Erikson Institute

The *Early Development Instrument*

What is the EDI?

- Population measure
    - Community Needs Assessment
    - Precise Data

- Checklist of 103 questions- Presented as Maps/Tables
    - Measures five developmental domains - holistic
    - Completed by Kindergarten teachers
    - Typically administered triennially second half of year
    - Kindergarten Census

(Janus & Offord, 1997; Janus, Brinkman & Duku, 2011)

Erikson Institute

Developmental Domains

PHYSICAL HEALTH & WELL-BEING

Assesses children's gross and fine motor skills, physical independence and readiness for the school day. E.g. *Can the child hold a pencil? Is the child able to manipulate objects? Is the child on time for school?*

SOCIAL COMPETENCE

Assesses children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g. *Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?*

EMOTIONAL MATURITY

Assesses children's prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviours. E.g. *Does the child comfort a child who is crying or upset? Does the child help clean up a mess?*

LANGUAGE & COGNITIVE DEVELOPMENT

Assesses children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g. *Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?*

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Assesses children's English language skills and general knowledge. E.g. *Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?*

Image Courtesy of Human Early Learning Partnership at the University of British Columbia (HELP)

The EDI Does Not:

- Report on individual children
- Identify specific learning disabilities
- Recommend special education or being held back
- Recommend teaching approaches/inform instruction
- Reflect performance of school or quality of teaching

(Janus & Offord, 1997)

Purpose of the EDI

EDI results are used to:

- Look **<u>back</u>** and assess how the community can better support early childhood development and prepare children for school; and

- Look **<u>forward</u>** to inform how to address the needs of the incoming class of kindergarten students as they progress through school.

| Look Back | ← | EDi
EARLY DEVELOPMENT INSTRUMENT | → | Look Forward |

(Source: HELP)

Goals

The EDI empowers communities to develop solutions that address children in the context of their neighborhoods.

Long Range Goals include:

1. Identify needs/strengths
2. Promote equitable distribution and alignment of resources
3. Foster better coordination across systems.

(Guhn, Janus & Hertzman, 2007; Janus & Offord, 1997)

Population vs. Individual Monitoring

Image: HELP

INDIVIDUAL MONITORING

How is my child doing?

Image: HELP

POPULATION MONITORING

How are our children doing?

Image: HELP

Erikson and the EDI

Phase I & II
Partner Communities

⭐ Greater East St. Louis Early Learning Partnership (N=428)

⭐ Success by 6 Coalition of Kankakee County (N=691)

- Bourbonnais (Village)

- Bradley (Village)

- Kankakee (City)

⭐ Austin Coming Together

⭐ Collaboration for Early Childhood of Oak Park
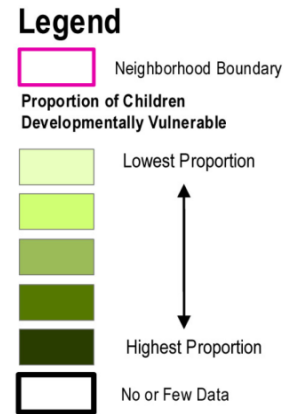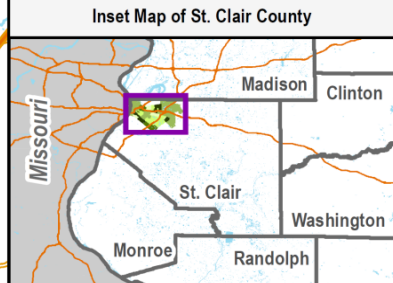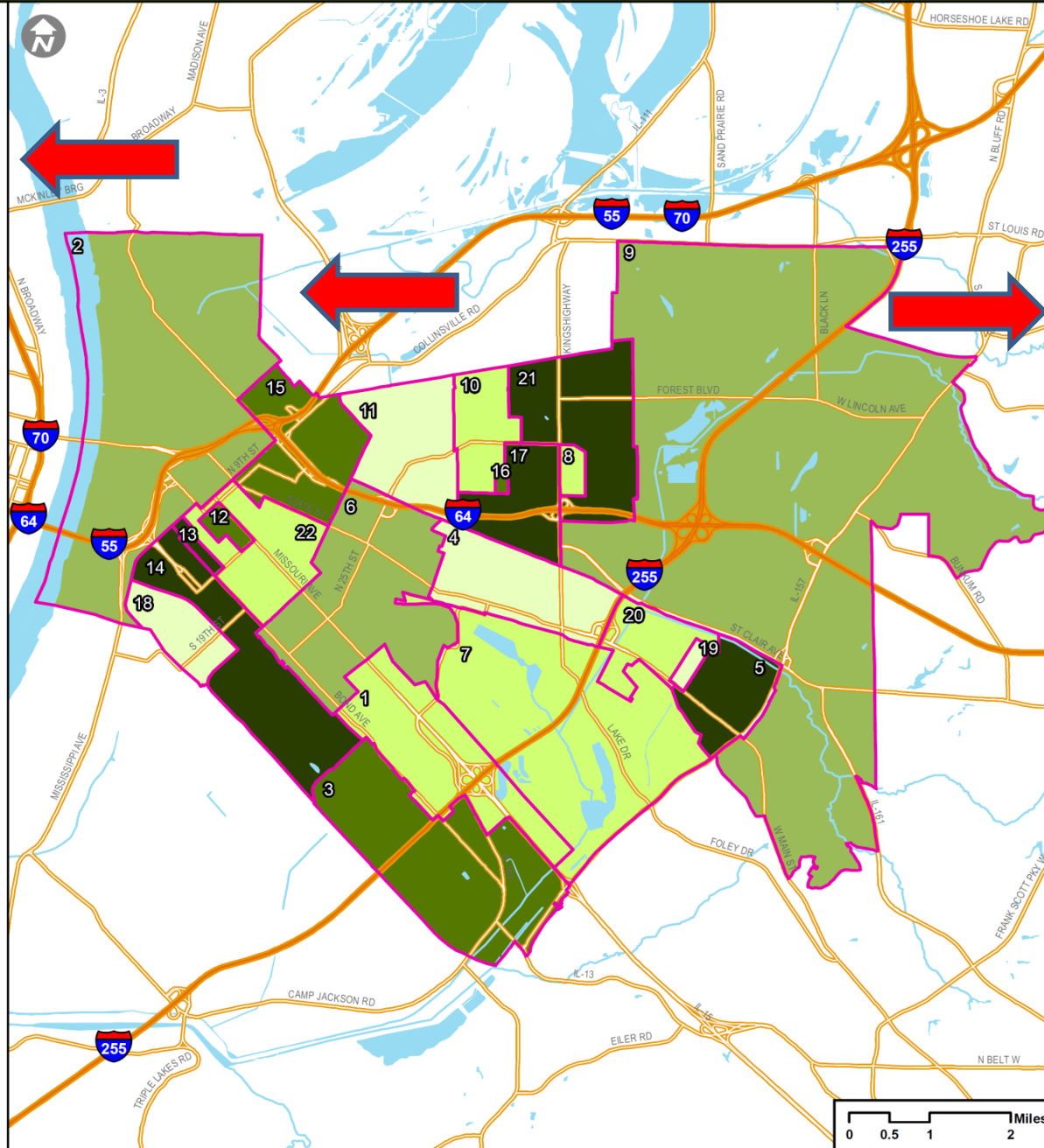
Erikson Institute
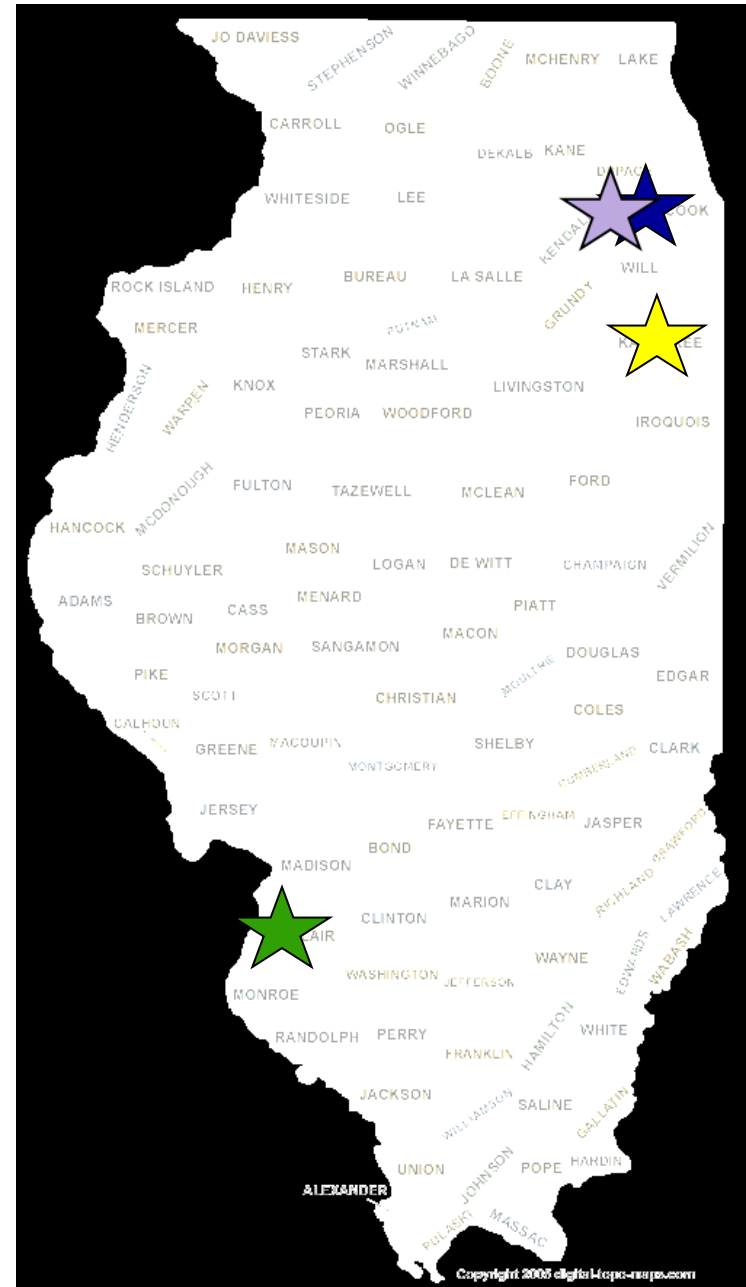
Understanding the maps

EDI 2017: Children Vulnerable on One or More Developmental Domains in East St. Louis Neighborhoods

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
1	Alorton	24%
2	CBD	29%
3	Centreville	36%
4	Dayton / Wedgewood	19%
5	Edgemont	45%
6	Fairlawn / Claremont / Beacon Heights	26%
7	Frank Holten State Recreation Area	20%
8	Hallows Ave. / Vassar Ave.	20%
9	I-64 / IL-157	29%
10	Lansdowne East	24%
11	Lansdowne West	7%
12	Lincoln Middle School	38%
13	North End	44%
14	North End / Alta Sita	47%
15	Olivette and Emerson Park	38%
16	Roosevelt	36%
17	Rosemont	46%
18	Rush City / South End	18%
19	Southeast State Street Estates	9%
20	State Street Estates and Parkside	25%
21	Washington Park	54%
22	Winstanley Industrial Park	21%
	Neighborhood-wide	**30%**

Inset Map of St. Clair County

Legend

— Neighborhood Boundary

Proportion of Children Developmentally Vulnerable

- Lowest Proportion
- Highest Proportion
- No or Few Data

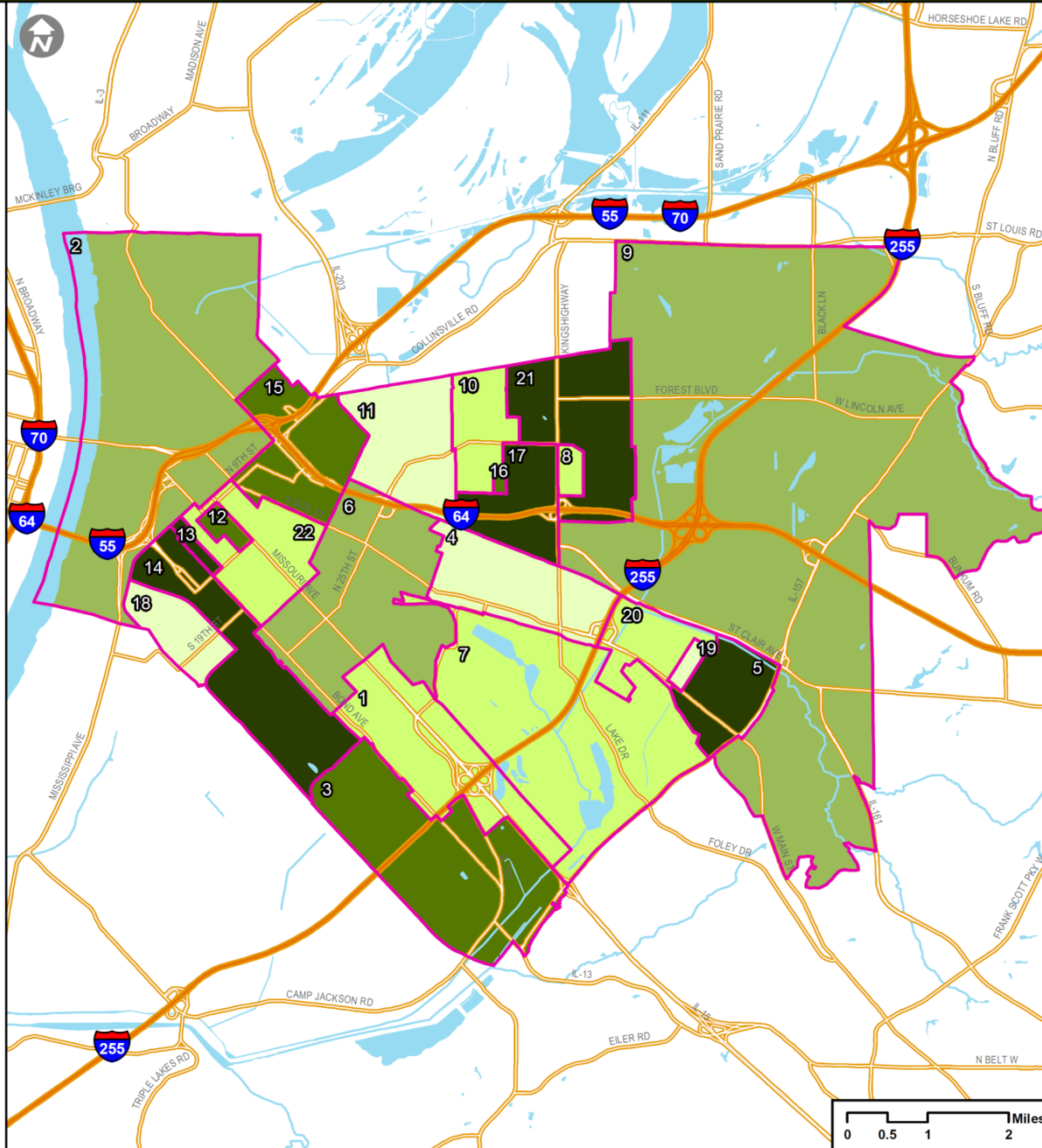Transforming Early Childhood Community Systems

THE SCIENCE FOR A BETTER START

TECCS@mednet.ucla.edu
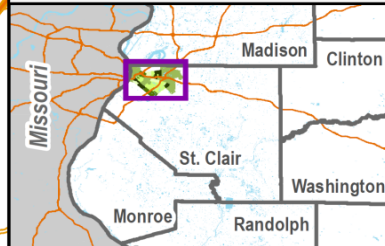
Greater East St. Louis

EDI 2017: Children Vulnerable on One or More Developmental Domains in East St. Louis Neighborhoods

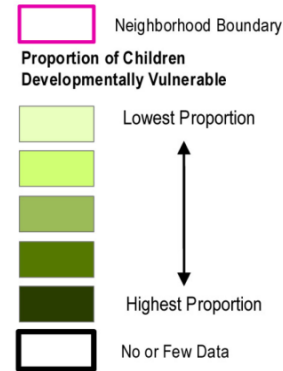## Neighborhoods: Percentage Vulnerable on One or More Domains

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Transforming Early Childhood Community Systems

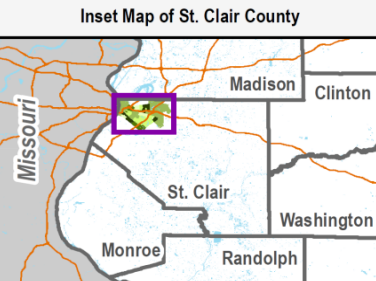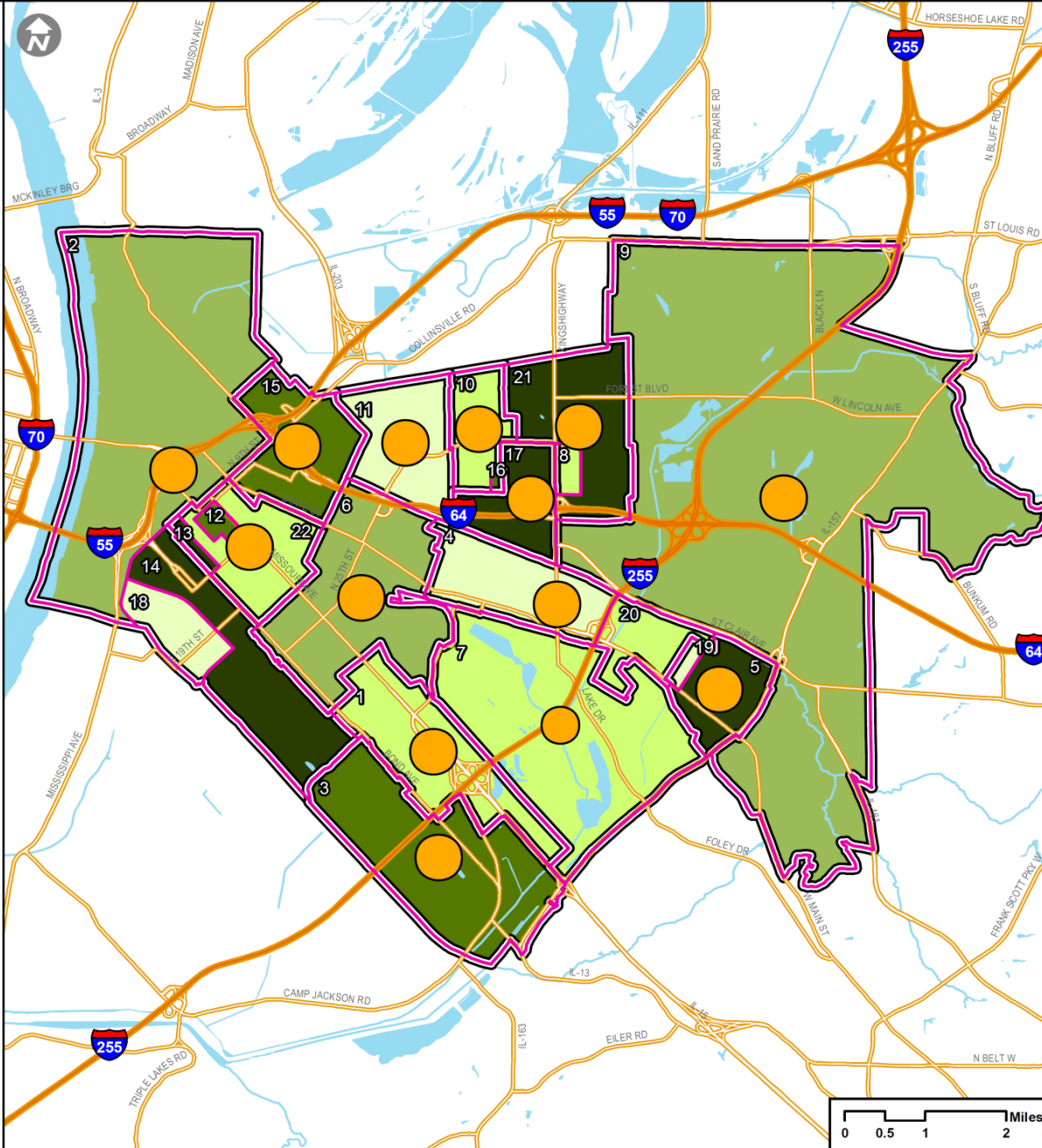THE SCIENCE FOR A BETTER START

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Percentage of Families with Children in Poverty

- 0.00% - 3.54%
- 3.55% - 10.37%
- 10.38% - 18.77%
- 18.78% - 31.65%
- 31.66% - 100.00%

Census Tract Boundary

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Early
Childhood
Community
Systems

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Kankakee County

Erikson Institute

Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
1	Aroma Park	25%
2	Blatt Subdivision**	29%
3	Bordeaux	13%
4	Briar Cliff	13%
5	Charlton	20%
6	Eastridge	22%
7	Evergreen Acres	42%
8	Hunter's Run	44%
9	Meadows	32%
10	North Kankakee	37%
11	Old Bourbonnais	33%
12	Riverview	23%
13	Royal Kankakee	24%
14	Sunnyside	38%
15	West Kankakee	30%
	Neighborhood-wide	**28%**

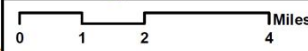Inset Map of Kankakee County

Legend

Neighborhood Boundary

Proportion of Children Developmentally Vulnerable

Lowest Proportion

Highest Proportion

No or Few Data

Community Assets

Bus Stop

Church

Early Education Services

Mental Health Clinics

** EDI participation rate is below the recommended threshold; interpret results with caution.

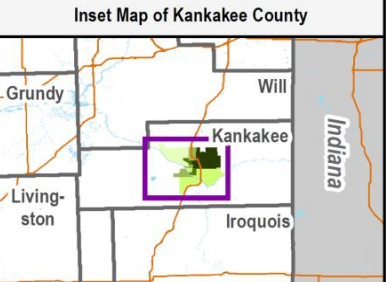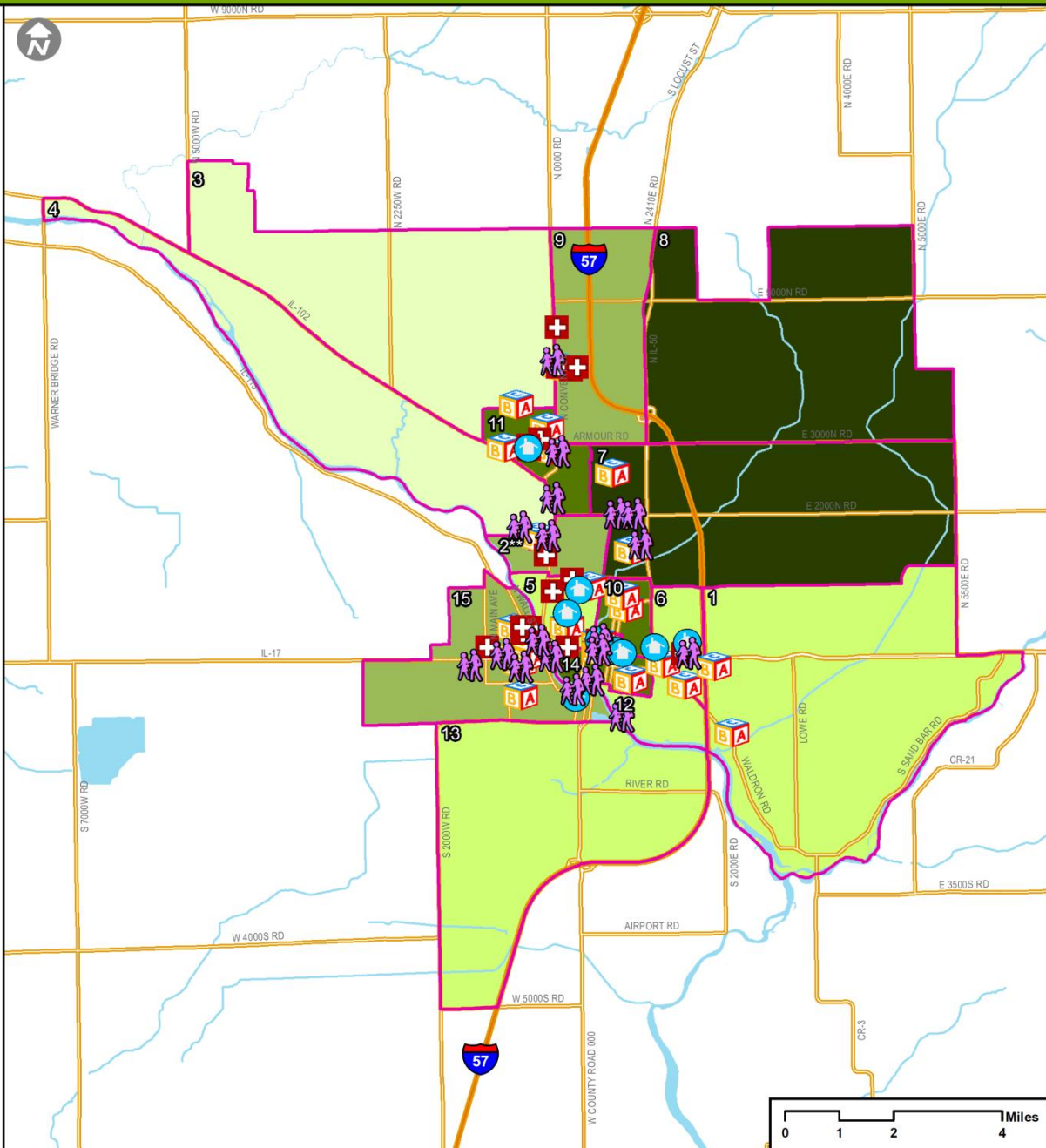Transforming Early Childhood Community Systems

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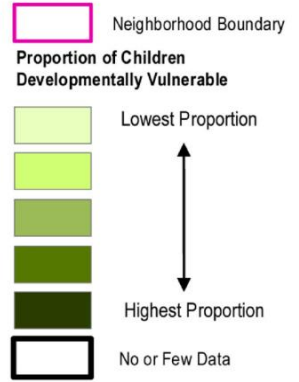## Neighborhoods: Percentage Vulnerable on One or More Domains

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Legend

⬛ Neighborhood Boundary

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Additional Community Assets

🏠 Basic Needs

🔤 Early Education Services

✚ Medical/Health Services

👥 Other Support Services

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&

Anonymous Donor