

**EARLY DEVELOPMENT INSTRUMENT
GUIDE
2008/2009
Province**

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 focused 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, 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".

In making the ratings on the children in your class it is important to consider how your interpretations of child development, and therefore your responses, may be influenced by your:

- gender;
- life experiences;
- cultural heritage;
- socio-economic circumstances;
- role models;
- values.

The Guide

Below you will find a list of 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.

Child Information

Please complete all the information below:

1. Class Assignment

****Provincial Customization****

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

4. Postal Code

5. Class Type

****Provincial Customization****

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.**

Yes	Child identified already as needing special assistance due to chronic medical, physical, or mental disabling conditions (e.g., autism, fetal alcohol syndrome, Down syndrome)
	Child requires special assistance in the classroom
No	* Gifted or talented (please mark, instead, their special talents in Section B, questions 34-39)
	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)

****Provincial Customization****

Insert Provincial definition of Special Needs

8. Child considered ESL (English as Second Language)

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

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

Yes	Child is a North American Indian, Métis, or Inuit (which is the definition of an Aboriginal person used in Census 2006 question)
No	Child is not any of the above
Don't Know	Don't know

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	COD E	LANGUAGE	COD E	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 traveling. 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.

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, a judgment as to the level of skill or ability of the child may be required. Your judgment should reflect the actual individual child's performance on that measure, not how the child is performing relative to his or her classroom peers.

The 'Don't know' option should only be used if you have not had the opportunity for observing/testing this particular skill with the child or do not have the required information about the child.

Section A - Physical Well-Being

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

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

Refers to the child being dressed appropriately vs. inappropriately for the weather, and experiencing a degree of discomfort.

Yes	For instance, they either do not have a warm coat for an outside trip in cold weather (underdressed) or their clothes are too heavy in warm weather (overdressed).
No	Dresses appropriately for the weather or dresses according to their comfort needs.

3. too tired/sick to do school work

Refers to child coming to school with some ailment, child complaining about feeling sick, child being sleepy and/or lethargic, which interferes with his/her participation in school activities (academic or physical).

Yes	Often or occasionally appears sleepy or complains about feeling sick.
No	Consistently arrives at school ready to do work and does not appear tired or complain of feeling sick. (Since the start of school the child may have either been sent home ill or arrived at school tired, but this has not occurred repeatedly.)

4. late

Refers to arrival at school after the start of the class and before the end of class.

5. hungry

This question refers only to the child’s hunger level upon arrival at school, rather than throughout the day. It is possible for a child to express they are hungry even if they have had breakfast, therefore, it is important that you use your professional judgment to determine if hunger is genuine.

Yes	For instance the child sometimes or regularly indicates one or more of the following: reports that they have not had breakfast, complains of hunger and/or appears lethargic.
No	The child never complains of hunger and/or never reports that they skipped breakfast.

Would you say that this child:

(answers: yes, no, don’t know)

6. is independent in washroom habits most of the time

This question refers to the child knowing when s/he needs to use the washroom (i.e. does not have “accidents”). The child is able to undo/do zippers, snaps, buttons on clothing that are required to go to the washroom, can wash and dry hands by him/herself.

Yes	The child can do all of the above tasks always or most of the time. If a child had an accident once early in the school year answer ‘Yes’.
No	The child cannot do most or any of the tasks listed above OR the child has had more than one accident since the beginning of the school year.

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 while running, hopping, skipping, jumping, etc.

How would you rate this child’s:

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

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

Rating Descriptions		
Very good/good	Average	Poor/very poor
Uses precision writing grip all or most of the time.	Sometimes uses precision writing grip, but is not consistent.	Uses fist grip or other dysfunctional grip most or all of the time.

10. ability to manipulate objects

Includes the manipulation of smaller objects/toys and items, e.g., etch-a-sketch,

threading beads, buttons on clothing.

11. ability to climb stairs

If there are no stairs where the child can be observed, please use your professional judgment to answer this question, including, for example, the ability to climb playground equipment. If you have seen the child complete a range of related physical activities such as skipping, running or hopping without any problems then answer 'Very good/good'.

Rating Descriptions		
Very good/good	Average	Poor/very poor
Walks up and down stairs alternating feet all or most of the time.	Walks up and down stairs without difficulty, but not necessarily alternating feet.	Most of the time does not alternate feet, has trouble going up or down.

12. level of energy throughout the school day

Rating Descriptions		
Very good/good	Average	Poor/very poor
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's 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:

- Take into consideration acquisition and use of language, rather than correct grammar. A formal assessment of language and cognitive skills is not intended.
- Rate the child as the child currently presents, NOT the way the child presented at the beginning of the school year.
- Responses should be based on an informal knowledge of the child's skills based on observations in the last month.
- 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.
- Avoid the marking of "don't know". Answer 'Don't know' ONLY if you have not had the opportunity for observing/testing this particular skill or do not have the required information about the child. Where possible indicate the level (very good/good, average, poor/very poor) of ability or "yes" or "no" to indicate whether or not the child demonstrates the skill.

How would you rate this child's:

1. ability to use language effectively in *[language of instruction]*
Refers to child’s use of appropriate words/expressions at appropriate times and the child’s contribution to conversations.

2. ability to listen in *[language of instruction]*
Refers to the child’s ability to listen without visual clues for at least a few minutes.

3. ability to tell a story
Refers to the child’s skill in retelling a story s/he has heard before, using appropriate vocabulary in matching events with words.

4. ability to take part in imaginative play

Rating Descriptions		
Very good/good	Average	Poor/very poor
The child shows lots of imagination and interest in make-believe. The child shows imaginative and creative ways of play.	The child engages in pretend play easily and naturally.	The child requires encouragement, modeling and/or assistance to engage in pretend play.

5. ability to communicate own needs in a way understandable to adults and peers
Refers to the child’s ability to use verbal and, when necessary, non-verbal means, to communicate what kind of assistance they may need in such a way that is understandable to the teacher and other children.

Rating Descriptions		
Very good/good	Average	Poor/very poor
Child can reliably state his/her needs in a way that cannot be misinterpreted, even if it is not done using a proper grammatical language, or with help of non-verbal communication, e.g., pointing to appropriate items.	On most occasions the child is able to communicate their needs, but clarification may be required at times	Most of the time, communication of the child’s needs is difficult for peers and adults to understand, requiring repetitions and guesses.

6. ability to understand on first try what is being said to him/her
In *[language of instruction]*. Refers to the child being able to understand simple commands or statements when directly addressed to the child.

Rating Descriptions		
Very good/good	Average	Poor/very poor
The child consistently demonstrates understanding of the spoken information. The child is able to identify the main ideas from the spoken material by carrying out the task or asking a clarifying question or making a relevant comment.	Most of the time child demonstrates understanding of the spoken word. The child carries out the task or asks clarifying questions or makes relevant comments but does not consistently use all three.	The child rarely demonstrates understanding of the spoken word. That is the child does not provide an appropriate response to the spoken word.

Caution: if you have enough reason to believe that the child understands but chooses not to respond, please still rate as good; the behaviour aspect is rated elsewhere.

7. ability to articulate clearly, without sound substitutions
 In [\[language of instruction\]](#). Refers to child’s possible speech difficulty rather than accent.

Rating Descriptions		
Very good/good	Average	Poor/very poor
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.	The child has poor articulation, makes several sound substitutions with most letter-sounds and is difficult to understand.

General notes for questions 8-21:

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. Answer ‘Don’t know’ ONLY if you have not had the opportunity for observing/testing this particular skill or do not have the required information about the child.

It is not expected that children will be reading and writing by the time they get to school, but it is important to capture information about those who can.

Would you say that this child:

8. knows how to handle a book (e.g., turn a page)

Yes	Knows which way up the book should be held and knows how to turn pages
No	Does not have knowledge of the above.

9. is generally interested in books (pictures and print)

Refers to the child’s being attentive to books, picking them up to look at spontaneously, listening at least for a short period of time when a teacher reads or shows a book.

10. is interested in reading (inquisitive/curious about the meaning of printed material)

Refers to the child either independently trying to “read” a book by themselves, asking to have a book read to them, or listening attentively when books are being read.

Yes	Asks to have a book read to them, OR watches and listens intently when books are read to the class, OR asks and answers questions about the content OR will go and select a book to read/view at appropriate times.
No	Does not indicate interest in books and will lose attention when books are being read to the class.

11. is able to identify at least 10 letters of the alphabet

Refers to either capital or lower-case letters in alphabetical or random order.

Rating Descriptions	
Yes	No
The child can identify 10 or more letters.	The child cannot identify at least 10 letters.

12. is able to attach sounds to letters

Rating Descriptions	
Yes	No
The child is able to attach sounds to letters in most cases (> 50%), regardless of whether or not the sounds start like the name of the letter.	The child is able to attach sounds to a few letters or none at all (< 50%).

13. is showing awareness of rhyming words

Rating Descriptions	
Yes	No
When asked, the child provides a rhyming word when given a word or after being provided with an example. The child may spontaneously speak or sing a list of rhyming words.	The child does not provide a rhyming word when given a word or after being provided with an example.

14. is able to participate in group reading activities

Rating Descriptions	
Yes	No
In a group setting, the child attends to, responds to, and/or recognizes objects and ideas in illustrations and text of the reading material. For example, the child chimes in during choral reading activities or supplies appropriate responses when the teacher omits words.	In a group setting the child does not attend to, respond to, and/or recognize objects and ideas in illustrations and text of the reading material. For example, the child doesn't chime in during choral reading activities or supply appropriate responses when the teacher omits words.

15. is able to read simple words

Rating Descriptions	
Yes	No
The child reads most commonly used 3 or 4-letter words (mom, dad, cat, dog, etc.) The child may read simple words with the use of prompts.	The child reads few or no 3 or 4-letter words even with prompts.

16. is able to read complex words

Rating Descriptions	
Yes	No
The child reads a few words of two or more syllables (a few of them is enough). The child may read complex words with the use of prompts.	The child reads no complex words, even with prompts.

17. is able to read simple sentences

Rating Descriptions	
Yes	No
The child reads 3-6 word sentences (e.g., The cat sat on the mat; I am..., I like..., I can...). The child may read simple sentences with prompts. The use of illustrations to predict meaning is appropriate.	The child does not read simple sentences, even with prompts from others or reference to illustrations.

18. is experimenting with writing tools

Rating Descriptions	
Yes	No
The child independently chooses to use pencils, pens, crayons, etc.	The child doesn't choose to use a variety of writing tools.

19. is aware of writing directions in *[language of instruction]*
 This question refers to the child's **awareness** of writing directions, and NOT their ability to write.

Rating Descriptions	
Yes	No
The child knows a sentence starts on the left and moves to the right. This may have been demonstrated through one of the following: mimicking writing direction using a finger, swirling or scribbling left to right (early writing).	For instance, the child randomly scribbles or cannot identify the beginning or end of a sentence or where text would begin on a page.

20. is interested in writing voluntarily (and not only under the teacher's direction)
 Refers to the child's initiative in using writing/drawing tools to scribble, pretend to write, label objects with letters or letter-like symbols. An attempt to link letters must be present.

Rating Descriptions	
Yes	No
The child puts their name on their work with or without being encouraged, writes messages, attempts to label objects in their pictures. It does not matter whether the words are legible. It only matters that the child is attempting to link letters together. This must occur on more than one occasion.	The child only attempts to write when instructed by an adult.

21. is able to write his/her own name in *[language of instruction]*

Rating Descriptions	
Yes	No
Without assistance (independently) the child writes his/her first name from memory. The letters must be in sequence. The letters may be reversed, inverted, upper case letters, lower case letters, or a combination of lower and upper case letters. All letters must be present most of the time.	The child writes name only with assistance OR the child writes name with letters in random order OR the child gets the first and the last letters correct, but the middle ones are usually jumbled, OR misses letters most of the time.

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). Spelling, punctuation and grammar are not particularly important so long as meaning is conveyed.

22. is able to write simple words

Refers to either writing words on her/his own or by copying the teacher.

23. is able to write simple sentences

Refers to either writing sentences on his/her own or by copying the teacher.

24. is able to remember things easily

In this instance ‘things’ refers to all elements of material being taught: facts, events, letters, numbers, book characters, etc. Both long and short term memory should be considered.

Rating Descriptions	
Yes	No
The child consistently remembers most or all of the new material introduced in the class from one period to another, and from day to day. For instance this may include one or more of the following: some letters or numbers, special interest facts, names of characters in a book read in class recently, words to a song, etc. The child recalls the names of peers, teachers, and other school personnel most of the time.	The child regularly cannot recall recently learned material and/or requires many repetitions of new knowledge to retain it; the child cannot recall the names of peers and others (refers to them as “him” or “her”).

25. is interested in mathematics

Refers to the child participating eagerly in activities involving voluntary demonstration of skills, such as counting or adding using fingers.

Rating Descriptions	
Yes	No
The child readily participates in activities involving a selection of math related toys (e.g., counting, sorting, blocks, etc).	The child is reluctant to or does not participate in activities involving a 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 (e.g. counting, sorting blocks). If toys are used, they must be used, at least in part, for the purposes they were designed. For instance, counters are used for counting or colour sorting, not just for flicking across the room.

Rating Descriptions	
Yes	No
The child readily participates in games involving numbers, voluntary selection of number-related toys, etc.	The child participates with encouragement, prompting, or assistance or does not participate 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)
 Refers to the child demonstrating the ability to do one or more of the following: play matching games, separate counters into common colours, or name the number of objects presented (e.g. say three or write the visual symbol for three when three objects are presented).

Rating Descriptions	
Yes	No
The child sorts and classifies objects by a number of common characteristics (e.g., shape, size, colour).	The child sorts and classifies objects by only one characteristic (e.g., only colour) or does not sort and classify objects by a common characteristic.

28. is able to use one-to-one correspondence

Refers to the child’s ability to: recognize the fact that numbers change as the number of objects change; show understanding of matching games where there has to be the same number of objects on each picture, or play games matching numbers to pictures of the corresponding numbers of objects (e.g. a picture of 2 with a picture of two apples).

29. is able to count to 20
 Refers to the child’s ability to count by rote without mistakes from 1 to 20 most of the time.

30. is able to recognize numbers 1-10
 Refers to the child’s knowing the name and recognizing the visual symbol of the numbers.

Rating Descriptions	
Yes	No
The child knows the name and recognizes the visual symbol of ALL the numbers 1-10 most of the time; may be with prompting.	The child recognizes only a few of the numbers 1-10 or none at all, even with prompting.

31. is able to say which number is bigger of the two

Refers to numerals NOT objects; only up to 10 (not teens).

Yes	The child is able to select the larger numeral of the numerals up to 10 but not the teens.
No	The child cannot do this for small numbers up to ten.

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

Rating Descriptions	
Yes	No
The child can point to/select at least three shapes. The child does not have to identify the shapes by name. This may be prompted.	The child points to fewer than 3 shapes, even when prompted.

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

General note for questions 34 to 40:

***Special* means that the child demonstrates unique skills that are not expected for his/her age capability/aptitude in that area. “Special” or “unique” refers to a skill or a talent that is greater than the level expected for a typical student. For example, the child’s talent is notable to other colleagues because of its “specialness” or “uniqueness”. If you are not sure if the skill is “special” or “unique”, indicate “No.”**

34. demonstrates special numeracy skills or talents

This includes skills demonstration of literacy skills and talents in a language or languages other than *[language of instruction]*.

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 (specify)

Section C- Social and Emotional Development

How would you rate this child's:

1. overall social/emotional development

Social-emotional development refers the ability to form close, secure relationships and to experience, regulate, and express emotions. "Social" refers to how individuals interact with others. "Emotional" refers to how individuals feel about themselves, others and the world.

Base your answer to this question on how you view the child's general ability to interact and relate appropriately to her/his peers, react to unexpected contexts, as well as their interest in the world around them.

2. ability to get along with peers

Very good/good	The child does well both in a one-on-one contexts and in a group.
Average	Child's does only moderately well in getting along (e.g., quarrels or takes offence) AND/OR is comfortable only in one setting.
Poor/very poor	Child is uncomfortable around peers in either groups or one-on-one settings AND/OR gets into frequent conflicts with peers

General note:

Below is a list of statements that describe some of the feelings and behaviours of children. Whenever possible answer "often or very true", "sometimes or somewhat true", "never or not true." For each statement, please choose the answer that best describes the child now, but use the time since the beginning of the school year as your reference frame. Restrict your responses to your direct observations of the child in the classroom/school environment. For example, if you have not seen a child exhibit a particular behaviour since the beginning of the school year, then the correct answer is "Never", and not "Don't know". Keep in mind that too many missing values (which includes "don't know") render the questionnaire invalid.

3. plays and works cooperatively with other children at the level appropriate for his/her age
4. is able to play with various children

The child 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

This may be demonstrated in a variety of ways: e.g. sharing toys, taking only a 'fair share' of communal food, or displaying emotions in an appropriate manner.

8. shows self-confidence
9. demonstrates respect for adults

This may be demonstrated in a variety of ways: e.g. does not interrupt when adults are talking, and does it only occasionally, is polite when addressing adults.

10. demonstrates respect for other children
11. accepts responsibility for actions

This may be demonstrated in a variety of ways: e.g. the child doesn't argue back when disciplined, does not show attitude when reprimanded, owns up to poor behaviour.

12. listens attentively
13. follows directions

Refers to the child's actual behaviour: following directions when given, NOT to the child's ability to do so. Answer "never or not true" 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

This may be demonstrated in a variety of ways: e.g. the child asks lots of questions, participates in discussions about a variety of topics.

General note for questions 19-21:

The intent of questions 19-21 is about engaging with toys, games, and books that are not familiar to the child. The emphasis is on "new" rather than "eager." Choose the option that best describes the frequency of the child's choice to play with a new toy, game, or book, when the toy, game or book appears in the classroom.

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

Refers to the child's finding appropriate solutions (chooses an alternative, uses words to express his/her choices, finds a way to "fix" something) to day-to-day problems such as: when his/her selected centre is "full," a student chooses the book s/he had planned to view, when a pencil breaks, water gets spilled etc. Answer "never or not true" if the child usually requires assistance from the teacher in such situations.

23. is able to follow one-step instructions

This has to be demonstrated by the child following one-step instructions with ease and without requiring frequent redirection or repetition of instructions.

24. is able to follow class routines without reminders

Following class routines means that the child can successfully move between regular activities without individual prompting by the teacher. For instance, the child may know the group they are in for reading activities and move to that group instinctively at reading time, or know what they need to take with them to specialist classes.

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 time the EDI is completed, most children will have been exposed to the situations below. Therefore, if they had not shown any of the described behaviours, the appropriate answer is 'Never or not true'. If you have not had a chance to observe the child's behaviour, please choose 'Don't know' or use your professional judgment to make a selection. Keep in mind that too many 'Don't knows' makes the questionnaire 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

Cultural diversity alert: *It may be appropriate to enter 'Don't know' if you think a child does not intervene or avoids intervening out of respect for the children involved or because that is the culturally appropriate behaviour.*

This behaviour is demonstrated by a child who reacts in ways that are appropriate to the context and that will help to resolve the conflict, even if he or she is not involved and does not know the people involved. For instance, this may include one or more of the following:

the child seeking appropriate assistance from an adult; diverting the children involved to another activity, discouraging others from being involved; placing themselves physically between quarrelling children; and seeking other ways to diffuse the conflict.

Answer “Never or not true” if you have never seen the child assisting in a peaceful solution of a dispute; answer “Don’t know” if you have never had a chance to observe the child in a context of a conflict between other children.

31. offers to help other children who have difficulty with a task
Refers to the child offering to assist when they notice their peers struggling or in response to a verbal or non-verbal request for assistance. Assistance is not imposed and is offered independently without encouragement from the teacher. The tasks do not have to be academic, (e.g., collecting a block from a high shelf in the classroom or assisting another child in a game in the playground).
Examples include: demonstrating the skill, sharing their work, or doing some of the task.
Note: Children who are overly helpful or who offer help to please the teacher, should be rated high only if they are respectful of other children. “Taking over” or completing another child’s task without consideration of the other child should not be counted.
32. comforts a child who is crying or upset
Examples may include a child who offers a toy/book etc. to a crying or upset peer, child who says “don’t cry”, “don’t be sad”, or reasons with the other child not to be upset, or suggests to the teacher ways for comforting the upset peer.
33. spontaneously helps to pick up objects, which another child has dropped (e.g., pencils, books)

Cultural diversity alert: *Some children may not help because they do not perceive it as their place to touch another person’s belongings. In these instances please select ‘Don’t know’.*

In this behaviour, the emphasis is on spontaneity: the child reacts to as if it is a reflex, without prompting or expectation of a reward. Examples may include picking up sporting equipment, gloves, pencils, with the intention of placing them in their right place or giving back to the owner. **Do not count** if the child claims the objects as his/her own.

34. will invite bystanders to join in a game
Probably best observed in unstructured games at playground or during free play time in class. Examples involve a child who will call others to join a game already in progress (e.g., asks another child “Do you want to play with us?”). **Do not count** if a child invites another to start a game with him/her but will not allow others to join in.
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 the teacher has no opportunity to observe the child's behaviour upon separation, choose "don't know."

37. gets into physical fights

38. bullies or is mean to others

Bullying and being mean may take the form of physical, emotional or verbal manipulation. Rather than focusing on the intent or reasoning behind the actions, please report bullying in instances where the recipient of the actions feels they have been bullied.

Examples include: child makes negative remarks about others, intentionally excludes other children from activities, physically asserts themselves, makes unreasonable requests of peers knowing that they will oblige because they are scared or want to be included, or ignores children wanting their attention.

39. kicks, bites, hits other children or adults

Child displays these actions either in or around the school. They actions may be unprovoked, provoked, or may occur as part of what a child considers 'play', but are performed intentionally.

40. takes things that do not belong to him/her

41. laughs at other children's discomfort

42. can't sit still, is restless

Child's restlessness can be demonstrated by wandering around the classroom or yard, fidgeting with hands or feet or squirming in seat or fiddling with objects when the rest of the class is working, or looking around at other children when the class is listening to a story, or when the class is attending an event, like an assembly or a performance. **Do not** include if child becomes only occasionally restless when bored, tired, needs to use a toilet/washroom, or is excited waiting for special events, etc.

43. is distractible, has trouble sticking to any activity

The emphasis for this question is on the word 'any'. Child has difficulty pursuing any activity for the necessary length of time, gets very easily/quickly distracted in an activity by anything happening around him/her, or finds other activities before completing the one started.

44. fidgets

45. is disobedient

46. has temper tantrums

47. is impulsive, acts without thinking

Child acts in a way that may inconvenience or distract other children and this is not done intentionally. Child appears to act without considering others or the consequences and is

not able to self-monitor their actions. Examples include blurting out answers before questions have been completed, starting a task or activity without hearing the full list of instructions, interrupting or intruding on others, unintentionally making upsetting comments, leaving the classroom without asking permission, calling out without raising a hand, running in the classroom, etc.

48. has difficulty awaiting turn in games or groups
Examples include: child gets agitated if their needs/wants are not immediately met; tries to push in front of other children, calls out, butts in, takes over, or gets distracted and abandons games or group activities; child who always wants to be first in line or in receiving resources.
49. cannot settle for anything for more than a few moments
Child cannot engage in an activity (whether teacher-directed, self-chosen or play), except for a very brief period, e.g., when given a task, leaves seat in classroom, is easily distracted by extraneous stimuli, does not focus on task/activity, does not follow through to complete a task.
50. is inattentive
Child fails to give close attention to details or makes careless mistakes, has difficulty sustaining attention in tasks or play activities, does not seem to listen when spoken to directly, loses things necessary for tasks or activities (e.g., toys, assignments, pencils, books, or tools), does not follow through on instructions and fails to finish schoolwork (**NOT** due to failure to understand instructions), daydreams.
51. seems to be unhappy, sad or depressed
This is distinct from being tired though they may look similar. Children may appear withdrawn, be unenthusiastic and tend not to smile much. Depending on the child and frequency of the behaviour, select 'Often or very true' or 'Sometimes or somewhat true'.
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
Child takes an inappropriately long time to do one or more of the following: choose books to read/look at during silent reading, decide where to sit on the mat and/or decide which colour pencil to use. Child often waits for others to make a decision and mimics it, or requires adult direction or explicit instructions to make appropriate decisions.
57. is shy
58. sucks a thumb/finger

Also refers to sucking a piece of their clothing, a piece of their hair, etc.

Section D – Special Problems

In this section, “special” refers to the needs already noted on the cover page as Special Needs, AND any other difficulties that the child is currently experiencing.

If in doubt whether a particular impairment is included in the categories listed please mark it as ‘other’ and explain.

1. Does the child have a problem that influences his/her ability to do school work in a regular classroom?

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

- 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 (if known, print below)

3. Do you feel that this child needs further assessment?

Answer ‘Yes’ both if child is being assessed currently, OR 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

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

if you know that the family’s child care arrangements changed in the preschool years, please use your judgment 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)**