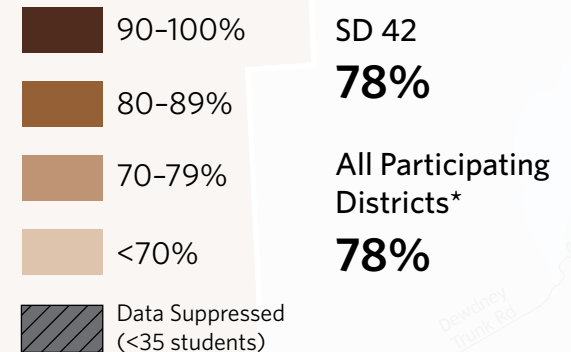


AFTER-SCHOOL ACTIVITIES

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

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



*See page 7 for a list of participating school districts in 2021/22.

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

NEIGHBOURHOOD DATA TABLE

WELL-BEING INDEX

ASSETS INDEX

Percentage of children experiencing:

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



| Neighbourhood | Number of Children | WELL-BEING INDEX | | | ASSETS INDEX | | | |
|--------------------------------------|--------------------|------------------|---------------------------|----------------|--------------------|-------------------|-------------------|-------------------------|
| | | Thriving | Medium to High Well-being | Low Well-being | Adult Relationship | Peer Relationship | Nutrition & Sleep | After-school Activities |
| Haney | 146 | 26% | 26% | 47% | 60% | 75% | 47% | 71% |
| Haney North | 124 | 21% | 25% | 54% | 62% | 70% | 47% | 75% |
| Maple Ridge East | 248 | 26% | 28% | 46% | 63% | 78% | 50% | 79% |
| North Pitt Meadows | 158 | 27% | 26% | 47% | 69% | 79% | 55% | 81% |
| Pitt Meadows | 175 | 25% | 30% | 45% | 69% | 82% | 56% | 85% |
| Port Hammond | 175 | 27% | 25% | 47% | 69% | 76% | 47% | 72% |
| Maple Ridge-Pitt Meadows (42) | 1052 | 26% | 27% | 48% | 65% | 77% | 51% | 78% |
| All Participating Districts | 6122 | 25% | 27% | 48% | 67% | 77% | 57% | 78% |

Note: Neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries. Therefore, the number of children in all neighbourhoods may not equal the total school district count. MDI results are suppressed where there are fewer than 35 children.



NEIGHBOURHOOD PROFILE 2021/2022

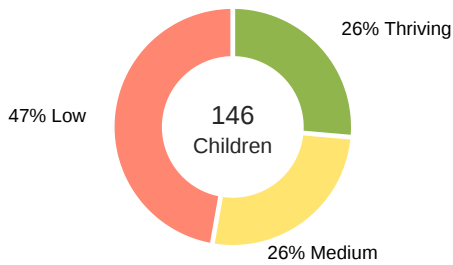
HANEY

MAPLE RIDGE-PITT MEADOWS

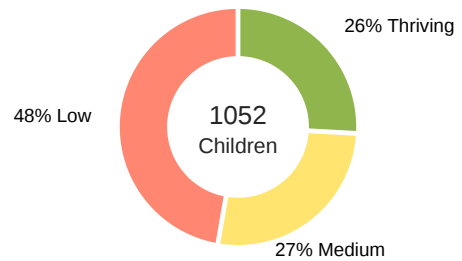
NUMBER OF CHILDREN: 146

WELL-BEING INDEX

HANEY



MAPLE RIDGE-PITT MEADOWS

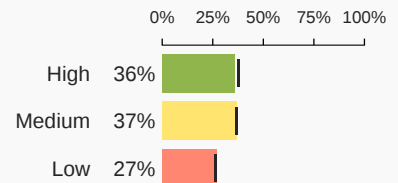


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

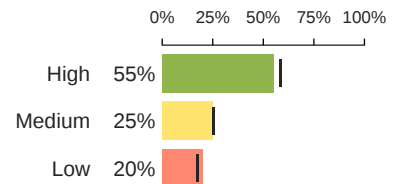
OPTIMISM

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



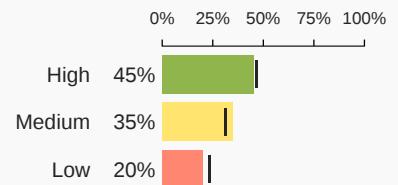
SELF-ESTEEM

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



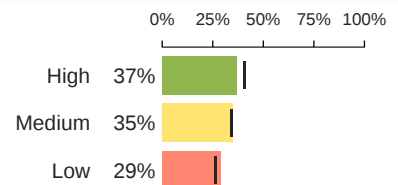
HAPPINESS

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



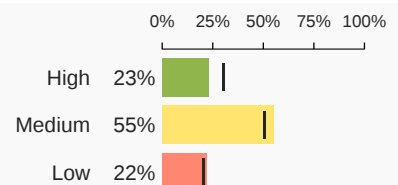
ABSENCE OF SADNESS

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



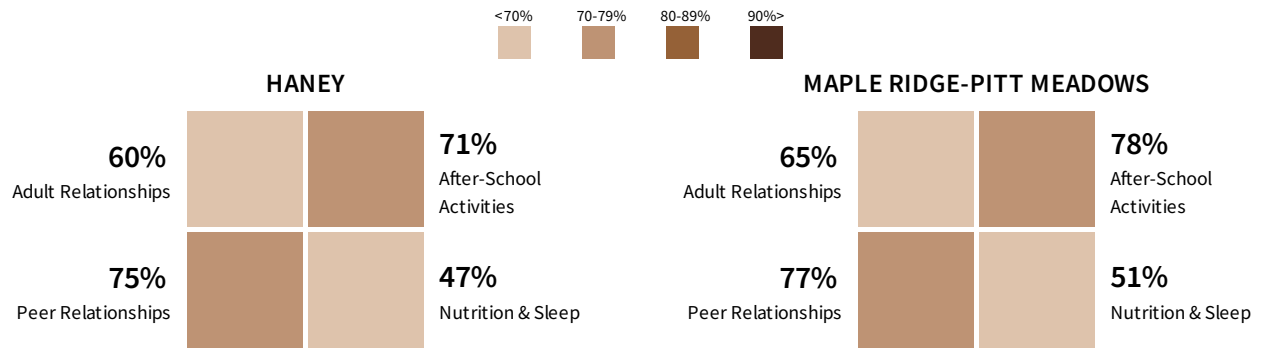
GENERAL HEALTH

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



ASSETS INDEX

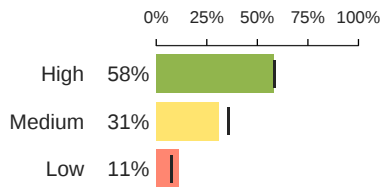
Percentage of children reporting the presence of an asset



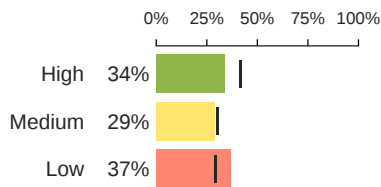
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

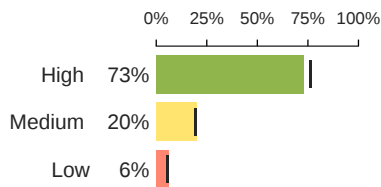
Adults at School



Adults in the Neighbourhood/Community

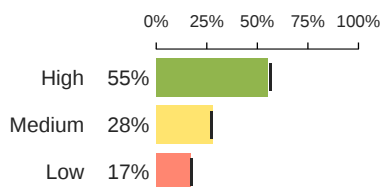


Adults at Home

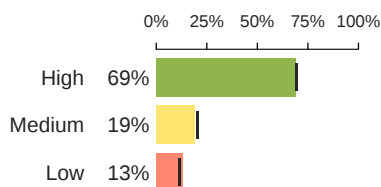


PEER RELATIONSHIPS

Peer Belonging

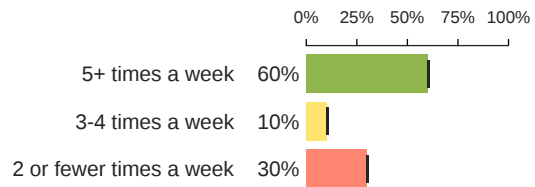


Friendship Intimacy

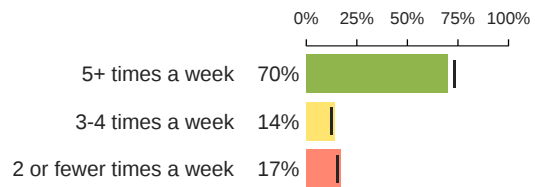


NUTRITION AND SLEEP

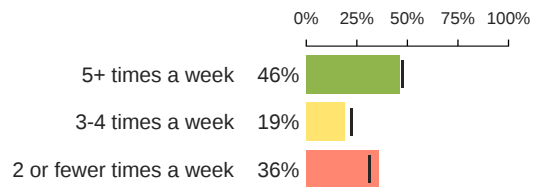
Eating Breakfast



Meals with Adults in Your Family

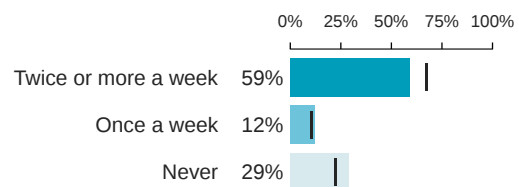


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

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

77%

I wish I could do additional activities

27%

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

4%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 32 |
| Friends and playing | 16 |
| Music and fine arts | 8 |

TOP BARRIERS

(Number of students)

| | |
|---|----|
| I have to go straight home after school | 32 |
| Other | 26 |
| I am too busy | 20 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 65% | 12% | 23% |
| Art or music lessons | 77% | 14% | 8% |
| Youth organizations | 88% | 7% | 5% |
| Individual sports with a coach or instructor | 69% | 13% | 18% |
| Team sports with a coach or instructor | 66% | 6% | 28% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

62%
Yes

9%
No

29%
Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



23%

Really care about me.



20%

Believe that I will be a success.



17%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

79%
Yes

6%
No

14%
Don't know



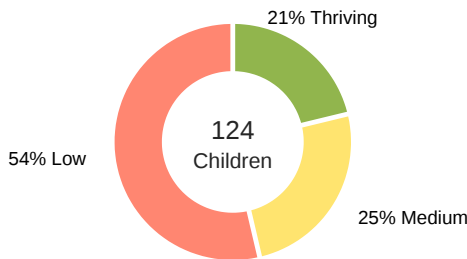
HANEY NORTH

MAPLE RIDGE-PITT MEADOWS

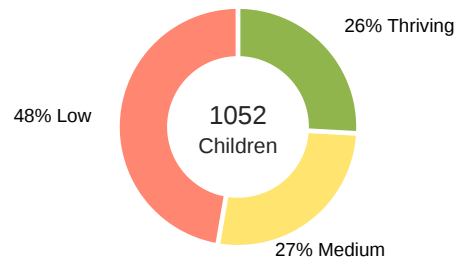
NUMBER OF CHILDREN: 124

WELL-BEING INDEX

HANEY NORTH



MAPLE RIDGE-PITT MEADOWS

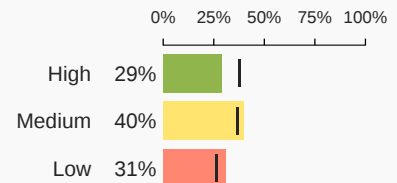


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

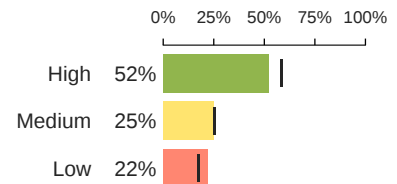
OPTIMISM

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



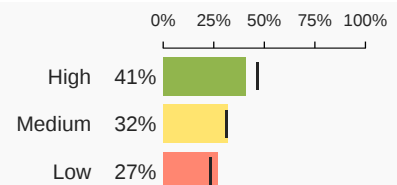
SELF-ESTEEM

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



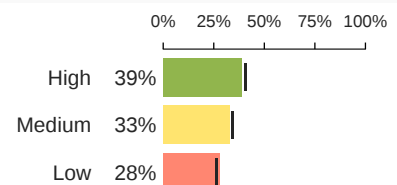
HAPPINESS

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



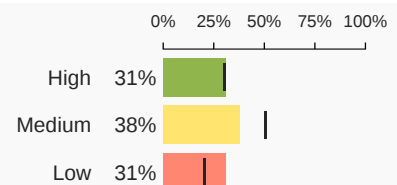
ABSENCE OF SADNESS

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



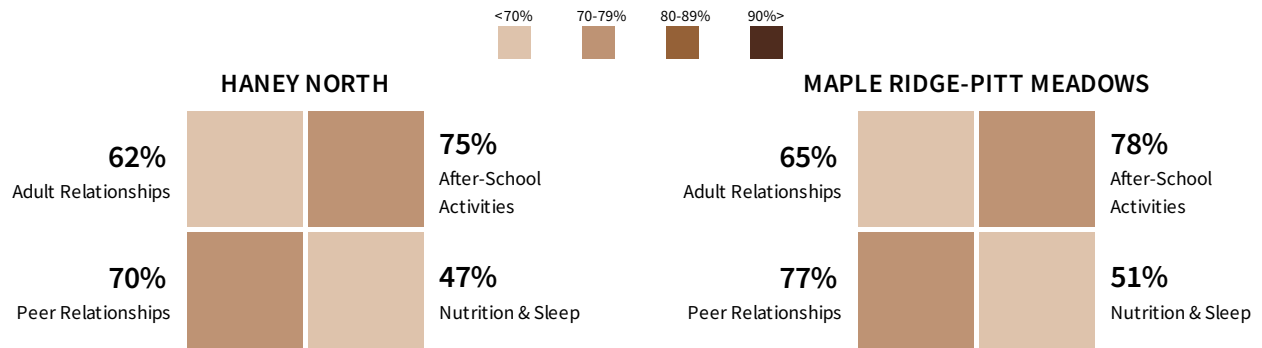
GENERAL HEALTH

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



ASSETS INDEX

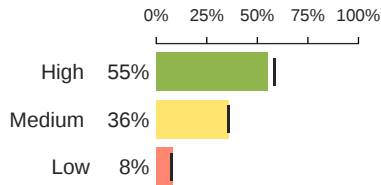
Percentage of children reporting the presence of an asset



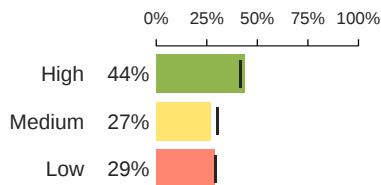
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

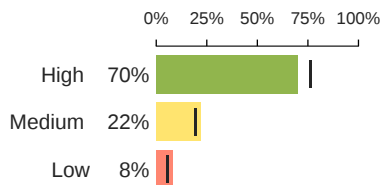
Adults at School



Adults in the Neighbourhood/Community

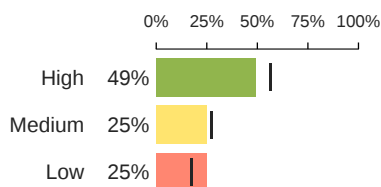


Adults at Home

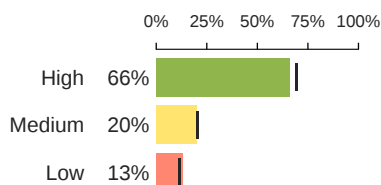


PEER RELATIONSHIPS

Peer Belonging

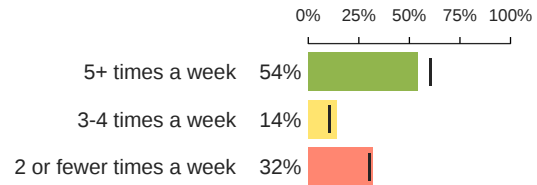


Friendship Intimacy

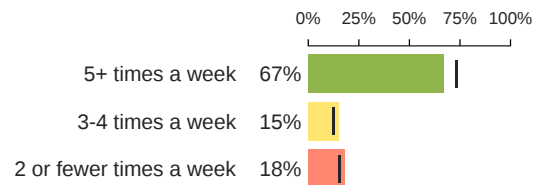


NUTRITION AND SLEEP

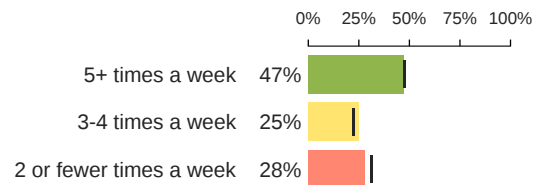
Eating Breakfast



Meals with Adults in Your Family

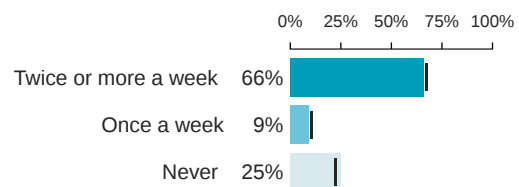


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

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

78%

I wish I could do additional activities

28%

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

6%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 40 |
| Music and fine arts | 16 |
| Friends and playing | 8 |

TOP BARRIERS

(Number of students)

| | |
|---|----|
| I have to go straight home after school | 30 |
| None of my friends are interested or want to go | 21 |
| Other | 21 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 72% | 8% | 20% |
| Art or music lessons | 74% | 16% | 9% |
| Youth organizations | 90% | 7% | 3% |
| Individual sports with a coach or instructor | 61% | 9% | 30% |
| Team sports with a coach or instructor | 62% | 3% | 35% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

60%

Yes

9%

No

31%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



27%

Really care about me.



23%

Believe that I will be a success.



26%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

79%

Yes

9%

No

12%

Don't know



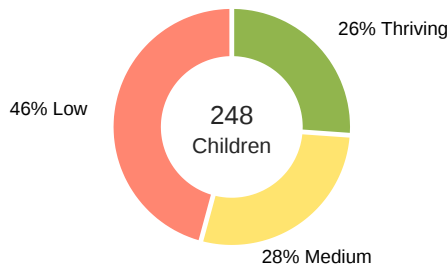
MAPLE RIDGE EAST

MAPLE RIDGE-PITT MEADOWS

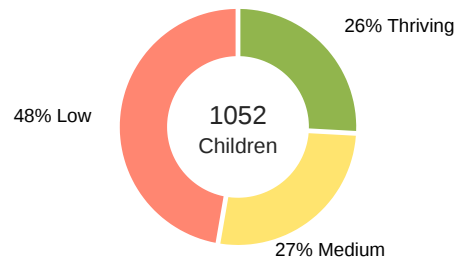
NUMBER OF CHILDREN: 248

WELL-BEING INDEX

MAPLE RIDGE EAST



MAPLE RIDGE-PITT MEADOWS

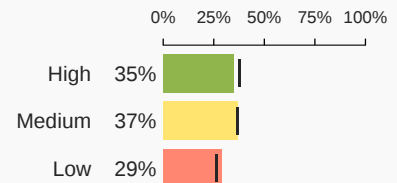


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

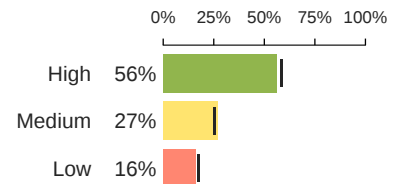
OPTIMISM

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



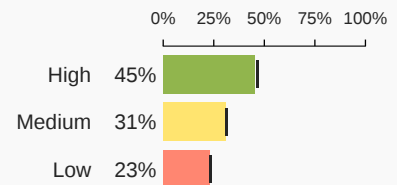
SELF-ESTEEM

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



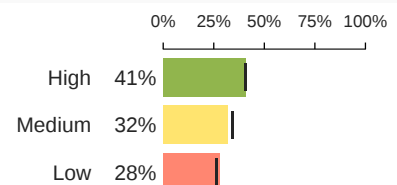
HAPPINESS

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



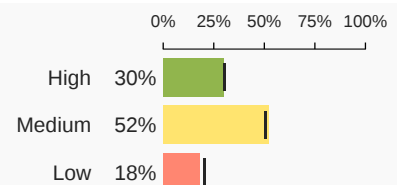
ABSENCE OF SADNESS

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



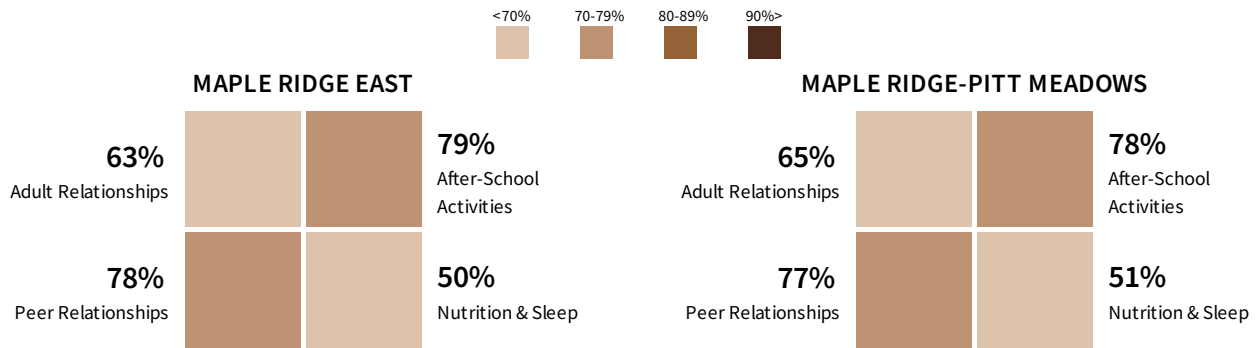
GENERAL HEALTH

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



ASSETS INDEX

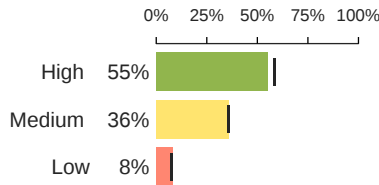
Percentage of children reporting the presence of an asset



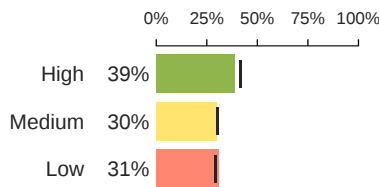
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

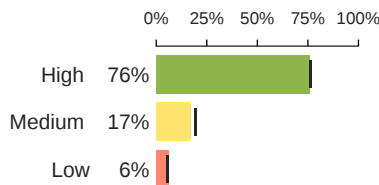
Adults at School



Adults in the Neighbourhood/Community

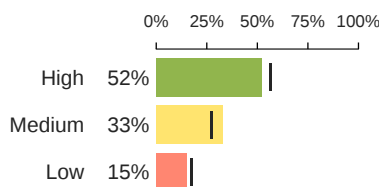


Adults at Home

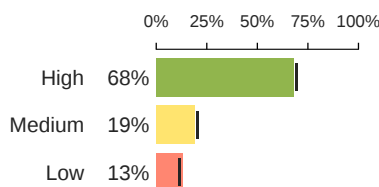


PEER RELATIONSHIPS

Peer Belonging

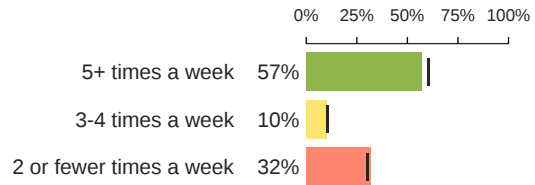


Friendship Intimacy

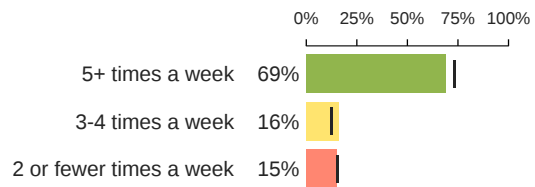


NUTRITION AND SLEEP

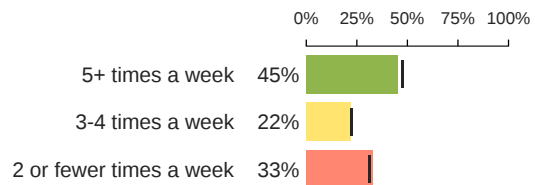
Eating Breakfast



Meals with Adults in Your Family

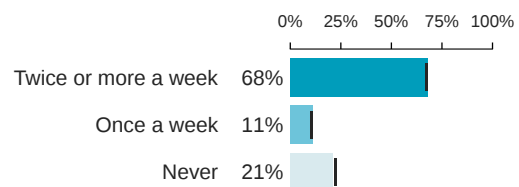


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

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

74%

I wish I could do additional activities

30%

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

4%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 78 |
| Friends and playing | 28 |
| Music and fine arts | 8 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I am too busy | 43 |
| The schedule does not fit the times I can attend | 43 |
| I have to go straight home after school | 40 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 75% | 7% | 18% |
| Art or music lessons | 70% | 14% | 17% |
| Youth organizations | 89% | 8% | 3% |
| Individual sports with a coach or instructor | 68% | 11% | 21% |
| Team sports with a coach or instructor | 51% | 8% | 41% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

59%

Yes

12%

No

29%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



21%

Really care about me.



22%

Believe that I will be a success.



20%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

78%

Yes

7%

No

14%

Don't know



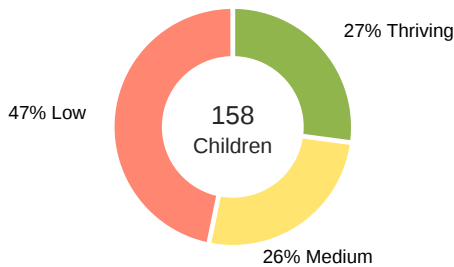
NORTH PITT MEADOWS

MAPLE RIDGE-PITT MEADOWS

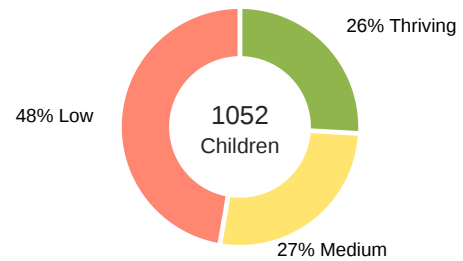
NUMBER OF CHILDREN: 158

WELL-BEING INDEX

NORTH PITT MEADOWS



MAPLE RIDGE-PITT MEADOWS

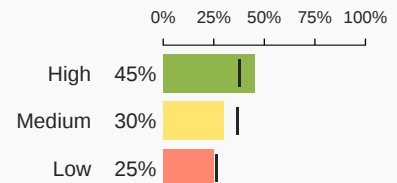


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

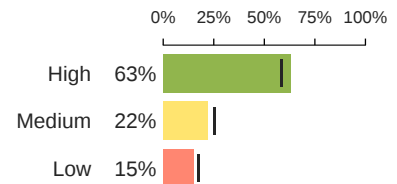
OPTIMISM

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



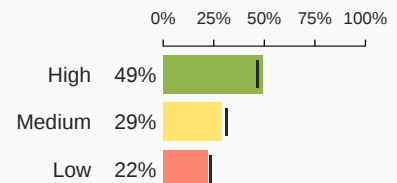
SELF-ESTEEM

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



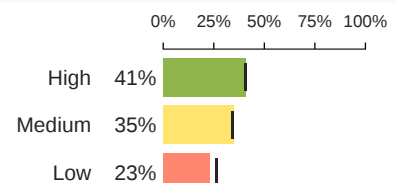
HAPPINESS

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



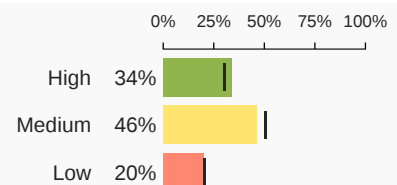
ABSENCE OF SADNESS

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



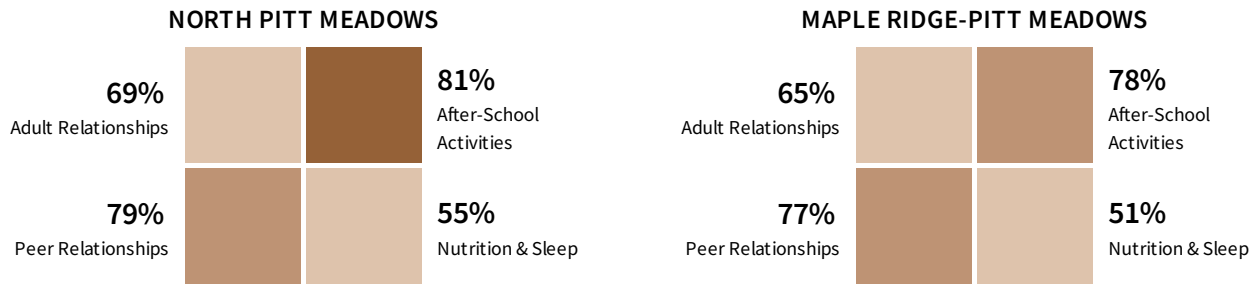
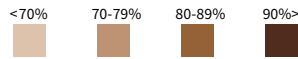
GENERAL HEALTH

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



ASSETS INDEX

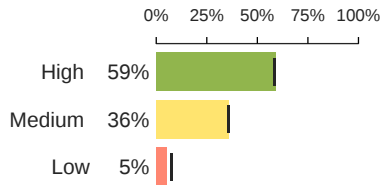
Percentage of children reporting the presence of an asset



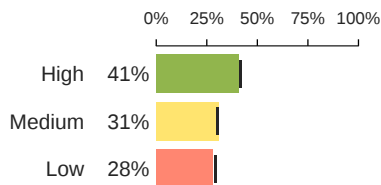
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

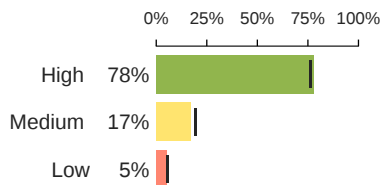
Adults at School



Adults in the Neighbourhood/Community

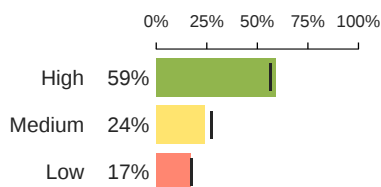


Adults at Home

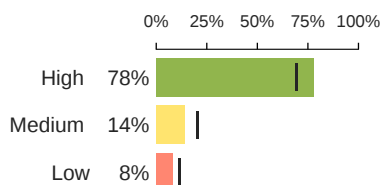


PEER RELATIONSHIPS

Peer Belonging

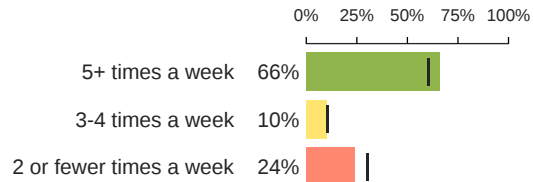


Friendship Intimacy

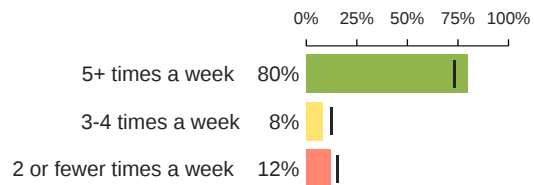


NUTRITION AND SLEEP

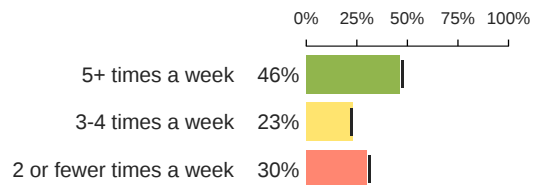
Eating Breakfast



Meals with Adults in Your Family

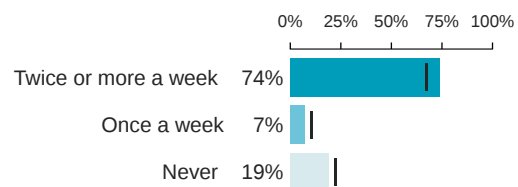


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

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

79%

I wish I could do additional activities

25%

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

3%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 42 |
| Friends and playing | 16 |
| Music and fine arts | 8 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 31 |
| I am too busy | 24 |
| The schedule does not fit the times I can attend | 24 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 72% | 10% | 18% |
| Art or music lessons | 77% | 14% | 9% |
| Youth organizations | 92% | 8% | 0% |
| Individual sports with a coach or instructor | 65% | 10% | 25% |
| Team sports with a coach or instructor | 45% | 7% | 47% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

63%

Yes

8%

No

29%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



22%

Really care about me.



27%

Believe that I will be a success.



28%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

82%

Yes

5%

No

14%

Don't know



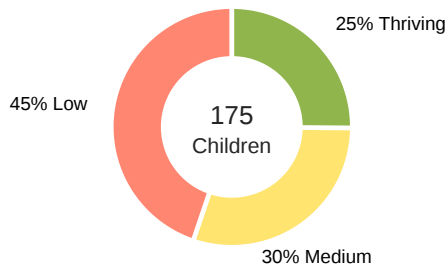
PITT MEADOWS

MAPLE RIDGE-PITT MEADOWS

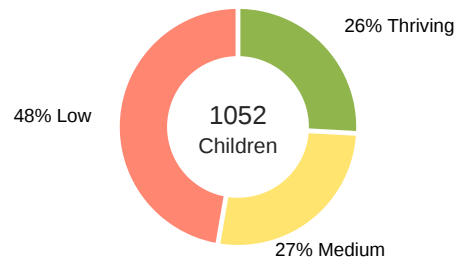
NUMBER OF CHILDREN: 175

WELL-BEING INDEX

PITT MEADOWS



MAPLE RIDGE-PITT MEADOWS

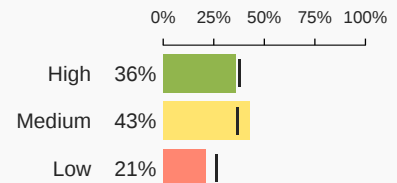


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

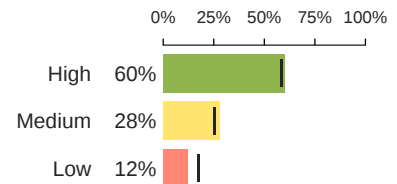
OPTIMISM

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



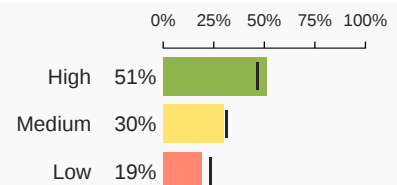
SELF-ESTEEM

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



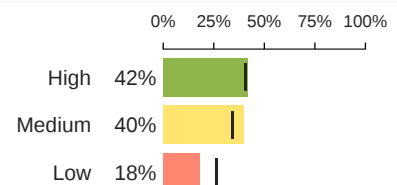
HAPPINESS

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



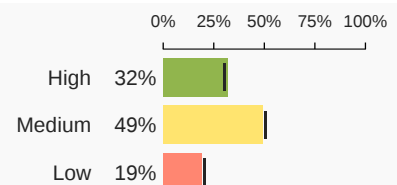
ABSENCE OF SADNESS

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



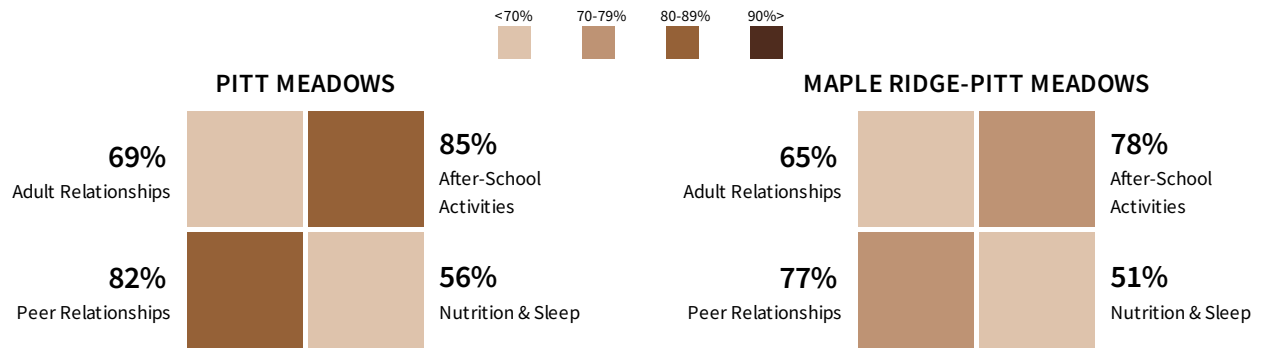
GENERAL HEALTH

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



ASSETS INDEX

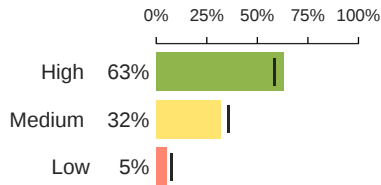
Percentage of children reporting the presence of an asset



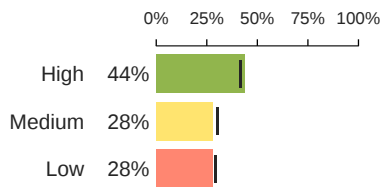
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

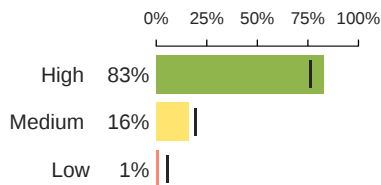
Adults at School



Adults in the Neighbourhood/Community

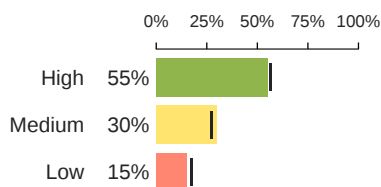


Adults at Home

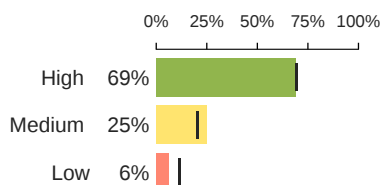


PEER RELATIONSHIPS

Peer Belonging

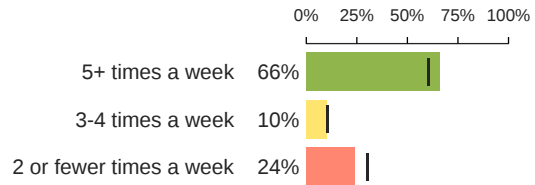


Friendship Intimacy

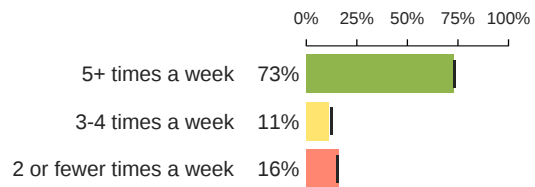


NUTRITION AND SLEEP

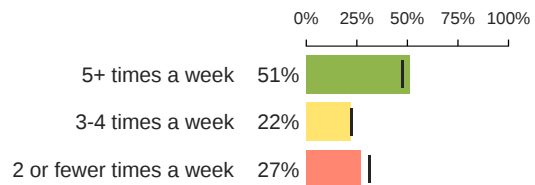
Eating Breakfast



Meals with Adults in Your Family

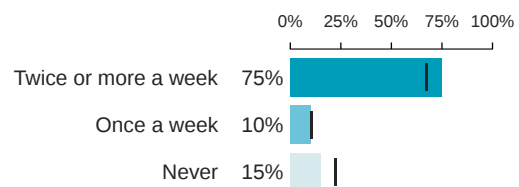


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

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

83%

I wish I could do additional activities

23%

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

6%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 42 |
| Friends and playing | 12 |
| Computer/Video Games/TV | 8 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 41 |
| I am too busy | 30 |
| The schedule does not fit the times I can attend | 29 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 62% | 11% | 27% |
| Art or music lessons | 69% | 14% | 16% |
| Youth organizations | 93% | 3% | 4% |
| Individual sports with a coach or instructor | 63% | 13% | 24% |
| Team sports with a coach or instructor | 47% | 7% | 46% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

65%

Yes

3%

No

31%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



25%

Really care about me.



23%

Believe that I will be a success.



25%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

82%

Yes

7%

No

11%

Don't know



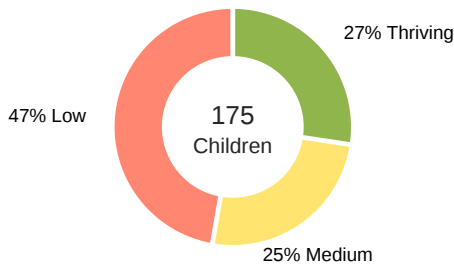
PORT HAMMOND

MAPLE RIDGE-PITT MEADOWS

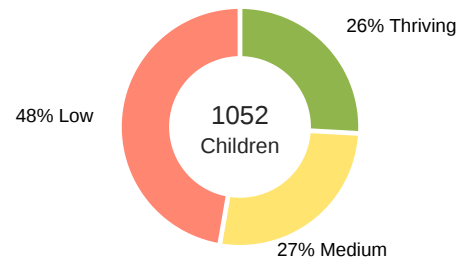
NUMBER OF CHILDREN: 175

WELL-BEING INDEX

PORT HAMMOND



MAPLE RIDGE-PITT MEADOWS

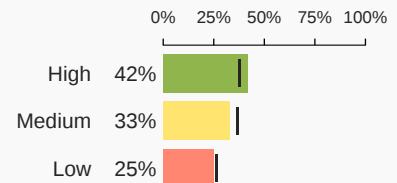


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

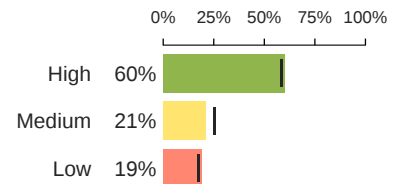
OPTIMISM

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



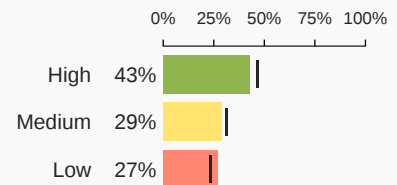
SELF-ESTEEM

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



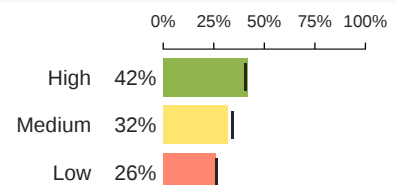
HAPPINESS

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



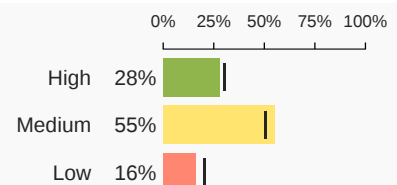
ABSENCE OF SADNESS

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



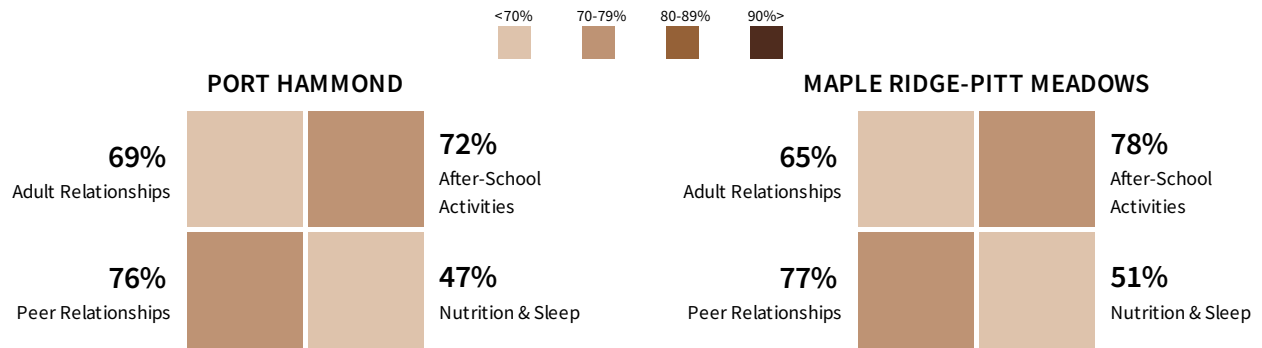
GENERAL HEALTH

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



ASSETS INDEX

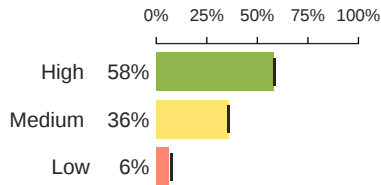
Percentage of children reporting the presence of an asset



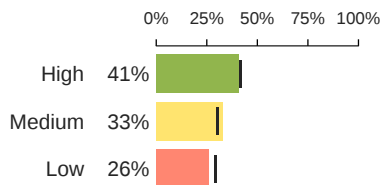
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

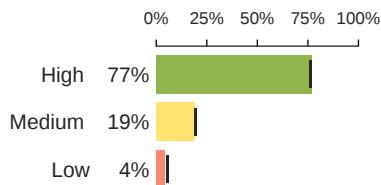
Adults at School



Adults in the Neighbourhood/Community

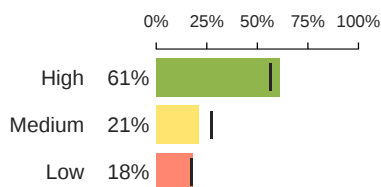


Adults at Home

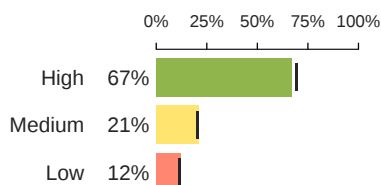


PEER RELATIONSHIPS

Peer Belonging

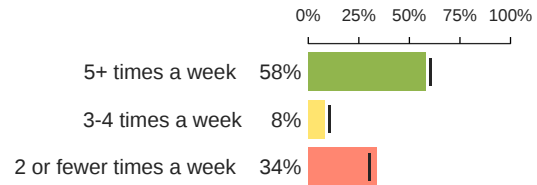


Friendship Intimacy

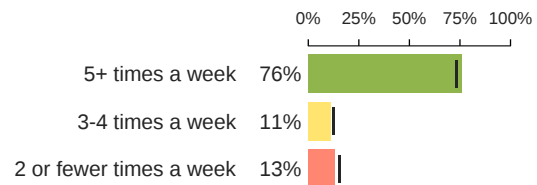


NUTRITION AND SLEEP

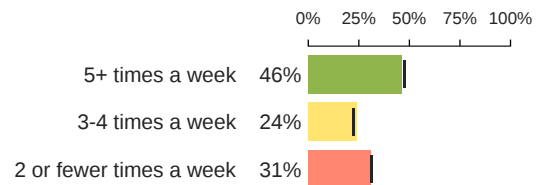
Eating Breakfast



Meals with Adults in Your Family

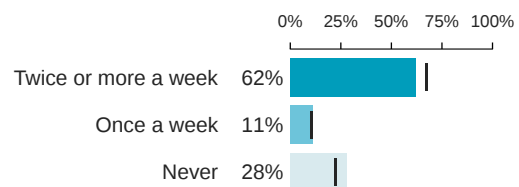


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

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

79%

I wish I could do additional activities

27%

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

6%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 48 |
| Friends and playing | 12 |
| Other | 6 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 32 |
| I am too busy | 27 |
| The schedule does not fit the times I can attend | 21 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 72% | 8% | 19% |
| Art or music lessons | 72% | 19% | 9% |
| Youth organizations | 89% | 9% | 2% |
| Individual sports with a coach or instructor | 71% | 9% | 20% |
| Team sports with a coach or instructor | 63% | 5% | 32% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

62%

Yes

8%

No

31%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



22%

Really care about me.



23%

Believe that I will be a success.



17%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

78%

Yes

6%

No

16%

Don't know

MOVING TO ACTION WITH DISCOVERMDI.CA

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.

We encourage you to take time to visit **Discover MDI: A Field Guide to Well-being in Middle Childhood** at [discovermdi.ca](https://www.discovermdi.ca), an online resource where you can access information and research on the many aspects of well-being in middle childhood, resources and tools for understanding and sharing MDI data and to connect with MDI Champions who are working on similar issues in their schools and communities. Here are some key resources and tools to get you started:

UNDERSTAND YOUR MDI DATA

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 Discover MDI Field Guide can walk you through [how to read and interpret your MDI data](https://www.discovermdi.ca/exploring-mdi-data/) (<https://www.discovermdi.ca/exploring-mdi-data/>). It also provides background research to support further understanding of the 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 influence over? How will you make change? For example, if you are interested in the area of social and emotional development, the Discover MDI Field Guide provides in-depth information on the [MDI and its dimensions and measures](https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/) (<https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/>), including the [measures of social and emotional development](https://www.discovermdi.ca/social-emotional-development/) (<https://www.discovermdi.ca/social-emotional-development/>).

ENGAGING OTHERS

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

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 Discover MDI 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 [workshop resources](https://www.discovermdi.ca/workshops/) (<https://www.discovermdi.ca/workshops/>).

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will 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 that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, [explore MDI essential resources](https://www.discovermdi.ca/category/md-essentials/) (<https://www.discovermdi.ca/category/md-essentials/>).

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. The Discover MDI Field Guide provides opportunities to learn from seasoned MDI Champions – [check out their stories and learn from their approaches](https://www.discovermdi.ca/making-change-with-the-mdi/), (<https://www.discovermdi.ca/making-change-with-the-mdi/>), explore the collection of [downloadable tools](https://www.discovermdi.ca/category/md-essentials/) (<https://www.discovermdi.ca/category/md-essentials/>) and [find upcoming training and learning opportunities](https://www.discovermdi.ca/category/news-and-events/) (<https://www.discovermdi.ca/category/news-and-events/>). Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI project, please visit our website at earlylearning.ubc.ca/mdi or contact the MDI team at mdi@help.ubc.ca.

REFERENCES

INTRODUCTION TO THE MDI

Jacobs, R. H., Reinecke, M. A., Gollan, J. K., & Kane, P. (2008). Empirical evidence of cognitive vulnerability for depression among children and adolescents: A cognitive science and developmental perspective. *Clinical Psychology Review*, 28(5), 759–782. Science Direct.

Rubin, K. H., Bukowski, W. M., & Parker, J. G. (2006). Peer interactions, relationships, and groups. In N. Eisenberg, W. Damon, & R. M. Lerner (Eds.), *Handbook of child psychology: Social, emotional, and personality development* (pp. 571–645). John Wiley & Sons Inc.

SOCIAL & EMOTIONAL DEVELOPMENT

Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408-416.

<http://dx.doi.org/10.1111/cdev.12739>

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105(11), 2283-2290.

<https://dx.doi.org/10.2105%2FAJPH.2015.302630>

Mahoney, J., Weissberg, R., Greenberg, M., Dusenbury, L., Jagers, R., Niemi, K., Schlinger, M., Schlund, J., Shriver, T., VanAusdal, K., & Yoder, N. (2020). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 1-16.

<https://casel.org/wp-content/uploads/2020/10/Design-Systemic-SEL.pdf>

Schreier H., Schonert-Reichl K., & Chen E. (2013). Effect of volunteering on risk factors for cardiovascular disease in adolescents: a randomized controlled trial. *JAMA Pediatrics*, 167(4): 327–332.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2016). Development of coping during middle childhood: Cognitive reappraisal, mental modes of coping, and coordination with demands. In E. A. Skinner & M. J. Zimmer-Gembeck, *The Development of Coping* (pp. 163–183). Cham: Springer International Publishing.

Weissberg, R.P., Durlak, J.A., Domitrovich, C.E., & Gullotta, T.P. (2015). Social and emotional learning: Past, present, and future. In J.A. Durlak, C.A. Domitrovich, R.P. Weissberg, & T.P. Gullotta (Eds.) *Handbook of social and emotional learning* (3–19). New York, NY: Guilford Press.

PHYSICAL HEALTH & WELL-BEING

Forrest, C. B., Bevans, K. B., Riley, A. W., Crespo, R., & Louis, T. A. (2013). Health and school outcomes during children's transition into adolescence. *Journal of Adolescent Health*, 52(2), 186-194. <https://doi.org/10.1016/j.jadohealth.2012.06.019>

Harrison, M. E., Norris, M. L., Obeid, N., Fu, M., Weinstangel, H., & Sampson, M. (2015). Systematic review of the effects of family meal frequency on psychosocial outcomes in youth. *Canadian Family Physician*, 61(2), 96–106.

Hertzman, C., & Boyce, T. (2010). How experience gets under the skin to create gradients in developmental health. *Annual Review of Public Health*, 31(1), 329 - 347. <https://doi.org/10.1146/annurev.publhealth.012809.103538>

Moeijes, J., van Busschbach, J. T., Bosscher, R. J., & Twisk, J. W. R. (2018). Sports participation and psychosocial health: A longitudinal observational study in children. *BMC Public Health*, 18(702). <https://doi.org/10.1186/s12889-018-5624-1>

Reichelt, A. C. (2016). Adolescent maturational transitions in the prefrontal cortex and dopamine signaling as a risk factor for the development of obesity and high fat/high sugar diet induced cognitive deficits. *Frontiers in Behavioral Neuroscience*, 10, 1–17.

Smaldone A, Honig J., & Byrne M. (2007). Sleepless in America: inadequate sleep and relationships to health and well-being of our nation's children. *Pediatrics*, 119 (suppl 1): S29-S37.

CONNECTEDNESS

Emerson, S. D., Mâsse, L. C., Ark, T. K., Schonert-Reichl, K. A., & Guhn, M. (2018). A population-based analysis of life satisfaction and social support among children of diverse backgrounds in British Columbia, Canada. *Quality of Life Research*, 27(10), 2595-2607.

<https://doi.org/10.1007/s11136-018-1922-4>

First Nations Information Governance Centre. Now is the time: Our data, our stories, our future. The national report of the First Nations regional early childhood, education, and employment survey. Ottawa, ON: FNIGC; 2016. Available from https://fnigc.ca/wp-content/uploads/2021/01/FNIGC_FNREES-National-Report-2016-EN_FINAL_01312017.pdf.

Gadermann, A. M., Guhn, M., Schonert-Reichl, K. A., Hymel, S., Thomson, K., & Hertzman, C. (2015). A population-based study of children's well-being and health: the relative importance of social relationships, health-related activities, and income. *Journal of Happiness Studies*, 17, 1847-1872.

Guhn, M., Schonert-Reichl, K. A., Gadermann, A. M., Hymel, S., & Hertzman, C. (2013). A population study of victimization, relationships, and well-being in middle childhood. *Journal of Happiness Studies*, 14(5), 1529-1541.

Masten, A. S. (2018). Resilience theory and research on children and families: past, present, and promise. *Journal of Family Theory & Review*, 10(1), 12-31. <https://doi.org/10.1111/jftr.12255>

Oberle, E., Guhn, M., Gadermann, A. M., Thomson, K., & Schonert-Reichl, K. A. (2018). Positive mental health and supportive school environments: A population-level longitudinal study of dispositional optimism and school relationships in early adolescence. *Social Science & Medicine*, 214, 154-161.

Oberle, E., Schonert-Reichl, K. A., Guhn, M., & Hertzman, C. (2014). The role of supportive adults in promoting positive development in middle childhood: a population-based study. *Canadian Journal of School Psychology*, 29, 296-316.

Olsson, C., McGee, R., Nada-Raja, S., & Williams, S. (2013). A 32-year longitudinal study of child and adolescent pathways to well-being in adulthood. *Journal of Happiness Studies*, 14(3), 1069-1083.

Thomson, K. C., Oberle, E., Gadermann, A. M., Guhn, M., Rowcliffe, P., & Schonert-Reichl, K. A. (2018). Measuring social-emotional development in middle childhood: The Middle Years Development Instrument. *Journal of Applied Developmental Psychology*, 55, 107-118. <https://doi.org/10.1016/j.appdev.2017.03.005>

Veiga, F., Wentzel, K., Melo, M., Pereira, T., Faria, L., & Galvão, D. (2014). Students' engagement in school and peer relations: A literature review. In *I Congresso Internacional Envolvimento dos Alunos na Escola: Perspetivas da Psicologia e Educação* (pp. 196-211).

Werner, E. E. (2004). Journeys from childhood to midlife: Risk, resilience, and recovery. *Pediatrics*, 114(2), 492-492.

USE OF AFTER-SCHOOL TIME

Diamond, A. (2014). Want to optimize executive functions and academic outcomes?: Simple, just nourish the human spirit. In *Minnesota Symposia on Child Psychology* (Vol. 37, p. 205). NIH Public Access.

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

Immordino-Yang, M. H., Christodoulou, J. A., & Singh, V. (2012). Rest is not idleness implications of the brain's default mode for human development and education. *Perspectives on Psychological Science*, 7(4), 352-364.

Schonert-Reichl, K. A., Guhn, M., Gadermann, A., Hymel, S., Sweiss, L., & Hertzman, C. (2013). Development and validation of the Middle Years Development Instrument (MDI): Assessing children's well-being and assets across multiple contexts. *Social Indicators Research*, 114(2), 345-369. <https://doi.org/10.1007/s11205-012-0149-y>

Thouin, É., Dupéré, V., Dion, E., McCabe, J., Denault, A-S., Archambault, I. Brière, F.N., Leventhal, T., & Crosnoe, R. (2020) School-based extracurricular activity involvement and high school dropout among at-risk students: Consistency matters. *Applied Developmental Science*, 1-14. <https://doi.org/10.1080/10888691.2020.1796665>

Vandell, D. L., Lee, K. T. H., Whitaker, A. A., & Pierce, K. M. (2020). Cumulative and differential effects of early child care and middle childhood out-of-school time on adolescent functioning. *Child Development*, 91(1), 129-144. <https://doi.org/10.1111/cdev.13136>

Wade C. (2015). The longitudinal effects of after-school program experiences, quality, and regulatable features on children's social-emotional development. *Child and Youth Services Review*, 48, 70-79.

SCHOOL EXPERIENCES

Binfet, J., Gadermann, A., & Schonert-Reichl, K. (2016). Measuring kindness at school: psychometric properties of a school kindness scale for children and adolescents. *Psychology in the Schools, 53*(2), 111–126.

Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence, 21*(1), 225-241. <http://dx.doi.org/10.1111/j.1532-7795.2010.00725.x>

van Harmelen A. L., Gibson, J. L., St. Clair, M. C., Owens, M., Brodbeck, J., Dunn, V., ... Goodyer, I. M. (2016). Friendships and family support reduce subsequent depressive symptoms in at-risk adolescents. *PLoS ONE 11*(5): e0153715.

van Noorden, T. H., Haselager, G. J., Cillessen, A. H., & Bukowski, W. M. (2015). Empathy and involvement in bullying in children and adolescents: A systematic review. *Journal of Youth and Adolescence, 44*(3), 637–657

Wang, M.-T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review, 28*(2), 315-352. <https://doi.org/10.1007/s10648-015-9319-1>

For all publications on the MDI including ones on reliability and validity visit, the [Discover MDI Field Guide](https://www.discovermdi.ca/references/) (<https://www.discovermdi.ca/references/>).