

Social and Emotional Health and Well-being in Middle Childhood: How can Research Inform Practice?

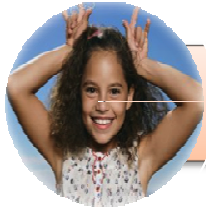
Presented at the 9th Annual Assessment Workshop:
Keys to Children's Mental Health: Assessing Children's Social and Emotional Well-being

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UBC, Faculty of Education & HELP

Part 1 – Background and Research



Why Middle Childhood?



Setting Positive Pathways in Development



Connectedness



The Middle Years Development Instrument (MDI) Project

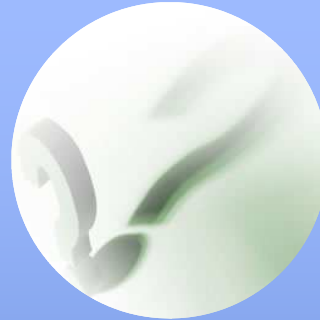
Why Middle Childhood?



Birth/
Infancy



Early
childhood



Middle
childhood



Adolescence



Why Middle Childhood?

1.

- Critical time period with many transitions
- Social, emotional, biological, cognitive developments occur

2.

- Time of challenges AND opportunities
- Autonomy

3.

- Beginning of pathways throughout adolescence
- Identity formation

Positive Pathways of Development

- ✓ Creating contexts and conditions where children's natural talents can flourish.

Positive Pathways of Development

- ✓ Seeing children's talents and strengths
- ✓ ALL children have the potential to succeed!

Positive Pathways of Development

- ✓ Providing children with resources
- ✓ Nurturing positive development

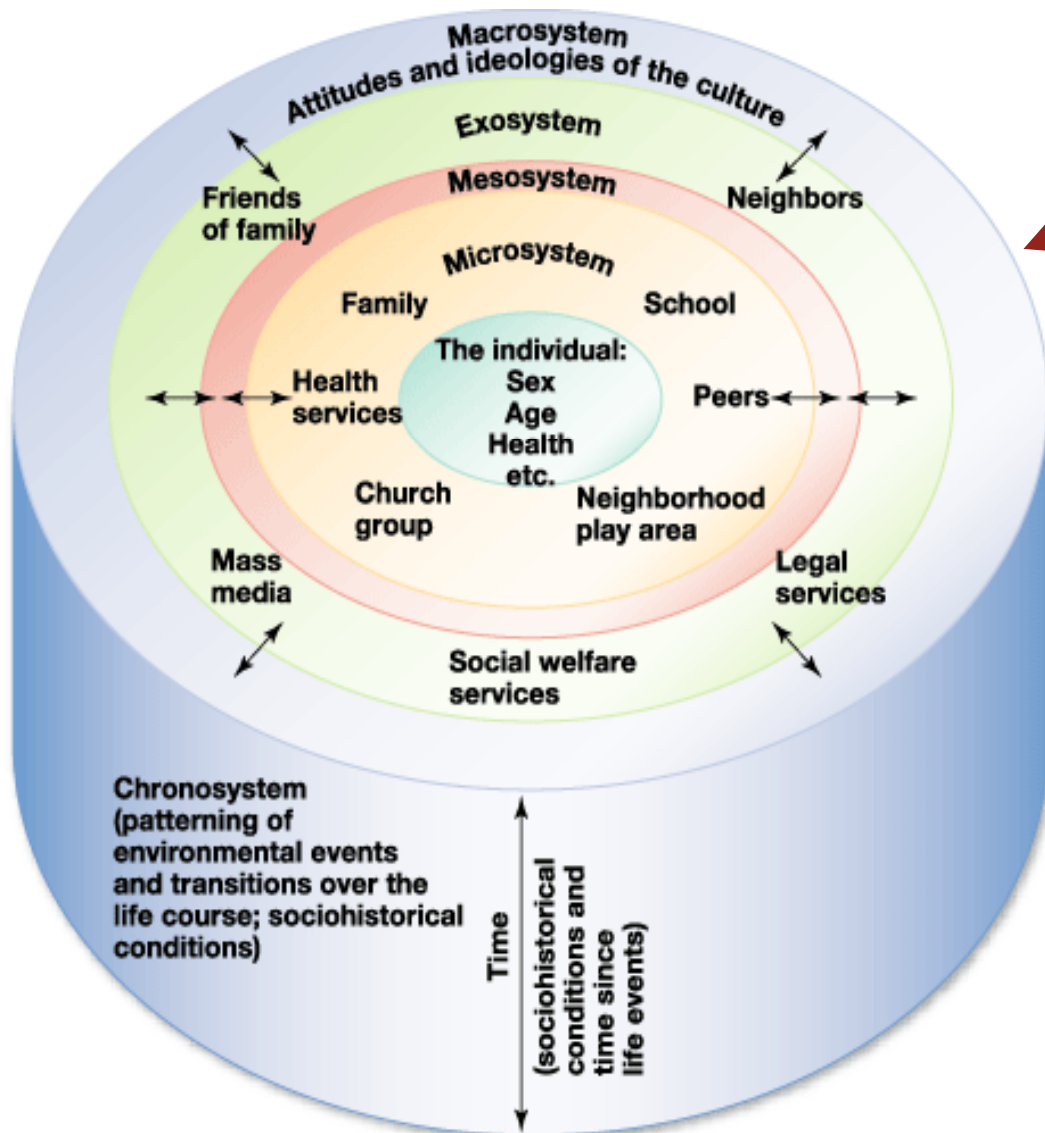
The story of Nadia



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

Urie Bronfenbrenner

Ecology of Middle childhood



Microsystem:

Family, School,
Peers, &
Neighbourhoods

The MDI Project

- Vancouver School Board (55,000 students)
- United Way of the Lower Mainland
- Human Early Learning Partnership



MDI



Development
of the whole
child



Relationships
are central



Giving
children a
voice!

MDI - Items

- Developmental Tasks of Middle childhood
- Strengths Based/Protective Factors
- Multiple contexts
 - Family and peers
 - School
 - Neighbourhood/community

MDI - Dimensions



Social &
Emotional
Development



Connectedness



School
Experiences



Physical Health
and Well-being



Out of School
Time




MDI

- Focus on 4th graders
- Self-Report – 72 questions
- Strong psychometric properties (e.g., factor analysis, alpha = .70+)
- Four pilot studies conducted
- Administered by teachers

School Name: _____
First Name: _____
Last Name: _____

UNDERSTANDING OUR LIVES



**MIDDLE YEARS DEVELOPMENT INSTRUMENT
(MDI) Survey of Grade 4/5 Students - 2008**


We would like to learn more about the lives of elementary school kids in Canada. To do that, we would like to ask you some questions about how you think and feel about things in your life and about what you like to do. By answering our questions you will help us to understand the lives of kids living in Vancouver.

THIS IS NOT A TEST! There are **NO** right or wrong answers. Some people think or feel one thing and other people think or feel something else. We want to know what *you* think and how *you* feel. Your answers are VERY IMPORTANT.

The information you put in this booklet will **NOT** be shared with your teacher, principal, parents, or your school friends. The researchers will be the only people to read your answers.

Please answer each question the best you can and do not skip any questions. If you need help with any of the questions, please ask for help.

Thank you for your help!



MDI - results

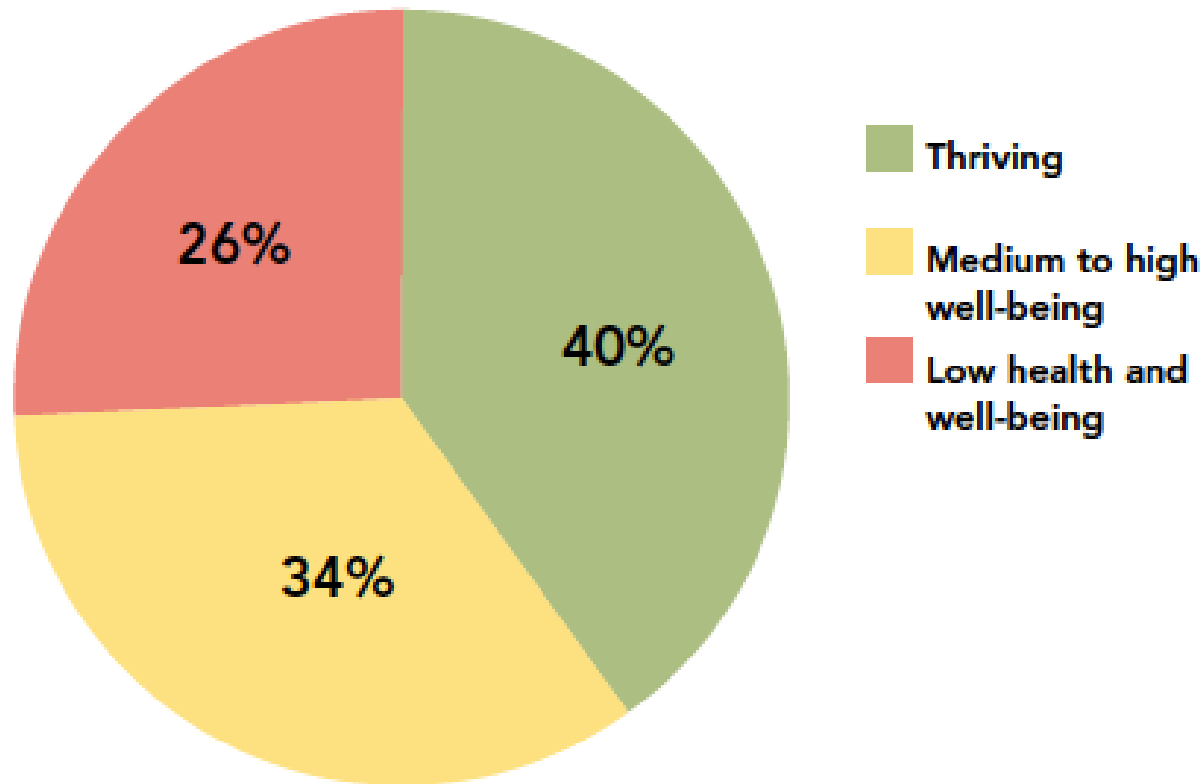
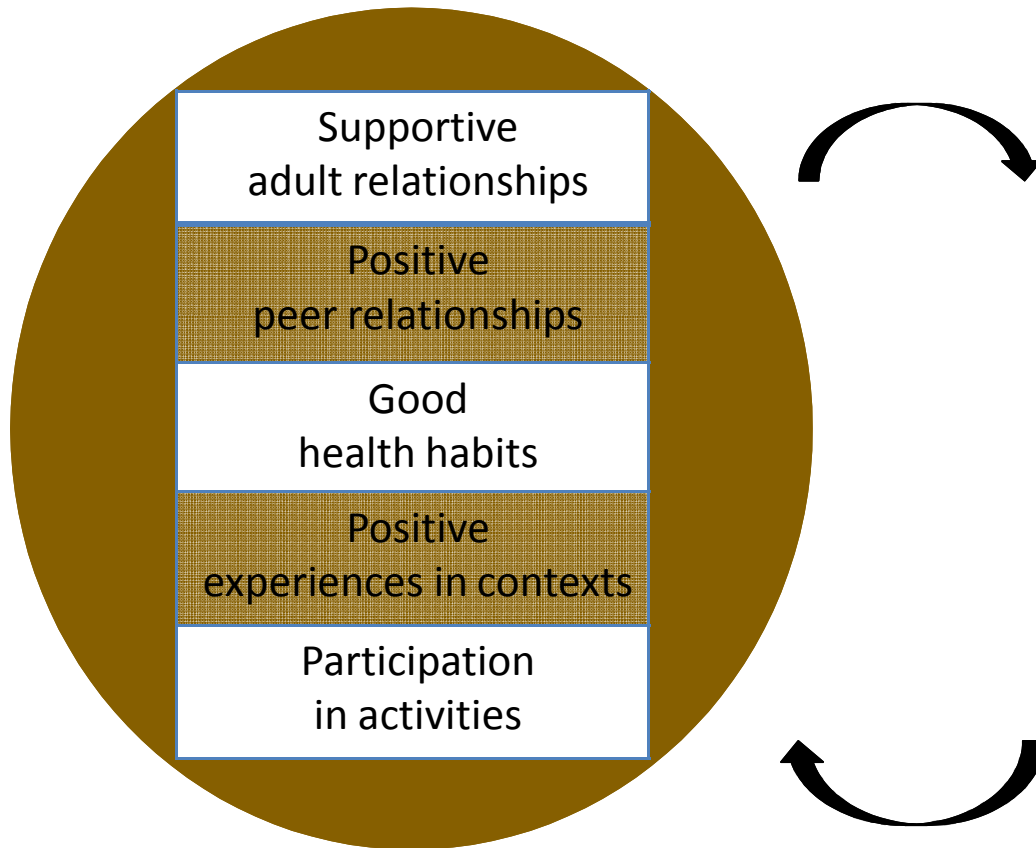
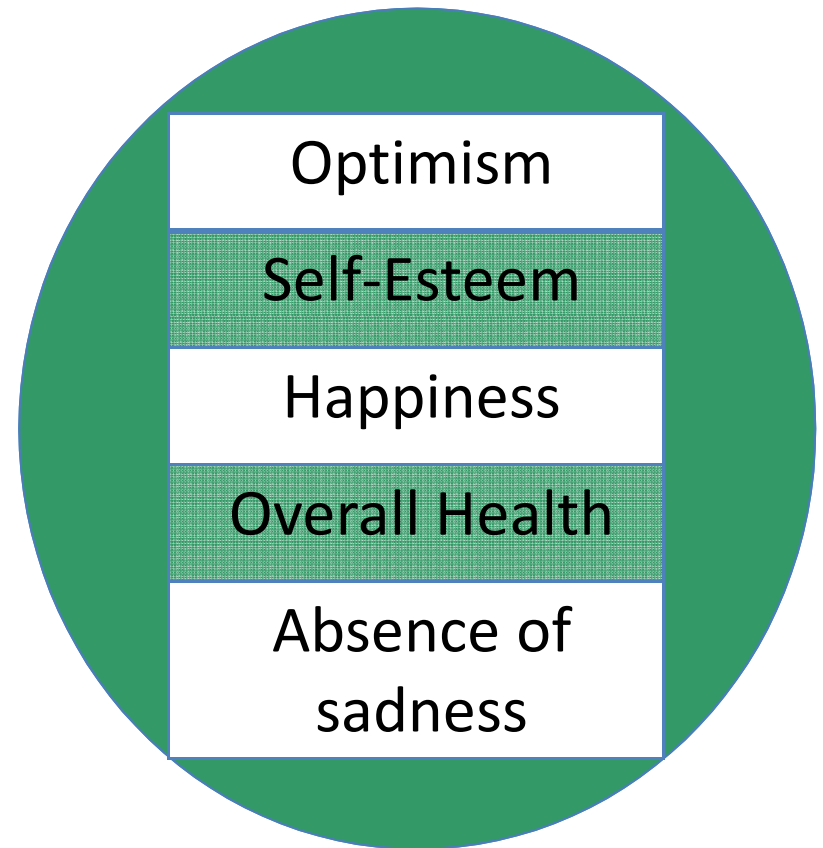


Figure 1: Proportion of Grade 4 students with low, medium to high, or very high overall health and well-being

KEY ASSETS FOR THRIVING

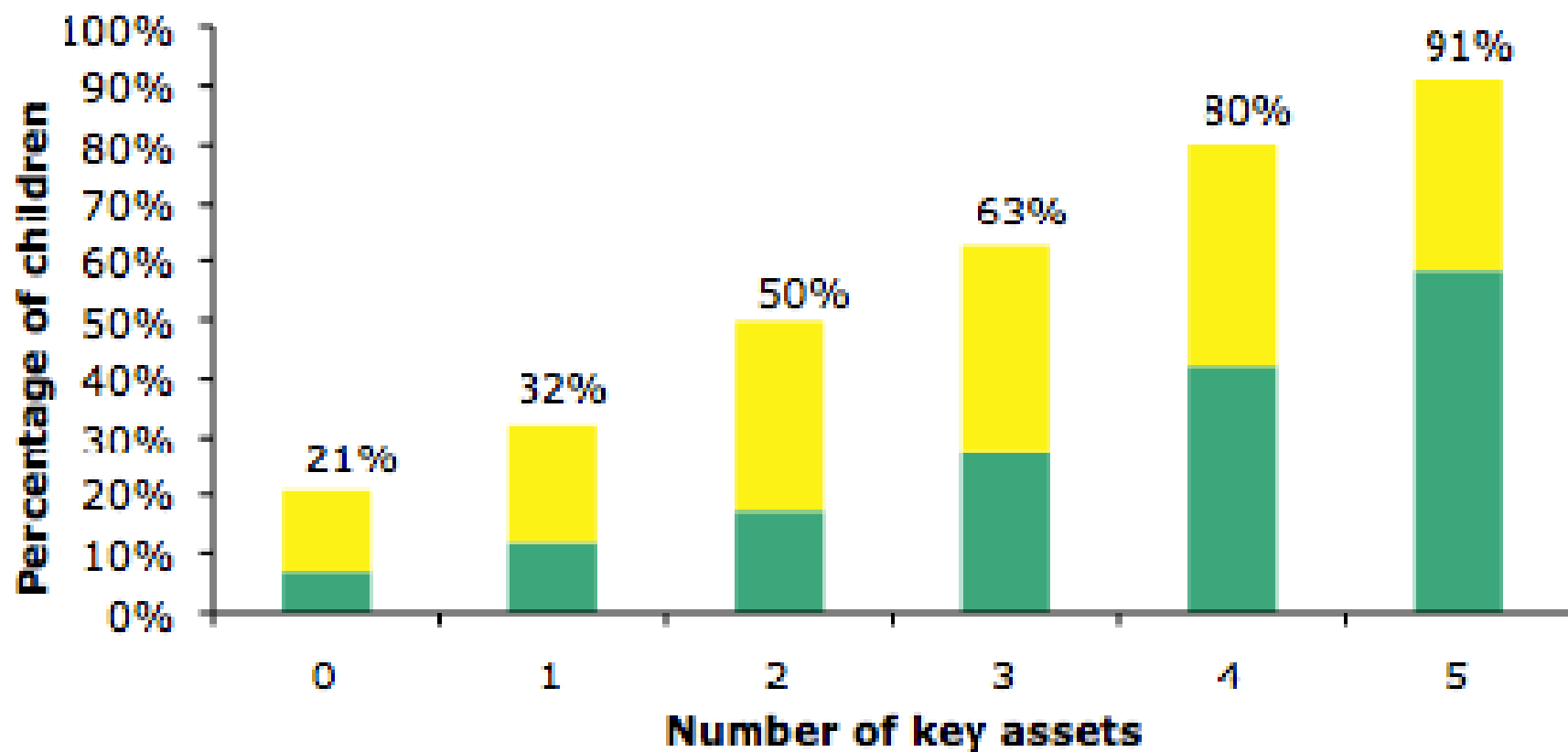


INDICATORS OF WELL- BEING



Relationship between presence of key assets and overall health and well-being

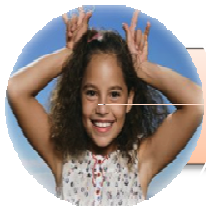
■ Medium to high overall health and well-being
■ Thriving



Part 2 – From Research to Practice



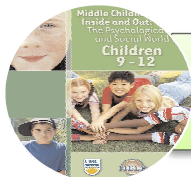
Assets and well-being across our neighborhoods



From Research to Practice



Knowledge Translation



Knowledge Mobilization

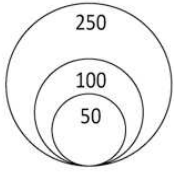
Assets/ Well-being across Vancouver

- Children's well-being and their assets vary across neighborhoods

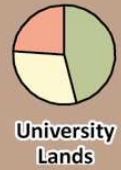
THE RICHNESS OF THE “SOIL”

Well-Being Index and Assets

of Students



Well-Being Index



University Lands



West Point Grey



Dunbar-Southlands



Kitsilano



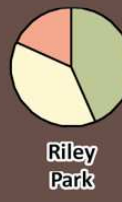
Arbutus-Ridge



Shaughnessy



South Cambie



Riley Park



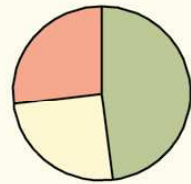
Kerrisdale



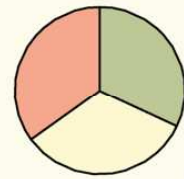
Marpole



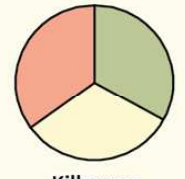
Oakridge



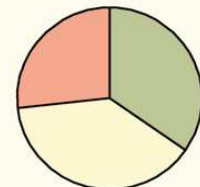
Sunset



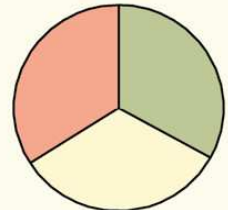
Victoria-Fraserview



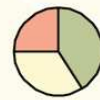
Killarney



Kensington-Cedar Cottage



Renfrew-Collingwood



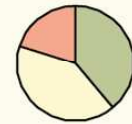
Mount Pleasant



Fairview



Strathcona



Grandview-Woodlands

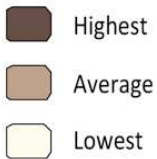


Vancouver-Downtown



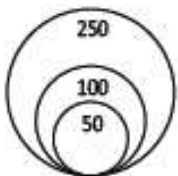
West End

Presence of Assets
By Neighbourhood



Well-Being Index and Socio-Economic Status

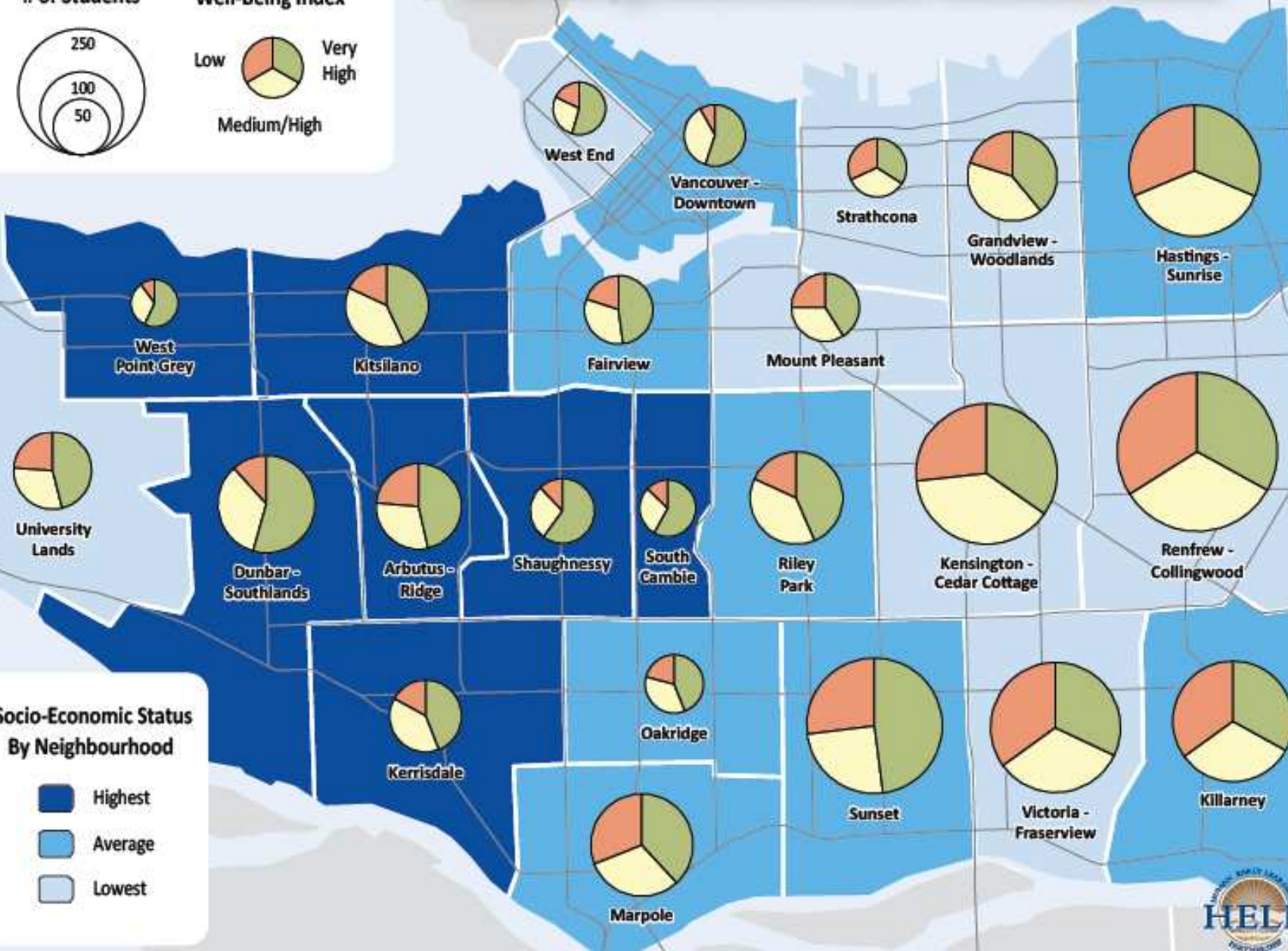
of Students



Well-Being Index



Socio-Economic Status
By Neighbourhood



So what now?

From research to practice

- Using knowledge translation to spread the word