

Community Summary

MDI 2011-2012

School District 8 Kootenay Lake

OVERALL WELL-BEING IN KOOTENAY LAKE

55% of Grade 4 children in Kootenay Lake reported feeling happy, optimistic, confident, and healthy.

18% reported feeling good on some of these dimensions of well-being, but not all.

27% reported not feeling good on at least one dimension of well-being.



Middle childhood - the time between ages 6 to 12 - universally marks a distinct period in human development. Children undergo important cognitive, social, and emotional changes that establish their identity and set the stage for adolescence and adulthood.

The Middle Years Development Instrument (MDI) is a self-report survey that children complete in Grade 4. The survey asks children to report on 5 domains pertaining their overall health and well-being: 1. Social and emotional development, 2. Connectedness to family, peers, and community, 3. School experiences, 4. Physical health and well-being, and 5. Constructive use of after-school time. This report summarizes the results for children in Kootenay Lake.

MDI PARTICIPATION

In March of 2012, the MDI was completed by 247 Grade 4 students (representing 76% of the public school Grade 4 population in Kootenay Lake). 15 elementary schools participated, representing 83% of public elementary schools in the Kootenay Lake School District.

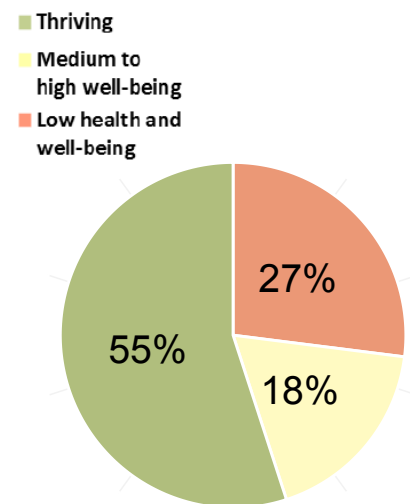
MDI RESULTS: HEALTH AND WELL-BEING

Overall in Kootenay Lake, 55% of children were considered "thriving" - these children had high scores on at least 4 dimensions of health and well-being.

18% of children were considered to have medium-high well-being. These children had fewer than 4 high scores, but did not score low on any of the 5 well-being dimensions.

27% of children were considered to have low well-being. These children scored low on 1 or more dimensions of health and well-being. One of the uses of the MDI is to provide indication where the community can build greater assets for all students.

FIG 1: MDI WELL-BEING INDEX FOR SD8



The MDI calculates an overall health and well-being score which is composed of 5 dimensions: optimism, happiness, self-esteem, general health, and sadness (reverse-scored).

MDI RESULTS: ASSETS AND OVERALL HEALTH

One of the most consistent findings on the MDI across School Districts is that children's health and well-being is directly related to the presence of assets in their lives.

Figure 3 shows how children in Kootenay Lake who reported having more assets also reported greater well-being. For example, among children who reported having fewer than 2 assets, only 13% experienced moderate or very high well-being, whereas 93% of children with all 5 assets experienced moderate or very high well-being.

The MDI measures the presence of assets in children's lives. Assets are qualities in children's environments that help to promote positive development.

5 key assets during middle childhood are measured on the MDI:

1. Supportive adult relationships
2. Positive peer relationships
3. Constructive after-school activities
4. Proper nutrition and sleep
5. Positive school experiences

FIG 2: MDI ASSETS INDEX FOR SD8

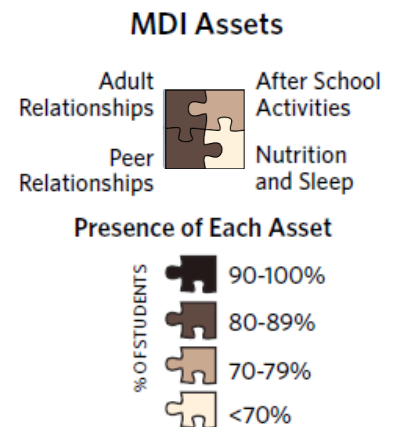
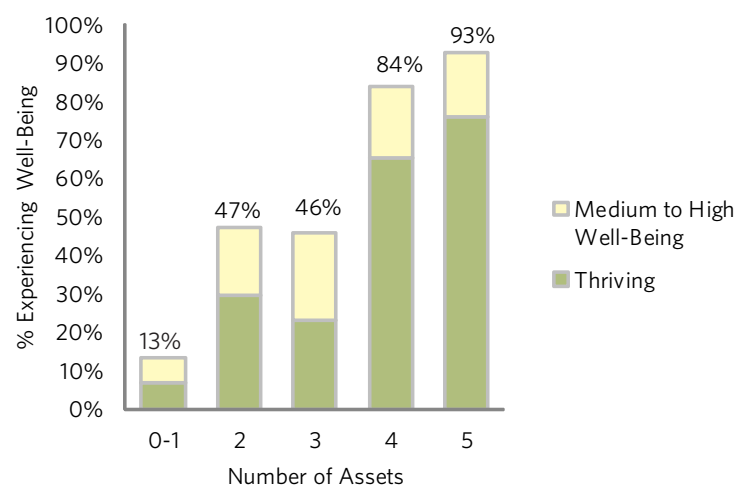


FIG 3: RELATIONSHIP BETWEEN PRESENCE OF KEY ASSETS AND OVERALL WELL-BEING



AFTER-SCHOOL ACTIVITIES

The activities in which children participate during the after-school hours provide distinct and important opportunities for promoting children's development. Activities such as arts groups, sports, and community organizations provide rich contexts for promoting cooperation and perspective-taking. After-school activities also provide opportunities for children to build competence and confidence in areas other than school.

What do children do after-school?

55% of children in Kootenay Lake said they went home every day after-school, and 84% said they went home after-school 3 or more

days a week. 76% went to a friend's house at least once a week, and 52% went to a park, playground, or community centre at least once a week.

95% of children said they watched TV between 3pm and 6pm, and 90% went on the computer. 74% of children participated in one or more organized after-school activities during the week. Among these children, most were involved in team sports (40%), individual sports (36%), and arts or music activities (37%). 18% of children were involved in educational lessons or activities such as tutoring or language school. (Full results are listed in the District Report, available online).



On the MDI, children are asked to name one activity that they wish they could do.

In Kootenay Lake, most children named a physical or outdoor activity. The second most frequent response was an arts or music activity.

FIG 4: WHERE CHILDREN IN KOOTENAY LAKE GO AFTER-SCHOOL

| How often do you go to these places after-school (from 3pm-6pm)? | Never | Once or twice a week | Three or more days a week |
|--|-------|----------------------|---------------------------|
| Home | 3% | 12% | 84% |
| Stay at school for an activity | 63% | 30% | 8% |
| After-school program or child care | 78% | 15% | 7% |
| Friend's house | 25% | 63% | 13% |
| Park/playground/community centre | 49% | 43% | 9% |
| The mall or stores | 70% | 23% | 7% |

What do children wish to be doing after-school?

When children were asked what they wished to be doing after-school, the majority (58%) wanted to be doing physical or outdoor activities. 15% wanted to be doing music or arts activities, 12% wanted to be playing video or computer games, 8% wanted to be hanging out with friends, and 2% wanted to be doing more educational activities (Figure 5).

Children were also asked what they thought were the largest barriers to them participating in desired activities. Having to go straight home after-school and being too busy were the top two responses (Figure 6).

FIG 5: WHAT CHILDREN IN KOOTENAY LAKE WISH TO BE DOING

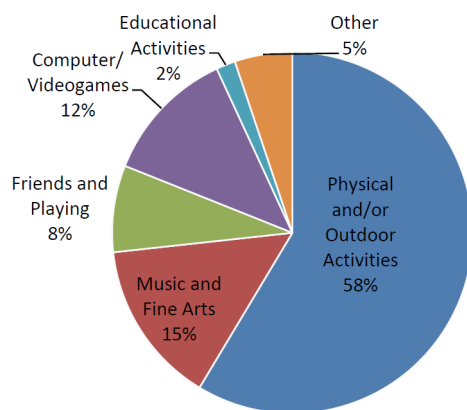
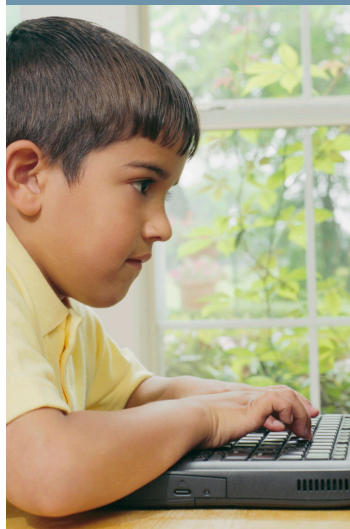
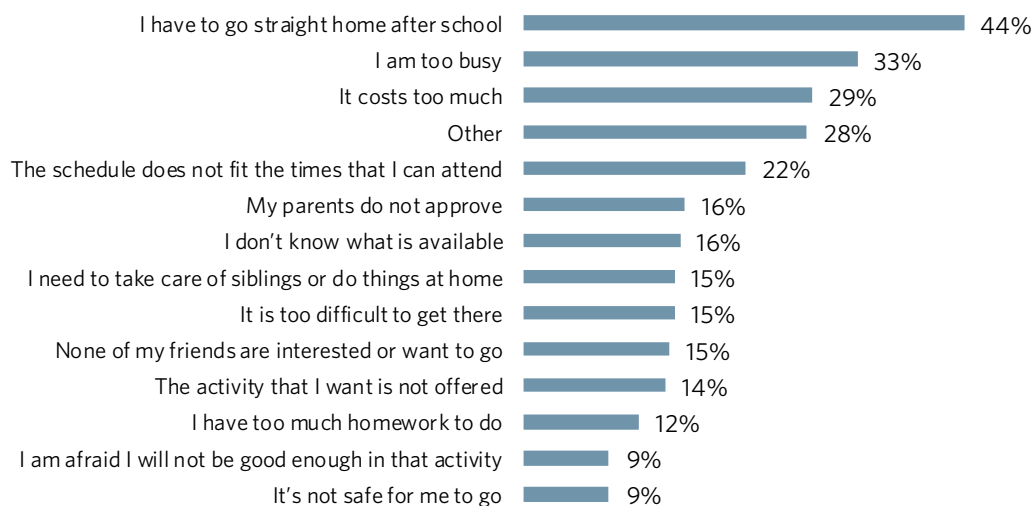


FIG 6: PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED ACTIVITIES



NEIGHBOURHOOD DIFFERENCES

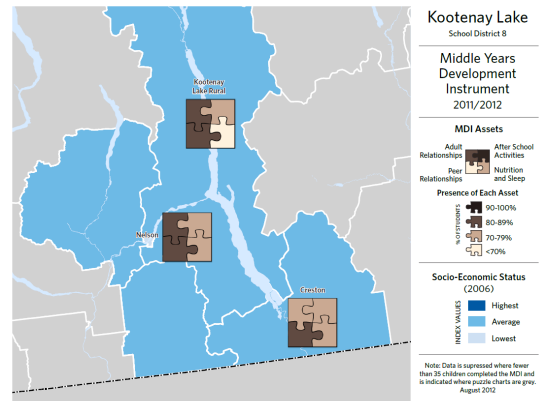
The MDI maps provide an overview of children's responses by neighbourhood. The following are a few notable characteristics of the Kootenay Lake community.

- Children reported having strong relationships with peers and adults across the Kootenay Lake district (Map 2).
- Most children resided in the Kootenay Lake Rural community. Children in this area reported eating breakfast fewer times per week and eating dinner with adults fewer times per week than children in other areas (Maps 3 and 4).
- Children reported the highest overall well-being in Nelson. There are also the fewest number of children in this community (Map 1).
- Children participated in organized activities quite evenly across neighbourhoods. Children in Nelson participated in slightly more sports or athletic activities, and children in Creston participated in slightly more arts and music activities (Maps 6-8).
- The average number of assets children reported was similar across all neighbourhoods (Map 11).

COMMUNITY ACTION

Putting research to action is the most important piece of the MDI project, yet it can be difficult to know where to begin.

When reviewing the research results, look first to see what's already working well. Identifying the structures and strategies that have enabled success in one area can provide clues for why other areas may not be working as well. Engaging colleagues, educators, community organizations, and children in this process is often beneficial.



MDI maps available at earlylearning.ubc.ca/mdi

INTERPRETING THE MAPS

The **MDI Well-Being Index** is a combined score of children's reported optimism, happiness, self-esteem, general health, and sadness.

The **MDI Asset Index** shows the percentage of children for whom the asset was present. For example, the darkest puzzle piece indicates that between 90-100% of children in that neighbourhood reported having that asset.

Average Total Assets represents the average number of assets (from 0 to 5) that children reported in that neighbourhood. The 5 assets are positive adult relationships, peer relationships, after-school activities, nutrition and sleep, and school experiences.

MDI Tools for Action is a new online resource that provides presentation slides, videos, research briefs, and reference material to assist with interpreting, sharing, and working with MDI results. These tools, as well as all reports and maps, are available through earlylearning.ubc.ca/mdi.