



EARLY DEVELOPMENT INSTRUMENT
a population-based measure for communities

Early Development Instrument Guide

Ontario
2022/2023



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Introduction

The Early Development Instrument is a teacher-completed checklist that assesses children's developmental health at school entry in five domains:

- physical health and well-being
- social competence
- emotional maturity
- language and cognitive development, and
- communication skills and general knowledge.
- It also includes two additional scales indicating the child's special skills and problems.

The instrument is designed to be interpreted at the **group** level. This means that it can be brief and focused only on certain aspects of behaviour and can be completed for each child in the group. It has not been set up to give a complete picture of an individual child.

This instrument has undergone extensive pilot testing, and has been compared with direct assessment results and with parent reports. It has also been repeated on the same group of children within a short space of time. It has demonstrated reliability in all these tests.

In the process of the development, the EDI has also been streamlined, using detailed input from teachers. Questions that did not seem clear enough, or did not bring any new information have been removed.

In making the ratings on the children in your class it is important to consider how your interpretations of child development, and therefore your responses, may be influenced by your:

gender...life experiences...
cultural heritage...socio-economic
circumstances...role models...values...

Below you will find a list of all the questions from the Early Development Instrument.

Most of them will have explanatory notes, or detailed rating descriptions for each response option.

The explanations are based on consultations with teachers and the testing of over 61,000 children in 1999 and 2000. No explanations were added where questions were considered self-explanatory.

If you would like to comment on this guide or any particular questions, we would be glad to hear from you.

Please complete all the information in the instrument as described below:

Child Demographics

Student Status

- Student must be currently in your class for you to complete the EDI. If the child is currently in your class but has been there for less than one month, do not complete the rest of the form. This applies to children who have entered the class at some time other than the beginning of the year or who have been off sick or travelling.
- If the child has moved out of this class/school, do not complete the rest of the questionnaire.
- If parents/guardians request that you do not assess their child, mark OTHER and do not fill in the rest of the questionnaire.

Class Assignment

- This question is usually pre-filled. You do not have to enter anything in this field.
- In the event you do have to answer this question, please answer as follows:
- Year 2 (SK): Refers to a child in a class 1 year before starting Grade 1

Child's Date of Birth

- Please complete only if the date of birth is INCORRECT.
- If this information is missing or incorrect be sure to fill in the child's actual date of birth.

Child's Gender

- Please complete only if the child's gender is INCORRECT.
- If you feel that no provided option accurately reflects a child's gender, please leave this question blank. If the question is pre-filled, please double-click the response to de-select this option.

Child's Postal Code

- Please complete only if the child's postal code is INCORRECT.

Class Type

- Please select the type of class the child is in (e.g. kindergarten, kindergarten/grade 1, etc.).

Identified Special Needs and/or Special Education Needs

- A child may have special needs due to a diagnosis (see Section D) provided by medical or health practitioners in the community. Or, a child may have special education needs, meaning the child:
 - has been identified as exceptional (see Provincial definitions below) by an Identification, Placement, and Review Committee (IPRC), and is required to have an Individual Education Plan (IEP); or
 - has not been identified by an IPRC but requires an IEP, or
 - is receiving special education programs and/or services even though they may not yet have an IEP

In the Ontario publicly funded education system, the determining factor for the provision of special education programs and/or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of individual children based on the individual assessment of strengths and needs.

Does the child have identified special needs?

- Yes indicates the child has already been identified as having special needs (e.g., a medical, physical, mental health diagnosis by a doctor, pediatrician, psychologist, or assessment by a Speech and Language Pathologist, Audiologist, etc.).
- This question must not be left blank, otherwise these children will be omitted from the analysis.

Is the child (mark all that apply):

- Identified as exceptional by an IPRC
- Having/in process of receiving an Individual Education Plan (IEP)
- Receiving special education programs and/or services
- Identified as gifted

| Categories of Exceptionalities | Definitions of Exceptionalities |
|--------------------------------|--|
| Behavioural | <p>Behavioural Exceptionality: A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:</p> <ol style="list-style-type: none"> an inability to build or to maintain interpersonal relationships; excessive fears or anxieties; a tendency to compulsive reaction; an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. |
| Communicational | <p>Autism: A severe learning disorder that is characterized by:</p> <ol style="list-style-type: none"> disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; lack of the representational symbolic behaviour that precedes language. <p>Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.</p> <p>Language Impairment: A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ol style="list-style-type: none"> involve one or more of the form, content, and function of language in communication; and include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based. <p>Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p> <p>Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are <i>at least</i> in the average range; results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; is <i>not</i> the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. |

| | |
|---------------------|---|
| <p>Intellectual</p> | <p>Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.</p> <p>Mild Intellectual Disability: A learning disorder characterized by:</p> <ul style="list-style-type: none"> a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services; b. an inability to profit educationally within a regular class because of slow intellectual development; c. a potential for academic learning, independent social adjustment, and economic self-support. <p>Developmental Disability: A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b. an ability to profit from a special education program that is designed to accommodate slow intellectual development; c. a limited potential for academic learning, independent social adjustment, and economic self-support. |
| <p>Physical</p> | <p>Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.</p> <p>Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.</p> |
| <p>Multiple</p> | <p>Multiple Exceptionalities: A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.</p> |

LANGUAGE OF INSTRUCTION:

Language of Instruction is the language in which the majority of instruction occurs in the school board/school district. This will be either English or French.

Child's Language Status

- In most school boards, children are identified as having the ELL or ALF (English Language Learner or Actualisation linguistique en français) status if they are not fluent enough in the language of instruction to easily follow the classroom educational activities (See table below).

| ELL (Anglophone Schools) | ALF (Francophone Schools) | PANA (Francophone Schools) | NO |
|---|--|---|---|
| <p>Anglophone schools:</p> <p>Child for whom English is not their first language AND who needs additional instruction in English</p> <p>English language learners are students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools. These students may be Canadian born or recently arrived from other countries.</p> | <p>The Actualisation linguistique en français (ALF) program is designed to meet the needs of students attending French-language schools for whom French is not their first language and for whom English may or may not be their language of communication. These students may be Canadian born or recent immigrants. The program is also intended to improve their proficiency in French to ensure their well-being and their long-term academic success.</p> | <p>The Programme d'appui aux nouveaux arrivants (PANA) is designed to help students from abroad with limited prior schooling, drastically different schooling or who have experienced interruptions in their education. It is also designed to help students familiarize themselves with their new sociocultural environment over a period of time and support their integration into Canadian society. If needed, it also provides supports for learners to enhance their knowledge in a variety of curriculum areas to ensure they succeed in the regular program</p> | <p>Child for whom the language of instructions is the first language.</p> <p>Child who is able to speak another language apart from the language of instruction but is fluent in the language of instruction</p> <p>Child whose first language (developmentally) is not the language of instruction but is fluent in the language of instruction</p> |

Language Immersion Program

- **French Immersion**
 - French Immersion is only applicable for Anglophone school boards/divisions.
 - French Immersion is not applicable for Francophone school boards/divisions
- **Other Immersion**
 - Indicate if a child is enrolled in an immersion program that is not Francophone
- **No**
 - Child is not enrolled in any language immersion program.
 - Select this option if the child attends school in a Francophone school board/division.

French Immersion is a program in which kindergarten students are introduced early to French language through immersion, however, the main language of the schools remains to be English. Therefore, French Immersion teachers are asked to respond to the EDI questions based on their observations of the children's abilities in English. It would be unfair and inaccurate to measure the children's ability in French as for most students this is their first exposure to the language and assessing their abilities in French would put them at an unfair disadvantage.

If the teacher does not feel comfortable with the question they can indicate 'I don't know'.

Acquisition of a second language is strongly based on the success of the child's acquisition of their first language and many of the skill sets are interchangeable. The questions on the EDI reflect transferable skills and abilities therefore if the child has mastered these skills in French they have most likely also achieved this in English as well.

Teachers are requested to use their best judgment in answering EDI items regarding skills they have not had an opportunity to observe or where it is not part of the philosophy to test/observe the ability or behaviour in English.

Child's First language(s)

- Refers to the language(s) a child learned during their development and still can understand (and/or speak).
- Please select all that apply from the list provided.
- If the child's language is not listed, please select Other and select the language from the dropdown list.
- If you do not know what the "other" language is, please select **Unknown**.

Communicates Adequately in their First Language

- If the child communicates adequately in their native tongue (based on your observation or parent information) please indicate YES.
- If not please indicate NO.
- If you are uncertain please indicate DON'T KNOW.

NOTE REGARDING THE RANGE OF RATING ANSWERS

In most cases a description of the skills for each rating is provided. Where it is not, a judgment as to the level of skill or ability of the child may be required.

Your judgment should reflect the actual individual child's performance on that measure, not how the child is performing relative to their classroom peers.

The **Don't know** option should only be used if you have not had the opportunity for observing/testing this particular skill with the child or do not have the required information about the child.

Section A: Physical Well-Being

1. About how many regular days has the child been absent since the beginning of school in the fall?

- If a child is in a half-day program (5 days per week, half-day), each “day” counts as 0.5.
- If a child is in a full-day every day program (alternate days, full day), each day counts as 1.

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

ANSWERS ARE: YES, NO OR DON'T KNOW

2. Over- or underdressed for school-related activities

- Refers to the child being dressed appropriately vs. inappropriately for the weather and experiencing a certain degree of discomfort.

| YES | NO |
|--|--|
| For instance, does not have a warm coat for an outside trip in cold weather (underdressed) | Dresses appropriately for the weather or dresses according to comfort and needs. |
| OR clothes are too heavy in warm weather (overdressed) | |

3. Too tired/sick to do school work

- Refers to a child coming to school with some ailment, a child complaining about feeling sick, or a child being sleepy and/or lethargic, which interferes with their participation in school activities (academic or physical).

| YES | NO |
|---|---|
| Often or occasionally appears sleepy or complains about feeling sick. | Consistently arrives at school ready to do work and does not appear tired or complain of feeling sick Since the start of school the child may have either been sent home ill or arrived at school tired, but this has not occurred repeatedly. |

4. late

- Refers to a child’s arrival at school after the start of the class but before the end of class

5. Hungry

- This question refers only to the child’s hunger level upon arrival at school, rather than throughout the day.
- It is possible for children to remark that they are hungry even if they have had breakfast, therefore, it is important that you use your professional judgment to determine if the child’s comments indicate a serious, recurring concern.

| YES | NO |
|---|--|
| For instance the child sometimes or regularly indicates one or more of the following: <ul style="list-style-type: none"> • reports having had no breakfast, • complains of hunger • appears lethargic. | The child never complains of hunger and/or never reports having skipped breakfast. |

Would you say that this child:

ANSWERS ARE: **YES, NO OR DON'T KNOW**

6. is independent in washroom habits most of the time

- This question refers to the child knowing when to use the washroom (i.e. does not have “accidents”). The child is able to undo/do zippers, snaps, buttons on clothing that are required to go to the washroom, and can wash and dry hands by themself.

| YES | NO |
|---|--|
| The child can do all of the above tasks always or most of the time. If a child had an accident once early in the school year answer YES | The child cannot do most or all of the tasks listed above or the child has had more than one accident since the beginning of the school year. |

7. shows an established hand preference (right vs. left or vice versa)

8. is well coordinated (i.e., moves without running into or tripping over things)

- Includes running, ability to change directions while running, hopping, skipping jumping, etc.

How would you rate this child’s:

ANSWERS ARE: **VERY GOOD/GOOD, AVERAGE, POOR/VERY POOR OR DON'T KNOW**

9. proficiency at holding a pen, crayons, or a brush

- “Proficiency” refers to the level of skill with this task.
- Do not make concessions for the child’s limited exposure to writing tools.

| VERY GOOD / GOOD | AVERAGE | POOR / VERY POOR |
|--|---|---|
| Uses precision writing grip all or most of the time. | Sometimes uses precision writing grip, but is not consistent. | Uses fist grip or other dysfunctional grip most or all of the time. |

10. ability to manipulate objects

- Includes the manipulation of smaller objects/toys and items, e.g., etch-a-sketch, threading beads, buttons on clothing.

11. ability to climb stairs

- If there are no stairs where the child can be observed, please use your professional judgment to answer this question, including, e.g., the ability to climb playground equipment.
- If you have seen the child complete a range of related physical activities such as skipping, running or hopping without any problems then answer Very good / good.

| VERY GOOD / GOOD | AVERAGE | POOR / VERY POOR |
|--|--|---|
| Walks up and down stairs alternating feet all or most of the time. | Walks up and down stairs without difficulty, but not necessarily alternating feet. | Most of the time does not alternate feet, has trouble going up or down. |

12. level of energy throughout the school day

| VERY GOOD / GOOD | AVERAGE | POOR / VERY POOR |
|--|---|---|
| Child does not tire at all or excessively as the day progresses. | Child does tire, but it does not interfere too much with school activities. | Child tires and it interferes or restricts their ability to participate in school activities. |

13. overall physical development

- Includes fine and gross motor skills, stamina, muscle tone, etc.

Section B: Language and Cognitive Skills

This section collects information about the child’s language and cognitive skills in the language of instruction of the school board. The child may be able to demonstrate these skills in the current operational language (home language), however, for this section we are seeking information about the language skills needed in the school context of the language of instruction used in the school board.

GENERAL NOTES FOR THIS SECTION

Take into consideration the acquisition and use of language, rather than correct grammar. A formal assessment of language and cognitive skills is not intended.

Rate the child as they **currently** presents and not based on how they presented at the beginning of the school year. Responses should be based on an informal knowledge of the child’s skills using observations from the past month.

Answer **YES** if the particular skill has already developed or is developing well.

Answer **NO** if the skill has not yet developed or is developing too slowly.

How would you rate this child’s:

ANSWERS ARE: **VERY GOOD/GOOD, AVERAGE, POOR/VERY POOR OR DON’T KNOW**

1. ability to use language effectively in English

- Refers to the child’s use of appropriate words/expressions at appropriate times and the child’s contribution to conversations.

2. ability to listen in English

- Refers to the child’s ability to listen without visual clues for at least a few minutes.

3. ability to tell a story

- Refers to the child’s skill in retelling a story heard before, using appropriate vocabulary in matching events with words.

4. ability to take part in imaginative play

| VERY GOOD / GOOD | AVERAGE | POOR / VERY POOR |
|---|---|---|
| The child shows lots of imagination and interest in make-believe. The child shows imaginative and creative ways of play. | The child engages in pretend play easily and naturally. | The child requires encouragement, modeling and/or assistance to engage in pretend play. |

5. ability to communicate own needs in a way understandable to adults and peers

- Refers to the child’s ability to use appropriate verbal and, when necessary, non-verbal means, to communicate what kind of assistance may be needed in such a way that is understandable to the teacher and other children. This question is not meant as a measure of proficiency in English.

| VERY GOOD / GOOD | AVERAGE | POOR / VERY POOR |
|---|---|--|
| Child can reliably state their needs in a way that cannot be misinterpreted, even if it is not done using proper grammatical language, or with help of non-verbal communication, e.g., pointing to appropriate items. | On most occasions the child is able to communicate their needs, but clarification may be required at times. | Most of the time, communication of the child’s needs is difficult for peers and adults to understand, requiring repetitions and guesses. |

6. ability to understand on first try what is being said to them

- In English
- Refers to the child being able to understand simple commands or statements when directly addressed to the child.

| VERY GOOD / GOOD | AVERAGE | POOR / VERY POOR |
|--|--|--|
| The child consistently demonstrates understanding of the spoken information. The child is able to identify the main ideas from the spoken material by carrying out the task or asking a clarifying question or making a relevant comment. | Most of the time the child demonstrates understanding of the spoken word. The child carries out the task or asks clarifying questions or makes relevant comments but does not consistently use all three. | The child rarely demonstrates understanding of the spoken word. That is, the child does not provide an appropriate response to the spoken word. |

CAUTION: If you have enough reason to believe that the child understands but chooses not to respond, please still rate as GOOD; the behaviour aspect is rated elsewhere.

7. ability to articulate clearly, without sound substitutions

- In English
- Refers to the child’s possible speech difficulty, rather than their accent.

| VERY GOOD / GOOD | AVERAGE | POOR / VERY POOR |
|--|--|--|
| No or a few articulation problems in the more advanced areas (e.g., words like “leisure”). | The child can articulate clearly most easy words, but still makes sound substitutions. | The child has poor articulation, makes several sound substitutions with most letter-sounds and is difficult to understand. |

GENERAL NOTE FOR QUESTIONS 8-21

The child’s exposure to reading material prior to school entry will vary but by January-March, all children will have had some exposure.
Do not overcompensate for a child’s lack of exposure when answering these questions. It is not expected that children can read and write by the time they enter school, but it is important to capture information about those who can.

Would you say that this child:

ANSWERS ARE: YES, NO OR DON'T KNOW

8. knows how to handle a book (e.g. turn a page)

| YES | NO |
|--|--|
| Knows which way up the book should be held and knows how to turn pages | Does not have this knowledge of holding and handling books |

9. is generally interested in books (pictures and print)

- Refers to the child being attentive to books, picking them up to look at them spontaneously, listening at least for a short period of time when a teacher reads or shows a book.

10. is interested in reading (inquisitive/curious about the meaning of printed material)

- Refers to the child either independently trying to “read” a book by themselves, asking to have a book read to them, or listening attentively when books are being read.

| YES | NO |
|--|---|
| Asks to have a book read to them OR watches and listens intently when books are read to the class OR asks and answers questions about the content OR will go and select a book to read/view at appropriate times. | Does not indicate interest in books and will lose attention when books are being read to the class. |

11. is able to identify at least 10 letters of the alphabet

- Refers to either capital or lower-case letters in alphabetical or random order.

| YES | NO |
|--|--|
| The child can identify 10 or more letters. | The child cannot identify at least 10 letters. |

12. is able to attach sounds to letters

| YES | NO |
|---|---|
| The child is able to attach sounds to letters in most cases (> 50%), regardless of whether or not the sounds start like the name of the letter. | The child is able to attach sounds to a few letters or none at all (< 50%). |

13. is showing awareness of rhyming words

- The rhyming concept may need to be explained for children’s whose home language does not have any or many rhyming words (e.g., Arabic). This is worth noting, but it should not influence how you answer the question for these children.

| YES | NO |
|--|--|
| When asked, the child provides a rhyming word when given a word or after being provided with an example. The child may spontaneously speak or sing a list of rhyming words. | The child does not provide a rhyming word when given a word or after being provided with an example. |

14. is able to participate in group reading activities

- The child does not need to be familiar with all of the objects in books, such as the names of animals, or need to be reading. Participation as part of the group is all that is of interest.

| YES | NO |
|--|--|
| In a group setting, the child attends to, responds to, and/or recognizes objects and ideas in illustrations and text of the reading material. <ul style="list-style-type: none"> • (e.g., the child chimes in during choral reading activities or supplies appropriate responses when the teacher omits words.) | In a group setting the child does not attend to, respond to, and/or recognize objects and ideas in illustrations and text of the reading material. <ul style="list-style-type: none"> • (e.g., the child doesn’t chime in during choral reading activities or supply appropriate responses when the teacher omits words.) |

15. is able to read simple words

| YES | NO |
|--|---|
| The child reads most commonly used 3- or 4-letter words (e.g., mom, dad, cat, dog.) The child may read simple words with the help of prompts. | The child reads few or no 3- or 4-letter words even with prompts. |

16. is able to read complex words

| YES | NO |
|--|---|
| <p>The child reads a few words of two or more syllables (a few of them is enough).</p> <p>The child may read complex words with the help of prompts.</p> | <p>The child reads no complex words, even with prompts.</p> |

17. is able to read simple sentences

| YES | NO |
|--|--|
| <p>The child reads 3-6 word sentences (e.g., The cat sat on the mat; I am..., I like..., I can...).</p> <p>The child may read simple sentences when prompted.</p> <p>The use of illustrations to predict meaning is appropriate.</p> | <p>The child does not read simple sentences, even when prompted from others or reference to illustrations.</p> |

18. is experimenting with writing tools

| YES | NO |
|--|---|
| <p>The child independently chooses to use pencils, pens, crayons, etc.</p> | <p>The child does not choose to use a variety of writing tools.</p> |

19. is aware of writing directions in English

- This question refers to the child’s awareness of writing directions and not the ability to write.

| YES | NO |
|---|---|
| <p>The child knows a sentence starts on the left and moves to the right.</p> <p>This may have been demonstrated through one of the following: mimicking writing direction using a finger, swirling or scribbling left to right (early writing).</p> | <p>For example, the child randomly scribbles or cannot identify the beginning or end of a sentence or where text would begin on a page.</p> |

20. is interested in writing voluntarily (and not only under the teacher’s direction)

- Refers to the child’s initiative in using writing/drawing tools to scribble, pretend to write, label objects with letters or letter-like symbols.
- An attempt to link letters must be present.

| YES | NO |
|--|--|
| <p>The child puts their name on work with or without being encouraged, writes messages, attempts to label objects in pictures.</p> <p>It does not matter whether the words are legible. It only matters that the child is attempting to link letters together.</p> <p>This must occur on more than one occasion.</p> | <p>The child only attempts to write when instructed by an adult.</p> |

21. is able to write their own name in English

| YES | NO |
|--|--|
| <p>Without assistance (independently) the child writes their first name from memory.</p> <p>The letters must be in sequence. The letters may be reversed, inverted, upper case letters, lower case letters, or a combination of lower and upper case letters.</p> <p>All letters must be present most of the time.</p> | <p>The child writes name only with assistance OR the child writes name with letters in random order OR the child gets the first and the last letters correct, but the middle ones are usually jumbled OR the child misses letters most of the time.</p> |

GENERAL NOTE FOR QUESTIONS 22&23

While it is acknowledged that copying the teacher and writing independently are two different skills, these questions are concerned with the end results (i.e., the child's ability to write).

Spelling, punctuation and grammar are not particularly important so long as meaning is conveyed.

22. is able to write simple words

- Refers to either writing words on their own or copying the teacher.

23. is able to write simple sentences

- Refers to either writing sentences on their own or copying the teacher.

24. is able to remember things easily

- In this instance 'things' refers to all elements of material being taught: facts, events, letters, numbers, book characters, etc. Both long and short term memory should be considered.

| YES | NO |
|--|--|
| <p>The child consistently remembers most or all of the new material introduced in the class from one period to another and from day to day.</p> <p>For instance, this may include one or more of the following: some letters or numbers, special interest facts, names of characters in a book read in class recently, words to a song, etc.</p> <p>The child recalls the names of peers, teachers, and other school personnel most of the time.</p> | <p>The child regularly cannot recall recently learned material and/or requires many repetitions of new knowledge to retain it.</p> <p>For example, the child cannot recall the names of peers and others (refers to them as "him" or "her").</p> |

25. is interested in mathematics

- Refers to the child participating eagerly in activities involving voluntary demonstration of skills, such as counting or adding using fingers.

| YES | NO |
|--|---|
| <p>The child readily participates in activities involving a selection of math related toys (e.g., counting, sorting, blocks, etc).</p> | <p>The child is reluctant to or does not participate in activities involving a selection of math related toys (e.g., counting, sorting, blocks, etc).</p> |

26. is interested in games involving numbers

- Refers to the child participating eagerly in games involving numbers or the voluntary selection of number-related toys (e.g. counting, sorting blocks).

- If toys are used, they must be used, at least in part, for the purposes they were designed. For instance, counters are used for counting or colour sorting, not just for flicking across the room.

| YES | NO |
|---|--|
| The child readily participates in games involving numbers, voluntary selection of number-related toys, etc. | The child participates with encouragement, prompting, or assistance or does not participate in games involving numbers, voluntary selection of number-related toys, etc. |

27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)

- Refers to the child demonstrating the ability to do one or more of the following: play matching games, separate counters into common colours, or name the number of objects presented (e.g. say three or write the visual symbol for three when three objects are presented).

| YES | NO |
|---|---|
| The child sorts and classifies objects by a number of common characteristics (e.g., shape, size, colour). | The child sorts and classifies objects by only one characteristic (e.g., only colour) or does not sort and classify objects by a common characteristic. |

28. is able to use one-to-one correspondence

- Refers to the child's ability to:
 - recognize the fact that numbers change as the number of objects change;
 - show understanding of matching games where there has to be the same number of objects on each picture, or;
 - play games matching numbers to pictures of the corresponding numbers of objects (e.g. a picture of 2 with a picture of two apples).

29. is able to count to 20

- Refers to the child's ability to count by rote without mistakes from 1 to 20 most of the time.

30. is able to recognize numbers 1-10

- Refers to the child's knowing the name and recognizing the visual symbol of the numbers.

| YES | NO |
|--|--|
| The child knows the name and recognizes the visual symbol of ALL the numbers 1-10 most of the time; may be with prompting. | The child recognizes only a few of the numbers 1-10 or none at all, even with prompting. |

31. is able to say which number is bigger of the two

- Refers to numerals not objects; only up to 10 (not teens).

| YES | NO |
|--|---|
| The child is able to select the larger numeral of the numerals up to 10 but not the teens. | The child cannot do this for small numbers up to ten. |

32. is able to recognize geometric shapes (e.g., triangle, circle, square)

| YES | NO |
|---|--|
| The child can point to/select at least three shapes. The child does not have to identify the shapes by name. This may be prompted. | The child points to fewer than 3 shapes, even when prompted. |

33. understands simple time concepts (e.g., today, summer, bedtime)

- The child demonstrates knowledge of at least one simple time concept, such as a daily time concept.
- Examples include, lunchtime, morning, night.

GENERAL NOTE FOR QUESTIONS 34 TO 40

Special indicates the child demonstrates exceptional skills (capability or aptitude) that are not expected for their age in that area.

Special or exceptional refers to a skill or a talent that is greater than the level expected for a typical student.

For example, the child's talent is notable to other adults.

If you are not sure if the skill is special or exceptional, indicate **NO**.

34. demonstrates special numeracy skills or talents

- This includes demonstration of numeracy skills and talents in both English and in languages other than English and means that the child is capable of doing mathematical tasks well beyond that expected for their age.
- Example: counts to 100 without mistakes; can add and subtract without difficulty; is able to make quick quantitative comparisons without visual props; etc.

35. demonstrates special literacy skills or talents

- This includes demonstration of literacy skills and talents in both English and in languages other than English and means that the child is capable of demonstrating literacy skills well beyond that expected for their age.
- Example: child can read children's books by themselves; can recite long texts from memory; can recount a story in a creative and/or mature way beyond their age; etc.

36. demonstrates special skills or talents in arts

- This refers to the child's creative skills, including drawing, storytelling and acting skills.
- Example: artistic creations such as paintings or sculptures, or demonstrations of spatial imagination; active, creative and involved participation in a class play that keeps the classmates engaged, etc.

37. demonstrates special skills or talents in music

- Example: child plays an instrument or sings with a great degree of skill.

38. demonstrates special skills or talents in athletics/dance

- This refers to the child's physical skills.
- Example: child exceeds expectations in school sports for example by being able to play with slightly older children; child's dance movements are sophisticated and coordinated, and creative; etc.

39. demonstrates special skills or talents in problem-solving in a creative way

- Refers to both cognitive and social problem solving
- Example: comes up with a surprising, yet effective, solution to class or everyday tasks on a regular basis.

40. demonstrates special skills or talents in other areas (specify)

Section C: Social and Emotional Development

How would you rate this child's:

Answers are: **Very good/good, Average, Poor/very poor, or Don't know**

1. overall social/emotional development

- Social-emotional development refers to the ability to form close, secure relationships and to experience, regulate, and express emotions.
 - **Social** refers to how individuals interact with others.
 - **Emotional** refers to how individuals feel about themselves, others and the world.
- Base your answer to this question on how you view the child's general ability at interacting and relating appropriately to peers and reacting to unexpected contexts, as well as the child's interest in the surrounding world.

2. ability to get along with peers

| Very good/good | Average | Poor / very poor |
|---|--|--|
| The child does well both in one-on-one contexts and in a group. | Child does only moderately well in getting along with peers (e.g., quarrels or takes offence) AND/OR is comfortable only in one setting (one-on-one or in a group). | Child is uncomfortable around peers in either groups or one-on-one settings AND/OR gets into frequent conflicts with peers. |

GENERAL NOTES

Below is a list of statements that describe some of the feelings and behaviours of children.

Whenever possible, answer **OFTEN OR VERY TRUE, SOMETIMES OR SOMEWHAT TRUE, NEVER OR NOT TRUE.**

For each statement, please choose the answer that best describes the child **now**, but use the time since the beginning of the school year as your reference frame.

Restrict your responses to your direct observations of the child in the classroom/school environment. For example, if you have not seen a child exhibit a particular behaviour since the beginning of the school year, then the correct answer is **NEVER OR NOT TRUE** and not **DON'T KNOW**.

Keep in mind that too many missing values (which include **DON'T KNOW** responses) render the questionnaire invalid.

Would you say that this child:

Answers are: **Often/Very True, Sometimes/Somewhat true, Never/Not true, or Don't know**

3. plays and works cooperatively with other children at the level appropriate for their age

- The child can play or perform a task that requires participation of other children for at least a short amount of time.

4. is able to play with various children

- The child plays with at least three different children on a regular basis.

5. follows rules and instructions

- Refers to the child's **ABILITY** to generally follow the class and behaviour rules
- Once rules or schedules have been explained, the child generally has no trouble understanding them and following them. For example, the child knows that it is necessary to put up a hand to speak.
- When given instructions, the child attempts to follow them (although not necessarily accurately).

6. respects the property of others

- For example, the child asks for permission if they want to play/use an object belonging to another child.

7. demonstrates self-control

- This may be demonstrated in a variety of ways, such as sharing toys, taking only a 'fair share' of communal food, or displaying emotions in an appropriate manner.

8. shows self-confidence

- This item indicates that the child is confident in their own abilities even in some small area and may be demonstrated by the child's showing pride in some skill (singing, reading), or by describing themselves as able to do something, or by calmly approaching a new task.

9. demonstrates respect for adults

- This may be demonstrated in a variety of ways, such as not interrupting when adults are talking (or does it only occasionally), is polite when addressing adults.

10. demonstrates respect for other children

- Is attentive to the needs of other children and treats them in the same way they would like to be treated. This may be demonstrated in a variety of ways:
 - not usually interrupting other children who are talking;
 - taking care of not interrupting other children in their task;
 - being careful with other children's work;
 - showing an interest in other children and perhaps differences between themselves and others.

11. accepts responsibility for actions

- This may be demonstrated in a variety of ways:
 - the child doesn't argue back when disciplined
 - the child does not show attitude when reprimanded,
 - the child owns up to poor behaviour.

12. listens attentively

- Child focuses on the teacher/speaker.
- This may be demonstrated both during class activities directed at the whole group (e.g. story telling or introduction of new concepts) and in one-on-one situations.

13. follows directions

- Refers to the child's actual behaviour: following directions when given, not to the child's ability to do so.
- Answer **never or not true** if child requires frequent redirecting.

14. completes work on time

- Completing work on time refers to completion of work within a time frame appropriately provided for the student.

15. works independently

- This refers to the child's independence within their developmental capacity, i.e. child is able to do certain tasks by themselves, and focus on their work

16. takes care of school materials**17. works neatly and carefully****18. is curious about the world**

- This may be demonstrated in a variety of ways:
 - the child asks lots of questions
 - the child participates in discussions about a variety of topics.

The intent of questions 19-21 is about engaging with objects, toys, games, and books that are not familiar to the child. The emphasis is on “new” rather than “eager.”

Choose the option that best describes the frequency of the child’s choice to play with a new toy, game, or book, when the toy, game or book appears in the classroom.

19. is eager to play with a new toy

20. is eager to play a new game

21. is eager to play with/read a new book

22. is able to solve day-to-day problems by themselves

- Refers to the child’s finding appropriate solutions to day-to-day problems such as:
 - when their selected centre is “full,” another student chooses the book they had wanted, when a pencil breaks, water spills, etc. the child chooses an alternative, uses words to express choices, finds a way to “fix” something/the situation.

Answer **Never or Not True** if the child usually requires assistance from the teacher in such situations.

23. is able to follow one-step instructions

- This has to be demonstrated by the child following one-step instructions with ease and without requiring frequent redirection or repetition of instructions.

24. is able to follow class routines without reminders

- Following class routines means that the child can successfully move between regular activities without individual prompting by the teacher. For instance, the child may know the group they are in for reading activities and move to that group instinctively at reading time, or know what they need to take with them to specialist classes (e.g. music or physical education).

25. is able to adjust to changes in routines

- This could be demonstrated by the child’s quick adjustment to returning to school after a holiday break, by not being confused or upset when chairs or tables are rearranged in the classroom, by appropriate behaviour when exposed to unfamiliar teachers (e.g., substitutes when the regular teacher is off).

26. answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark, etc.)

- Knowledge of the world can include knowledge of the purpose of objects/animals (e.g. animals can be pets or food) knowledge of when events occur and knowledge of what objects do (e.g., boats float in water).
- Questions may be answered through various means, including demonstration of knowledge and understanding through pointing, stories, drawings, play-acting or modeling how things work or what things are.
- For Aboriginal students consider their specific knowledge such as changes associated with the seasons.

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)

- This refers to the child not teasing or making fun of others who make mistakes or showing that they understand that anybody can make such a mistake.

GENERAL NOTES FOR QUESTIONS 28-35

By the time the EDI is completed, most children will have been exposed to the situations below. Therefore, if they have not shown any of the described behaviours, the appropriate answer is **NEVER OR NOT TRUE**.

If you have not had a chance to observe the child's behaviour, please choose **DON'T KNOW** or use your professional judgment to make a selection.

Keep in mind that too many **DON'T KNOW** answers make the questionnaire invalid.

28. will try to help someone who has been hurt

- Also includes if a child seeks out assistance from an adult.

29. volunteers to help clear up a mess someone else has made**30. if there is a quarrel or dispute will try to stop it****Cultural Diversity Alert**

It may be appropriate to enter **DON'T KNOW** if you think a child does not intervene or avoids intervening out of respect for the children involved or because that is the culturally appropriate behaviour

- This behaviour is demonstrated by a child who reacts in ways that are appropriate to the context and that will help resolve the conflict, even if they are not involved and does not know the people involved.
- This may include one or more of the following:
 - the child seeking appropriate assistance from an adult;
 - diverting the children involved to another activity;
 - discouraging others from being involved;
 - placing themselves physically between quarrelling children; or
 - seeking other ways to defuse the conflict.
- Answer **Never or Not True** if you have witnessed the child not trying to help resolve a dispute or find a peaceful solution to a conflict.
- Answer **Don't Know** if you have never had a chance to observe the child in the context of a conflict between other children.

31. offers to help other children who have difficulty with a task

- Refers to the child offering to assist when they notice peers struggling or in response to a verbal or non-verbal request for assistance.
- Assistance is not imposed and is offered independently without encouragement from the teacher.
- The tasks do not have to be academic (e.g., collecting a block from a high shelf in the classroom or assisting another child in a game on the playground).
- Examples of this behaviour include: demonstrating the skill, sharing their work, or doing some of the task.

Note

Children who are overly helpful or who offer help to please the teacher should be rated highly only if they are respectful of other children. Taking over or completing another child's task without consideration of that other child should not be counted.

32. comforts a child who is crying or upset

- Examples may include a child who offers a toy/book etc. to a crying or upset peer, child who says "don't cry", "don't be sad", or reasons with the other child not to be upset, or suggests to the teacher ways for comforting the upset peer.

33. spontaneously helps to pick up objects, which another child has dropped (e.g. pencils, books)**Cultural Diversity Alert**

Some children may not help because they do not perceive it as their place to touch another person's belongings. In these instances please select DONT KNOW

- In this behaviour, the emphasis is on spontaneity: the child reacts to as if it is a reflex, without being prompted or the expectation of a reward.
- Examples may include picking up sporting equipment, gloves, pencils, with the intention of placing them in their right place or giving back to the owner.
- Do not count if the child claims the objects as their own.

34. will invite bystanders to join in a game

- Probably best observed in unstructured games while on the playground or during free play time in class.
- Examples include child who will call others to join a game already in progress (e.g., asks another child "Do you want to play with us?").
- Do not count if a child invites another to start a game with them but will not allow others to join in.

35. helps other children who are feeling sick

- Also include if child seeks out assistance from an adult.

36. is upset when left by parent/caregiver

- If the teacher has not had the opportunity to observe the child's behavior upon separation, choose **DON'T KNOW**

37. gets into physical fights

- This includes both initiating and being easily provoked to engage in a physical fight as opposed to trying to solve problems in other ways.

38. bullies or is mean to others

- Bullying and being mean may take the form of physical, emotional or verbal manipulation.
- Examples include:
 - child makes negative remarks about others;
 - child intentionally excludes other children from activities or ignores children wanting attention;
 - child is physically assertive, makes unreasonable requests of peers knowing that they will oblige because they are scared or want to be included.
- Rather than focusing on the intent or reasoning behind the actions, please report bullying in instances where the recipient of the actions feels they have been bullied.

39. kicks, bites, hits other children or adults

- Child displays these actions either in or around the school. The actions may be unprovoked, provoked, or may occur as part of what a child considers 'play', but are performed intentionally.

40. takes things that do not belong to them

- Child may take home something that is clearly explained as exclusively school use, or may take something that belongs to another child without asking.
- There does not have to be an intention of *keeping* these things (i.e., it is not as serious as stealing).

41. laughs at other children's discomfort

- Child demonstrates amusement (rather than empathy) when another child is embarrassed, hurt, or upset.

42. can't sit still, is restless

- Child's restlessness can be demonstrated by:
 - wandering around the classroom or yard
 - fidgeting with hands or feet

- squirming in their seat
- fiddling with objects when the rest of the class is working
- looking around at other children when the class is listening to a story, or when the class is attending an event, like an assembly or a performance.
- Do not include if the child becomes only occasionally restless when bored, tired, needs to use a toilet/washroom, or is excited waiting for special events, etc.

43. is distractible, has trouble sticking to any activity

- The emphasis for this question is on the word **any**.
- Child has difficulty pursuing any activity for the necessary length of time, gets very easily/quickly distracted in an activity by anything happening around them, or finds other activities before completing the one started.

44. fidgets

- In **contrast to item 42, this item** is more specific and refers to child's moving hands, fingers, feet, head or body, while sitting in one spot.

45. is defiant

- Child appears to know what a rule is or have understood a request made to them but does not follow it deliberately. **DO NOT** count if a child may not have heard or understood the request.

46. has temper tantrums

47. is impulsive, acts without thinking

- Child unintentionally acts in a way that may inconvenience or distract others.
- Child appears to act without considering others or consequences and is not able to self- monitor their actions.
- Examples include:
 - blurting out answers before questions have been completed;
 - starting a task or activity without hearing the full list of instructions;
 - interrupting or intruding on others;
 - unintentionally making upsetting comments;
 - leaving the classroom without asking permission;
 - calling out without raising a hand;
 - running in the classroom, etc.

48. has difficulty awaiting turn in games or groups

- Examples include:
 - child gets agitated if their needs or wants are not immediately met;
 - child tries to push in front of other children;
 - child calls out, butts in, takes over;
 - child gets distracted and abandons games or group activities;
 - child who always wants to be first in line;
 - child always wants to receive resources/things first.

49. cannot settle for anything for more than a few moments

- Child cannot engage in an activity (whether teacher-directed, self-chosen or play), except for a very brief period. For example, when given a task, the child:
 - leaves seat in classroom;
 - is easily distracted by extraneous stimuli;
 - does not focus on task/activity;
 - does not follow through to complete a task.

50. is inattentive

- Child fails to give close attention to details or makes careless mistakes.
- Child has difficulty sustaining attention in tasks or play activities.
- Child does not seem to listen when spoken to directly.
- Child loses things necessary for tasks or activities (e.g., toys, assignments, pencils, books, or tools)
- Child does not follow through on instructions and fails to finish schoolwork (**not** due to failure to understand instructions).
- Child daydreams.

51. seems to be unhappy, sad or depressed

- This is distinct from being tired though they may look similar.
- Children may appear withdrawn, be unenthusiastic and tend not to smile much.

Depending on the child and the frequency of the behaviour, select:
OFTEN OR VERY TRUE OR SOMETIMES OR SOMEWHAT TRUE.

52. appears fearful or anxious

- Examples of a fearful or anxious child include:
 - a child who is scared of new things and perhaps even new routines;
 - a child who usually waits until others have attempted a new task before fully engaging;
 - a child who is unsure of their abilities to cope with a task (e.g., child says “I can’t do it; I don’t know how to do it” even though they should be able to).

53. appears worried

- This refers to expectations that things will go wrong, for example that something expected would not happen without a reason.
- Child may be troubled (concerned) by things that should not be causing any worry.

54. cries a lot

- This item refers to the child crying regardless what the reason may be and whether it is one that could elicit distress.

55. is nervous, high-strung or tense

- This refers to the child being sensitive, easily excitable, uneasy, or nervous.
- This can happen either in situations where some degree of nervousness is appropriate (e.g., before public performance), or in situations where it is not obviously apparent what the cause of the anxiety might be.

56. is incapable of making decisions

- Child takes an inappropriately long time to do one or more of the following:
 - choose books to read/look at during silent reading;
 - decide where to sit on the mat;
 - decide which colour pencil to use.
- Child often waits for others to make a decision and mimics them, or requires adult direction or explicit instructions to make appropriate decisions.

57. is shy

- This may be demonstrated by the child being unwilling to initiate interaction with other children, or rarely volunteering for anything, or taking a long time to get used to new things and new people – for example other teachers, or children.

58. sucks a thumb/finger

- Also refers to sucking a piece of clothing, a piece of hair, etc.

Section D: Special Concerns

In this section, **SPECIAL** refers to the needs already noted on the cover page as **SPECIAL NEEDS**, and any other difficulties that the child is currently experiencing.

If in doubt whether a particular impairment is included in the categories listed please mark it as **OTHER** and explain

Please base your answers on **TEACHER OBSERVATION OR MEDICAL DIAGNOSIS AND/OR PARENT/GUARDIAN INFORMATION**

1. Does the child have a problem that influences their ability to do school work in a regular classroom?

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

2.

a. physical disabilities and/or health impairment

b. visual impairment

c. hearing impairment

d. speech impairment

e. learning disability

f. emotional problem

g. behavioural problem

h. home environment/problems at home

i. chronic medical/health problems

j. unaddressed dental needs

k. other (if known, please print below)

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.

| Diagnosis | Code |
|---|------|
| <u>Mental Health</u> | |
| ADHD | 1 |
| Anxiety | 2 |
| Depression | 3 |
| Oppositional Defiant Disorder/Conduct Disorder | 4 |
| Other Mental Health Disorders | 5 |
| <u>Developmental Disabilities</u> | |
| Autism Spectrum Disorder (ASD – includes Autism, Asperger Syndrome, & Pervasive Developmental Disorder [PDD-NOS] not otherwise specified) | 6 |
| Developmentally Delayed/Global Delay | 7 |
| Down Syndrome/Other Genetic Developmental Disability | 8 |
| Fetal Alcohol Spectrum Disorder (FASD) or Alcohol-Related Neurodevelopmental Disorder (ARND) | 9 |
| Intellectual Delay (Mild or Moderate) | 10 |
| Rett’s Disorder, Childhood Disintegrative Disorder [CDD] | 11 |
| Learning disorders (reading, writing, math) | 12 |
| <u>Speech and Language Disorders</u> | |
| Apraxia | 13 |
| Cleft Palate/Lip | 14 |
| Receptive or Expressive Language | 15 |
| Selective Mutism | 16 |
| Other Speech & Language Disorders | 17 |
| <u>Sensory Disorders</u> | |
| Blind/ Visually Impaired | 18 |
| Deaf/Hard of Hearing | 19 |
| Other Sensory | 20 |
| <u>Motor Disorders</u> | |
| Cerebral Palsy | 21 |
| Mitochondrial disease | 22 |
| Muscular Dystrophies | 23 |
| Spina Bifida | 24 |
| Other Motor Impairment | 25 |

| <u>Other</u> | |
|---------------------------------------|----|
| Acquired Brain Injury | 26 |
| Asthma | 27 |
| Cancer/ Leukemia/Brain Tumour | 28 |
| Cystic Fibrosis (CF) | 29 |
| Diabetes | 30 |
| Epilepsy/Seizures | 31 |
| Heart Problems/Stroke | 32 |
| Juvenile Rheumatoid Arthritis | 33 |
| Obesity | 34 |
| Phenylketonuria (PKU)/Other Metabolic | 35 |
| Tourette Syndrome | 36 |
| Other, not listed | 37 |

ANSWERS ARE: YES, NO OR DON'T KNOW

4. Is the child receiving any school-based support(s), e.g. educational assistant, equipment?

5.

- a. Is child currently receiving further assessment?
- b. Is child currently on a waitlist to receive further assessment?
- c. Do you feel that this child needs further assessment?

Section E: Additional Questions

To the best of your knowledge, please mark all that apply to this child. Please note that this information should come through conversation with the parent(s)/guardian(s)

1. Did this child attend an early intervention program?

- Early intervention is applied to children who have a special need that may impact their development; it includes services usually for the child, and sometimes the whole family. Early intervention services are focused on remediating existing developmental problems such as speech impairment, a physical disability, or behaviour management. A child/family may be receiving early intervention services through centres such as KidsAbility, Mothercraft, Early Words, hospitals, clinics, etc.

2. Has been in non-parental care on a regular basis prior to kindergarten entry.

If yes, please specify type of care arrangement

| | |
|--|---|
| Centre based, within our school building | School boards may offer before-and-after-school programs directly, or through licensed third-party providers that offer programs in a school setting. The majority of these programs are licensed |
| Centre based, in the community | Licensed child care centres care for infants and toddlers, as well as pre-school and school-aged children. Child care centres operate in a variety of locations including workplaces, community centres, and places of worship. |
| Home based child care | Home based child care operators may care for infants, toddlers and pre-school aged children. They may also offer before and after school care for children. |
| Child's home, non-relative | child looked after in own home by a nanny or a regular baby-sitter (exclude occasional evenings), who is unrelated to the child |
| Child's home, relative | child looked after in own home by a relative |
| Pre-school/Nursery school | Includes preschool/nursery programs that do not provide full-day child care arrangements and are not part of child care centres. |
| Other/Don't Know | child has been in non-parental care, but either the description does not fit any of the above, or you are unsure of what it was |

If Yes to non-parental care question, was this arrangement:

- Full-time: If child has been in non-parental care at least 6 hours/day, 5 days a week
- Part-time: If child has been in non-parental care less than 6 hours every day, or not every working day of the week.

If you know that the family's child care arrangements changed in the preschool years, please use your judgment to select the one that the child was in for the longest period of time

Did this child attend other community learning programs (e.g. language classes, religion classes, cultural programs, music classes, sports, etc.)

- Includes Sunday School, Hebrew classes etc.

Did this child attend Year 1 (Junior Kindergarten).

On a regular basis, does this child attend non-parental care in the morning before school?

- "Regular" refers to a child attending non-parental care at least 3 times a week.
- If yes, please refer to care arrangement table above for examples

How does this child get dropped off in the morning before school?

On a regular basis, does this child attend non-parental after school?

- “Regular” refers to a child attending non-parental care at least 3 times a week.
- *If yes, please refer to care arrangement table above for examples*

How does this child get picked up after school?