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A teacher completed instrument which measures  
children's development

- *Offord Centre for Child Studies*

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#### KEY MESSAGES

- The EDI is an outcome measure for the quality of children's experiences, in their family, community and province, in their early years
- The EDI was developed for teachers to use, because of their
  - specific professional expertise.
  - The majority of the population attends kindergarten.
- It reports on child's development at the time of completion
- It has been validated locally and internationally with various populations
  - (e.g. urban, rural, different cultural groups)

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# About the

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

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## KEY MESSAGES

- Tells us only about groups, neighbourhoods or broader geographic regions
- Allows us to see population trends in children's development
- Not used to evaluate teachers or schools
- Reflects the quality of children's experiences **before** they come to school
- Some other population health measures include: infant mortality, cancer incidence, census information


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The Early Development Instrument



- Physical health and well-being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills



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**VALIDATION OF EDI AS A TOOL**

The EDI was developed by Dr. Dan Offord and Magdalena Janus at the Offord centre, McMaster

It was developed as a POPULATION MONITORING TOOL not an individual assessment – THIS MEANS THAT IT REPORTS INFORMATION ABOUT GROUPS OR POPULATIONS OF CHILDREN

It’s primary function is to help us understand children’s development across the first 5 years of their life before they enter school

THE WORK OF A RANGE OF DEVELOPMENTAL PSYCHOLOGISTS LED TO THE IDENTIFICATION OF 5 CORE DOMAINS OF DEVELOPMENT THAT ARE IMPORTANT IN THE EARLY YEARS

VALIDATION WITH A VARIETY OF POPULATIONS

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## What does each scale measure?

### KEY MESSAGES

- There are 5 scales of the EDI, which are linked to three broad domains of human development:
  - Cognitive
  - Social/Emotional
  - Physical
- These scales also have subscales within them

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## Physical Health & Well Being

Physical preparedness for the school day

Physical independence

Gross & fine motor skills

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### KEY MESSAGE

- Physical Health and Well-Being encompasses everything from a child wearing a jacket on a cold day to their ability to hold a pencil and climb stairs.

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## Social Competence

Overall social competence

Responsibility and respect

Approaches to learning

Readiness to explore new things

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### KEY MESSAGE

- The Social Competence scale looks at behaviours in a structured environment, such as the classroom
- Subscales look at learning as well as respect for others, curiosity, and sense of responsibility

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## Emotional Maturity

Pro-social and helping behavior

Anxious and fearful behavior

Aggressive behavior

Hyperactivity and inattention

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### KEY MESSAGE

- Emotional Maturity looks at behaviours in a un-structured environments, such as the playground
- Subscales look at learning as well as helping, aggressive, or anxious behaviours as well as hyperactivity or inattentiveness.

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## Language & Cognitive Development

Basic literacy skills

Interest in literacy/numeracy and memory

Advanced literacy skills

Basic numeracy skills

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- Language & Cognitive Development reflects what we traditionally think of as “school readiness”
- Subscales here look at literacy and numeracy abilities

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## Communication Skills & General Knowledge

Communication skills

Awareness of the world

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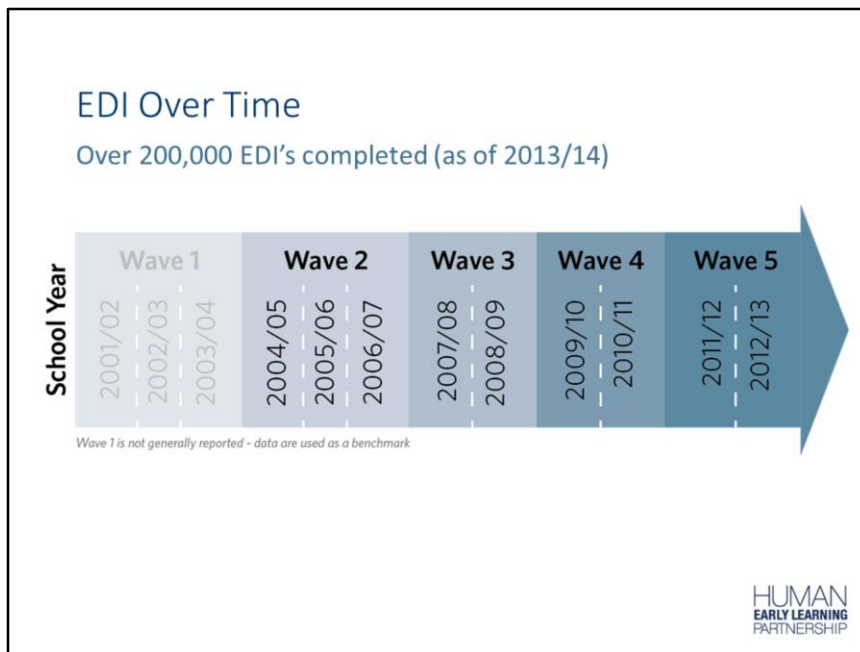
### KEY MESSAGE

- Communications Skills & General Knowledge looks at communication “in English” and awareness of the world.
- There are no subscales in this scale.

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#### **KEY MESSAGE**

- The EDI is most importantly a catalyst for action
  - a tool to engage the whole community in the important questions of supporting child development

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**ACTION** needs to be launched  
by a motivated group of like-minded  
individuals

**ACTION** needs to be grounded  
in communities

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**KEY MESSAGE**

- The data is not a reflection on schools
  - the results are not the sole responsibility of the school system to change.

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