



School District 43

Coquitlam District Report

Grade 4 (2010-2011 cohort)
Survey Date: March 2011

Our Children's Voices: Results from the Middle-Years Development Instrument

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

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Key Demographics

Total sample: 1,921 students

Participation rate: 88%

Sex: Boys: 981 (51%)
Girls: 940 (49%)

Language at home:

| | | |
|------------------|-------|-------|
| Aboriginal | 6 | (<1%) |
| English | 1,753 | (91%) |
| Cantonese | 59 | (3%) |
| Filipino/Tagalog | 62 | (3%) |
| French | 98 | (5%) |
| Hindi | 18 | (1%) |
| Japanese | 24 | (1%) |
| Korean | 160 | (8%) |
| Mandarin | 96 | (5%) |
| Punjabi | 22 | (1%) |
| Spanish | 69 | (4%) |
| Vietnamese | 8 | (<1%) |
| Other | 277 | (14%) |

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

This report was prepared by Martin Guhn, Ph.D., Kimberly Thomson, M.A., Lina Sweiss, M.A., Anthony Smith, B.A., Brianne Grant, M.A., Christine Klerian, B.A., Shelley Hymel, Ph.D., and Kimberly A. Schonert-Reichl, Ph.D.



***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.*

MDI Steering Committee: Kimberly Schonert-Reichl (PI, UBC), Shelley Hymel (UBC), Clyde Hertzman (HELP), Joanne Schroeder (HELP), Jeff Calbick (UWLM), Chinu Das (UWLM), Dan Marriott (Consultant), Lisa Pedrini (VSB), Martin Guhn (HELP/UBC)

The steering committee would like to extend its warmest appreciation to the teacher leaders who dedicated their time and expertise to the success of this project: Patti Henry, Grant McNally, Tara Sutherland, Lori Sherle, Margaret Dushenko, Shelagh Pagazzi, Jay Parnell, Paulette Flood, Sherilyn Henschell, Elspeth Anjos, Shirley-Anne Rubis, and Sylvie Karsenti.

The committee would also like to thank Mr. Tom Grant, Superintendent of Schools, Ms. Maureen Dockendorf, Assistant Superintendent, and Ms. Marna Macmillan, Social Responsibility Coordinator, for their commitment to this project and tremendous efforts coordinating the MDI across the Coquitlam school district.

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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 ensure that the MDI has strong psychometric properties (reliability, validity), we have conducted five pilot studies, including the present district-wide implementation for which 2,000 Grade 4 children attending 50 public elementary schools in the Revelstoke and Coquitlam School Districts 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.

Overall Assets and Well-Being Reported at Your School

MDI Well-Being Index

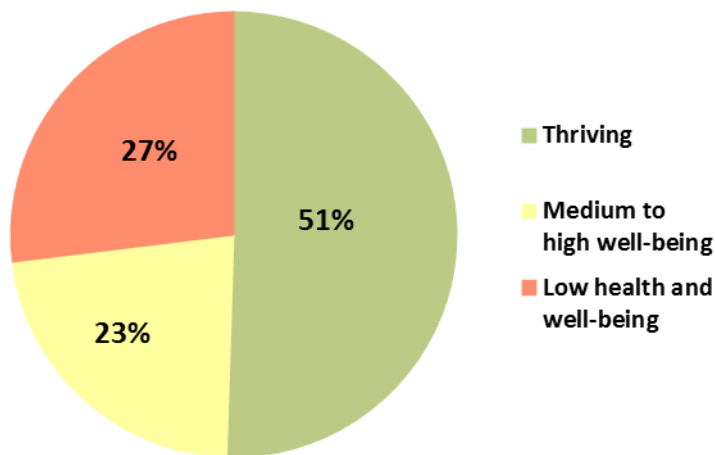


Figure 1: Proportion of Grade 4 students with low, medium-high, or very high well-being in Coquitlam

The well-being index is a composite score of 5 measures: Optimism, Happiness, Self-esteem, General Health, and (absence of) Sadness.

Thriving indicates the proportion of children who had high scores on at least 4 dimensions of well-being.

Medium-high well-being indicates the proportion of children who had no low scores, but less than 4 high scores.

Low well-being indicates the proportion of children who had at least 1 low score on any of the 5 dimensions.

Overall in Coquitlam, 51% of children were considered thriving, 23% reported medium to high well-being, and 27% reported low health and well-being.

Items included in this measure

1. Optimism (3 items)

- I have more good times than bad times
- I believe more good things than bad things will happen to me
- I start most days thinking I will have a good day

2. Subjective Well-Being (Happiness) (5 items)

- In most ways my life is close to the way I would want it to be
- The things in my life are excellent.
- I am happy with my life.
- So far I have gotten the important things I want in life
- If I could live my life over, I would have it the same way

3. Self-esteem (3 items)

- In general, I like being the way I am
- Overall, I have a lot to be proud of
- A lot of things about me are good

4. General health (1 item)

- In general, how would you describe your health?

5. Sadness (3 items reverse-scored)

- I feel unhappy a lot of the time
- I feel upset about things
- I feel that I do things wrong a lot

Presence of Assets

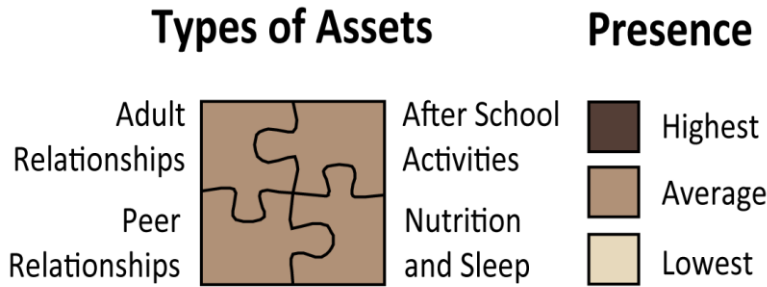


Figure 2: Presence of assets reported among Grade 4 students in Coquitlam

The MDI measures a number of developmental assets that are advantageous to children. This index highlights the presence of 4 such key assets: Adult Relationships, Peer Relationships, After School Activities, and Nutrition and Sleep.

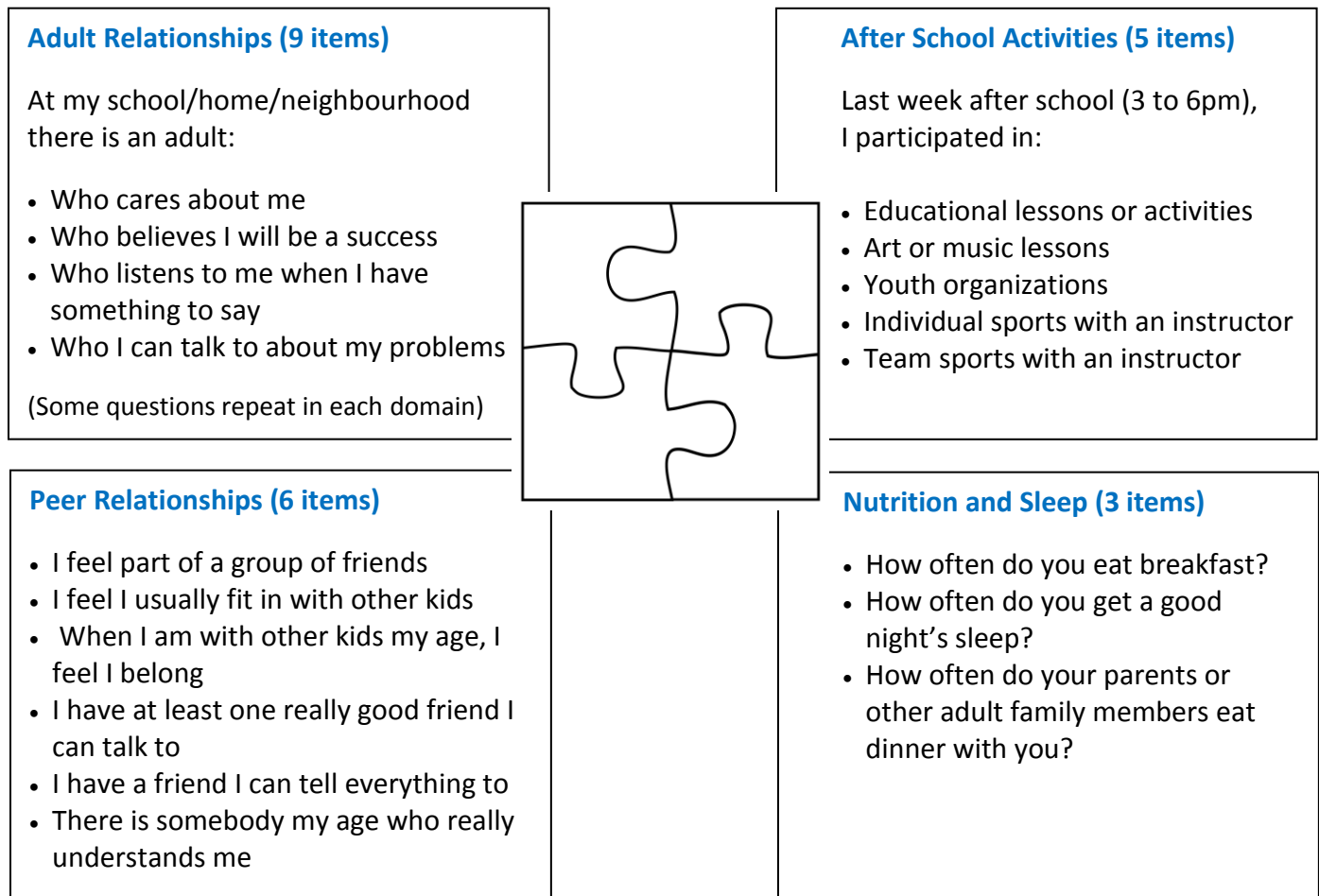
Highest indicates that more than 85% of the children reported having the asset.

Average indicates that between 75% and 85% of the children reported having the asset.

Lowest indicates that fewer than 75% -- less than 3 in 4 children -- reported having the asset.*

*For the Nutrition and Sleep asset, the threshold between 'highest' and 'average' was set to 75% (rather than 85%), and to 65% (rather than 75%) between 'average' and 'lowest'.

Items included in this measure



Part 1: Social and Emotional Development

Social and emotional competence is critical for children's successful development across the life span. Social and emotional well-being is associated with greater motivation and success in school, as well as positive outcomes later in life (postsecondary education, employment, healthy lifestyles, physical, and psychological well-being).

On the MDI, children responded to questions about their current social and emotional functioning in 7 areas: **optimism, self-esteem, subjective well-being (happiness), empathy, prosocial behaviour, and psychological well-being (sadness and worries).**

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

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 Coquitlam school district are shown.

Optimism

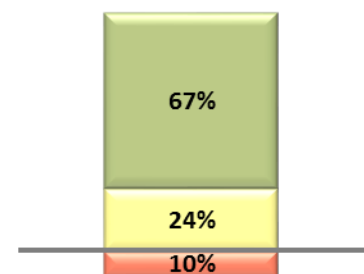
What do these categories mean?

High: Children who usually responded that they 'agree a little' or 'agree a lot' with statements such as "I have more good times than bad times" or "I start most days thinking I will have a good day" were considered to have high optimism. In Coquitlam, about 2 in 3 children fell into the high range for optimism.

Medium: Children who usually responded that they 'don't agree or disagree' with these statements or those who reported a mix of positive and negative responses were considered to have medium optimism. In Coquitlam, about 1 in 4 children fell into the medium range for optimism.

Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' with these statements were considered to have low optimism. In Coquitlam, about 1 in 10 children were in this low range of optimism.

Optimism



District
results

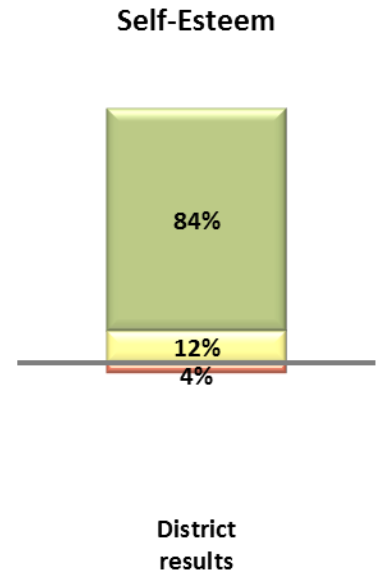
Self-Esteem

What do these categories mean?

High: Children who usually responded that they ‘agree a little’ or ‘agree a lot’ to statements such as “A lot of things about me are good” or “In general, I like being the way I am” were considered to have high self-esteem. In Coquitlam, more than 4 in 5 children fell into the high range for self-esteem.

Medium: Children who usually responded that they ‘don’t agree or disagree’ to these statements or who reported a mix of positive and negative responses were considered to have medium self-esteem. In Coquitlam, about 1 in 10 children fell into this medium range of self-esteem.

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’ to these statements were considered to have low self-esteem. In Coquitlam, about 1 in 20 children fell into this low range of self-esteem.



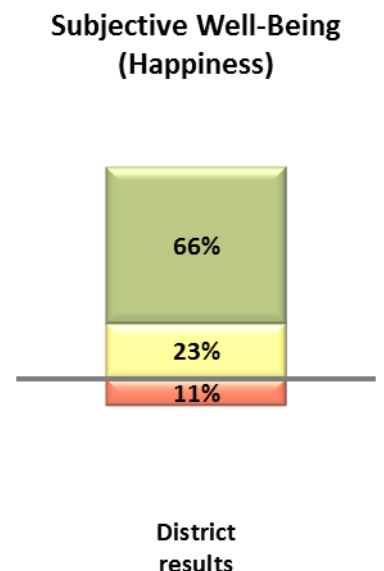
Subjective Well-Being (Happiness)

What do these categories mean?

High: Children who usually responded that they ‘agree a little’ or ‘agree a lot’ with statements such as “I am happy with my life” or “The things in my life are excellent” were considered to have high subjective well-being. In Coquitlam, 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 to have medium subjective well-being. In Coquitlam, nearly 1 in 4 children fell into this medium range.

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’ with these statements were considered to have low subjective well-being. In Coquitlam, about 1 in 10 children were in this low range for subjective well-being.



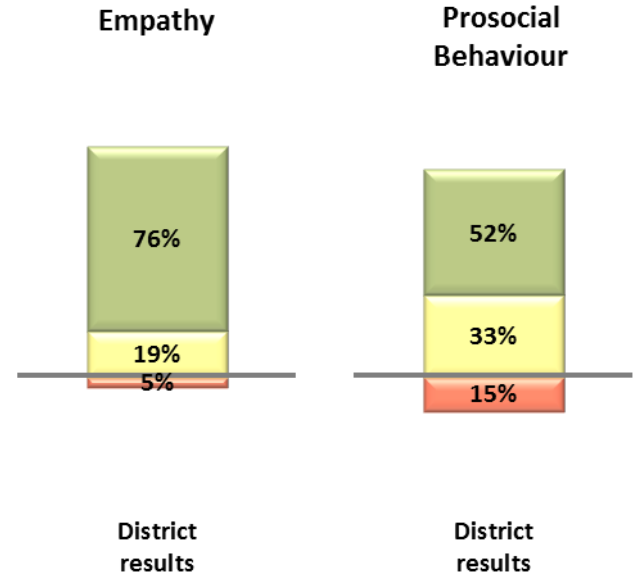
Empathy & Prosocial Behaviour

What do these categories mean?

High: Children who usually responded that they ‘agree a little’ or ‘agree a lot’ to statements such as “I care about the feelings of others” (empathy) or “I helped someone who was hurt” (prosocial behaviour) were considered to have high levels of empathy and prosocial behaviour, respectively.

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 to have medium levels of empathy and prosocial behaviour.

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’ to these statements were considered to have low levels of empathy and prosocial behaviour.



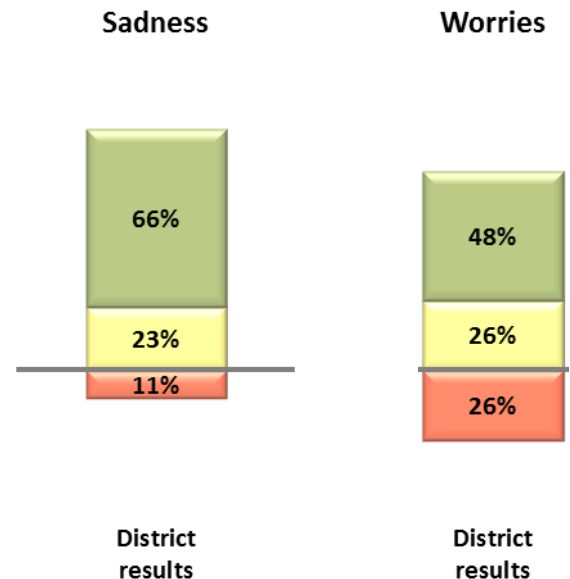
Sadness & Worries

What do these categories mean?

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’ with statements such as “I feel unhappy a lot of the time” or “I worry a lot that other people might not like me” were considered to have low levels of sadness and worries.*

Medium: Children who usually responded that they ‘don’t agree or disagree’ with these statements or who reported a mix of positive and negative responses were considered to have medium levels of sadness and worries.

High: Children who usually responded that they ‘agree a little’ or ‘agree a lot’ to these statements were considered to have high levels of sadness and worries.



*Note: Low levels of sadness or worries were considered a positive developmental outcome and high levels of sadness and worries were considered a negative developmental outcome.

Part 2: Connectedness

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.

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.

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 Coquitlam school district are shown.

Number of Important Adults in School

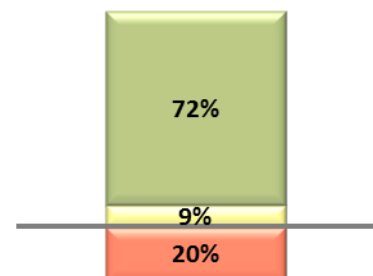
What do these categories mean?

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 Coquitlam, about 7 in 10 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 assigned to the 'medium' category. In Coquitlam, about 1 in 10 children listed one adult from their school (for example, teacher, principal, counsellor, librarian) who was important to them.

Low: Children who listed no adults from their school who were important to them were assigned to the 'low' category. In Coquitlam, about 1 in 5 children reported not having any adult in school that was important to them.

Important Adults in School



District
results

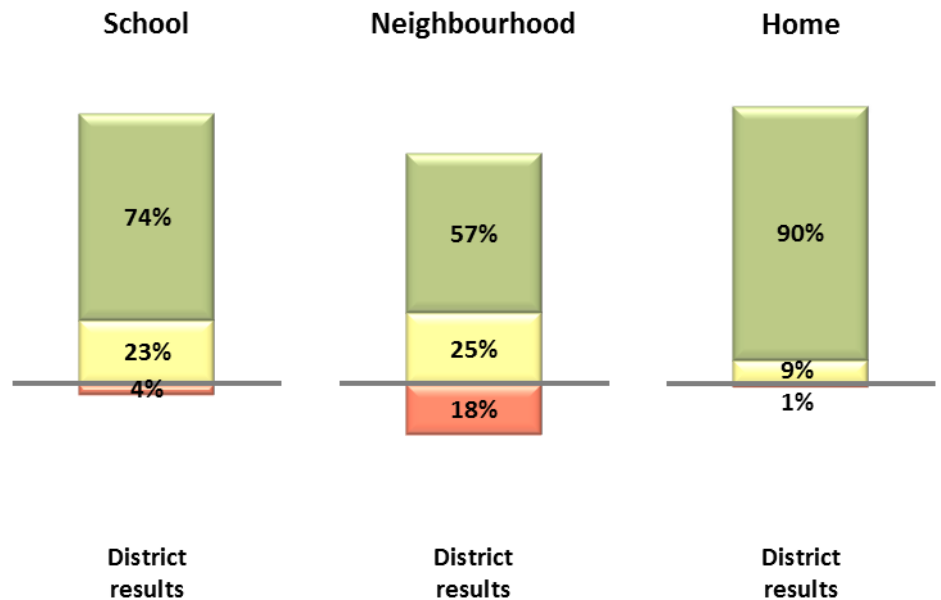
Connectedness to Adults

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 considered to have 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 considered to have medium levels of connectedness to adults.

Low: Children who usually reported that these statements were ‘not at all true’ for them were considered to have low levels of connectedness to adults.



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

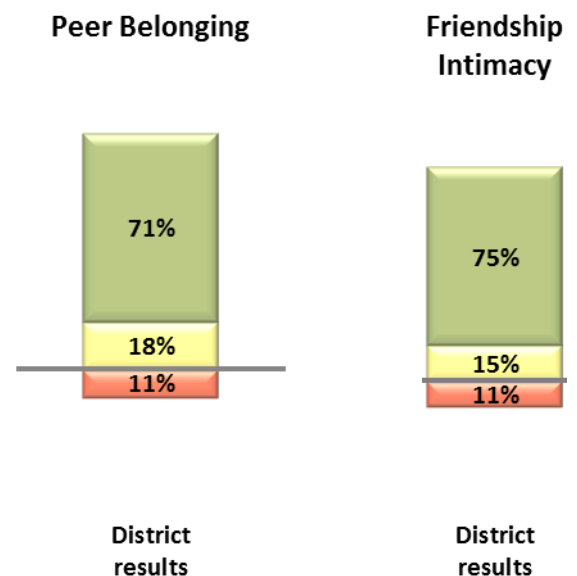
Peer Belonging & Friendship Intimacy

What do these categories mean?

High: Children who usually responded that they ‘agree a little’ or ‘agree a lot’ with 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 considered to have high levels of peer belonging and friendship intimacy, respectively.

Medium: Children who usually responded that they ‘don’t agree or disagree’ to these statements or who reported a mix of positive and negative responses were considered to have medium levels of peer belonging and friendship intimacy.

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’ to these statements were considered to have low levels of peer belonging and friendship intimacy.



Part 3: School Experiences

Children’s senses 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.

On the MDI, children were asked about their school experiences in 4 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.

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 Coquitlam school district are shown.

Academic Self-Concept

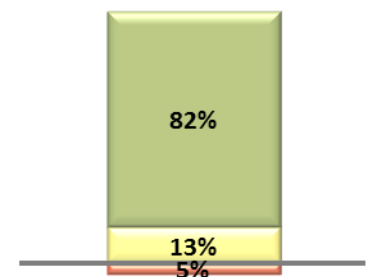
What do these categories mean?

High: Children who usually responded that they ‘agree a little’ or ‘agree a lot’ 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 considered to have a high academic self-concept.

Medium: Children who usually responded that they ‘don’t agree or disagree’ to these statements or who reported a mix of positive and negative responses were considered to have a medium academic self-concept.

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’ to these statements were considered to have a low academic self-concept.

Academic Self-Concept



District
results

School Climate

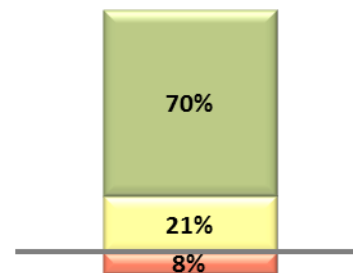
What do these categories mean?

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 Coquitlam, 7 in 10 children’s responses fell into the ‘high’ range for school climate.

Medium: This percentage reflects the number 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 Coquitlam, about 1 in 5 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 Coquitlam, fewer than 1 in 10 children’s responses fell into the ‘low’ range for school climate.

School Climate



District results

School Belonging

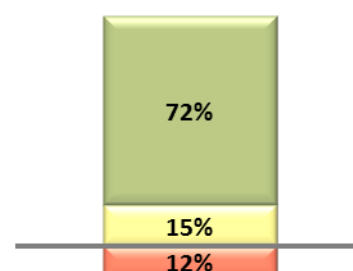
What do these categories mean?

High: Children who usually responded that they ‘agree a little’ or ‘agree a lot’ with statements such as “I feel like I am important to this school” and “I feel like I belong in this school” were considered to have high feelings of school belonging. In Coquitlam, nearly 3 in 4 children fell into this high range.

Medium: Children who usually responded that they ‘don’t agree or disagree’ to these statements or who reported a mix of positive and negative responses were considered to have a ‘medium’ level of school belonging. In Coquitlam, about 1 in 7 children fell into this medium range.

Low: Children who usually responded that they ‘disagree a little’ or ‘disagree a lot’ to these statements were considered to have low feelings of school belonging. In Coquitlam, more than 1 in 10 children fell into this low range.

School Belonging



District results

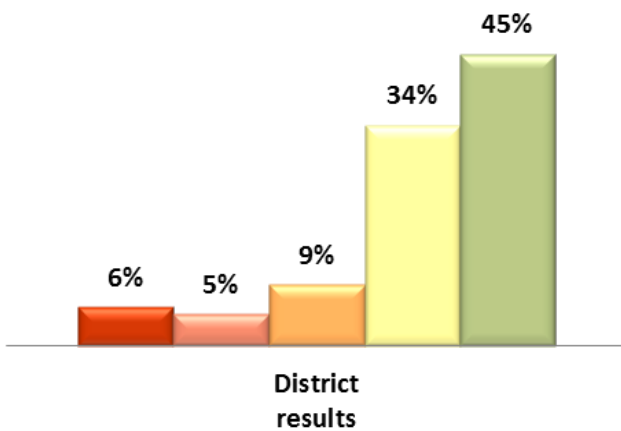
Victimization at School

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.

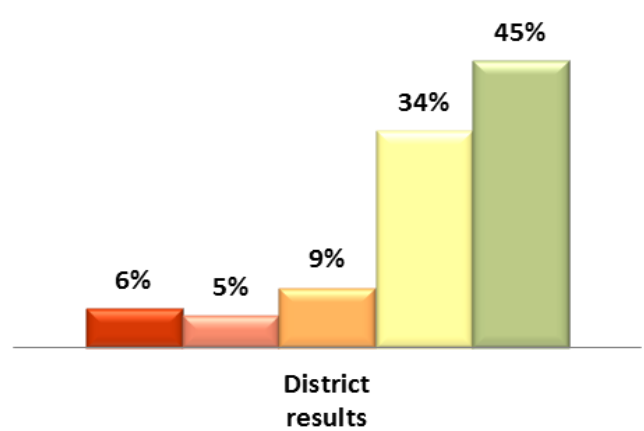
What do the graphs show? For each type of victimization, children were asked: “This school year, how often have you been bullied by other students in the following way?” The colour-coded bar graphs represent the percentages of children that responded with one of the following five response options:



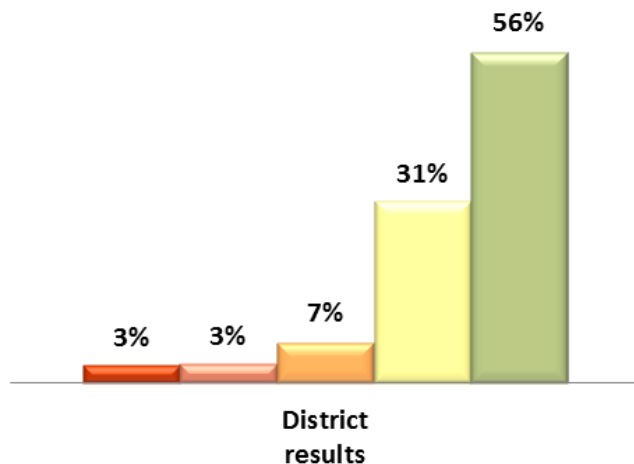
Social Victimization



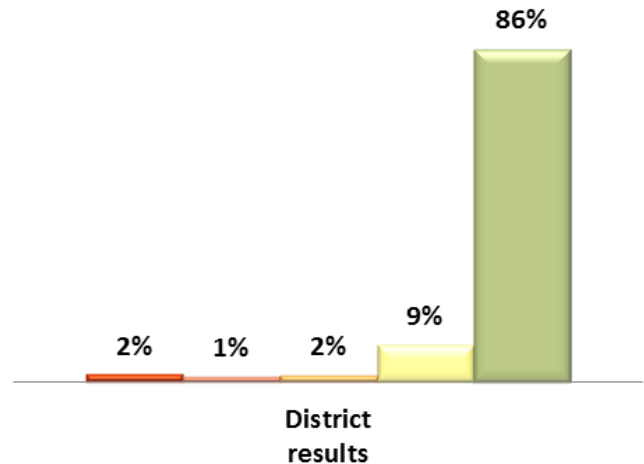
Verbal Victimization



Physical Victimization



Cyber Victimization



Part 4: Physical Health & Well-Being

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.

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.

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 Coquitlam school district are shown.

General Health

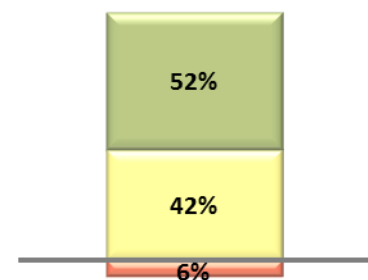
What do these categories mean?

High: Children were asked the question, "In general, how would you describe your health?" Those who rated their health as 'excellent' were considered to have high levels of general health. In Coquitlam, about 1 in 2 children fell into this high range.

Medium: Children who rated their health as 'good' were considered to have medium levels of general health. In Coquitlam, about 2 in 5 children fell into this medium range.

Low: Children who rated their health as 'poor' or 'fair' were considered to have low levels of general health. In Coquitlam, about 1 in 20 children fell into this low range.

Overall Health



District
results

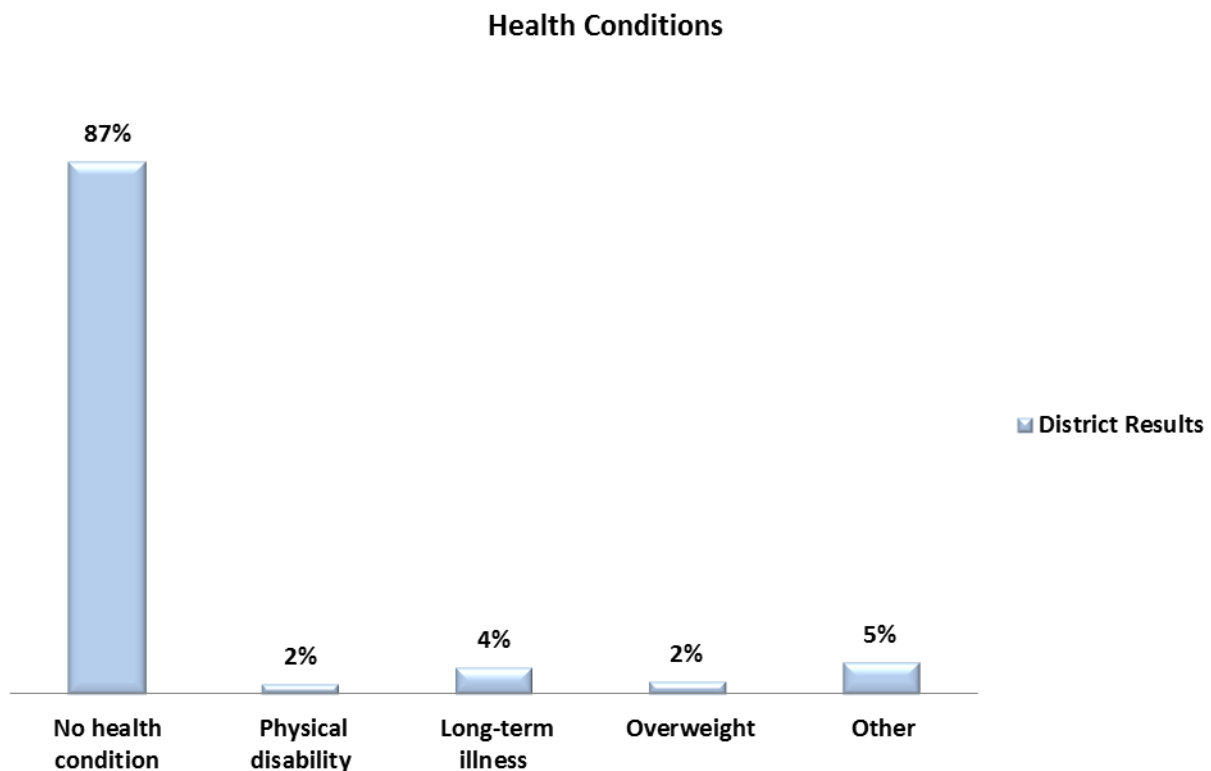
Physical/Health Condition

What does the graph show?

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

- No health condition
- Yes, a physical disability
- Yes, a long-term illness
- Yes, overweight
- Yes, something else



Body Image

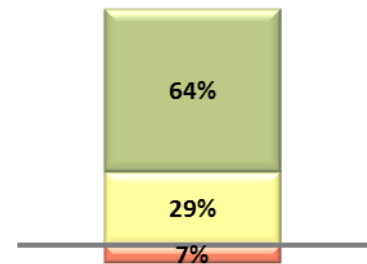
What do these categories mean?

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

Children who rated their body weight as ‘slightly underweight’ or ‘slightly overweight’ were assigned to the yellow category. In Coquitlam, about 1 in 3 children fell into this range.

Children who rated their body weight as ‘very underweight’ or ‘very overweight’ were assigned to the red category. In Coquitlam, fewer than 1 in 10 children fell into this range.

Body Image



District results

Eating Breakfast & Sleep

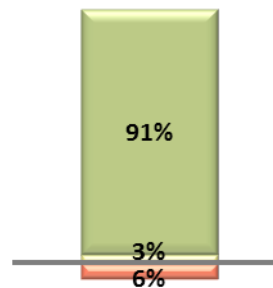
What do these categories mean?

Children were asked the questions, “How often do you eat breakfast?” and “How often do you get a good night’s sleep?” Those who ate breakfast or had a good night’s sleep at least 5 times a week were assigned to the green category.

Children who ate breakfast or had a good night’s sleep 3 to 4 times a week were assigned to the yellow category.

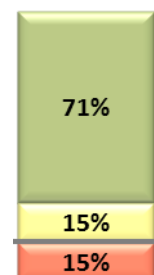
Children who ate breakfast or had a good night’s sleep less than 2 times a week were assigned to the red category.

Breakfast



District results

Sleep



District results

Part 5: 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 of 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 the positive development of children and youth can be promoted. 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 Coquitlam school district are shown.

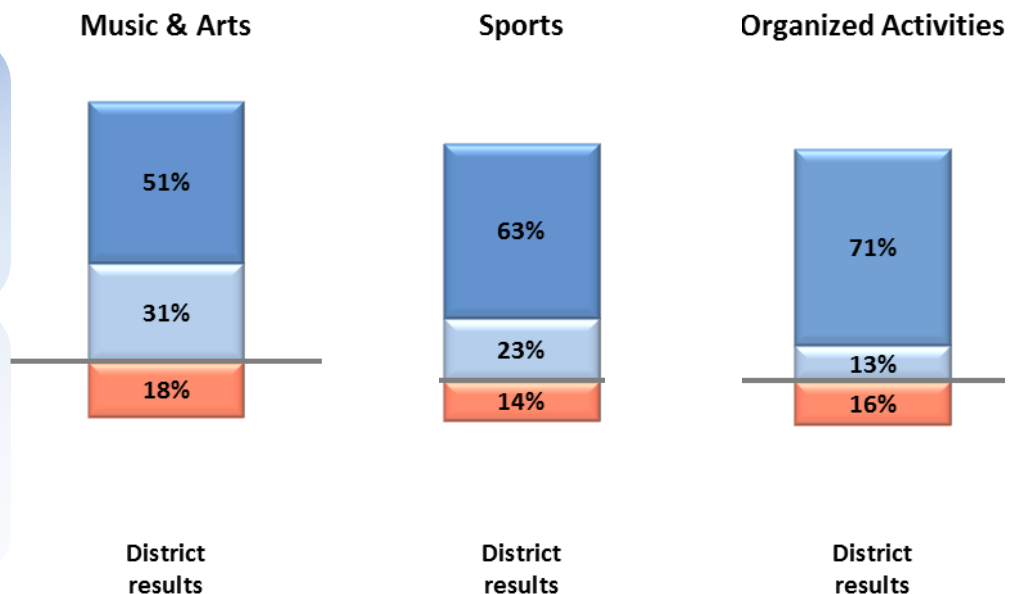
After School Activities

What do these categories mean?

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

Medium: Children who reported that they participated in 1 of these after-school activities were assigned to the medium category.

Low: Children who reported that they did not participate in any of these after-school activities were assigned to the low category.



Note: ‘Music & Arts’ and ‘Sports’ categories included any involvement in the arts or sports after school (either in lessons or just for fun). ‘Organized Activities’ included any after-school activity that was structured and supervised (e.g., educational lessons, sports practice, arts classes, youth organizations).

Homework, TV, & Computer Use

What do these categories mean?

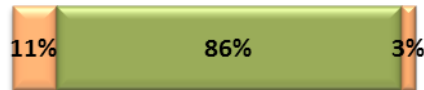
Low: Children in this category reported that during a normal week they don't do homework, watch TV, or go on the computer after school from 3 to 6 pm.

Medium: Children in this category reported that they do homework, watch TV, or go on the computer about 15 minutes to 2 hours per day.

High: Children in this category reported that they do homework, watch TV, or go on the computer more than 2 hours per day.

Homework

District results



TV

District results



Video and Computer Games

District results



Appendix: Student Responses to Individual Items

In the table below, we provide information on the number of children from the school district who endorsed each response for selected individual items on the MDI. Results for individual items should be reviewed along with results obtained for the composite indices presented earlier in this report.

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? | 6% | 74% | 20% |
| 2. Are there safe places in your neighbourhood/community where you feel comfortable to hang out with friends, like playgrounds, parks, or community centres? | 6% | 77% | 17% |

School Experiences

| | Disagree a lot | Disagree a little | Don't agree or disagree | Agree a little | Agree a lot |
|---|----------------|-------------------|-------------------------|----------------|-------------|
| 1. I feel like I belong in this school. | 5% | 5% | 8% | 20% | 63% |
| 2. When I grow up, I have goals and plans for the future. | 3% | 3% | 8% | 16% | 70% |

| | 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% | 3% | 22% | 74% |
| 3b. Get good grades? | 1% | 2% | 14% | 83% |
| 3c. Learn new things? | 1% | 3% | 19% | 77% |

Physical Health and Well-Being

| | Never | Once a week | 2 times a week | 3 times a week | 4 times a week | 5 times a week | 6 times a week | Every day |
|--|-------|-------------|----------------|----------------|----------------|----------------|----------------|-----------|
| 1. How often do your parents or other adult family members eat meals with you? | 3% | 6% | 4% | 4% | 5% | 6% | 10% | 63% |
| 2. How often do you eat food like pop, candy, potato chips, or something else? | 7% | 30% | 17% | 16% | 10% | 5% | 6% | 9% |

| | 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 <u>weekdays</u> ? | 30% | 47% | 14% | 5% | 4% |

Constructive Use of After School Time

| | Never | Once a week | Twice a week | 3 times a week | 4 times a week | 5 times a week |
|--|-------|-------------|--------------|----------------|----------------|----------------|
| 1. How often do you go to these places after school until 6pm? | | | | | | |
| 1a. I go home. | 7% | 6% | 7% | 13% | 16% | 52% |
| 1b. I stay at school to participate in afterschool activities. | 63% | 18% | 8% | 4% | 3% | 4% |
| 1c. I go to an afterschool program/daycare. | 59% | 10% | 9% | 6% | 5% | 11% |
| 1d. I go to a friend's house. | 34% | 40% | 14% | 6% | 3% | 3% |
| 1e. I go to a park, playground, or community centre. | 49% | 27% | 11% | 5% | 3% | 4% |
| 1f. I hang out at the mall or stores. | 66% | 21% | 7% | 3% | 1% | 2% |
| 1g. I go someplace else, for example, a family member's home, or other places. | 53% | 26% | 9% | 4% | 3% | 4% |

| | Never | Once a week | Twice a week | 3 times a week | 4 times a week | 5 times a week |
|--|-------|-------------|--------------|----------------|----------------|----------------|
| 2. During last week AFTER SCHOOL (3:00pm to 6:00pm), did you participate in: | | | | | | |
| 2a. Education lessons or activities | 69% | 14% | 8% | 4% | 2% | 3% |
| 2b. Art or music lessons | 62% | 27% | 7% | 2% | 1% | 3% |
| 2c. Youth organizations | 84% | 12% | 2% | 1% | 0% | 1% |
| 2d. Individual sports with a coach or instructor | 53% | 20% | 13% | 7% | 3% | 4% |
| 2e. Team sports with a coach or instructor | 47% | 17% | 18% | 8% | 5% | 5% |

| | No | Yes | No and Yes |
|---|-----|-----|------------|
| 3. Are you already doing activities you wish to be doing? | 27% | 55% | 18% |

| | Percent endorsed |
|--|------------------|
| 4. What stops you from participating in the activities that you want to participate in after school? | |
| 4a. I have to go straight home after school. | 39% |
| 4b. It is too difficult to get there. | 14% |
| 4c. The activity that I want is not offered. | 20% |
| 4d. The schedule does not fit the times that I can attend. | 33% |
| 4e. It's not safe for me to go. | 9% |
| 4f. I have too much homework to do. | 29% |
| 4g. My parents do not approve. | 19% |
| 4h. It costs too much. | 27% |
| 4i. I need to take care of brothers or sisters or do other things at home. | 13% |
| 4j. I am afraid I will not be good enough in that activity. | 13% |
| 4k. I am too busy. | 44% |
| 4l. I don't know what is available. | 21% |
| 4m. None of my friends are interested or want to go. | 17% |

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 a topic that is interesting or important to the students.

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

The ABC’s 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 Schools

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.²

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>

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 your school** with your administrators, staff, teachers, and parents. Compare your results with other information you may have about your school.
- ✓ **Conduct focus groups with children** to get their feedback on what programs and practices help them feel connected to school. Discuss what your school 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 your school'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.
- ✓ **Visit the MDI Toolkit** at <http://blogs.ubc.ca/mditoolkit> for more ideas and resources.