



Measuring the Health and Development of Children and Youth: The Middle Years Development Instrument (MDI)

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Human Early Learning Partnership (HELP)

University of British Columbia (UBC)

Life Course Research Network (LCRN) Webinar

May 8, 2019

HUMAN
EARLY LEARNING
PARTNERSHIP



OVERVIEW

1. The Human Early Learning Partnership at UBC
2. MDI 101: Background and Description:

GOALS

- Learn about the MDI development and implementation
- Learn more about how you can use MDI data
- Learn some of the tools to bring back to stakeholders to move to action from MDI data



**THE HUMAN EARLY LEARNING PARTNERSHIP
(HELP): AN INTERDISCIPLINARY RESEARCH
INSTITUTE AT THE UNIVERSITY OF BRITISH COLUMBIA**



HELP's Vision

All children thriving in healthy societies



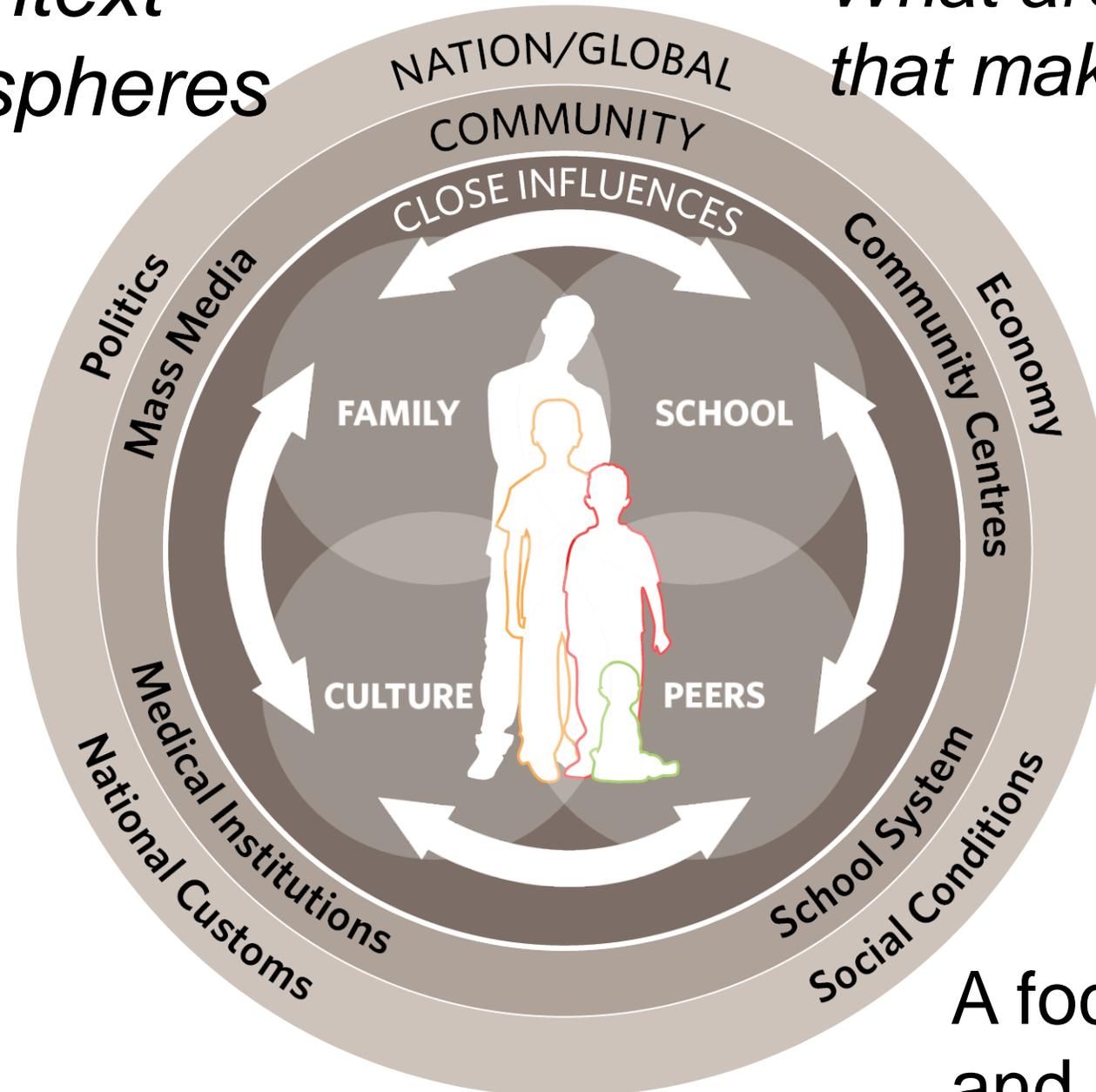
HELP

ABORIGINAL STEERING COMMITTEE



*Children in context
- the multiple spheres
of influence*

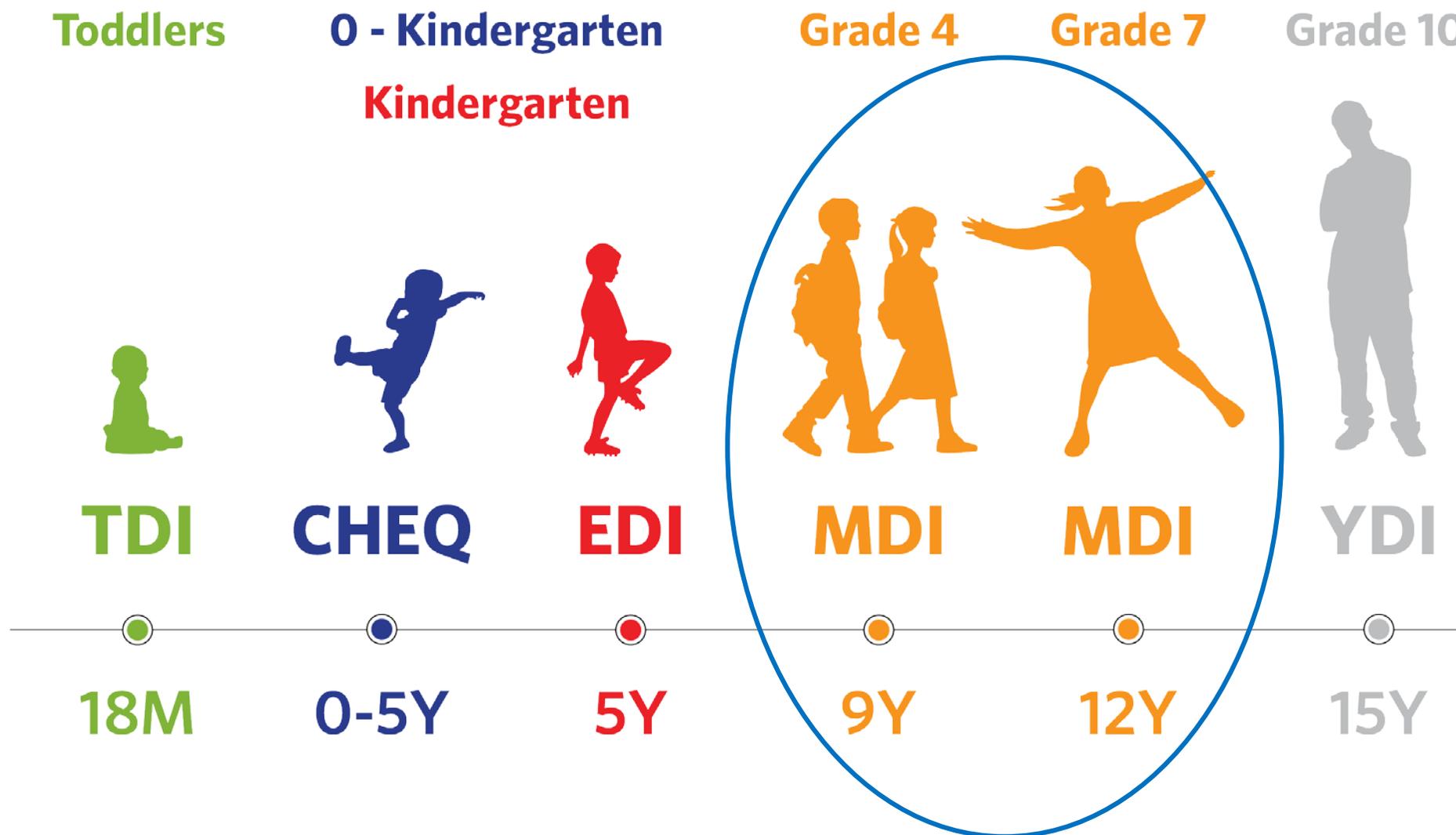
*What are the differences
that make a difference?*



A focus on both risk
and resiliency



HELP's CHILD MONITORING SYSTEM





WHY NOW?



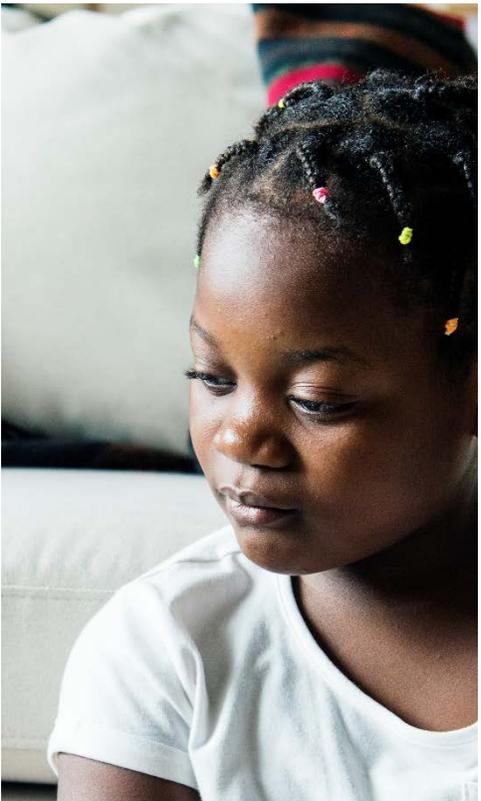
Changes and Challenges: Risk Factors



BULLYING



SLEEP



**DECREASED
EMPATHY**



**MENTAL
ILLNESS**



**TOXIC
STRESS**



The Great Sleep Recession

Declines in self-reported adolescent sleep across the last 20 years

Factors may include:

- Increased internet and social media use.
- Pressure from more competition to get into post-secondary education.
- Rising rates of obesity, which has been linked with sleep deprivation.

(Keyes et al., 2015 Pediatrics)

Out of School Time

A photograph of five children jumping joyfully in a grassy field under a clear blue sky. The children are in various poses of mid-air, with their arms raised and faces lit up with happiness. They are wearing casual clothing like t-shirts and shorts. The background is a bright, clear blue sky, and the foreground shows green grass.

Out-of-school time is critically important to children's development. It gives children the opportunity to learn social skills, develop new interests and competencies, and form meaningful relationships with caring adults."

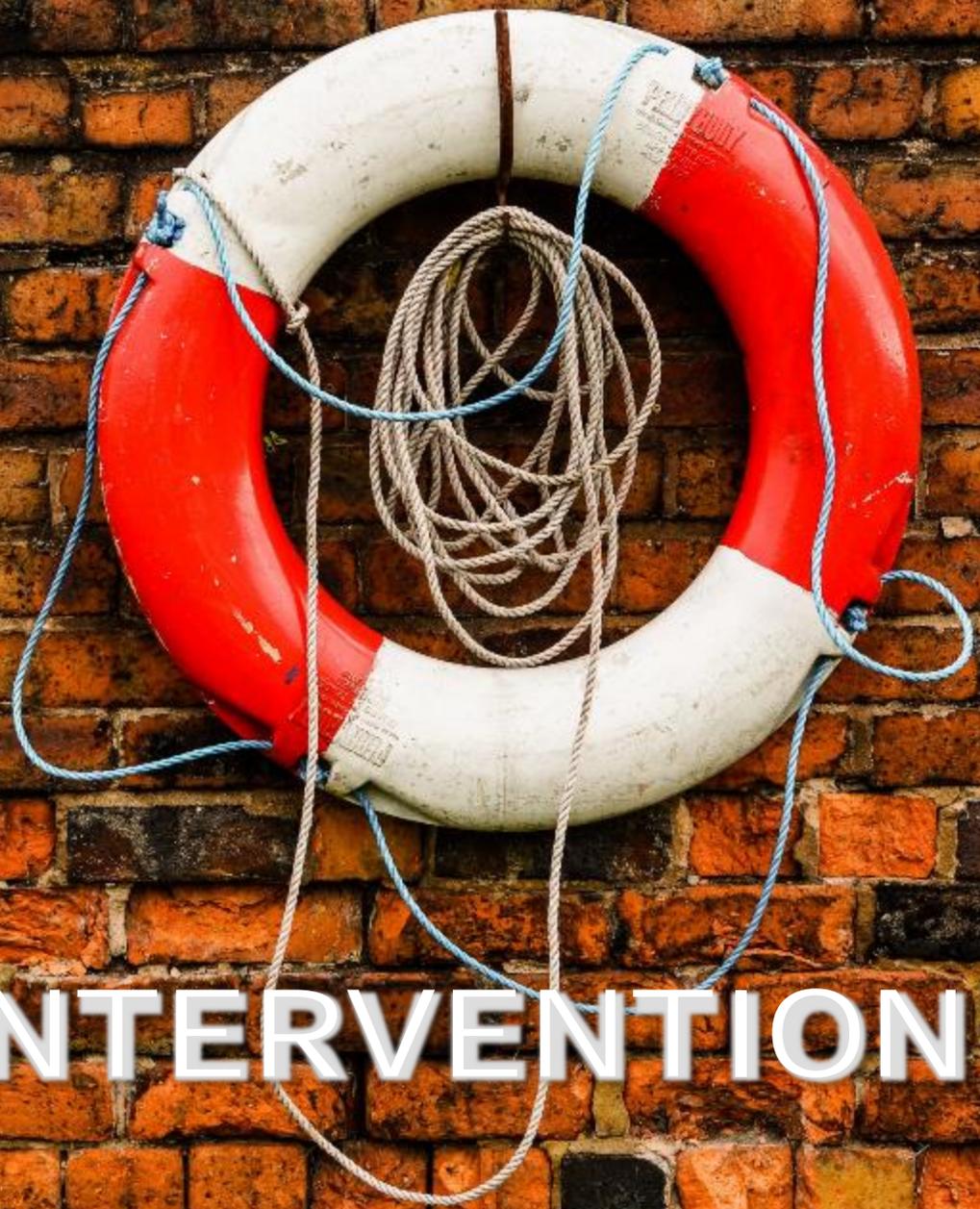
(Miller & O'Connor, 1995, p. 1249)



WHAT NOW?

Paradigm Shift: ILL-being to WELL-being

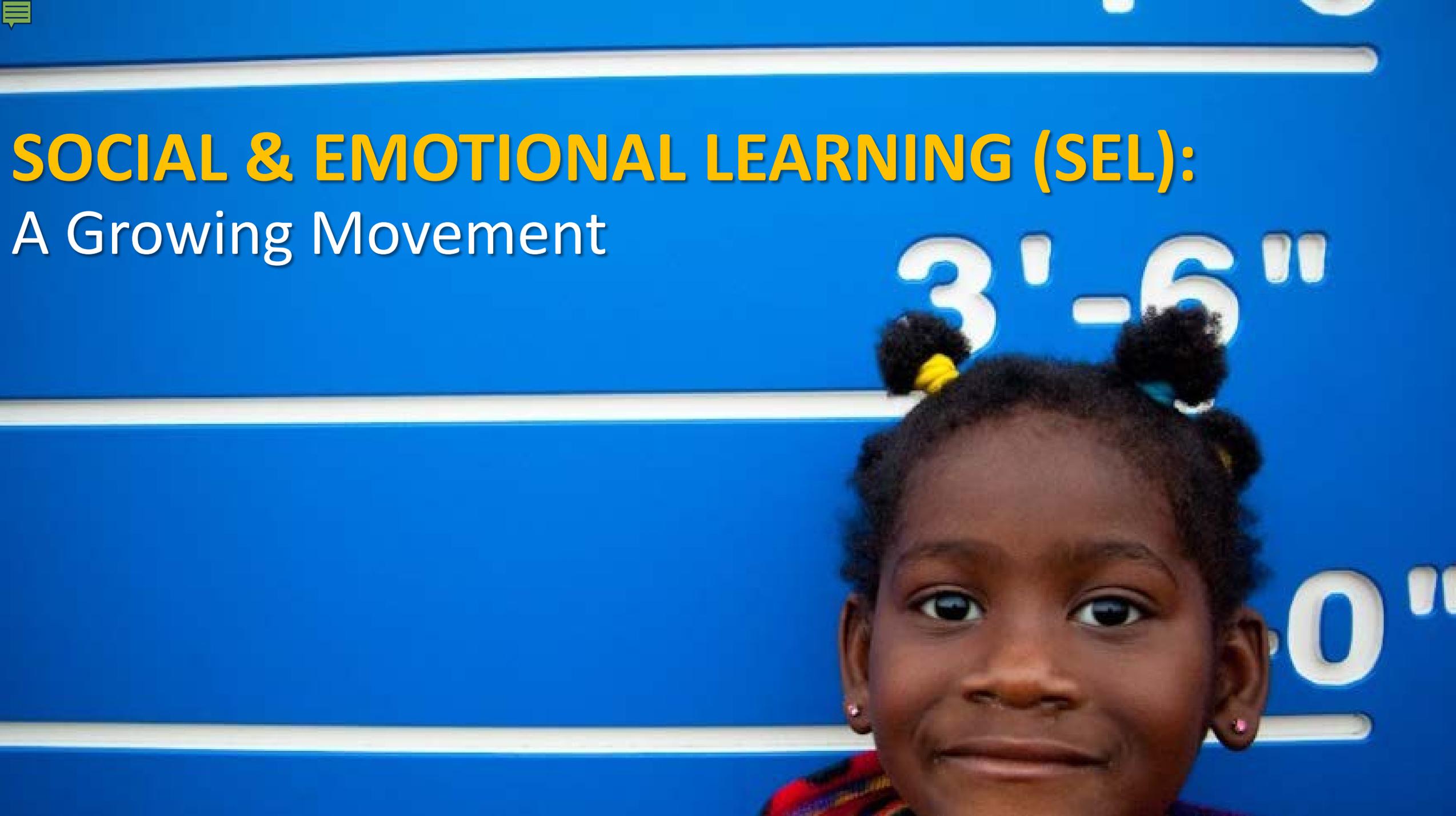




INTERVENTION



PREVENTION



SOCIAL & EMOTIONAL LEARNING (SEL):
A Growing Movement

3'-6"

0"

C ollaborative for

A cademic,

S ocial, and

E motional

L earning

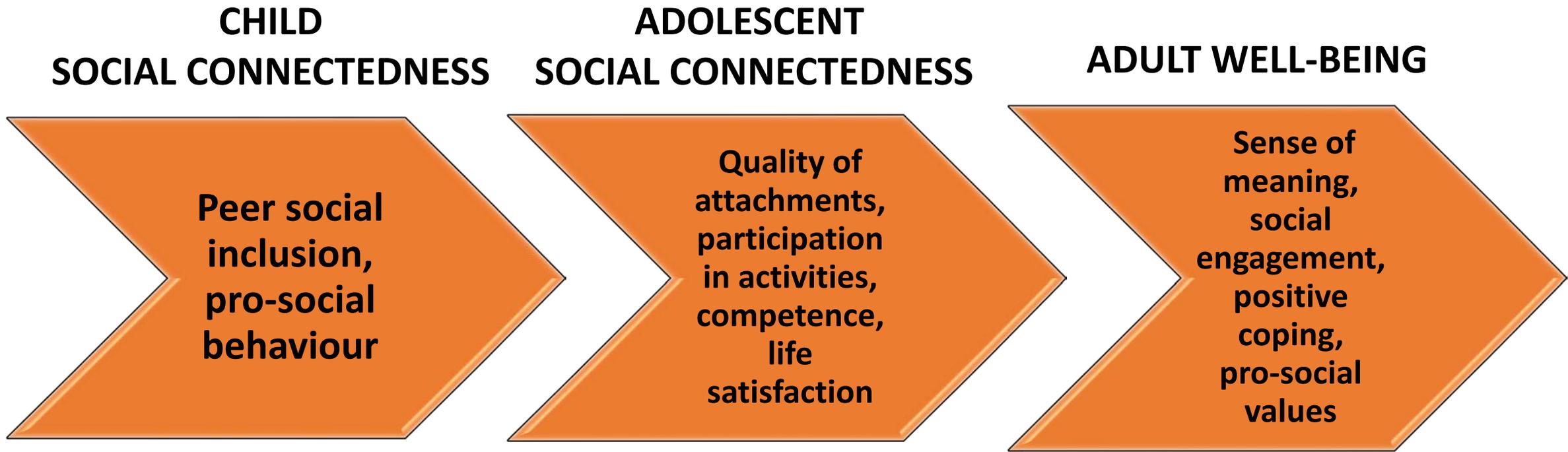
www.casel.org







Child and Adolescent Pathways to Well-Being in Adulthood: A 32-Year Longitudinal Study



Olsson, C. A. et al., 2013



Using Data to Understand and Improve Child Well-Being in the Middle Years: The Middle Years Development Instrument

MIDI





MDI is a Self-Report Survey for Children in Grades 4 & 7

**Strengths-based and linked to health, well-being,
success, and social and emotional development
both inside and outside of school.**

MDI



Developed through a

collaborative process

- **scientific experts**
- **teachers**
- **children**
- **community members**





Used to support policy, program,
and practices

NOT for Individual
Diagnosis





Development of the Whole Child



MDI

A young girl with a braid is drawing on a chalkboard. The chalkboard is covered in colorful chalk drawings, including circles, lines, and small figures. The girl is wearing a white, textured, short-sleeved top. The background is dark, and the lighting is focused on the girl and the chalkboard.

Multiple Contexts:
Schools
Families
Neighbourhoods
After school time



MDI

Why is it important?





TIMELINE OF DEVELOPMENT

Birth

Early
Childhood

Middle
Childhood

Adolescence

Middle Childhood: A Transitional Time in Development

A photograph of two children standing on a hillside, looking at each other. The child on the left is a girl with dark hair, wearing a dark patterned hoodie and blue jeans. The child on the right is a boy with dark hair, wearing a dark hoodie with a white fur-lined hood and dark pants. The background is a blurred landscape of hills and trees under a bright sky.

- Cognitively
- Socially
- Academically
- Physically



Middle Childhood

RISK

RESILIENCE

**Transition-Linked
Turning points**



**Social & Emotional Skills are
Foundational and Malleable**

A 3D rendering of a neural network. The neurons are depicted in shades of blue and purple, with a central cell body and multiple branching processes. The connections between neurons are represented by thin, glowing lines. Several points along these lines and at the junctions are highlighted with bright orange and yellow glows, suggesting active synaptic transmission or signal processing. The overall background is a dark blue gradient.

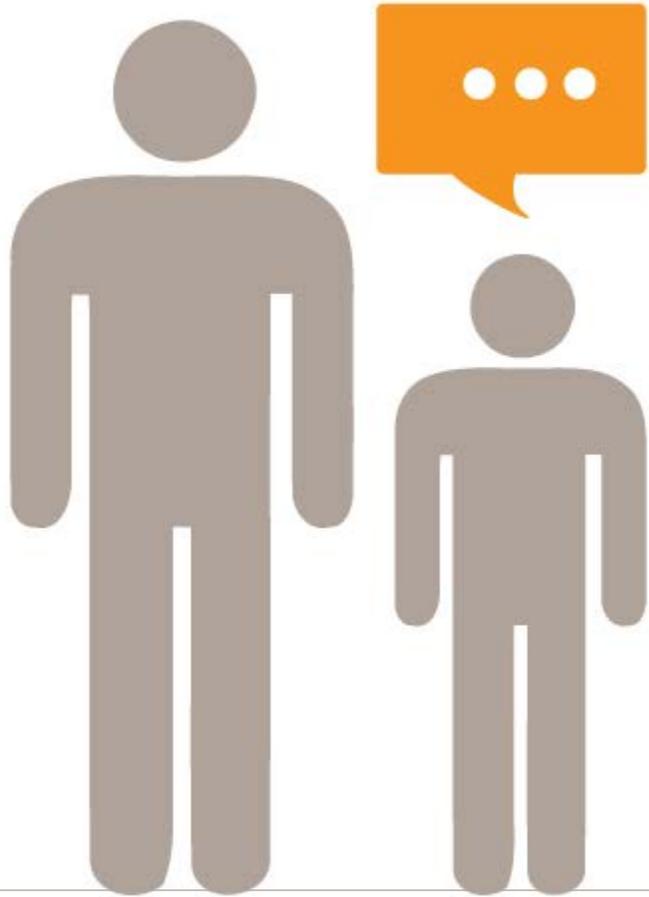
NEUROPLASTICITY

(Goldsmith, Pollak, & Davidson, 2008; Kandel et al., 2000)



Children's Voices

UPHOLDING THE RIGHTS OF THE CHILD



Article 12:

Children have a right to give their opinion and be listened to by the adults around them



Relationships are central





**“Every child
requires someone
in his or her life
who is absolutely
crazy about them.”**

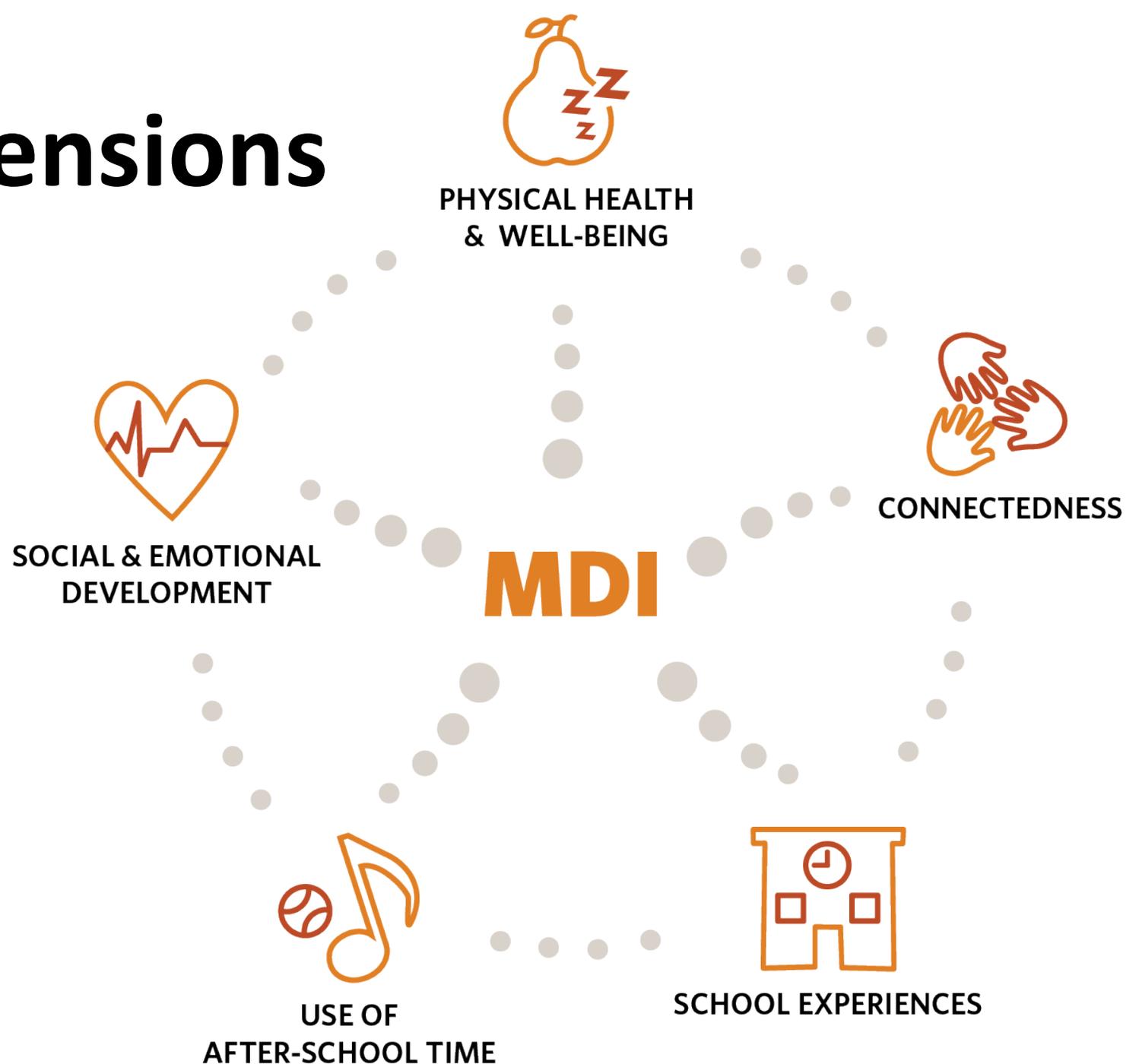
- Urie Bronfenbrenner

“EVERY CHILD WHO ENDS UP DOING WELL
HAS HAD AT LEAST ONE STABLE AND
COMMITTED RELATIONSHIP WITH A
SUPPORTIVE ADULT.”

Center on the Developing Child  HARVARD UNIVERSITY

MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement



Social & Emotional Development

Optimism
Empathy
Prosocial Behaviour
Self-Esteem
Happiness
Absence of Sadness
Absence of Worries
Self-Regulation
(Short & Long Term)

Grade 7 MDI Only
Responsible Decision-Making
Self-Awareness
Perseverance
Assertiveness
Citizenship &
Social Responsibility



measures

Connectedness

Adults at School

Adults in the Neighbourhood

Adults at Home

Peer Belonging

Friendship Intimacy

Important Adults

measures



Use of After School Time

Organized Activities

- Educational Lessons or Activities
- Youth Organizations
- Sports
- Music or Arts

How Children Spend Their Time
After-School People and Places
Children's Wishes and Barriers

measures



School Experiences

Academic Self-Concept

School Climate

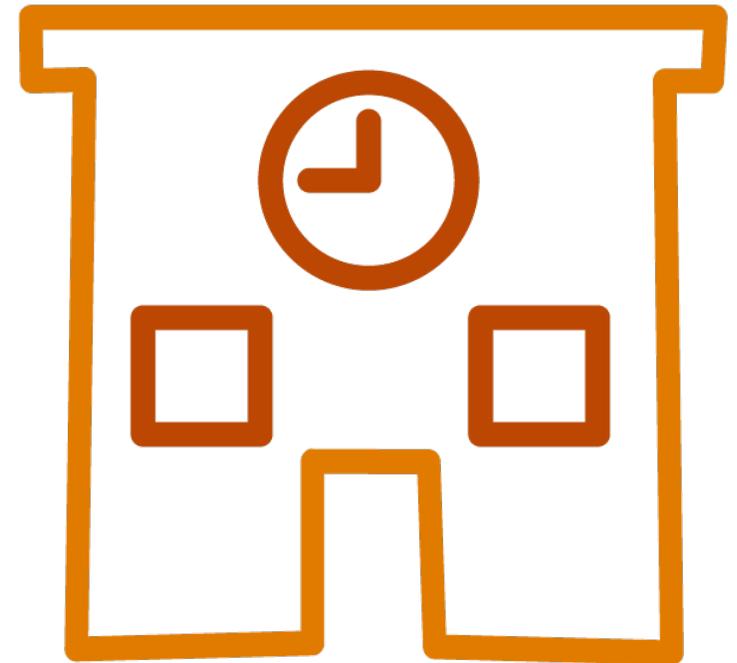
School Belonging

Motivation

Future Goals

Victimization

measures



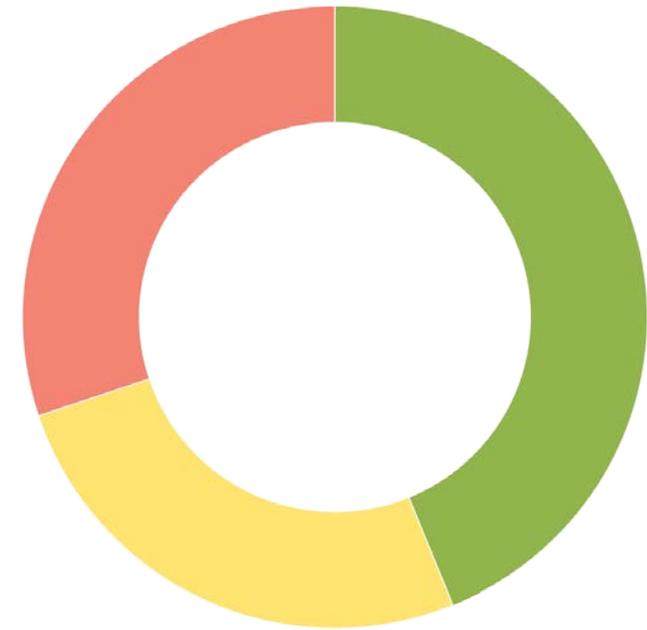
Measures in the Well-Being Index



Optimism
Self-Esteem
Happiness
Absence of Sadness



General Health



WELL-BEING INDEX

The Well-Being Index

Optimism
Self-Esteem
Happiness
Absence of Sadness
General Health

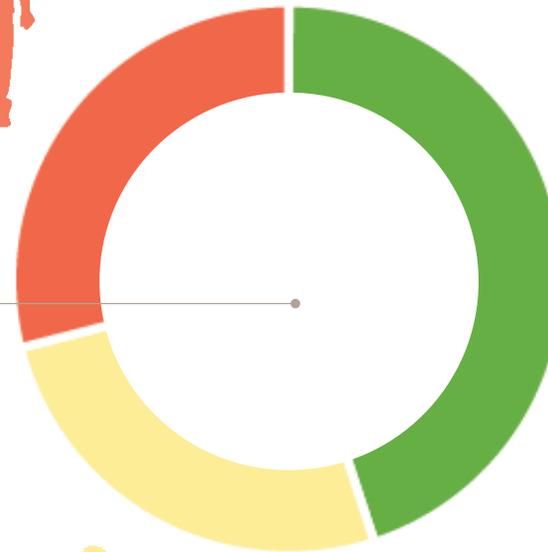
Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.



Medium to High Well-Being

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



High Well-Being (Thriving)

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



Measures in the Assets Index



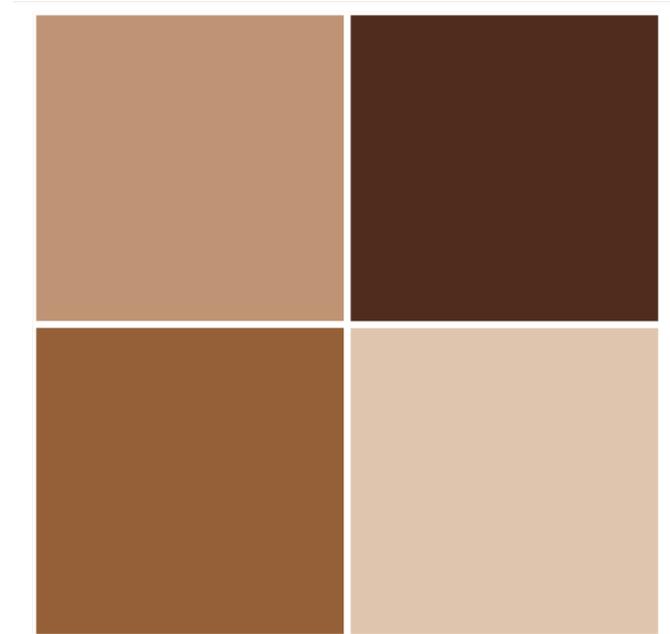
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep
Body Image



Adults at School
Adults in the Neighbourhood
Adults at Home

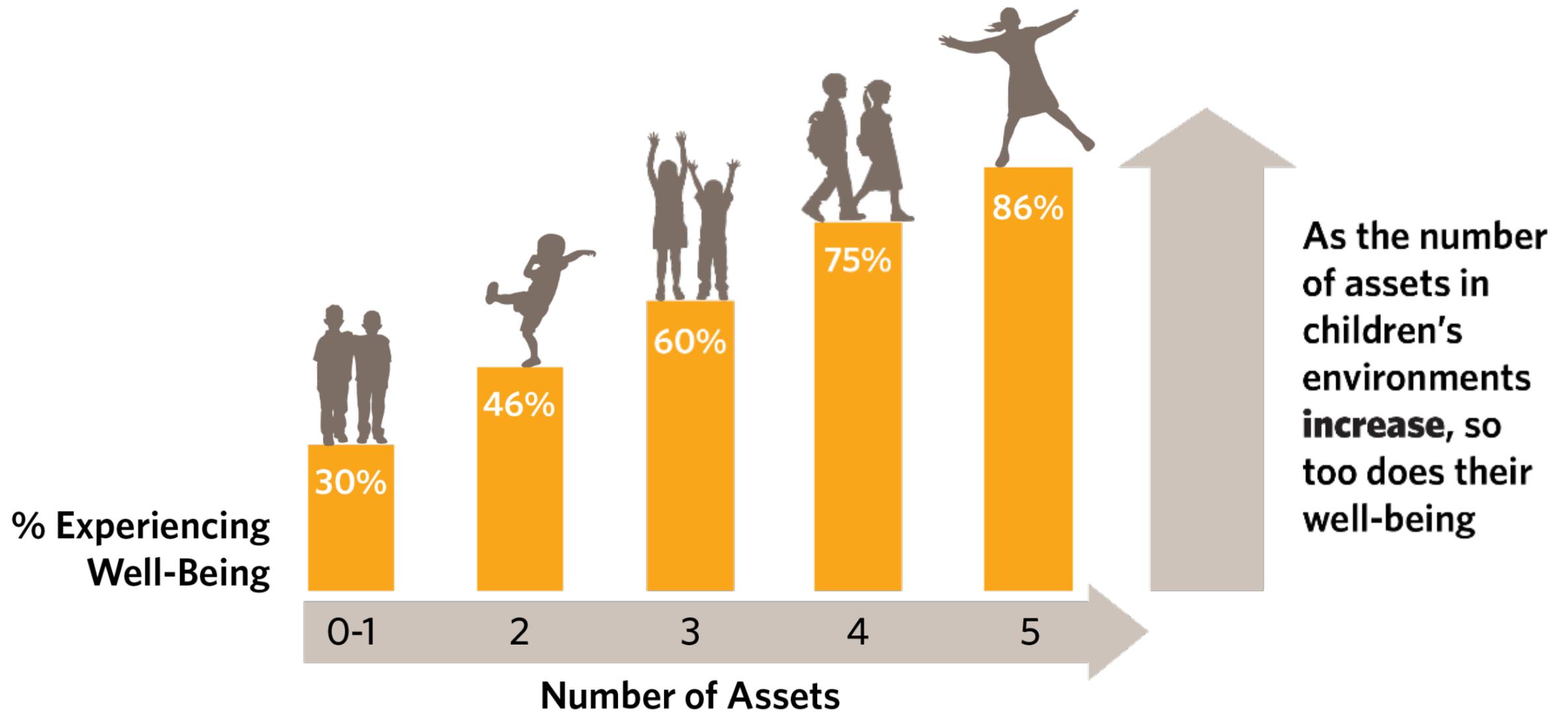


Peer Belonging
Friendship Intimacy
Organized Activities



ASSETS INDEX





BRITISH COLUMBIA, CANADA

New Education Curriculum



Core Competencies

Thinking Competency

Critical thinking

Creative thinking

Communication Competency

Personal and Social Competency

Positive personal and cultural identity

Personal awareness and responsibility

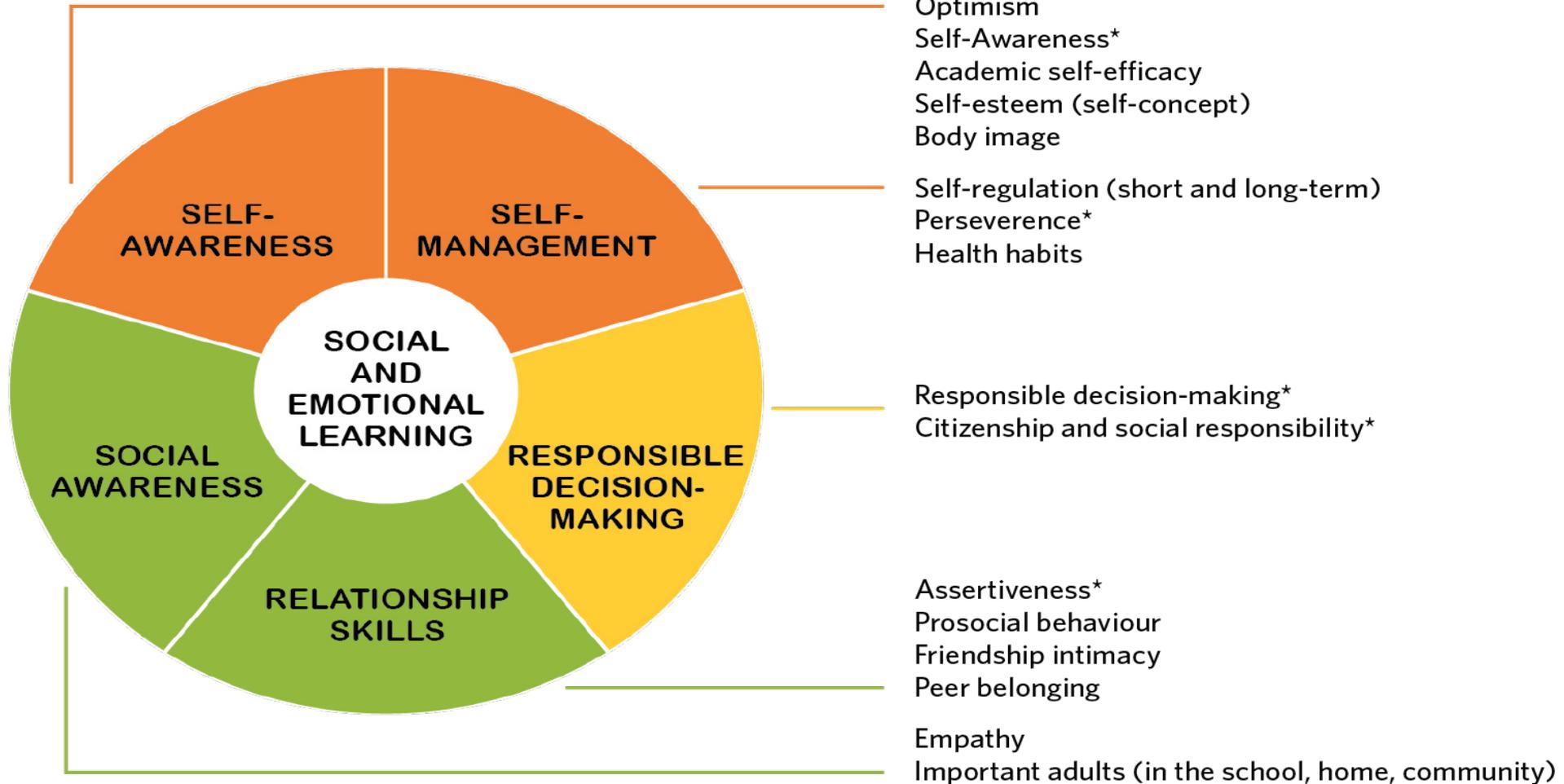
Social responsibility

CASEL

Social-emotional learning skills

MDI

MDI Measures



* Subscales included only on the grade 7 MDI.

Key Message

- The MDI provides valid and reliable data that can be used for decision-making to improve the lives of children inside and outside of school.

Development and Validation of the Middle Years Development Instrument (MDI): Assessing Well-Being and Assets across Multiple Contexts

Kimberly A. Schonert-Reichl · Martin Guhn · Ann
Shelley Hymel · Lina Sweiss · Clyde Hertzman

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Abstract Few instruments provide reliable and valid measures of children's social-emotional development and well-being, and (5) Constructive use of time. The MDI was designed to assess child well-being on five dimensions: (1) Social and emotional development, (2) Connectedness to peers and adults, (3) School experience, (4) Physical health and well-being, and (5) Constructive use of after-school time. Results are aggregated for schools and communities and reported back in comprehensive reports and community maps to inform planning and decision making at local and regional levels. Shared testimonials exemplify how MDI results have been used by educators, community organizers, and city planners as a catalyst for promoting children's social and emotional competence and facilitating collaboration between schools and communities.

Keywords Middle Years Development Instrument · Contextual and social assets · Population assessment · Survey development · Psychometric validation · Knowledge translation · Community-school-research collaboration · Middle childhood · Development · Health · Connectedness · School experience



Measuring social-emotional development in middle childhood: The Middle Years Development Instrument

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ABSTRACT

This paper discusses the conceptualization, development, validation, and application of the Middle Years Development Instrument (MDI) – a population-based child self-report tool that assesses children's social-emotional development and well-being in the context of their home, school, and neighborhood. The MDI is administered at a population-level to 4th and 7th grade students within participating public school districts across British Columbia, Canada. Children respond to items in five domains: (1) social-emotional development, (2) connectedness to peers and adults, (3) school experience, (4) physical health and well-being, and (5) constructive use of after-school time. Results are aggregated for schools and communities and reported back in comprehensive reports and community maps to inform planning and decision making at local and regional levels. Shared testimonials exemplify how MDI results have been used by educators, community organizers, and city planners as a catalyst for promoting children's social and emotional competence and facilitating collaboration between schools and communities.

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1. Introduction

Parents, educators, and society at large have long agreed that a main goal for young people is to become independent, socially skilled, and well-rounded citizens who are ready to responsibly navigate their personal and professional pathways into adulthood (Greenberg et al., 2009). Yet, until the turn of this century, students' social-emotional development and well-being played only a negligible role in school-based assessments (Bridgeland, Bruce, & Harbarth, 2013; Elias et al., 1997; Schonert-Reichl & Hymel, 2007; Schonert-Reichl & Weisberg, 2014). The past two decades have seen an explosion of interest in systematically promoting and assessing children's social-emotional skills, development, and well-being in schools and communities (Humphrey, 2013; Osber et al., 2016). A multitude of school and community-based intervention and prevention programs that enhance social-emotional development have been designed, implemented, and evaluated; and numerous programs that are evidence-based, sustained, comprehensive, and implemented with high fidelity have been supported through positive evaluation outcomes (e.g., Durlak, Weisberg, Dymnicki, Taylor, & Schellinger, 2011; Sklad, Dzielinska, Rittner, Ben, & Gaweitajko, 2012).

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Original Article Development and Validation of the Middle Years Development Instrument (MDI): Assessing Well-Being and Assets across Multiple Contexts

Kimberly A. Schonert-Reichl,
Martin Guhn, Lina Sweiss, Clyde Hertzman,
Ann Shelley Hymel, Pippa Rowdiffe, and
Kimberly C. Thomson

To examine the role of supportive adults to emotional well-being of 4th students attending public schools in Vancouver, British Columbia, Canada, we examined the extent to which school support relate to young people's self-reported well-being. School support emerged as the most significant predictor of well-being, above and beyond home and neighborhood support. All three ecological contexts were significant predictors of well-being. Furthermore, we examined the extent to which school support relate to young people's self-reported well-being. School support emerged as the most significant predictor of well-being, above and beyond home and neighborhood support. All three ecological contexts were significant predictors of well-being. Furthermore, we examined the extent to which school support relate to young people's self-reported well-being. School support emerged as the most significant predictor of well-being, above and beyond home and neighborhood support. All three ecological contexts were significant predictors of well-being.

Keywords

Middle childhood, population-based research
Well-being, School support, Home support, Neighborhood support, Ecological systems, Supportive adults, Emotional well-being, Self-reported well-being, Positive psychology, Resilience, Community-school-research collaboration, Middle childhood, Development, Health, Connectedness, School experience



Associations of teacher-rated social, emotional, and cognitive development in kindergarten to self-reported wellbeing, peer relations, and academic test scores in middle childhood

Martin Guhn*, Anne M. Gadermann, Alisa Almas, Kimberly A. Schonert-Reichl, Clyde Hertzman

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Well-being and peer relations in middle childhood

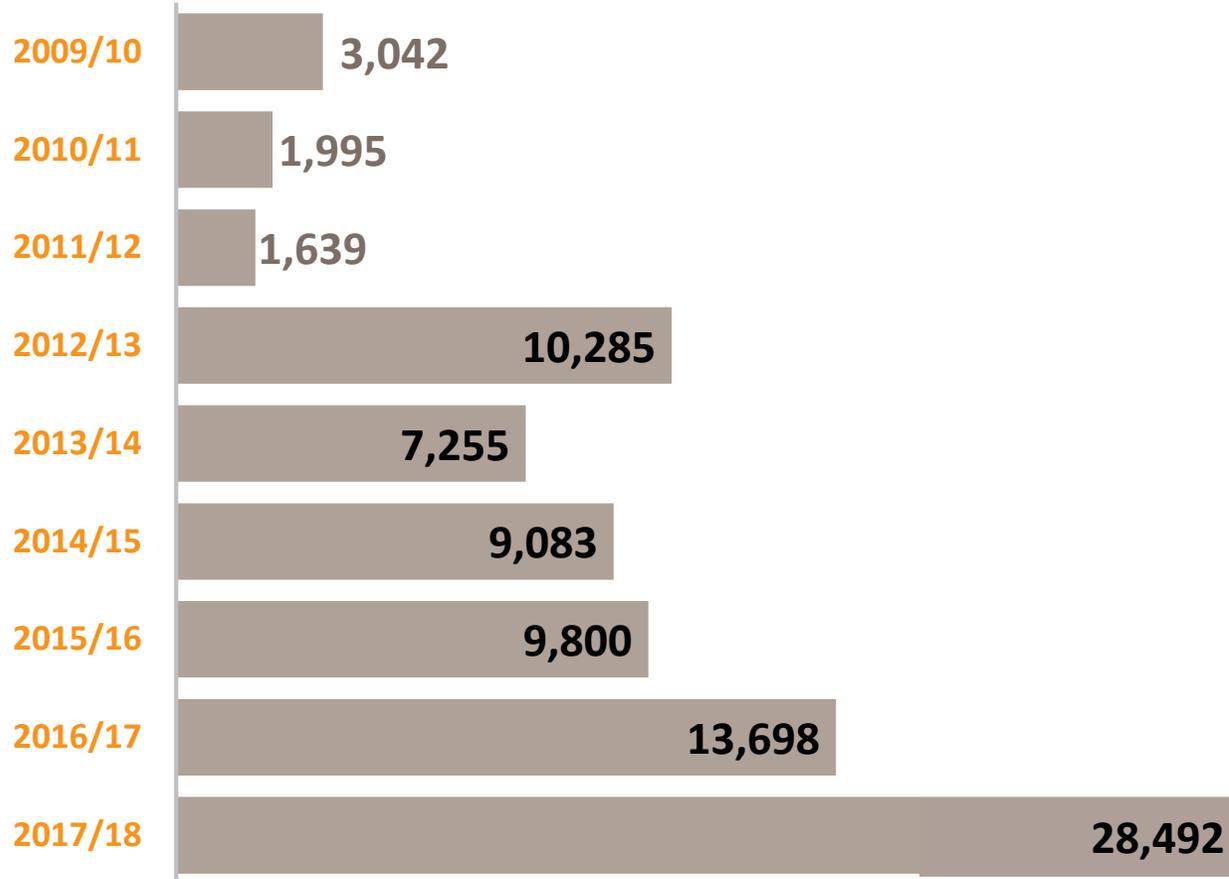
ABSTRACT

In two longitudinal studies, we examined to what extent teacher-rated social competence, emotional maturity, and language and cognitive development in kindergarten (measured with the Early Development Instrument, EDI; Janus & Offord, 2007) are associated with children's self-reported social relations with peers, emotional well-being (measured with the Middle Years Development Instrument, MDI; Schonert-Reichl et al., 2013), and numeracy and literacy (assessed with standardized achievement tests) in middle childhood. The studies were conducted using population-based data linkages ($N > 7000$) from Western Canada. Using multilevel regression analyses, we found that teacher-rated social competence in kindergarten most strongly predicted 4th graders' self-report of their connectedness to peers, and emotional maturity most strongly predicted emotional well-being. Teacher-rated cognitive and language development in kindergarten most strongly predicted 4th graders' standardized numeracy and literacy test results. We discuss our results with regard to previous findings in the literature, and address methodological and conceptual challenges in regard to examining children's early development across interdependent domains.



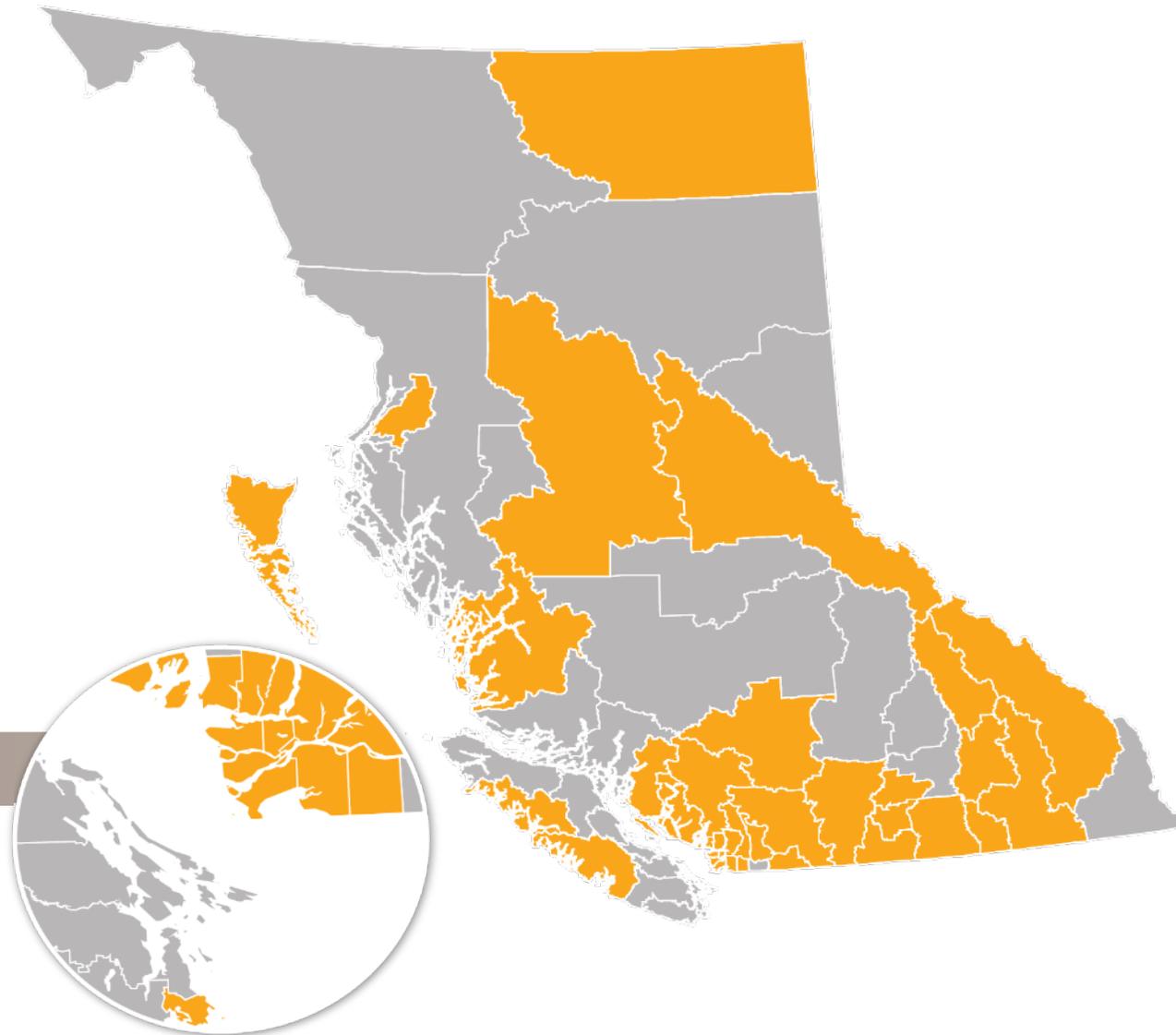
MDI Participation

2009/10- 2018/19



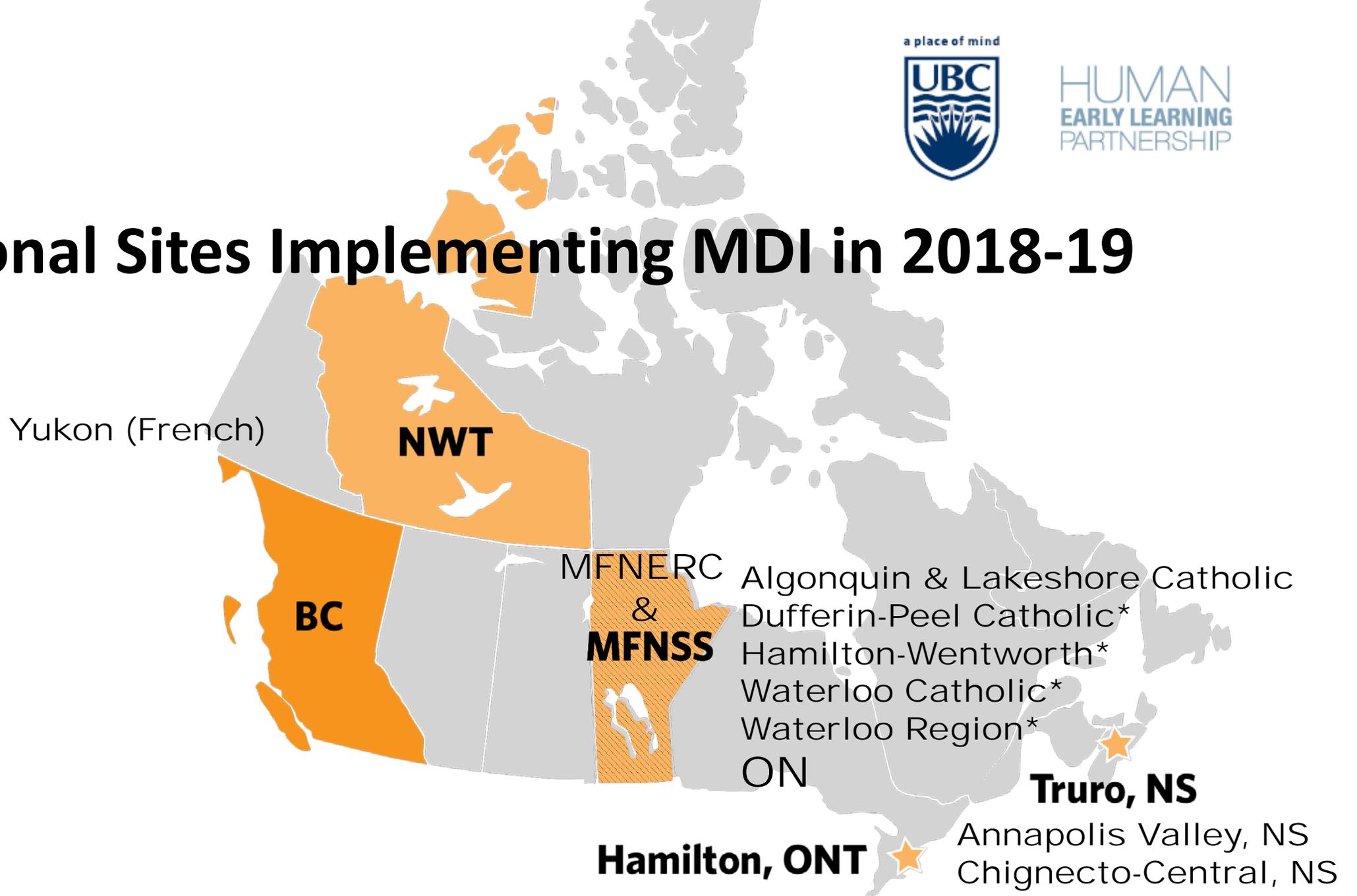
Grade 4: 16,439 Grade 7: 13,958

Total: 116,723





National Sites Implementing MDI in 2018-19





MDI
GRADE 7

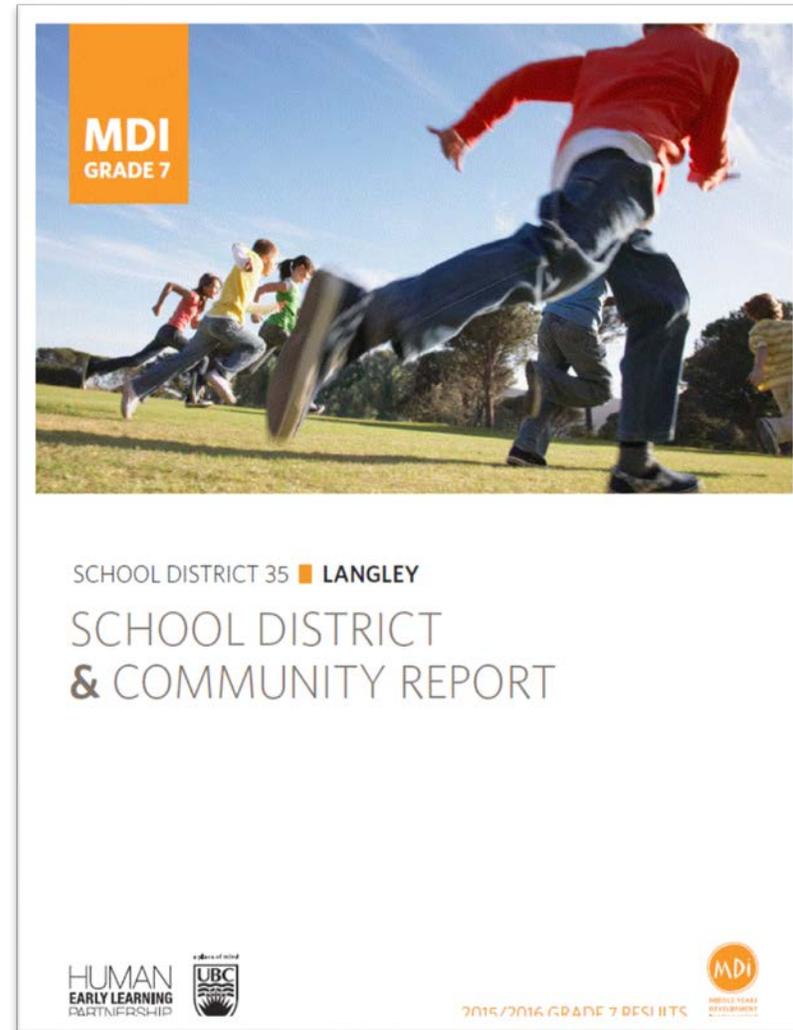
SCHOOL DISTRICT 600 | **REPORT TEST BC EN**
SUNFLOWER ELEMENTARY

SCHOOL REPORT

2018/2019



REPORTS – Two Aggregations:

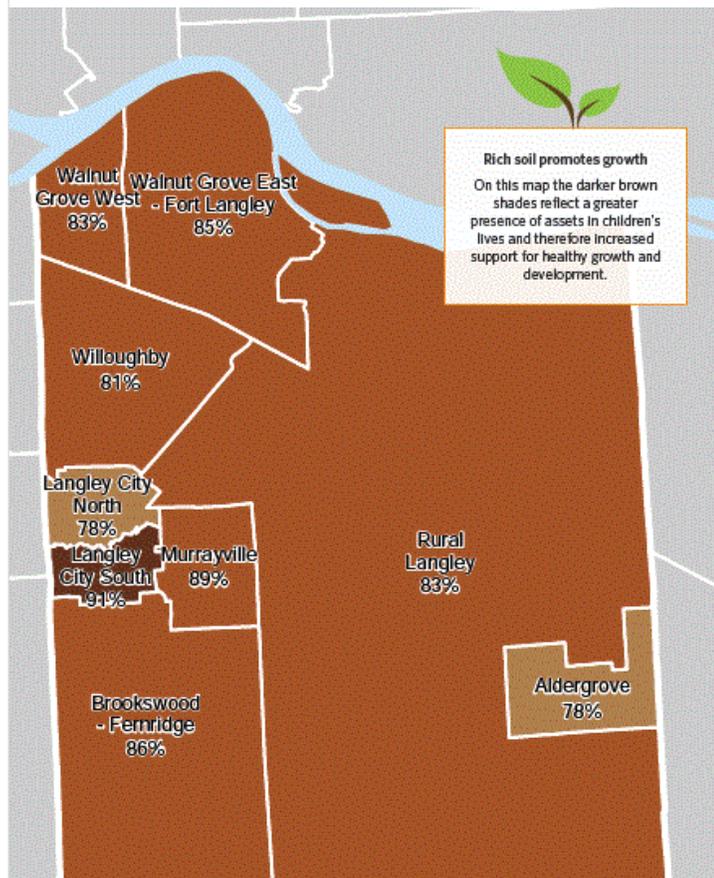


School – Online (English)

Board/Community – PDF

LANGLEY (SD 35) 2015/2016

7



Rich soil promotes growth
On this map the darker brown shades reflect a greater presence of assets in children's lives and therefore increased support for healthy growth and development.



PEER RELATIONSHIPS

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

Percentage of children reporting the presence of peer relationship assets

90-100%	SD 35
80-89%	83%
70-79%	All Participating Districts*
<70%	84%
Data Suppressed (<35 students)	

*See page 9 for a list of participating school districts in 2015/16

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



MDI GUIDE



2016/2017 THE MIDDLE YEARS DEVELOPMENT INSTRUMENT TECHNICAL GUIDE



Strategies for MDI Success in Schools: Moving from Data to Action

1. MDI data can provide a way to understand students' perspectives about their lives inside and outside of school.
2. MDI data can be used to catalyze discussions about students' connectedness to adults in schools.
3. MDI data can be connected to the focus on comprehensive school health plan.
4. MDI data can be used to understand and monitor change in your efforts to promote students' social and emotional learning.
5. MDI data can be used to connect to community organizations in your district and catalyze action.



MDI

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI): SOME KEY STRATEGIES AND FINDINGS

Strategy #1

You can examine differences in students' social and emotional competence (SEL) across multiple dimensions.



Social & Emotional – 2017/18

OPTIMISM

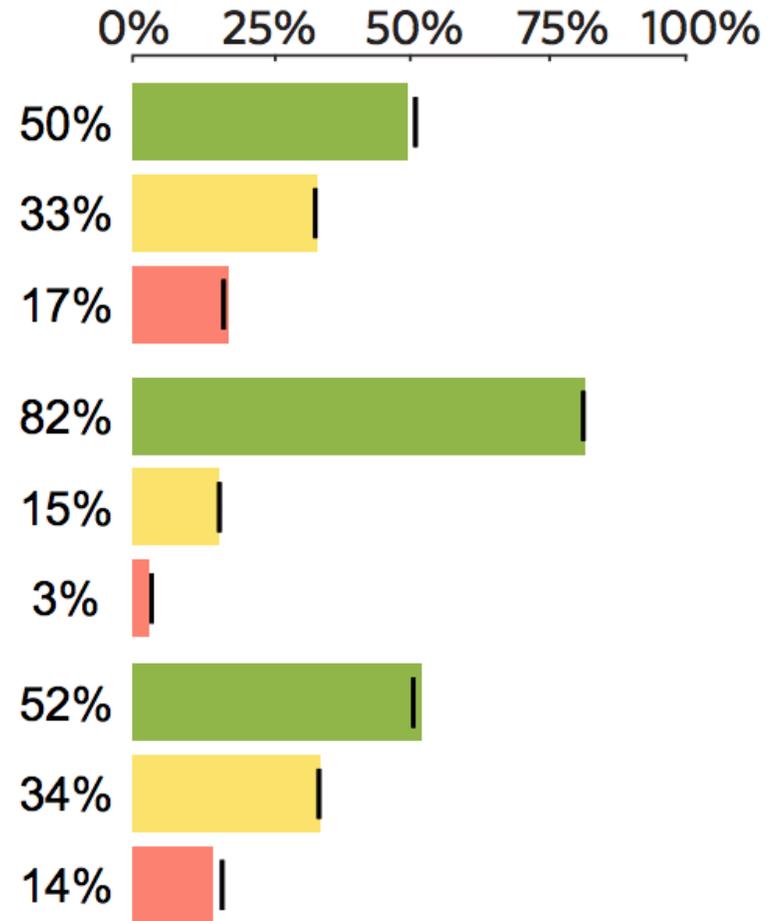
Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."

EMPATHY

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

PROSOCIAL BEHAVIOUR

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



7

MDI



Social & Emotional – 2017/18

SELF-ESTEEM

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



HAPPINESS

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



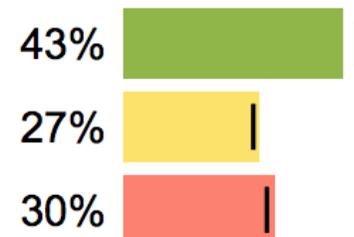
ABSENCE OF SADNESS

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



ABSENCE OF WORRIES

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

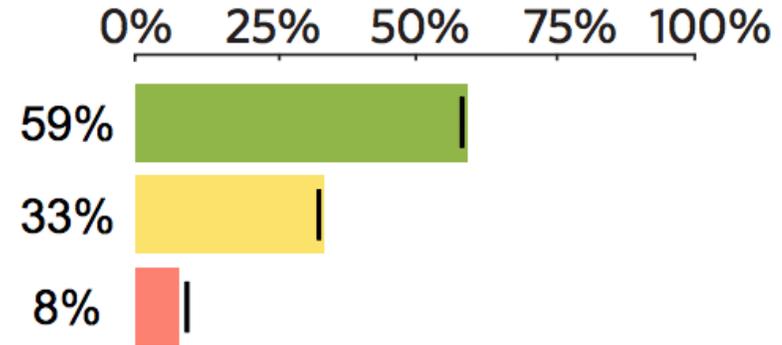




Social & Emotional – 2017/18

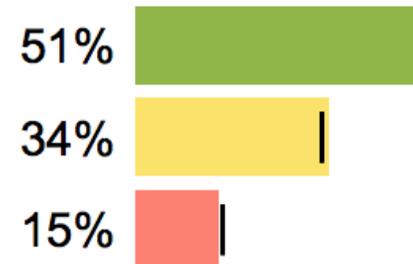
SELF-REGULATION (LONG-TERM)

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



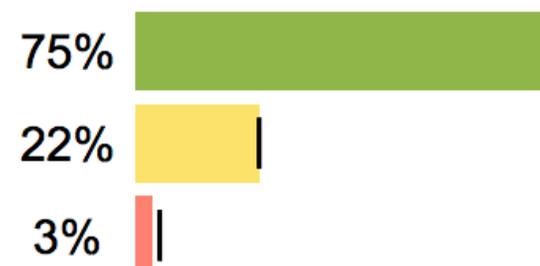
SELF-REGULATION (SHORT-TERM)

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



RESPONSIBLE DECISION-MAKING

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



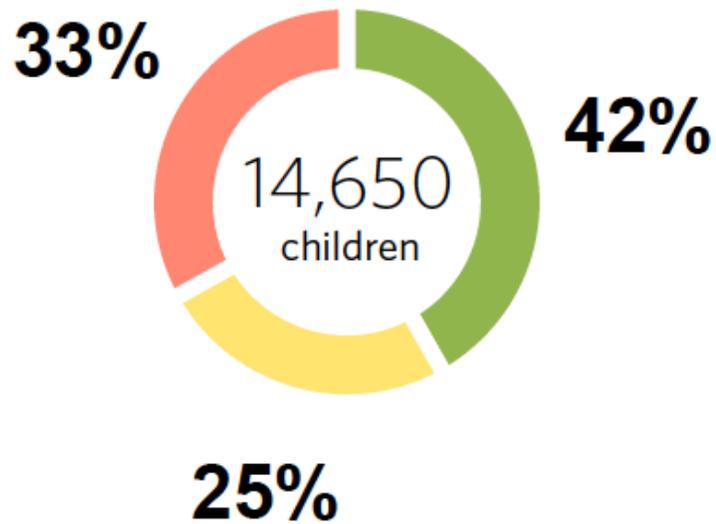
Strategy #2

You can examine students' well-being in grade 4 and grade 7 at the population level.

Well-Being Index – 2017/18

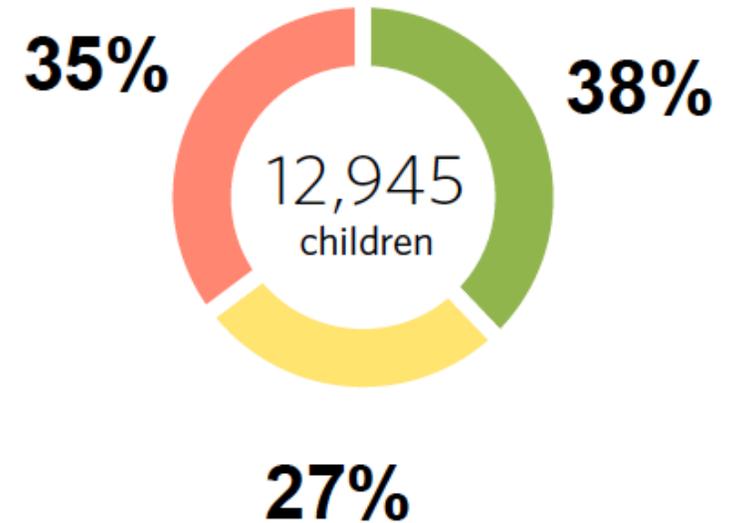
GRADE 4

All Participating Districts in BC



GRADE 7

All Participating Districts in BC



High Well-being (Thriving)
Children who are reporting positive responses on at least 4 of the 5 dimensions of well-being.

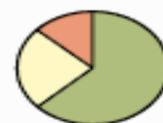


Medium to High Well-Being
Children who are reporting no negative responses, but fewer than 4 positive responses.



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

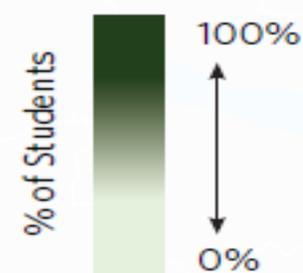
Vancouver (SD39), 2012-2013



Percentage of Children Thriving MDI Grade 7

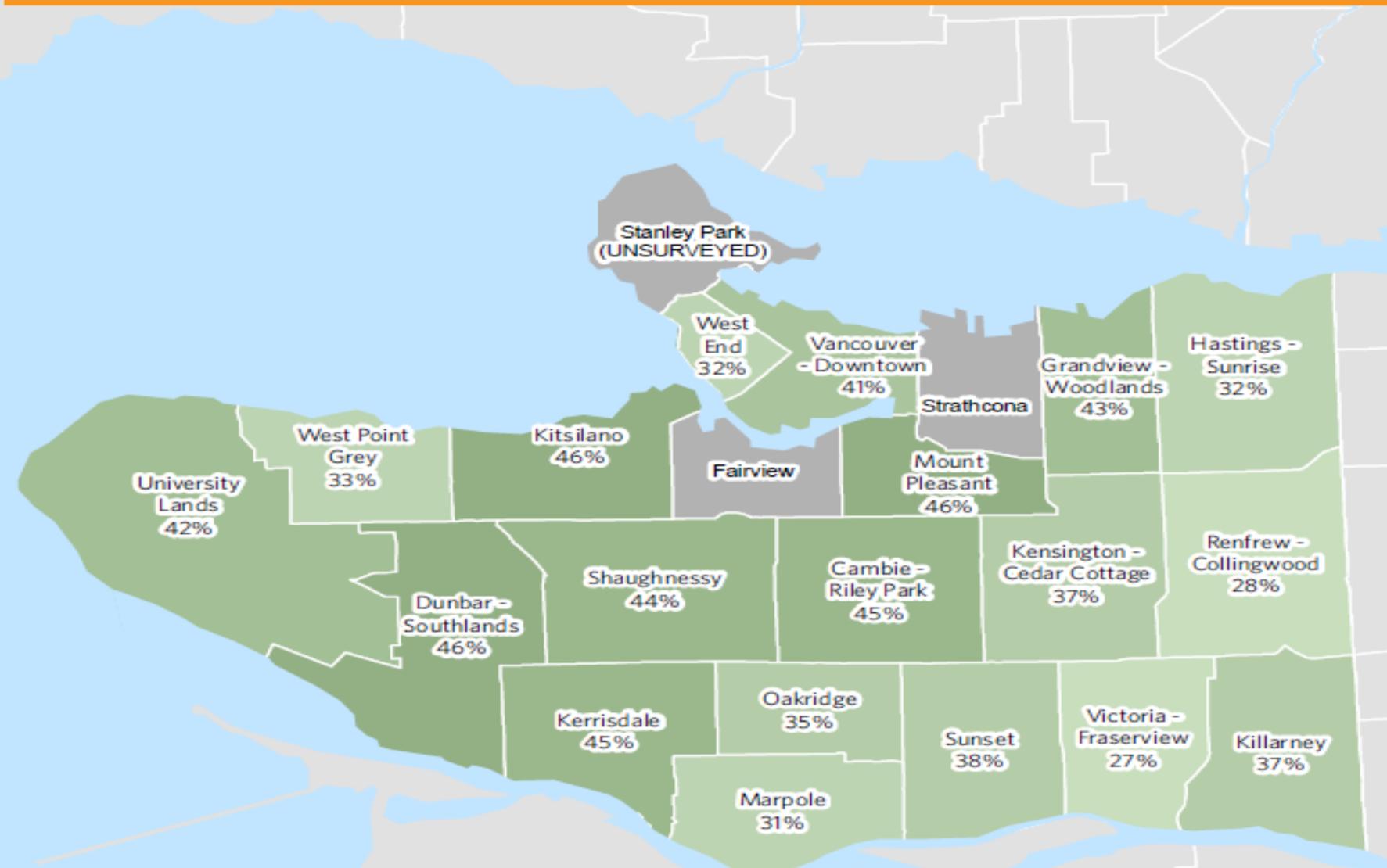
The MDI Well-Being Index is a composite score of 5 dimensions: Optimism, Happiness, Self-Esteem, General Health and Absence of Sadness. Children who score high on at least 4 of the 5 dimensions of well-being are considered thriving.

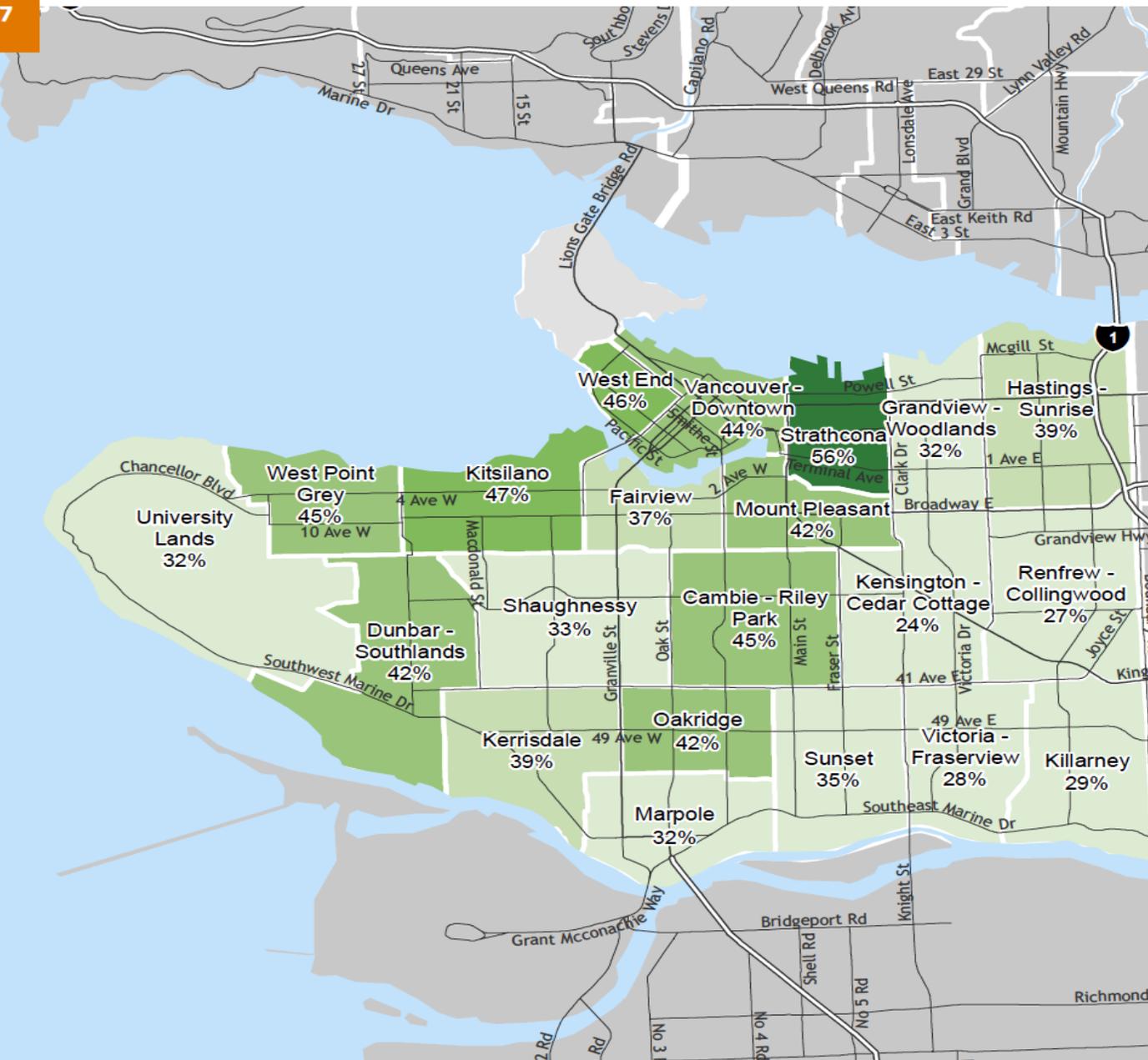
Percentage of Children Thriving*



■ Data Suppressed (<35 students)

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

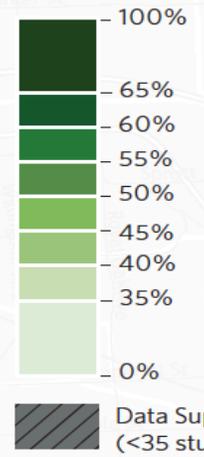




WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving



SD 39
35%

All Participating
Districts*
38%

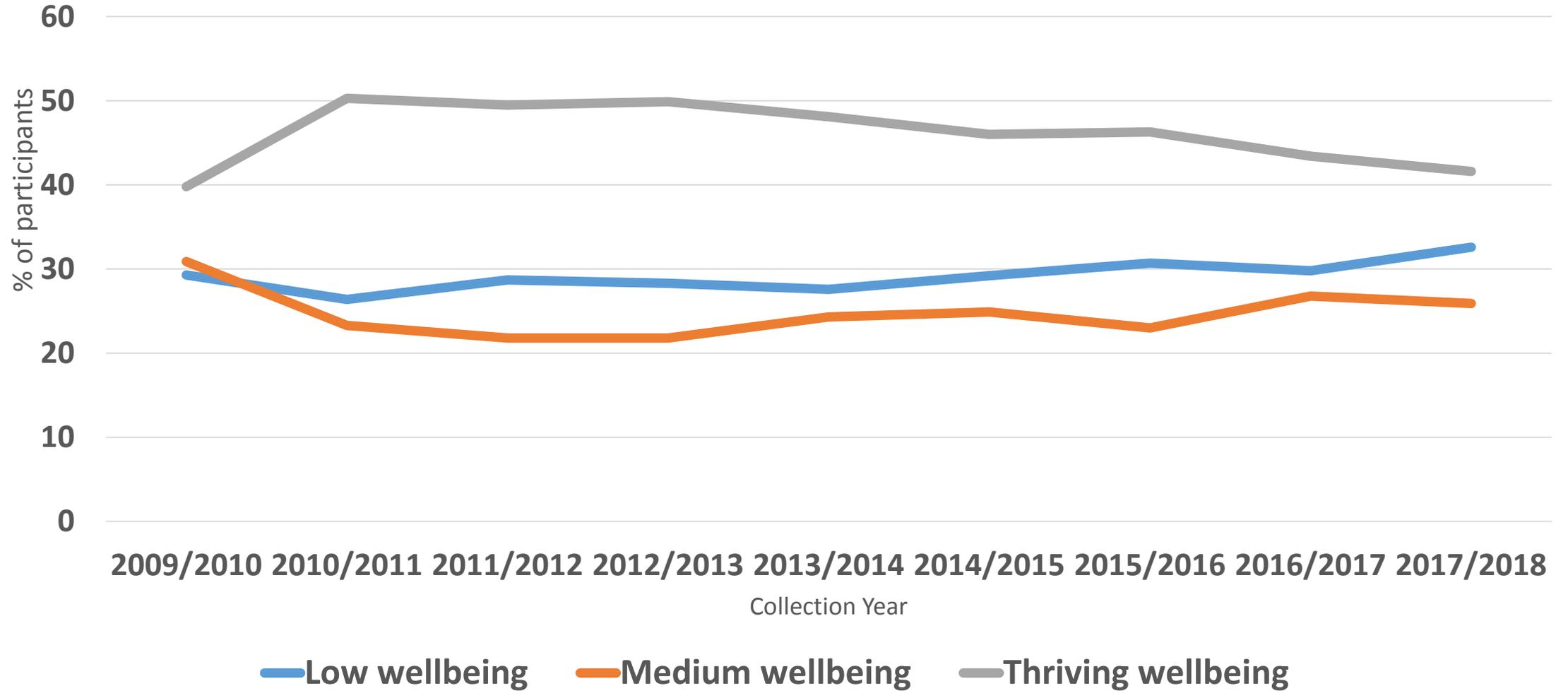
*See page 9 for a list of participating school districts in 2017/18.

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

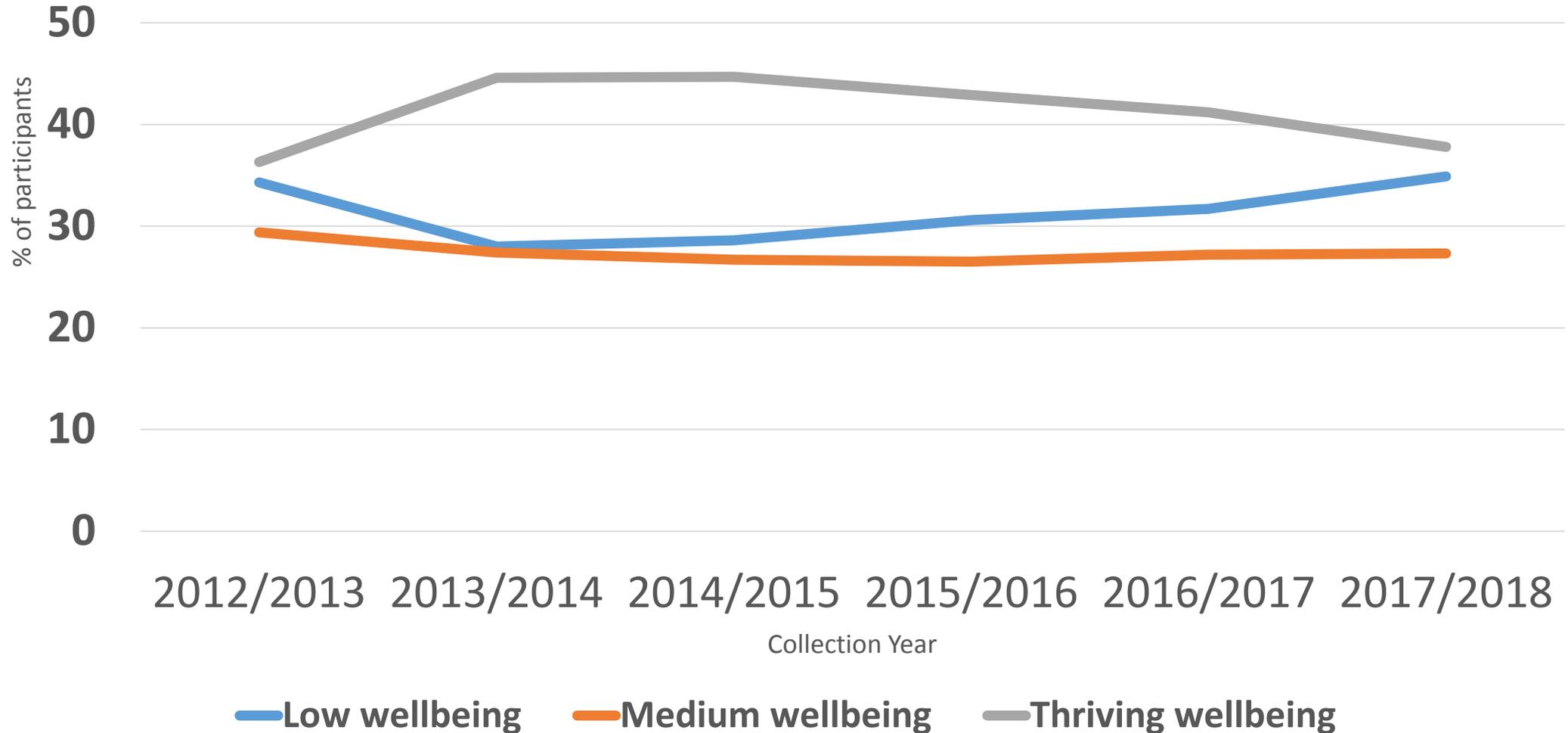
Strategy #3

You can monitor children's well-being over time

Changes in Well-being - Grade 4



Changes in Well-being - Grade 7



Strategy #4

You can examine “assets” at the population level, and examine these over time.

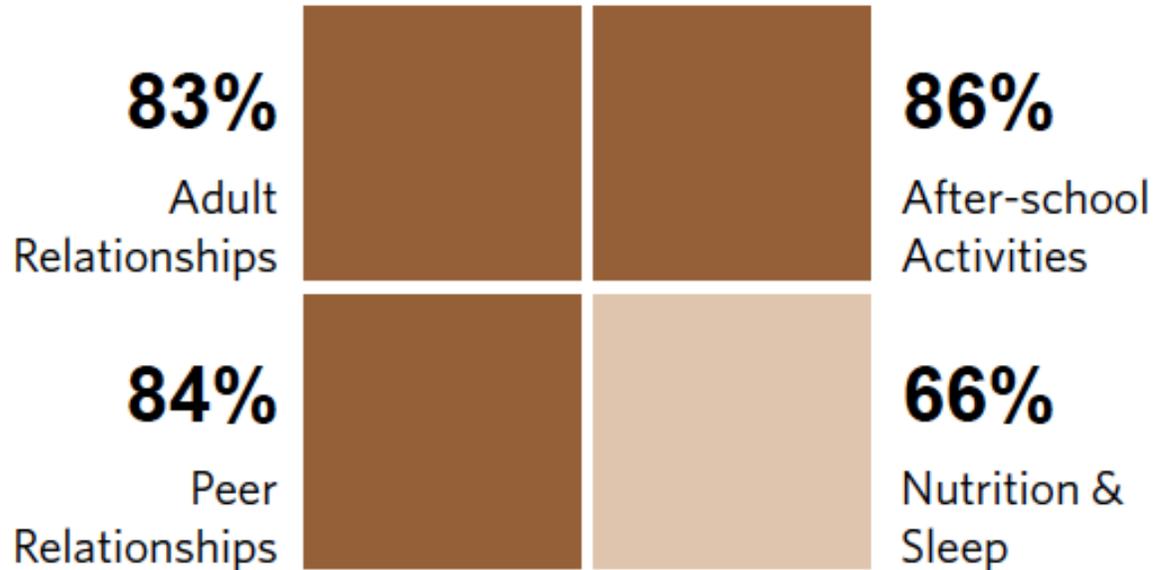


THE RICHNESS OF THE "SOIL"

Assets – 2017/18

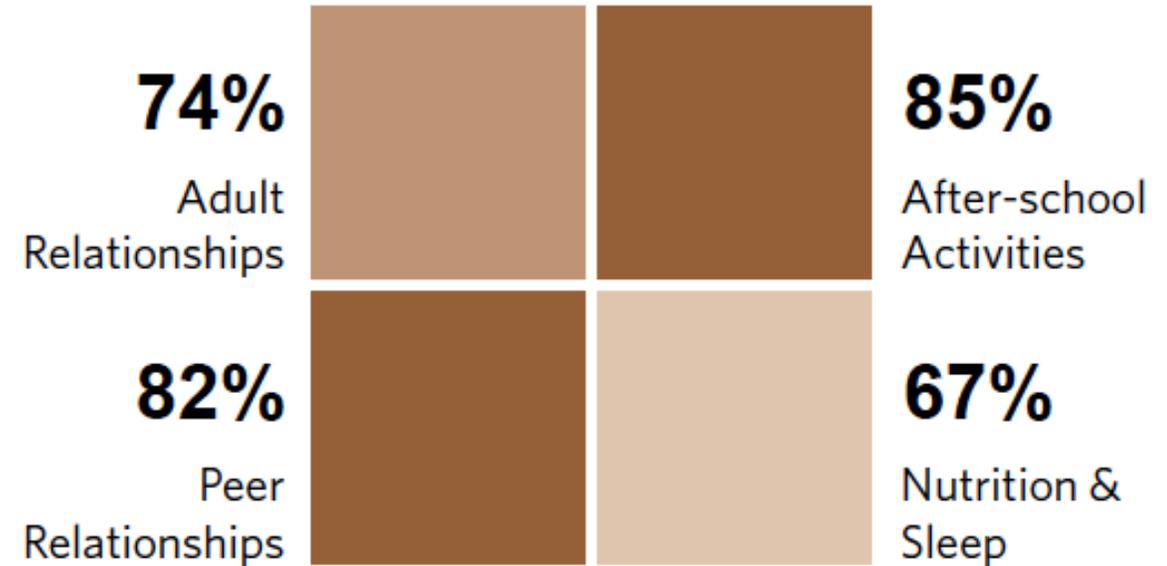
GRADE 4

All Participating Districts in BC



GRADE 7

All Participating Districts in BC



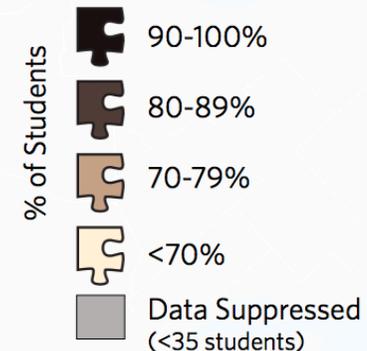


Adult Relationship Assets MDI Grade 7

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

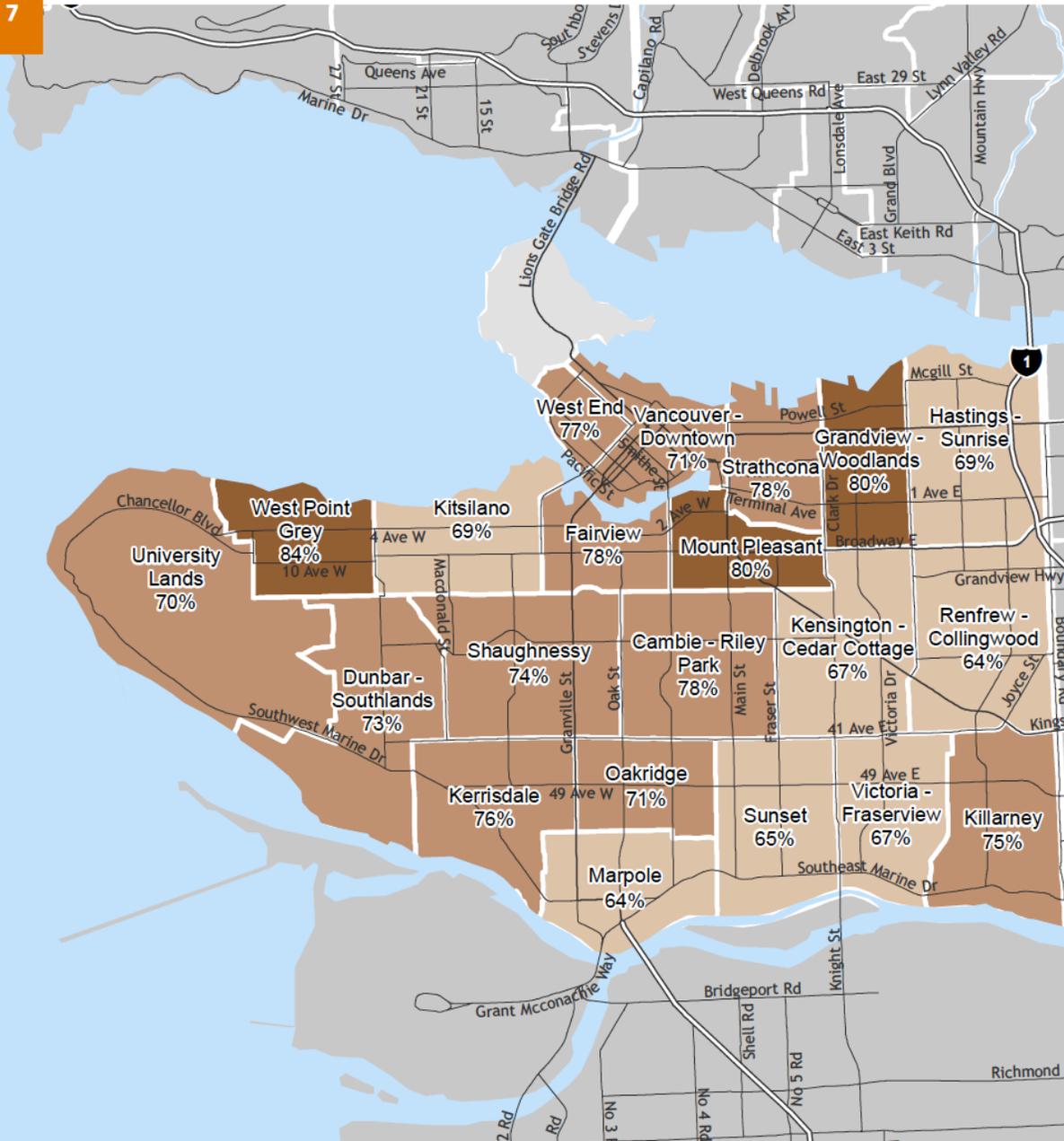
1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Adult Relationship Assets



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

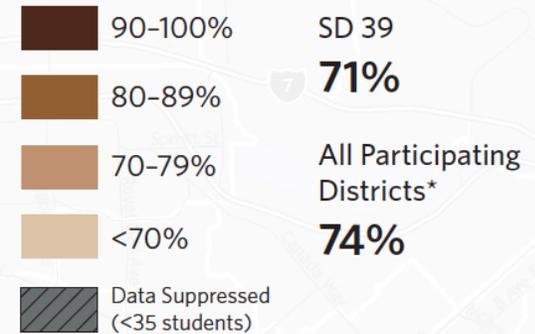
For More Information Contact
MDI Project Coordinator
Human Early Learning Partnership



ADULT RELATIONSHIPS

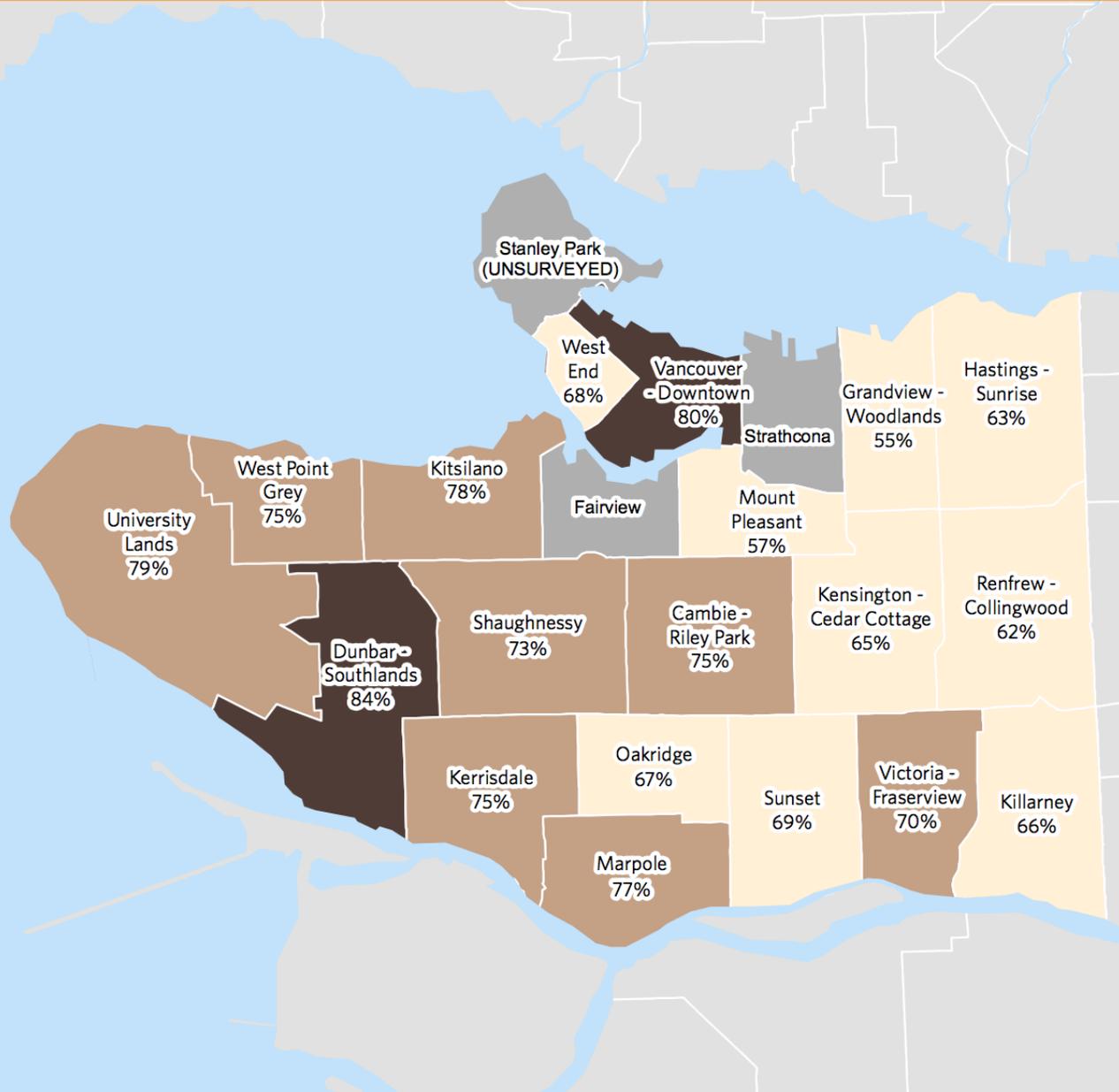
Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset



*See page 9 for a list of participating school districts in 2017/18.

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

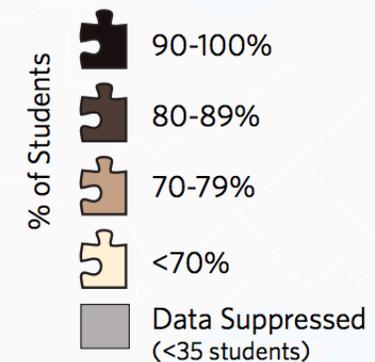


Nutrition & Sleep Assets MDI Grade 7

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

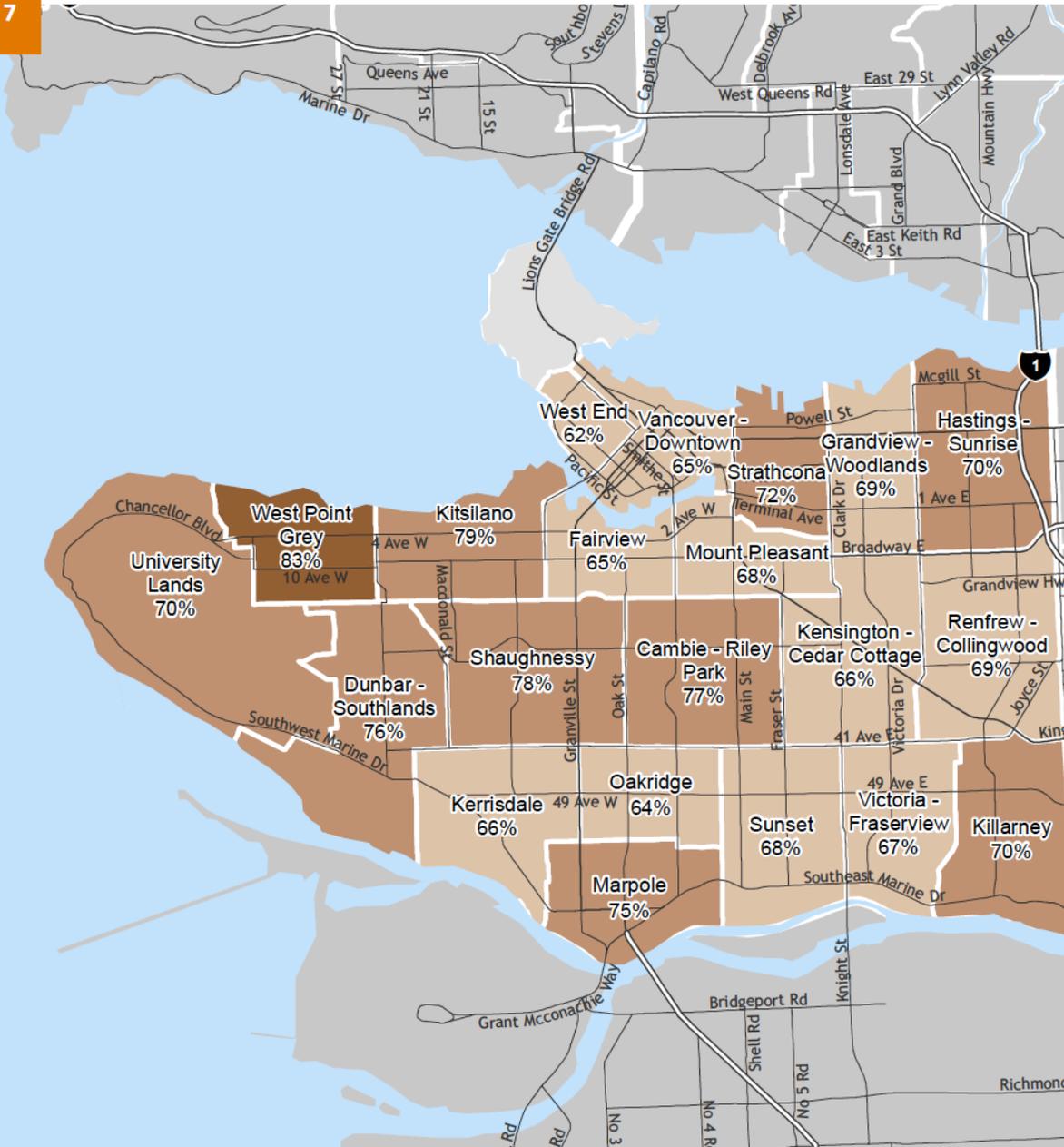
1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Nutrition & Sleep Assets



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

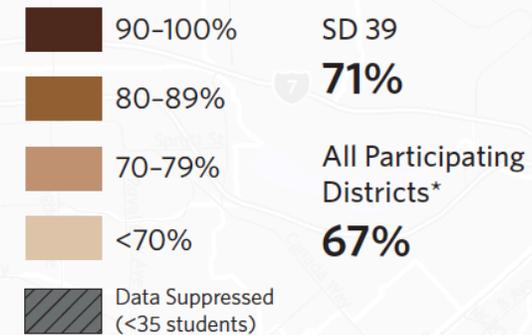
For More Information Contact
MDI Project Coordinator
Human Early Learning Partnership



NUTRITION & SLEEP

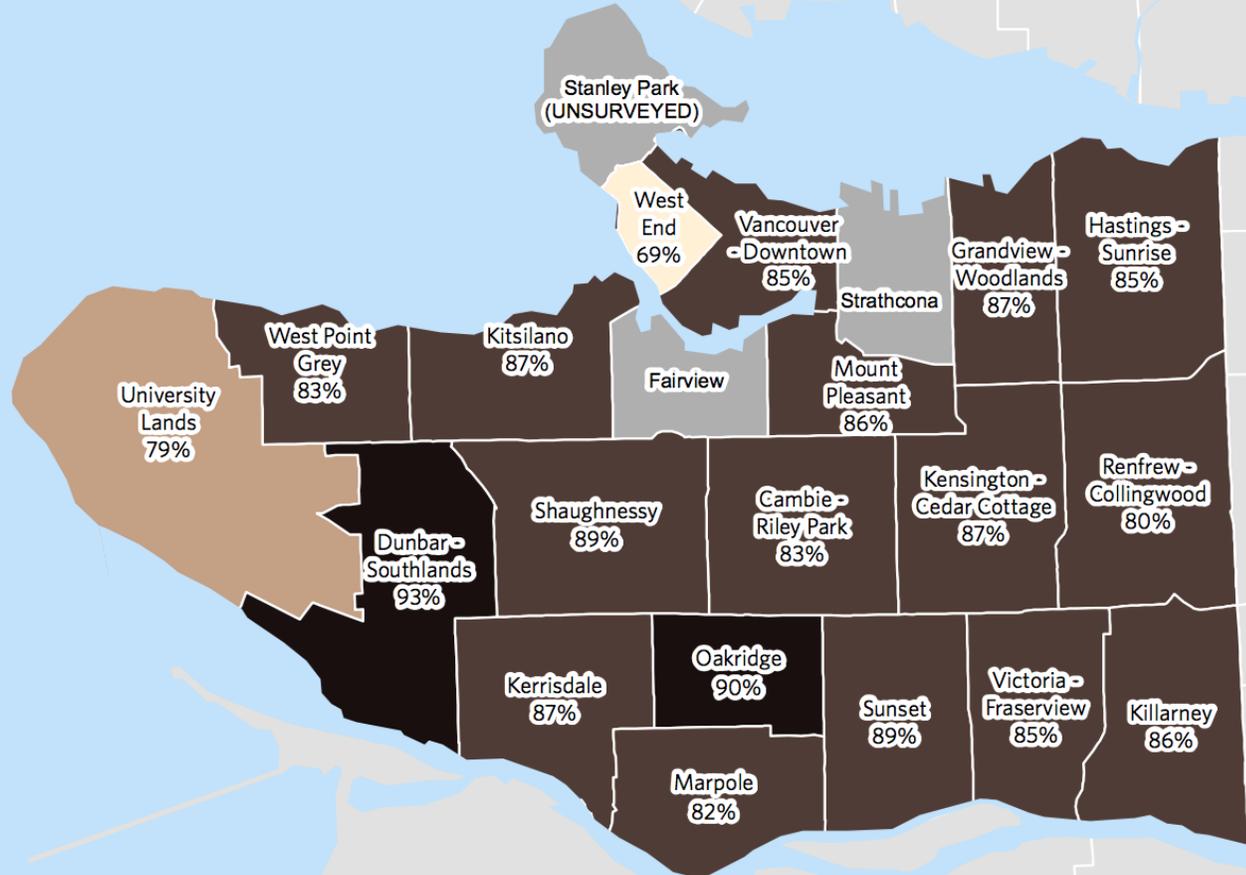
Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset



*See page 9 for a list of participating school districts in 2017/18.

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

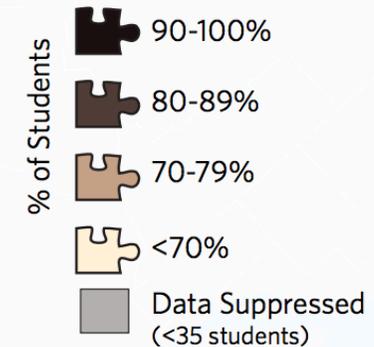


Peer Relationship Assets MDI Grade 7

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

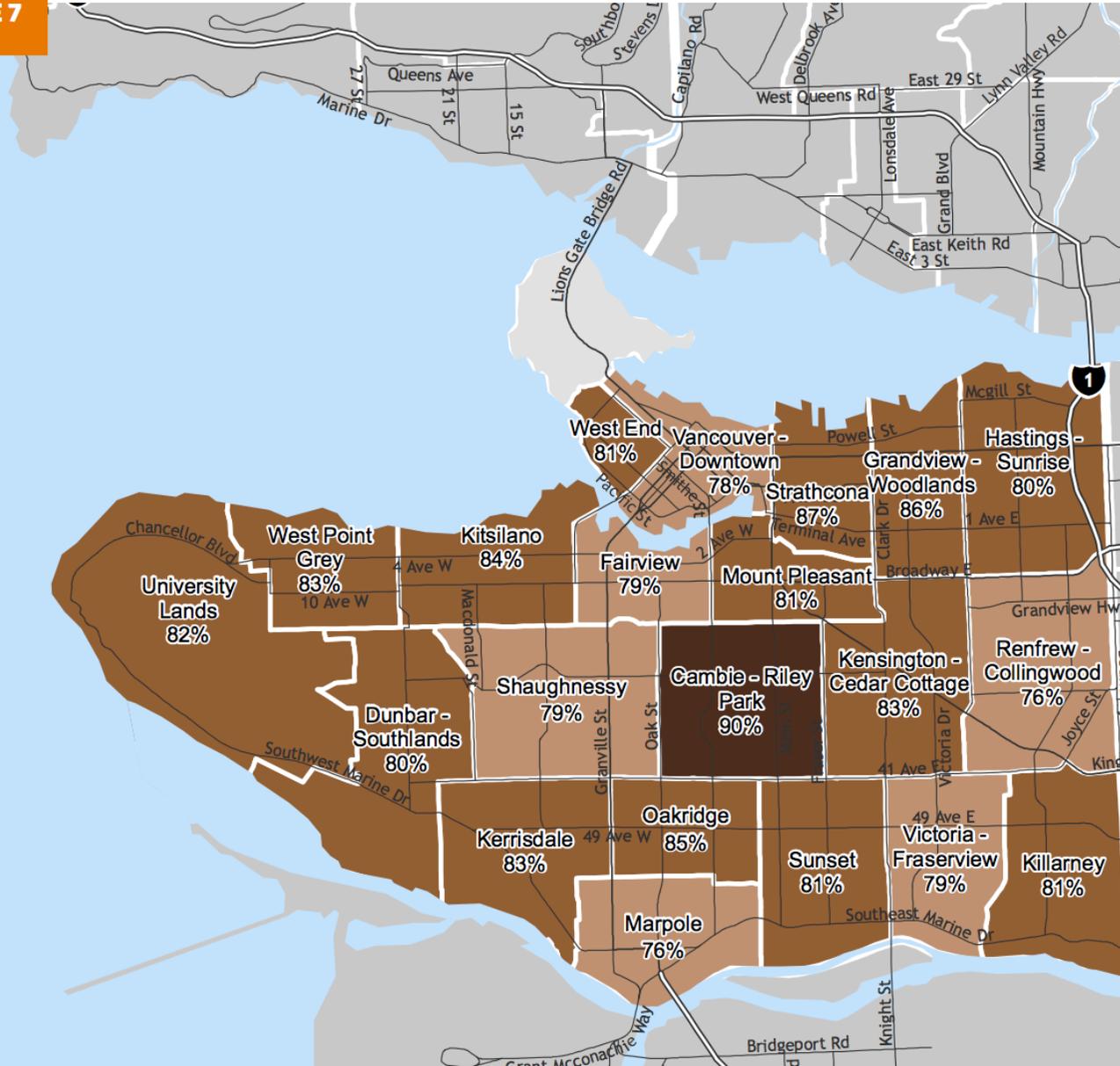
1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of Peer Relationship Assets



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

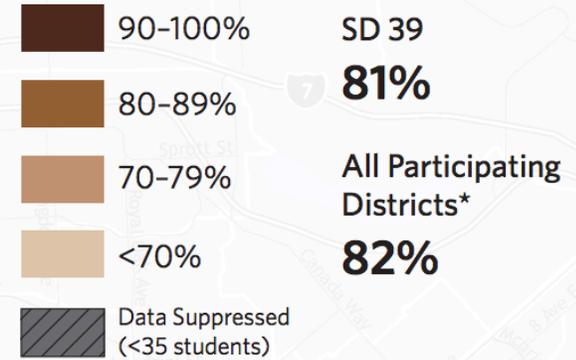
For More Information Contact
MDI Project Coordinator
Human Early Learning Partnership



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

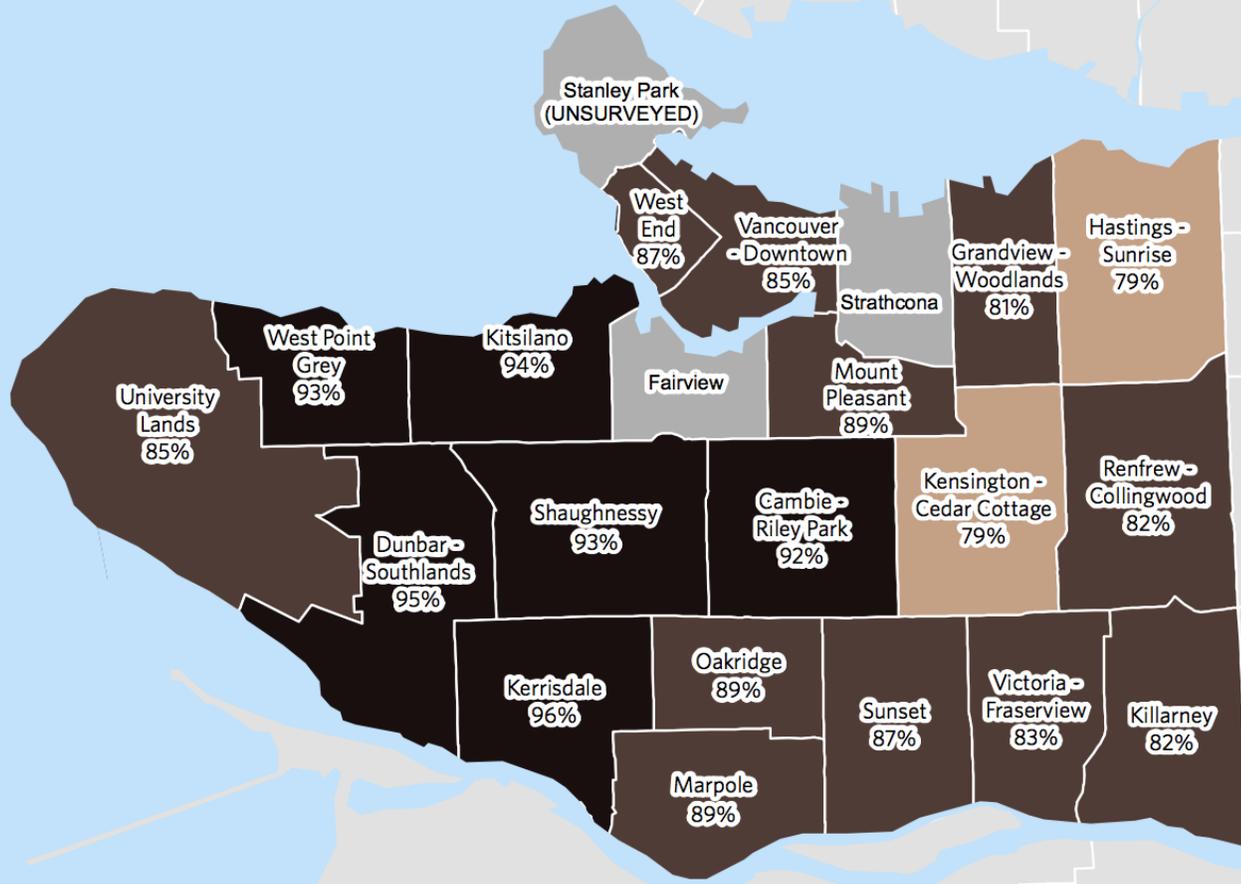


*See page 9 for a list of participating school districts in 2017/18.

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



Vancouver (SD39), 2012-2013

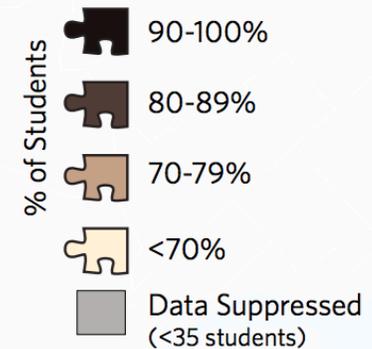


After-School Activity Assets MDI Grade 7

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

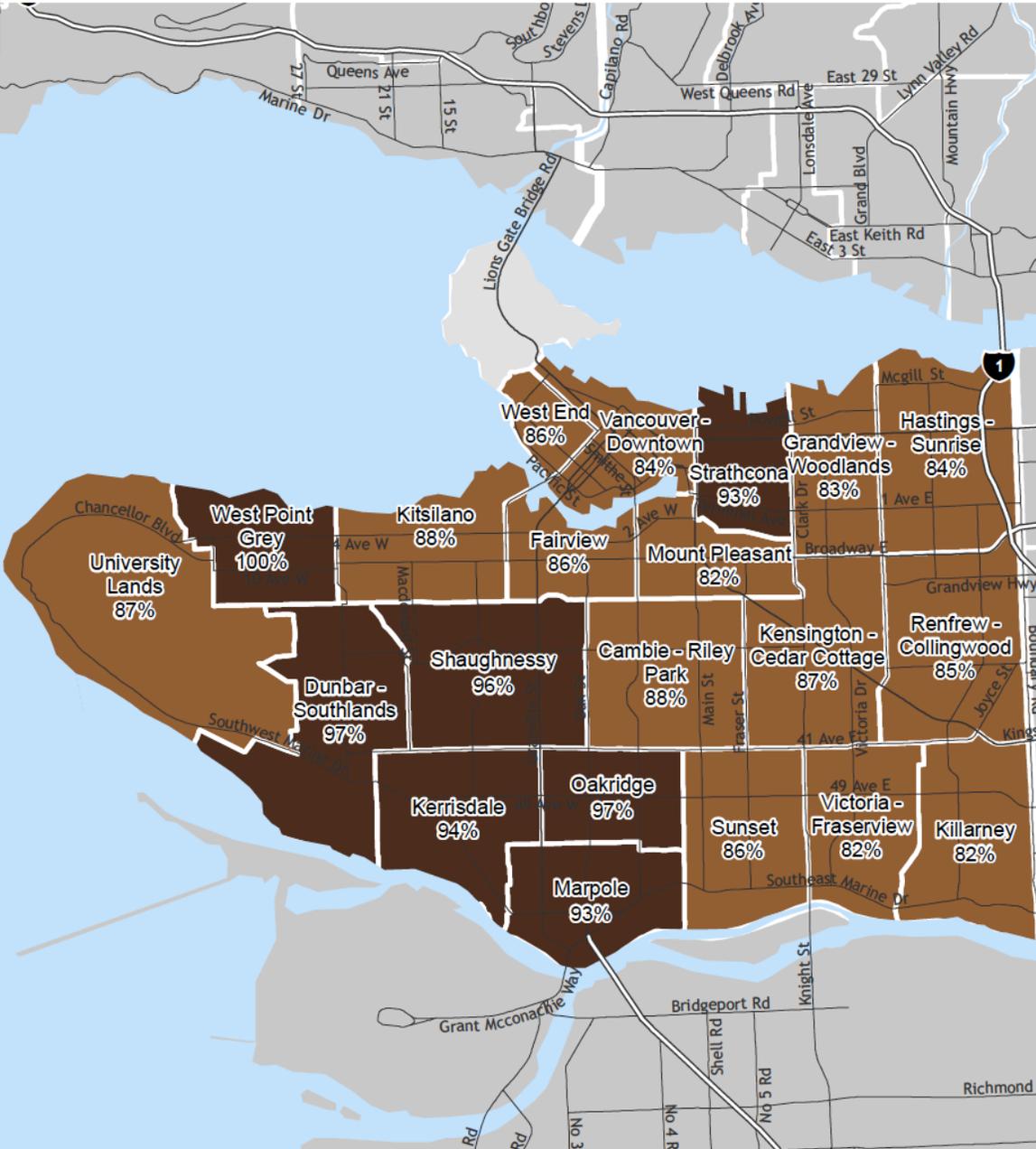
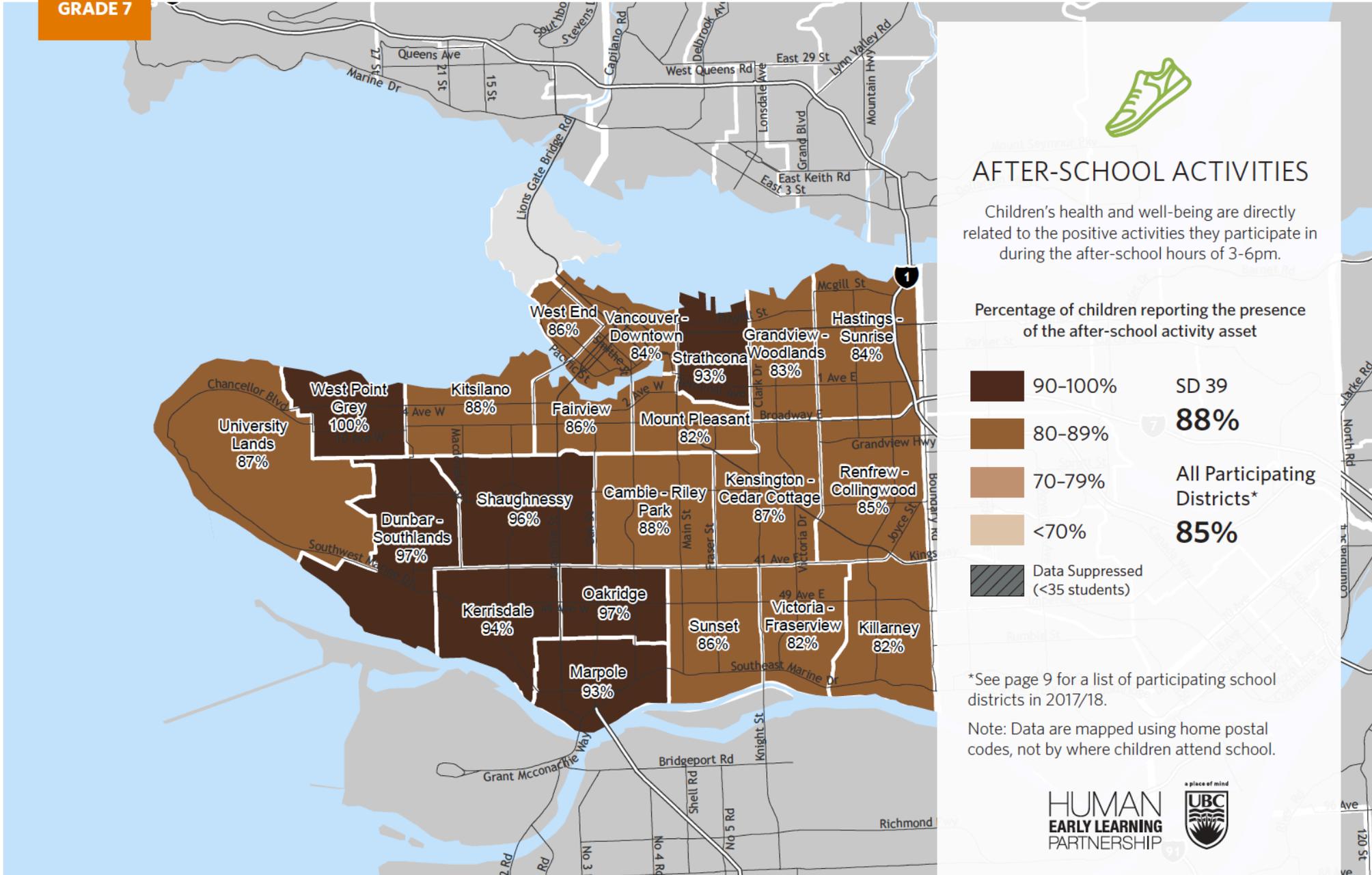
1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of After-School Activity Assets



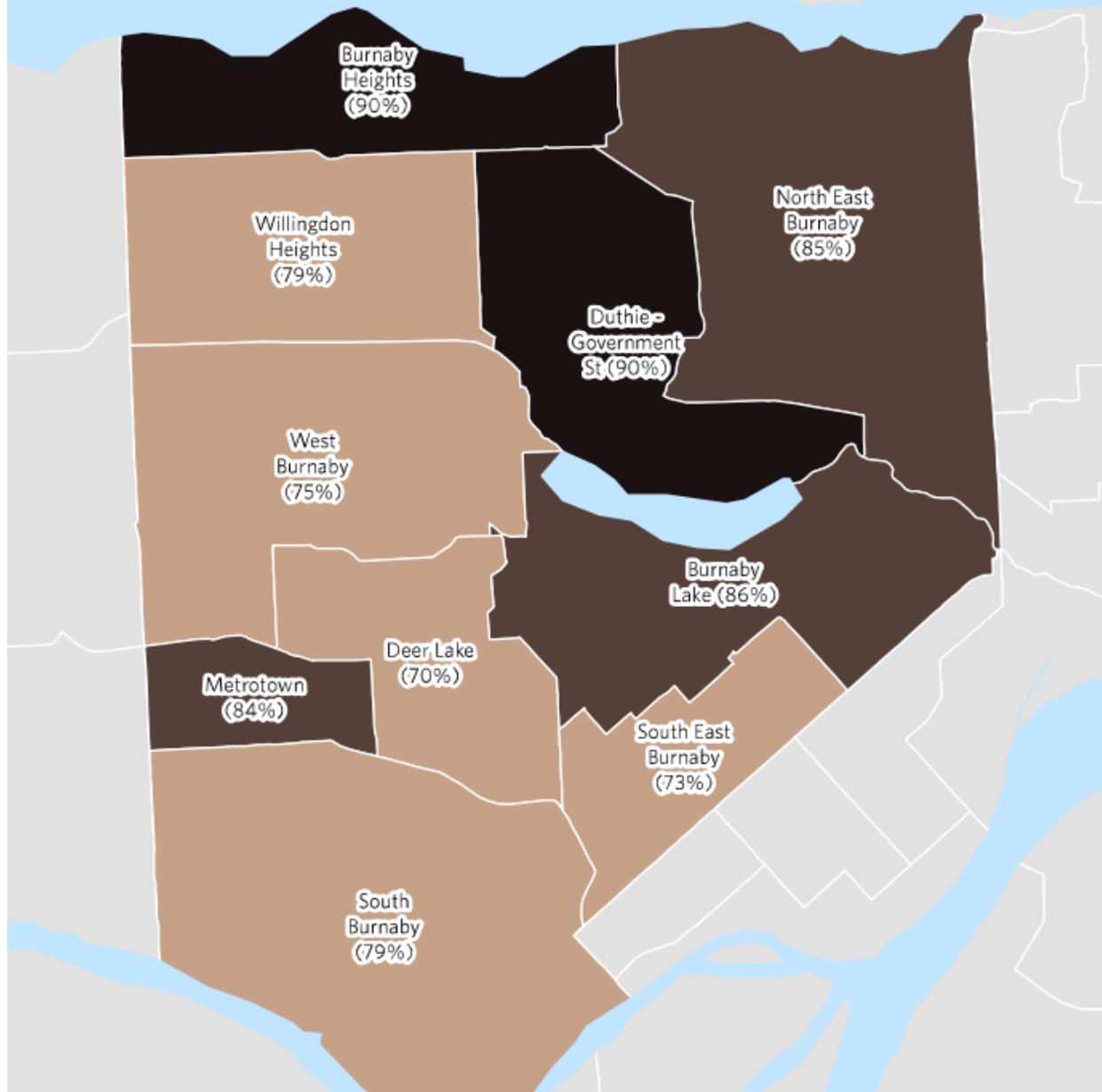
*Data include only children who lived within the geographic school district boundary

For More Information Contact
MDI Project Coordinator
Human Early Learning Partnership



District & Community Collaboration: SD 41 – After School Activities in all Neighbourhoods

- Burnaby After-school maps – change over time

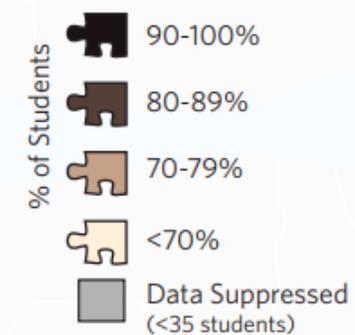


After-School Activity Assets MDI Grade 4

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

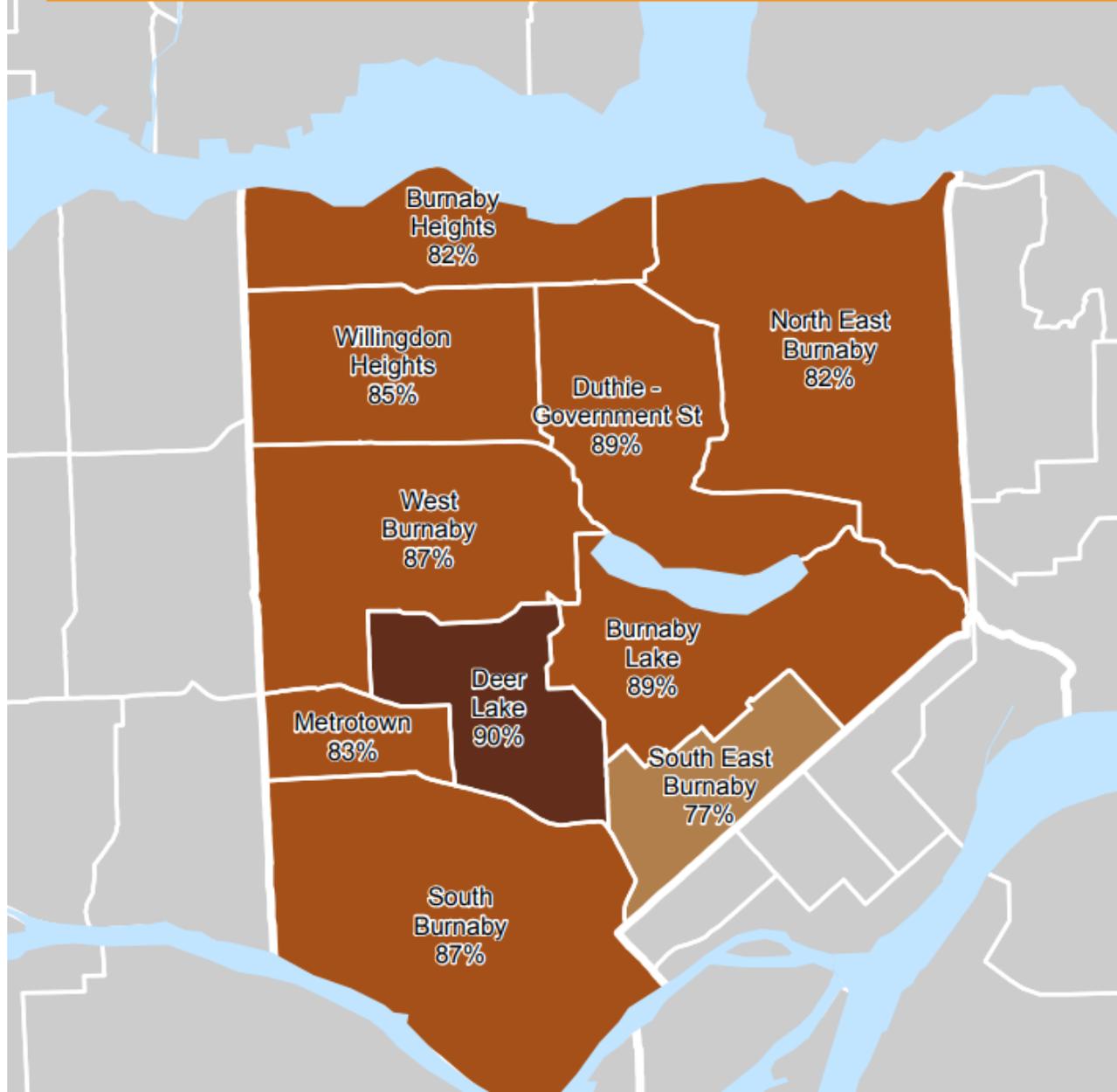
1. Supportive relationships with adults
2. Supportive relationships with peers
3. Enriching activities
4. Proper nutrition and sleep
5. Positive school experiences

Presence of After-School Activity Assets



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

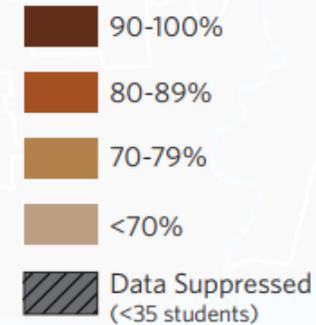
For More Information Contact
MDI Project Coordinator
Human Early Learning Partnership
mdi@help.ubc.ca



AFTER-SCHOOL ACTIVITIES

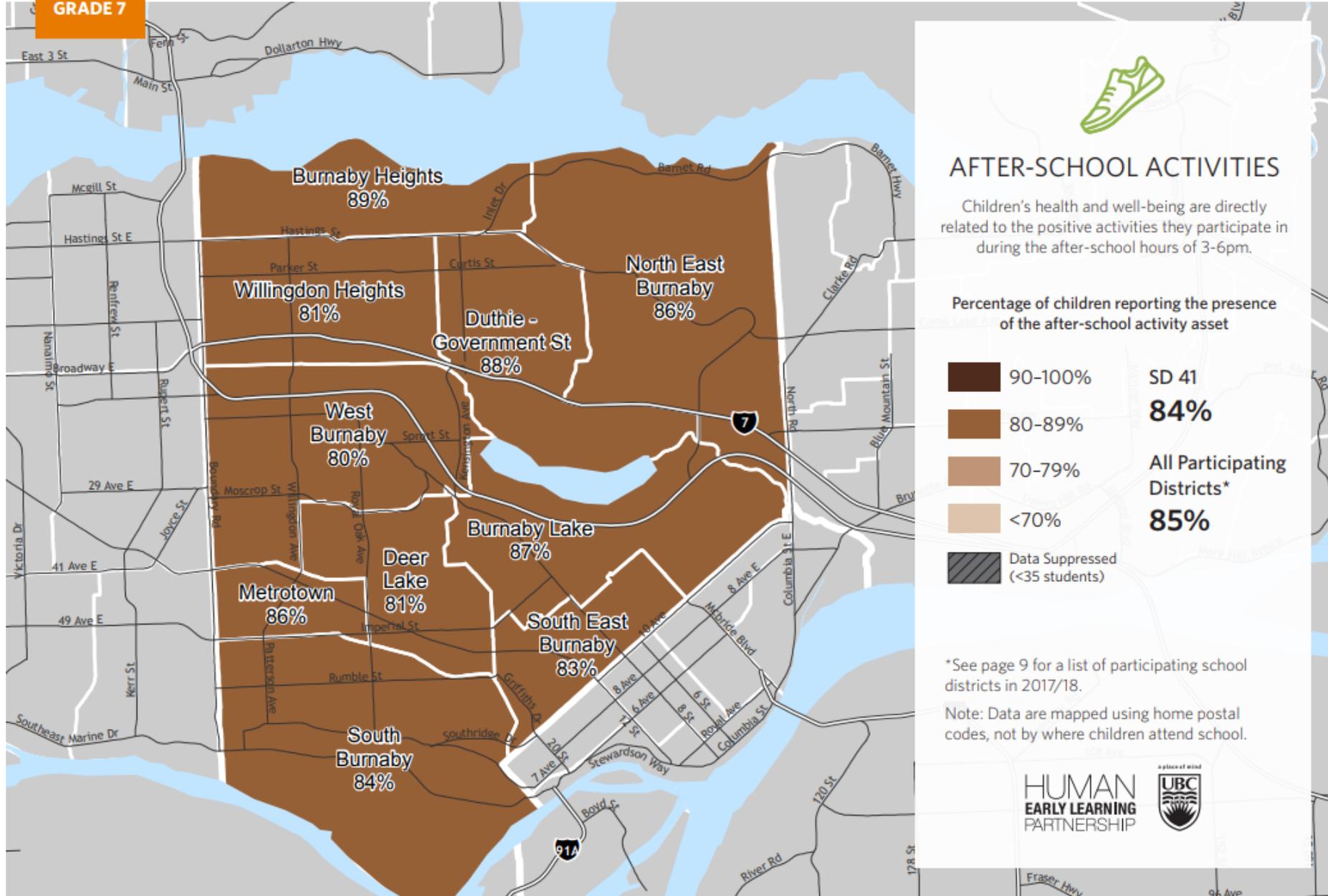
Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

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



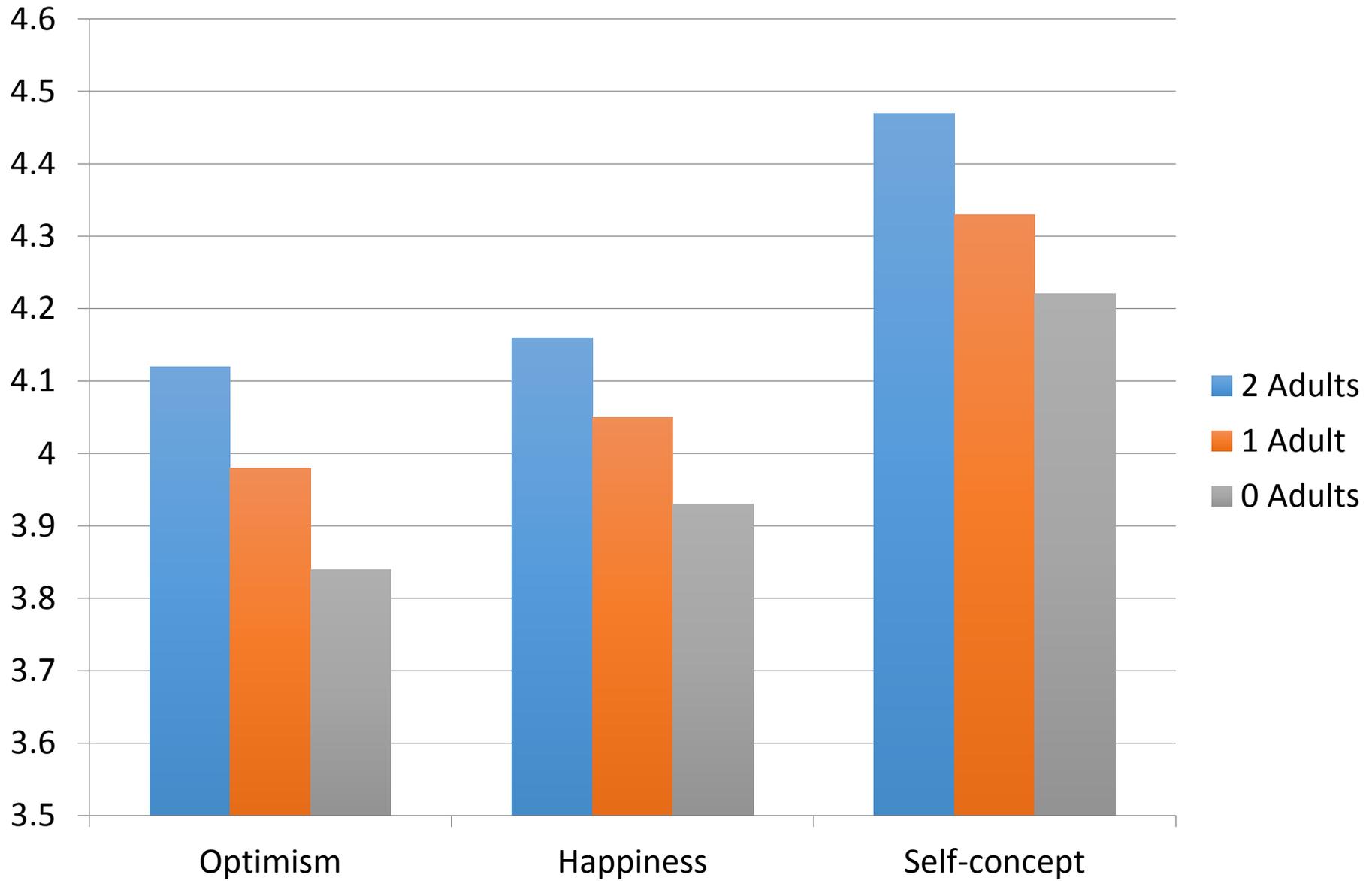
School District	All Districts
85%	84%

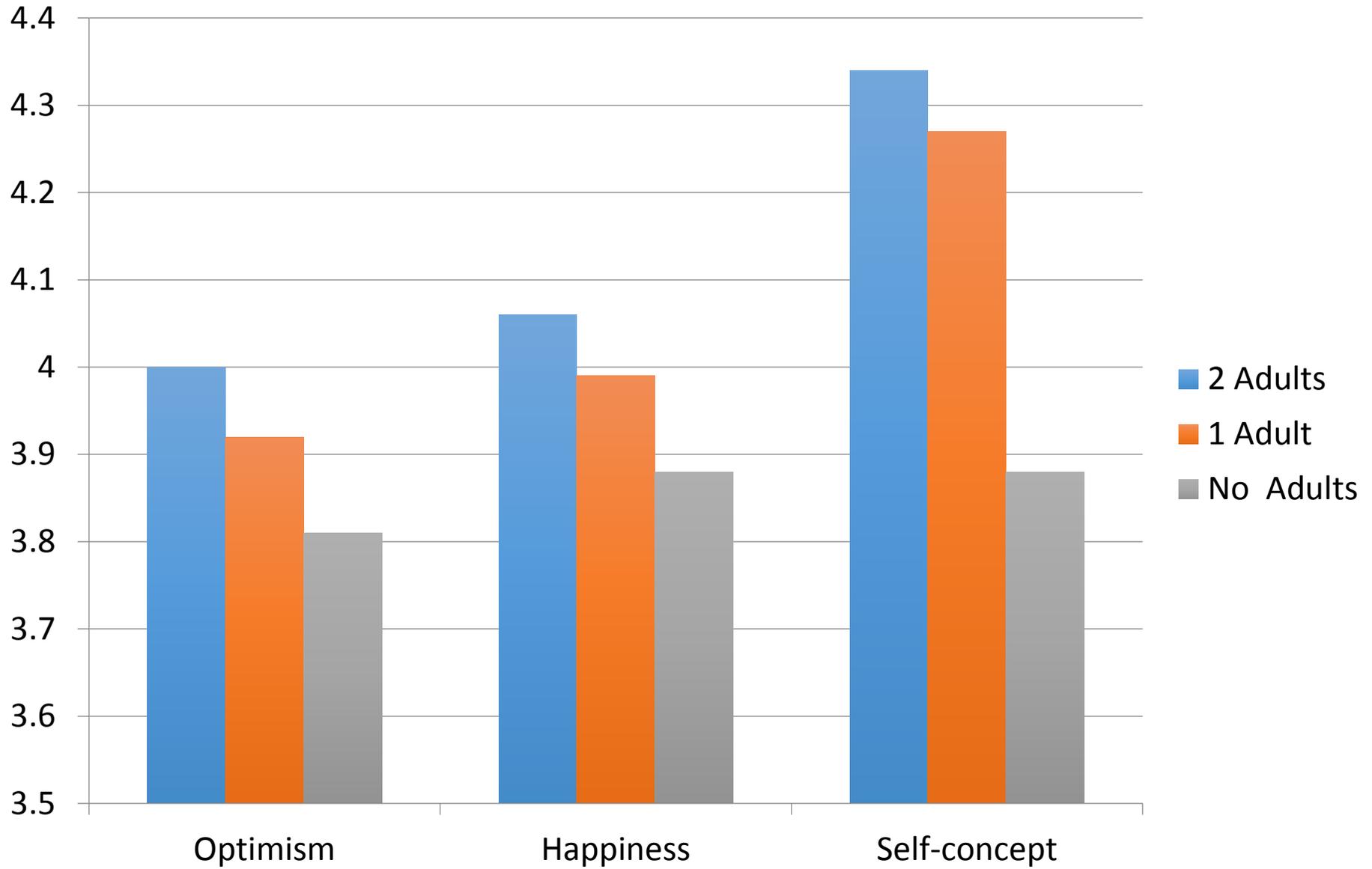
Data are mapped using home postal codes, NOT by where children attend school.



Strategy #5

You can examine children's
connectedness to adults in school.

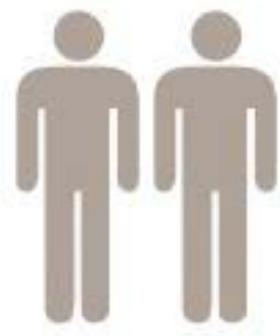






Connectedness – # of Important Adults at School

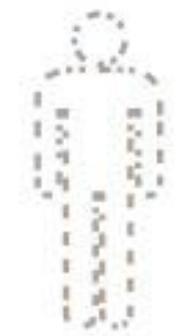
**2017/18 Participating
Districts Average**



2 or more



One



None

Grade 4

76%

9%

15%

Grade 7

54%

12%

34%

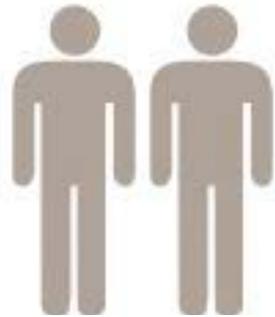


MDI



School District Example

Number of Important Adults at School – 2017/18



2 or more



One



None

Grade 4 – 2017/18

76%

10%

13%

**School Range
(2017/18):**

50%-100%

0%-21%

0%-35%

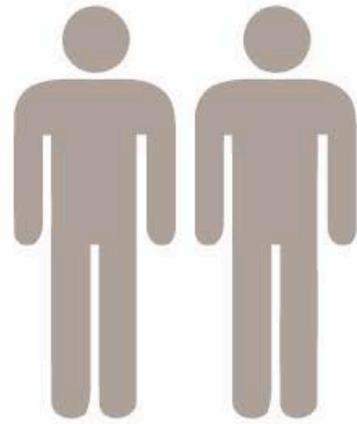
4

MDI



School District Example

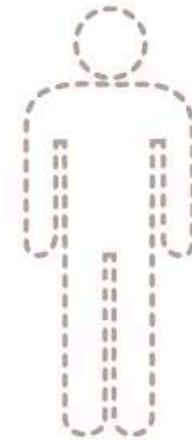
Number of Important Adults at School – 2017/18



2 or more



One



None

School Average

53%

12%

34%

School Range

1%-55%

2%-44%

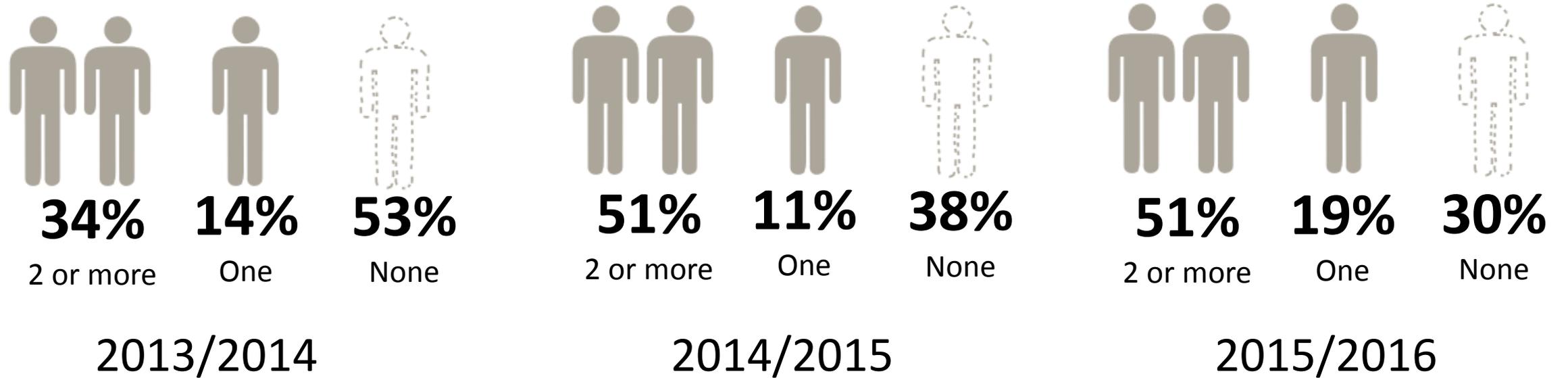
5%-80%



7

MDI

Alberni School District



Grade 7

Strategy #6

- You can identify children wishes for physical/outdoor activities for after school time

Top Wish: Physical and Outdoor Activities





Use of After School Time

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?	(Number of students)
Community Centre	262
Home	145
Park or Playground	115
School	172
Other	253

WISHES	(Number of students)
Computer/Video Games/TV	26
Friends and Playing	94
Physical and/or Outdoor Activities	378
Music and Fine Arts	116
Time with Family at Home	2
Work Related Activities/Volunteering	20
Free Time/Relaxing	8
Other	46



ABOUT ▾

PEOPLE ▾

RESEARCH ▾

MAPS & DATA ▾

LIBRARY ▾

EVENTS

BLOG

SEARCH

MDI School District & Community Reports



YOUR MDI REPORTS



THE 5 DIMENSIONS
OF WELL-BEING



MDI NATIONAL
SCALE-OUT



DISCOVER MDI



Hopes...

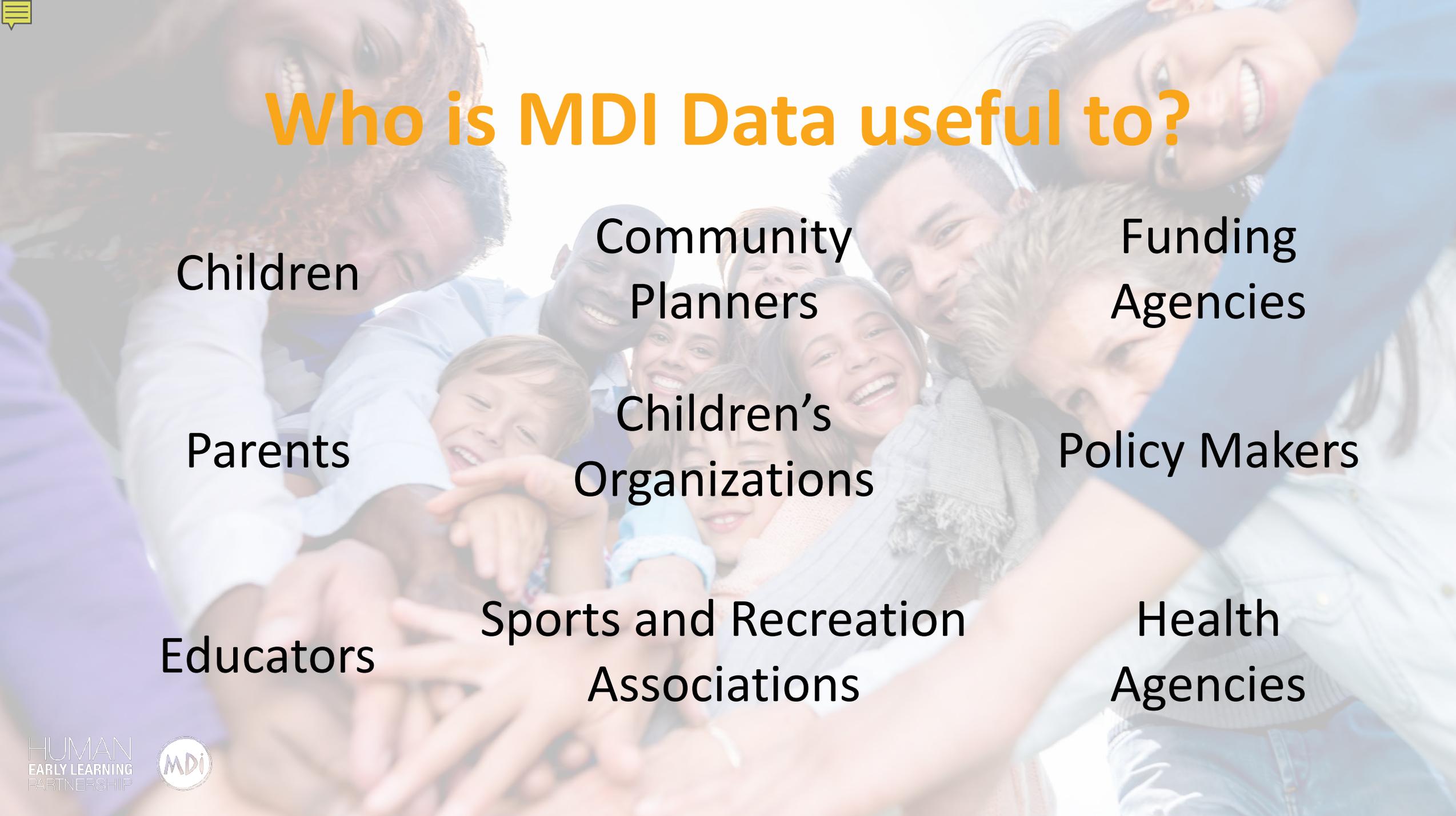
- That we see ourselves (and others) as having the potential to make a positive difference in children's lives
- Our conversations and actions are research-based and evidence-informed
- We capitalize on our collective expertise and wisdom to help make better, deeper sense of child-reported evidence



A person is standing on a rocky mountain peak, looking out over a vast valley. The sun is setting behind the mountains, creating a warm, golden glow. The person is wearing a green long-sleeved shirt, brown pants, and black sneakers with yellow accents. The background shows rolling hills and mountains under a cloudy sky.

Consider the influences we can have on...

- Grade-specific plans
- School plans
- District plans
- Plans for individual organizations
- Community collaborative initiatives
- Strategic plans



Who is MDI Data useful to?

Children

Community
Planners

Funding
Agencies

Parents

Children's
Organizations

Policy Makers

Educators

Sports and Recreation
Associations

Health
Agencies

DISCOVER MDI

A FIELD GUIDE TO WELL-BEING
IN MIDDLE CHILDHOOD

We believe there's strength in numbers.

Positive experiences in middle childhood build the foundation for healthy adolescence and adulthood. Through our partnerships with schools and communities to collect and share rich data through the Middle Years Development Instrument (MDI), we can work to build a future in which all children have the opportunity to truly thrive.

MDI Field Guide / Online Toolkit



Let the Data Lead You to Discovery.

DiscoverMDI is your Field Guide to understanding and supporting the middle-years children in your schools and communities.

www.discovermdi.ca

Understanding the MDI

Discover how the MDI works, what it measures, and how you can make use of your local data.

Making Change with the MDI

With data in hand, you can begin to plan for positive change in your schools and communities.

Connect

We're all in this effort together. Find training resources and discover opportunities to connect with HELP and MDI Champions.

Tools for Making Change

Let's get started.

Tools

Download these resources to help you share your MDI data, ask deeper questions, and get input from children, parents, staff, and community members.



RESOURCES

Conducting Focus Groups with Children

Stories

Did you know that the MDI asks children questions related to **Personal and Social Competencies**?

Your MDI data can be a great starting point for understanding children's social and emotional development and setting an intention for the BC Ministry of Education's **Personal and Social Competencies**. MDI also provides an excellent assessment of children's social skills and can be used to inform your practice. All data are confidential and only shared with you and your school's staff.

Example MDI Question	Related MDI Measure
"When I upset, I often feel sad, lonely, or alone."	Self-Regulation
"I am often angry about things."	Self-Regulation
"I feel that I am important to the school."	Self-Regulation
"I feel that I am important to the school."	Self-Regulation
"I am often angry about things."	Self-Regulation
"I am often angry about things."	Self-Regulation
"I am often angry about things."	Self-Regulation
"I am often angry about things."	Self-Regulation
"I am often angry about things."	Self-Regulation
"I am often angry about things."	Self-Regulation

For a complete list of these resources and other data provided through student self-assessment, see your MDI report. For more information visit www.bced.ca.

RESOURCES

MDI and the BC Core Competencies



RESOURCES

Five Key Messages about the MDI

Get a head start with our MDI Slide Decks.

We want you to focus on building your story, not on building presentation decks from scratch. We've built two slide decks for you to download and modify for your own needs:

The **MDI 101** presentation covers the basics of the survey and provides the context new audiences need to understand what it measures and why it is important.

[MDI 101 >](#)

The **Data Slides** turn your local MDI report data into slides ready for presentation. We recommend choosing to present a more limited set of data points that match the story you are building.

[DATA SLIDES >](#)



MDI Champions

- Connecting seasoned MDI partners with newer districts
- Offering a first-person, on-the-ground perspective
- Highlighting strategies that work during the entire MDI cycle



Marna Macmillan
School District 43
Coquitlam



Vanessa White
School District 46
Sunshine Coast



Nadine Tambellini
Hillcrest Middle School
Coquitlam



Peter Dubinsky



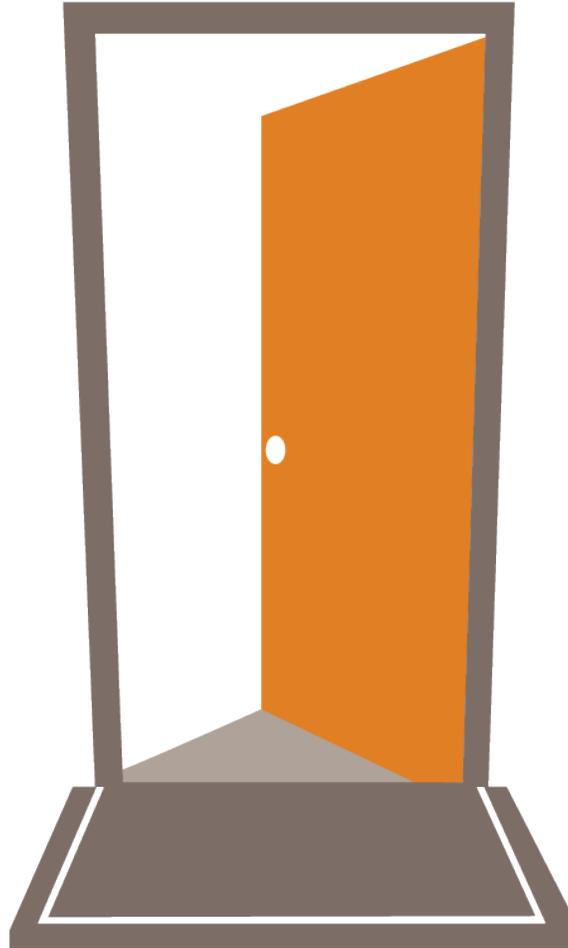
Jeff Stromgren



Greg Smyth

Opening the door for opportunities

**Something you are
already doing to
foster well-being.**



**An idea you are
interested in
exploring further.**

Exploring the data

1. Gather around the one dimension (data station) you most want to explore
2. Work together to complete the “Exploring the Data” worksheet

After completing the worksheet, agree on and capture

- 1 or 2 **strengths** that emerged
- 1 or 2 **challenges** or **stretches**
- 1 or 2 **curiosities** – your questions and things you are wondering about



Inquiry questions – Small group discussion

- What beliefs are confirmed from the data?
- Why is _____ stretch or a challenge?
- Why is _____ a strength?
- What new questions arise?
- How do existing goals connect with or explain this data?
- How might this data impact practices in your school and community?
- List your theories about what the data suggests
- List additional data needed to help verify or confirm your ideas
- What resources do we have to engage in work in the district?
- How do we support our partners in this area?

Think Big Start Small

velopment and well-being. Assets are resources and influences present in
as supportive relati re are four types of

**Peer
Relationships**



**Nutrition &
Sleep**



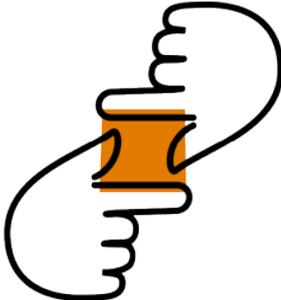
**After-School
Activities**





Making Change – Developing Ideas Workshop

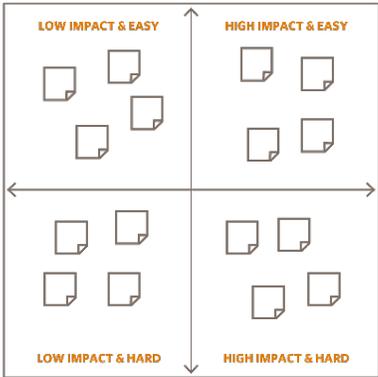
Choosing the Focus



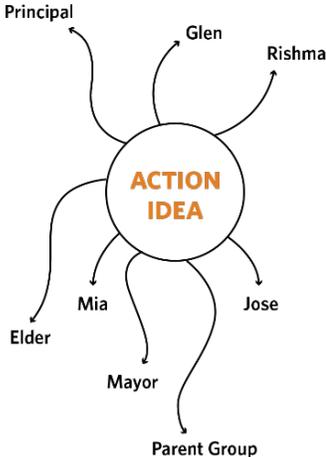
Idea Generation



Priority Setting



Relationship Mapping



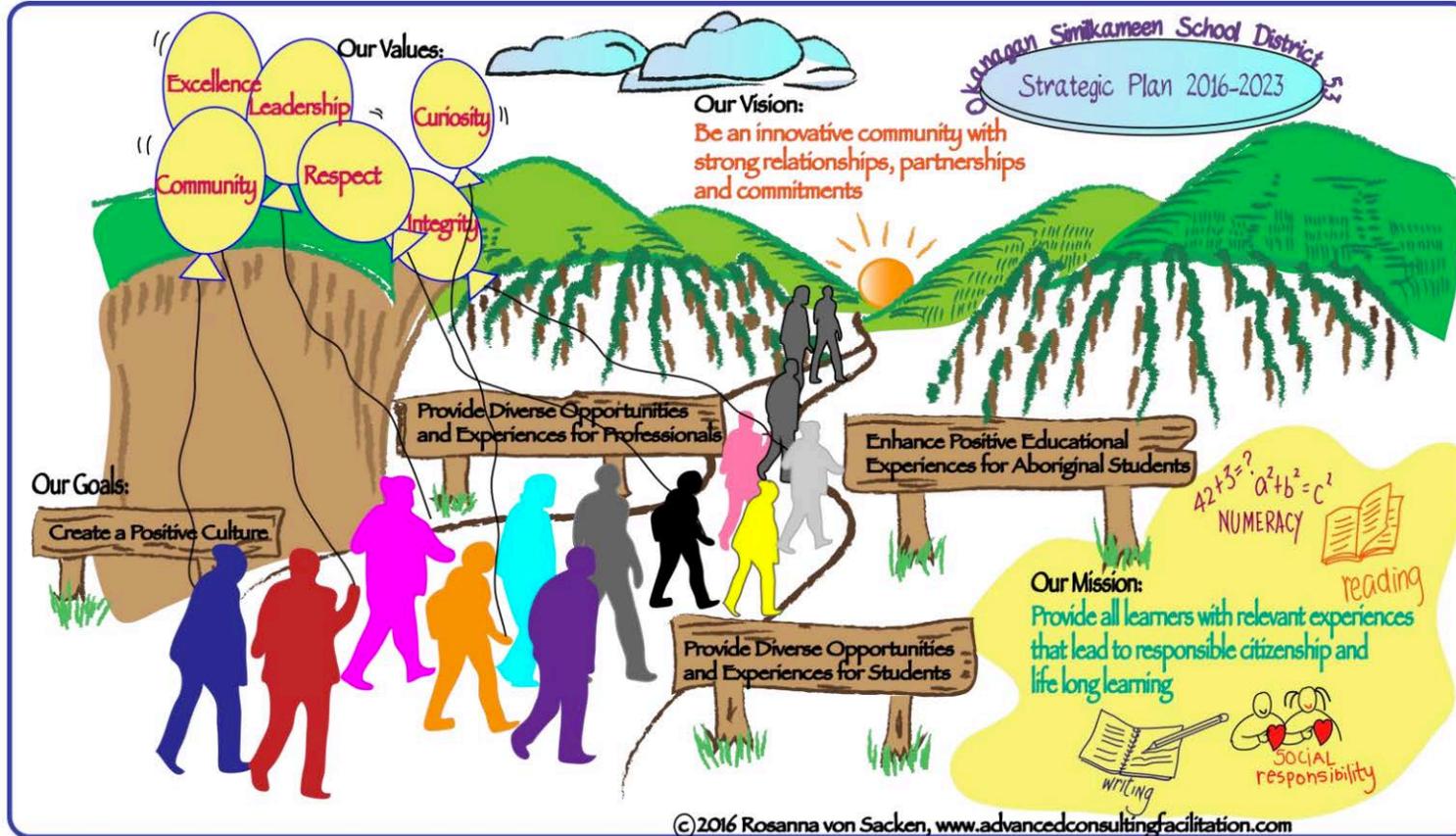
Prepare for Action Planning



Looking Forward



District-Wide Strategic Planning: SD 83 – Setting & monitoring long-term well-being goals



Goal 1

Create a Positive Culture

Objectives:

Belonging:

Increase “Sense of Belonging” by 2% per year on ‘Most of the Time’ measure on the MDI

Relationships:

Increase by 2% per year “Most of the Time” measure on the MDI

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

Margaret Mead



MDI



THANK YOU!

mdi@help.ubc.ca

@kimschon

**HUMAN
EARLY LEARNING
PARTNERSHIP**

