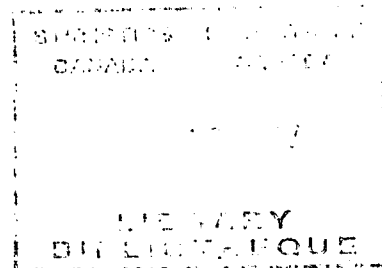
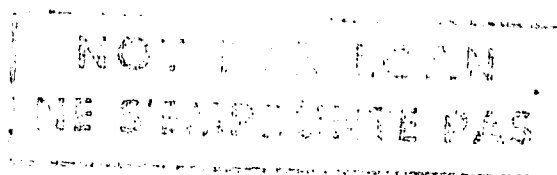


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National Longitudinal Survey of Children

Description of Content

Project Team

"What Works for Children -
Information Development Program

Social Program Information and Analysis Directorate
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Canada

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1. Introduction

The purpose of this document is to describe the content for the National Longitudinal Survey of Children (NLSC). A brief summary of the main survey parameters is also included.

In particular, this document outlines the criteria by which each concept was assessed and the criteria used in the selection of appropriate measurement tools for each of the relevant concepts. In addition, discussion of the objectives, concepts and measures is provided. Since the content of the NLSC is still under development, this document will be updated as needed on an ongoing basis to reflect future decisions with respect to changes in content. It should be noted that the content reflected in this document is that of the "National Survey of Children: Content for the November Field Test" (October, 1993)¹.

For further details on project structure, survey design and data collection methodologies please refer to the "National Longitudinal Survey of Children (NLSC): Overview" (March, 1993).

2. The NLSC

2.1 Background

In May 1992, the federal government announced "Brighter Futures" - a series of initiatives to improve the health and well-being of Canada's children. Under the "What Works for Children - Information Development Program" of "Brighter Futures", the Social Program Information and Analysis Directorate of Human Resources Development² received a mandate to develop, in conjunction with Statistics Canada, the National Longitudinal Survey of Children. The purpose of this survey is to collect information for policy analysis and program development on critical factors affecting the development of children in Canada.

¹ For purposes of questionnaire testing, the survey is referred to as the "National Survey of Children" (NSC). However, all other documentation and references will refer to the survey as the "National Longitudinal Survey of Children" (NLSC).

² Effective June 1993, the Social Program Information and Analysis Directorate of the former Health and Welfare Canada joined the newly created Human Resources and Labour Canada (HRLC). In October 1993, HRLC was somewhat restructured and was renamed Human Resources Development.

2.2 Objectives

The primary objective of the NLSC is to develop a national database on the characteristics and life experiences of Canadian children as they grow from infancy to adulthood. In the first cycle, the focus will be on young children (0-11 years of age).

More specifically, the main objectives of the NLSC are:

- to determine the prevalence of various biological, social and economic characteristics and risk factors in Canadian children and youth (cross-sectional);
- to monitor the impact of such factors, life events and protective factors on these children's development (longitudinal); and,
- to provide this information to policy and program officials for use in developing effective policies and strategies to help children to live healthy, active and rewarding lives.

Underlying these objectives is the need to:

- fill an existing information gap regarding the characteristics and experiences of Canadian children, and particularly, their early years;
- focus on all aspects of the child in a holistic manner (i.e., the child, his/her family, school and community);
- provide national and as far as possible, provincial-level data; and to
- explore subject areas that are amenable to policy intervention and that affect a significant segment of the population.

In addition, the survey is intended to build on existing cross-sectional and longitudinal surveys and clinical research by exploring in a representative national sample, risk and protective factors. Also, the global nature of the survey combined with the extensive sample size will permit researchers and other data users the opportunity to investigate various relationships further.

2.2.1 Policy Considerations

At present, there are relatively few national statistical studies describing a broad range of characteristics of young children in Canada, especially between the ages of one and five years. Yet, measures of health, well-being and life opportunities are needed to study the current life conditions of Canadian children and youth, and to document their

developmental years.

Data on the prevalence of, and interaction between, various characteristics and conditions are needed to help policy makers understand the processes that modify risk, protect, and encourage the healthy development of children. Such information will enhance the understanding of healthy child development and help the various partners in society to develop effective strategies, policies and programs to help children succeed in our changing society.

It is intended that the NLSC will help to answer the following policy questions:

- i. What is the prevalence of various characteristics, risk factors and experiences in the Canadian child population which are associated (positively or negatively) with the development of healthy, active and rewarding lives?
- ii. What are the factors associated with healthy and successful development, and with difficulties?
- iii. Which combination of factors influence the lives of children at different periods of their development?
- iv. Are there factors or combinations of factors which significantly reduce negative impacts on, or enhance prospects of, healthy development?
- v. What are the roles of families, and the contributions of schools and communities to the development of children growing up under different circumstances in Canada?

2.3 Design

The design of the NLSC consists of a sample of children, selected in 1994, which will be followed over time. Thus, the sample will consist of an original longitudinal sample, augmented to meet the periodic cross-sectional data needs. Participating households will be selected from the Labour Force Survey. The 1994 sample will include approximately 25,000 children (approximately 20,000 dwellings), ranging in age from newborn to eleven years.

The survey design as outlined in the March 1993 "Overview" document described a sample structure consisting of children ranging in age from newborn to twelve years, according to the following age groups: newborn; 1-2; 3-5; 6-8; and 9-12. However, after consultations with the Expert Advisory Group (EAG) for the National Longitudinal Survey of Children (see Appendix A for a list of members), collection and analysis difficulties with such age groupings became apparent. Specifically, the grouping of the

sample in several age groups of unequal number of years plus the two year time allotment between survey cycles would not have provided for the totality of one age cohort to reach the next age group. As a result, the present groupings of newborn, 1, 2-3, 4-5, 6-7, 8-9, 10-11 were adopted. The impact of the regrouping is the creation of age groups of equal size, thus allowing for two year age spans between collection cycles. This regrouping will permit analysis every two years while maintaining an overemphasis in the youngest age groups because newborns and one year olds are retained as separate groups. As a result of this restructuring, the age range of the sample has been reduced from 0-12 years to 0-11 years.

Information will be collected on all children in a household within the age range of measurement. Background information on the parents and other family members will also be collected. The content of the NLSC is described beginning in section three of this document.

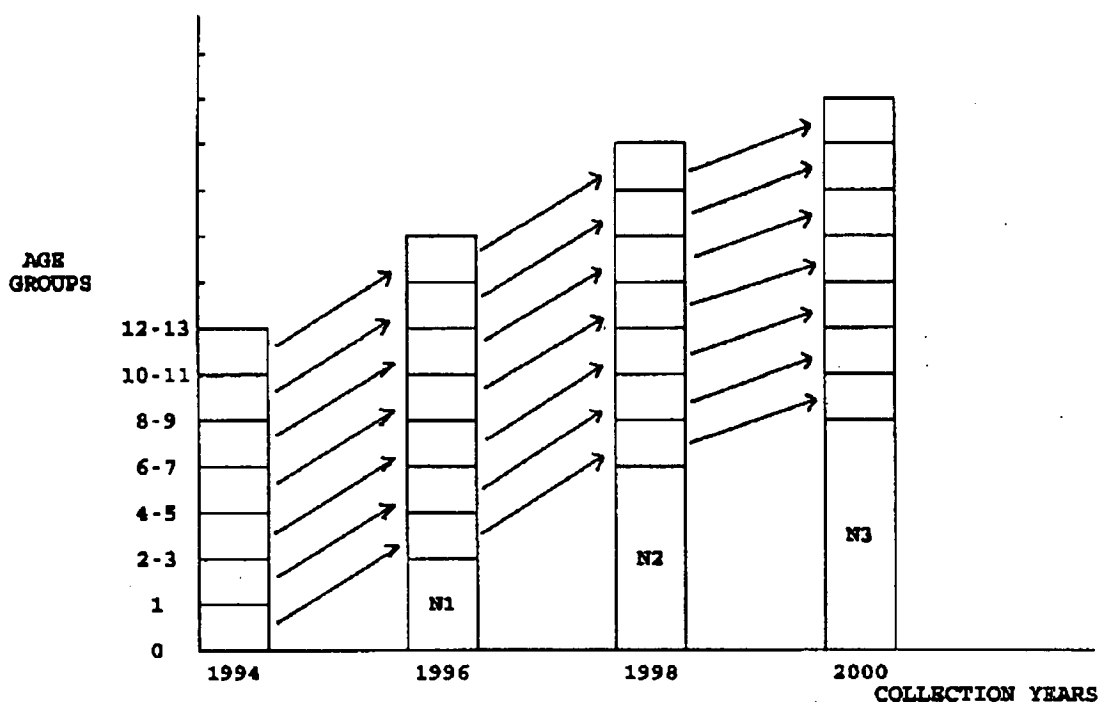
The current plan is to upgrade the sample in age groups no longer covered by the longitudinal sample in order to maintain coverage of the lower age ranges for cross-sectional purposes. Other types of upgrading will depend on the observed attrition rate. If non-response is concentrated in a particular population, replacement will be considered. The Project Team has been advised by others who have conducted similar longitudinal research that attrition has not been a major problem. The Project Team is continuing to investigate the optimum methods of retaining the original sample. At the present time, it is planned that children added to upgrade the sample will not be followed longitudinally.

Following the first survey cycle, the sample will be augmented to maintain a sample of children in the lower age ranges as the original sample ages. This sample is shown as "N1", "N2", "N3", etc., in Figure 1.

The following diagram illustrates the first four collection cycles of the NLSC:

Figure 1: NLSC Sample Design

(through four survey cycles)



For the first collection cycle, the survey will yield cross-sectional information on the population aged 0-11. At the national level, characteristics with prevalence between 3% and 4% will be measured reliably for each age group. Aggregates of age groups will be required at the provincial level for estimates of similar precision.

Figure 2 presents the expected sample size of each age group by province. The sample sizes vary due to factors such as the allocation of households to the Labour Force Survey and the average number of children per household in each province. It may however be possible for provinces to augment their sample size. Any requests to increase sample will be examined individually.

Figure 2: NSLC Sample Size

Province	Age Group							Total
	0	1	2-3	4-5	6-7	8-9	10-11	
Nfld	175	125	200	175	200	225	225	1,400
PEI	75	100	125	100	100	100	100	800
NS	225	225	300	300	250	275	250	1,900
NB	225	175	250	250	250	225	200	1,675
Que	725	725	775	650	600	600	575	4,700
Ont	1,125	975	925	800	675	575	525	5,650
Man	300	250	350	300	275	250	250	2,075
Sask	275	250	325	325	250	275	250	2,000
Alta	375	350	400	350	275	300	250	2,375
BC	325	300	425	400	350	375	350	2,575
Canada	3,950	3,550	4,200	3,775	3,325	3,275	3,125	25,275

Note: Numbers have been rounded down to the nearest 25; thus totals may not add.

A separate data collection is planned for the Yukon and Northwest Territories, as this population is not covered by the Labour Force Survey Sampling Frame. The sample size for the territories has not yet been determined.

The NLSC will be integrated with the National Population Health Survey (NPHS); for further details on the NPHS refer to Appendix B. The purpose of integrating with the NPHS is: to efficiently use common resources; to reduce the sample requirements, by integrating the sample; and to use consistent content, as appropriate.

The data collection for the NLSC will be carried out using computer assisted personal interviews. Face-to-face interviewing is essential in order to secure participation of the household over a long period of time as well as to allow for the development of rapport between the respondent and the interviewer. Personal interviewing is the most effective means of collection because it allows the interviewer the opportunity to "sell" the survey to the respondent. As well, the nature of some survey elements make it necessary for data collection to occur through personal interviewing. For example, it is planned that an interviewer-administered assessment will be conducted for children ages four and five to measure cognitive development. Finally, response rates are generally higher for face-to-face interviewing than with other methods of data collection such as mailed-in questionnaires. Although the November 1993 Field Test was a paper and pencil test of the questionnaires, because of convenience and efficiency reasons, the survey's first collection cycle in the fall, 1994 will use CAPI (Computer Assisted Personal Interviewing).

Collection from teachers will consist of a self-completed questionnaire mailed to and returned by teachers. The feasibility of, and implementation procedures for, this instrument are being explored, since authorization will be required for this collection. For example, written consent of the parents is required to allow the child's teacher to be contacted.

The November 1993 Test was a paper and pencil test of the questionnaires because of convenience and efficiency reasons. The survey's first collection cycle in the fall, 1994 will use the CAPI (Computer Assisted Personal Interviewing) method of data capturing.

2.3.1 Respondents

The main respondent for the initial collection cycles will be the mother, or the person in the family most knowledgeable about the child. In the case of direct cognitive assessments, questions will be addressed specifically to the child. In addition, the child is the respondent for the 10-11 year self-completed questionnaire. Finally, the child's teacher is the respondent for the teacher questionnaire. These various respondents will provide multiple sources of information on the child, whereby the richness of data analysis will be enhanced.

3. Content Development

3.1 Process

The survey objectives call for the collection of detailed longitudinal and cross-sectional information on a broad range of subject areas. The potential scope of the survey combined with the limited budget available and constraints associated with household surveys imposed trade-offs among the survey parameters. Interview time, collection methodology and sample size had to be carefully balanced in order to address the main issues related to child development. Especially with regard to content, the selection of significant topics, the sensitivity of the subject addressed and the robustness of the measurement tools were considered in order to optimize data collection.

The Project Team developed the draft questionnaires based on the following:

- discussions with federal departments, provincial governments and members of the NLSC Expert Advisory Group (EAG) regarding the content parameters outlined in the "Overview" document, March 1993;
- existing (e.g., Labour Force Survey, 1991 Census) and planned (National Population Health Survey, Survey of Labour and Income Dynamics) Statistics Canada surveys;
- consultations with specialists in specific subject areas such as: infancy and early childhood; family and custody history; behaviour; cognition; child abuse; physical health; etc.;
- research into other child-centred studies and surveys (e.g., Ontario Child Health Study, National Longitudinal Survey of Youth (Ohio State University), West Australia Child Health Survey (for further details on these surveys refer to Appendix B));
- continuing consultations with members of the Expert Advisory Group;
- feedback received from focus group testing at three sites (Toronto, Peterborough, Montreal) in June and August 1993.

Discussions on questionnaire content with subject matter specialists, federal and provincial officials is continuing. It is anticipated that the content will be finalized by early 1994. It should be noted that, based on the results of focus group testing, the questionnaires are presently too long. The duration of the average interview will be approximately two hours. Therefore, it is proposed that any new content will replace, rather than augment, existing content.

3.2 The selection of content concepts

In general, the NLSC is adopting an ecological or holistic approach to measuring child conditions and characteristics in order to capture, to the extent possible, the diversity and dynamics of the factors affecting child development. Such an approach examines a broad range of factors that influence, both positively and negatively, a child's development. Figures 1 and 2 in the "Overview" document served as the starting point for developing the content of the various questionnaires. Based on consultations and research, as well as the new age groupings, the content has been revised somewhat (see Figures 3 and 4).

Early in the NLSC developmental process, a set of criteria were defined for the selection of concepts for inclusion in the survey. Generally, concepts chosen for inclusion in the survey will be measured across all ages and will be repeated in each subsequent survey cycle. However, some concepts are relevant or applicable only to specific age groups. As well, it may not be necessary to collect information on certain concepts in future cycles of the survey, and new concepts may also be considered for inclusion.

The following criteria were used to delineate the broad themes to be addressed by the survey and to set priorities for content selection:

- the concept explored must address an important policy or scientific issue;
- the content addressed must cover risk factors, protective factors and child outcomes;
- the concept covered must concern a significant segment of the population ; and
- it must be feasible to collect the data required to address the concept in the context of a household survey.

3.3 Summary of Content

The following charts outline the content of the child and parent background questionnaires (Figures 3 and 4).

Figure 3: NLSC Content of Child Questionnaires

<p>Age 0 - 11 Months</p> <p><i>demographic</i></p> <p><i>custody history</i></p> <p><i>child care</i></p> <p>---</p> <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - height and weight - injuries - activity limitations - chronic conditions - health care use - medication <p><i>newborn indicators</i></p> <ul style="list-style-type: none"> - pre-natal care and lifestyle - delivery details - infant health after birth - post-natal - breast-feeding <p><i>parenting style</i></p> <ul style="list-style-type: none"> - acceptance/rejection - permissiveness/restrictiveness <p><i>temperament</i></p> <p><i>behaviour</i></p> <ul style="list-style-type: none"> - sleeping patterns <p><i>development</i></p> <ul style="list-style-type: none"> - physical - self-help - communication - socialization - cognition <p>---</p> <p>---</p>	<p>Age 12 - 23 Months</p> <p><i>demographic</i></p> <p><i>custody history</i></p> <p><i>child care</i></p> <p>---</p> <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - height and weight - injuries - activity limitations - chronic conditions - health care use - medication <p><i>newborn indicators</i></p> <ul style="list-style-type: none"> - pre-natal care and lifestyle - delivery details - infant health after birth - post-natal - breast-feeding <p><i>parenting style</i></p> <ul style="list-style-type: none"> - acceptance/rejection - permissiveness/restrictiveness <p><i>temperament</i></p> <p><i>behaviour</i></p> <ul style="list-style-type: none"> - sleeping patterns <p><i>development</i></p> <ul style="list-style-type: none"> - physical - self-help - communication - socialization - cognition <p>---</p> <p>---</p>	<p>Age 2 - 3 Years</p> <p><i>demographic</i></p> <p><i>custody history</i></p> <p><i>child care</i></p> <p>---</p> <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - height and weight - injuries - activity limitations - chronic conditions - health care use - medication <p><i>newborn indicators</i></p> <ul style="list-style-type: none"> - weight and length <p><i>parenting style</i></p> <ul style="list-style-type: none"> - acceptance/rejection - permissiveness/restrictiveness <p><i>behaviour</i></p> <ul style="list-style-type: none"> - sleeping patterns <p><i>development</i></p> <ul style="list-style-type: none"> - physical - self-help - communication - socialization - cognition <p><i>activities</i></p> <ul style="list-style-type: none"> - preschool <p>---</p> <p>---</p>
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<p>Age 4 - 5 Years</p> <p><i>demographic</i></p> <p><i>custody history</i></p> <p><i>child care</i></p> <p><i>education</i></p> <ul style="list-style-type: none"> - level - school type, language - travel time - enjoyment - special education <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - height and weight - injuries - activity limitations - chronic conditions - medication - happy/unhappy - unusual event <p>---</p> <p><i>behaviour</i></p> <p>---</p> <p>---</p> <p><i>activities/time use</i></p> <ul style="list-style-type: none"> - preschool - literacy - sports/lessons/clubs - TV <p><i>parenting style</i></p> <ul style="list-style-type: none"> - acceptance/rejection - permissiveness/restrictiveness <p><i>relationships</i></p> <ul style="list-style-type: none"> - friends, family - teacher, caregiver - other adults <p>---</p> <p>---</p>	<p>Age 6 - 7 Years</p> <p><i>demographic</i></p> <p><i>custody history</i></p> <p><i>child care</i></p> <p><i>education</i></p> <ul style="list-style-type: none"> - level - school type, language - travel time - enjoyment of school - achievement - special education <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - height and weight - injuries - activity limitations - chronic conditions - medication - health status - happy/unhappy - unusual event <p>---</p> <p><i>behaviour</i></p> <p>---</p> <p>---</p> <p><i>activities/time use</i></p> <ul style="list-style-type: none"> - literacy - sports/lessons/clubs - after-school <p><i>parenting style</i></p> <ul style="list-style-type: none"> - acceptance/rejection - permissiveness/restrictiveness <p><i>relationships</i></p> <ul style="list-style-type: none"> - friends, family - teacher - other adults <p>---</p> <p>---</p>	<p>Age 8 - 9 Years</p> <p><i>demographic</i></p> <p><i>custody history</i></p> <p><i>child care</i></p> <p><i>education</i></p> <ul style="list-style-type: none"> - level - school type, language - travel time - enjoyment of school - achievement - special education <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - height and weight - injuries - activity limitations - chronic conditions - health care use - medication - health status - happy/unhappy - unusual event <p>---</p> <p><i>behaviour</i></p> <p>---</p> <p>---</p> <p><i>activities/time use</i></p> <ul style="list-style-type: none"> - literacy - sports/lessons/clubs - after-school - talents/skills <p><i>parenting style</i></p> <ul style="list-style-type: none"> - acceptance/rejection - permissiveness/restrictiveness <p><i>relationships</i></p> <ul style="list-style-type: none"> - friends, family - teacher - parents' knowledge of friends <p>---</p> <p>---</p>	<p>Age 10 - 11 Years</p> <p><i>demographic</i></p> <p><i>custody history</i></p> <p><i>child care</i></p> <p><i>education</i></p> <ul style="list-style-type: none"> - level - school type, language - travel time - enjoyment of school - achievement - expectations - special education <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - height and weight - injuries - activity limitations - chronic conditions - health care use - medication - health status - happy/unhappy - unusual event <p>---</p> <p><i>behaviour</i></p> <ul style="list-style-type: none"> - social behaviour - risk taking behaviour <p><i>self perception</i></p> <p>---</p> <p><i>activities/time use</i></p> <ul style="list-style-type: none"> - literacy - sports/lessons/clubs - after-school - talents/skills - responsibilities - TV <p><i>parenting style</i></p> <ul style="list-style-type: none"> - acceptance/rejection - permissiveness/restrictiveness <p><i>relationships</i></p> <ul style="list-style-type: none"> - friends, family - teacher - parents' knowledge of friends - confidants <p>---</p> <p>---</p>
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Figure 4: NLSC Content of Background Questionnaire

<p>Parents</p> <p><i>demographic</i></p> <ul style="list-style-type: none"> - relationship to other family members - date of birth - sex - country of birth - year of immigration - language - ethnic origin - religion - marital status and history <p><i>education</i></p> <ul style="list-style-type: none"> - highest grade level - diploma/degree <p><i>labour force activity (past 2 years)</i></p> <ul style="list-style-type: none"> - employment - hours worked - shifts/weekend work - main activity if not employed <p><i>income (household)</i></p> <ul style="list-style-type: none"> - sources - amount <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - activity limitations - smoking <p><i>mental health (respondent only)</i></p> <ul style="list-style-type: none"> - distress/depression 	<p>Other Family Members</p> <p><i>demographic</i></p> <ul style="list-style-type: none"> - relationship to other family members - date of birth - sex - country of birth - year of immigration - language - ethnic origin - religion <p><i>education</i></p> <ul style="list-style-type: none"> - highest grade level - diploma/degree <p><i>labour force activity (past 2 years) (spouse/partner)</i></p> <ul style="list-style-type: none"> - employment - hours worked - shifts/weekend work - main activity if not employed <p>---</p> <p><i>physical health</i></p> <ul style="list-style-type: none"> - general health - activity limitations - smoking <p>---</p>	<p>Family Characteristics</p> <p>family functioning</p> <p>social support (of respondent)</p> <ul style="list-style-type: none"> - family - friends - other
		<p>Housing</p> <p><i>housing conditions</i></p> <ul style="list-style-type: none"> - owned/rented - subsidized - crowding
		<p>Community</p> <p><i>neighbourhood safety (perception)</i></p> <ul style="list-style-type: none"> - satisfaction - social problems <p><i>information from other data sources</i></p>

3.4 Selection of measures

In general, some concepts need to be measured extensively to be useful and accurate, while others can be measured adequately using broad indicators. While being able to measure a topic is an essential dimension for its inclusion in a survey, the selection of the most appropriate measures for the chosen survey design was guided by additional criteria. The Project Team developed the following principles to guide the selection of measures:

- the measure must be concise;
- the measure must have been successfully used or considered to be suitable for use in a household survey within the general population (ie. not just clinic or institutional groups);
- the measure should be suitable for use, by lay interviewers, with a cross-section of the Canadian population (eg. various ethnocultural and socioeconomic backgrounds);
- as far as possible, measures must be comparable to studies conducted both within Canada and abroad;
- the appropriateness of the measures must be considered from both longitudinal and cross-sectional perspectives; that is, the chosen measure is applicable throughout each child's development as well as comparable across different age groups at one point in time.

Further, where scales are being employed to measure concepts, the following additional criteria will also be used:

- as far as possible, psychometric properties of the measures, with complete references, must be available;
- modified or adapted questions or measures must have been tested to ensure that reliability and validity of the measures have been maintained;
- measures should be available in both official languages.

Section 5 of this document outlines the specific measures which have been proposed, or are under consideration, for inclusion in the NLSC. Unless otherwise stated, these measures have been evaluated against the above principles. As well, each measure outlined in this document has been tested at least once in focus groups. Specific reference to focus group testing results will not be described unless respondent reception to certain measures was particularly noteworthy.

4. Structure of questionnaires

The content is structured in five collection instruments:

1. Household Record Docket - Form 03
2. Background Questionnaire: Parent Response - NLSC-1A
3. Age-Specific Questionnaires: Parent Response
 - NLSC-2 to NLSC-8
4. Child Self-Completed Questionnaire: Age 10-11 years
 - NLSC-9
5. Teacher Questionnaire: Teacher Response - NLSC-10

1. Household Record Docket - Form 03

- establishes household composition, age and sex of all household members and the relationship of household members to the household head.
- collected for all household members

2. Background Questionnaire: Parent Response - NLSC-1A

- collected for all household members:
 - other demographic information (cultural characteristics)
 - education
 - health
- collected for respondent and spouse only:
 - marital status
 - labour force and economic
- collected for respondent only:
 - mental health
 - family functioning
 - social support
 - housing conditions
 - neighbourhood safety

3. Age-Specific Questionnaires: Parent response

- NLSC-2 (Children 0-11 months)
- NLSC-3 (Children 12-23 months)
- NLSC-4 (Children 2-3 years)
- NLSC-5 (Children 4-5 years)
- NLSC-6 (Children 6-7 years)
- NLSC-7 (Children 8-9 years)
- NLSC-8 (Children 10-11 years)

National Longitudinal Survey of Children

Description of Content

November 1993

Catalogue No. 93-06

ERRATA

p.22, 5.2.7.2; Mental Health (adult).

note that i) - l) of G.11 are from Tom Hay, A2B Consulting (Toronto), former Research Director of the Institute for the Prevention of Child Abuse.

p. 31, 5.3.5.3, Mental Health: Children Four Years of Age and Over.

note that question D.52, regarding a traumatic event, is from Tom Hay, A2B Consulting (Toronto), former Research Director of the Institute for the Prevention of Child Abuse.

November 24, 1993

- gather information on topics relevant to each age group, as well as certain basic information which will be collected for all ages.

4. Child Self-Completed Questionnaire: Age 10-11 years - NLSC-9

The self-completed questionnaire for ages 10-11 was designed to gather information directly from children reporting on various subjects such as their own expectations, well-being, attitudes and behaviour.

5. Teacher's Questionnaire: Teacher Response - NLSC-10

The teacher's questionnaire will collect information on child behaviour and academic performance. This questionnaire is still under development and is not included in the "National Survey of Children: Content for the November Field Test" (October, 1993).

5. Review of Questionnaire Content

This section describes the NLSC questionnaires, outlining the content of, and sources for, each section. The text has been organized to reflect the various questionnaires. It should be noted that this document reflects the content of the draft questionnaires contained in "National Survey of Children: Content for November Field Test", (October 1993).

For reference, Appendix B provides a brief summary of the various surveys which have served as sources and/or resource material in developing the content of the NLSC questionnaires.

5.1 Household Record Docket - Form 03 (Collected for all household members)

Objective

To identify households which are eligible for participation in the National Longitudinal Survey of Children, and to gather basic demographic information about the household members.

This information will establish household composition, age and sex of all household members and the relationship of household members to the designated household head. "Form 03" is routinely used to collect information for Statistics Canada's Labour Force Survey (LFS). Since the households selected for the NLSC are households which have participated in the LFS, this form will already have been completed for each household. Interviewers will simply verify the information, and revise it as required. The actual "Form 03" is being used in the November Field Test only; in the 1994 NLSC, the variables covered by this form will be included as part of the main background questionnaire. As with the November Field Test, interviewers will already have much of this information from the Labour Force Survey, and will simply verify it.

Measure

Household Record Docket - Form 03

This form is taken from the Labour Force Survey, Statistics Canada.

5.1.1 Relationship (Collected for all household members)

Objective

To gather information on relationships between all household members.

For testing purposes, this question determines only the relationship of each household

member to an individual selected by the respondent to be the designated household head. It is intended that, for the 1994 NLSC (and subsequent cycles), this method will be replaced by a question which determines the relationship of each household member to every other household member. The latter method is currently being tested in the development of Statistics Canada's National Population Health Survey and the Survey of Labour and Income Dynamics, and will be feasible using Computer Assisted Personal Interviewing (CAPI).

By collecting information on the full range of relationships (i.e., each member's relationship to each other member), the NLSC will have a more complete picture of the household for both analysis and future interview cycles. It will be possible, for example, to identify relationships between siblings and adult household members instead of only the relationship of each of these members to one person in the household such as the father or mother. Given rapidly changing family structures, this information was deemed to be essential.

Measure

Household Record Docket - Form 03, Labour Force Survey, Statistics Canada
(This measure is also confirmed in questions A.01 - 03 in the NLSC-1A)

5.2 Background questionnaire - NLSC-1A

Early in the development of the NLSC, it was determined that the survey would cover factors in the child's environment, such as socioeconomic status, family and neighbourhood characteristics, as well as characteristics specific to the child. This approach will facilitate analysis of the interaction between the characteristics and behaviours of the child, and elements of his or her family background, school achievement, etc. It is anticipated that this information will contribute to a better understanding of the critical factors affecting the development of children in Canada.

The purpose of the background questionnaire is to gather information on specific elements of the child's environment. Outlined below are the topics covered by the NLSC-1A.

5.2.1 Place of Birth, Ethnic Origin (Collected for all household members)

Objective

To gather information on the cultural background of household members. This will allow analysis of various components of the Canadian population such as the immigrant, Aboriginal, or Anglophone and Francophone populations. Additionally, the questions permit identification of visible minorities.

Measure

A.04 - A.11

These questions have been taken from the 1991 Census, Statistics Canada.

5.2.2 Religion (Collected for all household members)

Objective

To determine the religious affiliation and frequency of attendance at religious services.

Members of the NLSC Expert Advisory Group have indicated that research shows that religion may have a positive influence on a child's development.

Measure

A.12

This question is taken from the 1991 Census.

A.13

National Population Health Survey (draft), Statistics Canada

5.2.3 Marital Status (Collected for respondent and spouse/partner)

Objective

To establish the respondent's current marital status (both legal and "actual"), and gather retrospective information on the respondent's and the partner's past relationship(s).

Research by demographer Dr. Nicole Marcil-Gratton indicates that past marital and/or common-law relationships may be predictive of future marital stability. Individuals who have had prior unsuccessful unions (marriage or common-law), have a higher probability of experiencing family break-up and possible reconstitution. From a longitudinal perspective, it becomes important whether a child is born within the first union of the parents or a second or third, whether a child is born within a common-law union, or whether a child is born to a young couple or to older and/or more experienced parents. Thus, it was considered important to establish this family context in the initial NLSC cycle. Nonetheless, the Project Team is continuing discussions regarding the priority of the level of detail to be collected. The Project Team recognizes that this section is extensive; however, this level of detail will not be required in subsequent survey cycles.

Measure

D.01 - D.17

These questions were developed for the NLSC, under contract, by Dr. Nicole Marcil-Gratton, Department of Demography, University of Montreal. While these questions have not previously been used in a national household survey, the section is similar to questions used in Statistics Canada's 1990 General Social Survey Cycle 5 (GSS 90).

5.2.4 Education (Collected for respondent, spouse/partner, children ages 12 and over)

Objective

To gather information on the years of elementary and secondary education completed, graduation from high school and further educational attainment.

Research (for example, the Ontario Child Health Study and the National Longitudinal Survey of Youth) has indicated a link between maternal educational attainment, the home environment and child development. The questions on full-time and part-time school attendance provide an indicator of the main activities of the respondent and other household members who are over eleven years of age.

Measure

E.01 - 04

These questions have been taken from the General Social Survey on Work and Education, GSS 94, Statistics Canada.

E.05 - 06

These questions were developed by the Project Team, after review of various child-

centred surveys.

5.2.5 Labour Force (Collected for respondent and spouse/partner)

Objective

To determine current employment, as well as employment stability, periods of absence from work, and hours worked (e.g. shifts) during the previous two years.

Employment stability impacts the home environment, both in terms of income and stress levels. Research, for example the Ontario Child Health Study, indicates that parental unemployment can adversely impact child mental health. It was determined that information would be collected for a two-year period to coincide with the plan to interview families every two years, and to provide a long-term profile of stability.

Measure

F.01 - F.48

These questions have been designed specifically to meet the objectives of the NLSC, and are based on Statistics Canada's Labour Market Activity Survey (LMAS) and the Survey of Labour and Income Dynamics (SLID). Investigation is continuing concerning the feasibility of this approach.

5.2.6 Income (Collected for respondent and household)

Objective

To determine the sources and amount of household income, as well as the amount of personal income for the respondent.

This information will provide an indicator of the family's economic situation, an essential component of the child's environment. Although the respondent's or household's income may not be a clear indicator of income distribution among all family members, it acts as a general indicator of the household's economic situation.

Measure

F.49 - F.54

These questions are similar to those used in other surveys such as the 1991 Census, Statistics Canada. The "income source" categories have been customized in the NLSC to focus on sources considered relevant to families with children.

5.2.7 Health (Collected for respondent, spouse/partner, and children ages 12 and over)

Objective

To obtain information on general state of health, presence of long-term physical or mental conditions limiting activity, and cigarette smoking.

Previous drafts of the questionnaire included questions on presence of chronic conditions for the parent(s). Given the constraint on time available for interviewers in households, the chronic conditions questions were considered to be lower priority than some others and thus were dropped.

With respect to the concept of alcohol usage, earlier versions of the questionnaire contained a set of questions which investigated alcohol consumption by the respondent and spouse. However, focus group testing indicated a high degree of socially acceptable responses; therefore, the validity of the results for these questions became suspect. Investigation is on-going to find a more appropriate measure, given the context of this survey. At present, the NLSC contains one question on drinking as a source of tension in the family; this is included in Section H.

The question on smoking has been included because research has indicated that parental smoking behaviours may be predictive of the use of cigarettes by children.

Measure

G.01 - 03

National Population Health Survey (draft), Statistics Canada.

Item G.02 (e) was added by the Project Team.

G.04

This question was developed by the Project Team.

5.2.7.1 Pregnancy History (Collected for birth mother, if child is under two years of age)

Objective

To determine the pregnancy history of mothers of children under two years of age.

These questions provide additional information relevant to the newborn indicators collected in the age-specific questionnaires, thus enriching the amount and level of detail of information relating directly to the youngest age groups.

Measure

G.07 - G.10

These questions were provided to the Project Team, under contract, by Dr. J.- F. Saucier, Ste. Justine Hospital, Montreal.

5.2.7.2 Mental Health (Collected for respondent only)

Objective

To gather information on the respondent's mental health, specifically depression.

The Project Team, based on discussions with the Expert Advisory Group, determined that it would be most appropriate to measure one particular aspect of the respondent's mental health, rather than attempting a global measure of mental well-being. It was suggested that this section focus on depression because: the condition is prevalent; parental depression has been shown to have an impact on children; current research on the subject is generally based on clinical rather than population samples; and it is believed that this is an area where policy strategies can make a difference.

The Team is also investigating whether it is advisable and feasible to measure the presence of chronic stress for the respondent.

Measure

G.11 - G.18

These questions were developed for the National Population Health Survey (draft), Statistics Canada.

The Team is continuing discussions with specialists regarding the most effective and efficient measure for this section.

5.2.8 Family Functioning (Collected with respect to the respondent's family)

Objective

To provide a global assessment of family functioning.

Research has shown that the manner in which family members relate to each other has a significant impact on the child(ren). For example, results of the Ontario Child Health Study showed a significant association between family dysfunction and presence of certain child mental health conditions.

In addition, the Team continues to investigate measures of marital relationship for possible inclusion in the NLSC.

Measure

H.01 a) - l)

This set of questions was developed by researchers at Chedoke-McMaster Hospital, McMaster University, and has been widely used both within Canada and abroad. The scale measures: problem solving; communication; roles; affective responsiveness; affective involvement; and behaviour control. Validity and reliability of this scale as a measure of family functioning is well documented.

H.01 m)

This question, taken from the Follow-up to the Ontario Child Health Study, was added to the original scale to determine whether alcohol usage impacts the overall family dynamic.

5.2.9 Social Support (Collected for respondent only)

Objective

To determine the presence of social supports, via friends, family and other sources, for the respondent.

Research has demonstrated that the presence of such social support impacts a person's sense of self-worth, as well as their relationships with children and other family members.

Measure

H.02 - H.05

These questions were drawn from the "Self-Sufficiency Project: Parental/Family and Child Measures", Dr. M. Boyle, Dr. D. Offord, and Dr. E. Lipman, Chedoke-McMaster Hospital, McMaster University.

H.06

This question was developed for the NLSC, under contract, by Dr. Tom Hay, A2B Consulting (Toronto), former Research Director, Institute for the Prevention of Child Abuse.

5.2.10 Housing Conditions (Collected for respondent only)

Objective

To determine whether the family dwelling is owned or rented by its occupants, whether the rent is subsidized, if applicable, and the number of rooms in the dwelling. This last item will be used to calculate a crowding index. A question concerning the availability of a separate bedroom for each child was included in earlier drafts, but was deleted as a lesser priority item, and because of possible ambiguities in the interpretation of responses.

Measure

J.01, J.03

National Population Health Survey (Draft), Statistics Canada

J.02

Ontario Child Health Survey

5.2.11 Neighbourhood Safety (Collected for respondent only)

Objective

To gather information on the respondent's satisfaction with the neighbourhood, including her/his perception of the extent of social problems.

This section will provide basic indicators regarding the neighbourhood in which the child is living. It may be possible to supplement this information using data available from other sources (e.g. Census data). Investigation is continuing concerning the feasibility of linking such sources with the information collected in this section.

Measure

K.01 - K.02

The Project Team developed these questions, after review of various child-centred surveys.

5.3 Age-Specific Questionnaires - NLSC-2 to NLSC-8

The questions on the age-specific questionnaires are asked of the person most knowledgeable about the child (usually the mother) concerning all children under 12 years of age in the family.

Outlined below are the concept areas, or sections, covered by the age-specific questionnaires. Note that some sections are used only for certain age groups; therefore, the specific questionnaire(s) are referenced under "measure".

5.3.1 Family and Custody History

Objective

To provide information on the child's family situation, including significant family-restructuring events that have occurred before or after the child entered the family.

This section will provide a unique source of information on what happens to Canadian children in today's context of family change and shifts in parental responsibilities. It will enable an examination of topics such as current and past legal marital status of the parents/partners, custody sharing between biological parents, a child's contacts with siblings, step-parents' involvement with a child and the role of family reconstitution. The impact of these factors on such child outcomes as school readiness and adjustment of children at different stages of their development will provide data useful in the development of policies and programs related to changing family composition.

As this is a household-based survey, only the parent in the selected dwelling will be interviewed; where the child's parents are separated or divorced and have joint custody, the other parent will not be interviewed.

Measure

A.01 - A.113 (NLSC-2 - NLSC-8):

These questions were developed for the NLSC, under contract, by Dr. Nicole Marcil-Gratton, Department of Demography, University of Montreal. They have not yet been tested in a national survey.

With regard to the length of this section, the number of questions asked will vary considerably, according to the parents' marital histories. Dr. Marcil-Gratton estimates that about 75% of the sample will answer a very few questions (maximum of 17) while the remainder may answer a greater number. No respondent will go through all the questions. She estimates an average time of 7 minutes per child for this section; this will be measured in the November Field test.

5.3.2 Child Care

Objective

To provide basic information about the methods of care currently provided for the child while the parents are working or studying, plus some past information on care. The impact of child care on children's outcomes may then be studied.

Concepts measured include both the amount of time spent by children in child care services and the methods of care used for each child. In addition, information is obtained on the number of changes in child care arrangements that the child has experienced and the reason(s) for these changes.

Consultation continues regarding the possible addition of indicators of quality of care. The current section identifies whether or not a child care centre is profit or non-profit and whether home care is licensed or unlicensed.

Measure

B.01 - B.04 (NLSC-2)

B.01 - B.05 (NLSC-3 - NLSC-8)

The present questions have been developed by the Project Team, drawing from such sources as the (Canadian) National Child Care Survey. The section is similar for all age groups, but some questions have been customized to be age-appropriate.

5.3.3 Pre-school Activities

Objective

To obtain information on the child's participation in groups of different kinds before the child begins school as a partial measure of how a pre-school child spends his/her time and of the child's social experiences.

This section investigates participation in pre-school activities such as nursery school by 2-3 and 4-5 year old children who are not enrolled in child-care programs. The child care section covers the situation where the parent uses such programs and considers them as a form of child care.

The analysis of the impact of pre-school children's participation in organized group activities on school readiness will assist in the development of programs to help children considered to be at risk of poor school readiness.

Measure

B.07 - B.09 (NLSC-4, NLSC-5):

The current questions have been developed by the Project Team, drawing from such sources as the (Canadian) National Child Care Survey and the Government of Ontario's

Better Beginnings, Better Futures project.

5.3.4 Education

Objective

To provide basic information about the child's educational experiences.

The information collected varies depending upon the age of the child, with more information being collected for the older children who have had greater school experience.

For all ages, basic information is collected, such as: the child's grade level, type of school and language of instruction, the amount of time which the child spends travelling to and from school, the child's appreciation of school and certain information about special education which he/she may be receiving. For older children, additional questions are asked concerning other aspects such as motivational or attendance problems and achievement.

For children 10-11 years of age, parents are asked about the importance the child places on good grades and about the parent's expectations of the child's future education. These same questions are asked of the children on the self-completed questionnaire. Thus, comparisons of the child's and parent's perceptions of these topics will be possible.

It is anticipated that the teacher's questionnaire will provide information about the child and his/her school achievement and behaviour. This information will allow for comparisons of school achievement and behaviour as reported from two sources for 6 to 9 year-olds - the parent and the teacher, and from three sources for 10 and 11 year-olds - the parent, the child and the teacher. Parents will be asked for permission to allow Statistics Canada to contact the child's teacher in order to obtain this additional information.

Measure

C.01 - C.04, C.10 (NLSC-5 - NLSC-8):

The questions on school attendance (C.01 - C.04) came from the Survey of Labour and Income Dynamics (SLID), Statistics Canada. Question C.10 was drawn from material provided to the Project Team, under contract, by Dr. R. Tremblay of the University of Montreal.

C.05 - C.08, C.09, C.11 (NLSC-6 - NLSC-8):

Questions C.05 - C.08 were developed by the Project Team. Question C.09 is from Dr. R. Tremblay of the University of Montreal (under contract). Question C.11 is from the Looking After Children Project: Assessment and Action Records.

C.12 - C.13 (NLSC-8):

Question C.12 was developed by the Project Team. Question C.13 is from the National Longitudinal Survey of Youth at Ohio State University.

C.14 - C.17 (NLSC-5 - NLSC-8):

The questions on special education were developed by Education Sub-Division, Statistics Canada, based on other surveys and preliminary discussions with some provincial education officials.

5.3.5 Health

Objective

To provide information on the child's physical and mental health, including behaviour and development.

Health is an exposure, that is, it is an intrinsic characteristic which can impact various aspects of a child's life, and health is also an outcome, that is, it is one of the dimensions of life which can be influenced by other factors (such as poverty). For example, children in poor health who do not adapt well to new situations and do not get along well with others may have more behaviour and developmental problems than other children. Health is, therefore, an essential component in a study of children and their well-being; information on children's health is vital for policy development with respect to children at risk.

The above applies to each of the following sub-sections: 5.3.5.1 to 5.3.5.3.

5.3.5.1 Physical Health

Objective

To collect data on general health, injuries, limitations and chronic conditions, use of health services and of medications. For children 6 years of age and over, health status information such as hearing, sight, and speech is also collected.

Measure

D.01, D.03 - D.11 (NLSC-2 - NLSC-8):

These questions are from the National Population Health Survey (draft), Statistics Canada; slight modifications to the response categories have made them more appropriate for children.

D.12 - D.42 (NLSC-6 to NLSC-8):

This Health Status Index has been developed by Dr. M. Torrance and Dr. M. Boyle at McMaster University for the National Population Health Survey, and has been deemed

to be appropriate for children aged 6 and over.

D.43, D.46 - D.48 (NLSC-2 - NLSC-8):

Question D.43, chronic conditions, and D.46, use of health services, were developed by the Project Team based on the question for adults in the National Population Health Survey (draft), Statistics Canada. Questions D.47 and D.48 were developed by the Project Team based on questions in the Ontario Child Health Survey.

D.02, D.44 - D.45 (NLSC-2 - NLSC-8):

These questions were provided to the Project Team, under contract, by Dr. J.-F. Saucier, Ste. Justine Hospital, Montreal.

D.49 (NLSC-2 - NLSC-8):

This question on medication was developed by the NLSC Expert Advisory Group based on a question from the Ontario Child Health Study.

5.3.5.2 Newborn Indicators (Medical/Biological Information)

Objective

To collect data regarding such factors as gestational age and birth weight which have a direct impact on a child's growth and development. For example, in the long term, underweight babies face higher risks of poor health as well as longer-lasting developmental difficulties.

The nature of the delivery, general health of the child at birth and the use of specialized services following the birth are also collected in this section. In the background questionnaire, the NLSC investigates the biological mother's pregnancy and delivery history for each child under two, including policy-relevant topics such as the mother's breast-feeding experiences and pre-natal lifestyle (questions G.07 - G.10 (NLSC-1A)).

Measure

E.02 - E.31 (NLSC-2)

E.04 - E.31 (NLSC-3)

E.14 - E.17 (NLSC-4)

This series of questions was developed by the Project Team, based on questions provided, under contract, by Dr. J.-F. Saucier of the Ste. Justine Hospital in Montreal. The NLSC-4 contains a much-reduced set from those originally sent by Dr. Saucier because of concerns that recall may be a problem for many parents of 2 and 3 year olds.

5.3.5.3 Mental Health: Children Four Years of Age and Over

Objective

To assess aspects of the mental health of children four years of age and over. This is done primarily through behaviour measurements. As well, the child's overall mental well-being and traumatic life experiences are briefly covered.

With respect to behaviour, the frequency of specific behaviours, as noted by the parent, is collected for children over the age of four and by self-report on the self-completed questionnaire for 10 and 11 year olds. The behaviours which are measured include aggression, opposition, hyperactivity, anxiety, inattentiveness, depression and pro-social behaviour. It is planned that similar information will be collected from teachers. Parents of 10-11 year olds are also asked for information on aspects of anti-social behaviour of their child.

The ability of the NLSC to identify and measure the impact of traumatic life experiences has been debated. Although the importance of this topic is indisputable, the feasibility of adequately documenting life events and their associated trauma using a short series of questions in a household survey has been questioned. The draft survey covers certain major life events such as the death of a parent, addition of family members, and family restructuring.

Measure

D.50 a) - uu) (NLSC-5 - NLSC-8)

The behaviour measures were developed for the NLSC, under contract, from a variety of sources by Dr. R. Tremblay of the University of Montreal. Specifically, question items *f*, *x*, and *nn* were developed by M. Rutter and items *o*, *u*, *z*, *dd* and *qq* were developed by Dr. K.A. Dodge of Vanderbilt University to measure aggression. Items *j*, *s*, *aa*, *ll*, and *ss* represent part of the Indirect Aggression Scale from Finland developed by Lagerpeltz. Question items *e*, *m*, *p*, *v*, *jj*, and *hh* measure opposition and were developed by M. Rutter. Items *a*, *d*, and *ii* were also developed by M. Rutter to capture hyperactivity. Items *b*, *g*, *i*, *l*, *n*, *r*, *ee*, *ff*, *mm*, and *oo* measure anxiety and were part of the Diagnostic Inventory for Screening Children (DISC) as well as a scale developed by Rutter. Rutter also developed items *q*, *gg*, *kk*, and *pp* to measure inattentiveness. Items *c*, *w*, *cc*, *tt*, and *uu* capture pro-social behaviour and were taken from a scale developed by K. Weir and G. Duveen. Finally, question items *h*, *k*, *t*, *y*, *bb*, and *rr* were taken from the DISC to assess depression.

The measure, as it is currently represented in the NLSC, has not been tested in a household survey, although each of these question items has been tested and has been recommended due to its high predictive value. Further investigation into other measures by members of a sub-group of the NLSC Expert Advisory Group is ongoing.

D.51, D.52 (NLSC-5 - NLSC-8)

D.51, on overall happiness, is similar to D.37 in the Health Status Index. D.52, regarding a traumatic event, has been developed by the Project Team.

I.01 - I.07 (NLSC-8)

The questions on anti-social behaviour of 10 and 11 year olds are from the following sources: I.02 - I.04, Dr. R. Tremblay of the University of Montreal (under contract); I.05, National Longitudinal Survey of Youth at Ohio State University; I.06, Western Australia Child Health Survey. Because the questions were perceived by focus group participants to be negative, investigation is on-going into potential substitutes.

I.07

This question was developed by the Project Team.

5.3.6 Literacy - Activities: Children Four Years of Age and Over

Objective

To measure extra-curricular activities including reading, sports, cultural activities and participation in clubs or groups for children 4 years of age and over. The section is one of several measures in the NLSC which collects information on how children spend their time.

Participation in any of various out-of-school activities may impact a child, including his/her behaviour and development. Further, this is an area with obvious policy and program implications. With regard to reading, whether or not a child is able to read at or above grade level is an important predictor of success in school, and, later, in the workplace.

Measure

E.01, E.07 - E.09 (NLSC-5 and NLSC-6)

E.01 - E.09 (NLSC-7 - NLSC-8)

Question E.01 on reading was adapted by the Project Team from the Tri-Ministry Project of the Ontario Government. Questions E.06 on talents and E.07 - E.09 on extra-curricular activities are based on questions used in the "Self-Sufficiency Project: Parental/Family and Child Measures" developed by Dr. M. Boyle, Dr. D. Offord and Dr. E. Lipman at Chedoke McMaster Hospital.

Questions E.02 - E.05 were developed by the Project Team.

5.3.7 Parenting

Objective

To measure parental behaviours with regard to both accepting/rejecting and permissive/restrictive parenting styles. Extreme parenting behaviours are also measured.

Parenting style is considered to have an important influence on child behaviour and development. Further, this is an area where policy and programs may be developed to help families which may be at risk.

The value of attempting to measure extreme parenting behaviours is presently uncertain as parents engaged in such activity are unlikely to report such socially unacceptable behaviour.

The topic of discipline has been recommended as important for inclusion. Some questions have been tested unsuccessfully and were subsequently deleted, except with respect to who disciplines the child. Consultation with experts is continuing.

Measure

F.01 a) - n) (NLSC-2 - NLSC-8)

The present questions have been adapted from Falender and Mehrabian for use in the NLSC by Dr. R. Tremblay of the University of Montreal (under contract). Focus group testing indicated that respondents were not comfortable with some questions. The Project Team is continuing to investigate a more appropriate measure.

F.01 o) - t) and F.02 (NLSC-2 - NLSC-8)

These questions, relating to extreme parenting styles and the person responsible for disciplining the child, were developed for the NLSC, under contract, by Dr. Tom Hay, A2B Consulting (Toronto), former Research Director of the Institute for the Prevention of Child Abuse. These questions have not previously been used in a national survey.

5.3.8 Responsibilities: 10-11 year olds

Objective

To provide an indicator of the amount of household responsibility taken on by 10 and 11 year olds at home.

A child's acceptance of responsibility may facilitate success in school and in work situations, as well as at home. This section gathers information on the frequency with which the child assists with chores around the house, and his/her ability to manage time.

Measure

G.01 a) - e) (NLSC-8)

This question was developed by the Project Team.

5.3.9 Relationships: Children Four Years of Age and Over

Objective

To provide information about the child's relationships with others, for children age four and over.

Positive relationships with other children and adults may help to counteract other factors which place a child at risk.

The section collects information about the child's ability to get along with parents, brothers and/or sisters, caregivers (4-5 year olds only), teachers, friends and classmates. Parents of children 4-5 years old are asked about their child's relationships with playmates as well as with other adults. Parents of 6-7 year olds are also asked about the child's relationships with other adults. Parents' knowledge of the names of the friends of 8-9 and 10-11 year olds is also investigated, along with their perception of these other children's behaviour, and whether their own child is shy or outgoing.

Measure

H.01 - H.09 (NLSC-5)

H.05 - H.11 (NLSC-6)

H.05 - H.08, H.10, H.12 - H.14 (NLSC-7 and NLSC-8)

Questions H.01, H.05 - H.08 and H.10 are from the "Self-Sufficiency Project: Parent/Family and Child Measures", Dr. M. Boyle, Dr. D. Offord, and Dr. E. Lipman, Chedoke-McMaster Hospital. Question H.09, regarding someone to confide in, has been adapted from a question on the Western Australia Child Health Study and the Government of Ontario's Better Beginnings, Better Futures project.

Questions H.02 - H.04, H.11 - H.14 have been developed by the Project Team.

5.3.10 Temperament and Behaviour: Children Up to and Including the Age of Three

Objective

To measure temperament of children by asking the parent about the degree of difficulty their child presents for them. This measure is based on the assumption that a child's temperament is influenced by the parent's perception of the difficulty of the child, and that temperament is not solely based on biological origins.

With regard to behaviours of young children, consultations with experts in the field of infant and early childhood development revealed that research suggests that both sleeping and feeding difficulties are predictive of a child's potential difficulties. These concepts are covered in the behaviour section.

Measure

H.01 - H.32 (NLSC-2 and NLSC-3)

H.01 - H.26 (NLSC-4)

The developer of the temperament scale, the Infant Characteristics Questionnaire (ICQ), is John Bates of the University of Indiana. This is a well-established scale that has been used in large scale studies and is considered by specialists to be the best available measure for use in large-scale household surveys. Further consultation is being done regarding a modified version for use with children over 2 years of age.

I.01 - I.05 (NLSC-2 - NLSC-4)

The sleep patterns and reaction to new foods questions were selected from a scale developed by Dr. J.F. Saucier at Ste. Justine Hospital in Montreal. It is intended that a question about the difficulty of feeding the child may replace the "reaction to new foods" question.

5.3.11 Development: Children Up To and Including the Age of Three

Objective

To measure various aspects of the development of children under age four.

Five areas of child development are assessed: physical development, self-help, communication, socialization and cognition. A sub-group of experts is investigating the possible inclusion of an additional item: parent-child interaction as a proxy measure of attachment.

Measure

J.01 - J.30 (NLSC-2)

J.01 - J.29 (NLSC-3)

J.01 - J.60 (NLSC-4)

These questions originated from The Developmental II scale (1991) by G.D. Alpern, T.J. Boll and M. Shearer, which have demonstrated excellent psychometric properties. The questions have been modified slightly for use in a household survey. Although the questions vary by age of the child, those for 2-3 year olds were not always appropriate in focus testing. An alternate measure is being investigated.

5.3.12 Time Use: Children four years of age and over

Objective

To measure aspects of how children spend their time, in addition to those in "Literacy-Activities" (Section E).

Content of the section differs for different age groups. It includes inquiries about time spent watching television for 4-5 and 10-11 year olds as well as about after-school activities for all children over 6. Television watching has been included because of the high level of concern about the amount of television that children watch. The section on after-school activities provides an indicator of after school supervision, as well as what the children do during this time.

Measure

J.03 - J.06 (NLSC-5)

J.01 - J.02 (NLSC-6 and NLSC-7)

J.01 - J.06 (NLSC-8)

Questions J.01 and J.02 on use of time after school were made age-specific by the Project Team, based on questions from the National Longitudinal Survey of Youth (NLSY). Questions J.03 - J.06 on television watching were also adapted from the NLSY.

5.4 Child Self-Completed Questionnaire, NLSC-9

This questionnaire is self-completed by the child. The interviewer will provide the questionnaire to the child; written instructions will also be provided with the final versions.

Objective

To collect information directly from the child on a variety of aspects of his/her development in order to supplement information obtained from the parent and teacher(s).

The child's perspective may differ from that of the parent or teacher and will provide useful information to policy makers and program developers.

The questionnaire investigates the child's relationships, school experience, feelings and behaviours, and self-perception.

5.4.1 Relationships

Objective

To determine how well the child feels he/she gets along with others.

The section collects information on numbers of close friends, presence of someone the child can confide in, and the quality of relationships with others, such as parents and teachers. This information is important in identifying the extent and quality of the child's social support network.

Measure

A.01, A.07, A.08, A.10 - A.13

These questions are from the Ontario Child Health Study. Questions A.12 and A.13 have been modified. Questions A.10 - A.13 are also asked of parents of 10 and 11 year olds (H.05 - H.08 of NLSC-8).

A.09

This question was developed by Dr. R. Tremblay of the University of Montreal.

A.02 and A.03

These questions are from the National Longitudinal Survey of Youth at Ohio State University.

A.04, A.5, A.06

These have been developed by the Project Team, following review of various child-centred surveys.

5.4.2 School Experience

Objective

To determine the child's attitudes towards school.

Attitudes about school may be an important influence on a child's educational accomplishments. Research shows that a negative attitude towards school is one of the characteristics exhibited by children who drop out of school. The section investigates whether or not the child likes school, the child's perception of his/her ability relative to the class, amount of parental encouragement, importance of good grades and the child's expectations regarding future schooling.

Measure

B.01, B.02, B.04, B.05

These questions are from material provided, under contract, by Dr. R. Tremblay of the University of Montreal.

B.03, B.06

These questions were developed by the Project Team.

B.07

This question is from the National Longitudinal Survey of Youth at Ohio State University.

B.06 and B.07 are also asked of parents of 10 and 11 year olds (C.12 and C.13 of NLSC-8).

5.4.3 Feelings and Behaviours

Objective

To determine the child's perception of his/her general behaviour and the child's engagement in risk-taking behaviours.

The behaviour section measures aggression, opposition, hyperactivity, anxiety, inattentiveness, depression and pro-social behaviour. These same questions are used in the parent questionnaires. The child's perception of self, when taken in the context of the parent's and teacher's responses to the same measures, may be valuable in developing programs to help children at risk.

Risk taking behaviours such as vandalism, smoking, drinking or illicit drug use are also investigated. Information on such behaviours may be important for policy and program development.

Measure

C.01 a - uu, C.07 - C.10, C.17, C.20

These questions were developed, under contract, by Dr. R. Tremblay at the University of Montreal. Questions C.01, C.07, C.09, and C.10 are also asked of parents of 10 and 11 year olds (D.50, I.02, I.03, I.04 of NLSC-8).

C.06, C.12 and C.13

These questions are found in both the Ontario Child Health Study and the Western Australia Child Health Survey.

C.15 and C.16

These questions are from the National Longitudinal Survey of Youth at Ohio State University.

C.02, C.11, C.18

These questions are based on ones from the National Longitudinal Survey of Youth at Ohio State University.

C.03 - C.05, C.14, C.19, C.21, C.22

These questions were developed by the Project Team.

5.4.4 "Self Perception Profile"**Objective**

To measure a child's sense of general self-worth and self competence in the domain of academic skills.

There are many studies documenting the importance of the Self Perception Profile scale as a predictor of important child outcomes and behaviours. For example, it has been shown to correlate highly with teacher ratings of children and with a child's achievement motivation. The psychometric properties of the measure are well documented.

Measure

D.01 - D.12

This section consists of the global self-worth and scholastic sub-scales of "The Perceived Competence Scale for Children", developed by Dr. Susan Harter, University of Denver. The Scale has been widely used in both Canadian and American studies of children and has been shown to be appropriate for use with children of this age.

Appendices

APPENDIX A Expert Advisory Group for National Longitudinal Survey of Children

Dr. Denise Avar	Executive Director, Canadian Institute of Child Health
Dr. Michael Boyle	Dept. of Psychiatry, Chedoke-McMaster Hospital
Dr. Carol Crill-Russell	Senior Research and Policy Analyst, Children's Services Branch, Ministry of Community and Social Services
Dr. Tony Doob	Centre of Criminology, University of Toronto
Dr. Clyde Hertzman	Dept. of Health Care and Epidemiology, Faculty of Medicine, University of British Columbia
Dr. Audrey Kobayashi	Dept. of Geography, McGill University
Dr. Nicole Marcil-Gratton	Dept. of Demography, University of Montreal
Dr. Lynn McIntyre	Faculty of Health Professions, Dalhousie University
Prof. Marvyn Novick	School of Social Work, Ryerson Institute
Dr. Dan Offord	Dept. of Psychiatry, Chedoke-McMaster Hospital
Dr. Randy Olsen	Centre for Human Resources Research, Ohio State University
Dr. Barry Pless	Montreal Children's Hospital
Dr. David Ross	Centre for International Statistics on Economic and Social Welfare for Families and Children, Canadian Council on Social Development
Dr. Richard Tremblay	Research Unit on Children's Psycho-Social Maladjustment, University of Montreal
Dr. J. Douglas Willms	Centre for Policy Studies in Education, University of British Columbia
Dr. Robert Glossop (corresponding member)	Director of Programs and Research, Vanier Institute of the Family

APPENDIX B

Summary of Other Surveys

Outlined below are brief summaries of the main surveys and studies which were consulted in developing the NLSC questionnaires.

1. National Population Health Survey (NPHS) (1994, first cycle)

The National Population Health Survey (NPHS) is managed by the Canadian Centre for Health Information at Statistics Canada. It is being developed for implementation across Canada in 1994 and it will be a comprehensive household survey covering persons of all ages residing in Canada. The survey will cover such general areas as: health status; preventive health practices; health care utilization; psycho-social and mental health; and socio-demographic data.

The survey will collect health information from residents in approximately 22,000 dwellings selected from the Labour Force Survey redesigned sample frame. The survey will provide cross-sectional and longitudinal data. Information from all members of the household will form the cross-sectional component. For the longitudinal panel, one respondent will be selected at random from sampled households and will be asked to give more detailed information. These respondents will be contacted every two years.

This survey will be integrated with the National Longitudinal Survey of Children (NLSC).

2. The Labour Force Survey (LFS) (ongoing, monthly)

The LFS is a monthly household survey carried out by Statistics Canada in approximately 62,000 households throughout the country. Approximately 97 percent of the population is covered in the survey. Excluded from the LFS are the population in the Yukon and 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. Information on variables such as industry, occupation and educational attainment, ethnic origin, place (country) of birth, individual and family income is obtained.

3. Western Australia Child Health Survey (1993)

The Western Australia Research Institute for Child Health is managing this survey. Its primary objective is to define priority targets for existing health, education and social services. Specifically, it will look at such areas as mental health problems, other chronic conditions and handicaps, adverse health behaviours, and the use of health care, education, juvenile justice and social services. It will also develop estimates of risk-taking behaviours.

4. Ontario Child Health Study (OCHS) (1983; 1987)

This survey was conducted by the Special Surveys Sub-Division of Statistics Canada on behalf of McMaster University and Ontario's Ministry of Community and Social Services. This study was conducted on children aged 4 - 16 years in Ontario. The objectives of the study were to determine: the percentage of children in Ontario with physical, emotional or behavioural problems (specifically, conduct disorder, hyperactivity, emotional disorder and somatization); which geographical areas seem to have a prevalence of children in poor health; and if adequate facilities and services are available in those areas.

5. Better Beginnings, Better Futures (Ontario) (1991 - ongoing)

This project is a Tri-Ministry 25-year longitudinal research demonstration project. It is being funded by Ontario Ministry of Community and Social Services (MCSS), Ministry of Health and Ministry of Education. The funding from September 1991 through August 1995 will test a model of primary prevention for the cohort of children entering the program in the fall of 1991. The focus of this project is on all children between the ages of 0 and 8 years who are at risk of emotional, behavioural, social, physical or cognitive problems. There are eleven research sites located in selected economically disadvantaged communities/neighbourhoods. Eight of the community sites will follow children that are 0 to 4 years old and the other three sites will follow 4 to 8 year olds.

The purpose of the project is to provide information on the effectiveness of primary prevention as a policy for children, as demonstrated by the Integrated Model of Primary Prevention. The overall goals of the "Better Beginnings, Better Futures" project are: to prevent long-term emotional, social, behavioural, physical and cognitive development in children at highest risk for such problems; and to strengthen the ability of communities to respond effectively to the social and economic needs of children and their families.

6. Survey of Labour and Income Dynamics (SLID) (1994)

This will be a national survey, conducted by Statistics Canada, on household members aged 16 years and over. Two overlapping panels of 20,000 households will be followed for six years each. Labour market data will be collected each January and income data each May. All family members will be followed in the case of family break-up.

7. General Social Survey (ongoing)

This is an ongoing survey conducted by Statistics Canada. It has a sample size of 10,000 households which is selected via random digit dialling. The major focus of the survey changes with various cycles. Each cycle of the survey covers a specific topic of interest such as: time use; health and social supports; and victimization. Each cycle is run every five years.

8. Canadian National Child Care Study (NCCS) (1988)

The NCCS was a collaborative undertaking of Statistics Canada, Health and Welfare Canada and four universities. The study was conducted in 1988 to provide information on current child care use in Canada. The survey provides information at both the national and provincial levels on the nature of current child care needs and child care use patterns, the cost of care, and parental preferences among child care alternatives. It also provides information on the ways in which family child care, and employment variables are inter-related.

This survey sampled economic families in Canada with at least one child under the age of 13. The sample represented a total of 32,700 economic families (all household members related by blood, marriage or adoption are members of the same economic family) and 57,000 children younger than 13 years of age.

9. Self-Sufficiency Project: Parental/Family and Child Measures

The Parental/Family and Child Measures have been developed by Michael Boyle, Ph.D., Dan Offord, M.D. and Ellen Lipman, M.D., from the Child Psychiatry Research Centre, Chedoke McMaster Hospital. The study was developed as a supplement to the Self-Sufficiency Project evaluation.

This is a research demonstration project, launched in 1992, which is designed to test the effectiveness of an earnings supplement to welfare recipients who take jobs and leave social assistance. A sample of approximately 5,000 single parent

families on welfare will be randomly selected; the income supplement will be provided to approximately half of this group. Participants for this study will be recruited from among single parents in test communities in British Columbia and New Brunswick who have been receiving income assistance for at least one year. The purpose of this project, which will operate over a five-year period, is to find out the extent to which parents' and children's health can be improved when more money is provided to them and to generate credible research findings which would serve to guide future policy decision making.

10. The Survey of Literacy Skills Used in Daily Activities (1989)

Statistics Canada conducted this survey to assess directly the functional reading, writing and numeracy skills of Canada's adult population. The survey consisted of interviews administered to individuals in their homes and involved a series of tasks designed to test reading, writing and numeracy activities commonly encountered in daily life in Canada. A representative sample of approximately 9,500 persons ages 16 to 69, was pre-selected from respondents to the monthly Labour Force Survey. The survey employed three questionnaires: a set of "background" questions, a "screening" questionnaire and a "main" questionnaire comprising the literacy test.

11. National Longitudinal Survey of Youth (NLSY)

The U.S. National Institute of Child Health and Human Development has sponsored this study which is managed by the Centre for Human Resource Research, Ohio State University.

The National Longitudinal Survey of Youth is an outgrowth of a large research project initiated in the mid-1960s to analyze the sources of variation in the labour market behaviour and experience of young and middle-aged men and women.

The 1986 and 1988 waves of the NLSY included the administration of an extensive set of assessment instruments to the children of the female respondents. These assessments encompass cognitive, socio-emotional and physiological aspects of the child's development as well as information about the quality of the home environment.

12. Helping Children Adjust: A Tri-Ministry Project (1990-ongoing for five years)

This study is being carried out by a project team from McMaster University/Chedoke McMaster Hospital. The funding for this project comes from

three Ontario ministries - Education, Community & Social Services and Health. Funds are also contributed by 10 participating school boards in Ontario.

Helping Children Adjust is a project which looks at a variety of specific programs designed to improve the learning environment of school children. Each participating school offers one or both of such programs as Classwide Social Skills Program and/or Reading Program at some time during the five years which the project lasts. The programs are offered to all children and their parents in the primary division (JK to Grade 3). Parents and teachers are interviewed; children are observed in the school environment.

13. Labour Market Activity Survey (LMAS) (ongoing)

The Labour Market Activity Survey (LMAS) is a monthly household survey carried out by Statistics Canada. This is an ongoing survey that tracks the same people over time (a two year period) and questioned Canadians extensively about their labour force activities. The first survey conducted covered the two years in 1986-87; a second survey, involving a different sample population, has been expanded to cover the 1988-90 period which will produce even more valuable data. The survey contacted about 80% of the sample population regularly used by Statistics Canada in conducting the monthly Labour Force Survey. The LMAS covers about 70,000 people between the ages of 16 and 69 throughout the country.

14. Looking After Children Project: Assessment and Action Records (1987)

This project has been funded by the Department of Health (London office) in 1987 and is widely disseminated in England and Wales by the Social Services Inspectorate. The assessment materials were produced as part of the series of publications on the 1989 Children Act.

The Assessment and Action Records are designed to measure children's progress across a spectrum of developmental dimensions and assess the quality of care they receive from babyhood to eighteen years. The group of children are divided into six age-groups: under one, 1-2, 3-4, 5-9, 10-15 and 16 years and over. The children are evaluated along a spectrum of seven dimensions: health, education, identity, family and social relationships, social presentation, emotional and behavioural development and self-care skills. The Assessment and Action Records are an extensive consultation with primary carers, with parents where appropriate and, in the older age-range, with young people themselves.

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