

Child Development Screening

Newborn (0-6 months)

This screening tool is intended for use by parents, teachers, and early childhood professionals to document fine and gross motor, cognitive, self-help, social/emotional, and language development. Information from this tool should be used to design activities and choose curriculum that supports the developmental needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development and/or educational professional.

Please mark all statements that can be answered “yes”.

Growth & Physical Development

- Can the child lift his/her head and chest when lying on stomach?
- Can the child follow a moving object or person with his/her eyes?
- Does the child have a routine for eating, sleeping, and eliminating?
- Can the child hold onto a rattle, finger or small toy with hand?
- Does the child wiggle arms and legs when excited/wanting attention?
- Does the child roll from tummy to back without help?
- Can the child sit with support (high chair or person)?
- Does the child rock on all fours- rocking or moving forward in the crawl position?
- Does the child bounce while being held in a standing position?

Self Help & Cognitive Development

- Does the child reach for objects that are beyond his/her reach?
- Does the child grasp onto your hand or other objects (may be loose hold) for at least five seconds?
- Does the child recognize the bottle or breast?
- Does the child explore objects with his/her mouth?
- Does the child open his/her mouth for food?
- Has the child found his/her fingers and toes?
- Does the child turn his/her head toward bright colors and lights?

Social & Emotional Development

- Does the child turn to face caregivers voice?
- Does the child show you that he/she wants attention (by cooing, smiling, etc.)?
- Does the child show negative reactions (anger, refusal, fear and withdrawal) to such non-physically painful things as disliked foods or strangers?
- Does the child like to be held, rocked, etc?
- Does the child imitate gestures by caregivers?
- Does the child recognize self in mirror (may smile, coo, wiggle, etc.)?
- Does the child show definite times of excitement and disappointment with giggling, squealing, screaming, etc.

Language Development

What is the primary language spoken in the child's home? _____

What is the primary language spoken in the child's childcare or school environment? _____

- Does the child make sounds to imitate words or interact with caregiver?
- Does the child look in the direction of sounds and people talking?
- Does the child cry or make sounds in different ways to say he/she is hungry, lonely, tired?
- Does the child recognize and look for familiar voices?
- Does the child seem soothed by familiar voices and sounds?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515

Child Development Screening

Infant (7-12 months)

This screening tool is intended for use by parents, teachers, and early childhood professionals to document fine and gross motor, cognitive, self-help, social/emotional, and language development. Information from this tool should be used to design activities and choose curriculum that supports the developmental needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development and/or educational professional.

Please mark all statements that can be answered “yes”.

Growth & Physical Development

- Does the child pick up toys or other items with his/her thumb and one or two fingers?
- Does the child pull him/herself up from a sitting or crawling position to a standing position with the use of furniture?
- Does the child move from place to place?
 - By scooting from place to place?
 - By crawling with his/her stomach off the floor?
 - By walking a few steps holding furniture or hand?
- Does the child close his/her mouth firmly or turn head when no longer hungry?
- Does the child take 1-3 steps before falling or without adult/furniture support?
- Does the child have predictable eating, sleeping, eliminating schedule/routine?
- Can the child move small objects from one hand to the other with ease?

Self Help & Cognitive Development

- Does the child drink from a sippy cup or a glass when held by an adult?
- Does the child recognize familiar voices and common sounds?
- Does the child focus his/her eyes on small objects and reach for them?
- Does the child enjoy dropping objects and repeatedly having an adult pick the object up?
- Does the child have different cries to signal hunger, fear, need for attention, etc.?
- Does the child look for object/people that are hidden or covered- understand that the object/person is there but cannot be seen?
- Does the child explore objects with all 5 senses?

Social & Emotional Development

- Does the child regularly wave “bye-bye” at appropriate times?
- Does the child respond to his/her own name?
- Does the child distinguish between strangers and family members/caregivers?
- Does the child like to be tickled, touched, and cuddled?
- Is the child easily soothed by caregivers?
- Is the child interested in games and toys that other children are playing or that other adults have?
- Does the child show distress if a toy, attention, or snack is taken away?
- Does the child show distress when separating from caregiver?

Language Development

What is the primary language spoken in the child’s home? _____

What is the primary language spoken in the child’s childcare or school environment? _____

- Does the child imitate words (i.e. “dada”, “mama”)?
- Does the child use gestures to communicate including shaking head, holding out arm, pointing, and/or waving?
- Does the child show an interest in simple picture books?
- Does the child pay attention to conversation or radio/TV?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide was compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from various professional resources including Child Care Resource & Referral of Central Iowa and Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.

Child Development Screening

Young Toddler (13-18 months)

This screening tool is intended for use by parents, teachers, and early childhood professionals to document fine and gross motor, cognitive, self-help, social/emotional, and language development. Information from this tool should be used to design activities and choose curriculum that supports the developmental needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development and/or educational professional.

Please mark all statements that can be answered “yes”.

Growth & Physical Development

- Can the child walk up stairs using a person or handrail for support?
- Does the child walk around the house without frequent falling or bumping into things?
- Does the child participate in reciprocal play?
- Can the child stack 2 blocks?
- Can the child turn the pages in a story book?
- Does the child walk holding onto furniture or with adult assistance?
- Can the child roll a ball?
- Can the child hold a crayon and scribble?
- Does the child enjoy pushing, pulling, and dumping things?

Self Help & Cognitive Development

- Does the child help with dressing by holding out arms for sleeves or feet for shoes?
- Does the child take off his/her shoes and socks without help?
- Does the child drink from a child-sized-cup without assistance? (occasional spilling may occur)
- Does the child use a spoon without help and with limited spilling?
- Does the child enjoy opening and closing cabinet doors?
- Does the child know the difference between food and things that cannot be eaten?
- Does the child use simple words to get what he/she needs and wants?

Social & Emotional Development

- Does the child keep busy and content for a short time doing one of the following: coloring, building, looking at picture books?
- Can the child bring you an object when asked?
- Does the child become upset when separated from caregiver(s)?
- Does the child recognize his/her reflection in a mirror?
- Does the child enjoy being the center-of-attention?
- Does the child appear happy and content with caregiver(s)?
- Does the child imitate actions and expressions of others?
- Does the child have other adult attachments (in addition to parent/guardian)?

Language Development

What is the primary language spoken in the child's home? _____

What is the primary language spoken in the child's childcare or school environment? _____

- Does the child make sounds to indicate wants and needs (i.e. “wa-wa”, “dat”)?
- Does the child follow directions to show you something?
- Does the child follow directions to bring you something?
- Does the child follow directions to get you something?
- Does the child say 8-20 words that you can understand?
- Does the child appear to understand what you say to him/her?
- Does the child say “hi” or “bye” if prompted?
- Does the child use expressions like “o-oh”?
- Does the child look at the person who is talking to him/her?
- Does the child point out a few common objects in books?
- Does the child repeat a few words or attempt to do so?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.

Child Development Screening

Toddler (19-24 months)

This screening tool is intended for use by parents, teachers, and early childhood professionals to document fine and gross motor, cognitive, self-help, social/emotional, and language development. Information from this tool should be used to design activities and choose curriculum that supports the developmental needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development and/or educational professional.

Please mark all statements that can be answered “yes”.

Growth & Physical Development

- Can the child toss a ball in a direction that he/she wants?
- Does the child walk around the house and yard with ease?
- Does the child walk up stairs taking one stair with each foot?
- Can the child bend over to pick up an object without falling?
- Can the child ride a three wheeler using the pedals? (i.e. Big wheel, tricycle, etc.)
- Can the child stack 3-4 blocks?
- Does the child climb, run, and jump (child may fall)?
- Can the child play with a delicate toy or object without breaking it? (Balloon, paper airplanes, etc.)

Self Help & Cognitive Development

- Does the child take off his/her coat without help when the zipper or buttons are undone?
- Does the child like to choose between two items?
- Does the child assert him/herself and move toward greater independence (i.e. “no”)?
- Does the child recall events/activities from day to day?
- Does the child understand common symbols?
- Is the child beginning to use his/her imagination in play and story telling?
- Does the child use simple words to express needs and wants to siblings, peers, and adults?
- Can the child predict what comes next in daily routine, common tasks, and stories?

Social & Emotional Development

- Does the child show jealousy when attention is given to others?
- Does the child show a wide range of feelings- may appear to have some difficulty dealing with feelings?
- Is the child interested in exploring new places and activities?
- Does the child use nice touches with siblings, peers, and adults?
- Does the child play alongside other children more than with them?
- Is the child able to handle frustration (i.e. Being told “no”)?
- Does the child appear to be happy most of each day?
- Does the child try new activities/experiences following frustration?
- Does the child experiment with independent activities and return to caregiver for reassurance/assistance?
- Does the child have some self soothing skills (rocking, blanket, teddy bear, etc.)?
- Is the child beginning to recognize feelings in others?

Language Development

What is the primary language spoken in the child’s home? _____

What is the primary language spoken in the child’s childcare or school environment? _____

- Does the child have a vocabulary large enough to get him/her what he/she needs (50-100 words)?
- Does the child put two or more words together?
- Does the child talk or “jabber” to him/herself frequently?
- Does the child name familiar objects and toys?
- Does the child hum or sing simple songs?
- Does the child point to basic body parts on self or doll?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.

Child Development Screening

Two Year Old

This screening tool is intended for use by parents, teachers, and early childhood professionals to document fine and gross motor, cognitive, self-help, social/emotional, and language development. Information from this tool should be used to design activities and choose curriculum that supports the developmental needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development and/or educational professional.

Please mark all statements that can be answered “yes”.

Growth & Physical Development

- Can the child copy a straight line? (eye-hand coordination to copy and not scribble)
- Does the child jump up and down in place without falling?
- Can the child jump from the bottom step without falling?
- Can the child move from place to place by jumping or leaping with two feet together?
- Can the child move around the house including stairs and doors with ease?
- Is the child increasingly active (running, jumping, climbing, exploring)?
- Can the child drink from a straw?
- Does the child enjoy movement games (follow the leader)?

Self Help & Cognitive Development

- Does the child understand and stay away from common dangers?
- Does the child completely feed him/herself using a spoon, and cup?
- Can the child undo large buttons, snaps, shoelaces, and zippers?
- Does the child like to take things apart-put them back together?
- Does the child put on his/her own shoes? (it is not necessary to have shoes on the right foot or to tie/fasten shoes).
- Does the child spend time exploring his/her surroundings?

Social & Emotional Development

- Does the child like to help with common daily activities/chores?
- Does the child show you with words or behaviors that he/she has to use the toilet?
- Does the child say “please” and “thank you” with prompts from caregiver?
- Does the child follow simple rules in small group activities?
- Does the child respond to basic behavior management?
- Does the child have less than 3 temper tantrums daily?
- Can the child sit still when necessary (for limited periods of time)?
- Does the child seek help from caregivers when necessary?
- Does the child have regular fears (i.e. Dark, strangers, being left alone)?
- Is the child easily soothed by caregivers when feeling afraid?
- Does the child go to comfort a distressed friend or sibling?
- Does the child treat dolls/animals as if real?

Language Development

What is the primary language spoken in the child’s home? _____

What is the primary language spoken in the child’s childcare or school environment? _____

- Does the child repeat parts of nursery rhymes or simple songs?
- Does the child have a growing vocabulary of several 100 words?
- Does the child use 2-3 word sentences?
- Does the child enjoy simple stories and rhymes?
- Does the child copy or repeat words that you encourage him/her to say?
- Does the child follow simple directions?
- Does the child say names of toys?
- Does the child enjoy looking at books repeatedly?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.

Child Development Screening

Three Year Old

This screening tool is intended for use by parents, teachers, and early childhood professionals to document fine and gross motor, cognitive, self-help, social/emotional, and language development. Information from this tool should be used to design activities and choose curriculum that supports the developmental needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development and/or educational professional.

Please mark all statements that can be answered “yes”.

Growth & Physical Development

- Can the child string large beads?
- Can the child put round pegs into round holes?
- Can the child snip paper with scissors?
- Does the child turn pages of a book one at a time?
- Does the child hold pencil/crayon with fingers, hands not fist?
- Can the child stand on one foot alone for 5 seconds?
- Can the child walk on a straight line?
- Does the child run well, starting and stopping with ease?
- Can the child jump in place?
- Can the child jump over a small object or string?
- Can the child kick a large ball?
- Can the child throw a ball with both hands from an overhead position?
- Can the child stack 5-8 blocks?

(Please consider the following for 3 ½ year old children)

- Can the child hop forward on one foot repeatedly?
- Can the child throw a ball to an adult- approx 5 feet?
- Does the child open and close doors without assistance?
- Can the child dress him/herself with some help?
- Can the child build a 6-10 block tower?
- Can the child put shoes on and dress self?
- Does the child have a full set of baby teeth?
- Can the child hop on preferred foot 3-5 hops?
- Can the child catch a bounced playground ball with hands & chest?
- Can the child participate in a game of catch (catching the ball 50% of the time)?
- Is the child able to put together a 6-piece puzzle?
- Can the child copy lines (vertical and horizontal) and a circle?

Self Help & Cognitive Development

- Can the child use the toilet independently?
- Can the child point to 10-15 basic body parts?
- Can the child name 5-10 basic body parts?
- Can the child demonstrate the concept of “just one”?
- Can the child match 5 basic/primary colors?
- Can the child match circles and squares?
- Is the child dry 4-7 nights each week?
- Can the child count up to 2 objects?
- Can the child take care of most toileting needs without help (undressing, wiping, and dressing)?
- Is the child dry 6-7 days each week?
- Can the child recite a few numbers in order?
- Does the child associate use with common household objects?
- Does the child identify self as boy or girl?

Self Help & Cognitive Development Continued

(Please consider the following for 3 ½ year old children)

- Can the child move self or object over, under, behind, in front of and through things?
- Can the child describe quantitative differences such as size and amount?
- Can the child point to 15-20 basic body parts?
- Can the child name 10-15 basic body parts?
- Can the child match 8 basic colors including red, yellow, blue, green, orange, purple, black & brown?
- Can the child take care of all toileting needs without help (undressing, wiping, and dressing)?

Social & Emotional Development

- Can the child work in a small group/join circle time with adult for 6-10 minutes?
- Does the child play group games with other children without needing constant adult supervision?
- Does the child seek out adult attention frequently?
- Does the child ask for permission to use things that belong to others instead of just taking them?
- Is the child able to follow simple one step directions?
- Is the child eager to participate in new activities?
- Does the child seem happy most days?
- Is the child responsive to affection (i.e. hugs)?
- Does the child spend a large amount of time watching/observing actions and behaviors of others?
- Is the child cautious of strangers?
- Does the child enjoy imaginative play (i.e. house)?
- Does the child enjoy hearing stories about self?

Language Development

What is the primary language spoken in the child’s home?

What is the primary language spoken in the child’s childcare or school environment?

- Does the child use short sentences to get what he/she needs and wants from caregivers?
- Can the child tell his/her first and last name when asked?
- Can the child say or sing at least two songs/nursery rhymes?
- Does the child answer correctly when asked is he/she is a boy or a girl?
- Can the child tell a short story by looking at a picture book?
- Can the child have a short verbal interaction on the phone?
- Does the child ask “who”, “what”, “where”, and “when” questions?
- Does the child use simple 3-5 word sentences?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.

Child Development Screening

Four Year Old

This screening is intended for use by parents, teachers, and early childhood professionals to document development. Information from this tool should be used to design and choose curriculum that supports the developmental strengths and needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development or education professional.

Please check all statements that can be answered “yes” on a consistent basis.

Growth & Physical Development

- Can the child draw, name and describe recognizable pictures?
- Can the child draw a three part person?
- Does the child use blocks/boxes to build structures?
- Can the child manipulate come-apart and fit-together objects (puzzles, interlocking blocks?)
- Does the child attempt/show interest in copying simple figures, lines, circles, crosses, letters, and numbers?
- Does the child walk up and down stairs alternating feet while holding railing or hand?
- Can the child stand on one foot for 5 seconds?
- Can the child hop on non-preferred foot one hop?
- Can the child make a play dough/clay ball solid enough to stay together when thrown?
- Does the child play games requiring balance? (Hop scotch, jumping games)
- Can the child thread small beads or cereal onto string?
- Does the child use thumb-forefinger grip most of the time to hold pencils/crayons?
- Does the child move paper while cutting?
- Can the child use a key to open a door?
- Can the child draw a 5-6 part person?
- Can the child build a 10 or more block tower?
- Can the child trace easier uppercase letters such as HAT?
- Can the child copy a cross, plus or X?
- Can the child walk forward heel-to-toe for a distance of 5 feet?
- Can the child walk backward with ease?
- Can the child jump forward 10 times?
- Can the child catch a playground ball with hands and chest?

Self Help & Cognitive Development

- Can the child dress self within minimal adult help? (i.e. difficult buttons, etc.)
- Does the child eat with a spoon, fork and dinner knife?
- Can the child place objects in a line from biggest to smallest?
- Does the child recognize letters of name- if taught?
- Can the child count from 1 to 7 out loud?
- Does the child understand the order of daily routine?
- Does the child understand basic concepts related to size, amount, and time?
- Can the child use a knife for spreading?
- Can the child copy some letters in his/her first name?
- Does the child recognize his/her name in print?
- Does the child attempt to tie own shoes?
- Can the child brush teeth without assistance?
- Does the child put toys away when asked to do so?
- Can the child fix a bowl of cereal including pouring milk?
- Can the child answer the telephone and tell you who is on the phone?

Social & Emotional Development

- Does the child enjoy playing with same aged peers?
- Is the child able to play unsupervised for limited periods of time?
- Does the child know to say “please” and “thank you”?
- Does the child play nicely with siblings, peers, and adults most (75%) of the time?
- Is the child able to express feelings verbally?
- Is the child comfortable with new people/situations?
- Does the child participate in regular structured social interactions with peers?
- Does the child appear happy most days?
- Does the child follow simple directions from familiar adults?
- Does the child understand the concept of danger?
- Does the child have a vivid imagination/enjoy dramatic play?
- Does the child recognize when siblings or peers are feeling sad and mad?
- Does the child take care of toys and clothing?
- Is the child able to handle disappointment without extreme behaviors?
- Does the child have friends in the neighborhood or childcare?
- Does the child share with siblings/peers most of the time?
- Can the child participate and follow simple rules in group activities?
- Does the child enjoy role playing (i.e. dad, fireman, teacher)?
- Does the child understand and remember own accomplishments?
- Does the child lie at times to protect self and friends- doesn't truly understand concept of lying?

Language Development

What is the primary language spoken in the child's home?

What is the primary language spoken in the child's childcare or school environment?

- Can the child buy something in a store with supervision but little assistance?
- Can the child tell others in words how old he/she is?
- Can the child tell others in words his/her name and sex?
- Does the child understand “now”, “soon”, or “later”?
- Does the child ask questions about the meaning of a word and then use that word correctly in a sentence?
- Does the child recognize common shapes and colors?
- Does the child recognize familiar words in simple books or signs (i.e. Stop sign)?
- Can the child tell a story with a beginning, middle, and end (without pictures)?
- Is the child beginning to understand cause and effect? Asking “how” questions?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.

Child Development Screening

Five Year Old

This screening is intended for use by parents, teachers, and early childhood professionals to document development. Information from this tool should be used to design and choose curriculum that supports the developmental strengths and needs identified. This tool is not intended to diagnose developmental delays and should always be used as part of a comprehensive developmental assessment completed by a medical, mental health, child development or education professional.

Please check all statements that can be answered “yes” on a consistent basis.

Growth & Physical Development

- Can the child build a tower of 11 or more?
- Can the child copy easier upper case letters to make words (CAT)?
- Can the child copy some letters in his/her first name?
- Can the child draw an 8 part person including eyes and ears?
- Can the child stand on non-preferred foot for 10 seconds?
- Can the child walk backward toe-heel for 5 steps?
- Can the child jump backward one time?
- Is the child able to dress self with little help?
- Can the child catch a bouncing ball?
- Does the child use a fork and knife to eat?
- Can the child cut on a line with scissors?
- Has the child's hand dominance established?
- Can the child jump over low objects?
- Can the child throw overhand or sidearm, stepping forward as ball is released?
- Can the child run, skip, gallop, and tumble?
- Does the child walk down stairs - alternating feet?
- Can the child ride a tricycle skillfully?
- Is the child learning complex motor skills like swimming and riding a bike?
- Does the child use all 5 senses to explore/experience new things?

Self Help & Cognitive Development

- Can the child tell his/her name and other identifying information?
- Does the child enjoy telling his/her own stories?
- Does the child understand that books are read from left to right, top to bottom?
- Does the child draw pictures that represent common objects?
- Can the child match a triangle, rectangle and diamond?
- Does the child help out with small tasks (ie. Setting the table, putting away toys..)?
- Does the child recognize his/her printed name and the letters in his/her name?
- Can the child predict what comes next in a basic pattern?
- Can the child sort items by size?
- Does the child understand more, less and same?
- Can the child count up to 15 objects?
- Does the child understand before and after, above and below?
- Is the child project minded- plans building, play scenarios, drawings?
- Can the child identify some letters in the alphabet (i.e. name)?
- Does the child understand more, less, same?
- Does the child understand yesterday, today, tomorrow?
- Does the child cover mouth and nose when coughing or sneezing?
- Does the child enjoy telling own stories?
- Does the child follow basic self-care routine including brushing teeth, washing hands, and toileting?
- Does the child recognize common safety concerns in the environment including traffic, strangers, fires, etc.?

Social & Emotional Development

- Does the child invent games with simple rules?
- Does the child organize other children and toys for pretend play?
- Does the child have the ability to take turns and share?
- Does the child seek adult attention in positive and negative ways?
- Can the child be bossy at times?
- Can the child attend to group activities for 10-15 minutes?
- Does the child have the ability to deal with anger?
- Can the child wait his/her turn most of the time?
- Does the child follow basic rules/expectations most of the time?
- Does the child listen to adult directions and teaching?
- Does the child use respectful language with peers and adults?
- Does the child tell the truth most of the time?
- Does the child maintain concentration to complete tasks?
- Does the child have a basic understanding of right and wrong?
- Does the child understand and respect basic rules?
- Does the child ask for permission to do things?
- Does the child ask for help when needed?
- Does the child understand and enjoy both giving and receiving?
- Does the child need alone time occasionally?
- Does the child have a “best friend(s)”?
- Can the child problem solve with adult assistance?
- Does the child like to try new activities?
- Does the child use materials purposefully?
- Does the child manage routine transitions throughout the day?
- Does the child use words to express needs, wants, and feelings?
- Does the child notice and respond to feelings of others?
- Does the child like to feel “grown-up” and independent?
- Does the child accept consequences for misbehavior?
- Does the child appear self assured and confident most of the time?
- Is the child interested in social interactions with peers?
- Does the child appear happy most days?
- Does the child verbalize personal strengths and positive qualities?

Language Development

- What is the primary language spoken in the child's home?
 What is the primary language spoken in the child's childcare or school environment?
- Can the child give his/her name and address?
 - Does the child use 5-8 word sentences?
 - Can the child use 2-3 complex sentences together?
 - Can the child describe a sequence of events?
 - Can the child understand and follow simple directions?
 - Can the child carry on a conversation with adults?
 - Does the child recite rhymes, songs and finger plays?
 - Can the child retell a story from picture book with reasonable accuracy?
 - Does the child attempt to read by looking at pictures?
 - Does the child randomly include letters in scribbling?
 - Does the child show an interest in books?

Child Name: _____ DOB: _____ Age: _____

Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.

Child Name: _____ DOB: _____ Age: _____
Screening completed by: _____ Date: _____

This developmental guide compiled by the early childhood team of mental health professionals at Child Guidance Center, a division of Orchard Place, with support from a various professional resources including Child Care Resource & Referral of Central Iowa & Rock Island Head Start.

Child Guidance Center, 808 5th Avenue, Des Moines, Iowa 50309 (515)244-2267.