## Community Child & Adolescent Mental Health Service Project Dept. of Child & Adolescent Psychiatry, NIMHANS Supported by Dept. of Women & Child Development, Govt. Of Karnataka Developmental Assessment for Children (Aged 1-3 years)

A. Basic Informat	ion
Name of Child:	Date:
Sex:	Age:
Name of the Instit	tution:
<b>B.</b> Institutional his details of child's fa	story (How/why/ at what age the child came to the institution. If available, mention mily.)
C.1. Medical Prob	lems/ Sensory Needs & Issues:
Persistent tearing,	avioural indicators to suggest visual impairment? (One or both eyes consistently turn in or out eye drainage, or sensitivity to light and droopy eyelids; Has difficulty calming self, cries for e, does not react to new environments and people
does not follow instru	nt? (Does not turn head to locate sounds by 4 months, does not respond to general sounds; actions given from the back or when the speaker's face is not visible; asks for repetition of the side of head towards to the speaker; has running ear or waxy ear.),
head still flops bac Drags one side of getting objects to n	odd postures? (Does no Seems very stiff, tight muscle, seems very floppy, like a rag doll, k when body is pulled to sitting position (by 5months still exhibits head lag, can't crawl body while crawling (for over one month) Cannot stand when supported, has difficulty nouth, does not sit steadily by 10 months, doesn't push down with legs when feet are urface by 4 months.)
	nformation reported by the caretaker/ your own observations of the child with nal and behavioural problems <sup>1</sup>

D. Developmental Functions/ Skills Checklist

<sup>&</sup>lt;sup>1</sup> In case emotional/behavioural/trauma related issues were reported, further assessment and interventions need to be carried out using play therapy methods.

Developmental Functions and Tasks					Ability to Perform Developmental Functions and Tasks		
				To high Exte nt	To Some Extent	To Low extent /Not at all	
SI no		1.PHYSICAL DEVELOPMENT					
a.		Climbs onto and down from furniture unsupported (16-24 mos.)	T/A				
b.	4.0	Pulls toys behind him while walking and Carries large toy or several toys while walking (13-16 mos.)	T/A				
C.	1-2 yrs.	Begins to run stiffly (16-18 mos.)	T/A				
d.	yıs.	Walks up and down stairs holding on to support (18-24 mos.)	T/A				
e.		Can open doors by turning knobs (18-24 mos.)	T/A				
f.		Can drink from open cup, with some spilling (18-24 mos.)	T/A				
g.		Scribbles spontaneously (14-18 mos.)	T/A				
h.		Turns over container to pour out contents (12-18 mos.)	T/A				
i.		Starts to feed self with spoon, with some spilling (18-24 mos.)	T/A				
j.		Builds tower of four blocks or more (20-24 mos.)	T/A				
k.		Completes simple knobbed wooden puzzles of 3 to 4 pieces (21-24)	T/A				
I.		Goes to toilet during day time with some help (36)	T/A				
m.		Can feed self if mixed and given (3 years)	T/A				
n.		Walks down stairs alone, placing both feet on each step	T/A				
о.		Walks upstairs alternating feet with support (24-30 mos.)	T/A				
p.		Swings leg to kick ball (24-30 mos.)	T/A				
q.		Runs easily (24-26 mos.)	T/A				
r.	2-3 yrs.	Pedals tricycle (30-36 mos.)	T/A				
s.		Bends over easily without falling (18-24 mos.)	T/A				
t.		Makes vertical, horizontal, circular strokes with pencil or crayon (30-36 mos.)	T/A				
u.		Turns book pages one at a time (24-30 mos.)	T/A				
v.		Builds a tower of more than 6 blocks (24-30 mos.)	T/A				
w.		Draws circle or identifiable shapes (30-36 mos.)	T/A				
x.		Can pull pants down with help (24-36 mos.)	T/A				
		Screws and unscrews jar lids, nuts, and bolts (24-30 mos.)					
y.		Turns rotating handles (door knob) (24-30 mos.)	T/A				

a.   Says "no" with meaning (14-18 mos.)   T/A   Follows simple, one-step instructions (18-24mos.)   T/A   T			2.SPEECH AND LANGUAGE DEVELO	PMENT	
b. c. 1-2 yrs. yrs. yrs. late to be a separate property of the points to object or picture when it's named for them (18-24 mos.)  e. Repeats words overheard in conversations and uses two-word probe to picture when it's named for them (18-24 mos.)  Repeats words overheard in conversations and uses two-word probe to picture when it's named for them (18-24 mos.)  Repeats words overheard in conversations and uses two-word probe to picture when it's named for them (18-24 mos.)  Repeats words overheard in conversations and uses two-word probe to picture when it's named for them (18-24 mos.)  I. Juses pronouns (I, you, me, we, they) (24-30 mos.)  I. Understands simple sentences (24-40 mos.)  I. Understands simple sentences (24-40 mos.)  I. Vis. Knows simple rhymes and songs (30-36 mos.)  I. Vis. Knows simple rhymes and songs (30-36 mos.)  I. Understands prepositions like on, in, under, out, up (24-36 mos.)  I. Understands prepositions like on, in, under, out, up (24-36 mos.)  I. Vis. Will listen to short story book with pictures (15-20 mos.)  I. Vis. Will listen to short story book with pictures (15-20 mos.)  I. Vis. Begins to sort shapes and colours (20-24 mos.)  I. Makes mechanical toys work (30-36 mos.)  I. A Maches an object in hand or room to a picture in a book (24-30 mos.)  Sorts objects by color (30-36 mos.)  I. A Matches an object in hand or room to a picture in a book (24-30 mos.)  I. A Matches an object in hand or room to a picture in a book (24-30 mos.)  I. A Matches an object in hand or room to a picture in a book (24-30 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matches an object of the pictures (26-32 mos.)  I. A Matc	a.			1	
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c. 2-3 Uses the word "mine" often  d. yrs. Begins to follow simple rules of play  5. EMOTIONAL DEVELOPMENT  Demonstrates increasing independence by wanting to do	b. yr	rs.		T/A	
d. yrs. Begins to follow simple rules of play  5. EMOTIONAL DEVELOPMENT  Demonstrates increasing independence by wanting to do  T/A		2-3			
5. EMOTIONAL DEVELOPMENT  Demonstrates increasing independence by wanting to do T/A					
Demonstrates increasing independence by wanting to do			5. EMOTIONAL DEVELOPMEN		
	a. 1-2	1-2	Demonstrates increasing independence by wanting to do	T/A	
tnings on their own (18-24 mos.)	vr				
b. Begins to separate more easily from parents by 2 years) 1/A	<b>D.</b>	_ yı 3. _		<del>                                     </del>	
c. Begins to show defiant behaviour (18-24 mos.)	C.			T/A	
c. Objects to major changes in routine, but is becoming more compliant	c. 2	2-3	compliant		
d. yrs Says "no" but will still do what is asked (24-36 mos.)	d. y	yrs	Says "no" but will still do what is asked (24-36 mos.)	T/A	
e. Expresses a wide range of emotions such as joy, sadness, anger	e.		•	T/A	

## Child's drawing of shapes

Stimulus	copying

D. Service Provider's Interpretations/ Summary (incl. Recommendations & Care Plan)