



The Middle Years Development Instrument

Tools for Educators and Community





HELP's Vision

To create, advance,
and apply knowledge
through interdisciplinary
research to help children
and families thrive



The MDI and What it Measures

A photograph of a school building with a young boy in the foreground. The boy is sitting on the steps leading up to the school entrance, looking towards the camera. The school building is a two-story structure with a grey facade and large windows. The entrance has a sign that reads "Louis Holland Holland School". The text "Development of the 'Whole Child'" is overlaid on the top part of the image.

Development of the "Whole Child"

Perspectives of children

Relationships are seen as central

Multiple contexts

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**





EDI

compared to

MDI



**Population-based
Health Survey**

**Population-based
Health Survey**

Early Years (Kindergarten)

Middle Years (Grade 4)

Teacher Report

Child Self Report

**Measures developmental
progress**

**Measures developmental
assets**

1

Social and
Emotional
Development



5 Dimensions of the MDI

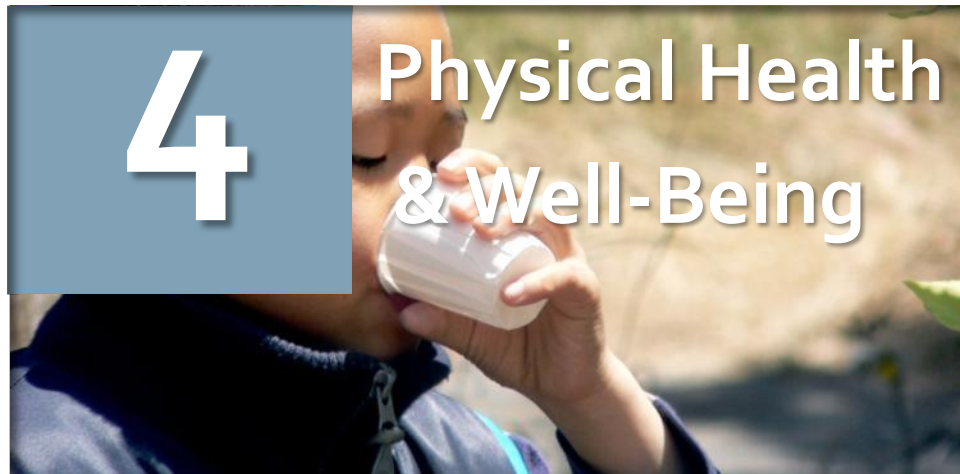
2

Connectedness



4

Physical Health
& Well-Being



3

School
Experiences



5

Constructive
Use of After-
School Time





Results

2010/11

3,032

2,000

1,639

8,904

Total to date:

15,575

(19,140 incl.
Vancouver)



Who Can Use MDI Results?

Parents

**Funding
Agencies**

**Community
Planners**

Educators

**Policy
Makers**

**Children's
Organizations**

**Sports and Recreation
Associations**

**Health
Agencies**



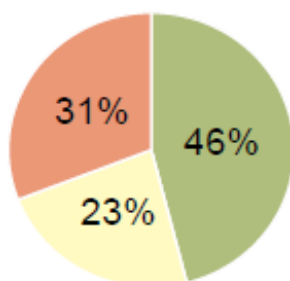
MIDDLE YEARS
DEVELOPMENT
INSTRUMENT

Burnaby (SD41)

MDI Grade 4 Results, 2012-2013

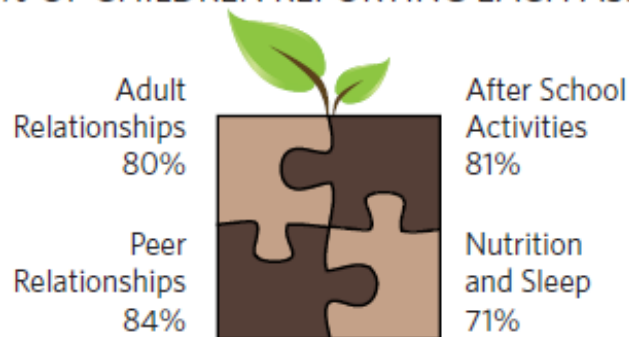
District total sample: 1293 | Participation rate: 82%

MDI WELL-BEING INDEX



■ Thriving ■ Medium to High Well-Being ■ Low Well-Being

% OF CHILDREN REPORTING EACH ASSET



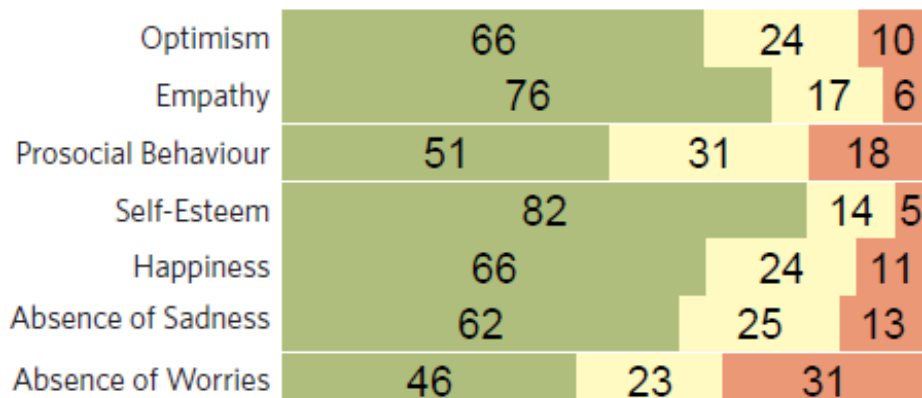
■ 90-100% ■ 80-89% ■ 70-79% ■ <70%

WHAT DO THESE GRAPHS MEAN?

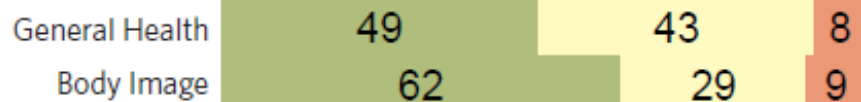
For more information about the individual subscales and how they were calculated, turn to Section 4: Index of Terms.

MDI Sub-scale % High % Medium % Low

SOCIAL & EMOTIONAL DEVELOPMENT

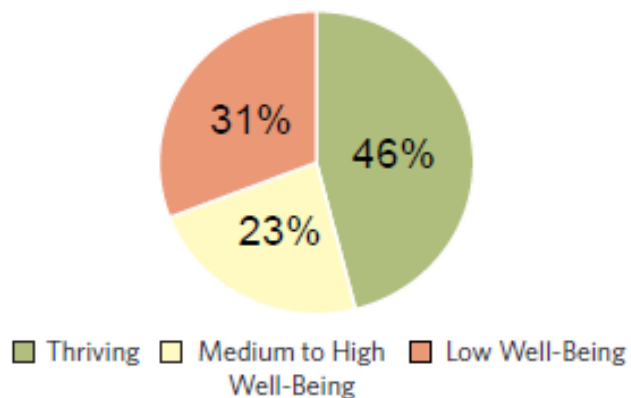


PHYSICAL HEALTH & WELL-BEING



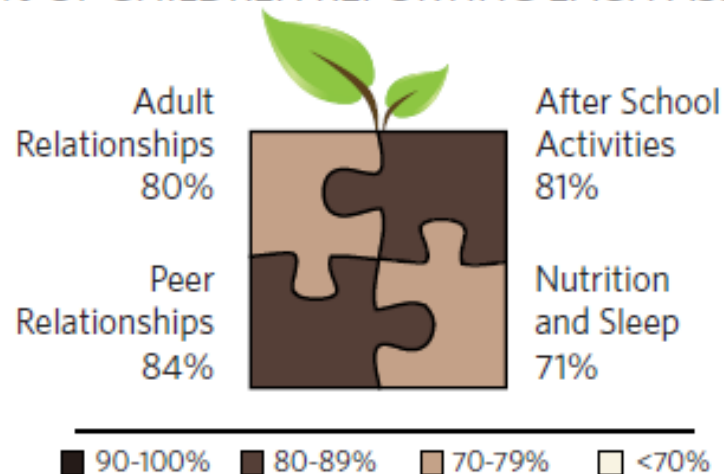
KEY INDICATORS

MDI WELL-BEING INDEX

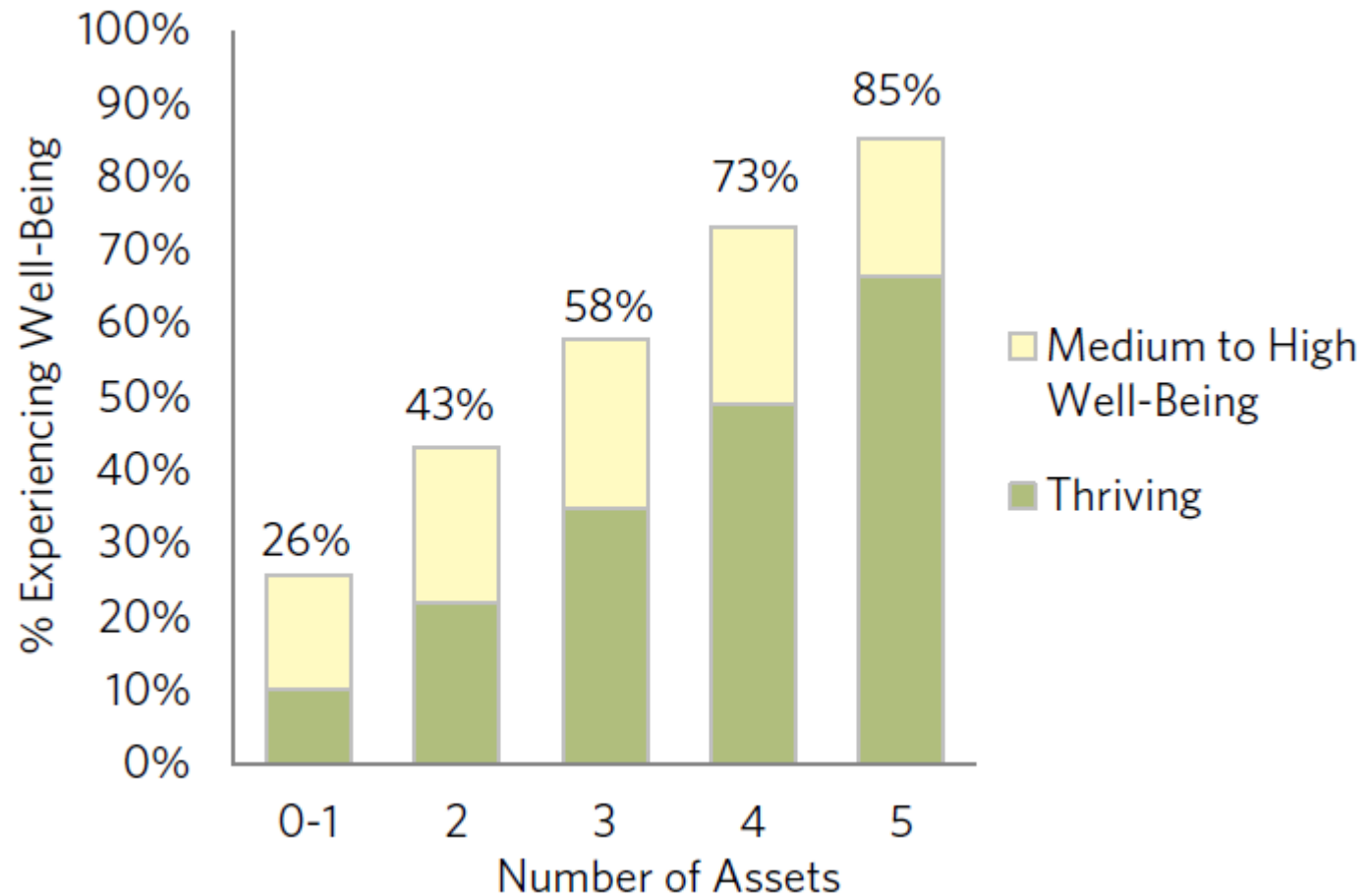


Optimism
Happiness
Self-esteem
General Health
Sadness (reverse-scored)

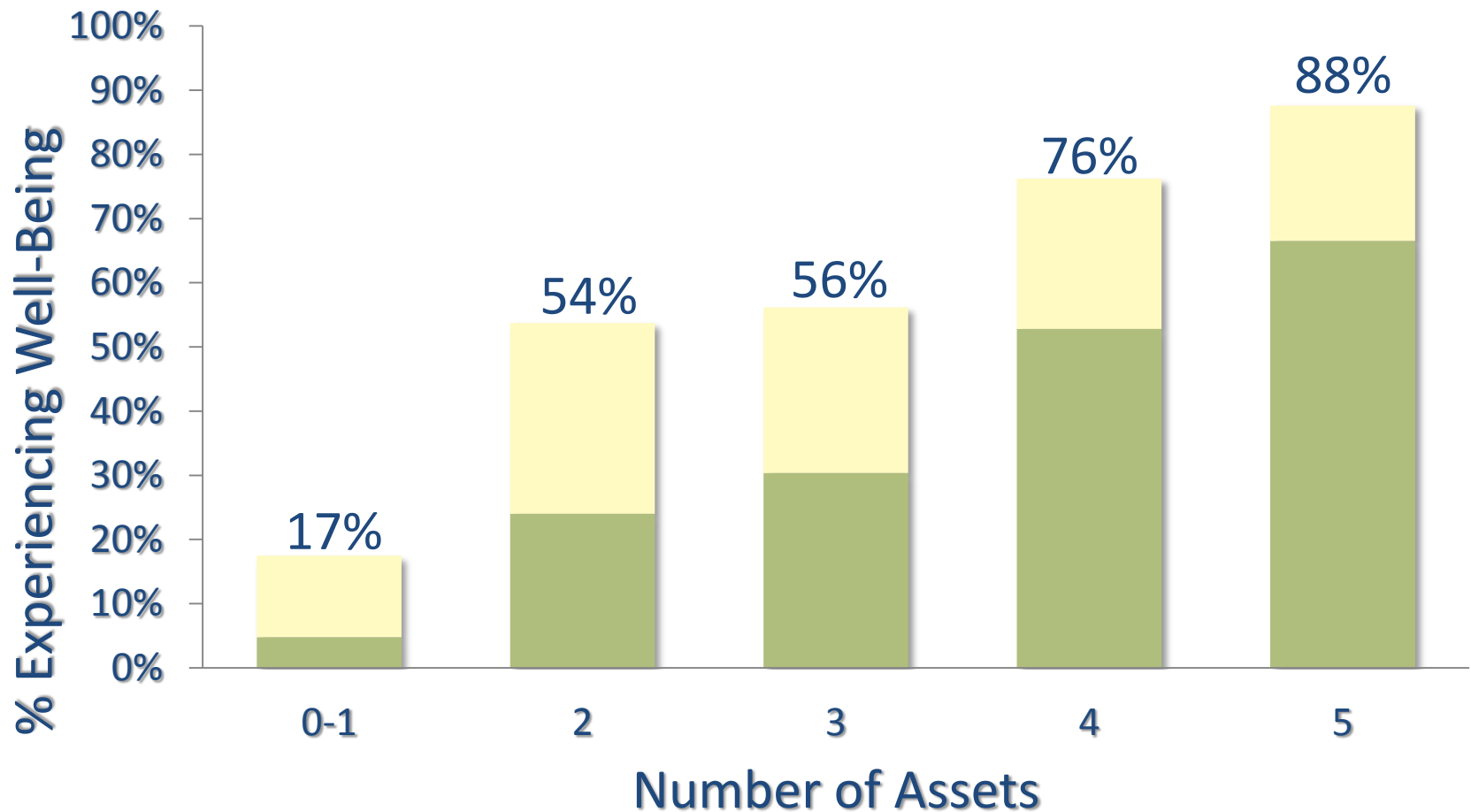
% OF CHILDREN REPORTING EACH ASSET



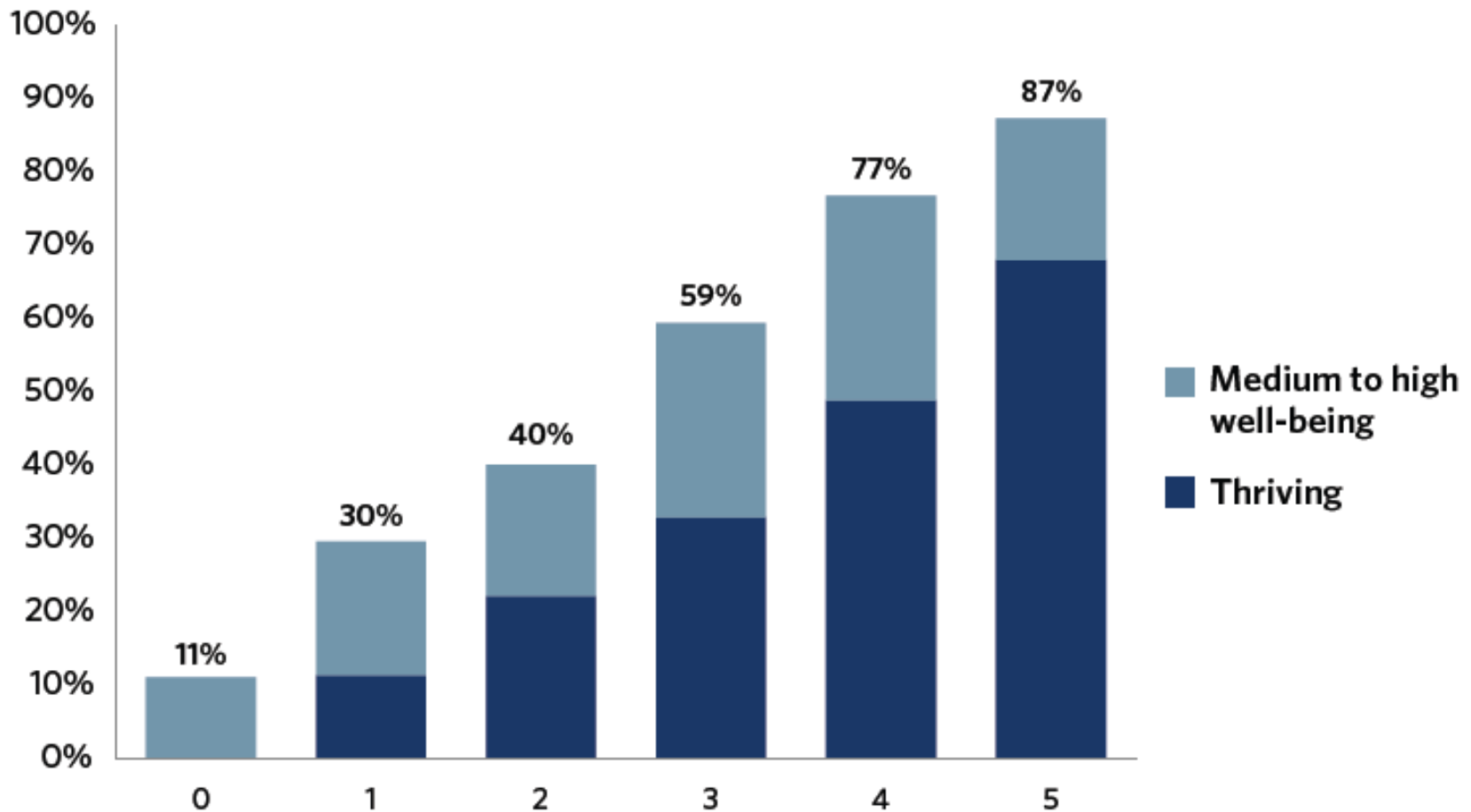
Relationship between Assets and Well-Being across BC, 2012-13 Data



Relationship Between Assets and Well-Being, 2011-12 Data

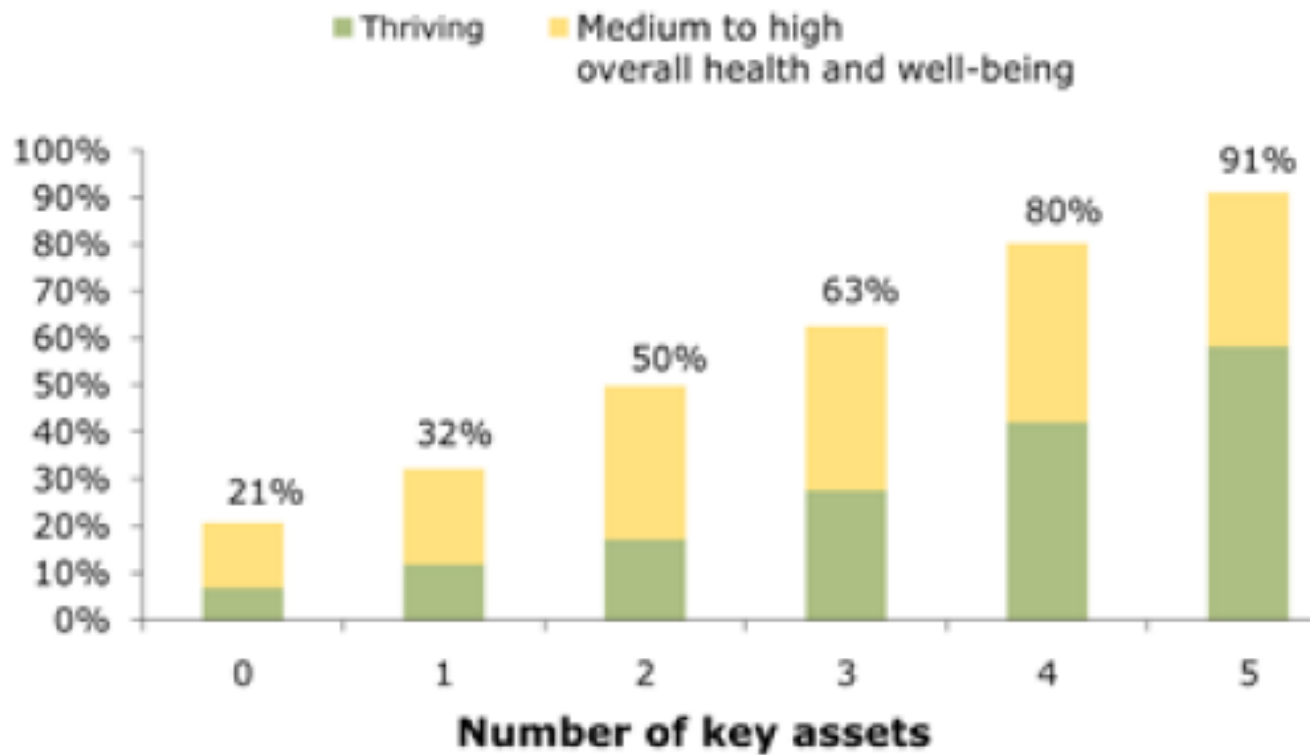


Relationship Between Assets and Well-Being Coquitlam, 2010-11



Relationship Between Assets and Well-Being

Vancouver, 2009-10



A close-up photograph of three children smiling. In the foreground, a young boy with curly blonde hair and a blue jacket is smiling. Behind him, a young girl with long dark hair and a purple shirt is smiling. To the left, a portion of another child with brown hair wearing a green sweater is visible. The background is a yellow school bus, slightly out of focus.

Community Stories



The Importance of Middle Childhood

TIMELINE OF DEVELOPMENT

Birth



Early
Childhood



Middle
Childhood



Adolescence





How can we help children feel more supported and experience well-being?

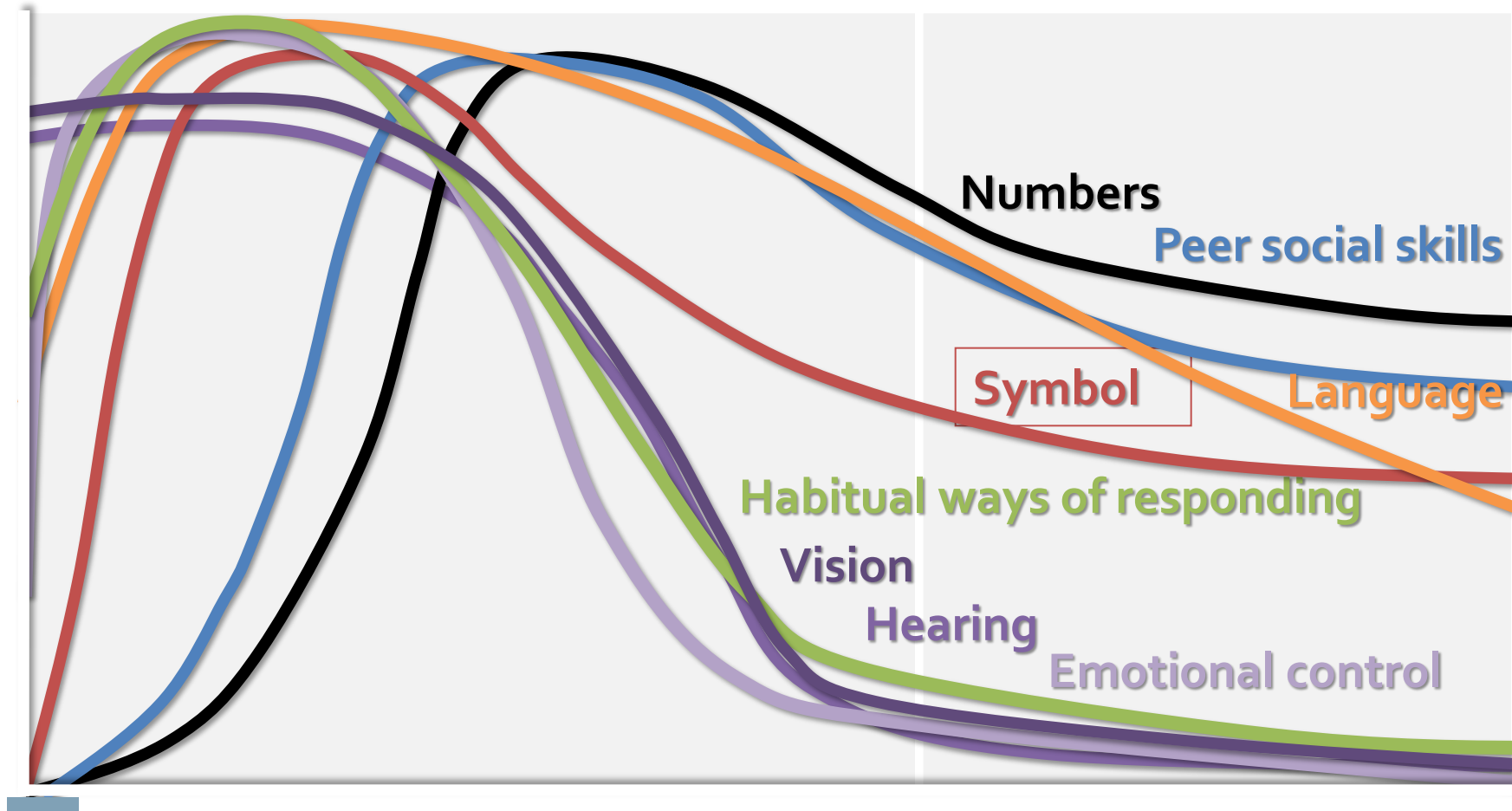
What can we do to lead children on a positive path to becoming caring and contributing citizens of tomorrow?

What can children tell us, with their voice, that they need in order to feel competent and cared for?

**Why is early child
development important?**



Sensitive periods in early brain development

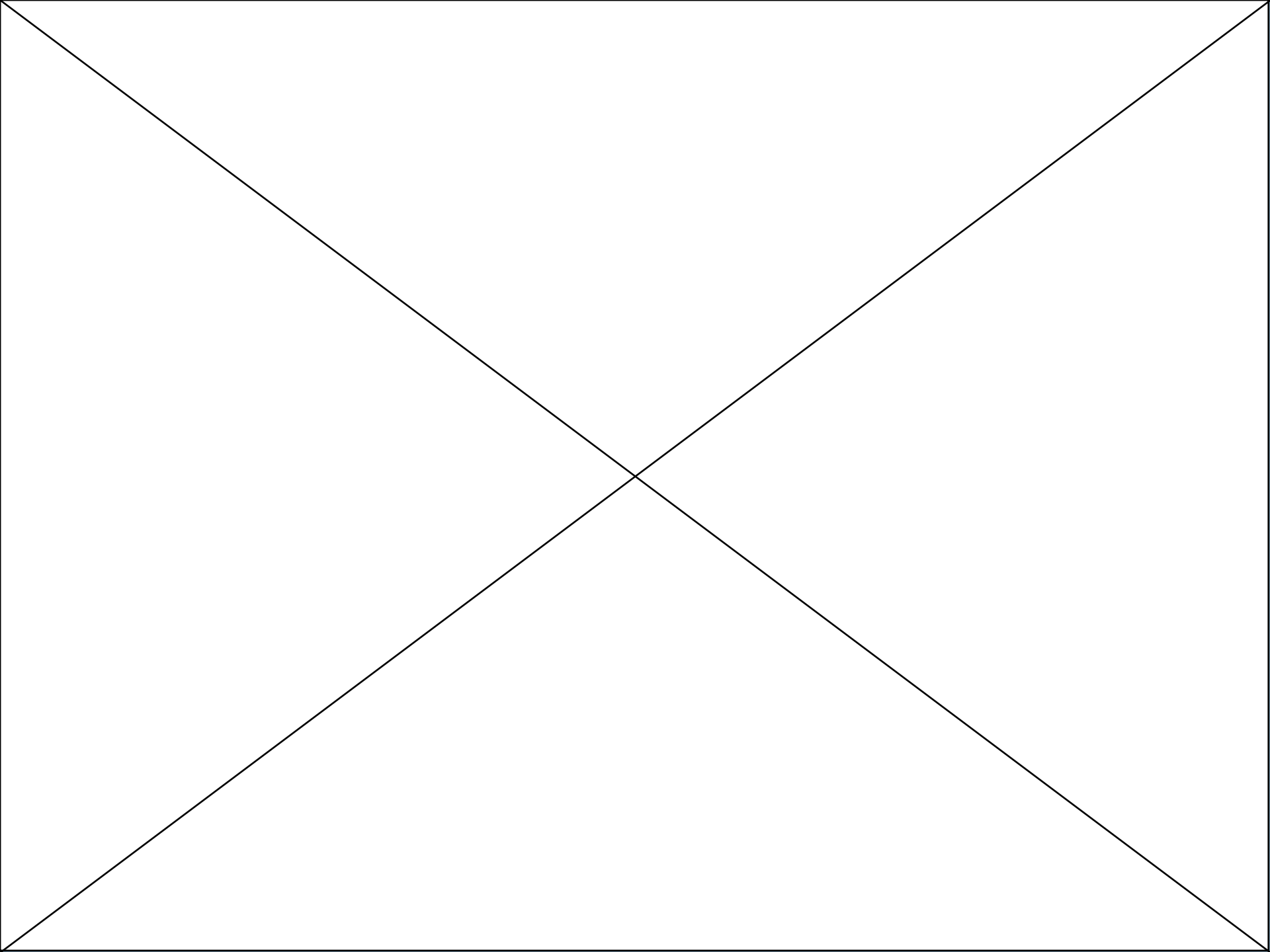


Early Child Development is a Powerful Equalizer

Improve health & well-being of populations

Improve ability & competence of populations





It is...

A population (or large group) measure

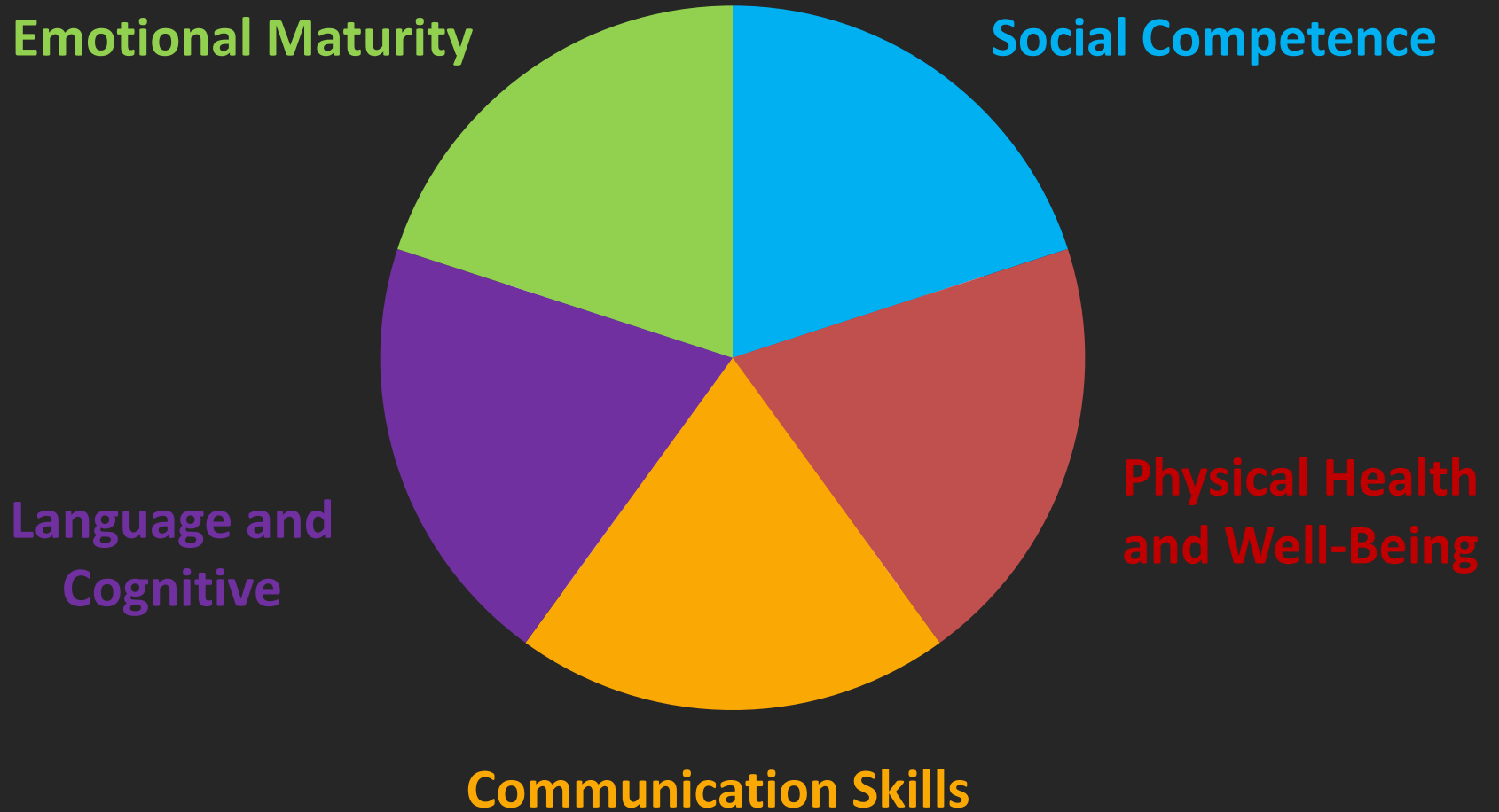
A way to understand trends in the development of kindergarten children

It is not...

An individual child or diagnostic measure

A way to evaluate teachers or individual programs

What does the EDI measure?



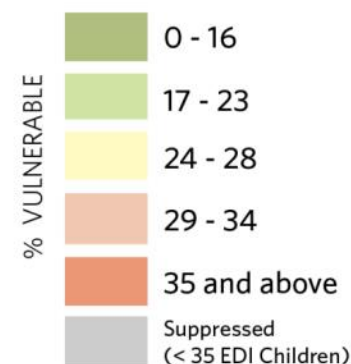
British Columbia

All School Districts

Wave 4 EDI

Vulnerable on One or More Scales

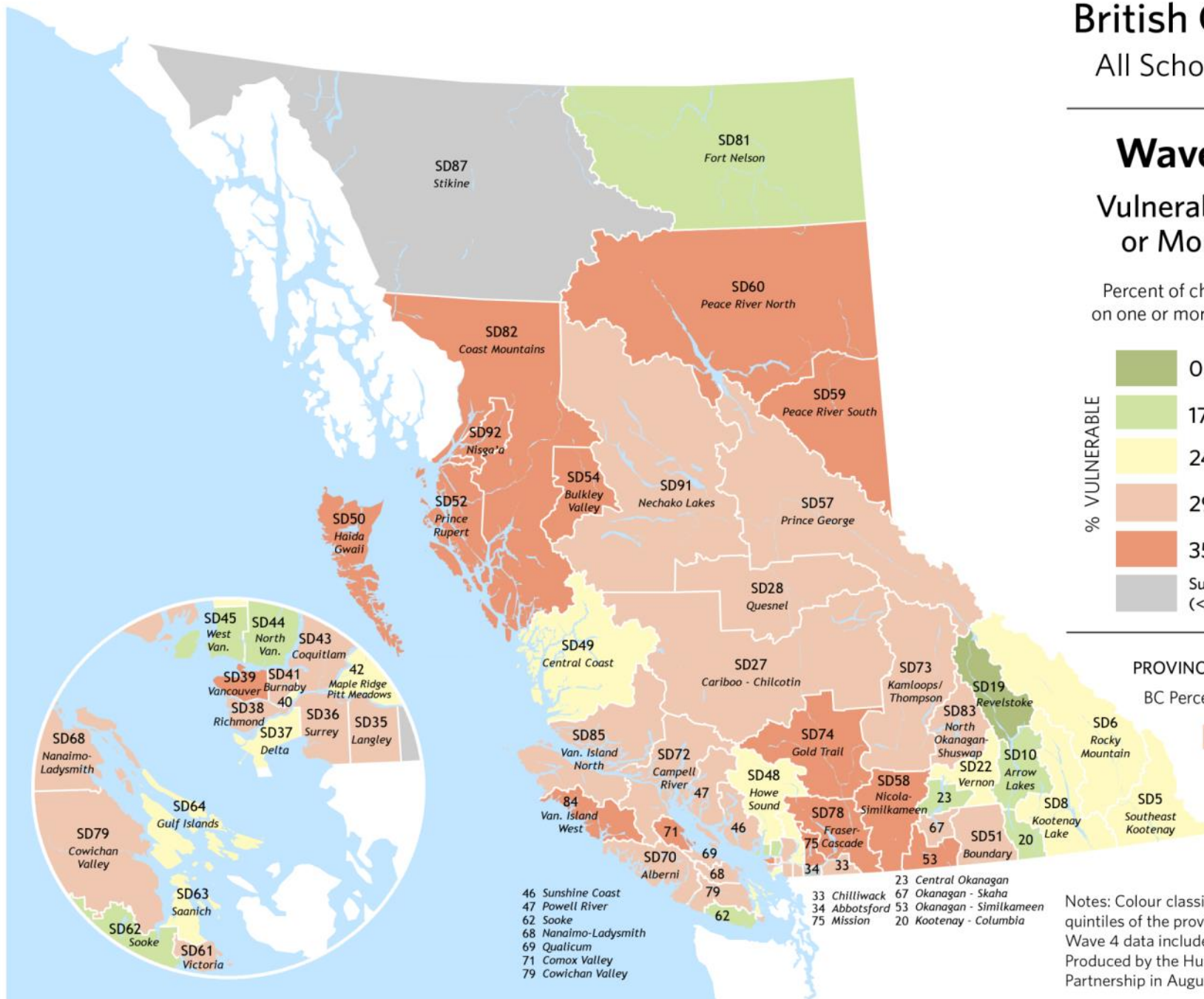
Percent of children vulnerable on one or more scales of the EDI



PROVINCIAL SUMMARY

BC Percent Vulnerable:

31



Notes: Colour classification is based on quintiles of the provincial data for Wave 1. Wave 4 data includes 2009/10 & 2010/11. Produced by the Human Early Learning Partnership in August 2011



Over 30%

Of B.C. kindergarten children
are vulnerable

Most are not poor!



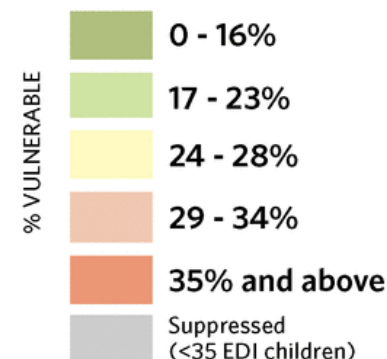
Surrey

School District 36

Wave 4 EDI

Vulnerable on One or More Scales

Percent of children vulnerable on one or more scales of the EDI



SCHOOL DISTRICT SUMMARY

		Percent Vulnerable		
SD #	SD Count	SD Avg.	NH Min.	NH Max.
SD 36	4586	32	10	54

Notes: Colour classification is based on quintiles of the provincial data for Wave 1. Wave 4 data includes 2009/10 & 2010/11. Produced by the Human Early Learning Partnership in August 2011.

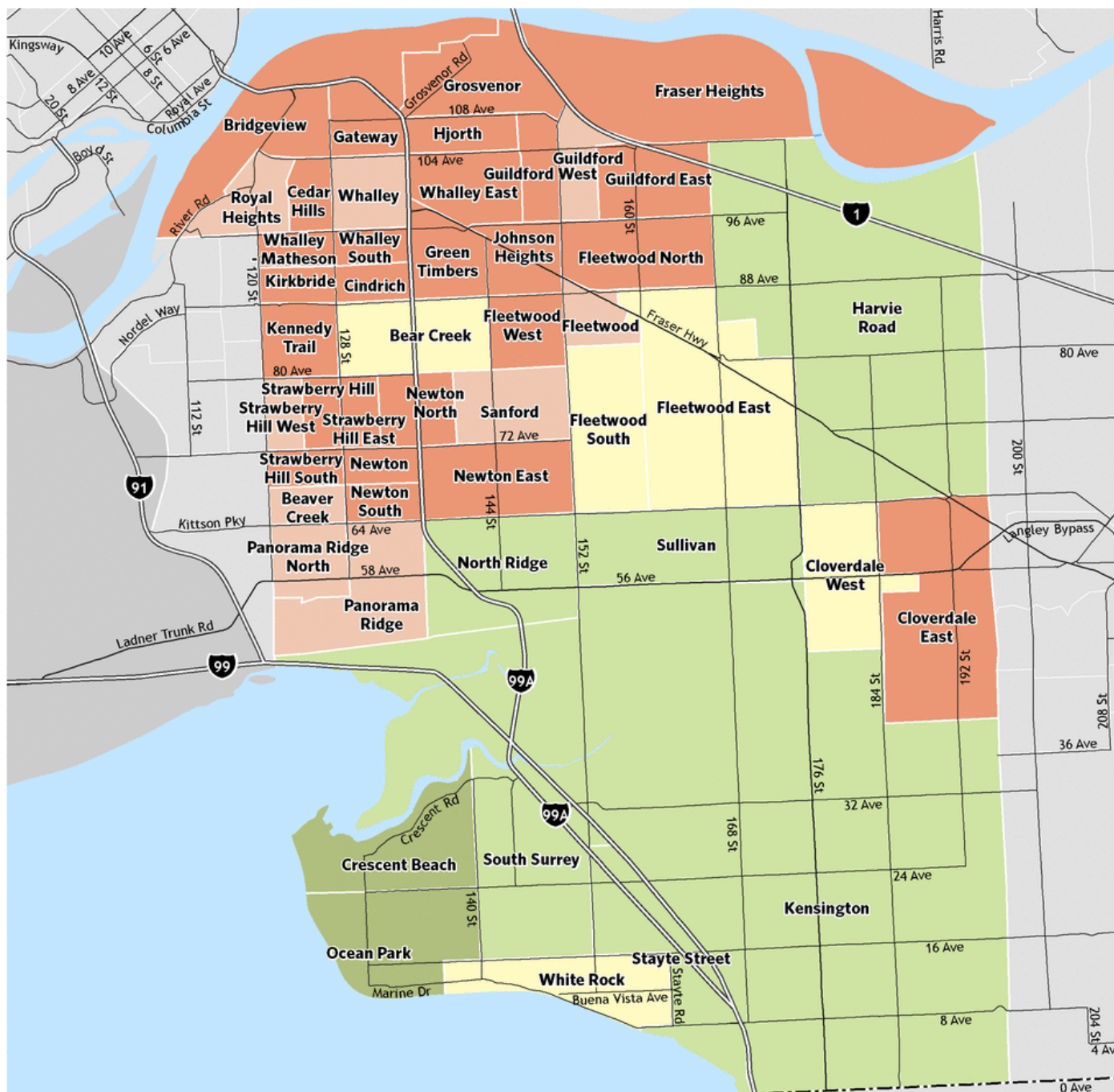


FIG 2: COMPARISON OF SCHOOL DISTRICT RATES OF VULNERABILITY FOR SD36

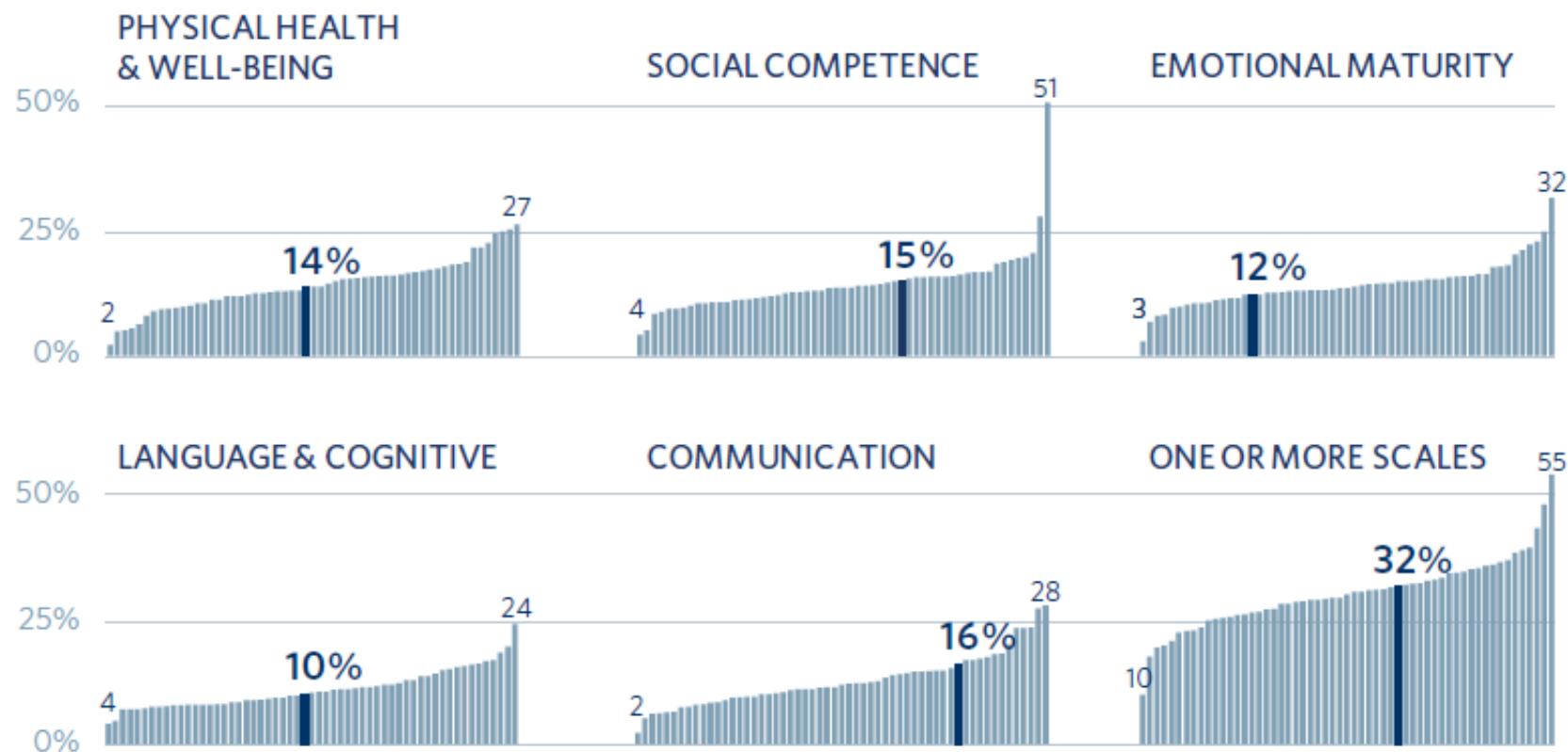
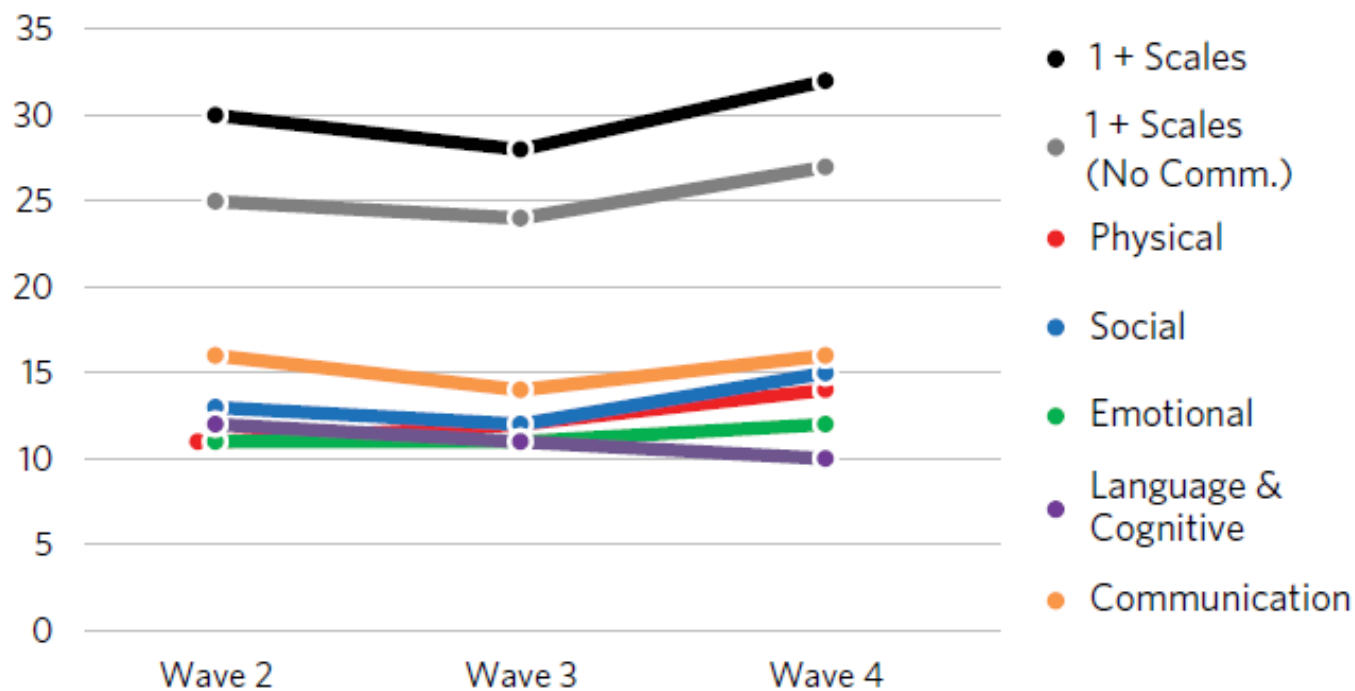


FIG 3: SCHOOL DISTRICT RATES OF VULNERABILITY OVER TIME FOR SD36





Community Stories