

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 **TWO YEARS** OF AGE, DOES YOUR CHILD:
- 1 Understand one and two step directions? (*"close the door", "go find your book and show it to grandma"*)*
 - 2 Ask for help using words?
 - 3 Learn and use one or more new words a week? (*may only be understood by family*)
 - 4 Join two words together? (*"want cookie", "car go", "my hat"*)*
 - 5 Eat most foods without coughing and choking?
 - 6 Eat with a utensil with little spilling?***
 - 7 Take off own shoes, socks, or hat?***
 - 8 Try to run?
 - 9 Play in a squat position? A
 - 10 Walk backwards or sideways pulling a toy?
 - 11 Make scribbles and dots on paper or in sand?
 - 12 Put objects into a small container? B
 - 13 Like to watch and play near other children?
 - 14 Say "no", and like to do some things without help?***
 - 15 Use toys for pretend play? (*give doll a drink*)*
 - 16 Use skills already learned and develop new ones? (*no loss of skills*)
 - 17 Copy your actions? (*you clap your hands and he/she claps hands*)*



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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** Item may not be common to all cultures.

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

I am learning about my feelings. Give me words for my feelings and show that you understand.

Let's play a game. Use two shoeboxes and two toys. We each get a box and a toy. Let's take turns putting our toy in, over, under, behind, and on the box. Talk to me about what we are doing.

Let me open and close plastic containers by twisting and turning the lids. Help me find the right lid to put on each container.

I love to pour water from containers during my bath.

I want to become independent. Encourage me to get dressed and undressed, do household tasks, turn lights on and off, and open and close doors.

I enjoy stringing beads or buttons on a shoelace, string, or pipe cleaner. Talk to me about the colour and count the beads as I lace them. Remember, I may still put things in my mouth, so watch me.

Sing songs with me throughout the day and repeat them often. This helps me learn to sing them on my own. Leave out parts of the song or rhyme for me to finish.

Provide me with toys that allow me to push or pedal with my feet. This will help me learn to climb on and off and to pedal. Make sure I have lots of room. Praise my efforts.

Help me learn new words. Talk to me during bathing, feeding, dressing, and doing daily chores. Name my clothing and body parts. Let me help set the table, sort the laundry, and put groceries away.

Let's practice climbing and jumping. I love to get in and out of a box or jump from a bottom step. We can have fun together.

I like to play sorting games with you. We can sort objects by shape, touch, colour, and size. Use spoons, blocks, toys, and clothing.

Let's sing *Old MacDonald* and move our bodies like the animals: hop like a frog or bunny, squat or waddle like a duck, or jump up and down like a kangaroo.

I am learning to make decisions; offer me choices throughout the day.

I love sharing storybooks with you. Cuddle me while we read together.

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

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