Developmental Assessment for Children (Aged 2 to 6)

A. Basic Information   **Date:**

Name of Child: Sex: Age:

Name/ Location of Anganwadi:

PHC Catchment Area:

B. Developmental Functions/ Skills Checklist: Parents'/Teacher's Report

Developmental Functions and Tasks	Ability to Perform Developmental Functions/Tasks		
	To high Extent	To Some Extent	To Low extent/ Not at all
Motor Skills			
1. Throws a ball			
2. Jumps in place			
3. Holds pencil to scribble/ draw			
4. Folds paper in to half in imitation*			
5. Takes out small objects from a container			
Speech & Language Skills			
6. Does child ask question "What is this?"			
7. Combine 2 to 3 different words to convey a need			
8. Names 3 common objects if pointed to			
9. Can recite a simple 2 to 3 line (nursery) rhyme			
10. States what action is being performed when picture is shown			
Cognitive Skills			
11. Able to sit in one place for at least 15 minutes (to do a task)			
12. Comprehends and executes simple instructions (shut the door, brings object as asked)			
13. Identifies sizes/ age (big-small, younger-older)			
14. Identifies functions of objects (such as telephone, glass of water, vehicle)			
15. Identifies at least 5 body parts (can name/ point)			
Social Skills			
16. Recognizes family members/ familiar people like teacher			
17. Recognizes spaces (kitchen/bathroom/street) and their function			
18. Understands rules of simple games (passing a ball or taking turns)			
19. Interacts/ plays & talks with other children			
20. Can enumerate routine/ daily activities			
Emotional Skills			
21. Can recognize common emotions (when pictures of faces are shown)			
22. When upset/ frustrated, can be easily comforted			
23. Is explorative and curious (not inhibited/ anxious)			

24.	Is comfortable when mother/caregiver is away/ leaves			
25.	Helpful and caring of other children (shares toys/ comforts others when hurt or crying)			

C. Any other information that the teacher/parent shares (about school/ family/ other issues):

D. Service Provider's Interpretations/ Summary

1. How the Screening Tool is Organized

- The Screening tool has 4 parts to it:
  A. Basic Information (Child's name/ age/ sex/ school name etc)
  B. Developmental Functions/ Skills Checklist: Teacher's Report
  C. Any other information that the teacher/parent shares (about school/ family/ other issues)
  D. Service Provider's Interpretations/ Summary
- The developmental assessment checklist:
- Contains a total of 25 items/ questions in the 5 key domains of child development -- motor, speech & language, social, cognitive and emotional skills.
- Each domain has a set of skills/ functions that a pre-school child is expected to be able to perform.

2. Who to Administer the Tool To

- This tool is to be administered for any child whom the anganwadi teacheridentifies/ reports with a delay/ diability/ problem in any one of the five areas of child development.
- The anganwadi teacher needs to have used the 10 question screening tool to assess if a child has a problem. She needs to have administered this basic 10 question screening tool to every child in the anganwadi—so that only those found with a problem are referred to RBSK team for more detailed developmental assessment (using this tool).
- To be administered to anganwadi workers working with the child on a regular basis or to child's parents, if present.
- To be administered only for children aged 3 to 6.
  (This tool is not to be administered to children under 4 years).

3. How to Administer the Tool

- Ask anganwadi worker/teacher/parent each of the 25 questions one by one, providing them with the three answer options, so that they pick one for each question.
- Where they are not sure of the child's skill, the child can be asked to perform the task that the question is about (such as folding paper or pointing to teacher and asking child who that is…)asking child to say who and you may record your observation.

4. How to Interpret the Answers

- In each domain of child development, if out of the 5 items, at least three are answered as 'To High Extent', then the child may be considered to be developing in an age-appropriate manner.
- In each domain of child development, if out of the 5 items, at least three are answered as 'To Some Extent', then the child may be considered to need more inputs in that area of development (to be provided by anganwadi teacher)—a referral to PHC can also be made.

- In each domain of child development, if out of the 5 items, at least two are answered as 'To Low Extent/ Not at All', then the child needs to be referred for tertiary care.

5. Administering Developmental Assessmentin Conjunction with Other Screening Tools

- If the child is unable to sit in one place to do tasks (refer to item 11 under Cognitive Skills), you might check with the teacher for the other two criteria (restlessness and difficulty completing tasks). If these are present, also administer the ADHD screening tool.
  (Note: children may have ADHD along with other developmental delays/ deficiencies; the presence of ADHD may also cause developmental delays in various domains of child development. Where there appears to be ADHD and the ADHD screening tool is administered, it will help us understand whether the child's primary problem is ADHD and other developmental delays are resulting from this or whether ADHD is present along with some degree of intellectual disability).
- If the child has speech problems (items 6 to 10 under Speech & Language Skills) and does not interact/ play & talk with other children (item 19 under Social Skills), then check for other two autism criteria (Plays on his/her own most of the time (solitary play) or 'lives in his/her own world' and poor eye contact). If they are present, also administer autism screening tool.
  (Note: Children with autism often present with developmental delays and disabilities especially in the domains of Speech & Language and Social Development; however, since many autistic children (but not all) have mild to moderate intellectual disability also, there might also be a lacuna in cognitive skills. Therefore, administering both screening tools will help establish whether the child has only autism or autism along with some degree of intellectual disability).