

THE QUEBEC SURVEY OF CHILD DEVELOPMENT IN KINDERGARTEN

LSN* of Val Saint-François



*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.¹ 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)²—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.³ 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 (10th 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 Val Saint-François



In the Estrie health and social services region, **316 kindergarten teachers** completed a questionnaire for **4,676 children** in **146 schools** between February and May 2022. That's a **94.5%** response rate. The following table shows the proportion of vulnerable children in kindergarten for 5 year olds by developmental area in at least one developmental area within the local services network (RLS).

In 2022 in RLS de Val Saint-François, **30.3%** of children (**out of a total of nearly 100**) in kindergarten for 5 year olds were at risk in at least one developmental area. That proportion is similar to the rest of Quebec for the 2022 collection period of the survey.

Children in the RLS are especially vulnerable in the areas of *social competence* - 14.3% compared to 10.6% for the rest of Québec. That difference is statistically significant. Conversely, in the areas of *communication skills and general knowledge*, the scores are statistically lower than the rest of Québec (7.8% compared to 11.5% for the rest of the province).

Proportion of Vulnerable Children by Developmental Domain

| Domain | LSN OF VAL SAINT-FRANÇOIS | | | | ESTRIE | | | | QUEBEC | | | |
|--|---------------------------|----------|----------|-----------|--------|----------|----------|----------|--------|------|------|----------|
| | 2012 | 2017 | 2022 | Évolution | 2012 | 2017 | 2022 | Change | 2012 | 2017 | 2022 | Change |
| Physical health and well-being | 9,2* | 10,1* | 13,2 | ↑ (n.s.) | 9,8 | 11,4 | 11,6 (+) | ↑ (n.s.) | 9,5 | 10,6 | 10,3 | ↓ (n.s.) |
| Emotional maturity | 8,6* | 18 (+) | 14,1 | ↓ (n.s.) | 10,1 | 13,3 (+) | 12,9 (+) | ↓ (n.s.) | 9,7 | 11,5 | 11,7 | ↑ (n.s.) |
| Social skills | 13,2 (+) | 15,7 (+) | 14,3 (+) | ↓ (n.s.) | 9,7 | 12,6 (+) | 11,8 (+) | ↓ (n.s.) | 9 | 10,2 | 10,6 | ↑ (s) |
| Cognitive and language development | 8,2* | 13,7 | 12,8 | ↓ (n.s.) | 10,7 | 13,2 (+) | 13,3 (+) | ↑ (n.s.) | 10 | 11,1 | 12,1 | ↑ (s) |
| Communication skills and general knowledge | 9,5* | 13,7 | 7,8* (-) | ↓ (s) | 10 | 11,4 | 9,8 (-) | ↓ (s) | 10,8 | 11,1 | 11,5 | ↑ (s) |
| At least 1 domain | 24,3 | 34,6(+) | 30,3 | ↓ (n.s.) | 26,8 | 29,4 (+) | 30,2 (+) | ↑ (n.s.) | 25,6 | 27,7 | 28,7 | ↑ (s) |

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



Most Vulnerable Subgroups

In the RLS, the proportion of vulnerable children in kindergarten for 5 years olds in at least one area is more significant among certain subgroups: boys, children aged less than 6 years old, children living in low-income neighbourhoods, and children who did not attend regular day care before going to school.



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



| CHARACTERISTICS | LSN OF VAL SAINT-FRANÇOIS | ESTRIE | QUEBEC |
|---|---------------------------|--------------------------|--------------------------|
| | % of vulnerable children | % of vulnerable children | % of vulnerable children |
| Population breakdown | 30,3 | 30,2 (+) | 28,7 |
| By sex | | | |
| Boys | 37,5 | 36,6 | 35,6 |
| Girls | 23* | 23,5 (+) | 21,6 |
| By age | | | |
| Under 6 years of age | 32,7 | 34,4 | 32,7 |
| 6 years or older | 28,2 | 26,1 | 24,7 |
| By spoken languages | | | |
| At least French | 29,9 | 29,2 (◊) | 27,1 |
| English but not French | NP | 44,9 | 37,5 |
| Neither French nor English | NP | 51,7 (◊) | 38,4 |
| By place of birth | | | |
| Canada | 30 | 29,6 (◊) | 28 |
| Outside of Canada | NP | 42,3 | 37,3 |
| According to physical and social deprivation | | | |
| Privileged | 25,9* | 22,8 | 23,8 |
| Average | 28,9 | 30,7 | 28,8 |
| Underprivileged | 40,7 | 39,4 (◊) | 34,8 |
| Regular day-care attendance before starting school | | | |
| Yes | 30,2 | 27 | 25,8 |
| No | 39,7* | 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.

In the RLS, the proportion of vulnerable children in kindergarten for 5 year olds in at least one area is more significant among certain subgroups, although the differences are not statistically significant when compared with the rest of Québec. Slightly more than 1 out of 3 boys in the RLS is vulnerable in at least one area (37.5%). The proportion is also greater among children aged less than 6 years old (32.7% compared to 28.2% among children aged 6 years or older). That is also the case for children living in low-income areas reach greater proportions (40.7%) and children who did not attend regular day care before going to school (39.7%).

The proportions for the subgroups are statistically comparable to those for the 2017 edition of the survey.



The response rate reached **96,3%** in the LSN of Val Saint-François

Redaction

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References

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- 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].

