

# **CHANGES IN CHILD EXPOSURE TO ENVIRONMENTAL TOBACCO SMOKE (CHETS)**

## **Post-Legislation 2006**

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## **Parent Information Leaflet**

### **Background**

In Spring 2006, Scotland introduced a ban on smoking in enclosed public places. CHETS is an important study, funded by NHS Health Scotland, which aims to look at how the ban affects passive smoking in children in Scotland.

### **When will the study happen?**

There are two surveys in total. The first of these took place in January 2006, before the ban came into force. The second survey will be with a different group of children and will take place in January 2007, after the ban.

### **Who will be involved?**

Each survey involves around 3,000 P7 pupils from over 100 primary schools across Scotland.

### **What will pupils be asked to do?**

Pupils will be asked to fill out an anonymous, confidential questionnaire and give a sample of their saliva, under the supervision of a trained researcher. This will happen in a normal classroom situation, with their teacher present.

The questionnaire includes questions on smoking among pupils, friends, family and members of the community, locations within the community where smoking occurs, attitudes to smoking and passive smoking as well as leisure activities.

The saliva sample tells us how much exposure children have had to tobacco smoke in the environment.

Giving the sample involves pupils placing a sterile cotton wool dental roll in their mouth, keeping it there for approximately three minutes, and then placing it in a tube. It is a method that has been used successfully in other studies with schoolchildren.

### **What about confidentiality?**

The questionnaires and samples are completely anonymous and confidential – no names will be written on them.

Instead, an identification number will be used to link each pupil's questionnaire to their saliva sample.

The information provided will only be seen by the research survey team. The identity of the school and pupils will not be made public at any point.

### **Further information:**

#### **If you have any questions, please contact:**

Patricia Akhtar, CHETS Survey Manager,

Tel: 0131 651 6558

Email: [patricia.akhtar@ed.ac.uk](mailto:patricia.akhtar@ed.ac.uk)

## **Pupil Information Leaflet**

### **Do I have to take part?**

Your school has already agreed to take part in the study. Your parents have also been sent a letter, and they've given their permission for you to take part.

We would like as many children as possible to take part, since the information that you give us is very important. However, you don't have to if you really don't want to.

### **What if I've got some questions?**

If you've got any questions about filling in the questionnaire, you can ask the researcher while you're doing it. Just put up your hand.

Or if you would like to speak to someone in private about anything in the questionnaire, you can ring Smokeline on **0800 84 84 84** (lines are open from 12 noon to 12 midnight, 7 days a week).

**CHETS IS A NEW PROJECT INVOLVING SCHOOLCHILDREN ACROSS SCOTLAND.**

### **What is the CHETS project about?**

Scotland has recently introduced a ban on smoking in enclosed public places. We're trying to find out what difference this ban has made to the amount of tobacco smoke children are exposed to in the environment.

### **Who is running the project?**

The study is being run by researchers from Edinburgh University.

### **Who is taking part?**

About 3,000 pupils from over 100 primary schools across Scotland are taking part. Your school is one of them.

### **What do I have to do?**

We will ask you to fill in a questionnaire about smoking behaviour (your own, and people you know, like friends, family and teachers), as well as the places you go and whether people smoke there.

**The questionnaire will only be seen by the research team, not by anyone you know.** What's more, you don't have to answer any question you don't want to – just write beneath the question that you didn't want to answer it.

If you don't understand a question, ask the researcher who will try to help.

### **Will anyone know what I write?**

Keeping your answers private is very important – so don't write your name anywhere on the questionnaire. Your parents, teachers and friends won't see what you write. The only people who will see your answers will be the researchers and

they won't tell anyone you know.

**You will also be asked to give a sample of saliva.** This means putting a small piece of cotton wool in your mouth for about three minutes. This tells us if you've been exposed to any tobacco smoke in the environment. The researcher will show you how to give a saliva sample.

**Salivette Return Form**

Please complete and return with salivettes to:

Patricia Akhtar, CHETS Survey Manager, CAHRU, The Moray House School of Education, The University of Edinburgh, St Leonard's Land, Holyrood Road, Edinburgh, EH8 8AQ

Date of data collection:

Time of data

collection:

Name of Interviewer/  
researcher:

School & Local Authority:

ID numbers of

salivettes returned:

CHETSB \_\_\_\_\_ - CHETSB \_\_\_\_\_

Number of dry/ Unused  
salivettes \_ ID numbers of  
dry/unused

salivettes:

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

Number of salivettes  
with insufficient saliva  
likely:

—  
ID nos of salivettes  
with insufficient  
saliva:

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

Number of  
contaminated  
salivettes:

(contaminated can  
mean fell on floor or  
desk, handled etc.)

—  
ID nos of  
contaminated  
salivettes:

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

CHETSB \_\_\_\_\_

Please note: salivettes should be stored in a cool, non-smoking  
environment

Please write any other comments here

## Class Return Form

Please return this form to the researcher

(1) School name <<school name>>

(2) School Address <<Address1>>

<<Address2>>

<<Address3>>

<<Postcode>>

Local Authority <<Local authority>>

Sections 3 – 10 to be completed by teacher

(3) Date survey carried out

\_ \_ / \_ \_ / \_ \_

(4)

Class (circle appropriate year group) P6 / P7

(5) Name of teacher

-----  
(6) Number of pupils normally in class \_

(7)

Number of pupils completing  
questionnaire \_

(8)

Number of pupils requiring assistance  
due to special educational needs \_

(9) Reasons for non-completion (please give number of pupils)

Boys Girls

Parental refusal \_ \_

\_ \_  
Pupil refusal \_ \_

\_ \_  
Illness \_ \_

\_ \_  
Authorised absence \_ \_

\_ \_  
Unauthorised absence \_ \_

\_ \_  
Exclusion \_ \_

\_ \_  
Other reasons (please specify)

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(please give number of times)

(10) How many times did you respond to a  
request for help about the questionnaire? \_

Thank you for your help in carrying out this survey

**Classroom Report**

(Please return with the completed questionnaires)  
Changes in Child Exposure to Environmental Tobacco Smoke (CHETS)

<<school name>>

Interviewer name:

Name of class:

Date of survey:

City/ municipality: Time of survey:

Local Authority:

<<Local Authority>>

Boys (number) Girls (number)

Willing to participate in the survey \_ \_

Refusing to participate in the survey \_ \_

Absent \_ \_

Total \_ \_

—  
Class setting \_

Using the scale 1-5, please write in the box the number that reflects your perception of the

issues below (1 is very poor and 5 is excellent):

Pupils' privacy for completing questionnaires  
and saliva samples \_

—  
Timing

Was there enough time for: Yes No Time allowed

Explaining the project and obtaining consent \_ \_ .....

The smoking questionnaire \_ \_ .....

The saliva sample \_ \_ .....

Additional comments: \_ \_

—  
Please answer the following questions:

1. Did you notice any disturbances during completion of the questionnaires? \_

\_ No

\_ Yes, among a few students \_

\_ Yes, among less than half of the students

\_ Yes, among about half of the students \_

\_ Yes, among more than half the students

If you answered 'yes' to the above question, please describe the disturbance(s):

\_ Giggles or eye contact with classmates

\_ Loud comments. Please provide an example:

\_\_\_\_\_

—  
\_ Other kind of disturbance. Please describe: \_\_\_\_\_

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2. Do you think the students were interested in the survey?

- Yes, all of them
- Almost all of them
- Most of them
- About half of them
- Less than half of them
- Almost none of them
- None of them

3. Do you think the students worked seriously?

- Yes, all of them
- Almost all of them
- Most of them
- About half of them
- Less than half of them
- Almost none of them
- None of them

4. How long do you think it took each student to complete the questionnaire, on average?

About \_\_\_\_\_ minutes

Pupil questions and concerns

Yes No

Did pupils express concerns about confidentiality? \_\_ \_

If yes, please give details of number and nature of comments:

Please give details of any questions asked by pupils about the conduct of the study and

what will be expected of them:

Pupil support

How many pupils asked you for extra support/clarification during the data collection? \_

Please give details of support/clarification asked for:

5. Are there any other comments you would like to make about the data collection

process?

## Interviewer Notes

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### Fieldworker Notes

Initial note to the fieldworker

- Please make sure you have read this document thoroughly before going into the classroom
- The script (in blue) is provided as guidance and language can be changed to make understanding easier for children (e.g. you can use the word 'spit' instead of 'saliva').
- Please highlight main points to guide yourself through the fieldwork as appropriate

Setting up the classroom

- First, explain to the teacher what you'll be doing and give them a copy of the pupils' leaflets for their information and notes for teachers. Tell them how they can help (handing out and collecting in envelopes, problems with saliva samples, collecting in saliva samples and keeping order). Ask them to fill in the class return form (CRF) once the class is underway.
- Explain to the teacher that it's important that pupils feel their answers are confidential. The teacher should make this clear to pupils and avoid walking around the room.
- When pupils enter the classroom, ask them to sit at their desks. (They may already be in class). They should, if possible, sit well spaced out, so that they can't see or discuss each other's answers.
- Make sure that none of the pupils are chewing anything. If they are, ask them to get rid of it straight away (and they won't get in to trouble) as this will affect the research (the accuracy of the cotinine testing).
- Ask the teacher if any pupils don't have parental consent to take part and to provide any that don't with something to get on with.
- In some cases, the teacher may say that a pupil is willing to take part, but that they will need to have the questionnaire read to them. This is okay,

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as long as the teacher makes it clear that they cannot see the child's answers and that the child is comfortable with this. This should be done in the same room as the rest of the class, but should not cause any disturbance to other pupils.

Stage one: Introduction and handing out envelopes

- Introduce yourselves and where you are from.

**SCRIPT:** My name is \_\_\_\_ and I will be taking the class for the next half hour or so. I am doing some research for Edinburgh University. We're trying to find out how the ban on smoking in public places has affected how much young people in Scotland get exposed to tobacco smoke in the environment. Your school is taking part in this survey, along with many other schools across Scotland.

- Explain that you will be doing two main activities with them:

**SCRIPT:** Today, we'll be asking you to take part in two activities. The first

one is to fill out a questionnaire that will tell us about smoking behaviour, what you think about smoking, and the places where young people spend time where people might be smoking. The second activity is to provide us with a saliva sample, (some spit) so that we can test whether you've been exposed to any tobacco smoke in the environment. I will show you how to do this in a moment.

Emphasise that everything they give us will be confidential, and that the research teams are the only people who will see their answers to the questionnaires and the results of the saliva tests.

SCRIPT: Nobody at school or your home will see your answers or the results of the saliva test. To keep your details secret, please don't write your name on the questionnaire.

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- Highlight that the items we're giving them have a unique ID number which allows the research team to match up questionnaires and samples. No one other than the research team has a list of these numbers.

SCRIPT: You will notice that the questionnaire and saliva sample tube have a number on them. This is to let the researchers match up your questionnaire and saliva sample. The number is unique to you, but only the researchers know it.

- Explain that we'll shortly be giving each pupil an envelope which contains three items. Tell the pupils not to touch anything or take anything out of their envelope until we ask them to.

SCRIPT: We are now going to hand out envelopes to each of you. There are three things in the envelopes: an information sheet, a questionnaire and a piece of cotton wool in a tube. Please don't take any thing out of the envelope until I ask you to – I will be asking you to take each item out in turn.

- Ask the class teacher to help with handing out envelopes if necessary. Once each child has an envelope ask them to take the information sheet out of the envelope and take a minute to read it.

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Script: In a moment I'm going to ask you to take the information sheet out of the envelope (hold up a copy). It looks like this. The leaflet covers everything I've told you about this project, including that taking part is voluntary: you don't have to take part if you don't want to. It also has a telephone number for Smokeline on it which you can call if you'd like any more information on issues from today. There will be a friendly person on the end of the phone who is used to talking to children. So take the leaflet out of your envelopes. This is for you to keep.

- Remind them that they're free to decide not to take part. If anyone doesn't wish to take part, ask them to let one of the team present know, and give them something else to do or ask them to get on with their work. Please take a record of how many pupils do not wish to participate.

Script: In a moment we'll start the first activity – the questionnaire. But before we start, if there's anyone who would rather not do the activities

today, please let me know by putting up your hand – you can do this at any point in the lesson.

Absentees, refusals and withdrawals

- If any pupils are present who were withdrawn by their parents, they should be reminded that they are not to take part in the study. Ask the teacher if they'd like to take them out of the room to take part in an alternative activity. These pupils should not take part in the study even if they express a desire to do so, unless they have a letter from their parents indicating that they may now take part.
- There may be also pupils in the class who refuse to take part in some or all of the study activities. The teacher may wish to take them out of the class to be with other pupils who have been withdrawn – please check with the teacher.

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Stage Two: The Smoking Questionnaire

- Explain that the first activity we'll be doing is the smoking questionnaire.
- Ask pupils to take the yellow questionnaire out of their envelope, but not to start filling it in.
- Explain that this is the smoking questionnaire and that most questions ask them to put a tick a circle. Remind pupils that not all questions apply to all pupils and that they should follow the instructions carefully as to which questions to complete.
- Pupils may be confused by a small number of 'filter' questions which direct them to other questions. Please point this out to them at this stage (see Q46 on page 16).
- Read through the instructions on the front cover and ask if they have any questions. Emphasise that any information they give on this form will be confidential. Tell the pupils that we'd like them to work on their own.

**SCRIPT:** The first activity we'll be doing is the smoking questionnaire. Please take the yellow questionnaire out of your envelope, but don't start filling it in yet. This is the smoking questionnaire. Most of the questions ask you to answer by ticking a circle. Not all questions apply to everyone, so please follow the instructions carefully as to which questions to complete. There are a few questions which direct you to answer other questions – like Q46 on page 16. Please read the questions carefully so you don't miss these. Remember, no-one at school or home will see your answers. Answer the questions as honestly as you can, but don't spend too much time on each question. You shouldn't talk to each other until everyone has finished. Remember, it's your own opinion we're interested in, no-one else's. Finally, the questionnaire isn't a test, so there are no right or wrong answers. If you need any help, please put up your hand and I will come and see you. Now, please read the instructions on the front cover (I

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will read through them with you) and if you have any questions, just put your hand up.

- When every pupil has the questionnaire in front of them, read through the

instructions with them (fairly slowly).

**SCRIPT: Does anybody have any questions?**

• If there are any questions, answer these and then say:

**SCRIPT: Okay you can start filling in the questionnaire.**

- Note the time the pupils started filling in the questionnaire
- Ensure that you keep any eye on how the pupils are managing and answer any questions they ask.
- If pupils finish before the end of the lesson ask them to get on quietly with some work.
- Make sure that when you have time, you write down what sort of problems the pupils have with questions. This can be done in the proforma on the 'classroom situation'.
- The questionnaire is self-explanatory, but pupils may still have problems completing it. If they do, please be aware of the potential risk of biasing the pupil's answer.
- Only give help if the problem is a straightforward, practical one, e.g. whether to place a tick or a number in a circle. If it would involve interpreting a question or suggesting an answer for the pupil, then the pupil should be instructed to answer as best as he/she can or to answer the question as he/she understands it him/herself. If a pupil still doesn't

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understand the question, they should enter the 'don't know' response (if there is one), or write 'I don't understand' next to the question.

- Please also keep an eye out for confused looking pupils. We need to be careful that they don't miss out any relevant questions e.g. because of a filter question.
- You may wish to pour out cups of water or ask the class teacher to do this at this stage. Each child who gives a saliva sample will be offered a small cup of water straight afterwards. Around one or one and a half inches in the bottom of each cup should suffice. If a child needs more you can provide them with more as required.

Stage Three: The saliva sample

- After the pupils have been working on the smoking questionnaire for around 10 minutes, explain that we would also like them to complete a saliva sample while they continue with the questionnaire. Ask all pupils to put down their pens/pencils and to watch you while you demonstrate how to give the saliva sample, but not to take the plastic tube out of their envelope yet.
- Show the pupils how to use the salivette, i.e. how to remove the lid only ("peel it like a banana"), how to put the cotton wool into their mouth (between their front teeth and gum and slightly to the side) without touching it and how to put it back into the tube without touching it. Tell the pupils that tissues are available if they need one. Remember to tell pupils to keep the cotton wool roll in their mouth without chewing it or moving it around.

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SCRIPT: Could everyone stop writing for a moment and put down your pens or pencils. I know you're still filling out the questionnaire and I will let you continue with that soon. But first, I would like you to give the saliva sample. I'm going to show you how to do this. So please watch carefully. It's important not to touch the cotton wool with your fingers. You'll need to place it between your teeth and cheek without moving it around. I have tissues if anyone needs one.

[Demonstration]:

- You remove the top like this (show them how to do this) – a bit like peeling a banana.

- You guide the cotton wool into your mouth like this (show them) so it is between your front teeth and gum just to the side

- After three minutes you remove the cotton wool roll like this (show them)

- You replace the top like this (show them)

• Ask pupils to take out the plastic tube (the salivette) from their envelope, and place it on their desks. Then ask all pupils to put the cotton swab into their mouths at the same time, demonstrating this process again if necessary. NOTE THE TIME AT WHICH ALL THE PUPILS STARTED THE SALIVA COLLECTION PROCESS – ALL PUPILS NEED TO HAVE THE DENTAL ROLL IN THEIR MOUTH FOR 3 MINUTES (IF IT IS LESS THAN 3 MINUTES WE MAY NOT GET THE REQUIRED AMOUNT OF SALIVA).

SCRIPT: You can now take the dental roll out of the envelope (it's in a plastic bag) and put it on the desk in front of you.

- now take the tube out of the bag

- remove the top like this (show them how to do this) – like peeling a banana

- now guide the cotton wool into your mouth like this (show them)

- when everyone has it in their mouth, I will start timing 3 minutes.

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- (When everyone has it in their mouth) I will tell you when to remove the cotton wool.

SCRIPT: You can now continue with the questionnaire from where you left off and I will tell you when to take the cotton wool out of your mouth.

• If any pupil experiences serious discomfort holding the cotton wool in their mouth, for example due to having braces fitted, they should be reassured and told that they don't need to give the saliva sample. Collect in their saliva sample tube and swab and make a note of the ID number at the end of the classroom situation form and write that their saliva sample is likely to be insufficient.

• Also keep an eye out for pupils who aren't doing the saliva sample (i.e. they have not had the dental roll in their mouth at any point).

Quietly check whether they want to give a saliva sample. If they don't, take their salivette (make sure it is inside the plastic bag) and place a red dot sticker on the inside of their plastic bag and note the

ID number down and write a small X on the front of the pupil's envelope. The red sticker indicates to the University in Edinburgh a completely dry cotton wool roll. This will not be sent to the lab.

- If anyone drops the dental roll before the saliva collection has started, a fresh dental roll can be given to this pupil (use a spare). The ID number will have to be written on the new salivette tube (to match up with the child's questionnaire).
- Please check that pupils are not chewing on the cotton wool roll.
- It is important to keep an eye on pupils who are being disruptive or behaving in a way that may be unsafe (a lot of giggling, laughing etc. that may cause the cotton wool to be swallowed or inhaled). You may decide that it is unsafe for these pupils to continue giving a saliva sample, and can ask them to remove it. If this happens, collect their salivette and note the ID number on the classroom situation form & write that their saliva sample is likely to be insufficient.

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- Please read the guidelines for staff on risk assessment in relation to saliva sampling on page 13 of this document.
- After three minutes, ask the pupils to place the cotton wool back into the tube - demonstrating this again if necessary – and to put the lid back on their tube. Ask them to put the tube back inside the plastic bag and place it on their desk and tell them that you will be coming round to collect them.
- Collect in the salivettes using the padded envelope or plastic bag provided and give a small cup of water to each pupil.

**SCRIPT: {when 3 minutes is up} Now, place the cotton wool roll back into the plastic tube. I will demonstrate again, so watch me do it first. Make sure you lean over your desk in case it falls. (Demonstrate). When it's back in the tube, place the tube back in the plastic bag and put it on your desk, and we will collect them in. We'll also bring round some water.**

**When you've done that, you can carry on filling out the questionnaire from where you left off– you have the rest of the lesson to do that. When you have finished the questionnaire, please check that you haven't missed out any questions and put your hand up, and I will collect them in. Otherwise, I will tell you when time is nearly up.**

**{Collect salivettes and give each child a small cup of water – teacher can also help}**

**When collecting salivettes in, make sure you check that ID numbers match up with the child's questionnaire ID.**

**Please note: Salivettes should be stored in a cool non-smoking environment**

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Note to researcher: Hygiene

- Tissues and latex gloves are provided in your packs should you require them.
- For most situations during data collection you should not need to

use latex gloves. However you may wish to in instances where saliva leaks out of the tube and on to the outside of the bag.

- Five to ten minutes before the end of the lesson, tell pupils they have one more minute and ask them to finish off what they are writing. After another minute, ask them to stop writing and to place the questionnaire back in their envelope and seal it. Say that you will come round and collect the envelopes. Be sure that all pupils take the information leaflet out of the envelope before sealing it and handing it in (otherwise you will have to hand out more).

- Note – timings in the classroom may be flexible. If many pupils still have a lot of the questionnaire to complete, check with the teacher if he/she will allow more time. Be guided by the teacher.

**SCRIPT:** {Five-ten minutes before the end of the lesson- see note above}  
You have one more minute for the questionnaire, so please finish off what you're writing. Please can you all also check that you have answered all the questions, and especially the very last question (Q63) in the questionnaire.

{One minute later} Please stop writing now and put the questionnaire back in your envelope and seal it. Your questionnaire should be the only thing left in the envelope. The information sheet is for you to take away with you. We'll come round and collect the envelopes.

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Ending the data collection session

- Once all the pupils have sealed their envelopes, collect them in, and give each child a sticker. Also collect in used cups. These should be disposed of - teacher may let you dispose of them at the school.

- Thank the pupils for their co-operation.

**SCRIPT:** Thank you very much for your help with this survey.

- If you haven't had the chance to complete the proforma on the 'classroom situation' for data collection, please ensure that you have all the necessary information for this before you leave the classroom. Note: there may not be sufficient time to complete this form. Please don't worry about this too much as the teacher's class return form should provide most information. It is very important however, that ID numbers of dry saliva samples and possible insufficient samples etc are noted on the salivette return form.

- Also ensure that the class return form has been completed and returned to you by the teacher.

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RISK ASSESSMENT AND SALIVA SAMPLING: GUIDELINES FOR TEAM

The two potential hazards associated with saliva testing are that pupils may become nauseous or choke.

Nausea

- 1) If a pupil complains that the swab in their mouth is making him/her feel nauseous, advise him/her to remove the swab right away, using the approved

procedure (no handling).

2) If a pupil actually becomes nauseous, remember that the classroom teacher has first responsibility for the pupil: follow the teacher's orders. The teacher is likely to escort the pupil to the lavatory. If so, you should send a pupil to find the school nurse or another member of the school staff with first aid experience. To comply with child protection guidelines, please remember not to accompany a pupil anywhere on your own

#### Choking

1) There are no reports of pupils choking in any previous studies. Obviously though, this remote possibility could have grave consequences. Again, remember that the classroom teacher has first responsibility for the pupil: follow the teacher's orders.

2) Those study staff with first aid training involving choking may offer to use that training, but the decision should be made by the teacher. Again, the study staff may send a pupil to find the school nurse or another member of the school staff with first aid experience.

Any cases of actual nausea or choking should be the subject of an accident report, which will have to be filed. Each school will, by law, have accident report forms.

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#### Additional notes:

- Please return questionnaires, class return forms and classroom situation forms to MVA
- Please return salivettes and salivette return form to Patricia Akhtar at CAHRU at the end of each day's fieldwork if possible
- Once fieldwork has been completed, please return all unused materials to MVA (CAHRU will arrange for collection of these at a later date)

## **Teacher Notes**

### Changes in Child Exposure to Environmental Tobacco Smoke (CHETS)

#### Teacher Notes

To help with the smooth running of the survey, we would be grateful if classroom teachers could assist in the following ways:

- Identify those pupils who don't have parental consent to take part and ensure that they have another activity to get on with
- Assist with handing out and collecting in questionnaire packs
- Filling out a class return form (CRF)
- Wherever possible, let the researcher respond to any queries about the questionnaire. If that's not possible, please be sure not to bias the pupil's answers in any way. Help with practical suggestions, like whether to place a tick or a number in a circle, but avoid interpreting any questions or suggesting possible answers. Instead, the pupil should be instructed to answer as best as he/she can or to answer the question as he/she understands it him/herself. If a pupil still doesn't understand the question, they should enter the 'don't know' response (if there is one), or write 'I don't understand' next to the question.
- Explaining to pupils how to guide the cotton wool roll into their mouth or back into the plastic tube (salivette) during saliva collection. The dental roll should be placed between the teeth and cheek, towards the front of the mouth. Ideally no-one should touch the cotton wool. If anyone does touch it or the cotton wool falls onto the desk or floor, then you should take a note of this, along with the ID number, so that the researcher knows that this particular sample may not be good for analysis. If anyone drops the dental roll before the saliva collection has started, a fresh dental roll can be used (the researcher will have spares). The ID number will have to be written on the new salivette tube (to match up with the child's questionnaire).
- Keeping an eye out for unsafe behaviour, especially during saliva collection. If there is a problem, ask the child to remove the dental roll from their mouth and place it in the tube. Note the tube's ID number and report it to the researcher.
- Helping to collect salivettes in the envelope provided and handing out cups of water after the saliva collection has finished
- Helping to maintain discipline/order in the classroom.

Thank you very much for your help

## **School Information Leaflet**

### Background

CHETS is an important study which is being funded by NHS Health Scotland. In Spring 2006, The Scottish Executive introduced legislation to ban smoking in enclosed public places.

CHETS aims to monitor children's exposure to environmental tobacco smoke before and after the introduction of the new legislation. CHETS offers a unique and final opportunity to compare pre and post ban exposure in Scotland.

The study is being carried out by the Child and Adolescent Health Research Unit (CAHRU) at Edinburgh University.

### Surveys

The research comprises two surveys: one before and one after the ban. The surveys each involve around 3,000 pupils in 115 Primary schools throughout Scotland. Primary 7 pupils have already been surveyed pre-ban (in January 2006), and another P7 year group will be surveyed post-ban (in January 2007). Informed parental consent will be obtained before the survey is carried out.

Pupils will receive verbal and written information about the study and will be informed that participation is voluntary, anonymous and confidential.

Pupils will be asked to complete a questionnaire including questions about their exposure to environmental tobacco smoke in various locations. They will also be asked to give a saliva sample that will be subsequently tested for the presence of cotinine, an indicator of exposure to nicotine. The collection of saliva samples will be carried out using a simple tried and tested method, (a sterile cotton wool dental roll to be held in the mouth, between the cheek and teeth, for around 3 minutes). Questionnaires and saliva samples will be anonymous; individual pupils and schools will not be identifiable in any reports.

A copy of the CHETS questionnaire is enclosed.

Findings from the study will be made available during 2007.

If you have any questions:

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