

**Eriksson Institute**



**EARLY DEVELOPMENT INSTRUMENT**



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# Overview of Today

- About Erikson Institute
- What We Know
- Data Usage
- About the Early Development Instrument
- Erikson and the EDI
- Benefits and Usage

# About Erikson Institute

# Celebrating 50 years of Erikson

- Graduate School
- Continuing Education
- Research
- Community Partners
- Direct Service
- Policy and Leadership

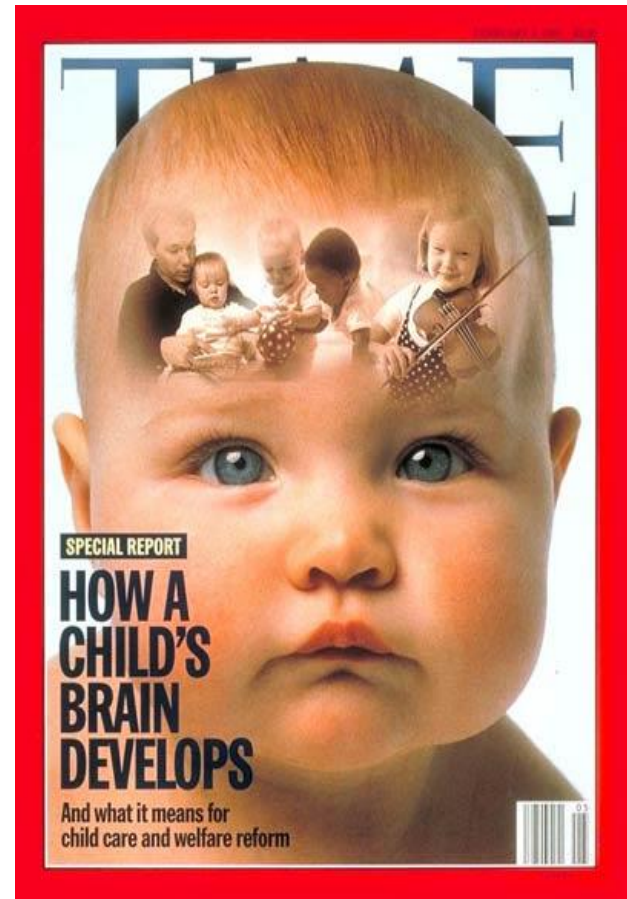


# What We Know

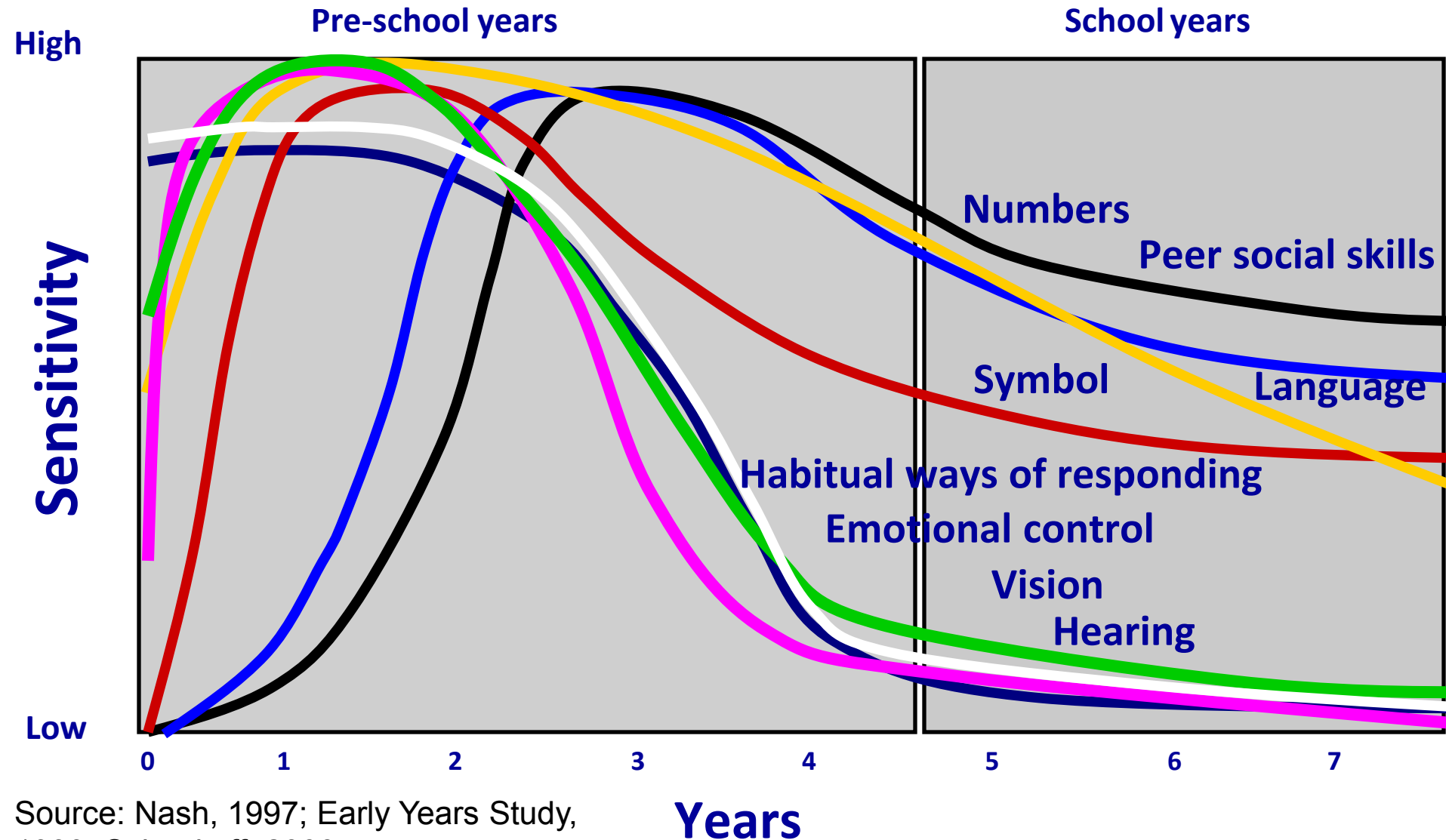
# Fertile Minds

From birth, a baby's brain cells proliferate wildly, making connections that may shape a lifetime of experience. The first three years are critical.

February 3, 1997



# Sensitive Periods in Brain Development



Source: Nash, 1997; Early Years Study, 1999; Schonkoff, 2000

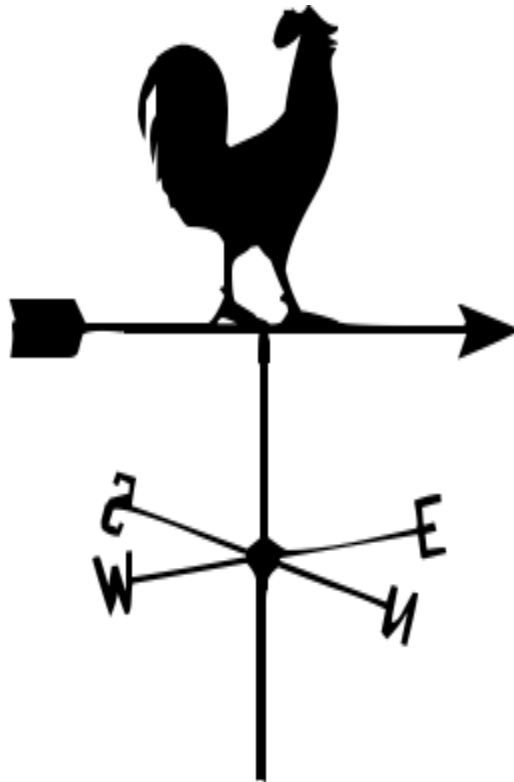


# Data Usage



Data help us shine a light.....

Data help to guide.....





About the  
Early Development Instrument  
(EDI)

# What is the EDI?

- Community Needs Assessment: Precise Data
- Community Collaboration/Coalition and school partners
- Checklist of 103 questions- Presented as Maps/Tables
- Completed by Kindergarten teachers
- Typically administered triennially second half of year
- Measures five developmental domains

# Developmental Domains/Sub-domains



**Physical Health  
& Well-Being**



**Gross and fine motor skills**

**Physical readiness for the school day**

**Physical Independence**



**Social  
Competence**



**Respect and responsibility**

**Approaches to learning**

**Overall social competence**

**Readiness to explore new things**



**Emotional  
Maturity**



**Prosocial and helping behaviour**

**Hyperactive and inattentive behavior**

**Anxious and fearful behaviour**

**Aggressive behaviour**



**Language & Cognitive  
Development**



**Basic numeracy skills**

**Basic literacy skills**

**Advanced literacy skills**

**Interest in math/reading and memory**



**Communication Skills  
& General Knowledge**



**No Subscales**

# Example Questions



## PHYSICAL HEALTH & WELL-BEING

Assesses children's gross and fine motor skills, physical independence and readiness for the school day. E.g. *Can the child hold a pencil? Is the child able to manipulate objects? Is the child on time for school?*



## SOCIAL COMPETENCE

Assesses children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g. *Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?*



## EMOTIONAL MATURITY

Assesses children's prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviours. E.g. *Does the child comfort a child who is crying or upset? Does the child help clean up a mess?*



## LANGUAGE & COGNITIVE DEVELOPMENT

Assesses children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g. *Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?*



## COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Assesses children's English language skills and general knowledge. E.g. *Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?*



# Sample Questions

- **Since the start of school in the fall, has this child sometimes (more than once) arrived:**
  - Over- or underdressed for school-related activities
  - Too tired/sick to do school work
  - Late
  - Hungry
- **Would you say that this child:**
  - is able to solve day to day problems by him/herself
  - is able to adjust to changes in routines
  - comforts a child who is crying or upset
  - fidgets
  - appears fearful or anxious

The image shows a sample of the Early Development Instrument (EDI) form, titled "EARLY DEVELOPMENT INSTRUMENT A Population-Based Measure for Communities Ontario 2014/2015". The form includes the "Offord" logo and the EDI logo. It contains instructions: "Please fill in the circles like this ● or ✗ NOT X" and "Please use a blue or black ballpoint pen." The form is divided into several sections with numbered questions:

- 1. Class Assignment (Yes/No)
- 2. Child's Date of Birth (dd/mm/yy)
- 3. Sex (F/M)
- 4. Postal Code
- 5. Class Type (JK/JKSK/JKSKU)
- 6. Date of Completion (dd/mm/yy)
- 7. Special Needs (Yes/No)
- 8. Child considered ELL (ELL/EFL/No)
- 9. French Immersion (Yes/No)
- 10. First Language(s) (English/French/Other)
- 11. Communicate adequately in teacher's first language (Yes/No/Don't know)
- 12. Student Status (New/Returned/Other)
- 13. Student is repeating this grade (Yes/No)

A large "Sample" watermark is overlaid on the form.

## The EDI Does Not:

- Report on individual children
- Identify specific learning disabilities
- Recommend special education or being held back
- Recommend teaching approaches/inform instruction
- Reflect performance of school or quality of teaching

# Purpose of the EDI

- EDI results are used to:
  - Look back and assess how the community can better support early childhood development and prepare children for school; and
  - Look forward to inform how to address the needs of the incoming class of kindergarten students as they progress through school.



# Goals

The EDI empowers communities to develop solutions that address children in the context of their neighborhoods.

Long Range Goals include:

1. Identify needs/strengths
2. Promote equitable distribution and alignment of resources
3. Foster better coordination across systems.

# Population vs. Individual Monitoring





**How is my child  
doing?**

## **INDIVIDUAL MONITORING**



**How are our  
children doing?**

## **POPULATION MONITORING**

# Erikson and the EDI







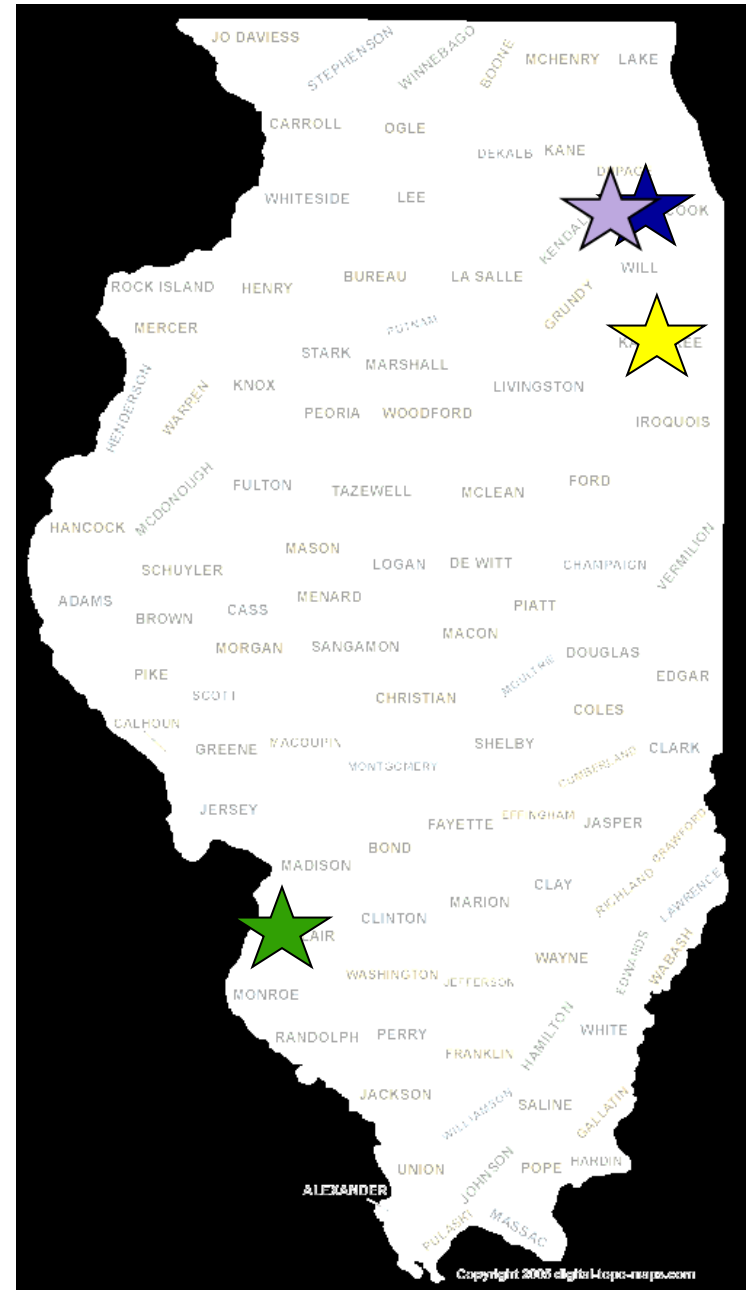
# Implementation Components

- Select EDI pilot communities
- Coaching and technical assistance
- Support creation/ implementation of an action plan based on EDI data
- Document process and disseminate report



# Phase I & II Partner Communities

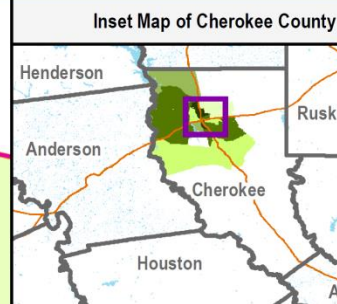
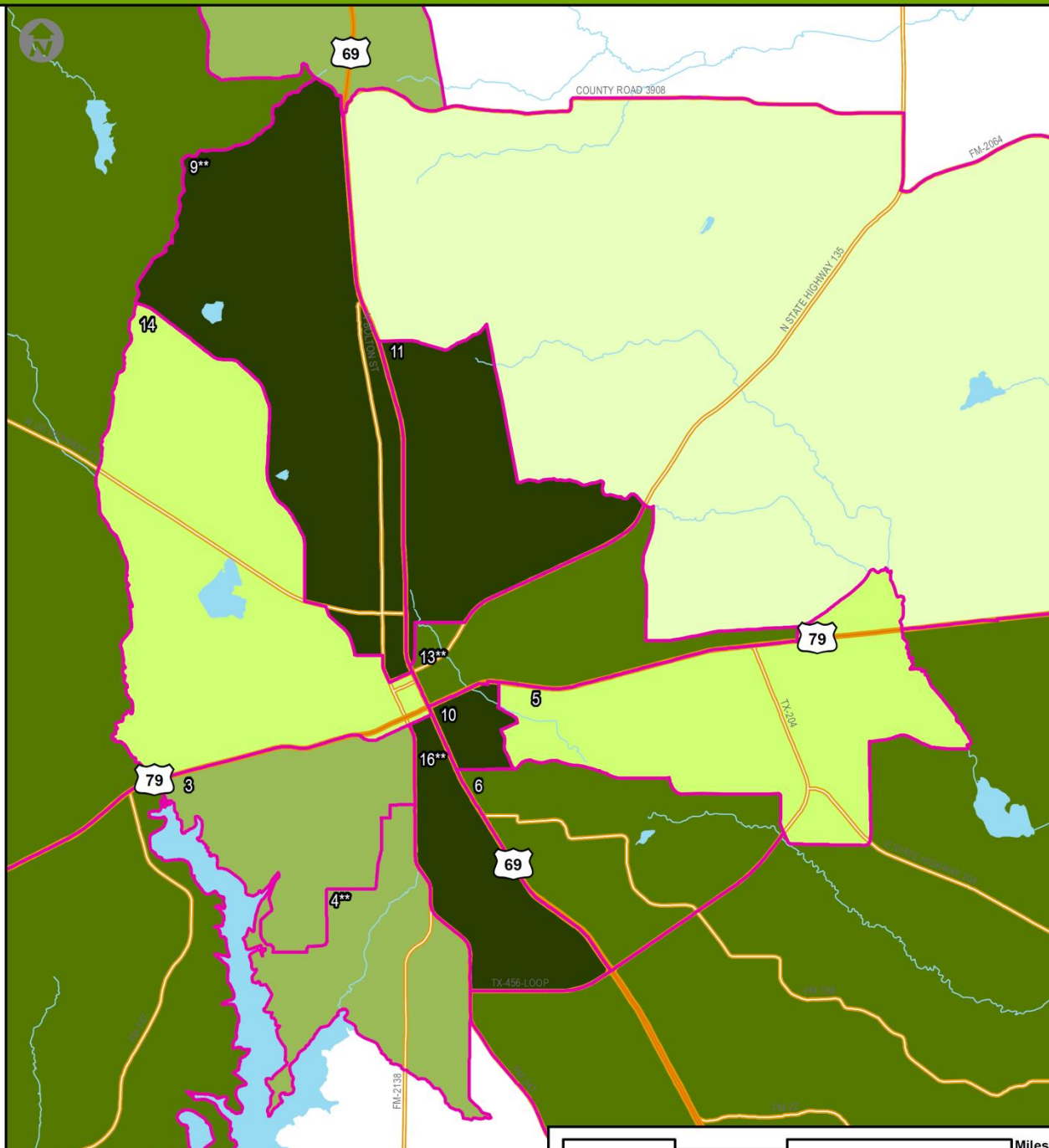
-  Greater East St. Louis Early Learning Partnership (N=428)
-  Success by 6 Coalition of Kankakee County (N=691)
  - Bourbonnais (Village)
  - Bradley (Village)
  - Kankakee (City)
-  Austin Coming Together
-  Oak Park's Collaboration for Early Childhood



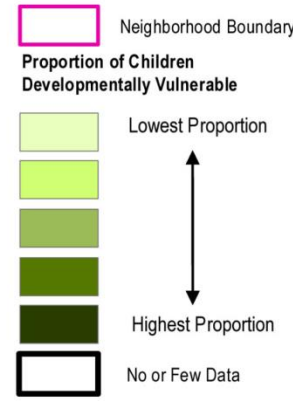
# EDI 2014: Children Vulnerable on One or More Developmental Domains in Cherokee County Neighborhoods, Jacksonville

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
3	Burleson St Community	29%
4	Byrd Rd Community**	29%
5	Challenge at the Woods/ East Rusk St. Community	25%
6	Corinth St Community	34%
9	Indian Trail**	39%
10	Jacksonville	42%
11	Lincoln Park	44%
13	Myrtle Rd Community**	38%
14	Resthaven	24%
16	South Jackson**	41%
	<b>Neighborhood-wide</b>	<b>31%</b>



## Legend



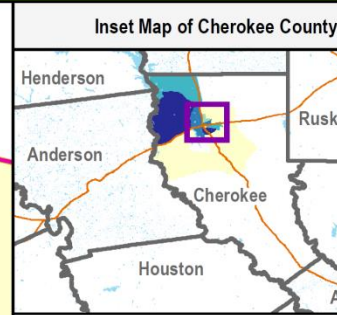
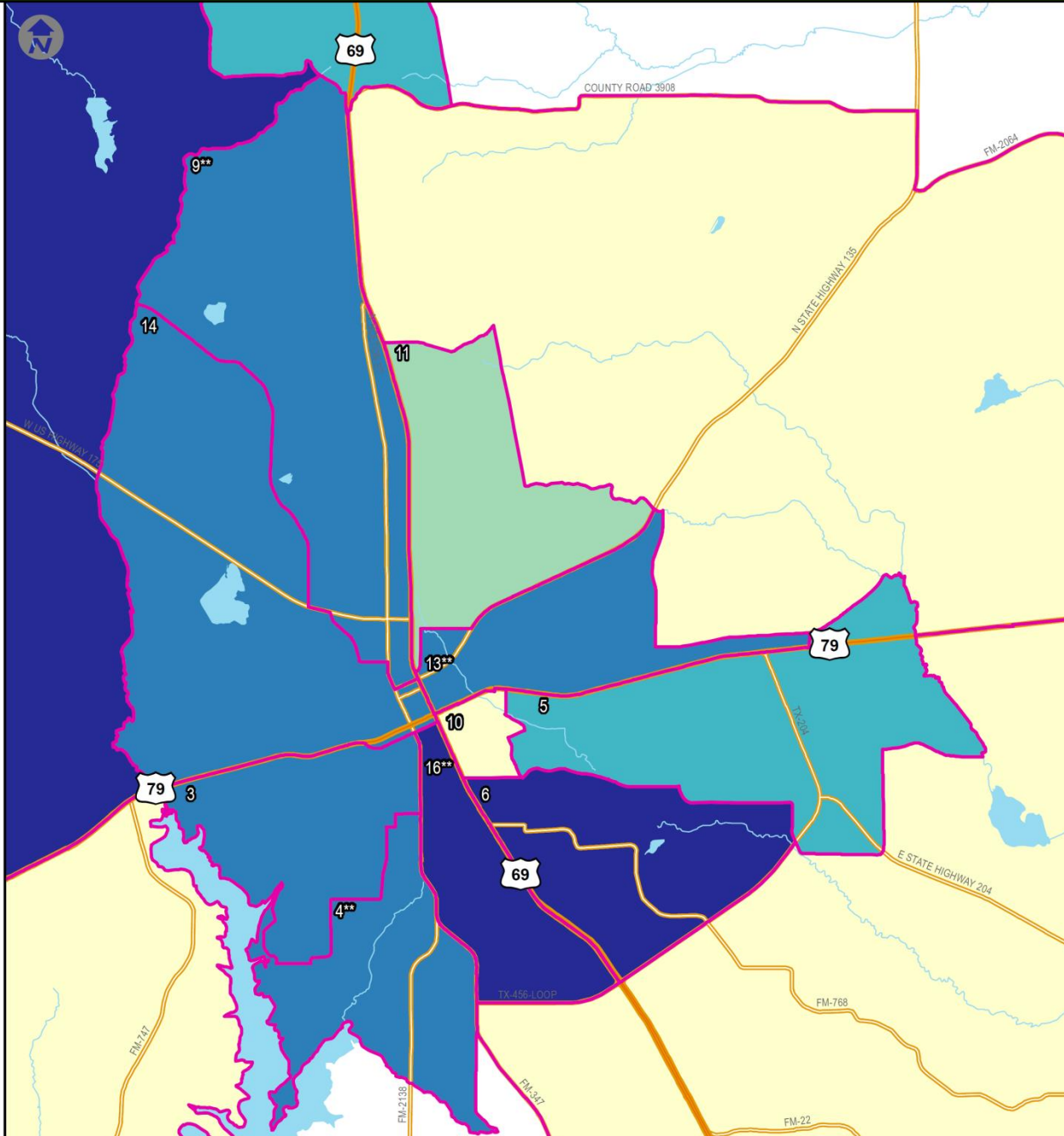
\*\* EDI data collection is less than 70% of the estimated population



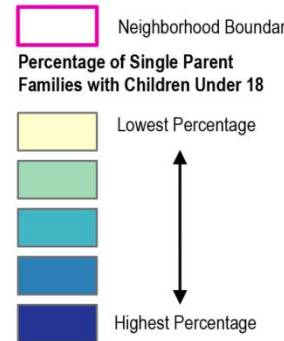
# EDI 2014: Percentage of Single Parent Families in Cherokee County Neighborhoods, Jacksonville

## Neighborhoods: Percentage Vulnerable on One or More Domains

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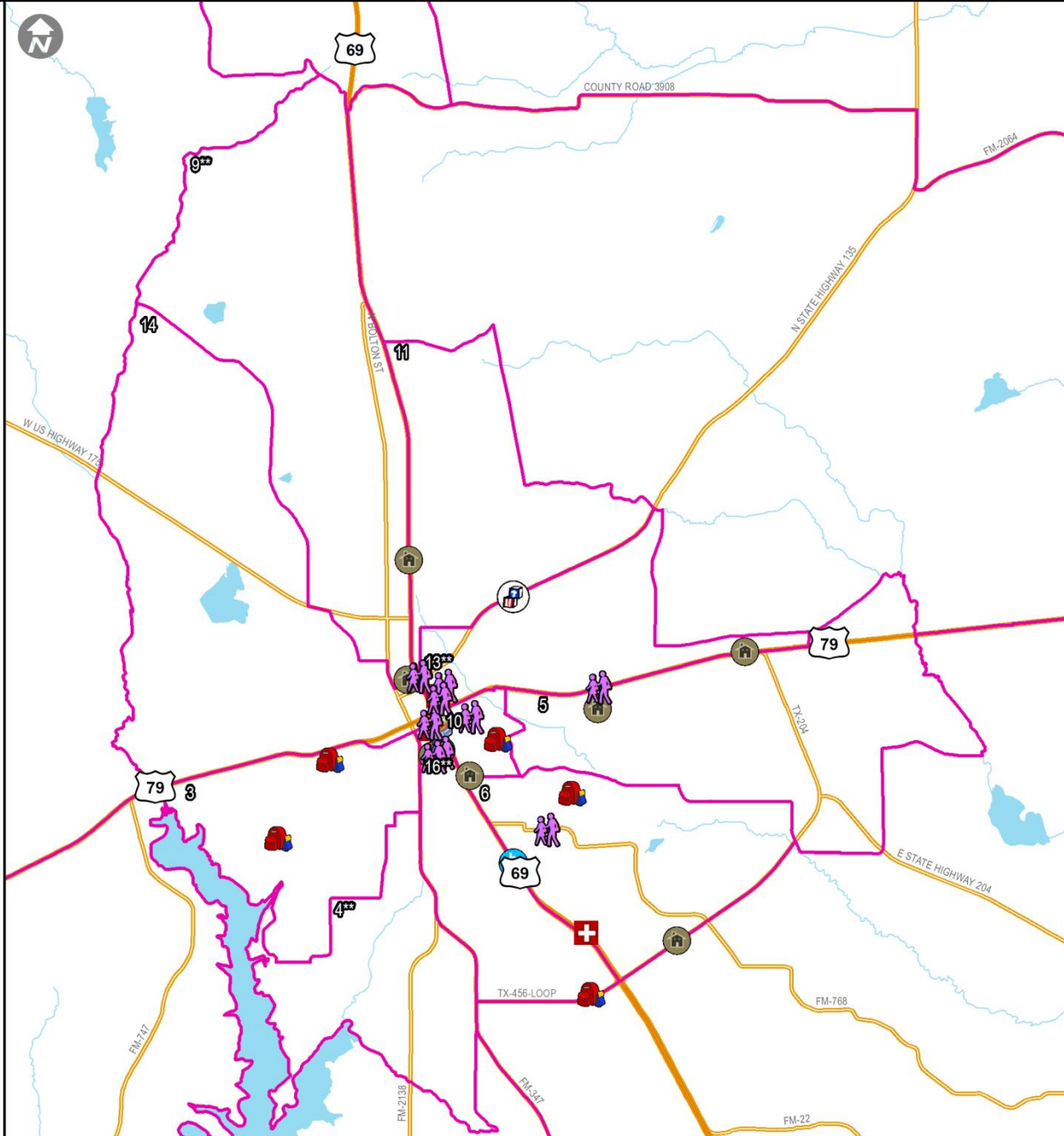


\*\* EDI data collection is less than 70% of the population in this neighborhood.

# EDI 2014: Community Assets in Cherokee County Neighborhoods, Jacksonville

Neighborhoods: Percentage Vulnerable on One or More Domains

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## Legend

Neighborhood Boundaries

### Community Assets

- Day Care Centers
- Head Start Centers
- Medical/Health Services
- Housing
- Libraries
- Schools
- Social Services

\*\* EDI data collection is less than 70% of the estimated population

# Bringing Together the Community

- Public Health
- Public Transit
- Parks and Rec
- Public Libraries
- City Council
- Housing
- Job Opportunities
- Food and Nutrition



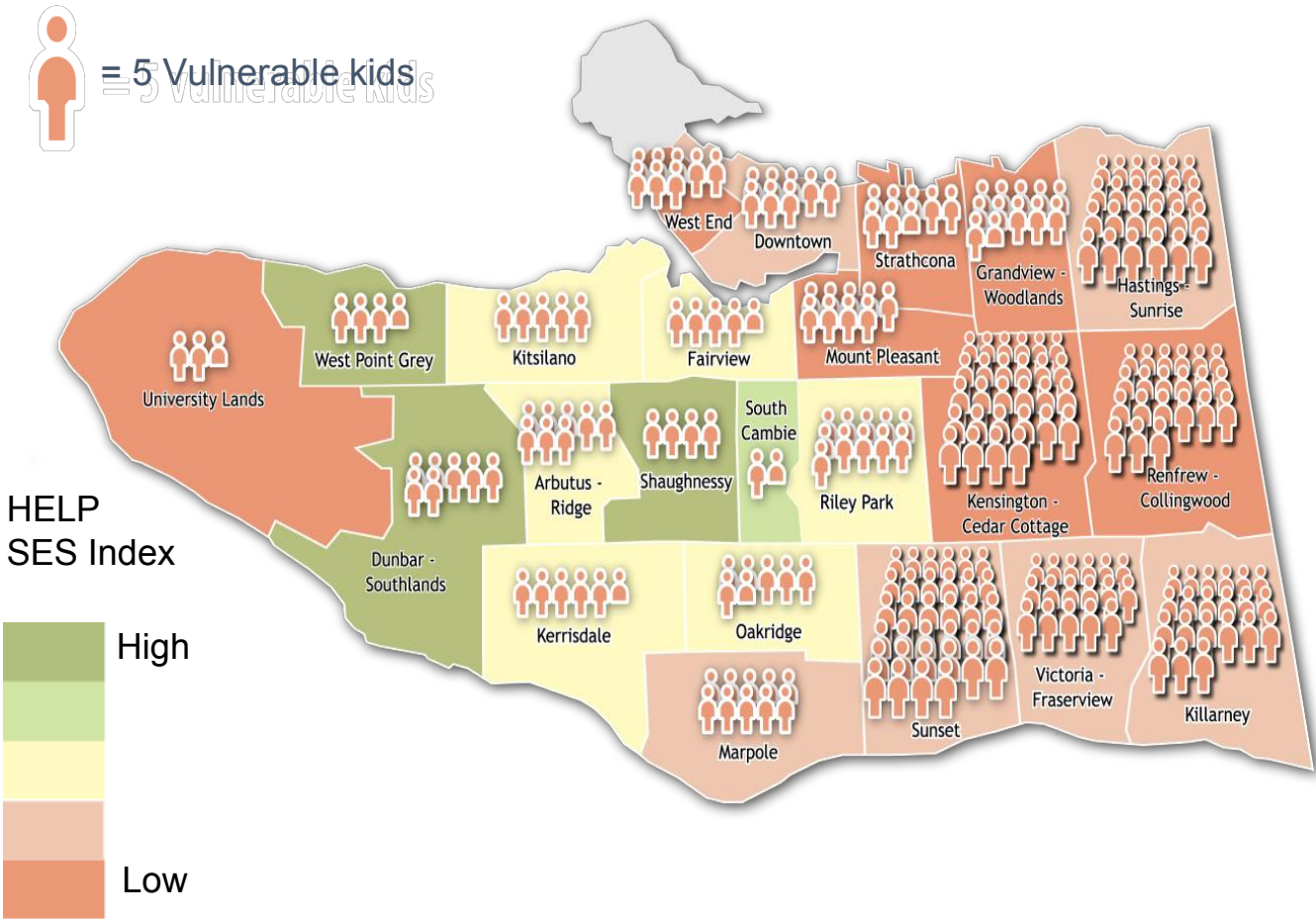
# Benefits and Usage

# What are the benefits to the community?

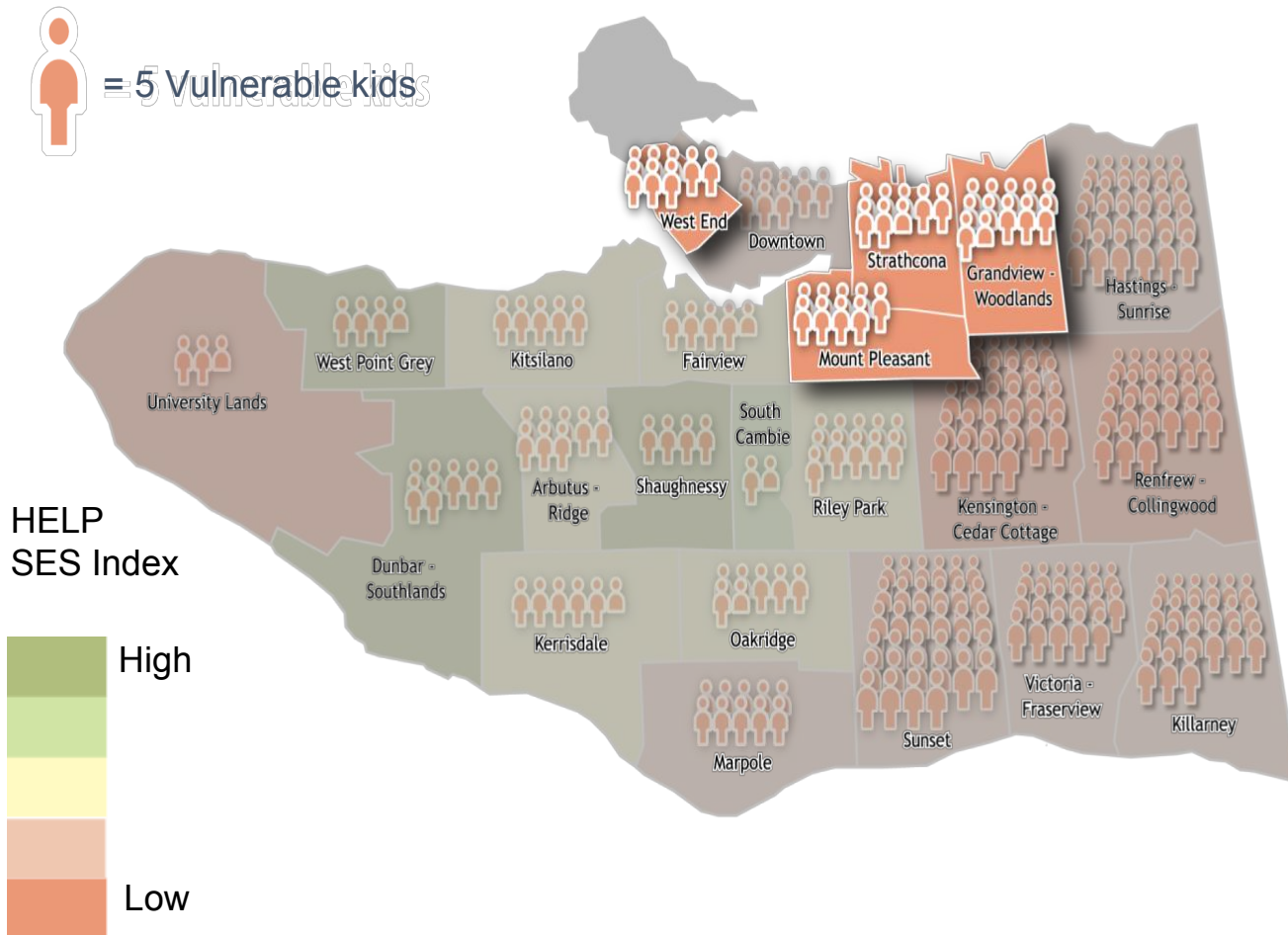
- Provides precise data at a neighborhood level
- Communities use the data to advocate for changes
- Provides a common language and comparable data
- Explore how to support family environments
- ESSA, ECBG/Preschool Expansion Development Grants



# Vulnerable children are distributed across neighborhoods and the SES spectrum



# Targeting programs towards low SES leave many vulnerable children without access



# What are the benefits to schools?

- Plan for the needs of children
- More precise data about children considered to be developmentally vulnerable, at risk, or on track
- In-depth information about the cohort of children
- Trend data
- Grant proposals



# Key Ways Communities are Using EDI

1. Engage cross-sector partnerships in shared accountability to improve and create awareness for early childhood development, and improve alignment efforts.
2. Inform and develop strategic planning, needs assessments, investments, resource allocation, precise interventions, and decision making.
3. Enhance data literacy as tool for civic engagement.
4. Support future funding proposals.
5. Assess the impact of collective efforts on children over time (trends).

*“..... the world doesn’t change one person at a time. It changes as relationships form among people who discover they share a common cause and vision of what’s possible. This is good news for those of us intent on changing the world and creating a positive future.”*

Wheatley (2008)

Generous support for the pilot project  
provided by:

ROBERT R.  
**MCCORMICK**  
FOUNDATION

# References

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