

**EARLY DEVELOPMENT INSTRUMENT  
GUIDE  
2004/2005**

***Introduction***

The Early Development Instrument is a teacher-completed checklist that assesses children's readiness to learn at school in five domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. It also includes two additional scales indicating the child's special skills and problems. The instrument is designed to be interpreted at the group level. This means that it can be brief and focussed only on certain aspects of behaviour and can be completed for each child in the group. It has not been set up to give a complete picture of an individual child.

This instrument has undergone extensive pilot testing, and has been compared with direct assessment results and with parent reports. It has also been repeated on the same group of children within a short space of time. It has demonstrated reliability in all these tests. In the process of the development, the EDI has also been streamlined, using detailed input from teachers. Questions that did not seem clear enough, or did not bring any new information have been removed.

When completing the EDI, please try to answer **all** the questions to the best of your knowledge. The "don't know" option should be used only if you have not had the opportunity for observing/testing this particular skill with the child. The questions on behaviour are an exception to this rule. For these, if you have not observed a child behaving in a certain way in the time that you have known her or him, the accurate answer is "never or not true".

***The Guide***

Below you will find listed all the questions from the Early Development Instrument. Most of them will have explanatory notes, or detailed rating descriptions for each response option. The explanations are based on consultations with teachers and the testing of over 61,000 children in 1999 and 2000. No explanations were added where questions were considered self-explanatory. However, if you would like to comment on this guide or any particular questions, we would be glad to hear from you.

The layout of the guide is as follows. Questions are listed in the order they appear in the questionnaire. Explanations are printed following the questions in a small bold print. If detailed descriptions of the rating scales are provided, these are in a table following the relevant question.

Text in Times Regular 12pt print are the questions, as they appear on the EDI.  
**Explanations are added in Arial Bold 10pt.**

Child Information

**Please note that some of that information may already have been pre-filled on the form or included on the label. Please check this information and note any corrections required. The form cannot be scored correctly if the child’s date of birth, gender, or class assignment is missing.**

1. Class Assignment

**Whether the child is a Junior Kindergarten (class entered at 4 years of age) or a Senior Kindergarten (class entered at 5 years of age) student. In some provinces JK may be called “Nursery” and SK may be called “Kindergarten”. This question must not be left blank, otherwise these children will be omitted from the analysis.**

2. Child’s Date of Birth

**Please complete only if the correct date of birth does not appear on the label. If this information is missing or incorrect be sure to fill in the bubbles to indicate the child’s date of birth.**

3. Sex

**Please complete only if the correct gender does not appear on the label.**

4. Postal Code

**Please complete only if the correct postal code does not appear on the label, and only if you have access to this information.**

5. Class Type

**Classes could consist of children assigned to JK only, SK only, or one of various mixtures of JK, SK and, Grade 1 students. Please mark the most appropriate one. For options that do not appear on the list, e.g., SK/1/2, please mark the one that corresponds most closely (i.e., in this case SK/1).**

6. Date of Completion

**This information assists in accurate assessment of the child’s age at completion of the form. For days and months from 1 to 9, please mark 0 as the first digit.**

7. Exceptional/Special Needs

Please use the general guidelines provided below. For four provinces, there are more detailed guidelines available (provided here). **This question must not be left blank, otherwise these children will be omitted from the analysis.**

<b>Yes</b>	<b>Child identified already as needing special assistance due to chronic medical, physical, or mental disabling conditions (e.g., autism, fetal alcohol syndrome, Down syndrome)</b>
	<b>Child requires special assistance in the classroom</b>
<b>No</b>	<b>* Gifted or talented (please mark, instead, their special talents in Section B, questions 34-39)</b>
	<b>If you only suspect that the child may be suffering from a disabling condition, or the condition is not severe enough for the child to be classified as “special needs” (please indicate the problem in Section D of the questionnaire)</b>

Definitions from Ontario, Alberta, Manitoba, and British Columbia of children who should be designated exceptions/special needs.

Province	
ONTARIO Source: The Ministry of Education	(1) Autism (2) Behaviour (3) Blind / Low Vision (4) Deaf / Hard of Hearing (5) Developmental Disability (6) Giftedness ( <b>see * above</b> ) (7) Learning Disability (8) Mild Intellectual Disability (9) Multiple Exceptionalities (10) Speech Language (11) Physical
ALBERTA Source: The 1997 Guide to Education for Students with Special Needs	(1) <b>Gifted and Talented</b> (2) <b>Mild/Moderate Disabling Conditions</b> (a) Mild mental disability (IQ range of 50 to 75) (b) Moderate mental disability (IQ range of 30 to 50) (c) Emotional / behavioural disability (d) Learning disability (e) Hearing disability (f) Visual disability (g) Communication disability (h) Physical or medical disability (i) Multiple disability (3) <b>Severe Disabling Conditions</b> (a) Severe mental disability (IQ range of 30 or less) (b) Severe emotional / behavioural disability (c) Severe multiple disability (d) Severe physical or medical disability (e) Blindness (f) Severe communication disability
MANITOBA Source: OECD	OECD Definitions of Special Needs  <u>Category A:</u> refers to educational needs of students where there is substantial normative agreement such as blind and partially sighted, deaf and partially hearing, severe and profound mental handicap, multiple handicaps. These conditions affect students from all social classes and occupations. Typically, adequate measuring instruments and agreed criteria are available. In medical terms, they are considered as being organic disorders attributable to organic pathologies (e.g., in relation to sensory, motor or neurological defects).  <u>Category B:</u> refers to educational needs of students who have difficulties in learning which do not appear to be directly or primarily attributable to factors which would lead to categorization as "A".
BRITISH COLUMBIA Source: BC Ministry of Education	(1) Medical Diagnoses (2) Mild Intellectual Disabilities (3) Moderate to Severe / Profound Intellectual Disabilities (4) Learning Disabilities (5) Gifted ( <b>see * above</b> ) (6) Behaviour Disorders (7) Multiple Disabilities (a) Physically Dependent with Multiple Needs (b) Deaf/blind (8) Physical Disabilities or Chronic Health Impairments

	(9) Visual Impairments (10) Deaf or Hard of Hearing (11) Autism
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## 8. Child considered ESL (English as Second Language)

<b>Yes</b>	<b>Child for whom English is NOT their first language, and who needs additional instruction in English</b>
<b>No</b>	<b>Child for whom English is the first language</b>
	<b>Child is able to speak another language apart from English, but whose English is fluent</b>
	<b>Child whose first language (developmentally) is not English but whose English is fluent</b>

In most school boards, children are identified as having the ESL status if they are not fluent enough in English to easily follow the classroom educational activities.

## 9. French Immersion

**Only for Anglophone communities: please mark whether the class is French Immersion or not. Francophone classes/schools are not in this category.**

## 10. Other Immersion

**Please mark if this class is part of an immersion program for a language other than French.**

## 11. Aboriginal

<b>Yes</b>	<b>Child is a North American Indian, Métis, or Inuit (which is the definition of an Aboriginal person used in Census 2001 question)</b>
<b>No</b>	<b>Child is not any of the above</b>

## 12. Child's First Language(s)

**First language is the language a child learned first in her or his development, and still can understand (and/or speak). Please use a code from the table below. If you don't find a code, please write 710 (for Other), and let us know the name of the language in the comments at the end of the questionnaire. If you do not know what the "other" language is, please write 000 (for unknown).**

First language codes					
LANGUAGE	CODE	LANGUAGE	CODE	LANGUAGE	CODE
Afrikaans	010	Hindustani	240	Farsi/Persian	430
Albanian	020	Hok Chiu	245	Russian	490
Amharic	025	Hungarian	250	Serbian	495
Arabic	030	Icelandic	260	Serbo-Croatian	500
Armenian	040	Ilocano	270	Sindhi	505
Ashanti	042	Indian (North American)	275	Singhalese	510
Assyrian	045	Indian (South American)	280	Slovak	520
Azeri	050	Inuktitut	285	Slovenian	530
Bengali	060	Italian	290	Somali	535
Bihari	070	Jaffna	295	Spanish	540
Bulgarian	080	Japanese	300	Swahili	550
Burmese	090	Katchi	310	Swedish	560
Cantonese	100	Kannada	320	Filipino/Tagalog	570
Chiu Chow	105	Kashmiri	330	Tamil	580
Cree	108	Khmer	335	Thai	600
Czech	110	Korean	340	Tigrinia	610
Danish	120	Lao	345	Turkish	620
Dari	125	Latvian	350	Twi	630
Dutch/Flemish	130	Lebanese	355	Ukrainian	640

Egyptian	135	Lithuanian	360	Urdu	650
English	140	Macedonian	370	Vietnamese	660
Estonian	150	Malayalam	375	Welsh	670
Ethiopian	155	Indonesian/Malay	380	Patois/Creole	680
Finnish	160	Mandarin	400	Xhosa	685
French	170	Marathi	410	Yiddish	690
Fukienese	175	Mohawk	415	Yoruba	700
Gaelic	180	Norwegian	420	Other	710
German	190	Ojibway	422	Other Chinese	720
Greek	200	Pashto/Pushtu	425	Other African	730
Gujarati	210	Polish	440	Other Indian (Asia)	740
Hakka	215	Portuguese	450	Other Asian	750
Hebrew	220	Punjabi	460	Other European	760
Hindi	230	Romanian	480	Unknown	000

13. Communicates Adequately

**If the child communicates adequately in his/her native tongue (based on your observation or parent information) please indicate Yes, if not please indicate No. If you are uncertain please indicate Don't Know.**

14. Student Status

**If the child has been in your class for less than one month do not complete the rest of the form, unless you feel that you can make an accurate assessment of the child's abilities. This applies to children who have entered the class at some time other than the beginning of the year, or who have been off sick or travelling. Similarly, if the child has moved out of this class/school do not complete the rest of the form, unless you feel that you are the most qualified teacher to make an accurate assessment of the child's abilities. Lastly, if parents/guardians request that you do not assess their child, mark "other" and do not fill in the rest of the form.**

15. Student is Repeating this Grade

**If the child is repeating this grade please indicate YES, if not please indicate NO.**

**Section A - Physical Well-being**

1. About how many regular days has the child been absent since the beginning of school in the fall? Number of days in full days:

0.5	If a child is in a half-day program (5 days a week, half-day), each "day" counts as 0.5
1	If a child is in a full-day program (alternate days, full day), each day counts as 1

**Since the start of school in the fall, has this child sometimes (more than once) arrived:**

(answers: yes, no, don't know)

2. over- or underdressed for school-related activities

**e.g., no warm coat for an outside trip in cool weather, clothes too heavy for warm weather**

3. too tired/sick to do school work

4. late

5. hungry

***Would you say that this child:***

(answers: yes, no, don't know)

6. is independent in washroom habits most of the time

**knows when needs to go, manages own clothes, can wash and dry hands by him/herself**

7. shows an established hand preference (right vs. left or vice versa)

8. is well coordinated (i.e., moves without running into or tripping over things)

**includes running, ability to change directions, hopping, skipping, etc.**

***How would you rate this child's:***

(answers: very good/good, average, poor/very poor, don't know)

**General note regarding the range of rating answers:**

**In most cases, a description of the skills for each rating is provided. Where it is not, please remember that these ratings refer to "skills and abilities" and not to how a particular child looks within her or his classroom. For example, a child with average skills should be rated average, regardless of whether or not other children in the class are excellent (in which case, this child's relative skills are poor), or whether or not other children's skills are very poor (in which case the child's relative skills area poor). The ratings are intended to reflect the "actual" and not the "relative" abilities.**

9. proficiency at holding a pen, crayons, or a brush

**Rating descriptions**

<b><i>Very good/good</i></b>	<b><i>average</i></b>	<b><i>Poor/very poor</i></b>
<b>uses precision writing grip all or most of the time</b>	<b>sometimes uses precision writing grip, but is not consistent</b>	<b>uses fist grip most or all of the time</b>

10. ability to manipulate objects

**includes the manipulation of smaller objects/toys and items, e.g., etch-a-sketch, threading beads, as well as buttons on clothing**

11. ability to climb stairs

**Rating descriptions**

<b><i>Very good/good</i></b>	<b><i>average</i></b>	<b><i>Poor/very poor</i></b>
<b>walks up and downstairs alternating feet all or most of the time</b>	<b>walks up and down stairs without difficulty, but not necessarily alternating feet</b>	<b>most of the time does not alternate feet, has trouble going up or down</b>

**if there are no stairs where child can be observed, answer "don't know"**

12. level of energy throughout the school day

**Rating descriptions**

<i>very good/good</i>	<i>average</i>	<i>poor/very poor</i>
child does not tire at all or excessively as the day progresses	child does tire, but it does not interfere too much with school activities	Child tires, and it interferes or restricts child ability to participate in school activities

13. overall physical development  
 includes fine and gross motor skills, stamina, muscle tone, etc.

**Section B – Language and Cognitive Skills**

**General notes for this section:**

- (1) take into consideration acquisition and use of language, rather than correct grammar
- (2) answer “yes” if the particular skill has already developed or is developing well; answer “no” if the skill has not yet developed or is developing too slowly
- (3) if you are teaching a French immersion class, please try to answer the questions about the child’s proficiency in English, to the best of your ability

*How would you rate this child’s:*

(answers: very good/good, average, poor/very poor, don’t know)

1. ability to use language effectively in English  
**using appropriate words/expressions at appropriate times, contributing to conversations**
2. ability to listen in English  
**able to listen without visual clues for at least a short time**
3. ability to tell a story  
**a story s/he has heard before, using appropriate vocabulary in matching events with words**
4. ability to take part in imaginative play
5. ability to communicate own needs in a way understandable to adults and peers
6. ability to understand on first try what is being said to him/her
7. ability to articulate clearly, without sound substitutions, **refers to child’s possible speech difficulty rather than accent**

**Rating descriptions**

<i>Very good/good</i>	<i>average</i>	<i>Poor/very poor</i>
No or a few articulation problems in the more advanced areas (e.g., words like “leisure”)	The child can articulate clearly most easy words, but still makes sound substitutions	Poor articulation, a lot of sound substitutions on most sounds and is difficult to understand

*Would you say that this child:*

(answers: yes, no, don't know)

- 8. knows how to handle a book (e.g., turn a page)
- 9. is generally interested in books (pictures and print)
- 10. is interested in reading (inquisitive/curious about the meaning of printed material)
- 11. is able to identify at least 10 letters of the alphabet

**either in capital or lower-case; either rote or random order**

**Rating descriptions**

<b>Yes</b>	<b>No</b>
<b>if the child can identify 10 or more letters</b>	<b>if the child cannot identify at least 10 letters</b>

- 12. is able to attach sounds to letters

**Rating descriptions**

<b>Yes</b>	<b>No</b>
<b>is able to attach sounds to letters in most cases, regardless of whether or not the sounds start like the name of the letter</b>	<b>can do that for a few letters or none at all</b>

- 13. is showing awareness of rhyming words

**either if gives an example, or if can find a word rhyming with a given word**

- 14. is able to participate in group reading activities

**Rating descriptions**

<b>Yes</b>	<b>No</b>
<b>able to attend, respond to, and/or recognize things in illustrations and text of the reading material</b>	<b>child is intimidated by group activities and prefers to participate one-on-one</b>

- 15. is able to read simple words

**the most commonly used 3- or 4-letter words (mom, dad, cat, dog, etc.); may be with use of prompts**

- 16. is able to read complex words

**words of two or more syllables (a few of them is enough); may be with prompts**

- 17. is able to read simple sentences

**e.g., The cat sat on the mat; may be with prompts**

- 18. is experimenting with writing tools

- 19. is aware of writing directions in English (left to right, top to bottom)

**e.g., mimics the reading direction from left to right using a finger**

- 20. is interested in writing voluntarily (and not only under the teacher’s direction)
- 21. is able to write his/her own name in English

**first name only; has to be by self from memory; in sequence; letters may be reversed or inverted; can be capital letters, lower case, or a combination of both**

**answer “no” if the letters are in random order**

**General note for questions 22 and 23:**

**While it is acknowledged that copying the teacher and writing independently are two different skills, these questions are concerned with the end results (i.e., the child’s ability to write)**

- 22. is able to write simple words  
**either on her/his own or by copying the teacher**

- 23. is able to write simple sentences  
**either on his/her own or by copying the teacher**

- 24. is able to remember things easily

- 25. is interested in mathematics  
**refers to the child participating eagerly in activities involving a voluntary selection of math-related toys (e.g., counting, sorting, blocks, etc.)**

- 26. is interested in games involving numbers  
**refers to the child participating eagerly in games involving numbers, voluntary selection of number-related toys, etc**

- 27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)

- 28. is able to use one-to-one correspondence  
**e.g., numbers change as the number of objects change, matching games where there has to be the same number of objects on each picture**

- 29. is able to count to 20

- 30. is able to recognize numbers 1-10

**Rating descriptions**

<b>Yes</b>	<b>No</b>
<b>child knows the name and recognizes the visual symbol of all numbers</b>	<b>recognizes only a few or none at all</b>

- 31. is able to say which number is bigger of the two  
**only numbers, NOT objects**  
**the answer is still “yes” if the child can do small numbers up to 10, but not the teens**

32. is able to recognize geometric shapes (e.g., triangle, circle, square)

**answer “yes” if child can point to/select at least three shapes (does not have to name them)**

33. understands simple time concepts (e.g., today, summer, bedtime)

**General note for questions 34 to 40:**

***special* means that the child demonstrates higher or more developed skills than is expected for his/her age capability/aptitude in that area.**

34. demonstrates special numeracy skills or talents

35. demonstrates special literacy skills or talents

36. demonstrates special skills or talents in arts

37. demonstrates special skills or talents in music

38. demonstrates special skills or talents in athletics/dance

39. demonstrates special skills or talents in problem-solving in a creative way

40. demonstrates special skills or talents in other areas (please specify)

### **Section C- Social and Emotional Development**

*How would you rate this child's:*

(answers: very good/good, average, poor/very poor, don't know)

1. overall social/emotional development

2. ability to get along with peers

**either one-on-one or in a group; if child does well in both settings, then s/he deserves the rating of “very good/good”, if only in one setting then “average”, if neither then “poor/very poor”**

***Below is a list of statements that describe some of the feelings and behaviours of children. For each statement, please check the box that best describes this child now or within the past six months.***

***Would you say that this child:***

(answers: often or very true, sometimes or somewhat true, never or not true, don't know)

3. plays and works cooperatively with other children at the level appropriate for his/her age

4. is able to play with various children

**plays with at least three different children on a regular basis**

5. follows rules and instructions

6. respects the property of others
7. demonstrates self-control
8. shows self-confidence
9. demonstrates respect for adults

**e.g., knows that one should not interrupt when adults are talking, and does it only occasionally, is polite when addressing adults, etc.**

10. demonstrates respect for other children
11. accepts responsibility for actions
12. listens attentively
13. follows directions

**refers to whether the child DOES follow directions, not to whether s/he is able to follow directions  
answer “no” if child requires frequent redirecting**

14. completes work on time
15. works independently
16. takes care of school materials
17. works neatly and carefully
18. is curious about the world
19. is eager to play with a new toy
20. is eager to play a new game
21. is eager to play with/read a new book
22. is able to solve day-to-day problems by him/herself
23. is able to follow one-step instructions

**answer “no” if child requires frequent redirection or repeating of instructions**

24. is able to follow class routines without reminders
25. is able to adjust to changes in routines
26. answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark, etc.)

27. shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)

**General note for questions 28-35:**

**By the middle of the kindergarten year, most children will have been exposed to at least one or two of the situations described below. Therefore, if they had not shown any of the described behaviours, the appropriate answer is “never or not true”. However, if such situations had not occurred, and you had no chance to observe the child’s behaviour, please choose “don’t know”. Keep in mind that too many missing values (which includes the “don’t know” answer) rend the scale unscorable.**

28. will try to help someone who has been hurt  
**also include if child gets appropriate assistance from an adult**
29. volunteers to help clear up a mess someone else has made
30. if there is a quarrel or dispute will try to stop it  
**also include if child gets appropriate assistance from an adult**
31. offers to help other children who have difficulty with a task
32. comforts a child who is crying or upset
33. spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)
34. will invite bystanders to join in a game
35. helps other children who are feeling sick  
**also include if child gets appropriate assistance from an adult**

***Would you say that this child:***

36. is upset when left by parent/caregiver  
**if child comes to the class from a child care centre (i.e., the teacher has no opportunity to observe the child’s behaviour upon separation), please answer “don’t know”**
37. gets into physical fights
38. bullies or is mean to others
39. kicks, bites, hits other children or adults
40. takes things that do not belong to him/her
41. laughs at other children’s discomfort
42. can’t sit still, is restless

**has trouble sitting for short periods of time**

43. is distractible, has trouble sticking to any activity
44. fidgets
45. is disobedient
46. has temper tantrums
47. is impulsive, acts without thinking
48. has difficulty awaiting turn in games or groups
49. cannot settle for anything for more than a few moments
50. is inattentive
51. seems to be unhappy, sad or depressed
52. appears fearful or anxious
53. appears worried
54. cries a lot
55. is nervous, high-strung or tense
56. is incapable of making decisions
57. is shy
58. sucks a thumb/finger

**may also refer to sucking a piece of their clothing, a piece of their hair, etc.**

**Section D – Special Problems**

1. Does the student have a problem that influences his/her ability to do school work in a regular classroom? (answer: yes, no, don't know) If answered no/don't know please move on to question 3.
2. *If YES above, please mark all that apply.*

***Please base your answer on medical diagnosis or parent information. Mark all that apply.***

**If in doubt whether a particular impairment is included in the categories listed, please mark it as “other” and explain.**

(answers: yes)

- 2a. physical disability
- b. visual impairment
- c. hearing impairment
- d. speech impairment
- e. learning disability
- f. emotional problem
- g. behavioural problem
- h. home environment/problems at home
- i. other (please specify)
3. Do you feel that this child needs further assessment?

**please indicate yes if child is being assessed currently, and yes if you feel the child needs further assessment**

### **Section E – Additional Questions**

*To the best of your knowledge, please mark all that apply to this child:*

(answers: yes, no, don't know)

1. attended an early intervention program (please specify the type of intervention and the problems it addresses if known)
 

**includes: speech/language therapy, parent attended a parenting program, a Head Start program, a School's Cool program, etc., or if child has had similar in-home services**
2. has been in non-parental care on a regular basis prior to kindergarten entry
  - 2a. Centre-based, licensed, non-profit
 

**centres operated by parents, a voluntary board of directors, or a non-profit organization such as the YM/YWCA, a college, university, school board, or municipal government**
  - 2b. Centre-based, licensed, for profit
 

**commercial centres that are private businesses operated by an individual, a partnership, or a corporation**
  - 2c. Other home-based, licensed
 

**child care operated from the caregiver's home (home-care), where the caregiver is licensed to provide this service (e.g., through an agency)**

**if you know that the child was looked after in home-care but are unsure whether it was a licensed one, please mark “unlicensed”**

2d. Other home-based, unlicensed, non-relative

**as above, except for the lack of license, and the caregiver was not related to the child**

2e. Other home-based, unlicensed, relative

**child was in the care of a grandparent, aunt/uncle, or another relative in the relative’s home**

2f. Child’s home, non-relative

**child looked after in own home by a nanny or a regular baby-sitter (exclude occasional evenings), who is unrelated to the child**

2g. Child’s home, relative

**child looked after in own home by a relative**

2h. Other/Don’t Know

**child has been in non-parental care, but either the description does not fit any of the above, or you are unsure of what it was**

2i. To the best of your knowledge, prior to the child’s entry into Kindergarten, was this arrangement

<b>Full-time</b>	<b>If child has been in non-parental care at least 6 hrs/day, 5 days a week</b>
<b>Part-time</b>	<b>If child has been in non-parental care less than 6 hrs every day, or not every working day of the week</b>

**if you know that the family’s child care arrangements changed in the preschool years, please use your judgement to select the one that the child was in for the longest period of time**

3. attended other language or religion classes (specify if known, please print)

**includes Sunday School, Hebrew classes etc.**

4. attended an organized pre-school/nursery school (**only** if part-time, and if it was **not** the main child-care arrangement)

**Include only pre-school programs that do not provide main (full-day) child care arrangements, are not a part of a child care centre, and do not involve an intervention/therapy/resource component. These may be weekly music/art classes, twice-weekly regular morning playgroup programs, etc.**

5. attended junior kindergarten

**please complete for senior kindergarten students only, leave question blank if child currently in JK.**

6. (Blank)

7. (Blank)

8. (Blank)
9. (Blank)
10. (Blank) **(these five questions are provided to be used by individual communities according to their needs and particular programs specific to their area)**