

EARLY DEVELOPMENT INSTRUMENT

NWT Baseline Results for the
2012, 2013 and 2014 School Years

TECHNICAL REPORT

SEPTEMBER 2014

This report is a compilation of information provided by the Offord Centre for Child Studies, McMaster University. It describes the Early Development Instrument (EDI), provides statistics about the data collection and presents the results of the study.

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BACKGROUND

A teacher-completed instrument called the Early Development Instrument (EDI) was developed at the Offord Centre for Child Studies at McMaster University to measure children’s ability to meet age appropriate developmental expectations at school entry. The Early Development project focuses on the outcomes for children as a health-relevant, measurable concept that has long-term consequences for individual outcomes and population health. The data derived from the collection of the EDI facilitates and encourages community, provincial, national and international monitoring of the developmental health of our young learners.

The EDI was finalized in 2000 in Ontario, Canada and has since become a population-level research tool utilized to various degrees in all Canadian provinces and territories. By the end of 2013, Ontario, Manitoba, British Columbia, Saskatchewan, Alberta, Prince Edward Island, New Brunswick, Nova Scotia, Newfoundland and Labrador, Yukon, Northwest Territories, and Quebec will have collected data at the provincial/territorial-level at least once and Nunavut will have collected data on some of their children.

Current findings from the administration of EDI in Canada show that in most jurisdictions, 25% or more of children entering kindergarten are vulnerable in at least one aspect of their development. Further research linking EDI findings to later educational data demonstrate that, on average, kindergarten vulnerability predicts ongoing vulnerability in the school system. Numerous studies have shown that early vulnerability predicts much about a person’s lifelong health, learning and behaviour.

The EDI is designed to be a tool to increase the mobilization of communities and policy makers in order to bring a positive impact on children’s development in their local areas (Figure 1). Understanding the state of children’s development at the level of the population, that is for all children, is foundational to mobilizing stakeholders towards change.

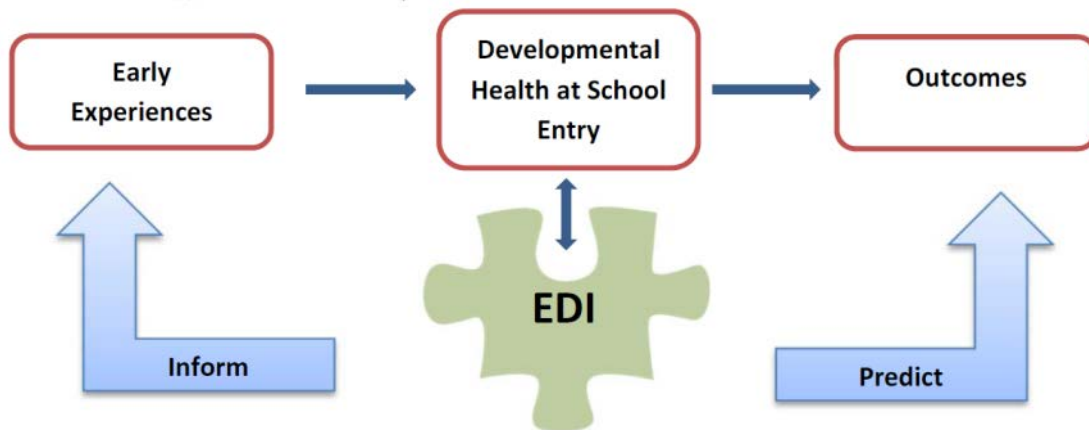


Figure 1 The role of EDI.

EDI Developmental Areas (Domains)

The Early Development Instrument measures children’s developmental health at school entry by asking questions covering five different areas of their early development, also referred to as “domains” (Figure 2).

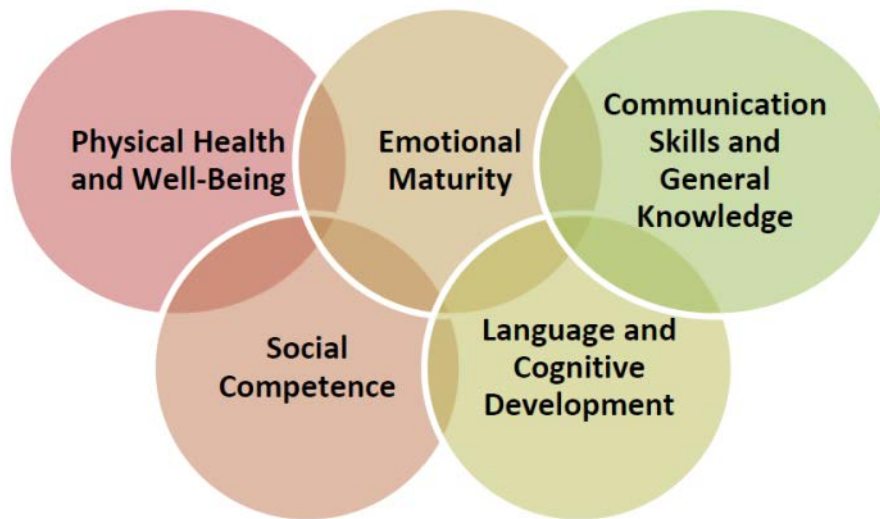


Figure 2 The five developmental areas

Physical Health & Well-Being - includes gross and fine motor skills - e.g., holding a pencil, running on the playground, motor coordination, and adequate energy levels for classroom activities.

Social Competence - includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable behaviour in a public place, ability to control own behaviour, cooperation with others, following rules, and ability to play and work with other children.

Emotional Maturity - includes ability to reflect before acting, a balance between too fearful and too impulsive, and ability to deal with feelings at the age appropriate level, and empathic response to other people's feelings.

Language and Cognitive Development - includes reading awareness, age appropriate reading, writing and numeracy skills, board games, and ability to understand similarities and differences, and to recite back specific pieces of information from memory.

Communication Skills and General Knowledge - includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, story-telling, and age appropriate knowledge about the life and world around.

EDI Outcomes

The average EDI scores for each developmental area – Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge – are divided into categories representing the highest scores to the lowest scores in the community (Figure 3). The cut-off for each group is based on a Canadian wide sample referred to as Normative II (or Norm II).

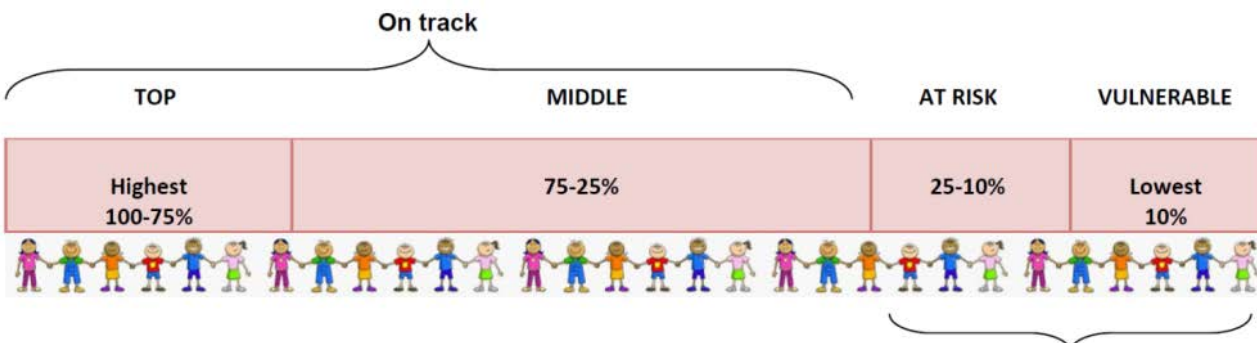


Figure 3 EDI categories representing scores

On track (Top)

The total group of children who score in the highest 25th percentile of the distribution.

On track (Middle)

The total group of children who score between the 75th and 25th percentiles of the distribution.

Not on track (At risk)

The total group of children who score between the lowest 10th and 25th percentiles of the distribution.

Not on track (Vulnerable)

The total group of children who score below the lowest 10th percentile of the distribution.

PROCESS OVERVIEW

The Northwest Territories (NWT) has collected data annually from the EDI at a territorial level since 2012. In 2012 and 2013, the data were reported on in comparison to both the Canadian Normative II and the yearly NWT cohort. Due to the small population size of the NWT, it was recommended that the territory should collect three years of data before compiling a territorial baseline dataset. The current report describes the composition of the NWT Baseline dataset, with demographic statistics and comparative analyses between the three years.

The NWT Baseline is meant to give both a territorial comparative reference as well as territorial context to the EDI data. This allows school boards, schools, communities, and neighbourhoods to examine their EDI results in comparison to the rest of their territory. All eight school divisions participated in the EDI collection from 2012 to 2014. Table 1 provides a breakdown of the number of children per school board per year that participated in the EDI collection.

Table 1
Breakdown of the Number of Children per District Education Authority per Year

School Division	Year			Total
	2012	2013	2014	
Beaufort-Delta	105	123	116	344
Sahtu	48	43	42	133
Tlicho	52	75	65	192
Dehcho	37	37	42	116
South Slave	121	103	93	317
Commission scolaire francophone TNO	23	17	21	61
Yellowknife Catholic Schools	113	89	113	315
Yellowknife Education District No 1	173	172	162	507
Total	672	659	654	1985

Number of Children in Analyses

Figure 4 provides an illustration of the flow of EDI questionnaires from when they are received to the final valid number of questionnaires used for analysis.

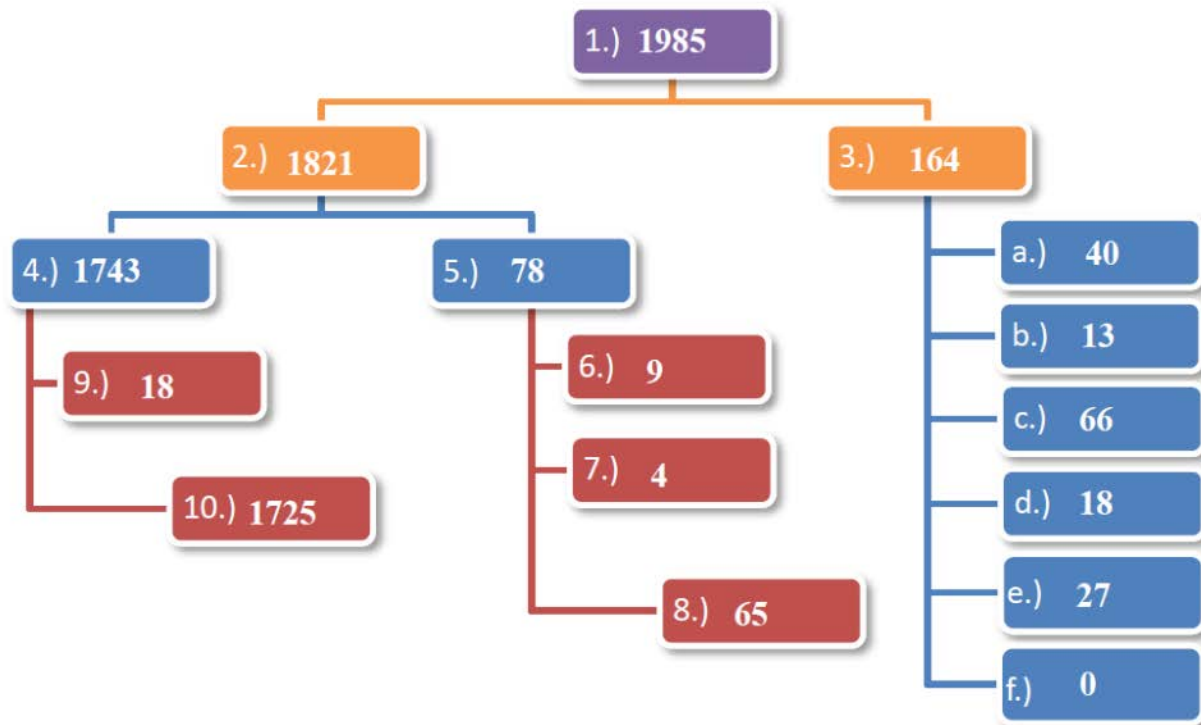


Figure 4 The flow of EDI questionnaires leading to the final valid number used

1. Total EDIs completed
2. Questionnaires for children in class more than 1 month
3. Questionnaires for children in class for less than 1 month or otherwise excluded
 - a. in class <1 month
 - b. moved out of class
 - c. moved out of school
 - d. other
 - e. Registered non-attender
 - f. JK class assignment or missing class assignment
4. Questionnaires for children with no Special Needs (SN)
5. Questionnaires for children missing or indicated as SN
6. Questionnaires missing SN assignation
7. SN questionnaires missing data for more than 1 domain
8. Questionnaires valid for analyses in reports for children with Special Needs
9. Non SN questionnaires missing data for more than 1 domain
10. Questionnaires valid for analyses in reports for children without Special Needs

Demographic Comparisons

Comparisons across the three years for a variety of demographic variables were conducted to determine if there were differences in the compositions of the three data sets. Comparisons of demographic variables were performed using contingency table analyses (using chi-squares) and analysis of variance (ANOVA). Only the children that were in class for more than one month, had a kindergarten class assignment, and met the criteria for a valid questionnaire were used in these analyses. All of the comparisons (with the exception of the special needs comparison) were conducted with children who did not have a special needs assignment.

The first demographic comparison was between genders (Table 2). There were no significant differences between the three years in the percentages of girls and boys ($p = .707$).

Table 2
Demographic Comparison – Gender

	2012		2013		2014		Total	
	Count	%	Count	%	Count	%	Count	%
Girls	269	48%	289	50%	298	51%	856	50%
Boys	289	52%	289	50%	291	49%	869	50%
Total	558	100%	578	100%	589	100%	1725	100%

The percentage of children with English/French as a second language was examined across the three years (Table 3). There was a significant relationship between the years and E/FSL status ($p = .010$).

Table 3
Demographic Comparison – English/French as a First Language

	2012		2013		2014		Total	
	Count	%	Count	%	Count	%	Count	%
Non E/FSL status	538	96%	533	92%	555	94%	1626	94%
E/FSL status	20	4%	45	8%	34	6%	99	6%
Total	558	100%	578	100%	589	100%	1725	100%

Special needs status is another variable that was analysed to determine if there was a relationship between special needs and year (Table 4). The results revealed that there were no significant differences in the proportions of children with special needs across the three implementation years ($p = .202$).

Table 4
Demographic Comparison – Special Needs

	2012		2013		2014		Total	
	Count	%	Count	%	Count	%	Count	%
No SN status	558	96%	578	95%	589	97%	1725	96%
SN status	21	4%	28	5%	16	3%	65	4%
Total	579	100%	606	100%	605	100%	1790	100%

The mean age of children at time of EDI completion was compared across the three years using a one-way ANOVA. There was a significant difference in age between the three cohorts ($p = .004$), with the children from 2012 being significantly older than the 2013 children ($p = .010$) and the 2014 children ($p = .015$). Due to the age differences between the three years, the dates of completion were examined. The dates of completion in 2012 ranged from February 17th to April 23rd, in 2013 the dates of completion ranged from February 4th to April 12th, and in 2014 the dates of completion ranged from February 5th to March 31st. This demonstrates that the EDI was completed almost a month later in 2012 than in 2014, and helps to explain the age differences between the three years (Table 5).

Table 5
Demographic Comparison - Age

Year	Count	Mean age	Std. Deviation	Minimum	Maximum
2012	557	5.75	0.33	5.14	7.22
2013	577	5.69	0.31	5.11	6.99
2014	589	5.7	0.3	5.15	6.94
Total	1723	5.71	0.31	5.11	7.22

The proportion of children who attended French Immersion was also compared across the three implementations (Table 6). There were no significant differences in the percentages of children who attended French Immersion across the three years ($p = .102$).

Table 6
Demographic Comparison – Children who Attended French Immersion

	2012		2013		2014		Total	
Did not attend French Immersion	446	81%	494	85%	481	82%	1421	83%
Attended French Immersion	104	19%	84	15%	108	18%	296	17%
Total	550	100%	578	100%	589	100%	1717	100%

There was a significant relationship between the percentage of children who were repeating a grade and year ($p = .006$), with the lowest percentage of children repeating a grade in 2013 (Table 7).

Table 7
Demographic Comparison – Children who Repeated a Grade

	2012		2013		2014		Total	
Did not repeat a grade	537	97%	568	98%	559	95%	1664	97%
Repeated a grade	18	3%	10	2%	30	5%	58	3%
Total	555	100%	578	100%	589	100%	1722	100%

Regional Comparisons

This section provides a comparative summary of the Yellowknife, the regional centres (Inuvik, Fort Smith, and Hay River), and the remaining small communities (28 communities). Tables 8-11 contain descriptive information comparing these groups for the combined years of 2012, 2013, and 2014.

Table 8

Regional Comparison – Completed, Special Needs, Status and Valid

	Yellowknife N	Regional Centres N	Small Communities N
Completed EDIs			
Total completed EDIs	822	447	716
Special Needs			
Children with Special Needs	19	21	45
Status			
In class more than 1 month	793	403	625
In class less than 1 month	3	4	33
Moved class	8	1	4
Moved schools	12	26	28
Other	3	2	13
Registered Non-attender	3	11	13
Valid for analyses (In class more than 1 month & Non-Special needs and K class assignment)			
Valid for analyses	769	384	572

Table 9

Regional Comparison - Gender

	Yellowknife N	Regional Centres N	Small Communities N
Girl	381	196	279
Boy	388	188	293

Table 10

Regional Comparison – English/French

	Yellowknife N	Regional Centres N	Small Communities N
E/FSL	71	17	11
French Immersion	235	60	1

Table 11
Regional Comparison - Age

	Yellowknife	Regional Centres	Small Communities
Mean Age	5.68	5.74	5.74

Mean Domain Scores

Table 12 displays the average domain scores for each of the cohorts. The domain scores were compared using a multivariate ANOVA, controlling for age. There were significant differences between the years for all five domains: Physical Health & Well-Being ($p = .032$), Social Competence ($p = .005$), Emotional Maturity ($p = .001$), Language & Cognitive Development ($p < .001$), and Communication Skills & General Knowledge ($p < .001$).

Table 12
Mean Domain Scores

	2012			2013			2014			Total		
	Mean	SD	Count	Mean	SD	Count	Mean	SD	Count	Mean	SD	Count
Physical Health & Well-Being	8.43	1.5	555	8.24	2	577	8.16	1.8	583	8.27	1.7	1715
Social Competence	8.23	1.8	555	8.1	2	577	7.85	2.1	583	8.06	2.0	1715
Emotional Maturity	7.83	1.7	555	7.74	2	577	7.44	1.8	583	7.67	1.8	1715
Language & Cognitive Development	8.31	2.0	555	7.74	2	577	7.62	2.3	583	7.88	2.2	1715
Communication Skills & General Knowledge	7.65	2.7	555	7.25	3	577	6.99	3.0	583	7.29	2.8	1715

Post Hoc analyses revealed that many of the significant differences in the mean domain scores are between the 2012 and 2014 cohorts. In the Physical Health & Well-Being domain, the 2012 cohort had significantly higher domain scores than the 2014 cohort ($p = .020$). There were no other significant differences between the three cohorts in this domain. Similarly, the only difference between years in the Social Competence domain was between 2012 and 2014, with the 2012 cohort having significantly higher scores ($p = .003$). In the Emotional Maturity domain, the 2012 cohort again had higher scores than the 2014 cohort ($p = .001$), but the 2013 cohort also had significantly higher scores than the 2014 cohort ($p = .010$). The 2012 cohort had significantly higher Language and Cognitive Development domain scores than both 2013 ($p < .001$) and 2014 ($p < .001$). Lastly, similar to Language and Cognitive Development domain, the 2012 cohort had significantly higher Communication Skills and General Knowledge domain scores than both the 2013 cohort ($p = .044$) and the 2014 cohort ($p < .001$).

NWT Baseline Cut-Points

The tables below present information about the baseline (Table 13), as well as the Norm II percentile cut-points (Table 14). They comprise information about the number of children who are in the baseline, the mean domain scores and standard deviation as well as the minimum and maximum scores. The percentile columns are the cut-points. The 10th percentile column contains the cut-points which are the NWT cut-points used to determine vulnerability rates. The 25th percentile column contains the cut-points which are used to determine children who are at risk. The Norm II cut-points are also included to provide a comparison.

Table 13
Baseline Descriptive Statistics

	Count		Mean	SD	Min	Max
	Valid	Missing				
Physical Health & Well-Being	1725	0	8.265	1.7330	0	10
Social Competence	1725	0	8.045	1.9972	0	10
Emotional Maturity	1720	5	7.665	1.7519	0.5	10
Language & Cognitive Development	1720	5	7.878	2.2118	0	10
Communication Skills & General Knowledge	1725	0	7.275	2.8422	0	10

Table 14
Baseline Cut-Points

	NWT Percentiles				Norm II Percentiles			
	10	25	50	75	10	25	50	75
Physical Health & Well-Being	5.7692	7.3077	8.8462	9.6154	7.0833	8.0769	9.2308	10.0000
Social Competence	5.0000	6.9231	8.6538	9.6154	5.5769	7.3077	9.0000	9.8077
Emotional Maturity	5.1667	6.6667	8.1034	8.9914	6.0000	7.1667	8.3333	9.1667
Language & Cognitive Development	4.6154	6.5385	8.8462	9.6154	5.7692	7.6923	9.2000	9.6154
Communication Skills & General Knowledge	3.1250	5.0000	8.1250	10.0000	4.3750	5.6250	8.7500	10.0000

2012-2014 RESULTS

EDI Domain Scores

The EDI was completed for 769 non-special needs Kindergarten children in Yellowknife, 384 children in the Regional Centres, and 572 children in the small communities. Table 15 illustrates the domain scores for the three groups. Figure 5 depicts these group domain means in comparison to the Norm II domain scores.

Table 15
Comparison of Domain Scores

	Yellowknife	Regional Centres	Small Communities
Physical Health & Well-Being	8.57	8.59	7.63
Social Competence	8.42	8.38	7.32
Emotional Maturity	7.9	7.84	7.23
Language & Cognitive Development	8.19	8.41	7.09
Communication Skills & General Knowledge	7.61	7.83	6.45

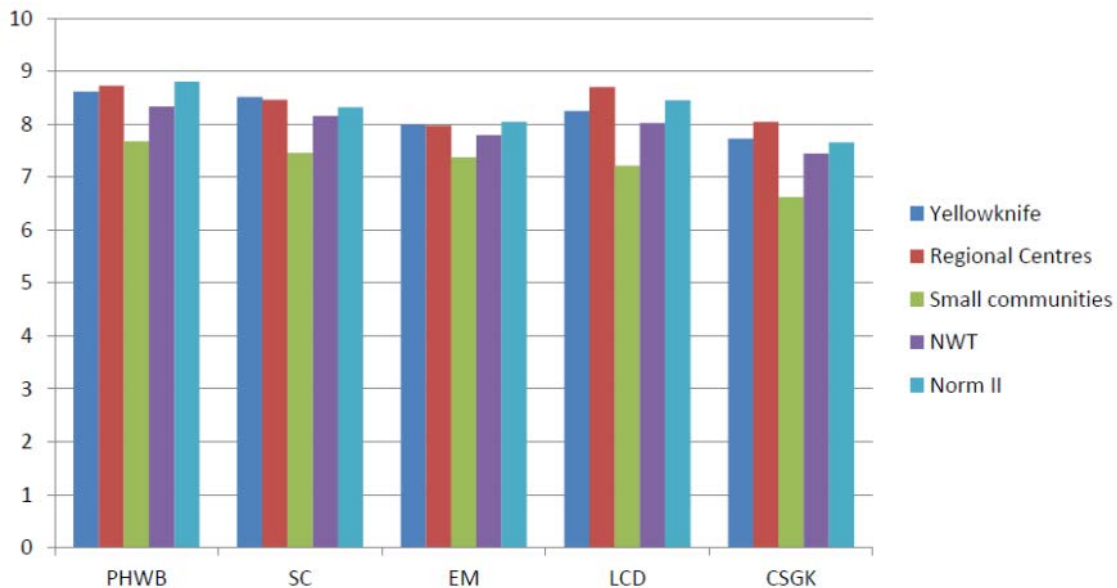


Figure 5 Comparison of EDI domain means

Vulnerable Children

“Vulnerable” describes the children who score low (below the 10th percentile cut-off of the comparison population) on any of the five domains. Table 16 illustrates the percentage of who fell below the 10th percentile cut-off based on the Normative II cut-offs, as well as children that are vulnerable on at least one or on at least two domains. These are compared to the percentages for the Normative II Cohorts.

Table 16
Percentage of Vulnerable Children

	Yellowknife	Regional Centres	Small Communities
	Norm II	Norm II	Norm II
Physical Health & Well-Being	14.82%	16.93%	35.14%
Social Competence	8.32%	10.16%	22.90%
Emotional Maturity	11.18%	15.10%	25.35%
Language & Cognitive Development	12.48%	11.46%	27.62%
Communication Skills & General Knowledge	13.00%	15.10%	29.02%
Low on 1 or more domains	29.26%	32.81%	53.50%
Low on 2 or more domains	14.82%	18.75%	37.41%

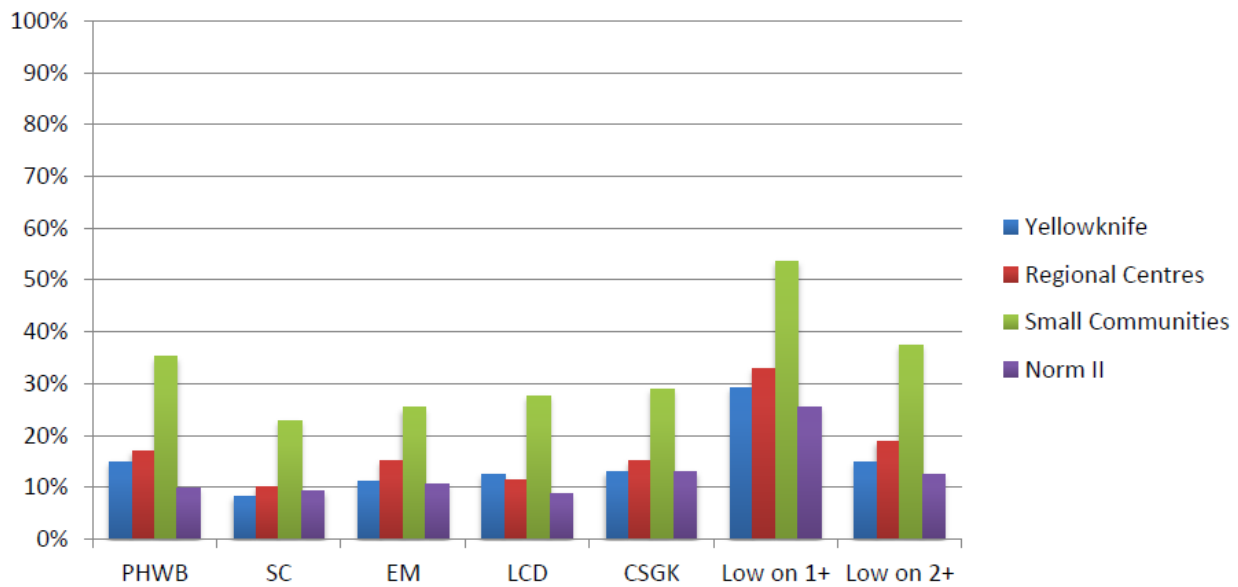


Figure 6 Percentage of vulnerable children

EDI Subdomains

Each of the five domains is divided into sub-domains, except for Communication Skills and General Knowledge. Scores for domains and sub-domains on the EDI vary from 0 to 10. Some sub-domains represent skills that a child in kindergarten, based on his or her developmental age, is expected to have mastered already (e.g., physical independence). Other subdomains represent areas of development that are still emerging (e.g., prosocial behaviour). There are a total of 16 subdomains, and the percentages of children in each subdomain category by group are presented in Tables 17-21. These percentages are compared to the Norm II.

Table 17
Subdomains – Physical Health and Well-Being

	Yellowknife	Regional Centres	Small Communities	Norm II
Physical readiness for school day				
<i>Meeting all or almost all of the developmental expectations</i>	94.50%	91.10%	74.70%	96.30%
<i>Some of the developmental expectations</i>	N/A	N/A	N/A	N/A
<i>Meeting few or none of the developmental expectations</i>	5.50%	8.90%	25.30%	3.40%
Physical independence				
<i>Meeting all or almost all of the developmental expectations</i>	85.70%	84.40%	77.30%	90.10%
<i>Some of the developmental expectations</i>	N/A	N/A	N/A	N/A
<i>Meeting few or none of the developmental expectations</i>	14.30%	15.60%	22.60%	9.60%
Gross and fine motor skills				
<i>Meeting all or almost all of the developmental expectations</i>	57.00%	62.20%	44.90%	53.70%
<i>Some of the developmental expectations</i>	17.30%	15.40%	21.90%	21.70%
<i>Meeting few or none of the developmental expectations</i>	25.70%	22.40%	33.00%	24.40%

Table 18
Subdomains – Social Competence

	Yellowknife	Regional Centres	Small Communities	Norm II
Overall social competence				
<i>Meeting all or almost all of the developmental expectations</i>	47.90%	56.50%	37.10%	48.20%
<i>Some of the developmental expectations</i>	44.00%	34.60%	44.80%	42.90%
<i>Meeting few or none of the developmental expectations</i>	8.10%	8.90%	18.20%	8.80%
Responsibility and respect				
<i>Meeting all or almost all of the developmental expectations</i>	78.50%	76.60%	59.40%	78.60%
<i>Some of the developmental expectations</i>	16.30%	17.20%	25.50%	16.50%
<i>Meeting few or none of the developmental expectations</i>	5.20%	6.30%	15.00%	4.80%
Approaches to learning				
<i>Meeting all or almost all of the developmental expectations</i>	64.60%	61.70%	42.70%	62.50%
<i>Some of the developmental expectations</i>	27.60%	30.50%	35.30%	29.20%
<i>Meeting few or none of the developmental expectations</i>	7.80%	7.80%	21.90%	8.10%
Readiness to explore new things				
<i>Meeting all or almost all of the developmental expectations</i>	84.10%	87.20%	71.00%	77.40%
<i>Some of the developmental expectations</i>	14.00%	12.00%	24.30%	19.20%
<i>Meeting few or none of the developmental expectations</i>	1.80%	0.80%	4.40%	3.00%

Table 19
Subdomains – Emotional Maturity

	Yellowknife	Regional Centres	Small Communities	Norm II
Prosocial and helping behaviour				
<i>Meeting all or almost all of the developmental expectations</i>	28.20%	32.00%	30.80%	31.90%
<i>Some of the developmental expectations</i>	33.60%	40.40%	26.00%	30.10%
<i>Meeting few or none of the developmental expectations</i>	38.00%	24.70%	41.40%	30.40%
Anxious and fearful behaviour				
<i>Meeting all or almost all of the developmental expectations</i>	89.90%	82.60%	73.60%	87.20%
<i>Some of the developmental expectations</i>	7.20%	12.20%	19.20%	10.40%
<i>Meeting few or none of the developmental expectations</i>	3.00%	5.20%	6.10%	2.30%
Aggressive behaviour				
<i>Meeting all or almost all of the developmental expectations</i>	82.80%	79.40%	69.90%	84.40%
<i>Some of the developmental expectations</i>	8.30%	8.10%	11.70%	7.70%
<i>Meeting few or none of the developmental expectations</i>	8.80%	12.50%	18.00%	7.60%
Hyperactivity and inattention				
<i>Meeting all or almost all of the developmental expectations</i>	75.60%	68.00%	55.10%	72.30%
<i>Some of the developmental expectations</i>	11.70%	14.30%	16.40%	14.70%
<i>Meeting few or none of the developmental expectations</i>	12.70%	17.70%	28.10%	12.80%

Table 20
Subdomains - Language and Cognitive Development

	Yellowknife	Regional Centres	Small Communities	Norm II
Basic literacy				
<i>Meeting all or almost all of the developmental expectations</i>	57.90%	73.20%	47.60%	70.30%
<i>Some of the developmental expectations</i>	25.60%	15.40%	19.80%	18.80%
<i>Meeting few or none of the developmental expectations</i>	16.50%	11.50%	32.20%	10.60%
Interest in literacy / numeracy and memory				
<i>Meeting all or almost all of the developmental expectations</i>	79.20%	78.90%	61.00%	73.30%
<i>Some of the developmental expectations</i>	11.10%	10.40%	13.10%	10.50%
<i>Meeting few or none of the developmental expectations</i>	9.80%	10.70%	25.00%	14.60%
Advanced literacy				
<i>Meeting all or almost all of the developmental expectations</i>	70.40%	75.30%	51.60%	69.70%
<i>Some of the developmental expectations</i>	11.30%	9.40%	9.80%	10.90%
<i>Meeting few or none of the developmental expectations</i>	18.10%	15.40%	38.30%	17.00%
Basic numeracy				
<i>Meeting all or almost all of the developmental expectations</i>	63.80%	60.90%	47.60%	79.20%
<i>Some of the developmental expectations</i>	14.40%	14.10%	12.20%	7.70%
<i>Meeting few or none of the developmental expectations</i>	21.20%	25.00%	39.20%	12.50%

Table 21
Subdomains - Communication Skills and General Knowledge

	Yellowknife	Regional Centres	Small Communities	Norm II
Communication Skills and General Knowledge				
<i>Meeting all or almost all of the developmental expectations</i>	45.00%	50.50%	33.40%	45.60%
<i>Some of the developmental expectations</i>	25.00%	23.20%	21.50%	24.60%
<i>Meeting few or none of the developmental expectations</i>	30.00%	26.30%	44.90%	29.70%
-				

A “challenge” ability range was identified within each sub-domain, based on the range of scores. For each sub-domain, zero (0), equivalent to a child having no ability in all items within the sub-domain, was the lower boundary. The “challenge” cut-off boundary (i.e., the one below which a child would be classified as having the challenge) was based on a mix of poor and average scores.

Analysis of the distribution of the number of challenges in one or more sub-domain indicated that having scores below the challenge ability in 9 or more pointed to serious problems in multiple domains. Three of the 5 domains have 4 sub-domains, one has 3, and the last one has 1. Therefore experiencing challenges in 9 sub-domains means that they are from at least 3 of the major five developmental domains.

The Multiple Challenge Index (MCI) is therefore an indicator of a child experiencing challenges in at least three EDI domains (Table 22).

Table 22
Percentage of Children with Multiple Challenges

	Yellowknife	Regional Centres	Small Communities	Norm II
Multiple challenges	4.20%	5.70%	16.30%	3.80%

SENSE OF IDENTITY QUESTIONNAIRE

The Sense of Identity Questionnaire (SIQ) is a unique measure constructed specifically for the kindergarten population in Northwest Territories. This new questionnaire was developed to be used in conjunction with the territory-wide implementation of the EDI. The SIQ adds useful and informative context within which the EDI results can be interpreted. Together, the EDI and SIQ will help to measure children’s developmental health and contribute to evidence-based decision making across the Government of the Northwest Territories (GNWT).

Following completion of the EDI, the SIQ asks kindergarten teachers to answer eighteen questions which describe each child’s sense of identity as a relationships with and/or connections to:

1. A sense of community and/or family;
2. A sense of place (The land, local community and/or the North); and
3. A sense of belonging.

Currently, the SIQ is still a relatively new initiative and requires further analysis in order to understand its full potential. Data that have been gathered from across the NWT will continue to be examined by experts at the Offord Center for Child Studies in collaboration with the Department of Education, Culture and Employment (ECE). However, preliminary findings suggest much can be learned from linking children’s sense of identify with information on their development health. For instance, preliminary findings of the SIQ suggest that:

- Children with higher EDI scores tend to demonstrate a greater sense of identity;
- Children who are not vulnerable on the EDI tend to demonstrate a greater sense of identity;
- Older children tend to demonstrate a greater sense of identity than younger children;
- Girls tend to demonstrate a slightly greater sense of identity than boys; and
- Children with Aboriginal status tend to demonstrate a greater sense of community and/or family.