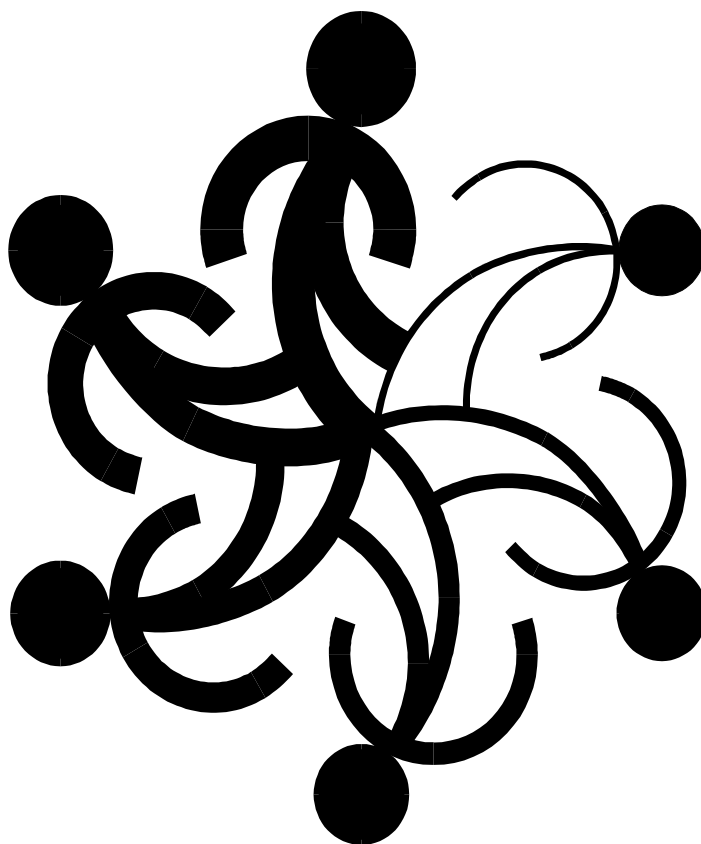




# NATIONAL LONGITUDINAL SURVEY OF CHILDREN & YOUTH

Overview of Survey Instruments  
for 1998-99 Data Collection  
Cycle 3



Catalogue no. 89FOO78XPE, no. 3

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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 1998-1999 Data Collection, Cycle 3, 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.

Également disponible en français sous le titre d'**Enquête longitudinale nationale sur les enfants et les jeunes, Aperçu du matériel d'enquête pour la collecte des données de 1998-1999 - Cycle 3**, N°. de catalogue 89FOO78XPF.

These are available on the **Statistics Canada website**: [statcan.ca/Products and Services/Downloadable Publications \(free\), 89-566-XIE](http://statcan.ca/Products and Services/Downloadable Publications (free), 89-566-XIE) for the article "The intricate family life courses of Canadian children" and 89F0077XIE and 89F0078XIE for the instruments and overviews.

A series of research papers based on Cycle 1 NLSCY data was presented at a conference sponsored by **Human Resources Development Canada** in 1998; refer to the HRDC and conference web site: [www.hrdc\\_drhc.gc.ca/arb/conferences/nlscyconf/](http://www.hrdc_drhc.gc.ca/arb/conferences/nlscyconf/).

In addition, a series of articles exploring various aspects of the Cycle 1 data was published under the title "Growing Up in Canada" and is available from Statistics Canada as Catalogue # 89-550-MPE; the cost is \$25.

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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 began in the fall of 1998 and was carried until June 1999. 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 3 to allow for cross-sectional estimates. An extra cross-sectional sample of children 5 years old was also added to allow some provincial estimates for that age group.

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 in early 1998. The first release of longitudinal information from cycle 2 was done in October 1998, at the conference "Investing in children". The second release of cycle 2 information was done in June 1999 and the last release of cycle 2 is planned for the fall of 1999. 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 3 of the National Longitudinal Survey of Children and Youth (NLSCY). It describes the survey instruments for the 1998-99 cycle of the NLSCY as reflected in the two documents, **National Longitudinal Survey of Children and Youth, Survey Instruments for 1998-1999 Data Collection, Cycle 2 - Books 1 and 2**, Catalogue number 89FOO77XPE for both.

As the NLSCY Cycle 3 content is similar to that in Cycle 1 and Cycle 2, this document builds on the information presented in the preceding overviews, **National Longitudinal Survey of Children: Overview of Survey Instruments for 1994-95 Data Collection, Cycle 1**, and 1996-97 Data collection Cycle 2 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:

- to determine the prevalence of various biological, social and economic characteristics and risk factors among children and youth;
- to support Canadian understanding of the determinants of child development and well-being and of the pathways of their influence on child outcomes; and
- 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 1998-99 NLSCY data collection is the third data collection, or cycle, for the survey. The first data collection took place in 1994-95, and the second one in 1996-97.

For the third 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.

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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.*

For the second collection, in 1996-97, the NLSCY target population for the purposes of longitudinal estimates remained the children from the respondent households for the first cycle, now aged 2 to 13 years and for the third collection cycle, the longitudinal cohort is now aged between 4 and 15.

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. In cycle 2, these children were from households selected from the LFS sample frame, as well as from NLSCY longitudinal households with children born between the first and second data collections. Those children were followed and interviewed in cycle 3 and the current plans are to collect information on them until they reach the age of 5.

Like for cycle 2, the production of cross-sectional estimates in cycle 3 required the addition of a sample of new-borns and 1 years old. However, a lot of research suggest that key elements of child development happen in the early years and for cycle 3, it was decided to interview a much larger cohort of children 1 years old, as well as to interview an additional cross-sectional sample of children 5 years old. Because of its size, the new cohorts of 1 and 5 years old were selected from administrative files on vital statistics. The cohort of new-borns was selected from the LFS sample frame.

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

By definition, the first cycle of the survey provided cross-sectional, or prevalence, information only. However, like in the second collection cycle, the NLSCY will be able to provide cross-sectional and longitudinal information in cycle 3. 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. In cycle 3, more provincial estimates should be possible for children aged 1 and 5 years old.

Figure 1 provides an overview of the longitudinal and cross-sectional aspects of the NLSCY. A1 to A7 represent the longitudinal sample. N1 to N6 represent the additional cross-sectional sample for cycles 2 to 5. T1 represent an extra top-up sample of children of 5 years old that has been interviewed in cycle 3. Cross-sectional estimates will be produced for all age groups until cycle 4, e.g., for A1 to A7 for 1994-95, for N1 to A7 for 1996-97, for N3 to A7 for cycle 3 and for N4 to A7 in cycle 4. Starting in cycle 5, cross-sectional estimates should be possible only for children aged between 0 and 5. 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

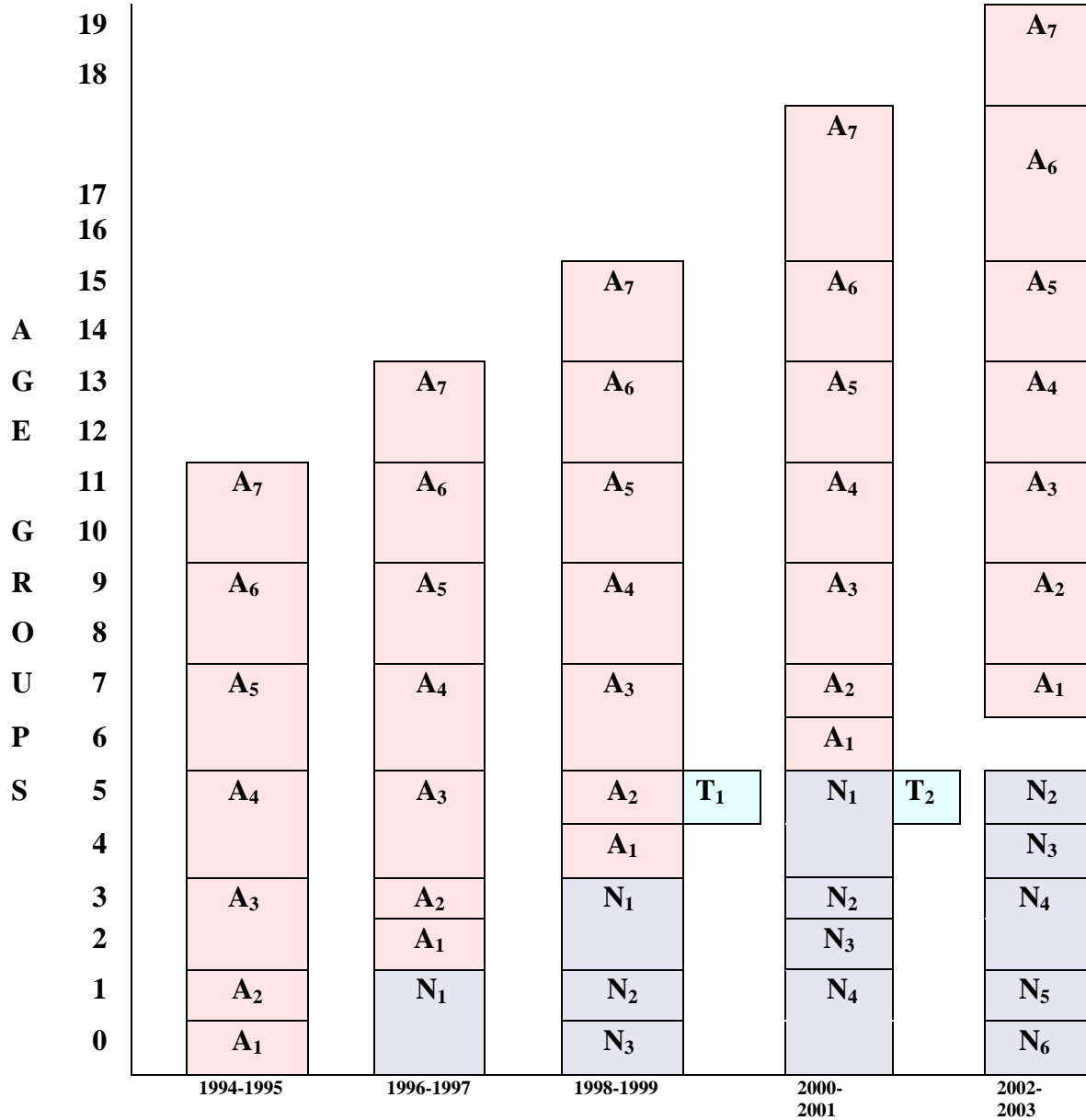
2-3 years of age) and A3 in 1996-97 (the same children, now 4-5 years of age). Some longitudinal analysis will be possible on the younger age cohorts, but for a much shorter time period.

### **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 new-borns 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 five survey cycles)**



**COLLECTION CYCLES**

The longitudinal sample and the original cross-sectional sample are represented by the As and the expanded cross-sectional sample by the Ns. The T represents an extra top-up sample that was selected in cycle 3. 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.

In cycle 2 of the NLSCY, the longitudinal sample was reduced to 16, 903 children in order to reduce respondent burden at the household level and in order to reduce costs. For cycle 2, this longitudinal sample included children aged 2 to 13 years. So the longitudinal sample consisted of 16, 903 children, 1, 473 of these children were non-respondents in cycle 2. For the longitudinal sample, in cycle 3, all the children eligible for interview in cycle 2 were re-contacted. This means that an attempt was done to try to interview children that were in responding households in cycle 1 but that had not responded in cycle 2. An analysis will be done to see to what extent those cases were converted to respondents.

In cycle 3, siblings or new-borns since the last interview were not added to the sample like it was done in cycle 2.

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 between 0 and 5 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. At the present time, it is planned that children added to upgrade the sample will be followed longitudinally only until they reach the age of 5. This means that the top-up sample of 5 years old (labelled T) will be interviewed only once.

For cycle 3, the additional sample was approximately 2,000 children 0 to 11 months. For children 1 years old, the sample was approximately 7,900. And approximately 6,900 extra children aged 5 have been added to the longitudinal sample.

The samples were selected from two sources : the sample of new-borns to 11 months old was selected from households that previously participated to the Labour Force Survey. However, it was not feasible to get the full sample of new children 1 years old through this method. There are also constraints in the sample allocation, when the LFS is used as a frame. Those two reasons lead to the examination of other potential sources to be able to select the sample of 1 years old and the additional sample of 5 years old. The samples were selected from vital statistics file on birth. The samples were allocated to allow estimates at the provincial level.

One child per household was selected, except in the case of twins, when both were selected. 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 3, no supplementary sample was purchased.

## **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 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. They are part of the NPHS sample and have not been added to the sample for cycle 3.

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>3</sup> of 4%). Secondly, a sufficient sample in each province and

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<sup>3</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*



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>4</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 cycle 1 and cycle 2 from responding households and the longitudinal sample surveyed for cycle 3. The size of the responding cycle 3 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 by province.

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*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>4</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<br/>(# responding)</b> | <b>Cycle 2<br/>(# responding)</b> | <b>Cycle 3<br/>(# surveyed)</b> |
|--------------|-----------------------------------|-----------------------------------|---------------------------------|
| <b>0</b>     | 2,227                             | -                                 | -                               |
| <b>1</b>     | 2,469                             | -                                 | -                               |
| <b>2-3</b>   | 3,909                             | 3,654                             | -                               |
| <b>4-5</b>   | 3,728                             | 2,697                             | 3,950                           |
| <b>6-7</b>   | 3,550                             | 2,429                             | 2,958                           |
| <b>8-9</b>   | 3,514                             | 2,169                             | 2,652                           |
| <b>10-11</b> | 3,434                             | 2,249                             | 2,392                           |
| <b>12-13</b> | -                                 | 2,270                             | 2,463                           |
| <b>14-15</b> | -                                 | -                                 | 2,488                           |
| <b>Total</b> | 22,831                            | 15,435                            | 16,903                          |

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

| <b>PROVINCE</b>              | <b>Cycle 1<br/>(# responding)</b> | <b>Cycle 2<br/>(# responding)</b> | <b>Cycle 3<br/>(# surveyed)</b> |
|------------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| <b>Newfoundland</b>          | 1,232                             | 855                               | 950                             |
| <b>Prince Edward Island</b>  | 764                               | 435                               | 467                             |
| <b>Nova Scotia</b>           | 1,532                             | 1041                              | 1,191                           |
| <b>New Brunswick</b>         | 1,426                             | 943                               | 1,070                           |
| <b>Quebec</b>                | 4,065                             | 2937                              | 3,182                           |
| <b>Ontario</b>               | 6,020                             | 3913                              | 4,342                           |
| <b>Manitoba</b>              | 1,789                             | 1157                              | 1,232                           |
| <b>Saskatchewan</b>          | 1,878                             | 1294                              | 1,413                           |
| <b>Alberta</b>               | 2,185                             | 1474                              | 1,599                           |
| <b>British Columbia</b>      | 1,940                             | 1342                              | 1,457                           |
| <b>Other* and Not stated</b> |                                   | 77                                |                                 |
| <b>Total</b>                 | 22,831                            | 15,468                            | 16,903                          |

\*includes those who moved from there residence in cycle 1 to a new residence outside of the nine provinces (i.e. Yukon, Territories) and those who were temporarily outside of Canada

**Figure 4 : Number of sampled children<sup>1</sup> in cross-sectional sample in cycle 3 by province<sup>2</sup>**

| <b>PROVINCE</b>      | <b>0 year olds</b> | <b>1 year olds</b> | <b>5 year olds</b> |
|----------------------|--------------------|--------------------|--------------------|
| Newfoundland         | 59                 | 557                | 255                |
| Prince Edward Island | 47                 | 263                | 199                |
| Nova Scotia          | 103                | 586                | 245                |
| New Brunswick        | 107                | 585                | 245                |
| Quebec               | 338                | 1,239              | 1,606              |
| Ontario              | 572                | 1,931              | 2,422              |
| Manitoba             | 193                | 584                | 242                |
| Saskatchewan         | 172                | 579                | 221                |
| Alberta              | 225                | 635                | 660                |
| British Columbia     | 175                | 653                | 756                |
| <b>Total</b>         | <b>1,991</b>       | <b>7,632</b>       | <b>6,821</b>       |

### **3.5 Respondents**

The main respondent for cycle 3, 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, 12-13 year olds and 14-15 years old; 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 third cycle of the NLSCY took place between November 1998 to June 1999. The first period of the household collection started in November and it collected mainly the information on the longitudinal sample. The second collection took started in February 1999 and it focused on the collection of information for children 4 and 5 years old, as well as collecting information on non-respondents from the November collection. The last collection started in April 1999 and collected most of its information from children 0-3 years old. Each collection lasted approximately two months. The school collection was carried out in the spring of 1999.

#### **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 with only children aged between 0 and 3 years old, 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 15 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, school collection started. 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 was released in the spring of 1998, with an article from Nicole Marcil-Gratton available on the internet on the Statistics Canada website: [statcan.ca/Products and Services/Downloadable Publications \(free\), No. 89-566-XIE](http://statcan.ca/Products%20and%20Services/Downloadable%20Publications%20(free),%20No.%2089-566-XIE) for the article “The intricate family life courses of Canadian children” .

#### **Cycle 2:**

Processing of the data collected in cycle 2 of the survey began in May 1997, and the data the release of the first wave was done in October 1998 at a conference called “Investing in Children” organised by Human Resources Development Canada . At that conference, a number of other papers were presented on further analysis done with the cycle 1 data. A series of research papers based on Cycle 1 NLSCY data was presented at a conference sponsored by Human Resources Development Canada in 1998; refer to the conference web site: [www.hrdc\\_drhc.gc.ca/arb/conferences/nlscyconf/](http://www.hrdc_drhc.gc.ca/arb/conferences/nlscyconf/) .

The second release of cycle 2 data was done in June 1999, an a summary article was put in Statistics Canada’s Daily on the internet at [www.Statcan.ca/Daily News](http://www.Statcan.ca/Daily%20News). An article on the information reported by teachers should be released in the early fall. The third wave release should also be done in the fall 1999.

**Public Use Micro Data File:**

Statistics Canada currently has available a cross sectional public microdata file for cycle 1 and cycle 2 and will produce a cross sectional public microdata files for Cycle 3 (expected availability date is January 2001). Each microdata files includes NLSCY public use data and accompanying documentation. Appendix E contains a list of publications relating to the NLSCY, some of which may be useful for those wishing to analyze the data.

In order to ensure respondent confidentiality, a longitudinal file is not available to the public. In addition, certain variables are not available on the public use micro data file. Those wishing access to suppressed or longitudinal data can do so by either remote access or through custom tabulations.

**Remote Access:**

Through remote access, researchers can have access to suppressed data by submitting programs to run on the NLSCY data set at Statistics Canada. A “dummy” research file will be made available to researchers to check the logic and syntax of their programs. Researchers will transmit their programs electronically to Statistics Canada via the INTERNET, which will then be moved into the Department's internal, secure environment. Next, the code would be processed on a PC, the results vetted for confidentiality, and shipped back to the client. It should be noted that the onus is with the user to submit retrieval programs which are correct and tested. Statistics Canada will review results only for confidentiality concerns and will not make any assessment whatsoever as to whether or not the submitted program has worked properly. Remote data access is available on a cost recovery basis. For more information please contact [nlscy@statcan.ca](mailto:nlscy@statcan.ca).

**Custom Tabulations:**

Statistics Canada retains a master microdata file from which specific midrodata files and personalized tabulations can be requested; please contact [nlscy@statcan.ca](mailto:nlscy@statcan.ca).

## 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 3 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. Questionnaire for 14-15 year olds
10. Teacher's Questionnaire: Document 1, for kindergarten teachers
11. Teacher's Questionnaire: Document 2, for a school environment where the child had one teacher for the basic academic subjects
12. Mathematics Teacher's Questionnaire Document 3, for a school environment where a child/youth had different teachers for the basic academic subjects
13. Language Arts Teacher's Questionnaire Document 3, for a school environment where a child/youth had different teachers for the basic academic subjects
14. Principal's Questionnaire

Instruments #7, #8 and #9 were completed by the child in the home; instruments #10 to #14 were mailed to the school for completion by the teacher or principal.

### ***Tests***

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

Tests #15 and #16 were completed by the child in the home. Test #17 was completed by the child at school.

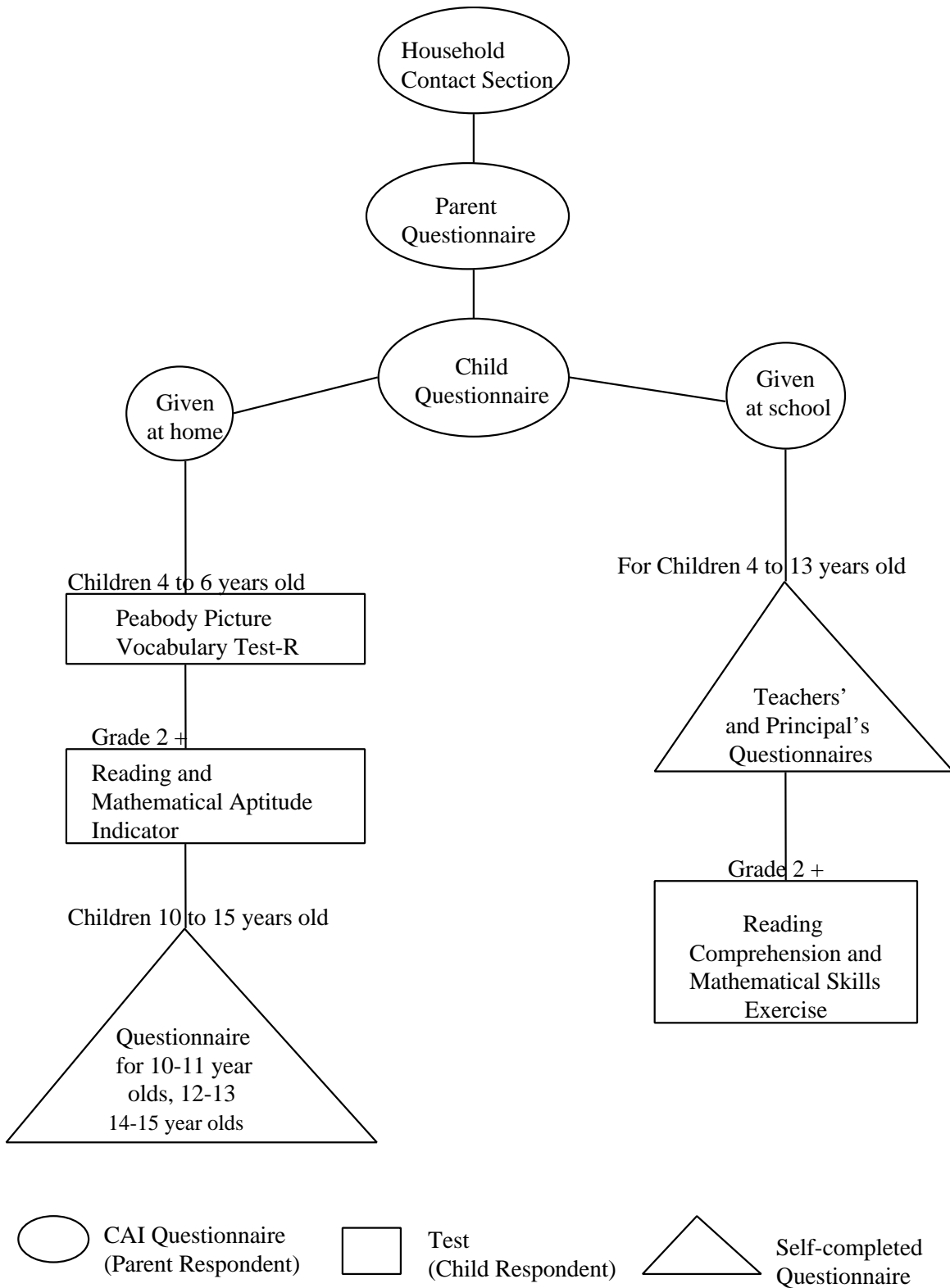
### ***Interviewer-completed Evaluation Instruments:***

18. PPVT-R evaluation
19. Indicator evaluation

Instrument #18 and # 19 were on CAI.

Figure 5 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 5 : NLSCY Survey Instruments - Provinces**



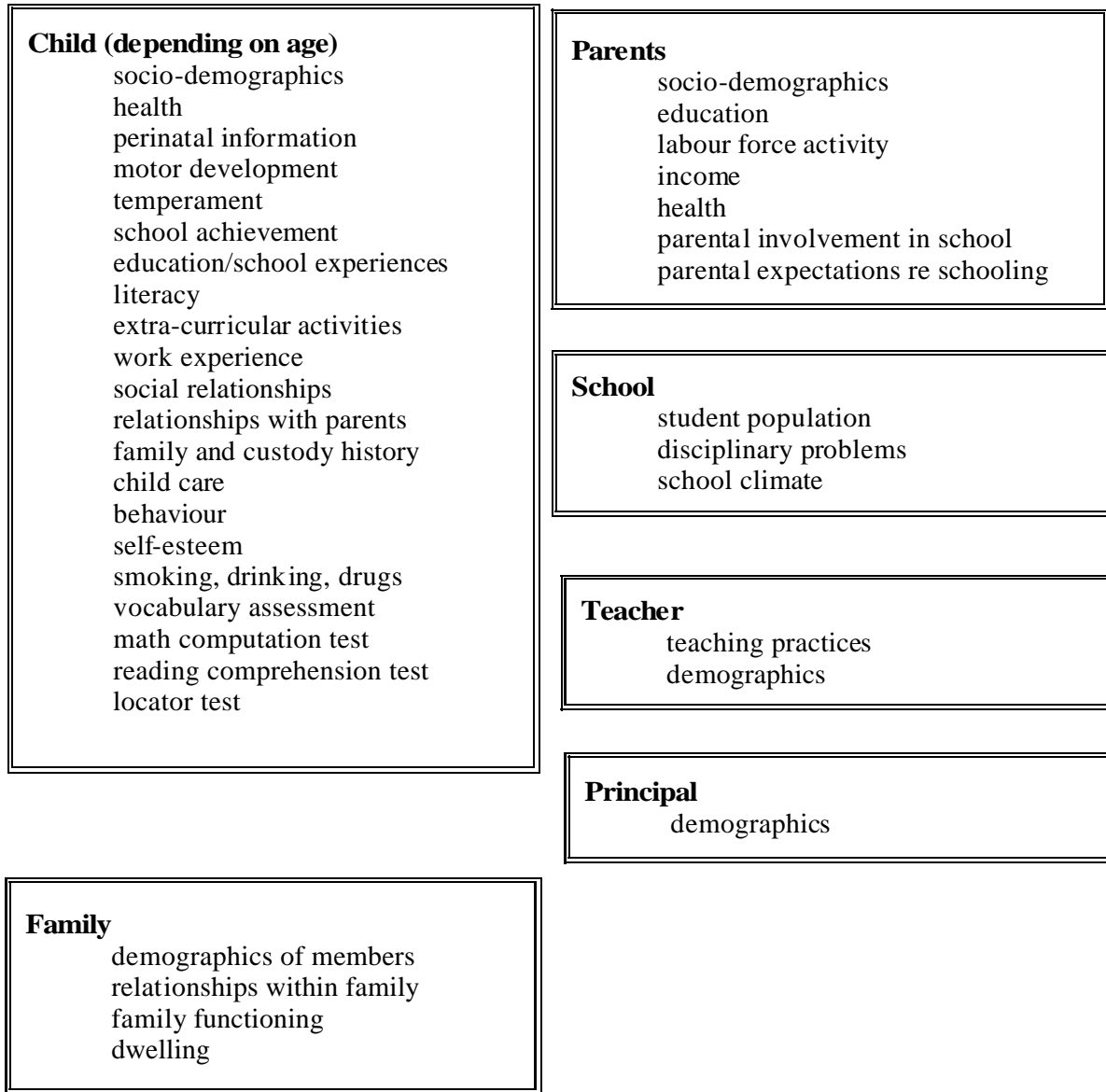
## 5. Survey Content

This section describes the NLSCY cycle 3 instruments by outlining the changes from cycle 2, to save repeating the information presented in the cycle 1 document please refer to **National Longitudinal Survey of Children: Survey Instruments for 1994-95 Data Collection, Cycle 1 and the cycle 2 documents**. The content for the collection in the Yukon and Northwest Territories is summarized in Appendix B.

As mentioned earlier, the various cycle 3 survey instruments are presented in the documents **National Longitudinal Survey of Children and Youth: Survey Instruments for 1998-1999 Data Collection - Cycle 3, Book 1**, Catalogue No. 89FOO77XPE and **National Longitudinal Survey of Children and Youth: Survey Instruments for 1998-1999 Data Collection - Cycle 3, Book 2**, Catalogue No.89FOO77XPE. The questionnaires for the territories are available on request.

Figure 6 provides a summary of the content of the third collection cycle of the NLSCY. Appendix D outlines the specific content covered for the provinces.

**Figure 6: National Longitudinal Survey of Children and Youth - Cycle 3 Content**



## **5.1 Cycle 3 Content Changes**

Content development for cycle 3 had two dimensions, namely a) revisions due to the analysis of cycle 2 data, b) new material added for 14-15 year old children as a result of consultation with experts in adolescence.

The selection of topics for inclusion in the third 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 14 and 15-year-old children participating in the third cycle and for these same children as they grow older in subsequent collection cycles.

Figure 7 shows a summary of cycle 3 content while the chart in Appendix D provides more details. The following description of cycle 3 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 second collection cycle, with some data being confirmed only.

## **5.3 Parent Questionnaire**

### **Education**

In cycle 3, 5 additional questions were added to the education section on literacy and were asked of both PMK and spouse. These questions refer to how frequently the PMK and spouse used a public library, wrote letters, read newspapers or magazines, read books. In addition, parents were asked about the type of reading material in the household including newspapers, magazines, books, encyclopedias and dictionaries.

### **Labour Force:**

The labour force section remained relatively the same from cycle 2 to cycle 3 with three additional questions on maternity \ parental leave added to cycle 3. These questions asked the PMK and the spouse whether they had taken any paid or unpaid maternity or parental leave in the 12 months previous to the survey, and if so, how many weeks of both paid and unpaid leave were taken.

**Income:**

In order to obtain a more accurate value for household income and in order to better understand the sources of household income, changes were made to cycle 3.

In cycle 2 the PMK was asked from which sources they received household income, what was their main source of household income, and were then asked to provide an estimate of their total household income and personal income. If the PMK refused to provide an exact estimate, income was assessed using a series of cascading questions relating to the range in which their income fell.

In cycle 3, personal income was generated by obtaining the dollar amount for each source of income and adding together all of the sources to get a total amount.. This amount was confirmed with the PMK as the total personal income. If the PMK indicated that the generated value wasn't the correct amount, the amounts provided for each source of income were reviewed and corrected as necessary. As with cycle 2, for those who refused to provide specific amounts, personal income was determined using a set of cascading questions relating to the range in which their personal income fell.

In addition, the spouse of the PMK was also asked about personal income, whereas this was not done in cycle 2. Household income is determined the same way as in Cycle 2. If the respondent hesitates to give an accurate dollar value for household income, income was assessed using a series of cascading questions relating to the range in which their income fell.

**Adult Health**

A minor change was made to the section on alcohol consumption: Question HLA\_Q7 relating to the number of times the adult had 5 or more drinks on one occasion within the previous 12 months was dropped in cycle 3. A new question, HLA=Q5A was added which asked the average number of drinks consumed.

**Family Functioning**

This section remained unchanged from cycle 2.

**Neighbourhood:**

This section was not asked in cycle 2. In cycle 3, 9 questions from cycle 1 were added back to the survey. These questions pertain to neighbourhood safety, community involvement, and neighbourhood cohesion.

**Social Support:**

This section was not asked in cycle 2. In cycle 3, 6 questions from cycle 1 were added back to the survey. These questions pertain to the relationships and the support which the adult receives.

**Socio-Demographic Characteristics:**

This section was the same as in cycle 2.

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

HLT-Q3 and Q4 were not asked for 12 to 15 year olds. The youth were asked for this information on the self-complete.

## 5.4 Child Questionnaire

**Birth Weight:**

The questions on the child's weight at birth (HLT-Q4C) and delivery date (HLT-Q4D1 and HLT-Q4D2) were added for new respondents aged 2 and older in Cycle 3 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), cycle 2 for those aged 6-13 (8- 14 years old in cycle 3). For new respondents aged 2 or younger, this information was collected in the Medical/Biological section in cycle 3.

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

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

**Work After Birth**

In cycle 2, questions on the mother's return to the labour market (MED-Q29, Q30A, Q31) were added to the medical \ biological section 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.

In cycle 3 this section was expanded to include information on the age of the child when the mother began working (WAB\_Q2 ) and the continuity of work after birth until the child began school for school aged children

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

After validation of the Cycle 1 results, only the fussy/difficult construct was asked for cycle 2. In cycle 3, the unadaptable construct was added back to the survey.

**Education (4-15 year olds):**

Questions EDU-Q12A, EDU-Q12B were added to cycle 3 to determine if the child was in an immersion program, and if so, the percentage of time spent in the immersion program.

Using information from cycle 2, response categories were created for question EDU-Q14F on amount of time spent doing homework; in cycle 2 this question was a

continuous variables, with total hours and minutes being reported rather than categories of time. In cycle 2, question EDU-Q16 asked about the frequency of contact by the school regarding the child's behaviour. In cycle 3, this question was broken into two components: contact regarding positive behaviour or achievements (EDU-Q16A) and contact regarding behaviour problems or challenges at school (EDU-Q16B). Question EDU-Q18C was new in cycle 3 and asked the adult how frequently they talk to their child about school work or behaviour in the class. And lastly, question EDU-Q19E was added to assess the adults perception of whether their child's school offers them many opportunities to be involved in school activities.

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

The literacy section was expanded from 4-7 year olds in cycle 2 to 4-9 year olds in cycle 3. In cycle 2, the literacy section for 7-13 year olds was dropped with a few questions for this age group included in other sections of the survey. In cycle 3, questions about books and reading (LIT-Q7B, LIT\_Q12, LIT, Q13) and how frequently they attend the library (LIT-Q14) were added back for this age group.

**Activities (4-15 year olds):**

Most of this section was dropped for 14-15 year olds - only the responsibilities and summer camp were asked of parents of 10-11, 12-13, and 14-15 year olds. Activities outside of school hours were covered on the Self-Complete Questionnaires for these children. Questions ACT-Q3E and ACT- Q3F from cycle 2 on whether the child played computer or video games and if so, how many hours on a typical day was reworked for cycle 3. ACT-Q4A replaced these questions and asked how frequently the child spent time on a computer, outside of school hours (most days, a few times a week, once a week, once a month, never). ACT-Q4A and Q4B from cycle 2 on TV watching behaviour was collapsed to one question in cycle 3 (ACT-Q4B).

**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 or 14-15 year olds. Children aged 10-11, 12-13, and 14-15 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 on difficult behaviour (Q17A-F) were dropped in cycle 3. These questions were asked in the self-completed questionnaire.

**Motor Social Development**

This section remained unchanged from cycle 2.



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

This section remained unchanged from cycle 2.

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

The Lempers scale (PAR-Q29A-R), which was used on the cycle 1 10-11 Self-Complete Questionnaire, was added for 12-13 year olds in cycle 2 but was deleted from cycle 3. These questions remain on the self-completed questionnaire for 10-11, 12-13 and 14-15 year olds

**Family and Custody History:**

A few new questions were added to this section. Question CUS-Q3A1 was added to determine if the child's parents married after the child's birth if they were not married at the time of the birth. Question CUSQ11D1 was added to determine the type of arrangement for the child's care for children whose parents broke up with no existing court order for custody. In addition, CUSQ11F1 was added to determine why child support payments were not agreed or not awarded for those who had a court order for custody but did not have an agreement on child support payments. For those who did make payments, additional questions were added in cycle 3 to determine the month and year that these payments were first agreed to (CUSQ11G1); whether they were suppose to receive payments in the past year (CUSQ11G2) and, if so, how these payments were to be received (CUSQ11G3); and what proportion of payments were actually received (CUSQ11H1). Two additional questions were added on whether the child had seen his/her other parent as often as agreed to in the court order (CUSQ11H2) and, if not, the reason why (CUSQ11H3).

For those in the exclusive custody of one parent, question CUS-Q13A was added to determine if the child was involved in the decision about his/her living arrangement.

**Child Care (0-15 year olds):**

Based on data from the National Child Care Survey, most of the Child Care section was dropped for 12-13 and 14-15 year olds. Only CAR-Q8 and Q9 were asked for 12-13's and 14-15's. Several new questions relating to quality of care were added in cycle 3 for 0-11 year olds. These questions relate how many other children are in care with the child (CAR-Q2A1-3, CAR-Q2B1-3, CAR-QC1), the qualifications of the care provider (CAR-Q2A4, CAR-Q2B4), interactions between the care provider and child (CAR-Q2A5-8, CAR-Q2B5-8, CAR-QC5-8); the availability of a safer indoor and outdoor play area (CAR-Q2A8, CAR-Q2B8, CAR-Q2D8); and the permanency of the arrangement (CAR-Q2A9, CAR-Q2B9, CAR-Q2D9)

**Socio-Demographic Characteristics:**

This section was the same as in cycle 2

## 5.5 10-11 Self-Complete Questionnaire

Apart from some wording changes, the 10-11 Self-Complete Questionnaire for cycle 3 was the same as for cycle 2.

**School:** In cycle 2, 10-11 year olds were asked the extent to which they liked math. In Cycle 3 the response categories were changed from false, mostly false, sometimes false, mostly true and true to I hate it, I don't like it very much, I like it a little, I like it a lot and I don't take it. In addition the subjects of English and French were also added.

**About me:** In cycle 2 four questions were asked about looks. These questions were replaced with one general question (C1E-I like the way I look) in cycle 3.

**My parents and me:** This section was expanded in cycle 3 to include questions about the respondents relationship with their mother (E1-E3), their relationship with their father (E4-E6) and their parents relationship with each other (E7-E8).

**Smoking and drinking:** G2 is new to cycle 3 and asks if the respondent still smokes for those who indicated trying smoking. The question was added to provide clarification to respondents and to aid in the flow pattern of the questionnaire. Based on results from cycle 2, questions on frequency of drug use were dropped in cycle 3.

**Activities:** The question on whether the respondent had a job (H1f in cycle 2) was reworded to doing odd jobs (H1h) in order to capture activities such as babysitting and paper routes. An additional question was added on whether the respondent participated in a hobby or craft (H1h). Question H4 was added to determine if the respondent had access to a computer at home.

## 5.6 12-13 Self-Complete Questionnaire

**Friends and Family:** Questions A15-A17 from cycle 2 on dating were reworded and moved to a separate Section on dating in cycle 3. Additional questions on dating were added to determine if the respondent currently had a boyfriend/girlfriend and to find out about the physical experiences they have had with their boyfriend/girlfriend.

**Education:** Questions on the importance doing various activities in school such as making friends, participating in extra curricular activities, being on time, learning new things, expressing your opinion and taking part in student council or other similar groups were added to cycle 3 (B6a, B6c-g). The subject of Fine Arts (B7f) was added as a category for which respondents reported the extent to which they liked the subject. Five questions on school safety and bullying were dropped in cycle 3. These questions were replaced by a set of questions asking the respondent whether they had ever been spoken

about in a manner uncomfortable to them, threatened to be hurt but not hurt, or physically attacked or assaulted both in the school environment and outside school. These questions (C4-C6) were added to the About Me section.

**About me:** In cycle 2, four questions were asked about looks. These questions were replaced with one general question (C1E-I like the way I look) in cycle 3. Questions C4-C6 (discussed above under education) were new to cycle 3.

**Feelings and Behaviour:** Based on analysis from cycle 2, questions on deviant behaviours were reduced from 29 to 21 items.

**Activities:** Question E7 on internet access at home, was added in cycle 3.

**Smoking and drinking:** G2 is new to cycle 3 and asks if the respondent still smokes for those who indicated trying smoking. Question F9 was added and asks the respondent if they still drink if they indicated they had ever tried drinking. The questions were added to provide clarification to respondents and to aid in the flow pattern of the questionnaire. The question asking respondents how often they gambled was dropped in cycle 3.

**My parents and me:** This section was expanded in cycle 3 to include questions about the respondents' relationship with their mother (G1-G3), their relationship with their father (G4-G6) and their parents' relationship with each other (G7-G8).

**Health:** Questions on depression were dropped in cycle 3. Questions on unhealthy eating habits (bingeing and purging) were dropped in cycle 3.

**Work and money:**

Respondents were asked about the number of weeks they worked for pay, the amount and source of money they received, and how they spent their money.

## **5.7 14-15 Self-Complete Questionnaire**

The core content for the 14-15 self-complete was similar to the 12-13 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 section varies substantially from the 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).

## **5.8 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.

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

The same version of the PPVT-R was used in cycle 3 as in cycle 2. As in cycle 2, the test was administered to those 6-year-olds who are not in grade two or over and the interviewer completed an assessment of the conditions in which the test was administered.

## **5.10 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 4 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.

## **5.11 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.

## **5.12 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 2. A few questions were added, and others reworded. In cycle 2, three different teacher questionnaires were used in cycle: 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. In cycle 3, the questionnaire for students who had a different teacher was replaced by two teacher questionnaires: one to be completed by the language arts teacher and the other to be completed by the mathematics teacher. The core content of the resulting 4 questionnaires is similar to the cycle 2 teacher questionnaire but some modifications were made to reflect the different teaching situations and content specific changes were made to the language arts and mathematics teachers questionnaires. .

For more information about the detailed content of the teachers' questionnaires, please consult the cycle 3 questionnaire or Appendix D of this publication.

### **5.13 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 2. A few questions were added, and others reworded. The latter changes were made primarily to accommodate the aging of the sample.

For more information about the detailed content of the principal's questionnaire, please consult the cycle 3 questionnaire or Appendix D of this publication.



**APPENDIX A**  
**Expert Advisory Group on Children and Families for**  
**National Longitudinal Survey of Children and Youth**

|                           |  |
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## **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 3 collection procedures have been revised to facilitate the collection in the territories. Collection in the Yukon and NWT was done from November 1998 to March 1999 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 3, this provided a sample of 1, 093 children in the Yukon, 631 in the Western Territory and 740 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 1 year were selected in order that each age group (from 0 to 13 years) would be represented. All these respondents (now aged 2 to 15 in cycle 3) were re-contacted in cycle 3. Similarly, in cycle 3, additions of children aged 0 to 1 were selected in order that each age group (0 to 15 years) would be represented. Figure 7 presents the sample sizes for the territories' collection.

**Figure 7: Number of Children by Territory**

| <b>Territory</b>         | <b>Number of Children<sup>1</sup></b> |
|--------------------------|---------------------------------------|
| <b>Yukon</b>             | 1093                                  |
| <i>Nunavut</i>           | 740                                   |
| <i>Western Territory</i> | 631                                   |
| <b>NWT (Total)</b>       | 1,371                                 |
| <b>TOTAL</b>             | 2, 464                                |

<sup>1</sup> *These are preliminary figures for Cycle3.*

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

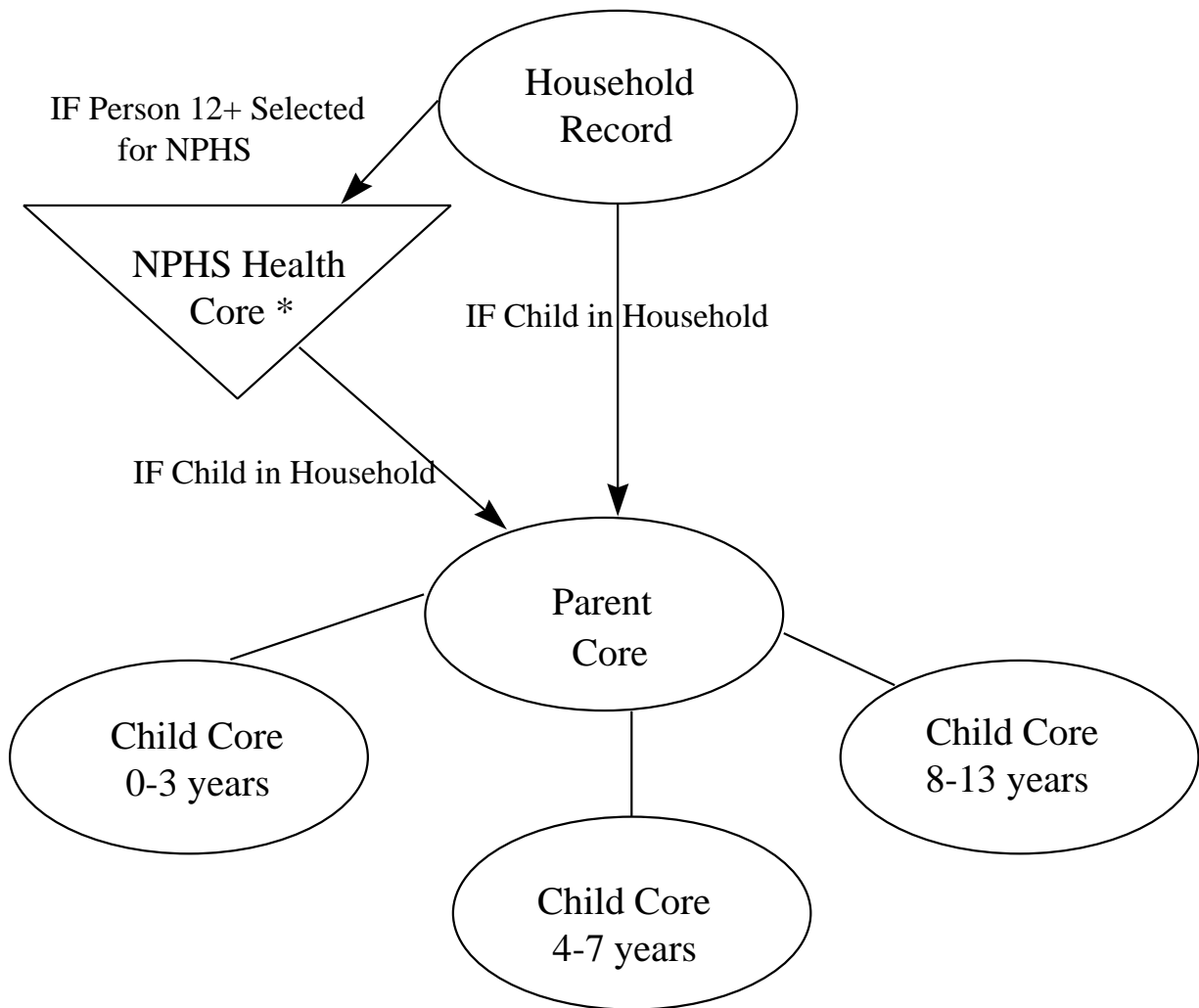
Because the collection in the Yukon and Northwest Territories uses paper and pencil questionnaires and not CAI, some redesigning of the questionnaires was done to facilitate interviewing. The CAI Children's Questionnaire was split into three forms and other questions moved to different forms. In cycle 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. Control Form(s)

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

The following figure, Figure 8, presents a schematic of the survey instruments used in cycle 2.

**Figure 8: 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. In Cycle 3, the self-complete questionnaires were not done. 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 third 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.

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**APPENDIX D**  
**National Longitudinal Survey of Children and Youth**  
**Content of Cycle 3 (collection Nov. 1998 to June 1999)**

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

The following survey instruments are included:

1. CAI interview with parents ( in the home)
2. Self-complete questionnaires (for 10-11, 12-13 and 14-15 olds in the home - paper and pencil)
3.
  - a) Teacher's Questionnaire (For kindergarten teachers) - Document 1
  - b) Teacher's Questionnaire (for a school environment where the child has one teacher for the basic academic subjects) - Document 2
  - c) Mathematics Teacher's Questionnaire - (For a school environment where a child/youth has different teachers for the basic academic subjects) - Document 3  
Mathematics
  - d) Language Arts Teacher's Questionnaire (For a school environment where a child/youth has different teachers for the basic academic subjects) - Document 3
4. Principal questionnaire – Document 4

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/<br/>partner</b> | <b>selected<br/>kids &lt;16</b> | <b>other<br/>people in<br/>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<br>everyone else | XX                     | XX                         | XX                              | XX                                       |
| - housing:<br>- 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>Literacy</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 of household income and amount of each source              | XX         |                        |
| -amount of total household income                                    | XX         |                        |
| - sources of personal income and amount of each source               | XX         | XX                     |
| -amount of total personal income                                     | XX         | 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                     |

| <b>VARIABLE</b>  | <b>PMK</b> | <b>Spouse/partner</b> |
|--|------------|-----------------------|
| Smoking  | XX         | XX                    |
| - alcohol consumption  | XX         | XX                    |
| - maternal history (mother of child <2 only):<br>- # 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><br>- <i>country of birth/citizenship/<br/>immigration</i> | XX         | XX                    |
| - <i>ethnicity</i>   | XX         | XX                    |
| - <i>language of use/mother tongue/<br/>home language</i>                            | XX         | XX                    |
| - <i>religion</i>  | XX         | XX                    |
| - <i>church attendance</i>   | XX         | XX                    |
| - race   | XX         | XX                    |

|  | AGE OF CHILD |           |         |         |         |         |           |           |
|--|--------------|-----------|---------|---------|---------|---------|-----------|-----------|
|  | 0-11 mos     | 12-23 mos | 2-3 yrs | 4-5 yrs | 6-7 yrs | 8-9 yrs | 10-11 yrs | 12-15 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/<br>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><br>(only if respondent is biological mother or father) |              |           |         |         |         |         |           |           |

| 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 | 12-15 yrs |
| - Mom's prenatal health                      | xx           | xx        |         |         |         |         |           |           |
| - prenatal smoking                           | xx           | xx        |         |         |         |         |           |           |
| - prenatal alcohol consumption               | xx           | xx        |         |         |         |         |           |           |
| - prenatal medication                        | 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><br>(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 ( $\leq$ gr. 3)         |              |           |         | xx      | xx      | xx      |           |           |
| - repeated                                   |              |           |         |         | xx      | xx      | xx        | xx        |



| <b>VARIABLE</b>                       |                     |                           | <b>AGE</b>         | <b>OF</b>          | <b>CHILD</b>       |                    |                      |                           |
|---------------------------------------|---------------------|---------------------------|--------------------|--------------------|--------------------|--------------------|----------------------|---------------------------|
|                                       | <b>0-11<br/>mos</b> | <b>12-<br/>23<br/>mos</b> | <b>2-3<br/>yrs</b> | <b>4-5<br/>yrs</b> | <b>6-7<br/>yrs</b> | <b>8-9<br/>yrs</b> | <b>10-11<br/>yrs</b> | <b>12-<br/>15<br/>yrs</b> |
| - 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                        |
| - 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>                       |                     |                           |                    |                    |                    |                    |                      |                           |
| - 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              |                    |                    |                      |                           |

| VARIABLE   | AGE         |                  |            | OF         | CHILD      |            |              |                  |
|--|-------------|------------------|------------|------------|------------|------------|--------------|------------------|
|  | 0-11<br>mos | 12-<br>23<br>mos | 2-3<br>yrs | 4-5<br>yrs | 6-7<br>yrs | 8-9<br>yrs | 10-11<br>yrs | 12-<br>15<br>yrs |
| - 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         |            |              |                  |
| <b>activities</b>  |             |                  |            |            |            |            |              |                  |
| - nursery school, play group/infant stimulation programs | xx          | xx               | xx         | xx         |            |            |              |                  |
| - 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           |                  |

| 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 | 12-15 yrs |
| - physical aggression/<br>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        |
| <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        |           |

| 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 | 12-15 yrs |
| - 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        |
| <b>family &amp; custody history</b><br>(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        |

| 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 | 12-15 yrs |
| - 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        |
| - 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        |

| 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 | 12-15 yrs |
| <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        |

| TESTS   | AGE OF CHILD |           |         |         |             |         |           |           |
|---|--------------|-----------|---------|---------|-------------|---------|-----------|-----------|
|   | 0-11 mos     | 12-23 mos | 2-3 yrs | 4-5 yrs | 6-7 yrs yrs | 8-9 yrs | 10-11 yrs | 12-15 yrs |
| <b>in home</b>                                      |              |           |         |         |             |         |           |           |
| - PPVT (receptive vocab.)                           |              |           |         | XX      | XX          |         |           |           |
| - indicator test ( $\geq$ gr. 2) (math and reading) |              |           |         |         | XX          | XX      | XX        | XX        |
| <b>in school (<sup>3</sup> 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 | 14-15 self-Complete |
|----------|---------------------|---------------------|---------------------|
|----------|---------------------|---------------------|---------------------|

### Friends and Family

|                                    |   |   |   |
|------------------------------------|---|---|---|
| getting along with peers           | X | X | X |
| time spent with friends            | X | X | X |
| # of close friends                 | X |   |   |
| # of close friends who are girls   |   | X | X |
| # of close friends who are boys    |   | X | X |
| People child can confide in        | X | X | X |
| Intimacy with friends              |   | X | X |
| Gotten along with classmates       | X | X | X |
| Gotten along with mom/dad/siblings | X | X | X |

### Dating

|                                       |  |   |   |
|---------------------------------------|--|---|---|
| Age at time of first girl\boy friend  |  | X | X |
| Currently have girl\boy friend        |  | X | X |
| Dating frequency                      |  | X | X |
| Dates same person or different people |  | X | X |
| Physical experinces                   |  | X | X |

| Variable | 10-11 Self-Complete | 12-13 Self-Complete | 14-15 self-Complete |
|----------|---------------------|---------------------|---------------------|
|----------|---------------------|---------------------|---------------------|

**My School and Me**

|  |                               |   |   |
|--|-------------------------------|---|---|
| Feelings about school                        | x                             | x | x |
| Change of school in last 2 years             |                               | x | x |
| Reason for most recent change in school      |                               | x | x |
| Difficulties in adaptation to new school     |                               | x | x |
| How well doing in school work                | x                             | x | x |
| Importance of good grades                    | x                             | x | x |
| Liking of Mathematics                        | x                             | x | x |
| Liking of Science                            |                               | x | x |
| Liking of English                            | x                             | x | x |
| Liking of French                             | x                             | x | x |
| Liking of Gym/Phys.ed.                       |                               | x | x |
| Liking of Fine Arts                          |                               | x | x |
| School Spirit                                |                               |   | x |
| Participation on school based activities     |                               |   | x |
| Safety/bullying at school and to/from school | x                             | x | x |
| Outsider at school                           | x                             | x | x |
| Skipped a day of school without permission   | see "Feelings and Behaviours" | x | x |
| Classes cut in the last month                |                               | x | x |
| Been suspended                               |                               | x |   |
| Dropped out of school                        |                               |   | x |

**My Teacher and Me**

|                                  |   |   |   |
|----------------------------------|---|---|---|
| Teacher gives extra help         | x | x | x |
| Teacher treats child fairly      | x | x | x |
| Talk to teacher outside of class |   |   | x |

**My Parents and School**

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



| Variable   | 10-11 Self-Complete | 12-13 Self-Complete | 14-15 self-Complete |
|--|---------------------|---------------------|---------------------|
| <b>My Homework</b>   |                     |                     |                     |
| place to study   | x                   | x                   | x                   |
| completion of homework   | x                   | x                   | x                   |
| <b>About My Future</b>   |                     |                     |                     |
| how far hope to go in school   |                     | x                   | x                   |
| <b>About Me</b>  |                     |                     |                     |
| the way I am \ like the way I look   | x                   | x                   | x                   |
| Proud of myself  | x                   | x                   | x                   |
| A lot of things about me are good  | x                   | x                   | x                   |
| When I do something, I do it well  | x                   | x                   | x                   |
| feel happy at present  |                     | x                   | x                   |
| feel optimistic about the future   |                     | x                   | x                   |
| Experiences with difficult events (break-up, pregnancy, problem at school, death of someone close) |                     |                     | x                   |
| Experience with discrimination   |                     |                     | x                   |

| Variable   | 10-11 Self-Complete | 12-13 Self-Complete                | 14-15 self-Complete                |
|--|---------------------|------------------------------------|------------------------------------|
| <b>Feelings and Behaviours</b>                     |                     |                                    |                                    |
| conduct disorder                                   | x                   | x                                  | x                                  |
| hyperactivity                                      | x                   | x                                  | x                                  |
| emotional disorder                                 | x                   | x                                  | x                                  |
| anxiety  | x                   | x                                  | x                                  |
| indirect aggression                                | x                   | x                                  | x                                  |
| physical aggression                                | x                   | x                                  | x                                  |
| inattention  | x                   | x                                  | x                                  |
| pro-social   | x                   | x                                  | x                                  |
| suicide  |                     | x                                  | x                                  |
| stayed out late/all night                          | x                   | x                                  | x                                  |
| skipped school                                     | x                   | see "My School and Me"             | see "My School and Me"             |
| gotten drunk                                       | x                   | see "Smoking, Drinking, and Drugs" | see "Smoking, Drinking, and Drugs" |
| questioned by police                               | x                   | x                                  | x                                  |
| questioned by teacher,principal, security officers |                     | x                                  | x                                  |
| run away from home                                 | x                   | x                                  | x                                  |
| destroyed things                                   |                     | x                                  | x                                  |
| fought or beaten up someone (2 items)              |                     | x                                  | x                                  |
| threatened someone (2 items)                       |                     | x                                  | x                                  |
| used a weapon to fight                             |                     | x                                  | x                                  |
| carried or used a knife or gun (4 items)           |                     | x                                  | x                                  |
| stolen something (5 items)                         |                     | x                                  | x                                  |
| Bought or sold drugs (2 items)                     |                     | x                                  | x                                  |
| Break and enter somewhere to steal                 |                     | x                                  | x                                  |
| used, bought or sold something stolen              |                     | x                                  | x                                  |
| used a credit or bank card without permission      |                     | x                                  | x                                  |

| Variable  | 10-11 Self-Complete | 12-13 Self-Complete | 14-15 Self-Complete |
|---|---------------------|---------------------|---------------------|
| Touched someone's private body parts or forced them to have sex (2 items) |                     | X                   | X                   |
| Driven a vehicle after drinking   |                     | X                   | X                   |
| Purposely started a fire somewhere  |                     | X                   | X                   |
| part of a group that did bad things                                       | X                   | X                   | X                   |

**Smoking, Drinking, and Drugs**

for each of cigarettes and alcohol:

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

**for specific sections:**

|                          |                               |   |   |
|--------------------------|-------------------------------|---|---|
| reasons for not smoking  | X                             |   |   |
| ever been drunk          |                               | X | X |
| age first drunk          |                               | X | X |
| frequency of being drunk | see "Feelings and Behaviours" | X | 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 | X |
| age at starting  |   | X | X |
| use by friends   |   | X | X |

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

|                  |   |  |  |
|------------------|---|--|--|
| frequency of use | X |  |  |
|------------------|---|--|--|

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

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

| Variable | 10-11 Self-Complete | 12-13 Self-Complete | 14-15 self-Complete |
|----------|---------------------|---------------------|---------------------|
|----------|---------------------|---------------------|---------------------|

### My Parents and Me

|   |   |   |   |
|---|---|---|---|
| Nurturance                                | x | x | x |
| Rejection                                 | x | x | x |
| Monitoring                                | x | x | x |
| parents too busy to spend time with child |   | x | x |
| intimacy with parents                     |   | x | x |
| autonomy/control - decision making        |   | x | x |
| Relationship with mother                  | x | x | x |
| Relationship with father                  | x | x | x |

### Health

|                                |   |   |   |
|--------------------------------|---|---|---|
| Height                         |   | x | x |
| Weight                         |   | x | x |
| stress-related health problems |   | x | x |
| seat belt use                  |   | x | x |
| use of bicycle helmet          |   | x | x |
| breakfast eating               |   | x | x |
| weight control                 |   | x | x |
| Depression                     |   | x | x |
| puberty – key indicators       | x | x | x |
| sexual experiences             |   | x | x |

### Activities

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

| Variable | 10-11 Self-Complete | 12-13 Self-Complete | 14-15 self-Complete |
|----------|---------------------|---------------------|---------------------|
|----------|---------------------|---------------------|---------------------|

**My Work and Sources of Money**

|   |  |   |   |
|---|--|---|---|
| amount of money received per average week |  | x | x |
| average hours of paid work per week       |  | x | x |
| how spend own money                       |  | x | x |
| Type of employment                        |  |   | x |
| Summer employment                         |  |   | x |

## TEACHER'S QUESTIONNAIRE: A SUMMARY OF CYCLE 3

| QUESTION DESCRIPTION                    | Kindergarten Questionnaire | One-teacher Questionnaire | Language Arts teacher questionnaire | Math teacher questionnaire |
|---|----------------------------|---------------------------|-------------------------------------|----------------------------|
| <b>student's education:</b>             |                            |                           |                                     |                            |
| -how well teacher knows student         |                            |                           | Q01                                 | Q01                        |
| - multi-grade class                     |                            | Q01                       | Q02                                 | Q02                        |
| - grade / level                         | Q01                        | Q02                       | Q03                                 | Q03                        |
| -level of difficulty in subject         |                            | Q03,Q04                   | Q04,Q05                             | Q04,Q05                    |
| - currently repeating grade             |                            | Q05                       | Q14                                 | Q08                        |
| -immersion                              |                            | Q07-Q08                   | Q07-Q09                             | Q07                        |
| - social / emotional development        | Q02                        |                           |                                     |                            |
| - physical development                  | Q03,Q04                    |                           |                                     |                            |
| - academic performance in:              |                            | Q09                       |                                     |                            |
| - reading                               |                            |                           |                                     |                            |
| - mathematics                           |                            | Q11                       |                                     | Q09,Q10                    |
| - written work                          |                            | Q10                       | Q11                                 |                            |
| - non-written Communication             |                            |                           | Q10                                 |                            |
| - sciences                              |                            | Q12                       |                                     | Q11                        |
| - all areas                             |                            | Q13                       | Q16                                 | Q12                        |
| - skills in: - learning                 | Q05                        |                           |                                     |                            |
| - language / communication              | Q06,Q07                    |                           |                                     |                            |
| - reading                               | Q08                        |                           |                                     |                            |
| - writing                               | Q09                        |                           |                                     |                            |
| - mathematics                           | Q10                        |                           |                                     |                            |
| - academic prediction / Expectation     |                            | Q14                       | Q17                                 |                            |
| - # of school days / instructional days | Q11                        | Q15                       |                                     |                            |
| - type of program                       | Q13                        | Q13                       |                                     |                            |
| - instruction time in subjects          | Q14                        | Q16                       | Q18,Q19                             | Q14,Q15                    |
| - time spent using computer             | Q11                        | Q17                       |                                     |                            |
| - main language of instruction          | Q15                        | Q06                       | Q06                                 | Q06                        |
| - extra instruction: advanced abilities |                            | Q18,Q19                   | Q20,Q21<br>Q23,Q24,<br>Q25          | Q16,Q17                    |
| - extra help: weak in certain skills    |                            | Q20                       | Q22,Q26,                            | Q18                        |

| QUESTION DESCRIPTION   | Kindergarten<br>Questionnaire | One-teacher<br>Questionnaire | Language<br>Arts teacher<br>questionnaire | Math teacher<br>questionnaire |
|--|-------------------------------|------------------------------|---|-------------------------------|
|  |                               |                              | Q27                                       |                               |
| - extra help: disability, other<br>problem   | Q16 – Q18                     | Q21-Q23                      | Q28-Q30                                   |                               |
| <b>student's behaviour and attendance:</b>   |                               |                              |   |                               |
| - # of days absent (% of time away)  | Q19                           | Q24                          | Q31                                       | Q19                           |
| - # of days skipped  |                               | Q25                          | Q32                                       | Q20                           |
| - prepared for school  | Q24                           | Q30                          | Q39                                       | Q27                           |
| - behaviour scale measuring:<br>- conduct disorder<br>- hyperactivity<br>- emotional disorder<br>- anxiety<br>- indirect aggression<br>- physical aggression<br>- inattention<br>- prosocial | Q25                           | Q31                          | Q40                                       | Q28                           |
| - social and personal skills   | Q26                           | Q32                          | Q41                                       | Q29                           |
| - work habits  | Q27                           | Q33                          | Q42                                       | Q30                           |
| - special skills / talents   | Q28                           | Q34                          | Q43                                       | Q31                           |
| - Frequency with which teacher talks to<br>student outside class   |                               | Q29                          | Q38                                       | Q26                           |
| - Child's outlook in class   | Q20-Q23                       | Q26-Q28                      | Q33-Q37                                   | Q21-Q25                       |

| <b>QUESTION DESCRIPTION</b>  | Kindergarten<br>Questionnaire | One-teacher<br>Questionnaire | Language<br>Arts teacher<br>questionnaire | Math teacher<br>questionnaire |
|--|-------------------------------|------------------------------|---|-------------------------------|
| <b>Involvement of parents/guardians:</b>                                   |                               |                              |   |                               |
| - parent participation   | Q29                           | Q35                          | Q44                                       | Q32                           |
| - parent involvement   | Q30                           | Q36                          | Q45                                       | Q33                           |
| - importance of school to parents  | Q31                           | Q37                          | Q46                                       | Q34                           |
| - parent support of teaching Efforts                                       | Q32                           | Q38                          | Q47                                       | Q35                           |
| <b>student's class and your teaching practices:</b>                        |                               |                              |   |                               |
| - # of students in class   | Q33                           | Q39                          | Q48                                       | Q36                           |
| - teaching assistant / adult<br>volunteer                                  | Q34                           | Q40                          | Q49                                       | Q37                           |
| - # of students with long-term<br>problems                                 | Q35                           | Q41                          | Q50                                       | Q28                           |
| - # of students speaking non-<br>official language; # immigrated to Canada | Q36                           | Q42                          | Q51                                       | Q39                           |
| - academic rating of class   | Q37                           | Q43                          | Q53                                       | Q41                           |
| - subjects taught to student   |                               | Q44,Q46,<br>Q48,Q50          | Q52                                       | Q40                           |
| - teaching strategies  |                               | Q45,Q47,<br>Q49              | Q54                                       | Q42                           |
| - frequency of homework  |                               | Q51                          | Q55                                       | Q43                           |
| - amount of homework   |                               | Q52,Q53                      | Q56,Q57                                   | Q44,Q45                       |
| - methods of monitoring<br>homework  |                               | Q54                          | Q58                                       | Q46                           |
| - class behaviour  | Q38                           | Q55                          | Q59                                       | Q47                           |
| - resource needs of class  | Q39                           | Q56                          | Q60                                       | Q48                           |
| -time on instructional activity  | Q40,Q42                       | Q57,Q59                      | Q62                                       | Q50                           |
| - time on non-instructional activities                                     | Q41, Q43                      | Q58,Q60                      | Q61,Q63                                   | Q49,Q51                       |
| - attributes of teacher & class  | Q44                           | Q61                          | Q64                                       | Q52                           |
| <b>Computer information and<br/>communications technology</b>              |                               |                              | Q65                                       | Q53                           |



| <b>QUESTION DESCRIPTION</b>                            | Kindergarten<br>Questionnaire | One-teacher<br>Questionnaire | Language<br>Arts teacher<br>questionnaire | Math teacher<br>questionnaire |
|--|-------------------------------|------------------------------|---|-------------------------------|
| <b>Perceptions of your school:</b>                     |                               |                              |   |                               |
| - climate of school                                    | Q46                           | Q63                          | Q66                                       | Q54                           |
| - school's disciplinary policies                       | Q47                           | Q64                          | Q67                                       | Q55                           |
| <b>personal information on teacher:</b>                |                               |                              |   |                               |
| - gender, age, experience                              | Q48- Q50                      | Q65-Q67                      | Q68-Q70                                   | Q56-58                        |
| - levels of education                                  | Q51                           | Q68                          | Q71                                       | Q59                           |
| - main field of study of highest level<br>of education | Q52                           | Q69                          | Q72                                       | Q60                           |
| - qualifications in special<br>education               | Q53                           | Q70                          | Q73                                       | Q61                           |
| - qualifications in second language                    | Q54                           | Q71                          | Q74                                       | Q62                           |
| - other advanced qualifications                        | Q55                           | Q72                          | Q75                                       | Q63                           |

### PRINCIPAL'S QUESTIONNAIRE: SUMMARY OF CYCLE 3

| <b>QUESTION DESCRIPTION</b>                  | <b>CYCLE 3</b> |
|--|----------------|
| <b>students in your school:</b>              |                |
| - primary/elementary grades                  | Q01            |
| - intermediate/middle levels                 | Q04            |
| - secondary/high school levels               | Q07            |
| - primary/elementary grades                  | Q02            |
| - intermediate/middle levels                 | Q05            |
| - secondary/high school levels               | Q08            |
| - primary/elementary grades                  | Q03            |
| - intermediate/middle levels                 | Q06            |
| - secondary/high school levels               | Q09            |
| - students' family (economic) background     | Q10            |
| - total student enrolment in school          | Q11            |
| - students with long-term and other problems | Q12            |

| <b>QUESTION DESCRIPTION</b>  | <b>CYCLE 3</b> |
|--|----------------|
| - # of students speaking non-official language; # immigrating to Canada; # living in rural setting | Q13            |
| - race/ethnicity of student population   | Q14            |
| - # of new students registered during school year  | Q15            |
| - # of students who left during school year  | Q16            |
| - % of students absent on a given day  | Q17            |
| - average student absenteeism rate for the year  |                |
| - % of students who are chronically late for school  | Q18            |
| - disciplinary problems within the school  | Q19            |
| <b>involvement of parents/guardians:</b>   |                |
| - % of parents who volunteer help  | Q20            |
| - support of parents for school's staff  | Q21            |
| - activity of parent-school committees   | Q22            |
| - influence of parent-school committees  | Q23            |
| <b>characteristics of your school:</b>   |                |
| - type of school   | Q24,Q25        |
| -programs offered at school  | Q27            |
| - range of grades taught   | Q26            |
| -co-op programs  | Q29-Q30        |
| -volunteer programs  | Q31-Q33        |
| -vocational or work oriented programs  | Q34-Q36        |
| -other programs  | Q37            |
| -partnership with businesses   | Q38-Q39        |
| -status of high school graduates   | Q40            |
| - # of staff - # filling various positions by type   | Q41            |
| - total # of teachers  |                |
| - # of classrooms in school  | Q42            |
| - teaching as a duty of principal  | Q43            |
| - # of volunteers working directly with students   | Q45            |

| <b>QUESTION DESCRIPTION</b>  | <b>CYCLE 3</b> |
|--|----------------|
| - # of teachers/teaching assistants speaking a non-official language; # having a health impairment | Q46            |
| - support services available to school   | Q47            |
| - resources available to school  | Q48            |
| <b>Computers, informatics and communications technology</b>  | Q49-Q52        |
| <b>perceptions of your school:</b>   |                |
| - feelings - re: role as principal<br>- expectations of students                                   | Q53            |
| <b>personal information:</b>   |                |
| - gender, age  | Q54, Q55       |
| - occupational experience  | Q56            |
| - levels of education  | Q57            |
| - main field of study of highest level of education  | Q58            |
| - advanced qualifications  | Q59            |

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

| <i>Catalogue.<br/>Number</i> | <i>Date</i>   | <i>Title</i>  |
|------------------------------|---------------|---|
| 93-01                        | February 1993 | National Longitudinal Survey of Children (NLSC):<br>Planning Report   |
| 93-01                        | février 1993  | Enquête longitudinale nationale sur les enfants: Rapport de<br>planification  |
| 93-02                        | March 1993    | National Longitudinal Survey of Children (NLSC):<br>Overview  |
| 93-02F                       | mars 1993     | Enquête longitudinale nationale sur les enfants ELNE:<br>Aperçu   |
| 95-01                        | February 1995 | National Longitudinal Survey of Children: Survey<br>Instruments for 1994-95 Data Collection - Cycle 1.                                    |
| 95-01F                       | février 1995  | Enquête longitudinale nationale sur les enfants: Matériel<br>d'enquête pour la collecte des données de 1994-1995 -<br>Cycle 1.            |
| 95-02                        | February 1995 | National Longitudinal Survey of Children: Overview of<br>Survey Instruments for 1994-95 Data Collection, Cycle 1.                         |
| 95-02F                       | février 1995  | Enquête longitudinale nationale sur les enfants: Aperçu du<br>matériel d'enquête pour la collecte des données de 1994-<br>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  |