

Description of the EDI

The EDI Community Profile uses the Early Development Instrument (EDI) developed by Dan Offord and Magdalena Janus at the Offord Centre for Child Studies at McMaster University in Canada. The UCLA Center for Healthier Children, Families and Communities, under license from McMaster University, is implementing the EDI with sites in the US. The EDI has 103 core items and is an observational checklist, based on recall, which is completed by kindergarten teachers on each child in their class in the second half of the school year. The EDI requires approximately 10-15 minutes per child to complete. Information collected using the EDI is reported at a group level (e.g. for a census tract, neighborhood, city, etc) and is never reported on individual children or used as a screening or diagnostic tool for children.

The EDI contains five core domains which are described in Table 1. These domains are further divided into sub-domains.

Table 1. Description of EDI Developmental Domains

Domain	Description
Physical Health & Well-being	Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.
Social Competence	Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner.
Emotional Maturity	Emotional maturity is characterized by a balance between a child's curiosity about the world, an eagerness to try new experiences, and some ability to reflect before acting. A child who is fearful and reluctant to engage in new activities misses learning opportunities that are seized upon by a child with a positive approach to life.
Language & Cognitive Development	Language skills refer to vocabulary size and a child's ability to name letters and attend to the component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.
Communication Skills & General Knowledge	Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.

Overview of sub-domains

Four of the five domains are divided into multiple sub-domains and one domain (Communication and General Knowledge), is treated as a single sub-domain due to the

small number of items it contains. Together, the five domains consist of a total of 16 sub-domains.

For the sub-domain analysis, children are categorized as either “not ready,” “somewhat ready,” or “ready” for school. Cutoffs for these three categories have been determined by the publishers at the Offord Centre, and are not based on the vulnerability cutoffs from our sample.

Tables 2-6 list the skills and abilities that children typically have in the “not ready for school” and “ready/somewhat ready for school” categories for each sub-domain. Children who fall in the “not ready for school” category are considered to have developmental challenges in that area. Each sub-domain represents one aspect of a child’s development. While some domains represent skills that a child in kindergarten is expected to have already mastered based on his/her developmental age (e.g. physical independence), others represent areas of development that are still emerging (e.g. pro-social behavior).

Table 2. Physical Health and Well-being

Sub-domain	Not Ready for School	Ready for School and Somewhat Ready
Physical readiness for school work	Children have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, coming to school late, hungry, or tired.	Children who never or almost never experienced being dressed inappropriately for school activities, coming to school late, hungry, or tired.
Physical independence	Children range 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.	Children who are independent 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 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, overall energy levels, and physical skills.	Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.

Table 3. Social Competence

Sub-domain	Not Ready for School	Ready for School and Somewhat Ready
Overall social competence with peers	Children who have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.	Children with excellent/good overall social development, very good ability to get along with other children and play with various children, usually cooperative

Sub-domain	Not Ready for School	Ready for School and Somewhat Ready
		and self-confident.
Respect and responsibility	Children who only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.	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.
Independence and adjustment	Children who only sometimes or never work neatly, independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.	Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.
Readiness to explore new things	Children who only sometimes or never show curiosity about the world, and are eager to explore new books, toys and games.	Children who are curious about the surrounding world, and are eager to explore new books, toys and games.

Table 4. Emotional Maturity

Sub-domain	Not Ready for School	Ready for School and Somewhat Ready
Prosocial and helping behavior	Children who never or almost never show most of the helping behaviors; they do not help someone hurt, sick or upset, do not spontaneously offer to help, or invite bystanders to join in.	Children who often show most of the helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously, and invite bystanders to join in.
Anxious and fearful behavior	Children who often show most of the anxious behaviors; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school.	Children who rarely or never show most of the anxious behaviors, they are happy and able to enjoy school, and are comfortable being left at school by caregivers.
Aggressive behavior	Children who often show most of the aggressive behaviors; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.	Children who rarely or never show most of the aggressive behaviors; they do not use aggression as means of solving conflict, do not have temper tantrums, and are not mean to others.
Hyperactive and inattentive behavior	Children who often show most of the hyperactive behaviors; they could be restless, distractible, impulsive; they fidget and have difficulty settling into activities.	Children who never show most of the hyperactive behaviors; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.

Table5. Language and Cognitive Development

Sub-domain	Not Ready for School	Ready for School and Somewhat Ready
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Sub-domain	Not Ready for School	Ready for School and Somewhat Ready
Basic literacy skills	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 their own name.	Children who have all of 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 may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things.	Children who show interest in books and reading, math and numbers; and have no difficulty remembering things.
Advanced literacy skills	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.	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 skills	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.	Children who have all of 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.

Table 6. Communication Skills and General Knowledge

Sub-domain	Not Ready for School	Ready for School and Somewhat Ready
Communication skills and general knowledge	Children who 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 understanding others; may show little general knowledge and may have difficulty with their native language.	Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulate clearly, shows adequate general knowledge, and are proficient in their native language.

EDI Items by Domain and Sub-domain

Physical Health and Well-being Domain

- A. Sub-domain: Physical readiness for school day
 - 1. Over- or underdressed for school-related activities
 - 2. Too tired/sick to do school work
 - 3. Late
 - 4. Hungry
- B. Sub-domain: Physical independence
 - 5. Independent in bathroom habits most of the time
 - 6. Shows an established hand preference
 - 7. Well-coordinated
 - 8. Sucks a thumb/finger
- C. Sub-domain: Gross and fine motor skills
 - 9. Proficient at holding a pen, crayons, or a paintbrush
 - 10. Ability to manipulate objects
 - 11. Ability to climb stairs
 - 12. Level of energy throughout the school day
 - 13. Overall physical development

Social Competence Domain

- A. Sub-domain: Overall competence with peers
 - 1. Overall social/emotional development
 - 2. Ability to get along with peers
 - 3. Plays and works cooperatively with other children
 - 4. Able to play with other children
 - 5. Shows self-confidence
- B. Sub-domain: Respect and responsibility
 - 6. Follows rules and instructions
 - 7. Respects the property of others
 - 8. Demonstrates self-control
- 9. Demonstrates respect for adults
 - 10. Demonstrates respect for other children
 - 11. Accepts responsibility for actions
- 12. Takes care of school materials
- 13. Shows tolerance to someone who made a mistake
- C. Sub-domain: Approaches to learning
 - 14. Listens attentively
 - 15. Follows directions
 - 16. Completes work on time
 - 17. Works independently
- 18. Works neatly and carefully
- 19. Able to solve day-to-day problems by him/herself
 - 20. Able to follow one-step instructions
 - 21. Able to follow class routines without reminders
- 22. Able to adjust to changes in routines

D. Sub-domain: Readiness to explore new things

23. Curious about the world
24. Eager to play with a new toy
25. Eager to play a new game
26. Eager to play with/read a new book

Emotional Maturity Domain

A. Sub-domain: Prosocial and helping behavior

1. Tries to help someone who is hurt
 2. Volunteers to help clear up a mess someone else has made
 3. Will try to stop a quarrel or dispute
 4. Offers to help other children who have difficulty with a task
 5. Comforts a child who is crying or upset
 6. Spontaneously helps to pick up objects which another child has dropped
 7. Invites bystanders to join a game
 8. Helps other children who are feeling sick

B. Sub-domain: Anxious and fearful behavior

9. Is upset when left by a parent/guardian
10. Seems to be unhappy, sad, or depressed
 11. Appears fearful or anxious
 12. Appears worried
 13. Cries a lot
 14. Nervous, high-strung, or tense
 15. Incapable of making decisions
 16. Shy

C. Sub-domain: Aggressive behavior

17. Gets into physical fights
 18. Bullies or is mean to others
 19. Kicks, bites, hits other children or adults
 20. Takes things that do not belong to him/her
 21. Laughs at other children's discomfort

22. Disobedient

23. Has temper tantrums

D. Sub-domain: Hyperactive and inattentive behavior

24. Can't sit still, restless
25. Distractible, has trouble sticking to any activity
26. Fidgets
27. Impulsive, acts without thinking
28. Has difficulty awaiting turn in games or groups
29. Cannot settle into anything for more than a few moments
30. Inattentive

Language and Cognitive Development Domain

A. Sub-domain: Basic literacy skills

1. Knows how to handle a book
2. Able to identify at least 10 letters of the alphabet
 3. Able to attach sounds to letters

4. Showing awareness of rhyming words
5. Able to participate in group reading activities
6. Experimenting with writing tools
 7. Aware of writing directions in English
8. Able to write his/her own name in English
 - B. Sub-domain: Interest in literacy/numeracy and memory
 9. Generally interested in books
 10. Interested in reading
 11. Able to remember things easily
 12. Interested in mathematics
 13. Interested in games involving numbers
 - C. Sub-domain: Advanced literacy skills
 14. Able to read simple words
 15. Able to read complex words
 16. Able to read simple sentences
 17. Interested in writing voluntarily
 18. Able to write simple words
 19. Able to write simple sentences
 - D. Sub-domain: Basic numeracy skills
 20. Able to sort and classify objects by a common characteristic
 21. Able to use one-to-one correspondence
 22. Able to count to 20
 23. Able to recognize numbers 1-10
 24. Able to say which number is bigger of the two
 25. Able to recognize geometric shapes
 26. Understands simple time concepts

Communication Skills and General Knowledge Domain

- A. Sub-domain: Communication skills and general knowledge
 1. Ability to use language effectively in English
 2. Ability to listen in English
 3. Ability to tell a story
 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
 8. Answers questions showing knowledge about the world