

Early Development Instrument

2015 Simcoe County Results

Introduction

- Early Development Instrument
- 5 Domains
 - ❖ Average Score
 - ❖ Percentiles - $<10^{\text{th}}$, $10^{\text{th}} - 25^{\text{th}}$, $>25^{\text{th}}$
 - ❖ Vulnerable – Below 10^{th} Percentile
 - ❖ Subdomains – Few/None
- Overall Vulnerability
 - ❖ Low on at least 1 Domain
 - ❖ Low on 2 or more domains
 - ❖ Multiple Challenge Index

2015 EDI Data Source: Ministry of Education



Early Development Instrument

- 103 item questionnaire
- Completed by Kindergarten Teachers
- February/March of 2015

EARLY DEVELOPMENT INSTRUMENT
A Population-Based Measure for Communities
Ontario 2014/2015

EDI

Offord CENTRE FOR CHILD STUDIES

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

If any of the information on the label is incorrect or missing, please make changes clearly below.

1. Class Assignment <input type="radio"/> JK <input checked="" type="radio"/> SK	6. Date of Completion: dd / mm / yy 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	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".
2. Child's Date of Birth: dd / mm / yy 0 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	13. Communicates adequately in his/her first language: <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know	
3. Sex: <input type="radio"/> F <input type="radio"/> M	7. Identified Special Needs: <input type="radio"/> Yes <input type="radio"/> No	14. Student Status: <input type="radio"/> In class more than 1 month (See Guide) <input type="radio"/> In class less than 1 month (Do not complete) <input type="radio"/> moved out of class <input type="radio"/> moved out of school <input type="radio"/> other
4. Postal Code: □ □ □ □ □ □	8. Child considered ELL: <input type="radio"/> ELL <input type="radio"/> FSL <input type="radio"/> No	15. Student is repeating this grade: <input type="radio"/> Yes <input type="radio"/> No
5. Class Type: <input type="radio"/> SK <input type="radio"/> JK/SK <input type="radio"/> JK/SK/1 <input type="radio"/> SK/1 <input type="radio"/> Other	9. French Immersion: <input type="radio"/> Yes <input type="radio"/> No	
	10. Other Immersion: <input type="radio"/> Yes <input type="radio"/> No	

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Early Development Instrument

- Population-level measure of children's ability to meet age-appropriate developmental expectations in 5 general domains
 - ❖ Physical Health & Wellbeing (3 Subdomains)
 - Physical Readiness for School Day; Physical Independence; Gross and Fine Motor Skills
 - ❖ Social Competence (4 Subdomains)
 - Overall Social Competence; Responsibility and Respect; Approaches to Learning; Readiness to Explore New Things
 - ❖ Emotional Maturity (4 Subdomains)
 - Prosocial and Helping Behaviour; Anxious and Fearful Behaviour; Aggressive Behaviour; Hyperactivity and Inattentive
 - ❖ Language & Cognitive Development (4 Subdomains)
 - Basic Literacy; Interest in Literacy/Numeracy, and Memory; Advanced Literacy; Basic Numeracy
 - ❖ Communication Skills & General Knowledge (1 Subdomain)



2015 EDI Data Source: Ministry of Education

Early Development Instrument

- 2015 EDI Cycle
- Valid N = 4677
 - ❖ Inclusion Criteria Applied
 - Grade of Senior Kindergarten
 - In class for at least 1 month
 - A minimum number of questions completed
 - No special needs identification
 - Matched by the Ministry of Education
 - ❖ Comparisons with 2006 (N = 4029) & 2010 (N = 4345) (Inclusion Criteria Applied, exception matched by MOE)

2015 EDI Data Source: Ministry of Education



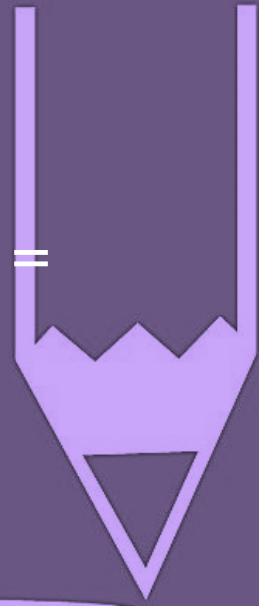
Composition of 2015 EDI Simcoe County – Section A

- Gender (N = 4677)
 - ❖ Female = 49.0%
 - ❖ Male = 51.0%
- Mean Age (N = 4675)
 - ❖ 5.68
- Repeating this Grade (N = 4677)
 - ❖ Yes = 1.2%
- Median Days Absent (N = 4669)
 - ❖ 6.5
- Special Needs Status (N = 4963)
 - ❖ Yes = 5.8%
- Language the EDI was Completed in (N = 4676)
 - ❖ French = 3.3%



Composition of 2015 EDI Simcoe County – Section A

- ELL/FSL
 - ❖ ELL Status = 4.0%
 - ❖ FSL (ALF/PANA) Status = 2.1%
- French Immersion (N = 4676)
 - ❖ 0.2%
- Other Immersion (N = 4676)
 - ❖ 0.2%
- Communicates Adequately in First Language (N = 4614)
 - ❖ No = 2.8%



Composition of 2015 EDI Simcoe County – Section A

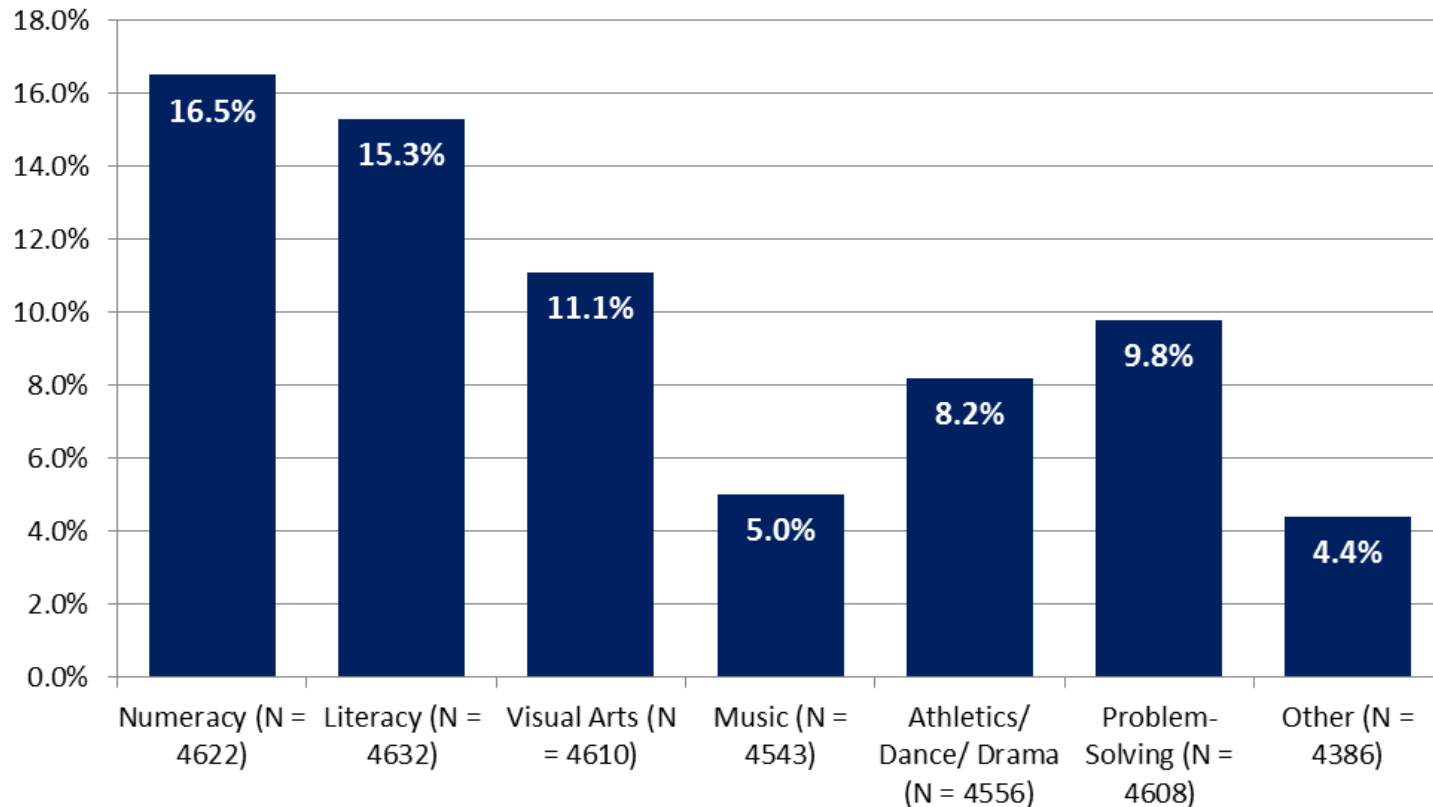
- Number of First Languages (N = 4668)
 - ❖ Unilingual = 94.3%
 - ❖ Bilingual = 5.4%
 - ❖ Trilingual = 0.3%
- First Language (N = 4668)
 - ❖ English = 90.8%
 - ❖ French = 0.9%
 - ❖ Other Only = 2.6%
 - ❖ English & French = 1.2%
 - ❖ English Other = 3.9%
 - ❖ French & Other = 0.1%
 - ❖ Two Other Languages = 0.1%
 - ❖ English, French, & Other = 0.2%
 - ❖ English, Other, & Other = 0.1%

2015 EDI Data Source: Ministry of Education



2015 EDI Simcoe County Section B

Special Skills & Talents



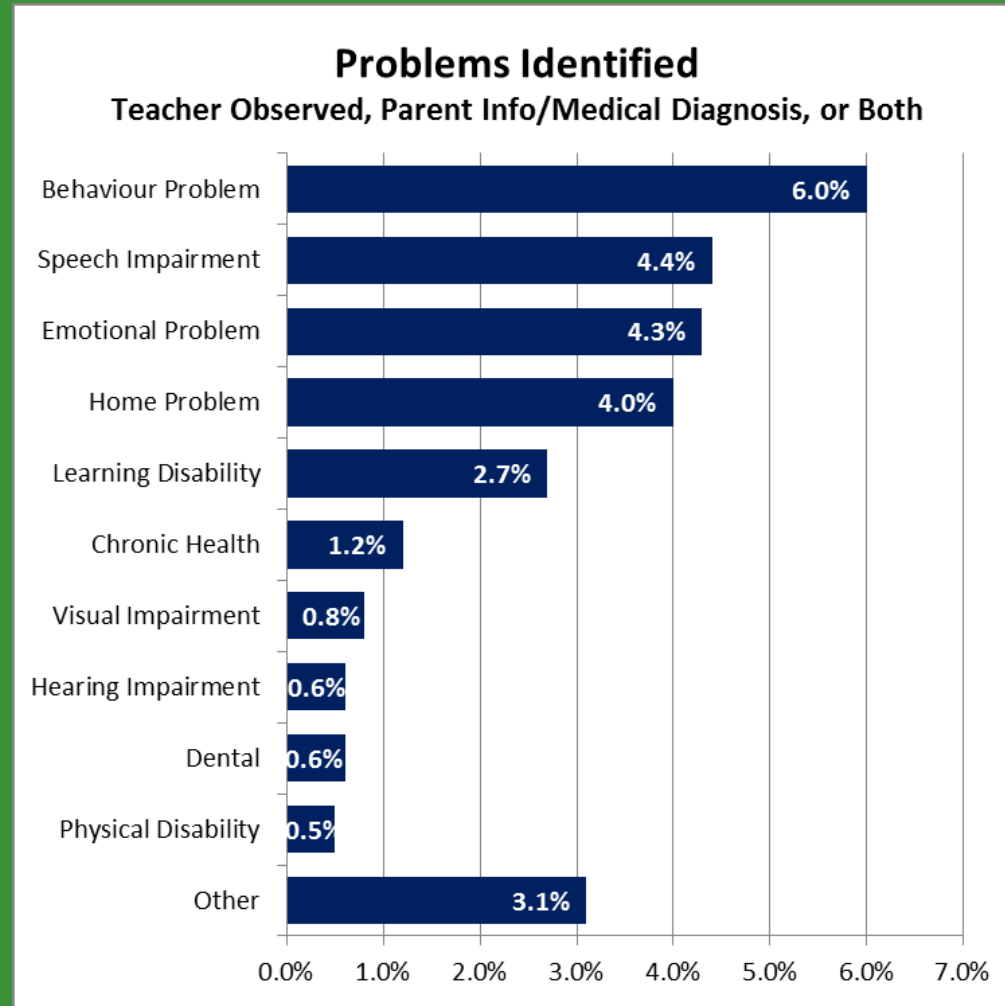
2015 EDI Data Source: Ministry of Education



2015 EDI Simcoe County Section D

Does this child
have a problem?
(N = 4652)

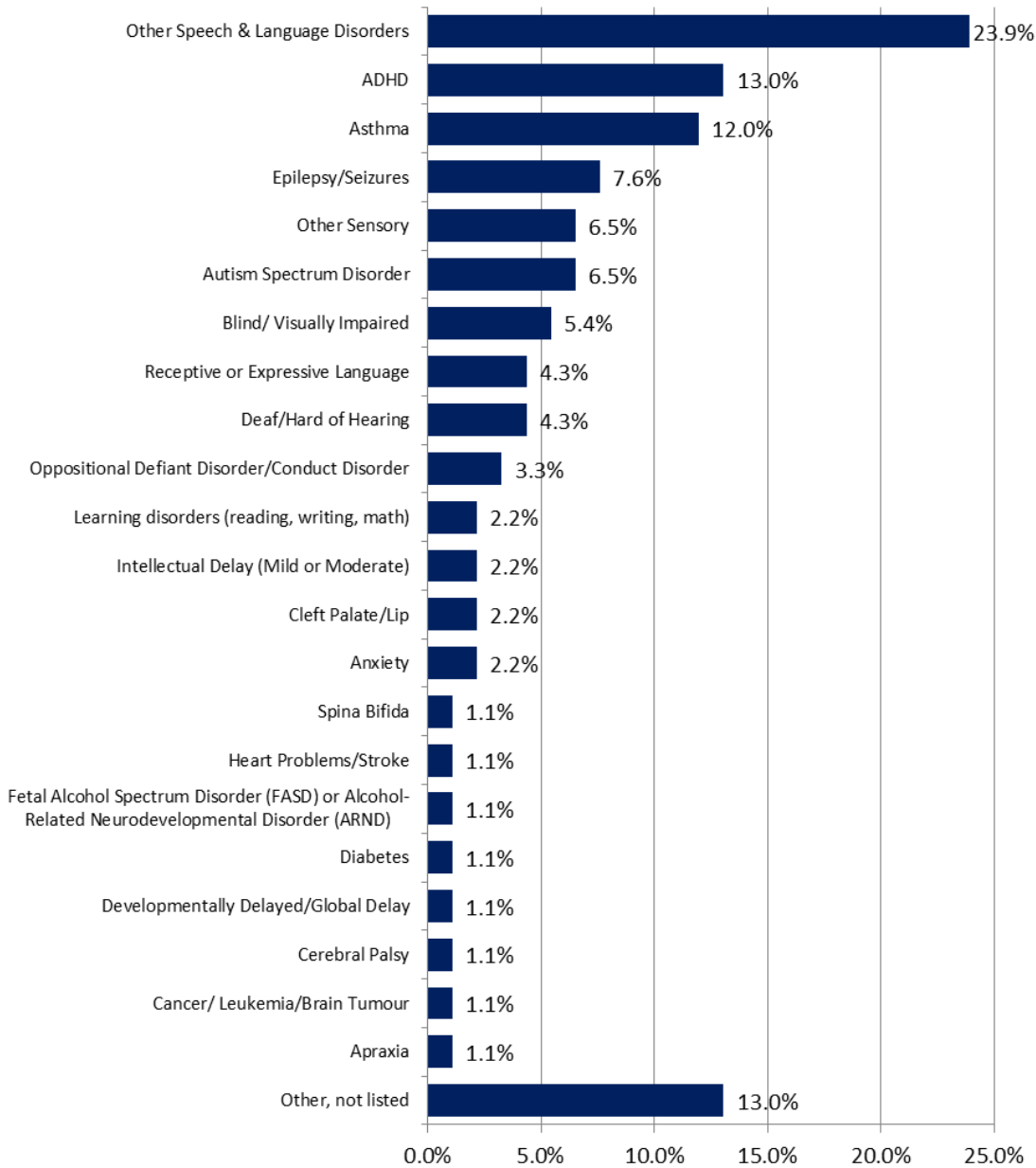
❖ Yes = 13.8%



2015 EDI Data Source: Ministry of Education



Medical Diagnosis - Doctor/Psychological Professional



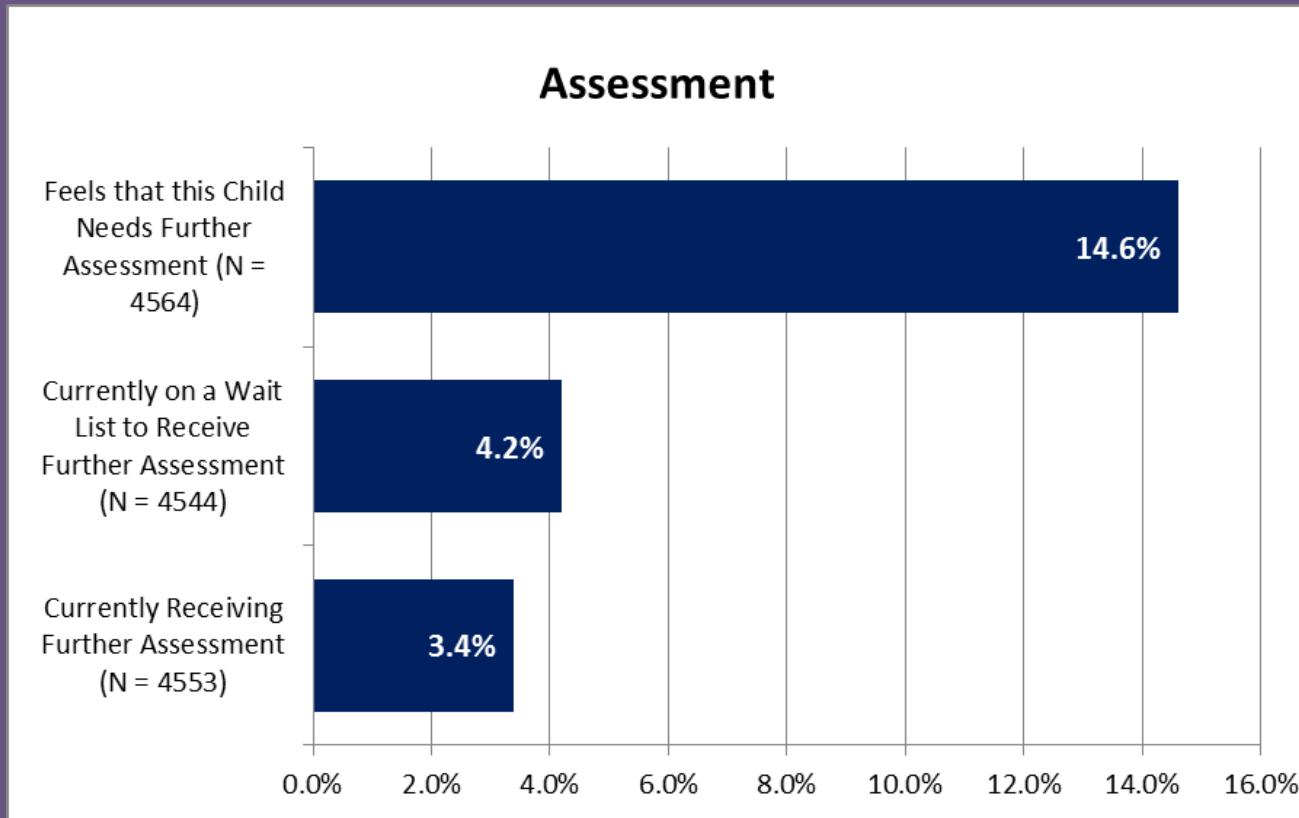
2015 EDI Simcoe County Section D

The category “Other, not listed” was used as a placeholder for those children with more than 3 diagnoses.

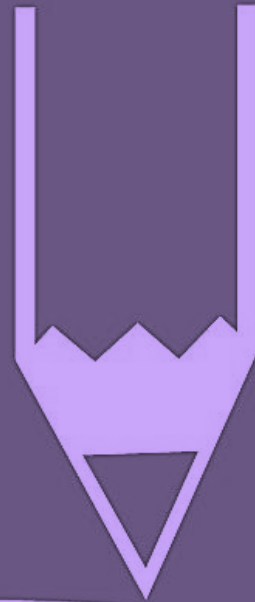
2015 EDI Data Source: Ministry of Education

2015 EDI Simcoe County Section D

- Receiving School-Based Support (N = 4622)
 - ❖ Yes = 42.8%



2015 EDI Data Source: Ministry of Education



2015 EDI Simcoe County

Section E

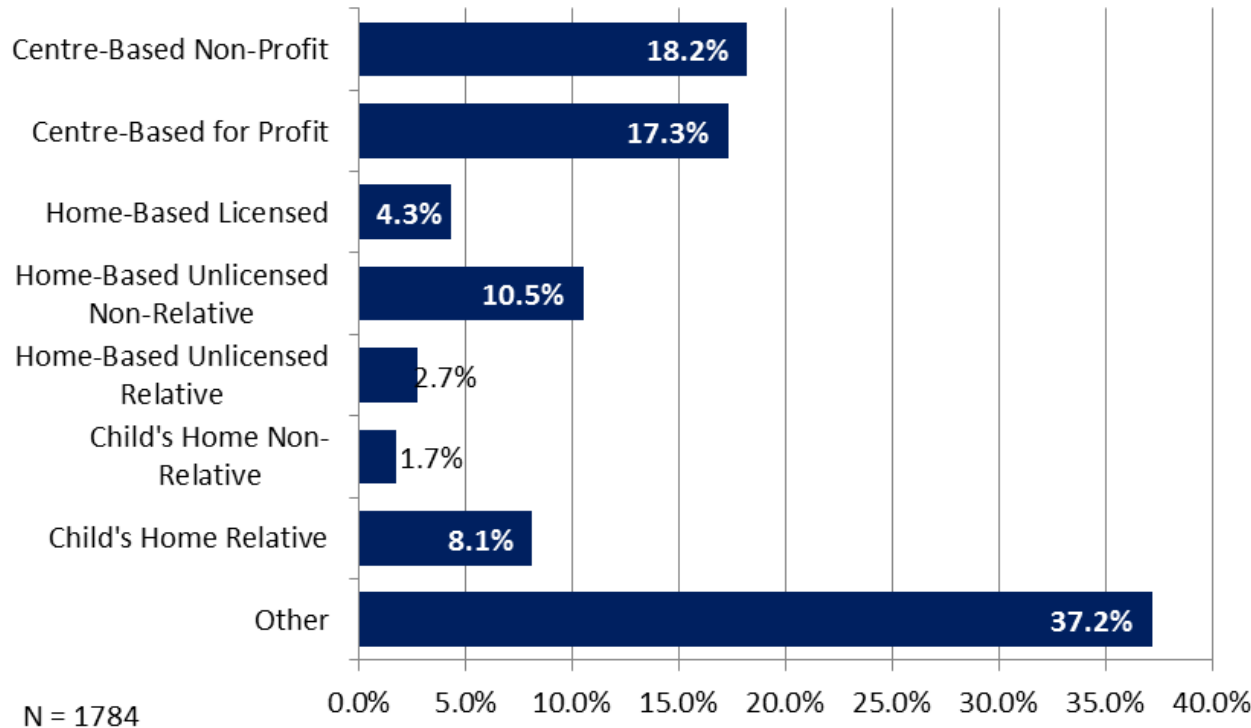
Experiences Prior to Senior Kindergarten

- Attended an Early Intervention Program (N = 3738)
 - ❖ 8.5%
- Attended Other Language or Religion Classes (N = 2982)
 - ❖ Yes = 7.3%
- Attended JK (N = 4556)
 - ❖ Yes = 95.4%
- Attended an Organized Pre-school/Nursery School (Part-time; Not main child-care arrangement) (N = 2487)
 - ❖ Yes = 20.3%

2015 EDI Simcoe County Section E

- Non-Parental Care (N = 1794)
 - ❖ Yes = 52.8%
- Care Time-Base (N = 1346)
 - ❖ Full-Time = 77.0%
 - ❖ Part-Time = 23.0%

Non-Parental Child-Care



2015 EDI Data Source: Ministry of Education



2015 EDI Simcoe County Charts

EDI Domain Average

- ❖ Average domain score of children in Simcoe County (scores range from 0 – 10)
- ❖ Results of Simcoe County EDI Cycles – 2006, 2010, 2015
- ❖ Comparison between Simcoe County average domain score and the Ontario baseline
- ❖ The change in Simcoe County EDI domain scores over time

The trend that we would like to see is an increase in the average domain score.

EDI Percentiles

- ❖ Vulnerable – Children scoring below the 10th percentile
- ❖ At Risk – Children scoring between the 10th and 25th percentile
- ❖ On Track – Children scoring above the 25th percentile
- ❖ Comparison between the percentiles in Simcoe County and the Ontario baseline

The trend that we would like to see is a decrease in the percentage of children “vulnerable” and “at risk” and an increase in the percentage of children “on track”.

2015 EDI Data Source: Ministry of Education



2015 EDI Simcoe County Charts

EDI Subdomains

- ❖ Percentage of children in Simcoe County that met few/none of the developmental expectations
- ❖ Results of Simcoe County EDI Cycles – 2006, 2010, 2015
- ❖ Comparison between Simcoe County subdomains and the Ontario baseline
- ❖ The change in Simcoe County subdomains over time

The trend we would like to see is a decrease in the percentage of children meeting few/none of the developmental expectations in the subdomain.

EDI Vulnerable

- ❖ Percentage of children in Simcoe County that score below the 10th percentile on “at least 1 domain”, “2 or more domains”, and the “multiple challenge index (below 10th percentile for 9 or more subdomains)”
- ❖ Results of Simcoe County EDI cycles – 2006, 2010, 2015
- ❖ Comparison between Simcoe County and Ontario baseline
- ❖ The change in Simcoe County vulnerable over time

The trend we would like to see is a decrease in the percentage of children who are below the 10th percentile

The background is divided into four colored quadrants: purple (top-left), red (top-right), blue (bottom-left), and green (bottom-right). A large yellow rectangle is centered in the middle. Four stylized pencil icons are positioned at the corners: purple in the top-left, red in the top-right, blue in the bottom-left, and green in the bottom-right. The text is centered within the yellow rectangle.

DOMAIN: PHYSICAL HEALTH & WELLBEING

Physical Health & Wellbeing

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

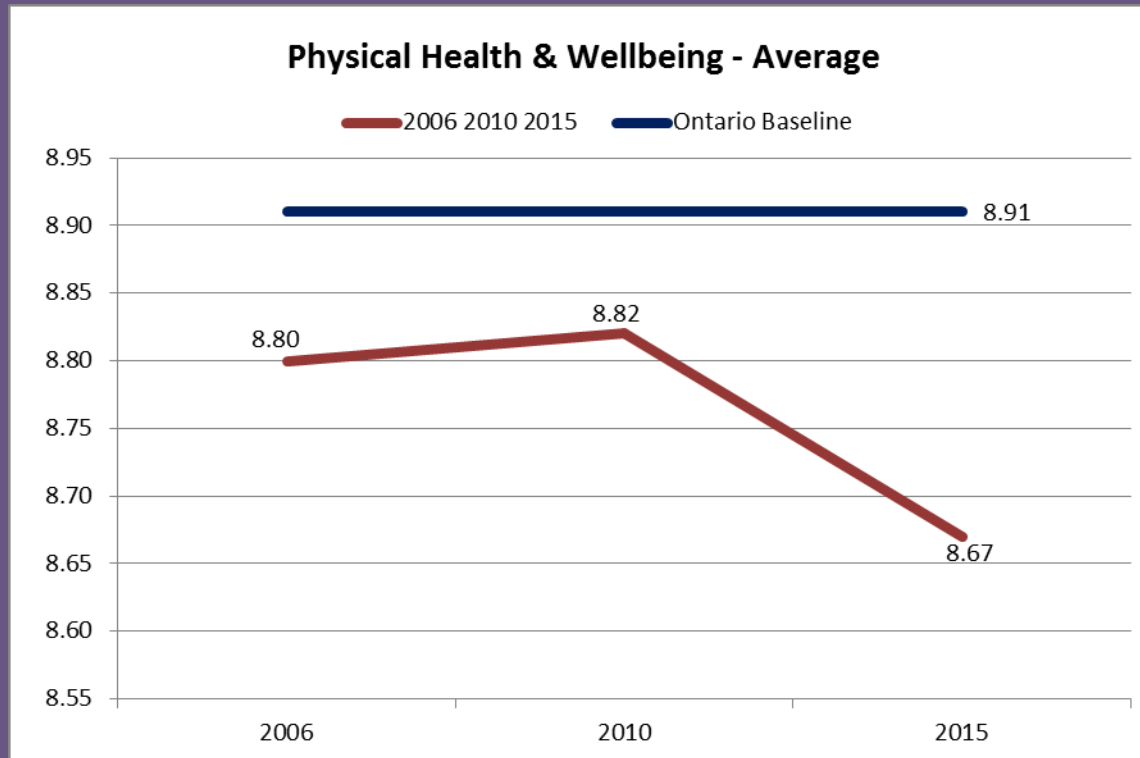
- Includes:
 - ❖ gross and fine motor skills (e.g., holding a pencil, running on the playground, motor coordination)
 - ❖ adequate energy levels for classroom activities
 - ❖ independence in looking after own needs, and daily living skills



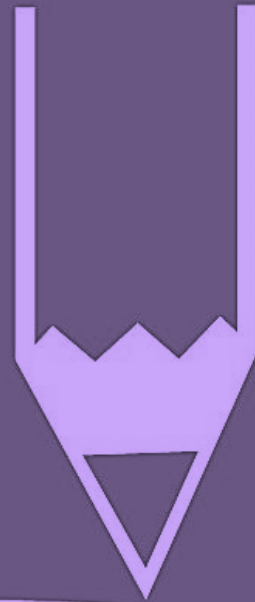
2015 EDI Data Source: Ministry of Education

Physical Health & Wellbeing Average

- 2015 Avg. 8.67
- Lower than 2010 & 2006
- Lower than Ontario baseline for 2015, 2010, 2006

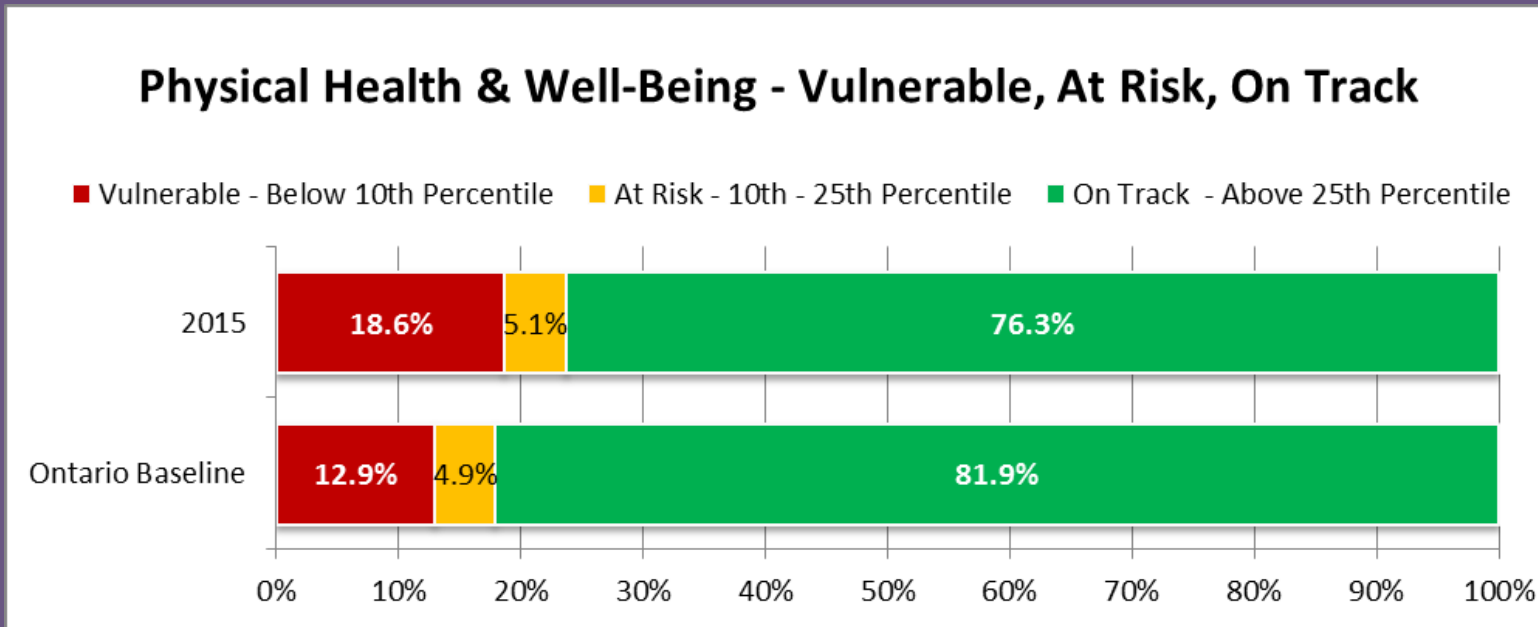


2015 EDI Data Source: Ministry of Education

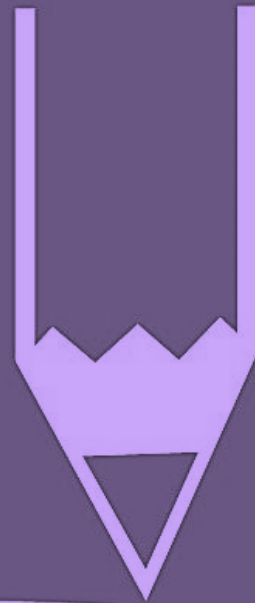


Physical Health & Wellbeing Percentiles

- Vulnerable = 18.6%; Higher than Ontario baseline
- At Risk = 5.1%; Slightly higher than Ontario baseline
- On Track = 76.3%; Lower than Ontario baseline

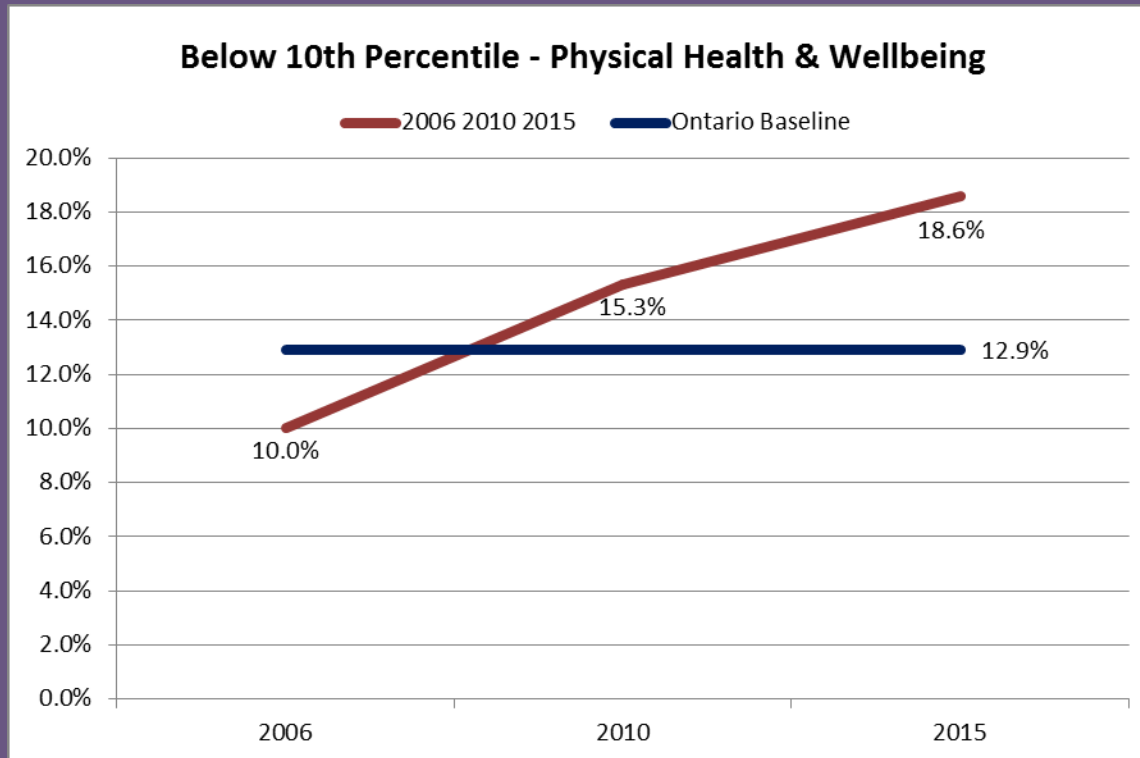


2015 EDI Data Source: Ministry of Education

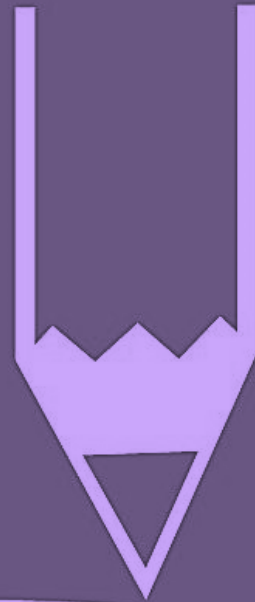


Physical Health & Wellbeing Vulnerable

- 2015 Below 10th Percentile = 18.6%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015 & 2010



2015 EDI Data Source: Ministry of Education



Physical Health & Wellbeing

Physical Readiness for School Day

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry.
- Since the start of school in the fall, has this child sometimes (more than once) arrived :
 - ❖ over- or underdressed for school-related activities
 - ❖ too tired/sick to do school work
 - ❖ late
 - ❖ hungry

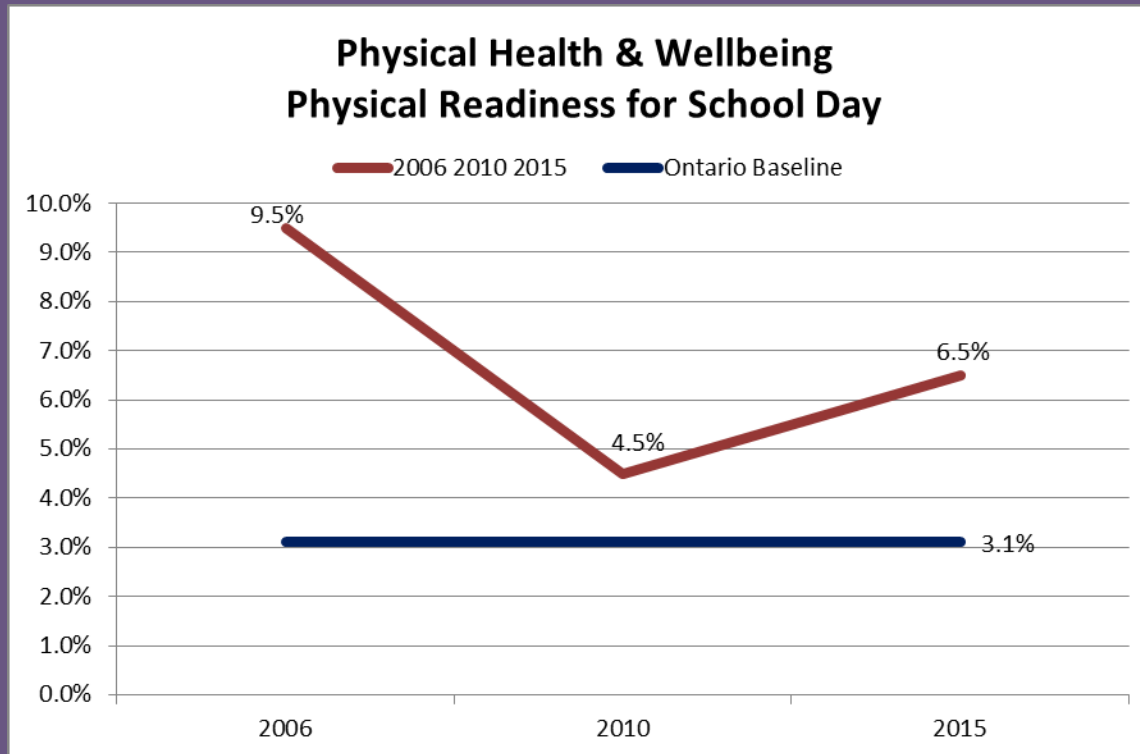
2015 EDI Data Source: Ministry of Education



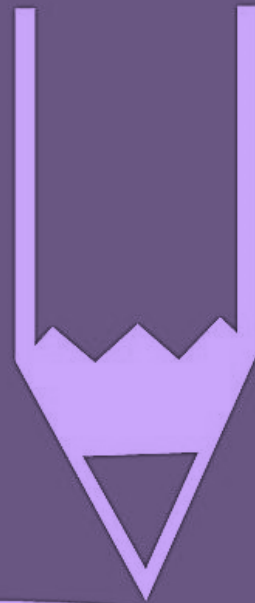
Physical Health & Wellbeing

Physical Readiness for School Day

- 2015 Few/None = 6.5%
- Higher than 2010; Lower than 2006
- Higher than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education



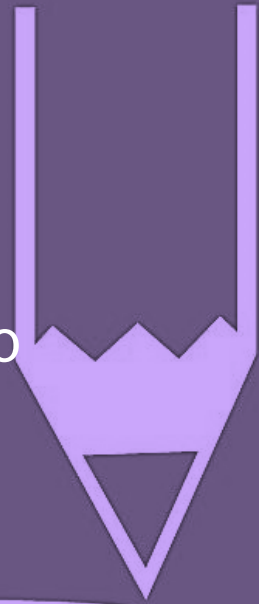
Physical Health & Wellbeing

Physical Independence

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.
- Would you say that this child:
 - ❖ is independent in washroom habits most of the time
 - ❖ shows an established hand preference (right vs. left or vice versa)
 - ❖ is well coordinated (i.e., moves without running into or tripping over things)
 - ❖ sucks a thumb/finger

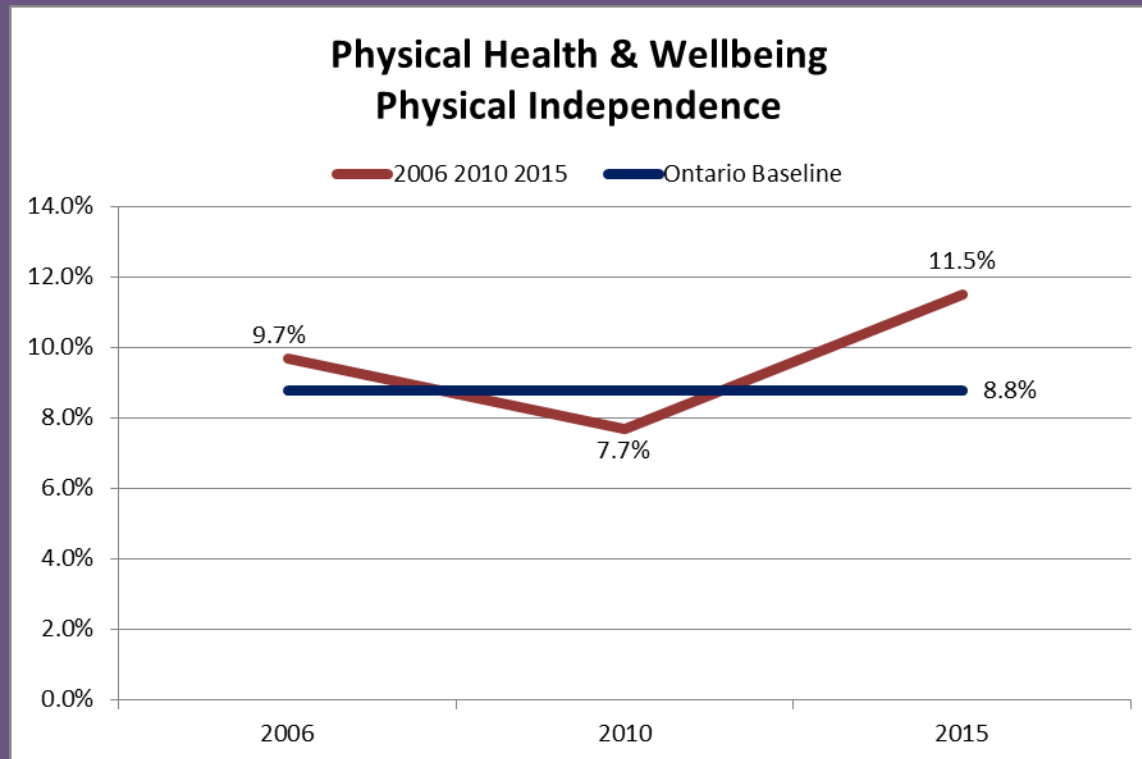
2015 EDI Data Source: Ministry of Education



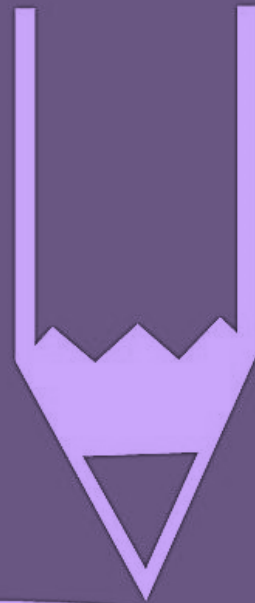
Physical Health & Wellbeing

Physical Independence

- 2015 Few/None = 11.5%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015, & 2006



2015 EDI Data Source: Ministry of Education



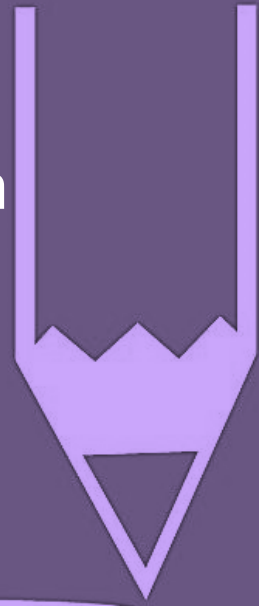
Physical Health & Wellbeing

Gross and Fine Motor Skills

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

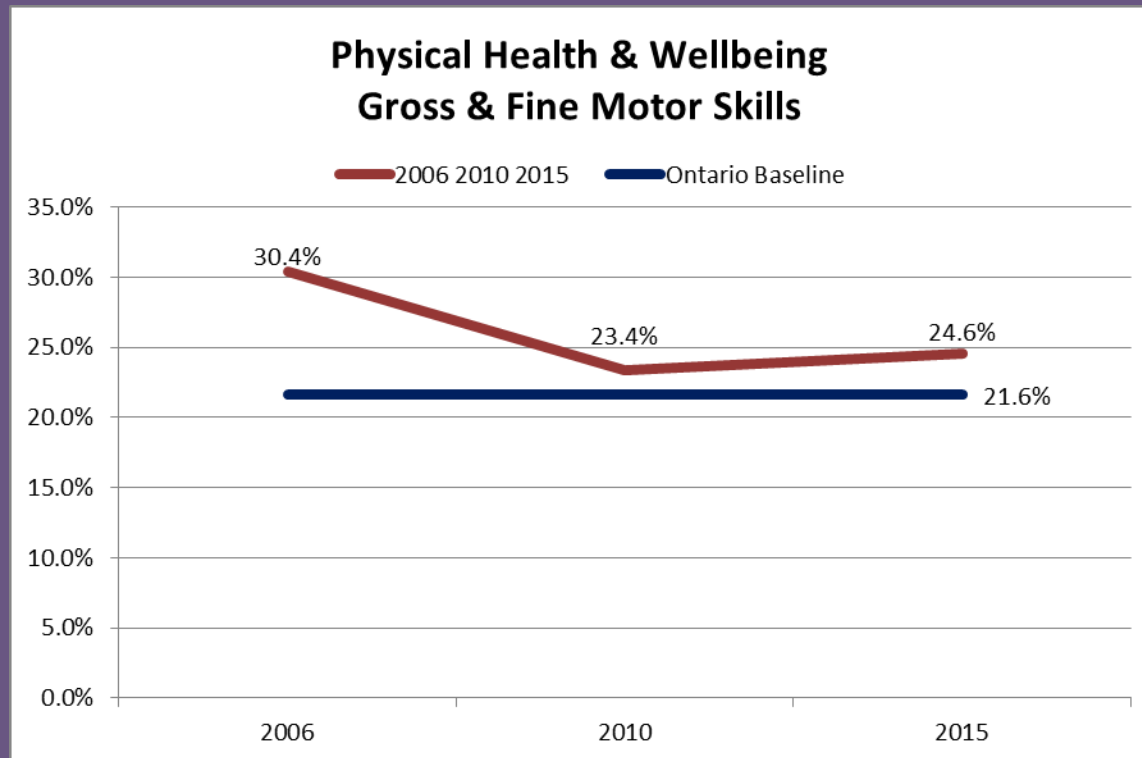
- Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.
- How would you rate this child's:
 - ❖ level of energy throughout the school day
 - ❖ proficiency at holding a pen, crayons, or a brush
 - ❖ ability to manipulate objects
 - ❖ ability to climb stairs
 - ❖ overall physical development

2015 EDI Data Source: Ministry of Education

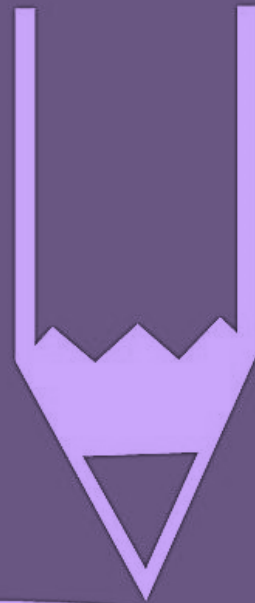


Physical Health & Wellbeing Gross & Fine Motor Skills

- 2015 Few/None = 24.6%
- Higher than 2010; Lower than 2006
- Higher than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education



DOMAIN: SOCIAL COMPETENCE

Social Competence

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

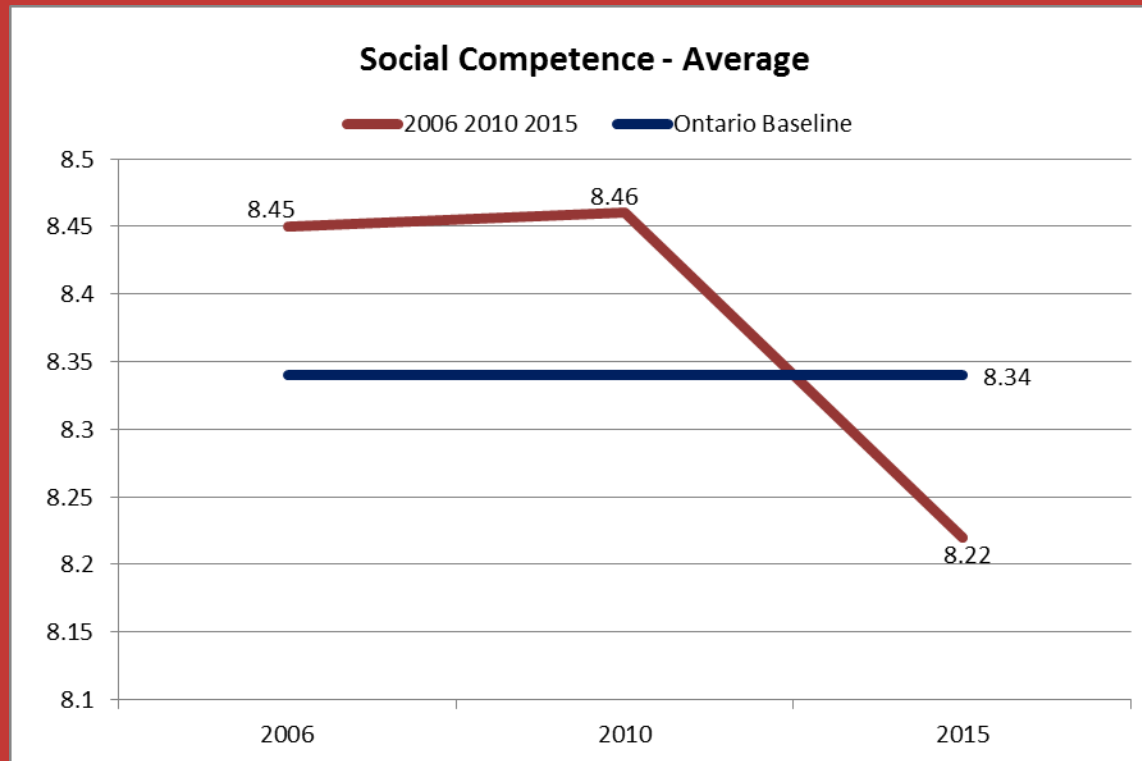
- Includes:
 - ❖ curiosity about the world
 - ❖ eagerness to try new experiences
 - ❖ knowledge of standards of acceptable public behaviour
 - ❖ ability to control own behaviour
 - ❖ appropriate respect for adult authority
 - ❖ cooperation with others
 - ❖ following rules
 - ❖ ability to play and work with other children

2015 EDI Data Source: Ministry of Education



Social Competence Average

- 2015 Avg. 8.22
- Lower than 2010 & 2006
- Lower than Ontario baseline for 2015



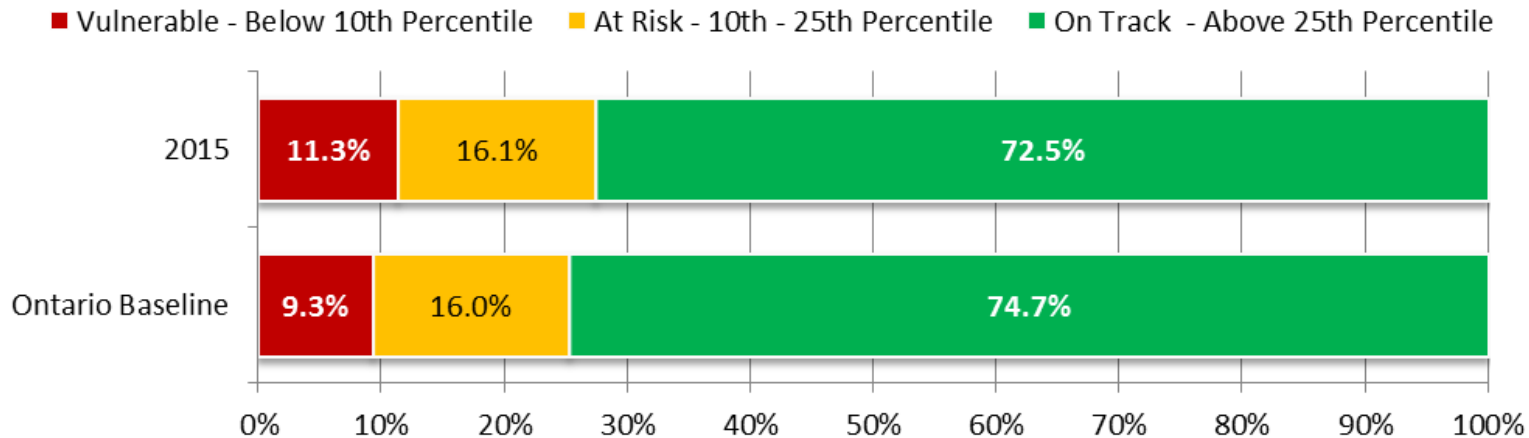
2015 EDI Data Source: Ministry of Education



Social Competence Percentiles

- Vulnerable = 11.3%; Higher than Ontario baseline
- At Risk = 16.1%; Slightly higher than Ontario baseline
- On Track = 72.5%; Lower than Ontario baseline

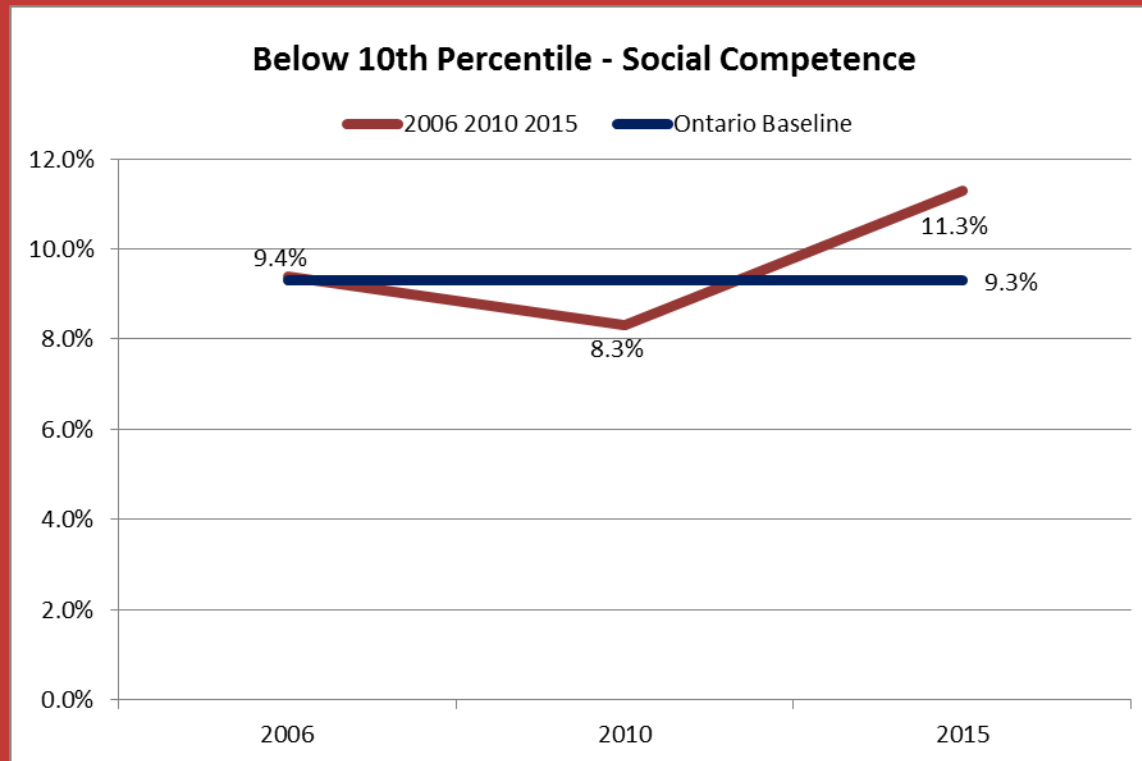
Social Competence - Vulnerable, At Risk, On Track



2015 EDI Data Source: Ministry of Education

Social Competence Vulnerable

- 2015 Below 10th Percentile = 11.3%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015 & 2006 (slightly higher)



2015 EDI Data Source: Ministry of Education



Social Competence

Overall Social Competence

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

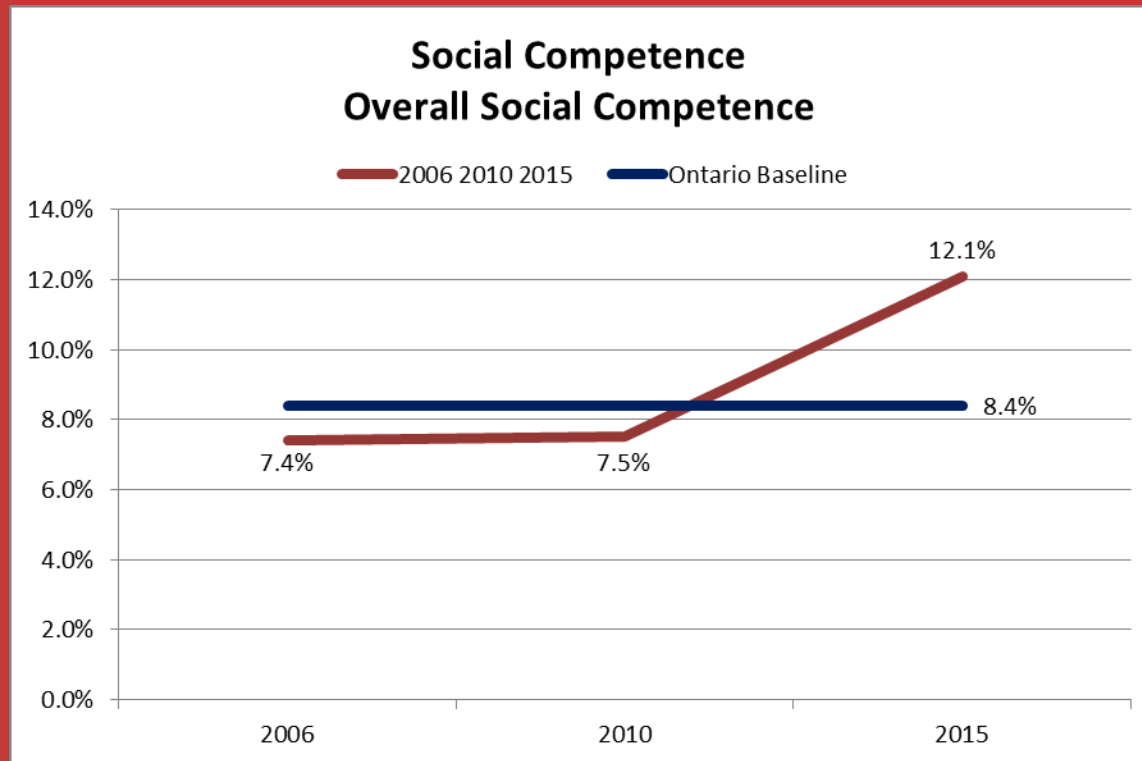
- Children with excellent or good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.
- How would you rate this child's:
 - ❖ overall social/emotional development
 - ❖ ability to get along with peers
- Would you say that this child:
 - ❖ plays and works cooperatively with other children at the level appropriate for his/her age
 - ❖ is able to play with various children
 - ❖ shows self-confidence



Social Competence

Overall Social Competence

- 2015 Few/None = 12.1%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015



2015 EDI Data Source: Ministry of Education



Social Competence Responsibility and Respect

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

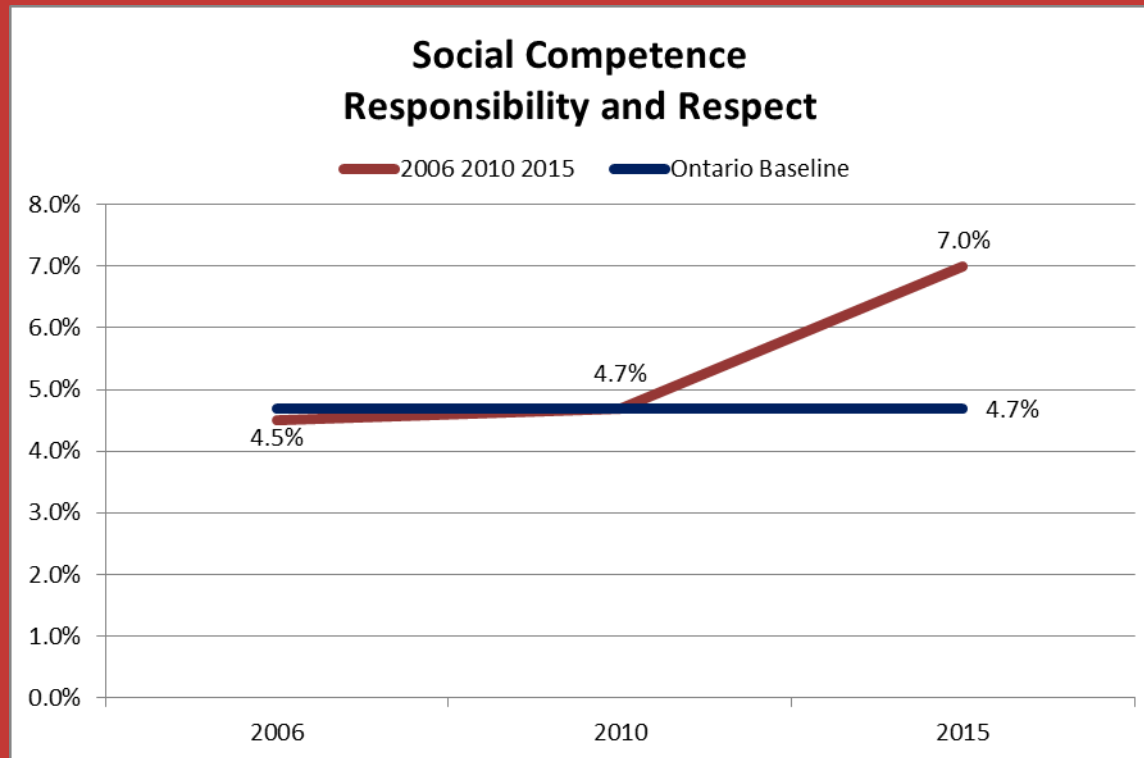
- Children who always or most of the time show respect for others, and other's property, follow rules and take care of materials, accept responsibility for actions, and show self-control.
- Would you say that this child:
 - ❖ respects the property of others
 - ❖ follows rules and instructions
 - ❖ demonstrates self-control
 - ❖ demonstrates respect for adults
 - ❖ demonstrates respect for other children
 - ❖ accepts responsibility for actions
 - ❖ takes care of school materials
 - ❖ shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)

2015 EDI Data Source: Ministry of Education



Social Competence Responsibility and Respect

- 2015 Few/None = 7.0%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015



2015 EDI Data Source: Ministry of Education



Social Competence

Approaches to Learning

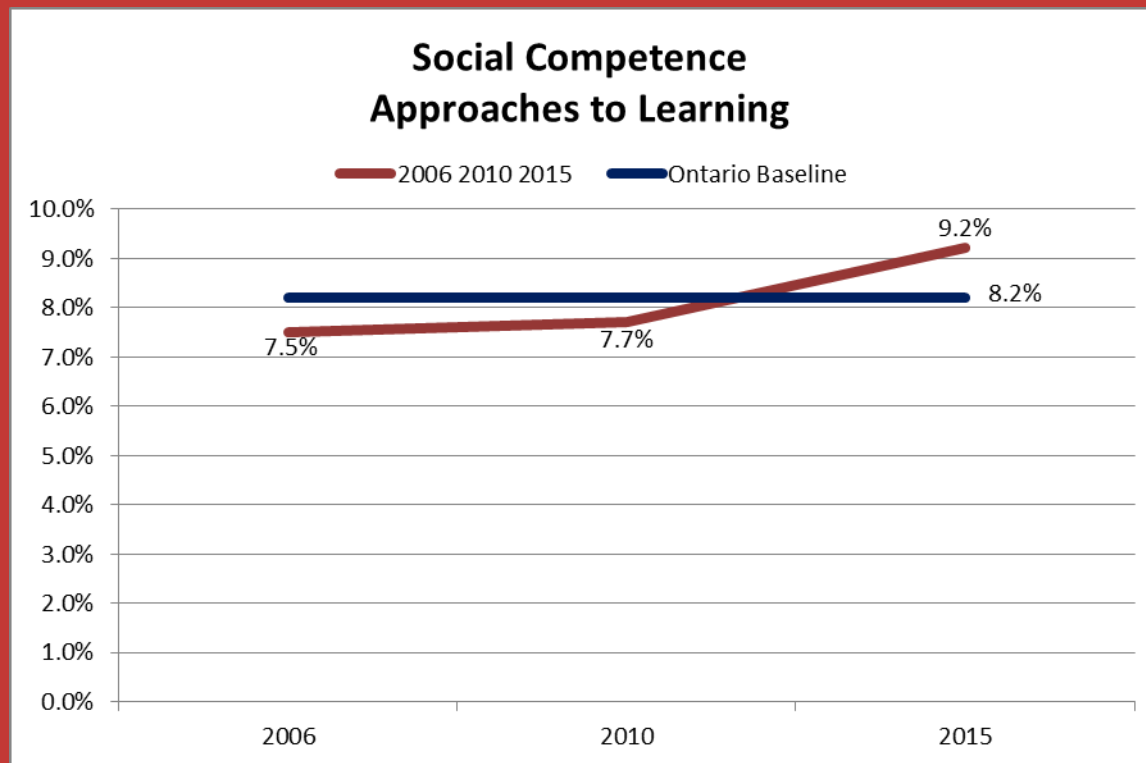
<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.
- Would you say that this child:
 - ❖ listens attentively
 - ❖ follows directions
 - ❖ completes work on time
 - ❖ works independently
 - ❖ works neatly and carefully
 - ❖ is able to solve day-to-day problems by him/herself
 - ❖ is able to follow one-step instructions
 - ❖ is able to follow class routines without reminders
 - ❖ is able to adjust to changes in routines



Social Competence Approaches to Learning

- 2015 Few/None = 9.2%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015



2015 EDI Data Source: Ministry of Education



Social Competence

Readiness to Explore New Things

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

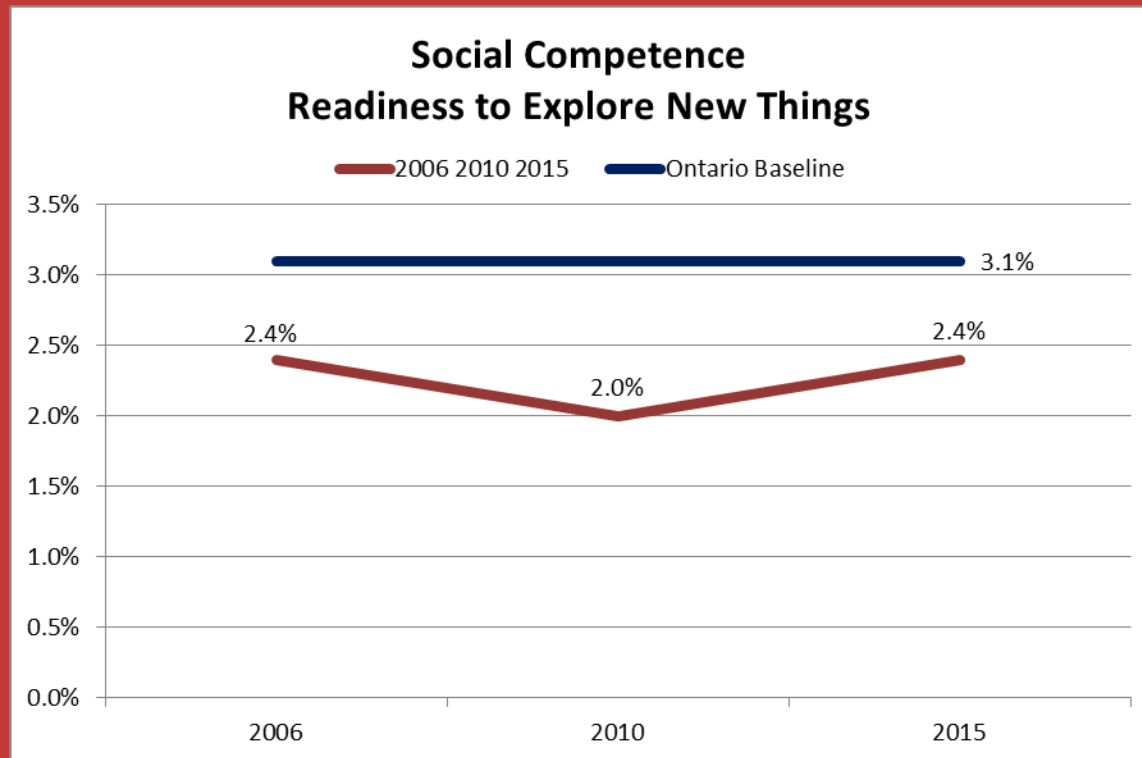
- Children who are curious about the surrounding world, and are eager to explore new books, toys and games.
- Would you say that this child:
 - ❖ is curious about the world
 - ❖ is eager to play with a new toy
 - ❖ is eager to play a new game
 - ❖ is eager to play with/read a new book



Social Competence

Readiness to Explore New Things

- 2015 Few/None = 3.1%
- Higher than 2010
- Lower than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education



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DOMAIN: EMOTIONAL MATURITY

Emotional Maturity

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

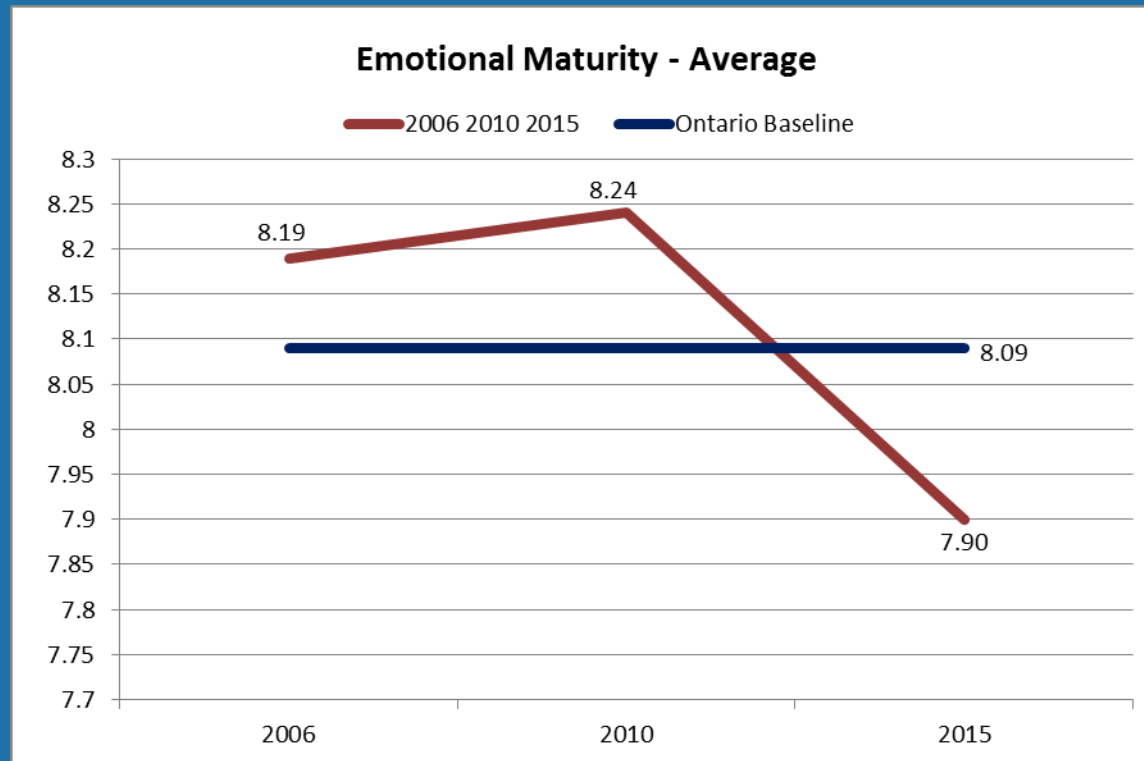
- Includes:
- ability to think before acting,
- balance between too fearful and too impulsive
- ability to deal with feelings at the age-appropriate level
- empathetic response to other people's feelings



2015 EDI Data Source: Ministry of Education

Emotional Maturity Average

- 2015 Avg. 7.90
- Lower than 2010 & 2006
- Lower than Ontario baseline for 2015



2015 EDI Data Source: Ministry of Education

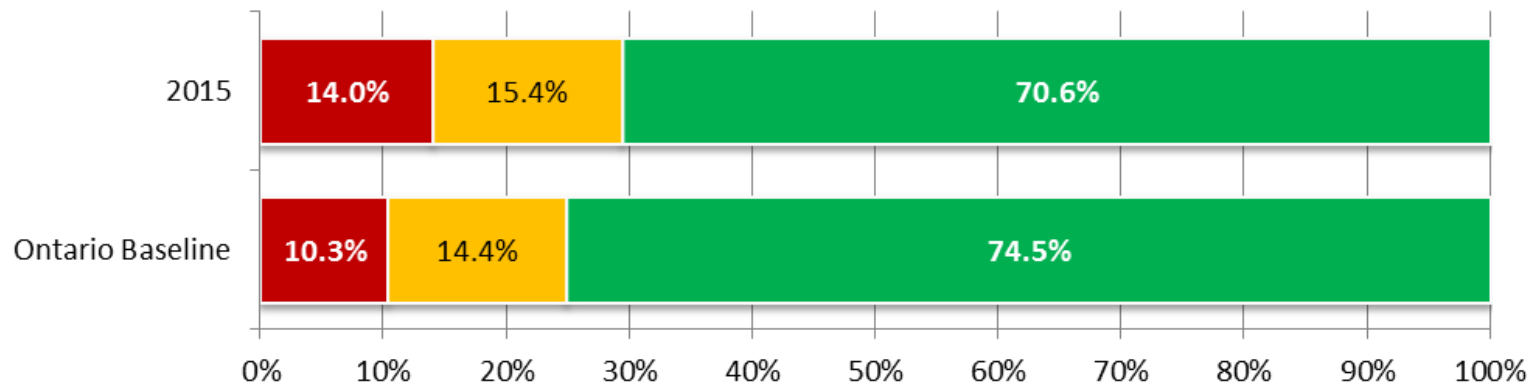


Emotional Maturity Percentiles

- Vulnerable = 14.0%; Higher than Ontario baseline
- At Risk = 15.4%; Higher than Ontario baseline
- On Track = 70.6%; Lower than Ontario baseline

Emotional Maturity - Vulnerable, At Risk, On Track

■ Vulnerable - Below 10th Percentile ■ At Risk - 10th - 25th Percentile ■ On Track - Above 25th Percentile

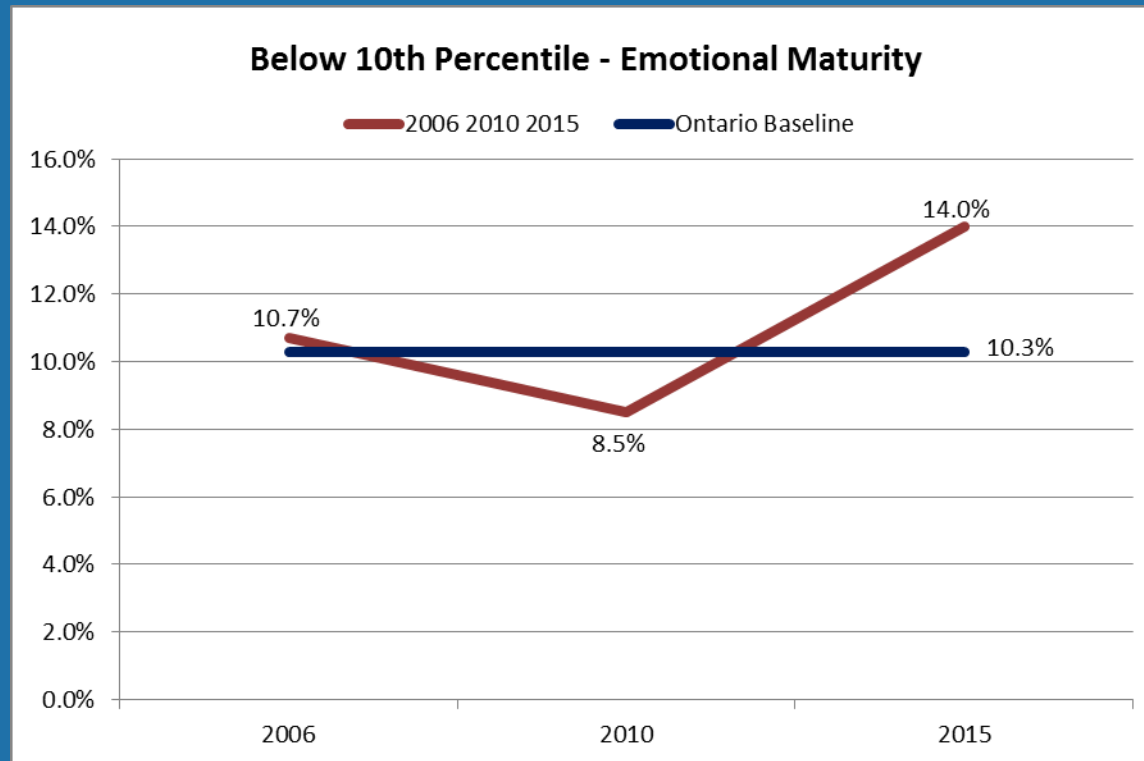


2015 EDI Data Source: Ministry of Education



Emotional Maturity Vulnerable

- 2015 Below 10th Percentile = 14.0%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015 & 2006



2015 EDI Data Source: Ministry of Education



Emotional Maturity

Prosocial and Helping Behaviour

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

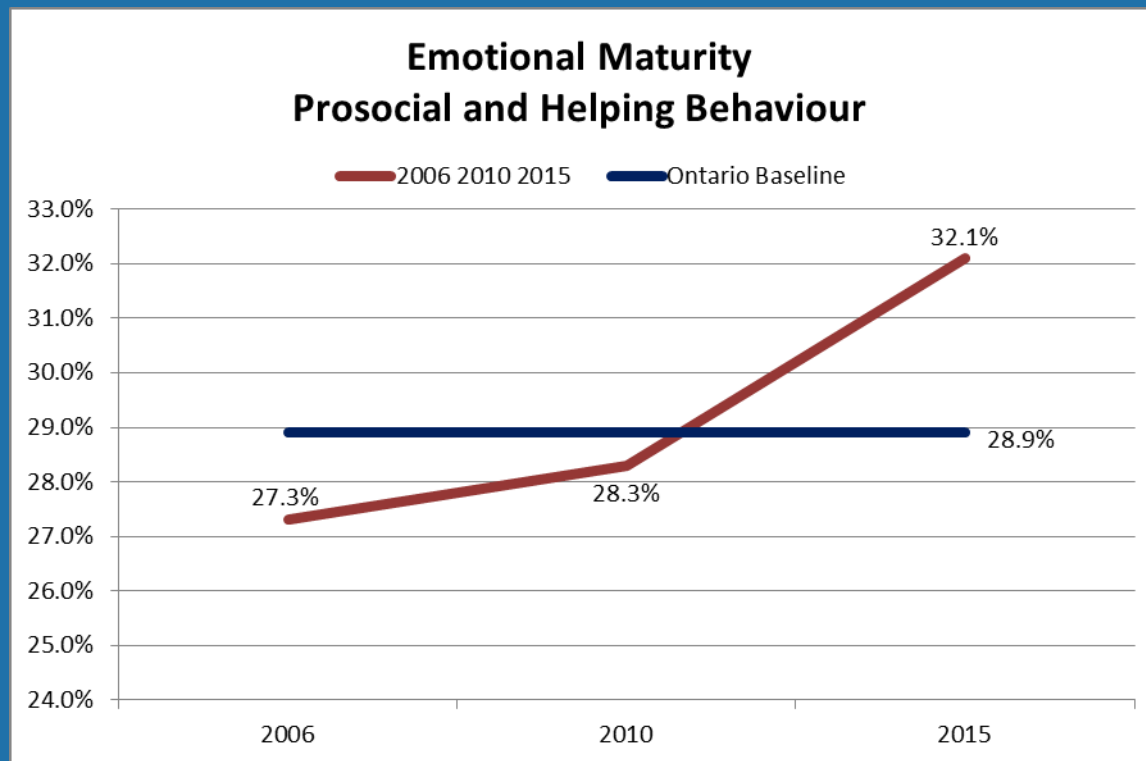
- Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.
- Would you say that this child:
 - ❖ will try to help someone who has been hurt
 - ❖ volunteers to help clear up a mess someone else has made
 - ❖ if there is a quarrel or dispute will try to stop it
 - ❖ offers to help other children who have difficulty with a task
 - ❖ comforts a child who is crying or upset
 - ❖ spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)
 - ❖ will invite bystanders to join in a game
 - ❖ helps other children who are feeling sick



Emotional Maturity

Prosocial and Helping Behaviour

- 2015 Few/None = 32.1%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015



2015 EDI Data Source: Ministry of Education



Emotional Maturity

Anxious and Fearful Behaviour

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

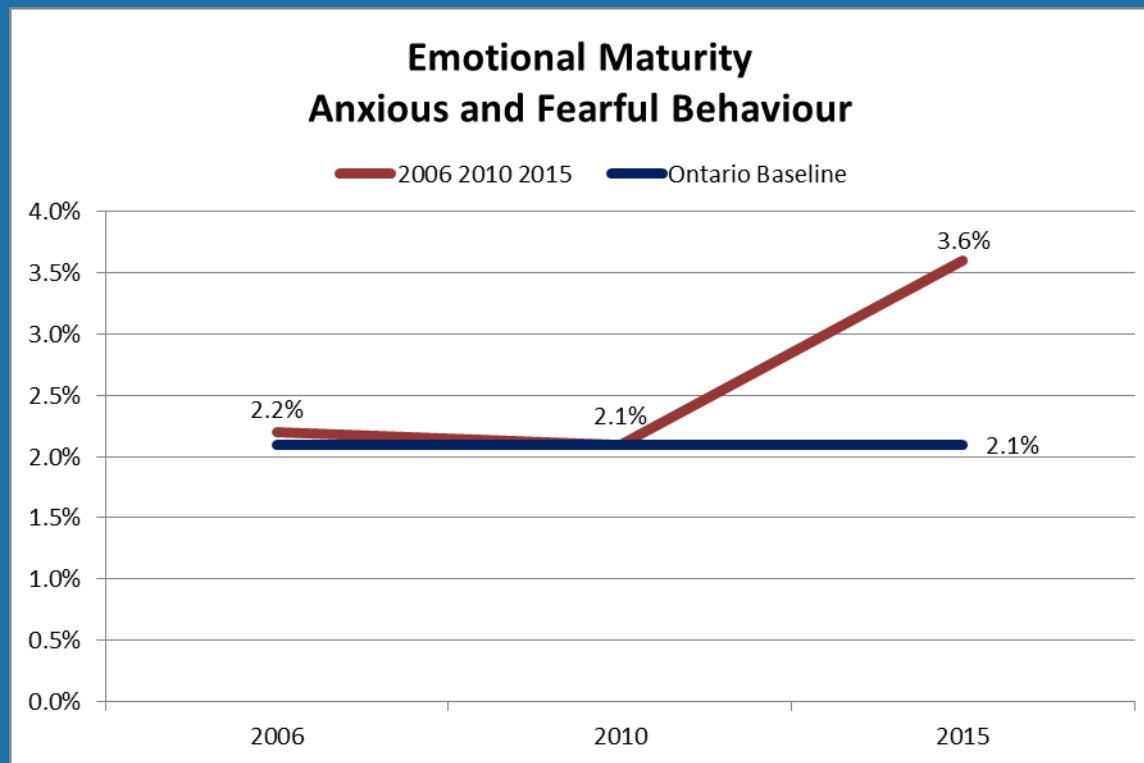
- Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers.
- Would you say that this child:
 - ❖ is upset when left by parent/guardian
 - ❖ seems to be unhappy, sad, or depressed
 - ❖ appears fearful or anxious
 - ❖ appears worried
 - ❖ cries a lot
 - ❖ is nervous, high-strung, or tense
 - ❖ is incapable of making decisions
 - ❖ is shy



Emotional Maturity

Anxious and Fearful Behaviour

- 2015 Few/None = 3.6%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015 & 2006 (slightly higher)



2015 EDI Data Source: Ministry of Education



Emotional Maturity

Aggressive Behaviour

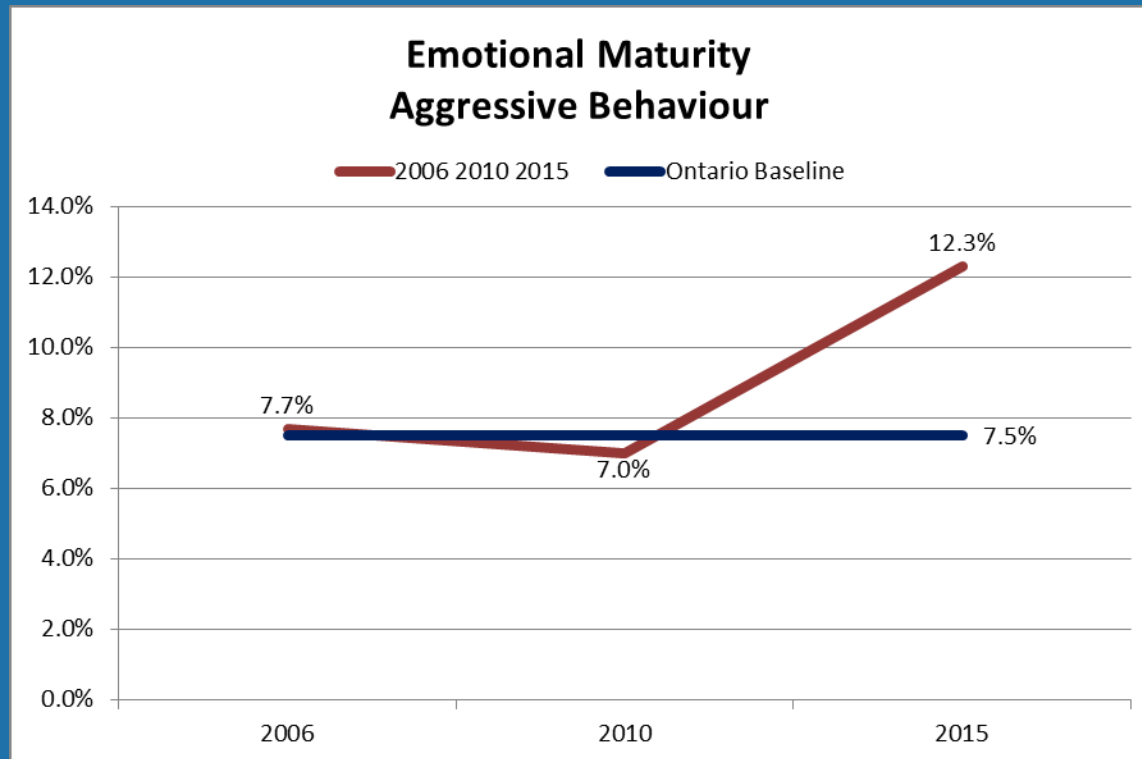
<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Children who rarely or never show most of the aggressive behaviours; they do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.
- Would you say that this child:
 - ❖ gets into physical fights
 - ❖ bullies or is mean to others
 - ❖ kicks, bites, hits other children or adults
 - ❖ takes things that do not belong to him/her
 - ❖ laughs at other children's discomfort
 - ❖ is disobedient
 - ❖ has temper tantrums



Emotional Maturity Aggressive Behaviour

- 2015 Few/None = 12.3%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015 & 2006 (slightly higher)



2015 EDI Data Source: Ministry of Education



Emotional Maturity

Hyperactivity and Inattentive Behaviour

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

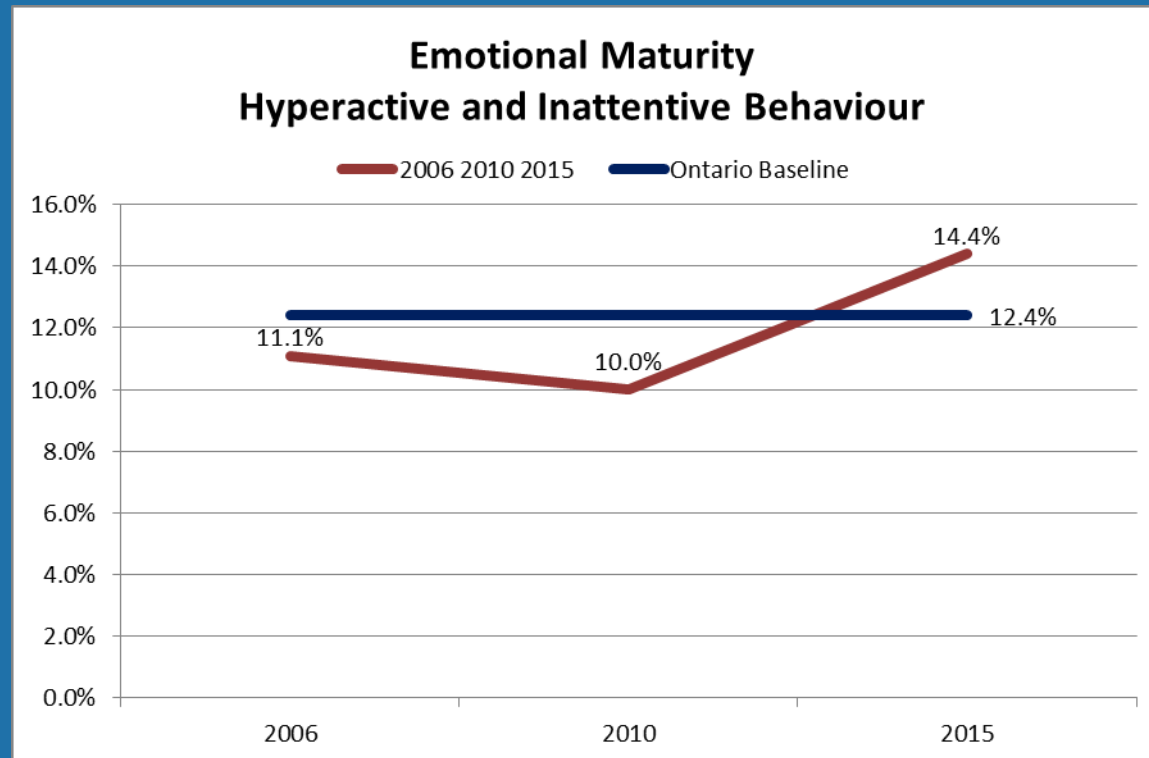
- Children who never show most of the hyperactive behaviours; they are able to concentrate, settle in to chosen activities, wait their turn, and most of the time think before doing something.
- Would you say that this child:
 - ❖ can't sit still, is restless
 - ❖ is distractible, has trouble sticking to any activity
 - ❖ fidgets
 - ❖ is impulsive, acts without thinking
 - ❖ has difficulty awaiting turn in games or groups
 - ❖ cannot settle to anything for more than a few moments
 - ❖ is inattentive



Emotional Maturity

Hyperactive and Inattentive Behaviour

- 2015 Few/None = 14.4%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015



2015 EDI Data Source: Ministry of Education



The background is divided into four colored quadrants: purple (top-left), red (top-right), blue (bottom-left), and green (bottom-right). A large yellow rectangle is centered on the page. Four stylized pencil icons are positioned at the corners of the yellow rectangle: purple in the top-left, red in the top-right, blue in the bottom-left, and green in the bottom-right. The text is centered within the yellow rectangle.

DOMAIN: LANGUAGE & COGNITIVE DEVELOPMENT

Language & Cognitive Development

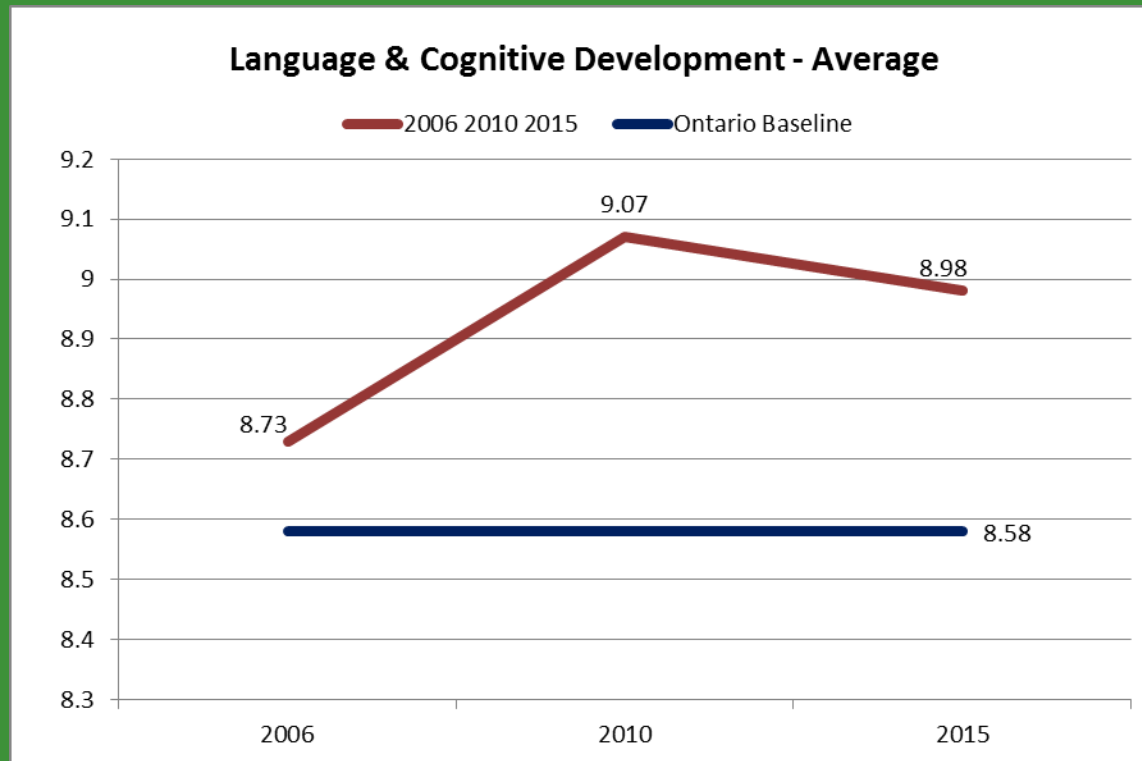
<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Includes:
 - ❖ reading awareness
 - ❖ age-appropriate reading and writing skills,
 - ❖ age-appropriate numeracy skills
 - ❖ ability to understand similarities and differences
 - ❖ ability to recite back specific pieces of information from memory



Language & Cognitive Development Average

- 2015 Avg. 8.98
- Lower than 2010; Higher than 2006
- Higher than Ontario baseline for 2015, 2010, 2006



2015 EDI Data Source: Ministry of Education

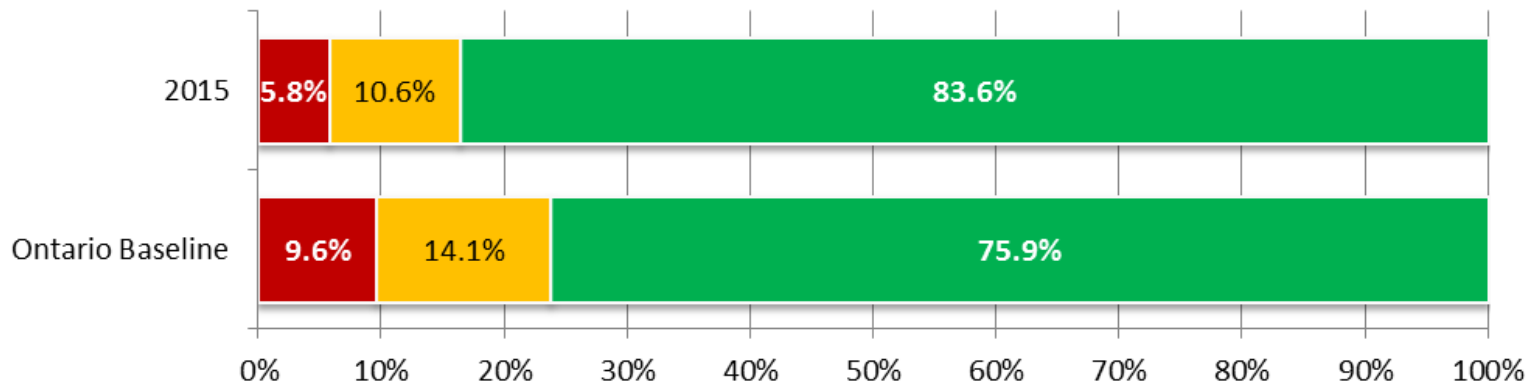


Language & Cognitive Development Percentiles

- Vulnerable = 5.8%; Lower than Ontario baseline
- At Risk = 10.6%; Lower than Ontario baseline
- On Track = 83.6%; Higher than Ontario baseline

Language & Cognitive Development - Vulnerable, At Risk, On Track

■ Vulnerable - Below 10th Percentile ■ At Risk - 10th - 25th Percentile ■ On Track - Above 25th Percentile

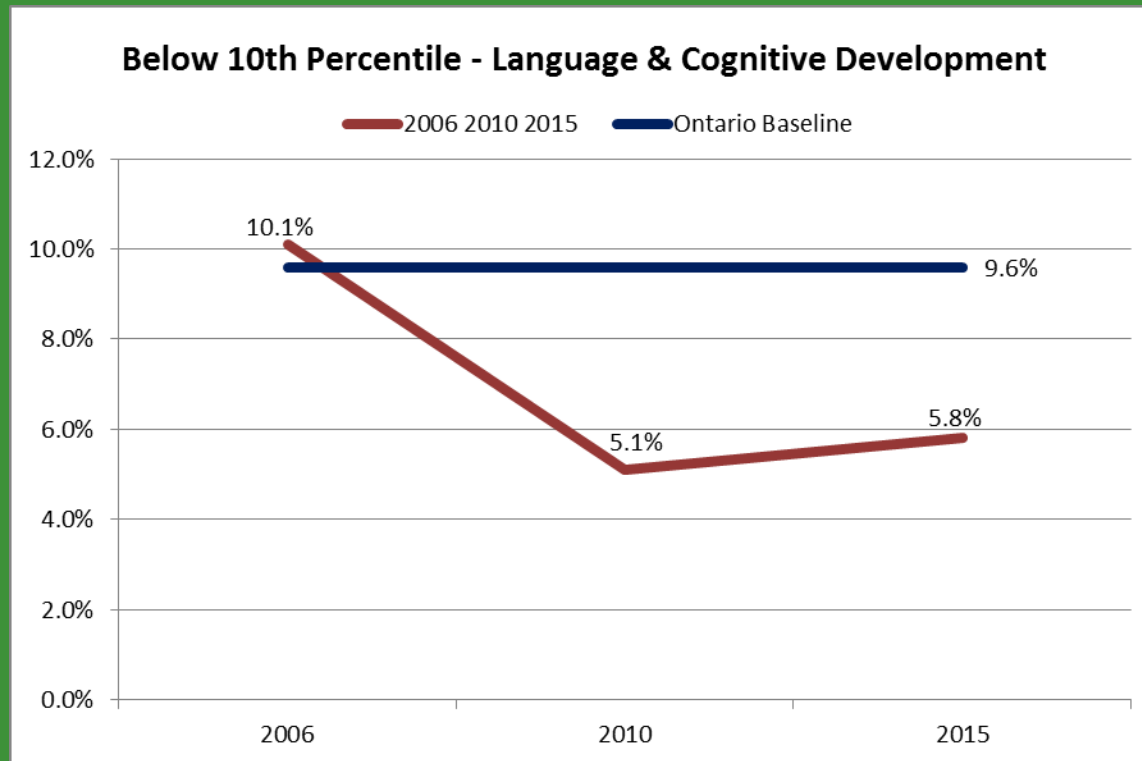


2015 EDI Data Source: Ministry of Education



Language & Cognitive Development Vulnerable

- 2015 Below 10th Percentile = 5.8%
- Higher than 2010; Lower than 2006
- Lower than Ontario baseline for 2015 & 2010



2015 EDI Data Source: Ministry of Education



Language & Cognitive Development

Basic Literacy

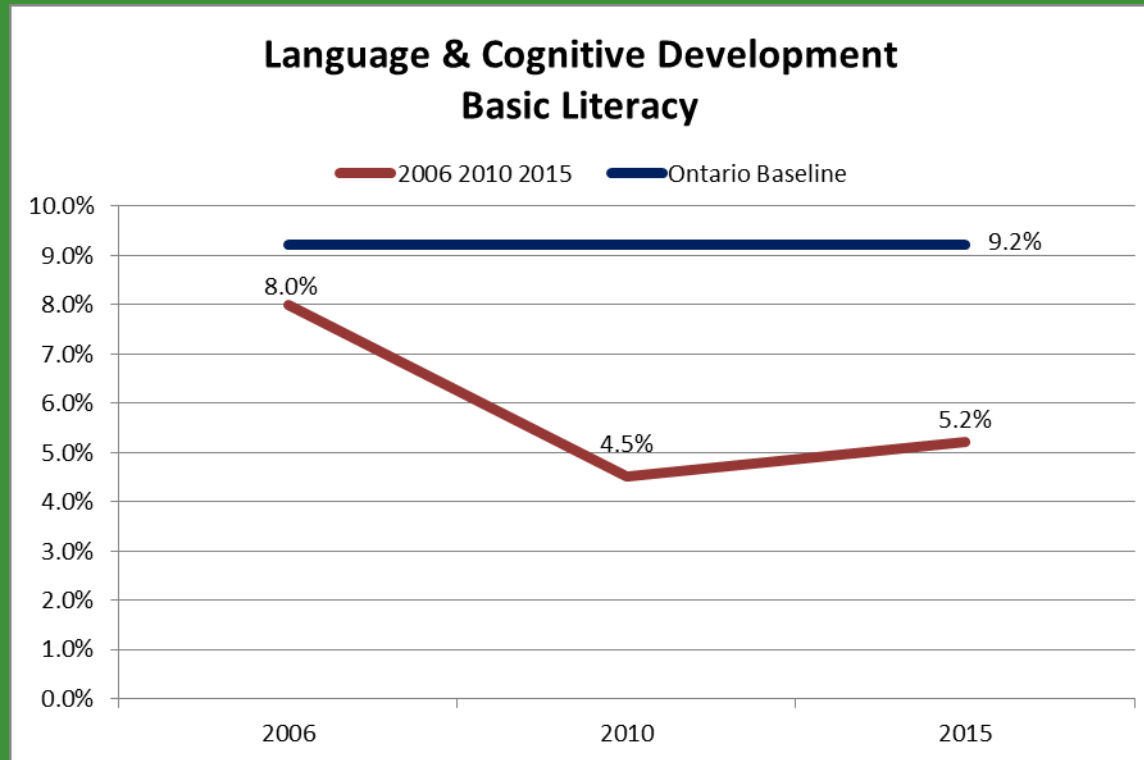
<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.
- Would you say that this child:
 - ❖ knows how to handle a book (e.g., turn a page)
 - ❖ is able to identify at least 10 letters of the alphabet
 - ❖ is able to attach sounds to letters
 - ❖ is showing awareness of rhyming words
 - ❖ is able to participate in group reading activities
 - ❖ is experimenting with writing tools
 - ❖ is aware of writing directions in English (left to right, top to bottom)
 - ❖ is able to write his/her own name in English



Language & Cognitive Development Basic Literacy

- 2015 Few/None = 5.2%
- Higher than 2010; Lower than 2006
- Lower than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education



Language & Cognitive Development Interest in Literacy/Numeracy, and Memory

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

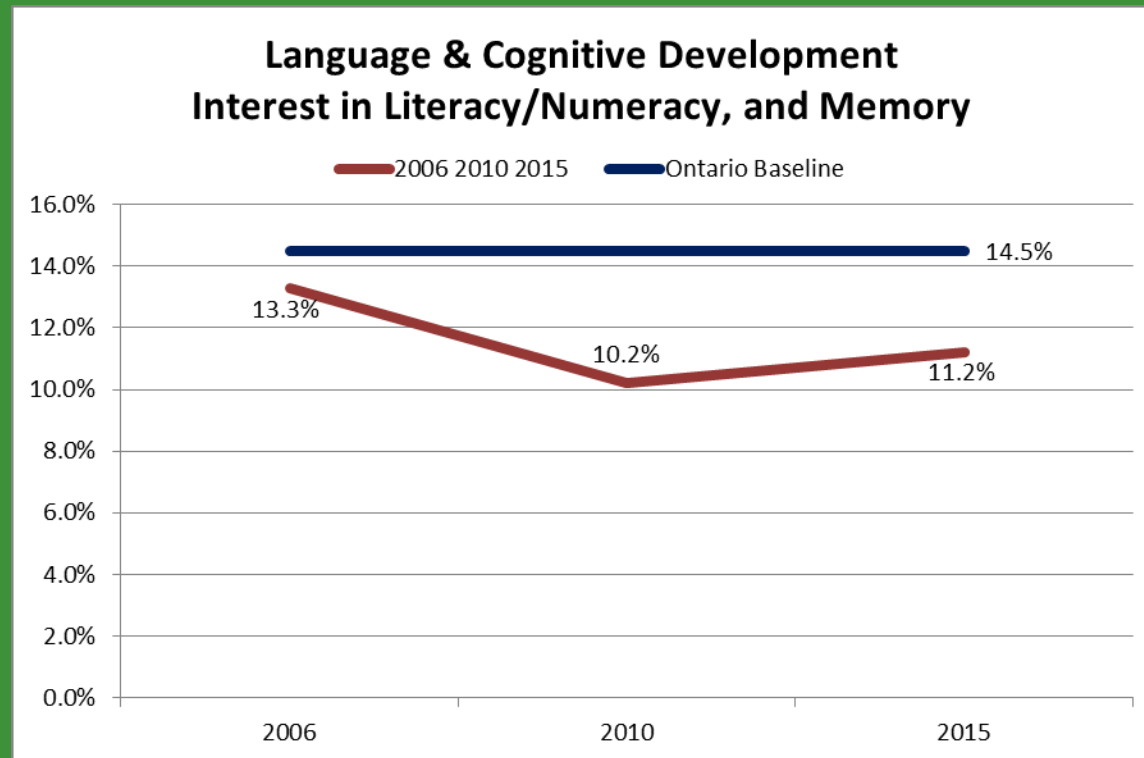
- Children who show an interest in books and reading, math and numbers, and have no difficulty with remembering things.
- Would you say that this child:
 - ❖ is generally interested in books (pictures and print)
 - ❖ is interested in reading (inquisitive/curious about the meaning of printed material)
 - ❖ is able to remember things easily
 - ❖ is interested in mathematics
 - ❖ is interested in games involving numbers

2015 EDI Data Source: Ministry of Education



Language & Cognitive Development Interest in Literacy/Numeracy, and Memory

- 2015 Few/None = 11.2%
- Higher than 2010; Lower than 2006
- Lower than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education



Language & Cognitive Development

Advanced Literacy

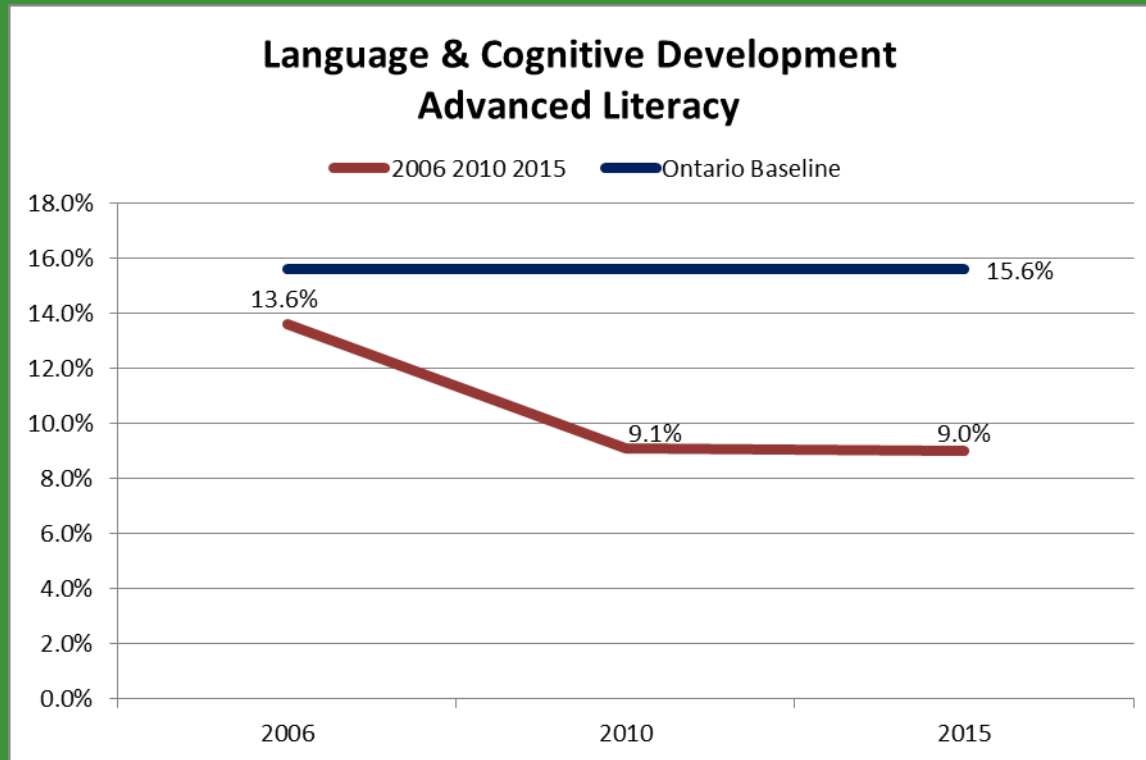
<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.
- Would you say that this child:
 - ❖ is able to read simple words
 - ❖ is able to read complex words
 - ❖ is able to read simple sentences
 - ❖ is able to write simple words
 - ❖ is able to write simple sentences
 - ❖ is interested in writing voluntarily (and not only under the teacher's direction)



Language & Cognitive Development Advanced Literacy

- 2015 Few/None = 9.0%
- Lower than 2010 (slightly lower) & 2006
- Lower than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education



Language & Cognitive Development

Basic Numeracy

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

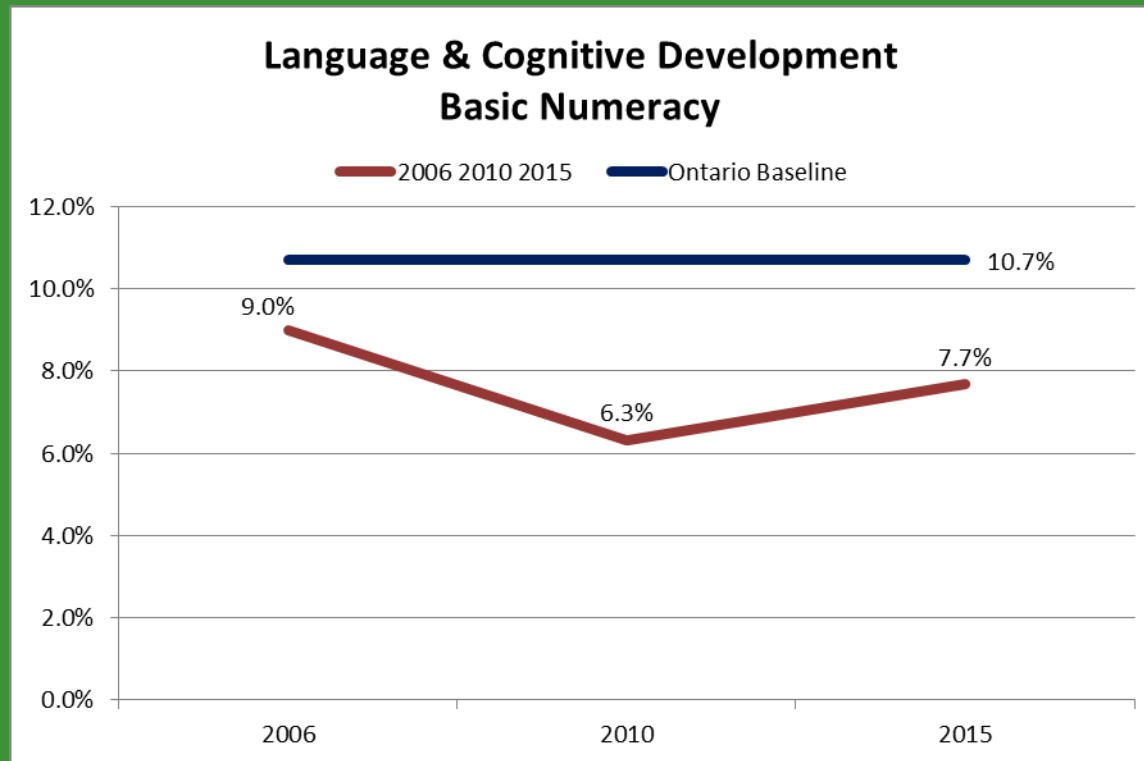
- Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.
- Would you say that this child:
 - ❖ is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)
 - ❖ is able to use one-to-one correspondence
 - ❖ is able to count to 20
 - ❖ is able to recognize numbers 1 – 10
 - ❖ is able to say which number is bigger of the two
 - ❖ is able to recognize geometric shapes (e.g., triangle, circle, square)
 - ❖ understands simple time concepts (e.g., today, summer, bedtime)

2015 EDI Data Source: Ministry of Education



Language & Cognitive Development Basic Numeracy

- 2015 Few/None = 7.7%
- Higher than 2010; Lower than 2006
- Lower than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education



The background is divided into four colored quadrants: purple (top-left), red (top-right), blue (bottom-left), and green (bottom-right). A large yellow rectangle is centered in the middle. Four stylized pencil icons are positioned at the corners: purple in the top-left, red in the top-right, blue in the bottom-left, and green in the bottom-right. The text is centered within the yellow rectangle.

DOMAIN: COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Communication Skills & General Knowledge

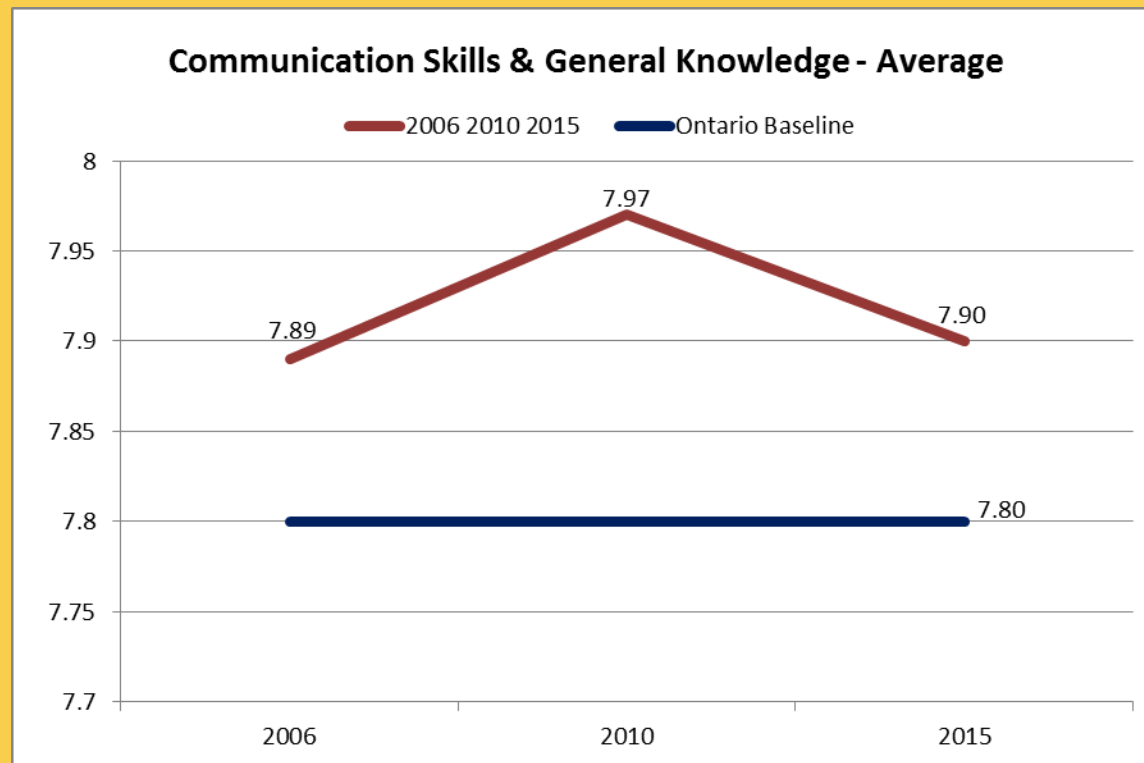
<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Includes:
 - ❖ skills to communicate needs and wants in socially appropriate ways
 - ❖ symbolic use of language, storytelling
 - ❖ age-appropriate knowledge about the life and world around



Communication Skills & General Knowledge Average

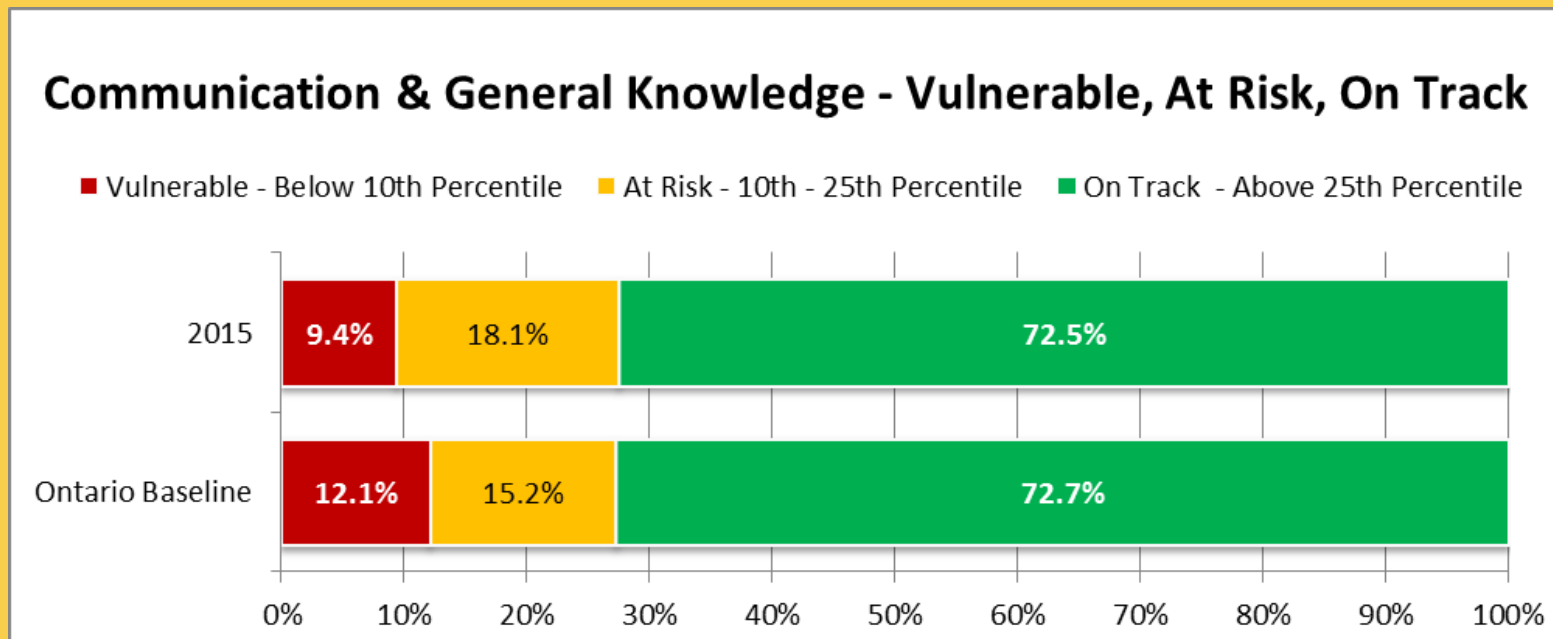
- 2015 Avg. 7.90
- Lower than 2010; Slightly higher than 2006
- Higher than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education

Communication Skills & General Knowledge Percentiles

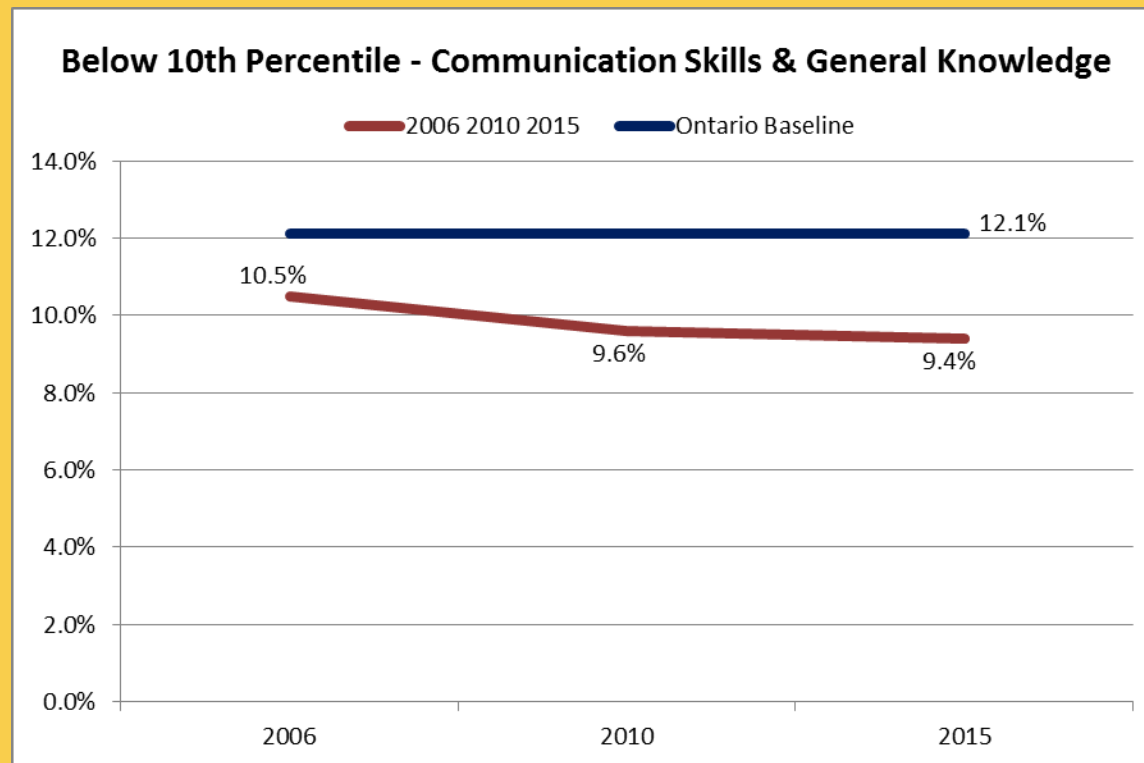
- Vulnerable = 9.4%; Lower than Ontario baseline
- At Risk = 18.1%; Higher than Ontario baseline
- On Track = 72.5%; Lower than Ontario baseline



2015 EDI Data Source: Ministry of Education

Communication Skills & General Knowledge Vulnerable

- 2015 Below 10th Percentile = 12.1%
- Lower than 2010 (slightly lower) & 2006
- Lower than Ontario baseline for 2015, 2010, & 2006



2015 EDI Data Source: Ministry of Education

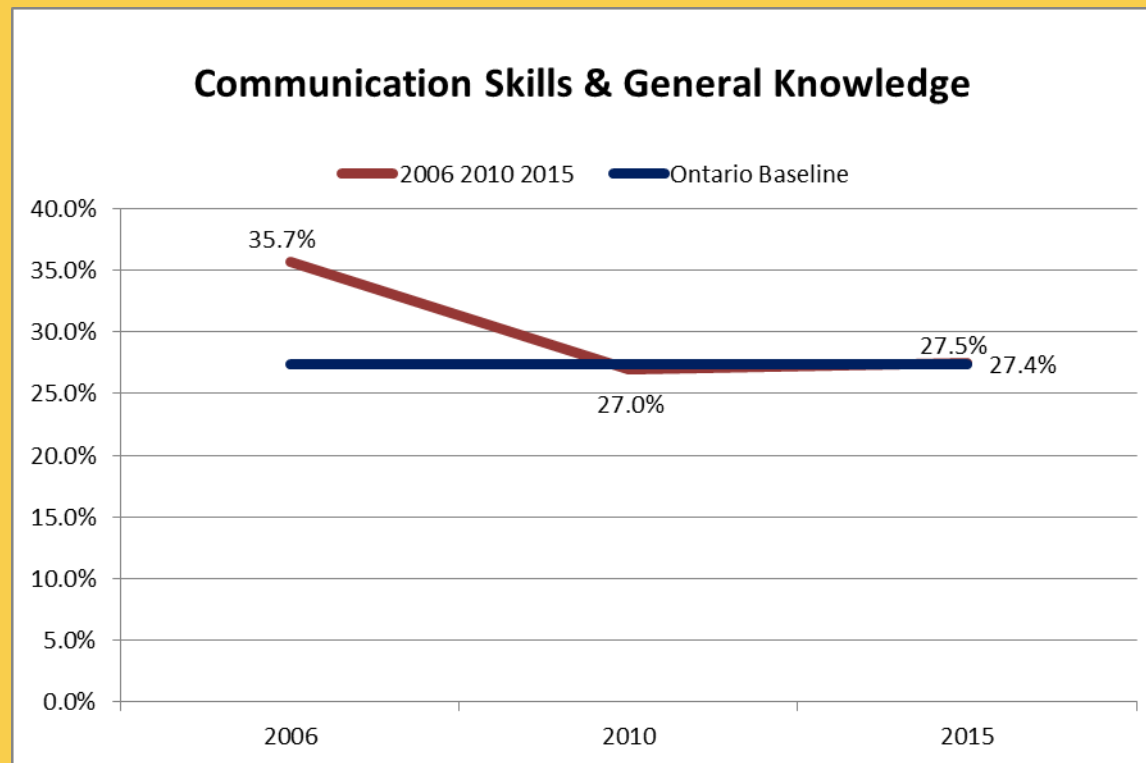
Communication Skills & General Knowledge

<https://edi.offordcentre.com/researchers/domains-and-subdomains/>

- Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.
- How would you rate this child's:
 - ❖ ability to listen in English
 - ❖ ability to tell a story
 - ❖ ability to take part in imaginative play
 - ❖ ability to communicate own needs in a way understandable to adults and peers
 - ❖ ability to understand on first try what is being said to him/her
 - ❖ ability to articulate clearly, without sound substitutions
 - ❖ ability to use language effectively in English
- Would you say that this child:
 - ❖ answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)

Communication Skills & General Knowledge Subdomain

- 2015 Few/None = 27.5%
- Higher than 2010; Lower than 2006
- Higher than Ontario baseline for 2015 (slightly higher) & 2006



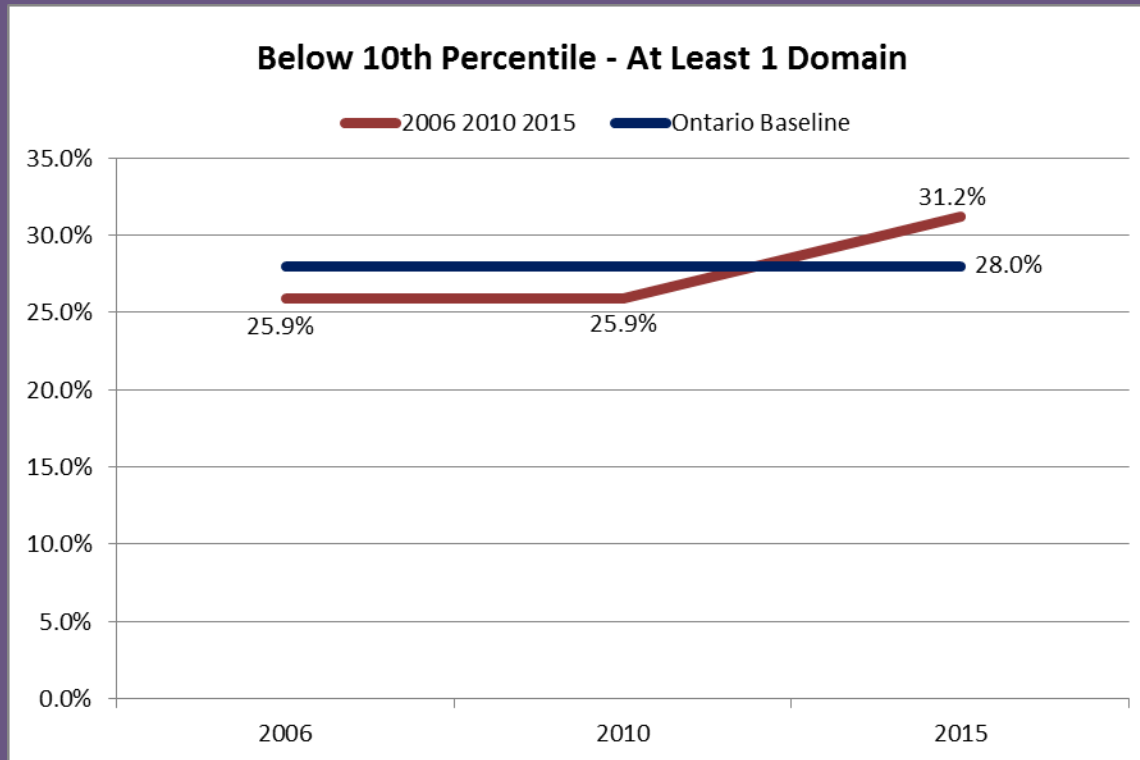
2015 EDI Data Source: Ministry of Education

OVERALL VULNERABILITY

2015 EDI Data Source: Ministry of Education

Low on at Least 1 Domain

- 2015 low on at least 1 domain = 31.2%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015

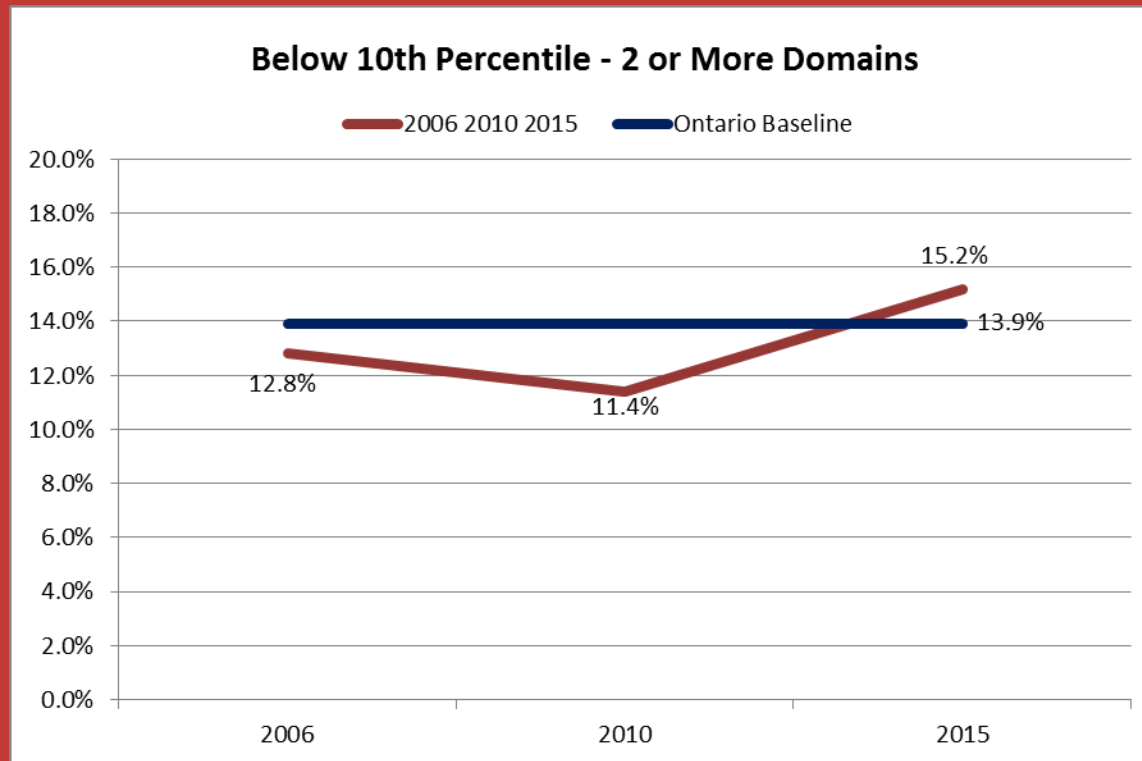


2015 EDI Data Source: Ministry of Education



Low on 2 or More Domains

- 2015 low on at least 2 domain = 15.2%
- Higher than 2010 & 2006
- Higher than Ontario baseline for 2015

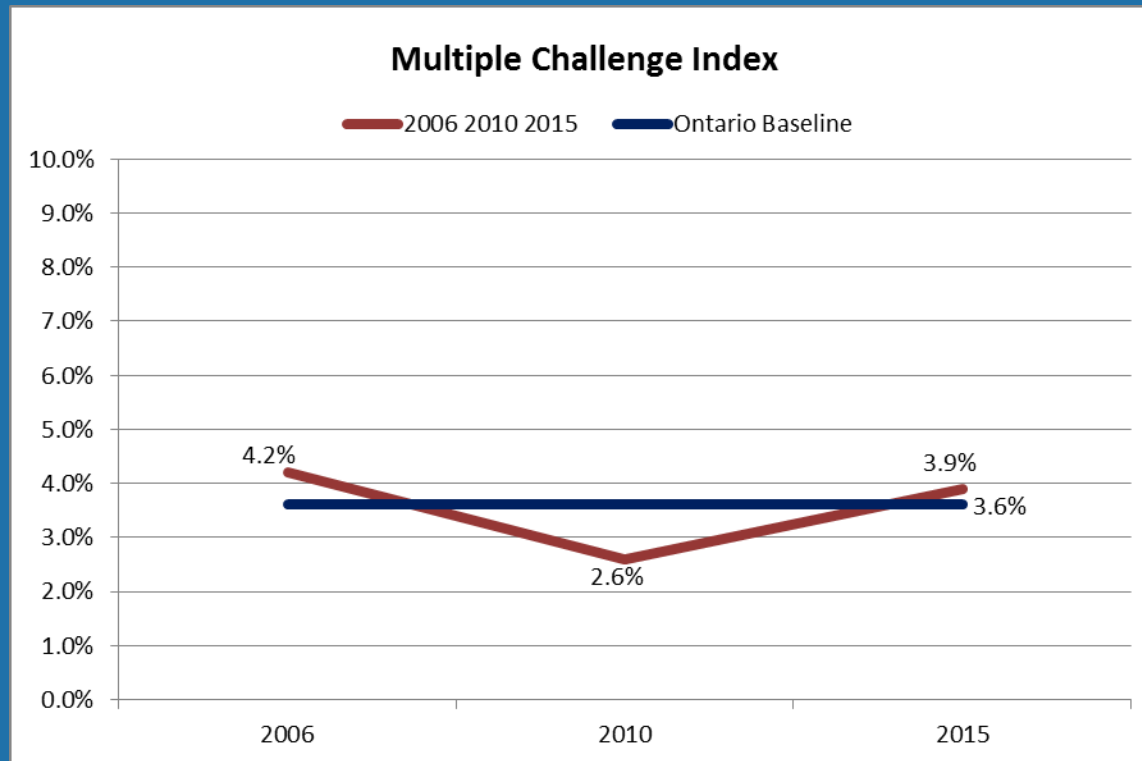


2015 EDI Data Source: Ministry of Education



Multiple Challenge Index

- 2015 multiple challenge index = 3.9%
- Higher than 2010; Lower than 2006
- Higher than Ontario baseline for 2015 & 2006



2015 EDI Data Source: Ministry of Education

