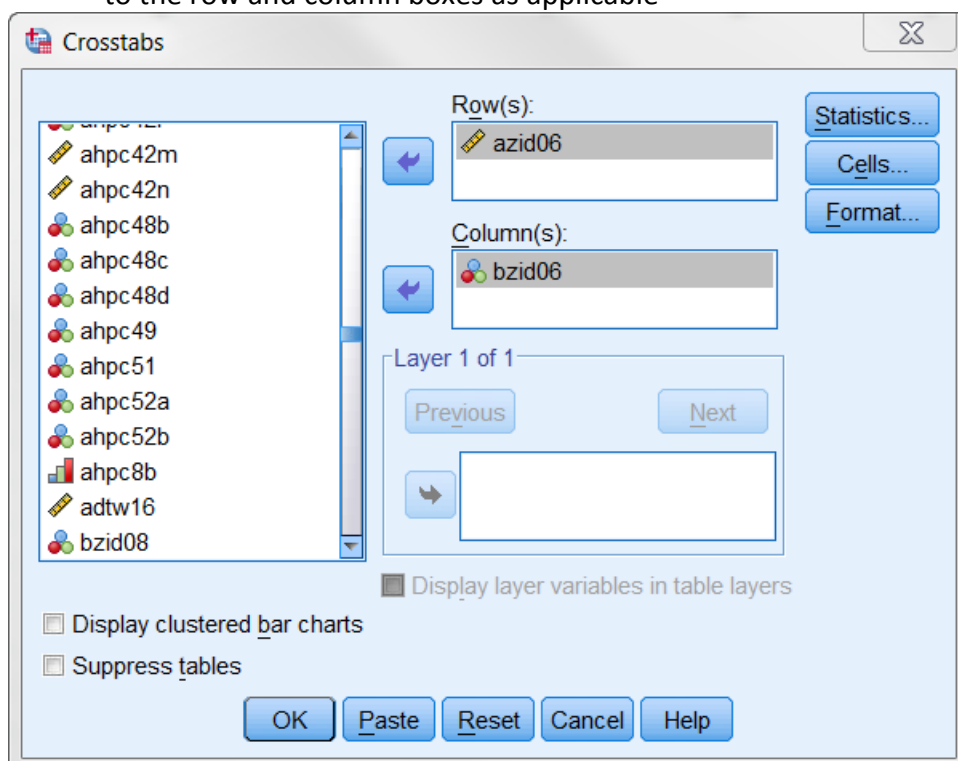
2) Analyse → Descriptive Statistics → Crosstabs



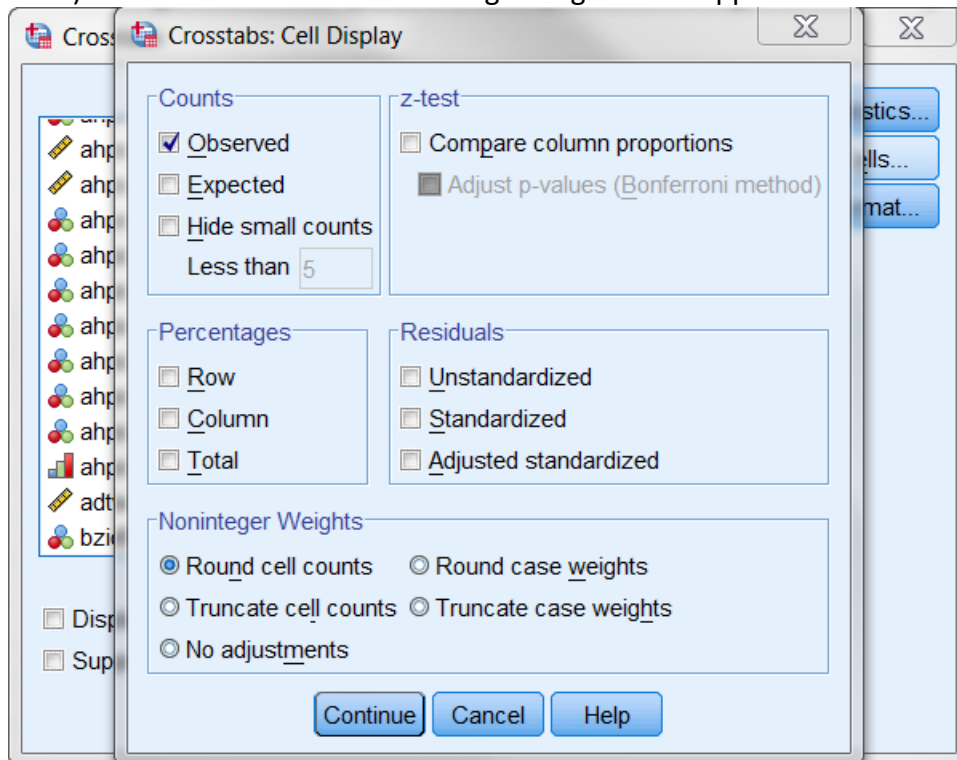
3) The following dialog box will appear.



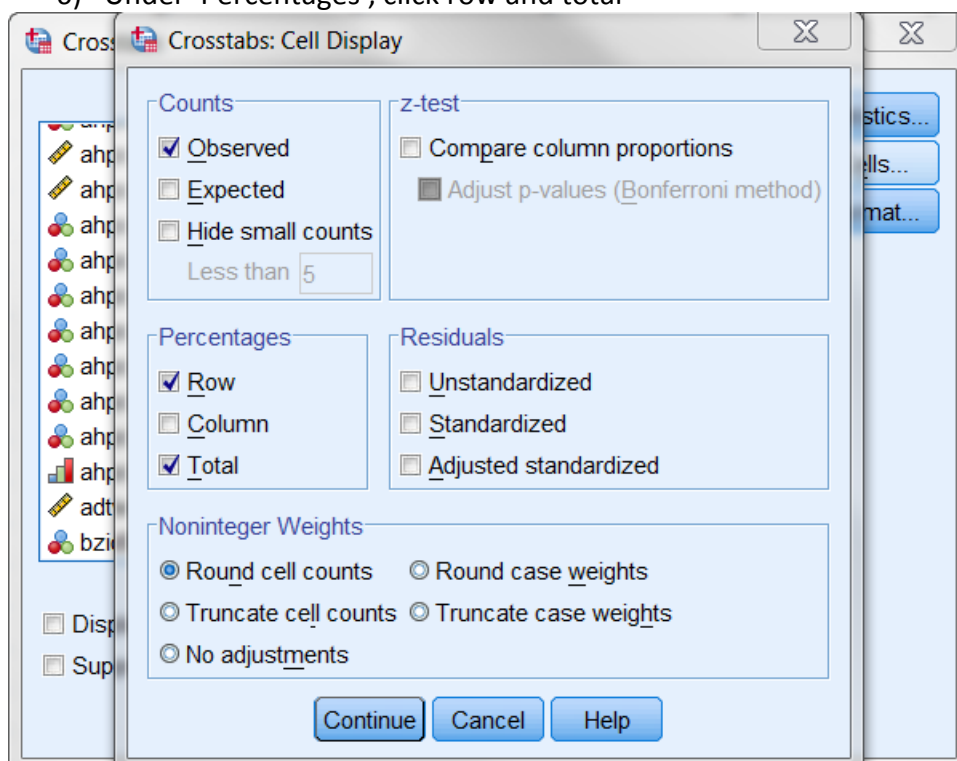
4) Browse and highlight the variables you want to cross-reference and move them to the row and column boxes as applicable



5) Select 'Cells' and the following dialog box will appear



6) Under 'Percentages', click row and total



7) Click 'Continue' and then 'OK' and you will get the following output:

azid06 Partner in household * bzid06 Partner in household - Wave 2 Crosstabulation

			bzid06 Partner in household - Wave 2		Total
			.00 No partner in household	1.00 Partner in household	
azid06 Partner in household	0 No partner	Count	1101	239	1340
		% within azid06 Partner in household	82.2%	17.8%	100.0%
		% of Total	14.6%	3.2%	17.8%
	1 Has partner	Count	350	5835	6185
		% within azid06 Partner in household	5.7%	94.3%	100.0%
		% of Total	4.7%	77.5%	82.2%
	Total	Count	1451	6074	7525
		% within azid06 Partner in household	19.3%	80.7%	100.0%
		% of Total	19.3%	80.7%	100.0%

Note:

1. The first row of information shows the number of children in each of the cells. For e.g. 1,101 children were in lone parent households at Wave 1 and also at Wave 2
2. The second row of information shows the percentage of children in each lone parent household status category at Wave 1 who are in each of the Wave 2 lone parent household status categories. For e.g. 17.8% of children who were in lone parent households at Wave 1 were in two parent households at Wave 2.
3. The third row of information shows the percentage of all children in each of the cells. For e.g. the category of children who were in lone parent households at Wave 1 and were in two parent households at Wave 2 accounts for 3.2% of all children.