



eccdc

early childhood community development centre

Understanding the Early Years (UEY)

2006 Preliminary Regional EDI Results

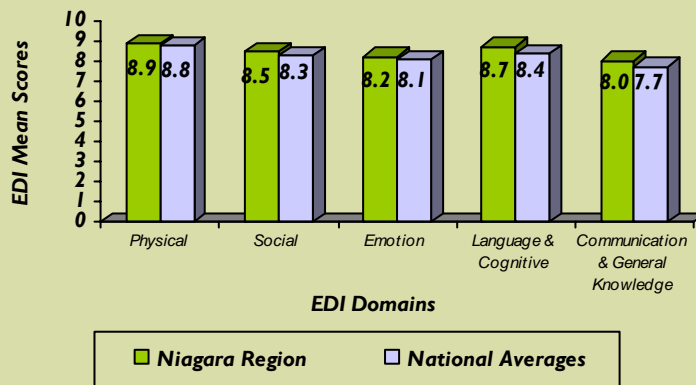
2006 Early Development Instrument (EDI) Preliminary Findings

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

Understanding the Early Years 2006 Regional Early Development Instrument (EDI) Results

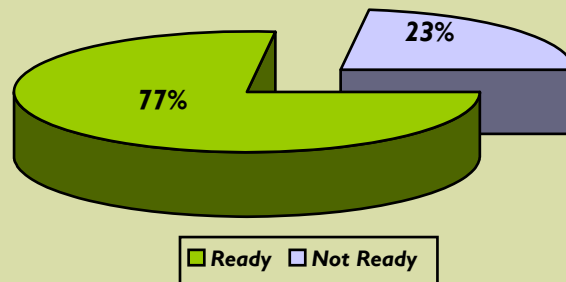
N = 2921

Niagara Region 2006: Comparison of Children's Mean Scores and the National Average



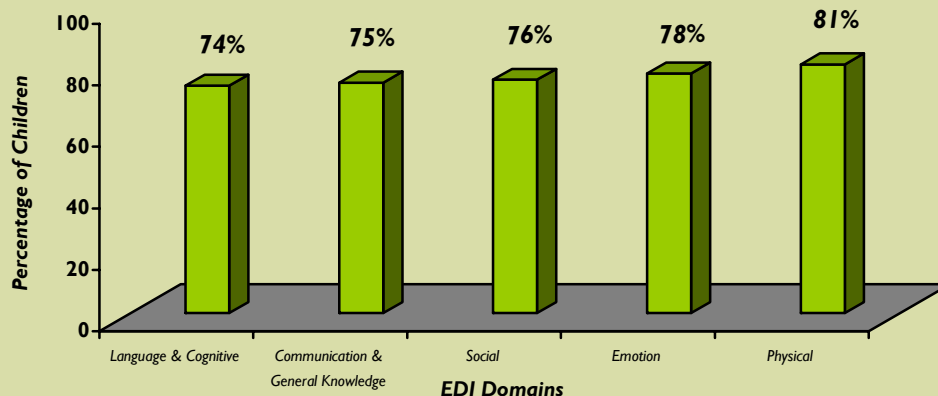
Children in the Niagara Region scored significantly higher than the national averages on all five of the school readiness to learn domains!

% of Children Ready and Not Ready for School



A large proportion of children in the Niagara Region are ready for school across the five domains!

% of Children Ready for School Across the 5 Domains

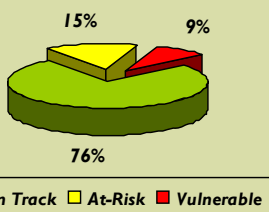
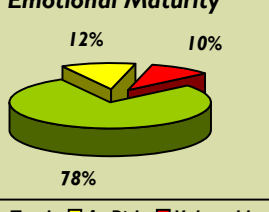
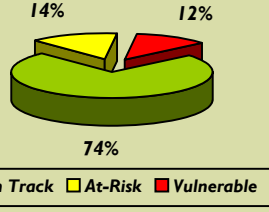
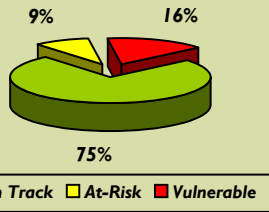
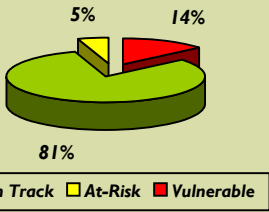


On average over three-quarters of the children were ready to learn across the five domains.

% of Children On Track, At Risk and Vulnerable in Niagara Region by EDI Domain

23.10% of all SK children participating scored as 'At Risk or Vulnerable' in overall readiness to learn at school.

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

`On Track' Group AREAS OF STRENGTH		`At Risk and Vulnerable' Group AREAS OF CHALLENGE
<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>Social Competence</p>  <p>76% 15% 9%</p> <p>On Track At-Risk Vulnerable</p>	<ul style="list-style-type: none"> Low self-confidence and rarely playing with other children or interacting cooperatively Difficulty working independently and neatly, solving problems, following class routines, transitioning during changes in their schedules
<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>Emotional Maturity</p>  <p>78% 12% 10%</p> <p>On Track At-Risk Vulnerable</p>	<ul style="list-style-type: none"> Poor helping behaviours (did not help someone that was hurt, sick, upset, or invite others to join in) Hyperactive behaviours (restlessness, distractibility, impulsivity, fidgeting, difficulty settling into activities) Aggression (getting into physical fights, kicking or biting others, taking other people's things, disobedience or having temper tantrums)
<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>Language & Cognitive</p>  <p>74% 14% 12%</p> <p>On Track At-Risk Vulnerable</p>	<ul style="list-style-type: none"> Problems identifying letters or attaching sounds to them, rhyming, directionality of writing, difficulty writing their own names Not showing interest in books/reading or math/number games and having difficulty remembering things Difficulty with basic to advanced literacy and numeracy skills
<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>Communication & General Knowledge</p>  <p>75% 9% 16%</p> <p>On Track At-Risk Vulnerable</p>	<ul style="list-style-type: none"> Having little general knowledge and difficulty with native language Poor communication skills Difficulty being understood by their peers Trouble participating in games involving the use of language Difficulty understanding their peers
<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 	<p>Physical Health & Well-Being</p>  <p>81% 5% 14%</p> <p>On Track At-Risk Vulnerable</p>	<ul style="list-style-type: none"> Coming unprepared for school (inappropriately dressed, late, hungry or tired, displayed low energy levels) Displaying developmentally inappropriate behaviours (sucking thumb, no decided hand preference) Difficulty performing skills that required gross (running, walking) and fine motor (holding a pencil) skills

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

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 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

The views expressed in this document are the author's and do not necessarily reflect the opinion of Human Resources and Social Development Canada or of the Federal Government. The views and opinions expressed herein do not necessarily state or reflect those of the eccdc or any associate or partner thereof. While effort has been made to ensure the accuracy of the information listed, no warranty whatsoever is made as to accuracy, propriety, completeness or usefulness of the information. The user assumes the entire risk related to accessing and using this data.

