

## **EXPLANATORY NOTES FOR TEACHERS**

### **EDI Implementation 2008/2009**

#### **Why EDI...**

- The instrument has been designed to provide information for groups of children in order to: 1) report on populations of children in different communities, 2) assess the strengths and deficits in students, and 3) predict how children will do in elementary school

#### **Getting started...**

Your EDI package from the Offord Centre of Child Studies includes:

- Your class list of your Kindergarten (year prior to Grade 1) students and their ID numbers
- EDI questionnaires for each Kindergarten (year prior to Grade 1) students
- EDI Teacher Participation Form
- Blank copies of EDI questionnaire
- EDI guide
- Contact information for your EDI coordinator

#### **Handy Tips...**

- The EDI is based on your perception of the child's development, the child does not need to be present as you complete your questionnaires
- Responses to the questions should be based on your observations of the students reflecting his/her CURRENT developmental status
- Item 7 Exceptional/Special Needs must not be left blank, otherwise these children will be omitted from the analysis
- If you receive an EDI questionnaire for a child who is no longer in your class indicate so in question 14—then only complete the first page of the EDI for this child
- Complete the EDI on every Kindergarten student in your classroom...except if you've only known this child for less than one month—then only complete the first page of the EDI for this child
- Use black or blue ink pens to colour in the circle for each question
- Mark a large 'X' through any mistakes
- Use 'I don't know' as a last resort only, especially in the student demographic page (page 1). Questionnaires received with too many 'I don't knows' cannot be used in the final analysis
- If two teachers teach the same class the teacher who is most comfortable completing the questionnaire should do so
- For a new student that you do not have an EDI questionnaire for make a photocopy of the blank EDI you received in your package. Take the 9-digit Teacher ID # from the Teacher Participation Form and write it in the label at the top of the blank EDI questionnaire.
  - Next, enter the child's date of birth, gender, and postal code both in the label and by filling out the section on page 1.
  - Proceed with the rest of the EDI questionnaire as usual.

## EDI FIRST PAGE (Student Information)

- Q#7** **Q:** I think my child may be exceptional\special needs but I'm not sure.  
**A:** A professional must identify the child as special needs, this is not meant to be an assessment by the teacher. For example a child identified already as needing special assistance due to chronic medical, physical, or mental disabling conditions (e.g., autism, fetal alcohol syndrome, Down syndrome) and/or a child requires special assistance in the classroom. Please refer to the Guide for provincial definitions of Special Needs.
- Q#8** **Q:** How do I determine if a child is ESL?  
**A:** ESL refers to a child for whom English is NOT their first language AND who needs additional instruction in English. A child is NOT considered ESL if his/her first language is English, or the child is able to speak another language apart from English, but whose English is fluent, or a child whose first language (developmentally) is not English but whose English is fluent.

## SECTION A

- A-1** **Q:** Attendance sheet check boxes for completing number of absences -   .   - Do all boxes need to be completed?  
**A:** No, 1.5 can be shown as such, not 01.50
- A-5** **Q:** Does the child come to class hungry? What if there is a breakfast club in place at our school?  
**A:** It doesn't matter where the child is fed as long as they are fed before class, i.e, at home or in the breakfast program. The answer would be no if you had a breakfast program.

## SECTION B

- Q:** How do I answer the Section B - Language Skills section if I have a French Immersion class?  
**A:** Language questions should be answered in regards to English-speaking skills.
- B-34+** **Q:** I have a lot of students that do very, very well in many areas. When I answer questions about "special" skills, do I consider my group average? Otherwise, I might show a very high number of children with special skills.  
**A:** Teachers should refer to their teachers' curriculum training guides and professional teaching resources to determine what age expected or appropriate behaviors are. Your school's neighbourhood might already be well served, thereby explaining the high scores in this area. Answers should always be based on the child's abilities/behaviours alone, NOT in relation to the group averages.

## SECTION C

- Q:** I have never seen this child help another. Do I answer "don't know" or "never"?  
**A:** Assuming you're the class main teacher and have had this child in your class for 4 to 5 months, you have had plenty of opportunity to notice this behaviour, if this child was likely to exhibit it. The correct answer should be "never".
- Q:** A child in my class got into fights several times in the fall, but had not done so in the last month. Do I say "sometimes" or "never"?  
**A:** Your temporal reference for the behavioural questions is the whole time this child was in your class. On average, fights should not occur very frequently, and so we need to take into account the whole 4-5 months during which you had a chance to observe the child. Your answer in this case should therefore be "sometimes or somewhat true".

## SECTION E

Please complete all of the questions to the best of your ability, if you are unsure of an answer please mark "Don't know". Only refer to supporting documentation if the school board has asked you to do so.