



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Delta (SD37) MDI Grade 4 Report

School District & Community Data, 2012-2013

The MDI team would like to extend its warmest appreciation to the students, teachers, and administrators who made this project possible. Thank you for your participation.

2012-13 Project Team

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a place of mind



HUMAN
EARLY LEARNING
PARTNERSHIP



Table of Contents

Section 1. Development of the MDI

Section 2. School District & Community Data

Section 3. Neighbourhood Data & Maps

Section 4. Index of Terms

OVERVIEW

Middle childhood – the time between 6 and 12 years of age – marks a distinct period in early human development. Children experience important cognitive, social, and emotional changes that establish their identity and set the stage for development in adolescence and adulthood.¹

The Middle Years Development Instrument (MDI) for grade 4 students is a 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
- Physical Health and Well-Being
- Connectedness to Adults and Peers
- School Experiences
- 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. The survey items were selected by children, parents, and educators and tested rigorously to ensure these scales produced data of sound reliability and validity.

1. Eccles, J. S. (1999). *The development of children ages 6 to 14. The Future of Children*, 9, 30-44.

THE NEW REPORT

Our new report format combines what was previously 3 reports:

- the MDI District Report
- the MDI Community Summary
- the MDI Mapping Package

Section 1 describes the content of the MDI, its validity, and how survey questions were combined into subscales of health and well-being.

Section 2 presents a summary of the research findings for the entire school district.

Section 3 presents the data by neighbourhood. This section includes the community maps.

Section 4 provides an appendix of all terms, calculations, and details regarding the MDI subscales and their importance in middle childhood.



Section 1: Development of the MDI

HOW THE GRADE 4 MDI IS IMPLEMENTED

The MDI grade 4 survey contains 71 questions covering 5 dimensions of health and well-being:

- Social & Emotional Development
- Physical Health & Well-Being
- Connectedness to Adults and Peers
- School Experiences
- Use of After-School Time

Most questions ask children to rate a series of statements. For example; "I start most days thinking I will have a good day."

1) Disagree a lot, 2) Disagree a little, 3) Don't agree or disagree, 4) Agree a little, or 5) Agree a lot.

The survey is administered to children by their teachers and school administrators during the month of November. The collected data are then returned to HELP where a data analyst runs reliability checks and combines all the scores into a series of subscales (see Figure 1). The analyst then calculates the subscale totals for each school, school district, and neighbourhood (see Figure 2).

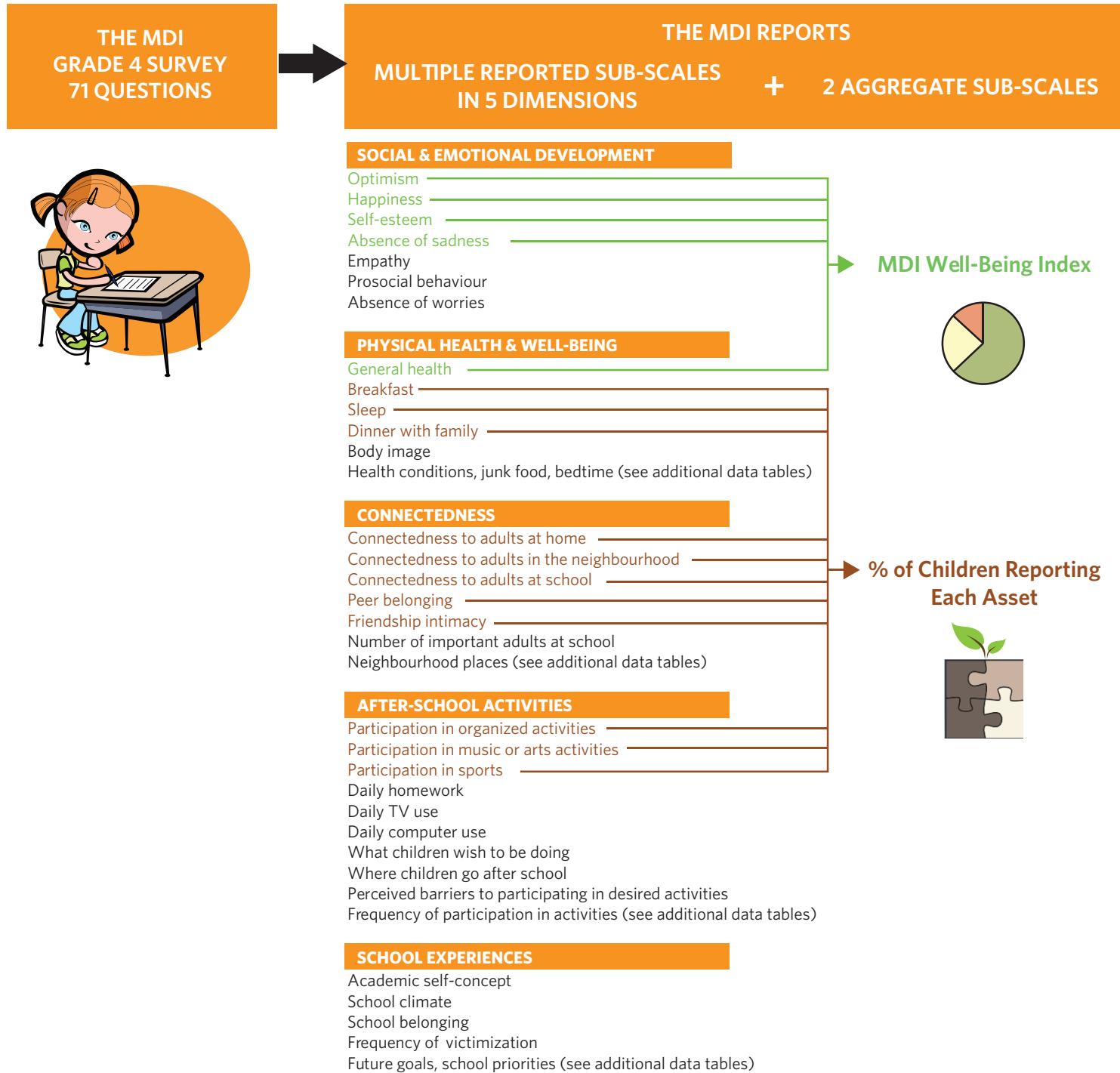
VALIDITY OF RESULTS

The MDI upholds Article 12 of the *United Nations Convention on the Rights of the Child* which emphasizes the importance of children's voices.¹ Previous research has found that responses from children in grade 4 and above are as reliable and valid as those from adults.

Four studies were conducted to test the validity of the MDI survey, including two initial pilots in 2008, and two district-wide pilots in both urban and rural communities in 2009 and 2010. Results from these studies showed the MDI to have strong reliability and validity. Data checks are repeated every year to ensure each wave of data collected meets rigorous research standards.

1. "Convention on the Rights of the Child" <http://www.unicef.org/crc/>

Figure 1. MDI data collection and reporting structure.

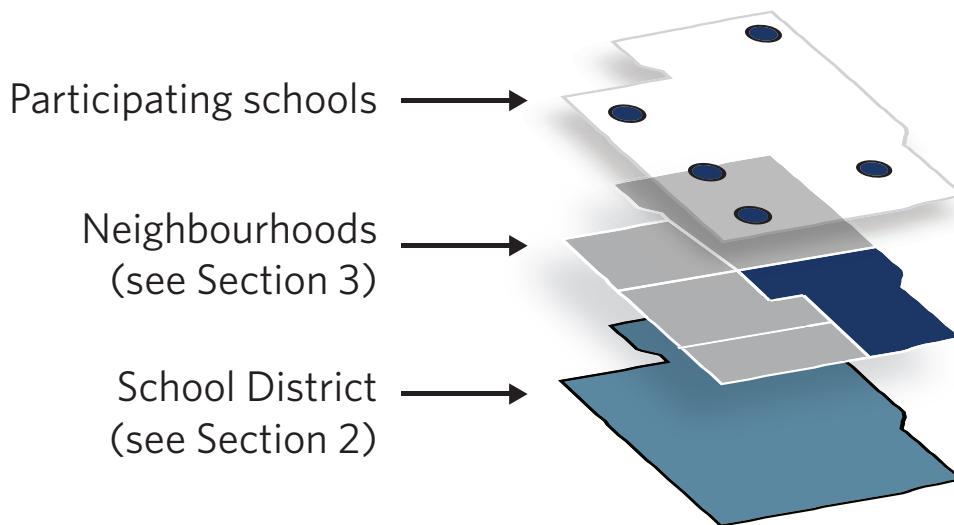


HOW DATA ARE REPORTED

Data collected from the MDI survey are combined for all children at different levels. This report presents the data at the level of the whole school district as well as broken down by neighbourhood. School level results are reported separately to each participating school.

Section 2 presents the MDI results for the entire school district, and includes a 2-page summary of the responses from children in your community as well as a table of all other data not included in the summary. Section 3 presents the MDI results for individual neighbourhoods, focusing on actionable items. Explanations of the reported items and calculations can be found in Section 4.

Figure 2. MDI reporting levels.



WHAT DATA ARE REPORTED

Privacy and protection of children are key considerations for the MDI. Where aggregated groups contain fewer than 35 responses from children, the results are suppressed to ensure that individual children cannot be identified.

ASSETS AND WELL-BEING

Resiliency research shows that assets are qualities in children's lives that promote positive development.

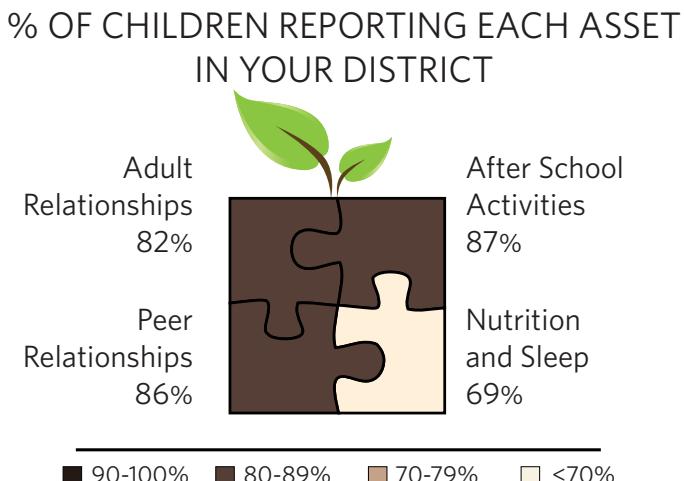
This aligns with one of the key findings of the MDI — children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Figure 4 shows how children's likelihood of experiencing well-being increases with the number of assets available to them.



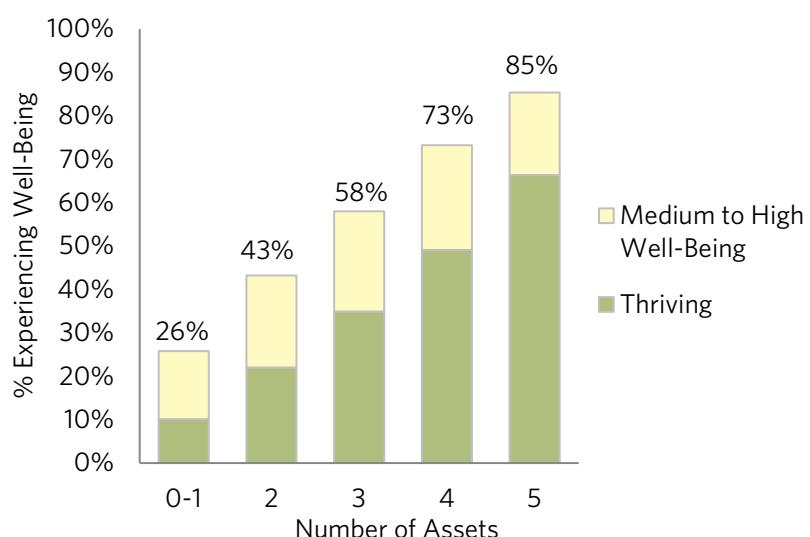
Figure 3. HELP's Puzzle Piece Indicator



The MDI uses a puzzle piece indicator to visualize the presence of four of the five key assets in children's lives (see Figure 3). The fifth asset, positive school experiences, is not visualized to prevent the ranking of individual schools.

The asset puzzle pieces can be interpreted by looking at their colour. The shade indicates the percentage of children who report that asset being present. Using the metaphor of rich soil that supports growth, a dark brown puzzle piece corresponds to the richest soil. The lightest brown indicates a desert where the asset is least present.

Figure 4. Relationship between Assets and Well-Being across BC, 2012-13 Data





Section 2: School District & Community Data

HOW TO USE THIS REPORT

Section 2 provides the MDI results for the whole school district. Overleaf you will find a 2-page summary of children's responses in your community, followed by a table of responses to additional items not included in the summary.

NEXT STEPS FOR TAKING ACTION

- Review your report with school and community stakeholders. Look for surprises in the data, examples of successes, and areas for improvement.
- Involve children in interpretation of the data. Get their feedback on how the community can better serve their learning and engagement needs.
- Build connections between existing programs and services and look for areas of collaboration on projects.
- Identify school and community champions. Arrange to meet with them to discuss promising practices.

For more information and ideas visit:
www.earlylearning.ubc.ca mdi/tools

SCHOOL DISTRICT DEMOGRAPHICS¹

District total sample²: 957 Gender: Boys 50%
Participation rate³: 89% Girls 50%

Languages at home ⁴ :	
English	94%
French	5%
Cantonese	1%
Filipino/Tagalog	2%
Hindi	5%
Japanese	1%
Korean	1%
Mandarin	3%
Punjabi	17%
Spanish	3%
Vietnamese	0%
Other	9%

1. School district data include only children who went to school within the geographic school district boundary.

2. District total sample refers to the number of students represented in this report. Student surveys needed to be at least 65% complete to be included in this sample.

3. Participation rate is the percentage of the district's total Grade 4 population included in this sample.

4. The 2012-13 survey had a limited list of languages to select from. Children were also given an opportunity to write what "other" language they spoke if it was not included in this list. Common examples included Farsi, Russian, and Arabic.



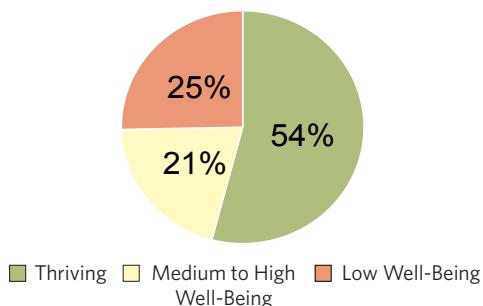
Delta (SD37)

MDI Grade 4 Results, 2012-2013

MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

District total sample: 957 | Participation rate: 89%

MDI WELL-BEING INDEX



WHAT DO THESE GRAPHS MEAN?

For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

MDI Sub-scale	% High	% Medium	% Low
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SOCIAL & EMOTIONAL DEVELOPMENT

Optimism	69	22	9
Empathy	81	14	4
Prosocial Behaviour	51	32	17
Self-Esteem	86	10	4
Happiness	72	19	9
Absence of Sadness	68	22	10
Absence of Worries	48	23	29

PHYSICAL HEALTH & WELL-BEING

General Health	56	38	7
Body Image	67	26	7
Eating Breakfast	91	45	
Meals with Adults at Home	77	8	16
Frequency of Good Sleep	70	13	17

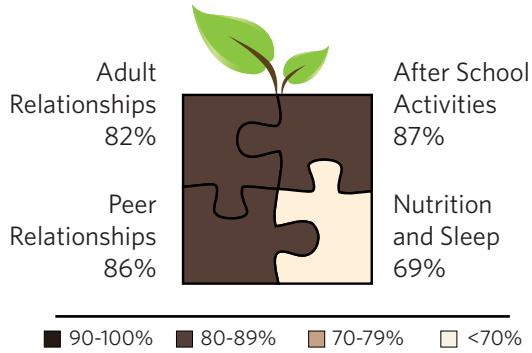
CONNECTEDNESS TO ADULTS & PEERS

Adults at School	79	18	3
Adults in the Neighbourhood	62	22	16
Adults at Home	90	81	
Peer Belonging	75	18	7
Friendship Intimacy	76	14	10

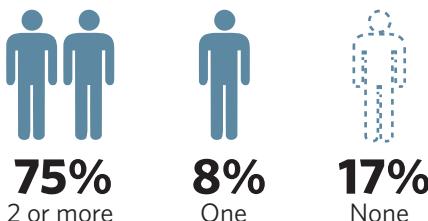
SCHOOL EXPERIENCES

Academic Self-Concept	84	11	5
School Climate	75	19	6
School Belonging	77	14	9

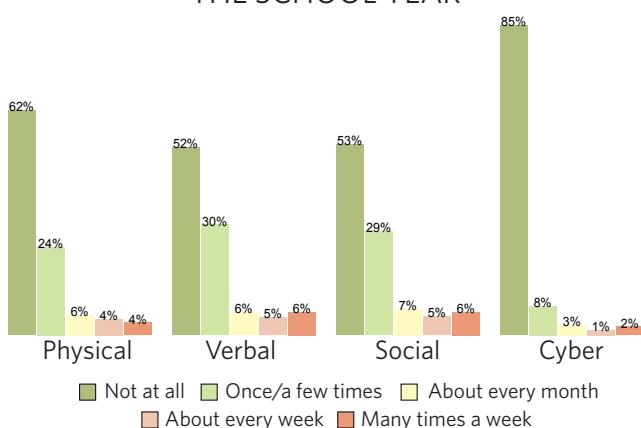
% OF CHILDREN REPORTING EACH ASSET



OF IMPORTANT ADULTS AT SCHOOL



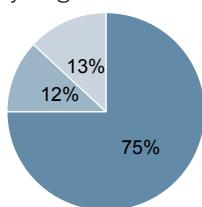
FREQUENCY OF VICTIMIZATION DURING THE SCHOOL YEAR



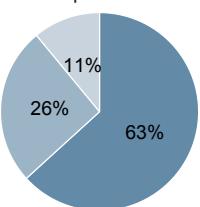
USE OF AFTER-SCHOOL TIME

WEEKLY AFTER-SCHOOL ACTIVITIES*

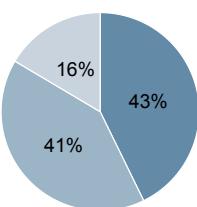
Any Organized Activity



Sports



Music & Arts



ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
25%	50%	25%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 282

Music and Fine Arts: 54

Friends and Playing: 57

Computer/Video Games: 41

Time with Family/at Home: 6

Other: 45

ABOUT THE MDI

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by children in Grade 4. The questionnaire includes 71 questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.

TAKING ACTION

For the latest research regarding middle childhood, as well as tools to help you interpret and work with your MDI results, visit our MDI Tools for Action page at <http://earlylearning.ubc.ca mdi/tools/>

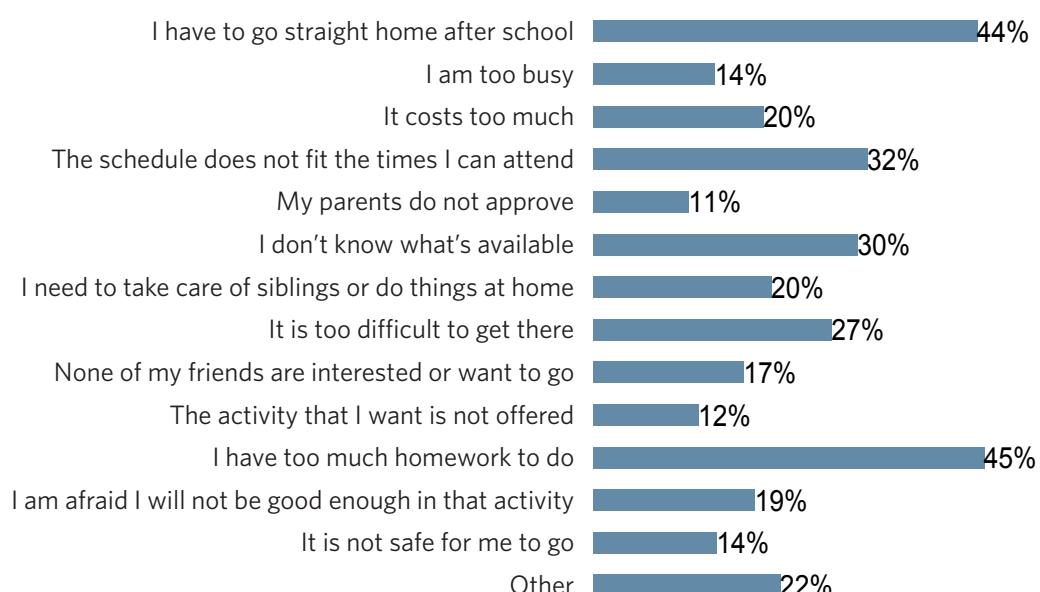
FOR MORE INFORMATION CONTACT:

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Human Early Learning Partnership
mdi@help.ubc.ca

WHERE CHILDREN GO AFTER SCHOOL

How often do you go to these places after school (from 3pm-6pm)?	Never	Once or twice a week	Three or more days a week
Home	4%	12%	83%
Stay at school for an activity	77%	18%	6%
After-school program or child care	65%	16%	19%
Friend's house	33%	52%	15%
Park/playground/community centre	51%	38%	11%
The mall or stores	71%	24%	4%

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



ADDITIONAL DATA

Physical Health & 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 you eat food like pop, candy, potato chips, or something else?	5%	28%	15%	16%	10%	7%	8%	13%
	Before 9:00pm		Between 9:00pm and 10:00pm		Between 10:00pm and 11:00pm		Between 11:00pm and Midnight	
2. What time do you usually go to bed during the weekdays?	37%		45%		10%		4%	
	After 12:00am/Midnight							
	No health condition	Yes, a physical disability	Yes, a long-term illness	Yes, overweight	Yes, something else			
3. 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.)	85%	1%	7%	2%	7%			

Connectedness to Adults & Peers

	No	Yes	Don't Know
4. Are there places in your neighbourhood/community that provide programs for kids your age, like sports and other clubs and activities?	5%	74%	20%
5. Are there safe places in your neighbourhood/community where you feel comfortable to hang out with friends, like playgrounds, parks, or community centres?	6%	79%	15%

School Experiences

	Disagree a lot	Disagree a little	Don't agree or disagree	Agree a little	Agree a lot
6. I feel like I belong in this school.	3%	4%	6%	17%	69%
7. When I grow up, I have goals and plans for the future.	3%	3%	7%	16%	71%

	Not important at all	Not very important	Somewhat important	Very important
8. How important is it to you to do the following in school:				
8a. Make friends?	1%	3%	22%	74%
8b. Get good grades?	1%	1%	13%	85%
8c. Learn new things?	1%	2%	15%	82%

ADDITIONAL DATA

Use of After-School Time

	Never	Once a week	Twice a week	3 times a week	4 times a week	5 times a week
9. During last week AFTER SCHOOL (3:00pm to 6:00pm), how many days did you participate in:						
9a. Educational lessons or activities (e.g., tutoring)	75%	12%	6%	3%	2%	3%
9b. Art or music lessons	67%	22%	6%	2%	1%	2%
9c. Youth organizations	81%	11%	3%	1%	1%	3%
9d. Individual sports with a coach or instructor	53%	21%	13%	6%	4%	4%
9e. Team sports with a coach or instructor	46%	17%	17%	10%	5%	5%



Section 3: Neighbourhood Data & Maps

HOW TO USE THIS REPORT

Section 3 presents the MDI results for individual neighbourhoods, focusing on actionable items. Actionable items are those that have been identified as having the greatest practical potential for change. They are items for which concrete action-oriented solutions currently exist and can be immediately acted upon by family, school, community and government members.

In this section you will find a series of maps showing the community-wide results for the percentage of children thriving, and the percentage of children reporting assets by neighbourhood. Following the maps, you will find a one-page summary of data for each neighbourhood in your community.

HELP's neighbourhood boundaries were defined in close consultation with community stakeholders.

NEXT STEPS FOR TAKING ACTION

- Review your report with school and community stakeholders. Look for surprises in the data, examples of successes, and areas for improvement.
- Involve children in interpretation of the data. Get their feedback on how the community can better serve their learning and engagement needs.

- Build connections between existing programs and services and look for areas of collaboration on projects.
- Identify school and community champions. Arrange to meet with them to discuss their promising practices.

For more information and ideas visit:
www.earlylearning.ubc.ca mdi/tools

DATA SUPPRESSION & PRIVACY

Privacy and protection of children are key considerations for the MDI. Where neighbourhoods contain fewer than 35 responses from children, the results are suppressed to ensure that individual children cannot be identified.

Suppressed neighbourhoods are represented by dark grey on the MDI Grade 4 maps, and do not have a 1-page summary of their data.

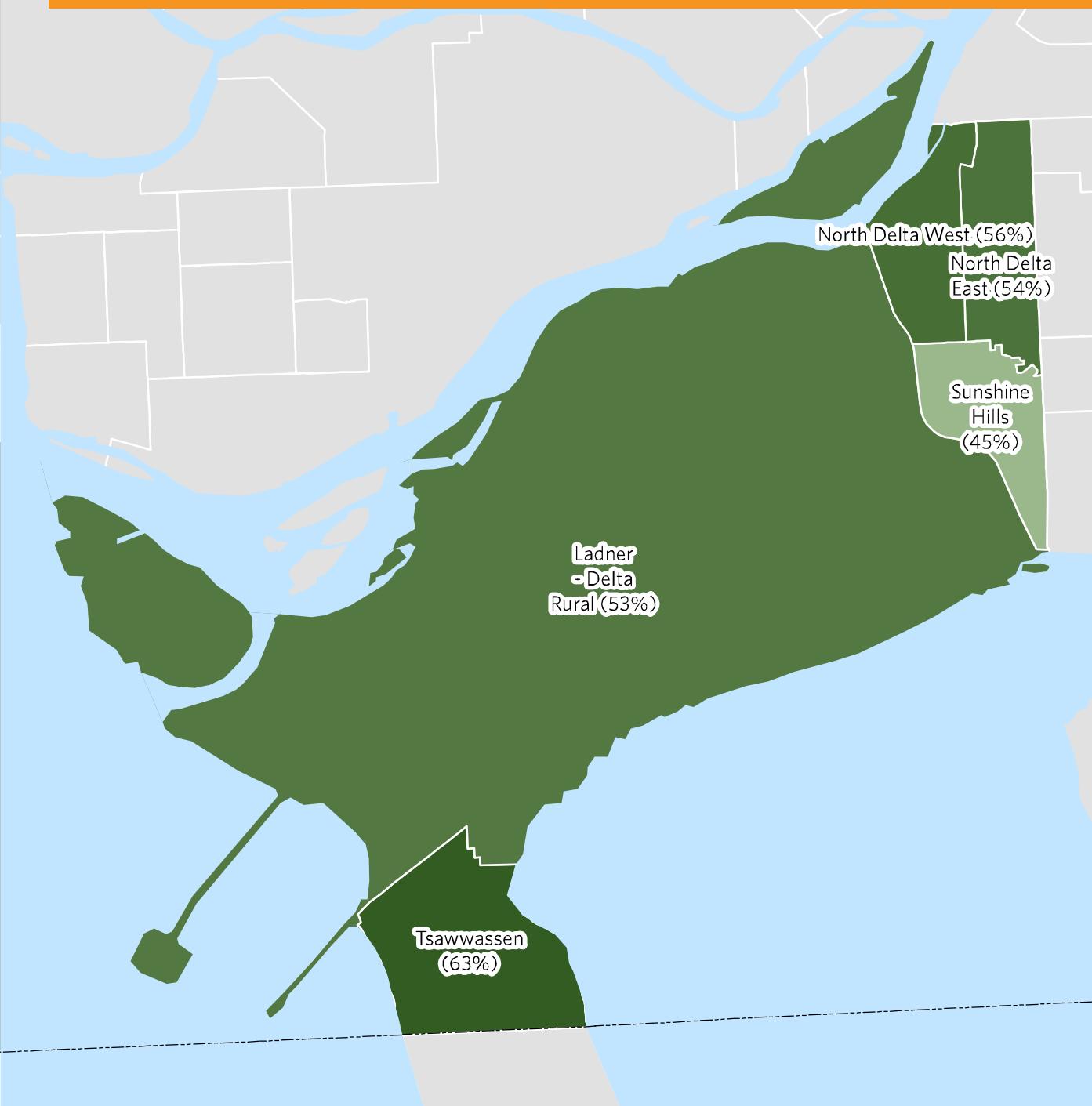
Neighbourhoods in your school district where data are suppressed:

- None



MIDDLE YEARS
DEVELOPMENT INSTRUMENT

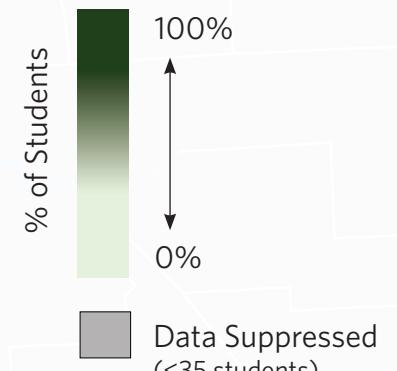
Delta (SD37), 2012-2013



Percentage of Children Thriving MDI Grade 4

The MDI Well-Being Index is a composite score of 5 dimensions: Optimism, Happiness, Self-Esteem, General Health and Absence of Sadness. Children who score high on at least 4 of the 5 dimensions of well-being are considered thriving.

Percentage of Children Thriving*



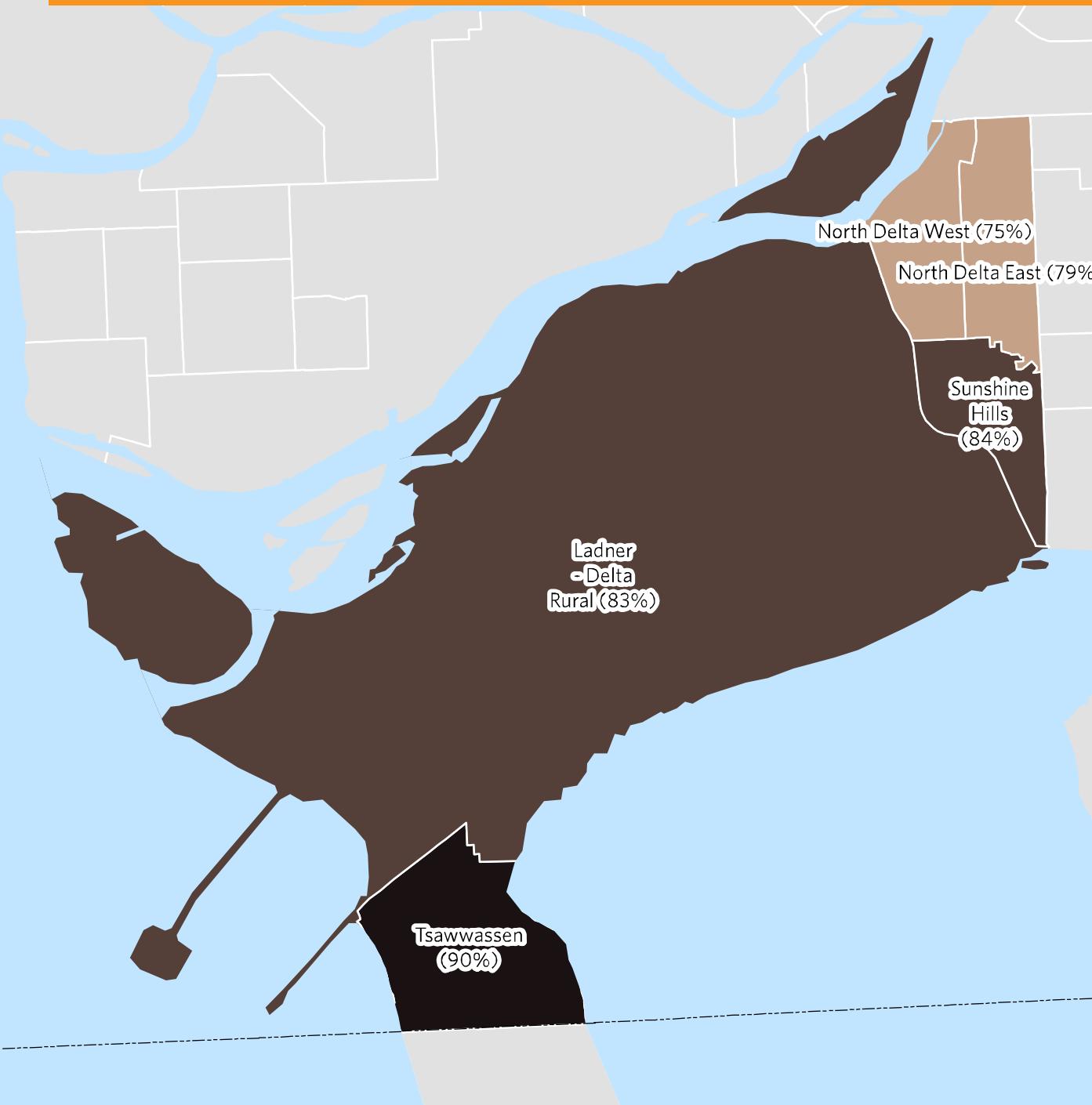
*Data include only children who lived within the geographic school district boundary

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MIDDLE YEARS
DEVELOPMENT INSTRUMENT

Delta (SD37), 2012-2013

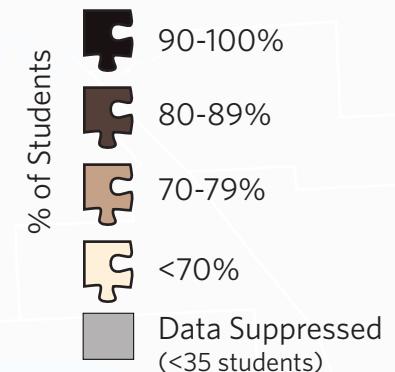


Adult Relationship Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Adult Relationship Assets



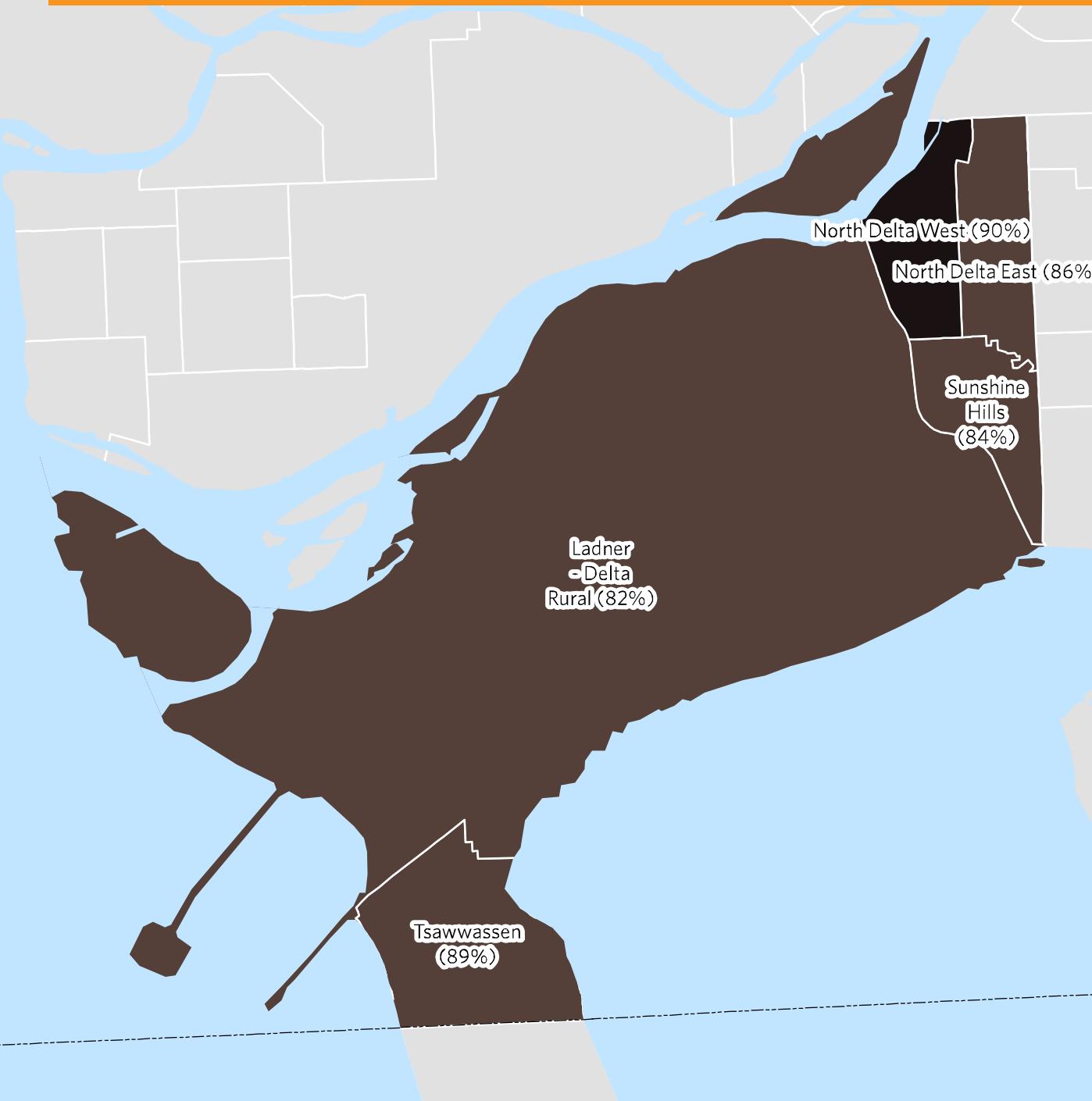
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MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Delta (SD37), 2012-2013

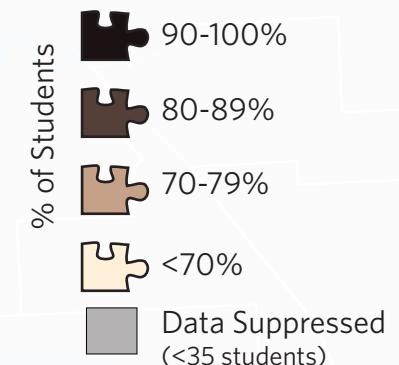


Peer Relationship Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Peer Relationship Assets



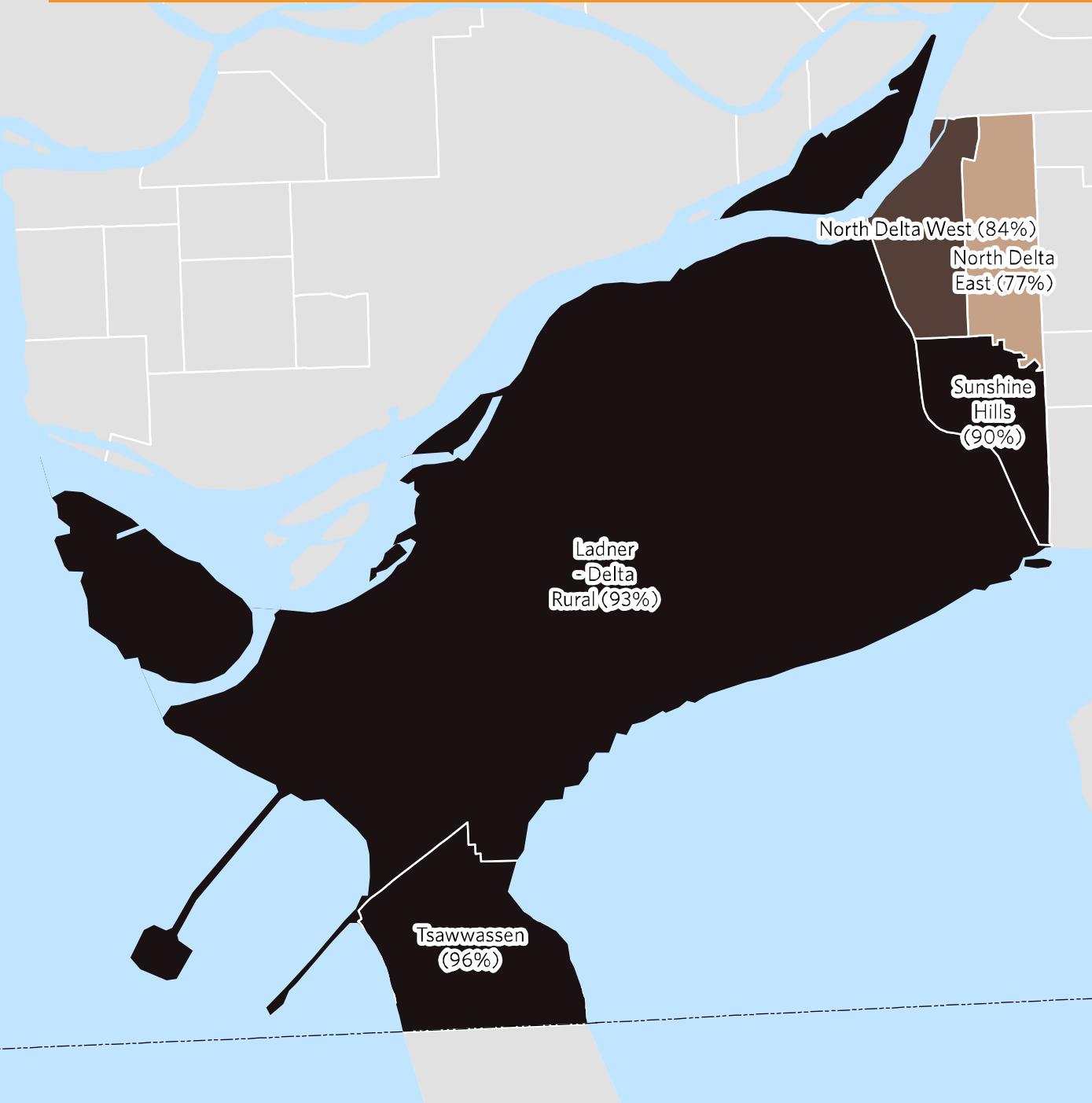
*Data include only children who lived within the geographic school district boundary

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MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Delta (SD37), 2012-2013

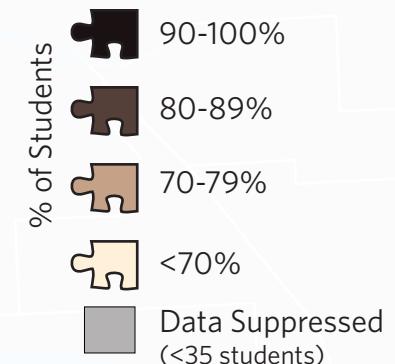


After-School Activity Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of After-School Activity Assets



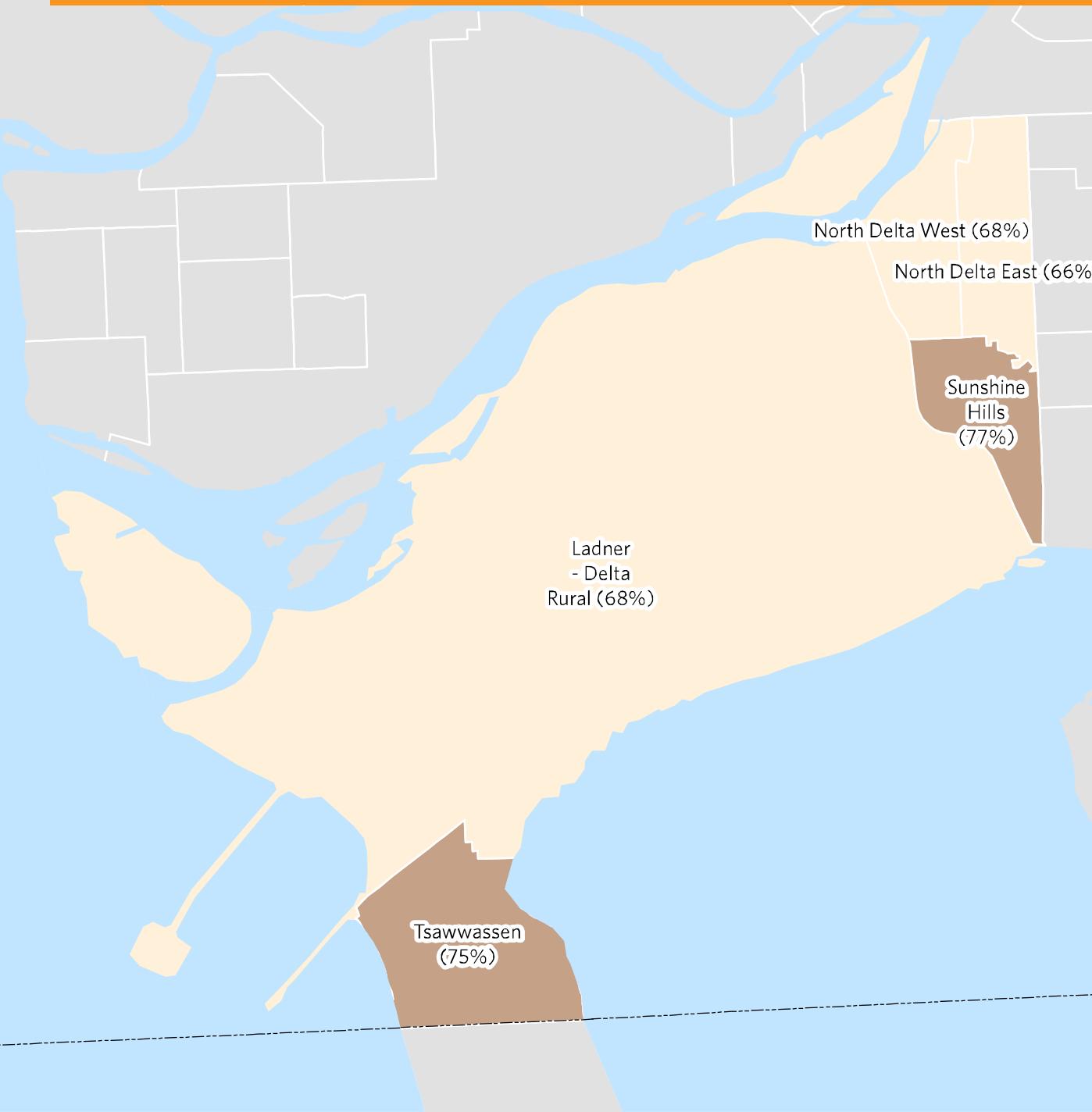
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MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Delta (SD37), 2012-2013

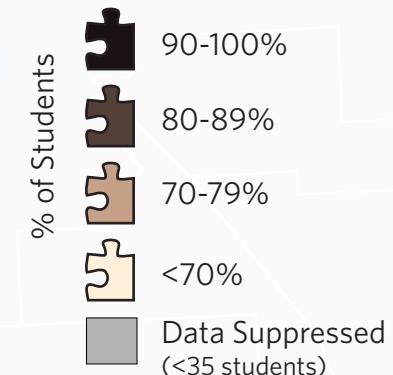


Nutrition & Sleep Assets MDI Grade 4

One of the key findings of the MDI is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Nutrition & Sleep Assets



*Data include only children who lived within the geographic school district boundary

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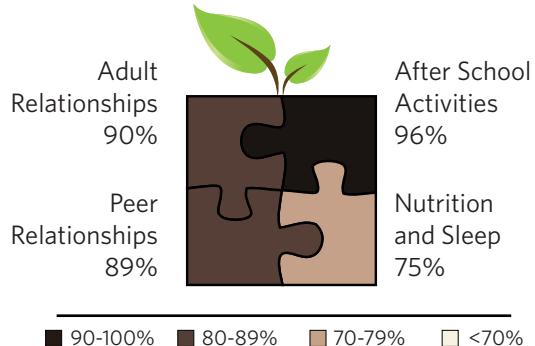


Tsawwassen

MDI-4 Actionable Items, 2012-2013

Neighbourhood total sample: 160

% OF CHILDREN REPORTING EACH ASSET



For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

% High % Medium % Low MDI Sub-scale



ADULT RELATIONSHIPS

80	18	2	Adults at School
73	19	8	Adults in the Neighbourhood
94	6	0	Adults at Home



PEER RELATIONSHIPS

81	14	5	Peer Belonging
83	10	7	Friendship Intimacy



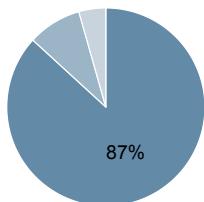
NUTRITION & SLEEP

94	24	Eating Breakfast
84	3	Meals with Adults at Home
75	11	Frequency of Good Sleep

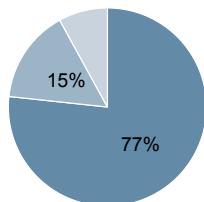


AFTER-SCHOOL ACTIVITIES

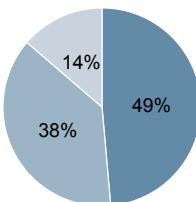
Any Organized Activity*



Sports*

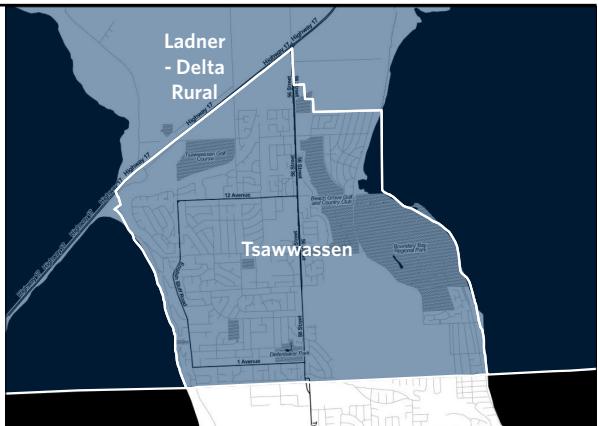


Music & Arts*



■ 2+ times per week ■ Once per week ■ Not at all

*Values less than 10% are not labelled



Map tiles by Stamen Design, under CC BY 3.0. Data by OpenStreetMap, under CC BY SA.

ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
17%	55%	29%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 57

Music and Fine Arts: 4

Friends and Playing: 5

Computer/Video Games: 7

Time with Family/at Home: 0

Other: 9

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

I have to go straight home after school 40%

I am too busy 18%

It costs too much 28%

The schedule does not fit the times I can attend 40%

My parents do not approve 12%

I don't know what's available 22%

I need to take care of siblings or do things at home 16%

It is too difficult to get there 28%

None of my friends are interested or want to go 16%

The activity that I want is not offered 10%

I have too much homework to do 48%

I am afraid I will not be good enough in that activity 21%

It is not safe for me to go 19%

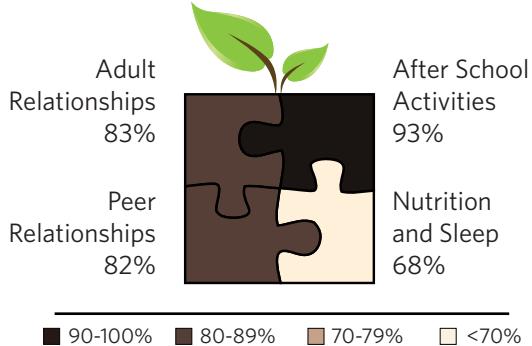
Other 22%



Ladner - Delta Rural MDI-4 Actionable Items, 2012-2013

Neighbourhood total sample: 212

% OF CHILDREN REPORTING EACH ASSET



For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

% High % Medium % Low MDI Sub-scale



ADULT RELATIONSHIPS

80	18	1	Adults at School
63	22	15	Adults in the Neighbourhood
88	10	1	Adults at Home



PEER RELATIONSHIPS

72	20	8	Peer Belonging
71	16	13	Friendship Intimacy



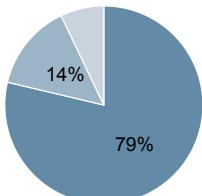
NUTRITION & SLEEP

92	35	Eating Breakfast
73	10	Meals with Adults at Home
69	14	Frequency of Good Sleep

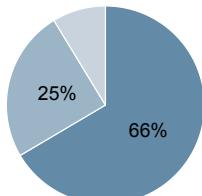


AFTER-SCHOOL ACTIVITIES

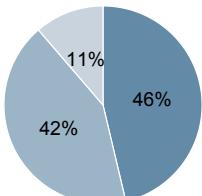
Any Organized Activity*



Sports*

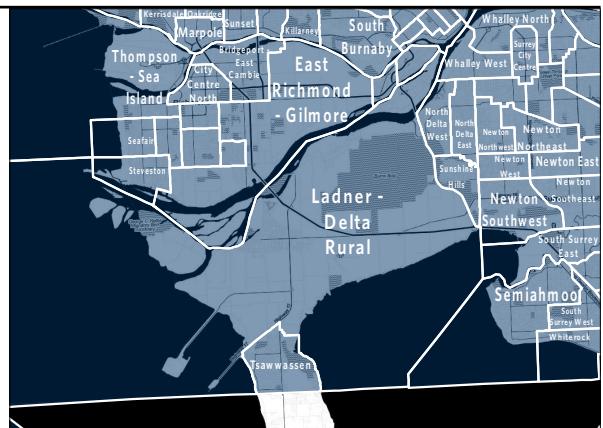


Music & Arts*



■ 2+ times per week ■ Once per week ■ Not at all

*Values less than 10% are not labelled



ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
21%	52%	28%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 58

Music and Fine Arts: 15

Friends and Playing: 11

Computer/Video Games: 10

Time with Family/at Home: 1

Other: 5

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

I have to go straight home after school 40%

I am too busy 11%

It costs too much 15%

The schedule does not fit the times I can attend 32%

My parents do not approve 9%

I don't know what's available 31%

I need to take care of siblings or do things at home 22%

It is too difficult to get there 31%

None of my friends are interested or want to go 17%

The activity that I want is not offered 14%

I have too much homework to do 43%

I am afraid I will not be good enough in that activity 20%

It is not safe for me to go 15%

Other 19%



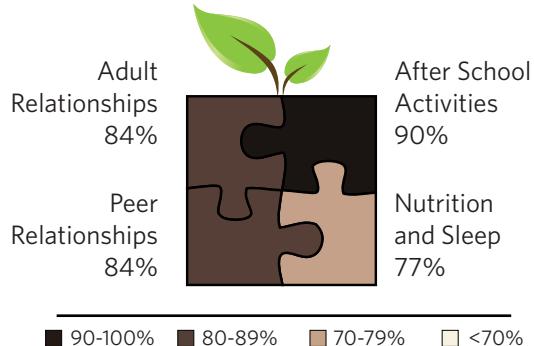
MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Sunshine Hills

MDI-4 Actionable Items, 2012-2013

Neighbourhood total sample: 124

% OF CHILDREN REPORTING EACH ASSET



For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

% High % Medium % Low MDI Sub-scale



ADULT RELATIONSHIPS

73	19	8	Adults at School
64	23	12	Adults in the Neighbourhood
91	8	1	Adults at Home



PEER RELATIONSHIPS

69	24	7	Peer Belonging
72	18	10	Friendship Intimacy



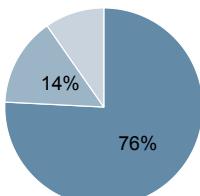
NUTRITION & SLEEP

95	2	2	Eating Breakfast
83	8	9	Meals with Adults at Home
66	18	16	Frequency of Good Sleep

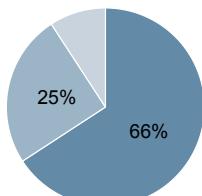


AFTER-SCHOOL ACTIVITIES

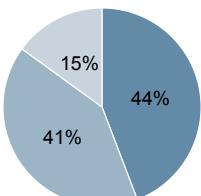
Any Organized Activity*



Sports*

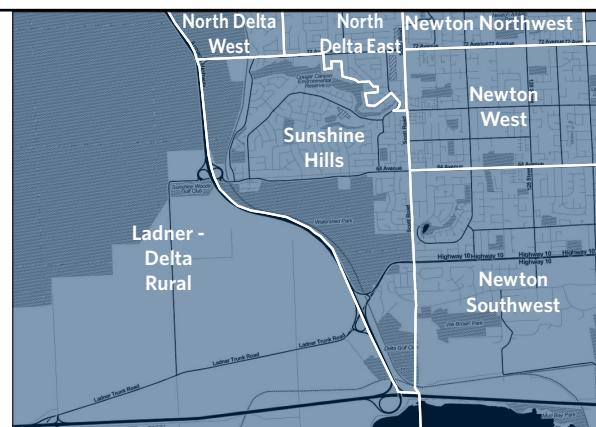


Music & Arts*



■ 2+ times per week ■ Once per week ■ Not at all

*Values less than 10% are not labelled



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ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
23%	58%	20%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 25

Music and Fine Arts: 5

Friends and Playing: 9

Computer/Video Games: 5

Time with Family/at Home: 1

Other: 5

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

I have to go straight home after school 44%

I am too busy 8%

It costs too much 15%

The schedule does not fit the times I can attend 22%

My parents do not approve 4%

I don't know what's available 31%

I need to take care of siblings or do things at home 11%

It is too difficult to get there 13%

None of my friends are interested or want to go 10%

The activity that I want is not offered 10%

I have too much homework to do 38%

I am afraid I will not be good enough in that activity 13%

It is not safe for me to go 9%

Other 33%



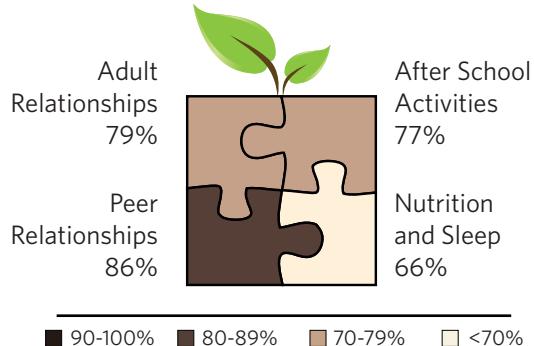
MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

North Delta East

MDI-4 Actionable Items, 2012-2013

Neighbourhood total sample: 294

% OF CHILDREN REPORTING EACH ASSET



For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

% High % Medium % Low MDI Sub-scale



ADULT RELATIONSHIPS

80	16	4	Adults at School
58	23	20	Adults in the Neighbourhood
90	81	0	Adults at Home



PEER RELATIONSHIPS

77	15	8	Peer Belonging
75	15	10	Friendship Intimacy



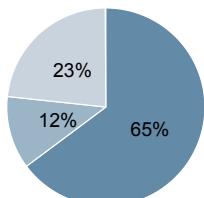
NUTRITION & SLEEP

88	6	6	Eating Breakfast
74	9	17	Meals with Adults at Home
69	13	18	Frequency of Good Sleep

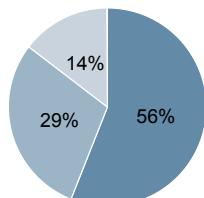


AFTER-SCHOOL ACTIVITIES

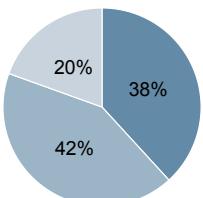
Any Organized Activity*



Sports*

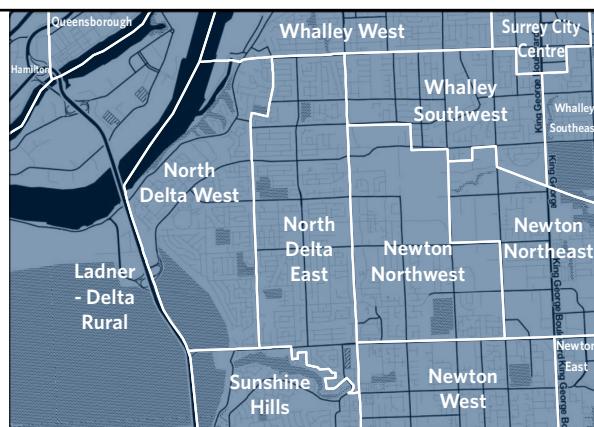


Music & Arts*



■ 2+ times per week ■ Once per week ■ Not at all

*Values less than 10% are not labelled



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ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
33%	42%	25%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 102

Music and Fine Arts: 19

Friends and Playing: 20

Computer/Video Games: 13

Time with Family/at Home: 1

Other: 18

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

I have to go straight home after school 48%

I am too busy 17%

It costs too much 22%

The schedule does not fit the times I can attend 31%

My parents do not approve 16%

I don't know what's available 28%

I need to take care of siblings or do things at home 22%

It is too difficult to get there 29%

None of my friends are interested or want to go 19%

The activity that I want is not offered 15%

I have too much homework to do 44%

I am afraid I will not be good enough in that activity 20%

It is not safe for me to go 15%

Other 20%

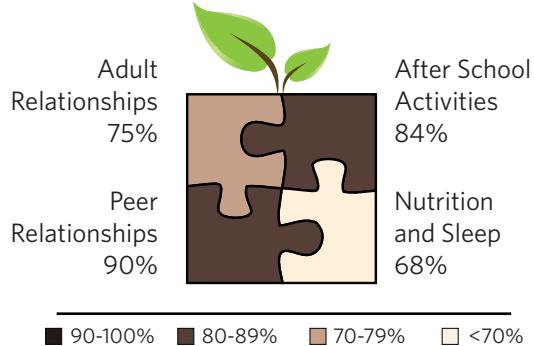


North Delta West

MDI-4 Actionable Items, 2012-2013

Neighbourhood total sample: 107

% OF CHILDREN REPORTING EACH ASSET



For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

% High % Medium % Low MDI Sub-scale



ADULT RELATIONSHIPS

77	19	5	Adults at School
58	20	23	Adults in the Neighbourhood
85	14	1	Adults at Home



PEER RELATIONSHIPS

78	15	6	Peer Belonging
81	10	8	Friendship Intimacy



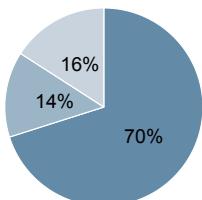
NUTRITION & SLEEP

94	24	Eating Breakfast
77	6	Meals with Adults at Home
67	10	Frequency of Good Sleep

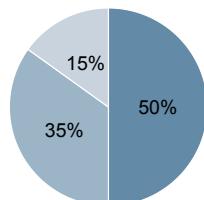


AFTER-SCHOOL ACTIVITIES

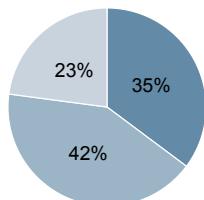
Any Organized Activity*



Sports*



Music & Arts*



*Values less than 10% are not labelled



ARE YOU ALREADY DOING ACTIVITIES YOU WISH TO BE DOING?

No	Yes	No and Yes
32%	56%	12%

WHAT CHILDREN WISH TO BE DOING (by Number of Students)

Physical and/or Outdoor Activities: 19

Music and Fine Arts: 6

Friends and Playing: 11

Computer/Video Games: 5

Time with Family/at Home: 2

Other: 5

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

I have to go straight home after school 48%

I am too busy 11%

It costs too much 11%

The schedule does not fit the times I can attend 20%

My parents do not approve 7%

I don't know what's available 39%

I need to take care of siblings or do things at home 31%

It is too difficult to get there 20%

None of my friends are interested or want to go 19%

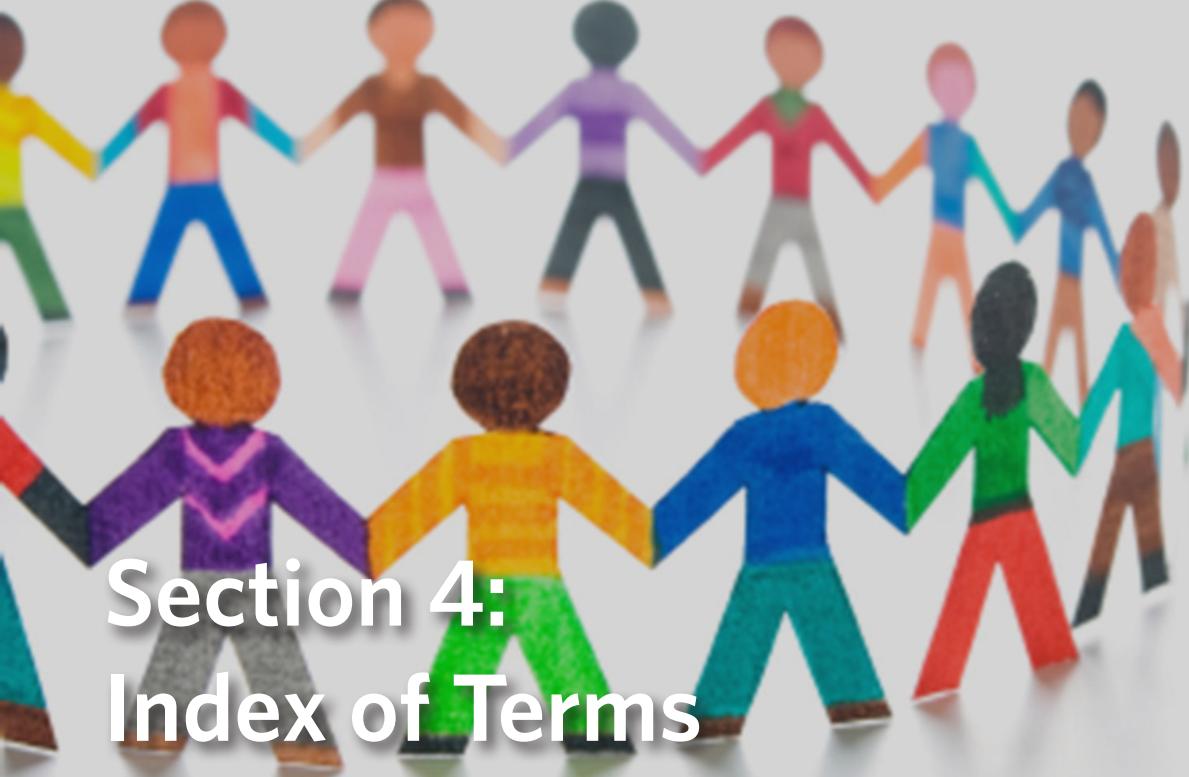
The activity that I want is not offered 3%

I have too much homework to do 48%

I am afraid I will not be good enough in that activity 11%

It is not safe for me to go 9%

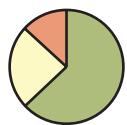
Other 16%



Section 4: Index of Terms

MDI WELL-BEING INDEX

The Well-Being Index is a composite score of 5 dimensions: Optimism, Happiness, Self-Esteem, General Health, and (absence of) Sadness.



- **Thriving** indicates the proportion of children who scored high on at least 4 of the 5 dimensions of well-being.
- **Medium to High Well-Being** indicates the proportion of children who had fewer than 4 high scores, but no low scores.
- **Low Well-Being** indicates the proportion of children who scored low on one or more dimensions of well-being.

Items included in this measure:

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

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

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

General Health (1 item)

- In general, how would you describe your health?

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

All items except for General Health were rated on a 5-point response scale from 1 (disagree a lot) to 5 (agree a lot).

A "high" score was considered an average response of 4 or greater.

A "low" score was considered an average response lower than 3.

Children were asked to rate their General Health on a scale from 1 (poor) to 4 (excellent).

A "high" score was considered a 4.

A "low" score was considered a response lower than 2.

% OF CHILDREN REPORTING EACH ASSET

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



- 90-100% of children reported having this asset.
- 80-89% of children reported having this asset.
- 70-79% of children reported having this asset.
- < 70% of children reported having this asset. In other words, 30% or more children did not report having this asset.

Items included in this measure:

Adult Relationships (9 items combined)

- At my school there is an adult who really cares about me.
- At my school there is an adult who believes I will be a success.
- At my school there is an adult who listens to me when I have something to say.
- In my home there is a parent or another adult who believes I will be a success.
- In my home there is a parent or another adult who listens to me when I have something to say.
- In my home there is a parent or another adults who I can talk to about my problems.
- In my neighbourhood/community (not from your school or family), there is an adult who really cares about me.
- In my neighbourhood/community (not from your school or family), there is an adult who believes that I will be a success.
- In my neighbourhood/community (not from your school or family), there is an adult who listens to me when I have something to say.

Peer Relationships (6 items)

- I feel part of a group of friends.
- I feel I usually fit in with other kids.
- When I am with other kids my age, I feel I belong.
- I have at least one really good friend I can talk to.
- I have a friend I can tell everything to.
- There is somebody my age who really understands me.

Asset present = average response is "a little true" or higher

After-School Activities (5 items)

Last week after school (3 to 6pm), I participated in:

Asset present = Participates in at least one activity

- Educational lessons or activities
- Art or music lessons
- Youth organizations
- Individual sports with an instructor
- Team sports with an instructor

Nutrition and Sleep (3 items)

Asset present = 3 or more days per week

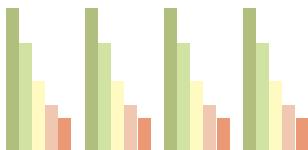
- How often do you eat breakfast?
- How often do you get a good night's sleep?
- How often do your parents or other adult family members eat meals with you?

NUMBER OF IMPORTANT ADULTS AT SCHOOL

Children were asked to list all of the adults from their school who were important to them (for example a teacher, principal, counsellor, or librarian).

- 2 or More: Children who listed two or more adults were assigned to the '2 or More' category.
- One: Children who listed one adult from their school who was important to them were assigned to the 'One' category.
- None: Children who listed no adults from their school who were important to them were assigned to the 'None' category.

FREQUENCY OF VICTIMIZATION & BULLYING DURING THE SCHOOL YEAR



Media attention about the challenges and long-term impact of 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, acts repeatedly and intentionally to assert interpersonal power over another. Bullying takes on different forms and labels at different stages of development. The MDI offers clear definitions of four different types of bullying: physical, verbal, social, and cyber. Children are asked to report on how often they experience each of these four types of peer victimization.

SOCIAL & EMOTIONAL DEVELOPMENT

Social and emotional development 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).

OPTIMISM

- 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.
- 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.
- Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' with these statements were considered to have low optimism.

EMPATHY

- 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" were considered to have high levels of empathy.
- 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.
- 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.

PROSOCIAL BEHAVIOUR

- High: Children who usually responded that they 'agree a little' or 'agree a lot' to statements such as "I helped someone who was hurt" were considered to have high levels of prosocial behaviour.
- 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 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 prosocial behaviour.

SELF-ESTEEM

- 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.
- 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.
- Low: Children who usually responded that they 'disagree a little' or 'disagree a lot' to these statements were considered to have low self-esteem.

HAPPINESS (SUBJECTIVE WELL-BEING)

- 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.
- 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.
- 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.

ABSENCE OF SADNESS

- High: 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" were considered to have low levels of sadness.
- 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.
- Low: Children who usually responded that they 'agree a little' or 'agree a lot' to these statements were considered to have high levels of sadness.

ABSENCE OF WORRIES

- High: Children who usually responded that they 'disagree a little' or 'disagree a lot' with statements such as "I worry a lot that other people might not like me" were considered to have low levels of 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 worries.
- Low: Children who usually responded that they 'agree a little' or 'agree a lot' to these statements were considered to have high levels of worries.

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.

GENERAL HEALTH

- 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.
- Medium: Children who rated their health as 'good' were considered to have medium levels of general health.
- Low: Children who rated their health as 'poor' or 'fair' were considered to have low levels of general health.

BODY IMAGE

- High: Children who rated their body weight as 'about the right weight' were assigned to the green category.
- Medium: Children who rated their body weight as 'slightly underweight' or 'slightly overweight' were assigned to the yellow category.
- Low: Children who rated their body weight as 'very underweight' or 'very overweight' were assigned to the red category.

EATING BREAKFAST

- High: Children were asked the question, "How often do you eat breakfast?" Those who ate breakfast at least 5 times a week were assigned to the green category.
- Medium: Children who ate breakfast 3 to 4 times a week were assigned to the yellow category.
- Low: Children who ate breakfast 2 or fewer times per week were assigned to the red category.

FREQUENCY OF GOOD SLEEP

- High: Children were asked the question, "How often do you get a good night's sleep?" Those who had a good night's sleep at least 5 times a week were assigned to the green category.
- Medium: Children who had a good night's sleep 3 to 4 times a week were assigned to the yellow category.
- Low: Children who had a good night's sleep 2 or fewer times per week were assigned to the red category.

MEALS WITH ADULTS AT HOME

- High: Children were asked the questions, "How often do your parents or adult family members eat meals with you?" Those who ate meals with family at least 5 times a week were assigned to the green category.
- Medium: Children who ate meals with family 3 to 4 times a week were assigned to the yellow category.
- Low: Children who ate meals with family 2 or fewer times per week were assigned to the red category.

CONNECTEDNESS TO ADULTS AND 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. Research shows that children who do not feel connected are more likely to drop out of school and to suffer from mental health problems. Beginning in middle childhood, friendships and peer support influence children's school motivation and 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. 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.

CONNECTEDNESS TO ADULTS AT HOME/IN THE NEIGHBOURHOOD/AT SCHOOL

- 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.

PEER BELONGING

- 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" were considered to have high levels of peer belonging.
- 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.
- 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.

FRIENDSHIP INTIMACY

- High: Children who usually responded that they 'agree a little' or 'agree a lot' with statements such as "I have a friend I can tell everything to" were considered to have high levels of friendship intimacy.
- 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 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 friendship intimacy.

SCHOOL EXPERIENCES

Children's sense of safety and belonging at school has 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.

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.

ACADEMIC SELF-CONCEPT

- 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.

SCHOOL CLIMATE

- High: Children in the high category usually responded that they 'agree a little' or 'agree a lot' to statements such as "Teachers and students treat each other with respect in this school" or "People care about each other in this school."
- Medium: Children in the medium category usually responded that they 'don't agree or disagree' to these statements or reported a mix of positive and negative responses.
- Low: Children in the low category usually responded that they 'disagree a little' or 'disagree a lot' to these statements.

SCHOOL BELONGING

- 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.
- 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 feelings of school belonging.
- 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.

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 after-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 from 3 to 6pm.

WEEKLY AFTER-SCHOOL ACTIVITIES (MUSIC & ARTS, SPORTS & ORGANIZED ACTIVITIES)

- 2+ times per week: Children who reported being engaged in an after school activity 2 or more times during a regular school week were assigned to the high category. This could be the same activity multiple times a week or multiple activities.
- Once per week: Children who reported being engaged in an after school activity once a week were assigned to the medium category.
- Not at all: Children who reported not being engaged in any after school activity during the school week 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).

'Any Organized Activity' included any after school activity that was structured and supervised (e.g., educational lessons, sports practice, arts classes, youth organizations).

DAILY HOMEWORK, TV, & COMPUTER USE

- 2+ hours per day: Children who reported that during a regular school week they do homework, watch TV, or go on the computer after school from 3 to 6pm for more than 2 hours per day were assigned to the high category.
- <2 hours per day: Children who reported that they do some homework, watch TV, or go on the computer after school, but less than 2 hours per day, were assigned to the medium category.
- Not at all: Children who reported that they don't do homework, watch TV, or go on the computer after school from 3 to 6pm were assigned to the low category.

WHAT CHILDREN WISH TO BE DOING

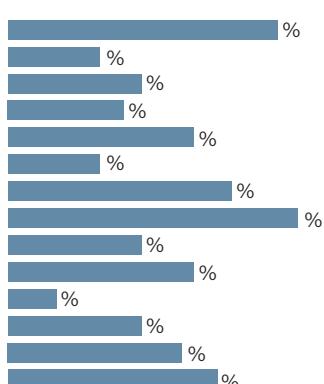
This section of the MDI asks children to list one activity they wish they could do after school. Answers were coded into 6 categories:

- Physical and/or outdoor activities
- Music and/or arts activities
- Being with friends/playing
- Computer and videogames
- Being at home/with family
- Other

"Other" included responses that were undecipherable, appeared infrequently, or did not fit into a clear category (e.g., shopping, taking a nap).

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED ACTIVITIES

Children were also asked what stops them from doing the activities they want to participate in. They were given 14 answers and instructed to check all of the things that stopped them. In the "other" category, students provided responses such as "Nothing stops me", "Daycare" and "I am doing exactly what I want to be doing."



- I have to go straight home after school
- I am too busy
- It costs too much
- The schedule does not fit the times I can attend
- My parents do not approve
- I don't know what's available
- I need to take care of siblings or do things at home

- It is too difficult to get there
- None of my friends are interested or want to go
- The activity that I want is not offered
- I have too much homework to do
- I am afraid I will not be good enough in that activity
- It is not safe for me to go
- Other

RESOURCES

3 WAYS TO CREATE MORE CONNECTIONS WITH STUDENTS¹

"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.

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 Competence²

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.³

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.

ADDITIONAL RESOURCES

British Columbia

Social Responsibility Standards, http://www.bced.gov.bc.ca/perf_stands/social_resp.htm

BC Mental Health Plan, <http://www.health.gov.bc.ca/healthy-minds/>

ERASE Strategy, <http://www.erasebullying.ca/>

ACE BC, <http://www.acebc.org/>

Safe, Caring and Orderly Schools, <http://www.bced.gov.bc.ca/sco/resources.htm>

Canada

Promoting Relationships and Eliminating Violence Network (PREVNet), <http://www.prevnet.ca>

Dalai Lama Center for Peace + Education, <http://dalailamacenter.org/>

Canadian Association for School Health, <http://www.cash-aces.ca/>

1. "Raise your Students' Emotional Intelligence Quotient" <http://www.edutopia.org/>

2. 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/>

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

United States

Collaborative for Academic, Social, and Emotional Learning (CASEL), <http://www.casel.org/>

Edutopia (Lessons and videos on Social and Emotional Learning), <http://www.edutopia.org/>

The Search Institute, <http://www.search-institute.org/>

Find Youth Info, <http://www.findyouthinfo.gov>

Centre for Social and Emotional Education, <http://www.csee.net>

Morningside Center for Teaching Social Responsibility, <http://www.morningsidecenter.org/>

Education.com, <http://www.education.com>