

APPENDIX 1 – FURTHER DETAILS OF EXPLANATORY AND OUTCOME VARIABLES (possibly web only)

Data were collected at 34 months except where stated.

Equivalised annual household income The income that a household needs to attain a given standard of living will depend on its size and composition. For example, a couple with dependent children will need a higher income than a single person with no children to attain the same material living standards. "Equivalisation" means adjusting a household's income for size and composition so that we can look at the incomes of all households on a comparable basis.

Children's general health At each sweep of fieldwork, parents are asked to rate their child's general health on a five-point scale ranging from very good through to very bad. The measure used in this report captures the child's health status. Responses were combined to form two groups of children: those whose health was reported as good or very good and those whose health was fair, bad or very bad.

Low birth weight Birth weight was collected via parental report. Weight could be provided using imperial or metric measurements. A child was classified as having a low birth weight if the birth weight reported was lower than 2.5kg. The measure includes premature births.

Delays in motor development The milestones were assessed by main respondents' reports on their child's developmental status, using 14 items derived from the Denver Development Screening Test and which covered gross and fine motor skills. For each item, the respondent was asked to indicate whether or not the child could perform the action. The actions included are:

- Walk on the level without difficulties
- Walk up steps like an adult, one foot on each step
- Balance on one foot for at least four seconds
- Hop at least twice on one foot
- Throw a ball
- Grasp and handle small objects such as a pencil and scissors
- Undo big buttons
- Draw a circle
- Hold a pencil and scribble
- Copy a square
- Drink from a cup
- Brush his/her teeth without help at least some of the time
- Put on a T-shirt by him/herself
- Get dressed without any help.

Negative responses on each item were counted and a variable was constructed which indicated whether the child had not yet reached two or more milestones.

Language difficulties Difficulties with the child's speech and language were measured through a set of three questions where the main respondent was asked to assess the extent to which the child could be understood when speaking by the respondent, by other friends and family, and by strangers. The available responses were 'mostly', 'sometimes' and 'rarely'. The variable used in this report combined data from across the three items to a binary variable indicating any difficulties with the child's speech being understood. Children who were said to be only sometimes or rarely understood on any of the three items were categorised as having some language difficulties.

Maternal smoking during pregnancy Where the respondent was the child's biological mother, she was asked whether she smoked cigarettes during her pregnancy with the cohort child. Available responses included 'Yes, occasionally', 'Yes, most days', and 'No'. This binary variable groups those who answered either of the 'Yes' categories against those who answered 'No'.

Attitudes to discipline. Parents were asked how much they agreed or disagreed with the following statement: "It may not be a good thing to smack, but sometimes it is the only thing that will work". Responses were banded into two groups – those who agreed or strongly agreed and those who neither agreed nor disagreed, disagreed or disagreed strongly.

Frequency child taken to visit other people with children This variable was derived from a question which asked how often the main respondent or his/her partner took the child to visit friends with young children. Responses were on a 9-point scale from 'Every day/most days' to 'Never'. The data were recoded to separate out children who experienced this kind of social visit at least fortnightly and those who did so less often.

Frequency child is read to. Parent-child interaction was measured using five items (the Index of Home Learning Environment) which asked the main respondent how frequently they painted or drew with, read to, played indoor or outdoor games with, undertook educational activities and recited nursery rhymes or sang songs with the cohort child. The 9-item response set ranged from 'every day/most days' to 'never'. Of the five items, frequency of reading was most closely associated with persistent conduct problems and it is an item that has been studied in other studies so could be used with other datasets. We selected a cut-off point which contrasts daily reading with less frequent reading to the child.