

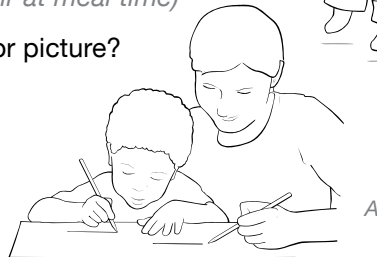
Child's Name: \_\_\_\_\_

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

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

Y N BY **THIRTY MONTHS** OF AGE, DOES YOUR CHILD:

- 1 Give you the right toy when asked?  
*("give me the big car", "give me the little car")\**
- 2 Join three or more words together? *("I want big ball")\**
- 3 Name most common items? *(dog, apple, car)\**
- 4 Use pronouns such as I, you, me, and mine?
- 5 Use word endings? *("boy jumping", "two cookies")\**
- 6 Lift and drink from a cup and replace it on the table? \*\*
- 7 Imitate drawing vertical and horizontal lines? *A*
- 8 Remove clothing already unzipped or unbuttoned?
- 9 Run without falling most of the time?
- 10 Kick a ball forward?
- 11 Jump off the floor with both feet? *B*
- 12 Try to join in songs and rhymes with you?
- 13 Listen to simple stories?
- 14 Act out daily routines with toys?  
*(feed doll and then put her to sleep)\**
- 15 Wait briefly for needs to be met?  
*(when placed in high chair at meal time)\**
- 16 Recognize self in mirror or picture?



\* 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.

My actions tell you how I feel. Celebrate with me when I am happy and be patient with me when I am sad or angry.

I like to explore play dough by poking, cutting, rolling, or pressing it. I can use a craft stick, safety scissors, and cookie cutters to cut the play dough.

Play my favourite music and encourage me to run, stretch, jump, march, and walk. As the music changes my movements can be fast, slow, or graceful.

I like a challenge. Play movement games with me where I change my speed and direction. Give me easy directions (stop and go, run to the door, walk backwards, clap fast, crawl slow). I will learn to follow directions.

I like to knock things down. Set up large plastic bottles, empty cans, or milk cartons. Let me have a ball to roll and knock them over. Give me the words for what happens. Let me set them up again.

I want to help you shop for groceries. Keep me interested by talking about the things we are buying. Ask me questions and wait for me to respond.

Dressing up is fun. I like hats, old clothing, jewelry, household objects, dolls, or anything I can use to make believe. I will act out things that are familiar, and this will help me learn about relationships.

Let me help sort the clean laundry. Make a pile for each family member. Pull out an item and ask, "Whose shirt is this? Yes, this is Mom's shirt. Put it in Mom's pile". This will help me learn to observe and compare.

It's fun to use markers, crayons, paint, or chalk to make a picture. Ask me to tell you about my picture when I am finished. Make a book of all my pictures and we can look at it together.

When we go for a walk, collect rocks, seeds, leaves, twigs, and flowers. Feel the objects while we look at them and talk about the different weights, colours, shapes, and sizes.

Let's do different kinds of puzzles. We can take turns adding one or two pieces at a time and continue this way until I can do the whole puzzle on my own. Give me a hint when I need help.

*I need the chance to play with other children my age. Let's go to a play group often.*

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

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