

Report #4

**SUBDOMAIN PROFILES
2010/2011**

Each of the five domains is divided into sub-domains, except for Communication Skills and General Knowledge. The sub-domains were originally identified using factor analysis¹. The table below shows the breakdown of sub-domains for each domain.

| Physical Health and Well-being | Social Competence | Emotional Maturity | Language and Cognitive Development | Communication Skills and General Knowledge |
|---|--|---|---|--|
| <ul style="list-style-type: none"> • Physical readiness for school day • Physical independence • Gross and fine motor skills | <ul style="list-style-type: none"> • Overall social competence • Responsibility and respect • Approaches to learning • Readiness to explore new things | <ul style="list-style-type: none"> • Prosocial and helping behaviour • Anxious and fearful behaviour • Aggressive behaviour • Hyperactivity and inattention | <ul style="list-style-type: none"> • Basic literacy • Interest in literacy/numeracy and memory • Advanced literacy • Basic numeracy | <ul style="list-style-type: none"> • Communication skills and general knowledge |

Scores for domains and sub-domains on the EDI vary from 0 to 10. Some sub-domains represent skills that a child in kindergarten, based on his or her developmental age, is expected to have mastered already (e.g., physical independence). Other sub-domains represent areas of development that are still emerging (e.g., prosocial behaviour).

Based on skills and abilities that each sub-domain represents, groups of scores were identified representing children who were at/above developmental expectations (reach the expectations for all or most of the subdomain items), in the middle (reach the expectations for some of the subdomain items), and below developmental expectations (reach expectations for none or few of the subdomain items)². In contrast to the “*on track*”, “*at risk*”, and “*vulnerable*” groups identified for domains in the main report, which are based on the distribution of scores in the province or in Canada, the sub-domain categories are distribution-free.

In this report, detailed descriptions of children who reach all/almost all and of those who reach few/none of the developmental expectations are given for each sub-domain. There is no detailed description for the “some” category because these children vary widely in their skills and abilities. An investigation of percentages of children who fall into the “few/none” category will identify areas of the greatest weakness in the population.

¹ Results of the analyses are available on request.

² Formerly called “very ready”, “middle”, and “not ready”

Physical Health and Well-Being**All/Almost All**

| Sub-domain | All/Almost All | Some | Description of children who reach all or almost all of the developmental expectations |
|-----------------------------------|----------------|------|--|
| Physical readiness for school day | % | NA* | Children who never or almost never experienced being dressed inappropriately for school activities, or coming to school tired, late or hungry |
| Physical independence | % | NA* | Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger |
| Gross and fine motor skills | % | % | Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills. |

* Please note that due to the distribution of scores the Physical Readiness for the School Day and the Physical Independence sub-domains do not have the "some" category.

Few/None

| Sub-domain | Few/None | Description of children who reach few or none of the developmental expectations |
|-----------------------------------|----------|---|
| Physical readiness for school day | % | These children have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, or by coming to school late, hungry, or tired. |
| Physical independence | % | These children vary from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb. |
| Gross and fine motor skills | % | These children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, poor overall energy levels and poor physical skills. |

Social Competence

| All/Almost All or Some | | | |
|---------------------------------|-----------------------|-------------|---|
| Sub-domain | All/Almost All | Some | Description of children who reach all or almost all of the developmental expectations |
| Overall social competence | % | % | Children with excellent or good overall social development, very good ability to get along with other children and play with various children; usually cooperative and self-confident |
| Responsibility and respect | % | % | Children who always or most of the time show respect for others and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control |
| Approaches to learning | % | % | Children who always or most of the time work neatly, work independently, solve problems, follow instructions and class routines, and easily adjust to changes |
| Readiness to explore new things | % | % | Children who are curious about the surrounding world and are eager to explore new books, toys, and games. |

| |
|-----------------|
| Few/None |
|-----------------|

| Sub-domain | Few/None | Description of children who reach few or none of the developmental expectations |
|---------------------------------|-----------------|--|
| Overall social competence | % | Children who have average to poor overall social skills, have low self-confidence and are rarely able to play with various children or interact cooperatively |
| Responsibility and respect | % | Children who only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, follow rules, and take care of materials |
| Approaches to learning | % | Children who only sometimes or never work neatly, work independently, solve problems, follow class routines, and adjust to changes in routines |
| Readiness to explore new things | % | Children who only sometimes or never show curiosity about the world and are rarely eager to explore new books, toys and games. |

Emotional Maturity

| All/Almost All or Some | | | |
|---------------------------------|-----------------------|-------------|---|
| Sub-domain | All/Almost All | Some | Description of children who reach all or almost all of the developmental expectations |
| Prosocial and helping behaviour | % | % | Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in |
| Anxious and fearful behaviour | % | % | Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers |
| Aggressive behaviour | % | % | Children who rarely or never show most of the aggressive behaviours; they do not use aggression as means of solving a conflict, do not have temper tantrums, and are not mean to others |
| Hyperactivity and inattention | % | % | Children who never show most of the hyperactive behaviours; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something |

| Few/None | | |
|---------------------------------|-----------------|--|
| Sub-domain | Few/None | Description of children who reach few or none of the developmental expectations |
| Prosocial and helping behaviour | % | Children who never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset, spontaneously offer to help, do not invite bystanders to join in |
| Anxious and fearful behaviour | % | Children who often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school |
| Aggressive behaviour | % | Children who often show most of the aggressive behaviours; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums |
| Hyperactivity and inattention | % | Children who often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities |

Language and Cognitive Development

All/Almost All or Some

| Sub-domain | All/Almost All | Some | Description of children who reach all or almost all of the developmental expectations |
|---|----------------|------|---|
| Basic literacy | % | % | Children who have all the basic literacy skills: know how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name |
| Interest in literacy/ numeracy and memory | % | % | Children who show interest in books and reading, math and numbers, and have no difficulty with remembering things |
| Advanced literacy | % | % | Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences |
| Basic numeracy | % | % | Children who have all the basic numeracy skills: can count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts |

Few/None

| Sub-domain | Few/None | Description of children who reach few or none of the developmental expectations |
|---|----------|--|
| Basic literacy | % | Children who do not have most of the basic literacy skills; they have problems with identifying letters or attaching sounds to them, rhyming, may not know the writing directions and even how to write own name |
| Interest in literacy/ numeracy and memory | % | Children who may not show interest in books and reading, or math and number games, or both, and may have difficulty remembering things |
| Advanced literacy | % | Children who have only up to one of the advanced literacy skills; who cannot read or write simple words, or sentences and rarely write voluntarily |
| Basic numeracy | % | Children who have marked difficulty with numbers, cannot count, compare or recognize numbers, may not be able to name all the shapes and may have difficulty with time concepts |

Communications Skills and General Knowledge

All/Almost All or Some

| Sub-domain | All/Almost All | Some | Description of children who reach all or almost all of the developmental expectations |
|--|----------------|------|--|
| Communication skills and general knowledge | % | % | Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language |

Few/None

| Sub-domain | Few/None | Description of children who reach few or none of the developmental expectations |
|--|----------|---|
| Communication skills and general knowledge | % | Children who can range from being average to very poor in effective communication, may have difficulty in participating in games involving the use of language, may be difficult to understand and may have difficulty to understand others; may show little general knowledge and may have difficulty with the native language |

Multiple Challenge Index

There are 16 sub-domains within the five domains of the EDI. Each of the sub-domains represents a relatively homogenous aspect of a child’s development. If a child scores below expectations (below the cut-off) on 9 or more of the 16 sub-domains he/she is considered to have multiple challenges.

Analysis of the distribution of the number of challenges in one or more sub-domain indicates that having scores below the cut-off in 9 or more pointed to serious problems in multiple domains. Three of the 5 domains have 4 sub-domains, one has 3, and the last one has 1. Therefore experiencing challenge in 9 sub-domains means that they are from at least 3 of the major five developmental domains.

The cut-offs on the sub-domains are not community-specific and are not based on the normative cohort. They are based on the teacher’s endorsement of the items on the questionnaire (the actual responses a teacher completes on the questionnaire).

For example, the Physical Independence sub-domain of the Physical Health and Well-Being has four items, scored yes (10) or no (0), each of which represents a specific developmental skill, generally mastered by children by 4 years of age. Therefore, a “challenge” score for this sub-domain has been set at lower than 9.99, which would be given to a child where the teacher responded NO (score of 0) to all of the four skills.

Normative II Results and [SITE] 2010/2011 Non-Special Needs Students (N =x x)

Table 4

| Multiple Challenges | Percentage | |
|---------------------|------------------|--------------|
| | 2010/2011 [SITE] | Normative II |
| Multiple Challenges | % | 3.8% |

Fig 4

