

Early Development Instrument

GUIDE

2012/2013

Newfoundland & Labrador

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Introduction

The Early Development Instrument is a teacher-completed checklist that assesses children's readiness to learn at school in five domains:

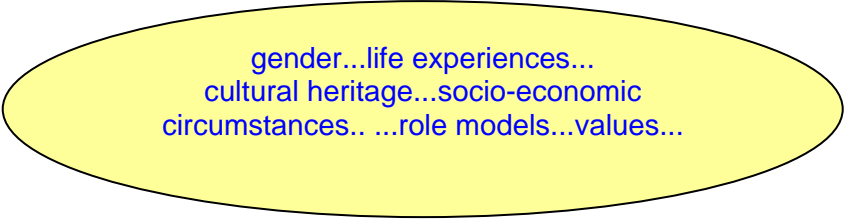
- physical health and well-being
- social competence
- emotional maturity
- language and cognitive development, and
- communication skills and general knowledge.
- It also includes two additional scales indicating the child's special skills and problems.

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 Information

1. Class Assignment

2. Child's Date of Birth

- Please complete only if the correct date of birth does NOT appear on the label.
- If this information is missing or incorrect be sure to fill in the bubbles to indicate the child's date of birth.

3. Sex

4. Postal Code

- Please complete only if the correct postal code does NOT appear on the label.

5. Class Type

6. Date of Completion

This information assists in accurate assessment of the child's age at completion of the form.

- For days and months from 1 to 9, please mark 0 as the first digit.

7. Special Needs

- This question must **not** be left blank, otherwise these children will be omitted from the analysis.

| Yes | No |
|--|---|
| <p>Child identified already as needing special assistance due to chronic medical, physical, or mental disabling conditions, e.g., autism, fetal alcohol syndrome, Down syndrome</p> <p>Child requires special assistance in the classroom</p> | <p>** Gifted or talented **</p> <p>Please mark, instead, their special talents in Section B, questions 34-39</p> <p>If you only suspect that the child may be suffering from a disabling condition, or the condition is not severe enough for the child to be classified as "special needs." (Please indicate the problem in Section D of the questionnaire.)</p> |

LANGUAGE OF INSTRUCTION:

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

8. Child Considered ESL (English as Second Language)

| Yes | No |
|---|---|
| Child for whom English is not their first language, and who needs additional instruction in English | Child for whom English is the first language Child is able to speak another language apart from English, but whose English is fluent Child whose first language (developmentally) is not English but whose English is fluent |

In most school boards, children are identified as having the ESL status if they are not fluent enough in English to easily follow the classroom educational activities.

9. French Immersion

- Only for Anglophone communities.

Francophone classes/schools are not in this category.

Please mark whether the class is French Immersion or not.

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 judgement in answering EDI items regarding skills they had not an opportunity to observe or where it is not part of the philosophy to test/observe the ability or behaviour in English.

10. Other Immersion

Please mark if this class is part of an immersion program for a language other than French.

11. Aboriginal

| Yes | No | Don't Know |
|--|---|------------|
| Child is a North American Indian, Métis, or Inuit (the definition of an Aboriginal person used in Census 2006 question) | Child is NOT North American Indian, Métis, or Inuit | Don't know |

12. Child's First Language(s)

First language is the language a child learned first in her or his development, and still can understand (and/or speak).

Please use a code from the table below.

If you don't find a code, please write **710 (for Other)**, and let us know the name of the language in the comments at the end of the questionnaire.

If you do not know what the "other" language is, please write **000 (for unknown)**.

| First Language Codes | | | | | |
|----------------------|------|-------------------------|------|-----------------|------|
| LANGUAGE | CODE | L A N G U A G E | CODE | L A N G U A G E | CODE |
| Afrikaans | 010 | Hindustani | 240 | Farsi/Persian | 430 |
| Albanian | 020 | Hok Chiu | 245 | Russian | 490 |
| Amharic | 025 | Hungarian | 250 | Serbian | 495 |
| Arabic | 030 | Icelandic | 260 | Croatian | 500 |
| Armenian | 040 | Ilocano | 270 | Sindhi | 505 |
| Ashanti | 042 | Indian (North American) | 275 | Singhalese | 510 |
| Assyrian | 045 | Indian (South American) | 280 | Slovak | 520 |
| Azeri | 050 | Inuktitut | 285 | Slovenian | 530 |
| Bengali | 060 | Italian | 290 | Somali | 535 |

| First Language Codes | | | | | |
|----------------------|------|------------------|------|---------------------|------|
| LANGUAGE | CODE | L A N G U A G E | CODE | L A N G U A G E | CODE |
| Bihari | 070 | Jaffna | 295 | Spanish | 540 |
| Bulgarian | 080 | Japanese | 300 | Swahili | 550 |
| Burmese | 090 | Katchi | 310 | Swedish | 560 |
| Cantonese | 100 | Kannada | 320 | Filipino/Tagalog | 570 |
| Chiu Chow | 105 | Kashmiri | 330 | Tamil | 580 |
| Cree | 108 | Khmer | 335 | Thai | 600 |
| Czech | 110 | Korean | 340 | Tigrinia | 610 |
| Danish | 120 | Lao | 345 | Turkish | 620 |
| Dari | 125 | Latvian | 350 | Twi | 630 |
| Dutch/Flemish | 130 | Lebanese | 355 | Ukrainian | 640 |
| Egyptian | 135 | Lithuanian | 360 | Urdu | 650 |
| English | 140 | Macedonian | 370 | Vietnamese | 660 |
| Estonian | 150 | Malayalam | 375 | Welsh | 670 |
| Ethiopian | 155 | Indonesian/Malay | 380 | Patois/Creole | 680 |
| Finnish | 160 | Mandarin | 400 | Xhosa | 685 |
| French | 170 | Marathi | 410 | Yiddish | 690 |
| Fukienese | 175 | Mohawk | 415 | Yoruba | 700 |
| Gaelic | 180 | Norwegian | 420 | Other | 710 |
| German | 190 | Ojibway | 422 | Other Chinese | 720 |
| Greek | 200 | Pashto/Pushtu | 425 | Other African | 730 |
| Gujarati | 210 | Polish | 440 | Other Indian (Asia) | 740 |
| Hakka | 215 | Portuguese | 450 | Other Asian | 750 |
| Hebrew | 220 | Punjabi | 460 | Other European | 760 |
| Hindi | 230 | Romanian | 480 | Unknown | 000 |

13. Communicates Adequately

If the child communicates adequately in his/her 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**.

14. Student Status

Student must be currently in your class to do 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 traveling).

Similarly, if the child has moved out of this class/school do not complete the rest of the form. The “registered non-attender” option refers to children who are registered in your class but do not attend most of time. Only if you do not feel comfortable assessing these children, choose this option and do not fill out the rest of the questionnaire.

Lastly, if parents/guardians request that you do not assess their child, mark **OTHER** and do not fill in the rest of the form.

15. Student is Repeating this Grade

If the child is repeating this grade please indicate **YES**.

If not please indicate **NO**.

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 his or her 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 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 degree of discomfort.

| Yes | No |
|--|---|
| <p>For instance, does not have a warm coat for an outside trip in cold weather (underdressed)</p> <p style="text-align: center;">OR</p> <p>clothes are too heavy in warm weather (overdressed).</p> | <p>Dresses appropriately for the weather or dresses according to comfort and needs.</p> |

3. too tired/sick to do school work

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

| Yes | No |
|--|--|
| <p>Often or occasionally appears sleepy or complains about feeling sick.</p> | <p>Consistently arrives at school ready to do work and does not appear tired or complain of feeling sick</p> <p>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.</p> |

4. late

Refers to arrival at school after the start of the class and 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 him or herself.

| 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, 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 child's 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 ability to demonstrate language and cognitive skills through English. The child may be able to demonstrate these skills in the current operational language (home language), however what we are seeking for this section is information about the language skills needed in the school context in English.

GENERAL NOTES FOR THIS SECTION

Take into consideration acquisition and use of language, rather than correct grammar. A formal assessment of language and cognitive skills is not intended. Rate the child as the child currently presents, not the way the child presented at the beginning of the school year. Responses should be based on an informal knowledge of the child's skills based on observations in the last 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:

1. ability to use language effectively in English

Refers to 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 his/her 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 his/her 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 him/her

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 |
|---|---|---|
| <p>The child consistently demonstrates understanding of the spoken information.</p> <p>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.</p> | <p>Most of the time child demonstrates understanding of the spoken word.</p> <p>The child carries out the task or asks clarifying questions or makes relevant comments but does not consistently use all three.</p> | <p>The child rarely demonstrates understanding of the spoken word.</p> <p>That is, the child does not provide an appropriate response to the spoken word.</p> |

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 child's possible speech difficulty rather than 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 get to school, but it is important to capture information about those who can.

Would you say that this child:

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's being attentive to books, picking them up to look at 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 use 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 use 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</p> <ul style="list-style-type: none"> (e.g., The cat sat on the mat; I am..., I like..., I can...). <p>The child may read simple sentences with prompts.</p> <p>The use of illustrations to predict meaning is appropriate.</p> | <p>The child does not read simple sentences, even with prompts 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 instance, 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 his or her name on work with or without being encouraged, writes messages, attempts to label objects in pictures.</p> <ul style="list-style-type: none"> It does not matter whether the words are legible. It only matters that the child is attempting to link letters together. This must occur on more than one occasion. | <p>The child only attempts to write when instructed by an adult.</p> |

21. is able to write his/her own name in English

| Yes | No |
|---|--|
| <p>Without assistance (independently) the child writes his/her first name from memory.</p> <ul style="list-style-type: none"> 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. All letters must be present most of the time. | <p>The child writes name only with assistance</p> <p>OR</p> <p>the child writes name with letters in random order</p> <p>OR</p> <p>the child gets the first and the last letters correct, but the middle ones are usually jumbled,</p> <p>OR</p> <p>misses letters most of the time.</p> |

General note for questions 22 and 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 her/his own or by copying the teacher.

23. is able to write simple sentences

Refers to either writing sentences on his/her own or by 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, 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 |
|--|---|
| <p>The child readily participates in games involving numbers, voluntary selection of number-related toys, etc.</p> | <p>The child participates with encouragement, prompting, or assistance or does not participate in games involving numbers, voluntary selection of number-related toys, etc.</p> |

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 |
|---|---|
| <p>The child can point to/select at least three shapes.</p> <ul style="list-style-type: none"> The child does not have to identify the shapes by name. This may be prompted. | <p>The child points to fewer than 3 shapes, even when prompted.</p> |

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 means that the child demonstrates exceptional skills (capability or aptitude) that are not expected for his or her 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

35. demonstrates special literacy skills or talents

This includes demonstration of literacy skills and talents in both English and in languages other than English.

36. demonstrates special skills or talents in arts

This refers to the child's creative skills, including drawing, story telling and acting skills.

37. demonstrates special skills or talents in music

38. demonstrates special skills or talents in athletics/dance

This refers to the child's physical skills.

- 39. demonstrates special skills or talents in problem-solving in a creative way**
- 40. demonstrates special skills or talents in other areas (specify)**

Section C Social and Emotional Development

How would you rate this child's:

1. overall social/emotional development

Social-emotional development refers 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 to interact and relate appropriately to peers and react 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 (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:

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

his/her age

The child can play or do 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 rules and behaviour rules; once rules or schedules have been explained, child would generally have no trouble understanding them and following them. E.g., knows that it is necessary to put up a hand to speak; when given instructions, attempts to follow them (not necessarily accurately)

6. respects the property of others

For example, child asks for permission if he/she wants to play/use an object belonging to another child.

7. demonstrates self-control

This may be demonstrated in a variety of ways: e.g. 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 child is confident of his/her 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 herself 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: e.g. does not interrupt when adults are talking, and 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: e.g., does not usually interrupt when other children are talking, takes care not to interrupt other children in their task, and to be careful with other children's work, shows interest in other children and perhaps differences between himself and others.

11. accepts responsibility for actions

This may be demonstrated in a variety of ways: e.g. the child doesn't argue back when disciplined, does not show attitude when reprimanded, 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-to-one situation.

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 timeframe appropriately allocated for the student.

15. works independently

This refers to child's independence within his developmental capacity, i.e. child is able to do certain tasks by himself, and focus on his 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: e.g. the child asks lots of questions, participates in discussions about a variety of topics.

GENERAL NOTE FOR QUESTIONS 19-21

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 him/herself

Refers to the child's finding appropriate solutions to day-to-day problems such as: when his/her selected centre is "full," a student chooses the book he/she had wanted, when a pencil breaks, water gets spilled etc. (chooses an alternative, uses words to express choices, finds a way to "fix" something)

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.

25. is able to adjust to changes in routines

This could be demonstrated by the child's quick adjustment to return 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 modelling 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 NOTE 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 KNOWS** make the questionnaire unscorable.

28. will try to help someone who has been hurt

Also include if child gets appropriate 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 to resolve the conflict, even if he or she is not involved and does not know the people involved.

For instance, 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; and
- seeking other ways to diffuse the conflict.

Answer **NEVER OR NOT TRUE** if you have witnessed the child not assisting in a peaceful solution of a dispute;

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 he or she notices 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 in the playground).

Examples 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 **DON’T KNOW**.

In this behaviour, the emphasis is on spontaneity: the child reacts to as if it is a reflex, without prompting or 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 his/her own.

34. will invite bystanders to join in a game

Probably best observed in unstructured games at playground or during free play time in class. Examples involve a 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 him/her but will not allow others to join in.

35. helps other children who are feeling sick

Also include if child gets appropriate assistance from an adult.

Would you say that this child:

36. is upset when left by parent/caregiver

If the teacher has no opportunity to observe the child’s behaviour 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 in contrast 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. 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.

Examples include: child makes negative remarks about others, intentionally excludes other children from activities or ignores children wanting attention; is physically assertive, makes unreasonable requests of peers knowing that they will oblige because they are scared or want to be included.

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 him/her

Child may take home something that is clearly explained as exclusively school use, or 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 or squirming in seat or fiddling with objects when the rest of the class is working, or 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 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 him/her, 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 seating in one spot.

45. is disobedient

Child disobeys direct requests and instructions, even though he/she knows that this is inappropriate

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 his or her 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 needs or wants are not immediately met; tries to push in front of other children, calls out, butts in, takes over, or gets distracted and abandons games or group activities; child who always wants to be first in line or in receiving resources.

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, e.g., when given a task, 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, has difficulty sustaining attention in tasks or play activities, does not seem to listen when spoken to directly, loses things necessary for tasks or activities (e.g., toys, assignments, pencils, books, or tools), does not follow through on instructions and fails to finish schoolwork (**not** due to failure to understand instructions), 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 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, or a child who usually waits until others have attempted a new task before fully engaging, or a child who is unsure of her 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 would go wrong, 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 that some degree of nervousness is appropriate (e.g., before public performance), or situations that it is not obviously apparent what the cause may 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 and/or decide which colour pencil to use. Child often waits for others to make a decision and mimics it, 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 his/her ability to do school work in a regular classroom?

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

2.

- a) physical disability**
- 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 using the codes below.

| CATEGORY | DIAGNOSIS | CODE | CATEGORY | DIAGNOSIS | CODE |
|-----------------------------------|---|-----------|--------------------------|-------------------------------|-----------|
| Mental Health | ADHD | 1 | Sensory Disorders | Blind/ Visually Impaired | 18 |
| | Anxiety | 2 | | Deaf/Hard of Hearing | 19 |
| | Depression | 3 | | Other Sensory | 20 |
| | Oppositional Defiant Disorder/Conduct Disorder | 4 | Motor Disorders | Cerebral Palsy | 21 |
| | Other Mental Health Disorders | 5 | | Mitochondrial disease | 22 |
| Developmental Disabilities | Autism Spectrum Disorder (ASD – includes Autism, Asperger Syndrome, & Pervasive Developmental Disorder [PDD-NOS] not otherwise specified) | 6 | | Muscular Dystrophies | 23 |
| | Developmentally Delayed/Global Delay | 7 | | Spina Bifida | 24 |
| | Down Syndrome/Other Genetic Developmental Disability | 8 | | Other Motor Impairment | 25 |
| | Fetal Alcohol Spectrum Disorder (FASD) or Alcohol-Related Neurodevelopmental Disorder (ARND) | 9 | Other | Acquired Brain Injury | 26 |
| | Intellectual Delay (Mild or Moderate) | 10 | | Asthma | 27 |
| | Rett's Disorder, Childhood Disintegrative Disorder [CDD] | 11 | | Cancer/ Leukemia/Brain Tumour | 28 |
| | | | | Cystic Fibrosis (CF) | 29 |
| | | | | Diabetes | 30 |
| | | | | Epilepsy/ Seizures | 31 |
| | | | | Heart Problems/Stroke | 32 |

| | | | | | |
|--|--|-----------|--|---|-----------|
| | Learning disorders (reading, writing, math) | 12 | | Juvenile Rheumatoid Arthritis | 33 |
| Speech and Language Disorders | Apraxia | 13 | | Obesity | 34 |
| | Cleft Palate/Lip | 14 | | Phenylketonuria (PKU)/Other Metabolic | 35 |
| | Receptive or Expressive Language | 15 | | Tourette Syndrome | 36 |
| | Selective Mutism | 16 | | Other, not listed | 37 |
| | Other Speech & Language Disorders | 17 | | | |

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.

ANSWERS ARE: YES, NO OR DON'T KNOW

1. attended an early intervention program

(please specify the type of intervention and the problems it addresses if known)

- includes speech/language therapy, a Head Start program, a School's Cool program, etc., or if child has had similar in-home services or parent attended a parenting program

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

| | |
|---|---|
| a) Centre-based, licensed, non-profit | centres operated by parents, a voluntary board of directors, or a non-profit organization such as the YM/YWCA, a college, university, school board, or municipal government |
| b) Centre-based, licensed, for profit | commercial centres that are private businesses operated by an individual, a partnership, or a corporation |
| c) Other home-based, licensed | child care operated from the caregiver's home (home-care), where the caregiver is licensed to provide this service (e.g., through an agency) |
| If you know that the child was looked after in home-based care but are unsure whether it was a licensed one, please mark UNLICENSED | |
| d) Other home-based, unlicensed, non-relative | as above, except for the lack of license, and the caregiver was not related to the child |
| e) Other home-based, unlicensed, relative | child was in the care of a grandparent, aunt/uncle, or another relative in the relative's home |

| | |
|--------------------------------------|---|
| f) 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 |
| g) Child's home, relative | child looked after in own home by a relative |
| h) 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 |

- i) To the best of your knowledge, prior to the child's entry into Kindergarten, was this arrangement**

| Full-time | Part-time |
|--|---|
| If child has been in non-parental care at least 6 hrs/day, 5 days a week | If child has been in non-parental care less than 6 hrs 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

- 3. attended other language or religion classes (specify if known, please print) includes Sunday School, Hebrew classes etc.**
- 4. attended an organized pre-school/nursery school (only if part-time, and if it was not the main child-care arrangement)**

Include only pre-school programs that

- do not provide main (full day) child care arrangements,
- are not a part of a child care centre, and
- do not involve an intervention/therapy/resource component.

These may be weekly music/art classes, twice-weekly regular morning playgroup programs, etc.