Study Number (SN)	0057-00
Title	Early Childhood Care and Education collection: Evaluation of the Early Years Programme of the Childhood Development Initiative (ECCE), 2008 – 2011
Depositor	Tallaght West Childhood Development Initiative
Publisher	Irish Social Science Data Archive (ISSDA)
URL	www.issda.ie/ecce
Publication Date	2017
Version	1
Type	Dataset
Suggested citation	Tallaght West Childhood Development Initiative. (2017). *Early Childhood Care and Education collection: Evaluation of the Early Years Programme of the Childhood Development Initiative (ECCE), 2008 – 2011*. [data collection]. Version 1. Irish Social Science Data Archive. SN: 0057-00. www.issda.ie/ecce

Early Childhood Care and Education Cohort 1 Parent Study
End phase data codebook (v2)

Study title: Early Childhood Care and Education
Year: 2008 - 2011
Principal investigator: Nóirín Hayes, Centre for Social and Educational Research, Dublin Institute of Technology and Iram Siraj-Blatchford, Institute of Education, University of London.

Contents

Interview details

Cohort 1 Parent Study End phase data was collected in May 2010

		ID		
		Value	Count	Percent
Standard Attributes	Position	1		
	Label	Identity number		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
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			Count	Percent
285			1	0.6%
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625			1	0.6%
626			1	0.6%
627			1	0.6%
628			1	0.6%
629			1	0.6%

Note: unique identifier per child participant

Condition

		Value	Count	Percent
Standard Attributes	Position	2		
	Label	Condition: intervention or control		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Intervention	96	56.8%
	2	Control	73	43.2%
	996	Missing	0	0.0%

Note: Indicates whether care setting in the intervention group or control group of evaluation

Setting

		Value	Count	Percent
Standard Attributes	Position	3		
	Label	Childcare Setting (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Setting A	15	8.9%
	2	Setting B	24	14.2%
	3	Setting C	30	17.8%
	4	Setting D	14	8.3%
	5	Setting E	13	7.7%
	6	Setting F	10	5.9%
	7	Setting G	21	12.4%
	8	Setting H	32	18.9%
	9	Setting I	10	5.9%
	10	Setting M	0	0.0%
	11	Setting N	0	0.0%
	12	Setting L	0	0.0%
	13	Setting K	0	0.0%
	14	Setting J	0	0.0%
	15	Setting P	0	0.0%
	16	Setting Q	0	0.0%
	17	Setting R	0	0.0%
	18	Setting O	0	0.0%

Note: Indicates care setting attended by child. Settings were anonymised in preparation for archiving but are consistent across all archived data files and across both cohorts.

Session

		Value	Count	Percent
Standard Attributes	Position	4		
	Label	Childcare session timing in setting		
	Type	Numeric		

		Value	Count	Percent
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	all day	120	71.0%
	1	morning	18	10.7%
	2	afternoon	13	7.7%
	999		1	0.6%
Missing Values	System		17	10.1%

Note: Indicates session timing in childcare

Cohort

		Value	Count	Percent
Standard Attributes	Position	5		
	Label	Cohort 1 or 2		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Cohort 1	169	100.0%
	2	Cohort 2	0	0.0%

Note: Indicates whether child was participant in Cohort 1 or Cohort 2 of evaluation

MOB

		Value	Count	Percent
Standard Attributes	Position	6		
	Label	Month of birth of child (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Born between Jan - Jun	56	33.1%
	2	Born between July - Dec	91	53.8%
Missing Values	996	Missing	22	13.0%

Note: Month of birth of study child. Date of birth was removed during anonymisation and

replaced with month of birth (in two categories) and year of birth.

YOB

		Value	Count	Percent
Standard Attributes	Position	7		
	Label	Year of birth of child (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	147		
	Missing	22		
Central Tendency and Dispersion	Mean	2005.10		
	Standard Deviation	.616		
	Percentile 25	2005.00		
	Percentile 50	2005.00		
	Percentile 75	2005.00		
Labeled Values	996	Missing	22	13.0%

Note: Year of birth of study child. Date of birth was removed during anonymisation and replaced with month of birth (in two categories) and year of birth.

Agetest

		Value	Count	Percent
Standard Attributes	Position	8		
	Label	Age at date of testing in months		
	Type	Numeric		
	Format	F8		
	Measurement	Ordinal		
	Role	Input		
Valid Values	30		4	2.4%
	31		1	0.6%
	32		9	5.3%
	33		4	2.4%
	34		12	7.1%

	35		8	4.7%
	36		7	4.1%
	37		19	11.2%
	38		12	7.1%
	39		13	7.7%
	40		10	5.9%
	41		11	6.5%
	42		4	2.4%
	43		5	3.0%
	44		3	1.8%
	45		6	3.6%
	46		3	1.8%
	47		6	3.6%
	48		3	1.8%
	49		2	1.2%
	50		3	1.8%
	53		2	1.2%
Missing Values	System		22	13.0%

Note: Indicates age of child in months at time of testing

Section 1

Relationship

		Value	Count	Percent
Standard Attributes	Position	9		
	Label	1.1. Your relationship to child in study (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Mother (natural, adoptive or foster)	99	58.6%
	2	Father (natural, adoptive or foster)	12	7.1%
	3	Grandparent	2	1.2%
	4	Other	0	0.0%
	5	Mother and father interviewed	0	0.0%
Missing Values	996	Missing	56	33.1%

Note: Relationship was re-coded into broader categories during the preparation of the data for archiving to improve anonymity. (1) Mother consists of natural, adoptive or foster mother (2) Father consists of natural, adoptive or foster father (3) Grandparent consists of maternal or paternal grandmother or grandfather (4) Other consists of any other type of relative and (5) Mother and father interviewed is where both parents, whether biological or other, were present for interview.

Talk_T0

		Value	Count	Percent
Standard Attributes	Position	10		
	Label	1.3. Did we talk to you before at beginning of research?		

11

		Value	Count	Percent
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	No	9	5.3%
	1	Yes	101	59.8%
	2	You spoke to my partner	2	1.2%
Missing Values	996	Missing	57	33.7%

Courses

		Value	Count	Percent
Standard Attributes	Position	11		
	Label	1.4. Completed parenting course since beginning of research?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	47	27.8%
	1	yes with CDI	51	30.2%
	2	yes with another group	15	8.9%
Missing Values	996	Missing	56	33.1%

Sessions

		Value
Standard Attributes	Position	12
	Label	1.4a. If yes, how many sessions did you attend?
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	111

	Missing	58
Central Tendency and Dispersion	Mean	3.25
	Standard Deviation	3.832
	Percentile 25	.00
	Percentile 50	3.00
	Percentile 75	6.00

HomevisitsY1

		Value
Standard Attributes	Position	13
	Label	1.5a. How many times did you get home visits in year 1?
	Type	Numeric
	Format	F20
	Measurement	Scale
	Role	Input
N	Valid	113
	Missing	56
Central Tendency and Dispersion	Mean	1.96
	Standard Deviation	1.690
	Percentile 25	.00
	Percentile 50	2.00
	Percentile 75	3.00

HomevisitsY2

		Value
Standard Attributes	Position	14
	Label	1.5b. How many times did you get home visits in year 2?
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input

N	Valid		110
	Missing		59
Central Tendency and Dispersion	Mean		1.56
	Standard Deviation		1.542
	Percentile 25		.00
	Percentile 50		1.00
	Percentile 75		3.00

Positive

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	1.6. What do you think was positive about preschool?		
	Type	String		
	Format	A206		
	Measurement	Nominal		
	Role	Input		
	Total	113		
	Missing	56		

Note: Responses are in the form of open ended statements (string variables). Open ended responses have been redacted from the codebook because it is an openly available document – please refer to data file for these responses. Responses have been anonymised during preparation of data for archiving.

Negative

		Value	Count	Percent
Standard Attributes	Position	16		
	Label	1.7. Things that you would change about preschool?		
	Type	String		
	Format	A216		
	Measurement	Nominal		

	Role	Input		
	Total	113		
	Missing	56		

Note: Responses are in the form of open ended statements (string variables). Open ended responses have been redacted from the codebook because it is an openly available document – please refer to data file for these responses. Responses have been anonymised during preparation of data for archiving.

ExtraHelp

		Value	Count	Percent
Standard Attributes	Position	17		
	Label	1.8. Have you and/or your child gotten any extra help?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	59	34.9%
	1	yes	54	32.0%
Missing Values	996	Missing	56	33.1%

TypeHelp

		Value	Count	Percent
Standard Attributes	Position	18		
	Label	1.8a. If yes what form did this help take? (anonymised)		
	Type	String		
	Format	A100		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	SLT treatment	34	20.1%

				Count	Percent
	2	Access to service or assessment / referral		7	4.1%
	3	Observed a problem, lead to treatment		3	1.8%
	4	Parenting course		0	0.0%
	5	Dental / medical treatment		5	3.0%
	6	Supported parent e.g. emotional or with forms		2	1.2%
	none			1	0.6%
	Parenting course			1	0.6%
Missing Values	996	Missing		58	34.3%
	997	Not applicable		58	34.3%

Note: Data was recoded into six categories of help received during preparation for archiving, to improve anonyminity

SchoolReady

		Value	Count	Percent
Standard Attributes	Position	19		
	Label	1.9. Do you think preschool helped child be ready for school?		
	Type	Numeric		
	Format	F10		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, definitely not	0	0.0%
	2	not really	3	1.8%
	3	undecided	8	4.7%
	4	yes	29	17.2%
	5	yes definitely	73	43.2%
Missing Values	996	Missing	56	33.1%

HowSchoolReady

		Value	Count	Percent
Standard Attributes	Position	20		
	Label	1.9a. Why do you think this is the case?		
	Type	String		
	Format	A234		
	Measurement	Nominal		
	Role	Input		
	Total	113		
	Missing	56		

Note: Responses are in the form of open ended statements (string variables). Open ended responses have been redacted from the codebook because it is an openly available document – please refer to data file for these responses. Responses have been anonymised during preparation of data for archiving.

DifferenceParent

		Value	Count	Percent
Standard Attributes	Position	21		
	Label	1.10. Do you think preschool made difference to you as parent?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, definitely not	4	2.4%
	2	not really	6	3.6%
	3	undecided	6	3.6%
	4	yes	43	25.4%
	5	yes definitely	54	32.0%
Missing Values	996	Missing	56	33.1%

HowDifferentParent

		Value	Count	Percent
Standard Attributes	Position	22		
	Label	1.10a. How preschool made difference to parent		
	Type	String		
	Format	A95		
	Measurement	Nominal		
	Role	Input		
	Total	111		
	Missing	58		

Note: Responses are in the form of open ended statements (string variables). Open ended responses have been redacted from the codebook because it is an openly available document – please refer to data file for these responses. Responses have been anonymised during preparation of data for archiving.

DifferenceChild

		Value	Count	Percent
Standard Attributes	Position	23		
	Label	1.11. Do you think preschool made difference to child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, definitely not	1	0.6%
	2	not really	1	0.6%
	3	undecided	7	4.1%
	4	yes	31	18.3%
	5	yes definitely	73	43.2%

		Value	Count	Percent
Missing Values	996	Missing	56	33.1%

HowDifferentChild

		Value	Count	Percent
Standard Attributes	Position	24		
	Label	1.11a. How preschool made difference to child (anonymised)		
	Type	String		
	Format	A120		
	Measurement	Nominal		
	Role	Input		
	Total	110		
	Missing	59		

Note: Responses are in the form of open ended statements (string variables). Open ended responses have been redacted from the codebook because it is an openly available document – please refer to data file for these responses. Responses have been anonymised during preparation of data for archiving.

PreschoolQuality

		Value	Count	Percent
Standard Attributes	Position	25		
	Label	1.12.How would you rate the quality of preschool service		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Poor/not good	0	0.0%
	2	Fair/Average	2	1.2%

	3	Good	17	10.1%
	4	Excellent	94	55.6%
Missing Values	996	Missing	56	33.1%

PreschoolService

		Value	Count	Percent
Standard Attributes	Position	26		
	Label	1.13. You get kind of preschool service you wanted for you and child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, definitely not	0	0.0%
	2	no, not really	1	0.6%
	3	yes, generally	22	13.0%
	4	yes, definitely	90	53.3%
Missing Values	996	Missing	56	33.1%

PreschoolNeeds

		Value	Count	Percent
Standard Attributes	Position	27		
	Label	1.14. What extent did preschool service meet needs of you and child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	none of our needs met	0	0.0%

		Value	Count	Percent
	2	only a few of our needs met	0	0.0%
	3	most of our needs met	22	13.0%
	4	almost all of our needs have been met	91	53.8%
Missing Values	996	Missing	56	33.1%

Reccommend

		Value	Count	Percent
Standard Attributes	Position	28		
	Label	1.15 Would you recommend the preschool to friend?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, definitely not	0	0.0%
	2	no, I don't think so	1	0.6%
	3	yes, I think so	12	7.1%
	4	yes definitely	100	59.2%
Missing Values	996	Missing	56	33.1%

PreschoolSupport

		Value	Count	Percent
Standard Attributes	Position	29		
	Label	1.16. Satisfied with amount of help/support received from programme staff?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		

	Role	Input		
Valid Values	1	quite dissatisfied	0	0.0%
	2	indifferently or mildly satisfied	0	0.0%
	3	mostly satisfied	18	10.7%
	4	very satisfied	95	56.2%
Missing Values	996	Missing	56	33.1%

PreschoolHelpedProb

		Value	Count	Percent
Standard Attributes	Position	30		
	Label	1.17. Helped you or child to deal more effectively with any problems?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, it seemed to make things worse	2	1.2%
	2	no, it didn't help	8	4.7%
	3	yes, it helped somewhat	30	17.8%
	4	yes, it helped a great deal	73	43.2%
Missing Values	996	Missing	56	33.1%

PreschoolSatisfaction

		Value	Count	Percent
Standard Attributes	Position	31		
	Label	1.18. How satisfied are you with the service you and child received?		
	Type	Numeric		
	Format	F8		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	quite dissatisfied	1	0.6%
	2	indifferently or mildly satisfied	0	0.0%
	3	mostly satisfied	18	10.7%
	4	very satisfied	94	55.6%
Missing Values	996	Missing	56	33.1%

PreschoolAnotherChild

		Value	Count	Percent
Standard Attributes	Position	32		
	Label	1.19. Would you send another child to this preschool?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, definitely not	4	2.4%
	2	No, I don't think so	3	1.8%
	3	Yes, I think so	8	4.7%
	4	Yes definitely	97	57.4%
Missing Values	996	Missing	57	33.7%

Section 2: Your Child at Home

The following section includes items from the Home Learning Environment Index – Adapted (Melhuish et al, 2001).

RegBedtime

		Value	Count	Percent
Standard Attributes	Position	33		
	Label	2.1a. Does your child have a regular bedtime?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	24	14.2%
	1	yes	89	52.7%
Missing Values	996	Missing	56	33.1%

TVrules

		Value	Count	Percent
Standard Attributes	Position	34		
	Label	2.1b. Does your child have rules about watching TV/Videos?		
	Type	Numeric		
	Format	F40		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	42	24.9%
	1	yes	71	42.0%
Missing Values	996	Missing	56	33.1%

TVhrs

		Value	Count	Percent
Standard Attributes	Position	35		

		Label	2.1c. How many hours of TV does child watch in typical wkday?		
		Type	Numeric		
		Format	F8		
		Measurement	Nominal		
		Role	Input		
Valid Values		0	0 hours	11	6.5%
		1	1 hour	34	20.1%
		2	1-3 hours	45	26.6%
		3	3+ hours	23	13.6%
Missing Values		996	Missing	56	33.1%

Playathome

			Value	Count	Percent
Standard Attributes		Position	36		
		Label	2.2a. How many days in wk has child played with friends at home?		
		Type	Numeric		
		Format	F8		
		Measurement	Nominal		
		Role	Input		
Valid Values		0	never	24	14.2%
		1	once a week	8	4.7%
		2	twice a week	8	4.7%
		3	3 times a week	17	10.1%
		4	4 times a week	7	4.1%
		5	5 times a week	5	3.0%
		6	6 times a week	6	3.6%
		7	every day	38	22.5%
		8	less often	0	0.0%
Missing Values		996	Missing	56	33.1%

Playelsewhere

		Value	Count	Percent
Standard Attributes	Position	37		
	Label	2.2b. How many days in wk has child played with friends elsewhere?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	18	10.7%
	1	once a week	11	6.5%
	2	twice a week	9	5.3%
	3	3 times a week	16	9.5%
	4	4 times a week	15	8.9%
	5	5 times a week	7	4.1%
	6	6 times a week	7	4.1%
	7	every day	30	17.8%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

Shopping

		Value	Count	Percent
Standard Attributes	Position	38		
	Label	2.2c. How many days in wk has child gone shopping with you?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	18	10.7%
	1	once a week	45	26.6%
	2	twice a week	21	12.4%
	3	3 times a week	14	8.3%
	4	4 times a week	9	5.3%

		Value	Count	Percent
	5	5 times a week	2	1.2%
	6	6 times a week	1	0.6%
	7	every day	3	1.8%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

Visits

		Value	Count	Percent
Standard Attributes	Position	39		
	Label	2.2d. How many days in wk has child visited to friends or relatives?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	12	7.1%
	1	once a week	20	11.8%
	2	twice a week	20	11.8%
	3	3 times a week	13	7.7%
	4	4 times a week	17	10.1%
	5	5 times a week	7	4.1%
	6	6 times a week	5	3.0%
	7	every day	19	11.2%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

Meals

		Value	Count	Percent
Standard Attributes	Position	40		
	Label	2.2e. How many days in wk has child eaten a meal with whole family?		
	Type	Numeric		

			Count	Percent
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	7	4.1%
	1	once a week	7	4.1%
	2	twice a week	11	6.5%
	3	3 times a week	4	2.4%
	4	4 times a week	6	3.6%
	5	5 times a week	11	6.5%
	6	6 times a week	8	4.7%
	7	every day	59	34.9%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

Read

		Value	Count	Percent
Standard Attributes	Position	41		
	Label	2.3. Does anyone at home ever read to your child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	5	3.0%
	1	yes	108	63.9%
Missing Values	996	Missing	56	33.1%

ReadOften

		Value	Count	Percent
Standard Attributes	Position	42		
	Label	2.3a. If yes how often read to child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		

		Value	Count	Percent
	Role	Input		
Valid Values	0	never	5	3.0%
	1	on special occasions	7	4.1%
	2	once a week	7	4.1%
	3	several times a week	52	30.8%
	4	every day	42	24.9%
	5	twice a day	0	0.0%
Missing Values	996	Missing	56	33.1%

Library

		Value	Count	Percent
Standard Attributes	Position	43		
	Label	2.4. Does anyone at home ever take your child to the library?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	69	40.8%
	1	yes	44	26.0%
Missing Values	996	Missing	56	33.1%

LibraryOften

		Value	Count	Percent
Standard Attributes	Position	44		
	Label	2.4a. If yes how often take child to library?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	70	41.4%

		Value	Count	Percent
	1	on special occasions	7	4.1%
	2	once a month	13	7.7%
	3	once a fortnight	12	7.1%
	4	once a week	11	6.5%
Missing Values	996	Missing	56	33.1%

Playletters

		Value	Count	Percent
Standard Attributes	Position	45		
	Label	2.5a. Does your child ever play with letters at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	25	14.8%
	1	once a week	13	7.7%
	2	twice a week	20	11.8%
	3	3 times a week	17	10.1%
	4	4 times a week	9	5.3%
	5	5 times a week	6	3.6%
	6	6 times a week	2	1.2%
	7	every day	21	12.4%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

Playnumbers

		Value	Count	Percent
Standard Attributes	Position	46		
	Label	2.6a. Child ever play with numbers/sorting/ matching at home?		
	Type	Numeric		

	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	18	10.7%
	1	once a week	7	4.1%
	2	twice a week	19	11.2%
	3	3 times a week	19	11.2%
	4	4 times a week	18	10.7%
	5	5 times a week	14	8.3%
	6	6 times a week	3	1.8%
	7	every day	15	8.9%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

Paintdraw

		Value	Count	Percent
Standard Attributes	Position	47		
	Label	2.7. How many days does child paint and draw at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	15	8.9%
	1	once a week	12	7.1%
	2	twice a week	17	10.1%
	3	3 times a week	12	7.1%
	4	4 times a week	10	5.9%
	5	5 times a week	10	5.9%
	6	6 times a week	6	3.6%
	7	every day	31	18.3%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

ABC

Standard Attributes		Value	Count	Percent
Standard Attributes	Position	48		
	Label	2.8. How many days have you tried to teach your child the ABC?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	20	11.8%
	1	once a week	11	6.5%
	2	twice a week	11	6.5%
	3	3 times a week	18	10.7%
	4	4 times a week	17	10.1%
	5	5 times a week	9	5.3%
	6	6 times a week	4	2.4%
	7	every day	23	13.6%
	8	less often	0	0.0%
Missing Values	996	Missing	56	33.1%

Numbers

Standard Attributes		Value	Count	Percent
Standard Attributes	Position	49		
	Label	2.9. How many days parent teaches child numbers		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	22	13.0%
	1	once a week	10	5.9%
	2	twice a week	15	8.9%
	3	3 times a week	10	5.9%
	4	4 times a week	18	10.7%

		Value	Count	Percent
	5	5 times a week	13	7.7%
	6	6 times a week	2	1.2%
	7	every day	23	13.6%
	8	less often	0	0.0%
	999		2	1.2%
Missing Values	996	Missing	54	32.0%

Songs

		Value	Count	Percent
Standard Attributes	Position	50		
	Label	2.10. How many days parent teaches child songs etc		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	43	25.4%
	1	once a week	7	4.1%
	2	twice a week	14	8.3%
	3	3 times a week	8	4.7%
	4	4 times a week	8	4.7%
	5	5 times a week	7	4.1%
	6	6 times a week	4	2.4%
	7	every day	22	13.0%
	8	less often	0	0.0%
	999		2	1.2%
Missing Values	996	Missing	54	32.0%

HLE_END

		Value	Count	Percent
Standard Attributes	Position	51		
	Label	Home Learning Environment Score 1 at End phase		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	113		
	Missing	56		
Central Tendency and Dispersion	Mean	23.43		
	Standard Deviation	10.758		
	Percentile 25	16.00		
	Percentile 50	22.00		
	Percentile 75	31.00		
Labeled Values	0	Not true	1	0.6%
	1	Somewhat true	0	0.0%
	2	Certainly true	0	0.0%
	996	Missing	0	0.0%

Notes: Home Learning Environment Index (Melhuish et al, 2001)

Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)

SDQ_1

		Value	Count	Percent
Standard Attributes	Position	52		
	Label	2.11. Considerate of other people's feelings (SDQ Item 1)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	5	3.0%
	1	Somewhat true	35	20.7%
	2	Certainly true	73	43.2%
Missing Values	996	Missing	56	33.1%

SDQ_2

		Value	Count	Percent
Standard Attributes	Position	53		
	Label	2.12. Restless, overactive, cannot sit still for long (SDQ Item 2)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	39	23.1%
	1	Somewhat true	36	21.3%
	2	Certainly true	38	22.5%
Missing Values	996	Missing	56	33.1%

SDQ_3

		Value	Count	Percent
Standard Attributes	Position	54		
	Label	2.13. Often complains of headaches, stomachaches (SDQ Item 3)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	78	46.2%
	1	Somewhat true	21	12.4%
	2	Certainly true	14	8.3%
Missing Values	996	Missing	56	33.1%

SDQ_4

		Value	Count	Percent
Standard Attributes	Position	55		
	Label	2.14. Shares readily with other children (SDQ Item 4)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	6	3.6%
	1	Somewhat true	41	24.3%
	2	Certainly true	66	39.1%
Missing Values	996	Missing	56	33.1%

SDQ_5

		Value	Count	Percent
Standard Attributes	Position	56		

		Value	Count	Percent
	Label	2.15. Often has temper tantrums or hot tempers (SDQ Item 5)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	42	24.9%
	1	Somewhat true	32	18.9%
	2	Certainly true	39	23.1%
Missing Values	996	Missing	56	33.1%

SDQ_6

		Value	Count	Percent
Standard Attributes	Position	57		
	Label	2.16. Rather solitary, tends to play alone (SDQ Item 6)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	72	42.6%
	1	Somewhat true	27	16.0%
	2	Certainly true	14	8.3%
Missing Values	996	Missing	56	33.1%

SDQ_7tran

		Value	Count	Percent
Standard Attributes	Position	58		
	Label	2.17. Generally obedient, usually does (SDQ Item 7)		
	Type	Numeric		
	Format	F8		

		Value	Count	Percent
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	61	36.1%
	1	Somewhat true	37	21.9%
	2	Certainly true	15	8.9%
Missing Values	996	Missing	56	33.1%

SDQ_8

		Value	Count	Percent
Standard Attributes	Position	59		
	Label	2.18. Many worries, often seems worried (SDQ Item 8)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	88	52.1%
	1	Somewhat true	16	9.5%
	2	Certainly true	9	5.3%
Missing Values	996	Missing	56	33.1%

SDQ_9

		Value	Count	Percent
Standard Attributes	Position	60		
	Label	2.19. Helpful if someone is hurt, upset (SDQ Item 9)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	11	6.5%
	1	Somewhat true	13	7.7%
	2	Certainly true	89	52.7%
Missing Values	996	Missing	56	33.1%

SDQ_10

		Value	Count	Percent
Standard Attributes	Position	61		
	Label	2.20. Constantly fidgeting and squirming (SDQ Item 10)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	56	33.1%
	1	Somewhat true	22	13.0%
	2	Certainly true	35	20.7%
Missing Values	996	Missing	56	33.1%

SDQ_11tran

		Value	Count	Percent
Standard Attributes	Position	62		
	Label	2.21. Has at least one good friend (SDQ Item 11)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	98	58.0%
	1	Somewhat true	5	3.0%
	2	Certainly true	10	5.9%
Missing Values	996	Missing	56	33.1%

SDQ_12

		Value	Count	Percent

Standard Attributes	Position	63		
	Label	2.22. Fights with other children or bullies them (SDQ Item 12)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	79	46.7%
	1	Somewhat true	27	16.0%
	2	Certainly true	7	4.1%
Missing Values	996	Missing	56	33.1%

SDQ_13

		Value	Count	Percent
Standard Attributes	Position	64		
	Label	2.23. Often down-hearted or tearful (SDQ Item 13)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	74	43.8%
	1	Somewhat true	30	17.8%
	2	Certainly true	9	5.3%
Missing Values	996	Missing	56	33.1%

SDQ_14tran

		Value	Count	Percent
Standard Attributes	Position	65		
	Label	2.24. Generally liked by other children (SDQ Item 14)		
	Type	Numeric		

		Value	Count	Percent
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	98	58.0%
	1	Somewhat true	11	6.5%
	2	Certainly true	4	2.4%
Missing Values	996	Missing	56	33.1%

SDQ_15

		Value	Count	Percent
Standard Attributes	Position	66		
	Label	2.25. Easily distracted, concentration wanders (SDQ Item 15)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	41	24.3%
	1	Somewhat true	39	23.1%
	2	Certainly true	33	19.5%
Missing Values	996	Missing	56	33.1%

SDQ_16

		Value	Count	Percent
Standard Attributes	Position	67		
	Label	2.26. Nervous or clingy in a new situation (SDQ Item 16)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	56	33.1%
	1	Somewhat true	30	17.8%

		Value	Count	Percent
	2	Certainly true	27	16.0%
Missing Values	996	Missing	56	33.1%

SDQ_17

		Value	Count	Percent
Standard Attributes	Position	68		
	Label	2.27. Kind to younger children (SDQ Item 17)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	5	3.0%
	1	Somewhat true	9	5.3%
	2	Certainly true	99	58.6%
Missing Values	996	Missing	56	33.1%

SDQ_18

		Value	Count	Percent
Standard Attributes	Position	69		
	Label	2.28. Often argumentative with adults (SDQ Item 18)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	55	32.5%
	1	Somewhat true	28	16.6%
	2	Certainly true	30	17.8%
Missing Values	996	Missing	56	33.1%

SDQ_19

		Value	Count	Percent

Standard Attributes	Position	70		
	Label	2.29. Picked on or bullied by other children (SDQ Item 19)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	73	43.2%
	1	Somewhat true	34	20.1%
	2	Certainly true	6	3.6%
Missing Values	996	Missing	56	33.1%

SDQ_20

		Value	Count	Percent
Standard Attributes	Position	71		
	Label	2.30. Often volunteers to help others (SDQ Item 20)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	11	6.5%
	1	Somewhat true	15	8.9%
	2	Certainly true	87	51.5%
Missing Values	996	Missing	56	33.1%

SDQ_21tran

		Value	Count	Percent
Standard Attributes	Position	72		
	Label	2.31. Can stop and think things out before acting (SDQ Item 21)		
	Type	Numeric		

	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	57	33.7%
	1	Somewhat true	32	18.9%
	2	Certainly true	24	14.2%
Missing Values	996	Missing	56	33.1%

SDQ_22

		Value	Count	Percent
Standard Attributes	Position	73		
	Label	2.32. Can be mean, spiteful to others (SDQ Item 22)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	78	46.2%
	1	Somewhat true	20	11.8%
	2	Certainly true	15	8.9%
Missing Values	996	Missing	56	33.1%

SDQ_23

		Value	Count	Percent
Standard Attributes	Position	74		
	Label	2.33. Gets on better with adults than with other (SDQ Item 23)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	50	29.6%
	1	Somewhat true	41	24.3%

			Count	Percent
	2	Certainly true	22	13.0%
Missing Values	996	Missing	56	33.1%

SDQ_24

		Value	Count	Percent
Standard Attributes	Position	75		
	Label	2.34. Many fears, easily scared (SDQ Item 24)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	58	34.3%
	1	Somewhat true	29	17.2%
	2	Certainly true	26	15.4%
Missing Values	996	Missing	56	33.1%

SDQ_25tran

		Value	Count	Percent
Standard Attributes	Position	76		
	Label	2.35. Sees tasks through to the end, good (SDQ Item 25)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	73	43.2%
	1	Somewhat true	24	14.2%
	2	Certainly true	16	9.5%
Missing Values	996	Missing	56	33.1%

Difficulties

		Value	Count	Percent
Standard Attributes	Position	77		
	Label	2.36 Difficulties with emotions, concentration or behaviour?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	77	45.6%
	1	yes, minor difficulties	26	15.4%
	2	yes, definite difficulties	9	5.3%
	3	yes, severe difficulties	0	0.0%
Missing Values	996	Missing	57	33.7%

Diff_Upset

		Value	Count	Percent
Standard Attributes	Position	78		
	Label	2.37. Do these difficulties upset or distress your child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	not at all	13	7.7%
	1	only a little	12	7.1%
	2	quite a lot	13	7.7%
	3	a great deal	1	0.6%
Missing Values	996	Missing	56	33.1%
	997	Not applicable	74	43.8%

Diff_Home

		Value	Count	Percent
Standard Attributes	Position	79		
	Label	2.38a. Do these difficulties interfere wih home life		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	not at all	15	8.9%
	1	only a little	14	8.3%
	2	quite a lot	9	5.3%
	3	a great deal	1	0.6%
Missing Values	996	Missing	56	33.1%
	997	Not applicable	74	43.8%

Diff_Friends

		Value	Count	Percent
Standard Attributes	Position	80		
	Label	2.38b. Do these difficulties interfere with friendships		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	not at all	27	16.0%
	1	only a little	7	4.1%
	2	quite a lot	5	3.0%
	3	a great deal	0	0.0%
Missing Values	996	Missing	56	33.1%
	997	Not applicable	74	43.8%

Diff_Learning

		Value	Count	Percent
Standard Attributes	Position	81		

		Value	Count	Percent
	Label	2.38c. Do these difficulties interfere with learning		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	not at all	25	14.8%
	1	only a little	9	5.3%
	2	quite a lot	5	3.0%
	3	a great deal	0	0.0%
Missing Values	996	Missing	56	33.1%
	997	Not applicable	74	43.8%

Diff_Leisure

		Value	Count	Percent
Standard Attributes	Position	82		
	Label	2.38d. Do these difficulties interfere with leisure activities		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	not at all	28	16.6%
	1	only a little	7	4.1%
	2	quite a lot	3	1.8%
	3	a great deal	1	0.6%
Missing Values	996	Missing	56	33.1%
	997	Not applicable	74	43.8%

Difff_Burden

		Value	Count	Percent
Standard Attributes	Position	83		

		Value	Count	Percent
	Label	2.39. Do these difficulties put a burden on the family as a whole		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	not at all	17	10.1%
	1	only a little	18	10.7%
	2	quite a lot	3	1.8%
	3	a great deal	1	0.6%
Missing Values	996	Missing	56	33.1%
	997	Not applicable	74	43.8%

Diff_Change

		Value	Count	Percent
Standard Attributes	Position	84		
	Label	2.40. Since child began preschool have difficulties changed		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	much worse	0	0.0%
	2	a bit worse	2	1.2%
	3	about the same	14	8.3%
	4	a bit better	9	5.3%
	5	much better	11	6.5%
Missing Values	996	Missing	57	33.7%
	997	Not applicable	76	45.0%

PreSchInv

		Value	Count	Percent
Standard Attributes	Position	85		

	Label	2.41. Has preschool involvement helped the child with difficulties		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	not at all	10	5.9%
	1	only a little	17	10.1%
	2	quite a lot	42	24.9%
	3	a great deal	44	26.0%
Missing Values	996	Missing	56	33.1%

The following provide the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) subscale scores

Hyperactivity_END

		Value
Standard Attributes	Position	86
	Label	Hyperactivity_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	113
	Missing	56
Central Tendency and Dispersion	Mean	3.94
	Standard Deviation	2.657
	Percentile 25	2.00
	Percentile 50	4.00
	Percentile 75	6.00

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Hyperactivity subscale

Emotionalsympt_END

		Value
Standard Attributes	Position	87
	Label	Emotional symptoms_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	113
	Missing	56
Central Tendency and Dispersion	Mean	2.62
	Standard Deviation	2.331
	Percentile 25	1.00
	Percentile 50	2.00
	Percentile 75	4.00

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Emotional symptoms subscale

Conductprob_END

		Value
Standard Attributes	Position	88
	Label	Conduct problems_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	113
	Missing	56
Central Tendency and Dispersion	Mean	2.87
	Standard Deviation	2.437
	Percentile 25	1.00
	Percentile 50	2.00
	Percentile 75	4.00

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Conduct problems subscale

Peerprob_END

		Value
Standard Attributes	Position	89
	Label	Peer problems_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	113
	Missing	56
Central Tendency and Dispersion	Mean	2.04
	Standard Deviation	1.772
	Percentile 25	1.00
	Percentile 50	2.00
	Percentile 75	3.00

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Peer problems subscale

ProsocialBehav_END

		Value
Standard Attributes	Position	90
	Label	Prosocial behaviour_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	113
	Missing	56
Central Tendency and Dispersion	Mean	8.33
	Standard Deviation	1.849
	Percentile 25	7.00
	Percentile 50	9.00
	Percentile 75	10.00

DiffTotal_END

		Value
Standard Attributes	Position	91
	Label	Total difficulty score_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	113
	Missing	56
Central Tendency and Dispersion	Mean	11.46
	Standard Deviation	6.484
	Percentile 25	6.00
	Percentile 50	11.00
	Percentile 75	15.00

Hyperactivitycase_END

		Value	Count	Percent
Standard Attributes	Position	92		
	Label	Hyperactivity caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	84	49.7%
	2	Disagree	14	8.3%
	3	Undecided	15	8.9%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	56	33.1%

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Hyperactivity subscale

Emotionalcase_END

		Value	Count	Percent
Standard Attributes	Position	93		
	Label	Emotional caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	80	47.3%
	2	Disagree	12	7.1%
	3	Undecided	21	12.4%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	56	33.1%

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Emotional symptoms subscale

Conductprobcase_END

		Value	Count	Percent
Standard Attributes	Position	94		
	Label	Coduct problem caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	59	34.9%
	2	Disagree	17	10.1%
	3	Undecided	37	21.9%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%

| Missing Values | 996 | Missing | 56 | 33.1% |

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Conduct problems subscale

Peerprobcase_END

		Value	Count	Percent
Standard Attributes	Position	95		
	Label	Peer problem caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	77	45.6%
	2	Disagree	20	11.8%
	3	Undecided	16	9.5%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	56	33.1%

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Peer problems subscale

ProsocialBehavcase_END

		Value	Count	Percent
Standard Attributes	Position	96		
	Label	Prosocial Behaviour caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	strongly disagree	104	61.5%
	2	Disagree	4	2.4%
	3	Undecided	5	3.0%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	56	33.1%

Note: Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) Pro-social behaviour subscale

TotalDiffcase_END

		Value	Count	Percent
Standard Attributes	Position	97		
	Label	Total Difficulties caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	79	46.7%
	2	Disagree	12	7.1%
	3	Undecided	22	13.0%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	56	33.1%

Parent Stress Scale (Berry and Jones, 1995)

Berry, J.O., & Jones,W.H. (1995). The Parental Stress Scale: Initial psychometric evidence.
Journal of Social and Personal Relationships, 12, 463–472

PSS_1tran

		Value	Count	Percent
Standard Attributes	Position	98		
	Label	2.41. Parenting Stress Scale item 1		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	88	52.1%
	2	Disagree	22	13.0%
	3	Undecided	1	0.6%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items
due to copyright – please refer to PSS scale to view item content.

PSS_2tran

		Value	Count	Percent
Standard Attributes	Position	99		
	Label	2.42. Parenting Stress Scale item 2		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	102	60.4%
	2	Disagree	8	4.7%
	3	Undecided	0	0.0%
	4	Agree	1	0.6%

			Count	Percent
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_3

		Value	Count	Percent
Standard Attributes	Position	100		
	Label	2.43. Parenting Stress Scale item 3		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	7	4.1%
	2	Disagree	17	10.1%
	3	Undecided	5	3.0%
	4	Agree	36	21.3%
	5	Strongly agree	46	27.2%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_4

		Value	Count	Percent
Standard Attributes	Position	101		
	Label	2.44. Parenting Stress Scale item 4		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	8	4.7%
	2	Disagree	15	8.9%

	3	Undecided	9	5.3%
	4	Agree	33	19.5%
	5	Strongly agree	46	27.2%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_5

		Value	Count	Percent
Standard Attributes	Position	102		
	Label	2.45. Parenting Stress Scale item 5		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	103	60.9%
	2	Disagree	6	3.6%
	3	Undecided	0	0.0%
	4	Agree	1	0.6%
	5	Strongly agree	1	0.6%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_6tran

		Value	Count	Percent
Standard Attributes	Position	103		
	Label	2.46. Parenting Stress Scale item 6		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		

		Value	Count	Percent
Valid Values	1	strongly disagree	94	55.6%
	2	Disagree	15	8.9%
	3	Undecided	2	1.2%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_7tran

		Value	Count	Percent
Standard Attributes	Position	104		
	Label	2.47. Parenting Stress Scale item 7		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	94	55.6%
	2	Disagree	14	8.3%
	3	Undecided	2	1.2%
	4	Agree	1	0.6%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_8tran

		Value	Count	Percent
Standard Attributes	Position	105		
	Label	2.48. Parenting Stress Scale item 8		
	Type	Numeric		
	Format	F8		

		Value	Count	Percent
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	84	49.7%
	2	Disagree	20	11.8%
	3	Undecided	5	3.0%
	4	Agree	2	1.2%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_9

		Value	Count	Percent
Standard Attributes	Position	106		
	Label	2.49. Parenting Stress Scale item 9		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	31	18.3%
	2	Disagree	46	27.2%
	3	Undecided	6	3.6%
	4	Agree	14	8.3%
	5	Strongly agree	14	8.3%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_10

		Value	Count	Percent
Standard Attributes	Position	107		
	Label	2.50. Parenting Stress Scale item 10		

		Value	Count	Percent
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	19	11.2%
	2	Disagree	36	21.3%
	3	Undecided	8	4.7%
	4	Agree	26	15.4%
	5	Strongly agree	22	13.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_11

		Value	Count	Percent
Standard Attributes	Position	108		
	Label	2.51. Parenting Stress Scale item 11		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	37	21.9%
	2	Disagree	34	20.1%
	3	Undecided	6	3.6%
	4	Agree	24	14.2%
	5	Strongly agree	10	5.9%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_12

		Value	Count	Percent
Standard Attributes	Position	109		

		Value	Count	Percent
	Label	2.52. Parenting Stress Scale item 12		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	29	17.2%
	2	Disagree	28	16.6%
	3	Undecided	16	9.5%
	4	Agree	31	18.3%
	5	Strongly agree	7	4.1%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_13

		Value	Count	Percent
Standard Attributes	Position	110		
	Label	2.53. Parenting Stress Scale item 13		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	46	27.2%
	2	Disagree	23	13.6%
	3	Undecided	16	9.5%
	4	Agree	20	11.8%
	5	Strongly agree	6	3.6%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_14

		Value	Count	Percent
Standard Attributes	Position	111		
	Label	2.54. Parenting Stress Scale item 14		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	84	49.7%
	2	Disagree	21	12.4%
	3	Undecided	5	3.0%
	4	Agree	1	0.6%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_15

		Value	Count	Percent
Standard Attributes	Position	112		
	Label	2.55. Parenting Stress Scale item 15		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	50	29.6%
	2	Disagree	29	17.2%
	3	Undecided	6	3.6%
	4	Agree	22	13.0%
	5	Strongly agree	4	2.4%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items

due to copyright – please refer to PSS scale to view item content.

PSS_16

		Value	Count	Percent
Standard Attributes	Position	113		
	Label	2.56. Parenting Stress Scale item 16		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	50	29.6%
	2	Disagree	30	17.8%
	3	Undecided	9	5.3%
	4	Agree	15	8.9%
	5	Strongly agree	7	4.1%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_17tran

		Value	Count	Percent
Standard Attributes	Position	114		
	Label	2.57. Parenting Stress Scale item 17		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	89	52.7%
	2	Disagree	21	12.4%
	3	Undecided	1	0.6%
	4	Agree	0	0.0%

			Count	Percent
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_18tran

		Value	Count	Percent
Standard Attributes	Position	115		
	Label	2.58. Parenting Stress Scale item 18		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	103	60.9%
	2	Disagree	7	4.1%
	3	Undecided	1	0.6%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	58	34.3%

Note: Parent Stress Scale (Berry and Jones, 1995). Survey question is not included for items due to copyright – please refer to PSS scale to view item content.

PSS_total

		Value
Standard Attributes	Position	116
	Label	Parent Stress Scale total
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	111
	Missing	58

Central Tendency and Dispersion	Mean	35.31
	Standard Deviation	8.082
	Percentile 25	29.00
	Percentile 50	35.00
	Percentile 75	42.00

Note: Parent Stress Scale (Berry and Jones, 1995).