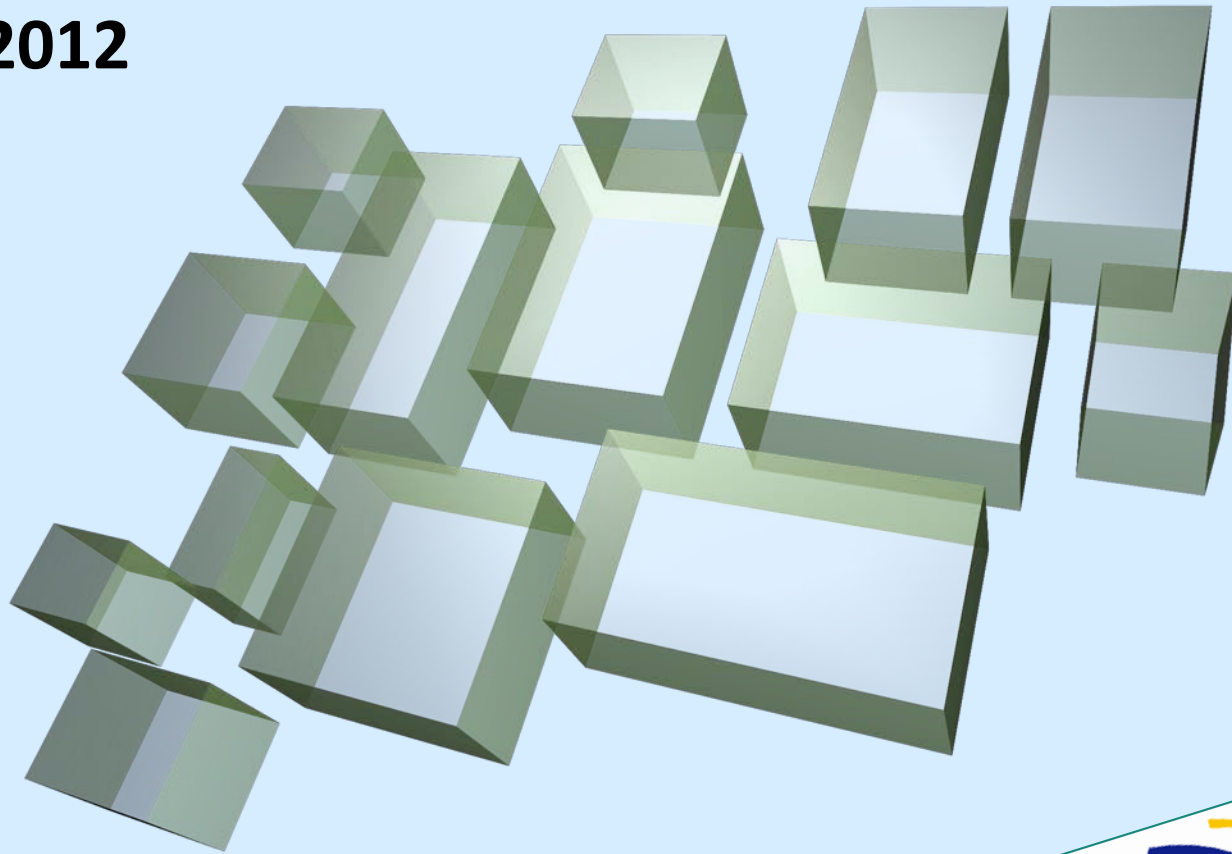


Early Development Instrument

2011 - 2012



Thunder Bay Superior North Region

Gordon Mackenzie, Brass Bell Family Resource Centre, Dorion, Ontario



Location of Your Best Start Centres in the Thunder Bay Superior North Region



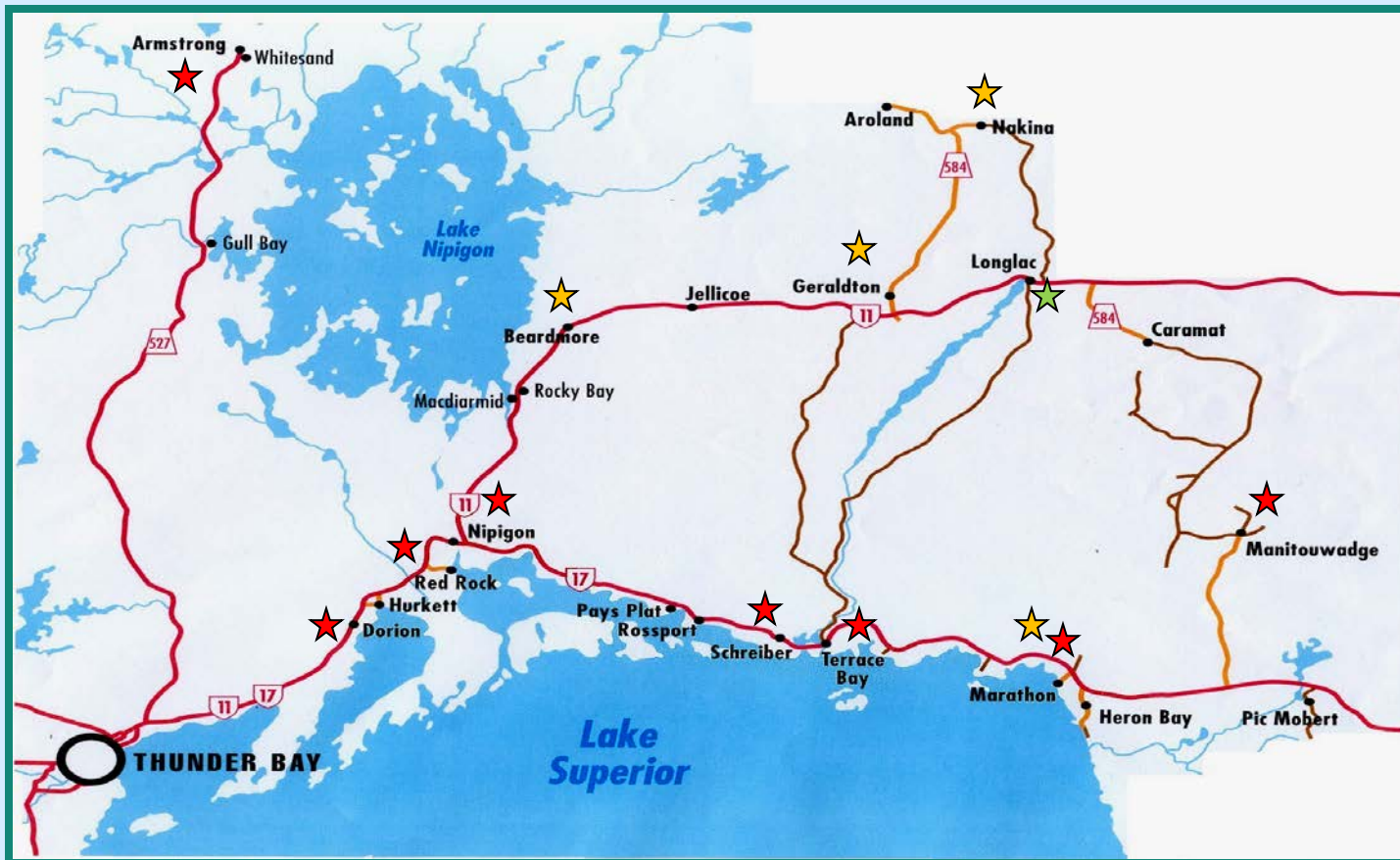
★ Administered by the Brass Bell Family Resource Centre

Armstrong
Dorion
Red Rock
Nipigon
Schreiber
Terrace Bay
Marathon CPNP
Manitouwadge

★ Other Best Start Locations

Beardmore
Geraldton
Nakina
Marathon

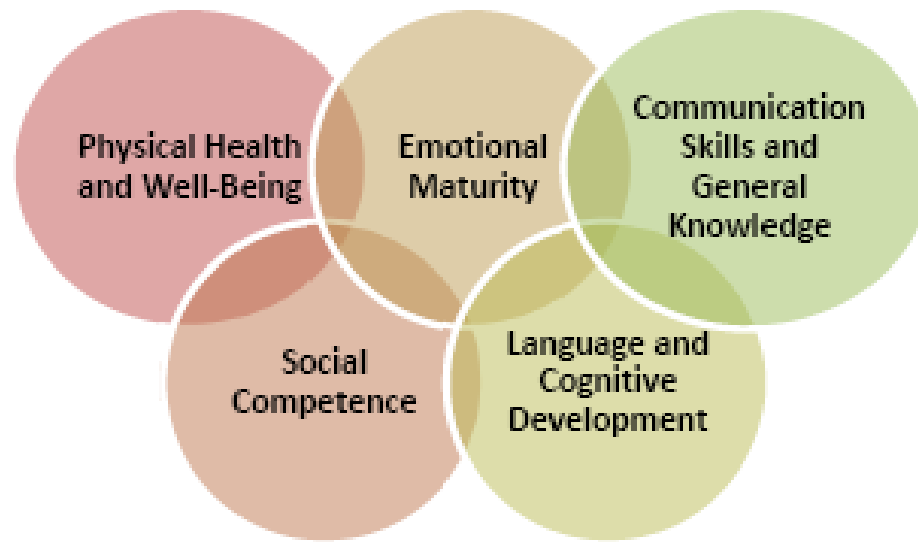
★ Norwest
Playgroup
Longlac





EDI Domains

The Early Development Instrument (EDI) measures children's developmental health at school entry by asking questions covering five different areas of their early development:



Sample EDI Questions...

Physical Health & Well Being- Since the start of the school in the fall, has the child sometimes (more than once) arrived over or underdressed for school related activities?

Yes No Don't Know

Language & Cognitive Development- How would you rate this child's ability to use language effectively in English?

Very good/good Average Poor/very poor Don't know

Social Competence- Would you say this child accepts responsibility for actions?

Often or very true Sometimes or somewhat true Never or not true Don't know

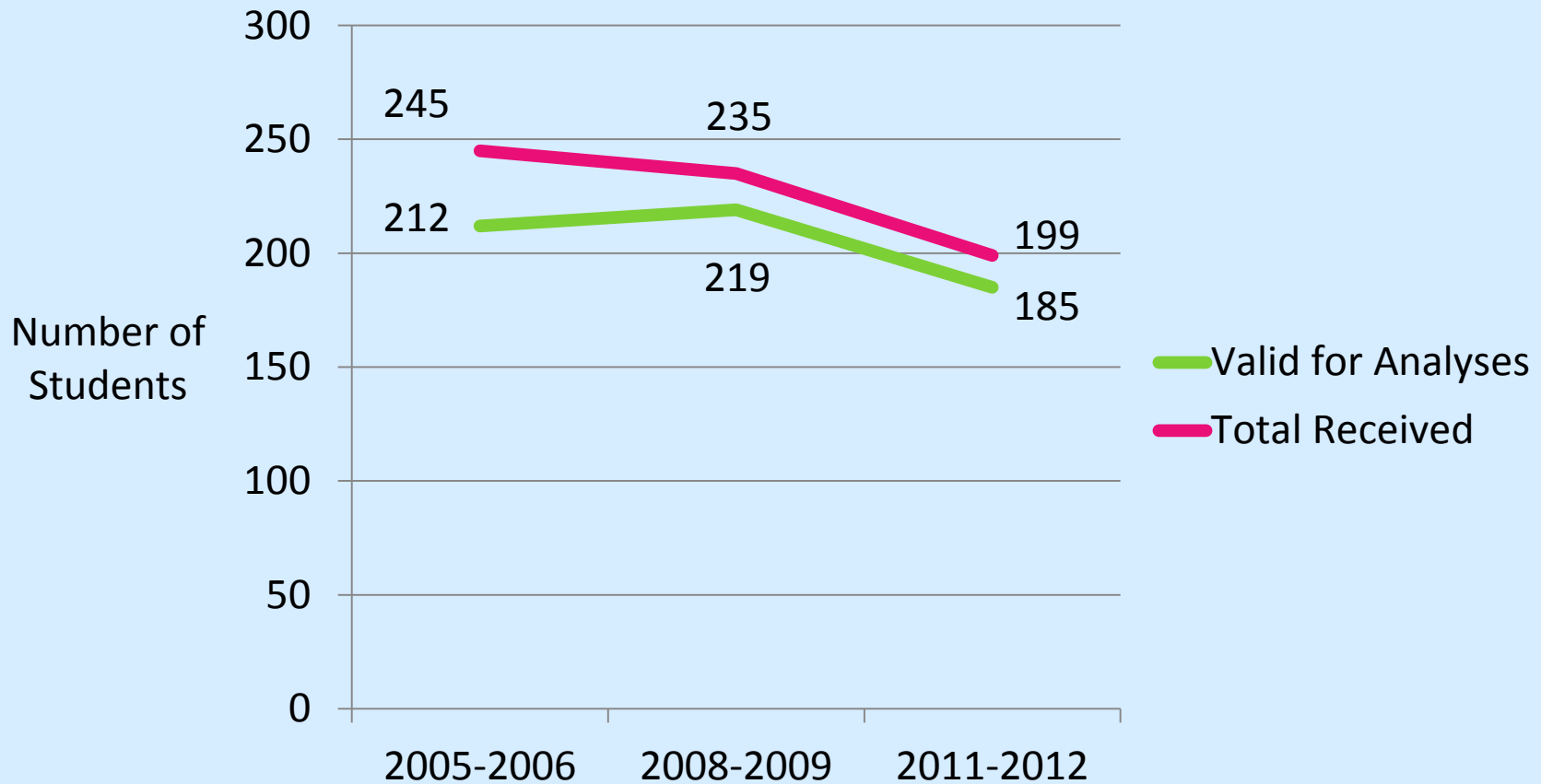
Emotional Maturity- Would you say this child comforts a child who is crying or upset?

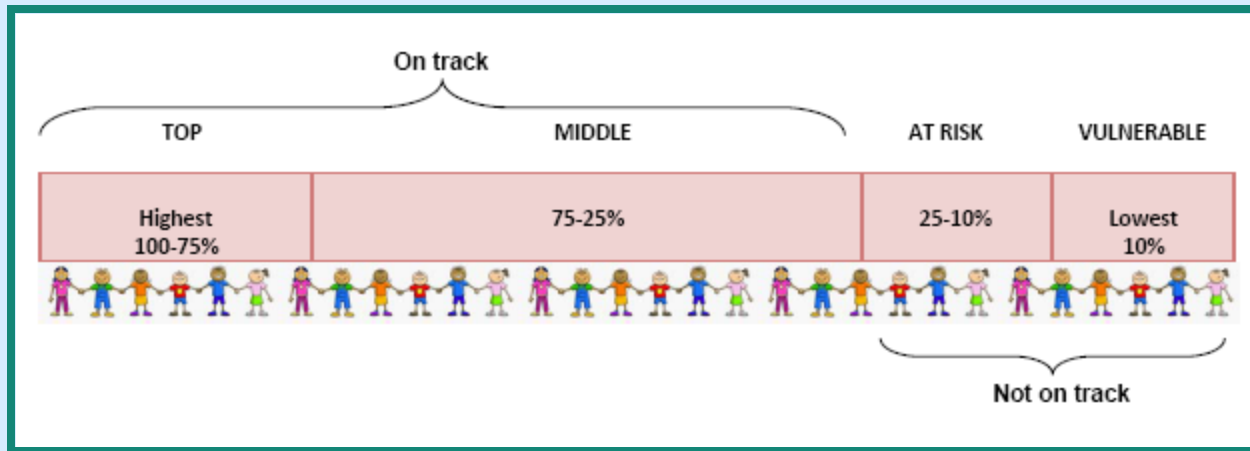
Often or very true Sometimes or somewhat true Never or not true Don't know

Communication Skills & General Knowledge- Would you say that this child is able to identify at least ten letters of the alphabet?

Yes No Don't Know

Senior Kindergarten Population Trends Thunder Bay Superior North





EDI Scores

The EDI average scores for each domain or developmental area – EDI test scores are broken down into percentiles: 0-10, 10-25, 25-75, and 75-100 as seen in this slide. A percentile is the ranking in order of test scores from lowest to highest. This tells you how well the children did when compared to other students who were tested.

We are most concerned with those children “not on track” and falling in the “vulnerable” 0-10 percentile on each domain. The distribution of scores across the domain can be used to determine percentages of children at various levels of readiness to benefit from school. Simply put, we calculate and report on the percentage of children who fall into this “vulnerable” category.

Thunder Bay Superior North 2011-2012

Descriptive Statistics

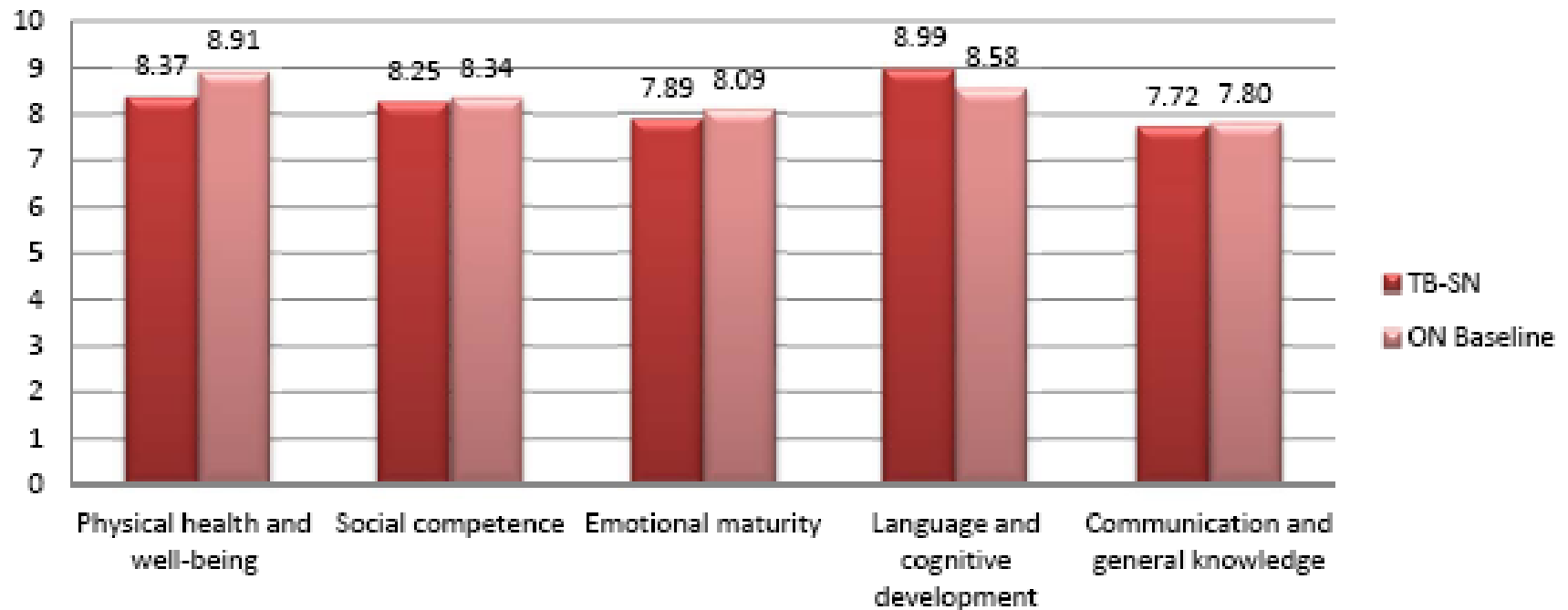
The EDI was completed for 185 non-Special Needs Senior Kindergarten students in Thunder Bay-Superior North in the 2011/2012 year. The table below illustrates the descriptive statistics of this Thunder Bay-Superior North cohort.

Domains	Valid Questionnaires		Scores			Percentile Boundaries			
	# EDI Items	Valid Questionnaires	Min-Max	Mean	Standard Deviation	75	50	25	10
Physical Health and Well-Being	13	185	4.60-10.00	8.37	1.44	9.62	8.75	7.31	6.15
Social Competence	26	185	1.00-10.00	8.25	1.94	9.81	8.85	7.50	5.12
Emotional Maturity	30	185	2.10-10.00	7.89	1.65	9.17	8.33	6.83	5.67
Language and Cognitive Development	26	184	1.90-10.00	8.99	1.54	10.00	9.62	8.85	6.92
Communication Skills and General Knowledge	8	185	1.30-10.00	7.72	2.43	10.00	8.75	5.63	4.38

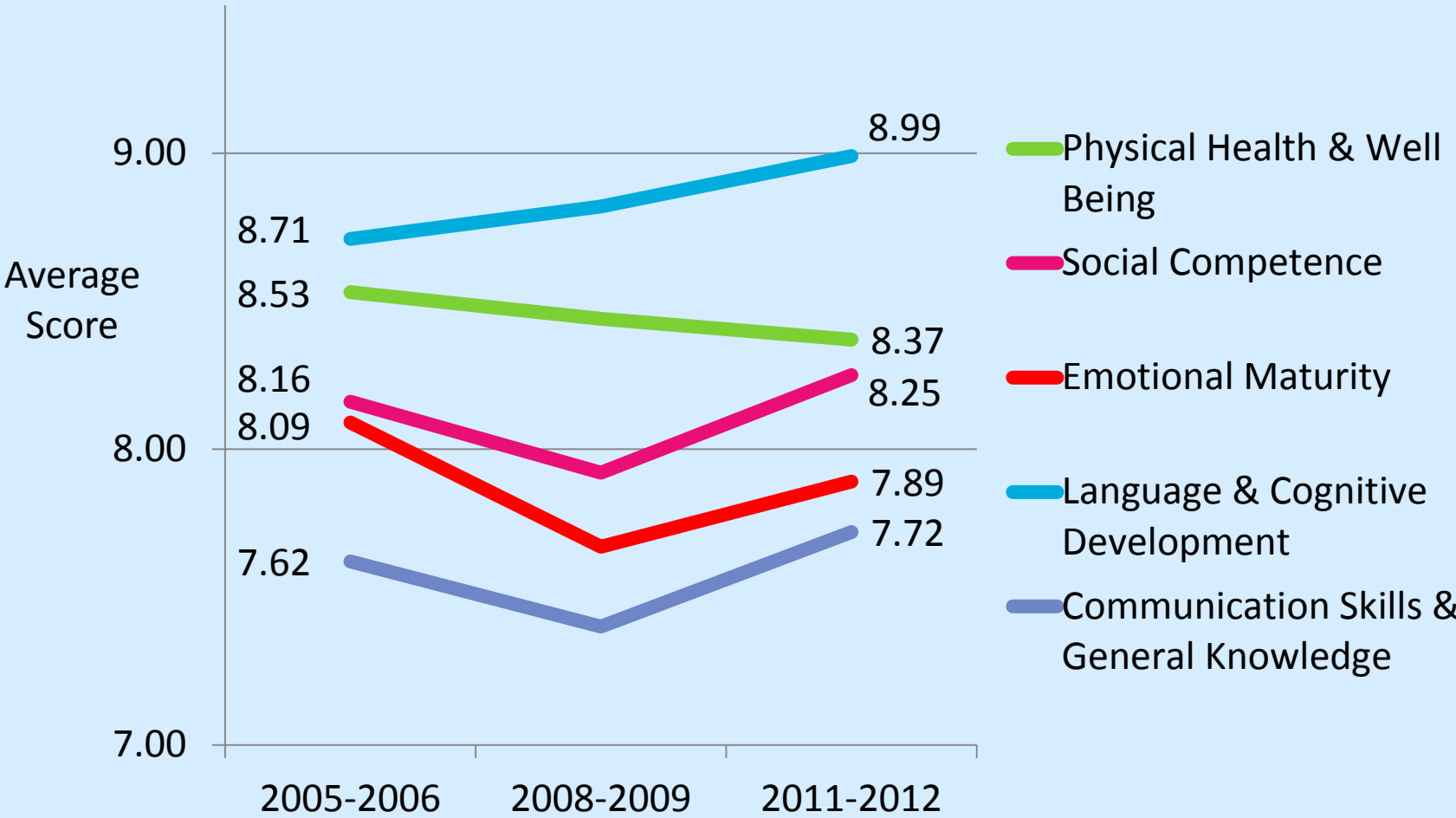
EDI Average Scores

Thunder Bay Superior North 2011-2012

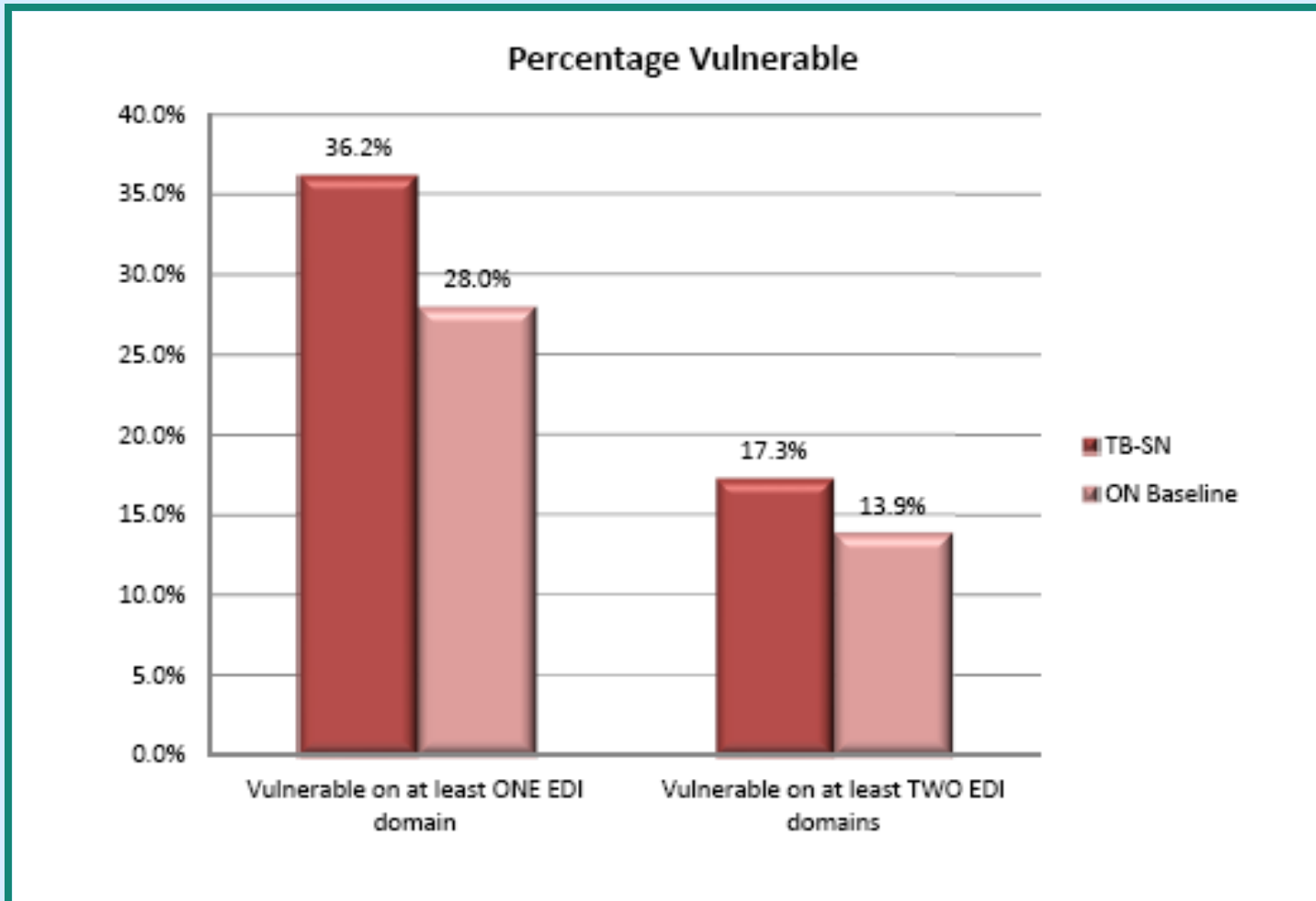
Compared to the Ontario Baseline



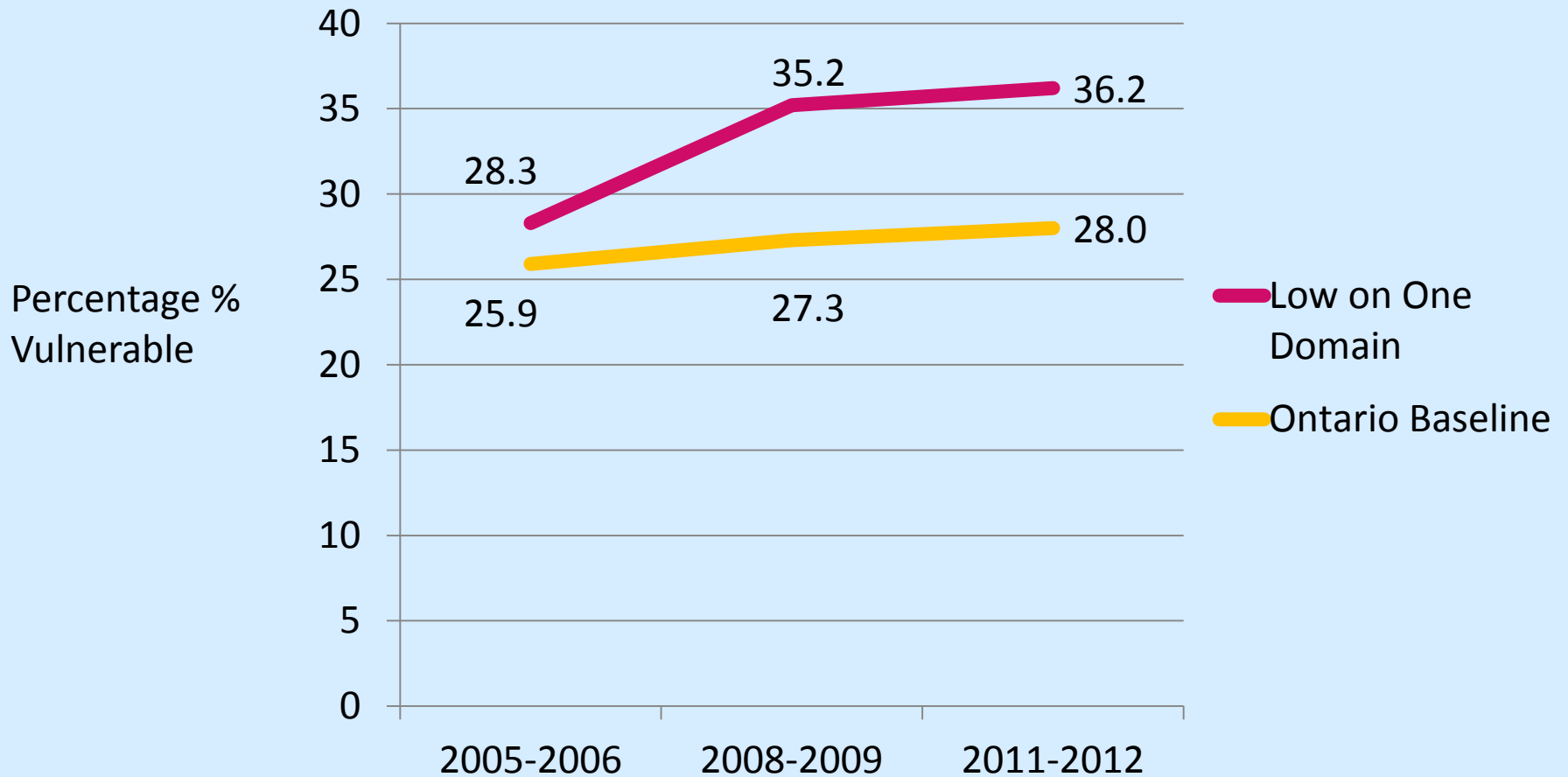
EDI Average Score Trends



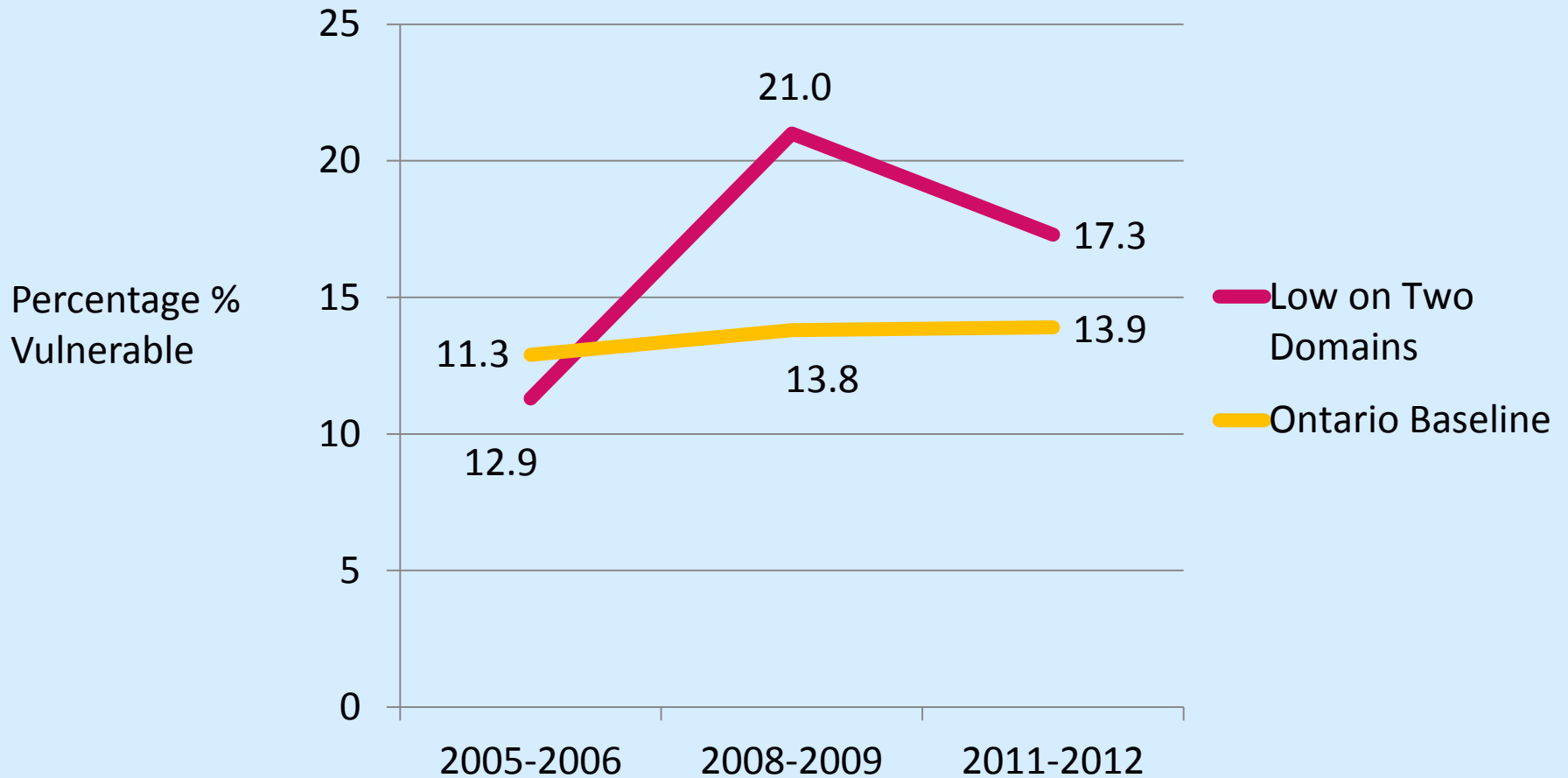
Percentage Vulnerable Thunder Bay Superior North 2011-2012 Compared to Ontario Baseline



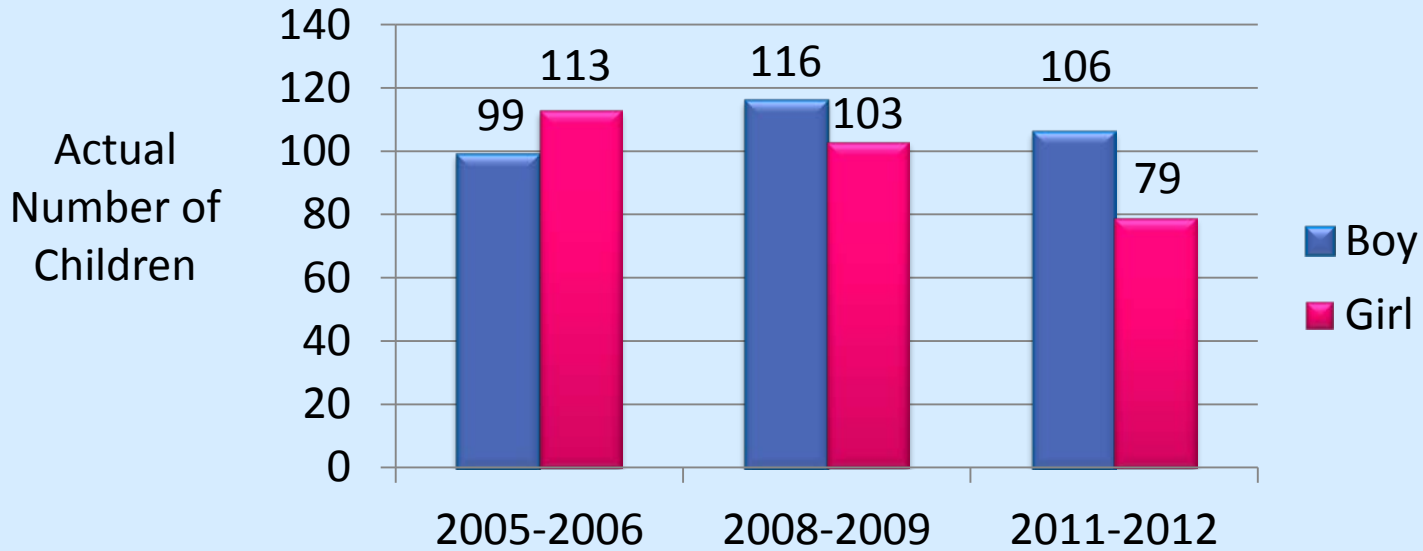
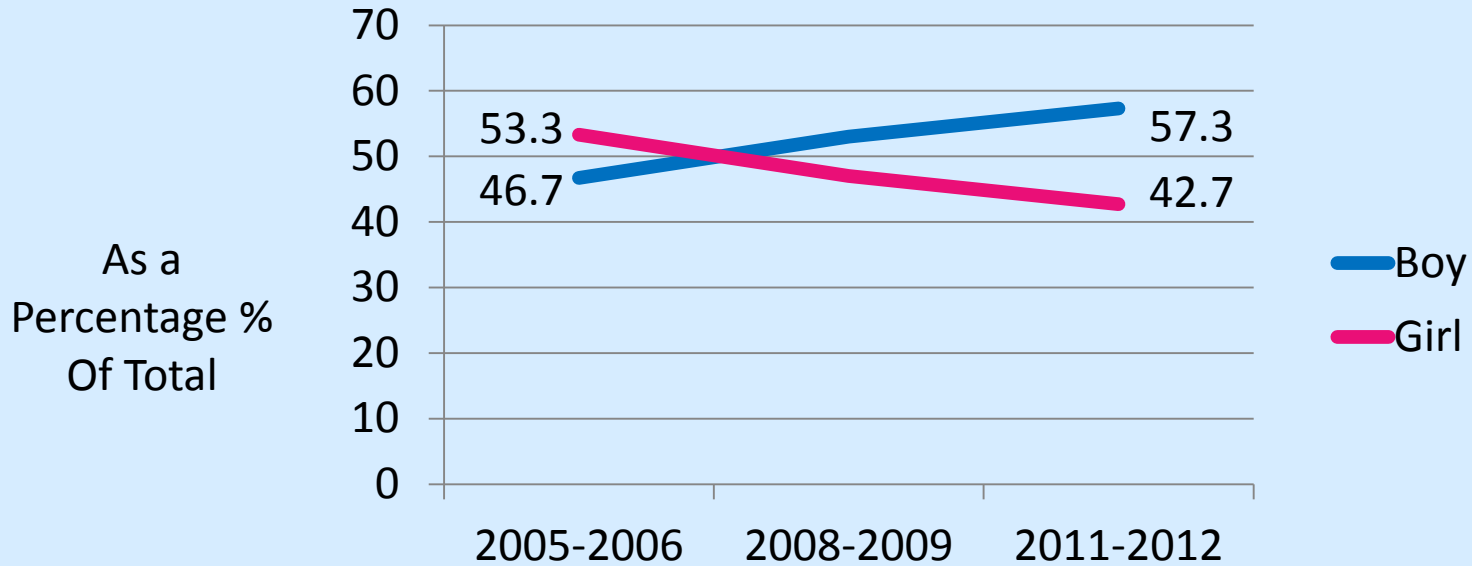
Percentage Vulnerable Trends Thunder Bay Superior North Low on One Domain



Percentage Vulnerable Trends Thunder Bay Superior North Low on Two Domains



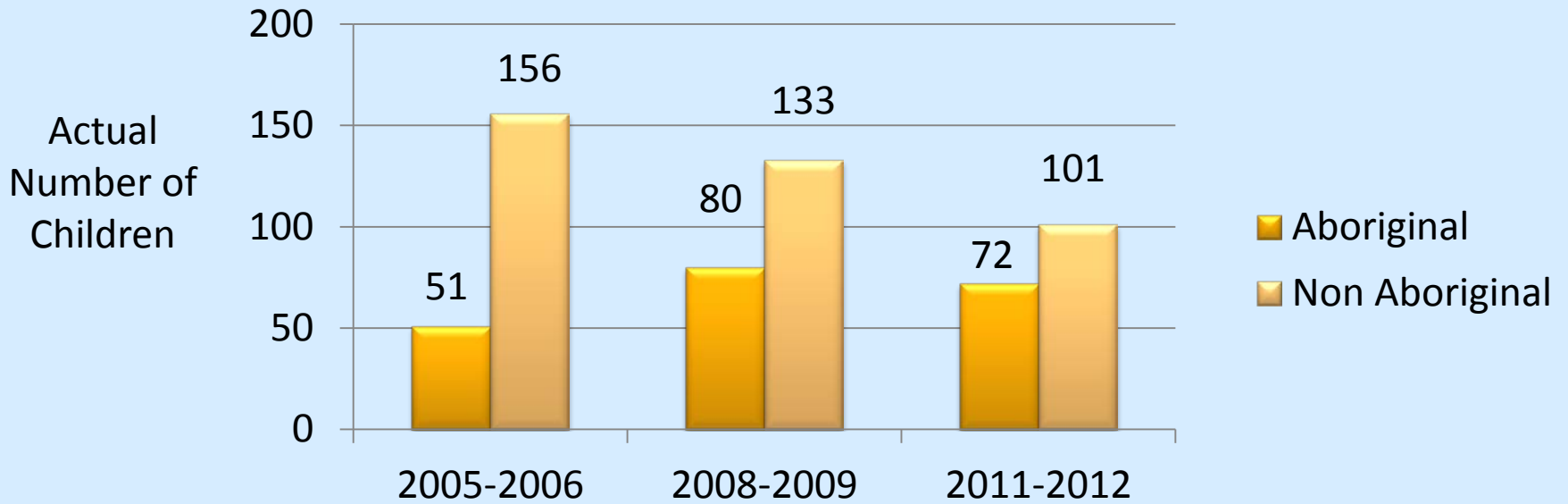
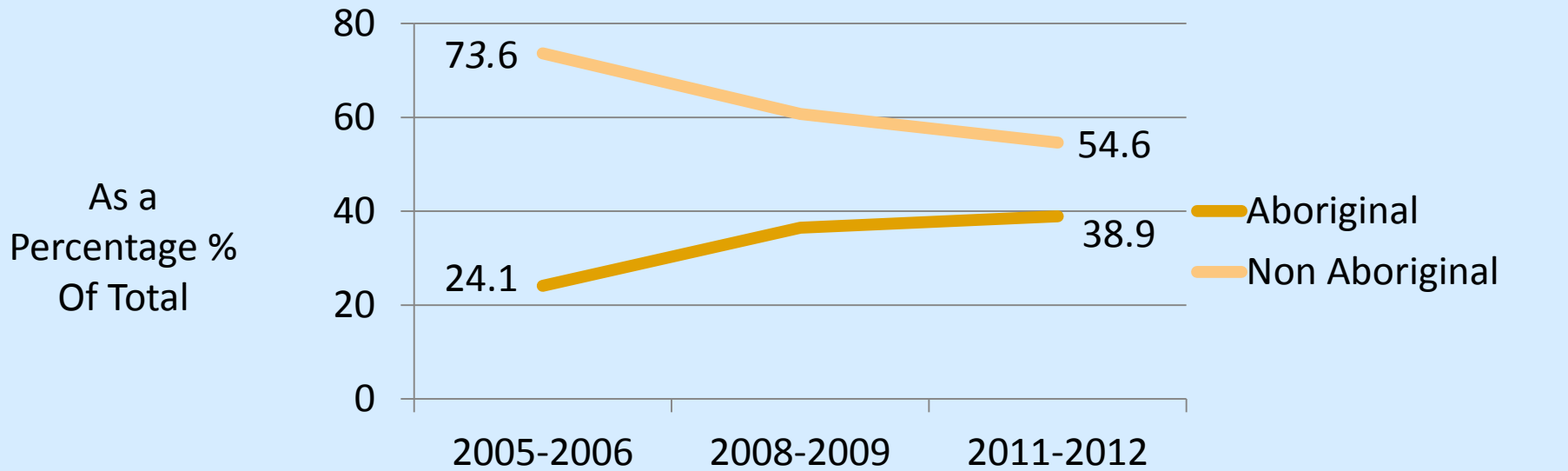
Descriptive Data: Gender







Descriptive Data: Population



EDI Cycle	Average Age of Children	Percentage 67 Months of Age or Younger i.e. 5.6 years old
2005-2006	5.61 years old	52 %
2008-2009	5.67 years old	45 %
2011-2012	5.68 years old	48 %

Children born earlier in the year scored higher than those born later in the year. Again, it is a consistent developmental phenomenon... older children are more ready to learn at school than younger children.

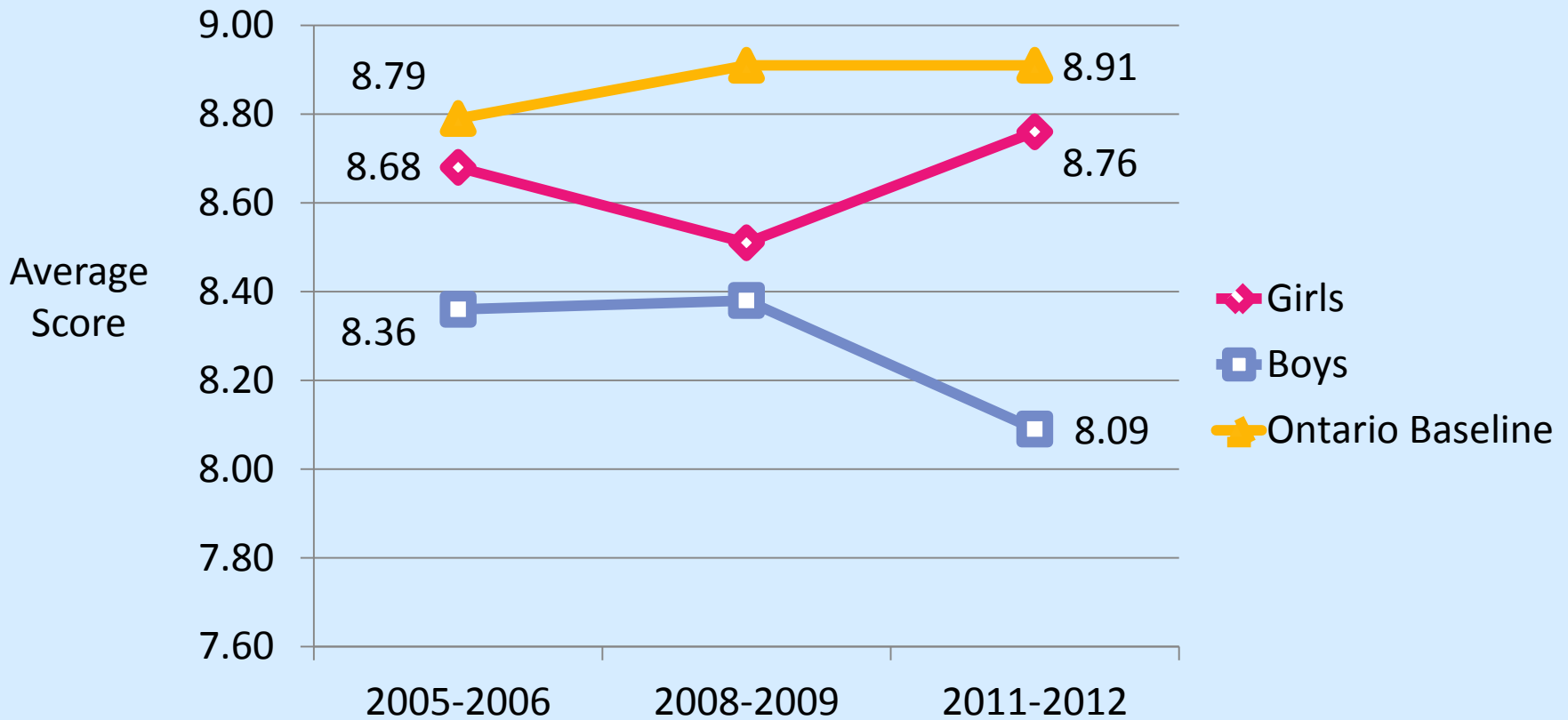
Children with Aboriginal Status-

Children with aboriginal status scored lower than those without in all five domains. This is the case nationally and provincially. There are consistent disparities for aboriginal children versus non-aboriginal children and their respective EDI performance (Janus, 2002) and (McTuck, 2008).

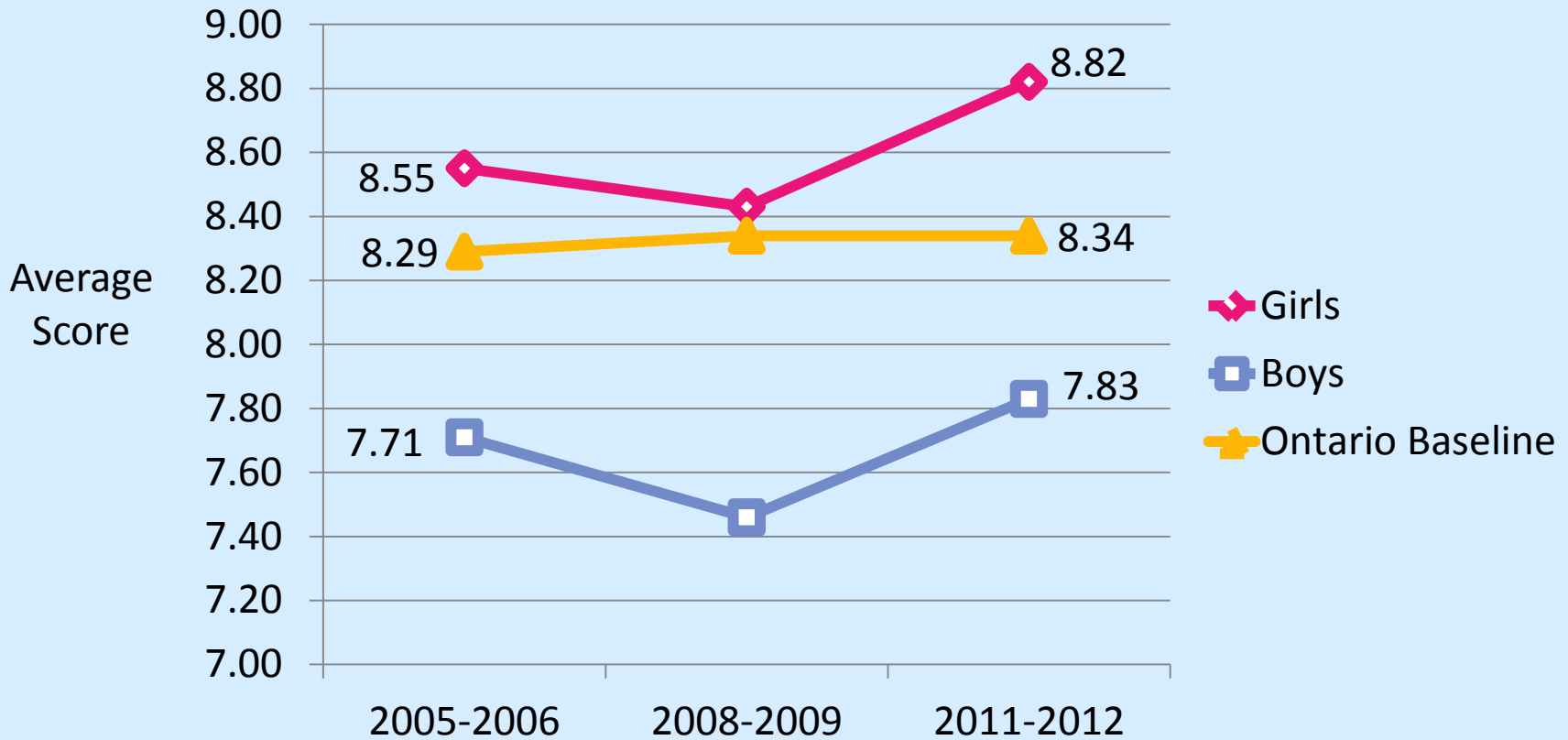
**And now for a snapshot of children's developmental health
at school entry for girls and boys...**



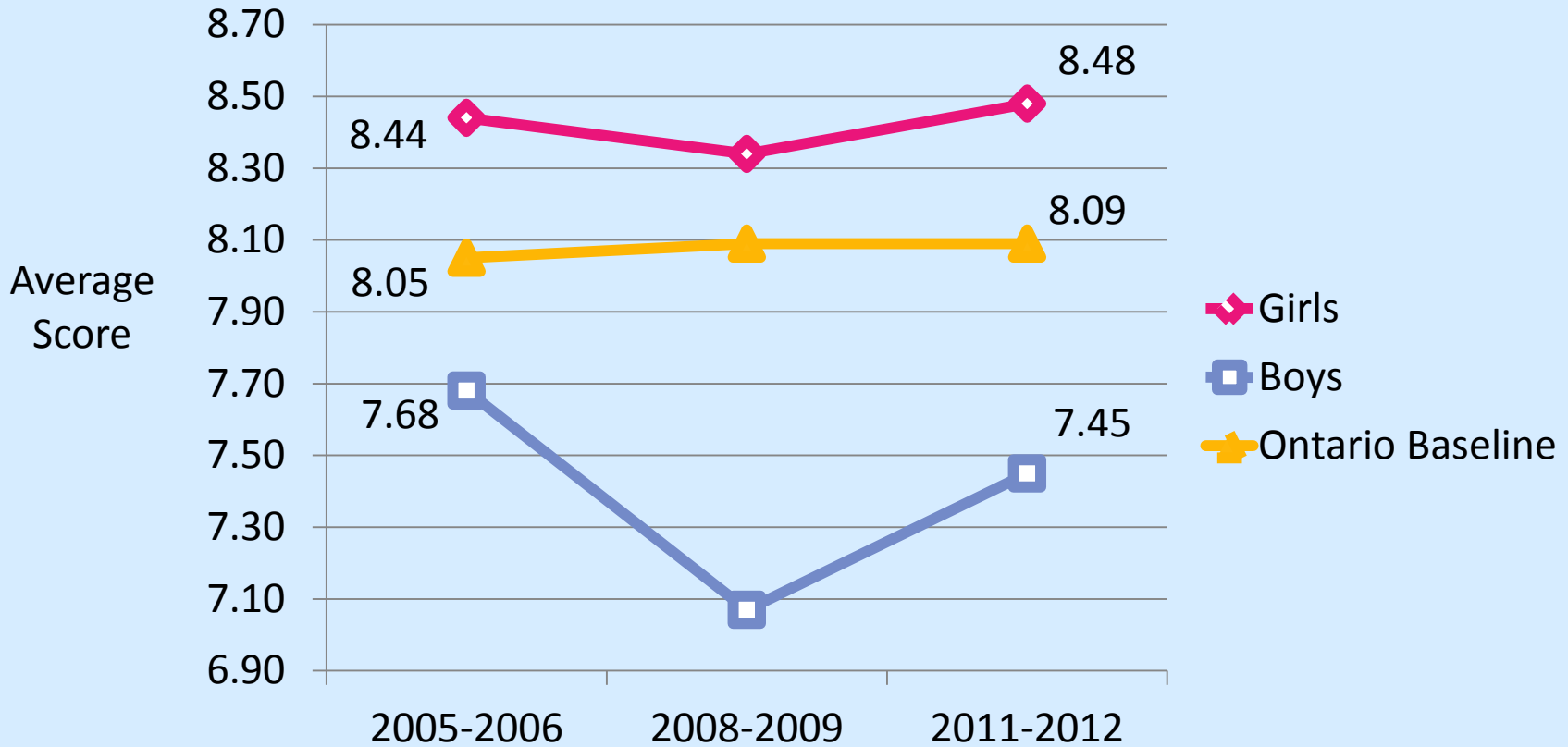
Physical Health and Well Being



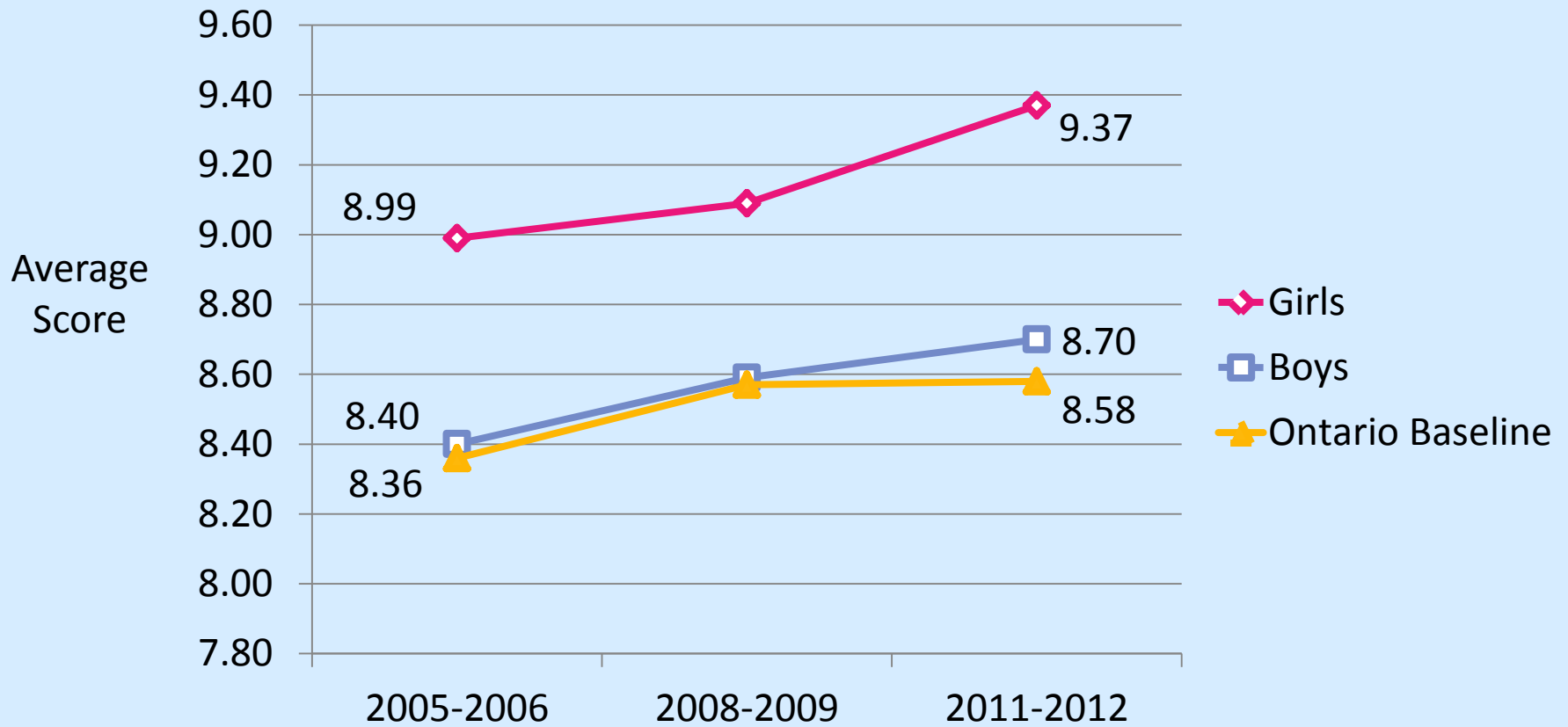
Social Competence



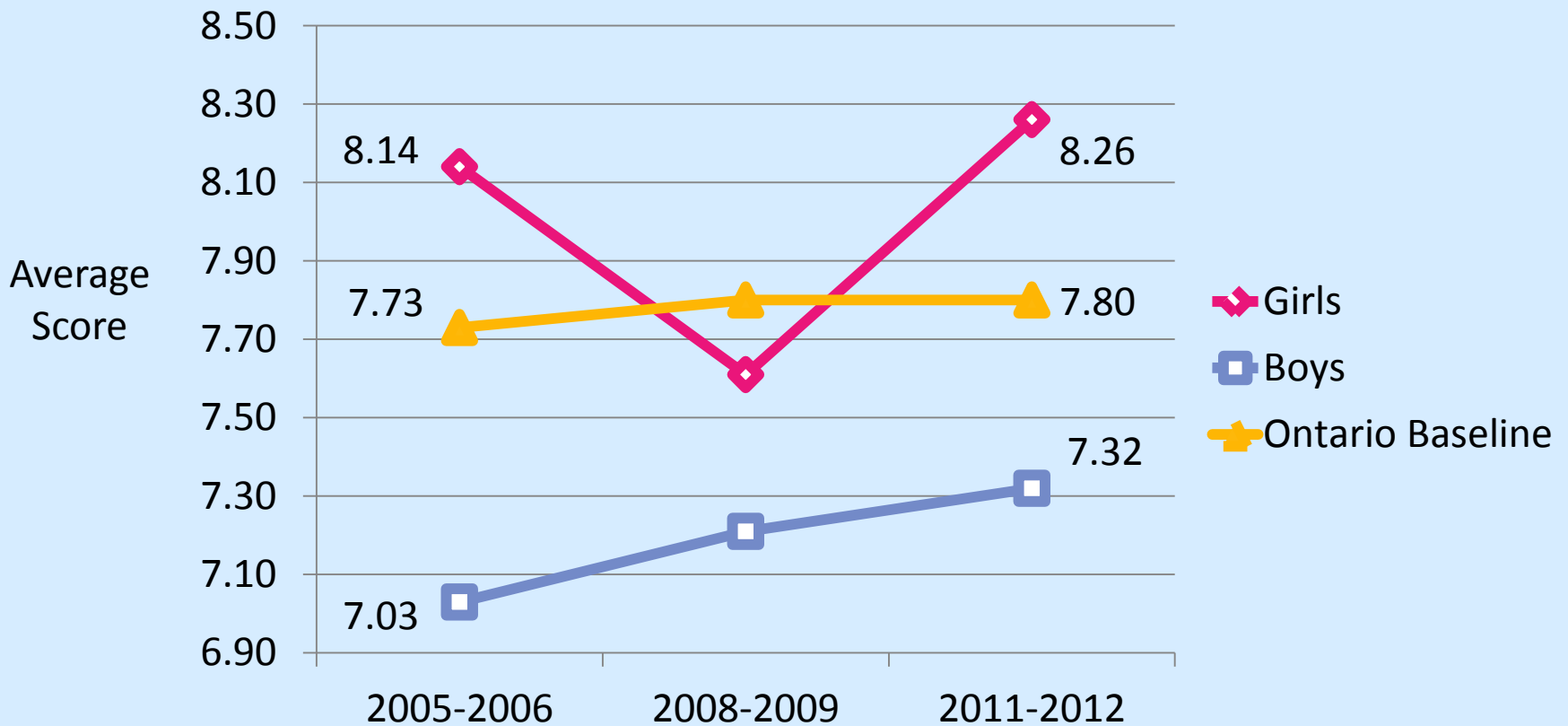
Emotional Maturity



Language and Cognitive Development



Communication Skills and General Knowledge



EDI Results – At a Glance

Thunder Bay Superior North EDI Results	% Vulnerable (Ontario Baseline Cut-offs)			
	2005/2006	2008/2009	2011/2012	% Change (2005-2012)
Physical Health and Well-Being	11.4%	13.7%	27.0%	▲ 15.6%
Social Competence	8.0%	10.5%	13.0%	▲ 5.0%
Emotional Maturity	9.9%	9.6%	13.0%	▲ 3.1%
Language and Cognitive Development	10.4%	11.0%	6.5%	▼ 3.9%
Communication Skills and General Knowledge	11.3%	12.3%	14.1%	▲ 2.8%
Low on 1 or More Domains	28.3%	35.2%	36.2%	▲ 7.9%
Low on 2 or More Domains	11.3%	21.0%	17.3%	▲ 6.0%
Number of Children	212	219	185	▽ 27



Thank you...

Questions and discussion?

"It is our responsibility to ensure bright futures for today's children so that tomorrow's society will benefit."

Dan Offord

Where should we concentrate our efforts in our region when we consider the last three EDI cycles?

Perhaps suggest emphasis on...

- **Physical Health and Well Being** with a score drop of 0.20 since 2006 and 0.54 below the Ontario baseline in 2012
- **Emotional Maturity with** a score drop of 0.16 since 2006 and 0.20 below the Ontario baseline in 2012

And concentrate on outreach and programming for **boys** and **aboriginal youth**.

Readiness to learn at school

“... results indicate that readiness-to-learn levels at school entry seem to be better in neighbourhoods where there is community resources providing family and early childhood support.”

Magdalena Janus, McMaster University, Hamilton, Ontario