



Universiteit Utrecht

**The relation of parental income with the physical activity of
children: the role of the social support, the neighborhood and
stress factors in the family**

Master thesis

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Abstract

Background: Various studies describe that children from low income-families participate less in sports and playing less outside than children in high-income families. This study examined the relation of the income of parents on the physical activity of their children and how do physical environment, social support from parents and stress factors in the family play a role.

Methods: Data were obtained by a general survey from the GGD the Children Health Monitor 0-11. The GGD did a purposive sample amongst the parents (from children age 0-11) in Noord-Brabant, the Netherlands (N=13.559). Logistics regression analyses assessed associations between income, sports participation and outdoor play, social support, neighborhood, and stress factors in the family.

Results: Children from low-income families were more likely to do low levels of sports participation (OR 3.43 (95% CI, 3.08-3.82) or low levels of outdoor play (OR 1.89 (1.63-2.20) than children from high-income families. The association between income and sports strengthens when social support were included in de model and attenuated when neighborhood or stress factors in the family was included in the model. The association between income and outdoor play attenuated when social support, neighborhood or stress in the family were included in the model.

Conclusions: Social support, sports facilities in the neighborhood, death of a family member, and money problems contributed to the explanation of income differences in low levels of sports participation. Social support, activities in the neighborhood, death of a family member, and mental health problems contributed to the explanation of income differences in low levels of outdoor play. Interventions and policies should focus on all this factors simultaneously to yield a maximal reduction of children from low-income families in sports participations and outdoor play.

Keywords: Physical activity, income, social support, neighborhood, stress factors

Introduction

Problem statement

Participation in physical activity is a positive determinant of health in youth; during the early years, it is associated with multiple health outcomes (Bingham et al., 2016). Higher levels of physical activity in children are associated with better psychological health, such as higher levels of self-esteem and lower level of anxiety and stress and higher levels of positive emotional wellbeing (Fedrico et al., 2009; Horst et al., 2017). Furthermore, children who regularly participate in physical activity may contribute to the prevention of the main chronic degenerative diseases (e.g. diabetes, overweight, obesity) (Cohen et al., 2014). Moreover, physical activity in childhood also has long-term effects such as adult health outcomes (Cameron et al., 2011; Cohen et al., 2010).

Nevertheless, the number of children who do not meet the standard for physical activity is increasing. 45% of Dutch children aged 4-12 years do not meet the physical activity standard (CBS, 2018). In addition, this data highlights a big difference between children from low-income families and children from middle or high-income families. Children from low-income families are significantly less physical active than those of middle and high-income families (Fedrico et al., 2009; Ho Chang & Kim, 2017).

In the Netherlands, 43% of the children aged 5 to 17 and living in a low-income family are members of a sports association. In contrast; 83% of children aged 5 to 17 from middle or high-income families are members of a sports association. Concluding; children from middle or high-income families are twice as often members of a sports association than children from a low-income family (Kenniscentrum sport, 2017). This also has an effect on the health of children of low-income families. In 2015 in the Netherlands, 10% of the young children grew up in a household with a low income. In these low-income families (net income of 1500 euros per month), 6,2% of children aged 5-17 have moderate to poor health. In high-income families (net income of more than 3000 euros per month), 2,5% of children aged 5-17 have moderate to poor health (Kenniscentrum sport, 2017).

Concluding, from a health, psychosocial health and social perspective it is crucial that all children have the opportunity to do physical activity. The income of the parents should not be a determining factor for the participation of children in physical activity. The central purpose of the proposed research is to find out to what extent the parents' income affects the physical activity of their children and which related factors are explanatory for the difference in physical activity between children from low and high-income families.

This study focuses on two aspects of physical activity that are especially important for children – outdoor play and sports participation. Children between 4 to 8 years mainly play outside as a physical activity and children between 8 to 12 years are most of the time member of a sports club (Duijf et al., 2017). In this study, the focus is on children between 4 and 11 years old. Additionally, the study focuses on outside play as well as sports participation; both have a different relation with income. A sports club costs money to participate, whereas outside play is for free (Brockman et al., 2009).

The aim of this research is to determine the critical factors that lead to a difference in physical activity and the relation of these factors with income. As well as explaining why these factors play a role, so that hopefully these can be influenced. It would be nice if this would ensure that physical activity is possible for every child in every income position.

Overview of empirical research and theoretical framework

Socioeconomic differences in the practice of physical activity are present during childhood and are of considerable extent (Fedrico et al., 2009). The socioeconomic differences can also be seen in the way children perform their physical activity. Physical activity for children from high or middle-income families tend to be organized and based around sports clubs. In contrast, children from low-income families engage in more unstructured physical activity, e.g. outdoor play in the park or in the streets with friends (Brockman et al., 2009). In addition to the socioeconomic position of parents, physical activity is also influenced by the physical, the social, political and economic environment in which the children live (Humbert et al., 2006; Pyper et al., 2016). In most cases, children from a low socioeconomic position experience a different social and physical environment than children from a high socioeconomic position (Finkelstein et al., 2017; Ho Chang & Kim, 2017; Humbert et al., 2006; Nicksic et al., 2017). Concluding, there is a big difference between the low and high socioeconomic position of children in the social and physical environment (Humbert et al., 2006; Pyper et al., 2016).

Therefore, it is relevant to study to what extent the environmental factors can explain the income difference in physical activity. To investigate the influences of these different factors, this research uses the Ecological Model of Bronfenbrenner in this study. There are different social models of health-promoting that have been increasingly used to study the complex interaction between factors and physical activity (Scheender & Seghers, 2011). The Ecological Model from Bronfenbrenner (figure 1) was chosen as this model is specified on the environmental influences on a child.

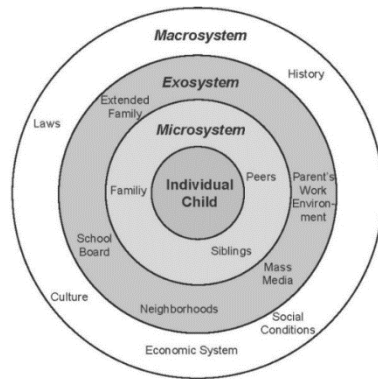


Figure 1: Bronfenbrenner's Ecological Model (Scheerder & Seghers, 2011).

The Ecological Model emphasizes the role of the environment as an influence on a child. The model shows the impact on behavior from different levels — the individual child, microsystem, exosystem, and macrosystem. Several studies have shown that factors of social and physical environments have the most effect on physical activity (Brockman et al, 2009; Humbert et al., 2006; Pyper et al., 2016). The social and physical environment can be positioned in the micro- and exosystem, therefore the focus of this study will be on these systems.

The microsystem surrounds the core, it is the immediate environments with which a child interacts, for example, the siblings, peers, parents, family. Their parents and the family profoundly influence children's healthy behavior. Parents have been described as gatekeepers of children's health-related behaviors (e.g. sports and outdoor play) through their provision of social support for physical activity (Beets et al., 2010; Pyper et al., 2016). Just like social support, stress factors in the family also fall into the microsystem core. Early patterns of physical activity may be influenced by parental stress (Dewyer et al., 2008).

The second ring of the model is the exosystem. This includes the environments with which the child does not usually interact directly, but that can still affect the child, such as school boards, neighborhoods and a parent's work environment. Various studies describe that the residential neighborhood is essential for the physical activity of children as it is the most common place for children to be active and is also related to overall physical activity levels (Owen et al., 2014; Tandon et al., 2012; Tappe et al., 2013).

Concluding, this study focuses on the physical activity behavior of children, and how the microsystem (social support and stress factors in the family) and exosystem (physical environment) from Bronfenbrenner (figure 2), contribute to the difference in physical activity between children from low and high-income families. In the next paragraphs, we zoom in on

social support, stress factors and physical environment in relation to income and physical activity.

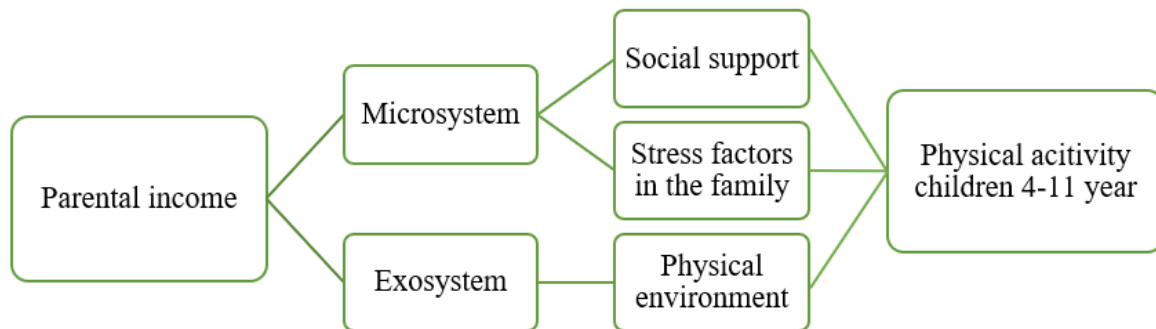


Figure 2: Conceptual model for study Influences of parents on the physical activity of their children.

Social support. Social support refers to the various types of support that people receive from others and is generally classified into two major categories: emotional and instrumental support (Seeman, 2018). Emotional more mental support via for example words or hugs and instrumental support can be seen as a service, for example when parents bring their child to the sports club (Beet et al., 2010). This study focuses on the social support from parents in the form of emotional and instrumental support.

The behavior of children under the age of 12 are under less volitional control than older children, and thus, parents play a significant role in the promotion of or inhibiting opportunities for physical activity (Pyper et al., 2016).

Parents serve a role in physical activity controlling access to community activity and sports programs and access to outdoor environments where activity can take place. Children are dependent on the transport of their parents to a place to play sports (Beet et al., 2010).

One form of parental social support – encouragement - can act as a motivator for children participating in physical activity. Previous studies have found that parents who encourage children to be active promote and the overall physical activity of their children (Nicksic et al., 2017). When parents themselves participate in many sports, this increases the children's sports and outdoor play (Beets et al., 2010; Nicksic et al., 2017).

Nicksic and colleagues (2017) also describe that social support has been correlated with the overall physical activity of children from low-income families. Children of low-income families experience less social support from parents. The parents are occupied with work, household responsibilities, school or other caretaking demands. They have to work more to earn the money to take care of the family (Roest et al., 2010). These activities limit the time

that parents can interact with their children in activity related modeling (Ho Chang & Kim, 2017; Humbert et al., 2006).

Stress factors in the family. Stress is defined as a physical, mental, or emotional factor that causes bodily or mental tension (MedicineNet, 2018). This study focuses on mental and emotional stress factors in the family that children may have to deal with, like the death of a family member, divorce, mental health problems and unemployment. Roest and colleagues (2010) describe that divorce, mental health problems, and unemployment are often related to low income, with the consequence that social exclusion takes place. For example, children in single-parent families have a greater chance of living in poverty (Factsheet jeugdarmoede-sport, 2017; Dwyer et al., 2008). It is more difficult for children from these families to participate in sports and activities because these families have less money to spend (Roest et al., 2010). This allows the children to participate in sports less often.

Dwyer and colleagues (2008) describe that children from single-parent families often experience stress, this influences the physical activity of the child. Children with emotional problems participate less in sports than children without emotional problems (Breedveld et al., 2010). Often these children are withdrawn, insecure and do not feel well enough to participate in a sport; they feel the peer pressure that they have to perform at a sports (Breedveld et al., 2010; Kantomaa et al., 2008; Stults-Kolehmainen & Sinha, 2013).

Physical environment. The physical environment is the part of the environment surrounding humans that contains only physical elements, such as the water, soil, air, and so on (Enotes, 2019). This study focuses on the factors in the physical environment that have the most influence on the physical activity, these are; the play facilities, formal sports facilities, and green areas in the neighborhood (Vreke et al., 2006; Tappe et al., 2013).

The neighborhood environment is a key setting for children's outdoor play, the more the environment is suitable for this, the more children play outside; when there are more facilities nearby children play outside more and participate more in sports (Vreke et al., 2006). Krahnstoever and Lawson (2006) describe that proximity from home to parks and recreational facilities is associated with higher levels of physical activity. In general children who live in a house with a garden play outside more often than those without a garden (Vreke et al., 2006; Ho Chang & Kim, 2017).

Several studies document that access to recreation resources was lower in low-income and most minority communities. In addition, children from low-income families have to deal with a lack of safe playgrounds, unsafe neighborhoods, and non-organized affordable physical

activity programs in the neighborhoods (Finkelstein et al., 2017; Ho Chang & Kim, 2017; Whitt-Glove et al., 2009).

Research question

Based on the literature and theoretical perspective the main question of this research is: To what extent does the parental income relate to the physical activity (outdoor play, sports participation) of their children between the ages of 4 and 11, and how do physical environment, parental social support and stress factors in the family play a role?

Hypothesis

1. Children from low-income families participate less in sports and less outdoor play than children from middle or high-income families (Frederico et al., 2009; Ho Chang & Kim, 2017; Nicksic et al., 2017; Whitt-Glove et al., 2009).
2. Children from low-income families engage more outdoor play than they do sports (Brockman et al., 2009; kenniscentrum sport, 2017).
3. Children of low-income families experience less social support from parents allowing them to participate less in sports and play less outdoor (Ho Chang & Kim, 2017; Humbert et al., 2006; Nicksic et al., 2017; Pyper et al., 2016).
4. Children with emotional problems participate less in sports than children without stress factors in the family (Breedveld et al., 2010; Dwyer et al., 2008; Kentomaa et al., 2008; Stults-Kolehmainen & Sinha, 2013).
5. Children from low-income families have fewer opportunities to participate in sports and outdoor play in their neighborhood (Finkelstein et al., 2017; Ho Chang & Kim, 2017; Humbert et al., 2006).

Methods

In this section, the type and design of the proposed research, the study population and its sampling/recruitment, the data collection strategies and data analysis approaches are described.

Study design

This study used data from the Children Health Monitor 0-11 the year 2017-2018 carried out by the GGD Hart voor Brabant (N= 13.559). It was a general survey from the GGD regarding demographic characteristics, (mental) health, lifestyle and social wellbeing. These health monitors are performed by the GGD in four age groups (including the group 0-11 years old). This health monitor questions: general characteristics, pregnancy and development, health and wellbeing, living environment and facilities, upbringing, nutrition, physical

activity, and leisure activities, school, resilience, lifestyle, healthy relation, informal care, and education and income parents.

Participant sample and recruitment

The participants for this study are the parents of children aged 4 – 11 years. It has been decided to only include the 4 to 11 age group because research has shown that sport and outdoor play apply to this age group (Duijf et al., 2017). The parents are asked to share information about their child. There were no unique characteristics except for the fact that they are parents of children aged 4 to 11 and they live in Noord-Brabant.

The GGDs in Noord-Brabant did a purposive sample amongst the parents in Noord-Brabant, the Netherlands. The GGD has taken a sample on a neighborhood level amongst parents of young children (0-11 years). A computer performed the sample from the database of residents of the municipality, and selected random parents from the target group. The selected parents received a login code for the digital survey per post. The survey was available from September 2017 till December 2017. The selected parents have received two reminders per post; to increase the response of the research. Participation of the parents was voluntary. Consent for participation in the research was obtained and recorded at the moment people log in to the survey.

In total 39% of the target population responded. There were 13.097 respondents from GGD Hart voor Brabant, 10.903 respondents from GGD Brabant Zuid-Oost and 6.987 from GGD West-Brabant; resulting in 30.987 respondents in total. The inclusion criteria for this study were parents of children aged 4 to 11 which have also answered the question on monthly income. There are 9824 cases excluded as the children were aged 0 to 4. Additionally, 7604 cases were excluded because the parents did not answer the question about income. Eventually, 13559 parents of children aged 4 to 11 years old were included (figure 3).

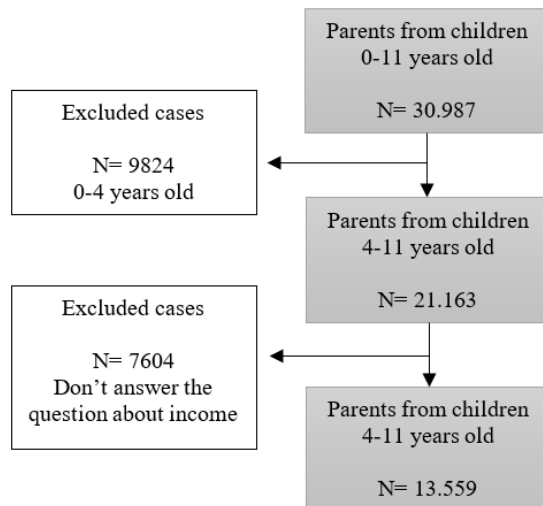


Figure 3: Flowchart of in- and excluded cases

Data collection instrument and operationalization

When answering the research question, the focus is on the dependent variable physical activity, the independent variables parental income and the explanatory factors physical environment, social support and stress in the family. Table 1 gives an overview of the variables and the conceptualization and operationalization for this research.

Table 1: conceptualize and operationalize the variables of the research.

<u>Variable</u>	<u>Conceptualize</u>	<u>Operationalize</u>	<u>Answering categories</u>
Physical activity	Physical activity is defined as any bodily movement produced by skeletal muscles that require energy expenditure (WHO, 2019).	Outdoor play <ul style="list-style-type: none"> - Little <3.5 hours per week - Medium 3.5 to 14 hours per week - Many ≥ 14 hours per week Sports participation <ul style="list-style-type: none"> - Don't sports - Little sports (<1 hour per week) - Sports average (1 to 3 hours per week) - Sports a lot (> 3 hours per week) 	1. Low levels of outdoor play 2. High levels of outdoor play 1. Low levels of sports participation 2. High levels of sports participation
Parental income	The total monthly income of the entire household.	What is the net monthly income from your household? <ul style="list-style-type: none"> - Low income (€1000, up to and including €2.200) - Medium income (€2.201,- up to and including €3.600,-) - High income (€3.601,- or more) 	1. Low 2. Medium 3. High

Physical environment	The physical environment is the part of the environment that contains only physical elements, such as the water, soil, air, and so on. These are elements that are tangible and that people can touch (Enotes, 2019).	“Miss activities for children in the neighborhood”	Yes, no
		“Miss sports facilities for children in the neighborhood”	Yes, no
		“Miss playgrounds in the neighborhood”	Yes, no
		“Miss safe playgrounds in the neighborhood”	Yes, no
		“Miss grass field in the neighborhood”	Yes, no
		“Miss user green in the neighborhood?”	Yes, no
Social support	Social support refers to the various types of support that people receive from others and is generally classified into two major categories: emotional and instrumental support (Seeman, 2018).	Give a number from 1 to 10 which indicates how much you support your child to move/play sports	1. Don't support the child to move/play sports
		<ul style="list-style-type: none"> - Number <7 = don't support my child to move/ play sports - Number >7 = support my child to move/ play sports 	2. Support child to move/play sports
Stress factors	Stress is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure) (MedicineNet, 2018).	Has your family experienced the following stress factors:	
		“Death of family member or beloved person”	Yes, no
		“Divorce or divorced parents”	Yes, no
		“Mental health problems”	Yes, no
		“Problems with work or unemployment parent(s)”	Yes, no
		“Money problems”	Yes, no

Data management and data analysis approach

The data has been analyzed with various statistical analysis in SPSS statistics version 24.

The data file has already been used and cleaned by GGD researchers. During the data cleaning was been done conflicting answers have been removed (the main question is leading), missing's have been deleted, respondents who did not fill in the main questions are removed and questions about the same variables are merged.

Initially the questionnaire from parents with kids ageing 0-4 years were removed as well as the questionnaires that not contain an answer to the income questions. Hereafter, the sample size has been plotted on the study's variables through descriptive processing in SPSS.

To make the characteristics of the study population resemble those of the target population, the cases were weighted. The variables used to weigh are sex, age, and income.

To the determine relation between variables and 1) income, 2) sports participation, 3) outdoor play logistic regression was used. Sports participation and outdoor play were separately processed as both are binary outcome variables in weighted logistic regression models.

It was examined which social support, psychical environment, and stress factors were significantly ($P < 0.05$) associated with low levels of sports participation or with low levels of outdoor play. Also, there was examined how these factors were distributed amongst income

groups. Factors that were significantly associated with low levels of income and sports participation or low levels of outdoor play and were then analyzed in multivariate models for social support, neighborhood and stress factors in the family.

The odds ratios of low sports participation by income adjusted for age and sex (model 1) were calculated, then, social support was added separately (model 2); physical environment separately (model 3); stress factors separately (model 4). Finally, the full model (model 5) was tested, which included social support, the physical environment, and stress factors. The same process was applied for outdoor play.

Results

Table 2 shows the demographic characteristics of the sample. The sample size consists out of 13995 respondents, of which 7061 (49,5%) are girls and 6934 (50,5%) boys. The average age from the children is 7.56. Also, 49,4% of the respondents have a high income and 18.2% have a low income. 68.8% of the children participate high in sports and 31,2% participate low in sports. Outdoor play is divided in high outdoor play (91.8%) and low outdoor play (8.2%).

Income differences in low levels of sports participation and in low levels of outdoor play

As presented in table 2, a relation was found between income and low sports participation (OR 2.61 (95% CI, 2.37-2.88) and low outdoor play (OR 1.95 (1.68-2.26), with income. In other words, children from low-income families participate less in sports and outdoor play than children from high-income families. Children from medium-income families play more outside (OR 0.90 (95% CI, 0.78-1.05) than children from high-income families. Gender and age were significantly associated with low levels of outdoor play. Age was also significantly associated with low levels of sports participation, but gender was not.

Table 2. Characteristics of the study population stratified by income and associations with low sports participation and low outdoor play.

	Total		Monthly net household income ^a			Unadjusted ORs for low sports participation OR (95%CI)	Unadjusted ORs for low outdoor play OR (95%CI)
	N	%	1-low %	2 %	3-high %		
Total sample	13995	100					
Sports participation							
High sports participation	9551	68.8	53.3	76.4	74.9		
Low sports participation	4340	31.2	46.7	32.6	25.1		
Outdoor play							
High outdoor play	12725	91.8	86.5	93.3	92.6		
Low outdoor play	1134	8.2	13.5	6.7	7.4		
Income							
1 low	2348	18.2	-	-	-	2.61 (2.37-2.88)***	1.95 (1.68-2.26)***
2 medium	4708	32.4	-	-	-	1.44 (1.33-1.57)***	0.90 (0.78-1.05)
3 high	6939	49.4	-	-	-	1.00	1.00
Gender							
Boy	6934	49.5	50.4	49.3	49.5	0.95 (0.89-1.01)	0.72 (0.65-0.80)***
Girl	7061	50.5	49.6	50.7	50.5	1.00	1.00
Age							
4-7	6795	48.5	44.5	47.8	50.4	1.00	1.00
8-11	7201	51.5	55.5	52.2	49.6	4.88 (4.57-5.21)***	0.57 (0.51-0.65)***

^a Monthly net household income with 1 = low income, 2 = medium income, and 3 = high income

*** p<0.001 ** P<0.01 * p<0.05

Selection of explanatory factors

Table 3 presented which explanatory factors were significantly associated with sports. Those with low levels of social support were more likely to report low levels of sports participation than those with high social support. All six neighborhood perceptions were positively associated with sports participation.

Four out of five stress factors (i.e. death of a family member, mental health problems, problems with work, and money problems) were positively associated with sports participation. Therefore, social support, all neighborhood perceptions, and four stress factors were taken into account in the further explanatory models (table 5).

Table 4 presented which explanatory factors were significantly associated with outdoor play. Social support was positively associated with outdoor play. All six neighborhood perceptions were positively associated with outdoor play. Three out of five stress factors were positively associated with outdoor play (i.e. death of a family member, mental health problems, and money problems). Therefore, social support, all neighborhood perceptions, and three stress factors were taken into account in the further explanatory models (table 6).

Social support, neighborhood and stress factors in the family with income and sports participation

As presented in table 5, the gender-, age and income-adjusted OR to low levels of sports participation for the lowest income group (OR 3.50 (95% CI, 2.97-4.13) strengthens when social support was included in the model (model 2). It attenuated when neighborhood (OR 3.22 (95% CI, 2.88-3.40) were included (model 3), or when stress factors in the family (OR 2.88 (95% CI, 2.56-3.24) were included (model 4), and further reduced when all these factors together (social support, neighborhood and stress factors) (model 4) were taken into account (OR 2.82 (95% CI, 2.35-3.38).

Social support, miss sports facilities in the neighborhood, death of a family member and money problems were significantly associated with income and sports participation (table 5).

Social support, neighborhood and stress factors in the family with income and outdoor play.

As presented in table 6, the gender-, age and income-adjusted OR to low levels of outdoor play for the lowest income group (OR 1.71 (95% CI, 1.35-2.17) attenuated when social support was included in the model (model 2), or when neighborhood (OR 1.70 (95% CI, 1.45-1.99) were included (model 3), or when stress factors in the family (OR 1.69 (95% CI, 1.43-1.99) were included (model 4), and further reduced when all these factors together (social support, neighborhood and stress factors) (model 4) were taken into account (OR 1.45 (95% CI, 1.11-1.90).

Social support, miss activities for children in the neighborhood, death of a family member and mental health problems were significantly associated with income and outdoor play (table 6).

Table 3. Adjusted odds ratios (OR)^a for **low levels of sports participation**, and prevalence rates for response categories of social support, neighborhood and stress in the family by income.

Independent factors	Total		Monthly net household income			P	OR for low sports participation		
	N	%	1 (low) %	2 %	3 (high) %		OR	(95% CI)	P
Total sample	13995	100							
Social support									
Low social support	539	8.7	15.3	8.9	6.0	0.000	1.95	(1.59-2.38)	
High social support	5661	91.3	84.7	91.1	94.0		1.00		0.000
Neighborhood									
Miss activities for children in the neighborhood									
Yes	1451	10.5	20.8	10.3	7.1	0.000	1.42	(1.25-1.60)	
No	12403	89.5	79.2	89.7	92.9		1.00		0.000
Miss sports facilities for children in the neighborhood									
Yes	1201	8.7	15.1	8.4	6.7	0.000	1.53	(1.33-1.74)	
No	12639	91.3	84.9	91.6	93.3		1.00		0.000
Miss playgrounds in the neighborhood									
Yes	1961	14.2	18.5	14.3	12.6	0.000	1.14	(1.02-1.27)	
No	11893	85.8	81.5	85.7	87.4		1.00		0.020
Miss grass field in the neighborhood									
Yes	1497	10.8	14.9	10.7	9.5	0.000	1.15	(1.01-1.30)	
No	12351	89.2	85.1	89.3	90.5		1.00		0.032
Miss safe playgrounds in the neighborhood									
Yes	2005	14.5	21.8	15.3	11.4	0.000	1.20	(1.08-1.34)	
No	11852	85.5	78.2	84.7	88.6		1.00		0.001
Miss user green in the neighborhood?									
Yes	985	7.1	12.2	6.7	5.7	0.000	1.30	(1.13-1.51)	
No	12839	92.9	87.8	93.3	94.3		1.00		0.000
Stress in the family									
Has your family experienced the following stress factors									
Death of family member or beloved person									
Yes	6252	45.0	43.8	48.5	43.1	0.000	0.84	(0.78-0.91)	
No	7635	55.0	56.2	51.5	56.9		1.00		0.000
Divorce or divorced parents									
Yes	1597	11.5	38.6	9.0	4.0	0.000	0.95	(0.83-1.08)	
No	12325	88.5	61.4	91.0	96.0		1.00		0.423
Mental health problems									
Yes	1702	12.2	20.6	13.4	8.6	0.000	1.18	(1.05-1.33)	
No	12220	87.8	79.4	86.6	91.4		1.00		0.006
Problems with work or unemployment parent(s)									
Yes	1514	10.9	22.5	11.9	6.3	0.000	1.23	(1.09-1.39)	
No	12390	89.1	77.5	88.1	93.7		1.00		0.001
Money problems									
Yes	1141	8.2	29.2	7.2	1.9	0.000	1.71	(1.49-1.98)	
No	12760	91.8	70.8	92.8	98.1		1.00		0.000

^a Model was weighted, and adjusted for age, sex and income.

Table 4. Adjusted odds ratios (OR) for **low levels of outdoor play**, and prevalence rates for response categories of social support, neighborhood and stress in the family by income.

Independent factors	Monthly net household income			P	OR	OR for low outdoor play (95% CI)	P
	1 (low) %	2 %	3 (high) %				
Social support							
Low social support	15.3	8.9	6.0	0.000	2.21	(1.70-2.87)	
High social support	84.7	91.1	94.0		1.00		0.000
Neighborhood							
Miss activities for children in the neighborhood							
Yes	20.8	10.3	7.1	0.000	1.66	(1.40-1.98)	
No	79.2	89.7	92.9		1.00		0.000
Miss sports facilities for children in the neighborhood							
Yes	15.1	8.4	6.7	0.000	1.46	(1.20-1.77)	
No	84.9	91.6	93.3		1.00		0.000
Miss playgrounds in the neighborhood							
Yes	18.5	14.3	12.6	0.000	1.38	(1.17-1.62)	
No	81.5	85.7	87.4		1.00		0.000
Miss grass field in the neighborhood							
Yes	14.9	10.7	9.5	0.000	1.36	(1.14-1.63)	
No	85.1	89.3	90.5		1.00		0.001
Miss safe playgrounds in the neighborhood							
Yes	21.8	15.3	11.4	0.000	1.40	(1.19-1.65)	
No	78.2	84.7	88.6		1.00		0.000
Miss user green in the neighborhood?							
Yes	12.2	6.7	5.7	0.000	1.30	(1.04-1.62)	
No	87.8	93.3	94.3		1.00		0.022
Stress in the family							
Has your family experienced the following stress factors							
Death of family member or beloved person							
Yes	43.8	48.5	43.1	0.000	0.86	(0.76-0.97)	
No	56.2	51.5	56.9		1.00		0.015
Divorce or divorced parents							
Yes	38.6	9.0	4.0	0.000	1.02	(0.84-1.23)	
No	61.4	91.0	96.0		1.00		0.880
Mental health problems							
Yes	20.6	13.4	8.6	0.000	1.32	(1.12-1.57)	
No	79.4	86.6	91.4		1.00		0.001
Problems with work or unemployment parent(s)							
Yes	22.5	11.9	6.3	0.000	1.16	(0.97-1.40)	
No	77.5	88.1	93.7		1.00		0.104
Money problems							
Yes	29.2	7.2	1.9	0.000	1.41	(1.16-1.73)	
No	70.8	92.8	98.1		1.00		0.001

Table 5. Odds ratios with 95% confidence intervals (OR, 95% CI) for **low levels of sports participation** by income, mediated by social support, neighborhood and stress in the family.

Income	Low sports participation %	Model 1 (base model): income + age + sex OR (95% CI)	Model 2: base + social support OR (95% CI)	Model 3: base + neighborhoods OR (95% CI)	Model 4: base + stress in the family OR (95% CI)	Model 5: base + social support + neighborhoods + stress in the family OR (95% CI)
1-low (n=1082)	46.7	3.43 (3.08-3.82)***	3.50 (2.97-4.13)***	3.22 (2.88-3.40)***	2.88 (2.56-3.24)***	2.82 (2.35-3.38)***
2- (n=1533)	32.6	1.60 (1.46-1.74)***	1.63 (1.42-1.86)***	1.57 (1.44-1.72)***	1.56 (1.43-1.71)***	1.59 (1.38-1.82)***
3-high (n=1725)	25.1	1.00	1.00	1.00	1.00	1.00
Social support						
Low social support			1.94 (1.58-2.37)***			1.90 (1.54-2.33)***
High social support			1.00			1.00
Neighborhood						
Miss activities for children in the neighborhood						
Yes				1.14 (0.97-1.34)		1.24 (0.96-1.59)
No				1.00		1.00
Miss sports facilities for children in the neighborhood						
Yes				1.39 (1.18-1.65)***		1.24 (0.96-1.60)
No				1.00		1.00
Miss playgrounds in the neighborhood						
Yes				0.99 (0.85-1.15)		0.90 (0.71-1.15)
No				1.00		1.00
Miss grass field in the neighborhood						
Yes				0.93 (0.79-1.10)		1.08 (0.84-1.39)
No				1.00		1.00
Miss safe playgrounds in the neighborhood						
Yes				1.08 (0.93-1.26)		1.08 (0.85-1.39)
No				1.00		1.00
Miss user green in the neighborhood?						
Yes				1.08 (0.91-1.30)		1.09 (0.81-1.45)
No				1.00		1.00
Stress in the family						
Has your family experienced the following stress factors						
Death of family member or beloved person						
Yes					0.83 (0.77-0.90)***	0.85 (0.75-0.96)**
No					1.00	1.00
Mental health problems						
Yes					1.13 (0.99-1.27)	1.20 (0.99-1.45)
No					1.00	1.00
Problems with work or unemployment parent(s)						
Yes					0.98 (0.85-1.14)	0.91 (0.73-1.13)
No					1.00	1.00
Money problems						
Yes					1.69 (1.43-2.00)***	1.64 (1.27-2.12)***
No					1.00	1.00

*** p<0.001 ** P<0.01 * p<0.05

Table 6. Odds ratios with 95% confidence intervals (OR, 95% CI) for **low levels of outdoor play** by income, mediated by social support, neighborhood and stress in the family.

Income	Low outdoor or play %	Model 1 (base model): income + age + sex OR (95% CI)	Model 2: base + social support OR (95% CI)	Model 3: base + neighborhoods OR (95% CI)	Model 4: base + stress in the family OR (95% CI)	Model 5: base + social support + neighborhoods + stress in the family OR (95% CI)
1-low (n=310)	13.5	1.89(1.63-2.20)***	1.71 (1.35-2.17)***	1.70(1.45-1.99)***	1.69 (1.43-1.99)***	1.45 (1.11-1.90)**
2- (n=315)	6.7	0.89 (0.77-1.03)	0.94 (0.75-1.17)	0.88 (0.76-1.02)	0.87 (0.75-1.01)	0.91 (0.72-1.14)
3-high (n=509)	7.4	1.00	1.00	1.00	1.00	1.00
Social support						
Low social support			2.19 (1.68-2.85)***			2.25 (1.72-2.95)***
High social support			1.00			1.00
Neighborhood						
Miss activities for children in the neighborhood						
Yes				1.44 (1.14-1.81)**		1.57 (1.09-2.27)*
No				1.00		1.00
Miss sports facilities for children in the neighborhood						
Yes				1.07 (0.84-1.37)		0.88 (0.59-1.30)
No				1.00		1.00
Miss playgrounds in the neighborhood						
Yes				1.10 (0.87-1.38)		1.00 (0.69-1.46)
No				1.00		1.00
Miss grass field in the neighborhood						
Yes				1.07 (0.83-1.36)		1.08 (0.73-1.58)
No				1.00		1.00
Miss safe playgrounds in the neighborhood						
Yes				1.15 (0.90-1.47)		1.36 (0.92-1.99)
No				1.00		1.00
Miss user green in the neighborhood?						
Yes				0.89 (0.67-1.17)		1.12 (0.73-1.73)
No				1.00		1.00
Stress in the family						
Has your family experienced the following stress factors						
Death of family member or beloved person						
Yes					0.85 (0.75-0.96)*	1.01 (0.83-1.23)
No					1.00	1.00
Mental health problems						
Yes					1.27 (1.06-1.52)**	1.33 (1.01-1.76)*
No					1.00	1.00
Money problems						
Yes					1.24 (1.00-1.53)	0.96 (0.68-1.36)
No					1.00	1.00

*** p<0.001 ** P<0.01 * p<0.05

Differences sports participation and outdoor play in relation to income

The difference between participating in sports (OR 3.43 (95% CI 3.08-3.82) between high- and low-income families is larger compared to outdoor play (OR 1.89(95% CI 1.63-2.20). Therefore, income plays a greater role in sports than in outdoor play (table 5,6).

Discussion

The current study analyzed whether the parents' income is related to the physical activity (outdoor play and sports participation) of their children between the ages of 4 and 11, and whether this would be influenced by the physical environment, parents' social support and stress factors in the family. This study shows that children from low-income families participate less in sports and outdoor play than children from middle and high-income families. Based on Bronfenbrenner's Ecological Model (Scheender & Seghers, 2011), associations between the various factors and outdoor play and sports participation were examined, results show that most variables of the factors (e.g. social support, playgrounds, user green, sport facilities, death of a family member, mental health problems) were significantly associated with income. Next to that most factors were associated with sports participation and outdoor play as in accordance with the research of Humbert et al., (2006), Pyper et al., (2016).

In the present study was found a significant relation between parental income and sport participation and outdoor play. These findings were accordance with previous research as showing by Fedrico et al., (2009), Ho Chang & Kim, (2017). The results show a different relation between income and 1) sports participation and 2) outdoor play. Children from low-income families participate more in unstructured physical activity, e.g. outdoor plying and children from high-income families more in organized physical activities like sports (Brockman et al., 2009). A possible explanation could be that parents do not have to pay for outdoor play.

In the present study, we found a significant relation between parental social support and 1) outdoor play and 2) sports participation. Interestingly parental social support increases the relation between income and 1) sports participation and 2) outdoor play.

Children from low-income families receive less social support and play less outdoor and participate in sports less than children from high-income families. This result is in line with the study of Nicksic et al., (2017). An explanation for this could be that low-income parents work to survive and thus have limited time to interact with their children (Ho Chang & Kim, 2017; Humbert et al., 2006).

The results show that the variable sports facilities in the neighborhood is positively related to income and sport participation, similarly the activities for children in the neighborhood variable is positively related with income and outdoor play. This corresponds to previous studies; play facilities and sports facilities in the neighborhood have the most influence on the physical activity of children (Vreke et al., 2006; Tappe et al., 2013). Play and

sports facilities are lower in the neighborhood with more low-income families, than neighborhoods with more high-income families (Vreke et al., 2006).

The present study shows that not all stress factors were positively related to sports participation, outdoor play and income. Only the factors the death of a family member and money problems were significant related to sports participation. On top of that, income, death of a family member and mental health problems were positively associated with outdoor play. These results are in line with Breedveld et al., (2010), Kantomaa et al., (2008), Stults-Kolehmainen & Sinha (2013) showing that children with emotional problems participate less in sports because they are uncertain and feel not well enough to sports participation.

In contrast to previous studies (Roest et al., 2010), this study found no relation between sports participation and divorced parents and no relation between outdoor play and 1) divorced parents, 2) unemployed parent(s). A possible explanation for this could be that the study from Roest et al., (2010) focuses on social exclusion in general and this study focus specifically on sports participation and outdoor play.

Limitations and strengths

The strength of the study is that it analyzes the relation of a wide range of factors and its related variables with parental income, sports participation and outdoor play. Through this analysis a deeper understanding of this relation was revealed leading to the potential improved policies.

On the other hand, the questionnaire was distributed to parents of children in Noord-Brabant, in the Netherlands. It is possible that the income variations and the physical activity of children differ in Noord-Brabant compared to other parts of the Netherlands. As a result, the results of the study may not be representative of the entire Netherlands. However, a strength of the study is that the data was collected at neighborhood level so that there were respondents from all types of socioeconomic classes in Noord-Brabant.

A second limitation could be that the information is provided by the parents and not by the children themselves. Parents could experience the influence of the factors differently than the children themselves, f.e. parents can indicate that they support their child, but the child may experience this differently.

Another limitation is that the respondents who did not answer the question about income were excluded from the data set. This can influence the results when the characteristics of this group are not equal to the used set. However, the respondents that haven't answered the income question cannot be included in the analyses to show the relation

between physical activity and income. Adding the group that does not answer the question make not the difference in the relation between physical activity and income.

Further research and policy recommendations

The social support factor increases the relation between income and 1) sports participation and 2) outdoor play. Social support is a broad concept, this was not deepened in this study. Through qualitative research, the specific determinants of social support in relation to income and 1) sports participation, 2) outdoor play can be traced. This can provide an answer to the questions what does social support mean and how is it experienced. If it is clear through qualitative research which determinants fall under social support, quantitative research can be carried out. With the results from the quantitative research, a policy can ultimately be made to improve social support.

In addition to social support, sports and play facilities have also an increased relation to income and 1) sports participation, 2) outdoor play. Policy makers are advised to provide more sports facilities and activities in the neighborhood where low-income families live. In addition, a scheme would be advisable in which it is possible for every child to participate in a sport, despite the income of their parents. In this way, physical activity for children from low-income families become more accessible and it is possible for every child to participate in sport and outdoor play.

Conclusion

This study shows that parental income is related to the physical activity of their children. The results shows lower levels of sports participation and outdoor play, amongst children from low-income families. Lower levels of social support in relation to income ensures lower levels of sports participation and outdoor play. Few play and sports facilities in the neighborhood in relation to income ensure lower levels of sports participation and outdoor play as well as the death of a family member. Mental health problems in relation to income ensures lower levels of outdoor play.

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Appendices

Questionnaire

A Algemeen			
A1	Wat is uw relatie tot het kind?	<input type="checkbox"/> Moeder/verzorgster <input type="checkbox"/> Vader/verzorgster <input type="checkbox"/> Anders, namelijk <input type="text"/>	
A2	Is uw kind een jongen of een meisje?	<input type="checkbox"/> Jongen <input type="checkbox"/> Meisje	
A3	Hoe oud is uw kind?	<input type="text"/> <input type="text"/> jaar en <input type="text"/> <input type="text"/> maanden	
A4	Hoe lang is uw kind? <i>(zonder schoenen)</i>	<input type="text"/> <input type="text"/> <input type="text"/> centimeter	
A5	Hoeveel kilo weegt uw kind? <i>(zonder kleren, afronden op hele kilo's)</i>	<input type="text"/> <input type="text"/> <input type="text"/> kilogram	
A6	Wat zijn de vier cijfers van de postcode van het woonadres van uw kind?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
A7	Bij wie woont uw kind de meeste dagen van de week? Mijn kind woont: <i>Er is één antwoord mogelijk.</i>	<input type="checkbox"/> Bij de vader en moeder (samen) <input type="checkbox"/> Ongeveer de helft van de tijd bij de moeder en de helft van de tijd bij de vader (<i>co-ouders</i>) <input type="checkbox"/> Bij de moeder en haar vriend(in) <input type="checkbox"/> Bij de vader en zijn vriend(in) <input type="checkbox"/> Alleen bij de moeder <input type="checkbox"/> Alleen bij de vader <input type="checkbox"/> Bij anderen (<i>bijvoorbeeld pleegouders, andere familie, internationaal</i>)	
A8	In welk land is uw kind geboren?	In welk land is de moeder van het kind geboren?	In welk land is de vader van het kind geboren?
	<input type="checkbox"/> Nederland <input type="checkbox"/> Suriname <input type="checkbox"/> Nederlandse Antillen <input type="checkbox"/> Aruba <input type="checkbox"/> Turkije <input type="checkbox"/> Marokko <input type="checkbox"/> Ander land, namelijk: <input type="text"/>	<input type="checkbox"/> Nederland <input type="checkbox"/> Suriname <input type="checkbox"/> Nederlandse Antillen <input type="checkbox"/> Aruba <input type="checkbox"/> Turkije <input type="checkbox"/> Marokko <input type="checkbox"/> Ander land, namelijk: <input type="text"/>	<input type="checkbox"/> Nederland <input type="checkbox"/> Suriname <input type="checkbox"/> Nederlandse Antillen <input type="checkbox"/> Aruba <input type="checkbox"/> Turkije <input type="checkbox"/> Marokko <input type="checkbox"/> Ander land, namelijk: <input type="text"/>
A9	Heeft u in het afgelopen jaar moeite gehad om van het inkomen van uw huishouden rond te komen?	<input type="checkbox"/> Nee, geen enkele moeite <input type="checkbox"/> Nee, geen moeite, maar ik moet wel opletten op mijn uitgaven <input type="checkbox"/> Ja, enige moeite <input type="checkbox"/> Ja, grote moeite	

A10 De onderstaande stellingen gaan over de gevolgen van geldgebrek voor uw kind.*Kruis op iedere regel één hokje aan.*

Door geldgebrek...		Waar	Beetje waar	Niet waar
a.	... is mijn kind geen lid van een (sport)club of vereniging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... kan mijn kind niet deelnemen aan activiteiten zoals vakantie, dagje uit, verjaardagsfeestje of uitstapje van school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... krijgt mijn kind niet dagelijks melk, groente of fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... kan ik voor mijn kind onvoldoende kleding kopen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... zijn er spanningen in het gezin waar mijn kind last van heeft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... kan mijn kind niet op zwemles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... kan mijn kind weleens niet naar een hulpverlener (bijvoorbeeld dokter, tandarts, fysiotherapeut, logopedist) als dit nodig is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	... krijgt mijn kind niet de medicijnen of hulpmiddelen (bijvoorbeeld bril, beugel, steunzolen) die het nodig heeft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	... is er geen opvang van mijn kind na schooltijd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A11	Weet u dat u in sommige gevallen gebruik kunt maken van financiële steun vanuit de gemeente zodat uw kind kan deelnemen aan sport- en culturele activiteiten? (bv. Stichting Leergeld, Jeugd sportfonds, Jeugd cultuurfonds)	<input type="checkbox"/>	Ja, dat weet ik en ik maak er gebruik van	
		<input type="checkbox"/>	Ja dat weet ik, maar ik maak er geen gebruik van	
		<input type="checkbox"/>	Nee, dat weet ik niet	

B Zwangerschap en ontwikkeling

B1 Heeft de moeder tijdens de zwangerschap alcohol gedronken?

Nee
 Ja, zij dronk af en toe, maar niet iedere week
 Ja, zij dronk af en toe, maar niet iedere dag
 Ja, zij dronk iedere dag
 Weet ik niet (meer)

B2 Heeft de moeder van het kind tijdens de zwangerschap gerookt?

Nee
 Ja, maar zij is tijdens de zwangerschap gestopt
 Ja, zij rookte af en toe, maar niet iedere dag
 Ja, zij rookte iedere dag
 Weet ik niet (meer)

C Gezondheid en welzijn

C1 Wat vindt u, over het algemeen genomen, van de gezondheid van uw kind?

Heel goed
 Goed
 Gaat wel
 Niet zo best
 Slecht

C2 Wat vindt u van het gewicht van uw kind?

Mijn kind is veel te licht
 Mijn kind is iets te licht
 Het gewicht van mijn kind is goed
 Mijn kind is iets te zwaar
 Mijn kind is veel te zwaar

- C3** Hieronder zijn zeven gezichtjes afgebeeld die gevoelens weergeven. Welk gezichtje geeft het beste aan hoe uw kind zich in de **afgelopen 3 maanden** voelde?
Kruis onder dat gezichtje het vakje aan.



- C4** Wilt u bij de volgende ziekten en aandoeningen aankruisen of uw kind die heeft of in de **afgelopen 12 maanden** heeft gehad? *Geef voor elke ziekte of aandoening aan of uw kind deze wel of niet heeft (gehad) en zo ja, of deze **niet of wel** door een (huis)arts is vastgesteld.*

	Nee	Ja, niet door arts vastgesteld	Ja, wel door arts vastgesteld
a) Astma of bronchitis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Eczeem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Allergie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Diabetes Mellitus (<i>suikerziekte</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ADHD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Autisme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Dyslexie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Anders, namelijk:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C5** Heeft uw kind **op dit moment** één van de volgende problemen?
U mag hier meer antwoorden aankruisen.

- Slaapproblemen
- Zindelijkheidsproblemen
- Eetproblemen
- Problemen met motoriek
- Taal- of spraakproblemen
- Leerproblemen
- Geen van bovengenoemde problemen

- C6** Is uw kind in de afgelopen **3 maanden** bij de huisarts geweest?

- Ja
- Nee

- C7** Hoe vaak gaat uw kind **voor controle** naar de tandarts of mondhygiënist? (*niet orthodontist of beugeltdants*)

- (Nog) niet
- Wel eens
- Eén keer per jaar
- Twee keer per jaar (dat is één keer per half jaar) of vaker

- C8** Hoe vaak poetst uw kind zijn/haar tanden zelf?

- Nog niet van toepassing, mijn kind heeft nog geen tanden
- Nooit
- Niet elke dag
- Eén keer per dag
- Twee keer per dag of vaker

- C9** Hoe vaak poetst u de tanden van uw kind? (*Hier wordt ook napoetsen bedoeld*)

- Niet van toepassing, mijn kind heeft nog geen tanden
- Nooit
- Niet elke dag
- Eén keer per dag
- Twee keer per dag of vaker

- C10** Heeft uw gezin de volgende ingrijpende gebeurtenissen ooit meegemaakt of maakt het die nu mee?
Let op: wanneer het gaat over ouders worden ook pleeg- of stiefouders bedoeld.
Als u in kolom A ja heeft ingevuld, vul dan ook kolom B in.

	A. Heeft uw gezin dit ooit meegemaakt of maakt het die nu mee?		B. Heeft uw gezin hier nu (nog) problemen mee?	
	Nee	Ja	Ja	Nee
a. Overlijden van familielid of geliefd persoon	<input type="checkbox"/>	<input type="checkbox"/> →	<input type="checkbox"/>	<input type="checkbox"/>
b. Psychische problemen van u of uw partner	<input type="checkbox"/>	<input type="checkbox"/> →	<input type="checkbox"/>	<input type="checkbox"/>
c. Echtscheiding of uit elkaar gaan van de ouders	<input type="checkbox"/>	<input type="checkbox"/> →	<input type="checkbox"/>	<input type="checkbox"/>
d. Problemen in verband met werk of werkloosheid van (één van) de ouder(s)	<input type="checkbox"/>	<input type="checkbox"/> →	<input type="checkbox"/>	<input type="checkbox"/>
e. Problemen in verband met geld/inkomen	<input type="checkbox"/>	<input type="checkbox"/> →	<input type="checkbox"/>	<input type="checkbox"/>
f. Andere ingrijpende gebeurtenissen, namelijk:	<input type="checkbox"/>	<input type="checkbox"/> →	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; width: 200px; height: 20px; margin: 0 auto;"></div>				

D Woonomgeving en voorzieningen

- D1** Is er gerookt **in huis** in de **afgelopen 7 dagen** toen uw kind erbij was?
- Nee, er wordt nooit in huis gerookt
 Nee, er wordt in huis nooit gerookt als mijn kind erbij is
 Nee, in de afgelopen 7 dagen werd in huis niet gerookt met mijn kind erbij
 Ja, in de afgelopen 7 dagen werd in huis gerookt met mijn kind erbij

- D2** Zijn er voorzieningen of contacten die u mist in uw buurt?
Kruis op iedere regel één hokje aan.

	Ja	Nee
a. Kinderdagverblijf / crèche	<input type="checkbox"/>	<input type="checkbox"/>
b. Peuterspeelzaal	<input type="checkbox"/>	<input type="checkbox"/>
c. Basisschool	<input type="checkbox"/>	<input type="checkbox"/>
d. Buitenschoolse opvang	<input type="checkbox"/>	<input type="checkbox"/>
e. Activiteiten voor kinderen	<input type="checkbox"/>	<input type="checkbox"/>
f. Sportvoorzieningen voor kinderen	<input type="checkbox"/>	<input type="checkbox"/>
g. Speeltuintje	<input type="checkbox"/>	<input type="checkbox"/>
h. Veilige speelplek	<input type="checkbox"/>	<input type="checkbox"/>
i. Grasveld	<input type="checkbox"/>	<input type="checkbox"/>
j. Gebruikersgroen (<i>parken, bos en natuurgebied</i>)	<input type="checkbox"/>	<input type="checkbox"/>
k. Buurthuis / buurtwerk	<input type="checkbox"/>	<input type="checkbox"/>
l. Bibliotheek	<input type="checkbox"/>	<input type="checkbox"/>
m. Contact met andere ouders	<input type="checkbox"/>	<input type="checkbox"/>
n. Contact van mijn kind met andere kinderen	<input type="checkbox"/>	<input type="checkbox"/>
o. Veilige oversteekplaatsen	<input type="checkbox"/>	<input type="checkbox"/>
p. Veilige fietsmogelijkheden	<input type="checkbox"/>	<input type="checkbox"/>
q. Ik mis iets anders, namelijk:	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; width: 300px; height: 20px; margin: 0 auto;"></div>		

- D3** Maakt u regelmatig, dat wil zeggen minstens 1 keer per week, **overdag** gebruik van opvang voor uw kind?
- Ja
 Nee
- Denk hierbij aan het kinderdagverblijf, de peuterspeelzaal, een oppas, overblijven op school, etc.*

E Opvoeding

E1 Vaak kunnen ouders hun vragen over opvoeding bespreken met mensen in hun omgeving. Kunt u aangeven of u hiervoor terecht kunt bij onderstaande personen?
Kruis op iedere regel één hokje aan.

	Ja	Ja, hoewel ik dit moeilijk vind	Ja, maar dat doe ik niet	Nee
a. Familie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Vrienden / kennissen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Buren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Anders, namelijk:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2 Ervaart u wel eens **problemen** bij het opvoeden van uw kind?

(Bijna) nooit → → → *ga naar vraag E5*
 Soms
 Vaak

E3 Kunt u aangeven op welke terreinen deze problemen betrekking hebben?
U mag hier meer antwoorden aankruisen.

Ontwikkeling en gezondheid (*bijvoorbeeld eten, slapen, praten, zindelijkheid*)
 Angst, onzekerheid, faalangst
 Sociaal contact, spelen
 Luisteren, gehoorzamen
 Houden aan of stellen van grenzen /regels / afspraken
 Verdrietig of somber zijn
 Druk / agressief zijn
 Concentratie
 Pesten / gepest worden
 Schoolprestaties
 Anders, namelijk:

E4 Heeft u met betrekking tot deze problemen, aan iemand hulp of advies gevraagd?
U mag hier meer antwoorden aankruisen.

Ja, aan een instantie of professionele hulpverlener
 Ja, aan familie, vrienden of kennissen
 Nee



E5 Niet alle problemen waar mensen mee zitten, kunnen ze zelf oplossen. Ze vragen hier dan hulp bij. Bij de volgende instanties kunt u hulp voor uw kind krijgen. Wilt u aangeven of u van deze instanties gehoord heeft en of u er hulp **voor uw kind** bij heeft gezocht?
Kruis op iedere regel één hokje aan.

	Heb ik nog nooit van gehoord	Heb ik wel van gehoord, maar nog nooit hulp bij gezocht	Heb ik in de afgelopen 12 maanden hulp bij gezocht	Heb ik hulp bij gezocht maar dat is meer dan 12 maanden geleden
a. Consultatiebureau (<i>naast de bezoeken waarvoor u een oproep krijgt</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Schoolarts / jeugdarts / verpleegkundige (GGD) (<i>naast de bezoeken waarvoor u een oproep krijgt</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Huisarts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Schoolmaatschappelijk werk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Centrum voor Jeugd en Gezin (CJG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Bureau Jeugdzorg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Algemeen maatschappelijk werk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Psycholoog / GGZ / psychiater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Orthopedagoog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. MEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Kindercoach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Anders, namelijk: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- E6** Heeft u **momenteel** behoefte aan ondersteuning bij het opvoeden? Ja
 Nee
- E7** Vindt u dat er in uw eigen gemeente voldoende ondersteuning bij het opvoeden wordt geboden? Ja
 Nee
 Weet ik niet
- E8** In hoeverre bent u het eens met onderstaande uitspraken?
- Kruis op iedere regel één hokje aan.*
- | | Sterk mee oneens | Beetje mee oneens | Beetje mee eens | Sterk mee eens |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Mijn kind eist vaak meer aandacht van me op dan ik kan geven | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mijn kind heeft overdag sterk wisselende stemmingen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Vaak begrijp ik mijn kind niet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Mijn kind stelt meer eisen aan mij dan de meeste andere kinderen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Ik doe mijn best mijn kind op te voeden, toch denk ik dat ik dat niet goed kan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Het is voor mij vrij moeilijk te begrijpen wat mijn kind wil of nodig heeft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Mijn kind blijkt meer problemen te geven dan ik had verwacht | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Mijn kind is nogal eens lastig, en dan valt het niet altijd mee om zo'n kind te hebben | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Kinderen jonger dan 1 jaar gaan dan naar vraag M1.

F Voeding (vanaf 1 jaar)

- F1** Hoeveel dagen **per week**: *Kruis op iedere regel één hokje aan.*
- | | (Bijna) nooit | 1 dag | 2 dagen | 3 dagen | 4 dagen | 5 dagen | 6 dagen | Elke dag |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Ontbijt uw kind? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Gebruikt uw kind een warme maaltijd? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Eet uw kind groente? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Eet uw kind fruit? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- F2** Op de dagen dat uw kind groente eet, hoeveel opscheplepels groente zijn dat dan per dag?
- Minder dan 1 opscheplepel
 1 opscheplepel
 2 opscheplepels
 3 opscheplepels
 Meer dan 3 opscheplepels
 N.v.t. kind eet geen groente
- F3** Op de dagen dat uw kind fruit eet, hoeveel porties eet uw kind dan meestal per dag? *(1 portie fruit is bijvoorbeeld 1 appel, 1 banaan, 1 perzik, 1 kiwi, 2 mandarijnen, 2 pruimen, een handje met druiven, kersen of aardbeien)*
- ½ portie per dag (*bijv. halve appel of 1 mandarijn*)
 1 portie per dag
 1,5 portie per dag
 2 porties per dag
 2,5 porties per dag
 3 porties of meer per dag
 N.v.t. kind eet geen fruit
- F4** Hoeveel keer per dag eet uw kind gemiddeld zoete of hartige tussendoortjes (*geen fruit*)?
- Nooit
 1 keer per dag
 2 keer per dag
 3 keer per dag
 4 keer per dag
 5 keer per dag of vaker

- F5** Hoeveel dagen per week drinkt uw kind suikerhoudende dranken? (Zoals frisdrank met suiker, limonade, Roosvicee, Wicky, Lessini, dixsan, thee met suiker, ice tea, vruchtensappen, Dubbelfriss)
- (Bijna) nooit → → → *ga naar vraag F7*
 - 1 dag per week
 - 2 dagen per week
 - 3 dagen per week
 - 4 dagen per week
 - 5 dagen per week
 - 6 dagen per week
 - Elke dag
- F6** Op de dagen dat uw kind suikerhoudende dranken drinkt, hoeveel glazen drinkt uw kind daar dan van? (Zoals frisdrank met suiker, limonade, Roosvicee, Wicky, Lessini, dixsan, thee met suiker, ice tea, vruchtensappen, Dubbelfriss)
- Geen of minder dan 1 glas per dag
 - 1 glas per dag
 - 2 glazen per dag
 - 3 glazen per dag
 - 4 glazen per dag
 - 5 of meer glazen per dag
- F7** Hoeveel dagen per week drinkt uw kind water of thee zonder suiker?
- (Bijna) nooit → → → *ga naar vraag G1*
 - 1 dag per week
 - 2 dagen per week
 - 3 dagen per week
 - 4 dagen per week
 - 5 dagen per week
 - 6 dagen per week
 - Elke dag
- F8** Op de dagen dat uw kind water of thee zonder suiker drinkt, hoeveel glazen drinkt uw kind daar dan van?
- Geen of minder dan 1 glas per dag
 - 1 glas per dag
 - 2 glazen per dag
 - 3 glazen per dag
 - 4 glazen per dag
 - 5 of meer glazen per dag

G Vrijtijdsbesteding (vanaf 1 jaar)

- G1** Op hoeveel dagen **per week** doet uw kind de volgende activiteiten of worden deze met uw kind gedaan? *Denk hierbij aan de afgelopen week. Kruis op iedere regel één hokje aan.*
- | | Nooit | 1 dag | 2 dagen | 3 dagen | 4 dagen | 5 dagen | 6 dagen | 7 dagen |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. TV kijken, of gebruik van computer, tablet of smartphone
<i>Gebruik in het kader van school/huiswerk niet meetellen</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Buiten spelen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- G2** Hoe lang **per dag** doet uw kind de volgende activiteiten?
Kruis op iedere regel één hokje aan.
- | | Nooit | Korter dan een half uur | Een half uur tot 1 uur | 1 tot 2 uur | 2 tot 3 uur | Meer dan 3 uur |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. TV kijken, of gebruik van computer, tablet, of smartphone
<i>Gebruik in het kader van school/huiswerk niet meetellen</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Buiten spelen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- G3** **Onderstaande vraag alleen bestemd indien kind 1, 2 of 3 jaar oud is.**
Hoeveel dagen **per week** doet uw kind activiteiten als zwemmen, peutergym, bewegen op muziek? *Denk hierbij aan de afgelopen week.*
- Nooit
 1 dag per week
 2 of meer dagen per week
 Mijn kind heeft deze activiteiten afgelopen week niet uitgevoerd, maar doet dat in een normale week wel

Kinderen jonger dan 4 jaar, gaan naar vraag M1.

- G4** Van welke van de volgende verenigingen, clubs of instellingen is uw kind lid?
U mag hier meer dan één antwoord aankruisen.
- | | |
|--------------------------|---|
| <input type="checkbox"/> | Sportvereniging of sportclub |
| <input type="checkbox"/> | Sportschool, fitnesscentrum |
| <input type="checkbox"/> | Scouting |
| <input type="checkbox"/> | Instelling voor kunstzinnige vormgeving
<i>(bijvoorbeeld muziekschool, e.d.)</i> |
| <input type="checkbox"/> | Muziekgroep <i>(bijvoorbeeld band, koor, fanfare)</i> |
| <input type="checkbox"/> | Dansgroep, toneelgroep |
| <input type="checkbox"/> | Hobbyclub |
| <input type="checkbox"/> | Carnavalsvereniging |
| <input type="checkbox"/> | Andere vereniging of club dan hierboven genoemd |
| <input type="checkbox"/> | Mijn kind is geen lid van een club of vereniging
→ → → <i>ga naar vraag G7</i> |
- G5** Hoeveel dagen **per week** doet uw kind aan sport bij een vereniging (buiten school)?
(zwemmen, voetballen, ballet, paardrijden etc.)
Denk hierbij aan de afgelopen week.
- Nooit → → → *ga naar vraag G7*
 1 dag per week
 2 dagen per week
 3 dagen per week
 4 dagen per week
 5 dagen per week
 6 dagen per week
 7 dagen per week

- G6** Hoe lang **per dag** sport uw kind dan?
Denk hierbij aan de afgelopen week.
- Kortere dan een half uur per dag
 - Een half uur tot 1 uur per dag
 - 1 tot 2 uur per dag
 - 2 tot 3 uur per dag
 - Meer dan 3 uur per dag
- G7** Heeft uw kind een zwemdiploma?
U mag hier meer antwoorden aankruisen.
- Ja
 - Nee, maar hij/zij zit op zwemles
 - Nee, maar hij/zij heeft schoolzwemmen
 - Nee, en hij/zij zit (nog) niet op zwemles en heeft ook geen schoolzwemmen
- G8** Heeft uw kind zelf een smartphone en/of tablet?
- Ja
 - Nee
- G9** Heeft uw kind in het **afgelopen jaar** een vervelende ervaring gehad op het internet?
- Nooit
 - Soms
 - Vaak
 - Heb ik geen zicht op
- G10** Heeft u met uw kind regels en afspraken over het gebruik van internet? (denk hierbij aan het gebruik van social media, YouTube, vloggen, Whatsapp, spelletjes)
- Ja, en daar houden we ons ook aan
 - Ja, maar we gaan er soepel mee om
 - Nee, we hebben er geen regels voor
 - Niet van toepassing
- G11** Praat u met uw kind over zijn/haar gedrag op internet?
- Ja, altijd
 - Soms
 - Nee, meestal niet
 - Niet van toepassing
- G12** In hoeverre ben je het eens met de onderstaande uitspraken
- a)** Ik stimuleer mijn kind om gezond te eten
- Helemaal mee oneens Helemaal mee eens
-
- 1 10
- b)** Ik stel grenzen aan ongezond eten/drinken van mijn kind
- Helemaal mee oneens Helemaal mee eens
-
- 1 10
- c)** Ik stimuleer mijn kind om te bewegen/sporten
- Helemaal mee oneens Helemaal mee eens
-
- 1 10
- d)** Ik stel grenzen aan schermtijd van mijn kind (TV/computer/tablet)
- Helemaal mee oneens Helemaal mee eens
-
- 1 10

H School (vanaf 4 jaar)

- H1** Hoeveel dagen **per week** gaat uw kind lopend of zelf fietsend naar school? *Denk hierbij aan de afgelopen week.*
- Nooit
 1 dag per week
 2 dagen per week
 3 dagen per week
 4 dagen per week
 5 dagen per week
- H2** Hoe lang is uw kind lopend of fietsend **per dag** onderweg van huis naar school en van school naar huis? *Tel de minuten bij elkaar op van één dag (ochtend en middag).*
- Hij/zij loopt of fietst nooit naar of van school
 Minder dan 10 minuten per dag
 10 tot 20 minuten per dag
 20 tot 30 minuten per dag
 30 minuten tot een uur per dag
 Langer dan een uur per dag
- H3** Hoeveel keer **per week** heeft uw kind sport op school, zoals schoolgym, schoolzwemmen, etc.? *Denk hierbij aan de afgelopen week.*
- Nooit
 1 keer per week
 2 keer per week
 3 keer per week
 4 keer per week
 5 keer per week of vaker
- H4** Is uw kind **de afgelopen vier weken** dat er school was thuis gebleven omdat hij/zij ziek was?
- Ja
 Nee

I Welbevinden (vanaf 4 jaar)

- I1** Wilt u alstublieft achter iedere vraag een kruisje zetten in het vierkantje onder "niet waar", "een beetje waar" of "zeker waar".
Het is van belang dat u alle vragen zo goed mogelijk beantwoordt, ook als u niet helemaal zeker bent of als u de vraag raar vindt. Wilt u alstublieft uw antwoorden baseren op het gedrag van het kind in de laatste zes maanden.

<i>Kruis op iedere regel één hokje aan.</i>		Niet waar	Een beetje waar	Zeker waar
	Mijn kind...			
a.	... houdt rekening met gevoelens van anderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	... is rusteloos, overactief, kan niet lang stilzitten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	... klaagt vaak over hoofdpijn, buikpijn, of misselijkheid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	... deelt makkelijk met andere kinderen (<i>bijvoorbeeld speelgoed, snoep, potloden, etc.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	... heeft vaak driftbuien of woede-uitbarstingen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	... is nogal op zichzelf, neigt er toe alleen te spelen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	... is doorgaans gehoorzaam, doet gewoonlijk wat volwassenen vragen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	... heeft veel zorgen, lijkt vaak over dingen in te zitten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	... is behulpzaam als iemand zich heeft bezeerd, van streek is of zich ziek voelt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	... is constant aan het wiebelen of wriemelen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	... heeft minstens één goede vriend of vriendin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	... vecht vaak met andere kinderen of pest ze	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	... is vaak ongelukkig, in de put of in tranen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	... wordt over het algemeen aardig gevonden door andere kinderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	... is gemakkelijk afgeleid, heeft moeite om zich te concentreren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p.	... is zenuwachtig of zich vastklampend in nieuwe situaties, verliest makkelijk zelfvertrouwen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Kruis op iedere regel één hokje aan.

	Niet waar	Een beetje waar	Zeker waar
q. ... is aardig tegen jongere kinderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. ... liegt of bedriegt vaak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. ... wordt getreiterd of gepest door andere kinderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. ... biedt vaak vrijwillig hulp aan anderen (<i>ouders, leerkrachten, andere kinderen</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. ... denkt na voor iets te doen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. ... pikt dingen thuis, op school of op andere plaatsen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. ... kan beter opschieten met volwassenen dan met andere kinderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. ... is voor heel veel bang, is snel angstig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. ... maakt opdrachten af, kan de aandacht goed Vasthouden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J Weerbaarheid (vanaf 4 jaar)

J1 Onderstaande stellingen gaan over weerbaarheid. Geef aan in hoeverre u het eens bent met iedere stelling:

Kruis op iedere regel één hokje aan.

	Helemaal mee oneens	Een beetje mee oneens	Een beetje mee eens	Helemaal mee eens
Mijn kind...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Kan voor zichzelf opkomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Kan 'nee' zeggen tegen andere kinderen als hij/zij iets niet wil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Zoekt hulp als hij/zij het nodig heeft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Houdt rekening met de grenzen van andere kinderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Kan met teleurstellingen omgaan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Heeft zelfvertrouwen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K Leefstijl (vanaf 4 jaar)

K1 Geeft u voor onderstaande situaties aan in welke mate u het acceptabel vindt dat...
Kruis op iedere regel één hokje aan.

	Helemaal niet acceptabel	Niet acceptabel	Een beetje acceptabel	Acceptabel	Zeer acceptabel
a. ... een kind jonger dan 18 jaar af en toe roken uitprobeert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ... een kind jonger dan 18 jaar dagelijks rookt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2 De volgende drie vragen hebben betrekking op de leeftijd waarop jongeren beginnen met alcohol drinken. Kunt u aangeven wat volgens u een algemeen geschikte startleeftijd is voor de volgende situaties:

- a.** Een verantwoorde leeftijd voor het eerste **slokje** alcoholische drank vind ik jaar
- b.** Een verantwoorde leeftijd voor het eerste **glas** alcoholische drank vind ik jaar
- c.** Een verantwoorde leeftijd voor **regelmatig, zelfstandig** alcoholgebruik vind ik jaar

K3	Bent u het eens of oneens met de volgende stellingen: <i>Kruis op iedere regel één hokje aan.</i>	Helemaal niet mee eens	Niet mee eens	Niet eens, niet oneens	Mee eens	Helemaal mee eens
a.	Als ouder kun je voorkomen dat je kind veel alcohol gaat drinken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Het is als ouder belangrijk om te weten hoeveel alcohol je kind drinkt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Ouders die zelf alcohol drinken kunnen hun kind(eren) niet verbieden alcohol te drinken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Ouders moeten voor hun opgroeiende kinderen duidelijke regels stellen over alcoholgebruik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Kinderen die van hun ouders geen alcohol thuis mogen drinken, gaan eerder buitenshuis met alcohol experimenteren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Als ouders een goed voorbeeld voor hun kind(eren) willen zijn, moeten zij geen alcohol drinken in het bijzijn van hun kinderen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Als je alcohol verbiedt, gaan kinderen het stiekem doen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Het is beter om kinderen thuis aan alcohol te laten wennen: beter thuis waar ik er controle op heb, dan buiten de deur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L Mantelzorg (vanaf 8 jaar)

Mantelzorg is de zorg die je geeft aan iemand uit je gezin of omgeving die voor langere tijd ziek is of hulp nodig heeft. Mantelzorg wordt niet betaald.

Bijvoorbeeld:

- 1) boodschappen doen, schoonmaken voor die bekende;
- 2) oppassen, aankleden en eten geven van jongere broertjes en zusjes;
- 3) helpen met eten, medicijnen geven aan die bekende;

- L1 Geeft uw kind **nu** mantelzorg?
- Nee, niet van toepassing (er is niemand die langdurig ziek is of hulp nodig heeft)
 - Nee, mijn kind geeft geen mantelzorg
 - Ja, maar niet elke dag
 - Ja, dagelijks

Alle leeftijden krijgen dit aan het eind van de vragenlijst

M Achtergrondkenmerken ouder(s)/verzorger(s)

- M1 Wat is de hoogst voltooide opleiding van u en uw partner?
(Een opleiding afgerond met diploma of voldoende getuigschrift)
In te vullen door de ouder(s)/verzorger(s) die in het huis wonen waar uw kind de meeste dagen van de week woont.

Geef in elke kolom één antwoord.

	moeder/ verzorger	vader/ verzorger
Niet van toepassing, er is geen moeder / verzorgster c.q. vader / verzorger in het huis waar het kind de meeste dagen van de week woont	<input type="checkbox"/>	<input type="checkbox"/>
Geen opleiding (<i>lagere school niet afgemaakt</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Basisonderwijs (<i>lagere school, speciaal basisonderwijs</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Lager of voorbereidend beroepsonderwijs (<i>zoals LTS, LEAO, LHNO, VMBO</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Middelbaar algemeen voortgezet onderwijs (<i>zoals MAVO, (M)ULO, MBO-kort, VMBO theoretische leerweg</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Middelbaar beroepsonderwijs en beroepsbegeleidend onderwijs (<i>zoals MBO-lanq, MTS, MEAO, BOL, BBL, INAS</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Hoger algemeen en voorbereidend wetenschappelijk onderwijs (<i>zoals HAVO, VWO, atheneum, gymnasium, HBS, MMS</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Hoger beroepsonderwijs (<i>zoals HTS, HEAO, HBO-V, kandidaats wetenschappelijk onderwijs</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Wetenschappelijk onderwijs (<i>universiteit</i>)	<input type="checkbox"/>	<input type="checkbox"/>
Anders moeder / verzorgster, namelijk:	<input type="checkbox"/>	
Anders vader / verzorger, namelijk:		<input type="checkbox"/>

M2 Welke situatie is het meest van toepassing op u en uw partner?

In te vullen door de ouder(s)/verzorger(s) die in het huis wonen waar uw kind de meeste dagen van de week woont.

Geef in elke kolom één antwoord.

	moeder/ verzorger	vader/ verzorger
Heeft betaald werk, werkt fulltime (36 uur of meer)	<input type="checkbox"/>	<input type="checkbox"/>
Heeft betaald werk, werkt parttime (minder dan 36 uur)	<input type="checkbox"/>	<input type="checkbox"/>
Is (vervroegd) met pensioen (AOW, VUT, FPU)	<input type="checkbox"/>	<input type="checkbox"/>
Is werkloos / werkzoekend	<input type="checkbox"/>	<input type="checkbox"/>
Is arbeidsongeschikt (WAO, AAW, WAZ, WAJONG)	<input type="checkbox"/>	<input type="checkbox"/>
Heeft een bijstandsuitkering	<input type="checkbox"/>	<input type="checkbox"/>
Is huisman / huisvrouw	<input type="checkbox"/>	<input type="checkbox"/>
Volgt onderwijs / studeert	<input type="checkbox"/>	<input type="checkbox"/>
Er is geen vader / verzorger of moeder / verzorger in huis	<input type="checkbox"/>	<input type="checkbox"/>

M3 Wat is het netto maandinkomen van uw huishouden?

Netto is het bedrag dat u maandelijks op uw bank- of girorekening(en) krijgt. Dit zijn inkomsten uit arbeid, pensioen, uitkeringen of alimentatie. Kinderbijslag, vakantie-uitkering of andere toeslagen zoals zorgtoeslag, huurtoeslag, kindertoeslag en kinderopvangtoeslag moet u niet meerekenen.

- €1.000,-- of minder
 €1.001,-- tot en met €1.500,--
 €1.501,-- tot en met €2.200,--
 €2.201,-- tot en met €3.600,--
 €3.601,-- of meer
 Wil ik niet zeggen

N Tot slot

N1 Heeft u nog opmerkingen of aanvullingen op deze vragenlijst of op het onderzoek? Vult u die dan hieronder in.

Dit is het einde van de lijst!

Hartelijk bedankt voor uw medewerking!

Syntax

```
CROSSTABS
  /TABLES=Buitenspelen2var BY Inkomenh
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CORR
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

```
CROSSTABS
  /TABLES=sporten2var BY Inkomenh
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CORR
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

```
CROSSTABS
  /TABLES=geslacht BY Inkomenh
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CORR
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

```
CROSSTABS
  /TABLES=ift4cat BY Inkomenh
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CORR
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

```
CROSSTABS
  /TABLES=Stimuleerbeweeg_2cat BY
Inkomenh
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CORR
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

```
CROSSTABS
  /TABLES=mis_voorz5 mis_voorz6 mis_voorz7
mis_voorz8 mis_voorz9 mis_voorz10 BY
Inkomenh
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ CORR
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

```
CROSSTABS
  /TABLES=Overlijden Psychischeproblemen
Echtscheiding Problemenwerk Geldproblemen
BY Inkomenh
  /FORMAT=AVALUE TABLES
```

```
/STATISTICS=CHISQ CORR
/CELLS=COUNT COLUMN
/COUNT ROUND CELL.
```

```
DATASET ACTIVATE DataSet1.
LOGISTIC REGRESSION VARIABLES Sporten2var
  /METHOD=ENTER Inkomenh
  /CONTRAST (Inkomenh)=Indicator
  /SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
  /PRINT=CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
LOGISTIC REGRESSION VARIABLES Sporten2var
  /METHOD=ENTER geslacht
  /CONTRAST (geslacht)=Indicator
  /SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
  /PRINT=CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
DATASET ACTIVATE DataSet1.
LOGISTIC REGRESSION VARIABLES
buitenspelen2var
  /METHOD=ENTER Inkomenh
  /CONTRAST (Inkomenh)=Indicator
  /SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
  /PRINT=CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
LOGISTIC REGRESSION VARIABLES
buitenspelen2var
  /METHOD=ENTER geslacht
  /CONTRAST (geslacht)=Indicator
  /SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
  /PRINT=CI(95)
  /CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
LOGISTIC REGRESSION VARIABLES Sporten2var
  /METHOD=ENTER Ift4cat
  /CONTRAST (Ift4cat)=Indicator
```

```

/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER lft4cat
/CONTRAST (lft4cat)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

DATASET ACTIVATE DataSet1.
LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER Inkomenh geslacht
/CONTRAST (Inkomenh)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/CLASSPLOT
/CASEWISE OUTLIER(2)
/PRINT=GOODFIT CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

DATASET ACTIVATE DataSet1.
* Complex Samples Frequencies.
CSTABULATE
/PLAN FILE='G:\SPSS Epi
HvB\Gezondheidsmonitor Jeugd 0-11
2017\Toetsen\JM 2017.csaplan'
/TABLES VARIABLES=Inkomenh
/CELLS POPSIZE TABLEPCT
/STATISTICS SE CIN(95) COUNT DEFF
/MISSING SCOPE=TABLE
CLASSMISSING=EXCLUDE.

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER stimuleerbeweeeg_2cat
lft4cat geslacht Inkomenh
/CONTRAST
(stimuleerbeweeeg_2cat)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER mis_voorz5 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz5)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER mis_voorz6 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz6)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER mis_voorz7 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz7)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER mis_voorz8 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz8)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER mis_voorz9 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz9)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var

```



```

/METHOD=ENTER mis_voorz10 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz10)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Overlijden lft4cat geslacht
Inkomenh
/CONTRAST (Overlijden)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Psychischeproblemen
lft4cat geslacht Inkomenh
/CONTRAST
(Psychischeproblemen)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Geldproblemen lft4cat
geslacht Inkomenh
/CONTRAST (Geldproblemen)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER stimuleerbeweeeg_2cat
lft4cat geslacht Inkomenh
/CONTRAST
(stimuleerbeweeeg_2cat)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER mis_voorz5 lft4cat
geslacht Inkomenh

```

```

/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Echtscheiding lft4cat
geslacht Inkomenh
/CONTRAST (Echtscheiding)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Problemenwerk lft4cat
geslacht Inkomenh
/CONTRAST (Problemenwerk)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

/CONTRAST (mis_voorz5)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER mis_voorz6 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz6)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER mis_voorz7 lft4cat
geslacht Inkomenh
/CONTRAST (mis_voorz7)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)

```

```

/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER mis_voorz8 lft4cat
geslacht Inkomenh

```

```

/CONTRAST (mis_voorz8)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER mis_voorz9 lft4cat
geslacht Inkomenh

```

```

/CONTRAST (mis_voorz9)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER mis_voorz10 lft4cat
geslacht Inkomenh

```

```

/CONTRAST (mis_voorz10)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER Overlijden lft4cat geslacht
Inkomenh

```

```

/CONTRAST (Overlijden)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER Psychischeproblemen
lft4cat geslacht Inkomenh

```

```

/CONTRAST

```

```

(Psychischeproblemen)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER Echtscheiding lft4cat
geslacht Inkomenh

```

```

/CONTRAST (Echtscheiding)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER Problemenwerk lft4cat
geslacht Inkomenh

```

```

/CONTRAST (Problemenwerk)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES

```

```

Buitenspelen2var
/METHOD=ENTER Geldproblemen lft4cat
geslacht Inkomenh

```

```

/CONTRAST (Geldproblemen)=Indicator
/SAVE=PRED PGROUP LEVER ZRESID
/CLASSPLOT
/PRINT=CORR CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

DATASET ACTIVATE DataSet1.

```

```

LOGISTIC REGRESSION VARIABLES Sporten2var

```

```

/METHOD=ENTER Inkomenh geslacht lft4cat
/CONTRAST (Inkomenh)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID

```

```

/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```
LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Inkomenh geslacht lft4cat
stimuleerbeweeg_2cat
/CONTRAST (Inkomenh)=Indicator
/CONTRAST
stimuleerbeweeg_2cat)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Inkomenh geslacht lft4cat
/METHOD=ENTER mis_voorz5 mis_voorz6
mis_voorz7 mis_voorz8 mis_voorz9
mis_voorz10
/CONTRAST (Inkomenh)=Indicator
/CONTRAST (mis_voorz5)=Indicator
/CONTRAST (mis_voorz6)=Indicator
/CONTRAST (mis_voorz7)=Indicator
/CONTRAST (mis_voorz8)=Indicator
/CONTRAST (mis_voorz9)=Indicator
/CONTRAST (mis_voorz10)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Inkomenh geslacht lft4cat
/METHOD=ENTER Overlijden
Psychischeproblemen Problemenwerk
Geldproblemen
/CONTRAST (Inkomenh)=Indicator
/CONTRAST (Overlijden)=Indicator
/CONTRAST
(Psychischeproblemen)=Indicator
/CONTRAST (Problemenwerk)=Indicator
/CONTRAST (Geldproblemen)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
LOGISTIC REGRESSION VARIABLES Sporten2var
/METHOD=ENTER Inkomenh geslacht lft4cat
/METHOD=ENTER Overlijden
Psychischeproblemen Problemenwerk
Geldproblemen
```

```
/METHOD=ENTER mis_voorz5 mis_voorz6
mis_voorz7 mis_voorz8 mis_voorz9
mis_voorz10
/METHOD=ENTER stimuleerbeweeg_2cat
/CONTRAST (Inkomenh)=Indicator
/CONTRAST (Overlijden)=Indicator
/CONTRAST
(Psychischeproblemen)=Indicator
/CONTRAST (Problemenwerk)=Indicator
/CONTRAST (Geldproblemen)=Indicator
/CONTRAST (mis_voorz5)=Indicator
/CONTRAST (mis_voorz6)=Indicator
/CONTRAST (mis_voorz7)=Indicator
/CONTRAST (mis_voorz8)=Indicator
/CONTRAST (mis_voorz9)=Indicator
/CONTRAST (mis_voorz10)=Indicator
/CONTRAST
(stimuleerbeweeg_2cat)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
DATASET ACTIVATE DataSet1.
LOGISTIC REGRESSION VARIABLES
buitenspelen2var
/METHOD=ENTER Inkomenh geslacht lft4cat
/CONTRAST (Inkomenh)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5)
```

```
LOGISTIC REGRESSION VARIABLES
buitenspelen2var
/METHOD=ENTER Inkomenh geslacht lft4cat
stimuleerbeweeg_2cat
/CONTRAST (Inkomenh)=Indicator
/CONTRAST
(stimuleerbeweeg_2cat)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).
```

```
LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER Inkomenh geslacht lft4cat
```

```

/METHOD=ENTER mis_voorz5 mis_voorz6
mis_voorz7 mis_voorz8 mis_voorz9
mis_voorz10
/CONTRAST (Inkomeh)=Indicator
/CONTRAST (mis_voorz5)=Indicator
/CONTRAST (mis_voorz6)=Indicator
/CONTRAST (mis_voorz7)=Indicator
/CONTRAST (mis_voorz8)=Indicator
/CONTRAST (mis_voorz9)=Indicator
/CONTRAST (mis_voorz10)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER Inkomeh geslacht lft4cat
/METHOD=ENTER Overlijden
Psychischeproblemen Geldproblemen
/CONTRAST (Inkomeh)=Indicator
/CONTRAST (Overlijden)=Indicator
/CONTRAST
(Psychischeproblemen)=Indicator
/CONTRAST (Geldproblemen)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)

```

```

/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```

```

LOGISTIC REGRESSION VARIABLES
Buitenspelen2var
/METHOD=ENTER Inkomeh geslacht lft4cat
/METHOD=ENTER Overlijden
Psychischeproblemen Geldproblemen
/METHOD=ENTER mis_voorz5 mis_voorz6
mis_voorz7 mis_voorz8 mis_voorz9
mis_voorz10
/METHOD=ENTER stimuleerbeweeg_2cat
/CONTRAST (Inkomeh)=Indicator
/CONTRAST (Overlijden)=Indicator
/CONTRAST
(Psychischeproblemen)=Indicator
/CONTRAST (Geldproblemen)=Indicator
/CONTRAST (mis_voorz5)=Indicator
/CONTRAST (mis_voorz6)=Indicator
/CONTRAST (mis_voorz7)=Indicator
/CONTRAST (mis_voorz8)=Indicator
/CONTRAST (mis_voorz9)=Indicator
/CONTRAST (mis_voorz10)=Indicator
/CONTRAST
(stimuleerbeweeg_2cat)=Indicator
/SAVE=PRED PGROUP COOK LEVER DFBETA
ZRESID
/PRINT=CI(95)
/CRITERIA=PIN(0.05) POUT(0.10) ITERATE(20)
CUT(0.5).

```