ACKNOWLEDGEMENTS

The Human Early Learning Partnership (HELP) recognizes that our work takes place at the University of British Columbia, on the traditional and unceded territories of the sx̱w̱sx̱w̱ú7mesh (Squamish), sel̓íl̓witulh (Tsleil-Waututh), and xʷməθ̓kəy̓əm (Musqueam) Nations. – Thank you, Ch’íthométel.

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. The BC Ministries of Children and Family Development, Education and Health have also provided support for the MDI project.

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 at mdi@help.ubc.ca or visit www.earlylearning.ubc.ca/mdi.

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

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 affect 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**
  - Optimism
  - Empathy
  - 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

- **Physical Health & Well-Being**
  - General Health
  - Eating Breakfast
  - Meals with Adults at Home
  - Frequency of Good Sleep
  - Body Image

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

- **Use of After-School Time**
  - 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**
  - Academic Self-Concept
  - School Climate
  - School Belonging
  - Motivation
  - Future Goals
  - Victimization and Bullying

* These questions are on the Grade 7 MDI only
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.

Did you know that the MDI asks children questions related to Personal and Social Competencies?

For a compilation of these measures and other data provided through student self-assessment, see your MDI reports. For more information visit discovermdi.ca.

Positive Personal & Cultural Identity
- 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

Social Responsibility
- Citizenship and Social Responsibility, Prosocial Behaviour, Empathy, School Climate, Connectedness to Adults at School, Connectedness to Peers, Self-Regulation and Assertiveness.
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](http://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 programers, 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

<table>
<thead>
<tr>
<th>School District</th>
<th># of Children</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Rocky Mountain</td>
<td>210</td>
<td>76%</td>
</tr>
<tr>
<td>8 Kootenay Lake</td>
<td>259</td>
<td>70%</td>
</tr>
<tr>
<td>10 Arrow Lakes</td>
<td>22</td>
<td>79%</td>
</tr>
<tr>
<td>19 Revelstoke</td>
<td>55</td>
<td>90%</td>
</tr>
<tr>
<td>23 Central Okanagan</td>
<td>1,467</td>
<td>84%</td>
</tr>
<tr>
<td>35 Langley</td>
<td>1,325</td>
<td>86%</td>
</tr>
<tr>
<td>36 Surrey</td>
<td>4,025</td>
<td>73%</td>
</tr>
<tr>
<td>40 New Westminster</td>
<td>391</td>
<td>77%</td>
</tr>
<tr>
<td>42 Maple Ridge-Pitt Meadows</td>
<td>952</td>
<td>84%</td>
</tr>
<tr>
<td>43 Coquitlam</td>
<td>1,885</td>
<td>82%</td>
</tr>
<tr>
<td>44 North Vancouver</td>
<td>859</td>
<td>71%</td>
</tr>
<tr>
<td>45 West Vancouver</td>
<td>422</td>
<td>86%</td>
</tr>
<tr>
<td>46 Sunshine Coast</td>
<td>221</td>
<td>84%</td>
</tr>
<tr>
<td>47 Powell River</td>
<td>118</td>
<td>77%</td>
</tr>
<tr>
<td>48 Sea to Sky</td>
<td>369</td>
<td>89%</td>
</tr>
<tr>
<td>49 Central Coast</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>50 Haida Gwaii</td>
<td>25</td>
<td>78%</td>
</tr>
<tr>
<td>51 Boundary</td>
<td>64</td>
<td>75%</td>
</tr>
<tr>
<td>53 Okanagan Similkameen</td>
<td>170</td>
<td>90%</td>
</tr>
<tr>
<td>57 Prince George</td>
<td>776</td>
<td>78%</td>
</tr>
<tr>
<td>67 Okanagan Skaha</td>
<td>235</td>
<td>59%</td>
</tr>
<tr>
<td>70 Alberni</td>
<td>244</td>
<td>89%</td>
</tr>
<tr>
<td>75 Mission</td>
<td>370</td>
<td>76%</td>
</tr>
<tr>
<td>78 Fraser-Cascade</td>
<td>118</td>
<td>78%</td>
</tr>
<tr>
<td>84 Vancouver Island West</td>
<td>20</td>
<td>65%</td>
</tr>
<tr>
<td>92 Nisga’a</td>
<td>33</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,650</strong></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL DISTRICT RESULTS
SD19 ■ REVELSTOKE

DEMOGRAPHICS

SCHOOL DISTRICT POPULATION

| Total Sample | 55 | Participation Rate | 90% |

**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 Identity**

| Boys | 58% |
| Girls | 38% |
| In another way | < 5 children |

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.

**Languages Spoken at Home**

<table>
<thead>
<tr>
<th>Aboriginal Language</th>
<th>0%</th>
<th>Hindi</th>
<th>0%</th>
<th>Spanish</th>
<th>6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cantonese</td>
<td>0%</td>
<td>Japanese</td>
<td>0%</td>
<td>Vietnamese</td>
<td>0%</td>
</tr>
<tr>
<td>English</td>
<td>100%</td>
<td>Korean</td>
<td>2%</td>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>Filipino/Tagalog</td>
<td>0%</td>
<td>Mandarin</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>6%</td>
<td>Punjabi</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

Results for your district

<table>
<thead>
<tr>
<th>Measures</th>
<th>Revelstoke (SD19)</th>
<th>All Participating Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thriving</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Medium to High Well-Being</td>
<td>51%</td>
<td>42%</td>
</tr>
<tr>
<td>Low Well-Being</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

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

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

Results for your district

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

- Fewer assets
- More assets

Revelstoke (SD19)

- Adult Relationships: 94%
- Peer Relationships: 80%

All Participating Districts

- After-School Activities: 87%
- Adult Relationships: 83%
- Nutrition and Sleep: 63%
- Peer Relationships: 84%

Note: School Experiences are also considered to be an asset that contributes to children’s well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or districts.
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: 55

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 14,650 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).
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).

**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.”

**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.”

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**SOCIAL & EMOTIONAL DEVELOPMENT**

**REVELSTOKE (SD19)** 2017/2018 GRADE 4 MDI
Physically healthy 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: 55

Percentage of children who reported:

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

### GENERAL HEALTH
Children are asked, “In general, how would you describe your health?”

- 48% High well-being
- 50% Medium well-being
- 2% Low well-being

### EATING BREAKFAST
Children are asked, “How often do you eat breakfast?”

- 84% 5+ times per week
- 4% 3-4 times per week
- 13% 2 or fewer times per week

### MEALS WITH ADULTS AT HOME
Children are asked, “How often do your parents or adult family members eat meals with you?”

- 80% 5+ times per week
- 4% 3-4 times per week
- 16% 2 or fewer times per week

### FREQUENCY OF GOOD SLEEP
Children are asked, “How often do you get a good night’s sleep?”

- 72% 5+ times per week
- 13% 3-4 times per week
- 15% 2 or fewer times per week

* 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).
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).

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).

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).
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:** 55

**Percentage of children who reported:**

- **High well-being:** 89%
- **Medium well-being:** 11%
- **Low well-being:** 0%

**Average for all districts:**

* The average for all districts participating in the 2017/18 MDI represents 14,650 children, including those from your district. See page 9 for a list of participating districts.

**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.”

- **High well-being:** 89%
- **Medium well-being:** 11%
- **Low well-being:** 0%

**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.”

- **High well-being:** 81%
- **Medium well-being:** 13%
- **Low well-being:** 6%

**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.”

- **High well-being:** 93%
- **Medium well-being:** 7%
- **Low well-being:** 0%

**NUMBER OF IMPORTANT ADULTS AT SCHOOL**

- **Your district:** 87% (2 or more), 4% (One), 9% (None)
- **Avg. for all districts:** 76% (2 or more), 9% (One), 15% (None)

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 PEERS

**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.”

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High well-being</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium well-being</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low well-being</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FRIENDSHIP INTIMACY**
Assesses the quality of relationships children have with their peers. e.g. “I have a friend I can tell everything to.”

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High well-being</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium well-being</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low well-being</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The average for all districts participating in the 2017/18 MDI represents 14,650 children, including those from your district. See page 9 for a list of participating districts.

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**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).**
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: 55
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 14,650 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?:

<table>
<thead>
<tr>
<th>Activity</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANY ORGANIZED ACTIVITY</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL LESSONS OR ACTIVITIES</td>
<td>13%</td>
<td>6%</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, tutoring, attending a math school, foreign language lessons, or some other academic related activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC OR ART LESSONS</td>
<td>22%</td>
<td>20%</td>
<td>58%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, drawing or painting classes, musical instrument lessons or some other activity related to music or art.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YOUTH ORGANIZATIONS</td>
<td>2%</td>
<td>16%</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, Scouts, Girl Guides, Boys and Girls Clubs, After School Care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDIVIDUAL SPORTS (WITH COACH OR INSTRUCTOR)</td>
<td>37%</td>
<td>15%</td>
<td>48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, swimming, dance, gymnastics, ice skating, tennis or another individual sport.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEAM SPORTS (WITH COACH OR INSTRUCTOR)</td>
<td>38%</td>
<td>11%</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For example, basketball, hockey, soccer, football or another team sport.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 14,650 children, including those from your district. See page 9 for a list of participating districts.

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### Challenges 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).
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:

- I am already doing the activities I want to be doing. **85%**
- I wish I could do additional activities. **20%**
- I am doing some of the activities I want, but I wish I could do more. **5%**

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.

<table>
<thead>
<tr>
<th>WISHES</th>
<th>(Number of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/Video Games/TV</td>
<td>0</td>
</tr>
<tr>
<td>Friends and Playing</td>
<td>0</td>
</tr>
<tr>
<td>Physical and/or Outdoor Activities</td>
<td>7</td>
</tr>
<tr>
<td>Music and Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Time with Family at Home</td>
<td>0</td>
</tr>
<tr>
<td>Free Time/Relaxing</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?</th>
<th>(Number of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Centre</td>
<td>4</td>
</tr>
<tr>
<td>Home</td>
<td>1</td>
</tr>
<tr>
<td>Park or Playground</td>
<td>0</td>
</tr>
<tr>
<td>School</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>(Number of students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have no barriers.</td>
</tr>
<tr>
<td>I have to go straight home after school.</td>
</tr>
<tr>
<td>I am too busy.</td>
</tr>
<tr>
<td>It costs too much.</td>
</tr>
<tr>
<td>The schedule does not fit the times I can attend.</td>
</tr>
<tr>
<td>My parents do not approve.</td>
</tr>
<tr>
<td>I don’t know what’s available.</td>
</tr>
<tr>
<td>I need to take care of siblings or do things at home.</td>
</tr>
<tr>
<td>It is too difficult to get there.</td>
</tr>
<tr>
<td>None of my friends are interested or want to go.</td>
</tr>
<tr>
<td>The activity that I want is not offered.</td>
</tr>
<tr>
<td>I have too much homework to do.</td>
</tr>
<tr>
<td>I am afraid I will not be good enough in that activity.</td>
</tr>
<tr>
<td>It is not safe for me to go.</td>
</tr>
<tr>
<td>Other.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a week</th>
<th>2+ times a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>0%</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>Stay at school for an activity</td>
<td>74%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>After-school program or child care</td>
<td>66%</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>Friend’s house</td>
<td>19%</td>
<td>42%</td>
<td>40%</td>
</tr>
<tr>
<td>Park/playground/community centre</td>
<td>34%</td>
<td>38%</td>
<td>28%</td>
</tr>
<tr>
<td>The mall or stores</td>
<td>69%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>Someplace else</td>
<td>38%</td>
<td>26%</td>
<td>36%</td>
</tr>
</tbody>
</table>

WHO ARE YOU WITH AFTER SCHOOL?
(Children can select all of the options that apply)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By myself</td>
<td>29%</td>
</tr>
<tr>
<td>Friends about my age</td>
<td>47%</td>
</tr>
<tr>
<td>Younger brothers/sisters</td>
<td>35%</td>
</tr>
<tr>
<td>Older brothers/sisters</td>
<td>33%</td>
</tr>
<tr>
<td>Mother (or stepmother/foster mother)</td>
<td>56%</td>
</tr>
<tr>
<td>Father (or stepfather/foster father)</td>
<td>45%</td>
</tr>
<tr>
<td>Other adult (such as grandparent, aunt or uncle, coach, babysitter)</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84%</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74%</td>
<td>9%</td>
<td>17%</td>
</tr>
</tbody>
</table>
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: 55

Percentage of children who reported:

- High well-being: 85%
- Medium well-being: 11%
- Low well-being: 4%

- Average for all districts *

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).
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 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

<table>
<thead>
<tr>
<th>District</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD 19</td>
<td>51%</td>
</tr>
<tr>
<td>All Participating Districts*</td>
<td>42%</td>
</tr>
</tbody>
</table>

Data Suppressed (<35 students)

*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.
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%**: SD 19 94%
- **80-89%**: All Participating Districts 83%
- **70-79%**: < 70%
- **<70%**: Data Suppressed (<35 students)

*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.
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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>SD 19</th>
<th>All Participating Districts*</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100%</td>
<td>80%</td>
<td>84%</td>
</tr>
<tr>
<td>80–89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70–79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Suppressed (&lt;35 students)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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%**
- **80-89%**
- **70-79%**
- **<70%**

**Data Suppressed (<35 students)**

**SD 19**

- **63%**

**All Participating Districts**

- **66%**

*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.
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%**

**SD 19**
- 87%

**All Participating Districts***
- 86%

*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.