

# EDI Skills Practice for Teachers

## Scenario I

Questions from Section B. Refer to pages 11-21 in the Teacher Guide

Mohammed is six and has recently arrived in the US. English is not his first language., but all class instruction is in English. In the classroom, he responds to simple instructions but he is not able to understand more complex communication without visual cues. Mohammed contributes to conversations with peers and is able to be understood. He joins other children in play and appears to fully participate despite his English not being fluent. He can convey his needs to teachers in a combination of simple English words/gestures (e.g. when he needs to use the toilet or sharpen a pencil).

	Very good/ good	Average	Poor/ very poor	Don't know
1. Ability to use language effectively in English				
2. Ability to communicate needs in a way that is understandable to adults and peers				

## Scenario II

Questions from Section B. Refer to pages 11-21 in the Teacher Guide

Aaron has just turned five. He is enthusiastic to participate in class activities and eager to master new skills. He expresses his enthusiasm loudly and disruptively. He is beginning to read. He follows the sentences with his finger without help. In free time, Aaron enjoys drawing and making cards for family and friends. The messages consist of two or three repeated letters, often printed backwards and some wavy lines. Aaron's cards typically show a picture on the front face of the folded card. The message starts on the left side of the inside face and moves across and down.

	Yes	No	Don't know
19. Is aware of writing direction in English (left to right, top to bottom)			
20. Is interested in writing voluntarily (and not only under the teacher's direction)			

## Scenario III

Questions from Section C. Refer to pages 22-31 in the Teacher Guide

Tara is six. She is quiet and polite. At the start of the year, Tara was very nervous and avoided sitting with the class group. Now, when the class is listening to a story or watching a performance, Tara will join the group. She typically sits at the back, biting her nails and fidgeting with her clothing. When others are working or listening, Tara is frequently seen quietly sitting but staring at her worksheet or out of the window rather than attempting the task.

	Often/very true	Sometimes/ somewhat true	Never/not true	Don't know
42. can't sit still, is restless				
43. Is distractible, has trouble sticking to any activity				

# Answers

## Scenario I

	Very good/ good	Average	Poor/very poor	Don't know
1. Ability to use language effectively in English		X		
<p><b>Explanation:</b> This question focuses on English language skills. Mohammed uses simple vocabulary to communicate but he is contributing to conversation in English and is understood.</p>				
2. Ability to communicate needs in a way that is understandable to adults and peers	X			
<p><b>Explanation:</b> This question does not measure English language proficiency. You do not need to consider Mohammed's use of grammar or vocabulary; it is enough that he can convey his meaning to others in the school context using verbal and non-verbal communications.</p>				

## Scenario II

	Yes	No	Don't know
19. Is aware of writing direction in English (left to right, top to bottom)	X		
<p><b>Explanation:</b> Aaron shows awareness of writing direction by following sentences with his finger and making marks from left to right and top to bottom on his cards. It is not relevant that some of his letters are backwards.</p>			
20. Is interested in writing voluntarily (and not only under the teacher's direction)	X		
<p><b>Explanation:</b> Aaron demonstrates interest in writing voluntarily by making cards with messages. It does not matter that the words are unreadable or that the letters are backwards. He shows an attempt to link letters by grouping them. The wavy lines also indicate interest in writing voluntarily. That Aaron is an enthusiastic participant in class activities does not necessarily indicate he is interested in writing voluntarily.</p>			

## Scenario III

	Often/very true	Sometimes/ somewhat true	Never/not true	Don't know
42. Can't sit still, is restless		X		
<p><b>Explanation:</b> Tara fidgets, albeit quietly, and can't focus or settle into class activities, but she now joins the group and remains seated.</p>				
43. Is distractible, has trouble sticking to any activity	X			
<p><b>Explanation:</b> That Tara is consistently doing something other than that task and that she has trouble with starting or sticking to any activity counts as distractibility. In this case, the distractions are internal thoughts and feelings rather than external interruption.</p>				