

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 **FIFTEEN MONTHS** OF AGE, DOES YOUR BABY:
- 1 Use five or more words? (*words do not have to be clear*)
  - 2 Look at pictures while you name them? \*\* A
  - 3 Try to show you something by making sounds or words while reaching or pointing and looking at you?
  - 4 Imitate a few animal sounds?
  - 5 Use connected sounds that seem like little stories?
  - 6 Respond to own name when called?
  - 7 Pick up and eat finger food?
  - 8 Recognize some body parts on self and dolls?
  - 9 Crawl up stairs?
  - 10 Walk sideways holding onto furniture?
  - 11 Try to squat to pick up a toy from the floor?
  - 12 Remove socks and try to undo shoes?
  - 13 Stack two blocks?
  - 14 Use two hands while playing with a toy?
  - 15 Repeat an action that made you laugh?
  - 16 Look at you to see how to react?  
(*after falling, when a stranger enters the room*)\*



\* 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 baby** will help you play your part in your baby's development.

Help me find what works best to calm myself when I get upset — cuddle or hug, favourite blanket or toy.

During play with dolls, stuffed animals, and toys, show me how to be caring. Use actions and words together so that the meaning of your words is clear. Show me how to feed, bathe, put to bed, love, and care for a doll or stuffed animal.

I like to put things in and take them out. Cut a hole in a plastic lid of a large empty container. Show me how to push small toys through the hole, open the lid, and dump them out.

Encourage me to walk alone. Let me push and pull chairs, a large box, laundry basket, or large toys. Fill them with a few large blocks or toys to keep them steady. This will make me strong and help my balance.

Place an empty laundry basket or box in the middle of the floor with a few balls or beanbags. Show me how to drop the ball or toss the beanbag into the basket or box. Talk to me about what I am doing.

I need quiet time with you without the radio or television on. We can talk, sing, or look at a book together.

Look at picture books with me often throughout the day. Name one thing you see on a page and ask me where it is. Give me time to find it.

Tell me the name of objects and imitate my gestures. Don't ignore my attempts at communicating; instead, try to understand my message.

Teach me about my body parts when I am having a bath or getting dressed. Point to different body parts, name them, and ask me to find the ones you name. Let's play *Head and Shoulders, Knees and Toes*.

Encourage me to play with blocks. Try to get me to line them up in a row like a train, stack them like a tower, or make shapes with them.

*I want to eat with you so include me in meal times. Encourage me to feed myself with finger food, a cup, and utensil. I will be messy, but I'll get better with practice.*

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

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