

Growing Up in Scotland Study

Summary of questionnaire topics and other sources of data – Sweeps 1 to 5

NR = New respondents only

Household information

Question topics	GUS														
	Sw1			Sweep 2			Sweep 3			Sweep 4			Sweep 5		
	BC	CC	CC	BC	CC	CC	BC	CC	CC	BC	CC	CC	BC	CC	BC
Household composition (How many people, genders and ages)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Marital status of adults in household	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cohabitation for 1 month or more between sweeps															
Relationships in household (To pick up natural parents, stepparents, grandparents, half-siblings, step-siblings etc)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Movers - why and when left the household		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Specific questions on partners who have left															
Whether child lives in respondent's household all the time				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Whether child has lived with anyone else in last year				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Whether adult carer has been away from child	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Significant life events				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Non-resident parents, non-resident children and couple relationships

Question topics	GUS												
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sw 5				
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC			
Age and ethnicity of non-resident parent													
Contact with non-resident natural parent(s) (Frequency and type of contact, level of interest)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Payments from non-resident parent towards child's maintenance	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Nature of relationship between child's parents (Currently and historically, including whether ever lived together)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Whether respondent has ever lived apart from child	✓												
Respondent's & partner's non-resident children (including children who have died) financial responsibilities for other children	✓					✓	✓	✓	✓	✓	✓	✓	✓
The organisation of contact arrangements between child and NRP						✓	✓	✓	✓	✓	✓	✓	✓
Making decisions about the child (influence/involvement of NRP)						✓	✓	✓	✓	✓	✓	✓	✓
Strength/nature of couple relationships (Agree/disagree or frequency statements)			✓	✓						✓	✓	✓	✓

Pregnancy and Birth

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Planned/unplanned pregnancy	✓	✓								
Respondent and partner's feelings about having a baby	✓	✓								
General health and illnesses or problems during pregnancy	✓	✓								
Antenatal classes (attendance, usefulness, partner's attendance)	✓	✓								
Sources of information used during pregnancy (type and usefulness)	✓	✓								
The birth (Timing, Delivery, Location, Labour, Multiple births, Measurements)	✓	✓								
Whether child spent time in Special Care unit	✓	✓								

Parenting, child health and other issues in the first few months of the child's life

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Respondent's experience with other children	✓	✓								
Breastfeeding (intentions, help/advice received, duration)	✓	✓			✓	✓				
Problems with child in the <i>first</i> three months after birth (siblings, wind/colic, sleep, feeding, teething, allergies/asthma)	✓	✓								
Other problems in <i>first</i> three months after birth (Buying baby clothes and equipment, managing household, lack of transport)	✓	✓								

Food and Nutrition

Question topics	MCS												
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5				
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC			
Introduction of solids	✓	✓											
Special diets			✓			✓							✓
Feeding/Eating (ease/difficulty of feeding child, variety of foods, snacks vs. meals, regularity of meals)			✓			✓							✓
Whether mealtimes are enjoyable, a rush, give family time to talk to one another						✓							✓
The Main/Evening Meal (where, who with)			✓			✓							✓
The Main Meal (whether home cooked, take away, restaurant etc)						✓							✓
Whether eats breakfast													✓
Attitudes towards preparation/factors affecting choice of food (time, cost, fussiness, knowledge of cooking, others in household)			✓			✓							✓
Knowledge and sources of info on healthy eating and children's diets			✓			✓							✓
Frequency/Amount of Snacks, Fruit and Veg, Crisps, Soft Drinks			✓			✓							✓
Control of child's consumption of sugary snacks outwith the home			✓			✓							✓

Parental support

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Grandparents, Great-grandparents (How many, where, nature of relationship and frequency of contact with cohort child)	✓	✓			✓	✓				
Support from Grandparents (Look after child, babysit, overnights, outings etc)	✓	✓			✓	✓				
Distance grandparents live from family					✓	✓				
Respondent's parents – whether separated and when					✓	✓				
Other types of support and support from other people	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Knowledge and awareness of Government schemes (Working Families Tax Credit, Child Trust Fund, Sure Start, ParentLine, Childcare Link, Children's Traffic Club, NHS 24)	✓	✓								
Mother and Baby/Toddler groups (attendance)	✓	✓	✓	✓	✓	✓				
Parenting Classes (attendance, usefulness, partner's attendance)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sources used for info on child's health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sources used for info on child's behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Services/Individuals who have seen child in last year (GP, Health visitor, Social worker, Psychologist etc)			✓	✓						
Parenting and other problems in last three months before interview	✓	✓			✓					
(Buying baby clothes and equipment, managing household, lack of transport)										
Attitudes towards parental support	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Parenting Styles

Question topics	GUS															
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5							
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Attitudes about parenting	✓	✓	✓	✓												
Whether did anything special for child's birthday	✓	✓														
Amount of children's media in household (books, records/tapes/cds, videos/dvds)	✓	✓	✓	✓	✓	✓										✓
Parenting/discipline techniques/tools - Time out, naughty step etc			✓	✓												
(GUS - heard of, used, effectiveness, MCS – freq. used)																
Feelings about amount of time spent with child	✓	✓	✓	✓	✓	✓										✓
Parent-child activities/interaction			✓	✓												
(How often bath, cuddle, read, play, chat, dress, get ready for bed)																
Parent-child attachment	✓	✓														
Sweep 1: <i>Condon Infant-Maternal Attachment</i>					✓											
Sweep 3: Six 'Insecure attachment' items from NLSY																
'How My Child Usually Acts' temperament scale																
'Best' thing and most 'difficult' thing about raising child					✓											
Perceived ability as a parent	✓	✓														

Parenting responsibilities/household division of labour

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Who is mostly responsible for childcare and domestic tasks (feeding child, changing nappies, attending to child at night, preparing/cooking main meal, cleaning home, laundry and ironing, looking after child when ill, generally looking after child)	✓		✓		✓		✓		✓	

*

Transition to and experience of pre-school

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Attendance at and type of pre-school provision				✓				✓		✓
Number of hours and days per week attended				✓				✓		✓
Child's adjustment to pre-school (How often...complained, reluctant, said good things, looked forward to going)				✓				✓		✓
Child's 'readiness' for pre-school (Agree/disagree...being apart too difficult, reluctant, able to mix, taking turns, toilet trained, independence)				✓				✓		✓
Sources of information/support about pre-school				✓				✓		✓
Affect of starting pre-school on parental daily routines				✓				✓		✓

Transition to and early experience of primary school

Question topics	GUS														
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5						
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC					
Attendance at primary school, deferred entry, primary school details, moved schools, placing requests (mixed/single sex, private/state etc)						✓				✓					
Important factors when choosing a primary school						✓				✓					
Involvement in/attendance at school events (parents' evenings, PTA etc)						✓				✓					
Child's journey to and from school						✓				✓					
Child's adjustment to primary school (How often...complained, reluctant, said good things, looked forward to going)						✓				✓					
Child's 'readiness' for primary school (Agree/disagree...being apart too difficult, reluctant, able to mix, taking turns, toilet trained, independence)						✓				✓					
Sources of information on /support with primary school						✓				✓					
Whether child receives support and nature of						✓				✓					
Parental educational aspirations for child						✓				✓					
Non-resident parent's contact with/involvement in school/education										✓					
Child's lunch at school										✓					
School absence										✓					
Identification of Additional Support Needs										✓					
Availability and use of breakfast clubs and after-school clubs										✓					
Child's receipt of and attitude towards homework										✓					
Parental attitudes towards key education arrangements (mixed faith schooling, inclusive education etc)										✓					

Childcare

Question topics	GUS														
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5						
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC					
Current/recent childcare arrangements (type of provision, days and hours used, why use)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Previous regular childcare arrangements (type of provision, why stopped using)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Cost of childcare (per week or month) (For sample child, for all children)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Availability and choice of childcare	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ease/difficulty of arranging childcare			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Child health

Question topics	GUS												
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5				
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC			
Child's general health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child health problems (not necessarily involving medical intervention) (number and type)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child accidents that have involved medical intervention	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Child's long-standing illness or disability (existence, nature, whether limiting)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Contact/use of specific health services for child in last 6 months (GP, health visitor, practice nurse, A&E, NHS 24, Dentist, other)			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Details of A&E use for child (nature of problem, main reasons for using)			✓	✓									
Dental hygiene			✓	✓				✓					
Personal hygiene (handwashing, baths/showers)			✓	✓									
Immunisations							✓						
Child's weight (taken from Child Health Record book or estimated by respondent)	✓	✓											
(current and last time weighed)													
Parent's perception of child's weight													
Problems with child in the last three months before interview (siblings, wind/colic, sleep, feeding, teething, allergies/asthma, (behaviour – toddlers only))	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Child development

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Child developmental milestones	✓	✓			✓					
Child communication indicators/gestures (reaches out to give you something, waves bye-bye, extends arms to be picked up, nods head for yes)	✓									
Child development indicators: <i>Communication and Symbolic Behaviour Scales - Infant/Toddler Checklist</i> (within parental self-complete)			✓							
Child development indicators: <i>Goodman's Strength and Difficulties Questionnaire</i>				✓		✓	✓	✓	✓	✓
Child's speech and language (whether child can be understood, any concerns)		✓	✓	✓	✓	✓	✓	✓	✓	✓
Concerns about child's development, learning or behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Child and respondent's sleep patterns	✓	✓			✓					

Activities with Others

Question topics	GUS										
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5		
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC	
Visiting other people with children, having them visit you (frequency)			✓	✓	✓	✓	✓	✓	✓	✓	✓
Read books, played outdoors, painting/drawing, nursery rhymes/songs, recognising letters etc, using a computer/games console (How many times in last 7 days and who with)	✓		✓	✓			✓	✓			✓
Child's television viewing (Duration, time of day, who with)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Child's use of computer or games console											✓
Places/events - library, live performance, swimming pool, art gallery etc, zoo etc, cinema, sporting event, religious event (Frequency, who with)			✓	✓			✓	✓		✓	
Importance of child experiencing different types of activities - social, educational, cultural, physical.			✓	✓							
Satisfaction with available range of activities			✓	✓							
Amount of time child has done 'active' things such as running, dancing, trampolining, riding a bike, kicking a ball)					✓	✓					✓
Parent's own activities at home (watching TV, reading a book or newspaper etc)			✓	✓							

Neighbourhood and Community

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Availability and use of local facilities						✓				
Assessment of local services (How would you rate...?)				✓		✓				
Areas (of local service/facilities) for improvement				✓		✓				
Neighbourhood satisfaction (inclg perceived reputation and level of community spirit)						✓				
Feelings of safety in local area						✓				
Involvement in local groups/activities				✓		✓				
'Child-friendly' neighbourhood						✓				

Child, parent and family social networks and social capital

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Children that child has contact with (who they are, where they met, how many, how many are close friends)						✓				
How often child plays with other children outside of school, pre-school or childcare						✓				
Respondent's friends (how many, how often see, changes in friendships since birth of child)						✓				
How many of parent's friends/relatives also have children?						✓				
Are the parent's of the sample child's friends also friends with the sample child's parents?						✓				
Informal support networks/closeness to friends and family/feelings about support			✓	✓				✓		✓

Parental health

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Whether pregnant and plans for having more children (intentions/wishes, number)	✓	✓	✓	✓	✓	✓				✓
Respondent's general health and long-standing illness	✓	✓	✓	✓	✓	✓	✓			✓
Whether ever diagnosed with specific illnesses (migraine, hay fever, bronchitis, asthma, eczema, back pain, epilepsy, diabetes, cancer or bowel disorders)										
Medical Outcomes Study Short Form (SF-12)	✓	✓			✓	✓				✓
Medical Outcomes Study Short Form (SF-8)										
Activities at Home (Watching TV, reading, writing letters etc, using computer)			✓	✓						
Consumption of alcohol (how often, quantity, using whilst pregnant)	✓	✓			✓	✓				✓
Smoking tobacco (how often, quantity, using whilst pregnant, other smokers in household)	✓	✓			✓	✓				✓
Use of drugs (how often, quantity, using whilst pregnant)	✓	✓			✓	✓				✓
Parental mental health 6-items from the Depression, Anxiety and Stress Scale			✓	✓			✓	✓		
Whether parent has sight problems									✓	✓
Parental physical activity										✓

Employment, income and education

Question topics	GUS														
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5						
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC					
Ever had a paid job - <i>Respondent and partner</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activities during the last week (full-time/part-time employment, looking after home, out of work and looking for a job etc)	✓	✓		✓											
Maternity/paternity leave and maternity pay <i>Respondent and partner</i>	✓														
Employment since having child (same employer, why returned to work)	✓	✓													
Current/most recent employment details <i>Respondent and Partner</i> (job title, industry, wages etc)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Work-life balance (Agree/disagree statements or similar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Family-friendly facilities/policies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Respondent work patterns (evenings, weekends etc)															
Partner work patterns (evenings, weekends etc)															
Whether seeking employment (if out of work)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Household income(sources and level of) including receipt of benefits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Savings and financial management															
DWP Material Deprivation Index															
Education - <i>Respondent and Partner</i> (age left full-time education, examinations, qualifications received)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Parental literacy and numeracy															

Demographic information

Question topics	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5
	BC	CC	BC	CC	BC	CC	BC	CC	BC
Ethnic group – Respondent, Partner and child	✓	✓	✓	✓	✓	✓	✓	✓	✓
Religion – Respondent, Partner and child	✓	✓	✓	✓	✓	✓	✓	✓	✓
Country of birth – Respondent, Partner and child	✓	✓	✓	✓	✓	✓	✓	✓	✓
Languages spoken at home	✓	✓	✓	✓					

Housing, accommodation and transport

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Accommodation details (type, tenure, no. of rooms, heating, access to a garden)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
If moved and why			✓		✓					
Household facilities (TV, telephone, dvd/video etc)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ownership and/or use of car	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Length of residence	✓	✓								
Homelessness and temporary accommodation										✓

Child assessments and measurements

Question topics	GUS									
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5	
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC
Physical measurements										
Height				✓				✓		✓
Weight				✓				✓		✓
Cognitive assessments										
BAS Picture Similarities							✓			✓
BAS Naming Vocabulary							✓			✓

Partner interview (note: some content of the partner's interview is flagged in the above sections)

Question topics	GUS													
	Sweep 1		Sweep 2		Sweep 3		Sweep 4		Sweep 5					
	BC	CC	BC	CC	BC	CC	BC	CC	BC	CC				
Whether lived apart from child or been lone parent			✓	✓										
Strength/nature of couple relationship			✓	✓										
Work-life balance (agree/disagree)			✓	✓										
Household division of labour			✓	✓										
Satisfaction with child's school														
Child's 'readiness' for pre-school (Agree/disagree...being apart too difficult, reluctant, able to mix, taking turns, toilet trained, independence)				✓										
Areas (of local service/facilities) for improvement			✓	✓										
Involvement in local groups/activities			✓	✓										
Involvement in childcare tasks (feeding, get up in night, change nappy etc)			✓	✓										
Parent-child activities (read, put to bed etc)			✓	✓										
Feelings about amount of time spent with child			✓	✓										
Parenting/discipline techniques/tools - Time out, naughty step etc			✓	✓										
(GUS - heard of, used, effectiveness, MCS – freq. used)														
Attitudes towards parental support			✓	✓										
Importance of child experiencing different types of activities - social, educational, cultural, physical.			✓	✓										
Satisfaction with available range of activities			✓	✓										
Parental activities at home (watching TV, reading a book or newspaper etc)			✓	✓										
Informal support networks/closeness to friends and family/feelings about support			✓	✓										
Partner's general health and Isi			✓	✓										
Parental mental health			✓	✓										
6-items from the <i>Depression, Anxiety and Stress Scale</i>														