



CONNECTING DOTS BEHAVIOURAL SERVICES INC.

DEVELOPMENTAL SCREENING TOOL 0-3 YEARS

...Always Connected

**#1-6620 KITIMAT ROAD
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WHY IS SCREENING IMPORTANT?

Early Intervention can help individuals lessen the gap with their peers.

Understanding your child's development is crucial. When you have concerns about the progress of your child's development, it can cause a great deal of uncertainty, stress, worry and helplessness.

A screening tool can be an important method for tracking milestones and behaviours that are associated to specific developmental stages. It can be helpful to share with medical professionals so they can guide you to the resources you may and your child may need.

Early intervention is absolutely crucial, which is why screening is so important as it can help families find the support they need at the early stages, and intervene accordingly.



WHAT ARE WE SCREENING?

Early intervention can help individuals transition into natural environments

Our screening tool is adapted from the **Carolina Curriculum for Infants and Toddlers with Special Needs (3rd Edition)** by **Johnson-Martin, Attermeier and Hacker, 2004**. This screening summarizes areas of typical development for children ages 0-36 months of age. The purpose of the assessment tool is to outline the number of skills an individual has in comparison to typical developing children.

The Carolina Curriculum covers areas including pro-social behaviour, communication, fine motor and gross motor skills.

The tool can be completed by parents and caregivers, and shared with health care professionals to indicate areas of concern.

0-3 MONTHS

CHECKLIST

Pro-Social

- ☐ Can be comforted by being spoken to, held, or rocked
- ☐ Smiles reciprocally
- ☐ Infrequently "roots" toward food or objects

Cognition

- ☐ Visually tracks object horizontally (from side to side)
- ☐ Visually tracks object vertically (from head to stomach)
- ☐ Shows anticipation of regularly occurring events in everyday care
- ☐ Shifts attention (i.e., visual fixation, body orientation) from one object to another

Communication

- ☐ Quiets when presented with noises
- ☐ Turns head and searches for or reaches toward sound at ear level while on back
- ☐ Appropriately reacts to tone of voice and/or some facial expressions
- ☐ Provides consistent signals for states of hunger, distress, and pleasure
- ☐ Protests by vocalizing disapproval of actions and/or events

Motor

- ☐ Raises both hands when object is presented (hands partially open)
- ☐ Holds head steady when held
- ☐ Lifts head, freeing nose (arms and legs flexed)
- ☐ Turns head from side to side in response to auditory or visual stimuli



3-6 MONTHS

CHECKLIST

Pro-Social

- ☐ Comforts self
- ☐ Tries to attract attention by making sounds, smiling, making eye contact, or using body language

Cognition

- ☐ Retrieves object partially hidden under a cover
- ☐ Anticipates frequently occurring events in familiar games after two or three trials
- ☐ Commonly performs four or more activities with objects
- ☐ Persists in efforts to obtain an object or create an effect

Communication

- ☐ Turns head toward sound and looks or reaches directly when sound is at shoulder level
- ☐ Turns head toward sound and looks or reaches directly when sound is at shoulder level
- ☐ Repeats vocalizations and/or gestures that elicit reactions
- ☐ Requests continued action of familiar toy, song, or activity by body movements, eye contact, and/or vocalizations

Motor

- ☐ Continues movement if it is imitated by caregiver
- ☐ Grasps object that is placed in hand (i.e., not reflexive grasp)
- ☐ Displays extended reach and grasp
- ☐ Transfers objects from hand to hand
- ☐ Supports self on hands with arms extended and head at 90 degrees
- ☐



6-9 MONTHS

CHECKLIST



Pro-Social

- ☐ Entertains self with toys for short periods of time
- ☐ Repeats activity that elicits laughter from observer(s)

Cognition

- ☐ Retrieves object fully hidden under a cover
- ☐ Demonstrates appropriate activities with toys that have obviously different properties
- ☐ Looks or moves in correct direction for objects that fall and roll or bounce to a new location

Communication

- ☐ Vocalizes repetitive consonant-vowel combinations
- ☐ Turns head back and forth or reaches to either side for two sounds
- ☐ Responds to "no" (briefly stops activity)
- ☐ Does previously learned task on verbal or gestural cue
- ☐ Indicates "no more" and "I don't like this" by vocalization, turning, or pushing away

Motor

- ☐ Imitates unfamiliar movements
- ☐ Claps hands
- ☐ Sits alone
- ☐ Pulls self to hands and knees
- ☐

9-12 MONTHS

CHECKLIST



Pro-Social

- ☐ Entertains self with toys for short periods of time
- ☐ Repeats activity that elicits laughter from observer(s)

Cognition

- ☐ Retrieves object fully hidden under a cover
- ☐ Demonstrates appropriate activities with toys that have obviously different properties
- ☐ Looks or moves in correct direction for objects that fall and roll or bounce to a new location

Communication

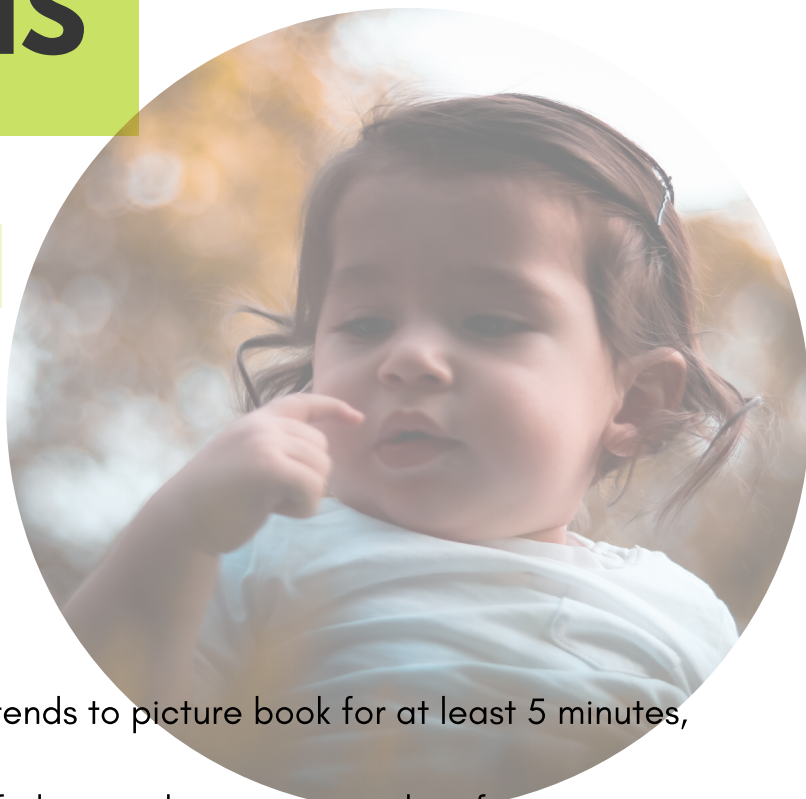
- ☐ Points to three objects or people on request
- ☐ Uses two or more gestures associated with verbal concepts (e.g., "all gone," "so big," "more," "bye-bye")
- ☐ Anticipates frequently occurring events in familiar games involving sounds on first trial
- ☐ Responds to "give me" (spoken or signed)
- ☐ Imitates familiar two-syllable words without syllable changes
- ☐

Motor

- ☐ Imitates frequently observed actions with objects (e.g., stirs with spoon)
- ☐ Uses neat pincer grasp (i.e., thumb against tip of index finger)
- ☐ Uses both hands to perform the same action
- ☐ Pulls self to standing position
- ☐ Stoops to pick up toy while holding a support
- ☐ Raises one hand high while on hands and knees
- ☐

12-15 MONTHS

CHECKLIST



Pro-Social

- ☐ Spontaneously shares with adults
- ☐ Makes choices

Cognition

- ☐ While sitting on a caregiver's lap, attends to picture book for at least 5 minutes, patting
- ☐ Plays spontaneously with a variety of objects, demonstrating their functions
- ☐ Moves self around a barrier to get object

Communication

- ☐ Points to most common objects on request
- ☐ Says "bye-bye" (or equivalent) at appropriate times
- ☐ Actively searches for source of sound when sound is not visible
- ☐ Appropriately indicates "yes" or "no" in response to questions
- ☐ Uses words or signs to express wants
- ☐ Imitates most novel one-syllable words

Motor

- ☐ Imitates actions related to the function of objects
- ☐ Imitates gestures or signs caregiver commonly uses
- ☐ Grasps two small objects with one hand
- ☐ Hits drum with stick
- ☐ Marks paper with writing implement
- ☐ Explores play area with supervision
- ☐

15-18 MONTHS

CHECKLIST



Pro-Social

- ☐ Plays alone with toys for 15 minutes
- ☐ Tries to please others

Cognition

- ☐ Recognizes familiar toys, people (in addition to family members and regular caregivers), and places
- ☐ Uses adults to solve problems
- ☐ Solves simple problems without adult assistance

Communication

- ☐ Points to three body parts on request
- ☐ Uses seven or more words to label objects or people
- ☐ Shows recognition of a few familiar sounds
- ☐ Uses inflection patterns when vocalizing
- ☐ Imitates the vocalizations others use for environmental sounds

Motor

- ☐ Imitates activities involving a combination of objects or two actions with one object
- ☐ Imitates building three- to four-block tower
- ☐ Unwraps edible item or other small object
- ☐ Scribbles spontaneously
- ☐ Walks up three stairs, same-step foot placement, with rail
- ☐ Stands on one foot while hands are held
- ☐

18-21 MONTHS

CHECKLIST



Pro-Social

- ☐ Puts away toys in correct places
- ☐ Approaches peer or adult to initiate play

Cognition

- ☐ Recognizes own and others' clothing, toys, and personal belongings
- ☐ Spontaneously engages in adult activities with props
- ☐ Puts away objects in correct places

Communication

- ☐ Points to 15 or more pictures of animals and/or common objects on request
- ☐ Appropriately uses 15 or more words
- ☐ Meaningfully says "no"
- ☐ Attends to stories, repeating words and/or sounds
- ☐ Understands "look"
- ☐ Experiments with two-word utterances or two-sign gestures to achieve specific goals

Motor

- ☐ Incorporates sequence of imitated adult activities into solitary play
- ☐ Pokes or plays with play dough
- ☐ Turns pages one at a time
- ☐ Unscrews small lids
- ☐ Kicks ball 3 feet
- ☐ Climbs on low equipment
- ☐

21-24 MONTHS

CHECKLIST



Pro-Social

- ☐ Tolerates being taken into a variety of environments
- ☐ Tries to comfort others in distress

Cognition

- ☐ Acts out parts of rhymes or songs independently
- ☐ Completes simple puzzles
- ☐ Talks to dolls or animals and/or makes them interact with one another

Communication

- ☐ Understands words used to inhibit actions
- ☐ Spontaneously says (or signs) familiar greetings
- ☐ Uses two-word utterances to indicate possession and action
- ☐ Imitates three-syllable words
- ☐ Says (or signs) "yes" and "no" to indicate
- ☐ Spontaneously uses words (or signs) in pretend play

Motor

- ☐ Attempts to solve problems
- ☐ Imitates building six- to eight-block tower
- ☐ Puts loose pop beads together
- ☐ Uses mallet to play xylophone keys
- ☐ Jumps off stair
- ☐ Uses slide independently
- ☐ Throws 8-inch ball to an adult who is 5 feet away
- ☐

24-30 MONTHS

CHECKLIST



Pro-Social

- ☐ Avoids common dangers
- ☐ Plays comfortably in a small group of children

Cognition

- ☐ Recognizes familiar signs
- ☐ Identifies (points to) object or picture shown briefly and shown again in an array of three
- ☐ Matches primary colours

Communication

- ☐ Selects pictures of actions (e.g., eating)
- ☐ Selects a similar object/picture when shown a sample
- ☐ Selects "biggest" and "littlest"
- ☐ Joins in saying nursery rhymes (repeats parts of them)
- ☐ Says or sings at least two nursery rhymes
- ☐ Follows two-part related commands in novel contexts

Motor

- ☐ Imitates postures or actions that do not involve props
- ☐ Turns doorknob with forearm rotation
- ☐ Demonstrates hand preference (typically in eating)
- ☐ Holds bowl and stirs
- ☐ Pretends to write

30-36 MONTHS

CHECKLIST



Pro-Social

- ☐ Knows what toys can and cannot do and uses them appropriately
- ☐ Requests permission

Cognition

- ☐ Remembers incidental information
- ☐ Tells the name of object or picture shown briefly in a group of two and then hidden
- ☐ Sorts by two characteristics

Communication

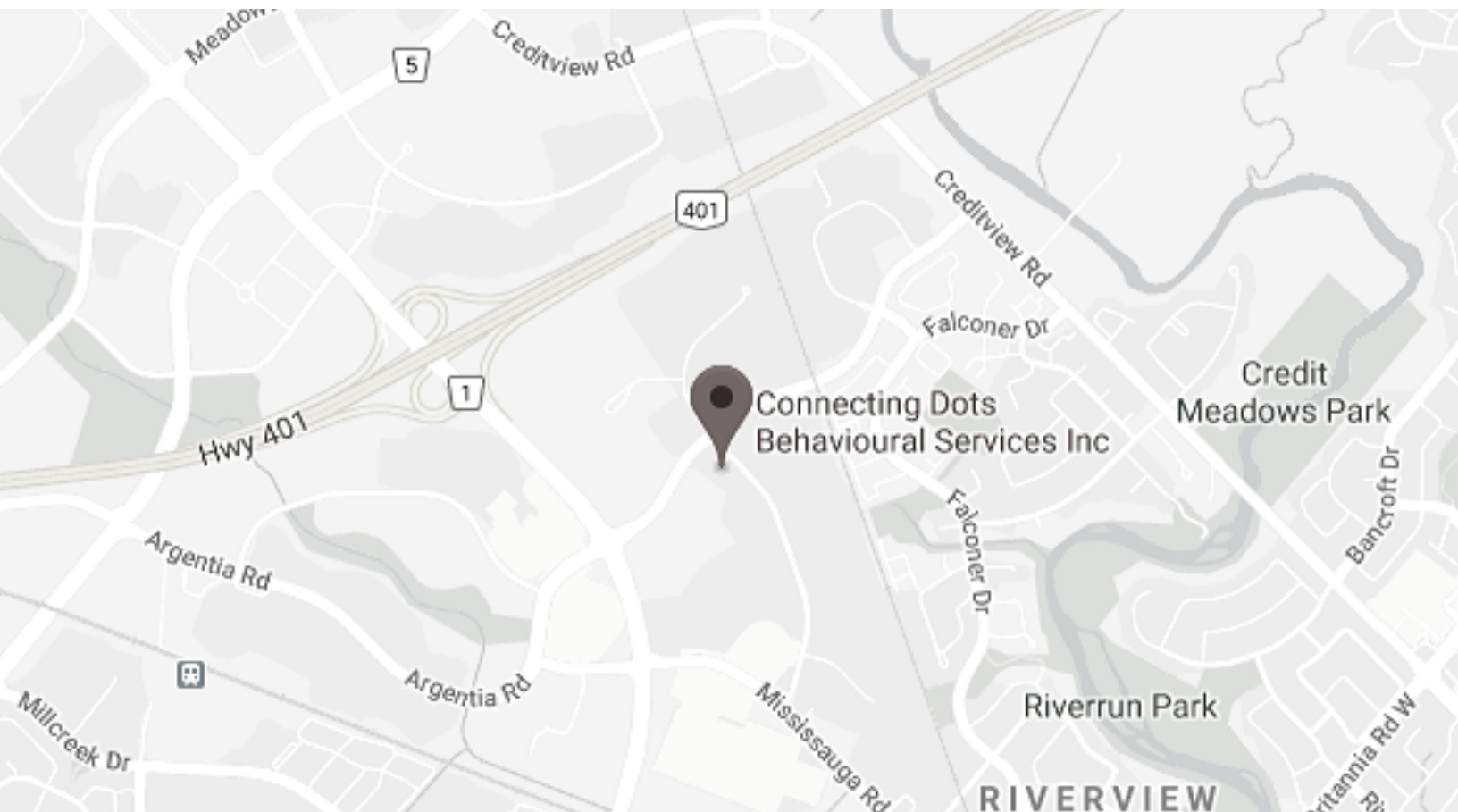
- ☐ Points to five or more colours on request
- ☐ Selects objects by usage
- ☐ Repeats new words to self
- ☐ Names most pictures and line drawings of familiar objects
- ☐ Notices and reacts to changes in familiar rhymes, songs, or stories
- ☐ Follows three-part commands

Motor

- ☐ Imitates sequence of two unrelated motor acts
- ☐ Builds tower of 8-10 blocks
- ☐ Unbuttons large buttons
- ☐ Transfers material with spoon
- ☐ Snips with scissors



STAY CONNECTED!



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