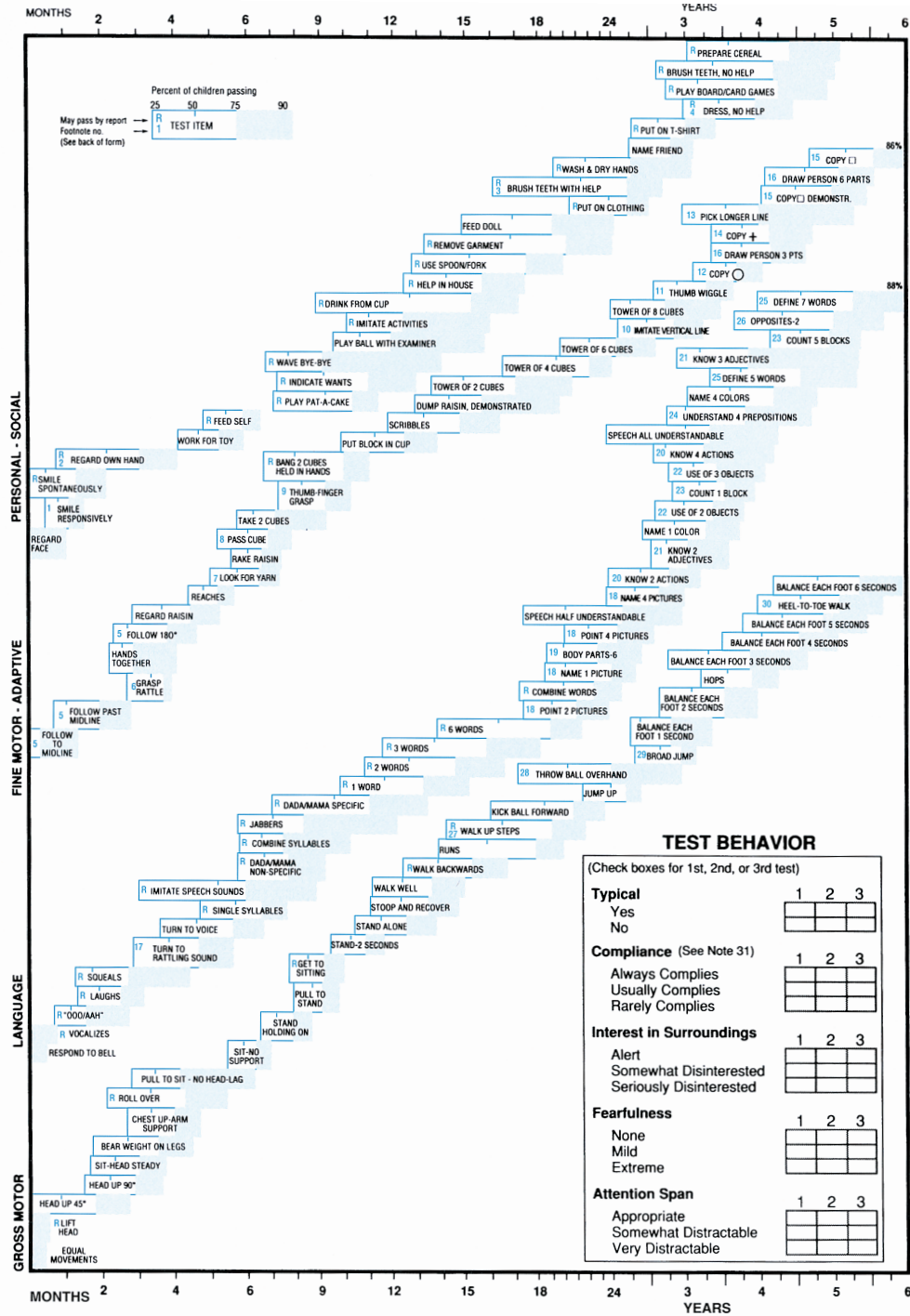




CHILDREN'S DEVELOPMENT

- Denver II Developmental Screening Test
- Developmental Milestones—Birth to Five Years
- Selected Screening and Assessment Tools
- Suggested Readings on Children's Developmental Norms

DENVER II DEVELOPMENTAL SCREENING TEST

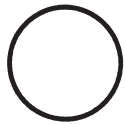


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DIRECTIONS FOR ADMINISTRATION

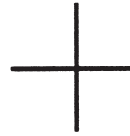
1. Try to get child to smile by smiling, talking, or waving. Do not touch him/her.
2. Child must stare at hand several seconds.
3. Parent may help guide toothbrush and put toothpaste on brush.
4. Child does not have to be able to tie shoes or button/zip in the back.
5. Move yarn slowly in an arc from one side to the other, about 8" above child's face.
6. Pass if child grasps rattle when it is touched to the backs or tips of fingers.
7. Pass if child tries to see where yarn went. Yarn should be dropped quickly from sight from tester's hand without arm movement.
8. Child must transfer cube from hand to hand without help of body, mouth, or table.
9. Pass if child picks up raisin with any part of thumb and finger.
10. Line can vary only 30 degrees or less from tester's line. ✓
11. Make a fist with thumb pointing upward and wiggle only the thumb. Pass if child imitates and does not move any fingers other than the thumb.



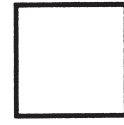
12. Pass any enclosed form. Fail continuous round motions.



13. Which line is longer? (Not bigger.) Turn paper upside down and repeat. (pass 3 of 3 or 5 of 6)



14. Pass any lines crossing near midpoint.




15. Have child copy first. If failed, demonstrate.

When giving items 12, 14, and 15, do not name the forms. Do not demonstrate 12 and 14.

16. When scoring, each pair (2 arms, 2 legs, etc.) counts as one part.
17. Place one cube in cup and shake gently near child's ear, but out of sight. Repeat for other ear.
18. Point to picture and have child name it. (No credit is given for sounds only.)
If less than 4 pictures are named correctly, have child point to picture as each is named by tester.



19. Using doll, tell child: Show me the nose, eyes, ears, mouth, hands, feet, tummy, hair. Pass 6 of 8.
20. Using pictures, ask child: Which one flies?... says meow?... talks?... barks?... gallops? Pass 2 of 5, 4 of 5.
21. Ask child: What do you do when you are cold?... tired?... hungry? Pass 2 of 3, 3 of 3.
22. Ask child: What do you do with a cup? What is a chair used for? What is a pencil used for?
Action words must be included in answers.
23. Pass if child correctly places **and** says how many blocks are on paper. (1, 5).
24. Tell child: Put block **on** table; **under** table; **in front of** me, **behind** me. Pass 4 of 4.
(Do not help child by pointing, moving head or eyes.)
25. Ask child: What is a ball?... lake?... desk?... house?... banana?... curtain?... fence?... ceiling? Pass if defined in terms of use, shape, what it is made of, or general category (such as banana is fruit, not just yellow). Pass 5 of 8, 7 of 8.
26. Ask child: If a horse is big, a mouse is ___? If fire is hot, ice is ___? If the sun shines during the day, the moon shines during the ___? Pass 2 of 3.
27. Child may use wall or rail only, not person. May not crawl.
28. Child must throw ball overhand 3 feet to within arm's reach of tester.
29. Child must perform standing broad jump over width of test sheet (8 1/2 inches).
30. Tell child to walk forward,  heel within 1 inch of toe. Tester may demonstrate.
Child must walk 4 consecutive steps.
31. In the second year, half of normal children are noncompliant.

OBSERVATIONS:

DEVELOPMENTAL MILESTONES—

Skills	Birth to 12 Months	One Year to Two Years
Cognitive Skills	<p>Follows moving object with eyes. Looks directly at faces and responds to gestures.</p> <p>Places toy in and takes toy out of containers.</p> <p>Beginning of memory—object permanence.</p> <p>Looks for hidden objects.</p> <p>Listens to and follows simple directions.</p>	<p>Imitates adults through actions and words.</p> <p>Names simple objects.</p> <p>Listens to and follows commands and requests.</p> <p>Explores the environment.</p> <p>Acts like “little scientist.”</p> <p>Matches simple objects.</p>
Language Skills	<p>Cries, babbles, and coos.</p> <p>Looks at speaker when spoken to and responds using variety of sounds.</p> <p>Capable of vowel and consonant sounds, often using repetition.</p> <p>Begins to imitate sounds.</p> <p>Begins to use intonation for meaning.</p>	<p>Speaks first words.</p> <p>Able to speak 50 meaningful words to communicate.</p> <p>Identifies and names simple objects.</p> <p>Uses gestures to enhance communication.</p> <p>Indicates possession by using words <i>mine, me</i>.</p> <p>Uses the word <i>no</i> frequently to voice autonomy.</p>
Fine Motor Skills	<p>Reaches for objects; grasps and plays with them.</p> <p>Puts objects in mouth.</p> <p>Uses pincer grasp.</p> <p>Shifts objects between hands.</p> <p>Drops objects; picks them up.</p>	<p>Stacks three objects, such as blocks, in a tower.</p> <p>Turns pages (two or three at a time).</p> <p>Turns doorknobs.</p> <p>Throws small ball.</p> <p>Scribbles, paints with large movements, holds brush with whole hand.</p> <p>Drinks from a cup without help.</p> <p>Begins using a spoon.</p> <p>Places round objects into holes.</p>
Gross Motor Skills	<p>Lifts head.</p> <p>Turns from side to side; rolls over.</p> <p>Sits with back straight and head steady.</p> <p>Able to crouch.</p> <p>Crawls.</p> <p>Pulls self up into a standing position, then walks along furniture, using both hands.</p> <p>Stands without support.</p>	<p>Takes first steps.</p> <p>Walks alone without help.</p> <p>Stands without support.</p> <p>Walks backwards.</p> <p>Walks upstairs using one hand.</p> <p>Jumps using both feet.</p> <p>Pulls and pushes toys.</p> <p>Throws a ball with overhand motion without falling.</p>
Social Skills	<p>Smiles spontaneously.</p> <p>Discriminates between familiar people and strangers.</p> <p>Responds to own name.</p> <p>Understands words <i>no-no</i>.</p> <p>Imitates simple actions of others.</p>	<p>Shows emotions such as affection, joy, fear, anger, and jealousy.</p> <p>Recognizes self in mirror.</p> <p>Refers to self by name.</p> <p>Hugs and kisses.</p> <p>Throws temper tantrums.</p> <p>Loves to help put things away.</p> <p>Imitates adult activities.</p> <p>Initiates play.</p>
Self-Mastery Skills	<p>Holds bottle.</p> <p>Feeds self finger foods.</p> <p>Holds cup with two hands; needs assistance to drink from it.</p> <p>Cooperates with being dressed.</p>	<p>Takes off shoes and other clothing; can unzip.</p> <p>Verbalizes needs such as food, drink, and toileting.</p> <p>Eats and drinks well without assistance.</p>

BIRTH TO FIVE YEARS

	Two to Three Years	Three to Four Years	Four to Five Years
	<p>Can name and recognize one color. Matches shapes and objects by function. Stacks objects, such as blocks, five high. Responds to simple direction. Has limited attention span. Identifies objects in picture books. Can describe own activity. Begins to understand function of objects in familiar environments.</p>	<p>Can name and recognize six colors. Begins to understand concept of time, including past and present. Understands concept of pretending. Knows own full name and age. Attention span is somewhat longer, but easily distracted. Can match by "family" group or function.</p>	<p>Matches pictures of familiar objects. Draws people figures with recognizable parts. Counts to five. Knows street and town where he lives. Points to and names six colors. Matches commonly related objects. Has extended attention span. Has increased understanding of time, function, and whole and part.</p>
	<p>Talks constantly. Refers to self by proper pronouns. Uses plurals. Uses complete sentences consisting of three to four words. Asks questions: why, where, how?</p>	<p>Talks in sentences. Can relate present or past experiences. Uses past tense for verbs. Has extensive vocabulary. Can repeat a song or nursery rhyme. Can understand and use size comparisons. Asks questions for information.</p>	<p>Has basic grammatical structure in use. Uses increasingly complex language. Has large vocabulary base. Understands more complex directions. Uses directions in play. Able to listen to long stories.</p>
	<p>Can turn pages of book one at a time. Paints using wrist action. Holds crayon with fingers, not whole hand. Moves fingers independently of others. Strings beads. Cuts using scissors, but hasn't mastered it. Shows hand preference. Manipulates clay by rolling and pounding.</p>	<p>Drives pegs into holes, nails into wood. Can copy circle or cross. Manipulates clay and play dough into recognizable objects. Able to stack objects nine high. Cuts using scissors.</p>	<p>Cuts on a straight line. Copies simple figures. Prints a few capital letters.</p>
	<p>Runs well. Kicks ball without losing balance. Stands on one foot. Jumps short distances with both feet. Rides a tricycle, but has not necessarily mastered both steering and peddling. Walks upstairs alternating feet. Walks on tiptoe.</p>	<p>Runs around obstacles. Throws ball overhand, with direction. Hops on one foot. Climbs up slide and slides down unassisted. Walks a line. Can catch ball bounced to her. Masters riding a tricycle.</p>	<p>Turns somersault. Walks up and down stairs unassisted, alternating feet. Jumps forward as many as ten times without falling. Walks backward in a line, heel to toe. Can swing at a stationary ball with a bat.</p>
	<p>Better control of temper tantrums. Begins to share toys. Plays near other children (parallel play). Begins real dramatic play. Participates in group activities like circle time.</p>	<p>Plays with others (associative play). Able to share and take turns. Acts out whole scenes in dramatic play.</p>	<p>Plays with other children (cooperative play). Dramatic play resembles reality, including dressing up. Pretending is acknowledged. Acknowledges sex differences.</p>
	<p>Understands gender identity. Feeds self. Drinks from drinking fountain. Takes off jacket or coat. Toilets with help. Opens doors.</p>	<p>Knows own gender identity. Buttons and unbuttons clothing. Washes hands without help. Pours well from small pitcher. Spreads with knife. Toilets without help.</p>	<p>Laces shoes. Follows instructions given in a group. Uses knife to cut food. Can help set table. Can help in simple food preparation. Knows name of city she lives in.</p>

SELECTED SCREENING AND ASSESSMENT TOOLS

Bayley Scales of Infant Development

Two to Thirty Months

Developed in 1969, this tool measures mental, motor, and behavioral development. It helps to identify developmental difficulties in very young children.

Gessell Assessment Tool

Birth to Six Years

This tool was first developed in 1940 and then revised in 1980. Measures motor, adaptive, language, and personal and social behavior.

Denver Developmental Screening Test

Birth to Six Years

This tool was developed in 1967 and measures fine motor, gross motor, language, adaptive, and personal and social skills. It is best used as an indicator for further assessment needs. It is limited due to its broad spectrum.

Early Learning Accomplishment Profile

Birth to Three Years

This profile offers programming guidance for infants and young children with special needs.

Learning Accomplishment Profile Diagnostic Test

Thirty Months to Five Years

This tool measures fine motor and gross motor skills, cognition, and language development. It can also provide appropriate learning objectives and assist in measuring progress. It is intended primarily for children with special needs.

Learning Accomplishment Profile Diagnostic Screening

Birth to Five Years

This short test (15 minutes) shows cut-off points in norms that may indicate the need for early intervention. It assesses fine and gross motor skills, language, cognition, social, and self-help skills.

Uniform Performance Assessment System

Birth to Six Years

This assessment tool is based on criteria that directly refers to the areas of communication, social and self-help skills, cognition, and general motor skills.

Portage Guide to Early Education

Birth to Six Years

A checklist is the main instrument used to assess developmental skill performance. This tool also includes lesson plans and other aids to develop optimum skill building for young children.

Hawaii Early Learning Profile

Birth to Three Years

This tool, developed in 1979, measures cognition, language, social, and self-help skills as well as fine and gross motor skills.

Early Childhood Environment Rating Scale

Birth to Five Years

The primary purpose of this tool is to rate the quality of the child care or preschool setting, the materials and activities provided, children's development, and scheduling. The resulting assessment can point out areas that need improvement to enhance the child care or preschool experience.

SUGGESTED READINGS ON CHILDREN'S DEVELOPMENTAL NORMS

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