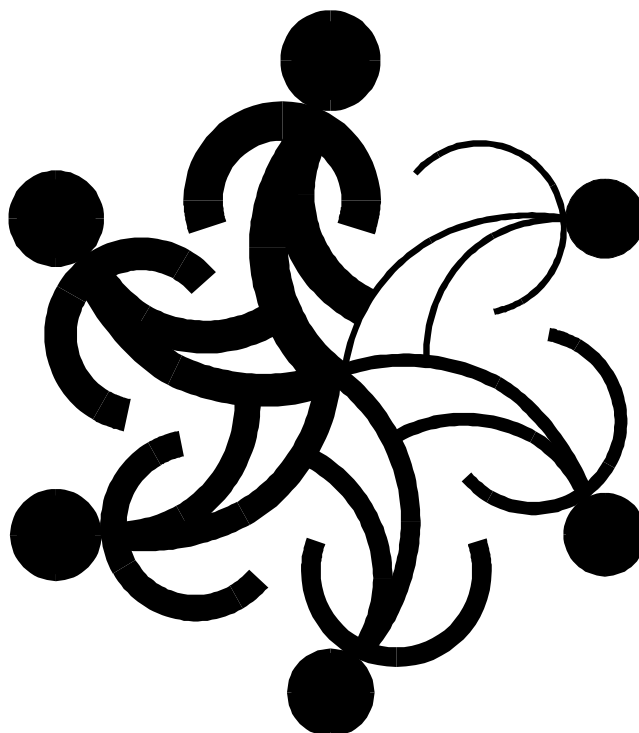




# NATIONAL LONGITUDINAL SURVEY OF CHILDREN & YOUTH

Overview of Survey Instruments  
for 1996-97 Data Collection  
Cycle 2



Catalogue no. 89FOO78XIE

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Statistics Canada    Statistique Canada  
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This is a companion report to the two documents containing the survey questionnaires, **National Longitudinal Survey of Children and Youth: Survey Instruments for 1996-1997 Data Collection, Cycle 2, Books 1 and 2**, Catalogue no. 89FOO77XPE for both. Copies of these documents are available on request. Other publications concerning the NLSCY are listed in Appendix E.

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## Executive Summary

The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study conducted in partnership by Human Resources Development Canada (HRDC) and Statistics Canada. The primary objective of the NLSCY is to monitor the development and well-being of Canada's children as they grow from infancy to adulthood.

The NLSCY is designed to follow a representative sample of Canadian children, aged newborn to 11 years, into adulthood, with data collection occurring at two-year intervals. The first collection of information (cycle 1) took place in the winter and spring of 1994-95 and the second (cycle 2) in the winter and spring of 1996-97. Collection of cycle 3 data will begin in the fall of 1998. In addition to the original sample of children, who were aged 2 to 13 years at the time of the second data collection, a new sample of newborn and 1-year-old children was added to cycle 2 to allow for cross-sectional estimates.

The NLSCY is a comprehensive survey that examines a variety of factors thought to influence child growth and development. Information is collected on the child's parent(s) and other family members, on the characteristics of the child's family and on the child's school. In addition, the NLSCY collects information on the child's health, development, temperament, behaviour, relationships, child care and school experiences, participation in activities and family and custody history.

Much of the information in the NLSCY is collected from parents on behalf of their children, by means of a household interview. Additional information is collected using questionnaires completed by the child's teacher and principal. Children aged 10 and older complete a separate written questionnaire in the home. Finally, the NLSCY includes two measures of achievement: interviewers administer a receptive vocabulary test in the home to children aged 4 to 6; and teachers administer a short test of mathematics/computation skills and reading comprehension to children in grades 2 and above.

Data collected in cycle 1 of the survey is being released by Statistics Canada in several "waves" due to the size of the data set. The first wave of data was released in October 1996, with a public microdata file becoming available for purchase in November along with a volume entitled "Growing Up in Canada", which presented the first research studies undertaken using NLSCY data. Further information from teachers and principals was released in April 1997. The second wave of data was released in September 1997, with the remaining data from cycle 1 scheduled for late 1997. It is anticipated that the release of cycle 2 data will begin in 1998. Statistics Canada retains a master microdata file from which data can be requested, and will produce public microdata files and accompanying documentation as well as highlights packages following each data collection.

## 1. Introduction

The purpose of this document is to describe the content and design of cycle 2 of the National Longitudinal Survey of Children and Youth (NLSCY). It describes the survey instruments for the 1996-97 cycle of the NLSCY as reflected in the two documents, **National Longitudinal Survey of Children and Youth, Survey Instruments for 1996-1997 Data Collection, Cycle 2 - Books 1 and 2**, Catalogue number 89FOO77XPE for both.

As the NLSCY Cycle 2 content is similar to that in Cycle 1, this document builds on the information presented in the preceding overview, **National Longitudinal Survey of Children: Overview of Survey Instruments for 1994-95 Data Collection, Cycle 1**, rather than repeating much of it. The reader should refer to this previous document for additional information. (Please see Appendix E for a list of earlier publications regarding the survey.)

## 2. The NLSCY

### 2.1 Purpose

The National Longitudinal Survey of Children and Youth is a long-term study conducted in partnership by Human Resources Development Canada (HRDC) and Statistics Canada. The primary objective of the NLSCY is to monitor the development and well-being of Canada's children as they grow from infancy to adulthood. More specifically, the objectives of the NLSCY are:

- C to determine the prevalence of various biological, social and economic characteristics and risk factors among children and youth;
- C to support Canadian understanding of the determinants of child development and well-being and of the pathways of their influence on child outcomes; and
- C to provide this information to policy and program officials for use in developing effective policies and strategies to help young people live healthy, active and rewarding lives.

### 2.2 Management of the Survey

The NLSCY is conducted in partnership by HRDC and Statistics Canada. Statistics Canada is responsible for data collection, while HRDC provides overall direction to the

survey. Both agencies play a role in funding, development of survey content, research and dissemination of findings.

In addition, HRDC and Statistics Canada continue to benefit from the advice and input of a variety of other interested partners. Other federal departments are kept informed of developments and provide advice on the survey via the NLSCY Interdepartmental Committee. Provincial and territorial governments have been kept informed of progress and have provided input via representatives in each province and territory.

Finally, HRDC and Statistics Canada have relied heavily on advice provided by HRDC's Expert Advisory Group on Children and Families (EAG), a multi-disciplinary group of Canadian and international experts in child development who are consulted on survey design, survey questions and research priorities, and who are responsible for much of the original research that has been conducted using the survey data. Additional experts are consulted on an ad hoc basis as required.



### 3. NLSCY Design

The 1996-97 NLSCY data collection is the second data collection, or cycle, for the survey. The first data collection took place in 1994-95.

For the second cycle of the survey, the NLSCY consists of two components:

1. a main component - the collection in the provinces, which is solely the NLSCY, and
2. a territories' component - the collection in Yukon and Northwest Territories which is done jointly with the National Population Health Survey (NPHS).

Note that there is no longer a component integrated with the NPHS at the provincial level as there was for the first cycle.

The main component is discussed in the following sections; the territories' component is discussed in Appendix B.

#### 3.1. Definition of the NLSCY Population

The goal of the NLSCY is to follow, until they reached adulthood, a representative sample of Canadian children who were aged newborn to 11 years during the first cycle in 1994-95, and to collect information about these children every two years. The NLSCY target population for the first data collection in 1994-95 consisted of the population of Canadian children newborn to 11 years of age who lived in private households. Children living in institutions and children living on Indian reserves were not targeted by the survey, as the households for the main component were selected from Statistics Canada's Labour Force Survey (LFS) sample frame<sup>1</sup>. The children in each economic family<sup>2</sup> were selected at random, up to a maximum of four children per household.

For the second collection, in 1996-97, the NLSCY target population for the purposes of longitudinal estimates remains the children from the respondent households for the first cycle, now aged 2 to 13 years. For the purposes of producing cross-sectional estimates, it was necessary to add a sample of children aged newborn to 1 year, since these ages were no longer covered by the longitudinal sample. These children were from households

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<sup>1</sup> Appendix C provides a brief description of the Labour Force Survey.

<sup>2</sup> For the NLSCY, an economic family is defined as a family in which all members are related by blood, marriage, common-law relationship or adoption; foster children are considered to be part of a family.

selected from the LFS sample frame, as well as from NLSCY longitudinal households with children born between the first and second data collections.

## **3.2 Longitudinal and Cross-sectional Estimates**

By definition, the first cycle of the survey provided cross-sectional, or prevalence, information only. However, for the second collection cycle, the NLSCY will be able to provide cross-sectional and longitudinal information. The longitudinal data are central to tracking developmental changes in children over time and to studying the influence of children's environments. The cross-sectional and longitudinal estimates will be produced at the national level for each age group. They will be produced at the provincial level for children from aggregated age groups to the extent possible, depending on the size of the sample and the reliability of the estimates.

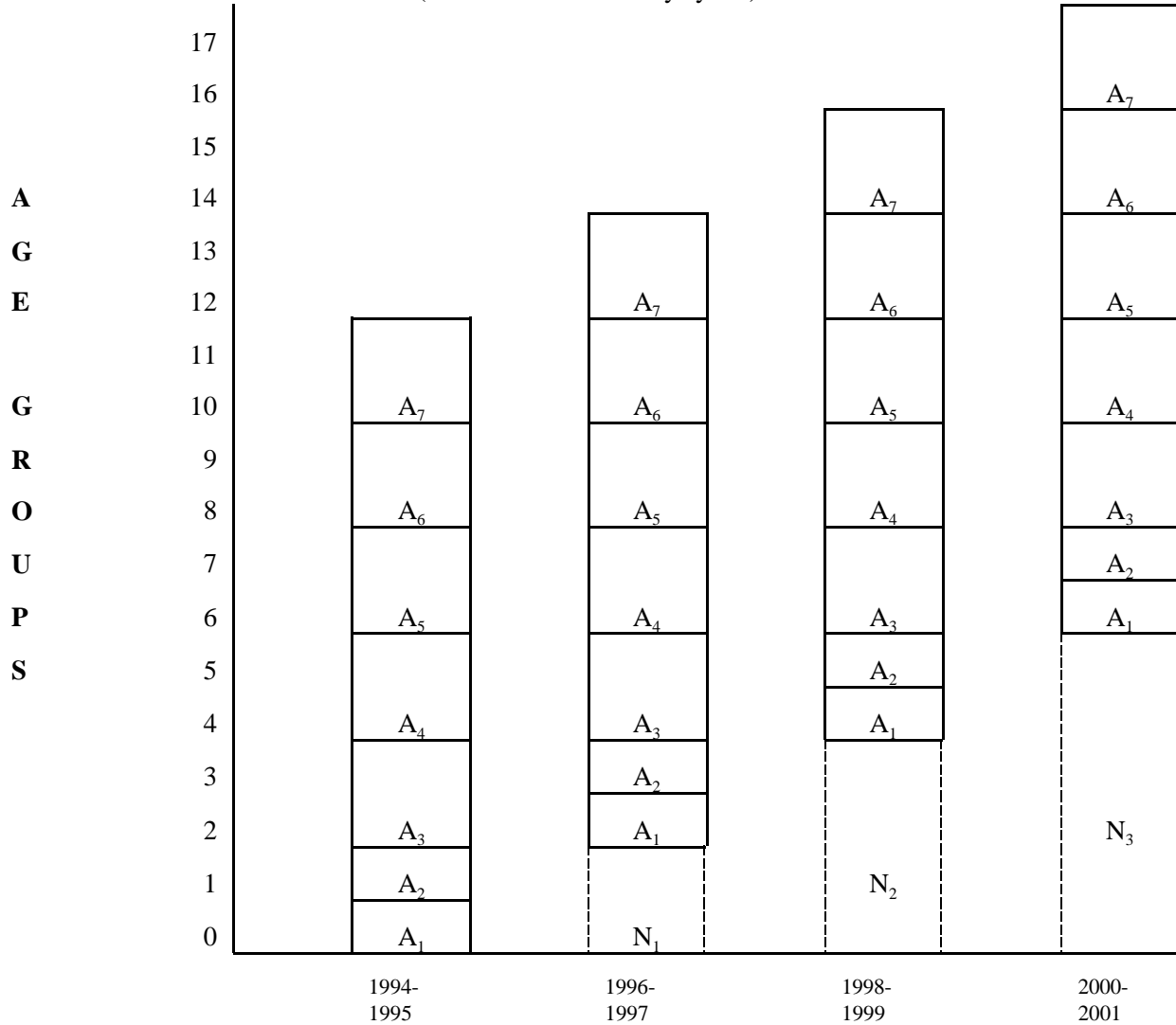
Figure 1 provides an overview of the longitudinal and cross-sectional aspects of the NLSCY. A1 to A7 represent the longitudinal sample. N1 to N3 represent the additional cross-sectional sample for cycles 2 to 4. Cross-sectional estimates will be produced for each cycle, e.g., for A1 to A7 for 1994-95, for N1 to A7 for 1996-97. Longitudinal estimates will be produced starting with the second cycle to show changes in sample characteristics between collection cycles, e.g., between A3 in 1994-95 (children 2-3 years of age) and A3 in 1996-97 (the same children, now 4-5 years of age).

### **3.2.1 Longitudinal Sample**

Information will be collected on the NLSCY children at two-year intervals until they reach adulthood. If a child moves out of the sample dwelling at a later date, the child will be traced and will be included in the next cycle of interviewing at the new location. From a longitudinal perspective, the child, not the dwelling, is the statistical unit. The "A's" in Figure 1 represent the longitudinal sample and show how the sample ages with each subsequent cycle.

For the first NLSCY data collection in 1994-95, a final responding sample was obtained of 22,831 children newborn to 11 years of age inclusive, in the ten provinces. (See Appendix B for size of the sample in the two territories.)

**Figure 1 : NLSCY Sample Design**  
(for the first four survey cycles)



**COLLECTION CYCLES**

This figure shows the first four data collection cycles for the NLSCY. The longitudinal sample and the original cross-sectional sample are represented by the As and the expanded cross-sectional sample by the Ns. Boxes A1 to A7 represent the age groups used for the longitudinal sample: 2 years, 3 years, 4 to 5 years, 6 to 7 years, 8 to 9 years, 10 to 11 years and 12 to 13 years for the second collection cycle (1996-97). The supplementary sample from New Brunswick is not represented here.

For the second cycle, the longitudinal sample includes children aged 2 to 13 years. Because of budgetary constraints, a number of cost-cutting measures were necessary in cycle 2, including the reduction of the sample. It was decided to remove from the sample all children from households in the integrated component in cycle 1 (i.e., who participated in the National Population Health Survey (NPHS) - see Section 3.3), a total of 3,884 children. In addition, a maximum of two children per economic family was selected rather than four as during the first cycle, thus reducing the size of the sample by a further 1,908 children. Finally, 136 children were removed from the sample because of the complexity they brought to the weighting<sup>3</sup>. The sample was therefore cut by a total of 5,928 children to 16,903.

It is, however, still possible for some families to have three or four children in the survey. If, in addition to the two children already selected for cycle 2, there were one or more newborns aged 0 to 1 year of age, one of them would be selected for the additional cross-sectional sample (see section 3.2.2). If, however, the newborn had a twin, both would be selected for the cross-sectional sample, thus bringing the number of children in the sample for that family to four.

Some children who were participants in the first collection cycle may not participate in the subsequent cycles because of sample attrition. The numbers of these children will be carefully monitored. However, experiences in similar longitudinal surveys such as the National Longitudinal Survey of Youth in the United States have shown that attrition does not appear to be a major problem.

### **3.2.2 Cross-sectional Sample**

In the cycles subsequent to cycle 1, it is intended that the NLSCY sample will be upgraded in age groups no longer covered by the longitudinal sample, to maintain coverage of the lower age ranges for cross-sectional purposes. The "N's" in Figure 1 represent the augmented portion of the cross-sectional sample. This augmented sample will allow for cross-sectional analysis for each cycle in order to cover all Canadian children. At the present time, it is planned that children added to upgrade the sample will not be followed longitudinally.

For cycle 2, the target for this additional sample was 4,000 children, approximately 2,000 children 0 to 11 months and 2,000 children 12 to 23 months. This was drawn from two sources: existing NLSCY longitudinal households in which children had been born since cycle 1 collection, and a sample of new households with children ages newborn to 1 year.

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<sup>3</sup> *In cycle 1, these children were drawn from the new LFS design, one of the four sampling frames used, and were older siblings of 0-1 year-olds that were the primary target of this particular sampling frame. Since estimations are done separately for each sampling frame, the low numbers of these children do not allow accurate estimation. Refer to section 7.2 in the NLSCY User Handbook.*

The new cross-sectional households were part of the LFS frame when the second collection for the NLSCY took place or during the period just preceding the collection. One child (aged newborn to 1 year) per household was selected, except in the case of twins, when both were selected. The number of children obtained during collection from this source was approximately 2,680.

In addition to children in new NLSCY households, approximately 1,490 children newborn to 1 year were added from the longitudinal households. As was the case for the new cross-sectional households, only one child newborn to 1 year was selected per household, except when twins were present. In such cases, both children were selected.

A total of approximately 4,170<sup>4</sup> additional children was thus included in the cross-sectional sample of the 1996-97 collection. For the purposes of cross-sectional estimates, the cross-sectional sample as well as the longitudinal sample will be used.

### **3.2.3 Supplementary Sample**

In cycle 2, a supplementary sample purchased by the New Brunswick Department of Health and Community Services was introduced. This sample was also drawn from the LFS frame at the same time as the additional cross-sectional sample. Children 2 to 5 years of age were selected, in New Brunswick only, with a maximum of two children per economic family. A sample of approximately 500 children was targeted. The sample after collection included approximately 480<sup>3</sup> children in the respondent households. These children will also be included in the national cross-sectional sample.

## **3.3 Integration with the National Population Health Survey (NPHS)**

The National Population Health Survey is another national longitudinal survey being conducted by Statistics Canada in the same years as the NLSCY. Its purpose is to produce reliable estimates of the current physical and mental health of Canadian residents of all ages and to identify the factors that determine good and ill health. Because both the NLSCY and the NPHS needed to collect data on the health of Canadian children, it was initially decided that a portion of the sample and content of the two surveys would be integrated in the provinces. The children selected by the NPHS were part of the sample for both surveys in cycle 1.

For the second cycle, as a result of budget cuts, in addition to limiting the number of children selected to two children in the majority of NLSCY families, it was decided to no longer integrate the two surveys. Thus, all families in which at least one child was part of the two surveys were eliminated from the NLSCY sample. It must be noted that these

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<sup>4</sup> *This total is a preliminary result because the data processing had not been completed as of the time of publication.*

cuts resulted in the elimination from the NLSCY of approximately 2,288 households, representing 3,844 longitudinal children. These children are still maintained in the NPHS.

However, the data collection in the Yukon and the Northwest Territories remains integrated with the NPHS. Appendix B contains information on the survey in the two territories.

### 3.4 Sample Allocation

The sample allocation for the first cycle of the NLSCY was based on several requirements. Sufficient sample was required in each age group to produce reliable estimates at the national level. There had to be a sufficient sample at the national level to reliably measure characteristics with a national prevalence of 4% for each age group after five survey cycles (min-p<sup>5</sup> of 4%). Secondly, a sufficient sample in each province and territory was required to produce reliable estimates for all children ages newborn to 11 years, with no age breakdown.

It should be noted that the NLSCY uses a cluster sample<sup>6</sup>, not a simple random sample. Thus, certain characteristics may not be measurable below the national level. The sample was first allocated by age group; a second step involved an allocation by province to make sure that the smaller provinces would have sufficient sample. Zero to 11 month olds and one-year olds were oversampled by keeping them as separate groups.

Figure 2 presents the longitudinal sample obtained for the first cycle from respondent households, and the longitudinal sample (after sample cuts) surveyed for the second cycle. The size of the responding cycle 2 longitudinal sample is unavailable at the time of publication. Figure 3 represents these allocations by province. Figure 4 indicates the cross-sectional sample obtained after collection for the second cycle from respondent households by age group and Figure 5 by province.

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<sup>5</sup> *NLSCY data will be used to estimate the proportion of children having specific characteristics, for example, specific behaviours. The 'min-p.' is the 'minimum proportion' or smallest proportion obtained by the survey estimates where the estimates can be reliably released or published without qualification. If one wishes to estimate a proportion smaller than the calculated min-p, the estimates will not be reliable and should not be released. If the estimated proportion is greater than the min-p, the estimates can be released.*

*The min-p after five cycles (ten years) was considered to be a critical criterion for the NLSCY sample because the NLSCY is a longitudinal survey. The min-p for earlier cycles should be better than the one after five cycles.*

<sup>6</sup> *Because the NLSCY uses the Labour Force Survey sample frame, the LFS clusters become the basis for the NLSCY sample as well. Cluster sampling for the LFS includes, for example, the process of sampling city blocks. Only certain blocks are chosen to be part of the sample; dwellings are selected from within those blocks.*

**Figure 2 : Number of longitudinal children<sup>1</sup> in cycles 1 and 2 by age group**

<b>AGE</b>	<b>Cycle 1 (# responding)</b>	<b>Cycle 2 (# surveyed)</b>
<b>0</b>	2,227	-
<b>1</b>	2,469	-
<b>2-3</b>	3,909	3,950
<b>4-5</b>	3,728	2,958
<b>6-7</b>	3,550	2,652
<b>8-9</b>	3,514	2,392
<b>10-11</b>	3,434	2,463
<b>12-13</b>	-	2,488
<b>Total</b>	22,831	16,903

**Figure 3 : Number of longitudinal<sup>1</sup> children in cycles 1 and 2 by province <sup>2</sup>**

<b>PROVINCE</b>	<b>Cycle 1 (# responding)</b>	<b>Cycle 2 (# surveyed)</b>
<b>Newfoundland</b>	1,232	950
<b>Prince Edward Island</b>	764	467
<b>Nova Scotia</b>	1,532	1,191
<b>New Brunswick</b>	1,426	1,070
<b>Quebec</b>	4,065	3,182
<b>Ontario</b>	6,020	4,342
<b>Manitoba</b>	1,789	1,232
<b>Saskatchewan</b>	1,878	1,413
<b>Alberta</b>	2,185	1,599
<b>British Columbia</b>	1,940	1,457
<b>Total</b>	22,831	16,903

1 *The number of children in cycle 1 comes from the final sample of respondent households. In cycle 2, the number of children shown is the number surveyed, after the cuts were applied to the cycle 1 sample.*

2 *Annex B contains the data for the Yukon and Northwest Territories.*

**Figure 4 : Number of responding children<sup>1</sup> in cross-sectional and supplementary New Brunswick samples for cycle 2 by age group**

<b>AGE</b>	<b>Cross-sectional sample Number of children</b>	<b>Supplementary NB sample Number of children</b>
<b>0</b>	<b>1,970</b>	<b>--</b>
<b>1</b>	<b>2,200</b>	<b>--</b>
<b>2-3</b>	<b>--</b>	<b>235</b>
<b>4-5</b>	<b>--</b>	<b>245</b>
<b>Total</b>	<b>4,170</b>	<b>480</b>

**Figure 5 : Number of responding children<sup>1</sup> in cross-sectional and supplementary samples in cycle 2 by province<sup>2</sup>**

<b>PROVINCE</b>	<b>Number of children</b>
<b>Newfoundland</b>	<b>145</b>
<b>Prince Edward Island</b>	<b>110</b>
<b>Nova Scotia</b>	<b>255</b>
<b>New Brunswick<sup>3</sup></b>	<b>720</b>
<b>Quebec</b>	<b>825</b>
<b>Ontario</b>	<b>1,285</b>
<b>Manitoba</b>	<b>330</b>
<b>Saskatchewan</b>	<b>300</b>
<b>Alberta</b>	<b>350</b>
<b>British Columbia</b>	<b>330</b>
<b>Total</b>	<b>4,650</b>

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1 *The number of children constitutes a preliminary result because the data processing had not been completed as of the time of publication.*

2 *Annex B contains data for the Yukon and the Northwest Territories.*

3 *Includes 480 children from the supplementary sample.*



### **3.5 Respondents**

The main respondent for cycle 2, as for cycle 1, was the person in the household most knowledgeable about the child(ren). In most cases, the respondent was the mother. This person provided information on herself, her spouse/partner, the selected child(ren) and household members. The child was the respondent for: the direct assessment of receptive vocabulary (4, 5 and 6-year-olds if they were in first grade or lower); self-administered questionnaires for 10-11 year olds and 12-13 year olds; and the reading and mathematical aptitude indicator (children in second grade and over); these were administered in the home. They were also the respondent for the Reading Comprehension and Mathematics Computation Exercise (second grade and over) given to them in school. The interviewer completed an evaluation of the Peabody Picture Vocabulary Test conditions and of the indicator. The child's teacher and principal responded to the Teacher's and Principal's Questionnaires.

### **3.6 Data Collection**

Data collection for the second cycle of the NLSCY took place from November 1996 to June 1997. The first period of the household collection started in November and the second in February, each lasting approximately two months. The school collection was carried out in the spring of 1997.

#### **3.6.1 Main Collection in the Provinces**

The main NLSCY household data collection in the provinces was carried out using computer-assisted interviewing (CAI), either in person or by telephone. Statistics Canada interviewers conducted the interviews. Contacting the household and asking for demographic information was generally done by telephone. Interviews continued in person except for households in the cross-sectional sample, for which interviews took place entirely by telephone in the majority of cases. This was feasible since the children were young and weren't required to complete a questionnaire or a test.

Face-to face interviewing for longitudinal households was used for several reasons. Personal interviewing helped secure the household's participation over a long period of time and allowed for the development of a rapport between the respondent and the interviewer. Also, the nature of some elements of the NLSCY made it necessary for collection of a portion of the data to occur through personal interviewing. For example, an interviewer-administered assessment to measure receptive vocabulary was conducted in the home for children aged 4 to 6 years of age. In addition, 10 to 13 year olds were asked to fill out a self-completed questionnaire, in most cases while the interview with the parent was being conducted. Children in second grade and up were given a reading and mathematical aptitude indicator. Furthermore, the parent's signed consent was required in

order to collect information from teachers and principals and to allow children in grades 2 and above to be given a reading comprehension and mathematics computation exercise in school.

Once the household collection was completed, questionnaires were mailed to, and returned by, teachers and principals of school-aged children for whom parental consent had been given.

### **3.7 Data Output**

#### Cycle 1:

Data collected in cycle 1 of the survey is being released by Statistics Canada in several “waves” due to the size of the dataset. The first wave of data was released in October 1996, with a public microdata file becoming available for purchase in November along with a volume entitled “Growing Up in Canada”, which presented the first research studies undertaken using NLSCY data. Further information from teachers and principals was released in April 1997. The second wave of data was released in September 1997, with the remaining data from cycle 1 scheduled for late 1997.

#### Cycle 2:

Processing of the data collected in cycle 2 of the survey began in May 1997, and the data will be released in several “waves” starting in the fall of 1998.

Statistics Canada retains a master microdata file from which specific microdata files and personalized tabulations can be requested; please contact Michael Sivyler at 1-800-461-9050 or [sivyler@statcan.ca](mailto:sivyler@statcan.ca). In addition, Statistics Canada will produce public microdata files and accompanying documentation as well as highlights packages following each data collection. Appendix E contains a list of publications relating to the NLSCY, some of which may be useful for those wishing to analyze the data.

## 4. NLSCY Survey Instruments

The NLSCY is a comprehensive survey that examines a variety of factors thought to influence child growth and development. Information is collected on the child's parent(s) and other family members, on the characteristics of the child's family and on the child's school. In addition, the NLSCY collects information on the child's health, development, temperament, behaviour, relationships, child care and school experiences, participation in activities and family and custody history.

Much of the information in cycle 2 of the NLSCY was collected from parents on behalf of their children, by means of a household interview. Additional information was collected using questionnaires completed by the child's teacher and principal. Children aged 10 and older completed a separate written questionnaire in the home. Finally, the NLSCY included two measures of skills: a receptive vocabulary test was administered by interviewers in the home to children aged 4 to 6; and a test of mathematics computation skills and reading comprehension was administered in the school to children in grades 2 and above. Another measure administered in the home was a reading and mathematical aptitude indicator; the results of this were used in determining the appropriate level for the school mathematics and reading exercise.

The NLSCY collection in the provinces<sup>2</sup> consisted of six sections completed by using computer-assisted interviewing (CAI) in person and by telephone, six self-completed instruments, two interviewer-completed evaluation questionnaires and three tests.

### **CAI:**

1. Household Contact Section
2. Parent Questionnaire
3. Child Questionnaire
4. Information on the school and informed consent
5. Various types of administrative information (control data and data concerning the status of questionnaires and of the indicator)
6. Peabody Picture Vocabulary Test-Revised (PPVT-R), for 4 and 5-year-olds and those 6-year-olds not in grade 2 or above - only the responses to the questions and the score are on CAI

The respondent for instruments #1 to #5 was the person most knowledgeable about the children in the family, except for the sections answered by the interviewer. The PPVT-R was administered directly to the child.

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<sup>2</sup> *The collection in the Yukon and Northwest Territories is discussed in Appendix B.*

### ***Self-completed Instruments:***

7. Questionnaire for 10-11 year olds
8. Questionnaire for 12-13 year olds
9. Teacher's Questionnaire: Document 1, for kindergarten teachers
10. Teacher's Questionnaire: Document 2, for a school environment where the child had one teacher for the basic academic subjects
11. Teacher's Questionnaire: Document 3, for a school environment where a child/youth had different teachers for the basic academic subjects
12. Principal's Questionnaire

Instruments #7 and #8 were completed by the child in the home; instruments #9 to #12 were mailed to the school for completion by the teacher or principal.

### ***Tests***

13. The Peabody Picture Vocabulary Test-Revised (for 4 and 5-year-olds and those 6-year-olds not in grade 2 or above)
14. The reading and mathematical aptitude indicator (for children in second grade and over)
15. The Reading Comprehension and Mathematics Computation Exercise (for children in second grade and over)

Tests #13 and #14 were completed by the child in the home. Test #15 was completed by the child at school.

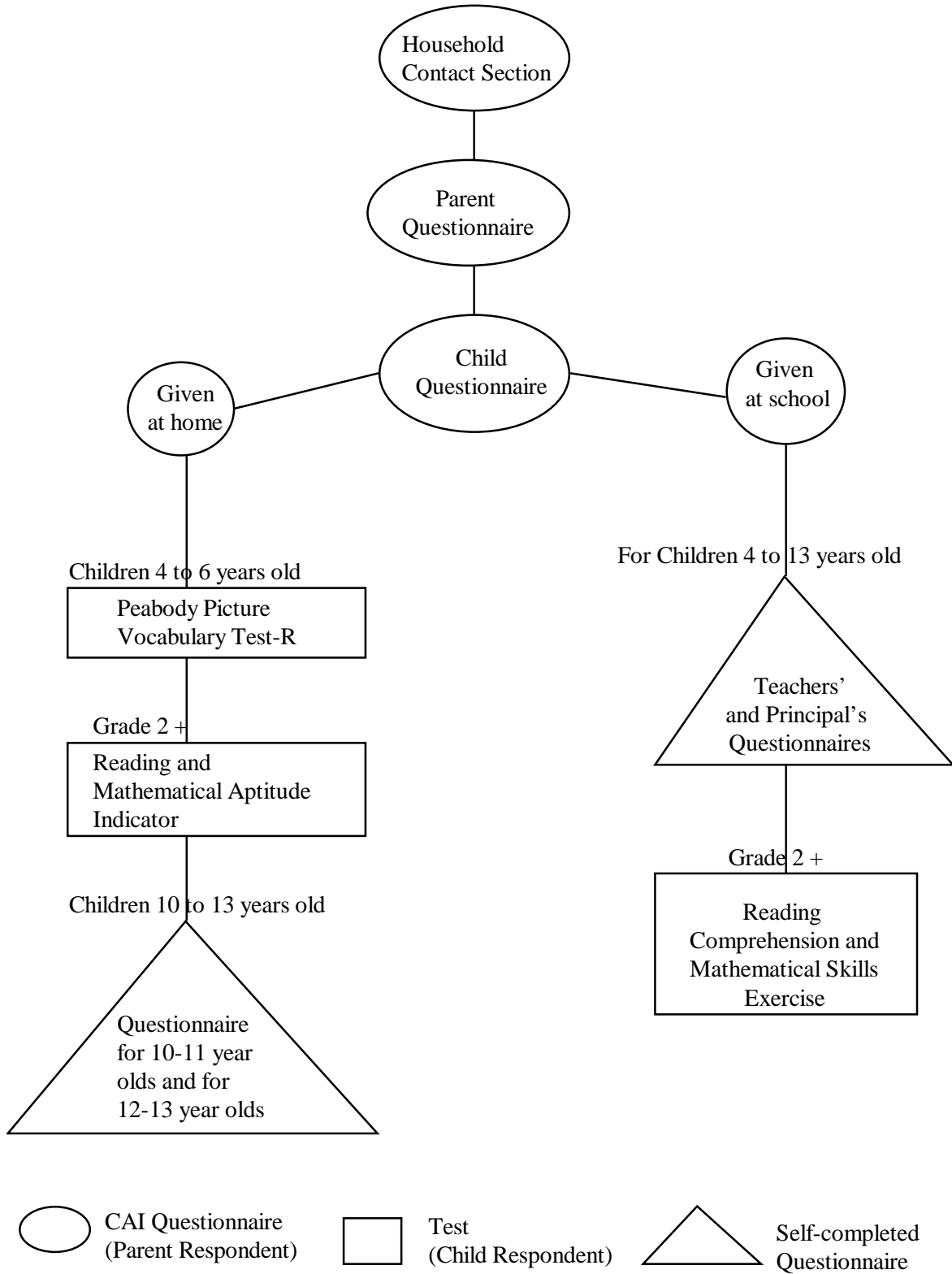
### ***Interviewer-completed Evaluation Instruments:***

16. PPVT-R evaluation
17. Indicator evaluation

Instrument #16 was on CAI. #17 was on paper.

Figure 6 presents a schematic of the survey instruments. Section 5 describes the NLSCY content in detail; Appendix D outlines the subject areas covered by each instrument and identifies the person (by age) about whom information was collected.

**FIGURE 6 : NLSCY Survey Instruments - Provinces**



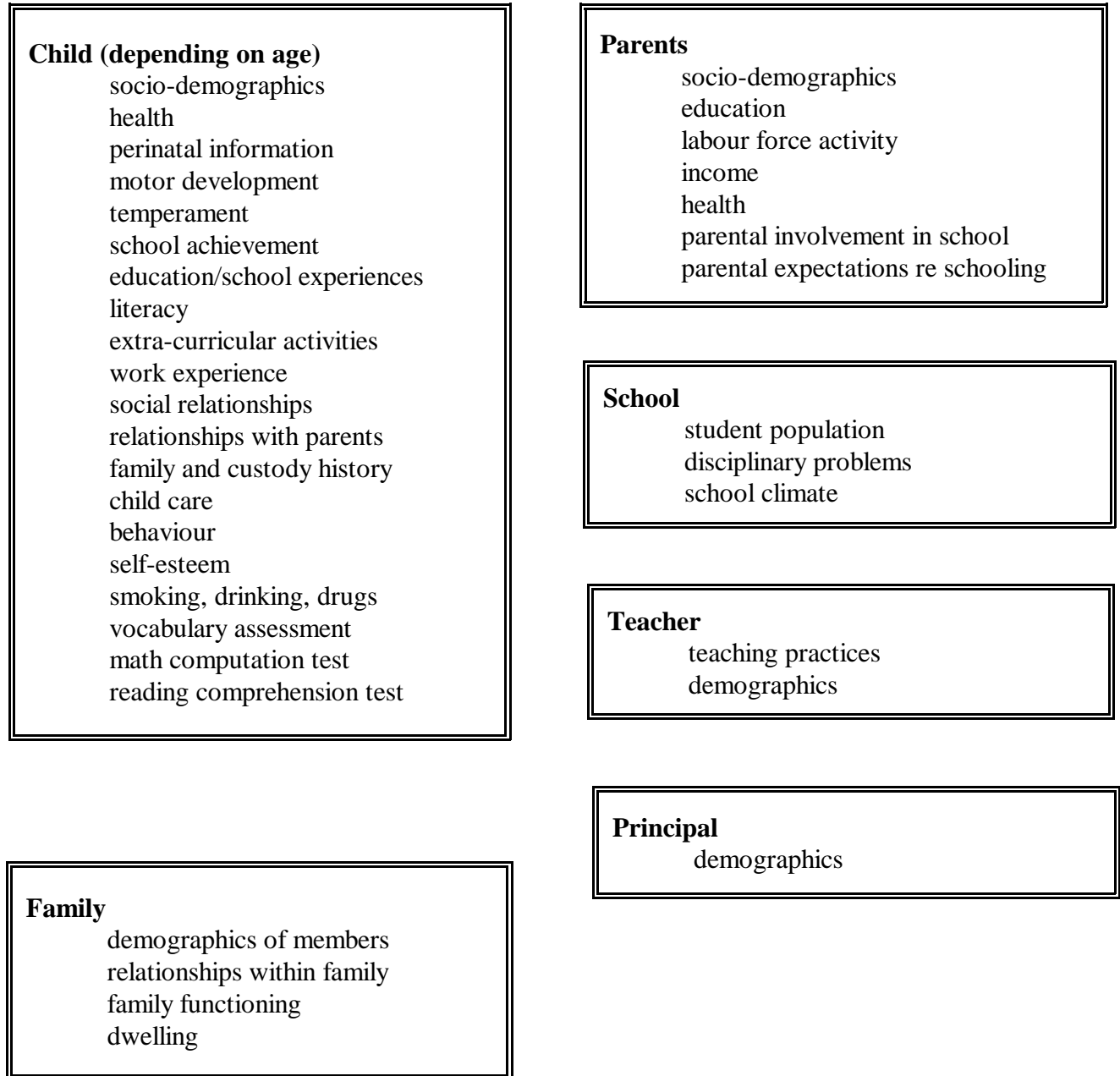
## 5. Survey Content

This section describes the NLSCY cycle 2 instruments by outlining the changes from cycle 1, to save repeating the information presented in the cycle 1 document **National Longitudinal Survey of Children: Survey Instruments for 1994-95 Data Collection, Cycle 1**. The reader is referred to this earlier document for more details. The content for the collection in the Yukon and Northwest Territories is summarized in Appendix B.

As mentioned earlier, the various cycle 2 survey instruments are presented in the documents **National Longitudinal Survey of Children and Youth: Survey Instruments for 1996-1997 Data Collection - Cycle 2, Book 1**, Catalogue No. 89FOO77XPE and **National Longitudinal Survey of Children and Youth: Survey Instruments for 1996-1997 Data Collection - Cycle 2, Book 2**, Catalogue No.89FOO77XPE. The questionnaires for the territories are available on request.

Figure 7 provides a summary of the content of the second collection cycle of the NLSCY. Appendix D outlines the specific content covered for the provinces.

**Figure 7: National Longitudinal Survey of Children and Youth - Cycle 2 Content**



## 5.1 Cycle 2 Content Changes

Content development for cycle 2 had three dimensions, namely a) revisions due to the analysis of cycle 1 data, b) new material added for 12-13 year old children as a result of consultation with experts in adolescence and c) expansion of the achievement tests. Work on content development began in February 1995 and continued through into the summer of 1996 at which time content was finalized in preparation for the production of CAI specifications and the paper questionnaires to be completed by children 10 to 13 years of age.

The selection of topics for inclusion in the second cycle was completed through consultation with members of the Expert Advisory Group and others who are experts in issues of relevance to adolescents. The objective of this consultation was to identify content which would be of importance for both 12 and 13-year-old children participating in the second cycle and for these same children as they grow older in subsequent collection cycles. To test the draft questionnaires, two sets of one-on-one interviews were conducted with 12-13 year old children, the first in November 1995 and the second in May/June 1996. As well, a Field Operations Test of all survey instruments and procedures was conducted by Statistics Canada in April 1996.

For cycle 2, changes were made to the CAI program and to the questions to make the interview shorter and more efficient. The cycle 1 General and Parent Questionnaires were combined into one Parent Questionnaire for the parent and the spouse. Please see Figure 7 for a summary of cycle 2 content or the chart in Appendix D for more details. The following description of cycle 2 content covers major changes. Minor changes in wording or organization are not mentioned. For a complete listing of survey questions, refer to the cycle 2 questionnaires.

## 5.2 Household Contact Section

The purpose of this section is to collect information on the age, sex, marital status and relationship of household members. These questions are the same as those collected in the first collection cycle, with some data being confirmed only.

## 5.3 Parent Questionnaire

### **Labour Force:**

The measures were revised from cycle 1 to reduce the length of time required by respondents to complete this section and to correct for the under-reporting of unpaid absence from work. As well, additional information was collected in cycle 2 about periods of unemployment. The job roster was replaced by questions from the Survey of Consumer Finance: weeks worked (LFS-Q3), and hours worked (LFS-Q4). Questions LFS-Q7A and Q7B were developed by the Project Team by modifying questions used in the 1988



National Child Care Survey to collect data on total income from wages and salaries before taxes and deductions and net income from self-employment. Questions LFS-Q8 - Q14D about industry and occupational data were changed to refer to the current job of the respondent/respondent's spouse, rather than referring to his or her main job, as in cycle 1. Questions LFS-Q15B and Q15C were added to verify the logic of the data being collected. The cycle 1 question on total earnings at a main job was dropped because it was felt that information about total wage/salary income was more useful.

**Income:**

In questions INC-Q1 and INC-Q2, the response category wording was changed from "Child Tax Benefits" to "Child Tax Benefits, including Quebec Family Allowance and Allowance for Newborn Children." This wording was obtained from the Survey of Labour and Income Dynamics questionnaire.

**Chronic Conditions:**

This question (HLA-Q1A) was asked in cycle 2 of new households or new household members only.

**Restriction of Activities:**

This question (HLA-Q1B) was asked in cycle 2 of new households or new household members only.

**Neighbourhood:**

This section was not asked in cycle 2. The Neighbourhood Assessment by the interviewer was also dropped for cycle 2.

**Social Support:**

This section was not asked in cycle 2.

**Socio-Demographic Characteristics:**

This section was the same as in cycle 1 with the exception of one additional question on race (SOC-Q4A) and the relocation of question SOC-Q6A on language spoken at home from the Children's Education section. Question SOC-Q4A on race was taken from the National Population Health Survey, and was added because the Statistics Canada visible minorities definition had been changed to include race. Question SOC-Q4A was asked for all members of all households. However, the other Socio-Demographic questions were only asked of new households or members of households who joined the survey for the first time.

**Height and Weight (0-11 year olds):**

HLT-Q3 and Q4 were not asked for 12 and 13 year olds. The youth were asked for this information on the self-complete.

## 5.4 Child Questionnaire

### **Birth Weight (6-13 year olds):**

The questions on the child's weight at birth (HLT-Q4C) and delivery date (HLT-Q4D1 and HLT-Q4D2) were added for 6-13 year olds for cycle 2 so that the file would have this important information for all children. The data had been collected in cycle 1 for younger children (0-3 year olds in cycle 1 who were 2-5 years in cycle 2), and was collected in the Medical/Biological section in cycle 2 for younger children added in cycle 2.

### **Use of Medication (0-13 year olds):**

Question HLT-Q51A was clarified to say "Ventolin, inhalers or puffers for asthma."

### **Medical/Biological (0-3 year olds):**

New questions were added on the mother's return to the labour market (MED-Q29, Q30A, Q31) to ask if the mother had worked since the birth of her last child, how many weeks/months she waited after the child's birth to start working, and how many hours per week the mother usually worked upon returning to her job. These questions were added for the purpose of learning about the time interval after which mothers returned to the labour market following the birth of a child and the extent to which these mothers participated upon return. As well, questions MED-Q25 - Q28 on breastfeeding were asked of anyone who answered "yes" to the breastfeeding questions in cycle 1, rather than just with regard to children under two years of age.

### **Temperament (0-3 year olds):**

After validation of the Cycle 1 results, only the fussy/difficult construct was asked for cycle 2.

### **Education (4-13 year olds):**

Several changes were made to questions to refer to "last two years" rather than "ever." Question EDU-Q0A was added regarding the province of schooling to ensure that the correct grade question was generated. Because the preliminary data from cycle 1 indicated that very few children skipped a grade, the question on skipping a grade was dropped. The question about the language spoken at home was moved to the Socio-Demographic section for parents and children but only asked of new survey members. Questions were added for 12-13 year olds to determine their accomplishments in the area of language arts (EDU-Q14AA) and science (EDU-Q14CC). Questions on homework (EDU-Q14E - Q14H) were added from the Literacy section for children six years of age and older. As well, question EDU-Q21 on parental participation at the school was added; it is a modified version of a question on the U.S. National Education Longitudinal Survey. Questions on travelling to school (EDU-Q22 & Q23) were provided by the Centre for Education Statistics, Statistics Canada.

**Literacy (4-7 year olds):**

To save time, the literacy section for 7-13 year olds was dropped. However, a few questions regarding 7-13 year olds were included in other sections of the survey. Former question LIT-Q12A on how often the child reads for pleasure was added to Activities for 7-9 year olds (ACT-Q4C) and to the Self-Complete Questionnaires for 10-11 year olds (H3) and 12-13 year olds (E3). As well, cycle 1 questions about homework were moved to the CAI Children's Education section (EDU-Q14E-Q14H) for 6-13 year olds.

**Activities (4-13 year olds):**

Most of this section was dropped for 12-13 year olds - only the responsibilities and summer camp were asked of parents of 10-11 and 12-13 year olds. Activities outside of school hours were covered on the Self-Complete Questionnaires for these children. A question was added (ACT-Q3AA) to recognize dance, gymnastics, and martial arts apart from other sports as these are physical activities in which girls participate. Question ACT-Q3 was reworded to clarify with/without a coach or instructor. Because of the increasing popularity of playing computer or video games, question ACT-Q3F was added to determine the number of hours on average children spend at this activity. Question ACT-Q4C on reading for pleasure was moved from the Literacy section. It is asked for 7-9 year olds.

**Behaviour (0-11 year olds):**

Parents were asked about the behaviour of their children up to and including age 11 (BEH-QE1- BEH-Q7F); this section was not asked of parents of 12-13 year-olds. Children aged 10-11 and 12-13 answered the behaviour questions about themselves on the Self-Complete Questionnaires. Teachers were asked the behaviour questions about all children between the ages of 4 and 13 years.

**Deviant Behaviour (10-13 year olds):**

Questions about skipping a day of school without permission and getting drunk were dropped in error for cycle 2 (BEH-Q7C-Q7D); they will be reinstated in cycle 3.

**Relationships (4-9 year olds):**

The Relationships section was deleted for 10-13 year-olds because much of the content was covered in the Self-Complete Questionnaires. For children aged 8-13, two questions were moved to the Parenting section to determine how many of the child's close friends the parents know by sight, first and last name, and how often parents feel their child hangs around with children who the parents think are frequently in trouble. These were the only relationships questions asked of the parents about 10-13 year olds. The remaining questions were asked about 4-9 year olds.

**Parenting (4-13 year olds):**

New questions were added to the Parenting section for parents of 12-13 year-olds. The only cycle 1 questions asked for 12-13 year-olds were the discipline items (PAR-Q19 -

Q25). Questions regarding children under age 12 remained the same as in cycle 1. The Lempers scale, which was used on the cycle 1 10-11 Self-Complete Questionnaire, was added for 12-13 year olds. Also added for 12-13's were questions PAR-Q30A - Q30J on conflict resolution and PAR-Q31A - Q31H on how many times a week the parents participate in various activities with their children; these items were provided by Dr. Debra Pepler and Dr. Adele Goldberg at York University. Questions PAR-Q28A and Q28B were moved to this section from the relationship section to include information about parent's knowledge of their children's friends by first and last name and whether their friends are frequently in trouble, for 8-13 year olds.

**Family and Custody History:**

A new section was added, "Family and Custody History II", for longitudinal respondents to collect data for the two years since cycle 1 only.

**Child Care (0-11 year olds):**

Based on data from the National Child Care Survey, most of the Child Care section was dropped for 12-13 year olds. Only CAR-Q8 and Q9 were asked for 12-13's. The Project Team added two new response categories to the question about summer care arrangements (CAR-Q8) to allow for "child in parents' care while working" and "child in parents care not working during summer." As well, a new question (CAR-Q9) was added to ask if the parent took unpaid leave or quit a job to look after his or her child during the summer months.

**Socio-Demographic Characteristics:**

This section was the same as in cycle 1 with the exception of one additional question on race (SOC-Q4A) and the relocation of question SOC-Q6A on language spoken at home from the Children's Education section. Question SOC-Q4A on race was taken from the National Population Health Survey, and was added because the Statistics Canada visible minorities definition had been changed to include race. Question SOC-Q4A was asked for all members of all households. However, the other Socio-Demographic questions were only asked of new households or members of households who joined the survey for the first time.

## **5.5 10-11 Self-Complete Questionnaire**

Apart from some wording changes, the 10-11 Self-Complete Questionnaire for cycle 2 was the same as for cycle 1.

## 5.6 12-13 Self-Complete Questionnaire

The core 12-13 self-complete questionnaire was the same as the 10-11 questionnaire. New questions were added and other modifications were made as outlined below.

### **Friends and Family:**

A measure of intimacy was added. This question was adapted from Furman and Buhrmester's Network of Relationships Inventory, and asked about how often youth shared secrets and private feelings with their close friends (A10). A series of questions about dating behaviour from the U.S. National Longitudinal Survey on Youth were also added. The youth were asked what age they began "going out alone on a date with someone of the opposite sex"(A15), how often they go on dates alone with members of the opposite sex (A16), and if they usually go out with the same person (A17). The definitions of mother, father, brothers and sisters were revised to include step and foster (A12-A14). With regard to the number of friends, the respondent is now asked this separately for friends who are boys and those who are girls (A6-A7).

### **School:**

The Project Team developed new questions to determine if the child was in the same school he or she was in two years ago (B2), the reason for the youth's most recent change in schools (B3), and what the child found hard to get used to about his or her new school (B4). Question B7 was expanded from the Cycle 1 10-11 Self-Complete Questionnaire to ask about like/dislike of science, English(writing, reading), French, gym/phys. ed., as well as math. Rather than being asked in the Feelings and Behaviours section, the question on skipping a day of school was moved into this section because it was considered part of the school experience (B14). B15 on skipping class was added; it is a revised version of a question on the U.S. National Education Longitudinal Survey. The Project Team modified the new question B23 about educational aspirations from a question on the U.S. National Education Longitudinal Survey.

### **About Me:**

Questions C2 and C3 were added for 12-13 year olds from the Western Australia Child Health Survey - Youth Self-Report. These new questions asked about the youths' feelings about life now and in the future, specifically if the youth were "happy with how things are" in their lives now (C2), and if the future looked good to them (C3).

### **Feelings and Behaviour:**

Questions on suicide (D2-D6) were added; these were based on a set of questions used in the 1992 B.C. Adolescent Health Survey. The original questions were from the U.S. Youth Risk Behavior Survey and the Minnesota Adolescent Health Survey. Question D7 included only four items (a, b, c and e) from the cycle 1 10-11 Self-Complete deviant behaviour list (skipping a day of school was moved to the School section, drunkenness to

the Smoking, Drinking and Drugs section). Question D7d was developed by the Project Team at the request of Justice Canada and the Canadian Centre for Justice Statistics. The remaining items in D7 were provided by Dr. Richard Tremblay, University of Montreal.

### **Activities:**

A separate item was added to question E1 to recognize dance, gymnastics, and cheerleading apart from other sports as these are physical activities in which girls participate. Questions E2 on special responsibilities and leadership roles and E4 on volunteer work were developed by the Project Team. Another change was collection of more information on the amount of time spent watching television (E5, E6) and time spent playing video games (E7, E8). To determine how much time the youth spent looking after siblings and at home alone, questions E9 and E10, provided by Dr. Donna Lero at the University of Guelph, were added.

### **Smoking, Drinking, and Drugs:**

Dr. R. Tremblay from the University of Montreal provided questions F8-F10 on getting drunk. These questions are important as predictors of later behaviour, including delinquent behaviour. To shorten the questionnaire, reasons for refraining from smoking were not asked on the 12-13 questionnaire, but were retained on the 10-11 questionnaire. The definition of a drink was added as an introduction to the drinking section and the definitions of various drugs were added to the introduction to the drugs section. The drug section was reorganized into tables for frequency of use (question F13), age of first use (F14), and use by friends (F15) for type of drug, i.e., marijuana, glue, hallucinogens, crack/cocaine, and other (heroin, speed, PCP). These changes were made in consultation with the Addiction Research Foundation. As it is an addictive behaviour which may begin in adolescence, question F16 on gambling was developed by the Project Team after review of other surveys and consultation with experts.

### **My Parents and Me:**

Question G2 on intimacy and sharing of secrets with parents was added from Furman and Buhmester's Network of Relationships Inventory. Question G3 from a draft questionnaire for the Minnesota Adolescent Health Survey, on the decision making responsibilities of parents and youth, was also added.

### **Health:**

H1 and H2 were added to collect height and weight information from the youth. The World Health Organization's Health Behaviours in School Children Survey was the source of a new question (H3) added to measure physical indicators of stress. Based on the review of other questionnaires, the Project Team added an item on "rashes or other skin problems." The CESD depression scale (H11) was added on the premise that depression has been found to be related to many other outcomes for adolescents including suicide. A modified version of a question on sexual behaviour from the Youth and Aids

Survey (H17) was added. As indicators of risk-taking behaviour, questions on the use of seatbelts and helmets were added (H4 and H5); these were modified from the U.S. Youth Risk Behaviour Survey questions which were used in the 1992 B.C. Adolescent Health Survey. Questions were added about diet, i.e., bingeing and gorging (H7-H10), and breakfast eating (H6). H6 is a modification of a question on the IEA Reading Literacy Study; H7 - H10 are modifications of questions on the B.C. Adolescent Health Survey which were based on items in the U.S. Youth Risk Behaviour Survey and Minnesota Adolescent Health Survey.

### **Work and Money:**

This was a new section for the 12-13 Self-Complete Questionnaire. Questions were developed by the Project Team after reviewing several other surveys. The youth were asked how much money they received from various sources (I1), how many hours per week they worked for pay (I2), and how they usually spent their money (I3).

## **5.7 Reading and mathematical aptitude indicator**

This short set of reading and math questions was administered in the home by the interviewer to children in grades two and above. The child indicated his/her choice of responses for each question to the interviewer who then checked the corresponding code on the answer sheet. The purpose of this test was to get an indication of the child's abilities, in order to be able to send an appropriate level of the Reading Comprehension and Mathematics Computation Exercise to the school for administration. If the child did very well on the indicator, a higher level of the Exercise was used. The interviewer completed an assessment of the environment and the child's attitude.

## **5.8 Peabody Picture Vocabulary Test - Revised**

The same version of the PPVT-R was used in cycle 2 as in cycle 1. However, rather than just being administered to 4 and 5-year-olds, it was extended to those 6-year-olds who are not in grade two or over. As in cycle 1, the interviewer completed an assessment of the conditions in which the test was administered.

## **5.9 Administrative information**

The following is collected or updated after each interview:

1. the participant's permission to forward the data to Human Resources Development Canada;
2. the names, addresses and telephone numbers of two contact people who will be able to help trace the participating or designated child in cycle 2 of the survey;

3. written consent from the respondent to allow us to contact the child's teacher in order to have them fill out a questionnaire and test the child's mathematical abilities (if the child is in grade 2 or higher). The consent states the name and address of the school, and the names of the teacher and principal; and
4. the interviewer's notification that initial contact took place, either by phone or in person.

## **5.10 Reading Comprehension and Mathematical Skills Exercise**

The Mathematical Skills test for students in grades two and over from cycle 1 was expanded; in addition, reading comprehension was added to it. The new test for cycle 2 included a shortened version of the Mathematics Computation Test of the standardized Canadian Achievement Tests, Second Edition (CAT/2); this measured a student's proficiency in the operations of addition, subtraction, multiplication and division. The cycle 2 test also included a brief reading and comprehension test, part of which was taken from the CAT/2 Comprehension Test. The reading comprehension test measured a student's skill at grouping, organizing and analysing information from a text. The test also assessed a student's skill at summarizing the content of a text, predicting how it would end, and producing ideas and impressions.

As in cycle 1, parents were asked to give consent for the student to take the test. The test was administered at the student's regular school.

## **5.11 Teachers' Questionnaires**

The teacher's questionnaire was mailed to the principal of the school attended by each student in the survey whose parents had given consent. The principal then determined which of the student's teachers knew him/her best and should complete the questionnaire.

The increase in knowledge that the survey is intended to achieve must be both longitudinal and cross-sectional. For that reason, most questions remained unchanged since cycle 1. A few questions were added, and others reworded. The latter changes were made primarily to accommodate the aging of the sample and to rectify some problems identified in the results of the cycle 1 questionnaire. This resulted in three different teacher questionnaires being used in cycle 1: one for kindergarten teachers, one for a school environment where the student has one teacher for the basic academic subjects and one for a school environment where the student rotates classes, i.e., has different teachers for the basic academic subjects. The core content of the three questionnaires was the same as the cycle 1 teacher questionnaire but some modifications were made to reflect the different teaching situations.



For more information about the detailed content of the teachers' questionnaires, please consult the cycle 2 questionnaire or Appendix D of this publication.

## **5.12 Principal's Questionnaire**

Questionnaires were sent to the principals of schools attended by one or more children in the NLSCY sample, subject to the approval of the school board (in the case of public schools) or the school administration (in the case of private schools).

As with the teachers' questionnaires, most questions remained unchanged since cycle 1. A few questions were added, and others reworded. The latter changes were made primarily to accommodate the aging of the sample and to rectify some problems identified in the results of the cycle 1 questionnaire.

For more information about the detailed content of the principal's questionnaire, please consult the cycle 2 questionnaire or Appendix D of this publication.

## APPENDIX A

### Expert Advisory Group on Children and Families for National Longitudinal Survey of Children and Youth

Dr. Denise Avaré	Executive Director, Canadian Institute of Child Health
Dr. Michael Boyle	Centre for Studies of Children at Risk, Chedoke-McMaster Hospital
Dr. David Cheal	Dept. of Sociology, University of Winnipeg
Dr. Gordon Cleveland	Dept. of Management & Economics, University of Toronto
Dr. Carol Crill-Russell	Children's Services Branch, Ontario Ministry of Community and Social Services
Dr. Tony Doob	Centre of Criminology, University of Toronto
Dr. Martin Dooley	Department of Economics, McMaster University
Dr. Carolyne A. Gorlick	School of Social Work, King's College, University of Western Ontario
Dr. Clyde Hertzman	Dept. of Health Care and Epidemiology, Faculty of Medicine, University of British Columbia
Dr. Dan Keating	Ontario Institute for Studies in Education
Dr. Audrey Kobayashi	Institute of Women's Studies, Queen's University
Dr. Sarah Landy	C.M. Hincks' Treatment Centre
Dr. Céline Le Bourdais	Institut national de la recherche scientifique - urbanisation, Université de Québec
Dr. Donna Lero	Dept. of Family Studies, University of Guelph
Dr. Nicole Marcil-Gratton	Dept. of Demography, University of Montreal
Dr. Lynn McIntyre	Dean, Faculty of Health Professions, Dalhousie University
Dr. Philip Merrigan	Département des sciences économiques, Université de Québec à Montréal
Dr. Dan Offord	Centre for Studies of Children at Risk, Chedoke-McMaster Hospital
Dr. Randy Olsen	Centre for Human Resources Research, Ohio State University
Dr. Ray Peters	Research Director, Better Beginnings, Queen's University
Dr. Suzanne Peters	CPRN Family Network Office
Dr. Shelley Phipps	Economics Dept., Dalhousie University
Dr. Barry Pless	Montreal Children's Hospital
Dr. David Ross	Canadian Council on Social Development
Dr. Michel Tousignant	Lab. de recherche en écologie humaine et sociale, Université de Québec à Montréal
Dr. Richard Tremblay	Research Unit on Children's Psycho-Social Maladjustment, University of Montreal
Dr. J. Douglas Willms	Department of Education, University of New Brunswick
Dr. Frances Woolley	School of Business, Carleton University

## **APPENDIX B**

### **Collection in the Yukon and Northwest Territories**

#### **B.1 Design**

Since both the NLSCY and National Population Health Survey (NPHS) were interested in gathering data for residents of the Yukon and Northwest Territories, to reduce respondent burden, the two surveys have been completely integrated. Content of both surveys has been reduced and combined into one survey to keep the interview to a reasonable length. Data collection in the Yukon and Northwest Territories (NWT) is being carried out by the Bureau of Statistics in each territory on behalf of Statistics Canada.

Additionally, cycle 2 collection procedures have been revised to facilitate the collection in the territories. Collection in the Yukon and NWT was done from November 1996 to March 1997 using paper and pencil questionnaires. Telephone surveying, using random digit dialing, was used in the majority of the Yukon. Face-to-face interviewing was used in the NWT and in the parts of the Yukon which lacked sufficient telephone coverage.

The sample in the two territories was drawn from the population of private occupied dwellings. The Yukon sample excludes institutions and unorganized areas. The NWT sample has the same exclusions as well as remote areas and very small communities. In anticipation of the division of the Northwest Territories into the Western Territory and Nunavut in 1999, the survey sample for the NWT has been divided into the two regions. For cycle 2, this provided a sample of 627 children in the Yukon, 505 in the Western Territory and 788 in Nunavut.

In cycle 1, every selected household with children newborn to 11 years of age had information collected on up to three of those children in a family. In cycle 2, these respondents were re-contacted and additions of children aged 0 to 2 years were selected in order that each age group (from 0 to 13 years) would be represented. Figure 8 presents the sample sizes for the territories' collection.

**Figure 8: Number of Children by Territory**

<b>Territory</b>	<b>Number of Children<sup>1</sup></b>
<b>Yukon</b>	627
<i>Nunavut</i>	788
<i>Western Territory</i>	505
<b>NWT</b>	1,293
<b>TOTAL</b>	1,920

<sup>1</sup> These are preliminary figures for Cycle 2.

## **B.2 NLSCY Survey Instruments in the Yukon and Northwest Territories**

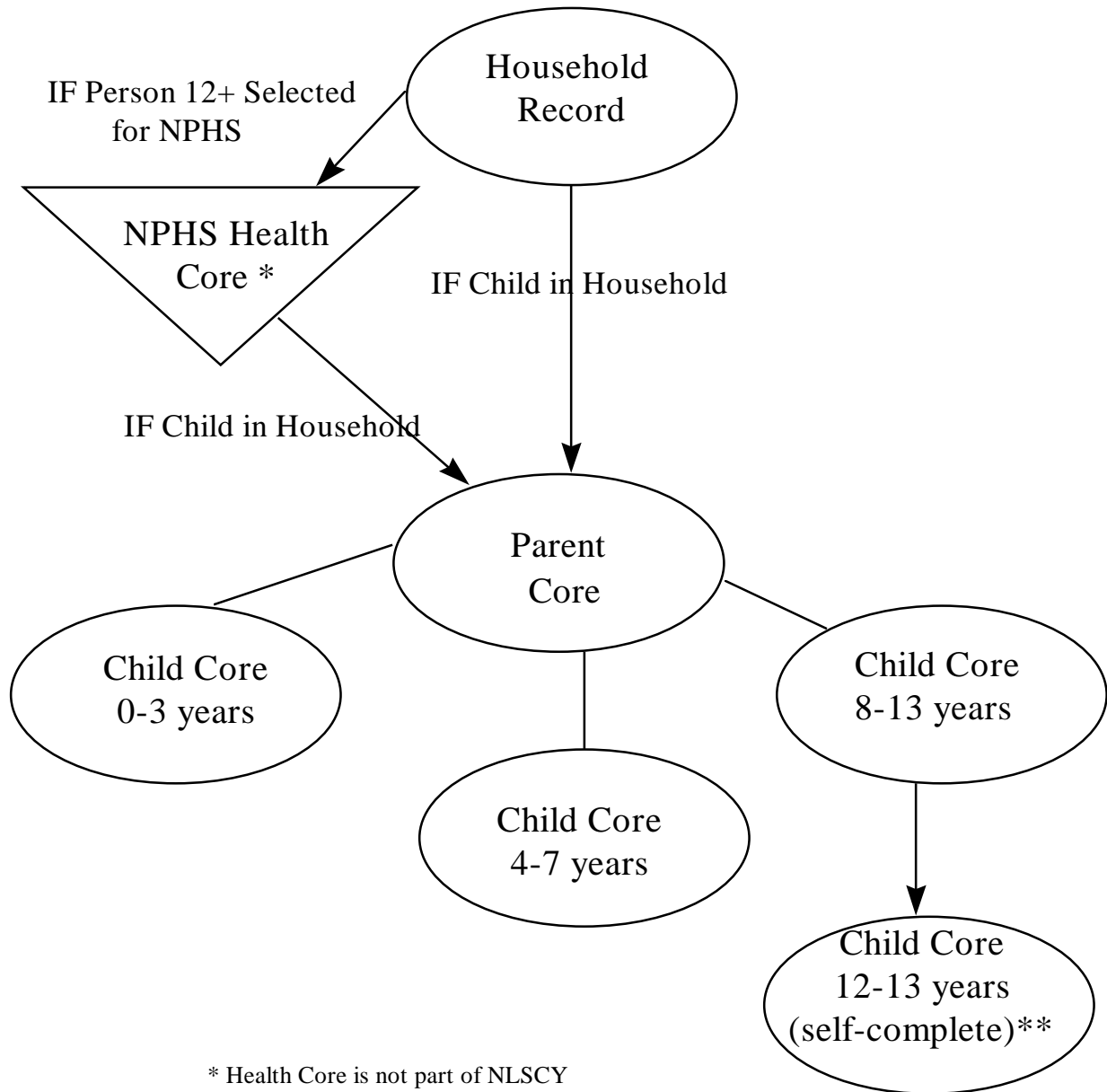
Because the collection in the Yukon and Northwest Territories uses paper and pencil questionnaires and not CAI, some redesigning of the questionnaires was done to facilitate interviewing. The CAI Children's Questionnaire was split into three forms and other questions moved to different forms. In cycle 2, a self-complete questionnaire was added for 12 and 13 year-olds as was done in the provinces. The eight forms for the cycle 2 collection in the territories are:

1. Household
2. Health Core (National Population Health Survey (NPHS) only)
3. Parent Core
4. Child Core, 0-3 years
5. Child Core, 4-7 years
6. Child Core, 8-13 years
7. Child Core, 12-13 years (self-complete)
8. Control Form(s)

The collection in the territories does not include the Peabody Picture Vocabulary Test - Revised, the self-complete questionnaire for 10-11 year olds, the Teachers' and Principal's Questionnaires, the reading and mathematical aptitude indicator or the Reading Comprehension and Mathematics Computation Exercise. The questionnaires for the territories are available on request.

The following figure, Figure 9, presents a schematic of the survey instruments used in cycle 2.

**Figure 9: NLSCY\NPHS Survey Instruments - Yukon and NWT Collection**



\* Health Core is not part of NLSCY

\*\* Different questionnaires used in Yukon and NWT

### **B.3.1 NLSCY Content in the Yukon and Northwest Territories - General**

As mentioned, the collection in the Yukon and NWT used a shortened version of the NLSCY and NPHS survey instruments. Information on the NLSCY portion was provided by a parent. This included basic demographic information on the parent(s) and selected children; and health, education level, labour force activity and parenting styles of the parent(s). Information also was gathered on the child's health, development, behaviour, school experiences, and participation in activities. The detailed family and custody history section for the main collection in the provinces was replaced by a reduced section on current custody history. The collection in the territories excluded several sections which are on the main NLSCY questionnaires - temperament, family functioning, literacy and child care. Several questions were added to the questionnaires for the territories, including one on availability of plumbing facilities, whether or not respondents were First Nations persons, and whether an adoption was an Aboriginal custom adoption. In cycle 2, a self-complete questionnaire was added for 12 to 13 year-olds. In the Yukon, this questionnaire gathered information on health, smoking and drinking, and work and sources of money. A different self-complete questionnaire for 12 to 13 year-olds was used in the Northwest Territories to collect information about behaviour, schooling, etc. Please refer to Section 5 of the main document for a description of the rest of the content. The questionnaires for the territories are available on request.

## **APPENDIX C**

### **The Labour Force Survey**

#### **C.1 Survey Coverage**

The Labour Force Survey (LFS) is a monthly household survey carried out by Statistics Canada in approximately 59,000 households throughout the country. The LFS is used to produce monthly estimates of employment, self-employment and unemployment. Information on variables such as industry and occupation of employment, educational attainment, ethnic origin, and country of birth is obtained. Approximately 97% of the population 15 years of age and over is covered in the survey. Excluded from the LFS are the populations in the Yukon and the Northwest Territories, residents of Indian reserves, full-time members of the Canadian Armed Forces, and residents of institutions, such as chronic care hospitals, prisons and child residential treatment facilities. Civilian members of the Armed Forces' households and native people living "off-reserve" are captured by the survey.

#### **C.2 Sample Design**

The Labour Force Survey employs a stratified, multistage probability sample<sup>3</sup> design based on an area frame in which dwellings (residences) are the sampling units. All eligible individuals who occupy one of the selected dwellings are part of the LFS sample. For design purposes, each province of Canada constitutes an independent sample and is divided into two parts composed of large cities and rural areas plus small urban centres. Through stratification, these parts are broken down into clusters of dwellings, e.g., city blocks, from which dwellings are selected.

It should be noted that, at the time of sample selection, no information is known about the persons living within a selected dwelling, who are collectively known as a household. It is the dwelling, not the household, that is chosen for the sample. If the household moves, whoever is living in the dwelling at the time of the interview is included in the sample.

Each dwelling is retained in the LFS sample for six consecutive months and no substitution of dwellings takes place in the event that information cannot be obtained from a dwelling. The entire sample is divided into six representative parts or rotation groups. Each rotation group contains some 10,000 households, representing about 20,000 individuals. The rotation of dwellings in the sample is carried out so that one-sixth of the sample is changed each month. In other words, each month one-sixth of the dwellings, having completed the six month stay in the sample, are replaced by new dwellings in the same or a similar area.

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<sup>3</sup> Please refer to *Methodology of the Canadian Labour Force Survey: 1984-1990*, Statistics Canada, Catalogue 71-526 for more details.

Dwellings which are currently in the sample are referred to as the active sample. Dwellings which are no longer part of the sample are called rotates out.

The LFS sample frame was redesigned to incorporate new elements; the new frame was phased in as of October 1994. Some of the NLSCY longitudinal sample was drawn from the “old” frame and some from the “new.”

### **C.3 LFS Collection Methodology**

Data collection for the LFS is carried out during the week following the LFS reference week, which is normally the week containing the 15th day of the month; thus collection is usually the third week of the month. Statistics Canada interviewers, who are part-time employees hired and trained specifically to carry out the survey, contact each of the dwellings in the sample, through personal or telephone interviews, to obtain the required information. The interviews are carried out using Computer Assisted Personal Interviewing (CAPI).

Each interviewer contacts approximately 65 designated dwellings per month, one-sixth of which will be "new" dwellings. Each of these "new" dwellings is visited personally by the interviewer, who collects information for all household members from one knowledgeable and responsible member. Subsequent interviews may be conducted by telephone provided the knowledgeable and responsible member agrees to this procedure. Currently, approximately 85% of the LFS interviews after the first month are conducted by telephone.

### **C.4 Using the LFS Frame for the National Longitudinal Survey of Children (NLSCY)**

One advantage of using the LFS survey frame for other surveys is that each rotation group of the LFS provides a sample capable of producing representative statistics for Canada and each province. In addition, the household composition information collected for the LFS is available to select a sample. Furthermore, LFS interviewers are available to do surveys when they are not working on the LFS and are familiar with the CAPI collection methodology. Because of these factors, the LFS frame was chosen for selecting the longitudinal sample for the first cycle of the NLSCY. A similar procedure was used for the second cycle in selecting the cross-sectional and supplementary samples.

Depending on the level of reliability required, the budget and the available collection capacity, from one to six rotation groups can be surveyed in a non-LFS collection week. This capacity can be expanded by the addition of dwellings which have rotated out prior to the survey reference month. In theory, this approach can be used to augment a survey's sample infinitely. In practice, however, a combination of cost and statistical reliability limit the additional "take" to roughly three times the regular LFS sample, that is about 15 rotation groups. With regard to the NLSCY, nine rotation groups were used for the first cycle to cover all age groups. For the second cycle, six rotation groups were used for the first collection period and four for the second period to cover the 0-1 year olds from the



cross-sectional sample and the 2 to 5 year olds from the supplementary sample. A combination of active rotation groups and rotates out was used.

The LFS Household Record collects basic demographic information such as age, sex, marital status, educational attainment, economic family association and relationship to head of economic family for all members of all households identified in selected dwellings. The age data from this record is used to facilitate the selection of dwellings with children for the NLSCY. For the second cycle, this alleviates much of the need to screen dwellings to determine if children under two or under six (in the case of the supplementary sample) reside in them.

**APPENDIX D**  
**National Longitudinal Survey of Children and Youth**  
**Content of Cycle 2 (collection Nov. 1996 to June 1997)**

The attached charts are summaries of the content of the second NLSCY collection.

The following survey instruments are included:

1. CAI interview with parents ( in the home)
2. Self-complete questionnaires (for 10-11 and 12-13 year olds in the home - paper and pencil)
3. Teacher questionnaires (kindergarten, if one main teacher, if several teachers (child rotates))
4. Principal questionnaire

The following instruments are referenced but not included:

5. Peabody Picture Vocabulary Test - Revised (for 4-6 year olds in the home)
6. Reading and mathematical aptitude indicator (for grades 2 and up in the home)
7. Reading Comprehension and Mathematics Computation Exercise(for grades 2 and up in the school)

NLSCY Content in the Provinces

<b>VARIABLE</b>	<b>PMK<sup>4</sup></b>	<b>spouse/ partner</b>	<b>selected kids &lt;14 (max. 2)</b>	<b>other people in household</b>
<b>HOUSEHOLD RECORD</b>				
- name	XX	XX	XX	XX
- date of birth / age	XX	XX	XX	XX
- sex	XX	XX	XX	XX
- marital status	XX	XX		15+
- relationships - everyone to everyone else	XX	XX	XX	XX
- housing:				
- owned	XX			
- subsidized	XX			
- condition	XX			
- number of bedrooms	XX			

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<sup>4</sup> *Person Most Knowledgeable About Child*

<b>VARIABLE</b>	<b>PMK</b>	<b>spouse/ partner</b>
<b>PARENT QUESTIONNAIRE</b>		
<b>education</b>	XX	XX
<b>labour force activity (last 12 months)</b>		
- current main activity	XX	XX
- # of weeks worked	XX	XX
- hours worked/shifts/weekends	XX	XX
- annual employment income	XX	XX
- current/most recent employer, type of work (including main duties)	XX	XX
- # of weeks looking for work	XX	XX
- # of weeks not working or looking	XX	XX
- reason for most recent break in employment	XX	XX
- hours of work paid for	XX	XX
- usual wage or salary (including tips, etc.)	XX	XX
<b>income</b>		
- sources and amount of household income	XX	
- amount of personal income	XX	
<b>adult health</b>		
- general health	XX	XX
<i>new members only:</i>	XX	XX
- <i>chronic conditions</i>		
- <i>limitation of activities</i>	XX	XX
- smoking	XX	XX
- alcohol consumption	XX	XX

<b>VARIABLE</b>	<b>PMK</b>	<b>spouse/ partner</b>
<b>PARENT QUESTIONNAIRE</b>		
- maternal history (mother of child <2 only): - # of pregnancies	XX	
- # of babies	XX	
- age had first baby	XX	
- depression	XX	
<b>family functioning</b>		
- family functioning	XX	
- marital satisfaction	XX	
<b>socio-demographics</b>		
- <i>new members only:</i> - <i>country of birth/citizenship/immigration</i>	xx	xx
- <i>ethnicity</i>	xx	xx
- <i>language of use/mother tongue/home language</i>	xx	xx
- <i>religion</i>	xx	xx
- <i>church attendance</i>	xx	xx
- race	XX	XX

VARIABLE	AGE OF CHILD							
	0-11 mos	12-23 mos	2-3 yrs	4-5 yrs	6-7 yrs	8-9 yrs	10-11 yrs	12-13 yrs
<b>CHILD QUESTIONNAIRE</b>								
<b>health</b>								
- general health status	XX	XX	XX	XX	XX	XX	XX	XX
- recent health status	XX	XX	XX	XX	XX	XX	XX	XX
- height and weight	XX	XX	XX	XX	XX	XX	XX	
- birth weight, gestational age					XX	XX	XX	XX
- level of activity			XX	XX	XX	XX	XX	XX
- health status				XX				
- injuries	XX	XX	XX	XX	XX	XX	XX	XX
- asthma	XX	XX	XX	XX	XX	XX	XX	XX
- chronic conditions/ activity limitation	XX	XX	XX	XX	XX	XX	XX	XX
- nose or throat infections	XX	XX	XX					
- ear infections	XX	XX	XX					
- contact with professionals	XX	XX	XX	XX	XX	XX	XX	XX
- hospitalizations	XX	XX	XX	XX	XX	XX	XX	XX
- medications	XX	XX	XX	XX	XX	XX	XX	XX
- traumatic event				XX	XX	XX	XX	XX
<b>medical/biological (perinatal) information</b> (only if respondent is biological mother or father)								
- Mom's prenatal health	XX	XX						
- prenatal smoking	XX	XX						
- prenatal alcohol consumption	XX	XX						

VARIABLE	AGE OF CHILD							
	0-11 mos	12-23 mos	2-3 yrs	4-5 yrs	6-7 yrs	8-9 yrs	10-11 yrs	12-13 yrs
- prenatal drug consumption	xx	xx						
- gestational age	xx	xx						
- birth weight & length	xx	xx						
- multiple birth	xx	xx						
- delivery details	xx	xx						
- special care of child after birth	xx	xx						
- general health of child at birth	xx	xx						
- Mom's post-natal health	xx							
- breast-feeding (2-3's if yes in Cycle 1)	xx	xx	xx					
- Mom's work after birth	xx	xx	xx					
<b>temperament</b> (fussy/difficult only)	xx	xx	xx					
<b>education</b>								
- school type				xx	xx	xx	xx	xx
- province of school				xx	xx	xx	xx	xx
- grade level				xx	xx	xx	xx	xx
- jr/sr kindergarten (# gr. 3)				xx	xx	xx		
- repeated					xx	xx	xx	xx
- changed schools				xx	xx	xx	xx	xx
- # of moves in life				xx	xx	xx	xx	xx
- language taught				xx	xx	xx	xx	xx
- absenteeism				xx	xx	xx	xx	xx
- how well doing					xx	xx	xx	xx

VARIABLE	AGE OF CHILD							
	0-11 mos	12-23 mos	2-3 yrs	4-5 yrs	6-7 yrs	8-9 yrs	10-11 yrs	12-13 yrs
- homework					XX	XX	XX	XX
- tutoring					XX	XX	XX	XX
- special education				XX	XX	XX	XX	XX
- behaviour problems at school				XX	XX	XX	XX	XX
- look forward to school				XX	XX	XX	XX	XX
- importance of good grades to parent						XX	XX	XX
- parent's expectations				XX	XX	XX	XX	XX
- parent's view of school					XX	XX	XX	XX
- parent's involvement				XX	XX	XX	XX	XX
- transportation to/from school				XX	XX	XX	XX	XX
<b>literacy</b>								
				4 yrs	5 yrs	6 yrs	7 yrs	
- ever read/show pictures	XX	XX						
- child looks at books			XX	XX				
- child tries to write			XX	XX				
- have ever read to child			XX	XX	XX			
- currently read to child			XX	XX	XX	XX		
- encourage writing			XX	XX	XX			
- child looks at books/tries to read				XX	XX			
- child talks about books				XX	XX			
- library				XX	XX			



VARIABLE	AGE OF CHILD							
	0-11 mos	12-23 mos	2-3 yrs	4-5 yrs	6-7 yrs	8-9 yrs	10-11 yrs	12-13 yrs
<b>activities</b>								
- nursery school, play group/infant stimulation programs	xx	xx	xx	xx				
					6 yrs	7 yrs		
- sports, lessons, clubs				xx	xx	xx		
- tv, video/computer games				xx	xx	xx		
- read for pleasure					xx	xx		
- play alone				xx	xx	xx		
- responsibilities							xx	xx
- summer programs					xx	xx	xx	xx
<b>behaviour</b>								
- sleep patterns/feeding	xx	xx	xx					
- separation anxiety			xx					
- physical aggression/opposition			xx					
- hyperactivity/inattention			xx	xx	xx	xx	xx	
- emotional disorder/anxiety			xx	xx	xx	xx	xx	
- indirect aggression				xx	xx	xx	xx	
- physical aggression/conduct disorder				xx	xx	xx	xx	
- property offence				xx	xx	xx	xx	
- prosocial			xx	xx	xx	xx	xx	
- stayed out late/all night							xx	xx
- questioned by police							xx	xx
- run away from home							xx	xx

VARIABLE	AGE OF CHILD							
	0-11 mos	12-23 mos	2-3 yrs	4-5 yrs	6-7 yrs	8-9 yrs	10-11 yrs	12-13 yrs
<b>motor &amp; social development</b>	xx	xx	xx					
<b>relationships</b>								
- do things with friends				xx	xx	xx		
- number of close friends					xx	xx		
- child shy						xx		
- gotten along with friends/teachers				xx	xx	xx		
- gotten along with parents/siblings				xx	xx	xx		
<b>parenting</b>								
- positive interaction	xx	xx	xx	xx	xx	xx	xx	
- hostile/ineffective parenting			xx	xx	xx	xx	xx	
- consistent parenting			xx	xx	xx	xx	xx	
- aversive/non-aversive parenting			xx	xx	xx	xx	xx	xx
- parental nurturance, rejection, monitoring								xx
- conflict resolution								xx
- time together, various activities								xx
- basic care			xx	xx	xx	xx	xx	xx
- child hangs around with kids in trouble						xx	xx	xx
- parents know friends						xx	xx	xx

VARIABLE	AGE OF CHILD							
	0-11 mos	12-23 mos	2-3 yrs	4-5 yrs	6-7 yrs	8-9 yrs	10-11 yrs	12-13 yrs
<b>family &amp; custody history</b> (note: only changes in last 2 years are asked - re: longitudinal kids)								
- who child lived with at birth	XX	XX	XX	XX	XX	XX	XX	XX
- who child lived with since birth, reasons	XX	XX	XX	XX	XX	XX	XX	XX
- full siblings living elsewhere	XX	XX	XX	XX	XX	XX	XX	XX
- whether parents were together at child's birth	XX	XX	XX	XX	XX	XX	XX	XX
- parents' relationship	XX	XX	XX	XX	XX	XX	XX	XX
- previous unions of child's mother	XX	XX	XX	XX	XX	XX	XX	XX
- previous children of mother	XX	XX	XX	XX	XX	XX	XX	XX
- previous unions of child's father	XX	XX	XX	XX	XX	XX	XX	XX
- previous children of father	XX	XX	XX	XX	XX	XX	XX	XX
- child's contacts with non- custodial parent	XX	XX	XX	XX	XX	XX	XX	XX
- possible death of parent	XX	XX	XX	XX	XX	XX	XX	XX
- whether parents broke up	XX	XX	XX	XX	XX	XX	XX	XX
- separation	XX	XX	XX	XX	XX	XX	XX	XX
- living arrangements after separation	XX	XX	XX	XX	XX	XX	XX	XX
- current custody status	XX	XX	XX	XX	XX	XX	XX	XX
- subsequent unions of child's mother	XX	XX	XX	XX	XX	XX	XX	XX

VARIABLE	AGE OF CHILD							
	0-11 mos	12-23 mos	2-3 yrs	4-5 yrs	6-7 yrs	8-9 yrs	10-11 yrs	12-13 yrs
- previous children of mother's partner	XX	XX	XX	XX	XX	XX	XX	XX
- children of union	XX	XX	XX	XX	XX	XX	XX	XX
- subsequent unions of child's father	XX	XX	XX	XX	XX	XX	XX	XX
- previous children of father's partner	XX	XX	XX	XX	XX	XX	XX	XX
- children of union	XX	XX	XX	XX	XX	XX	XX	XX
- possible break-up of new union	XX	XX	XX	XX	XX	XX	XX	XX
- subsequent unions	XX	XX	XX	XX	XX	XX	XX	XX
<b>child care</b>								
- types/hours	XX	XX	XX	XX	XX	XX	XX	
- profit/non-profit etc.	XX	XX	XX	XX	XX	XX	XX	
- main arrangement	XX	XX	XX	XX	XX	XX	XX	
- ever used child care	XX	XX	XX	XX	XX	XX	XX	
- # changes in arrangements since started using child care	XX	XX	XX	XX	XX	XX	XX	
- summer care					XX	XX	XX	XX
- parent's unpaid leave or quit job for summer care					XX	XX	XX	XX

<b>TESTS</b>	<b>AGE OF CHILD</b>							
	<b>0-11 mos</b>	<b>12-23 mos</b>	<b>2-3 yrs</b>	<b>4-5 yrs</b>	<b>6 7 yrs yrs</b>	<b>8-9 yrs</b>	<b>10-11 yrs</b>	<b>12-13 yrs</b>
<b>in home</b>								
- PPVT (receptive vocab.)				XX	XX			
- indicator test (\$ gr. 2) (math and reading)					XX	XX	XX	XX
<b>in school (\$ gr. 2)</b>								
- math computation skills					XX	XX	XX	XX
- reading skills					XX	XX	XX	XX

**Administrative Information:**

- permission to share data
- contacts for follow up
- teacher contact consent

## NLSCY Self-Complete Questionnaires

Variable	10-11 Self-Complete	12-13 Self-Complete
<b>Friends and Family</b>		
getting along with peers	x	x
time spent with friends	x	x
# of close friends	x	
# of close friends who are girls		x
# of close friends who are boys		x
people child can confide in	x	x
intimacy with friends		x
gotten along with classmates	x	x
gotten along with mom/dad/siblings	x	x
age at first date		x
dating frequency		x
same dating partner		x
<b>My School and Me</b>		
feelings about school	x	x
change of school in last 2 years		x
reason for most recent change in school		x
difficulties in adaptation to new school		x
how well doing in school work	x	x
importance of good grades	x	x
liking of mathematics	x	x
liking of science		x
liking of English		x
liking of French		x
liking of gym/phys.ed.		x

<b>Variable</b>	<b>10-11 Self-Complete</b>	<b>12-13 Self-Complete</b>
safety/bullying at school and to/from school	x	x
outsider at school	x	x
skipped a day of school without permission	see "Feelings and Behaviours"	x
classes cut in the last month		x

### **My Teacher and Me**

teacher gives extra help	x	x
teacher treats child fairly	x	x

### **My Parents and School**

parents help with problems	x	x
encouragement of parents	x	x
parent's expectations re: school	x	x

### **My Homework**

place to study	x	x
completion of homework	x	x

### **About My Future**

how far hope to go in school		x
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### **About Me**

like myself, feel good about myself	x	x
proud of myself	x	x
good looking face, body	x	x
feel happy at present		x
feel optimistic about the future		x

### **Feelings and Behaviours**

conduct disorder	x	x
hyperactivity	x	x
emotional disorder	x	x
anxiety	x	x
indirect aggression	x	x

<b>Variable</b>	<b>10-11 Self-Complete</b>	<b>12-13 Self-Complete</b>
physical aggression	x	x
inattention	x	x
pro-social	x	x
suicide		x
stayed out late/all night	x	x
skipped school	x	see "My School and Me"
gotten drunk	x	see "Smoking, Drinking, and Drugs"
questioned by police	x	x
questioned by teacher,principal, security officers		x
run away from home	x	x
destroyed things		x
fought or beaten up someone (2 items)		x
threatened someone (2 items)		x
used a weapon to fight		x
carried or used a knife or gun (4 items)		x
stolen something (5 items)		x
bought or sold drugs (2 items)		x
break and enter somewhere to steal		x
used, bought or sold something stolen		x
used a credit or bank card without permission		x
touched someone's private body parts or forced them to have sex (2 items)		x
driven a vehicle after drinking		x
purposely started a fire somewhere		x
part of a group that did bad things	x	x



Variable	10-11 Self-Complete	12-13 Self-Complete
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**Smoking, Drinking, and Drugs**

for each of cigarettes and alcohol:

ever used	X	X
frequency of use	X	X
age at starting	X	X
use by friends	X	X

for specific sections:

reasons for not smoking	X	
ever been drunk		X
age first drunk		X
frequency of being drunk	see "Feelings and Behaviours"	X

for any drugs or sniffing glue/solvents (general):

ever used	X	
age at starting	X	
use by friends	X	

for each of marijuana/ hash and glue/solvents:

frequency of use	X	X
age at starting		X
use by friends		X

for other drugs - including cocaine, crack, speed, LSD/acid:

frequency of use	X	
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for each of hallucinogens (LSD/acid), crack/cocaine, and other drugs (heroin, speed, PCP):

frequency of use		X
age at starting		X
use by friends		X

gambling		X
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**My Parents and Me**

nurturance	X	X
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Variable	10-11 Self-Complete	12-13 Self-Complete
rejection	x	x
monitoring	x	x
parents too busy to spend time with child		x
intimacy with parents		x
autonomy/control - decision making		x

### Health

height		x
weight		x
stress-related health problems		x
seat belt use		x
use of bicycle helmet		x
breakfast eating		x
weight control		x
depression		x
puberty - key indicators	x	x
sexual experiences		x

### Activities

sports, lessons, clubs	x	x
job	x	
computer/video games, TV	x	x
read for pleasure	x	x
leadership roles		x
volunteering		x
time spent at home caring for younger sibling, parents away		x
time spent alone at home, parents away		x

### My Work and Sources of Money

amount of money received per average week		x
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<b>Variable</b>	<b>10-11 Self-Complete</b>	<b>12-13 Self-Complete</b>
average hours of paid work per week		x
how spend own money		x

## TEACHER'S QUESTIONNAIRE: A SUMMARY OF CYCLES 1 & 2

QUESTION DESCRIPTION	CYCLE 1	CYCLE 2		
	Teacher Questionnaire	Kindergarten Questionnaire	One Teacher Questionnaire	Multi-teacher Questionnaire
<b>student's education:</b>				
- multi-grade class	Q03		Q01	Q01
- grade / level	Q01, Q02	Q01	Q02	Q02
- educational history	Q04, Q06			
- currently repeating grade	Q05		Q03	Q03
- social / emotional development		Q02		
- physical development		Q03		
- academic performance in: - reading	Q07		Q04	
- mathematics	Q08		Q05	Q06
- written work	Q09		Q06	Q05
- non-written communication				Q04
- sciences				Q07
- all areas	Q10		Q07	Q08
- skills in: - learning		Q04		
- language / communication		Q05		
- reading		Q06		
- writing		Q07		
- mathematics		Q08		
- academic prediction / expectation	Q11		Q08	Q09
- length of cycle of instruction	Q12			

QUESTION DESCRIPTION	CYCLE 1	CYCLE 2		
	Teacher Questionnaire	Kindergarten Questionnaire	One Teacher Questionnaire	Multi-teacher Questionnaire
- # of school days / instructional days	Q13	Q09	Q09	Q10
- type of program		Q10		
- instruction time in subjects	Q14	Q11	Q10	Q11
- time spent using computer	Q15	Q12	Q11	
- main language of instruction	Q16	Q13	Q12	Q12
- extra instruction: advanced abilities	Q19, Q20		Q13, Q14	Q13, Q14
- extra help: weak in certain skills			Q15	Q15
- extra help: disability, other problem	Q21 - Q23	Q14 - Q16	Q16 - Q18	Q16 - Q18
<b>student's behaviour and attendance:</b>				
- # of days absent (% of time away)	Q24	Q17	Q19	Q19
- # of days skipped	Q25		Q20	Q20
- prepared for school	Q26	Q18	Q21	Q21
- behaviour scale measuring: - conduct disorder - hyperactivity - emotional disorder - anxiety - indirect aggression - physical aggression - inattention - prosocial	Q27	Q19	Q22	Q22
- social and personal skills	Q17	Q20	Q23	Q23
- work habits	Q18	Q21	Q24	Q24
- special skills / talents		Q22	Q25	Q25

QUESTION DESCRIPTION	CYCLE 1	CYCLE 2		
	Teacher Questionnaire	Kindergarten Questionnaire	One Teacher Questionnaire	Multi-teacher Questionnaire
<b>involvement of parents/guardians:</b>				
- parent participation	Q28	Q23	Q26	Q26
- parent involvement	Q29	Q24	Q27	Q27
- importance of school to parents	Q30	Q25	Q28	Q28
- parent support of teaching efforts	Q31	Q26	Q29	Q29
- parent volunteering in kindergarten class	Q32			
<b>student's class and your teaching practices:</b>				
- # of students in class	Q33	Q27	Q30	Q30
- teaching assistant / adult volunteer		Q28	Q31	Q31
- # of students with long-term problems	Q34	Q29	Q32	Q32
- # of students speaking non-official language; # immigrated to Canada	Q35	Q30	Q33	Q33
- academic rating of class	Q36	Q31	Q34	Q34
- subjects taught to student	Q37,Q39, Q41		Q35,Q37, Q39, Q41	Q35
- teaching strategies	Q38,Q40, Q42		Q36,Q38, Q40	Q36
- frequency of homework	Q44		Q42	Q37
- amount of homework	Q45		Q43	Q38

QUESTION DESCRIPTION	CYCLE 1	CYCLE 2		
	Teacher Questionnaire	Kindergarten Questionnaire	One Teacher Questionnaire	Multi-teacher Questionnaire
- methods of monitoring homework	Q46		Q44	Q39
- class behaviour	Q48	Q32	Q45	Q40
- resource needs of class	Q49	Q33	Q46	Q41
- time on non-instructional activities	Q43	Q34, Q35	Q47, Q48	Q42, Q43
- attributes of teacher & class	Q47	Q36	Q49	Q44
<b>perceptions of your school:</b>				
- climate of school	Q50	Q37	Q50	Q45
- school's disciplinary policies	Q51	Q38	Q51	Q46
<b>personal information on teacher:</b>				
- gender, age, experience	Q52 - Q54	Q39 - Q41	Q52 - Q54	Q47 - Q49
- levels of education	Q55	Q42	Q55	Q50
- main field of study of highest level of education		Q43	Q56	Q51
- qualifications in special education	Q56	Q44	Q57	Q52
- qualifications in second language	Q57	Q45	Q58	Q53
- other advanced qualifications		Q46	Q59	Q54
- computer use		Q47	Q60	Q55
- computer abilities		Q48	Q61	Q56

**PRINCIPAL'S QUESTIONNAIRE: A SUMMARY OF CYCLES 1 & 2**

<b>QUESTION DESCRIPTION</b>	<b>CYCLE 1</b>	<b>CYCLE 2</b>
<b>students in your school:</b>		
- students enrolled in: - grade 3 and under	Q01	
- grade 4 and up	Q04	
- primary/elementary grades		Q01
- intermediate/middle levels		Q04
- secondary/high school levels		Q07
- more than one class per grade: - grade 3 and under	Q02	
- grade 4 and up	Q05	
- primary/elementary grades		Q02
- intermediate/middle levels		Q05
- secondary/high school levels		Q08
- criteria for class assignments: - grade 3 and under	Q03	
- grade 4 and up	Q06	
- primary/elementary grades		Q03
- intermediate/middle levels		Q06
- secondary/high school levels		Q09
- students' family (economic) background	Q07	Q10 - expanded
- total student enrollment in school	Q08	Q11
- students with long-term and other	Q09	Q12
- # of students speaking non-official language; # immigrating to Canada; # living in rural setting	Q10	Q13
- race/ethnicity of student population		Q14



<b>QUESTION DESCRIPTION</b>	<b>CYCLE 1</b>	<b>CYCLE 2</b>
- # of new students registered during school year	Q11	Q15
- # of students who left during school year	Q12	Q16
- % of students absent on a given day		Q17
- average student absenteeism rate for the year	Q13	
- % of students who are chronically late for school	Q14	Q18
- disciplinary problems within the school	Q15	Q19 - expanded
<b>involvement of parents/guardians:</b>		
- % of parents who volunteer help	Q16	Q20
- support of parents for school's staff	Q17	Q21
- activity of parent-school committees	Q18	Q22
- influence of parent-school committees	Q19	Q23
<b>characteristics of your school:</b>		
- range of grades taught	Q20	Q24
- # of staff - # filling various positions by type	Q21	Q25 - expanded
- total # of teachers	Q22	
- # of homeroom classes in school		Q26
- teaching as a duty of principal		Q27
- # of days substitute teachers employed at school		Q28
- # of teachers not assigned to a homeroom	Q23	
- # of paid staff (excluding teachers) providing direct classroom instruction	Q24	

<b>QUESTION DESCRIPTION</b>	<b>CYCLE 1</b>	<b>CYCLE 2</b>
- # of volunteers working directly with students	Q25	Q29
- # of teachers/teaching assistants speaking a non-official language; # having a health impairment	Q26	Q30
- support services available to school	Q27	Q31
- resources available to school	Q28	Q32 - expanded
<b>perceptions of your school:</b>		
- feelings - re: role as principal - expectations of students	Q29	Q33 - expanded
<b>personal information:</b>		
- gender, age	Q30, Q31	Q34, Q35
- occupational experience	Q32	Q36
- levels of education	Q33	Q37
- main field of study of highest level of education		Q38
- advanced qualifications		Q39
- computer use		Q40
- computer abilities		Q41

**APPENDIX E**  
**List of NLSCY Reports**

<i>Catalogue. Number</i>	<i>Date</i>	<i>Title</i>
93-01	February 1993	National Longitudinal Survey of Children (NLSC): Planning Report
93-01F	février 1993	Enquête longitudinale nationale sur les enfants: Rapport de planification
93-02	March 1993	National Longitudinal Survey of Children (NLSC): Overview
93-02F	mars 1993	Enquête longitudinale nationale sur les enfants ELNE: Aperçu
95-01	February 1995	National Longitudinal Survey of Children: Survey Instruments for 1994-95 Data Collection - Cycle 1.
95-01F	février 1995	Enquête longitudinale nationale sur les enfants: Matériel d'enquête pour la collecte des données de 1994-1995 - Cycle 1.
95-02	February 1995	National Longitudinal Survey of Children: Overview of Survey Instruments for 1994-95 Data Collection, Cycle 1.
95-02F	février 1995	Enquête longitudinale nationale sur les enfants: Aperçu du matériel d'enquête pour la collecte des données de 1994- 1995 - Cycle 1.
89-550-MPE	November 1996	Growing Up in Canada
89-550-MPE	novembre 1996	Grandir au Canada
	November 1996	NLSCY User's Handbook and Microdata Guide
	October 1996	NLSCY Evaluation Report
	octobre 1996	ELNEJ Rapport d'évaluation