

e-EDI

Electronic EDI



Offord CENTRE FOR CHILD STUDIES

EARLY DEVELOPMENT INSTRUMENT
A Population-Based Measure for Communities

INSTRUMENT DE MESURE DU DÉVELOPPEMENT À LA PETITE ENFANCE
Une mesure axée sur la population à l'intention des collectivités

Account Sign On

Email : English French

Password :

Save my settings (Password will not be saved)

Hamilton Health Sciences

McMaster University HEALTH SCIENCES

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McMaster University & Hamilton Health Sciences, Hamilton ON, Canada
Tel.(905)521-2100, ext.74377

- The EDI has been in use since 1999 using a paper-based system and computerized spreadsheets to collect and manage EDI data.
- Over the past couple of years the School Readiness Team along with Health Research Computing have developed, and tested an electronic version of the EDI.

e-EDI Completion to date

From 2005 to 2008

- 30 sites
- 38 000 students

Every year, based on teacher and coordinator feedback, changes and upgrades have been made to the system.

Outline of the e-EDI system



- Receive a database from coordinator with critical variables included
- Assign EDI identification numbers (unique per child)
- EDI Administrator imports the data into the e-EDI system via the web
- The importing process performs certain consistency checks to ensure the data is complete and correct. Once these checks have passed successfully, the system is available to the teacher
- The system will automatically email all the teachers with their 'log in' name and password (site administrator will provide master copy to site coordinator)
- Teachers can log on to the system and complete their questionnaires
- Once finished they check the questionnaires for completeness and the data will be exported for analysis

Step 1: e-EDI Commitment

- Coordinators must ensure commitment from school boards that all teachers in the board/site have the interest and technical means to pursue the e-EDI
- All teachers must have access to a web enabled computer
- All teachers must have an activated email address
- School boards must ensure the www.e-edi.ca site can be accessed by all school computers (firewalls)
- Coordinator must notify OCCS as soon as the school boards decide on implementing the EDI electronically
- Site coordinators must be prepared to act as resource to all teachers

Step 2: Database Template

Once the school boards have committed to the e-EDI and OCCS has been notified, OCCS will send the Coordinator:

1) e-EDI Database Template

- similar to paper version, with a few added columns (ex. Teachers email)

2) e-EDI Instructions for Coordinators

- detailed instructions on how to accurately complete the database template

Step 3: Assigning EDI IDs & Importing

- OCCS receives the database from coordinator with critical variables included
- OCCS assigns EDI identification numbers (unique per child)
- e-EDI Administrator imports the data into the e-EDI system via the web
- The importing process performs certain consistency checks to ensure the data is complete and correct. Once these checks have passed successfully, the system is available to the teacher
- The system will automatically email all the teachers with their 'log in' name and password

Step 4: Teacher Training Sessions

- Interactive session in a computer lab
- Presentation to group
- Detailed (with pictures) e-EDI teachers guide available
- Instructions for teachers to be distributed by coordinators
- EDI Guide (pdf) is available on-line as a link in the e-EDI system
- If you let the Offord e-EDI administrator know your training dates we will be available by phone as a resource!

Step 5: Ready to go...

- The teacher signs on to the system by typing his/her e-mail as the username and the password
- The system automatically restricts the teacher to his/her classes and students data
- The EDI Guide is available for clarification and it's suggested that teachers read through the guide before completing the EDIs

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EARLY DEVELOPMENT INSTRUMENT

A Population-Based Measure for Communities

Teacher A

Thursday, September 11, 2008 - 2:33:30 PM

Home

Logout

Teacher Menu

My EDI

Username\Password
Teacher Participation Form
Class Info
EDI Data Entry

Reports\Documents

Student Questionnaire
Class Summary
Review EDI Guide

Questions or Comments: webmaster@e-edi.ca

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- **Username\Password** - Change the password
- **Teacher Participation** - Enter Teacher's educational and teaching experience.
- **Class Info** - A list of classes available to this teacher and the list of students in each
- **EDI Data Entry** - Data entry into various sections of EDI questionnaire

The Reports\Documents section has the following buttons:

- **Student Questionnaire** - Summary of data entered in all EDI questionnaires for a student
- **Class Summary** - Summary report indicating which students' data has been entered
- **Review EDI Guide** - provides details on EDI project and EDI questionnaires.

**** Teacher Training Feedback form also available on-line****

Teacher Participation

Teacher Participation Form Update Exit

Teacher Code : 99500101
Teacher Name : Riley C
Phone : Fax :
Email : rcrotta@hamilton.ca

Teacher Participation Questions :

1) Is this your first time completing the EDI Yes, go to question 5 No
2) How many times previously have you completed the EDI?
3) Did you attend a Teacher Training Session previously? Yes, go to question 4 No
4) If yes, how many times?
5) Did you receive Teacher Training for this implementation? Yes, go to question 6 No
6) If yes, how useful was it?

EDI Teacher Guide Feedback (Please mark all that apply) :

Yes, I used the Guide and found it helpful No, I didn't use the Guide, I didn't find it helpful
 Yes, I used the Guide but didn't find it helpful No, I didn't use the Guide, I didn't have one
 Other No, I didn't use the Guide, I didn't have enough time
 No, I didn't use the Guide, I'm already familiar with it

Demographics :

Number of Students in this Class :
Teacher Gender :
Age :

Experience (How long have you been) :

a) a teacher Yes No

This section, which asks about previous experience with the EDI, feedback on the EDI teacher guide and individual demographics, teaching experience and background information, is completed once by each teacher. This information is highly confidential is not analyzed in conjunction with student data.

TO BE COMPLETED AFTER EDI QUESTIONNAIRES!!

Class Summary

997001011: School - am, every day						
EDI ID	Local ID	Sex	Date of Birth	Postal Code	Status	EDI
99700101101	123	Male	6-Nov-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101102	124	Female	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101103	125	Male	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101104	126	Female	14-Dec-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101105	127	Male	30-Apr-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101106	128	Male	6-Nov-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101107	129	Female	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101108	130	Male	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101109	131	Female	14-Dec-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101110	132	Male	30-Apr-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101111		Add Student				

997001012: School - pm, every day						
EDI ID	Local ID	Sex	Date of Birth	Postal Code	Status	EDI
99700101201	133	Male	6-Nov-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101202	134	Female	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101203	135	Male	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101204	136	Female	14-Dec-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101205	137	Male	30-Apr-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101206	138	Male	30-Apr-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101207	139	Female	6-Nov-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101208	140	Male	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101209	141	Female	16-Jun-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101210	142	Male	14-Dec-2002	L8S3R4	<input type="checkbox"/>	EDI
99700101211		Add Student				

- The **Class Summary** button on the **Teacher's Menu** screen provides a list of classes and the list of students in each class.
- If the teacher has multiple classes, both classes will be visible on the screen
- Status refers to the data entry status of a student. In the example below, only one student is shown to have been completely entered and locked.
- Clicking on a student's **EDI** button on the right will open up the EDI Questionnaire for that student.

e-EDI Completion




- The teacher may complete their students' EDI in stages by simply saving the completed screens before exiting.
- If child is no longer in class/school (Q14) system will prompt teacher to simply stop completion and submit to McMaster
- The teacher moves from section to section simply by clicking on the sections headings in red.

Home > Teacher > Class > Student > EDI Questionnaire



EDI Questionnaire(88900101102) Exit

Status: **Incomplete and Unlocked**

Site: Test
School: Offord
Teacher: Agaskin
Local ID: 124
Sex: Female
Date of Birth: 16-Jun-1999
Postal Code: XXXXXX

 Check for Completeness
 View Class Summary
 View Child Summary

GUIDE Demographics **Section A** **Section B** **Section C** **Section D** **Section E** Save EDI

Previous Student  **Child Demographics**  Next Student

1)	Class Assignment:	<input type="text"/>
2)	Child's Date of Birth:	<input type="text" value="16"/> <input type="text" value="June"/> <input type="text" value="1999"/>
3)	Sex:	<input type="text" value="Female"/>
4)	Postal Code:	<input type="text" value="XXXXXX"/>
5)	Class Type:	<input type="text"/>
6)	Date of Completion:	<input type="text" value="Incomplete"/>
7)	Exceptional/Special Needs:	<input type="text"/>
8)	Child Considered ESL:	<input type="text"/>

Sections

Clicking on Section B:

Clicking on Section A button:

←
Section A - Physical Well-being
→

1) About how many regular days (see Guide) has this child been absent since the beginning of school in the fall?

0 | 1 | 2

Since the start of school in the fall, has the child sometimes (more than once) arrived:	yes	no	don't know
2) over- or underdressed for school-related activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) too tired/sick to do school work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) late	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) hungry	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you say that this child:

	yes	no	don't know
6) is independent in washroom habits most of the time	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) shows an established hand preference(right vs. left or vice versa)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8) is well coordinated (moves without running into or tripping over things)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate this child's:

	very good/good	average	poor/very poor	don't know
9) proficiency at holding a pen, crayona, or a brush	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) ability to manipulate objects	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) ability to climb stairs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) level of energy throughout the school day	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) overall physical development	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate this child's	very good/good	average	poor/very poor	don't know
1) ability to use language effectively in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) ability to listen in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) ability to tell a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) ability to take part in imaginative play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) ability to communicate own needs in a way understandable to adults and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) ability to understand or first try what is being said to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) ability to articulate clearly, without sound substitutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you say that this child:	yes	no	don't know	
8) knows how to handle a book (e.g., turn a page)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9) is generally interested in books (pictures and print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10) is interested in reading (inquisitive/curious about the meaning of printed material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11) is able to identify at least 10 letters of the alphabet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12) is able to attach sounds to letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13) is showing awareness of rhyming words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14) is able to participate in group reading activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15) is able to read simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16) is able to read complex words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17) is able to read simple sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18) is experimenting with writing letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19) is aware of writing directions in English (left to right, top to bottom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20) is interested in writing voluntarily (and not only under the teacher's direction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21) is able to write his/her own name in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22) is able to write simple words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
23) is able to write simple sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
24) is able to remember things easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
25) is interested in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
26) is interested in games involving numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
27) is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
28) is able to use one-to-one correspondence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
29) is able to count to 20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
30) is able to recognize numbers 1-10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
31) is able to say which number is bigger of the two	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
32) is able to recognize geometric shapes (e.g., triangle, circle, square)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
33) understands simple time concepts (e.g., today, summer, bedtime)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
34) demonstrates special numeracy skills or talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
35) demonstrates special literacy skills or talents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
36) demonstrates special skills or talents in arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
37) demonstrates special skills or talents in music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
38) demonstrates special skills or talents in athletics/dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
39) demonstrates special skills or talents in problem-solving in a creative way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
40) demonstrates special skills or talents in other areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
If yes, please specify:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submitting

- When the records for a specific student are completed, the teacher indicates this by clicking on “Check for Completeness”
- If any questions have been missed, a screen will appear summarizing the status of each section of that child’s e-EDI
- Once all sections have been completed, the teacher simply clicks on “Finished/Submit to McMaster”
- When all records have been submitted, the EDI statistician can export the data for analysis

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Ashley Gaskin Tuesday, January 09, 2007 - 11:27:15 AM

Home > Teacher > Class > Student > EDI Questionnaire

EDI Questionnaire(88900101103) [Exit]

Status: **Incomplete and Unlocked**

Site: Teot
School: Offord
Teacher: Agaskin
Local ID: 125
Sex: Male
Date of Birth: 10-Jun-1999
Postal Code: XXXXXX

Check for Completeness
 View Class Summary
 View Child Summary

e-EDI EARLY DEVELOPMENT INSTRUMENT
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Ashley Gaskin Tuesday, January 09, 2007 - 11:29:29 AM

Home > Teacher > Class > Student > EDI Questionnaire

EDI Questionnaire Lock(88900101101) [Cancel]

Status: **Incomplete and Unlocked**

Demographics: Complete
Section A: Complete
Section B: Complete
Section C: Complete
Section D: **Incomplete**
Section E: Complete

Finished/Submit to McMaster
 View Class Summary
 View Child Summary

e-EDI EARLY DEVELOPMENT INSTRUMENT
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Ashley Gaskin Tuesday, January 09, 2007 - 11:32:05 AM

Home > Teacher > Class > Student > EDI Questionnaire

EDI Questionnaire Lock(88900101101) [Cancel]

Status: **Incomplete and Unlocked**

Demographics: Complete
Section A: Complete
Section B: Complete
Section C: Complete
Section D: Complete
Section E: Complete

Finished/Submit to McMaster
 View Class Summary
 View Child Summary

The Teacher's Roles:

- Enter data for students in his/her class(es).
- Create additional student records
However, if the teacher needs to add an entirely new class he/she must contact the Administrator.
- Ensure all questionnaires are complete and submitted to McMaster.
- Submit student records to indicate that no more changes will be made and the records are now available for export and analysis.
- Update his/her teacher profile.



The Coordinators Roles:

- To ensure that all teachers in the board/site/teachers have the interest and technical means to pursue the e-EDI.
- To work with school boards to complete the database with Site, School, Teacher and Students information in an Excel spreadsheet.
- To conduct a teacher training session
- To act as a resource to teachers



Benefits:



- The e-EDI offers considerable flexibility for data entry and management.
- The data entry is very intuitive, requiring very little typing skills or knowledge of computers.
- The e-EDI is accessible from any web-enabled computer, at home or at work and it dramatically reduces the amount of paper and mailings.
- The e-EDI is beneficial to the User as well as the Administrative Team in that it saves time and provides a quicker turnaround for data analysis.
- The program also facilitates the monitoring of completeness of data to EDI staff.
- We have upgraded our system with SSL protocol to ensure a secure site.
- We have a feature which will notify the teachers if they have missed any questions in order to prevent invalid or missing data.

For more information contact:

Ashley Gaskin

(905) 521-2100 ext. 74352

agaskin@mcmaster.ca

