

The mental health of young people looked after by local authorities in Scotland

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Notes to tables

1 Tables showing percentages

The row or column percentages may add to 99% or 101% because of rounding.

The varying positions of the percentage signs and bases in the tables denote the presentation of different types of information. Where there is a percentage sign at the head of a column and the base at the foot, the whole distribution is presented and the individual percentages add to between 99% and 101%. Where there is no percentage sign in the table and a note above the figures, the figures refer to the proportion of people who had the attribute being discussed, and the complementary proportion, to add to 100%, is not shown in the table.

The following conventions have been used within tables showing percentages:

-	no cases
0	values less than 0.5%

2 Small bases

Very small bases have been avoided wherever possible because of the relatively high sampling errors that attach to small numbers. Often where the numbers are not large enough to justify the use of all categories, classifications have been condensed. However, an item within a classification is occasionally shown separately, even though the base is small, because to combine it with another large category would detract from the value of the larger category. In general, percentage distributions are shown if the base is 30 or more. Where the base is lower, actual numbers are shown in square brackets.

3 Significant differences

The bases for some sub-groups presented in the tables were small such that the standard errors around estimates for these groups are biased. Confidence intervals which take account of these biased standard errors were calculated and, although they are not presented in the tables, they were used in testing for statistically significant differences. Statistical significance is explained in Appendix B to this report.

4 Table heading

The abbreviation LAC is used in the tables to denote Looked After Children.

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Summary of main findings

Background aims and coverage of the survey (Chapter 1)

- This report presents data from the first national survey of the mental health of young people looked after by local authorities in Scotland.
- The survey was commissioned by the Scottish Executive Education Department and the Scottish Executive Health Department, and carried out by ONS.
- The primary purpose of the survey was to produce prevalence rates of three main categories of mental disorder: conduct disorder, hyperactivity and emotional disorders by child and placement characteristics.
- The second aim of the survey was to determine the impact and burden of children's mental health problems in terms of social impairment and adverse consequences for others.
- The third main purpose of the survey was to examine service utilisation. The examination of service use requires the measurement of contextual factors (lifestyle behaviours and risk factors).
- Fieldwork for the survey took place between October 2002 and June 2003.

Concepts and methods used in assessing mental disorders (Chapter 2)

- This report uses the term mental disorders, as defined by the ICD-10, to imply a clinically recognisable set of symptoms or behaviour associated in most cases with considerable distress and substantial interference with personal functioning.
- The methodological strategy for the survey was a one-stage design with all children eligible for a full interview, i.e. without a screening stage.
- The measures designed for the present study incorporated structured interviewing supplemented by open-ended questions. When definite symptoms were identified by the structured questions, interviewers used open-ended questions and supplementary prompts to get informants to describe the problems in their own words.
- Data collection included information gathered from carers (foster carers, parents, residential care workers), teachers, and the young people themselves (if aged 11–17).
- A case vignette approach was used for analysing the survey data – using clinicians to review the responses to the precoded questions and the transcripts of informants' comments, particularly those which asked about the child's significant problems.

Sampling and survey procedures (Chapter 3)

- A total sample of 877 child identifiers (approximately 1 in 10 of all looked after children) was drawn from the anonymised databases of children looked after by the 32 Scottish local authorities.
- The sample was selected to ensure representative proportions of boys and girls in each age band between 5 and 17 years although different sampling fractions were used in each local authority depending on the estimated number of children in each local authority and its geographical location within Scotland.
- All 32 local authorities co-operated to some extent in the survey.
- 877 Child Summary Forms, requesting consent and the child's details, were sent out to the local authorities. After six months 756 (86%) were returned.
- Of the 756 returned forms, 407 (54%) were eligible for allocation to ONS interviewers. The five main reasons for ineligibility were: carer refusal (13%); the local authority refused access (8%); carer felt it was an inappropriate time (8%); child no longer cared for (7%) and child no longer in contact with local authority (6%).
- Information was collected on 355 of the 407 children eligible for interview (87%) from up to three sources. Almost all the carers and most of the 11- to 17-year-olds took part.
- Of the 355 children in the survey, 57 were not at school either because they had finished their secondary education or had been permanently excluded. 279 of the remaining 298 carers (94%) gave permission for ONS to send a questionnaire to the teacher of the sampled child. The number of teacher questionnaires returned was 242 representing – after an initial mail out and two reminder letters – a response rate of 87%.

Prevalence of mental disorders (Chapter 4)

- Among young people, aged 5–17 years, looked after by local authorities, 45% were assessed as having a mental disorder: 38% had clinically significant conduct disorders; 16% were assessed as having emotional disorders – anxiety and depression – and 10% were rated as hyperactive. It should be noted that some children were assessed as having more than one disorder.
- There were no significant differences in the prevalence of mental disorders between Scotland (45%) and England (45%) and Wales (49%).
- The most common, specific, conduct disorders were unsocialised conduct disorder – 16% among 16- to 17-year-olds; and socialised conduct disorder – 17% among 5- to 10-year-olds.
- Tic disorders were only found among 5- to 10-year-olds - a rate of 3%.
- Among 5- to 10-year-olds, the rates of disorders for looked after children compared with private household children were:
 - ◆ Emotional disorders: 14% compared with 4%.
 - ◆ Conduct disorders: 44% compared with 4%.
 - ◆ Hyperkinetic disorders: 11% compared with 1%.
 - ◆ Any childhood mental disorder: 52% compared with 8%.

- Among 11- to 15-year-olds, the prevalence of mental disorders for children looked after by local authorities compared with children from the private household survey were:
 - ◆ Emotional disorders: 14% compared with 5%.
 - ◆ Conduct disorders: 35% compared with 6%.
 - ◆ Hyperkinetic disorders: 8% compared with 1%.
 - ◆ Any childhood mental disorder: 41% compared with 9%.
- About two-fifths of children living in residential care were assessed as having a mental disorder, compared with a half of those placed with foster carers and 44% of those placed with their birth parents. None of these differences was significantly different.
- Among children in family placements, there were no differences between the type of family placements in the prevalence of the four main categories of childhood disorder.

Characteristics of the sample (Chapter 5)

- Overall, 163 children were assessed as having a mental disorder. The numbers of children with each type of disorder were: 56 with an emotional disorder, 136 with a conduct disorder, 35 with a hyperkinetic disorder and 8 children with a less common disorder.
- Overall, children with a mental disorder, compared with other children, appeared more likely to be boys and be aged between 5 and 10 years old. However, due to low bases these differences were not statistically significant.

General health and physical complaints (Chapter 6)

- The overall percentage of children with a fair, bad or very bad rating was 13% – very similar to that found in Wales (12%) but slightly higher than that in England (8%).
- Children living with foster carers were more likely to be rated by their carers as having very good health (70%) compared with children living in any other placement type, particularly those living in residential care (38%).
- The general health of children seemed to improve as their placement became more secure. Over two-thirds of children who had been in their placement for two years or more were assessed as having very good health, compared with just under half of those who had been in their placement for less than two years.
- Two-thirds of all looked after children were reported to have at least one physical complaint. The most commonly reported physical complaints were: eye and/or sight problems (19%), bed wetting (14%), speech or language problems (12%), difficulty with co-ordination (10%).
- There was no difference between children with a mental disorder and those who were assessed as not having a mental disorder in the prevalence of physical complaints.

- Only 6% of the children surveyed were reported to be taking one of 14 types of medication commonly used in the treatment of childhood mental disorders. However, a fifth of those diagnosed as having hyperkinetic disorders were taking psycho-stimulants (Methylphenidate, Equasym, Ritalin, Dexamphetamine/ Dexedrine).
- Among the children with a clinical rating on any of the three types of disorder, the majority of carers (64%) thought the child they looked after had a mental health problem. About a third (36%) of the children who were assessed as having a disorder were not reported by their carer to have any of the three problems.
- Conversely, over two-thirds (65%) of the children who were clinically assessed as not having any disorder were viewed by their carers as having emotional, behavioural or hyperactivity problems.

Use of services (Chapter 7)

- Overall, 11% of children looked after by local authorities were reported to have visited a GP in the past two weeks; a rate not significantly different from that found among looked after children in England and that of the general population.
- Children with any mental disorder were no more or less likely to have visited their GP in the past two weeks than those with no disorder (8% compared with 13%).
- There was no marked difference in the prevalence of emergency department visits within the last three months between children assessed as having and not having a mental disorder.
- A quarter, 25%, of the children in residential care had had at least one day patient stay or outpatient visit to hospital in the past three months compared with between 12–16% of children in the other placement types.
- Only 5% of the young people been in hospital in this time, similar to the 3% in England and 4% in Wales.
- Specialist services were commonly used with over a quarter of children having been in touch with a specialist in child mental health, 27%, and 22% having had some contact with special education services (e.g. Special Educational Needs Co-ordinators and Education Welfare Officers).
- Young people in residential care were the most likely to have been in trouble with the police in the past 12 months (54%) followed by those living with their birth parents (30%).
- Children with a mental disorder were no more likely than those with no disorder to report that they had been in trouble with the police.
- Contact with a youth justice worker was 6% in Scotland, similar to the 10% found in England and 8% in Wales.

Scholastic achievement and education (Chapter 8)

- Between 50% and 60% of all looked after children had some difficulty or experienced marked difficulty with either reading, mathematics or spelling as assessed by their teachers.
- Difficulties in maths were more prevalent among older children than younger children (66% of those aged 11–15 had some or a marked difficulty compared with 46% of those aged 5–10).
- Overall, 59% of all children were reported to be at least one year behind in their intellectual development. This comprised 41% of children who were one or two years behind and 19% who were three or more years below the level expected for their age.
- Children who were rated as furthest behind their contemporaries were 11- to 15-year-olds and those living in residential care. There were no significant differences between those children with and those without a mental disorder.
- About a third of children had officially recognised special educational needs, and only a small number, 5%, had a statement issued by the local education authority.
- Although children with a mental disorder appeared more likely to have officially recognised special educational needs (39% compared with 26% of those with no mental disorder) the difference was not statistically significant.
- Overall, 69% of all children had been absent from school for a day or more during the previous term. This compares with 57% in England and 63% in Wales.
- Thirty-nine per cent had been away from school for up to a week and 18% had been away for more than a week.
- According to carers, 27% of the children had ‘definitely’ and 4% had ‘perhaps’ played truant often in the past year. Twenty-six per cent of the young people reported that they had ‘definitely’ and 17% had ‘perhaps’ played truant in the past year. According to the teachers 19% of children played truant.

Social networks and lifestyle behaviours (Chapter 9)

- Only the children in residential placements reported spending no time at all with their friends, probably because they are friends with people who do not live in the same home.
- Around a third of all children, 34%, had sought help because they had felt unhappy or worried.
- The majority of children who had sought help, 64%, wanted a chance to talk things over, 8% required practical advice and just over a quarter (28%) were seeking both practical advice and a chance to talk things over.
- The prevalence of smoking among looked after children aged 11–17 was higher in Scotland than in England: 44% of the looked after young people in Scotland were smokers compared with 32% in England and 34% in Wales.
- Over a quarter, 27%, of all the children who smoked reported that they had started smoking at the age of ten years or under.

- Less than two-fifths of the children, 38%, had never had an alcoholic drink and a quarter (25%) drank at least once a month.
- 12% of all children who drink started doing so at the age of ten years or under.
- The most frequently reported drug used by children aged 11–17 looked after by local authorities was cannabis: 39% of these children had used it at some point in their lives. Of these children half, 21%, had used it in the past month.
- The next most popular drugs after cannabis were ecstasy and glue, gas or solvents. The pattern for use of these drugs was the same as that for cannabis use and the greatest proportions were found among children in residential care.
- Looked after children in Scotland aged 11–17 were nearly twice as likely as their English counterparts to smoke, drink and take drugs (15% and 8% respectively).

Background, aims and coverage of the survey

1.1 Background

The survey of the mental health of young people looked after by local authorities is the second, major, national survey focusing on the development and well-being of children in Scotland to be carried out by ONS. The survey was commissioned by the Scottish Executive Education Department and the Scottish Executive Health Department.

The first survey, carried out in 1999, obtained information about the mental health of nearly 900 young people living in private households in Scotland. (Meltzer *et al*, 2000).

In the mid-1990s, when discussions between the then Scottish Office, the National Assembly for Wales, the Department of Health and ONS were taking place about the programme of mental health research on children and adolescents, it was recognised that children looked after by local authorities were of key policy interest. However, it was felt that the survey among children in private households should take place first to establish the methodology and then adapt it for children looked after by local authorities – a vulnerable group often excluded from national surveys of children.

The rationale for the national survey of the mental health of young people looked after by local authorities in Scotland was exactly the same as that for the private household population. In order to plan mental health services effectively, it is necessary to know how many children looked after by local authorities have mental health problems, what their diagnoses are, and how far their needs for treatment are being met.

Reflecting on the health of children looked after by local authorities in Scotland, Irving, Evans and Watson (1997) reported that these children came from backgrounds of high incidence of mental illness, substance abuse and learning difficulties and had often suffered from neglect and/or abuse. They had a high incidence of medical problems

affecting both physical and mental health. The Committee of the Scottish Section of the Medical Group of British Agencies for Adoption and Fostering (BAAF) were concerned about the provision and co-ordination of medical services for children in local authority care and carried out a survey to identify the current and evolving practice among medical advisers across Scotland. Questionnaires were returned from 40 Medical Advisers representing each of the local authorities in Scotland. The responses highlighted a variation in the implementation of practice in clinical services provided to children looked after by local authorities.

In 2000, the Scottish Executive published *A Strategic Framework for Children's Services* which set objectives and performance measures against which progress on the development of children's services can be based.

Therefore, it was hoped that this first national survey of the mental health of children looked after by local authorities in Scotland would be invaluable in taking forward a number of key policy initiatives:

- Strategic service planning with health agencies.
- Understanding the stresses on placements.
- Training and support requirements of carers with a view to improve placement stability.
- Work on health inequality targets.
- Improving the health outcomes of these children.

Previous research on the mental health of children looked after by local authorities

Pilowsky (1995) carried out a major review of the literature on mental health problems among children in family foster care published in the last 20 years to estimate prevalence of mental disorders in this population. A comprehensive computerised database was searched for the period 1974 through 1994, with emphasis on recent literature. Pilowsky found that the prevalence of mental disorders among children in family foster care was higher

than would be expected from normative data, even when this population was compared with children who have backgrounds of similar deprivation. The only apparent trend was the predominance of disruptive behaviour disorders.

In Canada, Stein *et al*, (1994) examined the psychiatric symptoms and disorders in children in the care of a Children's Aid Society. Youth, carer and teacher scores on the Standardised Clinical Information System questionnaire were correlated with demographic and maltreatment data. Forty-one per cent to 63 per cent of the children studied scored in the pathological range for one or more disorders. Conduct disorder was the most common disorder (30% to 50%).

The ONS survey of the mental health of children looked after by local authorities in England, (Meltzer *et al*, 2003) also highlighted the relatively high rate of conduct disorders among this population. Among young people, aged 5–17 years looked after by local authorities, 45% were assessed as having a mental disorder: 37% had clinically significant conduct disorders; 12% were assessed as having emotional disorders – anxiety and depression – and 7% were rated as hyperactive. Wolkind and Rushton (1994) also reported that many of the children looked after by local authorities in the UK had behavioural problems.

Many studies which have attempted to estimate the prevalence of mental disorder among young people looked after by local authorities have concentrated on a particular geographical area and have relatively small samples. Nevertheless, they have been invaluable at drawing attention to the high rates of mental disorder among this group.

A systematic study looking at the prevalence of psychiatric disorders of all children in one local authority, Oxfordshire, was carried out by McCann *et al*, (1996). She conducted interviews with 78 of the 134 adolescents, aged 13–17, living in foster and residential care. She found that 57% of the 13- to 17-year-olds in foster care and 96% of those in residential care had psychiatric disorders. Overall, the most common diagnoses were conduct disorder (28%), overanxious disorder (26%), major depressive disorder (23%), Attention Deficit Disorder (14%) and other depressive disorders (12%). Eight per cent were diagnosed as having a functional psychosis, with adolescents experiencing auditory hallucinations.

A study in which the social worker's views of the mental health of looked after children was the main focus of concern was conducted by Phillips (1997). She asked social workers to rate, *inter alia*, the level of perceived symptomatology of 44 children in foster care. The most frequently reported symptom groups were anxiety, conduct disorder and depression. Fifty-five per cent had anxiety: all were fearful that something awful was going to happen to them or their foster families and most of them had social anxiety – anxious about visitors to the foster home. Forty-six per cent had conduct disorders – fighting with siblings, stealing, truanting and being generally destructive. Social workers thought that 80% of all the assessed children should be receiving therapy of some sort from a mental health professional.

Dimigen *et al* (1999) took a slightly different focus from the previous researchers and concentrated on the prevalence of psychiatric disorder among children at the time of entering local authority care. Carers of seventy, 5- to 12- year-olds in Glasgow were interviewed using the Devereux scales of mental disorder (Naglieri *et al*, 1993). The commonest disorders among the children were conduct disorder and depression, the latter being more prevalent among children in residential accommodation than in foster care. Overall, 20% of the children had severe attention difficulties and 26% had autistic-like detachment.

Implications of previous epidemiological studies for surveys of children looked after by local authorities

The lessons learnt from carrying out national surveys of the prevalence of mental disorders among children living in private households are also applicable to the interpretation of data from studies of children looked after by local authorities.

Defining psychiatric disorder solely in terms of psychiatric symptoms can result in implausibly high rates. For example, Bird *et al* (1988) estimated from their epidemiological study that about 50% of Puerto Rican children aged between 4 and 16 could be diagnosed as having a mental disorder. As Bird *et al* (1990) noted, many of the children who were eligible according to diagnostic criteria were not significantly socially impaired by their symptoms, did not seem in need of treatment, and did not correspond to what clinicians would normally recognise as 'cases'. This underlines the importance

of defining psychiatric disorders not only in terms of symptom constellations, but also in terms of significant impact. Including impact criteria can dramatically alter prevalence estimates. For example, in the Virginia Twin Study, the population prevalence of childhood mental disorder was 42% as judged by symptoms alone, falling to 11% when the impact of these symptoms on the child's social and school life were included (Simonoff *et al*, 1997).

Most of the common child psychiatric disorders are now defined in terms of impact as well as symptoms; the symptoms must result either in *substantial distress* for the child or in *significant impairment* in the child's ability to fulfil normal role expectations in everyday life.

These findings emphasise the need to use measures of psychiatric disorder that consider not only symptoms but also resultant distress and social incapacity. Failure to do so result in unrealistically high prevalence rates and may mislead service planners by labelling many children with relatively innocuous symptoms as having psychiatric disorders.

As far as examining the appropriateness of current service provision is concerned, reference needs to be made to both symptoms and their impact. Diagnosing children who have symptoms without much impact will make it look as if services are failing to see these children. At the same time, failing to diagnose children who fall between the cracks of the current diagnostic system will make it look as if services are inappropriately (rather than correctly) seeing these children.

1.2 Aims of the survey

The survey had three main aims:

- prevalence rates;
- impact and burden of children's mental health problems; and
- service utilisation.

Prevalence

The primary purpose of the survey was to produce prevalence rates of three main categories of mental disorder: conduct disorder, hyperactivity and

emotional disorders (and their comorbidity), based on ICD-10 (International Classification of Diseases, tenth revision) and DSM-IV (Diagnostic and Statistical Manual, fourth revision) criteria. Where there were sufficient numbers, the survey also aimed to provide prevalence rates of type of problem (e.g. separation anxiety, social phobia etc.) and to investigate the comorbidity or co-occurrence of disorders.

Impact and burden

The second aim of the survey was to determine the *impact* and *burden* of children's mental health problems in terms of social impairment and adverse consequences for others.

The measurement of burden and impact are essential parts of the survey as they fulfil several functions: forming an integral part of diagnostic assessment, acting as measures of severity of the disorder, and helping to describe the problem in its social context. Social impairment is measured by the extent to which each particular mental problem interferes with relations with others, forming and keeping friendships, participation in leisure activities, and scholastic achievement. More broadly, impact reflects distress to the child or disruption to others as well as social impairment.

The burden of the child's problem is a measure of the consequences of the symptoms in terms of whether they cause distress to adults: making the carers worried, depressed, tired or physically ill. Whereas *impact* covers the consequences for the child, *burden* reflects the consequences for others.

Services

The third main purpose of the survey was to examine service utilisation. The examination of service use requires the measurement of contextual factors (lifestyle behaviours and risk factors).

The needs of children and adolescents are different from those of adults. Psychosocial factors which affect parents can also have distinct and separate effects on their children. In assessing need for services, purchasers and providers consider the child and the family, the school or college and the child's general social network.

1.3 Timetable

Carrying out a national survey of the development and well-being young people looked after by local authorities in Scotland required a considerable amount of feasibility work. In particular, great effort was put into establishing sampling and interviewing procedures that met strict ethical guidelines. The general strategy was to look at options to reduce burden on local authorities, interviewers and most importantly, the sampled children. Comments were sought from experts in child psychiatric epidemiology, as well as those involved in service policy and practice. Figure 1.1 summarises the timetable for the whole programme of research.

Figure 1.1 Timetable for the survey

From	To	Activity
May 2001	February 2002	Examining the practicalities and logistics of carrying out a national survey in Scotland; ONS submitting a costed research proposal to the Scottish Executive and survey commissioned.
March 2002	April 2002	Obtaining clearance from the Association of Directors of Social Work (ADSW).
April 2002	November 2002	Sampling children from each local authorities records. Obtaining consent and children's contact details from all local authorities.
August 2002	August 2002	Fieldwork for pilot study.
September 2002	September 2002	Analysis, interpretation and report writing of pilot study.
October 2002	October 2002	Amending pilot questionnaires and accompanying documents for main stage survey.
October 2002	June 2003	Main stage fieldwork.
December 2002	June 2003	Distribution and collection of teachers' postal questionnaire.
December 2002	August 2003	Clinical assessment of survey data.
September 2003	December 2003	Analysis, interpretation and report writing of main survey.

1.4 Coverage of the survey

Age

The survey focused on the prevalence of mental health problems among young people aged 5–17. Although young people aged 16 and 17 were included in the previous adult surveys (Meltzer *et al*, 1995; Meltzer *et al*, 1996; Gill *et al*, 1996; Foster *et al*, 1996; Singleton *et al*, 2001), those looked after by local authorities were excluded from the previous surveys. These young adults are of particular interest in respect of the transition between the use of child and adult mental health services.

Children under the age of 5 were excluded primarily because the assessment instruments for these children are different and not so well developed as those for older children.

The feasibility study for the private household survey, which took place in January to March 1997, included a questionnaire for parents of 3 and 4 year olds. The questions were based on the Richman questionnaire revised by Nicol for a study of pre-school children (Nicol *et al*, 1987). Fifty-seven families of 3- to 4-year-olds were interviewed.

The data were presented in terms of case studies which highlighted the areas where parents expressed concern about their children: eating habits, potty training, bedtime, indoor play etc. Discussions of the report on the feasibility study by an expert group recommended that 3- and 4-year-olds should not be included in the main survey because of the problems in finding an appropriately sensitive instrument.

Childhood psychopathology

The survey concentrated on the three common groups of childhood mental disorders: emotional disorders such as anxiety, depression and obsessions; hyperactivity disorders involving inattention and overactivity; and conduct disorders characterised by awkward, troublesome, aggressive and antisocial behaviours. Some questions were included in the survey to look at the less common mental disorders: tics and twitches, pervasive developmental disorders such as those in the autistic spectrum, and eating disorders.

Placement (Type of accommodation)

The sampling design for the survey (see Chapter 3 and Appendix A) involved taking a random sample of all children looked after in each local authority stratified by sex, age and type of placement. Therefore, the results will show prevalence of disorders and service use by whether the child is in foster care placed with parents or family members or in some sort of residential care facility – residential care home or school.

Region

The surveyed population comprised young people looked after by local authorities in Scotland. Children looked after by local authorities in Scotland but placed outside the local authority were included in the survey – a few cases placed in England. A corresponding survey in Wales took place at the same time.

1.5 Content of the survey

A brief summary of the sections of the questionnaire is shown below, subsumed under the headings of questionnaire content for carers, children and teachers. The rationale behind using three sources of information is described in Chapter 2.

Questionnaire content for carers

This interview schedule for carers was asked of one carer of all selected children. It included the following sections:

- Background characteristics.
- General Health.
- Strengths and Difficulties Questionnaire (SDQ).
- Separation anxiety.
- Specific Phobias.
- Social Phobia.
- Panic attacks and agoraphobia.
- Post Traumatic Stress Disorder (PTSD).
- Compulsions and Obsessions.
- Generalised Anxiety.
- Depression.
- Attention and activity.
- Awkward and troublesome behaviour.
- Less Common Disorders.
- Significant problems.
- Use of services for significant problems.

- Impact.
- Use of all types of services.
- Strengths.
- Reading, Mathematics and Spelling Ability.

Questionnaire content for young people

Questions for young people, aged 11–17, by face to face interview included the following topics:

- Friendship.
- Strengths and Difficulties Questionnaire (SDQ).
- Separation anxiety.
- Specific Phobias.
- Social Phobia.
- Panic attacks and agoraphobia.
- Post Traumatic Stress Disorder (PTSD).
- Compulsions and Obsessions.
- Generalised Anxiety.
- Depression.
- Attention and activity.
- Awkward and troublesome behaviour.
- Chronic Fatigue.
- Help-seeking behaviour.
- Significant problems.
- Strengths.

The self-completion element for the 11- to 17-year-olds included:

- Moods and Feelings Questionnaire.
- Awkward and troublesome behaviour.
- Smoking cigarettes.
- Use of alcohol.
- Experience with drugs.
- Sexual Behaviour.
- Exclusion from school.

Questionnaire content for teachers

Carers were asked to nominate the teacher who they felt knew the child best. A postal questionnaire was sent to this teacher covering scholastic achievement as well as assessments of behaviour and emotional well-being.

- Scholastic achievement and special needs.
- Strengths and Difficulties Questionnaire (SDQ).
- Emotions.
- Attention, activity and impulsiveness.
- Awkward and troublesome behaviour.
- Social behaviour.
- Other concerns.
- Help from school.

1.6 Coverage of the report

One of the main purposes of this report is to present the prevalence of mental disorders among young people, aged 5–17, looked after by local authorities in Scotland during the first half of 2003. These are presented in Chapter 4. These rates are compared with those from the 1999 private household survey taking account of the placement of the looked after children and the age and sex distribution of both samples.

In order to interpret these results, it is important to have an understanding of the concepts and methods adopted for this study; these are described in Chapter 2. Chapter 3 describes the sampling and interview procedures.

The report contains four chapters on specific topics (e.g. physical complaints, service use, scholastic achievement and the social networks and lifestyle behaviours of children). In each chapter, profiles of children with childhood mental disorders are compared with (a) those with no clinically recognisable disorder, and (b) children with the same disorder identified in the 1999 private household survey. There is also a comparison with the surveys of the mental health of children and young people looked after by local authorities in England (Meltzer H *et al*, 2003) and in Wales (Meltzer H *et al*, 2004).

The final part of the report contains the technical appendices and has three sections. The first gives details of the sampling design and shows how the data were weighted. Section 2 describes the statistical terms used in the report and their interpretation. The last section comprises the survey documents. A glossary of terms is included at the end of the report.

2

Concepts and methods used in assessing mental disorders

2.1 Introduction

This chapter is divided into five sections. In the first of them, the use of the term, mental disorder, in relation to young people is discussed and the definitions of the terms used in this report are outlined. The second section aims to define concepts related to prevalence. This is followed by a discussion of methods of assessment, in particular the choice between one- and two-stage sampling designs and the selection of assessment instruments. The penultimate section examines the advantages of gathering information from multiple informants (carer, teacher and child) and the chapter ends with a description of how a clinical input was added to the interpretation of the survey data.

Estimates of the prevalence of childhood mental disorder depend on the choice of concepts as well as how they are operationalised. These, in turn, depend on the particular purposes and aims of the study. This point needs emphasising because it means that estimates from this survey may not necessarily be comparable with those obtained from other studies. They may have used different concepts and methods or selected samples which may not be representative of the total population of children and young people, aged 5–17, looked after by local authorities.

2.2 Definitions of mental disorder

Although this survey report uses the term, mental disorder, in relation to children, there is a recognition that this terminology can cause concern. (NHS Health Advisory Service, 1995)

“First such terms can be stigmatising, and mark the child as being different. However, unless children with mental health problems are recognised, and some attempt is made to understand and classify their problems, in the context of their social, educational and health

needs, it is very difficult to organise helpful interventions for them. The second concern is that the term mental disorder may be taken to indicate that the problem is entirely within the child. In reality disorders may arise for a variety of reasons, often interacting. In certain circumstances, a mental or psychiatric disorder, which describes a constellation or syndrome of features, may indicate the reactions of a child or adolescent to external circumstances, which, if changed, could largely resolve the problem.”

“It is important to define terms relating to the mental health of children and adolescents because experience shows that lack of terminological clarity leads to confusion and uncertainty about the suffering involved, the treatability of problems and disorders and the need to allocate resources.”

The questionnaires used in this survey were based on ICD10 and DSM-IV diagnostic research criteria. Therefore, this report uses the terms mental disorders as defined by the ICD-10: to imply a clinically recognisable set of symptoms or behaviour associated in most cases with considerable distress and substantial interference with personal functions.

2.3 Methods of assessing mental disorders

There were compelling reasons to use as far as possible the same questionnaire administered in the survey of children looked after by local authorities in England. The questionnaire had been administered successfully on over 1,000 cases, systems had been set up to analyse the data from multiple sources, and comparisons could be made between the two samples. The rationale for using a one-stage sampling design and developing a new questionnaire for the initial private household in 1999 survey is reiterated below as these decisions were carried across the survey of children looked after by local authorities in Scotland.

One- versus two-stage designs

About half of the national surveys that have been carried out in other countries have used the multimethod-multistage approach of Rutter *et al.*, (1970) to ascertain potential cases. In this approach, rating scales completed by children above a certain age and/or parents and/or teachers are used as first stage screening instruments. Subjects with scores above the cut-off score are identified as potential cases and further evaluated. A small sample of individuals with scores below the cut-off threshold are also selected for interview to assess the frequency of false negatives, i.e., those who have problems but whose rating scale scores were below the cut-off score.

In the second stage, children with scores above the cut-off score and a sample of those with scores below this value are interviewed using semi-structured or structured psychiatric interview instruments. At this stage categorical diagnoses are made. The overall prevalence of disorder is determined at the conclusion of this two-stage process.

The other method does not base caseness upon the multimethod-multistage approach. All children and adolescents identified through the initial sampling procedure are eligible for diagnostic assessment. The latter approach was adopted for this survey.

There are many advantages of such an approach:

- Detailed information is collected on all children. A sample distribution can be produced on all subscales even though only those with above-threshold score will have psychopathology.
- Because the survey aims to investigate service use, social disabilities, risk factors and the use of tobacco, alcohol and drugs, it is also important to have this information for all children in order to compare those with and without disorder.
- A one-stage design is likely to increase the overall response rate compared with a two-stage (screening plus clinical assessment) design.
- A one-stage design reduces the burden put on respondents. Ideally, a two-stage design would require a screening questionnaire to be asked of a carer and a teacher as well as the child, followed up with an assessment interview administered to the child and the carer. A

one-stage design only requires an interview with the carer and child and, if possible, the administration of a teacher questionnaire.

- One of the advantages of a one-stage over a two-stage design is that its implementation is cheaper and can be carried out in a far shorter time scale.

Choice of screening instrument: The Strengths and Difficulties Questionnaire

This survey of the mental health of children looked after by local authorities in Scotland used the same initial screening instrument, the Strengths and Difficulties as that included in all the surveys of the mental health of young people carried out by ONS in the past five years, the Strengths and Difficulties Questionnaire (SDQ).

- The 1999 survey of the mental health of young people living in private households (Meltzer *et al.*, 2000).
- The 2002 longitudinal study which followed up a sample of the 1999 private household survey respondents (Meltzer *et al.*, 2003).
- The 2002 survey of the mental health of children looked after by local authorities in England (Meltzer *et al.*, 2003).

The SDQ is a brief behavioural screening questionnaire that can be administered to the parents and teachers of 4- to 17-year-olds and also to 11- to 17-year-olds themselves. It covers common areas of emotional and behavioural difficulties, also enquiring whether the informant thinks that the child has a problem in these areas, and if so asking about resultant distress and social impairment. It has been shown to be of acceptable reliability and validity, performing at least as well as the Child Behaviour Check List and Rutter questionnaires (Goodman, 1997; Goodman *et al.*, 1998; Goodman and Scott, 1999; Goodman, 1999). Though originally published in English, it is currently available in over 40 languages, including Welsh, Gaelic and the languages spoken by the main immigrant communities in Britain.

Choice of diagnostic instrument: The Development and Well-Being Assessment (DAWBA)

The DAWBA constructed for the 1999 private household survey among children in Great Britain was intended to combine some of the best features

of structured and semi-structured measures. Using existing semi-structured measures for a large national survey would have been impractical and prohibitively expensive since it would have required recruiting a team of several hundred clinically trained interviewers or providing prolonged additional training and supervision to lay interviewers.

Given the practical and financial imperative to use lay interviewers with relatively little additional training, it was clear that the main interviewing would need to be fully structured. The disadvantage of relying entirely upon existing structured interviews is that the results are far less clinically convincing than the results of surveys based on semi-structured interviewing. When informants answer fully structured interviews, they often over-report rare symptoms and syndromes because they have not really understood the questions (Brugha *et al*, 1999). To circumvent this problem, the new measures use structured interviewing supplemented by open-ended questions. When definite symptoms are identified by the structured questions, interviewers use open-ended questions and supplementary prompts to get parents to describe the problems in their own words. The specific prompts used were:

Description of the problem

Specific examples

What happened the last time?

What sorts of things does s/he worry about?

How often does the problem occur?

Is it many times a day, most weeks, or just once or twice?

Is it still a problem?

How severe is the problem at its worst?

How long has it been going on for?

Is the problem interfering with the child's quality of life?

If so, how?

Where appropriate, what does the family/child think the problem is due to and what have they done about it?

Answers to these questions and any other information given are transcribed verbatim by the interviewers but are not rated by them. Interviewers are also given the opportunity to make additional comments, where appropriate, on the respondents' understanding and motivation.

A small team of experienced clinicians review the transcripts and interviewers' comments to ensure that the answers to structured questions are not misleading. The same clinical reviewers can also consider clashes of information between different informants, deciding which account to prioritise. Furthermore, children with clinically relevant problems that do not quite meet the operationalised diagnostic criteria can be assigned suitable diagnoses by the clinical raters.

The new measures and their validity are described in more detail elsewhere. (Goodman *et al*, 2000)

2.4 Single versus multiple informants

It is widely believed that information from many sources is a better predictor of disorder than just one source. Many experienced clinicians and researchers in child psychiatry believe that information gleaned from multiple informants facilitates the best estimate of diagnosis in the individual case (Young *et al*, 1987). At the population level, information from multiple informants enhance the specificity of prevalence estimates.

Angold (1989) states:

“In general, parents often seem to have a limited knowledge of children's internal mental states and to report less in the way of depressive and anxiety symptoms than their children would report. On the other hand adults seem to be better informants about externalised or conduct disorder items such as fighting and disobedience. Teachers are good informants about school behaviour and performance, whilst parents are informative about home life.”

Hodges (1993) comments that agreement between child and parent has varied depending on type of pathology:

“There appears to be more agreement for behavioural symptoms, moderate agreement for depressive symptoms, and poor agreement for anxiety”

One of the problems of collecting information from various sources is finding the best way to integrate the information which may show a lack of agreement. One method has been to accept a diagnosis irrespective of its source (Bird *et al.*, 1992). Others have promoted ‘case vignette’ assessments where clinical judgements are made on detailed case histories from several sources. (Goodman *et al.*, 1996)

2.5 Case vignette assessment

Case vignette assessment represents the clinical rating of all survey information, i.e. precoded answers to survey questions plus the answers made by parents, young people and teachers when asked to expand on the child’s significant problems. This case vignette approach was successfully used for the analysis of ten and a half thousand cases in the private household survey so was adopted here for the children looked after by local authorities in Scotland.

The clinical raters perform four major tasks. Firstly, they use the transcripts to check whether respondents appear to have understood the fully structured questions. This is particularly valuable for relatively unusual symptoms such as obsessions and compulsions – even when parents or young people say “yes” to items about such symptoms, their own description of the problem often makes it clear that they are not describing what a clinician would consider to be an obsession or compulsion.

Secondly, the clinical raters consider how to interpret conflicts of evidence between informants. Reviewing the transcripts and interviewers’ comments often helps decide whose account to prioritise. Reviewing all of the evidence, it may be clear that one respondent gives a convincing account of symptoms, whereas the other respondent minimises all symptoms in a defensive way. Conversely, one respondent may clearly be exaggerating.

Thirdly, the clinical raters aim to catch those emotional, conduct and hyperactivity disorders that slip through the ‘operationalised’ net. When the child has a clinically significant problem that does not meet operationalised diagnostic criteria,

the clinician can assign a ‘not otherwise specified’ diagnosis such as ‘anxiety disorder, NOS’ or ‘disruptive behaviour disorder, NOS.’

Finally, the clinical raters rely primarily on the transcripts to diagnose less common disorders such as anorexia nervosa, Tourette syndrome, autistic disorders, agoraphobia or schizophrenia. The relevant symptoms are so distinctive that respondents’ descriptions are often unmistakable.

The following three case vignettes from the private household survey provide illustrative examples of subjects where the clinical rating altered the diagnosis. In each case the ‘computer-generated diagnosis’ is the diagnosis arrived at by a computer algorithm based exclusively on the answers to fully structured questions. In these three illustrative instances, the computer-generated diagnoses were changed by the clinical raters.

Subject 1: overturning a computer-generated diagnosis. A 13-year-old boy was given a computer diagnosis of a specific phobia because he had a fear that resulted in significant distress and avoidance. In his open-ended description of the fear, he explained that boys from another school had threatened him on his way home on several occasions. Since then, he had been afraid of this gang and had taken a considerably longer route home every day in order to avoid them. The clinical rater judged his fear and avoidance to be appropriate responses to a realistic danger and not a phobia.

Subject 2: including a diagnosis not made by the computer. A 7-year-old girl fell just short of the computer algorithm’s threshold for a diagnosis of ADHD because the teacher reported that the problems with restlessness and inattentiveness resulted in very little impairment in learning and peer relationships at school. A review of all the evidence showed that the girl had officially recognised special educational needs as a result of hyperactivity problems, could not concentrate in class for more than two minutes at a time even on activities she enjoyed, and had been offered a trial of medication. The clinician concluded that the teacher’s report of minimal impairment was an understatement, allowing a clinical diagnosis of ADHD to be made.

Subject 3: both adding to and subtracting from computer generated diagnoses. A 14-year-old girl received computer-generated diagnoses of simple phobia, major depression and oppositional-defiant disorder. The transcripts of the open-ended comments provided by the girl and her mother included convincing descriptions not only of a depressive disorder but also of anorexia nervosa of one year's duration. The supposed phobia was an anorexic fear of food, and the oppositionality had only been present for a year and was primarily related to battles over food intake. Consequently, the clinical rater made the additional diagnosis of anorexia nervosa and overturned the diagnoses of simple phobia and oppositional-defiant disorder.

These examples highlight the usefulness of considering the quantitative and qualitative data from all survey respondents to arrive at a final diagnostic category.

3

Sampling and survey procedures

3.1 Introduction

This chapter covers methodological issues: the sampling design, the organisation of the survey and the survey response. The chapter concludes with a description of the special procedures relating to ethical concerns.

3.2 Sample design

Information relating to children looked after by local authorities is highly confidential and the issues surrounding consent to interview the carer and the child are also potentially sensitive. This meant going through quite a complex process in order to obtain a sample for this study.

Scottish local authorities keep records (including case identifier, sex, date of birth, and placement type) of looked after children in their area. These databases were used to select a sample of children (identified by a serial number only – known as the ‘child identifier’) from each local authority taking part in the survey. A total sample of 877 children was drawn, (approximately 1 in 10 of all looked after children). The sample was selected to ensure representative proportions of boys and girls in each age band between 5 and 17 years although different sampling fractions were used in each local authority depending on the estimated number of children in each local authority and its geographical location within Scotland.

All directors of Scottish Council Social Work Departments in Scotland – a total of 32 – were contacted, informing them of the survey and asking for their participation. A letter was also sent to each local authority by the Scottish Executive stressing the importance of this research. Assistant Directors for local authority Children and Families teams were then asked to nominate contacts within their departments to carry out the sampling procedure and to obtain consent for the child’s details to be sent to ONS.

After the anonymised sample (case identification numbers) was sent to ONS, the contact person (usually the person responsible for the ‘looked after children’ section within Social Services) was sent all the ‘Child Summary Forms’ for that local authority giving the children’s serial numbers from the sampled database. The contact then distributed the forms to the social workers responsible for the children concerned and asked them to complete the forms, having obtained whatever consents they felt were necessary (e.g. consent from the foster parent, residential care home, birth parent) and then to return them to ONS.

Child Summary Forms were sent out to all participating local authorities in mid August 2002. Although they were given a date in September 2002 for the return of completed forms, experience from the survey in England had shown us that the rate of return was likely to be very variable. Some authorities had already told us that they were unable to participate in the survey at this time, although they were willing to do so early next year. Quotas of addresses were therefore issued to interviewers as the forms came in, and this continued on a monthly basis for the last three months of 2002 and into the first few months of 2003.

The Child Summary Forms returned by the local authorities included a number of cases where no interview could be carried out:

- cases where the child was no longer ‘looked after’ by the local authority and where the social worker was no longer in touch with the family;
- cases where the family and child had moved away and no forwarding address was available;
- cases where the child had been adopted or was in the middle of adoption proceedings;
- cases where the child’s social worker felt it was not an appropriate time for an interview, e.g. the child and foster family were going through a bad patch; and
- cases where the current carer did not give consent to an interview.

For the eligible cases each interviewer was issued with a contact sheet for each case which included:

- name and address of child and date of birth; and
- name and address of the ‘primary carer’, their relationship to the selected child (e.g. foster parent, birth parent, grandparent, residential care worker), a telephone number for contacting the carer.

Interviewers were also provided with photocopies of the Child Summary Form which gave them additional information:

- the name of the local authority ‘looking after’ the child;
- the name of the person completing the form;
- whether the child is still ‘looked after’;
- whether the local authority has ‘parental control’ for the child;
- what consents have been obtained by the social worker for the interview to be carried out;
- what type of placement the child is in;
- information about the best time to call; and
- any other relevant information e.g. whether the child is likely to move in the near future.

A child that is ‘looked after’ by e.g. Glasgow may actually be living in another part of the country. For example, the child may be fostered with relatives who live in the Moray, or be placed in a residential school in Edinburgh. Allocations were made on the basis of where the interview was to take place – where the child is currently living, not the ‘originating’ local authority.

Response from local authorities

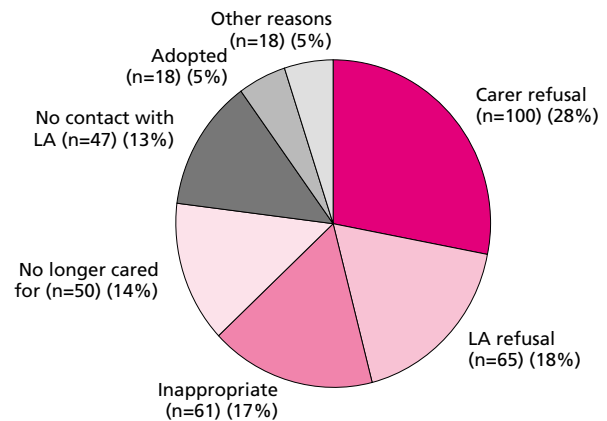
All 32 Scottish local authorities co-operated to some extent in the survey.

877 Child Summary Forms, requesting consent and the child’s details, were sent out to the local authorities. After six months 756 (86%) were returned. These forms were scrutinised to check that all relevant information was properly recorded (e.g. the appropriate consent had been given, addresses were complete with postcode etc.)

Figure 3.1 shows that of the 756 returned forms, 407 (54%) were eligible. The five main reasons for ineligibility from the remaining 359 forms were:

carer refusal (28%); the local authority refused access (18%); carer felt it was an inappropriate time (17%); child no longer cared for (14%) and child no longer in contact with local authority (13%).

Figure 3.1 Child Summary Forms: reasons for ineligibility



3.3 Survey procedures

Checking contact information

When the interviewers went to the address of the sampled child, their first task was to find out if the child was still placed there. Experience from the pilot survey indicated that children can move placements quite frequently. Attempts were made to trace the movers, and if found, the whole consent procedure was gone through again. The ‘new’ family was reallocated to another interviewer working in the vicinity of the new address.

Order of interview

The first stage of the interview was the completion of the face-to-face interview with the carer. In all cases the interview with the carer took place before that of the 11- to 17-year-olds. After the carer interview, permission was sought to ask questions of the sampled child. Children aged 11–17 had a face to face interview and entered details of their smoking, drinking and drug-taking experiences and sexual behaviour via a self-completion questionnaire on laptop.

When the carer and child interviews were completed, carers were asked for written consent to contact the child’s teacher. Carers were asked to nominate the teacher who they felt knew the child

best. If the child had been expelled or excluded from school within the last few months, contact names for teachers were still sought.

Before the teachers' questionnaire was posted out, various steps were taken to maximise response:

- Chief Education Officers were notified of the plans for the survey and the extent of teachers' involvement.
- A week before any postal questionnaires were sent off to teachers, the head teachers in all schools of the sampled children were notified that some of their teachers would be sent a questionnaire to fill in.
- The sample design (a random sample drawn from all local authorities) was intended to reduce the burden on teachers so that most would not have to fill in more than two questionnaires.

Logistics of arranging interviews

The unpredictable length of the interview meant that interviewers had to make appointments when carers would have a clear 90–120 minutes. This was often difficult for those carers who had several children in their charge with different 'pick-up' times from school and nursery. In some areas, this meant that the interviewer could arrange an interview in the morning, but could not start again until children were back from school. Interviewers reported that some of the children had even busier 'social calendars' than their carers and a lot of flexibility (on the interviewer's part) was needed to complete both the carer and the child interview.

Privacy

The need for privacy in the interviews (for both carer and child) also affected the logistics of appointment making. It was obviously easier for the carer if none of her charges were around (not just the selected child). Children's interviews, by definition, had to be done when the children were home from school, leading to the problems of excluding the rest of the family from the living room for a considerable period of time. Some carers were initially taken aback that the interviewer needed to see the child on his/her own, though the great majority were happy with the explanations given. A technique successfully used by interviewers when parents refused to leave the

room was to sit side-by-side with the child, reading out the questions but then asking the child to key in their own answers into the laptop computer.

Use of laptop computers

The use of laptop computers to ask sensitive questions – awkward and troublesome behaviour and smoking, drinking and drug taking – of young people aged 11–17 worked successfully.

Language difficulties

In some circumstances, neither carer had a sufficient grasp of English to be interviewed, especially as some of the questions on the mental health of children, e.g. obsessions and compulsions were quite difficult to formulate in English. To overcome this difficulty, the two-page, Strengths and Difficulties Questionnaire was made available in approximately 40 languages. This was used, in a self-completion format, instead of the face-to-face parent interview.

3.4 Survey response rates

Information was collected on 355 of the 407 children eligible for interview (87%) from up to three sources. Almost all the carers and most of the 11- to 17-year-olds took part.

Of the 355 children in the survey, 57 were not at school either because they had finished their secondary education or had been permanently excluded. 279 of the remaining 298 carers (94%) gave permission for ONS to send a questionnaire to the teacher of the sampled child. The number of teacher questionnaires returned was 242 representing – after an initial mail out and two reminder letters – a response rate of 87%.

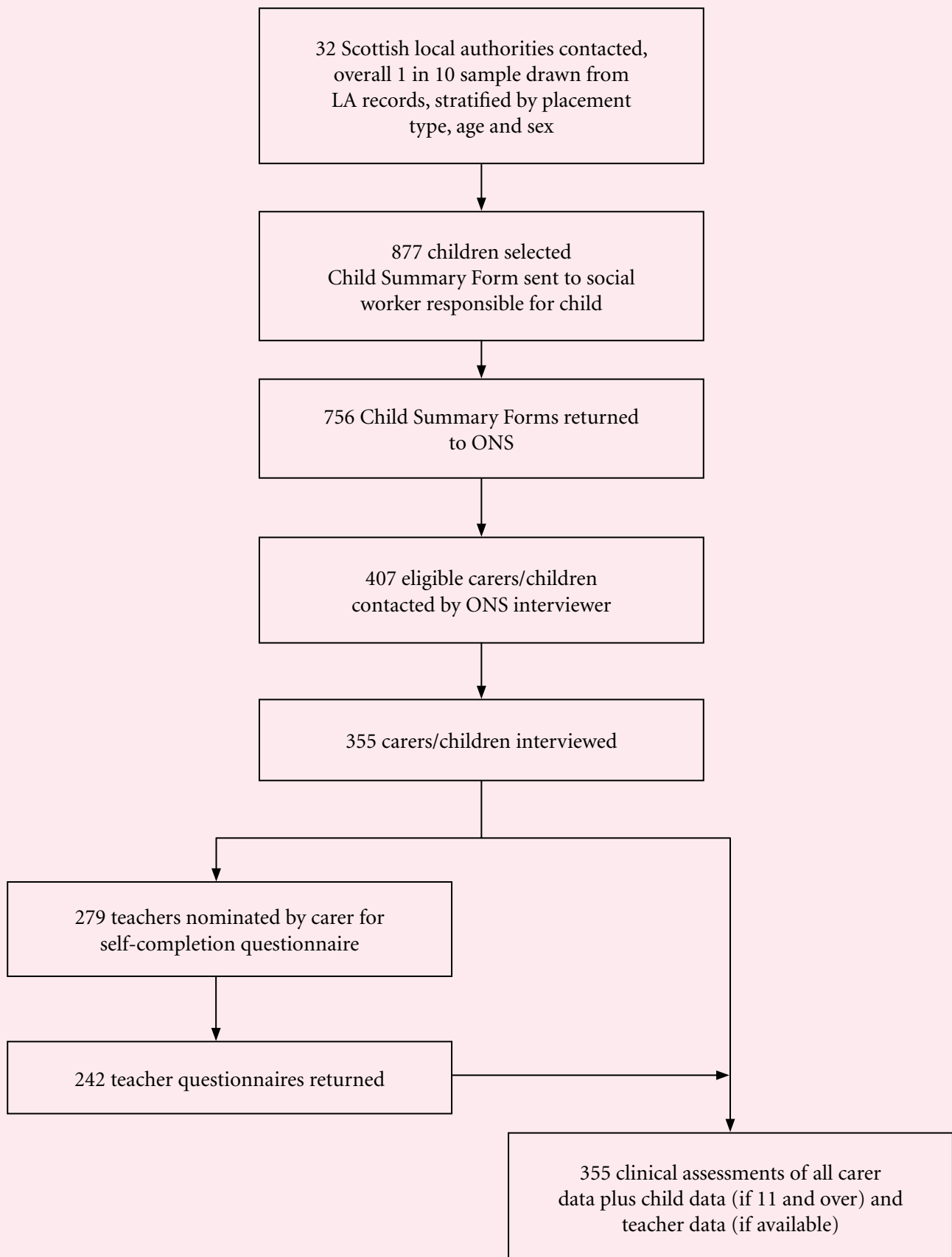
Figure 3.2 gives an overview of the stages of the sampling and interviewing process.

3.5 Ethical issues

Carer interview

For the interview with the carer, the normal, ONS confidentiality rules applied. Whether interviewing the child's birth parent, grandmother or other relative, foster parent or residential care worker,

Figure 3.2 The Survey Process



nothing they said would be passed on to anyone else. This was extended to mean that nothing they said would be divulged to the child, the teacher, nor to the social worker or anyone else in the social services department. Interviewers were instructed that if they were told about problems with the child and were asked for help, the response was that the carer should talk to their social worker or to their GP or the child's teachers, as appropriate. A leaflet containing 'helpful contacts' was prepared to give to foster parents in this situation.

Revised pledge of confidentiality

For the young person's interview, ethical approval for the survey was only given on condition that, in the exceptional circumstances of a child reporting that s/he is being physically or sexually abused and is in a situation where serious harm is being done to him/her, ONS had an obligation to pass this information on. Exceptionally therefore, for this survey only, the confidentiality pledge was revised for the child.

This stated that:

“Nothing you say or write will be passed on to anyone else except if you mention that someone is harming you in some way. In such a case what you said will be passed to child health experts working on your behalf and concerned for your health and happiness.”

The child was reassured that answers to all the questions in the survey were confidential, i.e. that their answers would not be passed on to their carers, the local authority or school. It was only if the child reported serious harm being done to him/her that this information would be passed on to child health experts.

Tape recording the child interview

The child was asked to agree to the interview being taped. This procedure was followed very successfully at the pilot stage earlier in the year. There was just a handful of cases where the child did not want to be taped. In that instance, the interviewer read the questions while the child typed in the answers on the lap-top, and the child's carer was then able to sit in on the interview with the child's answers remaining confidential.

Child consent form

Both the revised confidentiality pledge and the request to tape the interview were included in the Child Consent form which needed to be signed by the child before starting the interview. If the child reported serious abuse, the comments would be on the tape and would be forwarded to child experts attached to the survey. They would listen to what was said and assess whether the information needed to be passed on to the Director of Social Services.

This procedure ensured that responsibility for reporting abuse rested with specially recruited experts and **not** with the lay interviewer. The interviewers' role was solely to send the tape back with a comment that it needs to be assessed. Interviewers were instructed not to contact the local authority nor the child's social worker themselves.

Tape erasure

The consent form for the child explained that he/she could ask for the tape to be erased after the interview. However, if the child had reported abuse during the interview, the tape was not to be erased.

If allegations of abuse were made in an interview where no tape exists, because the child did not agree to taping in the first place, or if the child only talked about the abuse once the interview was over and the tape recorder has been switched off, interviewers were told to record a full account of what the child said on tape as soon as possible after the interview and send the tape in to ONS. This information would then ensure be passed to the experts for them to make their assessment.

Cases of abuse

Although we thought it unlikely that a case where the child reported ongoing abuse would occur, there was a greater likelihood that the child might talk about abuse in the past which has led to the child's current difficulties. If any abuse was reported or if the child mentioned problems s/he was experiencing which s/he found difficult and distressing, interviewers asked whether they had been able to talk to anyone else about these problems. If they had, interviewers encouraged them to speak to this person again if the problems

were still ongoing. Interviewers were also able to give the children a sheet containing a list of organisations which offer help to children in different circumstances.

Threat of immediate harm to self

Guidance agreed with the ethics committee also covered the possibility of the child reporting suicidal thoughts. In this case, the child was strongly encouraged to talk to their carer, social worker or other appropriate person about these thoughts. A list of helpline numbers was available to give to the child. However, if the child talked about plans to commit suicide and had thought about various options, the child's carer was told immediately. In such exceptional circumstances of an immediate threat to life, interviewers were acting as 'autonomous moral agents' as they would in other genuine emergencies (e.g. a respondent being taken ill during an interview).

Fortunately, no case of current abuse or unreported past abuse or threats of immediate self-harm came up in any of the interviews.

4

Prevalance of mental disorders

4.1 Introduction

The prevalence of mental disorders among young people looked after by local authorities was based on a clinical evaluation of carer, teacher and child data collected by lay, ONS interviewers from questionnaires designed by the Department of Child and Adolescent Psychiatry, Institute of Psychiatry in London. Chapter 2 of this report describes the assessment process in some detail and the questionnaire is reproduced in Appendix C.

Four broad categories of mental disorders were identified and specific disorders were subsumed under these headings.

Emotional disorders

Anxiety disorders

- Separation anxiety
- Specific phobia
- Social phobia
- Panic
- Agoraphobia
- Post Traumatic Stress Disorder (PTSD)
- Obsessive-Compulsive Disorder (OCD)
- Generalised Anxiety Disorder (GAD)
- Other anxiety

Depression

- Depressive episode
- Other depressive episode

Conduct disorders

- Oppositional defiant disorder
- Conduct disorder (family context)
- Unsocialised conduct disorder
- Socialised conduct disorder
- Other conduct disorder

Hyperkinetic disorder

- Hyperkinesis
- Other hyperkinetic disorder

Less common disorders

- Pervasive developmental disorder
- Psychotic disorder
- Tic disorders
- Eating disorders
- Other psychiatric disorders

Prevalence rates for all disorders are shown in the tables as percentages to one decimal point. Therefore, rates per thousand of the population can be calculated by multiplying the percentages by ten. The percentages quoted in the text based on the tables are rounded to the nearest integer. It should be noted that some children were assessed as having more than one disorder.

The figures in the tables in this chapter are based on data which have been weighted to take account of the differential probability of selection within local authorities and age, sex and placement of the population compared with the achieved sample. The weighting strategy is fully described in Appendix A.

4.2 Prevalence of mental disorders by country

Among young people in Scotland looked after by local authorities, 45% were assessed as having a mental disorder: 38% had clinically significant conduct disorders; 16% were assessed as having emotional disorders – anxiety and depression – and 10% were rated as hyperactive. As their name suggests, the less common disorders (pervasive developmental disorders, tics and eating disorders) were attributed to 2% of the sampled population. The overall rate of 45% includes some children who had more than one type of disorder.

(Table 4.1)

Surveys of the mental health of children and adolescents looked after by local authorities were also carried out in England (Meltzer H *et al*, 2003)

and in Wales (Meltzer H *et al*, 2004). Table 4.1 also shows that there were no significant differences in the prevalence of mental disorders between the three countries.

These rates are based on the diagnostic criteria for research using the ICD-10 Classification of Mental and Behavioural Disorders with strict impairment criteria – the disorder causes distress to the child or has a considerable impact on the child’s day-to-day life.

4.3 Prevalence of mental disorders by type of residence

Table 4.2 and Figures 4.1 and 4.2 illustrate how the prevalence of mental disorders differ between children looked after by local authorities and those living in private households (Meltzer *et al*, 2000).

(Table 4.3, and Figures 4.1 and 4.2)

Concentrating first on the 5- to 10-year-olds, those looked after by local authorities were about six times more likely to have a mental disorder; 52% compared with 8%. For each type of disorder the rates for looked after children compared with private household children were:

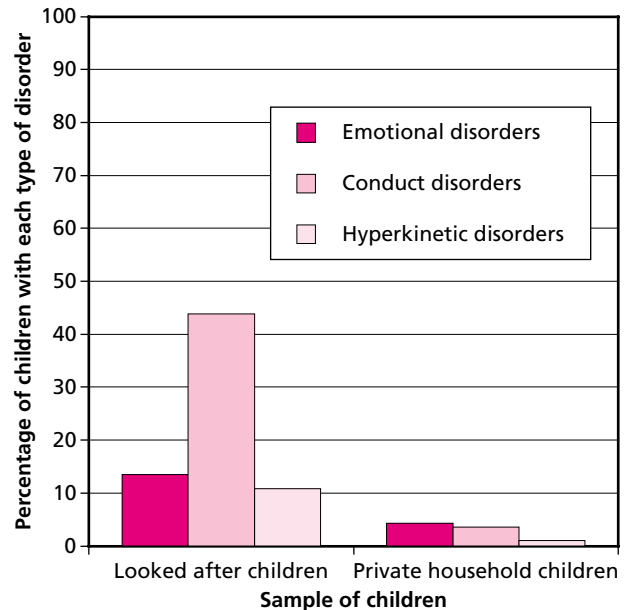
- Emotional disorders: 14% compared with 4%.
- Conduct disorders: 44% compared with 4%.
- Hyperkinetic disorders: 11% compared with 1%.

The 11- to 15-year-olds looked after by local authorities were four times more likely to have a mental disorder: 41% compared with 9%, and the rates for each broad category of disorder were:

- Emotional disorders: 14% compared with 5%.
- Conduct disorders: 35% compared with 6%.
- Hyperkinetic disorders: 8% compared with 1%.

Therefore, conduct disorders seem to contribute to the largest difference in childhood psychopathology between the local authority and private household populations. High rates of conduct disorder among young people looked after by local authorities were found in all the studies reviewed by Pilowsky (1995).

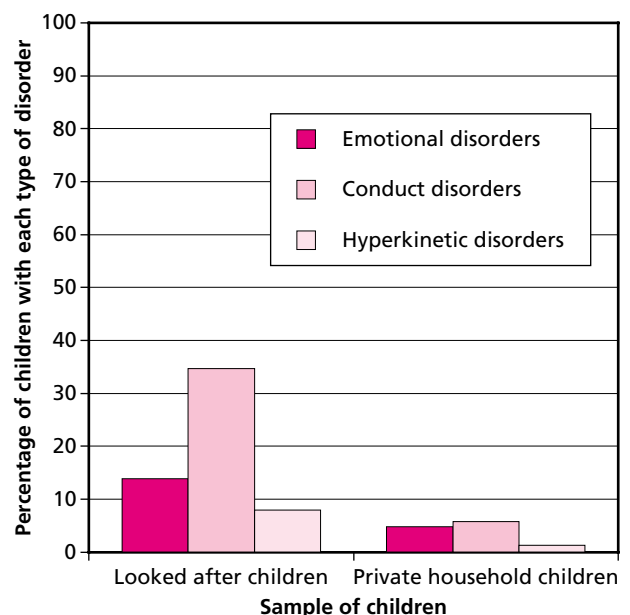
Figure 4.1 Prevalence of mental disorders among 5- to 10-year-olds: looked after and private household children



As the 16- to 17-year-olds were not covered in the private household survey of children and adolescents, comparisons can not be made.

The remaining part of this chapter focuses on the data from the looked after children survey in Scotland.

Figure 4.2 Prevalence of mental disorders among 11- to 15-year-olds: looked after and private household children



4.4 Prevalence of mental disorders by personal characteristics

Within the emotional disorders category, two disorders had significantly higher rates among the 16- to 17-year-olds than younger children: 6% were assessed as having a depressive episode and 6% were suffering from separation anxiety. (Table 4.3)

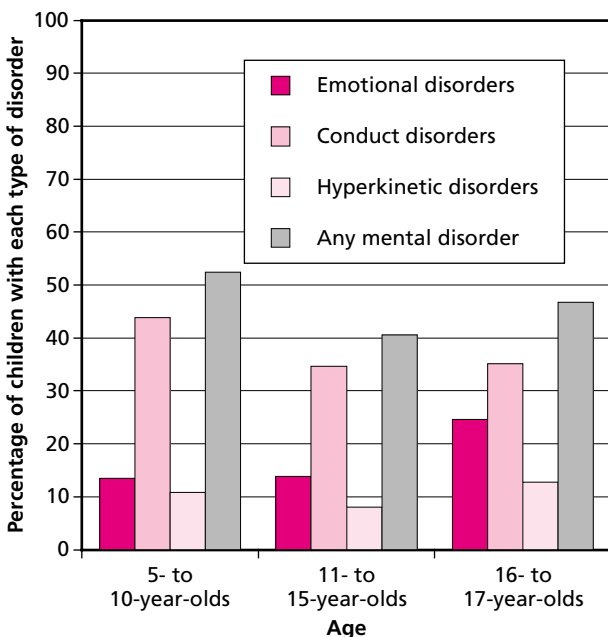
The most common, specific, conduct disorders were unsocialised conduct disorder – 16% among 16- to 17-year-olds; and socialised conduct disorder – 17% among 5- to 10-year-olds.

Tic disorders were only found among 5- to 10-year-olds – a rate of 3%. There were no cases of psychosis among any children looked after by local authorities in Scotland, similar to the situation in England and in Wales.

Age

Although there appears to be some differences in the distribution of mental disorders by age (for example, children aged 5- to 10-years-old being more likely than older children to have conduct disorders) none of the differences are statistically significant. Because of the large sampling errors around proportions based on small samples, apparently large differences often fail to reach statistical significance. (Figure 4.3, Table 4.3)

Figure 4.3 Prevalence of mental disorder by age



Ethnicity

Of the 355 children included in the survey, 349 (98%) were White, 1 was Black and 5 were from other ethnic groups. There were therefore too few Non-White children in the sample to look at ethnicity in more detail.

4.5 Prevalence of mental disorders by placement characteristics

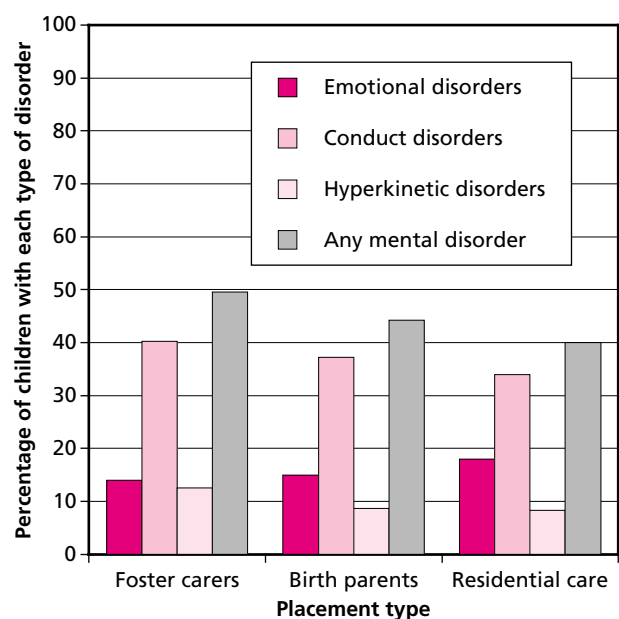
Type of placement

Children looked after by local authorities were initially categorised into four types of placement:

- With foster carers.
- With their birth parents or relatives.
- In residential care.
- Living independently.

About a half of the children placed with foster carers were assessed as having a mental disorder, compared with a 44% of those placed with their birth parents and 40% of those living in residential care. However, none of the differences was significantly different. (Figure 4.4 and Table 4.4)

Figure 4.4 Prevalence of mental disorder by placement type



Range of family placements

Family placements can be divided into two categories: the child is placed with his/her own parents or a person with parental responsibility (124 children), or in foster care (137 children). For analytical purposes foster care can be further subdivided into two groups:

- Foster placement with relative or friend (17 children).
- Foster placement provided through the local authority (117 children) or arranged through an agency (3 children).

The prevalence of any childhood mental disorder among the children in foster care provided through the local authority or an agency was 51%. This rate was not significantly different to that found among children living with their parents, 44%.

There were no differences between the type of family placements in the prevalence of the four main categories of childhood disorder. (Table 4.5)

Location of foster placement

Local authorities have different policies about placement of children in foster care. The vast majority of children throughout Scotland are placed within the boundaries of the local authority and only about 9% of children in the survey lived outside the authority's boundaries. The numbers were too low, therefore, to show the percentage of children with mental disorders by location of foster placement.

Residential placements

Among the 355 survey respondents, 82 were in residential placements which comprised:

- Residential care homes (44).
- Homes and hostels (8).
- Residential schools (16).
- Secure Unit (7).
- Residential accommodation not subject to children's home regulations (1).
- Other residential placements (6).

Due to low numbers, it is not possible to look at prevalence of mental disorders for these different categories.

Residential care workers or heads of home who were interviewed about the sampled children were also asked to supply some details about their establishments: whether it specialised in children with particular problems, the number of children and the number of staff.

Specialism of residential placement

Of the 82 children in residential care, 34 (42%) were reported to be in placements which specialised in children with particular types of problems. The numbers were again too low to show any significant differences in the prevalence of mental disorders.

(Table 4.6)

4.6 Prevalence of mental disorders by time in current placement

Analysis of prevalence data by time in current placement excludes the 10 children living independently and the 124 children living with their birth parents. One would expect time in current placement to have an effect, with children in relatively stable placements to show less psychopathology. However, this trend is not evident from the data. This may be due to small base numbers where huge differences are needed for statistical significance or the fact that children move placement so frequently that their current placement is a poor indicator of their placement history.

(Table 4.7)

4.7 Socio-demographic and placement correlates of mental disorders

Logistic regression was used to produce Odds Ratios for the socio-demographic and placement correlates of any disorder and the four principal subgroups – conduct disorders, emotional disorders, hyperactivity and less common disorders.

Odds Ratios show the increase or decrease in odds that a child has a particular disorder when in a particular group compared to a reference group. The variables entered in the model were age, sex and type of placement. Unlike in England, no independent associations were found and there were no significant Odds Ratios. (Table not shown)

4.8 Odds Ratios for the co-occurrence of childhood mental disorders

A standard way of comparing the strength of co-occurrence between pairs of events is by comparing their odds ratios. In this instance, the Odds Ratio for the co-occurrence of two disorders is the ratio of the frequency with which the two disorders are simultaneously present or absent to the frequency which one of the other appears alone. The formula is:

$$\frac{\text{(both present)} \times \text{(both absent)}}{\text{(only the first present)} \times \text{(only the second present)}}$$

(only the first present) X (only the second present)

Following the precedent set by the ECA study, Odds Ratios were taken to be significant when the ratio exceeded 10.00 and the lower bound of the 95% confidence interval exceeded 4.00 (Robins and Regier, 1991).

Conduct disorders were significantly comorbid with hyperkinetic disorders with an Odds Ratio of 12.05 (4.53 – 32.07). None of the other combinations of disorders were significantly comorbid. Odds Ratios were not calculated for the comorbidity of specific disorders both within and across ICD-10 categories as the base numbers for children with each disorder were too small.

(No table)

4.9 Children who try to harm, hurt or kill themselves

Questions on self-harm by children and young people were included in several parts of the questionnaire. Which questions were asked were dependant on whether the parent or young person was being interviewed and whether the child was feeling depressed, irritable or showing a lack of interest.

The way the questions were phrased means that it is difficult to distinguish between self-harm with the intention of committing suicide and self-harm without that intention, i.e. self-mutilation. Therefore, we accepted a positive response to any question irrespective of source as indicative of whether there was any attempt to harm, hurt or kill oneself.

Questions to parents if child was feeling depressed/irritable/a lack of interest

Over the whole of his/her lifetime has s/he ever tried to harm himself/herself or kill himself?
During the time when s/he was feeling (depressed, irritable/a lack of interest) did s/he ever try tried to harm himself/herself or kill himself?

Questions to parents if child was feeling neither depressed nor irritable nor a lack of interest

Over the past month, has s/he ever tried to harm or hurt himself/herself?
Over the whole of his/her lifetime has s/he ever tried to harm or hurt himself/herself?

Questions to child, aged 11–15 if child was feeling depressed/irritable/lacking interest

Over the whole of your lifetime have you ever tried to harm yourself or kill yourself?
During the time when you were feeling (depressed/irritable/lacking interest) did you ever try tried to harm yourself or kill yourself?

Questions to child, aged 11–15 if s/he was feeling neither depressed nor irritable nor lacking of interest

Over the past month, have you ever tried to harm or hurt himself/herself?
Over the whole of your lifetime have you ever tried to harm or hurt yourself?

Overall, 22% of children or young people looked after by local authorities in Scotland had tried to harm, hurt or kill themselves – a rate not so different from that found in England (24%) and Wales (26%). The rate of self-harm in Scotland was more prevalent among older children, aged 11–17 (28%) than younger children (6%) and among those in residential care (39%) compared with children placed with their birth parents (18%) or in foster care (14%).

(No table)

Table 4.1 Prevalence of mental disorders
by country

All LAC

	England	Scotland	Wales
	<i>Percentage of young people with each disorder</i>		
Emotional disorders	11.7	15.6	10.5
Anxiety disorders	11.0	13.4	9.7
Separation anxiety	1.0	3.0	2.5
Specific phobia	1.2	1.0	0.6
Social phobia	0.4	1.8	0.6
Panic	-	0.3	-
Agoraphobia	-	-	-
Post Traumatic Stress Disorder	2.1	2.7	3.4
Obsessive-Compulsive Disorder	0.2	0.4	-
Generalised Anxiety Disorder	2.1	2.0	2.1
Other anxiety	3.9	4.5	2.6
Depression	4.3	5.0	2.9
Depressive episode	2.8	4.4	2.9
Other depressive episode	1.6	0.6	-
Conduct disorders	37.0	37.5	42.0
Oppositional defiant disorder	11.4	10.5	14.1
Conduct disorder (family context)	0.3	0.3	-
Unsocialised conduct disorder	5.6	12.9	14.4
Socialised conduct disorder	14.3	11.8	11.0
Other conduct disorder	5.4	2.1	2.5
Hyperkinetic disorder	7.3	9.6	12.1
Hyperkinesis	6.7	8.6	10.7
Other hyperkinetic disorder	0.6	1.0	1.4
Less common disorders	3.7	2.3	2.6
Pervasive developmental disorder	2.9	1.2	0.6
Psychotic disorder	-	-	-
Tic disorders	0.4	0.8	1.3
Eating disorders	0.4	-	0.8
Other	0.1	0.4	0.6
Any disorder	44.8	45.1	49.0
<i>Base</i>	<i>1039</i>	<i>355</i>	<i>149</i>

**Table 4.2 Prevalence of mental disorders
by age and survey coverage**

All children aged 5–15 years

	Looked after by local authority	Private household
	<i>Percentage of young people with each disorder</i>	
5- to 10-years		
Emotional disorders	13.5	4.3
Conduct disorders	43.8	3.6
Hyperkinetic disorder	10.8	1.0
Less common disorders	3.7	0.4
Any disorder	52.4	7.7
<i>Base</i>	<i>107</i>	<i>481</i>
11- to 15-years		
Emotional disorders	13.9	4.8
Conduct disorders	34.7	5.8
Hyperkinetic disorder	8.0	1.3
Less common disorders	1.8	0.7
Any disorder	40.6	9.4
<i>Base</i>	<i>186</i>	<i>411</i>

Table 4.3 Prevalence of mental disorders**by age***All Scotland LAC*

	5- to 10-year-olds	11- to 15-year-olds	16- to 17-year-olds	All children
	<i>Percentage of young people with each disorder</i>			
Emotional disorders	13.5	13.9	24.6	15.6
Anxiety disorders	11.6	11.2	23.2	13.4
Separation anxiety	1.9	2.5	6.4	3.0
Specific phobia	1.1	-	3.7	1.0
Social phobia	2.0	1.5	2.2	1.8
Panic	-	-	1.5	0.3
Agoraphobia	-	-	-	-
Post Traumatic Stress Disorder	2.9	1.9	5.1	2.7
Obsessive-Compulsive Disorder	-	-	2.2	0.4
Generalised Anxiety Disorder	-	2.3	4.4	2.0
Other anxiety	4.5	4.5	4.4	4.5
Depression	4.3	4.9	6.4	5.0
Depressive episode	3.1	4.5	6.4	4.4
Other depressive episode	1.1	0.4	-	0.6
Conduct disorders	43.8	34.7	35.1	37.5
Oppositional defiant disorder	12.9	10.1	7.4	10.5
Conduct disorder (family context)	-	-	1.5	0.3
Unsocialised conduct disorder	11.0	12.8	16.5	12.9
Socialised conduct disorder	16.9	10.3	7.5	11.8
Other conduct disorder	3.0	1.5	2.2	2.1
Hyperkinetic disorder	10.8	8.0	12.8	9.6
Hyperkinesis	9.7	7.1	11.3	8.6
Other hyperkinetic disorder	1.1	0.8	1.5	1.0
Less common disorders	3.7	1.8	1.5	2.3
Pervasive developmental disorder	1.1	1.2	1.5	1.2
Psychotic disorder	-	-	-	-
Tic disorders	2.6	-	-	0.8
Eating disorders	-	-	-	-
Other	-	0.7	-	0.4
Any disorder	52.4	40.6	46.8	45.1
<i>Base</i>	<i>107</i>	<i>186</i>	<i>62</i>	<i>355</i>

Table 4.4 Prevalence of mental disorders**by type of placement***All Scotland LAC*

	Foster carers	Birth parents	Residential care	Living independently	All placements
	<i>Percentage of young people with each disorder</i>				
Emotional disorders	14.0	15.0	18.0	[3]	15.6
Anxiety disorders	12.7	12.6	14.4	[3]	13.4
Separation anxiety	3.5	2.5	2.4	[1]	3.0
Specific phobia	-	1.6	-	[1]	1.0
Social phobia	1.8	2.1	1.2	-	1.8
Panic	0.8	-	-	-	0.3
Agoraphobia	-	-	-	-	-
Post Traumatic Stress Disorder	4.6	1.7	2.4	-	2.7
Obsessive-Compulsive Disorder	-	0.8	-	-	0.4
Generalised Anxiety Disorder	1.9	0.9	4.9	-	2.0
Other anxiety	4.2	4.8	3.6	[1]	4.5
Depression	4.6	5.7	4.8	-	5.0
Depressive episode	3.9	4.9	4.8	-	4.4
Other depressive episode	0.7	0.7	-	-	0.6
Conduct disorders	40.2	37.2	34.0	[3]	37.5
Oppositional defiant disorder	14.7	8.9	8.5	-	10.5
Conduct disorder (family context)	-	-	-	[1]	0.3
Unsocialised conduct disorder	15.1	10.7	13.5	[1]	12.9
Socialised conduct disorder	8.9	14.0	12.0	[1]	11.8
Other conduct disorder	1.4	3.6	-	-	2.1
Hyperkinetic disorder	12.6	8.7	8.3	-	9.6
Hyperkinesis	11.8	8.0	5.9	-	8.6
Other hyperkinetic disorder	0.8	0.7	2.4	-	1.0
Less common disorders	2.8	3.1	-	-	2.3
Pervasive developmental disorder	1.5	1.6	-	-	1.2
Psychotic disorder	-	-	-	-	-
Tic disorders	1.3	0.7	-	-	0.8
Eating disorders	-	-	-	-	-
Other	-	0.8	-	-	0.4
Any disorder	49.6	44.2	40.0	[4]	45.1
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>10</i>	<i>355</i>

**Table 4.5 Prevalence of mental disorders
by type of family placement**

All Scotland LAC in family placements

	Own parents or person with parental responsibility	Foster placement with relative or friend	Foster placement provided by LA or agency	All children in family placements
<i>Percentage of young people with each disorder</i>				
Emotional disorders	15.0	[3]	13.2	14.6
Anxiety disorders	12.6	[3]	11.6	12.6
Separation anxiety	2.5	[1]	3.4	2.9
Specific phobia	1.6	-	-	0.9
Social phobia	2.1	[1]	0.8	2.0
Panic	-	-	0.9	0.3
Agoraphobia	-	-	-	-
Post Traumatic Stress Disorder	1.7	[2]	3.3	2.9
Obsessive-Compulsive Disorder	0.8	-	-	0.5
Generalised Anxiety Disorder	0.9	[1]	0.9	1.3
Other anxiety	4.8	-	4.9	4.5
Depression	5.7	[1]	4.1	5.2
Depressive episode	4.9	[1]	3.3	4.5
Other depressive episode	0.7	-	0.8	0.7
Conduct disorders	37.2	[7]	41.2	38.5
Oppositional defiant disorder	8.9	[4]	13.8	11.4
Conduct disorder (family context)	-	-	-	-
Unsocialised conduct disorder	10.7	[2]	15.9	12.6
Socialised conduct disorder	14.0	[1]	9.9	11.9
Other conduct disorder	3.6	-	1.6	2.6
Hyperkinetic disorder	8.7	[2]	12.8	10.3
Hyperkinesis	8.0	[2]	11.9	9.6
Other hyperkinetic disorder	0.7	-	0.9	0.8
Less common disorders	3.1	-	3.4	3.0
Pervasive developmental disorder	1.6	-	1.8	1.5
Psychotic disorder	-	-	-	-
Tic disorders	0.7	-	1.6	1.0
Eating disorders	-	-	-	-
Other	0.8	-	-	0.5
Any disorder	44.2	[8]	51.0	46.5
<i>Base</i>	<i>124</i>	<i>17</i>	<i>120</i>	<i>261</i>

Table 4.6 Prevalence of mental disorders**by specialism of residential placement***All Scotland LAC in residential placements*

	All types of children	Specialises in children with specific problems	All in residential placements
<i>Percentage of young people with each disorder</i>			
Emotional disorders	18.4	17.4	18.0
Anxiety disorders	12.3	17.4	14.4
Separation anxiety	4.1	-	2.4
Specific phobia	-	-	-
Social phobia	2.0	-	1.2
Panic	-	-	-
Agoraphobia	-	-	-
Post Traumatic Stress Disorder	2.0	2.8	2.4
Obsessive-Compulsive Disorder	-	-	-
Generalised Anxiety Disorder	2.0	8.9	4.9
Other anxiety	2.0	5.7	3.6
Depression	6.1	2.8	4.8
Depressive episode	6.1	2.8	4.8
Other depressive episode	-	-	-
Conduct disorders	37.5	29.1	34.0
Oppositional defiant disorder	10.4	5.7	8.5
Conduct disorder (family context)	-	-	-
Unsocialised conduct disorder	10.7	17.4	13.5
Socialised conduct disorder	16.3	6.0	12.0
Other conduct disorder	-	-	-
Hyperkinetic disorder	6.1	11.4	8.3
Hyperkinesis	4.1	8.5	5.9
Other hyperkinetic disorder	2.0	2.8	2.4
Less common disorders	-	-	-
Pervasive developmental disorder	-	-	-
Psychotic disorder	-	-	-
Tic disorders	-	-	-
Eating disorders	-	-	-
Other	-	-	-
Any disorder	39.5	40.8	40.0
<i>Base</i>	<i>48</i>	<i>34</i>	<i>82</i>

Table 4.7 Prevalence of mental disorders**by length of time in current placement***All Scotland LAC in residential placements or foster care*

	<i>Less than 1 year</i>	<i>1 year but less than 2 years</i>	<i>2 years but less than 4 years</i>	<i>4 years and over</i>	<i>All children in residential placements or foster care</i>
<i>Percentage of young people with each disorder</i>					
Emotional disorders	15.1	11.8	19.6	15.9	15.5
Anxiety disorders	10.4	9.9	19.6	15.9	13.3
Separation anxiety	1.2	3.9	4.1	4.7	3.1
Specific phobia	-	-	-	-	-
Social phobia	3.1	-	2.1	-	1.6
Panic	-	-	-	2.5	0.5
Agoraphobia	-	-	-	-	-
Post Traumatic Stress Disorder	2.4	1.9	7.4	4.5	3.8
Obsessive-Compulsive Disorder	-	-	-	-	-
Generalised Anxiety Disorder	3.3	1.9	-	6.9	3.0
Other anxiety	2.4	4.1	8.1	2.2	3.9
Depression	9.0	3.9	-	2.5	4.7
Depressive episode	7.8	3.9	-	2.5	4.2
Other depressive episode	1.2	-	-	-	0.4
Conduct disorders	34.1	51.7	29.9	37.8	37.9
Oppositional defiant disorder	12.8	15.9	11.6	8.7	12.4
Conduct disorder (family context)	-	-	-	-	-
Unsocialised conduct disorder	12.9	24.2	8.0	13.4	14.5
Socialised conduct disorder	8.4	9.7	10.2	13.4	10.1
Other conduct disorder	-	1.9	-	2.2	0.9
Hyperkinetic disorder	11.3	12.0	3.9	17.0	11.0
Hyperkinesis	11.3	7.9	1.9	17.0	9.7
Other hyperkinetic disorder	-	4.1	2.1	-	1.4
Less common disorders	-	-	6.6	2.0	1.8
Pervasive developmental disorder	-	-	4.6	-	1.0
Psychotic disorder	-	-	-	-	-
Tic disorders	-	-	2.0	2.0	0.8
Eating disorders	-	-	-	-	-
Other	-	-	-	-	-
Any disorder	40.1	53.6	44.0	50.8	46.1
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>

Characteristics of children with mental disorders

5.1 Introduction

This chapter compares children with each type of mental disorder with those who do not have a disorder by looking at the distribution of biographic, socio-demographic and placement characteristics.

Overall, 163 children were assessed as having a mental disorder. The numbers of children with each type of disorder were: 56 with an emotional disorder, 136 with a conduct disorder, 35 with a hyperkinetic disorder and 8 children with a less common disorder. Children who were assessed as having more than one disorder were included in each category. *(Table 5.1)*

The commentary on the comparison between children with a disorder and those with no disorder is based on the data shown in Tables 5.2 to 5.5. The findings are presented in table order, rather than order of significance. Although some of the variables in the tables are interrelated, the strength of independent effects are not considered here.

5.2 Characteristics of children with any disorder

Compared with children who do not have a mental disorder, those with a disorder appeared more likely to be boys (61% compared with 57%) and be aged between 5 and 10 years old (35% compared with 26%). However, due to low bases these differences were not statistically significant. There were no significant differences when placement characteristics were looked at. *(Tables 5.2–5.5)*

5.3 Specific disorders

There was no significant difference between children with emotional disorders, conduct disorders or hyperkinetic disorders and those with no mental disorder in terms of their age and sex or placement characteristics.

**Table 5.1 Number of children with each mental disorder
by age and sex**

All Scotland LAC

	Emotional disorders	Conduct disorders	Hyperkinetic disorders	Less common disorders	Any disorder*	No disorder	All children
<i>Number of young people with each disorder</i>							
5–10 years							
Boys	8	30	7	3	36	28	64
Girls	7	18	5	1	21	22	43
All	15	48	12	4	57	50	107
11–15 years							
Boys	22	46	13	2	54	67	121
Girls	4	20	2	1	23	42	65
All	26	66	15	3	77	109	186
16–17 years							
Boys	9	10	6	-	13	19	32
Girls	6	12	2	1	16	14	30
All	15	22	8	1	29	33	62
All children							
Boys	39	86	26	5	103	114	217
Girls	17	50	9	3	60	78	138
All	56	136	35	8	163	192	355

* The number of children with any mental disorder exceeds the sum of the numbers of children with each disorder because children could have been assessed as having more than one type of disorder.

**Table 5.2 Child's personal characteristics
by type of mental disorder**

All Scotland LAC

	Emotional disorders	Conduct disorders	Hyperkinetic disorders	Less common disorders	Any disorder*	No disorder	All children
	%	%	%	%	%	%	%
Sex							
Boys	69	59	74	[5]	61	57	59
Girls	31	41	26	[3]	39	43	41
Age							
5–10 years	26	35	34	[4]	35	26	30
11–15 years	48	50	44	[3]	48	58	54
16–17 years	26	16	22	[1]	17	16	17
Base	56	136	35	8	163	192	355

* The number of children with any mental disorder exceeds the sum of the numbers of children with each disorder because children could have been assessed as having more than one type of disorder.

Table 5.3 Placement characteristics**by type of mental disorder***All Scotland LAC*

	Emotional disorders	Conduct disorders	Hyperkinetic disorders	Less common disorders	Any disorder*	No disorder	All children
	%	%	%	%	%	%	%
Type of placement							
Foster care	29	35	42	[4]	36	30	33
Birth parents	44	46	41	[4]	45	46	46
Residential care	22	17	16	-	17	21	19
Living independently	5	2	-	-	2	3	2
Base	56	135	35	8	162	191	353
Time in placement**							
Less than 1 year	36	33	[9]	-	32	41	36
1 < 2 years	17	31	[6]	-	26	20	23
2 < 4 years	27	17	[2]	[3]	20	22	21
4 or more years	20	20	[7]	[1]	22	18	20
Base	34	85	24	4	102	117	219

* The number of children with any mental disorder exceeds the sum of the numbers of children with each disorder because children could have been assessed as having more than one type of disorder.

** All children in residential placements or foster care.

Table 5.4 Family placement characteristics**by type of mental disorder***All Scotland LAC*

	Emotional disorders	Conduct disorders	Hyperkinetic disorders	Less common disorders	Any disorder*	No disorder	All children
	%	%	%	%	%	%	%
Type of family placement							
Own parents	60	56	[11]	[4]	55	61	58
Foster placement with relative or friend	8	6	[2]	-	6	7	7
Foster placement provided by LA	30	7	[15]	[4]	38	32	34
Other foster placement arranged by agency	2	1	-	-	1	1	1
Location of family placement							
At home	60	56	[11]	[4]	55	61	58
Inside LA	38	42	[15]	[3]	41	35	38
Outside LA	2	2	[2]	[1]	4	4	4
Base	38	104	28	8	125	136	261

* The number of children with any mental disorder exceeds the sum of the numbers of children with each disorder because children could have been assessed as having more than one type of disorder.

**Table 5.5 Residential care characteristics
by mental disorder**

All Scotland LAC in residential placements

	Any disorder	No disorder	All residential placements
	%	%	%
Type of residential placement			
Residential care home	61	50	54
Homes and hostels	24	16	19
Other types of residential care	15	34	26
Specialist clients			
Yes	57	59	58
No	43	41	42
Base	33	49	82

6

General health and physical complaints

6.1 Introduction

This chapter looks at the extent to which general health, in particular physical complaints, co-occur with mental disorders among children and young people looked after by local authorities. In the survey, data were collected on several aspects of the health of children. All information on the child's health came from the interview with the carer.

The topics covered were:

- General health.
- Presence or absence of specified physical complaints.
- Medication.
- Life-threatening illnesses.
- Accidents and injuries.

Specific physical complaints were chosen on the basis of their common occurrence in childhood and adolescence (e.g. asthma), findings from previous research showing a strong association with mental disorders (e.g. epilepsy), problems frequently mentioned by parents during the general population survey (e.g. food allergies) and their inclusion in other national mental health surveys.

Previous research has shown that children with physical health problems or disabilities seem especially vulnerable to mental health problems. In a national survey of disabled children in Great Britain, mental and behavioural problems were found among a large proportion of children with physical disabilities (Bone and Meltzer, 1989). They also found that nearly all the children with the most severe disabilities had a mental health disability.

In the present study, carers were also asked if they thought the children had emotional problems, behavioural problems, hyperactivity or learning difficulties. The chapter concludes with a comparison of parents' perceptions with the clinical evaluation of emotional, behavioural and hyperkinetic disorders. Specific learning difficulties in relation to mental disorders are discussed in Chapter 8.

6.2 General health

The child's general health was rated by carers on a five-point scale: very good, good, fair, bad or very bad. The overall percentage of children with a fair, bad or very bad rating was 13% – very similar to that found in Wales (12%) but slightly higher than that in England (8%). *(Table 6.1)*

There was no real difference in the overall health rating of boys and girls, although the general health of girls seemed to decline with age. *(Table 6.2)*

Children living with foster carers were more likely to have very good health (70%) than children living in any other placement type, particularly those living in residential care (38%). *(Table 6.3)*

The general health of children seemed to improve as their placement became more secure. Over two-thirds of children who had been in their placement for two years or more were assessed as having very good health, compared with just under half of those who had been in their placement for less than two years. *(Table 6.4)*

Children with a mental disorder were no more or less likely to have fair, bad or very bad health than those with no disorder (11% compared with 17% respectively). *(Table 6.5)*

6.3 Physical complaints

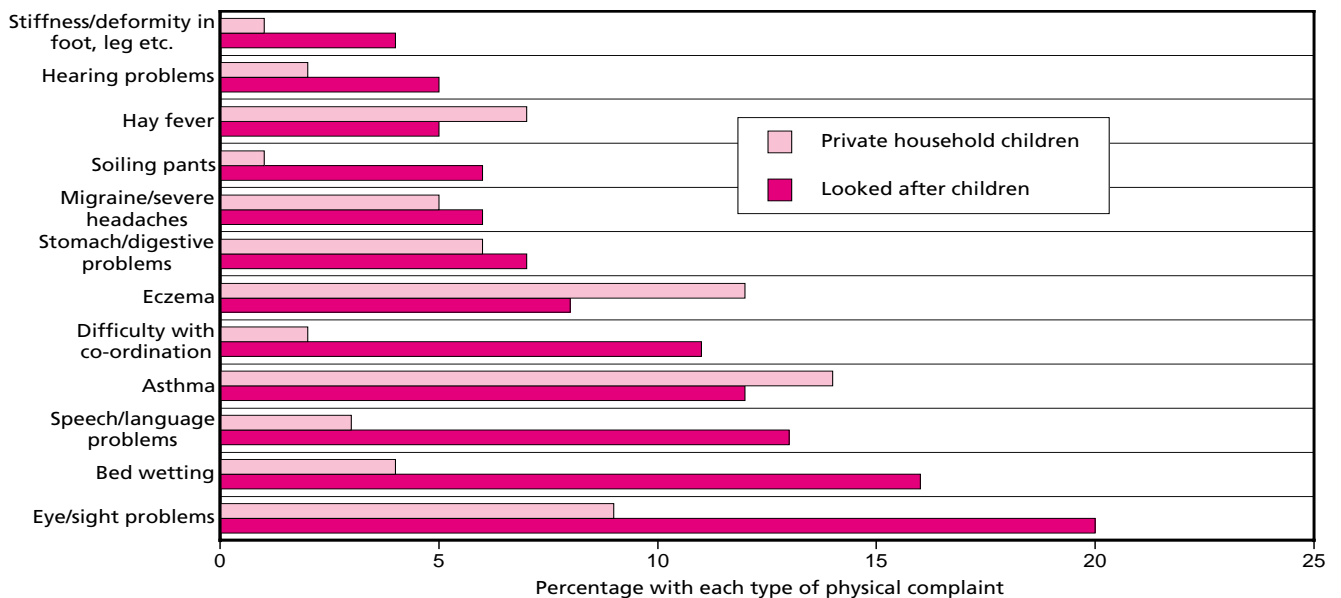
This section looks in more detail at the characteristics of children with specific physical complaints and in particular the relationship between children's physical and mental health. Physical complaints can vary in their severity, chronicity, and treatability. This survey did not cover these aspects; the respondent just said "yes" if the child had the health problem or condition presented on three lists.

Asthma	Hyperactivity	Diabetes
Eczema	Behavioural problems	Obesity
Hay fever	Emotional problems	Cystic fibrosis
Glue ear or otitis media or grommets	Learning difficulties	Spina bifida
Bed wetting	Dyslexia	Kidney, urinary tract problems
Soiling pants	Cerebral palsy	Missing fingers, hands, arms, toes, feet or legs
Stomach or digestive problems or tummy pains	Migraine or severe headaches	Any stiffness or deformity of the foot, leg, fingers, arms or back
A heart problem	Chronic Fatigue Syndrome	Any muscle disease or weakness
Any blood disorder	Eye or sight problems	Any difficulty with co-ordination
Epilepsy	Speech or language problems	A condition present since birth such as club foot or cleft palate
Food allergy	Hearing problems	Cancer
Some other allergy		

Two-thirds of all looked after children were reported to have at least one physical complaint. The most commonly reported physical complaints among the sample were: eye and/or sight problems (19%), bed wetting (14%), speech or language

problems (12%), asthma (12%) and difficulty with co-ordination (10%), quite different to those found in the private household survey. *(Figure 6.1)*

Figure 6.1 Percentage of young people with physical complaints among looked after and private household children



There was very little difference in the distribution of physical complaints by country or by age.

(Tables 6.6 and 6.7)

Although children living with their birth parents were twice as likely to suffer from asthma than children in residential care (16% compared with 8%) the difference was not statistically significant.

(Table 6.8)

The length of time the child had been in their placement did not seem to make a difference to whether they had suffered any physical complaint, nor the type of physical complaint suffered.

(Table 6.9)

There was no difference between children with a mental disorder and those who were assessed as not having a mental disorder in the prevalence of physical complaints. Children with all of the four types of disorder were no more likely to have any physical complaint than those with no disorder.

(Table 6.10)

Logistic regression analysis was run but, unlike in England, having any physical complaint (compared with no physical complaint) made no statistically significant difference to the odds of having a mental disorder having adjusted for biographic, socio-demographic and placement characteristics.

(Table not shown)

6.4 Medication

This section looks at the use of medication among children with mental disorders. Carers were provided with a list of 14 types of medication that are commonly used in the treatment of childhood mental disorders and were asked to say whether the child was taking any of them.

Only 6% of the children surveyed were reported to be taking any of these forms of medication and there was no difference in the prevalence of drug use between children diagnosed as having any disorder and those children with no disorder.

Methylphenidate, Equasym, Ritalin

Dexamphetamine, Dexedrine

Imipramine, Tofranil

Clonidine, Catepres, Dixarit

Fluoxetine, Prozac

Sertraline Lustral

Paroxetine, Seroxat

Fluvoxamine, Faverin

Citalopram, Cimpramil

Amitryptaline, Lentizol, Triptafen

Clomipramine, Anafranil

Sulpirade, Dolmatil, Sulparex, Sulpitil

Riseridone, Riperadal

Haloperidol, Dozic, Haldol, Serenace

Three per cent of the children were taking psychostimulants, used in the control of attention and hyperactivity disorders (Methylphenidate/Equasym/Ritalin), less than 1% were taking antidepressants (Fluoxetine/Prozac) and 1% were taking anti-psychotic drugs, used in the treatment of conditions including autism, manic depression and severe anxiety (Riseridone/Risperadal).

Around a fifth (20%) of children diagnosed as having hyperkinetic disorders were taking some form of medication used in the treatment of mental disorders. A seventh of those were taking Methylphenidate, Equasym or Ritalin, a very common form of treatment for this type of disorder, and a further 6% of this group were taking Dexamphetamine/ Dexedrine.

(Table 6.11)

6.5 Life-threatening illness

Carers were asked if the child had ever been so ill that they thought s/he may die. Because many of the carers had no access to information about the child's history, they were given the option of answering that they didn't know.

Eight per cent of the carers reported that the child had ever been so ill that they thought they may die, although only 1% of these were in the last year. There was no real difference among the different countries or age groups. *(Tables 6.12 and 6.13)*

Children living with their birth parents were much more likely to have ever had a life-threatening illness (13% compared with 2% of those living with foster carers). However, one explanation for this is that the carer of these children, which in most cases was a birth parent, were more likely to know the answer to this question. Indeed, only 2% answered that they did not know compared with 16% and 24% in the other groups. *(Table 6.14)*

The length of time the child had been in their current placement made little difference to whether or not they had ever been life-threateningly ill, but the longer the child had been in their placement the more likely the carer was to know: 27% of those who had been in their placement for less than a year did not know if the child had ever been life-threateningly ill compared with 6% those who had been in their placement for four or more years. *(Table 6.15)*

There was little difference in the response to the question on life-threatening illnesses between carers of children with a disorder and those without: 6% of children with a disorder were reported to have been life-threateningly ill compared with 10% of those with no disorder. *(Table 6.16)*

6.6 Accidents and injuries

The general health section of the questionnaire asked carers to say whether the child had ever had four types of accident or injury.

- Head injury with loss of consciousness.
- Accident causing broken bone (excluding head injury).
- Burn requiring hospitalisation.
- Accidental poisoning requiring hospital admission.

Not unexpectedly, a broken bone was the most frequently mentioned accident, reported for 22% of children. Nine per cent of children had suffered a head injury causing loss of consciousness at some

time in their lives, 6% of children had received a burn requiring hospital admission and 5% of children had been accidentally poisoned to the extent that they required hospitalisation.

Compared with England and Wales, carers in Scotland were more likely to know the history of the child they looked after – for example, only 16% did not know if the child had been accidentally burnt requiring hospitalisation compared with 28% of carers in England and 31% in Wales. Undoubtedly, this reflected the greater knowledge of birth parents who comprise a far greater proportion of carers of looked after children in Scotland than in England or Wales. *(Table 6.12)*

There was very little difference in the distribution of any of the accidents by age group. *(Table 6.13)*

Children living with their birth parents under a supervision order were the most likely to have had an accident causing a broken bone (27%) although again, this pattern may be explained by the fact that birth parents are more likely to know about the child's accident history. There was no marked pattern among the other types of accident. *(Table 6.14)*

There was no apparent association between whether the child had experienced any of the accidents and whether or not they had a mental disorder. *(Table 6.16)*

6.7 Agreement between the carers' views of the child's mental health and the clinical assessment

Because carers were asked at the start of the interview to indicate whether the child had any of the 34 health conditions shown above, they had an opportunity to say whether they thought the child had any problem with hyperactivity, emotions or behaviour before being asked the detailed questions on which the assessments of disorders were made. While carers views covered problems of different degrees of severity, the clinical ratings assessed disorders on strict impairment criteria.

In addition, although some carers, in particular those working in specialised residential schools or homes, have a great deal of experience in the management of childhood mental disorders, the

majority of carers and birth parents could not be expected to differentiate between emotional, behavioural or hyperkinetic disorders. As such, the carer's view and the clinical assessment of the child's mental health are often going to disagree.

What proportion of children clinically assessed as having hyperkinetic, behavioural or emotional disorders were viewed by their carers as having such problems?

Among the children with a clinical rating on any of the three types of disorder, the majority of carers (64%) thought the child they looked after had a mental health problem. About a third of the children (36%) who were assessed as having a disorder were not reported by their carer to have any of the three problems.

Conversely, two-thirds (65%) of the children who were clinically assessed as not having any disorder were viewed by their carers as having at least one of the three disorders. This result is not surprising because a clinical diagnosis is only made in cases where the mental problem has a significant effect on the child's life or causes distress to others and the child may exhibit symptoms that appear severe to the carer but do not meet research diagnostic criteria. Alternatively, the child may have several symptoms with minimal social impairment.

There was no pattern of agreement in the assessment of emotional and conduct disorders: half the carers (53%) agreed with the clinical assessment of the presence of an emotional disorder, and 47% of carers agreed with the clinical assessment of the presence of a conduct disorder.

Carers were less likely to report spuriously that the child had hyperactivity problems with only 16% of carers reporting that the child had problems of this sort when the clinical assessment showed that they did not. However, carers of the children clinically assessed as having a hyperkinetic disorder were more likely to underestimate the child's hyperactivity problems with only 23% of carers agreeing with the clinical assessment. *(Table 6.17)*

Over 235 carers (64% of those interviewed) said the child they looked after had one of the three listed problems: emotional problems (183), behavioural problems (181) and hyperactivity (56).

The higher level of carers' over-reporting than under-reporting (with the exception of hyperactivity) suggests that they may use the terms hyperactivity, emotional and behavioural problems where the symptoms may be present but neither the severity nor impact is great enough for it to be classed as a disorder. Thus, 54% of the carers who reported that the child they looked after had at least one of the three problems were found to have none of the disorders when the cases were clinically assessed. *(No table)*

This underlines the necessity of including some sort of clinical input into the assessment of childhood mental disorders in national surveys rather than relying solely on self-reported, general assessments by carers, parents or the young person themselves.

Table 6.1 General health rating
by country and sex of child

<i>All LAC</i>			
	England	Scotland	Wales
	%	%	%
Boys			
General health rating			
Very good	62	56	64
Good	30	32	25
Fair	7	10	10
Bad	0	1	1
Very bad	0	-	-
<i>Base</i>	<i>580</i>	<i>217</i>	<i>70</i>
Girls			
General health rating			
Very good	60	47	66
Good	32	37	21
Fair	7	16	11
Bad	1	1	1
Very bad	0	-	-
<i>Base</i>	<i>457</i>	<i>138</i>	<i>79</i>
All			
General health rating			
Very good	61	52	65
Good	31	34	23
Fair	7	12	11
Bad	1	1	1
Very bad	0	-	-
<i>Base</i>	<i>1036</i>	<i>355</i>	<i>149</i>

Table 6.2 General health rating
by age and sex of child

All Scotland LAC

	5- to 10- years	11- to 15- years	16- to 17- years	All children
	%	%	%	%
Boys				
General health rating				
Very good	57	60	41	56
Good	28	33	34	32
Fair	12	7	21	10
Bad	3	-	3	1
Very bad	-	-	-	-
<i>Base</i>	<i>64</i>	<i>121</i>	<i>32</i>	<i>217</i>
Girls				
General health rating				
Very good	64	43	28	47
Good	29	39	45	37
Fair	7	18	24	16
Bad	-	-	3	1
Very bad	-	-	-	-
<i>Base</i>	<i>43</i>	<i>65</i>	<i>30</i>	<i>138</i>
All				
General health rating				
Very good	60	54	34	52
Good	29	35	40	34
Fair	10	11	22	12
Bad	2	-	3	1
Very bad	-	-	-	-
<i>Base</i>	<i>107</i>	<i>186</i>	<i>62</i>	<i>355</i>

**Table 6.3 General health rating
by type of placement**

All Scotland LAC

	Foster carers	Birth parents	Residential care	Living independently	All placements
	%	%	%	%	%
General health rating					
Very good	70	47	38	[2]	52
Good	25	35	46	[4]	34
Fair	5	16	15	[4]	12
Bad	-	2	2	-	1
Very bad	-	-	-	-	-
Base	137	124	82	10	355

**Table 6.4 General health rating
by length of time in current placement**

All Scotland LAC in residential placements or foster care

	Less than 1 year	1 year but less than 2 years	2 years but less than 4 years	4 years and over	All children in residential placements or foster care
	%	%	%	%	%
General health rating					
Very good	46	49	74	70	58
Good	43	34	23	24	33
Fair	9	17	3	5	9
Bad	2	-	-	-	0
Very bad	-	-	-	-	-
Base	80	50	46	43	219

Table 6.5 General health rating
by type of mental disorder

All Scotland LAC

	Emotional disorders	Conduct disorders	Hyperkinetic disorders	Less common disorders	Any disorder	No disorder	All children
	%	%	%	%	%	%	%
General health rating							
Very good	51	50	42	[4]	51	53	52
Good	39	38	48	[1]	38	30	34
Fair	8	11	10	[3]	10	15	13
Bad	2	-	-	-	1	2	1
Very bad	-	-	-	-	-	-	-
Base	56	136	35	8	163	192	355

Table 6.6 Type of physical complaint
by country

All LAC

	England	Scotland	Wales
	<i>Percentage of young people with each type of physical complaint</i>		
Eye/sight problems	16	19	18
Bed wetting	13	14	12
Speech/language problems	14	12	13
Asthma	10	12	14
Difficulty with co-ordination	10	10	12
Stomach/digestive problems	6	8	11
Eczema	7	8	12
Migraine/severe headaches	3	8	2
Hay fever	5	6	4
Soiling pants	6	5	4
Hearing problems	6	4	4
Stiffness/deformity in foot, leg etc.	5	4	3
Glue ear/otitis media/grommets	4	3	8
Food allergy	3	3	4
Non-food allergy	3	3	5
Epilepsy	3	3	2
Kidney/urinary tract problems	2	2	4
Obesity	2	2	3
Cerebral palsy	2	1	1
Muscle disease/weakness	2	1	4
Heart problem	1	1	2
Congenital abnormality	1	1	1
Blood disorder	0	1	2
Diabetes	0	1	-
Spina Bifida	-	0	-
Cancer	0	-	-
ME	0	-	-
Cystic fibrosis	0	-	-
Any physical complaint	66	67	64
No physical complaint	34	33	36
Base	1039	355	149

Table 6.7 Type of physical complaint
by age

All Scotland LAC

	5- to 10-year-olds	11- to 15-year-olds	16- to 17-year-olds	All children
<i>Percentage of young people with each type of physical complaint</i>				
Eye/sight problems	19	21	16	19
Bed wetting	16	15	4	14
Speech/language problems	17	11	8	12
Asthma	18	9	11	12
Difficulty with co-ordination	15	9	4	10
Stomach/digestive problems	4	9	9	8
Eczema	10	6	10	8
Migraine/severe headaches	3	8	16	8
Hay fever	1	6	9	6
Soiling pants	8	4	2	5
Hearing problems	6	5	1	4
Stiffness/deformity in foot, leg etc.	3	5	1	4
Glue ear/otitis media/grommets	4	2	2	3
Food allergy	3	2	4	3
Non-food allergy	-	4	3	3
Epilepsy	4	2	3	3
Kidney/urinary tract problems	1	2	3	2
Obesity	1	2	2	2
Cerebral palsy	1	1	-	1
Muscle disease/weakness	1	1	4	1
Heart problem	-	2	2	1
Congenital abnormality	-	1	2	1
Blood disorder	2	-	-	1
Diabetes	-	0	3	1
Spina Bifida	-	0	-	0
Any physical complaint	61	72	63	67
No physical complaint	39	28	37	33
<i>Base</i>	<i>107</i>	<i>186</i>	<i>62</i>	<i>355</i>

**Table 6.8 Type of physical complaint
by type of placement**

All Scotland LAC

	Foster carers	Birth parents	Residential care	Living independently	All placements
<i>Percentage of young people with each type of physical complaint</i>					
Eye/sight problems	17	23	17	-	19
Bed wetting	14	13	15	-	14
Speech/language problems	13	12	12	-	12
Asthma	9	16	8	[1]	12
Difficulty with co-ordination	12	10	7	-	10
Stomach/digestive problems	6	10	4	[1]	8
Eczema	6	10	6	[1]	8
Migraine/severe headaches	5	9	6	[3]	8
Hay fever	5	6	4	[2]	6
Soiling pants	8	5	2	-	5
Hearing problems	4	6	4	-	4
Stiffness/deformity in foot, leg etc.	4	3	5	-	4
Glue ear/otitis media/grommets	3	2	2	[1]	3
Food allergy	1	3	5	[1]	3
Non-food allergy	4	3	1	[1]	3
Epilepsy	1	3	5	-	3
Kidney/urinary tract problems	2	2	-	[1]	2
Obesity	2	2	-	-	2
Cerebral palsy	1	-	1	-	1
Muscle disease/weakness	2	1	-	[1]	1
Heart problem	1	2	1	-	1
Congenital abnormality	-	2	1	-	1
Blood disorder	1	1	-	-	1
Diabetes	-	-	4	-	1
Spina Bifida	1	-	-	-	0
Any physical complaint	64	66	72	[7]	66
No physical complaint	36	34	28	[3]	34
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>10</i>	<i>353</i>

Table 6.9 Type of physical complaint
by length of time in current placement

All Scotland LAC in residential placements or foster care

	Less than 1 year	1 year but less than 2 years	2 years but less than 4 years	4 years and over	All children in residential placements or foster care
<i>Percentage of young people with each type of physical complaint</i>					
Eye/sight problems	17	16	19	16	17
Bed wetting	10	23	8	20	14
Speech/language problems	10	16	10	17	13
Asthma	8	10	10	7	9
Difficulty with co-ordination	9	11	12	9	10
Stomach/digestive problems	2	6	4	12	6
Eczema	10	4	4	5	6
Migraine/severe headaches	6	6	5	2	5
Hay fever	6	2	4	7	5
Soiling pants	6	6	2	9	6
Hearing problems	4	2	4	4	4
Stiffness/deformity in foot, leg etc.	6	6	-	5	4
Glue ear/otitis media/grommets	5	-	2	2	3
Food allergy	2	4	-	2	2
Non-food allergy	4	2	4	-	3
Epilepsy	-	8	2	-	2
Kidney/urinary tract problems	-	2	-	5	1
Obesity	1	-	-	4	1
Cerebral palsy	-	2	-	4	1
Muscle disease/weakness	-	-	-	7	1
Heart problem	3	-	-	-	1
Congenital abnormality	-	2	-	-	0
Blood disorder	1	-	-	-	0
Diabetes	1	2	-	2	1
Spina Bifida	-	-	-	2	0
Any physical complaint	69	72	65	61	67
No physical complaint	31	28	35	39	33
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>

**Table 6.10 Type of physical complaint
by type of mental disorder**

All Scotland LAC

	Emotional disorders	Conduct disorders	Hyperkinetic disorders	Less common disorders	Any disorder	No disorder	All children
<i>Percentage of young people with each type of physical complaint</i>							
Eye/sight problems	18	20	13	[2]	19	20	19
Bed wetting	14	15	25	[1]	14	13	14
Speech/language problems	12	13	18	[3]	13	11	12
Asthma	13	8	12	[2]	11	13	12
Difficulty with co-ordination	12	11	8	[2]	10	10	10
Stomach/digestive problems	3	6	2	[1]	5	10	8
Eczema	12	11	16	-	11	5	8
Migraine/severe headaches	12	4	-	-	6	9	8
Hay fever	13	3	4	-	5	6	6
Soiling pants	8	8	2	-	7	4	5
Hearing problems	6	5	5	-	4	5	4
Stiffness/deformity in foot, leg etc.	4	4	7	[1]	4	4	4
Glue ear/otitis media/grommets	3	3	6	[1]	3	2	3
Food allergy	5	4	2	-	4	2	3
Non-food allergy	-	3	-	-	2	3	3
Epilepsy	6	2	3	-	3	3	3
Kidney/urinary tract problems	-	2	-	-	2	2	2
Obesity	2	1	4	-	2	2	2
Cerebral palsy	1	1	2	-	0	1	1
Muscle disease/weakness	1	2	2	-	2	1	1
Heart problem	-	2	-	[1]	1	1	1
Congenital abnormality	-	1	-	-	1	1	1
Blood disorder	1	-	-	-	0	1	1
Diabetes	1	1	2	-	1	0	1
Spina Bifida	-	1	2	-	0	-	0
Any physical complaint	72	67	67	[6]	69	66	67
No physical complaint	28	33	33	[2]	31	34	33
<i>Base</i>	<i>56</i>	<i>136</i>	<i>35</i>	<i>8</i>	<i>163</i>	<i>192</i>	<i>355</i>

Table 6.11 Use of medication
by type of mental disorder

All Scotland LAC

	Emotional disorders*	Conduct disorders*	Hyperkinetic disorders*	Less common disorders*	Any disorder	No disorder	All children
	%	%	%	%	%	%	%
Types of medication							
Methylphenidate, Equasym, Ritalin	5	4	14	[1]	4	3	3
Dexamphetamine, Dexedrine	1	2	6	-	1	1	1
Fluoxetine, Prozac	-	-	-	-	-	1	0
Sertraline Lustral	-	1	-	-	1	1	1
Paroxetine, Seroxat	-	1	-	-	1	-	0
Citalopram, Cimpramil	-	1	-	-	1	-	0
Risperidone, Risperadal	-	2	6	-	1	0	1
Any of the above medications	6	7	21	[1]	7	5	6
Base	56	135	35	8	162	192	354

* Because of the extensive comorbidity between disorders it may appear that some medications are being used inappropriately. This is unlikely to be the case, it merely reflects that for example the children with emotional disorders on Ritalin also have hyperactivity.

Table 6.12 Life-threatening illness and experience of accidents and injuries
by country

All LAC

	England	Scotland	Wales
	%	%	%
Thought child was so ill that s/he may die			
Yes: in past 12 months	1	1	-
Yes: at least 12 months ago	7	7	7
No	77	80	83
Not known	16	12	10
<i>Base</i>	<i>1039</i>	<i>355</i>	<i>149</i>
Head injury with loss of consciousness			
Yes: in past 12 months	1	2	1
Yes: at least 12 months ago	5	7	6
No	57	69	51
Not known	36	22	42
<i>Base</i>	<i>1037</i>	<i>354</i>	<i>147</i>
Accident causing broken bone			
Yes: in past 12 months	3	3	4
Yes: at least 12 months ago	13	19	16
No	55	59	51
Not known	29	20	29
<i>Base</i>	<i>1036</i>	<i>355</i>	<i>147</i>
Burn requiring hospital admission			
Yes: in past 12 months	1	1	1
Yes: at least 12 months ago	4	5	5
No	68	78	64
Not known	28	16	31
<i>Base</i>	<i>1039</i>	<i>355</i>	<i>147</i>
Accidental poisoning with hospital admission			
Yes: in past 12 months	0	2	3
Yes: at least 12 months ago	2	3	1
No	70	80	68
Not known	28	14	28
<i>Base</i>	<i>1038</i>	<i>355</i>	<i>148</i>

Table 6.13 Life-threatening illness and experience of accidents and injuries**by age***All Scotland LAC*

	5- to 10- year-olds	11- to 15- year-olds	16- to 17- year-olds	All children
	%	%	%	%
Thought child was so ill that s/he may die				
Yes: in past 12 months	-	1	2	1
Yes: at least 12 months ago	8	6	10	7
No	86	79	75	80
Not known	7	14	14	12
<i>Base</i>	<i>107</i>	<i>186</i>	<i>62</i>	<i>355</i>
Head injury with loss of consciousness				
Yes: in past 12 months	1	3	3	2
Yes: at least 12 months ago	4	9	5	7
No	79	65	66	69
Not known	16	24	25	22
<i>Base</i>	<i>106</i>	<i>186</i>	<i>62</i>	<i>354</i>
Accident causing broken bone				
Yes: in past 12 months	2	3	3	3
Yes: at least 12 months ago	16	22	15	19
No	68	54	57	59
Not known	14	21	25	20
<i>Base</i>	<i>107</i>	<i>186</i>	<i>62</i>	<i>355</i>
Burn requiring hospital admission				
Yes: in past 12 months	1	1	-	1
Yes: at least 12 months ago	5	6	3	5
No	81	76	77	78
Not known	13	16	20	16
<i>Base</i>	<i>107</i>	<i>186</i>	<i>62</i>	<i>355</i>
Accidental poisoning with hospital admission				
Yes: in past 12 months	-	3	3	2
Yes: at least 12 months ago	2	4	5	3
No	86	79	75	80
Not known	12	15	17	14
<i>Base</i>	<i>107</i>	<i>186</i>	<i>62</i>	<i>355</i>

**Table 6.14 Life-threatening illness and experience of accidents and injuries
by type of placement**

All Scotland LAC

	Foster carers	Birth parents	Residential care	Living independently	All placements
	%	%	%	%	%
Thought child was so ill that s/he may die					
Yes: in past 12 months	-	1	3	-	1
Yes: at least 12 months ago	2	12	4	-	7
No	82	85	69	[8]	80
Not known	16	2	24	[2]	12
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>10</i>	<i>355</i>
Head injury with loss of consciousness					
Yes: in past 12 months	1	3	3	[1]	2
Yes: at least 12 months ago	5	8	6	-	7
No	60	84	48	[7]	69
Not known	34	4	43	[2]	22
<i>Base</i>	<i>136</i>	<i>124</i>	<i>82</i>	<i>10</i>	<i>354</i>
Accident causing broken bone					
Yes: in past 12 months	1	3	4	[1]	3
Yes: at least 12 months ago	15	24	14	[2]	19
No	57	70	38	[6]	59
Not known	28	3	44	[1]	20
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>10</i>	<i>355</i>
Burn requiring hospital admission					
Yes: in past 12 months	-	1	3	-	1
Yes: at least 12 months ago	6	6	2	-	5
No	66	90	66	[10]	78
Not known	28	3	29	-	16
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>10</i>	<i>355</i>
Accidental poisoning with hospital admission					
Yes: in past 12 months	-	1	8	-	2
Yes: at least 12 months ago	1	4	6	[1]	3
No	72	93	64	[8]	80
Not known	27	2	22	[1]	14
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>10</i>	<i>355</i>

Table 6.15 Life-threatening illness and experience of accidents and injuries
by length of time in current placement

All Scotland LAC in residential placements or foster care

	Less than 1 year	1 year but less than 2 years	2 years but less than 4 years	4 years and over	All children in residential placements or foster care
	%	%	%	%	%
Thought child was so ill that s/he may die					
Yes: in past 12 months	3	-	-	-	1
Yes: at least 12 months ago	2	2	3	9	3
No	69	74	85	86	76
Not known	27	24	13	6	19
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>
Head injury with loss of consciousness					
Yes: in past 12 months	4	-	-	-	2
Yes: at least 12 months ago	8	7	-	6	6
No	45	45	68	74	56
Not known	43	48	32	20	37
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>42</i>	<i>218</i>
Accident causing broken bone					
Yes: in past 12 months	3	5	-	-	2
Yes: at least 12 months ago	12	10	18	19	14
No	39	40	56	72	50
Not known	46	45	26	8	34
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>
Burn requiring hospital admission					
Yes: in past 12 months	3	-	-	-	1
Yes: at least 12 months ago	4	-	3	14	5
No	52	69	74	81	66
Not known	41	31	23	5	28
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>
Accidental poisoning with hospital admission					
Yes: in past 12 months	6	2	-	-	3
Yes: at least 12 months ago	2	5	3	3	3
No	57	63	74	92	69
Not known	36	29	23	6	26
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>

**Table 6.16 Life-threatening illness and experience of accidents and injuries
by type of mental disorder**

All Scotland LAC

	Emotional disorders	Conduct disorders	Hyperkinetic disorders	Less common disorders	Any disorder	No disorder	All children
	%	%	%	%	%	%	%
Thought child was so ill that s/he may die							
Yes: in past 12 months	-	1	-	-	1	1	1
Yes: at least 12 months ago	10	4	12	-	5	9	7
No	78	83	83	[7]	84	77	80
Not known	12	12	4	[1]	10	13	12
<i>Base</i>	56	136	35	8	163	192	355
Head injury with loss of consciousness							
Yes: in past 12 months	1	2	2	-	1	4	2
Yes: at least 12 months ago	9	6	12	-	7	7	7
No	74	68	67	[5]	71	67	69
Not known	16	24	18	[3]	22	22	22
<i>Base</i>	56	136	35	8	163	191	354
Accident causing broken bone							
Yes: in past 12 months	1	4	5	[1]	4	2	3
Yes: at least 12 months ago	17	16	27	-	17	20	19
No	67	57	49	[5]	57	60	59
Not known	14	23	19	[2]	21	19	20
<i>Base</i>	56	136	35	8	163	192	355
Burn requiring hospital admission							
Yes: in past 12 months	-	-	-	-	-	2	1
Yes: at least 12 months ago	5	5	6	-	5	5	5
No	80	78	71	[7]	80	76	78
Not known	14	17	23	[1]	15	17	16
<i>Base</i>	56	136	35	8	163	192	355
Accidental poisoning with hospital admission							
Yes: in past 12 months	-	-	-	-	-	3	2
Yes: at least 12 months ago	1	3	2	-	3	4	4
No	84	80	77	[7]	82	78	80
Not known	14	18	21	[1]	15	14	14
<i>Base</i>	56	136	35	8	163	192	355

Table 6.17 Level of agreement between clinical assessment and carer's view of child's mental health

All Scotland LAC

Clinical assessment of emotional disorder		
	Disorder present	No disorder
Carer's view of child's mental health		
Any emotional problem	53	48
No emotional problem	47	52
<i>Base</i>	56	299
Clinical assessment of conduct disorder		
	Disorder present	No disorder
Carer's view of child's mental health		
Any behaviour problem	47	51
No behaviour problem	53	49
<i>Base</i>	136	219
Clinical assessment of hyperkinetic disorder		
	Disorder present	No disorder
Carer's view of child's mental health		
Any hyperactivity	23	16
No hyperactivity	77	84
<i>Base</i>	35	320
Clinical assessment of any mental disorder		
	Disorder present	No disorder
Carer's view of child's mental health		
Any of the three problems	64	65
None of the three problems	36	35
<i>Base</i>	163	192

7.1 Introduction

This chapter examines the use of health, social, educational and voluntary services by children looked after by local authorities in Scotland. The first part of the chapter covers general health services that the child has recently used, for example visits to the doctor, while the second part of the chapter concentrates on services contacted within the last 12 months that are more specifically related to childhood mental disorders. The first set of questions were asked of all carers while the second set of questions were asked only of those carers who indicated that the child had a significant mental health problem.

The chapter concludes by looking at the relationship between mental disorders and the child's contact with the police and the youth justice service.

Because of the different reference periods used in these questions in the looked after children and the private household surveys of children's mental health it is not possible to make a comparison of the use of all these services between the different populations. However, where possible, comparisons will be made with General Household Survey (GHS) data.

7.2 General health care services

The child's recent contact with general health care providers was examined in relation to four services:

- GPs (excluding consultations for immunisation, child surveillance or development tests).
- Accident and Emergency departments.
- In-patient departments.
- Out-patient or day patient services.

GP contacts

Overall, 11% of children had visited a GP in *the past two weeks*. This rate was similar to those found in England and in Wales (10% and 15% respectively). Nine per cent had seen their doctor once and 2% had seen the doctor on two or more occasions. *(Table 7.1)*

Although it appeared that older children were more likely than younger children to have had any GP contact, and that girls were more likely than boys, the differences were not statistically significant. *(Tables 7.2 and 7.3)*

The frequency of GP consultations in the past two weeks among 5- to 15-year-old children looked after by local authorities was not significantly different from the general population reported in the GHS (Walker A *et al*, 2001, General Household Survey).

Children living in residential care were nearly four times as likely as children in family placements to have made a GP visit within the past two weeks (27% compared with 6% of those in foster care and 8% of those placed with their birth parents). *(Table 7.4)*

The percentage of young people that had contacted a GP in the past two weeks decreased the longer they had been in their current placement from about a fifth of those who had been in their placement less than two years to only one in twenty of those who had been in their placement four or more years. *(Table 7.5)*

Children with a mental disorder were no more or less likely to have visited their GP in the past two weeks than those without a disorder (8% compared with 13%). *(Table 7.6)*

Accident and Emergency departments

Thirteen per cent of all the children had visited an Accident and Emergency department *in the past three months*. As with GP visits, the attendance was similar in all three countries. (Table 7.1)

Although the percentage of children who had visited an accident and emergency department appeared to increase with age, rising from 8% of the 5- to 10-year-olds to 17% of the 16- and 17-year-olds, the difference was not statistically significant.

Boys and girls were equally likely to have visited an emergency department (12% and 14% respectively) (Table 7.3)

Young people who were living in residential care were the most likely to have used an emergency department: 22% had done so in the past three months compared with 15% of those living with their birth parents and only 4% of those in foster care. (Table 7.4)

Visits to an A & E department lessened as the length of time in the current placement increased. Those who had been in their current placement for less than a year were three times as likely as those who had been in a placement for four or more years to have visited an accident and emergency department (20% compared with 6%). (Table 7.5)

There was no marked difference in the prevalence of emergency department visits within the last three months between children assessed as having and not having a mental disorder. (Table 7.6)

Inpatient stays

Carers were asked whether the child had had any inpatient stays in hospital, overnight or longer, *in the past three months*.

Only 5% of the young people been in hospital in this time, similar to the 3% in England and 4% in Wales. It was very rare for any child to have had more than one inpatient stay in the three-month reference period.

There was little difference between the age groups and the sexes in the percentage who had been an inpatient in hospital. (Tables 7.2 and 7.3)

The percentage of children who had been in hospital over the past three months showed no marked difference by type of placement, length of time in current placement or by presence of a mental disorder. (Tables 7.4 to 7.6)

Outpatient and day patient visits

Carers were asked whether the child had been to a hospital or clinic at all for treatment or check-ups *in the past three months*, i.e. excluding any contact with their GP, visits to casualty departments or inpatient stays.

Sixteen per cent of the children had attended an outpatient department or been a day patient in the past three months, again not significantly different to the percentages found in England (18%) and in Wales (16%). There were no marked differences when prevalence was looked at by age or by sex. (Tables 7.1 to 7.3)

A quarter, 25%, of the children in residential care had had at least one day patient stay or outpatient visit to hospital compared with between 12–16% of children in the other placement types. (Table 7.4)

Children with a mental disorder were no more likely than those with no mental disorder to have visited a hospital either as an out patient or a day patient (18% compared with 15%). (Table 7.6)

7.3 Use of services for significant mental health problems

Carers who reported that the child had a significant mental health problem were shown a list of people that they or the child might come into contact with in order to get help. They were asked to say who they had sought help from *in the past year*.

- Someone in your family or a close friend.
- Telephone help line.
- Self help group.
- Internet.
- Social Worker or Link Worker.
- A teacher (including Head of Year, Head-teacher or Special Educational Needs Co-ordinator).
- Someone working in special educational services (for example educational psychologist, educational social worker or school counsellor).
- GP, family doctor or practice nurse.

- Someone specialising in child mental health (for example child psychiatrist or child psychologist).
- Someone specialising in adult mental health (for example psychiatrist, psychologist or community psychiatric nurse).
- Someone specialising in children's physical health (for example a hospital or community paediatrician).
- A Children's Panel.¹
- Other.

For descriptive purposes, the sources of help were subsumed under three headings: specialist services (for example, mental health experts and special education services); front line services (including GPs and social workers); informal sources of help (such as self-help groups or the internet). Contact with the Children's Panel is shown separately.

Although this question was asked of every carer who indicated the child had a significant mental health problem, not all of these children were subsequently found to have a mental disorder after clinical review. Similarly, not all the children assessed as having a mental disorder after clinical review were asked the question if the carer did not regard the child as having a significant mental health problem.

The majority of the children with a significant mental health problem had been in contact with at least one of the services during the past year (88%). Front line services were by far the most common source of help with 76% of children having been in contact with a social worker in the past year and two-fifths, 40%, having seen a teacher. A fifth (21%) of children had also received advice or treatment from a GP or family doctor. Given the survey population, the high level of contact with social workers is not surprising since all looked after children should have some contact with social services.

Specialist services were also commonly used with a quarter of children (27%) having been in touch with a specialist in child mental health, and 22% having had some contact with special education services (e.g. Special Educational Needs Co-ordinators and Education Welfare Officers).

Over a third (36%) of children had been in contact with a Children's Panel.

Other than talking to a family member or friend, which 30% of carers reported doing, informal services were very rarely used. *(Table 7.7)*

Overall, children and young people in Scotland were significantly less likely than their counterparts in England to have used any of these services (88% in Scotland compared with 97% in England). This probably reflects the far higher proportion of children in Scotland than in England placed with their parents or members of their family.

Table 7.8 shows that children aged 5- to 10-years-old were the least likely to have used any of the services (75% compared with about 90% of the older age groups). In particular, they were less likely to have seen a Children's Panel or a Social Worker in the 12 months prior to interview. *(Table 7.8)*

Not surprisingly, given that children in residential care have easier access to professionals, these children appeared to have been the most likely to report using almost all of the individual sources of help. However, due to low bases the differences were not statistically significant. *(Table 7.9)*

Children who had been in their placement for a short time (less than 2 years) were more likely to report having had contact with the Children's Panel (43%) than those who had been in their placement for four years or more (13%). This is also evident in the use of child mental health services (43% compared with 21%). Stable placements, i.e. for at least four years, would appear to reduce the need for specialist services. *(Table 7.10)*

7.4 Specialist child mental health services

In order to examine further the characteristics of children who used child mental health services, multiple logistic regression was used to produce odds ratios for the socio-demographic and psychiatric correlates of the use of this kind of service.

Unlike in England, none of the variables, including having any mental disorder, significantly increased the odds of using child mental health services.

(Table not shown)

7.5 Trouble with the police

Carers were asked if the children had been in trouble with the police in the past 12 months. Overall, 29% of carers reported that children had this experience, twice as high as that found in England and in Wales (14% and 16% respectively).

A greater percentage of older than younger children had been in trouble with the police: two-fifths of 16- and 17-year-olds had been in trouble compared with only 7% of the 5- to 10-year-olds.

(Table 7.12)

Young people in residential care were the most likely to have been in trouble with the police (54%) followed by those living with their birth parents (30%). Those in residential care were also the most likely to have been in trouble three times or more.

(Figure 7.1, Table 7.13)

The likelihood of being in trouble with the police decreased as the length of time in the current placement increased. Nearly half (47%) of children who had been in their placement for less than a year had been in trouble with the police, compared with only 6% of those who had been in their placement for four years or more.

(Table 7.14)

Children with a mental disorder were no more likely than those with no disorder to report that they had been in trouble with the police.

(Table 7.15)

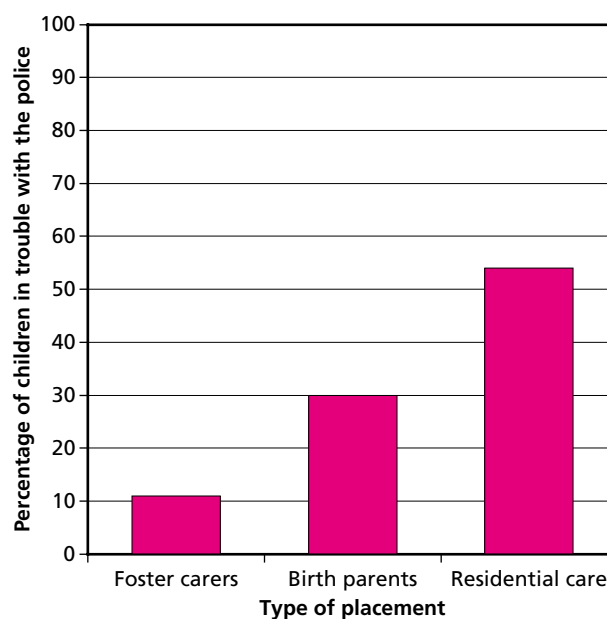
Carers who had indicated that the child had a significant problem were additionally asked if the child had been seen by a youth justice worker. Overall, 6% of the children had seen a youth justice worker. This was similar to the 10% found in England and 8% in Wales.

Contact was no more prevalent among older children, those living in residential care, those in a relatively recent placement, or those with a mental disorder, although, as before, this could be an effect of relatively low base numbers. (Tables 7.12 to 7.15)

Note

1. See Glossary of terms for an explanation of the Children's Panel.

Figure 7.1 Trouble with the police by type of placement



**Table 7.1 Health services used
by country**

All LAC

	England	Scotland	Wales
	%	%	%
<i>Past two weeks</i>			
General practitioner			
None	90	89	85
Once	8	9	12
Twice	1	1	3
Three or more	1	1	-
Any GP visit	10	11	15
<i>Base</i>	<i>1025</i>	<i>350</i>	<i>149</i>
<i>Past three months</i>			
Accident and Emergency			
None	89	87	90
Once	8	9	8
Twice	2	2	1
Three or more	1	2	1
Any A & E visit	11	13	10
<i>Base</i>	<i>1031</i>	<i>353</i>	<i>149</i>
<i>Past three months</i>			
Inpatient stay			
None	97	95	96
Once	3	4	3
Twice	0	1	1
Three or more	0	-	-
Any inpatient stay	3	5	4
<i>Base</i>	<i>1031</i>	<i>353</i>	<i>149</i>
<i>Past three months</i>			
Outpatient or day patient			
None	82	84	84
Once	11	8	11
Twice	4	4	4
Three or more	3	4	1
Any outpatient visit or day patient stay	18	16	16
<i>Base</i>	<i>1027</i>	<i>353</i>	<i>148</i>

Table 7.2 Health services used
by age

All Scotland LAC

	5- to 10-year-olds	11- to 15-year-olds	16- to 17-year-olds	All children
	%	%	%	%
<i>Past two weeks</i>				
General practitioner				
None	95	86	88	89
Once	4	12	9	9
Twice	1	2	2	1
Three or more	-	0	2	1
Any GP visit	5	14	12	11
<i>Base</i>	<i>107</i>	<i>183</i>	<i>60</i>	<i>350</i>
<i>Past three months</i>				
Accident and Emergency				
None	92	85	83	87
Once	8	10	12	9
Twice	-	3	2	2
Three or more	-	3	3	2
Any A & E visit	8	15	17	13
<i>Base</i>	<i>107</i>	<i>185</i>	<i>61</i>	<i>353</i>
<i>Past three months</i>				
Inpatient stay				
None	97	95	90	95
Once	3	4	7	4
Twice	-	0	3	1
Three or more	-	-	-	-
Any inpatient stay	3	5	10	5
<i>Base</i>	<i>107</i>	<i>185</i>	<i>61</i>	<i>353</i>
<i>Past three months</i>				
Outpatient or day patient				
None	85	84	79	84
Once	8	8	7	8
Twice	4	4	7	4
Three or more	4	4	7	4
Any outpatient visit or day patient stay	15	16	21	16
<i>Base</i>	<i>107</i>	<i>185</i>	<i>61</i>	<i>353</i>

**Table 7.3 Health services used
by sex**

All Scotland LAC

	Male	Female	All children
	%	%	%
<i>Past two weeks</i>			
General practitioner			
None	91	86	89
Once	8	10	9
Twice	1	2	1
Three or more	-	1	1
Any GP visit	9	14	11
<i>Base</i>	<i>214</i>	<i>136</i>	<i>350</i>
<i>Past three months</i>			
Accident and Emergency			
None	88	86	87
Once	10	9	9
Twice	1	2	2
Three or more	1	3	2
Any A & E visit	12	14	13
<i>Base</i>	<i>217</i>	<i>136</i>	<i>353</i>
<i>Past three months</i>			
Inpatient stay			
None	96	92	95
Once	4	5	4
Twice	-	3	1
Three or more	-	-	-
Any inpatient stay	4	8	5
<i>Base</i>	<i>217</i>	<i>136</i>	<i>353</i>
<i>Past three months</i>			
Outpatient or day patient			
None	88	79	84
Once	7	9	8
Twice	2	6	4
Three or more	3	6	4
Any outpatient visit or day patient stay	12	21	16
<i>Base</i>	<i>216</i>	<i>137</i>	<i>353</i>

**Table 7.4 Health services used
by type of placement**

All Scotland LAC

	Foster carers	Birth parents	Residential care	Living independently	All placements
	%	%	%	%	%
<i>Past two weeks</i>					
General practitioner					
None	94	92	73	[8]	89
Once	5	8	21		9
Twice	1	1	4		1
Three or more	-	-	2	[1]	1
Any GP visit	6	8	27	[1]	11
<i>Base</i>	<i>137</i>	<i>124</i>	<i>80</i>	<i>9</i>	<i>350</i>
<i>Past three months</i>					
Accident and Emergency					
None	96	85	78	[6]	87
Once	3	10	15	[3]	9
Twice	-	4	2		2
Three or more	1	1	6		2
Any A & E visit	4	15	22	[3]	13
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>9</i>	<i>353</i>
<i>Past three months</i>					
Inpatient stay					
None	98	95	90	[6]	95
Once	2	3	9	[3]	4
Twice	-	2	2		1
Three or more	-	-	-		-
Any inpatient stay	2	5	10	[3]	5
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>9</i>	<i>353</i>
<i>Past three months</i>					
Outpatient or day patient					
None	84	88	75	[6]	84
Once	7	6	13		8
Twice	6	4	2	[1]	4
Three or more	3	2	10	[2]	4
Any outpatient visit or day patient stay	16	12	25	[3]	16
<i>Base</i>	<i>137</i>	<i>124</i>	<i>82</i>	<i>9</i>	<i>353</i>

**Table 7.5 Health services used
by length of time in current placement**

All Scotland LAC in residential placements or foster care

	Less than 1 year	1 year but less than 2 years	2 years but less than 4 years	4 years and over	All children in residential placements or foster care
	%	%	%	%	%
<i>Past two weeks</i>					
General practitioner					
None	83	78	95	94	87
Once	12	17	5	6	10
Twice	3	5	-	-	2
Three or more	2	-	-	-	1
Any GP visit	17	22	5	6	13
<i>Base</i>	<i>79</i>	<i>49</i>	<i>46</i>	<i>43</i>	<i>217</i>
<i>Past three months</i>					
Accident and Emergency					
None	80	90	97	96	89
Once	14	5	3	6	8
Twice	-	2	-	-	0
Three or more	6	2	-	-	3
Any A & E visit	20	10	3	6	11
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>
<i>Past three months</i>					
Inpatient stay					
None	96	93	100	94	96
Once	3	7	-	6	4
Twice	2	-	-	-	0
Three or more	-	-	-	-	-
Any inpatient stay	4	7	0	6	4
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>
<i>Past three months</i>					
Outpatient or day patient					
None	82	74	85	83	81
Once	12	7	8	6	9
Twice	4	5	5	6	5
Three or more	2	14	3	6	6
Any outpatient visit or day patient stay	18	26	15	17	19
<i>Base</i>	<i>80</i>	<i>50</i>	<i>46</i>	<i>43</i>	<i>219</i>

**Table 7.6 Health services used
by type of mental disorder**

All Scotland LAC

	Emotional disorder	Conduct disorder	Hyperkinetic disorder	Less common disorder	Any disorder	No disorder	All children
	%	%	%		%	%	%
<i>Past two weeks</i>							
General practitioner							
None	88	93	93	[8]	92	87	89
Once	8	5	7		6	11	9
Twice	2	2	-		1	1	1
Three or more	2	1	-		1	0	1
Any GP visit	12	7	7	[0]	8	13	11
<i>Base</i>	<i>54</i>	<i>133</i>	<i>34</i>	<i>8</i>	<i>159</i>	<i>191</i>	<i>350</i>
<i>Past three months</i>							
Accident and Emergency							
None	87	89	93	[7]	88	86	87
Once	12	5	2		6	12	9
Twice	1	2	-	[1]	3	1	2
Three or more	-	4	5		3	1	2
Any A & E visit	13	11	7	[1]	12	14	13
<i>Base</i>	<i>56</i>	<i>135</i>	<i>35</i>	<i>8</i>	<i>162</i>	<i>191</i>	<i>353</i>
<i>Past three months</i>							
Inpatient stay							
None	92	93	95	[8]	93	96	95
Once	8	4	5		5	4	4
Twice	-	3	-		2	-	1
Three or more	-	-	-		-	-	-
Any inpatient stay	8	7	5	[0]	7	4	5
<i>Base</i>	<i>56</i>	<i>135</i>	<i>35</i>	<i>8</i>	<i>162</i>	<i>191</i>	<i>353</i>
<i>Past three months</i>							
Outpatient or day patient							
None	85	83	78	[5]	82	85	84
Once	6	9	20	[1]	9	6	8
Twice	7	3	2	[1]	4	4	4
Three or more	2	5	-	[1]	5	4	4
Any outpatient visit or day patient stay	15	17	22	[3]	18	15	16
<i>Base</i>	<i>56</i>	<i>136</i>	<i>35</i>	<i>8</i>	<i>163</i>	<i>190</i>	<i>353</i>

Table 7.7 Services used for significant mental health problems in past 12 months
by country

All LAC with a significant mental health problem

	England	Scotland	Wales
<i>Percentage of children using each service</i>			
Specialist Services			
Specialist in child mental health	34	27	26
Special education services	23	22	20
Specialist in child physical health	11	7	14
Specialist in adult mental health	4	3	4
Other specialist	1	-	-
Frontline Services			
Social Worker	80	76	70
Teacher	49	40	46
GP or family doctor	21	21	15
Informal Services			
Family member or friend	28	30	22
Self help group	3	3	3
Telephone helpline	2	2	5
Internet	2	2	2
Children's Panel	..	36	..
Other form of help	13	8	13
No services used	3	12	15
Base	786	277	116

.. Data not collected

Table 7.8 Services used for significant mental health problems in past 12 months**by age***All Scotland LAC with a significant mental health problem*

	5- to 10-year-olds	11- to 15-year-olds	16- to 17-year-olds	All children
	<i>Percentage of children using each service</i>			
Specialist Services				
Specialist in child mental health	25	31	18	27
Special education services	15	25	21	22
Specialist in child physical health	10	7	4	7
Specialist in adult mental health	0	4	7	3
Frontline Services				
Social Worker	56	86	72	76
Teacher	32	48	26	40
GP or family doctor	14	22	27	21
Informal Services				
Family member or friend	24	31	37	30
Self help group	4	1	7	3
Telephone helpline	0	3	2	2
Internet	3	1	0	2
Children's Panel	17	44	34	36
Other form of help	2	8	15	8
No services used	25	6	12	12
<i>Base</i>	<i>70</i>	<i>158</i>	<i>49</i>	<i>277</i>

**Table 7.9 Services used for significant mental health problems in past 12 months
by type of placement**

All Scotland LAC with a significant mental health problem

	Foster carers	Birth parents	Residential care	Living independently	All placements
<i>Percentage of children using each service</i>					
Specialist Services					
Specialist in child mental health	32	19	38		27
Special education services	20	15	37	[1]	22
Specialist in child physical health	11	4	8		7
Specialist in adult mental health	0	4	7	[1]	3
Frontline Services					
Social Worker	76	74	79	[7]	76
Teacher	42	32	56	[1]	40
GP or family doctor	15	23	24	[3]	21
Informal Services					
Family member or friend	22	32	37	[4]	30
Self help group	4	2	1	[1]	3
Telephone helpline	2	2	3		2
Internet	4	1	0		2
Children's Panel	26	39	47	[2]	36
Other form of help	4	8	12	[1]	8
No services used	10	14	7	[3]	12
<i>Base</i>	<i>102</i>	<i>87</i>	<i>76</i>	<i>10</i>	<i>277</i>

**Table 7.10 Services used for significant mental health problems in past 12 months
by length of time in current placement**

All Scotland LAC in residential placements or foster care with a significant mental health problem

	Less than 1 year	1 year but less than 2 years	2 years but less than 4 years	4 years and over	All children in residential placements or foster care
<i>Percentage of children using each service</i>					
Specialist Services					
Specialist in child mental health	43	37	30	21	35
Special education services	25	36	32	16	27
Specialist in child physical health	9	14	3	11	10
Specialist in adult mental health	5	3	0	0	3
Frontline Services					
Social Worker	79	85	72	70	77
Teacher	46	61	29	55	48
GP or family doctor	19	30	11	11	19
Informal Services					
Family member or friend	26	30	32	28	28
Self help group	2	2	8	3	3
Telephone helpline	2	0	8	0	2
Internet	4	2	0	0	2
Children's Panel	43	43	31	13	35
Other form of help	14	7	0	0	7
No services used	2	8	17	14	8
<i>Base</i>	<i>72</i>	<i>40</i>	<i>31</i>	<i>35</i>	<i>178</i>

Table 7.11 Trouble with the police in the past 12 months**by country***All LAC*

	England	Scotland	Wales
	%	%	%
Trouble with the police			
No	86	71	84
Once	4	9	7
Twice	3	4	1
Three or more times	6	15	9
Any trouble with police	14	29	16
Base	935	354	148

*Children with significant mental health problems***Seen by youth justice worker**

	England	Scotland	Wales
Yes	10	6	8
No	90	94	92
Base	800	270	115

Table 7.12 Trouble with the police in the past 12 months**by age***All Scotland LAC*

	5- to 10-year-olds	11- to 15-year-olds	16- to 17-year-olds	All children
	%	%	%	%
Trouble with the police				
No	93	62	59	71
Once	5	11	10	9
Twice	1	6	5	4
Three or more times	1	20	25	15
Any trouble with police	7	38	41	29
Base	107	185	62	354
<i>Children with significant mental health problems</i>				
Seen by youth justice worker				
Yes	-	7	13	6
No	100	93	87	94
Base	70	152	48	270

Table 7.13 Trouble with the police in the past 12 months**by type of placement***All Scotland LAC*

	Foster cares	Birth parents	Residential care	Living independently	All placements
	%	%	%	%	%
Trouble with the police					
No	89	70	46	[6]	71
Once	6	12	6	[1]	9
Twice	-	6	10		4
Three or more times	5	12	37	[3]	15
Any trouble with police	11	30	54	[4]	29
Base	136	124	82	10	354

*Children with significant mental health problems***Seen by youth justice worker**

Yes	2	7	10	[1]	6
No	98	93	90	[9]	94
Base	100	85	73	10	270

Table 7.14 Trouble with the police in the past 12 months**by length of time in current placement***All Scotland LAC in residential placements or foster care*

	Less than 1 year	1 year but less than 2 years	2 years but less than 4 years	4 years and over	All children in residential placements or foster care
	%	%	%	%	%
Trouble with the police					
No	53	73	87	94	73
Once	11	5	3	3	6
Twice	6	5	3	-	4
Three or more times	30	17	8	3	17
Any trouble with police	47	27	13	6	27
Base	79	50	46	43	218

*Children with significant mental health problems***Seen by youth justice worker**

Yes	10	6	-	3	6
No	90	94	100	97	94
Base	67	40	31	35	173

**Table 7.15 Trouble with the police in the past 12 months
by type of mental disorder**

All Scotland LAC

	Emotional disorder	Conduct disorder	Hyperkinetic disorder	Less common disorder	Any disorder	No disorder	All children
	%	%	%		%	%	%
Trouble with the police							
No	72	76	72	[7]	76	67	71
Once	9	7	9		8	10	9
Twice	6	4	4	[1]	4	5	5
Three or more times	13	13	16		12	18	15
Any trouble with police	28	24	28	[1]	24	33	29
Base	56	136	35	8	163	191	354
<i>Children with significant mental health problems</i>							
Seen by youth justice worker							
Yes	9	6	[5]	[1]	8	5	6
No	91	94	[20]	[6]	92	95	94
Base	42	98	25	7	121	149	270

8.1 Introduction

The aim of this chapter is to describe the educational profile of children looked after by local authorities and to examine the relationship between mental disorders and scholastic achievement. The data presented here come mainly from the postal questionnaire returned by the child's teacher and focus on 5- to 15-year-olds.

The topics covered in this chapter are:

- Teachers' assessments of the child's reading, spelling and mathematical abilities.
- Whether the child is behind for his/her age, and if so, how far behind.
- Whether the child has special educational needs (SEN) and what those needs are.
- Absenteeism from school.
- Truancy.

As in previous chapters, each topic is looked at by the age of the child, type of placement, length of time in current placement and the relationship with the mental health of the child.

8.2 Reading, mathematics and spelling

Teachers were asked to rate each child in terms of whether they were above average, average, had some difficulty or experienced marked difficulty with reading, mathematics and spelling. Between 50% and 60% of all looked after children in Scotland had some degree of difficulty with at least one of these three abilities, similar to the percentages found in England and in Wales.

(Table 8.1)

Older children had more problems than younger children in mathematics (66% of those aged 11–15 had some or a marked difficulty compared with 46% of those aged 5–10). The apparent differences between the age groups in reading and spelling were not statistically significant.

(Table 8.2)

The type of placement, the length of time the children were in their current placement and the presence of a mental disorder did not seem to be associated with the teachers' rating of reading, mathematics or spelling ability. *(Tables 8.3 to 8.5)*

Carers were also asked to rate the children on the three abilities and Table 8.6 shows how their evaluations were similar or different to those of the teachers. Overall, 50% of children were rated identically by teachers and carers for spelling, 44% for reading and 43% for mathematics. Among the remaining half, teachers were more than twice as likely to give a more negative rating than parents or carers. *(Table 8.6)*

8.3 Overall scholastic ability

Teachers were asked to estimate at what age the child was in terms of his/her scholastic and intellectual ability. For analytical purposes the child's age was subtracted from his/her functioning age. Overall, 59% of all children were reported to be at least one year behind in their intellectual development. This comprised 41% of children who were one or two years behind and 19% who were three or more years below the level expected for their age. These figures were very similar to those found in England and in Wales. *(Table 8.1)*

Children who were rated as furthest behind their contemporaries were 11- to 15-year-olds and those living in residential care. There were no significant differences between those children with and those without a mental disorder. *(Tables 8.2–8.5)*

8.4 Special educational needs

Teachers were asked whether the child had any officially recognised special needs, and if so, to rate the level of special needs according to the five recognised stages. This list was included in the teacher questionnaire for the 1999 private household survey.

- Stage 1 – Class teacher or form/year tutor has overall responsibility.
- Stage 2 – SEN co-ordinator takes the lead in co-ordinating provision and drawing up individual educational plans.
- Stage 3 – External specialist support enlisted.
- Stage 4 – Statutory assessment by Local Education Authority (LEA).
- Stage 5 – SEN Statement issued by LEA.

About a third (32%) of children in the survey had officially recognised special educational needs, and only a small number, 5%, had a statement issued by the local education authority. This is in great contrast to the situation in England and in Wales where 64% of the sample had officially recognised special educational needs and 30% (24% in Wales) had a statement issued by the Local Authority.

(Table 8.7)

This difference between Scotland and England in the proportion of children with SEN was also found in the 1999 private household survey, where 24% of 5- to 15-year-olds in England had SEN compared with 6% in Scotland.

The prevalence of special educational needs and SEN statements were similar among the different age groups.

(Table 8.8)

Children looked after by local authorities who had officially recognised special educational needs were more likely to be found in residential placements, 51%, than with foster carers, 29%, or living with their birth parents, 29%. Length of time in placement made no significant difference to the percentage of children with officially recognised SEN.

(Figure 8.1, Tables 8.9 and 8.10)

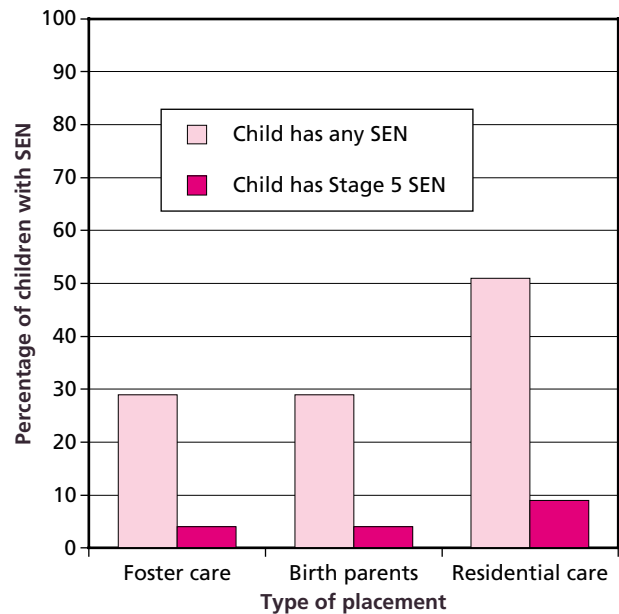
Although children with a mental disorder appeared more likely to have officially recognised special educational needs (39% compared with 26% of those with no mental disorder) the difference was not statistically significant.

(Table 8.11)

Logistic regression analysis demonstrated that having any mental disorder increased the odds of a child having special educational needs (ORs = 1.90) after controlling for age, sex and type of placement. Living in residential care also significantly increased the odds of a child having SEN (OR=2.67).

(Table 8.12)

Figure 8.1 Special educational needs by type of placement



Teachers were also asked to indicate from a list what were the child's special educational needs:

- Emotional and behavioural difficulties.
- General learning difficulties.
- Speech and language difficulties.
- Specific learning difficulties.
- Physical disability or sensory impairment.
- Other difficulties.

Of the children with special educational needs, 76% were classed as having emotional and behavioural difficulties, similar to the 70% in England and 60% in Wales. The next most common need highlighted by teachers was general learning difficulties: attributed to 58% of children with officially recognised special educational needs.

One in four SEN children had speech and language difficulties and about one in five SEN children in the survey were reported by their teachers to have specific learning difficulties.

(Table 8.7)

The bases were too low to look at the prevalence of the type of special educational needs by age, type of placement or prevalence of mental disorder.

8.5 Absenteeism from school

Teachers were asked how many days the child had been absent during the past term. Because this

information was provided by teachers in the postal questionnaire, we do not know whether teachers consulted records or made a best guess from memory. We also did not ask teachers to make a distinction between authorised and unauthorised absences. Taking account of these provisos, 69% of all children had been absent from school for a day or more during the previous term. This compares with 57% in England and 63% in Wales.

Forty-two per cent had been away from school for up to a week and 27% had been away for more than a week. These distributions are very similar to those found in the 1999 private household survey: 45% had been away from school for up to a week and 30% had been away for more than a week.

Among looked after children, there was no significant difference among the different age groups. *(Table 8.14)*

Children placed with their own parents were more likely to be absent from school than those in foster care: 40% of children living with their parents were absent for six days or more compared with 12% and 20% respectively of those in foster or residential care. *(Table 8.15)*

Absenteeism from school was reported in equal proportion among children irrespective of the presence or absence of a mental disorder or a physical illness. *(Tables 8.17)*

8.6 Truancy

All three types of respondent (young person, carer and teacher) were asked about truancy. However, because of differences in question wording, type of administration and routing it is difficult to directly compare the information which was collected from the three sources.

The question directed at carers was: (In the past 12 months) Has s/he often played truant ('bunked off') from school? This was only asked of carers of children who were more troublesome than average. According to carers, 27% of the children had 'definitely' and 4% had 'perhaps' often played truant in the past year. This was significantly higher than the percentage of carers in England who said the child had definitely played truant (11%, 12% in Wales).

Carers were far more likely to say "definitely" if the child was aged 11–15, placed in residential care and been in the current placement for less than 2 years. *(Tables 8.19– 8.21)*

Children who had a mental disorder were no more likely than those without a disorder to have 'definitely' played truant in the past year according to carers. *(Table 8.22)*

The wording of the truancy question for the 11- to 15-year-olds was the same as that asked of carers. However, owing to the sensitive nature of the topic, the question was included in the self-completion questionnaire. Twenty-six per cent of the young people reported that they had 'definitely' and 17% had 'perhaps' often played truant in the past year. This was significantly higher than that found in England (17% and 10% respectively). *(Table 8.18)*

Young people living with their birth parents were the most likely to have said they played truant: 55% said they had done so, compared with only 20% of those living in foster care. Young people with a disorder were not significantly more likely than other children to have said that they 'definitely' often played truant.

The question on truancy presented to teachers was different to those addressed to parents and children, because teachers did not have a face-to-face interview but were sent a postal questionnaire. The questionnaire included the statement: 'plays truant' and the teacher was asked to respond by ticking one of three boxes labelled, not true, partly true or certainly true. According to the teachers 19% of children played truant. This was significantly higher than the 10% found among looked after children in England, and the 9% in Wales. *(Table 8.18)*

Following the pattern of the carer and young person data, the greatest percentage of children playing truant were aged 11- to 15-years-old, in residential care and had been in care for less than 2 years. *(Tables 8.19–8.21)*

Surprisingly, those children assessed as having a mental disorder were less likely to be playing truant according to their teacher: 12% compared with 27% of those with no disorder. *(Table 8.22)*

Table 8.23 shows how the truancy reports of carers, teachers and young people were similar or different. Overall, the rate of agreement on truancy reports was very high: 86% between teachers and carers, 74% between teachers and young people and 80% between young people and carers.

Among the remaining percentage, teachers were more likely to say the young person was not truanting when carers and young people themselves said they were. *(Table 8.23)*

Table 8.1 Teacher's rating of child's reading, maths and spelling ability**by country***LAC aged 5–15 with a returned teacher questionnaire*

	England	Scotland	Wales
	%	%	%
Reading			
Above average	10	10	10
Average	33	37	28
Some difficulty	31	34	36
Marked difficulty	27	18	26
<i>Base</i>	<i>574</i>	<i>225</i>	<i>113</i>
Mathematics			
Above average	9	7	6
Average	29	35	29
Some difficulty	35	39	34
Marked difficulty	27	19	30
<i>Base</i>	<i>557</i>	<i>225</i>	<i>111</i>
Spelling			
Above average	7	8	6
Average	29	35	29
Some difficulty	33	36	29
Marked difficulty	31	21	36
<i>Base</i>	<i>560</i>	<i>225</i>	<i>112</i>
Overall scholastic ability (functioning age – actual age)			
4 or more years behind	14	12	17
3 years behind	10	7	4
2 years behind	16	18	21
1 year behind	22	23	26
Equivalent	26	31	22
1 or more years ahead	12	10	12
<i>Base</i>	<i>522</i>	<i>196</i>	<i>100</i>

Table 8.2 Teacher's rating of child's reading, maths and spelling ability**by age***Scotland LAC aged 5–15 with a returned teacher questionnaire*

	5- to 10- year olds	11- to 15- year olds	All
	%	%	%
Reading			
Above average	12	8	10
Average	39	37	37
Some difficulty	30	37	34
Marked difficulty	19	18	18
<i>Base</i>	<i>92</i>	<i>133</i>	<i>225</i>
Mathematics			
Above average	10	5	7
Average	44	29	35
Some difficulty	30	45	39
Marked difficulty	16	21	19
<i>Base</i>	<i>92</i>	<i>133</i>	<i>225</i>
Spelling			
Above average	11	5	8
Average	36	34	35
Some difficulty	33	39	36
Marked difficulty	21	22	21
<i>Base</i>	<i>91</i>	<i>132</i>	<i>223</i>
Overall scholastic ability (functioning age – actual age)			
4 or more years behind	4	18	12
3 years behind	5	9	7
2 years behind	13	21	18
1 year behind	24	21	23
Equivalent	42	23	31
1 or more years ahead	12	8	10
<i>Base</i>	<i>82</i>	<i>114</i>	<i>196</i>

**Table 8.3 Teacher's rating of child's reading, maths and spelling ability
by type of placement**

Scotland LAC aged 5–15 with a returned teacher questionnaire

	Foster care	Birth parents	Residential care	All young people
	%	%	%	%
Reading				
Above average	11	10	8	10
Average	41	40	26	37
Some difficulty	32	33	41	34
Marked difficulty	17	17	26	18
<i>Base</i>	92	87	46	225
Mathematics				
Above average	9	7	3	7
Average	36	36	27	35
Some difficulty	36	38	49	39
Marked difficulty	18	19	22	19
<i>Base</i>	92	88	45	225
Spelling				
Above average	12	6	3	8
Average	35	39	22	35
Some difficulty	33	35	49	36
Marked difficulty	21	20	27	21
<i>Base</i>	92	85	46	223
Overall scholastic ability (functioning age – actual age)				
4 or more years behind	11	8	26	12
3 years behind	-	12	10	7
2 years behind	21	12	26	18
1 year behind	23	24	19	23
Equivalent	32	37	10	31
1 or more years ahead	13	8	10	10
<i>Base</i>	85	72	39	196

**Table 8.4 Teacher's rating of child's reading, maths and spelling ability
by length of time in current placement**

Scotland LAC aged 5–15 in residential placements or foster care with a returned teacher questionnaire

	Less than 2 years	2 years or more	All children in residential placements or foster care
	%	%	%
Reading			
Above average	9	10	10
Average	33	40	36
Some difficulty	43	23	35
Marked difficulty	15	27	20
<i>Base</i>	<i>80</i>	<i>58</i>	<i>138</i>
Mathematics			
Above average	8	6	7
Average	32	36	34
Some difficulty	49	28	40
Marked difficulty	11	30	19
<i>Base</i>	<i>79</i>	<i>58</i>	<i>137</i>
Spelling			
Above average	11	6	7
Average	26	38	34
Some difficulty	45	28	40
Marked difficulty	18	30	19
<i>Base</i>	<i>80</i>	<i>58</i>	<i>138</i>
Overall scholastic ability (functioning age – actual age)			
4 or more years behind	12	20	16
3 years behind	4	2	3
3 years behind	19	27	22
1 year behind	26	16	22
Equivalent	23	29	26
1 or more years ahead	16	7	12
<i>Base</i>	<i>70</i>	<i>54</i>	<i>124</i>

**Table 8.5 Teacher's rating of child's reading, maths and spelling ability
by type of mental disorder**

Scotland LAC aged 5–15 with a returned teacher questionnaire

	Emotional disorder	Conduct disorder	Hyperkinetic disorder	Less common disorder	Any mental disorder	No mental disorder	All young people
	%	%	%	%	%	%	%
Reading							
Above average	-	7	[1]	-	6	13	10
Average	43	41	[7]	[2]	42	34	37
Some difficulty	39	34	[7]	[3]	32	36	34
Marked difficulty	19	19	[5]	[1]	20	17	18
<i>Base</i>	35	93	20	6	109	116	225
Mathematics							
Above average	4	4	[1]	-	5	10	7
Average	39	40	[9]	[2]	39	31	35
Some difficulty	40	41	[6]	[3]	39	39	39
Marked difficulty	17	16	[4]	[1]	17	20	19
<i>Base</i>	35	94	20	6	110	115	225
Spelling							
Above average	-	7	[3]	-	7	8	8
Average	40	34	[4]	[1]	36	34	35
Some difficulty	37	38	[7]	[3]	34	38	36
Marked difficulty	23	22	[6]	[2]	23	20	21
<i>Base</i>	35	92	20	6	108	115	223
Overall scholastic ability (functioning age – actual age)							
4 or more years behind	15	13	[1]	[1]	13	11	12
3 years behind	4	6	[1]	-	5	9	7
3 years behind	22	17	[7]	[2]	17	18	18
1 year behind	23	22	[3]	[1]	22	23	23
Equivalent	33	35	[6]	[2]	36	26	31
1 or more years ahead	2	7	[1]	-	7	13	10
<i>Base</i>	31	84	19	6	99	97	196

Table 8.6 Carer's rating of child's reading, maths and spelling ability compared with teacher's rating

Scotland LAC aged 5–15 with a returned teacher questionnaire

Carer's rating of each ability	Teacher's rating of each ability				Totals
	Above average	Average	Some difficulty	Marked difficulty	
Reading					
Above average	5%	13%	4%	-	23%
Average	4%	21%	16%	4%	44%
Some difficulty	1%	4%	9%	5%	19%
Marked difficulty	-	-	4%	9%	14%
Totals	10%	38%	34%	18%	100%
(Base=224)					
Mathematics					
Above average	3%	10%	1%	1%	15%
Average	4%	19%	19%	2%	44%
Some difficulty	0%	6%	12%	7%	25%
Marked difficulty	-	-	6%	9%	15%
Totals	7%	35%	39%	19%	100%
(Base=223)					
Spelling					
Above average	4%	10%	2%	1%	17%
Average	3%	20%	15%	4%	42%
Some difficulty	-	4%	15%	5%	25%
Marked difficulty	-	-	4%	11%	15%
Totals	8%	34%	36%	22%	100%
(Base=222)					

Table 8.7 Special educational needs profile**by country***LAC aged 5–15 with a returned teacher questionnaire*

	England	Scotland	Wales
	%	%	%
Does child have officially recognised special educational needs?			
No	36	68	36
Stage 1	8	13	14
Stage 2	14	7	17
Stage 3	11	7	7
Stage 4	1	1	2
Stage 5	30	5	24
Any SEN	64	32	64
<i>Base</i>	<i>560</i>	<i>219</i>	<i>112</i>

*All young people with SEN**Percentage of young people with SEN with each type of special need*

Special needs relate to...	England	Scotland	Wales
Emotional and behavioural difficulties	70	76	60
General learning difficulties	62	58	66
Speech and language difficulties	20	28	20
Specific learning difficulties	20	18	19
Physical disability or sensory impairment	10	18	7
Other difficulties	9	13	4
<i>Base</i>	<i>353</i>	<i>71</i>	<i>70</i>

Table 8.8 Special educational needs profile**by age***Scotland LAC aged 5–15 with a returned teacher questionnaire*

	5- to 10-year-olds	11- to 15-year-olds	All
	%	%	%
Does child have officially recognised special educational needs?			
No	71	66	68
Stage 1	17	10	13
Stage 2	5	8	7
Stage 3	6	8	7
Stage 4	1	2	1
Stage 5	1	7	5
Any SEN	29	34	32
<i>Base</i>	<i>89</i>	<i>130</i>	<i>219</i>

Table 8.9 Special educational needs profile**by type of placement***Scotland LAC aged 5–15 with a returned teacher questionnaire*

	Foster care	Birth parents	Residential care	All young people
		%	%	%
Does child have officially recognised special educational needs?				
No	71	71	49	68
Stage 1	8	15	20	13
Stage 2	5	8	6	7
Stage 3	12	1	14	7
Stage 4	1	1	3	1
Stage 5	4	4	9	5
Any SEN	29	29	51	32
<i>Base</i>	<i>92</i>	<i>85</i>	<i>42</i>	<i>219</i>

**Table 8.10 Special educational needs profile
by length of time in current placement**

Scotland LAC aged 5–15 in residential placements or foster care with a returned teacher questionnaire

	Less than 2 years	2 years or more	All children in residential placements or foster care
	%	%	%
Does child have officially recognised special educational needs?			
No	73	55	65
Stage 1	6	16	11
Stage 2	3	8	5
Stage 3	13	12	13
Stage 4	2	2	2
Stage 5	3	6	4
Any SEN	27	45	35
<i>Base</i>	<i>75</i>	<i>59</i>	<i>134</i>

**Table 8.11 Special educational needs profile
by type of mental disorder**

Scotland LAC aged 5–15 with a returned teacher questionnaire

	Emotional disorder	Conduct disorder	Hyperkinetic disorder	Less common disorder	Any mental disorder	No mental disorder	All young people
	%	%	%	%	%	%	%
Does child have officially recognised special educational needs?							
No	61	62	[11]	[2]	61	74	68
Stage 1	21	17	[5]	[2]	20	7	13
Stage 2	2	7	[1]	-	6	7	7
Stage 3	5	6	[3]	[1]	6	8	7
Stage 4	-	1	[1]	-	1	2	1
Stage 5	11	7	-	[1]	6	3	5
Any SEN	39	38	[10]	[4]	39	26	32
<i>Base</i>	<i>34</i>	<i>92</i>	<i>21</i>	<i>6</i>	<i>108</i>	<i>111</i>	<i>219</i>

Table 8.12 Psychiatric correlates of having special educational needs

Scotland LAC aged 5–15 with a returned teacher questionnaire

Variable	Adjusted Odds Ratio	95% C.I.
Any disorder		
No	1.00	-
Yes	1.90*	1.04–3.46
Age		
5–10	1.00	-
11–15	1.08	0.57–2.06
Sex		
Male	1.00	-
Female	0.70	0.38–1.29
Type of placement		
Foster care	1.00	-
Birth parents	1.12	0.58–2.16
Residential care	2.67*	1.17–6.10

*p < 0.05

Table 8.13 Days absent last term by country

LAC aged 5–15 with a returned teacher questionnaire

	England	Scotland	Wales
	%	%	%
Days absent last term			
None	43	31	37
1 to 5	39	42	44
6 to 10	7	12	13
More than 10	11	15	6
Base	426	183	93

Table 8.14 Days absent last term**by age**

Scotland LAC aged 5–15 with a returned teacher questionnaire

	5- to 10-year-olds	11- to 15-year-olds	All
	%	%	%
Days absent last term			
None	31	31	31
1 to 5	49	37	42
6 to 10	9	13	12
More than 10	11	19	15
Base	76	107	183

Table 8.15 Days absent last term**by type of placement***Scotland LAC aged 5–15 with a returned teacher questionnaire*

	Foster care	Birth parents	Residential care	All young people
	%	%	%	%
Days absent last term				
None	41	23	35	31
1 to 5	47	38	45	42
6 to 10	9	15	10	12
More than 10	3	25	10	15
<i>Base</i>	<i>79</i>	<i>69</i>	<i>35</i>	<i>183</i>

Table 8.16 Days absent last term**by length of time in current placement***Scotland LAC aged 5–15 in residential placements or foster care with a returned teacher questionnaire*

	Less than 2 years	2 years or more	All children in residential placements or foster care
	%	%	%
Days absent last term			
None	37	42	39
1 to 5	46	46	46
6 to 10	9	7	8
More than 10	7	5	6
<i>Base</i>	<i>65</i>	<i>49</i>	<i>114</i>

Table 8.17 Days absent last term**by mental disorder and physical illness**

Scotland LAC aged 5–15 with a returned teacher questionnaire

	Any mental disorder			No mental disorder			All young people
	Physical illness	No physical illness	All with mental disorder	Physical illness	No physical illness	All with no mental disorder	
	%	%	%	%	%	%	%
Days absent last term							
None	32	28	30	30	36	32	31
1 to 5	37	62	45	36	46	39	42
6 to 10	18	-	12	13	6	11	12
More than 10	13	10	12	21	12	18	15
<i>Base</i>	<i>61</i>	<i>30</i>	<i>91</i>	<i>61</i>	<i>31</i>	<i>92</i>	<i>183</i>

Table 8.18 Truancy**by country**

LAC aged 5–15 with a returned teacher questionnaire

	England	Scotland	Wales
	%	%	%
Teacher's report on truancy			
Not true	90	80	92
Partly true	6	10	6
Certainly true	4	9	3
<i>Base (= 5- to 15-year-olds)</i>	<i>567</i>	<i>228</i>	<i>111</i>
Carer's report on truancy			
No	86	69	85
Perhaps	3	4	2
Definitely	11	27	12
<i>Base (= 5- to 15-year-olds)</i>	<i>522</i>	<i>194</i>	<i>79</i>
11- to 15-year-olds report on their own truancy			
No	73	58	67
Perhaps	10	17	9
Definitely	17	26	24
<i>Base (= 11- to 15-year-olds)</i>	<i>307</i>	<i>128</i>	<i>46</i>

Table 8.19 Truancy**by age and type of respondent**

Scotland LAC aged 5–15 with a returned teacher questionnaire

	5- to 10-year-olds	11- to 15-year-olds	All
	%	%	%
Teacher's report on truancy			
Not true	95	71	80
Partly true	5	14	10
Certainly true	-	15	9
<i>Base (= 5- to 15-year-olds)</i>	<i>92</i>	<i>136</i>	<i>228</i>
Carer's report on truancy			
No	98	56	69
Perhaps	-	6	4
Definitely	2	38	27
<i>Base (= 5- to 15-year-olds)</i>	<i>60</i>	<i>134</i>	<i>194</i>
11- to 15-year-olds report on their own truancy			
No	N/A	58	58
Perhaps	N/A	17	17
Definitely	N/A	26	26
<i>Base (= 11- to 15-year-olds)</i>	<i>N/A</i>	<i>128</i>	<i>128</i>

N/A Data not available as children aged 5–10 were not interviewed.

Table 8.20 Truancy
by type of placement and type of respondent

Scotland LAC aged 5–15 with a returned teacher questionnaire

	Foster care	Birth parents	Residential care	All young people
	%	%	%	%
Teacher's report on truancy				
Not true	97	75	61	80
Partly true	1	13	21	10
Certainly true	1	12	18	9
<i>Base (= 5- to 15-year-olds)</i>	93	88	47	228
Carer's report on truancy				
No	89	63	49	69
Perhaps	-	7	5	4
Definitely	11	31	46	27
<i>Base (= 5- to 15-year-olds)</i>	77	67	48	194
11- to 15-year-olds report on their own truancy				
No	80	45	52	58
Perhaps	7	25	11	17
Definitely	14	30	37	26
<i>Base (= 11- to 15-year-olds)</i>	50	44	34	128

Table 8.21 Truancy
by time in current placement and type of respondent

Scotland LAC aged 5–15 in residential placements or foster care with a returned teacher questionnaire

	Less than 2 years	2 years or more	All children in residential placements or foster care
	%	%	%
Teacher's report on truancy			
Not true	78	94	85
Partly true	13	2	8
Certainly true	9	4	7
<i>Base (= 5- to 15-year-olds)</i>	81	59	140
Carer's report on truancy			
No	60	93	73
Perhaps	3	-	2
Definitely	37	7	25
<i>Base (= 5- to 15-year-olds)</i>	76	49	125
11- to 15-year-olds report on their own truancy			
No	62	82	69
Perhaps	11	7	10
Definitely	27	11	21
<i>Base (= 11- to 15-year-olds)</i>	53	31	84

**Table 8.22 Truancy
by mental disorder and type of
respondent**

Scotland LAC aged 5–15 with a returned teacher questionnaire

	Any mental disorder	No mental disorder	All young people
	%	%	%
Teacher's report on truancy			
Not true	88	73	80
Partly true	7	14	10
Certainly true	5	13	9
<i>Base (= 5- to 15-year-olds)</i>	<i>111</i>	<i>117</i>	<i>228</i>
Carer's report on truancy			
No	68	69	69
Perhaps	2	6	4
Definitely	31	25	27
<i>Base (= 5- to 15-year-olds)</i>	<i>89</i>	<i>105</i>	<i>194</i>
11- to 15-year-olds report on their own truancy			
No	51	62	58
Perhaps	22	13	17
Definitely	28	24	26
<i>Base (= 11- to 15-year-olds)</i>	<i>49</i>	<i>79</i>	<i>128</i>

**Table 8.23 Comparison of truancy rates reported
by teachers, carers and young people**

Scotland LAC aged 11–15 with a returned teacher questionnaire

	Teacher's report of truancy		
	No	Perhaps/ Definitely	Total
Carer's report of truancy			
No	56%	4%	60%
Perhaps/Definitely	9%	30%	39%
Total	65%	34%	100%
<i>(Base=98)</i>			
	Teacher's report of truancy		
	No	Perhaps/ Definitely	Total
Child's report of truancy			
No	56%	8%	64%
Perhaps/Definitely	18%	18%	36%
Total	74%	26%	100%
<i>(Base=104)</i>			
	Carer's report of truancy		
	No	Perhaps/ Definitely	Total
Child's report of truancy			
No	49%	6%	55%
Perhaps/Definitely	14%	31%	45%
Total	63%	37%	100%
<i>(Base=91)</i>			

Social networks and lifestyle behaviours

9.1 Introduction

This chapter focuses on several aspects of the social life of children: their friendships, help-seeking behaviour and lifestyle. The term, lifestyle behaviour, is used here to cover cigarette smoking, drinking alcohol, drug use and sexual activity.

All the topics covered in this chapter were only asked of young people aged 11–17 years. Owing to the sensitive nature of the questions on smoking, alcohol and drug use and sexual activity, they were included as part of the self-completion questionnaire for young people using Audio-CASI: a system which allows respondents to hear the questions via headphones and enter their answers on the laptop computer.

9.2 Friendships

The aim of this section was to find out what role friends had in a looked after child's life. To find out more about their friendships 11- to 17-year-olds were asked the following questions:

- Do you have any friends?
- How much time do you spend together (with your friends)?
- How often do friends come to your home?
- How often do you go to your friend's home?
- Can you confide in any of your friends such as sharing a secret or telling them private things?
- Do you have a 'best' friend or special friend?
- Over the past 12 months have you belonged to any teams, clubs or other groups with an adult in charge?

Looking at the responses to the individual questions permits a more detailed examination of the relationship between mental disorders and friendship behaviour. In reviewing previous studies Goodyer *et al* (1990) have commented that good peer relationships are probably necessary for healthy mental development. Absence of close

relationships may increase the risk of psychiatric disorder.

The first question in the friendship section asked young people if they had any friends. As in England, virtually all young people reported that they had some friends. (Table 9.1)

Seventy-nine per cent of the children had a 'best' friend, similar to the 84% in England and 85% in Wales. (Table 9.1)

Children in each of the different placement types were equally likely to have a best friend. (Table 9.2)

Children who reported having friends were asked how much of their time was spent with their friends. Around two-fifths (42%) of all children reported that they spent some of their time with their friends and a further two-fifths (38%) spent all or most of their time with friends. However, a fifth, spent only a little time or no time at all in the presence of their friends. This compares with just 8% of children living in private households in Scotland (Meltzer H *et al*, 2000).

The two per cent of children reporting that they spent no time at all with their friends could be an indication that they do not have any friends but were too embarrassed to say so when asked. However, it was only the children in residential placements who reported spending no time at all with their friends, probably because they are friends with people who do not live in the same home. (Table 9.2)

Young people were also asked if they felt able to confide in any of their friends such as sharing secrets or telling them private things. Around a half of the children (52%) reported that they could definitely confide in their friends but 16% overall said they could not confide in their friends at all. This rate was similar to that found in England and in Wales in contrast to only 5% of children in the private household survey. (Table 9.1)

The final question in the friendship section was about membership of teams, clubs or other groups (with an adult in charge) over the past 12 months. Fifty-nine per cent of children had belonged to a club. (Table 9.1)

Children who had been in their foster care or residential placements for two years or more appeared to be particularly likely to have belonged to a club in the last 12 months, however the difference was not statistically significant. (Table 9.3)

The presence of a mental disorder seemed to have little effect on most of the friendship measures. (Table 9.4)

9.3 Help-seeking behaviour

All 11-to 17-year-olds were asked if they had ever felt so unhappy or worried that they had asked someone for help. Around a third of all children, 34%, had sought help because they had felt unhappy or worried. The most popular source of help was from a mother or foster mother (17%), followed by a special friend (10%). The percentages were similar to those in England. (Table 9.5)

Over a quarter of the children in foster care, 28%, sought help from their mother or foster mother and this was by far the most common source of help among this group. For children in residential care the most common source of help was a member of staff at the residential care home, 18%, suggesting that the children tended to seek help from the sources most easily accessible to them. (Table 9.7)

There was little variation from the overall pattern of help-seeking behaviour when looked at by age, length of time in current placement or by mental disorder. (Tables 9.6, 9.8 and 9.9)

The majority of children who had sought help, 64%, wanted a chance to talk things over, 8% required practical advice and a just over quarter (28%) were seeking both practical advice and a chance to talk things over. (Table 9.10)

The young people who had not sought help were asked to imagine who they would turn to for assistance if they ever needed it. Again, it was the

child's mother or foster mother who was the most popular choice, proposed by 53% of children. The child's father or foster father was the next most common choice, 37%, followed by a special friend, 19%. (Table 9.11)

Children with a mental disorder were no more likely than those with no disorder to say that they would seek help from any of the sources mentioned. (Table 9.12)

When asked what type of help they would expect to receive, 38% wanted the opportunity to talk things over, 6% hoped to get practical advice and over half, 56%, thought they would get both practical advice and a chance to talk things over. (Table 9.13)

9.4 Smoking

Questions on smoking, drinking and drug use were included in the survey so that the use of these substances among looked after children could be examined. The questions on these lifestyle behaviours were included in the self-completion part of the interview and were asked of all 11- to 17-year-olds.

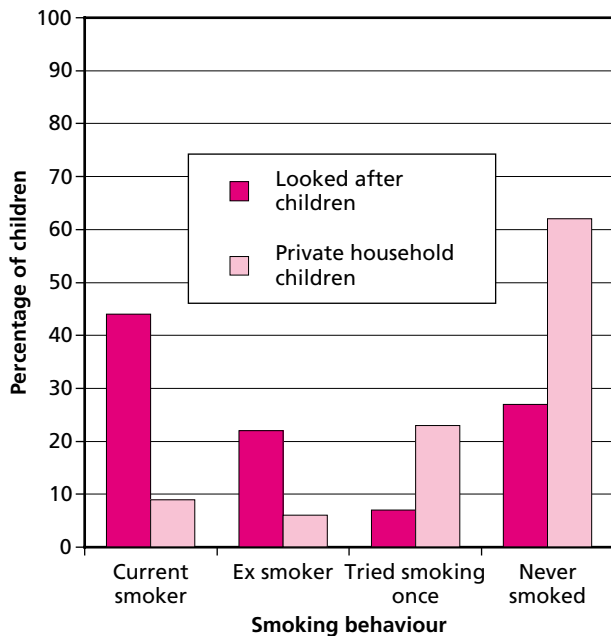
Smoking

Children were categorised into four groups according to their smoking behaviour: current smokers, ex smokers, children who had tried it once and those who had never smoked. Children were classed as current smokers if they said 'yes' to the question; 'Do you smoke at all these days?'

Overall, two-fifths, 40%, of the young people, aged 11–15, were current smokers. This is about four times the rate found in the survey of the mental health of children in private households in Great Britain, 9%, (Meltzer *et al*, 2000) and in the survey of drug use, smoking and drinking among young teenagers in 1999, 9% (Goddard and Higgins, 2000). (Figure 9.1)

The prevalence of smoking among looked after children was higher in Scotland than in England: 44% of the looked after young people in Scotland were smokers compared with 32% in England and 34% in Wales. (Table 9.14)

Figure 9.1 Smoking behaviour of looked after and private household children



Not surprisingly, older children were more likely to smoke, and only 7% of young people aged 16- to 17- years-old had never smoked, compared with nearly a third (31%) of their younger counterparts. (Table 9.15)

Fifty-six per cent of 11- to 17-year-olds in residential care placements were current smokers. Children in foster care were more likely than young people in residential care to have never smoked (38% compared with 15%). This difference in smoking rates between placement type can partly be explained by the increase in the prevalence of smoking with age. Young people living in residential care had a mean age of 14 years 3 months compared with 11 years 8 months of those in foster care. (Table 9.16)

There was little variation in the prevalence of smoking when looked at by length of time in current placement or by mental disorder. (Tables 9.17 and 9.18)

Over a half (54%) of young people who smoked said that they smoked between 10 and 19 cigarettes a day, and a further 10% smoked 20 or more a day on average. (Table 9.19)

Over a quarter, 27%, of all the children who smoked reported that they had started smoking at the age of ten years or under. (Table 9.20)

Logistic regression analysis shows that having any of the mental disorders has no effect on the chance of being a current smoker having adjusted for demographic and placement characteristics. Other factors which did significantly increase the odds of being a current smoker were being in the 16 to 17 age group (OR=3.21), being female (OR=2.64), living in residential care (OR=4.94) and living with their birth parents (OR=3.70) compared with being in foster care. (Table 9.33)

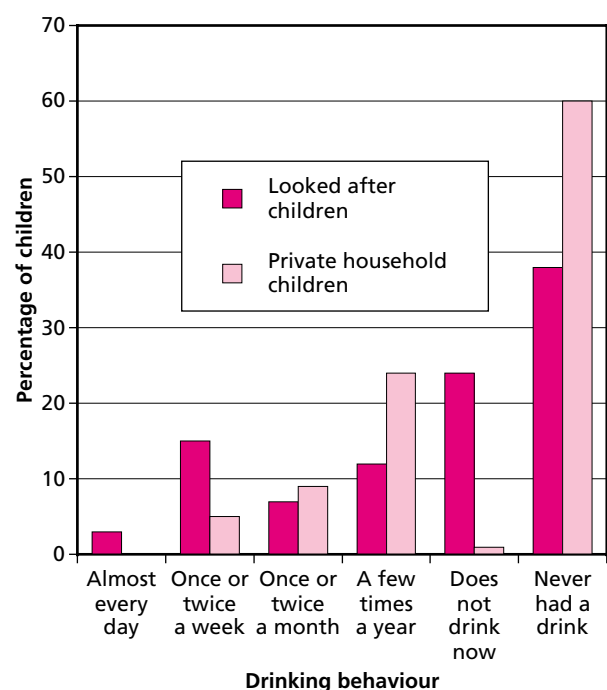
9.5 Drinking

Children were placed into six groups in terms of their alcohol consumption: almost every day, once or twice a week, once or twice a month, a few times a year, does not drink alcohol now and never had an alcoholic drink.

Less than two-fifths of the children, 38%, had never had an alcoholic drink and a quarter (25%) drank at least once a month. The figures in Scotland were not significantly different to those found in England (45% and 25% respectively) or in Wales (41% and 32%).

Comparing 11- to 15-year-olds, the percentage of looked after children who drank at least once a month was higher among looked after children

Figure 9.2 Drinking behaviour of looked after and private household children



in Scotland (22%) than in the private household survey – 14% in Scotland (Meltzer *et al*, 2000).

(*Figure 9.2 and Table 9.21*)

Not surprisingly, children in the older age group (16–17) were much more likely to drink than the 11- to 15-year-olds; for example, only 7% of older children had never had an alcoholic drink, compared with 45% of the 11- to 15-year-olds.

(*Table 9.22*)

Compared with children in foster care placements, children in residential care were much more likely to drink alcohol: nearly a quarter (23%) of children in residential care drank at least once a week compared with only 7% of those in foster care placements. Similarly, over half (54%) of the children in foster care had never had an alcoholic drink compared with only a quarter (26%) of those in residential care. As with the smoking findings above, these results probably reflect the relatively larger proportions of older children in residential placements than in foster care.

(*Table 9.23*)

Children with a mental disorder were no more likely to be regular drinkers than children with no mental disorder.

(*Table 9.24*)

As well as being asked how often they drank alcohol, children in the survey who drank at least a few times a year were also asked when was the last time they had an alcoholic drink. Responses were placed into one of four categories; in the past week, in the past two weeks, in the past month or over a month ago.

Over two-fifths, 42%, of children aged 11–17 who were current drinkers had had an alcoholic drink in the past week: this compares with 27% in England, but the sample sizes were small and this difference did not reach statistical significance.

(*Table 9.26*)

The bases were too small to look at recency of drinking by age, by type of placement or by mental disorder.

Twelve per cent of all children who drink started doing so at the age of ten years or under. Children with a mental disorder were not significantly more likely to start drinking at a young age than those with no mental disorder.

(*Table 9.27*)

Logistic regression analysis also shows that having any mental disorder compared with no mental disorder did not effect the odds of the child having had a drink in the past week (OR=0.92) having controlled for demographic and placement characteristics. However, being in the older age group or living with their birth parents or in a residential care placement did have an effect on the odds of a child having had a drink in the past week: being 16 to 17 increased the odds of having had a drink by nearly four times (OR=3.82) and living with birth parents increased the odds by six times (OR=6.20) and being in residential care increased the odds by almost five times (OR=4.74) compared with children in foster care.

(*Table 9.33*)

9.6 Drug use

Eleven- to seventeen-year-olds in the survey were asked a series of questions about ten different drugs they might have taken. The questions they were asked were:

- Had they heard of the drug?
- Had they ever been offered the drug?
- Had they ever used the drug?
- If they had used the drug, was this over a year ago, in the past year or in the past month?

The most frequently reported drug that had been used was cannabis which nearly two-fifths (39%) of all children aged 11–17 had used at some point in their lives. Of these children half, 21%, had used it in the past month. Cannabis use was twice as high in Scotland than in England.

(*Table 9.28*)

Young people looked after by local authorities in Scotland were ten times more likely than those living in private households in Scotland to have used cannabis in the past month (21% compared with 2%).

There were no significant differences in the pattern of drug use by age owing to low numbers of young people aged 16–17 years in the sample.

(*Table 9.29*)

Children in residential care were much more likely than children in foster care to have used cannabis with 60% having ever used it and 31% having used it in the past month. The corresponding figures for children in foster care were 20% and 5%, again reflecting the different age distributions in the two types of placement.

(*Table 9.30*)

Children who had been in their placement for less than two years were more likely to have used cannabis in the past month than those who had been in their placement for two or more years: 23% compared with 6%. *(Table 9.31)*

Unlike in England, children with a mental disorder were not more likely than children with no disorder to have used cannabis in the past month. *(Table 9.32)*

The next most popular drugs after cannabis were ecstasy and glue, gas or solvents. The pattern for use of these drugs was the same as that for cannabis use and the greatest proportions were found among children in residential care. The percentage of children reporting use of the other drugs was very small. *(Tables 9.28 to 9.32)*

Logistic regression analysis showed that having a mental disorder (compared with not having a mental disorder) did not effect the odds of cannabis use having controlled for demographic and placement characteristics. However, the most marked factors in cannabis use were being female, being in a residential care placement and living with their birth parents compared with being in foster care: OR=2.40, OR=9.23 and OR=3.73 respectively. *(Table 9.33)*

9.7 Co-occurrence of smoking, drinking and drug use

Responses to the above questions were combined to establish the level of co-occurrence of smoking, drinking and drug-taking. The lifestyle behaviours in Table 9.34 refer to young people who said they currently smoke, drink at least once a week and/or they had ever used cannabis.

Looked after children in Scotland were nearly twice as likely as their English counterparts to smoke, drink and take drugs (15% and 8% respectively). *(Table 9.34)*

Unlike in England, children with a mental disorder were not significantly more likely to have all three lifestyle behaviours than those with no disorder. Children with a mental disorder, were however, more likely to only smoke (20% compared with 6%). *(Table 9.35)*

9.8 Sexual behaviour

Young people aged 11–17 were asked about two aspects of their sexual behaviour:

- their awareness of HIV/AIDS (including whether it had been taught in school and whether they discussed it with carers or other relatives); and
- their own sexual activity and use of contraception.

Nearly three-quarters (73%) of those who answered the question reported that they had been taught about AIDS/HIV infection at school. This was not significantly different to the 67% reported in England or the 69% in Wales.

Over two-fifths, 43%, of the young people said that they had discussed HIV or AIDS with their carers or other adults. Again this was similar to the 48% in England and 57% in Wales. *(Table 9.36)*

The numbers were too low to look at whether the child had discussed AIDS or HIV by age and by placement type. The presence of a mental disorder seemed to have no significant influence on whether the child had talked about HIV or AIDS with their carer. *(Table 9.37)*

Nearly two-fifths of all the young people (38%) reported that they had had sexual intercourse. Young people who had experienced sexual abuse or rape were excluded from the analyses as it is not possible to ascertain whether they were talking about this experience or separate sexual activity and as a result the level of sexual activity reported in the survey could be falsely high. Almost a fifth, 17%, of the young people had experienced some sexual abuse or rape. *(Table 9.36)*

Children who had a mental disorder were not significantly more or less likely than those with no disorder to report having had sexual intercourse. *(Table 9.37)*

Although young people who said that they had ever had sexual intercourse were asked to provide details of the form of contraception they used, if any, the last time they had sex, the numbers were too small to produce any meaningful analysis.

**Table 9.1 Friendship behaviour
by country**

LAC aged 11–17 with a self-completed questionnaire

	England	Scotland	Wales
	%	%	%
Does child have any friends?			
Yes	99	99	96
No	1	1	4
<i>Base (= All young people)</i>	<i>415</i>	<i>158</i>	<i>60</i>
Does child have a best friend?			
Yes	84	79	85
No	16	21	15
<i>Base (= All young people with friends)</i>	<i>407</i>	<i>157</i>	<i>57</i>
Amount of time spent with friends			
All or most of the time	25	38	35
Some of the time	49	42	48
A little time	22	18	12
No time at all	5	2	5
<i>Base (= All young people with friends)</i>	<i>405</i>	<i>157</i>	<i>57</i>
Whether child can confide in friends			
Definitely	49	52	56
Sometimes	34	32	30
Not at all	16	16	13
<i>Base (= All young people with friends)</i>	<i>407</i>	<i>156</i>	<i>58</i>
Has child belonged to a team or club run by staff in the past year?			
Yes	58	59	71
No	42	41	29
<i>Base (= All young people)</i>	<i>413</i>	<i>158</i>	<i>58</i>

**Table 9.2 Friendship behaviour
by type of placement**

Scotland LAC aged 11–17 with a self-completed questionnaire

	Foster care	Birth parents	Residential care	All young people
	%	%	%	%
Does child have any friends?				
Yes	100	100	97	99
No	-	-	3	1
<i>Base (= All young people)</i>	<i>64</i>	<i>50</i>	<i>42</i>	<i>158</i>
Does child have a best friend?				
Yes	79	81	76	79
No	21	19	24	21
<i>Base (= All young people with friends)</i>	<i>64</i>	<i>50</i>	<i>41</i>	<i>157</i>
Amount of time spent with friends				
All or most of the time	27	43	52	38
Some of the time	50	41	30	42
A little time	23	16	12	18
No time at all	-	-	6	2
<i>Base (= All young people with friends)</i>	<i>64</i>	<i>50</i>	<i>41</i>	<i>157</i>
Whether child can confide in friends				
Definitely	46	54	50	52
Sometimes	38	28	32	32
Not at all	16	18	18	16
<i>Base (= All young people with friends)</i>	<i>64</i>	<i>50</i>	<i>40</i>	<i>156</i>
Has child belonged to a team or club run by staff in the past year?				
Yes	59	60	62	59
No	41	40	38	41
<i>Base (= All young people)</i>	<i>64</i>	<i>50</i>	<i>42</i>	<i>158</i>

Table 9.3 Friendship behaviour
by length of time in current placement

Scotland LAC aged 1–17 in residential placements or foster care with a self-completed questionnaire

	Less than 2 years	2 years or more	All children in residential placements or foster care
	%	%	%
Does child have any friends?			
Yes	98	100	99
No	2	-	1
<i>Base (= All young people)</i>	66	40	106
Does child have a best friend?			
Yes	78	76	78
No	22	24	22
<i>Base (= All young people with friends)</i>	65	40	105
Amount of time spent with friends			
All or most of the time	39	29	36
Some of the time	38	50	42
A little time	20	18	19
No time at all	4	3	3
<i>Base (= All young people with friends)</i>	65	40	105
Whether child can confide in friends			
Definitely	49	48	49
Sometimes	34	36	35
Not at all	16	15	16
<i>Base (= All young people with friends)</i>	64	40	104
Has child belonged to a team or club run by staff in the past year?			
Yes	55	68	60
No	45	32	40
<i>Base (= All young people)</i>	66	40	106

**Table 9.4 Friendship behaviour
by mental disorder**

Scotland LAC aged 11–17 with a self-completed questionnaire

	Any mental disorder	No mental disorder	All young people
	%	%	%
Does child have any friends?			
Yes	100	99	99
No	-	1	1
<i>Base (= All young people)</i>	65	93	158
Does child have a best friend?			
Yes	77	80	79
No	23	20	21
<i>Base (= All young people with friends)</i>	65	92	157
Amount of time spent with friends			
All or most of the time	44	35	38
Some of the time	36	46	42
A little time	19	17	18
No time at all	2	2	2
<i>Base (= All young people with friends)</i>	65	92	157
Whether child can confide in friends			
Definitely	53	50	52
Sometimes	30	33	32
Not at all	17	17	16
<i>Base (= All young people with friends)</i>	64	92	156
Has child belonged to a team or club run by staff in the past year?			
Yes	62	58	59
No	38	42	41
<i>Base (= All young people)</i>	65	93	158

Table 9.5 Help sought**by country**

LAC aged 11–17 with a self-completed questionnaire

	England	Scotland	Wales
	<i>Percentage of young people seeking help from each source</i>		
Help sought from.....			
Mother or foster mother	18	17	15
Father or foster father	7	7	11
Brother or sister	2	5	3
Special friend	8	10	8
Social worker	7	6	7
Teacher	6	8	3
Staff in residential home	4	4	9
Doctor	1	1	1
School nurse	1	-	-
Telephone hotline	1	-	4
Other	2	4	-
Any help sought	31	34	31
Has not sought help	69	66	69
Base	409	156	60

Table 9.6 Help sought**by age**

Scotland LAC aged 11–17 with a self-completed questionnaire

	11- to 15- year-olds	16- to 17- year-olds	All
	<i>Percentage of young people seeking help from each source</i>		
Help sought from.....			
Mother or foster mother	17	16	17
Father or foster father	8	6	7
Brother or sister	6	-	5
Special friend	9	15	10
Social worker	4	12	6
Teacher	9	-	8
Staff in residential home	4	6	4
Doctor	-	5	1
Other	2	11	4
Any help sought	32	61	34
Has not sought help	68	59	66
Base	126	30	156

Table 9.7 Help sought**by type of placement***Scotland LAC aged 11–17 with a self-completed questionnaire*

	Foster care	Birth parents	Residential care	All young people
	<i>Percentage of young people seeking help from each source</i>			
Help sought from ...				
Mother or foster mother	28	12	8	17
Father or foster father	12	6	2	7
Brother or sister	3	6	5	5
Special friend	8	12	5	10
Social worker	6	4	5	6
Teacher	9	8	5	8
Staff in residential home	2	-	18	4
Doctor	-	2	-	1
Other	2	6	2	4
Any help sought	33	35	28	34
Has not sought help	67	65	72	66
<i>Base</i>	<i>64</i>	<i>50</i>	<i>40</i>	<i>156</i>

Table 9.8 Help sought**by length of time in current placement***Scotland LAC aged 11–17 in residential placements or foster care with a self-completed questionnaire*

	Less than 2 years	2 years or more	All children in residential placements or foster care
	<i>Percentage of young people seeking help from each source</i>		
Help sought from ...			
Mother or foster mother	16	26	20
Father or foster father	5	15	9
Brother or sister	5	3	4
Special friend	8	5	7
Social worker	8	2	6
Teacher	9	5	8
Staff in residential home	8	7	8
Doctor	-	-	-
Other	3	-	2
Any help sought	35	26	31
Has not sought help	65	74	69
<i>Base</i>	<i>64</i>	<i>40</i>	<i>104</i>

Table 9.9 Help sought**by mental disorder**

Scotland LAC aged 11–17 with a self-completed questionnaire

	Any mental disorder	No mental disorder	All young people
<i>Percentage of young people seeking help from each source</i>			
Help sought from ...			
Mother or foster mother	21	14	17
Father or foster father	11	5	7
Brother or sister	6	4	5
Special friend	8	10	10
Social worker	9	3	6
Teacher	7	8	8
Staff in residential home	1	6	4
Doctor	-	2	1
Other	7	1	4
Any help sought	42	28	34
Has not sought help	58	72	66
<i>Base</i>	64	92	156

Table 9.10 Type of help sought**by country**

LAC aged 11–17 who had sought help

	England	Scotland	Wales
	%	%	%
Help sought was ...			
Practical advice	6	8	[4]
Talk things over	69	64	[12]
Both practical advice and talk things over	25	28	[3]
<i>Base</i> (= All young people seeking help)	121	48	19

Table 9.11 Potential sources of help

Scotland LAC aged 11–17 who had not previously sought help

	All
<i>Percentage of young people who would seek help from each source</i>	
Would seek help from ...	
Mother or foster mother	53
Father or foster father	37
Brother or sister	13
Special friend	19
Social worker	8
Teacher	13
Staff in residential home	11
Doctor	1
Would not seek help from any of the above	10
<i>Base (= All young people who had not previously sought help)</i>	101

Table 9.12 Potential sources of help**by mental disorder***Scotland LAC aged 11–17 who had not previously sought help*

	Any mental disorder	No mental disorder	All young people
	<i>Percentage of young people who would seek help from each source</i>		
Would seek help from ...			
Mother or foster mother	58	50	53
Father or foster father	42	34	37
Brother or sister	12	14	13
Special friend	26	16	19
Social worker	4	11	8
Teacher	5	18	13
Staff in residential home	18	8	11
Doctor	-	1	1
Would not seek help from any of the above	5	13	10
<i>Base (= All young people who had not previously sought help)</i>	<i>37</i>	<i>64</i>	<i>101</i>

Table 9.13 Type of help would seek**by mental disorder***Scotland LAC aged 11–17 who had not previously sought help*

	Any mental disorder	No mental disorder	All young people
	%	%	%
Type of help would seek was ...			
Practical advice	6	7	6
Talk things over	31	41	38
Both practical advice and talk things over	63	52	56
<i>Base (= All young people who had not previously sought help)</i>	<i>36</i>	<i>58</i>	<i>94</i>

Table 9.14 Smoking behaviour**by country***LAC aged 11–17 with a self-completed questionnaire*

	England	Scotland	Wales
	%	%	%
Current smoker	32	44	34
Ex smoker	25	22	23
Tried smoking once	7	7	8
Never smoked	36	27	35
Base	414	159	58

Table 9.15 Smoking behaviour**by age***Scotland LAC aged 11–17 with a self-completed questionnaire*

	11- to 15- year-olds	16- to 17- year-olds	All
	%	%	%
Current smoker	40	62	44
Ex smoker	22	24	22
Tried smoking once	7	7	7
Never smoked	31	7	27
Base	128	31	159

Table 9.16 Smoking behaviour**by type of placement***Scotland LAC aged 11–17 with a self-completed questionnaire*

	Foster care	Birth parents	Residential care	All young people
	%	%	%	%
Current smoker	29	50	56	44
Ex smoker	25	19	24	22
Tried smoking once	9	6	6	7
Never smoked	38	25	15	27
Base	65	50	42	159

Table 9.17 Smoking behaviour**by length of time in current placement***Scotland LAC aged 11–17 in residential placements or foster care with a self-completed questionnaire*

	Less than 2 years	2 years or more	All children in residential placements or foster care
	%	%	%
Current smoker	46	27	39
Ex smoker	23	27	24
Tried smoking once	5	12	8
Never smoked	25	35	29
<i>Base</i>	<i>67</i>	<i>40</i>	<i>107</i>

Table 9.18 Smoking behaviour**by mental disorder***Scotland LAC aged 11–17 with a self-completed questionnaire*

	Any mental disorder	No mental disorder	All young people
	%	%	%
Current smoker	45	43	44
Ex smoker	23	22	22
Tried smoking once	11	4	7
Never smoked	22	31	27
<i>Base</i>	<i>65</i>	<i>94</i>	<i>159</i>

Table 9.19 Number of cigarettes smoked a day**by country***LAC smokers aged 11–17*

	England	Scotland	Wales
	%	%	%
Fewer than 10 a day	45	36	[9]
10 to 19 a day	39	54	[8]
20 and over a day	16	10	[3]
Base (= All smokers)	133	67	20

Table 9.20 Age started smoking cigarettes**by country***LAC smokers aged 11–17*

	England	Scotland	Wales
	%	%	%
Ten and under	34	27	[4]
Over ten	66	73	[16]
Base (= All smokers)	133	67	20

Table 9.21 Frequency of drinking**by country***LAC aged 11–17 with a self-completed questionnaire*

	England	Scotland	Wales
	%	%	%
Almost every day	2	3	4
Once or twice a week	12	15	20
Once or twice a month	11	7	8
A few times a year	10	12	4
Does not drink now	20	24	24
Never had a drink	45	38	41
Base	414	159	58

Table 9.22 Frequency of drinking**by age***Scotland LAC aged 11–17 with a self-completed questionnaire*

	11- to 15- year-olds	16- to 17- year-olds	All
	%	%	%
Almost every day	3	3	3
Once or twice a week	13	27	15
Once or twice a month	6	13	7
A few times a year	9	23	12
Does not drink now	24	27	24
Never had a drink	46	7	38
Base	128	31	159

**Table 9.23 Frequency of drinking
by type of placement**

Scotland LAC aged 11–17 with a self-completed questionnaire

	Foster care	Birth parents	Residential care	All young people
	%	%	%	%
Almost every day	-	4	6	3
Once or twice a week	7	22	17	15
Once or twice a month	7	9	9	7
A few times a year	7	12	17	12
Does not drink now	25	20	26	24
Never had a drink	54	33	26	38
<i>Base</i>	<i>65</i>	<i>50</i>	<i>42</i>	<i>159</i>

**Table 9.24 Frequency of drinking
by length of time in current placement**

Scotland LAC aged 11–17 in residential placements or foster care with a self-completed questionnaire

	Less than 2 years	2 years or more	All children in residential placements or foster care
	%	%	%
Almost every day	2	3	2
Once or twice a week	14	6	11
Once or twice a month	7	6	7
A few times a year	14	6	11
Does not drink now	30	18	26
Never had a drink	32	62	43
<i>Base</i>	<i>67</i>	<i>40</i>	<i>107</i>

**Table 9.25 Frequency of drinking
by mental disorder**

Scotland LAC aged 11–17 with a self-completed questionnaire

	Any mental disorder	No mental disorder	All young people
	%	%	%
Almost every day	6	1	3
Once or twice a week	12	18	15
Once or twice a month	5	9	7
A few times a year	8	15	12
Does not drink now	31	20	24
Never had a drink	39	38	38
<i>Base</i>	<i>65</i>	<i>94</i>	<i>159</i>

**Table 9.26 Recency of drinking
by country**

LAC drinkers aged 11–17

	England	Scotland	Wales
	%	%	%
Last had a drink.....			
In the past week	27	42	[11]
In the past two weeks	14	22	[3]
In the past month	32	13	[2]
Over a month ago	27	23	[3]
<i>Base (= All drinkers)</i>	<i>148</i>	<i>57</i>	<i>19</i>

**Table 9.27 Age started drinking
by mental disorder**

Scotland LAC drinkers aged 11–17

	Any mental disorder	No mental disorder	All young people
	%	%	%
Ten and under	13	12	12
Over ten	87	88	88
<i>Base (= All drinkers)</i>	<i>39</i>	<i>57</i>	<i>96</i>

Table 9.28 Drug taking behaviour**by country***LAC aged 11–17 with a self-completed questionnaire*

	England	Scotland	Wales
Cannabis			
<i>Cumulative percentages</i>			
Used in past month	11	21	16
Used in past year	17	31	23
Ever used drug	20	39	27
	%	%	%
Ever used drug	20	39	27
Offered drug but not used it	15	12	14
Heard of drug but not offered it	54	42	48
Not heard of drug	11	7	11
Glue, Gas, Solvents			
<i>Cumulative percentages</i>			
Used in past month	1	1	2
Used in past year	4	6	4
Ever used drug	7	10	12
	%	%	%
Ever used drug	7	10	12
Offered drug but not used it	10	10	12
Heard of drug but not offered it	60	68	60
Not heard of drug	24	12	16
Ecstasy			
<i>Cumulative percentages</i>			
Used in past month	3	2	2
Used in past year	7	14	5
Ever used drug	9	15	7
	%	%	%
Ever used drug	9	15	7
Offered drug but not used it	7	17	16
Heard of drug but not offered it	62	52	51
Not heard of drug	23	17	26
Amphetamines			
<i>Cumulative percentages</i>			
Used in past month	2	1	-
Used in past year	4	6	2
Ever used drug	5	9	4
	%	%	%
Ever used drug	5	9	4
Offered drug but not used it	7	16	10
Heard of drug but not offered it	59	49	58
Not heard of drug	29	26	28
LSD			
<i>Cumulative percentages</i>			
Used in past month	1	-	-
Used in past year	2	4	4
Ever used drug	3	5	7
	%	%	%
Ever used drug	3	5	7
Offered drug but not used it	6	12	7
Heard of drug but not offered it	57	53	46
Not heard of drug	34	29	39

Table 9.28 – continued**by country***LAC aged 11–17 with a self-completed questionnaire*

	England	Scotland	Wales
Tranquillisers			
<i>Cumulative percentages</i>			
Used in past month	-	2	-
Used in past year	1	6	-
Ever used drug	2	7	2
	%	%	%
Ever used drug	2	7	2
Offered drug but not used it	3	9	9
Heard of drug but not offered it	55	51	42
Not heard of drug	40	33	47
Cocaine			
<i>Cumulative percentages</i>			
Used in past month	1	1	-
Used in past year	3	4	2
Ever used drug	4	6	4
	%	%	%
Ever used drug	4	6	4
Offered drug but not used it	8	14	9
Heard of drug but not offered it	78	71	77
Not heard of drug	10	9	11
Heroin			
<i>Cumulative percentages</i>			
Used in past month	-	1	-
Used in past year	1	1	-
Ever used drug	2	2	-
	%	%	%
Ever used drug	2	2	-
Offered drug but not used it	5	9	7
Heard of drug but not offered it	80	76	75
Not heard of drug	13	12	18
Methadone			
<i>Cumulative percentages</i>			
Used in past month	-	-	-
Used in past year	-	1	-
Ever used drug	1	1	-
	%	%	%
Ever used drug	1	1	-
Offered drug but not used it	4	6	4
Heard of drug but not offered it	48	61	39
Not heard of drug	48	32	58
Crack			
<i>Cumulative percentages</i>			
Used in past month	0	1	-
Used in past year	1	2	4
Ever used drug	2	2	4
	%	%	%
Ever used drug	2	2	4
Offered drug but not used it	6	11	9
Heard of drug but not offered it	70	71	61
Not heard of drug	22	16	27
Base	415	159	58

Table 9.29 Drug taking behaviour**by age**

Scotland LAC aged 11–17 with a self-completed questionnaire

	11- to 15- year-olds	16- to 17- year-olds	All
Cannabis			
<i>Cumulative percentages</i>			
Used in past month	20	23	21
Used in past year	29	42	31
Ever used drug	36	52	39
	%	%	%
Ever used drug	36	52	39
Offered drug but not used it	11	16	12
Heard of drug but not offered it	45	32	42
Not heard of drug	9	-	7
Glue, Gas, Solvents			
<i>Cumulative percentages</i>			
Used in past month	2	-	1
Used in past year	5	7	6
Ever used drug	8	17	10
	%	%	%
Ever used drug	8	17	10
Offered drug but not used it	8	17	10
Heard of drug but not offered it	69	66	68
Not heard of drug	14	-	12
Ecstasy			
<i>Cumulative percentages</i>			
Used in past month	2	3	2
Used in past year	11	23	14
Ever used drug	11	27	15
	%	%	%
Ever used drug	11	27	15
Offered drug but not used it	14	27	17
Heard of drug but not offered it	55	40	52
Not heard of drug	19	7	17
Amphetamines			
<i>Cumulative percentages</i>			
Used in past month	1	-	1
Used in past year	5	7	6
Ever used drug	6	23	9
	%	%	%
Ever used drug	6	23	9
Offered drug but not used it	13	27	16
Heard of drug but not offered it	50	47	49
Not heard of drug	31	3	26
LSD			
<i>Cumulative percentages</i>			
Used in past month	-	-	-
Used in past year	4	3	4
Ever used drug	4	10	5
	%	%	%
Ever used drug	4	10	5
Offered drug but not used it	9	28	12
Heard of drug but not offered it	53	55	53
Not heard of drug	34	7	29

Table 9.29 – continued**by age**

Scotland LAC aged 11–17 with a self-completed questionnaire

	11- to 15- year-olds	16- to 17- year-olds	All
Tranquillisers			
<i>Cumulative percentages</i>			
Used in past month	2	-	2
Used in past year	5	7	6
Ever used drug	5	13	7
	%	%	%
Ever used drug	5	13	7
Offered drug but not used it	8	13	9
Heard of drug but not offered it	48	63	51
Not heard of drug	38	10	33
Cocaine			
<i>Cumulative percentages</i>			
Used in past month	2	-	1
Used in past year	4	7	4
Ever used drug	4	13	6
	%	%	%
Ever used drug	4	13	6
Offered drug but not used it	12	23	14
Heard of drug but not offered it	75	57	71
Not heard of drug	9	7	9
Heroin			
<i>Cumulative percentages</i>			
Used in past month	1	-	1
Used in past year	2	-	1
Ever used drug	2	3	2
	%	%	%
Ever used drug	2	3	2
Offered drug but not used it	8	13	9
Heard of drug but not offered it	76	77	76
Not heard of drug	13	7	12
Methadone			
<i>Cumulative percentages</i>			
Used in past month	-	-	-
Used in past year	1	-	1
Ever used drug	2	-	1
	%	%	%
Ever used drug	2	-	1
Offered drug but not used it	6	3	6
Heard of drug but not offered it	56	83	61
Not heard of drug	37	14	32
Crack			
<i>Cumulative percentages</i>			
Used in past month	1	-	1
Used in past year	2	-	2
Ever used drug	2	3	2
	%	%	%
Ever used drug	2	3	2
Offered drug but not used it	11	10	11
Heard of drug but not offered it	68	83	71
Not heard of drug	18	3	16
Base	128	31	159

**Table 9.30 Drug-taking behaviour
by type of placement**

Scotland LAC aged 11–17 with a self-completed questionnaire

	Foster care	Birth parents	Residential care	All young people
Cannabis				
			<i>Cumulative percentages</i>	
Used in past month	5	26	31	21
Used in past year	11	32	57	31
Ever used drug	20	41	60	39
	%	%	%	%
Ever used drug	20	41	60	39
Offered drug but not used it	12	16	6	12
Heard of drug but not offered it	59	38	29	42
Not heard of drug	9	6	6	7
Glue, Gas, Solvents				
			<i>Cumulative percentages</i>	
Used in past month	-	2	3	1
Used in past year	2	3	18	6
Ever used drug	4	8	24	10
	%	%	%	%
Ever used drug	4	8	24	10
Offered drug but not used it	10	12	6	10
Heard of drug but not offered it	74	67	65	68
Not heard of drug	12	13	6	12
Ecstasy				
			<i>Cumulative percentages</i>	
Used in past month	2	4	-	2
Used in past year	4	13	29	14
Ever used drug	4	13	32	15
	%	%	%	%
Ever used drug	4	13	32	15
Offered drug but not used it	12	20	17	17
Heard of drug but not offered it	64	49	43	52
Not heard of drug	20	17	9	17
Amphetamines				
			<i>Cumulative percentages</i>	
Used in past month	-	2	-	1
Used in past year	2	3	12	6
Ever used drug	2	4	21	9
	%	%	%	%
Ever used drug	2	4	21	9
Offered drug but not used it	12	17	21	16
Heard of drug but not offered it	60	53	30	49
Not heard of drug	26	26	27	26
LSD				
			<i>Cumulative percentages</i>	
Used in past month	-	-	-	-
Used in past year	-	2	12	4
Ever used drug	-	2	15	5
	%	%	%	%
Ever used drug	-	2	15	5
Offered drug but not used it	11	8	21	12
Heard of drug but not offered it	61	60	35	53
Not heard of drug	29	31	29	29

Table 9.30 – continued Drug-taking behaviour
by type of placement

Scotland LAC aged 11–17 with a self-completed questionnaire

	Foster care	Birth parents	Residential care	All young people
Tranquillisers				
			<i>Cumulative percentages</i>	
Used in past month	-	4	-	2
Used in past year	2	6	9	6
Ever used drug	2	6	12	7
	%	%	%	%
Ever used drug	2	6	12	7
Offered drug but not used it	5	9	18	9
Heard of drug but not offered it	54	56	38	51
Not heard of drug	39	29	32	33
Cocaine				
			<i>Cumulative percentages</i>	
Used in past month	-	2	3	1
Used in past year	-	3	12	4
Ever used drug	-	3	17	6
	%	%	%	%
Ever used drug	-	3	17	6
Offered drug but not used it	9	16	17	14
Heard of drug but not offered it	79	76	51	71
Not heard of drug	12	4	14	9
Heroin				
			<i>Cumulative percentages</i>	
Used in past month	-	2	-	1
Used in past year	-	2	3	1
Ever used drug	2	2	6	2
	%	%	%	%
Ever used drug	2	2	6	2
Offered drug but not used it	5	8	14	9
Heard of drug but not offered it	84	79	66	76
Not heard of drug	9	12	14	12
Methadone				
			<i>Cumulative percentages</i>	
Used in past month	-	-	-	-
Used in past year	-	-	3	1
Ever used drug	-	2	3	1
	%	%	%	%
Ever used drug	-	2	3	1
Offered drug but not used it	-	9	6	6
Heard of drug but not offered it	63	60	59	61
Not heard of drug	37	29	32	32
Crack				
			<i>Cumulative percentages</i>	
Used in past month	-	2	-	1
Used in past year	-	2	6	2
Ever used drug	-	2	9	2
	%	%	%	%
Ever used drug	-	2	9	2
Offered drug but not used it	5	10	20	11
Heard of drug but not offered it	77	72	57	71
Not heard of drug	18	16	14	16
Base	65	50	42	159

Table 9.31 Drug-taking behaviour**by length of time in current placement**

Scotland LAC aged 11–17 in residential placements or foster care with a self-completed questionnaire

	Less than 2 years	2 years or more	All children in residential placements or foster care
Cannabis			
	<i>Cumulative percentages</i>		
Used in past month	23	6	16
Used in past year	39	12	29
Ever used drug	46	18	35
	%	%	%
Ever used drug	46	18	35
Offered drug but not used it	10	9	10
Heard of drug but not offered it	39	59	46
Not heard of drug	5	15	9
Glue, Gas, Solvents			
	<i>Cumulative percentages</i>		
Used in past month	2	-	1
Used in past year	12	-	8
Ever used drug	16	6	12
	%	%	%
Ever used drug	16	6	12
Offered drug but not used it	16	6	9
Heard of drug but not offered it	65	76	69
Not heard of drug	9	12	10
Ecstasy			
	<i>Cumulative percentages</i>		
Used in past month	2	-	1
Used in past year	19	3	13
Ever used drug	21	3	14
	%	%	%
Ever used drug	21	3	14
Offered drug but not used it	18	9	14
Heard of drug but not offered it	51	63	55
Not heard of drug	10	26	16
Amphetamines			
	<i>Cumulative percentages</i>		
Used in past month	-	-	-
Used in past year	9	-	6
Ever used drug	14	-	9
	%	%	%
Ever used drug	14	-	9
Offered drug but not used it	18	12	16
Heard of drug but not offered it	50	47	49
Not heard of drug	18	41	27
LSD			
	<i>Cumulative percentages</i>		
Used in past month	-	-	-
Used in past year	7	-	4
Ever used drug	9	-	6
	%	%	%
Ever used drug	9	-	6
Offered drug but not used it	21	6	15
Heard of drug but not offered it	49	53	50
Not heard of drug	21	41	29

Table 9.31 - continued Drug-taking behaviour**by length of time in current placement**

Scotland LAC aged 11–17 in residential placements or foster care with a self-completed questionnaire

	Less than 2 years	2 years or more	All children in residential placements or foster care
Tranquillisers			
		<i>Cumulative percentages</i>	
Used in past month	-	-	-
Used in past year	7	-	4
Ever used drug	9	-	6
	%	%	%
Ever used drug	9	-	6
Offered drug but not used it	12	6	10
Heard of drug but not offered it	45	54	48
Not heard of drug	34	40	36
Cocaine			
		<i>Cumulative percentages</i>	
Used in past month	2	-	1
Used in past year	7	3	5
Ever used drug	10	3	8
	%	%	%
Ever used drug	10	3	8
Offered drug but not used it	16	6	12
Heard of drug but not offered it	60	82	68
Not heard of drug	14	9	12
Heroin			
		<i>Cumulative percentages</i>	
Used in past month	-	-	-
Used in past year	2	-	1
Ever used drug	5	-	3
	%	%	%
Ever used drug	5	-	3
Offered drug but not used it	10	6	9
Heard of drug but not offered it	75	79	77
Not heard of drug	9	15	11
Methadone			
		<i>Cumulative percentages</i>	
Used in past month	-	-	-
Used in past year	2	-	1
Ever used drug	2	-	1
	%	%	%
Ever used drug	2	-	1
Offered drug but not used it	4	-	2
Heard of drug but not offered it	62	59	61
Not heard of drug	32	41	36
Crack			
		<i>Cumulative percentages</i>	
Used in past month	-	-	-
Used in past year	4	-	2
Ever used drug	5	-	3
	%	%	%
Ever used drug	5	-	3
Offered drug but not used it	16	3	11
Heard of drug but not offered it	65	77	70
Not heard of drug	14	20	16
Base	67	40	107

Table 9.32 Drug-taking behaviour
by mental disorder

Scotland LAC aged 11–17 with a self-completed questionnaire

	Any mental disorder	No mental disorder	All young people
Cannabis			
		<i>Cumulative percentages</i>	
Used in past month	20	21	21
Used in past year	28	32	31
Ever used drug	32	42	39
	%	%	%
Ever used drug	32	42	39
Offered drug but not used it	17	9	12
Heard of drug but not offered it	45	42	42
Not heard of drug	6	7	7
Glue, Gas, Solvents			
		<i>Cumulative percentages</i>	
Used in past month	2	1	1
Used in past year	3	8	6
Ever used drug	6	13	10
	%	%	%
Ever used drug	6	13	10
Offered drug but not used it	16	6	10
Heard of drug but not offered it	67	68	68
Not heard of drug	11	12	12
Ecstasy			
		<i>Cumulative percentages</i>	
Used in past month	5	1	2
Used in past year	15	12	14
Ever used drug	15	13	15
	%	%	%
Ever used drug	15	13	15
Offered drug but not used it	23	12	17
Heard of drug but not offered it	48	56	52
Not heard of drug	14	18	17
Amphetamines			
		<i>Cumulative percentages</i>	
Used in past month	2	-	1
Used in past year	6	4	6
Ever used drug	11	7	10
	%	%	%
Ever used drug	11	7	10
Offered drug but not used it	22	12	16
Heard of drug but not offered it	51	49	49
Not heard of drug	17	32	26
LSD			
		<i>Cumulative percentages</i>	
Used in past month	-	-	-
Used in past year	2	5	4
Ever used drug	3	6	5
	%	%	%
Ever used drug	3	6	5
Offered drug but not used it	14	12	12
Heard of drug but not offered it	62	48	53
Not heard of drug	22	34	29

**Table 9.32 – continued Drug-taking behaviour
by mental disorder**

Scotland LAC aged 11–17 with a self-completed questionnaire

	Any mental disorder	No mental disorder	All young people
Tranquillisers			
		<i>Cumulative percentages</i>	
Used in past month	2	1	2
Used in past year	3	5	6
Ever used drug	5	6	7
	%	%	%
Ever used drug	5	6	7
Offered drug but not used it	16	5	9
Heard of drug but not offered it	48	54	51
Not heard of drug	31	34	33
Cocaine			
		<i>Cumulative percentages</i>	
Used in past month	2	1	1
Used in past year	6	3	4
Ever used drug	8	5	6
	%	%	%
Ever used drug	8	5	6
Offered drug but not used it	17	12	14
Heard of drug but not offered it	67	74	71
Not heard of drug	8	9	9
Heroin			
		<i>Cumulative percentages</i>	
Used in past month	2	-	1
Used in past year	2	1	1
Ever used drug	2	3	2
	%	%	%
Ever used drug	2	3	2
Offered drug but not used it	16	5	9
Heard of drug but not offered it	77	77	76
Not heard of drug	6	14	12
Methadone			
		<i>Cumulative percentages</i>	
Used in past month	-	-	-
Used in past year	-	1	1
Ever used drug	-	2	1
	%	%	%
Ever used drug	-	2	1
Offered drug but not used it	8	4	6
Heard of drug but not offered it	71	54	61
Not heard of drug	22	40	32
Crack			
		<i>Cumulative percentages</i>	
Used in past month	2	-	1
Used in past year	2	2	2
Ever used drug	2	3	2
	%	%	%
Ever used drug	2	3	2
Offered drug but not used it	11	11	11
Heard of drug but not offered it	77	67	71
Not heard of drug	11	19	16
Base	65	94	159

Table 9.33 Psychiatric correlates of smoking, drinking and drug taking behaviour

Scotland LAC aged 11–17 with a self-completed questionnaire

Variable	Current smoker		Drinker in past week		Ever cannabis user	
	Adjusted Odds Ratio	95% C.I.	Adjusted Odds Ratio	95% C.I.	Adjusted Odds Ratio	95% C.I.
Emotional disorder						
No	1.00		1.00		1.00	
Yes	1.58	(0.57–4.36)	0.98	(0.27–3.56)	0.38	(0.12–1.23)
Age						
11–15	1.00		1.00		1.00	
16–17	3.04*	(1.23–7.53)	3.81*	(1.34–10.81)	2.66*	(1.03–6.85)
Sex						
Male	1.00		1.00		1.00	
Female	2.78**	(1.32–5.89)	2.01	(0.78–5.15)	2.17	(0.99–4.76)
Type of placement						
Foster care	1.00		1.00		1.00	
Birth parents	3.61**	(1.53–8.49)	6.26**	(1.86–21.14)	4.00**	(1.60–10.00)
Residential care	4.78**	(1.92–11.94)	4.82*	(1.33–17.44)	10.23**	(3.79–27.58)
Conduct disorder						
No	1.00		1.00		1.00	
Yes	0.84	(0.40–1.75)	0.7	(0.26–1.88)	0.75	(0.35–1.61)
Age						
11–15	1.00		1.00		1.00	
16–17	3.25**	(1.33–7.98)	3.78**	(1.35–10.56)	2.26	(0.91–5.62)
Sex						
Male	1.00		1.00		1.00	
Female	2.63**	(1.26–5.49)	2.03	(0.81–5.11)	2.43*	(1.12–5.27)
Type of placement						
Foster care	1.00		1.00		1.00	
Birth parents	3.62**	(1.54–8.50)	6.12**	(1.81–20.67)	3.78**	(1.52–9.37)
Residential care	4.76**	(1.91–11.90)	4.61*	(1.27–16.67)	9.43**	(3.54–25.17)
Hyperkinetic disorder						
No	1.00		1.00		1.00	
Yes	0.21	(0.04–1.07)	0.40	(0.05–3.40)	0.89	(0.23–3.39)
Age						
11–15	1.00		1.00		1.00	
16–17	3.58**	(1.42–9.01)	3.88**	(1.39–10.89)	2.27	(0.92–5.65)
Sex						
Male	1.00		1.00		1.00	
Female	2.60**	(1.24–5.47)	1.98	(0.79–4.96)	2.42*	(1.11–5.23)
Type of placement						
Foster care	1.00		1.00		1.00	
Birth parents	3.72**	(1.57–8.83)	6.15**	(1.83–20.69)	3.82**	(1.54–9.48)
Residential care	4.89**	(1.94–12.28)	4.72*	(1.31–17.01)	9.60**	(3.61–25.54)

* p < 0.05, ** p < 0.01

Table 9.33 – continued Psychiatric correlates of smoking, drinking and drug taking behaviour

Scotland LAC aged 11–17 with a self-completed questionnaire

Variable	Current smoker		Drinker in past week		Ever cannabis user	
	Adjusted Odds Ratio	95% C.I.	Adjusted Odds Ratio	95% C.I.	Adjusted Odds Ratio	95% C.I.
Any disorder						
No	1.00		1.00		1.00	
Yes	1.16	(0.57–2.35)	0.92	(0.37–2.29)	0.70	(0.33–1.46)
Age						
11–15	1.00		1.00		1.00	
16–17	3.21**	(1.31–7.86)	3.82**	(1.37–10.68)	2.38	(0.93–5.85)
Sex						
Male	1.00		1.00		1.00	
Female	2.64**	(1.27–5.50)	2.01	(0.80–5.05)	2.40*	(1.11–5.22)
Type of placement						
Foster care	1.00		1.00		1.00	
Birth parents	3.70**	(1.57–8.72)	6.20**	(1.83–20.98)	3.73**	(1.50–9.25)
Residential care	4.94**	(1.97–12.40)	4.74*	(1.29–17.32)	9.23**	(3.45–24.65)

* p < 0.05, ** p < 0.01

**Table 9.34 Lifestyle behaviours
by country**

LAC aged 11–17 with a self-completed questionnaire

	England	Scotland	Wales
Currently smokes			
Drinks at least once a week			
Ever used cannabis			
	%	%	%
Smokes and drinks and cannabis user	8	15	10
Smokes and drinks	3	1	4
Smokes and cannabis user	9	15	9
Drinks and cannabis user	1	1	4
Smokes only	13	12	12
Drinks only	2	1	5
Cannabis user only	2	7	4
None of the above	62	48	53
Base	413	159	58

Table 9.35 Lifestyle behaviours
by mental disorder

Scotland LAC aged 11–17 with self-completed questionnaire

	Any mental disorder	No mental disorder	All young people
	%	%	%
Currently smokes			
Drinks at least once a week			
Ever used cannabis			
Smokes and drinks and cannabis user	15	16	15
Smokes and drinks	-	2	1
Smokes and cannabis user	11	19	15
Drinks and cannabis user	2	1	1
Smokes only	20	6	12
Drinks only	2	-	1
Cannabis user only	6	7	7
None of the above	46	49	48
<i>Base</i>	<i>65</i>	<i>94</i>	<i>159</i>

Table 9.36 Sexual behaviour
by country

LAC aged 11–17 (excluding those who had been sexually abused) with a self-completed questionnaire

	England	Scotland	Wales
	%	%	%
Taught about AIDS/HIV infection at school			
Yes	67	73	69
No	17	16	17
Not sure	16	11	14
<i>Base</i>	<i>292</i>	<i>124</i>	<i>42</i>
Talked about AIDS/HIV infection with carers or other adults			
Yes	48	43	57
No	41	50	31
Not sure	12	7	12
<i>Base</i>	<i>292</i>	<i>124</i>	<i>42</i>
Ever had sexual intercourse			
Yes	31	38	29
No	69	62	71
<i>Base</i>	<i>292</i>	<i>124</i>	<i>42</i>

Table 9.37 Sexual behaviour**by mental disorder**

Scotland LAC aged 11–17 (excluding those who had been sexually abused) with self-completed questionnaire

	Any mental disorder	No mental disorder	All young people
	%	%	%
Taught about AIDS/HIV infection at school			
Yes	66	76	73
No	22	14	16
Not sure	12	10	11
<i>Base</i>	49	75	124
Talked about AIDS/HIV infection with parents or other adults			
Yes	41	44	43
No	53	49	50
Not sure	6	6	7
<i>Base</i>	49	75	124
Ever had sexual intercourse			
Yes	33	40	38
No	67	60	62
<i>Base</i>	49	75	124

Weighting procedures

To weight the data for this survey, we applied the technique known variously as raking, raking ratio estimation, interactive proportional fitting and especially in the market research literature, raking weighting.

The basic idea of this technique is to make the marginal distributions of the various characteristics conform with the population distribution while making the least possible distortion to the pattern of the multi-way sample distribution. No attempt is made to align the complete multi-way sample distribution with the corresponding population distribution. The technique can be used with any number of factors but in this survey we used just two factors: age/sex of the young people and their type of placement.

However before using this technique it was necessary to weight the data taking account of the differential chances of selection in each Scottish Council. Table A1 shows the age, sex and placement characteristics of the children sampled in each Council after they applied the sampling fraction requested by ONS. In Table A2, we show the data in Table A1 weighted for the differential chances of selection. We choose either 1 in 5, 1 in 10 or 1 in 15 children depending on the locality and size of the looked after children population. These data are summarised in Table A3 along with the achieved sampled distribution also weighted for the disproportionate chances of selection. The numbers are shown as percentages of the whole sample in Table A4. The raking procedure was then carried out on the percentages shown in this table.

First, we calculated weights to align the sample with the population on the first variable: four age/sex categories – the first step of raking. These weights were then applied to the sample and a new marginal distribution is formed for the other variable: the placement distribution. (Table A5) The whole process was repeated for the second variable: placement distribution. This resulted in the marginal distribution for the first variable,

age and sex being once again misaligned with the population distribution (Table A6). The final weights are identical, regardless of which variable is considered first.

The whole cycle was repeated. (Tables A7 and A8). This reiteration procedure is known to converge in almost all cases, that is, it produces weights which vary very little between successive cycles, usually after a very small number of cycles. Since much of the variation in the weights occurred in the first reiteration, we stopped there.

To calculate the weights for each cell we divided the sample percentages before alignment by those after alignment, (Table A9). Since our sample distribution was very similar to the population distribution in terms of age and sex but was somewhat different for placement – fewer children placed at home and more in foster and residential care – the weights applied to the data ranged from 1.22 to 1.48 for those placed at home and 0.74 to 0.90 for children in other placements.

Table A1 Selected sample sent to ONS from each Council

	Placed at home with parents or relatives				In foster care, residential or other care				Total set sample
	Girls born on or after 1Jan. 1992	Girls born before 1Jan. 1992	Boys born on or after 1Jan. 1992	Boys born before 1Jan. 1992	Girls born on or after 1Jan. 1992	Girls born before 1Jan. 1992	Boys born on or after 1Jan. 1992	Boys born before 1Jan. 1992	
	Angus Council	1	1	1	2	2	4	4	
Argyll & Bute Council	0	4	2	8	3	7	2	8	34
Clackmannanshire Council	1	1	1	2	0	1	0	3	9
East Ayrshire Council	0	4	0	2	0	2	2	5	15
East Lothian Council	1	2	0	2	1	2	2	3	13
East Renfrewshire Council	1	2	2	2	1	1	1	3	13
Comhairle nan Eilean Siar	1	1	0	3	0	1	0	1	7
Falkirk Council	0	0	0	0	1	3	1	5	10
Fife Council	5	2	2	4	1	6	5	11	36
Glasgow City Council	9	12	9	20	8	18	10	23	109
North Ayrshire Council	1	2	1	4	2	2	2	2	16
Orkney Islands Council	1	1	0	1	0	0	0	1	4
Scottish Borders Council	2	1	1	2	1	2	1	4	14
Shetland Islands Council	0	1	1	0	1	2	0	1	6
South Ayrshire Council	1	2	1	2	0	1	2	2	11
Stirling Council	0	2	0	2	2	2	1	3	12
The Highland Council	3	5	4	11	7	11	4	17	62
Aberdeen City Council	12	7	8	17	5	17	5	22	93
Midlothian Council	2	1	1	2	1	2	3	4	16
West Lothian Council	2	4	3	5	3	7	4	7	35
Dumfries & Galloway Council	3	1	0	3	1	3	2	4	17
East Dunbartonshire Council	0	1	0	2	0	1	1	1	6
The Moray Council	2	4	3	5	1	4	1	4	24
Dundee City Council	1	3	1	6	1	7	3	6	28
Inverclyde Council	2	1	1	2	1	1	2	1	11
Renfrewshire Council	4	4	5	6	1	2	2	5	29
City of Edinburgh Council	7	11	11	15	6	12	5	16	83
Perth & Kinross Council	0	2	2	2	1	2	1	4	14
West Dunbartonshire Council	1	2	1	4	1	2	1	3	15
North Lanarkshire Council	5	7	5	12	4	10	5	15	63
Aberdeenshire Council	2	5	3	9	3	6	4	5	37
South Lanarkshire Council	1	3	2	8	1	3	2	3	23
Totals	71	99	71	165	60	144	78	193	881

Table A2 Selected sample sent to ONS from each Council weighted for chance of selection

	Placed at home with parents or relatives				In foster care, residential or other care				Total set sample	
	Sampling fraction 1 in ...	Girls born on or after 1 Jan 1992	Girls born before 1 Jan 1992	Boys born on or after 1 Jan 1992	Boys born before 1 Jan 1992	Girls born on or after 1 Jan 1992	Girls born before 1 Jan 1992	Boys born on or after 1 Jan 1992		Boys born before 1 Jan 1992
	Angus Council	10	10	10	10	20	20	40		40
Argyll & Bute Council	5	0	20	10	40	15	35	10	40	170
Clackmannanshire Council	10	10	10	10	0	0	10	0	30	70
East Ayrshire Council	15	0	60	0	30	0	30	30	75	225
East Lothian Council	10	10	20	0	20	10	20	20	30	130
East Renfrewshire Council	15	15	30	30	30	15	15	15	45	195
Comhairle nan Eilean Siar	5	5	5	0	15	0	5	0	5	35
Falkirk Council	10	0	0	0	0	10	30	10	50	100
Fife Council	10	50	20	20	40	10	60	50	110	360
Glasgow City Council	15	135	180	135	300	120	270	150	345	1,635
North Ayrshire Council	15	15	30	15	60	30	30	30	30	240
Orkney Islands Council	5	5	5	0	5	0	0	0	5	20
Scottish Borders Council	10	20	10	10	20	10	20	10	40	140
Shetland Islands Council	5	0	5	5	0	5	10	0	5	30
South Ayrshire Council	15	15	30	15	30	0	15	30	30	165
Stirling Council	10	0	20	0	20	20	20	10	30	120
The Highland Council	5	15	25	20	55	35	55	20	85	310
Aberdeen City Council	5	60	35	40	85	25	85	25	110	465
Midlothian Council	10	20	10	10	20	10	20	30	40	160
West Lothian Council	10	20	40	30	50	30	70	40	70	350
Dumfries & Galloway Council	15	45	15	0	45	15	45	30	60	255
East Dunbartonshire Council	15	0	15	0	30	0	15	15	15	90
The Moray Council	5	10	20	15	25	5	20	5	20	120
Dundee City Council	10	10	30	10	60	10	70	30	60	280
Inverclyde Council	15	30	15	15	30	15	15	30	15	165
Renfrewshire Council	15	60	60	75	90	15	30	30	75	435
City of Edinburgh Council	10	70	110	110	150	60	120	50	160	830
Perth & Kinross Council	10	0	20	20	20	10	20	10	40	140
West Dunbartonshire Council	15	15	30	15	60	15	30	15	45	225
North Lanarkshire Council	10	50	70	50	120	40	100	50	150	630
Aberdeenshire Council	5	10	25	15	45	15	30	20	25	185
South Lanarkshire Council	15	15	45	30	120	15	45	30	45	345
Totals	335	720	1,020	715	1,635	580	1,380	835	1,895	8,780
Percentage distribution		8.2	11.6	8.1	18.6	6.6	15.7	9.5	21.6	100

Table A3 Number of children aged 5–17 looked after by age, sex and placement after sampling from all 32 Scottish Councils and the number of children interviewed in the ONS survey from November 2002 to June 2003

	Weighted sample data from Scottish Councils			Weighted sample data from ONS survey		
	Placed at home with parents or relatives	Placed in foster, residential or other care	Total	Placed at home with parents or relatives	Placed in foster, residential or other care	Total
Boys born before 1992	1635	1895	3,530	42	107	149
Boys born in/after 1992	715	835	1,550	28	37	65
Girls born before 1992	1020	1380	2,400	27	62	89
Girls born in/after 1992	720	580	1,300	26	23	49
Total	4,090	4,690	8,780	123	229	352

Table A4 Percentage of children aged 5–17 looked after by age, sex and placement after sampling from all 32 Scottish Councils and the percentage of children interviewed in the ONS survey from November 2002 to June 2003

	Weighted sample data from Scottish Councils			Weighted sample data from ONS survey		
	Placed at home with parents or relatives	Placed in foster, residential or other care	Total	Placed at home with parents or relatives	Placed in foster, residential or other care	Total
Boys born before 1992	18.6	21.6	40.2	11.9	30.4	42.3
Boys born in/after 1992	8.1	9.5	17.6	8.0	10.5	18.5
Girls born before 1992	11.6	15.7	27.3	7.7	17.6	25.3
Girls born in/after 1992	8.2	6.6	14.8	7.4	6.5	13.9
Total	46.6	53.4	100	34.9	65.1	100

Table A5 Aligning the sample age/sex distribution to the estimated population distribution

	Placed at home with parents or relatives	Placed in foster, residential or other care	Total
Boys born before 1992	11.3	28.9	40.2
Boys born in/after 1992	7.6	10.0	17.6
Girls born before 1992	8.3	19.0	27.3
Girls born in/after 1992	7.9	6.9	14.8
Total	35.1	64.8	100

Table A7 Reiteration Step 1 Aligning the weighted age/sex distribution to the population

	Placed at home with parents or relatives	Placed in foster, residential or other care	Total
Boys born before 1992	15.6	24.6	40.2
Boys born in/after 1992	9.7	7.9	17.6
Girls born before 1992	11.2	16.1	27.3
Girls born in/after 1992	9.6	5.2	14.8
Total	46.1	53.8	100

Table A6 Aligning the weighted placement distribution to the population distribution

	Placed at home with parents or relatives	Placed in foster, residential or other care	Total
Boys born before 1992	15.0	23.8	38.8
Boys born in/after 1992	10.1	8.2	18.3
Girls born before 1992	11.0	15.7	26.7
Girls born in/after 1992	10.5	5.7	16.2
Total	46.6	53.4	100

Table A8 Reiteration Step 2 Aligning the weighted placement distribution to the population

	Placed at home with parents or relatives	Placed in foster, residential or other care	Total
Boys born before 1992	15.7	24.5	40.2
Boys born in/after 1992	9.8	7.8	17.6
Girls born before 1992	11.4	15.9	27.3
Girls born in/after 1992	9.7	5.2	14.9
Total	46.6	53.4	100

Table A9 Weights (% after alignment/% before alignment)

	Placed at home with parents or relatives	Placed in foster, residential or other care
Boys born before 1992	1.32	0.81
Boys born in/after 1992	1.22	0.74
Girls born before 1992	1.48	0.90
Girls born in/after 1992	1.31	0.80

Statistical terms and their interpretation

Confidence intervals

The percentages quoted in the text of this report represent summary information about a variable (e.g. percentage of young people with a mental disorder) based on the sample of children in this study. However, extrapolation from these sample statistics is required in order to make inferences about distribution of that particular variable in the looked after children population. This is done by calculating confidence intervals around the statistic in question. These confidence intervals indicate the range within which the 'true' (or population) percentage is likely to lie. Where 95% confidence intervals are calculated, this simply indicates that one is '95% confident' that the population percentage lies within this range. (More accurately, it indicates that, if repeated samples were drawn from the population, the percentage would lie within this range in 95% of the samples.)

Confidence intervals are calculated on the basis of the sampling error (see below). The upper 95% confidence intervals are calculated by adding the sampling error (SE) multiplied by 1.96 to the sample percentage or mean. The lower confidence interval is derived by subtracting the same value. 99% confidence intervals can also be calculated, by replacing the value 1.96 by the value 2.58.

Sampling errors

The sampling error is a measure of the degree to which a percentage (or other summary statistic) would vary if repeatedly calculated in a series of samples. It is used in the calculation of confidence intervals and statistical significance tests. In this survey simple random sampling took place. Therefore, the data were simply weighted by the raking method to compensate for non-response using post-stratification.

Sampling errors have been calculated for prevalence estimates and have been used to test the statistical significance of differences for this report. In general only statistically significant differences are commented on in the report unless specifically stated otherwise.

Significance

It is stated in the text of the report that some differences are 'significant'. This indicates that it is unlikely that a difference of this magnitude would be found due to chance alone. Specifically, the likelihood that the difference would occur simply by chance is less than 5%. This is conventionally assumed to be infrequent enough to discount chance as an explanation for the finding.

Logistic regression and Odds Ratios

Logistic regression analysis has been used in the analysis of the survey data to provide a measure of the association between, for example, various sociodemographic variables and childhood mental disorders. Unlike the crosstabulations presented elsewhere in the report, logistic regression estimates the effect of any socio-demographic variable while controlling for the confounding effect of other variables in the analysis.

Logistic regression produces an estimate of the probability of an event occurring when an individual is in a particular sociodemographic category compared to a reference category. This effect is measured in terms of odds. For example, Table 8.12 shows that being in residential care increases the odds of having special educational needs compared to the reference category of foster care. The amount by which the odds of this disorder actually increases is shown by the Adjusted Odds Ratio (OR). In this case, the OR is 2.67 indicating that being a child in residential care

increases the odds of having a mental disorder by just over two and a half times, controlling for the possible confounding effects of the other variables in the statistical model, i.e. age, sex and having a mental disorder. To determine whether this increase is due to chance rather than to the effect of the variable, one must consult the associated 95% confidence interval.

Confidence intervals around an Odds Ratio

The confidence intervals around Odds Ratios can be interpreted in the manner described earlier in this section. For example, Table 8.12, also shows an Odds Ratio of 1.90 for the association between having a mental disorder and special educational needs, with a confidence interval from 1.04 to 3.46, indicating that the 'true' (i.e., population) OR is likely to lie between these two values. If the confidence interval does not include 1.00 then the OR is likely to be significant – that is, the association between the variable and the odds of a particular disorder is unlikely to be due to chance. If the interval includes 1.00, then it is possible that the 'true' OR is actually 1.00, that i.e. no increase in odds can be attributed to the variable.

Odds Ratios and how to use them multiplicatively

The Odds Ratios presented in the tables show the adjusted odds due solely to membership of one particularly category – for example, having compared to not having a mental disorder. However, odds for more than one category can be combined by multiplying them together. This provides an estimate of the increased odds having special educational needs due to being a member of more than one category at once – for example, being in residential care and having a mental disorder. For example, in Table 8.12 having rather than not having a mental disorder increases the odds of having special educational needs (OR=1.90), while being in residential care (compared with being in foster care) also independently increases the odds (OR=2.67). The increased odds for young people in residential care with a mental disorder having special educational needs compared with those with no disorder in a foster placement is therefore the product of the two independent Odds Ratios, 5.07.

Survey questionnaire

CARER INTERVIEW

Background characteristics

Ask always:

NAME1

PLEASE RECORD THE NAME OF THE ADULT
YOU WILL BE INTERVIEWING*Ask always:*

SelectC

PLEASE ENTER THE NAME OF CHILD

Ask always:

ChldAge

How old was (CHILD'S NAME) on his/her last birthday?

Ask always:

ChldDOB

What is CHILD's date of birth?

Ask always:

ChldSex

ASK OR RECORD

PLEASE ENTER child's sex

- (1) Male
- (2) Female

Ask always:

EthnicC

USE SHOW CARD 1

[*] To which of these groups do you consider CHILD
belongs?

- (1) White
- (2) Black – Caribbean
- (3) Black – African
- (4) Black – Other Black groups
- (5) Indian
- (6) Pakistani
- (7) Bangladeshi
- (8) Chinese
- (9) None of these

Ask always:

TypePlc

ASK OR RECORD

Is CHILD living....

- (1) with foster parent(s)
- (2) with natural parent(s)
- (3) other relative(s)
- (4) friend(s)
- (5) in a community home or other residential home?
- (6) or living independently?

Placement characteristics

Ask if child not in residential care

Family

ASK OR RECORD

Which of these placements is closest to CHILD's situation?

- (1) Own parents, friends or relatives with parental responsibility
- (2) Foster placement with relative or friend
- (3) Other foster carer provided by LA
- (4) Other foster carer arranged through agency
- (5) Foster placement with relative or friend (outside LA)
- (6) Other foster carer, provided by LA (outside LA)
- (7) Other foster carer, arranged through agency (outside LA)

Ask if in residential care

Residtl

ASK OR RECORD

SHOW CARD 1a

Which of these placements is closest to CHILD's situation?

- (1) Secure unit inside LA boundary
- (2) Secure unit outside LA boundary
- (3) Homes and hostels inside LA boundary
- (4) Homes and hostels outside LA boundary
- (5) Residential accommodation not subject to children's homes regulations
- (6) Residential care home
- (7) NHS/Health trust or other establishment providing nursing care
- (8) Family centre or mother and baby unit
- (9) Youth treatment centre(Glenthorne)
- (10) Young offender institution or prison
- (11) Residential school (NOT dual reg as a children's home)
- (12) In refuge (section 51)
- (13) Other placement

Ask if: NOT (QSelect.TypePlc = indep)

And: QSelect.TypePlc = Home

Hometyp

Does this 'home look after all type of children or does it specialise in young people with particular difficulties?

- (1) All types of children
- (2) Specialises in young people with particular difficulties

Ask if: NOT (QSelect.TypePlc = indep)

And: QSelect.TypePlc = Home

And: Hometyp = special

HometypA

What sort of difficulties do these children/young people have?

STRING[100]

Ask if: NOT (QSelect.TypePlc = indep)

And: QSelect.TypePlc = Home

Homenoch

How many children/young people live here?

1..250

Ask if: NOT (QSelect.TypePlc = indep)

And: QSelect.TypePlc = Home

Homestaf

Approximately how many staff look after these children? (Answer in whole time equivalents)

1..50

Ask if: NOT (QSelect.TypePlc = indep)

TimePlc

How long has (CHILD'S NAME) been with you (this time)?

ONLY INCLUDE TIME SPENT FOR THIS PARTICULAR EPISODE

PLEASE ENTER TIME IN NUMBER OF MONTHS

0..180

Display always:

SelectA

COMPUTED VARIABLE

Name of adult to be interviewed

STRING[12]

Ask always:

AdltSex

ASK OR RECORD Selected adult's sex

- (1) Male
- (2) Female

Ask always:

RelChld

ASK OR RECORD

What is your relationship to (CHILD'S NAME)?

- (1) Biological parent
- (2) Foster carer
- (3) Grandparent(s)
- (4) Aunt, uncle or other relative
- (5) Social worker
- (6) Key worker
- (7) Link worker
- (8) Hostel manager
- (9) Unit manager
- (10) Head of care
- (11) Head Teacher
- (12) Residential care worker
- (13) Supported lodgings carer
- (14) Friend/Family friend
- (15) Other

Ask always:

AdltInt

THIS IS WHERE YOU START RECORDING ANSWERS FOR INDIVIDUALS.

DO YOU WANT TO RECORD ANSWERS FOR ^SelectA NOW or LATER?

- (1) Yes, now/already interviewed
- (2) Later

Ask always:

ChldInt

THIS IS WHERE YOU START RECORDING ANSWERS FOR INDIVIDUALS.

DO YOU WANT TO RECORD ANSWERS FOR (CHILD'S NAME) NOW or LATER?

- (1) Yes, now/already interviewed
- (2) Later
- (3) Child is under 11 years

General Health (Adult interview)

GenHlth

[*] How is (CHILD'S NAME) health in general? Would you say it was ...

RUNNING PROMPT

- (1) very good
- (2) good
- (3) fair
- (4) bad
- (5) or is it very bad?

B2

Is (CHILD'S NAME) registered with a GP?

- (1) Yes
- (2) No

B4

Here is a list of health problems or conditions which some children or adolescents may have. Please can you tell me whether (CHILD'S NAME) has any of these?

SHOW CARD 3

SET [12] OF

- (1) Asthma
- (2) Eczema
- (3) Hay fever
- (4) Glue ear or otitis media, or having grommets
- (5) Bed wetting
- (6) Soiling pants
- (7) Stomach/digestive problems or abdominal/tummy pains
- (8) A heart problem
- (9) Any blood disorder
- (10) Epilepsy
- (11) Food allergy
- (12) Some other allergy
- (13) None of these

B4a

Here is another list of health problems or conditions which some children or adolescents may have. Please can you tell me whether (CHILD'S NAME) has any of these?

SHOW CARD 4

SET [11] OF

- (1) Hyperactivity
- (2) Behavioural problems
- (3) Emotional problems
- (4) Learning difficulties
- (5) Dyslexia
- (6) Cerebral palsy
- (7) Migraine or severe headaches
- (8) The Chronic Fatigue Syndrome or M.E
- (9) Eye/Sight problems
- (10) Speech/Language problems
- (11) Hearing problems
- (12) None of these

B5

And finally, another list of health problems or conditions which some children or adolescents may have. Please can you tell me whether (CHILD'S NAME) has any of these?

SHOW CARD 5

SET [11] OF

- (1) Diabetes
- (2) Obesity
- (3) Cystic fibrosis
- (4) Spina Bifida

- (5) Kidney, urinary tract problems
- (6) Missing fingers, hands, arms, toes, feet or legs
- (7) Any stiffness or deformity of the foot, leg, fingers, arms or back
- (8) Any muscle disease or weakness
- (9) Any difficulty with co-ordination
- (10) A condition present since birth such as club foot or cleft palate
- (11) Cancer
- (12) None of these

AnyElse

Does (CHILD'S NAME) have any other health problems?

- (1) Yes
- (2) No

ElseSpec

What are these other health problems?

STRING[250]

HeadInj

Has s/he ever had a head injury with loss of consciousness?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: QSelect2.AdltInt = YesNow**And: HeadInj = Yes****HeadInja**

How long is it since s/he had a head injury?

- (1) Less than a month ago
- (2) At least one month but less than 6 months ago
- (3) At least 6 months but less than a year ago
- (4) A year ago or more

B7

Has s/he ever had an accident causing broken bones or fractures that is not a head injury?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: B7 = Yes**B7a**

How long is it since s/he had a broken bone?

- (1) Less than a month ago
- (2) At least one month but less than 6 months ago
- (3) At least 6 months but less than a year ago
- (4) A year ago or more

B8

Has s/he ever had a burn requiring admission to hospital?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: B8 = Yes

B8a

How long ago is it since s/he had this burn?

- (1) Less than a month ago
- (2) At least one month but less than 6 months ago
- (3) At least 6 months but less than a year ago
- (4) A year ago or more

B9

Has s/he ever had an accidental poisoning requiring admission to hospital?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: b9 = yes

B9a

How long ago is it since s/he was accidentally poisoned?

- (1) Less than a month ago
- (2) At least one month but less than 6 months ago
- (3) At least 6 months but less than a year ago
- (4) A year ago or more

B10

Has (CHILD'S NAME) ever been so ill that you thought that s/he may die?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: B10 = Yes

B10a

How long ago was this?

- (1) Less than a month ago
- (2) At least one month but less than 6 months ago
- (3) At least 6 months but less than a year ago
- (4) A year ago or more

Ask if: QSelect2.AdltInt = YesNow

And: (QSelect.ChldAge > 10) AND (QSelect.ChldSex = Female)

B11

Have her periods started yet?

- (1) Yes
- (2) No

Medication**B12**

May I just check, is (CHILD'S NAME) taking any pills or tablets listed here?

SHOWCARD 2

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: B12 = Yes

B12a

CODE ALL THAT APPLY

SET [14] OF

- (1) Methylphenidate, Equasym, Ritalin
- (2) Dexamphetamine, Dexedrine
- (3) Imipramine, Tofranil
- (4) Clonidine, Catepres, Dixarit
- (5) Fluoxetine, Prozac
- (6) Sertraline, Lustral
- (7) Paroxetine, Seroxat
- (8) Fluvoxamine, Faverin
- (9) Citalopram, Cimpramil
- (10) Amitryptaline, Lentizol, Triptafen
- (11) Clomipramine, Anafranil
- (12) Sulpirade, Dolmatil, Sulparex, Sulpitol
- (13) Risperidone, Riperadal
- (14) Haloperidol, Dozic, Haldol, Serenace

Ask if: QSelect2.AdltInt = YesNow

And: B12 = Yes

And: Any medication used

B12b

Ask for each drug mentioned

Who prescribed this medication?

Ask if: QSelect2.AdltInt = YesNow

And: B12 = Yes

And: Any medication used

B12c

Ask for each drug mentioned

How long has (CHILD'S NAME) been taking it?

ENTER NUMBER OF MONTHS

1..100

Strengths and Difficulties (Adult Interview)**IntrSDQ**

The next section is about (CHILD'S NAME) personality and behaviour. This is to give us an overall view of his/her strengths and difficulties

SectnD

For each item that I am going to read out can you please tell me whether it is 'not true', 'partly true' or 'certainly true' for (CHILD'S NAME) over the past six months (or since CHILD'S NAME has been with you)

D4

[*] Considerate of other people's feelings
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D5

[*] Restless, overactive, cannot stay still for long
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D6

[*] Often complains of headaches, stomach aches or sickness
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D7

[*] Shares readily with other children (treats, toys, pencils etc)
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D8

[*] Often has temper tantrums or hot tempers
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D9

[*] Rather solitary, tends to play alone
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D10

[*] Generally obedient, usually does what adults request
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D11

[*] Many worries, often seems worried
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D12

[*] Helpful if someone is hurt, upset or feeling ill
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D13

[*] Constantly fidgeting or squirming
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D14

[*] Has at least one good friend
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D15

[*] Often fights with other children or bullies them
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D16

[*] Often unhappy, down-hearted or tearful
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

**D17**

[*] Generally liked by other children
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D18

[*] Easily distracted, concentration wanders
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D19

[*] Nervous or clingy in new situations, easily loses confidence
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D20

[*] Kind to younger children
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D21

[*] Often lies or cheats
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D22

[*] Picked on or bullied by other children
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D23

[*] Often volunteers to help others (Adults, teachers, other children)
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D24

[*] Thinks things out before acting
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D25

[*] Steals from home, school or elsewhere
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D26

[*] Gets on better with adults than with other children
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D27

[*] Many fears, easily scared
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D28

[*] Sees tasks through to the end, good attention span?
SHOW CARD 6

- (5) Not true
- (6) Partly true
- (7) Certainly true

D29

[*] SHOW CARD 7

Overall, do you think (CHILD'S NAME) has difficulties in one or more of the following areas: emotions, concentration, behaviour or getting on with other people?

- (5) No
- (6) Yes: minor difficulties
- (7) Yes: definite difficulties
- (8) Yes: severe difficulties

Ask if: D29 >= 6
D29a

How long have these difficulties been present?

- (1) Less than a month
- (2) One to five months
- (3) Six to eleven months
- (4) A year or more
- (5) SPONTANEOUS ONLY - As long as (CHILD'S NAME) has been living here

Ask if: D29 >=6
D29b

How much do you think the difficulties upset or distress
(CHILD'S NAME) ...
RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: D29 >= 6
D30

[*] Have they interfered with....
...how well s/he gets on with you and others at (in the)
home?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: D29 >= 6
D30a

[*] (Have they interfered with....)
.... making and keeping friends?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: D29 >= 6
D30b

[*] (Have they interfered with...)
...learning new things (or class work)?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: D29 >= 6
D30c

[*] (Have they interfered with...)
...playing, hobbies, sports or other leisure activities?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: D29 >= 6
D31

[*] Have these problems put a burden on you or the
others at (in the) home?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Separation anxiety (Adult Interview)

IntroF

Most children are particularly attached to a few key adults, looking to them for security, comfort and turning to them when upset or hurt. They can be relatives, foster parents, carers, favourite teachers, etc.

INTERVIEWER NOTE: Though children can be particularly attached to other children (sisters, brothers, friends), aim to identify ADULT attachment figures.

A1

Which adults is (CHILD'S NAME) specially attached to?
CODE ALL THAT APPLY

SET [10] OF

- (1) Mother (biological or adoptive)
- (2) Father (biological or adoptive)
- (3) Another mother figure (stepmother, foster mother, father's partner)
- (4) Another father figure (stepfather, foster father, mother's partner)
- (5) One or more grandparents
- (6) One or more adult relatives (eg aunt, uncle, grown-up brother or sister)
- (7) Childminder, nanny, au pair
- (8) One or more teachers
- (9) One or more other adult non-relatives (eg Social/Key worker, family friend or neighbour)
- (10) Not specially attached to any adult

Ask if: QSelect2.AdltInt = YesNow

And: noadult IN A1

A1a

Is (CHILD'S NAME) specially attached to the following children or young people?

SET [3] OF

- (1) One or more brothers, sisters or other young relatives
- (2) One or more friends
- (3) Not specially attached to anyone

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

Livewith

Do any of these people live with (CHILD'S NAME)?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

Alnt1

You've just told us who (CHILD'S NAME) is specially attached to. From now on, I am going to refer to these people as his/her 'attachment figures'.

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

Alnt2

What I'd like to know next is how much (CHILD'S NAME) worries about being separated from his/her 'attachment figures'. Most children have worries of this sort, but I'd like to know how (CHILD'S NAME) compares with other children of his/her age. I am interested in how s/he is usually - not on the occasional 'off day'

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

A2

Overall, in the last 4 weeks, has (CHILD'S NAME) been particularly worried about being separated from his/her 'attachment figures'?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

F2a

[*] Over the last 4 weeks, and compared with other children of the same age... has s/he often been worried either about something unpleasant happening to his/her attachment figures, or about losing you/them?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

F2b

[*] (Over the last 4 weeks, and compared with other children of the same age...)

... has s/he often worried unrealistically that s/he might be taken away from his/her attachment figures, for example

by being kidnapped, taken to hospital or killed? (DO NOT INCLUDE REALISTIC WORRIES THAT THE CURRENT FOSTER OR RESIDENTIAL PLACEMENT MAY BREAK DOWN)

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

And: Livewith = Yes

F2c

[*] (Over the last 4 weeks, and compared with other children of the same age...)

... has s/he often not wanted to go to school in case something nasty happened to (his/her attachment figures who live with the child) while s/he was away at school? (DO NOT INCLUDE RELUCTANCE TO GO TO SCHOOL FOR OTHER REASONS, EG. FEAR OF BULLYING OR EXAMS)

SHOW CARD 9

- (5) No more than other children of the same age
- (6) A little more than other children of the same age
- (7) A lot more than other children of the same age
- (8) SPONTANEOUS: Not at school

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

F2d

[*] (Over the last 4 weeks, and compared with other children of the same age...)

... has s/he worried about sleeping alone?

DNA = CODE 5

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

And: Livewith = Yes

F2e

[*] (Over the last 4 weeks, and compared with other children of the same age...)

... has s/he often come out of his/her bedroom at night to check on, or to sleep near (his/her attachment figures who live with child)?

DNA = CODE 5

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

F2f

[*] (Over the last 4 weeks, and compared with other children of the same age...)
... has s/he worried about sleeping in a strange place?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

And: (Livewith = Yes) AND (QSelect.ChldAge < 11)

F2g

[*] (Over the last 4 weeks, and compared with other children of the same age...)
... has s/he been particularly afraid of being alone in a room alone at home without (his/her attachment figures who live with child) even if you or they are close by?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

And: (Livewith = Yes) AND (QSelect.ChldAge >= 11)

F2h

[*] (Over the last 4 weeks, and compared with other children of the same age...)
...has s/he been afraid of being alone at home if (his/her attachment figures who live with child) pop out for a moment?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

F2i

[*] (Over the last 4 weeks, and compared with other children of the same age...)
... has s/he had repeated nightmares or bad dreams about

being separated from his/her attachment figures?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

F2j

[*] (Over the last 4 weeks, and compared with other children of the same age...)
... has s/he had headaches, stomach aches or felt sick when s/he had to leave his/her attachment figures or when s/he knew it was about to happen?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: NOT (noone IN A1a)

F2k

[*] (Over the last 4 weeks, and compared with other children of the same age...)
... has being apart or the thought of being apart from his/her attachment figures led to worry, crying, tantrums, clinginess or misery?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: SepCHK = Present

F3

[*] Have (CHILD'S NAME) worries about separations been there for at least a month?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: SepCHK = Present

And: QSelect.ChldAge >= 6

F3a

[*] How old was s/he when his/her worries about separation began?

0..17

Ask if: QSelect2.AdltInt = YesNow

And: ANY F2a-F2k=7

F4

[*] How much have these worries upset or distressed him/her
RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QSelect2.AdltInt = YesNow

And: ANY F2a-F2k=7

F5a

[*] How much have these worries interfered with...
... how well s/he gets on with you and others (at/in the home?)
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY F2a-F2k=7

F5b

[*] (How much have these worries interfered with...)
.... making and keeping friends?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY F2a-F2k=7

F5c

[*] (Have they interfered with...)
...learning new things (or class work)?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY F2a-F2k=7

F5d

[*] (Have they interfered with...)
...playing, hobbies, sports or other leisure activities?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY F2a-F2k=7

F5e

[*] Have these worries put a burden on you or the others (at/in the) home?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

FA9a

Is s/he too friendly with strangers?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9b

Does s/he try to make friends with everyone (including children), or persist with those who clearly don't like him/her or obviously don't want to have anything to do with him/her?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9c

Is s/he too cuddly with people s/he doesn't know well?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9d

Does s/he tend to form many shallow relationships with adults?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9e

Is s/he over-independent e.g. wanders off or explores without checking with an adult or needing an adult present?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9f

Does s/he tend to react to being distressed by hitting out?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9g

Does s/he tend to react to other people being distressed by hitting out?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9h

Does s/he avoid emotional closeness with adults s/he knows well?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9i

Does s/he avoid emotional closeness with other children/teenagers that s/he knows well?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9j

Does s/he have difficulty trusting adults s/he knows well?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

FA9k

Does s/he have difficulty trusting children/teenagers s/he knows well?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: ANY FA9a-FA9k=7

A6

Thinking of (CHILD'S NAME) attachment behaviour, how much do you think it has upset or distressed him/her?

- (5) Not at all
- (6) Only a little
- (7) Quite a lot
- (8) A great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY FA9a-FA9k=7

A7a

I also want to ask you about the extent to which this behaviour has interfered with his/her day to day life.

Has it interfered with...

...how well s/he gets on with you and the others at (in the) home?

- (5) Not at all
- (6) Only a little
- (7) Quite a lot
- (8) A great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY FA9a-FA9k=7

A7b

(I also want to ask you about the extent to which this behaviour has interfered with his/her day to day life.)

Has it interfered with...

...making and keeping friends?

- (5) Not at all
- (6) Only a little
- (7) Quite a lot
- (8) A great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY FA9a-FA9k=7

A7c

(I also want to ask you about the extent to which this behaviour has interfered with his/her day to day life.)

Has it interfered with...

...learning new things (or class work)?

- (5) Not at all
- (6) Only a little
- (7) Quite a lot
- (8) A great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY FA9a-FA9k=7

A7d

(I also want to ask you about the extent to which this behaviour has interfered with his/her day to day life.)

Has it interfered with.....

...playing, hobbies, sports or other leisure activities?

- (5) Not at all
- (6) Only a little
- (7) Quite a lot
- (8) A great deal

Ask if: QSelect2.AdltInt = YesNow

And: ANY FA9a-FA9k=7

A8

Has this behaviour put a burden on you or the others (at/in the) home?

- (5) Not at all
- (6) Only a little
- (7) Quite a lot
- (8) A great deal

Specific Phobias (Adult Interview)

F6Intr

This section of the interview is about some things or situations that children are often scared of, even though they aren't really a danger to them. I'd like to know what (CHILD'S NAME) is afraid of. I am interested in how s/he is usually - not on the occasional 'off day'. Not all fears are covered in this section – some are covered in other sections, eg fears of social situations, dirt, separation, crowds.

F7

[*] Is (CHILD'S NAME) PARTICULARLY scared about any of the things or situations on this list?

SHOW CARD 10

CODE ALL THAT APPLY

SET [13] OF

- (1) ANIMALS: dogs, spiders, bees and wasps, mice and rats, snakes, or any other bird, animal or insect
- (2) Storms, thunder, heights or water
- (3) The dark
- (4) Loud noises, eg fire alarms, fireworks
- (5) Blood-injection-Injury – Set off by the sight of blood or injury or by an injection
- (6) Dentists or Doctors
- (7) Vomiting, choking or getting particular diseases, eg Cancer or AIDS
- (8) Using particular types of transport, eg cars, buses, boats, planes, ordinary trains, underground trains, bridges
- (9) Small enclosed spaces, eg lifts, tunnels
- (10) Using the toilet, eg at school or in someone else's house

- (11) Specific types of people, eg clowns, people with beards, with crash helmets, in fancy dress, dressed as Santa Claus
- (12) Imaginary or Supernatural beings, eg monsters, ghosts, aliens, witches
- (13) Any other specific fear (specify)
- (99) Not particularly scared of anything

Ask if: QSelect2.AdltInt = YesNow

And: AnyOth IN F7

F7Oth

What is this other fear?

STRING[50]

Ask if: QSelect2.AdltInt = YesNow

And: Child has any fear

F7a

[*] Are these fears a real nuisance to him/her, to you, or to anyone else?

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: Child has any fear

And: (F7a = Yes) OR (Emotion score >= 4)

F8

[*] How long (has this fear/the most severe of these fears) been present?

- (1) Less than 1 month
- (2) At least one month but less than 6 months
- (3) Six months or more
- (4) SPONTANEOUS ONLY – As long as (CHILD'S NAME) has been living with us

Ask if: QSelect2.AdltInt = YesNow

And: Child has any fear

And: (F7a = Yes) OR (Emotion score >= 4)

F9

[*] When (CHILD'S NAME) comes up against the things she is afraid of, or when s/he thinks s/he is about to come up against them, does s/he become anxious or upset?

RUNNING PROMPT

- (5) No
- (6) A little
- (7) or a lot

Ask if: QSelect2.AdltInt = YesNow

And: Child has any fear

And: (F7a = Yes) OR (Emotion score >= 4)

And: F9 = ALot

F9a

[*] Does s/he become anxious or upset every time, or almost every time, s/he comes up against the things s/he is afraid of?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: Child has any fear
And: (F7a = Yes) OR (Emotion score >= 4)
And: F9 = ALot
F10

[*] How often do his/her fears result in his/her becoming upset like this?

IF THE CHILD IS AFRAID OF SOMETHING THAT IS ONLY THERE FOR PART OF THE YEAR (E.G. WASPS), THIS QUESTION IS ABOUT THAT PARTICULAR SEASON.
 RUNNING PROMPT

- (1) Every now and then
- (2) most weeks
- (3) most days
- (4) or many times a day?

Ask if: QSelect2.AdltInt = YesNow
And: Child has any fear
And: (F7a = Yes) OR (Emotion score >= 4)
F11

[*] Do (CHILD'S NAME) fears lead to him/her avoiding the things s/he is afraid of?

- (5) No
- (6) A little
- (7) or a lot?

Ask if: QSelect2.AdltInt = YesNow
And: Child has any fear
And: (F7a = Yes) OR (Emotion score >= 4)
And: F11 = A lot
F11a

[*] Does this avoidance interfere with his/her daily life?
 RUNNING PROMPT

- (5) Not at all
- (6) a little
- (7) or a lot?

Ask if: QSelect2.AdltInt = YesNow
And: Child has any fear
And: (F7a = Yes) OR (Emotion score >= 4)
F11b

[*] Do you think that his/her fears are over the top or unreasonable?
 SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow
And: Child has any fear
And: (F7a = Yes) OR (Emotion score >= 4)
F11c

[*] And what about him/her? Does s/he think that his/her fears are over the top or unreasonable?
 SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow
And: Child has any fear
And: (F7a = Yes) OR (Emotion score >= 4)
F12

[*] Have (CHILD'S NAME) fears put a burden on you or the others at (in the) home
 RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Social Phobia

F13intr

I am interested in whether (CHILD'S NAME) is particularly afraid of social situations.
 This is compared with other children of his/her age, and is not counting the occasional 'off day' or ordinary shyness.

F13

[*] Overall, does (CHILD'S NAME) particularly fear or avoid social situations that involve a lot of people, meeting new people or doing things in front of other people?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (F13=Yes) or (SDQ Emotion score 3+)
F14Intr

Has (CHILD'S NAME) been particularly afraid of any of the following social situations over the last 4 weeks?

Ask if: QSelect2.AdltInt = YesNow
And: (F13=Yes) or (SDQ Emotion score 3+)
F14a

[*] (Has s/he been particularly afraid of) . . . meeting new people?
 SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (F13=Yes) or (SDQ Emotion score 3+)
F14b

[*] (Has s/he been particularly afraid of
...meeting a lot of people, such as at a party?)

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (F13=Yes) or (SDQ Emotion score 3+)
F14c

[*] (Has s/he been particularly afraid of
...eating in front of others?)

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (F13=Yes) or (SDQ Emotion score 3+)
F14d

[*] (Has s/he been particularly afraid of
...speaking with other young people around (or in class)?)

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (F13=Yes) or (SDQ Emotion score 3+)
F14e

[*] (Has s/he been particularly afraid of
...reading out loud in front of others?)

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (F13=Yes) or (SDQ Emotion score 3+)
F14f

[*] (Has s/he been particularly afraid of
...writing in front of others?)

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: Social fears and separation anxiety
F15

[*] Are (CHILD'S NAME) fears of social situations mainly related to his/her fear of being separated from his/her attachment figures, or are they still very obvious when s/he is with them?

- (1) mainly related to separation anxiety
- (2) marked even when attachment figure is present

Ask if: QSelect2.AdltInt = YesNow

And: Definite social fears with or without separation anxiety OR (F15 = Related)
F16

[*] Is (CHILD'S NAME) just afraid with adults, or is s/he also afraid in situations that involve a lot of children, or meeting new children?

- (1) Just with adults
- (2) Just with children
- (3) With adults and children

Ask if: QSelect2.AdltInt = YesNow

And: Definite social fears with or without separation anxiety OR (F15 = Related)
F17

[*] Outside of these social situations, is (CHILD'S NAME) able to get on well enough with the adults and children s/he knows best?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: Definite social fears with or without separation anxiety OR (F15 = Related)
F18

[*] Do you think his/her dislike of social situations is because s/he is afraid s/he will act in a way that will be embarrassing or show him/her up?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: Definite social fears with or without separation anxiety OR (F15 = Related)
And: Any F14d-F14f=6 or 7
F18a

[*] Is his/her dislike of social situations related to specific problems with speech, reading or writing?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
F19

[*] How long has this fear of social situations been present?

- (1) Less than 1 month
- (2) At least one month but less than six months
- (3) Six months or more

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
F20

How old was s/he when this fear of social situations began?

RUNNING PROMPT

- (1) Under six years or
- (2) Six years or above?

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
F21

[*] When (CHILD'S NAME) is in one of the social situations s/he fears, or when s/he thinks s/he is about to come up against one of these situations, does s/he become anxious or upset?

RUNNING PROMPT

- (5) No
- (6) A little
- (7) or a lot

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
And: F21 = ALot
F22

[*] How often does his/her fear of social situations result in him/her becoming upset like this

RUNNING PROMPT

- (1) Many times a day
- (2) Most days
- (3) Most weeks
- (4) or every now and then?

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
F23

[*] Does his/her fear lead to (CHILD'S NAME) avoiding social situations...

RUNNING PROMPT

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
And: F23 = ALot
F23a

[*] How much does this avoidance interfere with his/her daily life?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
F23b

[*] Does s/he think that this fear of social situations is over the top or unreasonable?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
F23c

[*] Is s/he upset about having this fear?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow
And: Definite social fears with or without separation anxiety OR (F15 = Related)
F24

[*] Have (CHILD'S NAME) fears put a burden on you or the others at (in the) home?

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Panic attacks and agoraphobia (Adult Interview)

F25Intr

Many children have times when they get very anxious or worked up about silly little things, but some children get severe panics that come out of the blue - they just don't seem to have any trigger at all.



F25

[*] In the last 4 weeks has (CHILD'S NAME) had a panic attack when s/he suddenly became very panicky for no reason at all, without even a little thing to set him/her off?

- (1) Yes
- (2) No

F26

[*] Over the last 4 weeks has (CHILD'S NAME) been very afraid of, or tried to avoid, the things on this card?

SHOW CARD 13
CODE ALL THAT APPLY

SET [4] OF

- (1) Crowds
- (2) Public places
- (3) Travelling alone (if s/he ever does)
- (4) Being far from home
- (9) None of the above

Ask if: QSelect2.AdltInt = YesNow

And: F26 = 1-4

F27

[*] Do you think this fear or avoidance of (^LPanic) is because s/he is afraid that if s/he had a panic attack or something like that, s/he would find it difficult or embarrassing to get away, or wouldn't be able to get the help s/he needs?

- (1) Yes
- (2) No

Post Traumatic Stress Disorder (PTSD) (Adult Interview)

E1

The next section is about events or situations that are exceptionally stressful, and that would really upset almost anyone. For example being caught in a burning house, being abused, being in a serious car crash or seeing you being mugged at gunpoint.

[*] During (CHILD'S NAME) lifetime has anything like this happened to him/her?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

E2a

(May I just check,)

Has (CHILD'S NAME) ever experienced any of the following?

SHOWCARD 14

SET [11] OF

- (1) A serious and frightening accident, eg being run over by a car, being in a bad car or train crash etc
- (2) A bad fire, eg trapped in a burning building
- (3) Other disasters, eg kidnapping, earthquake, war
- (4) A severe attack or threat, eg by a mugger or gang
- (5) Severe physical abuse that he/she still remembers
- (6) Sexual abuse
- (7) Rape
- (8) Witnessed severe domestic violence, eg saw mother badly beaten up at home
- (9) Saw family member or friend severely attacked or threatened, eg by a mugger or a gang
- (10) Witnessed a sudden death, a suicide, an overdose, a serious accident, a heart attack etc..
- (11) Some other severe trauma (Please describe)

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: other IN E2a

Othtrma

Please describe this other trauma

STRING[200]

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

E3

[*] At the time, was (CHILD'S NAME) very distressed or did his/her behaviour change dramatically?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

E5

At present, is it affecting (CHILD'S NAME) behaviour, feelings or concentration?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21a

[*] (Over the last 4 weeks, has CHILD'S NAME)
... 'relived' the event with vivid memories (flashbacks) of
it?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21b

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... had repeated distressing dreams of the event?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21c

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... got upset if anything happened which reminded
him/her of it?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21d

[*] (Over the last 4 weeks, has CHILDS NAME...)
... tried to avoid thinking or talking about anything to do
with the event?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21e

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... tried to avoid activities places or people that remind
him/her of the event?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21f

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... blocked out important details of the event from his/her
memory?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21g

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... shown much less interest in activities s/he used to
enjoy?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21h

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... felt cut off or distant from others?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21i

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... expressed a smaller range of feelings than in the past?
(e.g. no longer able to express loving feelings)
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21j

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... felt less confidence in the future?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21k

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... had problems sleeping?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21l

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... felt irritable or angry?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21m

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... had difficulty concentrating?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21n

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... always been on the alert for possible dangers?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E1 = Yes

And: E5 = Yes

E21o

[*] (Over the last 4 weeks, has CHILD'S NAME...)
... jumped at little noises or easily startled in other ways?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E22

[*] You have told me about how ^LPTSD21

How long after the stressful event did these other
problems begin?

- (1) within six months
- (2) more than six months after the event

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E23

How long has s/he been having these problems?

- (1) Less than a month
- (2) At least one month but less than three
months
- (3) Three months or more

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E24

[*] How upset or distressed is s/he by the problems that
the stressful events triggered off
RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E25a

[*] Have these problems interfered with...
... how well s/he gets on with you and others at (in the) home?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E25b

[*] (Have they interfered with...)
...making and keeping friends?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E25c

[*] (Have they interfered with...)
...learning or class work?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E25d

[*] (Have they interfered with...)
...playing, hobbies, sports or other leisure activities?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: E21-E21o = 7

E26

[*] Have these problems put a burden on you or the others at (in the) home?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Compulsions and obsessions (Adult Interview)

F28Intr

Many young people have some rituals or superstitions, eg not stepping on the cracks in the pavement, having to go through a special goodnight ritual, having to wear lucky clothes for exams or needing a lucky mascot for school sports matches. It is also common for children to go through phases when they seem obsessed by one particular subject or activity, eg cars, a pop group, a football team. But what I want to know is whether (CHILD'S NAME) has any rituals or obsessions that go beyond this.

F28

[*] Does (CHILD'S NAME) have rituals or obsessions that upset him/her, waste a lot of his/her time or interfere with his/her ability to get on with everyday life?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

F29Intr

Over the last 4 weeks, has s/he had any of the following rituals (doing any of the following things over and over again, even though s/he has already done them or doesn't need to do them at all?)

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

F29a

Excessive cleaning; handwashing, baths, showers, toothbrushing etc. ?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

F29b

Other special measures to avoid dirt, germs or poisons?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

F29c

Checking: doors, locks, oven, gas taps, electric switches?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot



Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
F29d

Repeating actions: like going in and out through a door many times in a row, getting up and down from a chair, or anything like this?
 SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
F29e

Touching things or people in particular ways?
 SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
F29f

Arranging things so they are just so, or exactly symmetrical?
 SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
F29g

Counting to particular lucky numbers or avoiding unlucky numbers?
 SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
F31a

[*] Over the last 4 weeks, has (CHILD'S NAME) been obsessively worrying about dirt, germs or poisons, not being able to get thoughts of them out of his/her mind?
 SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
F31b

[*] (Over the last 4 weeks, has (CHILD'S NAME) been obsessed by the worry that ... something terrible happening to him/her or to others, e.g. illnesses, accidents, fires?
 SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
And: separation anxiety present and (F31b = ALot)
F32

[*] Is this obsession about something terrible happening to him/herself or others just one part of a general concern about being separated from his/her key attachment figures, or is it a problem in its own right?

- (1) mainly related to separation anxiety
- (2) a problem in its own right

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F33

[*] Have (CHILD'S NAME) rituals or obsessions been present on most days for a period of at least two weeks?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F34

[*] Does s/he think that his/her rituals or obsessions are over the top or unreasonable?
 SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow
And: (F28 = Yes) or (SDQ Emotion score >3)
And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F35

[*] Does s/he try to resist the rituals or obsessions?
 SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F36

[*] Do the rituals or obsessions upset him/her...
RUNNING PROMPT

- (5) No, s/he enjoys them
- (6) Neutral, s/he neither enjoys them nor becomes upset
- (7) They upset him/her a little
- (8) They upset him/her a lot?

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F37

[*] Do the rituals or obsessions use up at least an hour a day on average?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F38a

[*] Have the rituals or obsessions interfered with...
... how well s/he gets on with you and others at (in the) home?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F38b

[*] (Have they interfered with...)
....making and keeping friends?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F38c

[*] (Have they interfered with...)
...learning new things (or class work)?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F38d

[*] (Have they interfered with...)
...playing, hobbies, sports or other leisure activities?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (F28 = Yes) or (SDQ Emotion score >3)

And: (F29a - F29g = 7) or (F31a - F31b = 7) or (F32 = 2)
F38e

[*] Have the rituals or obsessions put a burden on you or the others at (in the) home?
SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Generalised anxiety (Adult Interview)

F39

[*] Does (CHILD'S NAME) ever worry?

- (1) Yes
- (2) No

F39aintr

Some children worry about just a few things, some related to specific fears, obsessions or separation anxieties. Other children worry about many different aspects of their lives. They may have specific fears, obsessions or separation anxieties, but they may also have a wide range of worries about many things.

if: F39 = Yes

F39a

[*] Is (CHILD'S NAME) a worrier in general?

- (1) Yes, s/he worries in general
- (2) No, s/he just has a few specific worries

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39a = Yes) OR (QSDQ2.PEmotion >= 4)

F39aa

[*] Over the last 6 months has (CHILD'S NAME) worried so much about so many things that it has really upset him/her or interfered with his/her life?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score>=3)

F40a

[*] Over the last 6 months (or since s/he has been with you), and by comparison with other children of the same age, has (CHILD'S NAME) worried about:

Past behaviour: Did I do that wrong? Have I upset someone? Have they forgiven me?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score>=3)

F40b

School work, homework or examinations

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

- (8) SPONTANEOUS: Not at school

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score>=3)

F40c

Disasters: Burglaries, muggings, fires, bombs etc.

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score>=3)

F40d

His/her own health

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score>=3)

F40e

Bad things happening to others: family friends, pets, the world..

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score>=3)

F40f

The future: eg getting a job, boy/girlfriend, moving out

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score >= 3)

F40fa

Making and keeping friends
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score >= 3)

F40fb

Death and dying
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score >= 3)

F40fc

Being bullied or teased
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score >= 3)

F40fd

His/her appearance or weight
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score >= 3)

F40g

[*] Has s/he worried about anything else?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score >= 3)

And: F40g = Yes

F40ga

[*] What else has s/he worried about?

STRING[80]

Ask if: QSelect2.AdltInt = YesNow

And: F39 = Yes

And: (F39aa = Perhaps or Definitely) or (SDQ emotion score >= 3)

And: F40g = Yes

F40gb

[*] How much does s/he worry about this

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

IF: Two of F40a - F40gb = 7

GenWCHK

INTERVIEWER CHECK: Are there two or more specific worries (^LGenWor) over and above those which have already been mentioned in earlier sections (^LGenAnx)?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: GenWCHK = Yes

F42

[*] Over the last 6 months has s/he worried excessively on more days than not?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F43

[*] Does s/he find it difficult to control the worry?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F44

[*] Does worrying lead to him/her feeling restless, keyed up, on edge or unable to relax?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
And: F44 = Yes
F44a

[*] Has this been true for more days than not in the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F45

[*] Does worrying lead to him/her feeling tired or worn out more easily?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
And: F45 = Yes
F45a

[*] Has this been true for more days than not in the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F46

[*] Does worrying lead to difficulties in concentrating or his/her mind going blank?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
And: F46 = Yes
F46a

[*] Has this been true for more days than not in the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F47

[*] Does worrying make him/her irritable?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
And: F47 = Yes
F47a

[*] Has this been true for more days than not in the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F48

[*] Does worrying lead to muscle tension?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
And: F48 = Yes
F48a

[*] Has this been true for more days than not in the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F49

[*] Does worrying interfere with his/her sleep, e.g. difficulty in falling or staying asleep or restless, unsatisfying sleep?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
And: F49 = Yes
F49a

[*] Has this been true for more days than not in the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F50

[*] How upset or distressed is (CHILD'S NAME) as a result of all his/her various worries?
 RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F51a

[*] Have his/her worries interfered with ...

How well s/he gets on with you and the others at (in the) home?
 SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F51b

[*] (Have they interfered with ...) making and keeping friends?
 SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F51c

[*] (Have they interfered with ...) learning new things (or classwork)?
 SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F51d

[*] (Have they interfered with ...) playing, hobbies, sports or other leisure activities?
 SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (GenWCHK = Yes) AND (F42 = Yes)
F52

[*] Have these worries put a burden on you or the others at (in the) home ...
 RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Depression

Deplntr

This section of the interview is about (CHILD'S) mood.

G1

[*] In the past 4 weeks, have there been times when (CHILD'S NAME) has been very sad, miserable, unhappy or tearful?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: G1 = Yes
G3

[*] Over the past 4 weeks, has there been a period when s/he has been really miserable nearly every day?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: G1 = Yes
G4

[*] During the time when s/he has been miserable, has s/he been really miserable for most of the day? (i.e. for more hours than not)

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: G1 = Yes

G5

[*] When s/he has been miserable, could s/he be cheered up...

RUNNING PROMPT

- (1) easily
- (2) with difficulty/only briefly
- (3) or not at all?

Ask if: QSelect2.AdltInt = YesNow

And: G1 = Yes

G6

Over the last 4 weeks, the period of being miserable has lasted...

RUNNING PROMPT

- (1) less than two weeks
- (2) or two weeks or more?

Ask if: QSelect2.AdltInt = YesNow

G8

[*] In the last 4 weeks, have there been times when (CHILD'S NAME) has been grumpy or irritable in a way that was out of character for him/her?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: G8 = Yes

G10

[*] Over the last 4 weeks, has there been a period when s/he has been really grumpy or irritable nearly every day?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: G8 = Yes

G11

[*] During the period when s/he has been grumpy or irritable, has s/he been like that for most of the day? (i.e. for more hours than not)

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: G8 = Yes

G12

[*] Has the irritability been improved by particular activities, by friends coming round or by anything else?

- (1) Easily
- (2) With difficulty/only briefly
- (3) Not at all?

Ask if: QSelect2.AdltInt = YesNow

And: G8 = Yes

G13

[*] Over the last 4 weeks, the period of being really irritable has lasted...

RUNNING PROMPT

- (1) less than two weeks
- (2) or two weeks or more?

G15

[*] In the last 4 weeks, have there been times when (CHILD'S NAME) has lost interest in everything, or nearly everything that s/he normally enjoys doing?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: G15 = Yes

G17

[*] Over the last 4 weeks, has there been a period when this lack of interest has been present nearly every day?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: G15 = Yes

G18

[*] During those days when s/he has lost interest in things, has s/he been like this for most of each day? (i.e. for more hours than not)

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: G15 = Yes

G19

[*] Over the last 4 weeks, this loss of interest has lasted...
RUNNING PROMPT

- (1) less than two weeks
- (2) or two weeks or more?

Ask if: QSelect2.AdltInt = YesNow

And: G15 = Yes

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes)

G20

[*] Has this loss of interest been present during the same period when s/he has been really miserable/irritable for most of the time?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21a

[*] During the period when (CHILD'S NAME) was sad, irritable or lacking in interest

... did s/he lack energy and seem tired all the time?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21ba

... was s/he eating much more or much less than normal?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21b

...did s/he either lose or gain a lot of weight?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21c

... did s/he find it hard to get to sleep or to stay asleep?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21d

...did s/he sleep too much?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21e

... was s/he agitated or restless much of the time?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21f

... did s/he feel worthless or unnecessarily guilty much of the time?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21g

... did s/he find it unusually hard to concentrate or to think things out?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21h

... did s/he think about death a lot?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21i

... did s/he ever talk about harming himself/herself or killing himself/herself?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G21j

... did s/he ever try to harm himself/herself or kill himself/herself?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

And: G21j = Yes

G21k

[*] Over the whole of his/her lifetime has s/he ever tried to harm himself/herself or kill himself/herself?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G22

[*] How much has (CHILD'S NAME) sadness, irritability or loss of interest upset or distressed him/her?

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G23a

[*] Has his/her sadness, irritability or loss of interest interfered with ...
...how well s/he gets on with you and others at (in the) home?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G23b

[*] (Has this interfered with ...) making and keeping friends?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G23c

[*] (Has this interfered with ...) learning new things (or classwork)?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G23d

[*] (Has this interfered with ...)

playing, hobbies, sports or other leisure activities?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (G4 = Yes AND G3 = Yes) OR (G10 = yes AND G11 = Yes) OR (G17 = Yes)

G24

[*] Has his/her sadness, irritability or loss of interest put a burden on you or the others at (in the) home?

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (G3 AND G4 = No) AND (G10 AND G11 = No) AND (G17 = No)

G25

Over the last 4 weeks, has s/he talked about deliberately harming or hurting himself/herself?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G3 AND G4 = No) AND (G10 AND G11 = No) AND (G17 = No)

G26

Over the last 4 weeks, has s/he ever tried to harm or hurt himself/herself?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (G3 AND G4 = No) AND (G10 AND G11 = No) AND (G17 = No)
G27

Over the whole of his/her lifetime, has s/he ever tried to harm or hurt himself/herself?

- (1) Yes
- (2) No
- (3) Don't know

Attention and activity (Adult Interview)

AttnIntr

This section of the interview is about CHILD'S NAME level of activity and concentration over the last six months (or since s/he has been with you).

Nearly all children are overactive or lose concentration at times, but what I would like to know is how CHILD'S NAME compares with other children of his/her own age. I am interested in how s/he is usually – not on the occasional 'off day'.

H1

[*] Allowing for his/her age, do you think that (CHILD'S NAME) definitely has some problems with overactivity or poor concentration?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)
H2Intr

I would now like to go through some more detailed questions about how CHILD'S NAME has usually been over the last 6 months (or since s/he has been with you)? I will start with questions about how active s/he has been.

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)
H2a

[*] Over the last 6 months, and compared with other children of his/her age...

Does s/he often fidget?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)
H2b

Is it hard for him/her to stay sitting down for long?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)
H2c

Does s/he run or climb about when s/he shouldn't?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)
H2d

Does s/he find it hard to play or take part in other leisure activities without making a lot of noise?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)
H2e

If s/he is rushing about, does s/he find it hard to calm down when someone asks him/her to?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H3Intr

The next few questions are about impulsiveness.
Over the last six months and compared with other children of his/her age.
SHOW CARD 9

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H3a

Does s/he often blurt out an answer before s/he had heard the question properly?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H3b

Is it hard for him/her to wait his/her turn?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H3c

Does s/he often butt in on other people's conversations or games?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H3d

Does s/he often go on talking even if s/he has been asked to stop, or if no one is listening?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4Intr

The next set of questions are about attention.
Over the last 6 months, and compared with other children his/her age...
SHOW CARD 9

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4a

Does s/he often make careless mistakes or fail to pay attention to what s/he is supposed to be doing?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4b

Does s/he often seem to lose interest in what s/he is doing?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4c

Does s/he often not listen to what people are saying to him/her?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4d

Does s/he often not finish a job properly?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4e

Is it often hard for him/her to get himself/herself organised to do something?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4f

[*] (Over the last 6 months, and compared with other children of his/her age.)

Does s/he often try to get out of things s/he would have to think about, such as homework?

SHOW CARD 9

- (5) No more than other children of the same age
- (6) A little more than other children of the same age
- (7) A lot more than other children of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4g

Does s/he often lose things s/he needs for school or games?

SHOW CARD 9

- (5) No more than other children of the same age
- (6) A little more than other children of the same age
- (7) A lot more than other children of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4h

Is s/he easily distracted?

SHOW CARD 9

- (5) No more than other children of the same age
- (6) A little more than other children of the same age
- (7) A lot more than other children of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H4i

Is s/he often forgetful?

SHOW CARD 9

- (5) No more than other children of the same age
- (6) A little more than other children of the same age
- (7) A lot more than other children of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

H5a

[*] Have (CHILD'S NAME) teachers has complained, over the past 6 months of problems with fidgetness, restless or overactivity?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot
- (8) SPONTANEOUS: Not at school

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: NOT H5a = NotSch

H5b

[*] (Have CHILD'S NAME teachers complained over the last 6 months of problems with...)

Poor concentration or being easily distracted?

SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot



Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: NOT H5a = NotSch

H5c

Acting without thinking about what s/he was doing,
frequently butting in, or not waiting his/her turn?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

H7

[*] Have CHILD'S NAME difficulties with activity or concentration been there for at least 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

And: H7 = No

H8

[*] How old was s/he when his/her difficulties with activity or concentration began?

IF 'ALWAYS' OR SINCE BIRTH, ENTER 00
ENTER AGE

0..15

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

H9

[*] How much have (CHILD'S NAME) difficulties with activity and concentration, upset or distressed him/her
SHOW CARD 8

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

H10a

[*] Have (CHILD'S NAME) difficulties with activity or concentration interfered with ...
how well s/he gets on with you and others at (in the home?)

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

H10b

... making and keeping friends?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

H10c

... learning new things (or classwork)?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

H10d

... playing, hobbies, sports or other leisure activities?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: (H1 = Yes) OR (SDQ Hyperactivity score = 6+)

And: Two of (H2a - H2e) OR (H3a - H3d) OR (H4a - H4d) OR (H5a - H5c) = 7

H11

[*] Have these difficulties with activity or concentration put a burden on you or the others at (in the) home?

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Awkward and troublesome behaviour (Adult Interview)

AwkIntr

This next section of the interview is about behaviour. All children are awkward and difficult at times - not doing what they are told, being irritable or annoying, having temper outbursts and so on.

What I would like to know is how (CHILD'S NAME) compares with other children of the same age.

I am interested in how s/he is usually, and not just on the occasional 'off days'.

I1

[*] Thinking about the last 6 months, how does (CHILD'S NAME) behaviour compare with other children of his/her age....

RUNNING PROMPT

- (1) less awkward or troublesome than average
- (2) about average
- (3) or more awkward or troublesome than average?

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2Intr

Some children are awkward or annoying with just one person – perhaps with yourself or just one brother or sister.

Other children are troublesome with a range of adults or children.

The following questions are about how (CHILD'S NAME) is in general and not just with one person.

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2a

Has s/he often had temper outbursts?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2b

Has s/he often argued with grown-ups?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2c

Has s/he often taken no notice of rules, or refused to do as s/he is told?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2d

Has s/he often seemed to do things to annoy other people on purpose?

SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2e

Has s/he often blamed others for his/her own mistakes or bad behaviour?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2f

Has s/he often been touchy and easily annoyed?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2g

Has she/he often been angry and resentful?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2h

Has s/he often been spiteful?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I2i

Has s/he often tried to get his/her own back on people?
SHOW CARD 9

- (5) No more than other children or young people of the same age
- (6) A little more than other children or young people of the same age
- (7) A lot more than other children or young people of the same age

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I3

Have (CHILD'S NAME) teachers complained over the last 6 months of problems with this kind of awkward behaviour or disruptiveness in class?
SHOW CARD 11

- (5) No
- (6) A little
- (7) A lot
- (8) SPONTANEOUS: Not in school

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

I4

[*] Has (CHILD'S NAME) awkward behaviour been there for at least 6 months?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

And: I4 = Yes

I5

How old was s/he when this sort of awkward behaviour began?

0..17

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

And: I4 = Yes

I6Intr

Has (CHILD'S NAME) awkward behaviour interfered with...

SHOW CARD 8

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

And: I4 = Yes

I6a

how well s/he gets on with you and others at (in the) home?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

And: I4 = Yes

I6b

...making and keeping friends?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

And: I4 = Yes

I6c

...learning new things (or classwork)?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

And: I4 = Yes

I6d

... playing, hobbies, sports or other leisure activities?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow

And: I2a - I2i = 7

And: I4 = Yes

I7

[*] Has his/her awkward behaviour put a burden on you or the others at (in the) home...

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8Intr

I'm now going to ask about behaviour that sometimes gets children into trouble, including dangerous, aggressive or antisocial behaviour. Please answer according to how s/he has been over the last 12 months (or since s/he has been with you).

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8a

[*] Has s/he often told lies in order to get things or favours from others, or to get out of having to do things s/he is supposed to do?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

And: I8a = Def

I8aa

[*] Has this been going on for the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8b

[*] Has s/he often started fights? (other than with brothers or sisters)

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

And: I8b = Def

I8ba

[*] Has this been going on for the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8c

[*] Has s/he often bullied or threatened people?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

And: I8c = Def

I8ca

[*] Has this been going on for the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8d

[*] Has s/he often stayed out after dark much later than s/he was supposed to?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

And: I8d = Def

I8da

[*] Has this been going on for the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8e

[*] Has s/he stolen from the house, or from other people's houses, from shops or school?

(This doesn't include very minor thefts, e.g. stealing his/her brother's pencil or food from the fridge)

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

And: I8e = Def

I8ea

[*] Has this been going on for the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8f

[*] Has s/he run away from home more than once or ever stayed away all night without your permission?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely
- (8) SPONTANEOUS: Living independently

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

And: I8f = Def

I8fa

[*] Has this been going on for the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

I8g

[*] Has s/he often played truant (bunked off) from school?

SHOW CARD 12

- (5) No
- (6) Perhaps
- (7) Definitely
- (8) SPONTANEOUS: Not in school

Ask if: QSelect2.AdltInt = YesNow

And: (I1 = 3) OR (SDQ Conduct score = 3+)

And: I8g = Def

I8ga

[*] Has this been going on for the last 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: (QSelect.ChildAge >= 13) AND (I8g = Def)

I9

[*] Did s/he start playing truant (bunking off) from school before s/he was 13?

- (1) Yes
- (2) No
- (3) SPONTANEOUS: Not at school

Ask if: QSelect2.AdltInt = YesNow

And: (I2a - I2i = 7) OR (I8a - I8g = 7)

I10Intr

May I now ask you about a list of less common but potentially more serious behaviours.

I have to ask everyone all these questions even when they are not likely to apply.

As far as you know, have any of the following happened, even once, in the last 12 months?

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10a

Has s/he used a weapon or anything that could seriously hurt someone?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10a = Yes
I10aa

Has this happened in the past 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10b

[*] Has s/he really hurt someone or been physically cruel to them?
 (eg has tied up, cut or burned someone)?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10b = Yes
I10ba

[*] Has this happened in the past 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10c

[*] Has s/he been really cruel on purpose to animals and birds?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10c = Yes
I10ca

[*] Has this happened in the past six months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10d

[*] Has s/he deliberately started a fire?
 (This is only if s/he intended to cause severe damage.
 This question is not about lighting campfires, or burning individual matches or pieces of paper).

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10d = Yes
I10da

Has this happened in the past 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10e

Has s/he deliberately destroyed someone else's property?
 (This question is not about fire setting, or very minor acts, eg destroying sister's drawing. It does include such things as smashing car windows or school vandalism).

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10e = Yes
I10ea

Has this happened in the past 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10f

Has s/he been involved in stealing on the streets, eg snatching a handbag or mugging?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10f = Yes
I10fa

Has this happened in the past 6 months?

- (1) Yes
- (2) No



Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10g

Has s/he tried to force someone to have sexual activity against their will?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10g = Yes
I10ga

Has this happened in the past 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I10h

Has s/he broken into a house, any other building, or a car?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I10h = Yes
I10ha

Has this happened in the past 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
I11

Has (CHILD'S NAME) teacher complained of troublesome behaviour over the last six months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I2a - I2i = 7) OR (I8a - I8g = 7)
And: I11 = RESPONSE
I12

Has his/her troublesome behaviour been present for at least 6 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: (I8a - I8g = 7) OR (I10aa - I10ha = Yes)
I13a

Has (CHILD'S NAME) troublesome behaviour interfered with...
 how well s/he gets on with you and the others at (in the) home?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (I8a - I8g = 7) OR (I10aa - I10ha = Yes)
I13b

(Has this interfered with...) making and keeping friends?
 SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (I8a - I8g = 7) OR (I10aa - I10ha = Yes)
I13c

(Has this interfered with...)
 learning new things (or classwork)?
 SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (I8a - I8g = 7) OR (I10aa - I10ha = Yes)
I13d

(Has this interfered with...) playing, hobbies, sports or other leisure activities?

SHOW CARD 8

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QSelect2.AdltInt = YesNow
And: (I8a - I8g = 7) OR (I10aa - I10ha = Yes)
I14

Has his/her troublesome behaviour a burden on you or the others at (in the) home...

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Less common disorders (Adult Interview)

I18

Ask if: QSelect2.AdltInt = YesNow
LessIntr

This next section is about a variety of different aspects of (CHILD'S NAME) behaviour and development.

[*] Apart from the things you have already told me about, are there any other aspects of (CHILD'S NAME) psychological development that really concern you?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
I15a

[*] In his/her first 3 years of life, was there anything that seriously worried you about... the way his/her speech developed?

I19

[*] Apart from the things you have already told me about, are there any other aspects of (CHILD'S NAME) psychological development that really concern his/her teachers?

- (1) Yes
- (2) No
- (3) Don't know

- (1) Yes
- (2) No
- (3) Don't know

Ask if: QSelect2.AdltInt = YesNow
I15b

[*] (In his/her first 3 years of life, was there anything that seriously worried you about...) how s/he got on with other people?

Significant Problems (Adult Interview)

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
Intro

- (1) Yes
- (2) No
- (3) Don't know

You have told me about (LIST OF SIGNIFICANT PROBLEMS) I'd now like to hear a bit more about these difficulties in your own words.

I15c

[*] (In his/her first 3 years of life, was there anything that seriously worried you about...) any odd rituals or unusual habits that were very hard to interrupt?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
SigDone

- (1) Yes
- (2) No
- (3) Don't know

INTERVIEWER: HAS THE ADULT SIGNIFICANT PROBLEMS SECTION ALREADY BEEN ENTERED IN THE PARALLEL BLOCKS?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: ((I15a = Yes) OR (I15b = Yes)) OR (I15c = Yes)
I15aa

[*] Have these early delays or difficulties now cleared up completely?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: SigDone = Yes
SigYes

- (1) some continuing problems
- (2) completely cleared up

INTERVIEWER: IF THIS SECTION HAS BEEN COMPLETED AND YOU WISH TO ADD MORE, PLEASE RE-ENTER THE PARRALLEL BLOCKS AND ADD THERE.

I16

[*] Does s/he have any tics or twitches that s/he can't seem to control?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: SigDone = No
TypNow

- (1) Yes
- (2) No

INTERVIEWER: if you prefer to take notes by hand rather than typing the details during the interview just type 'later' in the response box – but please remember to come back and complete the question before transmission.
WILL YOU BE TYPING IN THE ANSWERS NOW OR LATER?

I17

[*] Have you been concerned about him/her being too thin or dieting too much?

- (1) Yes
- (2) No

- (1) Now
- (2) Later

Ask if: QSelect2.AdltInt = YesNow

And: Significant problem mentioned in interview

And: SigDone = No

SigProb

LIST OF PROBLEMS:

INTERVIEWER: Please try and cover all areas of difficulty, but it is a good idea to let the parent choose which order to cover them in, starting with the area that concerns them most. Use the suggested prompts written below and on the prompt card.

1. Description of the problem?
2. How often does the problem occur?
3. How severe is the problem at its worst?
4. How long has it been going on for?
5. Is the problem interfering with the child's quality of life?

If so, how?

6. WHERE APPROPRIATE, record what the carer thinks the problem is due to, and what they have done about it.

PRESS 'ALT+S' TO EXIT BOX

AND 'INS' (insert) TO VIEW

[OPEN]

Ask if: QSelect2.AdltInt = YesNow

And: Any anxiety or phobia present

And: SigDone = No

Anxiety

Does (CHILD'S NAME) experience any of the following symptoms when he/she feels anxious, nervous or tense

INDIVIDUAL PROMPT

SET [7] OF

- (1) Heart racing or pounding?
- (2) Hands sweating or shaking?
- (3) Feeling dizzy?
- (4) Difficulty getting his/her breath?
- (5) Butterflies in stomach?
- (6) Dry mouth?
- (7) Nausea or feeling as though s/he wanted to be sick?
- (8) OR are you not aware of him/her having any of the above?

Use of services for significant problems

Ask if: QSelect2.AdltInt = YesNow

And: Significant problem mentioned in interview

Whhelp

Here is a list of people who carers and young people often turn to when they want advice and treatment about a child or young person's emotions, behaviour or concentration difficulties.

SHOWCARD 18

In the past year, have you, (the social worker) or (CHILD'S NAME) been in contact with any of these people because of worries about his/her emotions, behaviour or concentration?

SET [9] OF

- (1) Someone in your family or a close friend
- (2) Telephone help line
- (3) Self help group
- (4) Internet
- (5) Social worker or Link Worker
- (6) A teacher (including Head of Year, Head-teacher or Special educational Needs Co-ordinator)
- (7) Someone working in special educational services (for example educational psychologist, Educational Social Worker or School Counsellor)
- (8) Your GP, family doctor or practice nurse
- (9) Someone specialising in child mental health (for example child psychiatrist or child psychologist)
- (10) Someone specialising in adult mental health (for example psychiatrist, psychologist or community psychiatric nurse)
- (11) Someone specialising in children's physical health (for example a hospital or community paediatrician)
- (12) A children's parent
- (13) Other – please describe
- (14) Not been in contact with anyone

Ask if: QSelect2.AdltInt = YesNow

And: Significant problem mentioned in interview

And: other IN Whhelp

Whhelp0

Who else have you sought advice from?

Ask if: QSelect2.AdltInt = YesNow

And: Significant problem mentioned in interview

Desc

Ask for each person mentioned in Whhelp

Now talking about (name of help used)

Can you describe what they did?

Prompts:

Who did they see

What did they do

STRING[250]

Ask if: QSelect2.AdltInt = YesNow

And: Significant problem mentioned in interview
advice

ASK FOR EACH PERSON MENTIONED IN WHHELP

Still talking about (name of help used)

Was the advice or help offered for (CHILD'S NAME) emotional, behavioural or concentration difficulties..

RUNNING PROMPT

- (1) very helpful,
- (2) helpful,
- (3) made no difference,
- (4) unhelpful or
- (5) very unhelpful?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (Whhelp = 5-11)
best

Thinking about all the help or advice you have had about (CHILD'S NAME) emotional, behavioural, or concentration problems, can you tell us in a few words what was best about the help you received?
 STRING[200]

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (Whhelp = 5-11)
worst

Thinking about all the help or advice you have had about (CHILD'S NAME) emotional, behavioural, or concentration problems, can you tell us in a few words what was worst about the help you received?
 STRING[200]

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
SeenYth

(Has CHILD'S NAME been seen by)
youth justice worker/probation worker

- (1) Yes
- (2) No
- (3) Don't know

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: SeenYth = Yes
TrtYth

What sort of help, advice or treatment did they give?
 PLEASE ENTER A BRIEF DESCRIPTION

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: SeenYth = Yes
YthSHlp

Was it helpful?
 PLEASE ENTER A BRIEF EXPLANATION

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: SeenYth = Yes
YthConv

Has (CHILD'S NAME) received a caution or conviction?

- (1) Yes
- (2) No
- (3) Don't know

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: SeenYth = Yes
And: YthConv = Yes
WhyConv

When did (CHILD'S NAME) receive this caution or conviction?
 ENTER THE MONTH AND YEAR IF POSSIBLE
 STRING[100]

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: SeenYth = Yes
And: YthConv = Yes
WhatConv

What was this caution or conviction for?
 STRING[250]

Impact (Adult Interview)

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
J2Intr

I now want to ask you about the impact of some of (CHILD'S NAME) difficulties that you have just been telling me about.

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J2

ASK OR RECORD Do you have a partner living at home with you?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
And: J2 = Yes
J1NEW

[*] (Sorry if these questions do not apply to you – but we have to ask everyone them....)

Have (CHILD'S NAME) difficulties made your relationship with your partner.....

RUNNING PROMPT

- (1) stronger
- (2) more strained
- (3) or has it made no difference?



Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)) OR (QSelect.TypePlc = Home)
J2NEW

[*] (Sorry if these questions do not apply to you - but we have to ask everyone them...)
 Have (CHILD'S NAME) difficulties made your relationship with any other children at/in the home....
 RUNNING PROMPT

- (1) stronger
- (2) more strained
- (3) or has it made no difference?
- (4) SPONTANEOUS: No other children

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)) OR (QSelect.TypePlc = Home)
J3NEW

[*] (Sorry if these questions do not apply to you - but we have to ask everyone them...)
 Have (CHILD'S NAME) difficulties made his/her relationship with any other children at/in the home....
 RUNNING PROMPT

- (1) stronger
- (2) more strained
- (3) or has it made no difference?
- (4) SPONTANEOUS: No other children

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J4NEW

[*] Have (CHILD'S NAME) difficulties caused problems in your relationship with other members of your family....
 RUNNING PROMPT

- (1) to a great extent
- (2) to some extent
- (3) or not at all?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J5NEW

[*] Have (CHILD'S NAME) difficulties caused any problems in your relationships with your friends...
 RUNNING PROMPT

- (1) to a great extent
- (2) to some extent
- (3) or not at all?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J6NEW

[*] Have (CHILD'S NAME) difficulties disrupted your social and leisure activities....

RUNNING PROMPT

- (1) a lot
- (2) a little
- (3) or not at all?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: QSelect.TypePlc = Home
J7NEW

[*] Have (CHILD'S NAME) difficulties caused discord between staff....

RUNNING PROMPT

- (1) a lot
- (2) a little
- (3) or not at all?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Home) OR (QSelect.TypePlc = Foster)
J8NEW

Have (CHILD'S NAME) difficulties prevented him/her from having contact with his/her family of origin...

RUNNING PROMPT

- (1) often
- (2) sometimes or
- (3) never
- (4) SPONTANEOUS: No contact anyway

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Home) OR (QSelect.TypePlc = Foster)
J9NEW

[*] Have (CHILD'S NAME) difficulties made his/her relationship with their family of origin...

RUNNING PROMPT

- (1) Stronger
- (2) more strained
- (3) or has it made no difference?
- (4) SPONTANEOUS: No contact anyway

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)) OR (QSelect.TypePlc = Home)
J10NEW

Have (CHILD'S NAME) difficulties prevented you from taking him/her on social outings...

RUNNING PROMPT

- (1) often
- (2) sometimes
- (3) or never?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)) OR (QSelect.TypePlc = Home)
J11NEW

Does (CHILD'S NAME) behaviour cause you embarrassment...

RUNNING PROMPT

- (1) often
- (2) sometimes
- (3) or never?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)) OR (QSelect.TypePlc = Home)
J12NEW

Have you felt that others (outside the family) disapprove of you or avoid you because of his/her difficulties...

RUNNING PROMPT

- (1) often
- (2) sometimes
- (3) or never?

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J13aNEW

[*] I now want to ask you how (CHILD'S NAME) problems have affected you.

Would you say they have made you... worried?

SHOW CARD 15

- (1) to a great extent
- (2) to some extent
- (3) or not at all

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J13bNEW

[*] (Would you say they have made you... depressed?)

SHOW CARD 15

- (1) to a great extent
- (2) to some extent
- (3) or not at all

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J13cNEW

[*] (Would you say they have made you... tired?)

SHOW CARD 15

- (1) to a great extent
- (2) to some extent
- (3) or not at all

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J13dNEW

[*] (Would you say they have made you... or physically ill?)

SHOW CARD 15

- (1) to a great extent
- (2) to some extent
- (3) or not at all

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (J13a - J13d = 1 or 2)
J13eNEW

Have you been to see a doctor because you felt ^LImpact coping with (CHILD'S NAME)?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (J13a - J13d = 1 or 2)
And: J13eNEW = Yes
J13fNEW

Were you prescribed any medicine for this?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (J13a - J13d = 1 or 2)
J13gNEW

[*] Did it make you drink more alcohol?

- (1) Yes
- (2) No
- (3) Don't drink

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (J13a - J13d = 1 or 2)
J13hNEW

[*] Did it make you smoke more?

- (1) Yes
- (2) No
- (3) Don't smoke

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)) OR (QSelect.TypePlc = Home)
J14NEW

Has (CHILD'S NAME) difficulties led to you having to spend extra time going to meetings and appointments?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: Significant problem mentioned in interview
And: (QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural)
J15NEW

Has (CHILD'S NAME) difficulties led to loss of earnings or extra expenses...
 RUNNING PROMPT

- (1) a lot
- (2) a little
- (3) or not at all?

Use of services – general

GPChk

In the past 2 weeks has (CHILD'S NAME) or have you or any member of (your household/staff) talked to a GP for any reason at all, on his/her behalf apart from immunisation, child surveillance or development tests?
 INCLUDE ASTHMA CLINIC

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: GPChk = Yes
GPVis

About how many times has (CHILD'S NAME) seen the GP in those 2 weeks?

1..9

AccEm

Has (CHILD'S NAME) had to visit an Accident and Emergency department in the last 3 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: AccEm = Yes
AEVis

How many separate visits has (CHILD'S NAME) made to an Accident and Emergency department in those 3 months?

- (1) Once
- (2) Twice
- (3) Three
- (4) Four or more

InPat

Has (CHILD'S NAME) been in hospital as an in-patient, overnight or longer, for treatment or tests in the past 3 months?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow
And: InPat = Yes
InPatVis

How many separate stays has (CHILD'S NAME) been in hospital as an in-patient in those 3 months

- (1) Once
- (2) Twice
- (3) Three
- (4) Four or more

HospClin

(Apart from seeing your own doctor/when (CHILD'S NAME) stayed in hospital or seeing an optician or dentist) In the past 3 months, has (CHILD'S NAME) been to a hospital or clinic or anywhere else for treatment or check-ups?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: HospClin = Yes

Outln

In the past 3 months, on how many separate occasions has (CHILD'S NAME) been for out-patient or day patient visits?

- (1) Once
- (2) Twice
- (3) Three
- (4) Four or more

VisHome

Here is a list of people who visit children and their families in their homes to give them help and support when they need it.

Have any of these people visited you to talk about behavioural or emotional problems of (CHILD'S NAME) in the past year?

SHOW CARD 16

- (1) Yes
- (2) No

SpecSch

Does (CHILD'S NAME) attend a special school or a special unit of an ordinary school?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: SpecSch = Yes

BehEm

Is this for ...
INDIVIDUAL PROMPT

behavioural and emotional problems?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: SpecSch = Yes

LearnD

learning difficulties?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: SpecSch = Yes

SpecOth

or some other reason?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: SpecSch = Yes

And: SpecOth = Yes

OthReas

What is the other reason?

STRING[60]

Police

In the past 12 months has (CHILD'S NAME) ever been in trouble with the police?

- (1) Yes
- (2) No

Ask if: QSelect2.AdltInt = YesNow

And: Police = Yes

PolNum

In the past 12 months, on how many occasions has (CHILD'S NAME) been in trouble with the police?

ENTER NO. OF OCCASIONS

0..99

SocSer

In the past 12 months has (CHILD'S NAME) or have you or any member of your household talked to a social worker or someone from social services/ for any reason at all, on his/her behalf?

- (1) Yes
- (2) No

Strengths (Adult Interview)

PIntro

I have been asking you a lot of questions about difficulties and problems.

I now want to ask you about (CHILD'S NAME) good points or strengths.

Perslty

[*] In terms of what sort of person (CHILD'S NAME) is, what would you say are the best things about him/her?

PersNo

INTERVIEWER: Did the ADULT/carer mention any qualities?

- (1) Yes
- (2) No

Quality

[*] Can you tell me some things which (CHILD'S NAME) does which really please you?



QualNo

INTERVIEWER: Did the ADULT/carer mention any things that really please them about (CHILD'S NAME)?

- (1) Yes
- (2) No

Lrndifa

Compared with an average child of the same age, how does he or she fare in the following areas?
...Reading?

- (1) Above average
- (2) Average
- (3) Some difficulty
- (4) Marked difficulty

Lrndifb

...Mathematics?

- (1) Above average
- (2) Average
- (3) Some difficulty
- (4) Marked difficulty

Lrndifc

...Spelling?

- (1) Above average
- (2) Average
- (3) Some difficulty
- (4) Marked difficulty

Child Interview

Ask always: ChldNow

INTERVIEWER: Do you want to interview the child now?

- (1) Yes
- (2) No
- (3) Child too disabled to even start interview
- (4) Child is under 11 years

Strengths and Difficulties (Child Interview)

Ask if: QChild.ChldNow = Yes And: QSelect.ChldAge > 10 IntrSDQ

The next few questions are about your personality and behaviour. This is to give us an overall view of your strengths and difficulties .

Ask if: QChild.ChldNow = Yes And: QSelect.ChldAge > 10 SectnB

For each item that I am going to read out can you please tell me whether it is 'not true', 'partly true' or 'certainly true' for you
SHOW CARD 2

Ask if: QChild.ChldNow = Yes And: QSelect.ChldAge > 10 CB4

[*] I try to be nice to other people, I care about their feelings
SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes And: QSelect.ChldAge > 10 CB5

[*] I am restless, I cannot stay still for long
SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes And: QSelect.ChldAge > 10 CB6

[*] I get a lot of headaches, stomach aches or sickness
SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes And: QSelect.ChldAge > 10 CB7

[*] I usually share with others (food, games, pens etc.)
SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes And: QSelect.ChldAge > 10 CB8

[*] I get very angry and often lose my temper
SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB9

[*] I am usually on my own, I generally play alone or keep to myself
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB10

[*] I usually do as I am told
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB11

[*] I worry a lot
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB12

[*] I am helpful if someone is hurt, upset or feeling ill
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB13

[*] I am constantly fidgeting or squirming
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB14

[*] I have at least one good friend
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB15

[*] I fight a lot. I can make other people do what I want
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB16

[*] I am often unhappy, down-hearted or tearful
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB17

[*] Other people my age generally like me
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB18

[*] I am easily distracted, I find it difficult to concentrate
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB19

[*] I am nervous in new situations. I easily lose my confidence
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB20

[*] I am kind to younger children
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true



Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB21

[*] I am often accused of lying or cheating
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB22

[*] Other children or young people pick on me or bully me
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB23

[*] I often volunteer to help others (teachers, other adults,
 other children)
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB24

[*] I think before I do things
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB25

[*] I take things that are not mine from (the) home, school
 or elsewhere
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB26

[*] I get on better with adults than with people of my
 own age
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB27

[*] I have many fears, I am easily scared
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB28

[*] I finish the work I'm doing, my attention is good
 SHOW CARD 2

- (5) Not true
- (6) Partly true
- (7) Certainly true

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
CB29

[*] Overall, do you think that you have difficulties in one
 or more of the following areas: emotions, concentration,
 behaviour or getting on with other people?
 SHOW CARD 3

- (5) No
- (6) Yes: minor difficulties
- (7) Yes: definite difficulties
- (8) Yes: severe difficulties

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: CB29 = 6, 7 or 8
Cb29a

[*] How long have these difficulties been present?

- (1) Less than a month
- (2) One to five months
- (3) Six to eleven months
- (4) A year or more

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: CB29 = 6, 7 or 8
CB29b

[*] How much have they upset or distressed you....
 RUNNING PROMPT
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: CB29 = 6, 7 or 8
Cb30

[*] Have they interfered with
 ...how well you get on with the others at (in the) home?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: CB29 = 6, 7 or 8
Cb30a

[*] (Do the difficulties interfere with your everyday life in
 terms of your)
 ... making and keeping friends?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: CB29 = 6, 7 or 8
Cb30b

[*] (Do the difficulties interfere with your everyday life in
 terms of your)
 ... learning new things (or class work)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: CB29 = 6, 7 or 8
Cb30c

[*] (Do the difficulties interfere with your everyday life in
 terms of your)
 ... playing, hobbies sports or other leisure activities?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: CB29 = 6, 7 or 8
Cb31

Do the difficulties make it harder for those around you
 (the others at (in the) home, friends, teachers etc.)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: (QChild.ChldNow = Yes) AND (QSelect.ChldAge > 10)
EntRat

INTERVIEWER - Thinking about how the child responded
 to the SDQ, do you think s/he would be able to
 understand the rest of the interview?

- (1) Yes
- (2) No
- (3) Not sure

Separation anxiety (Child Interview)

Ask if: QChild.ChldNow = Yes
And: QSelect.ChldAge > 10
And: (EntRat = Yes or Not Sure)
CIntroF

Many (children or teenagers) are particularly attached to
 one adult or a few key adults, looking to them for security,
 and turning to them when upset or hurt. They can be
 relatives, foster parents, carers, favourite teachers, etc.

Ask if: QChild.ChldNow = Yes

C1

Which adults are you specially attached to?

CODE ALL THAT APPLY

SET [10] OF

- (1) Mother (biological or adoptive)
- (2) Father (biological or adoptive)
- (3) Another mother figure (stepmother, foster mother, father's partner)
- (4) Another father figure (stepfather, foster father, mother's partner)
- (5) One or more grandparents
- (6) One or more adult relatives (eg aunt, uncle, grown-up brother or sister)
- (7) Childminder, nanny, au pair
- (8) One or more teachers
- (9) One or more other adult non-relative (eg Social/Key worker, family friend or neighbour)
- (10) Not specially attached to any adult

Ask if: QChild.ChldNow = Yes

And: noadult IN C1

C1a

Are you specially attached to any of the following children or young people?

SET [3] OF

- (1) One or more brothers, sisters or other young relatives
- (2) One or more friends
- (3) Not specially attached to anyone

Ask if: QChild.ChldNow = Yes

And: NOT (noone IN C1a)

Livewit1

Do any of these people live with you?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: NOT (noone IN C1a)

Clnt1

You've just told us who you are specially attached to. From now on, I am going to refer to these people as your 'attachment figures'.

Ask if: QChild.ChldNow = Yes

And: NOT (noone IN C1a)

Clnt2

What I'd like to know next is how much you worry about being separated from your 'attachment figures'. Most children have worries of this sort, but I'd like to know how you compare with other children of your age. I am interested in how you are usually – not on the occasional off day.

Ask if: QChild.ChldNow = Yes

And: NOT (noone IN C1a)

C2

Overall, in the last 4 weeks, have you been particularly worried about being separated from your 'attachment figures'?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: NOT (noone IN C1a)

CF2a

[*] Over the last 4 weeks and comparing yourself with other people of the same age... have you worried about something unpleasant happening to (your attachment figures), or about losing them?

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: NOT (noone IN C1a)

CF2b

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you worried unrealistically that you might be taken away from (your 'attachment figures') for example, by being kidnapped, taken to hospital or killed?

(DO NOT INCLUDE REALISTIC WORRIES THAT THE CURRENT FOSTER OR RESIDENTIAL PLACEMENT MAY BREAK DOWN)

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: NOT (noone IN C1a)

And: Livewit1 = Yes

CF2c

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you not wanted to go to school in case something nasty happened to (your 'attachment figures' who live with you) while you were at school?

(DO NOT INCLUDE RELUCTANCE TO GO TO SCHOOL FOR OTHER REASONS, EG. FEAR OF BULLYING OR EXAMS)

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age

- (7) A lot more than other children or young people of my age
- (8) SPONTANEOUS: Not at school

Ask if: QChild.ChldNow = Yes
And: NOT (noone IN C1a)
CF2d

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you worried about sleeping alone?
 IF DNA USE CODE '5' (No more)
 SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes
And: NOT (noone IN C1a)
And: Livewit1 = Yes
CF2e

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you come out of your bedroom at night to check on, or to sleep near (your 'attachment figures' who live with you)?
 IF DNA USE CODE '5' (No more)
 SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes
And: NOT (noone IN C1a)
CF2f

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you worried about sleeping in a strange place?
 SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes
And: NOT (noone IN C1a)
And: Livewit1 = Yes
CF2h

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you been afraid of being alone if (your 'attachment figures' who live with you) pop out for a moment?
 SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes
And: NOT (noone IN C1a)
CF2i

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you had repeated nightmares or bad dreams about being separated from (your 'attachment figures')?
 SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes
And: NOT (noone IN C1a)
CF2j

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) have you had headaches, stomach aches or felt sick when you had to leave (his/her 'attachment figures') or when you knew it was about to happen?
 SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age



Ask if: QChild.ChldNow = Yes
And: (NOT (noone IN C1a)
CF2k

[*] (Thinking about the last 4 weeks and comparing yourself with other people of your age..) has being apart or the thought of being apart from (your 'attachment figures') led to worry, crying, angry outbursts, clinginess or misery?
 SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF3

[*] Have your worries about separation been there for at least a month?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF3a

How old were you when your worries about separation began?
 IF SINCE BIRTH ENTER 0

0..17

Ask if: QChild.ChldNow = Yes)
And: (ANY CF2a - CF2k = 7)
CF4

[*] How much have these worries upset or distressed you...
 RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF5Intr

I also want to ask you about the extent to which these worries have interfered with your day to day life.

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF5a

[*] How much have they interfered with...
 How well you get on with others (at/in the) home?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF5b

[*] (How much have they interfered with...)
making and keeping friends?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF5c

[*] (How much have they interfered with...)
 ...learning new things (or class work)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF5d

[*] (How much have they interfered with...)
 ...playing, hobbies, sports or other leisure activities?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: (ANY CF2a - CF2k = 7)
CF5e

[*] Have these worries made it harder for those around you (the others (at/in the) home, friends, teachers etc.)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Specific phobias

Ask if: QChild.ChldNow = Yes
CF6Intr

This section of the interview is about some things or situations that young people are often scared of, even though they aren't really a danger to them. I am interested in how you are usually - not on the occasional 'off day'.
Not all fears are covered in this section - some are covered in other sections, eg fear of social situations, dirt, separation, crowds.

Ask if: QChild.ChldNow = Yes
CF7

[*] Are you PARTICULARLY scared about any of the things or situations on this list?

CODE ALL THAT APPLY

SHOW CARD 6

SET [13] OF

- (1) ANIMALS: dogs, spiders, bees and wasps, mice and rats, snakes, or any other bird, animal or insect
- (2) Storms, thunder, heights or water
- (3) The dark
- (4) Loud noises, eg fire alarms, fireworks
- (5) Blood-injection-Injury – Set off by the sight of blood or injury or by an injection
- (6) Dentists or Doctors
- (7) Vomiting, choking or getting particular diseases, eg Cancer or AIDS
- (8) Using particular types of transport, eg cars, buses, boats, planes, ordinary trains, underground trains, bridges
- (9) Small enclosed spaces, eg lifts, tunnels
- (10) Using the toilet, eg at school or in someone else's house
- (11) Specific types of people, eg clowns, people with beards, with crash helmets, in fancy dress, dressed as Santa Claus
- (12) Imaginary or supernatural beings, eg monsters, ghosts, aliens, witches
- (13) Any other specific fear (specify)
- (99) Not particularly scared of anything

Ask if: QChild.ChldNow = Yes
And: AnyOth IN CF7
CF70th

What are these other fears?
STRING[120]

Ask if: QChild.ChldNow = Yes
And: Child has any fear
CF7a

[*] Are these fears a real nuisance to you, or to anyone else?

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
CF8

[*] How long has this fear (the most severe of these fears) been present?

- (1) Less than a month
- (2) At least one month but less than 6 months
- (3) Six months or more

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
CF9

[*] When you come up against the things you are afraid of, or when you think you are about to come up against them, do you become anxious or upset?

RUNNING PROMPT

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
And: CF9 = A Lot
CF9a

[*] Do you become anxious or upset every time, or almost every time, you come up against the things you are afraid of?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
And: CF9 = A Lot
CF10

[*] How often do your fears result in you becoming upset like this ...

IF THE CHILD IS AFRAID OF SOMETHING THAT IS ONLY THERE FOR PART OF THE YEAR (E.G. WASPS), THIS QUESTION IS ABOUT THAT PARTICULAR SEASON.

RUNNING PROMPT

- (1) many times a day
- (2) most days
- (3) most weeks
- (4) or every now and then?

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
CF11

[*] Do your fears lead to you avoiding the things you are afraid of...
 RUNNING PROMPT

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes
And: Nchild has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
And: CF11 = A Lot
CF11a

[*] Does this avoidance interfere with your everyday life?
 RUNNING PROMPT

- (5) No, not at all
- (6) a little
- (7) or a lot?

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
CF11b

[*] Do other people think that your fears are over the top or unreasonable?
 SHOW CARD 8

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
CF11bb

[*] Do you think your fear is excessive or unreasonable?
 SHOW CARD 7

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
CF11c

[*] Are you upset about having this fear?
 SHOW CARD 8

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes
And: Child has any fear
And: (CF7a = Def) OR (Emotion score >= 6)
CF12

[*] Have your fears made it harder for those around you (Others at/in the home, friends, teachers etc.) ...
 RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Social Phobia (Child Interview)

Ask if: QChild.ChldNow = Yes
CF13intr

I am interested in whether you are particularly afraid of social situations.
 This is as compared with other ^LDMCHILD of your own age, and is not counting the occasional 'off day' or ordinary shyness.

Ask if: QChild.ChldNow = Yes
CF13

[*] Overall, do you particularly fear or avoid social situations that involve a lot of people, meeting new people or doing things in front of other people?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: (CF13 = Yes) OR (SDQ Emotion score = 3+)
CF14Intr

Have you been particularly afraid of any of the following social situations over the last 4 weeks?

Ask if: QChild.ChldNow = Yes
And: (CF13 = Yes) OR (SDQ Emotion score = 3+)
CF14a

[*] Can I just check, have you been particularly afraid of ... meeting new people?
 SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF13 = Yes) OR (SDQ Emotion score = 3+)
CF14b

[*] (Can I just check, have you been particularly afraid of...)
...meeting a lot of people, such as at a party?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF13 = Yes) OR (SDQ Emotion score = 3+)
CF14c

[*] (Can I just check, have you been particularly afraid of)
... eating in front of others?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF13 = Yes) OR (SDQ Emotion score = 3+)
CF14d

[*] (Can I just check, have you been particularly afraid of)
... speaking with other young people around (or in class)?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF13 = Yes) OR (SDQ Emotion score = 3+)
CF14e

[*] (Can I just check, have you been particularly afraid of)
...reading out loud in front of others?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF13 = Yes) OR (SDQ Emotion score = 3+)
CF14f

[*] (Can I just check, have you been particularly afraid of)
... writing in front of others?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Social fears and separation anxiety present
CF15

[*] Are your fears of social situations mainly related to your worries about being separated from (attachment figures) OR are you still afraid of social situations even when you are with them?

- (1) Mainly related to his/her fear of being apart from attachment figures
- (2) Marked even when attachment figure present

Ask if: QChild.ChldNow = Yes

And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF16

[*] Are you just afraid with adults, or are you also afraid in situations that involve a lot of (children or teenagers), or meeting new people of your age?

- (1) Just with adults
- (2) Just with children
- (3) With both children and adults

Ask if: QChild.ChldNow = Yes

And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF17

[*] Outside of these social situations, are you able to get on well enough with the adults and (children or teenagers) you know best?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF18

[*] Is the main reason you dislike social situations because you are afraid you will act in a way that will be embarrassing or show you up?

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes

And: Definite social fears with or without separation anxiety OR (CF15 = Related)
And: (CF14d - CF14f = 6 or 7)
CF18a

[*] Do you dislike social situations because of specific problems with speaking, reading or writing?

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF19

[*] How long has this fear of social situations been present?

- (1) Less than a month
- (2) At least one month but less than six months
- (3) Six months or more

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF20

[*] How old were you when your fear of social situations began?

0..17

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CFblush

[*] When you are in one of the social situations you dislike, do you normally...
 blush (go red) or shake (tremble)?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CFSick

feel afraid that you are going to be sick (throw up)?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CFSshort

need to rush off to the toilet or worry that you might be caught short?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF21

[*] When you are in one of the social situations you are afraid of, or when you think you are about to come up against one of these situations, do you become anxious or upset?

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
And: CF21 = A Lot
CF22

[*] How often does your fear of social situations result in you becoming upset like this..

RUNNING PROMPT

- (1) many times a day
- (2) most days
- (3) most weeks
- (4) or every now and then?

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF23

[*] Does your fear lead to you avoiding social situations...
 SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
And: CF23 = A Lot
CF23a

[*] Does this avoidance interfere with your daily life?
 SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF23b

[*] Do you think that your fear of social situations is over the top or unreasonable?
 SHOW CARD 8

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF23c

[*] Are you upset about having this fear?
 SHOW CARD 8

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes
And: Definite social fears with or without separation anxiety OR (CF15 = Related)
CF24

[*] Has your fear of social situations made it harder for those around you (others at/in the home friends or teachers)...
 RUNNING PROMPT
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Panic Attacks and Agoraphobia (child Interview)

Ask if: QChild.ChldNow = Yes
CF25Intr

Many (children or teenagers) have times when they get very anxious or worked up about silly little things, but some get severe panics that come out of the blue – they just don't seem to have any trigger at all.

Ask if: QChild.ChldNow = Yes
CF25

[*] In the last 4 weeks have you had a panic attack when you suddenly became very panicky for no reason at all, without even a little thing to set you off?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CFStart

[*] Do your panics start very suddenly?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CFPeak

[*] Do they reach a peak within a few minutes (up to 10)?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CFHowLng

[*] Do they last at least a few minutes?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CHeart

[*] When you are feeling panicky, do you also feel... your heart racing, fluttering or pounding away?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CFSweat

[*] (When you are feeling panicky, do you also feel...) sweaty?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CFTremb

[*] (When you are feeling panicky, do you also feel...) trembly or shaky?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CFMouth

[*] (When you are feeling panicky, do you also feel...) that your mouth is dry?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF25 = Yes
CFBreath

[*] (When you are feeling panicky, do you also feel...) that it is hard to get your breath or that you are suffocating?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFChoke

[*] (When you are feeling panicky, do you also feel...)
that you are choking?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFPain

[*] (When you are feeling panicky, do you also feel...)
pain or an uncomfortable feeling in your chest?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFsick

[*] (When you are feeling panicky, do you also feel...)
that you want to be sick (throw up) or that your stomach
is turning over?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFDizz

[*] (When you are feeling panicky, do you also feel...)
dizzy, unsteady, faint or light-headed?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFunreal

[*] (When you are feeling panicky, do you also feel...)
as though things around you were unreal or you were not
really there?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFCrazy

[*] (When you are feeling panicky, do you also feel...)
afraid that you might lose control, go crazy or pass out?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFDie

[*] (When you are feeling panicky, do you also feel...)
afraid you might die?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFCold

[*] (When you are feeling panicky, do you also feel...)
hot or cold all over?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF25 = Yes

CFNumb

[*] (When you are feeling panicky, do you also feel...)
numbness or tingling feelings in your body?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

CF26

[*] In the last 4 weeks have you been very afraid of, or
tried to avoid, the things on this card?

CODE ALL THAT APPLY
SHOW CARD 9

SET [4] OF

- (1) Crowds
- (2) Public places
- (3) Travelling alone (if you ever do)
- (4) Being far from home
- (9) None of the above / Not applicable

Ask if: QChild.ChldNow = Yes

And: (CF26 = 1-4)

CF27

[*] Is this fear or avoidance of (SITUATION) mostly
because you are afraid that if you had a panic attack or
something like that (such as dizziness or diarrhoea), you
would find it difficult or embarrassing to get away, or
wouldn't be able to get the help you need?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: Panic symptoms present
CF27a

[*] Have these panic attacks and/or avoidance of specific situations upset or distressed you...
 RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QChild.ChldNow = Yes
And: Panic symptoms present
CF27b

[*] Have these panic attacks and/or avoidance of specific situations interfered with...
 How well you get on with others at (in the) home?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Panic symptoms present
CF27c

[*] (Have they interfered with...)
 making and keeping friends?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Panic symptoms present
CF27d

[*] (Have they interfered with...)
 ...learning new things (or class work)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Panic symptoms present
CF27e

[*] (Have they interfered with...)
 ...playing, hobbies, sports or other leisure activities?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Panic symptoms present
CF27f

[*] Have panic attacks and/or avoidance of specific situations made it harder for those around you (the others at (in the) home, friends, teachers etc.)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Post Traumatic Stress Disorder (Child Interview)

Ask if: QChild.ChldNow = Yes
CE1

The next section is about events or situations that are exceptionally stressful, and that would really upset almost anyone. For example, being caught in a burning house, being abused, being in a serious car crash or seeing a member of your family or friends being mugged at gunpoint.

[*] During your lifetime has anything like this happened to you?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CE1 = Yes
CE12a

(May I just check,)

Have you ever experienced any of the following?
 SHOWCARD 11

SET [11] OF

- (1) A serious and frightening accident, eg being run over by a car, being in a bad car or train crash etc
- (2) A bad fire, eg trapped in a burning building
- (3) Other disasters, eg kidnapping, earthquake, war
- (4) A severe attack or threat, eg by a mugger or gang
- (5) Severe physical abuse that he/she still remembers
- (6) Sexual abuse
- (7) Rape
- (8) Witnessed severe domestic violence, eg saw mother badly beaten up at home
- (9) Saw family member or friend severely attacked or threatened, eg by a mugger or a gang
- (10) Witnessed a sudden death, a suicide, an overdose, a serious accident, a heart attack etc..
- (11) Some other severe trauma (Please describe)

Ask if: QChild.ChldNow = Yes

And: CE1 = Yes

And: other IN CE12a

Othtrma1

Please describe this other trauma
STRING[200]

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

CE1b

[*] At the time, were you very upset or badly affected by it in some way?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

CE2

[*] At present, is it affecting your behaviour, feelings or concentration?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2a

[*] Over the last 4 weeks, have you . .
... 'relieved' the event with vivid memories (flashbacks) of it?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2b

[*] (Over the last 4 weeks, have you . .)
... had a lot of upsetting dreams of the event?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: QSelect.ChldAge > 10

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2c

[*] (Over the last 4 weeks, have you . .)
... got upset if anything happened which reminded you of it?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2d

[*] (Over the last 4 weeks, have you . .)
... tried to avoid thinking or talking about anything to do with the event?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2e

[*] (Over the last 4 weeks, have you . .)
... tried to avoid activities places or people that remind you of the event?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2f

[*] (Over the last 4 weeks, have you . .)
... blocked out important details of the event from your memory?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2g

[*] (Over the last 4 weeks, have you. .)
... shown much less interest in activities you used to enjoy?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2h

[*] (Over the last 4 weeks, have you. .)
... felt cut off or distant from others?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2i

[*] (Over the last 4 weeks, have you. .)
... expressed a smaller range of feelings than in the past, eg no longer able to express loving feelings?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2j

[*] (Over the last 4 weeks, have you. .)
... felt less confidence in the future?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2k

[*] (Over the last 4 weeks, have you. .)
... had problems sleeping?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2l

[*] (Over the last 4 weeks, have you. .)
... felt irritable or angry?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2m

[*] (Over the last 4 weeks, have you. .)
... had difficulty concentrating?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2n

[*] (Over the last 4 weeks, have you. .)
... always been on the alert for possible dangers?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Any traumatic experience mentioned

And: CE2 = Yes

CE2o

[*] (Over the last 4 weeks, have you. .)
... jumped at little noises or easily startled in other ways?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: Some definite PTSD symptoms

CE3

[*] You have told me about (PTSD symptoms)
How long after the stressful event did these other problems begin?

- (1) Within six months
- (2) More than six months after the event

Ask if: QChild.ChldNow = Yes
And: Some definite PTSD symptoms
CE4

[*] How long have you been having these problems?

- (1) Less than a month
- (2) At least one month but less than three months
- (3) Three months or more

Ask if: QChild.ChldNow = Yes
And: Some definite PTSD symptoms
CE5

[*] How upset or distressed are you by the problems that the stressful event(s) triggered off...

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QChild.ChldNow = Yes
And: Some definite PTSD symptoms
CE6a

[*] Have they interfered with...
 how well you get on with the others at (in the) home?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Some definite PTSD symptoms
CE6b

.. making and keeping friends?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Some definite PTSD symptoms
CE6c

.. learning new things (or class work)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Some definite PTSD symptoms
CE6d

.. playing, hobbies, sports or other leisure activities?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: Some definite PTSD symptoms
CE7

[*] Have these problems made it harder for those around you (others at (in the) home, friends and teachers etc.)...
 RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Compulsions and Obsessions – (Child Interview)

Ask if: QChild.ChldNow = Yes
CF28Intr

Many young people have some rituals or superstitions, e.g. not stepping on the cracks in the pavement, having to go through a special goodnight ritual, having to wear lucky clothes for exams or needing a lucky mascot for school sports matches. It is also common for young people to go through phases when they seem obsessed by one particular subject or activity, e.g. cars, a pop group, a football team. But what I want to know is whether you have rituals or obsessions that go beyond this.

Ask if: QChild.ChldNow = Yes
CF28

[*] Do you have rituals or obsessions that upset you, waste a lot of time, or interfere with your ability to get on with everyday life?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29Intr

Over the last 4 weeks have you had any of the following rituals (doing any of the following things over and over again even though you have already done them or don't need to do them at all)?

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29a

Excessive cleaning; handwashing, baths, showers, toothbrushing etc.?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29b

Other special measures to avoid dirt, germs or poisons?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29c

Excessive checking: electric switches, gas taps, locks, doors, the oven?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29d

Repeating the same simple activity many times in a row for no reason, e.g. repeatedly standing up or sitting down or going backwards and forwards through a doorway?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29e

Touching things or people in particular ways?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29f

Arranging things so they are just so, or exactly symmetrical?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF29g

Counting to particular lucky numbers or avoiding unlucky numbers?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF31a

[*] Over the last 4 weeks, have you been obsessively worrying about dirt, germs or poisons – not being able to get thoughts about them out of your mind?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
CF31b

[*] Over the last 4 weeks, have you been obsessed by the worry that something terrible will happen to yourself or to others – illnesses, accidents, fires etc.?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)
And: (F2a-F2j = Definitely) AND (CF31b = ALot)
CF32

[*] Is this obsession about something terrible happening to yourself or others just one part of a general concern about being separated from you key attachment figures, or is it a problem in its own right?

- (1) Part of separation anxiety
- (2) A problem in its own right

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF33

[*] Have your rituals or obsessions been present on most days for a period of at least 2 weeks?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF34

[*] Do you think that your rituals or obsessions are over the top or unreasonable?

- (5) No
- (6) Sometimes
- (7) Definitely

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF35

[*] Do you try to resist the rituals or obsessions?

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF36

[*] Do the rituals or obsessions upset you...
RUNNING PROMPT

- (5) No, I enjoy them
- (6) Neutral, I neither enjoy them nor become upset
- (7) They upset me a little
- (8) They upset me a lot?

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF37

[*] Do the rituals or obsessions use up at least an hour a day on average?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF38a

[*] Have the rituals or obsessions interfered with ...
.. how well you get on others at (in the) home?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF38b

[*] (Have the rituals or obsessions interfered with ...)
... making and keeping friends?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF38c

[*] (Have the rituals or obsessions interfered with ...)
...learning new things (or class work)?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: (CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2)
CF38d

[*] (Have the rituals or obsessions interfered with ...)
...playing, hobbies, sports or other leisure activities?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: S(CF28 = Yes) OR (SDQ Emotion score >3)

And: (F29a - F29g = 7) OR (F31a - F31b = 7) OR (F32 = 2) CF38e

[*] Have the rituals or obsessions made it harder for those around you (the others at (in the) home, friends or teachers etc.)?

SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Generalised Anxiety (Child Interview)

Ask if: QChild.ChldNow = Yes

CF40Int

Some young people worry about just a few things, sometimes related to specific fears, obsessions or separation anxieties. Other young people worry about many different aspects of their lives. They may have specific fears, obsessions or separation anxieties, but they also have a wide range of worries about many things.

Ask if: QChild.ChldNow = Yes

CF40

[*] Are you a worrier in general?

- (1) Yes, I worry in general
- (2) No, I have just a few specific worries

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

CF40a

[*] Over the last 6 months, have you worried so much about so many things that it has really upset you or interfered with your life?

- (5) No
- (6) Perhaps
- (7) Definitely

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41a

[*] Thinking of the last 6 months and by comparing yourself with other people of your age, have you worried about:

Past behaviour: Did I do that wrong? Have I upset someone? Have they forgiven me?

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)

(6) A little more than other children or young people of my age

(7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41b

School work, homework or examinations

SHOW CARD 5

(5) No more than other children or young people of my age (or not applicable)

(6) A little more than other children or young people of my age

(7) A lot more than other children or young people of my age

(8) SPONTANEOUS: Not at school

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41c

Disasters: Burglaries, muggings, fires, bombs etc.

SHOW CARD 5

(5) No more than other children or young people of my age (or not applicable)

(6) A little more than other children or young people of my age

(7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41d

Your own health

SHOW CARD 5

(5) No more than other children or young people of my age (or not applicable)

(6) A little more than other children or young people of my age

(7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41e

Bad things happening to others: family, friends, pets, the world..

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41f

The future: e.g. getting a job, boy/girlfriend, moving out

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41fa

Making and keeping friends

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41fb

Death and dying

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41fc

Being bullied or teased

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41fd

Your appearance or weight

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)
- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

CF41g

[*] Do you worry about anything else?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

And: CF41g = Yes

CF41ga

[*] What else do you worry about?

STRING[80]

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF40a = Perhaps or Definitely) OR (SDQ Emotion score >=6)

And: CF41g = Yes

CF41gb

[*] How much do you worry about this?

SHOW CARD 5

- (5) No more than other children or young people of my age (or not applicable)

- (6) A little more than other children or young people of my age
- (7) A lot more than other children or young people of my age

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: Two of CF41a - CF41gb = 7

CF42DV

INTERVIEWER CHECK: Are there two or more specific worries over and above those which have already been mentioned in earlier sections

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: CF42DV = Yes

CF43

[*] Over the last 6 months have you been really worried on more days than not?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

CF44

[*] Do you find it difficult to control the worry?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

CF45

[*] Does worrying lead to you feeling restless, keyed up, tense, on edge or unable to relax?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

And: CF45 = Yes

CF45a

[*] Has this been true for more days than not in the last six months?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

CF46

[*] Does worrying lead to you feeling tired or 'worn out' more easily?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

And: CF46 = Yes

CF46a

[*] Has this been true for more days than not in the last six months?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

CF47

[*] Does worrying lead to difficulties in concentrating or your mind going blank?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

And: CF47 = Yes

CF47a

[*] Has this been true for more days than not in the last six months?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

CF48

[*] Does worrying make you feel irritable?

- (1) Yes
(2) No

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
And: CF48 = Yes
CF48a

[*] Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
CF49

[*] Does worrying lead to you feeling tense in your whole body?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = es) AND (CF43 = Yes)
And: CF49 = Yes
CF49a

[*] Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
CF50

[*] Does worrying interfere with your sleep, e.g difficulty in falling or staying asleep, or restless, unsatisfying sleep?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
And: CF50 = Yes
CF50a

[*] Has this been true for more days than not in the last six months?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
And: CF50 = Yes
CF51

[*] How upset and distressed are you as a result of all you worries...

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
And: CF50 = Yes
CF52Intr

I now want to ask you about the extent to which these worries have interfered with your day to day life.

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
And: CF50 = Yes
CF52a

[*] Have they interfered with ...
 how well you get on with the others at (in the) home?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
And: CF50 = Yes
CF52b

[*] (Have they interfered with ...)
 making and keeping friends?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes
And: CF40 = Yes
And: (CF42dv = Yes) AND (CF43 = Yes)
And: CF50 = Yes
CF52c

[*] (Have they interfered with ...)
 learning new things (or class work)?
 SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

And: CF50 = Yes

CF52d

[*] (Have they interfered with ...)
playing, hobbies, sports or other leisure activities?

SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: CF40 = Yes

And: (CF42dv = Yes) AND (CF43 = Yes)

And: CF50 = Yes

CF53

[*] Have these worries made it harder for those around you (the others at (in the) home, friends or teachers etc)

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Depression (Child interview)

Ask if: QChild.ChldNow = Yes

CDeplnt

This next section of the interview is about your mood.

Ask if: QChild.ChldNow = Yes

CG1

[*] In the last 4 weeks, have there been times when you have been very sad, miserable, unhappy or tearful?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG1 = Yes

CG3

[*] Over the last 4 weeks, has there been a period when you have been really miserable nearly every day?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG1 = Yes

CG4

[*] During the time when you have been miserable, have you been really miserable for most of the day? (i.e. for more hours than not)

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG1 = Yes

CG5

[*] When you have been miserable, could you be cheered up...

RUNNING PROMPT

- (1) Easily
- (2) with difficulty/only briefly
- (3) or not at all?

Ask if: QChild.ChldNow = Yes

And: CG1 = Yes

CG6

[*] Over the last 4 weeks, the period of being really miserable has lasted...

RUNNING PROMPT

- (1) less than two weeks
- (2) or two weeks or more?

Ask if: QChild.ChldNow = Yes

CG8

[*] In the last 4 weeks, have there been times when you have been grumpy or irritable in a way that was out of character for you?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG8 = Yes

CG10

[*] Over the last 4 weeks, has there been a period when you have been really irritable nearly every day?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG8 = Yes

CG11

[*] During the period when you have been grumpy or irritable, have you been like that for most of the day? (i.e. more hours than not)

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG8 = Yes

CG12

[*] Has the irritability been improved by particular activities, by friends coming round or by anything else?

- (1) easily
- (2) with difficulty/only briefly
- (3) or not at all?



Ask if: QChild.ChldNow = Yes

And: CG8 = Yes

CG13

[*] Over the last 4 weeks, the period of being really miserable has lasted...
RUNNING PROMPT

- (1) less than two weeks
- (2) two weeks or more

Ask if: QChild.ChldNow = Yes

CG15

[*] In the last 4 weeks, have there been times when you have lost interest in everything, or nearly everything, that you normally enjoy doing?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG15 = Yes

CG17

[*] Over the last 4 weeks, has there been a period when this lack of interest has been present nearly every day?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG15 = Yes

CG18

[*] During these days when you have lost interest in things, have you been like this for most of each day? (i.e. more hours than not)

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CG15 = Yes

CG19

[*] Over the last 4 weeks, has this loss of interest lasted...
RUNNING PROMPT

- (1) less than two weeks
- (2) or two weeks or more?

Ask if: QChild.ChldNow = Yes

And: CG15 = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1l = Yes)

CG20

[*] Has this loss of interest been present during the same period when you have been really miserable/irritable for most of the time?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1l = Yes) OR (CG1> = Yes)

CG21a

[*] During the period when you were sad, irritable or lacking in energy...
did you lack energy and seem tired all the time?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1l = Yes) OR (CG1> = Yes)

CG21b

[*] (During the period when you were sad, irritable or lacking in energy...)
were you eating much more or much less than normal?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1l = Yes) OR (CG1> = Yes)

CG21ba

[*] (During the period when you were sad, irritable or lacking in energy...)
did you either lose or gain a lot of weight?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1l = Yes) OR (CG1> = Yes)

CG21c

[*] (During the period when you were sad, irritable or lacking in energy...)
did you find it hard to get to sleep or to stay asleep?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1l = Yes) OR (CG1> = Yes)

CG21d

[*] (During the period when you were sad, irritable or lacking in energy...)
did you sleep too much?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG21e**

[*] (During the period when you were sad, irritable or lacking in energy...) were you agitated or restless much of the time?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: v
CG21f**

[*] (During the period when you were sad, irritable or lacking in energy...) did you feel worthless or unnecessarily guilty for much of the time?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG21g**

[*] (During the period when you were sad, irritable or lacking in energy...) did you find it unusually hard to concentrate or to think things out?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG21h**

[*] (During the period when you were sad, irritable or lacking in energy...) did you think about death a lot?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG21i**

[*] (During the period when you were sad, irritable or lacking in energy...) did you ever talk about harming yourself or killing yourself?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG21j**

(During the period when you were sad, irritable or lacking in energy...) did you ever try to harm yourself or kill yourself?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
And: CG21j = Yes
CG21k**

[*] Over the whole of your lifetime have you ever tried to harm yourself or kill yourself?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG22**

[*] How much has your sadness, irritability or loss of interest upset or distressed you...

RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG23Intr**

I also want to ask you about the extent to which ^LC1Dep has interfered with your day to day life.
SHOWCARD 4

Ask if: QChild.ChldNow = Yes

**And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG23a**

[*] Has your sadness, irritability or loss of interest interfered with ... how well you get on with the others at (in the) home?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal



Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG23b

[*] (Has your sadness, irritability or loss of interest interfered with ...)
making and keeping friends?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG23c

[*] (Has your sadness, irritability or loss of interest interfered with ...)
learning new things (or class work)?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG23d

[*] (Has your sadness, irritability or loss of interest interfered with ...)
playing, hobbies, sports or other leisure activities?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG24

[*] Has your sadness, irritability or loss of interest made it harder for those around you (the others at (in the) home, friends, teachers etc...
RUNNING PROMPT

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) or a great deal?

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG25

[*] Over the last 4 weeks, have you thought about harming or hurting yourself?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG26

[*] Over the last 4 weeks, have you ever tried to harm or hurt yourself?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: (CG4 = Yes AND CG3 = Yes) OR (CG1o = Yes AND CG1 = Yes) OR (CG1> = Yes)
CG27

[*] Over the whole of your lifetime, have you ever tried to harm or hurt yourself?

- (1) Yes
- (2) No

Attention and Activity (Child Interview)

Ask if: QChild.ChldNow = Yes

AttnInt

This section of the interview is about concentration and activity.

Ask if: QChild.ChldNow = Yes

CH1

[*] Do your teachers complain about you having problems with overactivity or poor concentration?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot
- (8) SPONTANEOUS: Not at school

Ask if: QChild.ChldNow = Yes

CH2

[*] Do others at (in the) home complain about you having problems with overactivity or poor concentration?

SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes
CH3

[*] And what do you think? Do you think you have definite problems with overactivity or poor concentration?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Awkward and Troublesome Behaviour (Child Interview)

Ask if: QChild.ChldNow = Yes
CI1

This next section is about behaviour that sometimes gets young people into trouble with those they live with, teachers or other adults.

Do your teachers complain about you being awkward or troublesome?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot
- (8) SPONTANEOUS: Not at school

Ask if: QChild.ChldNow = Yes
CI2

Do those you live with complain about you being awkward or troublesome?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Ask if: QChild.ChldNow = Yes
CI3

And what do you think? Do you think you are awkward or troublesome?
SHOW CARD 7

- (5) No
- (6) A little
- (7) A lot

Chronic fatigue syndrome (M.E) (Child Interview)

Ask if: QChild.ChldNow = Yes
C3D1

Over the last month have you been feeling much more tired and worn out than usual?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: C3D1 = Yes
C3D2

Why do you think this is?
STRING[200]

Ask if: QChild.ChldNow = Yes
And: C3D1 = Yes
C3D3

How long have you been feeling tired and worn out like this?

- (1) less than 3 months
- (2) 3-5 months
- (3) 6 months to 5 years
- (4) Over 5 years
- (5) All my life

Ask if: QChild.ChldNow = Yes)
And: C3D1 = Yes
C3D4

Do you feel better after resting?

- (5) Not at all
- (6) only a bit
- (7) Definitely better

Ask if: QChild.ChldNow = Yes
And: C3D1 = Yes
C3D5

Does exercise really wipe you out for the next day?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: C3D1 = Yes
C3D6

Do you suffer from sore throats?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes
And: C3D1 = Yes
C3D7

Do you suffer from painful glands (lumps) in your neck or armpits?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D8

Do you suffer from painful muscles?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D9

Do you suffer from pains in you knees, elbows, wrists or other joints?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D10

Do you suffer from headaches?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D11

Do you suffer from problems getting to sleep or staying asleep?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D12

Do you suffer from feeling sick/wanting to throw up?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D13

Do you suffer from dizziness or poor balance?
SHOW CARD 10

- (5) No
- (6) A bit
- (7) A lot

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D14

You have told me about feeling more tired and worn-out than usual.

Overall, how much has this upset or distressed you?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D15

Has feeling tired and worn-out interfered with ... how well you get on with the others at (in the) home?

SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D16

(Has feeling tired and worn-out interfered with ...)
making and keeping friends?

SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D17

(Has feeling tired and worn-out interfered with ...)
learning new things (or class work)?

SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D18

(Has feeling tired and worn-out interfered with ...)
playing, hobbies, sports or other leisure activities?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Ask if: QChild.ChldNow = Yes

And: C3D1 = Yes

C3D19

Has feeling tired and worn-out made it harder for those
around you (the others at (in the) home, friends or
teachers etc)?
SHOW CARD 4

- (5) not at all
- (6) only a little
- (7) quite a lot
- (8) a great deal

Friendships (Child Interview)

Ask if: QChild.ChldNow = Yes

CA1

Do you have any friends?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: CA1 = Yes

CA2

[*] How much time do you spend together...
RUNNING PROMPT

- (1) all of your spare time
- (2) some of your spare time
- (3) a little of your spare time
- (4) or not at all?

Ask if: QChild.ChldNow = Yes

And: (CA1 = Yes) AND (QSelect.TypePlc = Natural)

CA4

[*] How often do friends come to your house?
RUNNING PROMPT

- (1) all or most of the time
- (2) some of the time
- (3) or a little time
- (4) or not at all?

Ask if: QChild.ChldNow = Yes

And: (CA1 = Yes) AND (QSelect.TypePlc = Natural)

CA5

[*] How often do you go to your friend's home?
RUNNING PROMPT

- (1) all or most of the time
- (2) some of the time
- (3) a little time
- (4) or not at all?

Ask if: QChild.ChldNow = Yes

And: CA1 = Yes

CA6

[*] Can you confide in any of your friends such as sharing
a secret or telling them private things?
SHOW CARD 1

- (1) Definitely
- (2) Sometimes
- (3) Not at all

Ask if: QChild.ChldNow = Yes

And: CA1 = Yes

CA10

[*] (Can I just check) Do you have a 'best' friend or a
special friend?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

CA15

Over the past 12 months have you belonged to any
teams, clubs or other groups with an adult in charge?
INCLUDE CLUBS SUCH AS SCOUTS/GUIDES OR SCHOOL
CLUBS

- (1) Yes
- (2) No

Less Common Disorders (Child Interview)

Ask if: QChild.ChldNow = Yes

LessInt

This next section is about a variety of different aspects of
behaviour and development.

Ask if: QChild.ChldNow = Yes

CI4

Do you have any tics or twitches that you can't seem to
control?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
CI5

Do you have dyslexia or reading difficulties?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
CI6

Have other people been concerned that you have been dieting too much?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
CI7

Have you had any out-of-the-ordinary experiences - such as seeing or hearing things, or having unusual ideas - that have worried or frightened you?

- (1) Yes
- (2) No

Significant problems (child)

Ask if: QChild.ChldNow = Yes
And: Significant problem mentioned in interview
CSigInt

You have told me about
LIST OF PROBLEMS
I'd now like to hear a bit more about these in your own words.

Ask if: QChild.ChldNow = Yes
And: Significant problem mentioned in interview
SigDone1

INTERVIEWER: HAS THE CHILD SIGNIFICANT PROBLEMS SECTION ALREADY BEEN ENTERED IN THE PARALLEL BLOCKS?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: Significant problem mentioned in interview
And: SigDone1 = Yes
SigYes1

INTERVIEWER: IF THIS SECTION HAS BEEN COMPLETED AND YOU WISH TO ADD MORE, PLEASE RE-ENTER THE PARALLEL BLOCKS AND ADD THERE.

Ask if: QChild.ChldNow = Yes
And: Significant problem mentioned in interview
And: SigDone1 = No
CTypNow

INTERVIEWER: if you prefer to take notes by hand rather than typing the details during the interview just type 'later' in the response boxes - but please remember to come back and complete the question before transmission.

WILL YOU BE TYPING IN THE ANSWERS NOW OR LATER

- (1) Now
- (2) Later

Ask if: QChild.ChldNow = Yes
And: Significant problem mentioned in interview
And: SigDone1 = No
CSigPrb

LIST OF PROBLEMS:

INTERVIEWER: Please try and cover all areas of difficulty, but it is a good idea to let the young person choose which order to cover them in, starting with the area that concerns them most. Use the suggested prompts written below and on the prompt card.

1. Description of the problem?
2. How often does the problem occur?
3. How severe is the problem at its worst?
4. How long has it been going on for?
5. Is the problem interfering with the child's quality of life?

If so, how?

6. WHERE APPROPRIATE, record what the child thinks the problem is due to, and what s/he has done about it.

Ask if: QChild.ChldNow = Yes
And: Significant problem mentioned in interview
And: SigDone1 = No
CAnxiety

Do you experience any of the following when you feel anxious, nervous or tense
INDIVIDUAL PROMPT

SET [7] OF

- (1) Heart racing or pounding?
- (2) Hands sweating or shaking?
- (3) Feeling dizzy?
- (4) Difficulty getting my breath?
- (5) Butterflies in stomach?
- (6) Dry mouth?
- (7) Nausea or feeling as though I wanted to be sick?
- (8) or none of the above?

Help from others (Child Interviewer)

Ask if: QChild.ChldNow = Yes
C3B1

Have you ever felt so unhappy or worried that you have asked people for help?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: C3B1 = Yes
C3B1a

Who did you ask for help?
ENTER '13' IF YOU DID NOT ASK ANY OF THESE PEOPLE FOR HELP

SET [13] OF

- (1) Mother
- (2) Father
- (3) Foster mother
- (4) Foster father
- (5) Brother or Sister
- (6) Special friend
- (7) School Teacher
- (8) School Nurse
- (9) Doctor
- (10) Social worker
- (11) member of staff at home
- (12) Telephone helpline
- (13) None of these

Ask if: QChild.ChldNow = Yes
And: C3B1 = Yes
C3B1oth

Did you ask anyone else for help?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes)
And: C3B1 = Yes
And: C3B1oth = Yes
C3B1Spec

Who else did you ask for help?
STRING[100]

Ask if: QChild.ChldNow = Yes
And: C3B1 = Yes
And: NOT (NoOne IN C3B1a) OR (C3B1oth = Yes)
C3B1b

Were you trying to get practical advice or did you just need someone to talk things over with?

- (1) Practical advice
- (2) Talk things over
- (3) Both, practical advice and to talk things over

Ask if: QChild.ChldNow = Yes
And: C3B1 = No
C3B2

If you ever felt so unhappy or worried that you needed to ask for help, who would you talk to?

ENTER '13' IF YOU WOULD NOT ASK ANY OF THESE PEOPLE FOR HELP

SET [10] OF

- (1) Mother
- (2) Father
- (3) Foster mother
- (4) Foster father
- (5) Brother or Sister
- (6) Special friend
- (7) School Teacher
- (8) School Nurse
- (9) Doctor
- (10) Social worker
- (11) member of staff at home
- (12) Telephone helpline
- (13) None of these

Ask if: QChild.ChldNow = Yes
And: C3B1 = No
C3B2Oth

Is there anyone else you would ask for help?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
And: C3B1 = No
And: C3B2Oth = Yes
C3B2Spec

Who else would you ask for help?
STRING[100]

Ask if: QChild.ChldNow = Yes
And: C3B1 = No
And: NOT (NoOne IN C3B2) OR (C3B2Oth = Yes)
C3B2a

What sort of help would you expect to get?

- (1) Practical advice
- (2) Talk things over
- (3) Both, practical advice and to talk things over

Strengths (Child Interview)

Ask if: QChild.ChldNow = Yes
SIntro

I have been asking you a lot of questions about difficulties and problems. I now want to ask you about your good points or strengths.



Ask if: QChild.ChldNow = Yes
CPerslty

[*] In terms of what sort of person you are, what would you say are the best things about you?

OPEN

Ask if: QChild.ChldNow = Yes
CPersNo

INTERVIEWER: Did the child mention any qualities?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
CQuality

[*] Can you tell me some things you have done that you are really proud of?
They could be related to school, sport, music, friends, charity or anything else

OPEN

Ask if: QChild.ChldNow = Yes
CQualNo

INTERVIEWER: Did the child mention any things they are proud of?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes
ExitRat

INTERVIEWER: Now that you have completed the face to face interview with the child, how well do you think s/he understood the questions?

- (1) Very well, no problems
- (2) Understood most of it, a few problems
- (3) Had a great deal of difficulty understanding the questions

Ask if: QChild.ChldNow = Yes
EndFTF

THIS IS THE END OF THE CHILD'S FACE TO FACE INTERVIEW - PLEASE CONTINUE WITH THE CHILD'S SELF-COMPLETION

Child self-completion

Ask if: QChild.ChldNow = Yes
CSCIntr

INTERVIEWER READ: I would now like you to take the computer and answer the next set of questions yourself. You will hear the questions and possible answers through these headphones.
The question will be followed by the answers we would like you to choose from.

Once you have decided on your answer, type in the number.

For example: Type 1 for No, 2 for Just a bit or 3 for Definitely.

To continue to the next question – press The WHITE key. If you need to hear any question again – press the BLUE key.

Remember that we are interested in your opinion - this is NOT a test.

INTERVIEWER: Explain that you are now going to check the headphones are working OK

Ask if: QChild.ChldNow = Yes
ChldSc

INTERVIEWER: RESPONDENTS SHOULD SELF-COMplete. ENCOURAGE THE CHILD TO COMPLETE THIS SECTION THEMSELVES. IF ABSOLUTELY NECESSARY ADMINISTER AS AN INTERVIEW.
PRESS F2 TO SAVE BEFORE PASSING LAPTOP TO THE RESPONDENT.

- (1) Complete self-completion by respondent
- (2) Section read and entered by child
- (3) Section read and entered by interviewer
- (4) Section ABANDONED

Ask if: QChild.ChldNow = Yes
And: ChldSc = IntAdm
IntRem

INTERVIEWER'S TAKE CARE: Response codes are in the reverse order for this section.

Ask if: QChild.ChldNow = Yes
And: ChldSc = IntAdm
ReadIns

Please listen to each question carefully. Remember that we are interested in your opinion – this is NOT a test. PRESS The WHITE key TO CONTINUE

Ask if: QChild.ChldNow = Yes
And: ChldSc = ChldRd
ReadCar

Please take your time to read each question carefully in turn and answer it as best you can to each question carefully. Remember we are interested in your opinion - this is NOT a test. PRESS The WHITE key TO CONTINUE

Ask if: QChild.ChldNow = Yes
And: ChldSc = ChldRd
ReadTest

This is just a practise question to help you get used to answering the questions in this section.

Do you like using computers?

PRESS 1 for No PRESS 2 for Just a bit PRESS 3 for Definitely

THEN PRESS The WHITE key TO CONTINUE

- (1) No
- (2) Just a bit
- (3) Definitely

Moods and feelings (Child Self Completion)*Ask if: QChild.ChldNow = Yes**And: ((ChldSc = IntAdm) OR (ChldSc = SCAccept)) OR (ChldSc = ChldRd)**And: Entrat = Yes or Not Sure***MoodIntr**

These next few questions are about how you might have been acting or feeling over the past two weeks. For each statement please say whether it was true most of the time, sometimes true or not true about you.

PRESS the the WHITE key to continue

*Ask if: QChild.ChldNow = Yes***C3C1**

In the past two weeks....

You felt miserable or unhappy

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C2**

You didn't enjoy anything at all

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C3**

You felt so tired you just sat around and did nothing

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C4**

You were very restless

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C5**

You felt you were no good any more

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C6**

You cried a lot

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C7**

You found it hard to think properly or concentrate

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***TwoWeek**

Remember it is how you have been acting or feeling over the past two weeks that we are interested in. PRESS the WHITE key to continue

*Ask if: QChild.ChldNow = Yes***C3C8**

You hated yourself

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C9**

You thought you were a bad person

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C10**

You felt lonely

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

*Ask if: QChild.ChldNow = Yes***C3C11**

You thought nobody really loved you

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

Ask if: QChild.ChldNow = Yes
C3C12

You thought you could never be as good as other young people

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

Ask if: QChild.ChldNow = Yes
C3C13

You did everything wrong

- (1) Mostly true
- (2) Sometimes true
- (3) Not true

Ask if: QChild.ChldNow = Yes
C3C14

What word best describes how you have felt in the past 2 weeks?

If you need any help typing in your answer please ask the interviewer.

awkward and troublesome behaviour (child Self Completion)

Ask if: QChild.ChldNow = Yes
C3A4a

Thinking of the last year, have you often told lies to get things or favours from others, or to get out of having to do things you are supposed to do?
PRESS 1 for NO, 2 for PERHAPS or 3 for DEFINITELY

- (1) No
- (2) Perhaps
- (3) Definitely

Ask if: QChild.ChldNow = Yes
And: C3A4a = Def
C3A4aa

Has this been going on for the last 6 months?
PRESS 1 FOR 'NO' OR 2 OR 'YES'

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3A4b

Have you often started fights in the past year?
PRESS 1 for NO, 2 for PERHAPS or 3 for DEFINITELY

- (1) No
- (2) Perhaps
- (3) Definitely

Ask if: QChild.ChldNow = Yes
And: C3A4b = Def
C3A4ba

Has this been going on for the last 6 months?
PRESS 1 FOR 'NO' OR 2 FOR 'YES'

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3A4c

During the past year, have you often bullied or threatened people?

- (1) No
- (2) Perhaps
- (3) Definitely

Ask if: QChild.ChldNow = Yes
And: C3A4c = Def
C3A4ca

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3A4d

Thinking of the past year, have you often stayed out later than you were supposed to?

- (1) No
- (2) Perhaps
- (3) Definitely

Ask if: QChild.ChldNow = Yes
And: C3A4d = Def
C3A4da

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3A4e

Have you stolen valuable things from your house or other people's houses, shops or school in the past year?

- (1) No
- (2) Perhaps
- (3) Definitely

Ask if: QChild.ChldNow = Yes
And: C3A4e = Def
C3A4ea

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3A4f

Have you run away from home more than once or ever stayed away all night without permission in the past year?

- (1) No
- (2) Perhaps
- (3) Definitely

Ask if: QChild.ChldNow = Yes
And: C3A4f = Def
C3A4fa

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3A4g

Thinking of the past year, have you often played truant ('bunked off') from school?

- (1) No
- (2) Perhaps
- (3) Definitely

Ask if: QChild.ChldNow = Yes
And: C3A4g = Def
C3A4ga

Has this been going on for the last 6 months?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4g = Def
And: QSelect.ChldAge > 12
C3A5

Did you start playing truant ('bunking off') from school before you were 13 years old?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6a

The next few questions are about some other behaviours that sometimes get people into trouble.

We have to ask everyone these questions even when they are not likely to apply.

In the past year, have you ever used a weapon against another person (e.g. a bat, brick, broken bottle, knife, gun)?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6a = Yes
C3A6aa

Has this happened in the last 6 months?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6b

In the past year, have you really hurt someone or been physically cruel to them, for example, tied up, cut or burned someone?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6b = Yes
C3A6ba

Has this happened in the last 6 months?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6c

Have you been really cruel to animals or birds on purpose in the past year (eg. tied them up, cut or burnt them)?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6c = Yes
C3A6ca

Has this happened in the last 6 months?

- (1) No
- (2) Yes



Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6d

Have you deliberately started a fire in the past year?
 (DO NOT INCLUDE BURNING INDIVIDUAL MATCHES OR
 PIECES OF PAPER, CAMP FIRES ETC.)

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6d = Yes
C3A6da

Has this happened in the last 6 months?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6e

Thinking of the past year, have you deliberately destroyed
 someone else's property?
 (eg. smashing car windows or destroying school property)

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6e = Yes
C3A6ea

Has this happened in the last 6 months?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6f

Have you been involved in stealing from someone in the
 street?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6f = Yes
C3A6fa

Has this happened in the last 6 months?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6g

During the past year have you tried to force someone into
 sexual activity against their will?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6g = Yes
C3A6ga

Has this happened in the last 6 months?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A6h

Have you broken into a house, another building or a car in
 the past year?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A6h = Yes
C3A6ha

Has this happened in the last 6 months?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
C3A7

Have you ever been in trouble with the police?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3A4a - C3A4g = Definitely
And: C3A7 = Yes
C3A7a

Please type in why you were in trouble with the police.
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
 WHITE key

If you need any help typing in your answer please ask the
 interviewer.

STRING[200]

Ask if: QChild.ChldNow = Yes

And: ((C3A4a - C3A4g = Definitely) OR (C3A7 = Yes)) AND ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural))
C3A8a

You have told me about some behaviours that have got you into trouble. Have these interfered with how well you get on with the others at home?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

Ask if: QChild.ChldNow = Yes

And: (C3A4a - C3A4g = Definitely) OR (C3A7 = Yes)) AND (QSelect.TypePlc = Home)
C3A8aa

You have told me about some behaviours that have got you into trouble. How far have these interfered with how well you get on with the others in the home?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

Ask if: QChild.ChldNow = Yes

And: (C3A4a - C3A4g = Definitely) OR (C3A7 = Yes)
C3A8b

Have these interfered with making and keeping friends?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

Ask if: QChild.ChldNow = Yes

And: (C3A4a - C3A4g = Definitely) OR (C3A7 = Yes)
C3A8c

Have these interfered with learning or class work?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

Ask if: QChild.ChldNow = Yes

And: (C3A4a - C3A4g = Definitely) OR (C3A7 = Yes)
C3A8d

Have these interfered with playing, hobbies, sports or other leisure activities?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

Ask if: QChild.ChldNow = Yes

And: (C3A4a - C3A4g = Definitely) OR (C3A7 = Yes)) AND ((QSelect.TypePlc = Foster) OR (QSelect.TypePlc = Natural))
C3A9

Has your behaviour made it harder for those around you (the others at (in the) home, friends, family, or teachers etc.)?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

Ask if: QChild.ChldNow = Yes

And: ((C3A4a - C3A4g = Definitely) OR (C3A7 = Yes)) AND ((C3A4DV >= 1) OR (C3A7 = Yes))) AND (QSelect.TypePlc = Home)
C3A9aa

Has your behaviour made it harder for those around you (the others at (in the) home, friends, family, or teachers etc.)?

- (1) Not at all
- (2) A little
- (3) Quite a lot
- (4) A great deal

Smoking (Child Interview)

Ask if: QChild.ChldNow = Yes

SmkIntr

Now some questions on smoking and drinking
PRESS the WHITE key to continue

Ask if: QChild.ChldNow = Yes

C3E1

Do you smoke cigarettes at all these days?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3E1 = No

C3E1a

Have you ever smoked?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3E1 = No

And: C3E1a = No

C3E1b

Have you ever tried smoking - even a puff or two?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3E1 = Yes

C3E3a

About how many cigarettes a day do you usually smoke?
IF YOU SMOKE LESS THAN 1, TYPE 0 PLEASE TYPE IN
YOUR ANSWER AND THEN PRESS THE WHITE key

0..98

Ask if: QChild.ChldNow = Yes

And: C3E1 = Yes

C3E3b

How old were you when you started smoking at least one
cigarette a week?
PLEASE TYPE IN YOUR AGE IN YEARS AND THEN PRESS
THE WHITE key

0..17

Ask if: QChild.ChldNow = Yes

And: C3E1 = Yes

C3E4

Have you ever felt you wanted to cut down or stop
smoking?

- (1) No
- (2) Yes

Drinking (Child Interview)

Ask if: QChild.ChldNow = Yes

C3F1

Have you ever had a proper alcoholic drink - a whole
drink not just a sip?
PLEASE DO NOT INCLUDE DRINKS LABELLED LOW
ALCOHOL

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3F1 = Yes

C3Fage

How old were you when you had your first proper
alcoholic drink?
PLEASE TYPE IN YOUR AGE IN YEARS AND THEN PRESS
THE WHITE KEY

1..17

Ask if: QChild.ChldNow = Yes

And: C3F1 = Yes

C3F1a

Do you have an alcoholic drink at all these days?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3F1 = Yes

And: C3F1a = Yes

C3F2

How often do you usually have an alcoholic drink?

- (1) Almost every day
- (2) About once or twice a week
- (3) About once or twice a month
- (4) Only a few times a year

Ask if: QChild.ChldNow = Yes

And: C3F1 = Yes

And: C3F1a = Yes

C3FTody

Have you had an alcoholic drink today?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3F1 = Yes

And: C3F1a = Yes

And: C3FTody = No

C3FYdy

Did you have an alcoholic drink yesterday?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3F1 = Yes

And: C3F1a = Yes

And: C3FTody = No

And: C3FYdy = No

C3F3

When did you last have an alcoholic drink?

- (1) less than a month ago
- (2) one month or more ago

Ask if: QChild.ChldNow = Yes

And: C3F1 = Yes

And: C3F1a = Yes

And: C3FTody = No

And: C3FYdy = No

And: C3F3 = LessMth

C3F3a

Can I just check, was this...?

- (1) during the last week
- (2) one week, but less than two weeks ago
- (3) or two weeks ago but less than a month ago

Ask if: QChild.ChldNow = Yes
And: C3F1 = Yes
And: C3F1a = Yes
And: C3FTody = No
And: C3FYdy = No
And: C3F3 = More1
C3F3b

Can I just check, was this?

- (1) less than six months ago
- (2) or six months or more ago

Drugs (Child Self Completion)

Ask if: QChild.ChldNow = Yes
CanIntr

The next set of questions are about drugs that you do not get from a doctor or chemist. The first few questions are about CANNABIS.
 CANNABIS is also called marijuana, Dope, Pot, Blow, hash, Black, Grass Draw, Ganja, Spliff, joints, Smoke and Weed.
 PRESS the WHITE key TO CONTINUE

Ask if: QChild.ChldNow = Yes
C3Ca10

Have you heard of CANNABIS?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3Ca10 = Yes
C3CA1

Have you ever been offered CANNABIS?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3Ca10 = Yes
C3CA2

Have you ever, even once, used cannabis?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
C3Ca4

About how old were you the first time you used it?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE WHITE KEY
 If you need any help typing in your answer please ask the interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
C3CMth

Have you used it in the last month?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
And: C3CMth = Yes
C3CA3

How many times altogether have you used it in the last month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
And: C3CMth = No
C3CYr

Have you used it in the past year?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
C3Ca6

Have you ever been concerned or worried about using it?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
C3C7

Has using cannabis ever made you feel ill?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
C3C8

Have you ever felt you wanted to cut down or stop using cannabis?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3CA2 = Yes
C3C9

Has anyone expressed concern about you using cannabis - for example a friend or relative or teacher

- (1) No
- (2) Yes



Ask if: QChild.ChldNow = Yes
C3G3Hd

Have you ever heard of GLUE, GAS OR SOLVENTS?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G3Hd = Yes
C3G1

Have you ever been offered GLUE, GAS OR SOLVENTS?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G3Hd = Yes
C3G3

Have you ever used GLUE, GAS OR SOLVENTS?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G3 = Yes
C3G3Age

About how old were you the first time you used them?
PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
WHITE KEY
If you need any help typing in your answer please ask the
interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3G3 = Yes
C3G3Mth

Have you used them in the last month?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G3 = Yes
And: C3G3Mth = Yes
C3G3Frq

How many times altogether have you used it in the last
month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3G3 = Yes
And: C3G3Mth = No
C3G3Yr

Have you used them in the last year?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
C3G4Hd

Have you ever heard of ECSTASY (ECSTASY is also known
as E and Dennis the Menace)?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G4Hd = Yes
C3G40ff

Have you ever been offered ECSTASY?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G4Hd = Yes
C3G4

Have you ever used ECSTASY?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G4 = Yes
C3G4Age

About how old were you the first time you used it?
PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
WHITE KEY
If you need any help typing in your answer please ask the
interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3G4 = Yes
C3G4Mth

Have you used it in the last month?

- (1) No
(2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G4 = Yes
And: C3G4Mth = Yes
C3G4Frq

How many times altogether have you used it in the last
month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3G4 = Yes
And: C3G4Mth = No
C3G4Yr

Have you used it in the past year?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
C3G5Hd

Have you ever heard of AMPHETAMINES
 (AMPHETAMINES are also known as Speed, Uppers,
 Whizz, Sulphate or Billy)?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G5Hd = Yes
C3G50ff

Have you ever been offered AMPHETAMINES?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G5Hd = Yes
C3G5

Have you ever used AMPHETAMINES?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G5 = Yes
C3G5Age

About how old were you the first time you used them?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
 WHITE KEY
 If you need any help typing in your answer please ask the
 interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3G5 = Yes
C3G5Mth

Have you used them in the last month?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G5 = Yes
And: C3G5Mth = Yes
C3G5Frq

How many times altogether have you used them in the
 last month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3G5 = Yes
And: C3G5Mth = No
C3G5Yr

Have you used them in the past year?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
C3G6Hd

Have you ever heard of LSD (also known as Acid, Tabs or
 Trips)?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G6Hd = Yes
C3G60ff

Have you ever been offered LSD?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G6Hd = Yes
C3G6

Have you ever used LSD?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G6 = Yes
C3G6Age

About how old were you the first time you used it?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
 WHITE KEY
 If you need any help typing in your answer please ask the
 interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3G6 = Yes
C3G6Mth

Have you used it in the last month?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G6 = Yes
And: C3G6Mth = Yes
C3G6Frq

How many times altogether have you used it in the last month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3G6 = Yes
And: C3G6Mth = No
C3G6Yr

Have you used it in the past year?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3G7Hd

Have you ever heard of TRANQUILLISERS (not given to you by a doctor or chemist)
 These are also known as Downers, Barbiturates, Blues, Temazies, Jellies, Tranx, Temazapan?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G7Hd = Yes
C3G7Off

Have you ever been offered TRANQUILLISERS?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G7Hd = Yes
C3G7

Have you ever used TRANQUILLISERS?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G7 = Yes
C3G7Age

About how old were you the first time you used them?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE WHITE KEY

If you need any help typing in your answer please ask the interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3G7 = Yes
C3G7Mth

Have you used them in the last month?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G7 = Yes
And: C3G7Mth = Yes
C3G7Frq

How many times altogether have you used them in the last month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3G7 = Yes
And: C3G7Mth = No
C3G7Yr

Have you used them in the past year?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
C3G8Hd

Have you ever heard of COCAINE (also known as Coke or Charlie)?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G8Hd = Yes
C3G8Off

Have you ever been offered COCAINE?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G8Hd = Yes
C3G8

Have you ever used COCAINE?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3G8 = Yes

C3G8Age

About how old were you the first time you used it?

PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE WHITE KEY

If you need any help typing in your answer please ask the interviewer

0..17

Ask if: QChild.ChldNow = Yes

And: C3G8 = Yes

C3G8Mth

Have you used it in the last month?

(1) No

(2) Yes

Ask if: QChild.ChldNow = Yes

And: C3G8 = Yes

And: C3G8Mth = Yes

C3G8Frq

How many times altogether have you used it in the last month?

0..100

Ask if: QChild.ChldNow = Yes

And: C3G8 = Yes

And: C3G8Mth = No

C3G8Yr

Have you used it in the past year?

(1) No

(2) Yes

Ask if: QChild.ChldNow = Yes

C3G11Hd

Have you ever heard of CRACK (also known as Rock, Sand, Stone and Pebbles)?

(1) No

(2) Yes

Ask if: QChild.ChldNow = Yes

And: C3G11Hd = Yes

C3G11Off

Have you ever been offered CRACK?

(1) No

(2) Yes

Ask if: QChild.ChldNow = Yes

And: C3G11Hd = Yes

C3G11

Have you ever used CRACK?

(1) No

(2) Yes

Ask if: QChild.ChldNow = Yes

And: C3G11 = Yes

C3G11Age

About how old were you the first time you used it?

PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE WHITE KEY

If you need any help typing in your answer please ask the interviewer

0..17

Ask if: QChild.ChldNow = Yes

And: C3G11 = Yes

C3G11Mth

Have you used it in the last month?

(1) No

(2) Yes

Ask if: QChild.ChldNow = Yes

And: C3G11 = Yes

And: C3G11Mth = Yes

C3G11Frq

How many times altogether have you used it in the last month?

0..100

Ask if: QChild.ChldNow = Yes

And: C3G11 = Yes

And: C3G11Mth = No

C3G11Yr

Have you used it in the past year?

(1) No

(2) Yes

Ask if: QChild.ChldNow = Yes

C3G9Hd

Have you ever heard of HEROIN (also known as Morphine, Smack, Skag and H)?

(1) No

(2) Yes



Ask if: QChild.ChldNow = Yes
And: C3G9Hd = Yes
C3G90ff

Have you ever been offered HEROIN?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G9Hd = Yes
C3G9

Have you ever used HEROIN?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G9 = Yes
C3G9Age

About how old were you the first time you used it?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
 WHITE KEY
 If you need any help typing in your answer please ask the
 interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3G9 = Yes
C3G9Mth

Have you used it in the last month?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G9 = Yes
And: C3G9Mth = Yes
C3G9Frq

How many times altogether have you used it in the last
 month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3G9 = Yes
And: C3G9Mth = No
C3G9Yr

Have you used it in the past year?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
C3G10Hd

Have you ever heard of METHADONE?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G10Hd = Yes
C3G100ff

Have you ever been offered METHADONE not given to
 you by a doctor or a chemist?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G10Hd = Yes
C3G10

Have you ever used METHADONE (not given to you by a
 doctor or chemist)?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G10 = Yes
C3G10Age

About how old were you the first time you used it?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
 WHITE KEY
 If you need any help typing in your answer please ask the
 interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C3G10 = Yes
C3G10Mth

Have you used it in the last month?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C3G10 = Yes
And: C3G10Mth = Yes
C3G10Frq

How many times altogether have you used it in the last
 month?

0..100

Ask if: QChild.ChldNow = Yes
And: C3G10 = Yes
And: C3G10Mth = No
C3G10Yr

Have you used it in the past year?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
C30th

Have you ever used any other drug that has NOT been given to you by a doctor or chemist?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C30th = Yes
C30thSp

Which other drug have you ever used?
 PLEASE TYPE IN THE NAME OF THE DRUG
 STRING[100]

Ask if: QChild.ChldNow = Yes
And: C30th = Yes
C30thAge

About how old were you the first time you used this drug?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE WHITE KEY
 If you need any help typing in your answer please ask the interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C30th = Yes
C30thMth

Have you used this drug in the last month?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C30th = Yes
And: C30thMth = Yes
C30thFrq

How many times altogether have you used it in the last month?

0..100

Ask if: QChild.ChldNow = Yes
And: C30th = Yes
And: C30thMth = No
C30thYr

Have you used this drug in the last year?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C30th = Yes
C30th2

Have you ever used any other drug?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C30th2 = Yes
C30thSp2

Which other drug have you ever used?
 PLEASE TYPE IN THE NAME OF THE DRUG
 STRING[100]

Ask if: QChild.ChldNow = Yes
And: C30th2 = Yes
C30th2Ag

About how old were you the first time you used this drug?
 PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE WHITE KEY
 If you need any help typing in your answer please ask the interviewer

0..17

Ask if: QChild.ChldNow = Yes
And: C30th2 = Yes
C30thS2

Have you used this drug in the last month?

- (1) No
 (2) Yes

Ask if: QChild.ChldNow = Yes
And: C30th2 = Yes
And: C30thS2 = Yes
C3thFq2

How many times altogether have you used it in the last month?

0..100

Ask if: QChild.ChldNow = Yes

And: C3oth2 = Yes

And: C3othS2 = No

C3othYr2

Have you used this drug in the last year?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

C3DgHlp3

Have you ever had help or treatment because you were taking drugs?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3DgHlp3 = Yes

C3DgWho

Who did you get help from?
PLEASE TYPE IN YOUR ANSWER AND THEN PRESS THE
WHITE KEY
STRING[200]

Ask if: QChild.ChldNow = Yes

And: C3DgHlp3 = No

C3DgHlp2

If you felt that you needed help or treatment because you were using drugs, would you know where to go?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3DgHlp3 = No

C3DgHlp1

Have you ever felt that you needed to get help or treatment because you were using drugs?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

C3DrgInf

Would you know where to go if you wanted to get more information about drugs?

- (1) No
- (2) Yes

Sexual Activity (Child Self Completion)

Ask if: QChild.ChldNow = Yes

C3S1

Have you ever been taught about AIDS/HIV infection at school?

- (1) No
- (2) Yes
- (3) Not sure

Ask if: QChild.ChldNow = Yes

C3s2

Have you ever talked about AIDS/HIV infection with parents or other adults?

- (1) No
- (2) Yes
- (3) Not sure

Ask if: QChild.ChldNow = Yes

C3s3

Have you ever had sexual intercourse?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3s3 = Yes

C3s4

How old were you when you had sexual intercourse the first time?

PLEASE ENTER YOUR AGE AND THEN PRESS THE WHITE KEY

0..17

Ask if: QChild.ChldNow = Yes

And: C3s3 = Yes

C3s5

The last time you had sexual intercourse, did you or your partner use a condom?

- (1) No
- (2) Yes
- (3) Not sure

Ask if: QChild.ChldNow = Yes

And: C3s3 = Yes

C3s6a

The last time you had sexual intercourse did you or your partner use any other method to prevent pregnancy?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3s3 = Yes

And: C3s6a = Yes

C3s6

What method did you or partner use to prevent pregnancy?
PLEASE TYPE IN YOUR ANSWER AND THEN PRESS the WHITE KEY
If you need any help typing in your answer please ask the interviewer.
STRING[250]

exclusions

Ask if: QChild.ChldNow = Yes

C3Ex1

Have you ever been excluded from school?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

And: C3Ex1 = YES

C3Ex2

Was it a fixed-term exclusion (suspension) or a permanent exclusion?
1 for FIXED-TERM EXCLUSION (SUSPENSION), 2 for PERMANENT EXCLUSION or 3 if you are NOT SURE

- (1) Fixed-term exclusion/suspension
- (2) Permanent exclusion
- (3) Not sure

Ask if: QChild.ChldNow = Yes

C3EX4

Did you answer all the questions honestly?

- (1) No
- (2) Yes

Ask if: QChild.ChldNow = Yes

CSCExit

Thank you. That's the end of this part of the interview.
Please let the interviewer know you have finished.

Ask if: QChild.ChldNow = Yes

And: QCSelfC.ChldSc = SCAccept

CHowCmp

INTERVIEWER: Did the child complete the whole of this section as a self-completion?

- (1) Yes
- (2) No

Feedback (child Self Completion)

Ask if: QChild.ChldNow = Yes

Probs

Did you get stuck at all?

- (1) Yes
- (2) No

Ask if: QChild.ChldNow = Yes

And: Probs = Yes

WhatPrbs

Where did you get stuck?

PLEASE OBTAIN AS MUCH DETAIL AS POSSIBLE

[OPEN]

Ask if: QChild.ChldNow = Yes

Hear

Could you hear the questions...
RUNNING PROMPT

- (1) all of the time
- (2) most of the time
- (3) or just some of the time?

Ask if: QChild.ChldNow = Yes

Voice

Could you understand the person asking the questions...
RUNNING PROMPT

- (1) all of the time
- (2) most of the time
- (3) or just some of the time?

Ask if: QChild.ChldNow = Yes

Instr

Were the instructions....
RUNNING PROMPT

- (1) easy to follow
- (2) about right
- (3) or difficult follow?

Ask if: QChild.ChldNow = Yes

InstrRp

Were the instructions that are played at the end of some questions repeated....
RUNNING PROMPT

- (1) too often
- (2) about right
- (3) or not enough?

Ask if: QChild.ChldNow = Yes

KeyB

How did you find entering your answers into the laptop?
PLEASE PROBE IF HAD ANY PROBLEMS

[OPEN]

Ask if: QChild.ChldNow = Yes

AnyOth

Are there any problems that you have not already told me
about?
PLEASE PROBE IF HAD ANY PROBLEMS

[OPEN]

Ask if: QChild.ChldNow = Yes

AnyCom

Is there anything else you would like to say?

[OPEN]

Ask if: QChild.ChldNow = Yes

CompUse

Have you used computers....
RUNNING PROMPT

- (1) a lot
- (2) a bit
- (3) or have you never used a computer
before?

PA455(S)

IN CONFIDENCE

Survey of Development and Well-being
of Young People in Scotland

Questionnaire for teachers of children and young people
aged 5 and above in schools and colleges

Stick serial number label here

How to fill in this questionnaire

1. Please read each question carefully.
2. All questions can be answered by putting a tick in the box next to the answer that applies to the child.

Not true	Partly true	Certainly true
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For example
3. Sometimes you are asked to write a number in a box.

Enter number of days	<input style="width: 30px; text-align: center;" type="text" value="4"/>
----------------------	---

For example
4. It would help if you could answer all questions as best as you can even if you are not absolutely certain or you think the question seems a little odd.

A5. Are these special needs related to

	Yes	No
General learning difficulties?	<input type="text" value="1"/>	<input type="text" value="2"/>
Specific learning difficulties?	<input type="text" value="1"/>	<input type="text" value="2"/>
Speech and language difficulties?	<input type="text" value="1"/>	<input type="text" value="2"/>
Emotional and behavioural difficulties?	<input type="text" value="1"/>	<input type="text" value="2"/>
Physical disability/sensory impairment?	<input type="text" value="1"/>	<input type="text" value="2"/>
Other (please specify)	<input type="text" value="1"/>	<input type="text" value="2"/>

A1. Compared with an **average** child of the same age, how does he or she fare in the following areas:

	Above average	Average	Some difficulty	Marked difficulty
(a) Reading?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
(b) Mathematics?	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
(c) Spelling	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

A2. Although "mental age" is a crude measure that cannot take account of a child being better in some areas than others, it would be helpful if you could answer the following question:
 In terms of overall intellectual and scholastic ability, roughly what age level is he or she at?

Enter age level **Go to Question A3**

A3. During the last term, how many days overall has the child been absent?

Enter number of days **Go to Question A4**
If don't know enter "99"
If none enter "00"

A4. Does the child have officially recognised special needs?

No **Go to Section B**

Stage 1 (class teacher or form/year tutor has overall responsibility) **Go to question A5**

Stage 2 (SENCO takes the lead in co-ordinating provision and drawing up IEP)

Stage 3 (External specialist support enlisted)

Stage 4 (Statutory assessment by LEA)

Stage 5 (Statement issued by LEA)

Section B Strengths and Difficulties Questionnaire

For each item, please tick a box under one of the headings: *Not True, Partly True or Certainly True.*

	Not true	Partly true	Certainly true
B1. Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2. Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3. Often complains of headaches, stomach aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4. Shares readily with other children (treats, toys, pencils etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5. Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6. Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B7. Generally obedient, usually does what adults ask	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B8. Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B9. Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10. Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each item, please tick a box under one of the headings: *Not True, Partly True or Certainly True.*

	Not true	Partly true	Certainly true
Over the past six months:			
B11. Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12. Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13. Often unhappy, downhearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14. Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15. Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16. Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17. Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18. Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19. Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20. Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21. Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22. Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23. Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B24. Has many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B25. Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B26. Overall, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or getting on with other people?

No	<input type="checkbox"/> 1	→ Go to Section C
Yes: minor difficulties	<input type="checkbox"/> 2	→ Go to Question B26(a)
Yes: definite difficulties	<input type="checkbox"/> 3	
Yes: severe difficulties	<input type="checkbox"/> 4	

(a) How long have these difficulties been present?

Less than a month	<input type="checkbox"/> 1
1 - 5 months	<input type="checkbox"/> 2
6 - 12 months	<input type="checkbox"/> 3
A year or more	<input type="checkbox"/> 4

	Not at all	Only a little	Quite a lot	A great deal
B27. Do the difficulties upset or distress the child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

B28. Do the difficulties interfere with the child's everyday life in terms of his or her . . .

peer relationships?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
classroom learning?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

B29. Do the difficulties put a burden on you or the class as a whole?

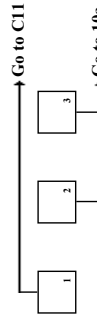
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
----------------------------	----------------------------	----------------------------	----------------------------

Section C Emotions

For each item, please tick a box under one of the headings: *Not True, Partly True or Certainly True.*

	Not true	Partly true	Certainly true
C1. Excessive worries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C2. Marked tension or inability to relax	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C3. Excessive concern about his/her own abilities, e.g. academic, sporting or social	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C4. Particularly anxious about speaking to class or reading aloud	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C5. Reluctant to separate from family to come to school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C6. Unhappy, sad or depressed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C7. Has lost interest in carrying out usual activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C8. Feels worthless or inferior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C9. Concentration affected by worries or misery	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
C10. Other emotional difficulties eg. marked fears, panic attacks, obsessions or compulsions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

C10a. Please describe these briefly



Section D Attention, Activity and Impulsiveness

D1. When s/he is doing something in class that s/he enjoys and is good at, whether reading or drawing or making a model or whatever, how long does s/he typically stay on that task?

Less than 2 minutes	<input type="checkbox"/> 1
2 - 4 minutes	<input type="checkbox"/> 2
5 - 9 minutes	<input type="checkbox"/> 3
10 - 19 minutes	<input type="checkbox"/> 4
20 minutes or more	<input type="checkbox"/> 5

→ Go to question D2

Please review your answers to questions C1 to C10 about worries, misery and so on.

If you have ticked 'CERTAINLY TRUE' to any of the questions C1 to C10 - Please go to question C11. If not, go to Section D.

Not at all Only a little Quite a lot A great deal

C11. Do the difficulties upset or distress the child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
C12. Do the difficulties interfere with the child's everyday life in terms of his or her . . .	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
peer relationships?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
classroom learning?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
C13. Do the difficulties put a burden on you or the class as a whole?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

C14. Do you have any further comments about this child's emotional state?

Yes 1 → Go to Question C14a

No 2 → Go to Section D

C14a. If there are serious concerns in this area, please say how long the child has had these problems, and what, if anything, might have triggered them.

For each item, please tick a box under one of the headings:
Not True, Partly true or Certainly true.

	Not true	Partly true	Certainly true
D2. Makes careless mistakes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D3. Fails to pay attention	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D4. Loses interest in what s/he is doing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D5. Doesn't seem to listen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D6. Fails to finish things s/he starts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D7. Disorganised	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D8. Tries to avoid tasks that require thought!	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D9. Loses things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D10. Easily distracted	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D11. Forgetful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D12. Fidgets	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D13. Can't stay seated when required to do so	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D14. Runs or climbs about when s/he shouldn't	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D15. Has difficulty playing quietly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D16. Finds it hard to calm down when asked to do so	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D17. Interrupts, blurts out answers to questions ..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D18. Hard for him/her to wait their turn	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D19. Interrupts or butts in on others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
D20. Goes on talking if asked to stop	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Please review your answers to questions D2 to D20 on attention and activity.

If you have ticked 'CERTAINLY TRUE' to any of the questions D2 to D20 - Please go to question D21. If not, go to Section E.

	Not at all	Only a little	Quite a lot	A great deal
D21. Do the difficulties upset or distress the child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
D22. Do the difficulties interfere with the child's everyday life in terms of his or her ...				
peer relationships?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
classroom learning?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
D23. Do the difficulties put a burden on you or the class as a whole?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

D24. Do you have any further comments about this child in relation to attention or activity and impulsiveness?

Yes 1 **Go to Question D24a**
 No 2 **Go to Section E**

D24a. Please describe. If there are serious concerns in this area, please say how long the child has had these problems, and what, if anything, might have triggered them.

Please go to Section E

Section E Awkward and Troublesome Behaviour

**For each item, please tick a box under one of the headings:
Not True, Partly true or Certainly true.**

	Not true	Partly true	Certainly true
E1. Temper tantrums or hot tempers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E2. Argues a lot with adults	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E3. Disobedient at school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E4. Deliberately does things to annoy others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E5. Blames others for own mistakes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E6. Easily annoyed by others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E7. Angry and resentful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E8. Spiteful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E9. Tries to get his/her own back	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E10. Lying or cheating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E11. Starts fights	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E12. Bullies others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E13. Plays truant	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E14. Uses weapons when fighting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E15. Has been physically cruel, has really hurt someone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E16. Deliberately cruel to animals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
E17. Sets fires deliberately	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

E18. Does (CHILD) steal?

Not true 1

Partly true 2

Certainly true 3

E18a. Please describe this briefly

1 → Go to question E19
 2 → Go to question E19
 3 → Go to question E18a

E19. Does s/he destroy things belonging to others, vandalism?

Not true 1

Partly true 2

Certainly true 3

E19a. Please describe this briefly

1 → Go to question E20
 2 → Go to question E20
 3 → Go to question E19a

E20. Does (CHILD) show unwanted sexualized behaviour towards others?

Not true 1

Partly true 2

Certainly true 3

E20a. Please describe this behaviour

1 → Go to question E21
 2 → Go to question E21
 3 → Go to question E20a

E21. Has (CHILD) been in trouble with the law?

Not true 1

Partly true 2

Certainly true 3

E21a. Please describe this briefly

1 → Go to page 15
 2 → Go to page 15
 3 → Go to question E21a

Section F Social Behaviour

For each item, please tick a box under one of the headings: *Not True, Partly True or Certainly True.*

	Not true	Partly true	Certainly true
F1. Too friendly with strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F2. Tries to make friends with everyone, including unsuitable children, e.g. those who treat him/her badly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F3. Too cuddly with people s/he doesn't know well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F4. Forms many shallow relationships with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F5. Over independent, e.g. wanders off and explores without checking with an adult or needing an adult present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F6. Reacts to being distressed by hitting out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F7. Reacts to other people by hitting out.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F8. Avoids emotional closeness with familiar adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F9. Avoids emotional closeness with familiar children/teenagers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F10. Has difficulty trusting familiar adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F11. Has difficulty trusting familiar children/teenagers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please review your answers to questions E1 to E21 on awkward and troublesome behaviour.

If you have ticked 'CERTAINLY TRUE' to any of the questions E1 to E21 - Please go to question E22. If not, go to Section F.

	Not at all	Only a little	Quite a lot	A great deal
E22. Do the difficulties upset or distress the child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E23. Do the difficulties interfere with the child's everyday life in terms of his or her . . .				
peer relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
classroom learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E24. Do the difficulties put a burden on you or the class as a whole?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E25. Do you have any further comments about this child's awkwardness and troublesome behaviour?

Yes **Go to Question E25a**
 No **Go to Section F**

E25a. Please describe. If there are serious concerns in this area, please say how long the child has had these problems, and what, if anything, might have triggered them.

Please go to Section F

Please review your answers to questions F1 to F11 on awkward and troublesome behaviour.

If you have ticked 'CERTAINLY TRUE' to any of the questions F1 to F11 - Please go to question F12.

	Not at all	Only a little	Quite a lot	A great deal
F12. Do the difficulties upset or distress the child?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
F13. Do the difficulties interfere with the child's everyday life in terms of his or her . . .				
peer relationships?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
classroom learning?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
F14. Do the difficulties put a burden on you or the class as a whole?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Please go to Section G

Section G Other Concerns

For each item, please tick a box under one of the headings: *Not True, Partly true or Certainly true.*

	Not true	Partly true	Certainly true
G1. Tics, twitches, involuntary grunts or noises	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
G2. Diets to excess	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

G3. Do you have any other concerns about the child's psychological development?

Yes 1 → **Go to question G3a**

No 2 → **Go to question G4**

G3a. Please describe this briefly

G4. Do you have any further comments about (CHILD) in general?

Yes 1 → **Go to Question G4a**

No 2 → **Go to Section H**

G4a. Please describe

Please go to Section H

Section H Help from school

H1. During this school year, has s/he had any specific help for emotional or behavioural problems from teachers, educational psychologists, or other professionals working within the school setting.

Yes 1 → Go to question H1(a)

No 2 → END

H1a. Please describe briefly what sort of help was provided, by whom, and for what:

Thank you very much for your help

Please return this questionnaire in the prepaid envelope provided as soon as possible

 **National Statistics**
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Glossary of terms

Audio-CASI

Audio-CASI is a mode of interviewing where the young person wears headphones to listen to the questions and then enters their answers directly into the laptop. This mode of interviewing is especially useful when the respondent has learning difficulties or concentration problems or where the questions are sensitive.

Burden of mental disorders

The burden of the child's problem is a measure of the consequences of the symptoms in terms of whether they cause distress to the carer/family by making them worried, depressed, tired or physically ill.

Case vignettes

This case vignette approach for analysing survey data uses clinician ratings based on a review of all the information of each subject. This information includes not only the questionnaires and structured interviews but also any additional comments made by the interviewers, and the transcripts of informants' comments to open-ended questions particularly those which ask about the child's significant problems.

Children's Panel

This is a system exclusive to Scotland, with a panel for each local area. It consists of a group of unpaid trained volunteers who come from a wide range of backgrounds and are appointed by Scottish Ministers. A children's hearing is made up of three panel members (at least one of which must be male or female).

This group of lay people are responsible for making decisions about the welfare of children who have

committed offences or who have been offended against or abused. The hearing decides whether compulsory measures of supervision are needed for the child and, if so, what they should be.

Compulsions and obsessions

Compulsions and obsessions are not like ordinary experiences. It is not the same thing as an ordinary bedtime ritual or a 'not stepping on the cracks in the pavement' ritual. It is not the same as being much neater or more perfectionist than average. It is not the same as feeling that you've just got to eat that chocolate bar or buy that record. A child with true obsessive-compulsive symptoms may need to check plugs or gas taps twenty times, or may need to shower or wash their hands dozens of times each day, or may need to wear gloves before being willing to touch door knobs.

Depression

Just as in adults, depression in children and young people usually shows itself as severe and prolonged misery. Sometimes, the most obvious change in mood is not misery but increased irritability – whether they have recently changed to being a lot more grumpy or irritable than in the past. In some cases, the most obvious clue to depression is neither misery nor irritability but a loss of interest in the things that the child used to enjoy doing. Sometimes the child may keep his or her misery secret, but the family may still have noticed that the child suddenly no longer wants to visit friends, go on outings, listen to music etc.

DSM-IV

The Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition™ (DSM IV) is the manual physicians, psychiatrist, psychologists, therapists, and social workers use in order to

diagnose mental illness. This manual spells out the specific diagnostic criteria. An example of this can be seen in the diagnosis of a major depressive episode. A person must exhibit at least five or more of the listed nine characteristics and the symptoms must be evident for at least the last two weeks for that person to be diagnosed with this disorder.

Ethnic group

Respondents were classified into nine groups:

- White
- Black – Caribbean
- Black – African
- Black – Other
- Indian
- Pakistani
- Bangladeshi
- Chinese
- None of these

For analysis purpose these nine groups were subsumed under 4 headings: White, Black, South Asian and Other.

Exclusion from school

Exclusions can be either fixed term (previously called ‘suspension’) or permanent (previously referred to as ‘expulsion’). A fixed term exclusion means that the child must leave the school premises and not return before the period of the fixed term is over. In the case of permanent exclusions they should never return to the school without a successful appeal.

Generalised anxiety

Generalised anxiety occurs when the child worries so much, and about so many things, that this really interferes with his or her life and leads to physical symptoms such as being tense or not being able to get to sleep. Children with generalised anxiety have many different worries about many different things. Some worries are about the past, some about the future, some about schoolwork, some about their appearance, some about illness, and so on. The worries are present across different situations. They may have one set of worries at home and a different set of worries at school.

Hyperkinesis

Hyperkinesis is a diagnosable condition recognised by health professionals as Attention Deficit Hyperactivity Disorder (ADHD). It is one of the most common mental disorders among children, characterised by not being able to sit still, plan ahead or finish tasks, being easily distracted and not being fully aware of immediate surroundings.

Impact of mental disorders

Impact refers to the consequences of the disorder for the child in terms of social impairment and distress. Social impairment refers to the extent to which the disorder interferes with the child’s everyday life in terms of his or her home life, friendships, classroom learning or leisure activities.

ICD-10

The Tenth Revision of the International Statistical Classification of Diseases and Related Health Problems is the latest in a series that was formalised in 1893 as the Bertillon Classification or International List of Causes of Death. While the title has been amended to make clearer the content and purpose and to reflect the progressive extension of the scope of the classification beyond diseases and injuries, the familiar abbreviation ‘ICD’ has been retained. In the updated classification, conditions have been grouped in a way that was felt to be most suitable for general epidemiological purposes and the evaluation of health care.

Legal status

Almost half of the looked after children in Scotland are under a supervision requirement at home (48%). In addition, 29% are under a supervision requirement away from home and 12% are classed as ‘accommodated’ under Section 25 of the Children (Scotland) Act 1995. The remainder are under a Parental Responsibilities Order, a Warrant or a Child Protection Measure. A ‘Supervision Requirement at Home’ means that the child is looked after at home by their parents. A ‘Supervision Requirement Away from Home’ is broken down in to those living with a foster family,

those living in a residential establishment (non-secure) and those living in a secure residential establishment.

Parental Responsibility Orders are where the local authority has overall responsibility for a child (up to the age of 18). The local authority can let the child live with the parent, friends or relatives as it sees fit, but can also accommodate the child in another form of placement, e.g. with foster carers or in residential accommodation.

Mental disorders

The questionnaires used in this survey were based on both the ICD-10 and DSM-IV diagnostic research criteria, but this report uses the terms mental disorders as defined by the ICD-10: to imply a clinically recognisable set of symptoms or behaviour associated in most cases with considerable distress and substantial interference with personal functions.

Placement type

Placed with parents or with friends/relatives

A child who is the subject of a Care Order (see above) can be placed with his/her own parents or with friends or relatives who are not approved foster carers. The situation is regularly monitored by Social Services. There are other situations where a child is classified as 'looked after' but is living with parents e.g. where bail has been granted to a child facing criminal charges and the child has been remanded to the care of its parents.

Just less than half the children looked after by local authorities in Scotland are 'placed with parents'.

Fostering

Children can be placed with foster parents unrelated to them or, in some cases, fostered by a relative or friend who are approved foster carers.

The foster parents may live within the local authority or outside it (some of the placements outside the local authority are because the LA boundaries have been changed, so a foster parent who was within the LA suddenly isn't).

Residential accommodation

A small percentage of children looked after by local authorities in Scotland are placed in some type of residential accommodation. This can be provided either by the local authority or a voluntary organisation.

Some local authority homes have additional facilities – educational facilities on the premises, observation and assessment facilities, hostel accommodation – or cater specifically for physically disabled children or children with learning disabilities.

Children can also be placed in residential schools, some of which may cater for children with special educational needs. These schools may be run by the local authority, voluntary organisations, or have private or independent status.

Other residential accommodation includes women's refuges, local authority or voluntary hostels for offenders and local authority or voluntary hostels for drug/alcohol abusers.

A few children may be placed in secure accommodation.

Independent living

Some children leave foster care or residential care homes when they reach 16 years of age. They tend to live in accommodation which is described as independent living. This means there is no formal support staff living on the premises or in attendance during the day.

Post Traumatic Stress Disorder (PTSD)

PTSD involves flashbacks, nightmares and various other symptoms following an exceptionally stressful or traumatic event. Such events are so unusual or extreme that they are likely to be engraved on a child's memory and liable to cause flashbacks and vivid nightmares.

Separation anxiety

Most children have strong attachment bonds to key adults in their lives – parents/carers, grandparents,

nannies and so on. Technically, these adults are described as ‘attachment figures’. The bonds between children and their attachment figures provide the children with security and comfort particularly in times of stress. Some children don’t form these bonds, and they are not always obvious in older teenagers either. Close friendships with other young people are obviously important but they were not counted as attachment bonds as far as the interview was concerned. Some children experience a lot of distress as a result of worries that something bad will happen to their attachment figures or that they will be separated from their attachment figures.

Specific phobias

Specific phobias are intense and disabling fears of specific objects and situations. Most children have some fears, but we were particularly interested in finding out whether the children had a phobia that may need treatment. To decide that a fear is a phobia, we looked for evidence that the fear was very strong; that it caused considerable distress; or that it interfered with the child’s life because he or she was going to great lengths to avoid the feared stimulus. So we were not particularly interested in a fear of snakes if this did not cause a lot of distress and only led to the child avoiding the reptile house when going to the zoo. We took seriously a fear of thunder that was so intense that the child often refused to leave the house just in case a storm suddenly brewed up and thunder began whilst they were away from home.

Social phobia

Social phobia is a term used to describe the child who is particularly afraid of any social situations. Social fears and phobias are related to being with a lot of people, meeting new people etc. We were trying to identify children who have far more than ‘ordinary’ shyness, though social phobia might look like extreme shyness.

The Children (Scotland) Act 1995

Local authorities have responsibilities under the Act to provide support to vulnerable young people. Some children will be looked after for a short period of time, whereas others may be looked after for several short periods of time, and some for substantial periods of time. Local authorities regularly review the range of services made to each child, and these vary considerably from one child to another.

Section 25 of the 1995 Act relates to the provision of accommodation for children looked after, which generally includes placing them with another family or in a specialised residential establishment. Local authorities have a duty to provide accommodation in certain circumstances, for example, if no one has parental responsibility for the child. In addition, they have a discretionary power to provide accommodation if it would safeguard or promote the child’s welfare.

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