

**MDI**  
**GRADE 4**



SCHOOL DISTRICT 19 ■ **REVELSTOKE**

# SCHOOL DISTRICT & COMMUNITY REPORT

HUMAN  
EARLY LEARNING  
PARTNERSHIP



2015/2016 GRADE 4 RESULTS





MIDDLE YEARS  
DEVELOPMENT  
INSTRUMENT

## ACKNOWLEDGEMENTS

The MDI team would like to extend its warmest appreciation to the students, teachers and administrators who made this project possible. Thank you for your participation.

MDI research is made possible with funding from the United Way of the Lower Mainland (UWLM) and school districts across BC. We would like to thank and acknowledge the UWLM and all participating school districts for their support and collaboration on this project.

HELP's Middle Years research is led by Dr. Kimberly Schonert-Reichl. HELP acknowledges Dr. Schonert-Reichl for her leadership in social and emotional development research, her dedication to exploring children's experiences in the middle years and for raising the profile of children's voices, locally and internationally.

HELP faculty and staff would also like to acknowledge our Founding Director, Dr. Clyde Hertzman, whose life's work is a legacy for the institute's research. He continues to inspire and guide our work and will always be celebrated as 'a mentor to all who walked with him.'

For more information please contact HELP's MDI Project Coordinator:

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Website: [earlylearning.ubc.ca/mdi](http://earlylearning.ubc.ca/mdi)

a place of mind



HUMAN  
EARLY LEARNING  
PARTNERSHIP

## ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute, based at the School of Population and Public Health at the University of British Columbia. The institute was founded by Dr. Clyde Hertzman in 1999.


HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's many research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course. To learn more please visit our website at [earlylearning.ubc.ca](http://earlylearning.ubc.ca).

### *Suggested citation*

Human Early Learning Partnership. **MDI [Middle Years Development Instrument] Grade 4 report. School District & Community Results, 2015-2016. Revelstoke (SD19).** Vancouver, BC: University of British Columbia, School of Population and Public Health; May 2016.

# SCHOOL DISTRICT & COMMUNITY REPORT

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# INTRODUCTION TO THE MDI



## WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, ages 6 to 12, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

Early adolescent children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not “fit in” to their social and academic environments. These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adolescence and adulthood. Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships with adults and peers during this critical time act to increase a child’s resiliency and success.

## ABOUT THE MIDDLE YEARS DEVELOPMENT INSTRUMENT

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. The MDI is not an assessment for individual children. Instead, it is a unique and comprehensive population-based measure that helps us gain a deeper understanding of children’s health and well-being during middle childhood. Researchers at the Human Early Learning Partnership (HELP) are using results from the MDI to understand the factors that promote children’s social-emotional health and well-being. In addition, the MDI is being used to inform policy and practice and support collaboration across education, health and community sectors.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to children’s well-being, health and academic achievement. It focuses on highlighting the protective factors and assets that are known to support and optimize development in middle childhood. These areas are: **Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time and School Experiences**. Each of these dimensions is made up of several measures and each measure is made up of one or more questions.

## INTRODUCTION TO THE MDI

Combining select measures from the MDI helps us paint a fuller picture of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices:

- **The Well-Being Index** consists of measures relating to children's physical health and social and emotional development that are of critical importance during the middle years: Optimism, Self-Esteem, Happiness, Absence of Sadness and General Health.
- **The Assets Index** consists of measures of key assets that help to promote children's positive development and well-being. Assets are resources and influences present in children's lives such as supportive relationships and enriching activities. The MDI measures four types of assets: Adult Relationships, Peer Relationships, Nutrition and Sleep, and After-School Activities.

The chart below illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

### 5 DIMENSIONS OF THE MDI



#### SOCIAL & EMOTIONAL DEVELOPMENT

##### MEASURES

- Optimism
- Empathy
- Prosocial Behaviour
- Self-Esteem
- Happiness
- Absence of Sadness
- Absence of Worries
- Self-Regulation (Short & Long Term)
- \*Responsible Decision-Making
- \*Self-Awareness
- \*Perseverance
- \*Assertiveness
- \*Citizenship and Social Responsibility

\* Grade 7 only



#### PHYSICAL HEALTH & WELL-BEING

##### MEASURES

- General Health
- Eating Breakfast
- Meals with Adults at Home
- Frequency of Good Sleep
- Body Image



#### CONNECTEDNESS

##### MEASURES

- Adults at School
- Adults in the Neighbourhood
- Adults at Home
- Peer Belonging
- Friendship Intimacy
- Important Adults



#### USE OF AFTER-SCHOOL TIME

##### MEASURES

- Organized Activities
  - Educational Lessons or Activities
  - Youth Organizations
  - Sports
  - Music or Arts
- How Children Spend Their Time
- After-School People and Places
- Children's Wishes and Barriers



#### SCHOOL EXPERIENCES

##### MEASURES

- Academic Self-Concept
- School Climate
- School Belonging
- Motivation
- Future Goals
- Victimization and Bullying

### WELL-BEING INDEX

- A measure in the Well-Being Index



### ASSETS INDEX

- A measure in the Assets Index

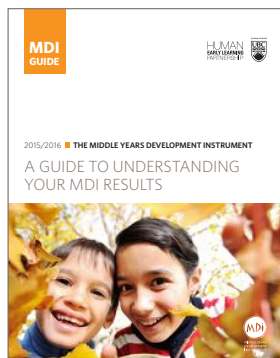


### UNDERSTANDING YOUR MDI RESULTS

Look for these icons in the report to lead you to further information and research.



The MDI companion, “A Guide to Understanding your MDI Results” was developed to support the interpretation and application of MDI results for schools and communities. The guide provides:



- Information on the MDI survey questions, the response scales and the scoring methods for each dimension and measure;
- Answers to important questions related to data collection and privacy, mapping and reporting, as well as the reliability and validity of the MDI;
- Recommendations for moving to action with your MDI results;
- Highlights from current research related to children’s healthy development during the middle years and evidence on the importance of the MDI’s five dimensions of children’s well-being;
- Related research publications and online resources.



**Visit our website** - Visit our website to learn more about the MDI, to access additional resources and tools, or to contact HELP staff and researchers: [www.earlylearning.ubc.ca/mdl](http://www.earlylearning.ubc.ca/mdl).



**From the research** - Highlights from current middle years research are provided throughout the report to help contextualize your MDI results and support understanding of key issues in children’s development. For a full list of citations, please see the MDI References section in “A Guide to Understanding your MDI Results.”





## MOVING TO ACTION



MDI data can support planning and initiate action within schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from. Here, we provide suggestions to help you get started. In addition, HELP staff and researchers are available to provide support to MDI initiatives. If you would like to request support or tell us about your experiences using MDI data please contact our team: [mdi@help.ubc.ca](mailto:mdi@help.ubc.ca).

### 1. ENGAGE IN CONVERSATIONS

Review your MDI results in collaboration with children, parents and elders, teachers, school administrators, after-school program staff, local early/middle childhood committees, librarians, parks and recreation staff, local government and other community stakeholders. Highlight strengths and examples of success. Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Identify school and community champions and create an action plan that involves participation from everyone.

### 2. INVOLVE CHILDREN

The results from the MDI survey can be shared with children. Involve them as much as possible in the interpretation of the data and gather their feedback on how both the school and the community can better serve their needs. Ask for their suggestions on how to improve their school climate and after-school experiences. Teachers may wish to incorporate an exploration of MDI data into their classroom curriculum. Children tend to offer creative solutions that can often be implemented easily and at no cost.

### 3. THINK BIG, START SMALL

The MDI provides rich data related to the whole child. It may be overwhelming to consider the many opportunities presented in the data for schools, communities and governments to improve child well-being. Moving to action with MDI data will be more successful if you focus your efforts on 1 or 2 areas for improvement. There are different ways to approach the data. You can focus on individual measures, such as Optimism, Bedtimes, Peer Belonging and Empathy. Alternatively, you can focus on outcomes related to the Well-Being Index, such as 'Thriving', or Assets Index, such as the presence of positive Adult Relationships. Questions to consider when identifying an area of focus are: Which measures resonate the most with your stakeholders? Which measures do you have influence over? Which areas align with your mission and mandate?

## MOVING TO ACTION

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### 4. LEARN FROM THE SUCCESS OF OTHERS

Review the data from other neighbourhoods and school districts. Do you see examples of success that you would like to replicate? Connect with local champions or leaders from these areas to discuss the actions they have taken to improve child well-being. Likewise, you may want to consider sharing local initiatives and learnings across schools and across districts.

### 5. CHECK OUT OUR ONLINE RESOURCE

HELP has created 'Tools for Action,' an online resource that will help schools and communities interpret and act upon the data included in the MDI reports. You will find videos, worksheets, print resources and examples of how other communities have used their MDI data to move to action. The 'Tools for Action' can be accessed on our website: [www.earlylearning.ubc.ca/mdi/tools](http://www.earlylearning.ubc.ca/mdi/tools).

### 6. EXPLORE LOCAL MDI RESULTS

Neighbourhoods have unique characteristics that provide important context for interpreting MDI results. Understanding neighbourhood-level differences within a school district or community is important when considering actions to support children's well-being. Explore local data by using the neighbourhood profiles and maps. Both are useful for illustrating and understanding neighbourhood-level strengths and challenges.





# ABOUT THE 2015/2016 RESULTS

## HOW THE RESULTS ARE REPORTED

This report provides the MDI data at two levels of geography: by school district and by neighbourhood.

- **School district data** - Averages are reported for all children who participated within the school district.
- **Neighbourhood data** - Averages are reported for all children living within a particular neighbourhood. These data are aggregated using children's home postal codes, not by where they attend school.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed.

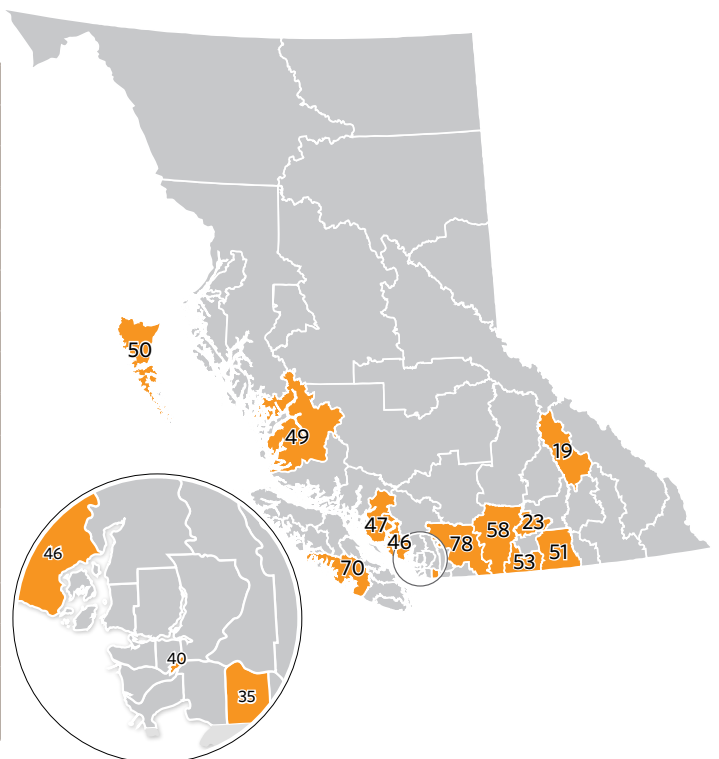
The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

## PARTICIPATING SCHOOL DISTRICTS

Thirteen school districts participated in the Grade 4 MDI in the 2015/2016 school year, with a total of **4,147** students completing the questionnaire.

This report compares school district results to all of the MDI data collected across the province this year. When making this comparison, it is important to consider the distribution of this year's participating school districts. Please note that these data **do not represent a complete provincial snapshot**.

School District	Number of Children	Participation Rate
19 Revelstoke	81	94%
23 Central Okanagan	1,363	71%
35 Langley	1,260	77%
40 New Westminster	377	74%
46 Sunshine Coast	199	82%
47 Powell River	125	73%
49 Central Coast	12	75%
50 Haida Gwaii	29	100%
51 Boundary	76	78%
53 Okanagan/Similkameen	152	82%
58 Nicola/Similkameen	123	77%
70 Alberni	237	75%
78 Fraser-Cascade	113	74%
<b>All Participating School Districts</b>	<b>4,147</b>	<b>74%</b>





# SCHOOL DISTRICT RESULTS

## REVELSTOKE (SD 19)

### DEMOGRAPHICS

#### SCHOOL DISTRICT POPULATION

Total Sample	81	Boys	37
Participation Rate	94%	Girls	42

#### Total Sample

Refers to the total number of children represented in this report. Children are included in the district sample if they complete at least one question on the MDI questionnaire.

#### Participation Rate

Refers to the percentage of the school district's total Grade 4 population that participated in the MDI survey this year.

#### Gender

Children are asked to report their gender and this report reflects their responses. Responses may not add to the district total as some children did not provide an answer to the question on gender.

#### LANGUAGES SPOKEN AT HOME

Aboriginal Language	0%	Korean	1%
Cantonese	0%	Mandarin	0%
English	95%	Punjabi	0%
Filipino/Tagalog	1%	Spanish	4%
French	11%	Vietnamese	0%
Hindi	0%	Other	4%
Japanese	0%		

#### Languages Spoken at Home

Children are able to select more than one language spoken in the home. Therefore, in some cases, the percentages may add up to more than 100%.

#### Aboriginal Languages

If a child selects "Aboriginal Language" as a language spoken at home they are then asked to identify, if possible, the specific language. These data are not publicly available.

#### Other

A limited selection of languages are offered on the MDI questionnaire. The "other" category gives children an opportunity to enter their own response(s). For a list of common responses given for "other" languages, please email: [mdi@help.ubc.ca](mailto:mdi@help.ubc.ca).



# SOCIAL & EMOTIONAL DEVELOPMENT

## IT'S IMPORTANT BECAUSE...


Social and emotional competencies are critical for children's successful development throughout their lives. Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles, and physical and psychological well-being.

Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the **MDI Guide**.


## RESULTS FOR YOUR DISTRICT

Number of children (SD 19): **81**

Percentage of children who reported:

High well-being 

Medium well-being 

Low well-being 

Average for all districts, 2015/16\*  
(Number of children: **4,147**)

*\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.*



The MDI questionnaire asks children 23 questions related to their Social and Emotional Development. For a complete list of questions and an explanation of how these measures are scored, see 'A Guide to Understanding your MDI Results.'

### OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."

### EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."

### PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."

### SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."

### HAPPINESS

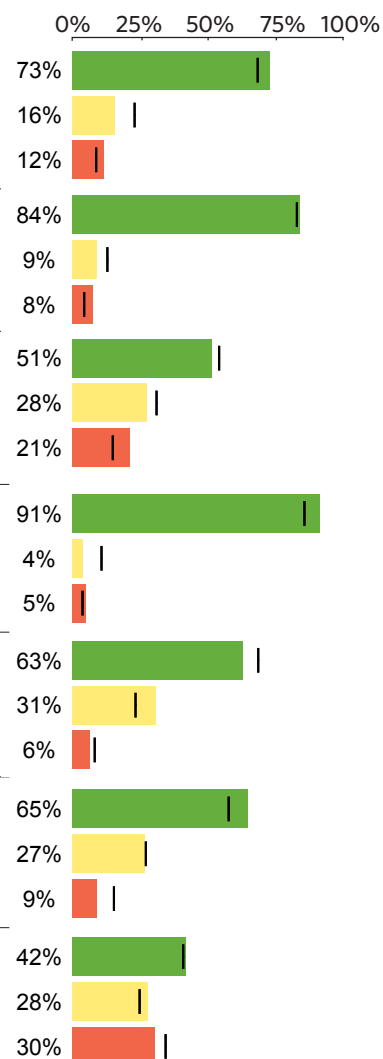
Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."

### ABSENCE OF SADNESS

Absence of Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

### ABSENCE OF WORRIES

Absence of Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."



## SOCIAL & EMOTIONAL DEVELOPMENT



\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.



# PHYSICAL HEALTH & WELL-BEING

## IT'S IMPORTANT BECAUSE...


Promoting children's physical and mental health is important for maintaining their overall health outcomes. It is important to provide children with direction, information and opportunities to develop a healthy lifestyle and to make appropriate lifestyle choices. In addition to physical activity, a good night's sleep, combined with sharing meals with family members and starting the day with a healthy breakfast, are important factors for positive physical health outcomes.

Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the **MDI Guide**.

## RESULTS FOR YOUR DISTRICT

Number of children (SD 19): **81**

Percentage of children who reported:

High well-being 

Medium well-being 

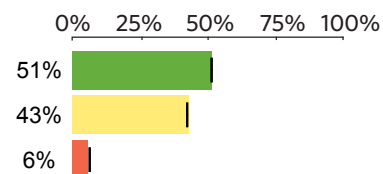
Low well-being 

Average for all districts, 2015/16\*  
(Number of children: **4,147**)

\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.

### GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



### EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



### MEALS WITH ADULTS AT HOME

Children are asked, "How often do your parents or adult family members eat meals with you?"



### FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"



When families eat together regularly there are positive and preventative effects on children's healthy behaviours, self-esteem and academic achievement. These mealtime routines provide opportunities for building family cohesion and stability, as well as teaching children about healthy food behaviours.

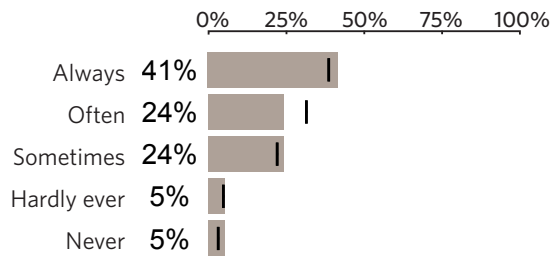
(Harrison, 2015 )

Sharing meals with family during young adulthood is associated with better diet quality, including higher intake of fruit, vegetables, milk products and other key nutrients.

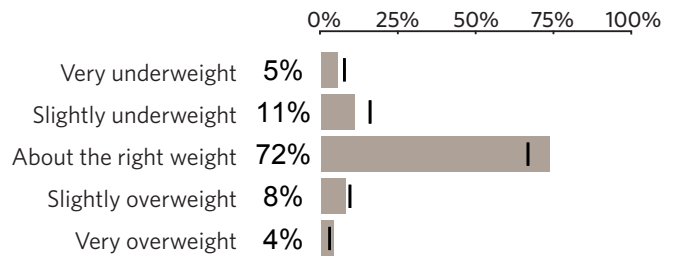
(Larson et al., 2013)

## PHYSICAL HEALTH & WELL-BEING

### HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?



### HOW DO YOU RATE YOUR BODY WEIGHT?



### WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



Before 9pm

**48%**



9pm - 10pm

**29%**



10pm - 11pm

**11%**



11pm - 12pm

**7%**



After 12am

**5%**



Children's lack of sleep is linked with increases in anxiety, while anxiety is also associated with disturbing children's sleep patterns. During middle childhood the brain is particularly sensitive to sleep quality because the brain's memory and learning processes are developing during these periods.

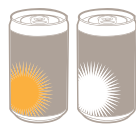
(McMakin & Alfano, 2015)

### HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?



Never-Once/week

**41%**



2-4 times/week

**41%**



5+ times/week

**17%**

Do you have a physical or health condition that keeps you from doing some things other kids your age do? For example, school activities, sports or getting together with friends. Children can select all of the options that apply.

No health condition	Yes, a physical disability	Yes, a long-term illness	Yes, overweight	Yes, something else
<b>79%</b>	<b>4%</b>	<b>7%</b>	<b>1%</b>	<b>14%</b>



# CONNECTEDNESS

## IT'S IMPORTANT BECAUSE...

Children's connections to their parents, peers and the people in their schools and communities play a central role in their development. These connections promote mental health and can act as protective factors to children's well-being. Research shows that a single caring adult, be it a family member, a teacher or a neighbour, can make a very powerful difference in a child's life.

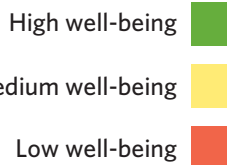
Detailed information on the MDI survey questions and response scales for Connectedness are available in the **MDI Guide**.

## RESULTS FOR YOUR DISTRICT

### CONNECTEDNESS WITH ADULTS

Number of children (SD 19): **81**

Percentage of children who reported:



Average for all districts, 2015/16\*  
(Number of children: **4,147**)

\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.

#### ADULTS AT SCHOOL

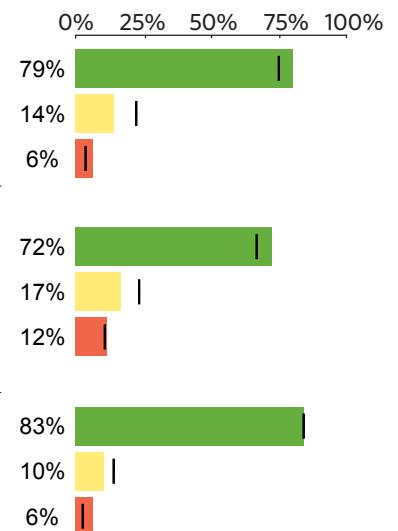
Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."

#### ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."

#### ADULTS AT HOME

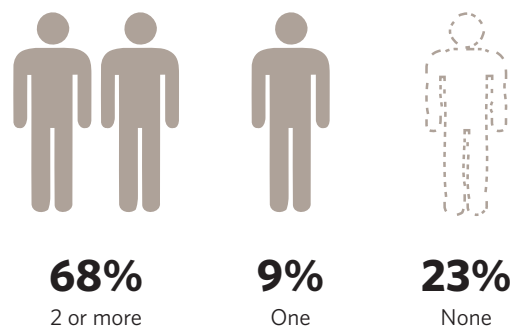
Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



Social relationships during middle childhood strongly influence well-being. Among Grade 4 students, peer belonging and positive relationships with adults in the home were associated with better outcomes on self-reported well-being. In addition, feeling connected to adults in school was linked to both increased health and life satisfaction.

(Gadermann, Guhn, Schonert-Reichl et al, 2015)

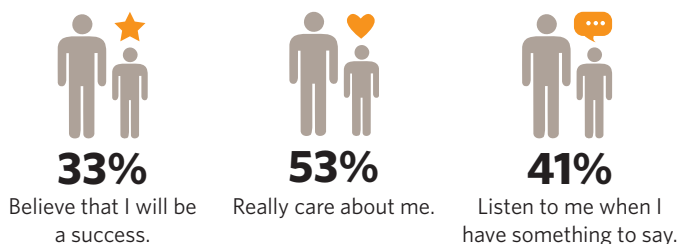
### NUMBER OF IMPORTANT ADULTS AT SCHOOL





## CONNECTEDNESS

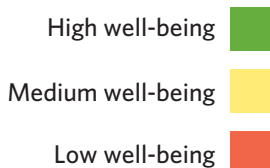
Percentage of children who responded “very much true” when asked:  
IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:



## CONNECTEDNESS WITH PEERS

Number of children (SD 19): **81**

Percentage of children who reported:



Average for all districts, 2015/16\*  
(Number of children: **4,147**)

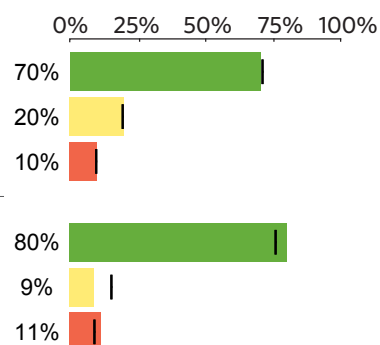
\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.

### PEER BELONGING

Measures children's feelings of belonging to a social group.  
e.g. "When I am with other kids my age, I feel I belong."

### FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."



A 32-year study of children's pathways to positive well-being in adulthood found that strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement.

(Olsson, 2013)



# USE OF AFTER-SCHOOL TIME

## IT'S IMPORTANT BECAUSE...

Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities experience greater academic and social success.

Detailed information on the MDI survey questions and response scales for Use of After-School Time are available in the **MDI Guide**.

## RESULTS FOR YOUR DISTRICT

### AFTER-SCHOOL ACTIVITIES

Number of children (SD 19): **81**

Percentage of children who reported:

**2+ times per week**

**Once per week**

**Not at all**

Average for all districts, 2015/16\*  
(Number of children: **4,147**)

*\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.*

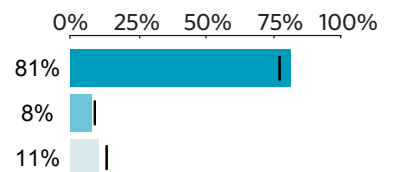


The hours from 3-6pm are known as the 'critical hours' because this is the time of day when children are most likely to be left unsupervised. Learn more about 'critical hours' and the importance of structured vs. unstructured play time in the **MDI Guide**.

**During last week after school (from 3pm-6pm), how many days did you participate in:**

#### ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. For example, educational lessons, youth organizations, music or art lessons and sports practice



#### EDUCATIONAL LESSONS OR ACTIVITIES

For example, tutoring, attending a math school, foreign language lessons, or some other academic related activity.



#### MUSIC OR ART LESSONS

For example, drawing or painting classes, musical instrument lessons or some other activity related to music or art.



#### YOUTH ORGANIZATIONS

For example, Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



#### INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example, swimming, dance, gymnastics, ice skating, tennis or another individual sport.



#### TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example, basketball, hockey, soccer, football or another team sport.



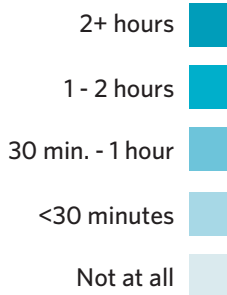
## USE OF AFTER-SCHOOL TIME

### HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3pm-6pm on unstructured or unsupervised activities:

Number of children (SD 19): **81**

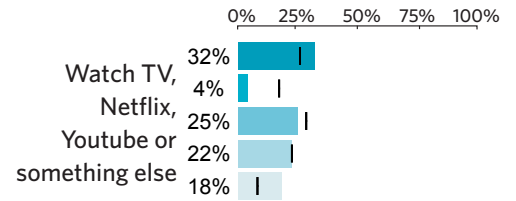
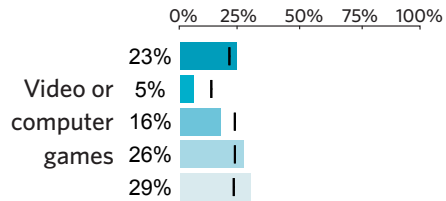
Percentage of children who reported:



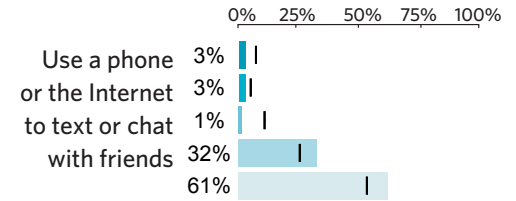
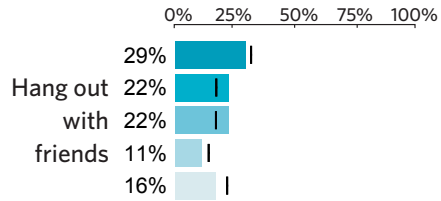
Average for all districts, 2015/16\*  
(Number of children: **4,147**)

\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.

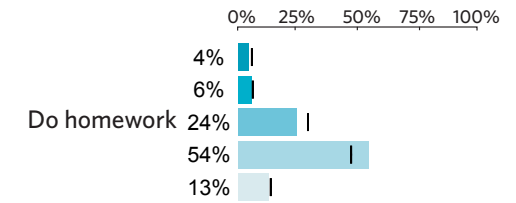
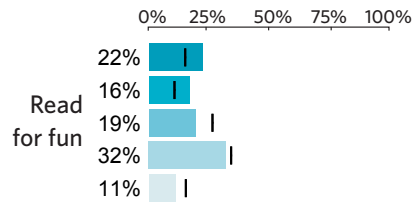
### TV & COMPUTER USE



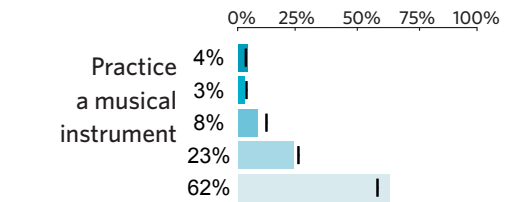
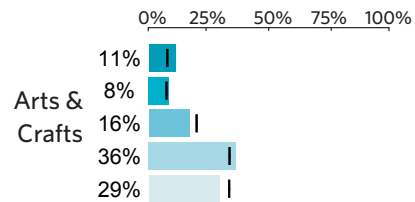
### SOCIALIZING WITH FRIENDS



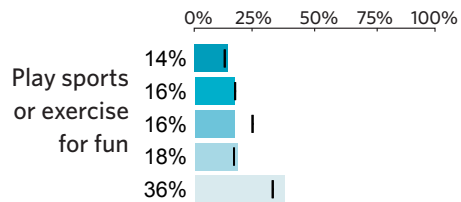
### READING & HOMEWORK



### MUSIC & ARTS



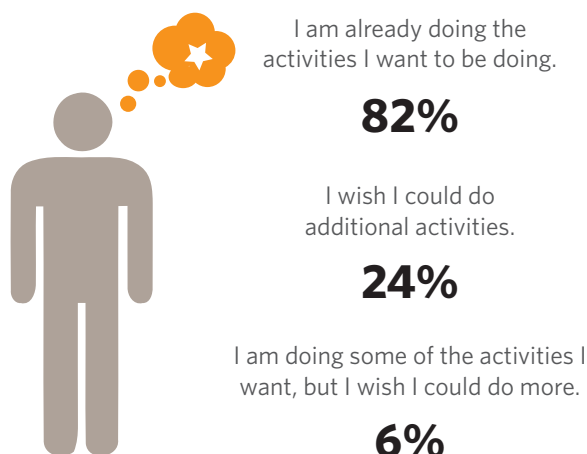
### SPORTS



## USE OF AFTER-SCHOOL TIME

### WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after school hours of 3pm-6pm:



Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES	(Number of students)
Computer/Video Games/TV	1
Friends and Playing	0
Physical and/or Outdoor Activities	13
Music and Fine Arts	2
Time with Family at Home	0
Free Time/Relaxing	0
Other	0

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?	(Number of students)
Community Centre	4
Home	4
Park or Playground	2
School	3
Other	10

### PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



Children were asked what prevents them from doing the activities they wish to be doing after school (3pm-6pm): Children can select all of the options that apply

	(Number of students)
I have no barriers.	31
I have to go straight home after school.	18
I am too busy.	10
It costs too much.	5
The schedule does not fit the times I can attend.	12
My parents do not approve.	1
I don't know what's available.	5
I need to take care of siblings or do things at home.	5
It is too difficult to get there.	4
None of my friends are interested or want to go.	5
The activity that I want is not offered.	4
I have too much homework to do.	6
I am afraid I will not be good enough in that activity.	5
It is not safe for me to go.	1
Other.	14



*A study examining the experiences of children in Grades 1-5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion.*

(Wade, 2015)

## USE OF AFTER-SCHOOL TIME

### AFTER-SCHOOL PEOPLE AND PLACES

#### WHERE DO YOU GO AFTER SCHOOL? (From 3pm-6pm)

	Never	Once a week	2+ times a week
Home	8%	7%	86%
Stay at school for an activity	67%	16%	17%
After-school program or child care	66%	17%	17%
Friend's house	20%	38%	42%
Park/playground/community centre	45%	29%	25%
The mall or stores	78%	8%	14%
Someplace else	48%	28%	24%

#### WHO ARE YOU WITH AFTER SCHOOL?

(Children can select all of the options that apply)

By myself	24%
Friends about my age	41%
Younger brothers/sisters	25%
Older brothers/sisters	29%
Mother (or stepmother/foster mother)	61%
Father (or stepfather/foster father)	42%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	21%
Other	14%

In your neighbourhood/community there are safe places where you feel comfortable to hang out with friends:



Yes

**73%**



No

**3%**



Don't Know

**25%**

In your neighbourhood/community there are places that provide programs for kids your age:



Yes

**53%**

No

**14%**

Don't Know

**34%**



# SCHOOL EXPERIENCES

## IT'S IMPORTANT BECAUSE...


The transition from elementary school to middle and high school is a critical time developmentally. Children's experiences of bullying, as well as teacher and peer relationships change significantly during these transitions. Children's sense of safety and belonging at school can foster greater school success. When children feel their needs are being met at school they are more likely to feel attached to their school, have better attendance and higher academic performance.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the **MDI Guide**.


## RESULTS FOR YOUR DISTRICT

Number of children (SD 19): **81**

Percentage of children who reported:

High well-being 

Medium well-being 

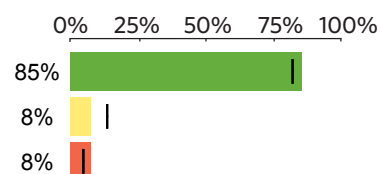
Low well-being 

Average for all districts, 2015/16\*  
(Number of children: **4,147**)

\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.

### ACADEMIC SELF-CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g. "I am certain I can learn the skills taught in school this year."



### SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."



### SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."



*Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease. (Binfet, Gadermann & Schonert-Reichl, 2016)*

## SCHOOL EXPERIENCES

Percentage of children who feel it is **very important** to:



make friends

**73%**



get good grades

**81%**



learn new things

**80%**

Percentage of children who **agree a little** or **agree a lot** that:



When I grow up, I  
have goals and plans  
for the future.

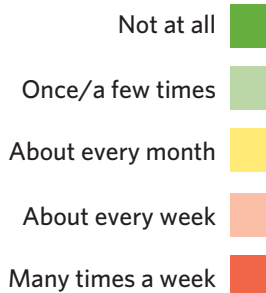
**86%**

## VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: 'During this school year, how often have you been bullied by other students in the following ways':

Number of children (SD 19): **81**

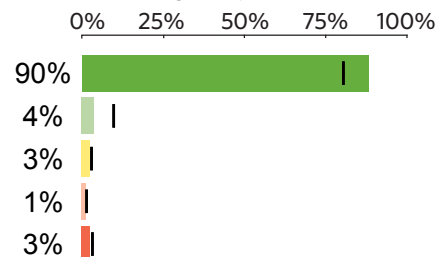
Percentage of children who reported:



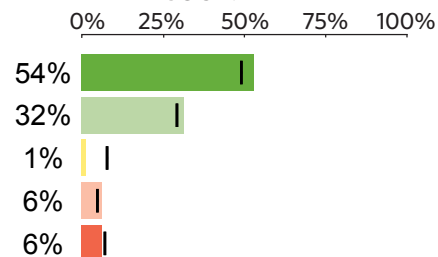
Average for all districts, 2015/16\*  
(Number of children: **4,147**)

\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.

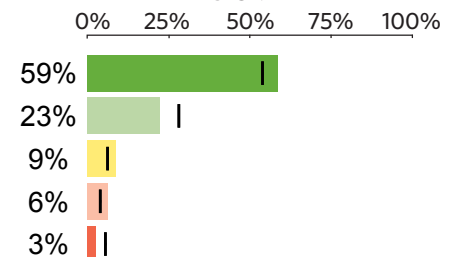
### CYBER



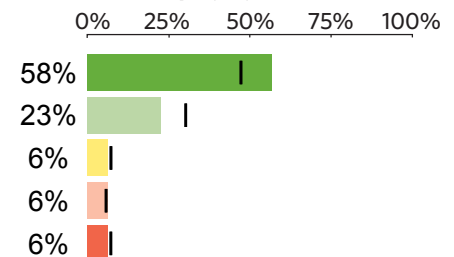
### SOCIAL



### PHYSICAL



### VERBAL



Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours. (van Noorden et al, 2015)





## WELL-BEING & ASSETS INDICES

Combining select measures of the MDI helps us paint a fuller picture of children's overall well-being and the assets that contribute to their healthy development. In this section of the report, results for key MDI measures are summarized into two indices that deepen our understanding of how the five dimensions work together to support children: The Well-Being Index and the Assets Index.

MDI research has shown there is a relationship between children's assets and well-being. Children's self-reported well-being is directly related to the number of assets they perceive in their lives; as the number of assets in a child's life increases, they are more likely to report higher levels of well-being. This finding is consistent across all participating school districts in British Columbia.

### THE WELL-BEING INDEX

The Well-Being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health:



#### Thriving

Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



#### Medium to High Well-Being

Children who are reporting no negative responses, but fewer than 4 positive responses.

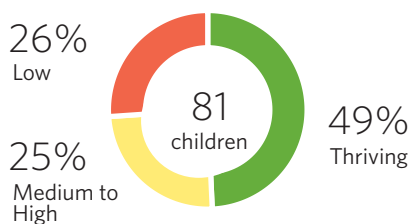


#### Low Well-Being

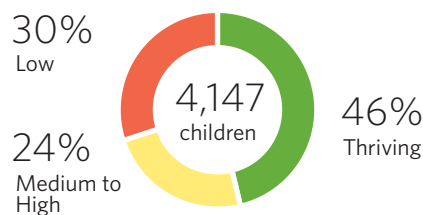
Children who are reporting negative responses on at least 1 measure of well-being.

### RESULTS FOR YOUR DISTRICT

#### Revelstoke (SD19)



#### All Participating Districts



## WELL-BEING AND ASSETS INDICES

### THE ASSETS INDEX

The Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives.



#### Adult Relationships

Adults at School  
Adults in the Neighbourhood  
Adults at Home



#### Peer Relationships

Peer Belonging  
Friendship Intimacy



#### Nutrition & Sleep

Eating Breakfast  
Meals with Adults at Home  
Frequency of Good Sleep



#### After-School Activities

Organized Activities

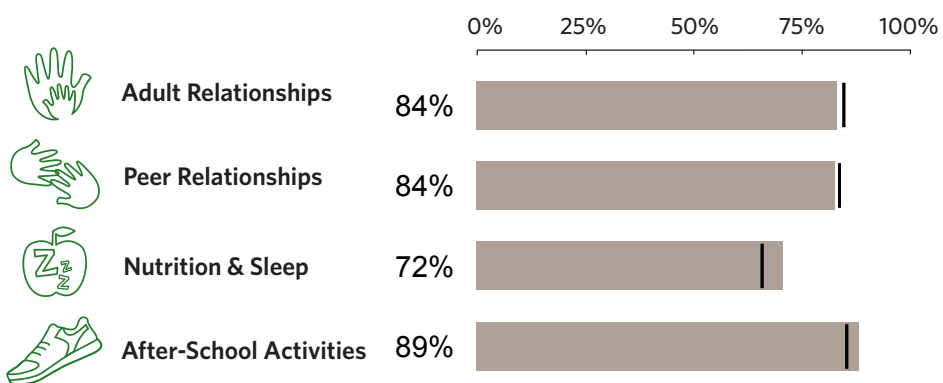
### RESULTS FOR YOUR DISTRICT

#### Percentage of children reporting the presence of the following assets in their lives:

Number of children (SD 19): **81**

Average for all districts, 2015/16\*  
(Number of children: **4,147**)

*\*See page 9 for a list of participating school districts. Please note that these data do not represent a complete provincial snapshot.*





## NEIGHBOURHOOD RESULTS



Neighbourhoods have unique characteristics that provide important context for interpreting MDI results. Understanding neighbourhood-level differences within a school district or community is essential when considering actions to support children's well-being. The neighbourhood results section includes:

### **Neighbourhood Maps**

- Your Community Map: representing school district and neighbourhood boundaries
- Well-Being Index Map: representing the percentage of children who are "Thriving."
- Assets Index Maps: representing the percentage of children reporting the presence of each of the four assets of the Assets Index: Adult Relationships, Peer Relationships, Nutrition and Sleep, and After-School Activities.

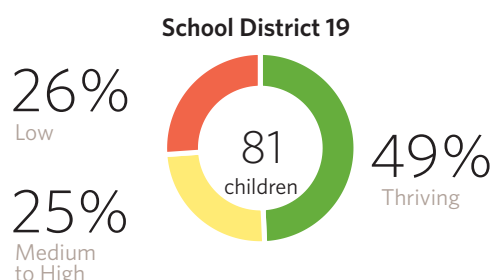
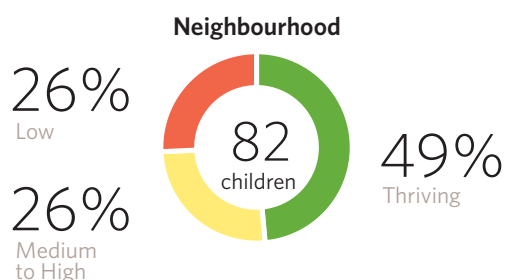
**Neighbourhood Data Table** - a summary table of the Well-Being Index and Assets Index data.

**Neighbourhood Profiles** - a summary of MDI data based on the neighbourhoods in which children live. Results are provided for the Well-Being Index, the Assets Index and a selection of questions related to after-school time and community belonging and safety.

Note that these data are aggregated based on childrens' home postal codes, not by where they go to school. Where neighbourhoods contain fewer than 35 children, the results are suppressed.

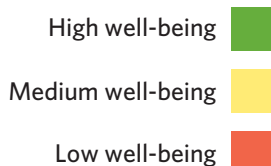
Number of children: **82**

## WELL-BEING INDEX



## MEASURES COMPRISING THE WELL-BEING INDEX

Percentage of children who reported:



School district average  
(Number of children: **81**)

### OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."

### SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."

### HAPPINESS

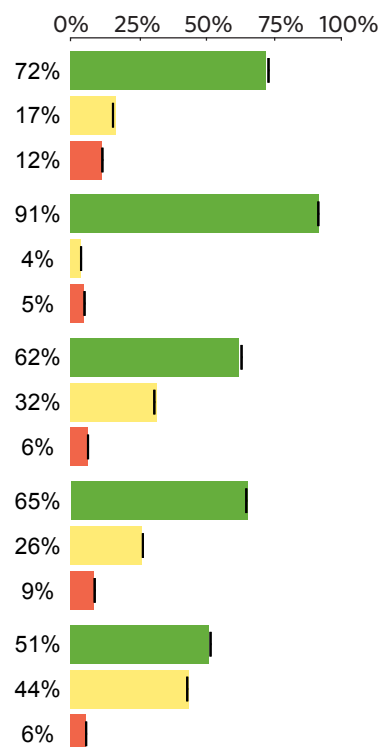
Happiness refers to how content or satisfied a person is with their life. e.g. "I am happy with my life."

### ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g. "I feel unhappy a lot of the time."

### GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"

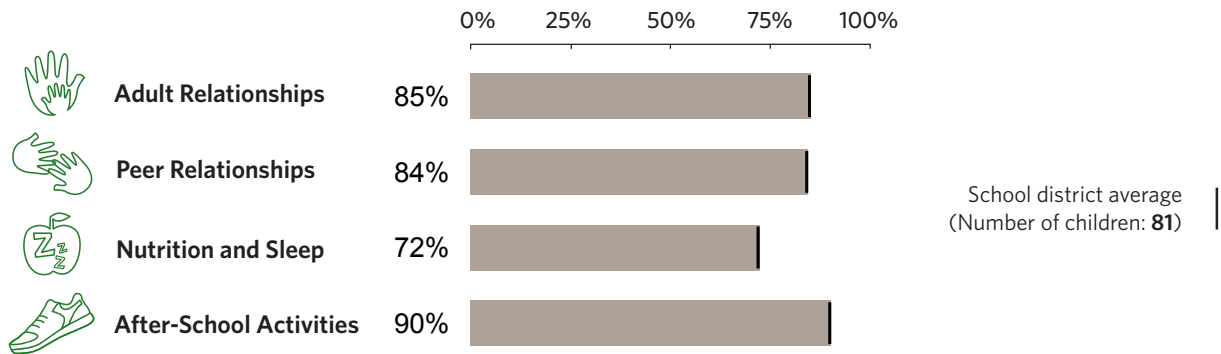


## NEIGHBOURHOOD PROFILE: REVELSTOKE

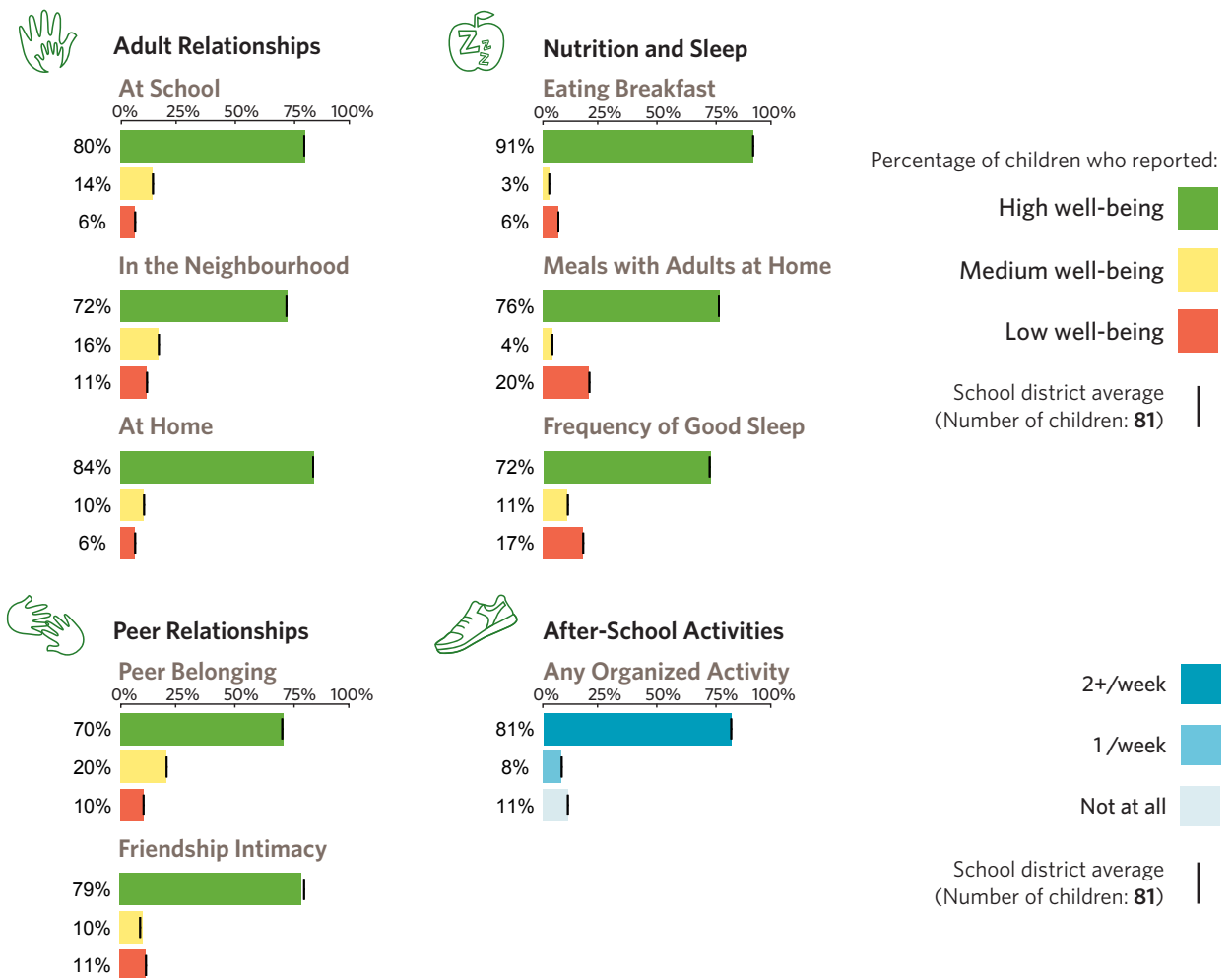
### ASSETS INDEX

Percentage of children reporting the presence of the following assets in their lives:

Number of children: 82



### MEASURES COMPRISING THE ASSETS INDEX



## NEIGHBOURHOOD PROFILE: REVELSTOKE

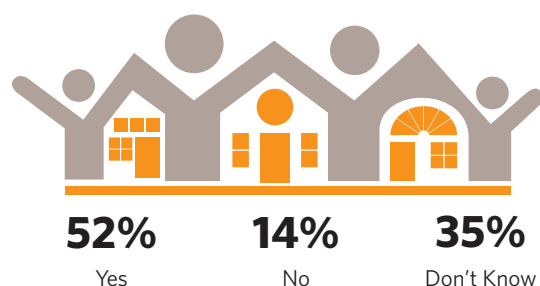
### USE OF AFTER-SCHOOL TIME

Are you already doing activities you wish to be doing?			Top activities children wish to be doing after-school	(Number of Children)	Top barriers to participating in after-school activities	(Number of Children)
No	Yes	Yes and No				
25%	82%	7%	Physical and/or Outdoor Activities	14	Have to go straight home	18
			Music and Fine Arts	2	Does not fit my schedule	13
			Computer/Videogames	1	I am too busy	10

During last week AFTER SCHOOL (from 3pm-6pm), how many days did you participate in:

	Not at all	Once a week	2+ times/week
Educational lessons or activities	55%	21%	25%
Art or music lessons	47%	30%	23%
Youth organizations	80%	12%	8%
Individual sports with a coach or instructor	37%	20%	43%
Team sports with a coach or instructor	61%	14%	26%

In your neighbourhood/community there are places that provide programs for kids your age:



### COMMUNITY BELONGING & SAFETY

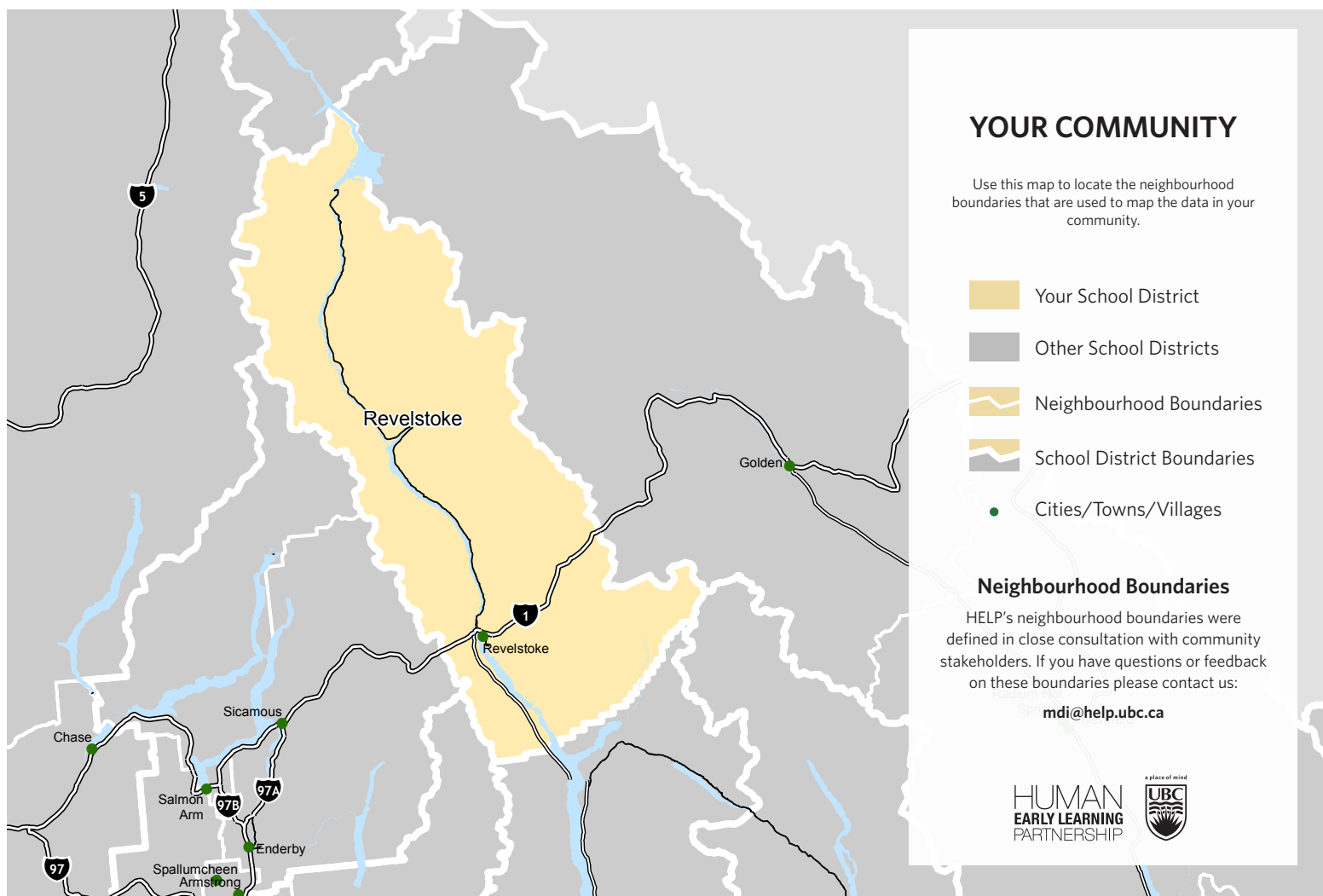
Percentage of children who responded "very much true" when asked:  
In your neighbourhood/community there are adults who:



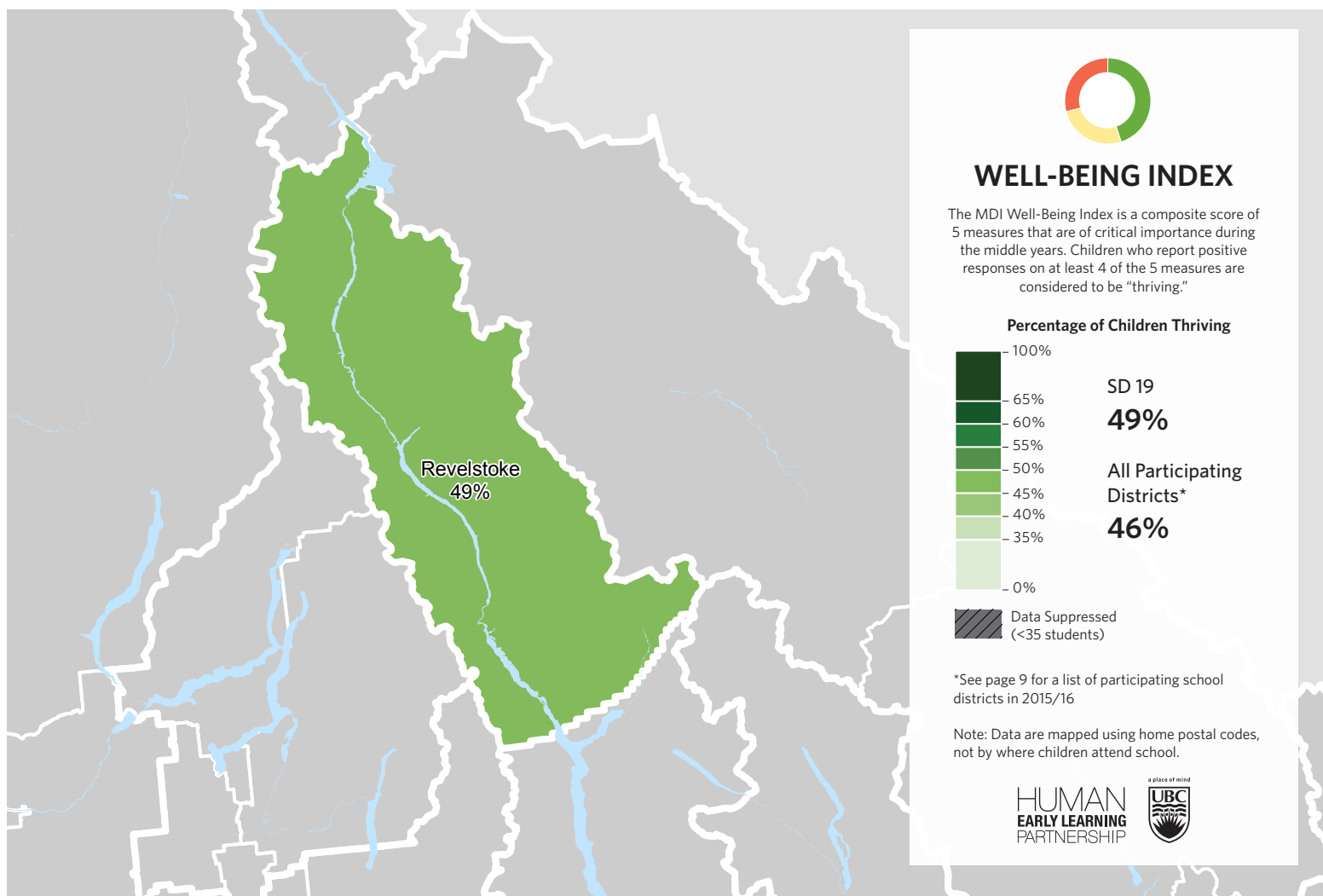
In your neighbourhood/community there are safe places where you feel comfortable to hang out with friends:



To learn more about the MDI or to contact the MDI research team, please visit: [earlylearning.ubc.ca/mdi](http://earlylearning.ubc.ca/mdi)









## REVELSTOKE (SD 19) 2015/2016

4



### Rich soil promotes growth

On this map the darker brown shades reflect a greater presence of assets in children's lives and therefore increased support for healthy growth and development.

Revelstoke  
85%



## ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

### Percentage of children reporting the presence of adult relationship assets

90-100%	SD 19
80-89%	<b>84%</b>
70-79%	All Participating Districts*
<70%	<b>86%</b>
Data Suppressed (<35 students)	

\*See page 9 for a list of participating school districts in 2015/16

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN  
EARLY LEARNING  
PARTNERSHIP



