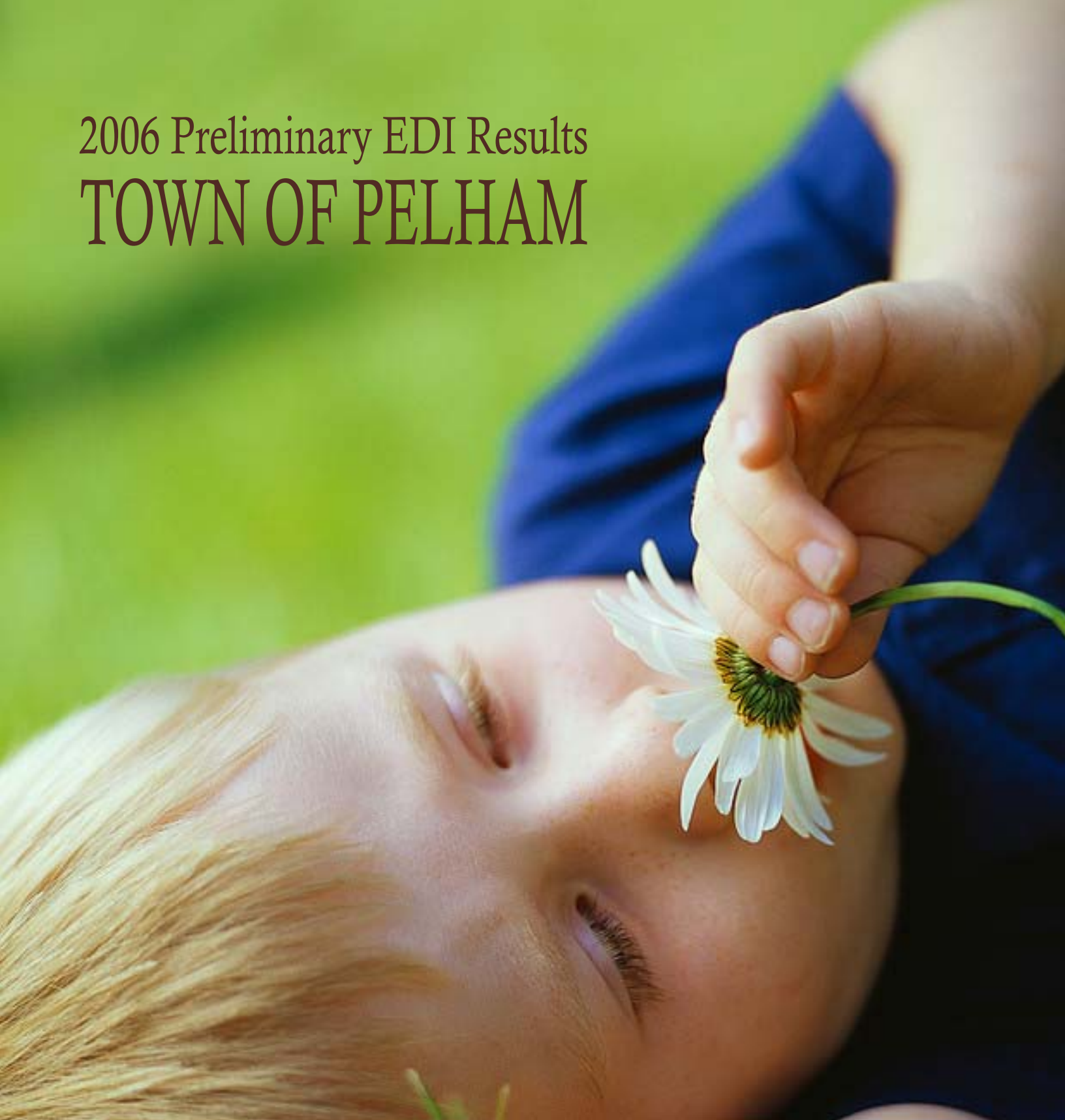


eccdc

early childhood community development centre

Understanding the Early Years (UEY)

2006 Preliminary EDI Results TOWN OF PELHAM



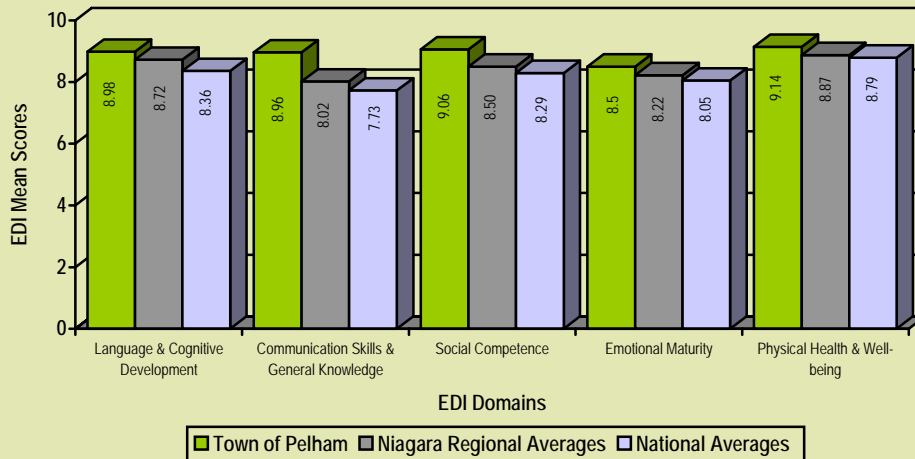
2006 Preliminary Early Development Instrument (EDI) Results

In early 2006, Senior Kindergarten teachers from across the Niagara Region and both School Boards implemented the EDI with their students (sample size = 2921). The following data represents the preliminary results for the Town of Pelham in the five domains measured: ❶ Language & Cognitive Development, ❷ Communication Skills & General Knowledge, ❸ Social Competence, ❹ Emotional Maturity, and ❺ Physical Health & Well-being.

Understanding the Early Years 2006 Town of Pelham EDI Results

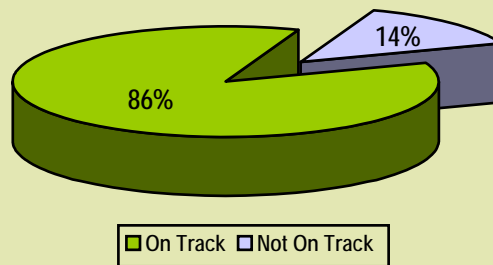
N = 121

Town of Pelham 2006: Comparison of Children's Mean Scores



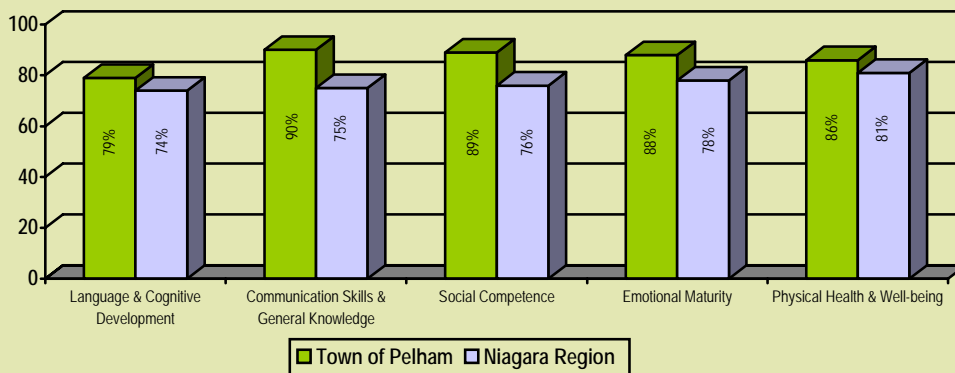
Children in the Town of Pelham scored above the regional and national averages in all five readiness to learn domains and their mean scores in Communication Skills & General Knowledge and Social Competence were statistically significantly higher than both the other measures!

Town of Pelham 2006: % of Children On Track and Not On Track for Learning at School



A vast number of the children in the Town of Pelham (more than 8 out of 10) are on track for school learning across the five domains!

Town of Pelham 2006: % of Children On Track for Learning at School Across the 5 Domains

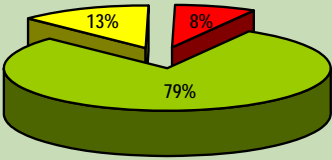
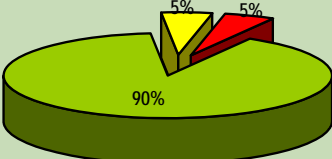
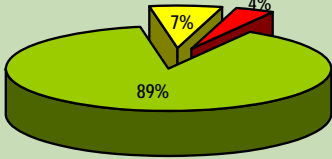
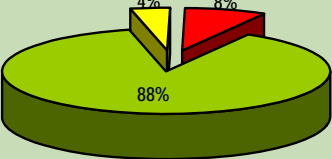
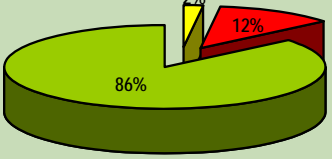


Children in the Town of Pelham were on track for learning at school across all five domains and there were substantially more children on track than there were in the Niagara Region.

% of Children On Track, At Risk, and Vulnerable in the Town of Pelham by EDI Domain

14% of SK children in the Town of Pelham scored as 'At Risk or Vulnerable' in overall readiness to learn at school.

NOTE: Children considered potentially 'At Risk' scored between the 25th and 10th percentile on one or more domains. Children considered potentially 'Vulnerable' were in the lowest 10th percentile on one or more domains.

Town of Pelham 2006 EDI Domains	Children 'On Track' Areas of Strength
<p>Language & Cognitive Development</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Basic literacy skills (knowing how to handle a book, identifying some letters, attaching sounds to some letters, showing awareness of rhyming, knowing the directionality of writing, ability to write their own names) • Showing interest in books/reading, numbers/math, proficiency at remembering things • Displaying at least half of the advanced literacy skills (reading simple/complex words or sentences, writing simple words or sentences voluntarily) • Basic numeracy skills (counting to 20, recognizing shapes/numbers, classifying and sorting, comparing numbers, using one-to-one matching, understanding simple time concepts)
<p>Communication Skills & General Knowledge</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Communicating easily and effectively • Ability to participate in storytelling or imaginative play • Ability to articulate clearly • Showing adequate general knowledge and proficiency in their native languages
<p>Social Competence</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Getting along/playing with various children • Demonstrating respect for others and property (following rules, taking care of their materials, accepting responsibility, showing self-control) • Working neatly and independently, solving problems and following instructions, class routines, adjusting well to change • Curiosity about their environments and eagerness to explore new activities
<p>Emotional Maturity</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Being helpful to others who were hurt, sick, or upset, inviting bystanders to join in • Being happy and able to enjoy school and comfortable being left at school by their caregivers • Rarely or never displaying aggressive behaviours (fighting, not having temper tantrums) and being kind to others • Ability to concentrate, settle into activities, waiting their turn and thinking before acting
<p>Physical Health & Well-being</p>  <p>■ On Track ■ At Risk ■ Vulnerable</p>	<ul style="list-style-type: none"> • Coming to school well rested, energetic and appropriately dressed for school activities, and rarely arriving late or hungry • Displaying independence, an established hand preference, good coordination, less likely to suck thumb/finger • Good performance on activities using gross (running, walking) and fine motor (holding a pencil) skills

Now that you know how the children from the Town of Pelham are faring across the five developmental domains, what will you do in response?

Contact the ECCDC's Understanding the Early Years project for more information on the research or for examples of how it has been used to improve outcomes for the children of Niagara so far!

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The EDI is a population and not a diagnostic measure, and the results are one source of data only. For the purposes of planning and decision-making, it is best to also utilize other reliable and relevant information, such as is found on the Regional Municipality of Niagara's website:

http://www.regional.niagara.on.ca/living/health_wellness/reports/default.aspx

Watch for upcoming EDI, socioeconomic (2001 Census), and community resource data which will be mapped by municipality and neighbourhoods. This information is being provided in order to support the development of evidence-based plans and actions aimed at improving outcomes for the children of the Town of Pelham and the Niagara Region.



The Understanding the Early Years initiative is funded by Human Resources and Social Development Canada. For further information, visit www.hrsdc.gc.ca

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