

Assessing School Readiness in Grey Bruce

Early Development instrument Results, Cycles 1 through 4



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Key Findings: Cycle 4 EDI Data for Grey Bruce

- 32.0% of children screened in Grey Bruce scored as vulnerable in at least one domain
 - Boys were 55% more likely than girls
- 16.4% of children screened in Grey Bruce scored as vulnerable in two or more domains
 - Boys were twice as likely as girls
- 20.0% of children screened in Grey Bruce scored as vulnerable in the Physical Health and Well-being domain
 - Boys were 40% more likely than girls
 - Grey Bruce children were 24% more likely than Ontario children
- 14.4% of children screened in Grey Bruce scored as vulnerable in the Emotional Maturity domain
 - Boys were more than twice as likely as girls
 - Grey Bruce children were 17% more likely than Ontario children
- 13.0% of children screened in Grey Bruce scored as vulnerable in the Social Competence domain
 - Boys were more than twice as likely as girls
 - Grey Bruce children were 21% more likely than Ontario children
- 9.8 % of children screened in Grey Bruce scored as vulnerable in the Communication Skills and General Knowledge domain
 - Boys were 67% more likely than girls
- 6.5% of children screened in Grey Bruce scored as vulnerable in the Literacy and Cognitive Development domain
 - Boys were more than twice as likely as girls

Summary Table: Key Findings—Cycle 4 EDI Data for Grey Bruce

<i>Rate of Vulnerable Scores by Domain</i>	<i>Rate</i>	<i>Differences between Sexes</i>	<i>Compared to Ontario</i>
<i>At Least One Domain</i>	32.0% (29.5% to 34.7%) ¹	M > F RR ¹ = 1.55	GB ≈ ON
<i>Two or More Domains</i>	16.4% (14.4% to 18.5%)	M > F RR = 2.00	GB ≈ ON
<i>Physical Health and Well-being</i>	20.0% (17.9% to 22.3%)	M > F RR = 1.40	GB > ON RR = 1.24
<i>Emotional Maturity</i>	14.4% (12.6% to 16.5%)	M > F RR = 2.11	GB > ON RR = 1.17
<i>Social Competence</i>	13.0% (11.2% to 15.0%)	M > F RR = 2.06	GB > ON RR = 1.21
<i>Communication Skills and General Knowledge</i>	9.8% (8.3% to 11.6%)	M > F RR = 1.67	GB ≈ ON
<i>Literacy and Cognitive Development</i>	6.5% (5.2% to 8.0%)	M > F RR = 2.37	GB ≈ ON

¹ For an explanation of Confidence Intervals and Relative Risk, refer page 4.

What is the EDI?

Adapted from the Offord Centre for Child Studies website (<https://edi.offordcentre.com/>)

The Early Development Instrument (EDI) is a school readiness questionnaire that was developed, tested, and validated by researchers at the Offord Centre for Child Studies at McMaster University. It consists of a checklist administered by kindergarten teachers that measures children's school readiness across five general domains of developmental expectations:

1. Physical Health and Well-being,
2. Social Competence,
3. Emotional Maturity,
4. Language and Cognitive Development, and
5. Communication Skills and General Knowledge

The scale assesses the child's readiness to enter Grade 1 across these five domains. The EDI tool for 2017-18 has been appended to this report for reference.

The EDI is comprised of over one hundred core questions that touch on each of the five domains. It was designed to allow teachers to complete, taking between 7 and 20 minutes per student, and it is recommended that it be completed in the second half of the kindergarten year (Janus & Offord, 2007).

Physical Health and Well-being

The Physical Health and Well-being domain covers three subdomains: physical readiness for the school day, physical independence, and gross and fine motor skills (Early Development Instrument, 2016).

Social Competence

The Social Competence domain covers four subdomains: overall social competence, responsibility and respect, approaches to learning, and readiness to explore new things (Early Development Instrument, 2016).

Emotional Maturity

The Emotional Maturity domain covers four subdomains: prosocial and helping behavior, anxious and fearful behavior, aggressive behavior, and hyperactivity and inattention (Early Development Instrument, 2016).

Language and Cognitive Development

This domain covers "the child's ability to use language correctly and covers cognitive aspects of language and numeracy, in several areas: basic literacy and numeracy skills, interest and memory, and more complex literacy" (Janus & Offord, 2007).

Communication Skills and General Knowledge

This domain is a single factor domain that covers "the child's ability to clearly communicate his/her own needs and thoughts in a way that is understandable to both adults and other children, the ability to understand others, to articulate clearly, as well as aspects of general knowledge. In contrast to the

previous domain, this one is about effective communication regardless of the grammatical correctness” (Janus & Offord, 2007).

EDI Collection in Ontario

EDI data have been collected in Ontario over four cycles, beginning in the 2003/4 school year. The cycles of data collection are as follows:

- Cycle 1 (2003/4, 2004/5 and 2005/6)
- Cycle 2 (2006/7, 2007/8, 2008/9)
- Cycle 3 (2009/10, 2010/11, 2011/12)
- Cycle 4 (2014/15)

Cycles 1 through 3 were administered to the population of Ontario in three rotating waves, which covered roughly a third of the province’s population by municipality every year. Cycle 4 and forward are administered to the entire population of Ontario every three years, with Cycle 5 to be collected this in 2018 (in the second part of the 2017/18 school year).

Sample Sizes of the EDI by Year

Nearly 90% of children in Ontario attend kindergarten prior to Grade 1 enrolment (Offord Centre for Child Studies, 2016). For the purpose of reporting EDI scores, some screening results are excluded from analysis. Excluded screening results comprise those for children with special needs, those for children who have been in senior kindergarten for less than a month, and those with too few EDI questions answered to properly calculate a rate.

The total case counts and the valid cases for analysis are presented below in Table 1.

Table 1. Total Number and Valid Number of Cases for Analysis by Cycle, Grey Bruce and Ontario

Cycle	Grey Bruce		Ontario	
	Sample	Valid Cases	Sample	Valid Cases
1	1339	1275	121,555	110,424
2	1225	1157	119,985	109,679
3	1373	1311	129,767	118,981
4	1393	1302	135,802	125,857

Confidence Intervals and Relative Risk

A statistic is an estimate of a true population value. The EDI Screening results presented in this report are presented with 95% confidence intervals, which represent the range in which we can be confident that the 'true' population value of the calculated statistic actually lies, 95% of the time. We also use these 95% confidence intervals for rough statistical significance testing: if 95% confidence intervals overlap, we would rule out that the statistics in question are significantly different. If the confidence intervals don't overlap, we can say with a fair degree of certainty that they're statistically significantly different.

Relative Risk (RR) is the result of straight division of *the estimate being compared* divided by *the estimate it's being compared to*. A RR of 1.55 means that the rate for boys is 1.55 times (or 55% higher than) the rate for girls (boys compared to girls).

Differences between Girls and Boys

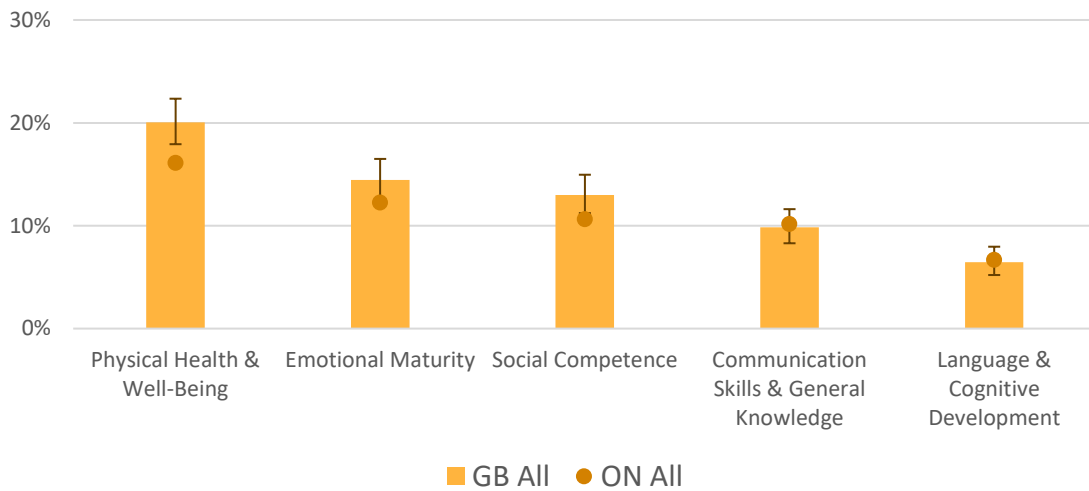
In development and testing, “[g]irls were rated on average significantly higher than boys in all five domains” (Janus & Offord, 2007). This results in boys being significantly more likely than girls to score in the vulnerable range in any domain, and particularly in the social competence and emotional maturity domains, where the largest discrepancies between boys’ and girls’ scores were observed (Janus & Offord, 2007).

Results

Latest Cycle Summary: 2014/15

The low score results across all domains for Cycle 4 (2015) are presented for Grey Bruce and Ontario in Figure 1, below. Rates and 95% confidence intervals are presented in domain-specific tables in the subsequent pages.

Figure 1. Percentages of Children with Scores in the Vulnerable Range by Domain for the 2015 EDI Cycle, Grey Bruce and Ontario

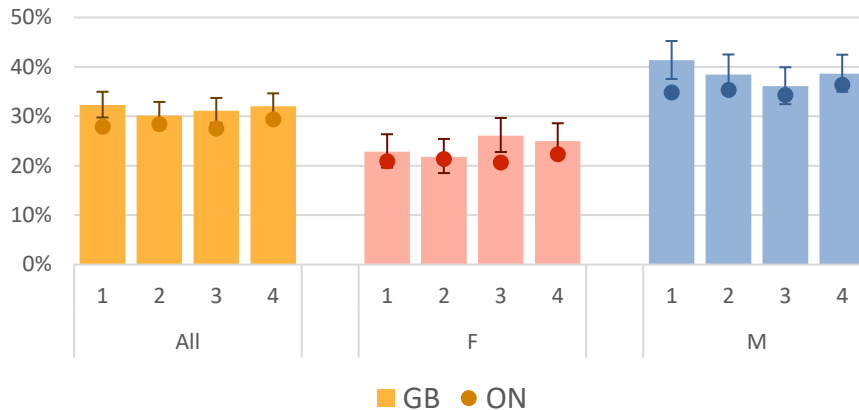


By far, the highest percentage of vulnerable scores in any domain in Grey Bruce was observed in the Physical Health & Well-being domain—at least 5 percentage points higher than the next highest domain, Emotional Maturity, and significantly higher also than the Ontario percentage. At the provincial level, this domain also has the highest rate of vulnerable scores. In the Emotional Maturity and Social Competence domains, Grey Bruce saw statistically significantly higher percentages of children scoring in the vulnerable range than Ontario overall.

Vulnerability in at Least One Domain

Nearly one third of children in Grey Bruce scored as vulnerable in at least one domain (Figure 2 and Table 2, below).

Figure 2. Percentage of Children with at Least One Domain Score in the Vulnerable Range by EDI Cycle and Sex, Grey Bruce and Ontario



	Cycle	All	F	M
GBHU	1	32.3% (29.8% to 35.0%)	22.8% (19.6% to 26.4%)	41.3% (37.6% to 45.2%)
	2	30.2% (27.5% to 32.9%)	21.8% (18.5% to 25.4%)	38.4% (34.5% to 42.5%)
	3	31.1% (28.6% to 33.7%)	26.1% (22.8% to 29.7%)	36.1% (32.5% to 39.9%)
	4	32.0% (29.5% to 34.7%)	25.0% (21.7% to 28.6%)	38.7% (35.0% to 42.5%)
ON	1	27.9% (27.6% to 28.2%)	20.9% (20.5% to 21.2%)	34.8% (34.4% to 35.2%)
	2	28.4% (28.1% to 28.7%)	21.3% (21.0% to 21.7%)	35.3% (34.9% to 35.7%)
	3	27.5% (27.3% to 27.8%)	20.6% (20.3% to 20.9%)	34.3% (33.9% to 34.7%)
	4	29.4% (29.1% to 29.6%)	22.3% (22.0% to 22.6%)	36.4% (36.0% to 36.7%)

Overall rates of children scoring as vulnerable in at least one domain have not fluctuated significantly over the last four cycles in Grey Bruce. In cycles 1 and 3, Grey Bruce rates were significantly higher than Ontario rates, but the difference in rates was not very large for either cycle.

In Grey Bruce, boys were 55% more likely than girls to have a vulnerable score in at least one domain in Cycle 4, reflecting similar likelihoods at the provincial level. Over the last 4 cycles, neither the male nor female rates differed significantly among themselves in Grey Bruce. Provincial rate fluctuations, although statistically significant, have stayed within 2.5 percentage points of the Cycle 4 rates for both boys and girls. Grey Bruce boys had a significantly higher (19% higher) rate of scoring as vulnerable in at least one domain than Ontario boys in Cycle 1, and Grey Bruce girls had a significantly higher (27% higher) rate of scoring as vulnerable in at least one domain than Ontario girls in Cycle 3.

Vulnerability in Two or More Domains

About 1 in 6 children in Grey Bruce scored as vulnerable in two or more domains (Figure 3 and Table 3, below).

Figure 3. Percentage of Children with Two or More Domain Scores in the Vulnerable Range by EDI Cycle and Sex, Grey Bruce and Ontario

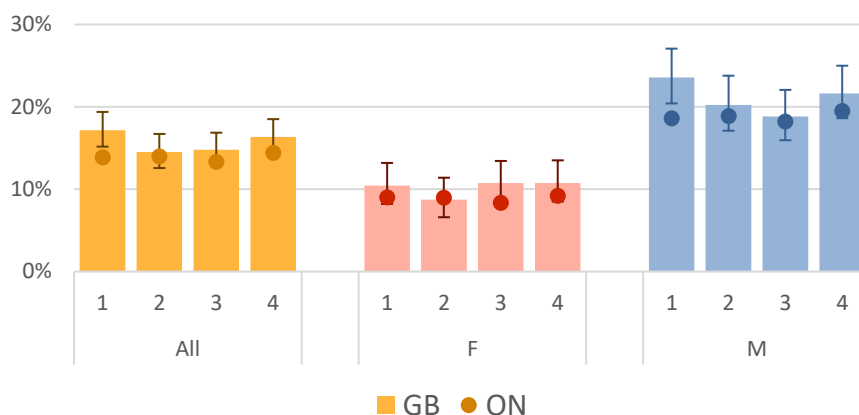


Table 2. Percentage of Children with Two or More Domain Scores in the Vulnerable Range by EDI Cycle and Sex, Grey Bruce and Ontario

Area	Cycle	All	F	M
GBHU	1	17.2% (15.2% to 19.4%)	10.5% (8.2% to 13.2%)	23.6% (20.4% to 27.1%)
	2	14.5% (12.6% to 16.7%)	8.7% (6.6% to 11.4%)	20.2% (17.1% to 23.8%)
	3	14.8% (12.9% to 16.9%)	10.7% (8.5% to 13.4%)	18.8% (15.9% to 22.1%)
	4	16.4% (14.4% to 18.5%)	10.8% (8.5% to 13.5%)	21.6% (18.6% to 25.0%)
ON	1	13.8% (13.6% to 14.1%)	9.0% (8.8% to 9.3%)	18.6% (18.3% to 18.9%)
	2	14.0% (13.8% to 14.2%)	9.0% (8.7% to 9.2%)	18.9% (18.5% to 19.2%)
	3	13.3% (13.1% to 13.5%)	8.3% (8.1% to 8.6%)	18.2% (17.9% to 18.5%)
	4	14.4% (14.2% to 14.6%)	9.2% (9.0% to 9.4%)	19.5% (19.2% to 19.8%)

Overall rates of vulnerability in two or more domains have not fluctuated significantly over the last four cycles in Grey Bruce. At the provincial level, rates have fluctuated at a statistically significant level, but in real terms the rate only varied by at most 1.1 percentage points. Grey Bruce rates were significantly higher than Ontario rates in Cycle 1 (25% higher), but have not differed significantly from Ontario rates in any cycle since.

In Grey Bruce, boys were twice as likely as girls to have a vulnerable score in two or more domains in Cycle 4, reflecting similar likelihoods at the provincial level. Over the last 4 cycles, neither the male nor female rates differed significantly among themselves in Grey Bruce. Provincial rate fluctuations, although statistically significant, have stayed within 1.3 percentage points of the Cycle 4 rates for both boys and girls.

Vulnerability by Specific Domain

Physical Health and Well-being

The Physical Health and Well-being domain covers three subdomains: physical readiness for the school day, physical independence, and gross and fine motor skills (Early Development Instrument, 2016).

Figure 4. Percentage of Children Scoring in the Vulnerable Range in the Physical Health and Well-being Domain by EDI Cycle and Sex, Grey Bruce and Ontario

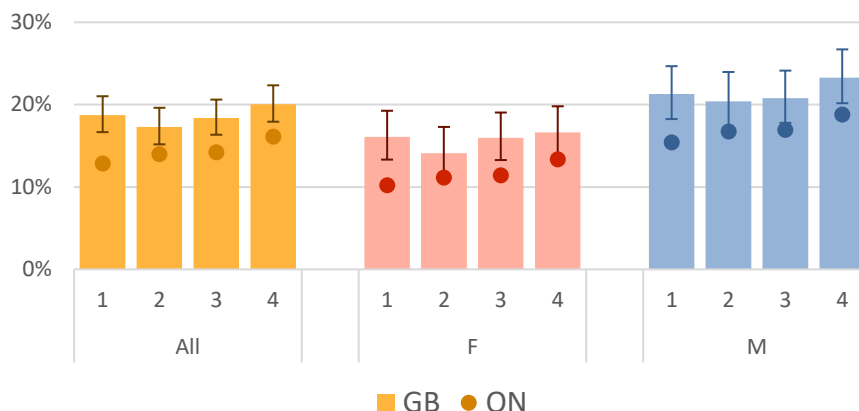


Table 3. Percentage of Children Scoring in the Vulnerable Range in the Physical Health and Well-being Domain by EDI Cycle and Sex, Grey Bruce and Ontario

Area	Cycle	All	F	M
GBHU	1	18.7% (16.7% to 21.0%)	16.1% (13.3% to 19.3%)	21.3% (18.2% to 24.7%)
	2	17.3% (15.2% to 19.6%)	14.1% (11.4% to 17.3%)	20.4% (17.3% to 24.0%)
	3	18.4% (16.3% to 20.6%)	16.0% (13.3% to 19.0%)	20.8% (17.8% to 24.1%)
	4	20.0% (17.9% to 22.3%)	16.6% (13.8% to 19.8%)	23.3% (20.2% to 26.7%)
ON	1	12.8% (12.7% to 13.0%)	10.2% (10.0% to 10.5%)	15.4% (15.1% to 15.7%)
	2	14.0% (13.8% to 14.2%)	11.1% (10.9% to 11.4%)	16.7% (16.4% to 17.1%)
	3	14.2% (14.0% to 14.4%)	11.4% (11.2% to 11.7%)	16.9% (16.6% to 17.2%)
	4	16.1% (15.9% to 16.3%)	13.4% (13.1% to 13.6%)	18.8% (18.5% to 19.1%)

Across all cycles, overall and by sex, Grey Bruce children are consistently more likely than Ontario children to score as vulnerable in the physical health and well-being domain. There is a clear, increasing trend in rates of vulnerable scores at all levels in Ontario, however in Grey Bruce wide confidence intervals prevent trend identification based on these data.

In Grey Bruce, boys had statistically significantly higher rates of vulnerability in the physical health and well-being domain than did girls in Cycle 2 (45% higher) and Cycle 4 (40% higher). In Ontario, rates among boys have ranged between 40% higher (Cycle 4) and 51% higher (Cycle 1) than rates among girls.

Emotional Maturity

The Emotional Maturity domain covers four subdomains: prosocial and helping behavior, anxious and fearful behavior, aggressive behavior, and hyperactivity and inattention (Early Development Instrument, 2016).

Figure 5. Percentage of Children Scoring in the Vulnerable Range in the Emotional Maturity Domain by EDI Cycle and Sex, Grey Bruce and Ontario

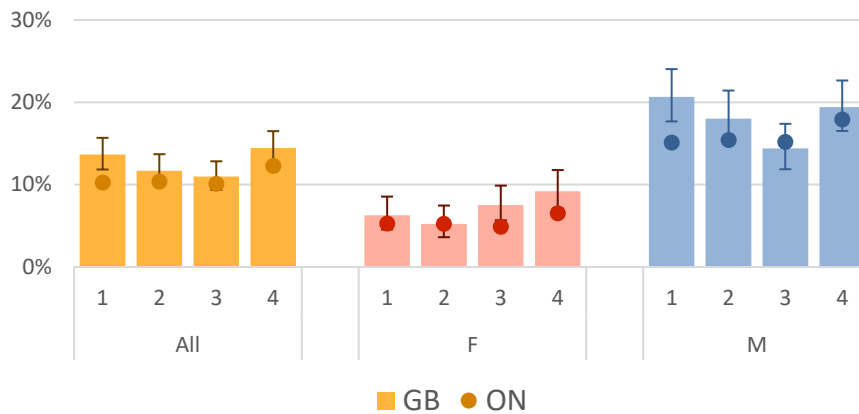


Table 4. Percentage of Children Scoring in the Vulnerable Range in the Emotional Maturity Domain by EDI Cycle and Sex, Grey Bruce and Ontario

Area	Cycle	All	F	M
GBHU	1	13.6% (11.8% to 15.7%)	6.3% (4.6% to 8.5%)	20.7% (17.7% to 24.0%)
	2	11.7% (9.9% to 13.7%)	5.2% (3.6% to 7.5%)	18.0% (15.0% to 21.4%)
	3	11.0% (9.4% to 12.8%)	7.5% (5.7% to 9.9%)	14.4% (11.9% to 17.4%)
	4	14.4% (12.6% to 16.5%)	9.2% (7.1% to 11.8%)	19.4% (16.5% to 22.6%)
ON	1	10.2% (10.1% to 10.4%)	5.3% (5.1% to 5.5%)	15.1% (14.8% to 15.4%)
	2	10.4% (10.2% to 10.5%)	5.2% (5.0% to 5.4%)	15.4% (15.1% to 15.7%)
	3	10.1% (9.9% to 10.3%)	4.9% (4.7% to 5.0%)	15.2% (14.9% to 15.5%)
	4	12.3% (12.1% to 12.4%)	6.5% (6.3% to 6.7%)	17.9% (17.6% to 18.2%)

In Cycles 1 and 4, Grey Bruce children overall were more likely than Ontario children to score as vulnerable in the Emotional Maturity domain. This is true also among girls for Cycles 3 and 4, and among boys for Cycle 1. At the Grey Bruce level, rates among girls appear to be mostly flat from Cycles 1 to 3, and rose in Cycle 4, while there was a decreasing rate trend among boys for Cycles 1 through 3, and the rate rose in Cycle 4. Cycle 4 rates in Ontario appear to be markedly increased for all children and for each sex relative to the Cycle 1 through 3 rates (22% higher overall, 33% higher among girls, and 18% higher among boys than the Cycle 3 rates).

Across all cycles in both geographies, boys had significantly higher rates of vulnerability in the Emotional Maturity domain than girls, with rates ranging from 2 to 3 times the girls' rate.

Social Competence

The Social Competence domain covers four subdomains: overall social competence, responsibility and respect, approaches to learning, and readiness to explore new things (Early Development Instrument, 2016).

Figure 6. Percentage of Children Scoring in the Vulnerable Range in the Social Competence Domain by EDI Cycle and Sex, Grey Bruce and Ontario

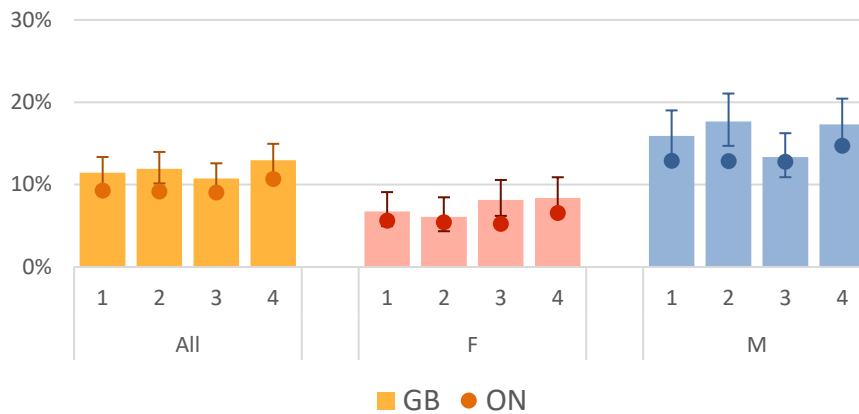


Table 5. Percentage of Children Scoring in the Vulnerable Range in the Social Competence Domain by EDI Cycle and Sex, Grey Bruce and Ontario

Area	Cycle	All	F	M
GBHU	1	11.5% (9.8% to 13.4%)	6.8% (5.0% to 9.1%)	15.9% (13.2% to 19.0%)
	2	11.9% (10.1% to 14.0%)	6.1% (4.3% to 8.5%)	17.7% (14.7% to 21.1%)
	3	10.8% (9.2% to 12.6%)	8.1% (6.2% to 10.6%)	13.4% (10.9% to 16.2%)
	4	13.0% (11.2% to 15.0%)	8.4% (6.4% to 10.9%)	17.3% (14.6% to 20.4%)
ON	1	9.3% (9.1% to 9.4%)	5.6% (5.4% to 5.8%)	12.9% (12.6% to 13.2%)
	2	9.2% (9.0% to 9.3%)	5.4% (5.2% to 5.6%)	12.8% (12.6% to 13.1%)
	3	9.0% (8.9% to 9.2%)	5.2% (5.0% to 5.4%)	12.8% (12.5% to 13.1%)
	4	10.7% (10.5% to 10.8%)	6.5% (6.3% to 6.7%)	14.7% (14.4% to 15.0%)

Across all cycles, Grey Bruce children overall were more likely than Ontario children to score as vulnerable in the Social Competence domain. This is true also among girls in Cycle 3, and among boys in Cycles 1 and 2. In Grey Bruce, overall rates and rates among males and females did not fluctuate significantly across Cycles 1 through 4. In Ontario, Cycle 4 rates were significantly higher than previous cycle rates overall and among boys and girls (19% higher overall, 25% higher among girls, and 15% higher among boys than the Cycle 3 rates).

Across all cycles in both geographies, boys had significantly higher rates of vulnerability in the Social Competence domain than girls, with rates ranging from 2 to 3 times the girls' rate. The cycle rate trends in the Social Competence domain closely follow those in the Emotional Maturity domain.

Communication Skills and General Knowledge

This domain has no identified subdomains (it is a single factor domain). It covers “the child’s ability to clearly communicate his/her own needs and thoughts in a way that is understandable to both adults and other children, the ability to understand others, to articulate clearly, as well as aspects of general knowledge. In contrast to the previous domain, this one is about effective communication regardless of the grammatical correctness” (Janus & Offord, 2007).

Figure 7. Percentage of Children Scoring in the Vulnerable Range in the Communication Skills and General Knowledge Domain by EDI Cycle and Sex, Grey Bruce and Ontario

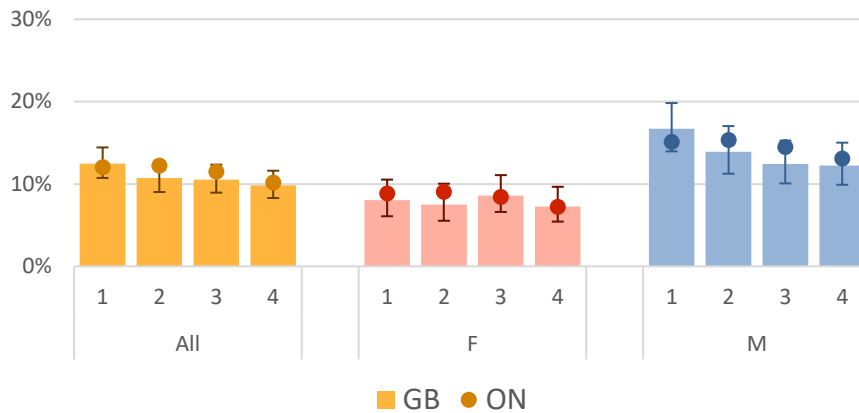


Table 6. Percentage of Children Scoring in the Vulnerable Range in the Communication Skills and General Knowledge Domain by EDI Cycle and Sex, Grey Bruce and Ontario

Area	Cycle	All	F	M
GBHU	1	12.5% (10.7% to 14.4%)	8.0% (6.1% to 10.5%)	16.7% (14.0% to 19.8%)
	2	10.7% (9.0% to 12.7%)	7.5% (5.5% to 10.0%)	13.9% (11.2% to 17.0%)
	3	10.5% (8.9% to 12.3%)	8.6% (6.6% to 11.1%)	12.4% (10.1% to 15.3%)
	4	9.8% (8.3% to 11.6%)	7.3% (5.4% to 9.7%)	12.2% (9.9% to 15.0%)
ON	1	12.0% (11.8% to 12.2%)	8.9% (8.6% to 9.1%)	15.1% (14.8% to 15.4%)
	2	12.2% (12.1% to 12.4%)	9.1% (8.8% to 9.3%)	15.4% (15.1% to 15.7%)
	3	11.5% (11.3% to 11.7%)	8.4% (8.2% to 8.6%)	14.5% (14.2% to 14.8%)
	4	10.2% (10.0% to 10.4%)	7.2% (7.0% to 7.4%)	13.1% (12.8% to 13.3%)

Across all cycles for all children and by sex, Grey Bruce children were no more or less likely than Ontario children to score in the vulnerable range in the Communication Skills and General Knowledge domain. While in Grey Bruce, rates have not fluctuated to a statistically significant degree, Ontario rates appear to be dropping from a Cycle 2 peak, across all categories (down by 16% overall, 21% among girls, and 15% among boys in Cycle 4 compared to the Cycle 2 peak).

Across nearly all cycles in both geographies, boys had significantly higher rates of vulnerability in the Communication Skills and General Knowledge domain than girls, with rates about two times the girls’

rate. The exception to this is Cycle 3 in Grey Bruce, in which the rates were not statistically significantly different.

Language and Cognitive Development

This domain covers “the child’s ability to use language correctly and covers cognitive aspects of language and numeracy, in several areas: basic literacy and numeracy skills, interest and memory, and more complex literacy” (Janus & Offord, 2007).

Figure 8. Percentage of Children Scoring in the Vulnerable Range in the Language and Cognitive Development Domain by EDI Cycle and Sex, Grey Bruce and Ontario

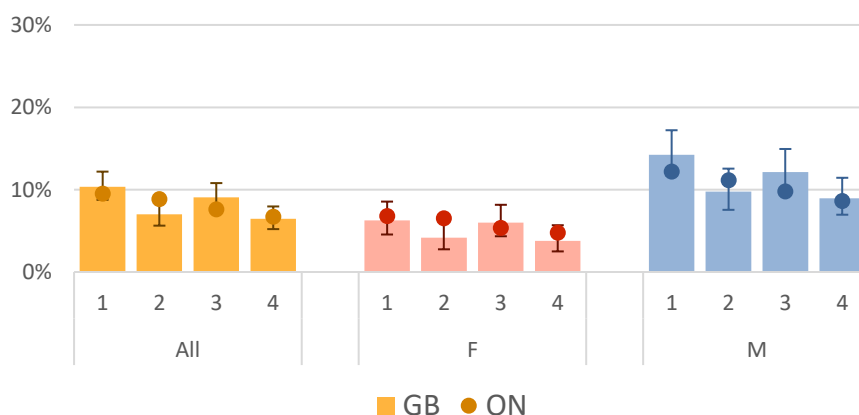


Table 7. Percentage of Children Scoring in the Vulnerable Range in the Language and Cognitive Development Domain by EDI Cycle and Sex, Grey Bruce and Ontario

Area	Cycle	All	F	M
GBHU	1	10.4% (8.8% to 12.2%)	6.3% (4.6% to 8.5%)	14.2% (11.7% to 17.2%)
	2	7.0% (5.6% to 8.7%)	4.2% (2.8% to 6.2%)	9.8% (7.5% to 12.6%)
	3	9.1% (7.6% to 10.8%)	6.0% (4.3% to 8.2%)	12.1% (9.8% to 14.9%)
	4	6.5% (5.2% to 8.0%)	3.8% (2.5% to 5.7%)	9.0% (7.0% to 11.4%)
ON	1	9.5% (9.3% to 9.7%)	6.8% (6.6% to 7.0%)	12.2% (11.9% to 12.5%)
	2	8.8% (8.7% to 9.0%)	6.5% (6.3% to 6.7%)	11.1% (10.9% to 11.4%)
	3	7.6% (7.4% to 7.7%)	5.3% (5.2% to 5.5%)	9.8% (9.5% to 10.0%)
	4	6.7% (6.6% to 6.8%)	4.7% (4.6% to 4.9%)	8.6% (8.4% to 8.8%)

Across all cycles for all children and by sex, Grey Bruce children were no more or less likely than Ontario children to score in the vulnerable range in the Language and Cognitive Development domain. In Grey Bruce, the overall rate and the rate among males fell by 37% for both groups between Cycles 1 and 4. Ontario rates fell across all groups by about 30%.

Across all cycles in both geographies, boys had significantly higher rates of vulnerability in the Language and Cognitive Development domain than girls, with rates ranging from 2 to 2 1/3 times the girls’ rate.

References

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EARLY DEVELOPMENT INSTRUMENT
A Population-Based Measure for Communities
Ontario 2017/2018



Please fill in the circles like this ● or X NOT X
Please use a blue or black ballpoint pen.

If any of the information on the label is incorrect or missing, please make changes clearly below.

1. Class Assignment:

- Year 1 (JK)
- Year 2 (SK)

2. Child's Date of Birth:

	dd	/	mm	/	yy	
0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Sex: F M

4. Postal Code:

--	--	--	--	--	--

- 5. Class Type:** SK
 JK/SK
 JK/SK/1
 SK/1
 Other

6a. Does the child have identified special needs?

- Yes No

6b. Is the child (mark all that apply):

- Identified as exceptional by an IPRC
- Having received/in the process of receiving an Individual Education Plan (IEP)
- Receiving special educational programs or services
- Identified as gifted

(Do not complete)

7. Child's language status:

- ELL
- ALF
- PANA
- No

8. French Immersion:

- Yes No

9. Other Immersion:

- Yes No

10. Child's First Language(s):

--	--	--	--	--	--	--	--	--	--

(See Guide)

For English enter code 140;
 For French enter code 170;
 For any other language, please refer to the Guide. If you do not know the "other" language code, enter "000".

11. Communicates adequately in his/her first language:

- Yes No Don't know

12. Student Status:

- in class more than 1 month
- in class less than 1 month
- moved out of class
- moved out of school
- child unknown to teacher
- other

13. Student is repeating this grade:

- Yes No

14. Date of Completion:

	dd	/	mm	/	yy	
0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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?

Number of days absent:

		.		
--	--	---	--	--

Since the start of school in the fall, has this child sometimes (more than once) arrived:

- | | yes
^ | no
^ | don't
know
^ |
|--|-----------------------|-----------------------|-----------------------|
| 2. over- or underdressed for school-related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. too tired/sick to do school work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. late | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. hungry | <input 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 type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. shows an established hand preference (right vs. left or vice versa) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. is well coordinated (i.e., moves without running into or tripping over things) | <input 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, crayons, or a brush | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. ability to manipulate objects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. ability to climb stairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. level of energy throughout the school day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. overall physical development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Section B - Language and Cognitive Skills

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 on 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 tools	<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"/>



Section B - Language and Cognitive Skills

Would you say that this child:

	yes ^ ○	no ^ ○	don't know ^ ○
23. is able to write simple sentences	○	○	○
24. is able to remember things easily	○	○	○
25. is interested in mathematics	○	○	○
26. is interested in games involving numbers	○	○	○
27. is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)	○	○	○
28. is able to use one-to-one correspondence	○	○	○
29. is able to count to 20	○	○	○
30. is able to recognize numbers 1 - 10	○	○	○
31. is able to say which number is bigger of the two	○	○	○
32. is able to recognize geometric shapes (e.g., triangle, circle, square)	○	○	○
33. understands simple time concepts (e.g., today, summer, bedtime)	○	○	○
34. demonstrates special numeracy skills or talents	○	○	○
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	○	○	○
<i>If yes, please specify:</i>			

Section C - Social and Emotional Development

How would you rate this child's:

	very good/ good ^	average ^	poor/ very poor ^	don't know ^
1. overall social/emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ability to get along with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of statements that describe some of the feelings and behaviours of children. For each statement, please fill in the circle that best describes this child now or within the past six months.

Would you say that this child:

	often or very true ^	sometimes or somewhat true ^	never or not true ^	don't know ^
3. plays and works cooperatively with other children at the level appropriate for his/her age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. is able to play with various children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. follows rules and instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. respects the property of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. demonstrates self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. shows self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. demonstrates respect for adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. demonstrates respect for other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. accepts responsibility for actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. listens attentively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. follows directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. completes work on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. works independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. takes care of school materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. works neatly and carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. is curious about the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. is eager to play with a new toy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. is eager to play a new game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. is eager to play with/read a new book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section C - Social and Emotional Development

Would you say that this child:

	often or very true	sometimes or somewhat true	never or not true	don't know
22. is able to solve day-to-day problems by him/herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. is able to follow one-step instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. is able to follow class routines without reminders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. is able to adjust to changes in routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. will try to help someone who has been hurt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. volunteers to help clear up a mess someone else has made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. if there is a quarrel or dispute will try to stop it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. offers to help other children who have difficulty with a task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. comforts a child who is crying or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. will invite bystanders to join in a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. helps other children who are feeling sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. is upset when left by parent/guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. gets into physical fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. bullies or is mean to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. kicks, bites, hits other children or adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. takes things that do not belong to him/her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. laughs at other children's discomfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. can't sit still, is restless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. is distractible, has trouble sticking to any activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. fidgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. is disobedient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section C - Social and Emotional Development

Would you say that this child:

	often or very true	sometimes or somewhat true	never or not true	don't know
46. has temper tantrums	^ <input type="radio"/>	^ <input type="radio"/>	^ <input type="radio"/>	^ <input type="radio"/>
47. is impulsive, acts without thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. has difficulty awaiting turn in games or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. cannot settle to anything for more than a few moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. is inattentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. seems to be unhappy, sad, or depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. appears fearful or anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. appears worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. cries a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. is nervous, high-strung, or tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. is incapable of making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. is shy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. sucks a thumb/finger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section D - Special Concerns

1. Does the student have a problem that influences his/her ability to participate in a regular classroom?
(based on parent information, medical diagnosis, and/or teacher observation)

yes no don't know (If answered no/don't know go to question 5)

If YES above, please mark all that apply.

Please base your answers on teacher observation or medical diagnosis and/or parent/guardian information.

	YES Observed	YES Parent Info/Medical Diagnosis	YES Both		YES Observed	YES Parent Info/Medical Diagnosis	YES Both
2a. physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. emotional problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. visual impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. behavioural problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. hearing impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. home environment/ problems at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. speech impairment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. chronic medical/health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. unaddressed dental needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				k. other (if known, print below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If the child has received a diagnosis or identification by a doctor or psychological professional please indicate. You can indicate up to three diagnoses. If there are more than three, please write in the "other" box. Please do not use children's names. **(see the Guide for codes)**

If Other, please specify:

Draft



Section D - Special Concerns con't

- | | yes
^ | no
^ | don't
know
^ |
|--|-----------------------|-----------------------|-----------------------|
| 4. Is the child receiving any school based support(s) (e.g. educational assistant, equipment)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <hr/> | | | |
| 5. a. Is the child currently receiving further assessment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Is the child currently on a wait list to receive further assessment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Do you feel that this child needs further assessment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If yes, please specify: _____ | | | |

Section E - Additional Questions

To the best of your knowledge, please mark all that apply to this child:

- | | yes
^ | no
^ | don't
know
^ |
|--|-----------------------|-----------------------|-----------------------|
| 1. Did this child attend an early intervention program
<i>Specify if known, please print:</i> _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <hr/> | | | |
| 2. On a regular basis, has this child been in non-parental care prior to kindergarten entry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If yes, please specify type of care arrangement (please refer to Guide for examples):

- | | | | |
|--|-----------------------|-------------------------------|-----------------------|
| 2a. Centre-based, within our school building | <input type="radio"/> | 2e. Child's home, relative | <input type="radio"/> |
| 2b. Centre-based, in the community | <input type="radio"/> | 2f. Pre-school/Nursery School | <input type="radio"/> |
| 2c. Home-based child care | <input type="radio"/> | 2g. Other/don't know | <input type="radio"/> |
| 2d. Child's home, non-relative | <input type="radio"/> | | <input type="radio"/> |

- | | | | |
|--|------------------------------------|------------------------------------|-------------------------------------|
| 2h. If yes to question 1, was this arrangement: | full-time
<input type="radio"/> | part-time
<input type="radio"/> | don't know
<input type="radio"/> |
|--|------------------------------------|------------------------------------|-------------------------------------|

- | | | | |
|--|-----------------------------------|----------------------------------|---|
| 3. Did this child attend other community learning programs (e.g. language classes, religion classes, cultural programs, music classes, sports, etc.) | yes
^
<input type="radio"/> | no
^
<input type="radio"/> | don't
know
^
<input type="radio"/> |
| <hr/> | | | |
| 4. Did this child attended Year 1 (JK): | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





	yes	no	don't know
5. On a regular basis, does this child attend non-parental care in the mornings before school:	^ ○	^ ○	^ ○

If yes, please specify type of care arrangement (please refer to Guide for examples):

5a. Centre based, within our school building	○	5e. Child's home, relative	○
5b. Centre based, in the community	○	5f. Other/don't know	○
5c. Home based child care	○		
5d. Child's home, non-relative	○		

6. How does this child get dropped off **before** school (Please refer to Guide for examples):

6a. By school bus	○
6b. By parent/guardian	○
6c. From school based child-care	○
6d. Other	○

	yes	no	don't know
7. On a regular basis, does this child attend non-parental care after school:	^ ○	^ ○	^ ○

If yes, please specify type of care arrangement (please refer to Guide for examples):

7a. Centre based, within our school building	○	7e. Child's home, relative	○
7b. Centre based, in the community	○	7f. Other/don't know	○
7c. Home based child care	○		
7d. Child's home, non-relative	○		

8. How does this child get picked up **after** school (Please refer to Guide for examples):

8a. By school bus	○
8b. By parent/guardian	○
8c. From school based child-care	○
8d. Other	○

If you have any comments about this child and her/his readiness for school, list them below, please print.

