The Pediatric Evaluation of Disability Inventory (PEDI) is an adaptive assessment instrument that provides clear links between assessed functional capabilities and defined goals. The PEDI incorporates parent observation and is sensitive to small increments of change.

The PEDI may be used for the clinical evaluation of functional capabilities, performance and changes in functional skills in children with disabilities 8 months to 6 years of age. Completion of the PEDI yields information in the domains of self-care, mobility, and social functions with more specific information on the nine sub-domains.

Table 1: Complete or Partial Coverage shown at the Standard Level of the Early Learning Standards for each Key Learning Area

Standards	Coverage
Approaches to Learning	
1.1 – 1.4 Initiative and Curiosity	
2.1 – 2.3 Engagement and Persistence	
3.1 – 3.5 Reasoning and Problem Solving	Partial
4.1 – 4.3 Flexibility, Risk Taking, and Responsibility	
5.1 – 5.2 Imagination, Creativity and Invention	
Creative Arts	
1.1 – 1.4 Visual Art Form	
2.1 – 2.4 Expressing Self Through Movement & Music	
3.1 – 3.5 Dramatic Play	Partial
4.1 – 4.5 Appreciation	
Language and Literacy	
Receptive Language	
1.1 – 1. 7 Listening and Understanding	Partial
Expressive Language	
1.1 – 2.8 Communicating ideas, experiences & feeling	Partial
Comprehension	
1.1 – 3.8 Comprehending written and oral stories	
Literacy	
1.1 – 1.8 Phonological Awareness	
2.1 – 2. 9 Print Awareness	
3.1 – 3.5 Book Knowledge and Appreciation	
4.1 – 4.4 Letter Knowledge	
5.1 – 5. 5 Using Forms of Writing	
6.1 – 6. 3 Writing as Communication	

Table 1 Continued

Standards	Coverage
Logical-Mathematical	
1.1 – 1. 7 Numbers, Numerical Representation and Numerical Operations	
2.1 – 2. 7 Understanding Patterns, Relations and Functions	
3.1 – 3. 6 Concepts of Space and Shape	
4.1 – 4. 3 Measurement Concepts	
5.1 – 5.4 Represent and Interpret Data	
6.1 – 6. 6 Reason, Predict and Problem Solve	
Personal Social	
1.1 – 1.5 Self Concept	Partial
2.1 – 2.9 Self Regulation	Partial
3.1 – 3.11 Social Interactions	Partial
4.1 – 4. 4 Self Care and Self Reliance	Partial
Physical Motor	
1.1 – 1.8 Gross Motor	Partial
2.1 – 2.4 Fine Motor	
3.1 – 3.4 Engage in Physical Activity	
4.1 – 4.4 Health and Safety	

Table 1 Continued

Standards	Coverage
Program Partnerships	
1.1 – 1. 5 Help Parents Advance Child's Learning	
2.1 – 2. 5 Connecting Parents with Community Services	
3.1 – 3. 5 Helping Parents Transition their Children	
4.1 – 4. 6 Parents and Program Governance	
Science	
1.1 – 1.7 Scientific Method	
2.1 – 2.4 Living Things	
3.1 – 3.6 Physical World	
4.1 – 4.6 Earth and Space	
Social Studies	
1.1 – 1.5 Community	
2.1 – 2.3 Past, Present and Future	
3.1 – 3.3 The Role of Consumers	

Table 2: Item Correlation at the Indicator Level of the Early Learning Standards

Pennsylvania Early Learning Standards for Pre-Kindergarten	PEDI
Approaches to Learning	
Demonstrate initiative and curiosity	
AL 1.1 Choose to participate in an increasing variety of experiences	
AL 1.2 Develop increased ability to make independent choices	
AL 1.3 Demonstrate growing eagerness and delight to learn about and discuss a growing range of topics, ideas and tasks	
AL 1.4 Use multiple strategies and all available senses to explore and learn from the environment	
Demonstrate engagement and persistence	
AL 2.1 Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences	
AL 2.2 Demonstrate increasing ability to set goals and develop and follow through on plans	
AL 2.3 Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions	
Demonstrate reasoning and problem solving skills	
AL 3.1 Demonstrate a growing ability to predict possible outcomes related to cause and effect	
AL 3.2 Develop increasing ability to find more than one solution to a question, task or problem	
AL 3.3 Seek and/or accept help from others when encountering a problem	Problem resolution - #23, #25

Pennsylvania Early Learning Standards for Pre-Kindergarten	PEDI
AL 3.4 Grow in recognizing and solving problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults	
AL 3.5 Develop increasing abilities to classify, compare and contrast objects, events and experiences	
AL 3.6 Demonstrate skills in representation and symbolic thinking	
Demonstrate flexibility, risk taking and responsibility	
AL 4.1 Demonstrate increasing ability to differentiate between appropriate and inappropriate (or dangerous) risk-taking	
AL 4.2 Demonstrate willingness to choose a variety of familiar and new experiences	
AL 4.3 Accept responsibility for learning through active participation verbally or nonverbally	
Demonstrate imagination, creativity and invention	
AL 5.1 Approach tasks and experiences with increased flexibility, imagination and inventiveness	
AL 5.2 Use or combine materials/strategies in novel ways to explore and solve problems	

Pennsylvania Early Learning Standards for Pre-Kindergarten	**PEDI**
Creative Arts	
Use a variety of visual art forms for creative expression and representation	
CA 1.1 Show curiosity and explore visual materials and activities	
CA 1.2 Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms	
CA 1.3 Select different media to express emotions and ideas	
CA 1.4 Shows a growing ability to demonstrate care and persistence in a variety of art projects	
Express self through movement and music	
CA 2.1 Express self through movement	
CA 2.2 Show beginning understanding of movement elements and techniques	
CA 2.3 Respond to different forms of music	
CA 2.4 Show increasing understanding and ability to use movement and music	

Pennsylvania Early Learning Standards for Pre-Kindergarten	PEDI
Participate in a variety of dramatic play experiences	
CA 3.1 Represent fantasy and real-life experiences through pretend play	Play with objects - #37
CA 3.2 Show increasing imagination and creativity in play	Play with objects - #40
CA 3.3 Participate in teacher-guided dramatic activities (acting out a story)	
CA 3.4 Express own ideas through dramatic play activities	
CA 3.5 Engage in cooperative pretend play with another child	
Show a developing appreciation of a variety of art forms	
CA 4.1 Understand and share opinions about others' artistic products and experiences	
CA 4.2 Use oral language to describe or explain art	
CA 4.3 Use the different elements of creative art	
CA 4.4 Appreciate listening to a variety of music forms	
CA 4.5 Recognize and name a variety of art forms	

Pennsylvania Early Learning Standards for Pre-Kindergarten	**PEDI**
Language and Literacy – *Receptive Language*	
Develop and expand listening and understanding skills	
RL 1.1 Listen responsively to directions, stories and conversations	
RL 1.2 Follow simple and multiple-step directions	Comprehension of Sentence Complexity - #8, #9
RL 1.3 Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories or books	
RL 1.4 Recognize expressions, gestures and body language cues	
RL 1.5 Understand that communication occurs in different ways including various languages, devices, and gestures	
RL 1.6. Respond to question	
RL 1.7 Demonstrate with increasing understanding that technology can be used to gain information	
Language and Literacy – Expressive Language	
Communicate ideas, experiences and feeling for a variety of purposes	
EL 1.1 Speak clearly enough to be understood by most listeners	
EL 1.2 Recite rhymes, songs, and familiar text	
EL 1.3 Use an increasingly complex and varied spoken vocabulary	Functional Use of Communication - #12 Complexity of Expressive Communication - #17, #18, #19

Pennsylvania Early Learning Standards for Pre-Kindergarten	PEDI
EL 1.4 Ask and answer relevant questions and share experiences individually and in groups	
EL 1.5 Initiate and responds appropriately in conversation and discussions with adults and children	
EL 1.6 Use verbal and nonverbal language to communicate for a variety of purposes	Complexity of Expressive Communication - #16, #17, #18, #19
EL 1.7 Use a variety of sentence length and structures with increasing competence	Complexity of Expressive Communication - #20
EL 1.8 Modulate voice, volume and intonation	

Pennsylvania Early Learning Standards for Pre-Kindergarten	PEDI
Personal-Social	
Develop self concept	
PS 1.1 Is aware of self and one's own preferences	Functional Use of Communication - #15
PS 1.2 Show independence in a wide range of activities	
PS 1.3 Know and state independent thoughts and feelings	
PS 1.4 Attempt new experiences with confidence and independence	
PS 1.5 Show pride in accomplishments	
Develop self-regulation	
PS 2.1 Recognize and label feelings	Problem Resolution - #24
PS 2.2 Express feelings, needs, opinions, and wants that are appropriate to the situation	Functional Use of Communication - #15
PS 2.3 Understand consequences of own behavior	
PS 2.4 Follow rules and routines in classroom and other settings	Community Function - #63
PS 2.5 Use materials with purpose, safety, and respect	
PS 2.6 Pay attention as required by the task	
PS 2.7 Make transitions between activities	
PS 2.8 Follow adult directions	
PS 2.9 Able to wait before acting in required situations	
Develop social interactions	
PS 3.1 Trust familiar adults and close peers	
PS 3.2 Enter into and initiates play with peers	Peer Interactions - #32
PS 3.3 Enjoy playing with a specific other child in a variety of activities	

Pennsylvania Early Learning Standards for Pre-Kindergarten	PEDI
PS 3.4 Respond with empathy to children are upset and in need	
PS 3.5 Seek help from peers and adults when needed	
PS 3.6 Respect the feelings, rights, and belongings of others	
PS 3.7 Cooperate in small and large group activities	Peer Interactions - #33
PS 3.8 Play cooperatively with 2-3 peers for a sustained time	Peer Interactions - #34
PS 3.9 Take turns in games and tasks	Peer Interactions - #35
PS 3.10 Share materials when appropriate	
PS 3.11 Show increasing abilities to resolve conflicts with peers	
Develop self-care and self-reliance	
PS 4.1 Choose materials and activities independently	
PS 4.2 Put away materials on own	
PS 4.3 Show increasing self-reliance in self-care activities. (e.g., toileting, grooming, dressing, eating)	Functional Skills – Self Care Domain – A thru O
PS 4.4 Recognize situations that are unsafe and behaves accordingly	Self-Protection - #56 thru #60 Community Function - #61, #63

Pennsylvania Early Learning Standards for Pre-Kindergarten	PEDI
Physical Motor	
Develop coordination, balance, spatial awareness and strength through gross motor activities	
PP 1.1 Demonstrate growing control of large body movements	Mobility Domains – A thru M
PP 1.2 Complete activities that combine motor movements with equipment	Mobility Domains – A thru M
PP 1.3 Combine a sequence of motor skills	Mobility Domains – A thru M
PP 1.4 Engage in teacher or child-initiated physical activity	
PP 1.5 Performs skills that require increasing endurance, strength and flexibility	
PP 1.6 Performs basic rhythmic skills alone or with a partner	
Develop coordination, balance, spatial awareness and strength through fine motor activities	
PM 2.2 Strengthen and control small muscles in hands	
PM 2.2 Exhibit manual coordination and dexterity	
PM 2.3 Coordinate eye-hand movement	
Develop awareness and engage in health and safety practices	
PM 3.1 Demonstrate awareness of healthy lifestyle practices	

Pennsylvania Early Learning Standards for Pre-Kindergarten	**PEDI**
PM 3.2 Show increasing imagination and creativity in play	
PM 3.3 Demonstrate awareness of good hygiene practices	
PM 3.4 Identify potentially harmful objects, substances or behaviors	
PM 3.5 Be aware of and follow universal safety rules	
PM 3.6 Develop awareness of good nutritional practices	
PM 3.7 Exhibit knowledge that some foods are better for your body than others	
Engage in appropriate physical activity	
PM 4.1 Participate is moderate to vigorous physical activity daily	
PM 4.2 Follow rules when playing games	
PM 4.3 Demonstrate turn taking & cooperation during physical activity	
PM 4.4 Interact positively w/ others regardless of personal differences	
PM 4.5 Transition from high energy to low energy activities	