

Child's Name: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Today's Date: \_\_\_\_\_

**The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.**

- Y N BY **EIGHTEEN MONTHS** OF AGE, DOES YOUR CHILD:
- 1 Identify pictures in a book? (*"show me the baby"*)\*
  - 2 Use a variety of familiar gestures? (*waving, pushing, giving, reaching up*)\*
  - 3 Follow directions using "on" and "under"? (*"put the cup on the table"*)\*
  - 4 Make at least four different consonant sounds? (*b, n, d, h, g, w*)\*
  - 5 Point to at least three different body parts when asked? (*"where is your nose?"*)\*
  - 6 Say 20 or more words? (*words do not have to be clear*)
  - 7 Hold a cup to drink? \*\*
  - 8 Pick up and eat finger food?
  - 9 Help with dressing by putting out arms and legs? \*\*
  - 10 Walk up a few stairs holding your hand?
  - 11 Walk alone?
  - 12 Squat to pick up a toy and stand back up without falling?
  - 13 Push and pull toys or other objects while walking forward? A
  - 14 Stack three or more blocks?
  - 15 Show affection towards people, pets, or toys?
  - 16 Point to show you something?
  - 17 Look at you when you are talking or playing together?



\* Examples provided are only suggestions. You may use similar examples from your family experience.

\*\* Item may not be common to all cultures.

Always talk to your healthcare or childcare professional if you have any questions about your child's development or well being. See reverse for instructions, limitation of liability, and product license. Nipissing District Developmental Screen © 2011 Nipissing District Developmental Screen Intellectual Property Association. All rights reserved.

**Instructions for the Nipissing District Developmental Screen®**

The **ndds** is a developmental screening tool designed to be completed by a parent or caregiver. It provides a snapshot of your child's development to discuss with your health care or child care professional. The areas of development covered by the **ndds** include vision, hearing, emotional, fine motor, gross motor, social, self-help, communication, and learning and thinking. The screens coincide with key developmental stages up to age six.

**1. Choose the screen that matches your child's age**

The ages are noted on each screen. If your child falls between two ages, use the earlier age (for example: if your child is 4½ years old use the 4 year old screen). Health care professionals may want to correct for prematurity based on their current clinical practice.

**2. Answer the questions to the best of your ability**

If you are not sure, try the question with your child before checking yes or no. Any examples provided are only suggestions. You may use similar examples from your family experience. The language and communication items can be asked in the child's first language. Items marked with \*\* may not be common to all cultures.

**3. Follow-up with your health care and/or child care professional**

If you answer "no" to any question or have any concerns about your child's development, follow-up with your health care and/or child care professional.

**Activities for your child**

While the skills in each screen are expected to be mastered by most children by the age shown, the activities may be a bit more challenging. You can practice with your child to prepare him/her for the next developmental stage. To help you, each activity has a symbol that represents the main area of development.

If you have questions or concerns about using any activity for your child, contact a health care or child care professional.

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Users should bear in mind the following when using the Screen Forms: (i) The needs of each infant/child are unique. Each infant/child will develop differently and as such, any perceived limitations in development must be reviewed by a health care and/or child care professional to be properly assessed; (ii) While every effort has been made to make the Screen Forms as culturally, economically and geographically neutral as possible, it must be understood by users that they may still reflect some cultural, economic or geographic prejudices. As such, these prejudices may affect a specific infant's/child's results in a Screen Form without actually reflecting a developmental limitation. Again, users should contact a health care and/or child care professional to review the needs of an individual infant/child; (iii) The Screen Forms cannot contain every possible indicator of developmental limitations or goals to be met. As such, the Screen Forms are not designed for and should not be used to diagnose or treat perceived developmental limitations or other health needs. NDDS® makes no representation or warranties, express or implied. This includes, but is not limited to, any implied warranty or merchantability of fitness for a particular use or purpose, and specifically disclaims any such warranties and representations. NDDS® expressly disclaims any liability for loss, injury or damages incurred or occasioned as a consequence, directly or indirectly, of the use of the Screen Form.

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The following **activities for your child** will help you play your part in your child's development.

I feel safe and secure when I know what is expected of me. You can help me with this by following routines and setting limits. Praise my good behaviour.

I like toys that I can pull apart and put back together—large building blocks, containers with lids, or plastic links. Talk to me about what I am doing using words like “push” and “pull”.

I'm not too little to play with large crayons. Let's scribble and talk about our art work.

Don't be afraid to let me see what I can do with my body. I need to practise climbing, swinging, jumping, running, going up and down stairs, and going down slides. Stay close to me so I don't get hurt.

Play some of my favourite music. Encourage me to move to the music by swaying my arms, moving slowly, marching to the music, hopping, clapping my hands, tapping my legs. Let's have fun doing actions while listening to the music.

Let me play with balls of different sizes. Take some of the air out of a beach ball. Watch me kick, throw, and try to catch it.

I want to do things just like you. Let me have toys so I can pretend to have tea parties, dress up, and play mommy or daddy.

I like new toys, so find the local toy lending library or play groups in our community.

I am learning new words every day. Put pictures of people or objects in a bag and say “1, 2, 3, what do we see?” and pull a picture from the bag.

Pretend to talk to me on the phone or encourage me to call someone.

Help me to notice familiar sounds such as birds chirping, car or truck motors, airplanes, dogs barking, sirens, or splashing water. Imitate the noise you hear and see if I will imitate you. Encourage me by smiling and clapping.

I like simple puzzles with two to four pieces and shape-sorters with simple shapes. Encourage me to match the pieces by taking turns with me.

*I enjoy exploring the world, but I need to know that you are close by. I may cry when you leave me with others, so give me a hug and tell me you will be back.*

*I may get ear infections. Talk to my doctor about signs and symptoms.*

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