

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

- 1 Understand some words about time and order?  
*(morning, afternoon, yesterday, next, last)\**
- 2 Identify sounds at the beginning of some words?  
*("what sound does pop start with?", "puh")\**
- 3 Correctly say almost all of the sounds in words?
- 4 Speak clearly enough to be understood by everyone?
- 5 Recognize some familiar written words?  
*(own name, some store signs)\**
- 6 Tell about own experiences and ask about yours?
- 7 Skip across a room?
- 8 Walk on a beam without falling? *(curb)\**
- 9 Catch a small ball?
- 10 Hop on one foot for 3 metres (10 feet)?
- 11 Copy shapes? *(circle, square, triangle)\* A*
- 12 Cut out simple shapes following an outline? *(circle, square)\**
- 13 Know right from left on own body?
- 14 Pay attention and follow instructions in a group?
- 15 Play cooperatively with 2–3 children for 20 minutes?
- 16 Complete washroom routines without help? \*\*
- 17 Apologize for actions he/she didn't mean to do? \*\*
- 18 Listen while others are speaking?
- 19 Show an understanding of right and wrong?
- 20 Help others?
- 21 Explain rules of a game or activity to others?



\* 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 the dark, thunderstorms, animals, and monsters. Books about my fears will help me feel better. Listen to me and I'll feel safe.

I learn best by example. Please teach me the difference between right and wrong.

You can help me to learn some things I can say to myself when I need to calm down or work through a task.

I enjoy making gifts and cards for special people. Pull out my craft box so I can practise all the skills I'm learning at school.

I love keeping a journal. I can draw pictures and write simple sentences about the pictures. I still need help printing the words.

Let's have family fun time where I can practise new sports such as bowling, basketball, skating, bicycling, rollerblading, skiing, baseball, soccer, or swimming. Make sure I am safe when trying these activities.

It's okay to be angry but it's not okay to hurt myself, hurt others, or break things. I can use my words.

I am ready to be more independent and want to explore my neighbourhood. Once I show you that I know the safety rules, I can use my bicycle or roller blades to visit my friends.

Help me understand about time (morning, afternoon, yesterday, next, and last). Use a calendar to talk about the days, months, and seasons. We can plan holidays and activities together.

Watch TV shows and movies with me. I have many questions and you have the best answers.

I am ready for longer stories now so read chapter books to me. I look forward to hearing what happens next.

We can play a memory game with letters, numbers, and words. Write numbers, letters, or words on cards. Let me see them. Then turn them over and see if I can match them.

I am learning to read at school. Let me show you how I can read simple stories.

You should talk to my teacher about what I am doing at school.

*Please treat me with respect. I have a right to say "No" to my friends and adults when I feel uncomfortable.*

*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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