

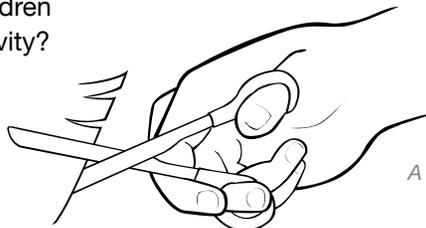
Child's Name: \_\_\_\_\_

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

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

**Y N** BY **FOUR YEARS** OF AGE, DOES YOUR CHILD:

- 1 Understand three-part related directions and longer sentences? (*"put your toys away and wash your hands before lunch"*)\*
- 2 Say rhymes (*cat-bat-hat*) or sing children's songs?\*
- 3 Ask and answer a lot of questions? (*"why?"*, *"what are you doing?"*)\*
- 4 Speak clearly enough to be understood most of the time without repeating or stuttering on sounds or words?
- 5 Tell stories with a clear beginning, middle, and end?
- 6 Show you four colours when asked? (*"show me the red crayon"*)\*
- 7 Tell what is happening in a picture when you ask?
- 8 Go up and down stairs alternating feet? (*with one foot on each step*)
- 9 Stand on one foot for one to three seconds without support?
- 10 Try to hop on one foot?
- 11 Catch a large ball with outstretched arms?
- 12 Snip paper with scissors? *A*
- 13 Draw a person with three or more body parts?
- 14 Hold a crayon or pencil correctly?
- 15 Undo buttons and zippers?
- 16 Use the toilet/potty during the day? (*toilet trained*)
- 17 Take turns and share with other children in small group activities?
- 18 Try to comfort someone who is upset?
- 19 Play near and talk to other children while continuing with own activity?
- 20 Look for adult approval?  
(*"watch me" or "look what I did"*)\*



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

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

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## 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.

**LIMITATION OF LIABILITY** Nipissing District Developmental Screen® (NDDS®) has created and provides the Screen Forms to assist parents, health care and child care professionals (users) with a convenient and easy to use method of recording the development and progress of infants and children within certain age groupings. The Screen Forms are not meant to be a substitute for the advice and/or treatment of health care and child care professionals trained to properly and professionally assess the development and progress of infants and children. Although the Screen forms may help users to determine when they need to seek out the advice and/or treatment of health care and child care professionals, users must still consult with competent health care and child care professionals for advice and/or treatment respecting specific children and their particular needs.

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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ndds 2011

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

I need to be heard to know that I am special. Listen when I talk to you.

I'm never too old or big to be hugged so please do it often.

I like activities that let me practise cutting, gluing, painting, drawing, dot-to-dot, simple mazes, and puzzles. Soon I may be able to print letters, numbers, and my name.

I want to practise my lacing skills. Encourage me to thread a shoelace through the holes in my shoes or holes punched around a picture. I am getting better at doing buttons and zippers, but I still need practice.

I want to show you what I can do. Set up an obstacle course so I can practise many skills: walking, running, crawling, balancing, climbing, jumping over things, and hopping (on one foot or both feet).

I enjoy ball games. I want to learn to use a bat, racquet, hockey stick, golf club, ball glove. I like to play with you or a friend.

I like it when you read to me. Storybooks are more exciting for me when you change your voice for different parts. Take me to the library.

I can play group games with simple rules: *Duck Duck Goose*, *Ring Around the Rosie*, *London Bridge is Falling Down* and *The Farmer in the Dell*.

I need opportunities to play with other children. If I'm not in school, I need to be involved in group activities on a regular basis.

I can now tell longer stories. Show me a series of pictures and tell me a story about them. After I know it well, have me put the pictures in order. I can retell the story or make up one of my own.

I am learning about words and sounds. Play rhyming games and laugh at the silly words we can make together. Point out the sounds and letters in my world.

Let's play a memory game. We can take turns giving each other directions ("Put your hands on your head, then turn around, then touch the ground").

It's important for me to know my full name, address, and telephone number.

*I learn best by playing and using my imagination. Please limit and monitor my video game, computer, and TV time.*

*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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