



THE CHILDHOOD EXPERIENCES QUESTIONNAIRE

PILOT SUMMARY REPORT 2019



INTRODUCTION TO THE CHEQ

WHAT IS THE CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)?

The CHEQ is a tool for capturing and reporting on children's experiences in their early environments prior to Kindergarten. The questionnaire focuses on experiences in specific areas of development that are strongly linked to children's health and well-being, education and social outcomes. The information from the CHEQ helps us understand variability in children's early experiences so that educators, school districts and communities can provide better support and services to children and families.

WHY DO EARLY EXPERIENCES MATTER?

Brain and biological development during the first years of life are highly influenced by a young child's experiences in his or her home and community. Research has shown that nurturing environments promote healthy child development. While good nutrition, shelter and protection are some of the basic aspects of nurturing environments; young children also need to spend their time in environments that include support from parents/caregivers and other adults. They need opportunities to explore their world, to play, and to learn how to interact with others. These experiences help to build a strong foundation for healthy development over time.

WHY WAS THE CHEQ DEVELOPED?

Life-long health and well-being are a consequence of multiple determinants within the many intersecting environments in which children grow. Research shows that there is great variability in children's development by age 5, which present both risks and protective factors that influence developmental outcomes. To better understand this variability, a team of researchers at the University of British Columbia's Human Early Learning Partnership, in collaboration with educators, parents/caregivers, and community stakeholders from across British Columbia, developed the CHEQ to assess the experiences of children prior to Kindergarten. Information collected using the CHEQ is both comprehensive and actionable, and can be used to ensure that children have the opportunities they need to learn and grow.

CHEQ DEVELOPMENTAL AREAS AND EXPERIENCES

The five key developmental areas in the Childhood Experience Questionnaire (CHEQ) are:

Developmental Areas	Experiences	Description
 Physical Health & Well-Being	Health, Nutrition & Sleep	Overall health, visits with health care professionals, use of supports and programs, nutrition and sleep
	Motor Skills & Experiences	Different types of physical activity and outdoor play
 Language & Cognition	Language & Cognition	Activities such as reading, pretend play, drawing, counting and more
 Social & Emotional Experiences	Peer Experiences	Interactions with peers and friends
	Talking about Emotions	Talking about social experiences and emotions with parents and/or caregivers
	Screen Time	Use of electronic devices such as computers, tablets and TVs
 Early Learning & Care	Early Learning & Care	Experiences in a non-parental care arrangements and/or preschool
 Community & Context	General Activities	Participation in community activities
	Neighbourhood Experiences	Parents/caregivers perception of their neighbourhood safety and social support
	Demographics	The child and family's birth place, ethnicity and language(s) spoken

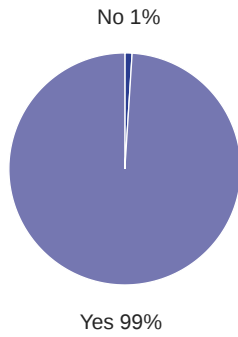


NUMBER OF STUDENTS COMPLETED: 2983

GENERAL INFORMATION

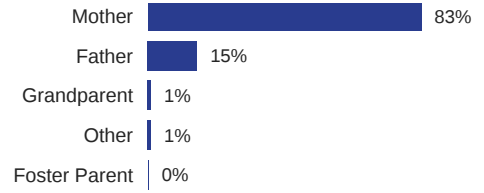
Do you know this child well enough to answer questions about their childhood experiences over the last few years?

ANSWERED: 2666



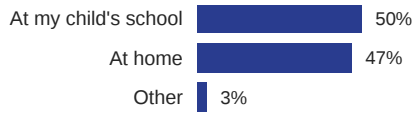
Who filled out this survey?

ANSWERED: 2908



Where is the survey being completed?

ANSWERED: 2958

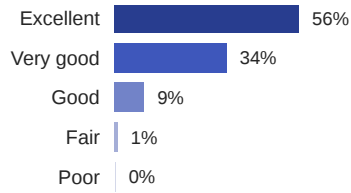


PHYSICAL HEALTH AND WELL-BEING



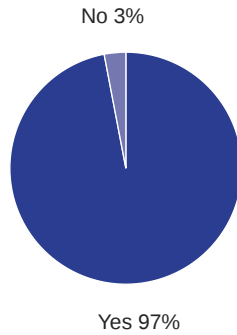
Child's overall health in the last year

ANSWERED: 2964



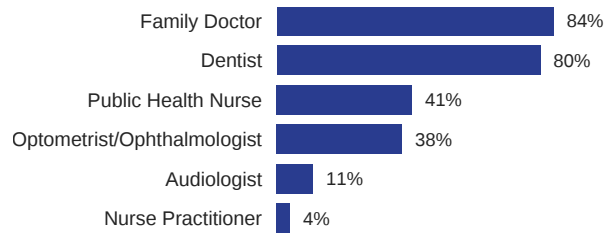
Did child visit a health care professional in the last year?

ANSWERED: 2870



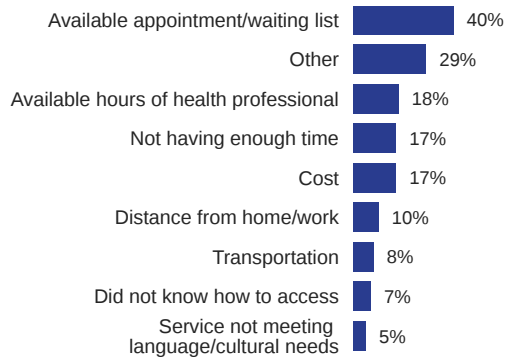
Type of health care professional visited

ANSWERED: 2780



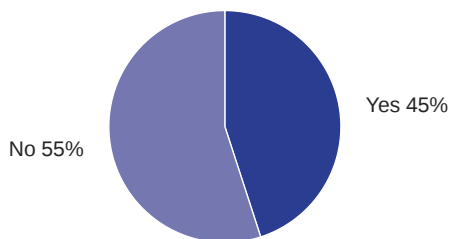
Barriers to seeing health care professionals

ANSWERED: 287



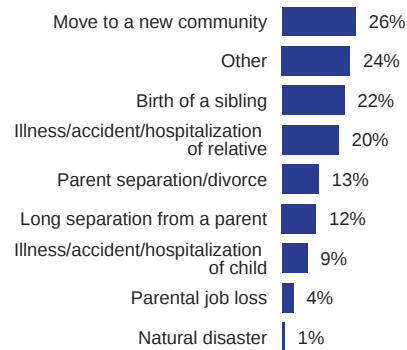
Did this child experience any stressful events in the past year?

ANSWERED: 2573



Type of stressful event

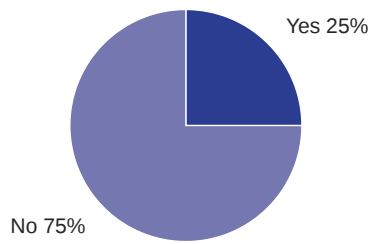
ANSWERED: 1156



Did the child or family use any programs or supports between the ages of...

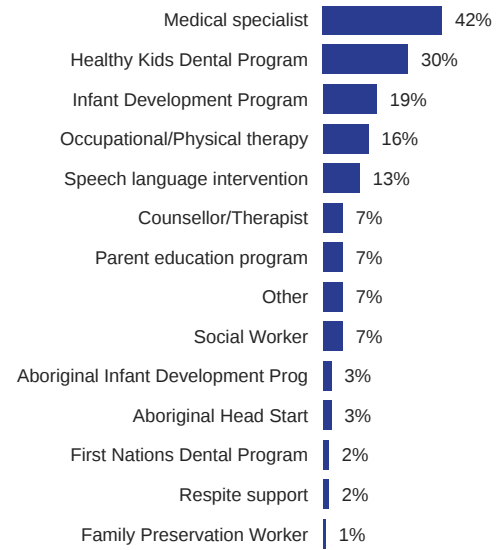
0 and 12 months

ANSWERED: 2827



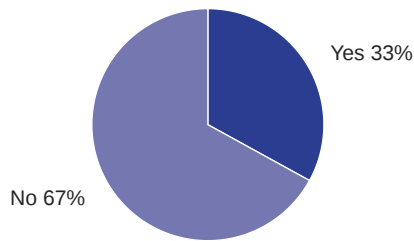
Types of programs or supports used

ANSWERED: 693



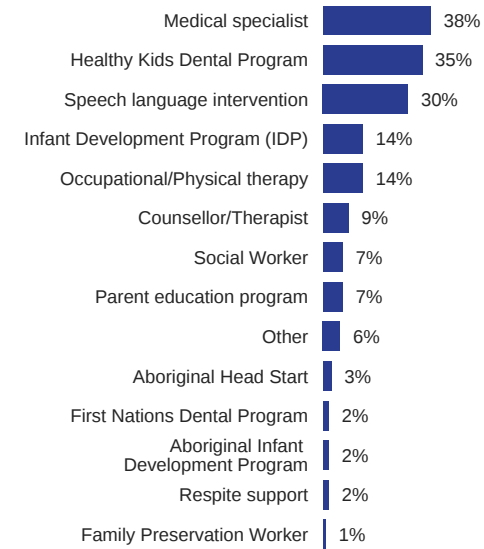
13 months to under 3 years

ANSWERED: 2781



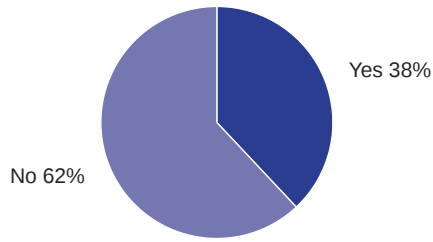
Types of programs or supports used

ANSWERED: 912



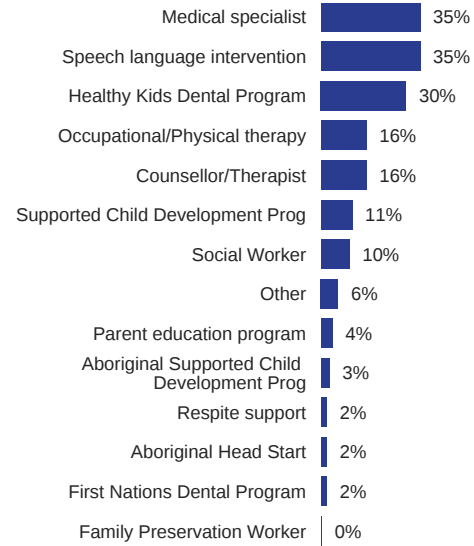
3 years to Kindergarten

ANSWERED: 2783



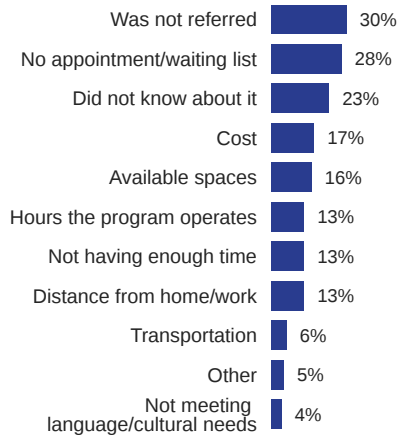
Types of programs or supports used

ANSWERED: 1055



Barriers to using these types of programs or supports

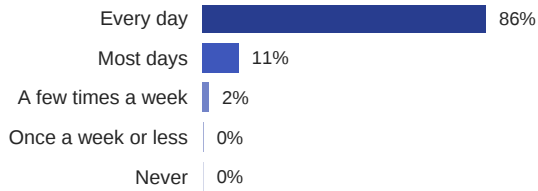
ANSWERED: 735





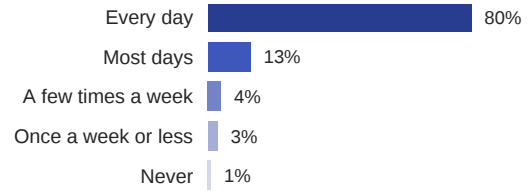
Frequency child ate breakfast in the last 6 months

ANSWERED: 2949

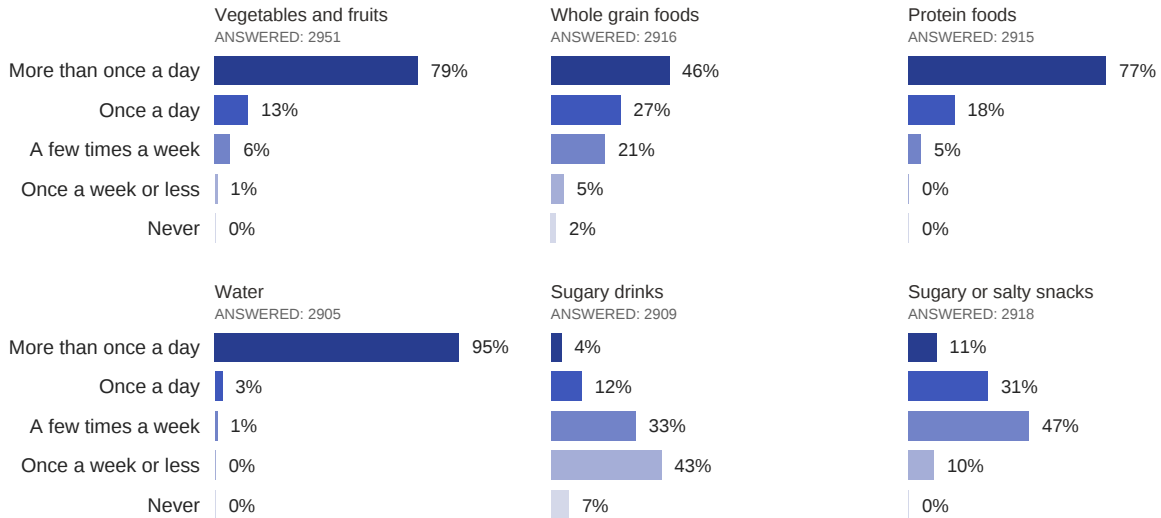


Frequency child ate a meal with another family member in the last 6 months

ANSWERED: 2920



Frequency child consumed the following foods or beverages over the last 6 months

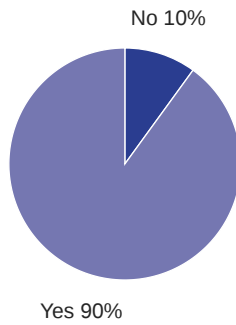


SLEEP



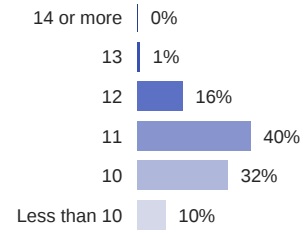
Regular bedtime?

ANSWERED: 2927



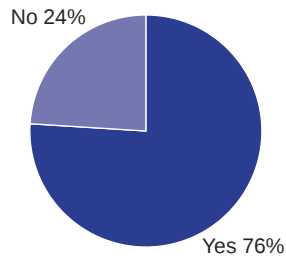
Number of hours this child usually sleeps in a 24 hour period

ANSWERED: 2919



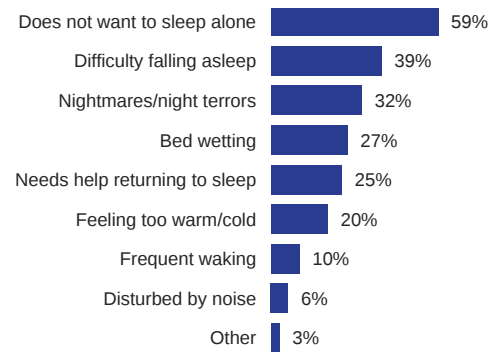
Does this child face challenges when falling asleep at night?

ANSWERED: 2872



Challenges faced by this child when sleeping at night

ANSWERED: 2170

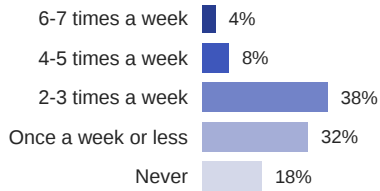


MOTOR SKILLS AND EXPERIENCES



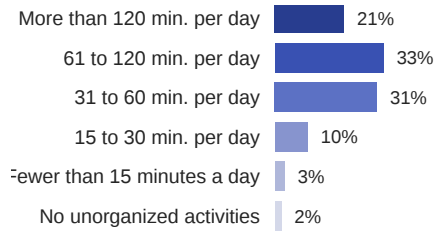
Times per week this child took part in energetic physical activity while participating in organized activities over the last 6 months

ANSWERED: 2942



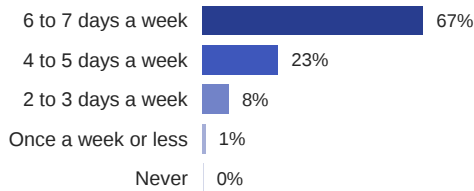
Minutes per day (on average) this child took part in energetic physical activity while participating in unorganized activities over the last 6 months

ANSWERED: 2885



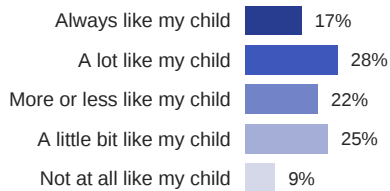
How often this child played outdoors over the last 6 months

ANSWERED: 2919



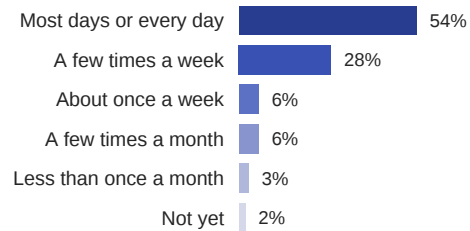
Degree to which this child likes to take risks while playing outside

ANSWERED: 2931



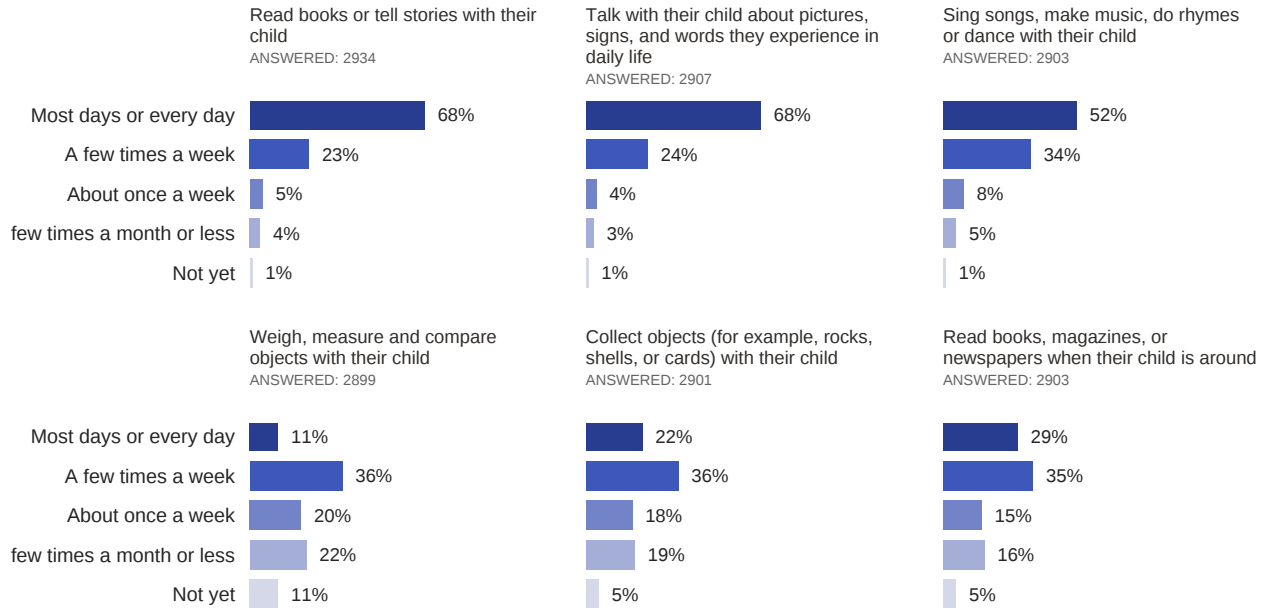
How often has this child had the chance to do this, in the last 6 months

ANSWERED: 2900

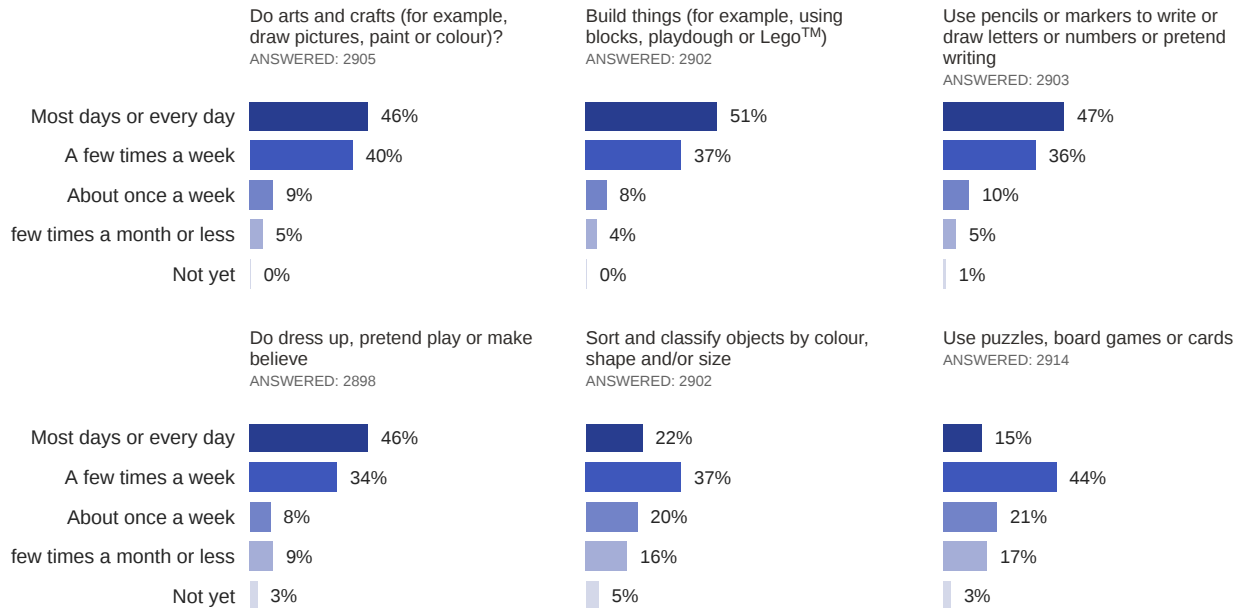




In the last 6 months, how often did the parent/caregiver or another important person in this child's life:



In the last 6 months, how often did this child:



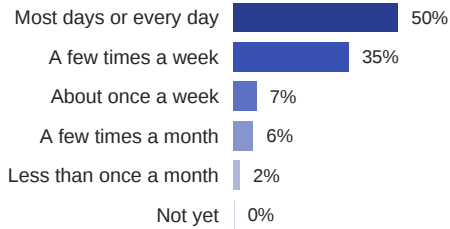
SOCIAL AND EMOTIONAL EXPERIENCES



For the following questions, we asked the parent/caregiver to think about the last 6 months...

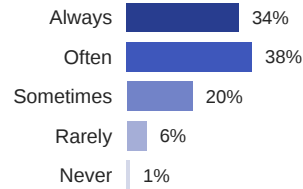
How often this child was around children other than their siblings

ANSWERED: 2917



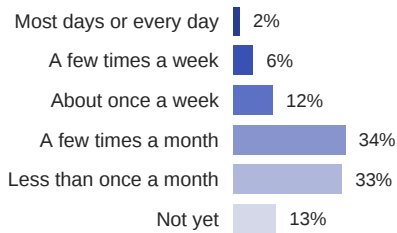
How often this child had a close friendship with another child around the same age

ANSWERED: 2893



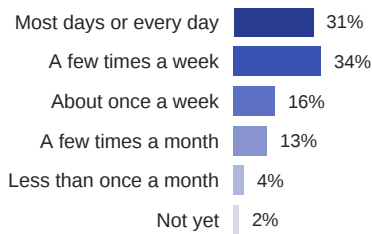
How often the parent/caregiver did something with their child to help others

ANSWERED: 2890

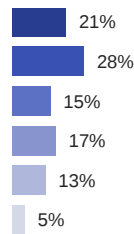


How often the parent/caregiver had the chance to talk with their child about:

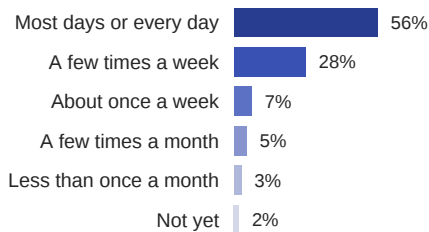
Their positive interactions with other children
ANSWERED: 2890



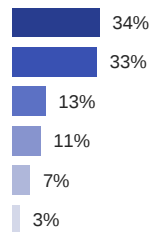
Their negative interactions with other children
ANSWERED: 2891



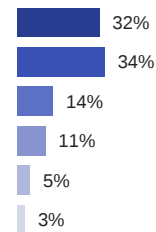
Their emotions or feelings
ANSWERED: 2868



Parents emotions or feelings
ANSWERED: 2871

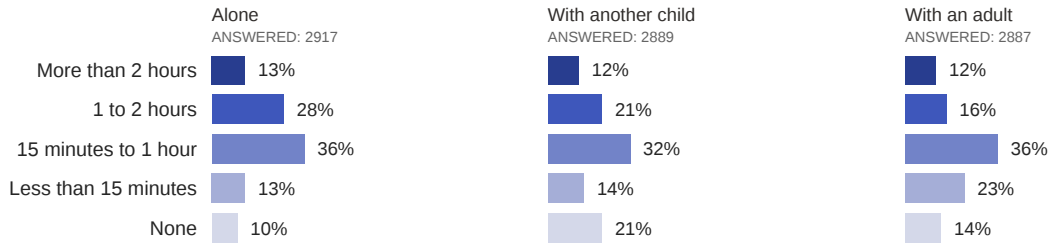


Others' emotions or feelings
ANSWERED: 2883



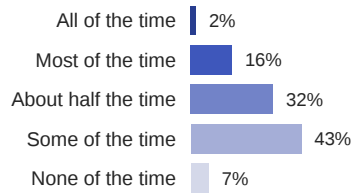


How much time per day this child used an electronic device in general



How much time per day this child used an electronic device specifically for educational purposes

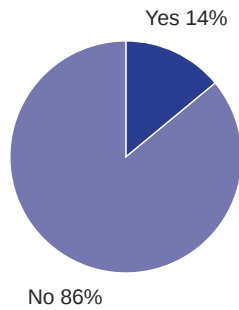
ANSWERED: 2892





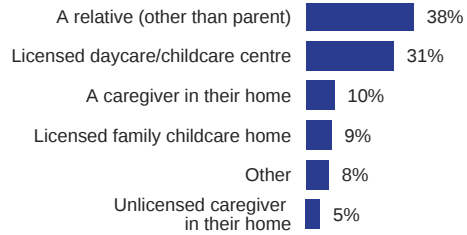
Was this child in a childcare arrangement other than parental between 0 and 12 months?

ANSWERED: 2915



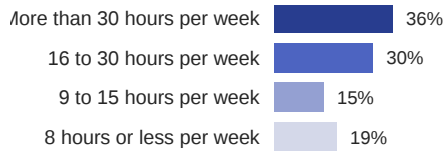
Type of childcare arrangement between 0 and 12 months

ANSWERED: 411



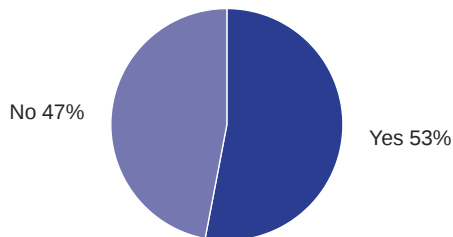
Number of hours in childcare arrangement between 0 and 12 months

ANSWERED: 398



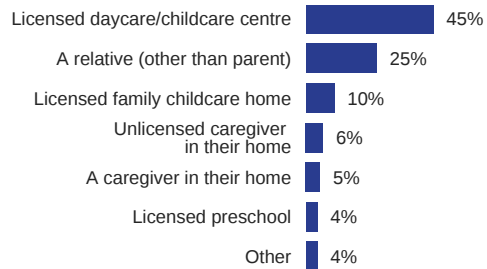
Was this child in a childcare arrangement other than parental between 13 months and 3 years?

ANSWERED: 2890



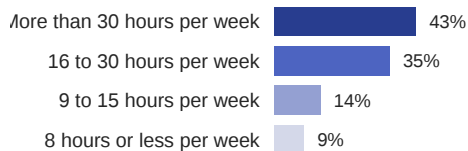
Type of childcare arrangement between 13 months and 3 years

ANSWERED: 1538



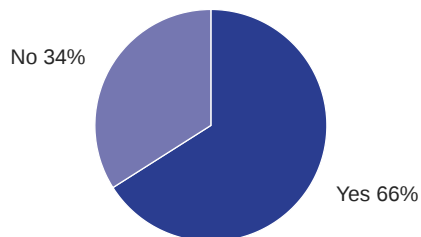
Number of hours in childcare arrangement between 13 months and 3 years

ANSWERED: 1524



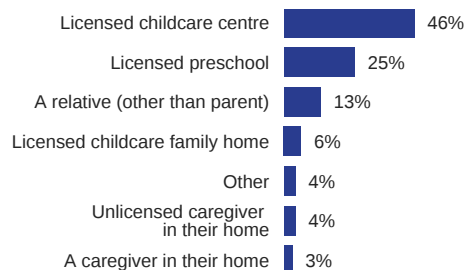
Was this child in a childcare arrangement other than parental between 3 years and kindergarten?

ANSWERED: 2897



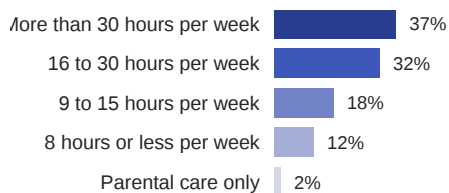
Type of childcare arrangement between 3 years and kindergarten

ANSWERED: 1924

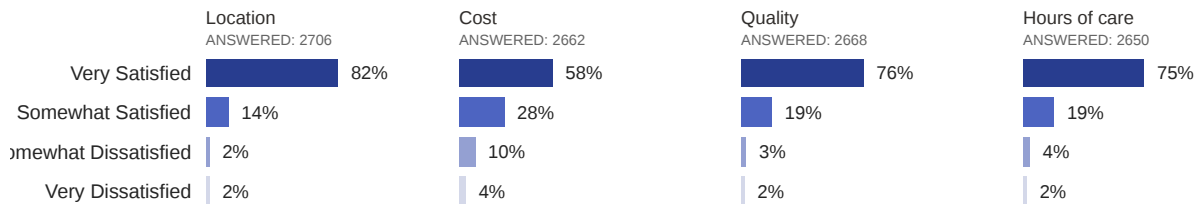


Number of hours in childcare arrangement between 3 years and kindergarten

ANSWERED: 1921

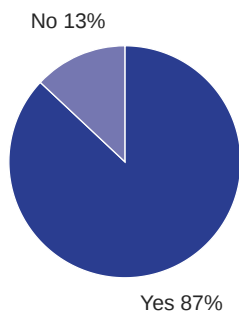


Satisfaction with child's most recent main childcare arrangement



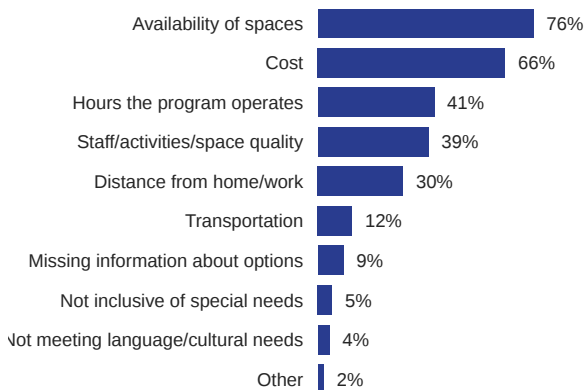
Barriers for early learning and childcare arrangements

ANSWERED: 2337



Type of childcare barrier

ANSWERED: 2044



GENERAL ACTIVITIES



Community activities/resources in which this child participated/used:

From 0 to 12 months

	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Sports programs	61	11	11	11	5
Arts, Music or Drama programs	66	12	9	10	3
Cultural activities programs	75	14	7	3	1
Story Time program	44	17	19	14	5
StrongStart program	52	14	13	10	11
Local Family Place	69	9	10	6	5
Public Library	36	22	22	15	6
Aboriginal Family Drop-in	97	1	1	0	1
Family Resource Centre	88	6	3	2	1
Faith-based program	86	3	3	6	2
Other activity	63	6	11	11	10

From 13 months to under 3 years

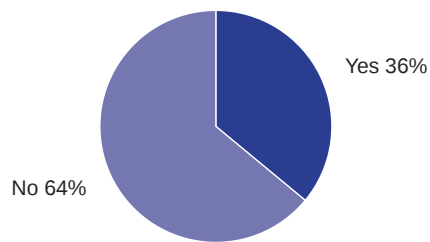
	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Sports programs	30	12	21	25	12
Arts, Music or Drama programs	56	14	12	14	4
Cultural activities programs	73	15	7	3	1
Story Time program	44	17	19	13	6
StrongStart program	46	13	17	10	14
Local Family Place	73	7	9	6	5
Public Library	26	22	28	17	6
Aboriginal Family Drop-in	96	1	1	1	0
Family Resource Centre	89	5	3	2	1
Faith-based program	84	3	4	7	2
Other activity	61	6	9	12	12

From 3 years to Kindergarten

	Never %	Once a month or less %	A few times a month %	Once a week %	A few times a week or more %
Sports programs	18	9	18	27	28
Arts, Music or Drama programs	54	14	11	15	6
Cultural activities programs	72	14	8	4	2
Story Time program	54	17	13	10	6
StrongStart program	56	12	12	8	12
Local Family Place	78	6	7	5	4
Public Library	25	23	28	17	7
Aboriginal Family Drop-in	96	1	1	0	1
Family Resource Centre	92	4	3	1	1
Faith-based program	84	3	3	7	3
Other activity	55	5	7	13	20

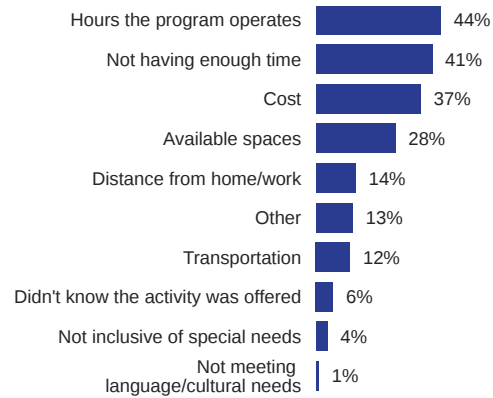
Were there any local activities the parent/caregiver wanted to do with their child but couldn't?

ANSWERED: 1883



Barriers to participation

ANSWERED: 665

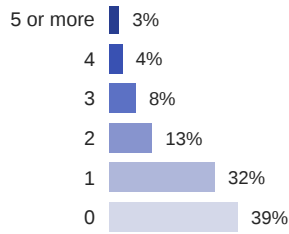


NEIGHBOURHOOD EXPERIENCES



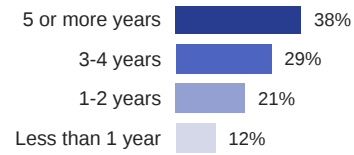
Number of times this child has moved homes in the last 5 years

ANSWERED: 2703



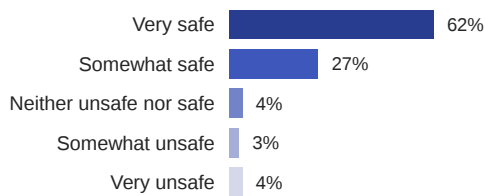
Length of time this child has lived in their current neighbourhood

ANSWERED: 2892



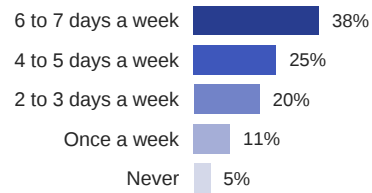
Degree to which parks in this child's neighbourhood are safe

ANSWERED: 2866



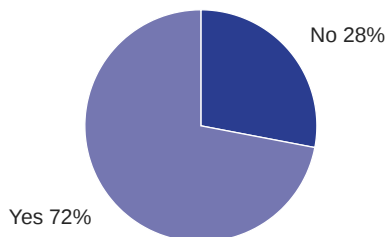
How often this child played outside in their neighbourhood, on average, in the past 6 months

ANSWERED: 2871



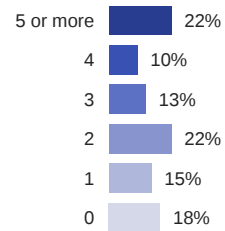
Can neighbours be counted on to look out for children in the parents/caregivers neighbourhood?

ANSWERED: 2846



Number of people in their neighbourhood that the parent/caregiver can depend on

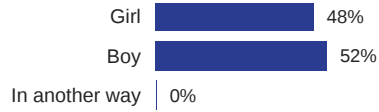
ANSWERED: 2802



DEMOGRAPHICS

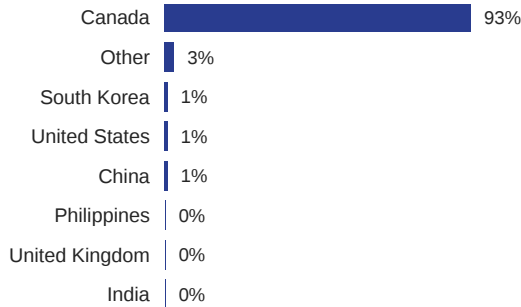
Gender

ANSWERED: 2889



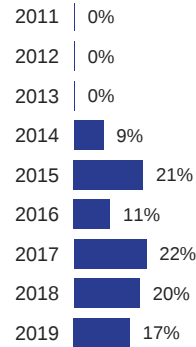
Country in which this child was born

ANSWERED: 2868



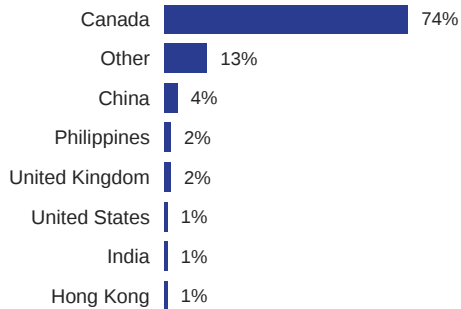
If this child was born outside of Canada, year they moved to Canada

ANSWERED: 184



Country in which the parent/caregiver was born

ANSWERED: 2836



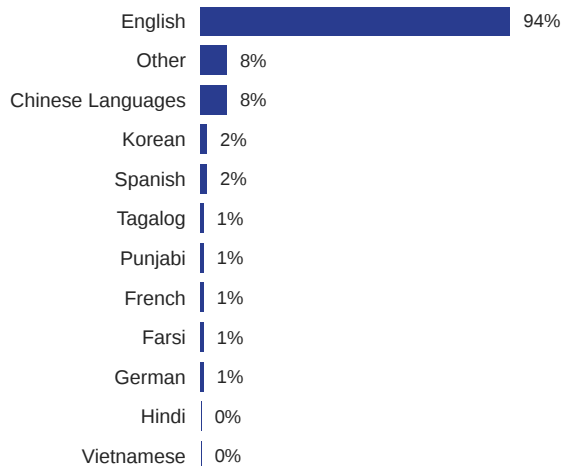
If parent/caregiver was born outside of Canada, year they moved to Canada

ANSWERED: 718



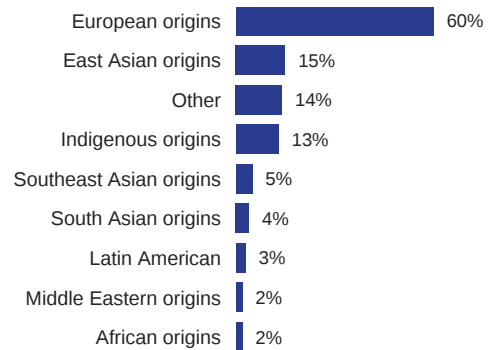
Child's first language(s)

ANSWERED: 2840



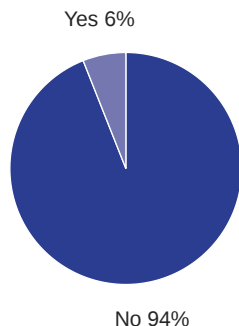
Family ethnicity

ANSWERED: 2650



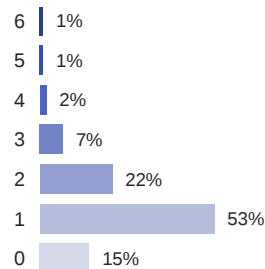
Does this child currently live in more than one home?

ANSWERED: 2868



Number of siblings

ANSWERED: 2852



USING YOUR CHEQ REPORTS

CHEQ data can be used in a number of ways to support children in your school. It is recommended that you consider your CHEQ data on its own, as a summary of your current Kindergarten classroom, as well as alongside complementary data and information such as the Early Development Instrument (EDI), education data, community knowledge and expertise, and information on local services and programs.

CHEQ data are a catalyst for important conversations and improved decision making. We encourage you to:

- Look through the Report Table of Contents and choose sections that are interesting or valuable to you.
- Mark any questions that stand out for you in these sections.
- Mark any results that you expected or didn't expect to see.
- Dig deeper. Look to the questions that you felt were interesting and the results that you expected and didn't expect and ask yourself some key questions:
 - Which data do you have influence over?
 - What can you do about this?
 - Which data align with your school's priorities and goals?
 - Which data align with current school, district or community initiatives?
 - Are there resources at the school district level or school level that would provide support for your ideas?
 - Are there areas where you can build on strengths in your school or community?
 - Are there areas of concern?

Remember you don't have to do this alone:

Once you are familiar with your CHEQ data, start to bring others in to the conversation. Some of the information from the CHEQ will be more, or less, relevant for your classroom and school. The goal is to identify where the CHEQ provides the most valuable information for you.

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