MDI GRADE 4

SCHOOL DISTRICT 52 ▌**PRINCE RUPERT**

SCHOOL DISTRICT & COMMUNITY REPORT

HUMAN **EARLY LEARNING** PARTNERSHIP | UBC

2019/2020

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.

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 THIS REPORT

> **Important Message About 2019-2020 MDI Result**
> In 2018-2019, MDI data collection was moved from November to January/February in response to requests from MDI school districts, and this may have had an influence on a range of MDI measures. Please don't hesitate to contact the MDI team at mdi@help.ubc.ca if you have any questions about your MDI results.

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2019/2020. School district data is compared to the **average for all districts**, which includes children from all participating public school districts and any independent schools.

Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations. Results for large districts tend to be closer to the average for all districts. Please see the table below for a list of participating districts, and note that the average is based on participating districts and **does not** represent all school districts in the entire province.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed. The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

#	School District	# of Children	Participation Rate
5	Southeast Kootenay	424	91%
10	Arrow Lakes	26	76%
19	Revelstoke	64	93%
33	Chilliwack	901	88%
34	Abbotsford	1,167	76%
37	Delta	816	72%
40	New Westminster	450	87%
42	Maple Ridge-Pitt Meadows	1,025	90%
43	Coquitlam	1,873	83%
46	Sunshine Coast	196	78%
47	Powell River	124	60%
49	Central Coast	14	54%
50	Haida Gwaii	33	100%
51	Boundary	90	91%
52	Prince Rupert	130	81%
53	Okanagan Similkameen	126	86%
67	Okanagan Skaha	347	87%
70	Alberni	253	85%
71	Comox Valley	525	74%

#	School District	# of Children	Participation Rate
72	Campbell River	343	86%
78	Fraser-Cascade	94	78%
83	North Okanagan-Shuswap	488	92%
84	Vancouver Island West	28	80%
91	Nechako Lakes	219	79%
93	Conseil scolaire francophone de la Colombie-Britannique	470	78%
	Independent Schools	76	
	Total	**10,302**	

2019/2020 RESULTS FOR PRINCE RUPERT

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	130	Boys	51%
Participation Rate	81%	Girls	50%
		In Another Way	<5 Children

A note on how we are asking about gender identity
In the 2017/18 school year, for the first time, children were able to describe *themselves* through choices that included: "boy," "girl" or "in another way."

Following a review of the responses, this question was refined in the 2018/19 school year to instruct children to describe their *gender* as "boy," "girl" or, if they see themselves "in another way," to describe their gender using their own words. This question may continue to evolve.

Languages Spoken at Home

First Nations, Inuit or Métis	4%	Mandarin	1%
Cantonese	2%	Punjabi	2%
English	97%	Spanish	3%
French	4%	Filipino/Tagalog	2%
Hindi	1%	Vietnamese	3%
Japanese	1%	Other	5%
Korean	1%		

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.

Participation Rate: Refers to the percentage of the Grade 4 population that participated in the MDI survey this year.

Gender Identity: Children are asked to describe themselves as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

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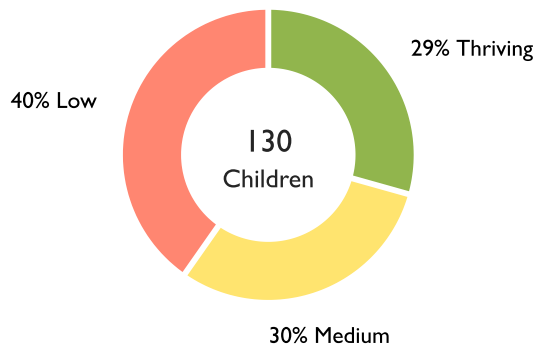
Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

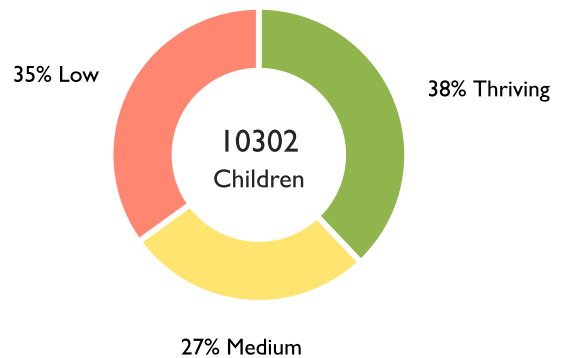**Low Well-Being**
Children who score in the low range on at least 1 of the 5 measures of well-being.

PRINCE RUPERT

29% Thriving
40% Low
130 Children
30% Medium

ALL PARTICIPATING DISTRICTS

35% Low
38% Thriving
10302 Children
27% Medium

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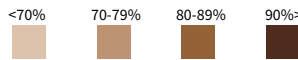
<70%   70-79%   80-89%   90%>

PRINCE RUPERT

79% Adult Relationships	**80%** After-School Activities
72% Peer Relationships	**53%** Nutrition & Sleep

ALL PARTICIPATING DISTRICTS

82% Adult Relationships	**85%** After-School Activities
80% Peer Relationships	**63%** 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 PRINCE RUPERT

| Average for all Districts

OPTIMISM

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

High	56%
Medium	29%
Low	15%
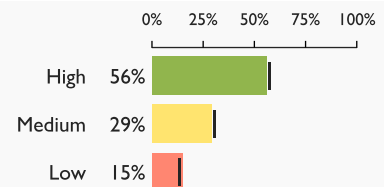
EMPATHY

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

High	78%
Medium	16%
Low	6%
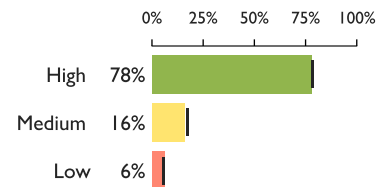
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."
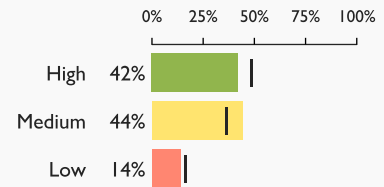
High	42%
Medium	44%
Low	14%

SELF-ESTEEM

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

High	72%
Medium	18%
Low	10%

HAPPINESS

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

High	60%
Medium	27%
Low	13%

ABSENCE OF SADNESS

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

High	47%
Medium	37%
Low	16%
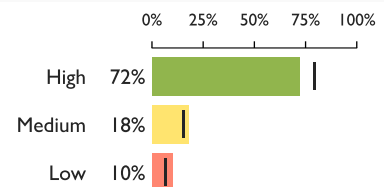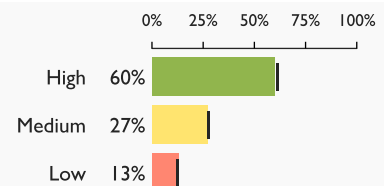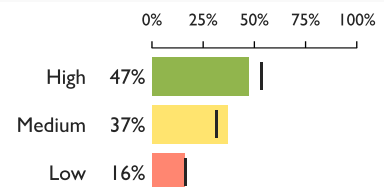
ABSENCE OF WORRIES

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

	0% 25% 50% 75% 100%
High	40%
Medium	26%
Low	34%

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."

	0% 25% 50% 75% 100%
High	57%
Medium	28%
Low	16%

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."

	0% 25% 50% 75% 100%
High	61%
Medium	25%
Low	15%
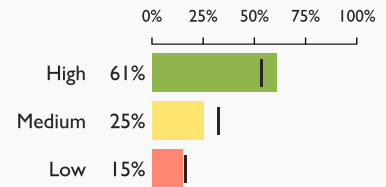
RESEARCH HIGHLIGHTS
SOCIAL AND EMOTIONAL DEVELOPMENT

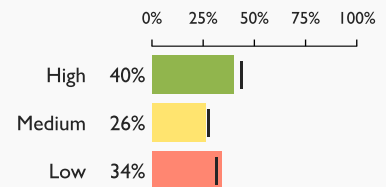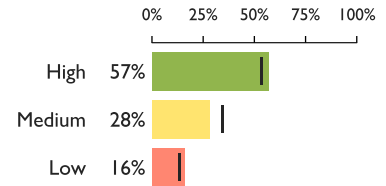*Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships and making effective personal and social decisions (Weissberg, Durlak,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

| Average for all Districts

GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"
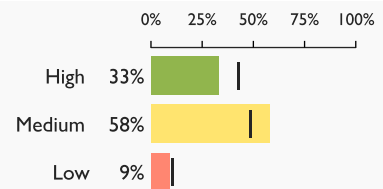
		0%	25%	50%	75%	100%
High	33%					
Medium	58%					
Low	9%					

EATING BREAKFAST

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

		0%	25%	50%	75%	100%
5+ times a week	78%					
3-4 times a week	5%					
2 or fewer times a week	17%					

MEALS AT HOME WITH YOUR FAMILY

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

		0%	25%	50%	75%	100%
5+ times a week	77%					
3-4 times a week	6%					
2 or fewer times a week	17%					

FREQUENCY OF GOOD SLEEP

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

		0%	25%	50%	75%	100%
5+ times a week	54%					
3-4 times a week	17%					
2 or fewer times a week	30%					
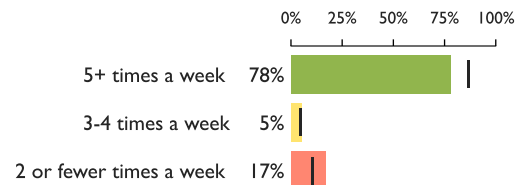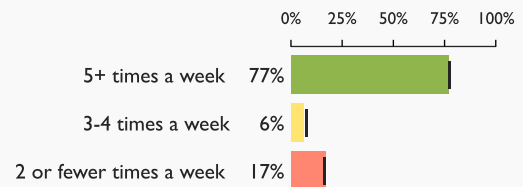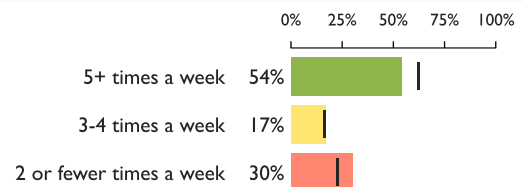
WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?

40%	26%	13%	6%	15%
Before 9 pm	9 pm - 10 pm	10 pm - 11 pm	11 pm - 12 am	After 12 am
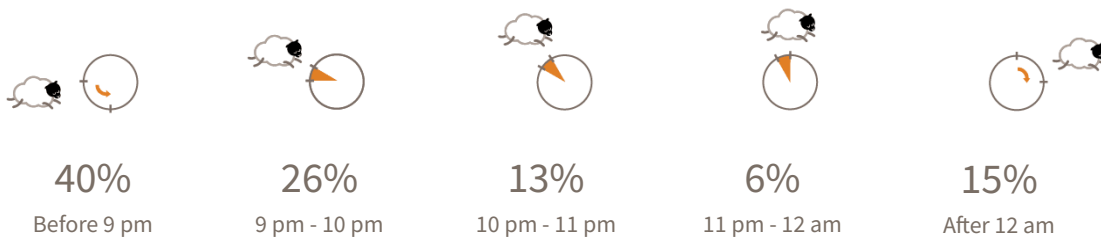
HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?

42%
Never-Once/week

30%
2-4 times/week

27%
5+ times/week
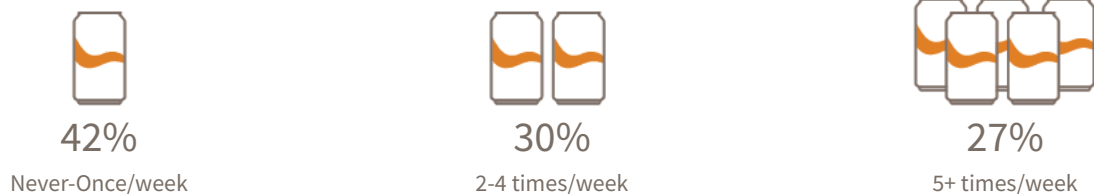
WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

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	49%
A family member	71%
An adult in my community	17%
A health professional	21%
My friend(s)	55%
Don't know who to talk to	15%
Prefer to handle it on my own	18%
Talk to someone else (someone not on this list)	13%

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	66%	60%	39%
School bus	3%	3%	6%
Public transportation (public bus, train or ferry)	2%	2%	4%
Walk	25%	31%	28%
Cycle, skateboard, scooter or rollerblade	2%	2%	16%
Something else	2%	2%	6%

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 PRINCE RUPERT

| Average for all Districts

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	62%
Medium	32%
Low	6%

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	56%
Medium	31%
Low	13%

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	66%
Medium	25%
Low	9%
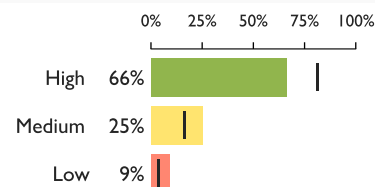
NUMBER OF IMPORTANT ADULTS AT SCHOOL

	2 or more	One	None
	69%	16%	15%
Average for all Districts	72%	10%	18%

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 dire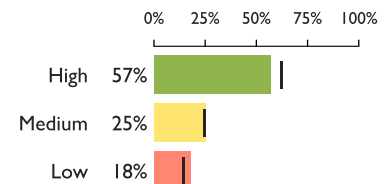ct comparisons of the 2018-2019 'Number of Important Adults at School' question to previous years and to this report. We recommend you read our Data Highlights and Trends 2019-2020 report (https://bit.ly/2019-20-mdi-data-trends) for more information as you interpret the 'Number of Important Adults at School' data this year.

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."

High	57%
Medium	25%
Low	18%

FRIENDSHIP INTIMACY

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

High	66%
Medium	18%
Low	16%
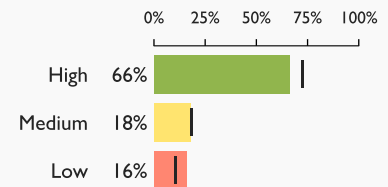
RESEARCH HIGHLIGHTS
CONNECTEDNESS

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 PRINCE RUPERT

| Average for all Districts

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	71%
Once a week	8%
Never	21%
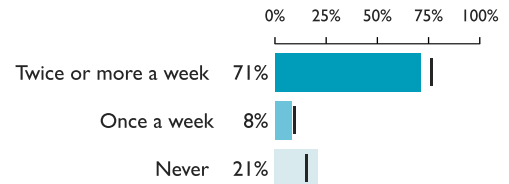
EDUCATIONAL LESSONS OR ACTIVITIES

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

Twice or more a week	31%
Once a week	13%
Never	57%
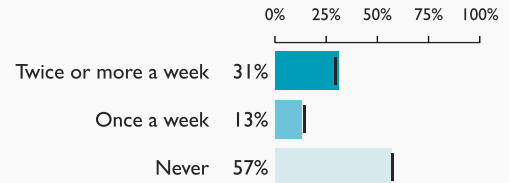
MUSIC OR ART LESSONS

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

Twice or more a week	21%
Once a week	18%
Never	60%
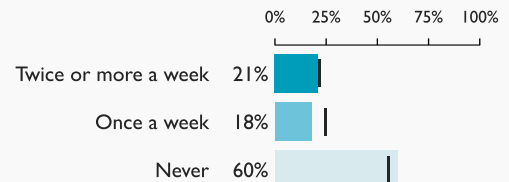
YOUTH ORGANIZATIONS

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

Twice or more a week	17%
Once a week	3%
Never	80%
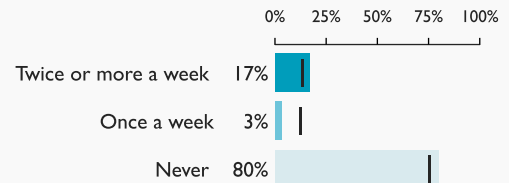
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

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

Twice or more a week	40%
Once a week	13%
Never	47%
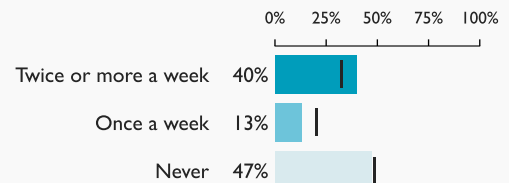
TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

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

Twice or more a week	34%
Once a week	15%
Never	51%
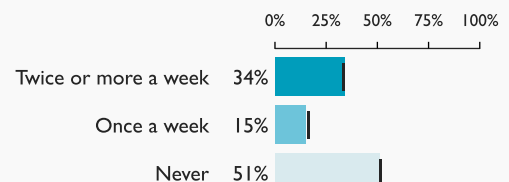
HOW CHILDREN SPEND THEIR TIME

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	29%
1-2 hrs	18%
30 min to 1hr	15%
Less than 30 min	12%
Never	26%
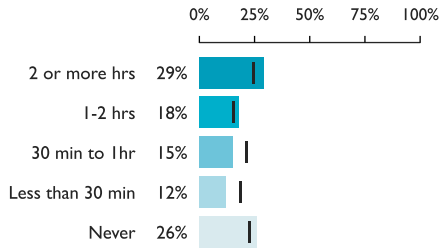
WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

2 or more hrs	37%
1-2 hrs	16%
30 min to 1hr	22%
Less than 30 min	19%
Never	6%
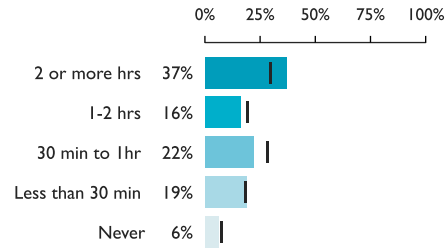
SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS

2 or more hrs	28%
1-2 hrs	16%
30 min to 1hr	11%
Less than 30 min	14%
Never	32%
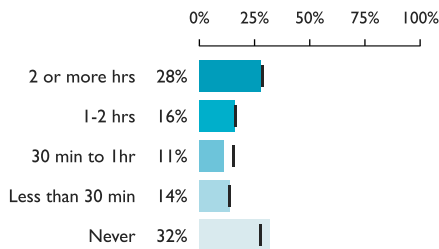
USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

2 or more hrs	14%
1-2 hrs	7%
30 min to 1hr	18%
Less than 30 min	12%
Never	48%
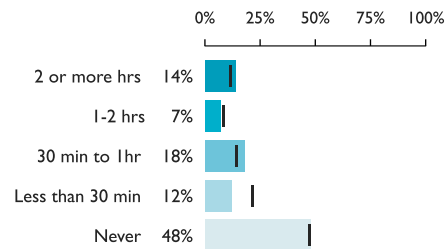
READING & HOMEWORK

READ FOR FUN

2 or more hrs	11%
1-2 hrs	8%
30 min to 1hr	20%
Less than 30 min	34%
Never	26%

DO HOMEWORK

2 or more hrs	5%
1-2 hrs	2%
30 min to 1hr	21%
Less than 30 min	31%
Never	40%

ARTS & MUSIC

ARTS & CRAFTS

2 or more hrs	11%
1-2 hrs	9%
30 min to 1hr	15%
Less than 30 min	33%
Never	33%
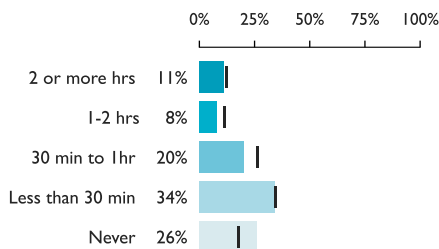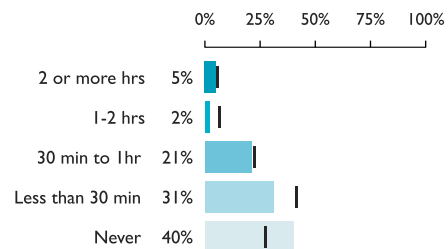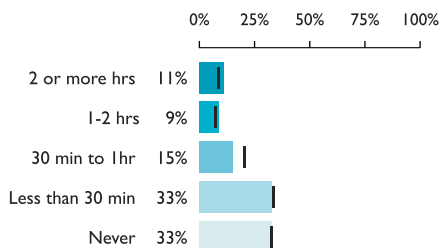
PRACTICE A MUSICAL INSTRUMENT

2 or more hrs	3%
1-2 hrs	2%
30 min to 1hr	7%
Less than 30 min	12%
Never	76%
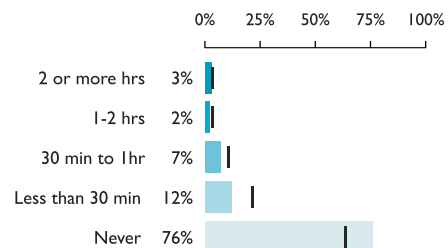
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN
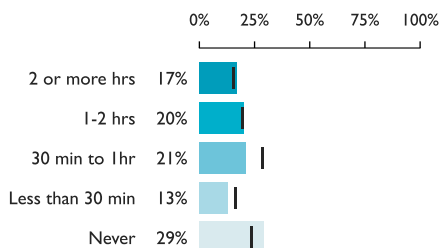
2 or more hrs	17%
1-2 hrs	20%
30 min to 1hr	21%
Less than 30 min	13%
Never	29%

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

70%

I wish I could do additional activities

34%

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

4%

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

WISHES

	(Number of Children)
Computer/Video Games/TV	3
Friends and playing	1
Physical and/or outdoor activities	21
Music and arts	3
Time with family at home	3
Free time/relaxing	1
Learning new things	4
Other	2

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

	(Number of Children)
Community Centre	8
Home	10
Park or Playground	8
School	15
Other	6

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	59
I have to go straight home after school	30
I am too busy	22
It costs too much	12
The schedule does not fit the times I can attend	18
My parents do not approve	13
I don't know what's available	12
I need to take care of siblings or do things at home	13
It is too difficult to get there	10
None of my friends are interested or want to go	11
The activity that I want is not offered	9
I have too much homework to do	9
I am afraid I will not be good enough in that activity	13
It is not safe for me to go	7
Other	13

AFTER-SCHOOL PEOPLE AND PLACES

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

	Never	1x /week	2x +/week
Home	7%	7%	86%
Stay at school for an activity	60%	11%	30%
After-school program or child care	66%	10%	25%
Friend's house	48%	26%	27%
Park/playground/community centre	43%	26%	32%
The mall or stores	59%	20%	21%
Someplace else	45%	23%	32%

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

(Children can select all of the options that apply)

By myself	21%
Friends about my age	34%
Younger brothers/sisters	31%
Older brothers/sisters	24%
Mother (or stepmother/foster mother)	56%
Father (or stepfather/foster father)	39%
Other adult (for example, elder, aunt or uncle, coach, babysitter)	11%
Grandparent(s)	17%
Other	13%

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

77%	7%	16%
Yes	No	Don't know

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

52%	8%	40%
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 PRINCE RUPERT

| Average for all Districts

ACADEMIC SELF CONCEPT

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

High	71%
Medium	23%
Low	7%
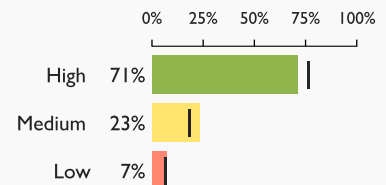
SCHOOL CLIMATE

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	74%
Medium	19%
Low	6%
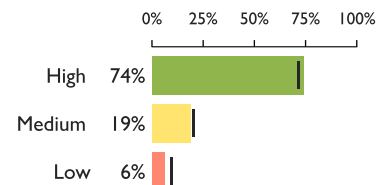
SCHOOL BELONGING

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	65%
Medium	24%
Low	11%
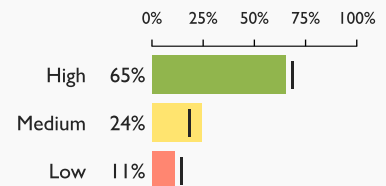
Percentage of children who feel it is **very important** to:

60%
make friends

71%
get good grades

74%
learn new things

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

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

80%

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

Not at all this year	73%
Once or a few times	10%
About every month	7%
About every week	2%
Many times a week	6%

PHYSICAL

Not at all this year	54%
Once or a few times	24%
About every month	6%
About every week	4%
Many times a week	12%

SOCIAL

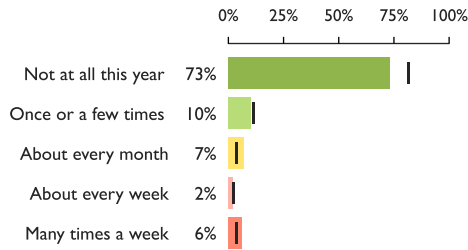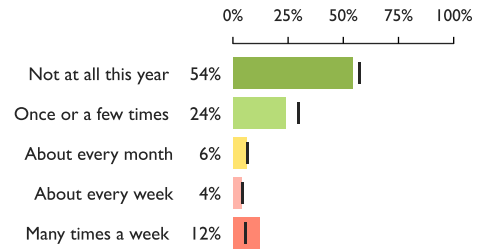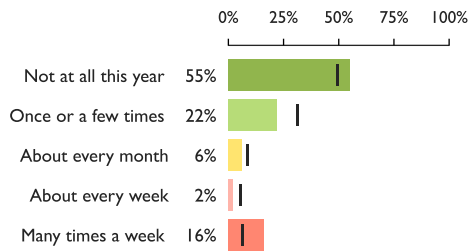|	
Not at all this year	55%
Once or a few times	22%
About every month	6%
About every week	2%
Many times a week	16%

VERBAL

Not at all this year	54%
Once or a few times	24%
About every month	4%
About every week	6%
Many times a week	12%

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.

NEIGHBOURHOOD RESULTS

Neighbourhoods have unique characteristics that provide important context for interpreting MDI results. Understanding neighbourhood-level differences within a school district or community is essential when considering actions to support children's well-being. The neighbourhood results section includes:

Neighbourhood Maps

- Well-Being Index Map: representing the percentage of children who are "Thriving."
- Assets Index Maps: representing the percentage of children reporting the presence of each of the four assets of the Assets Index: Adult Relationships, Peer Relationships, Nutrition and Sleep, and After-School Activities.

Neighbourhood Data Table – A summary table of the Well-Being Index and Assets Index data.

Neighbourhood Profiles – A summary of MDI data based on the neighbourhoods in which children live, including children from all participating public, Indigenous and independent schools. Results are provided for the Well-Being Index, the Assets Index and a selection of questions related to after-school time and community belonging and safety.

Please note that neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries including children attending Conseil scolaire francophone, Indigenous or independent schools. Where neighbourhoods contain fewer than 35 children, the results are suppressed.

Prince Rupert
(Neighbourhood)
28%

North Coastal
Communities
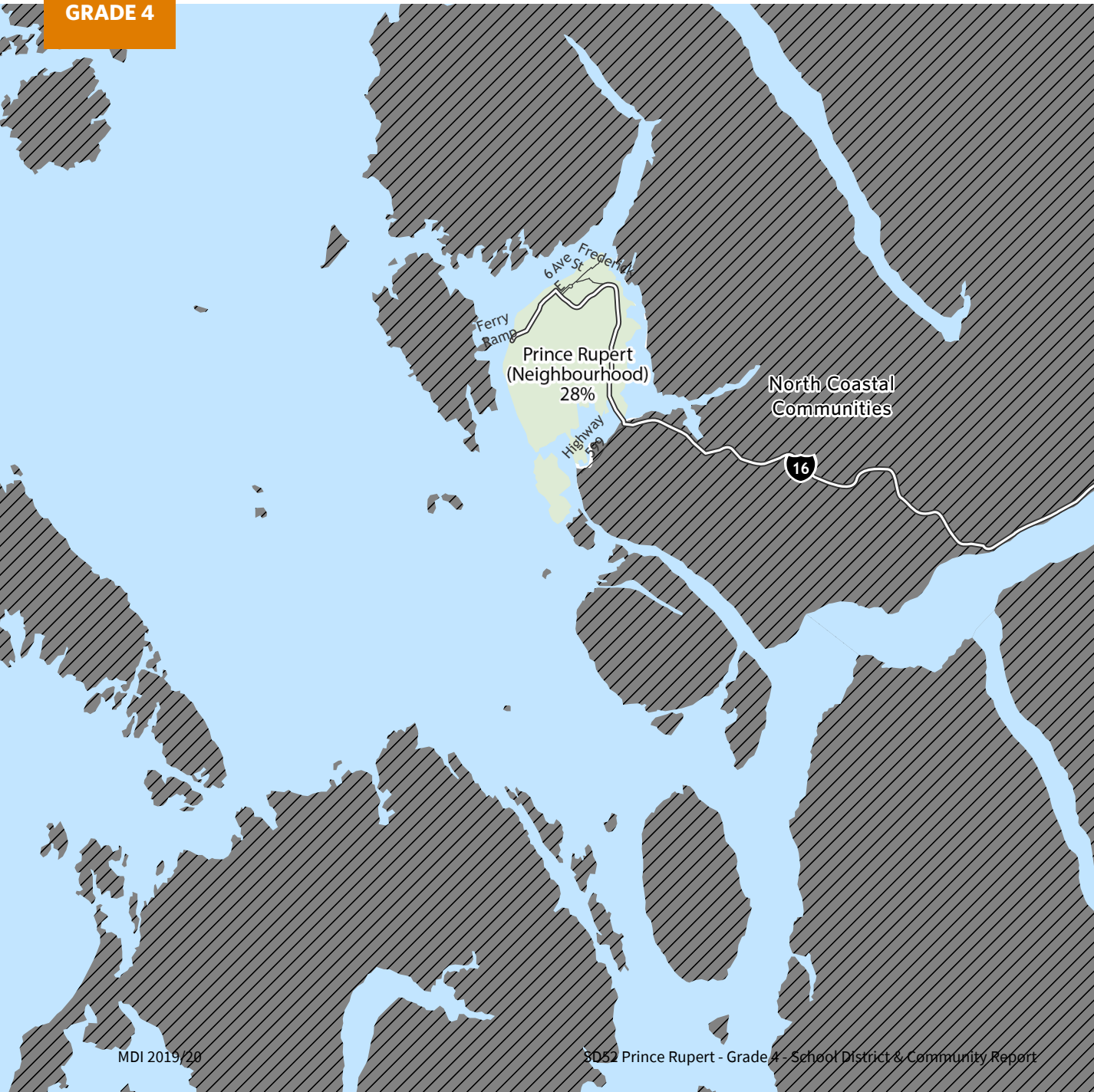
WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores are considered to be "thriving."

Percentage of Children Thriving

100%

65%
60%
55%
50%
45%
40%
35%

0%
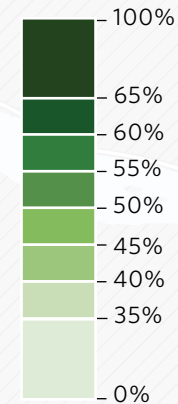
SD 52
29%

All Participating
Districts*
38%

Data Suppressed
(<35 students)

*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC

Ferry Ramp

6 Ave St

Frederick

Prince Rupert
(Neighbourhood)
79%

Highway 16

North Coastal
Communities

16

ADULT RELATIONSHIPS

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

Percentage of children reporting the presence of the adult relationship asset

■ 90–100%	**SD 52**
■ 80–89%	**79%**
■ 70–79%	
■ <70%	**All Participating Districts***
	82%

▨ Data Suppressed
(<35 students)

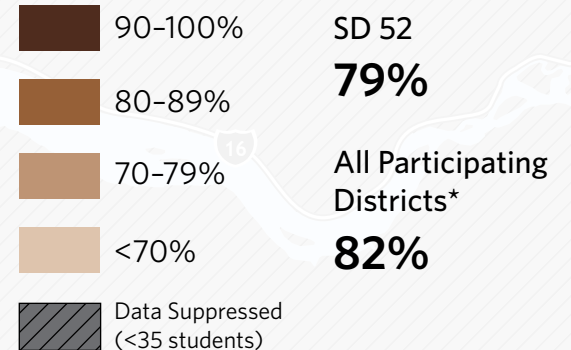*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

**HUMAN
EARLY LEARNING
PARTNERSHIP**

UBC

MDI
GRADE 4
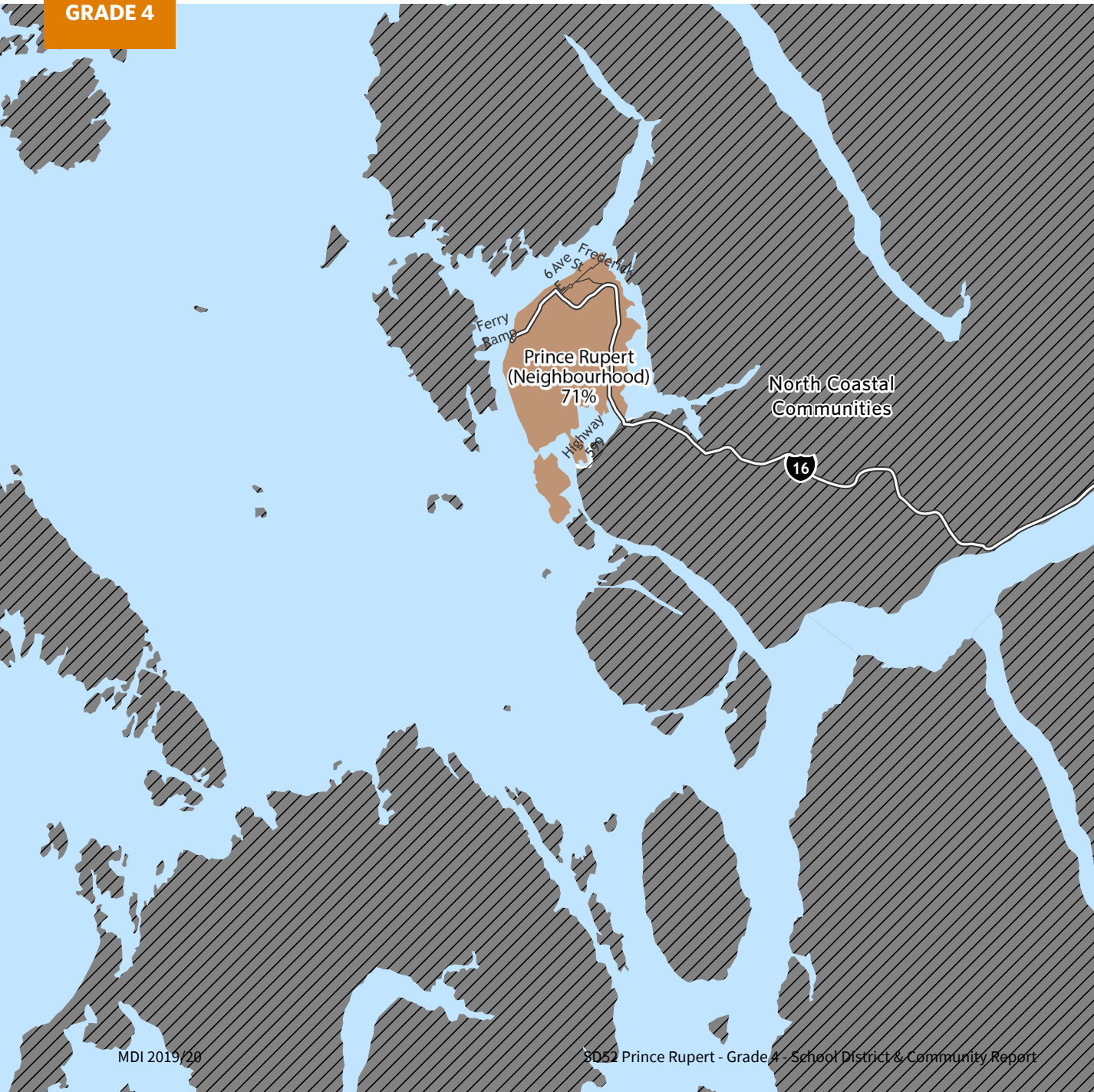
PEER RELATIONSHIPS

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

Percentage of children reporting the presence of the peer relationship asset
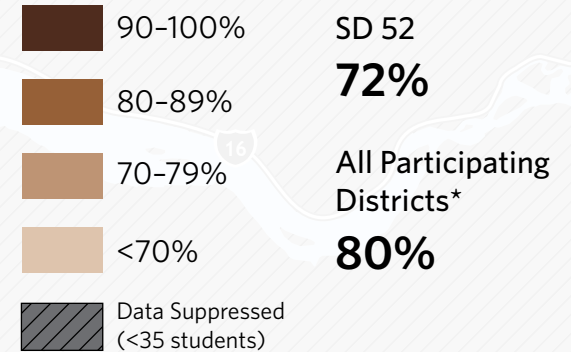
■	90–100%	**SD 52**
■	80–89%	**72%**
■	70–79%	**All Participating**
■	<70%	**Districts***
		80%

▨ Data Suppressed (<35 students)

Prince Rupert (Neighbourhood) 71%

North Coastal Communities

*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC

MDI
GRADE 4

Prince Rupert
(Neighbourhood)
52%

North Coastal
Communities

Ferry
Ramp

6 Ave St

Frederick

Highway 16

16

NUTRITION & SLEEP

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

**Percentage of children reporting the presence
of the nutrition and sleep asset**
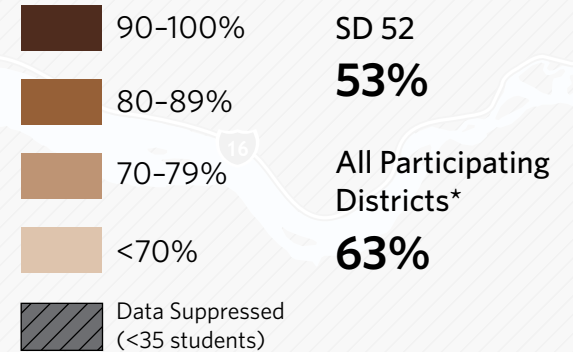
90–100%	SD 52
80–89%	**53%**
70–79%	All Participating
<70%	Districts*
	63%

Data Suppressed
(<35 students)

*See page 7 for a list of participating school
districts in 2019/20.

Note: Data are mapped using home postal
codes, not by where children attend school.

HUMAN
EARLY LEARNING
PARTNERSHIP

UBC

Ferry Ramp

6 Ave St

Frederick

Prince Rupert
(Neighbourhood)
79%

Highway 250

North Coastal
Communities

16

AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset
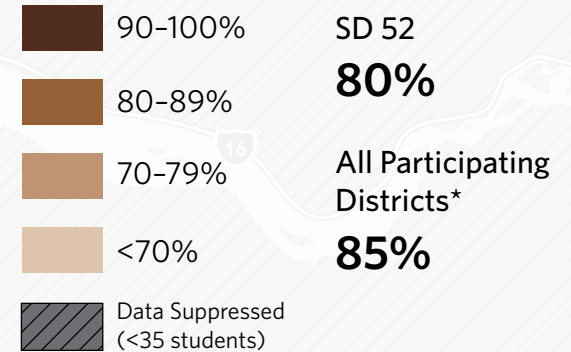
■ 90–100%	**SD 52**
■ 80–89%	**80%**
■ 70–79%	**All Participating**
■ <70%	**Districts***
	85%

▨ Data Suppressed
(<35 students)

*See page 7 for a list of participating school districts in 2019/20.

Note: Data are mapped using home postal codes, not by where children attend school.

HUMAN
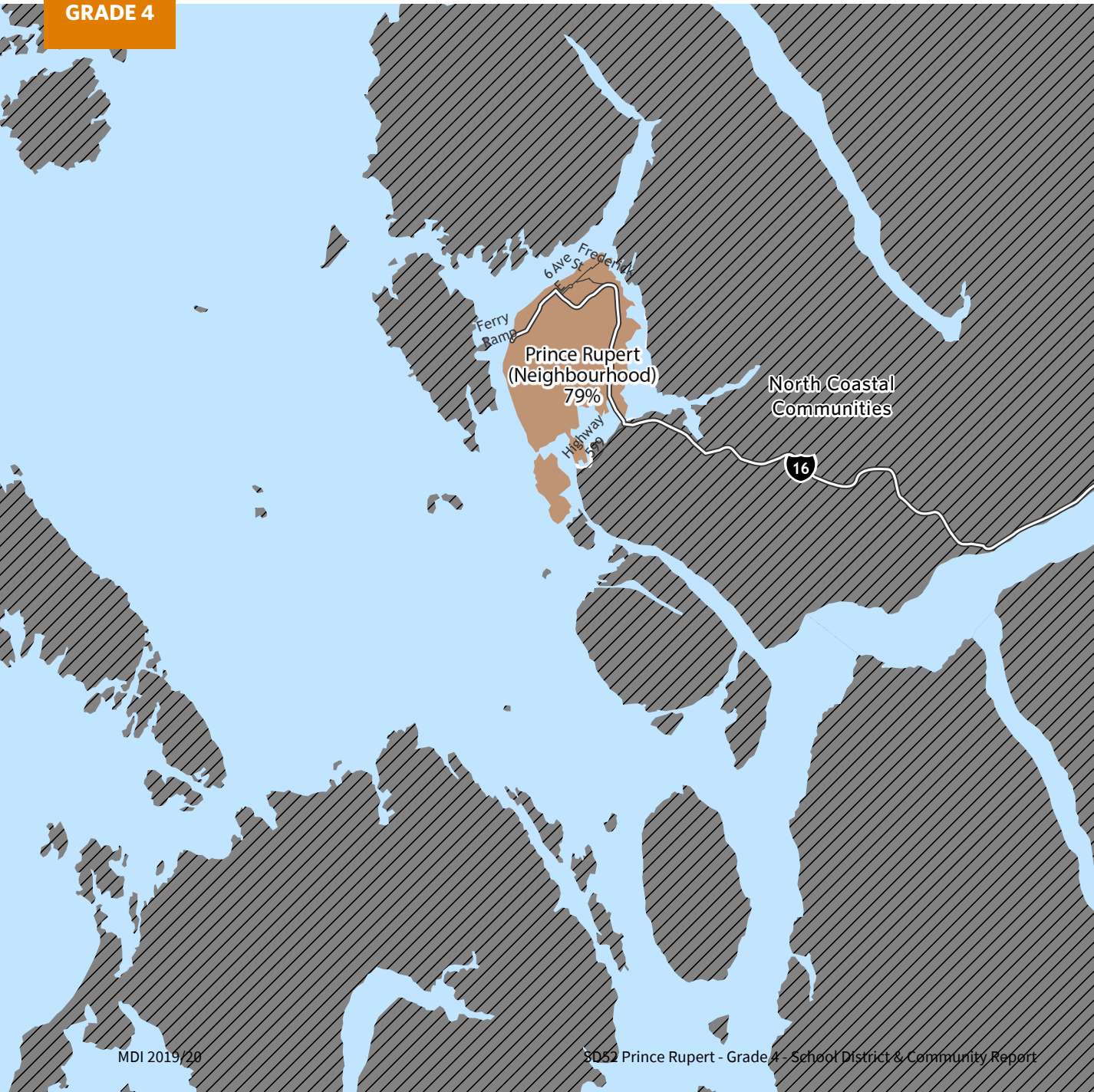**EARLY LEARNING**
PARTNERSHIP

UBC

NEIGHBOURHOOD DATA TABLE

| | | WELL-BEING INDEX | | | ASSETS INDEX | | | |
| | | Percentage of children experiencing: | | | Percentage of children reporting the presence of these assets in their lives: | | | |
Neighbourhood	Number of Children	Thriving	Medium to High Well-Being	Low Well-Being	Adult Relationships	Peer Relationships	Nutrition & Sleep	After-School Activities
North Coastal Communities	5							
Prince Rupert (Neighbourhood)	126	28%	31%	41%	79%	71%	52%	79%
Prince Rupert (SD52)	**130**	**29%**	**30%**	**40%**	**79%**	**72%**	**53%**	**80%**
All Participating Districts	**10,302**	**38%**	**27%**	**35%**	**82%**	**80%**	**63%**	**85%**

Note: Neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries including children attending Conseil scolaire francophone, Indigenous or independent schools. Therefore the number of children in all neighbourhoods may not equal the total school district count. MDI results are suppressed where there are fewer than 35 children.
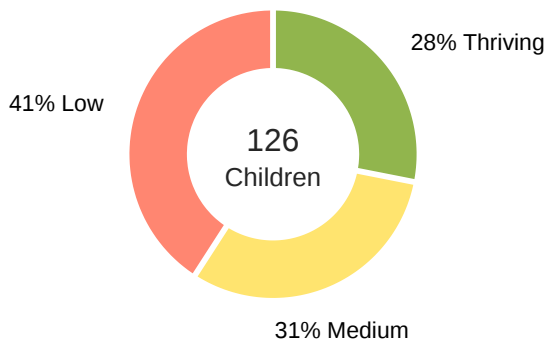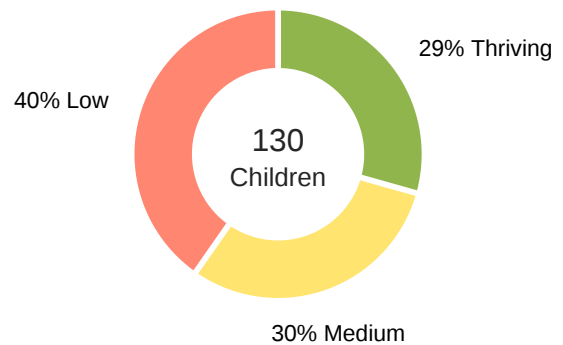
MDI GRADE 4

PRINCE RUPERT (NEIGHBOURHOOD)

PRINCE RUPERT

NUMBER OF CHILDREN: 126

WELL-BEING INDEX

PRINCE RUPERT (NEIGHBOURHOOD)

28% Thriving
41% Low
126 Children
31% Medium

PRINCE RUPERT

29% Thriving
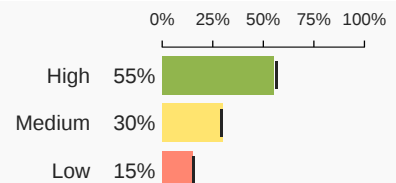40% Low
130 Children
30% Medium

MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

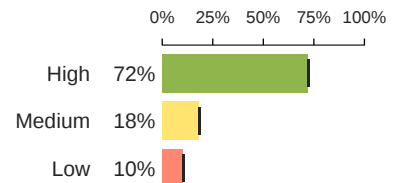**OPTIMISM**

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

	0% 25% 50% 75% 100%
High	55%
Medium	30%
Low	15%

SELF-ESTEEM

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

	0% 25% 50% 75% 100%
High	72%
Medium	18%
Low	10%

HAPPINESS

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

	0% 25% 50% 75% 100%
High	59%
Medium	28%
Low	14%

ABSENCE OF SADNESS

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

	0% 25% 50% 75% 100%
High	46%
Medium	38%
Low	15%

GENERAL HEALTH

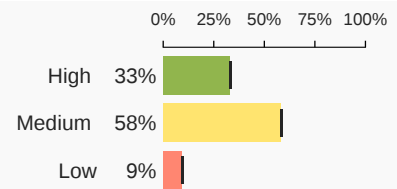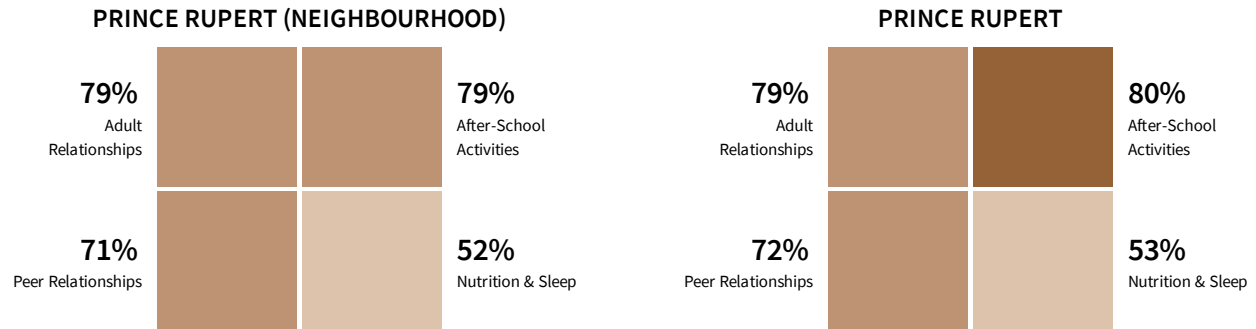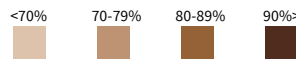Children are asked, "In general, how would you describe your health?"

High	33%	
Medium	58%	
Low	9%	

ASSETS INDEX

Percentage of children reporting the presence of an asset

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

PRINCE RUPERT (NEIGHBOURHOOD)

79%
Adult Relationships

79%
After-School Activities

71%
Peer Relationships

52%
Nutrition & Sleep

PRINCE RUPERT

79%
Adult Relationships

80%
After-School Activities

72%
Peer Relationships
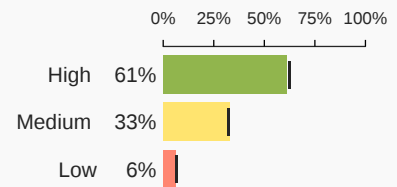
53%
Nutrition & Sleep
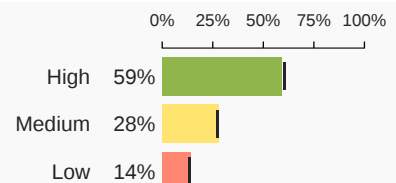
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

| School District Average

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	61%	
Medium	33%	
Low	6%	

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	54%	
Medium	33%	
Low	13%	

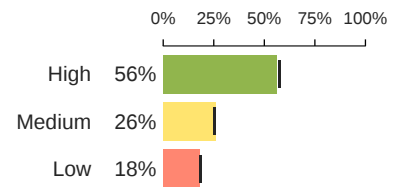#### ADULTS AT HOME

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."

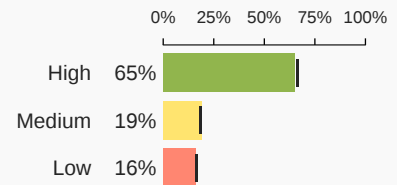|		
High	65%	
Medium	26%	
Low	8%	

PEER RELATIONSHIPS

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."
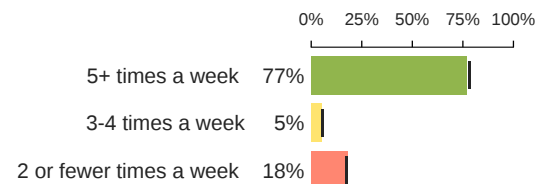
		0% 25% 50% 75% 100%
High	56%	
Medium	26%	
Low	18%	

FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."
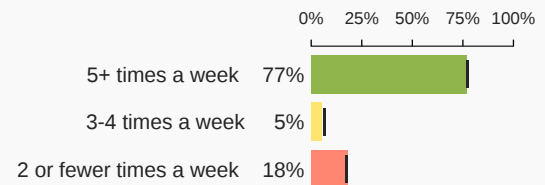
		0% 25% 50% 75% 100%
High	65%	
Medium	19%	
Low	16%	

NUTRITION AND SLEEP

EATING BREAKFAST

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

		0% 25% 50% 75% 100%
5+ times a week	77%	
3-4 times a week	5%	
2 or fewer times a week	18%	

MEALS AT HOME WITH YOUR FAMILY

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

		0% 25% 50% 75% 100%
5+ times a week	77%	
3-4 times a week	5%	
2 or fewer times a week	18%	

FREQUENCY OF GOOD SLEEP

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

		0% 25% 50% 75% 100%
5+ times a week	53%	
3-4 times a week	18%	
2 or fewer times a week	30%	

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)

		0% 25% 50% 75% 100%
Twice or more a week	70%	
Once a week	8%	
Never	22%	
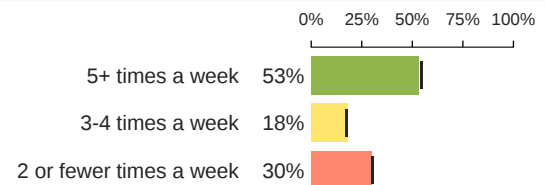
USE OF AFTER-SCHOOL TIME

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

69%

I wish I could do additional activities

36%

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

5%

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

WISHES

	(Number of Children)
Computer/Video Games/TV	3
Friends and playing	1
Physical and/or outdoor activities	21
Music and arts	3
Time with family at home	3
Free time/relaxing	1
Learning new things	4
Other	2

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	58
I have to go straight home after school	28
I am too busy	20
It costs too much	10
The schedule does not fit the times I can attend	16
My parents do not approve	11
I don't know what's available	10
I need to take care of siblings or do things at home	12
It is too difficult to get there	8
None of my friends are interested or want to go	8
The activity that I want is not offered	9
I have too much homework to do	8
I am afraid I will not be good enough in that activity	11
It is not safe for me to go	5
Other	12

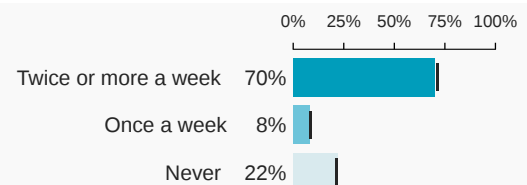## AFTER-SCHOOL ACTIVITIES

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

	Not at all	1x /week	2x +/week
Educational lessons or activities	58%	12%	30%
Art or music lessons	61%	19%	21%
Youth organizations	82%	3%	15%
Individual sports with a coach or instructor	48%	13%	39%
Team sports with a coach or instructor	51%	15%	34%

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

51%	8%	41%
Yes	No	Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

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

45%	38%	35%
Really care about me.	Believe that I will be a success.	Listen to me when I have something to say.

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

77%	7%	16%
Yes	No	Don't know

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