The *Early Development Instrument*: The Village that Raises a Child
And how are the children?

“Kasserian ingera”
Maasai Traditional Greeting
Early Development Instrument Overview

• Population Focus
  - Community Needs Assessment
  - Kindergarten Census

• Checklist of 103 questions - Presented as Maps/Tables
  - Completed by Kindergarten teachers
  - Typically administered triennially second half of year

• Precise Data
  - Holistic snapshot
  - Measures five developmental domains

(Janus & Offord, 1997; Janus, Brinkman & Duku, 2011)
Developmental Domains/Sub-domains

VULNERABLE ON 1 OR MORE SCALES

Physical Health & Well-Being
- Gross and fine motor skills
- Physical readiness for the school day
- Physical Independence

Social Competence
- Respect and responsibility
- Approaches to learning
- Overall social competence
- Readiness to explore new things

Emotional Maturity
- Prosocial and helping behaviour
- Hyperactive and inattentive behavior
- Anxious and fearful behaviour
- Aggressive behaviour

Language & Cognitive Development
- Basic numeracy skills
- Basic literacy skills
- Advanced literacy skills
- Interest in math/reading and memory

Communication Skills & General Knowledge
- No Subscales

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

EDI results are used to:

• Look **back** and assess how the community can better support early childhood development and prepare children for school; and

• Look **forward** to inform how to address the needs of the incoming class of kindergarten students as they progress through school.

(Source: HELP)
Erikson and the EDI
Phase I & II
Partner Communities

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

☆ Success by 6 Coalition of Kankakee County (N=691)
  • Bourbonnais (Village)
  • Bradley (Village)
  • Kankakee (City)

★ Austin Coming Together

☆ Collaboration for Early Childhood of Oak Park
Greater East St. Louis
Kankakee County
Case Studies on Use of EDI

• San Antonio, TX
  – Developed tools for parents distributed in childcare and home visiting

• City of Pasadena
  – Informed development of recently passed Early Childhood Development Policy

• Petal, MS
  – Supported launch of “conscious discipline” training/curriculum for teachers

• Ector County, TX
  – Offered free summer camps for incoming kindergarteners who lacked access to PK to improve gross motor skills
And all the children are well when...

- Communities lead in interpreting data and developing solutions
- Cross-sector (unusual) stakeholders contribute to the development and implementation of solutions
- Precise data drive tailored interventions and inform resource distribution
Generous support for the pilot project provided by:

ROBERT R. MCCORMICK FOUNDATION

&

Anonymous Donor
For more information:

Cristina Pacione-Zayas, PhD
Director of Policy
Erikson Institute

pacionezayas@erikson.edu
(312) 566-4470