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Our work takes place on the traditional, ancestral, unceded territory of the xwmə0kwəýəm (Musqueam) people



Child Development Monitoring System



TDi



1 - 2 years

Parent & caregiver questionnaire

& CONTEXTS







Start of kindergarten

Parent & caregiver questionnaire

EARLY EXPERIENCES & CONTEXTS





Early
Development
Instrument

Mid-kindergarten

Teacher questionnaire

SKILLS & COMPETENCES







Grades 4 - 8

Student questionnaire

WELL-BEING & ASSETS





Youth
Development
Instrument

Grades 10 - 12

Student questionnaire

WELL-BEING & ASSETS

MDi Outline

- Brief MDI Introduction
- MDI Data Trends Over Time
- Spotlight on Screen Time
- MDI Data Dashboard Updates demo
- Data in Action:
 Lianne Carley, VCH & BC Healthy Communities
 Child & Youth Mental Well-being Resources





MDi

Dimensions of the MDI

Helps us gain a deeper understanding of children's social and emotional health, well-being and assets during middle childhood - from their own perspective.











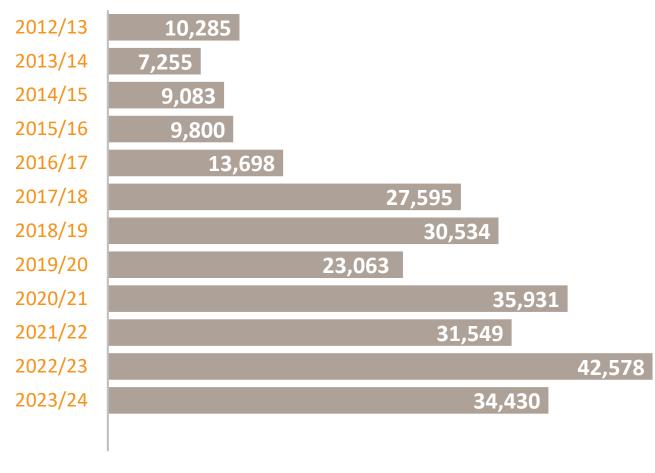
USE OF OUT-OF-SCHOOL TIME



SCHOOL EXPERIENCES



MDi Participation 2009/2010 – 2023/2024





Grade 7: 1,465 Grade 8: 13,706

Total overall (all years & grades): 277,440



MDi BC Districts 2023/24

SD#	SCHOOL DISTRICT	Grades
005	Southeast Kootenay	5,8
006	Rocky Mountain	5,8
008	Kootenay Lake	4,7
010	Arrow Lakes	4,5,6,7
019	Revelstoke	5,8
022	Vernon	5
023	Central Okanagan	5
028	Quesnel	6
033	Chilliwack	4, 7
034	Abbotsford	5, 8
036	Surrey	5,8
037	Delta	5, 8
040	New Westminster	5,8
042	Maple Ridge-Pitt Meadows	5
043	Coquitlam	4,8
046	Sunshine Coast	5,6,8
047	Powell River	5

SD#	SCHOOL DISTRICT	Grades
048	Sea to Sky	5,8
049	Central Coast	5,6,7
050	Haida Gwaii	5,8
051	Boundary	4,7
052	Prince Rupert	6,8
053	Okanagan Similkameen	4, 6, 8
059	Peace River South	5,6,8
060	Peace River North	5,8
067	Okanagan Skaha	5, 8
070	Pacific Rim	4,7,8
071	Comox Valley	5
072	Campbell River	4,8
075	Mission	5,8
081	Fort Nelson	5,8
091	Nechako Lakes	6,8
092	Nisga'a	8
093	Conseil scolaire francophone	6,8



Optimism
Self-Esteem
Happiness
Absence of Sadness
General Health

Low Well-Being

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

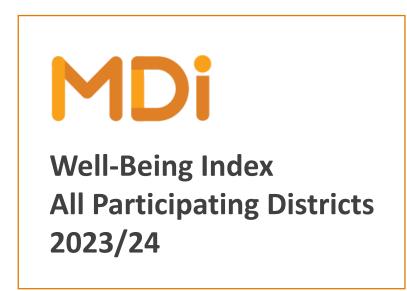
Medium to High Well-Being

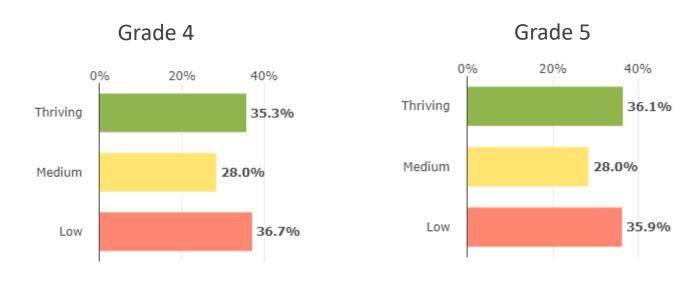
Children who are reporting no negative responses, and fewer than 4 positive responses.

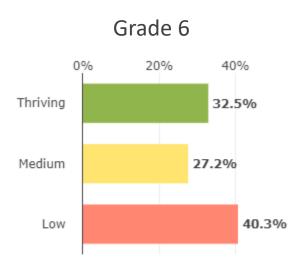


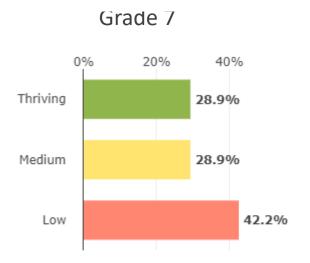
High Well-Being (Thriving)

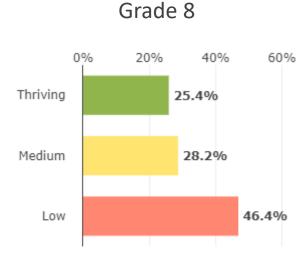
Children who are reporting positive responses on at least 4 of the 5 measures of well-being.



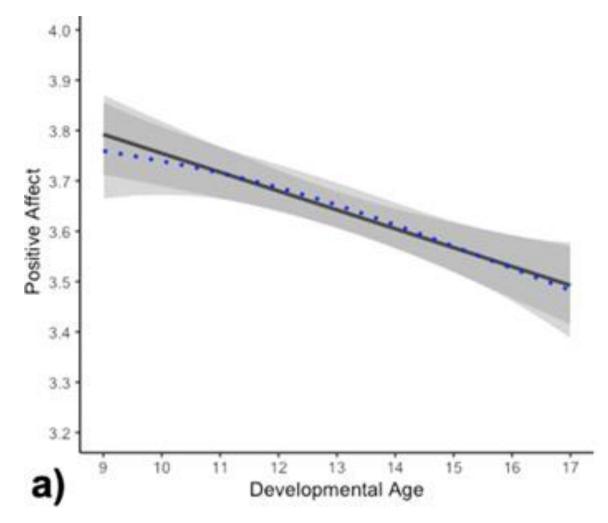








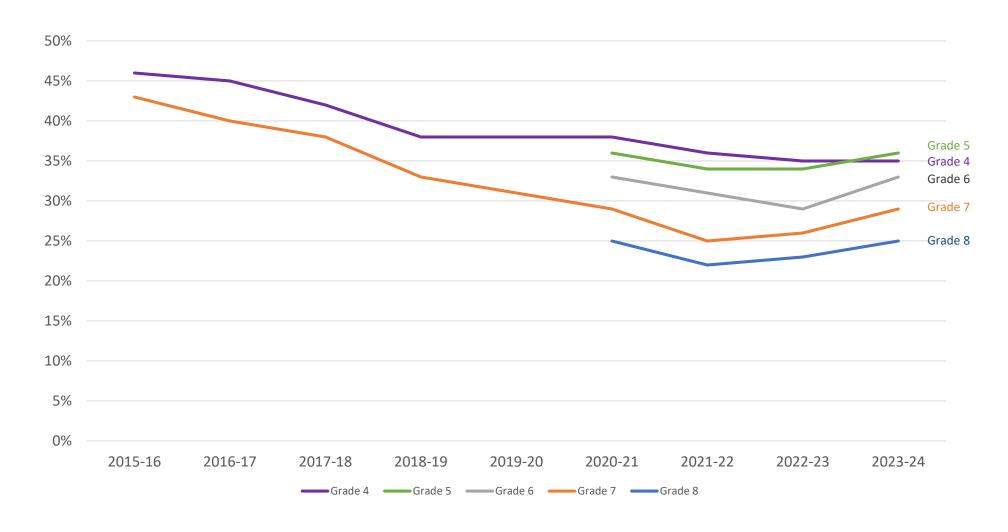
Research suggests a decline in well-being from middle childhood to adolescence is common. Children are facing new tasks and challenges as they grow older and experience heightened emotionality and rapid psychosocial changes.



Middle childhood is an ideal time for prevention and intervention!

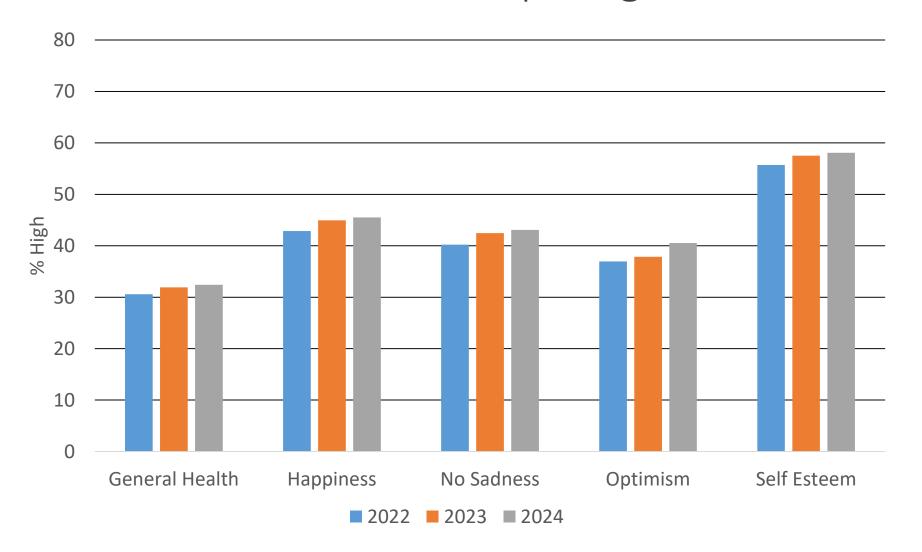
Griffith et al., 2021, Journal of Youth and Adolescence

MDI Well-being Index, Percent Thriving, Grades 4-8, All BC Participating Districts





MDI Well-being Index Component Measures, % High Grades 6-8, All BC Participating Districts

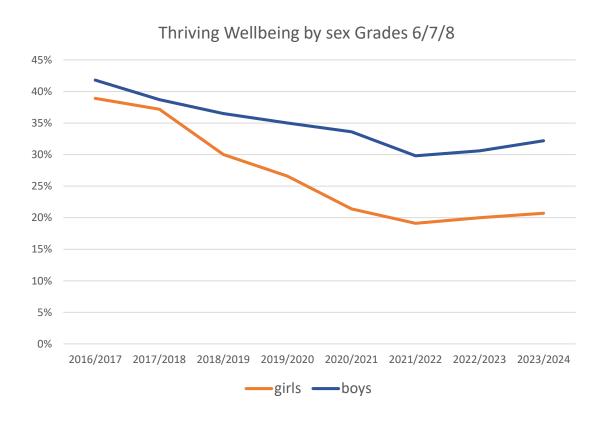


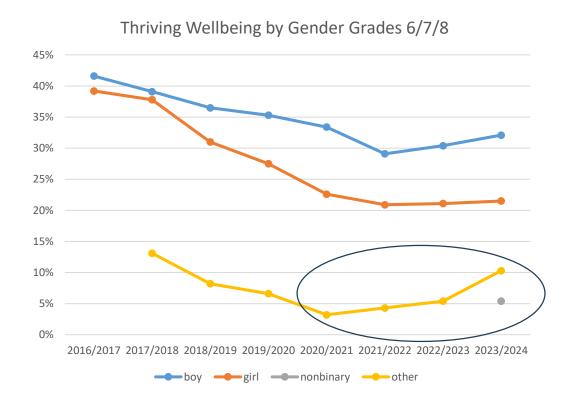
Recent increases in wellbeing were consistent across all wellbeing component measures





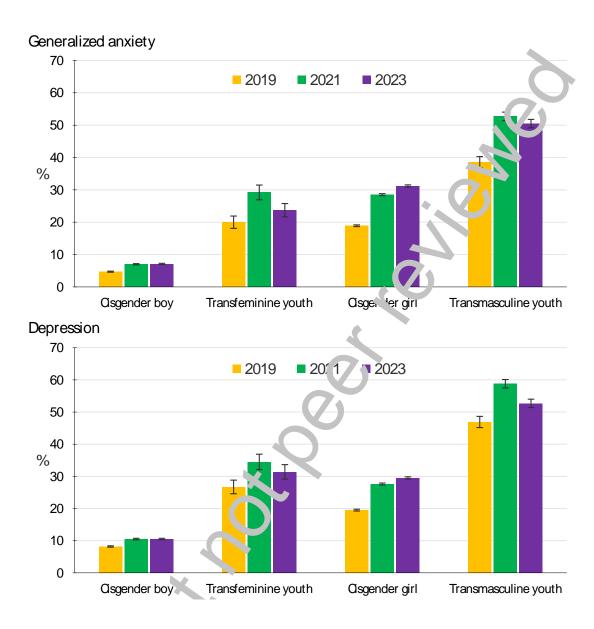
MDI Well-being Index % *Thriving*, Grades 6-8 Sex at School Registration vs. Gender by Self-Report







Recent preliminary findings in a population-based study showing improvements in mental health and wellbeing among trans and gender diverse youth in Finland



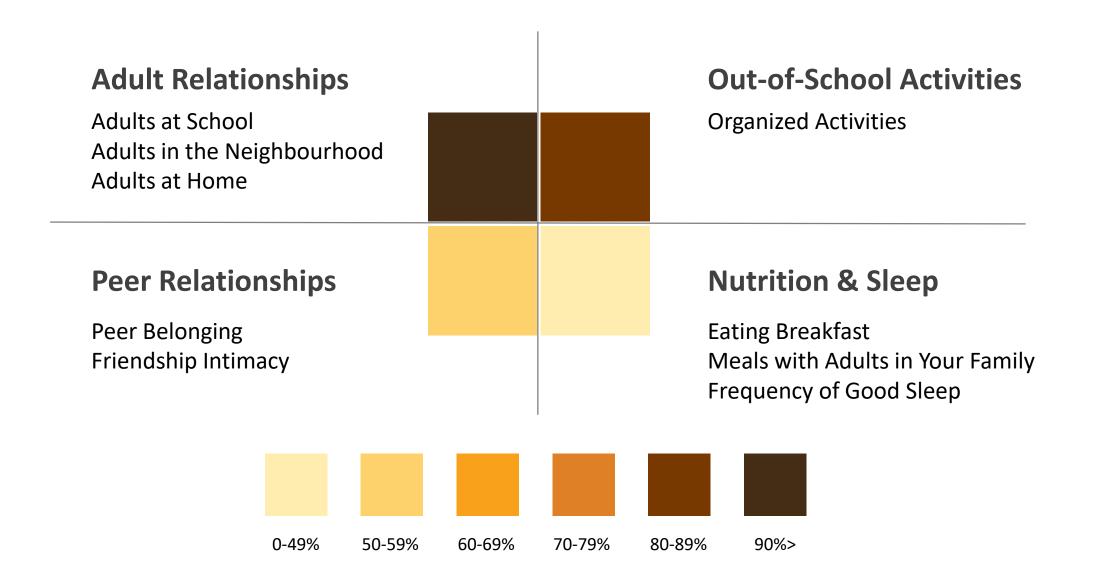
How can schools support TGD students?

- Use chosen pronouns
- Allow students to join team sports based on preferred gender
- Code of conduct with no tolerance for discrimination
- Create safe ways for students to report bullying
- Gender-neutral washrooms, if possible
- Professional development for staff on inclusivity
- Hiring school staff of diverse gender identities
- School-wide interventions











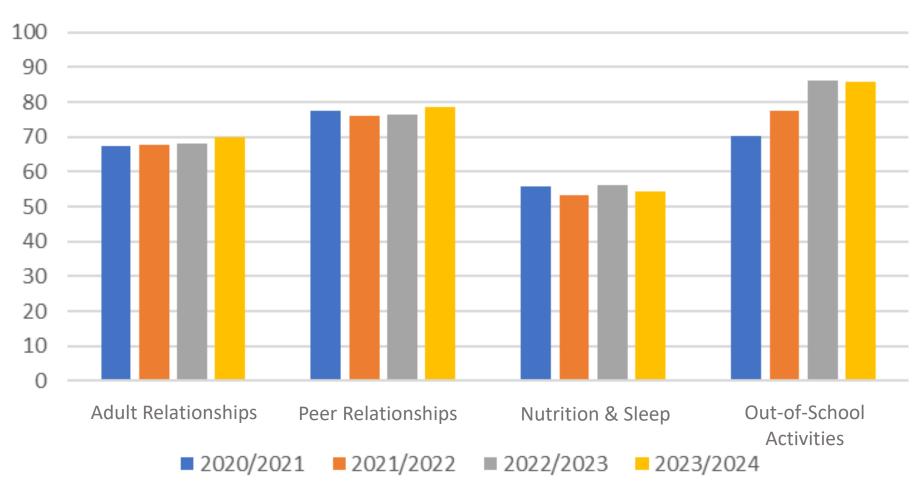


too does their well-being

Number of Assets

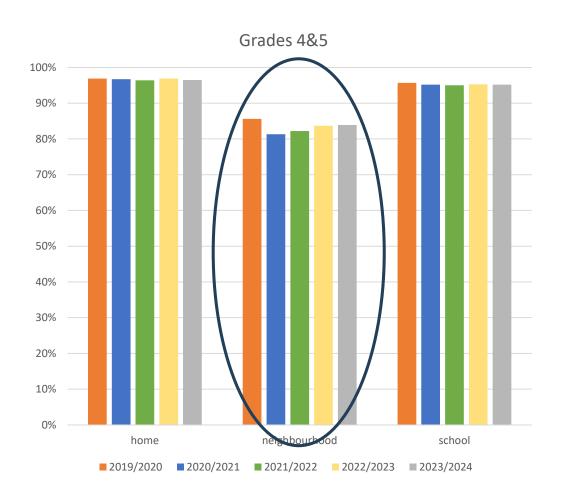
MDI Assets Indices, Grades 6-8, All BC Participating Districts

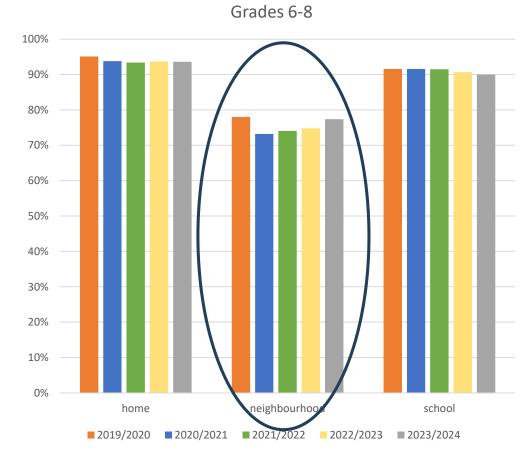
NOTE: Out-of-School Activities Asset changed in 2022/23





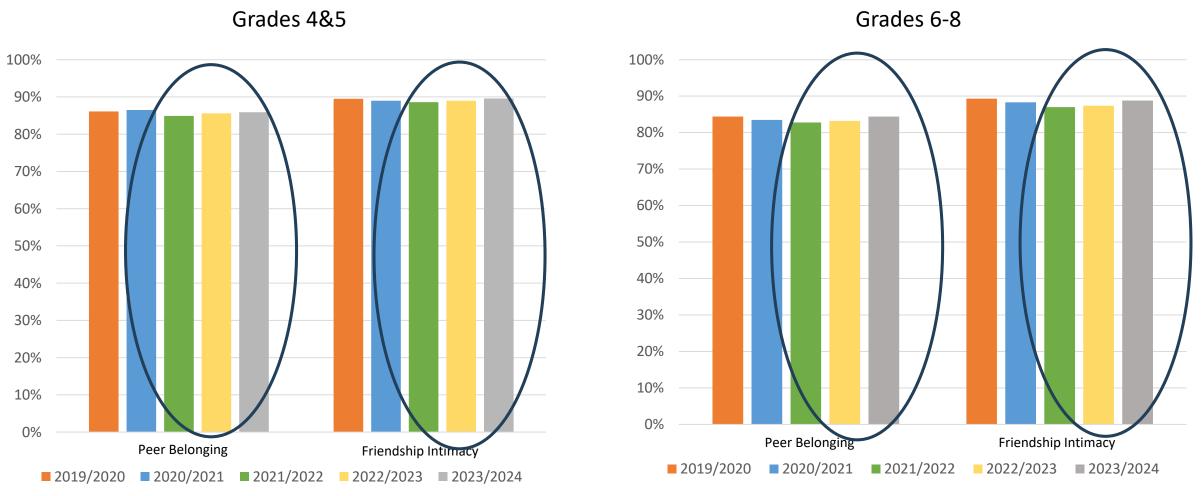
Adult Relationships Asset, All BC Participating Districts







Peer Relationships Asset, All BC Participating Districts





MDi Relationships Matter



MDi Healthy Habits

- Screen Time & Social Media
- Sleep
- Physical Activity

24 Hour Movement Guidelines

A healthy 24 hours includes:

SWEAT

Moderate to vigorous physical activity

An accumulation of at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic

activities. Vigorous physical activities, and muscle and bone strengthening activities should each be incorporated at least 3 days per week;

STEP

Light physical activity

Several hours of a variety of
 structured and unstructured
 light physical activities;

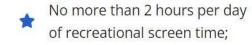
SLEEP

Sleep

Uninterrupted 9 to 11 hours of sleep per night for those aged 5–13 years and 8 to 10 hours per night for those aged 14–17 years, with consistent bed and wake-up times;

SEDENTARY BEHAVIOUR

SEDENTARY BEHAVIOUR



Limited sitting for ext periods.

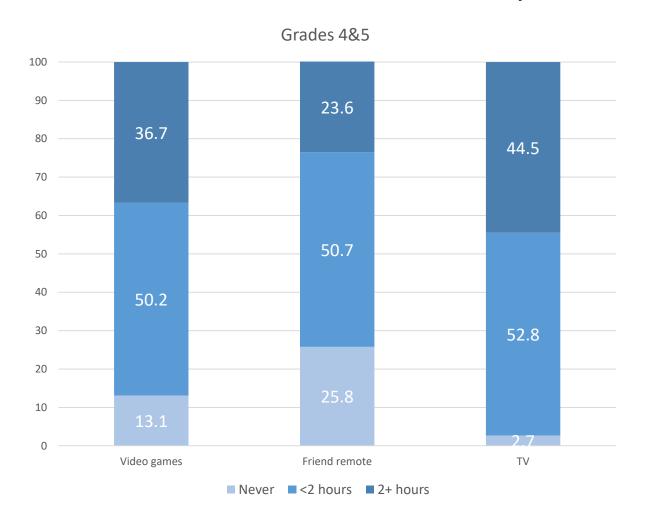


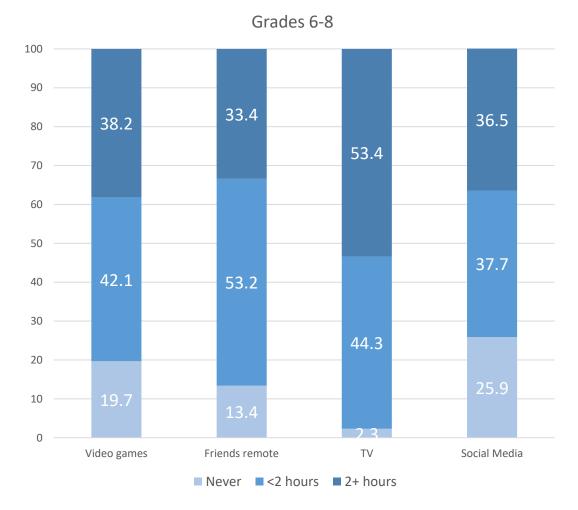
Children & Youth 5-17 Years

Guidelines encourage kids to Sweat, Step, Sleep and Sit the right amounts each day.



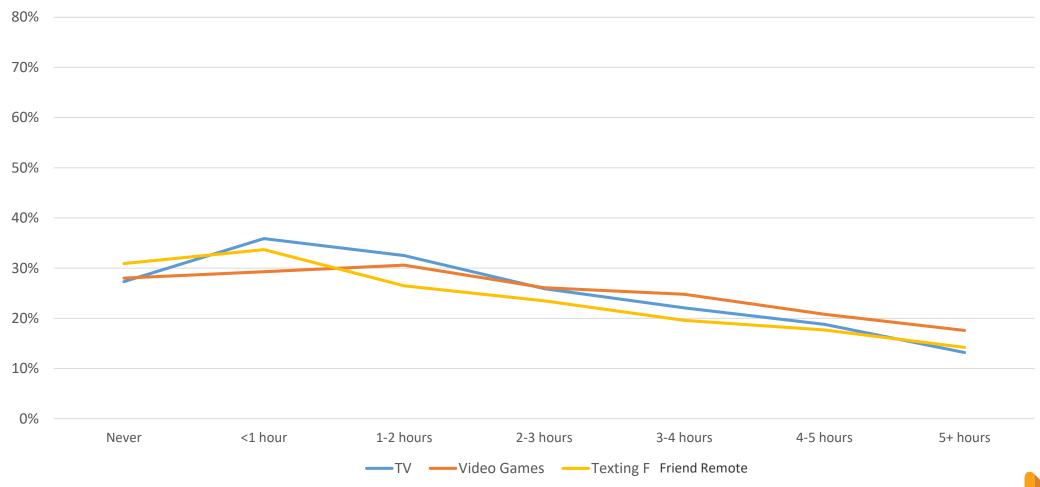
Screen Time Amount by Screen Type





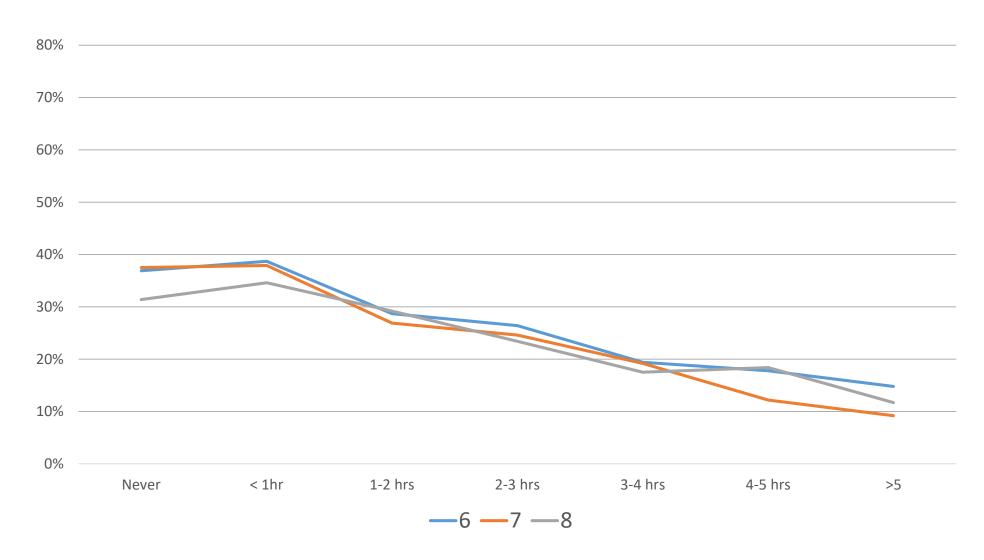


Well-Being Index % *Thriving*, Screen Type by # Hours, Grades 6-8



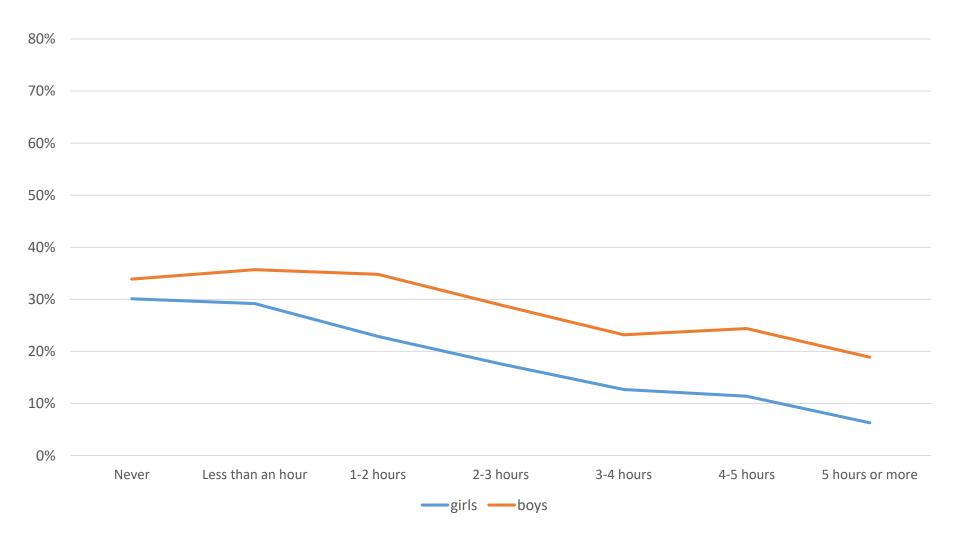


Well-Being Index % *Thriving*, Social Media by # Hours, Grades 6-8



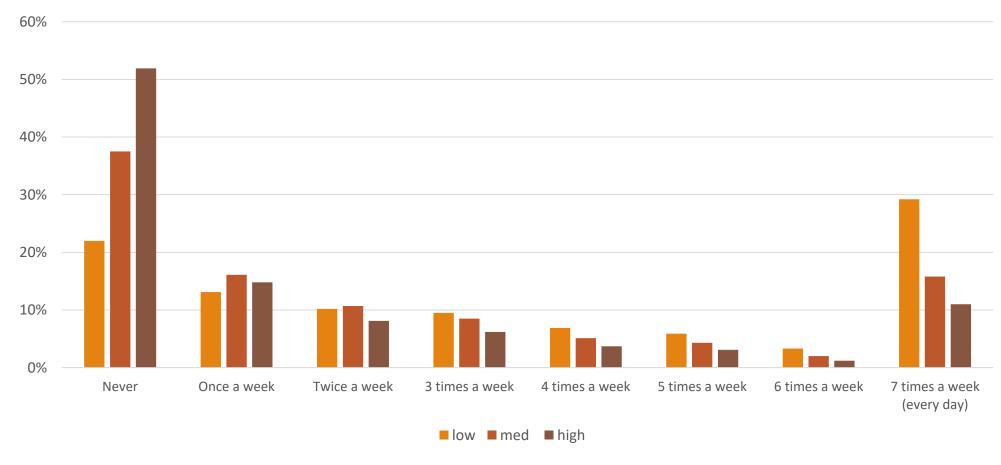


Well-Being Index % *Thriving*, Social Media by Girls & Boys, Grades 6-8



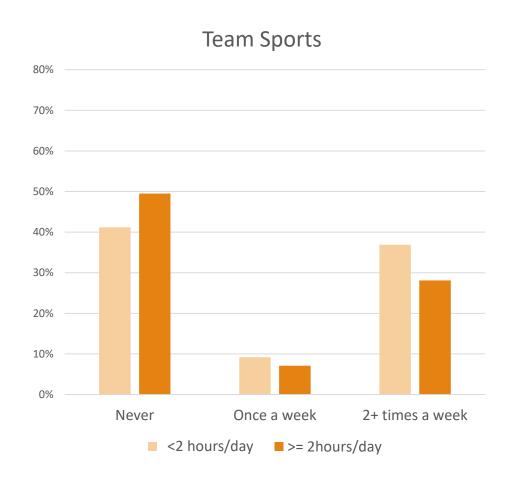


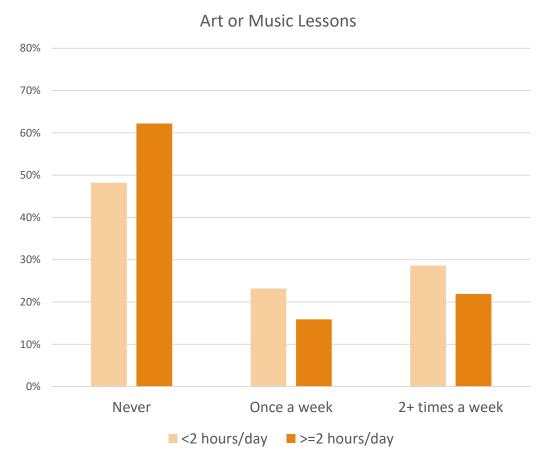
All Types of Screen Time Use (Low, Medium, High) by Reading for Fun, Grades 6-8





All Types of Screen Time Use (<2 hours, >=2 hours) by Structured Activities, Grades 6-8



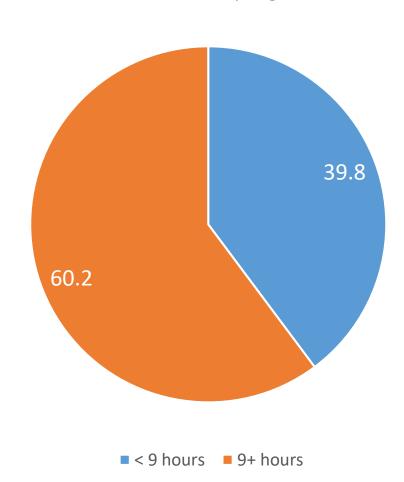




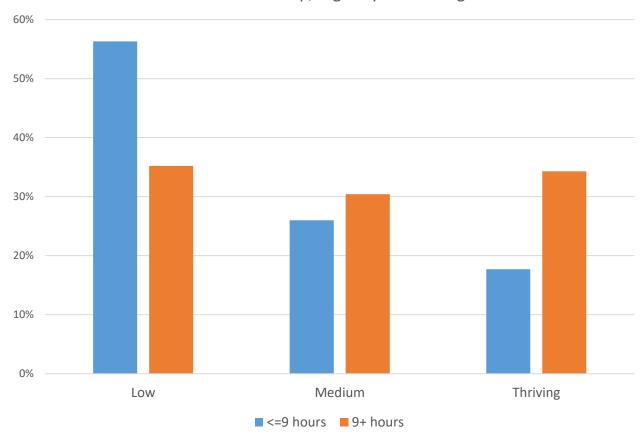


Sleep, Grades 6-8

No. Hours Sleep/Night

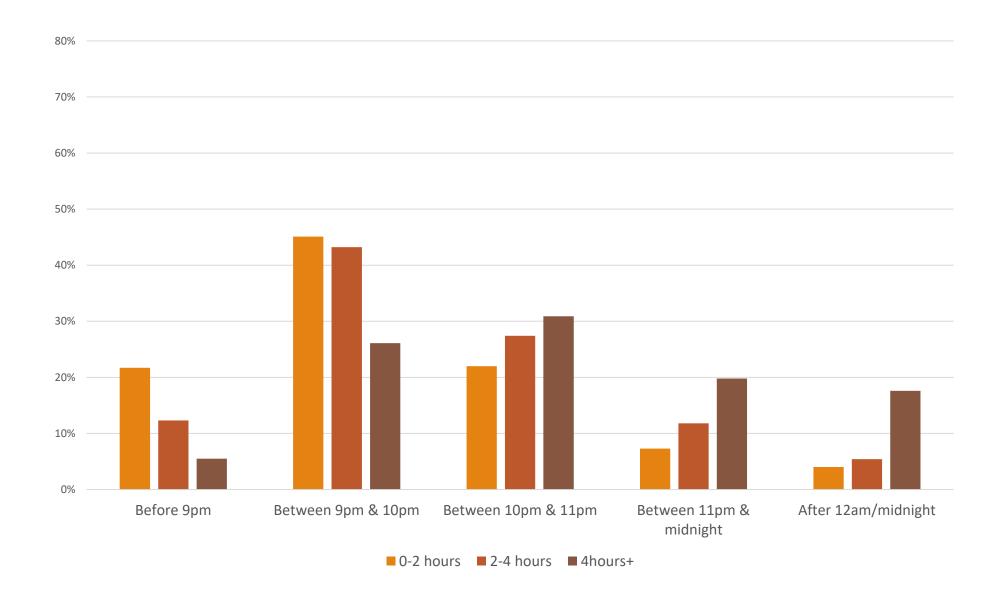


No. Hours Sleep/Night by Well-being





Screen Time Hours & Bedtime, Grades 6-8





Screen Time Commentary



Office of the Premier



B.C. launches concrete actions to keep kids safe, healthy



Toronto

More Ontario school boards file suits against social media giants

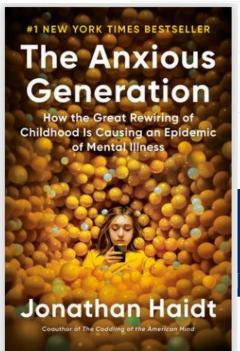
Lawsuits allege social apps are negatively rewiring how students think and learn

CBC News · Posted: May 29, 2024 5:06 AM PDT | Last Updated: May 29



Five Ontario school boards and two private schools are launching new law suits against some of the world's largest social media companies. (Manan Vatsyayana/AFP/Getty Images)







Keeping kids safe online and in school

BC | StrongerBC

(flickr.com

The Province is moving forward on three important actions to keep kids and young people safe from online threats, restrict cellphones in school and hold social media companies accountable.



Culture Lifestyle

News

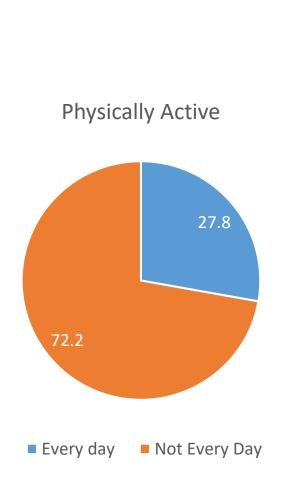
'Put learners first': Unesco calls for global ban on smartphones in schools

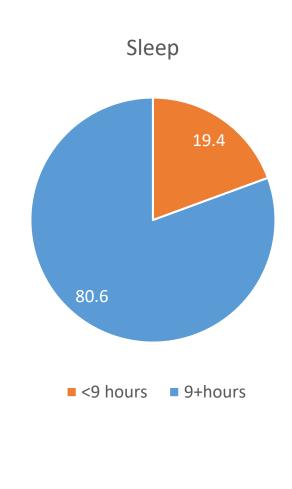
Major UN report issues warning over excessive use, with one in four countries already banning the devices

- Analysis: distraction and bullying are key concerns
- I would crank up the restrictions': teachers on banning phones in school

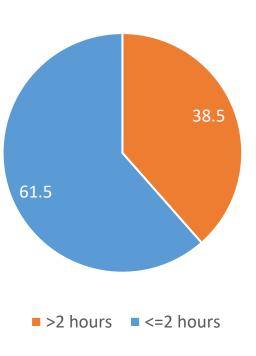


Healthy Habits, Grades 4&5



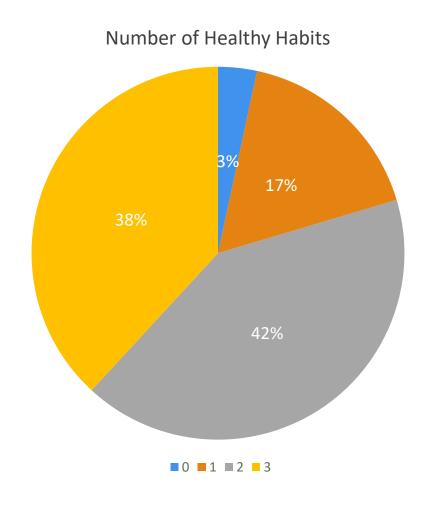


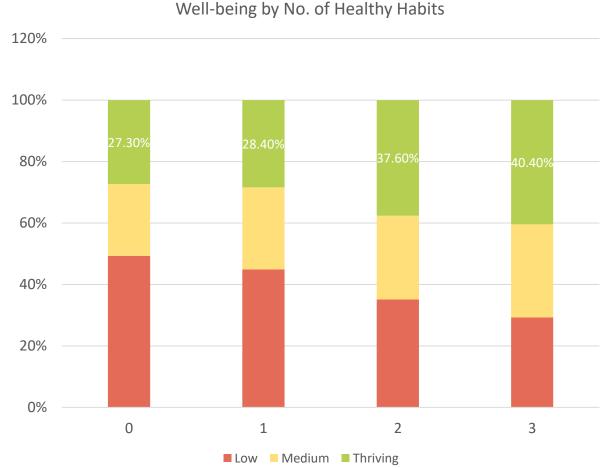
Video Games





MDI 2023/24, Grades 4&5, Healthy Habits: 9+hrs Sleep + Low Video Game Use + Daily Physical Activity

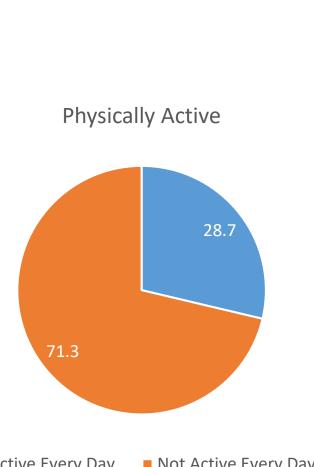


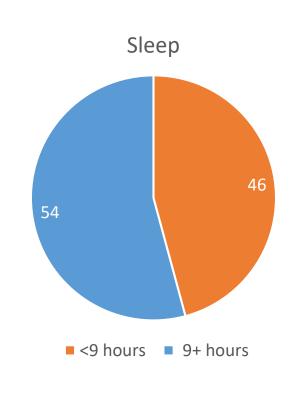


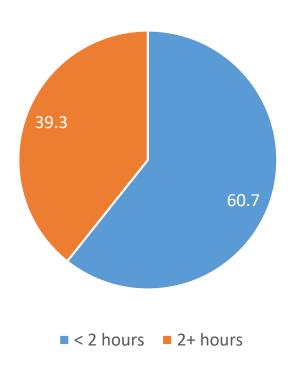


Social Media Use

Healthy Habits, Grades 6-8



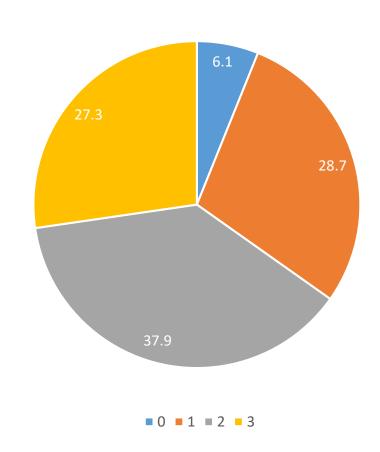






MDI 2023/24, Grades 6-8, Healthy Habits: 9+hrs Sleep + Low Social Media Use + Daily Physical Activity







■ Low ■ Medium ■ Thriving

2

Well-being by No. of Healthy Habits



3

24-Hour Movement Behaviours





Key Finding:

- 4% of children and youth (five to 17 years of age) met the combined 24-Hour Movement Guidelines.^{5,8,9}
 - Among youth, adherence to the combined guidelines was twice as low among girls (4%) as among boys (8%).⁵



Rallying for Resilience

Keeping Children and Youth Active in a Changing Climate

Recommendations:

- Teachers, health-care practitioners and researchers should educate students and parents on the importance of achieving appropriate levels of physical activity, sedentary behaviours and sleep for children and youth's healthy growth and development.
- Research is needed to determine the impact of climate change (e.g., severe weather events, increasing heat, air quality) on the 24-hour movement behaviours of children and youth.

Community & Environment





Key Finding:

 In relation to physical activity for children, youth and families, the average score reported across the areas of policies, human resources, facilities and infrastructure, partnerships and programming was 70%.

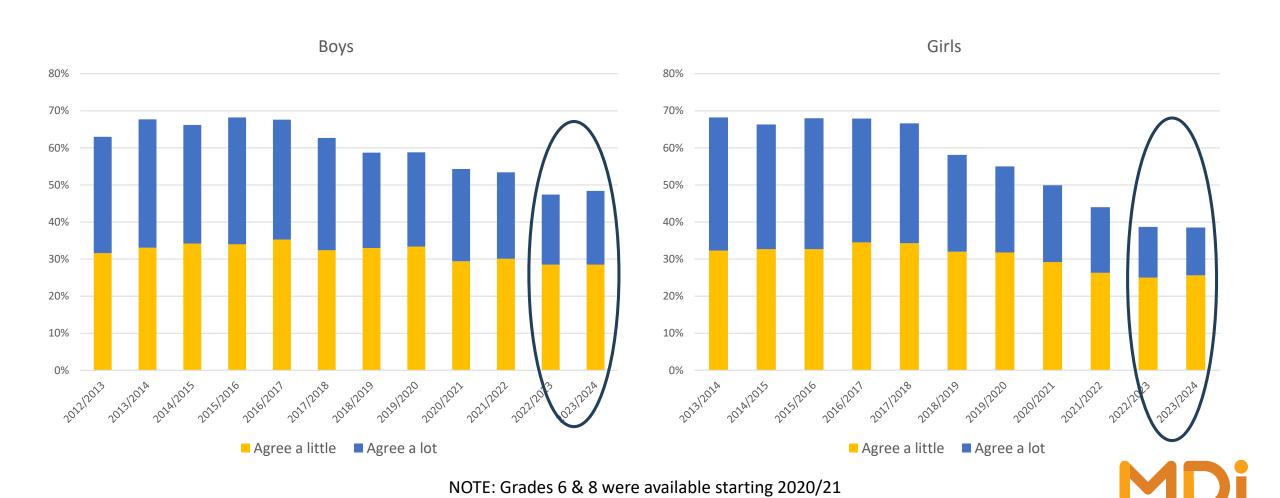
Recommendations:

- Communities should ensure that indoor recreational facilities have high-quality air filtration and purification systems and develop plans to open these facilities for free or at reduced costs to the public during weather alerts.
- When revising or creating new municipal policies or by-laws, decision-makers must consider their potential to restrict physical activity or outdoor play for children and youth.





Citizenship & Responsibility, Grades 6-8 I believe I can make a difference in the world, "Agree"





NEW Dimensions Data



NEW Navigation



mdi.dashboard.earlylearning.ubc.ca



The MDI

MDI Data & Reports

Using the MDI

Resources

News & Events

About



Exploring the data with others is an ACTION!

- School administrators, teachers, staff
- Youth
- Community partners & networks
- Health authority & government partners
- Parents & Caregivers

Promote **shared responsibility** for children and families across systems and sectors.

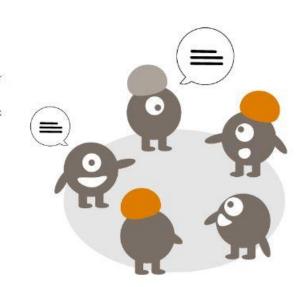




discovermdi.ca

Children's Voices Matter

One of the core beliefs underlying the Middle Years Development Instrument (MDI) is that children's voices matter. Asking children for their input can be powerful because it provides rich data on child well-being that would not otherwise be accessible if we did not ask them - data that can be used to create environments and interactions which can promote children's well-being. It is also tells children that their thoughts and feelings are valued and provides them a say in how their schools and communities should support them.







Child and Youth Mental Well-B BC Healthy Communities



BC Healthy Communities & VCH bchealthycommunities.ca





Participation

When children are given opportunities to participate, they feel a sense of belonging and agency; and, that they are part of something bigger than themselves. They also gain skills that allow for more meaningful contributions to society. Local governments can create welcoming and inclusive environments that include children and youth in planning, decision-making, and governance, offering volunteer and employment opportunities and ensuring that government communications engage all

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Play

Play is essential for child development. It promotes mental well-being through brain development, stress relief, physical activity, and time outdoors. Local governments can create and maintain spaces and provide opportunities for all kinds of play - and not just in typical designated play places and programs.

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Funding ~

Resources

Programs v

Safety

About v

Safety includes both actual and perceived physical, psychological, and social safety experienced at home, school, and in community. Local governments can work towards creating public areas that are safe for children and youth while also implementing policies that respond to larger societal threats like racism, discrimination, poverty, inequality, and climate change.

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News & Events ~

Social connection and belonging

Relationships are one of the strongest predictors of children's well-being throughout life. Studies have also found that a strong sense of belonging is associated with high self-rated mental health, even when controlling for geography and socio-economic status. Local governments can strengthen social connectedness and belonging for young people through initiatives that enable neighbourhood social cohesion, create social connections with adults in the community, socially sustainable urban design, and written and visual communications that represent and speak to all ages.

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