

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). <i>Early Childhood Care and Education collection: Evaluation of the Early Years Programme of the Childhood Development Initiative (ECCE), 2008 – 2011</i> . [data collection]. Version 1. Irish Social Science Data Archive. SN: 0057-00. www.issda.ie/ecce

Early Childhood Care and Education Cohort 2 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.....	2
Section 1.....	8
Section 2: Your Child at Home.....	21
Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997).....	32
Parent Stress Scale (Berry and Jones, 1995).....	54

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/>

Interview details

Cohort 2 Parent Study End phase data was collected in May 2011

		ID		
		Value	Count	Percent
Standard Attributes	Position	1		
	Label	Identity number		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	301		1	0.6%
	302		1	0.6%
	303		1	0.6%
	304		1	0.6%
	305		1	0.6%
	308		1	0.6%
	309		1	0.6%
	310		1	0.6%
	311		1	0.6%
	312		1	0.6%
	313		1	0.6%
	315		1	0.6%
	316		1	0.6%
	317		1	0.6%
	318		1	0.6%
	319		1	0.6%
	320		1	0.6%
	321		1	0.6%
	322		1	0.6%
	323		1	0.6%
	324		1	0.6%
	325		1	0.6%
	326		1	0.6%
	327		1	0.6%
	328		1	0.6%
	329		1	0.6%
	330		1	0.6%
	331		1	0.6%

332		1	0.6%
333		1	0.6%
334		1	0.6%
335		1	0.6%
337		1	0.6%
338		1	0.6%
339		1	0.6%
340		1	0.6%
341		1	0.6%
342		1	0.6%
343		1	0.6%
344		1	0.6%
345		1	0.6%
346		1	0.6%
347		1	0.6%
350		1	0.6%
351		1	0.6%
352		1	0.6%
353		1	0.6%
354		1	0.6%
355		1	0.6%
356		1	0.6%
357		1	0.6%
358		1	0.6%
359		1	0.6%
360		1	0.6%
361		1	0.6%
362		1	0.6%
363		1	0.6%
364		1	0.6%
365		1	0.6%
366		1	0.6%
367		1	0.6%
368		1	0.6%
369		1	0.6%
370		1	0.6%
371		1	0.6%
372		1	0.6%
373		1	0.6%
374		1	0.6%

375		1	0.6%
376		1	0.6%
377		1	0.6%
378		1	0.6%
379		1	0.6%
380		1	0.6%
381		1	0.6%
382		1	0.6%
384		1	0.6%
386		1	0.6%
387		1	0.6%
390		1	0.6%
402		1	0.6%
404		1	0.6%
406		1	0.6%
407		1	0.6%
408		1	0.6%
409		1	0.6%
412		1	0.6%
413		1	0.6%
414		1	0.6%
417		1	0.6%
418		1	0.6%
441		1	0.6%
442		1	0.6%
443		1	0.6%
445		1	0.6%
446		1	0.6%
447		1	0.6%
448		1	0.6%
449		1	0.6%
450		1	0.6%
451		1	0.6%
452		1	0.6%
453		1	0.6%
454		1	0.6%
456		1	0.6%
457		1	0.6%
458		1	0.6%
463		1	0.6%

464		1	0.6%
465		1	0.6%
466		1	0.6%
467		1	0.6%
468		1	0.6%
469		1	0.6%
470		1	0.6%
471		1	0.6%
472		1	0.6%
473		1	0.6%
474		1	0.6%
475		1	0.6%
477		1	0.6%
478		1	0.6%
479		1	0.6%
480		1	0.6%
481		1	0.6%
482		1	0.6%
483		1	0.6%
484		1	0.6%
485		1	0.6%
486		1	0.6%
487		1	0.6%
489		1	0.6%
491		1	0.6%
497		1	0.6%
498		1	0.6%
499		1	0.6%
500		1	0.6%
501		1	0.6%
502		1	0.6%
503		1	0.6%
504		1	0.6%
505		1	0.6%
507		1	0.6%
508		1	0.6%
509		1	0.6%
510		1	0.6%
511		1	0.6%
512		1	0.6%

513		1	0.6%
514		1	0.6%
515		1	0.6%
516		1	0.6%
517		1	0.6%
518		1	0.6%
519		1	0.6%
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 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

Section 1

		Relationship		
		Value	Count	Percent
Standard Attributes	Position	5		
	Label	1.1. Your relationship to child in study (anonymised)		
	Type	Numeric		
	Format	F8		
	Measurement	Unknown		
	Role	Input		
	N	Valid	118	
Missing		38		
Central Tendency and Dispersion	Mean	1.22		
	Standard Deviation	.629		
	Percentile 25	1.00		
	Percentile 50	1.00		
	Percentile 75	1.00		
Labeled Values	1	Mother (natural, adoptive or foster)	99	63.5%
	2	Father (natural, adoptive or foster)	16	10.3%
	3	Grandparent	1	0.6%
	4	Other	0	0.0%
	5	Mother and father interviewed	2	1.3%
	996	Missing	38	24.4%

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		6	
	Label	1.3. Did we talk to you before at beginning of research?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	15
1		yes	97	62.2%
2		you spoke to my partner	5	3.2%
999			1	0.6%
Missing Values	996	Missing	38	24.4%

Courses

		Value	Count	Percent
Standard Attributes	Position		7	
	Label	1.4. Completed parenting course since beginning of research?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	57
1		yes with CDI	51	32.7%
2		yes with another group	10	6.4%
Missing Values	996	Missing	38	24.4%

Sessions

		Value
Standard Attributes	Position	8
	Label	1.4a. If yes, how many sessions did you attend?
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	41
Central Tendency and Dispersion	Mean	3.07
	Standard Deviation	3.888
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	6.00

HomevisitsY1

		Value
Standard Attributes	Position	9
	Label	1.5a. How many times did you get home visits in year 1?
	Type	Numeric
	Format	F20
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	38
Central Tendency and Dispersion	Mean	1.22
	Standard Deviation	1.439
	Percentile 25	.00
	Percentile 50	1.00
	Percentile 75	2.00

HomevisitsY2

		Value
Standard Attributes	Position	10
	Label	1.5b. How many times did you get home visits in year 2?
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
	N	Valid
	Missing	38
Central Tendency and Dispersion	Mean	.91
	Standard Deviation	1.254
	Percentile 25	.00
	Percentile 50	.00
	Percentile 75	2.00

Positive

		Value	Count	Percent
Standard Attributes	Position	11		
	Label	1.6. What do you think was positive about preschool?		
	Type	String		
	Format	A206		
	Measurement	Nominal		
	Role	Input		
	Total	118		
	Missing	38		

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	12		
	Label	1.7. Things that you would change about preschool?		
	Type	String		
	Format	A216		
	Measurement	Nominal		
	Role	Input		
	Total	118		
	Missing	38		

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	13		
	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	76
	1	yes	42	26.9%
Missing Values	996	Missing	38	24.4%

TypeHelp

		Value	Count	Percent
--	--	-------	-------	---------

Standard Attributes	Position	14		
	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	25
2		Access to service or assessment / referral	13	8.3%
3		Observed a problem, lead to treatment	0	0.0%
4		Parenting course	1	0.6%
5		Dental / medical treatment	1	0.6%
6		Supported parent e.g. emotional or with forms	1	0.6%
997		Not applicable	76	48.7%
Missing Values		996	Missing	39

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

SchoolReady

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	1.9. Do you think preschool helped child be ready for school?		
	Type	Numeric		
	Format	F8		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	no, definitely not	1	0.6%
	2	not really	0	0.0%
	3	undecided	5	3.2%
	4	yes	12	7.7%
	5	yes definitely	100	64.1%
Missing Values	996	Missing	38	24.4%

HowSchoolReady

		Value	Count	Percent
Standard Attributes	Position		16	
	Label	1.9a. Why do you think this is the case?		
	Type	String		
	Format	A234		
	Measurement	Nominal		
	Role	Input		
	Total		118	
	Missing		38	

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		17	
	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	2.6%
	2	not really	23	14.7%
	3	undecided	6	3.8%
	4	yes	27	17.3%
	5	yes definitely	58	37.2%
Missing Values	996	Missing	38	24.4%

HowDifferentParent

		Value	Count	Percent
Standard Attributes	Position		18	
	Label	1.10a. How preschool made difference to parent		
	Type	String		
	Format	A95		
	Measurement	Nominal		
	Role	Input		
	Total	118		
	Missing	38		

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		19	
	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	3	1.9%
	4	yes	18	11.5%
	5	yes definitely	95	60.9%
Missing Values	996	Missing	38	24.4%

HowDifferentChild

		Value	Count	Percent
Standard Attributes	Position	20		
	Label	1.11a. How preschool made difference to child (anonymised)		
	Type	String		
	Format	A120		
	Measurement	Nominal		
	Role	Input		
	Total	117		
	Missing	39		

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	21		
	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	1	0.6%
	2	Fair/Average	4	2.6%
	3	Good	15	9.6%
	4	Excellent	98	62.8%
Missing Values	996	Missing	38	24.4%

PreschoolService

		Value	Count	Percent
Standard Attributes	Position	22		
	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	2	1.3%
	2	no, not really	0	0.0%
	3	yes, generally	9	5.8%
	4	yes, definitely	107	68.6%
Missing Values	996	Missing	38	24.4%

PreschoolNeeds

		Value	Count	Percent
Standard Attributes	Position	23		
	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	1	0.6%
	2	only a few of our needs met	3	1.9%
	3	most of our needs met	19	12.2%
	4	almost all of our needs have been met	94	60.3%
	999		1	0.6%
Missing Values	996	Missing	38	24.4%

Reccommend

		Value	Count	Percent
Standard Attributes	Position	24		
	Label	1.15 Would you recommend the preschool to friend?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	no, definitely not	3
2		no, I don't think so	3	1.9%
3		yes, I think so	0	0.0%
4		yes definitely	112	71.8%
Missing Values	996	Missing	38	24.4%

PreschoolSupport

		Value	Count	Percent
Standard Attributes	Position	25		

	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	4	2.6%
	2	indifferently or mildly satisfied	2	1.3%
	3	mostly satisfied	10	6.4%
	4	very satisfied	102	65.4%
Missing Values	996	Missing	38	24.4%

PreschoolHelpedProb

		Value	Count	Percent
Standard Attributes	Position	26		
	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	0	0.0%
	2	no, it didn't help	22	14.1%
	3	yes, it helped somewhat	26	16.7%
	4	yes, it helped a great deal	70	44.9%
Missing Values	996	Missing	38	24.4%

PreschoolSatisfaction

		Value	Count	Percent
Standard Attributes	Position	27		
	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	2
2		indifferently or mildly satisfied	3	1.9%
3		mostly satisfied	3	1.9%
4		very satisfied	110	70.5%
Missing Values	996	Missing	38	24.4%

PreschoolAnotherChild

		Value	Count	Percent
Standard Attributes	Position	28		
	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	3
2		No, I don't think so	4	2.6%
3		Yes, I think so	0	0.0%
4		Yes definitely	111	71.2%
Missing Values	996	Missing	38	24.4%

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	29		
	Label	2.1a. Does your child have a regular bedtime?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	20
	1	yes	98	62.8%
Missing Values	996	Missing	38	24.4%

TVrules

		Value	Count	Percent
Standard Attributes	Position	30		
	Label	2.1b. Does your child have rules about watching TV/Videos?		
	Type	Numeric		
	Format	F40		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	48
	1	yes	70	44.9%
Missing Values	996	Missing	38	24.4%

TVhrs

		Value	Count	Percent
Standard Attributes	Position	31		

	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	2	1.3%
	1	1 hour	41	26.3%
	2	1-3 hours	58	37.2%
	3	3+ hours	17	10.9%
Missing Values	996	Missing	38	24.4%

Playathome

		Value	Count	Percent
Standard Attributes	Position	32		
	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	23	14.7%
	1	once a week	10	6.4%
	2	twice a week	14	9.0%
	3	3 times a week	15	9.6%
	4	4 times a week	12	7.7%
	5	5 times a week	6	3.8%
	6	6 times a week	8	5.1%
	7	every day	24	15.4%
	8	less often	6	3.8%
Missing Values	996	Missing	38	24.4%

Playelsewhere

		Value	Count	Percent
Standard Attributes	Position	33		
	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	23
1		once a week	17	10.9%
2		twice a week	18	11.5%
3		3 times a week	14	9.0%
4		4 times a week	12	7.7%
5		5 times a week	6	3.8%
6		6 times a week	7	4.5%
7		every day	16	10.3%
8		less often	5	3.2%
Missing Values	996	Missing	38	24.4%

Shopping

		Value	Count	Percent
Standard Attributes	Position	34		
	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	8
1		once a week	43	27.6%
2		twice a week	24	15.4%
3		3 times a week	18	11.5%
4		4 times a week	5	3.2%

	5	5 times a week	4	2.6%
	6	6 times a week	1	0.6%
	7	every day	5	3.2%
	8	less often	10	6.4%
Missing Values	996	Missing	38	24.4%

Visits

		Value	Count	Percent
Standard Attributes	Position	35		
	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	3
1		once a week	23	14.7%
2		twice a week	20	12.8%
3		3 times a week	16	10.3%
4		4 times a week	16	10.3%
5		5 times a week	10	6.4%
6		6 times a week	9	5.8%
7		every day	17	10.9%
8		less often	3	1.9%
999			1	0.6%
Missing Values	996	Missing	38	24.4%

Meals

		Value	Count	Percent
Standard Attributes	Position	36		
	Label	2.2e. 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	7	4.5%
	1	once a week	1	0.6%
	2	twice a week	7	4.5%
	3	3 times a week	6	3.8%
	4	4 times a week	12	7.7%
	5	5 times a week	6	3.8%
	6	6 times a week	7	4.5%
	7	every day	72	46.2%
	8	less often	0	0.0%
Missing Values	996	Missing	38	24.4%

Read

		Value	Count	Percent
Standard Attributes	Position		37	
	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
1		yes	113	72.4%
Missing Values	996	Missing	38	24.4%

ReadOften

		Value	Count	Percent
Standard Attributes	Position		38	
	Label	2.3a. If yes how often read to child?		
	Type	Numeric		
	Format	F8		

	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	5	3.2%
	1	on special occasions	2	1.3%
	2	once a week	9	5.8%
	3	several times a week	40	25.6%
	4	every day	60	38.5%
	5	twice a day	2	1.3%
Missing Values	996	Missing	38	24.4%

Library

		Value	Count	Percent
Standard Attributes	Position		39	
	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	55
1		yes	63	40.4%
Missing Values	996	Missing	38	24.4%

LibraryOften

		Value	Count	Percent
Standard Attributes	Position		40	
	Label	2.4a. If yes how often take child to library?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		

Valid Values	0	never	54	34.6%
	1	on special occasions	22	14.1%
	2	once a month	22	14.1%
	3	once a fortnight	10	6.4%
	4	once a week	9	5.8%
	999		1	0.6%
Missing Values	996	Missing	38	24.4%

Playletters

		Value	Count	Percent
Standard Attributes	Position	41		
	Label	2.5a. Does your child ever play with letters at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	33
1		once a week	9	5.8%
2		twice a week	14	9.0%
3		3 times a week	19	12.2%
4		4 times a week	8	5.1%
5		5 times a week	11	7.1%
6		6 times a week	0	0.0%
7		every day	24	15.4%
8		less often	0	0.0%
Missing Values	996	Missing	38	24.4%

Playnumbers

		Value	Count	Percent
Standard Attributes	Position	42		

	Label	2.6a. Child ever play with numbers/sorting/matching at home?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	never	13	8.3%
	1	once a week	12	7.7%
	2	twice a week	13	8.3%
	3	3 times a week	23	14.7%
	4	4 times a week	17	10.9%
	5	5 times a week	7	4.5%
	6	6 times a week	3	1.9%
	7	every day	30	19.2%
	8	less often	0	0.0%
Missing Values	996	Missing	38	24.4%

Paintdraw

		Value	Count	Percent
Standard Attributes	Position	43		
	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	6
1		once a week	10	6.4%
2		twice a week	12	7.7%
3		3 times a week	17	10.9%
4		4 times a week	14	9.0%
5		5 times a week	10	6.4%
6		6 times a week	9	5.8%
7		every day	40	25.6%
8		less often	0	0.0%

Missing Values	996	Missing	38	24.4%
----------------	-----	---------	----	-------

ABC

		Value	Count	Percent
Standard Attributes	Position	44		
	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	24
1		once a week	10	6.4%
2		twice a week	11	7.1%
3		3 times a week	6	3.8%
4		4 times a week	8	5.1%
5		5 times a week	18	11.5%
6		6 times a week	5	3.2%
7		every day	36	23.1%
8		less often	0	0.0%
Missing Values	996	Missing	38	24.4%

Numbers

		Value	Count	Percent
Standard Attributes	Position	45		
	Label	2.9. How many days parent teaches child numbers		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	12
1		once a week	3	1.9%

	2	twice a week	13	8.3%
	3	3 times a week	16	10.3%
	4	4 times a week	6	3.8%
	5	5 times a week	15	9.6%
	6	6 times a week	8	5.1%
	7	every day	45	28.8%
	8	less often	0	0.0%
Missing Values	996	Missing	38	24.4%

Songs

		Value	Count	Percent
Standard Attributes	Position	46		
	Label	2.10. How many days parent teaches child songs etc		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	never	27
1		once a week	10	6.4%
2		twice a week	6	3.8%
3		3 times a week	13	8.3%
4		4 times a week	4	2.6%
5		5 times a week	8	5.1%
6		6 times a week	5	3.2%
7		every day	44	28.2%
8		less often	0	0.0%
Missing Values	996	Missing	39	25.0%

HLE_END

		Value
Standard Attributes	Position	47
	Label	Home Learning Environment Score at End phase

	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	116
	Missing	40
Central Tendency and Dispersion	Mean	27.80
	Standard Deviation	9.362
	Percentile 25	22.50
	Percentile 50	28.00
	Percentile 75	35.00

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

Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)

SDQ_1

		Value	Count	Percent
Standard Attributes	Position	48		
	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
	1	Somewhat true	24	15.4%
	2	Certainly true	89	57.1%
Missing Values	996	Missing	38	24.4%

SDQ_2

		Value	Count	Percent
Standard Attributes	Position	49		
	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	55
	1	Somewhat true	34	21.8%
	2	Certainly true	29	18.6%
Missing Values	996	Missing	38	24.4%

SDQ_3

		Value	Count	Percent
Standard Attributes	Position	50		
	Label	2.13. Often complains of headaches, stomachaches (SDQ Item 3)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	94
	1	Somewhat true	14	9.0%
	2	Certainly true	10	6.4%
Missing Values	996	Missing	38	24.4%

SDQ_4

		Value	Count	Percent
Standard Attributes	Position	51		
	Label	2.14. Shares readily with other children (SDQ Item 4)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	7
	1	Somewhat true	35	22.4%
	2	Certainly true	76	48.7%
Missing Values	996	Missing	38	24.4%

SDQ_5

		Value	Count	Percent
Standard Attributes	Position	52		

	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	47	30.1%
	1	Somewhat true	38	24.4%
	2	Certainly true	33	21.2%
Missing Values	996	Missing	38	24.4%

SDQ_6

		Value	Count	Percent
Standard Attributes	Position	53		
	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	80	51.3%
	1	Somewhat true	26	16.7%
	2	Certainly true	12	7.7%
Missing Values	996	Missing	38	24.4%

SDQ_7tran

		Value	Count	Percent
Standard Attributes	Position	54		
	Label	2.17. Generally obedient, usually does (SDQ Item 7)		
	Type	Numeric		
	Format	F8		

	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	75	48.1%
	1	Somewhat true	39	25.0%
	2	Certainly true	4	2.6%
Missing Values	996	Missing	38	24.4%

SDQ_8

		Value	Count	Percent
Standard Attributes	Position	55		
	Label	2.18. Many worries, often seems worried (SDQ Item 8)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	90
1		Somewhat true	20	12.8%
2		Certainly true	8	5.1%
Missing Values	996	Missing	38	24.4%

SDQ_9

		Value	Count	Percent
Standard Attributes	Position	56		
	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	3
1		Somewhat true	8	5.1%
2		Certainly true	107	68.6%
Missing Values	996	Missing	38	24.4%

SDQ_10

		Value	Count	Percent
Standard Attributes	Position	57		
	Label	2.20. Constantly fidgeting and squirming (SDQ Item 10)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	72
1		Somewhat true	22	14.1%
2		Certainly true	24	15.4%
Missing Values	996	Missing	38	24.4%

SDQ_11tran

		Value	Count	Percent
Standard Attributes	Position	58		
	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	106
1		Somewhat true	6	3.8%
2		Certainly true	6	3.8%
Missing Values	996	Missing	38	24.4%

SDQ_12

		Value	Count	Percent
Standard Attributes	Position	59		
	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	100
	1	Somewhat true	15	9.6%
	2	Certainly true	3	1.9%
Missing Values	996	Missing	38	24.4%

SDQ_13

		Value	Count	Percent
Standard Attributes	Position	60		
	Label	2.23. Often down-hearted or tearful (SDQ Item 13)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	91
	1	Somewhat true	19	12.2%
	2	Certainly true	7	4.5%
	999		1	0.6%
Missing Values	996	Missing	38	24.4%

SDQ_14tran

		Value	Count	Percent
Standard Attributes	Position	61		

	Label	2.24. Generally liked by other children (SDQ Item 14)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	0	Not true	107	68.6%
	1	Somewhat true	9	5.8%
	2	Certainly true	2	1.3%
Missing Values	996	Missing	38	24.4%

SDQ_15

		Value	Count	Percent
Standard Attributes	Position	62		
	Label	2.25. Easily distracted, concentration wanders (SDQ Item 15)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	42
1		Somewhat true	44	28.2%
2		Certainly true	31	19.9%
999			1	0.6%
Missing Values	996	Missing	38	24.4%

SDQ_16

		Value	Count	Percent
Standard Attributes	Position	63		
	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	54	34.6%
	1	Somewhat true	34	21.8%
	2	Certainly true	30	19.2%
Missing Values	996	Missing	38	24.4%

SDQ_17

		Value	Count	Percent
Standard Attributes	Position	64		
	Label	2.27. Kind to younger children (SDQ Item 17)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	0
1		Somewhat true	9	5.8%
2		Certainly true	109	69.9%
Missing Values	996	Missing	38	24.4%

SDQ_18

		Value	Count	Percent
Standard Attributes	Position	65		
	Label	2.28. Often argumentative with adults (SDQ Item 18)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	55
1		Somewhat true	40	25.6%
2		Certainly true	23	14.7%

Missing Values	996	Missing	38	24.4%
----------------	-----	---------	----	-------

SDQ_19

		Value	Count	Percent
Standard Attributes	Position	66		
	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	95
1		Somewhat true	19	12.2%
2		Certainly true	4	2.6%
Missing Values	996	Missing	38	24.4%

SDQ_20

		Value	Count	Percent
Standard Attributes	Position	67		
	Label	2.30. Often volunteers to help others (SDQ Item 20)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	6
1		Somewhat true	21	13.5%
2		Certainly true	91	58.3%
Missing Values	996	Missing	38	24.4%

SDQ_21tran

		Value	Count	Percent
Standard Attributes	Position	68		

	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	59	37.8%
	1	Somewhat true	38	24.4%
	2	Certainly true	21	13.5%
Missing Values	996	Missing	38	24.4%

SDQ_22

		Value	Count	Percent
Standard Attributes	Position	69		
	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	94	60.3%
	1	Somewhat true	18	11.5%
	2	Certainly true	6	3.8%
Missing Values	996	Missing	38	24.4%

SDQ_23

		Value	Count	Percent
Standard Attributes	Position	70		
	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	93	59.6%
	1	Somewhat true	12	7.7%
	2	Certainly true	13	8.3%
Missing Values	996	Missing	38	24.4%

SDQ_24

		Value	Count	Percent
Standard Attributes	Position	71		
	Label	2.34. Many fears, easily scared (SDQ Item 24)		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	Not true	61
1		Somewhat true	42	26.9%
2		Certainly true	15	9.6%
Missing Values	996	Missing	38	24.4%

SDQ_25tran

		Value	Count	Percent
Standard Attributes	Position	72		
	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	72
1		Somewhat true	32	20.5%
2		Certainly true	14	9.0%

Missing Values	996	Missing	38	24.4%
----------------	-----	---------	----	-------

Difficulties

		Value	Count	Percent
Standard Attributes	Position	73		
	Label	2.36 Difficulties with emotions, concentration or behaviour?		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	no	82
1		yes, minor difficulties	30	19.2%
2		yes, definite difficulties	4	2.6%
3		yes, severe difficulties	2	1.3%
Missing Values		996	Missing	38

Diff_Upset

		Value	Count	Percent
Standard Attributes	Position	74		
	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
1		only a little	13	8.3%
2		quite a lot	3	1.9%
3		a great deal	7	4.5%
Missing Values		996	Missing	38

997	Not applicable	82	52.6%
-----	----------------	----	-------

Diff_Home

		Value	Count	Percent
Standard Attributes	Position	75		
	Label	2.38a. Do these difficulties interfere with home life		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	not at all	17
1		only a little	11	7.1%
2		quite a lot	4	2.6%
3		a great deal	4	2.6%
Missing Values	996	Missing	38	24.4%
	997	Not applicable	82	52.6%

Diff_Friends

		Value	Count	Percent
Standard Attributes	Position	76		
	Label	2.38b. Do these difficulties interfere with friendships		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	not at all	28
1		only a little	4	2.6%
2		quite a lot	0	0.0%
3		a great deal	4	2.6%
Missing Values	996	Missing	38	24.4%
	997	Not applicable	82	52.6%

Diff_Learning

		Value	Count	Percent
Standard Attributes	Position	77		
	Label	2.38c. Do these difficulties interfere with learning		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	not at all	24
1		only a little	4	2.6%
2		quite a lot	5	3.2%
3		a great deal	3	1.9%
Missing Values	996	Missing	38	24.4%
	997	Not applicable	82	52.6%

Diff_Leisure

		Value	Count	Percent
Standard Attributes	Position	78		
	Label	2.38d. Do these difficulties interfere with leisure activities		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0	not at all	32
1		only a little	3	1.9%
2		quite a lot	0	0.0%
3		a great deal	1	0.6%
Missing Values	996	Missing	38	24.4%
	997	Not applicable	82	52.6%

Diff_Burden

		Value	Count	Percent
Standard Attributes	Position	79		
	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	18
1		only a little	8	5.1%
2		quite a lot	7	4.5%
3		a great deal	3	1.9%
Missing Values	996	Missing	38	24.4%
	997	Not applicable	82	52.6%

Diff_Change

		Value	Count	Percent
Standard Attributes	Position	80		
	Label	2.40. Since child began preschool have difficulties changed		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	0		1
1		much worse	0	0.0%
2		a bit worse	0	0.0%
3		about the same	14	9.0%
4		a bit better	7	4.5%
5		much better	13	8.3%
999			1	0.6%
Missing Values	996	Missing	38	24.4%
	997	Not applicable	82	52.6%

PreSchInv

		Value	Count	Percent
Standard Attributes	Position		81	
	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	19
1		only a little	10	6.4%
2		quite a lot	32	20.5%
3		a great deal	57	36.5%
Missing Values	996	Missing	38	24.4%
	997	Not applicable	0	0.0%

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

Hyperactivity_END

		Value
Standard Attributes	Position	82
	Label	Hyperactivity_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	117
	Missing	39
Central Tendency and Dispersion	Mean	3.47
	Standard Deviation	2.683
	Percentile 25	1.00

Percentile 50	3.00
Percentile 75	5.00

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

Emotionalsympt_END

		Value
Standard Attributes	Position	83
	Label	Emotional symptoms_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
	N	
	Valid	117
	Missing	39
Central Tendency and Dispersion	Mean	2.26
	Standard Deviation	1.989
	Percentile 25	1.00
	Percentile 50	2.00
	Percentile 75	3.00

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

Conductprob_END

		Value
Standard Attributes	Position	84
	Label	Conduct problems_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
	N	
	Valid	118
	Missing	38
Central Tendency and	Mean	2.44

Dispersion	Standard Deviation	1.959
	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	85
	Label	Peer problems_Endp hase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
	N	
	Valid	118
	Missing	38
Central Tendency and Dispersion	Mean	1.24
	Standard Deviation	1.631
	Percentile 25	.00
	Percentile 50	1.00
	Percentile 75	2.00

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

ProsocialBehav_END

		Value
Standard Attributes	Position	86
	Label	Prosocial behaviour_Endp hase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input

N	Valid	118
	Missing	38
Central Tendency and Dispersion	Mean	8.82
	Standard Deviation	1.454
	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_END

		Value
Standard Attributes	Position	87
	Label	Total difficulty score_Endphase
	Type	Numeric
	Format	F8
	Measurement	Scale
	Role	Input
N	Valid	116
	Missing	40
Central Tendency and Dispersion	Mean	9.44
	Standard Deviation	5.356
	Percentile 25	6.00
	Percentile 50	8.50
	Percentile 75	12.00

Hyperactivitycase_END

		Value	Count	Percent
Standard Attributes	Position	88		
	Label	Hyperactivity caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	strongly disagree	91	58.3%
	2	Disagree	12	7.7%
	3	Undecided	14	9.0%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
	999		1	0.6%
Missing Values	996	Missing	38	24.4%

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

Emotionalcase_END

		Value	Count	Percent
Standard Attributes	Position	89		
	Label	Emotional caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	93
2		Disagree	10	6.4%
3		Undecided	13	8.3%
4		Agree	0	0.0%
5		Strongly agree	0	0.0%
999			2	1.3%
Missing Values	996	Missing	38	24.4%

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

Conductprobcas_END

		Value	Count	Percent
Standard Attributes	Position	90		
	Label	Coduct problem caseness_Endphase		
	Type	Numeric		

	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	72	46.2%
	2	Disagree	14	9.0%
	3	Undecided	32	20.5%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

Peerprobcase_END

		Value	Count	Percent
Standard Attributes	Position	91		
	Label	Peer problem caseness_Endp hase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	103
2		Disagree	4	2.6%
3		Undecided	11	7.1%
4		Agree	0	0.0%
5		Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

ProsocialBehavcase_END

		Value	Count	Percent
Standard Attributes	Position	92		

	Label	Prosocial Behaviour caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	112	71.8%
	2	Disagree	4	2.6%
	3	Undecided	2	1.3%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

TotalDiffcase_END

		Value	Count	Percent
Standard Attributes	Position	93		
	Label	Total Difficulties caseness_Endphase		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	97	62.2%
	2	Disagree	6	3.8%
	3	Undecided	13	8.3%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%
	System		2	1.3%

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	94		
	Label	2.41. Parenting Stress Scale item 1		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	107
2		Disagree	11	7.1%
3		Undecided	0	0.0%
4		Agree	0	0.0%
5		Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

PSS_2tran

		Value	Count	Percent
Standard Attributes	Position	95		
	Label	2.42. Parenting Stress Scale item 2		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	115
2		Disagree	3	1.9%
3		Undecided	0	0.0%
4		Agree	0	0.0%

	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

PSS_3

		Value	Count	Percent
Standard Attributes	Position	96		
	Label	2.43. Parenting Stress Scale item 3		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	23
2		Disagree	21	13.5%
3		Undecided	5	3.2%
4		Agree	41	26.3%
5		Strongly agree	28	17.9%
Missing Values	996	Missing	38	24.4%

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

PSS_4

		Value	Count	Percent
Standard Attributes	Position	97		
	Label	2.44. Parenting Stress Scale item 4		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	13
2		Disagree	13	8.3%

	3	Undecided	2	1.3%
	4	Agree	47	30.1%
	5	Strongly agree	43	27.6%
Missing Values	996	Missing	38	24.4%

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

PSS_5

		Value	Count	Percent
Standard Attributes	Position	98		
	Label	2.45. Parenting Stress Scale item 5		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	110	70.5%
	2	Disagree	8	5.1%
	3	Undecided	0	0.0%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

PSS_6tran

		Value	Count	Percent
Standard Attributes	Position	99		
	Label	2.46. Parenting Stress Scale item 6		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		

Valid Values	1	strongly disagree	110	70.5%
	2	Disagree	8	5.1%
	3	Undecided	0	0.0%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

PSS_7tran

		Value	Count	Percent
Standard Attributes	Position	100		
	Label	2.47. Parenting Stress Scale item 7		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	98	62.8%
	2	Disagree	18	11.5%
	3	Undecided	1	0.6%
	4	Agree	1	0.6%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

PSS_8tran

		Value	Count	Percent
Standard Attributes	Position	101		
	Label	2.48. Parenting Stress Scale item 8		
	Type	Numeric		
	Format	F8		

	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	0	0.0%
	2	Disagree	2	1.3%
	3	Undecided	2	1.3%
	4	Agree	26	16.7%
	5	Strongly agree	88	56.4%
Missing Values	996	Missing	38	24.4%

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

PSS_9

		Value	Count	Percent
Standard Attributes	Position	102		
	Label	2.49. Parenting Stress Scale item 9		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	51	32.7%
	2	Disagree	34	21.8%
	3	Undecided	7	4.5%
	4	Agree	10	6.4%
	5	Strongly agree	16	10.3%
Missing Values	996	Missing	38	24.4%

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

PSS_10

		Value	Count	Percent
Standard Attributes	Position	103		
	Label	2.50. Parenting Stress Scale item 10		

	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	26	16.7%
	2	Disagree	35	22.4%
	3	Undecided	8	5.1%
	4	Agree	30	19.2%
	5	Strongly agree	18	11.5%
	999		1	0.6%
Missing Values	996	Missing	38	24.4%

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

PSS_11

		Value	Count	Percent
Standard Attributes	Position	104		
	Label	2.51. Parenting Stress Scale item 11		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	35
2		Disagree	51	32.7%
3		Undecided	14	9.0%
4		Agree	14	9.0%
5		Strongly agree	4	2.6%
Missing Values	996	Missing	38	24.4%

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

PSS_12

		Value	Count	Percent
--	--	-------	-------	---------

Standard Attributes	Position	105		
	Label	2.52. Parenting Stress Scale item 12		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	32
2		Disagree	50	32.1%
3		Undecided	12	7.7%
4		Agree	16	10.3%
5		Strongly agree	8	5.1%
Missing Values		996	Missing	38

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

PSS_13

		Value	Count	Percent
Standard Attributes	Position	106		
	Label	2.53. Parenting Stress Scale item 13		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	57
2		Disagree	33	21.2%
3		Undecided	11	7.1%
4		Agree	15	9.6%
5		Strongly agree	2	1.3%
Missing Values		996	Missing	38

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

PSS_14

		Value	Count	Percent
Standard Attributes	Position	107		
	Label	2.54. Parenting Stress Scale item 14		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	100
2		Disagree	13	8.3%
3		Undecided	3	1.9%
4		Agree	0	0.0%
5		Strongly agree	2	1.3%
Missing Values		996	Missing	38

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

PSS_15

		Value	Count	Percent
Standard Attributes	Position	108		
	Label	2.55. Parenting Stress Scale item 15		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	62
2		Disagree	29	18.6%
3		Undecided	6	3.8%
4		Agree	10	6.4%
5		Strongly agree	10	6.4%
999			1	0.6%

Missing Values	996	Missing	38	24.4%
----------------	-----	---------	----	-------

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

PSS_16

		Value	Count	Percent
Standard Attributes	Position	109		
	Label	2.56. Parenting Stress Scale item 16		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	49
2		Disagree	53	34.0%
3		Undecided	5	3.2%
4		Agree	9	5.8%
5		Strongly agree	2	1.3%
Missing Values	996	Missing	38	24.4%

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

PSS_17tran

		Value	Count	Percent
Standard Attributes	Position	110		
	Label	2.57. Parenting Stress Scale item 17		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
	Valid Values	1	strongly disagree	99
2		Disagree	19	12.2%
3		Undecided	0	0.0%

	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

PSS_18tran

		Value	Count	Percent
Standard Attributes	Position	111		
	Label	2.58. Parenting Stress Scale item 18		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	1	strongly disagree	109	69.9%
	2	Disagree	9	5.8%
	3	Undecided	0	0.0%
	4	Agree	0	0.0%
	5	Strongly agree	0	0.0%
Missing Values	996	Missing	38	24.4%

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

PSS_total

		Value	Count	Percent
Standard Attributes	Position	112		
	Label	Parent Stress Scale total		
	Type	Numeric		
	Format	F8		
	Measurement	Nominal		
	Role	Input		
Valid Values	22		3	1.9%
	23		2	1.3%

25		2	1.3%
26		2	1.3%
27		2	1.3%
28		5	3.2%
29		2	1.3%
30		7	4.5%
31		10	6.4%
32		6	3.8%
33		7	4.5%
34		13	8.3%
35		8	5.1%
36		1	0.6%
38		7	4.5%
39		5	3.2%
40		6	3.8%
41		3	1.9%
42		3	1.9%
43		3	1.9%
44		4	2.6%
45		6	3.8%
46		2	1.3%
47		1	0.6%
50		2	1.3%
51		1	0.6%
54		1	0.6%
56		1	0.6%
58		1	0.6%
Missing Values	System	40	25.6%

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