

THE EARLY DEVELOPMENT INSTRUMENT



WHAT IS THE EDI?



The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers measuring children's ability to meet age-appropriate developmental expectations in five key domains.

It was developed by Dr. Dan Offord and Dr. Magdalena Janus at the Offord Centre for Child Studies at McMaster University.

EDI DOMAINS



Physical Health & Well-Being

Children are healthy, independent, and rested each day.



Social Competence

Children play and get along with others, share, and show self-confidence.



Emotional Maturity

Children can concentrate on tasks, help others, show patience, and are not often aggressive or angry.



Language & Cognitive Development

Children are interested in reading and writing, can count, and recognize numbers and shapes.



Communication Skills & General Knowledge

Children can tell a story and communicate with adults and other children.

OBJECTIVES OF THE EDI

- 1) Assess the strengths and weaknesses of groups of students
- 2) Report on populations of children in different communities
- 3) Provide a kindergarten benchmark for monitoring later development



VULNERABILITY

"Vulnerable" describes the children who score below a standard score in any domain of their development. Higher vulnerability means more children are struggling.

Data collection across Canada shows that 25% or more of kindergarten children are vulnerable in at least one area of development.

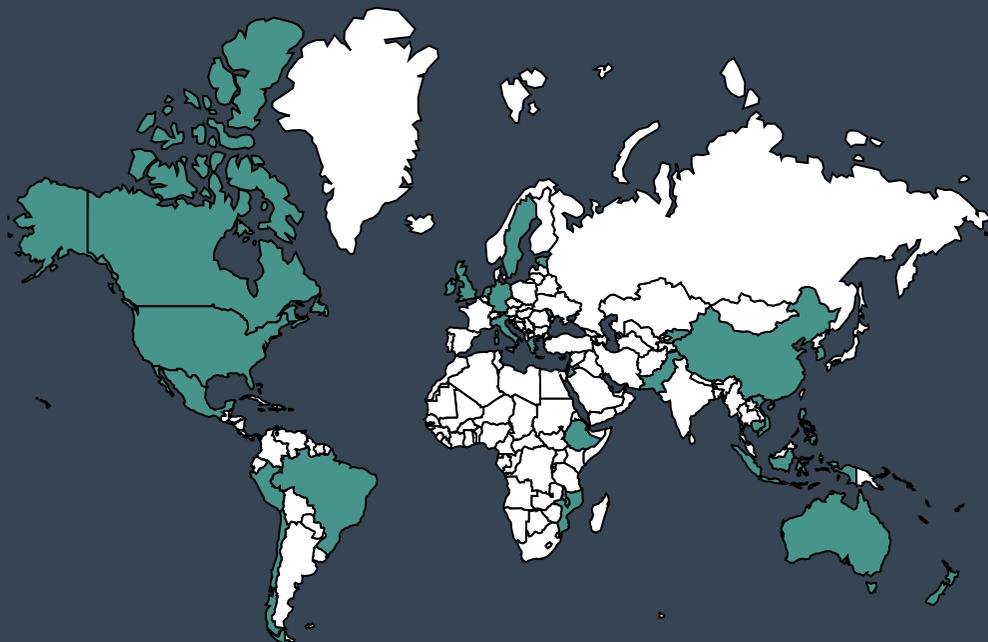
Early vulnerability predicts a child's lifelong health, learning, and behaviour.



EDI ACROSS THE WORLD

The EDI started in Canada and has been implemented in every province and territory with the exception of Nunavut. Since then it has been used all over the world.

The EDI has been implemented in over 30 countries. These implementations range in size from small research projects, like in Brazil, to large, national implementations, like in Australia.



The information collected through the EDI helps us understand how children are developing by connecting early childhood experiences to learning outcomes and future successes.

Doing so is an important catalyst for change. Focusing on strengthening the areas in which children struggle allows schools, communities, and governments to make decisions on how to best support early development.

