Early Childhood Development
Data to Action

Touchwood Agency Tribal Council
Study Area
Date: April 20, 2012
Overview

School Readiness
Importance of Early Childhood
Early Development Instrument
School Readiness Data
Touchwood Agency Tribal Council
SA

Presentation

Large Group Reflection
Questions Comments
What is Happening in Saskatchewan

Circle Reflections

Data To Action:
Discussion and Planning

Taking Action
Take two minutes to reflect on what school readiness means to you (looks like – sounds like)

• Jot down your thoughts.
• Join with two others,
• Share your thoughts about school readiness,
• Share with the large group
## What Does School Readiness...?

Self reflection and discussion

<table>
<thead>
<tr>
<th>Looks like?</th>
<th>Sounds like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Simply defined, school readiness means a child is prepared to participate successfully in formal schooling ... implies the capacity to learn, grow and achieve in a school environment.

Broadly define, school readiness implies that schools are ready for children, children are ready for school, and parents and communities support a child’s developmental progress.

Importance of Early Childhood

“From pregnancy through early childhood, all of the environments in which children live and learn, and the quality of their relationships with adults and caregivers, have a significant impact on their cognitive, emotional and social development.”

(Jack P. Shonkoff)

http://www.youtube.com/watch?v=iN6wpwZzpZE
Importance of Environment

<table>
<thead>
<tr>
<th>At Birth</th>
<th>at 6 years</th>
<th>at 14 years</th>
</tr>
</thead>
</table>

90% of a child’s brain development occurs before the age of six. This development forms the foundation for life long learning, health and social well-being.

Rethinking the Brain, Families and Work Institute Rima Shore, 1997. From: Founders, Network, slide 03-012
Brain development is hierarchical

Emotional well-being and social competence provide a strong foundation for cognitive development.

Together they are the bricks and mortar ... the foundation of human development.
Sensitive periods in Early Brain Development

Graph developed by Council for Early Child Development (ref: Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)
Rates of Return to Human Development Investment Across all Ages

Return Per Dollar Invested

- Pre-school Programs
- School
- Job Training

Age

0 6 18
Early Childhood Measures Saskatchewan

- **Early Development Instrument**
  - Completed by Kindergarten Teachers

- **In Hospital Birth Questionnaire**
  - Completed by Nurses in Hospital for babies born in Saskatchewan

- **Community Risk Indicators**
  - Census data analyzed by the Early Childhood Development Unit, Ministry of Education
Measures for Early Childhood

In-Hospital Birth Questionnaire

Community Risk Indicators

What is the community like where children are growing up?

% teen mothers  % low birth weights  % lone parents  % of housing in need of major repair  % of adults with low education  % Social Assistance Program recipients

Kindergarten Entry

Early Development Instrument

Grade 1 – Mandated school attendance

Bookends of Early Childhood

Prenatal  Birth  Age 1  Age 2  Age 3  Age 4  Age 5  Age 6
• Southeast Saskatchewan -2008-2009
  o Included all communities including 23 First Nations Communities governed by 3 tribal councils – Touchwood Agency Tribal Council; Yorkton Tribal Council; File Hills Qu’Appelle Tribal Council

• Region divided into 27 study areas based on school divisions and tribal council boundaries

• Main outcome – to determine “readiness to learn” of every kindergarten student as measured by the Early Development Instrument (EDI)
## Touchwood Agency Tribal Council Study Area...

<table>
<thead>
<tr>
<th>Study Area</th>
<th>Communities</th>
<th>Schools</th>
<th>School Divisions</th>
<th>Number 0-6 children (% of population) EDI Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touchwood Agency Tribal Council</td>
<td>Daystar</td>
<td>Kawacatoose*</td>
<td>Horizon School Division</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kawacotoose</td>
<td>George Gordon*</td>
<td></td>
<td>330 (16.9%)</td>
</tr>
<tr>
<td></td>
<td>Muskowekwan</td>
<td>Muskowekwan*</td>
<td></td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Gordon</td>
<td>Punnichy*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* School with one prekindergarten
Early Childhood Instrument (EDI)

- Developed by Offord Centre, McMaster University
- Used in 14 countries
- Approximately 20 minutes to complete
- Kindergarten children in February – March
What is the EDI?

- Kindergarten teacher checklist assessing children’s readiness to enter school
- Measures the outcomes of a child’s pre-school (0-6) experiences as they influence their readiness to learn
- EDI has been shown to predict how children will do in elementary school and beyond
- **Does not measure teacher or school performance**
Does the EDI Equivalently Measure Facets of School Readiness for Aboriginal and Non-Aboriginal children? Nazeem Muhajarine; Chassidy Puchala; Magdalena Janus. 13 December, 2010

- These researchers, responsible for putting together the 2010 Community Mapping Study of Southeast Saskatchewan; studied the use of EDI as an appropriate measure of school readiness for Aboriginal and Non-Aboriginal children and found:
  - Evidence suggests that the use of the EDI as a measure of school readiness is appropriate for both Aboriginal and Non-Aboriginal children
  - Aboriginal children more likely to be rated lower by their teachers on many of the domains of the EDI
  - The underlying factors for lower average scores more likely to involve a combination of factors related to poverty, marginalization and neighbourhood contexts rather than assessor’s bias
EDI Domains: 5 major areas

- Language & Cognitive Development
- Communication Skills & General Knowledge
- Physical Health & Well-Being
- Social Competence
- Emotional Maturity
2008-2009 EDI Data % Low in one or more domains for Southeast Saskatchewan 27 Study Areas

- SA9: 57.3%
- SA2: 43.6%
- SA26: 41.0%
- SA21: 39.5%
- TATC: 36.1%
- SA15: 33.8%
- SA25: 30.0%
- SA23: 28.3%
- Canada: 27.0%
- SA24: 26.9%
- SESK: 25.4%
- SA1: 24.3%
- SA12: 23.8%
- SA14: 23.6%
- SA20: 23.1%
- SA17: 22.1%
- SA5: 21.0%
- SA13: 20.5%
- SA27: 18.9%
- SA10: 18.6%
- SA19: 18.4%
- SA8: 17.9%
- SA4: 17.6%
- SA22: 17.5%
- SA7: 16.9%
- SA16: 16.7%
- SA18: 14.0%
- SA3: 9.6%
- SA11: 6.5%

Shorter bars are better!
Ready to Learn...
Physical Health and Well-being

When I come to school I am dressed appropriately, I am independent and I can take care of my own needs. I am coordinated and I have good gross and fine motor skills.

I am ready to physically tackle my school day.

Physical Health and well-being includes:
- Gross and fine motor skills
  - Holding a pencil
  - Running on the playground
  - Motor coordination
- Adequate energy levels for classroom activity
- Independence in looking after own needs
  - Daily living skills
2008-2009 EDI % Low on Physical Health & Wellbeing by % Low on at Least One Domain

- Touchwood Agency Tribal Council: 36.1 % (11.5 % Low Phys. Health)
- South East Saskatchewan: 25.4 % (12.4 % Low Phys. Health)
- Canada: 27 % (11 % Low Phys. Health)

Shorter bars are better!
Ready to Learn...
Social Competence

When I come to school I can get along and play well with others. I am cooperative and self confident and I respect others and their property. I can follow rules and classroom routines and I show self-control.

I can adjust to changes in my day and I am curious learn and explore new things.

Social Competence includes:
• Curiosity about the world
• Eagerness to try new things
• Knowledge of standards of acceptable behaviour in a public place
  • Ability to control my behaviour
  • Appropriate respect of adult authority
    • Cooperation with others
      • Following rules
    • Ability to play and work with other children
2008-2009 EDI % Low on Social Competence Domain by Low on at Least One Domain

- Touchwood Agency Tribal Council: 36.1%
- South East Saskatchewan: 25.4%
- Canada: 27%

%Low 1 Domain
% Low Social Competence
Ready to Learn...

Emotional Maturity

When I come to school I help others and I am happy and enjoy school. I do not use aggression to solve my problems, I do not have temper tantrums to get my way and I am not mean to others.

I can concentrate, pay attention and settle into my work. I can wait my turn and most of the time I think before I do something.

**Emotional Maturity Includes:**
- Ability to reflect before acting
- A balance between too fearful and too impulsive
- Ability to deal with feelings at the age-appropriate level
- Empathic response to other people’s feelings
2008-2009 EDI % Low on Emotional Maturity Domain by % Low on at Least One Domain

Touchwood Agency Tribal Council
South East Saskatchewan
Canada

%Low 1 Domain
% Low Emotional Maturity

- Touchwood Agency Tribal Council: 36.1%
- South East Saskatchewan: 25.4%
- Canada: 27%

- Touchwood Agency Tribal Council: 11.5%
- South East Saskatchewan: 9.8%
- Canada: 10%
When I come to school I know how to handle a book, I know some letters and I know some sounds to some letters. I am interested in books and reading, math and numbers, and I can remember things. I can count, recognize numbers and shapes and I can understand simple time concepts.

Language and cognitive development includes:

- Reading awareness
- Age-appropriate reading and writing skills
- Age-appropriate numeracy skills
- Board games
- Ability to understand similarities and differences
- Ability to recite back specific pieces of information from memory
2008-2009 EDI Data % Low on Language and Cognitive Development by % Low on at Least One Domain

- Touchwood Agency Tribal Council: 36.1%
- South East Saskatchewan: 21.3%
- Canada: 25.4%

-% Low Language and Cognitive Development:
- Canada: 11%

### Graph Details:
- **Touchwood Agency Tribal Council**: 36.1%
- **South East Saskatchewan**: 21.3%
- **Canada**: 25.4%
Ready to Learn...
Communication Skills and General Knowledge

When I come to school I can explain my thoughts and ideas clearly so others can understand me. I take part in story-telling and I know about the world around me.

Communication skills and general knowledge includes:
- Can communicate needs and wants in appropriate ways
  - Symbolic use of language
    - Story telling
  - Age-appropriate knowledge about the life and world around
2008-2009 EDI % Low on Communication and General Knowledge by % Low on at Least One Domain

- **Touchwood Agency Tribal Council**: 36.1%
- **South East Saskatchewan**: 25.4%, 8%
- **Canada**: 27%, 12.2%
2008-2009 EDI % Low on at Least One Domain by % Low on Each EDI Domain for Touchwood Agency Tribal Council

- % Low 1 Domain: 36.1
- % Low Physical Health & Wellbeing: 11.5
- % Low in Social Competence: 9.8
- % Low in Emotional Maturity: 11.5
- % Low in Language and Cognitive Development: 21.3
- % Low in Communication and General Knowledge: 13.1
What is Happening in Southeast Saskatchewan

- Prenatal Calendars
- Share it Forward
- Data to Action
- Early Childhood language and literacy programs
- Family Friday Pre-K-Project
- Work with various ECD committees and community groups
- Support various funding opportunities
- IMPACT kits
In your SCC group...

* Reflect on the EDI information for your school/community
* What stands out for you?
  * Highest EDI domain
  * Lowest EDI domain (remember Low is good)
* How might your School Community Council work together to support school readiness in EDI areas of need (Highest % EDI Domain)?
* What support do you need to move to action?
Thanks to the Ministry of Education
Thanks to the South East RIC
Thanks to the Regional KidsFirst Community Developers
Data to Action

School Readiness
Suggestions and Resources
Learning Environments that support Physical Health and Well-being

- Give children daily opportunities to practice gross motor and fine motor skills
  - Gross Motor Skills: Playing catch, tag, riding a bike, dancing, playing with large blocks
  - Fine Motor Skills: Drawing, painting, playing with dough or Lego
- Encourage children to eat well, dress for the weather, use proper hygiene, build healthy daily routines including daily physical activity, walking, running, skipping,

Physical Health and Well-being at Home

- Model good eating habits, build in daily routines to be physically active
- Have children help in making meals, build regular bed time routines that encourage independence
- Look for opportunities in the community to take part in physical activity, skating, swimming
- Provide opportunities for activities that encourage fine motor skills, puzzles, printing, drawing, getting dressed and eating independently
Learning Environments that Support Social Competence

• Teach and reinforce rules of a game
• Provide opportunities to share and take turns
• At lunch table encourage social skills such as passing things around, asking for more, encourage the use of “please” and “thank you”
• Opportunities to listen to stories and make personnel connections, encourages engagement and listening skills
• Setting up table activities where children need to share materials, take turns, and follow directions
• Playing cooperative games outdoors, encourages “playing by the rules” and following routines

Social Competence in the Home

• Teach children what is acceptable behaviour in public places
• Speaking to your children in a respectful manner encourages children to be respectful of others
• Being consistent, having a regular routine with home rules that are enforced daily will provide structure and opportunities for follow routines
• Modeling good social skills will encourage your children to develop these skills
Opportunities to Support Emotional Health and Maturity:
• Games that encourage children to guess what to do next helps them focus on decision-making
• Encourage your child to use words when problems arise and teach strategies to help them solve their problems
• Encourage children to express themselves when they are happy, sad, excited, angry, in order to give them appropriate ways to express themselves and help them to be emotionally happy
• Reinforce appropriate behaviour and give children consequences that match the behaviour when they do something inappropriate will give them predictable limits
• Use warnings and second chances will give children a chance to self-correct their behaviour
• Provide choices where appropriate will build a child’s confidence and provide opportunities to make decisions (“What toy would you like to play with?” “Would you like a small glass of milk or a big glass of milk?”)
• Playing games that involve acting out feelings, or reading a book about different feelings will help children learn about and how to express their feelings
• Model how to deal with emotions such as anger, sadness, frustration
Learning Environments that Support Communication and General Knowledge

- Use eye contact, gestures, repetition and clear and simple language to support communication skills
- Open-ended questions to lead to more expression (“What did you do in gym today?” is better than “Did you like gym?”)
- Story telling activities that provide opportunities to listen tell gives children chances to practice oral language
- Group activities during the day, at lunch and snack time give children a change to practice their communication skills and general knowledge of the world
- Circle time give the teacher an opportunity to model appropriate communication skills

Communication Skills and Knowledge at Home:

- Be available to you child to talk lets them know they are important
- Listen to your child and responding with questions shows interest
- Asking your child about their day helps you child recall and share
- Provide a talk-friendly home and engage you child in natural conversations
- Positive reinforcement and praise for attempts to talk help build communication skills
Learning Environments That Support Language and Cognition

- Planned activities that encourage children with their story telling and writing skills
- Provide exposure to books and other print material and writing material
- Read stories that make books, stories and story telling a daily routine
- Rhymes, games and songs build children’s understanding and appreciation of language
- Label and put names on what they see helps children to extend their vocabulary and provides a foundation for later reading and writing

Language and Cognitive development at Home

- Read to your child – story time can be at any time of the day including bed time
- Rhymes, games and songs build children’s understanding and appreciation of language
- Cooking provides opportunities to measure and count – key numeracy skills for school readiness
- Playing board games – counting their turn, reading print on the board help with language and literacy skills
- Limiting computer and TV in favour of activities that support language and cognitive skills build school readiness skills in language and basic literacy.
Play and Exploration: Early Learning Program Guide, April 2008

The Early Learning Program Guide is an important part of Saskatchewan’s early childhood development initiatives. The Guide affirms the importance of high quality learning experiences for all Saskatchewan children during their preschool years – three to five years of age.

http://www.education.gov.sk.ca/Default.aspx?DN=c711842e-23aa-4e82-b33d-4a530f8d4b2f

Expanded Reference and Resource List

This comprehensive list contains literature that was researched to develop Play and Exploration. The literature included for early learning and child care, literacy, curriculum and other resources that may be helpful to instructors and families.

http://www.education.gov.sk.ca/CURR/additional-resources-prekindergarten-and-Kindergarten
Resources in Support of Early Learning and Development

Saskatchewan Public Libraries & Government of Saskatchewan

Grow with Stories, a province-wide initiative to promote early literacy
http://www.growwithstories.org/

Tips for Parents and Caregivers: Tips for you to help your child grow and learn with books and stories http://www.growwithstories.org/tips.php

List of Books for babies, toddlers, and caregivers:
http://www.growwithstories.org/staff.php

Early Literacy and Language Tips and Tools