

BEFORE YOU PRINT:
Please note this document is 48 pages long

MANITOULIN-SUDBURY

EDI 2012

BEST START NETWORK REPORT

social**planning**council
of Sudbury



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Early Development Instrument

Background¹

The Early Development Instrument (EDI) is a questionnaire that measures young children's readiness to learn at school. In partnership with school boards, the questionnaire is filled out by senior kindergarten teachers for each child in their class.

Readiness to learn refers to children's ability to develop various skills. From birth the brain is hardwired to absorb sensory information and use it to understand and interact with the world. However, this natural tendency can be limited by various physical, cognitive and emotional-psychological factors. Children who do not start school 'ready to learn' are at a disadvantage from which they often never recover.

School readiness refers to children's ability to benefit from the educational activities at school and to be able to meet these educational demands. Some expectations include: listening to the teacher, being able to hold a pencil, work with other children, and follow rules. The degree of school readiness predicts how well children will do at school.

The EDI is a population-level measure with results aggregated to the neighbourhood, community, provincial and national level. The EDI can monitor school readiness over time and across communities as well as predict how well children will do in elementary school. The EDI is not designed to determine the development of an individual child nor is it a measure of a school's performance.

EDI Domains²

The questionnaire consists of over 100 questions grouped into five domains.

Physical Health and Well-Being:

This domain measures children's physical preparedness for the school day (i.e. not being tired or hungry), fine and gross motor skills, energy level throughout the day, and physical independence.

Social Competence:

This domain measures children's competence and cooperation in working together, their ability to remember and follow rules, as well as their curiosity, eagerness, and approaches to learning and problem-solving.

Emotional Maturity:

This domain measures pro-social behaviour, aggression, inattention, hyperactivity, and anxious behaviours.

Language and Cognitive Development:

This domain measures children's ability to use age-appropriate language, numeracy and literacy, as well as interest and memory.

Communication Skills and General Knowledge:

This domain measures children's ability to communicate their needs and thoughts as well as their ability to understand others and the world around them.

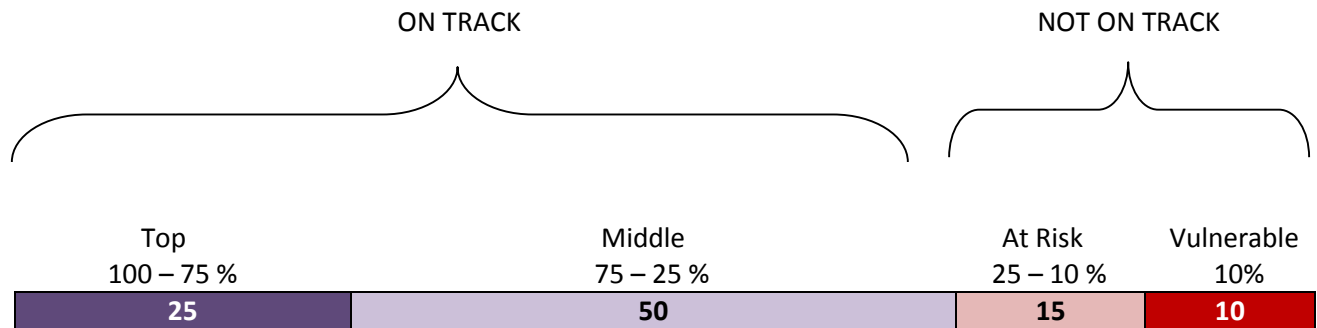


EDI Scores

The EDI average scores for each domain are divided into categories from the highest scores to the lowest scores in the community. These scores fall within Percentile Boundaries that represent various levels of school readiness.

Children are either **On Track** or **Not on Track**. Those that are on track have met All/Almost All or Some of the developmental expectations, while those that are not on track have met Few/None and are **vulnerable** or at risk of being vulnerable.

Of particular interest are children who are Vulnerable. These children are less ready to learn and less likely to succeed at school.



TRACK	LEVEL OF READINESS	PERCENTILE BOUNDARY
On Track	Top	The total group of children whose scores fall at or above the 75 th percentile (The top 25%)
On Track	Middle	The total group of children whose scores fall between the 75 th and 25 th percentile (The middle 50%)
Not on Track	At Risk of Vulnerable	The total group of children whose scores fall between the 10 th and 25 th percentile (The lowest 25% - not including the lowest 10%)
Not on Track	Vulnerable	The total group of children whose scores fall at or below the 10 th percentile (The lowest 10%)

EDI Sub-Domains

The EDI domains have been divided into sub-domains. Some sub-domains represent skills that kindergarten children are expected to have mastered already (i.e. physical independence), while other sub-domains represent skills that are still emerging (i.e. pro-social behaviour).

Physical Health and Well-Being

1. Physical readiness for school day
2. Physical independence
3. Gross and fine motor skills

Social Competence

1. Overall social competence
2. Responsibility and respect
3. Approaches to learning
4. Readiness to explore new things

Emotional Maturity

1. Pro-social and helping behaviour
2. Anxious and fearful behaviour
3. Aggressive behaviour
4. Hyperactivity and inattention

Language and Cognitive Development

1. Basic literacy
2. Interest in literacy/numeracy and memory
3. Advanced literacy
4. Basic numeracy

Communication Skills and General Knowledge

1. Communication skills and general knowledge

How You Can Use These Sub-Domain Results

Based on the skills and abilities that each sub-domain represent, children's scores were categorized as meeting "all/almost all", "some", or "few/none" of developmental expectations.

Detailed descriptions of each sub-domain are provided for the "all/almost all" and "few/none" categories.¹

Of particular interest are the proportion of children who fall into the "few/none" category which identifies the areas of greatest weakness in the population.

Programs and activities can be tailored to these areas of weakness.

Please see Appendix I for a list of suggested activities and programs that could be used to strengthen each sub-domain.



¹ There is no detailed description of the "some" category because the skills and abilities vary widely.

Manitoulin-Sudbury DSSAB 2011/12 Results

Description of DSSAB Communities

The Manitoulin-Sudbury DSSAB encompasses a large geography. This area has been divided into four large communities. Each of these large communities consists of many small towns as indicated below:

1. Manitoulin Island:

Gore Bay, Wikwemikong, Little Current, Manitowaning, Tehkummah, Mindemoya, Spring Bay, Providence Bay, Evansville, Kagawong, Sheguiandah, Meldrum Bay, Sheshegwaning, Silver Water, M'Chigeeng, Birch Island, South Bay Mouth

2. Lacloche:

Espanola, Massey, Webbwood, Walford, Whitefish Falls, McKerrow, Nairn Centre

3. Sudbury East:

Markstay, Hagar, Alban, Noelville, Killarney, St.-Charles, Monetville, Warren

4. Sudbury North Unorganized:

Cartier, Chapleau, Gogama, Foleyet, Sultan, Shining Tree

Most of these small towns do not have a large enough EDI sample size to report upon, with the exception of the towns of Espanola, Massey, Chapleau and Little Current. The towns are included in the Large Community data, as well as separately, on their own in the Community Reports.

Description of Children

The data collected for senior kindergarten students in Manitoulin-Sudbury showed that:

- 215 children took part in the 2011/12 EDI (children with special needs are exempt)
- 87% of children's first language was English, 8% was French, 6% English/French or Other
- 46 children were in French Immersion, while 169 (77%) were not
- 19% identified as Aboriginal

Ontario Baseline Cut-offs

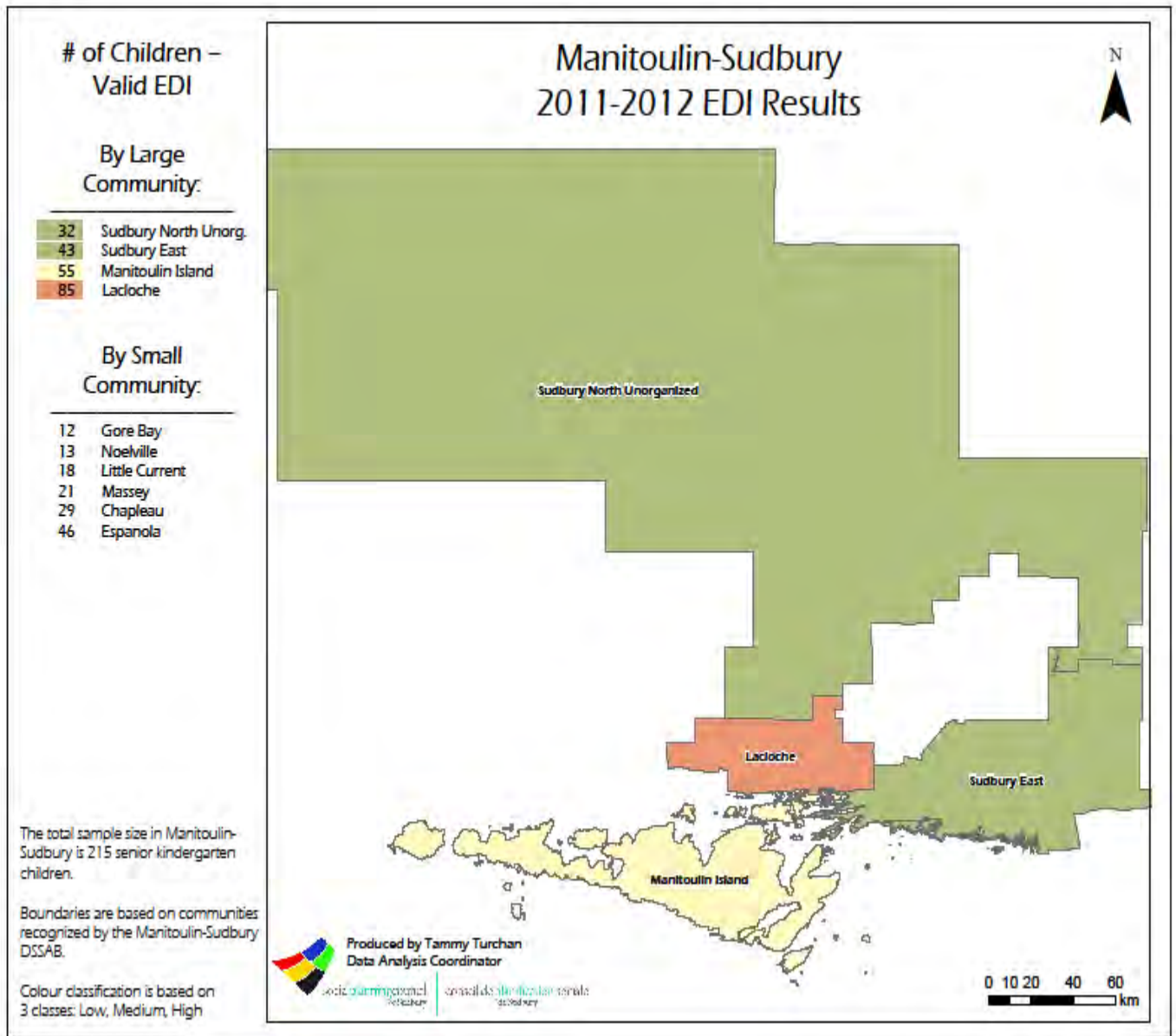
For this analysis the Ontario Baseline cut-offs have been used to determine vulnerability. This dataset consists of all participating Ontario communities and represents the Ontario normative population. This allows us to measure our local vulnerability in relation to the average distribution of scores across the province.

Not on Track (Vulnerable)

The table below shows the percentage of Manitoulin-Sudbury children who are vulnerable.

DOMAINS	% VULNERABLE 2011-12
Physical Health Well-Being	20.5
Social Competence	8.8
Emotional Maturity	14.9
Language Cognitive Development	3.7
Communication General Knowledge	6.0

Map 1: Number of EDI by Community



Physical Health and Well-Being

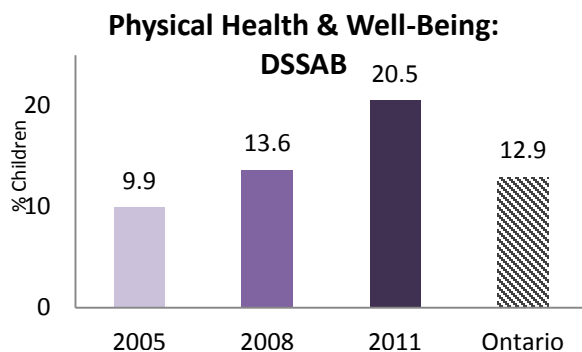
This domain measures gross and fine motor skills, adequate energy levels for classroom activities, independence and daily living skills.

A child vulnerable in this domain has: *“inadequate fine and gross motor skills, is sometimes tired or hungry, is usually clumsy, and may have flagging energy levels”*³

Manitoulin-Sudbury DSSAB

In 2011, 20.5% of children in Manitoulin-Sudbury were considered vulnerable in this domain.

Compared to previous EDI cycles, the vulnerability rate increased from 9.9% in 2005 to 20.5% in 2011, which is also significantly higher than the province.



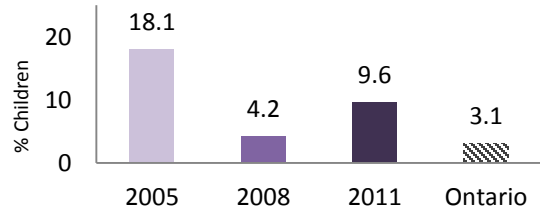
Large Communities

The large communities are listed by proportion vulnerable and number of children:

COMMUNITY	% VULNERABLE	TOTAL SAMPLE
Sudbury East	7.0	43
Man. Island	20.0	55
Lacloche	23.5	85
Sudbury North	31.3	32
DSSAB	20.5	
Ontario	12.9	

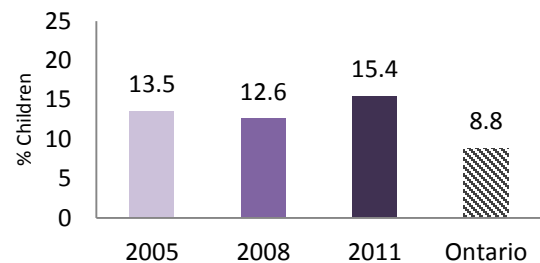
Subdomains: Percent of Children Meeting Few or None of the Developmental Expectations

Physical Readiness for School Day: DSSAB



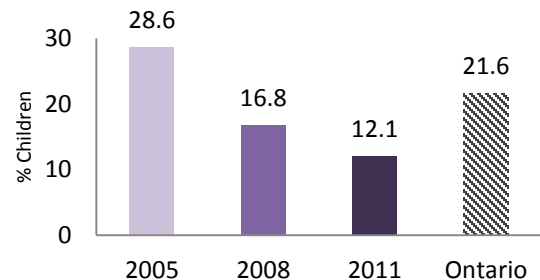
These skills have improved since 2005 but are worse than the province.

Physical Independence: DSSAB



These skills have declined since previous cycles and are significantly worse than the province.

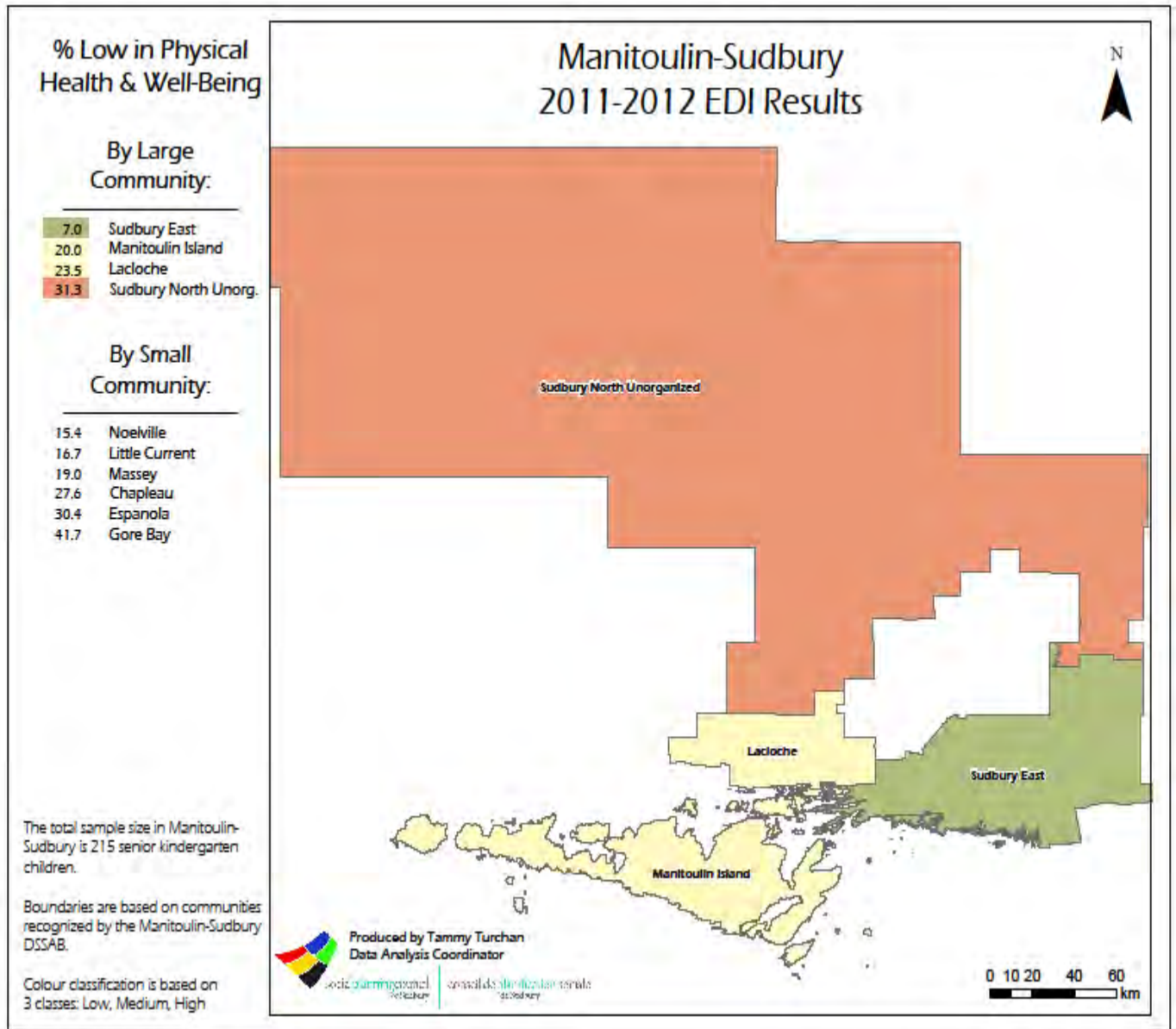
Gross & Fine Motor Skills: DSSAB



These skills have improved and are significantly better than previous cycles and the province.

Remember... the graphs illustrate the proportion of children who are vulnerable or NOT meeting expectations, thus graphs showing a decrease indicates improvement and is most desirable.

Map 2: Physical Health & Well-Being



Social Competence

This domain measures children’s ability to get along with others, accept responsibility, work independently, and their readiness to explore new things.

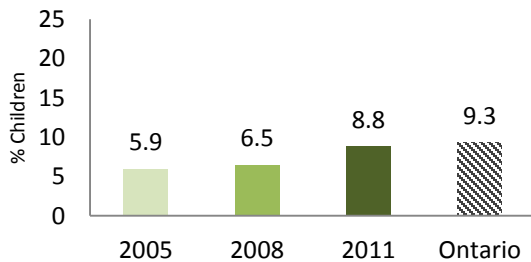
A child vulnerable in this domain has: *“problems following rules and classroom routines, being respectful of adults, children, and others’ property, having self-confidence and self-control, and adjusting to change; and is usually unable to work independently”*.⁴

Manitoulin-Sudbury DSSAB

In 2011, 8.8% of children in Manitoulin-Sudbury were considered vulnerable in this domain.

Compared to previous EDI cycles, the vulnerability rate increased from 5.9% in 2005 to 8.8% in 2011, which is slightly lower than province.

Social Competence: DSSAB



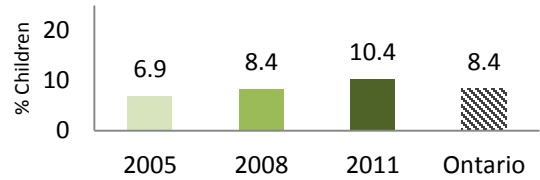
Large Communities

The large communities are listed by proportion vulnerable and number of children:

NEIGHBOURHOOD	% VULNERABLE	TOTAL SAMPLE
Sudbury North	3.1	32
Sudbury East	4.7	43
Lacloche	10.6	85
Man. Island	12.7	55
DSSAB	8.8	
Ontario	9.3	

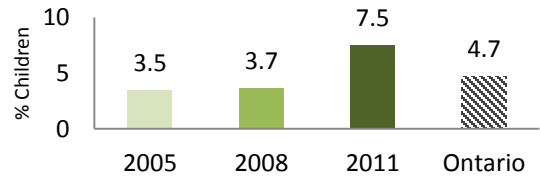
Subdomains: Percent of Children Meeting Few or None of the Developmental Expectations

Overall Social Competence with Peers: DSSAB



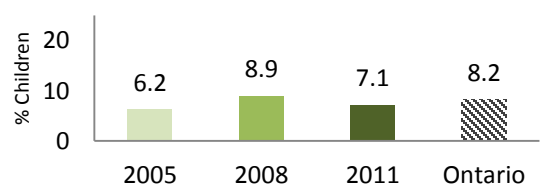
These skills have declined and are worse than previous cycles and the province.

Responsibility & Respect: DSSAB



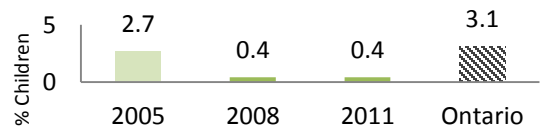
These skills have declined and are worse than previous cycles and the province.

Approaches to Learning: DSSAB



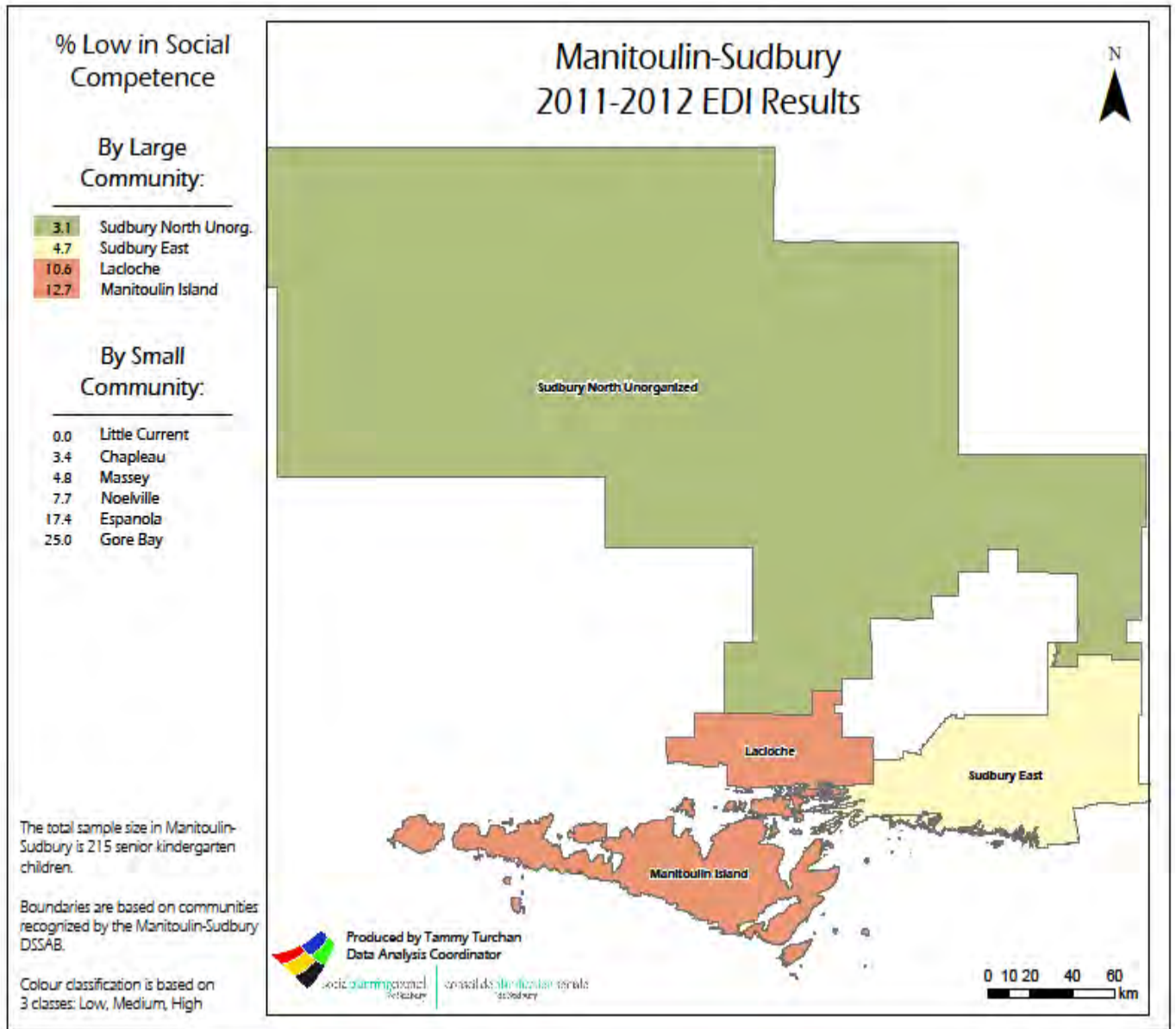
These skills have remained stable and are slightly better than the previous cycle and the province.

Readiness to Explore New Things: DSSAB



These skills have improved and are better than previous cycles and the province.

Map 3: Social Competence



Emotional Maturity

This domain measures children’s helpful, anxious and aggressive behaviour as well as their hyperactivity and inattention.

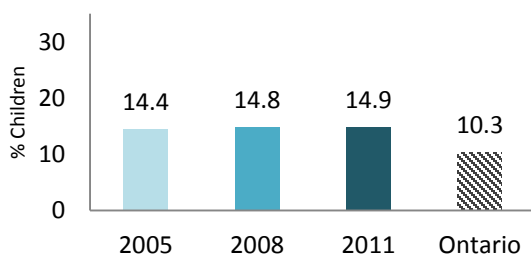
A child vulnerable in this domain has: *“problems managing aggressive behaviour; is prone to disobedience and/or is easily distractible, inattentive, and impulsive; is usually unable to show helping behaviour toward other children”*.⁵

Manitoulin-Sudbury DSSAB

In 2011, 14.9 % of children in Manitoulin-Sudbury were considered vulnerable in this domain.

Compared to previous EDI cycles, the vulnerability rate remained stable from 14.4% in 2005 to 14.9% in 2011, which is higher than the province.

Emotional Maturity: DSSAB



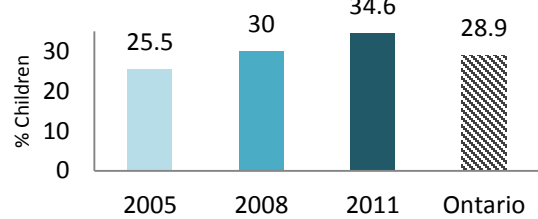
Large Communities

The large communities are listed by proportion vulnerable and number of children:

NEIGHBOURHOOD	% VULNERABLE	TOTAL SAMPLE
Lacloche	7.1	85
Sudbury North	18.8	32
Man. Island	20.0	55
Sudbury East	20.9	43
DSSAB	14.9	
Ontario	10.3	

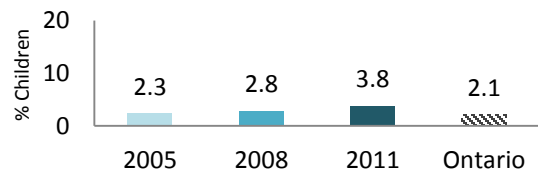
Subdomains: Percent of Children Meeting Few or None of the Developmental Expectations

Prosocial & Helping Behaviour: DSSAB



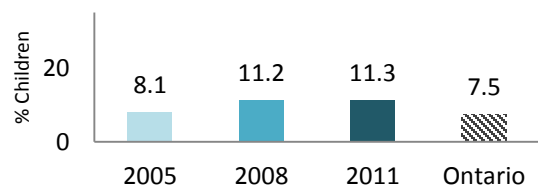
These skills have declined and are significantly worse than previous cycles and the province.

Anxious & Fearful: DSSAB



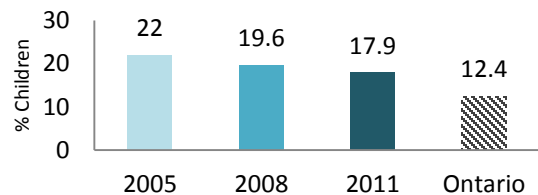
These skills have remained stable and are slightly worse than the province.

Aggressive Behaviour: DSSAB



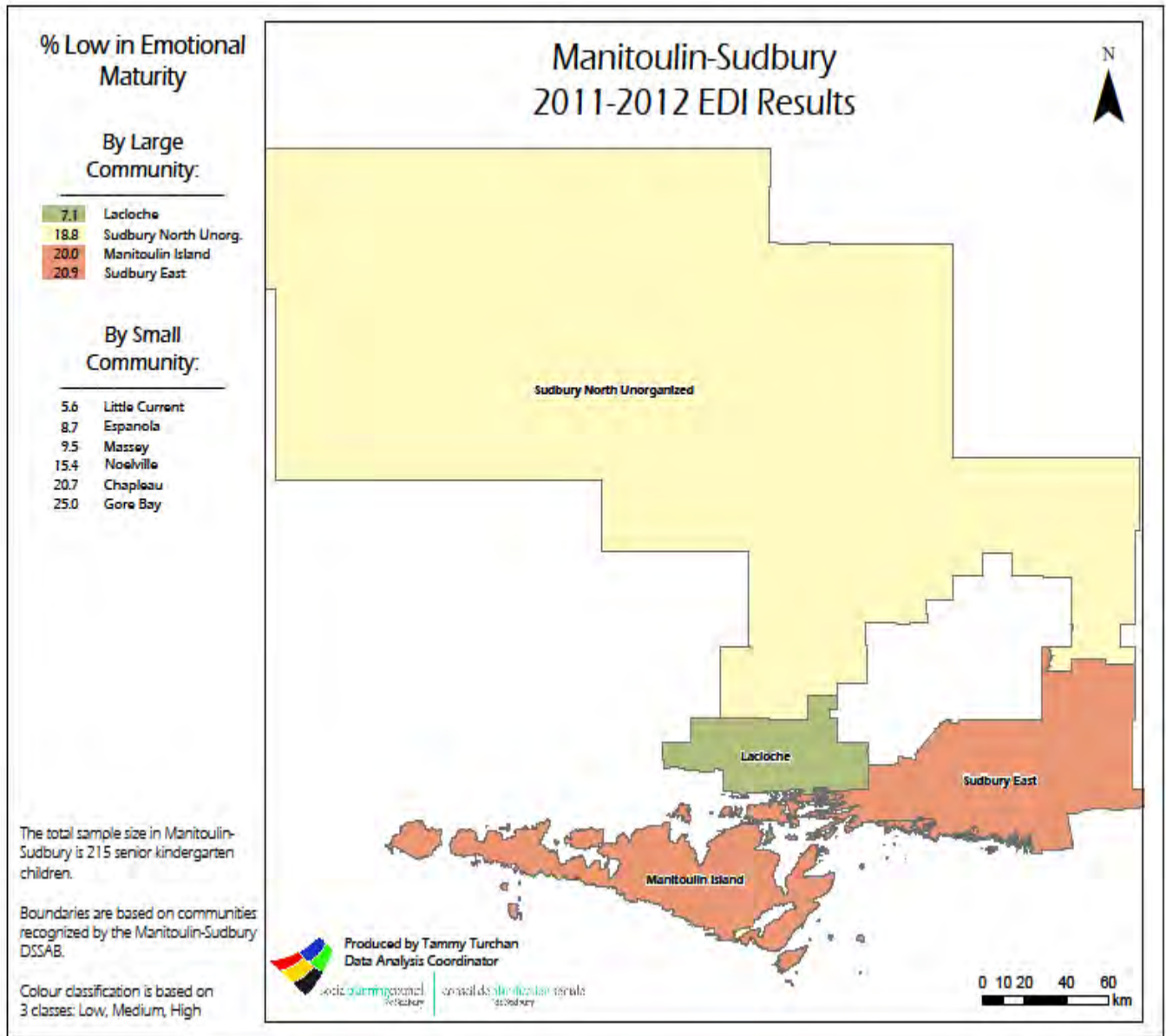
These skills have declined since 2005 and are worse than the province.

Hyperactivity & Inattention: DSSAB



These skills have improved and are better than previous cycles and the province.

Map 4: Emotional Maturity



Language & Cognitive Development

This domain measures children’s interest and ability to write, read, and count. It also measures children’s memory.

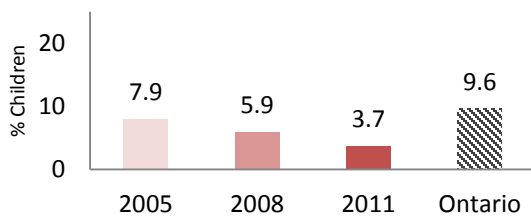
A child vulnerable in this domain is “unable to read and write simple words, is uninterested in trying, and is often unable to attach sounds to letters; has difficulty remembering things, counting to 20, recognizing and comparing numbers; and is usually not interested in numbers”.⁶

Manitoulin-Sudbury DSSAB

In 2011, 3.7% of children in Manitoulin-Sudbury were considered vulnerable in this domain.

Compared to previous EDI cycles, the vulnerability rate decreased significantly from 7.9% in 2005 to 3.7% in 2011, which is significantly lower than the province.

Language & Cognitive Development: DSSAB



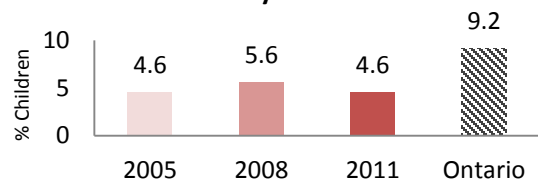
Large Communities

The large communities are listed by proportion vulnerable and number of children:

NEIGHBOURHOOD	% VULNERABLE	TOTAL SAMPLE
Man. Island	0.0	55
Lacloche	3.5	85
Sudbury North	6.3	32
Sudbury East	7.0	43
DSSAB	3.7	
Ontario	9.6	

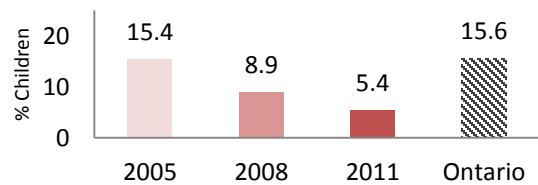
Subdomains: Percent of Children Meeting Few or None of the Developmental Expectations

Basic Literacy Skills: DSSAB



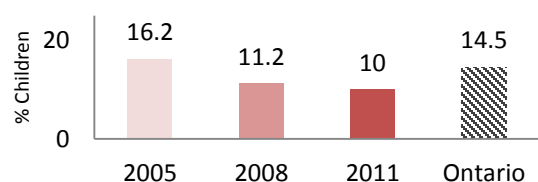
These skills have remained stable across cycles and are better than the province.

Advanced Literacy Skills: DSSAB



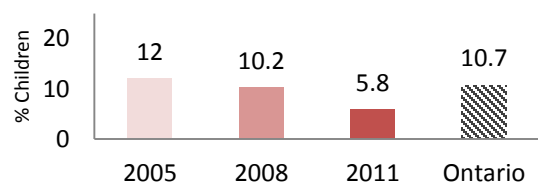
These skills have improved and are significantly better than previous cycles and the province.

Interest in Letters, Numbers & Memory: DSSAB



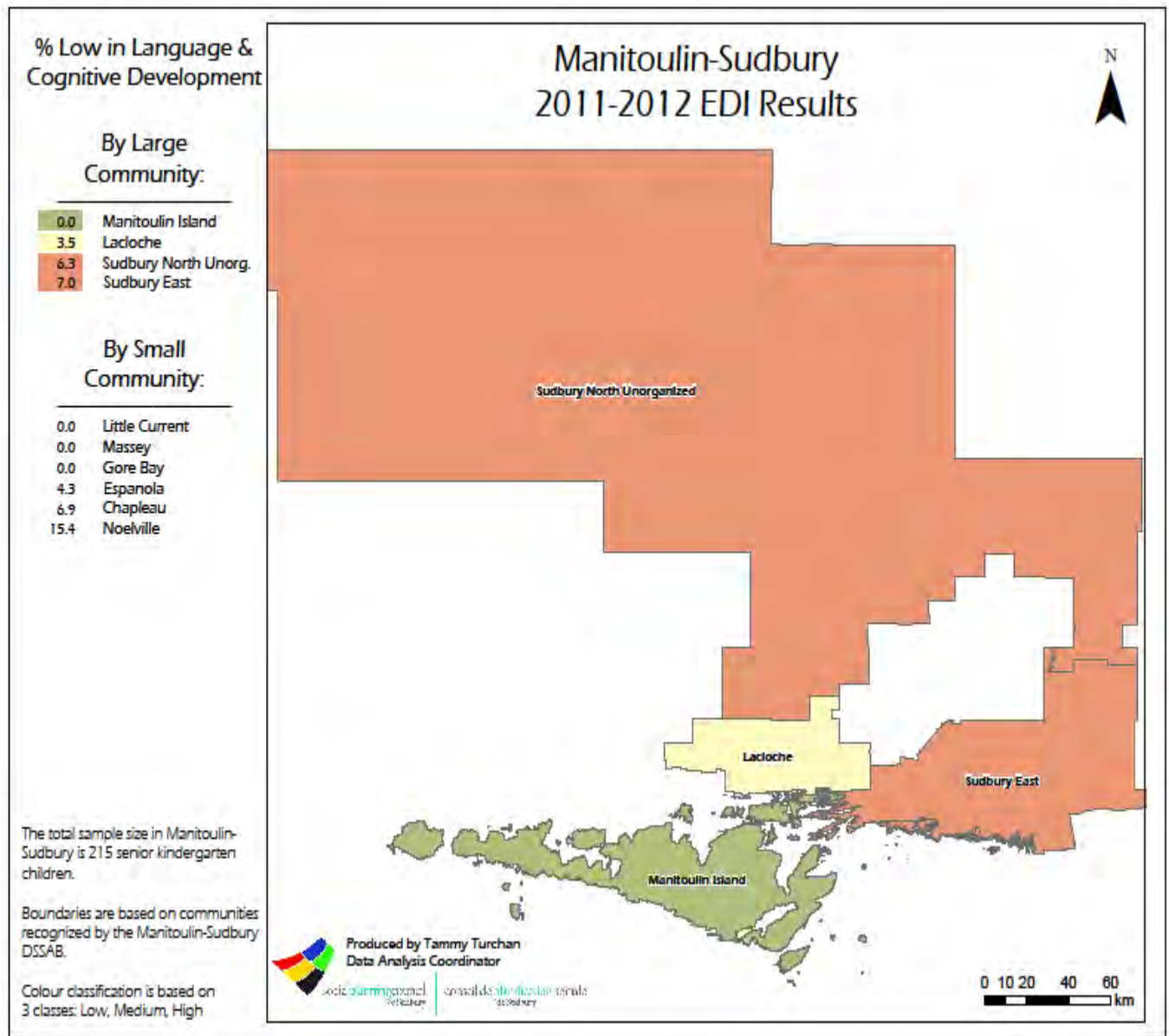
These skills have improved and are better than previous cycles and the province.

Basic Numeracy Skills: DSSAB



These skills have improved and are better than previous cycles and the province.

Map 5: Language & Cognitive Development



Communication Skills & General Knowledge

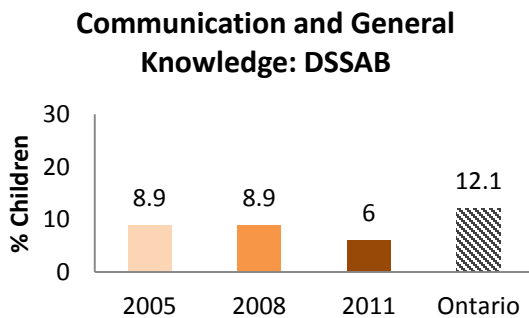
This domain measures children’s ability to communicate their own needs and understand others’ as well as their interest in the world around them.

A child vulnerable in this domain has: *“poor communication skills and articulation; has limited command of English, has difficulties in talking to others, understanding, and being understood, and has poor general knowledge”*.⁷

Manitoulin-Sudbury DSSAB

In 2011, 6.0% of children in Manitoulin-Sudbury were considered vulnerable in this domain.

Compared to previous EDI cycles, the vulnerability rate decreased from 8.9% in 2005 to 6.0% in 2011, which is significantly lower than the province.



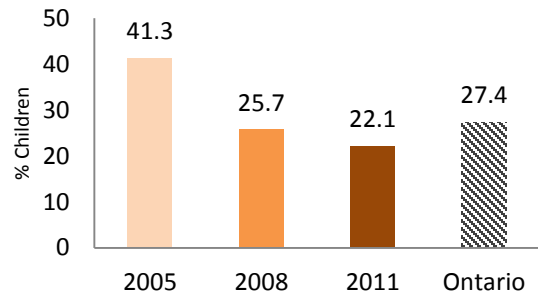
Large Communities

The large communities are listed by proportion vulnerable and number of children:

NEIGHBOURHOOD	% VULNERABLE	TOTAL SAMPLE
Man. Island	3.6	55
Sudbury East	4.7	43
Lacloche	4.7	85
Sudbury North	15.6	32
DSSAB	6.0	
Ontario	12.1	

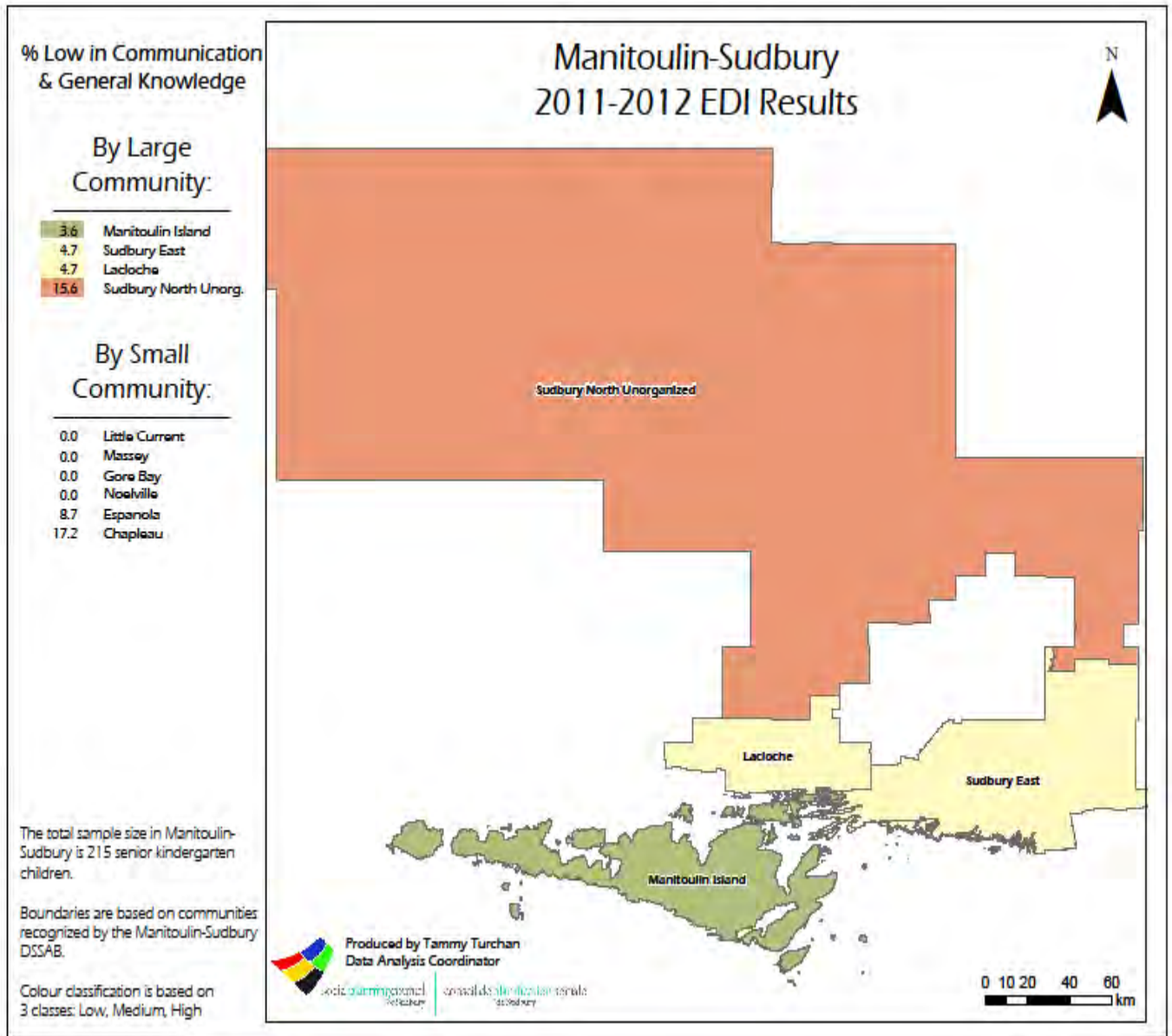
Subdomains: Percent of Children Meeting Few or None of the Developmental Expectations

Communication and General Knowledge: DSSAB



These skills have improved and are better than previous cycles and the province.

Map 6: Communication & General Knowledge

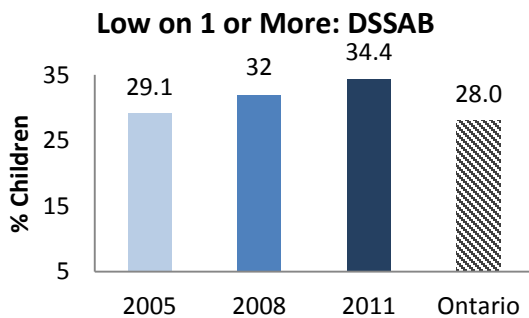


Low in 1 or More Domains

The following chart indicates the proportion of children who were considered vulnerable in at least one domain. This measures the prevalence of vulnerability.

In 2011, 34.4% of children in Manitoulin-Sudbury were considered vulnerable in at least one domain.

Compared to previous EDI cycles, the vulnerability rate increased, from 29.1% in 2005 to 34.4% in 2011, which is significantly higher than the province.



The large communities are listed by proportion vulnerable and number of children:

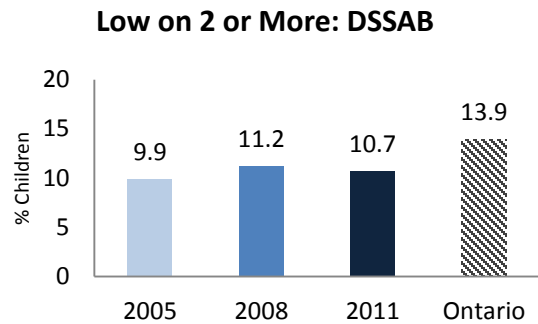
NEIGHBOURHOOD	% VULNERABLE	TOTAL SAMPLE
Sudbury East	30.2	43
Lacloche	31.8	85
Man. Island	34.6	55
Sudbury North	46.9	32
DSSAB	34.4	
Ontario	28.0	

Low in 2 or More Domains

The following chart indicates the proportion of children who were considered vulnerable in at least two domains. This measures the 'depth' of vulnerability.

In 2011, 10.7% of children in Manitoulin-Sudbury were considered vulnerable in at least two domains.

Compared to previous EDI cycles, the vulnerability rate has remained stable from 9.9% in 2005 to 10.7% in 2011, which is lower than the province.

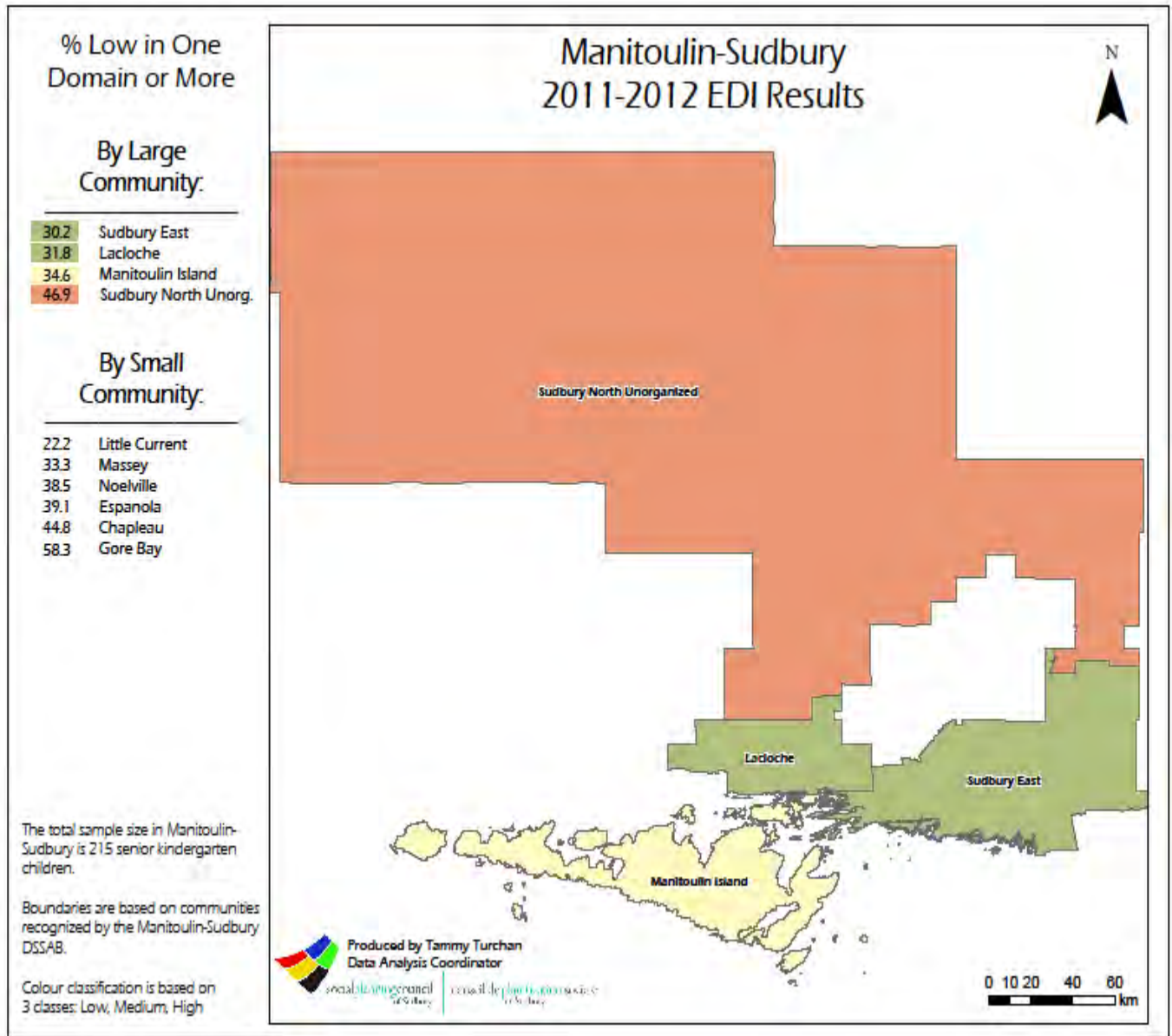


The large communities are listed by proportion vulnerable and number of children:

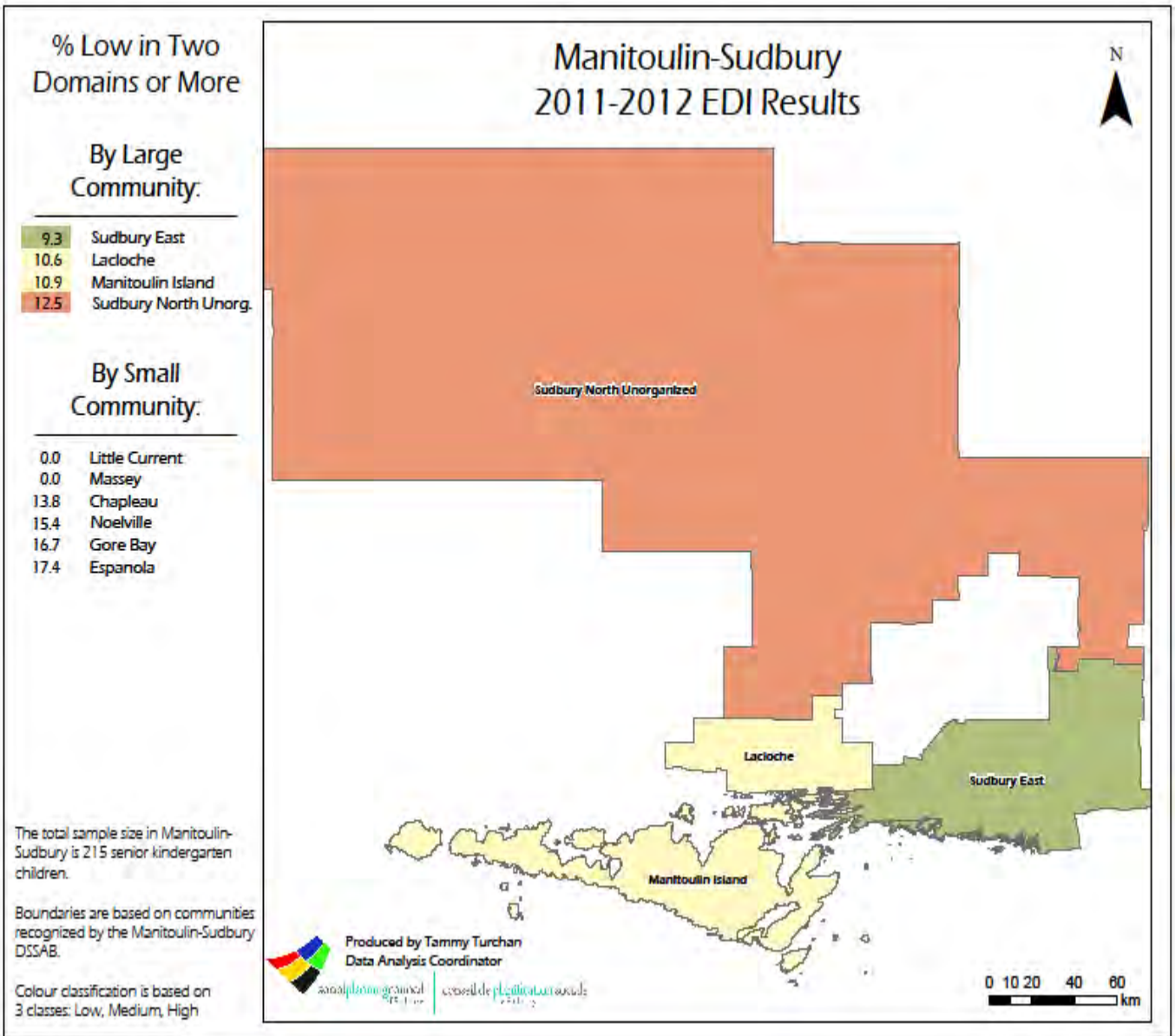
NEIGHBOURHOOD	% VULNERABLE	TOTAL SAMPLE
Sudbury East	9.3	43
Lacloche	10.6	85
Man. Island	10.9	55
Sudbury North	12.5	32
DSSAB	10.7	
Ontario	13.9	

The following maps indicate the proportion of children who were considered vulnerable in one or more domains; and two or more domains.

Map 7: Low on One or More



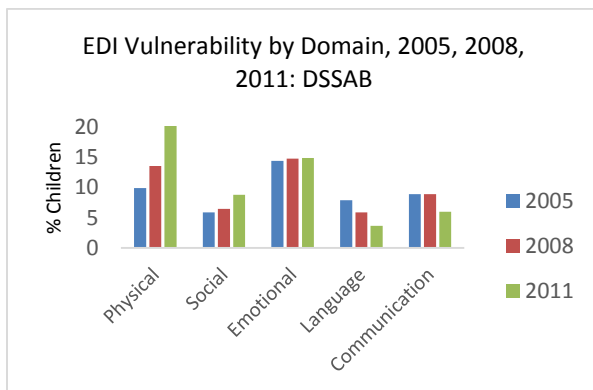
Map 8: Low on Two or More



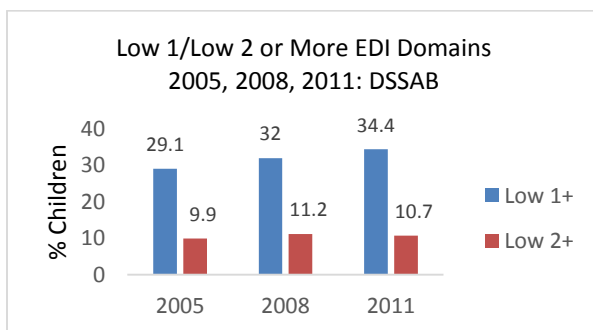
EDI 2011 Highlights: DSSAB

Since the 2004/05 EDI:

- Vulnerability rates for Emotional Maturity have remained stable
- Vulnerability rates for Language / Cognitive Development; and Communication / General Knowledge have improved
- Vulnerability rates for Physical Health / Well-Being and Social Competence have gotten worse



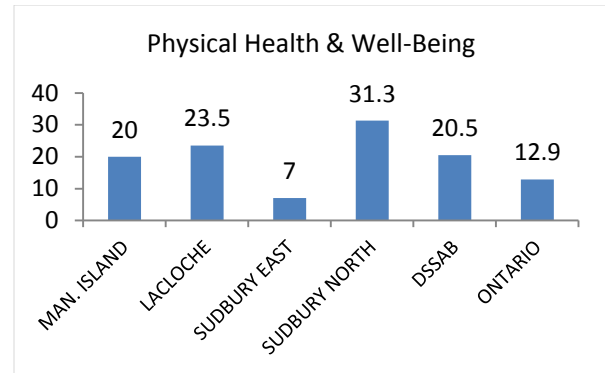
- The proportion of children vulnerable on 1 domain or more has increased
- The proportion of children vulnerable on 2 domains or more remained stable



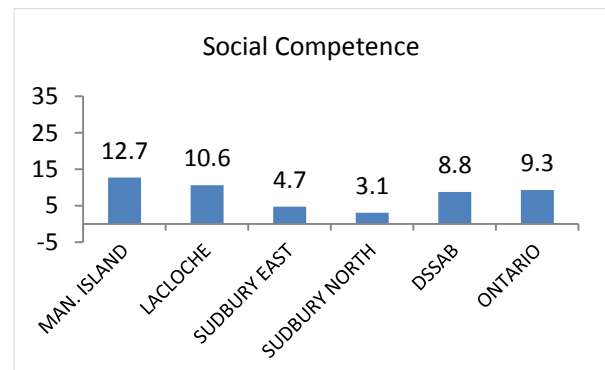
EDI 2011 Highlights: Community Comparisons

The provincial average for **Physical Health and Well-Being** vulnerability is 12.9%. With the

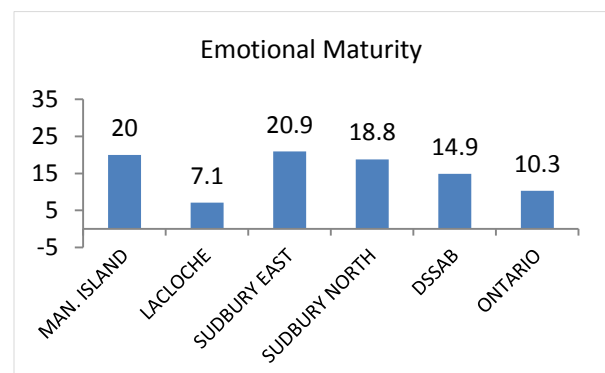
exception of Sudbury East, higher than average vulnerability was found in every community, including the DSSAB as a whole.



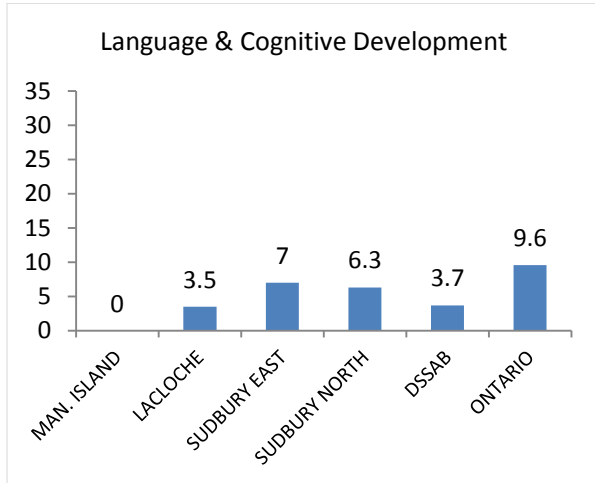
The provincial average for **Social Competence** vulnerability is 9.3%. Higher than average vulnerability was found in the Manitoulin Island and Lacloche communities.



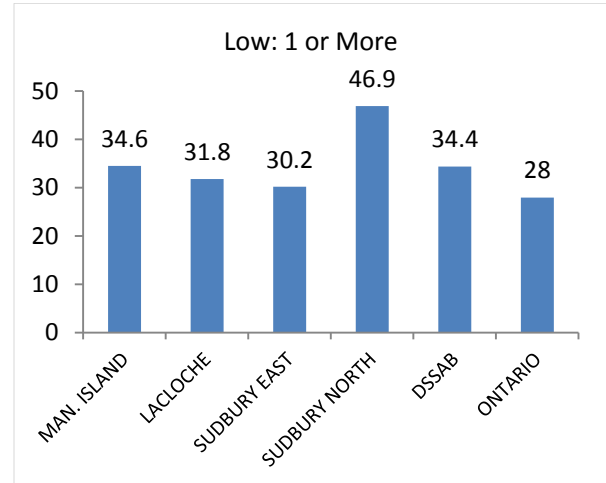
The provincial average for **Emotional Maturity** vulnerability is 10.3%. With the exception of Lacloche, higher than average vulnerability was found in every community, including the DSSAB as a whole.



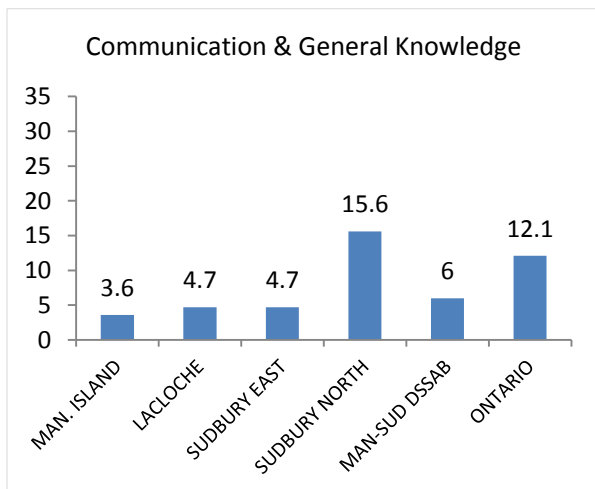
The provincial average for **Language and Cognitive Development** vulnerability is 9.6%. Every community as well as the DSSAB as a whole, has less vulnerability than average.



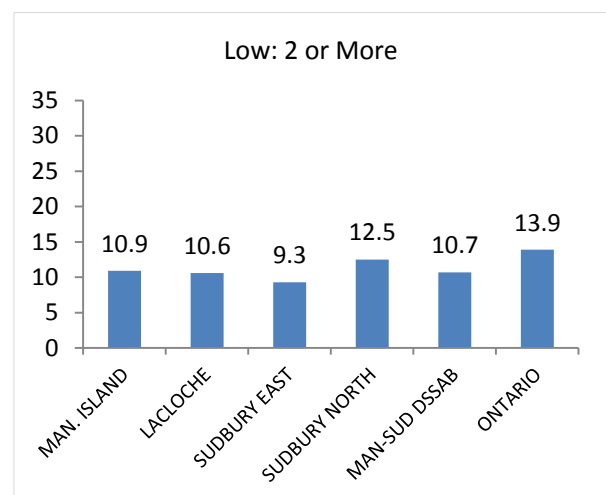
The provincial average for **Low on 1 or more** domains is 28.0 %. Higher than average vulnerability was found in every community, including the DSSAB as a whole.



The provincial average for **Communication and General Knowledge** vulnerability is 12.1%. Higher than average vulnerability was found in the Sudbury North community.



The provincial average for **Low on 2 or more** domains is 13.9%. Every community as well as the DSSAB as a whole, has less vulnerability than average.



EDI 2011 School Readiness by Sub-Domains in Manitoulin- Sudbury DSSAB

Physical Health and Well-Being

ALL/ALMOST ALL: DSSAB

Meeting Developmental Expectations			
Sub-domain	All/Almost All	Some	Description of children who reach <u>all or almost</u> all of the developmental expectations
Physical readiness for school day	90.4%	NA	Children who never or almost never experienced being dressed inappropriately for school activities, coming to school tired, late or hungry
Physical independence	84.6%	NA	Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger
Gross and fine motor skills	67.1%	20.8%	Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills

FEW/NONE: DSSAB VS. ONTARIO

Meeting Few or None of the Developmental Expectations			
Sub-domain	Few/None Manitoulin-Sudbury	Few/None Ontario	Description of children who reach <u>few or none</u> of the developmental expectations
Physical readiness for school day	9.6%	3.1%	These children have at least sometimes experienced coming unprepared for school day by being dressed inappropriately, coming to school late, hungry, or tired
Physical independence	15.4%	8.8%	These children vary from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb
Gross and fine motor skills	12.1%	21.6%	These children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, poor overall energy levels and physical skills

Social Competence

ALL/ALMOST ALL: DSSAB

Meeting Developmental Expectations			
Sub-domain	All/Almost All	Some	Description of children who reach <u>all or almost all</u> of the developmental expectations
Overall social competence	45.0%	44.6%	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
Responsibility and respect	73.3%	19.2%	Children who always or most of the time show respect for others, and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control
Approaches to learning	60.8%	32.1%	Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes
Readiness to explore new things	84.2%	15.4%	Children who are curious about the surrounding world, and are eager to explore new books, toys and games

FEW/NONE: DSSAB vs. ONTARIO

Meeting Few or None of the Developmental Expectations			
Sub-domain	Few/None Manitoulin-Sudbury	Few/None Ontario	Description of children who reach <u>few or none</u> of the developmental expectations
Overall social competence	10.4%	8.4%	Children who have average to poor overall social skills, have low self-confidence and are rarely able to play with various children or interact cooperatively
Responsibility and respect	7.5%	4.7%	Children who only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, follow rules, and take care of materials
Approaches to learning	7.1%	8.2%	Children who only sometimes or never work neatly, work independently, solve problems, follow class routines, and adjust to changes in routines
Readiness to explore new things	0.4%	3.1%	Children who only sometimes or never show curiosity about the world and are rarely eager to explore new books, toys and games

Emotional Maturity

ALL/ALMOST ALL: DSSAB

Meeting Developmental Expectations			
Sub-domain	All/Almost All	Some	Description of children who reach <u>all or almost all</u> of the developmental expectations
Prosocial and helping behaviour	28.8%	36.3%	Children who often show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in
Anxious and fearful behaviour	85.0%	11.3%	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
Aggressive behaviour	77.5%	11.3%	Children who rarely or never show 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
Hyperactivity and inattention	66.3%	15.8%	Children who never show 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

FEW/NONE: DSSAB VS. ONTARIO

Meeting Few or None of the Developmental Expectations			
Sub-domain	Few/None Manitoulin-Sudbury	Few/None Ontario	Description of children who reach <u>few or none</u> of the developmental expectations
Prosocial and helping behaviour	34.6%	28.9%	Children who never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset, spontaneously offer to help, do not invite bystanders to join in
Anxious and fearful behaviour	3.8%	2.1%	Children who often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school
Aggressive behaviour	11.3%	7.5%	Children who often show most of the aggressive behaviours; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums
Hyperactivity and inattention	17.9%	12.4%	Children who often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities

Language & Cognitive Development

ALL/ALMOST ALL: DSSAB

Meeting Developmental Expectations			
Sub-domain	All/Almost All	Some	Description of children who reach <u>all or almost all</u> of the developmental expectations
Basic literacy	85.4%	10.0%	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
Interest in literacy/ numeracy and memory	80.0%	10.0%	Children who show interest in books and reading, math and numbers, and have no difficulty with remembering things
Advanced literacy	89.6%	5.0%	Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences
Basic numeracy	90.4%	3.8%	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

FEW/NONE: DSSAB VS. ONTARIO

Meeting Few or None of the Developmental Expectations			
Sub-domain	Few/None Manitoulin-Sudbury	Few/None Ontario	Description of children who reach <u>few or none</u> of the developmental expectations
Basic literacy	4.6%	9.2%	Children who do not have most of the basic literacy skills; they have problems with identifying letters or attaching sounds to them, rhyming, may not know the writing directions and even how to write own name
Interest in literacy/ numeracy & memory	10.0%	14.5%	Children who may not show interest in books and reading, or math and number games, or both, and may have difficulty remembering things
Advanced literacy	5.4%	15.6%	Children who have only up to one of the advanced literacy skills; who cannot read or write simple words, or sentences and rarely write voluntarily
Basic numeracy	5.8%	10.7%	Children who have marked difficulty with numbers, cannot count, compare or recognize numbers, may not be able to name all the shapes and may have difficulty with time concepts

Communication & General Knowledge

ALL/ALMOST ALL: DSSAB

Meeting Developmental Expectations			
Sub-domain	All/Almost All	Some	Description of children who reach all or almost all of the developmental expectations
Communication skills and general knowledge	51.3%	26.7%	Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language

FEW/NONE: DSSAB vs. ONTARIO

Meeting Few or None of the Developmental Expectations			
Sub-domain	Few/None Manitoulin-Sudbury	Few/None Ontario	Description of children who reach <u>few or none</u> of the developmental expectations
Communication skills and general knowledge	22.1%	27.4%	Children who can range from being average to very poor in effective communication, may have difficulty in participating in games involving the use of language, may be difficult to understand and may have difficulty to understand others; may show little general knowledge and may have difficulty with the native language

Community Reports: By DSSAB, Large Community, and Small Community

The previous section explained the proportion of Manitoulin-Sudbury children meeting All/Almost All and None/Few of the developmental expectations for school readiness.



Now you can use the following neighbourhood EDI results to:

- Compare vulnerability rates from the previous EDI cycle
- Identify the domains of greatest vulnerability
- Identify the sub-domains of greatest vulnerability
- Tailor services toward activities and programs that support the development of the most vulnerable sub-domains

See Appendix I for suggested activities and programs for each sub-domain.

Early Development Instrument Scores

Cycle 3, 2011-2013

Community Name: Manitoulin-Sudbury

Description of Sample

Total number of children with valid EDI	232
Total number of children with identified Special Need	17

Total sample for analysis (excludes identified or missing special needs, and non-valid EDI) 215

% Girls	47.4	% First Language - English	86.9
% Boys	52.6	% First Language - French	7.5
% Identify as Aboriginal	18.8	% First Language - other	5.6

<u>Domains</u>	<u>% Vulnerable</u>				<u>Subdomains</u>	<u>% Meeting Few or None Expectations</u>
	Ontario	DSSAB	Community			
PHWB	12.9	20.5			Physical Health & Well-Being (PHWB)	
SOC	9.3	8.8			Physical Readiness	9.8
EMOT	10.3	14.9			Physical Independence	14.9
LGCD	9.6	3.7			Gross & Fine Motor Skills	13.0
CMGK	12.1	6.0			Social Competence (SOC)	
	2005	2008	2011	Trend*	Overall Social Competence	10.7
PHWB	9.9	13.6	20.5	↑	Responsibility & Respect	8.4
SOC	5.9	6.5	8.8	↑	Approaches to Learning	7.9
EMOT	14.4	14.8	14.9	–	Readiness to Explore New Things	0.0
LGCD	7.9	5.9	3.7	↓	Emotional Maturity (EMOT)	
CMGK	8.9	8.9	6.0	↓	Prosocial and Helping Behaviour	33.6
*Trends that vary less than 1% are considered stable					Anxious & Fearful Behaviour	3.7
Vulnerability					Aggressive Behaviour	11.2
% Low One or More Domain			34.4		Hyperactivity & Inattention	18.6
% Low Two or More Domains			10.7		Language & Cognitive Development (LGCD)	
	2005	2008	2011	Trend	Basic Literacy Skills	3.3
Low 1+	29.1	32.0	34.4	↑	Interest in Lit/Num & Memory	9.8
Low 2+	9.9	11.2	10.7	–	Advanced Literacy Skills	5.1
					Basic Numeracy Skills	5.6
					Communication Skills and General Knowledge (CMGK; no subdomains)	21.9

Early Development Instrument Scores				Cycle 3, 2011-2013		
Manitoulin-Sudbury DSSAB				Community:Manitoulin Island		
Description of Sample						
Total number of children with valid EDI				55		
Total sample for analysis (excludes identified or missing special needs, and non-valid EDI)					55	
% Girls	45.5	% First Language - English	94.5			
% Boys	54.5	% First Language - French	0.0			
% Identify as Aboriginal	25.9	% First Language - other	5.5			
Domains		% Vulnerable			Subdomains	% Meeting Few or None Expectations
	Ontario	DSSAB	Community		Physical Health & Well-Being (PHWB)	
PHWB	12.9	20.5	20.0		Physical Readiness	12.7
SOC	9.3	8.8	12.7		Physical Independence	18.2
EMOT	10.3	14.9	20.0		Gross & Fine Motor Skills	3.6
LGCD	9.6	3.7	0.0		Social Competence (SOC)	
CMGK	12.1	6.0	3.6		Overall Social Competence	18.2
Community	2005	2008	2011	Trend*	Responsibility & Respect	7.3
PHWB	16.7	14.1	20.0	↑	Approaches to Learning	5.5
SOC	11.5	4.7	12.7	↑	Readiness to Explore New Things	0.0
EMOT	12.8	10.9	20.0	↑	Emotional Maturity (EMOT)	
LGCD	14.1	10.9	0.0	↓	Prosocial and Helping Behaviour	36.4
CMGK	19.2	6.3	3.6	↓	Anxious & Fearful Behaviour	5.5
*Trends that vary less than 1% are considered stable					Aggressive Behaviour	20.0
Vulnerability					Hyperactivity & Inattention	20.0
% Low One or More Domain			34.5		Language & Cognitive Development (LGCD)	
% Low Two or More Domains			10.9		Basic Literacy Skills	3.6
	2005	2008	2011	Trend	Interest in Lit/Num & Memory	5.5
Low 1+	39.7	31.3	34.5	↑	Advanced Literacy Skills	1.8
Low 2+	19.2	10.9	10.9	–	Basic Numeracy Skills	3.6
					Communication Skills and General Knowledge	
					(CMGK; no subdomains)	10.9

Early Development Instrument Scores				Cycle 3, 2011-2013		
Manitoulin-Sudbury DSSAB				Community: Sudbury East		
Description of Sample						
Total number of children with valid EDI				43		
Total sample for analysis (excludes identified or missing special needs, and non-valid EDI)					43	
% Girls	44.2	% First Language - English		69.8		
% Boys	55.8	% First Language - French		25.6		
% Identify as Aboriginal	19.5	% First Language - other		4.7		
Domains		% Vulnerable			Subdomains	
	Ontario	DSSAB	Community		% Meeting Few or None Expectations	
PHWB	12.9	20.5	7.0		Physical Health & Well-Being (PHWB)	
SOC	9.3	8.8	4.7		Physical Readiness	2.3
EMOT	10.3	14.9	20.9		Physical Independence	7.0
LGCD	9.6	3.7	7.0		Gross & Fine Motor Skills	7.0
CMGK	12.1	6.0	4.7		Social Competence (SOC)	
					Overall Social Competence	2.3
Community	2005	2008	2011	Trend*	Responsibility & Respect	4.7
PHWB	10.7	15.8	7.0	↓	Approaches to Learning	4.7
SOC	8.9	0.0	4.7	↑	Readiness to Explore New Things	0.0
EMOT	9.1	5.3	20.9	↑	Emotional Maturity (EMOT)	
LGCD	7.1	2.6	7.0	↑	Prosocial and Helping Behaviour	39.5
CMGK	17.9	10.5	4.7	↓	Anxious & Fearful Behaviour	2.3
*Trends that vary less than 1% are considered stable					Aggressive Behaviour	9.3
Vulnerability					Hyperactivity & Inattention	18.6
% Low One or More Domain			30.2		Language & Cognitive Development (LGCD)	
% Low Two or More Domains			9.3		Basic Literacy Skills	4.7
	2005	2008	2011	Trend	Interest in Lit/Num & Memory	18.6
Low 1+	28.6	26.3	30.2	↑	Advanced Literacy Skills	9.3
Low 2+	16.1	7.9	9.3	↑	Basic Numeracy Skills	4.7
					Communication Skills and General Knowledge	
					(CMGK; no subdomains)	14.0

Early Development Instrument Scores				Cycle 3, 2011-2013		
Manitoulin-Sudbury DSSAB				Community: Lacloche		
Description of Sample						
Total number of children with valid EDI			85			
Total sample for analysis <small>(excludes identified or missing special needs, and non-valid EDI)</small>					85	
% Girls	52.9	% First Language - English		94.1		
% Boys	47.1	% First Language - French		0.0		
% Identify as Aboriginal	12.0	% First Language - other		5.9		
Domains		% Vulnerable			Subdomains	% Meeting Few or None Expectations
	Ontario	DSSAB	Community		Physical Health & Well-Being (PHWB)	
PHWB	12.9	20.5	23.5		Physical Readiness	8.2
SOC	9.3	8.8	10.6		Physical Independence	15.3
EMOT	10.3	14.9	7.1		Gross & Fine Motor Skills	15.3
LGCD	9.6	3.7	3.5		Social Competence (SOC)	
CMGK	12.1	6.0	4.7		Overall Social Competence	12.9
Community	2005	2008	2011	Trend*	Responsibility & Respect	11.8
PHWB	6.5	11.1	23.5	↑	Approaches to Learning	8.2
SOC	3.2	8.3	10.6	↑	Readiness to Explore New Things	0.0
EMOT	13.0	19.4	7.1	↓	Emotional Maturity (EMOT)	
LGCD	5.4	4.2	3.5	↓	Prosocial and Helping Behaviour	20.2
CMGK	3.2	11.1	4.7	↓	Anxious & Fearful Behaviour	4.7
*Trends that vary less than 1% are considered stable					Aggressive Behaviour	7.1
Vulnerability					Hyperactivity & Inattention	16.5
% Low One or More Domain			31.8		Language & Cognitive Development (LGCD)	
% Low Two or More Domains			10.6		Basic Literacy Skills	3.5
	2005	2008	2011	Trend	Interest in Lit/Num & Memory	9.4
Low 1+	21.5	33.3	31.8	↓	Advanced Literacy Skills	3.5
Low 2+	5.4	11.1	10.6	–	Basic Numeracy Skills	3.5
					Communication Skills and General Knowledge	
					(CMGK; no subdomains)	24.7

Early Development Instrument Scores				Cycle 3, 2011-2013			
Manitoulin-Sudbury DSSAB				Community: Sudbury North Unorganized			
Description of Sample							
Total number of children with valid EDI				32			
Total sample for analysis (excludes identified or missing special needs, and non-valid EDI)				32			
% Girls	40.6	% First Language - English		77.4			
% Boys	59.4	% First Language - French		16.1			
% Identify as Aboriginal	21.9	% First Language - other		6.5			
Domains		% Vulnerable			Subdomains		% Meeting Few or None Expectations
	Ontario	DSSAB	Community		Physical Health & Well-Being (PHWB)		
PHWB	12.9	20.5	31.3		Physical Readiness	18.8	
SOC	9.3	8.8	3.1		Physical Independence	18.8	
EMOT	10.3	14.9	18.8		Gross & Fine Motor Skills	31.3	
LGCD	9.6	3.7	6.3		Social Competence (SOC)		
CMGK	12.1	6.0	15.6		Overall Social Competence	3.1	
Community	2005	2008	2011	Trend*	Responsibility & Respect	6.3	
PHWB	3.1	18.2	31.3	↑	Approaches to Learning	15.6	
SOC	0.0	6.1	3.1	↓	Readiness to Explore New Things	3.1	
EMOT	21.9	12.1	18.8	↑	Emotional Maturity (EMOT)		
LGCD	0.0	0.0	6.3	↑	Prosocial and Helping Behaviour	56.3	
CMGK	0.0	9.1	15.6	↑	Anxious & Fearful Behaviour	0.0	
*Trends that vary less than 1% are considered stable					Aggressive Behaviour	9.4	
					Hyperactivity & Inattention	21.9	
Vulnerability					Language & Cognitive Development (LGCD)		
% Low One or More Domain			46.9		Basic Literacy Skills	6.3	
% Low Two or More Domains			12.5		Interest in Lit/Num & Memory	6.3	
	2005	2008	2011	Trend	Advanced Literacy Skills	9.4	
Low 1+	25.0	30.3	46.9	↑	Basic Numeracy Skills	15.6	
Low 2+	0.0	12.1	12.5	–	Communication Skills and General Knowledge		
					(CMGK; no subdomains)	43.8	

Early Development Instrument Scores				Cycle 3, 2011-2013			
Manitoulin-Sudbury DSSAB				Community: Chapleau (Included in Sudbury North)			
Description of Sample							
Total number of children with valid EDI				29			
Total sample for analysis <small>(excludes identified or missing special needs, and non-valid EDI)</small>					29		
% Girls	41.4	% First Language - English		75.0			
% Boys	58.6	% First Language - French		17.9			
% Identify as Aboriginal	24.1	% First Language - other		7.1			
Domains		% Vulnerable			Subdomains		% Meeting Few or None Expectations
	Ontario	DSSAB	Community		Physical Health & Well-Being (PHWB)		
PHWB	12.9	20.5	27.6		Physical Readiness	17.2	
SOC	9.3	8.8	3.4		Physical Independence	20.7	
EMOT	10.3	14.9	20.7		Gross & Fine Motor Skills	31.0	
LGCD	9.6	3.7	6.9		Social Competence (SOC)		
CMGK	12.1	6.0	17.2		Overall Social Competence	3.4	
Community	2005	2008	2011	Trend*	Responsibility & Respect	6.9	
PHWB	3.1	18.8	27.6	↑	Approaches to Learning	13.8	
SOC	0.0	6.3	3.4	↓	Readiness to Explore New Things	0.0	
EMOT	21.9	12.5	20.7	↑	Emotional Maturity (EMOT)		
LGCD	0.0	0.0	6.9	↑	Prosocial and Helping Behaviour	58.6	
CMGK	0.0	9.4	17.2	↑	Anxious & Fearful Behaviour	0.0	
*Trends that vary less than 1% are considered stable					Aggressive Behaviour	10.3	
Vulnerability					Hyperactivity & Inattention	24.1	
% Low One or More Domain			44.8		Language & Cognitive Development (LGCD)		
% Low Two or More Domains			13.8		Basic Literacy Skills	6.9	
	2005	2008	2011	Trend	Interest in Lit/Num & Memory	6.9	
Low 1+	25.0	31.3	44.8	↑	Advanced Literacy Skills	10.3	
Low 2+	0.0	12.5	13.8	↑	Basic Numeracy Skills	17.2	
					Communication Skills and General Knowledge		
					(CMGK; no subdomains)		
					41.4		

Early Development Instrument Scores				Cycle 3, 2011-2013		
Manitoulin-Sudbury DSSAB				Community: Massey (Included in Lacloche)		
Description of Sample						
Total number of children with valid EDI				21		
Total sample for analysis (excludes identified or missing special needs, and non-valid EDI)					21	
% Girls	57.1	% First Language - English		100.0		
% Boys	42.9	% First Language - French		0.0		
% Identify as Aboriginal	35.0	% First Language - other		0.0		
<u>Domains</u>	<u>% Vulnerable</u>			<u>Subdomains</u>	<u>% Meeting Few or None Expectations</u>	
	Ontario	DSSAB	Community	Physical Health & Well-Being (PHWB)		
PHWB	12.9	20.5	19.0	Physical Readiness	19.0	
SOC	9.3	8.8	4.8	Physical Independence	9.5	
EMOT	10.3	14.9	9.5	Gross & Fine Motor Skills	0.0	
LGCD	9.6	3.7	0.0	Social Competence (SOC)		
CMGK	12.1	6.0	0.0	Overall Social Competence	4.8	
Community	2005	2008	2011	Trend*	Responsibility & Respect	4.8
PHWB	0.0	n/a	19.0		Approaches to Learning	0.0
SOC	0.0	n/a	4.8		Readiness to Explore New Things	0.0
EMOT	5.3	n/a	9.5		Emotional Maturity (EMOT)	
LGCD	0.0	n/a	0.0		Prosocial and Helping Behaviour	9.5
CMGK	0.0	n/a	0.0		Anxious & Fearful Behaviour	4.8
n/a = data not available due to small sample size					Aggressive Behaviour	9.5
*Trends that vary less than 1% are considered stable					Hyperactivity & Inattention	28.6
Vulnerability					Language & Cognitive Development (LGCD)	
% Low One or More Domain			33.3		Basic Literacy Skills	0.0
% Low Two or More Domains			0.0		Interest in Lit/Num & Memory	0.0
	2005	2008	2011	Trend	Advanced Literacy Skills	0.0
Low 1+	15.8	n/a	33.3		Basic Numeracy Skills	0.0
Low 2+	0.0	n/a	0.0		Communication Skills and General Knowledge	
					(CMGK; no subdomains)	9.5



Early Development Instrument

Sub Domain Program

Suggestions



Physical Health and Well-Being		
Sub Domain	Activity/Ideas	Related Programs/Ideas
Physical readiness for school day	<ul style="list-style-type: none"> • Dress up clothes with buttons, zippers, ties • Use lidded containers for play materials (child must open them as they will their lunch containers) • Model for parents/offer help in order to encourage children to dress themselves • Create and use a routine chart with pictures. • Sing/do/suggest various rhymes and activities to go along with daily routines. 	<ul style="list-style-type: none"> • Triple P Program – aggressive behaviour, turn taking, etc. • Participating in Community Activities (e.g. Swimming, soccer, softball, gymnastics)
Physical independence	<ul style="list-style-type: none"> • Sensory bin changes • Map of local playgrounds to encourage use of equipment and explore varied surfaces to run and walk on • Books and songs about emotions in order to encourage children to express and take care of their own needs • Imagination station set up at school to encourage children to express and manipulate materials on their own • Information and resources on daily living skills (personal hygiene, recognizing thirst, hunger) <p>Support parents/caregivers in developing attachment relationships with their children so that the children are confident to explore, and gradually develop independence and emotional maturity.</p>	<p>Parent support/education: Triple P, Child and Family programs, food banks, school breakfast programs</p> <p>Create opportunities for parents/caregivers to spend time with only one child at a time (or twins): Baby Massage, Baby Sign, and other EYC age-specific programs</p> <p>Triple P</p>
Gross Motor Skills	<ul style="list-style-type: none"> • Circle activities and songs that encourage physical development of large muscles (Tigger Dance, Hokey Pokey) • Obstacle courses • Large muscle art activities • Take home resources • Simon Says/Follow the leader • Free Dance to music 	<p>Playing Games:</p> <p>Simon Says, Follow the Leader, or being the leader for a game (e.g. Head and Shoulders, Hokey Pokey),</p> <p>Kicking/throwing balls</p>

Physical Health and Well-Being		
Sub Domain	Activity/Ideas	Related Programs/Ideas
Gross Motor Skills	<ul style="list-style-type: none"> • Action songs • Pretend to be animals • Balance on one leg • Make a parade • Obstacle course • Balance beam • Parachute 	<p>Playing Games:</p> <p>Playing outside/playing on playground equipment</p> <p>Games like Tag, Red Light Green Light, etc.</p> <p>Tricycles/Bicycles/ride-on toys</p> <p>Gymnastics, swimming, skating, dance</p>
Fine motor skills	<ul style="list-style-type: none"> • Art materials requiring detailed physical attention (small collage materials, small pencils, crayons, maze sheets) • Opportunities to use scissors, gluing • Lacing activities • Small manipulatives available (counting bears, Mr. Potato Head, etc) • Take home resources • Painting with brushes, gluing, cutting with scissors, drawing, colouring, printing, tracing around thick cardboard shapes • Lacing • Stringing beads • Playing with sand/other items in sensory table (scooping, pouring, picking things up, etc). • Finger plays • Using an eyedropper to transfer liquid from one bowl to another • Cutting play-dough • Child dressing himself/snapping/ zipping,/buttoning; playing dress-up • Dressing a doll • Using a screwdriver • Dot to dots • Folding • Stickers • Puzzles • Drawing on chalkboard/easel 	<p>Cooking</p>

Social Competence		
Sub Domain	Activity/Ideas	Related Programs/Ideas
Overall Social Competence	<ul style="list-style-type: none"> • Increase self-confidence – respond or say their name out loud at group time, having a chance to participate within group (choosing a song, taking part in a game, encouraging expressive communication) • Encouraging them to play independently of their parent/caregiver – educate parents about the importance of fostering independent play. • The Name Game – teaching the importance of getting someone’s attention before speaking – child has a ball in a circle, says another child’s name before rolling the ball to them, repeat. • At art – provide less tools than there are children/chairs to promote “ask” questions and sharing of materials. 	<ul style="list-style-type: none"> • Triple P Program – aggressive behaviour, turn taking, etc. • Stress Management through Child and Family Centre • Participating in Community Activities (e.g. Swimming, soccer, Library Programs, Museums, going to the Post Office) • Getting Ready for Kindergarten programs • Attending School Open Houses • Toddler Programs • Goosie, Goosie Gander
Responsibility and Respect	<ul style="list-style-type: none"> • Reinforcing accountability – by having the child tidy up at least a portion of their mess. • Respecting others/things – reminding them to take care of items (not banging items) • Sharing – not taking something that isn’t yours without being offered (snack) • Reminding of personal space/items – that you don’t paint over someone else’s art, or knock over someone else’s block tower. • Giving children the language, and reminding parents to teach children about the efforts of others. 	<p>Playing Games:</p> <ul style="list-style-type: none"> • Simon Says, Follow the Leader, or being the leader for a game (e.g. Head and Shoulders, Hokey Pokey)
Approaches to Learning	<ul style="list-style-type: none"> • Have children tidy up one area before moving to another area (within reason – does not mean that everything is picked up necessarily) • Problem solving – walking them through the process – what do I want? How do I get it? Encouraging the use of language. • Working neatly – not dripping paint when working at the easel or that there is not more paint on the table than on the paper. 	

Social Competence

Sub Domain	Activity/Ideas	Related Programs/Ideas
Readiness to Explore New Things	<ul style="list-style-type: none"> • Coming in the door – adult encouraging child new activity or to go to a centre that they don't usually go to. • Introduce children to each other. • Introduce new activities/centres at group time – gives a chance to talk about it and explore. • Change the play materials within the centre, or the focus of different centres (e.g. house area to a doctor's office) • Reading different stories. • Sensory bin changes 	

Emotional Maturity

Sub Domain	Activity/Ideas	Related Programs/Ideas
Prosocial and Helping Behaviours	<ul style="list-style-type: none"> • A variety of dress up themes; an example would be outdoor wear for spring time(rubber boots, gardening gloves, summer hats and sun glasses) • Cooperative games to permit children and adults to role model appropriate social behaviour. • Having opportunities where children help in the outcome of the program. An example would be helping set up the art table. • Being clear about the expectations of the program/centre. The rules are well explained and followed. • Having story book that talk about helpful behaviour • Have group activities that role model social behaviour (making play-dough as a group) 	<ul style="list-style-type: none"> • Triple P • School readiness • Attending a license child care program on a part time basis • Participating in a sport activity where the parent attends and the child can experience structure and rules in a safe environment. • Language Express • CHEO for hearing test, family doctor
Anxious and Fearful Behaviour	<ul style="list-style-type: none"> • Allowing the child to explore their environment. Having free play with opportunities to explore activity with high success results. As the child feels more confident, add some more challenging activities where the child can learn through teachable moments. • Having a clearly laid out routine so that the child could learn what to expect of both the environment and themselves. • Acknowledge the fear and help overcome the outcome of the fear. 	Playing Games: <ul style="list-style-type: none"> • Social games like snakes and ladders, memory games (go fish). • Dress up and story telling • Group telling a story: group time, puppet theatre.

Emotional Maturity		
Sub Domain	Activity/Ideas	Related Programs/Ideas
	<ul style="list-style-type: none"> • Have variety of activity however not too many changes without allowing the child an opportunity to feel safe with the layout before the next change. 	
Aggressive Behaviour	<ul style="list-style-type: none"> • Observe the child for developmental delays. If children have difficulty expressing themselves they can defer to aggressive behaviour. • Explain clearly to the child the unacceptable behaviour and role model acceptable behaviour. • Incorporate cooperative games, like snakes and ladders, where the child has opportunity to have some manageable conflict and opportunity to resolve in an appropriate manner. • Again have clear explanation about the rules and regulations 	
Hyperactivity and Inattention	<ul style="list-style-type: none"> • Have a calm setting, not a busy environment with many resources and colors on the walls and ceilings • Have a predictable routine with pre-established expectations and duties. • Have an activity that is of interest to the child. An example would be if the child likes cars, incorporate that subject in the different learning corners: car puzzles, car in the sand box, matching car bingo game. 	

Language and Cognitive Development		
Sub Domain	Activity/Ideas	Related Programs/Ideas
Basic Literacy	<ul style="list-style-type: none"> • <u>Reading</u>-Share the benefits of reading to a child every day and make it part of play. Add board books in the infant area as well as books in all the learning areas in a program. The book chosen could relate to the activity. Provide Ready To Read resources and booklists for all ages. Explain what makes a good book and demonstrate dialogic reading with the families. Promote visiting the local library by inviting them for story time visits as well as having their schedule available. 	<p>Getting Ready for Kindergarten program</p> <p>OEYC Play & Learn</p> <p>Public Library Programs</p>

Language and Cognitive Development		
Sub Domain	Activity/Ideas	Related Programs/Ideas
Basic Literacy	<ul style="list-style-type: none"> <u>Writing</u>- Provide a variety of fine motor activities to promote the use of fingers and wrist movements to help with transition to writing. Provide: <ul style="list-style-type: none"> -play dough with small cutters and scissors, -writing tools in the art &/or imagination area, -a message at the area “Help your child write their name”, -stickers in the art area -tissue paper to rip and scrunch in the art area, -puzzles with knobs -stacking smaller blocks -pop up & turn button cause & effect toys -buttons on clothing in the imagination area, -threading beads, -small items to find/pick/dig up from a sensory bin. <u>Listening</u>- Role model the messages of “face to face” and “waiting and repeating” interactions with a child. This promotes listening skills and tells the child what they have to say is interesting. Provide follow-up resources to promote continuing these activities at home. Encourage the use of puppets and a homemade theatre to take turns expressing and listening to one another. Provide story time with songs & rhymes within a program. <u>Speaking</u>- call attention to the pictures in a book. Ask open ended questions while reading/looking at a book. Make connections between pictures and real things readily available. Encourage children to respond through movement and music. Repeat songs & rhymes to create familiarity to encourage a child to join in. 	<p>Child Care Centres</p> <p>Playgroup Programs</p> <p>Community Health Centre Programs</p> <p>Preschool Speech & Language Program</p> <p>Family Community Events/Initiatives</p> <p>E.g. Family Literacy Day, Read to Every Kid Every Day, Museums, Town celebrations, Outdoor Events (Conservation Area).</p> <p>School Open Houses</p> <p>Goosie Goosie Gander</p> <p>Toddler Programs</p> <p>Baby Programs</p> <p>Family Activities/weekly trips: grocery store, library, post office, hardware store etc.</p> <p>Music Programs</p>

Language and Cognitive Development		
Sub Domain	Activity/Ideas	Related Programs/Ideas
Interest in literacy/numeracy and memory	<ul style="list-style-type: none"> • Games available – number cards, memory cards, patterning activities, sequencing activities, game boards with dice available, • Use the same repertoire of songs & rhymes before introducing new ones, • Post theme words and numbers in the reading area to watch for while reading, • Add books to puppet theatre & imagination area • At group time or home time ask children to tell what their favourite activity was that day. 	Same as above
Advanced literacy	<ul style="list-style-type: none"> • Writing station accessible that includes: writing sheets, tracing paper, stapler, hole punch, ribbon/yarn to make homemade books, ruler, pencils, erasers, markers, crayons, environmental print (seasonal words, beginning of sentences - "My name is.."), child's picture dictionary, small clipboards, portable chalk boards, chalk, marker chalk, number line, dice, calculator. 	Same as above
Basic Numeracy	<ul style="list-style-type: none"> • Group time incorporate: <ul style="list-style-type: none"> -large number cards, letter activity bags to take turns with -read books that have numbers visible in the story, while reading the story, point to numbers that appear, -ask questions during the story about what shapes they see, how many of something there is, identify items that match -count how many hands/feet are in the group, -sing songs & rhymes that promote the use of numbers, -use a clock to count with, share times of the day 	Same as above

Language and Cognitive Development

Sub Domain	Activity/Ideas	Related Programs/Ideas
Basic Numeracy	<ul style="list-style-type: none"> • Imagination area: -add a clock and calendar -add dress-up events on the calendar • Building/block area – add a measuring tape, ruler, number line. • Manipulatives – shape puzzles, number line puzzles, sewing counting beads. • Each day, talk about what day it is on the calendar, what came before, what comes next. • Chart the weather each day and talk about it as the chart gets filled in and at the end of the month. • Count using fingers and toes 	

Communication Skills and General Knowledge

Sub Domain	Activity/Ideas	Related Programs/Ideas
<p>Communication skills are involved in everything children do. Parents/caregivers and OEYC staff can be good role models to provide language and communication in all areas of programming.</p>	<ul style="list-style-type: none"> • Story Time-encourage children to talk about what 's in the picture/story • Encourage child to talk about the pictures or story when looking at a book with an adult • Circle Time-children can use language in a game, when they are asked to identify an object that they have, or a number that they have • During Art, talk about colour, shape, cutting, gluing, painting, using different writing tools • Turn-taking games that involve asking for something • At the snack table, discussion about what the child has brought for snack • In the Imagination Station, talk about what the child is doing, for example, making something to eat, or who the child is pretending to be with dress-ups • Encourage playing in the puppet theatre 	<ul style="list-style-type: none"> • Speech and language services • Talk to the OEYC Early Literacy Specialist • Goosie Goosie Gander • Baby Rhyme Time • Make The Connection-Infant and Toddler • Getting Ready for Kindergarten Program • Signing With Baby • Toddler Programs • OEYCs have a focus for learning i.e., Spring, Letter of the week (General Knowledge)

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⁴ Ibid.

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