MDI
GRADE 7

SCHOOL DISTRICT 19 ■ **REVELSTOKE**

SCHOOL DISTRICT & COMMUNITY REPORT
2017/2018

HUMAN
EARLY LEARNING
PARTNERSHIP

a place of mind
UBC

MDi
MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

2017/2018 GRADE 7 RESULTS

ACKNOWLEDGEMENTS

ABOUT 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 Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities.

HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's 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 www.earlylearning.ubc.ca.

Suggested citation

Human Early Learning Partnership. MDI [Middle Years Development Instrument] Grade 7 report. School District & Community Results, 2017-2018. Revelstoke (SD19). Vancouver, BC: University of British Columbia, School of Population and Public Health; May 2018.

SCHOOL DISTRICT
& COMMUNITY REPORT

2017/2018 GRADE 7 MDI

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.

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 five types of assets: Adult Relationships, Peer Relationships, Nutrition and Sleep, After-School Activities and School Experiences. The School Experiences asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

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	PHYSICAL HEALTH & WELL-BEING	CONNECTEDNESS	USE OF AFTER-SCHOOL TIME	SCHOOL EXPERIENCES
MEASURES	MEASURES	MEASURES	MEASURES	MEASURES
• Optimism	• General Health	▪ Adults at School	▪ Organized Activities	Academic Self-Concept
Empathy	▪ Eating Breakfast	▪ Adults in the	- Educational Lessons	School Climate
Prosocial Behaviour	▪ Meals with	Neighbourhood	or Activities	School Belonging
• Self-Esteem	Adults at Home	▪ Adults at Home	- Youth Organizations	Motivation
• Happiness	▪ Frequency of	▪ Peer Belonging	- Sports	Future Goals
• Absence of Sadness	Good Sleep	▪ Friendship Intimacy	- Music or Arts	Victimization and
Absence of Worries	Body Image	Important Adults	How Children Spend	Bullying
Self-Regulation			Their Time	
(Short & Long Term)			After-School People	
⋆ Responsible			and Places	
Decision-Making			Children's Wishes and	
⋆ Self-Awareness			Barriers	
⋆ Perseverance				
⋆ Assertiveness				
⋆ Citizenship and Social				
Responsibility	⋆ These questions are on the Grade 7 MDI only			

WELL-BEING INDEX

• A measure in the Well-Being Index

ASSETS INDEX

▪ A measure in the Assets Index

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies.

As illustrated below, areas measured by the MDI reflect facets of children's Personal and Social Competencies, providing valuable context for understanding children's growth and progress on the core competencies.

This connection also provides opportunities for students' effective self-assessment of these competencies, including reflecting on MDI concepts, questions and results.

Example MDI Questions

"When I'm upset, I notice how I am feeling before I do something."

"A lot of things about me are good."

MDI Measures

Optimism

Self-Esteem

"I feel like I am important to this school."

Connectedness

"I helped someone who was hurt."

Empathy

"I can calm myself down when I'm excited or upset."

Self-Regulation

and more...

"If I disagree with a friend, I tell them."

Personal and Social Competencies

PS

Positive Personal & Cultural Identity

Related MDI Measures: Connectedness to Adults at Home, School and Community, Peer Belonging, Friendship Intimacy, Empathy, School Belonging, School Climate, Self-Esteem, Academic Self-Concept, Importance of Grades, Friends and Learning, Self-Awareness, Perseverance and Responsible Decision-Making.

Personal Awareness & Responsibility

Related MDI Measures: Academic Self-Concept, Self-Esteem, Self-Regulation, General Health, Optimism, Self-Awareness, Perseverance, Responsible Decision-Making, Assertiveness and Use of After-School Time.

Social Responsibility

Related MDI Measures: Citizenship and Social Responsibility, Prosocial Behaviour, Empathy, School Climate, Connectedness to Adults at School, Connectedness to Peers, Self-Regulation and Assertiveness.

MOVING TO ACTION

MDI data can support planning, foster collaboration and inform action across 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.

If you're exploring your data and wondering, 'What now?', 'What resources exist to help us move forward with these results in our community?', or 'How have others used MDI results in schools and communities?', we encourage you to take time to visit **Discover MDI: A Field Guide for Well-Being in Middle Childhood** where you can access:

- Information and research on the many aspects of well-being in middle childhood.
- Resources and tools to help you better understand and share MDI data for your community, and to engage children.
- MDI Champions who are working on similar issues across the province in schools and in communities.

For more information on moving forward with MDI data in schools and communities visit **discovermdi.ca** or get started with these key resources and tools:

UNDERSTANDING YOUR MDI RESULTS

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The MDI Field Guide can help walk you through how to read the results and provide background information during your meaning-making process: **www.discovermdi.ca/understanding-the-mdi/mdi-data**.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some control or influence over? How will you make change? We suggest narrowing your efforts to one or two key focus areas for improvement. The MDI Field Guide provides in depth information on the **MDI**, and its **dimensions and measures**, or access a full list of **research publications** to help you start this process.

ENGAGING OTHERS

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders. Visit the MDI Field Guide for tips and tools to widen the conversation and to think critically about the data together: **www.discovermdi.ca/making-change/sharing**.

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Field Guide's 'Making Change Workshops' support **school** and **community** change-makers through the process of facilitating exploration of MDI data, creating action teams, and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore Approaches to Making Change: **www.discovermdi.ca/making-change**.

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children can help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions which help them thrive. If you are wondering how to you might involve children of all ages and their families in exploring these results, explore our Tools page: **www.discovermdi.ca/resources**.

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. Discover MDI provides opportunities to connect with seasoned **MDI Champions**: Check out their advice and submit your burning questions, explore the growing collection of MDI examples, stories, and downloadable tools, and access training opportunities and webinars. Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI report itself, or simply want to find out more about the MDI, please visit our website at **www.earlylearning.ubc.ca/mdi** or contact the MDI research team at **mdi@help.ubc.ca**.

ABOUT THIS REPORT

HOW THE RESULTS ARE REPORTED

This report provides MDI data at two levels of geography:

- **School district data** – Includes all children who participated within the public school district. School district data is compared to the **average for all districts** which includes children from all participating public school districts and any independent schools.

  Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations; therefore, results for large districts tend to be closer to the **average for all districts**. Please see the table below for a list of participating districts, and note that the average for these districts **do not** represent a complete provincial snapshot.

- **Neighbourhood data** – Includes all children living within a neighbourhood. Data are aggregated using children's home postal codes, not by where they attend school. Neighbourhood data includes children attending participating public and independent schools.

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
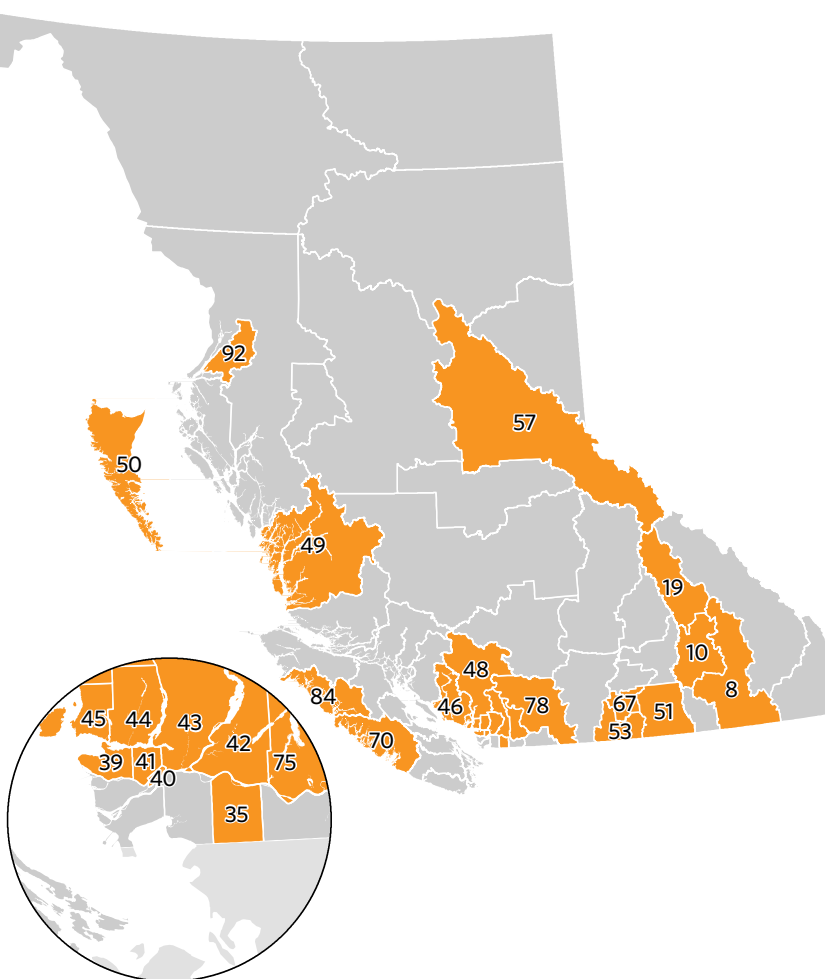
School District	# of Children	Participation Rate
8 Kootenay Lake	225	69%
10 Arrow Lakes	23	77%
19 Revelstoke	71	95%
35 Langley	1,323	86%
39 Vancouver	2,572	71%
40 New Westminster	369	76%
41 Burnaby	1,425	84%
42 Maple Ridge-Pitt Meadows	815	82%
43 Coquitlam	1,950	84%
44 North Vancouver	985	82%
45 West Vancouver	448	86%
46 Sunshine Coast	200	82%
48 Sea to Sky	300	93%
49 Central Coast	22	81%
50 Haida Gwaii	36	82%
51 Boundary	85	85%
53 Okanagan Similkameen	133	83%
57 Prince George	790	86%
67 Okanagan Skaha	368	85%
70 Alberni	241	88%
75 Mission	361	83%
78 Fraser-Cascade	117	87%
84 Vancouver Island West	11	50%
92 Nisga'a	27	79%
Independent schools	48	
Total	**12,945**	

SCHOOL DISTRICT RESULTS

SD19 ▪ REVELSTOKE

DEMOGRAPHICS

SCHOOL DISTRICT POPULATION

Total Sample	71	Participation Rate	95%

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 7 population that participated in the MDI survey this year.

A note on how we are asking about gender identity

This year, for the first time we provided children with the option to choose "in another way" and describe their gender in their own words.

Children provided a range of responses that included gender, sexual orientation and other non-gender descriptions.

Given the range and nature of responses, we are reviewing the way the question is asked to ensure that children understand that this question is about gender identity.

GENDER IDENTITY

Boys	51%
Girls	47%
In another way	< 5 children

Gender Identity

Children are asked to describe themselves as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

LANGUAGES SPOKEN AT HOME

Aboriginal Language	0%	Hindi	0%	Spanish	0%
Cantonese	0%	Japanese	0%	Vietnamese	0%
English	100%	Korean	0%	Other	6%
Filipino/Tagalog	1%	Mandarin	1%		
French	1%	Punjabi	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).

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.

Visit the **MDI Field Guide** to learn more about this important relationship at **discovermdi.ca/understanding-the-mdi/mdi-data/data-primer**.

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 (Gadermann et al., 2016).
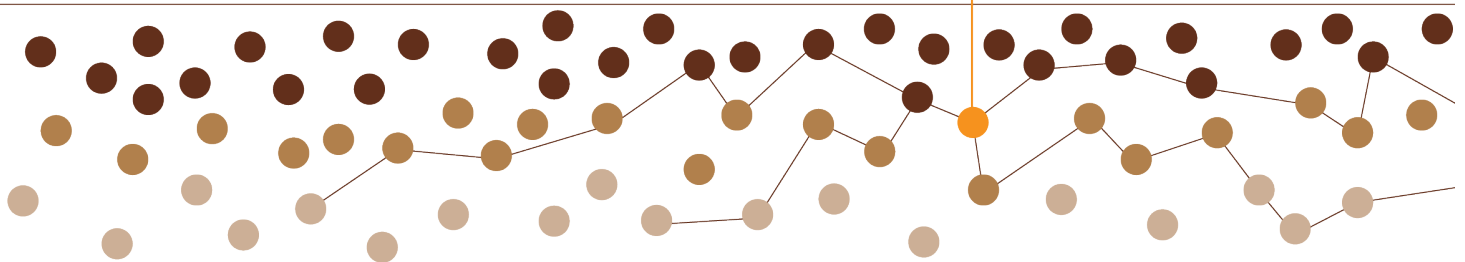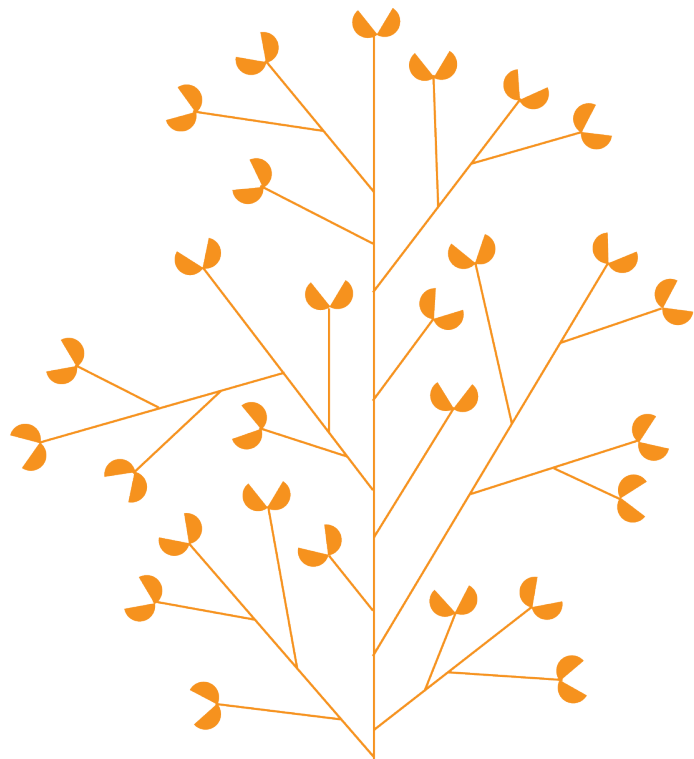
THE WELL-BEING INDEX

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.

Measures

Optimism

Happiness

Self-Esteem

Absence of Sadness

General Health
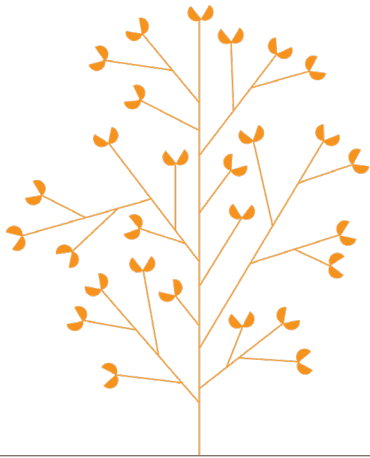
Results for your district

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.

Revelstoke (SD19)

21%

71 children

16%

63%

All Participating Districts

35%

12,945 children

38%

27%
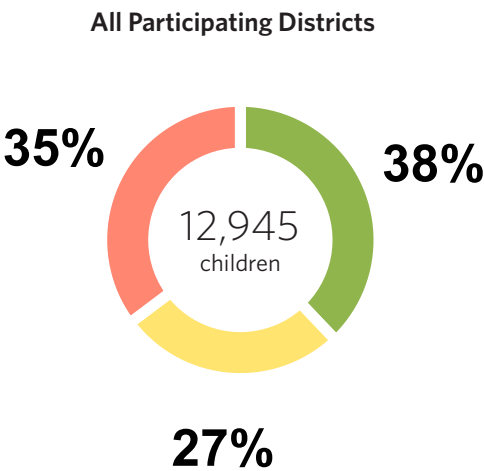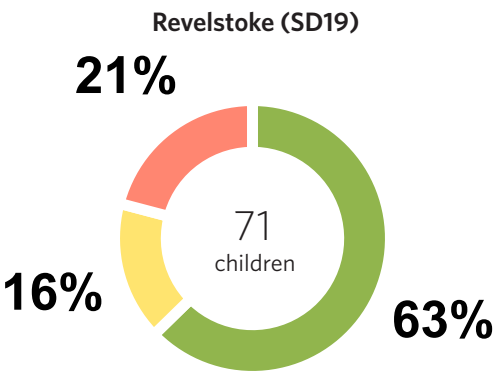
THE ASSETS INDEX

The Assets Index combines MDI 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. Assets are considered *actionable*, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contributes to childrens' well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

ADULT RELATIONSHIPS

Adults at School
Adults in the Neighbourhood
Adults at Home

AFTER-SCHOOL ACTIVITIES
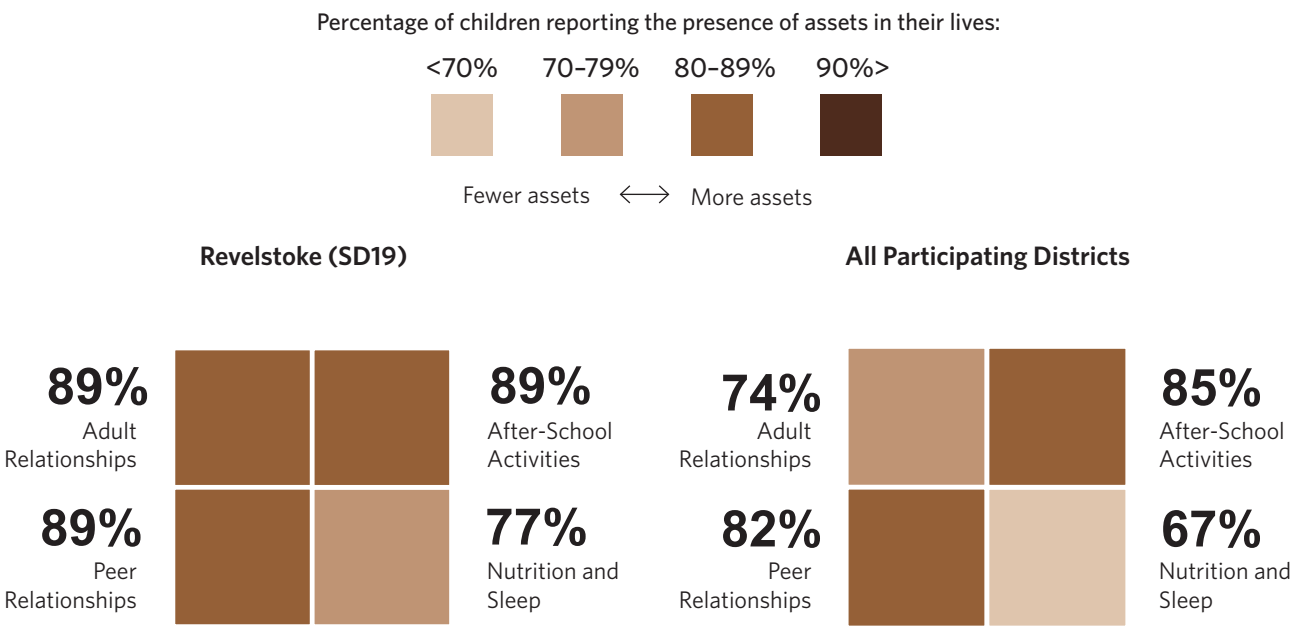
Organized Activities

PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy

NUTRITION & SLEEP

Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

Results for your district

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

<70%   70–79%   80–89%   90%>

Fewer assets ⟷ More assets

Revelstoke (SD19)

89% Adult Relationships
89% After-School Activities
89% Peer Relationships
77% Nutrition and Sleep

All Participating Districts

74% Adult Relationships
85% After-School Activities
82% Peer Relationships
67% Nutrition and Sleep
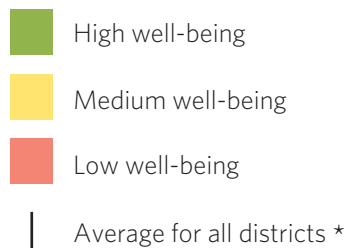
SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers, and during after-school programs with community members.

Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the **MDI Field Guide** at **discovermdi.ca/understanding-the-mdi/dimensions/social-emotional-development**.

Results for your district

Number of children: 71

Percentage of children who reported:

- High well-being
- Medium well-being
- Low well-being
- | Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts.

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships, and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

OPTIMISM

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

- 68%
- 23%
- 10%

EMPATHY

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

- 89%
- 9%
- 3%

PROSOCIAL BEHAVIOUR

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

- 49%
- 42%
- 8%

SELF-ESTEEM

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

- 80%
- 16%
- 4%

HAPPINESS

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

- 65%
- 19%
- 16%

ABSENCE OF SADNESS

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

- 76%
- 20%
- 4%

ABSENCE OF WORRIES

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

- 58%
- 23%
- 20%
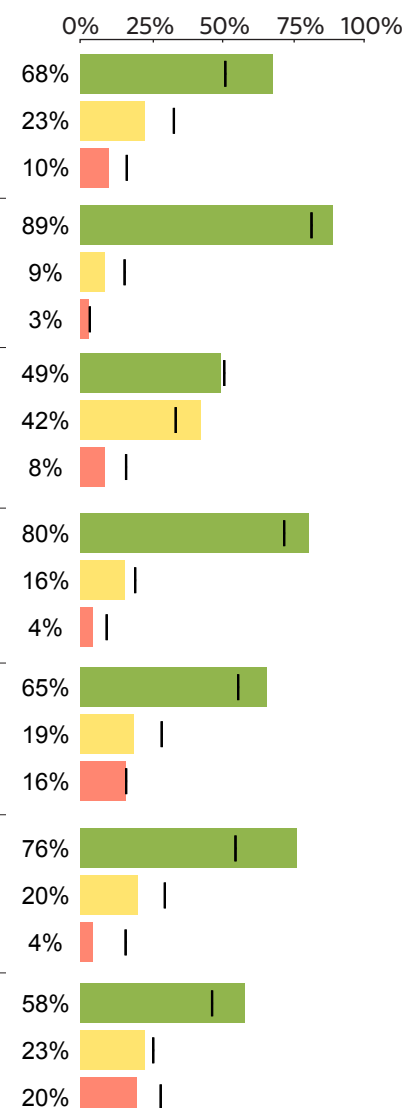
SOCIAL & EMOTIONAL DEVELOPMENT

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

0%   25%   50%   75%   100%

SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."

63%
28%
8%

SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g. "I can calm myself down when I'm excited or upset."

59%
29%
13%

RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g. "When I make a decision, I think about what might happen afterward."

82%
14%
4%

SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g. "When I'm upset, I notice how I am feeling before I do something."

63%
25%
11%

PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g. "Once I make a plan to get something done, I stick to it."

59%
18%
23%

ASSERTIVENESS

Assertiveness means communicating a personal point of view. It includes the ability to stand up for oneself. e.g. "If I disagree with a friend, I tell them."

72%
25%
3%
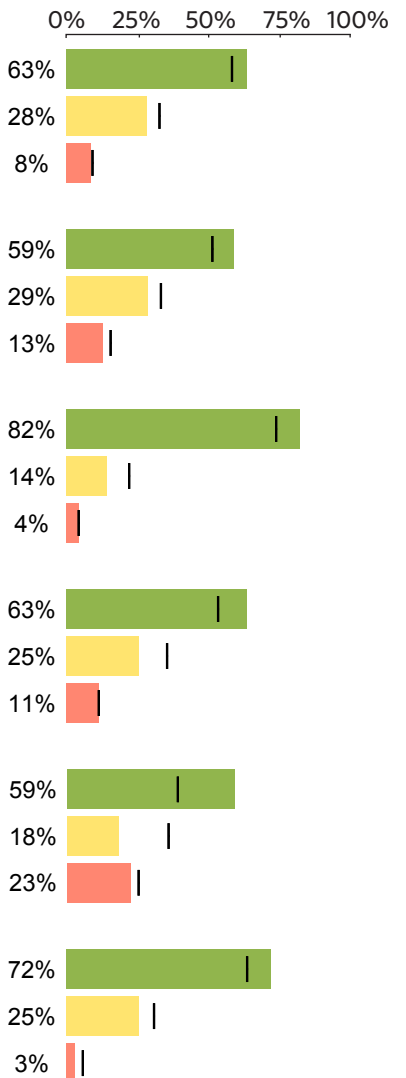
CITIZENSHIP AND SOCIAL RESPONSIBILITY

Children are asked to rate the following statements:	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
I believe I can make a difference in the world.	4%	6%	10%	33%	47%
I try to make this world a better place.	3%	1%	17%	33%	45%

Have you ever volunteered?

82%   **18%**
Yes   No

Are you currently volunteering?

41%   **59%**
Yes   No

Do you plan on volunteering in the future?

80%   **20%**
Yes   No

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in children who displayed the highest self-report measures of empathy and mental health (Schreier, Schonert-Reichl, & Chen, 2013).

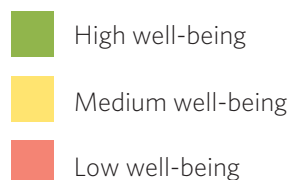# PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy life. Children who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers, and are less likely to be bullied or bully others. Children benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.

Detailed information on the MDI survey questions and response scales for Physical Health & Well-Being are available in the **MDI Field Guide** at **discovermdi.ca/understanding-the-mdi/dimensions/physical-health-well-being**.

Results for your district

Number of children: 71

Percentage of children who reported:

- High well-being
- Medium well-being
- Low well-being

Percentage of children who reported:

- 5+ times per week
- 3-4 times per week
- 2 or fewer times per week
- | Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts.

GENERAL HEALTH

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

- 53%
- 43%
- 4%
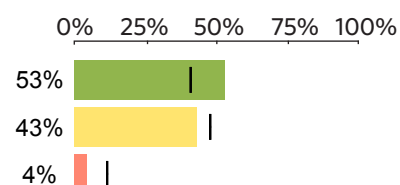
EATING BREAKFAST

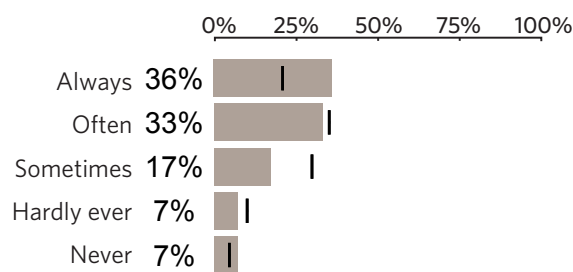Children are asked, "How often do you eat breakfast?"

- 85%
- 6%
- 10%
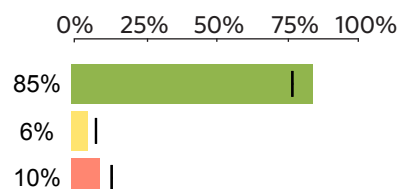
MEALS WITH ADULTS AT HOME

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

- 87%
- 6%
- 7%

FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"
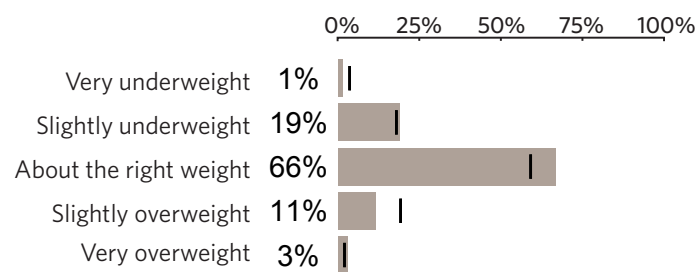
- 66%
- 20%
- 14%
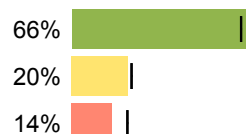
Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour, and symptoms of depression (Harrison et al., 2015).

PHYSICAL HEALTH & WELL-BEING

HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?

| | | 0% | 25% | 50% | 75% | 100% |

Always **36%**
Often **33%**
Sometimes **17%**
Hardly ever **7%**
Never **7%**

HOW DO YOU RATE YOUR BODY WEIGHT?

| | | 0% | 25% | 50% | 75% | 100% |

Very underweight **1%**
Slightly underweight **19%**
About the right weight **66%**
Slightly overweight **11%**
Very overweight **3%**

Middle childhood is an important time in which children form lasting viewpoints about their bodies as they become increasingly self-aware and self-conscious, comparing themselves to others. Having a healthy body image is strongly linked to healthy self-esteem in both boys and girls (van den Berg et al., 2010).

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

Before 9PM	9PM - 10PM	10PM - 11PM	11PM - 12AM	After 12AM
28%	**51%**	**8%**	**6%**	**7%**
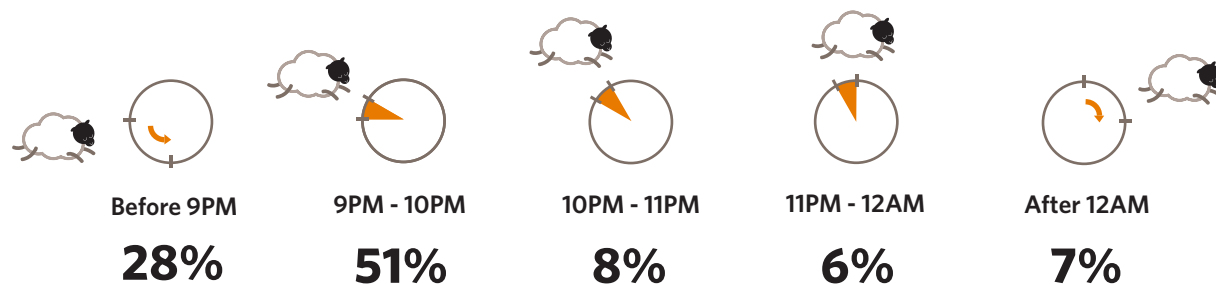
Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements, and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

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

Never-Once/week	2–4 times/week	5+ times/week
34%	**55%**	**11%**

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

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
93%	**0%**	**6%**	**1%**	**0%**

CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school and in the community, can promote positive mental health and minimize risks that may be present in children's lives.
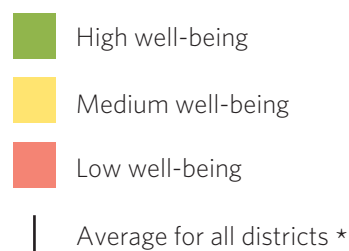
Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language, and culture also play an important role in encouraging a strong and healthy sense of identity.

Detailed information on the MDI survey questions and response scales for Connectedness are available in the **MDI Field Guide** at **discovermdi.ca/understanding-the-mdi/dimensions/connectedness**.

Results for your district

Number of children: 71

Percentage of children who reported:

- **High well-being** (green)
- **Medium well-being** (yellow)
- **Low well-being** (red)
- | Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts.

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement, and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).
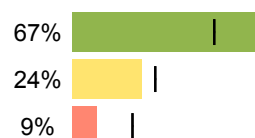
CONNECTEDNESS WITH ADULTS

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."

- 82%
- 15%
- 3%
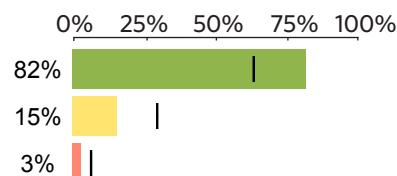
ADULTS IN THE NEIGHBOURHOOD/ COMMUNITY

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."
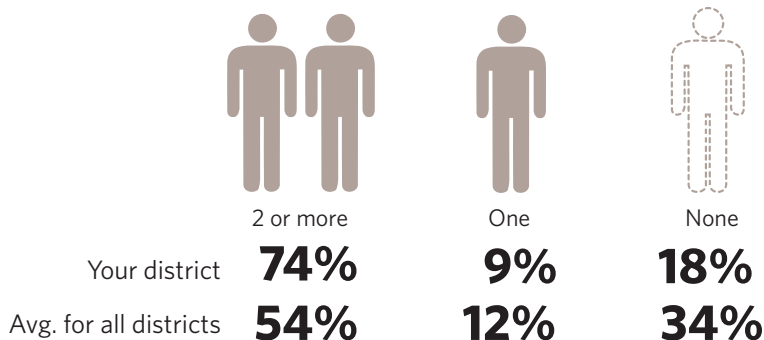
- 67%
- 24%
- 9%

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."

- 90%
- 6%
- 4%

NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
Your district	**74%**	**9%**	**18%**
Avg. for all districts	**54%**	**12%**	**34%**

WHAT MAKES AN ADULT IMPORTANT TO YOU?
Children can select all of the statements they agree with

	At School	At Home
This person teaches me how to do things that I don't know.	77%	77%
I can share personal things and private feelings with this person.	37%	84%
This person likes me the way I am.	67%	88%
This person encourages me to pursue my goals and future plans.	71%	84%
I get to do a lot of fun things with this person or because of this person.	51%	81%
The person is like who I want to be when I am an adult.	20%	51%
The person is always fair to me and others.	66%	71%
The person stands up for me and others when we need it.	47%	81%
The person lets me make decisions for myself.	60%	77%

CONNECTEDNESS WITH PEERS

Percentage of children who reported:
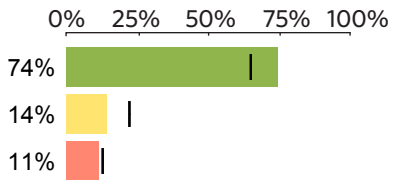
High well-being

Medium well-being

Low well-being

Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts.

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."

74%
14%
11%

FRIENDSHIP INTIMACY

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

86%
11%
3%

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Viega et al., 2014).
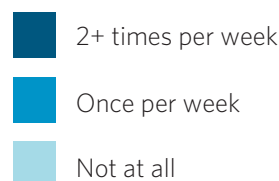
USE OF AFTER-SCHOOL TIME

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 are more likely to 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 Field Guide** at **discovermdi.ca/understanding-the-mdi/dimensions/after-school-time**.

Results for your district

Number of children: 71

Percentage of children who reported:

- 2+ times per week
- Once per week
- Not at all
- | Average for all districts *

*The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts.

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts, and sports that help to develop these skills (Diamond, 2014).

AFTER-SCHOOL ACTIVITIES

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

0% 25% 50% 75% 100%

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.
- 87%
- 1%
- 11%
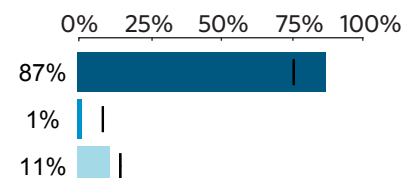
EDUCATIONAL LESSONS OR ACTIVITIES
For example, tutoring, attending a math school, foreign language lessons, or some other academic related activity.
- 13%
- 9%
- 79%

MUSIC OR ART LESSONS
For example, drawing or painting classes, musical instrument lessons or some other activity related to music or art.
- 16%
- 24%
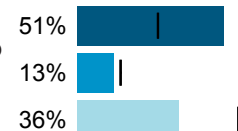- 60%

YOUTH ORGANIZATIONS
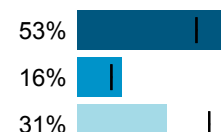For example, Scouts, Girl Guides, Boys and Girls Clubs, After School Care.
- 7%
- 15%
- 78%

INDIVIDUAL SPORTS (WITH COACH OR INSTRUCTOR)
For example, swimming, dance, gymnastics, ice skating, tennis or another individual sport.
- 51%
- 13%
- 36%

TEAM SPORTS (WITH COACH OR INSTRUCTOR)
For example, basketball, hockey, soccer, football or another team sport.
- 53%
- 16%
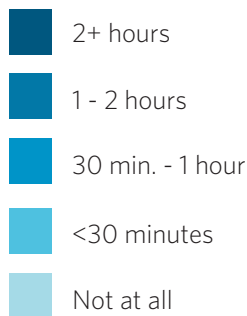- 31%

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:

Percentage of children who reported:

■ 2+ hours

■ 1 - 2 hours

■ 30 min. - 1 hour

■ <30 minutes

■ Not at all

| Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts..

Challenging and enjoyable after school activities can improve youth's ability to reason and problem solve, exercise choice and discipline, and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).
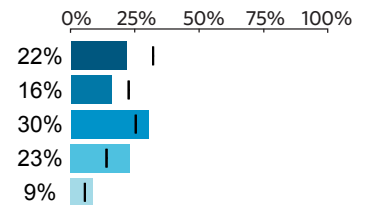
Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

TV & COMPUTER USE

Video or computer games

- 9%
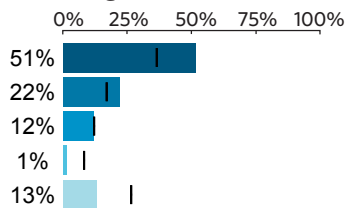- 9%
- 16%
- 29%
- 38%
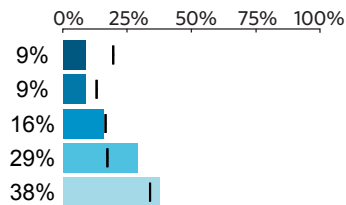
Watch TV, Netflix, Youtube or something else

- 22%
- 16%
- 30%
- 23%
- 9%

SOCIALIZING WITH FRIENDS

Hang out with friends

- 51%
- 22%
- 12%
- 1%
- 13%

Use a phone or the Internet to text or chat with friends

- 10%
- 6%
- 13%
- 23%
- 48%
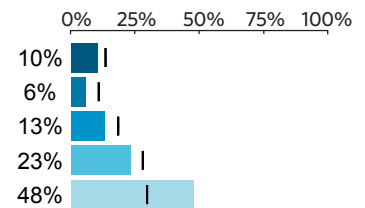
READING & HOMEWORK

Read for fun

- 13%
- 13%
- 23%
- 31%
- 20%

Do homework

- 0%
- 9%
- 37%
- 36%
- 19%
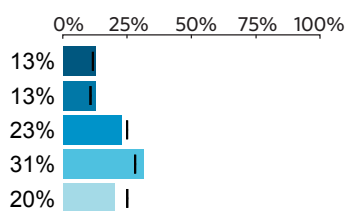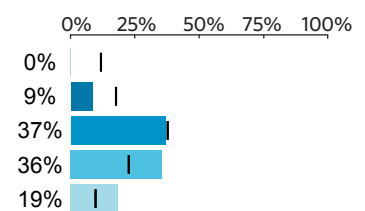
MUSIC & ARTS

Arts and crafts

- 6%
- 7%
- 19%
- 38%
- 29%
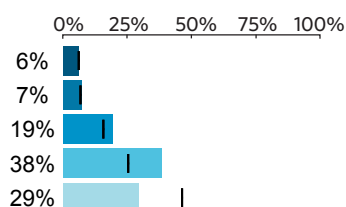
Practice a musical instrument

- 3%
- 6%
- 19%
- 28%
- 43%
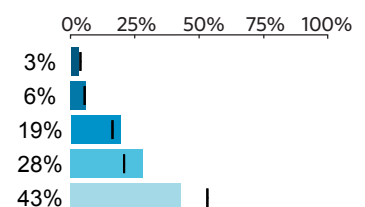
SPORTS

Play sports or exercise for fun

- 36%
- 13%
- 24%
- 14%
- 13%
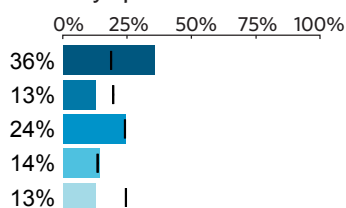
WORKING & VOLUNTEERING

Volunteer

- 4%
- 4%
- 9%
- 13%
- 69%

Work at a job

- 19%
- 12%
- 6%
- 7%
- 57%
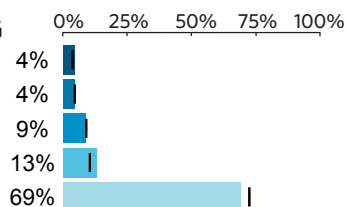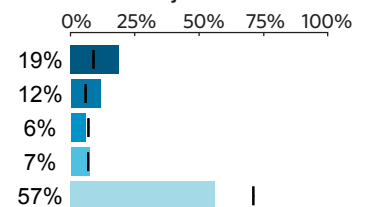
WHAT CHILDREN WISH TO BE DOING

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

I am already doing the activities I want to be doing.

89%

I wish I could do additional activities.

24%

I am doing some of the activities I want, but I wish I could do more.

13%
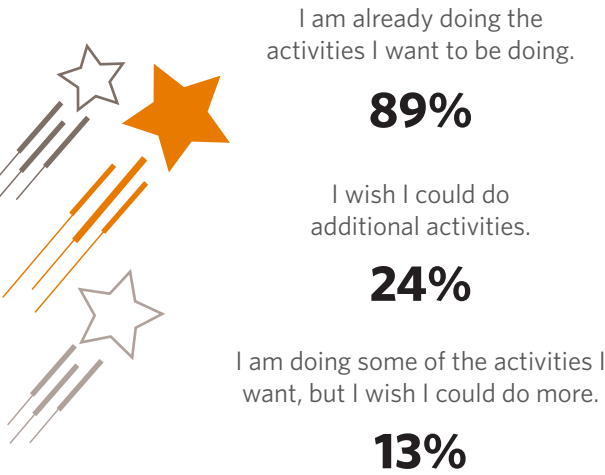
Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES	(Number of students)
Computer/Video Games/TV	0
Friends and Playing	2
Physical and/or Outdoor Activities	12
Music and Fine Arts	1
Time with Family at Home	0
Work Related Activities/Volunteering	1
Free Time/Relaxing	0
Other	1

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

	(Number of students)
Community Centre	6
Home	2
Park or Playground	2
School	2
Other	11

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.	40
I have to go straight home after school.	8
I am too busy.	12
It costs too much.	3
The schedule does not fit the times I can attend.	18
My parents do not approve.	0
I don't know what's available.	5
I need to take care of siblings or do things at home.	4
It is too difficult to get there.	5
None of my friends are interested or want to go.	4
The activity that I want is not offered.	8
I have too much homework to do.	5
I am afraid I will not be good enough in that activity.	6
It is not safe for me to go.	1
Other.	4

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	6%	7%	87%
Stay at school for an activity	32%	15%	52%
After-school program or child care	59%	10%	30%
Friend's house	17%	39%	43%
Park/playground/community centre	48%	30%	22%
The mall or stores	73%	17%	10%
Someplace else	54%	21%	24%

WHO ARE YOU WITH AFTER SCHOOL?

(Children can select all of the options that apply)

By myself	46%
Friends about my age	72%
Younger brothers/sisters	34%
Older brothers/sisters	20%
Mother (or stepmother/foster mother)	54%
Father (or stepfather/foster father)	45%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	34%
Other	13%

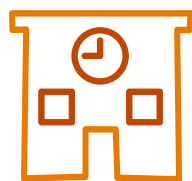**In your neighbourhood/community there are safe places where you feel comfortable to hang out with friends:**

Yes	No	Don't Know
93%	**3%**	**4%**

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

Yes	No	Don't Know
94%	**6%**	**0%**

SCHOOL EXPERIENCES

Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance.
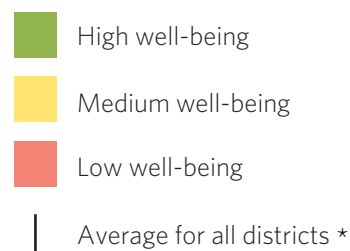
Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring, and supportive.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the **MDI Field Guide** at **discovermdi.ca/understanding-the-mdi/dimensions/school-experiences**.

Results for your district

Number of children: 71

Percentage of children who reported:

- **High well-being** (green)
- **Medium well-being** (yellow)
- **Low well-being** (red/coral)
- | Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts.

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."

87%
11%
1%
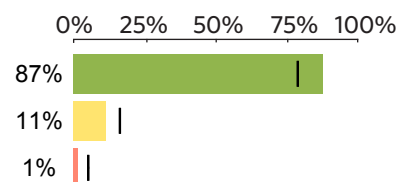
SCHOOL CLIMATE

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."

66%
28%
6%
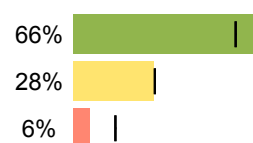
SCHOOL BELONGING

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."

68%
20%
13%

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).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues), and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

SCHOOL EXPERIENCES

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

make friends
67%

get good grades
76%

learn new things
73%

I plan to graduate from high school.

Yes
99%

No
1%

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

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

85%

I feel I have important things to do in the future.

87%

I plan to graduate from college, university or some other training after high school.

Yes
97%

No
3%

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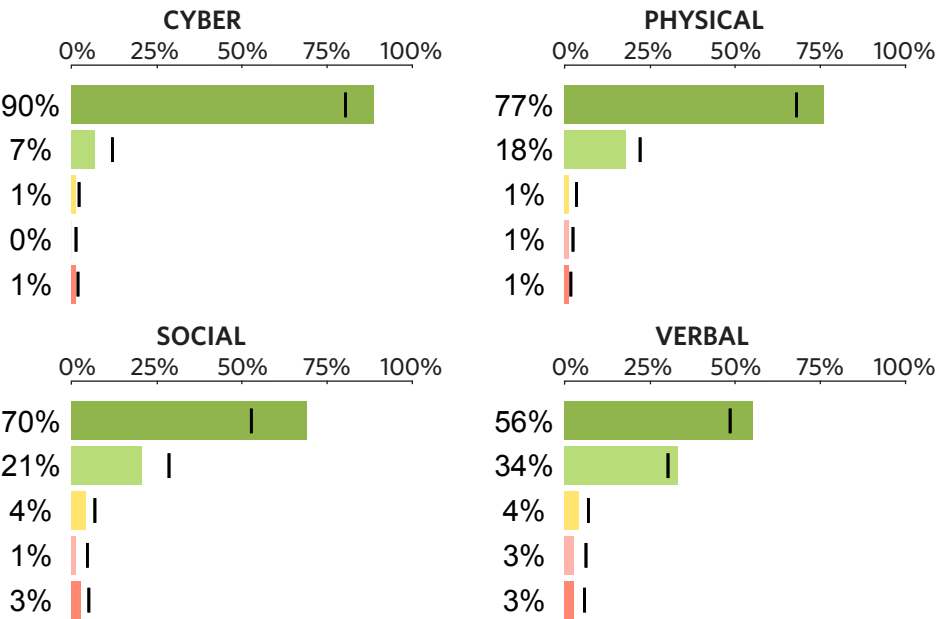
Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others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

Percentage of children who reported:

- Not at all
- Once/a few times
- About every month
- About every week
- Many times a week
- | Average for all districts *

* The average for all districts participating in the 2017/18 MDI represents 12,945 children, including those from your district. See page 9 for a list of participating districts.

CYBER

90%	
7%	
1%	
0%	
1%	

PHYSICAL

77%	
18%	
1%	
1%	
1%	

SOCIAL

70%	
21%	
4%	
1%	
3%	

VERBAL

56%	
34%	
4%	
3%	
3%	

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

- 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, including children from all participating public and independent schools. 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 children's home postal codes, not by where they go to school. Where neighbourhoods contain fewer than 35 children, the results are suppressed.
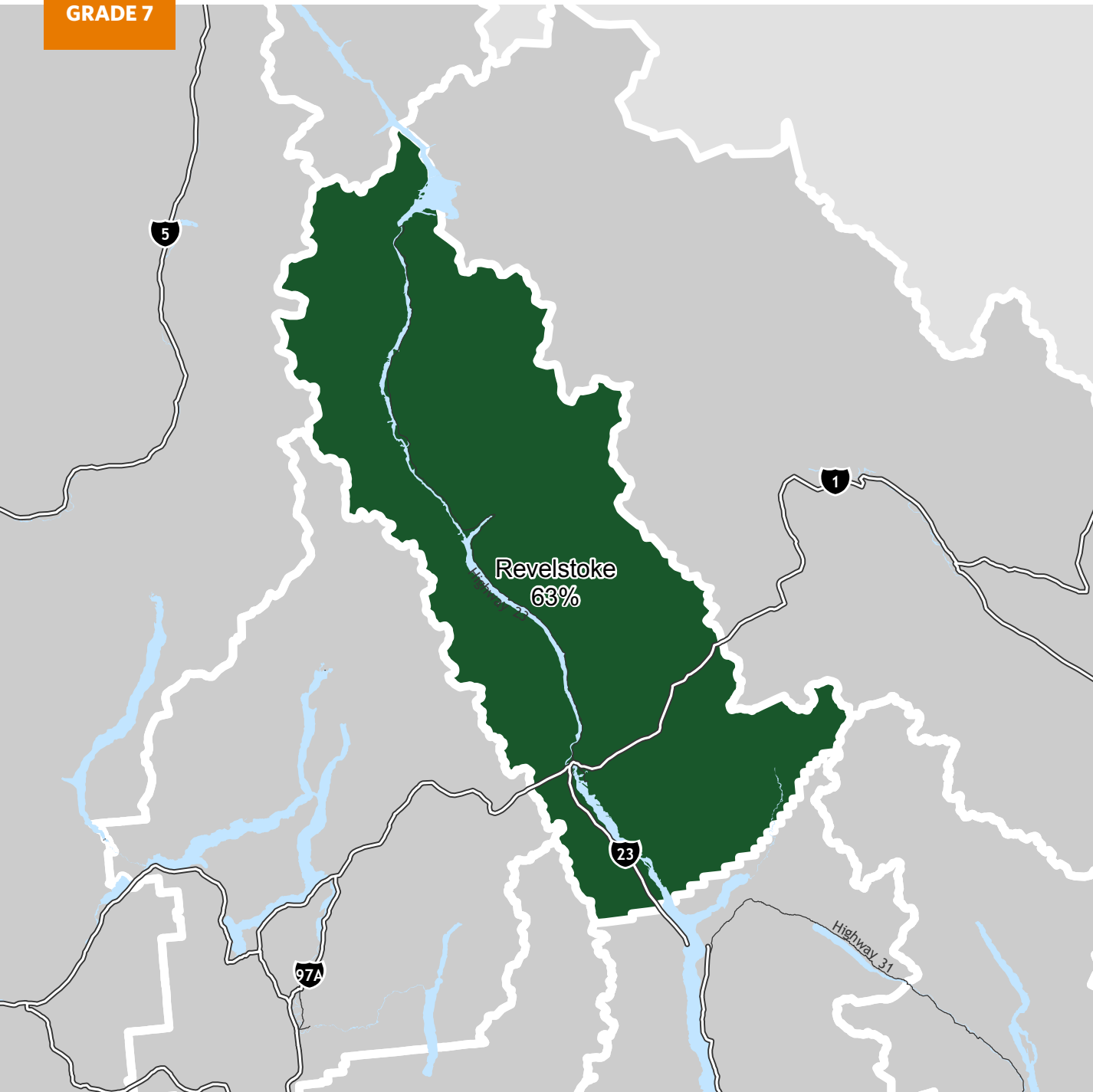
WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving
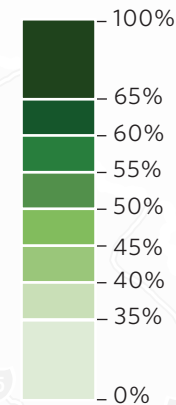
- 100%
- 65%
- 60%
- 55%
- 50%
- 45%
- 40%
- 35%
- 0%

Data Suppressed (<35 students)

SD 19
63%

All Participating Districts*
38%

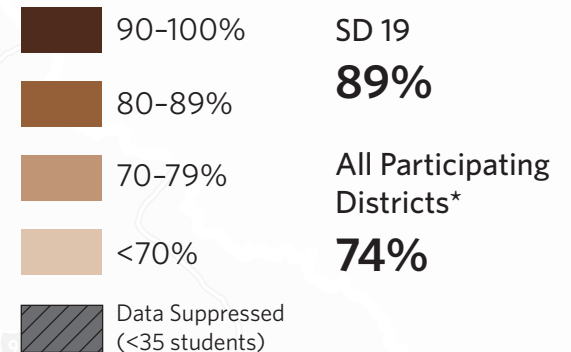*See page 9 for a list of participating school districts in 2017/18.

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

Revelstoke
63%

HUMAN
EARLY LEARNING
PARTNERSHIP

a place of mind
UBC

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 the adult relationship asset

90–100%	
80–89%	
70–79%	
<70%	
Data Suppressed (<35 students)	

SD 19
89%

All Participating Districts*
74%

*See page 9 for a list of participating school districts in 2017/18.

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

Revelstoke
89%

HUMAN
EARLY LEARNING
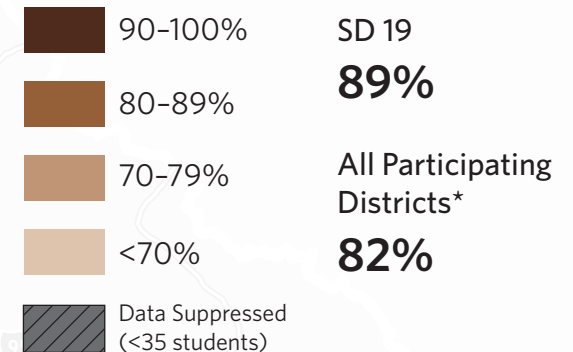**PARTNERSHIP**

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PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset

90–100%	
80–89%	
70–79%	
<70%	
Data Suppressed (<35 students)	

SD 19
89%

All Participating Districts*
82%

Revelstoke
89%

*See page 9 for a list of participating school districts in 2017/18.

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

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NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset
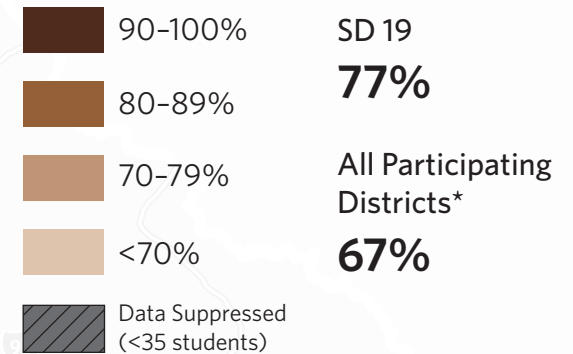
■ 90–100%	SD 19	
■ 80–89%	**77%**	
■ 70–79%	All Participating	
■ <70%	Districts*	
▨ Data Suppressed (<35 students)	**67%**	

Revelstoke
77%

*See page 9 for a list of participating school districts in 2017/18.

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

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AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset

90–100%	
80–89%	
70–79%	
<70%	

Data Suppressed (<35 students)

SD 19
89%

All Participating Districts*
85%

Revelstoke
89%

*See page 9 for a list of participating school districts in 2017/18.

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

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