

# User's Manual for the AAR-C2-2010

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Prepared for the Ontario Looking After Children Project by

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## **NOTE TO THE READER ABOUT THIS USER'S MANUAL**

The 2010 version of the Assessment and Action Record (Second Canadian edition; AAR-C2-2010), like the previous version, is mandated for use across Ontario for children and youth who have been in out-of-home care for one year or more. This User's Manual for the AAR-C2-2010 provides information on the coding (i.e. scoring) of the individual items and the composition and scoring of the multi-item scales in the instrument. Data from year 10 (2010-2011) were used to calculate the normative and psychometric information furnished on the multi-item scales: internal consistency coefficients (Cronbach's alpha), means, standard deviations, and percentile norms. Feedback on the User's Manual should be sent to Cynthia Vincent ([cvincent@uottawa.ca](mailto:cvincent@uottawa.ca)), research associate with the Ontario Looking After Children's (OnLAC) project at the Centre for Research on Educational and Community Services (CRECS) at the University of Ottawa.

## **ACKNOWLEDGEMENTS**

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From the beginning, the OnLAC project has been a joint initiative of CRECS, OACAS, and local CASs. In 2006, MCYS mandated the use of the OnLAC approach in all Ontario CASs. This overall approach consists of the OnLAC training curriculum, delivered by OACAS, and the most recent (i.e., 2010) version of the needs-assessment and outcome-monitoring tool known as the second Canadian adaptation of the Assessment and Action Record from Looking After Children (AAR-C2-2010).

The OnLAC project is currently in its 11<sup>th</sup> year of data collection. We wish to acknowledge the important contributions of many people over the years, especially:

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## INTRODUCTION

### **Purpose of the User's Manual for the AAR-C2-2010**

We are pleased to present to practitioners, supervisors, quality assurance personnel, and researchers this User's Manual for the 2010 version of the Second Canadian Adaptation of the Assessment and Action Record from Looking After Children (AAR-C2-2010; Flynn, Miller, Desjardins, Ghazal, & Legault, 2010). Our designation of the tool as the AAR-C2-2010 throughout the manual serves to distinguish it from its predecessor, the AAR-C2-2006.

The manual is intended as a guide and reference tool for direct service, supervisory, and quality-assurance personnel. It will facilitate the analysis, interpretation, and presentation of OnLAC data at the individual, organizational, and provincial levels. The manual presupposes familiarity with the AAR-C2-2010 itself, gained through training in the Ontario Looking after Children curriculum as well as experience in administering or interpreting the instrument.

### **The Ontario Looking After Children (OnLAC) Project**

*(Note: Readers familiar with the OnLAC project may wish to skip to the next section, on the AAR-C2-2010.)*

Like many jurisdictions in the field of child welfare, the Ontario Ministry of Children and Youth Services (MCYS) has recently shifted its emphasis from “outputs” (i.e., the quantity of services delivered, such as the number of children in foster care in a given year) to “outcomes” (i.e., the benefits that clients realize from these services, such as the proportion of young people in foster care who graduate on time from secondary school within the usual four-year period). In accordance with this shift, MCYS mandated in 2006 that the outcome-monitoring approach of the OnLAC Project be adopted in all 53 Children's Aid Societies (CASs) in Ontario. Operationally, this meant that the main needs-assessment and outcome-monitoring tool from Looking after Children in the Canadian context, namely, the AAR-C2-2010 (and its predecessor, the AAR-C2-2006), would be administered by child welfare workers as a “conversational interview” to all children and youths in care for a year or more and to their caregivers.

Looking After Children is a developmental approach to child welfare services that originated in England and Wales as a response to concerns about the outcomes of young people in care (Klein, Kufeldt, & Rideout, 2006). The approach was initially developed by a working party between 1987 and 1991. The title of one of the earliest major publications, *Looking After Children: Assessing Outcomes in Child Care* (Parker, Ward, Jackson, Aldgate, & Wedge, 1991), clearly conveys that the intention to evaluate service outcomes has been central to the approach since the beginning.

Looking After Children is guided by three main principles (Klein et al., 2006). First, children and young people in out-of-home care are entitled to the same quality of parenting as that experienced by children cared for by loving, responsible parents in the community. Second, a strong partnership is required among all the adults involved in the “corporate” or substitute parenting of looked after children - biological families, foster families, social workers, and other professionals - to ensure that the children's needs are fully met. Third, interventions to promote optimal outcomes among looked after children and youth must be based on knowledge and research in child development (Jackson & Kilroe, 1995). In addition, Looking After Children

has always had a paramount concern with promoting the young person's well-being and success, with setting outcome targets on the same level as those for young people of the same age in the general population, even if the needs of young people in care may often be greater, and with operating from the conviction that positive work is possible even in less than ideal circumstances (Flynn et al., 2010).

Looking After Children has been an important influence in a number of countries on efforts to improve the quality of substitute parenting for young people in out-of-home care and to enhance their short-term and long-term developmental outcomes. Since 1995, the approach has been implemented in the UK, where it originated, and countries such as Australia, Canada, Hungary, and Sweden. Looking After Children aims to improve young people's positive adaptation and outcomes in seven major areas of development: health, education, identity, social and family relations, social presentation, emotional and behavioural development, and self-care skills. It intends to accomplish this mainly by improving the quality of the "corporate" or substitute parenting that young people experience.

### **AAR-C2-2010: Second Canadian Adaption of the Assessment and Action Record from Looking after Children**

As previously noted, the AAR-C2-2010 has been used in Ontario CASs since June 1, 2010. Like the original version of the AAR developed in the UK (Parker et al., 1991; Ward, 1995), the AAR-C2-2010 assesses the needs and outcomes of young people who have been in care for a year or more in the seven Looking After Children developmental domains mentioned earlier. The AAR-C2-2010, available in English and French, consists of eight age-appropriate forms: 0-11 months, 1-2 years, 3-4 years, 5-9 years, 10-11 years, 12-15 years, 16-17 years, and 18-21 years.

The AAR-C2-2010 has three complementary purposes, on three successively higher levels. First, on the level of the individual child or youth, the tool has the direct-service (or "clinical") function of helping child welfare workers, or caregivers to assess the young person's needs comprehensively, prepare and implement high-quality plans of care, and monitor the young person's yearly progress (Flynn, Ghazal, Moshenko, & Westlake, 2001). Second, on the level of the local child welfare organization, the AAR-C2-2010 has the managerial function of enabling middle and senior managers and board members to monitor the progress of a group of children or youth annually, compare their actual developmental outcomes with those that have been targeted, and make data-based decisions to improve the relevance of agency services and the quality of young people's lives (Flynn, Lemay, Ghazal, & Hébert, 2003). Third, at the level of the province (or territory), the AAR-C2-2010 has the policy function of encouraging decision-makers to monitor young people's outcomes on a system-wide basis, evaluate their outcomes in light of expected progress, and formulate improved policies and practices.

Since the publication in 2001 of the initial version of the AAR-C2 (Flynn & Ghazal, 2001), the instrument has been administered annually in the OnLAC project in the form of a conversational interview among the key partners involved in the young person's care: the child or youth in care (if he or she is aged 10 or older), the caregiver (e.g., the foster parent or group home worker), and the child welfare worker. The tool was revised each year between 2001 and 2006, based on ongoing feedback from the field. The 2006 version (Flynn, Ghazal, & Legault, 2006) was used until May 31, 2010, when it was replaced by the AAR-C2-2010, itself the product of extensive consultations with a wide range of stakeholders during 2008-2010.

To enable comparisons between the functioning of young people in care with that of children or adolescents of the same age in the general Canadian population, AAR-C2-2010 incorporates a number of standardized items and multi-item scales from the National Longitudinal Survey of Children and Youth (NLSCY; Statistics Canada & Human Resources Development Canada, 1995). This strategy allows us to interpret the findings from our OnLAC research from within the broader framework of the NLSCY, which has become a standard source of information on the long-term physical, social and psychological development of Canadian young people from childhood and adolescence into young adulthood. Our use of the large and nationally representative NLSCY sample as a normative comparison group is also consistent with the fundamental Looking After Children principle that, as was mentioned earlier, outcome targets for young people in care should be set on the same level as those for young people in the general population, even though the needs of youth in care will often be greater in some respects.

Annual administration of the AAR-C2 began in 2001. During the pre-mandated phase of the project (2001-2006), participation by CASs was voluntary. Between 23 and 28 local CASs were involved during this period, with several achieving virtually full implementation (i.e., use of the AAR-C2 with all their children and adolescents in care for a year or more). The number of AAR-C2s completed each year and scanned into the OnLAC database at the University of Ottawa during this voluntary period varied between about 800 and 1100. Since the AAR-C2-2006 was mandated by MCYS in 2006, almost all of the 53 CASs in Ontario have implemented it, and the number of AAR-C2s completed each year has increased greatly. In 2006-2007, 2986 AARs were added to the OnLAC project database, a number that increased in 2007-2008 to 5,127, and 6899 in 2008-2009. The number of AARs completed in 2009-2010 increased to 7090 and to 7317 in 2010-2011. The large annual samples now make feasible detailed analyses, including the study of child trajectories over time.

In 2003, the first of what have become annual “data review” events was held, during which local and provincial child welfare staff reviewed the latest OnLAC findings for purposes of priority-setting. On the basis of the initial and subsequent data review events, the Ontario Caring for Children and Youth Council established four priorities for service improvement in the province: (a) permanency/family-based care (i.e., high quality family-based care that promotes permanency and a sense of belonging); (b) maximizing educational attainment; (c) promoting emotional health and wellbeing; and (d) data analysis, distribution, and utilization. In 2006, the Child Welfare Secretariat within MCYS stipulated that all plans of care for young people in care for a year or more had to be based on a completed AAR-C2. Also, since 2006, OACAS has made Looking After Children training for front-line child welfare staff, supervisors, and caregivers a regular part of the series of training events that it provides, with MCYS funding. Since 2008, this training has been extended to private, for-profit providers of foster-home and group-home care.

## **Structure of User's Manual**

In preparing this manual, we have tried to be as clear and concise as possible. Thus, only what we deemed essential details have been included. Especially important issues have been flagged by means of “*Notes*” (i.e., comments or suggestions in italics).

The sections of the manual are as follows: Background Information; Health; Education; Identity; Family and Social Relationships; Social Presentation; Emotional and Behavioural

Development; Self-Care Skills; Developmental Assets Profile; and Attainment of Goals of Looking After Children and Completion of the AAR.

Each of the sections of the User's Manual has a similar structure, consisting of an overview and comments (where needed) specific to the four major age groupings (i.e., 0-4 years, 5-9 years, 10-15 years, and 16-21 years) for which we construct OnLAC databases by merging data from the eight age-appropriate forms of the AAR-C2-2010. In each section, information is presented on selected descriptive, output, or outcome variables.

We cannot stress too strongly the importance of workers' and supervisors' recording complete and accurate responses to all the items in the AAR-C2-2010 that apply to the child or youth being assessed. Incomplete or inaccurate information will inevitably result in an incomplete or inaccurate picture of the services received and the outcomes obtained by young people in the worker's local CAS and in Ontario as a whole.

To obtain a rapid overview of the detailed structure and content of the AAR-C2-2010, please consult Appendix Table 1, which provides a comprehensive listing of the descriptive, output, or outcome constructs or variables included in the instrument.

### **Main Differences Between the AAR-C2-2010 and the AAR-C2-2006**

**Independent legal review.** For reasons of due diligence, the OACAS obtained a lawyer's review of the AAR-C2-2010 to ensure that all the questions posed and all the data collected were in conformity with the guidelines of the Ontario Human Rights Code and that the reasons for asking the questions and collecting the information could be justified. As a result of the review, a new paragraph was added, specifying why the information is collected. (This statement of purpose is the second paragraph of the Introduction section on the inside cover page of each of the eight age-appropriate forms of the AAR-C2-2010.) Also, a question concerning the frequency of attendance by caregivers at religious or spiritual services was removed. All the other questions in the AAR-C2-2010 were retained.

**Background section of AAR-C2-2010.** A number of factual questions that the child welfare worker is likely to be able to answer independently, prior to the AAR conversational interview, are now located in the background section of the AAR-C2-2010. This was done to reduce the amount of time the young person would need to spend as a participant in the AAR conversational interview.

**Strengths-based language.** Strengths-based wording of items has been emphasized in the AAR-C2-2010.

**Cultural diversity.** Questions were added in the AAR-C2-2010 to address the issue of cultural identity for Aboriginal, immigrant, and indeed all children in care.

**Education.** Many AAR-C2-2010 questions were revised to conform to terms used by the Ontario Ministry of Education (e.g., the Ontario Child Benefit equivalent [OCBe] funding).

**Safety.** Several questions were added that referred to issues such as the proper use of bicycle helmets, seat-belts, or children's car seats, placing very young children in safe sleeping

positions, avoiding the use of cell phones while driving or disclosing personal information on the internet, or excessive exposure to the sun.

**Health.** Given the relatively high use of medication by many young people in care, several questions were added to enable closer monitoring of the young person's medication use.

**Identity.** An opportunity for the young person to pose any questions he/she may have about sexual orientation or gender identity is provided in the Identity section of the AAR-C2-2010.

**Parenting.** Several new, brief parenting measures replaced the previous parenting scales.

**Emotional and behavioural development.** A new measure of positive mental health replaced a series of negatively worded items.

**Variable Names Used in the OnLAC Database and the AAR-C2-2010 User's Manual**

*Note: to avoid confusion, all the variables names used in the AAR-C2-2010 User's Manual are presented WITHOUT the leading letter that designates the particular year in which the OnLAC data were collected. Thus, for example, the name for the variable "child gender" in the AAR-C2-2010 User's Manual is "dmc3", which has no leading letter. In the OnLAC data base, however, the name for the same variable, "child gender", is "jdmc3" in 2010-2011 and will be "kdmc3" in 2011-2012, "ldmc3" in 2012-2013, and so on in future years. The following chart shows the leading letters with which all AAR-C2 variable names begin in a given year in the OnLAC project data base for the period 2001-2002 to 2015-2016:*

a = 2001-2002	f = 2006-2007	k = 2011-2012
b = 2002-2003	g = 2007-2008	l = 2012-2013
c = 2003-2004	h = 2008-2009	m = 2013-2014
d = 2004-2005	i = 2009-2010	n = 2014-2015
e = 2005-2006	j = 2010-2011	o = 2015-2016

**Elimination of Need to Recode OnLAC Variables in 2010-2011 and Future Years**

Most of the items (i.e., variables) derived from the AAR-C2-2010 have been coded in such a way that no further recoding (including reverse coding) will be required. The present User's Manual reflects this major improvement, which will make the analysis of OnLAC data much simpler for users at the CAS or provincial level.

*Note: there are a few exceptions to the above-mentioned "no recode" rule. In the two Academic Performance Scales (i.e. Aged 5-9 and 10-17 Years), items edcq9a, 10 and 11a need to be recoded from 4 response options to 3 response options. Instructions for recoding are found on pages 27 and 28. In the Positive Social Interactions Scale for Children Aged 3-4, item fscq16 needs to be recoded into 4 response options. Instructions for recoding are provided on page 46. Item tpcq2, in the Infant Temperament Scale (i.e., Under 1 Year) and in the Child Temperament Scale (i.e., Aged 1-2 Years), has 7 response options that need to be recoded into 3 broader response options. Instructions for recoding this item are found in the instructions for the two scales in question, on pages 59 and 61.*

Also note that in some cases, recoding missing data to "0" may be necessary (such as the Cognitive Impairments Index, found on page 16). Missing data are represented by "0". As in other indices, missing data indicate that the child welfare worker did not say "yes". In such a case, if the child has a score of "0", it could mean that the child welfare worker did not complete the index.

### Normative Information on the AAR-C2-2010

For the multi-item scales in the AAR-C2-2010, we provide norms for the total scores, calculated from the data on the Year 10 (2010-2011) OnLAC sample. We provide the cutting points for the total scores corresponding to quartiles, that is, to the 75<sup>th</sup>, 50<sup>th</sup>, and 25<sup>th</sup> percentiles. We do so for the male, female, and combined samples, both for scales that are positive in meaning (e.g., self-esteem, hope, prosocial behaviour) and for those that are negative in meaning (e.g., aggression, emotional distress, conduct problems). These quartile cutting points can be used to divide the samples into three approximate categories:

- "High" scores: above the 75<sup>th</sup> percentile.
- "Average" scores: between the 75<sup>th</sup> and the 25<sup>th</sup> percentiles.
- "Low" scores: below the 25<sup>th</sup> percentile.

In the case of the *Strengths and Difficulties Questionnaire* (SDQ; Goodman, 1997, 2001), we use cutting points drawn from data provided by Goodman and his colleagues on the SDQ web site [www.sdqinfo.com](http://www.sdqinfo.com). The cutting points we used were as close as possible to the 80<sup>th</sup> and 90<sup>th</sup> percentiles of the British general population.

**Note:** As previously mentioned, the data presented in this manual were drawn from OnLAC year 10 (i.e., 2010-2011). In almost all cases, the internal consistency coefficients (Cronbach's alpha) for the multi-item scales were above .60, the usual cutoff value used in much social science research. We have included in this manual the occasional scale or index for which Cronbach's alpha was below .60. These scales should be used with caution. They are as follows: Cognitive Impairments Index for children aged 5-9 years, Cronbach's alpha = .55; for young people aged 10-17 years, .51; for young adults, 18-21, .52; Literacy Promoting Activities Scale – Children Aged 1-2 years, .52; Shared Activities Scale - Children aged 3-9 years, .39; Shared Activities Scale – Young People Aged 10-17 Years, .59; Motor and Social Development Scale, Children Aged 19-21 Months, .50.

**Also note:** the sample size for infants aged 0-9 months on the Motor and Social Development Scale was too small to allow calculation of normative data; however, we included these scales for information purposes.

### SPSS

Using the OnLAC data files presupposes familiarity with SPSS (now known as IBM SPSS). For answers to specific questions (e.g., how to generate the frequency distribution for a particular AAR-C2-2006 item, or how to compute the total score of a scale by adding together the scores on its component items), we suggest that the reader consult one of the following sources:

1. The HELP function in SPSS.
2. The webs site <http://www.psych.utoronto.ca/courses/c1/spss/toc.htm>.

3. Google "SPSS manual" or "SPSS tutorials" (the listing "Free General and Specialized Online SPSS Tutorials" is especially useful).
4. Google specific queries, such as "calculate descriptive statistics in SPSS", "multiple regression analysis in SPSS", and so on.

## BACKGROUND INFORMATION

### Overview

This section is common to the eight age-appropriate forms of the AAR-C2-2010. The background information includes basic socio-demographic and service-related variables related to the child or young person, the child welfare worker, and the primary caregiver. These contextual variables are important because they can help account for specific child or youth outcomes or trajectories.

In response to feedback from young people and from their child welfare workers and caregivers, we moved to the Background Information section of the AAR-C2-2010 items of a primarily objective nature that child welfare workers are likely to be able to answer by themselves with help, if needed, from caregivers. This was intended to reduce the amount of time that the young person would need to spend in the AAR-C2-2010 conversational interview. While lightening the young people's burden, we retained, however, in the developmental dimensions of the AAR-C2-2010 items of a mainly subjective nature that capture their perspectives on their in-care experiences. Specifically, we made the following changes:

- **Health items moved to Background section:** On all eight age-appropriate AAR-C2-2010 forms, the types of objective health items moved to the Background section include height and weight, immunizations and dental or medical check-ups, monitoring of psychotropic medication, long-term health problems, hospitalization, and health providers seen during the last year. In the case of the forms for children aged 0-4 years, health items moved include the birth mother's prenatal history (e.g., use of cigarettes, drugs or alcohol; receipt of prenatal care services) and the full-term versus premature status of the baby.
- **Education items moved to Background section:** Type of school, language of instruction, repetition of a grade, number of school changes, and educational and recreational services received by the young person during the last 12 months.
- **Family and Social Relationships items moved to Background section:** Length of time the child or young person has resided with the current caregiver, information on a permanency plan, number of changes in main caregivers, number of changes in place of residence, type of contact with birth family and previous caregivers, placement settings where the child or young person has resided in the last 12 months, and service providers seen by the child or youth during the last 12 months.
- **Emotional and Behavioural Development items moved to Background section:** Family-related adversities and mental health providers seen by the child or young person during the last 12 months.

## Information on Selected Background Variables

Table 1. Selected Background Variables for Children, Young People and Young Adults in Four Major Age Groups from Year 10 (2010-2011) OnLAC Sample

	<i>0-4 Years</i>	<i>5-9 Years</i>	<i>10-15 Years</i>	<i>16-21 Years</i>
<b><i>GENDER:</i></b>				
<i>Male</i>	<i>n</i> = 534 (56%)	<i>n</i> = 618 (58.4%)	<i>n</i> = 1906 (58.3%)	<i>n</i> = 1053(52.0%)
<i>Female</i>	<i>n</i> = 426 (44%)	<i>n</i> = 440 (41.6%)	<i>n</i> = 1364 (41.7%)	<i>n</i> = 973 (48.0%)
<i>Total</i>	<i>N</i> = 960	<i>N</i> = 1058	<i>N</i> = 3270	<i>N</i> = 2026
<b><i>AGE:</i></b>				
<i>Mean</i>	2.0 yrs	7.4 yrs	13.0 yrs	16.7 yrs
<i>SD</i>	1.3 yrs	1.4 yrs	1.6 yrs	0.9 yrs
<i>Median</i>	2.0 yrs	8.0 yrs	13.0 yrs	17.0 yrs
<b><i>CURRENT PLACEMENT:</i></b>				
<i>Foster home:</i>				
CAS	<i>n</i> = 740 (78.8%)	<i>n</i> = 652 (62.6%)	<i>n</i> = 1718 (53.5%)	<i>n</i> = 657 (33.3%)
OPR	<i>n</i> = 86 (9.2%)	<i>n</i> = 162 (15.5%)	<i>n</i> = 576 (17.9%)	<i>n</i> = 292 (14.8%)
<i>Group home:</i>				
CAS	<i>n</i> = 3 (0.3%)	<i>n</i> = 8 (0.8%)	<i>n</i> = 89 (2.8%)	<i>n</i> = 71 (3.6%)
OPR	<i>n</i> = 7 (0.7%)	<i>n</i> = 45 (4.3%)	<i>n</i> = 418 (13.0%)	<i>n</i> = 296 (15.0%)
<i>Kinship in care</i>	<i>n</i> = 84 (8.9%)	<i>n</i> = 150 (14.4%)	<i>n</i> = 318 (9.9%)	<i>n</i> = 101 (5.1%)
<i>Indep living</i>	<i>n</i> = ---	<i>n</i> = ---	<i>n</i> = ---	<i>n</i> = 338 (17.1%)
<i>Other</i>	<i>n</i> = 19 (2.0%)	<i>n</i> = 25 (2.4%)	<i>n</i> = 92 (2.8%)	<i>n</i> = 220 (11.4%)
<i>Total</i>	<i>N</i> = 939	<i>N</i> = 1042	<i>N</i> = 3211	<i>N</i> = 1975

**Note:** Percentages may not add up to 100 because of rounding. Also, if the total sample size (*N*) for Current Placement is lower than for Gender, this is due to missing data.

## Background Information Relating to the Children's, Young People's or Young Adults' Health

### *Cognitive Impairments Index*

<b><i>Name of index</i></b>	<b>COGNITIVE IMPAIRMENTS INDEX - CHILDREN, YOUNG PEOPLE AND YOUNG ADULTS AGED UNDER 1 YEAR -TO 21 YEARS</b>
<b><i>Target of ratings</i></b>	The child, young person or young adult, aged Under 1 year - 21 years
<b><i>Source of ratings</i></b>	The child welfare worker
<b><i>No. of items</i></b>	5
<b><i>SPSS item names &amp; item content</i></b>	<p><b><i>Long-term conditions: In this question, the term “long-term conditions” refers to conditions that have lasted or are expected to last <u>6 months or more</u> and have been diagnosed by a health professional. Does the child or youth have any of the following long-term conditions? (Mark all that apply.)</i></b></p> <p>* hlcq10q: Fetal alcohol spectrum disorder  hlcq10t: Developmental disability  hlcq10k: Learning disability  hlcq10l: Attention deficit disorder  hlcq10m: Emotional, psychological, or nervous difficulties</p>
<b><i>Response options</i></b>	1 = Yes
<b><i>Computation of total scale score</i></b>	<p><b><i>Step 1: Select only those cases where the child welfare worker has completed the long-term conditions.</i></b></p> <p><b><i>Step 2: Count the “Yes” responses (i.e., the 1's), such that the minimum possible total score = 0 and the maximum possible score = 5.</i></b></p>
<b><i>Interpretation</i></b>	A higher total score indicates a greater number of cognitive impairments.
<b><i>Reliability</i></b>	Internal consistency reliability (Cronbach's alpha): for children aged 0-4 years, .61 (acceptable); for children aged 5-9 years, .55; for young people aged 10-17 years, .51; and for young adults aged 18-21 years, .52.

\* **Note:** As mentioned previously, on page 12, the letter “j”, which is the first letter of all year 10 (2010-2011) AAR variables in the SPSS data base, has been removed from all variables here and in subsequent Tables.

<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>				
	<i>Males</i>	<i>Females</i>	<i>Combined</i>	
	<b>YOUNG CHILDREN AGED UNDER 1 YEAR TO 4 YEARS</b>			
75 <sup>th</sup> percentile	0	0	0	
50 <sup>th</sup> percentile	0	0	0	
25 <sup>th</sup> percentile	0	0	0	
<i>Mean</i>	0.3	0.3	0.3	
<i>SD</i>	0.8	0.7	0.8	
<i>N</i>	534	426	960	
	<b>CHILD AGED 5-9 YEARS</b>			
75 <sup>th</sup> percentile	2	1	2	
50 <sup>th</sup> percentile	1	0	1	
25 <sup>th</sup> percentile	0	0	0	
<i>Mean</i>	1.1	0.7	1.0	
<i>SD</i>	1.2	1.0	1.2	
<i>N</i>	618	440	1058	
	<b>YOUNG PEOPLE AGED 10-17 YEARS</b>			
75 <sup>th</sup> percentile	2	2	2	
50 <sup>th</sup> percentile	1	1	1	
25 <sup>th</sup> percentile	0	0	0	
<i>Mean</i>	1.3	0.9	1.1	
<i>SD</i>	1.2	1.1	1.2	
<i>N</i>	2959	2337	5296	
	<b>YOUNG ADULT AGED 18-21 YEARS</b>			
75 <sup>th</sup> percentile	1	1	1	
50 <sup>th</sup> percentile	0	0	0	
25 <sup>th</sup> percentile	0	0	0	
<i>Mean</i>	0.7	0.7	0.7	
<i>SD</i>	1.0	1.0	1.0	
<i>N</i>	96	103	199	
<i>Source of scale items</i>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

## **DEVELOPMENTAL DIMENSION 1: HEALTH**

### **Overview**

This dimension includes the current health status and needs of the young person, lifestyle factors known to influence health and well-being, and safety issues. The eight revised age-appropriate AAR-C2-2010 forms include items on general health, dietary needs, disability, and injuries.

Some questions target specific age groups. For example:

- For children aged 0-9 years, items assess household and neighbourhood safety precautions.
- For children aged 1-11 years, items assess physical activity and supports needed to remain active.
- For young people and young adults aged 10-21 years, items relate to young people's possible concerns about puberty and sexuality.
- For young people and young adults aged 10-21 years, items evaluate the frequency of risk behaviours, such as smoking, illicit drug use, and alcohol consumption.
- For young people aged 12-17 years, items assess bicycle and automobile safety practices.
- For young people and young adults aged 12-21 years, items include physical indicators of stress, such as headaches or sleep difficulties.

**Information on Selected Health Variables***Table 2. Selected Health Variables for Children, Young People and Young Adults in Four Major Age Groups from the Year 10 (2010-2011) OnLAC Sample*

	<b>0-4 Years</b>		<b>5-9 Years</b>		<b>10-15 Years</b>		<b>16-21 Years</b>	
	N = 534	N = 426	N = 618	N = 440	N = 1906	N = 1364	N = 1053	N = 973
<b>GENERAL HEALTH:</b>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>
<i>Excellent</i>	44%	52%	45%	55%	49%	43%	39%	30%
<i>Very good</i>	37%	36%	43%	36%	37%	37%	37%	35%
<i>Good</i>	15%	8%	9%	8%	13%	17%	20%	30%
<i>Fair</i>	3%	4%	2%	1%	2%	2%	3%	5%
<i>Poor</i>	0.4%	0.5%	0.7%	0.2%	0.2%	0.5%	0.7%	0.6%
<i>N</i>	530	418	614	435	1820	1309	947	897
<b>LAST MEDICAL EXAM</b>								
<i>&lt; 1 yr</i>	98%	97%	96%	97%	98%	98%	93%	94%
<i>&gt; 1 yr</i>	2%	3%	4%	3%	2%	2%	7%	6%
<i>Never</i>	0%	0.2%	0%	0%	0.1%	0%	0.1%	0.1%
<i>N</i>	518	412	599	430	1856	1326	1020	935
<b>LAST DENTAL EXAM</b>								
<i>&lt; 1 yr</i>	42%	39%	98%	99%	98%	98%	95%	95%
<i>&gt; 1 yr</i>	0.8%	1%	1%	0.7%	2%	2%	5%	5%
<i>Never</i>	58%	60%	0.3%	0.2%	0%	0%	0%	0.2%
<i>N</i>	518	414	600	430	1858	1328	1023	931
<b>*HEALTH-RELATED DISABILITY</b>								
<i>Yes</i>	13%	13%	21%	11%	12%	10%	12%	11%
<i>No</i>	87%	87%	79%	89%	88%	90%	88%	89%
<i>N</i>	523	417	613	432	1796	1301	938	882

*\*Note: A "health-related disability" is defined as a long-term condition or health problem that prevents or limits the young person's participation in school, at play, in sports, or in any other activity appropriate for a young person of the same age.*

**Health Dimension Scale**

<b>Name of scale</b>	<b>STRESS SYMPTOMS SCALE - YOUNG PEOPLE AND YOUNG ADULTS AGED 12-21 YEARS</b>			
<b>Target of ratings</b>	The young person or young adult, aged 12-21 years			
<b>Source of ratings</b>	The young person or young adult			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<i>During the past 6 months, how often have you had the following?</i> hlcq64a: Headache hlcq64b: Stomach ache hlcq64c: Back ache hlcq64d: Difficulties in getting to sleep			
<b>Response options</b>	0 = Seldom/never 1 = About once a month 2 = About once a week		3 = More than once a week 4 = Most days	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 16).			
<b>Interpretation</b>	A higher total score indicates more frequent stress symptoms.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .84 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	5	7	6
	50 <sup>th</sup> percentile	2	4	2
	25 <sup>th</sup> percentile	0	1	0
	Mean	3.7	4.8	4.2
	SD	4.8	4.6	4.7
	N	2260	1869	4129
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

## **DEVELOPMENTAL DIMENSION 2: EDUCATION**

### **Overview**

This dimension addresses children's and young people's experiences in day care or school. Items on the age-appropriate AAR-C2-2010 forms that capture information of a general nature include those related to grade level, curricular stream, absenteeism, suspensions, access to educational resources, academic aspirations, participation in school, extracurricular activities, and leisure pursuits (e.g., reading for pleasure, computer use, electronic games, or watching television), and caregivers' involvement in activities such as help with homework or discussions about school.

Some questions target specific age groups. For example:

- For children aged 0-4 years, items assess developmental milestones (e.g., the age at which the child first sat up), developmental delays (e.g., the child's possible lag in saying first words), communication skills (e.g., the child's ability to communicate and understand oral messages), child care arrangements, and type of child care programs (e.g., not-for-profit versus for-profit, language of communication, duration, absences from day care or preschool).
- For children aged 0-9 years, items assess cognitive stimulation, exposure to books, interest in reading and writing, literacy activities done with caregivers, school readiness, reading, singing, and learning of new words.
- For children aged 5 and older, items assess factors known to affect academic performance and high school completion, such as learning disabilities, special education, doing homework, academic progress, attitudes towards school, and experiences of bullying or discrimination.
- For young people aged 10-17 years, items evaluate attitude towards school, liking of various school subjects, the importance of obtaining good grades, and academic aspirations.
- For young people and young adults aged 16-21 years, items provide information on academic aspirations, savings for post-secondary education, and school-work balance.

### Information on Selected Education Variables

Table 3. Selected Education Variables for Children, Young People and Young Adults in Four Major Age Groups from the Year 10 (2010-2011) OnLAC Sample

	0-4 Years		5-9 Years		10-15 Years		16-21 Years	
	N = 534	N = 426	N = 618	N = 440	N = 1906	N = 1364	N = 1053	N = 973
<b>TYPE OF SCHOOL</b>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>
<i>Not in school</i>	---	---	1%	0.2%	0.6%	1%	7%	9%
<i>Public</i>	---	---	72%	73%	70%	71%	60%	58%
<i>Catholic</i>	---	---	21%	24%	20%	22%	15%	19%
<i>Private</i>	---	---	0.7%	0.2%	2%	1%	2%	1%
<i>Other</i>	---	---	5%	3%	7%	5%	17%	13%
<i>N</i>	---	---	613	439	1892	1347	939	862
<b>*EDUCATION - RELATED DISABILITY</b>								
<i>Yes</i>	19%	14%	60%	43%	67%	52%	58%	47%
<i>No</i>	77%	83%	36%	56%	32%	47%	36%	47%
<i>On a waitlist</i>	4%	3%	3%	1%	0.5%	0.5%	0.3%	0.1%
<i>Not in school</i>	0%	0%	1%	0.2%	0.4%	0.5%	6%	6%
<i>N</i>	503	409	605	430	1848	1304	859	772
<b>**OVERALL SCHOOL PERFORMANCE (CAREGIVER-RATED)</b>								
<i>Very well/Well</i>	---	---	75%	81%	18%	26%	16%	27%
<i>Average</i>	---	---	16%	15%	60%	58%	58%	56%
<i>Poor/Very poor</i>	---	---	9%	4%	22%	17%	26%	18%
<i>N</i>	---	---	344	247	1775	1269	804	719

**Note:** \*An "education-related disability" is defined as the receipt of special/resource help at school because of a physical, emotional, behavioural, or some other problem that limits the kind or amount of school work that the young person can do.

\*\*Regarding the results for the group of 16-21 year olds, caregivers rated the school performance for 16-17 year olds only.

**Education Dimension Scales**

<b>Name of scale</b>	<b>LITERACY-PROMOTING ACTIVITIES SCALE - CHILDREN AGED 1-2 YEARS</b>			
<b>Target of ratings</b>	The child, aged 1-2 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	10			
<b>SPSS item names &amp; item content</b>	<p><b>How often do you (or your spouse or partner) get the chance to do the following with the child:</b></p> <p>cdcq1a: Play action games (such as peek-a-boo or patty cake)?  cdcq1: Take shopping or on errands?  cdcq2a: Read stories or show pictures or wordless baby books?  cdcq3: Tell stories?  cdcq4: Sing songs?  cdcq6a: Teach new words?  cdcq7: Take outside for a walk or to play in the yard, park, or playground?</p> <p><b>At home, how often does the child do these activities:</b></p> <p>cdcq10: Look at books, magazines, comics, etc.?  cdcq13: Play with pencils or markers doing pretend writing?  cdcq16: Go to the library or bookmobile?</p>			
<b>Response options</b>	4 = Daily 3 = A few times a week 2 = Once a week		1 = A few times a month 0 = Rarely or never	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 10 items. (The minimum possible total score = 0 and the maximum possible score = 40).			
<b>Interpretation</b>	A higher total score indicates more frequent literacy-promoting activities.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .55			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	34	35	35
	50 <sup>th</sup> percentile	32	34	33
	25 <sup>th</sup> percentile	30	31	30
	Mean	31.8	33.0	32.4
	SD	3.8	3.0	3.5
	N	243	228	471
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>LITERACY-PROMOTING ACTIVITIES SCALE - CHILDREN AGED 3-4 YEARS</b>			
<b>Target of ratings</b>	The child, aged 3-4 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	15			
<b>SPSS item names &amp; item content</b>	<p><b>How often do you (or your spouse or partner) get the chance to do the following with the child:</b></p> <p>cdcq1: Take shopping or on errands?  cdcq2: Read aloud to him/her or listen to him/her read or try to read?  cdcq3: Tell stories to him/her?  cdcq4: Sing songs (including action songs) with him/her?  cdcq5: Teach him/her to name printed letters and/or numbers?  cdcq6: Teach him/her to read words?  cdcq7: Take him/her outside for a walk or to play in the yard, park, or playground?  cdcq8: Encourage him/her to use numbers in day-to-day activities (for example, counting the cookies on a plate)?</p> <p><b>At home, how often does the child do these activities:</b></p> <p>cdcq10: Look at books, magazines, comics, etc.?  cdcq11: Do puzzles?  cdcq12: Use a computer for doing reading, writing, or number activities?  cdcq13: Play with pencils or markers doing real or pretend writing?  cdcq14: Use a wide range of playthings (e.g., toys; sand/dough/clay; Lego; materials for make-believe play)?  cdcq15: How often does he/she talk about a book with foster family, family or friends?  cdcq16: How often does he/she go to the library or bookmobile, including the nursery school/school library?</p>			
<b>Response options</b>	4 = Daily 3 = A few times a week 2 = Once a week		1 = A few times a month 0 = Rarely or never	
<b>Computation of total scale score</b>	<b>Step 1: Sum the 15 items. (The minimum possible total score = 0 and the maximum possible score = 60).</b>			
<b>Interpretation</b>	A higher total score indicates more frequent literacy-promoting activities.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .77 (good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	51	51	51
	50 <sup>th</sup> percentile	46	48	46
	25 <sup>th</sup> percentile	41	43	42
	Mean	44.8	46.3	45.4
	SD	8.2	6.6	7.6
	N	193	127	320
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>LITERACY-PROMOTING ACTIVITIES SCALE - CHILDREN AGED 5-9 YEARS</b>			
<b>Target of ratings</b>	The child, aged 5-9 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	5			
<b>SPSS item names &amp; item content</b>	<p><b>Children can show their interest in reading or sharing books in different ways. Here are a few questions about books and reading.</b></p> <p>edcq17a: Currently, how often do you or another adult read aloud to the child or listen to him/her read aloud (or – in the case of younger children – attempt to read aloud)?</p> <p>edcq17b: How often do you help or encourage the child to write (or – in the case of younger children – pretend to write)?</p> <p>edcq17c: How often does the child read (or—in the case of younger children – look at books or try to read on his/her own) for pleasure?</p> <p>edcq17d: How often does the child talk about a book with foster family, family, or friends?</p> <p>edcq17e: How often does the child go to the library, including the school library?</p>			
<b>Response options</b>	6 = Daily		2 = A few times a month	
	5 = A few times a week		1 = Less than once a month	
	4 = Once a week		0 = Never or rarely	
	3 = Once a month			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 5 items. (The minimum possible total score = 0 and the maximum possible score =30).			
<b>Interpretation</b>	A higher total score indicates more frequent literacy-promoting activities.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .67 (acceptable)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	27	27	27
	50 <sup>th</sup> percentile	24	25	25
	25 <sup>th</sup> percentile	20	22	21
	Mean	22.6	24.0	23.2
	SD	5.5	4.6	5.1
	N	595	424	1019
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>ACADEMIC PERFORMANCE SCALE - CHILDREN AGED 5-9 YEARS</b>			
<b>Target of ratings</b>	The child, aged 5-9 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<p><i>Based on your knowledge of the child's school work, including his/her report cards, how is he/she doing in the following areas at school this year (or, during the last school year he/she was enrolled in school)?</i></p> <p>edcq9a: Reading and other language arts (spelling, grammar, composition)?</p> <p>edcq10: Mathematics?</p> <p>edcq11a: Science?</p>			
<b>Response options for edcq9a, edcq10, edcq11a</b>	3 = Very well or well 2 = Average		1 = Poorly or very poorly 0 = Does not take it	
<b>SPSS item names &amp; item content</b>	edcq12: Overall?			
<b>Response options for edcq12</b>	3 = Very well or well 2 = Average		1 = Poorly or very poorly	
<b>Computation of total scale score</b>	<p><b>Step 1:</b> Recode edcq9a, edcq10, edcq11a as follows:  3 (old value) = 2 (new value); Very well or well;  2 (old value) = 1 (new value) Average;  1 (old value) = 0 (new value) Poorly or very poorly.  0 (old value) = System Missing</p> <p><b>Step 2:</b> Recode edcq12 as follows:  3 (old value) = 2 (new value); Very well or well;  2 (old value) = 1 (new value) Average;  1 (old value) = 0 (new value) Poorly or very poorly.</p> <p><b>Step 3:</b> Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 8).</p>			
<b>Interpretation</b>	A higher total score indicates better academic performance.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .70 (good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	5	5	5
	50 <sup>th</sup> percentile	5	5	5
	25 <sup>th</sup> percentile	4	4	4
	Mean	4.5	4.6	4.6
	SD	1.6	1.3	1.5
	N	279	209	488
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>ACADEMIC PERFORMANCE SCALE– YOUNG PEOPLE AGED 10-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 10-17 years			
<b>Source of ratings</b>	The young person's caregiver			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<p><b>Based on your knowledge of the young person's school work, including his/her report cards, how is he/she doing in the following areas at school this year (or, during the last school year he/she was enrolled in school)?</b></p> <p>edcq9a: Reading and other language arts (spelling, grammar, composition)?</p> <p>edcq10: Mathematics?</p> <p>edcq11a: Science?</p>			
<b>Response options</b>	3 = Very well or well 2 = Average		1 = Poorly or very poorly 0 = Does not take it	
<b>SPSS item names &amp; item content</b>	edcq12: Overall?			
<b>Response options</b>	3 = Very well or well 2 = Average 1 = Poorly or very poorly			
<b>Computation of total scale score</b>	<p><b>Step 1:</b> Recode edcq9a, edcq10, edcq11a as follows:  3 (old value) = 2 (new value); Very well or well;  2 (old value) = 1 (new value) Average;  1 (old value) = 0 (new value) Poorly or very poorly.  0 (old value) = System Missing</p> <p><b>Step 2:</b> Recode edcq12 as follows:  3 (old value) = 2 (new value); Very well or well;  2 (old value) = 1 (new value) Average;  1 (old value) = 0 (new value) Poorly or very poorly.</p> <p><b>Step 3:</b> Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 8).</p>			
<b>Interpretation</b>	A higher total score indicates better academic performance.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .90 (excellent)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	5	6	5
	50 <sup>th</sup> percentile	4	4	4
	25 <sup>th</sup> percentile	3	3	3
	Mean	3.8	4.3	4.0
	SD	2.3	2.3	2.3
	N	2223	1700	3923
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

**Information on Extracurricular Activities**

Table 4. Frequency of Extracurricular Activities for Children Aged 3-4 Years and 5-9 Years in the Year 10 (2010-2011) OnLAC Sample

EXTRACURRICULAR ACTIVITIES	3-4 Years		5-9 Years	
<i>Please note: These items do not form an internally consistent scale and thus are presented as separate items.</i>	<i>In the last 12 months, outside of daycare, nursery school, preschool, or school hours, how often has the child:</i>		<i>In the last 12 months, outside of school hours, how often has the child:</i>	
<p><b>edcq46: (Age 3-4) Played sports or done physical activities without a coach or instructor (e.g., bike riding, etc.)? (Age 5-9): Played sports or done physical activities without a coach or instructor (e.g., bike riding, skate boarding, etc.)?</b></p> <p>3 = 4 or more times a week                  2 = 1 to 3 times a week                  1 = Less than once a week                  0 = Never</p>	<p><i>Males</i> (N = 211-213)</p> <p>57% 27% 4% 12%</p>	<p><i>Females</i> (N = 140-142)</p> <p>43% 43% 6% 8%</p>	<p><i>Males</i> (N = 600-608)</p> <p>54% 34% 5% 8%</p>	<p><i>Females</i> (N = 431-438)</p> <p>49% 36% 8% 6%</p>
<p><b>edcq47: (Age 3-4) Played sports <u>with</u> a coach or instructor, other than at school (e.g. swimming, baseball, hockey, etc.)? (Age 5-9) Played sports <u>with</u> a coach or instructor, other than for gym class (e.g. swimming, baseball, hockey, etc.)?</b></p> <p>3 = 4 or more times a week                  2 = 1 to 3 times a week                  1 = Less than once a week                  0 = Never</p>	<p>2% 20% 5% 73%</p>	<p>1% 27% 4% 68%</p>	<p>3% 59% 11% 27%</p>	<p>4% 58% 12% 26%</p>
<p><b>edcq48: (Age 3-4) Taken part in dance, gymnastics, karate, traditional dance, or other groups or lessons, other than at school? (Age 5-9) Taken part in dance, gymnastics, karate, traditional dance, or other groups or lessons, other than in gym class?</b></p> <p>3 = 4 or more times a week                  2 = 1 to 3 times a week                  1 = Less than once a week                  0 = Never</p>	<p>0.5% 13% 7% 80%</p>	<p>0.7% 23% 11% 66%</p>	<p>1% 24% 13% 62%</p>	<p>1% 44% 13% 42%</p>
<p><b>edcq49: (Age 3-4) Taken part in art, drama, or music groups (including traditional drumming), clubs or lessons, outside of school? (Age 5-9) Taken part in art, drama, or music groups (including traditional drumming), clubs or lessons, outside of class?</b></p> <p>3 = 4 or more times a week                  2 = 1 to 3 times a week                  1 = Less than once a week                  0 = Never</p>	<p>0.9% 45% 7% 87%</p>	<p>0% 6% 10% 84%</p>	<p>0.7% 13% 12% 75%</p>	<p>1% 23% 13% 63%</p>
<p><b>edcq50: (Age 3-4) Taken part in clubs or groups such as Sparks or Beavers, community, church, or other religious or cultural groups? (Age 5-6) Taken part in clubs or groups such as Brownies or Cubs, 4-H club, community, church, or other religious or cultural groups?</b></p>				

3 = 4 or more times a week	0%	0%	2%	0.9%
2 = 1 to 3 times a week	15%	21%	28%	41%
1 = Less than once a week	7%	5%	10%	9%
0 = Never	78%	74%	61%	49%
<b>edcq51: (Age 5-9 only) Done a hobby or craft (drawing, model building, traditional hunting, trapping, etc.)?</b>				
3 = 4 or more times a week			20%	30%
2 = 1 to 3 times a week			38%	43%
1 = Less than once a week			19%	13%
0 = Never			24%	14%

*Note:* Source of extracurricular activities items: Statistics Canada and Human Resources Development Canada (1999). *National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.* Ottawa: Authors.

Table 5. Frequency of Extracurricular Activities for Young People Aged 10-15 Years and 16-17 Years in the Year 10 (2010-2011) OnLAC Sample

EXTRACURRICULAR ACTIVITIES	10-15 Years		16-17 Years	
<i>Please note: These items do not form an internally consistent scale and thus are presented as separate items.</i>	<i>In the last 12 months, how often have you:</i>		<i>In the last 12 months, how often have you:</i>	
<b>edcq46: Played sports or done physical activities <u>without</u> a coach or an instructor (e.g., biking, skate boarding, etc.)?</b>	<i>Males</i> (N = 1757-1777)	<i>Females</i> (N = 1266-1282)	<i>Males</i> (N = 835-842)	<i>Females</i> (N = 783-791)
3 = 4 or more times a week	50%	32%	36%	15%
2 = 1 to 3 times a week	35%	39%	39%	31%
1 = Less than once a week	10%	19%	16%	32%
0 = Never	5%	10%	10%	23%
<b>edcq47: Played sports <u>with</u> a coach or instructor, other than for gym class (e.g., swimming lessons, baseball, hockey, etc.)?</b>				
3 = 4 or more times a week	11%	10%	12%	5%
2 = 1 to 3 times a week	48%	44%	27%	23%
1 = Less than once a week	12%	13%	10%	12%
0 = Never	29%	34%	51%	60%
<b>edcq48: Taken part in dance, gymnastics, karate, traditional dance, or other groups or lessons, other than in gym class?</b>				
3 = 4 or more times a week	2%	4%	3%	3%
2 = 1 to 3 times a week	18%	30%	9%	15%
1 = Less than once a week	10%	12%	6%	8%
0 = Never	70%	54%	82%	75%
<b>edcq49: Taken part in art, drama, or music groups (including traditional drumming), clubs, or lessons, outside of class?</b>				
3 = 4 or more times a week	3%	4%	4%	4%
2 = 1 to 3 times a week	19%	27%	11%	14%
1 = Less than once a week	10%	13%	6%	10%
0 = Never	68%	56%	78%	72%
<b>edcq50: Taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious or cultural groups?</b>				
3 = 4 or more times a week	1%	2%	2%	2%
2 = 1 to 3 times a week	29%	32%	16%	17%
1 = Less than once a week	11%	13%	9%	9%
0 = Never	58%	54%	73%	72%
<b>edcq51: Done a hobby or craft (drawing, model building, traditional hunting, trapping, etc.)?</b>				
3 = 4 or more times a week	17%	22%	14%	17%
2 = 1 to 3 times a week	30%	34%	17%	23%
1 = Less than once a week	23%	20%	20%	20%
0 = Never	30%	24%	49%	40%

*Note:* Source of extracurricular activities items: Statistics Canada and Human Statistics Canada & Human Resources Development Canada (1999). *National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.* Ottawa: Authors.

## **DEVELOPMENTAL DIMENSION 3: IDENTITY**

### **Overview**

This dimension covers the knowledge that young people have of their birth families, ethnicity, religion, understanding of why they are in out-of-home care, and level of self-esteem. Items address age related factors that promote resilience, including current level of hope, coping strategies, and sense of personal mastery.

### **Focus on Multiple-Item Rating Scales Rather Than on Single Items**

In the previous sections (i.e., Background Information, Health, and Education), we presented information on selected single items from the OnLAC year 10 (2010-2011) sample, for males and females separately. Beginning with this Identity section, we focus mainly on presenting information on the many multiple-item scales in the AAR-C2-2010. For each scale, we present the following information: name of scale, target of rating, source of ratings, number of items, SPSS item names and item content, response options, and as sufficient data become available, computation of total scale score, interpretation, reliability, OnLAC norms, and source of scale.

**Identity Dimension Scales**

<b>Name of scale</b>	<b>GENERAL SELF-ESTEEM SCALE - CHILDREN AGED 5-9 YEARS</b>			
<b>Target of ratings</b>	The child, aged 5-9 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	6			
<b>SPSS item names &amp; item content</b>	<p><b><i>In general, would you say that the child:</i></b></p> <p>idcq15: Feels he/she has a lot to be proud of?</p> <p>idcq15a: Feels he/she can do things as well as most people?</p> <p>idcq15b: Feels he/she is as good as most other people?</p> <p>idcq15c: Other people think he/she is a good person?</p> <p>idcq17: Feels when he/she does something, he/she does it well?</p> <p>idcq15d: Feels a lot of things about him/her are good?</p>			
<b>Response options</b>	<p>2 = Most of the time/Always</p> <p>1 = Sometimes</p> <p>0 = Rarely/Never</p>			
<b>Computation of total scale score</b>	<b><i>Step 1: Sum the 6 items. (The minimum possible total score = 0 and the maximum possible score = 12).</i></b>			
<b>Interpretation</b>	A higher total score indicates more positive general self-esteem.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .89 (excellent)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b><i>Males</i></b>	<b><i>Females</i></b>	<b><i>Combined</i></b>
	75 <sup>th</sup> percentile	12	12	12
	50 <sup>th</sup> percentile	12	12	12
	25 <sup>th</sup> percentile	9	10	9
	<i>Mean</i>	10.2	10.6	10.4
	<i>SD</i>	2.5	2.2	2.4
<i>N</i>	572	420	992	
<b>Source of scale items</b>	Adapted from General Self-Esteem - Youth scale (see next page).			

<b>Name of scale</b>	<b>GENERAL SELF-ESTEEM SCALE – YOUNG PEOPLE AGED 10-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 10-17 years			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	6			
<b>SPSS item names &amp; item content</b>	<p><i>For each of the following statements, choose the answer that best describes how you feel.</i></p> <p>idcq15: I have a lot to be proud of.</p> <p>idcq15a: I can do things as well as most people.</p> <p>idcq15b: I am as good as most other people.</p> <p>idcq15c: Other people think I am a good person.</p> <p>idcq17: When I do something, I do it well.</p> <p>idcq15d: A lot of things about me are good.</p>			
<b>Response options</b>	<p>2 = Most of the time/Always</p> <p>1 = Sometimes</p> <p>0 = Rarely/Never</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 6 items. (The minimum possible total score = 0 and the maximum possible score = 12).			
<b>Interpretation</b>	A higher total score indicates more positive general self-esteem.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .83 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	12	12	12
	50 <sup>th</sup> percentile	11	11	11
	25 <sup>th</sup> percentile	9	9	9
	Mean	10.2	10.1	10.1
	SD	2.2	2.3	2.2
	N	2514	1997	4511
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>HOPE SCALE - YOUNG PEOPLE AGED 12-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 12-17 years			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	6			
<b>SPSS item names &amp; item content</b>	<p><i>The six sentences below describe how young people think about themselves and how they do things in general. Read each sentence carefully. For each sentence, please think about how you are in most situations. Choose the answer that describes YOU the best. There are no right or wrong answers.</i></p> <p>idcq55: I think I am doing pretty well.</p> <p>idcq56: I can think of many ways to get the things in life that are most important to me.</p> <p>idcq57: I am doing just as well as other kids my age.</p> <p>idcq58: When I have a problem, I can come up with lots of ways to solve it.</p> <p>idcq59: I think the things I have done in the past will help me in the future.</p> <p>idcq60: Even when others want to quit, I know that I can find ways to solve the problem.</p>			
<b>Response options</b>	3 = Most of the time 2 = Often		1 = Sometimes 0 = Never	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 6 items. (The minimum possible total score = 0 and the maximum possible score = 18).			
<b>Interpretation</b>	A higher total score indicates a greater level of hopefulness.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .85 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	17	17	17
	50 <sup>th</sup> percentile	14	14	14
	25 <sup>th</sup> percentile	11	11	11
	Mean	13.4	13.5	13.4
	SD	4.0	4.0	4.0
	N	2108	1724	3822
<b>Source of scale items</b>	The Children's Hope Scale. See Snyder, C.R., Sympson, S.C., Ybasco, F.C., Borders, T.F., Babyak, M.A., & Higgins, R.L. (1996). Development and validation of the state hope scale. <i>Journal of Personality and Social Psychology</i> , 70, 321-335.			

<b>Name of scale</b>	<b>APPROACH COPING STRATEGIES SCALE - YOUNG PEOPLE AGED 12-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 12-17 years			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<p><i>Sometimes young people have problems or feel upset about things. When this happens, they may do different things to solve the problem or to make themselves feel better. For each item, choose the answer that best describes how often you do this to solve your problems or make yourself feel better. There are no right or wrong answers. Just indicate how often you do each thing.</i></p> <p>idcq63: I do things to make my problem better.</p> <p>idcq74: I think about different ways of solving my problem.</p> <p>idcq68: I take action to improve the situation.</p> <p>idcq81: I try to learn more about what is causing my problem.</p>			
<b>Response options</b>	3 = Most of the time		1 = Sometimes	
	2 = Often		0 = Never	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 12).			
<b>Interpretation</b>	A higher total score indicates a greater number of behaviours associated with approach coping strategies.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .88 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	11	11	11
	50 <sup>th</sup> percentile	8	8	8
	25 <sup>th</sup> percentile	5	5	5
	Mean	7.7	7.9	7.8
	SD	3.2	3.2	3.2
	N	2117	1736	3853
<b>Source of scale items</b>	<p>Flynn, R. J., &amp; Legault, L. (2002). The Coping Scale for Young People in Care (unpublished instrument). Ottawa, ON: CRECS, University of Ottawa.</p> <p>See also Ayers, T. S., Sandler, I. N., West, S. G., &amp; Roosa, M. W. (1996). A dispositional and situational assessment of children's coping: Testing alternative models of coping. <i>Journal of Personality</i>, 64, 923-958.</p>			

<b>Name of scale</b>	<b>PERCEIVED MASTERY SCALE - YOUNG ADULTS AGED 18-21 YEARS</b>			
<b>Target of ratings</b>	The young adult, aged 18-21 years			
<b>Source of ratings</b>	The young adult			
<b>No. of items</b>	7			
<b>SPSS item names &amp; item content</b>	<p><b>How do you feel about the following issues?</b></p> <p>idcq90: Sometimes I feel I'm being pushed around in life.</p> <p>idcq91: What happens to me in the future depends on me.</p> <p>idcq92: There is really no way I can solve some of the problems I have.</p> <p>idcq93: There is little I can do to change many of the important things in my life.</p> <p>idcq94: I often feel helpless in dealing with the problems of life.</p> <p>idcq95: I have little control over the things that happen to me.</p> <p>idcq96: I can do just about anything I really set my mind to.</p>			
<b>Response options</b>	<p><b>For <u>positively</u> worded items (i.e. idcq91 and 96):</b></p> <p>3 = Strongly agree</p> <p>2 = Agree</p> <p>1 = Disagree</p> <p>0 = Strongly disagree</p>		<p><b>For <u>negatively</u> worded items (i.e. idcq90, 92, 93, 94 and 95):</b></p> <p>0 = Strongly agree</p> <p>1 = Agree</p> <p>2 = Disagree</p> <p>3 = Strongly disagree</p>	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 7 items. (The minimum possible total score = 0 and the maximum possible score = 21).			
<b>Interpretation</b>	A higher total score indicates a greater degree of perceived mastery on the part of the young adult.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .81 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	17	17	17
	50 <sup>th</sup> percentile	14	15	14
	25 <sup>th</sup> percentile	13	13	13
	Mean	15.0	15.3	15.2
	SD	3.2	3.4	3.3
	N	80	81	161
<b>Source of scale items</b>	Pearlin, L.I. & Schooler, C. (1978). The structure of coping. <i>Journal of Health and Social Behavior</i> , 19, 2-21.			

## **DEVELOPMENTAL DIMENSION 4: FAMILY AND SOCIAL RELATONSHIPS**

### **Overview**

This dimension assesses the child's or young person's quality of relationships with friends, family and others. Items also evaluate the parenting style of caregivers.

- For children aged 0-9 years, caregivers self-assess their use of positive parenting practices and disciplinary strategies.
- For children and young people aged 3-17 years, items evaluate the amount of time caregivers and young people spend in activities together, such as eating a meal, playing a game, or doing chores.
- For young people aged 10-17 years, items assess the extent and quality of their social support network, including number of close friends, presence of a confidante, and desire to connect with someone for support.
- For young people aged 10-17 years, both caregivers and young people evaluate the caregivers' parenting practices and disciplinary strategies.
- For young people aged 10-17 years, items assess the satisfaction of the young people with their current living situations, relationships with caregivers and provide the opportunity to suggest improvements the young people would like to see in their living situations.

**Family and Social Relationships Dimension Scales**

<b>Name of scale</b>	<b>SHARED ACTIVITIES SCALE - CHILDREN AGED 3-9 YEARS</b>			
<b>Target of ratings</b>	The child aged 3-9 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<p><b>How often do you do the following activities with the child:</b></p> <p>fscq49: How often do you eat together?</p> <p>fscq53: How often do you have a discussion together?</p> <p>fscq55: How often do you have a family outing/entertainment together?</p> <p>fscq121: How often do you participate in activities, ceremonies, practices, etc. that are culturally relevant to the child?</p>			
<b>Response options</b>	4= Every day		1 = 1-2 times/month	
	3= 3-6 days/week		0 = Rarely or never	
	2 = 1-2 days/week			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 16).			
<b>Interpretation</b>	A higher total score indicates the caregiver and child and/or youth engage in greater levels of shared activities.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .39			
<b>(based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	12	13	12
	50 <sup>th</sup> percentile	11	11	11
	25 <sup>th</sup> percentile	10	10	10
	Mean	11.3	11.4	11.3
	SD	2.1	2.1	2.1
	N	788	559	1347
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>SHARED ACTIVITIES SCALE – YOUNG PEOPLE AGED 10-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 10-17 years			
<b>Source of ratings</b>	The young person's caregiver			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<p><b>How often do you do the following activities with the young person:</b></p> <p>fscq49: How often do you eat together?</p> <p>fscq53: How often do you have a discussion together?</p> <p>fscq55: How often do you have a family outing/entertainment together?</p> <p>fscq121: How often do you participate in activities, ceremonies, practices, etc. that are culturally relevant to the child?</p>			
<b>Response options</b>	4= Every day		1 = 1-2 times/month	
	3= 3-6 days/week		0 = Rarely or never	
	2 = 1-2 days/week			
<b>Computation of total scale score</b>	<b>Step 1: Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 16).</b>			
<b>Interpretation</b>	A higher total score indicates the caregiver and child and/or youth engage in greater levels of shared activities.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .59			
<b>(based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	12	12	12
	50 <sup>th</sup> percentile	11	10	10
	25 <sup>th</sup> percentile	9	9	9
	Mean	10.5	10.2	10.4
	SD	2.5	2.5	2.5
	N	2523	1948	4471
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>PARENTING PRACTICES: POSITIVE PARENTING SCALE – CHILDREN AGED 0-9 YEARS</b>			
<i>Target of ratings</i>	The child, aged 0-9 years			
<i>Source of ratings</i>	The child's caregiver			
<i>No. of items</i>	6			
<i>SPSS item names &amp; item content</i>	<p><b><i>The next few questions have to do with things that the child does and ways that you react to him/her:</i></b></p> <p>fscq19a: How often do you praise the child, by saying something like “Good for you!” or “Great job!” or “Good going!”?</p> <p>fscq19b: How often do you and the child talk or play with each other, focusing attention on each other for five minutes or more, just for fun?</p> <p>fscq19c: How often do you and child laugh together?</p> <p>fscq19d: How often do you get annoyed with the child for saying or doing something he or she is not supposed to?</p> <p>fscq19e: How often do you do something special with the child that he/she enjoys?</p> <p>fscq19f: How often do you play games with the child?</p>			
<i>Response options</i>	<p><b><i>For the <u>positively</u> worded items (i.e., fscq19a, b, c, e, and f):</i></b></p> <p>4 = Many times each day 3 = 1 or 2 times a day 2 = A few times a week 1 = About 1 time a week or less 0 = Never</p>		<p><b><i>For the <u>negatively</u> worded item (i.e., fscq19d):</i></b></p> <p>0 = Many times each day 1 = 1 or 2 times a day 2 = A few times a week 3 = About 1 time a week or less 4 = Never</p>	
<i>Computation of total scale score</i>	<b><i>Step 1: Sum the 6 items. (The minimum possible total score = 0 and the maximum possible score = 24).</i></b>			
<i>Interpretation</i>	A higher total score indicates a higher level of positive parenting practices.			
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .71 (good)			
<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<b><i>Males</i></b>	<b><i>Females</i></b>	<b><i>Combined</i></b>
	75 <sup>th</sup> percentile	21	22	22
	50 <sup>th</sup> percentile	19	19	19
	25 <sup>th</sup> percentile	16	17	17
	<i>Mean</i>	18.7	19.1	18.9
	<i>SD</i>	3.5	3.5	3.5
	<i>N</i>	1116	835	1951
<i>Source of scale items</i>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>CAREGIVER-RATED PARENTING PRACTICES SCALES: YOUNG PEOPLE AGED 10-17 YEARS</b>
<i>Target of ratings</i>	The young person, aged 10-17 years
<i>Source of ratings</i>	The young person's caregiver
<i>No. of items</i>	9
<i>SPSS item names &amp; item content</i>	<p><b>Thinking of the youth in care:</b></p> <p><b>POSITIVE PARENTING SCALE:</b>  fscq75a: You let the youth know when he/she is doing a good job with something.  fscq75f: You compliment the youth when he/she has done something well.  fscq75g: You praise the youth if he/she behaves well.</p> <p><b>INCONSISTENT DISCIPLINE SCALE:</b>  fscq75b: You warn the youth that you will discipline him/her and then do not actually discipline him/her.  fscq75d: The youth talks you out of being disciplined after he/she has done something wrong.  fscq75i: You let the youth out of a discipline consequence early (like lift restrictions earlier than you originally said).</p> <p><b>POOR SUPERVISION SCALE:</b>  fscq75c: The youth fails to leave a note or let you know where he/she is going.  fscq75e: The youth stays out in the evening past the time he/she is supposed to be home.  fscq75h: The youth is out with friends you don't know.</p>
<i>Response options</i>	4 = Always 3 = Often 2 = Sometimes 1 = Almost never 0 = Never
<i>Computation of total scale score</i>	<p><b>Step 1:</b> For total Parenting Scale, sum the 9 items. (The minimum possible total score = 0 and the maximum possible score = 36).</p> <p>For the individual scales, sum the 3 items that compose the scale. (The minimum possible total score = 0 and the maximum possible score = 12).</p>
<i>Interpretation</i>	Higher total scores on the three caregiver-rated parenting practices scales indicate, respectively, a higher level of positive parenting, a higher level of inconsistent discipline, and a higher level of poor supervision.
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .77 (good) – total Parenting Practices Scales; .83 (very good) - Positive Parenting Scale; .73(good) - Inconsistent Parenting Scale; .89 (excellent) - Poor Supervision Scale.

<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<i>Males</i>	<i>Females</i>	<i>Combined</i>
		<b>TOTAL PARENTING PRACTICES SCALE</b>	19	19
75 <sup>th</sup> percentile	16	16	16	
50 <sup>th</sup> percentile	13	13	13	
25 <sup>th</sup> percentile	17.1	17.0	17.0	
<i>Mean</i>	5.9	5.9	5.9	
<i>SD</i>	2420	1824	4244	
<i>N</i>				
<b>CAREGIVER-RATED POSITIVE PARENTING SCALE</b>				
75 <sup>th</sup> percentile	12	12	12	
50 <sup>th</sup> percentile	12	12	12	
25 <sup>th</sup> percentile	10	10	10	
<i>Mean</i>	11.1	11.0	11.1	
<i>SD</i>	1.4	1.6	1.5	
<i>N</i>	2591	1958	4549	
<b>INCONSISTENT DISCIPLINE SCALE</b>				
75 <sup>th</sup> percentile	5	5	5	
50 <sup>th</sup> percentile	3	3	3	
25 <sup>th</sup> percentile	1	1	1	
<i>Mean</i>	3.3	3.4	3.3	
<i>SD</i>	3.1	3.1	3.1	
<i>N</i>	2520	1904	4424	
<b>POOR SUPERVISION SCALE</b>				
75 <sup>th</sup> percentile	4	4	4	
50 <sup>th</sup> percentile	1	1	1	
25 <sup>th</sup> percentile	0	0	0	
<i>Mean</i>	2.6	2.7	2.6	
<i>SD</i>	3.5	3.5	3.5	
<i>N</i>	2470	1865	4335	
<i>Source of scale items</i>	Elgar, F. J., Waschbusch, D. A., Dadds, M. R., & Sigvaldason, N. (2007). Development and validation of a short form of the Alabama Parenting Questionnaire. <i>Journal of Child and Family Studies, 16</i> , 243-259.			

<i>Name of scale</i>	<b>YOUNG PERSON-RATED PARENTING PRACTICES SCALES: YOUNG PEOPLE AGED 10-17 YEARS</b>
<i>Target of ratings</i>	The young person, aged 10-17 years
<i>Source of ratings</i>	The young person
<i>No. of items</i>	9
<i>SPSS item names &amp; item content</i>	<p><b>POSITIVE PARENTING SCALE:</b> fscq76a: Your caregiver tells you that you are doing a good job. fscq76f: Your caregiver compliments you when you have done something well. fscq76g: Your caregiver praises you for behaving well.</p> <p><b>INCONSISTENT DISCIPLINE SCALE:</b> fscq76b: Your caregiver warns you that he/she will discipline you and then does not do it. fscq76d: You talk your caregiver out of disciplining you after you have done something wrong. fscq76i: Your caregiver lets you out of a discipline consequence early (like lift restrictions earlier than he/she originally said).</p> <p><b>POOR SUPERVISION SCALE:</b> fscq76c: You fail to leave a note or let your caregiver know where you are going. fscq76e: You stay out in the evening past the time you are supposed to be home. fscq76h: Your caregiver does not know the friends you are out with.</p>
<i>Response options</i>	<p>4 = Always 3 = Often 2 = Sometimes 1 = Almost never 0 = Never</p>
<i>Computation of total scale score</i>	<p><b>Step 1</b> For total Parenting Scale, sum the 9 items. (The minimum possible total score = 0 and the maximum possible score = 36).</p> <p>For individual scales, sum the 3 items that compose the scale. (The minimum possible total score = 0 and the maximum possible score = 12).</p>
<i>Interpretation</i>	Higher total scores on the three youth-rated parenting practices scales indicate, respectively, a higher level of positive parenting, a higher level of inconsistent discipline, and a higher level of poor supervision.
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .74 (good) – total Parenting Practices Scales; .86 (very good) - Positive Parenting Scale; .75 (good) - Inconsistent Parenting Scale; .81 (very good) - Poor Supervision Scale.

<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<i>Males</i>	<i>Females</i>	<i>Combined</i>
		<b>TOTAL PARENTING PRACTICES SCALE</b>		
	75 <sup>th</sup> percentile	19	19	19
	50 <sup>th</sup> percentile	16	15	16
	25 <sup>th</sup> percentile	13	12	12
	<i>Mean</i>	16.9	16.7	16.8
	<i>SD</i>	6.1	6.2	6.1
	<i>N</i>	2271	1801	4072
	<b>POSITIVE PARENTING SCALE</b>			
	75 <sup>th</sup> percentile	12	12	12
	50 <sup>th</sup> percentile	11	11	11
	25 <sup>th</sup> percentile	9	9	9
	<i>Mean</i>	10.3	10.3	10.3
	<i>SD</i>	2.1	2.3	2.2
	<i>N</i>	2408	1885	4293
	<b>INCONSISTENT DISCIPLINE SCALE</b>			
	75 <sup>th</sup> percentile	6	6	6
	50 <sup>th</sup> percentile	3	3	3
	25 <sup>th</sup> percentile	1	1	1
	<i>Mean</i>	3.6	3.5	3.6
	<i>SD</i>	3.2	3.3	3.2
	<i>N</i>	2377	1869	4246
	<b>POOR SUPERVISION SCALE</b>			
	75 <sup>th</sup> percentile	5	4	4
	50 <sup>th</sup> percentile	2	2	2
	25 <sup>th</sup> percentile	0	0	0
	<i>Mean</i>	3.0	2.9	2.9
	<i>SD</i>	3.5	3.5	3.5
	<i>N</i>	2337	1846	4183
<i>Source of scale items</i>	Elgar, F. J., Waschbusch, D. A., Dadds, M. R., & Sigvaldason, N. (2007). Development and validation of a short form of the Alabama Parenting Questionnaire. <i>Journal of Child and Family Studies, 16</i> , 243-259.			

<b>Name of scale</b>	<b>POSITIVE SOCIAL INTERACTIONS SCALE - CHILDREN AGED 3-4 YEARS</b>			
<b>Target of ratings</b>	The child, aged 3-4 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<p><b>Getting along with others:</b></p> <p>fscq15: During the past 6 months, how well has the child gotten along with other children, such as friends or classmates (excluding brother[s] and sister[s])?</p> <p>fscq17: During the last few months, how well has he/she gotten along with his/her caregivers?</p> <p>fscq18: During the last few months, how well has the child gotten along with his/her brother(s)/sister(s) (or other children with whom he/she has been living)?</p>			
<b>Response options</b>	3 = No problems 2 = Hardly any problems		1 = Occasional problems 0 = Frequent or constant problems	
<b>SPSS item names &amp; item content</b>	fscq16: During the last school year, how well has he/she gotten along with his/her teacher(s) at school?			
<b>Response options</b>	3 = No problems 2 = Hardly any problems 1 = Occasional problems		0 = Frequent or constant problems 5 = Is not attending school, preschool or day care	
<b>Computation of total scale score</b>	<p><b>Step 1: Recode fscq16 as follows:</b></p> <p>3 (old value) = 3 (new value); No problems;  2 (old value) = 2 (new value) Hardly any problems;  1 (old value) = 1 (new value) Occasional Problems;  0 (old value) = 0 (new value) Frequent or constant problems;  5 (old value) = System missing (new value) Is not attending school, preschool or day care.</p> <p><b>Step 2: Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 12).</b></p>			
<b>Interpretation</b>	A higher total score indicates fewer problems in social interactions (i.e., more positive social interactions).			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .78 (good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	10	11	10
	50 <sup>th</sup> percentile	8	9	8
	25 <sup>th</sup> percentile	5	6	6
	Mean	7.4	8.3	7.8
	SD	3.0	2.9	3.0
	N	134	91	225
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>FRIENDSHIPS SCALE - YOUNG PEOPLE AGED 10-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 10-17			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	2			
<b>SPSS item names &amp; item content</b>	<i>The next few questions have to do with friends. Would you say:</i> fscq61: I have many friends. fscq62: I get along easily with others my age.			
<b>Response options</b>	2 = True or mostly true 1 = Sometimes true/sometimes false 0 = False or mostly false			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 2 items. (The minimum possible total score = 0 and the maximum possible score = 4).			
<b>Interpretation</b>	A higher total score indicates more positive relationships with friends.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .68 (acceptable)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	4	4	4
	50 <sup>th</sup> percentile	4	4	4
	25 <sup>th</sup> percentile	3	3	3
	Mean	3.3	3.3	3.3
	SD	0.9	1.0	1.0
	N	2572	2050	4622
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>PLACEMENT SATISFACTION SCALE – YOUNG PEOPLE AGED 10-17 YEARS</b>			
<i>Target of ratings</i>	The young person, aged 10-17 years			
<i>Source of ratings</i>	The young person			
<i>No. of items</i>	6			
<i>SPSS item names &amp; item content</i>	<p><b><i>The next few questions have to do with your current living situation. Would you say that:</i></b></p> <p>fscq84: You like living here?</p> <p>fscq85: You feel safe living in this home?</p> <p>fscq88: You would be pleased if you were to live here for a long time?</p> <p>fscq89: You are satisfied with the amount of privacy you have here?</p> <p>fscq91: You have a good relationship with other people with whom you are living?</p> <p>fscq93: Overall, you are satisfied with your current living situation here?</p>			
<i>Response options</i>	<p>2 = A great deal</p> <p>1 = Some</p> <p>0 = Very little</p>			
<i>Computation of total scale score</i>	<b><i>Step 1:</i></b> Sum the 6 items. (The minimum possible total score = 0 and the maximum possible score = 12).			
<i>Interpretation</i>	A higher total score indicates a higher level of satisfaction with the current living situation.			
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .89 (excellent)			
<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<b><i>Males</i></b>	<b><i>Females</i></b>	<b><i>Combined</i></b>
	75 <sup>th</sup> percentile	12	12	12
	50 <sup>th</sup> percentile	12	12	12
	25 <sup>th</sup> percentile	9	9	9
	<i>Mean</i>	10.2	10.0	10.1
	<i>SD</i>	2.3	2.9	2.8
	<i>N</i>	2490	1966	4456
<i>Source of scale items</i>	Flynn, R.J., Robitaille, A., & Ghazal, H. (2006). Placement satisfaction of young people living in foster or group homes. In R. Flynn, P. Dudding, & J. Barber, (Eds.), <i>Promoting resilience in child welfare</i> (pp. 191-205). Ottawa, ON: University of Ottawa Press.			

<b>Name of scale</b>	<b>QUALITY OF RELATIONSHIP WITH CAREGIVER NUMBER 1 SCALE - YOUNG PEOPLE AGED 10-17 YEARS</b>			
<b>Target of ratings</b>	The caregiver			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<b>Thinking about your caregiver(s):</b> fscq166: How well do you feel he/she understands you? fscq167: How much fairness do you receive from him/her? fscq168: How much affection do you receive from him/her? fscq169: Overall, how would you describe your relationship with him/her?			
<b>Response options</b>	For items fscq166, fscq167 and fscq168: 2 = A great deal 1 = Some 0 = Very little		For item fscq169 only: 2 = Very close 1 = Somewhat close 0 = Not very close	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 8).			
<b>Interpretation</b>	A higher total score indicates a relationship of higher quality with caregiver number 1, as perceived by the young person.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .82 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	8	8	8
	50 <sup>th</sup> percentile	7	7	7
	25 <sup>th</sup> percentile	6	6	6
	Mean	6.7	6.6	6.6
	SD	1.7	1.9	1.8
	N	2439	1910	4349
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>QUALITY OF RELATIONSHIP WITH CAREGIVER NUMBER 2 SCALE - YOUNG PEOPLE AGED 10-17 YEARS</b>			
<b>Target of ratings</b>	The caregiver			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	4			
<b>SPSS item names &amp; item content</b>	<p><b>Thinking about your caregiver(s):</b></p> <p>fscq170: How well do you feel he/she understands you?</p> <p>fscq171: How much fairness do you receive from him/her?</p> <p>fscq172: How much affection do you receive from him/her?</p> <p>fscq173: Overall, how would you describe your relationship with him/her?</p>			
<b>Response options</b>	For items fscq170, fscq171 and fscq172: 2 = a great deal 1 = Some 0 = Very little		For item fscq173 only: 2 = Very close 1 = Somewhat close 0 = Not very close	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 4 items. (The minimum possible total score = 0 and the maximum possible score = 8).			
<b>Interpretation</b>	A higher total score indicates a relationship of higher quality with caregiver number 2, as perceived by the young person.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .85 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	8	8	8
	50 <sup>th</sup> percentile	7	7	7
	25 <sup>th</sup> percentile	5	4	5
	Mean	6.3	5.9	6.1
	SD	2.0	2.2	2.1
	N	1966	1420	3386
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>SOCIAL SUPPORT AND HELP SCALE - YOUNG ADULTS AGED 18-21 YEARS</b>			
<b>Target of ratings</b>	The young adult, aged 18-21 years			
<b>Source of ratings</b>	The young adult			
<b>No. of items</b>	9			
<b>SPSS item names &amp; item content</b>	<p><i>For each of the following statements, choose the answer that best describes your feelings towards the support you get from others.</i></p> <p>fscq135: If something went wrong, no one would help me.</p> <p>fscq136: I have family and friends who help me feel safe, secure, and happy.</p> <p>fscq137: There is someone I trust whom I would turn to for advice if I were having problems.</p> <p>fscq138: There is no one I feel comfortable talking about problems with.</p> <p>fscq139: There are people I can count on in times of trouble.</p> <p>fscq140: I lack a feeling of closeness with another person.</p> <p>fscq141: There are people I can count on in an emergency.</p> <p>fscq142: I am part of a group of people who share my attitudes and beliefs.</p> <p>fscq143: There is no one who shares my interests and concerns.</p>			
<b>Response options</b>	<p><i>For <u>positively</u> worded items: (i.e. fscq136, 137, 139, 141 and 142):</i></p> <p>3 = Strongly Agree</p> <p>2 = Agree</p> <p>1 = Disagree</p> <p>0 = Strongly Disagree</p>		<p><i>For <u>negatively</u> worded items (i.e. fscq135, 138, 140 and 143):</i></p> <p>0 = Strongly Agree</p> <p>1 = Agree</p> <p>2 = Disagree</p> <p>3 = Strongly Disagree</p>	
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 9 items. (The minimum possible total score = 0 and the maximum possible score = 27).			
<b>Interpretation</b>	A higher total score indicates greater levels of social support and help as perceived by the young adult.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .86 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	24	25	24
	50 <sup>th</sup> percentile	19	22	20
	25 <sup>th</sup> percentile	17	18	18
	Mean	19.7	21.5	20.6
	SD	4.1	3.8	4.1
	N	66	68	134
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.</i> Ottawa: Authors.			

## **DEVELOPMENTAL DIMENSION 5: SOCIAL PRESENTATION**

### **Overview**

This dimension assesses the young person's social presentation and social skills. Items assess appearance (e.g., cleanliness, or choice of clothes suitable for a given occasion), ability to communicate, and politeness.

- For young people aged 10-17 years, young people report on their physical self-esteem (e.g., their perceptions of their attractiveness to others).

## Information on Selected Social Presentation Variables

Table 6. Frequencies for Social Presentation for Infants Aged Under 1 Year and Children Aged 1-2 Years in the Year 10 (2010-2011) OnLAC Sample

<b>SOCIAL PRESENTATION</b>	<b>Under 1 Year</b>		<b>1-2 Years</b>	
<i>The questions making up this dimension are about making sure that the child appears well cared for.</i>	<i>During the AAR conversation, the caregiver is to answer the following section with assistance, as needed.</i>		<i>During the AAR conversation, the caregiver is to answer the following section with assistance, as needed.</i>	
	<i>Males</i> (N = 49)	<i>Females</i> (N = 43)	<i>Males</i> (N = 265- 266)	<i>Females</i> (N= 232- 234 )
<b>spcq1f: Is the child promptly changed when wet or dirty?</b>				
2 = Always	100%	100%	99%	100%
1 = Sometimes	0%	0%	1%	0.4%
0 = Rarely	0%	0%	0%	0%
<b>spcq1g: Is the child bathed regularly?</b>				
2 = Daily	67%	65%	67%	60%
1 = Several times a week	33%	35%	33%	40%
0 = Infrequently	0%	0%	0%	0%
<b>spcq1h: Is the child appropriately dressed?</b>				
2 = Always	100%	100%	100%	100%
1 = Sometimes	0%	0%	0%	0%
0 = Rarely	0%	0%	0%	0%
<b>spcq1i: Is the child's skin and hair cared for appropriately?</b>				
2 = Always	100%	98%	100%	100%
1 = Sometimes	0%	32%	0%	0%
0 = Rarely	0%	0%	0%	0%

*Note:* Source of social presentation items: Statistics Canada and Human Statistics Canada & Human Resources Development Canada (1999). *National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.* Ottawa: Authors.

Table 7. Frequencies for Social Presentation for Children Aged 3-4 Years and 5-9 Years in the Year 10 (2010-2011) OnLAC Sample

SOCIAL PRESENTATION	3-4 Years		5-9 Years	
<p><i>(Wording Age 3-4): The questions making up this dimension are about making sure that the child in care is being helped to present himself/herself in a way that is acceptable to others.</i></p> <p><i>(Wording Age 5-9): This dimension is about making sure that the child is being helped to understand what sort of impression he/she makes on other people and how he/she needs to adapt to different situations.</i></p>	<p><i>During the AAR conversation, caregiver is to answer the following section with assistance, as needed.</i></p>		<p><i>During the AAR conversation, the caregiver is to answer the following section with assistance, as needed.</i></p>	
<p><b>spcq1a: Does the child appear well cared for?</b>                  2 = Often or always                  1 = Sometimes                  0 = Never or rarely</p> <p><b>spcq1b: Is the child appropriately dressed?</b>                  2 = Often or always                  1 = Sometimes                  0 = Never or rarely</p> <p><b>spcq1c: Can the child make himself/herself understood by people outside the immediate family?</b>                  2 = Often or always                  1 = Sometimes                  0 = Never or rarely</p> <p><b>spcq1d: Does the child say please, thank you, and excuse me, etc.?</b>                  2 = Often or always                  1 = Sometimes                  0 = Never or rarely</p> <p><b>(For age group 5-9 only): spcq1e: Can the child adjust his/her behaviour and conversation to an increasingly wide range of situations (e.g., with teachers, foster parents, at school, at home)?</b>                  2 = Often or always                  1 = Sometimes                  0 = Never or rarely</p>	<p><i>Males</i> (N =216-217)</p> <p>100% 0% 0%</p> <p>100% 0% 0%</p> <p>56% 38% 6%</p> <p>68% 27% 5%</p> <p>---</p> <p>---</p> <p>---</p>	<p><i>Females</i> (N =142-144)</p> <p>100% 0% 0%</p> <p>100% 0% 0%</p> <p>65% 29% 6%</p> <p>77% 18% 5%</p> <p>---</p> <p>---</p> <p>---</p>	<p><i>Males</i> (N = 606-616)</p> <p>99% 0.5% 0%</p> <p>99% 1% 0%</p> <p>74% 19% 7%</p> <p>72% 22% 6%</p> <p>43% 42% 15%</p>	<p><i>Females</i> (N=431 -438)</p> <p>99% 1% 0%</p> <p>98% 2% 0%</p> <p>85% 13% 2%</p> <p>81% 16% 3%</p> <p>60% 32% 8%</p>

*Note:* Source of social presentation items: Statistics Canada and Human Statistics Canada & Human Resources Development Canada (1999). *National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.* Ottawa: Authors.

Table 8. Frequencies for Social Presentation for Young People Aged 10-17 Years in the Year 10 (2010-2011) OnLAC Sample

SOCIAL PRESENTATION	10-17 Years	
<i>This dimension is about making sure that the young person is being helped to understand what sort of impression he/she makes on other people and how he/she needs to adapt to different situations.</i>	<i>During the AAR conversation, the caregiver is to answer the following section with assistance, as needed.</i>	
	<i>Males (N = 2699 - 2705)</i>	<i>Females (N = 2071 - 2079)</i>
<b>spc1: Does the young person keep himself/herself clean (i.e., body, hair, teeth)?</b>		
3 = Always	50%	62%
2 = Often	30%	24%
1 = Sometimes	17%	12%
0 = Never/rarely	3%	2%
<b>spc2: Does the young person take adequate care of his/her skin?</b>		
3 = Always	45%	60%
2 = Often	29%	24%
1 = Sometimes	20%	14%
0 = Never/rarely	6%	3%
<b>spc3: Overall, does the young person's personal appearance give people the impression that he/she takes care of himself/herself properly?</b>		
3 = Always	58%	70%
2 = Often	29%	21%
1 = Sometimes	12%	9%
0 = Never/rarely	1%	0.9%
<b>spc4: Does the young person wear suitable clothes (e.g., at school, home, or parties, etc.)?</b>		
3 = Always	69%	65%
2 = Often	24%	25%
1 = Sometimes	6%	9%
0 = Never/rarely	0.8%	0.9%
<b>spc5: Can people understand what he/she is saying?</b>		
3 = Always	63%	73%
2 = Often	25%	19%
1 = Sometimes	11%	7%
0 = Never/rarely	2%	2%
<b>spc14: Is the young person polite with friends and adults?</b>		
3 = Always	50%	54%
2 = Often	35%	30%
1 = Sometimes	14%	16%
0 = Never/rarely	0.9%	0.6%

*Note:* Source of social presentation items: Statistics Canada and Human Statistics Canada & Human Resources Development Canada (1999). *National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.* Ottawa: Authors.

Table 9. Frequencies for Social Presentation for Young Adults Aged 18-21 Years in the Year 10 (2010-2011) OnLAC Sample

SOCIAL PRESENTATION	18-21 Years	
<i>This dimension is about making sure that you are being helped to understand what sort of impression you make on other people and how you need to adapt to different situations.</i>	<i>During the AAR conversation, the young adult is to answer the following section with assistance, as needed.</i>	
	<i>Males (N = 81-82)</i>	<i>Females (N = 87-88)</i>
<b>spcq1: Do you keep yourself clean (i.e., body, hair, teeth)?</b>		
3 = Always	85%	94%
2 = Often	11%	6%
1 = Sometimes	4%	0%
0 = Never/rarely	0%	0%
<b>spcq2: Do you take adequate care of your skin?</b>		
3 = Always	69%	86%
2 = Often	20%	11%
1 = Sometimes	10%	2%
0 = Never/rarely	1%	0%
<b>spcq4: Do you wear suitable clothes (e.g., at school, home, or parties, etc.)?</b>		
3 = Always	86%	86%
2 = Often	9%	10%
1 = Sometimes	4%	3%
0 = Never/rarely	1%	0%
<b>spcq5: Can people understand what you are saying?</b>		
3 = Always	77%	86%
2 = Often	18%	12%
1 = Sometimes	5%	3%
0 = Never/rarely	0%	0%
<b>spcq6: Do you know how to adjust your behaviour and conversation appropriately to different situations (e.g., at home, work, school, with friends and teachers)?</b>		
3 = Always	70%	80%
2 = Often	21%	14%
1 = Sometimes	10%	7%
0 = Never/rarely	0%	0%

*Note:* Source of social presentation items: Statistics Canada and Human Resources Development Canada (1999). *National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.* Ottawa: Authors.

**Social Presentation Dimension Scale**

<b>Name of scale</b>	<b>PHYSICAL SELF-ESTEEM SCALE – YOUNG PEOPLE AGED 10-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 10-17 years			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	2			
<b>SPSS item names &amp; item content</b>	<p><b>During the AAR conversation, the young person is to answer the following section.</b></p> <p>spcq20: I like the way I look.</p> <p>spcq21: I like the way I dress.</p>			
<b>Response options</b>	<p>4 = True</p> <p>3 = Mostly true</p> <p>2 = Sometimes false or sometimes true</p> <p>1 = Mostly false</p> <p>0 = False</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 2 items. (The minimum possible total score = 0 and the maximum possible score =8).			
<b>Interpretation</b>	A higher total score indicates a greater degree of positive physical self image.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .79 (good)			
<b>(based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	8	8	8
	50 <sup>th</sup> percentile	8	8	8
	25 <sup>th</sup> percentile	7	6	6
	Mean	7.3	6.8	7.1
	SD	1.2	1.5	1.4
	N	2525	2010	4535
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

## **DEVELOPMENTAL DIMENSION 6: EMOTIONAL AND BEHAVIOURAL DEVELOPMENT**

### **Overview**

This dimension assesses the young person's emotional state and behaviour, including hyperactivity/inattention, anxiety/emotional distress, physical aggression, indirect aggression, misconduct, and prosocial behaviour. The caregiver responds for children aged 0 - 9.

The behaviours assessed vary by age-group.

- For children aged 0 to 24 months, caregivers answer items assessing the child's temperament and the level of difficulty in caring for the child.
- For children aged 1-4 years, items measure the level of separation anxiety.
- For children aged 3-4 years, items assess positive behaviours (e.g., perseverance and independence).
- For children aged 5-9 years and young people aged 10-17, caregivers respond to the Strengths and Difficulties Questionnaire (SDQ) to assess the prevalence of strengths and difficulties. Developed by Robert Goodman (2000), the SDQ is widely used to measure emotional symptoms, conduct problems, hyperactivity and inattention, peer relation problems, and prosocial behaviours.
- For young people aged 10-17 years, young people choose from a list of 22 positive experiences the positive events that they have had during the last 12 months, such as relationships, trips, sports and leisure activities, or achievements.
- For young people aged 12-21 years, items assess the prevalence of suicidal ideation, suicide attempts, self-harm behaviours, the degree of exposure to others who have committed suicide, and whether treatment was obtained if there had been a suicide attempt.
- For young adults aged 18-21 years, items evaluate the presence and extent of depressive symptoms.
- For all age groups, except 18-21 years, two open-ended questions invite children and youths to list additional positive life events or other negative life events that may have occurred while in out of home care over the past 12 months. Caregiver or child welfare workers respond on behalf of young children aged 0-9 years.

**Emotional and Behavioural Development Dimension Scales**

<b>Name of scale</b>	<b>INFANT TEMPERAMENT SCALE - INFANTS AGED UNDER 1 YEAR</b>
<b>Target of ratings</b>	The infant, aged under 1 year
<b>Source of ratings</b>	The infant's caregiver
<b>No. of items</b>	11
<b>SPSS item names &amp; item content</b>	<i>The following questions are about how the child behaves. Please answer them for him/her in comparison to others.</i> tpcq1a: How easy or difficult is it for you to calm or soothe the child when he/she is upset?
<b>Response options for variable tpcq1a</b>	2 = Very easily 1 = About average 0 = Difficult
<b>SPSS item names &amp; item content</b>	tpcq2: How many times per day, on average, does the child get fussy and irritable (for either short or long periods of time)?
<b>Response options for variable tpcq2</b>	6 = Never 5 = 1 - 2 times per day 4 = 3 - 4 times per day 3 = 5 - 6 times per day 2 = 7- 9 times per day 1 = 10-14 times per day 0 = 15 times per day or more
<b>SPSS item names &amp; item content</b>	tpcq3a: How much does the child cry and fuss in general?
<b>Response options for variable tpcq3a</b>	2 = Very little; much less than the average child 1 = Average amount; about as much as the average child 0 = A lot; much more than the average child
<b>SPSS item names &amp; item content</b>	tpcq4a: How easily does the child get upset?
<b>Response options for variable tpcq4a</b>	2 = Very hard to upset – even by things that upset most children 1 = About average 0 = Very easily upset by things that wouldn't bother most children
<b>SPSS item names &amp; item content</b>	tpcq5a: When the child gets upset (e.g., during diapering, etc.), how vigorously or loudly does he/she cry and fuss?
<b>Response options for variable tpcq5a</b>	2 = Very mild intensity or loudness 1 = Moderate intensity or loudness 0 = Very loud or intense, really cuts loose
<b>SPSS item names &amp; item content</b>	tpcq5aa: How does the child react when you are dressing him/her?
<b>Response options for variable tpcq5aa</b>	2 = Very well - likes it 1 = About average - doesn't mind it 0 = Doesn't like it all
<b>SPSS item names &amp; item content</b>	tpcq5ab: How much does the child want to be held?

<b>Response options for variable tpcq5ab</b>	2 = Wants to be free most of the time 1 = Sometimes want to be held, sometimes not 0 = Doesn't like it all			
<b>SPSS item names &amp; item content</b>	tpcq8a: How changeable is the child's mood?			
<b>Response options for variable tpcq8a</b>	2 = Changes seldom and changes slowly when he/she does change 1 = About average 0 = Changes often and rapidly			
<b>SPSS item names &amp; item content</b>	tpcq9b: On the average, how much attention does the child require, other than for caregiving (feeding, bathing, diaper changes, etc.)?			
<b>Response options for variable tpcq9b</b>	2 = Very little - much less than the average child 1 = Average amount 0 = A lot - much more than the average child			
<b>SPSS item names &amp; item content</b>	tpcq9a: When left alone, does the child play well by himself/herself?			
<b>Response options for variable tpcq9a</b>	2 = Almost always 1 = About half the time 0 = Almost never - won't play by self			
<b>SPSS item names &amp; item content</b>	tpcq10: Please rate the overall degree of difficulty the child would present for the average parent.			
<b>Response options for variable tpcq10</b>	2 = Very easy 1 = Ordinary, some problems 0 = Highly difficult to deal with			
<b>Computation of total scale score</b>	<p><b>Step 1: (For variable tpcq2 only): Recode as follows:</b>          6 (old value) = 2 (new value)          5 (old value) = 1 (new value)          0, 1, 2, 3 or 4 (old values) = 0 (new value)</p> <p><b>Step 2: Sum the 11 items. (The minimum possible total score = 0 and the maximum possible score = 22).</b></p>			
<b>Interpretation</b>	A higher total score indicates an easier (i.e., more positive) temperament			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .77 (good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	17	17	17
	50 <sup>th</sup> percentile	14	15	15
	25 <sup>th</sup> percentile	12	13	12
	Mean	13.8	15.0	14.3
	SD	3.2	3.4	3.3
	N	46	40	86
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>CHILD TEMPERAMENT SCALE - CHILDREN AGED 1 - 2 YEARS</b>
<i>Target of ratings</i>	The child, aged 1 - 2 years
<i>Source of ratings</i>	The child's caregiver
<i>No. of items</i>	11
<i>SPSS item names &amp; item content</i>	<i>The following questions are about how the child behaves. Please answer them for him/her in comparison to others.</i> tpcq1a: How easy or difficult is it for you to calm or soothe the child when he/she is upset?
<i>Response options for variable tpcq1a</i>	2 = Very easily 1 = About average 0 = Difficult
<i>SPSS item names &amp; item content</i>	tpcq2: How many times per day, on average, does the child get fussy and irritable (for either short or long periods of time)?
<i>Response options for variable tpcq2</i>	6 = Never 5 = 1 - 2 times per day 4 = 3 - 4 times per day 3 = 5 - 6 times per day 2 = 7 - 9 times per day 1 = 10 -14 times per day 0 = 15 times per day or more
<i>SPSS item names &amp; item content</i>	tpcq3a: How much does the child cry and fuss in general?
<i>Response options for variable tpcq3a</i>	2 = Very little; much less than the average child 1 = Average amount; about as much as the average child 0= A lot; much more than the average child
<i>SPSS item names &amp; item content</i>	tpcq4a: How easily does the child get upset?
<i>Response options for variable tpcq4a</i>	2 = Very hard to upset - even by things that upset most children 1 = About average 0 = Very easily upset by things that wouldn't bother most children
<i>SPSS item names &amp; item content</i>	tpcq5a: When the child gets upset (e.g., during diapering, etc.), how vigorously or loudly does he/she cry and fuss?
<i>Response options for variable tpcq5a</i>	2 = Very mild intensity or loudness 1 = Moderate intensity or loudness 0 = Very loud or intense, really cuts loose
<i>SPSS item names &amp; item content</i>	tpcq6a: How much does the child smile and make happy sounds?
<i>Response options for variable tpcq6a</i>	2 = A great deal, much more than most children 1 = An average amount 0 = Very little, much less than other children
<i>SPSS item names &amp; item content</i>	tpcq7a: What kind of mood is the child generally in?
<i>Response options for variable tpcq7a</i>	2 = Very happy and cheerful 1 = Neither serious nor cheerful 0 = Serious

<b>SPSS item names &amp; item content</b>	tpcq8a: How changeable is the child's mood?			
<b>Response options for variable tpcq8a</b>	2 = Changes seldom and changes slowly when he/she does change 1 = About average 0 = Changes often and rapidly			
<b>SPSS item names &amp; item content</b>	tpcq9b: On the average, how much attention does the child require, other than for caregiving (feeding, bathing, diaper changes, etc.)?			
<b>Response options for variable tpcq9b</b>	2 = Very little - much less than the average child 1 = Average amount 0 = A lot - much more than the average child			
<b>SPSS item names &amp; item content</b>	tpcq10a: Please rate the overall degree of difficulty the child would present for the average caregiver.			
<b>Response options for variable tpcq10a</b>	2 = Very easy 1 = Ordinary, some problems 0 = Highly difficult to deal with			
<b>SPSS item names &amp; item content</b>	tpcq9aa: When left alone, does the child play well by himself/herself?			
<b>Response options for variable tpcq9aa</b>	2 = Almost always 1 = About half the time 0 = Almost never – won't play by self			
<b>Computation of total scale score</b>	<p><b>Step 1: (For variable tpcq2 only): Recode as follows:</b>  6 (old value) = 2 (new value)  5 (old value) = 1 (new value)  0, 1, 2, 3 or 4 (old values) = 0 (new value)</p> <p><b>Step 2: Sum the 11 items. (The minimum possible total score = 0 and the maximum possible score = 22).</b></p>			
<b>Interpretation</b>	A higher total score indicates an easier (i.e., more positive) temperament			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .82 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	17	17	17
	50 <sup>th</sup> percentile	14	14	14
	25 <sup>th</sup> percentile	12	11	12
	Mean	13.6	13.9	13.8
	SD	4.0	3.7	3.9
	N	246	219	465
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>ANXIETY/EMOTIONAL DISTRESS SCALE - CHILDREN AGED 2 YEARS</b>			
<b>Target of ratings</b>	The child, aged 2 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	7			
<b>SPSS item names &amp; item content</b>	<p><i>The next questions are about how the child seems to feel or act. How often would you say that he/she:</i></p> <p>becq6: Seems to be unhappy, sad or depressed?</p> <p>becq11: Is not as happy as other children?</p> <p>becq16: Is too fearful or anxious?</p> <p>becq21: Is worried?</p> <p>becq27: Cries a lot?</p> <p>becq35: Is nervous, high-strung or tense?</p> <p>becq40: Has trouble enjoying himself/herself?</p>			
<b>Response options</b>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 7 items. (The minimum possible total score = 0 and the maximum possible score = 14).			
<b>Interpretation</b>	A higher total score indicates a greater prevalence of behaviours associated with anxiety and emotional disorders.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .78 (good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	2	2	2
	50 <sup>th</sup> percentile	1	1	1
	25 <sup>th</sup> percentile	0	0	0
	Mean	1.7	1.7	1.7
	SD	2.3	2.1	2.3
	N	100	88	188
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>ANXIETY/EMOTIONAL DISTRESS SCALE - CHILDREN AGED 3-4 YEARS</b>			
<i>Target of ratings</i>	The child, aged 3-4 years			
<i>Source of ratings</i>	The child's caregiver			
<i>No. of items</i>	8			
<i>SPSS item names &amp; item content</i>	<p><i>The next questions are about how the child seems to feel or act. How often would you say that he/she:</i></p> <p>becq6: Seems to be unhappy, sad or depressed?</p> <p>becq11: Is not as happy as other children?</p> <p>becq16: Is too fearful or anxious?</p> <p>becq21: Is worried?</p> <p>becq27: Cries a lot?</p> <p>becq32: Appears miserable, unhappy, tearful, or distressed?</p> <p>becq35: Is nervous, high-strung or tense?</p> <p>becq40: Has trouble enjoying himself/herself?</p>			
<i>Response options</i>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<i>Computation of total scale score</i>	<b>Step 1:</b> Sum the 8 items. (The minimum possible total score = 0 and the maximum possible score = 16).			
<i>Interpretation</i>	A higher total score indicates a greater prevalence of behaviours associated with anxiety and emotional disorders.			
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .82 (very good)			
<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	4	4	4
	50 <sup>th</sup> percentile	2	2	2
	25 <sup>th</sup> percentile	1	1	1
	Mean	2.9	2.9	2.9
	SD	3.0	3.1	3.0
	N	195	133	328
<i>Source of scale items</i>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>HYPERACTIVITY/INATTENTION SCALE - CHILDREN AGED 2-4 YEARS</b>			
<b>Target of ratings</b>	The child, aged 2-4 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	8			
<b>SPSS item names &amp; item content</b>	<p><i>The next questions are about how the child seems to feel or act. How often would you say that he/she:</i></p> <p>becq2: Can't sit still, is restless or hyperactive?</p> <p>becq9: Is distractible, has trouble sticking to any activity?</p> <p>becq14: Fidgets?</p> <p>becq15: Can't concentrate, can't pay attention for long?</p> <p>becq18: Is impulsive, acts without thinking?</p> <p>becq22: Has difficulty awaiting turn in games or groups?</p> <p>becq31: Cannot settle to anything for more than a few moments?</p> <p>becq39: Is inattentive?</p>			
<b>Response options</b>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 8 items. (The minimum possible total score = 0 and the maximum possible score = 16).			
<b>Interpretation</b>	A higher total score indicates a greater prevalence of behaviours indicative of hyperactivity or inattention.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .90 (excellent)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	10	9	10
	50 <sup>th</sup> percentile	7	6	7
	25 <sup>th</sup> percentile	4	2	3
	Mean	7.4	6.2	6.9
	SD	4.5	4.6	4.6
	N	295	219	514
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>PHYSICAL AGGRESSION/OPPOSITION SCALE - CHILDREN AGED 2 YEARS</b>			
<i>Target of ratings</i>	The child, aged 2 years			
<i>Source of ratings</i>	The child's caregiver			
<i>No. of items</i>	7			
<i>SPSS item names &amp; item content</i>	<p><i>The next questions are about how the child seems to feel or act. How often would you say that he/she:</i></p> <p>becq4a: Is defiant?</p> <p>becq7: Gets into many fights?</p> <p>becq16a: Discipline doesn't change his/her behaviour?</p> <p>becq18a: Has temper tantrums or hot temper?</p> <p>becq23: When another child accidentally hurts him/her (such as by bumping into him/her), assumes that the other child meant to do it, and reacts with anger and fighting?</p> <p>becq23a: Has angry moods?</p> <p>becq36: Kicks, bites, hits other children?</p>			
<i>Response options</i>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<i>Computation of total scale score</i>	<b>Step 1:</b> Sum the 7 items. (The minimum possible total score = 0 and the maximum possible score =14).			
<i>Interpretation</i>	A higher total score indicates a greater incidence of behaviours indicative of physical aggression and opposition.			
<i>Reliability</i>	Internal consistency reliability: Cronbach's alpha = .78 (good)			
<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<i>Males</i>	<i>Females</i>	<i>Combined</i>
	75 <sup>th</sup> percentile	6	5	6
	50 <sup>th</sup> percentile	3	4	3
	25 <sup>th</sup> percentile	2	2	2
	<i>Mean</i>	4.1	3.9	4.0
	<i>SD</i>	3.2	2.6	2.9
<i>N</i>	100	86	186	
<i>Source of scale items</i>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>PHYSICAL AGGRESSION/OPPOSITION SCALE - CHILDREN AGED 3-4 YEARS</b>			
<i>Target of ratings</i>	The child, aged 3-4 years			
<i>Source of ratings</i>	The child's caregiver			
<i>No. of items</i>	10			
<i>SPSS item names &amp; item content</i>	<p><i>The next questions are about how the child seems to feel or act. How often would you say that he/she:</i></p> <p>becq4a: Is defiant?</p> <p>becq7: Gets into many fights?</p> <p>becq16a: Discipline doesn't change his/her behaviour?</p> <p>becq18a: Has temper tantrums or hot temper?</p> <p>becq23: When another child accidentally hurts him/her (such as by bumping into him/her), assumes that the other child meant to do it, and reacts with anger and fighting?</p> <p>becq23a: Has angry moods?</p> <p>becq25: Physically attacks people?</p> <p>becq29: Threatens people?</p> <p>becq33: Is cruel, bullies, or is mean to others?</p> <p>becq36: Kicks, bites, hits other children?</p>			
<i>Response options</i>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<i>Computation of total scale score</i>	<i>Step 1: Sum the 10 items. (The minimum possible total score = 0 and the maximum possible score = 20).</i>			
<i>Interpretation</i>	A higher total score indicates a greater incidence of behaviours indicative of physical aggression and opposition.			
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .86 (very good)			
<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<i>Males</i>	<i>Females</i>	<i>Combined</i>
	75 <sup>th</sup> percentile	10	7	9
	50 <sup>th</sup> percentile	6	5	5
	25 <sup>th</sup> percentile	3	3	3
	<i>Mean</i>	6.7	5.3	6.2
	<i>SD</i>	4.5	3.8	4.3
	<i>N</i>	195	131	326
<i>Source of scale items</i>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>INDIRECT AGGRESSION SCALE - CHILDREN AGED 3-4 YEARS</b>			
<b>Target of ratings</b>	The child, aged 3-4 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	5			
<b>SPSS item names &amp; item content</b>	<p><b>How often would you say that he/she:</b></p> <p>becq10: When mad at someone, tries to get others to dislike that person?</p> <p>becq17: When mad at someone, becomes friends with another as revenge?</p> <p>becq24: When mad at someone, says bad things behind the other's back?</p> <p>becq34: When mad at someone, says to others: let's not be with him/her?</p> <p>becq42: When mad at someone, tells the other one's secrets top a third person?</p>			
<b>Response options</b>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 5 items. (The minimum possible total score = 0 and the maximum possible score = 10).			
<b>Interpretation</b>	A higher total score indicates a greater incidence of behaviours indicative of indirect aggression.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .65 (acceptable)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	0	1	0
	50 <sup>th</sup> percentile	0	0	0
	25 <sup>th</sup> percentile	0	0	0
	Mean	0.4	0.7	0.5
	SD	0.9	1.4	1.2
	N	197	133	330
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>POSITIVE BEHAVIOUR SCALE - CHILDREN AGED 3-4 YEARS</b>			
<b>Target of ratings</b>	The child, aged 3-4 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	14			
<b>SPSS item names &amp; item content</b>	<p><i>Please think about the child's behaviour over the past month or two. Some behaviours may apply more to older children, but please answer as accurately as you can and tell me if the child never, sometimes, or often does the behaviour described. How often does the child:</i></p> <p>pbcq1: Play cooperatively with other children?  pbcq2: Try to help someone who has been hurt?  pbcq3: Comfort another child who is crying or upset?  pbcq4: Ask questions or take things apart to find out how they work?  pbcq5: Get excited about new books, toys, or experiences?  pbcq6: Keep his/her temper?  pbcq7: Listen well and pay attention?  pbcq8: Show self-control?  pbcq9: Finish things he/she starts?  pbcq10: Persist with solving a problem, even when things go wrong for awhile?  pbcq11: Make an effort to do something, even if he/she doesn't feel confident about it?  pbcq12: Clearly convey his/her needs?  pbcq13: Show independence with dressing?  pbcq14: Show independence with washing and toileting?</p>			
<b>Response options</b>	2 = Often 1 = Sometimes 0 = Never			
<b>Computation of total scale score</b>	<i>Step 1: Sum the 14 items. (The minimum possible total score = 0 and the maximum possible score = 28).</i>			
<b>Interpretation</b>	A higher total score indicates a greater level of positive behaviours (e.g., attentiveness, perseverance, independence).			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .86 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	23	23	23
	50 <sup>th</sup> percentile	20	20	20
	25 <sup>th</sup> percentile	15	17	16
	Mean	18.7	19.9	19.1
	SD	5.4	4.7	5.1
	N	202	130	332
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>PROSOCIAL BEHAVIOUR SCALE - CHILDREN AGED 2 YEARS</b>			
<b>Target of ratings</b>	The child, aged 2 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	5			
<b>SPSS item names &amp; item content</b>	<p><i>The next questions are about how the child seems to feel or act. How often would you say that he/she:</i></p> <p>becq4: Will try to help someone who has been hurt?</p> <p>becq20: Offers to help other children (friend, brother, or sister) who are having trouble with a task?</p> <p>becq26: Comforts a child (friend, brother, or sister) who is crying or upset?</p> <p>becq41: Helps other children (friends, brother, or sister) who are feeling sick?</p> <p>becq43: Takes the opportunity to praise the work of less able children?</p>			
<b>Response options</b>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<b>Computation of total scale score</b>	<i>Step 1: Sum the 5 items. (The minimum possible total score = 0 and the maximum possible score = 10).</i>			
<b>Interpretation</b>	A higher total score indicates a greater level of pro-social behaviour.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .86 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	7	8	8
	50 <sup>th</sup> percentile	5	7	5
	25 <sup>th</sup> percentile	3	3	3
	Mean	4.5	5.6	5.0
	SD	2.9	3.0	3.0
	N	105	88	193
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>PROSOCIAL BEHAVIOUR SCALE - CHILDREN AGED 3-4 YEARS</b>			
<b>Target of ratings</b>	The child, aged 3-4 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	8			
<b>SPSS item names &amp; item content</b>	<p><i>The next questions are about how the child seems to feel or act. How often would you say that he/she:</i></p> <p>becq1: Shows sympathy to someone who has made a mistake?</p> <p>becq8: Volunteers to clear up a mess someone else has made?</p> <p>becq13: If there is a quarrel or dispute, will try to stop it?</p> <p>becq20: Offers to help other children (friend, brother, or sister) who are having difficulty with a task?</p> <p>becq30: Spontaneously helps to pick up objects which another child has dropped?</p> <p>becq37: Will invite bystanders to join in a game?</p> <p>becq41: Helps other children (friends, brother, or sister) who are feeling sick?</p> <p>becq43: Takes the opportunity to praise the work of less able children?</p>			
<b>Response options</b>	<p>2 = Often or very true</p> <p>1 = Sometimes or somewhat true</p> <p>0 = Never or not true</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 8 items. (The minimum possible total score = 0 and the maximum possible score = 16).			
<b>Interpretation</b>	A higher total score indicates a greater level of pro-social behaviour.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .80 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	8	9	9
	50 <sup>th</sup> percentile	6	8	7
	25 <sup>th</sup> percentile	3	4	4
	Mean	6.2	7.2	6.6
	SD	3.7	3.4	3.6
	N	187	128	315
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>POSITIVE MENTAL HEALTH SCALE - YOUNG PEOPLE AGED 12-17 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 12-17 years			
<b>Source of ratings</b>	The young person			
<b>No. of items</b>	14			
<b>SPSS item names &amp; item content</b>	<p><i>During the past MONTH, how often did you feel:</i></p> <p>becq150: happy</p> <p>becq151: interested in life</p> <p>becq152: satisfied</p> <p>becq153: that you had something important to contribute to society</p> <p>becq154: that you belonged to a community (like a social group, your school, or your neighbourhood).</p> <p>becq155: that our society is becoming a better place for people like you</p> <p>becq156: that people are basically good</p> <p>becq157: that the way our society works made sense to you</p> <p>becq158: that you liked most parts of your personality</p> <p>becq159: good at managing the responsibilities of your daily life</p> <p>becq160: that you had warm and trusting relationships with other children/youth</p> <p>becq161: that you had experiences that challenged you to grow and become a better person</p> <p>becq162: confident to think or express your own ideas and opinions</p> <p>becq163: that your life has a sense of direction or meaning to it</p>			
<b>Response options</b>	5 = Every day		2 = About once a week	
	4 = Almost every day		1 = Once or twice a month	
	3 = 2 or 3 times a week		0 = Never	
<b>Computation of total scale score</b>	<i>Step 1: Sum the 14 items. (The minimum possible total score = 0 and the maximum possible score = 70).</i>			
<b>Interpretation</b>	A higher total score indicates a greater level of positive mental health.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .91 (excellent)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	65	64	65
	50 <sup>th</sup> percentile	57	56	57
	25 <sup>th</sup> percentile	49	46	48
	Mean	55.3	53.5	54.5
	SD	12.1	13.0	12.5
	N	1780	1444	3224
<b>Source of scale items</b>	Keyes, Corey L. M. (2006). Mental health in adolescence: Is America's youth flourishing? <i>American Journal of Orthopsychiatry</i> , 76, 395-402.			

<b>Name of scale</b>	<b>DEPRESSION SCALE – YOUNG ADULTS AGED 18-21 YEARS</b>			
<b>Target of ratings</b>	The young adult, aged 18-21 years			
<b>Source of ratings</b>	The young adult			
<b>No. of items</b>	12			
<b>SPSS item names &amp; item content</b>	<p><i>The next questions are about your feelings. For each statement, choose the answer that best describes you. How often have you felt or behaved this way during the past week (7 days)?</i></p> <p>becq95: I did not feel like eating; my appetite was poor.  becq96: I felt I could not shake off the blues even with help from my family or friends.  becq85: I had trouble keeping my mind on what I was doing.  becq86: I felt depressed.  becq87: I felt that everything I did was an effort.  becq88: I felt hopeful about the future.  becq89: My sleep was restless.  becq90: I was happy.  becq91: I felt lonely.  becq92: I enjoyed life.  becq93: I had crying spells.  becq94: I felt people disliked me.</p>			
<b>Response options</b>	<p><i>For <u>positively</u> worded items (i.e. becq88, 90 and 92):</i></p> <p>3 = Rarely or none of the time (less than 1 day)</p> <p>2 = Some or a little of the time or (1 to 2 days)</p> <p>1 = Occasionally or a moderate amount of the time (3 to 4 days)</p> <p>0 = Most or all of the time (5 to 7 days)</p>	<p><i>For <u>negatively</u> worded items (i.e. becq95, 96, 85, 86,87, 89, 91, 93 and 94):</i></p> <p>0 = Rarely or none of the time (less than 1 day)</p> <p>1 = Some or a little of the time or (1 to 2 days)</p> <p>2 = Occasionally or a moderate amount of the time (3 to 4 days)</p> <p>3 = Most or all of the time (5 to 7 days)</p>		
<b>Computation of total scale score</b>	<i>Step 1: Sum the 12 items. (The minimum possible total score = 0 and the maximum possible score = 36).</i>			
<b>Interpretation</b>	A higher total score indicates a greater frequency of depressive symptoms.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .93 (excellent)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
75 <sup>th</sup> percentile	13	20	19	
50 <sup>th</sup> percentile	7	9	9	
25 <sup>th</sup> percentile	4	3	4	
Mean	10.6	12.3	11.5	
SD	9.3	11.1	10.2	
N	67	72	139	
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3.</i> Ottawa: Authors.			

<i>Name of scale</i>	<b>STENGTHS AND DIFFICULTIES SCALE (SDQ) – CHILDREN AGED 5-9 YEARS</b>
<i>Target of ratings</i>	The child, aged 5-9 years
<i>Source of ratings</i>	The child's caregiver
<i>No. of items</i>	25 (i.e., 5 items for each of 5 subscales, and 20 items for Total Difficulties Scale, which is composed of the 20 items forming the 4 problem-behaviour subscales).
<i>SPSS item names &amp; item content</i>	<p><i>For each item, please mark the box for Not True, Somewhat True, or True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behaviour over the last six months or this school year.</i></p> <p><b>EMOTIONAL SYMPTOMS SCALE:</b>  sdq3: Often complains of headaches, stomach aches, or sickness.  sdq8: Many worries or often seems worried.  sdq13: Often unhappy, depressed, or tearful.  sdq16: Nervous in new situations, easily loses confidence.  sdq24: Many fears, easily scared.</p> <p><b>CONDUCT PROBLEMS SCALE:</b>  sdq5: Often loses temper.  sdq7: Generally well behaved, usually does what adults request.  sdq12: Often fights with other youth or bullies them.  sdq18: Often lies or cheats.  sdq22: Steals from home, school or elsewhere.</p> <p><b>HYPERACTIVITY/INATTENTION SCALE:</b>  sdq2: Restless, overactive, cannot stay still for long.  sdq10: Constantly fidgeting or squirming.  sdq15: Easily distracted, concentration wanders.  sdq21: Think things out before action.  sdq25: Good attention span, sees work through to the end.</p> <p><b>PEER PROBLEMS SCALE:</b>  sdq6: Would rather be alone than with other youth.  sdq11: Has at least one good friend.  sdq14: Generally liked by other youth.  sdq19: Picked on or bullied by other youth.  sdq23: Gets along better with adults than with other youth.</p> <p><b>PROSOCIAL BEHAVIOUR SCALE:</b>  sdq1: Considerate of other people's feelings.  sdq4: Shares readily with other youth, for example, books, games, food.  sdq9: Helpful if someone is hurt, upset, or feeling ill.  sdq17: Kind to younger children.  sdq20: Often offers to help others (parents, teachers, other youth).</p> <p><b>TOTAL DIFFICULTIES SCORE:</b>  Sum of the first four scales (i.e., emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems).</p>

<p><b>Response options</b></p>	<p><i>For <u>positively</u> worded items on the four problem scales, namely, emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems (i.e. items sdq7, 21, 25, 11, and 14):</i></p> <p>0 = True          1 = Somewhat true          2 = Not true</p>	<p><i>For positively worded items on the prosocial behaviour scale i.e, items sdq1, 4, 9, 17, and 20) AND for <u>negatively</u> worded items on the four problem scales, namely, emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems (i.e. sdq3, 8, 13, 16, 24, 5, 12, 18, 22, 2, 10, 15, 6, 19, 23):</i></p> <p>2 = True          1 = Somewhat true          0 = Not true</p>
<p><b>Computation of total scale score</b></p>	<p><b>Step 1:</b> For each of the subscales, (i.e., emotional symptoms, conduct problems, hyperactivity/inattention, peer problems, and prosocial behaviour), sum the 5 items making up the subscale in question.</p> <p><b>Step 2:</b> To calculate the Total Difficulties total score, sum the 20 items making up the 4 problem scales (emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems).</p>	
<p><b>Interpretation</b></p>	<p>A higher total score indicates a greater level of problem behaviour for the Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Peer Problems, and Total Difficulties scales. For the Prosocial Behaviour scale, a higher total score indicates a greater level of prosocial behaviour.</p>	
<p><b>Reliability</b></p>	<p>Internal consistency reliabilities (Cronbach's alphas):</p> <p>Emotional Symptoms = .67 (acceptable);          Conduct Problems = .77 (good);          Hyperactivity/Inattention = .87 (very good);          Peer Problems = .70 (good);          Prosocial Behaviour = .81 (very good);          Total Difficulties = .87 (very good).</p>	

(The SDQ Table for children aged 5-9 years continues on the next page.)

<b>Males</b>			<b>Females</b>		
	<i>British norms for male children in the general population, aged 5-10 years (N = 2901)</i>	<i>OnLAC norms for male children in care, aged 5-9 years, in OnLAC Year 10 sample (N = 564-589)</i>		<i>British norms for female children in general population, aged 5-10 years (N = 2954)</i>	<i>OnLAC norms for female children in care, aged 5-9 years, in OnLAC Year 10 sample (N = 403-427)</i>
<b>SDQ Scale:</b>	%	%		%	%
<b>Emotional symptoms</b>					
HD (scores = 6-10)	6.3	11.0	HD (scores = 6-10)	6.1	11.5
BD (scores = 4-5)	11.9	20.6	BD (scores = 5)	4.6	5.9
NR (scores = 0-3)	81.8	68.4	NR (scores = 0-4)	89.3	82.6
<b>Conduct problems</b>					
HD (scores = 5-10)	7.9	30.3	HD (scores = 5-10)	4.5	20.4
BD (scores = 4)	7.9	11.5	BD (scores = 3-4)	16.8	23.6
NR (scores = 0-3)	84.1	58.2	NR (scores = 0-2)	78.8	56.0
<b>Hyperactivity/inattention</b>					
HD (scores = 9-10)	8.5	32.5	HD (scores = 7-10)	11.3	32.8
BD (scores = 7-8)	12.5	18.3	BD (scores = 5-6)	15.1	22.5
NR (scores = 0-6)	79.0	49.2	NR (scores = 0-4)	73.6	44.7
<b>Peer problems</b>					
HD (scores = 5-10)	6.7	21.2	HD (scores = 5-10)	4.9	8.6
BD (score = 4)	6.2	10.9	BD (score = 4)	4.3	9.4
NR (scores = 0-3)	87.1	67.9	NR (scores = 0-3)	90.8	82.0
<b>Prosocial Behaviour<sup>a</sup></b>					
HD (scores = 0-5)	6.6	23.1	HD (scores = 0-6)	6.7	21.5
BD (score = 6)	7.1	12.1	BD (score = 7)	7.5	8.7
NR (scores = 7-10)	86.3	64.8	NR (scores = 8-10)	85.8	69.8
<b>Total Difficulties</b>					
HD (scores = 18-40)	10.4	36.5	HD (scores = 16-40)	9.3	30.5
BD (scores = 15-17)	7.9	12.4	BD (scores = 13-15)	8.6	13.2
NR (scores = 0-14)	81.7	51.1	NR (scores = 0-12)	82.0	56.3
HD = High Difficulties; BD = Borderline Difficulties; NR = Normal Range; SDQ = Strengths and Difficulties Questionnaire.					
<sup>a</sup> The Prosocial Behaviour subscale measures positive behaviour; thus, lower scores indicate <i>lower</i> levels of prosocial behaviour.					
<b>Source of scale items</b>	Goodman, R., Ford, T., Simmons, H., Gatward, R., & Meltzer, H. (2000). Using the Strengths and Difficulties Questionnaire (SDQ) to screen for child psychiatric disorders in a community sample. <i>British Journal of Psychiatry</i> , 177, 534-539. Goodman, R., Meltzer, H., & Bailey, V. (2003). The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version. <i>International Review of Psychiatry</i> , 15, 173-177.				

<i>Name of scale</i>	<b>STENGTHS AND DIFFICULTIES SCALE (SDQ) – YOUNG PEOPLE AGED 10-15 YEARS</b>
<i>Target of ratings</i>	The young person, aged 10-15 years
<i>Source of ratings</i>	The youth's caregiver
<i>No. of items</i>	25 (i.e., 5 items for each of 5 subscales, and 20 items for Total Difficulties Scale, which is composed of the 20 items forming the 4 problem-behaviour subscales).
<i>SPSS item names &amp; item content</i>	<p><b>EMOTIONAL SYMPTOMS SCALE:</b>  sdq3: Often complains of headaches, stomach aches, or sickness.  sdq8: Many worries or often seems worried.  sdq13: Often unhappy, depressed, or tearful.  sdq16: Nervous in new situations, easily loses confidence.  sdq24: Many fears, easily scared.</p> <p><b>CONDUCT PROBLEMS SCALE:</b>  sdq5: Often loses temper.  sdq7: Generally well behaved, usually does what adults request.  sdq12: Often fights with other youth or bullies them.  sdq18: Often lies or cheats.  sdq22: Steals from home, school or elsewhere.</p> <p><b>HYPERACTIVITY/INATTENTION SCALE:</b>  sdq2: Restless, overactive, cannot stay still for long.  sdq10: Constantly fidgeting or squirming.  sdq15: Easily distracted, concentration wanders.  sdq21: Think things out before action.  sdq25: Good attention span, sees work through to the end.</p> <p><b>PEER PROBLEMS SCALE:</b>  sdq6: Would rather be alone than with other youth.  sdq11: Has at least one good friend.  sdq14: Generally liked by other youth.  sdq19: Picked on or bullied by other youth.  sdq23: Gets along better with adults than with other youth.</p> <p><b>PROSOCIAL BEHAVIOUR SCALE:</b>  sdq1: Considerate of other people's feelings.  sdq4: Shares readily with other youth, for example, books, games, food.  sdq9: Helpful if someone is hurt, upset, or feeling ill.  sdq17: Kind to younger children.  sdq20: Often offers to help others (parents, teachers, other youth).</p> <p><b>TOTAL DIFFICULTIES SCORE:</b>  Sum of the first four scales (i.e., emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems).</p>

<b>Response options</b>	<p><i>For <u>positively</u> worded items on the four problem scales, namely, emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems (i.e. items sdq7, 21, 25, 11, and 14):</i></p> <p>0 = True 1 = Somewhat true 2 = Not true</p>	<p><i>For positively worded items on the prosocial behaviour scale i.e, items sdq1, 4, 9, 17, and 20) AND for <u>negatively</u> worded items on the four problem scales, namely, emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems (i.e. sdq3, 8, 13, 16, 24, 5, 12, 18, 22, 2, 10, 15, 6, 19, 23):</i></p> <p>2 = True 1 = Somewhat true 0 = Not true</p>
<b>Computation of total scale score</b>	<p><i>Step 1: For each of the subscales, (i.e., emotional symptoms, conduct problems, hyperactivity/inattention, peer problems, and prosocial behaviour), sum the 5 items making up the subscale in question.</i></p> <p><i>Step 2: To calculate the Total Difficulties total score, sum the 20 items making up the 4 problem scales (emotional symptoms, conduct problems, hyperactivity and inattention, and peer problems).</i></p>	
<b>Interpretation</b>	<p>A higher total score indicates a greater level of problem behaviour for the Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Peer Problems, and Total Difficulties scales. For the Prosocial Behaviour scale, a higher total score indicates a greater level of prosocial behaviour.</p>	
<b>Reliability</b>	<p>Internal consistency reliabilities (Cronbach's alphas):</p> <p>Emotional Symptoms = .72 (good); Conduct Problems = .78 (good); Hyperactivity/Inattention = .84 (very good); Peer Problems = .68 (acceptable); Prosocial Behaviour = .78 (good); Total Difficulties = .87 (very good).</p>	

(The SDQ Table for young people aged 10-15 years continues on the next page.)

<b>Males</b>			<b>Females</b>		
	<i>British norms for male youth in the general population, aged 11-15 years (N = 2252)</i>	<i>OnLAC norms for male youth in care, aged 10-15 years, in OnLAC Year 10 sample (N = 1753-1831)</i>		<i>British norms for female youth in general population, aged 11-15 years (N=2191)</i>	<i>OnLAC norms for female youth in care, aged 10-15 years, in OnLAC Year 10 sample (N =1256-1313)</i>
<b>SDQ Scale:</b>	%	%		%	%
<b>Emotional symptoms</b>					
HD (scores = 5-10)	10.5	20.8	HD (scores = 6-10)	8.0	16.8
BD (scores = 4)	6.6	9.4	BD (scores = 4-5)	13.8	20.3
NR (scores = 0-3)	82.9	69.8	NR (scores = 0-3)	78.2	62.9
<b>Conduct problems</b>					
HD (scores = 5-10)	8.2	24.8	HD (scores = 4-10)	10.2	33.8
BD (scores = 4)	5.9	10.1	BD (scores = 3)	9.9	10.3
NR (scores = 0-3)	85.9	65.1	NR (scores = 0-2)	79.9	55.9
<b>Hyperactivity/inattention</b>					
HD (scores = 9-10)	6.7	20.5	HD (scores = 7-10)	7.9	25.6
BD (scores = 7-8)	11.0	19.7	BD (scores = 5-6)	12.7	22.6
NR (scores = 0-6)	82.3	59.8	NR (scores = 0-4)	79.4	51.8
<b>Peer problems</b>					
HD (scores = 5-10)	7.2	22.4	HD (scores = 4-10)	11.3	28.1
BD (score = 3-4)	17.3	24.2	BD (score = 3)	10.3	12.6
NR (scores = 0-2)	75.5	53.4	NR (scores = 0-2)	78.4	59.3
<b>Prosocial Behaviour<sup>d</sup></b>					
HD (scores = 0-5)	7.1	19.5	HD (scores = 0-6)	7.7	22.6
BD (score = 6)	7.4	12.6	BD (score = 7)	8.4	11.7
NR (scores = 7-10)	85.5	67.9	NR (scores = 8-10)	83.9	65.7
<b>Total Difficulties</b>					
HD (scores = 18-40)	9.2	30.7	HD (scores = 16-40)	9.5	34.4
BD (scores = 14-17)	11.4	17.6	BD (scores = 12-15)	11.0	16.6
NR (scores = 0-13)	79.4	51.7	NR (scores = 0-11)	79.5	49.0
HD = High Difficulties; BD = Borderline Difficulties; NR = Normal Range; SDQ = Strengths and Difficulties Questionnaire.					
<sup>d</sup> The prosocial behaviour subscale measures positive behaviour; thus, lower scores indicate <i>lower</i> levels of prosocial behaviour.					
<b>Source of scale items</b>	Goodman, R., Ford, T., Simmons, H., Gatward, R., & Meltzer, H. (2000). Using the Strengths and Difficulties Questionnaire (SDQ) to screen for child psychiatric disorders in a community sample. <i>British Journal of Psychiatry</i> , 177, 534-539. Goodman, R., Meltzer, H., & Bailey, V. (2003). The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version. <i>International Review of Psychiatry</i> , 15, 173-177. (Also, for SDQ findings based on year 5 OnLAC data, see R. A. Marquis and R. J. Flynn [2009]. The SDQ as a mental health measurement tool in a Canadian sample of looked after young people. <i>Vulnerable Children and Youth Studies</i> , 4, 114-121).				

**DEVELOPMENTAL DIMENSION 7: SELF-CARE SKILLS**  
**(which includes Motor and Social Development**  
**in the case of infants and children aged 0-47 months)**

**Overview**

Items in this dimension assess how well the young person is learning self-care skills at an age-appropriate level.

- For children aged up to 4 years, fifteen items that vary according to the child's age assess motor and social development.
- For children aged 3-4 years, the items evaluating self-care skills focus primarily on personal hygiene (e.g., use of toilet alone, brushing teeth).
- For children, young people and young adults aged 3-21 years, the items assess age-appropriate self-care skills.
- For children aged 5-9 years, the items assess personal hygiene and basic life skills (e.g., saving money, using a library card).
- For young people aged 10-15 years, the items evaluate more advanced skills (e.g., using a bank machine or preparing a simple meal).
- For young people and young adults aged 10-21 years, the items also ask whether the young people are receiving all of the necessary assistance to develop self-care skills and prepare to live independently.
- For young people and young adults aged 16-21 years, the items measure independent living skills, including possessing important self-care resources (e.g. driver's licence, health card, SIN card, or birth certificate).
- For young people and young adults aged 16-21 years, coverage extends to an assessment of the young person's involvement in the community (e.g., volunteer work, helping neighbours, fund raising, supporting a cause, work placement, and employment either full-time or part-time), employment information (e.g. hours worked, pay rate, satisfaction with employment), and, for those young people who are still in school, whether work reduces the amount of time they spend studying.
- For young people and young adults aged 16-21 years, coverage includes the young person's knowledge of career opportunities and goals in terms of the sources of information on possible future careers or work consulted, the future career or job aspired to, the amount of money saved for post-secondary education, perceptions of educational requirements and possible barriers to pursuing further education.
- *Note: For young people aged 16 - 17, the list of barriers to pursuing further education is included in the Education Dimension.*



<b>Name of scale</b>	<b>MOTOR &amp; SOCIAL DEVELOPMENT SCALE - INFANTS AGED 4-6 MONTHS</b>		
<b>Target of ratings</b>	The infant, aged 4-6 months		
<b>Source of ratings</b>	The infant's caregiver		
<b>No. of items</b>	15		
<b>SPSS item names &amp; item content</b>	<p>mdcq49: <i>What is the child's age in months <u>today</u> (asked of all children)?</i>  <i>For children 4-6 months of age, Motor and Social Development is assessed with the same 15 items:</i></p> <p>mdcq8: When lying on his/her back and being pulled up to a sitting position, did the child ever hold his/her head stiffly so that it did not hang back as he/she was pulled up?  mdcq9: Has the child ever laughed out loud without being tickled or touched?  mdcq10: Has the child ever held in one hand a moderate-size object such as a block or rattle?  mdcq11: Has the child ever rolled over on his/her own on purpose?  mdcq12: Has the child ever seemed to enjoy looking in the mirror at himself/herself?  mdcq13: Has the child ever been pulled from a sitting to a standing position and supported his/her own weight with legs stretched out?  mdcq14: Has the child ever looked around with his/her eyes for a toy which was lost or not nearby?  mdcq15: Has the child ever sat alone with no help except for leaning forward on his/her hands or with just a little help from someone else?  mdcq16: Has the child ever sat for 10 minutes without any support at all?  mdcq17: Has the child ever pulled himself/herself to a standing position without help from another person?  mdcq18: Has the child ever crawled when left lying on his/her stomach?  mdcq19: Has the child ever said any recognizable words such as "mama" or "dada"?  mdcq20: Has the child ever picked up small objects such as raisins or cookie crumbs, using only his/her thumb and first finger?  mdcq21: Has the child ever walked at least two steps with one hand held or holding on to something?  mdcq22: Has the child ever waved good-bye without help from another person?</p>		
<b>Response options</b>	1 = Yes 0 = No 3 = Don't know		
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 15 items. (The minimum possible total score = 0 and the maximum possible score = 15).		
<b>Interpretation</b>	A higher total score indicates a greater level of motor and social development.		
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) =		
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>
75 <sup>th</sup> percentile			
50 <sup>th</sup> percentile			
25 <sup>th</sup> percentile			
Mean			
SD			
N	1	3	4
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.		

<b>Name of scale</b>	<b>MOTOR &amp; SOCIAL DEVELOPMENT SCALE - INFANTS AGED 7-9 MONTHS</b>		
<b>Target of ratings</b>	The infant, aged 7-9 months		
<b>Source of ratings</b>	The infant's caregiver		
<b>No. of items</b>	15		
<b>SPSS item names &amp; item content</b>	<p>mdcq49: <i>What is the child's age in months <u>today</u> (asked of all children)?</i>  <i>For children 7-9 months of age, Motor and Social Development is assessed with the same 15 items:</i></p> <p>mdcq12: Has the child ever seemed to enjoy looking in the mirror at himself/herself?  mdcq13: Has the child ever been pulled from a sitting to a standing position and supported his/her own weight with legs stretched out?  mdcq14: Has the child ever looked around with his/her eyes for a toy which was lost or not nearby?  mdcq15: Has the child ever sat alone with no help except for leaning forward on his/her hands or with just a little help from someone else?  mdcq16: Has the child ever sat for 10 minutes without any support at all?  mdcq17: Has the child ever pulled himself/herself to a standing position without help from another person?  mdcq18: Has the child ever crawled when left lying on his/her stomach?  mdcq19: Has the child ever said any recognizable words such as "mama" or "dada"?  mdcq20: Has the child ever picked up small objects such as raisins or cookie crumbs, using only his/her thumb and first finger?  mdcq21: Has the child ever walked at least two steps with one hand held or holding on to something?  mdcq22: Has the child ever waved good-bye without help from another person?  mdcq23: Has the child ever shown by his/her behaviour that he/she knows the names of common objects when somebody else names them out loud?  mdcq24: Has the child ever shown that he/she wanted something by pointing, pulling, or making pleasant sounds rather than crying or whining?  mdcq25: Has the child ever stood alone on his/her feet for 10 seconds or more without holding on to anything or another person?  mdcq26: Has the child ever walked at least 2 steps without holding on to anything or another person?</p>		
<b>Response options</b>	1 = Yes 0 = No 3 = Don't know		
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 15 items. (The minimum possible total score = 0 and the maximum possible score = 15).		
<b>Interpretation</b>	A higher total score indicates a greater level of motor and social development.		
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) =		
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>
75 <sup>th</sup> percentile			
50 <sup>th</sup> percentile			
25 <sup>th</sup> percentile			
Mean			
SD			
N	3	1	4
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.		

<b>Name of scale</b>	<b>MOTOR &amp; SOCIAL DEVELOPMENT SCALE - INFANTS AGED 10-12 MONTHS</b>			
<b>Target of ratings</b>	The infant, aged 10-12 months			
<b>Source of ratings</b>	The infant's caregiver			
<b>No. of items</b>	15			
<b>SPSS item names &amp; item content</b>	<p>mdcq49: <i>What is the child's age in months <u>today</u> (asked of all children)?</i>  <i>For children 10-12 months of age, Motor and Social Development is assessed with the same 15 items:</i></p> <p>mdcq18: Has the child ever crawled when left lying on his/her stomach?  mdcq19: Has the child ever said any recognizable words such as "mama" or "dada"?  mdcq20: Has the child ever picked up small objects such as raisins or cookie crumbs, using only his/her thumb and first finger?  mdcq21: Has the child ever walked at least two steps with one hand held or holding on to something?  mdcq22: Has the child ever waved good-bye without help from another person?  mdcq23: Has the child ever shown by his/her behaviour that he/she knows the names of common objects when somebody else names them out loud?  mdcq24: Has the child ever shown that he/she wanted something by pointing, pulling, or making pleasant sounds rather than crying or whining?  mdcq25: Has the child ever stood alone on his/her feet for 10 seconds or more without holding on to anything or another person?  mdcq26: Has the child ever walked at least 2 steps without holding on to anything or another person?  mdcq27: Has the child ever crawled up at least 2 stairs or steps?  mdcq28: Has the child ever said 2 recognizable words besides "mama" or "dada"?  mdcq29: Has the child ever run?  mdcq30: Has the child ever said the name of a familiar object, such as a ball?  mdcq31: Has the child ever made a line with a crayon or pencil?  mdcq32: Did the child ever walk up at least 2 stairs with one hand held or holding the railing?</p>			
<b>Response options</b>	1 = Yes 0 = No 3 = Don't know			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 15 items. (The minimum possible total score = 0 and the maximum possible score = 15).			
<b>Interpretation</b>	A higher total score indicates a greater level of motor and social development.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .85 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	9	9	9
	50 <sup>th</sup> percentile	6	6	6
	25 <sup>th</sup> percentile	2	2	2
	Mean	5.5	6.2	5.8
	SD	3.9	4.1	4.0
	N	76	67	143
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			



<b>Name of scale</b>	<b>MOTOR &amp; SOCIAL DEVELOPMENT SCALE- CHILDREN AGED 16-18 MONTHS</b>			
<b>Target of ratings</b>	The child, aged 16-18 months			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	15			
<b>SPSS item names &amp; item content</b>	<p>mdcq49: <i>What is the child's age in months <u>today</u> (asked of all children)?</i>  <i>For children 16-18 months of age, Motor and Social Development is assessed with the same 15 items:</i></p> <p>mdcq26: Has the child ever walked at least 2 steps without holding on to anything or another person?</p> <p>mdcq27: Has the child ever crawled up at least 2 stairs or steps?</p> <p>mdcq28: Has the child ever said 2 recognizable words besides "mama" or "dada"?</p> <p>mdcq29: Has the child ever run?</p> <p>mdcq30: Has the child ever said the name of a familiar object, such as a ball?</p> <p>mdcq31: Has the child ever made a line with a crayon or pencil?</p> <p>mdcq32: Did the child ever walk up at least 2 stairs with one hand held or holding the railing?</p> <p>mdcq33: Has the child ever fed himself/herself with a spoon or fork without spilling much?</p> <p>mdcq34: Has the child ever let someone know, without crying, that wearing wet (soiled) pants or diapers bothered him/her?</p> <p>mdcq35: Has the child ever spoken a partial sentence of 3 words or more?</p> <p>mdcq36: Has the child ever walked upstairs by himself/herself without holding onto a rail?</p> <p>mdcq37: Has the child ever washed and dried his/her hands without any help except for turning the water on and off?</p> <p>mdcq38: Has the child ever counted 3 objects correctly?</p> <p>mdcq39: Has the child ever gone to the toilet alone?</p> <p>mdcq40: Has the child ever walked upstairs by himself/herself with no help, stepping on each step with only one foot?</p>			
<b>Response options</b>	1 = Yes 0 = No 3 = Don't know			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 15 items. (The minimum possible total score = 0 and the maximum possible score = 15).			
<b>Interpretation</b>	A higher total score indicates a greater level of motor and social development.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .75 (good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	9	9	9
	50 <sup>th</sup> percentile	6	8	7
	25 <sup>th</sup> percentile	3	7	5
	Mean	5.6	7.6	6.5
	SD	2.9	2.2	2.8
	N	17	14	31
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<i>Name of scale</i>	<b>MOTOR &amp; SOCIAL DEVELOPMENT SCALE - CHILDREN AGED 19-21 MONTHS</b>			
<i>Target of ratings</i>	The child, aged 19-21 months			
<i>Source of ratings</i>	The child's caregiver			
<i>No. of items</i>	15			
<i>SPSS item names &amp; item content</i>	<p>mdcq49: <i>What is the child's age in months <u>today</u> (asked of all children)?</i>  <i>For children 19-21 months of age, Motor and Social Development is assessed with the same 15 items:</i></p> <p>mdcq29: Has the child ever run?  mdcq30: Has the child ever said the name of a familiar object, such as a ball?  mdcq31: Has the child ever made a line with a crayon or pencil?  mdcq32: Did the child ever walk up at least 2 stairs with one hand held or holding the railing?  mdcq33: Has the child ever fed himself/herself with a spoon or fork without spilling much?  mdcq34: Has the child ever let someone know, without crying, that wearing wet (soiled) pants or diapers bothered him/her?  mdcq35: Has the child ever spoken a partial sentence of 3 words or more?  mdcq36: Has the child ever walked upstairs by himself/herself without holding onto a rail?  mdcq37: Has the child ever washed and dried his/her hands without any help except for turning the water on and off?  mdcq38: Has the child ever counted 3 objects correctly?  mdcq39: Has the child ever gone to the toilet alone?  mdcq40: Has the child ever walked upstairs by himself/herself with no help, stepping on each step with only one foot?  mdcq41: Does the child know his/her own age and sex?  mdcq42: Has the child ever said the names of at least 4 colours?  mdcq43: Has the child ever pedalled a tricycle at least 10 feet?</p>			
<i>Response options</i>	1 = Yes 0 = No 3 = Don't know			
<i>Computation of total scale score</i>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"s) to all 15 items. (The minimum possible total score = 0 and the maximum possible score = 15).			
<i>Interpretation</i>	A higher total score indicates a greater level of motor and social development.			
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .50			
<i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	8	7	8
	50 <sup>th</sup> percentile	7	6	6
	25 <sup>th</sup> percentile	4	5	5
	Mean	6.3	5.8	6.1
	SD	2.8	1.5	2.4
	N	30	17	47
<i>Source of scale items</i>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>MOTOR &amp; SOCIAL DEVELOPMENT SCALE - CHILDREN AGED 22-47 MONTHS</b>			
<b>Target of ratings</b>	The child, aged 22-47 months			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	15			
<b>SPSS item names &amp; item content</b>	<p>mdcq49: <i>What is the child's age in months <u>today</u> (asked of all children)?</i>  <i>For children 22-47 months of age, Motor and Social Development is assessed with the same 15 items:</i></p> <p>mdcq34: Has the child ever let someone know, without crying, that wearing wet (soiled) pants or diapers bothered him/her?</p> <p>mdcq35: Has the child ever spoken a partial sentence of 3 words or more?</p> <p>mdcq36: Has the child ever walked upstairs by himself/herself without holding onto a rail?</p> <p>mdcq37: Has the child ever washed and dried his/her hands without any help except for turning the water on and off?</p> <p>mdcq38: Has the child ever counted 3 objects correctly?</p> <p>mdcq39: Has the child ever gone to the toilet alone?</p> <p>mdcq40: Has the child ever walked upstairs by himself/herself with no help, stepping on each step with only one foot?</p> <p>mdcq41: Does the child know his/her own age and sex?</p> <p>mdcq42: Has the child ever said the names of at least 4 colours?</p> <p>mdcq43: Has the child ever pedalled a tricycle at least 10 feet?</p> <p>mdcq44: Has the child ever done a somersault without help from anybody?</p> <p>mdcq45: Has the child ever dressed himself/herself without any help except for tying shoes (or buttoning the backs of dresses)?</p> <p>mdcq46: Has the child ever said his/her first and last name together without someone's help? (Nickname may be used for first name.)</p> <p>mdcq47: Has the child ever counted out loud up to 10?</p> <p>mdcq48: Has the child ever drawn a picture of a man or woman with at least 2 parts of the body besides a head?</p>			
<b>Response options</b>	1 = Yes 0 = No 3 = Don't know			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 15 items. (The minimum possible total score = 0 and the maximum possible score = 15).			
<b>Interpretation</b>	A higher total score indicates a greater level of motor and social development.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .86 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	10	12	11
	50 <sup>th</sup> percentile	8	9	8
	25 <sup>th</sup> percentile	3	4	3
	Mean	7.2	8.1	7.6
	SD	4.3	4.7	4.5
	N	222	172	394
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

**Self-Care Skills Scales**

<b>Name of scale</b>	<b>SELF-CARE SKILLS SCALE - CHILDREN AGED 1-2 YEARS</b>			
<b>Target of ratings</b>	The child, aged 1-2 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	6			
<b>SPSS item names &amp; item content</b>	<p><b>SELF-CARE SKILLS: How often does the child do the following:</b></p> <p>sccq65: Control bowels?</p> <p>sccq66: Control bladder during the day?</p> <p>sccq67: Put on a coat?</p> <p>sccq68: Out on shoes/boots?</p> <p>sccq69: Drink from a cup?</p> <p>sccq70: Feed self with a spoon?</p>			
<b>Response options</b>	<p>2 = Often</p> <p>1 = Sometimes</p> <p>0 = Seldom or never</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 6 items. (The minimum possible total score = 0 and the maximum possible score = 12).			
<b>Interpretation</b>	A higher total score indicates a greater level of self-care skills.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .85 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	7	8	8
	50 <sup>th</sup> percentile	4	5	5
	25 <sup>th</sup> percentile	2	2	2
	Mean	4.9	5.5	5.2
	SD	3.2	3.5	3.4
	N	259	230	489
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>SELF-CARE SKILLS SCALE - CHILDREN AGED 3-4 YEARS</b>			
<b>Target of ratings</b>	The child, aged 3-4 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	6			
<b>SPSS item names &amp; item content</b>	<b>SELF-CARE SKILLS: How often does the child:</b> sscq55: Use the toilet alone? sscq56: Wash and dry his/her hands? sscq57: Blow his/her nose? sscq58: Dress and undress himself/herself? sscq59: Use a knife and fork? sscq60: Help tidy away playthings?			
<b>Response options</b>	2 = Often 1 = Sometimes 0 = Seldom or never			
<b>Computation of total scale score</b>	<b>Step 1:</b> Sum the 6 items. (The minimum possible total score = 0 and the maximum possible score = 12).			
<b>Interpretation</b>	A higher total score indicates a greater level of self-care skills.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .80 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	11	11	11
	50 <sup>th</sup> percentile	10	10	10
	25 <sup>th</sup> percentile	7	8	8
	Mean	9.0	9.4	9.1
	SD	2.9	2.9	2.9
	N	214	137	351
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>SELF-CARE SKILLS SCALE - CHILDREN AGED 5-9 YEARS</b>			
<b>Target of ratings</b>	The child, aged 5-9 years			
<b>Source of ratings</b>	The child's caregiver			
<b>No. of items</b>	13			
<b>SPSS item names &amp; item content</b>	<p><b>SELF-CARE SKILLS: Is the child able to:</b></p> <p>sccq6: Help manage his/her own time (get up on time, be ready for school, etc.)?</p> <p>scc10d: Help keep shared living areas clean and straight?</p> <p>sccq9: Avoid common hazards related to poisons, tools, electricity, fire, etc.?</p> <p>sccq10: Brush his/her teeth without assistance?</p> <p>sccq11: Comb his/her hair?</p> <p>sccq19: Bathe/wash himself/herself?</p> <p>sccq30: Choose appropriate clothing that he/she will wear?</p> <p>sccq20: Get a drink/snack for himself/herself?</p> <p>sccq21: Make or receive a call properly?</p> <p>sccq22: Contact children his/her own age (i.e. by telephone or internet)?</p> <p>sccq14: Save money for things he/she wants to buy?</p> <p>sccq15: Use the library?</p> <p>sccq23: Cross the road safely?</p>			
<b>Response options</b>	<p>1 = Yes</p> <p>0 = No</p> <p>3 = Not applicable</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 13 items. (The minimum possible total score = 0 and the maximum possible score = 13).			
<b>Interpretation</b>	A higher total score indicates a greater number of self-care skills.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .86 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	11	12	12
	50 <sup>th</sup> percentile	10	10	10
	25 <sup>th</sup> percentile	6	8	7
	Mean	8.6	9.5	9.0
	SD	3.8	3.3	3.6
	N	618	440	1058
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors.			

<b>Name of scale</b>	<b>SELF-CARE SKILLS SCALE - YOUNG PEOPLE AGED 10-15 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 10-15 years			
<b>Source of ratings</b>	The young person's caregiver			
<b>No. of items</b>	20			
<b>SPSS item names &amp; item content</b>	<p><b>SELF-CARE SKILLS: Is the youth able to:</b></p> <p>scc100a: Make his/her bed?</p> <p>scc100b: Clean his/her own room?</p> <p>scc100c: Pick up after himself/herself?</p> <p>scc100d: Help keep shared living areas clean and straight?</p> <p>scc100e: Do routine chores such as help with dinner, wash dishes, mow the lawn, etc.?</p> <p>scc100f: Help manage his/her own time (get up on time, be ready for school, etc.)?</p> <p>scc100g: Brush his/her teeth without being told?</p> <p>scc100h: Bathe or shower without being told?</p> <p>scc100i: Use the vacuum cleaner?</p> <p>scc100j: Use the washer and dryer?</p> <p>scc100k: Undertake simple first aid?</p> <p>scc100l: Use a public telephone?</p> <p>scc100m: Make or receive a call appropriately?</p> <p>scc100o: Use the library?</p> <p>scc100p: Use the Internet to research information?</p> <p>scc100s: Utilize public transportation?</p> <p>scc100t: Prepare his/her own breakfast?</p> <p>scc100u: Prepare his/her own lunch?</p> <p>scc100v: Prepare a simple meal?</p> <p>scc100w: Remain at home alone?</p>			
<b>Response options</b>	<p>1 = Yes</p> <p>0 = No</p> <p>3 = Not applicable</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 20 items. (The minimum possible total score = 0 and the maximum possible score = 20).			
<b>Interpretation</b>	A higher total score indicates a greater number of self-care skills.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .85 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	18	19	18
	50 <sup>th</sup> percentile	16	17	16
	25 <sup>th</sup> percentile	12	13	13
	Mean	14.0	14.7	14.3
	SD	5.4	5.8	5.6
	N	1906	1364	3270
<b>Source of scale items</b>	<p>Statistics Canada &amp; Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i>. Ottawa: Authors.</p> <p>Statistics Canada &amp; Human Resources Development Canada (2002). <i>Youth in Transition Survey (18-20 year- olds) (YITS)</i>. Cycle 1. Ottawa: Authors.</p>			

<b>Name of scale</b>	<b>SELF-CARE SKILLS AND RESOURCES SCALE - YOUNG PEOPLE AND YOUNG ADULTS AGED 16-21</b>			
<b>Target of ratings</b>	The young person or young adult, aged 16-21			
<b>Source of ratings</b>	The young person or young adult			
<b>No. of items</b>	23			
<b>SPSS item names &amp; item content</b>	<p><b>SELF-CARE SKILLS: Do you know how to:</b></p> <p>sccq81: Research information?  sccq82: Give a presentation?  sccq83: Meet project deadlines?  sccq84: Work with other people on projects?  sccq85: Lead others in a project or task?  sccq86: Write a report, essay, or business letter?  sccq87: Talk with people you don't know at all?  sccq88: Help others with their concerns or problems?  sccq91: Search for a suitable apartment?  sccq92: Negotiate a lease for an apartment?  sccq93: Apply for a passport, expired health card, social insurance card, birth certificate, etc.?  sccq94: Apply for post-secondary education/training (i.e. college, university, trade school)?  scc100v: Prepare a meal?  scc100i: Use the vacuum cleaner?  scc100j: Use the washer and dryer?  scc100f: Manage your time (i.e., get up on time, be ready for school/work, etc.)?  scc100k: Undertake simple first aid?  scc100s: Utilize public transportation?</p> <p><b>SELF-CARE RESOURCES: Do you have:</b></p> <p>sccq95: A valid driver's license?  sccq96: A valid health card?  sccq97: A valid social insurance card?  sccq98: A valid birth certificate?  sccq102: A valid passport?</p>			
<b>Response options</b>	1 = Yes 0 = No 3 = Not applicable			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 23 items. (The minimum possible total score = 0 and the maximum possible score = 23).			
<b>Interpretation</b>	A higher total score indicates a greater number of self-care skills and resources.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .85 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	19	20	19
	50 <sup>th</sup> percentile	16	17	17
	25 <sup>th</sup> percentile	12	13	12
	Mean	14.1	15.1	14.6
	SD	6.7	6.6	6.7
	N	1053	973	2026
<b>Source of scale items</b>	<p>Statistics Canada &amp; Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i>. Ottawa: Authors.</p> <p>Statistics Canada &amp; Human Resources Development Canada (2002). <i>Youth in Transition Survey (18-20 year- olds) (YITS)</i>. Cycle 1. Ottawa: Authors.</p>			

**Financial Literacy Scales**

<b>Name of scale</b>	<b>FINANCIAL LITERACY SCALE - YOUNG PEOPLE AGED 10-11 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 10-11 years			
<b>Source of ratings</b>	The young person's caregiver			
<b>No. of items</b>	5			
<b>SPSS item names &amp; item content</b>	<p><b>FINANCIAL LITERACY: Is the youth able to:</b></p> <p>scc100n: Save money for things he/she wants to buy?</p> <p>scc100q: Use a bank machine?</p> <p>scc100r: Use a bank account?</p> <p>scc100x: Help with grocery shopping?</p> <p>scc100z: Keep track of what he/she earns and spends in a month?</p>			
<b>Response options</b>	<p>1 = Yes</p> <p>0 = No</p> <p>3 = Not applicable</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 5 items. (The minimum possible total score = 0 and the maximum possible score = 5).			
<b>Interpretation</b>	A higher total score indicates a greater number of self-care skills.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .80 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	3	3	3
	50 <sup>th</sup> percentile	2	2	2
	25 <sup>th</sup> percentile	1	1	1
	Mean	1.9	1.9	1.9
	SD	1.3	1.3	1.3
	N	440	276	716
<b>Source of scale items</b>	<p>Statistics Canada &amp; Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i>. Ottawa: Authors.</p> <p>Statistics Canada &amp; Human Resources Development Canada (2002). <i>Youth in Transition Survey (18-20 year-olds) (YITS)</i>. Cycle 1. Ottawa: Authors.</p>			

<b>Name of scale</b>	<b>FINANCIAL LITERACY SCALE - YOUNG PEOPLE AGED 12-15 YEARS</b>			
<b>Target of ratings</b>	The young person, aged 12-15 years			
<b>Source of ratings</b>	The young person's caregiver			
<b>No. of items</b>	8			
<b>SPSS item names &amp; item content</b>	<p><b>FINANCIAL LITERACY: Is the youth able to:</b></p> <p>sccq89: Find out what kinds of jobs are available for people his/her age?</p> <p>sccq90: Find information on different types of jobs he/she may be interested in when he/she has completed his/her post secondary education?</p> <p>scc100n: Save money for things he/she wants to buy?</p> <p>scc100q: Use a bank machine?</p> <p>scc100r: Use a bank account?</p> <p>scc100x: Help with grocery shopping?</p> <p>scc100y: Understand what a budget is?</p> <p>scc100z: Keep track of what he/she earns and spends in a month?</p>			
<b>Response options</b>	<p>1 = Yes</p> <p>0 = No</p> <p>3 = Not applicable</p>			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 8 items. (The minimum possible total score = 0 and the maximum possible score = 8).			
<b>Interpretation</b>	A higher total score indicates a greater number of self-care skills.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .82 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	6	6	6
	50 <sup>th</sup> percentile	4	4	4
	25 <sup>th</sup> percentile	2	2	2
	Mean	4.0	4.2	4.1
	SD	2.6	2.6	2.6
	N	1466	1088	2554
<b>Source of scale items</b>	<p>Statistics Canada &amp; Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i>. Ottawa: Authors.</p> <p>Statistics Canada &amp; Human Resources Development Canada (2002). <i>Youth in Transition Survey (18-20 year- olds) (YITS)</i>. Cycle 1. Ottawa: Authors.</p>			

<b>Name of scale</b>	<b>FINANCIAL LITERACY SCALE - YOUNG PEOPLE OR YOUNG ADULTS AGED 16-21</b>			
<b>Target of ratings</b>	The young person or young adults, aged 16-21			
<b>Source of ratings</b>	The young person or young adult			
<b>No. of items</b>	14			
<b>SPSS item names &amp; item content</b>	<p><b>FINANCIAL LITERACY: Do you:</b>                      scc100n: Save money for things you want to buy?                      scc100q: Use a bank machine?                      scc100r: Use a bank account?                      sccq35: Know how to write a resumé or a summary of your job qualifications?                      sccq36: Know how to prepare yourself for a job interview?                      sccq89: Know how to find out what kinds of jobs are available for people your age?                      sccq90: Know how to find information on different types of jobs you may be interested in when you have completed your post-secondary education?                      sccq37: Know how to prepare a budget?                      scc100z: Know how to keep track of what you earn and spend in a month?                      sccq38: Know about the requirement to file a tax return?                      sccq39: Understand interest paid on credit cards, loans, and other debts?                      sccq40: Know about different types of investments (i.e. RRSP, GIC, mutual fund, Canada Savings Bond, etc.)?                      sccq41: Know how to access various funds available to you (i.e. RESP, OCBe, OSAP, Victim's Compensation, etc.)?                      sccq42 : Understand terms of contracts, including fine print (i.e., cellular phone, internet, cable, rental agreements, etc.)?</p>			
<b>Response options</b>	1 = Yes 0 = No 3 = Not applicable			
<b>Computation of total scale score</b>	<b>Step 1:</b> Count the "Yes" responses (i.e., the "1"'s) to all 14 items. (The minimum possible total score = 0 and the maximum possible score = 14).			
<b>Interpretation</b>	A higher total score indicates a greater number of self-care skills and resources.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .91 (excellent)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	11	11	11
	50 <sup>th</sup> percentile	7	8	8
	25 <sup>th</sup> percentile	3	7	4
	Mean	6.9	7.4	7.1
	SD	4.5	4.4	4.5
	N	1053	973	2026
<b>Source of scale items</b>	Statistics Canada & Human Resources Development Canada (1999). <i>National Longitudinal Survey of Children and Youth: Overview of survey instruments for 1998-99, data collection cycle 3</i> . Ottawa: Authors. Statistics Canada & Human Resources Development Canada (2002). <i>Youth in Transition Survey (18-20 year- olds) (YITS)</i> . Cycle 1. Ottawa: Authors.			

## DEVELOPMENTAL ASSETS PROFILE

### Overview

At the end of the conversational interview carried out with the AAR-C2-2010, the child welfare worker completes a profile of the child or young person's developmental assets. The asset profile serves to sum up the child or young person's opportunities (external assets) and personal strengths (internal assets). Our asset profile was inspired by the work of the Search Institute (<http://www.search-institute.org/assets/>), which has developed detailed instruments to measure 40 developmental assets in young people, 20 external and 20 internal. The external asset categories include support, empowerment, boundaries and expectations, and constructive use of time. The internal asset categories include commitment to learning, positive values, social competencies, and positive identity. Each category includes specific assets (e.g., the external asset category of support includes family support, positive family communication, other adult relationships caring neighbourhood, caring school climate and parent involvement in schooling). The AAR-C2-2010 assesses children's and young people's developmental assets because the latter contribute directly to the positive outcomes—or resilience—to which the entire Looking After Children approach is oriented.

*Note: the AAR-C2-2010 includes all 40 developmental assets for age groups Under 1 year, 1-2 years and 3-4 years. Previous versions of the AAR-C2 did not include developmental assets for these age groups.*

*Also Note: the asset profile for the age group 5-9 years now comprises all 40 assets, as opposed to 36 in the AAR-C2-2006 and earlier versions of the AAR-C2, while that for those aged 10-17 years remains composed of 40 assets.*

*Note: the developmental assets are not included in Year 10 for the age group 18-21 years in the AAR-C2-2010.*

**Developmental Assets Profiles**

<i>Name of scale</i>	<b>TOTAL DEVELOPMENTAL ASSETS PROFILE - INFANTS AGED UNDER 1 YEAR – CHILDREN AGED 1-4 YEARS</b>
<i>Target of ratings</i>	The infant, aged under 1 year – children aged 1-4 years
<i>Source of ratings</i>	The infant's child welfare worker
<i>No. of items</i>	40
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified many assets as building blocks that help children grow up healthy, caring and responsible.</i></p> <p><i>Asset Category, Name and Definition:</i></p> <p><b>SUPPORT</b></p> <p>apq1: Caregiver support: Caregivers provide love and support.</p> <p>apq2: Positive communication: Caregiver communication is positive.</p> <p>apq3: Other adult relationships: Caregivers have support from other adults. <i>(For ages 3-4, wording for apq3 is: Other adult relationships: Child receives support from other adults).</i></p> <p>apq4: Caring neighbourhood: Child experiences caring neighbours.</p> <p>apq5: Caring environment: Child is in a caring environment outside the home.</p> <p>apq6: Caregiver involvement: Caregivers help child succeed when child is away from home.</p> <p><b>EMPOWERMENT</b></p> <p>apq7: Family life: Child is at the centre of family life.</p> <p>apq8: Role in the family: Child has a role in family life.</p> <p>apq9: Service to others: Caregivers serve others.</p> <p>apq10: Safety: Home and other settings are safe.</p> <p><b>BOUNDARIES AND EXPECTATIONS</b></p> <p>apq11: Caregiver boundaries: Caregivers set appropriate boundaries.</p> <p>apq12: Out-of-home boundaries: Out-of-home settings have clear boundaries.</p> <p>apq13: Neighbourhood boundaries: Neighbours pay attention to child.</p> <p>apq14: Adult role models: Adults model responsible behaviour.</p> <p>apq15: Positive peer observations: Child sees other children interact positively.</p> <p>apq16: High expectations: Caregivers have realistic expectations.</p> <p><b>CONSTRUCTIVE USE OF TIME</b></p> <p>apq17: Creative activities: Child is exposed to creative activities.</p> <p>apq18: Programs: Child is exposed to out-of-home activities.</p> <p>apq19: Religious or spiritual community: Caregivers participate in a religious community.</p> <p>apq20: Time at home: Time at home is positive and supervised.</p> <p><b>COMMITMENT TO LEARNING</b></p> <p>apq21: Achievement motivation: Caregivers and other family members are motivated to do well.</p> <p>apq22: Learning engagement: Caregivers model engagement in learning and work.</p> <p>apq23: Activities: Child has access to stimulating activities.</p> <p>apq24: Learning enjoyment: Caregivers enjoy learning.</p>



<i>Name of scale</i>	<b>EXTERNAL DEVELOPMENTAL ASSETS PROFILE - INFANTS AGED UNDER 1 YEAR – CHILDREN AGED 1-4 YEARS</b>
<i>Target of ratings</i>	The infant, aged under 1 year – children aged 1-4 years
<i>Source of ratings</i>	The infant's child welfare worker
<i>No. of items</i>	20
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified many assets as building blocks that help children grow up healthy, caring and responsible.</i></p> <p><b>Asset Category, Name and Definition:</b></p> <p><b>SUPPORT</b></p> <p>apq1: Caregiver support: Caregivers provide love and support.  apq2: Positive communication: Caregiver communication is positive.  apq3: Other adult relationships: Caregivers have support from other adults.  <i>(For ages 3-4, wording for apq3 is: Other adult relationships: Child receives support from other adults).</i>  apq4: Caring neighbourhood: Child experiences caring neighbours.  apq5: Caring environment: Child is in a caring environment outside the home.  apq6: Caregiver involvement: Caregivers help child succeed when child is away from home.</p> <p><b>EMPOWERMENT</b></p> <p>apq7: Family life: Child is at the centre of family life.  apq8: Role in the family: Child has a role in family life.  apq9: Service to others: Caregivers serve others.  apq10: Safety: Home and other settings are safe.</p> <p><b>BOUNDARIES AND EXPECTATIONS</b></p> <p>apq11: Caregiver boundaries: Caregivers set appropriate boundaries.  apq12: Out-of-home boundaries: Out-of-home settings have clear boundaries.  apq13: Neighbourhood boundaries: Neighbours pay attention to child.  apq14: Adult role models: Adults model responsible behaviour.  apq15: Positive peer observations: Child sees other children interact positively.  apq16: High expectations: Caregivers have realistic expectations.</p> <p><b>CONSTRUCTIVE USE OF TIME</b></p> <p>apq17: Creative activities: Child is exposed to creative activities.  apq18: Programs: Child is exposed to out-of-home activities.  apq19: Religious or spiritual community: Caregivers participate in a religious community.  apq20: Time at home: Time at home is positive and supervised.</p>
<i>Response options</i>	1 = Yes 0 = Uncertain a = No
<i>Computation of total scale score</i>	<p><b>Step 1:</b> Select only those cases where the child welfare worker has completed the developmental assets profile.</p> <p><b>Step 2:</b> Count only the "Yes" responses (i.e., the 1's). (The minimum possible total score = 0 and the maximum possible score = 20).</p>
<i>Interpretation</i>	A higher total score indicates that the child welfare worker believes that the child possesses a greater number of external developmental assets.

<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .68 (acceptable)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	19	19	19
	50 <sup>th</sup> percentile	18	18	18
	25 <sup>th</sup> percentile	17	17	17
	Mean	17.7	17.6	17.7
	SD	2.1	2.1	2.1
	N	518	416	934
<b>Source of scale items</b>	Scales, P. C. (1999). Reducing risks and building developmental assets: Essential actions for promoting adolescent health. <i>Journal of School Health, 69</i> , 113-119.			

<i>Name of scale</i>	<b>INTERNAL DEVELOPMENTAL ASSETS PROFILE - INFANTS AGED UNDER 1 YEAR – CHILDREN AGED 1-4 YEARS</b>
<i>Target of ratings</i>	The infant, aged under 1 year – children aged 1-4 years
<i>Source of ratings</i>	The infant's child welfare worker
<i>No. of items</i>	20
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified many assets as building blocks that help children grow up healthy, caring and responsible.</i></p> <p><b>Asset Category, Name and Definition:</b></p> <p><b>COMMITMENT TO LEARNING</b></p> <p>apq21: Achievement motivation: Caregivers and other family members are motivated to do well.</p> <p>apq22: Learning engagement: Caregivers model engagement in learning and work.</p> <p>apq23: Activities: Child has access to stimulating activities.</p> <p>apq24: Learning enjoyment: Caregivers enjoy learning.</p> <p>apq25: Reading for pleasure: Child is read to daily.</p> <p><b>POSITIVE VALUES</b></p> <p>apq26: Caring: Caregivers value and model caring..</p> <p>apq27: Equality and social justice: Caregivers value and model equality and social justice.</p> <p>apq28: Integrity: Caregivers value and model integrity.</p> <p>apq29: Honesty: Caregivers value and model honesty.</p> <p>apq30: Responsibility: Caregivers value and model responsibility.</p> <p>apq31: Healthy lifestyle: Caregivers value and model a healthy lifestyle.</p> <p><b>SOCIAL COMPETENCIES</b></p> <p>apq32: Planning and decision making: Caregivers practice good planning and decision making.</p> <p>apq33: Interpersonal competence: Caregivers interact with others in positive ways.</p> <p>apq34: Cultural competence: Caregivers are comfortable with diverse people.</p> <p>apq35: Resistance skills: Caregivers model resistance skills.</p> <p>apq36: Peaceful conflict resolution: Caregivers model peaceful conflict resolution.</p> <p><b>POSITIVE IDENTITY</b></p> <p>apq37: Personal power: Caregivers have personal power and model coping skills.</p> <p>apq38: Self-esteem: Caregivers create an environment that nurtures self-esteem.</p> <p>apq39: Sense of purpose: Caregivers have a sense of purpose.</p> <p>apq40: Positive view of personal future: Caregivers have a positive view of the future.</p>
<i>Response options</i>	1 = Yes 0 = Uncertain a = No
<i>Computation of total scale score</i>	<p><b>Step 1:</b> Select only those cases where the child welfare worker has completed the developmental assets profile.</p> <p><b>Step 2:</b> Count only the "Yes" responses (i.e., the 1's). (The minimum possible total score = 0 and the maximum possible score = 20).</p>
<i>Interpretation</i>	A higher total score indicates that the child welfare worker believes that the child possesses a greater number of internal developmental assets.
<i>Reliability</i>	Internal consistency reliability (Cronbach's alpha) = .81 (very good)

<b><i>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</i></b>		<b><i>Males</i></b>	<b><i>Females</i></b>	<b><i>Combined</i></b>
	75 <sup>th</sup> percentile	20	20	20
	50 <sup>th</sup> percentile	20	20	20
	25 <sup>th</sup> percentile	19	19	19
	<i>Mean</i>	18.9	19.0	18.9
	<i>SD</i>	2.0	2.1	2.0
	<i>N</i>	518	416	934
<b><i>Source of scale items</i></b>	Scales, P. C. (1999). Reducing risks and building developmental assets: Essential actions for promoting adolescent health. <i>Journal of School Health</i> , 69, 113-119.			

<i>Name of scale</i>	<b>TOTAL DEVELOPMENTAL ASSETS PROFILE - CHILDREN AGED 5-9 YEARS</b>
<i>Target of ratings</i>	The child, aged 5-9 years
<i>Source of ratings</i>	The child's child welfare worker
<i>No. of items</i>	40
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified many assets as building blocks that help elementary-aged children grow up healthy, caring and responsible.</i></p> <p><i>Asset Category, Name and Definition:</i></p> <p><b>SUPPORT</b></p> <p>apq1: Caregiver support: Caregivers continue to be a consistent provider of love and support for the child's unique physical and emotional needs.</p> <p>apq2: Positive communication: Child and caregivers communicate openly, respectfully, and frequently, with child receiving praise for his/her efforts and accomplishments.</p> <p>apq3: Other adult relationships: Child receives support from other adults other than his/her caregivers, with the child sometimes experiencing relationships with other caring adults.</p> <p>apq4: Caring neighbourhood: Child experiences friendly neighbours who affirm and support his/her growth and sense of belonging.</p> <p>apq5: Caring school environment: Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</p> <p>apq6: Caregiver involvement: Caregivers talk about the importance of education and are actively involved in the child's school success.</p> <p><b>EMPOWERMENT</b></p> <p>apq7: Community values youth: Children are welcomed and included throughout community life.</p> <p>apq8: Youth as resources: Child contributes to family decisions and has opportunities to participate in positive community events.</p> <p>apq9: Service to others: Child has opportunities to serve in the community with adult support and approval.</p> <p>apq10: Safety: Caregivers and community adults ensure the child's safety while keeping in mind his/her increasing independence.</p> <p><b>BOUNDARIES AND EXPECTATIONS</b></p> <p>apq11: Caregiver boundaries: The caregivers maintain supervision of the child, have reasonable guidelines for behaviour, and always know where the child is.</p> <p>apq12: School boundaries: Schools have clear, consistent rules and consequences and use a positive approach to discipline.</p> <p>apq13: Neighbourhood boundaries: Neighbours and friends' parents help monitor the child's behaviour and provide feedback to the caregivers.</p> <p>apq14: Adult role models: Caregivers and other adults model positive, responsible behaviour and encourage the child to follow these examples.</p> <p>apq15: Positive peer observations: Caregivers monitor the child's friends and encourage spending time with those who set good examples.</p> <p>apq16: High expectations: Caregivers, teachers, and other influential adults encourage the child to do his/her best in all tasks and celebrate his/her successes.</p> <p><b>CONSTRUCTIVE USE OF TIME</b></p> <p>apq17: Creative activities: Child participates weekly in music, dance or other forms of artistic expression outside of school.</p> <p>apq18: Youth programs: Child participates weekly in at least one sport, club, or organization within the school or community.</p> <p>apq19: Religious or spiritual community: Child participates in age-appropriate religious activities and caring relationships that nurture his/her spiritual development.</p>

	<p>apq20: Time at home: Child spends time at home playing and doing positive activities with the family.</p> <p><b>COMMITMENT TO LEARNING</b></p> <p>apq21: Achievement motivation: Child is encouraged to remain curious and demonstrates an interest in doing well at school.</p> <p>apq22: School engagement: Child is enthused about learning and enjoys going to school.</p> <p>apq23: Homework: With appropriate caregiver support, child completes assigned homework.</p> <p>apq24: Bonding to school: Child is encouraged to have and feels a sense of belonging at school.</p> <p>apq25: Reading for pleasure: Child listens to and/or reads books outside of school daily.</p> <p><b>POSITIVE VALUES</b></p> <p>apq26: Caring: Caregivers help child grow in empathy, understanding, and helping others.</p> <p>apq27: Equality and social justice: Caregivers encourage child to be concerned about rules and being fair to everyone.</p> <p>apq28: Integrity: Caregivers help child develop his/her own sense of right and wrong behaviour.</p> <p>apq29: Honesty: Caregivers encourage child's development in recognizing and telling the truth.</p> <p>apq30: Responsibility: Caregivers encourage child to accept and take responsibility for his/her actions at school and at home.</p> <p>apq31: Self-regulation: Caregivers encourage child's growth in regulating his/her own emotions and behaviours and in understanding the importance of healthy habits and choices.</p> <p><b>SOCIAL COMPETENCIES</b></p> <p>apq32: Planning and decision making: Caregivers help child think through and plan school and play activities.</p> <p>apq33: Interpersonal competence: Child seeks to build friendships and is learning about self-control.</p> <p>apq34: Cultural competence: Child continues to learn about his/her own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</p> <p>apq35: Resistance skills: Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</p> <p>apq36: Peaceful conflict resolution: Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</p> <p><b>POSITIVE IDENTITY</b></p> <p>apq37: Personal power: Child has a growing sense of having influence over some of the things that happen in his/her life.</p> <p>apq38: Self-esteem: Child likes him/herself and feels valued by others.</p> <p>apq39: Sense of purpose: Child welcomes new experiences and imagines what he or she might do or be in the future.</p> <p>apq40: Positive view of personal future: Child has a growing curiosity about the world and finding her or his place.</p>
<p><b>Response options</b></p>	<p>1 = Yes 0 = Uncertain</p> <p style="text-align: right;">a = No</p>

<b>Computation of total scale score</b>	<p><b>Step 1:</b> Select only those cases where the child welfare worker has completed the developmental assets profile.</p> <p><b>Step 2:</b> Count only the "Yes" responses (i.e., the 1's). (The minimum possible total score = 0 and the maximum possible score = 40).</p>			
<b>Interpretation</b>	<p>A higher total score indicates that the child welfare worker believes that the child possesses a greater number of developmental assets.</p>			
<b>Reliability</b>	<p>Internal consistency reliability (Cronbach's alpha) = .89 (excellent)</p>			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	37	39	38
	50 <sup>th</sup> percentile	35	36	35
	25 <sup>th</sup> percentile	31	33	32
	<i>Mean</i>	33.1	34.9	33.9
	<i>SD</i>	6.1	5.2	5.8
<i>N</i>	594	430	1024	
<b>Source of scale items</b>	<p>Scales, P. C. (1999). Reducing risks and building developmental assets: Essential actions for promoting adolescent health. <i>Journal of School Health</i>, 69, 113-119.</p>			

<i>Name of scale</i>	<b>EXTERNAL DEVELOPMENTAL ASSETS PROFILE - CHILDREN AGED 5-9 YEARS</b>
<i>Target of ratings</i>	The child, aged 5-9 years
<i>Source of ratings</i>	The child's child welfare worker
<i>No. of items</i>	20
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified many assets as building blocks that help elementary-aged children grow up healthy, caring and responsible.</i></p> <p><i>Asset Category, Name and Definition:</i></p> <p><b>SUPPORT</b></p> <p>apq1: Caregiver support: Caregivers continue to be a consistent provider of love and support for the child's unique physical and emotional needs.</p> <p>apq2: Positive communication: Child and caregivers communicate openly, respectfully, and frequently, with child receiving praise for his/her efforts and accomplishments.</p> <p>apq3: Other adult relationships: Child receives support from other adults other than his/her caregivers, with the child sometimes experiencing relationships with other caring adults.</p> <p>apq4: Caring neighbourhood: Child experiences friendly neighbours who affirm and support his/her growth and sense of belonging.</p> <p>apq5: Caring school environment: Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</p> <p>apq6: Caregiver involvement: Caregivers talk about the importance of education and are actively involved in the child's school success.</p> <p><b>EMPOWERMENT</b></p> <p>apq7: Community values youth: Children are welcomed and included throughout community life.</p> <p>apq8: Youth as resources: Child contributes to family decisions and has opportunities to participate in positive community events.</p> <p>apq9: Service to others: Child has opportunities to serve in the community with adult support and approval.</p> <p>apq10: Safety: Caregivers and community adults ensure the child's safety while keeping in mind his/her increasing independence.</p> <p><b>BOUNDARIES AND EXPECTATIONS</b></p> <p>apq11: Caregiver boundaries: The caregivers maintain supervision of the child, have reasonable guidelines for behaviour, and always know where the child is.</p> <p>apq12: School boundaries: Schools have clear, consistent rules and consequences and use a positive approach to discipline.</p> <p>apq13: Neighbourhood boundaries: Neighbours and friends' parents help monitor the child's behaviour and provide feedback to the caregivers.</p> <p>apq14: Adult role models: Caregivers and other adults model positive, responsible behaviour and encourage the child to follow these examples.</p> <p>apq15: Positive peer observations: Caregivers monitor the child's friends and encourage spending time with those who set good examples.</p> <p>apq16: High expectations: Caregivers, teachers, and other influential adults encourage the child to do his/her best in all tasks and celebrate his/her successes.</p> <p><b>CONSTRUCTIVE USE OF TIME</b></p> <p>apq17: Creative activities: Child participates weekly in music, dance or other forms of artistic expression outside of school.</p> <p>apq18: Youth programs: Child participates weekly in at least one sport, club, or organization within the school or community.</p> <p>apq19: Religious or spiritual community: Child participates in age-appropriate religious</p>



<i>Name of scale</i>	<b>INTERNAL DEVELOPMENTAL ASSETS PROFILE - CHILDREN AGED 5-9 YEARS</b>
<i>Target of ratings</i>	The child, aged 5-9 years
<i>Source of ratings</i>	The child's child welfare worker
<i>No. of items</i>	20
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified many assets as building blocks that help elementary-aged children grow up healthy, caring and responsible.</i></p> <p><b>Asset Category, Name and Definition:</b></p> <p><b>COMMITMENT TO LEARNING</b></p> <p>apq21: Achievement motivation: Child is encouraged to remain curious and demonstrates an interest in doing well at school.</p> <p>apq22: School engagement: Child is enthused about learning and enjoys going to school.</p> <p>apq23: Homework: With appropriate caregiver support, child completes assigned homework.</p> <p>apq24: Bonding to school: Child is encouraged to have and feels a sense of belonging at school.</p> <p>apq25: Reading for pleasure: Child listens to and/or reads books outside of school daily.</p> <p><b>POSITIVE VALUES</b></p> <p>apq26: Caring: Caregivers help child grow in empathy, understanding, and helping others.</p> <p>apq27: Equality and social justice: Caregivers encourage child to be concerned about rules and being fair to everyone.</p> <p>apq28: Integrity: Caregivers help child develop his/her own sense of right and wrong behaviour.</p> <p>apq29: Honesty: Caregivers encourage child's development in recognizing and telling the truth.</p> <p>apq30: Responsibility: Caregivers encourage child to accept and take responsibility for his/her actions at school and at home.</p> <p>apq31: Self-regulation: Caregivers encourage child's growth in regulating his/her own emotions and behaviours and in understanding the importance of healthy habits and choices.</p> <p><b>SOCIAL COMPETENCIES</b></p> <p>apq32: Planning and decision making: Caregivers help child think through and plan school and play activities.</p> <p>apq33: Interpersonal competence: Child seeks to build friendships and is learning about self-control.</p> <p>apq34: Cultural competence: Child continues to learn about his/her own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</p> <p>apq35: Resistance skills: Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</p> <p>apq36: Peaceful conflict resolution: Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</p> <p><b>POSITIVE IDENTITY</b></p> <p>apq37: Personal power: Child has a growing sense of having influence over some of the things that happen in his/her life.</p> <p>apq38: Self-esteem: Child likes him/herself and feels valued by others.</p> <p>apq39: Sense of purpose: Child welcomes new experiences and imagines what he or she might do or be in the future.</p> <p>apq40: Positive view of personal future: Child has a growing curiosity about the world and finding her or his place.</p>

<b>Response options</b>	1 = Yes 0 = Uncertain			a = No
<b>Computation of total scale score</b>	<p><b>Step 1:</b> Select only those cases where the child welfare worker has completed the developmental assets profile.</p> <p><b>Step 2:</b> Count only the "Yes" responses (i.e., the 1's). (The minimum possible total score = 0 and the maximum possible score = 20).</p>			
<b>Interpretation</b>	A higher total score indicates that the child welfare worker believes that child possesses a greater number of internal developmental assets.			
<b>Reliability</b>	Internal consistency reliability (Cronbach's alpha) = .86 (very good)			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	20	20	20
	50 <sup>th</sup> percentile	18	19	19
	25 <sup>th</sup> percentile	16	17	16
	Mean	16.9	17.9	17.3
	SD	3.8	3.0	3.5
	N	594	430	1024
<b>Source of scale items</b>	Scales, P. C. (1999). Reducing risks and building developmental assets: essential actions for promoting adolescent health. <i>Journal of School Health</i> , 69, 113-119.			

<i>Name of scale</i>	<b>TOTAL DEVELOPMENTAL ASSETS PROFILE – YOUNG PEOPLE AGED 10-17 YEARS</b>
<i>Target of ratings</i>	The young person, aged 10-17 years
<i>Source of ratings</i>	The young person's child welfare worker
<i>No. of items</i>	40
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified the following assets as the building blocks that help young people grow up healthy, caring and responsible.</i></p> <p><b>Asset Category, Name and Definition:</b></p> <p><b>SUPPORT</b>  apq1: Caregiver support: Caregivers provide high levels of love and support.  apq2: Positive communication: Young person and caregivers communicate positively, and young person is willing to seek advice and counsel from caregivers.  apq3: Other adult relationships: Young person receives support from other adults besides caregivers.  apq4: Caring neighbourhood: Young person experiences caring neighbours.  apq5: Caring school environment: School provides a caring, encouraging environment.  apq6: Caregiver involvement: Caregivers are actively involved in helping young person succeed in school.</p> <p><b>EMPOWERMENT</b>  apq7: Community values youth: Young person perceives that adults in the community value youth.  apq8: Youth as resources: Young person is given useful roles in the community.  apq9: Service to others: Young person serves others in the community on a regular basis.  apq10: Safety: Young person feels safe at home, school, and in neighbourhood.</p> <p><b>BOUNDARIES AND EXPECTATIONS</b>  apq11: Caregiver boundaries: Caregivers have clear rules and consequences and monitor the young person's whereabouts.  apq12: School boundaries: School provides clear rules and consequences.  apq13: Neighbourhood boundaries: Neighbours take responsibility for monitoring young person's behaviour.  apq14: Adult role models: Caregivers and other adults model positive, responsible behaviour.  apq15: Positive peer observations: Young person's best friends model responsible behaviour.  apq16: High expectations: Both caregivers and teachers encourage young person to do well.</p> <p><b>CONSTRUCTIVE USE OF TIME</b>  apq17: Creative activities: Young person spends time regularly in lessons or practice in music, theatre, or other arts.  apq18: Youth programs: Young person spends time regularly in sports, clubs, or organizations at school and/or in the community.  apq19: Religious or spiritual community: Young person spends time regularly in religious or spiritual activities.  apq20: Time at home: Young person is out with friends "with nothing special to do" two or fewer nights per week.</p> <p><b>COMMITMENT TO LEARNING</b>  apq21: Achievement motivation: Young person is motivated to do well in school.  apq22: School engagement: Young person is actively engaged in learning.</p>



<i>Name of scale</i>	<b>EXTERNAL DEVELOPMENTAL ASSETS PROFILE – YOUNG PEOPLE AGED 10-17 YEARS</b>
<i>Target of ratings</i>	The young person in care, aged 10-17 years
<i>Source of ratings</i>	The young person's child welfare worker
<i>No. of items</i>	20
<i>SPSS item names &amp; item content</i>	<p><i>The Search Institute has identified the following assets as the building blocks that help young people grow up healthy, caring and responsible.</i></p> <p><b>Asset Category, Name and Definition:</b></p> <p><b>SUPPORT</b></p> <p>apq1: Caregiver support: Caregivers provide high levels of love and support.</p> <p>apq2: Positive communication: Young person and caregivers communicate positively, and young person is willing to seek advice and counsel from caregivers.</p> <p>apq3: Other adult relationships: Young person receives support from other adults besides caregivers.</p> <p>apq4: Caring neighbourhood: Young person experiences caring neighbours.</p> <p>apq5: Caring school environment: School provides a caring, encouraging environment.</p> <p>apq6: Caregiver involvement: Caregivers are actively involved in helping young person succeed in school.</p> <p><b>EMPOWERMENT</b></p> <p>apq7: Community values youth: Young person perceives that adults in the community value youth.</p> <p>apq8: Youth as resources: Young person is given useful roles in the community.</p> <p>apq9: Service to others: Young person serves others in the community on a regular basis.</p> <p>apq10: Safety: Young person feels safe at home, school, and in neighbourhood.</p> <p><b>BOUNDARIES AND EXPECTATIONS</b></p> <p>apq11: Caregiver boundaries: Caregivers have clear rules and consequences and monitor the young person's whereabouts.</p> <p>apq12: School boundaries: School provides clear rules and consequences.</p> <p>apq13: Neighbourhood boundaries: Neighbours take responsibility for monitoring young person's behaviour.</p> <p>apq14: Adult role models: Caregivers and other adults model positive, responsible behaviour.</p> <p>apq15: Positive peer observations: Young person's best friends model responsible behaviour.</p> <p>apq16: High expectations: Both caregivers and teachers encourage young person to do well.</p> <p><b>CONSTRUCTIVE USE OF TIME</b></p> <p>apq17: Creative activities: Young person spends time regularly in lessons or practice in music, theatre, or other arts.</p> <p>apq18: Youth programs: Young person spends time regularly in sports, clubs, or organizations at school and/or in the community.</p> <p>apq19: Religious or spiritual community: Young person spends time regularly in religious or spiritual activities.</p> <p>apq20: Time at home: Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>
<i>Response options</i>	1 = Yes 0 = Uncertain a = No

<b>Computation of total scale score</b>	<p><b>Step 1:</b> Select only those cases where the child welfare worker has completed the developmental assets profile.</p> <p><b>Step 2:</b> Count only the “Yes” responses (i.e., the 1’s). (The minimum possible total score = 0 and the maximum possible score = 20).</p>			
<b>Interpretation</b>	<p>A higher total score indicates that the child welfare worker believes that youth possesses a greater number of external developmental assets.</p>			
<b>Reliability</b>	<p>Internal consistency reliability (Cronbach’s alpha) = .80 (very good)</p>			
<p><b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b></p>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	16	17	16
	50 <sup>th</sup> percentile	14	14	14
	25 <sup>th</sup> percentile	11	11	11
	<i>Mean</i>	13.2	13.2	13.2
	<i>SD</i>	4.4	4.7	4.6
<i>N</i>	2864	2236	5100	
<b>Source of scale items</b>	<p>Scales, P. C. (1999). Reducing risks and building developmental assets: essential actions for promoting adolescent health. <i>Journal of School Health</i>, 69, 113-119.</p>			



<b>Computation of total scale score</b>	<p><b>Step 1:</b> Select only those cases where the child welfare worker has completed the developmental assets profile.</p> <p><b>Step 2:</b> Count only the "Yes" responses (i.e., the 1's). (The minimum possible total score = 0 and the maximum possible score = 20).</p>			
<b>Interpretation</b>	<p>A higher total score indicates that the child welfare worker believes that youth possesses a greater number of internal developmental assets.</p>			
<b>Reliability</b>	<p>Internal consistency reliability (Cronbach's alpha) = .90 (excellent)</p>			
<b>OnLAC norms (based on OnLAC Year 10 sample, 2010-2011)</b>		<b>Males</b>	<b>Females</b>	<b>Combined</b>
	75 <sup>th</sup> percentile	17	18	17
	50 <sup>th</sup> percentile	12	14	13
	25 <sup>th</sup> percentile	7	9	8
	<i>Mean</i>	11.6	12.8	12.1
	<i>SD</i>	5.8	5.9	5.9
<i>N</i>	2864	2236	5100	
<b>Source of scale items</b>	<p>Scales, P. C. (1999). Reducing risks and building developmental assets: essential actions for promoting adolescent health. <i>Journal of School Health</i>, 69, 113-119.</p>			

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## APPENDIX A:

### Descriptive, Output, and Outcome Constructs in AAR-C2-2010

#### Some Key Definitions

Appendix Table 1 furnishes a comprehensive “Table of Contents” of the constructs or concepts assessed by the eight age-appropriate forms of the 2010 version of the second Canadian adaptation of the Assessment and Action Record (AAR-C2-2010 [Flynn, Miller, Desjardins, Ghazal, & Legault, 2010]) from Looking After Children. Before presenting Appendix Table 1, however, we provide a few key notions and definitions from the literature on program evaluation. A *program logic model* depicts the key components of a human service program, including the needs of its clients, the services it delivers, and the benefits it is intended to produce for its clients. In such logic models, a fundamental distinction is made between program *outputs* (i.e., the services that the program delivers) and program *outcomes* (i.e., the benefits that the program outputs are intended to produce for participants). The “bottom line” for any human service program lies in the beneficial changes experienced by its clients. Other program elements—the degree to which the program addresses target needs, reaches its target population, or delivers apparently appropriate services (Rossi, Lipsey, & Freeman, 2004)—are important only to the extent that they actually lead to beneficial client outcomes.

**Descriptive variables** describe the main demographic or other background characteristics of the population served by a program. In the present child-welfare context, examples of AAR-C2-2010 descriptive variables include the child’s gender, age, language spoken, ethnicity, religion or spiritual affiliation, or province/territory of residence.

**Outputs**, as was just mentioned, are the services that a program delivers to participants. These outputs typically include relevant characteristics of the services over which the program, in principle, has control through its selection or deployment decisions, such as the gender, languages spoken by, or clinical experience of service providers. Examples of outputs from child welfare would be providing transportation to school for 20 children in care or providing training for independent living to 10 young people in care. Examples of outputs based on the Looking after Children approach (Ward, 1995) would be high-quality health care, nutrition, early childhood education, schooling, foster parenting, mentoring, or involvement in healthy out-of-school-time activities. These services or experiences would protect brain development and foster attachment, attention, thinking, and learning, thus promoting resilience in young people at-risk (Masten, 2006).

**Outcomes** are the benefits (i.e., improved states of the target population or improved social conditions) that program services are intended to change (Rossi et al., 2004, p. 204). An example of an outcome in child welfare would be the amount that teenagers in out-of-home care smoke after participating in an anti-smoking program conducted by their local CAS. It is important to note that in the AAR-C2-2010, we reserve the term “outcomes” for benefits (or potential benefits) received by children or young people, for whom the Looking After Children approach has been created. Correspondingly, we include under the term “outputs” the actions of or services delivered by other actors, such as good foster parenting by caregivers or skillful service planning by child welfare workers. These actions or services are defined as outputs because they are aimed at producing benefits (outcomes) for young people in care.

Three further things are important to note about outcomes. First, they are characteristics (namely, benefits) of a target population, not of a program. In fact, the definition of an outcome makes no direct reference to actions of the program (Rossi et al., 2004). Thus, any outcome is a characteristic that, in principle, could be observed in people or situations that have not received any program services (e.g., the amount of smoking among teenagers in the general population who have never taken part in an anti-smoking program). Outcomes in such people or situations could be measured to compare with those people or situations that have received program services. Second, outcomes may or may not change over time, and, if they do change, the change may be in a negative rather than a positive direction (e.g., increased rather than decreased smoking). Thus, although we hope that outcomes will be benefits to clients, it is possible that they may, in practice, turn out to be the opposite (i.e., disbenefits). Third, we cannot simply assume that any change that takes place happens *because of* the program. Something else (e.g., an important rise in government taxes on cigarettes) might be responsible. An important challenge for evaluators is thus to assess both (a) outcomes and (b) the degree to which any particular outcome (beneficial change) is due to the program itself rather than to extraneous factors.

### **Outcome Level, Outcome Change, and Net Program Effect**

In light of the foregoing definitions and distinctions, we want to further distinguish three aspects of outcomes (Rossi et al., 2004, p. 206):

- An *outcome level* is the status of an outcome at some point in time (e.g., the amount of smoking in which young people in care engage at the present time).
- An *outcome change* is the difference between outcome levels at different points in time (e.g., the amount of smoking last year versus this year).
- A *net program effect* is that portion of an outcome change that can be attributed uniquely to a program rather than to the influence of one or more other (i.e., extraneous) factors.

### **Table of Descriptive, Output, and Outcome Variables in AAR-C2 (2010 Version)**

As mentioned at the outset, Appendix Table 1 provides a comprehensive “Table of Contents” for the eight age-appropriate forms of the 2010 version of the second Canadian adaptation of the Assessment and Action Record (AAR-C2-2010 [Flynn, Miller, Desjardins, Ghazal, & Legault, 2010]). Each construct or concept listed in column 1 is classified, in columns 2-4, as either a *descriptive* variable (e.g., the gender or age of the young person in care), an *output* variable (i.e., a service delivered by the program to the young person in care), or an *outcome* variable (i.e., a benefit received by the young person in care). Finally, for each of the eight age-appropriate forms of the AAR-C2-2010, columns 5-12, respectively, indicate the number of items choices used to assess the construct. For example, the *child's gender* is a descriptive variable assessed by means of a single item across all age-groups, whereas the *primary reasons for the current admission into care* is a set of output variables of which more than one may apply in a given case, assessed by means of eight items in seven of the eight age-groups (this set of variables is not assessed in the 18-21 AAR).

Please note that in Appendix Table 1, the foster parent or other caregiver (e.g., staff worker in a group home) are referred to as “caregiver”, the child welfare worker is referred to as a “CWW”, and First Nations are referred to as “FN”.



<b>BACKGROUND SECTION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Total number of children or youths <b>not in care</b> (aged 17 or younger) in current placement		X		1	1	1	1	1	1	1	
Total number of children / youths <b>in care</b> besides child / young person in placement		X		1	1	1	1	1	1	1	
Total number of child / young person's siblings in current placement		X		1	1	1	1	1	1	1	
Gender of child welfare worker (CWW) Please verify – marked as output?	X			1	1	1	1	1	1	1	1
Time CWW has worked with child / young person		X		1	1	1	1	1	1	1	1
Time CWW has worked in child welfare		X		1	1	1	1	1	1	1	1
Type of child welfare team (i.e., generic or specialized)		X		1	1	1	1	1	1	1	1
CWW's formal training in LAC		X		1	1	1	1	1	1	1	1
CWW's highest level of education		X		1	1	1	1	1	1	1	1
Specific field of CWW's highest level of education (Social Work, Child & Youth in Care, Native Studies or other?)		X		1	1	1	1	1	1	1	1
Does CWW usually speak with child / young person in the child / young person's primary language?		X		1	1	1	1	1	1	1	1
CWW's used info in AAR to discuss with supervisor		X		1	1	1	1	1	1	1	1
Gender of main caregiver respondent		X		1	1	1	1	1	1	1	
(If foster home) Time caregivers have provided foster care		X		1	1	1	1	1	1	1	
Language(s) most often spoken in home		X		1	1	1	4	4	4	4	





<b>BACKGROUND SECTION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Average mark during last school year			X								1
Has child / young person ever or in last 12 months repeated a grade (including kindergarten)?			X				2	2	2	1	
Main reason for repeating grade		X					7				
Child / young person's atypical changes in schools			X				2	2	2	2	
Educational and recreational services received by child / young person in last 12 mos.		X		2	2	11	11	11	11	11	
<b>BACKGROUND SECTION INFORMATION RELATING TO THE CHILD / YOUNG PERSON'S FAMILY AND SOCIAL RELATIONSHIPS</b>											
Years child / young person's has been living with current caregivers		X		1	1	1	1	1	1	1	
Is this a permanency plan for child / young person?		X		1	1	1	1	1	1	1	
Permanency plan		X		1	1	1	1	1	1	1	
Is it the caregiver's intention to have this child / young person remain in the current placement until adulthood?		X		1	1	1	1	1	1	1	
Number of changes in main caregivers since birth		X		1	1	1	1	1	1	1	
Child / young person's changes in place of residence since birth			X	1	1	1	1	1	1	1	
Contact with child / young person's birth family		X		1	1	1	1	1	1	1	1
Does child / young person get help to keep contact with siblings / birth family?		X		2	2	2	2	2	2	2	1
Contacts with previous caregivers			X		1	1	1	1	1	1	1
Does child / young person get help to keep contact with previous caregivers?		X			1	1	1	1	1	1	1

<b>BACKGROUND SECTION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Child / young person's placement settings lived in during last 12 months		X		7	8	8	8	9	12	10	
Services received by child / young person's last 12 months		X		8	12	12	12	12	12	12	
<b>BACKGROUND SECTION INFORMATION RELATING TO THE YOUNG PERSON'S EMOTIONAL AND BEHAVIOURAL DEVELOPMENT</b>											
Mental health services received by child / young person in last 12 months		X		3	3	3	3	3	3	3	
Child / young person's family related adversities, since birth			X	18							
Child / young person's family related adversities, in the last year			X		18	18	18	18	18	18	
Child / young person's self-related adversities, in the last year			X					12	12	12	



<b>HEALTH DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
conditions or health problems which prevent or limit his/her participation in school, at play, in sports, or in any other activity for a child of his/her own age?											
Does child / young person have all the special help or equipment he/she may need for any long-term conditions or disabilities he / she may have?		X		1	1	1	1	1	1	1	1
Injury and type of child / young person's injuries in last 12 months			X	2	2	2	2	2	2	2	1
Hospitalization(s) in the last 12 months			X								1
Does child / young person have special diet?			X	1	1	1	1	1	1	1	1
Does child / young person have need dietary assistance?		X		1	1	1	1	1	1	1	
Does child / young person take prescription / non-prescription medication?		X		1	1	1	1	1	1	1	1
Information regarding why child takes medication(s)		X		1	1	1	1	1	1	1	1
Caregiver's household safety practices		X		18	19	15	11				
Does child / young person normally eat breakfast?			X				1	1	1	1	
Child / young person's weight management / perception?			X					1	1	1	1
Young person's strategies for a healthy diet			X								11
Young person's food situation in place of residence		X									1
Young person's puberty or sexuality concerns			X					1	2	2	1



Appendix Table 1 (continued)

<b>EDUCATION DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Type of child care program attended		X		1	1	1					
Same child care program as 6 months ago?		X		1	1						
Grade or level child / young person is currently in			X			1	1	1	1	1	
Main language of instruction or communication		X		1	1						
(If in high school) majority of courses taken in what stream (i.e., academic, applied, etc.)			X						2	2	
Highest level of education achieved (grade, diploma, certificate)			X								1
Required volunteer hours done for school completion			X						1	1	
Child / young person has an individual education plan / applied satisfactorily		X					2	2	2	2	
Has young person repeated a grade / failed a course in last 2 years?			X							2	
Has a developmental delay been noted?		X		1	1	1					
Child received special education / access to special learning materials?		X		2	2	2					
Assessment of child / young person for learning-related difficulties		X					1	1	1	1	
Has young person been identified by Identification Placement Review Committee (IPRC) as exceptional?		X					1	1	1	1	
If young person identified as exceptional, check applicable areas			X				1	1	1	1	
Does young person have an Individual Education Plan (IEP)?		X					1	1	1	1	
Implementation of IEP		X					1	1	1	1	

<b>EDUCATION DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Young person's receives special / resource help at school?		X					1	1	1	1	
Does child / young person receive help or tutoring outside school?		X					1	1	1		
Child / young person access to transportation to & from school or child care program		X		1	1	1	1	1	1	1	
Child / young person's school performance, as assessed by caregiver			X				4	4	4	4	
Child / young person's school performance in comparison to his / her age group			X				1	1	1	1	
Caregiver report of young person's average mark			X					1	1	1	
Number of times school contacted caregiver re child's behaviour			X		1	1	1				
Does child look forward to going to school or child care program?			X		1	1	1				
Promotion Status			X				1	1	1		
Homework: amount; place; time spent; help from caregiver		X	X				4	3	3		
Young person's preparation for exams			X					1	1		
Caregiver's or child's literacy-promoting activities		X	X	7	10	15	5				
Caregiver's academic expectations & aspirations for child / young person		X		1	1	1	2	2	2	2	
Child / young person has an RESP or CLB or personal or other savings?		X		1	1	1	1	1	1	1	3
Child / young person's ownership of & access to books		X		1	1	1	2	2	2		
Child / young person's access to books reflecting his / her own culture		X		1	1	1	1	1	1		
Child's communication abilities			X			6					

<b>EDUCATION DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Caregiver talks with child / young person about school work / behaviour in class / school friends /activities / future plans		X					2	3	2	1	
Child's participation in educational programs		X		9	9	10	9				
Hours per week child attends activities			X	1	1	1	1				
Caregiver's involvement in school activities		X					10	10	10		
Child / young person's atypical changes in schools			X							1	
Child / young person's absences from school / program & reasons		X	X	1	1	2	2	2	2	2	
Child / young person's suspensions from school during last 12 months			X				1	1	1	1	
Young person's overall liking or disliking of school			X					1	1	1	
Importance to young person of getting good grades			X					1			
Young person's self-assessed school performance			X					1	1	1	
Caregiver's knowledge of young person's average mark currently or in last year of school			X					1	1	1	
Young person's liking or disliking of various school subjects			X					6	6		
Young person's importance of aspects of school			X						8	8	
Child / young person's participation in out-of-school-time / healthy activities			X			5	6	6	6	6	3
Child / young person's special talents, skills and abilities			X			1	1	1	1		
Sufficient support to access activities?		X						1	1		

<b>EDUCATION DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Is young person is a team or club leader, captain, secretary, etc.?			X					1	1		
How often does young person read for fun (not for school)?			X					1	1		
Child / young person's access to computer or internet at home		X	X				2	2	2	2	
Discussion with child / young person about internet safety		X					1	1	1	1	
Child / young person's access to cell phone		X					1	1	1	1	
Discussion with child / young person about appropriate cell phone use		X					1	1	1	1	
Weekly number of hours child watches TV or videos, plays electronic games			X		1	2	1	1	1		
Is the child learning to swim?		X				1					
Frequency with which child plays alone			X			1	1				
Young person's views regarding teachers & homework			X					2		6	
Young person's views of caregivers academic support and expectations		X						3	3	3	
Young person's educational aspirations			X					1	1	1	1
Young person's career goals			X					1	1	(see self-care)	(see self-care)
Young adult's level of certainty to achieve educational aspirations			X								1
Caregiver's perceived reasons preventing young person going onto post-secondary education		X	X							7	
Young person's perceived hurdles to education attainment		X	X							(See self-care)	7

<b>EDUCATION DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Young person has saved for post-secondary education			X							(See self-care)	1
Other sources of financing for post-secondary education		X									1
Amount of money for post-secondary education		X									1
Young person's views on safety, bullying, rejection at school or elsewhere			X					6	6	6	
Young person's views on discrimination			X							4	
Caregiver's views of child's safety at school or elsewhere			X				6				
Attainment of education objectives of CW system		X	X	4	4	5	4	3	3	3	6



<b>IDENTITY DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
language / connection with an Elder, Healer and / or Cultural Teacher											
Child / young person's Spirit Name	X			1	1	1	1	1	1	1	1
Child / young person's general self-esteem			X				6	6	6	6	
Young adult's perceived mastery			X								7
Young person's dream of future personal and work life as an adult			X					1	1		
Young person's life goals			X						6	6	
How young person deals with problems			X						4	4	
Questions / would like further information regarding sexual orientation or gender identity		X							1	1	1
Attainment of identity objectives of CW system			X	2	3	4	4	4	4	4	4

Appendix Table 1 (continued)

<b>FAMILY AND SOCIAL RELATIONSHIPS DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Child / young person's permanency plan		X		1	1	1	1	1	1	1	
Young adult feels welcomed in former foster home			X								1
Frequency of child / young person's activities with friends outside of school or work hours			X			1	1	1	1	1	1
Is child attached to others?			X	3	3						
Caregiver's interactions with the child / young person		X		8	6	6	6				
Caregiver's disciplinary practices		X			8	8	8				
Caregiver's shared activities with child / young person		X				4	4	13	13	13	
Child / young person's relationship with friends			X					2	2	2	
Child / young person's exposure to violence (TV, movies, in home)			X		2	2	2				
Child / young person's friends who are often in trouble			X				1				
Number of child / young person's close friends			X					1	1	1	1
Young person shares private feelings with close friends			X								1
Young person has a confidant		X						1	1	1	
Caregiver's knowledge of child's close friends		X					1				
Caregiver's foreknowledge of child's comfort objects and routines		X		2	2	2	2				
Young person's potential confidants			X					21	21	21	

<b>FAMILY AND SOCIAL RELATIONSHIPS DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Young person's desire for a confidant			X					1	1	1	
Child / young person's getting along with others (e.g., in placement, friends, teachers, co-workers, supervisors)			X			4					3
Young adult's access to social support			X								9
Young person's perceptions of caregiver's interactions		X						9	9	9	
Gender of caregivers 1 and 2	X							2	2	2	
Young person's relationship with caregiver 1			X					4	4	4	
Young person's relationship with caregiver 2			X					4	4	4	
Caregivers support of young person's cultural needs and participation in cultural traditions / events			X					2	2	2	
Young person's satisfaction with current living situation			X					6	6	6	
Young person's suggested improvements in living situation		X						1	1	1	
Attainment family & SR objectives of CW system		X	X	6	7	8	8	8	8	8	6

Appendix Table 1 (continued)

<b>SOCIAL PRESENTATION DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Child / young person's social presentation to others			X	4	4	4	5	6	6	6	5
Young person's physical self-esteem			X					2	2	2	
Attainment of social presentation objectives of CW system			X	1	1	2	3	4	4	4	3

Appendix Table 1 (continued)

<b>EMOTIONAL AND BEHAVIOURAL DEVELOPMENT DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Child's temperament			X	11	11						
Young person's depression scale			X								12
Child's positive behaviour scale			X			14					
Young person's positive emotion scale			X					14	14	14	
Child's anxiety			X		7	8					
Child's pro-social behaviour			X		5	9					
Child's conduct disorder (physical aggression) & opposition			X		7	10					
Child / young person's hyperactivity/inattention			X		8	8					
Young person's suicide-related exposure, ideas, & behaviour, need for medical intervention			X						4	4	3
Young person's positive life experiences in last 12 months			X					23	23	23	
Child / young person's most positive life experience(s), since birth / last 12 months			X	1	1	1	1	1	1	1	
Child / young person's adverse life experience(s), since birth / the last 12 months / continue to cause a great amount of worry or unhappiness			X	1	1	1	1	1	1	1	
Caregiver's rating of young person's pro-social behaviour (SDQ)			X				5	5	5	5	
Caregiver's rating of young person's emotional symptoms (SDQ)			X				5	5	5	5	
Caregiver's rating of young person's conduct problems (SDQ)			X				5	5	5	5	





<b>SELF-CARE SKILLS DIMENSION</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Young person's savings for education			X							1	Under Edu
Is child / young person following a formal independent living program?		X								1	
Is child / young person receiving age-appropriate assistance to acquire self-care skills or prepare to live independently?		X			1	1	1	1	1	1	1
Are there self-care skills young person would like to learn?		X						1	1		
Young person's stated needs to prepare for independent living		X						1	1	1	1
Attainment of self-care objectives of CW system			X	1	2	2	1	3	3	3	3



<b>ATTAINMENT OF LAC GOALS, &amp; ITEMS REGARDING COMPLETION OF AAR-C2</b>											
<b>Construct being measured</b>	<b>Descriptive</b>	<b>Output</b>	<b>Outcome</b>	<b>0-11 mos</b>	<b>1-2 yrs</b>	<b>3-4 yrs</b>	<b>5-9 yrs</b>	<b>10-11 yrs</b>	<b>12-15 yrs</b>	<b>16-17 yrs</b>	<b>18-21 yrs</b>
Attainment of goals of Looking After Children		X		6	6	6	6	6	6	6	6
Number of sessions needed to complete AAR, including Background Information section		X		1	1	1	1	1	1	1	1
Total time needed to complete AAR, including Background Information section		X		1	1	1	1	1	1	1	1
Total time child / young person participated in completing the AAR		X				1	1	1	1	1	1
Info on participants in AAR conversations		X		11	11	11	11	11	11	11	11
Extent of young person's participation in conversations		X						1	1	1	
FN representative familiarity with LAC		X		1	1	1	1	1	1	1	1
Mode of completion of the AAR (e.g., face-to-face, etc.)		X		5	5	5	5	6	6	6	5

## Appendix B:

### Description of Assessment and Action Record collection, data verification, and data preparation by the University of Ottawa

#### AAR Collection

After completion at an Ontario child welfare agency, AAR documents are collected by the University of Ottawa OnLAC team in one of three ways:

- **Web Capture Network:** This web-based, secure software allows agencies to scan and submit AARs to the University electronically. When uploaded, the software captures an image of each page of the AAR, and stores it on a secure server at the University of Ottawa. The Web Capture network has been the main method of AAR collection since April, 2010.
- **Courier/Post:** Agencies that do not have the necessary scanning hardware for Web Capture simply photocopy and submit hard-copy AARs to the University via regular mail or courier.
- **Email:** Some agencies have purchased TeleForm software or have entered into partnerships with agencies that have purchased it. These agencies scan and verify all AAR data using TeleForm, then export the TeleForm files to SPSS and email raw SPSS databases to the University.

#### Data Verification

All data that is collected by the University of Ottawa OnLAC team is subject to rigorous verification. This verification ensures that AAR data is exported accurately from TeleForm to the OnLAC SPSS data sets.

**Web Capture Network:** AAR images are retrieved from the server for individual verification in TeleForm by the OnLAC team. Each variable is checked to ensure that the capture is accurate. Once an AAR has been thoroughly verified, the data is exported from TeleForm to the SPSS data sets.

**Courier/Post:** Hard-copy documents are scanned into TeleForm by the OnLAC team. The images are then verified using the same process as the Web Capture network. Many times, TeleForm is not able to read part or all of a hard-copy AAR, because of low quality photocopying or staples through the squares used to calibrate the document electronically. In these cases, the AAR must be transcribed in part or in whole onto a new AAR document that has not been compromised.

**Email:** Verification for email submissions takes place at the agency level. Those agencies that have purchased TeleForm undergo their own verification processes and simply email the raw data sets to the University.

## Data Preparation

All data collected by the University of Ottawa is prepared for distribution and analysis in the same way.

1. *Provincial ID numbers:* This number is unique to each child or young person who completes an AAR and is assigned by the University upon collection of that first AAR. This number will stay with the young person if he or she leaves and then re-enters care, or if he or she is moved to the care of a different agency. This number makes it possible to track a young person's outcomes from year to year.
2. *Data set merges:* There are eight total age groups of the AAR, and each document has an English and a French version. This means, that once all data have been collected during a research year, we are left with a total of 16 raw data sets. The English and French data sets are then merged together to form eight age group data sets in both languages (e.g. 12-15 English is merged with 12-15 French to form one data set for the 12-15 age group). The OnLAC data sets are subsequently merged into the following four age groups: 0-4 years, 5-9 years, 10-15 years, and 16-21 years. Provincial analysis takes place on these four final data sets.
3. *Data set preparation:* Each data set must then be prepared for analysis. This includes changing variable names and leading letters, if necessary, as well as manually entering variable labels and values. These steps insure that analysis will be easily read and that longitudinal analysis will be possible.
4. *Data cleaning:* The final step in data preparation is data cleaning. As much as possible, given the size of the OnLAC data sets, an effort is made to fill in gaps in crucial information (e.g., gender and age of the young person), and find impossible values. This process is done by running simple frequencies on the variables in the data sets.

Following collection, verification, and preparation, data is ready to be analysed provincially, and agency specific data sets are created. These agency data sets are then distributed to each agency in SPSS format for agency-level use and analysis.