

**USING DATA FROM THE EARLY DEVELOPMENT INSTRUMENT TO INFORM THE  
PROGRAM PLANNING OF ONTARIO EARLY YEARS CENTRES IN TORONTO**



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## **ACKNOWLEDGEMENTS**

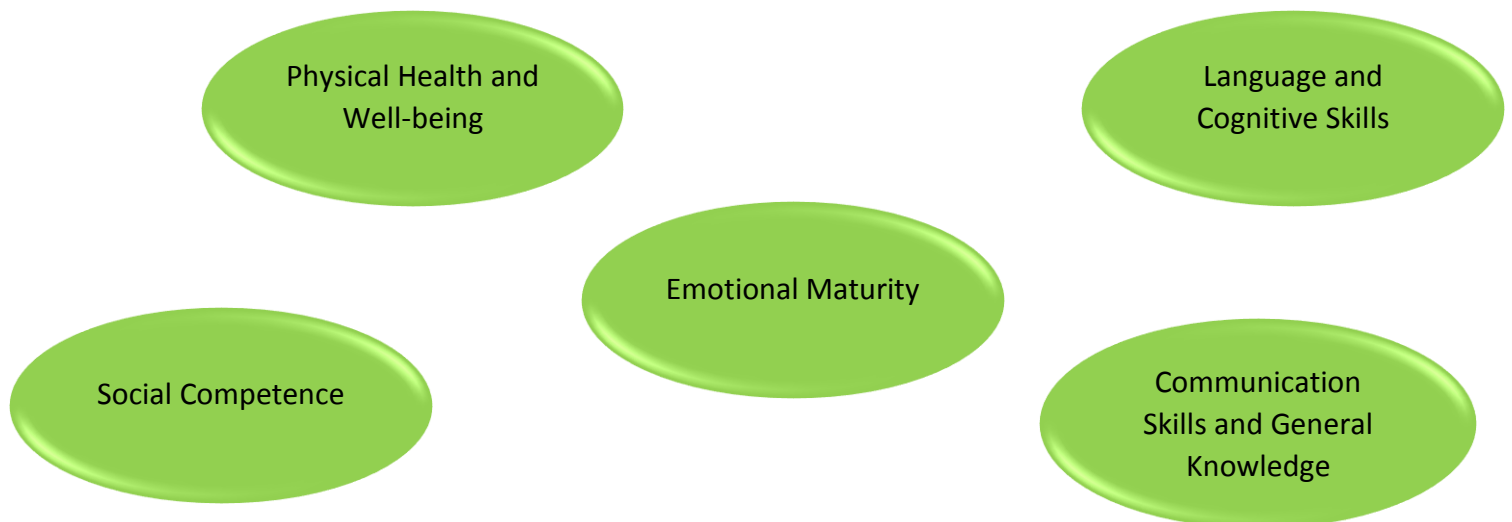
We would like to thank the Toronto Network of Ontario Early Years Centres for taking the time to share their experiences about working with the Early Development Instrument. We would also like to thank Carmen Grillo, MA (research assistant) for coordinating and conducting the interviews.

## ABSTRACT

This document provides a summary of how results from the 2010-2011 cycle of the Early Development Instrument (EDI) were used by Ontario Early Years Centres in Toronto to inform program planning.

## INTRODUCTION

Over many years, a large body of research evidence has stressed the importance of the early years (McCain & Mustard, 1999). Those who work in the early years sector are interested in translating this research into policy and programs that support healthy development of children. The Early Development Instrument, developed by the Offord Centre for Child Studies (OCCS) is a useful tool in monitoring children's development. Specifically, it is a population-based measure of children's development at school entry. It comprises five domains:



There are 104 items on the questionnaire and responses are made on a 3-point scale (see Appendix A). The questionnaire is completed by senior kindergarten teachers during the second term of the school year. Responses are based on teachers' knowledge and observation of children's behaviour, skills and competencies. As such, the child must have been in the classroom for a minimum of one month for the teacher to complete a questionnaire for him or her.

The EDI has been shown to be reliable and valid (Janus & Offord, 2007). Research has also indicated that the EDI demonstrates similar psychometric properties across a number of countries, allowing for comparisons across countries (Janus, Brinkman & Duku, 2011). EDI data are never interpreted or reported at an individual level or used for any type of diagnostic purpose. Rather, the EDI is intended to be a tool to monitor children's development at a community level (school, neighbourhood, region, country) and to inform planning to improve children's environment during the early years (Janus & Offord, 2007). EDI results are

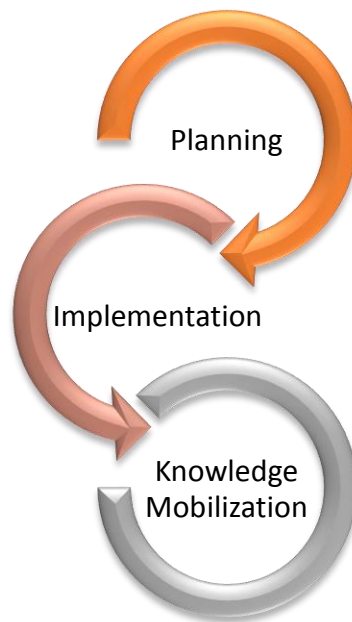
disseminated to the community to allow reflection of efficacy of programs and services as well as to address gaps in services, identify developmental vulnerabilities of particular geographical areas and introduce appropriate interventions. The results of the questionnaire generate population-level data for children who reside in a particular geographical location. It is, therefore, a useful tool for community planning and action. The EDI has been used in more than 10 countries, most recently being implemented in pilot studies in Scotland (Woolfson, Geddes McNichol, Booth & Frank, 2013) and Sweden (Haguist & Hellström, 2014).

### **EDI ADVISORY COMMITTEE**

The EDI Advisory Committee was created in 2006 to facilitate the implementation and management of the EDI in Toronto. Toronto Region DACs consult this committee at all stages of the EDI process. The committee is instrumental in providing support and feedback during EDI implementation and knowledge mobilization. The committee includes representatives from the Ministry of Education and key stakeholders in the early years community, including all four Toronto school boards, City of Toronto, Public Health, Ontario Early Years Centres and Early Literacy Specialists.

### **EDI ACTIVITIES IN TORONTO REGION**

In January 2014, all responsibilities for Child Care Resource Centres (CCRCs), Ontario Early Years Centres (OEYCs), Data Analysis Coordinators (DACs), Better Beginnings Better Futures (BBBFs) and Best Start Network Planning were transferred from the Ministry of Children and Youth Services (MCYS) to Ministry of Education (MEDU). EDI activities were also transferred to MEDU. Activities around the EDI now follow a three-year cycle – planning, implementation and knowledge mobilization.





## **Planning**

During this first phase, the Ministry of Education plans activities for the implementation year and communicates pertinent information to all key stakeholders.

## **Implementation**

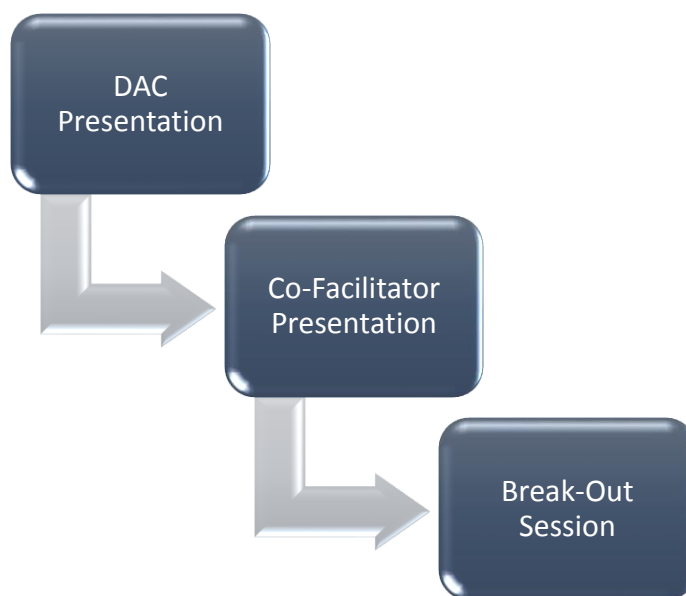
During the early part of the implementation year, Toronto Region DACs work with all four of Toronto school boards to help train teachers on how to complete the EDI. We present information alongside members of the school boards and address questions and concerns that teachers may have about the EDI. We also invite community partners (e.g. OEYC staff) to these training sessions so that they can talk to teachers about how EDI results are used in the community to (a) identify gaps in services and (b) assist in program planning. This allows teachers to see how the information that they collect is used to improve children's early environments. In addition to attending any drop-in sessions organized by the school boards, we also provide support to teachers via phone and email throughout the implementation period as they fill out the EDI. Responses from the questionnaire go to the OCCS where the data goes through an initial cleaning. Once the data has been cleaned, DACs across the province receive the data in preparation of knowledge mobilization.

## **Knowledge Mobilization (2010-2011 Cycle)**

The data for the 2010-2011 cycle was received by the Toronto Region DACs in late 2011. The DACs further cleaned and validated the data. Data from all four school boards in Toronto was compiled and sorted by postal code. We also pulled together various pieces of census data from Statistics Canada to provide a more complete picture of each riding and neighbourhood. These included demographic composition of the population, cultural diversity and community, education, employment and income data. A riding profile was then created for each of Toronto's 22 ridings (see Appendix B for an example). The four-page riding profile contained detailed information for each neighbourhood, including high and low EDI scores on each of the five domains, census data for that neighbourhood, maps of high- and low-scoring neighbourhoods and neighbourhoods of interest, and a glossary of terms to fully understand the profile. All of this information was categorized by city, riding and neighbourhood in order to allow for comparisons across geographies.

Riding profiles for the 2010-2011 cycle were created in late 2011. Once the riding profiles were created, preparations were made to deliver community workshops in all 22 ridings of Toronto in early 2012. Workshops were hosted by the OEYC in each riding. OEYCs are ideal hosts as they are able to bring together the various community partners and stakeholders involved in promotion of children's health and development. To aid OEYCs in their preparation of the workshops, we sent out samples of invitations (see Appendix C) and an EDI workshop checklist (see Appendix D). In addition, based on suggestions from the EDI Advisory Committee, we invited a co-facilitator to present alongside us to demonstrate the use of EDI results in program planning. The co-facilitator could be anyone who worked in the early years field. We provided

co-facilitators with an information sheet (see Appendix E) to help organize information and address specific questions of interest. We also created new presentations for each riding, incorporating feedback from the EDI Advisory Committee regarding format and content of the 2007-2008 presentations. Workshops were structured as follows:

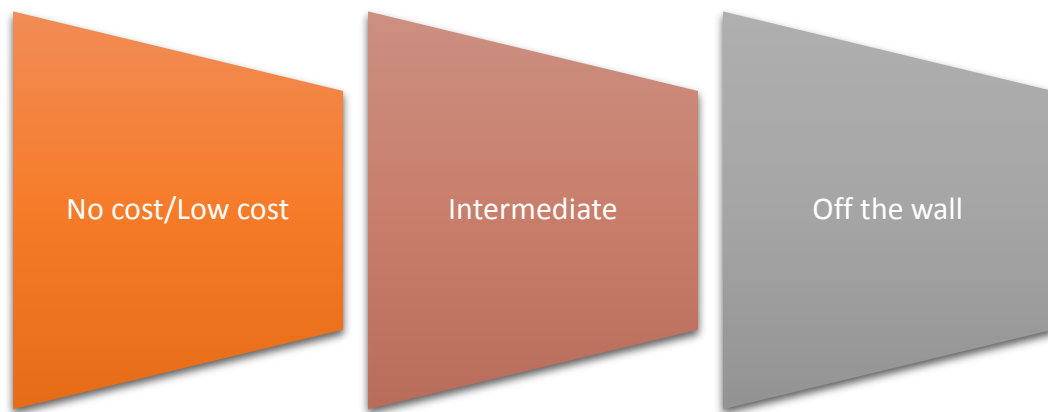


**DAC Presentation.** The DAC presentation began with providing general information about the EDI and going over the riding profile for the host riding. Based on suggestions from the EDI Advisory Committee, we added a piece on comparing a specific neighbourhood to the riding and city. We did this for both high and low scores on all five domains. This demonstrated how to compare scores across neighbourhood, riding and city as provided in the riding profile. We also added a section where the workshop participants could look at sub-domains of a particular domain for a specific neighbourhood (the five domains of the EDI are further broken down to sixteen sub-domains; see Appendix F). So, if children in a neighbourhood scored low on a domain, participants could look at the sub-domain scores to pinpoint the specific skill area that contributed most to the low scores. For example, neighbourhood A may show low scores on the domain Emotional Health and Maturity. However, this domain has four sub-domains and it may be one particular sub-domain (e.g. Prosocial and Helping Skills) that is mostly contributing to the overall low scores of the domain. This allowed participants to drill down to the sub-domain level and look at the results in a more detailed manner. Finally, we added a section showing trends over the last three cycles of EDI results in Toronto (2004-2005, 2007-2008, 2010-2011).

**Co-Facilitator Presentation.** The co-facilitator talked about how they had used EDI results from the previous cycle (2007-2008) to identify gaps in services and make changes to their program

planning. They also spoke about how they had used the data to inform the creation of new partnerships to provide necessary services.

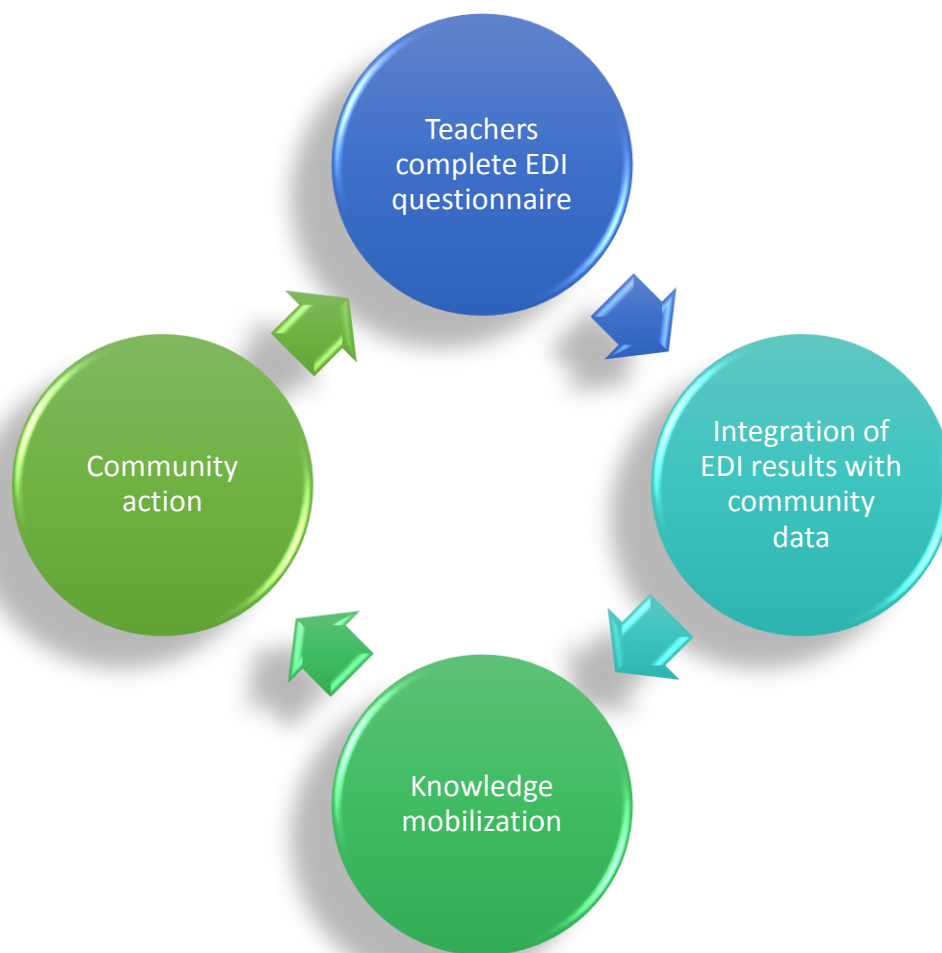
**Break-Out Session.** During the final part of the workshop, participants broke into small groups to work with the data at a deeper level. Each group was provided with the EDI Community Action Worksheet (see Appendix G). During this exercise, each group identified a particular neighbourhood within their riding on which they wanted to focus. They then looked at the scores for that neighbourhood and identified a domain with low scores. Based on the census data provided and their knowledge of the neighbourhood, participants discussed and provided possible reasons as to why children in that particular neighbourhood were scoring low on that particular domain. Although socioeconomic status is frequently a reason for low scores, participants correctly identified that there could be many other reasons for low scores. Research shows that vulnerabilities do not arise from socioeconomic status alone. For example, a recent study in Scotland showed that even in the most affluent groups, 17% of the children were identified as “developmentally vulnerable” (Woolfson et al., 2013). Each group then came up with strategies to help children with skills in this domain. Groups were asked to come up with strategies at different cost levels:



For each strategy, participants were asked to identify who would be responsible for implementing the strategy, how the strategy would be monitored and what outcomes could be collected to assess efficacy of the strategy. Groups also identified other considerations necessary to implement strategies such as professional development, additional personnel and material resources. Participants were encouraged to identify and create new partnerships that would help implement these strategies. Each group then briefly shared their ideas with the larger group. This was beneficial as the larger group sometimes had ideas to enhance strategies that the smaller groups had generated. It also allowed smaller groups to pose questions to the larger group about how to implement some of the strategies. Finally, it provided an opportunity for participants to share their experiences on previously implemented strategies that had

worked or not worked. Once we recorded information from the action worksheets, they were emailed back to the host agencies as guides for further internal discussion and implementation of strategies.

So far, we have discussed the first three pieces of MEDU's EDI cycle. From the community perspective, there is a final piece - community action.



### **COMMUNITY ACTION**

We followed up with OEYC managers about a year after the workshops to see if strategies generated at the workshops had been translated to new initiatives. Telephone interviews were conducted with thirteen OEYC managers to gain a sense of new initiatives that resulted from looking at EDI data. A semi-structured interview style was used with the three main questions being:

- 1) How have OEYC managers used EDI data to inform program planning?
- 2) What were the challenges to using EDI data in program planning?
- 3) How were these challenges overcome?



### **Initiatives Based on EDI Data**

Based on the interviews, we identified three types of initiatives:



#### ***A. Modifying Existing Programs or Creating New Programs***

- One OEYC used EDI data to identify low scores in the Physical Health and Well-being domain. They then added ten minutes of physical activity to every program session. Other OEYCs introduced family yoga, music and dance programs, peer nutrition programs, clothing exchange and community gardening.
- A social skills program that teaches skills such as getting along, taking turns and being independent was put in place in response to low scores in the Social Competence domain.
- Another OEYC focused on infant mental health to address low scores in the Emotional Health and Well Being domain. This OEYC increased staff training and invited support staff to facilitate discussions around emotional health in their various programs.
- In response to low scores in the Language and Cognitive Development domain, OEYCs increased number of visits to the library and invited librarians and Early Literacy Specialists to present at their programs.
- During one of the workshops, an OEYC identified that their neighbourhood scored low on Communication Skills and General Knowledge. They then looked at census data provided in the riding profiles and noted that this neighbourhood had a high percentage of new immigrants. The OEYC managers responded to this information by expanding their outreach program. Through the outreach program, parents were invited to participate in workshops about services for newcomers, housing, resources for children, etc. The assumption was that scores would improve once parents knew about programs and participated in programs with their children. Children who took part in programs



could then use these skills to develop new friendships and create a new network of friends in their adoptive country.

### ***B. Expanding to Satellite Sites***

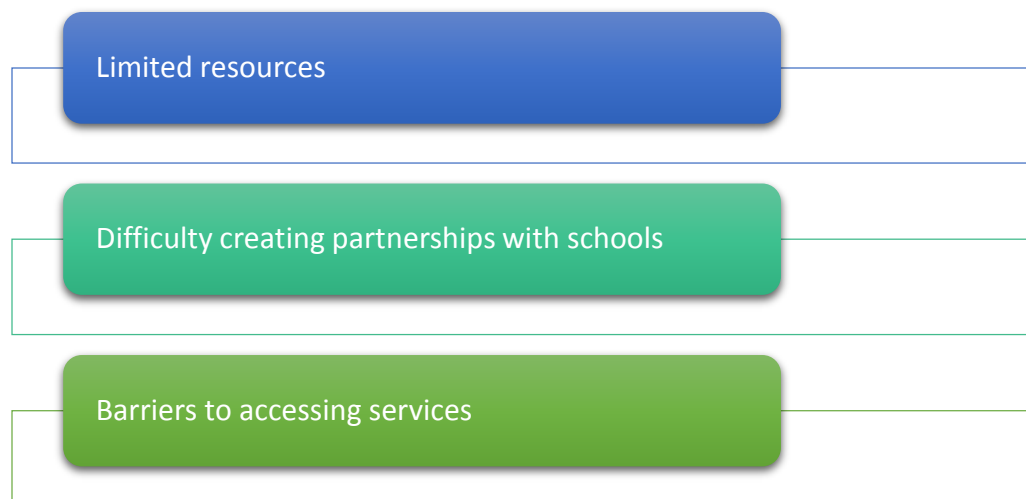
- A school readiness program was expanded to three additional sites.
- A satellite was opened based on concerns around Language and Cognitive skills and the Physical Health and Well-being domains in a high need area of the riding.
- One OEYC opened a satellite located within a subsidized housing complex where the management provided free access and use of space for program delivery.

### ***C. Creating Partnerships with Other Organizations***

- OEYC's have partnered with Toronto Public Health to address low scores in the Physical Health and Well-Being Domain. This partnership includes screening clinics (e.g. dental health, foot health, general health) and visits from public health nurses to address issues such as proper nutrition.
- Based on low scores in the Language and Cognitive Development domain, OEYC's have created partnerships with Toronto Preschool Speech and Language, Early Literacy Specialists, Toronto Public Library, book companies, book banks and local schools.
- Partnerships with hubs were created to take advantage of the fact that families were already at the hub for other reasons.

## **Challenges**

We were also interested in hearing about challenges that OEYC's faced in implementing various initiatives. Based on responses from the interviewees, we identified three main types of challenges:





#### **A. Limited Resources**

- Respondents identified limited resources such as lack of funding, limited space and staff capacity as barriers to creating new programs and expanding services to high need areas.

#### **B. Difficulty Creating Partnerships with Schools**

- Respondents highlighted the need to strengthen partnerships with schools. A number of OEYC found it challenging to engage schools. They wanted increased communication and planning between OEYC and school boards.

#### **C. Barriers to Accessing Services**

- OEYCs found it difficult to reach families in some neighbourhoods. Lack of public transit, weather, cost of travel and language barriers are some reasons why families may not be aware of and access OEYC services.

### **Overcoming Challenges**

OEYCs used several strategies to try to overcome the challenge of limited resources. Some OEYCs built in new components to existing programs. For example, one OEYC developed new activities during circle time in response to low scores in the Language and Cognitive Development domain. Another OEYC focused on ways to enhance existing programming using the recommendations of the Early Learning for Every Child Today (ELECT) document. In order to address limited staff capacity, one OEYC offered programs on a rotational basis.

OEYCs have used the EDI results to engage schools. Some OEYCs have successfully collaborated with schools by using EDI results as a common ground. One OEYC partnered with a local school to run a school readiness program by highlighting low EDI scores in their neighbourhood.

Leveraging partnerships also allowed OEYCs to offer additional services to hard-to-reach families despite limited funding. For instance, partnering with the Toronto Public Library allowed one OEYC to create a mobile outreach program. In another neighbourhood, families received greater access to public health resources because of the relationship between Public Health and the OEYC. OEYCs in Toronto collaborate with each other to share resources such as parent information flyers in different languages. They also promote each other's services and programs in an effort to provide families with greater access to services.

## **CONCLUSION**

In general, workshop participants and interviewees stated that the EDI was useful in raising awareness of the specific needs of the community. According to a number of interviewees, the EDI played a key role in creating new partnerships. The data in the riding profiles provided a concrete basis for conversations about gaps in services, who should be involved in the partnerships and how funding was allocated. Although most of the initiatives came from ideas generated by completing the EDI action worksheet during the EDI workshops, interviewees

reported that there were some initiatives that were generated from internal agency or OEYC discussions after the workshops. It was also reported that the EDI informed professional training for staff as well as materials and toys for the centre to support new initiatives. EDI results have further been used for comparative analysis across neighbourhoods – to see if current programs are working and determining what programs need to move to meet community needs. Finally, some OEYCs have the domains of the EDI posted on the walls of their centre. This allows parents to see them during drop-off and pick-up and potentially ask questions and have conversations around healthy development in all developmental domains.

Overall, this report shows that the EDI continues to be used as an important tool to inform early years community planning in Toronto.

“The EDI gives us a good launching pad to form partnerships. Because we don’t have space, we’re constantly relying on people who have community space to work with us. The EDI really gives us a rallying point for partnerships to form.”

- OEYC manager

“It [EDI] gives everyone a clear idea of what is needed to be done in [the] community. Basically I will say that. If people are not aware, they will not doing anything. It is something that will motivate them. It’s an incentive of really seeing the big picture and working together.”

- OEYC manager



## REFERENCES

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McCain, M. N. & Mustard, J. F. (1999). *Early Years Study: Reversing the Real Brain Drain*. ON: Publications Ontario.

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## Appendix A: The Early Development Instrument

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



**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**

☐ JK      ☒ SK

**2. Child's Date of Birth:**

	dd	/	mm	/	yy
0	○	○	○	○	○
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○
5	○	○	○	○	○
6	○	○	○	○	○
7	○	○	○	○	○
8	○	○	○	○	○
9	○	○	○	○	○

**3. Sex:** ☐ F    ☐ M

**4. Postal Code:**

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**5. Class Type:** ☐ SK

☐ JK/SK

☐ JK/SK/1

☐ SK/1

☐ Other

**6. Date of Completion:**

	dd	/	mm	/	yy
0	○	○	○	○	○
1	○	○	○	○	○
2	○	○	○	○	○
3	○	○	○	○	○
4	○	○	○	○	○
5	○	○	○	○	○
6	○	○	○	○	○
7	○	○	○	○	○
8	○	○	○	○	○
9	○	○	○	○	○

**7. Identified Special Needs:**

☐ Yes    ☐ No

**8. Child considered ELL:**

☐ ELL    ☐ FSL    ☐ No

**9. French Immersion:**

☐ Yes    ☐ No

**10. Other Immersion:**

☐ Yes    ☐ No

**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



## Section A - Physical Well-being

1. About how many regular days (see Guide) has this child been absent since the beginning of school in the fall?

Number of days  
absent:

		.		
--	--	---	--	--

**Since the start of school in the fall, has this child sometimes (more than once) arrived:**

- |  | yes<br>^              | no<br>^               | don't<br>know<br>^    |
|--|-----------------------|-----------------------|-----------------------|
| 2. over- or underdressed for school-related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. too tired/sick to do school work                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. late  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. hungry  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Would you say that this child:**

- |   | yes<br>^              | no<br>^               | don't<br>know<br>^    |
|---|-----------------------|-----------------------|-----------------------|
| 6. is independent in washroom habits most of the time                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. shows an established hand preference (right vs. left or vice versa)            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. is well coordinated (i.e., moves without running into or tripping over things) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**How would you rate this child's:**

- |  | very good/<br>good<br>^ | average<br>^          | poor/<br>very poor<br>^ | don't<br>know<br>^    |
|--|-------------------------|-----------------------|-------------------------|-----------------------|
| 9. proficiency at holding a pen, crayons, or a brush | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| 10. ability to manipulate objects                    | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| 11. ability to climb stairs                          | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| 12. level of energy throughout the school day        | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| 13. overall physical development                     | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |





## Section B - Language and Cognitive Skills

**How would you rate this child's:**

	very good/ good ^	average ^	poor/ very poor ^	don't know ^
1. ability to use language effectively in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ability to listen in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ability to tell a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ability to take part in imaginative play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. ability to communicate own needs in a way understandable to adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. ability to understand on first try what is being said to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. ability to articulate clearly, without sound substitutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Would you say that this child:**

	yes ^	no ^	don't know ^
8. knows how to handle a book (e.g., turn a page)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. is generally interested in books (pictures and print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. is interested in reading (inquisitive/curious about the meaning of printed material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. is able to identify at least 10 letters of the alphabet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. is able to attach sounds to letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. is showing awareness of rhyming words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. is able to participate in group reading activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. is able to read simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. is able to read complex words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. is able to read simple sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. is experimenting with writing tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. is aware of writing directions in English (left to right, top to bottom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. is interested in writing voluntarily (and not only under the teacher's direction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. is able to write his/her own name in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. is able to write simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Section B - Language and Cognitive Skills

**Would you say that this child:**

	yes ^ ○	no ^ ○	don't know ^ ○
23. is able to write simple sentences	○	○	○
24. is able to remember things easily	○	○	○
25. is interested in mathematics	○	○	○
26. is interested in games involving numbers	○	○	○
27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)	○	○	○
28. is able to use one-to-one correspondence	○	○	○
29. is able to count to 20	○	○	○
30. is able to recognize numbers 1 - 10	○	○	○
31. is able to say which number is bigger of the two	○	○	○
32. is able to recognize geometric shapes (e.g., triangle, circle, square)	○	○	○
33. understands simple time concepts (e.g., today, summer, bedtime)	○	○	○
34. demonstrates special numeracy skills or talents	○	○	○
35. demonstrates special literacy skills or talents	○	○	○
36. demonstrates special skills or talents in arts	○	○	○
37. demonstrates special skills or talents in music	○	○	○
38. demonstrates special skills or talents in athletics/dance	○	○	○
39. demonstrates special skills or talents in problem solving in a creative way	○	○	○
40. demonstrates special skills or talents in other areas	○	○	○
If yes, please specify: _____			



## Section C - Social and Emotional Development

**How would you rate this child's:**

	very good/ good ^	average ^	poor/ very poor ^	don't know ^
1. overall social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ability to get along with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Below is a list of statements that describe some of the feelings and behaviours of children. For each statement, please fill in the circle that best describes this child now or within the past six months.**

**Would you say that this child:**

	often or very true ^	sometimes or somewhat true ^	never or not true ^	don't know ^
3. plays and works cooperatively with other children at the level appropriate for his/her age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. is able to play with various children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. follows rules and instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. respects the property of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. demonstrates self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. shows self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. demonstrates respect for adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. demonstrates respect for other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. accepts responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. follows directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. completes work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. takes care of school materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. works neatly and carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. is curious about the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. is eager to play with a new toy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. is eager to play a new game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. is eager to play with/read a new book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Section C - Social and Emotional Development

**Would you say that this child:**

	often or very true	sometimes or somewhat true	never or not true	don't know
22. is able to solve day-to-day problems by him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. is able to follow one-step instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. is able to follow class routines without reminders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. is able to adjust to changes in routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. will try to help someone who has been hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. volunteers to help clear up a mess someone else has made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. if there is a quarrel or dispute will try to stop it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. offers to help other children who have difficulty with a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. comforts a child who is crying or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. will invite bystanders to join in a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. helps other children who are feeling sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. is upset when left by parent/guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. gets into physical fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. bullies or is mean to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. kicks, bites, hits other children or adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. takes things that do not belong to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. laughs at other children's discomfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. can't sit still, is restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. is distractible, has trouble sticking to any activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. fidgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. is disobedient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section C - Social and Emotional Development

**Would you say that this child:**

	often or very true	sometimes or somewhat true	never or not true	don't know
46. has temper tantrums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. is impulsive, acts without thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. has difficulty awaiting turn in games or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. cannot settle to anything for more than a few moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. is inattentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. seems to be unhappy, sad, or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. appears fearful or anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. appears worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. cries a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. is nervous, high-strung, or tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. is incapable of making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. is shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. sucks a thumb/finger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Section D - Special Concerns

1. Does the student have a problem that influences his/her ability to do school work in a regular classroom?  
(based on parent information, medical diagnosis, and/or teacher observation)

☐ yes ☐ no ☐ don't know (If answered no/don't know go to question 5)

**If YES above, please mark all that apply.**

**Please base your answers on teacher observation or medical diagnosis and/or parent/guardian information.**

	YES Observed	YES Parent Info/Medical Diagnosis	YES Both		YES Observed	YES Parent Info/Medical Diagnosis	YES Both
2a. physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. emotional problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. visual impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. behavioural problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. hearing impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. home environment/ problems at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. speech impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. chronic medical/health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. unaddressed dental needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				k. other (if known, print below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If the child has received a diagnosis or identification by a doctor or psychological professional please indicate. You can indicate up to three diagnoses. If there are more than three, please write in the "other" box. Please do not use children's names. **(see the Guide for codes)**

If Other, please specify:

36295

## Section D - Special Concerns con't

- |  | yes<br>^              | no<br>^               | don't<br>know<br>^    |
|--|-----------------------|-----------------------|-----------------------|
| 4. Is the child receiving any school based support(s) (e.g. educational assistant, equipment)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. a. Is the child currently receiving further assessment?                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Is the child currently on a wait list to receive further assessment?                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Do you feel that this child needs further assessment?                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: _____  |                       |                       |                       |

## Section E - Additional Questions

**To the best of your knowledge, please mark all that apply to this child:**

- |  | yes<br>^              | no<br>^               | don't<br>know<br>^    |
|--|-----------------------|-----------------------|-----------------------|
| 1. attended an early intervention program<br>Specify if known, please print: _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. has been in non-parental care on a regular basis prior to kindergarten entry    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**If yes, please specify type of care arrangement (please refer to Guide for examples):**

- |   |                                    |  |                                     |
|---|------------------------------------|--|-------------------------------------|
| 2a. Centre-based, licensed, non-profit  | <input type="radio"/>              | 2e. Other home-based, unlicensed, relative | <input type="radio"/>               |
| 2b. Centre-based, licensed, for profit  | <input type="radio"/>              | 2f. Child's home, non-relative             | <input type="radio"/>               |
| 2c. Other home-based, licensed  | <input type="radio"/>              | 2g. Child's home, relative                 | <input type="radio"/>               |
| 2d. Other home-based, unlicensed, non-relative  | <input type="radio"/>              | 2h. Other/don't know                       | <input type="radio"/>               |
| 2i. To the best of your knowledge, prior to the child's entry to kindergarten, was this arrangement | full-time<br><input type="radio"/> | part-time<br><input type="radio"/>         | don't know<br><input type="radio"/> |

- |  | yes<br>^              | no<br>^               | don't<br>know<br>^    |
|--|-----------------------|-----------------------|-----------------------|
| 3. attended other language or religion classes<br>Specify if known, please print: _____  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. attended an organized pre-school/nursery school (only if <b>part-time</b> , and if it was <b>not</b> the main child-care arrangement) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. attended Junior Kindergarten  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. _____   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**If you have any comments about this child and her/his readiness for school, list them below, please print.**

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## Appendix B: Sample of riding profile



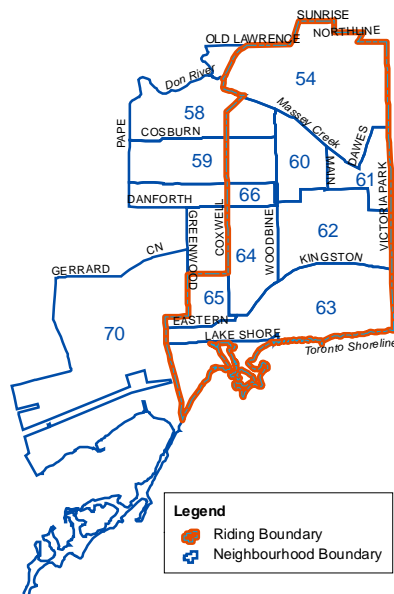
# Beaches-East York

2010/11 EDI RESULTS

## Beaches-East York Neighbourhoods

The following neighbourhoods fall either wholly or partially within the boundaries of Beaches-East York riding:

- |                                 |                        |                               |
|---------------------------------|------------------------|-------------------------------|
| 54 - O'Connor-Parkview          | 61 - Crescent Town     | 65 - Greenwood-Coxwell        |
| 58 - Old East York              | 62 - East End-Danforth | 66 - Danforth Village-Toronto |
| 59 - Danforth Village East York | 63 - The Beaches       | 70 - South Riverdale          |
| 60 - Woodbine-Lumsden           | 64 - Woodbine Corridor |                               |



## Social Risk Index (SRI) & EDI Results

The chart below shows the Social Risk Index (based on 2006 census data) for each neighbourhood, as well as how well its children fare on the EDI. A green box indicates relatively high EDI scores, a red circle indicates low EDI scores, and a yellow diamond indicates middle EDI scores. (See pg. 4 for further definitions regarding the SRI and EDI.)

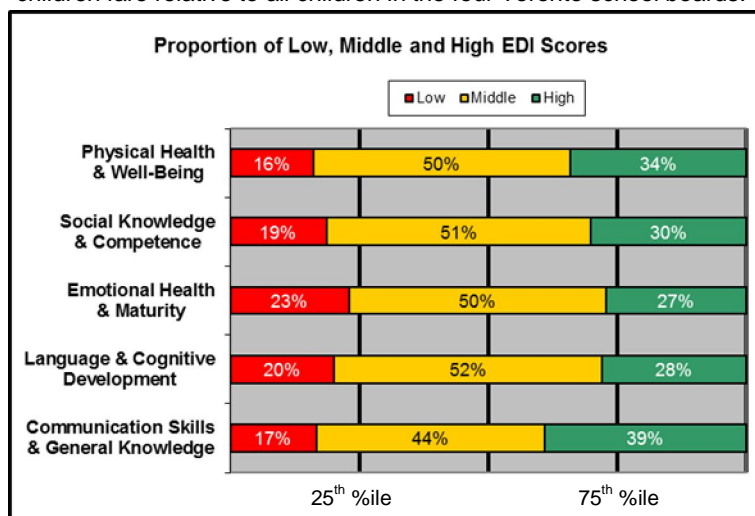
	SRI	EDI
54 - O'Connor-Parkview	High Risk	■
58 - Old East York	Low Risk	■
59 - Danforth Village East York	—	■
60 - Woodbine-Lumsden	—	◆
61 - Crescent Town	High Risk	■
62 - East End-Danforth	—	■
63 - The Beaches	—	■
64 - Woodbine Corridor	—	■
65 - Greenwood-Coxwell	High Risk	■
66 - Danforth Village-Toronto	—	■
70 - South Riverdale	High Risk	■

## EDI Highlights for Riding

- When a neighbourhood is considered to be high risk (as indicated by the Social Risk Index), the general expectation is that the children residing in that neighbourhood will exhibit lower EDI scores. O'Connor-Parkview (54), Crescent Town (61), Greenwood-Coxwell (65) and South Riverdale (70) were found to be high risk neighbourhoods; however, contrary to expectations, they have relatively fewer low-scoring children than other neighbourhoods.
- Woodbine-Lumsden (60) has the highest percentage of children identified as having multiple challenges in this riding.
- There are lower percentages of low-scoring children in this riding than in the whole of Toronto across all domains.

## EDI Results by Domain for Riding

The graph below indicates the relative percentages of **this riding's** children in senior kindergarten (SK) with Low, Middle, and High EDI scores for each of the five domains in comparison to **all** SK children from the four Toronto school boards. The solid black lines represent the percentage of children we would generally expect to fall in the bottom and top quartiles given all things being equal. The distance away from these solid black lines represent how **this riding's** children fare relative to all children in the four Toronto school boards.



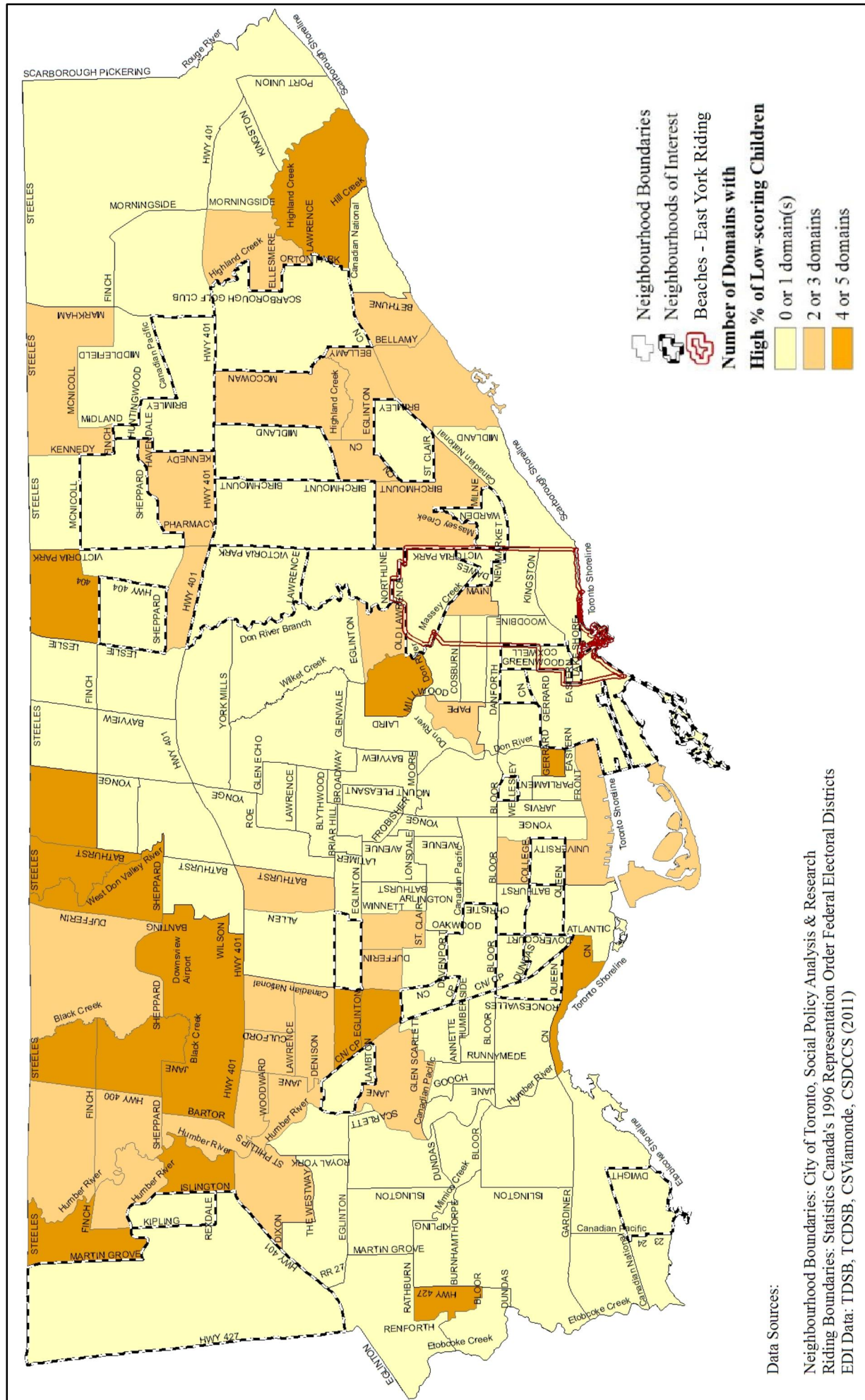
Funded by  
Ontario



	Neighbourhoods									Riding*		Toronto
	O'Connor-Parkview (54)	Old East York (58)	Danforth Village East York (59)	Woodbine-Lumsden (60)	Crescent Town (61)	East End Danforth (62)	The Beaches (63)	Woodbine Corridor (64)	Greenwood-Coxwell (65)	Danforth Village-Toronto (66)	South Riverdale (70)	Beaches-East York
Demographic Composition												
Total Population	17,755	9,025	16,500	8,050	15,210	20,095	20,415	11,550	14,705	9,575	24,415	109,122
Total Population Aged 0 to 6 (%)	9%	7%	7%	8%	11%	8%	8%	8%	7%	8%	7%	9%
Families with Children	3,425	1,665	2,965	1,435	2,980	3,610	3,470	1,980	2,630	1,665	3,980	19,832
Lone-Parent Families (%)	32%	28%	28%	37%	30%	35%	27%	35%	38%	28%	40%	32%
Cultural Diversity and Community												
Population With No Knowledge of English or French (%)	2%	2%	5%	5%	5%	2%	0%	3%	8%	7%	13%	3%
Population Speaking Home Language Other Than English (%)	24%	19%	25%	21%	42%	13%	3%	13%	27%	28%	32%	19%
Top 3 Home Languages (other than English)	Urdu Greek Bengali	Greek Chinese Urdu	Greek Chinese Italian	Chinese Tagalog Greek	Bengali Chinese Urdu	Chinese Urdu Bengali	Chinese French Spanish	Chinese Urdu Vietnamese	Chinese Urdu Vietnamese	Chinese Greek Italian	Chinese Vietnamese Portuguese	Chinese Bengali Urdu
Aboriginal Status (%)	0.20%	0.33%	0.43%	1.06%	0.37%	0.40%	0.20%	1.00%	0.78%	0.42%	1.09%	0.53%
Immigrants (%)	41%	34%	39%	35%	61%	29%	19%	29%	39%	36%	41%	35%
Recent Immigrants – In the Last 5 Years (%)	26%	13%	12%	12%	40%	19%	15%	16%	17%	13%	20%	24%
Mobility - Movers within Last Year (%)	14%	13%	12%	13%	21%	17%	15%	13%	15%	15%	16%	15%
Education, Employment, and Income												
Level of Education – Less than High School (%)	23%	22%	26%	26%	19%	20%	11%	19%	26%	27%	29%	20%
Level of Education – Post Secondary Completed (%)	43%	48%	46%	39%	51%	49%	65%	53%	43%	49%	44%	50%
Unemployment Rate (%)	8%	5%	7%	5%	10%	7%	4%	7%	10%	8%	8%	7%
Low Income Families – LICO (%)	17%	9%	10%	12%	26%	13%	7%	13%	18%	10%	21%	14%
Economic Family Income (Average)	\$75,651	\$91,426	\$78,669	\$69,810	\$51,769	\$90,866	\$155,092	\$87,026	\$69,521	\$86,640	\$74,820	\$91,165
EDI Results	N = 177 (195)	N = 56 (75)	N = 129 (135)	N = 58 (65)	N = 177 (215)	N = 204 (250)	N = 206 (240)	N = 125 (110)	N = 130 (135)	N = 90 (100)	N = 203 (230)	N = 1,082 (1,228)
n= num. of children in EDI sample (2010/11) (number of children 5 years of age) (2006 Census)												
Low Physical Health and Well-Being Score (%)	28%	18%	14%	16%	19%	10%	13%	11%	18%	11%	17%	16%
High Physical Health and Well-Being Score (%)	25%	30%	37%	47%	28%	37%	29%	50%	31%	42%	42%	34%
Low Social Knowledge and Competence Score (%)	22%	16%	20%	29%	21%	17%	12%	18%	18%	20%	19%	19%
High Social Knowledge and Competence Score (%)	25%	32%	21%	31%	25%	26%	38%	39%	21%	32%	33%	30%
Low Emotional Health and Maturity Score (%)	21%	21%	24%	41%	27%	23%	16%	20%	28%	22%	24%	23%
High Emotional Health and Maturity Score (%)	25%	30%	21%	19%	25%	25%	35%	31%	19%	24%	19%	27%
Low Language and Cognitive Development Score (%)	21%	17%	10%	26%	24%	19%	19%	19%	29%	26%	23%	20%
High Language and Cognitive Development Score (%)	30%	24%	40%	19%	17%	33%	34%	27%	13%	27%	26%	28%
Low Communication Skills and General Knowledge Score (%)	20%	14%	18%	21%	28%	13%	9%	12%	15%	18%	18%	17%
High Communication Skills and General Knowledge Score (%)	35%	36%	31%	48%	26%	42%	39%	54%	41%	39%	37%	39%
Identified as Having Multiple Challenges Using the Multiple Challenge Index (MCI) (%)	4%	4%	2%	7%	5%	1%	0%	3%	2%	3%	1%	3%
Number Identified as Special Needs	8	1	3	3	16	3	4	3	4	6	6	42
												686

# Beaches-East York Number of Domains Where Children Scored Low

The map below shows the number of EDI domains on which a neighbourhood's children scored low. A neighbourhood is considered to have scored low on a domain if its proportion of low-scoring children falls in the highest quartile of Toronto neighbourhoods. Neighbourhoods of interest are also highlighted to draw attention to areas that produce unexpected EDI results (e.g. a neighbourhood exhibiting a number of risk characteristics related to poor child development, yet has relatively few children scoring low on any of the EDI domains).



## What to Keep in Mind When Interpreting the EDI

1. The EDI is not intended to be interpreted in isolation; rather, its value as a planning tool is achieved in its interpretation within the context of the communities in which the information is generated.
2. Neighbourhood boundaries in the Riding Profiles do not match riding boundaries exactly; therefore the riding totals do not reflect the exact sum, or average, of all of the neighbourhoods that fall within its boundaries.
3. While EDI data is collected in the school that a child attends, information compiled for this report is based on the postal code of a child's residence. Hence, a child may attend school in one neighbourhood but his/her EDI scores contribute to the results of another.

### EDI

The EDI is a population-based measure of children's readiness to learn in school and is administered by teachers at the Senior Kindergarten level. The EDI measures observable behaviours and competencies in groups of children across five areas of early child development:

**Physical Health and Well-Being** refers to physical readiness for the school day, physical independence, and gross and fine motor skills.

**Social Knowledge and Competence** refers to overall social competence, responsibility and respect, approaches to learning and readiness to explore new things.

**Emotional Health and Maturity** refers to prosocial and helping behaviour, anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.

**Language and Cognitive Development** refers to basic and advanced literacy skills, interest in literacy/numeracy and memory, and basic numeracy skills.

**Communication Skills & General Knowledge** refers to the child's ability to communicate needs and ideas effectively and interest in the surrounding world.

## Multiple Challenge Index (MCI)

There are 16 sub-domains within the five major domains of the EDI. Each of the sub-domains represents a relatively homogenous aspect of a child's development. If a child scores low (below the Ontario baseline cut-off) on nine or more of the 16 sub-domains, he/she is considered to have multiple challenges. This means that the child is having problems in at least three of the five EDI domains.

### For More Information about the EDI:

[www.offordcentre.com](http://www.offordcentre.com)  
[www.children.gov.on.ca](http://www.children.gov.on.ca)

[www.mothercraft.ca](http://www.mothercraft.ca)  
[www.toronto.ca](http://www.toronto.ca)

The EDI results are also available through the use of a free interactive online mapping tool called the Toronto Mapping and Planning Tool (TMPTool):

[www.mothercraft.ca](http://www.mothercraft.ca)

## EDI Score Rating for Neighbourhoods

Neighbourhoods are identified as being 'High', 'Middle' or 'Low' based on the following categorization methods:

- **High EDI:** a neighbourhood whose percentage of low-scoring children falls in the highest quartile of all Toronto neighbourhoods on 0 or 1 domain.
- ◆ **Middle EDI:** a neighbourhood whose percentage of low-scoring children falls in the highest quartile of all Toronto neighbourhoods on 2 or 3 domains.
- **Low EDI:** a neighbourhood whose percentage of low-scoring children falls in the highest quartile of all Toronto neighbourhoods on 4 or 5 domains.

## Social Risk Index Rating for Neighbourhoods

The Social Risk Index (SRI) is calculated based on nine neighbourhood characteristics that correlate with poor child development such as low income and education levels (see Appendix A of the larger report for more information regarding calculation of the SRI). Neighbourhoods with a rating of seven or higher are identified as being 'high risk' and are defined as having multiple risk characteristics. Neighbourhoods with a rating of two or lower are identified as being 'low risk' and are defined as having little or no risk characteristics.

## Some Questions to Consider

- How ready for school are children in your neighbourhood? What is the percentage of children that have been identified as having multiple challenges?
- In which domains do children in each neighbourhood do well, or fall behind?
- Take a look at the percentage of children who score low/high on *each* domain. Consider the following questions and try to come up with your own explanations to determine (a) why your neighbourhood children received that particular EDI score and (b) how particular social/demographic factors may impact the scores for each domain. What can be done to better prepare children in your community for school?
  - What is the composition of the families in your neighbourhood? How many lone-parent families are there and what is the average income in your neighbourhood? What type of family supports do these families have? How does this influence a child's physical or emotional health?
  - What is the percentage of individuals that have not completed high school? Might this contribute to low scores in 'Language and Cognitive Development'?
  - What community activities (i.e. parks and recreation, early learning, childcare, libraries, etc.) exist in your neighbourhood? Are there opportunities for children to play, learn, and interact with other children and/or take part in early learning programs? Are they accessible? Could this affect one's physical health as well as their communication and language development?



## Appendix C: Sample invitation



**York Centre – Ontario Early Years Centre**

Invites you

To an

**Early Development Instrument (EDI)  
Community-Based Planning Workshop  
By**

**Toronto Data Analysis Coordinators**

On

**Friday, February 23, 2012**

From

**1:30 P.M. – 3:00 P.M.**

At

**The Hincks-Dellcrest Centre  
1645 Sheppard Avenue West  
(Sheppard Ave. West and Keele Street)**

**Topics to be covered:**

- \* Brief introduction to the Early Development Instrument
- \* Description of the five domains
- \* Overview of how to read the riding report
- \* How to interpret your riding results
- \* Discussion on how the EDI can be included in community-based planning.

**Light refreshments to be served**

Please RSVP with  
Name at (416) 999-9999 ext.999



## Appendix D: EDI Workshop Checklist

### **EDI Workshop Checklist**

- ☐ Invitations sent out to community partners, Data Analysis Coordinators, etc.

*Suggested list of invitees:*

- Parenting and Family Literacy Centres
- Early Years Centres
- Community Action Programs for Children
- Schools
- Public Library
- Preschool Speech and Language Programs
- Public Health
- Primary Health Care Providers/Teams
- Children's Mental Health and Counseling Services
- Food/Housing Support Programs
- Employment Supports
- Child Welfare Supports
- Aboriginal Services
- Integration and Settlement Services
- Multicultural Organizations
- Faith based Organizations
- Recreation/Arts Programs

- ☐ Name tags

- ☐ Copies made of the following in preparation for workshop

- Riding Profile (1 for every participant)
- Worksheet (1 copy for every 5 participants)
- EDI questionnaire (3 or 4 copies)
- Supplementary sub-domain information (available upon request)

- ☐ Chart paper and markers for group break-out sessions



## Appendix E: Information for Co-Facilitators of EDI Workshops





## **INFORMATION FOR CO-FACILITATORS OF THE EDI COMMUNITY WORKSHOPS**

### **Guiding Questions**

- 1) How has EDI influenced planning at your organization?
  - New programs?
  - Changes to existing programs?
- 2) If your organization has made changes to existing programs or introduced programs, please elaborate on steps taken.
  - Who was part of your planning group?

### **Presentation**

- Please let us know if you would like us to include your slides in our presentation or if you will be speaking without slides.



## Appendix F: Domains and Sub-domains of the Early Development Instrument

## Appendix F

### DOMAINS AND SUB-DOMAINS OF THE EARLY DEVELOPMENT INSTRUMENT

<b>Physical Health and Well-Being</b>	Fine and gross motor skills Physical readiness for the school day Physical independence
<b>Social Knowledge and Competence</b>	Responsibility and respect Approaches to learning Readiness to explore new things Overall social competence
<b>Emotional Health and Maturity</b>	Prosocial and helping behaviour Anxious and fearful behaviour Aggressive behaviour Hyperactivity and inattention
<b>Language and Cognitive Development</b>	Basic literacy skills Basic numeracy skills Interest in literacy/numeracy and memory Advanced literacy skills
<b>Communication Skills and General Knowledge</b>	Communication and general knowledge



## Appendix G: EDI Community Action Worksheet

## EDI COMMUNITY ACTION WORKSHEET

### 1. Starting Point 2 minutes

- Designate a time-keeper, note-taker and presenter
- Choose one geographic area to focus:

Riding \_\_\_\_\_ OR Neighbourhood \_\_\_\_\_

### 2. Pick one domain that you would like to focus on as a community. 2 minutes

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

### 3. What's the story behind the current results? Identify the causes/forces at work 5 minutes


### 4. Come up with three best strategies/actions to change these results – What works? 10 minutes

- a) No-cost/Low-cost \_\_\_\_\_
- b) Intermediate \_\_\_\_\_
- c) Off-the-wall \_\_\_\_\_

5. Identify the partners who would be involved in these strategies/actions.  5 minutes


6. Community Action Plan  10 minutes

	Strategies/Actions	Responsibility	Monitoring Timelines/Tools	Expected Outcome
No/Low Cost				
Intermediate				
Off-the-wall				

7. Other considerations  3 minutes

Professional Development Needs	Personnel	Material Resources