



Richmond Children First presents:

## Richmond Middle Development Instrument (MDI) Forum

Thursday, October 12, 2017

Performance Hall, Richmond Cultural Centre

1:00 – 2:30 p.m.

Research findings from the Human Early Learning Partnership (HELP) can help us understand the factors that can support and enhance the well-being of Richmond children in the community, in schools and in families. Join Dr. Kimberley Schonert-Reichl, Director of the Human Early Learning Partnership, to learn about the latest Richmond MDI results and find out how Richmond children are doing in their social, emotional and physical development.

Administered by HELP, the Middle Development Instrument (MDI) is a self-report questionnaire completed by children in Grade 4 and Grade 7. It asks children how they think and feel about their experiences both inside and outside of school. Both the Grade 4 and Grade 7 questionnaires include questions related to the five areas of development that are strongly linked to well-being, health and academic achievement. Areas measured by the MDI reflect facets of children's Personal and Social Competencies and provide a valuable context for understanding children's growth and progress on the BC Ministry of Education Core Competencies.

The MDI produces data for participating school districts across BC and Canada. These data are mapped at a neighbourhood level. This allows us to see variations in children's well-being across time and geographies, while also strengthening connections between schools and communities. Understanding how Richmond children are doing allows us to make informed decisions about investments in new or adapted programs and in broad policies that support children and families.

This will be an interactive session, with opportunities for questions and dialogue with Kimberley Schonert-Reichl.

**Dr. Kimberley Schonert-Reichl**, is the Principal Investigator of the Middle Years Development Instrument (MDI). She is a Professor in the Department of Educational and Counselling Psychology, and Special Education at the University of British Columbia. She began her professional career first as a middle school teacher and then as a high school teacher for adolescents identified as "at risk." For more than 20 years, Kim's research has focused on the social and emotional learning (SEL) and development of children and adolescents with a particular emphasis on identifying the processes and mechanisms that foster children's positive human qualities such as empathy, altruism, and resiliency.

