

EARLY DEVELOPMENT INSTRUMENT (EDI)

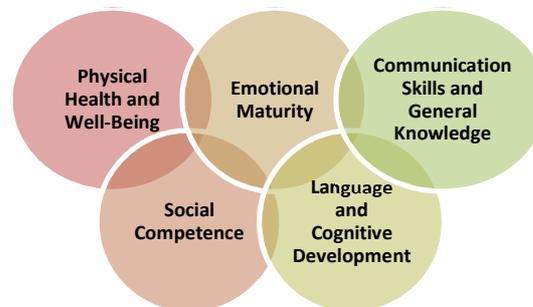
A snapshot of children's developmental health at school entry

What is the EDI?

- The EDI is a 104-item, teacher-completed, population-level checklist that assesses children's developmental health at school entry.
- The EDI allows us to understand trends in child development across our province, Canada and internationally that can help to inform programs and policy.

What does it measure?

- The EDI measures children's level of readiness for school entry by asking questions covering five different domain areas of their early development:



- The level of readiness can range from fully prepared to learn to vulnerable. Children classified as vulnerable are at an increased risk of encountering difficulties in the school years and beyond.
- Each developmental domain is made up of a series of sub-domains that assesses a range of developmental expectations for a total of 16 sub-domains across the five developmental domains. If a child scores below expectations (i.e. achieves few or none) on 9 or more of the 16 sub-domains he/she is considered to have multiple challenges.

Why do we collect EDI data?

- Child's ability to learn and thrive when they enter school is strongly influenced by the brain development that takes place in the early years.
- The EDI takes "temperature" of how well communities are doing for children.
- Provides an outcome measure for the early years and a predictor for later childhood outcomes.
- EDI results can highlight areas with high percentages of vulnerable children. This will allow supports and early education programs to be put in place. These supports can and do make a difference in ensuring all children have the skills and abilities to succeed in school. This is especially true for children living in poverty that more at risk to succeed once they transition to school.

EDI in Newfoundland & Labrador

- In 2010/11, the EDI was administered during a pilot study with 1,029 Kindergarten students from 29 schools across the province.
- In 2011/12, the EDI pilot was extended to include 2,110 students from 85 schools across the province.
- In 2012/13, the EDI administration was expanded to assess 4,832 students from 188 schools across the province. This represented 98.4% of the province's Kindergarten population.
- These results will serve as the baseline that subsequent EDI results will be compared against.

What did the results tell us?

- Kindergarten children in Newfoundland and Labrador fared better than the Canadian norm. For example, 18% of the province's children were vulnerable on at least one EDI domain, 8% vulnerable on at least two domains and 2% were identified as having multiple challenges. This is lower than the Canadian norm of 25%, 12% and 4%, respectively (see figure 1a).
- The percentage of children vulnerable in each domain was between 5% and 7%. The Canadian percentages ranged between 9% and 13% (see figure 1b), respectively.
- There are three sub domains where a high percentage of children consistently met few/none of the developmental expectations.
 - Gross & fine motor skills (16% NL, 24% Can)
 - Pro-social & helping behaviour (27% NL, 30% Can)
 - Communication skills & general knowledge (21% NL, 30% Can)
- Although Newfoundland and Labrador fared better than the Canadian norm at the provincial level, variability still exists throughout the province.

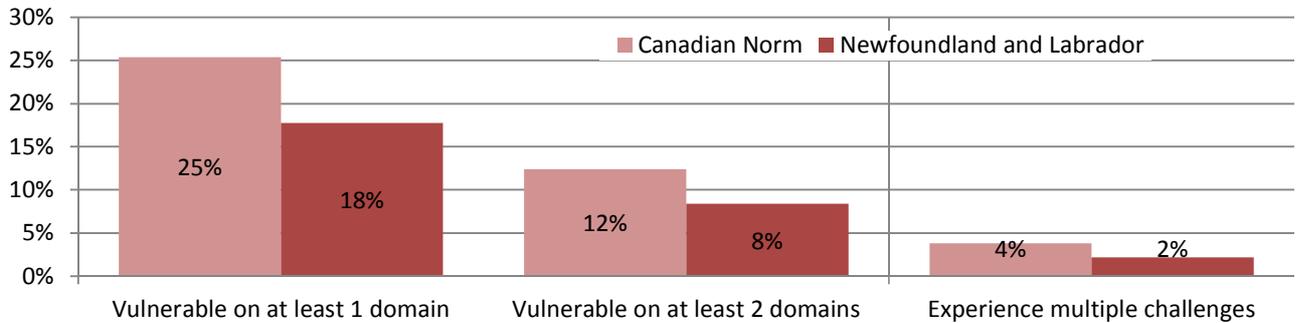
Next Steps

To work towards this the Department of Education will:

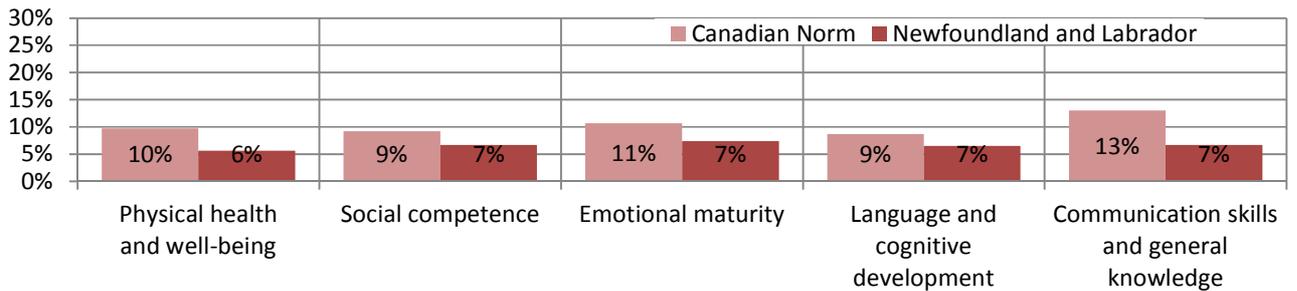
- Engage with other government departments for dissemination of EDI knowledge and further discussion on collective next steps toward an overall approach to addressing the developmental needs of children in the province.
- Advise the two school districts where children have been identified at risk in one or more areas of their development.
- Work with community partners to communicate findings.
- Develop partnerships within communities between the province, municipalities, community groups, businesses and service providers to work on solutions that will provide early learning opportunities to meet the needs of children in a specific location.
- Use the information to influence our programming decisions at a local or community level.

Figure 1: Percentage of vulnerable children (2012/13)

(a) Overall



(b) Within each developmental domain



Notes:

- Newfoundland and Labrador has lower vulnerability rates in all five EDI domains compared to the Canadian Norms.
- Approximately one in six (18%) of Newfoundland and Labrador kindergarten-aged children are vulnerable on at least one of the EDI domains.
- The range of vulnerability in children’s development varies throughout the province.

For further information on the Early Development Instrument (EDI) in Newfoundland and Labrador, please contact:

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