

District of Parry Sound Social Services Administration Board

Early Development Instrument
Cycle 6 Analysis
2022/2023



What is the EDI?

- The Early Development Instrument (EDI) is a Canadian-made early child development questionnaire developed at McMaster University in Hamilton.
- The EDI gathers information about children's development in their early years (birth to age 5).
- The EDI is completed by SK teachers:
 - Teachers are best suited to complete the EDI because they know range of child behaviours and skills within a school setting.
- Done in the second half of the kindergarten year (February/March).
 - → **NOTE:** In 2023, the EDI questionnaires was completed later in the school year compared to previous EDI cycles. Children in the Cycle VI cohort are slightly older than in previous cohorts.

What is the EDI?

The EDI is...

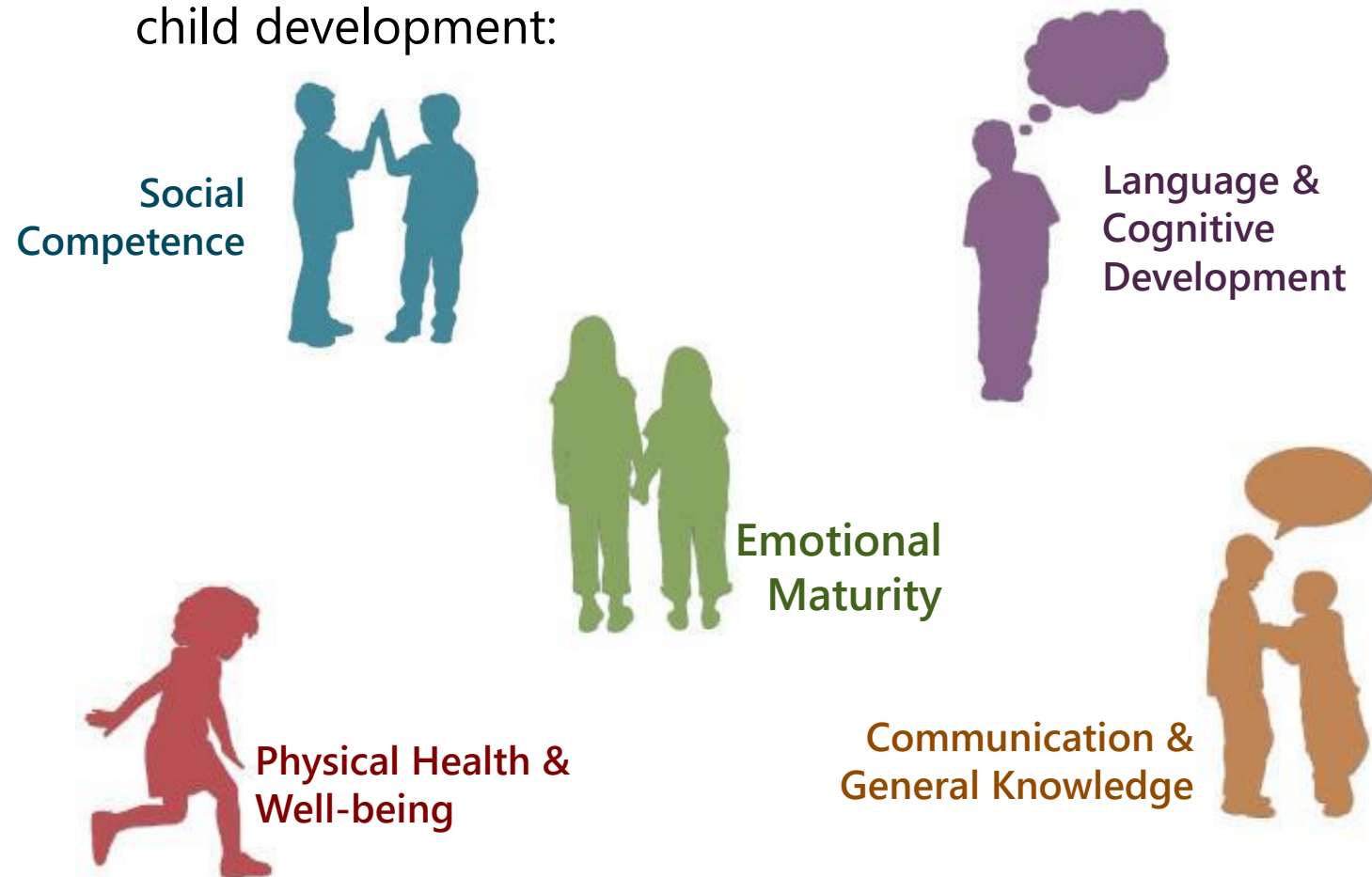
- a population (or large group) measure for SK students
- a way to understand trends in the development of children

The EDI is NOT...

- used to assess or diagnose individual children
- a reflection on schools or teachers

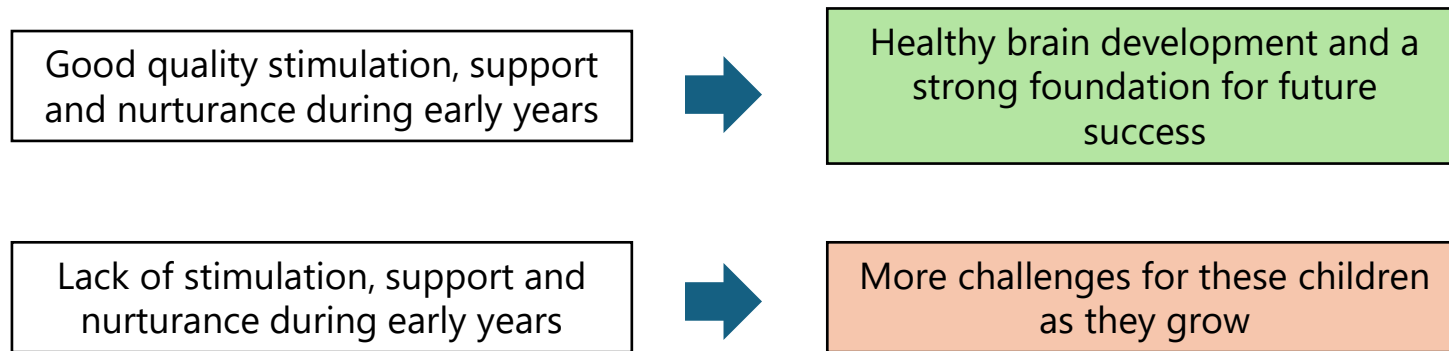
The EDI Measures...

- The questionnaire measures five core areas of early child development:



The Big Picture

- EDI results are a reflection of the qualities of environments children have experienced in their early years (birth to 5)



- Children's development at age 5 is a strong predictor of adult health, education and social outcomes:
 - Many later problems like school failure, anti-social behaviour, obesity, high blood pressure, depression, type-2 diabetes, can be traced back to early childhood.

The Big Picture

- EDI data can help identify the major areas of strength and weakness in a school/community
 - Most vulnerable children do not have any health problems and may not be identified through any other means
- EDI data is used to inform decision-making and planning for early development services
 - If we help children and families early on we can avoid many of these negative outcomes

EDI Questionnaires / Demographics

EDI Questionnaires	2014/15 (Cycle 4)		2017/08 (Cycle 5)		2022/23 (Cycle 6)	
Statistics	#	%	#	%	#	%
Total EDI Questionnaires Completed	360	-	344	-	371	-
Valid EDI Records	343	95.3%	327	95.1%	356	96.0%
Valid with Special Needs	14	4.1%	33	10.1%	28	7.9%
Valid without Special Needs	329	95.9%	294	89.9%	328	92.1%
Males	143	43.5%	155	52.7%	159	48.5%
Speaks French	3	0.9%	11	3.7%	3	0.9%

*In 2014/2015, the Indigenous Status field was removed from the EDI results

EDI Vulnerability

- “To be vulnerable means that a child is at increased risk of difficulties in the school years and beyond.”
 - Human Early Learning Partnership, UBC
- Children who score below the 10th percentile cut-off of the comparison population are said to be “vulnerable”
 - We use the Ontario EDI baseline (circa 2004-2006) as the comparison population
- If vulnerability was spread evenly throughout the province, we would expect the Parry Sound vulnerability rate to match that of Ontario

Critical Difference – Meaningful Change

- Developed by the [Human Early Learning Partnership](#) (HELP) based at the University of British Columbia.
- Used to help support decision making with respect to EDI scores and change over time.
- A “critical difference” is the amount of change over a time in a neighbourhood’s EDI vulnerability rate that is large enough to be a meaningful change.

- Human Early Learning Partnership, UBC

Critical Difference – Meaningful Change

Note:

- Research is not yet available for the critical difference in for *Vulnerable in 2 or more domains*, so cannot but used to evaluate differences.
- Comparison can be made between areas, but the geographic unit must be at the same level of aggregation.
 - Between neighbourhoods is appropriate, comparing a neighbourhood against the province is not.

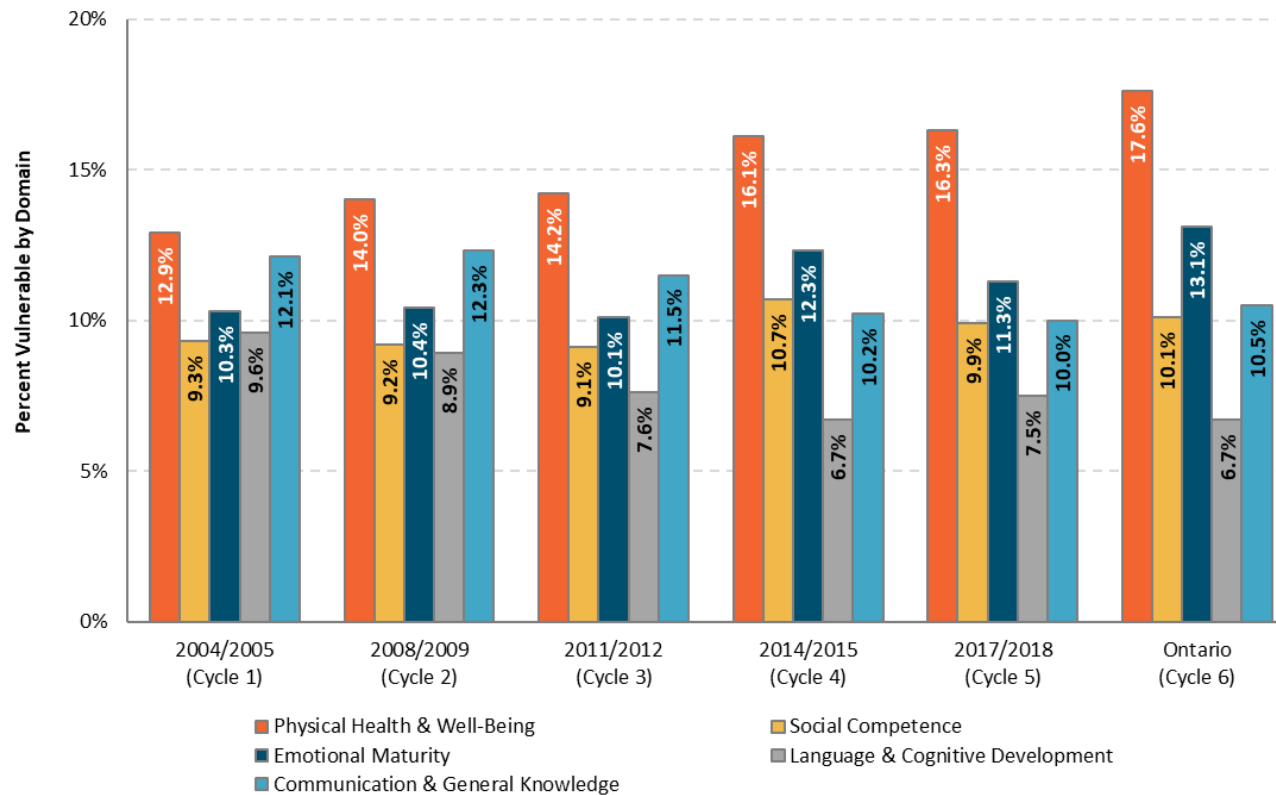
On the following charts and maps:

A ▲ indicates a significant increase in vulnerability from the previous EDI year (based on the Critical Difference calculation).

A ▼ indicates a significant decrease in vulnerability from the previous EDI year (based on the Critical Difference calculation).

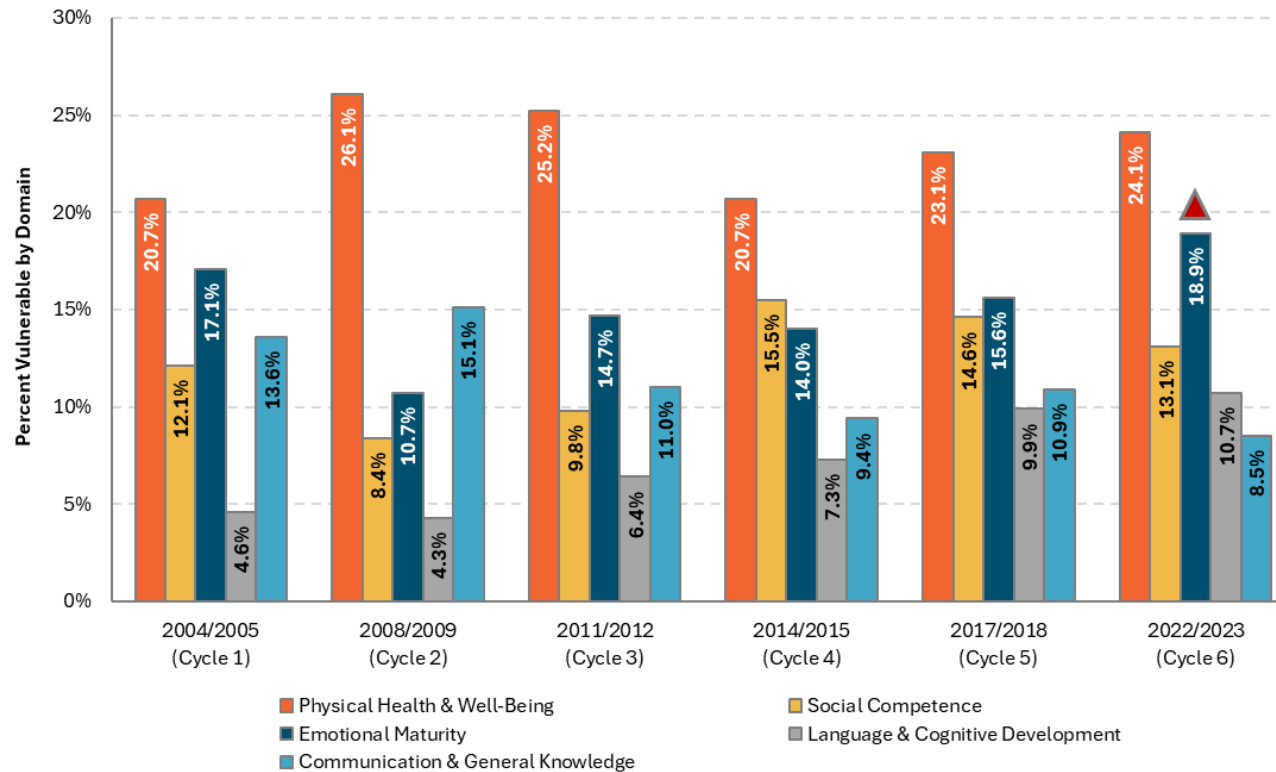
Ontario

Percentage Vulnerable by Domain



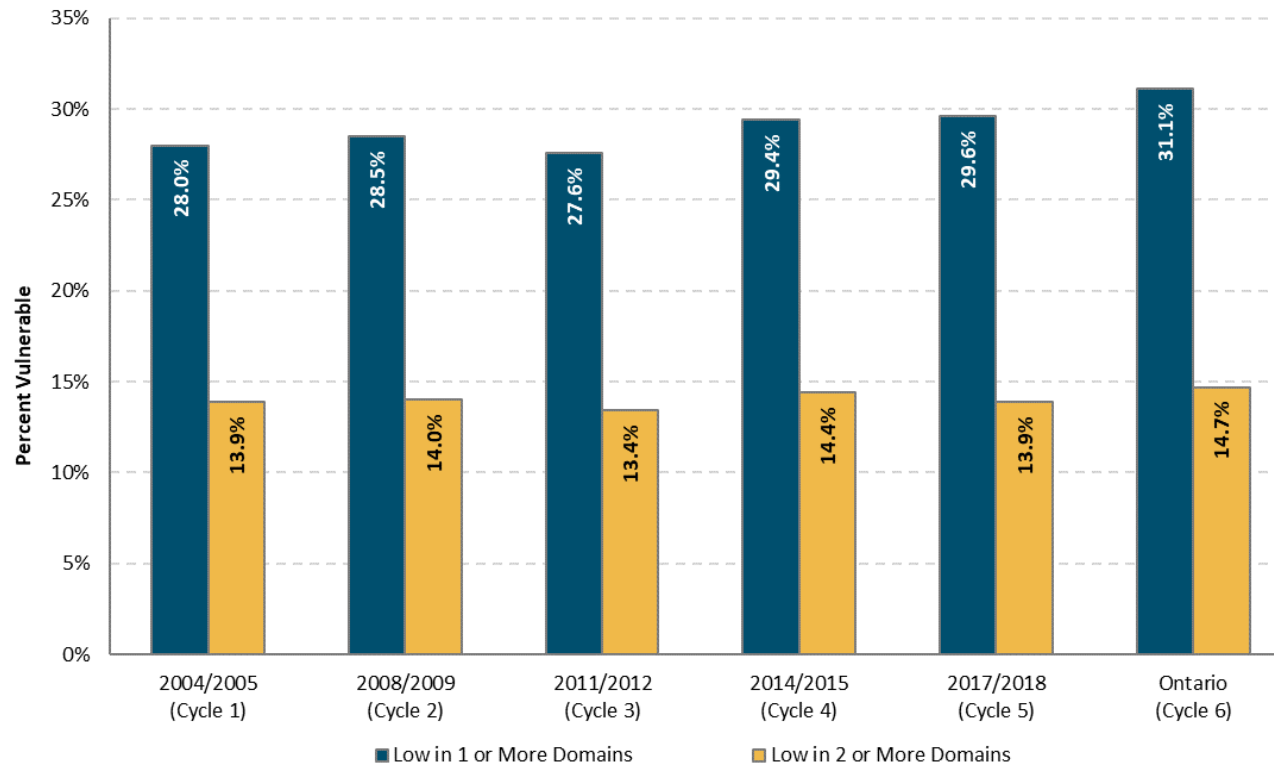
Parry Sound

Percentage Vulnerable by Domain



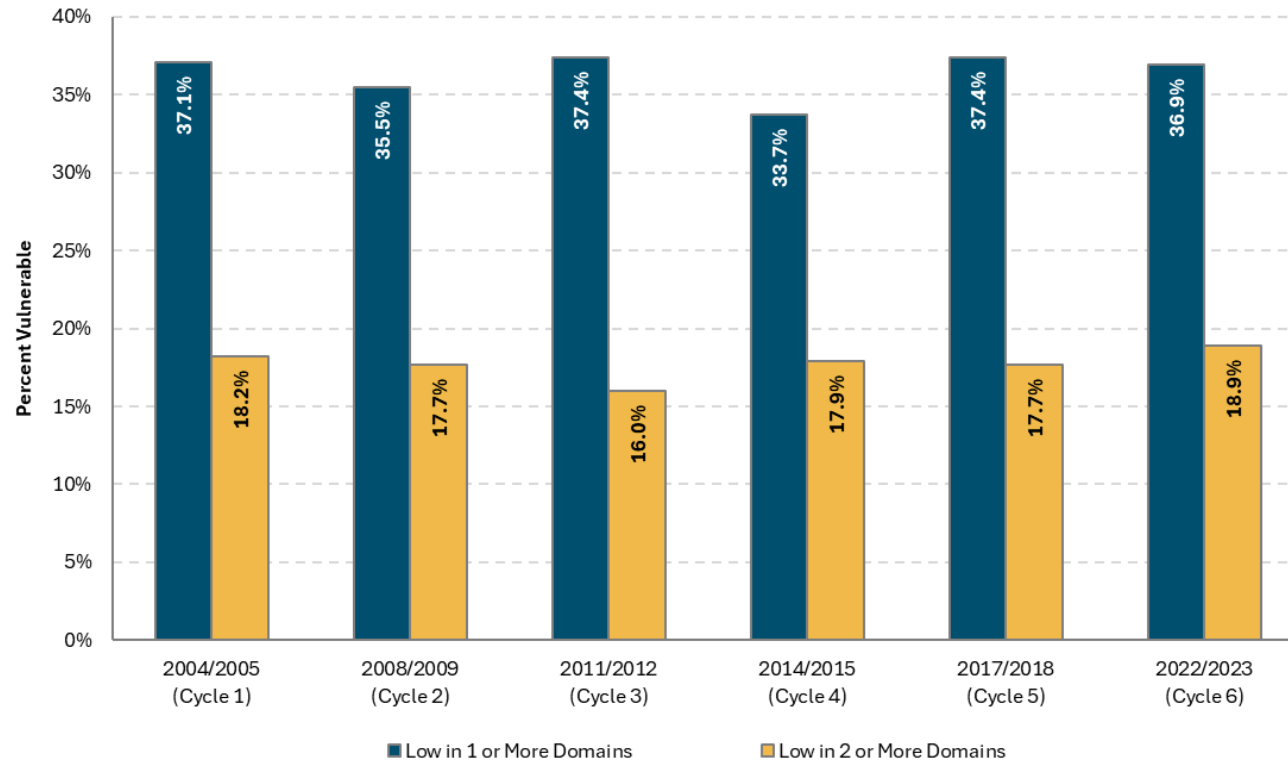
Ontario

Percent of Children Vulnerable



Parry Sound

Percent of Children Vulnerable



Factors that Affect Vulnerability

- Children are more likely to be vulnerable if:
 - they are male
 - they have a late birthday
 - they have English/French as a second language
 - they had a low birth-weight
 - their family faces socioeconomic adversity (significant examples: low maternal education level, low-income status, high mobility rate)

Supporting Research/Articles

- Janus, M., Reid-Westoby, C., Raiter, N., Forer, B., Guhn, M. " Population-Level Data on Child Development at School Entry Reflecting Social Determinants of Health: A Narrative Review of Studies Using the Early Development Instrument"([Link](#))
- CIHI: "Children Vulnerable in Areas of Early Development: A Determinant of Child Health" ([Link](#))
- University of Manitoba: "EDI in Manitoba: Linking Socioeconomic Adversity and Biological Vulnerability at Birth to Children's Outcomes at Age 5" ([Link](#))
- Curtin M, Madden J, Staines A, et al: "Determinants of vulnerability in early childhood development in Ireland: a cross-sectional study" ([Link](#))
- Globe & Mail: "Kids with late birthdays can wait a year for kindergarten if needed..." ([Link](#))

Factors that Affect Vulnerability

- **COVID-19 and Early Development**

- It's important to acknowledge the potential impact that the COVID-19 pandemic may have had on early development.
- The pandemic represented a shift in how children were learning, socializing and experiencing their lives.
- The shift to online learning and programming in place of in-person interactions affected engagement, focus and motivation to learn.
- Important to view the results with this context in mind.

Supporting Research/Articles

- Davies, C., Hendry, A., Gibson, S. P., Gliga, T., McGillion, M., & Gonzalez-Gomez, N. (2021). Early childhood education and care (ECEC) during COVID-19 boosts growth in language and executive function. *Infant and Child Development*. ([Link](#))
- Murphy, K., Giordano, K., & DeLoach, T. (2024). Pre-K and kindergarten teacher perception of school readiness during the COVID-19 pandemic. *Early Childhood Education Journal*, 52(3), 551–561. ([Link](#))
- Prananda, G., Kharismadewi, Y., Ricky, Z., & Friska, S. Y. (2021). The COVID-19 pandemic impact on elementary students online learning motivation. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 7(2), 153. ([Link](#))
- Deoni, S. (2022). Impact of the COVID-19 pandemic environment on early child brain and cognitive development. *Biological Psychiatry*, 91(9). ([Link](#))

Neighbourhood Level EDI Results

- Mapping EDI results by neighbourhood allows researchers to better understand how various factors influence children's development and health
- Maps reveal:
 - Where children live
 - Large neighbourhood differences in the number of children who are healthy and ready for school
 - Where there are gaps in children's development and where improvement is needed
 - How socioeconomic factors may influence children's early development
- Maps can also serve to heighten awareness of the importance of early child development and prompt new community policies and programs.

How to read the EDI Vulnerability Maps

- Children's scores are mapped by their area of residence, not where they go to school.
- EDI Domains are most effectively mapped by Percent Vulnerable. The colour scheme of the maps show how each neighbourhood compares to the latest results for Ontario (Cycle 6):

More than 6% Lower Compared to ON-C6	6% Lower Compared to ON-C6	Within 2% Compared to ON-C6	6% Higher Compared to ON-C6	More than 6% Higher Compared to ON-C6
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This scale does not reflect statistical significance.

- A ▲ indicates a significant increase in vulnerability from the previous EDI year (based on the Critical Difference calculation) .
- A ▼ indicates a significant decrease in vulnerability from the previous EDI year (based on the Critical Difference calculation).

Parry Sound District - Neighbourhoods

Neighbourhood	Census Subdivisions		Main Communities	
Burk's Falls / Kearney & Area	Armour Burk's Falls McMurrich /Monteith	Perry Ryerson	Bear Lake Emsdale Sprucedale	
Callander / Nipissing & Unorganized	Callander Dokis 9 French River 13	Nipissing Parry Sound, Unorg., Centre Part*	Chaplain Park Commanda Golden Valley	Loring Lost Channel Pickerel Restoule
McDougall / McKellar / Whitestone / Magnetawan / Georgian Bay & Reserves	Carling Henvey Inlet 2 Magnetawan 1 McDougall McKellar Naiscoutaing 17A	Parry Island First Nation Parry Sound, Unorg., Centre Part* Shawanaga 17 The Archipelago	Britt Bayfield Inlet Byng Inlet Depot Harbour	Key River Nobel Pointe au Baril Station
Parry Sound (Town)	Parry Sound			
Powassan	Powassan		Trout Creek	
Seguin			Orrville Rosseau	
South River / Sundridge & Area	Joly Machar Parry Sound, Unorg., North East Part	South River Strong Sundridge		

* Parry Sound, Unorg., Centre Part was split up such that part of the CSD is part of the Callander/Nipissing & Unorganized neighbourhood, and another part of the CSD is part of the McDougall / McKellar / Whitestone / Magnetawan / Georgian Bay & Reserves neighbourhood.

District of Parry Sound 2022 - 2023 EDI Results

Valid EDI Records

Does not include children with diagnosed special needs.

Valid EDI Records

26	Seguin
44	Powassan
46	South River/Sundridge & Area
48	Callander/Nipissing & Unorganized
51	Burk's Falls/Kearney & Area
51	McDougall/McKellar/Whitestone/Magnetawan/Georgian Bay & Reserves
62	Parry Sound (Town)

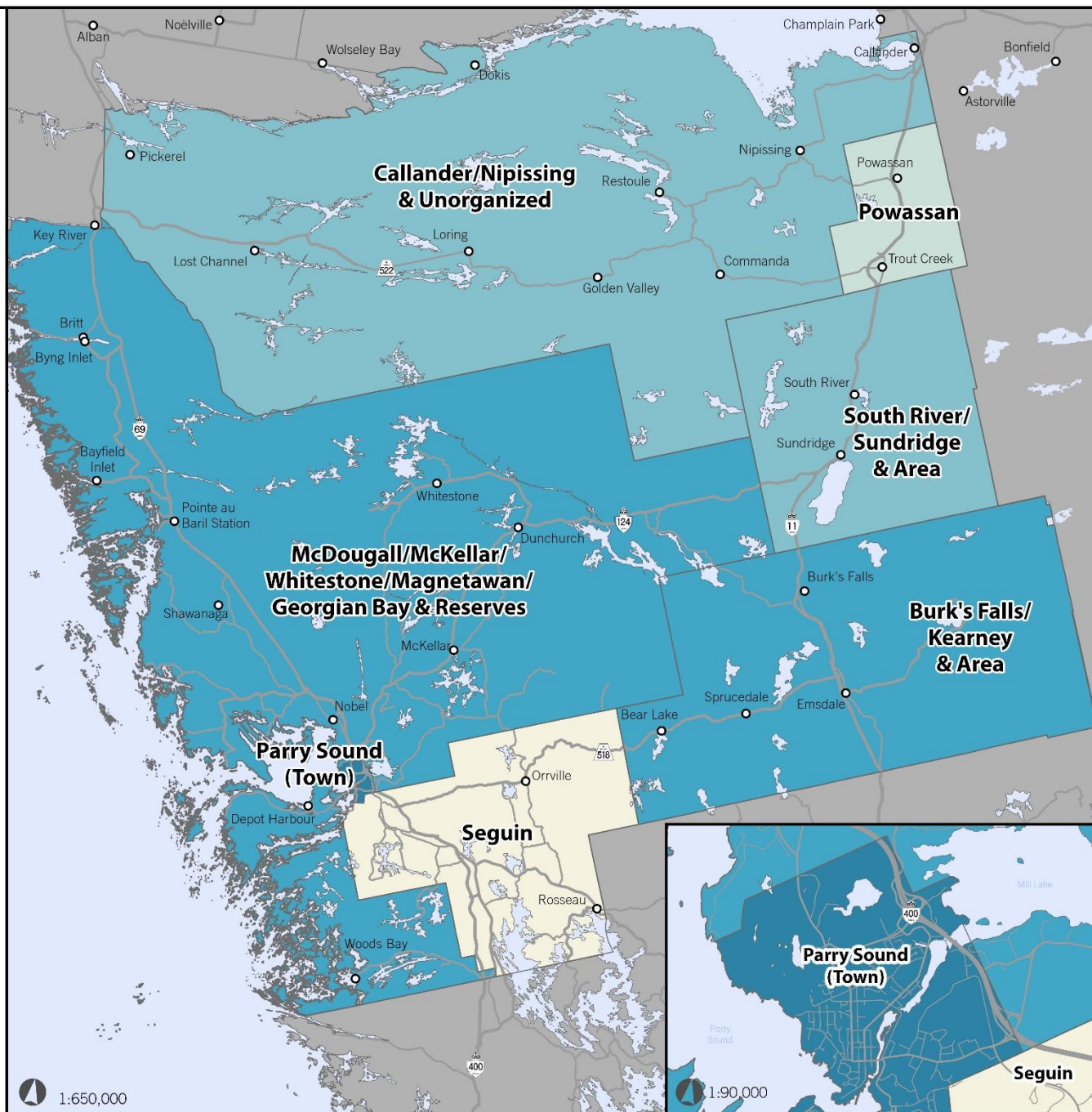
328 TOTAL

Note: Colour classification is based on the Ontario Cycle 6 Results.

▼ Indicates a statistically significant decrease in vulnerability from 2017/18

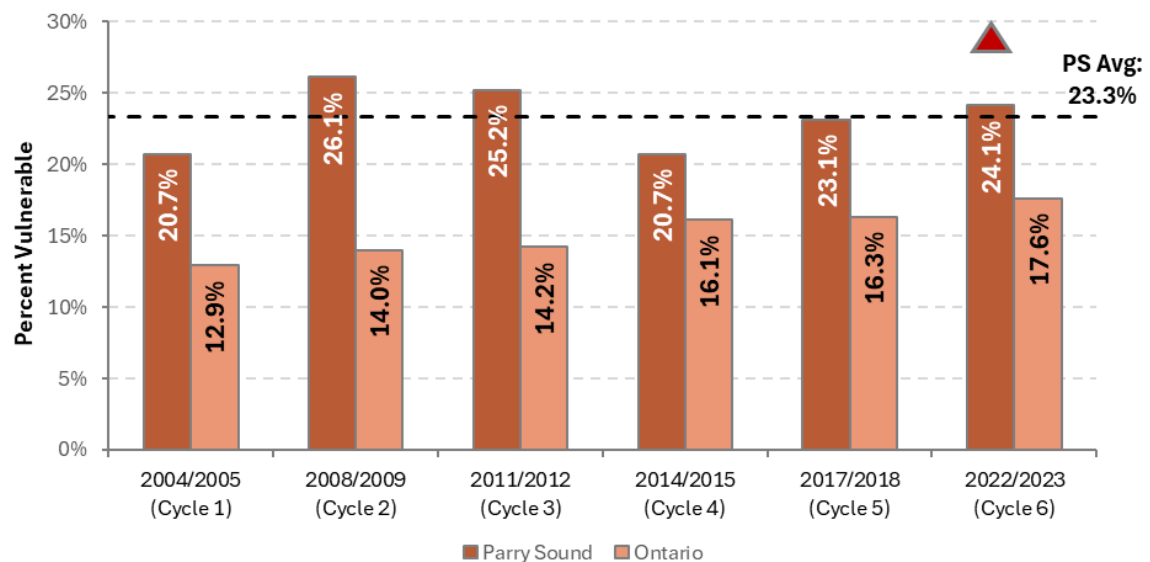
▲ Indicates a statistically significant increase in vulnerability from 2017/18

Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024



Physical Health & Well Being

- Includes gross and fine motor skills (e.g., holding a pencil, running on the playground, motor coordination), adequate energy levels for classroom activities, independence in looking after own needs, and daily living skills.



District of Parry Sound 2022 - 2023 EDI Results

Physical Health & Well-Being

Measures gross and fine motor skills, adequate energy levels for classroom activities, independence and daily living.

% Vulnerable - Ontario Baseline

11.4	Powassan	
11.5	Seguin	
14.6	Callander/Nipissing & Unorganized	
19.6	South River/Sundridge & Area	
23.5	Burk's Falls/Kearney & Area	▼
37.3	McDougall/McKellar/Whitestone/Magnetawan/Georgian Bay & Reserves	▲
38.7	Parry Sound (Town)	▲

24.1 District Vulnerability

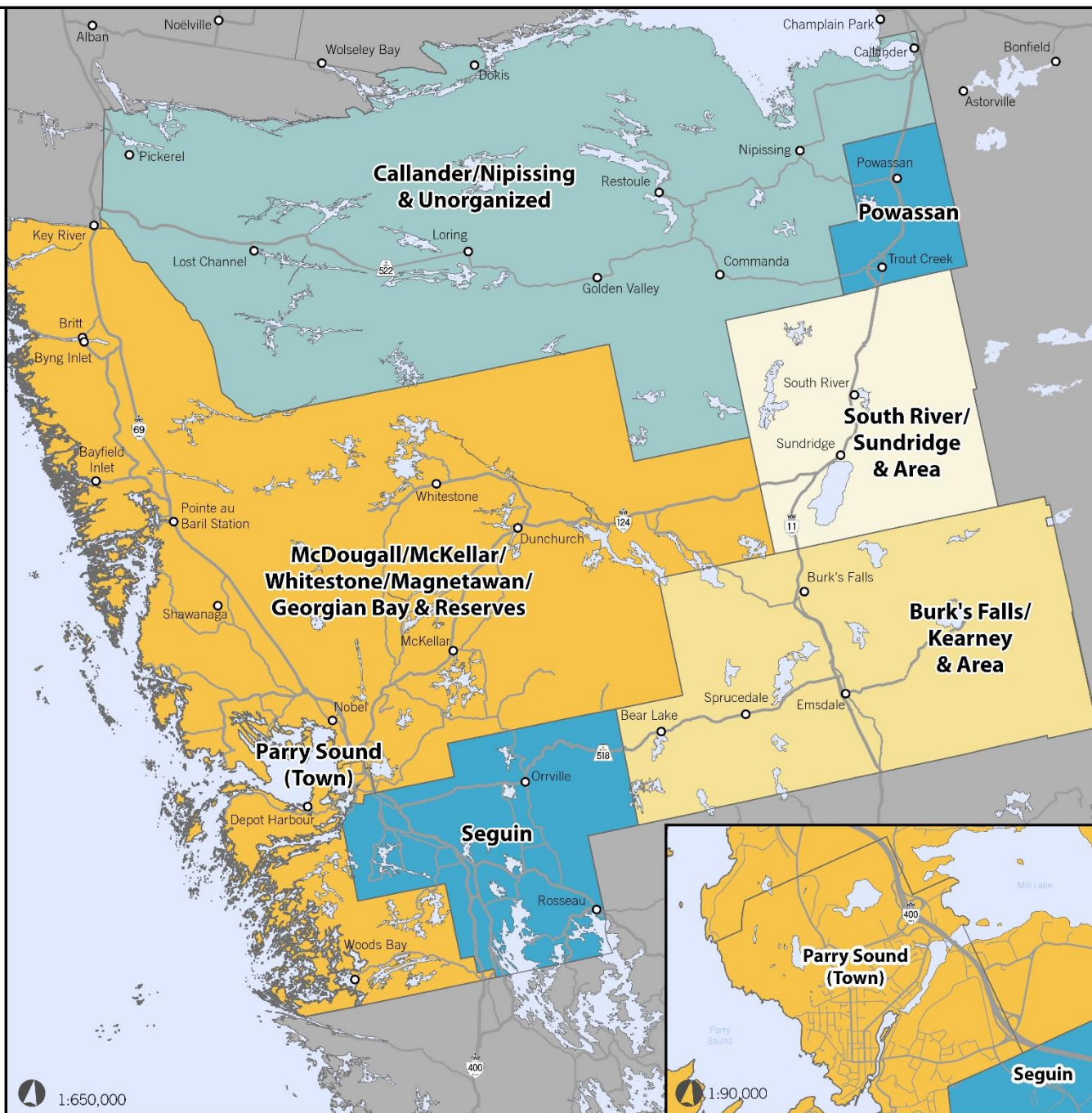
17.6 Ontario Vulnerability (C6)

Note: Colour classification is based on the Ontario Cycle 6 Results.

▼ Indicates a statistically significant decrease in vulnerability from 2017/18

▲ Indicates a statistically significant increase in vulnerability from 2017/18

Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024

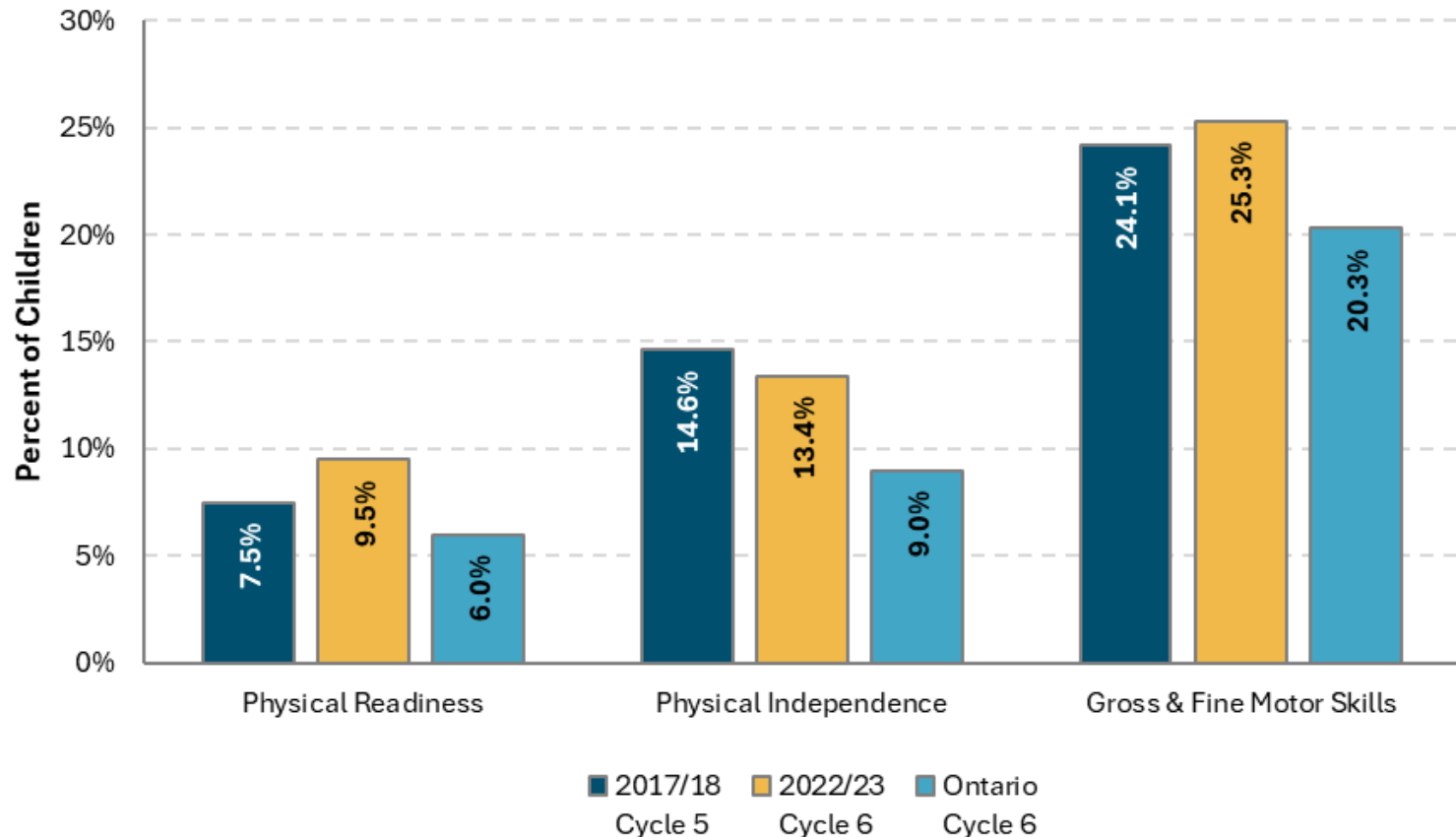


Physical Health & Well Being Subdomains

- The Physical Health & Well Being domain can be further divided into three sub-domains:
 - **Physical Readiness**
 - **Physical Independence**
 - **Gross and Fine Motor Skills**
- Understanding these subdomains allows early years service providers to be specific as to what needs should be targeted in program planning.

Physical Health & Well Being Subdomains

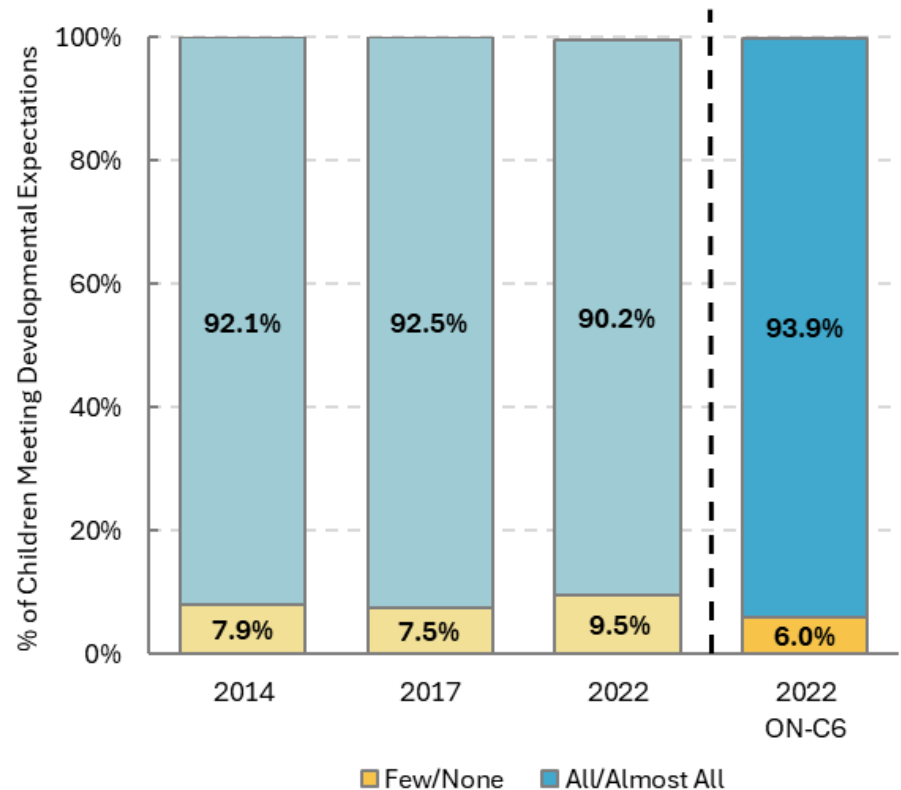
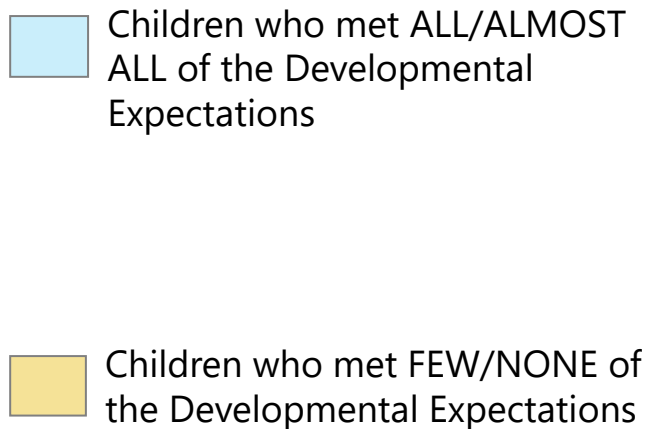
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Physical Readiness

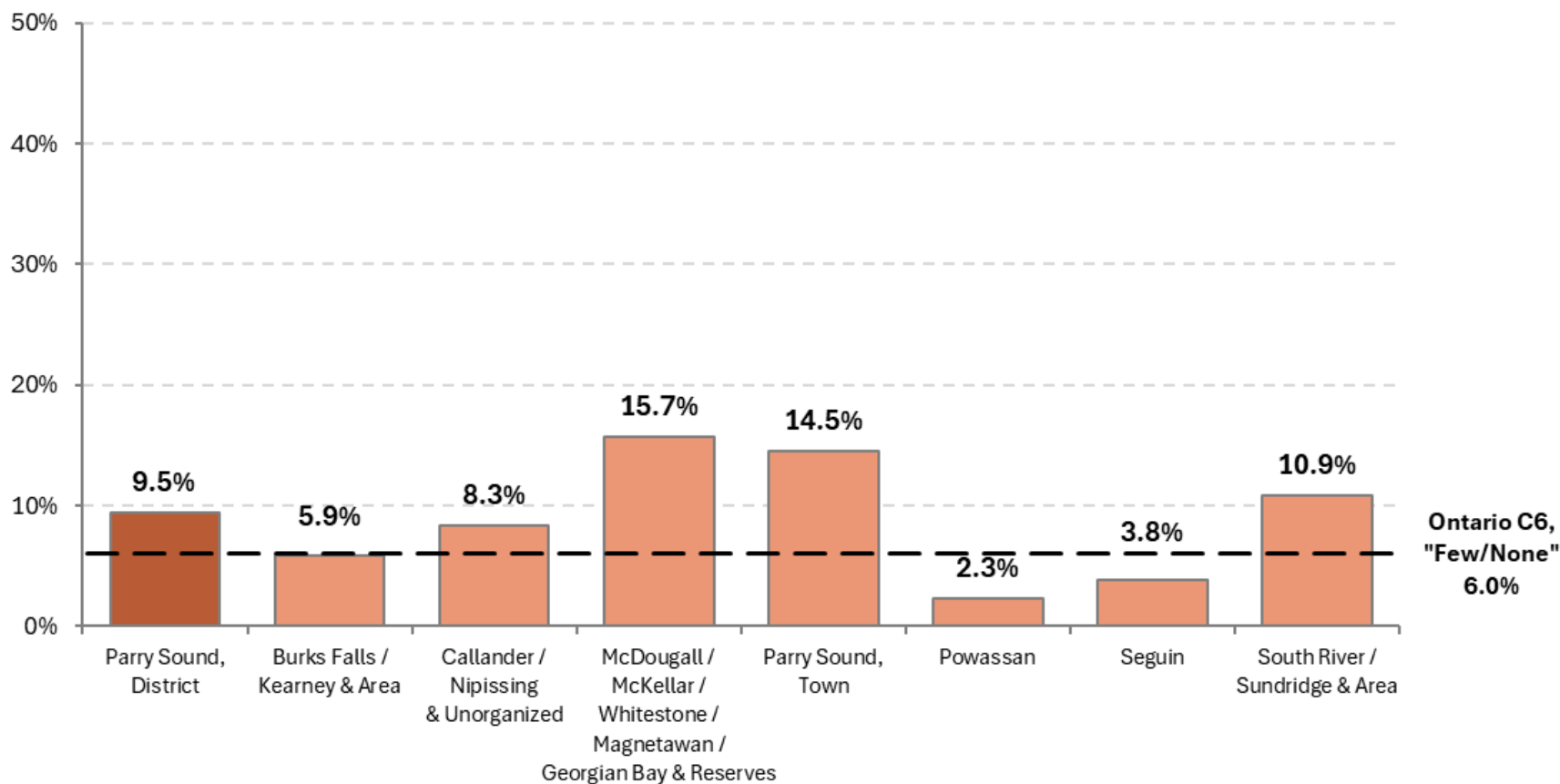
- Questions on the EDI:
 - Since the start of school in the fall, has this child sometimes (more than once) arrived:
 - over or underdressed for school-related activities
 - too tired/sick to do school work
 - late
 - hungry
- Children who are physically ready for the school day are never or almost never: dressed inappropriately for school activities, come to school tired, late or hungry.

Physical Readiness – Parry Sound Results



Physical Readiness

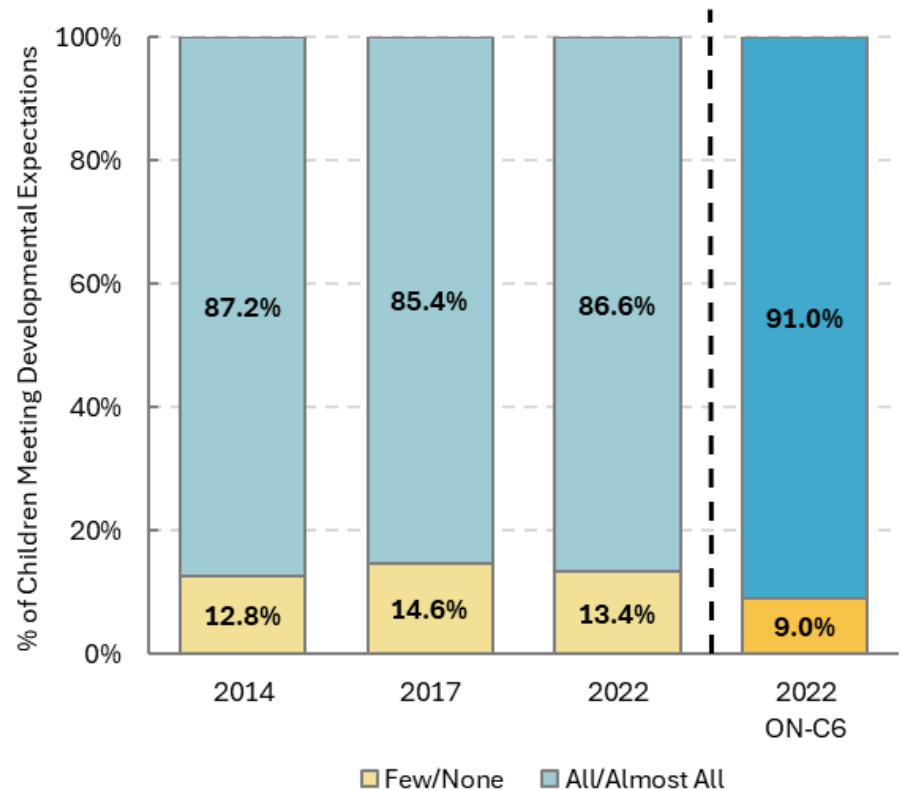
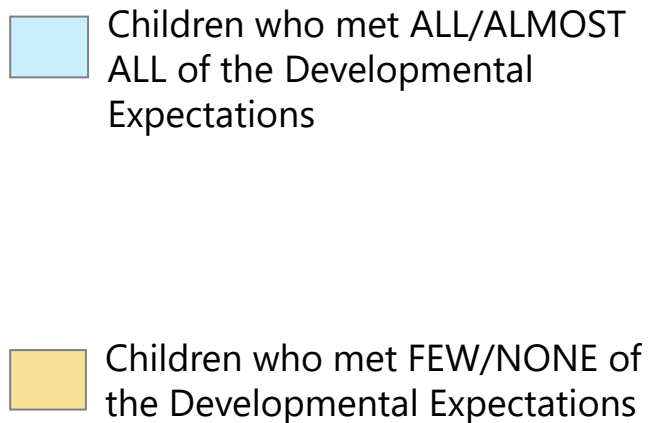
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Physical Independence

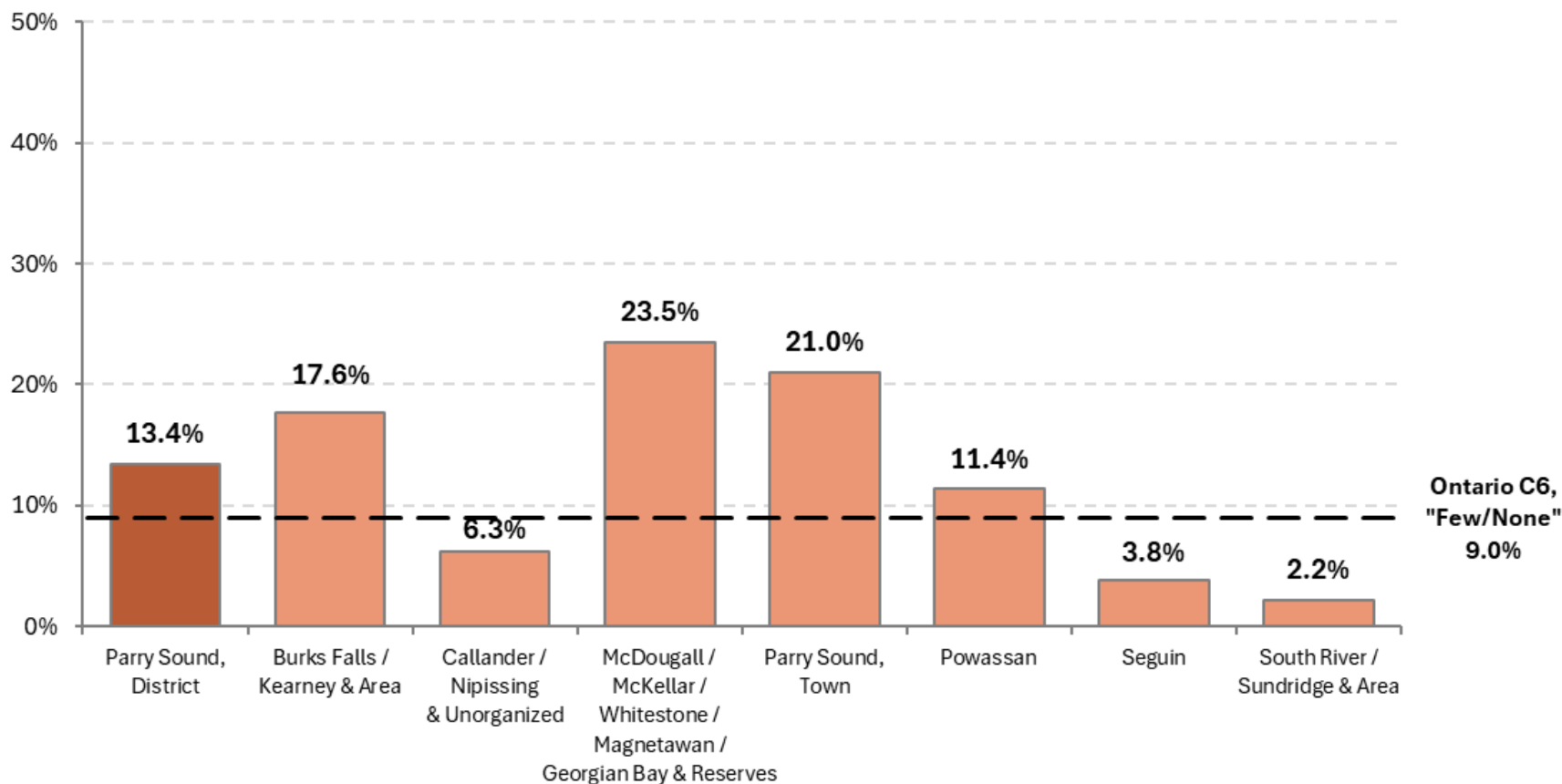
- Questions on the EDI:
 - Would you say that this child:
 - is independent in washroom habits most of the time
 - shows an established hand preference (right vs. left or vice versa)
 - is well coordinated (i.e., moves without running into or tripping over things)
- Children who are independent in looking after their needs: have an established hand preference and are well coordinated.

Physical Independence – Parry Sound Results



Physical Independence

Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Gross & Fine Motor Skills

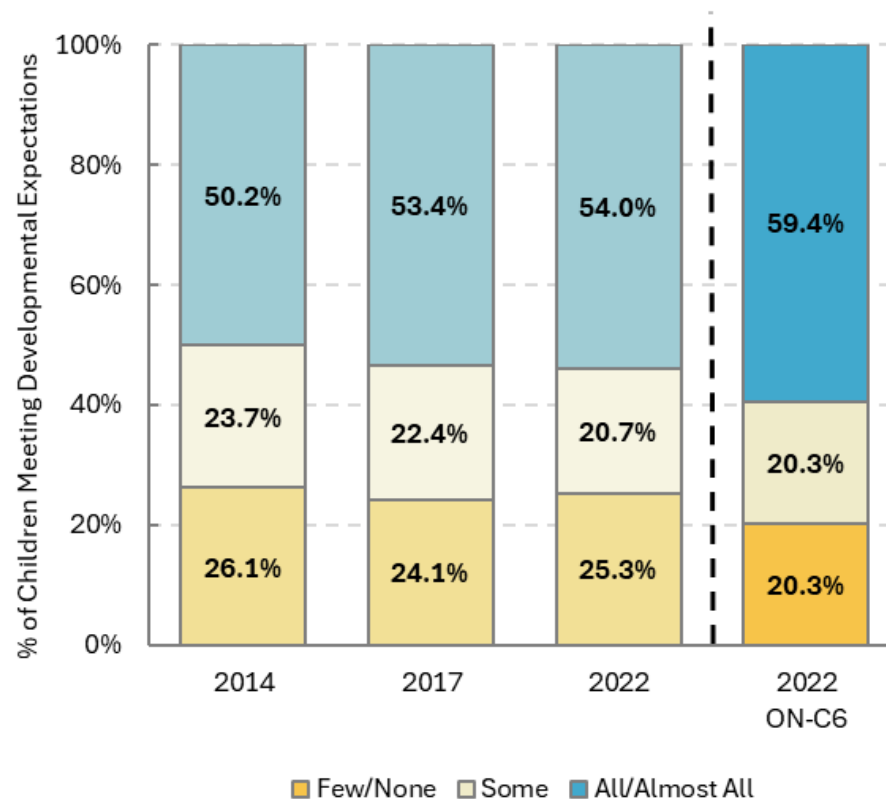
- Questions on the EDI:
 - How would you rate this child's:
 - level of energy throughout the school day
 - proficiency at holding a pen, crayons, or a brush
 - ability to manipulate objects
 - ability to climb stairs
 - overall physical development
- Children not meeting developmental expectations: Ranges between those who have a below-average ability to perform skills requiring gross and fine motor competence and average overall energy levels, to those who have poor fine and gross motor skills, poor overall energy levels and poor physical skills.

Gross & Fine Motor Skills – Parry Sound Results

Children who met ALL/ALMOST ALL of the Developmental Expectations

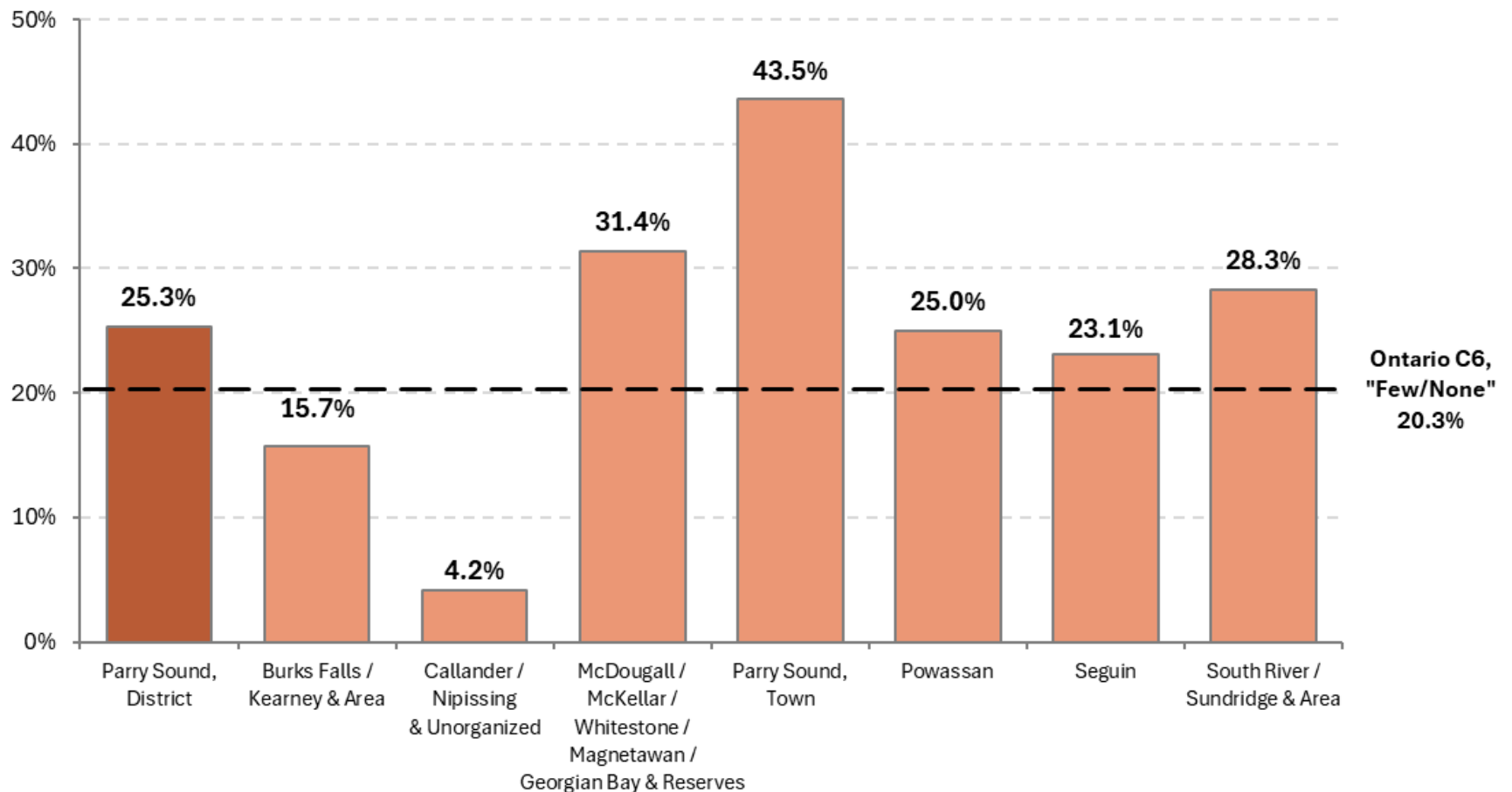
Children who met SOME of the Developmental Expectations

Children who met FEW/NONE of the Developmental Expectations



Gross & Fine Motor Skills

Children meeting FEW/NONE of the Developmental Expectations for Subdomain

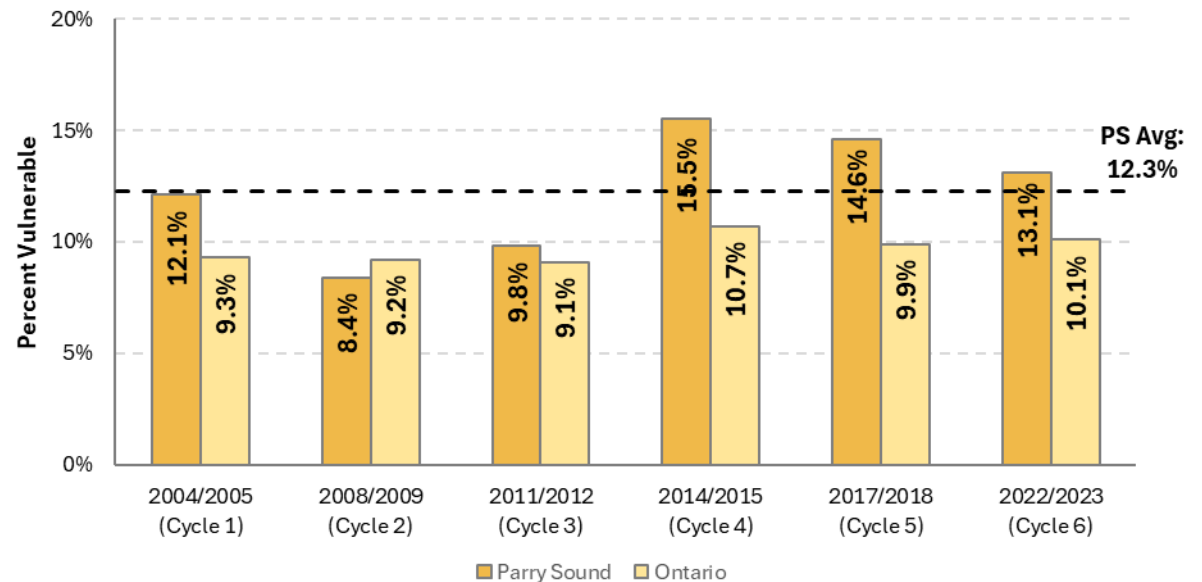


Physical Health & Well Being

Location	Physical Health & Well-Being			
	2017/18	2022/23	Change	Result
Parry Sound	23.1%	24.1%	1.0	■
Burks Falls/Kearney & Area	40.0%	23.5%	16.5	▼
Callander/Nipissing & Unorganized	14.8%	14.6%	0.2	■
McDougall/McKellar/Whitestone/Magnetawan/ Georgian Bay & Reserves	21.5%	37.3%	15.8	▲
Parry Sound, Town	28.9%	38.7%	9.8	▲
Powassan	14.7%	11.4%	3.3	■
Seguin	19.4%	11.5%	7.9	■
South River/Sundridge & Area	28.6%	19.6%	9.0	■

Social Competence

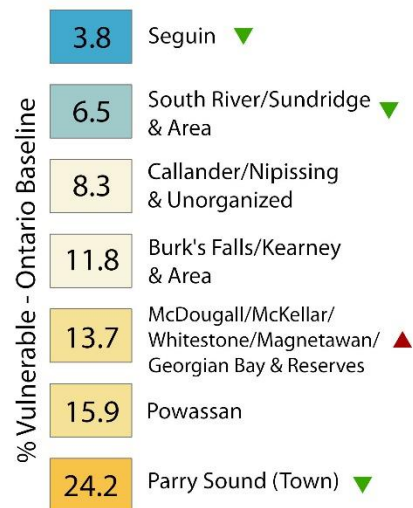
- Includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable public behaviour, ability to control own behaviour, appropriate respect for adult authority, cooperation with others, following rules, and ability to play and work with other children.



District of Parry Sound 2022 - 2023 EDI Results

Social Competence

Measures overall social competence, responsibility, and respect, approaches to learning, and readiness to explore new things.



13.1 District Vulnerability

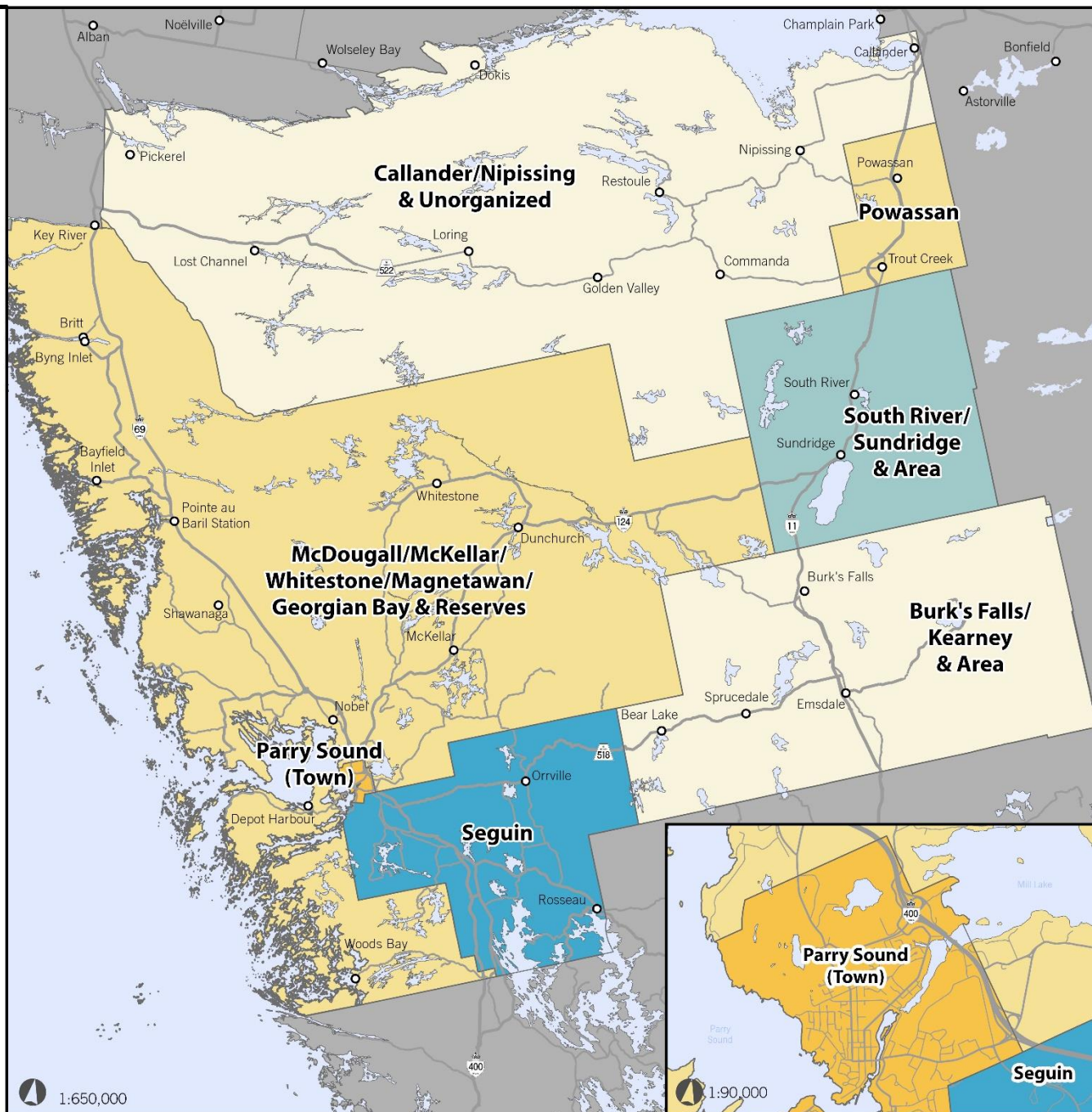
10.1 Ontario Vulnerability (C6)

Note: Colour classification is based on the Ontario Cycle 6 Results.

▼ Indicates a statistically significant decrease in vulnerability from 2017/18

▲ Indicates a statistically significant increase in vulnerability from 2017/18

Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024

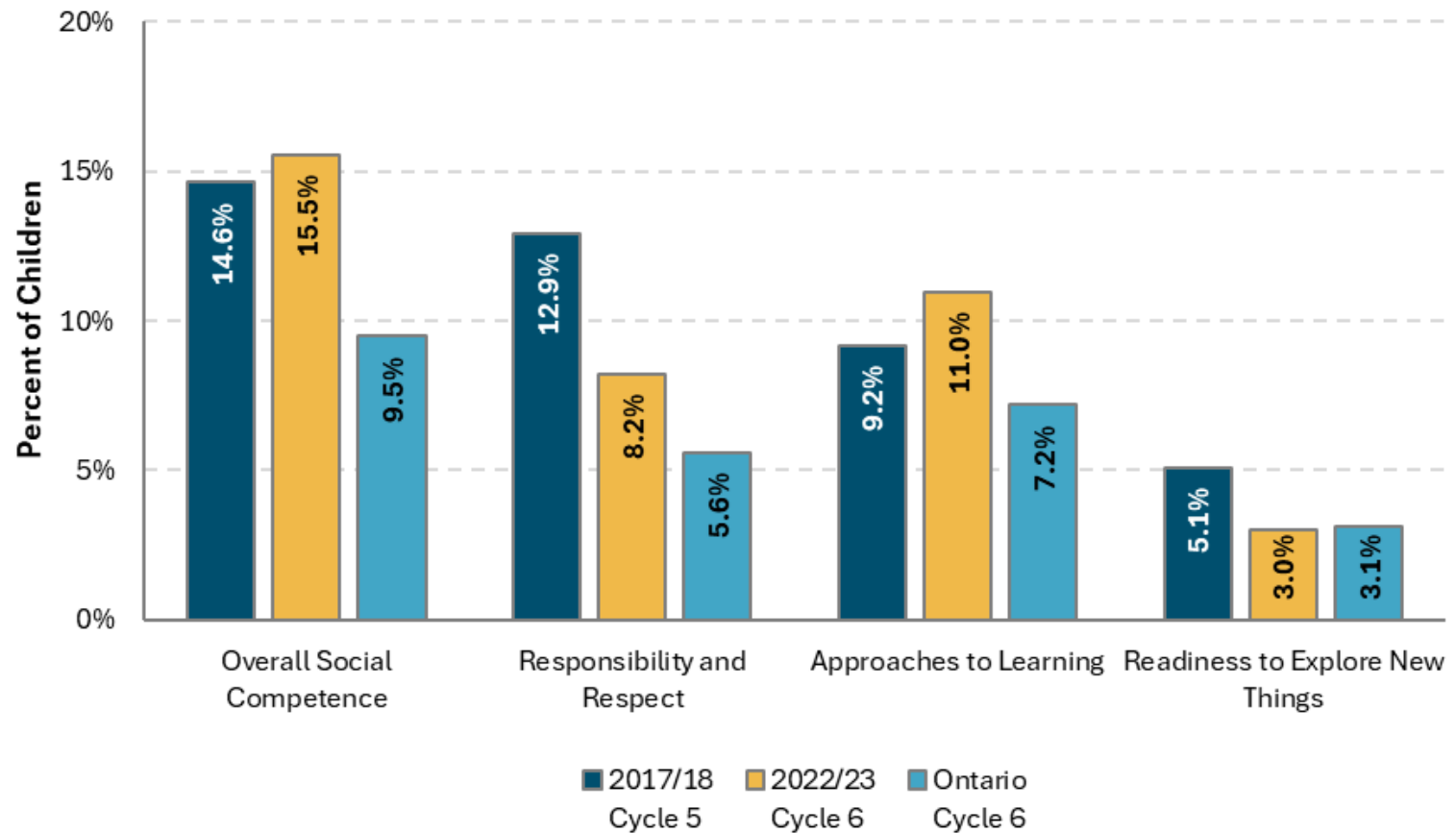


Social Competence Subdomains

- The Social Competence domain can be further divided into four sub-domains:
 - **Overall Social Competence**
 - **Responsibility and Respect**
 - **Approaches to Learning**
 - **Readiness to Explore New Things**
- Understanding these subdomains allows early years service providers to be specific as to what needs should be targeted in program planning.

Social Competence Subdomains

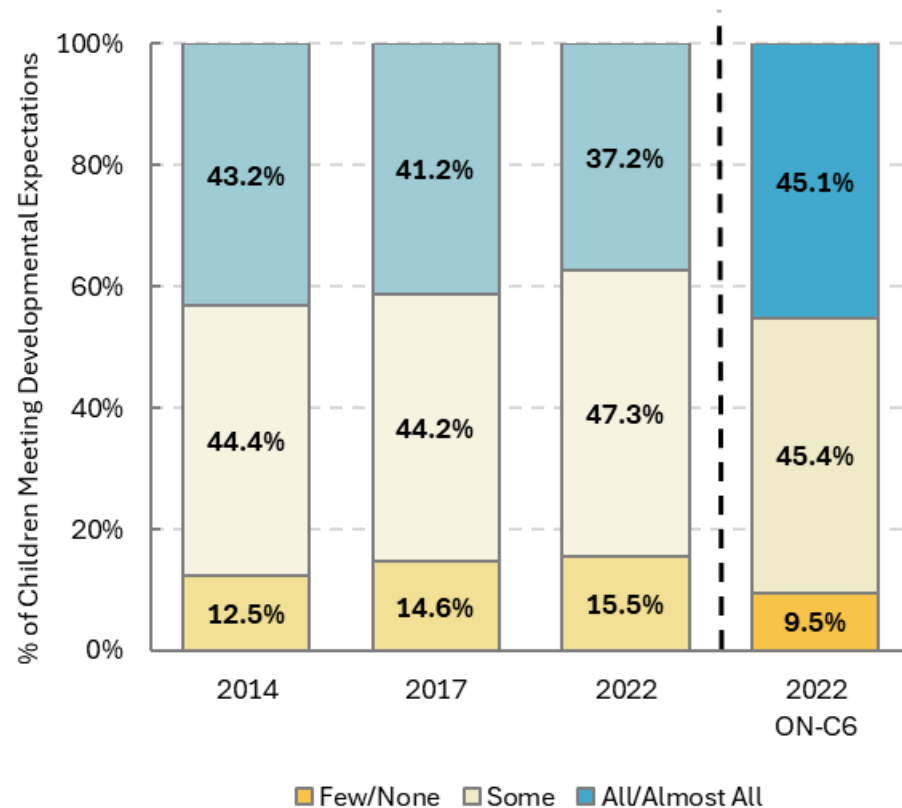
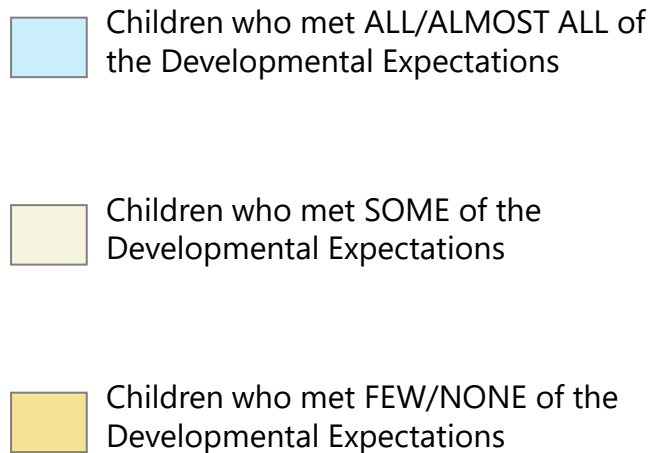
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Overall Social Competence

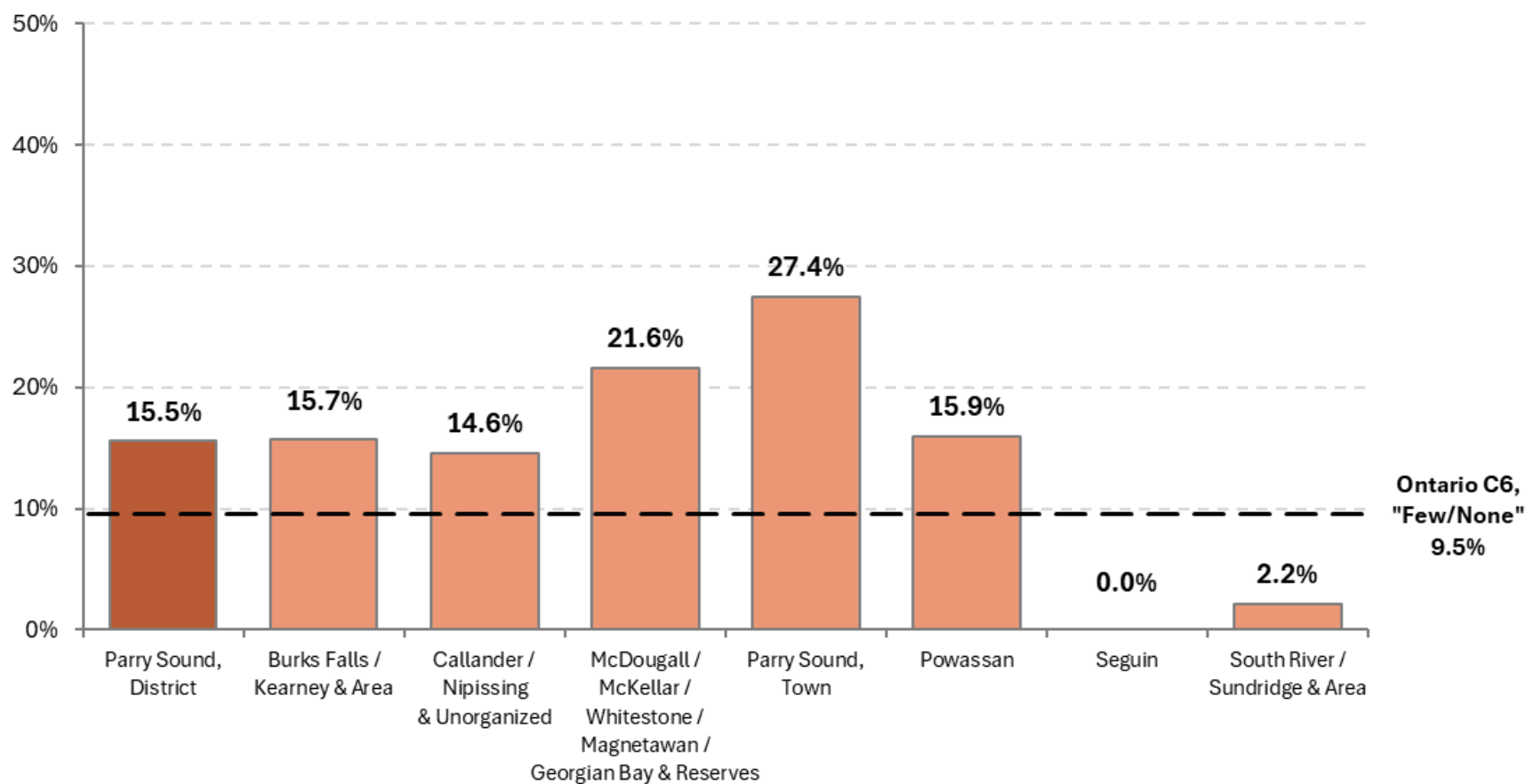
- Questions on the EDI:
 - How would you rate this child's:
 - overall social/emotional development
 - ability to get along with peers
 - Would you say that this child:
 - plays and works cooperatively with other children at the level appropriate for his/her age
 - is able to play with various children
 - shows self-confidence
- Children with excellent or good overall social development: very good ability to get along with other children and play with various children, usually cooperative and self-confident.

Overall Social Competence – Parry Sound Results



Overall Social Competence

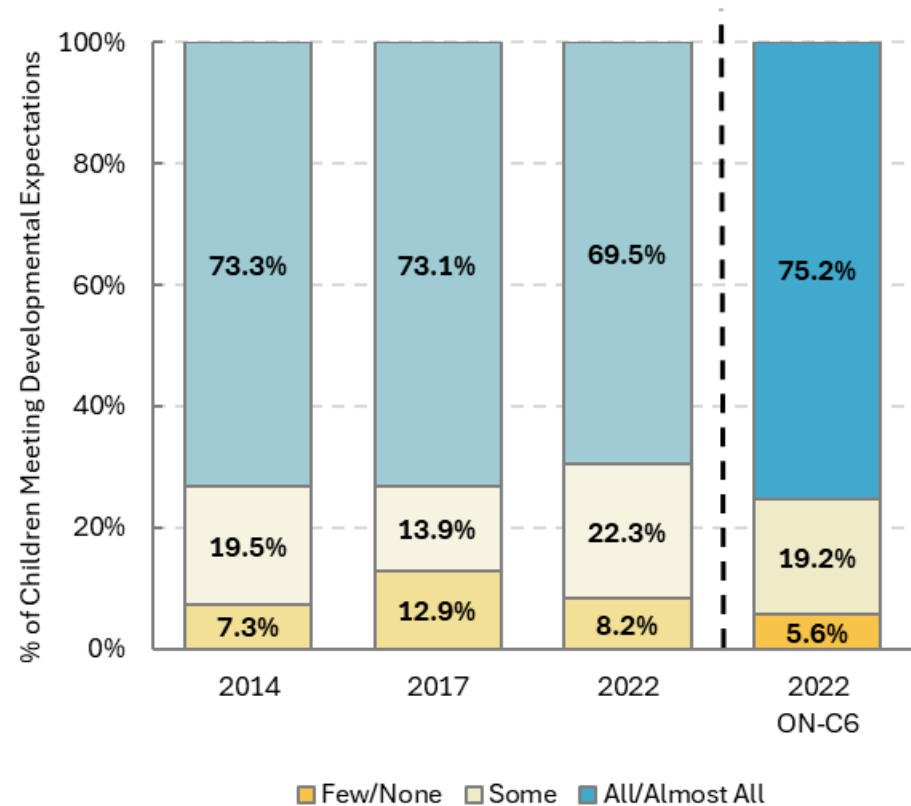
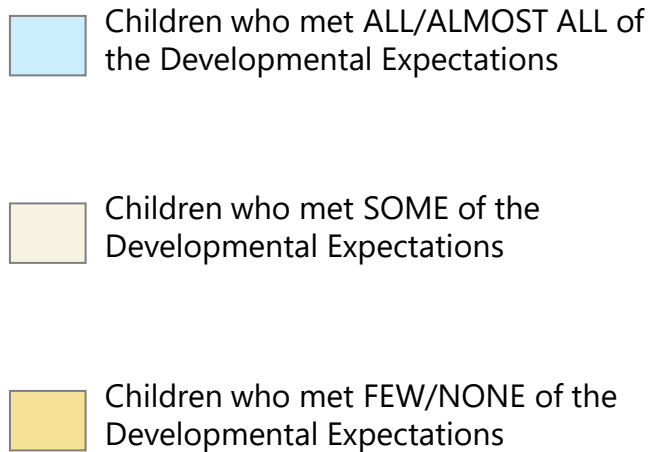
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Responsibility and Respect

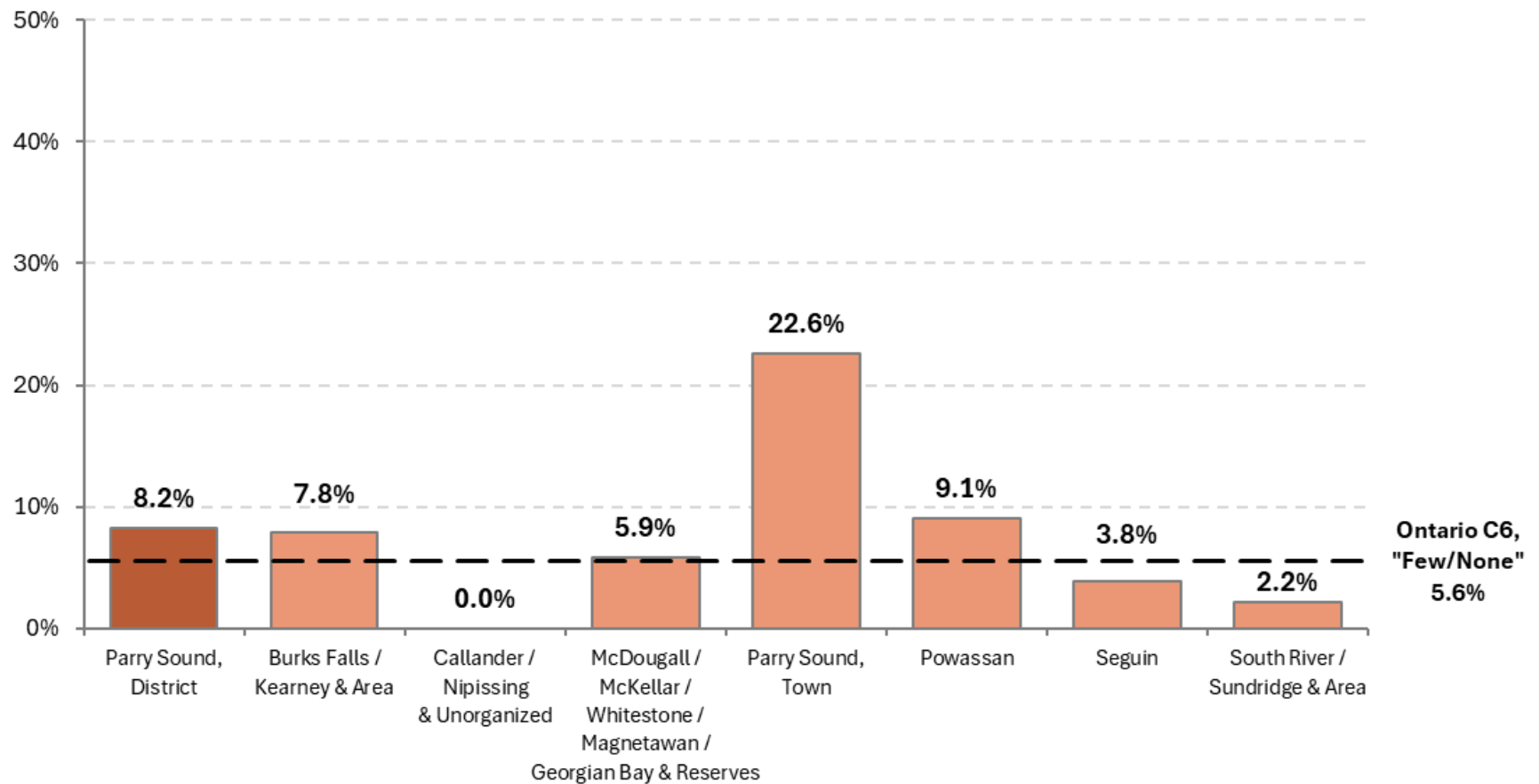
- Questions on the EDI:
 - Would you say that this child:
 - respects the property of others
 - follows rules and instructions
 - demonstrates self-control
 - demonstrates respect for adults
 - demonstrates respect for other children
 - accepts responsibility for actions
 - takes care of school materials
 - shows tolerance to someone who made a mistake (e.g., when a child gives a wrong answer to a question posed by the teacher)
- Child who always or most of the time, show respect for others and other's property: follow rules and take care of materials, accept responsibility for actions and show self-control.

Responsibility and Respect – Parry Sound Results



Responsibility and Respect – Parry Sound Results

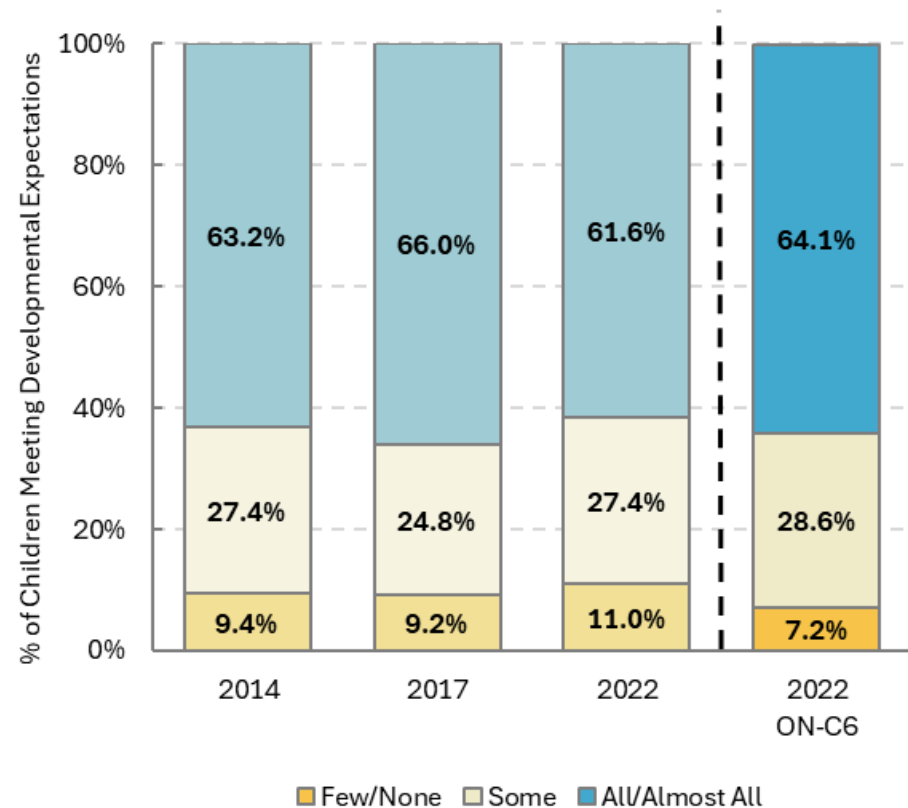
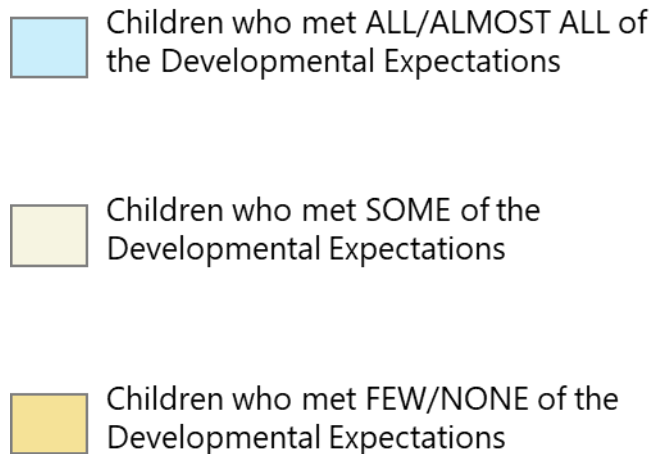
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Approaches to Learning

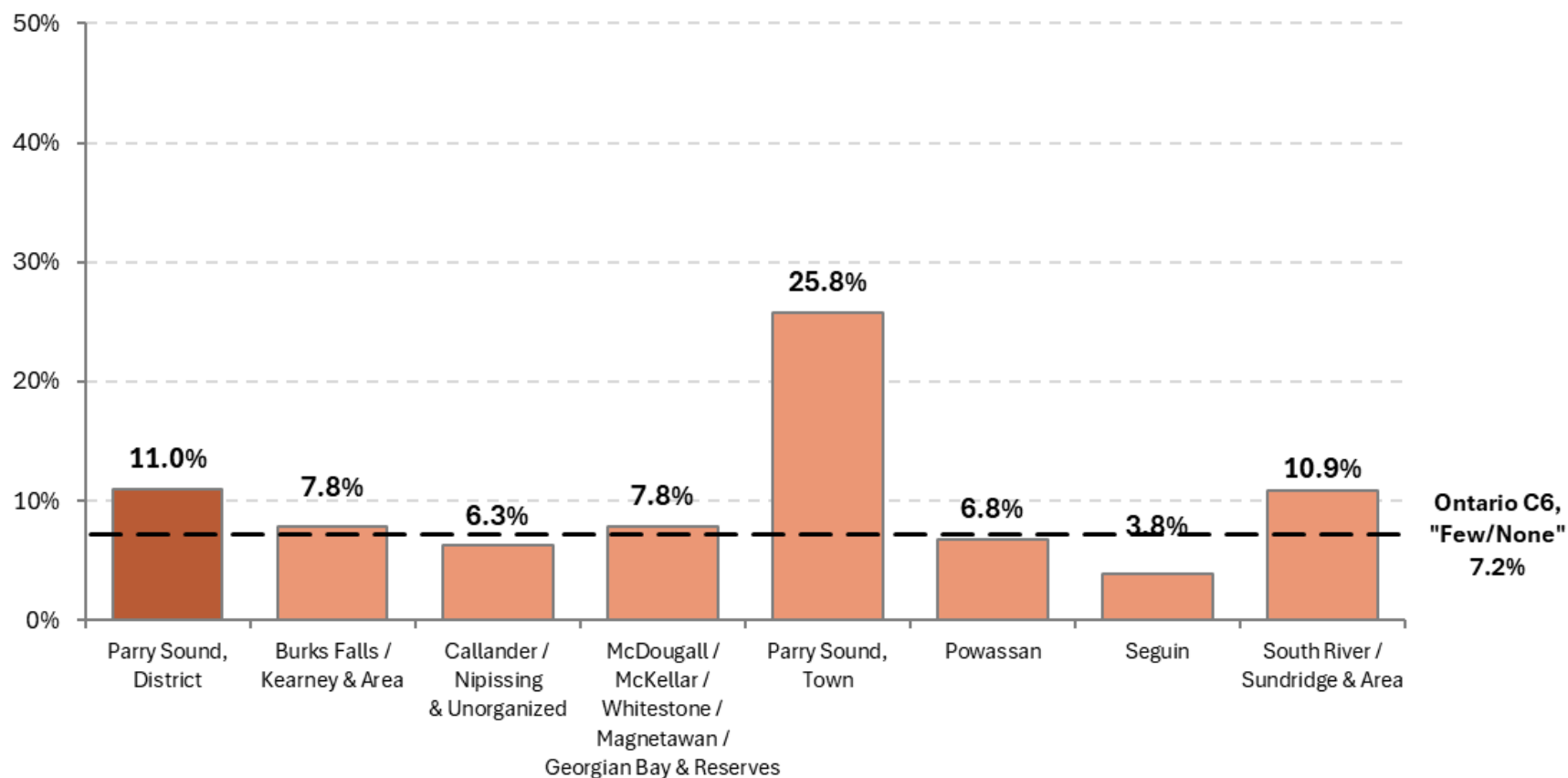
- Questions on the EDI:
 - Would you say that this child:
 - listens attentively
 - follows directions
 - completes work on time
 - works independently
 - works neatly and carefully
 - is able to solve day-to-day problems by him/herself
 - is able to follow one-step instructions
 - is able to follow class routines without reminders
 - is able to adjust to changes in routines
- Children meeting this development expectation always, or almost always, work neatly, independently, and solve problems, follow instructions and class routines, and easily adjust to changes.

Approaches to Learning – Parry Sound Results



Approaches to Learning

Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Readiness to Explore New Things

- Questions on the EDI:
 - Would you say that this child:
 - is curious about the world
 - is eager to play with a new toy
 - is eager to play a new game
 - is eager to play with/read a new book
- Children meeting this developmental expectation: are curious about the surrounding world and are eager to explore new books, toys and games.

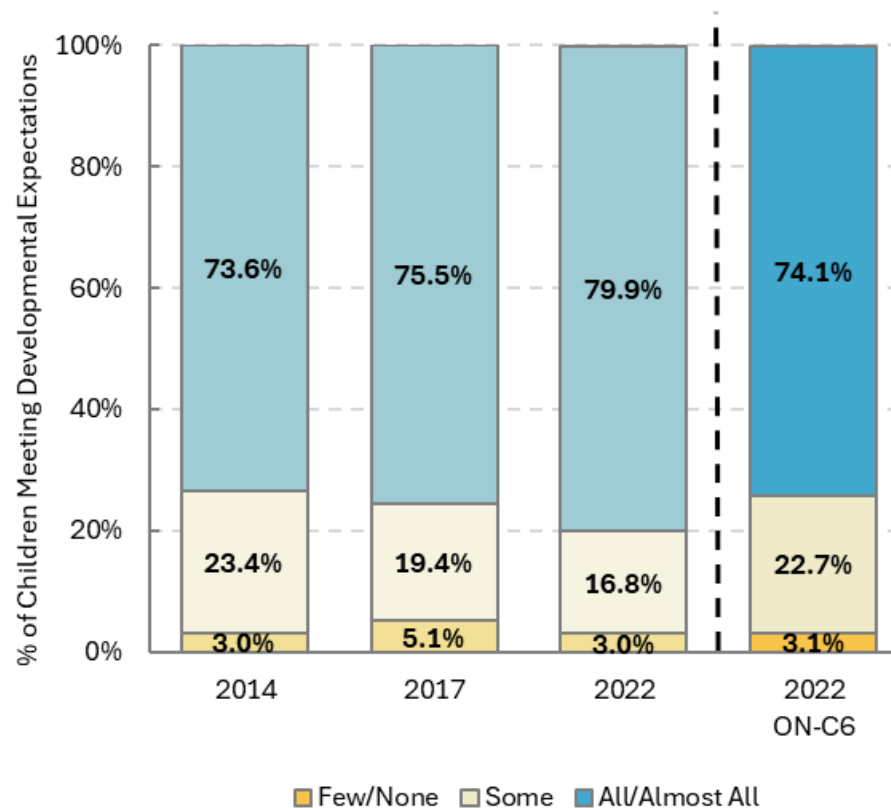
Readiness to Explore New Things

- Parry Sound Results

Children who met ALL/ALMOST ALL of the Developmental Expectations

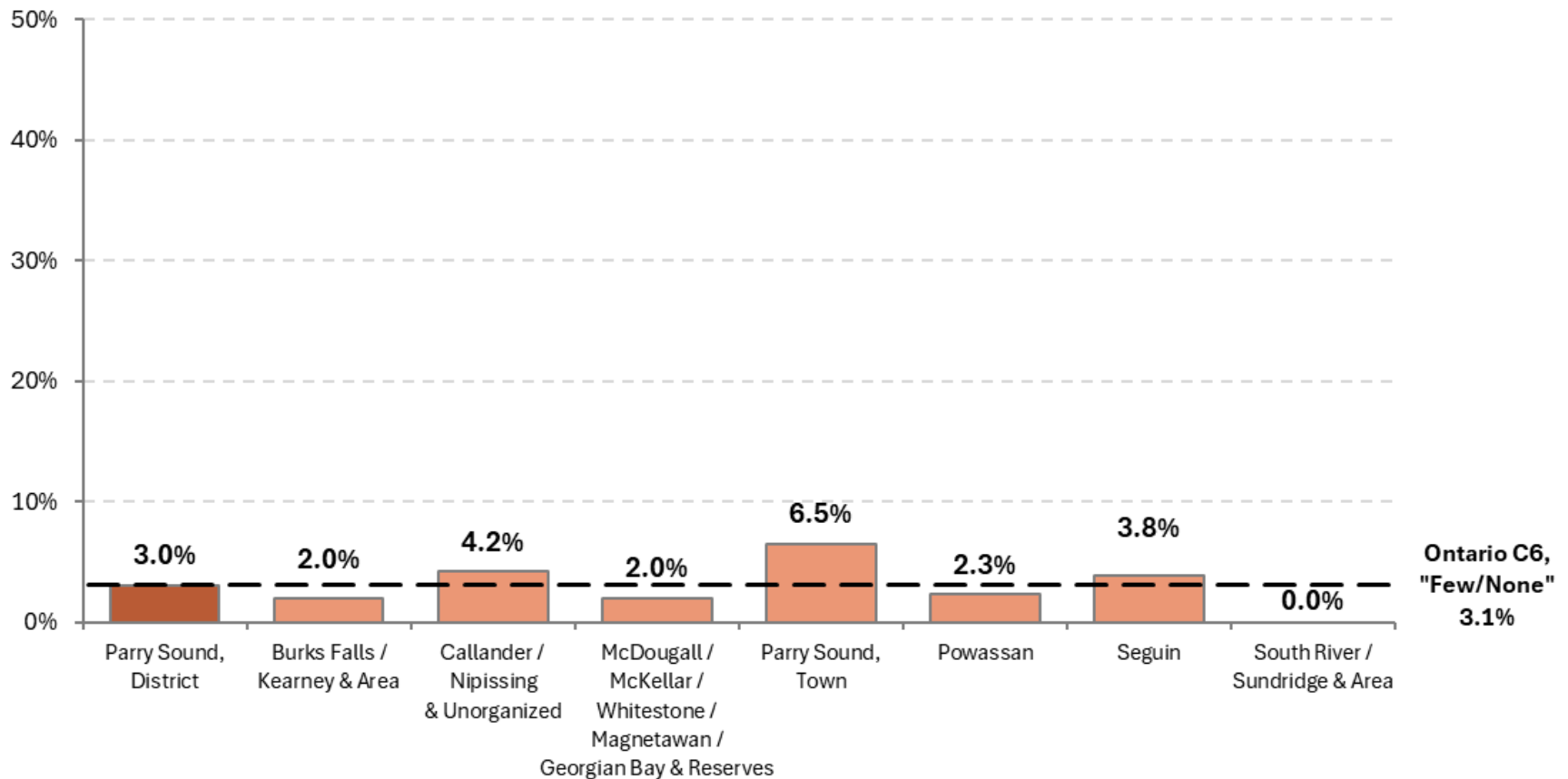
Children who met SOME of the Developmental Expectations

Children who met FEW/NONE of the Developmental Expectations



Readiness to Explore New Things

Children meeting FEW/NONE of the Developmental Expectations for Subdomain

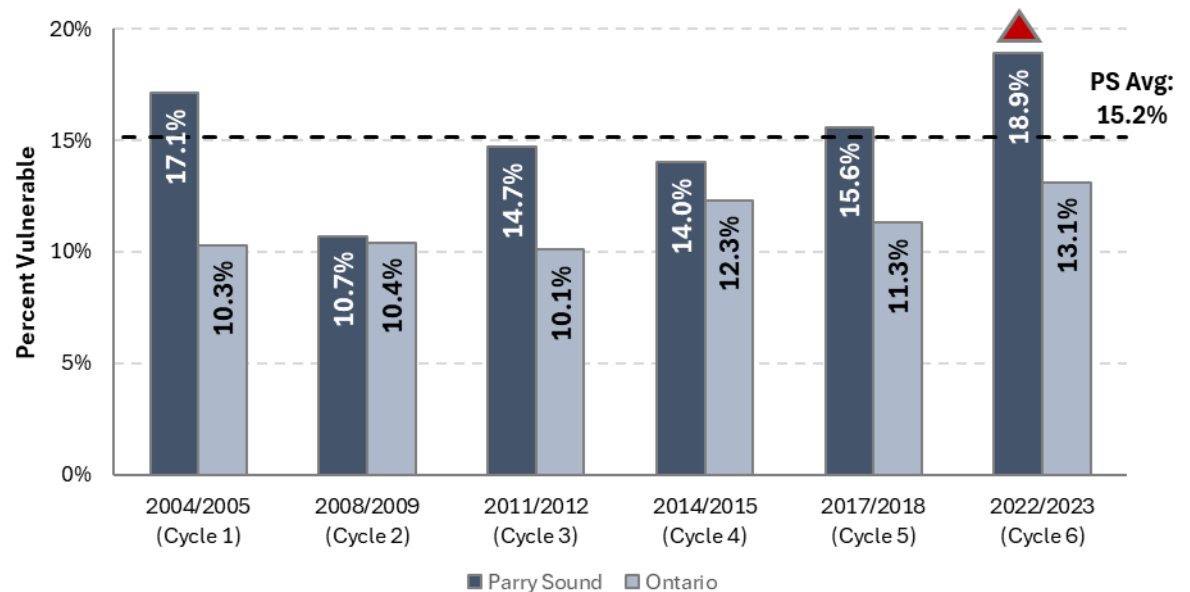


Social Competence

Location	Social Competence			
	2017/18	2022/23	Change	Result
Parry Sound	14.6%	13.1%	1.5	■
Burks Falls/Kearney & Area	10.0%	11.8%	1.8	■
Callander/Nipissing & Unorganized	7.4%	8.3%	0.9	■
McDougall/McKellar/Whitestone/Magnetawan/ Georgian Bay & Reserves	6.2%	13.7%	7.5	▲
Parry Sound, Town	31.1%	24.2%	6.9	▼
Powassan	11.8%	15.9%	4.1	■
Seguin	16.1%	3.8%	12.3	▼
South River/Sundridge & Area	25.7%	6.5%	19.2	▼

Emotional Maturity

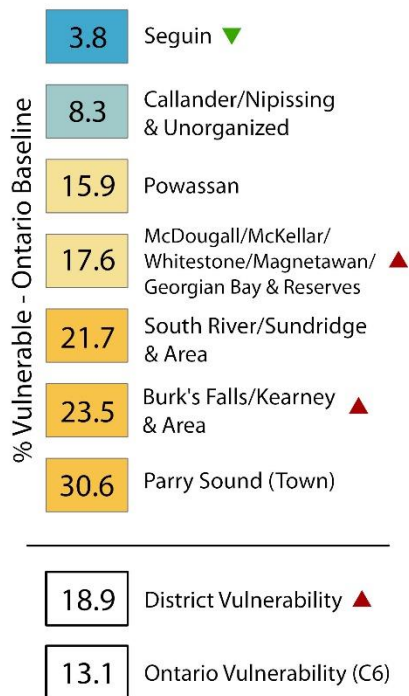
- Includes the ability to think before acting, a balance between too fearful and too impulsive, an ability to deal with feelings at the age-appropriate level, and empathetic response to other people's feelings.



District of Parry Sound 2022 - 2023 EDI Results

Emotional Maturity

Measures prosocial and helping behaviour, anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.

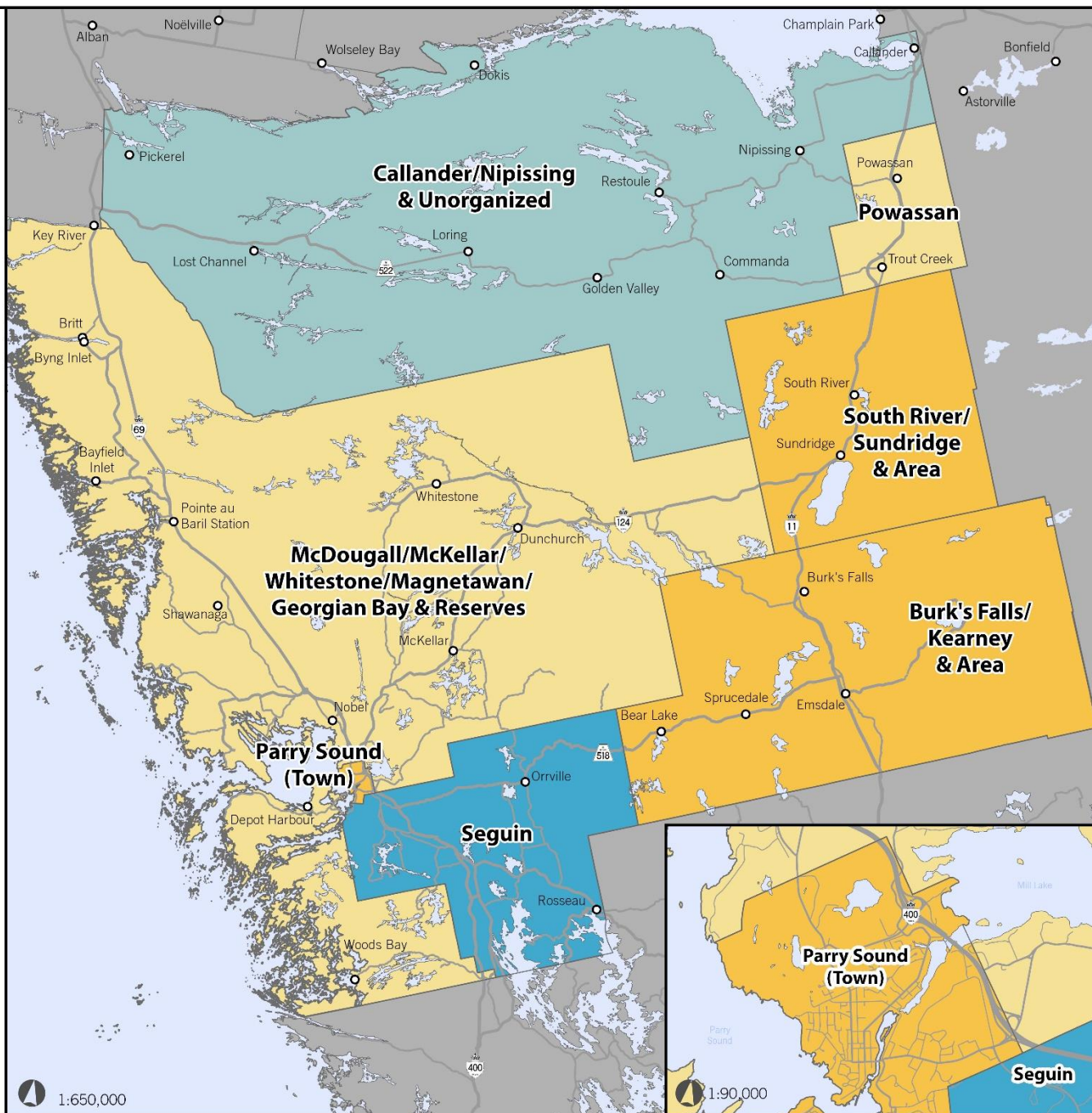


Note: Colour classification is based on the Ontario Cycle 6 Results.

▼ Indicates a statistically significant decrease in vulnerability from 2017/18

▲ Indicates a statistically significant increase in vulnerability from 2017/18

Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024

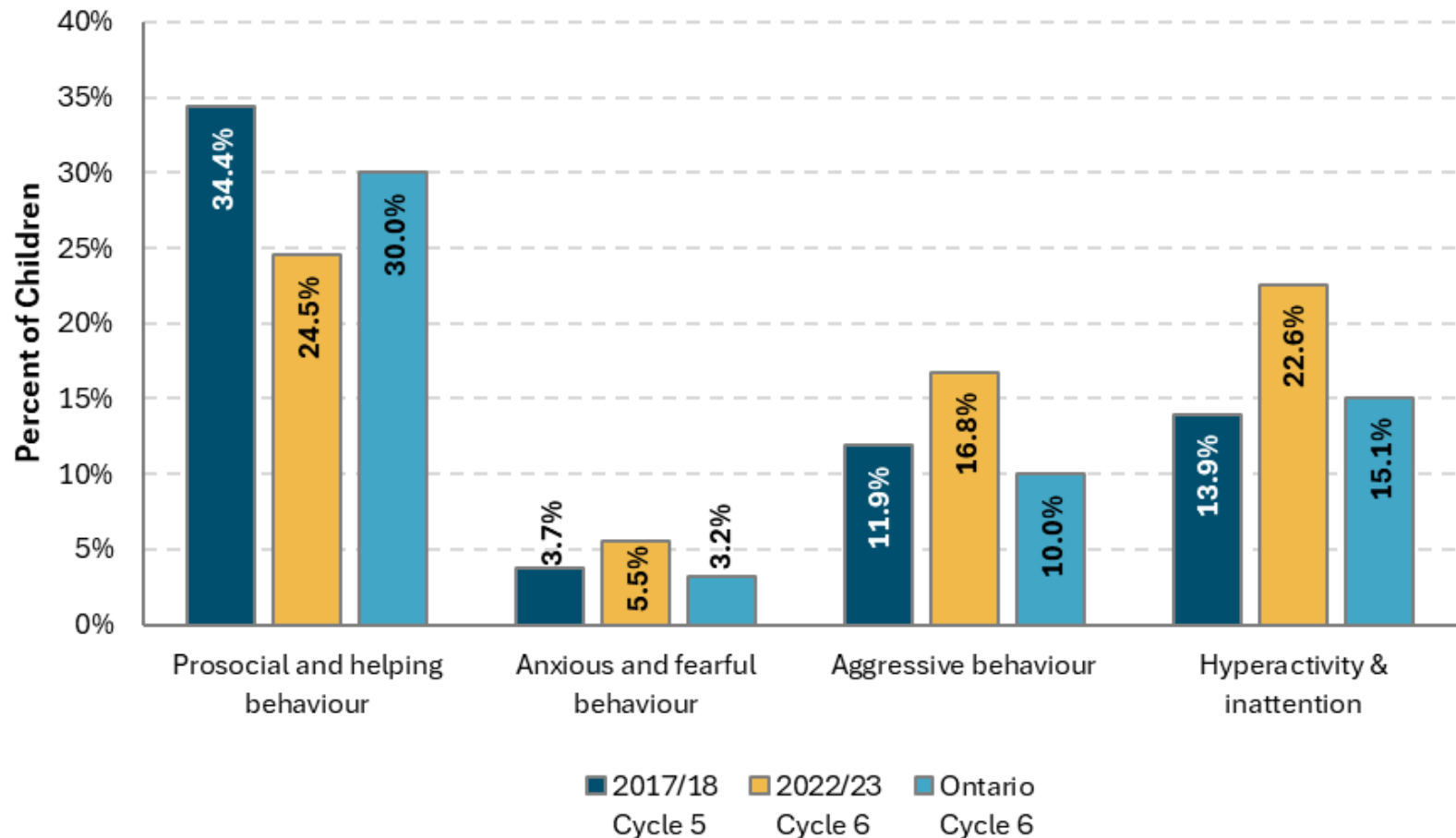


Emotional Maturity Subdomains

- The Emotional Maturity domain can be further divided into four sub-domains:
 - Prosocial and Helping Behaviour
 - Anxious and Fearful Behaviour
 - Aggressive Behaviour
 - Hyperactivity and Inattentive Behaviour
- Understanding these subdomains allows early years service providers to be specific as to what needs should be targeted in program planning.

Emotional Maturity Subdomains

Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Prosocial and Helping Behaviour

- Questions on the EDI:
 - Would you say that this child:
 - will try to help someone who has been hurt
 - volunteers to help clear up a mess someone else has made
 - if there is a quarrel or dispute will try to stop it
 - offers to help other children who have difficulty with a task
 - comforts a child who is crying or upset
 - spontaneously helps to pick up objects which another child has dropped (e.g., pencils, books)
 - will invite bystanders to join in a game
 - helps other children who are feeling sick
- Children who often show most of the helping behaviours: help someone who is hurt, sick or upset, offer to help spontaneously, or invite bystanders to join in.

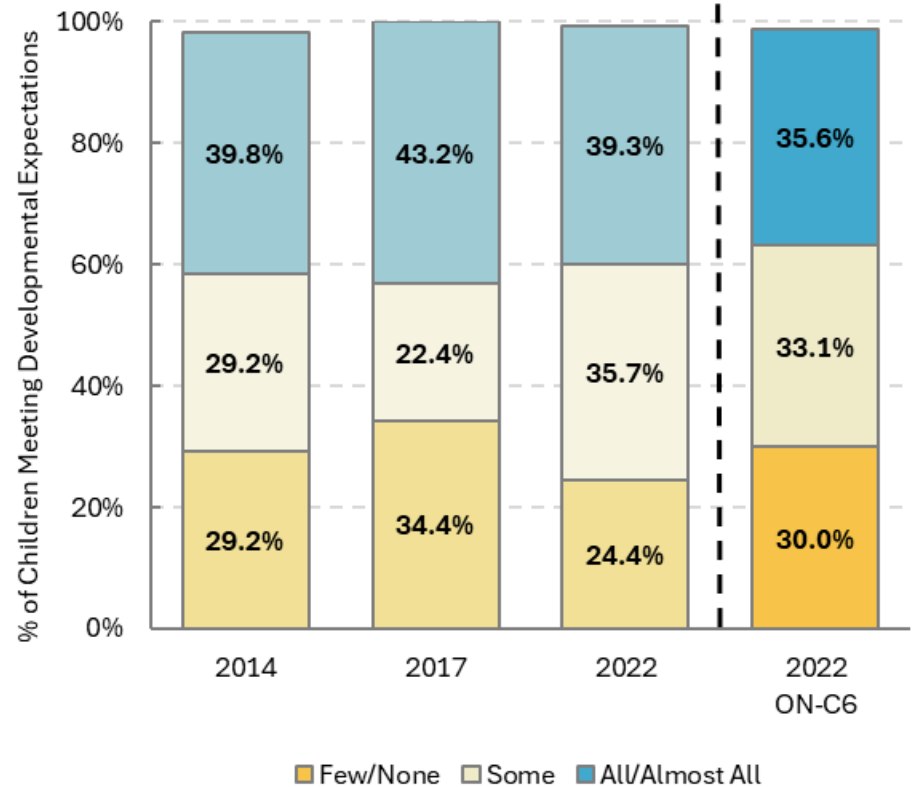
Prosocial and Helping Behaviour

- Parry Sound Results

Children who met ALL/ALMOST ALL of the Developmental Expectations

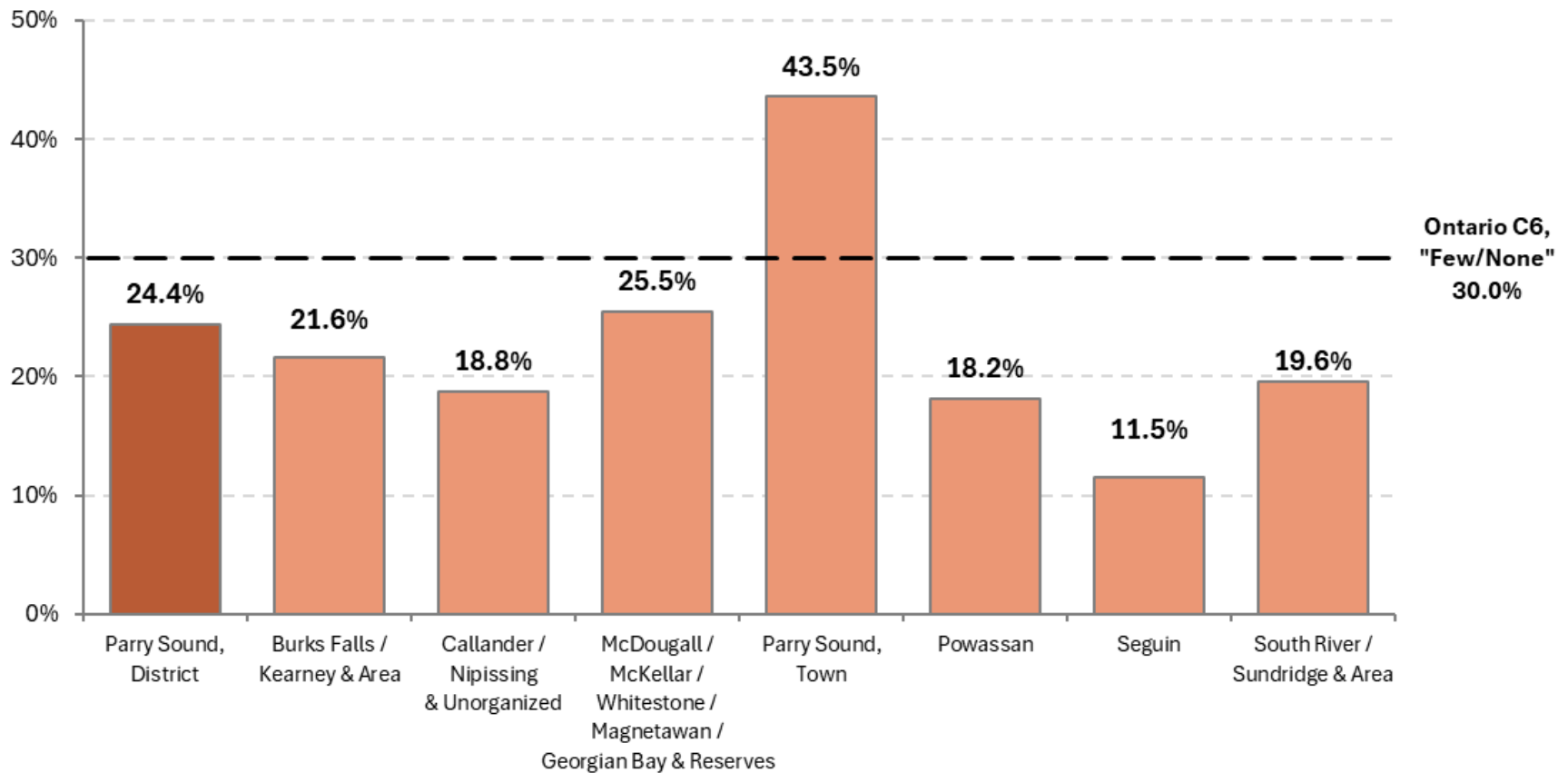
Children who met SOME of the Developmental Expectations

Children who met FEW/NONE of the Developmental Expectations



Prosocial and Helping Behaviour

Children meeting FEW/NONE of the Developmental Expectations for Subdomain

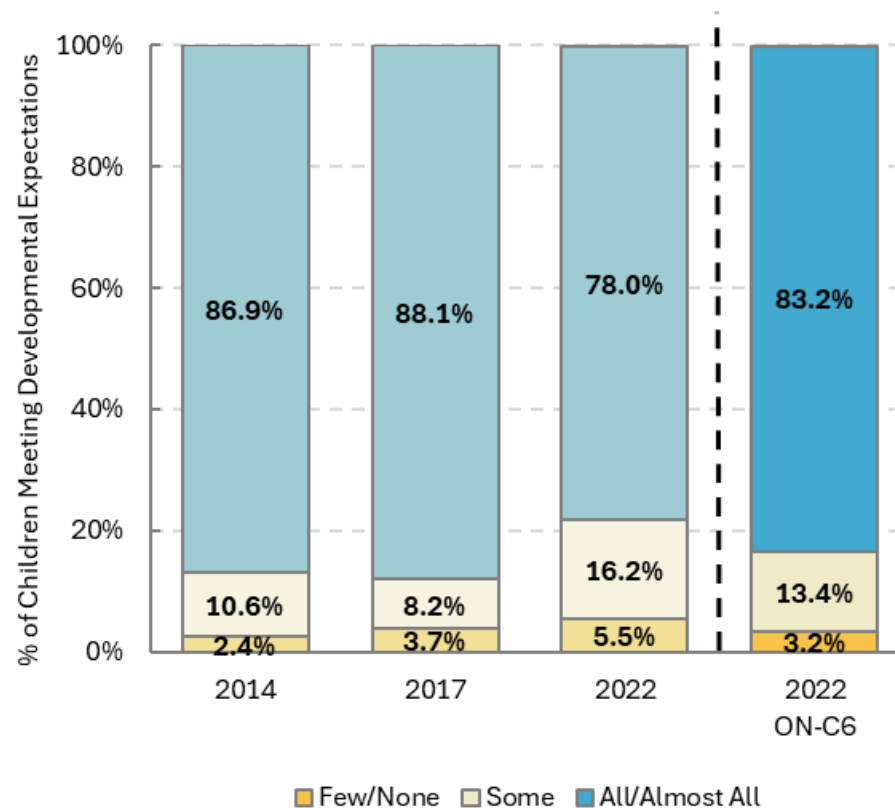
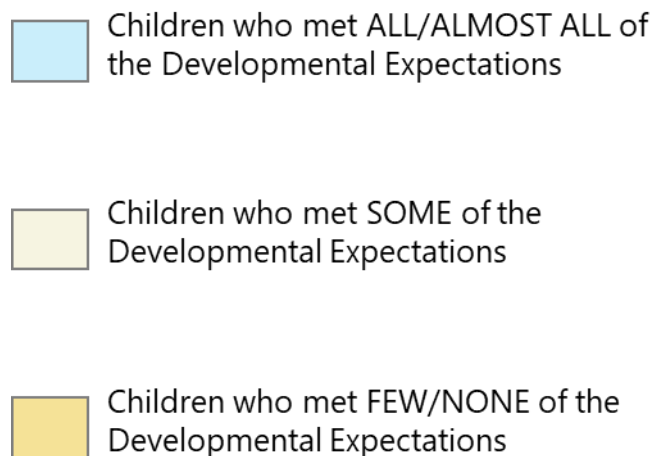


Anxious and Fearful Behaviour

- Questions on the EDI:
 - Would you say that this child:
 - is upset when left by parent/guardian
 - seems to be unhappy, sad, or depressed
 - appears fearful or anxious
 - appears worried
 - cries a lot
 - is nervous, high-strung, or tense
 - is incapable of making decisions
 - is shy
- Children who rarely or never show most of the anxious behaviours: they are happy and able to enjoy school and are comfortable being left at school by caregivers.

Anxious and Fearful Behaviour

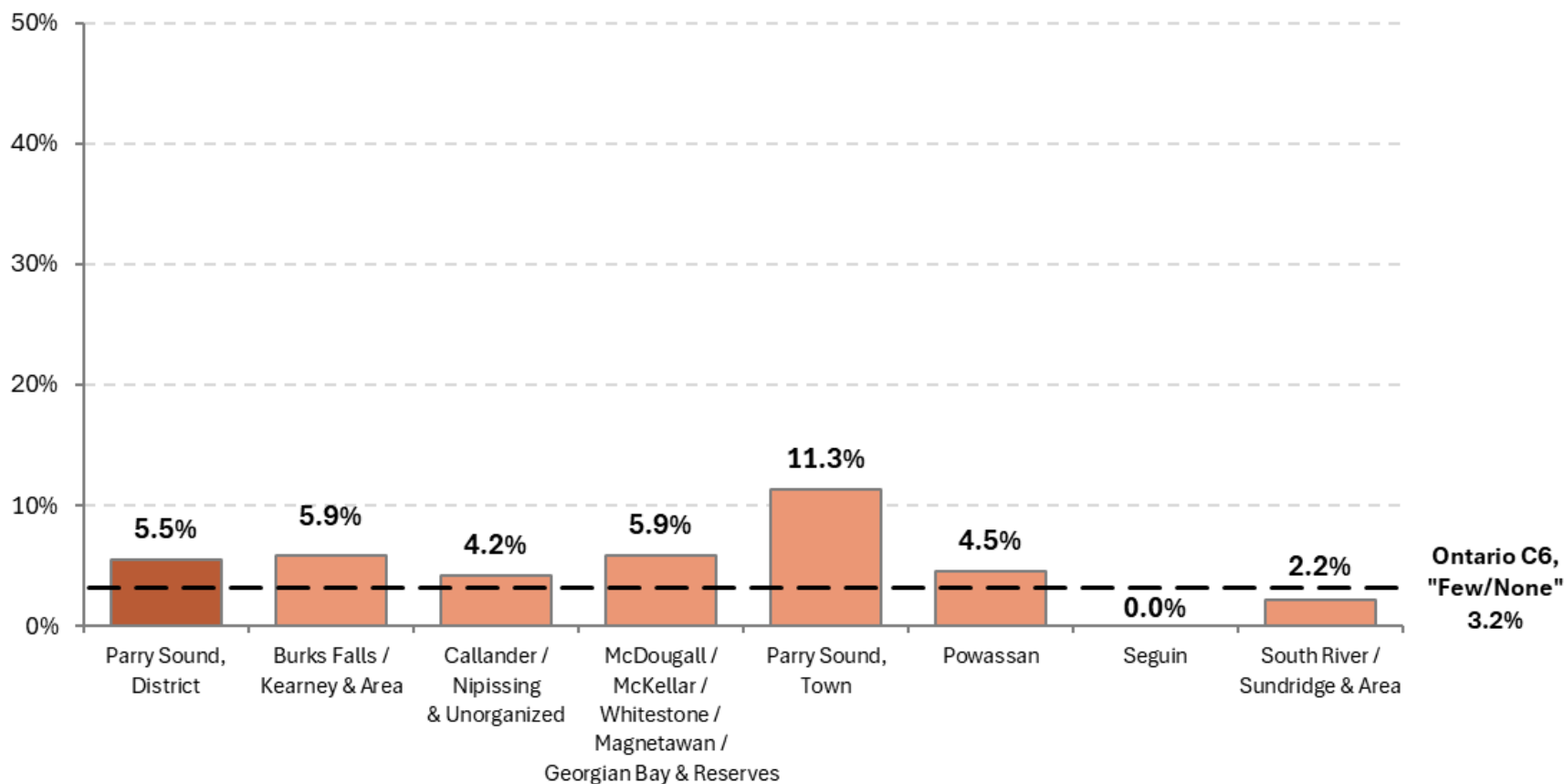
Parry Sound Results



Anxious and Fearful Behaviour

Parry Sound Results

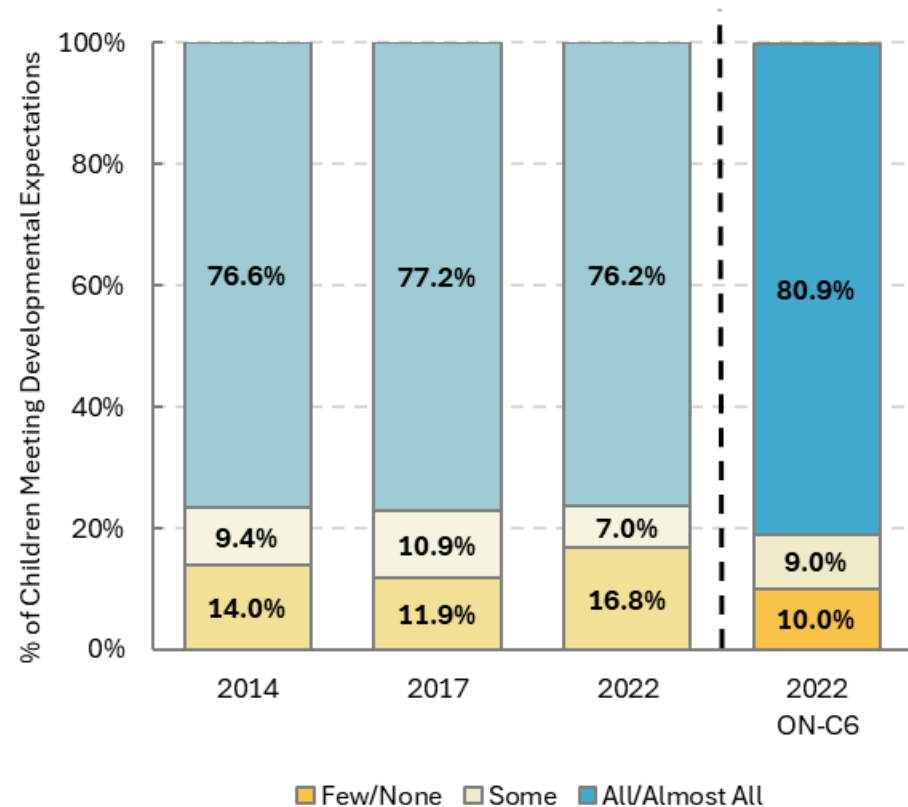
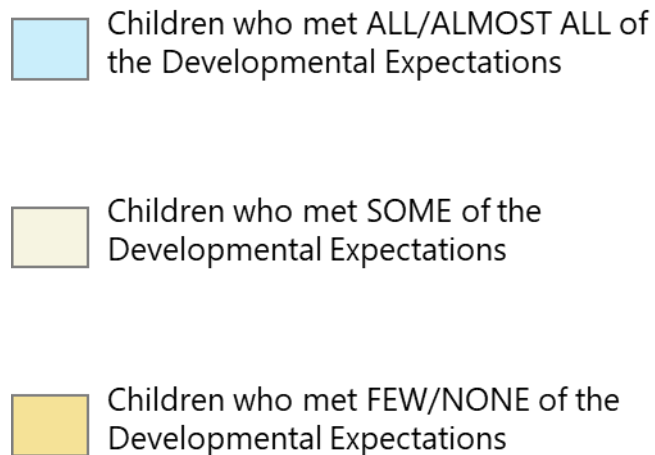
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Aggressive Behaviour

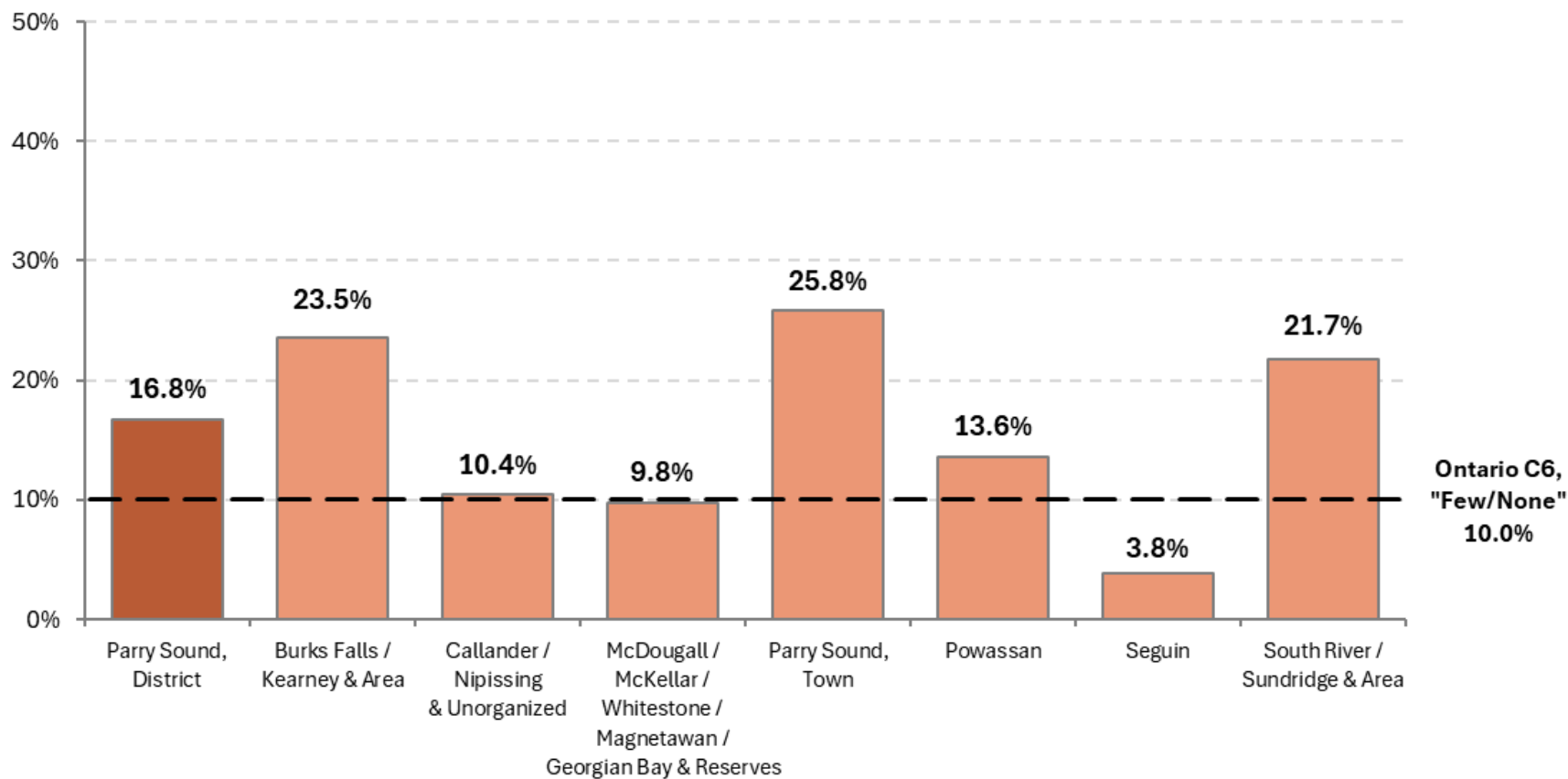
- Questions on the EDI:
 - Would you say that this child:
 - gets into physical fights
 - bullies or is mean to others
 - kicks, bites, hits other children or adults
 - takes things that do not belong to him/her
 - laughs at other children's discomfort
 - is disobedient
 - has temper tantrums
- Children who rarely or never show most of the aggressive behaviours: do not use aggression as a means to solve conflict, do not have temper tantrums, and are not mean to others.

Aggressive Behaviour – Parry Sound Results



Aggressive Behaviour – Parry Sound Results

Children meeting FEW/NONE of the Developmental Expectations for Subdomain

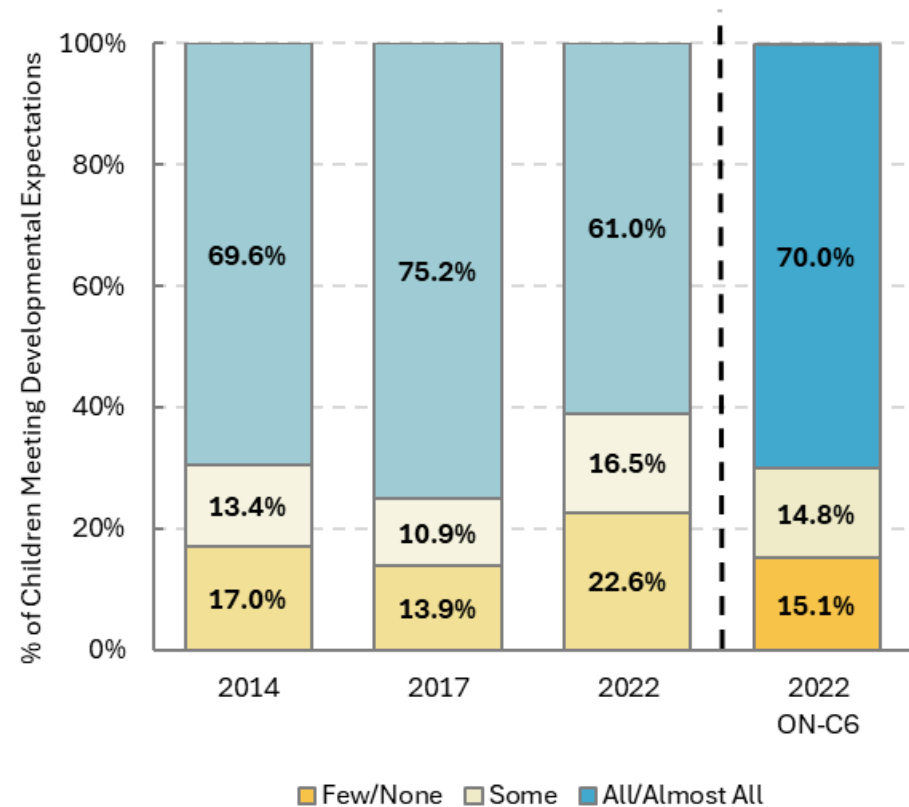
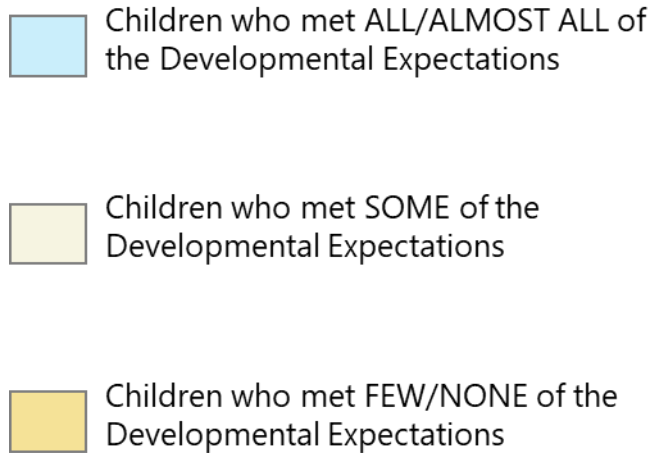


Hyperactivity and Inattentive Behaviour

- Questions on the EDI:
 - Would you say that this child:
 - can't sit still, is restless
 - is distractible, has trouble sticking to any activity
 - fidgets
 - is impulsive, acts without thinking
 - has difficulty awaiting turn in games or groups
 - cannot settle to anything for more than a few moments
 - is inattentive
- Children who never show most of the hyperactive behaviours: are able to concentrate, settle into chosen activities, wait their turn, and, most of the time, think before doing something.

Hyperactivity and Inattentive Behaviour

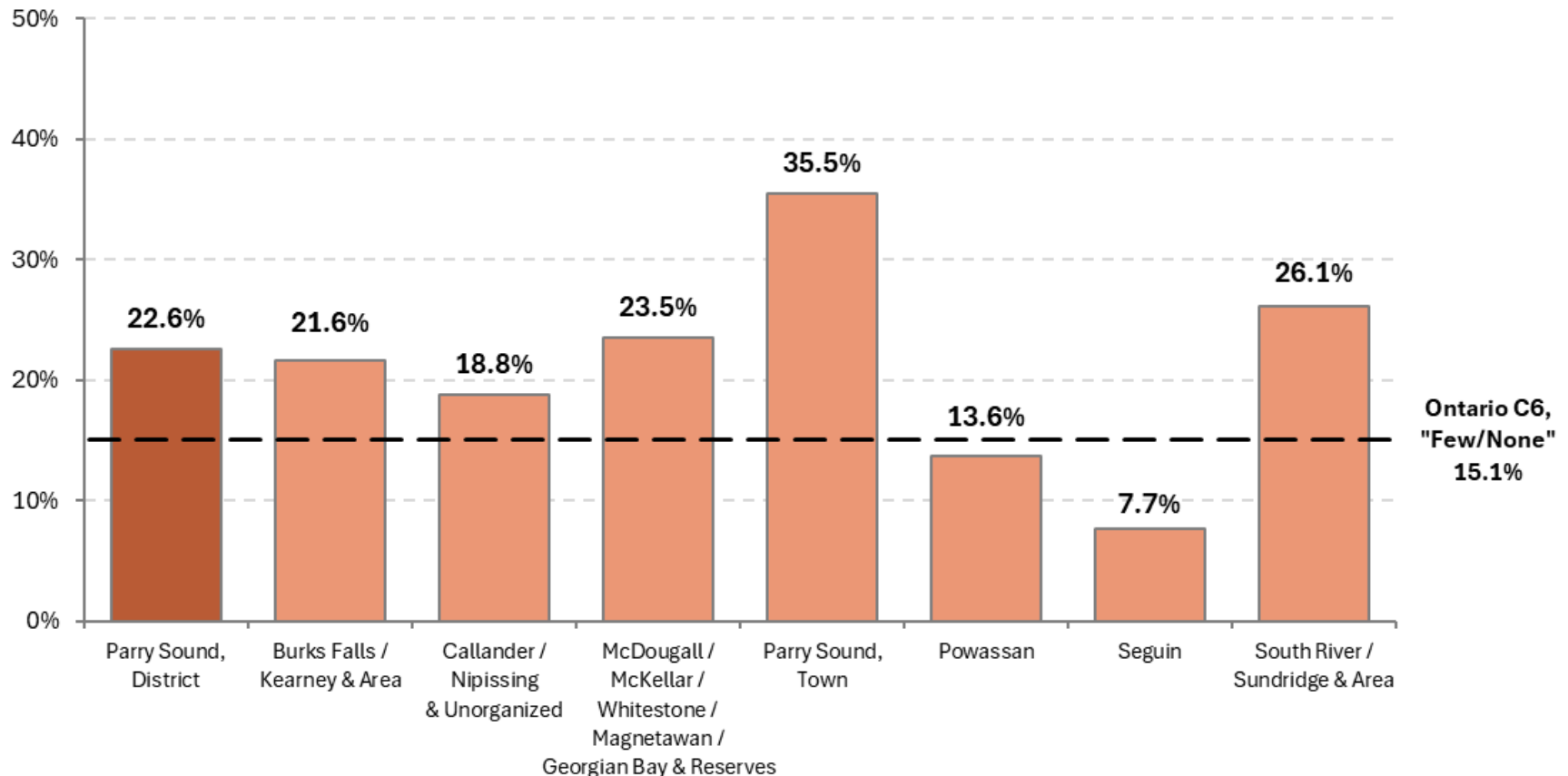
– Parry Sound Results











Hyperactivity and Inattentive Behaviour

– Parry Sound Results

Children meeting FEW/NONE of the Developmental Expectations for Subdomain

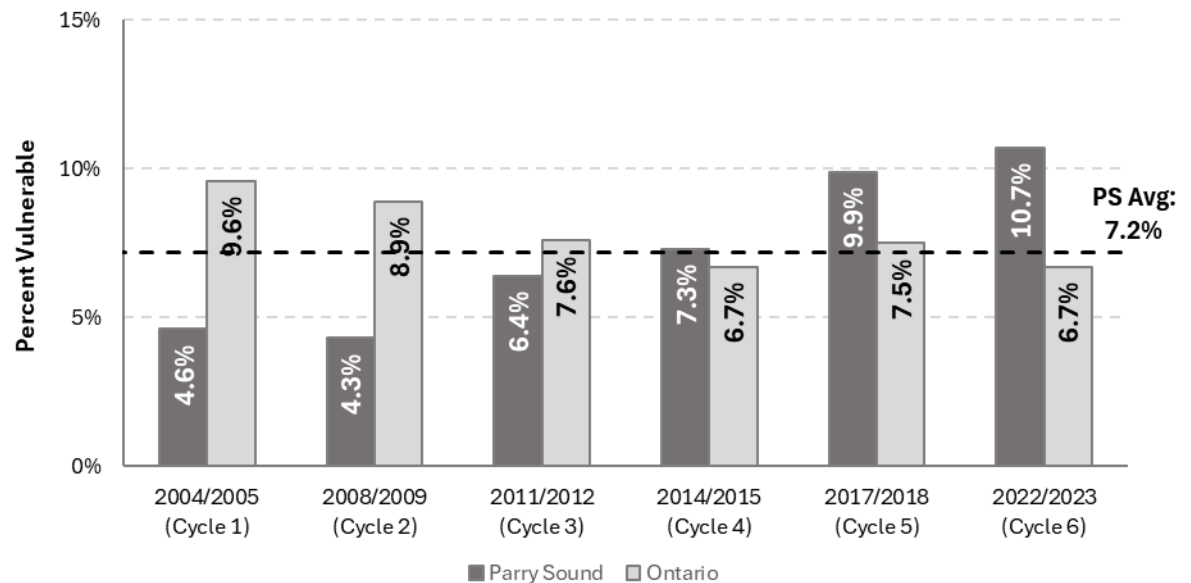


Emotional Maturity

Location	Emotional Maturity			
	2017/18	2022/23	Change	Result
Parry Sound	15.6%	18.9%	3.3	
Burks Falls/Kearney & Area	10.0%	23.5%	13.5	
Callander/Nipissing & Unorganized	11.1%	8.3%	2.8	
McDougall/McKellar/Whitestone/Magnetawan/Georgian Bay & Reserves	7.7%	17.6%	9.9	
Parry Sound, Town	33.3%	30.6%	2.7	
Powassan	8.8%	15.9%	7.1	
Seguin	19.4%	3.8%	15.6	
South River/Sundridge & Area	22.9%	21.7%	1.2	

Language & Cognitive Development

- Includes reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, ability to understand similarities and differences, and ability to recite back specific pieces of information from memory.



District of Parry Sound 2022 - 2023 EDI Results

Language & Cognitive Development

Measures basic and advanced literacy skills, interest literacy/numeracy and memory, and basic numeracy skills.

% Vulnerable - Ontario Baseline

4.5	Powassan
6.3	Callander/Nipissing & Unorganized
6.5	South River/Sundridge & Area
7.7	Seguin ▼
7.8	Burk's Falls/Kearney & Area
7.8	McDougall/McKellar/Whitestone/Magnetawan/Georgian Bay & Reserves
27.4	Parry Sound (Town) ▲

10.7	District Vulnerability
6.7	Ontario Vulnerability (C6)

Note: Colour classification is based on the Ontario Cycle 6 Results.

▼ Indicates a statistically significant decrease in vulnerability from 2017/18

▲ Indicates a statistically significant increase in vulnerability from 2017/18

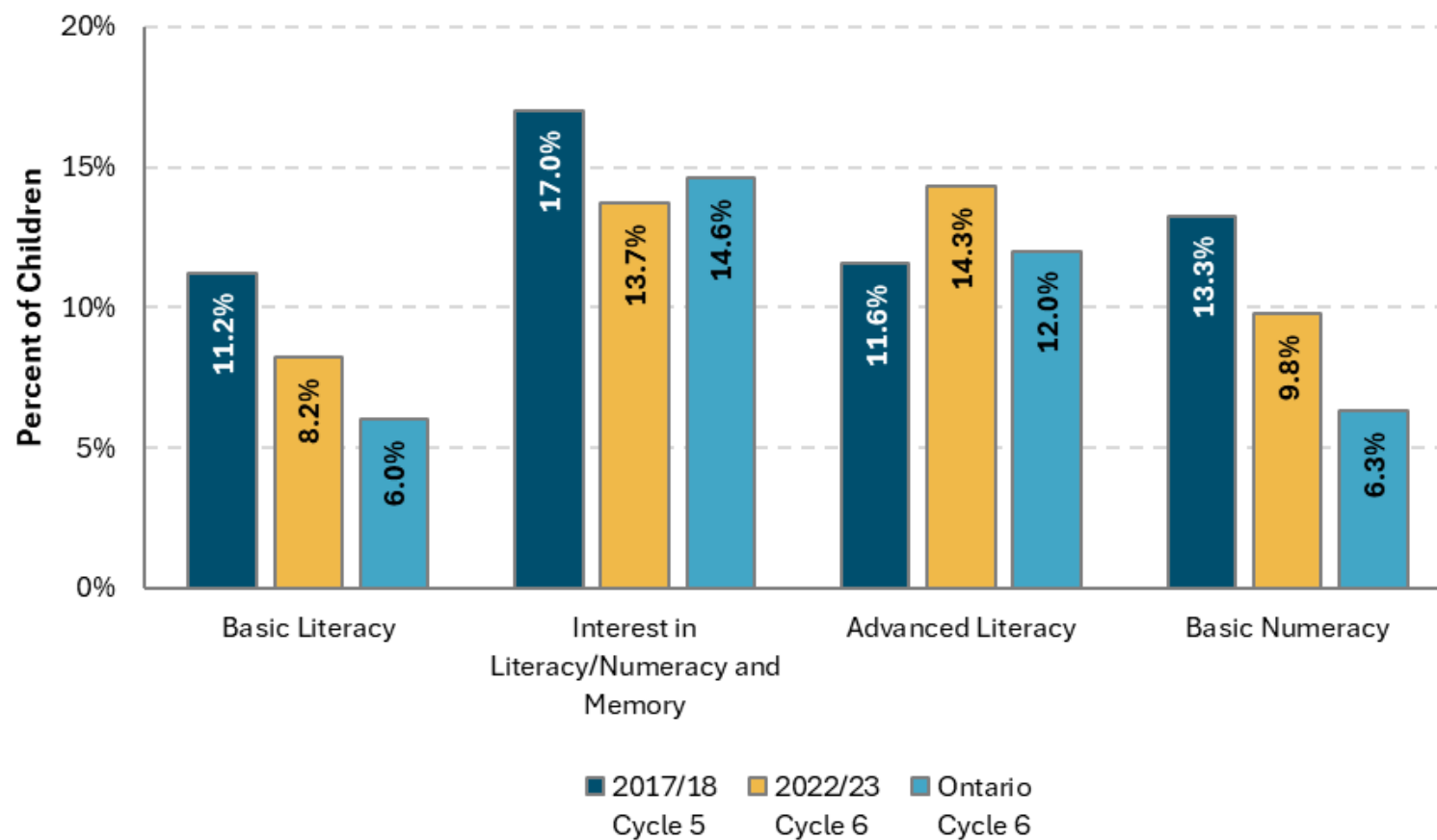
Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024



Language & Cognitive Development Subdomains

- The Language & Cognitive Development domain can be further divided into four sub-domains:
 - Basic Literacy
 - Interest in Literacy/Numeracy and Memory
 - Advanced Literacy
 - Basic Numeracy
- Understanding these subdomains allows early years service providers to be specific as to what needs should be targeted in program planning.

Language & Cognitive Development Subdomains



Basic Literacy

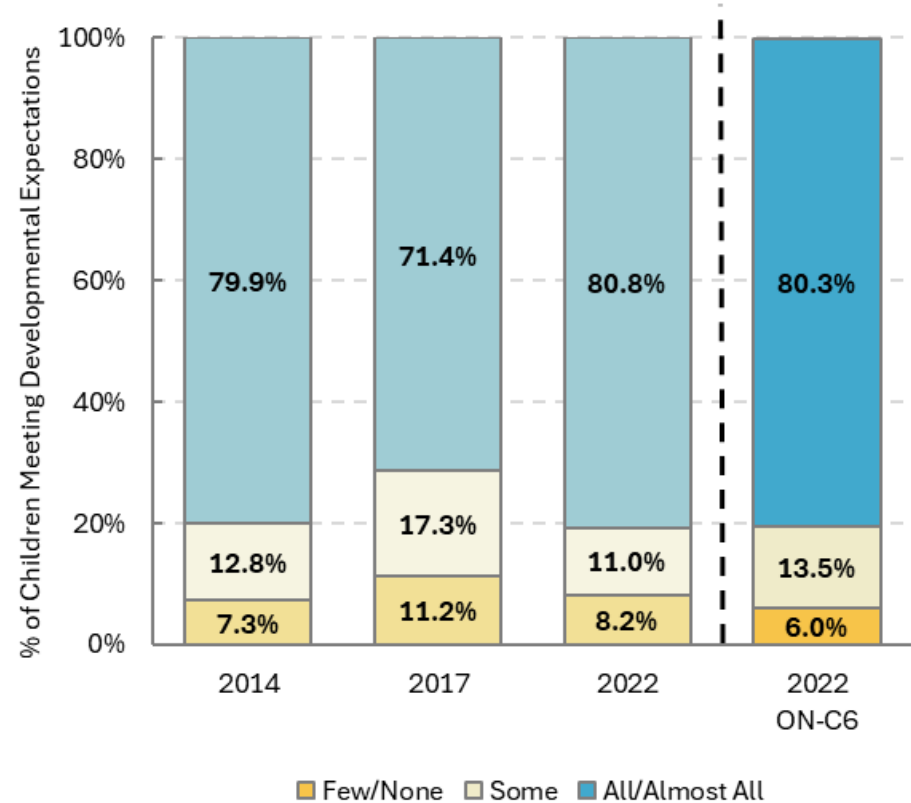
- Questions on the EDI:
 - Would you say that this child:
 - knows how to handle a book (e.g., turn a page)
 - is able to identify at least 10 letters of the alphabet
 - is able to attach sounds to letters
 - is showing awareness of rhyming words
 - is able to participate in group reading activities
 - is experimenting with writing tools
 - is aware of writing directions in English (left to right, top to bottom)
 - is able to write his/her own name in English
- Children who have all 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.

Basic Literacy – Parry Sound Results

Children who met ALL/ALMOST ALL of the Developmental Expectations

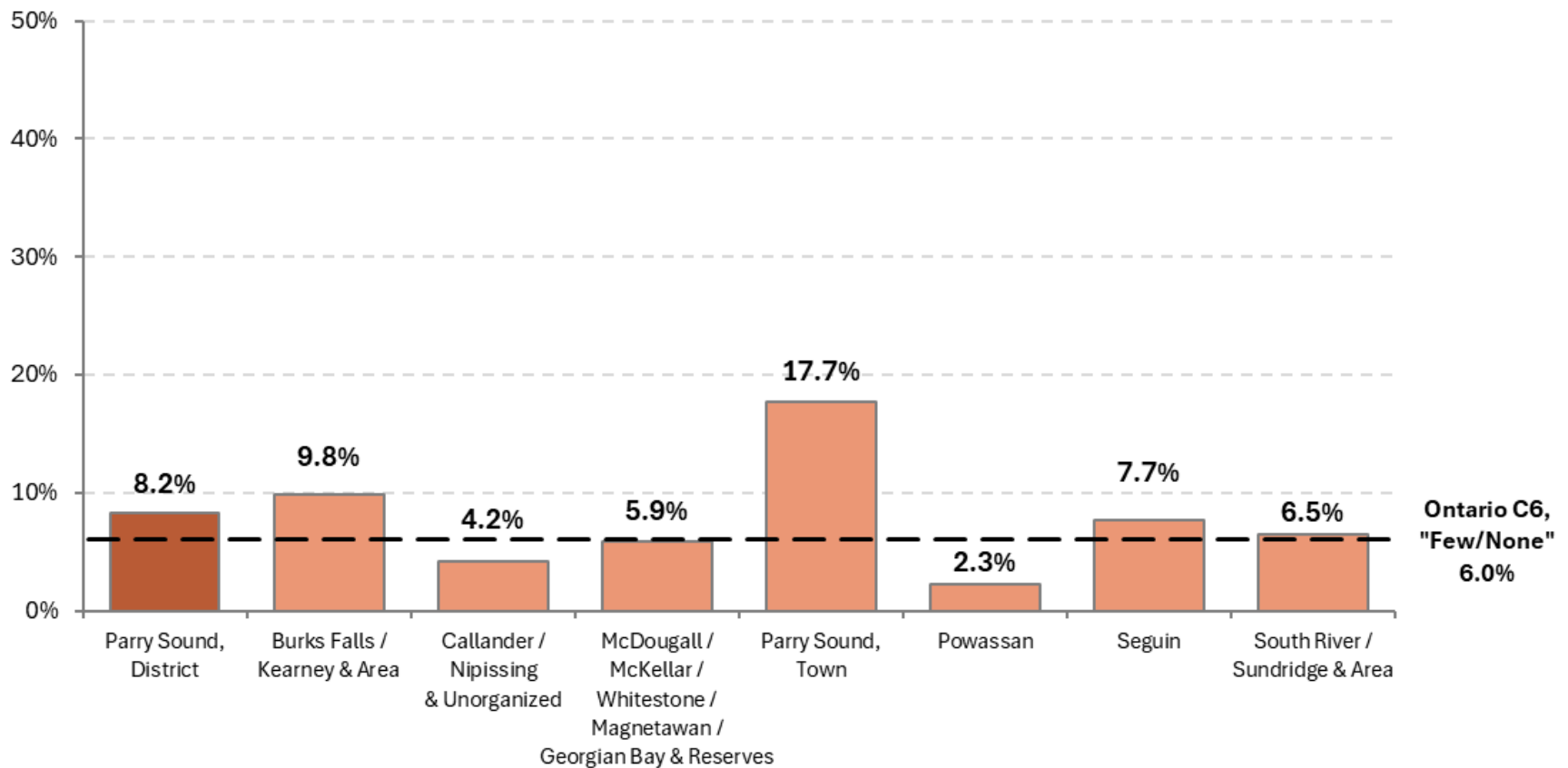
Children who met SOME of the Developmental Expectations

Children who met FEW/NONE of the Developmental Expectations



Basic Literacy – Parry Sound Results

Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Interest Literacy/Numeracy and Memory

- Questions on the EDI:
 - Would you say that this child:
 - is generally interested in books (pictures and print)
 - is interested in reading (inquisitive/curious about the meaning of printed material)
 - is able to remember things easily
 - is interested in mathematics
 - is interested in games involving numbers
- Children who meet this developmental expectation: show an interest in books and reading, math and numbers, and have no difficulty with remembering things.

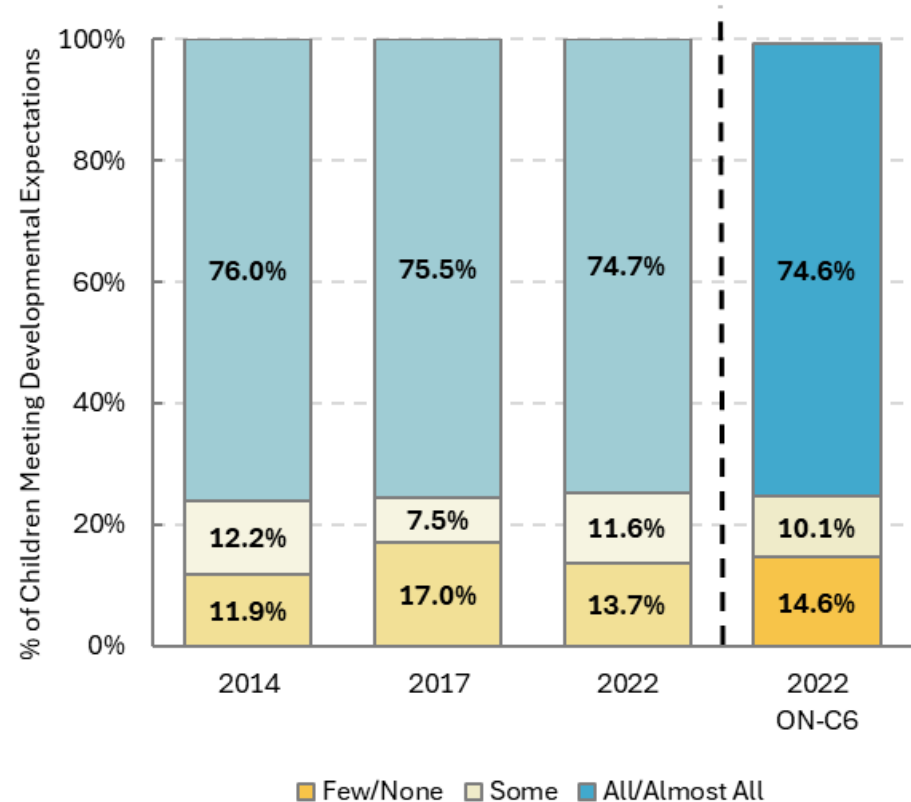
Interest Literacy/Numeracy and Memory

Parry Sound Results

Children who met ALL/ALMOST ALL of the Developmental Expectations

Children who met SOME of the Developmental Expectations

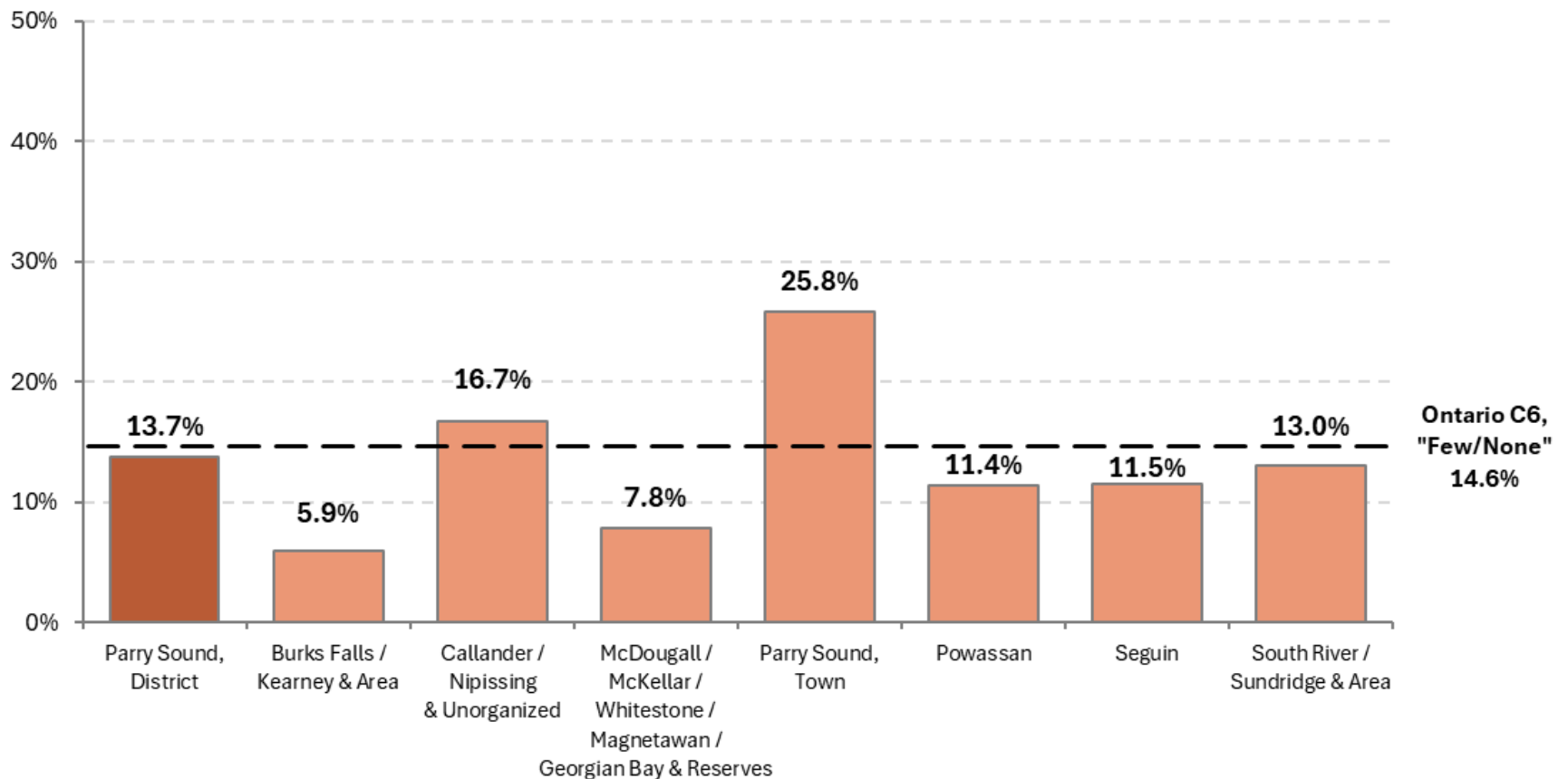
Children who met FEW/NONE of the Developmental Expectations



Interest Literacy/Numeracy and Memory

Parry Sound Results

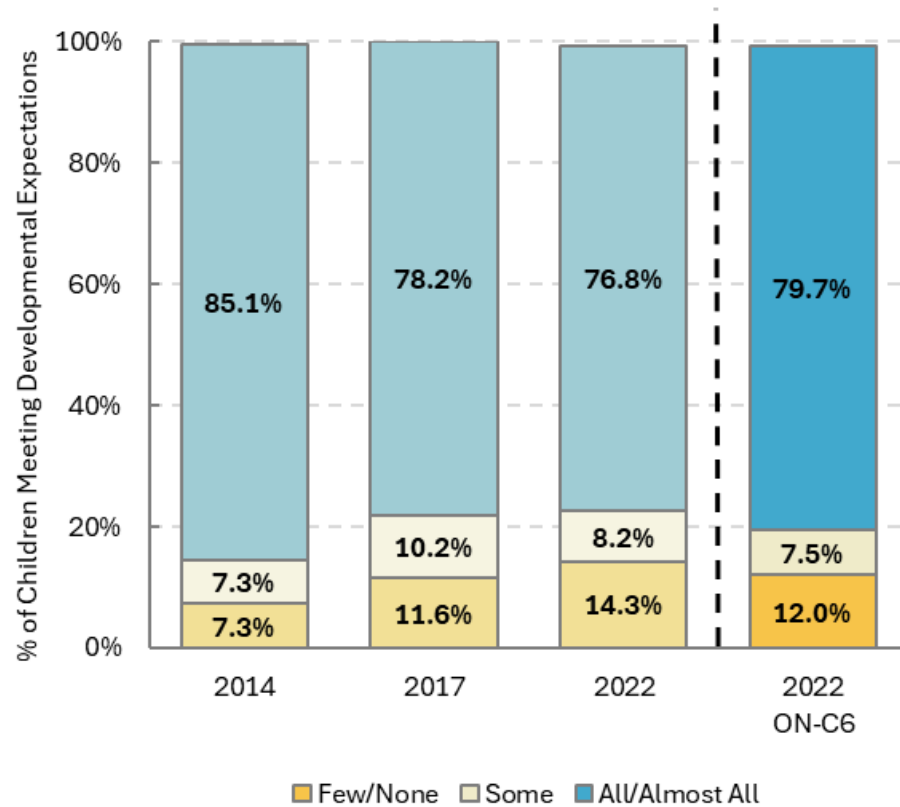
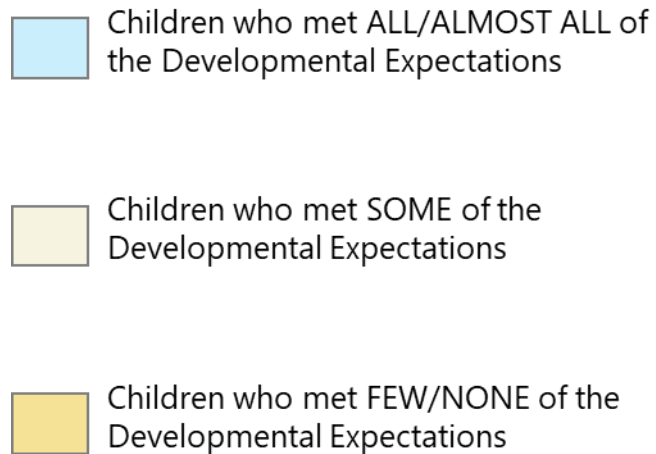
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Advanced Literacy

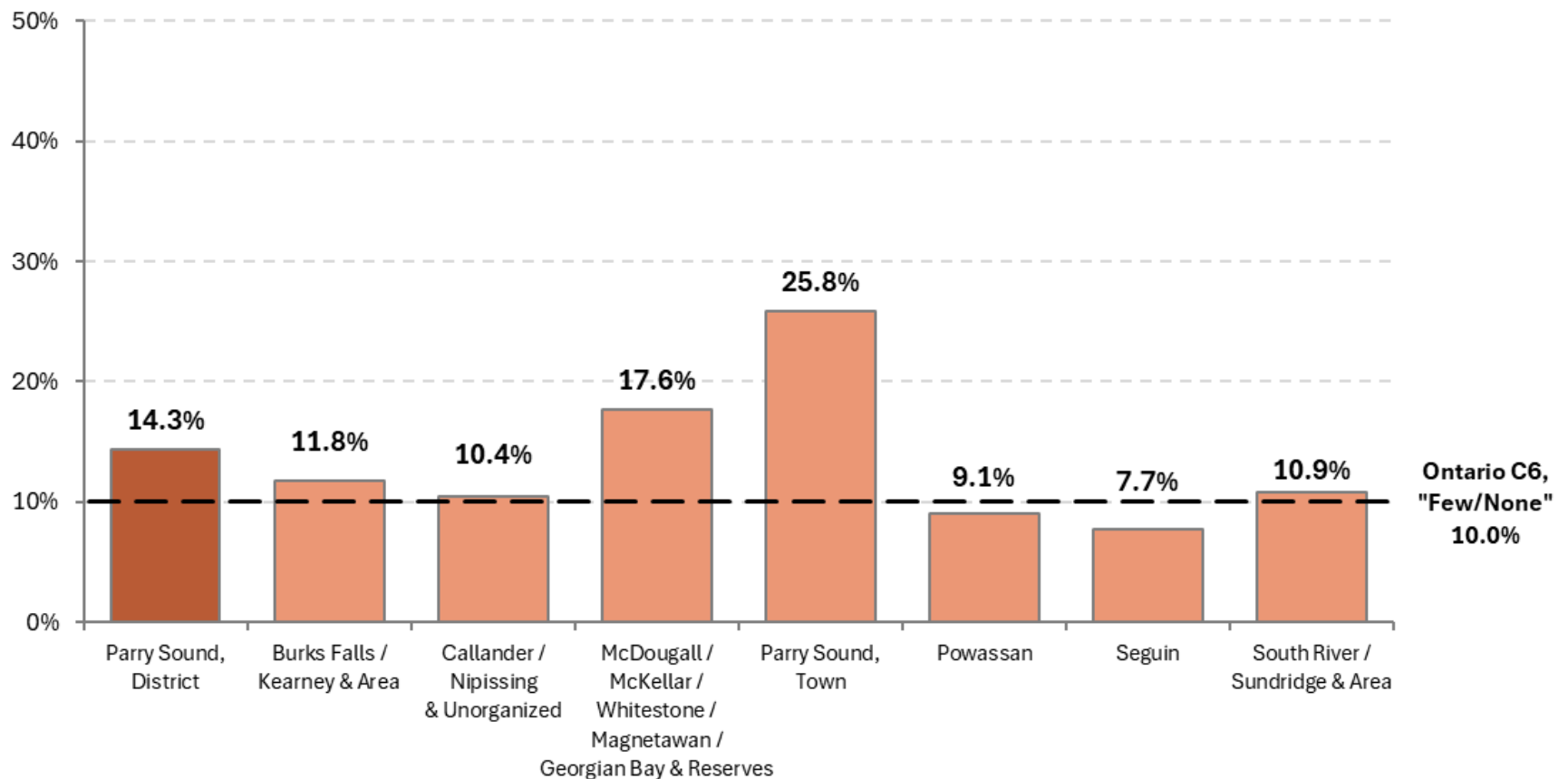
- Questions on the EDI:
 - Would you say that this child:
 - is able to read simple words
 - is able to read complex words
 - is able to read simple sentences
 - is able to write simple words
 - is able to write simple sentences
 - is interested in writing voluntarily (and not only under the teacher's direction)
- Children who have at least half of the advanced literacy skills: read simple, complex words or sentences, write voluntarily, write simple words or sentences.

Advanced Literacy – Parry Sound Results



Advanced Literacy – Parry Sound Results

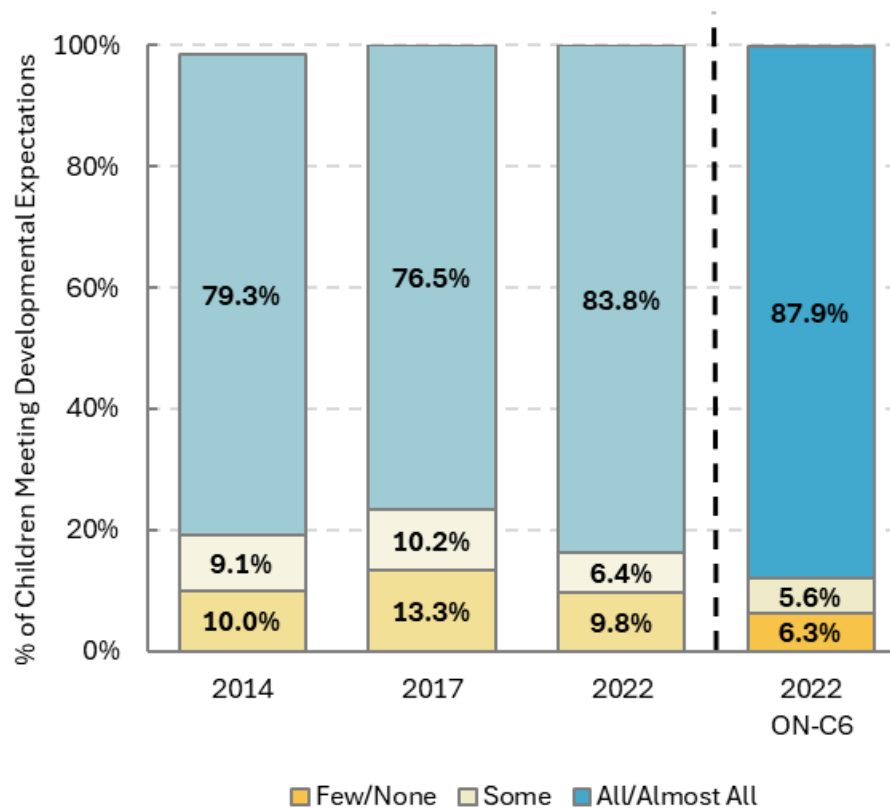
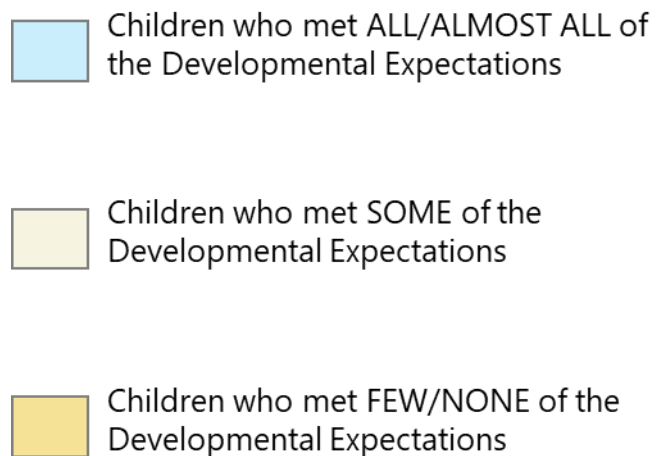
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Basic Numeracy – Parry Sound Results

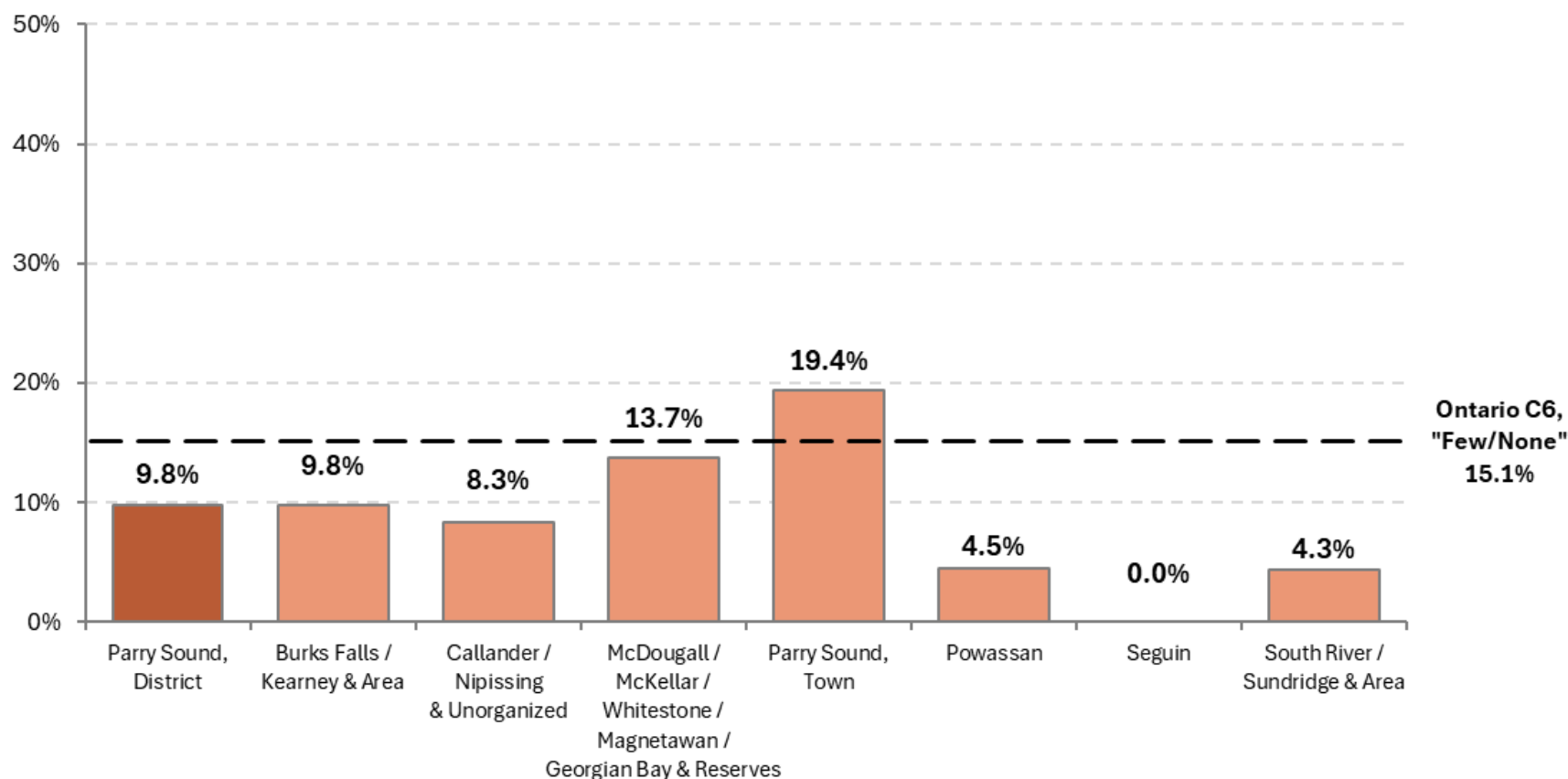
- Questions on the EDI:
 - Would you say that this child:
 - is able to sort and classify objects by a common characteristic (e.g., shape, colour, size)
 - is able to use one-to-one correspondence
 - is able to count to 20
 - is able to recognize numbers 1 – 10
 - is able to say which number is bigger of the two
 - is able to recognize geometric shapes (e.g., triangle, circle, square)
 - understands simple time concepts (e.g., today, summer, bedtime)
- Children who have all 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.

Basic Numeracy – Parry Sound Results



Basic Numeracy – Parry Sound Results

Children meeting FEW/NONE of the Developmental Expectations for Subdomain

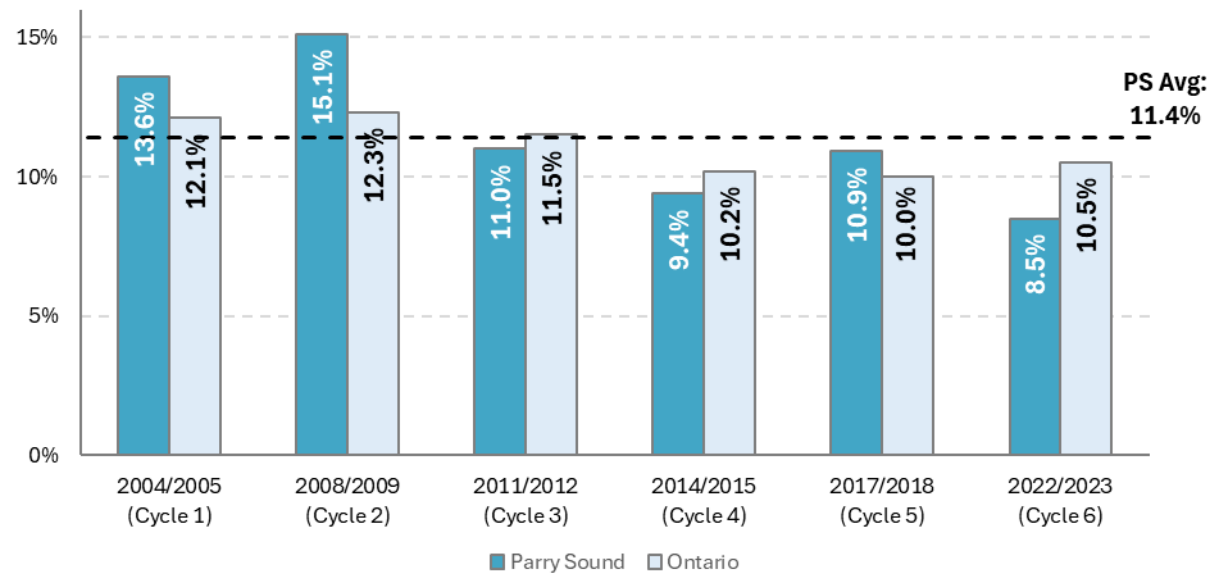


Language & Cognitive Development

Location	Language & Cognitive Development			
	2017/18	2022/23	Change	Result
Parry Sound	9.9%	10.7%	0.8	■
Burks Falls/Kearney & Area	3.3%	7.8%	4.5	■
Callander/Nipissing & Unorganized	5.6%	6.3%	0.7	■
McDougall/McKellar/Whitestone/Magnetawan/ Georgian Bay & Reserves	3.1%	7.8%	4.7	■
Parry Sound, Town	20.0%	27.4%	7.4	▲
Powassan	5.9%	4.5%	1.4	■
Seguin	29.0%	7.7%	21.3	▼
South River/Sundridge & Area	8.6%	6.5%	2.1	■

Communication Skills & General Knowledge

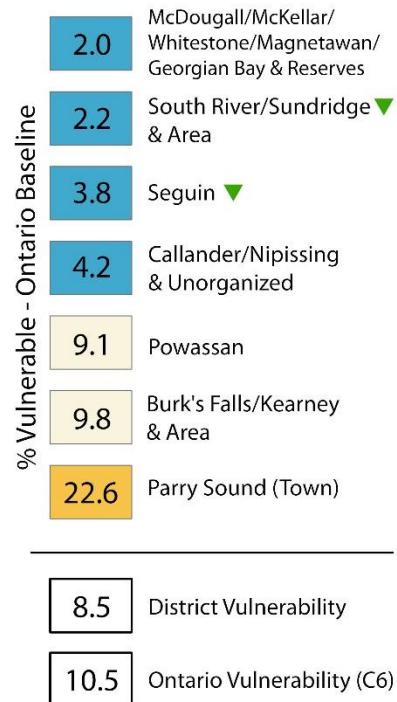
- Includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age-appropriate knowledge about the life and world around.



District of Parry Sound 2022 - 2023 EDI Results

Communication Skills & General Knowledge

Measures the child's ability to communicate needs and ideas effectively and interest in the surrounding world.

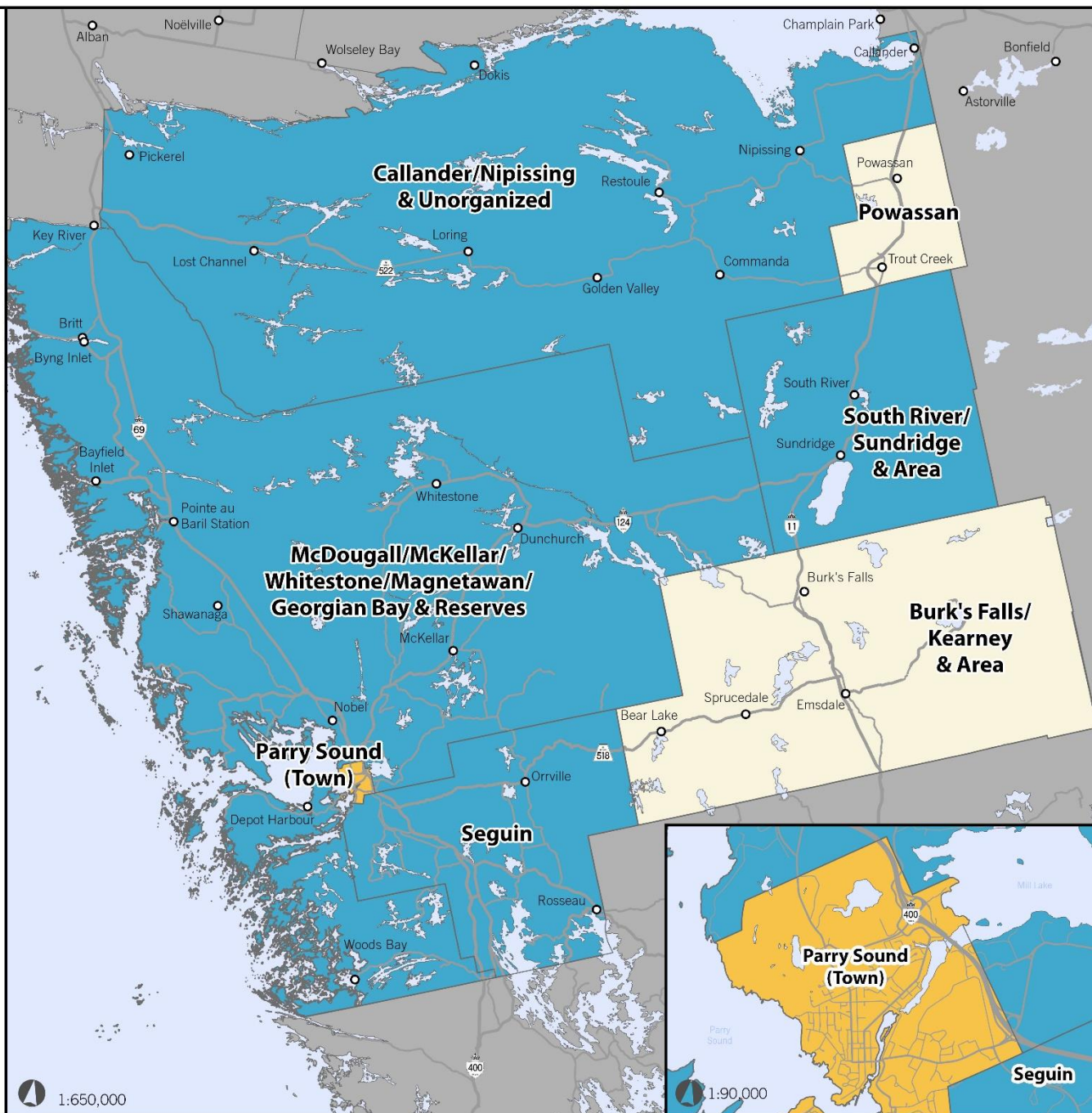


Note: Colour classification is based on the Ontario Cycle 6 Results.

▼ Indicates a statistically significant decrease in vulnerability from 2017/18

▲ Indicates a statistically significant increase in vulnerability from 2017/18

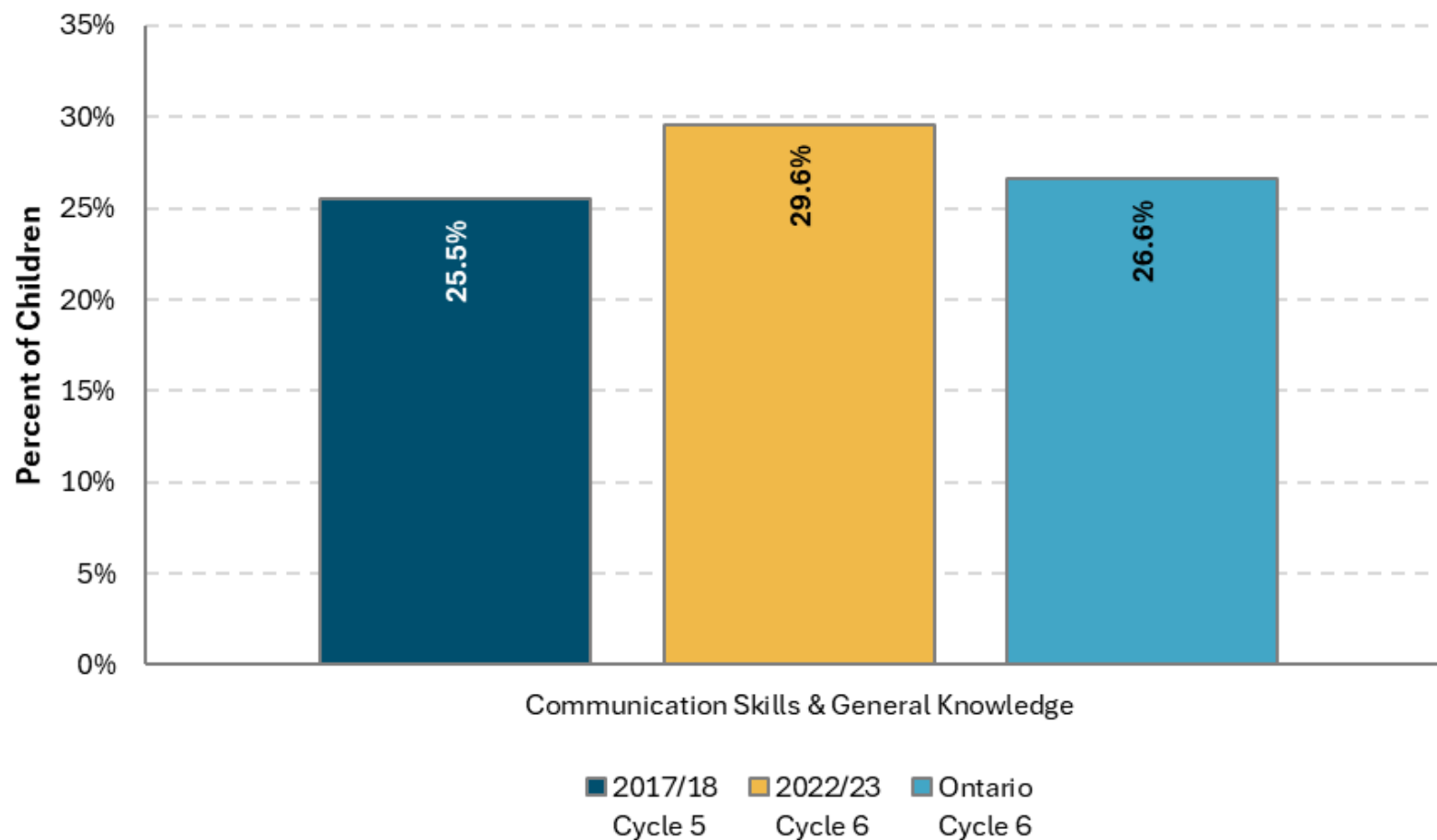
Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024



Communication Skills & General Knowledge Subdomains

- The Communication Skills & General Knowledge domain only contains one sub-domain:
 - **Communication and General Knowledge**
- Understanding this subdomains allows early years service providers to be specific as to what needs should be targeted in program planning.

Communication Skills & General Knowledge Subdomains

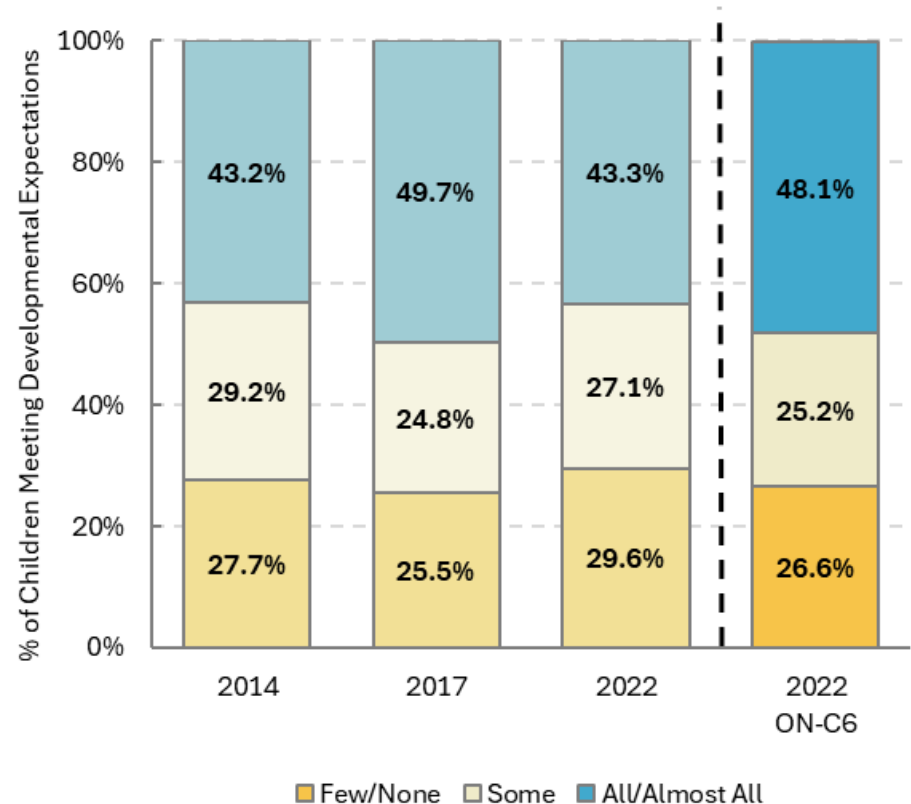
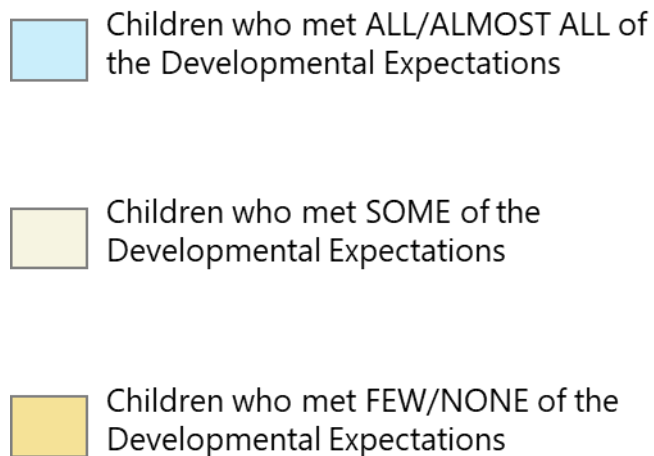


Communication and General Knowledge

- Questions on the EDI:
 - How would you rate this child's:
 - ability to listen in English
 - ability to tell a story
 - ability to take part in imaginative play
 - ability to communicate own needs in a way understandable to adults and peers
 - ability to understand on first try what is being said to him/her
 - ability to articulate clearly, without sound substitutions
 - ability to use language effectively in English
 - Would you say that this child:
 - answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)
- Children who have excellent or very good communication skills: can communicate easily and effectively, can participate in story-telling or imaginative play, articulate clearly, show adequate general knowledge, and are proficient in their native language.

Communication and General Knowledge

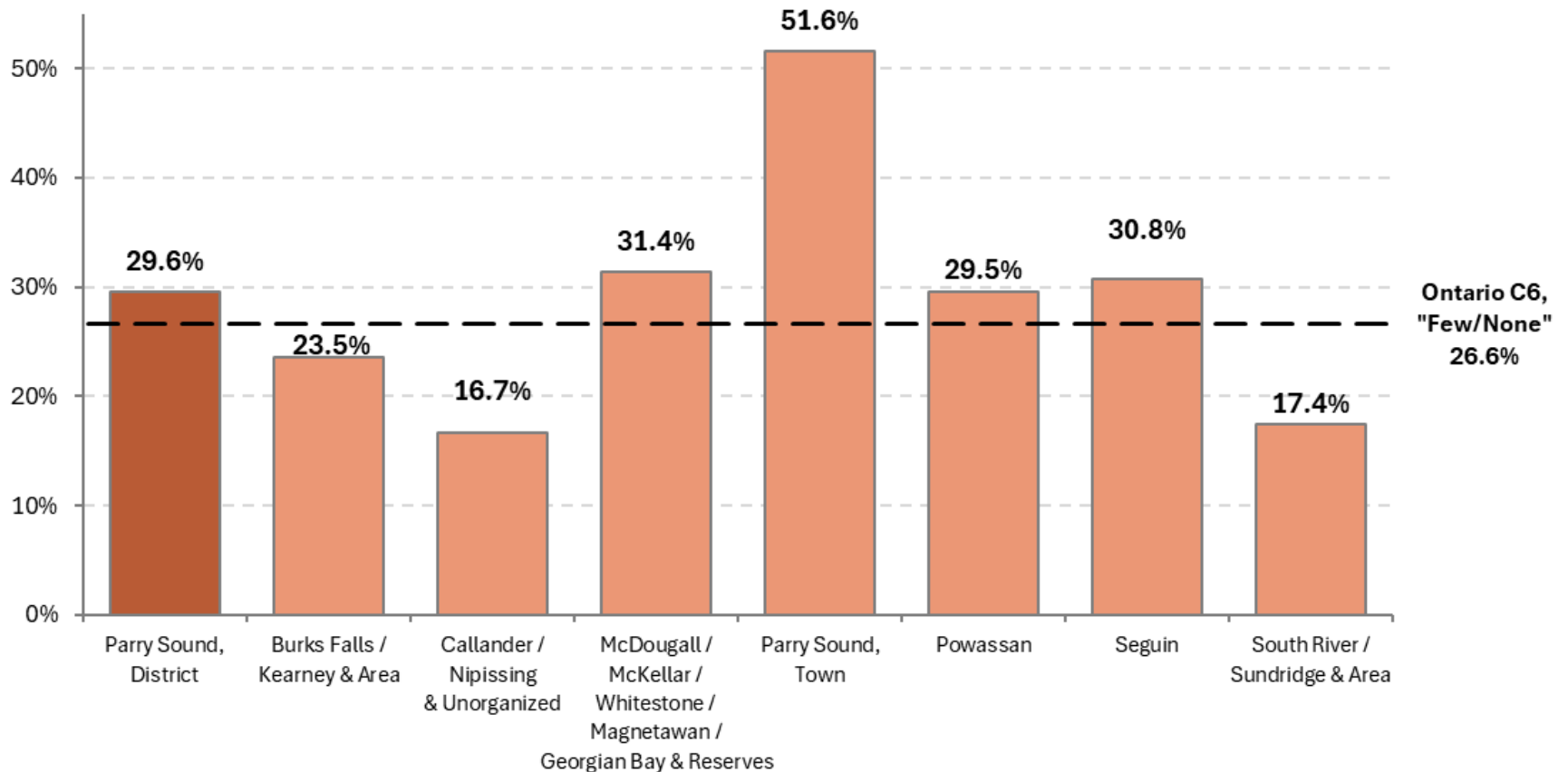
– Parry Sound Results



Communication and General Knowledge

– Parry Sound Results

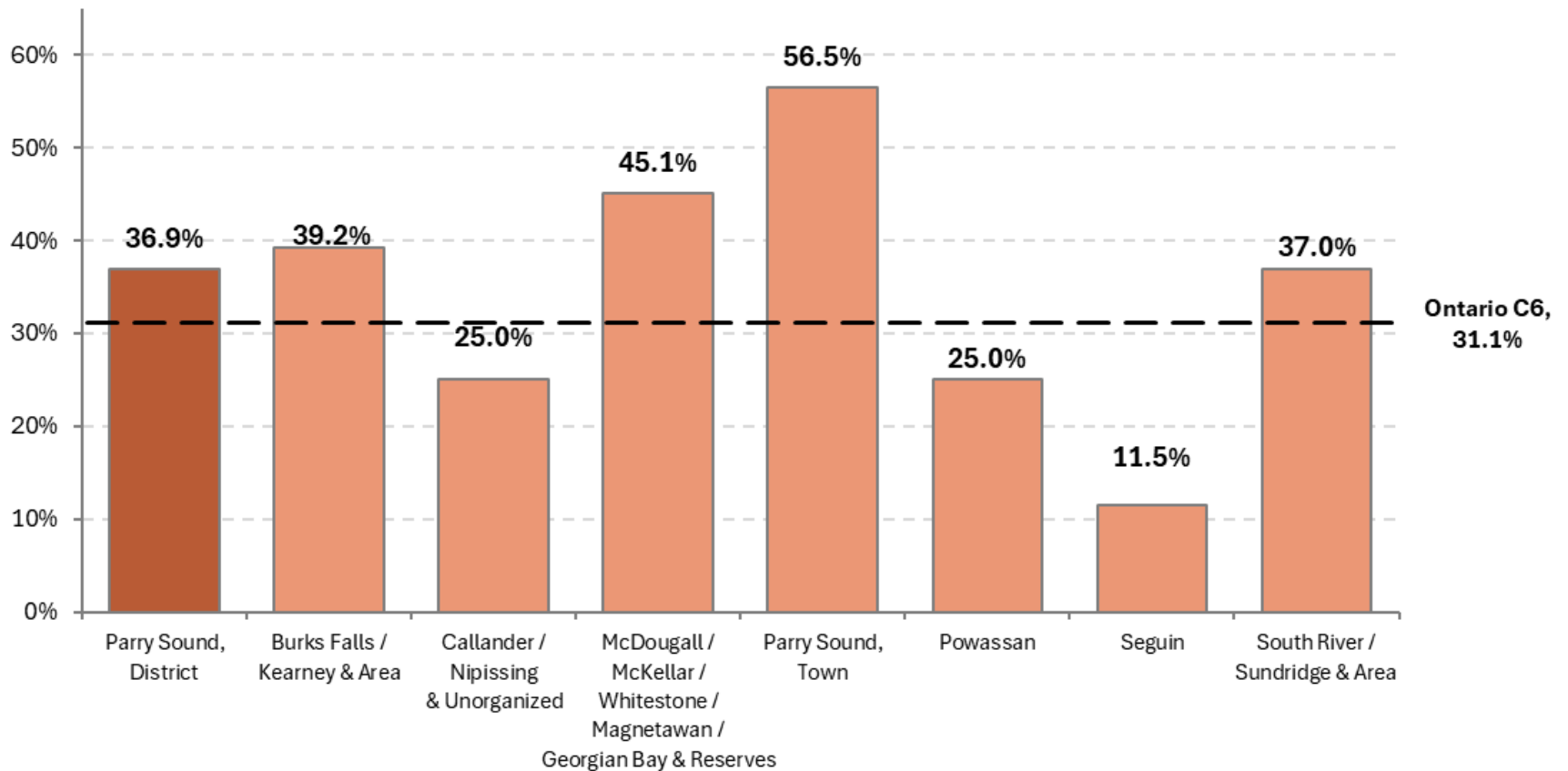
Children meeting FEW/NONE of the Developmental Expectations for Subdomain



Communication Skills & General Knowledge

Location	Communication Skills & General Knowledge			
	2017/18	2022/23	Change	Result
Parry Sound	10.9%	8.5%	2.4	■
Burks Falls/Kearney & Area	10.0%	9.8%	0.2	■
Callander/Nipissing & Unorganized	7.4%	4.2%	3.2	■
McDougall/McKellar/Whitestone/Magnetawan/ Georgian Bay & Reserves	4.6%	2.0%	2.6	■
Parry Sound, Town	15.6%	22.6%	7.0	■
Powassan	11.8%	9.1%	2.7	■
Seguin	16.1%	3.8%	12.3	▼
South River/Sundridge & Area	17.1%	2.2%	14.9	▼

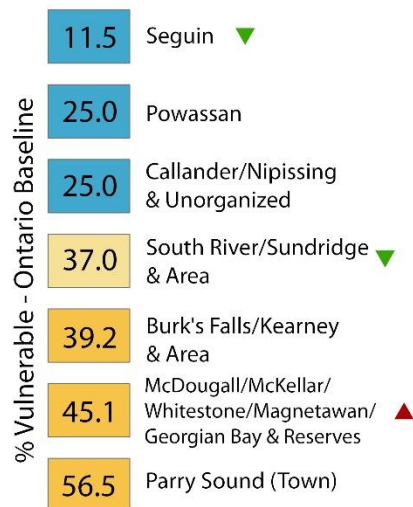
Low in 1 or More Domains



District of Parry Sound 2022 - 2023 EDI Results

Vulnerable in One or More Domains

Percent of children vulnerable in one or more domains of the EDI.



36.9 District Vulnerability

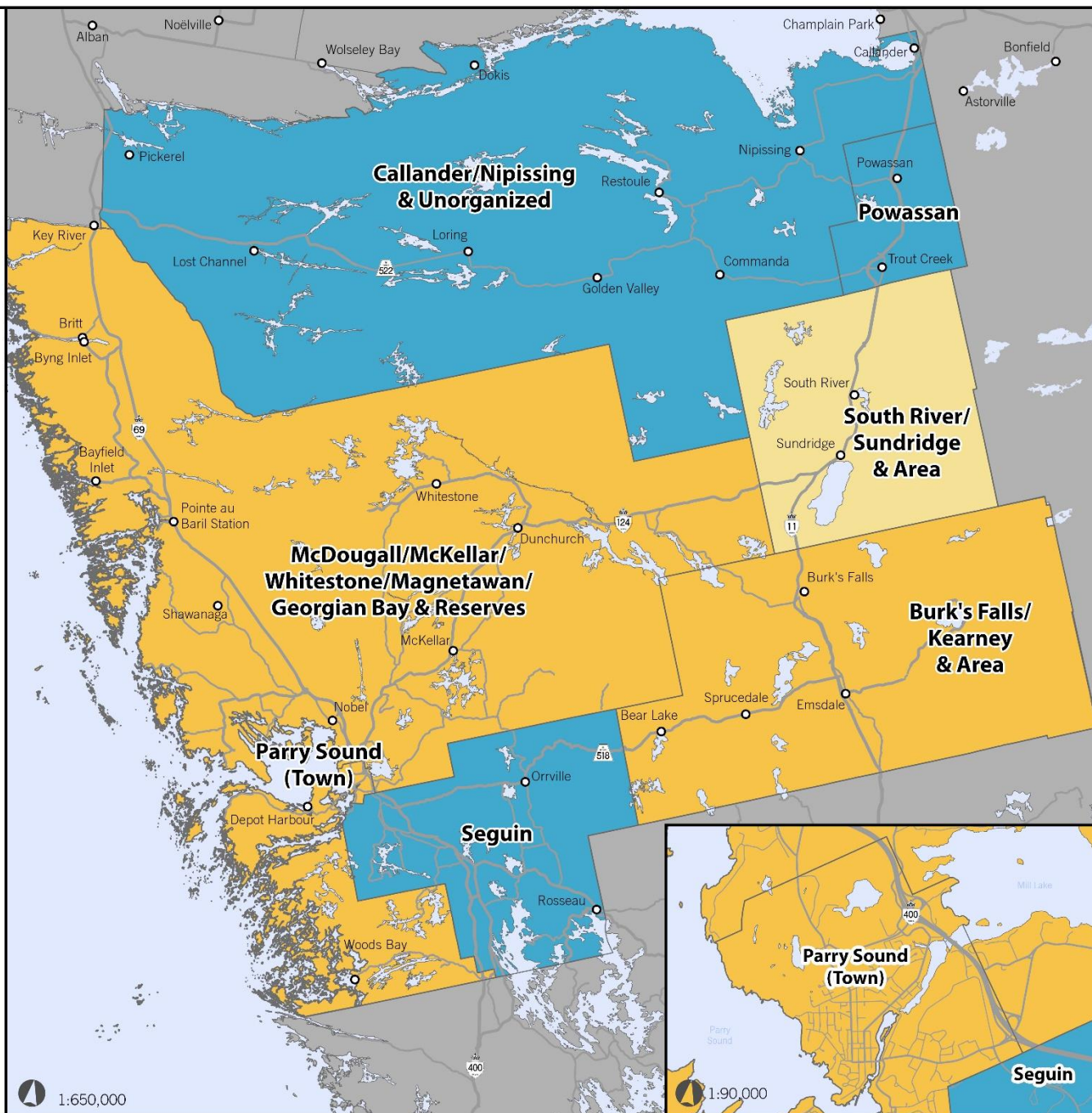
31.1 Ontario Vulnerability (C6)

Note: Colour classification is based on the Ontario Cycle 6 Results.

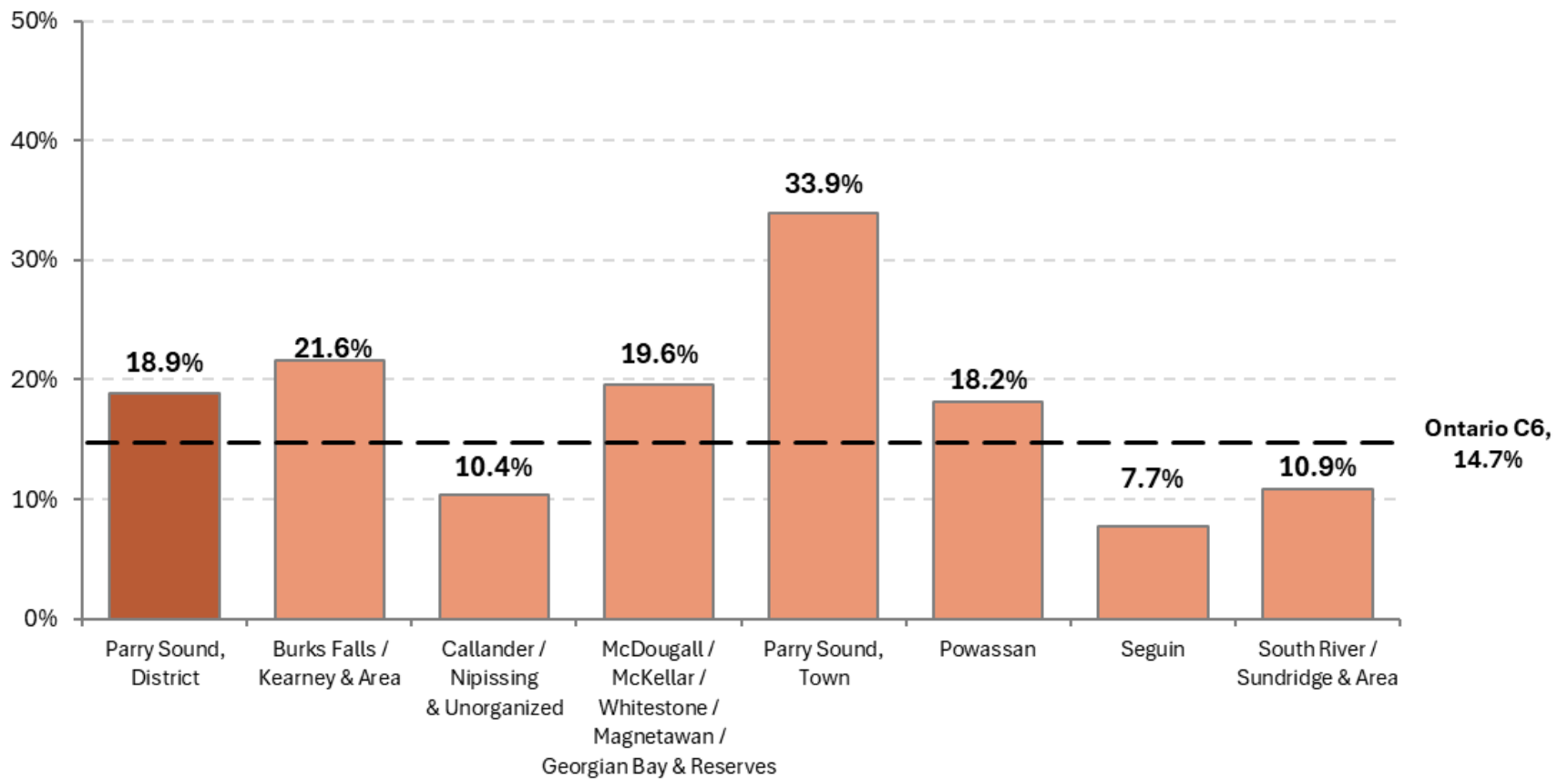
▼ Indicates a statistically significant decrease in vulnerability from 2017/18

▲ Indicates a statistically significant increase in vulnerability from 2017/18

Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024



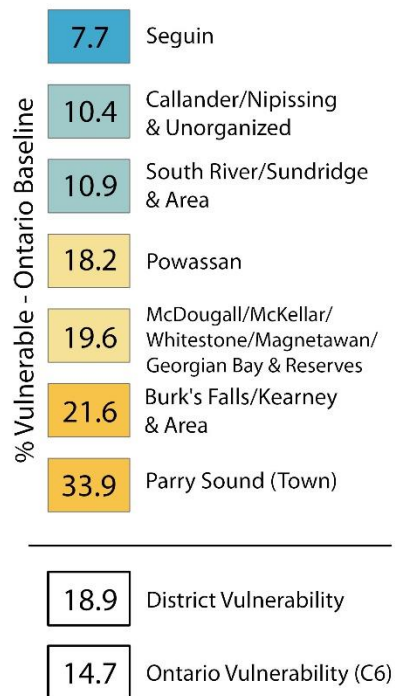
Low in 2 or More Domains



District of Parry Sound 2022 - 2023 EDI Results

Vulnerable in Two or More Domains

Percent of children vulnerable in two or more domains of the EDI.

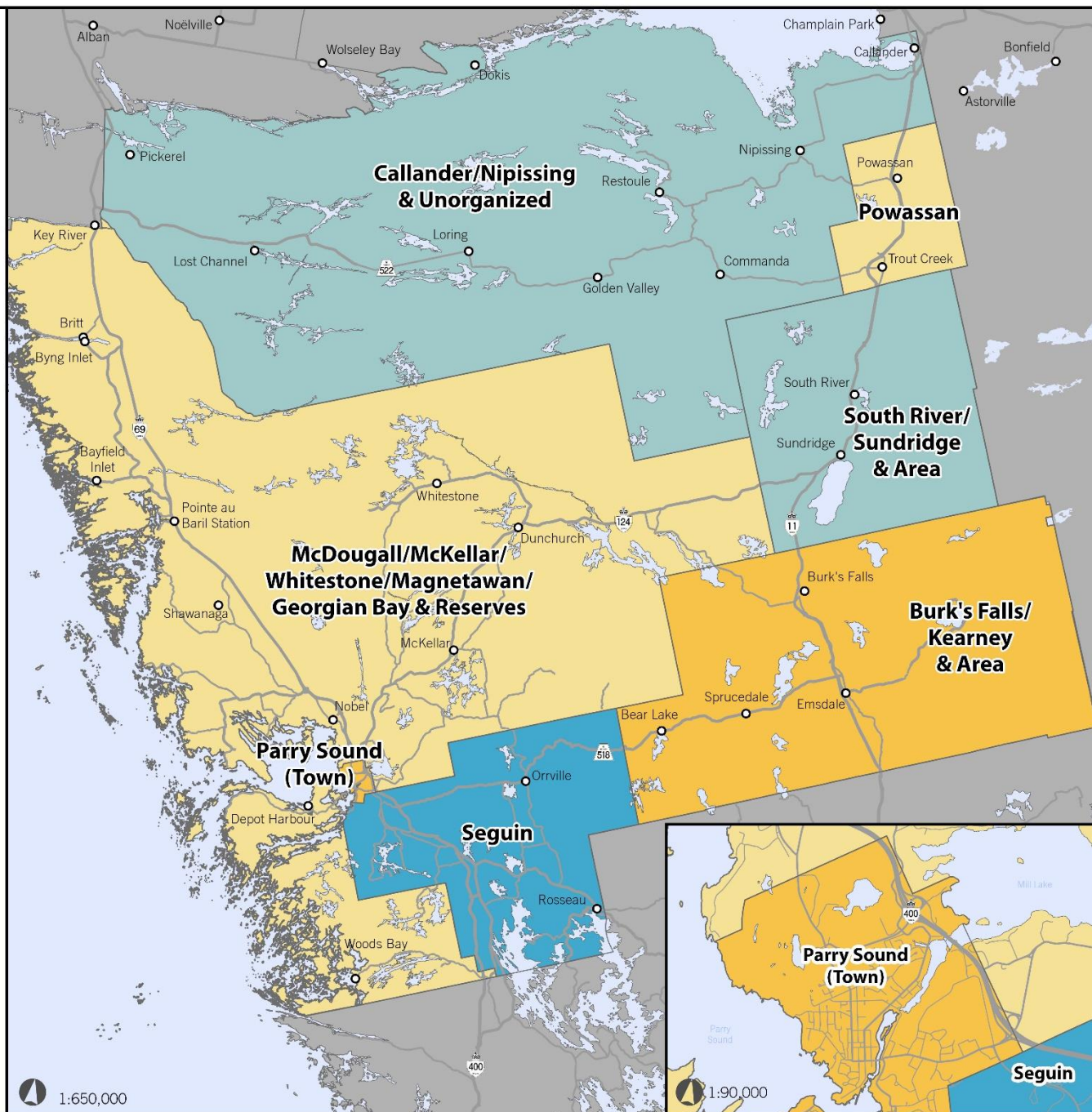


Note: Colour classification is based on the Ontario Cycle 6 Results.

▼ Indicates a statistically significant decrease in vulnerability from 2017/18

▲ Indicates a statistically significant increase in vulnerability from 2017/18

Source: EDI 2022/23 Offord Centre
Map produced by: SSMIC-AIS, 2024



Parry Sound EDI Results – Key Findings

- There was a meaningful increase in vulnerability in only the Emotional Maturity domain for the Parry Sound District compared to Cycle 5.
 - The following neighbourhoods also saw a meaningful **increase** in vulnerability:
 - **Burks Falls/Kearney & Area:** Emotional Maturity
 - **McDougall/McKellar/Whitestone/Magnetawan/Georgian Bay & Reserves:** Physical Health & Well-Being, Social Competence, Emotional Maturity, Low in 1 or More
 - **Parry Sound, Town:** Physical Health & Well-Being, Language & Cognitive Development
 - The following neighbourhoods saw a meaningful **decrease** in vulnerability compared to Cycle 5:
 - **Burks Falls/Kearney & Area:** Physical Health & Well-Being
 - **Parry Sound, Town:** Social Competence
 - **Seguin:** Social Competence, Emotional Maturity, Language & Cognitive Development, Communication & General Knowledge, Low in 1 or More
 - **South River/Sundridge & Area:** Social Competence, Communication & General Knowledge, Low in 1 or More

Next Steps

- Discuss results with local stakeholders who have the power to enact new policies and programs to reduce vulnerability in these domains.