



EARLY DEVELOPMENT INSTRUMENT
a population-based measure for communities

Early Development Instrument

Teacher's Manual

2022/2023



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Getting Started

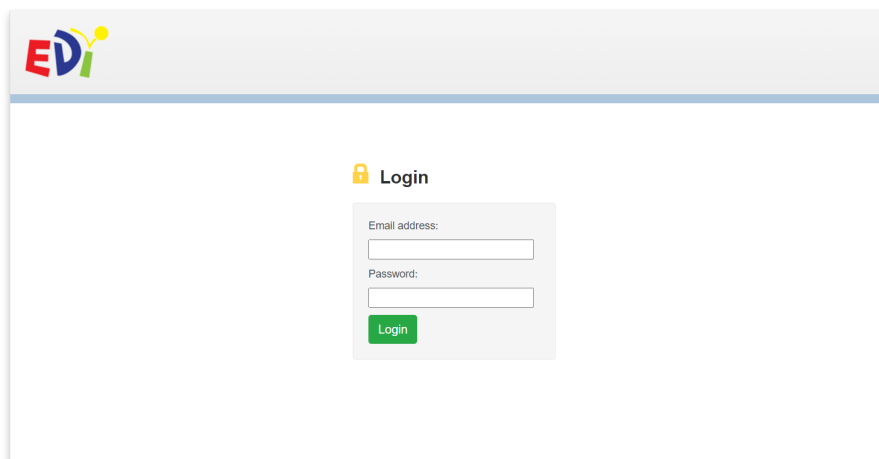
Before you Begin the Electronic EDI ...

- 1. Review the EDI questions** and ensure that you feel reasonably comfortable with the questions that will be asked about each student. If you feel unable to answer any specific questions on a child you may save your completed e-EDI work and gather any additional information needed to complete a child's questionnaire.
- 2. Get your login and password.** You will be provided with a login name and password from your local coordinator.
- 3. Have your class lists available.** Match Local ID's, gender, and birth dates to confirm that you are entering information for the correct student.
- 4. Ensure that all the children in your class(es) have a local ID and are included on your list.** Missing students will need to be added.
- 5. Review any background,** report cards, student file, Kindergarten Registration, the EDI Guide or other information that might help you to answer the questions for each student.
- 6. If applicable, list students whose parents/guardians have declined permission** to participate. Letters will be sent to parents ahead of the scheduled time for EDI data entry and you can take the appropriate measures during your e-EDI data entry.
- 7. Good luck and thank you!** Call or email if you have questions.


Part I - Navigating the e-EDI on the Web

1. Logging on

- Open your web browser and go to www.e-EDI.ca. You will see the log-in screen pictured below
- Enter your login/email address, as well as your password
- Click login to sign on



EDI

 **Login**

Email address:

Password:

Login

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NOTE:

You will automatically be restricted to your provincially specific questionnaire. You do not need to select which province you are in
After 15 minutes of inactivity you will be logged off. Remember to continuously save your work

2. Using the Dashboard and Menu Options

- Once you login, the Dashboard will appear. This is the starting point for the rest of your work
 - On the Dashboard you will see:
 - Number of questionnaires: total, in progress, and completed
 - News feed: updates or important information
- The menu options on the left hand side are all links:
 - Teacher Profile: Teacher profile and questionnaire is completed here
 - Class list: click here to review your list of students and start completing your questionnaires
 - Resources: Click here to view a copy of the EDI Guide
 - FAQs
 - Contact Us
- Click the Logout button in the top right hand corner to exit the system. You will have to log back in to continue

 **Log Out**

Early Development Instrument
A Population-Based Measure for Communities

English teacher@email.com Log Out

Teacher Dashboard Test teacher

CHILDREN 10

EDI Questionnaires 10 Total Questionnaires

Not Started	100%
In Progress	0%
Complete	0%

Teacher Profile Status

☐ Teacher Profile

News Feed

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3. Viewing Class Info

This screen does not require any work on your part but is a good way to review what you have completed and keep organized.

- From the Dashboard, click on Class List to take you to the Class List screen

Early Development Instrument
A Population-Based Measure for Communities

English teacher@email.com Log Out

Teacher Dashboard Test teacher

CHILDREN 10

EDI Questionnaires 10 Total Questionnaires

Not Started	100%
In Progress	0%
Complete	0%

Teacher Profile Status

☐ Teacher Profile

News Feed

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- Basic class information is shown here. If you have multiple classes you should see both classes.
- Use the local ID received from your local coordinator to match the children's names and identify each student.

Class Management

+ Add Edit Excel Export Search

EDI_ID	Child's Local ID	Teacher	Gender	Date of Birth	Postal/Zip	Status	% Complete	EDI
230199107801401	761	Teacher	Male	2012-06-05	A1A1A1	New	0%	EDI
230199107801402	762	Teacher	Female	2012-01-10	A1A1A1	New	0%	EDI
230199107801403	763	Teacher	Male	2012-07-04	A1A1A1	New	0%	EDI
230199107801404	764	Teacher	Female	2012-02-09	A1A1A1	New	0%	EDI
230199107801405	765	Teacher	Male	2012-08-03	A1A1A1	New	0%	EDI
230199107801406	766	Teacher	Female	2012-03-08	A1A1A1	New	0%	EDI
230199107801407	767	Teacher	Male	2012-09-02	A1A1A1	New	0%	EDI
230199107801408	768	Teacher	Female	2012-04-07	A1A1A1	New	0%	EDI
230199107801409	769	Teacher	Male	2012-10-01	A1A1A1	New	0%	EDI
230199107801410	770	Teacher	Female	2012-05-06	A1A1A1	New	0%	EDI

1 of 1 pages (10 items)

NOTE:

The “Status” column shows the e-EDI completion for each child. In the picture above, all the EDIs are new and have 0% complete. **The questionnaires can be partially or totally completed but the word “Locked” will only appear in the Status column once the questionnaire has been Locked.** See section titled “Checking for Completeness and Locking e-EDI questionnaires”

Clicking on “EDI” will open the questionnaire for that student

4. How to access the EDI Questionnaires

- From the Teacher Dashboard, click on Class List on the left hand side of your screen to take you to the EDI Questionnaires.
- Clicking on the “EDI” with the flashing arrow will open the EDI Questionnaire for that student where you can begin the data entry.

Class Management

+ Add Edit Excel Export Search

EDI_ID	Child's Local ID	Teacher	Gender	Date of Birth	Postal/Zip	Status	% Complete	EDI
230199107801401	761	Teacher	Male	2012-06-05	A1A1A1	New	0%	EDI
230199107801402	762	Teacher	Female	2012-01-10	A1A1A1	New	0%	EDI
230199107801403	763	Teacher	Male	2012-07-04	A1A1A1	New	0%	EDI
230199107801404	764	Teacher	Female	2012-02-09	A1A1A1	New	0%	EDI
230199107801405	765	Teacher	Male	2012-08-03	A1A1A1	New	0%	EDI
230199107801406	766	Teacher	Female	2012-03-08	A1A1A1	New	0%	EDI
230199107801407	767	Teacher	Male	2012-09-02	A1A1A1	New	0%	EDI
230199107801408	768	Teacher	Female	2012-04-07	A1A1A1	New	0%	EDI
230199107801409	769	Teacher	Male	2012-10-01	A1A1A1	New	0%	EDI
230199107801410	770	Teacher	Female	2012-05-06	A1A1A1	New	0%	EDI

1 of 1 pages (10 items)

5. Navigating through the e-EDI

- **Help:** click **Help** to view the online EDI Guide explanation.
- **Section links:** Click the section links on the left-hand side, or at the top of the current section, to navigate between the sections for a particular student
- **Save:** Click to save your work
- **Class List:** Click to return to the Class List page, but save your work first

NOTE:

Continuously save as you work! After 15 minutes of inactivity you will be automatically logged off the system and all your changes will be lost.

You may partially complete any part of the questionnaire and Save to return to your work at another time. Do this when you need to make additional observations or take a break. Any of your answers can be modified until you “Lock” the EDI. See section for instructions on how to check for completeness and submit the questionnaires.

Part II - Completing the EDI

Before you Begin Data Entry...

Ensure that you have confirmed student identities and added any new or missing students. You may then proceed to completing the EDI questionnaires.

If you are entering your surveys over a period of several days... Remember that you can use the Class List screen to see an overview of which EDIs have been completed in each of your classes.

Child Demographics Section

The Child Demographics screen contains questions about the child's background.

- Double check the date of birth, gender, postal code, and any other pre-filled information. If this is an added student, you must complete the demographic information
- Complete every question
- Click "Save" to save your work as you go along
- Click Section A to go to the next section for this same student.

NOTE:

If a student is new to class, has moved, or consent has been declined...

Question 1 gives you an opportunity to note the circumstances in which it is inappropriate for you to continue with a student's EDI. When you have had a student less than a month, they have moved, or consent to participate has been declined, it will be noted here. You will then be prompted to stop completing and Lock the questionnaire.

2. Section A - Physical Health and Well-Being

Section A has 13 questions about the child's physical well-being including the child's daily preparedness for school, physical abilities, and specific physical skills.

- Complete every question using your observations and the notes below. Trust your instincts!
- Click "Save" at the top of the screen to save your work as you go along
- Click "Section B" to go to the next section for this same student

Questionnaires Section A - Physical Well-being 220699600101401 - 2016-01-01

[< Demographics](#) [Section B >](#)

Demographics

Section A

Section B

Section C

Section D

Section E

Options:

☐ English

☐ Validation-Off

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

Days

[Help](#)

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

	Yes	No	Don't Know	
over- or underdressed for school-related activities	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know	Help
too tired/sick to do school work	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know	Help
late	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know	Help
hungry	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know	Help

3. Section B - Language and Cognitive Skills

Section B asks 40 questions about the child's language and cognitive skills

- Complete each question. Take into consideration the child's acquisition and use of language, rather than correct grammar. Answer "yes" if the skill is developed or developing well. Answer "no" if the skill has not developed or is developing too slowly
- Click "Save" at the top of the screen to save your work as you go along.
- Click to go to the next section for this same student.

Questionnaires Section B - Language and Cognitive Skills 220699600101401 - 2016-01-01

[< Section A](#) [Section C >](#)

Demographics

Section A

Section B

Section C

Section D

Section E

Options:

☐ English

☐ Validation-Off

How would you rate this child's

	Very Good/Good	Average	Poor/Very Poor	Don't Know	
ability to use language effectively in English	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help
ability to listen in English	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help
ability to tell a story	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help
ability to take part in imaginative play	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help
ability to communicate own needs in a way understandable to adults and peers	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help
ability to understand on first try what is being said to him/her	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help
ability to articulate clearly, without sound substitutions	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help

4. Section C - Social and Emotional Development

Section C asks 58 questions about the child's social and emotional development.

- Complete every question.
- Click "Save" at the top or bottom of the screen to save your work as you go along
- Click "Section D" to go to the next section for this same student.

Questionnaires Section C - Social and Emotional Development 220699600101401 - 2016-01-01

[< SectionB](#) [SectionD >](#)

How would you rate this child's

	Very Good/Good	Average	Poor/Very Poor	Don't Know	
overall social/emotional development	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help
ability to get along with peers	<input type="radio"/> Very Good/Good	<input type="radio"/> Average	<input type="radio"/> Poor/Very Poor	<input type="radio"/> Don't Know	Help

Options:

☐ English

☐ Validation-Off

Below is a list of statements that describe some of the feelings and behaviours of children. For each statement, please select the response 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	
plays and works cooperatively with other children at the level appropriate for his/her age	<input type="radio"/> Often or Very True	<input type="radio"/> Sometimes or Somewhat True	<input type="radio"/> Never or Not True	<input type="radio"/> Don't Know	Help

5. Section D - Special Concerns

Section D asks about special problems that apply to the child.

- In this section, SPECIAL refers both to the needs already noted on the cover page as SPECIAL NEEDS, and any other difficulties that the child is currently experiencing.
- Please base your answers on TEACHER OBSERVATION and/or MEDICAL DIAGNOSIS AND/OR PARENT/GUARDIAN INFORMATION
- Click "Section E" to go to the last section for this student.

Questionnaires Section D - Special Concerns 220699600101401 - 2016-01-01

[< SectionC](#) [SectionE >](#)

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	
	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know	Help

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	Both
physical disability	<input type="radio"/> Yes Observed	<input type="radio"/> Yes Parent Info/Medical Diagnosis	<input type="radio"/> Both
visual impairment	<input type="radio"/> Yes Observed	<input type="radio"/> Yes Parent Info/Medical Diagnosis	<input type="radio"/> Both
hearing impairment	<input type="radio"/> Yes Observed	<input type="radio"/> Yes Parent Info/Medical Diagnosis	<input type="radio"/> Both
speech impairment	<input type="radio"/> Yes Observed	<input type="radio"/> Yes Parent Info/Medical Diagnosis	<input type="radio"/> Both

6. Section E - Additional Questions

Section E asks questions about the child's preschool experiences. This information will be correlated with children's EDI scores to see if there are significant correlations between a child's preschool experiences and their readiness to learn. Answer these questions about the child's preschool experiences to the best of your knowledge. Mark all selections that apply. In some school boards this information is available through the student's files, or Kindergarten Registration. Availability of this information will be reviewed for your board during teacher training sessions.

- Answer these questions to the best of your knowledge. Use data from the students file if available.
- Use the space at the bottom of Section E for additional comments about the child, or feedback about the e-EDI process, layout, or question wording.
- Click "Save" at the top of the screen to save your work.
- Once you have completed section E you are ready to check for completeness and Lock the EDI.

Questionnaires Section E - Additional Questions 230199107801410 - 2012-05-06

[< SectionD](#)

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

	Yes	No	Don't Know
attended an early intervention program	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know

Specify if known

	Yes	No	Don't Know
has been in non-parental care on a regular basis prior to kindergarten entry	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't Know

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

☐ Centre-based, within our school building

7. Checking for completeness and Locking e-EDI questionnaires

Once you have completed all of the sections and are comfortable with your answers for a given child, you may go ahead and take the steps to lock the e-EDI for this child by following the directions below:

- Check your EDI for Completeness by reviewing the Section Headings on the left-hand side to ensure all sections of the questionnaire are complete as indicated by a green check mark.
- If you have missed questions, a red box will appear beside that section. In this example, all sections have been fully completed with the exception of Section E. You will have to return to the incomplete sections and fill in any blanks.

Questionnaires Section E - Additional Questions 220699600101401 - 2016-01-01

[< SectionD](#)

What was the MAIN type of Monday to Friday care for each age period?

	Parent/Guardian Care	Licensed Center-based care/early childhood program	Licensed Care in Somone's Home(e.g. dayhome)	Paid Unlicensed Care (e.g. babysitter)	Unpaid Unlicensed Care(e.g. friend or relative)	
Birth-1	<input type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help
1-2	<input type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help
2-3	<input type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help
3-4	<input type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help
	Parent/Guardian Care	Licensed Center-based care/early childhood program	Licensed Care in Somone's Home(e.g. dayhome)	Paid Unlicensed Care (e.g. babysitter)	Unpaid Unlicensed Care(e.g. friend or relative)	Junior Kindergarten
4-5	<input type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help

- If you are unsure which items you have missed, you can toggle the Validation tab on the left hand side to on, and any incomplete items will appear in red with a red X.

Questionnaires Section E - Additional Questions 220699600107401 - 2016-01-01

< Section D

What was the MAIN type of Monday to Friday care for each age period?

	Parent/Guardian Care	Licensed Center-based care/early childhood program	Licensed Care in Somone's Home(e.g. dayhome)	Paid Unlicensed Care (e.g. babysitter)	Unpaid Unlicensed Care(e.g. friend or relative)	
Birth-1	<input type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help
1-2	<input checked="" type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help
2-3	<input type="radio"/> Parent/Guardian Care	<input checked="" type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help
3-4	<input checked="" type="radio"/> Parent/Guardian Care	<input checked="" type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	Help

	Parent/Guardian Care	Licensed Center-based care/early childhood program	Licensed Care in Somone's Home(e.g. dayhome)	Paid Unlicensed Care (e.g. babysitter)	Unpaid Unlicensed Care(e.g. friend or relative)	Junior Kindergarten	
4-5	<input type="radio"/> Parent/Guardian Care	<input type="radio"/> Licensed Center-based care/early childhood program	<input type="radio"/> Licensed Care in Somone's Home(e.g. dayhome)	<input type="radio"/> Paid Unlicensed Care (e.g. babysitter)	<input type="radio"/> Unpaid Unlicensed Care(e.g. friend or relative)	<input checked="" type="radio"/> Junior Kindergarten	Help

- Once you have completed all sections you can click **Lock Questionnaire** at the bottom of **Section E**.

Section E

Options:

English

Validation-On

Other ☐ Once a Week or More ☐ 1-3 Times a Month ☐ Several times a year ☐ Once a year ☐ Not at all ☐ Not available in the community [Help](#)

If other, please specify:

If you have any additional comments about this child and her/his readiness for school, list them below.
*****For privacy reasons please do not include a child's name**

Put content here...

< Section D [Lock Questionnaire](#)

- You will get a message asking if you are sure that you want to continue with locking the the questionnaire. If you have still missed questions, a screen will appear summarizing the status of each section of that child's e-EDI. In this example, all sections have been fully completed with the exception of Section D. You will have to return to the incomplete sections and fill in any blanks.

Confirm Lock

Are you sure you want to lock this student?


Please make sure each section is ☒ Complete.

If not complete, click on the ☐ Incomplete section and complete the missing items.

- ☒ Demographics
- ☒ Section A
- ☒ Section B
- ☒ Section C
- ☐ Section D
- ☒ Section E

[Yes](#) [Cancel](#)

- If you have completed all sections, you can click **Yes**. You will be returned back to the EDI Questionnaires page and the word **Locked** will appear in the Status column.

Class Management									
<div> + Add Edit Excel Export </div> <div>Search</div>									
↑	EDI_ID	Child's Local ID	Teacher	Gender	Date of Birth	Postal/Zip	Status	% Complete	
	230199107801401	761	Teacher	Male	2012-06-05	A1A1A1	New	0%	EDI
	230199107801402	762	Teacher	Female	2012-01-10	A1A1A1	Locked 	0%	EDI
	230199107801403	763	Teacher	Male	2012-07-04	A1A1A1	New	0%	EDI
	230199107801404	764	Teacher	Female	2012-02-09	A1A1A1	New	0%	EDI

NOTE:

Once an e-EDI is locked it may not be accessed or modified in any way. If you mistakenly lock a questionnaire, please contact the webmaster.

If you have a lot of “don’t know” answers, put this child’s e-EDI aside and observe the child for a few more days. Do not “test” the child, but rather watch them in their daily activities. Then return to the child’s e-EDI to provide more detailed answers.

Make sure you Lock every questionnaire individually.

Part III - Additional Information

Adding New or Missing Students

If you find that when viewing your e-EDI class list that you have new or missing students you can add them in the following manner:

- From the Class List page, click + **Add** in the top toolbar.
- The e-EDI system automatically assigns the next EDI number in the sequence for your class. Enter the appropriate local ID, date of birth, postal code, and gender for the new student.
- Click on **Submit**. A green dialogue box indicating success will appear. The new student's questionnaire will automatically appear at the bottom of your class list

Class Management									
<div> + Add Edit Excel Export </div>									
	EDI ID	Child's Local ID	Teacher	Gender	Date of Birth	Postal/Zip	Status	% Complete	
	230199107801401	761	Teacher	Male	2012-06-05	A1A1A1	New	0 %	EDI
	230199107801402	762	Teacher	Female	2012-01-10	A1A1A1	Locked		
	230199107801403	763	Teacher	Male	2012-07-04	A1A1A1	New	0 %	EDI
	230199107801404	764	Teacher	Female	2012-02-09	A1A1A1	New	0 %	EDI
	230199107801405	765	Teacher	Male	2012-08-03	A1A1A1	New	0 %	EDI
	230199107801406	766	Teacher	Female	2012-03-08	A1A1A1	New	0 %	EDI

- The e-EDI system automatically assigns the next EDI number in the sequence for your class. Enter the appropriate local ID, date of birth, postal code, and gender for the new student.
- Click on **Submit**. A green dialogue box indicating success will appear. The new student's questionnaire will automatically appear at the bottom of your class list

New Child

Exit

EDI ID:

220699600101911

Local ID:

Local ID

Date of Birth:

dd/mm/yyyy

Postal / Zip:

Postal/Zip

Gender:

Site:

996

School:

NT test school 1

Teacher:

NT test teacher 1

Year:

2022

Save

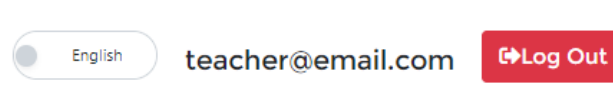
NOTE:

To report a student who has moved or is no longer in the class, use the instructions under the heading "If a student is new to class, has moved, or consent has been declined..."

Deleting a Student

- The e-EDI system will not allow you to delete any student from your class list
- In order to delete a student, please contact the EDI Coordinator at the OCCS (see contact information)
- Only students who have never been in your class should be deleted from your class list
- If a child has moved away, you should select either "moved out of class" or "moved out of school" in the student status question of the demographics section. You will then be prompted to lock the questionnaire.

Logging Out



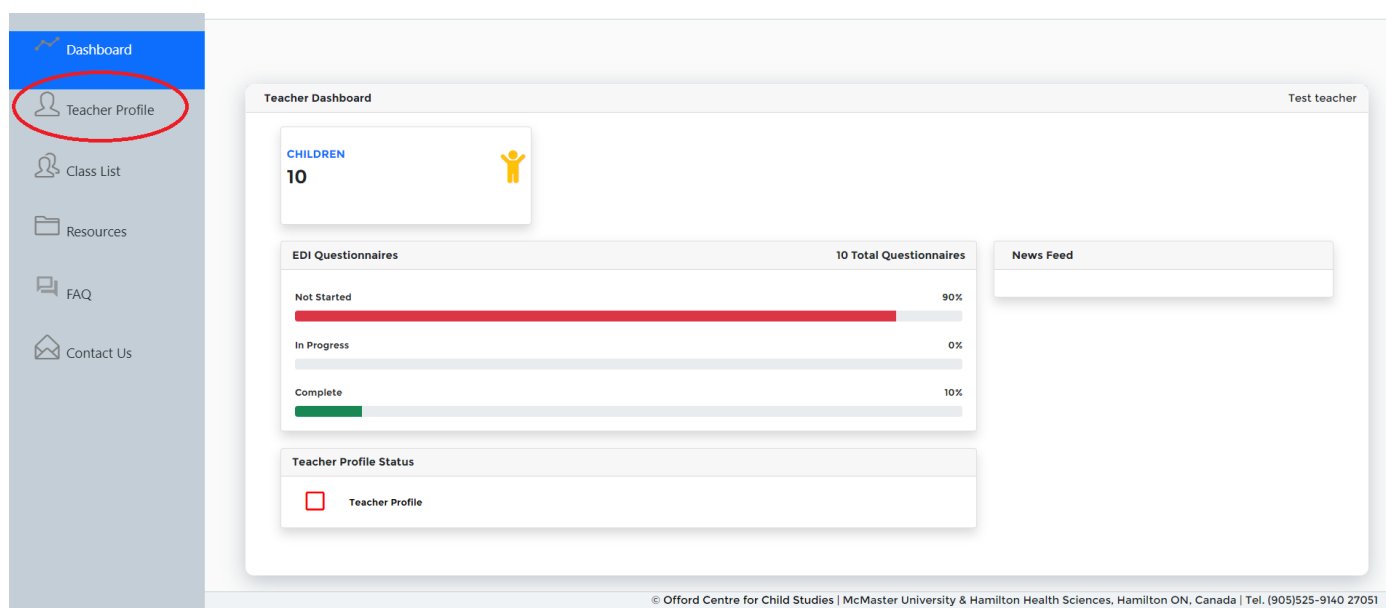
- To exit the system, click the "Logout" button located in the top right hand corner. You will have to log back in to continue.

Part IV - Teacher Profile

Completing the Teacher Profile

This section, which asks about previous experience with the EDI, feedback on the EDI teacher guide and individual demographics, teaching experience and background information, is completed once by each teacher. This information is highly confidential and is not analyzed in conjunction with student data. It simply helps to understand the general characteristics of the population of teachers. It also helps keep things organized! Completion of this page is optional, but important.

- From the Dashboard click on **Teacher Profile** to take you to the Teacher Profile Form screen.



- Complete this section by selecting the correct response option.

- Click Save at the bottom of the Teacher Profile to save changes. Without saving your information will be lost



- After completing and saving your work using the Save button, click Dashboard. You will see a green check mark appear beside the **Teacher Profile Status** on the Dashboard.

The screenshot shows a user interface for the EDI Teacher Profile. On the left is a sidebar with two links: 'FAQ' and 'News'. The main content area has a progress bar at the top labeled 'Complete' with a green bar and '17%' on the right. Below the progress bar is a section titled 'Teacher Profile Status'. Inside this section, there is a row with a green checkmark icon circled in red, followed by the text 'Teacher Profile'.

When you have submitted the e-EDIs for each of your students and completed your Teacher Profile, you are done.

CONGRATULATIONS!

You have completed the EDI! Your completed surveys will be automatically collected by the e-EDI administrators and will be joined together with the EDI surveys completed by your colleagues. Thank you for your hard work and the contribution you have made to improving children's developmental health at school entry.

Part V - Quick e-EDI Tips for Teachers

1. When Contacting the e-EDI Administrator

The best way for us to find you in the e-EDI system is with a child's EDI ID or your original password (teacher's EDI ID). You could also give us your site, school name, and teacher name

2. Teachers are unable to:

- Add or change Local ID after it is entered
 - If you forget the Local ID when adding a student, don't add another student – complete the EDI, and tell the administrator what Local ID to add
- Delete a student
 - As soon as you hit “Add Student” the student will appear at the end of your class list (EDI ID is automatically generated). The only reason you would need to delete a student is if you added an extra questionnaire in error, or if the child never existed in your school. If they were ever in your class and you are not completing the EDI for them, you have to mark the appropriate response in the “Student Status” field in Demographics
- Unlock a questionnaire
 - Ensure you are ready before you “Lock Child” – once it's locked, you can't make any changes (though you can still request that an administrator unlock it)

3. When you're done, make sure every questionnaire in your class is LOCKED

- Don't forget to **Lock** every questionnaire!
- If a child: is no longer in your class/school, has no consent (if consent is required), etc, choose the appropriate answer for Student Status (in Demographics), then Lock,

4. Make sure to save continuously as you work

- After 15 minutes of inactivity, you will be logged off

5. There is no “Send” button for the Teacher Participation form

- If you hit the “Save” button, the information will automatically get sent to McMaster.

Part VI - Contact

If you have any **questions, comments, or feedback** regarding the electronic EDI, please contact McMaster at:
rasope@mcmaster.ca