

# THE QUEBEC SURVEY OF CHILD DEVELOPMENT IN KINDERGARTEN

LSN\* of Haute-Yamaska



\*Local Services Network



## Summary of the Survey

Early childhood is a pivotal period in development. The experiences of children—positive and negative—affect the development of motor, cognitive, social, and language skills. Studies have shown that vulnerability in kindergarten is associated with past social adjustment and school success.<sup>1</sup> Indeed, nearly half of the vulnerable children in kindergarten will have lower-than-average school performance in the fourth grade.

The *Québec Survey of Child Development in Kindergarten* (QSCDK)<sup>2</sup>—conducted in 2012, 2017, and 2022 by the Institut de la statistique du Québec (ISQ) in all English- and French-language public and private schools in the province (excluding students with special needs or learning difficulties)—measures the development of groups of children. As part of this study, teachers filled out a questionnaire consisting of 103 questions that had been validated and used in other provinces and countries for each of their students.<sup>3</sup> It should be pointed out that this questionnaire was based on observable behaviours related to developmental norms and was not designed to evaluate the educational program or teacher or school performance.

### 5 Domains Assessed

The questionnaire made it possible to assess the proportion of vulnerable children in the following five domains:

Domain	Topics of Interest
Physical health and well-being	General physical development, motor skills, diet and dress, cleanliness, punctuality, alertness
Social competence	Social skills; self-confidence; sense of responsibility; respect of peers, adults, rules, and routines; work habits and autonomy; curiosity
Emotional maturity	Prosocial behaviour and mutual help, fear and anxiety, aggressive behaviour, hyperactivity and inattention, expression of emotions
Cognitive and language development	Interest and skills in reading, writing, and mathematics; adequate language use
Communication skills and general knowledge	Ability to communicate so as to make themselves understood, capacity to understand others, clear articulation, general knowledge



We should keep in mind that not all children considered vulnerable in kindergarten will present difficulties throughout primary school.

Children are considered vulnerable when their score in a domain of development is equal to or lower than the threshold established in Quebec in 2012 (10<sup>th</sup> percentile of the distribution of results in the first cycle of the survey).

#### These children are:

- facing a challenge because their mastery of certain aptitudes or skills falls short.
- less well equipped to take full advantage of what school can offer.
- more likely to experience difficulties in school.

Information and mobilization activities will also be provided starting in fall 2023.

# Findings for the LSN of Haute-Yamaska



In the Estrie health and social services region, **316 kindergarten teachers** completed the questionnaire for **4,676 children in 146 schools** between February and May 2022. This represents a response rate of **94.5%**. The following table shows the proportions of five-year-old kindergarten children by domain, vulnerable in at least one developmental domain within the local service network (LSN; RLS in French).

In 2022, **32.2%** of five-year-old kindergarten children in the RLS de la Pommeraie had vulnerabilities in at least one developmental domain, representing nearly **310 children**. This proportion is statistically higher than that in the rest of Quebec for the 2022 survey cycle.

Children in the LSN are particularly vulnerable in the following domains: *emotional maturity* (14.7%) and *social competence* (13.9%).

In both areas, the proportion is significantly higher than in Quebec as a whole. Conversely, the *communication skills and general knowledge* domain has a significantly lower proportion than in Quebec as a whole. The other two domains assessed have proportions comparable to the rest of Quebec.

## Proportion of Vulnerable Children by Developmental Domain

Domain	LSN OF HAUTE-YAMASKA				ESTRIE				QUEBEC			
	2012	2017	2022 †	Change	2012	2017	2022	Change	2012	2017	2022	Change
Physical health and well-being	9,6	13,1 (+)	11,3	↑ (n.s.)	9,8	11,4	11,6 (+)	↑ (n.s.)	9,5	10,6	10,3	↓ (n.s.)
Emotional maturity	9,4	14,6 (+)	14,7 (◇+)	↑ (s)	10,1	13,3 (+)	12,9 (+)	↓ (n.s.)	9,7	11,5	11,7	↑ (n.s.)
Social skills	8,8	11,8	13,9 (◇+)	↑ (n.s.)	9,7	12,6 (+)	11,8 (+)	↓ (n.s.)	9	10,2	10,6	↑ (s)
Cognitive and language development	12,1	12,9	12,6	↑ (s)	10,7	13,2 (+)	13,3 (+)	↑ (n.s.)	10	11,1	12,1	↑ (s)
Communication skills and general knowledge	11	10,2	9,6 (◇-)	↑ (n.s.)	10	11,4	9,8 (-)	↓ (s)	10,8	11,1	11,5	↑ (s)
At least 1 domain	27,1	28,6	32,2 (◇+)	↑ (n.s.)	26,8	29,4 (+)	30,2 (+)	↑ (n.s.)	25,6	27,7	28,7	↑ (s)

† Due to a particular territorial breakdown for the RLS de la Haute-Yamaska and de la Pommeraie (inclusion of Bromont in la Pommeraie), the data is not comparable to past editions of the survey.

(+/-): Figure significantly higher/lower than in the rest of Quebec (threshold of 0.05)

(◇+/-): Figure significantly higher than in Quebec overall (threshold 0.05)

(s): Significant difference between the 2017 and 2022 cycles (threshold of 0.05 for Estrie and RLSs; 0.01 for Quebec)

(n.s.): Difference not significant between the 2017 and 2022 cycles (threshold of 0.05 for Estrie and RLSs; 0.01 for Quebec)

\* Coefficient of variation greater than 15% and less than or equal to 25%

Legend:  
Increase ↑  
Decrease ↓

For the 2022 edition of the survey, a specific geographic breakdown was conducted to include the municipality of Bromont in the RLS de la Pommeraie, with the aim of drawing a more accurate portrait of the use of services in the territory. The consequence is that the survey cycles can no longer be compared for this RLS, given the geographical difference. The data presented above should not be compared with past cycles. They are provided only for information purposes.



## Most Vulnerable Subgroups

The proportion of five-year-old kindergarten children in the LSN vulnerable in at least one domain is higher in certain subgroups: Boys, children under 6 years of age, children born outside Canada, and children who did not attend daycare regularly before starting school.



## Percentage of Vulnerable Children in at least One Domain (2022)



CHARACTERISTICS	LSN OF HAUTE-YAMASKA	ESTRIE	QUEBEC
	% of vulnerable children	% of vulnerable children	% of vulnerable children
Population breakdown	32,2 (◇)	30,2 (+)	28,7
<b>By sex</b>			
Boys	40,7 (◇)	36,6	35,6
Girls	22,3	23,5 (+)	21,6
<b>By age</b>			
Under 6 years of age	34,2	34,4	32,7
6 years or older	30,2 (◇)	26,1	24,7
<b>By spoken languages</b>			
At least French	31,7 (◇)	29,2 (◇)	27,1
English but not French	NP	44,9	37,5
Neither French nor English	54,9*	51,7 (◇)	38,4
<b>By place of birth</b>			
Canada	31,5 (◇)	29,6 (◇)	28
Outside of Canada	48,9	42,3	37,3
<b>Regular day-care attendance before starting school</b>			
Yes	28,9	27	25,8
No	46,6	40,8	40,9

(+): Figure significantly higher than in the rest of Quebec (threshold of 0.05).

(◇): Figure significantly higher than in Quebec overall (threshold 0.05)

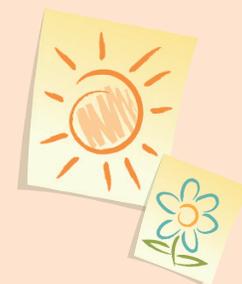
\* Coefficient of variation greater than 15% and less than or equal to 25%

NP: Due to the low number of children or to respect confidentiality, the data is not presented.

The proportion of five-year-old kindergarten children in the LSN vulnerable in at least one domain is higher among certain subgroups, although the differences are not statistically significant for all crossover variables when compared to Quebec as a whole.

More than 4 boys out of 10 are vulnerable in at least one domain (40.7%), which is statistically superior when compared to Quebec as a whole.

The proportion is also higher among children under 6 years of age (34.2% vs. 30.2% among children aged 6 and over), children born outside Canada (48.9% vs. 31.5% born in Canada) and children who did not attend daycare on a regular basis before starting kindergarten (46.6% vs. 28.9% who attended daycare on a regular basis before starting kindergarten).



The response rate reached **95,5%** in the LSN of Haute-Yamaska

### Redaction

Direction de santé publique

### Revision and layout

Service des communications et des relations médias

Direction générale

© Centre intégré universitaire de santé et de services sociaux de l'Estrie – Centre hospitalier universitaire de Sherbrooke, 2024

[santeestrie.qc.ca](http://santeestrie.qc.ca)

March 2024 – All illustrations used in this document come from Freepik.com

### References

- 1 SIMARD, Micha, Amélie LAVOIE and Nathalie AUDET (2022). *Enquête québécoise sur le développement des enfants à la maternelle 2022*, Québec, Institut de la statistique du Québec.
- 2 Gouvernement du Québec. *Enquête québécoise sur le développement des enfants à la maternelle* [http://www.eqdem.stat.gouv.qc.ca/\[Online.\]](http://www.eqdem.stat.gouv.qc.ca/[Online.]) (Accessed September 19, 2023).
- 3 Instrument de mesure du développement de la petite enfance, © 2000, McMaster University, Hamilton, Ontario, Canada. [http://www.eqdem.stat.gouv.qc.ca/enquete\\_2017/documentation/guide-imdpe-eqdem2017.pdf/\[Online.\]](http://www.eqdem.stat.gouv.qc.ca/enquete_2017/documentation/guide-imdpe-eqdem2017.pdf/[Online.]) (Accessed September 19, 2023).

