



Vancouver Board of Education

Vancouver School District

*Grade 4 (2009-2010 Cohort)
District Report*

Survey Date: January 2010

*Pilot of a District-Wide
Implementation*

Middle-Years Development Instrument (MDI)

Dear District Community,

The purpose of the Middle Years Development Instrument is to give voice to children about their psychological and social experiences in and out of school. The MDI gives children a chance to provide the adult community with critical information about their current life experiences. This in turn, helps us to better understand how we can foster children’s strengths and well-being during the middle childhood years so they can reach their fullest potential.

Sincerely,

Valerie Overgaard (VSB), Jeff Calbick (UWLM), & Kimberly Schonert-Reichl (UBC)

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Key Demographics

District total sample: 3032

Sex: Boys: 52%
Girls: 48%

Language at home:

English: 89% (n=2674)
 French: 5% (n=156)
 Mandarin: 12% (n= 373)
 Cantonese: 23% (n= 692)
 Hindi: 2% (n=53)
 Punjabi: 5% (n=162)
 Farsi: 1% (n= 20)
 Japanese: 2% (n=72)
 Spanish: 3% (n=103)
 Filipino/Tagalog: 7% (n= 198)
 Korean: 2% (n=67)
 Vietnamese: 5% (n=152)
 Other: 10% (n=290)

The MDI is a collaborative research project among the Vancouver Board of Education (VSB), the United Way of the Lower Mainland (UWLM) and the Human Early Learning Partnership (HELP) at the University of British Columbia (www.earlylearning.ubc.ca), all of whom share an interest in developing a better understanding of child development and well-being during the middle childhood years.

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***A special thanks** to the efforts and contributions of all administrators, teachers, staff, and children at the schools who devoted their time to making the MDI a success.*

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About the MDI

Development of the MDI

The MDI is a self-report survey that asks children to report on five dimensions that are critical components of development and strongly linked to well-being, health, academic achievement, and success throughout the school years and in later life:

- ***Social and Emotional Development***
- ***Connectedness***
- ***School Experiences***
- ***Physical Health and Well-being***
- ***Constructive Use of After School Time***

The questions included on the MDI are based on a developmental assets/strengths-based approach, emphasizing protective factors that support and optimize development. To insure that the MDI has strong psychometric properties (reliability, validity), we have conducted four pilot studies, including the present district-wide implementation for which 3,032 grade 4 children attending 72 public elementary schools in the Vancouver School District completed the MDI.

Importance of the MDI

The MDI gives children an opportunity to share their own thoughts, wishes and needs as they move through middle childhood. Listening to children's voices is a fundamental step in the process of engaging them and providing them with positive learning experiences, both in and out of school, in enabling them to make responsible decisions and establish healthy habits, and in supporting them to accomplish their goals. Data from the MDI, in combination with information from other sources, are intended to be used by schools and communities to discuss, develop, plan, and implement practices, programs, and policies that engage and support children, their families, and their educators.

This report represents a collaborative effort to systematically collect and share information from children at this age, link results of the MDI to existing research, and provide information on local resources and tools that schools and communities can draw upon in their efforts to create school environments in which all our children can thrive.

What the MDI is

- ✓ The MDI provides representative and reliable information on children's feelings, thoughts, assets, strengths, needs, and wishes during the middle childhood period.
- ✓ The MDI allows schools and communities to examine whether their assumptions and expectations about their children's development and experiences are compatible with the children's own perceptions.
- ✓ The MDI can be a powerful tool for the mobilization and enhancement of initiatives that are sensitive to and build upon existing leadership, partnerships, resources, and strengths in the participating schools and communities.

What the MDI is not

- × The MDI does not diagnose children with specific learning disabilities or areas of developmental delay.
- × The MDI data cannot be used to prescribe specific practices or programs to teachers, parents, schools, or communities.
- × The MDI does not assess the success or failure of children in the middle childhood period.
- × The MDI does not identify individual children.

Social and Emotional Development

In the Social and Emotional Development section of the MDI, children respond to questions about their current social and emotional functioning in seven areas: **optimism, self-esteem, subjective well-being, empathy, prosocial behaviour, and psychological well-being (sadness and worries).**

These areas of social and emotional competence reflect critical developmental assets for children that are fundamental for successful development across the life span. They are also characteristics that are associated with greater motivation and success in school, and with positive outcomes later in life (postsecondary education, employment, healthy lifestyles, physical, and psychological well-being).

The following three pages highlight some key findings in this area.

What do the graphs show?

The graphs show the percentage of grade 4 children who completed the MDI survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for all grade 4 participants in the Vancouver school district are shown.

.....Optimism

What do these categories mean?

High: Children who usually reported that statements such as “I have more good times than bad times” or “I start most days thinking I will have a good day” were either ‘always like’ them or ‘a lot like’ them were designated as ‘high’ in optimism. In Vancouver, one half of the children fell into the high range of optimism.

Medium: Children who usually responded that these statements were only partially or somewhat true for them or those who reported a mix of positive and negative responses, their optimism was considered ‘medium.’ In Vancouver, about 2 in 5 children fell into the medium range.

Low: Those children who usually reported that these statements described them only ‘a little’ or ‘not at all,’ were considered to be ‘low’ in optimism. In Vancouver, about 1 in 10 children were in this ‘low’ range of optimism.

Optimism



District results

..... **Self-Esteem**

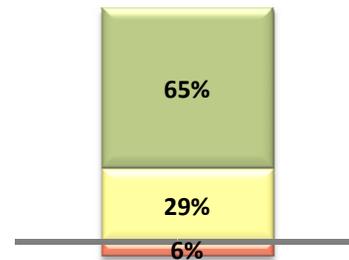
What do these categories mean?

High: Children who usually responded ‘often’ or ‘always’ to statements such as “A lot of things about me are good” or “In general, I like being the way I am” were designated as ‘high’ in self-esteem. In Vancouver, about 2 in 3 children fell into the high category.

Medium: Children who responded ‘sometimes’ to these statements or who reported a mix of positive and negative responses were designated as ‘medium’ in self-esteem.

Low: Children who usually responded ‘never’ or ‘hardly ever’ to these statements were designated as ‘low’ in self-esteem.

Self-Esteem



District results

..... **Subjective Well-Being**

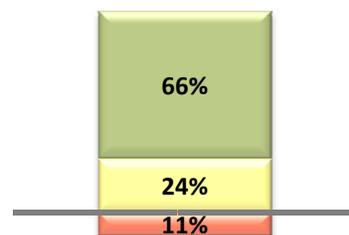
What do these categories mean?

High: Children who usually responded that they ‘agree’ or ‘strongly agree’ with statements such as “I am happy with my life” or “The things in my life are excellent” were designated as ‘high’ in subjective well-being. In Vancouver, about 2 in 3 children fell into the high range for subjective well-being.

Medium: Children who responded that they ‘don’t agree or disagree’ with these statements, or who reported a mix of positive and negative responses were considered ‘medium’ in subjective well-being. In Vancouver, about 1 in 4 children fell into the medium range.

Low: Children who usually responded that they ‘disagree’ with these statements were designated as having a ‘low’ level of subjective well-being. In Vancouver, about 1 in 10 children were in this ‘low’ range for subjective well-being.

Subjective Well-Being or "Happiness"



District results

Social and Emotional Development (Continued)

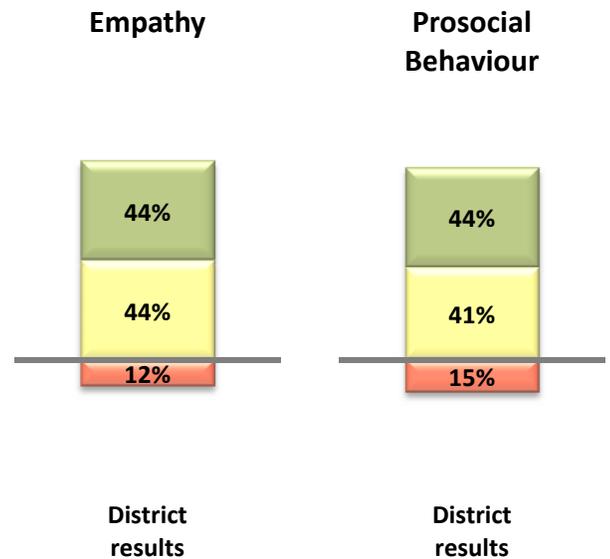
..... Empathy & Prosocial Behaviour

What do these categories mean?

High: Children who usually responded that statements such as “I care about the feelings of others” (empathy) or “I helped someone who was hurt” (prosocial behaviour) were either ‘always’ or ‘a lot’ like them were designated as ‘high’ in empathy and prosocial behaviour, respectively.

Medium: Children who responded that the statements ‘kind of’ described them or who reported a mix of positive and negative responses to these statements were designated as ‘medium’ in empathy and prosocial behaviour.

Low: Children who usually responded ‘not at all’ or ‘a little’ to these statements were designated as ‘low’ in empathy and prosocial behaviour.



..... Sadness & Worries

What do these categories mean?

Low: Children who reported that they ‘never’ or ‘hardly’ ever “feel sad” or “worry” were assigned into the low category because they reported low levels of sadness and worries. (Note: ‘Low’ levels of sadness or worries were considered a positive developmental outcome.)

Medium: Children who responded ‘sometimes’ to these statements or who reported a mix of positive and negative responses were designated as having a ‘medium’ level of sadness and worries.

High: Children who usually responded ‘often’ or ‘always’ to these statements were designated as reporting high levels of sadness and worries. (Note: ‘High’ levels of sadness or worries were considered a negative developmental outcome.)



Connectedness

On the MDI, children were asked to tell us about their experiences of support from and connection with the **adults in their schools** and **neighbourhoods**, with their **parents or guardians at home**, and with their **peers**. Belonging is a fundamental need for people of all ages, and feeling well-connected is one of the most important assets for a child’s well-being. Children need adults who care about them, believe in them, and listen to them. They also need to feel that they belong in school and that they have friends they can count on.

Children who do not feel connected are more likely to drop out of school and to suffer from mental health problems. Friendships and peer support are also critical for optimal motivation and can impact children’s academic and life success. Children’s connections to their parents also continue to play a central role in development. A single caring adult, be it a family member, a teacher in the school or a neighbour, can make a very powerful difference in a child’s life.

What do the graphs show?

The graphs show the percentage of grade 4 students who completed the MDI survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for all grade 4 participants in the Vancouver School district are shown.

.....Number of Important Adults in School.....

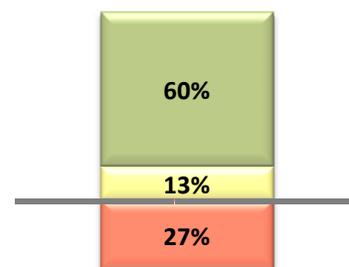
What do these categories mean?

High: Children were asked to list all of the adults from their school who were important to them. Children who listed two or more adults were assigned to the ‘high’ category. In Vancouver, the majority of children listed two or more adults from school who they considered to be important to them.

Medium: Children who listed one adult from their school who was important to them were designated as ‘medium.’ In Vancouver, about 15 percent of the children listed one adult from their school (for example, teacher, principal, counselor, librarian) who was important to them.

Low: Children who did not list a single adult from their school who was important to them fell into the ‘low’ category. In Vancouver, 1 in 4 children reported not having any adult in school that was important to them.

Important Adults in School



District results

Connectedness (Continued)

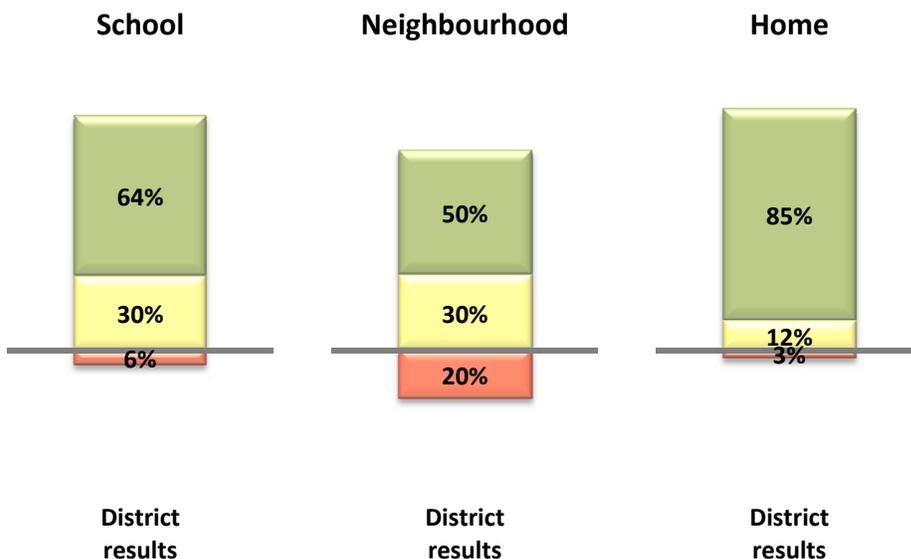
..... Connectedness to Adults

What do these categories mean?

High: Children who usually indicated that statements such as “There is an adult who really cares about me” or “There is an adult who believes I will be a success” were ‘pretty much’ or ‘very much’ true for them were designated as having ‘high’ levels of connectedness to adults.

Medium: Children who reported that these statements were ‘a little true’ or who reported a mix of positive and negative responses were designated as having a ‘medium’ level of connectedness to adults in a given context.

Low: Children who usually reported that these statements were ‘not at all true’ for them were designated as feeling ‘low’ levels of connectedness to adults in a given context.



Note: Similar questions were asked about adults in the child’s school, neighbourhood, and at home.

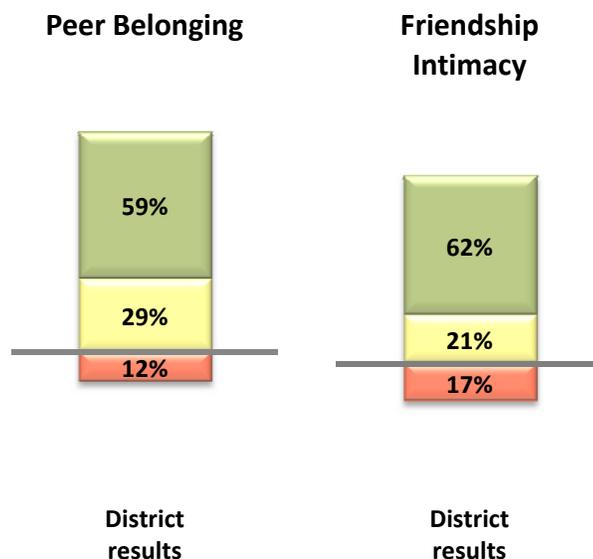
..... Peer Belonging & Friendship Intimacy

What do these categories mean?

High: Children who usually indicated that statements such as “When I am with other kids my age, I feel I belong” (peer belonging) or “I have a friend I can tell everything to” (friendship intimacy) were ‘most of the time’ or ‘always’ true for them were designated as having a ‘high’ level of peer belonging and friendship intimacy, respectively.

Medium: Children who responded ‘sometimes’ to these statements or who reported a mix of positive and negative responses were considered ‘medium’ in peer belonging and friendship intimacy.

Low: Children who usually responded ‘not at all’ to these statements were designated as having ‘low’ levels of peer belonging and friendship intimacy.



School Experiences

On the MDI, children were asked about their school experiences in the following areas: **academic self-concept, school climate, school belonging,** and **experiences with peer victimization.** Within a school system, caring, supportive relationships are evident in the ways teachers and staff interact with children, and in how children interact with each other. School success is optimized when children learn within a safe, caring, and supportive environment.

Children’s sense of safety and belonging at school have been shown to foster school success in many ways. When children feel their needs are being met at school, they are more likely to feel attached to their school. In turn, children who feel more attached to their school have better attendance and higher academic performance. These children are also less likely to engage in high-risk behaviours such as juvenile delinquency and other forms of deviancy.

What do the graphs show?

The graphs show the percentage of grade 4 students who completed the MDI survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for all grade 4 participants in the Vancouver school district are shown.

..... Academic Self-Concept

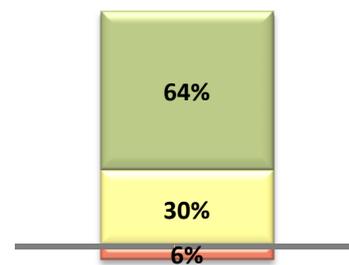
What do these categories mean?

High: Children who usually responded ‘a lot’ or ‘always’ to statements such as “I am certain I can learn the skills taught in school this year” or “Even if the work in school is hard, I can learn it” were designated as ‘high’ in academic self-concept.

Medium: Children who usually responded ‘kind of’ to these statements or who reported a mix of positive and negative responses were designated as ‘medium’ in academic self-concept.

Low: Children who usually responded ‘not at all’ or ‘a little’ to these statements were designated as having a ‘low’ level of academic self-concept.

Academic Self-Concept



District results

School Experiences (Continued)

School Climate

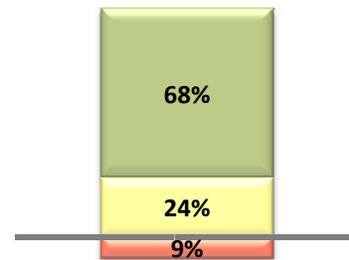
What do these categories mean?

High: This percentage reflects the number of children who usually agreed with statements such as “Teachers and students treat each other with respect in this school” or “People care about each other in this school.” In Vancouver, about 2 in 3 children rated their school’s climate as ‘high.’

Medium: This reflects the percentage of children who usually chose the option of ‘don’t agree or disagree’ to these statements or who reported a mix of positive and negative responses. In Vancouver, about 1 in 4 children’s responses fell into the ‘medium’ range for school climate.

Low: This reflects the percentage of children who usually disagreed with these statements. In Vancouver, about 1 in 10 children’s responses fell into the ‘low’ range for school climate.

School Climate



District results

School Belonging

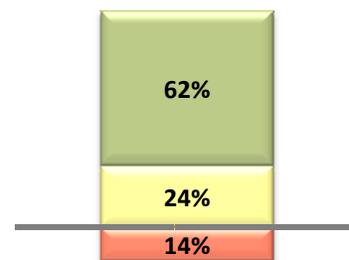
What do these categories mean?

High: Children who usually reported that statements such as “I feel like I am important to this school” and “I feel like I belong in this school” were ‘true’ or ‘very true’ for them were designated as ‘high’ in feelings of school belonging. In Vancouver, almost 2 in 3 fell into the high category.

Medium: Children who usually responded ‘somewhat true’ to these statements or who reported a mix of positive and negative responses were designated as having a ‘medium’ level of school belonging. In Vancouver, about 1 in 4 children fell into the medium category.

Low: Children who usually responded ‘not at all true’ to these statements were designated as ‘low’ in school belonging. In Vancouver, about 1 in 7 children fell into the low category.

School Belonging



District results

..... Victimization at School

Over the past 10-15 years, media attention about the challenges and long-term impact of school bullying has raised public awareness concerning peer victimization in schools around the world. Bullying is a distinct form of aggressive behaviour in which one child or a group of children act repeatedly to cause harm or embarrassment to other children who cannot defend themselves easily. Bullying is an abuse of power; in some way, the child who bullies has an advantage over the child who is victimized. For the child who is victimized, the consequences of bullying can last a lifetime. On the MDI, children were asked to report on how often they are bullied by their peers. Given that bullying can take many forms, children were asked to report on four different kinds of peer victimization – physical, verbal, social, and cyber victimization – and were given a definition of each type before each item.

What do the graphs show? For each type of victimization, children were asked: “This school year, how often have you been bullied by other students in the following way?” The colour-coded bar graphs represent the percentages of children that responded with one of the following four response options:

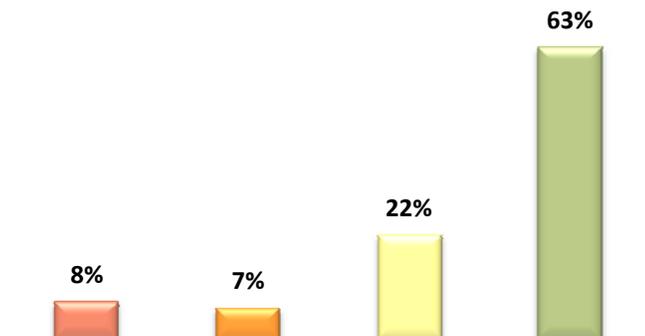
Several times a week

About once a week

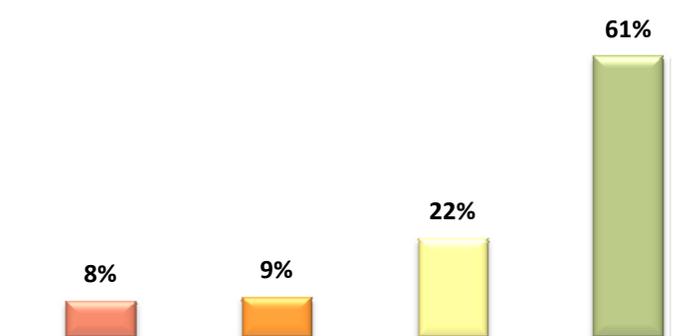
About once a month

Not at all this year

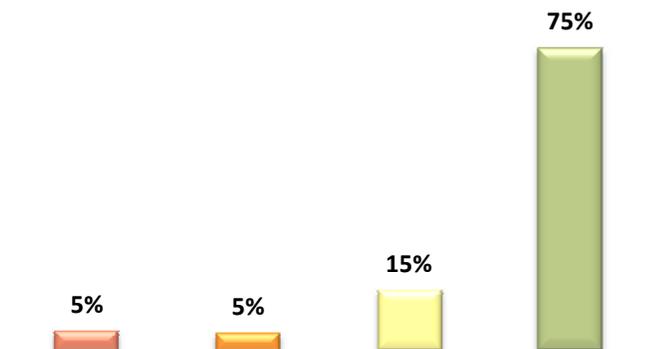
Social Victimization



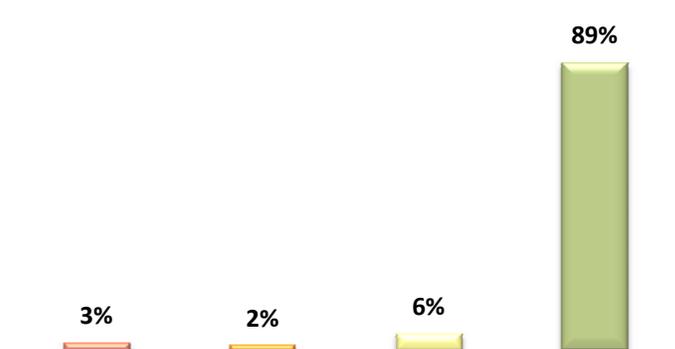
Verbal Victimization



Physical Victimization



Cyber Victimization



Physical Health & Well-Being

On the MDI, children evaluated their own physical well-being in the areas of **overall health** (for example, perceptions of their own health conditions), **body image**, **nutrition** and **sleeping habits**. The World Health Organization (WHO) recognizes that health outcomes can be affected by different factors in one’s environment, and that attending to physical and mental health is important for maintaining healthy outcomes throughout the life course.

There has never been a greater emphasis on physical health and well-being than there is today. The impact of physical health and well-being on quality of life and society in general is significant. For example, we have long known that having a good night’s sleep and a good breakfast are important for performing well in school each day. It is important, therefore, to provide children with direction, information, and opportunities to develop a healthy lifestyle and to make appropriate lifestyle choices.

What do the graphs show?

The graphs show the percentage of grade 4 students who completed the MDI survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for all grade 4 participants in the Vancouver school district are shown.

..... General Health

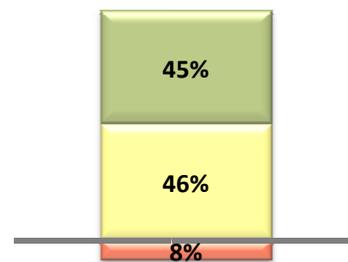
What do these categories mean?

High: Children who responded with ‘excellent’ to the question, “In general, how would you describe your health?” were designated as ‘high’ in general health.

Medium: Children who responded with ‘good’ to this question were designated as ‘medium’ in general health.

Low: Children who responded with ‘poor’ or ‘fair’ to this question were designated as ‘low’ in general health. In Vancouver, almost 1 in 10 children reported that their health is ‘fair’ or ‘poor.’

Overall Health



District results

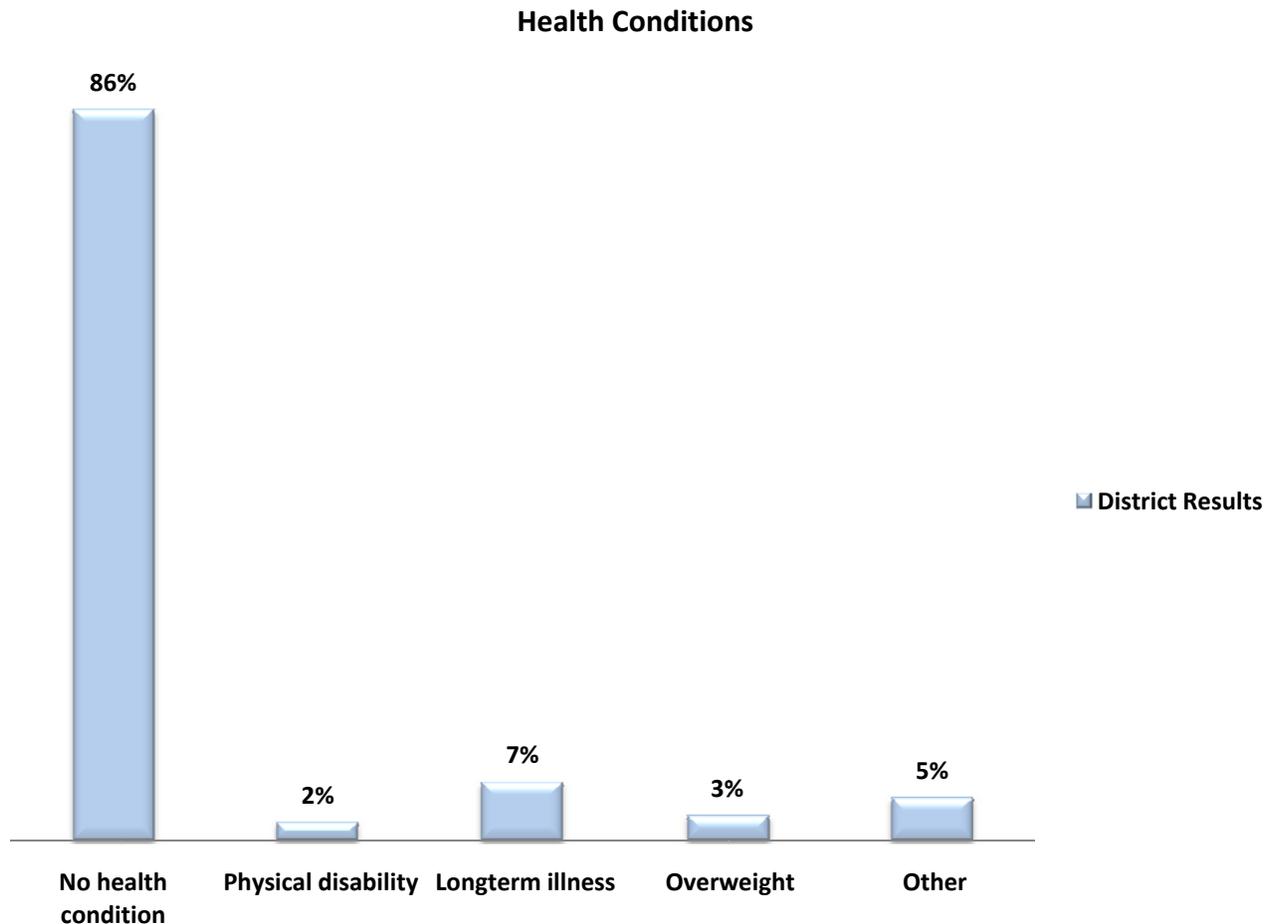
..... **Physical/Health Condition**

What does the graph show?

For their health condition, children were asked: “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.)”

The bar graphs represent the percentages of children that responded with one of the following five response options:

- No health condition
- Physical disability
- Long-term illness
- Overweight
- Other



Physical Health & Well-Being (Continued)

..... Body Image

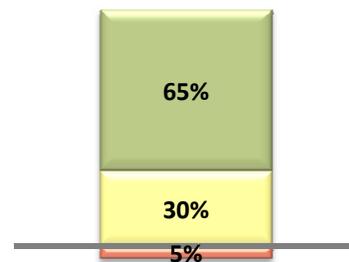
What do these categories mean?

Children who rated their body weight as 'about the right weight' were assigned to the green category. In Vancouver, about 2 in 3 children fell into this category.

Children who rated their body weight as 'slightly underweight' or 'slightly overweight' were assigned to the yellow category.

Children who rated their body weight as 'very underweight' or 'very overweight' were assigned to the red category.

Body Image



District results

..... Eating Breakfast & Sleep

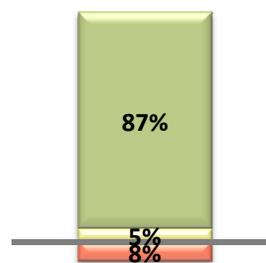
What do these categories mean?

High: Children who responded with '5 or 6 times a week' or 'every day' to the questions, "How often do you eat breakfast?" or "How often do you get a good night's sleep?," respectively, were assigned to the 'high' category.

Medium: Children who responded with '3 or 4 times a week' to these questions were designated as 'medium.'

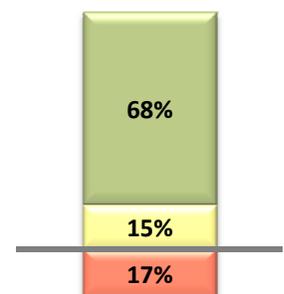
Low: Children who responded with 'never' or '1 or 2 times a week' to these questions were designated as 'low.'

Breakfast



District results

Sleep



District results

Constructive Use of After School Time

We know that the environments in which children live, work, and play are important, yet we know very little about how school-aged children actually spend their out-of-school hours. Children’s involvement in constructive everyday activities outside school provide important developmental and socialization contexts. These activities create different opportunities for children to build relationship skills and gain competence.

Organized recreational activities, such as sports and art groups, provide rich contexts through which we can promote the positive development of children and youth. For example, we know that children who are more involved in extracurricular activities at school tend to do better in school and are less likely to drop out. The information provided by the MDI attempts to fill in some gaps in the existing research on activity participation during after-school hours.

What do the graphs show?

The graphs show the percentage of grade 4 students who completed the MDI survey whose responses fell into one of the three categories: high, medium, or low. In each graph, the results for all grade 4 participants in the Vancouver school district are shown.

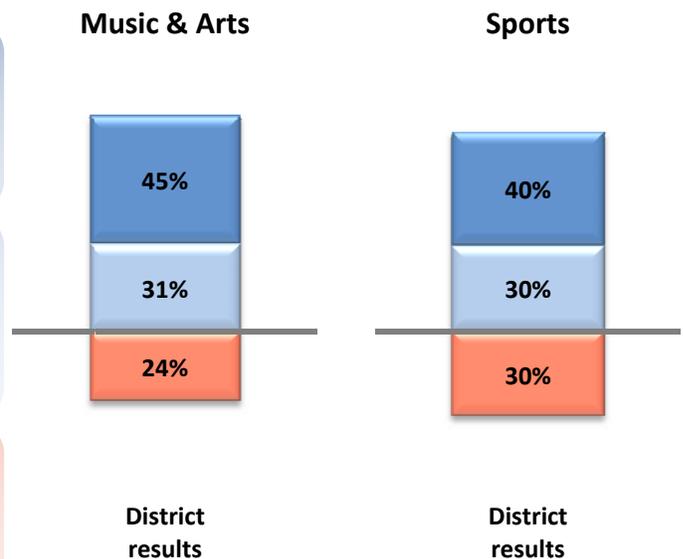
.....After-School Activities.....

What do these categories mean?

High: Children who reported that they participated in 2 or more after-school activities in ‘Music & Arts’ or ‘Sports,’ respectively, were assigned to the high category.

Medium: Children who reported that they participated in 1 after-school activity in ‘Music & Arts’ or ‘Sports,’ respectively, were assigned to the medium category.

Low: Children who reported that they did not participate in any after-school activity in ‘Music & Arts’ or ‘Sports,’ respectively, were assigned to the low category.



Constructive Use of After-School Time (Continued)

.....Homework & TV.....

What do these categories mean?

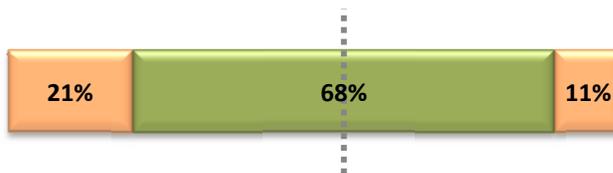
Low: Children in this category reported that they don't "do homework" or don't "watch TV" after school from 3 to 6 pm during a 'normal week.'

Medium: Children in this category reported that they "do homework" or "watch TV" about 15 minutes to 2 hours per day.

High: Children in this category reported that they "do homework" or "watch TV" more than 2 hours per day.

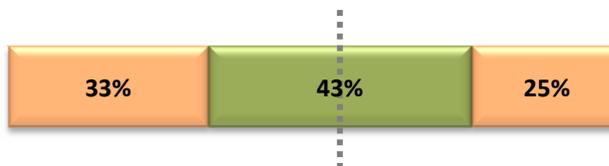
Homework

District results



TV

District results



..... Participation in Organized Activities

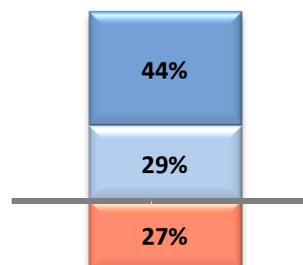
What do these categories mean?

High: Children who reported that they participate in 2 or more "organized activities" (educational lessons; sports; arts & music; youth organizations) after school from 3pm to 6pm during a 'normal school week' were considered high.

Medium: Children who reported that they participate in 1 organized after-school activity from 3pm to 6pm during a 'normal school week' were assigned to the medium category.

None: Children who reported that they do not participate in any organized after-school activities after school from 3pm to 6pm during a 'normal school week' were assigned to the low category.

Participation in Organized Activities



District results

Student Responses to Individual Items

In the table below, we provide information on the percentage of children from the school district who endorsed each response for selected individual items on the MDI. The response endorsed most often is indicated in bold in each row. Results for individual items should be reviewed along with results obtained for the composite indices presented above.

Connectedness

	No	Yes	Don't Know
1. Are there places in your neighbourhood/community that provide programs for kids your age, like sports and other clubs and activities?	9% (n=272)	69% (n=2068)	22% (n=669)
2. Are there safe places in your neighbourhood/community where you feel comfortable to hang out with friends, like playgrounds, parks, or community centres?	8% (n=253)	74% (n=2222)	18% (n=529)

School Experiences

	Not at All True of Me	Somewhat True of Me	Very True of Me
1. I feel like I belong in this school.	5% (n=150)	33% (n=993)	62% (n=1854)
2. When I grow up, I have goals and plans for the future.	5% (n=161)	28% (n=838)	67% (n=2000)

	Not Important at All	Not Very Important	Somewhat Important	Very Important
3. How important is it to you to do the following in school:				
3a. Make friends?	1% (n=34)	5% (n=145)	26% (n=793)	68% (n=2025)
3b. Get good grades?	1% (n=16)	2% (n=69)	16% (n=489)	81% (n=2422)
3c. Learn new things?	1% (n=21)	2% (n=73)	21% (n=625)	76% (n=2273)

Physical Health and Well-Being

	Never	1 or 2 Times a Week	3 or 4 Times a Week	5 or 6 Times a Week	Every Day
1. How often do your parents or other adult family members eat meals with you?	4% (n=109)	11% (n=315)	9% (n=262)	16% (n=484)	60% (n=1781)
2. How often do you eat food like pop, candy, potato chips, or something else?	8% (n=229)	51% (n=1512)	25% (n=748)	10% (n=284)	6% (n=185)
	Before 9:00pm	Between 9:00pm and 10:00pm	Between 10:00pm and 11:00pm	Between 11:00pm and Midnight	After 12:00am/ Midnight
3. What time do you usually go to bed during the weekdays?	23% (n=682)	46% (n=1375)	18% (n=530)	8% (n=222)	6% (n=166)

Constructive Use of After School Time

	Never	Once or Twice a Week	Three or Four Times a Week	Every Day
1. How often do you go to these places after school until 6pm?				
1a. I go home.	9% (n=254)	15% (n=447)	24% (n=726)	52% (n=1539)
1b. I stay at school to participate in afterschool activities.	67% (n=1950)	24% (n=693)	6% (n=177)	4% (n=109)
1c. I go to an afterschool program/daycare.	61% (n=1803)	19% (n=551)	10% (n=280)	10% (n=308)
1d. I go to a friend's house.	47% (n=1385)	44% (n=1290)	7% (n=214)	1% (n=40)
1e. I go to a park, playground, or community centre.	49% (n=1433)	37% (n=1086)	10% (n=282)	4% (n=118)
1f. I hang out at the mall or stores.	64% (n=1862)	28% (n=816)	7% (n=202)	1% (n=39)
1g. I go someplace else, for example, a family member's home, or other places.	48% (n=1421)	35% (n=1027)	11% (n=328)	6% (n=169)
	No		Yes	
2. During last week AFTER SCHOOL (3:00pm to 6:00pm), did you participate in:				
2a. Education lessons or activities	67% (n=1965)		33% (n=985)	
2b. Art or music lessons	65% (n=1889)		35% (n=1039)	
2c. Youth organizations	88% (n=2552)		12% (n=348)	
2d. Individual sports with a coach or instructor	60% (n=1750)		40% (n=1143)	
2e. Team sports with a coach or instructor	69% (n=1993)		31% (n=886)	
3. What stops you from participating in the activities that you want to participate in after school?				
3a. I have to go straight home after school.	41% (n=1051)			
3b. It is too difficult to get there.	11% (n=292)			
3c. The activity that I want is not offered.	16% (n=410)			
3d. The schedule does not fit the times that I can attend.	30% (n=763)			
3e. It's not safe for me to go.	8% (n=210)			
3f. I have too much homework to do.	33% (n=861)			
3g. My parents do not approve.	19% (n=502)			
3h. It costs too much.	21% (n=538)			
3i. I need to take care of brothers or sisters or do other things at home.	17% (n=442)			
3j. I am afraid I will not be good enough in that activity.	12% (n=303)			
3k. I am too busy.	40% (n=1023)			
3l. I don't know what is available.	14% (n=372)			
3m. None of my friends are interested or want to go.	16% (n=402)			

3 Ways to Create More Connections with your Students*

“Two-by-Ten” – For two minutes a day, over the course of 10 days, teachers have a personal conversation with disengaged students about something they are interested in.

Listening Sessions – In groups of 20, ask your students for their opinions on their school experiences and what they expect from school and teachers. You may be surprised by what they have to say.

Morning Meeting – For 20 minutes every morning, 1) start with having teachers and students greet one another, 2) then take time to have students share a brief experience like a family expedition, 3) followed with a group activity like a song or cooperative game, and 4) end with news and announcements.

*“Raise your Students’ Emotional Intelligence Quotient”
<http://www.edutopia.org/>

Related Research & References

What are the ABCs of Social Responsibility?

Classrooms that promote children’s psychological needs are those that allow them opportunities for:

Autonomy, **Belonging** (*relatedness/feeling connected to others*), and **Competence**¹

Healthy Schools²

Schools are widely recognized as a primary socialization context for children and youth and a key setting for health promotion. Schools that have established positive social and physical environments that respect and support all children are more likely to foster child development in a meaningful and health-enhancing manner.

A comprehensive approach to school-based health promotion involves all members of the school and community who can contribute to the well-being of children, including children, school staff, parents, and community partners.

1) Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Website: <http://www.psych.rochester.edu/SDT/>

2) Canada Health: <http://www.hc-sc.gc.ca/hl-vs/child-enfant/index-eng.php>

Additional Resources

- ✓ Collaborative for Academic, Social, and Emotional Learning (CASEL), <http://www.casel.org/>
- ✓ Social Responsibility, http://www.bced.gov.bc.ca/perf_stands/social_resp.htm
- ✓ Edutopia (Lessons and videos on Social and Emotional Learning), <http://www.edutopia.org/>
- ✓ Developmental Studies Center (Caring School Community Project), <http://www.devstu.org>
- ✓ The Search Institute, <http://www.search-institute.org/>
- ✓ Find Youth Info - Resources and effective programs to help youth-serving organizations and community partnerships, <http://www.findyouthinfo.gov>
- ✓ What Works (Character Education), US Dept of Education’s Institute for Education Sciences, <http://www.ties.ed.gov/nceewwc/>
- ✓ Centre for Social and Emotional Education, <http://www.csee.net>
- ✓ Educators for Social Responsibility (ESR), <http://www.esrnational.org/home.htm>
- ✓ Promoting Relationships and Eliminating Violence Network (PREVNet), <http://www.prevnet.ca>
- ✓ Education.com - Online Magazine with special issue on bullying by researchers from around the globe, <http://www.education.com>
- ✓ Social Responsibility and Collaborative Learning Environments (SRCLE), <http://www.srcle.net>

***For more resources on Social Responsibility, contact: Lisa Pedrini (Manager, Social Responsibility and Diversity), lpedrini@vsb.bc.ca, or Jan Sippel (Abuse Prevention Coordinator), jsippel@vsb.bc.ca

FAQs

Why do we need another assessment or survey?

The MDI taps into areas that have great significance in children's lives but that are not typically evaluated in other assessments. Rather than evaluating how children *perform*, the MDI gives children a voice, an opportunity to communicate to adults in schools and communities about what their experiences are inside and outside of school. In this regard, the MDI has great potential to provide educators, parents, researchers, and policy makers with much needed information about the psychological and social worlds of children during middle childhood. Such information can help schools, program planners, and community members find ways to create environments that help children in their community thrive.

This is one of the first efforts to create a population-based measure of children's social and emotional development and well-being both inside and outside of school. The MDI provides a unique window into the lives of children during the middle childhood years by focusing on child development and the factors identified in the research as promoting resiliency and positive social, emotional, and physical health. The MDI does not narrowly focus on academic achievement, but takes a "whole child" approach – an approach that is gaining momentum with researchers and educators across North America.



Next Steps for Your Consideration:

- ✓ **Review the report of results for the district** with administrators, staff, teachers, and parents. Compare these results with other information you may have about the district.
- ✓ **Conduct focus groups with children** to get their feedback on what programs and practices help them feel connected to school. Discuss what the school district can do to improve conditions for learning. Consider training children as focus group leaders to get honest feedback.
- ✓ **Develop an action plan** for improving child connections. Align the plan with the district's goals and student development plans.
- ✓ **Implement your action plan** and monitor your progress by obtaining ongoing feedback from children, teachers, administrators, staff, school counselors, psychologists, social workers, and parents.