

# **TECHNICAL REPORT: SWEEPS 3 AND 4**

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Technical Report Number 2

**Edinburgh Study of Youth Transitions and Crime**

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# 1. INTRODUCTION

## 1.1 Background

The Edinburgh Study is a longitudinal programme of research on pathways into and out of offending for a cohort of around 4,300 young people who started secondary school in the City of Edinburgh in 1998, when they were on average aged 12. Children from all educational sectors are included in the study (mainstream, special, and independent), although a few independent and special schools refused to participate, with the result that 92 per cent of eligible children were in participating schools. Letters were issued to the parents of all eligible children informing them about the study and giving them the opportunity to opt their child out of the study, which resulted in a further reduction in the cohort size to 89 per cent of the Edinburgh school population.

Like sweeps one and two of the Edinburgh Study, sweeps three and four were funded by the Economic and Social Research Council (ESRC), under grant award number R000239150. The background, aims, methods and technical aspects of the first two sweeps of the Edinburgh Study are presented in an earlier technical report<sup>1</sup> and so are not repeated here. In addition, explanations about various aspects of the study which were presented fully in the first technical report are not repeated here. Therefore, it may be necessary to refer back to the original report for more detailed information about procedures and methodology.

## 1.2 Aim and content of the Technical Report

The aim of this report is to present updated information on the planning, design and implementation of all aspects of the third and fourth sweeps of the study. The advantages of the study design, which focuses on the largest possible number of young people within a single city, are discussed in Smith and McVie (2003)<sup>2</sup>. This report does not contain findings, although a full list of project outputs produced to date is given in Appendix A. Further details about all aspects of the study can be found on the website at [www.law.ed.ac.uk/cls/esyc](http://www.law.ed.ac.uk/cls/esyc). Further technical reports will be produced following future sweeps of the study.

Section two of this report describes the level of participation by existing study schools and involvement of several new educational resources in accessing young people. The level of individual participation at sweeps three and four is also described in detail, including non-response and refusal rates.

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<sup>1</sup> McVie, S. (2001) *The Edinburgh Study of Youth Transitions and Crime Technical Report: Sweeps one and two* see [www.law.ed.ac.uk/cls/esyc](http://www.law.ed.ac.uk/cls/esyc).

<sup>2</sup> Smith, D.J. and McVie, S. (2003) "Theory And Method In The Edinburgh Study Of Youth Transitions And Crime", *British Journal Of Criminology*, Vol. 43, pp. 169-195.

Section three discusses questionnaire design, development and piloting, and summarises the lessons learned for perfecting the questionnaire.

School fieldwork arrangements and questionnaire administration are explained in section four, including arrangements for assisting those with learning difficulties and tracking absentee. Section four also describes the collection of contact information and consent to search police records from cohort members.

Section five examines the various different sources of additional data collected about the cohort, including schools, children's hearing and social work record, and police warning information from juvenile liaison officer files.

Section six describes the aims, methods and response rates of the survey of parents carried out at sweep four of the study.

Section seven explains the various practical aspects of data management, processing and input carried out by the project team at sweeps three and four, and provides considerable detail about the methods and subject of analysis carried out.

Finally, section eight provides an update on the development of the study geographic information system and the neighbourhood case studies. This section also describes improvements in postcode and police recorded crime data over the last two sweeps, and considers the implications of the release of 2001 census data.

### **1.3 The Edinburgh Study website**

Since sweep two, a study website has been designed which provides full details of the study: aims and methodology, data collection undertaken so far, study outputs (feedback bulletins and references for academic papers), and information about the research team, with contact details. The website has already proved to be successful and it is expected to become the main method of dissemination of research findings in the future. The website address is

**[www.law.ed.ac.uk/cls/esytc/](http://www.law.ed.ac.uk/cls/esytc/)**

## **2. PARTICIPATION AND NON-RESPONSE RATES**

### **2.1 School participation**

Access negotiations to the majority of schools involved in the study were resolved in advance of the fieldwork commencing in August 1998. Forty schools agreed to participate in the study at the start of fieldwork and all but two of these schools did so again at sweep three. One was an independent preparatory school which retained pupils until the age of 13 only, therefore, its pupils moved on to other schools at the end of sweep two. Of the 18 pupils who took part in the study, five transferred to other participating Edinburgh schools while the remainder left Edinburgh and were not tracked at sweep three. The other was a special school for pupils of first and second year age only. When pupils reach their third year they moved to another special school, which joined the study at sweep three. All of the participants from this school remained in the cohort.

Due to the movement of several pupils from participating Edinburgh schools to a number of specialist educational resources situated outwith the city of Edinburgh and a small number of non-participating independent schools within Edinburgh, further access negotiations had to be made. An additional 11 schools were included in the study fieldwork at sweeps three and four: one school was based within a secure unit for offenders while a further five were residential schools outside Edinburgh specializing in young people with behavioural difficulties or social/family problems. Two special educational resources within Edinburgh were also accessed, as they dealt with young people who dropped out of school prior to their official leaving age. And three non-participating independent schools within Edinburgh agreed access to the cohort members who had transferred there. Access negotiations were made with all of these schools on an individual basis by approaching the head teachers.

### **2.2 Individual participation**

A large number of pupils in Edinburgh attend independent schools. At sweep one, 13.3 per cent of cohort members were attending independent school, rising slightly to 13.8 per cent at sweep two. As it was predicted by independent school head teachers that the intake was likely to increase again at sweep three, it was decided to include any new pupils entering the cohort year group up to the third sweep of data collection. It was also agreed that any pupils who moved away from the Edinburgh area up to sweep three would not be tracked, although their numbers and destinations would be monitored. This excluded the transfer of pupils to special or residential schools funded by the local authority and non-participating schools within Edinburgh, mentioned above.

Sweep three saw a marginal overall increase in the cohort of 0.5 per cent, from 4359 to 4382. This was due to an influx of 123 new pupils and the return of 13 previous cohort members who had moved away from Edinburgh at sweep

two only to return at sweep three. There was a slight drop in the proportion of cohort members attending participating mainstream secondary schools, while the proportion attending independent schools increased to 14.1 per cent. The highest influx of pupils was amongst the special school sector, which almost doubled in size at sweep three. This rise in the special school population is largely accounted for by a large degree of movement between schools, shown in Table 2.1. Nevertheless, a total of 113 individuals were lost from the study at this sweep, 3 of whom were permanently opted out by parents at this stage.

**Table 2.1: School participation in the Edinburgh Study by school type at sweep three**

	Mainstream	Independent	Special needs
No. of pupils attending participating schools at sweep two	3786	620	91
No. of leavers at sweep three	81	25	7
No. of new pupils at sweep three	87	44	5
No. of pupils transferring <u>to</u> another school sector	6	4	43
No. of pupils transferring <u>from</u> another school sector	46	6	1
No. of pupils attending participating schools at sweep three	3641	619	122
% change in participation rate between sweeps two and three	-0.9%	+2.8%	+48.8%

Note: Number of leavers includes those who moved away and were not tracked and several new opt outs; new pupils includes those who transferred to participating Edinburgh schools and a small number who left at sweep two but returned at sweep three.

As from sweep four, it was agreed that there would be no further changes to the membership of the cohort i.e. non-cohort members joining Edinburgh schools would not be invited to participate and attempts would be made to survey existing cohort members leaving Edinburgh schools. Nevertheless, there was a 0.2 per cent increase in the size of the cohort due to the return to Edinburgh schools of 7 individuals who had previously participated in the study at sweep one or two. Given that there was existing data on these individuals, and they were all keen to participate again, they were allowed to rejoin the cohort.

Table 2.2 details the changes in study participation at sweep four. Once again, there was considerable shift between school sectors, with the special schools showing the most significant change between sweeps. A total of 124 (2.8 per cent of the cohort) are noted as 'school leavers'; however, this mainly consists



of those cohort members who left Edinburgh to live and go to school elsewhere. Only a very small number alleged to have left school permanently during the course of sweep four fieldwork. The 4389 ‘final cohort members’ shown in Table 2.2 were the group for whom contact attempts would be made throughout the rest of the life of the study.

**Table 2.2: School participation in the Edinburgh Study by school type at sweep four**

	Mainstream	Independent	Special needs	School leavers
No. of eligible cohort members at sweep three	3641	619	122	n/a
No. of previous cohort members who rejoined Edinburgh schools	6	0	1	n/a
No. of cohort members who transferred into this school sector	6	2	52	n/a
No. of cohort members who transferred out of this school sector	54	1	5	n/a
No. of cohort members who left school	93	15	16	124
No. of final cohort members at sweep four	3506	605	154	124
% change in participation rate between sweeps three and four	-3.8%	-2.3%	+26.2%	n/a

### 2.3 Non-response and refusal rates

The overall response rates are taken from those members of the potential population who were achievable (i.e. it excludes those who were attending non-participating schools and those who were opted out by their parents at the start of the study). The response rate at sweep three was extremely high, with 98.0 per cent of all eligible cohort members participating in the study. Table 2.3 shows that the pattern was similar to the previous two sweeps, with the highest response rate being amongst independent sector pupils and the lowest amongst special school pupils.

Once again, a small number of individuals (n=7) were judged to be incapable of participating due to severe learning difficulties. However, the greatest number of non-participants either could not be contacted at or outside school (n=54) or refused to participate (n=25). As at previous sweeps of the study, there was little difference in response rates between the mainstream secondary (98.2 per cent) and independent sector (99.8 per cent) schools.

**Table 2.3: Response rates to the Edinburgh Study by school type at sweep three**

	Mainstream	Independent	Special needs
No. of eligible cohort members	3641	619	122
No. of pupils unable to understand or communicate	0	0	7
No. of non-responders	47	0	7
No. of refusers	17	1	7
% response rate at sweep three	98.2%	99.8%	82.8%

Unfortunately, 42 of the ‘final cohort’ at sweep four had to be dropped from the study at this point, as shown in table 2.4. There were a variety of reasons: they were judged to be unlikely to ever participate in the study due to severe learning difficulties; they had never participated in the study despite attempts at every sweep; they had died; or they had left Edinburgh and could not be contacted using the available address information. A further 15 young people were withdrawn permanently from the study at this stage either by their parents or of their own volition. This represents an attrition rate of 1.4 per cent of the final cohort at sweep four.

In addition, the number of non-responders and refusers more than doubled from the previous sweep. This is most prominent amongst those who had left school, which represents a concerning trend as the cohort approach school leaving age. Nevertheless, the participation rate at sweep four continued to be extremely high, with 94.4 per cent of the final cohort being surveyed.

**Table 2.4: Response rates in the Edinburgh Study by school type at sweep four**

	Mainstream	Independent	Special needs	School leavers
No. of final cohort members	3506	605	154	124
No. of cohort members died or dropped	0	0	0	42
No. of cohort members opted out permanently	10	1	10	0
No. of non-responders	67	0	15	45
No. of refusers	41	1	4	10
% response rate at sweep four	96.6%	99.7%	81.2%	21.8%

### 3. QUESTIONNAIRE DEVELOPMENT AND PILOTING

#### 3.1 Questionnaire development

A similar method of questionnaire development and piloting was used to that at sweeps one and two. The development of the third questionnaire took place over a period of approximately four months, from May to August 1998; while the fourth was designed over the same period the following year. The main topics included in each of the sweep three and sweep four questionnaires are presented in table 3.1.

**Table 3.1: Topics covered in questionnaire at sweeps three and four**

<b>Sweep three questionnaire themes</b>	<b>Sweep four questionnaire themes</b>
Leisure time and activities	Leisure time and activities
Part time jobs and income	Part time jobs and income
Personality scales: impulsivity, depression, alienation and risk taking	Personality scales: self-esteem, ??
Family structure	Family structure
Significant family events	Parental relationships and arguments
Parental relationships and arguments	Parental discipline and consistency
Dieting, eating disorders and self harm	Dieting, eating disorders and self harm
Substance use	Worries and coping strategies
Self-report delinquency	Substance use
Neighbourhood characteristics and incivilities	Self-report delinquency
Informal social controls	Behaviour at school and punishment
Personal safety	Attitudes to school and teachers
Neighbourhood policing	Parental commitment to school
Friendship groups and relationships	Truancy and exclusion
Friend's substance use, delinquency and police contact	Friendship groups and relationships
Hanging around and what they do	Friend's substance use, delinquency and police contact
Experience of bullying and victimisation	Hanging around and what they do
Contact with the police	Experience of bullying, victimization and adult harassment
Media, parental and peer pressure	Contact with the police
Style, image and youth lifestyles	Attitudes to gender stereotypes and teenage pregnancy
Names of friends	Moral reasoning and future aspirations

It was essential that the questionnaires be designed to allow comparability with previous sweeps as well as other similar studies. Certain 'core questions'

(e.g. on offending behaviour, friends' offending, substance use and police contact) remained the same in order to provide comparable data at every sweep. Several other 'repeat questions' were included at either sweeps three or four which were the same as questions asked at previous sweeps but not necessarily asked every year (e.g. personality scales, neighbourhood, school, adult harassment and moral reasoning). And several new questions were developed (e.g. on parental relationships, eating disorders, hanging around, certain attitudinal questions and youth lifestyle).

One particular new question worth noting, included at sweep three, asked respondents to give the names of up to three friends who were also part of the study. The aim here was to establish whether respondents' reporting of their friends' delinquency was accurately reflected in the responses that their friends gave to the self-reported delinquency questions in their own questionnaires. Peer offending has proved to be a strong predictor of self-reported offending, however, there is a possibility that there may be some kind of attribution effect, in which individuals falsely attribute their own characteristics to their friends. The results of the sweep three questionnaire will allow these responses to be validated.

As at sweep two, the reference period for the third and fourth sweep questionnaires was 'the last year'. This was defined as being from the beginning of the previous school year to the end of the summer holidays at the end of that year. Copies of the actual questionnaires are available on the Edinburgh Study website at [www.law.ed.ac.uk/cls/esytc](http://www.law.ed.ac.uk/cls/esytc).

### **3.2 Questionnaire piloting**

Despite the fact that this is a longitudinal study, the annual redevelopment of the questionnaires meant that piloting was just as important at sweeps three and four as the previous two sweeps. Therefore, piloting was carried out in two phases with pupils from secondary schools located outside the City of Edinburgh (so that members of the cohort would not be involved). The first phase comprised testing individual sections of the questionnaire, focusing mainly on those sections that were new and untested, followed by short focus group discussions with respondents. Phase two of piloting involved testing a full final draft of the questionnaire at a different school.

As at previous sweeps, observations during the pilot exercise and subsequent analysis of the pilot data were used to make necessary decisions about improvements to the structure, content and length of the questionnaire and to the administration procedure. Piloting was less important for informing the research team about the difficulties of questionnaire administration, since the main lessons were learned during the first two sweeps of fieldwork in Edinburgh schools.

The main points that emerged in order to ensure that the questionnaire was user-friendly and not off-putting to respondents, but also effective in collecting the necessary information, were as follows:

- The length and complexity of the questionnaire was maintained so that it could be completed within a one hour period by all cohort members, regardless of their educational ability.
- Indicators of length, such as page numbers and sequential numbering, were removed as they proved distracting and demoralising to some respondents.
- The layout of the questionnaire was kept simple and long lists of items within a question were shortened to no more than 8 to minimise the risk of respondent fatigue and error.
- The method of response was restricted to tick boxes with only a few open-ended questions.
- Respondents were required to tick a least one box at every question to ensure that there was no missing data due to respondent apathy.

## **4. SCHOOL FIELDWORK**

### **4.1 Fieldwork organisation**

The fieldwork organisation method used at sweeps three and four was essentially the same as that used at previous sweeps of the study. The bulk of fieldwork continued to be conducted in Edinburgh schools by the study team themselves, with questionnaires being filled in under exam conditions in classrooms supervised by at least one researcher. This method had proved to be both cost effective and practical at the first two sweeps. Nevertheless, it was clear that fieldwork was bound to become more and more time consuming as the study progressed. For this reason, a temporary fieldwork supervisor was employed to make all the fieldwork arrangements and help with questionnaire administration. The additional assistance greatly relieved the burden of fieldwork for the research team. As a result, a permanent fieldwork manager was employed from sweep four onwards.

Excellent relations with staff at the Edinburgh schools hugely facilitated the fieldwork at both sweeps, and arrangements were made with a nominated liaison person (usually a member of Senior Management or Guidance) about fieldwork dates and times well in advance of fieldwork commencing. Where possible, dates for return visits to pick up absentees were also arranged in advance to facilitate fieldwork time-tabling. As at previous sweeps, school preferences for fieldwork arrangements were respected and administration was carried out with as minimal disruption as possible.

Class lists were requested in advance of fieldwork, so that preparations could be made by the research team for administering the survey. These class lists were essential in terms of making arrangements prior to school visits. At sweep three, if new pupils were identified their parents were contacted in advance of fieldwork informing them about the study and offering them the opportunity to withdraw their child from participation. School movers and leavers were also identified and their destination checked, since those who moved away from the City of Edinburgh were not tracked up to sweep three. At sweep four, any new pupils who were identified on class lists were excluded from the survey and, again, movers and leavers were investigated to find out where they had gone.

### **4.2 Questionnaire administration**

The third sweep of data collection was conducted between September 2000 and February 2001. The vast majority of school fieldwork was actually completed by the end of December 2000, however, some absentee visits to schools and a number of home visits to individuals not attending or excluded from schools had to be made up to the end of February 2001. The period of data collection for sweep four was from September 2001 to February 2002.

As at previous sweeps of the survey, a structured administration procedure was adopted during fieldwork at sweeps three and four, to ensure that every

cohort member was exposed as far as possible to the same conditions and given the same instructions. The researchers once again explained who they were, reminded cohort members about the aims of the study and gave detailed instructions about completing the questionnaire. In particular, the confidential nature of the survey was stressed and the reference period covered by the questionnaire was explained, to ensure everyone knew to exclude events from out with this time-frame. A fieldwork introduction sheet was used by each the researcher to ensure the introduction was as uniformly given as possible (see Appendices B and C for sheets used at sweep three and four, respectively). Everyone had the opportunity to withdraw at this point.

To ensure confidentiality, the questionnaire was administered in exam-like conditions and individuals who tried to talk were spoken to or, occasionally, separated. In the majority of cases, a minimum of one hour was provided in which to complete the survey. The questionnaires had been designed to be completed by the vast majority of cohort members well within this time-scale. Existing knowledge about the ability of individuals to cope with the questionnaire at previous sweeps of fieldwork was relied upon as the best indicator of the extent and nature of support required. However, school learning support staff were also consulted about each young person's potential support needs. Those with reading, writing or concentration difficulties were given the appropriate level of help (see section 4.3).

In most cases, a teacher was present at the beginning of each session to settle the class and provide advice about dealing with any problems, but they did not remain within the classroom during questionnaire administration so as to preserve respondent confidentiality. However, teacher presence was requested by the research team in a small number of instances due to experience of behavioural difficulties at sweep two, in order to ensure the safety of both researchers and pupils. Where an individual young person was expected to be particularly difficult, they were surveyed on a one to one basis away from the presence of others.

On completion of their questionnaire, a researcher checked through the completed instrument for missing answers, illegible responses or inconsistencies. Actual answers given were not queried unless they were clearly not correct. In these cases, individuals would be asked to review their responses. Once they had satisfactorily completed the questionnaire, the respondents were given a variety of additional tasks. The first task was a further 4-page questionnaire designed by a PhD student attached to the study, to collect information for the quantitative element of their thesis. Thereafter, respondents were given word-searches, crosswords, football quizzes or other short questionnaires about music, fashion and celebrities to keep them occupied whilst the others were still working. Wide variation in the length of time taken to complete the questionnaire meant this was essential to prevent disruption within the class. Pupils were asked to remain silent until the last individual had completed their questionnaire, after which time they were permitted to chat quietly to friends.

The number of return visits to schools to access absentees increased slightly at sweeps three and four, and the number of respondents who had to be contacted at home (because of non-attendance at school) rose substantially.

#### **4.3 Arrangements for pupils with learning difficulties**

Existing information from previous sweeps of data collection was invaluable in identifying those who were known to have severe learning difficulties or other behavioural or physical difficulties which necessitated a higher level of support or assistance. These individuals were dealt with on a one to one basis outside the classroom. This included all young people attending special schools. At sweep three, a total of 213 children were given extra assistance to complete the questionnaire, representing 4.6 per cent of respondents at that sweep. Many others received some limited help. Data were not collected at sweep four on the actual number of individuals requiring assistance.

As at previous sweeps, additional researchers called 'readers' were employed to provide additional support and reassurance to those who needed it. Two researchers were present in the majority of fieldwork sessions, in order to give those who had mild or moderate learning difficulties the required level of assistance within the classroom. For those who were dealt with on a one to one basis, the procedure adopted was to read out the entire questionnaire. Depending on the individual's level of ability, as little help as possible was given to complete the delinquency section in order to give them privacy in answering these questions. Care was taken to read out the questions as they were written and to provide advice on particular questions only when it was requested so that response differences caused by a difference in the methodology were minimal.

#### **4.4 Arrangements for capturing absentees**

The vast majority of respondents at sweeps three and four were surveyed at school (98.5 and 96.4 per cent respectively). However, numerous absentee visits had to be arranged to pick up those individuals who were missing during the first fieldwork session at each school. Inevitably, the proportion of individuals who could not be achieved at school increased at sweeps three and four, due to persistent truancy, long-term sickness or exclusion. Therefore, arrangements were made to access these respondents at home or elsewhere, such as an alternative educational resource, residential homes or secure units.

Attempts were made to track a total of 102 individuals outside school at sweep three (a large increase from 50 at sweep two). Of these, 66 individuals (65 per cent) were eventually surveyed, although most (32) of these individuals were accessed at alternative educational resources, such as special units or residential schools. However, 27 individuals were surveyed at home, 3 were seen at young people's units and 4 were interviewed over the telephone. At sweep four, the proportion who were accessed outside school increased dramatically to 148. Of these, 56 were seen at some other educational



resource, with the remainder being surveyed either at home (60), a young person's unit (6) or over the telephone (26).

Of course, the proportion of respondents who did not respond to attempts to contact them outwith school or refused to participate also increased at sweeps three and four. Non response, refusal and final participation rates are discussed at section 2.2 of this report.

#### **4.5 Collection of contact information**

Prior to sweep four, data was not collected about individual addresses and telephone numbers. For data protection reasons, Edinburgh schools could not disclose this information to the study team. However, given that many of the cohort were expected to leave school at the minimum leaving age of 16 (before the start of sweep 5 fieldwork), it was decided to ask cohort members to provide contact information at sweep four. A brief 'contact form' (see Appendix D) was included at the start of the questionnaire requesting their full name, date of birth, address, telephone numbers and email address. In addition, the name, address and telephone number of an alternative contact person – preferably a relative - was requested, so as to provide another means of contacting the cohort member should they move from their own home address.

This method proved to be successful in that 98.4 per cent of achieved cohort members provided at least some contact details. All of these individuals provided information about themselves, however, far fewer provided details about a stable contact person. Many individuals said they simply did not know the addresses or telephone numbers of another relative. Where possible, the name of a friend was achieved, although it is acknowledged that this is not the best source of information. Details about the success or otherwise of tracking individuals using the information provided in the contact form will be published in subsequent technical reports.

#### **4.6 Police record consent**

An aim of the study is to compare self-reports of individual offending with alternative, official sources of data such as police records. A condition of gaining access to the records held by the juvenile liaison officers in Edinburgh was to secure each individual cohort member's consent. Therefore, at sweep four, a 'police record consent form' was also included at the end of the questionnaire (see Appendix E). The purpose of this form was explained at the start of the session, and each person was given the opportunity to refuse to sign it. In the event, this procedure proved to be highly successful with 83.2 per cent of the achieved cohort at sweep four signing a consent form. Collection of data from juvenile liaison officer records is discussed in section 5.5 of this report.

## **5. ADDITIONAL SOURCES OF INFORMATION**

### **5.1 Introduction**

As at previous sweeps, the main source of data on the cohort at sweeps three and four was the self-completion questionnaire. However, an important objective of the study is to collect data from other sources which the young people themselves could not provide or which could be used to expand upon or validate their responses (e.g. information on their offending behaviour). This section of the report describes the types of additional data collected at sweeps three and four, and the methods by which these were collected. The sources of data included are school records, social work department records, children's hearing records, juvenile liaison officer (police) records and a survey of parents.

### **5.2 School records**

As the age of the cohort necessitated their attendance at school, and data collection was school based, school records were identified as a good source of basic information about the cohort. To supplement this, it was decided to obtain independent ratings of each child's behaviour using a brief teacher's questionnaire about pro-social and problematic behaviour in school. During sweep three, information on pupils' attainment will also be collected.<sup>3</sup>

School record data continued to be collected at the end of sweeps three and four from the PHOENIX system. The type of data collected included attendance, periods of exclusion, entitlement to free school meals and postcode (for GIS analysis) during the third and four years of secondary education. Access to this information was important to validate young people's answers about their levels of truancy. This information was collected centrally from the City of Edinburgh Council's Education Department computer services division (CAMSS), rather than from individual schools which would have been very difficult logistically. However, as at previous sweeps, access was not permitted to the individual's personal record which might have provided information about difficulties or specific incidents at school.

One of the most important school record fields for analysis was again postcode, as this meant that cohort data from each sweep could be analysed at neighbourhood level using the study's GIS. Changes in postcode at each sweep were used to re-assign individuals to a new neighbourhood, where appropriate, to ensure up to date analysis of crime patterns at the area level. As before, the individual's postcode was geocoded using a piece of software called 'Postcoder' and the data was translated into Microsoft Access software. This allowed each individual to be pinpointed to a particular neighbourhood

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<sup>3</sup> Comparable data on respondents' educational attainment was not available during sweeps one and two due to the different methods of testing used between schools. Sweep three data on attainment at Standard Grade level will provide largely comparable data.

and aggregate statistics could then be generated by area. Details of the work involved in developing this aspect of the GIS are discussed in the technical report for sweeps one and two (McVie, 2001<sup>4</sup>).

As no central system exists for the independent schools, each school had to be approached separately. Unfortunately, only three of the schools were able to provide the data required in a computerised form while one other was able to provide it on paper. The remaining independent schools were either unwilling or unable to provide comparable data. Fortunately, those who did provide school record information were the four largest participating independent schools.

Significant problems were encountered again at sweep three in trying to collect comparable data between schools on attainment levels. It was therefore decided to collect 'standard grade' information (or GCSE grades at two of the independent schools) at the end of sweep four. The bulk of this data has now been collected. However, this has had to be done on a school by school basis, and it has proved difficult to gain access to the data held by some schools, predominantly due to lack of easily accessible computerized records. Work is still continuing on this aspect of fieldwork.

### **5.3 Social Work Department records**

The Social Work Department (SWD) is one of the main official agencies which has a responsibility to safeguard and support young people who may be at risk or in trouble. A trawl of the SWD records uncovered 300 cohort members with a social work record at sweep one, covering birth up to the age of 12, and 181 with a record at sweep two relating to the previous year. Exactly the same procedure was followed for the trawl of SWD records at sweeps three and four, involving a matching of names and dates of birth with the central social work computer system followed by a detailed trawl of social work centers within the City of Edinburgh.

The monitoring forms used to collect data from social work files at sweeps three and four were updated. Data comparable to sweeps one and two were collected on numbers, source and reasons for referral, allocation and care history, evidence of offending, other agencies involved and key issues raised in the files about the child and their family. However, the forms were revised to collect some more detailed information about nature of social work case allocation and intervention work carried out; evidence of co-offending; and action taken by social workers to address offending behaviour. Copies of the monitoring forms used at sweeps three and four can be found at Appendices F and G, respectively.

Social work records were accessed for 357 cohort members at sweep three and 422 at sweep four. As at previous sweeps, however, there were some

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<sup>4</sup> Ibid.

problems establishing whether social work records existed for a few cohort members and, if so, where these were located.

#### **5.4 Children's hearing records**

The Scottish Children's Reporter Administration (SCRA) also has a major involvement in children's lives through its responsibility for conducting children's hearings in Scotland. A trawl of the SCRA records uncovered 374 cohort members with a children's hearing record at sweep one, covering birth up to the age of 12, and 299 with a record at sweep two relating to the previous year. Exactly the same procedure was followed for the trawl of children's hearing records at sweeps three and four, involving a matching of names and dates of birth in the card index system followed by a detailed examination of all papers and files held within the SCRA office in Edinburgh.

The monitoring forms used to collect data from children's hearing files at sweeps three and four were updated. Data comparable to sweeps one and two were collected on numbers, source and reasons for referral; number of and decisions taken at hearings; evidence of offending; and key issues raised in the files about the child and their family. However, the forms were revised to collect some more detailed information about grounds and reasons for holding children's hearings; number of police charges; and evidence of co-offending in police reports. Copies of the children's hearing monitoring forms used at sweeps three and four can be found at Appendices H and I, respectively.

Children's hearing records were accessed for 293 cohort members at sweep three and 407 at sweep four.

#### **5.5 Juvenile liaison officer records**

Information on formal warnings only was collected from police juvenile liaison officer (JLO) records for the first time at sweep four. Before these records could be accessed, the Chief Constable of Lothian and Borders required a consent form to be signed by each individual in the cohort giving their permission for the juvenile liaison records to be searched (see Appendix E). Consent to search for a file was given by 83.2 per cent (n=3441) of the sweep four respondents. Data collection commenced well after sweep four fieldwork was completed.

At that time, there were three JLOs in the City of Edinburgh covering different geographical areas of the City. After an initial pilot exercise at St Leonard's police station in July 2002, data collection was undertaken at the three divisional JLO offices within the city (St Leonard's, West End and Leith). The fieldwork involved a trawl of all warning files from 1997 (the earliest date at which records were retained) to end 2002 and was completed in February 2003. Cohort members were identified predominantly by name and date of birth (address checks were carried out only where there was a possibility that

the wrong person might be involved) and the relevant data extracted from the file.

The information collected was mostly concerned with the date and number of warnings and the type of offence committed. Of the 3441 individuals who gave consent for their record to be searched, 110 were found to have a record of a police warning. In order to form a proper audit trail, copies of the consent forms for all of those with a warning record was left with the relevant JLO. Although it was originally hoped that access would be granted to police files on charges, it became apparent that this was not the case when the individual JLOs were approached. Nevertheless, this information is being collected from the children's hearing records and will be collected later from the Scottish Criminal Records Office.

## **6. SURVEY OF PARENTS**

### **6.1 Aims of the study**

At sweep four of the study, the Nuffield Foundation provided funding for a study of family functioning to supplement the information gathered from the rest of the programme. Broadly speaking, the purpose of the survey of parents was to describe the family's social and economic circumstances, and to produce a detailed and sensitive account of family functioning, dynamics and relationships. This will allow a powerful analysis of the influences of the structure, socio-economic circumstances and functioning of the family on the development of young people and their involvement in crime and anti-social behaviour.

### **6.2 Access to addresses**

One of the main requirements for undertaking the survey of family functioning was that access was needed to the names and addresses of the parents or carers of every member of the cohort. Due to data protection considerations, access to this information had not previously been sought by the research team. Therefore, a considerable period of negotiation with representatives of the Education Department's Quality Services Division and Solicitor's Office was necessary, to ensure addresses could be provided in a way that would protect the rights of parents.

Agreement was reached for the names and addresses of parents or carers of all cohort members attending mainstream or special secondary schools to be supplied to the research team. This was on condition that every parent was sent a letter giving them the opportunity to opt out of the survey. Therefore, a letter was drafted by the study team and distributed to all the parents or carers concerned via the schools themselves. A copy of this letter is at Appendix J.

During discussions with the Education Department, it emerged that the information on parental details held by schools was likely to be more up to date than the records held centrally. However, it was felt that asking schools to provide this information would be too much of a burden on already stretched resources. Therefore, a list of all cohort members was provided to the Department's Statistics Division and matched against the central record of parental names and addresses. Only information for those participating in the cohort was provided. In a small number of cases, where it was not possible to get accurate information from the central records, schools were approached directly.

Negotiations with the independent schools had to be held separately with each individual head teacher. Six of the seven participating independent schools agreed to participate by sending out an initial letter to parents offering them the opportunity to opt out of this survey, thereafter, providing the names and addresses of parents and carers to the study team. Unfortunately, one of the independent schools failed to take part in this element of the study.

### **6.3 Survey methods**

The survey of parents was carried out by the National Centre for Social Research (NatCen), an independent social research agency, between September and December 2001 (at the same time as the sweep four survey of cohort members). A team of trained researchers was assembled to interview the parent or carer with main responsibility for each cohort member (i.e. the person with responsibility for making most of the day to day decisions about the child's care), using a structured questionnaire designed to last approximately 30 minutes. The questionnaire (see Appendix K) covered the following main topics:

- family structure and significant events during childhood (e.g. separation, divorce, reconciliation or death within the family);
- general family relationships, including conflict;
- relationships between parent and child;
- leisure activities involving parent and child;
- style of parenting, including supervision, discipline and trust;
- parental assessment of the child's delinquency;
- child's attitude to parent;
- contact with and child's attitude towards school;
- expectations and aspirations for their child;
- alcohol or drug use within the family;
- and contact with the social work department or the children's hearing system

Once the advance letters had been sent out to parents or carers from the appropriate schools, and a sufficient period had been given for opt out responses to be returned, interviewers were dispatched to the home address to carry out the interview face-to-face. Children were requested not to be present during the course of the interview. Those children who had been living in long term care and had no current contact with their parents were excluded from this element of the study.

### **6.4 Response rates**

A total of 4273 parents or carers were included in the original sample file for the survey of parents. Of these, 4034 (94.4 per cent) were the parents of cohort members who were achieved at sweep four of the survey, while the remainder (n=239) were the parents of individuals who did not respond at that sweep. Of the cases in the original sample file, 76.3 per cent (n=3259) were successfully interviewed as part of this aspect of the study. Of the 1014 who were not interviewed, an interview with their child was successful in 868 cases (85.6 per cent). In only a very small proportion of cases overall (n=156) was no interview secured with either a parent or their child at sweep four.

## 7. DATA HANDLING AND ANALYSIS

### 7.1 Data Management

The data management system created during the first two sweeps of fieldwork was developed and updated during sweeps three and four. This system contained basic details about each member of the cohort, including name (plus middle or alternative first names and any aliases), date of birth, school code and a personal ID number. This was the only place where names and personal ID numbers were stored together, so secure passwords were put in place to prevent unauthorised access. Information was also held on whether or not individuals were opted out and whether they needed additional help to complete the questionnaire. Any other relevant information which could facilitate fieldwork was also stored here.

The data management system had two main purposes. First, it provided a readily accessible database from which information and statistics relating to the cohort could be retrieved. Second, it provided comprehensive lists for each school which were used to identify year to year movement within the cohort (by checking against new class lists) and to double check participation during each sweep. These lists were also used for processing the questionnaires returned after fieldwork and were amended with any new information about the cohort. The amended lists were then used to update the data management system at the end of each fieldwork year.

Although functional, it was clear by the end of sweep four fieldwork that the Excel system used to create the data management system was no longer sophisticated enough to monitor the movements of the cohort. Therefore, development work commenced to develop a new data management system using Microsoft Access software. Following the example of the British Household Panel Survey (BHPS) survey team at Essex, it was decided that a Microsoft Access database should be developed to manage cohort information, containing various tables of data relating to different aspects of cohort members lives. That way, individual forms could be produced from the database each year and used by administrators to update information on the cohort, track their movements and produce the necessary annual statistics.

Development of the Access database system will be discussed in the technical report for sweeps five and six.

### 7.2 Questionnaire processing

As at earlier sweeps, the questionnaires at sweep three and four were processed by members the project team to ensured that no-one outside the study had access to information which could be used to link cohort member names to their unique ID number. The first processing task was to remove (and destroy) the name slip from each questionnaire and assign the appropriate unique ID number to the front of the questionnaire.



Questionnaire processing took slightly longer than previously at sweep three, because a number of new codes had to be assigned for management purposes. As well as 'school code' (showing which school they were achieved at) two 'school status' codes were included to show whether or not they had moved school in the last year and whether or not they were attending school at the time of fieldwork. 'Participation status' indicated where they had completed the questionnaire and, if they had not, why not, while 'ID status' identified whether they were an existing, returning, new or ex-cohort member. The ID numbers for up to three friends was also assigned to the front page of the sweep three questionnaire, which took some time.

At sweep four, school code, school status, ID status and participation status were once again coded on the front of the questionnaire. Friends' ID numbers were not included, which saved some time. However, an additional two codes were included: 'CF status' indicated whether or not the cohort member had filled in (either partially or in full) their contact form; and PF status indicated whether or not they had signed their police consent form.

As each individual's questionnaire was processed, his or her name was ticked off the data management list for each school. These lists were used to maintain an accurate list of respondents who had been absent during each fieldwork session, to ensure that these pupils were pursued as absentees. To double check that every respondent was accounted for (and thus that the absentee list was correct), a check list of ID numbers was produced for each school. Before delivering the questionnaires to data entry, every ID number already assigned to a questionnaire was ticked off the check list and the remaining numbers were matched up with the appropriate name on the absentee list. Where there were discrepancies, these were investigated and the appropriate action taken.

### **7.3 Data Entry**

The University of Edinburgh Survey Team (who had entered the data at sweeps one and two of the survey) were once again commissioned to conduct data entry at sweep three. Coding of open-ended responses was also carried out by the Survey Team, although the coding lists for every question were devised by the study researchers. Questionnaires were delivered to the Survey Team on a regular basis from the start of fieldwork, in September 2000, and data input was completed in April 2001. In addition to the questionnaire data, children's hearing and social work monitoring forms were also entered during this time period.

Data were entered using SIR/FORMS, a database system specifically designed for inputting statistical data. SIR/FORMS has many advantages over other data input packages (such as SPSS) as it is strong on missing values, variable and value labels and has user-friendly, custom-built screens which reflect the questionnaire page. The routing contained in the questionnaire was used to navigate the person doing data entry through the questionnaire screens. And

help information and extended code lists were available on a screen-by-screen basis.

The enhanced data quality control and detailed help screens of SIR/FORMS reduced the potential for error and, therefore, little data cleaning was required after data entry. Range checks and confirmation of valid values were an integral part of the SIR/FORMS system, while additional consistency checks were run on the final data set as specified by the project team. This work was completed before the datasets were returned to the project team at the beginning of May 2001. Datasets were supplied in portable data files, which were opened in SPSS and saved as data files, and final checks were undertaken by the project team.

Unfortunately, prior to the commencement of sweep four, the Survey Team who had carried out data coding and input for the previous three years was disbanded. The Edinburgh Study were lucky enough to secure the services of one of the key members of the Survey Team, however, who became the Fieldwork Manager for the study from sweep four onwards. As this person had been primarily responsible for development of the SIR/FORMS database and had managed most of the data coding and data input, it was decided to organize and carry out these tasks in-house from sweep four onwards. This had the twin benefits of providing procedural continuity and reducing external costs.

## **7.4 Data analysis**

The data management strategy developed at sweeps one and two was updated and developed further at sweeps three and four. Further additions to the variable naming and labeling system were made, where each variable name identified the data source from which the variable was derived, the sweep in which the variable was collected, the subject or 'theme' of the variable and a two-digit number to differentiate questions within a theme. The Data Analysis Reference Guide was updated to provide a detailed description of all the theme names used to date.

The data collected at sweeps three and four of the study provided the first real opportunity to carry out more sophisticated analysis of the data, making use of the longitudinal design of the study and testing the effect of explanatory and potentially causal factors on later delinquency. Various analyses have been conducted using regression techniques. Various variables that summarize self-reported delinquency have been defined from the 16 to 18 individual items included at the first four sweeps. Whether variety scores (which count the number of items) or volume scores (which take account of frequency and sum the number of incidents) are used, these self-reported delinquency measures are highly skewed. Scores based on all of the delinquency items are measures of 'broad delinquency'; we have also defined more than one measure of 'serious delinquency' restricted to a subset of the items, but this is even more skewed. Other variables of focal interest, such as victimization and adult harassment, are also highly skewed.

To deal with the problem of skew, we have generally used ordinal regression procedures, after converting the delinquency measure into a variable with five ordered categories (from high to zero). In certain other analyses dealing with less common forms of crime (e.g. violent crime) we have summarized the dependent variable (e.g. involvement in violent crime) into a binary opposition and then used logistic regression procedures.

A key feature of the analysis has been on the relationship between gender and crime, to establish whether a different model of explanation for offending is needed in males and females. For this purpose we developed a regression model to explain self-reported delinquency at time 2 in terms of a range of variables from six explanatory domains at time 1. In the course of doing this, the interactions between gender and each explanatory variable were tested. Significant interactions were an indication that explanatory models for males and females needed to be different. Because the gender gap in offending was much wider for serious than for broad delinquency, models for both definitions of delinquency were specified.

Whereas the question posed about gender and crime required a general explanatory model, other analyses have focused on a smaller number of explanatory variables. On family functioning we posed the question whether parenting styles have different effects depending on the neighbourhood context. The explanatory variables were therefore restricted to a range of measures of family functioning, plus household income or social class, gender, and neighbourhood characteristics. In the first version of the analysis we examined the interactions between neighbourhood characteristics and parenting styles in their influence on later delinquency. We then performed a similar, but more refined, analysis using hierarchical linear modelling, the results being substantially the same.

In the analysis on the victimization/offending loop, we specified a basic ordinal regression model to assess the strength of the longitudinal link between victimization and offending, then introduced explanatory variables in five steps in order to establish how far the link was explained by variables within each of five domains. These models examined the links in both directions: from victimization to offending, and from offending to victimization. In one set of models, self-reported delinquency at time 2 was the dependent variable, whereas in the other set, victimization at time 2 was the dependent variable.

Logistic regression was used to build an explanatory model for violent offending. Another stream of analysis was designed to show whether the criminal justice system targets particular sections of the population. Logistic regression models were used to demonstrate that after taking account of the level of self-reported offending, some population groups (essentially the male working class) are far more likely than others to be drawn into the criminal justice process.

The next phase of analysis will involve the wider and more systematic use of hierarchical linear modelling techniques to quantify more accurately the importance of neighbourhood effects.

A full list of the study outputs to date can be found at Appendix A.

## 8. GEOGRAPHIC INFORMATION SYSTEM

### 8.1 The Edinburgh Study neighbourhoods

The division of Edinburgh into individual neighbourhoods was completed at sweep two (see McVie, 2001<sup>5</sup>), forming a total of 91 area clusters by aggregating census output areas in terms of geographic proximity and internal homogeneity on key demographic characteristics (see figure 7.1). The formation of these neighbourhoods allowed the research team to conduct a series of neighbourhood level analyses at sweeps three and four, adding an important dimension to the study. Census, police and selected cohort data have been aggregated to the neighbourhood level permitting initial analysis of key variables between neighbourhoods and visualisation of the data demonstrating the distribution of various events and circumstances across the city.

Correlations have been carried out between a range of neighbourhood characteristics drawn from census variables and our two measures of crime: police recorded offences and self-reported delinquency. In each case a pattern of very strong relationships is evident at the neighbourhood level with the index of social and economic stress strongly correlated with almost all police recorded offence groups and with self-reported delinquency at both sweeps.



7.1 The Edinburgh Study neighbourhoods

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<sup>5</sup> Ibid.

Defining these 91 neighbourhoods has allowed examination of a range of social conditions at the neighbourhood level and how these relate to the level of crime in each neighbourhood. Various measures of neighbourhood characteristics were included in the sweep one and three questionnaires, including personal safety, incivilities, social cohesion and informal social control. Correlation of these scales with both police recorded offences and self-reported delinquency at the neighbourhood level has demonstrated, in broad terms, that perceptions of safety, incivilities and social control are all clearly related to crime at the neighbourhood level, while social cohesion figures significantly in only a few cases.

## **8.2 Neighbourhood case studies**

The investigation of these characteristics is an important objective of the Edinburgh Study, therefore a case study approach was also used to explore possible explanations for differences in crime rates between neighbourhoods. The definition of neighbourhoods and the subsequent mapping and analysis of key census and offence data, as described above, allowed us to identify two contiguous neighbourhoods with contrasting crime rates, but similar levels of deprivation. The case studies, conducted between July and September 2000, involved three kinds of research undertaken in each neighbourhood:

- A review of documentary evidence, including police crime data, records of the multi-agency safety forum, the community safety forum and results of an earlier survey of residents.
- Observation and recording of the design, layout and physical condition of the two neighbourhoods.
- Semi-structured interviews with a range of actors working in the two neighbourhoods including police, housing managers, social workers, youth workers, community representatives and regeneration partnership staff.

A more detailed description of methods and a full discussion of findings are included in the key findings report for sweeps one and two (Smith et al, 2001<sup>6</sup>).

## **8.3 Visualising the data**

One of the key features of the GIS is that it allows the visualisation of data across geographical areas. Following the definition of the 91 neighbourhoods and the aggregation of census, police and cohort data to the neighbourhood level, it is now possible to produce maps showing the distribution of a range of characteristics across the city of Edinburgh. Coloured maps, detailing the geographical position and physical boundaries of each neighbourhood can be produced from a basic template to which aggregated data is attached and displayed as required.

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<sup>6</sup> Ibid.

To date, a range of maps have been created which display different types of information that have been collected in the course of the project. These include:

- Police recorded crime: both as single event location (dots) and as total counts or rates per 1000 population linked to boundary data and displayed for each neighbourhood.
- Index of social and economic stress, proportions for each individual census variable and social class levels for each neighbourhood.
- The homes of all cohort members with a valid postcode and also the location of all participating schools.
- Cohort outcomes from the sweep one questionnaire for each neighbourhood, including the mean score for incivilities, social cohesion and informal social control.
- Cohort information collected from school records including the mean levels of truancy and unauthorised absences for neighbourhoods.
- City development data from the local authority detailing the location of vacant and derelict land, retail outlets, public leisure facilities, new development and industrial sites.

Figure 7.2 illustrates the rate of police recorded offences involving violence per 1000 population in each neighbourhood. Figure 7.3, on the other hand, allows visualisation of the same offences as individual events across the city and within each neighbourhood's boundaries. Both clearly illustrate the concentration of violent crimes in and around the city centre with some clustering in outlying neighbourhoods.

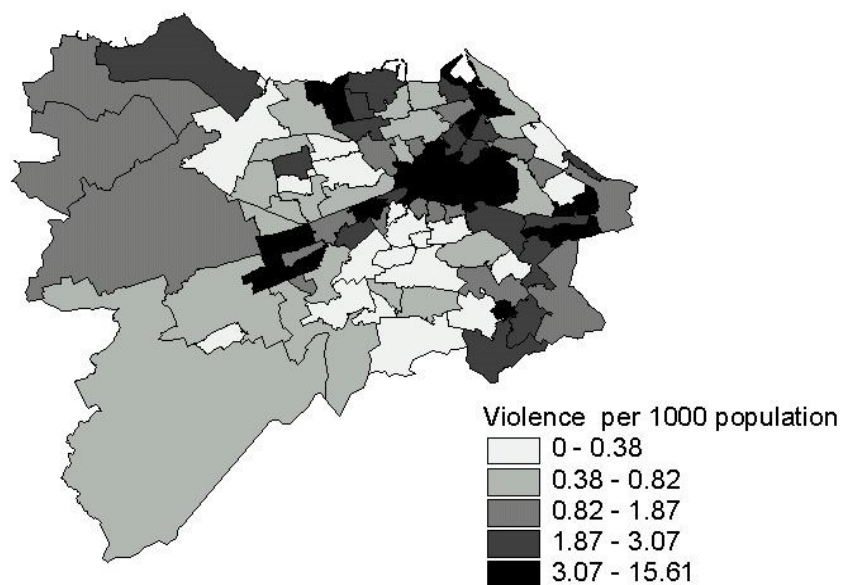


Figure 7.2: Police recorded incidents involving violence per 1000 population, distribution across Edinburgh study defined neighbourhoods

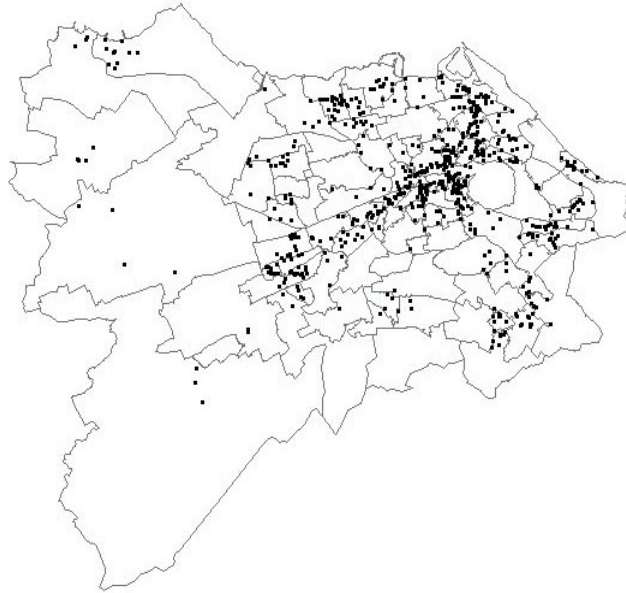


Figure 7.3: Location of police recorded incidents involving violence

#### **8.4 Improved postcode information**

Development of the GIS was based on postcode information provided by schools at sweep one of the study. A significant improvement to the GIS was made by collecting up to date address information as part of the parents' survey and from cohort members themselves at sweep four. This allowed a comprehensive review of their geographical location within the city. Manipulation of the address data involved assigned X and Y ordnance survey grid reference points to each postcode allowing each person to be assigned an Edinburgh Study neighbourhood. The majority of cohort members at sweep four (93 per cent) continued to have addresses within the study neighbourhood boundaries, even though many had moved house since sweep one. However, 5.8 per cent of cohort members were found to be residing out with Edinburgh, while a further 1.2 per cent had no geographic information, so they could not be included in GIS analysis. Now that improved address data is collected every year, it is planned that this process will be repeated annually.

#### **8.5 Improved police recorded crime data**

The second major improvement to the GIS occurred as a result of the availability of updated police-recorded crime information for City of Edinburgh. Previously, police recorded crime data was available for 1997 only (and this data had to be geo-coded by the research team using a complex procedure). However, access to police recorded crime data was also made available for the calendar years 2000 and 2001. Development of the police Command and Control System to better record geographic information meant that around 84 per cent of crimes from each of these years could be allocated to Edinburgh study neighbourhoods (see below). This was a significant



improvement on previous data and meant that the spatial mapping of crime patterns across Edinburgh was far more reliable.

## **8.6 Census 2001**

Census information forms an important part of the Edinburgh Study geographic information system. Each of the study neighbourhoods was constructed by aggregating a number of census output areas and allocating each neighbourhood with a social and economic deprivation score, calculated using six census variables.

At present, census information held by the study is taken from the 1991 census. Once the necessary data from the 2001 Census becomes available, a complete review of all census-related aspects of the study will be carried out. This review will involve two main activities:

- Identification of new census output areas in the city and their allocation to an appropriate Edinburgh Study neighbourhood.
- Extraction of new data on the six key socio-economic indicators for all output areas, calculation of the proportions of these variables in each neighbourhood, and the construction of an updated neighbourhood deprivation index.

## APPENDIX A: PROJECT OUTPUTS TO DATE

### Conference papers and presentations

June 2001: **McVie, S.** *Adolescent Development And Violence: Findings From The Edinburgh Study Of Youth Transitions And Crime* International Association for Research into Juvenile Criminology Conference, Greifswald, Germany

July 2001: **Smith, D.J.** *Youth Transitions And Criminal Offending* Conference on Adolescent Development and Social Policy, Centre for Economic Performance, London School of Economics

September 2001: **Smith, D.J.** *The Edinburgh Study Of Youth Transitions And Crime* presentation to the Scottish Executive

September 2001: **Smith, D.J.** *Testing The Need For A Gendered Theory Of Offending* European Society of Criminology Conference, Lausanne

October 2001: **Smith, D.J.** *Negotiated Order: A Unifying Principle For Parenting And Juvenile Justice* SACRO Annual McClintock Lecture

October 2001: **McAra, L and Smith, D.J.** *How Different Are Girls? Testing The Need For A Gendered Theory Of Offending* Centre for Law and Society Seminar Series, University of Edinburgh

March 2002: **Smith, D.J.** *Youth Crime* Ministerial briefing (Scotland)

April 2002: **Smith, D.J.** *The Edinburgh Study Of Youth Transitions And Crime: Key Findings* presentation to the City of Edinburgh Education Department

June 2002: **McAra, L.** *Youth Justice in Transition: The Effectiveness of the Children's Hearings System* Second International Conference on Sentencing and Society, Glasgow

July 2002: **Smith, D.J.** *Parenting And Crime In The Context Of The Neighbourhood* British Society of Criminology Conference, Keele

September 2002: **McAra, L. and McVie, S.** *The Vagaries Of Penal Control: Gender And Juvenile Justice* European Society of Criminology Conference, Toledo, Spain

September 2002: **Smith, D.J.** *Adolescent Offending And Victimization: Two Sides Of The Same Coin?* European Society of Criminology Conference, Toledo, Spain

September 2002: **Bradshaw, P.** *How Different Are Scottish Youth Gangs?* European Society of Criminology Conference, Toledo, Spain

October 2002: **Smith, D.J.** *The Edinburgh Study Of Youth Transitions And Crime: An Overview* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **Smith, D. J.** *Young People As Victims* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **Bradshaw, P.** *Attitudes Towards And Experiences At School: Neighbourhood Effects* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **McVie, S.** (October 2002) *Drugs, Schools And Families* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **McAra, L.** *Truancing: Social Context And Institutional Response* Edinburgh City Council/University of Edinburgh Conference on Key Findings from The Edinburgh Study of Youth Transitions and Crime

October 2002: **Smith, D.J.** *Community As The Context For Youth Justice Policy* keynote speech Communities that Care (Scotland) Annual Conference

October 2002: **McVie, S.** *Drifting Into Substance Misuse: Youth Transitions And Family Dynamics* London Drug Policy Forum Conference, London

October 2002: **McAra, L.** *The Tutelary Complex: Parenting, Ethnicity, and Crime.* poster presentation given at Jacobs Foundation Conference on ethnic variations in intergenerational continuities and discontinuities in psychosocial features and disorders, Marbach, Germany

November 2002: **Smith, D.J.** *Victimization And Offending: Two Sides Of The Same Coin?* Scottish Association for the Study of Delinquency Lecture Series

November 2002: **Bradshaw, P.** *Youth Lifestyles And Delinquency* poster presentation given at the Scottish Association for the Study of Delinquency Annual Conference, Peebles, Scotland

November 2002: **Smith, D.J.** *Parenting And Crime* University of Edinburgh, Department of Psychiatry

January 2003: **McVie, S.** *Young People And School* University of Edinburgh, Education Department Seminar

January 2003: **Smith, D.J.** *Parenting And Crime In The Neighbourhood Context* University of Durham, Department of Sociology Seminar

February 2003: **Smith, D.J.** *Offenders as Victims* Institute of Criminology, University of Cambridge, Guest Lecture

February 2003, **Smith, D.J.** *Victimization And Offending* All Souls College, Oxford, Criminology Seminar Series

March 2003, **Smith, D.J.** *Theory And Method In The Edinburgh Study Of Youth Transitions And Crime* Social Research Association, London, evening lecture series

March 2003, **Bradshaw, P. and McVie, S.** *Youth Perspectives On Crime And Health Risk Behaviours* The Edinburgh Youth Café funded Seminar on Young People and Crime

October 2003, **McVie, S.** *Theory And Method In The Edinburgh Study Of Youth Transitions And Crime* Social Research Association, Edinburgh, evening seminar series

November 2003, **McVie, S.** *Patterns and trends in youth crime: evidence from the Edinburgh Study of Youth Transitions and Crime* Paper presented to MSP Cross Party Group, Edinburgh.

November 2003, **McVie, S.** *Youth transitions and crime: the long-term evidence* Paper presented at Tackling Anti-Social Behaviour Conference, Mackay Hannah and Napier University, Edinburgh.

December 2003, **McVie, S.** *Anti-social behaviour: what do we know?* City of Edinburgh Council Seminar

December 2003, **McAra, L.** *The inter-relationship between truancy, school exclusion and substance misuse* City of Edinburgh Council Seminar

December 2003, **Smith, D.J.** *Alcohol, Drugs and Anti-social behaviour* City of Edinburgh Council Seminar

### **Publications**

**Smith, D.J., McVie, S., Woodward, R., Shute, J. and McAra, L.** (2001) *The Edinburgh Study Of Youth Transitions And Crime: Key Findings At Ages 12 And 13* [www.law.ed.ac.uk/cls/esytc/findingsreport.htm](http://www.law.ed.ac.uk/cls/esytc/findingsreport.htm)

**Smith, D. J.** (2001) "Negotiated Order: A Unifying Principle For Parenting And Juvenile Justice: Part 1", *Scolag Legal Journal* November

**Smith, D. J.** (2001) "Negotiated Order: A Unifying Principle For Parenting And Juvenile Justice: Part 2", *Scolag Legal Journal* December

**Flint, J.** (2002) "Social Housing Agencies and the Governance of Anti-Social Behaviour", *Housing Studies*, Vol. 17, No.4

**McAra, L.** (2002) "The Scottish Juvenile Justice System: Policy and Practice", in Winterdyk, J. (ed.) *Juvenile Justice Systems: International Perspectives* second edition Toronto, Canadian Scholars Press

**McAra, L.** (2002) “Plus Ça Change, Plus C’est La Même Chose: L’Evolution Du Système De Justice Pour Les Mineurs En Ecosse” in *Déviance Et Société* Vol. 26 No. 3 pp 367-386

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**Smith, D.J.** (2002) “Crime And The Life Course”, in Maguire, M., Morgan, R., and Reiner, R. (eds.) *The Oxford Handbook Of Criminology*, 3rd edition, pp.702-745, Oxford: Oxford University Press

**Smith, D.J. and McVie, S.** (2003) “Theory And Method In The Edinburgh Study Of Youth Transitions And Crime”, *British Journal Of Criminology*, Vol. 43, pp. 169-195.

**Bradshaw, P.** (2003) *Underage Drinking And The Illegal Purchase Of Alcohol*, Scottish Executive Social Research, Crime and Criminal Justice Report

**McVie, S.** (2003) “Drifting Into Substance Misuse: Youth Transitions And Family Dynamics”, in *It's A Family Affair: Report Of The London Drug Policy Forum Conference, 1 October 2002*

**McVie, S.** (2003) *The Edinburgh Study Of Youth Transitions And Crime: Preliminary Findings On Cruelty Towards Animals* (special report commissioned by Scottish Society for the Prevention of Cruelty to Animals) [www.law.ed.ac.uk/cls/esytc](http://www.law.ed.ac.uk/cls/esytc)

**McVie, S.** (2003) ‘Gender differences in adolescent development and violence: findings from the Edinburgh Study of Youth Transitions and Crime’ in Dunkel, F and Drenkhahn, K (eds) *Youth Violence: new patterns and local responses – Experiences in East and West*, pp.399-417, Forum Verlag Godesberg GmbH, Munchengladbach

### **Books in preparation**

**McAra, L., McVie, S. and Smith, D.J.** *Youth crime and social context*, to be published by Willan Publishing.

### **Journal articles and book chapters in preparation**

**Bradshaw, P.** “Terrors And Young Teams: Youth Gangs and Delinquency in Edinburgh”, forthcoming in Decker, S. and Weerman, F. (eds.) *The Gangs Of Europe*

**McAra, L.** “Youth Justice In Transition: The Effectiveness Of The Children’s Hearings System”, target journal: *Youth Justice*

**McAra, L.** “Truanting: Social Context And Institutional Response”, target journal: *Sociology*

**McAra, L. and McVie, S.** “The Usual Suspects? Street-Life, Young People And The Police”, target journal: *Policing and Society*

**McAra, L. and McVie, S.** “The Vagaries Of Penal Control: Gender And Juvenile Justice”, target journal *Criminal Justice*

**McAra, L. and Smith, D.J.** “How Different Are Girls? Testing The Need For A Gendered Theory Of Criminal Offending”, target journal *Criminology*

**Smith, D.J.** “Offending And Victimization: Two Sides Of The Same Coin?”, target journal *Journal of Criminal Law and Criminology*

**Smith, D.J.** “Parenting And Crime In The Neighbourhood Context”, target journal: *British Journal of Sociology*

**Smith, D.J. and McAra, L.** “Negotiated Order: A Unifying Principle For Understanding Parenting And Crime”, target journal: *British Journal of Sociology*

#### **Research reports in preparation**

The following reports have been commissioned by the Scottish Executive and will be published on the web during the course of 2003.

*Currently awaiting clearance:*

**Bradshaw, P.** “Relationships and inter-dependence between use of alcohol, tobacco and other drugs”

**McAra, L.** “Truancy, school exclusion and substance misuse”

**McAra, L. and Smith, D. J.** “Gender and youth offending”

**Smith, D.J.** “Parenting and delinquency at ages 12 to 15”

**Smith, D.J.** “The Links between victimization and offending”

*In preparation::*

**Bradshaw, P.** “Gang membership and teenage offending”

**Bradshaw, P.** “Substance use and delinquent development”

**McAra, L. and McVie, S.** “Drug misuse amongst children and their parents: referrals to the children’s hearing system”

**McVie, S. and Smith, D.J.** “Substance use and family functioning”

**Smith, D.J.** “The impact on young people of seeing or knowing that drugs are available in the neighbourhood”

## APPENDIX B: SWEEP 3 FIELDWORK INTRODUCTIONS

### Introduction

- You are a researcher working for Edinburgh University on the Edinburgh Study of Young People (nothing to do with the school or the police).
- Over the last two years, most of them will have completed questionnaires similar to this one as part of the Edinburgh Study. **[If there are any new pupils, speak to them separately and assist as necessary.]**
- The study is ‘longitudinal’ which means it involves tracking the same group of people every year over a long period of time to find out about changes in people’s lives.
- The main purpose of the study is to see how young people’s lives change e.g. their attitudes and views, hobbies, behaviour, friends, etc.
- This years questionnaire is slightly shorter than last year, so it will take around half an hour to do it.

**Indicate first page and briefly go through the points listed.**

### *Confidentiality*

- As with previous years, the questionnaire is totally confidential – no parents, teachers, police or other adults get to see your answers.
- The main reason for making the questionnaire confidential is that we want you to be honest – please answer all the questions carefully and honestly.
- Please move your desk away from your neighbour (if possible) so that they don’t see your answers either.

### *What to look out for*

- Completing the questionnaire mainly involves ticking boxes.
- Follow the instructions carefully, as they tell you how many boxes to tick and where to go next.
- If you have any questions, put up your hand and ask – it is not a test.
- Questions about ‘the last year’ mean from the start of second year to the end of the last summer holidays.
- Questions about ‘your parents’ mean the adult(s) who look after you.

### *New question about friends*

- As you get older, your friends become more important to you. This year, we want to find out how similar people are to their friends (e.g. attitudes, hobbies, where they live, behaviour, etc) so we are asking you to name 3 friends in your year at this school.
- As with your own name, these names are destroyed later to protect confidentiality.

## APPENDIX C: SWEEP 4 FIELDWORK INTRODUCTIONS

- You are a researcher working for Edinburgh University on the Edinburgh Study of Young People (nothing to do with the school or the police).
- Over the last three years, they have all filled out questionnaires similar to this one for the Edinburgh Study.
- The study is ‘longitudinal’ which means it involves tracking the same group of people every year over a long period of time to find out about changes in people’s lives.
- The main purpose of the study is to see how people’s lives change over time e.g. their attitudes, views, hobbies, behaviour, friends, etc.

**\* Indicate first page and briefly go through the points listed.**

### *Confidentiality*

- As with previous years, the questionnaire is totally confidential – no parents, teachers, police or other adults get to see your answers.
- The main reason for making the questionnaire confidential is that we want you to be honest – please answer all the questions carefully and honestly.
- Please move your desk away from your neighbour (if possible) so that they don’t see your answers either.

### *What to look out for*

- Completing the questionnaire mainly involves ticking boxes.
- Follow the instructions carefully, as they tell you how many boxes to tick and where to go next.
- If you have any questions, put up your hand and ask – it is not a test.
- Questions about ‘the last year’ mean from the start of third year to the end of the summer holidays before starting fourth year properly.
- Questions about ‘your parents’ mean the adult(s) who look after you – even if you don’t live with your mum or dad.

**\* Indicate ‘contact in the future’ and read out each point**

- Emphasise that if people stay on at school, we will see them again there next year. We will only use their contact information if we have to.
- Please fill in as much of the contact form as you can. At the very least we need your name so that we can put your ID number on the front of the questionnaire.



- It would also be very helpful if you could tell us how you would like to be contacted in the future, if we do not see you at school.

\* *Indicate 'police record consent form'*

- To make the Edinburgh Study even better than it is at the moment, we would like to look at police records to see how many people are known to the police and what kind of information the police hold about them.
- This will allow us to compare what people say about themselves with what the police know about them. It will also allow us to see whether people who live in certain areas are more likely to have police contact.
- Most people will not have a police record, but we still need you to sign the form so that we can confirm this.
- If you do sign it, it does not mean that any information about you will be passed on to the police – we have given you a complete guarantee of confidentiality which means that they cannot be told about anything you have said in your questionnaires.
- The police have insisted that it must be you – and not your parents – who sign this form because only you have the right to decide who accesses information about you. Therefore, you can choose not to sign it if you don't want to. If you don't sign it, we cannot ask the police whether they have any information about you.

## APPENDIX D: SWEEP 4 CONTACT FORM

Please fill in as much of this form as you can. If there is anything you don't understand, please ask a researcher.

First name(s):	
Middle name(s):	
Surname:	
Are you known by another surname?:	
Date of birth: (e.g. 25 / 6 / 86)	Date ____ / Month ____ / Year ____
Your address: (including postcode if you know it)	
Your telephone number(s):	Home:  Mobile:
Home email address:	
Details of a contact person (not a parent): (e.g. grandparent, aunt or uncle)	Name:  Relationship:
Address of contact person: (including postcode if you know it)	
Contact person's home telephone number(s):	
How would you prefer to take part in future years (after leaving school):  (please tick ONE only)	<input type="checkbox"/> Telephone interview <input type="checkbox"/> Interview at home <input type="checkbox"/> Interview or self-complete at Edinburgh University <input type="checkbox"/> Other _____

This page will be removed after your personal ID number has been written on the front of the questionnaire.

## **APPENDIX E: SWEEP 4 POLICE RECORD CONSENT FORM**

To: Lothian and Borders Chief Constable

I give my permission for the Edinburgh Study research team to look at the information held about me in the Lothian and Borders Police Juvenile Liaison Officer files, until I reach the age of 18.

I understand that this information will be treated confidentially and will only be used for research purposes, and not passed on to any other person or agency.

I also understand that no information about me will be passed on by the research team to Lothian and Borders Police.

Signature \_\_\_\_\_ Date signed \_\_\_\_\_

Name (in capitals) \_\_\_\_\_ Date of birth \_\_\_\_\_

This page will be removed and used only if you have signed it.

## APPENDIX F: SWEEP 3 SOCIAL WORK MONITORING FORM

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_

Social Work Ref No(s): \_\_\_\_\_

Previous social work record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

Referrals to SWD since 1 September 1999?: ☐ Yes ☐ No > go to section 2

Source of referrals: (provide totals for each)

Self	<input type="text"/>
Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Reporter	<input type="text"/>
EDT/Social Work	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Reasons for referral: (provide totals for each)

Child protection	<input type="text"/>
Lack of care or development	<input type="text"/>
Truancy or other school problems	<input type="text"/>
Child's offending	<input type="text"/>
Child's behaviour	<input type="text"/>
Family problems	<input type="text"/>
Other reasons	<input type="text"/>

### 2. Allocation

Case allocated during last year?: ☐ Yes ☐ No

Case allocated before end Aug 1999?: ☐ Yes ☐ No

Case allocated after 1 September 1999?: ☐ Yes ☐ No

Case still allocated at end of sweep 3 data collection?: ☐ Yes ☐ No

If no, age at end of allocation: \_\_\_\_\_ years \_\_\_\_\_ months

Nature of allocation during last year (tick all that apply):

Voluntary	<input type="checkbox"/>
Statutory (child protection)	<input type="checkbox"/>
Statutory (supervision requirement)	<input type="checkbox"/>
Case not allocated during last year	<input type="checkbox"/>

### 3. Intervention

Nature of contact in last year (tick all that apply):

Regular individual work with child	<input type="checkbox"/>
Regular work with child and family	<input type="checkbox"/>
Regular work with family only	<input type="checkbox"/>
Regular groupwork with child	<input type="checkbox"/>
Monitoring only	<input type="checkbox"/>
Irregular contact	<input type="checkbox"/>
Duty only	<input type="checkbox"/>
Other _____	<input type="checkbox"/>

Child protection registration in last year?:	Yes	No
Child looked after in last year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No > section 4
Looked after status (tick all that apply):	<input type="checkbox"/> accommodated	<input type="checkbox"/> looked after
Care placement (tick all that apply):		
<input type="checkbox"/> With family	<input type="checkbox"/> Residential school	
<input type="checkbox"/> Foster care	<input type="checkbox"/> Secure unit	
<input type="checkbox"/> YPC/CSU	<input type="checkbox"/> Other	

Plans for child's future:

Short-term placement – child to go home	<input type="checkbox"/>
Child to remain in care long term	<input type="checkbox"/>
Adoption/permanent alternative care	<input type="checkbox"/>
Plans not finalised/no plans made	<input type="checkbox"/>

### 4. Offending

Evidence of offending in last year ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No > section 5
--------------------------------------	------------------------------	---

If yes, nature of offending (give totals for each)

Number of times:	graffiti _____	shoplifting _____
	vandalism _____	breach of the peace _____
	theft (from home) _____	assault _____
	theft (from school) _____	robbery _____
	theft of car/driving offences _____	fire raising _____

theft (attempted theft) from car or van \_\_\_\_\_

housebreaking \_\_\_\_\_

carrying offensive weapon \_\_\_\_\_

fare dodging \_\_\_\_\_

Other (up to 3)

Action taken by SWD to address offending?: ☐ Yes ☐ No ☐ N/A

Evidence of co-offending? ☐ Yes ☐ No > section 5

If yes, with member(s) of cohort?: ☐ Yes ☐ No

If cohort member(s) give ID numbers: \_\_\_\_\_

If not cohort member, is co-offender: ☐ young person ☐ adult (over 18)

### 5. Other Agencies involved (up to end August 1999)

Reporter	<input type="checkbox"/>	Youth strategy	<input type="checkbox"/>
Educational welfare/psychologist	<input type="checkbox"/>	Medical (HV, GP, hospital)	<input type="checkbox"/>
Special education	<input type="checkbox"/>	Medical (psychiatric/behavioural)	<input type="checkbox"/>
Home care	<input type="checkbox"/>	Voluntary/other agencies	<input type="checkbox"/>
	<input type="checkbox"/>	1. _____	<input type="checkbox"/>
	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
	<input type="checkbox"/>	3. _____	<input type="checkbox"/>

### 6. Specific issues raised (up to end August 1999)

Child		Home circumstances	
Truancy	<input type="checkbox"/>	Domestic violence	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>	Relationship problems/breakdown	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>	Financial problems	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>	Housing problems/harassment	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>	Custody/access arrangements	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>	Physical health problems	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>	Mental health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>	Offending (convictions only)	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	Alcohol	<input type="checkbox"/>
Special needs - learning difficulties	<input type="checkbox"/>	Drugs	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>	Neglect by parents	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>	Lack of parental control	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>		<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>		<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>	Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	5. _____	<input type="checkbox"/>

## APPENDIX G: SWEEP 4 SOCIAL WORK MONITORING FORM

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Social Work Centre(s): \_\_\_\_\_ District(s) of Edinburgh: \_\_\_\_\_

Social Work Ref No(s): \_\_\_\_\_

Previous social work record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

Referrals to SWD since 1 September 2000?: ☐ Yes ☐ No > go to section 2

Source of referrals: (provide totals for each)

Self	<input type="text"/>
Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Reporter	<input type="text"/>
EDT/Social Work	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Reasons for referral: (provide totals for each)

Child protection	<input type="text"/>
Lack of care or development	<input type="text"/>
Truancy or other school problems	<input type="text"/>
Child's offending	<input type="text"/>
Child's behaviour	<input type="text"/>
Family problems	<input type="text"/>
Other reasons	<input type="text"/>

### 2. Allocation

Case allocated during last year?: ☐ Yes ☐ No

Case allocated before end Aug 2000?: ☐ Yes ☐ No

Case allocated after 1 September 2000?: ☐ Yes ☐ No

Case still allocated at end of sweep 4 data collection?: ☐ Yes ☐ No

If no, age at end of allocation: \_\_\_\_\_ years \_\_\_\_\_ months

Nature of allocation during last year (*tick all that apply*):

Voluntary	<input type="checkbox"/>
Statutory (child protection)	<input type="checkbox"/>
Statutory (supervision requirement)	<input type="checkbox"/>
Case not allocated during last year	<input type="checkbox"/>

### 3. Intervention

Nature of contact in last year (*tick all that apply*):

Regular individual work with child	<input type="checkbox"/>	Monitoring only	<input type="checkbox"/>
Regular work with child and family	<input type="checkbox"/>	Irregular contact	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	Duty only	<input type="checkbox"/>

Child protection registration in last year?: ☐ Yes ☐ No

Child looked after in last year? ☐ Yes ☐ No > *section 4*

Looked after status (*tick all that apply*): ☐ accommodated (voluntary) ☐ looked after (statutory)

Care placement (*tick all that apply*):

<input type="checkbox"/> With family	<input type="checkbox"/> Residential school
<input type="checkbox"/> Foster care	<input type="checkbox"/> Secure unit
<input type="checkbox"/> YPC/CSU	<input type="checkbox"/> Other

Plans for child's future:

Short-term placement – child to go home	<input type="checkbox"/>
Child to remain in care long term	<input type="checkbox"/>
Adoption/permanent alternative care	<input type="checkbox"/>
Plans not finalised/no plans made	<input type="checkbox"/>

### 4. Offending

Evidence of offending in last year ? ☐ Yes ☐ No > *section 5*

If yes, nature of offending (*give totals for each*)

Number of times:	graffiti _____	shoplifting _____
	vandalism _____	breach of the peace _____
	theft (from home) _____	assault _____
	theft (from school) _____	robbery _____
	theft of car/driving offences _____	fire raising _____
	theft (attempted theft) from car or van _____	housebreaking _____
	carrying offensive weapon _____	fare dodging _____
	injuring animals or birds _____	selling drugs _____
	Other (up to 3)	



Action taken by SWD to address offending?: ☐ Yes ☐ No ☐ N/A

Evidence of co-offending? ☐ Yes ☐ No > *section 5*

If yes, with member(s) of cohort?: ☐ Yes ☐ No

If cohort member(s) give ID numbers: \_\_\_\_\_

If not cohort member, is co-offender: ☐ young person ☐ adult (over 18)

## 5. Other Agencies involved (up to end August 2001)

Reporter	<input type="checkbox"/>	Youth strategy	<input type="checkbox"/>
Educational welfare/psychologist	<input type="checkbox"/>	Medical (HV, GP, hospital)	<input type="checkbox"/>
Special education	<input type="checkbox"/>	Medical (psychiatric/behavioural)	<input type="checkbox"/>
Home care	<input type="checkbox"/>	Voluntary/other agencies	<input type="checkbox"/>
Barnardo's/Skylight	<input type="checkbox"/>	1. _____	<input type="checkbox"/>
Befriending	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
Share the care/respice	<input type="checkbox"/>	3. _____	<input type="checkbox"/>

## 6. Specific issues raised (up to end August 2001)

<i>Child</i>		<i>Home circumstances</i>	
Truancy	<input type="checkbox"/>	Domestic violence	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>	Relationship problems/breakdown	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>	Financial problems	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>	Housing problems/harassment	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>	Custody/access arrangements	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>	Physical health problems	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>	Mental health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>	Offending (convictions only)	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	Alcohol	<input type="checkbox"/>
Special needs - learning difficulties	<input type="checkbox"/>	Drugs	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>	Neglect by parents	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>	Lack of parental control	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>	Emotionally abusive parent	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>	Chaotic family lifestyle	<input type="checkbox"/>
Received specialist counselling	<input type="checkbox"/>	Other 1. _____	<input type="checkbox"/>
Absconding from home	<input type="checkbox"/>	2. _____	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>	3. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	4. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	5. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>		
5. _____	<input type="checkbox"/>		

## APPENDIX H: SWEEP 3 CHILDREN'S HEARING MONITORING FORM

ID No:  DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref No: \_\_\_\_\_

Previous hearing record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

On supervision at beginning of September 1999?: ☐ Yes ☐ No

Referrals to CHS since 1 September 1999?: ☐ Yes ☐ No > *go to section 2*

Source of referrals (provide totals for each):

Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Social Work/other agency	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Grounds of referral (*provide totals for each*):

a) Beyond control	<input type="text"/>
b) In moral danger	<input type="text"/>
c) Lack of parental care	<input type="text"/>
d) Victim of sch. 1 offence	<input type="text"/>
e) Same house as victim of sch. 1 offence	<input type="text"/>
f) Same house as perpetrator of sch. 1 offence	<input type="text"/>
g) Same house as sex offender	<input type="text"/>
h) Failure to attend school	<input type="text"/>
i) Committed an offence	<input type="text"/>
j) Misuse of drugs or alcohol	<input type="text"/>
k) Misuse of volatile substances	<input type="text"/>
l) Looked after by LA and beyond control	<input type="text"/>

### 2. Hearings

Hearing held in last year?: ☐ Yes ☐ No > *section 3*

Total number of hearings in last year: \_\_\_\_\_

Grounds led in last year?: ☐ Yes ☐ No

If yes, state which grounds (*tick all that apply*):

- |  |                          |
|--|--------------------------|
| a) Beyond control                              | <input type="checkbox"/> |
| b) In moral danger                             | <input type="checkbox"/> |
| c) Lack of parental care                       | <input type="checkbox"/> |
| d) Victim of sch. 1 offence                    | <input type="checkbox"/> |
| e) Same house as victim of sch. 1 offence      | <input type="checkbox"/> |
| f) Same house as perpetrator of sch. 1 offence | <input type="checkbox"/> |
| g) Same house as sex offender                  | <input type="checkbox"/> |
| h) Failure to attend school                    | <input type="checkbox"/> |
| i) Committed an offence                        | <input type="checkbox"/> |
| j) Misuse of drugs or alcohol                  | <input type="checkbox"/> |
| k) Misuse of volatile substances               | <input type="checkbox"/> |
| l) Looked after by LA and beyond control       | <input type="checkbox"/> |

Reasons for hearing (*tick all that apply*):

- |                                   |                          |
|-----------------------------------|--------------------------|
| Initial hearing                   | <input type="checkbox"/> |
| Emergency/CPO hearing             | <input type="checkbox"/> |
| SWD/panel review                  | <input type="checkbox"/> |
| Annual review                     | <input type="checkbox"/> |
| Warrant renewal review            | <input type="checkbox"/> |
| Secure order review               | <input type="checkbox"/> |
| Review at request of child/family | <input type="checkbox"/> |
| Other                             | <input type="checkbox"/> |

Decisions made at hearings during last year (*tick all that apply*):

- |                            |                          |                                   |                          |
|----------------------------|--------------------------|-----------------------------------|--------------------------|
| SR (at home)               | <input type="checkbox"/> | SR (secure unit)                  | <input type="checkbox"/> |
| SR (placement with family) | <input type="checkbox"/> | Warrant (secure)                  | <input type="checkbox"/> |
| SR (foster care)           | <input type="checkbox"/> | Warrant (non-secure)              | <input type="checkbox"/> |
| SR (YPC or CSU)            | <input type="checkbox"/> | Advice to sheriff (adoption, PRO) | <input type="checkbox"/> |
| SR (residential school)    | <input type="checkbox"/> | Other decision                    | <input type="checkbox"/> |
| SR terminated              | <input type="checkbox"/> |                                   |                          |

### 3. Offending

Evidence of offending in last year ? ☐ Yes ☐ No > *section 4*

If yes, nature of offending (*tick all that apply*)

- |                  |   |       |                     |       |
|------------------|---|-------|---------------------|-------|
| Number of times: | graffiti                                | _____ | shoplifting         | _____ |
|                  | vandalism                               | _____ | breach of the peace | _____ |
|                  | theft (from home)                       | _____ | assault             | _____ |
|                  | theft (from school)                     | _____ | robbery             | _____ |
|                  | theft of car/driving offences           | _____ | fire raising        | _____ |
|                  | theft (attempted theft) from car or van | _____ | housebreaking       | _____ |
|                  | carrying offensive weapon               | _____ | fare dodging        | _____ |
|                  | injuring animals or birds               | _____ | selling drugs       | _____ |

Evidence of co-offending?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	> <i>section 4</i>
If yes, with member of cohort?:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If cohort member(s) give ID numbers:	_____	_____	_____
With another young person?:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
With an adult (over 18)?:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

<i>Child</i>		<i>Home circumstances</i>	
Truancy		Domestic violence	
Aggression/violence		Relationship problems/breakdown	
Sexualised behaviour		Financial problems	
Emotional problems		Housing problems/harassment	
Social isolation		Custody/access arrangements	
Anti-social behaviour		Physical health problems	
Health/hygiene problems		Mental health problems	
Mental health problems		Offending (convictions only)	
Drugs		Learning difficulties	
Alcohol		Alcohol	
Special needs –learning difficulties		Drugs	
Educational learning difficulties		Neglect by parents	
Easily led/vulnerable		Lack of parental control	
Sexual abuse			
Physical abuse			
Other 1. _____		Other 1. _____	
2. _____		2. _____	
3. _____		3. _____	
4. _____		4. _____	
5. _____		5. _____	
<i>School</i>			
Reports in the papers/file	Yes		No
Attendance – truancy		Aggressive behaviour in class	
Attendance – other		Poor peer relationships	
Exclusion – formal or informal		Poor staff relationships	
Educational learning difficulties		Child bullies others	
Disruptive behaviour in class		Child is victim of bullying	
Other 1. _____		Other 3. _____	
2. _____			

## APPENDIX I: SWEEP 4 CHILDREN'S HEARING MONITORING FORM

ID No:     DoB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date of Data Collection: \_\_\_\_/\_\_\_\_/\_\_\_\_

Area: ☐ NE ☐ NW ☐ SE ☐ SW Ref No: \_\_\_\_\_

Previous hearing record?: ☐ Yes ☐ No

Date of last contact/referral?: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional information needed?: ☐ Yes ☐ No

### 1. Referral Details

On supervision at beginning of September 2000?: ☐ Yes ☐ No

Referrals to CHS since 1 September 2000?: ☐ Yes ☐ No > go to section 2

Source of referrals (provide totals for each):

Family referrals	<input type="text"/>
School/EWO	<input type="text"/>
Police/JLO	<input type="text"/>
Social Work/other agency	<input type="text"/>
GP, HV, other medical service	<input type="text"/>
Others	<input type="text"/>
Total number of referrals	<input type="text"/>

Grounds of referral (provide totals for each):

a) Beyond control	<input type="text"/>
b) In moral danger	<input type="text"/>
c) Lack of parental care	<input type="text"/>
d) Victim of sch. 1 offence	<input type="text"/>
e) Same house as victim of sch. 1 offence	<input type="text"/>
f) Same house as perpetrator of sch. 1 offence	<input type="text"/>
g) Same house as sex offender	<input type="text"/>
h) Failure to attend school	<input type="text"/>
i) Committed an offence	<input type="text"/>
j) Misuse of drugs or alcohol	<input type="text"/>
k) Misuse of volatile substances	<input type="text"/>
l) Looked after by LA and beyond control	<input type="text"/>

### 2. Hearings

Hearing held in last year?: ☐ Yes ☐ No > section 3

Total number of hearings in last year: \_\_\_\_\_

Grounds led in last year?: ☐ Yes ☐ No

If yes, state which grounds (*tick all that apply*):

- |  |                          |
|--|--------------------------|
| a) Beyond control                              | <input type="checkbox"/> |
| b) In moral danger                             | <input type="checkbox"/> |
| c) Lack of parental care                       | <input type="checkbox"/> |
| d) Victim of sch. 1 offence                    | <input type="checkbox"/> |
| e) Same house as victim of sch. 1 offence      | <input type="checkbox"/> |
| f) Same house as perpetrator of sch. 1 offence | <input type="checkbox"/> |
| g) Same house as sex offender                  | <input type="checkbox"/> |
| h) Failure to attend school                    | <input type="checkbox"/> |
| i) Committed an offence                        | <input type="checkbox"/> |
| j) Misuse of drugs or alcohol                  | <input type="checkbox"/> |
| k) Misuse of volatile substances               | <input type="checkbox"/> |
| l) Looked after by LA and beyond control       | <input type="checkbox"/> |

Reasons for hearing (*tick all that apply*):

- |                                   |                          |
|-----------------------------------|--------------------------|
| Initial hearing                   | <input type="checkbox"/> |
| Emergency/CPO hearing             | <input type="checkbox"/> |
| SWD/panel review                  | <input type="checkbox"/> |
| Annual review                     | <input type="checkbox"/> |
| Warrant renewal review            | <input type="checkbox"/> |
| Secure order review               | <input type="checkbox"/> |
| Review at request of child/family | <input type="checkbox"/> |
| Other (specify) _____             | <input type="checkbox"/> |

Decisions made at hearings during last year (*tick all that apply*):

- |                         |                          |                                   |                          |
|-------------------------|--------------------------|-----------------------------------|--------------------------|
| SR (at home)            | <input type="checkbox"/> | SR (secure unit)                  | <input type="checkbox"/> |
| SR (family placement)   | <input type="checkbox"/> | Warrant (secure)                  | <input type="checkbox"/> |
| SR (foster care)        | <input type="checkbox"/> | Warrant (non-secure)              | <input type="checkbox"/> |
| SR (YPC or CSU)         | <input type="checkbox"/> | Advice to sheriff (adoption, PRO) | <input type="checkbox"/> |
| SR (residential school) | <input type="checkbox"/> | Other decision                    | <input type="checkbox"/> |
| SR terminated           | <input type="checkbox"/> | (specify) _____                   |                          |

### 3. Offending

Evidence of offending in last year ? ☐ Yes ☐ No > *section 4*

If yes, nature of offending (*tick all that apply*)

- |                  |   |                           |
|------------------|---|---------------------------|
| Number of times: | graffiti _____                                | shoplifting _____         |
|                  | vandalism _____                               | breach of the peace _____ |
|                  | theft (from home) _____                       | assault _____             |
|                  | theft (from school) _____                     | robbery _____             |
|                  | theft of car/driving offences _____           | fire raising _____        |
|                  | theft (attempted theft) from car or van _____ | housebreaking _____       |
|                  | carrying offensive weapon _____               | fare dodging _____        |
|                  | injuring animals or birds _____               | selling drugs _____       |

Number of times charged by police: \_\_\_\_\_

Evidence of co-offending? ☐ Yes ☐ No > *section 4*

If yes, with member of cohort?: ☐ Yes ☐ No

If cohort member(s) give ID numbers: \_\_\_\_\_

With another young person?: ☐ Yes ☐ No

With an adult (over 18)?: ☐ Yes ☐ No

#### 4. Specific issues raised (up to end August 2001)

##### **Child**

Truancy	<input type="checkbox"/>
Aggression/violence	<input type="checkbox"/>
Sexualised behaviour	<input type="checkbox"/>
Emotional problems	<input type="checkbox"/>
Social isolation	<input type="checkbox"/>
Anti-social behaviour	<input type="checkbox"/>
Health/hygiene problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Special needs –learning difficulties	<input type="checkbox"/>
Educational learning difficulties	<input type="checkbox"/>
Easily led/vulnerable	<input type="checkbox"/>
Sexual abuse	<input type="checkbox"/>
Physical abuse	<input type="checkbox"/>
Absconding from home	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### **Home circumstances**

Domestic violence	<input type="checkbox"/>
Relationship problems/breakdown	<input type="checkbox"/>
Financial problems	<input type="checkbox"/>
Housing problems/harassment	<input type="checkbox"/>
Custody/access arrangements	<input type="checkbox"/>
Physical health problems	<input type="checkbox"/>
Mental health problems	<input type="checkbox"/>
Offending (convictions only)	<input type="checkbox"/>
Learning difficulties	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>
Drugs	<input type="checkbox"/>
Neglect by parents	<input type="checkbox"/>
Lack of parental control	<input type="checkbox"/>
Emotionally abusive parent	<input type="checkbox"/>
Chaotic family lifestyle	<input type="checkbox"/>
Other 1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>

##### **School**

Reports in the papers/file	Yes	<input type="checkbox"/>
Attendance – truancy		<input type="checkbox"/>
Attendance – other		<input type="checkbox"/>
Exclusion – formal or informal		<input type="checkbox"/>
Educational learning difficulties		<input type="checkbox"/>
Disruptive behaviour in class		<input type="checkbox"/>
Poor attitude/motivation		<input type="checkbox"/>
Other 1. _____		<input type="checkbox"/>
2. _____		<input type="checkbox"/>

Aggressive behaviour in class	No	<input type="checkbox"/>
Poor peer relationships		<input type="checkbox"/>
Poor staff relationships		<input type="checkbox"/>
Child bullies others		<input type="checkbox"/>
Child is victim of bullying		<input type="checkbox"/>
Referral to special education		<input type="checkbox"/>
Unruly behaviour/tantrums		<input type="checkbox"/>
Other 3. _____		<input type="checkbox"/>

## APPENDIX J: LETTER TO PARENTS

Date

Dear Parent/Guardian

### EDINBURGH UNIVERSITY STUDY OF PARENTS

As you may recall, the Edinburgh Study of Youth Transitions and Crime is a longitudinal study of 4,300 young people who are currently in their third year at secondary schools across Edinburgh. The aim of this study is to find out why some young people get involved in breaking the law while others do not, and why most stop offending while others go on for longer.

#### **Feedback on the results so far**

I would like to take this opportunity to thank you for your support of the study to date. We have had extremely high success rates, with over 95 per cent of all pupils taking part over the last three years.

I attach a newsletter showing the main findings from the first two years of the study, which has been specially prepared for the parents of all those young people involved. We are particularly grateful for the very high participation rate at each sweep of the study, which gives the findings even greater credibility.

#### **Survey of parents**

A vital part of the Edinburgh Study involves examining information from a range of different sources that might help us to understand the different pathways that young people take into and out of offending behaviour. One of the most important influences on young people's lives is their family and the circumstances they encounter while they are growing up. For this reason, we are planning to do a survey of the main parent or carer of each young person taking part in the Edinburgh Study and we would like to invite you to take part in this survey.

The survey of parents will involve an interview with the parent or carer who has most responsibility for looking after each young person involved. It will take about 30 minutes to complete and will be administered by an interviewer who will come to your home. The interview will include questions about a range of family related matters, which are listed on the next page. However, you may decline to answer any questions that you would rather not answer.



The survey will include questions on:

- family structure and events during childhood (e.g. separation, divorce, reconciliation or death within the family);
- general family relationships;
- relationships between you and your child;
- leisure activities involving you and your child;
- style of parenting, including supervision and discipline;
- an assessment of your child's behaviour and their attitude towards you;
- contact with and your child's attitude towards school;
- expectations and aspirations for your child;
- alcohol or drug use within the family;
- and contact with the social work department or the children's hearing system

### **What do I do now?**

If you are not willing to take part in the survey of parents, you must return the slip at the bottom of this page within two weeks of receiving this letter to the head teacher of your child's school. If you return this slip, you will not be contacted again.

If you are willing to take part in the survey of parents, you need do nothing in response to this letter. After two weeks, the school will forward the names and addresses of all parents wishing to take part in the study to the research team. The researchers will then contact you to arrange a suitable date and time for the interview to take place.

If you would like to find out more about this research project, please contact me on 0131 650 2027 or Kerstin Hinds at the National Centre for Social Research on 0131 557 5494. Alternatively, you can write to me at the above address.

Yours faithfully

Professor David J. Smith

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I **do not wish** to take part in Survey of Parents to be conducted by the University of Edinburgh and I do not wish my name and address to be passed on to them.

Name of parent .....

Signature of parent .....

Date signed .....

This report is part of a series of technical reports presenting methodological, analytical and technical information from the Edinburgh Study of Youth Transitions and Crime. This is a longitudinal study exploring pathways in and out of offending for a cohort of over 4000 young people, since 1998.

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The Nuffield Foundation  
The Economic and Social Research Council    R000237157  
   R000239150

This technical report is only available as a PDF version which can be downloaded, free of charge, from our website at [www.law.ed.ac.uk/cls/esytc](http://www.law.ed.ac.uk/cls/esytc). Further information about the Edinburgh Study of Youth Transitions and Crime can be obtained by contacting us at 2.12, 31 Buccleuch Place Edinburgh EH8 9JS, or by emailing [edinburgh.study@ed.ac.uk](mailto:edinburgh.study@ed.ac.uk).



**Centre for Law and Society**

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