

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 **TWELVE MONTHS** OF AGE, DOES YOUR BABY:
- 1 Look at the person saying the baby's name?
  - 2 Understand simple requests and questions?  
*("where is the ball?", "find your shoes.")\**
  - 3 Combine sounds together as though talking? *("bada banuh abee")\**
  - 4 Take turns making sounds with you?
  - 5 Consistently use three or more words?  
*(words do not have to be clear)*
  - 6 Hold, bite, and chew crackers?
  - 7 Get up into a sitting position from lying down without help? \*\*
  - 8 Crawl or "bum" shuffle easily?
  - 9 Pull up to stand at furniture?
  - 10 Walk holding onto your hands or furniture?
  - 11 Pick up small items using tips of thumb and first finger? A
  - 12 Take things out of containers? *(blocks)\**
  - 13 Show many emotions such as affection, anger, joy, or fear?
  - 14 Start games with you or show you toys? *(peek-a-boo, pat-a-cake)\**
  - 15 Seek comfort? *(reach up to be held when upset)\**
  - 16 Use facial expressions, actions, sounds, or words to make needs known or to protest?



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

When I am upset, comfort and soothe me. Hold me close, hug me, and make me feel safe and secure. Teach me about my feelings by naming them.

Place dry cereal, crackers, or other small food in a cup or small bowl and encourage me to take them out. Containers that only allow my fingers to fit in work best. I could choke. Stay close by.

My hands are getting stronger. Give me water squirting toys for the bathtub. Pop beads that I can pull apart are fun!

Learning to walk by myself takes lots of practice. Let me push chairs, a large box, or laundry basket. I can do it standing or on my knees. Make sure I have lots of space to practice. I like to walk along the couch and, if I feel brave, I might let go and take a few steps.

While I am standing, holding on to your legs or piece of furniture, drop a noise-making toy onto the floor beside me. It helps my balance when I squat or bend over to pick it up.

Take me for a walk outdoors and talk about everything I see and hear.

Teach me rhyming, clapping, and hiding games. When I start the game, be excited. I want to play with you.

I will understand instructions and requests better when you use gestures. Keep it simple. When you say "No", shake your head; when you say "Shoes on", point to my feet.

Talk to me in simple language. Use short sentences ("big truck", "nice dog"). Hold objects up in front of me and name them. Wait for me to respond with a sound, word, or gesture, and we can take turns.

I like books with simple pictures and short sentences. Let me hold the book and turn the pages. I like to read the same book over and over again. Cut out pictures and photos to make me a book of my own.

Give me two or three cups that fit inside of each other. Try measuring cups, margarine tubs of different sizes, nesting blocks, or plastic bowls. Help me stack them up tall and encourage me to knock them over.

*Remember I'm exploring all over. Please make my house safe by child-proofing cupboards, stairs, and doorways.*

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

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