



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

2014/2015

School District and Community Report



Revelstoke
School District 19

GRADE 4 • May 2015



HUMAN
EARLY LEARNING
PARTNERSHIP



MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

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. A special thank you goes to the following contributors:

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HELP's middle years research is led by Dr. Kimberly Schonert-Reichl. We would like to acknowledge Dr. Schonert-Reichl for her leadership in social and emotional development research, her dedication to exploring children's experiences in the middle years and for raising the profile of children's voices, locally and internationally.

HELP faculty and staff also would like to acknowledge our Founding Director, Dr. Clyde Hertzman, whose life's work is a legacy for the institute's research. He continues to inspire and guide our work and will always be celebrated as 'a mentor to all who walked with him'.

For more information please contact HELP's MDI Project Coordinator:

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a place of mind



HUMAN
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PARTNERSHIP

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GRADE 4 MDI SCHOOL DISTRICT AND COMMUNITY REPORT

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INTRODUCTION TO THE MDI



WHY ARE THE MIDDLE YEARS IMPORTANT?

Experiences in the middle years, ages 6 to 12, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

More so than younger children, early adolescent children have an increased awareness of themselves and others. At this age they are developing ideas about how they may or may not “fit in” to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008). Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships to adults and peers during this critical time act to increase a child’s resiliency and success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

Researchers working at the Human Early Learning Partnership (HELP) are using the Middle Years Development Instrument (MDI) to learn more about children’s social-emotional health and well-being and to inform policy and practice. The MDI is a self-report questionnaire that asks children in Grade 4 and Grade 7 about their thoughts, feelings and experiences in school and in the community. The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being.

The MDI upholds Article 12 of the United Nations Convention on the Rights of the Child, which emphasizes the importance of children’s voices. “When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.” (United Nations, 1989). Studies were conducted to test the validity of the MDI survey, including pilots in 2008, and 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. Rigorous data checks are repeated every year to ensure data collected adhere to academic research standards.



ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP (HELP)

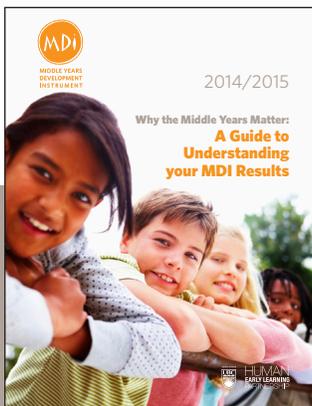
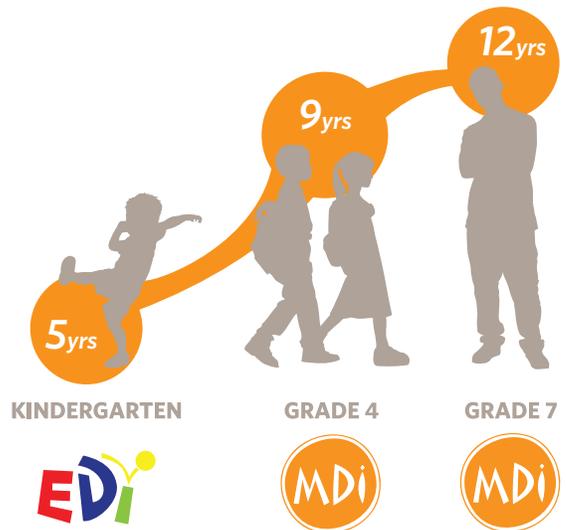
The Human Early Learning Partnership (HELP) is an interdisciplinary research institute, based at the School of Population and Public Health at the University of British Columbia. The institute was founded by Dr. Clyde Hertzman in 1999.

HELP's unique partnership brings together researchers and practitioners from across B.C., Canada, and internationally to address complex child development issues. HELP's many research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course.

Healthy, thriving children are essential to a happy, prosperous and sustainable society. HELP invests significant energy in knowledge translation and community engagement, building the capacity of individuals, organizations, and institutions to understand and use research findings. HELP's research can act as a foundation for action by parents and caregivers, program and service delivery staff, communities, and governments at the municipal and provincial levels.

CONNECTING THE EARLY AND MIDDLE YEARS

The Early Development Instrument (EDI) is HELP's longest running and most well-known population-level research project. Both the EDI and MDI measure trends in populations of children at different ages (5, 9 and 12 years). The EDI is a questionnaire completed by Kindergarten teachers, while the MDI is a self-report questionnaire that gathers data directly from children in grades 4 and 7. These tools illustrate the variations in children's well-being across time and place. Understanding how populations of children are doing, during Kindergarten and again during grade 4 and 7, allows program delivery organizations and policy makers to make informed decisions that better support children and families.



To learn more about the MDI or to contact the MDI research team, please visit: earlylearning.ubc.ca/mdi.

Additional information about the reliability and validity of the MDI is available in the companion document "A Guide to Understanding your MDI Results".

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INTRODUCTION TO 2014/2015 RESULTS

ABOUT THE DATA

The geographies represented in the data - This report provides you with MDI data at two geographic levels: school district and neighbourhood. Data are obtained from children attending public school who participated in the MDI. The school district-level data are aggregated and reported according to the geographic, school district boundaries. The neighbourhood-level data are aggregated using children's home postal codes and reported by where they live (not by where they attend school). HELP's neighbourhood boundaries were defined in close consultation with community stakeholders. Where neighbourhoods contain fewer than 35 responses from children, the results are suppressed to ensure that individual children cannot be identified.

Understanding MDI data - HELP has created a companion document called "A Guide to Understanding your MDI Results" to help answer questions about the MDI and its application in schools and communities, including: When and why was the MDI created? How are MDI questionnaires collected and stored? How are the data analyzed and scores calculated? The guide is available on the HELP website: www.earlylearning.ubc.ca/mdi.

MDI data in this report

- **Rounding of data:** The data in this report have been rounded.
- **Multiple response questions:** Many questions on the MDI allow children to provide multiple responses. Totals for these questions will often exceed 100%.
- **Data Suppression:** Where neighbourhoods or districts contain fewer than 35 children, the results are suppressed to ensure that individual children cannot be identified.
- **Levels of Well-Being:** The data in the report focus on children's well-being. Well-being is represented in 3 levels:



High Well-Being (Thriving)

Children who are reporting positive responses.



Medium to High Well-Being

Children who are reporting neither positive nor negative responses.



Low Well-Being

Children who are reporting negative responses.

HELPFUL ICONS IN THE REPORT



Visit our website - This icon reminds readers to visit our website to learn more about the MDI, to access additional resources and tools, or to contact HELP staff and researchers: www.earlylearning.ubc.ca/mdi.



Dig deeper - This icon refers readers to the MDI Report companion: "A Guide to Understanding Your MDI Results," which includes information on the measures and scoring of the MDI results found in this report. It also includes references, definitions and resources that will help schools and communities use MDI results to move to action. The guide is available on the HELP website: www.earlylearning.ubc.ca/mdi.



From the research - This icon highlights findings from current middle years research. These highlights help contextualize MDI results and support understanding of key issues in children's development. For a full list of citations, please see the MDI References section in the companion: "A Guide to Understanding Your MDI Results".

DEMOGRAPHICS

District total sample: 73
Participation rate: 96%

Gender: Boys 38
 Girls 35

Languages spoken at home:

Aboriginal	1%	Korean	0%
English	97%	Mandarin	1%
Cantonese	0%	Punjabi	0%
Filipino/Tagalog	0%	Spanish	0%
French	6%	Vietnamese	0%
Hindi	0%	Other	6%
Japanese	0%		

District total sample: Refers to the total number (#) of children represented in this report. Children are included in the district sample if they complete a question and the data are reported.

Participation rate: Refers to the percentage (%) of the school district's total Grade 4 population that participated in the MDI survey this year.

Languages at home - Children are able to select more than one language spoken in the home. Therefore, in some cases, the percentages may add up to more than 100%.

Aboriginal languages - If a child selects "Aboriginal" as a language spoken at home, they are then asked to identify, if possible, the specific language. These data are not publicly available.

"Other" - A limited selection of languages are offered on the MDI questionnaire. The "other" category gives children an opportunity to enter their own response(s). For a list of common responses given for "other" languages, please email: mdi@help.ubc.ca

2014/15 PARTICIPATING DISTRICTS

15 school districts participated in the Grade 4 MDI in the 2014/15 school year, with a total of **5,255** students completing the questionnaire.

This report compares results for a school district to all of the MDI data collected across the province this year (2014/2015). When making comparisons between these results, it is important to consider the distribution of this year's participating school districts. Please note that these data **do not** represent a complete provincial snapshot.

School Districts Participating in the 2014/15 Grade 4 MDI (5,255 Total Students)

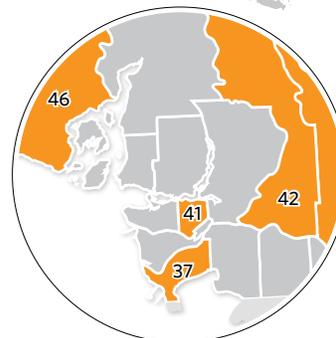
Across B.C.

SD 8 Kootenay Lake
 SD 19 Revelstoke
 SD 47 Powell River
 SD 49 Central Coast*
 SD 51 Boundary
 SD 53 Okanagan-Similkameen
 SD 57 Prince George
 SD 58 Nicola-Similkameen
 SD 70 Alberni
 SD 75 Mission
 SD 78 Fraser-Cascade



Lower Mainland

37 Delta
 41 Burnaby
 42 Maple Ridge-Pitt Meadows
 46 Sunshine Coast



*SD 49 Central Coast participated but their data is suppressed as they had fewer than 35 children.

2014/15 PARTICIPATION RATES

Location	# of Children	Participation Rate
All School Districts	5,255	85%
8 Kootenay Lake	227	80%
19 Revelstoke	73	96%
37 Delta	845	85%
41 Burnaby	1,375	83%
42 Maple Ridge - Pitt Meadows	686	81%
46 Sunshine Coast	193	93%
47 Powell River	92	86%
51 Boundary	85	90%
53 Okanagan - Similkameen	131	89%
57 Prince George	732	84%
58 Nicola - Similkameen	128	91%
70 Alberni	232	92%
75 Mission	343	87%
78 Fraser - Cascade	100	81%

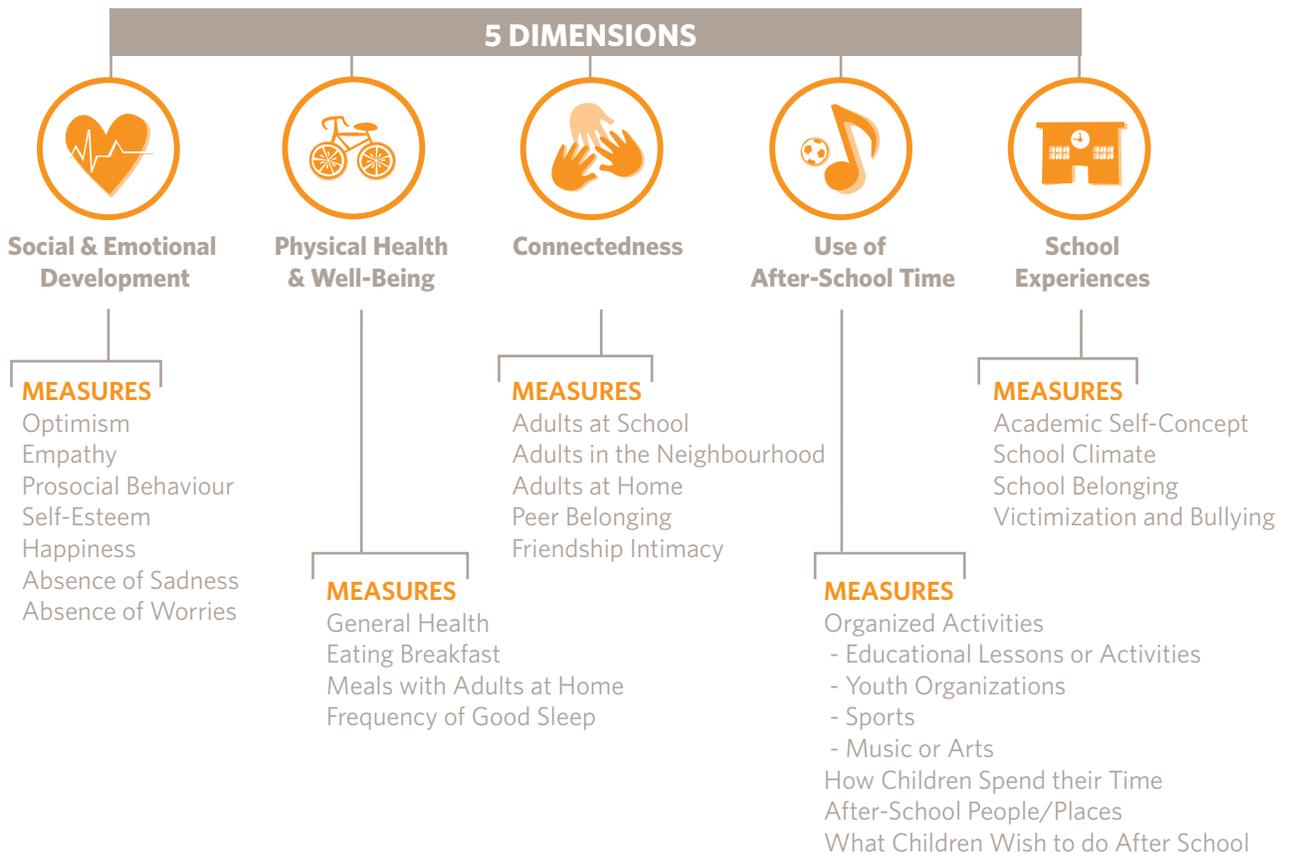


To learn more about the MDI or to contact the MDI research team, please visit: earlylearning.ubc.ca/mDI

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THE 5 DIMENSIONS OF THE MDI

The MDI looks at five dimensions of children’s well-being: Social and Emotional Development, Physical Health and Well-Being, Connectedness to Peers and Adults, Use of After-School Time and School Experiences. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions (also known as items) asked on the MDI questionnaire. Data for measures and individual questions are represented in the form of vertically stacked bars, tables and infographics.



To learn more about the MDI or to contact the MDI research team, please visit: earlylearning.ubc.ca/mdl



SOCIAL AND EMOTIONAL DEVELOPMENT

IT'S IMPORTANT BECAUSE...

Social and emotional competencies are critical for children's successful development across the life span. Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles, and physical and psychological well-being.

RESULTS FOR YOUR DISTRICT

Percentage of children who reported:

High Well-being ■

Medium Well-being ■

Low Well-being ■

Average for all participating school districts (2015). ◆
See page 7 for list of school districts.

OPTIMISM

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

EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g. "I care about the feelings of others."

PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g. "I helped someone who was hurt."

SELF-ESTEEM

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

HAPPINESS

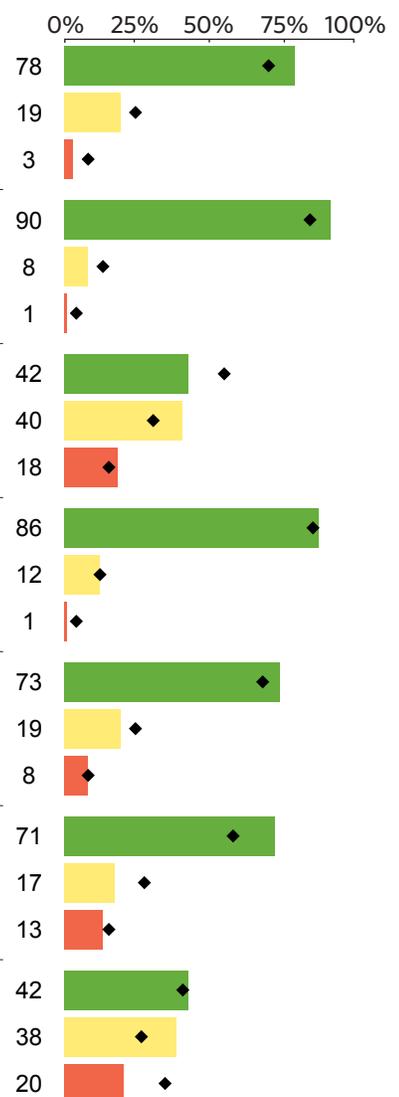
Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."

ABSENCE OF SADNESS

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

ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g. "I worry a lot that other people might not like me."



The MDI questionnaire asks children 23 questions related to their Social and Emotional Development. For a complete list of questions and an explanation of how these measures are scored, see 'A Guide to Understanding your MDI Results'.



Percentage of children who reported:

High Well-being 

Medium Well-being 

Low Well-being 

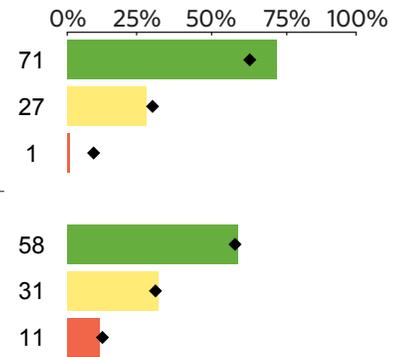
Average for all participating school districts (2015). 
See page 7 for list of school districts.

SELF REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future.
e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."

SELF REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal.
e.g. "I can calm myself down when I'm excited or upset."



To learn more about the MDI or to contact the MDI research team, please visit: earlylearning.ubc.ca/mdi



PHYSICAL HEALTH AND WELL-BEING

IT'S IMPORTANT BECAUSE...

Ensuring children's physical and mental health is important for maintaining their overall health outcomes. It is important to provide children with direction, information, and opportunities to develop a healthy lifestyle and to make appropriate lifestyle choices. In addition to physical activity, a good night's sleep, combined with sharing meals at home and starting the day with a healthy breakfast are important factors for positive physical health outcomes.

RESULTS FOR YOUR DISTRICT

Percentage of children who reported:

High Well-being ■

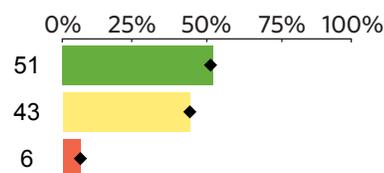
Medium Well-being ■

Low Well-being ■

Average for all participating school districts (2015). ◆
See page 7 for list of school districts.

GENERAL HEALTH

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



EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



MEALS WITH ADULTS AT HOME

Children are asked, "How often do your parents or adult family members eat meals with you?"



FREQUENCY OF GOOD SLEEP

Children are asked, "How often do you get a good night's sleep?"



The rituals that are repeated by families at mealtimes help children build a sense of identity and family connectedness. Frequent family dinners are particularly important during adolescence as they act as a protective factor against high-risk behaviors.

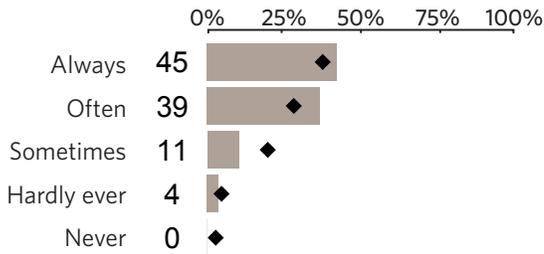
(Fulkerson et al., 2006)

Shared meals in young adulthood was associated with better diet quality, including higher intake of fruit, vegetables, milk products, and other key nutrients.

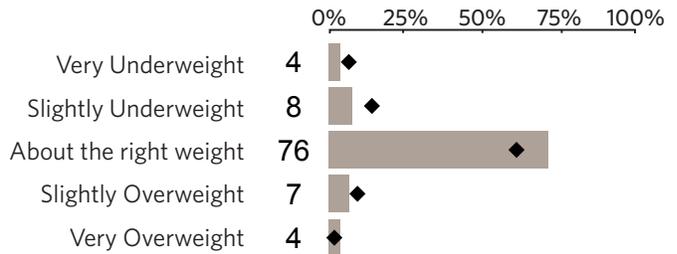
(Larson et al., 2013)



HOW OFTEN DO YOU LIKE THE WAY YOU LOOK?



HOW DO YOU RATE YOUR BODY WEIGHT?

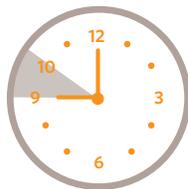


WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



58%

Before 9:00pm



29%

9:00pm to 10:00pm



7%

10:00pm to 11:00pm



3%

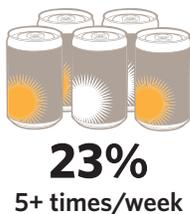
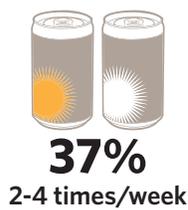
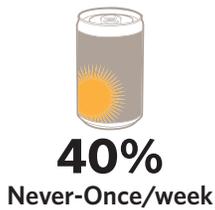
11:00pm to 12:00pm



3%

After 12:00am

HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?



Children who are not getting enough sleep are at risk for developing behavioral problems that closely mimic symptoms associated with ADHD: hyperactivity, impulsivity, and problems sitting still and/or paying attention.

(American Academy of Sleep Medicine, 2011)

Children who suffer from sleep loss or deprivation are at increased risk for: Obesity & diabetes, hypertension & cardiovascular disease, anxiety & depression, decreased cognitive functioning.

(Smaldone et al., 2007)

	No health condition	Yes, a physical disability	Yes, a long-term illness	Yes, overweight	Yes, something else
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. (Children can select all of the options that apply.)	83%	4%	6%	6%	8%



To learn more about the MDI or to contact the MDI research team, please visit: earlylearning.ubc.ca/mdi



CONNECTEDNESS

IT'S IMPORTANT BECAUSE...

Children's connections to their parents, peers, and the people in their schools and communities play a central role in their development. These connections promote mental health and can act as protective factors to children's well-being. Research shows that a single caring adult, be it a family member, a teacher, or a neighbour, can make a very powerful difference in a child's life.

RESULTS FOR YOUR DISTRICT

CONNECTEDNESS WITH ADULTS

Percentage of children who reported:

High Well-being ■

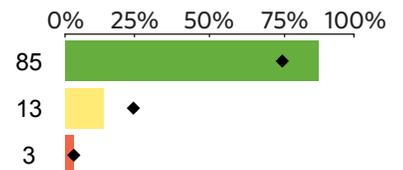
Medium Well-being ■

Low Well-being ■

Average for all participating school districts (2015). ◆
See page 7 for list of school districts.

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



ADULTS IN THE NEIGHBOURHOOD/ COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



79%
2 or more



7%
One



14%
None



A study of Grade 4 students in Vancouver examined the relationships children have with the adults in their lives. Researchers found that when considering emotional well-being, a child's connections to adults is a stronger predictor than their socioeconomic status. Support from adults at school emerged as being the most important factor, followed by support from adults at home and in the neighbourhood.

(Oberle, Schonert-Reichl, Guhn & Hertzman, 2014)



CONNECTEDNESS WITH ADULTS (CONT.)

Percentage of children who responded "very much true" when asked:
IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:



56%

Really care about me.



56%

Believe that I will be a success.



61%

Listen to me when I have something to say.

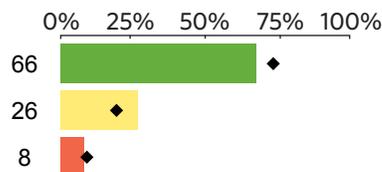


Learn more about the importance of children's connectedness to adults in school and the community by reading 'A Guide to Understanding your MDI Results'.

CONNECTEDNESS WITH PEERS

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g. "I have a friend I can tell everything to."



"What happens in children's peer groups and friendship relations affects development and functioning in probably every other aspect of children's lives, including the family, the school, and the community."

(Gifford-Smith & Brownell, 2003)

A 32-year longitudinal study of child and adolescent pathways to well-being in adulthood found that adolescent social connectedness was a better predictor of adult well-being than academic achievement.

(Olsson, 2013)





USE OF AFTER-SCHOOL TIME

IT'S IMPORTANT BECAUSE...

Participation in activities after school provides important developmental experiences for children in their middle years. These activities create a variety of opportunities for children to build relationship skills and gain competencies. Research has consistently found that children who are engaged in after-school activities experience greater academic and social success.

RESULTS FOR YOUR DISTRICT

AFTER-SCHOOL ACTIVITIES

Percentage of children who reported:

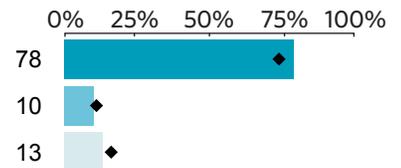
- 2+ times per week ■
- Once per week ■
- Not at all ■

Average for all participating school districts (2015) ◆
See pg. 7 for list of School Districts

During last week after school (from 3pm-6pm), how many days did you participate in:

ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult. (e.g. educational lessons, youth organizations, music or art lessons and sports practice)



EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



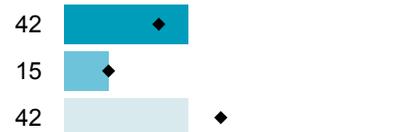
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.



TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Basketball, hockey, soccer, football, or another team sport.



The hours from 3-6pm are known as the 'critical hours' because this is the time of day when children are most likely to be left unsupervised. Learn more about 'critical hours' and the importance of structured vs. unstructured play time by reading 'A Guide to Understanding your MDI Results'.



USE OF AFTER-SCHOOL TIME (CONT.)

HOW CHILDREN SPEND THEIR TIME

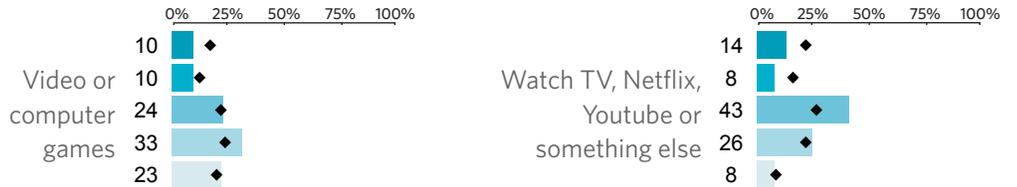
Children were asked how they spend their time during the after-school hours of 3pm-6pm:

Percentage of children who reported:

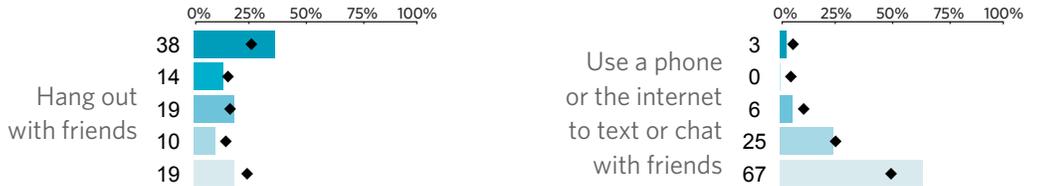
■ 2+ hours
 ■ 1 - 2 hours
 ■ 30 min. - 1 hour
 ■ <30 minutes
 ■ Not at all

◆ Average for all participating school districts (2015)
 See pg. 7 for list of School Districts

TV & COMPUTER USE



SOCIALIZING WITH FRIENDS



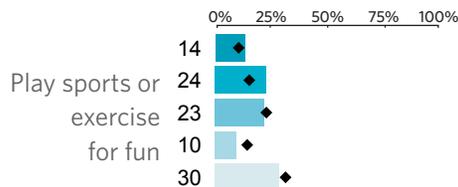
READING & HOMEWORK



MUSIC & ARTS



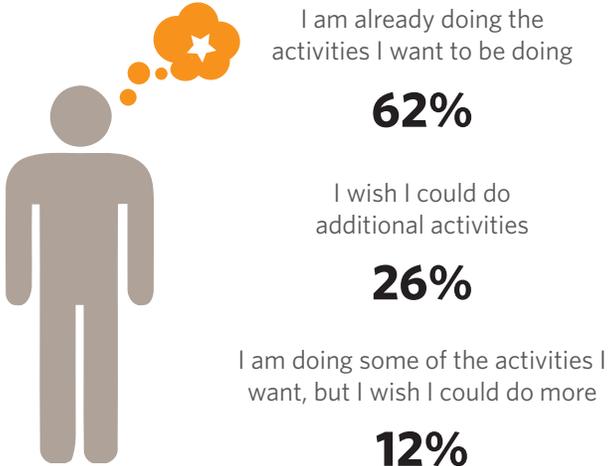
SPORTS





WHAT CHILDREN WISH TO BE DOING

Children were asked what they want to be doing during the after school hours of 3pm-6pm:



Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES (NUMBER OF STUDENTS)

Computer/Video Games	0
Friends and Playing	2
Physical and/or Outdoor Activities	16
Music and Fine Arts	2
Time with Family at Home	0
Work Related Activities/Skills	0
Other	3

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

Community Centre	7
Home	6
Park or Playground	5
School	2
Other	13

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



Children were asked what prevents them from doing the activities they wish to be doing after school (3pm-6pm):

(NUMBER OF STUDENTS)

I have no barriers	36
I have to go straight home after school	14
I am too busy	13
It costs too much	11
The schedule does not fit the times I can attend	11
My parents do not approve	6
I don't know what's available	8
I need to take care of siblings or do things at home	4
It is too difficult to get there	11
None of my friends are interested or want to go	3
The activity that I want is not offered	7
I have too much homework to do	4
I am afraid I will not be good enough in that activity	2
It is not safe for me to go	5
Other	5



A study examining the experiences of children in Grades 1-5 who participated in after-school programs, found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion.

(Wade, 2015)



To learn more about the MDI or to contact the MDI research team, please visit: earlylearning.ubc.ca/mdi



AFTER-SCHOOL PEOPLE AND PLACES

WHERE DO YOU GO AFTER SCHOOL? (From 3pm-6pm)

	Never	Once a week	2+ times a week
Home	3%	14%	84%
Stay at school for an activity	56%	24%	21%
After-school program or child care	64%	10%	26%
Friend's house	21%	33%	46%
Park/playground/community centre	44%	33%	23%
The mall or stores	76%	14%	10%
Someplace else	42%	30%	28%

In your neighbourhood/community there are safe places where you feel comfortable to hang out with friends:



89%

Yes



1%

No



10%

Don't Know

WHO ARE YOU WITH AFTER SCHOOL?

(Children can select all of the options that apply)

By myself	16%
Friends about my age	45%
Younger brothers/sisters	33%
Older brothers/sisters	19%
Mother (or stepmother/foster mother)	64%
Father (or stepfather/foster father)	38%
Other adult (such as grandparent, aunt or uncle, coach, babysitter)	18%
Other	8%

In your neighbourhood/community there are places that provide programs for kids your age:



82%

Yes

3%

No

15%

Don't Know



Participation in organized clubs, sports and cultural/youth groups by children and adolescents has been related to their attachment to parents, friends and school, as well as self-perceived strengths.

(McGee et al., 2006)

Increased attendance in after-school programs has been linked with: academic improvements (particularly in reading and math), increased social and decision-making skills, improved feelings of safety at school and decreased behavior problems.

(Wade, 2015)



SCHOOL EXPERIENCES

IT'S IMPORTANT BECAUSE...

The transition from elementary school to middle and high school is a critical time developmentally. "Children's experience of being victimized (bullied), of being supported by teachers, and of feeling connected to peers changes significantly during these transitions" (Guhn et. al, 2012). Children's sense of safety and belonging at school can foster greater school success. When children feel their needs are being met at school they are more likely to feel attached to their school, have better attendance and higher academic performance.

RESULTS FOR YOUR DISTRICT

Percentage of children who reported:

High Well-being 

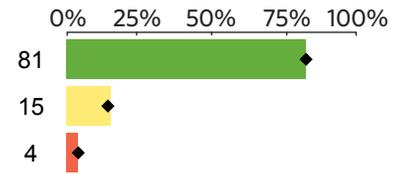
Medium Well-being 

Low Well-being 

Average for all participating school districts (2015). 
See page 7 for list of school districts.

ACADEMIC SELF-CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g. "I am certain I can learn the skills taught in school this year."



SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g. "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."



For more information about the School Experiences measures and how they are scored, see 'A Guide to Understanding your MDI Results'.



Given the increasing significance of social relationships outside the family, the school environment and peer group are particularly important contexts that influence development during middle childhood. High levels of school connectedness operate as a protective force for youth and are positively related to self-esteem, academic engagement, academic achievement, motivation and adjustment in school.

(Oberle, Schonert-Reichl, Zumbo, 2011)



SCHOOL EXPERIENCES (CONT.)

In your district, children feel it is **very important** to:

73%
make friends



90%
get good grades



79%
learn new things

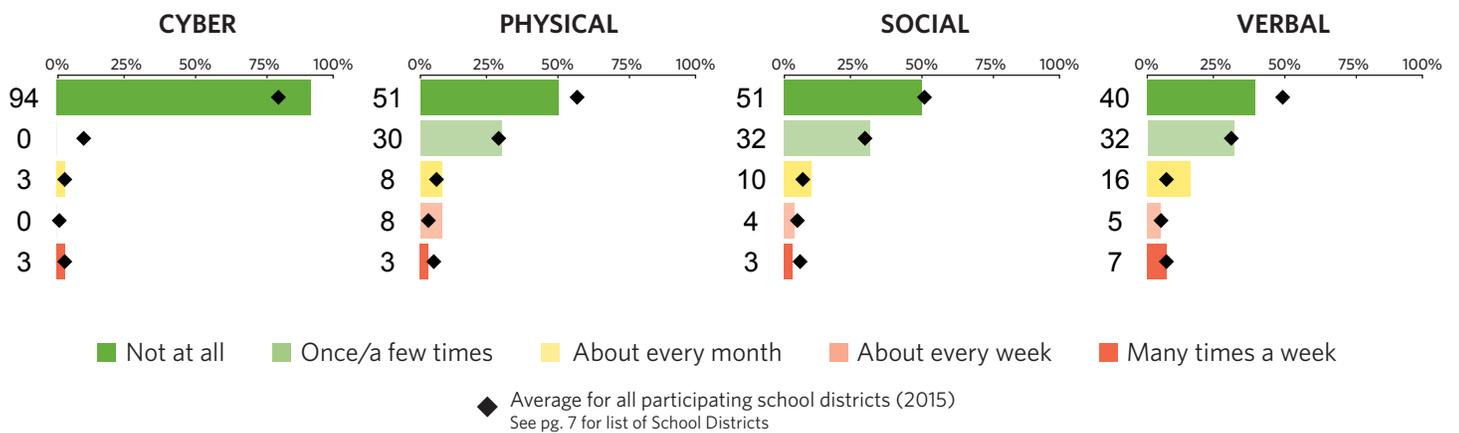


When I grow up, I have goals and plans for the future

81%
Agree a lot

VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: 'During this school year, how often have you been bullied by other students in the following ways':



Children who demonstrate withdrawn behavior, aggression, or negative self-perceptions are more likely to be the victims of bullies. Likewise, being a victim has been associated with anxiety, depression, and aggression. Longitudinal studies have shown that the effects of bullying and these behaviours mutually amplify each other over time.

(Guhn, Schonert-Reichl, Gadermann, Hymel, Hertzman, 2013)

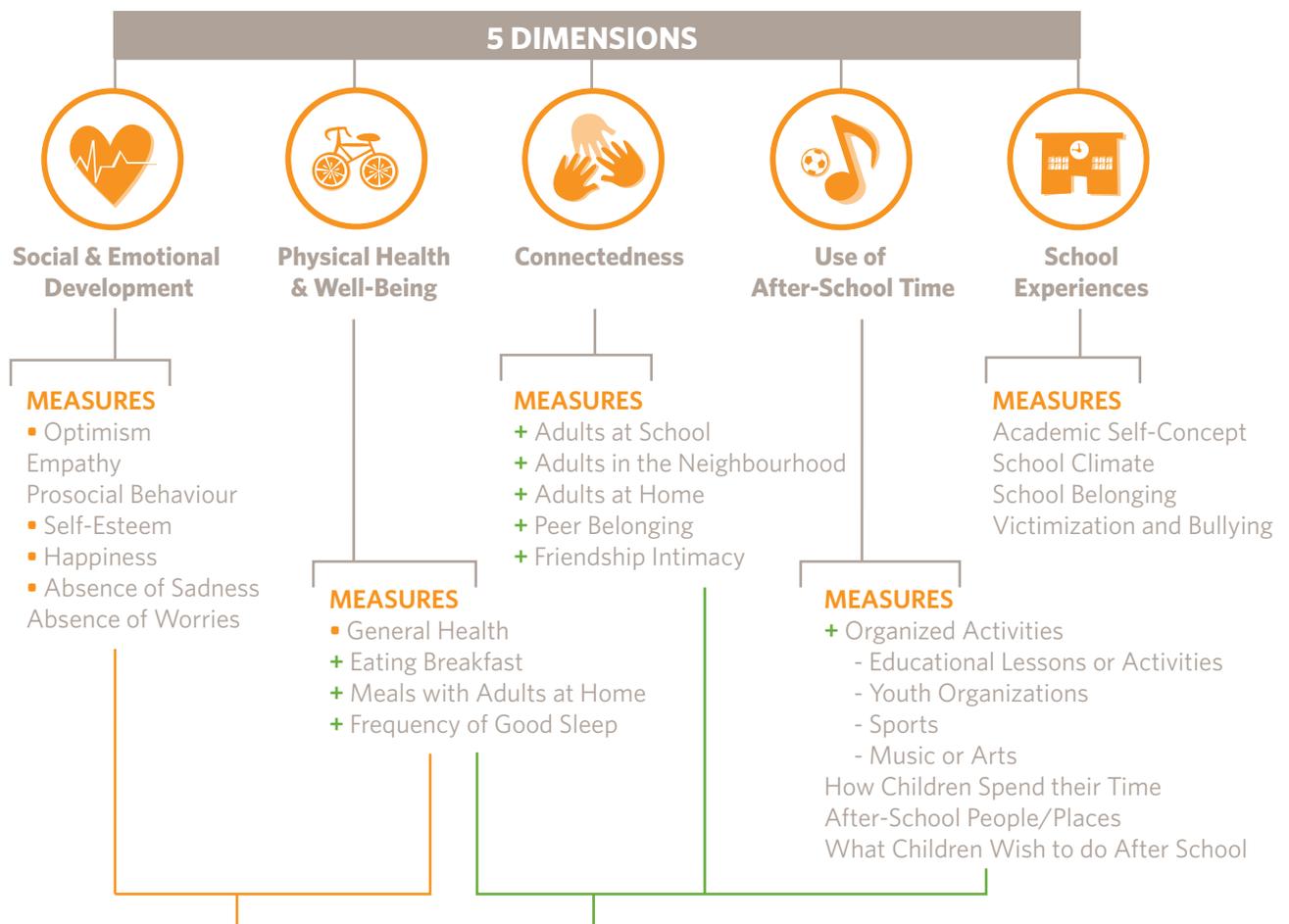


To learn more about the MDI or to contact the MDI research team, please visit: earlylearning.ubc.ca/mdi

4

WELL-BEING AND ASSETS INDICES

Children’s self-reported well-being is directly related to the number of assets they perceive in their lives. This section of the report focuses on results for the Well-Being Index and the Assets Index. Each index is a combination of several MDI measures:



• Well-Being Index

- Optimism
- Happiness
- Self-Esteem
- Absence of Sadness
- General Health

+ Assets Index



ADULT RELATIONSHIPS

- Adults at School
- Adults in the Neighbourhood
- Adults at Home



NUTRITION & SLEEP

- Eating Breakfast
- Meals with Adults at Home
- Frequency of Good Sleep



PEER RELATIONSHIPS

- Peer Belonging
- Friendship Intimacy



AFTER-SCHOOL ACTIVITIES

- Organized Activities

THE WELL-BEING INDEX

The Well-Being Index consists of measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years: **Optimism, Happiness, Self-Esteem, Absence of Sadness** and **General Health**.

Scores from these 5 MDI measures are combined to correspond to three categories of well-being: ‘Thriving,’ (experiencing ‘High’ well-being), experiencing ‘Medium to High’ well-being, or ‘Low’ well-being.



High Well-Being (Thriving)

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



Medium to High Well-Being

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

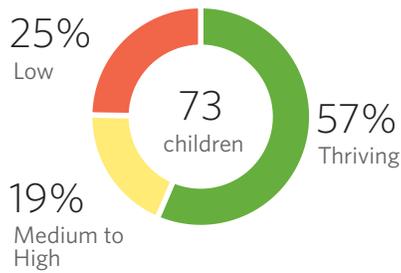


Low Well-Being

Children who are reporting negative responses on at least one dimension of well-being.

RESULTS FOR YOUR DISTRICT

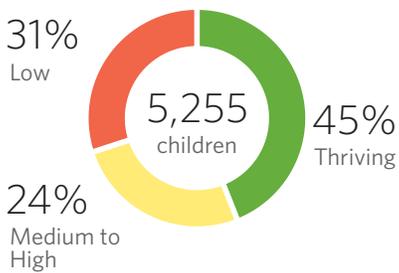
Results for Revelstoke (SD19)



Results for Your Neighbourhoods

Neighbourhood	# of Children	% Thriving	% Medium to High	% Low
Revelstoke	73	57%	19%	25%

Results for All Participating Districts



* Data is suppressed and not shown for neighbourhoods where the number of children is less than 35.

THE ASSETS INDEX

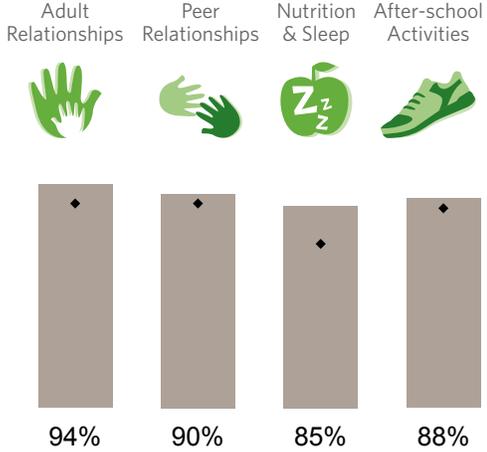
The Assets Index consists of measures of key developmental assets that help to promote children’s positive development and well-being. Assets are resources and influences present in children’s lives such as supportive relationships and enriching activities:



The percentage of children who describe having each asset present in their lives is reported using shades of brown. The darkest brown can be thought of as ‘rich soil’ that promotes growth, whereas the lightest shades of brown can be thought of as ‘dry sand’ where it is difficult to promote growth. These lighter shades indicate a lower percentage of children are reporting the asset, while darker shades indicate that a high percentage of children are reporting the asset in their lives.

RESULTS FOR YOUR DISTRICT

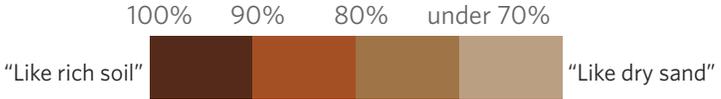
Results for Revelstoke (SD19)



◆ Average for all participating school districts (2015).
See pg. 7 for list of School Districts

Results for Your Neighbourhoods

Percent of children having each asset:



Neighbourhood	# of Children	Adult Relationships	Peer Relationships	Nutrition & Sleep	After-school Activities
Revelstoke	73	94	90	85	88

* Data is suppressed and not shown for neighbourhoods where the number of children is less than 35.

5

MOVING TO ACTION

1 ENGAGE IN CONVERSATIONS

Review your MDI report with as many people as possible: children, parents, teachers, school administrators, after-school program staff, local early/middle childhood committees, librarians, parks and recreation staff, local government and other community stakeholders. You may notice surprises in the results! Start by highlighting examples of successes. Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Identify school and community champions and create an action plan that involves participation from everyone.

2 THINK BIG, START SMALL

The MDI provides a lot of rich data. It is easy to feel overwhelmed by all of the potential ways that schools, communities and governments could begin using the data to improve child well-being. Moving to action will be more successful if you are able to focus your efforts on 1 or 2 areas for improvement.

3 INVOLVE CHILDREN

The results from the MDI survey can be shared with children. Involve them as much as possible in the interpretation of the data. Get their feedback on how both the school and the community can better serve their needs. Ask children of all ages for suggestions on how to improve their school climate and after-school experiences. Teachers may wish to incorporate the interpretation of MDI data into their classroom curriculum. Children tend to offer surprisingly creative solutions that can often be implemented easily and at no cost.

4 LEARN FROM THE SUCCESS OF OTHERS

Review the data from other neighbourhoods within your school district. Do you see examples of success that you would like to replicate? Arrange to meet with local champions or leaders from these areas to discuss the specific actions they have taken to improve child well-being. Likewise, you may want to consider sharing local initiatives and learnings with nearby schools and neighbourhoods.

5 CHECK OUT THE ON-LINE TOOLKIT

The Human Early Learning Partnership has created an online 'Tools for Action': a source for resources that will help schools and communities interpret and act upon the data included in the Middle Years Development Instrument (MDI) reports. You will find videos, worksheets, print resources and examples of how other communities have used their MDI data to move to action. The 'Tools for Action' can be accessed via: earlylearning.ubc.ca/mdi/tools.

6 EXPLORE LOCAL DATA

Understanding what's happening in your local area is critical when considering actions to change outcomes for children. The next section includes neighbourhood summaries of MDI results. Data are also presented using several maps to help illustrate the percentage of children who are "Thriving" and the percentage of children reporting the presence of all four assets: Adult and Peer Relationships, Nutrition and Sleep, and After-School Activities. No data is shown for suppressed neighbourhoods where the number of children is less than 35.



For information on the MDI tool itself, its development and the benefits to schools and communities please visit the main MDI website.

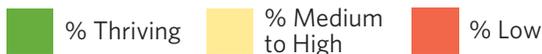
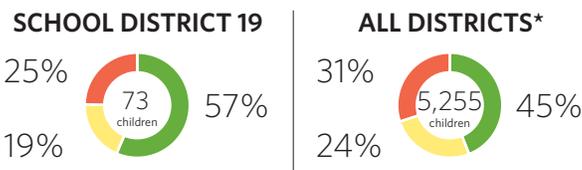
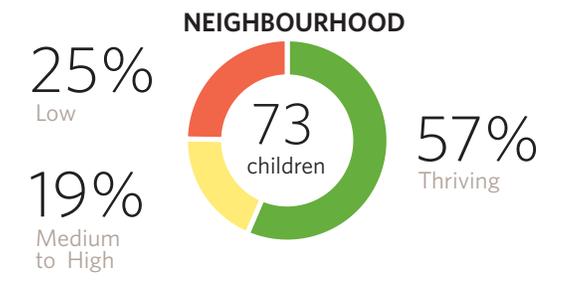
www.earlylearning.ubc.ca/mdi



NEIGHBOURHOOD PROFILE: REVELSTOKE

Number of students 73

WELL-BEING INDEX

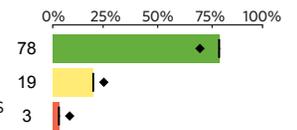


School district (SD) Average (2015). ♦ Average for all participating school districts (2015).

*See page 7 for a list of participating school districts.

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 a person is with their life. e.g. "I am happy with my life."



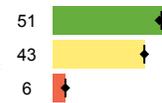
ABSENCE OF SADNESS

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

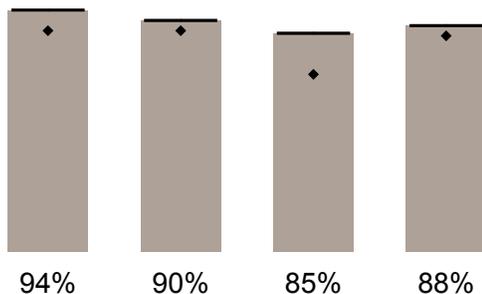


GENERAL HEALTH

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



ASSETS INDEX



The relationship between children's assets and well-being

Children's self-reported well-being is directly related to the number of assets they perceive in their lives; as the number of assets in a child's life increases, they are more likely to report higher levels of well-being. This finding is consistent across all participating school districts in British Columbia.

For more information about the relationship between assets and well-being, see the Understanding the MDI report. www.earlylearning.ubc.ca/mdi

TYPES OF ASSETS

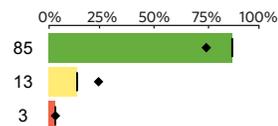
■ High ■ Medium ■ Low

School district (SD) Average (2015).

◆ Average for all participating school districts (2015).

Adult Relationships

At school



In the neighbourhood

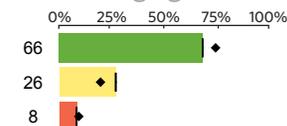


At home



Peer Relationships

Peer Belonging

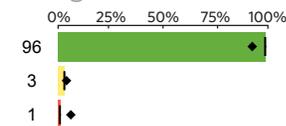


Friendship Intimacy



Nutrition & Sleep

Eating Breakfast



Meals with Adults at Home

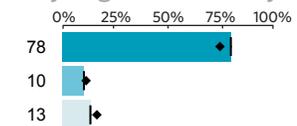


Frequency of Good Sleep



After-School Activities

Any Organized Activity



USE OF AFTER-SCHOOL TIME

Are you already doing activities you wish to be doing?

No	Yes	Yes and No
26%	62%	12%

Top activities children wish to be doing after-school

- Physical and/or Outdoor Activities
- Other
- Music and Fine Arts

of Children

- 16
- 3
- 2

Top barriers to participating in after-school activities

- Have to go straight home
- Too busy
- Too difficult to get there

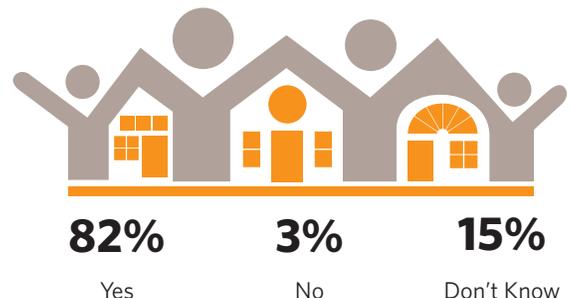
of Children

- 14
- 13
- 11

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

	Not at all	Once a week	2+ times/week
Educational lessons or activities	79%	14%	7%
Art or music lessons	60%	26%	14%
Youth organizations	75%	18%	7%
Individual sports with a coach or instructor	46%	17%	37%
Team sports with a coach or instructor	42%	15%	42%

In your neighbourhood/community there are places that provide programs for kids your age:



COMMUNITY BELONGING & SAFETY

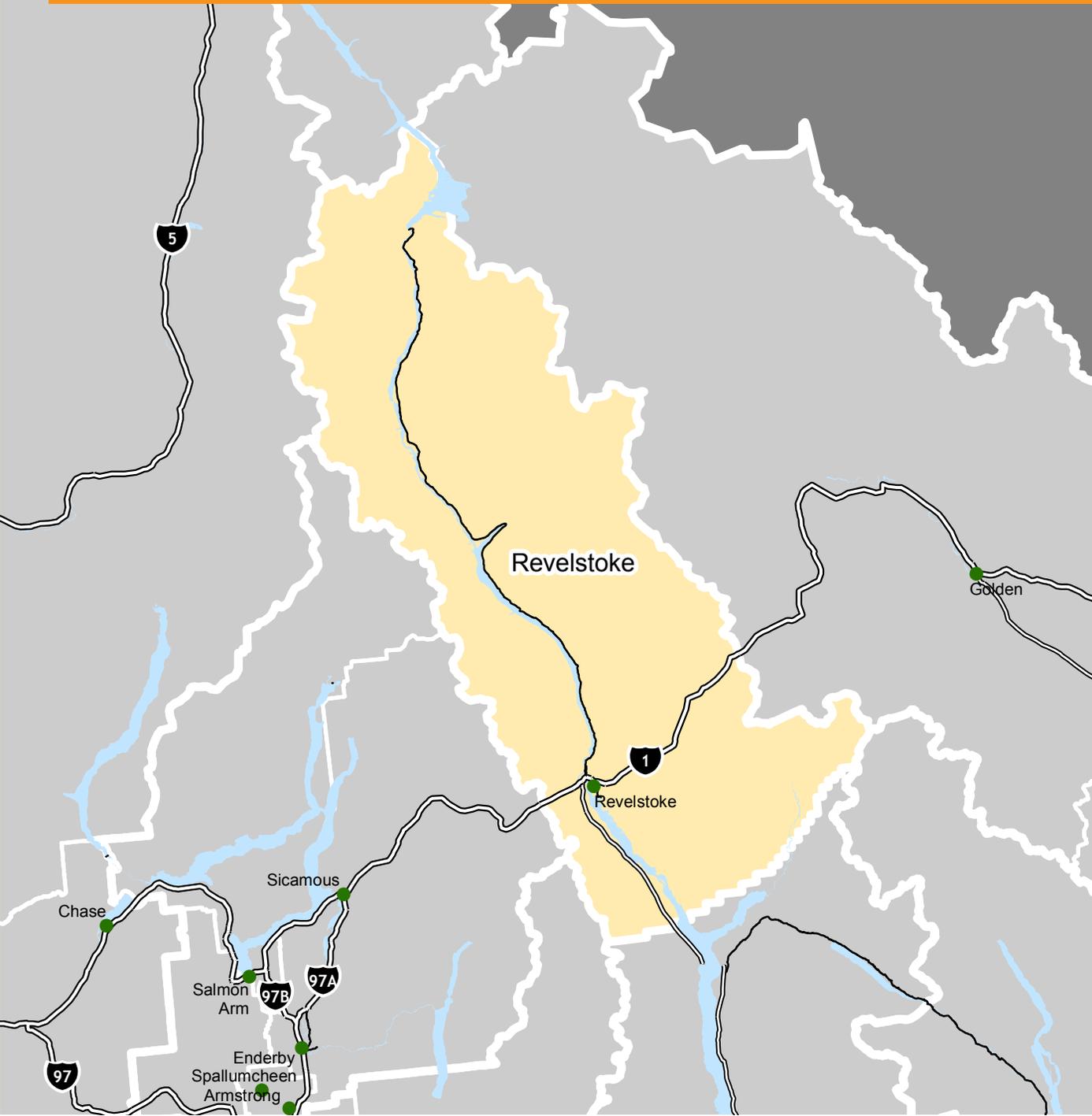
Percentage of children who responded "very much true" when asked: In your neighbourhood/community there are adults who:



In your neighbourhood/community there are safe places where you feel comfortable to hang out with friends:



For more information on the MDI, access to the data, or to provide feedback please visit: earlylearning.ubc.ca/mdi



YOUR COMMUNITY

2014/2015

Use this map to locate the neighbourhood boundaries that are used to map the data in your community.

-  Your School District
-  Other School Districts
-  Neighbourhood Boundaries
-  School District Boundaries
-  Cities/Towns/Villages

Neighbourhood Boundaries

HELP's neighbourhood boundaries were defined in close consultation with community stakeholders. If you have questions or feedback on these boundaries please contact us:

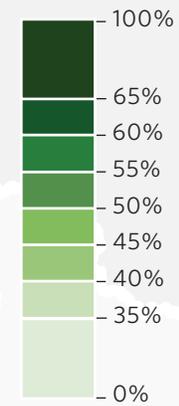
mdi@help.ubc.ca



WELL-BEING INDEX 2014/2015

The MDI Well-Being Index is a composite score of 5 dimensions. Children who report positive responses on at least 4 of the 5 dimensions are considered thriving.

Percentage of children Thriving



 Data Suppressed (<35 students)

School District
57%

All Districts
45%

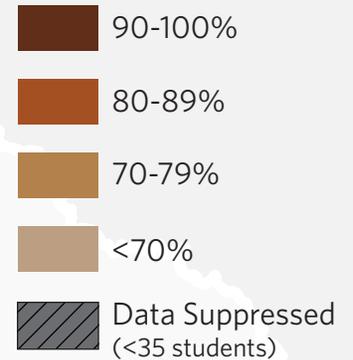
Data are mapped using home postal codes, NOT by where children attend school.



ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of adult relationship assets



School District
94%

All Districts
86%

Data are mapped using home postal codes, NOT by where children attend school.

Revelstoke
94%



PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of peer relationship assets

 90-100%

 80-89%

 70-79%

 <70%

 Data Suppressed (<35 students)

School District
90%

All Districts
86%

Data are mapped using home postal codes, NOT by where children attend school.

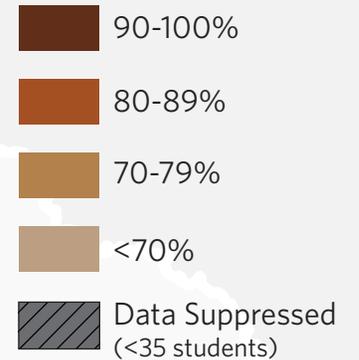
Revelstoke
90%



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of nutrition and sleep assets



School District
85%

All Districts
69%

Data are mapped using home postal codes, NOT by where children attend school.

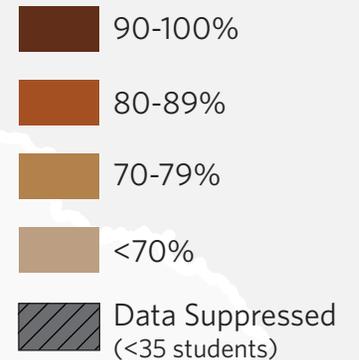
Revelstoke
85%



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 3-6pm.

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



School District
88%

All Districts
84%

Data are mapped using home postal codes, NOT by where children attend school.

Revelstoke
88%