

The Québec Longitudinal Study of Child Development (QLSCD)

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(GRIP)

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Objectives

- To gain a better understanding of child development in Québec from birth to 5 years of age
- To identify early childhood factors influencing the social adjustment at school entry of young Quebeckers
- Focus on understanding the factors that contribute to academic success in elementary school, while taking into account children's life experiences

Participants

- Birth cohort of 2120 infants, boys and girls, representative of the children born (single births) in the province of Quebec, Canada, in 1997-1998
- Assessments at the ages of 5, 17, 30, 41, 53, 60, and 72 months, and 7, 8, 10 and 12 years
- 26.0% total attrition from 5 to 72 months (n=1569)

Instruments

5, 17, 30, 41, 53, 60, and 72 months :

- Interviewer Completed Computerized Questionnaire
- Interviewer Completed Paper Questionnaire
- Self-Administered Questionnaire for the Mother
- Self-Administered Questionnaire for the Father

Instruments (continued)

5, 17, 30 months : Observations of Family Life

41 and 60 months : Self-Administered Questionnaire
for Sibling

53 and 72 months : Paper Questionnaire
Administered to the Child

72 months : Self-Administered Questionnaire
for Teacher

Instruments (continued)

Variety of cognitive tasks in preschool years:

- One, two, three hands game (5 months)
- Imitation sorting task (17, 30, 41 months)
- Block Design (WPPSI) (41, 60, 72 months)
- Memory game (VCR) (41, 53, 60, 72 months)
- Word activity (PPVT) (41, 72 months)
- Activity with numbers (NKT) (53, 60, 72 months)
- Hidden triangle game (PEFT) (53 months)
- Figural Intersection Task (FIT) (60, 72 months)
- Rost game (72 months)

Instruments (continued)

Extensive assessment at 72 months:

- The Lollipop test
- The Test of Gross Motor Development
- Physical Condition Assessment - Scoring Sheet
- Observations of the Child's Status/Behavior during the Cognitive Tasks

Measures

- Health (perinatal information, medical record, parents' report)
- Sociodemographics
 - Development (motor, social and cognitive)
 - Behavior (temperament, hyperactivity, inattention, opposition, aggressiveness, anxiety, shyness, emotional problems, prosocial)
- Diet
- Sleep
- Environment: family (parents, parenting, relationships), custody, child care, economic (SES, employment) and social (support, neighborhood)
- Relationships with peers
- School readiness

Analyses / Studies (N=81)

- n Studies of specific dimensions (eg, health, temperament, diet, sleep, disruptive behaviors, family environment, parental practices and perceptions, use of child care, school readiness, cognitive abilities)
- n Identification of developmental trajectories over preschool years for different behaviors (eg, physical aggression, hyperactivity, opposition, depression)
- n Studies of risk and protective factors : eg, the influence of particular milieus (family, child care, broader social environment) on various aspects of well-being and on developmental trajectories

Beyond School Entry

- Assessments at the ages of 7, 8, 10 and 12 years
- Same variety of dimensions covered (eg, health, behavior, environment, etc...) as in preschool assessments
- Additional age-related dimensions (eg, academic success, social behaviors, substance use, gambling)
- Participants are now age 13 / follow-up assessments planned at age 14 and 16 (extensive mental health assessment)