

THE EARLY DEVELOPMENT INSTRUMENT (EDI) NATIONAL AND INTERNATIONAL PERSPECTIVES

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CONTEXT

- Early years matter: they set the stage for further development
- All children are born ready to learn
- School readiness reflects developmental outcomes and milestones achieved during the first five years of life within the context of early experiences

READINESS FOR SCHOOL

School readiness is a holistic concept involving several developmental areas. It refers to the child's ability to meet the task demands of school, such as:

- being comfortable exploring and asking questions,
- listening to the teacher,
- playing and working with other children,
- remembering and following rules

In short, it is the ability to benefit from the educational activities that are provided by the school.

DOMAINS OF SCHOOL READINESS

- Physical Health and Well-Being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills and General Knowledge

MEASURING SCHOOL READINESS: THE EARLY DEVELOPMENT INSTRUMENT

The EDI development history - contextual factors:

- increased understanding of the importance of the early years
- communities' need to keep score
- lack of uniform, reliable data between birth (low birth weight) and grade-level achievement (Grade 3 in Ontario, Grade 4 in BC)
- lack of feasible instruments for community-level aggregation

EDI DESIGN GOALS

- Instrument to measure the outcomes of the early years (0-5)
- Feasible to apply to populations of children (time and cost)
- Cover all relevant developmental domains - reflective of brain development
- Psychometrically reliable at the individual level
- Adequate to monitor and report on populations of children

EARLY DEVELOPMENT INSTRUMENT (EDI)

- Completed by teacher or early childhood educator
- Items grouped into five domains
- Long: 104; short: 35-50
- Items adaptable to the local context
- May include:
 - Indicators of special problems and special skills
 - Questions about the child's pre-school experience

SCHOOL READINESS DOMAINS AND SUB-DOMAINS

PHYSICAL HEALTH AND WELL-BEING	SOCIAL COMPETENCE	EMOTIONAL MATURITY	LANGUAGE AND COGNITIVE DEVELOPMENT	COMMUNICATION SKILLS AND GENERAL KNOWLEDGE
<ul style="list-style-type: none"> ● Physical readiness for school day ● Physical independence ● Gross and fine motor skills 	<ul style="list-style-type: none"> ● Overall social competence ● Responsibility and respect ● Approaches to learning ● Readiness to explore new things 	<ul style="list-style-type: none"> ● Prosocial and helping behaviour ● Anxious and fearful behaviour ● Aggressive behaviour ● Hyperactivity and inattention 	<ul style="list-style-type: none"> ● Basic literacy ● Interest in literacy/numeracy and memory ● Advanced literacy ● Basic numeracy 	<ul style="list-style-type: none"> ● Communication skills and general knowledge

"NOT READY" / "VULNERABLE"

Refers to children who score low in one or more of the five domains of the EDI.

"Low" = lowest 10 percent of the population within their site
Specific for domain; specific for site

Norms available for comparison

Approximately 25% of the population

MULTIPLE CHALLENGE INDEX:

Children with poor skills in 9 out of 16 subdomains - a distribution-free index
Approximately 2-4% of the population

INDIVIDUAL DETERMINANTS

Current findings on child and family correlates of school readiness:

- Low income, lone parenthood, male gender, English/French as a second language, and low frequency of reading with child significantly increase child's vulnerability at school entry
- Parent-reported low frequency of contacts with neighbours and low quality of neighbourhood (playgrounds, safety, health, families with children) are associated with higher vulnerability

CANADIAN NORMS

Normative data for the EDI provide a representative benchmark used for comparison of past, present and future data. The normative sample of Senior Kindergarten children includes 116,860 children.

The normative sample represents a sub-set of all EDI data, collected for over 300,000 4-5 year old children in Canada and several other countries since 1999.

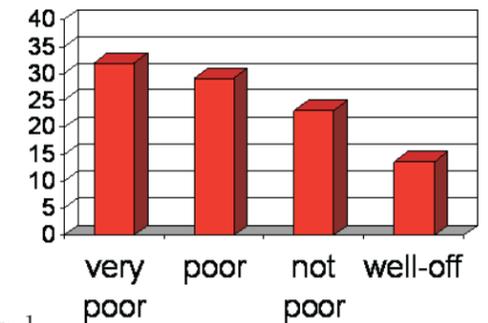
EDI INTERNATIONALLY

Australia
government funded project involving 60 communities over 3 years (2004-2007)

Chile
Instrumento de medición de desarrollo infantil
Translated into Spanish; pilot implementation for 1,200 children

Jamaica
pilot feasibility project, funded by World bank

READINESS TO LEARN AT SCHOOL BY FAMILY INCOME (N=2039)



■ % vulnerable