# **Bangalore Health and Development Study – Table of Measures**

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| **Type of measures** | **BCHADS I** | **BCHADS II**  |
| **Prenatal - Trimesters** | **Postnatal - Months** | **Postnatal - Years** |
| **1st** | **2nd** | **3rd** | **2** | **6** | **12** | **24** | **3-5 (a)** | **4-7 (b)** | **4-7 (c)** | **5-7** | **7-9** |
| **Information and Attitudes about Pregnancy** |
| Obstetric information  | Q |   |   | Q |   |   |   |   |   |   |   |   |
| Birth outcomes (APGAR, birthweight, gestational age) |  |  |  | I |  |  |  |  |  |  |  |  |
| Maternal foetal attachment  |   |   | Q |   |   |   |   |   |   |   |   |   |
| Rituals about pregnancy |   |   | Q | Q |   |   |   |   |   |   |   |   |
| Labour and delivery details  |   |   |   | Q |   |   |   |   |   |   |   |   |
| Pregnancy and childbirth experiences |   |   |   | Q |   |   |   |   |   |   |   |   |
| **Maternal and Child Physical Health and Engagement with Health Care Services** |
| Antenatal and postnatal healthcare  | Q | Q | Q | Q |   | Q |   |   |   |   |   |   |
| Postnatal immunisation checks |   |   |   | Q |   | Q |   |   |   |   |   |   |
| Maternal health checklist for common physical illnesses  |   |   |   |   | Q | Q | Q |  | Q | Q | Q | Q |
| Self-care assessment | Q | Q | Q | Q | Q | Q |   |   |   |   |   |   |
| Maternal anthropometric measurements | Q |   |   |   |   |   |   |   |   |   |   |   |
| Nutritional supplements and dietary recall | Q | Q | Q |   |   |   |   |   |   |   |   |   |
| Child anthropometric measurements |   |   |   |   | E | E |   |   |   |   | E  |  E |
| Infant/child health (illnesses, admissions to hospital, accidents, immunisations)  |   |   |   | Q | Q | Q | Q |   | Q | Q | Q | Q |
| Infant feeding |   |   |   | Q |   | Q | Q |   |   |   |   |   |
| Child Saliva for DNA/epigenetic analysis |  |  |  |  |  | E | E |  |  |  | E | E |
| **Maternal and Caregivers’ Mental Health** |
| Depressive symptomatology (M) | Q | Q | Q | Q | Q | Q | Q |   | Q |   | Q | Q |
| Suicidal thoughts, plans and attempts (M) | Q | Q | Q | Q | Q | Q | Q |   |   |   | Q | Q |
| Anxiety symptoms (M) **\*** |   | Q | Q | Q | Q | Q | Q |   | Q |   | Q | Q |
| Post traumatic symptoms (M) |   | Q | Q | Q | Q | Q | Q |   |   |   |   | Q |
| Somatic Symptom (M) | Q | Q | Q | Q | Q | Q | Q |   |   |   |   | Q |
| Resilience (M) | Q |   | Q | Q |   |   |   |   |   |   |   |   |
| Depressive symptomatology (AC) |   |   |   |   |   |   |   |   |   |   | Q | Q |
| Anxiety symptoms (AC) |   |   |   |   |   |   |   |   |   |   | Q | Q |
| Father’s depressive symptomatology (M)  |   |   |   |   |   |   |   |   |   |   |   | Q |
| Father’s anxiety symptoms (M)  |   |   |   |   |   |   |   |   |   |   |   | Q |
| **Psychosocial Factors** |
| Smoking/drug/alcohol use (M) | Q | Q | Q | Q |   | Q | Q |   |   |   | Q | Q |
| Father’s alcohol use (M) |   |   |   |   |   |   |   |   |   |   |   | Q |
| Daily Stress (M) | Q | Q | Q | Q | Q | Q | Q |   |   |   |   |   |
| Life events (M) | Q | Q | Q | Q | Q | Q | Q |   |   |   | Q | Q |
| Social support (M) | Q | Q | Q | Q | Q | Q | Q |   |   |   | Q | Q |
| Domestic and partner violence (M) | Q | Q | Q | Q | Q | Q | Q |   |   |   | Q | Q |
| Food Insecurity (M) |   |   |   |   |   |   |   |   | Q | Q | Q | Q |
| Exposure to environmental factors (M)  |   |   |   |   |   |   |   |   |   |   | Q |   |
| Gender discrimination (M) |  | Q | Q | Q | Q |  | Q |  |  |  | Q | Q |
| **Caregiving Environment** |
| Postpartum bonding (M)  |   |   |   | Q |   |   |   |   |   |   |   |   |
| Parenting confidence (M) |   |   |   | Q |   |   |   |   |   |   |   |   |
| Breastfeeding self-efficacy (M) |   |   |   | Q | Q | Q |   |   |   |   |   |   |
| Parenting style (M and AC) **\*** |   |   |   |   |   |   |   |   |   | Q | Q | Q |
| Stroking of infant/child (M and AC) |   |   |   | Q | Q | Q | Q |   |   |   |   |   |
| Parental practices (M and AC) |   |   |   |   | Q | Q | Q |   |   |   | Q | Q |
| Mind-mindedness and expressed emotions |  |  |  | I | I | I | I |  |  |  |  |  |
| Caregiver-child interaction quality (M and AC) |  |  |  |  | E | E |  |  |  |  | E |  |
| **Child Temperament, Socio-emotional and Behavioural problems** |
| Temperament (M and AC)  |   |   |   |   | Q | Q | Q |   |   |   |   |   |
| Internalising and externalising problems (M and AC) **\***  |   |   |   |   |   |   | Q | Q | Q |   | Q | Q |
| Socio-emotional development (M and AC) |   |   |   |   |   | Q | Q |   |   | Q | Q | Q |
| Peer aggression |   |   |   |   |   |   |   |   |   |   | Q | Q |
| CU Traits |   |   |   |   |   |   |   |   |   | Q | Q | Q |
| Cognitive, motor and language development |  |  |  |  |  |  | E |  |  |  |  |  |
| Empathy |  |  |  |  |  |  |  |  |  |  | E |  |
| Cooperation |  |  |  |  |  |  |  |  |  |  | E |  |
| Inhibitory control & other executive functions |  |  |  |  |  |  |  |  |  |  | E |  |
| Delay of gratification |  |  |  |  |  |  |  |  |  |  | E |  |
| **Teacher Reported Measures** |
| School engagement (T) |   |   |   |   |   |   |   |   |   |   |   | Q |
| Academic performance (T) |  |  |  |  |  |  |  |  |  |  |  | Q |
| Peer relations/peer rejection (T) |  |  |  |  |  |  |  |  |  |  |  | Q |
| Teacher-student relationship (T) |   |   |   |   |   |   |   |   |   |   |   | Q |
| Internalising and externalising problems (T) |   |   |   |   |   |   |   |   |   |   |   | Q |
| Aggression (T) |   |   |   |   |   |   |   |   |   |   |   | Q |
| CU Traits and prosocial behaviour (T) |   |   |   |   |   |   |   |   |   |   |   | Q |
| **COVID-Related Scales** |
| COVID-19 impact scale |   |   |   |   |   |   |   | Q | Q |   |   |   |
| COVID-19 perceived stress scale |   |   |   |   |   |   |   | Q | Q |   |   |   |
| Lockdown perception |   |   |   |   |   |   |   | Q | Q |   |   |   |
| Covid-19 life events scales |   |   |   |   |   |   |   | Q |   |   |   |   |
| Changes due to COVID-19 (on socio-economic conditions, on child, on family) |   |   |   |   |   |   |   | Q | Q | Q |   |   |
| **KEY: Shaded cols/cells (a, b, c):** additional telephonic phases during COVID-19, **M:** informant – Mother, **AC:** informant - Alternative Caregiver, **T**: informant – Teacher, **\***Additional Anchoring Vignettes for cultural calibration, **Q**: questionnaire, **E**: experiment lab/observation, **I:** interview |