

Middle Years Development Instrument (MDI): 2019, 2022, & 2024 Collections - School and Board Summary Report

ACKNOWLEDGEMENTS: We express our deep gratitude to the x̱məØḵwáyəm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia. The Middle Years Development Instrument (MDI) project is made possible with funding from BC school districts and school boards across the country. We would like to thank and acknowledge all participating school districts for their support of and collaboration towards this project. We are grateful to the teachers, education staff and school administrators who work directly with us to gather and use our reports. This includes a commitment to training and completing questionnaires, engaging with students, parents and caregivers, and using HELP's data and research in schools, districts and communities. We also extend our warmest appreciation to the students who take the time to share their experiences with us. Thank you. We would also like to acknowledge the United Way of the Lower Mainland, the Max Bell Foundation, and the McConnell Foundation for their contributions and continued support towards the MDI research project. HELP would like to acknowledge the exceptional support we have received since 2001 from the Ministries of Children and Family Development, Education, and Health. This investment has enabled the expansion of HELP's unique child development monitoring system that supports high quality, evidence-informed decisions on behalf of children and their families.

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/>).

Note: This report is a "work-in-progress". Please direct all questions, concerns and suggestions to the Research Team, research@wcdsb.ca.

Data source(s): MDI Student Surveys: 2019,2022,2024

Last Updated: June 28, 2024

Published: Elementary, Secondary, Board, Learning



This report contains confidential information for the purpose of Board and School Improvement Planning. Please do not make copies (i.e. screen shot, photo, etc.) and share with staff that would not have access to this information.



INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER: 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.

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



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)

Grade 7-12 only:

- Responsible Decision-Making
- Self-Awareness
- Perseverance
- Assertiveness
- Citizenship/ Social Responsibility



PHYSICAL HEALTH & WELL-BEING

Measures

- General Health
- Eating Breakfast
- Meals at Home with Your Family
- Frequency of Good Sleep
- Help-Seeking for Emotional Well- Being
- Transportation to and from School

MDI Measures Legend:

(orange) A measure in the **Well-Being Index**
(green) A measure in the **Assets Index**



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
- Victimization & Bullying

Grade 7-12 only:

- Future Goals

Well-Being & Asset 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](#).

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. The guide is available to download on the [Discover MDI Field Guide](#).



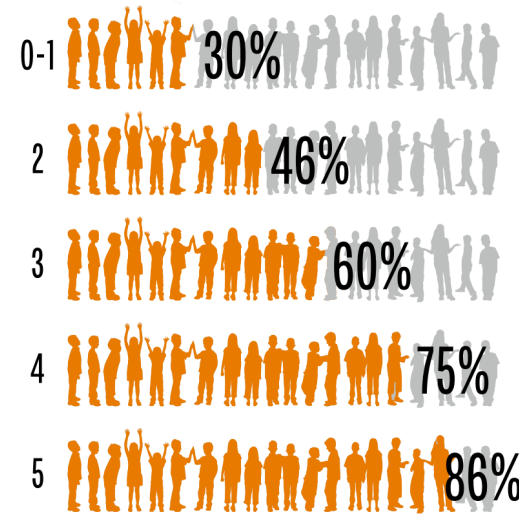
THE RELATIONSHIP BETWEEN WELL-BEING & ASSETS

One of the key findings from the MDI program of research, consistent across all participating school districts, is that children's self-reported well-being is significantly and positively related to the number of assets they perceive as being present in their lives. In other words, as the number of assets increase, children are more likely to report higher well-being, and each additional asset is associated with a further increase in well-being

Number of Assets

Number of following assets that children report having in their lives:

- Adult Relationships
- Peer Relationships
- After School Activities
- Nutrition and Sleep
- Positive School Experiences



Percent Experiencing Well-Being

Children who have 'Medium to High Well-Being' or are 'Thriving' on the Well-Being Index

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 Companion 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 on the [Discover MDI Field Guide](#).

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. The [Discover MDI webpage](#) as many additional resources available for review and download.

MDi

DEMOGRAPHICS: Gender Identity

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

Home Language

All

Born in Canada

All

Responses by Year

Year	#
2019	<10
2022	<10
2024	269

Responses by Division by Year

Year	Grade (4-6)	Grade (7-8)
2024	69.1%	30.9%

Responses by Gender Identity by Year

Year	Female	Male
2024	48.7%	51.3%



Responses (#): 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: Grade 4-8 children are asked to describe themselves as "Boy," "Girl". Grade 9-12 children are asked to describe themselves as "Male," "Female", or "Another".

NOTE 2019 Collection Methods Difference:

Students in Grade 4, 5 or 6 participated in the MDI as two separate surveys (i.e., Part A and Part B). The number of responses that are reported above only represent participating students from Part A. Since the MDI is anonymous, there is no way to compare/contrast participation across Part A and Part B (i.e., if all participating students in Part A also participated in Part B).

Questions to ask yourself throughout the MDI summary report:

- What was your response in 2024? Was the result the same for each collection year?
- How does your result compare to the Board?
- What contextually was happening at your school that might have resulted in this result?
- What programming was occurring at your school between collections?
- What are your areas of student need based on your results (e.g., What do you need to do?)?
- What programming/resources/etc. will be needed to improve your results before the next MDI Administration in 2026 (e.g., What will you do? How much?)?
- How will you monitor the implementation of your plan (e.g., How well is it working?)?
- What are the "key" indicators/questions/metrics from the MDI that you will use to monitor impact on your students (e.g., Is anyone better off?)?



DEMOGRAPHICS: Languages Spoken at Home

FOS	Language (scroll to view all)	2019	2022	2024
All	First Nations, Inuit or Métis language	<10	<10	<10
Panel	English	<10	<10	208
All	French	<10	<10	<10
School	Albanian	<10	<10	<10
St Josephine Bakhita	Amharic	<10	<10	<10
Division	Arabic	<10	<10	<10
All	Armenian	<10	<10	<10
Student Grade	Bengali	<10	<10	<10
All	Bosnian	<10	<10	<10
Race	Chinese (including Mandarin & Cantonese)	<10	<10	<10
All	Croatian	<10	<10	<10
Gender	Dutch	<10	<10	<10
All	Filipino (including Tagalog & Pilipino)	<10	<10	<10
Indigenous	German	<10	<10	<10
All	Greek	<10	<10	<10
First Language	Gujarati	<10	<10	<10
All	Hindi	<10	<10	<10
Home Language	Hungarian	<10	<10	<10
All	Italian	<10	<10	<10
Born in Canada	Korean	<10	<10	<10
All	Kurdish	<10	<10	<10
	Malayalam	<10	<10	<10

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).



DEMOGRAPHICS: Languages Spoken at Home

FOS	Language (scroll to view all)	2019	2022	2024
All	Lao	<10	<10	<10
Panel	Pashto	<10	<10	<10
All	Persian (Farsi)	<10	<10	<10
School	Polish	<10	<10	<10
St Josephine Bakhita	Portuguese	<10	<10	20
Division	Punjabi (Panjabi)	<10	<10	<10
All	Romanian	<10	<10	<10
Student Grade	Russian	<10	<10	<10
All	Serbian	<10	<10	<10
Race	Spanish	<10	<10	23
All	Somali	<10	<10	<10
Gender	Tamil	<10	<10	<10
All	Tigrinya	<10	<10	<10
Indigenous	Turkish	<10	<10	<10
All	Ukrainian	<10	<10	<10
First Language	Urdu	<10	<10	<10
All	Vietnamese	<10	<10	<10
Home Language	A language or languages not listed above	<10	<10	26
Born in Canada	Tagalog	<10	<10	<10
All				

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).

MDi

WELL-BEING INDEX: over time

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

Home Language

All

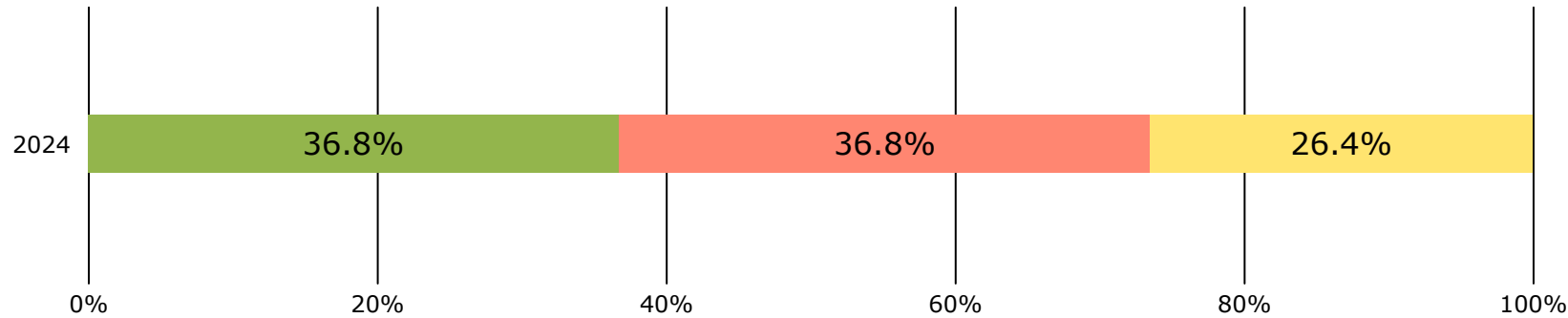
Born in Canada

All

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.

Well-Being Index is calculated from the following MEASURES:
 Optimism, Self-Esteem, Happiness, Absence of Sadness, General Health

Well-Being Index Over Time



Well-being Index Legend

- 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.

Well-Being Index	High		Low		Medium	
Year	%	#	%	#	%	#
2019		<10		<10		<10
2022		<10		<10		<10
2024	36.8%	89	36.8%	89	26.4%	64



MEASURES ASSOCIATED with WELL-BEING INDEX

FOS

▼

All

▼

Panel

▼

All

▼

School

▼

St Josephine Bakhita

▼

Division

▼

All

▼

Student Grade

▼

All

▼

Race

▼

All

▼

Gender

▼

All

▼

Indigenous

▼

All

▼

First Language

▼

All

▼

Home Language

▼

All

▼

Born in Canada

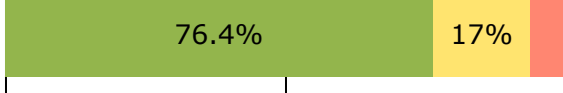
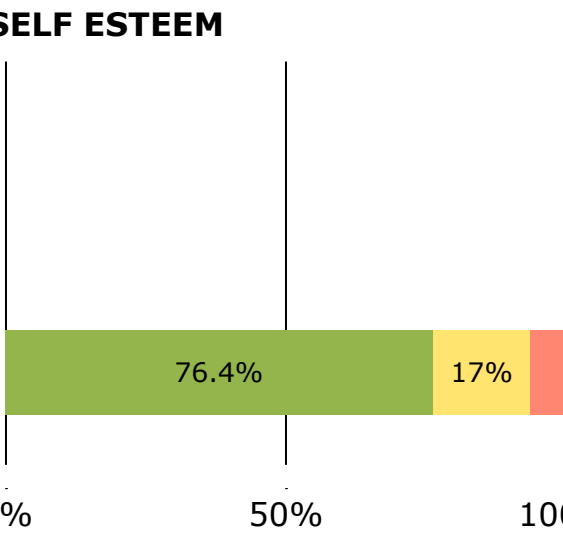
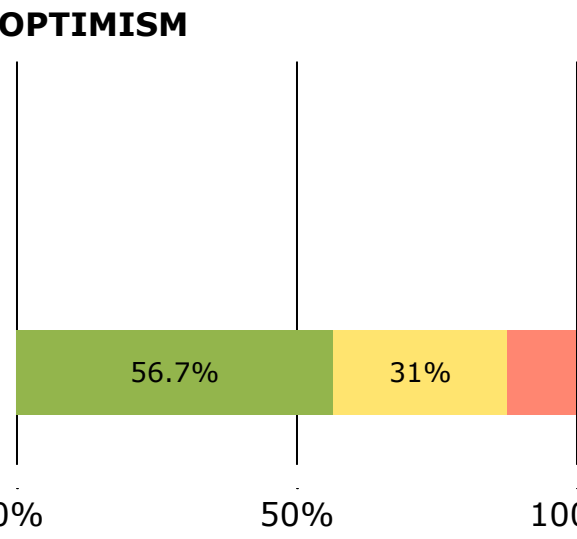
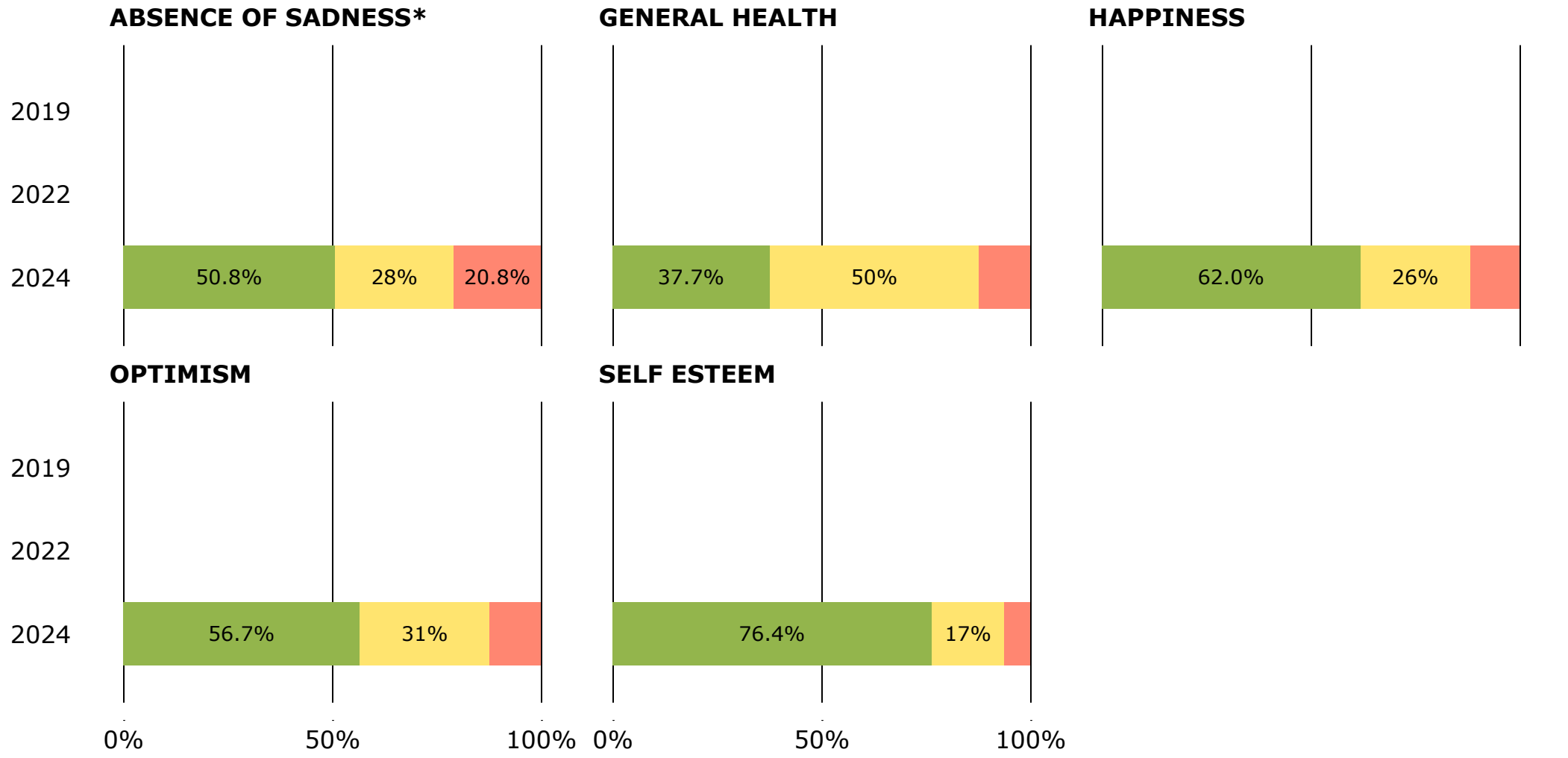
▼

All

▼

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.

Well-Being Index: Associated Measures





WELL-BEING & ASSETS INDICES

FOS

▼

All

▼

Panel

▼

All

▼

School

▼

St Josephine Bakhita

▼

Division

▼

All

▼

Student Grade

▼

All

▼

Race

▼

All

▼

Gender

▼

All

▼

Indigenous

▼

All

▼

First Language

▼

All

▼

Home Language

▼

All

▼

Born in Canada

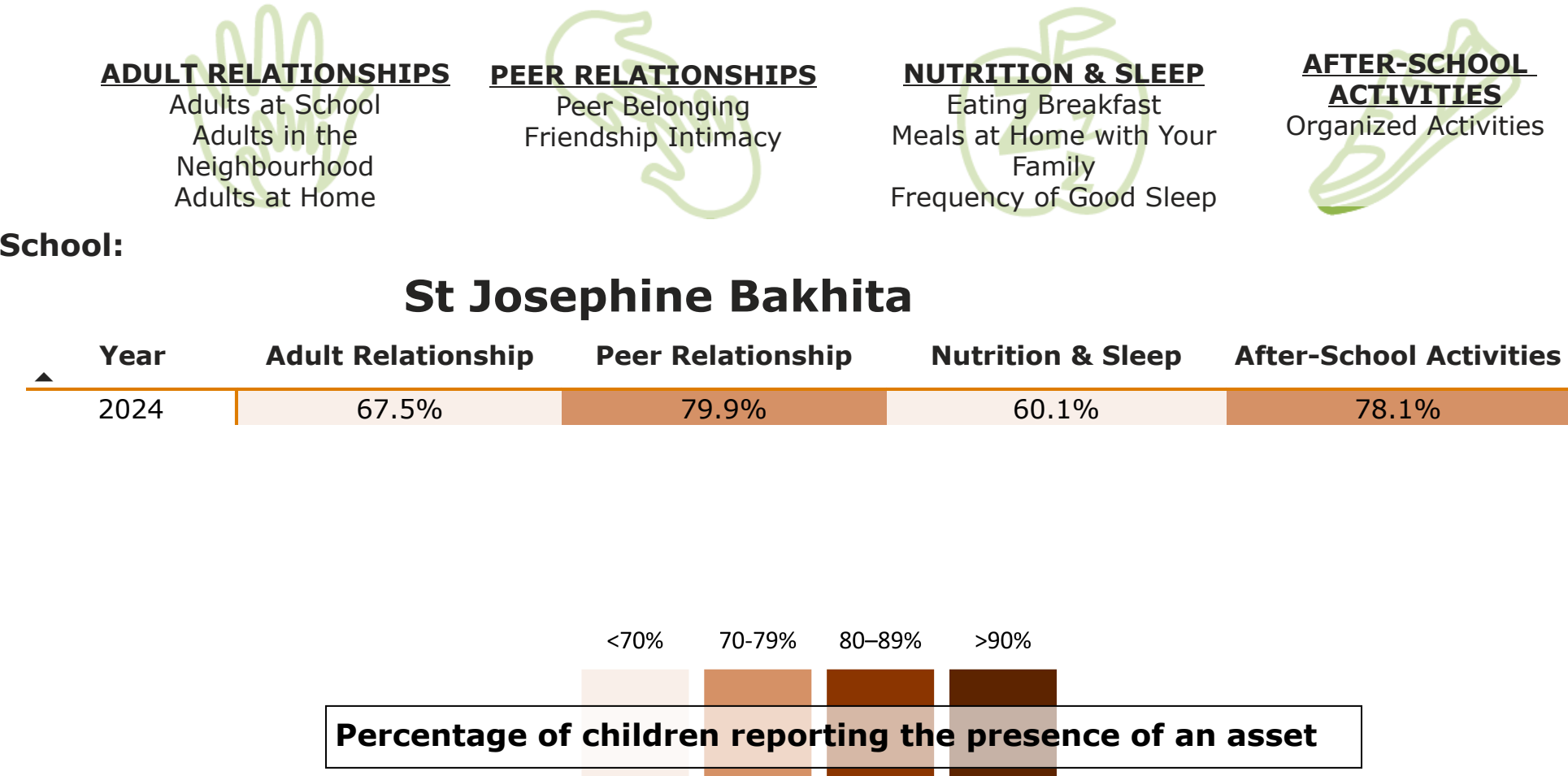
▼

All

▼

ASSET 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.





SOCIAL & EMOTIONAL DEVELOPMENT

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

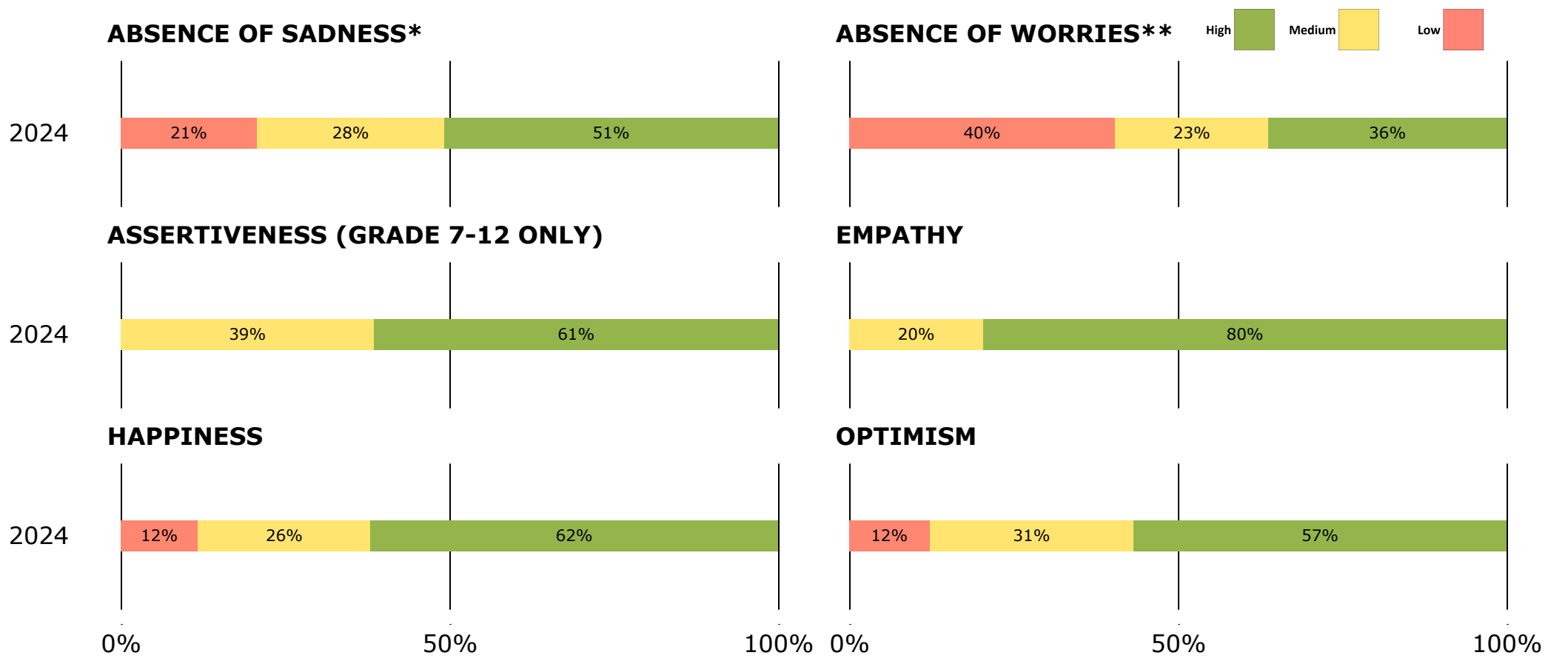
Home Language

All

Born in Canada

All

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 & Emotional Development are available in the [Discover MDI Field Guide](#).



(*) (**) Scores on this scale are reverse-coded for reporting purposes. As a result, higher scores correspond to the Low category, indicating lower well-being. In contrast, lower scores fall into the Medium or High categories, representing an absence of sadness and worries, and thus, higher well-being.



SOCIAL & EMOTIONAL DEVELOPMENT

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

Home Language

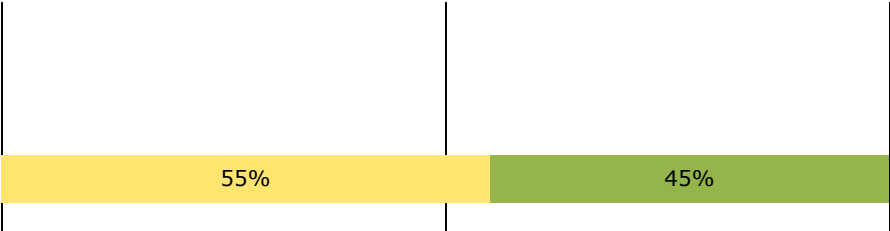
All

Born in Canada

All

PERSEVERANCE (GRADE 7-12 ONLY)

2019
2022
2024



PROSOCIAL BEHAVIOUR

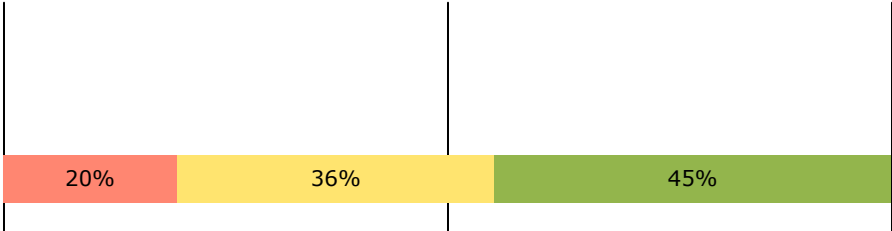


RESPONSIBLE DECISION MAKING (GRADE 7-12 ONLY)

2019
2022
2024

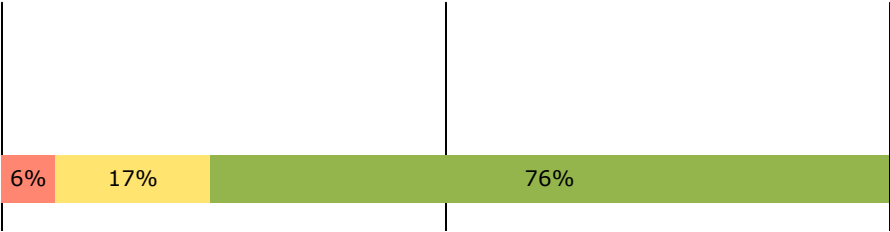


SELF AWARENESS (GRADE 7-12 ONLY)

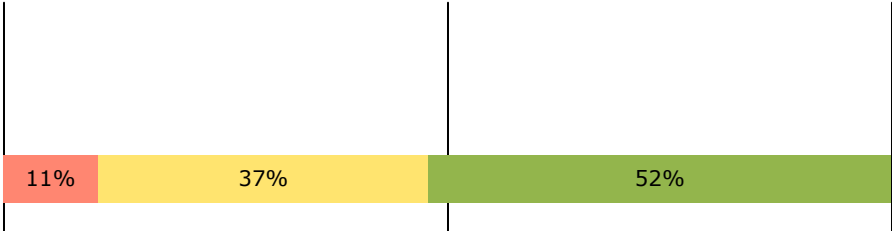


SELF ESTEEM

2019
2022
2024

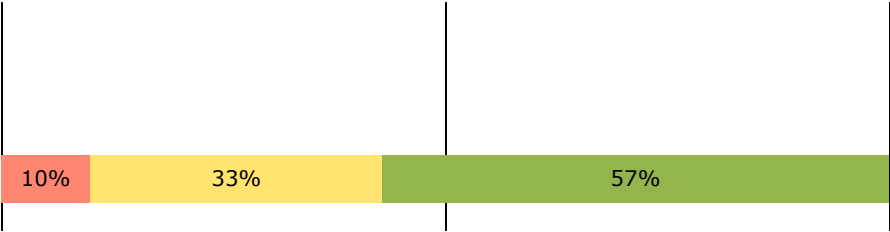


SELF REGULATION (LONG TERM)



SELF REGULATION (SHORT TERM)

2019
2022
2024



0% 50% 100%



SOCIAL & EMOTIONAL DEVELOPMENT

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

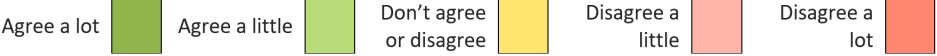
Home Language

All

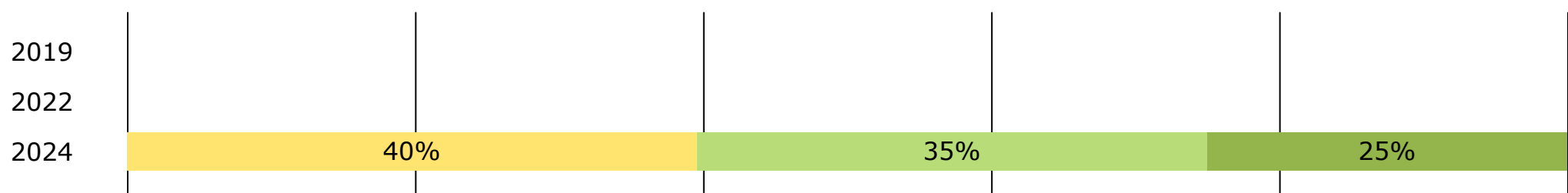
Born in Canada

All

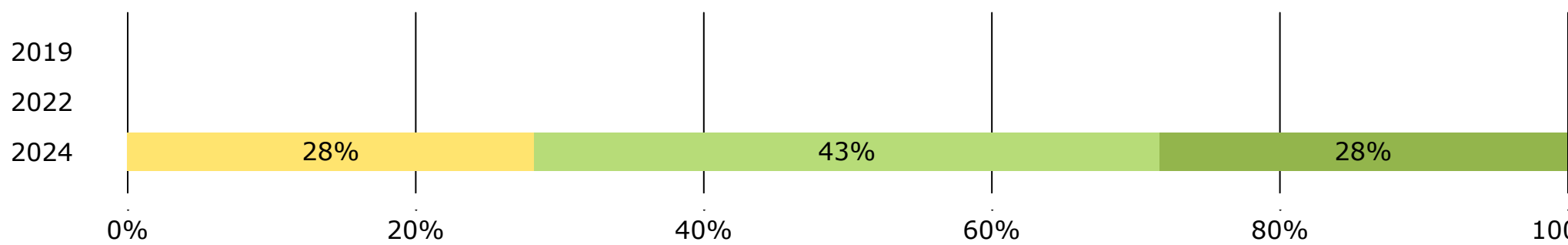
Associated Measures:



CITIZENSHIP AND SOCIAL RESPONSIBILITY - MAKE DIFFERENCE IN WORLD (GRADE 7-12 ONLY)



CITIZENSHIP AND SOCIAL RESPONSIBILITY - MAKE WORLD BETTER (GRADE 7-12 ONLY)



Volunteering:

Year	Have you ever volunteered?	Are you currently volunteering?	Do you plan to in the future?
2024	41%	16%	79%



SOCIAL & EMOTIONAL DEVELOPMENT

Go from Data to ACTION!

After reviewing all of the measures within the ***Social & Emotional Development Dimension***, consider how your school might explore your data to understand student needs, create an updated contextual narrative about how your students are doing, and align priorities, programming and resources at your school to address specific areas of need.

Consider the following resources to help your school unpack your data:

1. [Overview Quick Sheet](#) - Overall summary of this dimension with example activities to do at home, at school and in the community.
2. [MDI Dimensions Journal](#) - Foldable journal to record your observations, assumptions, and strengths/needs within this dimension.
3. [Exploring the Data Placemat](#) - Short placemat activity to help identify strengths, needs and areas that lead you to ask more questions.
4. [MDI Asset Lesson Idea](#) - Lesson plan to support the development of assets which are predictive of well-being
5. MDI website - visit <https://discovermdi.ca/exploring-mdi-data/> for more ideas



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

FOS ☐

All ☐

Panel ☐

All ☐

School ☐

St Josephine Bakhita ☐

Division ☐

All ☐

Student Grade ☐

All ☐

Race ☐

All ☐

Gender ☐

All ☐

Indigenous ☐

All ☐

First Language ☐

All ☐

Home Language ☐

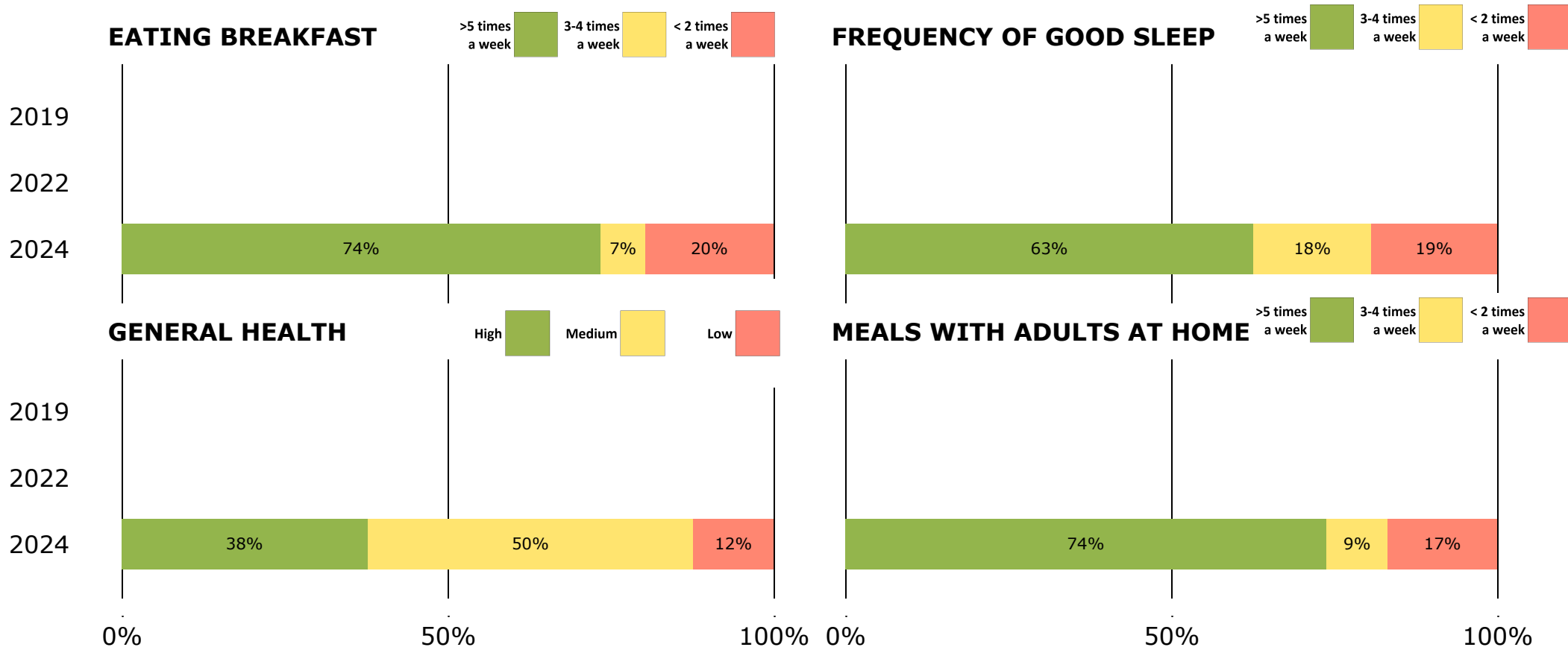
All ☐

Born in Canada ☐

All ☐

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](#).

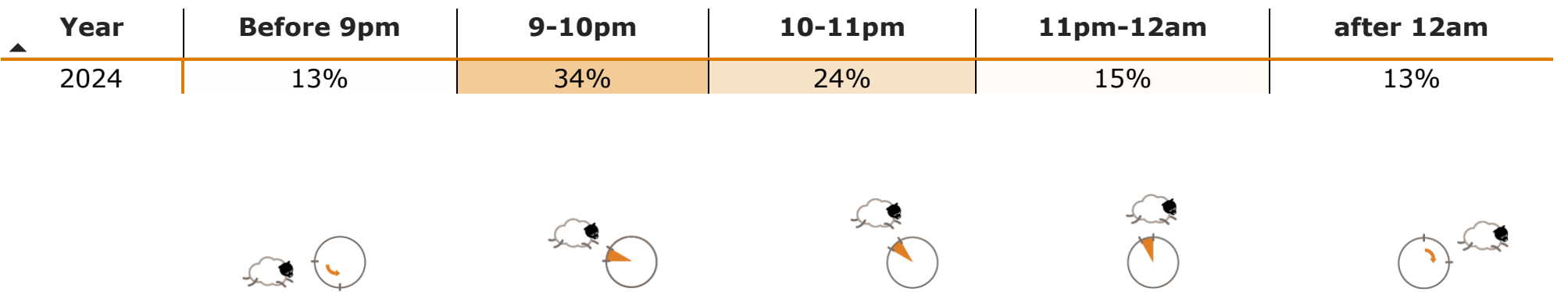




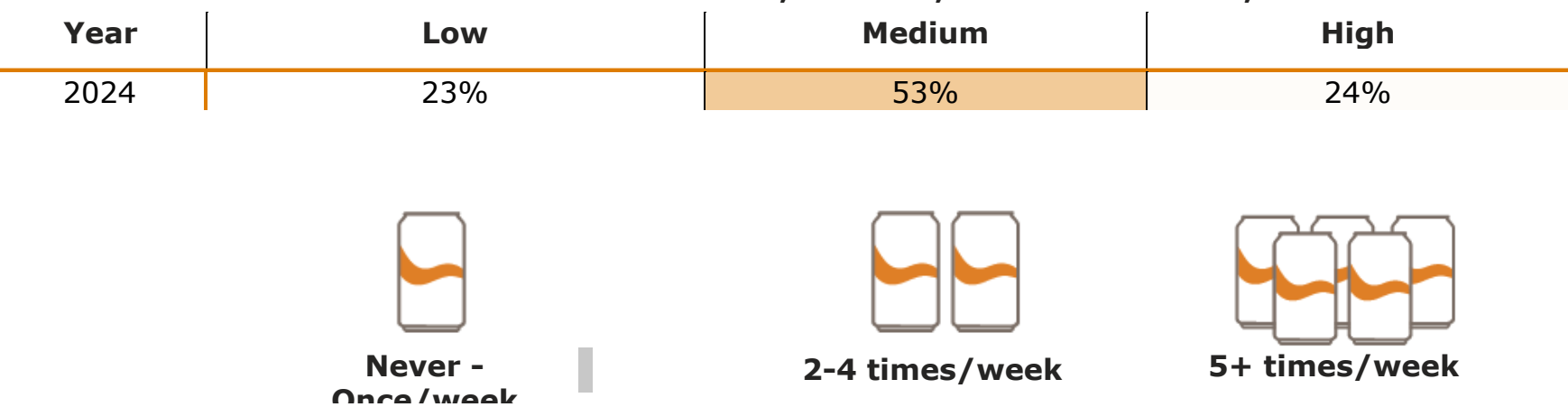
PHYSICAL HEALTH & WELL-BEING

- FOS
- All
- Panel
- All
- School
- St Josephine Bakhita
- Division
- All
- Student Grade
- All
- Race
- All
- Gender
- All
- Indigenous
- All
- First Language
- All
- Home Language
- All
- Born in Canada
- All

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



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



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

Year	Adult at school	Family	Adult in my community	Health professional	Friend(s)	Don't know who to talk to	Prefer to handle on my own	Someone not listed
2024	29%	71%	11%	16%	64%	9%	33%	8%



PHYSICAL HEALTH & WELL-BEING

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

Home Language

All

Born in Canada

All

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?”

TRANSPORTATION: TO SCHOOL

Year	Car	School Bus	Walk
2024	24%	23%	49%

TRANSPORTATION: FROM SCHOOL

Year	Car	School Bus	Walk
2024	20%	24%	53%

TRANSPORTATION: WISH

Year	Car	Cycle, skateboard, scooter or rollerblade	School Bus	Walk
2024	24%	16%	20%	36%



PHYSICAL HEALTH & WELL-BEING

Go from Data to ACTION!

After reviewing all of the measures within the **Physical Health & Well-Being Dimension**, consider how your school might explore your data to understand student needs, create an updated contextual narrative about how your students are doing, and align priorities, programming and resources at your school to address specific areas of need.

Consider the following resources to help your school unpack your data:

1. [Overview Quick Sheet](#) - Overall summary of this dimension with example activities to do at home, at school and in the community.
2. [MDI Dimensions Journal](#) - Foldable journal to record your observations, assumptions, and strengths/needs within this dimension.
3. [Exploring the Data Placemat](#) - Short placemat activity to help identify strengths, needs and areas that lead you to ask more questions.
4. [MDI Asset Lesson Idea](#) - Lesson plan to support the development of assets which are predictive of well-being
5. MDI website - visit <https://discovermdi.ca/exploring-mdi-data/> for more ideas



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

FOS ☐

All ☐

Panel ☐

All ☐

School ☐

St Josephine Bakhita ☐

Division ☐

All ☐

Student Grade ☐

All ☐

Race ☐

All ☐

Gender ☐

All ☐

Indigenous ☐

All ☐

First Language ☐

All ☐

Home Language ☐

All ☐

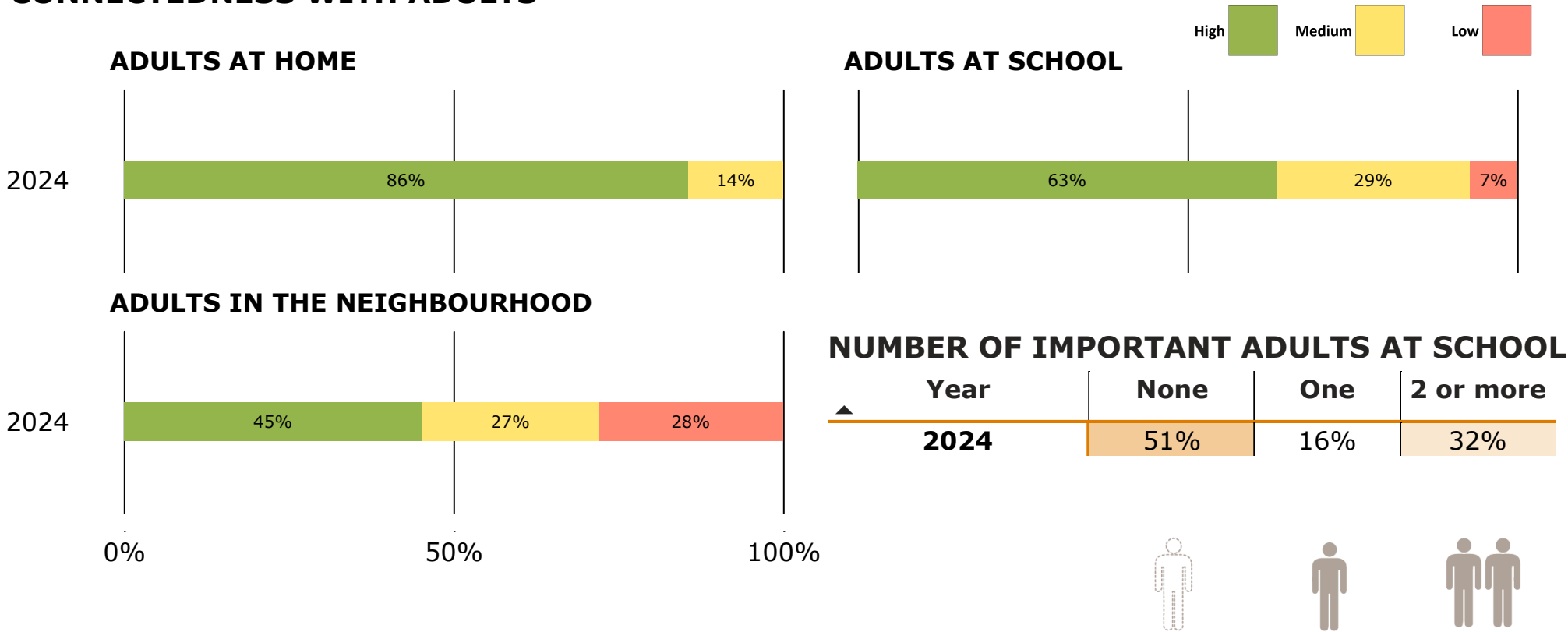
Born in Canada ☐

All ☐

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](#).



CONNECTEDNESS WITH ADULTS





CONNECTEDNESS

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

Home Language

All

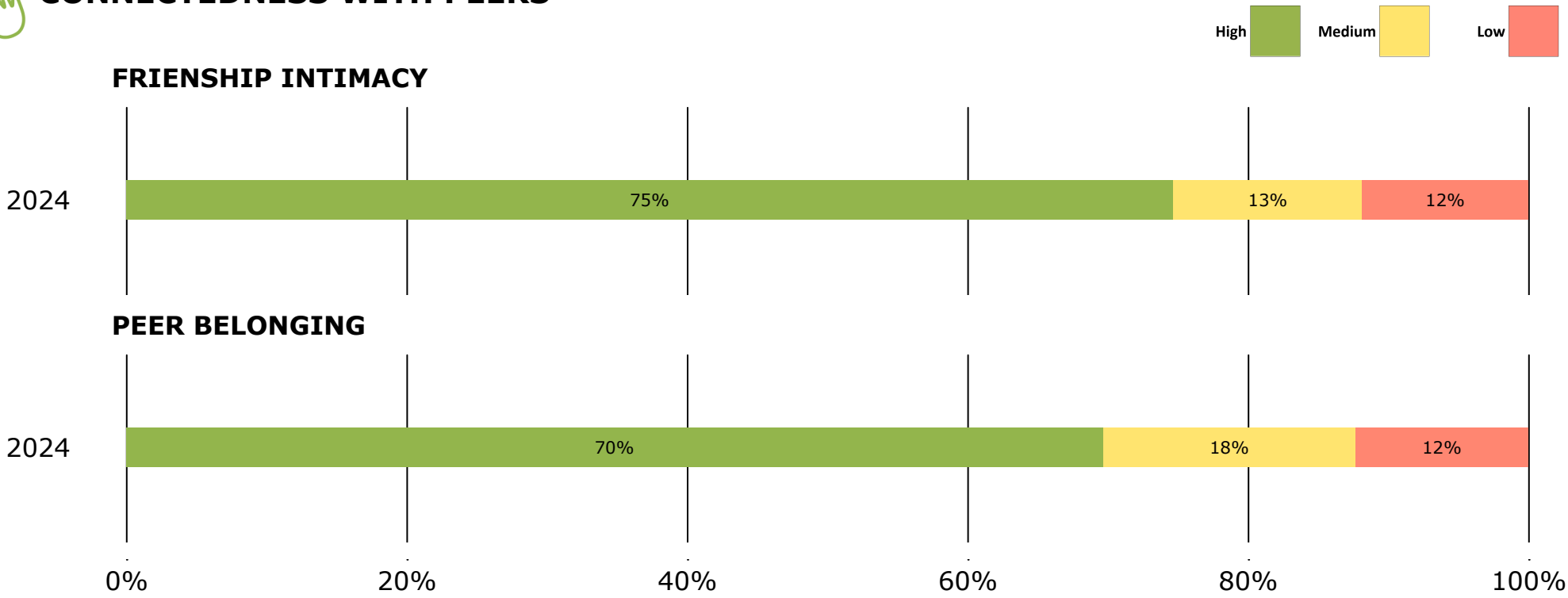
Born in Canada

All

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 [MDI Companion Guide](#)



CONNECTEDNESS WITH PEERS





CONNECTEDNESS

Go from Data to ACTION!

After reviewing all of the measures within the **Connectedness Dimension**, consider how your school might explore your data to understand student needs, create an updated contextual narrative about how your students are doing, and align priorities, programming and resources at your school to address specific areas of need.

Consider the following resources to help your school unpack your data:

1. [Overview Quick Sheet](#) - Overall summary of this dimension with example activities to do at home, at school and in the community.
2. [MDI Dimensions Journal](#) - Foldable journal to record your observations, assumptions, and strengths/needs within this dimension.
3. [Exploring the Data Placemat](#) - Short placemat activity to help identify strengths, needs and areas that lead you to ask more questions.
4. [MDI Asset Lesson Idea](#) - Lesson plan to support the development of assets which are predictive of well-being
5. MDI website - visit <https://discovermdi.ca/exploring-mdi-data/> for more ideas



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

FOS



All



Panel



All



School



St Josephine Bakhita



Division



All



Student Grade



All



Race



All



Gender



All



Indigenous



All



First Language



All



Home Language



All



Born in Canada



All



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](#).



AFTER-SCHOOL ACTIVITIES

Twice or more
per week



Once a week

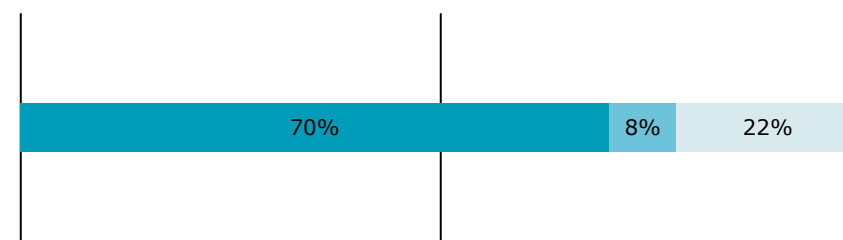


Never

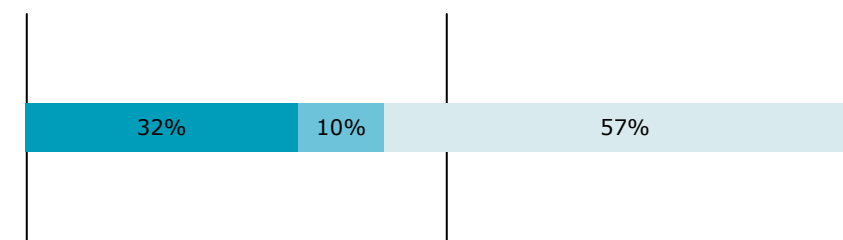


ANY ORGANIZED ACTIVITY

2024

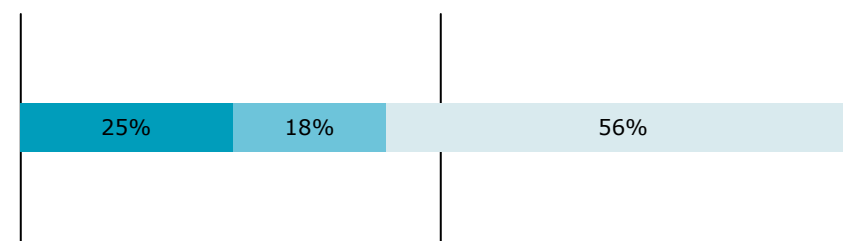


EDUCATION LESSONS OR ACTIVITIES



INDIVIDUAL SPORTS (WITH A COACH OR INST...

2024

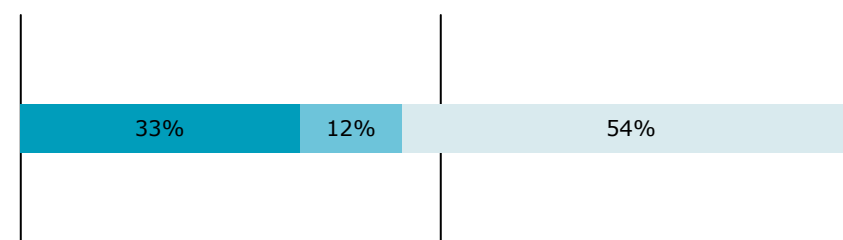


MUSIC OR ART LESSONS

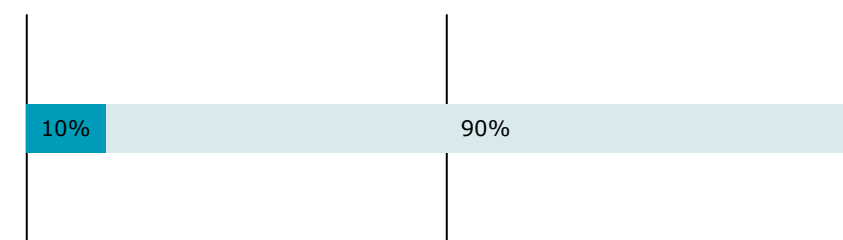


TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

2024



YOUTH ORGANIZATIONS



0%

50%

100%

0%

50%

100%



USE OF AFTER-SCHOOL TIME

FOS

▼

All

▼

Panel

▼

All

▼

School

▼

St Josephine Bakhita

▼

Division

▼

All

▼

Student Grade

▼

All

▼

Race

▼

All

▼

Gender

▼

All

▼

Indigenous

▼

All

▼

First Language

▼

All

▼

Home Language

▼

All

▼

Born in Canada

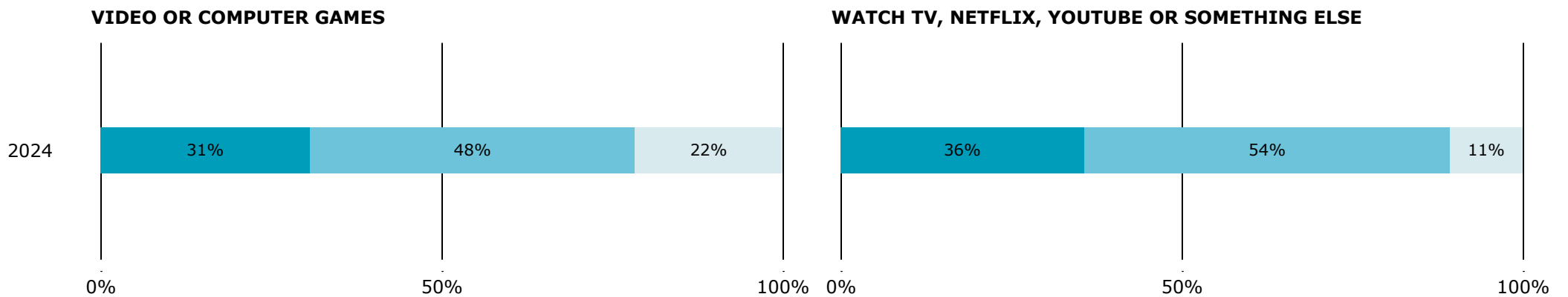
▼

All

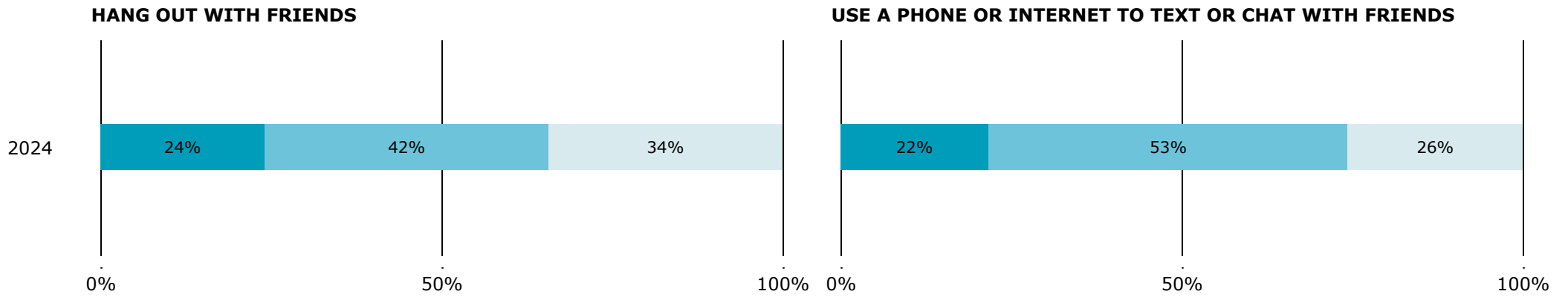
▼

HOW CHILDREN SPEND THEIR TIME

COMPUTER USE & TV



SOCIALIZING WITH FRIENDS





USE OF AFTER-SCHOOL TIME

FOS

▼

All

▼

Panel

▼

All

▼

School

▼

St Josephine Bakhita

▼

Division

▼

All

▼

Student Grade

▼

All

▼

Race

▼

All

▼

Gender

▼

All

▼

Indigenous

▼

All

▼

First Language

▼

All

▼

Home Language

▼

All

▼

Born in Canada

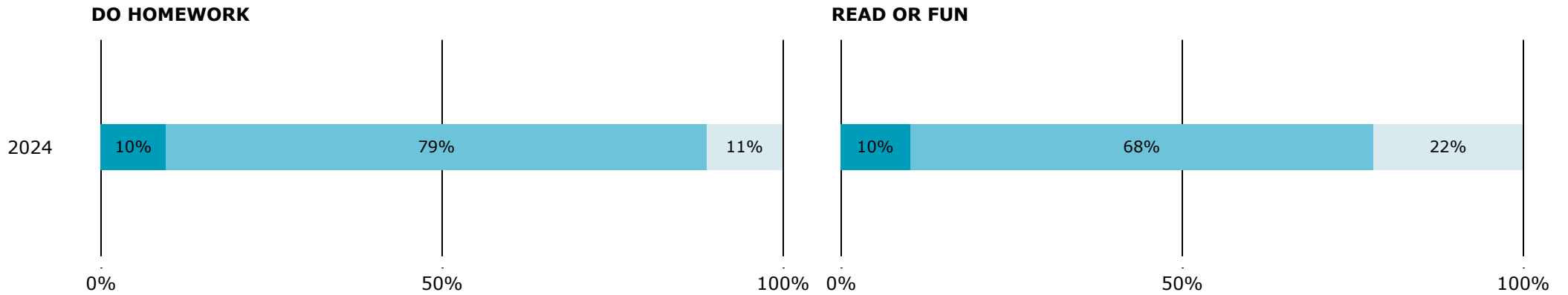
▼

All

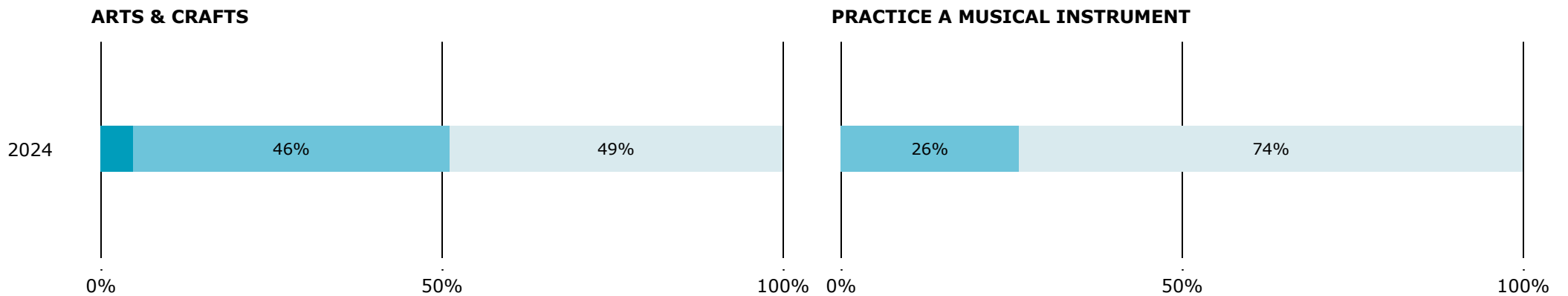
▼

HOW CHILDREN SPEND THEIR TIME

READING & HOMEWORK



ART & MUSIC





USE OF AFTER-SCHOOL TIME

FOS

▼

All

▼

Panel

▼

All

▼

School

▼

St Josephine Bakhita

▼

Division

▼

All

▼

Student Grade

▼

All

▼

Race

▼

All

▼

Gender

▼

All

▼

Indigenous

▼

All

▼

First Language

▼

All

▼

Home Language

▼

All

▼

Born in Canada

▼

All

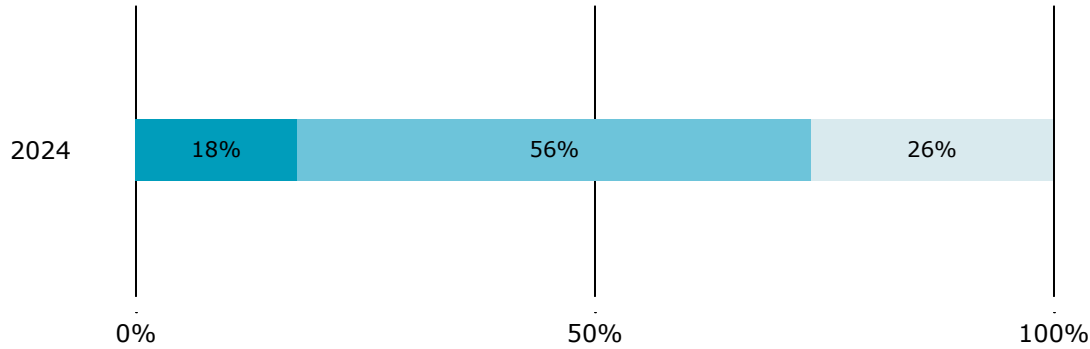
▼

HOW CHILDREN SPEND THIER TIME

SPORTS

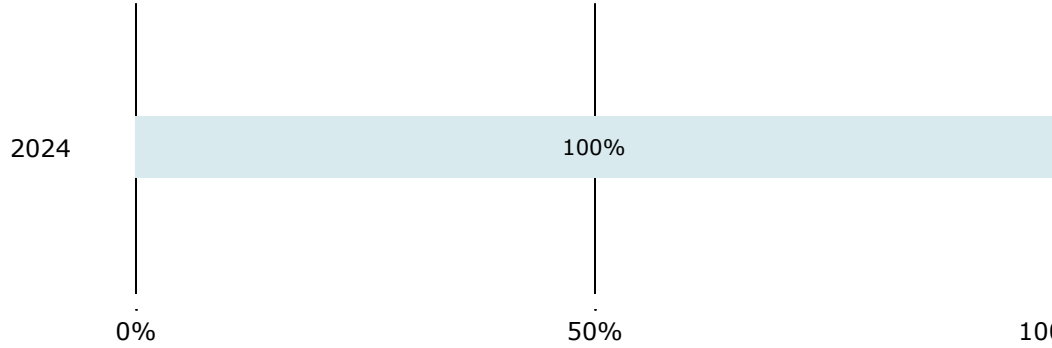


PLAY SPORTS OR EXERCISE FOR FUN

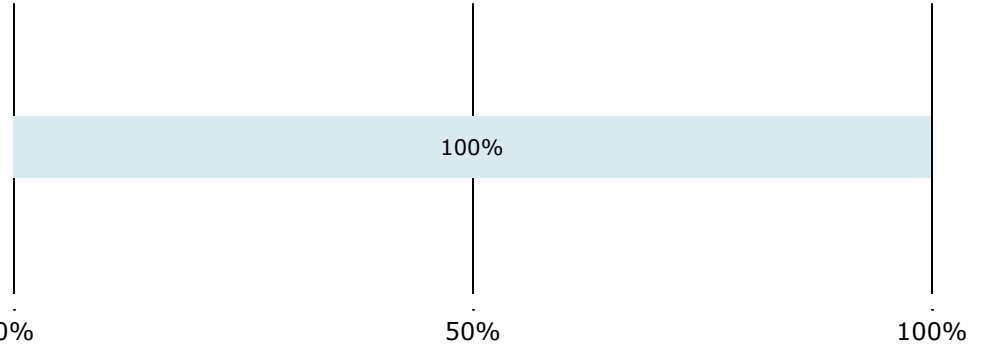


WORKING & VOLUNTEERING

VOLUNTEER



WORK AT A JOB



USE OF AFTER-SCHOOL TIME

FOS 

All 

Panel 

All 

School 

St Josephine Bakhita 

Division 

All 

Student Grade 

All 

Race 

All 

Gender 

All 

Indigenous 

All 

First Language 

All 

Home Language 

All 

Born in Canada 

All 

WHAT CHILDREN WISH TO BE DOING:

Year	I am already doing the activities I want to be doing.	I wish I could do additional activities.	I am doing some of the activities I want, but I wish I could do more.
2024	76%	28%	4%

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES

Barriers (select all that apply):	2019	2022	2024
Nothing stops me.	<10	<10	102
I have to go straight home after school.	<10	<10	55
It is too difficult to get there.	<10	<10	14
The activity that I want is not offered.	<10	<10	30
The schedule does not fit the times that I can attend.	<10	<10	21
It's not safe for me to go.	<10	<10	<10
I have too much homework to do.	<10	<10	15
My parents do not approve.	<10	<10	16
It costs too much.	<10	<10	<10
I need to take care of brothers and sisters or do other things at home.	<10	<10	14
I am afraid I will not be good enough in that activity.	<10	<10	15
I'm too busy.	<10	<10	35
I don't know what is available.	<10	<10	14
None of my friends are interested or want to go.	<10	<10	16
Other (please describe)	<10	<10	<10



USE OF AFTER-SCHOOL TIME

FOS

▼

All

▼

Panel

▼

All

▼

School

▼

St Josephine Bakhita

▼

Division

▼

All

▼

Student Grade

▼

All

▼

Race

▼

All

▼

Gender

▼

All

▼

Indigenous

▼

All

▼

First Language

▼

All

▼

Home Language

▼

All

▼

Born in Canada

▼

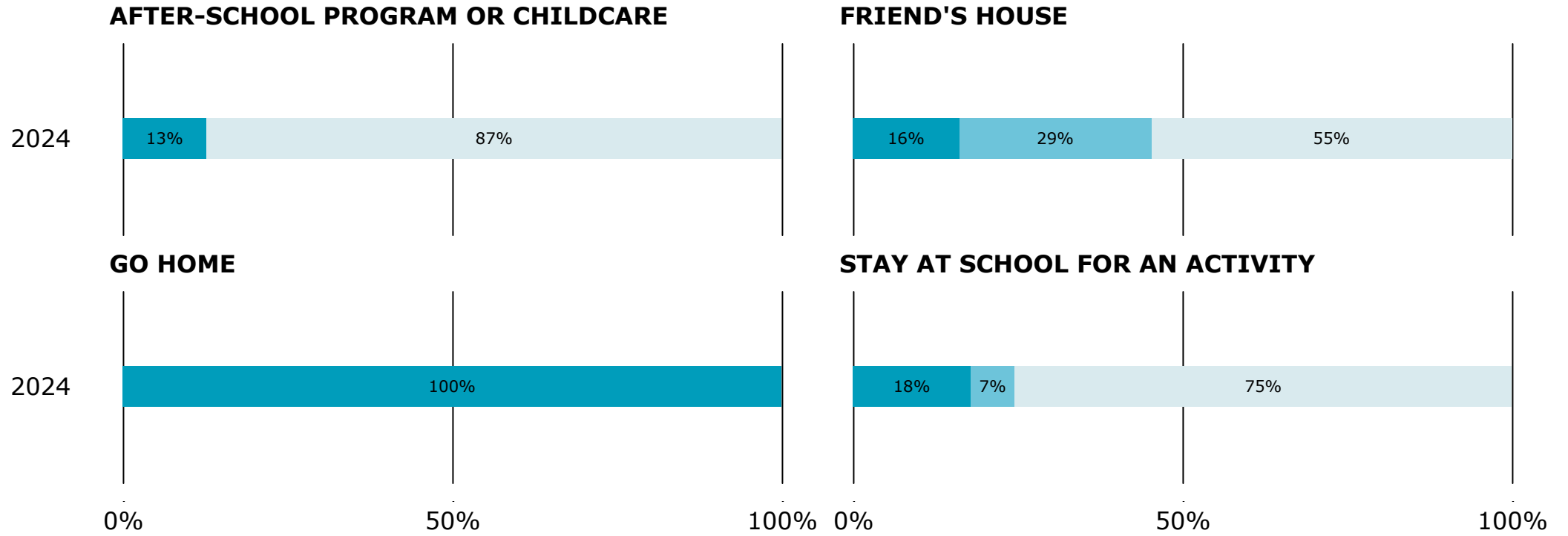
All

▼

WISHES CONTINUED: WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?



AFTER-SCHOOL PEOPLE AND PLACES: Where do you go after school? (from 3pm - 6pm)



USE OF AFTER-SCHOOL TIME

FOS

All

Panel

All

School

St Josephine Bakhita

Division

All

Student Grade

All

Race

All

Gender

All

Indigenous

All

First Language

All

Home Language

All

Born in Canada

All

AFTER-SCHOOL PEOPLE AND PLACES: Where do you go after school? (from 3pm - 6pm)

Twice or more
per week

Once a week

Never

PARK/PLAYGROUND/COMMUNITY CENTER

2024

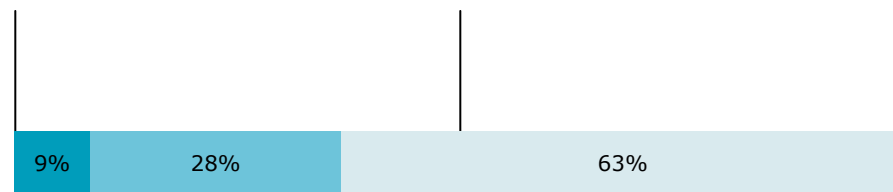


SOMEPLACE ELSE



THE MALL OR STORES

2024



0%

50%

100%

USE OF AFTER-SCHOOL TIME

FOS AFTER-SCHOOL PEOPLE AND PLACES

All 

Panel

All 

School

St Josephine Bakhita 

Division

All 

Student Grade

All 

Race

All 

Gender

All 

Indigenous

All 

First Language

All 

Home Language

All 

Born in Canada

All 



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

Year	By myself	Friend(s) my age	Younger sibling(s)	Older sibling(s)	Mother	Father	Other adult	Grandparent(s)	Other
2024	34%	31%	41%	35%	65%	59%	7%	7%	5%

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

Year	No	Yes	Don't know
2024	7%	78%	15%

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

Year	No	Yes	Don't know
2024	14%	57%	29%



USE OF AFTER-SCHOOL TIME

Go from Data to ACTION!

After reviewing all of the measures within the ***Use of After-School Time Dimension***, consider how your school might explore your data to understand student needs, create an updated contextual narrative about how your students are doing, and align priorities, programming and resources at your school to address specific areas of need.

Consider the following resources to help your school unpack your data:

1. [Overview Quick Sheet](#) - Overall summary of this dimension with example activities to do at home, at school and in the community.
2. [MDI Dimensions Journal](#) - Foldable journal to record your observations, assumptions, and strengths/needs within this dimension.
3. [Exploring the Data Placemat](#) - Short placemat activity to help identify strengths, needs and areas that lead you to ask more questions.
4. [MDI Asset Lesson Idea](#) - Lesson plan to support the development of assets which are predictive of well-being
5. MDI website - visit <https://discovermdi.ca/exploring-mdi-data/> for more ideas



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).

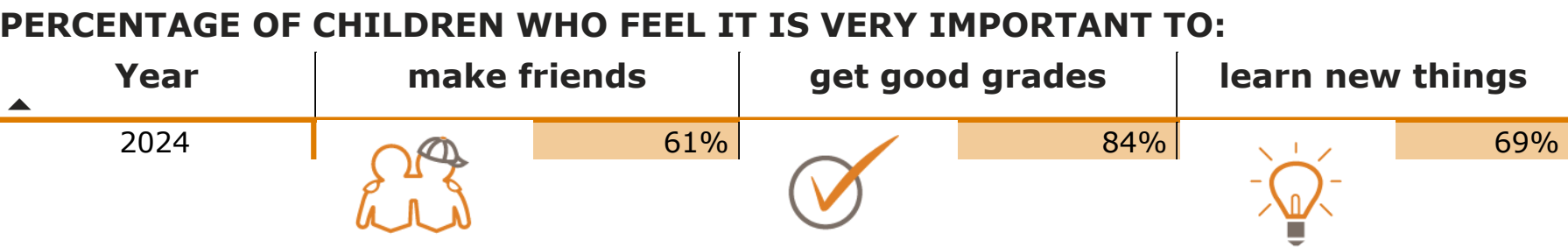
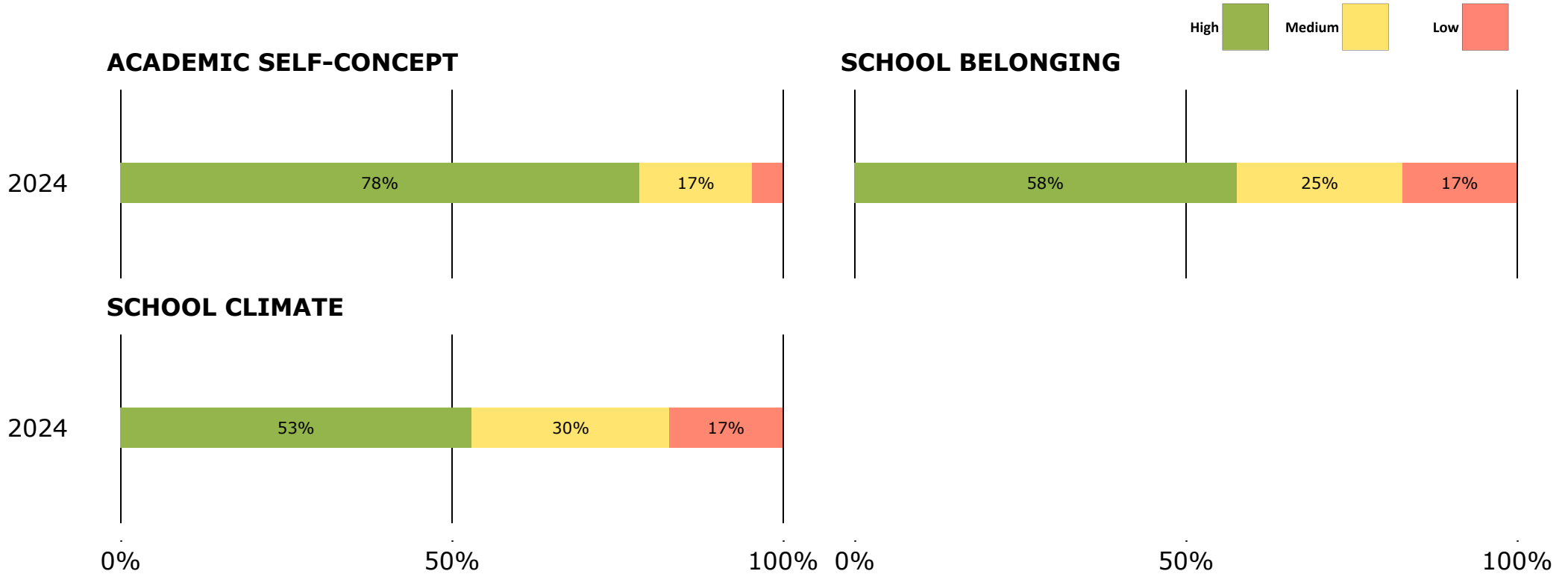
Challenging and enjoyable after-school activities can improve youth's ability to reason and problem solve, exercise choice and discipline and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).



SCHOOL EXPERIENCES

- FOS
- All
- Panel
- All
- School
- St Josephine Bakhita
- Division
- All
- Student Grade
- All
- Race
- All
- Gender
- All
- Indigenous
- All
- First Language
- All
- Home Language
- All
- Born in Canada
- All

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 is available in the [Discover MDI Field Guide](#).





SCHOOL EXPERIENCES

FOS ☐

All ☐

Panel ☐

All ☐

School ☐

St Josephine Bakhita ☐

Division ☐

All ☐

Student Grade ☐

All ☐

Race ☐

All ☐

Gender ☐

All ☐

Indigenous ☐

All ☐

First Language ☐

All ☐

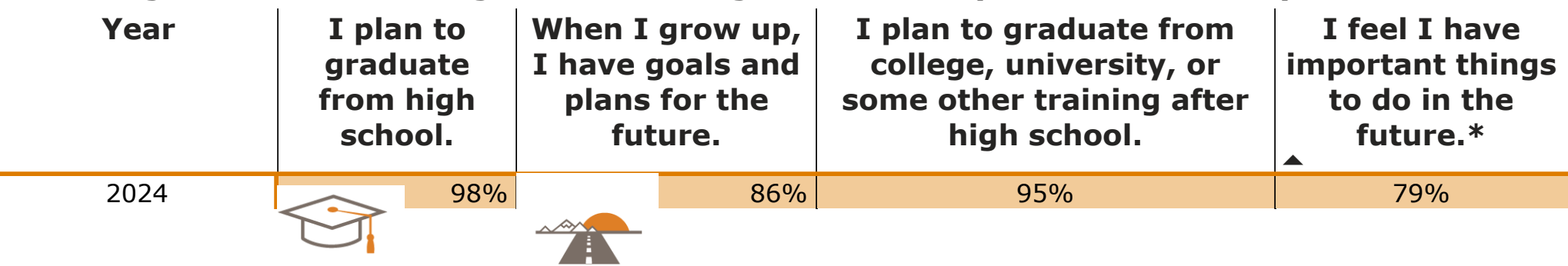
Home Language ☐

All ☐

Born in Canada ☐

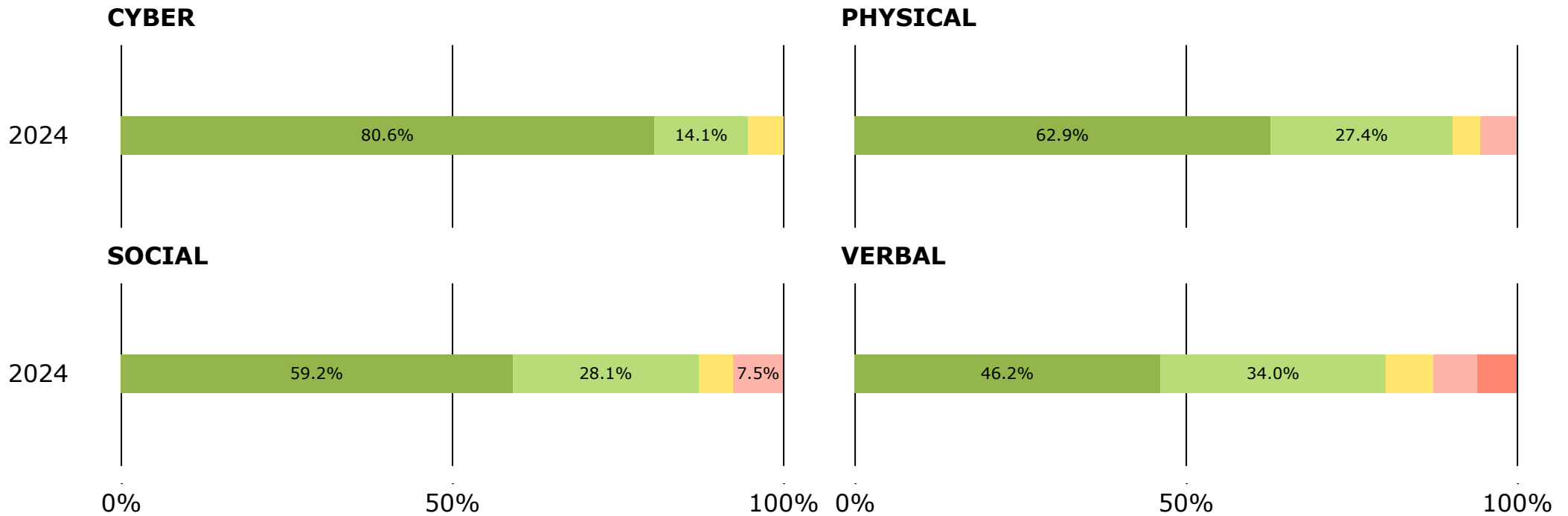
All ☐

Percentage of children who agree a little or agree a lot that (GRADE 7-12 ONLY):



VICTIMIZATION AND BULLYING AT SCHOOL

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





SCHOOL EXPERIENCES

Go from Data to ACTION!

After reviewing all of the measures within the ***School Experiences Dimension***, consider how your school might explore your data to understand student needs, create an updated contextual narrative about how your students are doing, and align priorities, programming and resources at your school to address specific areas of need.

Consider the following resources to help your school unpack your data:

1. [Overview Quick Sheet](#) - Overall summary of this dimension with example activities to do at home, at school and in the community.
2. [MDI Dimensions Journal](#) - Foldable journal to record your observations, assumptions, and strengths/needs within this dimension.
3. [Exploring the Data Placemat](#) - Short placemat activity to help identify strengths, needs and areas that lead you to ask more questions.
4. [MDI Asset Lesson Idea](#) - Lesson plan to support the development of assets which are predictive of well-being
5. MDI website - visit <https://discovermdi.ca/exploring-mdi-data/> for more ideas



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, Gademmann & 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/understandingthe-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/understandingthe-mdi/dimensions/>), including the measures of social and emotional development (<http://www.discovermdi.ca/understanding-themdi/dimensions/social-emotional-development/>).

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/>).



MOVING TO ACTION WITH DISCOVERMDI.CA

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/>).

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.



REFERENCES *(scroll down to view all)*

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

INTRODUCTION TO THE MDI

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

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

SOCIAL & EMOTIONAL DEVELOPMENT

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

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

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

PHYSICAL HEALTH & WELL-BEING

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

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

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

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

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

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

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

USE OF AFTER-SCHOOL TIME

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

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

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

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

SCHOOL EXPERIENCES

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

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

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