

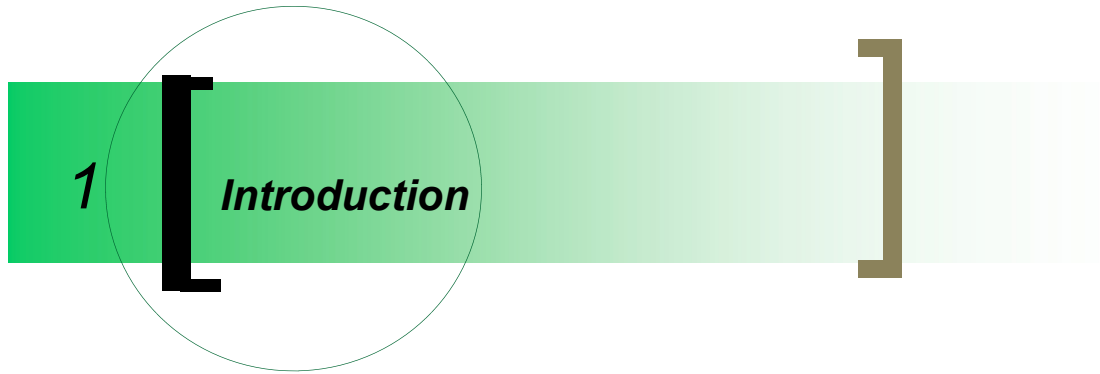
Self-Study Module

Using the Developmental Assessment of Young Children (DAYC)

Revised
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This module is designed for those who use the Developmental Assessment of Young Children (DAYC) as part of early intervention.

To complete the activities in this module, you will need a copy of the five DAYC subtests, the Profile/Examiner Summary Sheet, and the DAYC Examiner's Manual.



Learning Objectives

Following review of this module and completion of recommended activities, participants will be able to:

- discuss the use of the DAYC in the Philadelphia Early Intervention system.
- identify the components of the DAYC.
- calculate a child's chronological age in order to establish the start point for administering the DAYC.
- find the basal and ceiling in order to calculate DAYC raw scores.
- convert raw scores into age equivalents, percentiles, standard deviations, and determine the child's DAYC results in relation to his or her chronological age
- summarize and apply DAYC results in the MDE/IFSP form.

2 **The DAYC: Overview**

What is the DAYC?

The DAYC consists of five subtests

- Cognition
- Communication
- Social-Emotional
- Physical Development
- Adaptive Behavior

It is designed for children from birth through 5 years and 11 months of age. The five subtests relate to the areas of development that are evaluated for early intervention eligibility and children's developmental performance in accordance with the Individuals with Disabilities Education Act (IDEA).

Why do we use the DAYC in Philadelphia (birth to 5)?

Philadelphia Early Intervention is divided into two systems: MRS (birth -3) and Elwyn (3-5). In order to provide consistency in determining eligibility across the city and across age levels, and to provide a smoother transition between the two systems when children turn three, MRS and Elwyn established a policy that both systems would use the Developmental Assessment for Young Children (Voress and Maddox, 1998).

Children entering the system before 2.6 years of age have an initial evaluation performed using the Infant Toddler Developmental Assessment (Provence, Erikson, Vater & Palmeri, 1995). Children 2.6 years and older receive an initial evaluation using the DAYC. All annual evaluations use the DAYC.



What is the DAYC designed to do?

The DAYC is used to

- Identify typical and atypical developmental abilities
- Determine specific developmental strengths
- Document progress in attaining developmental milestone skills

No specific testing materials are used with the DAYC. Since children often exhibit different behaviors during a formal evaluation, the DAYC is designed to be completed through observation in the child's natural setting. This provides a more accurate assessment of the child's skills. If certain skills are not observed, primary caregivers can be interviewed to gain the information. A variety of materials in the child's natural environment are helpful as the DAYC is administered (see listing on next page).

Important reminders:

- ◆ If you know that the child's environment does not contain items that you will need, then it is necessary to bring them with you. The key is to keep the feel of the setting as informal as possible.
- ◆ Do not go item by item through the test. You should have a sense of what you are looking for by studying the items beforehand. Incorporate opportunities for the child to demonstrate skills that you need to observe into your play with the child, observations and caregiver interview.
- ◆ For those skills that require the examiner to work directly with the child, join the child's play and introduce items or games that fit into the child's natural play activity.

Resources in the DAYC Examiner's *Manual*

Please read your agency's copy of the DAYC Examiner's Manual for further information.

SUGGESTED TOYS AND BOOKS FOR ADMINISTERING THE DAYC

Toys

Books

Microphone
Blocks
Crayons and paper
Scissors
Sorting bears with cups
Pop up toys
Nesting cups
Shape sorter
Puzzles (interlocking and knob)
Stacking ring
Baby dolls
Pretend food
Bubbles
Rhyming activity games
Broken toy
Sorting activity
Sequence cards
Large and small ball
Toy telephone
Dressing vest/doll
Stringing beads (multiple sizes)
Cars/trucks (multiple sizes)
Matching cards rattle
Cloths
Mirror

Carrot Seed
What Happens Next?
Barney/Teletubby

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Administering the DAYC

What do I do first when using the DAYC?

The first step in administering the DAYC is to establish the child's chronological age. The child's date of birth is subtracted from the date of testing in order to determine his or her chronological age. The resulting chronological age is used to establish the starting point on each subtest.

Example:

	Year	Month	Day
Date of Testing	2004	6 5	12 + 30 = 42
Date of Birth	2002	2	29
Chronological Age	2	3	13

When the day of the child's testing (in this example, 12) is smaller than the day of the child's birth (in this example, 29), then you subtract one month and add 30 days to the testing date before you calculate chronological age. This child is 27 months old.

Example:

	Year	Month	Day
Date of Testing	2004 3	2 + 12 = 14	11
Date of Birth	2002	8	3
Chronological Age	1	6	8

If the month of the child's birth (in this example, 8) is larger than the month of testing (in this example, 2), then you subtract one year and add 12 months to the testing date before you calculate chronological age. This child is 18 months old.

Example:

	Year	Month	Day
Date of Testing	2004/ 3	3 2 + 12 = 14	5 + 30 = 35
Date of Birth	2001	7	15
Chronological Age	2	7	20

There will be times when you have to borrow from both the year and the month of the testing date before you calculate chronological age. This child is 31 months old.

Space is provided to calculate the child's chronological age on the Profile/Examiner Summary Sheet and on the cover sheet of each of the subtests. The following illustrates **Section I: Identifying Information** with the chronological age information.

Section I. Identifying Information			
Child's Name	_____		
Male	_____	Female	_____
Parent/Guardian	_____		
School/Daycare	_____		
Respondent's Name	_____		
Relationship to Child	_____		
Length of Time Respondent Has Known Child	_____		
Examiner's Name and Title	_____		
Date of Testing	Year <u>2004</u>	Month <u>11</u>	Day <u>18</u>
Date of Birth	<u>2002</u>	<u>9</u>	<u>2</u>
Age	<u>2</u>	<u>2</u>	<u>16</u>
Age in Months		<u>26</u>	

Practice Opportunity

Complete Worksheet A on the next page to practice calculating a child's chronological age.



WORKSHEET A

	Year	Month	Day
Date of Testing	2004	10	15
Date of Birth	2003	5	7
Chronological Age			

1) Child is _____ months old.

	Year	Month	Day
Date of Testing	2004	11	15
Date of Birth	2003	1	17
Chronological Age			

2) Child is _____ months old.

	Year	Month	Day
Date of Testing	2004	3	17
Date of Birth	2003	5	4
Chronological Age			

3) Child is _____ months old.

	Year	Month	Day
Date of Testing	2004	8	9
Date of Birth	2001	11	15
Chronological Age			

4) Child is _____ months old.

Check your work

If you had difficulty computing a child's chronological age, review pages 6-7 in this module and refer to the Examiner's Manual.

Answers to Worksheet A:

- 1) 17 months
- 2) 21 months
- 3) 10 months
- 4) 32 months

What are Entry Points, Ceilings and Basals?

Entry point: *Designates where to start the assessment.*

Open up one of the subtests. Before the first scoring item you will see **Start Age: Birth**. As you look through the list of items you will also find **Start Age: 12 months**, **Start Age: 24 months**, **Start Age: 36 months**, and **Start Age 48 months**. Select the start age that is closest to, but not older than, the child's chronological age. The item listed immediately following this "Start Age" is where you will begin the assessment. As an example, for a 22 month old child, the DAYC subtest administration begins at **Start Age: 12 months**.

The score is given based on skills demonstrated during play. It's important to try to score DAYC items based on observation of the child's play and minimize the need to ask parents if the child is able to perform specific skills. When a child performs the skill, place a 1 next to the item. When the skill is not observed during play, ask the parent if the child can accomplish the performance. When the parent reports that the child performs the skill, record a 1; when parent reports the child doesn't perform the skill, place a 0 next to the item.

Ceiling: *Designates the point where a child is no longer able to perform the skills in the entry point age range.*

The ceiling is designated by scores of zero on 3 out of 5 consecutive items. Write down the scores as you proceed through the list of items, and watch for the ceiling.



Basal: Designates the point where a child is able to perform all skills in the entry point age range.

Once the ceiling is established, go back and find the basal. Three consecutive items, each with a score of 1 represent the basal. If you go back to the starting point of the subtest and still do not have a basal, then you need to work backwards and score the items listed for the previous age range until three consecutive items are scored with 1's, or until you've scored all of the subtest's remaining items.

For example:

Administration started at item 20 and the ceiling (3 zeros over 5 consecutive items) was reached at item 34. However, within this range of all items administered there was no sequence of three items in a row that were scored with 1's.

In this case, the evaluator needs to score item 19, item 18, item 17 and so on until there are three 1's in a row, or until item #1 on the subtest has been administered.

Item #	Score
20	1
21	1
22	0
23	1
24	1
25	0
26	1
27	1
28	0
29	1
30	1
31	0
32	1
33	0
34	0
35	

} ceiling

} A basal is not established during items administered



Computing the Raw Score:

1. Note the item number at the end of the basal (the third consecutive item that was scored with 1 point). This item number is the start of the raw score computation.
2. The points scored after the basal and through to the end of the ceiling are totaled. *Note: Any 1's that follow the ceiling range are NOT counted.*
3. Add these two numbers and you have the child's raw score.

For example:

This child's basal range is items 1, 2 and 3 (*all three were scored with a 1*). The ceiling range is items 4-8 (*3 of these 5 items were scored with a 0*).

3 is the start of the raw score computation. Two points were scored on items beyond the basal and through to the end of the ceiling (*1 point for each, items #5 and #6*). These two numbers are added ($3+2$), making the child's raw score = 5.

Item #	Score
1	1
2	1
3	1
4	0
5	1
6	1
7	0
8	0
9	

basal

ceiling

Learning Activity

Study the examples on the next two pages to get a clearer picture of how basals and ceilings are established and how raw scores are calculated.

If there are several basals and/or several ceilings, select the basal and the ceiling that are closest together.

For example:

This child's ceiling is items #33-37. There are several series of three consecutive items in which one point was scored (*items 20-22, 21-23, 22-24, 26-28, 27-29, 28-30, 29-31 and 30-32*). The basal that's closest to the ceiling is used to compute raw score points.

The end of the basal is at item #32. When computing the raw score, this child's starting score is 32, even though item #25 was scored as 0. (*Note: any items before the basal are counted as "1," even if the child received a zero rating*). After the basal range, there are two 1's scored through item # 37 (*end of the ceiling*) so the raw score equals 34 (32 +2).

Item #	Score
20	1
21	1
22	1
23	1
24	1
25	0
26	1
27	1
28	1
29	1
30	1
31	1
32	1
33	0
34	1
35	1
36	0
37	0

} Basal used for raw score

} Ceiling

The same scoring procedure applies when the basal and the ceiling are not immediately next to each other.

For example:

Item #12 marks the end of the basal, so 12 is the start of the child's raw score computation. After the basal, 5 points are counted through the ceiling range (items #14, 16, 17, 19, 20). The child's raw score is 17 (12 + 5).

Item #	Score
10	1
11	1
12	1
13	0
14	1
15	0
16	1
17	1
18	0
19	1
20	1
21	0
22	0
23	

Diagram description: A table with 13 rows and 2 columns. The first three rows (10-12) are grouped by a bracket on the right labeled 'basal'. The last five rows (14-20) are grouped by a bracket on the right labeled 'ceiling'. Row 13 is between the two groups. Row 21 is the last row in the 'ceiling' group.

Item #	Score
1	1
2	1
3	1
4	0
5	1
6	0
7	0

Diagram description: A table with 7 rows and 2 columns. The first three rows (1-3) are grouped by a bracket on the right labeled 'basal'. The last four rows (4-7) are grouped by a bracket on the right labeled 'ceiling'. Row 3 is the last row in the 'basal' group, and row 5 is the first row in the 'ceiling' group.

Scoring procedures are the same when the basal and ceiling overlap.

For example:

Item #3 marks the end of the basal. After the basal, 1 additional point is counted through the end of the ceiling (item #5). The child's raw score is 4 (3 + 1).

When there is no basal range in a subtest after all of items back to item #1 have been administered, the points on all items are totaled through the end of the ceiling range. The resulting sum is the child's raw score.

For example:

The ceiling is items #10-14. There is no point in the ceiling or in items previous to the ceiling where three consecutive items were scored with 1 point, so this subtest does not have a basal. To compute the child's raw score, all points are counted through the ceiling range.

The child's raw score is 7 (1 point each for items # 1, 3, 5, 6, 8, 10 and 11).

Item #	Score
1	1
2	0
3	1
4	0
5	1
6	1
7	0
8	1
9	0
10	1
11	1
12	0
13	0
14	0

} ceiling

Practice Opportunity

Complete Worksheet B on the next page to practice finding basals, ceilings and raw scores. These subtest examples are for a child who is 19 months old.



Worksheet B

Item #	Example A	Example B	Example C
Start age: birth			
1			
2			
3			
4			
5			
6	1		
7	1		
8	1		
9	0		
Start age: 12 months			
10	1	1	1
11	0	1	1
12	1	1	1
13	1	1	1
14	0	1	1
15	0	1	1
16	1	0	1
17	1	1	1
18	0	1	0
19	0	0	1
Start age: 24 months			
20		1	0
21		1	0
22		0	1
23		0	0
24		0	1
25		0	0
26			1
27			0
28			0
29			0

Raw score _____ _____ _____

Check your work

If you had difficulty with this, review pages 9-14 in this module and refer to the Examiner's Manual.

Example A:

The ceiling is items 11, 12, 13, 14, and 15.
The basal is items 6, 7, and 8.

(Note: the basal did not occur between the starting point and the ceiling. The evaluator needed to work backwards through the previous group of items to find the basal.)

$$8 + 3 \text{ (one point each for items \# 10, 12 and 13)} = 11$$

The raw score is 11.

Example B.:

The ceiling is items 19, 20, 21, 22, and 23.
The basal is items 13, 14, and 15.

$$15 + 2 \text{ (one point each for items \#20, 21)} = 19$$

The raw score is 19.

Example C:

The ceiling is 17, 18, 19, 20, and 21.
The basal is 15, 16, and 17.

(Note: the basal and ceiling overlap.)

$$17 + 1 \text{ (one point for item \#19)} = 18$$

The raw score is 18.

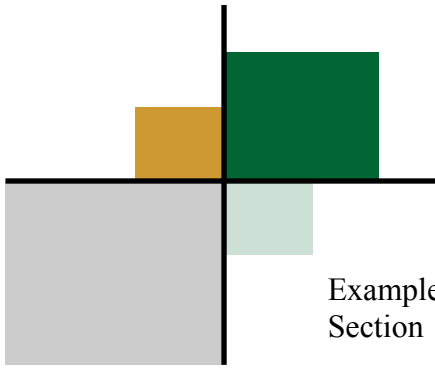


What are the steps to complete DAYC scoring?

1. Subtest raw scores are recorded on the Profile/Examiner Summary Sheet.
2. Convert raw scores to standard scores:
Go to Appendix A in the Examiner's Manual. Using the table for the appropriate subtest, find the raw score in the first column and look over to the corresponding number under the child's chronological age (listed across the top).
3. Add the total of the standard scores.
Convert Sum of Standard Scores to General Development Quotient using the tables in Appendix B. See page 20 of the Examiner's Manual, Table 4.1 for interpretation of standard scores. For example, a quotient of 76 falls in the 'poor' range.
4. Convert standard scores to percentiles using tables in Appendix C
5. Convert raw scores to age equivalents
Using Appendix D, find the raw score under the appropriate subtest heading (listed across the top of the table) and look over to the corresponding age in the first column.

Resources in the DAYC Examiner's Manual

- Converting raw scores to standard scores (Appendix A) - pages 45-56
- Converting Sum of Standard Scores to General Development Quotient (Appendix B) - pages 57-58
- Converting standard scores to percentiles (Appendix C) - pages 59-60
- Converting raw scores to age equivalents (Appendix D) - pages 61-63



Example of completed Profile/Examiner Summary Sheet,
Section II. Record of DAYC Scores

This child is 22 months old.

	Raw Score	Age Equiv	Percentile	Std Score
Cognitive	21	15 mos.	12	82
Communication	19	11 mos.	1	66
Social-Emotional	15	10 mos.	2	68
Physical Development	53	20 mos.	37	95
Adaptive Behavior	20	15 mos.	10	81
Sum of Standard Scores				392
General Developmental Quotient			5	76



What are the important scoring considerations?



1. When the number date of a child's birth is greater than the testing date, subtract one month from the date of testing and add 30 days, then compute the chronological age.
2. When the number of the child's birth month is greater than the number of the test month, subtract one year from the date of testing and add 12 months, then compute the chronological age.
3. To find the entry point for items to be administered, convert the chronological age into months and select the next youngest start age on the Score Sheet.
4. The basal is three items in a row with the score of 1.
5. The ceiling is 3 out of 5 items in a row with the score of 0.
6. There can be several basals and ceilings. Always pick the basal and the ceiling that are closest together when computing the raw score. Basals and ceilings can also overlap.
7. When computing raw score points, use the item # at the end of the basal (*the third item that was given 1 point*) as your starting score, even if there are 0's recorded in items before the basal.
8. Once the basal establishes the starting score, only the 1's are counted until you get through the ceiling range.
9. Stop adding the raw score points once you get through the ceiling, even if there are 1's after the ceiling.
10. Be sure that you are using the correct conversion table for the subtest you are scoring.

4

Applying Assessment Results

How do I use DAYC results?

Using this table, you can identify if there are any developmental areas in which a child demonstrates a 25% delay.

For example:

A 24 month old child who achieves an age equivalent of 18 months or younger in a particular developmental area demonstrates a 25% or more delay in that area of development.

A 24 month old who achieves an age equivalent of 19 months or greater demonstrates less than a 25% delay.

Chronological Age	25% delay
1 month	
2 months	1 month
3 months	2 months
4 months	3 months
5 months	3 months
6 months	4 months
7 months	5 months
8 months	6 months
9 months	7 months
10 months	8 months
11 months	8 months
12 months	9 months
15 months	11 months
18 months	14 months
21 months	16 months
24 months	18 months
27 months	21 months
30 months	23 months
33 months	25 months
36 months	27 months

Practice Opportunity

Which of the following examples represent a 25% delay?



Child's chronological age	DAYC age equivalent	Is this at least a 25% delay?	
A. 11 months	9 months	Yes	No
B. 30 months	21 months	Yes	No
C. 27 months	22 months	Yes	No
D. 18 months	13 months	Yes	No

Check your work

Child B. and child D. have at least a 25% delay. If you had difficulty with this, recheck these ages with the table on page 20.

Learning Activity

The DAYC was administered on May 5, 2006 for Donovan who was born on 4/25/04. Use the sample Profile/Examiner Summary Sheet and the 5 subtests included on pages 22-30 of this module:

1. Calculate Donovan's chronological age.
2. Find the basal, ceiling and raw score for each subtest.
3. Place the raw scores on the summary sheet and calculate the rest of the scores (age equivalent, percentile, standard score, and general developmental quotient).
4. Does Donovan have a 25% of more delay in any areas?

DAYC

Developmental Assessment of Young Children

PROFILE/EXAMINER SUMMARY SHEET

Section I. Identifying Information

Child's Name _____
 Male ____ Female ____
 Parent/Guardian _____
 School/Daycare _____
 Respondent's Name _____
 Relationship to Child _____
 Length of Time Respondent Has Known Child _____
 Examiner's Name and Title _____

Year Month Day

Date of Testing _____ _____ _____
 Date of Birth _____ _____ _____
 Age _____ _____ _____
 Age in Months _____

Section II. Record of DAYC Scores

	Raw Score	Age Equiv.	%ile	Std. Score
Cognitive	_____	_____	_____	_____
Communication	_____	_____	_____	_____
Social-Emotional	_____	_____	_____	_____
Physical Development	_____	_____	_____	_____
Adaptive Behavior	_____	_____	_____	_____
	Sum of Standard Scores			_____
	General Development Quotient			_____

Section III. Summary of Other Test Results

Test Name	Date	Test Score	DAYC Score Equivalent
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			

Section IV. Profile of Standard Scores

Quotient	DAYC Scores					Other Test Scores					Quotient	
	Cognitive	Communication	Social-Emotional	Physical Development	Adaptive Behavior	General Development Quotient						
150	150
145	145
140	140
135	135
130	130
125	125
120	120
115	115
110	110
105	105
100	100
95	95
90	90
85	85
80	80
75	75
70	70
65	65
60	60
55	55

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Section VI. Cognitive Subtest

Instructions: Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling: Begin at the suggested starting point. Continue items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		moves hand to mouth
2		watches an object moved slowly through his or her line of sight
3		looks back and forth between 2 objects
4		holds toy placed in hand for 10 to 15 seconds
5		alternatively glances from hand to an object or from one hand to another
6		repeats arm or leg movements to cause an action to occur again (e.g., shakes arm with rattle attached to wrist; kicks leg to move mobile attached to crib)
7		mouths toys
8		explores objects in a variety of ways; visually; turning it around; feeling all surfaces; banging and shaking
9		pulls cloth from face
10		imitates familiar actions after observing caregiver doing that action (e.g., claps hands)
11		finds an object that is partially hidden
12		intentionally drops an object and watches it fall
13		retrieves an object seen hidden under or behind a single barrier
14		touches adult to have that person start or continue interesting game or action
Start Age: 12 months		
15	1	transfers an object from one hand to the other to pick up second object
16	1	hands an object to an adult to have that person repeat or start a desired action (e.g., start windup toy)
17	1	imitates scribbling
18	0	demonstrates understanding of functional relationships (e.g., puts person in car and pushes car; combs hair with brush)
19	0	attempts to start toy if he or she has seen someone else make it work (e.g., a windup toy)
Start Age: 24 months		
20	0	demonstrates use of everyday items (e.g., pretends to drink from a cup)
21	0	places a small object into small container (e.g., a raisin into a small bottle)
22	1	rolls wheeled toys
		Page 2 Total

Item #	Score 1 or 0	Item
23	0	manages 3 to 4 toys by setting one aside when given a new toy
24	1	looks at storybook pictures with adult, naming or pointing to simple objects upon request
25	0	spontaneously names object
26	1	matches an object to its picture
27	0	sequences related action in play (e.g., feeds doll with bottle, pats it on the back, puts it to bed)
28	0	uses pretend objects in play
29	0	understands concept of "one" (e.g., "Give me one block.") and "all" (e.g., "Give me all the blocks.")
Start Age: 36 months		
30		stacks 6 to 7 blocks
31		matches simple shapes, such as circle, square, triangle
32		responds to "one" and "one more" (e.g., "Give me one block." "Give me one more.")
33		puts graduated sizes in order (e.g., nests four boxes or stacks rings on peg in order of size)
34		matches objects by color, shape, and size
35		repeats finger plays with words and actions
36		counts by rote to 5
37		matches objects that have the same function (e.g., comb and brush)
38		tells if an object is "heavy" or "light"
39		counts up to 5 objects
40		builds bridge using 3 blocks; adult models 
41		understands "same" and "different" (e.g., "Are these two colors the same or different?")
42		sorts objects by one criterion (Give child pictures or objects across at least two categories—e.g., shape, color—and state, "Put these into groups that are alike.")
43		understands concept of the number 3 (e.g., "Give me three blocks.")
44		understands "more," "less," "same" (e.g., "Which pile has more?")
Start Age: 48 months		
45		imitates drawing of a face
46		sorts objects into categories (Give child pictures or objects—e.g., toys, animals—and state, "Put these into groups that are alike."); may not be able to label the categories
47		identifies objects that do not belong in a group (e.g., recognizes that dog does not belong with food items)
48		knows sequence of reading a book, from left to right; top to bottom
49		sorts groups of objects in more than one way (Give child pictures or objects across at least two categories—e.g., color, size, shape—and state, "Put these into groups that are alike. Now sort them in another way.")
50		builds pyramid of 6 blocks; adult models 
51		identifies "first," "last," "middle" (e.g., "Point to the child who is first in line.")
		Page 3 Total

Section VI. Communication Subtest

Instructions: Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling: Begin at the suggested starting point. Continue to administer items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		reacts to loud noise by blinking, moving arms or legs, or stopping movement
2		turns head toward voice when someone speaks to him or her
3		makes noises other than crying (e.g., cooing, gurgling)
4		smiles at person who is talking or gesturing
5		produces vocal gurgle in response to soothing voice
6		has different cries for pain, hunger, and discomfort
7		produces single vowel sounds (e.g., ah, eh, uh)
8		laughs out loud
9		produces some consonants such as /k/, /g/, or /h/
10		turns and looks toward noise
11		produces two-syllable, one-consonant sound strings repetitively (e.g., a-ba)
12		stops activity when name is called
13		produces consonants such as /b/, /m/, /w/, /d/, /n/, /r/
14		responds with appropriate gestures to "up," "bye-bye," or other routines
Start Age: 12 months		
15		briefly stops activity when told "no"
16		produces string of consonants and word-like double consonants (e.g., ba-ba, da-da)
17	○	uses inflection patterns when vocalizing (e.g., raises pitch as if asking a question)
18		moves body to music
19	○	says "Mama" or "Dada" discriminately
20	○	locates familiar objects on request (e.g., "Where is your blanket?")
21	○	follows simple spoken commands (e.g., "Give Mommy the cup.")
22	{	when asked, will point to familiar persons, animals, and toys
23	○	responds to "where" questions (e.g., "Where is the ball?")
		Page 2 Total

Section VI. Social-Emotional Subtest

Instructions: Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling: Begin at the suggested starting point. Continue to administer items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		stops crying when talked to, picked up, or comforted
2		looks at adult face for several seconds
3		interacts by smiling and cooing
4		recognizes familiar faces and objects (e.g., parent, bottle); reacts by waving arms and legs or squealing with excitement
5		expresses feelings such as anger, tiredness, excitement, or hunger
6		comforts self (i.e., quits fussing by himself or herself)
7		knows the difference between caregivers and strangers (e.g., smiles at loved ones; stares, quiets, or refuses to smile with stranger)
8		plays alone for short periods (i.e., 5 to 10 seconds)
9		when someone calls the child's name, he or she looks at the person and vocalizes
Start Age: 12 months		
10		extends arms to familiar persons
11		responds differently to children and adults
12		imitates facial expressions, actions, and sounds
13		recognizes self in the mirror
14		plays simple games (e.g., peek-a-boo, pat-a-cake)
15		shows anxiety at separation from caregiver (e.g., refusal to explore the environment, crying, searching)
16		expresses affection (e.g., hugging, patting, special looks, resting head)
17		shows special dependence on primary caregiver (e.g., wants only that person to feed, dress, change, and comfort him or her)
18		laughs at incongruous events (e.g., wearing a bowl as a hat)
19		purposefully refuses to comply with requests (e.g., says "no," shaking head)
Start Age: 24 months		
20	1	beginning to function on his or her own; may periodically return to the parent for reassurance and attention
21	1	brings toys to share with caregiver
22	1	has difficulty sharing with other children
		Page 2 Total

Item #	Score 1 or 0	Item
23	1	has temper tantrums when frustrated
24	0	insists on trying to do many things without help (e.g., eating with spoon, putting on a coat)
25	0	shows independence (e.g., runs ahead of parent outdoors, refuses to have hand held)
26	0	plays well for brief time in groups of two or three children
27	0	attempts to comfort others in distress (e.g., comforts a child who is hurt or distressed)
28	0	enjoys simple make-believe
29	0	says "please" and "thank you"; may need to be reminded
Start Age: 36 months		
30		separates from parent in familiar surroundings without crying
31		sings familiar songs with adult
32		spontaneously greets familiar person by hugging
33		usually takes turns
34		spends most group time in solitary activity, watching other children
35		laughs at combinations of incongruous events and use of words (e.g., milking a dog)
36		asks for assistance when having difficulty
37		shows pride in accomplishments
38		states whether he or she is a boy or a girl
39		plays group games with simple rules
Start Age: 48 months		
40		plays dress-up
41		shows off by repeating rhymes, songs, or dances for others
42		talks about own feelings
43		changes from one activity to another when required by teacher or parent
44		selects own friends
45		waits for turn when playing in group games (e.g., red rover, steal the bacon)
46		knows and follows classroom rules
47		gains attention from peers in appropriate ways
48		understands rules of fair play
49		likes competitive games
50		has best friend of same sex
51		explains rules of a game to others
		Page 3 Total

Physical Development Subtest

Item #	Score 1 or 0	Item
27		uses arms to move forward on belly
28		sits alone steadily, initially with wide base of support
29		stands alone by holding on to something
30		from sitting position, turns 90 degrees to retrieve an object
31		walks 3 or more steps with assistance
32		pulls self to standing position
33		when falling forward, extends arms to catch self
34		bangs 2 objects together
Start Age: 12 months		
35		moves from back to sitting without assistance
36		picks up a small object using thumb and forefinger
37		walks sideways while holding on to furniture
38		scoots toward an object while maintaining sitting position
39		moves from standing to sitting in controlled fashion
40		pokes with index finger
41		walks with one hand held
42		pushes or pulls toys while walking
43		walks without holding on, may fall easily
44		starts and stops in walking
Start Age: 24 months		
45	○	when standing, stoops, then stands again without losing balance
46		holds crayon, pencil, and so on, in fist with thumb up
47	○	creeps backward down steps
48		squats during play
49	○	runs (may be a hurried walk)
50		scribbles spontaneously
51	○	throws a ball overhand with relative accuracy
52	○	walks up and down stairs placing both feet on each step, without assistance
53	○	holds crayon with fingers, hand on top, forearm turned so thumb is directed downward
54	○	uses hand to hold paper in place when drawing
Start Age: 36 months		
55		walks backward
56		uses one hand consistently in most activities
57		walks up stairs, alternating feet, in adult fashion while holding on
		Page 3 Total

Section VI. Adaptive Behavior Subtest

Instructions: Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling: Begin at the suggested starting point. Continue to administer items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		enjoys bath; keeps eyes open and indicates pleasure when placed in warm water
2		opens mouth and sticks out tongue in anticipation of feeding (sight of breast or bottle)
3		expresses displeasure when clothes are pulled over head
4		sleeps for 4- to 10-hour intervals
5		sleeps through the night; takes 2 to 3 naps during the day
6		uses tongue to reject pureed foods
7		holds or supports a bottle to feed self
8		closes lips when swallowing
9		brings food to mouth with whole hand
Start Age: 12 months		
10		drinks from cup held by adult
11		shows definite likes and dislikes of various foods
12		pulls off own socks
13		feeds self finger foods
14		fusses when diaper needs to be changed
15		sleeps through the night; takes one nap during the day
16		cooperates in dressing and undressing (e.g., helps put arms in holes)
17		chews textured foods
18		willingly allows caregiver to wipe nose
19		brushes teeth with assistance
Start Age: 24 months		
20		tries to wash own hands and face
21		sips liquid from glass or cup using a straw
22		helps with simple household tasks (e.g., helps put things away)
		Page 2 Total

Item #	Score 1 or 0	Item
23	1	removes loose clothing such as a jacket, shorts, or a shirt without assistance
24	0	puts on simple clothing (e.g., hat, pants, shoes, socks)
25	0	squats, holds self, or verbalizes bowel and bladder needs most of the time
26	0	opens door by turning handle
27	0	independently eats entire meal with spoon
28	1	sits on toilet for at least 1 minute supervised
29	0	wipes own nose; may need to be reminded
Start Age: 36 months		
30		hangs clothing on hook
31		sleeps through the night; no naps during the day
32		tells adult of toilet needs in time to get to toilet
33		washes and dries hands and face without assistance
34		pours milk and juice with some assistance
35		drinks from water fountain independently
36		gets drink of water from tap unassisted (may need help getting cup from cupboard)
37		takes responsibility for toileting; may require assistance in wiping
38		cleans up spills, getting own cloth
39		manipulates large buttons and snaps
Start Age: 48 months		
40		sets table with assistance (plates, glasses, silverware); direction may be provided
41		uses all eating utensils
42		sleeps through the night without wetting
43		brushes teeth independently
44		dresses self completely, except for tying shoelaces (includes underwear; clothes must be on correctly, including all fasteners)
45		covers mouth and nose when coughing and sneezing (hand, tissue, or handkerchief may be used)
46		serves self at the table (adult may need to hold serving dish)
47		zippers efficiently
48		puts shoes on correct feet without assistance
49		often wants privacy in bathroom
50		fastens seat belt in automobile independently
51		uses table knife for spreading soft butter, jelly, and peanut butter
		Page 3 Total

**Check your
work**

If you had difficulty with this, review pages 6-19 in this module and refer to the Examiner's Manual.

Correct response for activity you've just completed:

Donovan is 24 months old, with at least a 25% delay in all areas as measured by the DAYC.

	Raw Score	Age Equivalent	Percentile	Standard Score
Cognitive	17	12 mos.	4	73
Communication	17	10 mos.	1	64
Social-Emotional	23	16 mos.	16	85
Physical Development	46	12 mos.	13	83
Adaptive Behavior	23	18 mos.	16	85
Sum of Standard Scores				390
General Developmental Quotient			5	75

5

IFSP Documentation

What should I include in sections of the child's IFSP?

John is 24 months old. Here are some examples of how his DAYC results were documented.

DAYC results and other evaluation findings	How information is worded for the IFSP
<p>John can use at least five words, indicates 'yes' and 'no' in response to questions, and produces some 2-word phrases. He is not able to point to 6 body parts or point to 15 pictures of common objects.</p>	<p>While communicating with his family, John is able to point to what he wants and is able to name some of his favorite objects. John is beginning to point to some body parts—his nose and eyes. He enjoys reading books and pointing to some objects on the page. His family is working on remembering to name things for him and encouraging him to repeat them, throughout the day, when he is making choices, and when he is making requests. His favorite phrases are 'bye-bye,' 'me go,' and 'uh-oh.' He needs more everyday practice to become quicker with his responses.</p>
DAYC results and other evaluation findings	How information is worded IFSP
<p>John can play simple games, express affection, and laughs at incongruous events. He is not able to share, has temper tantrums when frustrated and shows anxiety at separation from caregiver.</p>	<p>John always gives his sister a big hug when she gets home from school. Before she does her homework, they have a snack together and then she plays with him for a few minutes. They enjoy playing peek-a-boo together. He laughs when she pretends that she is eating his toys for her snack. He likes to try and help her with her homework and sometimes cries when it is time for her to take her things to her room to complete her homework. Mom needs more ideas to help calm him when he's having tantrums.</p>

Learning Activity

Using the sample DAYC (pages 22-30 in this module) and the child's DAYC scores, fill in the "Child's Present Abilities, Strengths and Unique Needs" sections of the MDE/IFSP document (these are provided on pages 34-36 in this module).

Paint a picture of the child's ability to function and describe where support is needed. Do not present the child as a list of skills and deficits.

Child's Present Abilities, Strengths and Unique Needs

Cognitive Development (Thinking, problem solving, play skills, etc)	Date of Evaluation:
Age at Evaluation:	Results:
Types of Assessment:	Instrument:
Name/Role:	Agency:
Communication Development (Understanding and expressing wants, needs and ideas)	
Date of Evaluation:	Age at Evaluation:
Results:	Types of Assessment:
Instrument:	Name/Role:
Agency:	

6

References

Provence, S., Erikson, J., Vater, S., & Palmeri, S. (1995). *Infant Toddler Developmental Assessment*, Chicago, IL: The Riverside Publishing Company.

Voress, J. & Maddox, T. (1998). *Developmental Assessment of Young Children*, Austin, Texas: PRO-ED. See website at www.proedinc.com or call 1.800.897.3202.



This module is available online at

<http://jeffline.tju.edu/cfsrp/tlc/self-assignments.html>