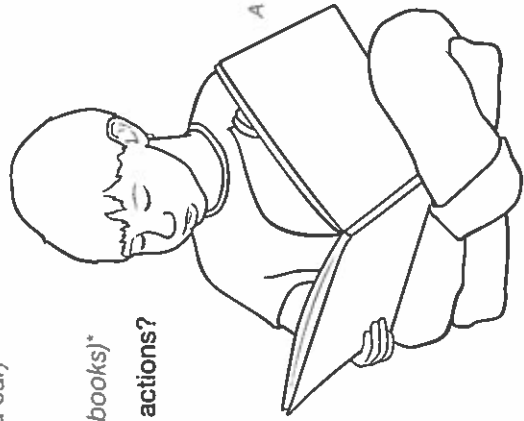


Child's Name: _____ Today's Date: _____
 Birthdate: _____

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

- Y N BY THREE YEARS OF AGE, DOES YOUR CHILD:**
- 1 Speak clearly enough to be understood all of the time by family?
 - 2 Understand two and three step directions?
(*"pick up your hat and shoes and put them in the closet"*)*
 - 3 Speak in sentences of five or more words? (*"I go home and play"*)
 - 4 Understand and use some describing words? (*big, dirty, wet, hot*)
 - 5 Walk up the stairs using the handrail?
 - 6 Stand on one foot briefly?
 - 7 Throw a ball forward at least one metre (three feet)?
 - 8 Twist lids off jars or turn knobs?
 - 9 Turn the pages of a book one at a time? *A*
 - 10 Play make-believe games with actions and words?
(*pretending to cook a meal, fix a car*)*
 - 11 Dress or undress with help? **
 - 12 Share some of the time? (*toys, books*)*
 - 13 Show affection with words and actions?
 - 14 Play with others comfortably?
 - 15 Co-operate with parent's request half of the time?
 - 16 Listen to music or stories for 5-10 minutes with you?
 - 17 Greet friends and familiar adults when reminded?



* Examples provided are only suggestions. You may use similar examples from your family experience.
 ** Item may not be common to all cultures.

Always talk to your healthcare or childcare professional if you have any questions about your child's development or well-being. See notes for restrictions, limitations of liability, and product license. Nipissing District Developmental Screen Intellectual Property Association. All rights reserved.

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


 I may be afraid of things that didn't bother me before. My fears are real to me so help me to feel safe.

 Encourage me to create with puzzles, play dough, nesting toys, peg boards, beads, and building blocks. I like activities that let me practise cutting, gluing, painting, and drawing.


 We can play by making a line on the floor with a rope or masking tape. We can lie, stand, walk, run, gallop on, or jump over the line. Let's play ball! Encourage me to throw and catch a ball, hit a ball with a bat or racquet, or kick a ball at a target. We can hold a beach ball between us using different parts of our bodies (elbows, legs, hands, knees, feet).

 I like to play with other children but sometimes I need help to take turns, share, and cooperate. We can be whomever we want or do what ever we want when we play make believe. Let's pretend to go camping, play astronaut, firefighter, or dancer.

 Encourage me to do things by myself to help me become independent. It is important for me to be able to get dressed and undressed, wash myself, and help to clean up. I'm learning about responsibility.

 Books are some of my favourite things. Read to me often throughout the day. Make it part of our daily routine by setting aside a special time. Choose books that are colourful and interesting to me.

I enjoy guessing games. Place some familiar objects on the table, and we can take turns describing them. For example "Show me something we use to brush our hair". Sometimes make it silly so we can laugh.

 Silly games make me laugh. Make cards using simple magazine pictures. Add something that does not belong like a girl with a moustache or a fish with legs. Giggie with me as we talk about what's funny.

I like sorting objects. Give me an empty egg carton where I can put different objects into the cups. Things like buttons, different coloured objects, shapes, and rocks are fun to sort.

I enjoy surprises. Let's hide different objects in a box or bag for a game of touch and tell. We can take turns feeling the objects and describing what's in the bag. Pull them out to see if we were right.

I have lots of energy and need space to run, climb, pull a wagon, and ride a tricycle. 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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1. Choose the screen that matches your child's age

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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

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Activities for your child

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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.

Instructions for the Nipissing District Developmental Screen®

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- 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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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.

Instructions for the Nipissing District Developmental Screen®

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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

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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

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**PERMISSION TO SHARE SPEECH AND LANGUAGE SCREENING AND
DEVELOPMENTAL CHECKLIST – PLEASE COMPLETE**

Dear Parent/Guardian:

Attached you will find the **Nipissing District Developmental Screen** and the **Speech & Language Checklist**. These tools can be used to help you to ensure that your child is developing a variety of skills and abilities age appropriately.

Once you complete these forms the secretary or principal will photocopy them and send the originals home with you. If you are concerned or your responses on the checklist or screen indicate that you should seek the help of a professional, you can learn about available programs and services by contacting the **Parent-Child Info Line (information is attached)**.

We are also asking that you sign and date the permission form below so that we may share the results of the checklist with the appropriate people at Algoma Public Health to ensure that your child may receive any assistance they require.

(PLEASE PRINT)

Name of School: _____

Name of Student: _____

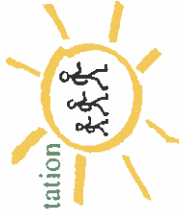
Name of Parent/Guardian: _____

Phone # of Parent/Guardian: _____

I hereby give the staff of the Huron-Superior Catholic District School Board to share the attached information with Algoma Public Health so that my child (named above) may receive any assistance they may require.

Signed: _____

Attention School Secretary/Principal: PLEASE FAX THIS FORM WITH THE COMPLETED SCREENING TOOLS TO ALGOMA PUBLIC HEALTH AT 705-541-7308.



Speech and Language Checklist

3 - 4 years

CHILD'S NAME: _____ DOB: _____

PARENT'S NAME: _____ PHONE #: _____

SCHOOL/CHILDCARE PROGRAM: _____

CHECKLIST COMPLETED BY: _____

CHILD IS ON WAITLIST/RECEIVES SPEECH SERVICES: YES NO

Y

N

Language: Understanding

1. My child follows directions involving two or more steps (e.g., get some paper and then draw a picture).
2. My child understands "who", "what", "where" & "why" questions.

Language: Talking

1. My child is beginning to ask "what" & "who" questions and constantly asks "why?"
2. My child uses 4-5 word sentences with adult-like grammar.
3. My child has short conversations with me & others.
4. My child can tell simple stories.

Speech

1. My child's speech is easy for me and others to understand.
 2. My 3 year old uses the sounds: p, b, m, t, d, n, h, & w
- OR**
- My 4 year old uses the above sounds as well as: k, g, ng & f when speaking.
 3. My child's voice sounds the same as others his/her age (e.g. not nasal or hoarse).
 4. My child talks easily without repeating syllables or words.

Hearing

1. My child has healthy ears (i.e., no chronic ear infections).
2. My child can hear me when I'm talking to him/her.

TIPS for Parents/Caregivers

To encourage speech and language development:

- Listen to your child. Nod your head or smile to show you understand. Answer when your child asks you a question.
- Let your child begin conversations. Expand on your child's interests and keep the conversation going.
- Read to your child. Talk about the story & pictures. Encourage your child to retell the story.
- Continue to expand your child's sentences to make more complex sentences (e.g., your child says, "Me go to doctor", you could say, "You went to the doctor yesterday".)
- While talking to your child, describe objects that interest him/her. Use adjectives, e.g., "big", "little", "fast", "slow", "wet", "dirty". Play "I spy with my little eye..." as a fun use of adjectives.
- Allow your child to tell you stories using books and pictures.
- If your child is having difficulty saying a particular sound in words, emphasize the sound as you say it (e.g., "find your sock").

DO I NEED TO CALL?

If you answered:

- ✓ **All Yes:** Your child seems to be developing speech and language normally.
- ✓ **1-2 No (s):** Caution! Your child may be having some delays in speech and language development. Look at the suggestions under TIPS above.
- ✓ **3 or more No's:** ACT! Your child should be seen by a Speech & Language Pathologist YOU CAN ...