MDI
GRADE 7

SCHOOL DISTRICT 606 **| MANUAL SURVEYS DISTRICT**
BIG SCHOOL

SCHOOL REPORT
2019/2020

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC

ACKNOWLEDGEMENTS

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course.

The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities. This report, and the work of HELP over two decades, would not have been possible without his vision and passion.

To learn more please visit our website at earlylearning.ubc.ca (http://earlylearning.ubc.ca/).

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INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, especially between the ages of 10 to 13, 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.

During the late middle childhood years (also referred to as early adolescence), children have an increased awareness of themselves and others. During middle childhood 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 school and life success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (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. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, 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.

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-Being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-Being and Assets Indices.

MDI DIMENSIONS & MEASURES

> ○ **A measure in the Well-Being Index**
> ■ **A measure in the Assets Index**
> * A measure in the Grade 7 MDI only

SOCIAL & EMOTIONAL DEVELOPMENT

Measures

○ **Optimism**
Empathy
Prosocial Behaviour
○ **Self-Esteem**
○ **Happiness**

○ **Absence of Sadness**
Absence of Worries
Self-Regulation (Short-Term)
Self-Regulation (Long-Term)
*Responsible Decision-Making

*Self-Awareness
*Perseverance
*Assertiveness
*Citizenship/Social Responsibility

PHYSICAL HEALTH AND WELL-BEING

Measures

○ **General Health**
■ **Eating Breakfast**
■ **Meals at Home with Your Family**
Junk Food

■ **Frequency of Good Sleep**
Help-Seeking for Emotional Well-Being

Transportation To and From School

CONNECTEDNESS

Measures

■ **Adults at School**
■ **Adults in the Neighbourhood**

■ **Adults at Home**
■ **Peer Belonging**
■ **Friendship Intimacy**

Important Adults

USE OF AFTER-SCHOOL TIME

Measures

■ **Organized Activities**
　○ Educational Lessons or Activities

○ Youth Organizations
○ Sports
○ Music or Arts

How Children Spend their Time
After-school People/Places
Children's Wishes and Barriers

SCHOOL EXPERIENCES

Measures

Academic Self-Concept
School Climate

School Belonging
Motivation

Future Goals
Victimization and Bullying

For more information on all of the measures, including questions, response options and scoring for the MDI results found in this report, please refer to the MDI Technical Guide (https://bit.ly/mdi-technical-guide-v1). For additional resources visit, the Discover MDI Field Guide (http://www.discovermdi.ca).

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the BC Ministry of Education's Personal and Social Competencies (http://curriculum.gov.bc.ca/competencies) .

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Redesigned Curriculum, providing valuable information for understanding children's growth and progress within this core competency. The MDI questions provide an opportunity for students to self-assess and reflect on their social and personal competency, including reflecting on MDI concepts, questions and results.

PS PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

ABOUT THE DATA

This report includes data reported by children in your school who participated in the MDI. It provides MDI data for your school and includes comparisons to your school district averages.

Considerations when reviewing MDI data in this report

- The data in this report have been rounded. Percentage totals for MDI measures may not equal 100%.
- Many questions on the MDI allow children to provide multiple responses. Percentage totals for these questions will often exceed 100%.
- Where schools contain fewer than 5 children, the results are suppressed to ensure that individual children cannot be identified.
- Results are also suppressed for School Districts with fewer than 35 participating children.

The data in this report focus on children's self-reported well-being. Most of the data are represented by 3 categories of Well-Being: High, Medium and Low.

UNDERSTANDING MDI DATA

The MDI Technical Guide provides information on all of the measures, including questions, response options and scoring, for the MDI results found in this report. The guide is available to download here (https://bit.ly/mdi-technical-guide-v1) .

The 'MDI 101' resource helps to answer frequently asked questions including: Why the MDI was created; how a population survey differs from individual assessments; and How MDI questionnaires are collected and stored. Access this resource here (http://www.discovermdi.ca/making-sense/mdi-101) .

DEMOGRAPHICS

School Population Breakdown

School Total Sample	25	School District Total Sample	36

Languages Spoken at Home

First Nations, Inuit or Métis	0%	Mandarin	4%
Cantonese	4%	Punjabi	4%
English	92%	Spanish	13%
French	13%	Filipino/Tagalog	8%
Hindi	0%	Vietnamese	0%
Japanese	0%	Other	0%
Korean	4%		

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

Gender Identity: Children are asked to describe themselves as "Boy," "Girl" or "In another way." Data from this question is not reported at the school-level, but can be found in school district reports.

Languages Spoken at Home: Children are able to select more than one language spoken at home.

First Nations, Inuit or Métis Languages: If a child selects "First Nations, Inuit or Métis" as a language spoken in the home, they are then asked to identify, if possible, the specific language. First Nations, Inuit or Métis language data are not publicly available.

Other: A limited selection of languages is offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-Being Index and the Assets Index. Learn more about the important relationship between individual measures, the well-being index and the assets index in the Discover MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/data-primer/) .

WELL-BEING INDEX

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

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health

High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

STRAWBERRY SCHOOL

13% Low
16 Children
31% Medium
56% Thriving

ORCHARD DISTRICT

25% Low
66 Children
20% Medium
55% Thriving
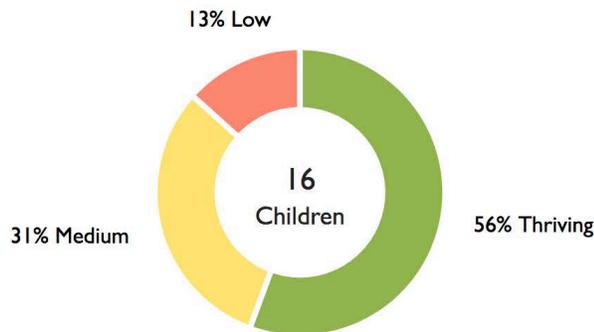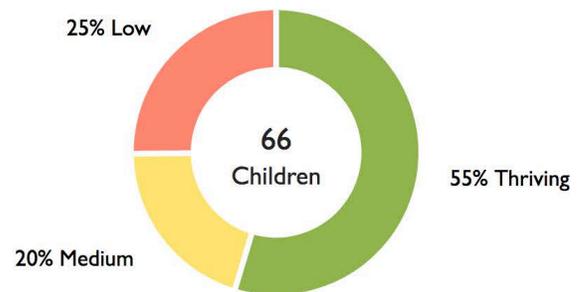
ASSETS INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.

ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home

PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

NUTRITION & SLEEP
Eating Breakfast
Meals at Home with Your Family
Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset

<70%   70-79%   80-89%   90%>

STRAWBERRY SCHOOL

85%
Adult Relationships

69%
After-School Activities

92%
Peer Relationships

85%
Nutrition & Sleep

ORCHARD DISTRICT

79%
Adult Relationships

87%
After-School Activities

81%
Peer Relationships

60%
Nutrition & Sleep
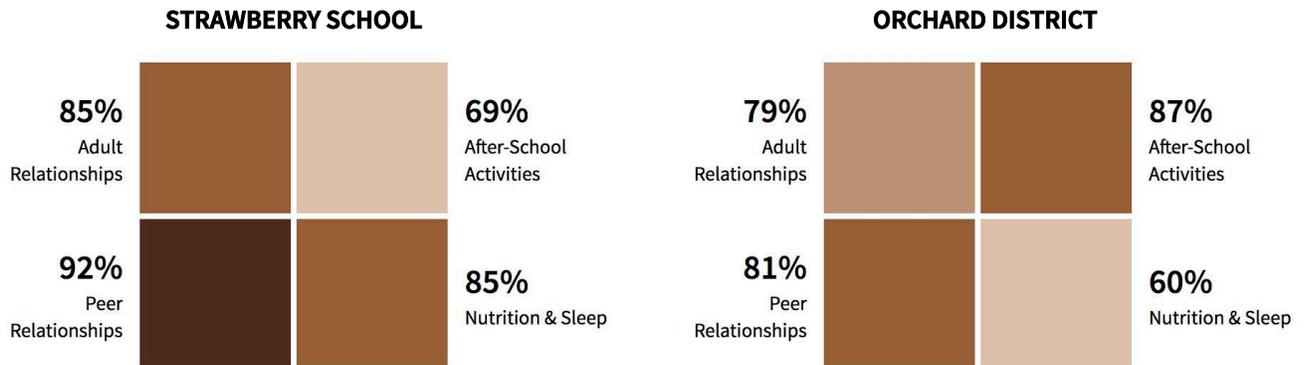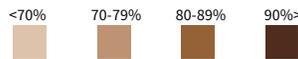
SOCIAL & EMOTIONAL DEVELOPMENT

The development of social and emotional skills, including empathy, optimism and self-esteem, are important for supporting positive mental health during middle childhood and at all ages to follow. These skills help children understand and manage their emotions, build and maintain positive relationships, and regulate their own behaviour. Opportunities to develop social and emotional skills can be created in many supportive environments: at school with teachers and peers, in the home with elders, family or caregivers and during after-school programs with community members.

Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/social-emotional-development) .

RESULTS FOR STRAWBERRY SCHOOL

| School District Average

OPTIMISM

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

High	40%
Medium	36%
Low	24%
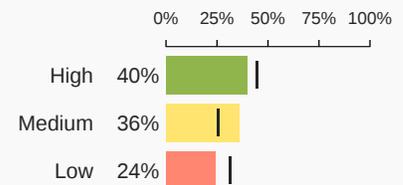
EMPATHY

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

High	57%
Medium	35%
Low	9%
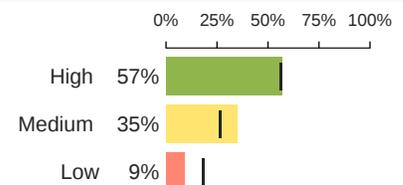
PROSOCIAL BEHAVIOUR

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

High	64%
Medium	20%
Low	16%
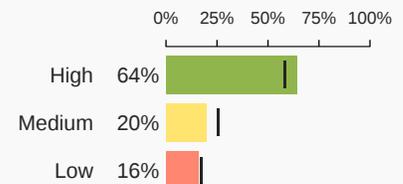
SELF-ESTEEM

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

High	42%
Medium	38%
Low	21%
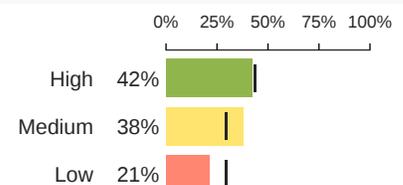
HAPPINESS

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

High	40%
Medium	24%
Low	36%
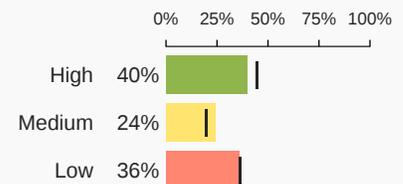
ABSENCE OF SADNESS

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

High	57%
Medium	26%
Low	17%
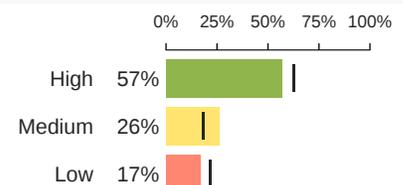
ABSENCE OF WORRIES

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

Level	%
High	44%
Medium	40%
Low	16%
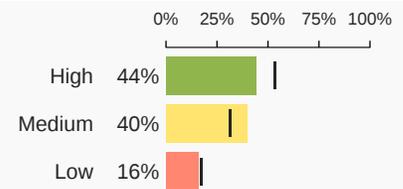
SELF-REGULATION (LONG-TERM)

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."

Level	%
High	54%
Medium	29%
Low	17%
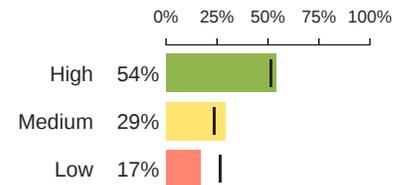
SELF-REGULATION (SHORT-TERM)

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."

Level	%
High	48%
Medium	28%
Low	24%
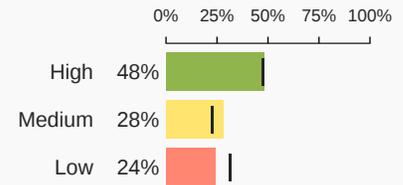
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."

Level	%
High	36%
Medium	48%
Low	16%
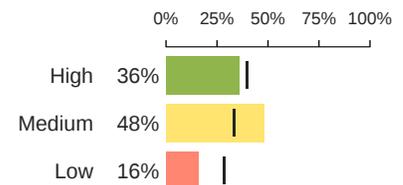
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."

Level	%
High	33%
Medium	29%
Low	38%
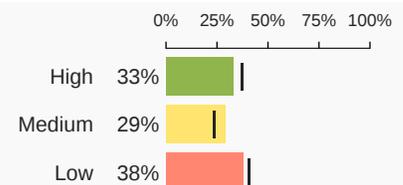
PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g., "Once I make a plan to get something done, I stick to it."

| Level	%
High	32%
Medium	20%
Low	48%
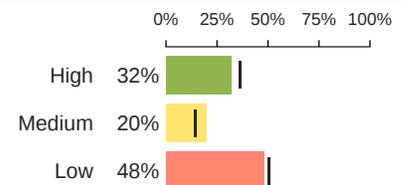
ASSERTIVENESS

Assertiveness means communicating a personal point of view. It includes the ability to stand up for oneself. e.g., "If I disagree with a friend, I tell them."

Level	%
High	44%
Medium	24%
Low	32%
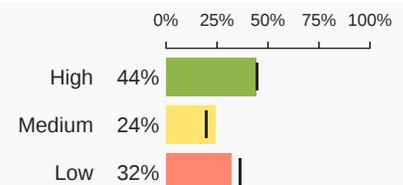
CITIZENSHIP AND SOCIAL RESPONSIBILITY

I believe I can make a difference in the world

Disagree a lot	4%
Disagree a little	16%
Don't agree or disagree	12%
Agree a little	36%
Agree a lot	32%

I try to make the world a better place

Disagree a lot	8%
Disagree a little	12%
Don't agree or disagree	28%
Agree a little	32%
Agree a lot	20%

HAVE YOU EVER VOLUNTEERED?

44%	56%
Yes	No

ARE YOU CURRENTLY VOLUNTEERING?

20%	80%
Yes	No

DO YOU PLAN TO VOLUNTEER IN THE FUTURE?

64%	36%
Yes	No

RESEARCH HIGHLIGHTS
SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in adolescents who displayed the highest self-report measures of empathy (Schreier, Schonert-Reichl, & Chen, 2013).

PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy life. Children who report feeling healthy are more likely to be engaged in school, have a feeling of connectedness with their teachers and are less likely to be bullied or bully others. Children benefit from guidance and opportunities that support the development of healthy habits, which they can carry forward into adolescence and adulthood. These habits include regular physical activity, quality sleep and healthy, social meals.

Detailed information on the MDI survey questions and response scales for Physical Health and Well-Being are available in the Discover MDI Field Guide (http://www.discovermdi.ca/understanding-the-mdi/dimensions/physical-health-well-being) .

RESULTS FOR STRAWBERRY SCHOOL

| School District Average

GENERAL HEALTH

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

High	32%
Medium	44%
Low	24%
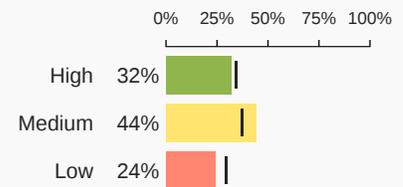
EATING BREAKFAST

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

5+ times a week	64%
3-4 times a week	16%
2 or fewer times a week	20%
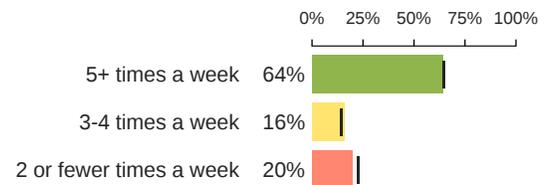
MEALS AT HOME WITH YOUR FAMILY

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

5+ times a week	52%
3-4 times a week	28%
2 or fewer times a week	20%
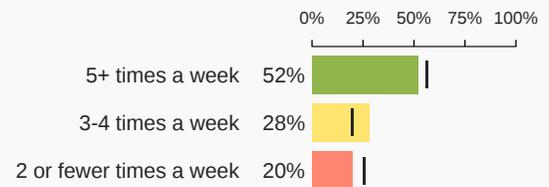
FREQUENCY OF GOOD SLEEP

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

5+ times a week	48%
3-4 times a week	36%
2 or fewer times a week	16%
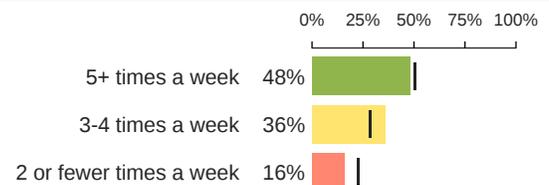
WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?

0%	28%	36%	24%	12%
Before 9 pm	9 pm - 10 pm	10 pm - 11 pm	11 pm - 12 am	After 12 am
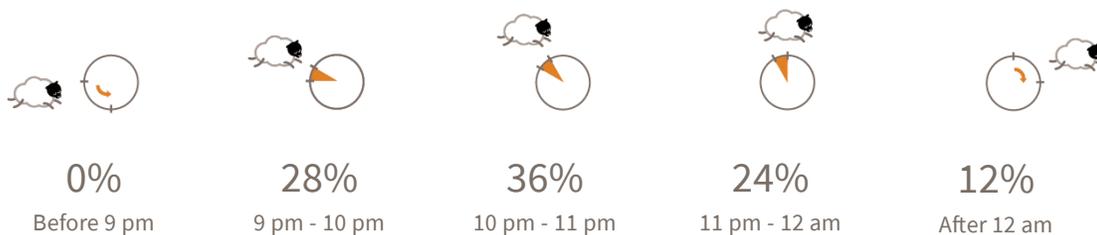
HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

28%
Never-Once/week

44%
2-4 times/week

28%
5+ times/week

WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%.)

An adult at school	28%
A family member	60%
An adult in my community	12%
A health professional	20%
My friend(s)	44%
Don't know who to talk to	20%
Prefer to handle it on my own	32%
Talk to someone else (someone not on this list)	4%

TRANSPORTATION TO AND FROM SCHOOL

Children are asked, "How do you usually get to school?"; "How do you usually get home from school?" and "If you could choose, how would you wish to get to and from school?"

	To School	From School	Wish
Car	24%	12%	21%
School bus	28%	32%	8%
Public transportation (public bus, train or ferry)	16%	20%	0%
Walk	24%	32%	29%
Cycle, skateboard, scooter or rollerblade	8%	4%	33%
Something else	0%	0%	8%

RESEARCH HIGHLIGHTS
PHYSICAL HEALTH & WELL-BEING

Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour and symptoms of depression (Harrison et al., 2015).

Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

CONNECTEDNESS

Strong and supportive social connections play an important role in children's healthy development. Close relationships and a sense of belonging with adults and peers at home, in school and in the community, can promote positive mental health and minimize risks that may be present in children's lives.

Having one adult, such as a parent or auntie, an elder or a coach, who cares about them, listens to them and believes in them can make a powerful difference in a child's life. For children, connectedness to extended family, community, as well as land, language and culture also play an important role in encouraging a strong and healthy sense of identity.

Detailed information on the MDI survey questions and response scales for Connectedness is available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/connectedness) .

RESULTS FOR STRAWBERRY SCHOOL

| School District Average

CONNECTEDNESS WITH ADULTS

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."

High	40%
Medium	36%
Low	24%
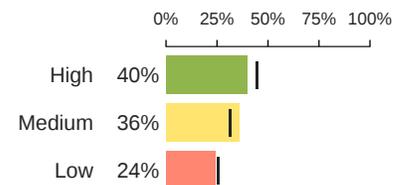
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

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."

High	36%
Medium	32%
Low	32%
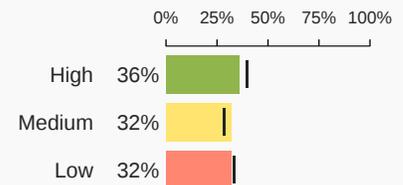
ADULTS AT HOME

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."

High	75%
Medium	13%
Low	13%
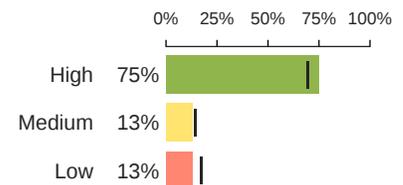
NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	60%	**20%**	**20%**
School District Average	58%	22%	19%

In 2018-2019, the 'Number of Important Adults at School' question appeared differently on the online questionnaire as compared to previous years and the current reports (2019-2020). We caution direct comparisons of the 2018-2019 'Number of Important Adults at School' question to previous years and to this report. We recommend you read our Data Highlights and Trends 2019-2020 report (https://bit.ly/2019-20-mdi-data-trends) for more information as you interpret the 'Number of Important Adults at School' data this year.

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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

| **16%**	**12%**	**20%**
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

WHAT MAKES AN ADULT IMPORTANT TO YOU?

(Children can select all the options that apply)

	At School	At Home
This person teaches me how to do things that I don't know.	68%	32%
I can share personal things and private feelings with this person.	8%	60%
This person likes me the way I am.	36%	44%
This person encourages me to pursue my goals and future plans.	32%	52%
I get to do a lot of fun things with this person or because of this person.	32%	40%
The person is like who I want to be when I am an adult.	20%	24%
The person is always fair to me and others.	52%	32%
The person stands up for me and others when we need it.	28%	28%
The person lets me make decisions for myself.	20%	24%

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."

	0%	25%	50%	75%	100%
High	48%				
Medium	8%				
Low	44%				
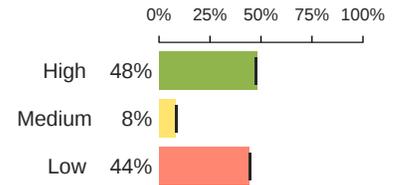
FRIENDSHIP INTIMACY

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

	0%	25%	50%	75%	100%
High	52%				
Medium	24%				
Low	24%				
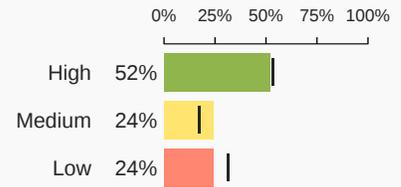
RESEARCH HIGHLIGHTS
CONNECTEDNESS

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Veiga et al., 2014).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).

USE OF AFTER-SCHOOL TIME

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 are more likely to experience greater academic and social success.

Detailed information on the MDI survey questions and response scales for Use of After-School Time is available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/after-school-time) .

RESULTS FOR STRAWBERRY SCHOOL

| School District Average

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), 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).

Twice or more a week	84%
Once a week	8%
Never	8%
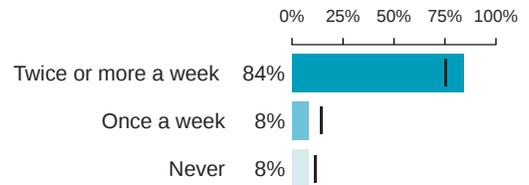
EDUCATIONAL LESSONS OR ACTIVITIES

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

Twice or more a week	32%
Once a week	16%
Never	52%
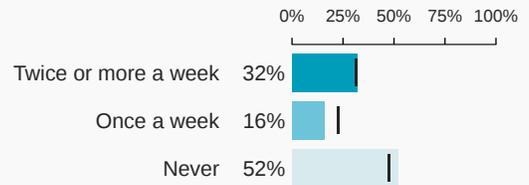
MUSIC OR ART LESSONS

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

Twice or more a week	24%
Once a week	32%
Never	44%
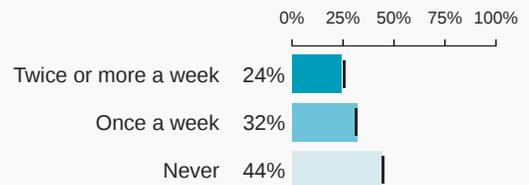
YOUTH ORGANIZATIONS

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

Twice or more a week	28%
Once a week	32%
Never	40%
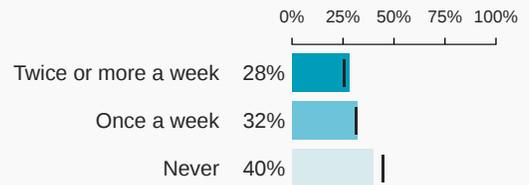
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

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

Twice or more a week	9%
Once a week	39%
Never	52%
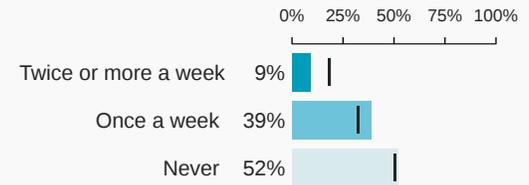
TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

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

Twice or more a week	48%
Once a week	24%
Never	28%
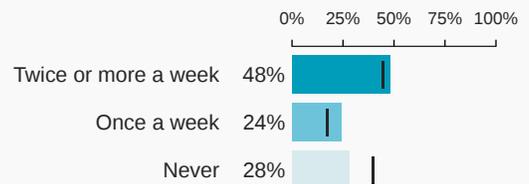
HOW CHILDREN SPEND THEIR TIME

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

Percentage of children who reported:

COMPUTER USE & TV

VIDEO OR COMPUTER GAMES

2 or more hrs	20%
1-2 hrs	12%
30 min to 1hr	24%
Less than 30 min	12%
Never	32%
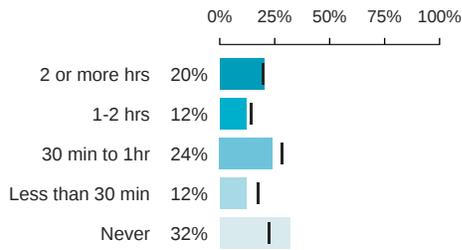
WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

2 or more hrs	17%
1-2 hrs	33%
30 min to 1hr	33%
Less than 30 min	8%
Never	8%
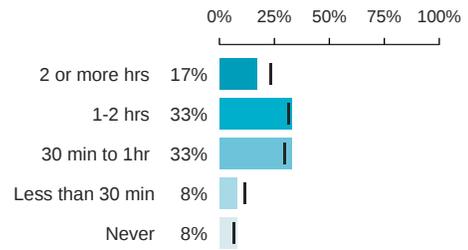
SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS

2 or more hrs	4%
1-2 hrs	12%
30 min to 1hr	32%
Less than 30 min	32%
Never	20%
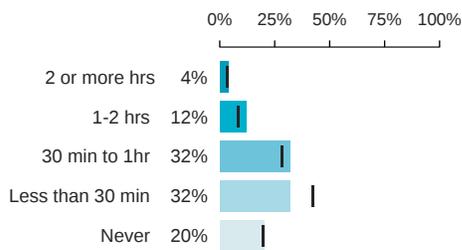
USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

2 or more hrs	13%
1-2 hrs	22%
30 min to 1hr	26%
Less than 30 min	22%
Never	17%
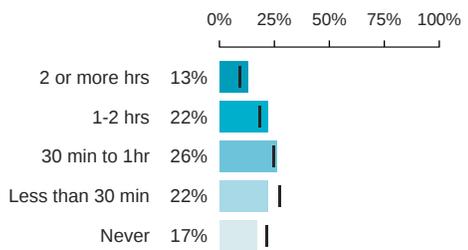
READING & HOMEWORK

READ FOR FUN

2 or more hrs	4%
1-2 hrs	4%
30 min to 1hr	44%
Less than 30 min	16%
Never	32%

DO HOMEWORK

2 or more hrs	16%
1-2 hrs	32%
30 min to 1hr	28%
Less than 30 min	12%
Never	12%

ARTS & MUSIC

ARTS & CRAFTS

2 or more hrs	0%
1-2 hrs	4%
30 min to 1hr	20%
Less than 30 min	12%
Never	64%
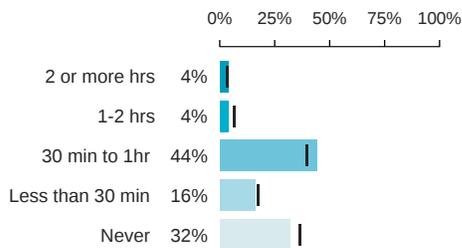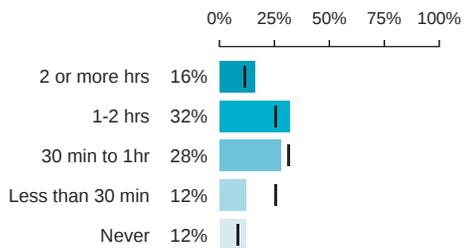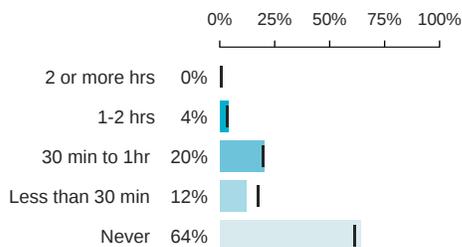
PRACTICE A MUSICAL INSTRUMENT

2 or more hrs	0%
1-2 hrs	4%
30 min to 1hr	20%
Less than 30 min	32%
Never	44%
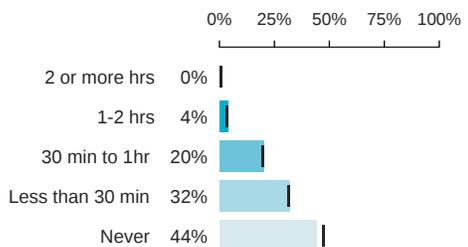
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN

2 or more hrs	29%	
1-2 hrs	17%	
30 min to 1hr	13%	
Less than 30 min	21%	
Never	21%	
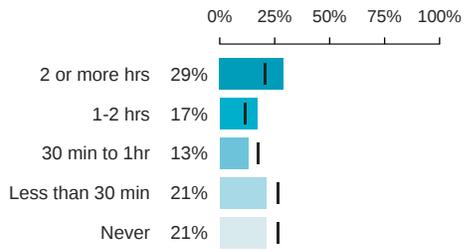
WORKING & VOLUNTEERING

VOLUNTEER

2 or more hrs	4%
1-2 hrs	0%
30 min to 1hr	4%
Less than 30 min	16%
Never	76%

WORK AT A JOB

2 or more hrs	8%
1-2 hrs	0%
30 min to 1hr	4%
Less than 30 min	8%
Never	80%
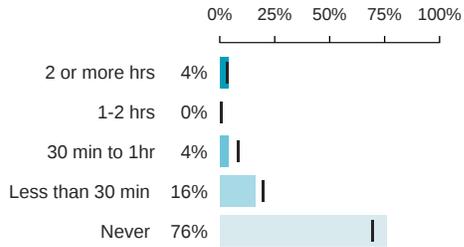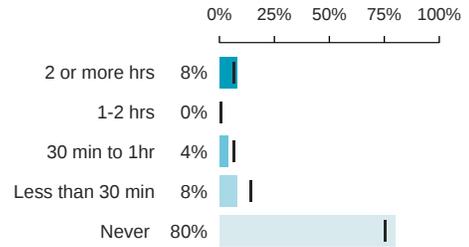
WHAT CHILDREN WISH TO BE DOING

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

I am already doing the activities I want to be doing

64%

I wish I could do additional activities

36%

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

0%

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 (3 pm - 6 pm):

	(Number of Children)
I have no barriers	20
I have to go straight home after school	9
I am too busy	5
It costs too much	4
The schedule does not fit the times I can attend	8
My parents do not approve	8
I don't know what's available	10
I need to take care of siblings or do things at home	3
It is too difficult to get there	1
None of my friends are interested or want to go	1
The activity that I want is not offered	0
I have too much homework to do	3
I am afraid I will not be good enough in that activity	3
It is not safe for me to go	2
Other	0

WHERE DO YOU GO AFTER SCHOOL? (FROM 3 PM - 6 PM)

	Never	1x /week	2x +/week
Home	16%	24%	60%
Stay at school for an activity	43%	22%	35%
After-school program or child care	65%	13%	22%
Friend's house	29%	29%	42%
Park/playground/community centre	46%	29%	25%
The mall or stores	68%	20%	12%
Someplace else	63%	13%	25%

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3 PM - 6 PM)

(Children can select all of the options that apply)

By myself	36%
Friends about my age	32%
Younger brothers/sisters	16%
Older brothers/sisters	16%
Mother (or stepmother/foster mother)	24%
Father (or stepfather/foster father)	8%
Other adult (for example, elder, aunt or uncle, coach, babysitter)	8%
Grandparent(s)	16%
Other	4%
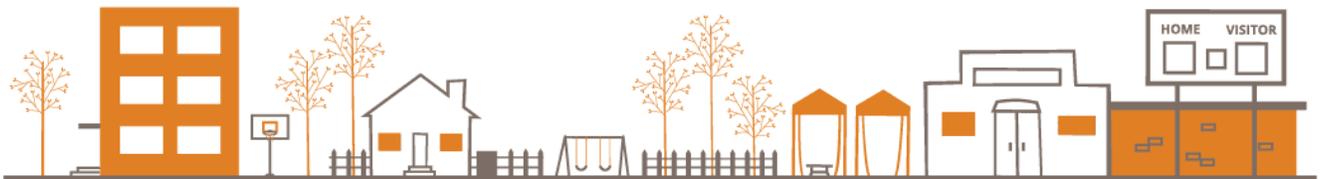
IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

68%	0%	32%
Yes	No	Don't know

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

68%	12%	20%
Yes	No	Don't know

RESEARCH HIGHLIGHTS
USE OF AFTER-SCHOOL TIME

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts and sports that help to develop these skills (Diamond, 2014).

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).

Challenging and enjoyable after-school activities can improve youth's ability to reason and problem solve, exercise choice and discipline and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).

SCHOOL EXPERIENCES

Children's school experiences are important for their personal well-being and academic success. When children have positive experiences at school they are more likely to believe they have a valued role in the school, feel more engaged in class and achieve higher academic performance. Understanding children's school experiences improves our ability to cultivate school environments that are safe, caring and supportive.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the Discover MDI Field Guide (http://discovermdi.ca/making-sense/school-experiences) .

## RESULTS FOR STRAWBERRY SCHOOL

| School District Average

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."

High	64%
Medium	12%
Low	24%
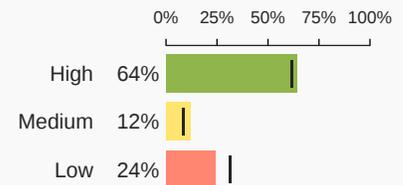
SCHOOL CLIMATE

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."

High	38%
Medium	29%
Low	33%
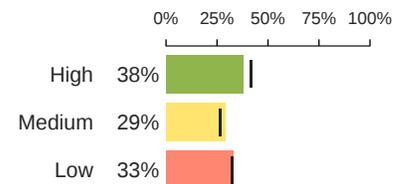
SCHOOL BELONGING

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."

High	55%
Medium	18%
Low	27%
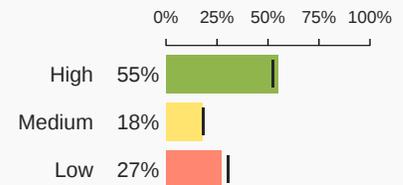
Percentage of children who feel it is **very important** to:

56%
make friends

36%
get good grades

40%
learn new things

I plan to graduate from high school.

96% — Yes

4% — No

Percentage of children who **agree a little** or **agree a lot** that:

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

78%

I feel I have important things to do in the future.

68%

I plan to graduate from college, university, or some other training after high school.

84% — Yes

16% — No

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?":

CYBER

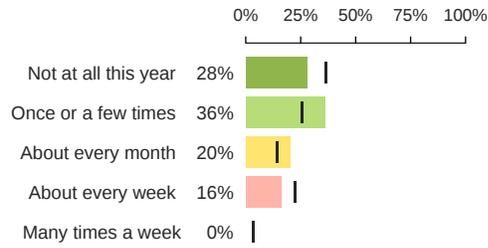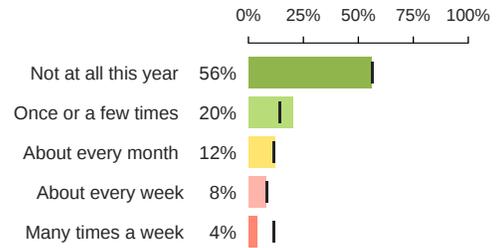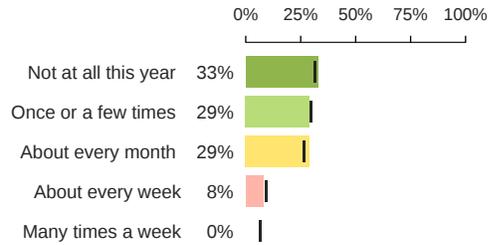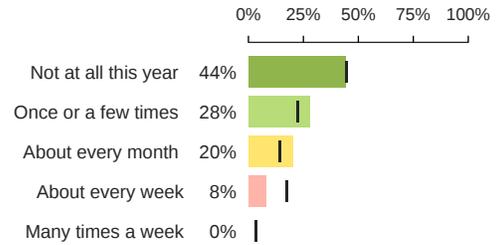|		0%	25%	50%	75%	100%
Not at all this year	28%					
Once or a few times	36%					
About every month	20%					
About every week	16%					
Many times a week	0%					

PHYSICAL

		0%	25%	50%	75%	100%
Not at all this year	56%					
Once or a few times	20%					
About every month	12%					
About every week	8%					
Many times a week	4%					

SOCIAL

		0%	25%	50%	75%	100%
Not at all this year	33%					
Once or a few times	29%					
About every month	29%					
About every week	8%					
Many times a week	0%					

VERBAL

		0%	25%	50%	75%	100%
Not at all this year	44%					
Once or a few times	28%					
About every month	20%					
About every week	8%					
Many times a week	0%					

RESEARCH HIGHLIGHTS
SCHOOL EXPERIENCES

Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues) and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

MOVING TO ACTION WITH DISCOVERMDI.CA

MDI data can support planning, foster collaboration and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from.

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

UNDERSTAND YOUR MDI DATA

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The Discover MDI Field Guide can walk you through how to read and interpret your MDI data (http://www.discovermdi.ca/understanding-the-mdi/mdi-data/) . It also provides background research to support further understanding of the MDI data.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some influence over? How will you make change? For example, if you are interested in the area of social and emotional development, the Discover MDI Field Guide provides in-depth information on the MDI and its dimensions and measures (http://www.discovermdi.ca/understanding-the-mdi/dimensions/) , including the measures of social and emotional development (http://www.discovermdi.ca/understanding-the-mdi/dimensions/social-emotional-development/) .

ENGAGING OTHERS

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

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Discover MDI Field Guide's 'Making Change Workshops' support school and community change-makers through the process of facilitating exploration of MDI data, creating action teams and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore Approaches to Making Change (http://www.discovermdi.ca/making-change) .

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, explore our Tools page (http://www.discovermdi.ca/resources/) .

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. The Discover MDI Field Guide provides opportunities to learn from seasoned MDI Champions (http://www.discovermdi.ca/connect/mdi-champions/) – check out their stories and learn from their approaches, explore the collection of downloadable tools (http://www.discovermdi.ca/resources/) and find upcoming training and learning opportunities (http://www.discovermdi.ca/connect/events-training/) . Be inspired, edit, adapt or create new!

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

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