EARLY YEARS CONFERENCE 2018

Strengthening Resilience in Today's World - Leading with Kindness and Understanding

HELP's Program of Research as Tools to Understand Aboriginal Children's Wellbeing in BC

Presentation by the
Human Early Learning Partnership
Aboriginal Steering Committee Members

January 26, 2018
Vancouver, BC

HUMAN EARLY LEARNING PARTNERSHIP

HELP Aboriginal Steering Committee, Co-Chair

Duane Jackson

(Gitanmaax, Gitxsan Nation, Prince Rupert, BC)

HELP Aboriginal Steering Committee

Laranna Androsoff

(Métis, Grand Forks, BC)

HELP Aboriginal Steering Committee

Jessie Nyberg
Elder

Joan Gignac

Carrie Anne Vanderhoop
Co-Chair

Duane Jackson
Co-Chair

Diana Elliott

Reanna Erasmus

Laranna Androsoff

Connie Deane

Dr. Deb Canada

Denise Lacerte

Discussion Points

- Introduction to HELP
- Aboriginal Steering Committee
- Aboriginal Data Access and OCAP®
- HELP's Research Projects
- Community Engagement

Aboriginal Steering Committee

- HELP's Research (EDI, MDI, TDI, CHeq)
  - Identity
  - Language
  - Cultural Safety
- Knowledge Translation
- Data Sharing
- Training

EDI
HELP
supported by the
ASC

MDI
EDI
SOCIAL EPIGENETICS
HELP ASC
ABORIGINAL
FAMILY POLICY
HMI
CHILD RIGHTS

HUMAN
EARLY LEARNING
PARTNERSHIP

VISION

All children thriving in healthy societies

MISSION

We are dedicated to improving the health and wellbeing of children through interdisciplinary research and mobilizing knowledge.

Population Health Research

Seven Generations Principle

To live by this principle, one would ask, prior to any undertaking:

"How will it affect the land, water, air, animals, birds, plants and the future for our children *seven generations* into the future?"

OCAP®
Ownership
Access
Control
Possession

Self-Determination and OCAP

Ownership	Nations own the data
Control	Nations control the data
Access	Aboriginal EDI data is not shared publicly. Data is accessed by letter of request from Chief & Council or School District Aboriginal Education Committee (Chair)
Possession	The data is stored at HELP. HELP is the data steward (e.g., an 'administrator') Possession is the mechanism by which ownership can be asserted and protected.

HELP's CHILD MONITORING SYSTEM

Toddlers

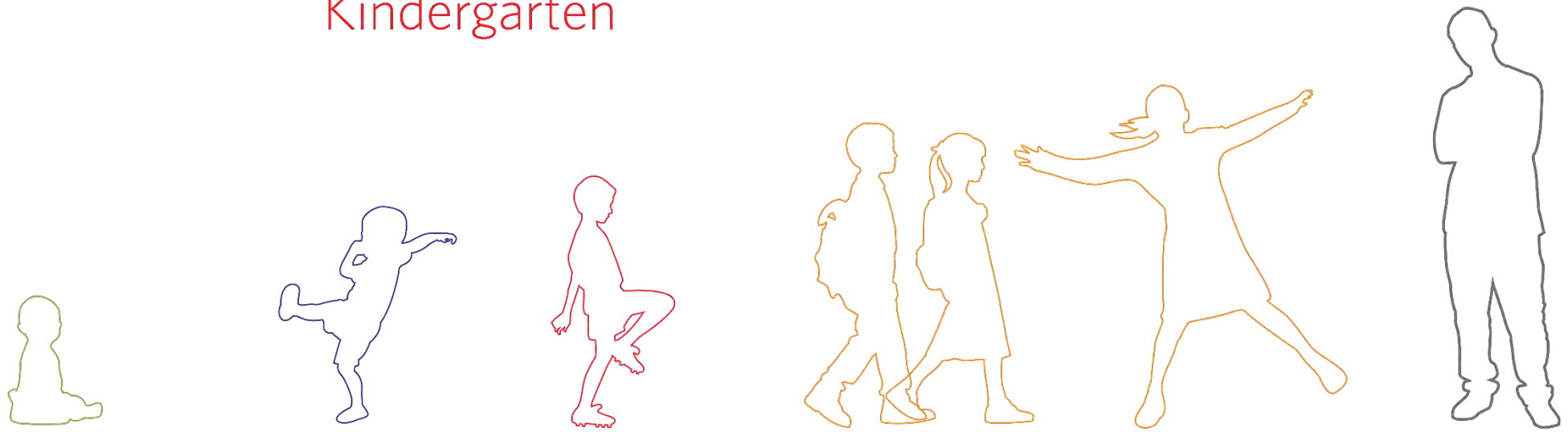
0 - Kindergarten

Kindergarten

Grade 4

Grade 7

Grade 10



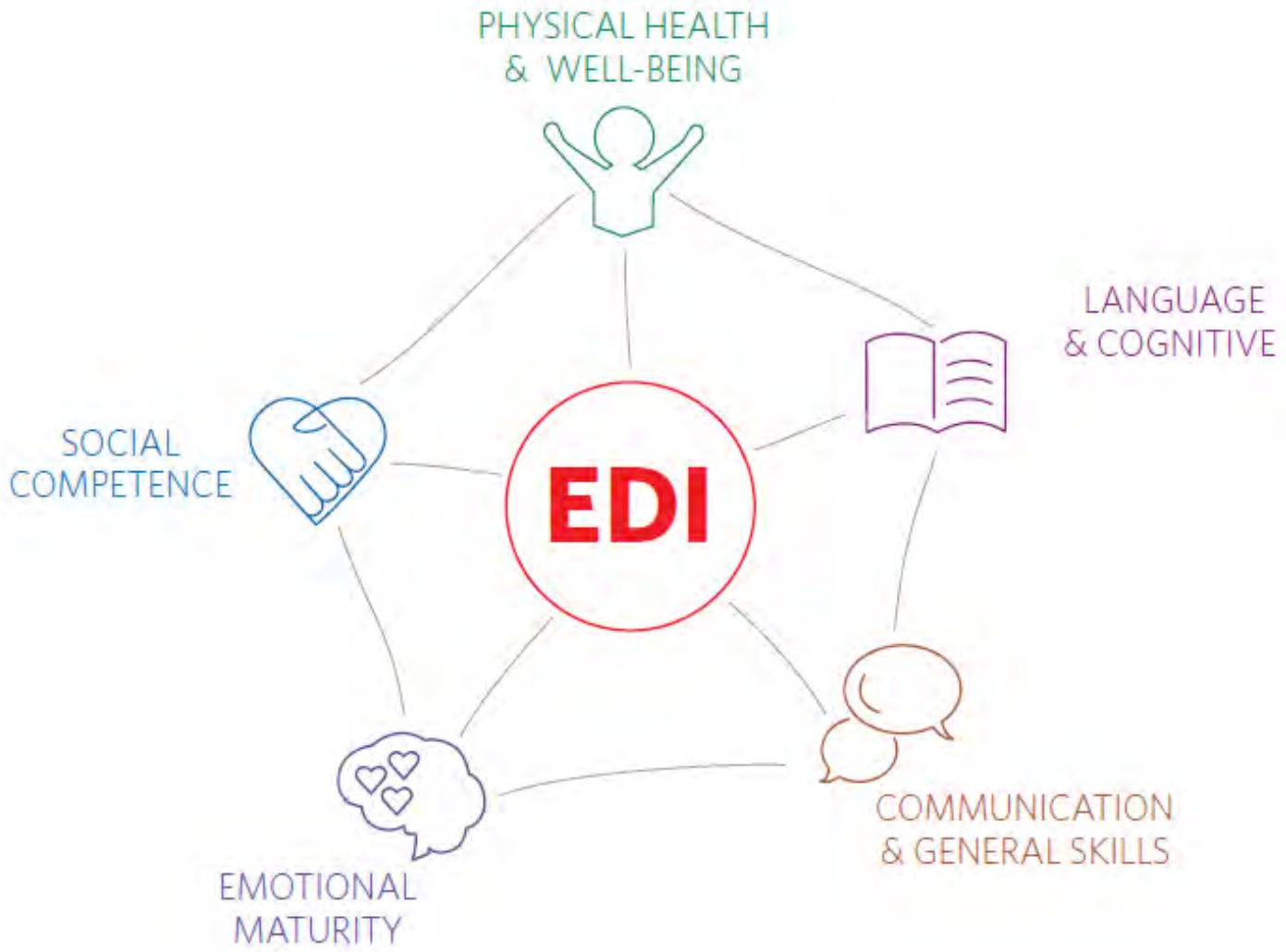
TDI **CHEQ** **EDI** **MDI** **MDI** **YDI**

18M 0-5Y 5Y 9Y 12Y 15Y

Monitoring children's development at the level of the population and exploring how it changes over time.

HELP data are one part of the child development picture, not the whole picture.

The Early Development Instrument



EARLY DEVELOPMENT INSTRUMENT

A teacher completed instrument
that measures children's development.

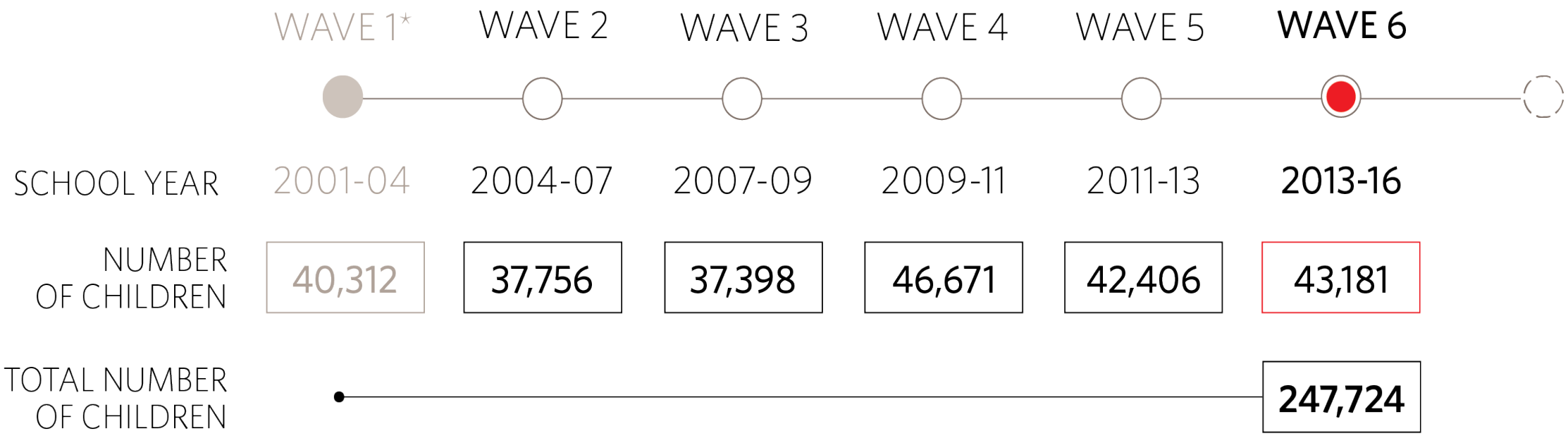
- Where Aboriginal children attend public school kindergarten, they have the opportunity to participate in the EDI study.
- Some First Nations schools have participated in the EDI over the past 10 years.

Vulnerability

data is reported in **vulnerability** (percentages) in five scales.

Without additional supports, vulnerable children may experience further challenges in school and/or society.

EDI Collection History

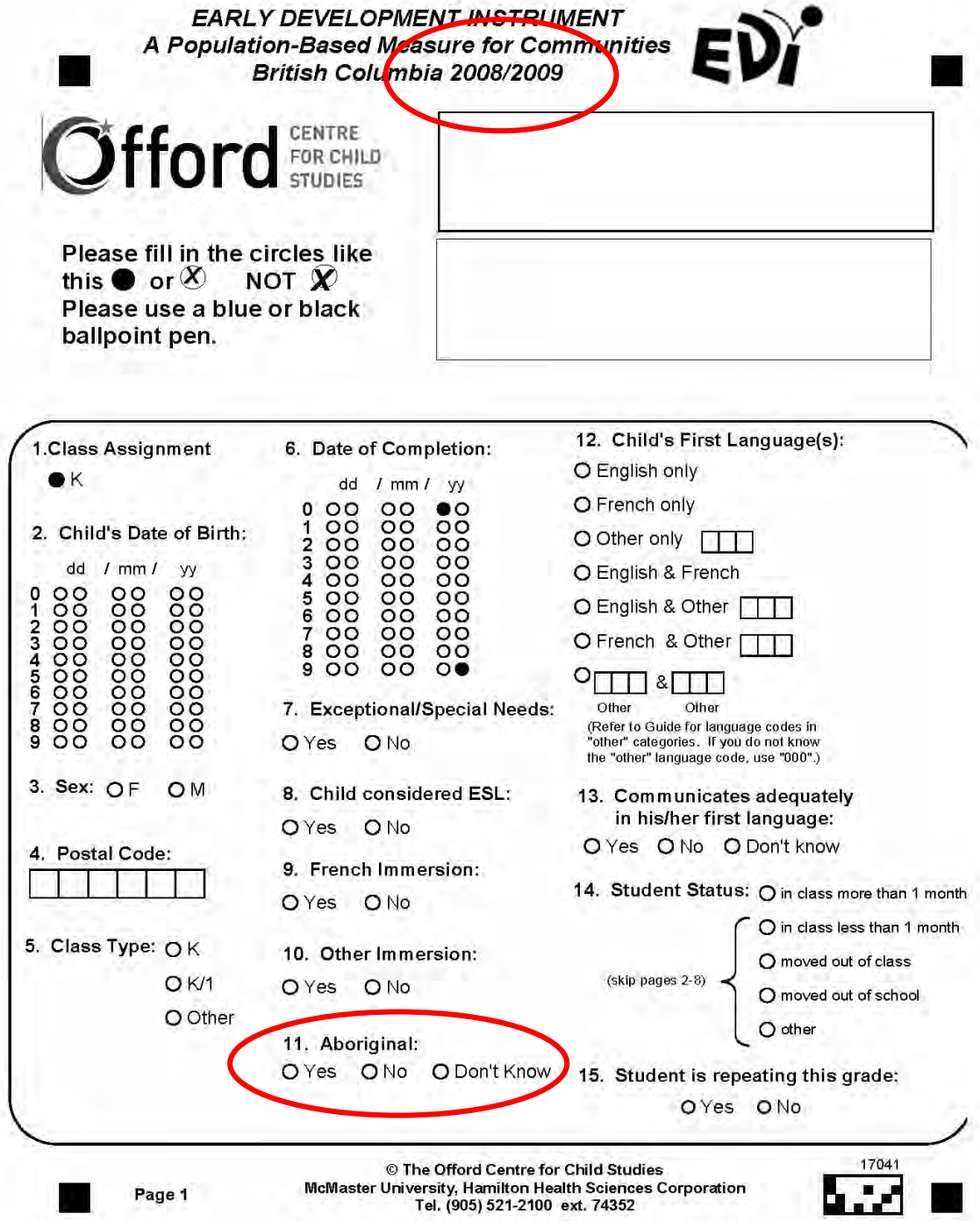


Please note: A 'Wave' is a 2-3 year data collection period, based on the annual school calendar (September – June). Due to changes in the EDI questionnaire after Wave 1 data collection, Wave 2 is HELP's baseline and Wave 1 data are not publicly reported.

Over 247,000 EDI's completed.

Approximately 25,000 Aboriginal EDIs

The EDI Questionnaire (2008-09)



EARLY DEVELOPMENT INSTRUMENT
A Population-Based Measure for Communities
British Columbia 2008/2009

EDI

Offord CENTRE FOR CHILD STUDIES

Please fill in the circles like this ● or ⊗ NOT ✗
Please use a blue or black ballpoint pen.

1. Class Assignment
● K

2. Child's Date of Birth:
dd / mm / yy

3. Sex: O F O M

4. Postal Code:

5. Class Type: O K O K/1 O Other

6. Date of Completion:
dd / mm / yy

7. Exceptional/Special Needs: O Yes O No

8. Child considered ESL: O Yes O No

9. French Immersion: O Yes O No

10. Other Immersion: O Yes O No

11. Aboriginal: O Yes O No O Don't Know

12. Child's First Language(s):
O English only
O French only
O Other only
O English & French
O English & Other
O French & Other
O & (Other / Other)
(Refer to Guide for language codes in "other" categories. If you do not know the "other" language code, use "000".)

13. Communicates adequately in his/her first language: O Yes O No O Don't know

14. Student Status: O in class more than 1 month
(skip pages 2-8) O in class less than 1 month, O moved out of class, O moved out of school, O other

15. Student is repeating this grade: O Yes O No

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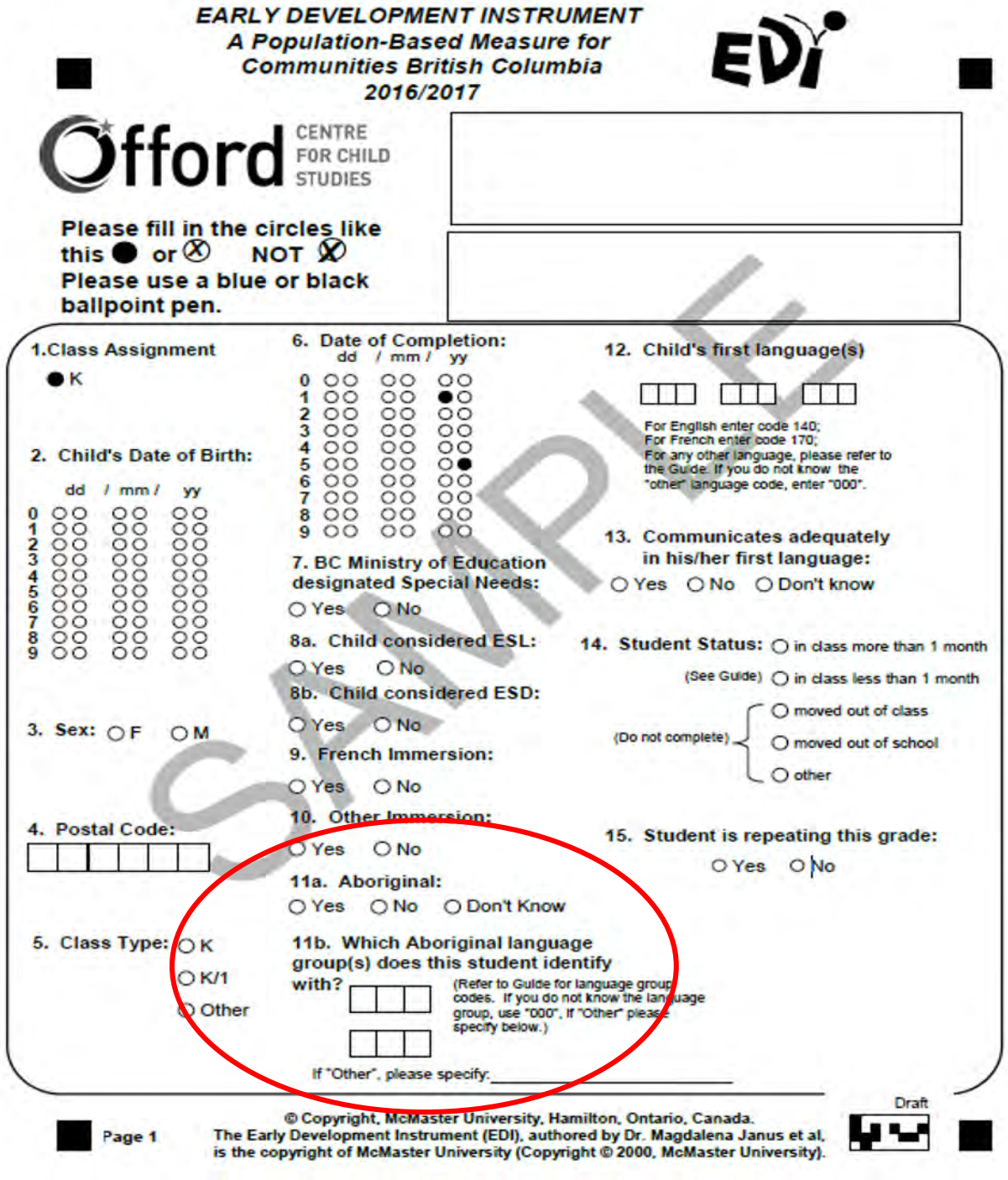
17041

The Questionnaire (2016-17)



EARLY DEVELOPMENT INSTRUMENT
A Population-Based Measure for
Communities British Columbia
2016/2017

EDI

Offord CENTRE FOR CHILD STUDIES

Please fill in the circles like this ● or ⊗ NOT ⊘
Please use a blue or black ballpoint pen.

1.Class Assignment
● K

2. Child's Date of Birth:
dd / mm / yy

3. Sex: ○ F ○ M

4. Postal Code:

5. Class Type: ○ K ○ K/1 ○ Other

6. Date of Completion:
dd / mm / yy

7. BC Ministry of Education designated Special Needs:
○ Yes ○ No

8a. Child considered ESL:
○ Yes ○ No

8b. Child considered ESD:
○ Yes ○ No

9. French Immersion:
○ Yes ○ No

10. Other Immersion:
○ Yes ○ No

11a. Aboriginal:
○ Yes ○ No ○ Don't Know

11b. Which Aboriginal language group(s) does this student identify with?
(Refer to Guide for language group codes. If you do not know the language group, use "000", If "Other" please specify below.)

If "Other", please specify: _____

12. Child's first language(s)

For English enter code 140;
For French enter code 170;
For any other language, please refer to the Guide. If you do not know the "other" language code, enter "000".

13. Communicates adequately in his/her first language:
○ Yes ○ No ○ Don't know

14. Student Status: ○ in class more than 1 month
(See Guide) ○ in class less than 1 month
(Do not complete) ○ moved out of class ○ moved out of school ○ other

15. Student is repeating this grade:
○ Yes ○ No

SAMPLE

Page 1

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Draft

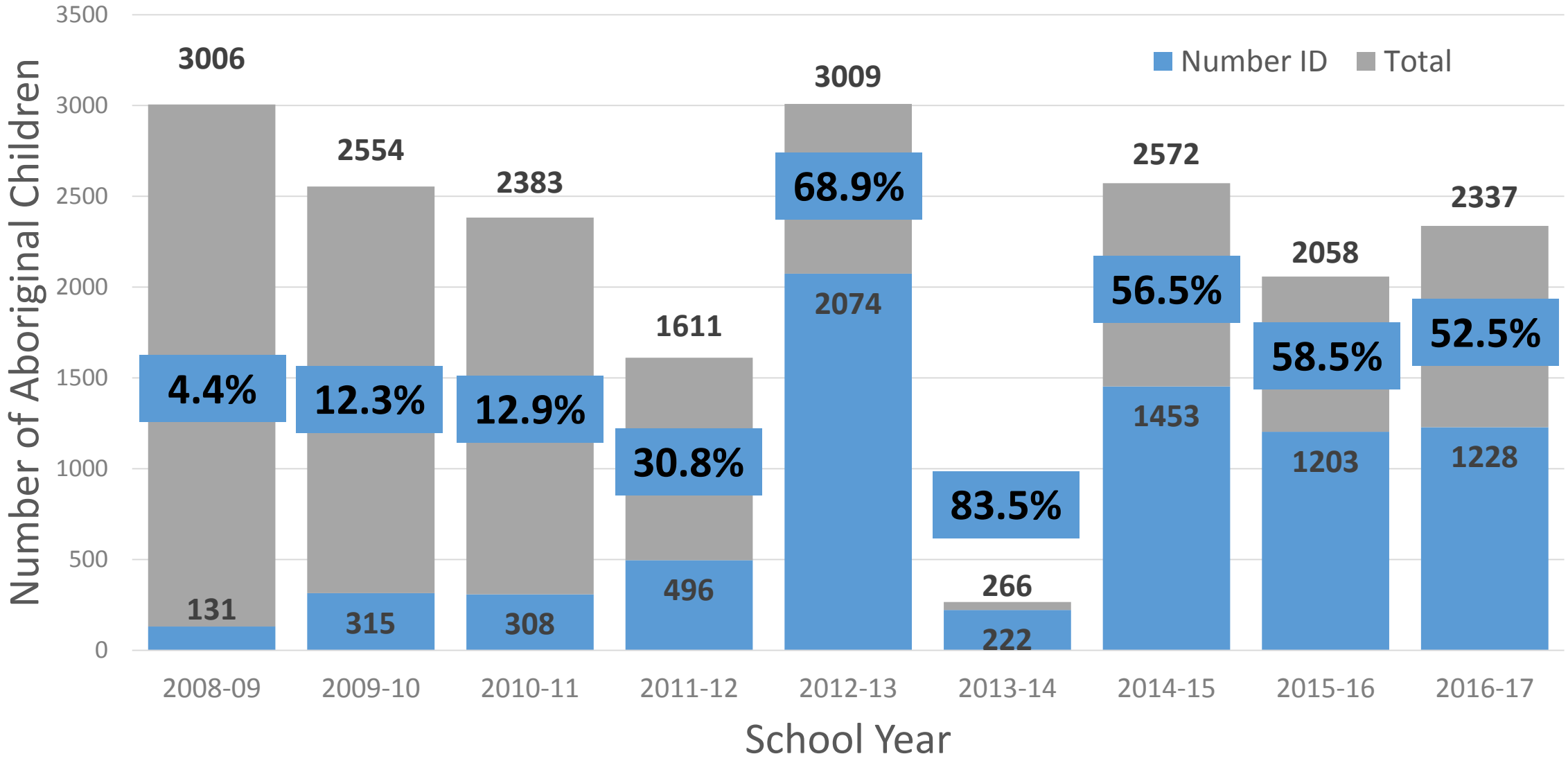
New Question on the e-EDI

Aboriginal Language Recognition Rates on the EDI

Before 2008/09

ABORIGINAL LANGUAGE RECOGNITION never exceeded **1%**...

Aboriginal Language Recognition Rates



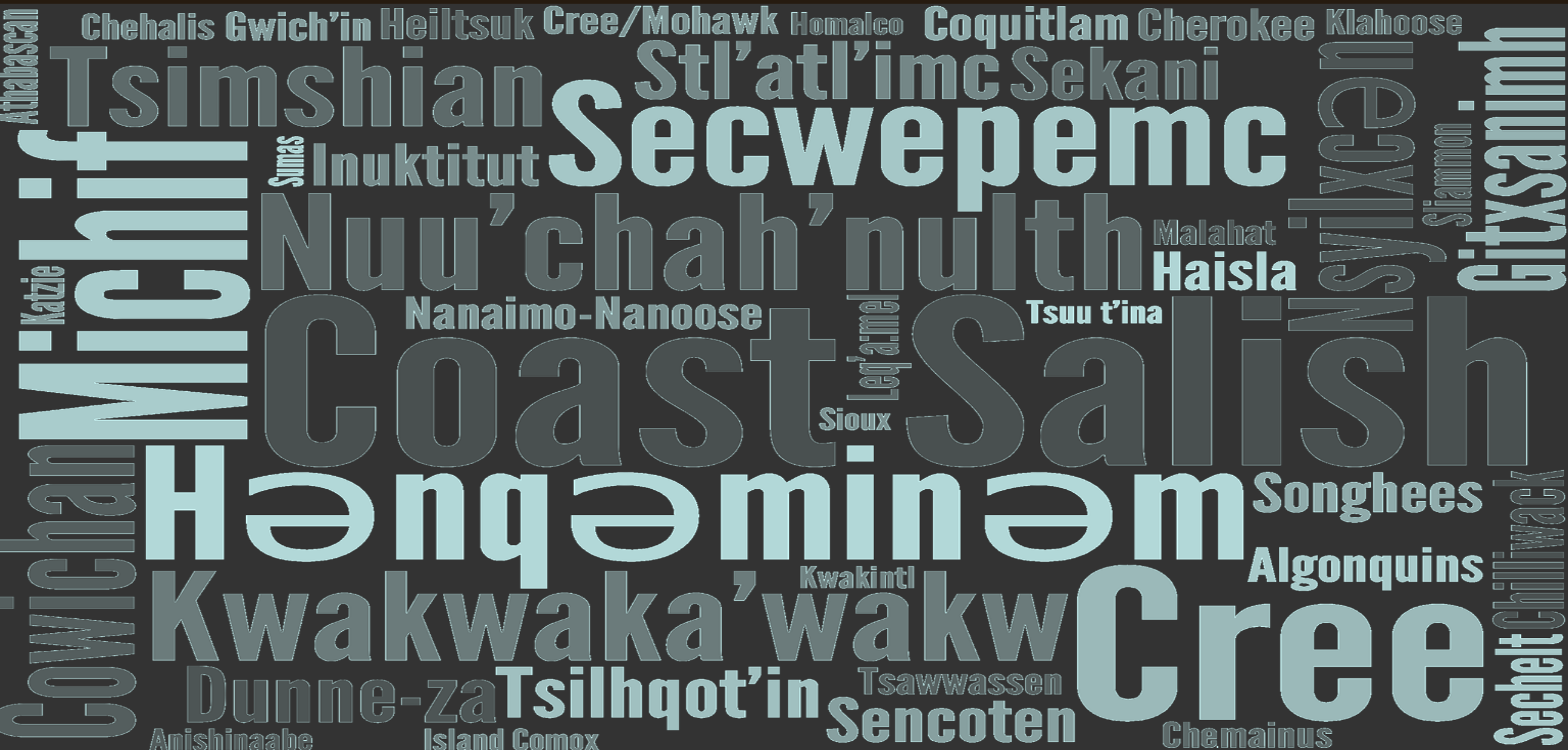
Aboriginal Language Recognition Rates to 2016-17

N =20,332

Aboriginal Children Counts	-	3542	4937	4620	4896	2337
Aboriginal Counts with Language	-	134	623	2570	2878	1228
Language Recognition Percentage%	-	3.8%	12.6%	55.6%	58.8%	52.5%
WAVE	Wave 2 2004-05 2005-06 2006-07	Wave 3 2007-08 2008-09	Wave 4 2009-10 2010-2011	Wave 5 2011-2012 2012-2013	Wave 6 2013-14 2014-15 2015-16	Wave 7 2016-17 2017-18 2018-19

Tutchone
Tagish
Kaska
Dene-thah
Tahltan/
Tlingit
Inland Tlingit
Sekani
Dunne-za
Gitxsan
Nisga'a
Tsimshian
Wet'suwet'en
Haida
Haisla
Dakelh
Heiltsuk
Nuxalk
Tsilhqot'in
Secwepemc
Oweekeno
Kwakwaka'wakw
Stl'atl'imc
Ktunaxa
Nlaka'pamux
Okanagan
Coast Salish
Nuu'chah'nulth

Aboriginal Language and Identity Data



The Importance of Belonging

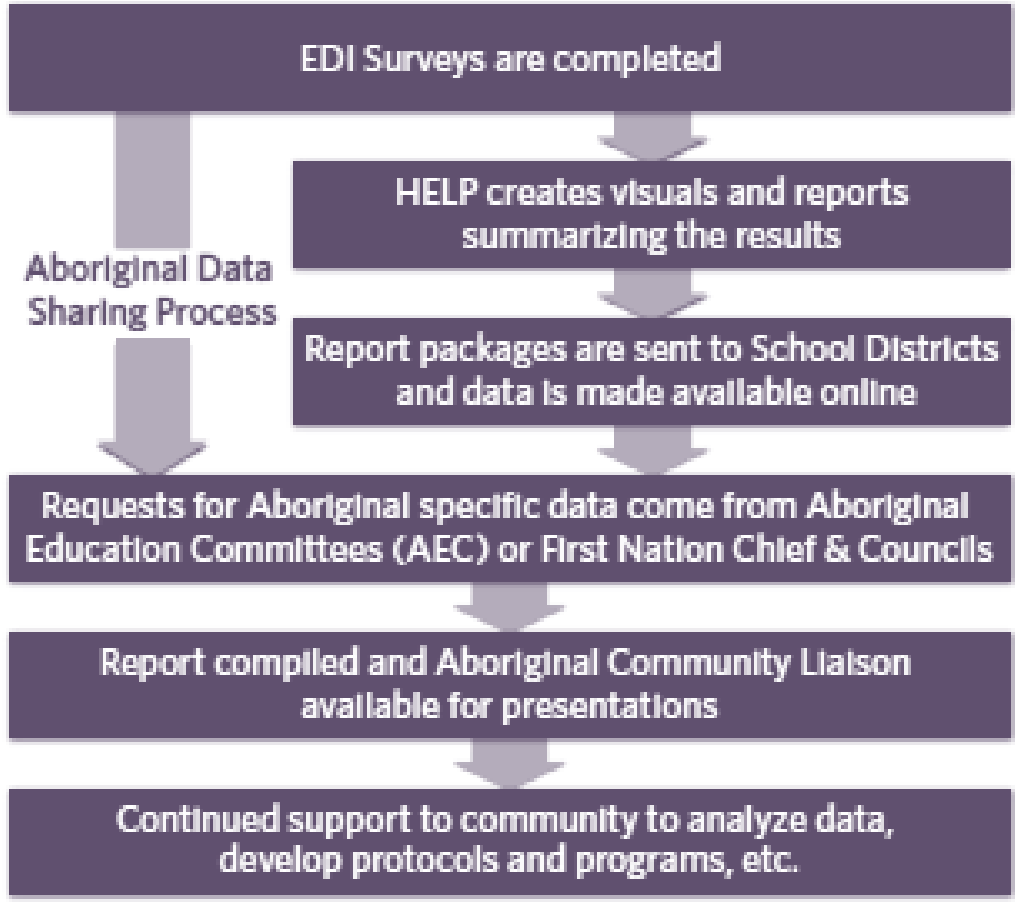
Revival of Language & Culture

Assessing Potential Bias in Population Level Research with Aboriginal Children

2013 - 2016

Aboriginal Data

The data sharing process



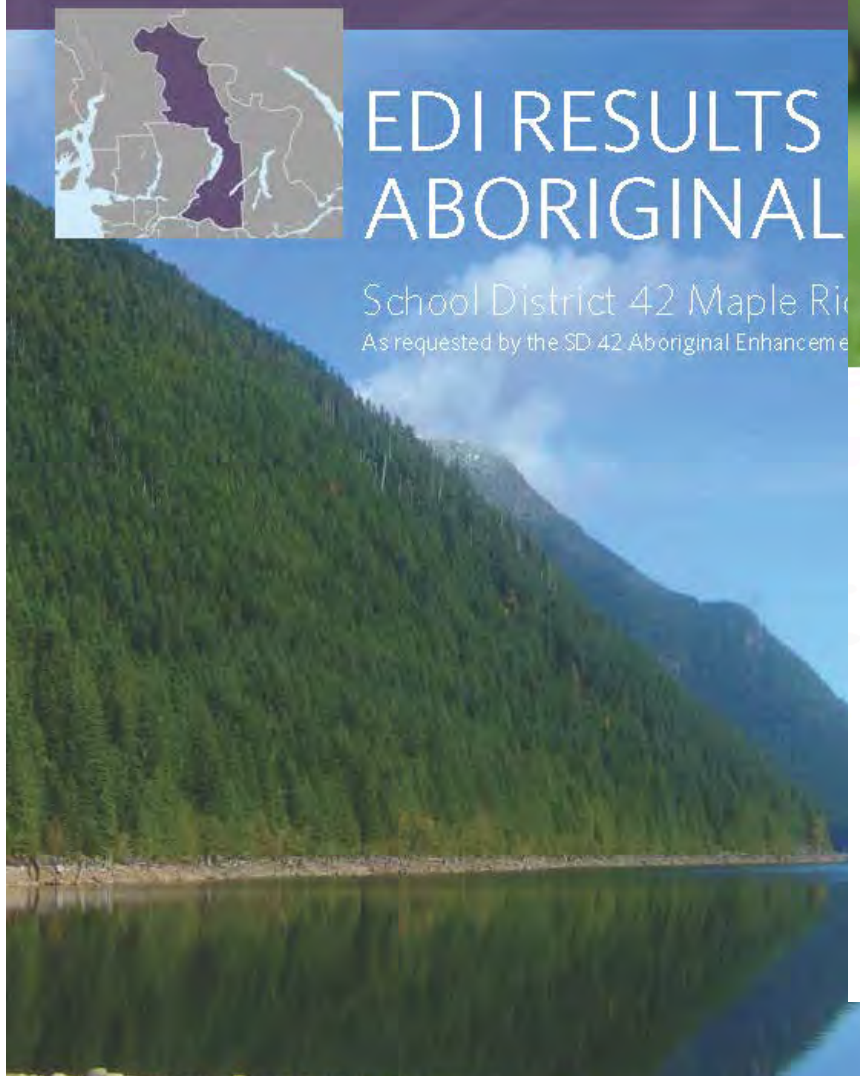
HUMAN
EARLY LEARNING
PARTNERSHIP

HUMAN EARLY LEARNING PARTNERSHIP

EDI RESULTS ABORIGINAL

School District 42 Maple Ri

As requested by the SD 42 Aboriginal Enhancem



MDI GRADE 7

ABORIGINAL MDI COMMUNITY REPORT

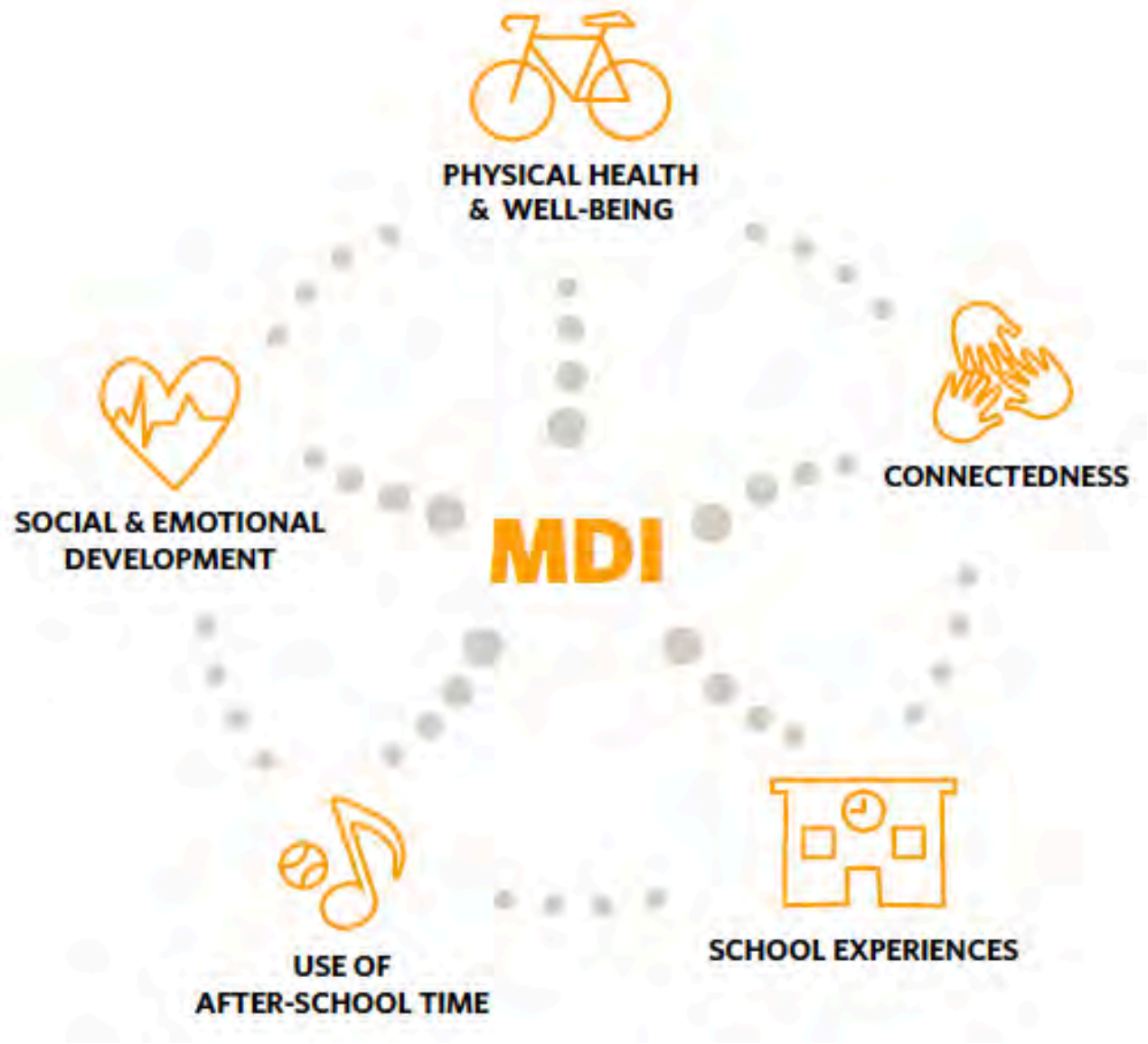
[NAME: REQUESTING AEC OR NATION]

HUMAN EARLY LEARNING PARTNERSHIP

a place of mind UBC

2016/2017 GRADE 7 RESULTS

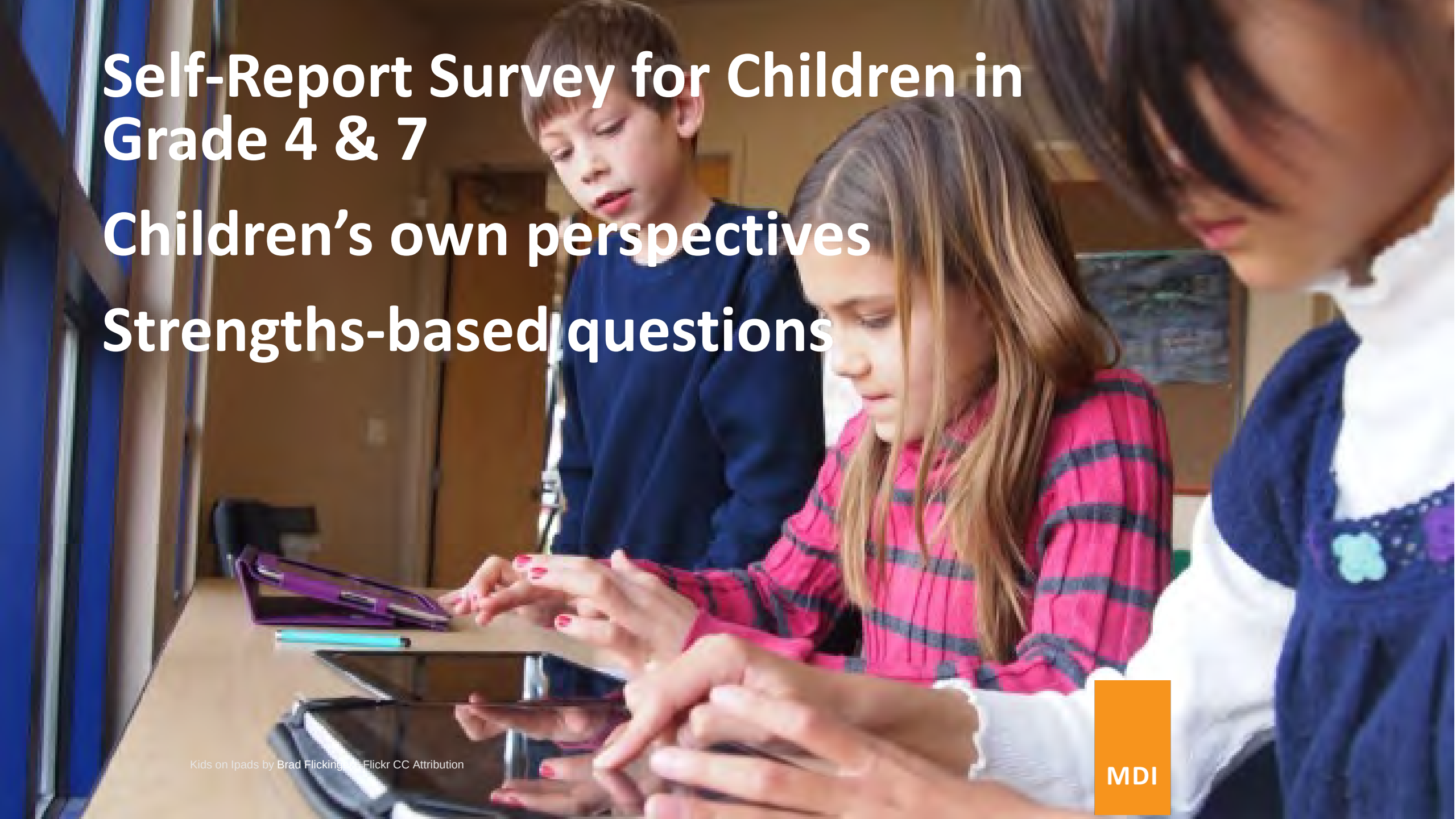
Middle Years Development Instrument



Self-Report Survey for Children in Grade 4 & 7

Children's own perspectives

Strengths-based questions



Kids on Ipads by Brad Flicking on Flickr CC Attribution

MDI

Development of the Whole Child
Multiple Contexts
Relationships are central
MDI

"This gives us a positive perspective. A strength-based tool that helps us to look at positive things that are happening and build upon those. And you can help to support children to continue on in that positive way so they can again, thrive and flourish."

Jessie Nyberg, Shuswap Elder, HELP Aboriginal Steering Committee Elder

MDI

SOCIAL & EMOTIONAL DEVELOPMENT

PHYSICAL HEALTH & WELL-BEING

CONNECTEDNESS

USE OF AFTER-SCHOOL TIME

SCHOOL EXPERIENCES

Optimism

Self-Esteem
Happiness
Absence of Sadness

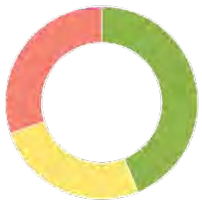
General Health
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

Adults at School
Adults in the Neighbourhood
Adults at Home
Peer Belonging
Friendship Intimacy

Organized Activities

WELL-BEING INDEX

A measure in the Well-Being Index



ASSETS INDEX

A measure in the Assets Index

Well-being Index

Happiness

Health

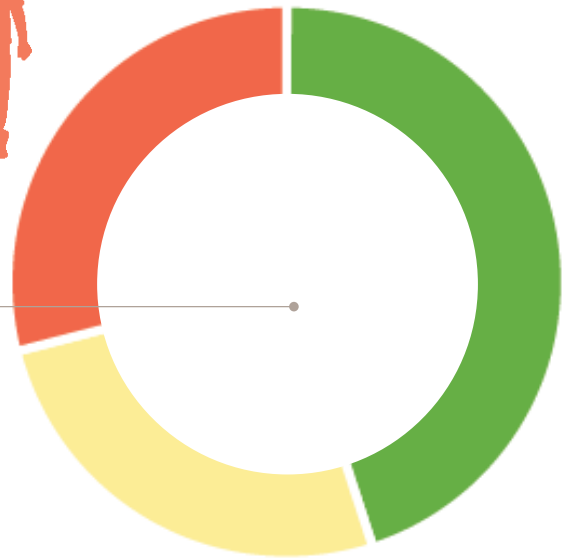
Optimism

Self-esteem

Low sadness

Low Well-Being

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



High Well-Being (Thriving)

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

Medium to High Well-Being

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

Assets Index

ADULT RELATIONSHIPS

Adults at School
Adults in the Neighbourhood
Adults at Home

PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy

NUTRITION AND SLEEP

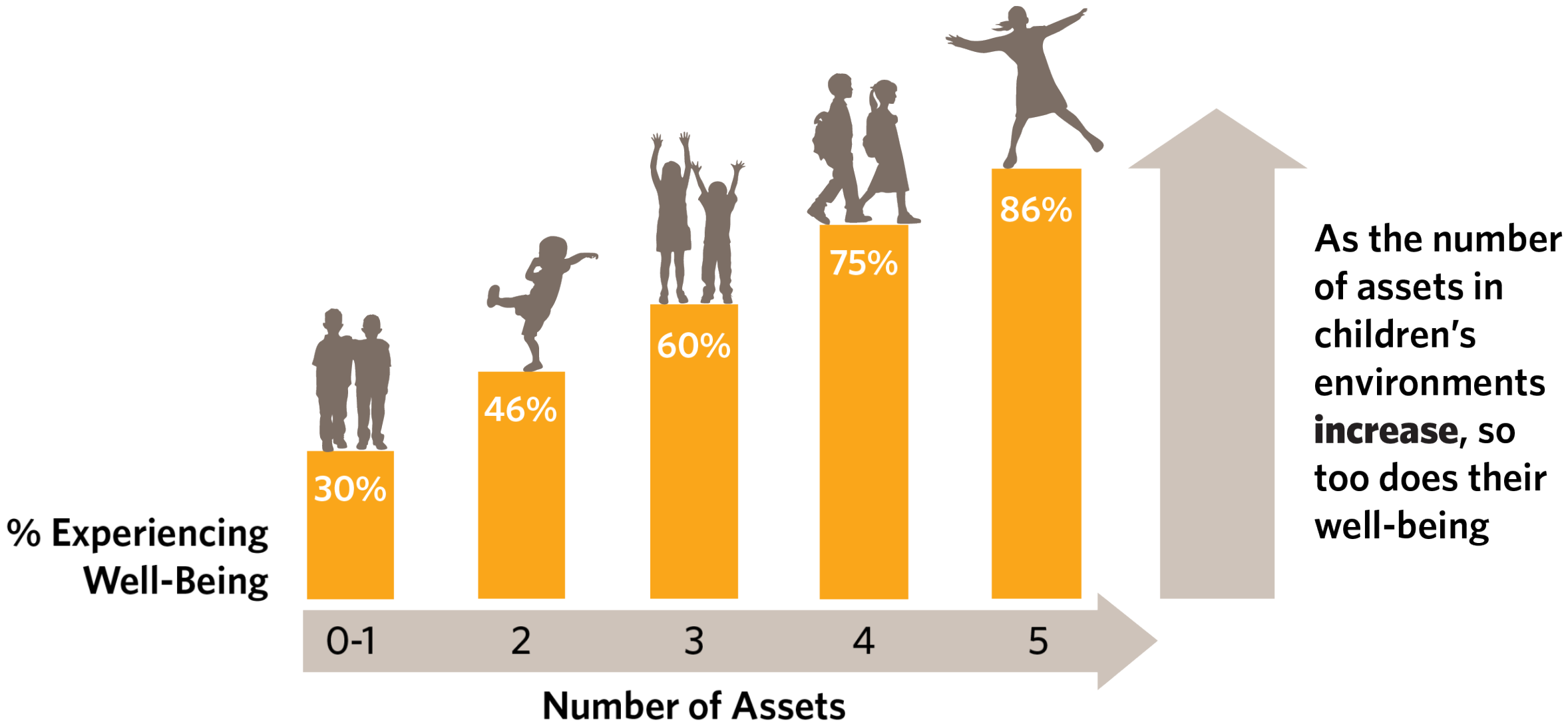
Eating Breakfast
Meals with Adults at Home
Frequency of Good Sleep

AFTER-SCHOOL ACTIVITIES

Organized Activities

SCHOOL EXPERIENCES

Not Reported Publicly


% Experiencing Well-Being
30%
46%
60%
75%
86%
0-1
2
3
4
5
Number of Assets
As the number of assets in children's environments **increase**, so too does their well-being

Aboriginal Identification

5. Are you Aboriginal? □ No □ Yes □ Part

If you answered **Yes** or **Part,** check:

□ Inuit □ Métis □ First Nations

If you answered First Nations, please identify:

MDI

Aboriginal Identification

Aboriginal people in Canada are sometimes called First Nations, Native Indian, Inuit, or Métis. All of your family members might not be Aboriginal but maybe some of them are. Sometimes Aboriginal people only have one parent or grandparent who is Aboriginal. We want to know about YOU. Are you Aboriginal? If so, please answer YES.

MDI

Aboriginal Language

6. What is the first language you learned at home?
(You can check more than one if you need to.)
Aboriginal language If yes, which one?

English Hindi Punjabi Cantonese Filipino/Tagalog Japanese Korean Spanish
Vietnamese French Mandarin Other _____

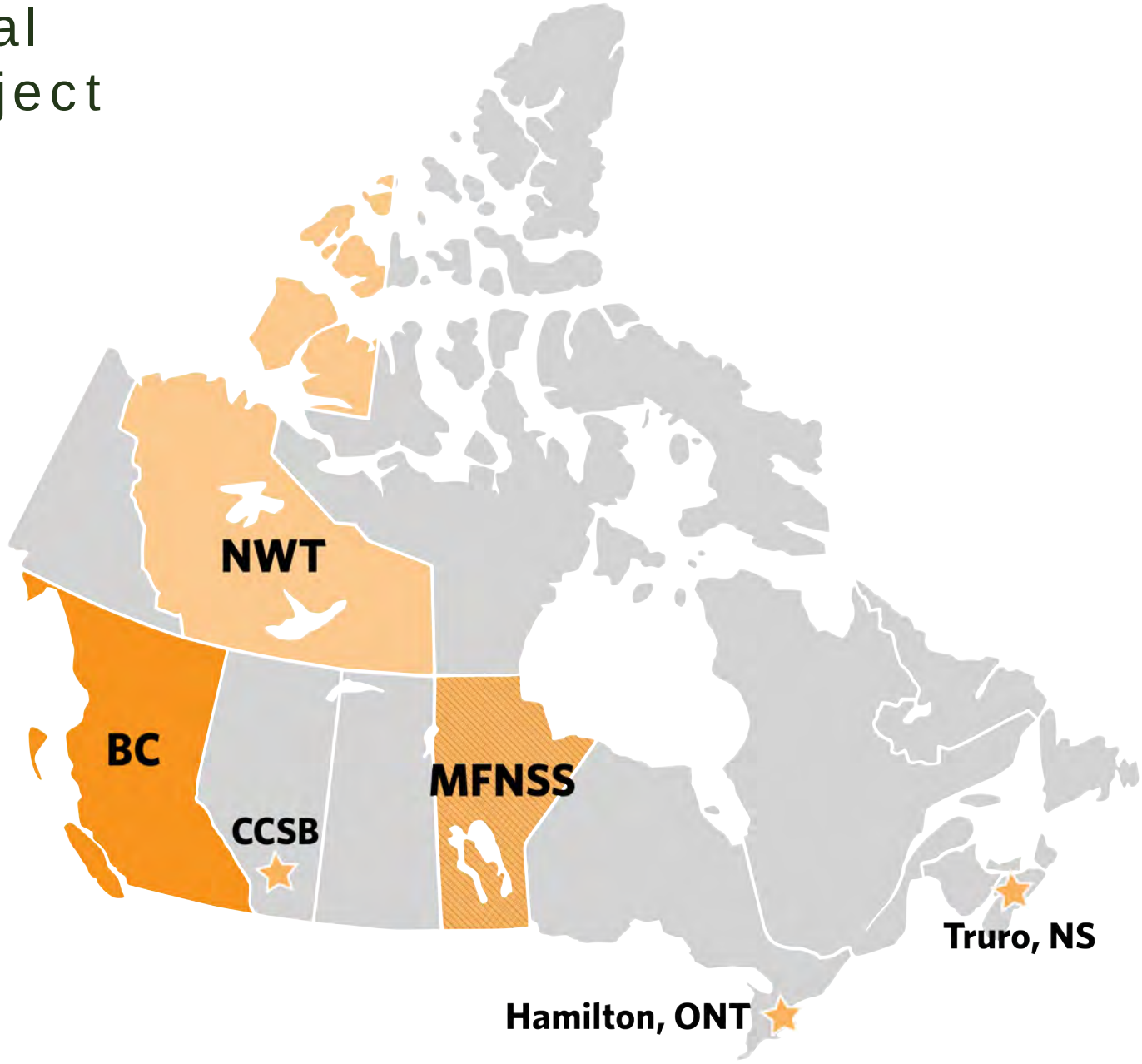
7. Which language(s) do you speak at home? *(You can check more than one if you need to.)*
Aboriginal language If yes, which one?

English Hindi Punjab Cantonese Japanese Spanish Filipino/Tagalog
Korean Vietnamese French Mandarin Other _____

Language data shine a light on and help support….

- The incredible diversity of Indigenous languages spoken across British Columbia
- The increasing recognition of these languages and the importance of language and cultural identity in improving child development outcomes
- The re-emergence and increasing vitality of language

MDI National Scale-out Project 2017/2018



Aboriginal Community Engagement

- Have you used research in your community? If so, how?
- What research is available to you in your work?
- How can HELP's research support ECED work in your community?

Successes	Struggles
Community engagement Increased understanding of the value of the data	**Community engagement** More communities are requesting information, struggle to meet the need
OCAP – Data Access and working on requests, data sharing protocols, and cultural safety within data sharing	**OCAP** guidelines mean that not every request for data can be completed
Aboriginal Steering Committee Much has been accomplished: tool development, data sharing protocols, cultural safety within tools, implementation, knowledge translation, and language & identity work	Aboriginal Steering Committee work is ongoing, with limited time, resources, and funding to move the agenda forward

Moving Forward

Report Development

Questions?
Comments…

THANK YOU!

Duane Jackson
duanej66@yahoo.ca

Laranna Androsoff
laranna7@yahoo.ca

HUMAN EARLY LEARNING PARTNERSHIP

a place of mind
UBC

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