

DISTRICT OF PARRY SOUND

Early Development Instrument (EDI)

Results

2022/2023

District of Parry Sound



Social Services
Administration Board



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EARLY DEVELOPMENT INSTRUMENT

What is the Early Development Instrument (EDI)?

The EDI is a questionnaire completed by senior kindergarten (SK) teachers that measures children's ability to meet age-appropriate developmental expectations. It is a Canadian-made research tool, developed at the Offord Centre for Child Studies at McMaster University. The EDI has three main objectives: (1) to assess the strengths and deficits of students, (2) report on populations in different communities, and (3) to provide a kindergarten benchmark for monitoring child development trajectories. However, it is important to note that the EDI is not used to assess or diagnose individual children nor is it used to rank teachers or schools, but rather is a population-level measure and results are grouped at a community or neighbourhood level.

The results of the EDI questionnaire are grouped into five domains of child development: Physical Health & Well-being, Social Competence, Emotional Maturity, Language & Cognitive Development, and Communication Skills & General Knowledge.



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.



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.



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.



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.



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.

EDI participation

There have been six major EDI implementations in all regions of Ontario, commonly referred to as Cycles. The six major District of Parry Sound Social Services Administration Board (DPSSSAB) EDI implementations took place during the 2004/05 (Cycle 1), 2008/2009 (Cycle 2), 2011/12 (Cycle 3), 2014/15 (Cycle 4), 2017/18 (Cycle 5), and 2022/23 (Cycle 6) school years.

In order to be included in the analysis and be considered a valid EDI record, the following conditions must be met:

- 1) The child must be in senior kindergarten.
- 2) The child must have been in the class for at least one month.
- 3) The Special Needs status must be indicated.
 - a. Children with special needs and children with no special needs are analyzed separately.
- 4) The questionnaire must be, approximately, 75% completed.

If a response is missing from the relevant questions that satisfy these conditions, the child is removed from the analysis.

For the 2022/23 Cycle 6 iteration of EDI, a total of 371 questionnaires were completed. In total, there were 356 valid EDI records identified, of which 28 records were valid and had a special need indicated. This left a total number of **328** valid DPSSSAB EDI records without special needs for Cycle 6. The Offord Centre makes note that Cycle 6 was completed later in the school year compared to previous EDI cycles, and that the Cycle 6 cohort may be slightly older than in previous cycles. A comparison between Cycle 5 and Cycle 6 age range is provided for context (Table 1).

TABLE 1: EDI QUESTIONNAIRE SUMAMRY STATISTICS

	2017/18 (Cycle 5)		2022/23 (Cycle 6)	
	#	%	#	%
Total EDI Questionnaires Completed	344	-	371	-
Valid EDI Records	327	95.1%	356	96.0%
Valid with Special Needs	33	9.6	28	7.5%
Valid without Special Needs	294	85.5%	328	88.4%
Males	155	52.7%	159	48.5%
Speaks French	11	3.7%	3	0.9%
Average Age	5.7 years		5.9 years	
Age Range	5.2 – 7.1 years		5.4 – 6.4 years	

EDI results can also be broken down by neighbourhood to get a sense of regional differences within an area. The DPSSSAB area has been divided into seven neighbourhoods. The boundaries of these neighbourhoods can be seen in the following map (Figure 1) and are coloured according to the number of valid 2022/23 records within each. EDI results are mapped based on where children live, not where they go to school.

Due to a low number of records, some neighbourhoods were split and re-combined in order to protect the anonymity of the data. In previous analyses, a separate neighbourhood called “Georgian Bay, Reserves and Unorganized” was identified. For the purpose of this analysis, this neighbourhood has been split such that the Georgian Bay & Reserves areas were added to the “McDougall / McKellar / Whitestone / Magnetawan” neighbourhood, and the Unorganized area was added the “Callander / Nipissing” area. To ensure comparisons with the Cycle 5 data is consistent in terms of geographical

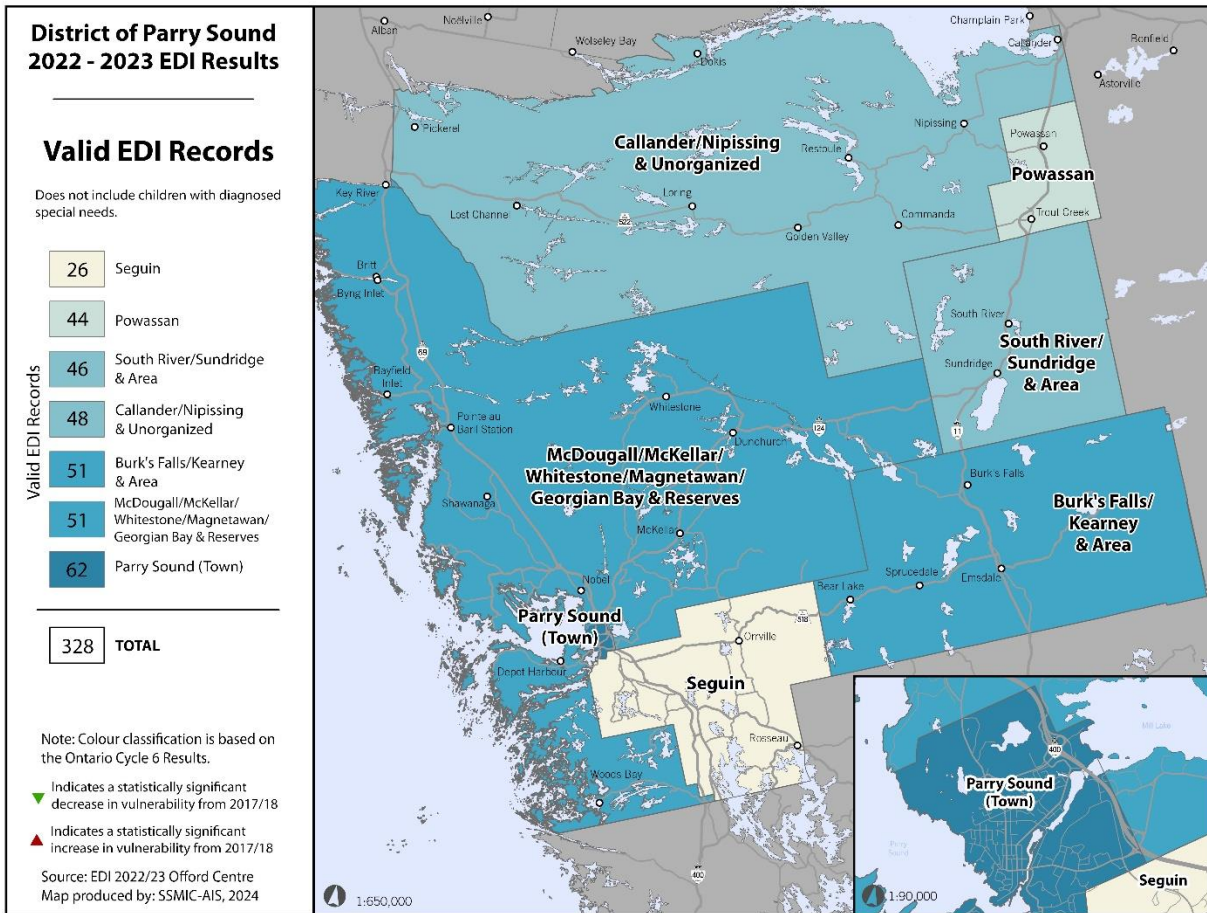
organization, the Cycle 5 data was re-analyzed using this same neighbourhood re-combination. Table 2 shows which communities belong to the neighbourhoods that are displayed in Figure 1.

TABLE 2: NEIGHBOURHOOD ORGANIZATION FOR EDI MAPS

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

FIGURE 1: VALID EDI COUNTS BY NEIGHBOURHOODS



Overall Vulnerability

The EDI is commonly used to get a sense of vulnerability in a population of children. If a child scores below the 10th percentile cut-off of the site/comparison population on any of the five domains, he/she is said to be vulnerable on that scale of development. This captures not only the children who are visibly struggling, but also those whose vulnerabilities may be hidden. Research has shown that children's development at age 5 can predict future problems in grade 3, 6 and high school. There is also a risk that these difficulties in school could predict problems later in life, beyond school.¹ These vulnerable children represent a group who may benefit from cost-effective, universal preventative programs that are likely to make a difference in their development during these critical years.²

Vulnerability can be analyzed in relation to provincial/territorial cut-offs, which allows for comparisons of regions/schools/neighbourhoods across that province or territory. For this analysis, the Ontario Baseline has been used to determine vulnerability. The Offord Centre used the first province-wide implementation of EDI to define the Ontario Baseline (or Cycle 1, completed between 2004-2006) and

¹ EDI, The Offord Centre (2019). *Early Development Instrument: Interpretation Toolkit*. <https://edi.offordcentre.com/resources/>

² EDI, The Offord Centre (2019). *How to Interpret EDI Results*. <https://edi.offordcentre.com/researchers/how-to-interpret-edi-results/>

that data was used to determine the 10th percentile cut-offs for subsequent reporting of all EDI cycles.³ This means the percentage of children who are vulnerable using the Ontario Baseline, reflects the vulnerability in the Parry Sound District in relation to the distribution of scores in the Ontario population, allowing comparison of different samples to each other. When looking at vulnerability rates, a lower percentage is a more favourable result.⁴

This report also examines the change in vulnerability rates between EDI cycles by utilizing a method called the **critical difference** to evaluate statistical change. This methodology was developed by the Human Early Learning Partnership (HELP) based at the University of British Columbia. The critical difference is the amount of change in a neighbourhood's EDI vulnerability rate that is large enough to be considered a meaningful change and statistically meaningful and unlikely due to chance.⁵ However, there are some limitations to this methodology to note. First, comparisons between areas should be at the same geographic unit, therefore statistical comparisons between neighbourhoods and the province would be inappropriate with this method. In addition, research is not yet available for the critical difference in the 'Vulnerable in 2 or More Domains' and is therefore not used to compare scores with Cycle 5 for this domain. The critical difference calculator is also not used to compared subdomain scores. In the figures presented in the report, a ▲ indicates a significant increase in vulnerability compared to the previous EDI cycle and ▼ indicates a significant decrease in vulnerability according to the critical difference calculation.

COVID-19 and Early Development

In the context of the Cycle 6 EDI results, it is important to acknowledge the potential impact that the COVID-19 pandemic had on results. The onset of the pandemic which began in 2020, led to major changes in how children were learning, socializing, and experiencing their lives. With an increase in time spent at home and in isolation, children were unable to socialize with their peers as they had done previously and were unable to attend typical early childhood learning centres and programs.⁶ These factors have been shown to potentially impact the school readiness levels and cognitive development of children entering Kindergarten.⁷ Additionally, the shift to online learning and programing in place of in-person interactions made it difficult for many children to feel engaged, focused, and motivated to learn.⁸ Infants during this time also showed delays in verbal language skills, motor skills, and cognitive development.⁹ It is within this social context that the Cycle 6 EDI results were collected, and it is important to view the results with an understanding of the potential impact the COVID-19 pandemic had on the development of infants and young children during this time.

³ EDI, The Offord Centre (2019). *EDI in Ontario*. <https://edi.offordcentre.com/partners/canada/edi-in-ontario/>

⁴ EDI, The Offord Centre (2019). *How to Interpret EDI Results*. <https://edi.offordcentre.com/researchers/how-to-interpret-edi-results/>

⁵ The Human Early Learning Partnership (2024). *Critical Difference, What is a Meaningful Change in Our Data?* <https://earlylearning.ubc.ca/critical-difference/>

⁶ 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*, 30(4), e2241. <https://doi.org/10.1002/icd.2241>

⁷ 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. <https://doi.org/10.1007/s10643-023-01462-2>

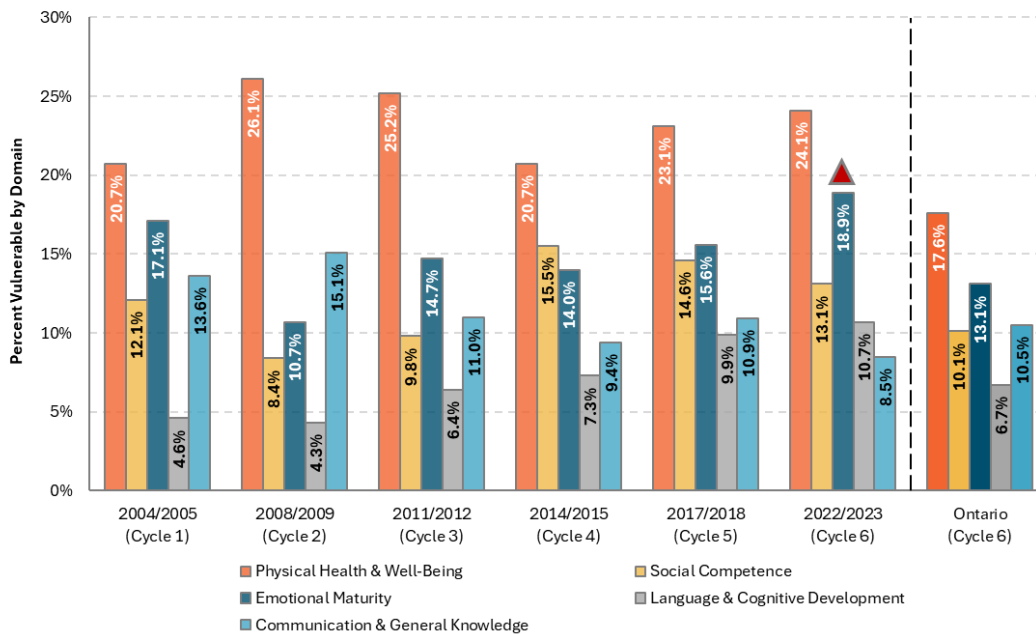
⁸ Prananda, G., Kharismadewi, Y., Ricky, Z., & Friska, S. Y. (2021). The COVID-19 pandemic impact on elementary students online learning motivation. *Elementary : Jurnal Ilmiah Pendidikan Dasar*, 7(2), 153. <https://doi.org/10.32332/ejipd.v7i2.2613>

⁹ Deoni, S. (2022). Impact of the COVID-19 pandemic environment on early child brain and cognitive development. *Biological Psychiatry*, 91(9). <https://doi.org/10.1016/j.biopsych.2022.02.082>

Vulnerability by Domain

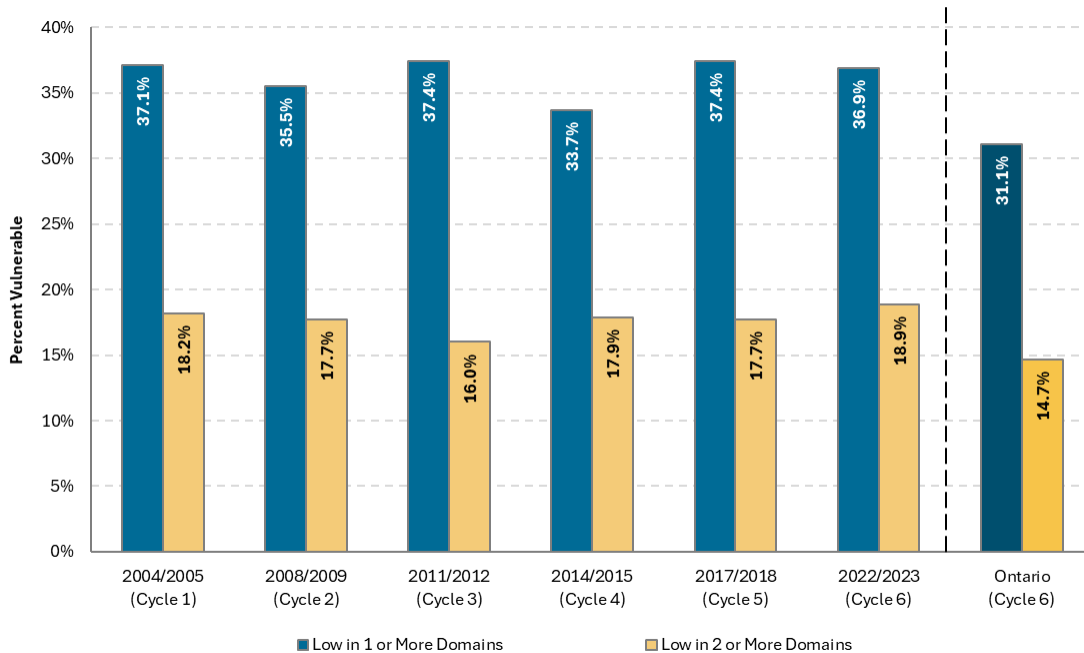
The following figure illustrates the percentage of DPSSSAB area SK children who fell below the 10th percentile cut-off, based on the Ontario Baseline, for the last six EDI implementations. This figure shows that in the 2022/23 (Cycle 6) the Parry Sound District vulnerability rates for all except the Communication & General Knowledge domain were higher than those of the provincial rate. Compared to the 2017/18 EDI cycle, only the Emotional Maturity domain showed a meaningful increase in vulnerability, based on the Critical Difference calculator. The other domains show minimal change compared to Cycle 5 results.

FIGURE 2: PERCENT VULNERABLE BY EDI DOMAIN



The following figure illustrates the general vulnerability rate of the Parry Sound area SK children for each of the last six EDI implementations. In Cycle 6 (2022/23), the DPSSSAB area had a vulnerability rate of 36.9% compared to the previous cycle's vulnerability rate of 37.4%. This figure also shows the percentage of SK children who scored low on two or more domains, indicating the percentage of children with significant challenges. Ontario's vulnerability rate for low in one or more domains is 31.1% and 14.7% for low in two or more domains compared to 36.9% and 18.9% in Parry Sound.

FIGURE 3: PERCENT VULNERABLE IN ONE OR MORE AND TWO OR MORE EDI DOMAINS



The following maps show the Cycle 6 EDI results broken down into neighbourhoods in the DPSSSAB area. Vulnerable children are not spread evenly throughout the DPSSSAB area, as some neighbourhoods have a higher share of children facing difficulties. A 2022/23 vulnerability map has been included for each domain within the following sections of this report. In these maps, the EDI neighbourhoods in the DPSSSAB area are classified in comparison to the Ontario Cycle 6 results. Neighbourhoods with a lower percentage of vulnerable children compared to the Ontario Cycle 6 average, are depicted in blue, while neighbourhoods with a higher percentage of vulnerable children are depicted in orange. Beige neighbourhoods indicate those that are at or near the Ontario average vulnerability rate for Cycle 6. This scale does not reflect statistical significance.

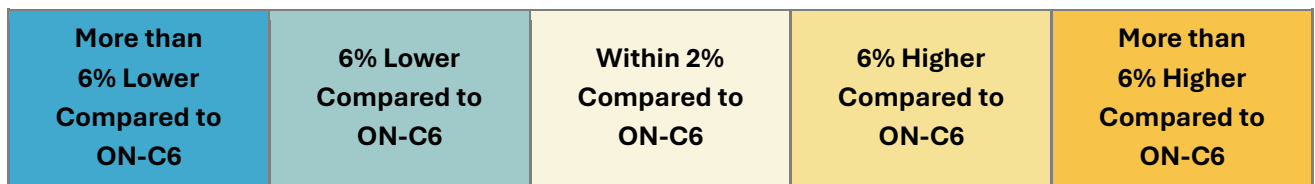


Figure 4 shows the breakdown of the percentage of children that are vulnerable in one or more domains for the neighbourhoods in the Parry Sound District.

FIGURE 4: PERCENT VULNERABLE IN ONE OR MORE DOMAINS BY NEIGHBOURHOOD, 2022/23

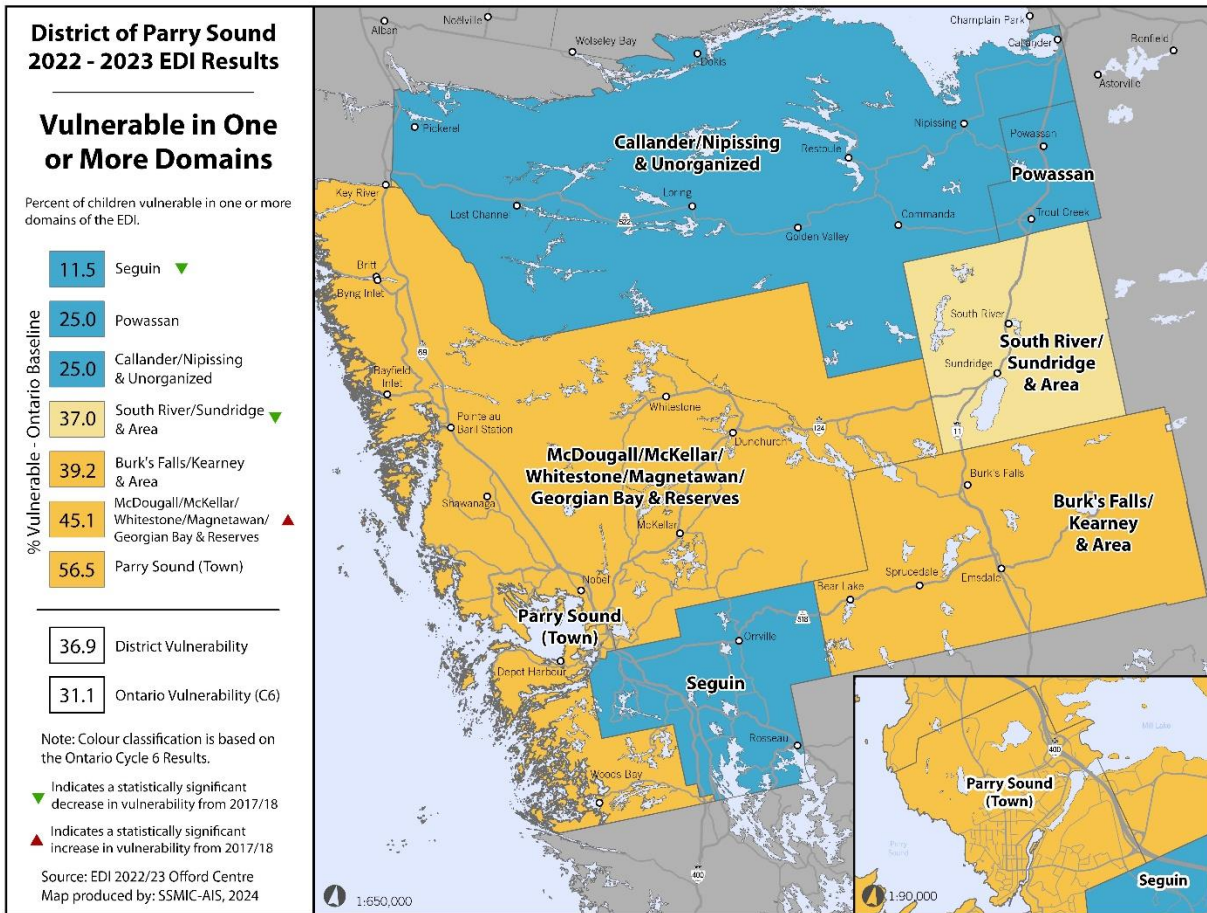
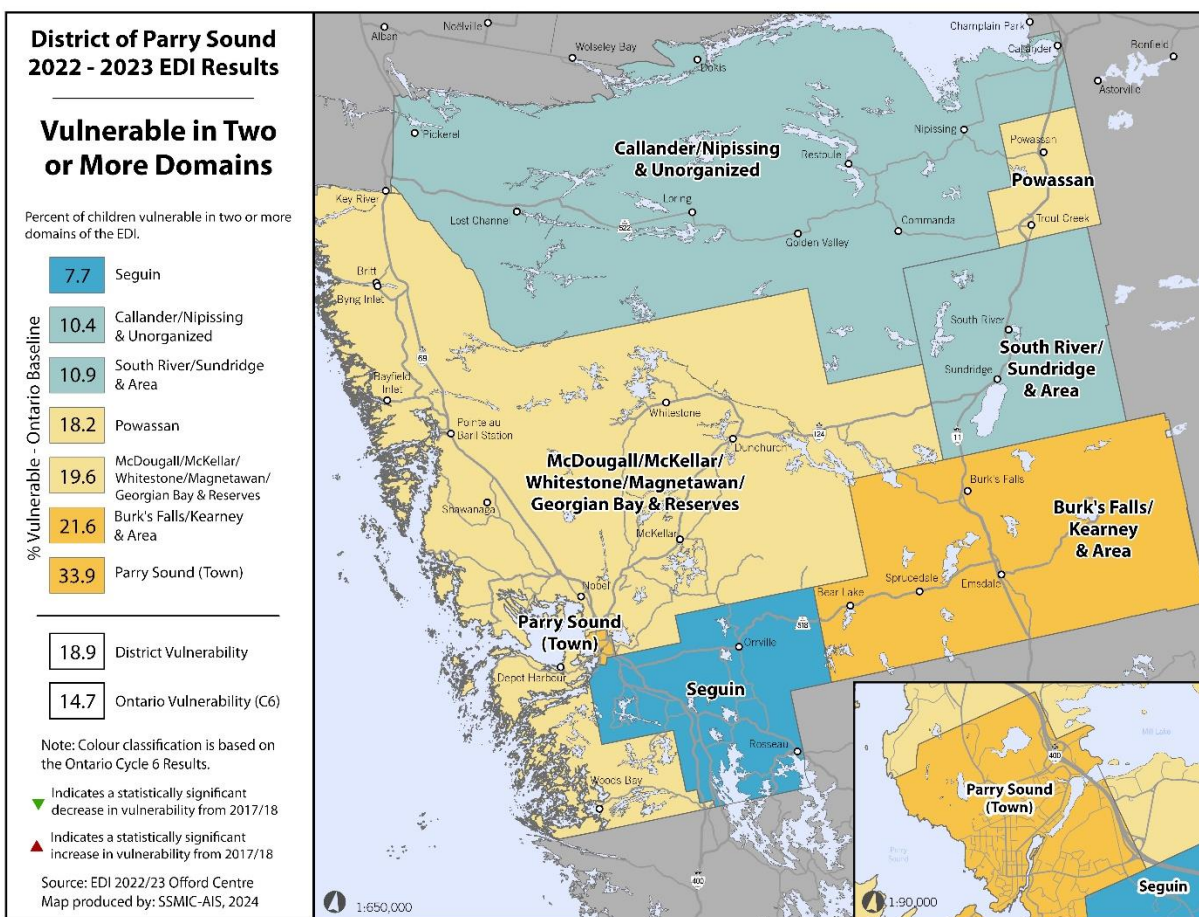


Figure 5 shows the percentage of children vulnerable in two or more domains for the 2022/23 EDI cycle.

FIGURE 5: PERCENT VULNERABLE IN TWO OR MORE DOMAINS BY NEIGHBOURHOOD, 2022/23



EDI DOMAINS IN DEPTH

Each EDI domain is made up of several subdomains which focus on a specific skill or ability. The following sections provide detailed information about each EDI domain and its related subdomains. Rather than looking at the percentage of vulnerable children as done for the core domains, subdomains are reported by the percentage of children who meet all/almost all, some, or few/none of the developmental expectations for each subdomain. In the following subdomain graphs, the percentage of children meeting all or almost all expectations is shown in blue, the percentage of children meeting some of the expectations is shown in beige, and the percentage meeting few or none of the expectations is shown in orange. Each graph includes the latest Ontario Cycle 6 data for the purposes of comparison. Understanding these subdomains allows service providers to be specific as to what needs should be targeted in program planning.

Physical Health & Well-Being

The Physical Health & Well-being domain measures gross and fine motor skills (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. A child below the 10th percentile “has inadequate fine

and gross motor skills, is sometimes tired or hungry, is usually clumsy, and may have flagging energy levels”¹⁰

In the DPSSAB area, 24.1% of children were considered vulnerable in this domain. Compared to 17.6% in Ontario (Figure 6).

FIGURE 6: PERCENT VULNERABLE FOR PHYSICAL HEALTH & WELL-BEING

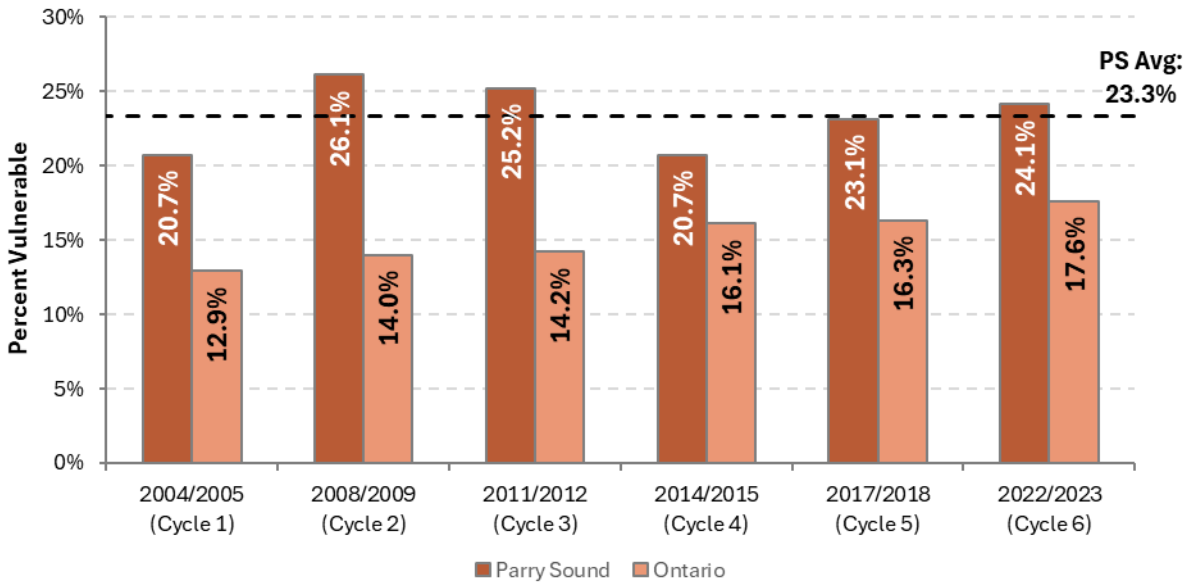
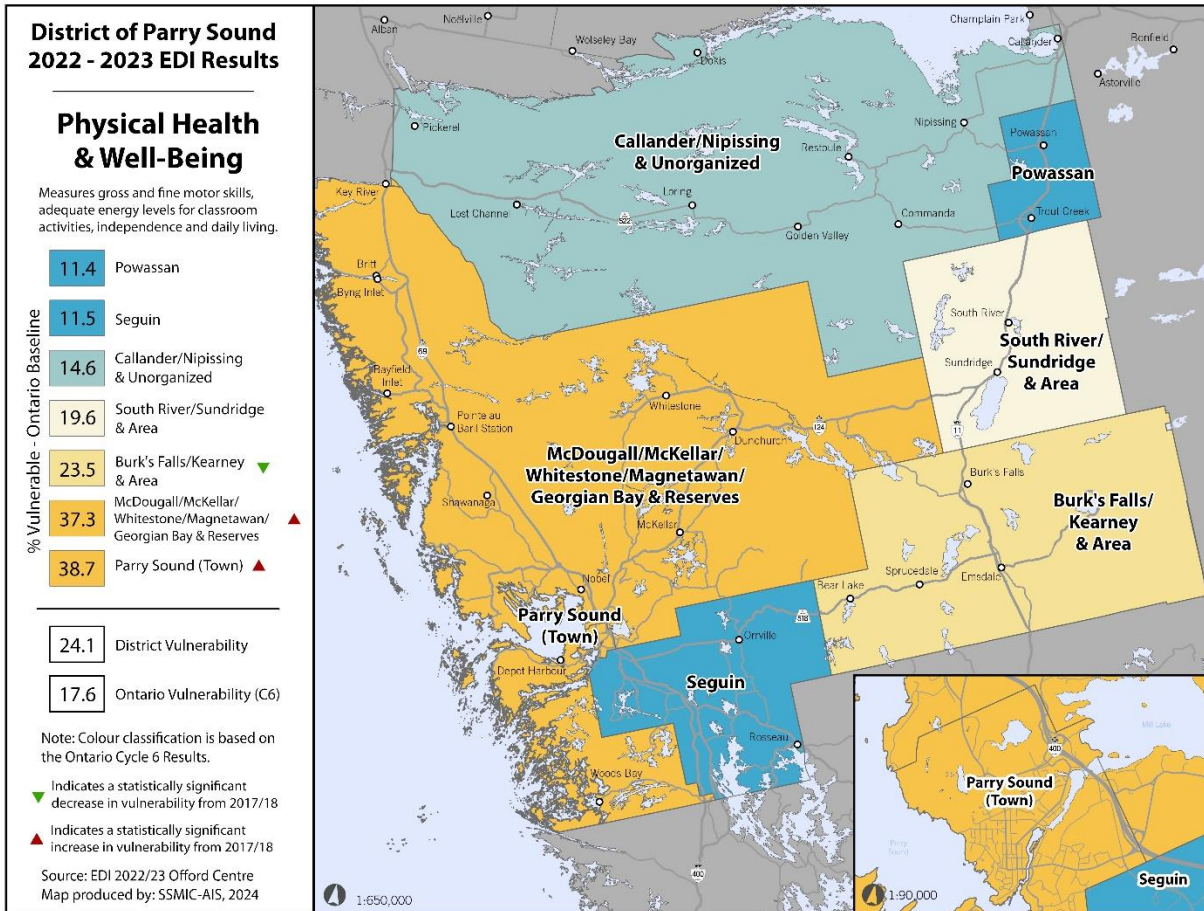


Figure 7 below shows the distribution of vulnerability across the Parry Sound area by neighbourhood.

¹⁰ Janus, M. (2007). The Early Development Instrument: A tool for monitoring children’s development and readiness for school. In: Young, Mary Eming, Richardson, Linda M. (ed.) *Early Child Development – From Measurement to Action. A Priority for Growth and Equity* (pp. 141-155) Washington, D.C.: World Bank

FIGURE 7: PERCENT VULNERABLE IN THE PHYSICAL HEALTH & WELL-BEING DOMAIN BY NEIGHBOURHOOD, 2022/23



SUBDOMAINS

The Physical Health & Well-being domain can be further divided into three subdomains:

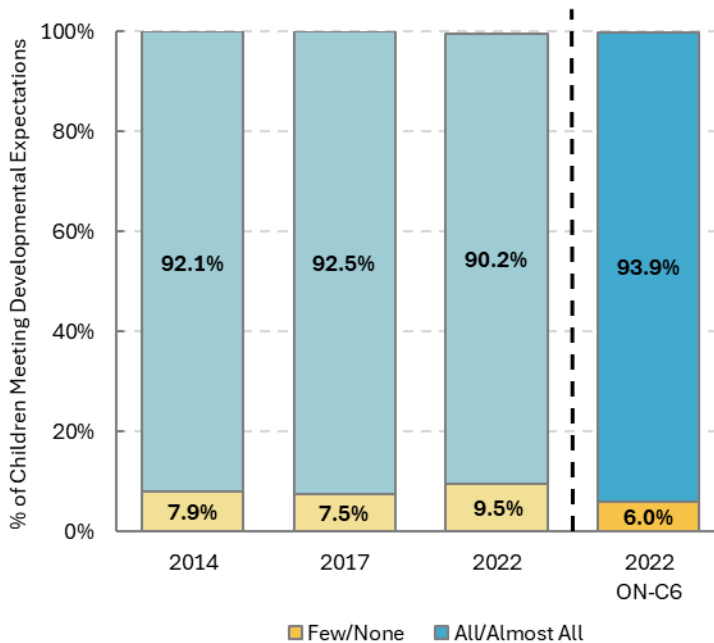
- Physical Readiness for the School Day
- Physical Independence
- Gross and Fine Motor Skills

Physical Readiness for the School Day

A child who meets all, or almost all, of the developmental expectations of this subdomain has never or almost never experienced being dressed inappropriately for school activities or coming to school tired, late, or hungry. The vast majority of children in Ontario meet these developmental expectations and are therefore physically ready for the school day. On the other hand, children who at least sometimes experienced being dressed inappropriately for school activities or coming to school tired, late, or hungry are not considered to be meeting developmental expectations.

Figure 8 shows the percentage of children not meeting this developmental expectation is higher compared to Ontario for Cycle 6 and compared to what was observed in the DPSSSAB area in Cycle 5 (2017/18).

FIGURE 8: PHYSICAL READINESS SUBDOMAIN RESULTS

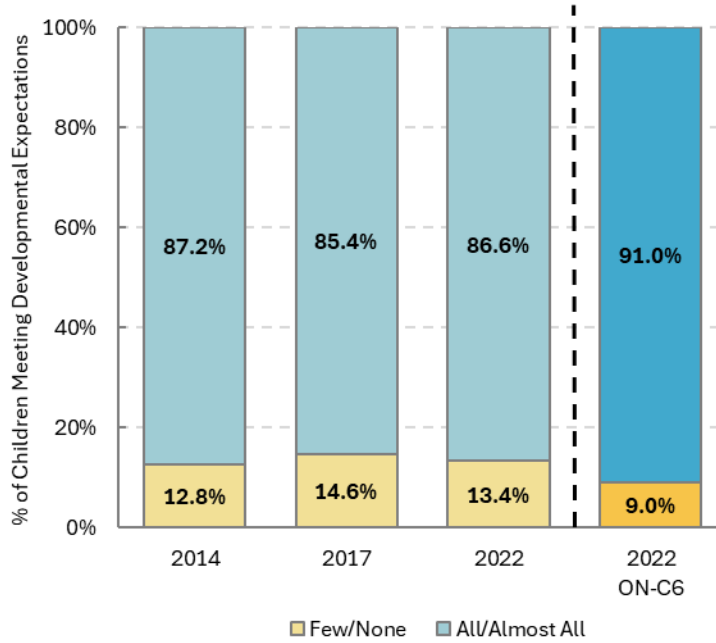


Physical Independence

A child who meets all, or almost all, of the developmental expectations of this subdomain is independently looking after their needs, has an established hand preference, is well coordinated, and does not suck a thumb/finger. Children who are not meeting the developmental expectations for this subdomain range from those who have difficulties with independence, handedness, coordination, and/or suck a thumb to those who have not developed any of these skills and suck a thumb.

The percentage of children not meeting this developmental expectation is higher compared to Ontario for Cycle 6, similar to what was observed in the DPSSSAB area in Cycle 5 (Figure 9).

FIGURE 9: PHYSICAL INDEPENDENCE SUBDOMAIN RESULTS

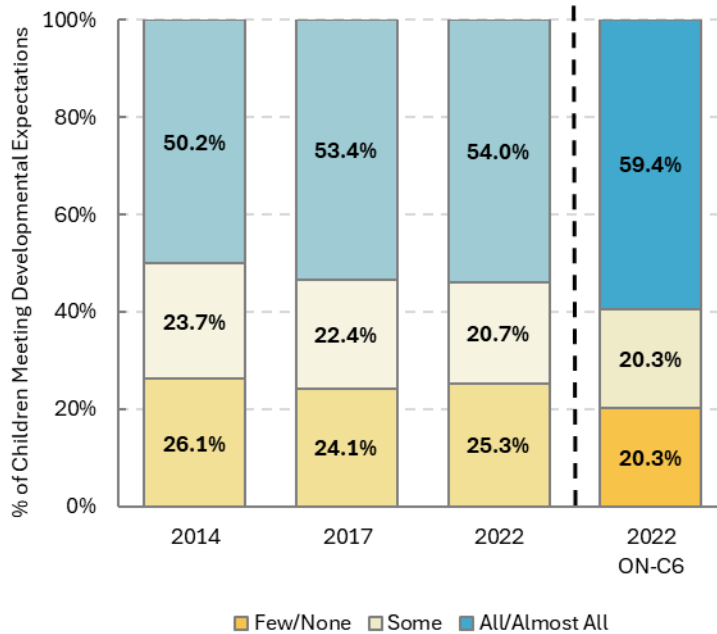


Gross and Fine Motor Skills

A child who meets all, or almost all, of the developmental expectations of this subdomain has an excellent ability to physically tackle the school day and has excellent or good gross and fine motor skills. Children who are not meeting the developmental expectations for this subdomain range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, overall energy levels, and physical skills.

The percentage of children not meeting this developmental expectation is higher compared to Ontario for Cycle 6, but similar to what was observed in the DPSSSAB area in Cycle 5 (Figure 10).

FIGURE 10: GROSS & FINE MOTOR SKILLS SUBDOMAIN RESULTS



Social Competence

The Social Competence domain measures curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable behaviour in a public place, ability to control own behaviour, appropriate respect for adult authority, cooperation with others, following rules, and the ability to play and work with other children. A child below the 10th percentile “has poor overall social skills; has regular serious problems in more than one area of getting along with other children – accepting responsibility for his or her own actions, following rules and class routines, being respectful of adults, children and others’ property, having self-confidence and self-control, and adjusting to change; and is usually unable to work independently”.¹⁰

In the DPSSSAB area, 13.1% of children were considered vulnerable in this domain (Figure 11), lower than what was observed in the previous cycle.

FIGURE 11: PERCENT VULNERABLE FOR SOCIAL COMPETENCE

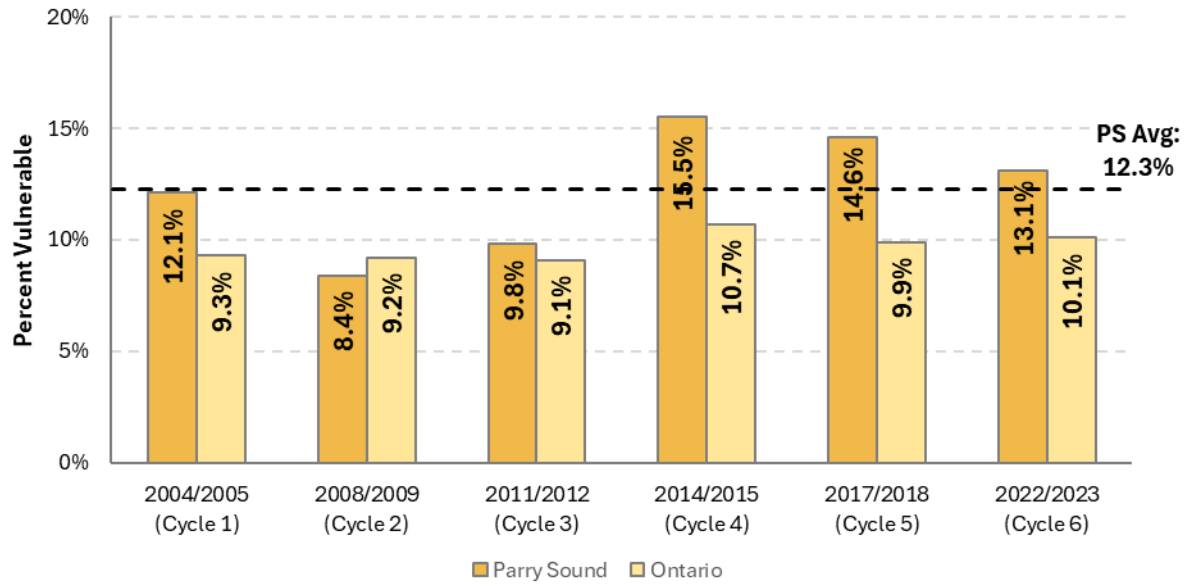
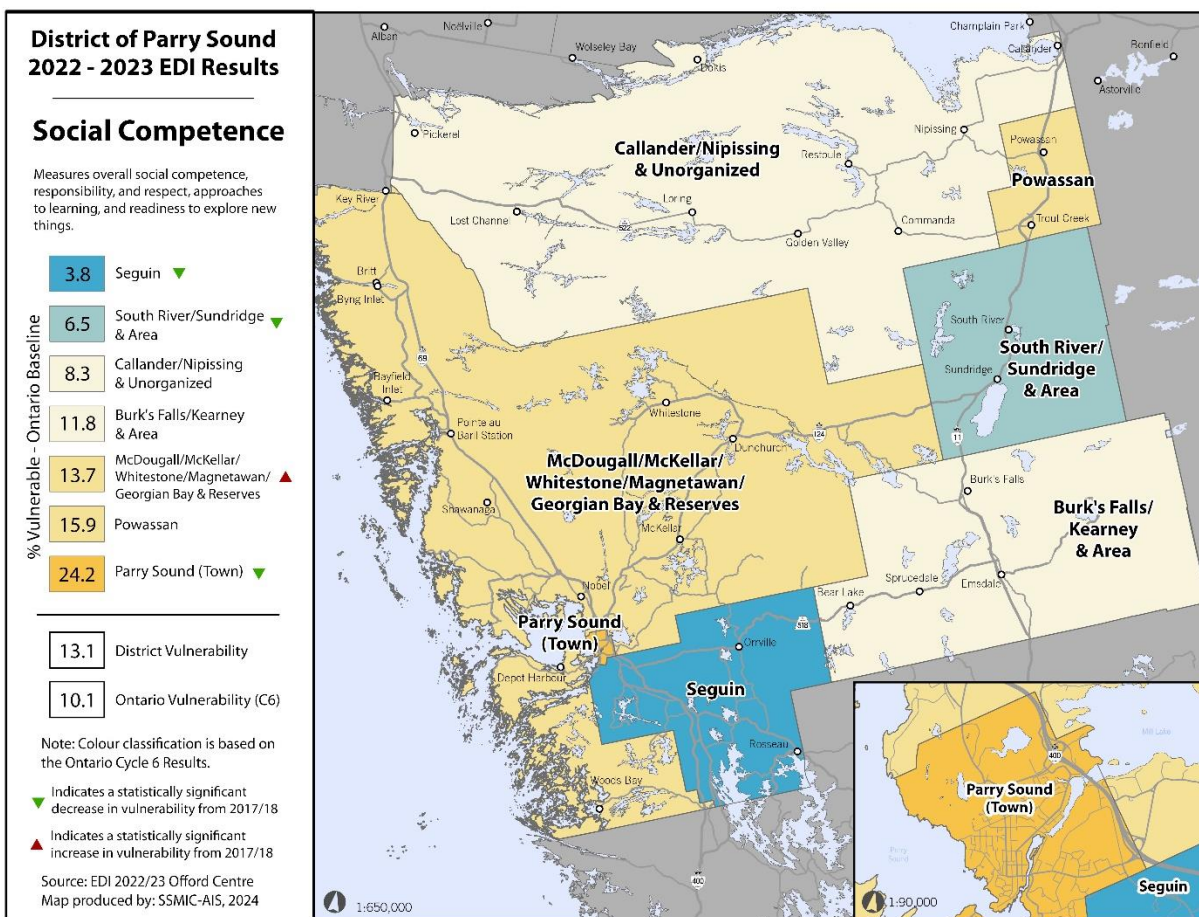


Figure 12 shows the distribution of vulnerability across the Parry Sound district for this domain.

FIGURE 12: PERCENT VULNERABLE IN SOCIAL COMPETENCE DOMAIN BY NEIGHBOURHOOD, 2022/23



SUBDOMAINS

The Social Competence domain can be further divided into four subdomains:

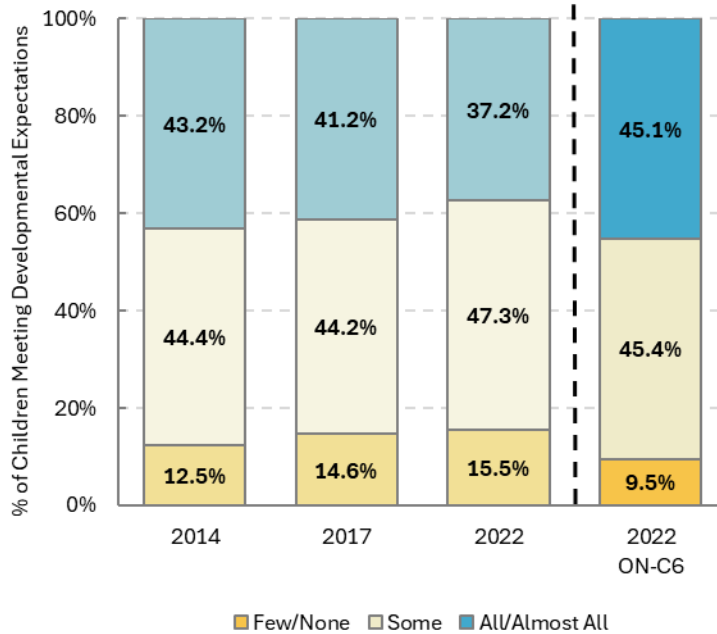
- Overall Social Competence
- Responsibility and Respect
- Approaches to Learning
- Readiness to Explore New Things

Overall Social Competence

A child who meets all, or almost all, of the developmental expectations of this subdomain has excellent or good overall social development, a very good ability to get along with other children and play with various children and is usually cooperative and self-confident. Children who are not meeting developmental expectations have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.

Figure 13 shows that the percentage of children not meeting this developmental expectation is higher compared to Ontario for Cycle 6, and similar to what was observed in the DPSSSAB area in Cycle 5.

FIGURE 13: OVERALL SOCIAL COMPETENCE SUBDOMAIN RESULTS

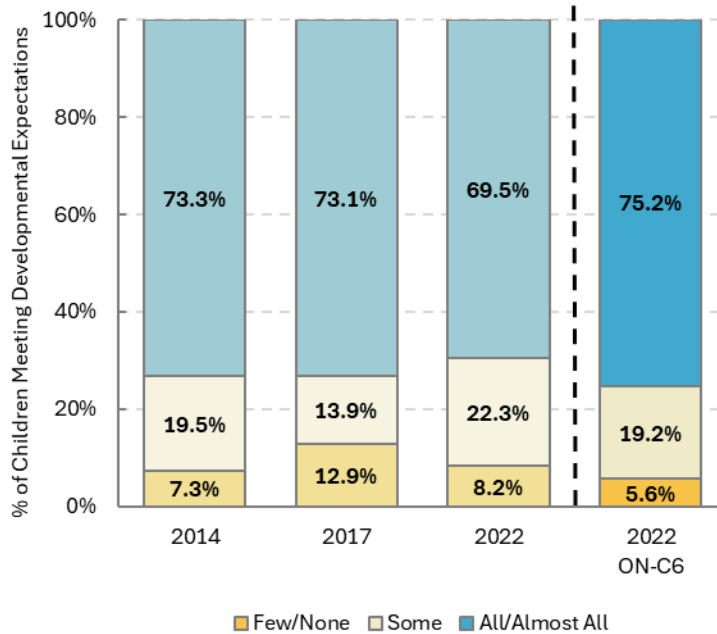


Responsibility and Respect

A child who meets all, or almost all, of the developmental expectations of this subdomain always or most of the time shows respect for others and for property, follows rules and takes care of materials, accepts responsibility for actions, and shows self-control. Children who are not meeting developmental expectations only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.

Figure 14 shows the percentage of children not meeting developmental expectations in this subdomain was higher in Cycle 6 compared Ontario, and lower compared to the previous cycle.

FIGURE 14: RESPONSIBILITY AND RESPECT SUBDOMAIN RESULTS

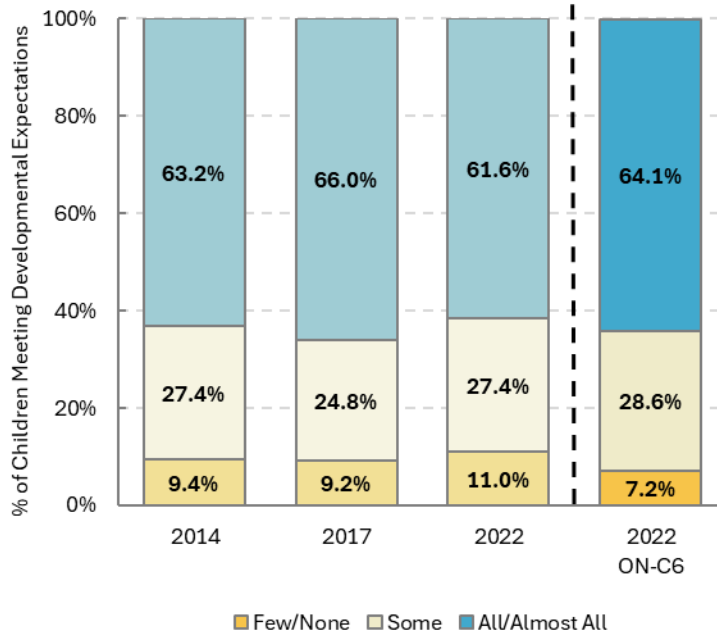


Approaches to Learning

A child who meets all, or almost all, of the developmental expectations of this subdomain always or most of the time works neatly, independently, and solves problems, follows instructions and class routines, and easily adjusts to changes. Children who are not meeting developmental expectations only sometimes or never work neatly or independently, are rarely able to solve problems, sometimes or never follow class routines and do not easily adjust to changes in routines.

Figure 15 shows that the percentage of children not meeting developmental expectations for this subdomain is higher than what is observed in Ontario and in the previous cycle.

FIGURE 15: APPROACHES TO LEARNING SUBDOMAIN RESULTS

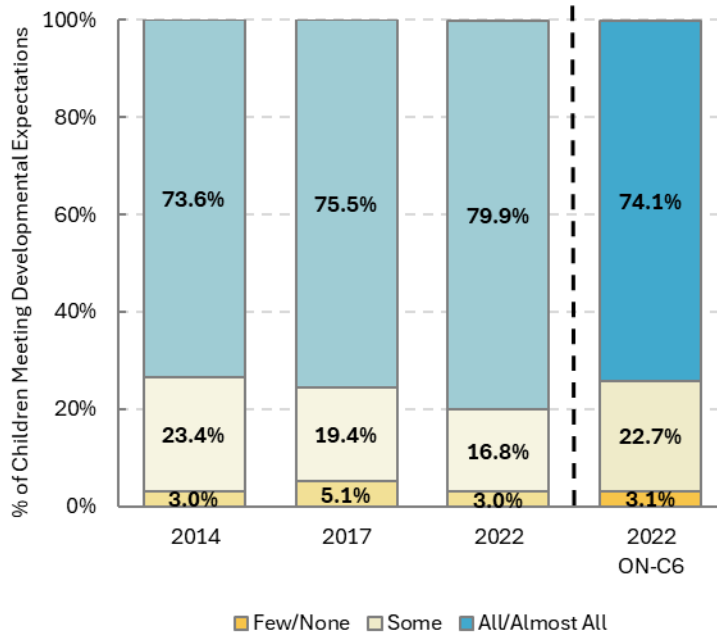


Readiness to Explore New Things

A child who meets all, or almost all, of the developmental expectations of this subdomain are curious about the surrounding world, and are eager to explore new books, toys, and games. Children who are not meeting developmental expectations only sometimes or never show curiosity about the world, and are not eager to explore new books, toys, and games. Very few children are not meeting developmental expectations in this subdomain.

Figure 16 shows a very small percentage of children not meeting this developmental expectation in Cycle 6, similar to what was observed in Ontario and lower than the previous cycle.

FIGURE 16: READINESS TO EXPLORE NEW THINGS SUBDOMAIN RESULTS



Emotional Maturity

The Emotional Maturity domain measures the ability to reflect before acting, a balance between too fearful and too impulsive, ability to deal with feelings at the age-appropriate level, and empathic responses to other people's feelings. A child below the 10th percentile “has regular problems managing aggressive behaviour; is prone to disobedience and/or easily distractible, inattentive, and impulsive; is usually unable to show helping behaviour toward other children; and is sometimes upset when left by the caregiver”.¹⁰

In Figure 17, it is shown that the percentage of vulnerable children in this domain had a meaningful increase in Cycle 6 compared to Cycle 5.

FIGURE 17: PERCENT VULNERABLE FOR EMOTIONAL MATURITY

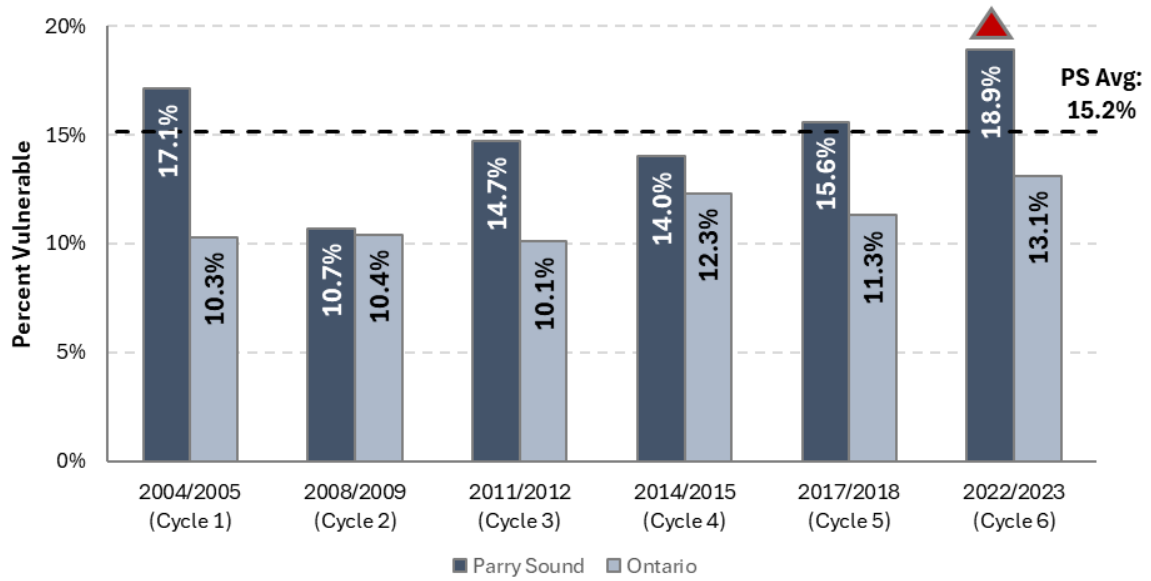
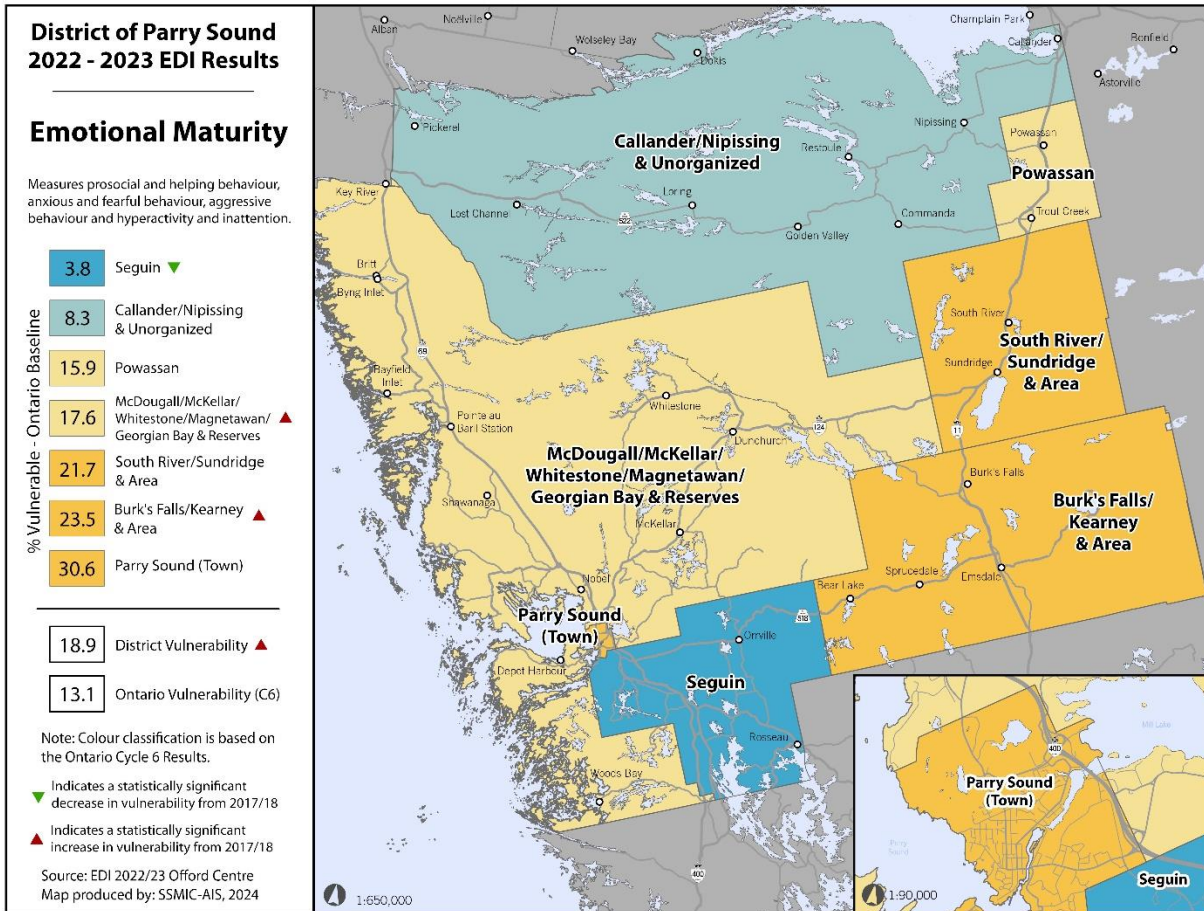


Figure 18 shows the distribution of vulnerability across the Parry Sound area for this domain.

FIGURE 18: PERCENT VULNERABLE IN EMOTIONAL MATURITY DOMAIN BY LARGE NEIGHBOURHOOD, 2022/23



SUBDOMAINS

The Emotional Maturity domain can be further divided into four subdomains:

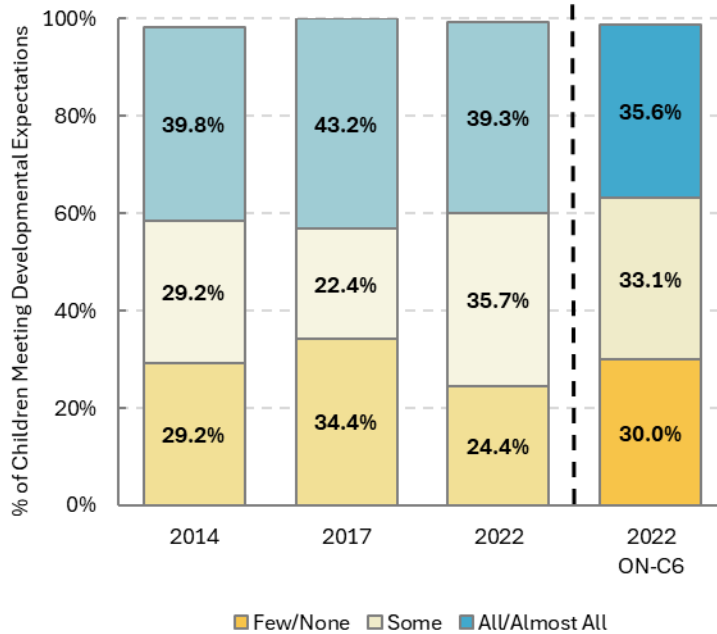
- Prosocial and Helping Behaviour
- Anxious and Fearful Behaviour
- Aggressive Behaviour
- Hyperactivity and Inattention

Prosocial and Helping Behaviour

A child who meets all, or almost all, of the developmental expectations of this subdomain often shows most of the helping behaviours: helping someone hurt, sick, or upset; offering to help spontaneously and inviting bystanders to join in. Children who are not meeting developmental expectations never, or almost never, show most of the helping behaviors: they do not help someone hurt, sick, or upset; do not spontaneously offer to help and do not invite bystanders to join in.

Figure 19 shows that the percentage of children not meeting developmental expectations for this subdomain is lower compared to Ontario Cycle 6 and the previous cycle.

FIGURE 19: PROSOCIAL AND HELPING BEHAVIOUR SUBDOMAIN RESULTS

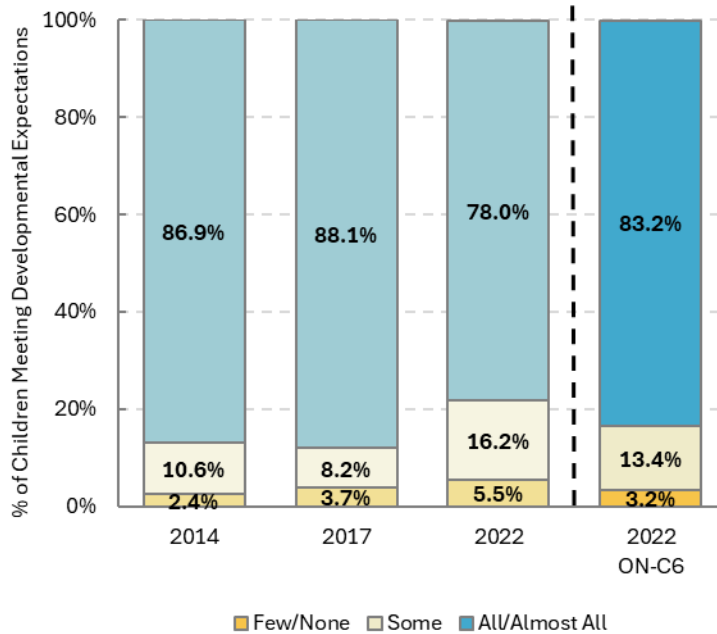


Anxious and Fearful Behaviour

A child who meets all, or almost all, of the developmental expectations of this subdomain rarely or never shows most of the anxious behaviours: they are happy and able to enjoy school and are comfortable being left at school by caregivers. Children who are not meeting developmental expectations could be worried, unhappy, nervous, sad, excessively shy, indecisive, and they can be upset when left at school. Very few children are not meeting developmental expectations in this subdomain.

In Figure 20, the percentage of children not meeting developmental expectations for this subdomain has remained consistently low over EDI cycles. However, Cycle 6 showed a higher percentage of children only meeting some of the developmental expectations for this subdomain compared to Cycle 5 and Ontario Cycle 6.

FIGURE 20: ANXIOUS AND FEARFUL BEHAVIOUR SUBDOMAIN RESULTS

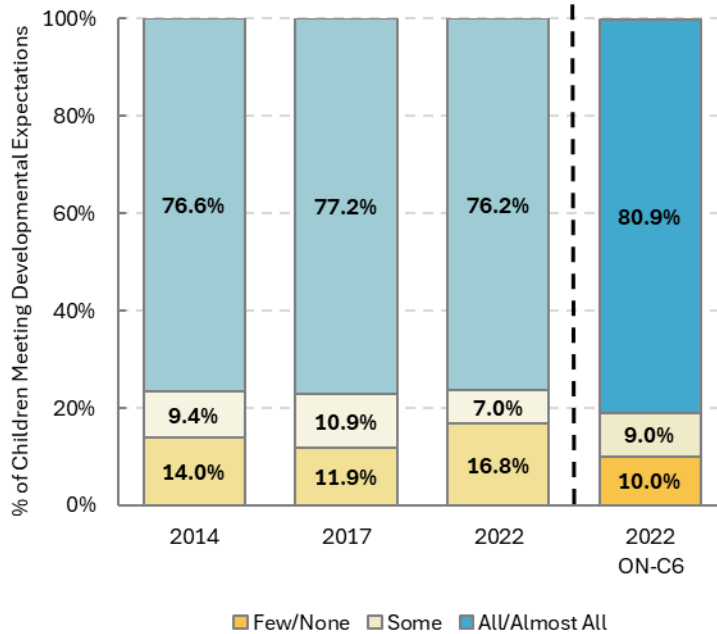


Aggressive Behaviour

A child who meets all, or almost all, of the developmental expectations of this subdomain rarely or never shows most of the aggressive behaviours: they do not use aggression as means of solving a conflict, do not have temper tantrums, and are not mean to others. Children who are not meeting developmental expectations get into physical fights, kick, or bite others, take other people’s things, are disobedient or have temper tantrums.

Figure 21 shows the Cycle 6 results for this subdomain are higher compared to both Ontario results and Cycle 5 results.

FIGURE 21: AGGRESSIVE BEHAVIOUR SUBDOMAIN RESULTS

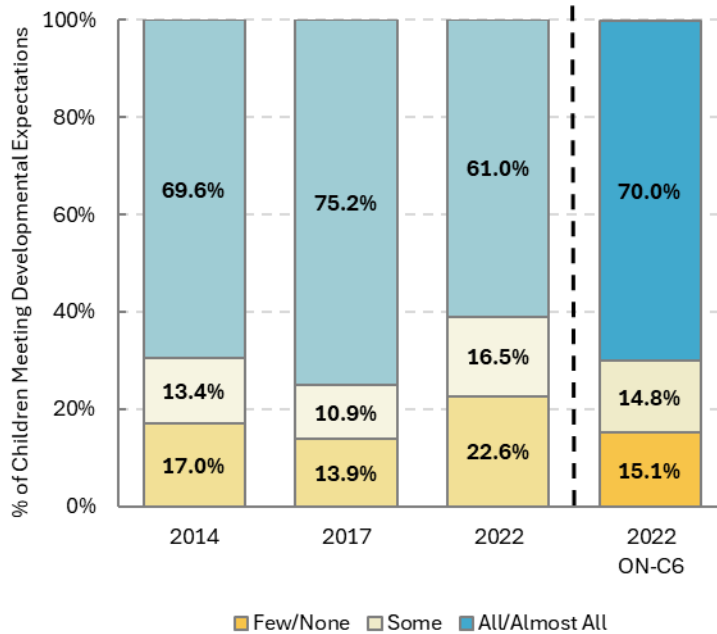


Hyperactivity and Inattention

A child who meets all, or almost all, of the developmental expectations of this subdomain never shows most of the hyperactive behaviours: they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something. Children who are not meeting developmental expectations could be restless, distractible, impulsive, and have difficulty settling into activities.

In Figure 22, the percentage of children not meeting developmental expectations for this subdomain is higher for the DPSSSAB area in Cycle 6 compared to Cycle 5 and the Ontario Cycle 6 results. In addition, the percent of children only meeting some of the developmental expectations is also higher than the previous cycle and the province.

FIGURE 22: HYPERACTIVITY AND INATTENTION SUBDOMAIN RESULTS



Language & Cognitive Development

The Language & Cognitive Development domain measures reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, the ability to understand similarities and differences, and the ability to recite back specific pieces of information from memory. A child below the 10th percentile “has problems in both reading/writing and numeracy; is unable to read and write simple words, is uninterested in trying, and is often unable to attach sounds to letters; has difficulty remembering things, counting to 20, and recognizing and comparing numbers; and is usually not interested in numbers”.¹⁰

The percentage of vulnerable children is greater than what was observed in the province this cycle (Figure 23). In addition, there was no meaningful change between Cycle 6 and Cycle 5 scores.

FIGURE 23: PERCENT VULNERABLE FOR LANGUAGE & COGNITIVE DEVELOPMENT

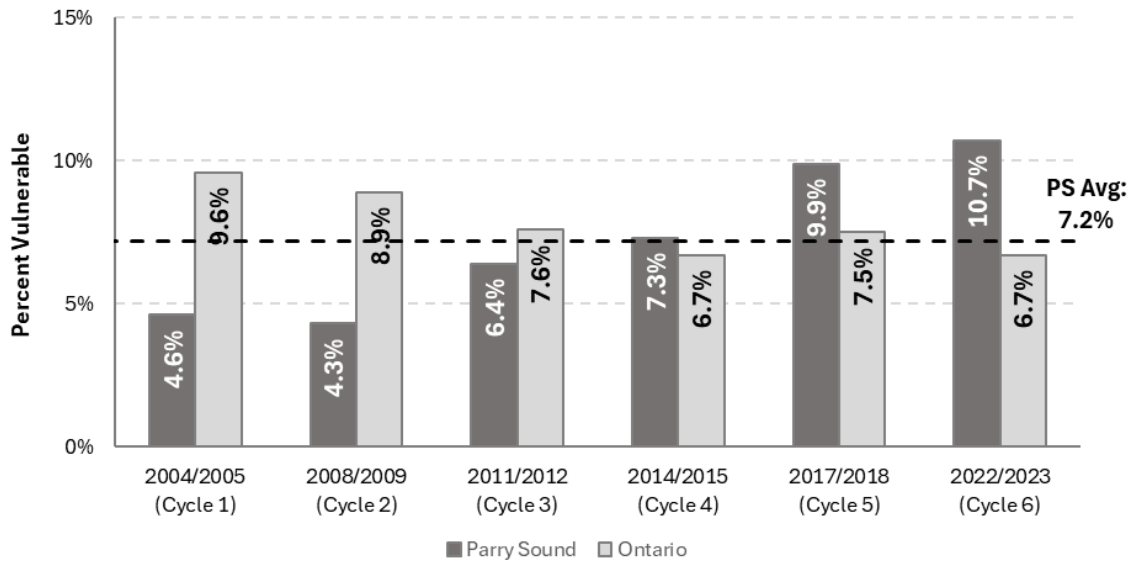
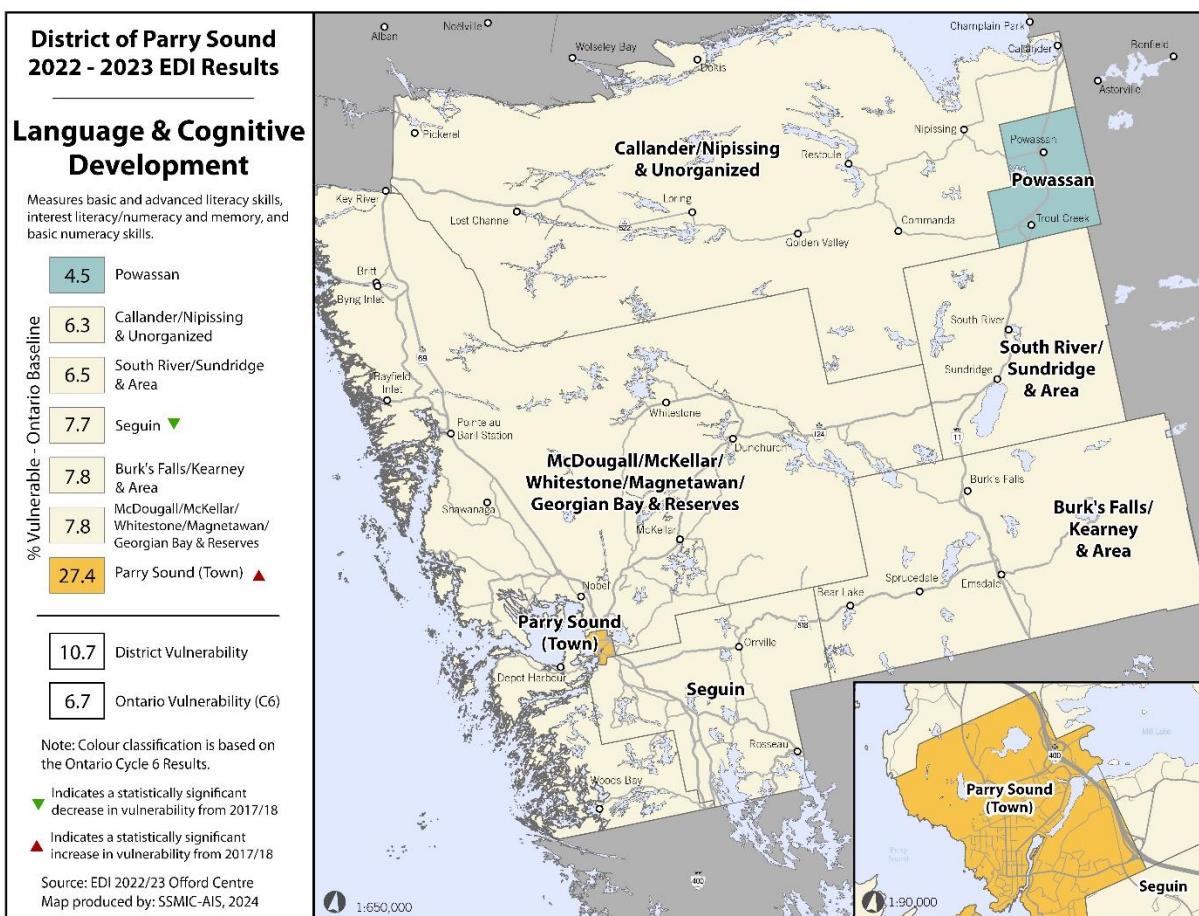


Figure 24 visualizes the distribution of vulnerability across the Parry Sound area for this domain.

FIGURE 24: PERCENT VULNERABLE IN LANGUAGE & COGNITIVE DEVELOPMENT DOMAIN BY LARGE NEIGHBOURHOOD, 2022/23



SUBDOMAINS

The Language & Cognitive Development domain can be further divided into four subdomains:

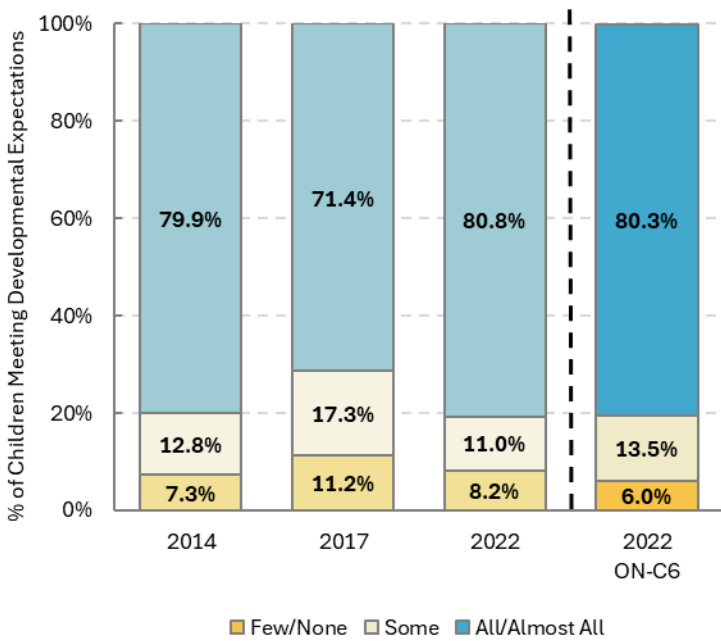
- Basic Literacy Skills
- Interest in Literacy/Numeracy and Memory
- Advanced Literacy Skills
- Basic Numeracy Skills

Basic Literacy Skills

A child who meets all, or almost all, of the developmental expectations of this subdomain has all the basic literacy skills: knows how to handle a book, can identify some letters and attach sounds to some letters, shows awareness of rhyming words, knows the writing directions, and is able to write their own name. Children who are not meeting developmental expectations have problems with identifying letters or attaching sounds to them, has difficulty rhyming and may not know the writing directions or even how to write their own name.

The percentage of children not meeting developmental expectations for this subdomain is lower compared to Cycle 5 results, and higher than what was observed in Ontario (Figure 25).

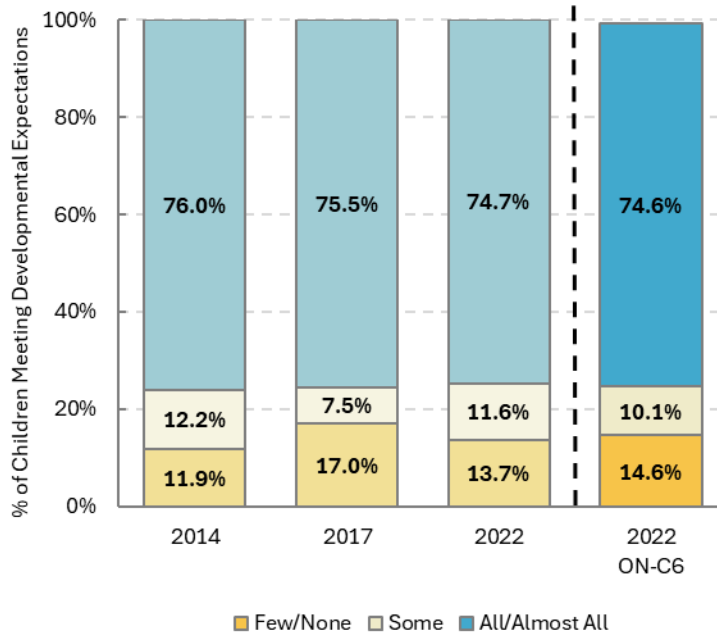
FIGURE 25: BASIC LITERACY SKILLS SUBDOMAIN RESULTS



Interest Literacy/Numeracy and Memory

A child who meets all, or almost all, of the developmental expectations of this subdomain shows interest in books and reading, math and numbers, and has no difficulty with remembering things. Children who are not meeting developmental expectations may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things. The percentage of children not meeting this developmental expectation is similar compared to Ontario for Cycle 6 and lower than the DPSSSAB area in Cycle 5. In addition, the percent of children meeting only some of the developmental expectations has increased from last cycle (Figure 26).

FIGURE 26: INTEREST LITERACY/NUMERACY AND MEMORY SUBDOMAIN RESULTS

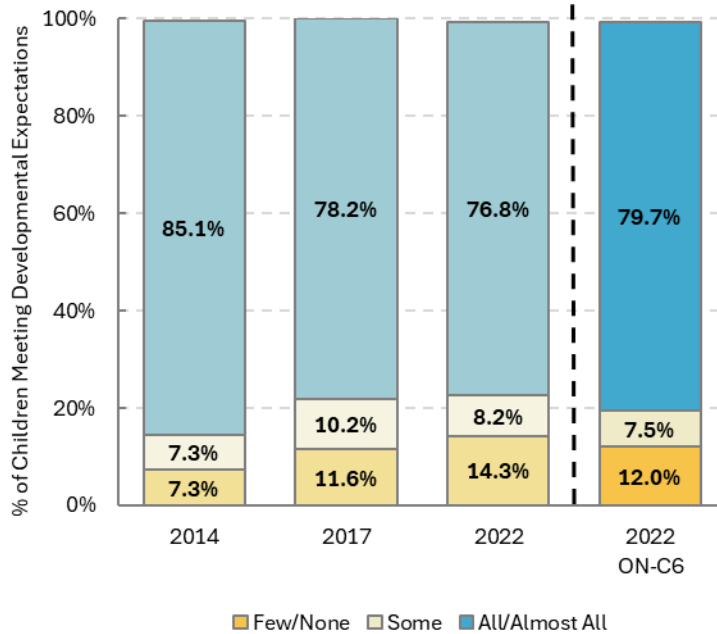


Advanced Literacy Skills

A child who meets all, or almost all, of the developmental expectations of this subdomain has at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences. Children who are not meeting developmental expectations have only up to one of the advanced literacy skills, cannot read or write simple words or sentences, and rarely write voluntarily.

The percentage of children not meeting this developmental expectation has increased since Cycle 5, and the results are higher compared to Ontario Cycle 6 results (Figure 27).

FIGURE 27: ADVANCED LITERACY SKILLS SUBDOMAIN RESULTS

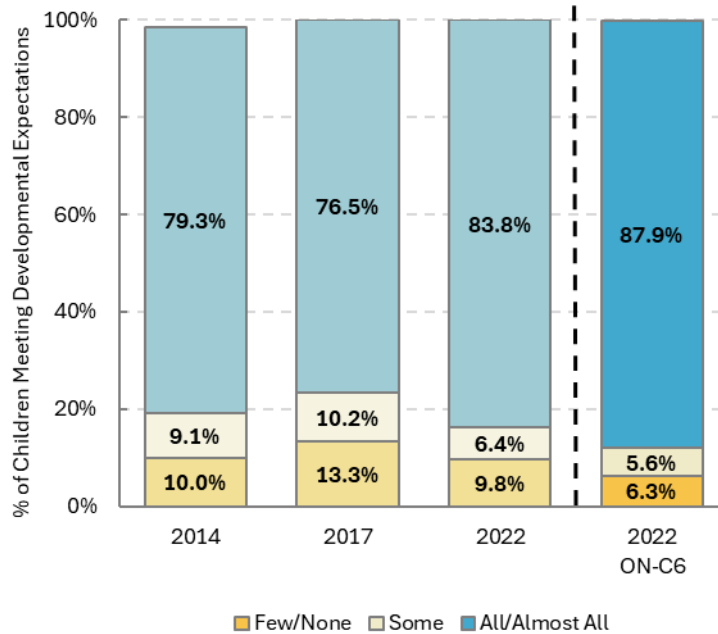


Basic Numeracy Skills

A child who meets all, or almost all, of the developmental expectations of this subdomain has 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. Children who are not meeting developmental expectations have marked difficulty with numbers; cannot count, compare, or recognize numbers; may not be able to name all the shapes and may have difficulty with time concepts.

Figure 28 shows that the percentage of children not meeting this developmental expectation has decreased compared to the previous cycle and is higher compared to the province for Cycle 6. A higher percentage of children are meeting most of the developmental expectations for this subdomain compared to the Cycle 5 results (Figure 28).

FIGURE 28: BASIC NUMERACY SKILLS SUBDOMAIN RESULTS



Communication Skills & General Knowledge

The Communication Skills & General Knowledge domain measures 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 them. A child below the 10th percentile “has poor communication skills and articulation; has difficulties in talking to others, understanding, and being understood; and has poor general knowledge”.¹⁰

As shown in Figure 29, the percent of vulnerable children decreased compared to the previous cycle, going from 10.9% in Cycle 5 to 8.5% in Cycle 6.

FIGURE 29: PERCENT VULNERABLE COMMUNICATION SKILLS & GENERAL KNOWLEDGE

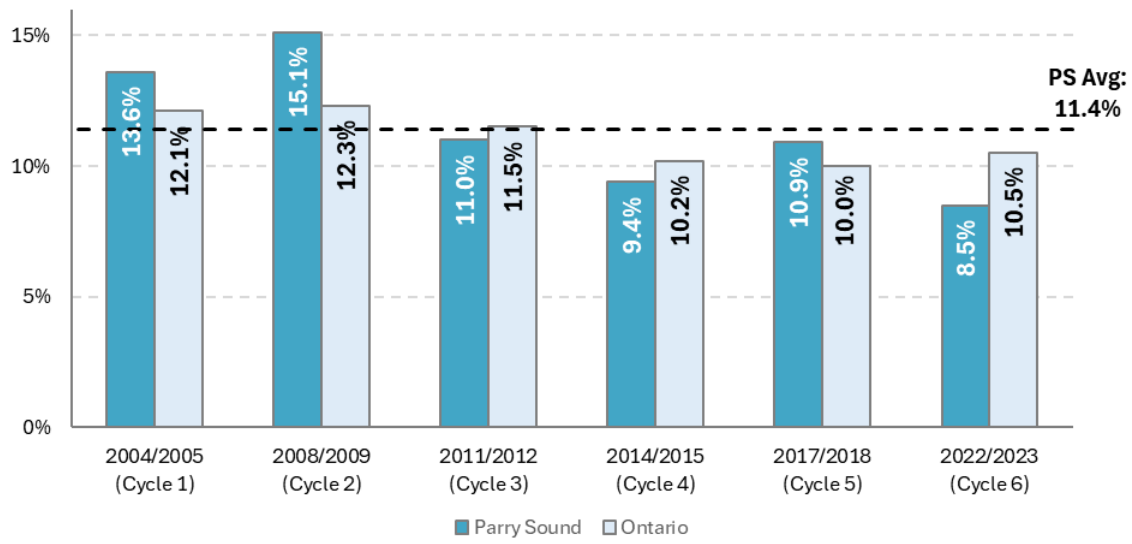
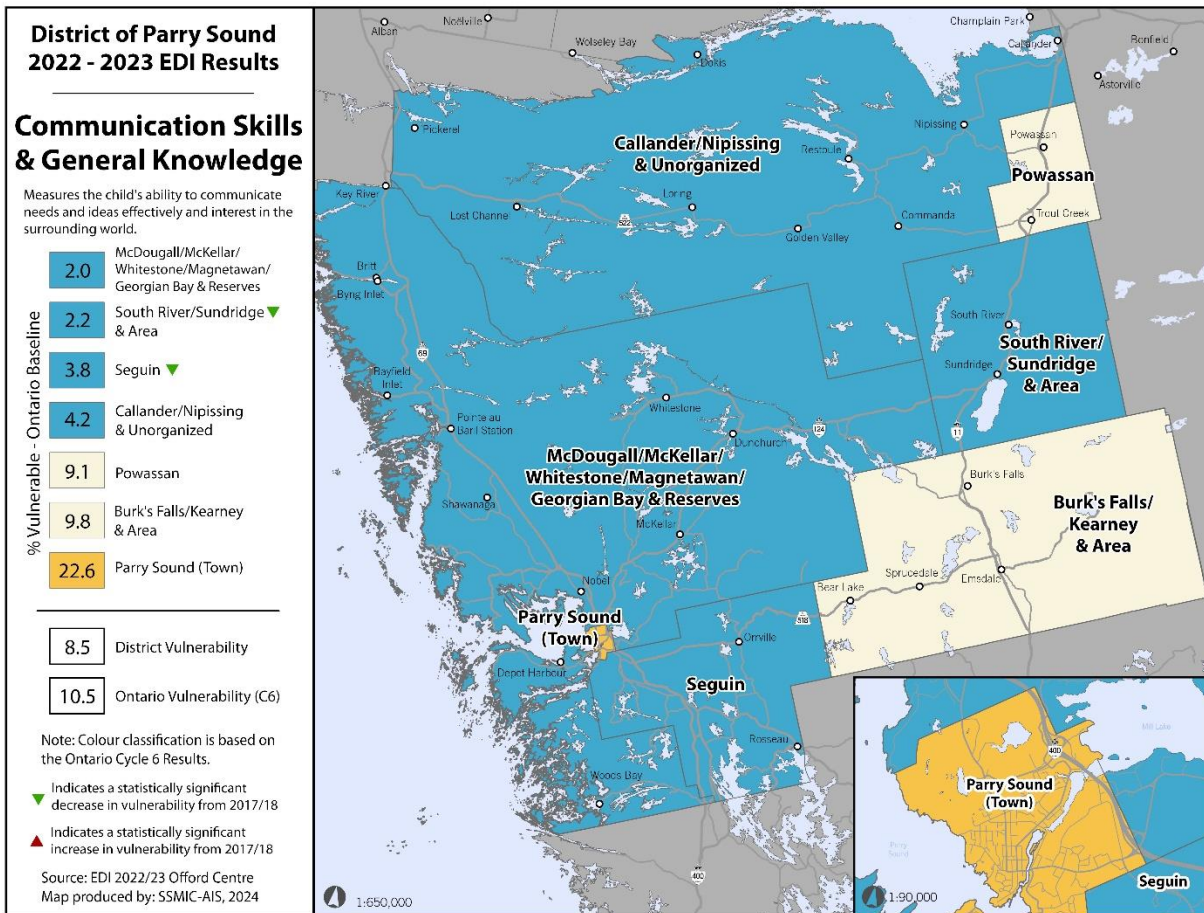


Figure 30 shows the distribution of vulnerability across the Parry Sound neighbourhoods for this domain.

FIGURE 30: PERCENT VULNERABLE IN COMMUNICATION & GENERAL KNOWLEDGE DOMAIN BY LARGE NEIGHBOURHOOD, 2022/23



SUBDOMAINS

The Communication Skills & General Knowledge domain has only one subdomain:

- Communication Skills and General Knowledge

Communication Skills & General Knowledge

A child who meets all, or almost all, of the developmental expectations of this subdomain has excellent or very good communication skills; can communicate easily and effectively, can participate in storytelling or imaginative play, articulates clearly, shows adequate general knowledge, and is proficient in their native language. Children who are not meeting developmental expectations range from being average to very poor in effective communication, may have difficulty participating in games involving the use of language, may have difficulty understanding others; may show little general knowledge and may have difficulty with their native language.

Figure 31 shows that the percentage of children not meeting this developmental expectation has increased from Cycle 5 and is higher than the province for Cycle 6.

FIGURE 31: COMMUNICATION SKILLS & GENERAL KNOWLEDGE SUBDOMAIN RESULTS

