

WCHADS SCHEME OF LONGITUDINAL MEASUREMENT

| Type of measure | Prenatal (Weeks) | | Postnatal (age) | | | | | | | | | | | | | | | |
|---|------------------|-----|-----------------|---|---|-----|-------|-----|---------|--------|-----|--------|-----|--------|---|-----------|-------|-------|
| | 20 +p | 32 | Months → | | | | | | Years → | | | | | | | | | |
| | | | 0 | 1 | 2 | 6 | 14 +p | 14 | 2.5 | 3.5 +p | 4.5 | 4.5 +p | 7 | 7 +p,t | 9 | 9 +p,t ,c | 12 +c | 13 +c |
| Parent Measures | | | | | | | | | | | | | | | | | | |
| Personality functioning | | I | | | | | | I | I | | | | | | | | | |
| Depression/anxiety – diagnosis and symp | Q | Q I | | Q | Q | Q I | Q | Q I | Q I | Q | Q I | Q | Q I | Q | Q | Q | Q | Q |
| Smoking/drug/alcohol use | Q | Q I | | | | | | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q |
| Discord and psychological abuse | Q | Q | | | | Q | | Q | Q | | Q I | | Q I | Q | Q | Q | Q | Q |
| Partner relationship | | Q I | | | | | | Q I | Q I | | Q I | | Q I | Q | | Q | Q | Q |
| Adult antisocial behaviours | | | | | | | | Q | Q | | Q | | | | | Q | Q | |
| LEs & social support | Q | I | | | | I | | I | I | | I | | I | Q | Q | Q | Q | |
| Maternal attributions for child behaviours | | I | | Q | Q | Q | Q | Q | Q | | Q | Q | | | | | | |
| Accidental injury | | | | | | | Q | | | Q | | Q | Q | | Q | Q | | |
| Obstetric/Health visitor records | | | R | | | | R | | | R | | | | | | | | |
| Parent – Child interaction Quality | | | | | | | | | | | | | | | | | | |
| Sensitive/intrusive parenting & attachment behaviours | | | | | | E | | E | E | | E | | E | E | E | E | Q | Q |
| Maternal warmth/criticism | | | | | | QE | | QE | QE | | QE | | QE | | Q | Q | Q | Q |
| Maternal harsh and gentle discipline | | | | | | | | E | E | | E | | E | | | | | |
| Attachment security - Strange Situation | | | | | | | | E | | | | | | | | | | |
| Parenting self report– 5 domains | | | | | | | | | | | Q I | | Q | Q | Q | Q | Q | Q |
| Child maltreatment | | | | | | | | | I | | I | | I | | Q | Q | Q | |
| Non-parental childcare history | | | | | | | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | | |
| Maternal stroking of infant | | | | Q | Q | | Q | Q | | | | | | | | | | |
| Child Measures | | | | | | | | | | | | | | | | | | |
| Eye gaze to inanimate objects / face | | | | E | | | | | | | | | E | | | | | |
| Temperament incl. positive emotionality | | | | E | Q | QE | Q | QE | Q | Q | Q | Q | E | | | | | |
| Fearfulness/anger proneness | | | | E | Q | QE | Q | QE | QE | Q | QE | Q | | | | | | |
| Emotional arousal to pictures & sounds | | | | | | | | | | | | | E | E | | | | |
| Psychiatric diagnoses – DAWBA | | | | | | | | | | | I | | I | | I | I | | |
| CBCL total problems | | | | | | | Q | Q | Q | Q | Q I | Q | Q I | Q | Q | Q | | |
| CBCL brief problem monitor | | | | | | | | | | | | | | | | | Q | Q |
| Externalizing and peer aggression | | | | | | | Q | QE | QE | Q | I E | Q | Q | Q | Q | Q | Q | Q |
| CU traits/ empathy/prosocial behaviour | | | | | | | | QE | QE | QE | Q | Q | Q | Q | Q | Q | Q | Q |
| ODD (Irritability, headstrong) | | | | | | | Q | Q | Q | Q | Q I | Q | Q I | Q | Q | Q | Q | Q |
| Depression, anxiety, PTSD | | | | | | | | | | | | | | | | | Q | Q |
| Rumination/repetitive negative thinking | | | | | | | | | | | | | | | | | Q | Q |
| Emotion recognition (static & dynamic) | | | | | | | | | | E | | E | | | | | | |
| Inhibitory control & other Exec functions | | | | | | | | E | E | | E | | E | E | E | E | | |
| Delay of gratification | | | | | | | | | E | | E | | E | E | E | E | | |

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|---|--|--|--|--|--|----|---|-----|-----|---|-----|---|-----|---|------|-----|---|---|---|
| Behavioural /emotional reactivity to stress | | | | | | | | Q E | Q E | Q | Q E | Q | Q E | | Q E | Q E | | | |
| Mentalisation in doll play | | | | | | | | | | | E | | | | | | | | |
| Theory of mind | | | | | | | | | | | E | | E | E | | | | | |
| Language ability/delay | | | | | | | | | | | | Q | Q | | E | E | | | |
| Cognitive development | | | | | | E | | E | E | | | E | | | E | E | | | |
| Motor development | | | | | | | R | | | | I R | | | | | | | | |
| Anthropometry | | | | | | | | E | E | | | E | | E | E | E | E | | |
| Internet and social-media use | | | | | | | | | | | | | | | Q I | Q I | Q | Q | |
| Cyberball social – exclusion paradigm | | | | | | | | | | | | | E | | E | E | | | |
| Friendship quality & conflict | | | | | | | | | | | | I | I | | Qc I | Q I | Q | Q | |
| Friend exclusivity | | | | | | | | | | | | | | | Qc | Qc | | | |
| Peer victimization & bullying/cyberbull | | | | | | | | | | | | | | | Qc | Qc | Q | Q | |
| Borderline features | | | | | | | | | | | | | | | Q | Q | Q | | |
| Self-harming | | | | | | | | | | | | | | | Q | Q | Q | Q | Q |
| Pubertal status | | | | | | | | | | | | | | | Q | Q | Q | Q | Q |
| Teacher reported measures | | | | | | | | | | | | | | | | | | | |
| School engagement | | | | | | | | | | | | | | | Q | | Q | | |
| Academic performance (English & maths) | | | | | | | | | | | | | | | Q | | Q | | |
| Peer relations/peer rejection | | | | | | | | | | | | | | | Q | | Q | | |
| Teacher-student relationship | | | | | | | | | | | | | | | Q | | Q | | |
| CBCL total problems | | | | | | | | | | | | | | | Q | | Q | | |
| Aggression | | | | | | | | | | | | | | | Q | | Q | | |
| CU traits & prosocial behaviour | | | | | | | | | | | | | | | Q | | Q | | |
| Biological samples | | | | | | | | | | | | | | | | | | | |
| Maternal Cortisol | | | | | | DS | | | | | | | | | | | | | |
| Child cortisol pre & post stress | | | | | | S | | S | S | | | S | | | S | | | | |
| Vagal tone and withdrawal | | | | | | E | | E | E | | | E | | | E | | E | | |
| Child Galvanic skin response to stress | | | | | | | | | | | | E | | | E | | | | |
| Child saliva for DNA | | | | | | | | E | E | E | E | | | | E | E | | | |
| Maternal saliva for DNA | | | | | | | | | E | | | | | | | | | | |

KEY: Shaded cols/cells = whole cohort (includes intensive), Non-shaded bold rows/cells = intensive sample only, Q = questionnaire, I = interview, D = diurnal cortisol, S = stress reactive cortisol, R = medical/child health records, E = experiment lab/observation. +p = partner informant data collected, +t = teacher informant data collected, +c child informant data collected.