

EDI: Early Development Instrument Full Profile Review

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Name of the measure

EDI: Early Development Instrument

Author(s) / Publisher(s)

- English original (CA)

Author: D. Offord, & M. Janust.

Publisher: Free and publicly available, Offord Centre for Child Studies, McMaster University

- French translation (CA)

Author: W. Measley, & E. Harris-Lorenze.

Age Range

3-7 years

Age Range Information

Between 3.5 and 6.5 years of age

SEL Skills targeted

Social and emotional development

Scales and Subscales

EDI measures children's ability to meet age-appropriate developmental expectations in five general domains. Reliably assess the developmental health (skills and behaviour) of children at the age of developmental transition from early development to school age in a holistic manner. The EDI is a holistic assessment because it encompasses five major areas of child development.

103-item questionnaire, three-point Likert-type scale and Yes/No items

Physical Health and Well-Being

Sample EDI question: Would you say that this child is well coordinated (moves without running into things or tripping over things)

Social Competence

Sample EDI question: Would you say that this child is able to follow one-step instructions

Emotional Maturity

Sample EDI question: Would you say that this child comforts a child who is crying or upset

Language and Cognitive Development

Sample EDI question: Would you say that this child is able to read simple words

Communication Skills and General Knowledge

Sample EDI question: How would you rate this child's ability to tell a story

The EDI data are collected in the second half of the kindergarten year for two important reasons. First, by that time, the teacher will have grown to know their students well and can easily and efficiently complete the instrument. Second, a lot of children who may have shown some weaknesses at the beginning of the school year due to unfamiliarity with the school environment or the language of instruction will be able to catch up with their peers within a few months. This means only the group that still shows weaknesses shortly before the start of grade school is

deemed vulnerable.

Sources of information

Teacher

Formats for administration

Questionnaire

Administration

Approximately 20 min.

Individual

Scoring

Manual, Electronic

Psychometric Properties

Reliability:

Internal consistency (alpha) ranged from 0.84 to 0.96. Test-retest reliability coefficients ranged from 0.82 to 0.94. Inter-rater reliability (as measured by correlation of school-teacher and daycare teacher scores, as well as parent-teacher scores) ranged from 0.36-0.80 (Janus et al., 2007).

Validity:

Consistent agreements in parent-teacher, interrater reliabilities, concurrent validity, and convergent validity. These results establish the EDI as a psychometrically adequate indicator of child well-being at school entry (Janus & Offord, 2007).

Several studies report the measure validity. Detailed information at <https://edi.offordcentre.com/researchers/validity-and-reliability/>

Training

A copy of the EDI Guide should be provided to each educator respondent. In addition, a training/information session is suggested.

Strengths and Weaknesses

EDI community benefits:

Align and strengthen early childhood systems

Identify strengths and gaps in early childhood programs and services

Tailor supports for young children entering school

Complement existing student assessments

Shift problem-solving from individual to community solutions

Assess community impact of child development over time

Disadvantages:

Does not provide individual data

Narrow age application limits longitudinal study

Reliance on outside scoring

Inappropriate for diagnostic use

Limited agreement with other instruments for same purpose

Other Relevant Information

Research or pilot project in course in several countries, including the following European countries: Sweden, Italy, Germany, and Netherland

<https://edi.offordcentre.com/about/what-is-the-edi/>

<https://edi.offordcentre.com/researchers/how-to-use-the-edi/>

Janus, M., & Offord, D. R. (2007). Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's school readiness. *Canadian Journal of Behavioural Science*, 3, 1–22. doi: 10.1037/cjbs2007001

Janus, M., Brinkman, S., Duku, E., Hertzman, C., Santos, R., Sayers, M., et al. (2007). *The Early Development Instrument: A population-based measure for communities. A handbook on development, properties, and use.* Hamilton, ON: Offord Centre for Child Studies.

A description of the original validity and reliability tests can also be found in the *Early Development Instrument Handbook*.

Citation

This document was generated from the database used to create the Assessment Measures Compendium:

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