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# Early Childhood Care and Education Cohort 2 Parent Study Baseline 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.**

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This codebook Version 2 was prepared by the Children’s Research Network as part of the Prevention and Early Intervention Research Initiative (July 2017).

<http://www.childrensresearchnetwork.org>

For full description of the data please refer to the evaluation report:

Hayes, N., Siraj-Blatchford, I., Keegan, S. and Goulding, E. (2013) Evaluation of the Early Years Programme of the Childhood Development Initiative. Dublin: Childhood Development Initiative (CDI).

<http://www.twcdi.ie/>

Cohort 2 Parent Study Baseline data was collected in September 2009

		<b>ID</b>		
		Value	Count	Percent
Standard Attributes	Position	1		
	Label	Identity number		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	301		1	0.6%
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	521		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	80
2		Control	76	48.7%

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	0
2		Setting B	0	0.0%
3		Setting C	0	0.0%
4		Setting D	0	0.0%

5	Setting E	0	0.0%
6	Setting F	0	0.0%
7	Setting G	0	0.0%
8	Setting H	0	0.0%
9	Setting I	0	0.0%
10	Setting M	17	10.9%
11	Setting N	11	7.1%
12	Setting L	22	14.1%
13	Setting K	15	9.6%
14	Setting J	15	9.6%
15	Setting P	16	10.3%
16	Setting Q	11	7.1%
17	Setting R	26	16.7%
18	Setting O	23	14.7%

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

### Cohort

		Value	Count	Percent
Standard Attributes	Position		4	
	Label	Cohort 1 or Cohort 2		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Cohort 1	0	0.0%
	2	Cohort 2	156	100.0%

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



## Household demographics

### ParentEthnic

		Value	Count	Percent
Standard Attributes	Position	5		
	Label	Parent ethnic background (anonymised)		
	Type	Numeric		
	Format	F20		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Irish	138
	2	Not Irish	18	11.5%
Missing Values	996	Missing	0	0.0%

Note: During the preparation of the data for archiving parent's ethnicity was re-coded into two broader categories, to improve anonymity. (1) 'Irish' is composed of 'White Irish' and 'Irish Traveller' (2) 'Non-Irish' is composed of every other nationality – see final evaluation report (Hayes et al., 2013) for full list of ethnicities.

### Language1

		Value	Count	Percent
Standard Attributes	Position	6		
	Label	Main language spoken with child at home		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	English	150
	2	Not English (other language)	6	3.8%
Missing Values	996	Missing	0	0.0%

Note: During the preparation of the data for archiving main language was re-coded into two broader categories to anonymise the data. (1) 'English' (2) 'Not English' is composed of every other language listed – see final evaluation report (Hayes et al., 2013) for full list of languages.

### Language2

		Value	Count	Percent
Standard Attributes	Position	7		
	Label	Other language spoken with child at home		
	Type	Numeric		
	Format	F20		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	None	135
	1	English	6	3.8%
	20	Not English (other language)	15	9.6%
Missing Values	996	Missing	0	0.0%

Note: During the preparation of the data for archiving other language was re-coded into three categories to anonymise the data. (1) 'None' indicates no other language spoken at home (2) 'English' indicates that English is spoken as a second language and (3) 'Not English' is composed of every other language listed other than English – see final evaluation report (Hayes et al., 2013) for full list of languages.

### FamilyAdults

		Value	Count	Percent
Standard Attributes	Position	8		
	Label	Number of adults who live with child (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Single parent at home	32
	2	At least two adults at home	122	78.2%
Missing Values	996	Missing	2	1.3%

Note: During the preparation of the data for archiving Family Adults was re-coded into two

broad categories to anonymise the data (1) Single parent at home indicates a family that is headed by one adult only (2) At least two adults at home indicates a family that is headed by two or more adults.

### MedCond

		Value	Count	Percent
Standard Attributes	Position	9		
	Label	Does child have medical conditions		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	105
	1	yes	35	22.4%
Missing Values	996	Missing	16	10.3%

### TypeMedCond

		Value	Count	Percent
Standard Attributes	Position	10		
	Label	TypeMedCond		
	Type	Numeric		
	Format	F9		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	None	0
	1	Wheezing or asthma	2	1.3%
	2	Skin problem	1	0.6%
	3	Sight or eye problem	1	0.6%
	4	Speech difficulties	6	3.8%
	5	Neurological condition/ possible condition	10	6.4%

	6	Physical disability	0	0.0%
	7	Other	11	7.1%
	997	Not applicable	105	67.3%
Missing Values	996	Missing	20	12.8%

Note: Type of Medical Condition was recoded into six broad categories during the preparation of the data for archiving, to improve anonymity.

### MotherAge

		Value	Count	Percent
Standard Attributes	Position	11		
	Label	Age of study child's mother (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	20 - 25 years of age	15
2		26 - 30 years of age	45	28.8%
3		31 - 35 years of age	40	25.6%
4		36 - 40 years of age	36	23.1%
5		41 - 55 years of age	4	2.6%
Missing Values		996	Missing	16

Note: Mother's age was recoded into broad categories during the preparation of the data for archiving, to improve anonymity.

### FatherAge

		Value	Count	Percent
Standard Attributes	Position	12		
	Label	Age of study child's father (anonymised)		

	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	20 - 25 years of age	16	10.3%
	2	26 - 30 years of age	25	16.0%
	3	31 - 35 years of age	41	26.3%
	4	36 - 40 years of age	36	23.1%
	5	41 - 65 years of age	16	10.3%
Missing Values	996	Missing	22	14.1%

Note: Father's age was recoded into broad categories during the preparation of the data for archiving, to improve anonymity.

### MotherEdAge

		Value	Count	Percent
Standard Attributes	Position	13		
	Label	Age of mother when she left full-time education		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	15	15 years of age or less	25	16.0%
	16		24	15.4%
	17		32	20.5%
	18		40	25.6%
	19		6	3.8%
	20		2	1.3%
	21	21 years of age or more	8	5.1%
Missing Values	996	Missing	19	12.2%

Note: During the preparation of the data for archiving mother's age when she left education

was bottom coded at 15 years or less and top-coded at 21 years or more, to improve anonymity.

### FatherEdAge

		Value	Count	Percent
Standard Attributes	Position	14		
	Label	Age of father when he left full-time education		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	15	15 years of age or less	32
16			16	10.3%
17			24	15.4%
18			35	22.4%
19			4	2.6%
20			1	0.6%
21		21 years of age or more	6	3.8%
Missing Values	996	Missing	38	24.4%

Note: During the preparation of the data for archiving father's age when he left education was bottom coded at 15 years or less and top-coded at 21 years or more, to improve anonymity.

### MotherHighestEd

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	Highest level of education of mother (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Ordinal		

	Role	Input		
Valid Values	0	Primary School or less	17	10.9%
	1	Inter / Junior Certificate	28	17.9%
	2	Leaving Certificate	49	31.4%
	3	Apprenticeship / Post LC Certificate / Graduate Certificate	25	16.0%
	4	Diploma / Ordinary Degree / Higher Degree / Postgraduate Degree	22	14.1%
Missing Values	996	Missing	15	9.6%

Note: Mother's highest level of education was recoded into broad categories during the preparation of the data for archiving, to improve anonymity.

### FatherHighestEd

		Value	Count	Percent
Standard Attributes	Position		16	
	Label	Highest level of education of father (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Ordinal		
	Role	Input		
	Valid Values	0	Primary School or less	15
1		Inter / Junior Certificate	28	17.9%
2		Leaving Certificate	37	23.7%

	3	Apprenticeship / Post LC Certificate / Graduate Certificate	30	19.2%
	4	Diploma / Ordinary Degree / Higher Degree / Postgraduate Degree	14	9.0%
<b>Missing Values</b>	<b>996</b>	<b>Missing</b>	<b>32</b>	<b>20.5%</b>

Note: Father's highest level of education was recoded into broad categories during the preparation of the data for archiving, to improve anonymity.

### Relationship

		Value	Count	Percent
Standard Attributes	Position	17		
	Label	Your relationship to child in study (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Mother (natural, adoptive or foster)	140
2		Father (natural, adoptive or foster)	14	9.0%
3		Grandparent	2	1.3%
4		Other	0	0.0%
5		Mother and father interviewed	0	0.0%
<b>Missing Values</b>		<b>996</b>	<b>Missing</b>	<b>0</b>

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.

## Section 1. 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	18		
	Label	1.1a. Does your child have a regular bedtime?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	15
	1	yes	126	80.8%
Missing Values	996	Missing	15	9.6%

### TVrules

		Value	Count	Percent
Standard Attributes	Position	19		
	Label	1.1b. Does your child have rules about watching TV/Videos?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	67
	1	yes	74	47.4%
Missing Values	996	Missing	15	9.6%

### TVhrs

		Value	Count	Percent
Standard Attributes	Position	20		

	Label	1.1c. How many hours of TV does child watch in typical wkday?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	0 hours	4	2.6%
	1	1 hour	33	21.2%
	2	1-3 hours	82	52.6%
	3	3+ hours	22	14.1%
Missing Values	996	Missing	15	9.6%

### Playathome

		Value	Count	Percent
Standard Attributes	Position	21		
	Label	1.2a. How many days in wk has child played with friends at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	59
1		once a week	16	10.3%
2		twice a week	15	9.6%
3		3 times a week	20	12.8%
4		4 times a week	12	7.7%
5		5 times a week	6	3.8%
6		6 times a week	0	0.0%
7		every day	13	8.3%
Missing Values	996	Missing	15	9.6%

### Playelsewhere

		Value	Count	Percent
Standard Attributes	Position	22		
	Label	1.2b. How many days in wk has child played with friends elsewhere?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	55
1		once a week	17	10.9%
2		twice a week	20	12.8%
3		3 times a week	20	12.8%
4		4 times a week	14	9.0%
5		5 times a week	9	5.8%
6		6 times a week	1	0.6%
7		every day	5	3.2%
Missing Values	996	Missing	15	9.6%

### Shopping

		Value	Count	Percent
Standard Attributes	Position	23		
	Label	1.2c. How many days in wk has child gone shopping with you?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	15
1		once a week	32	20.5%
2		twice a week	27	17.3%
3		3 times a week	21	13.5%
4		4 times a week	22	14.1%
5		5 times a week	13	8.3%

	6	6 times a week	5	3.2%
	7	every day	6	3.8%
Missing Values	996	Missing	15	9.6%

### Visits

		Value	Count	Percent
Standard Attributes	Position	24		
	Label	1.2d. How many days in wk has child visited to friends or relatives?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	10
1		once a week	18	11.5%
2		twice a week	20	12.8%
3		3 times a week	18	11.5%
4		4 times a week	20	12.8%
5		5 times a week	22	14.1%
6		6 times a week	15	9.6%
7		every day	18	11.5%
Missing Values	996	Missing	15	9.6%

### Mealstogether

		Value	Count	Percent
Standard Attributes	Position	25		
	Label	1.2e. How many days in wk has child eaten a meal with whole family?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		

Valid Values	0	never	5	3.2%
	1	once a week	2	1.3%
	2	twice a week	3	1.9%
	3	3 times a week	4	2.6%
	4	4 times a week	9	5.8%
	5	5 times a week	13	8.3%
	6	6 times a week	35	22.4%
	7	every day	70	44.9%
Missing Values	996	Missing	15	9.6%

### Readtochild

		Value	Count	Percent
Standard Attributes	Position	26		
	Label	1.3. Does anyone at home ever read to your child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	10
	1	yes	131	84.0%
Missing Values	996	Missing	15	9.6%

### Readregularity

		Value	Count	Percent
Standard Attributes	Position	27		
	Label	1.3b. If yes how often read to child?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	8
	1	on special occasions	9	5.8%

	2	once a week	3	1.9%
	3	several times a week	63	40.4%
	4	every day	53	34.0%
	5	twice a day	5	3.2%
Missing Values	996	Missing	15	9.6%

### Library

		Value	Count	Percent
Standard Attributes	Position	28		
	Label	1.4. Does anyone at home ever take your child to the library?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	84	53.8%
	1	yes	57	36.5%
Missing Values	996	Missing	15	9.6%

### Libraryregualrity

		Value	Count	Percent
Standard Attributes	Position	29		
	Label	1.4a. If yes how often take child to library?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	83	53.2%
	1	on special occasions	28	17.9%
	2	once a month	15	9.6%
	3	once a fortnight	10	6.4%

	4	once a week	5	3.2%
Missing Values	996	Missing	15	9.6%

### Playletters

		Value	Count	Percent
Standard Attributes	Position	30		
	Label	1.5. Does your child ever play with letters at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	31
1		once a week	11	7.1%
2		twice a week	15	9.6%
3		3 times a week	25	16.0%
4		4 times a week	18	11.5%
5		5 times a week	17	10.9%
6		6 times a week	9	5.8%
7		every day	15	9.6%
Missing Values	996	Missing	15	9.6%

### Playnumbers

		Value	Count	Percent
Standard Attributes	Position	31		
	Label	1.14. Child ever play with numbers/sorting/matching at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	29
1		once a week	7	4.5%



	2	twice a week	19	12.2%
	3	3 times a week	19	12.2%
	4	4 times a week	22	14.1%
	5	5 times a week	16	10.3%
	6	6 times a week	11	7.1%
	7	every day	18	11.5%
Missing Values	996	Missing	15	9.6%

### Paintdraw

		Value	Count	Percent
Standard Attributes	Position	32		
	Label	1.15. How many days does child paint and draw at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	18
1		once a week	9	5.8%
2		twice a week	12	7.7%
3		3 times a week	14	9.0%
4		4 times a week	13	8.3%
5		5 times a week	21	13.5%
6		6 times a week	26	16.7%
7		every day	28	17.9%
Missing Values	996	Missing	15	9.6%

### ABC

		Value	Count	Percent
Standard Attributes	Position	33		
	Label	1.16. How many days have you tried to teach your child the ABC?		
	Type	Numeric		

	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	26	16.7%
	1	once a week	6	3.8%
	2	twice a week	14	9.0%
	3	3 times a week	18	11.5%
	4	4 times a week	19	12.2%
	5	5 times a week	24	15.4%
	6	6 times a week	15	9.6%
	7	every day	19	12.2%
Missing Values	996	Missing	15	9.6%

### Numbers

		Value	Count	Percent
Standard Attributes	Position	34		
	Label	1.17. How many days have you tried to teach child numbers?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	15
1		once a week	3	1.9%
2		twice a week	7	4.5%
3		3 times a week	16	10.3%
4		4 times a week	20	12.8%
5		5 times a week	28	17.9%
6		6 times a week	19	12.2%
7		every day	33	21.2%
Missing Values	996	Missing	15	9.6%

### Songs

		Value	Count	Percent
Standard Attributes	Position	35		

	Label	1.18. How many times in week teach child songs, poems, rhymes?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	15	9.6%
	1	once a week	6	3.8%
	2	twice a week	11	7.1%
	3	3 times a week	13	8.3%
	4	4 times a week	18	11.5%
	5	5 times a week	23	14.7%
	6	6 times a week	20	12.8%
	7	every day	35	22.4%
Missing Values	996	Missing	15	9.6%

### HLE

		Value
Standard Attributes	Position	36
	Label	Home Learning Environment Score
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
	N	Valid
Missing		15
Central Tendency and Dispersion	Mean	26.83
	Standard Deviation	8.045
	Percentile 25	22.00
	Percentile 50	27.00
	Percentile 75	32.00

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

# Childcare

## CareParent

		Value	Count	Percent
Standard Attributes	Position	37		
	Label	Previously in parents care		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	31	19.9%
	1	yes	96	61.5%
Missing Values	System		29	18.6%

## CareGrandp

		Value	Count	Percent
Standard Attributes	Position	38		
	Label	Previously in grandmothers care		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	1	0.6%
	1	yes	14	9.0%
Missing Values	System		141	90.4%

## CareFamily

		Value	Count	Percent
Standard Attributes	Position	39		
	Label	Previously in family members care		
	Type	Numeric		
	Format	F8		

	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	1	0.6%
	1	yes	1	0.6%
Missing Values	System		154	98.7%

### CareCreche

		Value	Count	Percent
Standard Attributes	Position	40		
	Label	Previously in creches care		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	0	0.0%
	1	yes	27	17.3%
Missing Values	System		129	82.7%

### CareMinder

		Value	Count	Percent
Standard Attributes	Position	41		
	Label	Previously in childminders care		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	1	0.6%
	1	yes	10	6.4%
Missing Values	System		145	92.9%

### CareGrp

		Value	Count	Percent
Standard Attributes	Position	42		

	Label	Previously in play group		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	1	0.6%
	1	yes	2	1.3%
Missing Values	System		153	98.1%

### CarePresch

		Value	Count	Percent
Standard Attributes	Position		43	
	Label	Previously in other preschool		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	1	0.6%
	1	yes	1	0.6%
Missing Values	System		154	98.7%

### CareNeigh

		Value	Count	Percent
Standard Attributes	Position		44	
	Label	Previously in friend/neighbours care		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	no	1	0.6%
	1	yes	0	0.0%
Missing Values	System		155	99.4%

### CareOther

		Value	Count	Percent
Standard Attributes	Position	45		
	Label	Previously in other care		
	Type	String		
	Format	A5		
	Measurement	Nominal		
	Role	Input		
Valid Values			156	100.0%

### CareHours

		Value
Standard Attributes	Position	46
	Label	How many hours per week looked after by someone else
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	49
	Missing	107
Central Tendency and Dispersion	Mean	39.41
	Standard Deviation	140.364
	Percentile 25	9.00
	Percentile 50	20.00
	Percentile 75	25.00

### CareLength

		Value
Standard Attributes	Position	47
	Label	How long was childcare ongoing (months)
	Type	Numeric

	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	48
	Missing	108
Central Tendency and Dispersion	Mean	34.35
	Standard Deviation	142.560
	Percentile 25	6.00
	Percentile 50	12.00
	Percentile 75	21.00



## Section 2. Your Education and Employment

### MotherPaid

		Value	Count	Percent
Standard Attributes	Position	48		
	Label	2.1. Are you in paid work at the moment? Mother		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	74
	1	Yes	65	41.7%
Missing Values	996	Missing	17	10.9%

### FatherPaid

		Value	Count	Percent
Standard Attributes	Position	49		
	Label	2.1. Are you in paid work at the moment? Father		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	No	49
	1	Yes	80	51.3%
Missing Values	996	Missing	27	17.3%

### MotherType

		Value	Count	Percent
Standard Attributes	Position	50		
	Label	2.2. If YES, what type of employment? Mother		

	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	unemployed	74	47.4%
	1	full-time	25	16.0%
	2	part-time	39	25.0%
	3	self-employed	1	0.6%
Missing Values	996	Missing	17	10.9%

### FatherType

		Value	Count	Percent
Standard Attributes	Position	51		
	Label	2.2. If YES, what type of employment? Father		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	unemployed	48
1		full-time	58	37.2%
2		part-time	13	8.3%
3		self-employed	7	4.5%
Missing Values	996	Missing	30	19.2%

### MotherHours

		Value	Count	Percent
Standard Attributes	Position	52		
	Label	2.3. How many hours a week do you work? Mother		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		

N	Valid	60		
	Missing	96		
Central Tendency and Dispersion	Mean	24.10		
	Standard Deviation	11.709		
	Percentile 25	19.50		
	Percentile 50	20.00		
	Percentile 75	37.00		
Labeled Values	0	not in paid employment	0	0.0%

### FatherHours

		Value	Count	Percent
Standard Attributes	Position	53		
	Label	2.3. How many hours a week do you work? Father		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	72	
Missing		84		
Central Tendency and Dispersion	Mean	38.28		
	Standard Deviation	11.766		
	Percentile 25	37.00		
	Percentile 50	40.00		
	Percentile 75	40.00		
Labeled Values	0	not in paid employment	0	0.0%

### MotherReason

		Value	Count	Percent
Standard Attributes	Position	54		
	Label	2.4. If NO, what is the reason for not working? Mother		

	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	currently looking for work	7	4.5%
	2	looking after children	54	34.6%
	3	looking after relatives	0	0.0%
	4	In college/on course	4	2.6%
	5	other	3	1.9%
Missing Values	996	Missing	23	14.7%
	997	Not applicable - working	65	41.7%

### FatherReason

		Value	Count	Percent
Standard Attributes	Position	55		
	Label	2.4. If NO, what is the reason for not working? Father		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	currently looking for work	25
2		looking after children	3	1.9%
3		looking after relatives	0	0.0%
4		In college/on course	3	1.9%
5		other	6	3.8%
6			2	1.3%
Missing Values		996	Missing	39

997	Not applicable - working	78	50.0%
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### MotherSES

		Value	Count	Percent
Standard Attributes	Position	56		
	Label	2.5. Mothers socio-economic group (based on her job type)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Employers and managers	2
2		Higher Professional	1	0.6%
3		Lower Professional	7	4.5%
4		Non-manual	94	60.3%
5		Manual skilled	6	3.8%
6		Semi-skilled	2	1.3%
7		Unskilled	22	14.1%
8		Own account workers	0	0.0%
9		Farmers	0	0.0%
10		Agricultural workers	0	0.0%
11		Gainfully employed but unknown	0	0.0%
Missing Values	996	Missing	22	14.1%

Note: Anonymised during preparation of data for archive. Derived from survey question 2.5. *What kind of job do you do (If unemployed, the last job you had and how long ago it was)*

### FatherSES

		Value	Count	Percent
Standard Attributes	Position	57		

	Label	2.5. Fathers socio-economic group (based on his job type)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Employers and managers	11	7.1%
	2	Higher Professional	4	2.6%
	3	Lower Professional	5	3.2%
	4	Non-manual	26	16.7%
	5	Manual skilled	25	16.0%
	6	Semi-skilled	7	4.5%
	7	Unskilled	45	28.8%
	8	Own account workers	0	0.0%
	9	Farmers	0	0.0%
	10	Agricultural workers	0	0.0%
	11	Gainfully employed but unknown	0	0.0%
Missing Values	996	Missing	33	21.2%

Note: Anonymised during preparation of data for archive. Derived from survey question 2.5. *What kind of job do you do (If unemployed, the last job you had and how long ago it was)*

## Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)

### SDQ\_1

		Value	Count	Percent
Standard Attributes	Position	58		
	Label	2.6. Considerate of other people's feelings (SDQ Item 1)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
	Missing	15		
Central Tendency and Dispersion	Mean	1.77		
	Standard Deviation	.516		
	Percentile 25	2.00		
	Percentile 50	2.00		
	Percentile 75	2.00		
Labeled Values	0	Not true	6	3.8%
	1	Somewhat true	21	13.5%
	2	Certainly true	114	73.1%
	996	Missing	15	9.6%

### SDQ\_2

		Value	Count	Percent
Standard Attributes	Position	59		
	Label	2.7. Restless, overactive, cannot sit still for long (SDQ Item 2)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	

	Missing		15	
Central Tendency and Dispersion	Mean		.93	
	Standard Deviation		.851	
	Percentile 25		.00	
	Percentile 50		1.00	
	Percentile 75		2.00	
Labeled Values	0	Not true	56	35.9%
	1	Somewhat true	39	25.0%
	2	Certainly true	46	29.5%
	996	Missing	15	9.6%

### SDQ\_3

		Value	Count	Percent
Standard Attributes	Position		60	
	Label	2.8. Often complains of headaches, stomachaches (SDQ Item 3)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid		141
Missing			15	
Central Tendency and Dispersion	Mean		.17	
	Standard Deviation		.462	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		.00	
Labeled Values	0	Not true	122	78.2%
	1	Somewhat true	14	9.0%
	2	Certainly true	5	3.2%
	996	Missing	15	9.6%

### SDQ\_4

		Value	Count	Percent
Standard Attributes	Position		61	



	Label	2.9. Shares readily with other children (SDQ Item 4)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	1.55		
	Standard Deviation	.660		
	Percentile 25	1.00		
	Percentile 50	2.00		
	Percentile 75	2.00		
Labeled Values	0	Not true	13	8.3%
	1	Somewhat true	38	24.4%
	2	Certainly true	90	57.7%
	996	Missing	15	9.6%

### SDQ\_5

		Value	Count	Percent
Standard Attributes	Position	62		
	Label	2.10. Often has temper tantrums or hot tempers (SDQ Item 5)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	.90		
	Standard Deviation	.813		
	Percentile 25	.00		
	Percentile 50	1.00		
	Percentile 75	2.00		
Labeled Values	0	Not true	54	34.6%
	1	Somewhat true	47	30.1%

2	Certainly true	40	25.6%
996	Missing	15	9.6%

### SDQ\_6

		Value	Count	Percent
Standard Attributes	Position	63		
	Label	2.11. Rather solitary, tends to play alone (SDQ Item 6)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	.45		
	Standard Deviation	.702		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	1.00		
Labeled Values	0	Not true	94	60.3%
	1	Somewhat true	30	19.2%
	2	Certainly true	17	10.9%
	996	Missing	15	9.6%

### SDQ\_7

		Value	Count	Percent
Standard Attributes	Position	64		
	Label	2.12. Generally obedient, usually does (SDQ Item 7)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	

	Missing		15	
Central Tendency and Dispersion	Mean		.33	
	Standard Deviation		.581	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		1.00	
Labeled Values	0	certainly true	102	65.4%
	1	Somewhat true	31	19.9%
	2	not true	8	5.1%
	996	Missing	15	9.6%

### SDQ\_8

		Value	Count	Percent
Standard Attributes	Position		65	
	Label	2.13. Many worries, often seems worried (SDQ Item 8)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid		141
Missing			15	
Central Tendency and Dispersion	Mean		.20	
	Standard Deviation		.524	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		.00	
Labeled Values	0	Not true	121	77.6%
	1	Somewhat true	12	7.7%
	2	Certainly true	8	5.1%
	996	Missing	15	9.6%

### SDQ\_9

		Value	Count	Percent
Standard Attributes	Position		66	

	Label	2.14. Helpful if someone is hurt, upset (SDQ Item 9)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	1.89		
	Standard Deviation	.372		
	Percentile 25	2.00		
	Percentile 50	2.00		
	Percentile 75	2.00		
Labeled Values	0	Not true	3	1.9%
	1	Somewhat true	9	5.8%
	2	Certainly true	129	82.7%
	996	Missing	15	9.6%

### SDQ\_10

		Value	Count	Percent
Standard Attributes	Position	67		
	Label	2.15. Constantly fidgeting and squirming (SDQ Item 10)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	.56		
	Standard Deviation	.823		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	1.00		
Labeled Values	0	Not true	92	59.0%
	1	Somewhat true	19	12.2%

2	Certainly true	30	19.2%
996	Missing	15	9.6%

### SDQ\_11

		Value	Count	Percent
Standard Attributes	Position	68		
	Label	2.16. Has at least one good friend (SDQ Item 11)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	.22		
	Standard Deviation	.599		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	.00		
Labeled Values	0	certainly true	123	78.8%
	1	Somewhat true	5	3.2%
	2	not true	13	8.3%
	996	Missing	15	9.6%

### SDQ\_12

		Value	Count	Percent
Standard Attributes	Position	69		
	Label	2.17. Fights with other children or bullies them (SDQ Item 12)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	

	Missing		15	
Central Tendency and Dispersion	Mean		.30	
	Standard Deviation		.606	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		.00	
Labeled Values	0	Not true	110	70.5%
	1	Somewhat true	20	12.8%
	2	Certainly true	11	7.1%
	996	Missing	15	9.6%

### SDQ\_13

		Value	Count	Percent
Standard Attributes	Position		70	
	Label	2.18. Often down-hearted or tearful (SDQ Item 13)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid		141
Missing			15	
Central Tendency and Dispersion	Mean		.30	
	Standard Deviation		.620	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		.00	
Labeled Values	0	Not true	110	70.5%
	1	Somewhat true	19	12.2%
	2	Certainly true	12	7.7%
	996	Missing	15	9.6%

### SDQ\_14

		Value	Count	Percent
Standard Attributes	Position		71	

	Label	2.19. Generally liked by other children (SDQ Item 14)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	.01		
	Standard Deviation	.119		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	.00		
Labeled Values	0	certainly true	139	89.1%
	1	Somewhat true	2	1.3%
	2	not true	0	0.0%
	996	Missing	15	9.6%

### SDQ\_15

		Value	Count	Percent
Standard Attributes	Position	72		
	Label	2.20. Easily distracted, concentration wanders (SDQ Item 15)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	.79		
	Standard Deviation	.860		
	Percentile 25	.00		
	Percentile 50	1.00		
	Percentile 75	2.00		
Labeled Values	0	Not true	70	44.9%

	1	Somewhat true	31	19.9%
	2	Certainly true	40	25.6%
	996	Missing	15	9.6%

### SDQ\_16

		Value	Count	Percent
Standard Attributes	Position	73		
	Label	2.21. Nervous or clingy in a new situation (SDQ Item 16)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	.92		
	Standard Deviation	.895		
	Percentile 25	.00		
	Percentile 50	1.00		
	Percentile 75	2.00		
Labeled Values	0	Not true	62	39.7%
	1	Somewhat true	28	17.9%
	2	Certainly true	51	32.7%
	996	Missing	15	9.6%

### SDQ\_17

		Value	Count	Percent
Standard Attributes	Position	74		
	Label	2.22. Kind to younger children (SDQ Item 17)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	



	Missing		15	
Central Tendency and Dispersion	Mean		1.87	
	Standard Deviation		.435	
	Percentile 25		2.00	
	Percentile 50		2.00	
	Percentile 75		2.00	
Labeled Values	0	Not true	5	3.2%
	1	Somewhat true	9	5.8%
	2	Certainly true	127	81.4%
	996	Missing	15	9.6%

### SDQ\_18

		Value	Count	Percent
Standard Attributes	Position		75	
	Label	2.23. Often argumentative with adults (SDQ Item 18)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid		141
Missing			15	
Central Tendency and Dispersion	Mean		.86	
	Standard Deviation		.867	
	Percentile 25		.00	
	Percentile 50		1.00	
	Percentile 75		2.00	
Labeled Values	0	Not true	64	41.0%
	1	Somewhat true	33	21.2%
	2	Certainly true	44	28.2%
	996	Missing	15	9.6%

### SDQ\_19

		Value	Count	Percent
Standard Attributes	Position		76	

	Label	2.24. Picked on or bullied by other children (SDQ Item 19)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	.13		
	Standard Deviation	.375		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	.00		
Labeled Values	0	Not true	125	80.1%
	1	Somewhat true	14	9.0%
	2	Certainly true	2	1.3%
	996	Missing	15	9.6%

### SDQ\_20

		Value	Count	Percent
Standard Attributes	Position	77		
	Label	2.25. Often volunteers to help others (SDQ Item 20)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.72		
	Standard Deviation	.622		
	Percentile 25	2.00		
	Percentile 50	2.00		
	Percentile 75	2.00		
Labeled Values	0	Not true	13	8.3%
	1	Somewhat true	13	8.3%

	2	Certainly true	115	73.7%
	996	Missing	15	9.6%

### SDQ\_21

		Value	Count	Percent
Standard Attributes	Position	78		
	Label	2.26. Can stop and think things out before acting (SDQ Item 21)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	.86		
	Standard Deviation	.907		
	Percentile 25	.00		
	Percentile 50	1.00		
	Percentile 75	2.00		
Labeled Values	0	certainly true	69	44.2%
	1	Somewhat true	23	14.7%
	2	not true	49	31.4%
	996	Missing	15	9.6%

### SDQ\_22

		Value	Count	Percent
Standard Attributes	Position	79		
	Label	2.27. Can be mean, spiteful to others (SDQ Item 22)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	

	Missing		15	
Central Tendency and Dispersion	Mean		.23	
	Standard Deviation		.502	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		.00	
Labeled Values	0	Not true	113	72.4%
	1	Somewhat true	23	14.7%
	2	Certainly true	5	3.2%
	996	Missing	15	9.6%

### SDQ\_23

		Value	Count	Percent
Standard Attributes	Position		80	
	Label	2.28. Gets on better with adults than with other (SDQ Item 23)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid		141
Missing			15	
Central Tendency and Dispersion	Mean		.54	
	Standard Deviation		.770	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		1.00	
Labeled Values	0	Not true	89	57.1%
	1	Somewhat true	28	17.9%
	2	Certainly true	24	15.4%
	996	Missing	15	9.6%

### SDQ\_24

		Value	Count	Percent
Standard Attributes	Position		81	

	Label	2.29. Many fears, easily scared (SDQ Item 24)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	.45		
	Standard Deviation	.712		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	1.00		
Labeled Values	0	Not true	95	60.9%
	1	Somewhat true	28	17.9%
	2	Certainly true	18	11.5%
	996	Missing	15	9.6%

### SDQ\_25

		Value	Count	Percent
Standard Attributes	Position	82		
	Label	2.30. Sees tasks through to the end, good (SDQ Item 25)		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	.46		
	Standard Deviation	.722		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	1.00		
Labeled Values	0	certainly true	95	60.9%
	1	Somewhat true	27	17.3%

	2	not true	19	12.2%
	996	Missing	15	9.6%

### Difficulties

		Value	Count	Percent
Standard Attributes	Position	83		
	Label	2.31 Difficulties with emotions, concentration or behaviour?		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	140	
Missing		16		
Mean		.49		
Central Tendency and Dispersion	Standard Deviation	.763		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	1.00		
	Labeled Values	0	no	92
1		minor difficulties	31	19.9%
2		definite difficulties	14	9.0%
3		severe difficulties	3	1.9%
996		Missing	16	10.3%

### Diff\_Howlong

		Value	Count	Percent
Standard Attributes	Position	84		
	Label	How long have difficulties been present		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		

N	Valid	48		
	Missing	108		
Central Tendency and Dispersion	Mean	3.35		
	Standard Deviation	.887		
	Percentile 25	3.00		
	Percentile 50	4.00		
	Percentile 75	4.00		
Labeled Values	0	not applicable	1	0.6%
	1	less than a month	0	0.0%
	2	1-5 Months	7	4.5%
	3	6-12 Months	13	8.3%
	4	over a year	27	17.3%
	996	Missing	108	69.2%
	997	not applicable	0	0.0%

### Diff\_Upset

		Value	Count	Percent
Standard Attributes	Position	85		
	Label	2.32. Do these difficulties upset or distress your child?		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	47	
Missing		109		
Central Tendency and Dispersion	Mean	1.23		
	Standard Deviation	.960		
	Percentile 25	.00		
	Percentile 50	1.00		
	Percentile 75	2.00		
Labeled Values	0	not at all	13	8.3%
	1	only a little	14	9.0%
	2	quite a lot	16	10.3%
	3	a great deal	4	2.6%
	996	Missing	109	69.9%

997	Not applicable	0	0.0%
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### Diff\_Home

		Value	Count	Percent
Standard Attributes	Position	86		
	Label	2.33a. Do these difficulties interfere with home life		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	47	
Missing		109		
Central Tendency and Dispersion	Mean	1.17		
	Standard Deviation	.916		
	Percentile 25	.00		
	Percentile 50	1.00		
	Percentile 75	2.00		
Labeled Values	0	not at all	12	7.7%
	1	only a little	19	12.2%
	2	quite a lot	12	7.7%
	3	a great deal	4	2.6%
	996	Missing	109	69.9%
	997	Not applicable	0	0.0%

### Diff\_Friends

		Value	Count	Percent
Standard Attributes	Position	87		
	Label	2.33b. Do these difficulties interfere with friendships		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		



N	Valid		47	
	Missing		109	
Central Tendency and Dispersion	Mean		.64	
	Standard Deviation		.819	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		1.00	
Labeled Values	0	not at all	26	16.7%
	1	only a little	13	8.3%
	2	quite a lot	7	4.5%
	3	a great deal	1	0.6%
	996	Missing	109	69.9%
	997	Not applicable	0	0.0%

### Diff\_Learning

		Value	Count	Percent
Standard Attributes	Position		88	
	Label	2.33c. Do these difficulties interfere with learning		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid		47
Missing			109	
Central Tendency and Dispersion	Mean		.68	
	Standard Deviation		.887	
	Percentile 25		.00	
	Percentile 50		.00	
	Percentile 75		1.00	
Labeled Values	0	not at all	25	16.0%
	1	only a little	15	9.6%
	2	quite a lot	4	2.6%
	3	a great deal	3	1.9%
	996	Missing	109	69.9%
	997	Not applicable	0	0.0%

### Diff\_Leisure

		Value	Count	Percent
Standard Attributes	Position	89		
	Label	2.33d. Do these difficulties interfere with leisure activities		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	47	
Missing		109		
Central Tendency and Dispersion	Mean	.55		
	Standard Deviation	.802		
	Percentile 25	.00		
	Percentile 50	.00		
	Percentile 75	1.00		
Labeled Values	0	not at all	29	18.6%
	1	only a little	11	7.1%
	2	quite a lot	6	3.8%
	3	a great deal	1	0.6%
	996	Missing	109	69.9%
	997	Not applicable	0	0.0%

### Diff\_Burden

		Value	Count	Percent
Standard Attributes	Position	90		
	Label	2.34. Do these difficulties put a burden on the family as a whole		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	46	
Missing		110		

Central Tendency and Dispersion	Mean		.78	
	Standard Deviation		.892	
	Percentile 25		.00	
	Percentile 50		1.00	
	Percentile 75		1.00	
Labeled Values	0	not at all	21	13.5%
	1	only a little	17	10.9%
	2	quite a lot	5	3.2%
	3	a great deal	3	1.9%
	996	Missing	110	70.5%
	997	Not applicable	0	0.0%

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

### Hyperactivity

		Value
Standard Attributes	Position	91
	Label	Hyperactivity
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	141
	Missing	15
Central Tendency and Dispersion	Mean	3.60
	Standard Deviation	2.599
	Percentile 25	2.00
	Percentile 50	3.00
	Percentile 75	5.00

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

### Emotionalsympt

		Value
Standard Attributes	Position	92

	Label	Emotional symptoms
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	141
	Missing	15
Central Tendency and Dispersion	Mean	2.05
	Standard Deviation	1.770
	Percentile 25	1.00
	Percentile 50	2.00
	Percentile 75	3.00

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

### Conductprob

		Value
Standard Attributes	Position	93
	Label	Conduct problems
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	141
	Missing	15
Central Tendency and Dispersion	Mean	2.62
	Standard Deviation	2.037
	Percentile 25	1.00
	Percentile 50	2.00
	Percentile 75	4.00

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

### Peerprob

		Value
Standard Attributes	Position	94
	Label	Peer problems
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	141
	Missing	15
Central Tendency and Dispersion	Mean	1.35
	Standard Deviation	1.363
	Percentile 25	.00
	Percentile 50	1.00
	Percentile 75	2.00

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

### ProsocialBehav

		Value
Standard Attributes	Position	95
	Label	Prosocial behaviour
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	141
	Missing	15
Central Tendency and Dispersion	Mean	8.79
	Standard Deviation	1.533
	Percentile 25	8.00
	Percentile 50	9.00
	Percentile 75	10.00

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

### DiffTotal

		Value
Standard Attributes	Position	96
	Label	Total difficulty score
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	15
Central Tendency and Dispersion	Mean	9.62
	Standard Deviation	5.009
	Percentile 25	6.00
	Percentile 50	9.00
	Percentile 75	13.00

### Hyperactivitycase

		Value	Count	Percent
Standard Attributes	Position	97		
	Label	Hyperactivity caseness		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Normal	110
2		Borderline	12	7.7%
3		Abnormal	19	12.2%
Missing Values	996	Missing	15	9.6%

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

### Emotionalcase

		Value	Count	Percent
Standard Attributes	Position	98		
	Label	Emotional caseness		
	Type	Numeric		

	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Normal	110	70.5%
	2	Borderline	20	12.8%
	3	Abnormal	11	7.1%
Missing Values	996	Missing	15	9.6%

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

### Conductprobcase

		Value	Count	Percent
Standard Attributes	Position	99		
	Label	Conduct problem caseness		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Normal	77	49.4%
	2	Borderline	20	12.8%
	3	Abnormal	44	28.2%
Missing Values	996	Missing	15	9.6%

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

### Peerprobcase

		Value	Count	Percent
Standard Attributes	Position	100		
	Label	Peer problem caseness		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	Normal	115	73.7%
	2	Borderline	12	7.7%

	3	Abnormal	14	9.0%
Missing Values	996	Missing	15	9.6%

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

### ProsocialBehavcase

		Value	Count	Percent
Standard Attributes	Position	101		
	Label	Prosocial Behaviour caseness		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Normal	137
2		Borderline	0	0.0%
3		Abnormal	4	2.6%
Missing Values	996	Missing	15	9.6%

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

### TotalDiffcase

		Value	Count	Percent
Standard Attributes	Position	102		
	Label	Total Difficulties caseness		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	Normal	107
2		Borderline	17	10.9%
3		Abnormal	17	10.9%
Missing Values	996	Missing	15	9.6%



## 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\_1

		Value	Count	Percent
Standard Attributes	Position	103		
	Label	2.37. Parenting Stress Scale item 1		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.13		
	Standard Deviation	.356		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	1.00		
Labeled Values	1	Strongly Agree	124	79.5%
	2	Agree	16	10.3%
	3	Undecided	1	0.6%
	4	Disagree	0	0.0%
	5	Strongly Disagree	0	0.0%
	996	Missing	15	9.6%

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\_2

		Value	Count	Percent
Standard Attributes	Position	104		
	Label	2.38. Parenting Stress Scale item 2		
	Type	Numeric		

	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	1.03		
	Standard Deviation	.167		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	1.00		
Labeled Values	1	Strongly Agree	137	87.8%
	2	Agree	4	2.6%
	3	Undecided	0	0.0%
	4	Disagree	0	0.0%
	5	Strongly Disagree	0	0.0%
	996	Missing	15	9.6%

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	105		
	Label	2.39. Parenting Stress Scale item 3		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	2.83		
	Standard Deviation	1.502		
	Percentile 25	1.00		
	Percentile 50	3.00		
	Percentile 75	4.00		
Labeled Values	1	Strongly disagree	39	25.0%

2	Disagree	31	19.9%
3	Undecided	10	6.4%
4	Agree	37	23.7%
5	Strongly agree	24	15.4%
996	Missing	15	9.6%

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	106		
	Label	2.40. Parenting Stress Scale item 4		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	3.39		
	Standard Deviation	1.346		
	Percentile 25	2.00		
	Percentile 50	4.00		
	Percentile 75	4.00		
Labeled Values	1	Strongly disagree	19	12.2%
	2	Disagree	22	14.1%
	3	Undecided	16	10.3%
	4	Agree	53	34.0%
	5	Strongly agree	31	19.9%
	996	Missing	15	9.6%

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
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Standard Attributes	Position	107		
	Label	2.41. Parenting Stress Scale item 5		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.11		
	Standard Deviation	.442		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	1.00		
Labeled Values	1	Strongly Agree	130	83.3%
	2	Agree	9	5.8%
	3	Undecided	1	0.6%
	4	Disagree	0	0.0%
	5	Strongly Disagree	1	0.6%
	996	Missing	15	9.6%

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\_6

		Value	Count	Percent
Standard Attributes	Position	108		
	Label	2.42. Parenting Stress Scale item 6		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.13		
	Standard Deviation	.445		

	Percentile 25		1.00	
	Percentile 50		1.00	
	Percentile 75		1.00	
Labeled Values	1	Strongly Agree	126	80.8%
	2	Agree	14	9.0%
	3	Undecided	0	0.0%
	4	Disagree	0	0.0%
	5	Strongly Disagree	1	0.6%
	996	Missing	15	9.6%

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\_7

		Value	Count	Percent
Standard Attributes	Position	109		
	Label	2.43. Parenting Stress Scale item 7		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.13		
	Standard Deviation	.524		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	1.00		
Labeled Values	1	Strongly Agree	129	82.7%
	2	Agree	8	5.1%
	3	Undecided	2	1.3%
	4	Disagree	1	0.6%
	5	Strongly Disagree	1	0.6%
	996	Missing	15	9.6%

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\_8**

		Value	Count	Percent
Standard Attributes	Position	110		
	Label	2.44. Parenting Stress Scale item 8		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.28		
	Standard Deviation	.622		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	1.00		
Labeled Values	1	Strongly Agree	111	71.2%
	2	Agree	24	15.4%
	3	Undecided	4	2.6%
	4	Disagree	1	0.6%
	5	Strongly Disagree	1	0.6%
	996	Missing	15	9.6%

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	111		
	Label	2.45. Parenting Stress Scale item 9		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		

N	Valid		141	
	Missing		15	
Central Tendency and Dispersion	Mean		2.19	
	Standard Deviation		1.325	
	Percentile 25		1.00	
	Percentile 50		2.00	
	Percentile 75		3.00	
Labeled Values	1	Strongly disagree	57	36.5%
	2	Disagree	43	27.6%
	3	Undecided	10	6.4%
	4	Agree	19	12.2%
	5	Strongly agree	12	7.7%
	996	Missing	15	9.6%

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		112	
	Label	2.46. Parenting Stress Scale item 10		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid		141	
	Missing		15	
Central Tendency and Dispersion	Mean		2.76	
	Standard Deviation		1.444	
	Percentile 25		2.00	
	Percentile 50		2.00	
	Percentile 75		4.00	
Labeled Values	1	Strongly disagree	34	21.8%
	2	Disagree	43	27.6%
	3	Undecided	9	5.8%
	4	Agree	33	21.2%

5	Strongly agree	22	14.1%
996	Missing	15	9.6%

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	113		
	Label	2.47. Parenting Stress Scale item 11		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	2.13		
	Standard Deviation	1.206		
	Percentile 25	1.00		
	Percentile 50	2.00		
	Percentile 75	3.00		
Labeled Values	1	Strongly disagree	54	34.6%
	2	Disagree	50	32.1%
	3	Undecided	7	4.5%
	4	Agree	25	16.0%
	5	Strongly agree	5	3.2%
	996	Missing	15	9.6%

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	114		



	Label	2.48. Parenting Stress Scale item 12		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
N	Valid	141		
	Missing	15		
Central Tendency and Dispersion	Mean	2.50		
	Standard Deviation	1.345		
	Percentile 25	1.00		
	Percentile 50	2.00		
	Percentile 75	4.00		
Labeled Values	1	Strongly disagree	40	25.6%
	2	Disagree	49	31.4%
	3	Undecided	5	3.2%
	4	Agree	36	23.1%
	5	Strongly agree	11	7.1%
	996	Missing	15	9.6%

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	115		
	Label	2.49. Parenting Stress Scale item 13		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.99		
	Standard Deviation	1.183		
	Percentile 25	1.00		

	Percentile 50		2.00	
	Percentile 75		3.00	
Labeled Values	1	Strongly disagree	67	42.9%
	2	Disagree	37	23.7%
	3	Undecided	13	8.3%
	4	Agree	20	12.8%
	5	Strongly agree	4	2.6%
	996	Missing	15	9.6%

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	116		
	Label	2.50. Parenting Stress Scale item 14		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.54		
	Standard Deviation	1.004		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	2.00		
Labeled Values	1	Strongly disagree	99	63.5%
	2	Disagree	22	14.1%
	3	Undecided	11	7.1%
	4	Agree	4	2.6%
	5	Strongly agree	5	3.2%
	996	Missing	15	9.6%

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	117		
	Label	2.51. Parenting Stress Scale item 15		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.87		
	Standard Deviation	1.064		
	Percentile 25	1.00		
	Percentile 50	2.00		
	Percentile 75	2.00		
Labeled Values	1	Strongly disagree	69	44.2%
	2	Disagree	41	26.3%
	3	Undecided	14	9.0%
	4	Agree	15	9.6%
	5	Strongly agree	2	1.3%
	996	Missing	15	9.6%

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	118		
	Label	2.52. Parenting Stress Scale item 16		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	

	Missing		15	
Central Tendency and Dispersion	Mean		1.96	
	Standard Deviation		1.186	
	Percentile 25		1.00	
	Percentile 50		2.00	
	Percentile 75		2.00	
Labeled Values	1	Strongly disagree	63	40.4%
	2	Disagree	50	32.1%
	3	Undecided	6	3.8%
	4	Agree	14	9.0%
	5	Strongly agree	8	5.1%
	996	Missing	15	9.6%

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\_17

		Value	Count	Percent
Standard Attributes	Position		119	
	Label	2.53. Parenting Stress Scale item 17		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid		141
Missing			15	
Central Tendency and Dispersion	Mean		1.26	
	Standard Deviation		.553	
	Percentile 25		1.00	
	Percentile 50		1.00	
	Percentile 75		1.00	
Labeled Values	1	Strongly Agree	110	70.5%
	2	Agree	28	17.9%
	3	Undecided	2	1.3%
	4	Disagree	0	0.0%
	5	Strongly Disagree	1	0.6%

996	Missing	15	9.6%
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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\_18

		Value	Count	Percent
Standard Attributes	Position	120		
	Label	2.54. Parenting Stress Scale item 18		
	Type	Numeric		
	Format	F8		
	Measurement	Scale		
	Role	Input		
	N	Valid	141	
Missing		15		
Central Tendency and Dispersion	Mean	1.12		
	Standard Deviation	.485		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	1.00		
Labeled Values	1	Strongly Agree	129	82.7%
	2	Agree	10	6.4%
	3	Undecided	0	0.0%
	4	Disagree	1	0.6%
	5	Strongly Disagree	1	0.6%
	996	Missing	15	9.6%

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	121
	Label	Parent Stress Scale total
	Type	Numeric

	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	141
	Missing	15
Central Tendency and Dispersion	Mean	32.33
	Standard Deviation	7.979
	Percentile 25	28.00
	Percentile 50	32.00
	Percentile 75	37.00

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