

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 **THREE YEARS** OF AGE, DOES YOUR CHILD:

- 1 Speak clearly enough to be understood all of the time by family?
- 2 Understand two and three step directions?
*("pick up your hat and shoes and put them in the closet")**
- 3 Speak in sentences of five or more words? *("I go home and play")*
- 4 Understand and use some describing words? *(big, dirty, wet, hot)*
- 5 Walk up the stairs using the handrail?
- 6 Stand on one foot briefly?
- 7 Throw a ball forward at least one metre (three feet)?
- 8 Twist lids off jars or turn knobs?
- 9 Turn the pages of a book one at a time? *A*
- 10 Play make-believe games with actions and words?
*(pretending to cook a meal, fix a car)**
- 11 Dress or undress with help? ******
- 12 Share some of the time? *(toys, books)**
- 13 Show affection with words and actions?
- 14 Play with others comfortably?
- 15 Co-operate with parent's request half of the time?
- 16 Listen to music or stories for 5-10 minutes with you?
- 17 Greet friends and familiar adults when reminded?



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

** Item may not be common to all cultures.

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 may be afraid of things that didn't bother me before. My fears are real to me so help me to feel safe.

Encourage me to create with puzzles, play dough, nesting toys, peg boards, beads, and building blocks.

I like activities that let me practise cutting, gluing, painting, and drawing.

We can play by making a line on the floor with a rope or masking tape. We can lie, stand, walk, run, gallop on, or jump over the line.

Let's play ball! Encourage me to throw and catch a ball, hit a ball with a bat or racquet, or kick a ball at a target. We can hold a beach ball between us using different parts of our bodies (elbows, legs, hands, knees, feet).

I like to play with other children but sometimes I need help to take turns, share, and cooperate.

We can be wherever we want or do what ever we want when we play make believe. Let's pretend to go camping, play astronaut, firefighter, or dancer.

Encourage me to do things by myself to help me become independent. It is important for me to be able to get dressed and undressed, wash myself, and help to clean up. I'm learning about responsibility.

Books are some of my favourite things. Read to me often throughout the day. Make it part of our daily routine by setting aside a special time. Choose books that are colourful and interesting to me.

I enjoy guessing games. Place some familiar objects on the table, and we can take turns describing them. For example "Show me something we use to brush our hair". Sometimes make it silly so we can laugh.

Silly games make me laugh. Make cards using simple magazine pictures.

Add something that does not belong like a girl with a moustache or a fish with legs. Giggle with me as we talk about what's funny.

I like sorting objects. Give me an empty egg carton where I can put different objects into the cups. Things like buttons, different coloured objects, shapes, and rocks are fun to sort.

I enjoy surprises. Let's hide different objects in a box or bag for a game of touch and tell. We can take turns feeling the objects and describing what's in the bag. Pull them out to see if we were right.

I have lots of energy and need space to run, climb, pull a wagon, and ride a tricycle.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

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