



COLONIAL INTERMEDIATE UNIT 20

A Regional Service Agency

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TDD/TYY Hearing Impaired (610) 252-3786

Child's Name/# _____ Date _____

Dear Early Childcare Provider:

The family of the above named child is requesting that CIU20 Early Intervention Program conduct a screening/evaluation to determine if their child is eligible for early intervention services. Input from other service providers that are familiar with the child is vital in assessing the child's strengths and needs in multiple settings. Therefore, as a partner in this child's education, we would greatly appreciate your time in completing the information at the bottom of this form and the attached developmental checklists. If you have any questions or concerns regarding completing this information, please call the CIU20 office (Marcia Bruno).

Thank you for your cooperation.

CIU20 Early Intervention Staff

Private Provider Information

Name of program:

Address:

MONROE COUNTY HEAD START
212 WEST 4TH STREET
EAST STROUDSBURG PA 18301

Telephone #:

Contact person:

Best time to reach contact person:

Child's schedule (days, hours):

How long has this child been enrolled in your program?

Total # of children in this class:

Total # of staff in this class:

Age range of children in this class:

Does your program compile assessment information on the students? Y N
(If "yes", could a summary of this information or a copy of this information be made available to the CIU20 EI staff in place of the attached developmental checklists?) Y N

Revolutionary Thinking . . . Makes a Difference

CHILD DEVELOPMENT INVENTORY
(For Provider)

CHILD'S NAME: _____

SEX: _____ DOB: _____

DATE COMPLETED: _____

COMPLETED BY: _____

RELATIONSHIP TO CHILD: _____

A WORD TO PARENTS

Parents' observations of their children can provide important information about their development. The Child Development Inventory includes statements that describe young children's behavior. The Inventory asks you to report what your child is doing. It can help to understand your child's development and needs.

INSTRUCTIONS

Please read each statement carefully and either **CIRCLE** the item number or **do not mark it**.

CIRCLE – if the statement describes your child's present behavior. Also, **CIRCLE** the item number if the behavior is something that your child used to do, like crawling and babbling.

DO NOT CIRCLE – if the statement does not describe your child's behavior or if the behavior is something that your child is only just beginning to do or only does sometimes.

EXAMPLES

14 – Makes or builds things with other children (**CIRCLE** this item if this behavior has been demonstrated by the child).

77 – Ties shoe lace (The item number is **not CIRCLED** because the child does not exhibit this skill now).

SOCIAL DEVELOPMENT – Includes interaction with parents, children and other adults – from individual interaction to group participation.

- . Greets people with "Hi" or similar expression.
- . Tattles or tells on other children.
- . Shows sympathy to other children, tries to help and comfort them.
- . Sometimes says "No" when interfered with.
- . Helps a little with household tasks.
- . Asks for help in doing things.
- . Says, "I can't", "I don't know" or "You do it".
- . Pays attention well – listens to others.
- . Apologizes – says, "I'm sorry" when he/she does something wrong.
- 0. Gives directions to other children.
- 1. Recognizes familiar adults and reaches for them.
- 2. Plays physical games with other children such as tag, hide-and-seek, hopscotch, etc.
- 3. Asks for help from other children, such as help doing something, information or explanation.
- 4. Makes or builds things with other children.
- 5. Plays simple board games such as checkers.
- 6. Asks you to "Look, watch me" when he/she is doing something.
- 7. Wants a doll, teddy bear, blanket, etc. in bed with him/her; or used to.
- 8. Understands "Wait a minute". Waits patiently for short periods of time.
- 9. Follows simple game rules in board games or card games.
- 20. Interested in his/her image in a mirror.
- 21. Talks about how to do things with other children – tells ideas and listens to other children's ideas.
- 22. Plays games that involve taking turns and usually waits for his/her turn.
- 23. Usually obeys when asked to do something or told not to.
- 24. Offers to help others.

- 25. Plays *with* other children, doing things *with* them.
- 26. "Pretends" to do familiar activities like talking on the telephone or being asleep.
- 27. Makes excuses.
- 28. Shows affection toward other children.
- 29. Speaks positively about self- says "I'm good"; "I'm big", etc.
- 30. Initiates activities involving other children.
- 31. Plays "pretend" games with other children, "house", etc., pretending to be "Mom or Dad", teacher, astronaut"
- 32. Usually follows directions during supervised group activities with playmates.
- 33. Expresses complaints in words.
- 34. Usually shares toys or other possessions – may have occasional arguments.
- 35. Acts in a protective way toward younger children.
- 36. Sometimes will sacrifice his/her own wishes for the benefit of the group.
- 37. Shows affection – gives hugs or kisses.
- 38. Usually responds well to correct – stops misbehaving.
- 39. Fits into groups well – listens, shares, takes turns, contributes
- 40. Shows leadership among children his/her age, directing and helping them.

_____ **RAW SCORE**

Comments:

SELF-HELP – Includes eating, dressing, bathing, toileting, independence, and responsibility.

- 1. Feeds self with a spoon.
- 2. Eats with a spoon with little spilling.
- 3. Washes and dries hands.
- 4. Toilet trained for urine control and bowel movements.
- 5. Buttons one or more buttons

6. Buttons a shirt, blouse, or coat, having all the buttons in the correct holes.
7. Eats with a fork.
8. Dresses and undresses without help, except for tying shoelaces
9. Opens door by turning knob and pulling.
10. Lifts a cup to his/her mouth and drinks.
11. Puts on a shirt or blouse without help.
12. Takes off shoes and socks.
13. Hands empty dish to mother or father.
14. Goes around the house independently; requires little supervision.
15. Undresses completely without help.
16. Remembers where things are kept in the house.
17. Feeds self a cracker or cookie.
18. Uses a small pail or other container for carrying things; or used to.
19. Puts shoes on the correct feet.
20. Washes self in bathtub – may need a little help.
21. Takes care of personal belongings.
22. Uses a table knife for spreading.
23. Removes socks.
24. Washes face without help.
25. Stays dry all night.
26. Chews food.
27. Tries to put on shoes or puts them on.
28. Notices when shirt (blouse) or pants are inside-out and turns them right-side out.
29. Unzips zippers.
30. Wipes up spills using a cloth or sponge.
31. Pours dry cereal and milk into bowl without spilling.
32. Climbs on a chair, stool or box to reach things.
33. Picks up a spoon by the handle.
34. Takes off unbuttoned shirt or blouse without help.

Provider

35. Brushes teeth without help.

36. Pours self a drink.

37. Ties shoelaces.

38. Usually looks both ways when crossing streets.

39. Goes to toilet without help; wipes self, flushes toilet, and washes hands.

40. Takes responsibility for self in eating, dressing and washing – but may need a little help.

RAW SCORE

Comments:

GROSS MOTOR – Includes walking, running, climbing, jumping, riding, balance and coordination.

1. Walks without help.
2. Jumps from steps with feet together; or used to.
3. Throws a ball while standing.
4. Runs.
5. Runs smoothly, turning corners and making sudden stops.
6. Rides around on tricycle using pedals.
7. Walks up and down stairs alone.
8. Walks up and down stairs alone, one foot to a step, alternating feet.
9. Kicks a ball.
10. Hops on one foot, at least two times, without support.
11. When running, jumps over obstacles that are in the way.
12. Stands on one foot, steady, without supports.
13. Climbs on playground equipment.
14. Does a forward somersault.
15. Hops around on one foot without support.
16. swings on swing, pumping by self.
17. Rolls over from back to stomach; or used to.

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18. Stands steady, without support.
19. From a standing position, jumps over objects or people.
20. Sidesteps around furniture or crib while holding on or walks.
21. Runs well without falling.
22. Stands on one foot for a few seconds without support.
23. Climbs up ladder and slides down slide without help.
24. Sits without support.
25. Rides a two-wheeled bike with or without training wheels.
26. Pulls self to standing position or gets self to standing.
27. Does cartwheels.
28. Plays "catch" with other children; throwing to them and catching the ball at least half the time.
29. Climbs into an adult size chair and seats self.
30. Shows good balance and coordination in physical play activities such as running, climbing and jumping.

____ RAW SCORE

Comments:

FINE MOTOR – Includes use of eyes and hands – from picking up objects to scribbling and drawing.

- Picks up objects with one hand.
- Builds a tower of two or more blocks.
- Holds two objects at the same time, one in each hand.
- Uses two hands to pick up large objects.
- Draws or copies two lines that cross (+)
- Puts together puzzles with nine or more pieces.
- Picks up small objects such as bits of dry cereal, using thumb and one finger.
- Draws pictures of complete people that include *at least* a head, with eyes, nose, mouth, body, arms and legs, hands and feet.
- Holds crayon with fingers and thumb, somewhat like an adult.

10. Transfers objects from one hand to the other.
11. Scribbles with a crayon or pencil or used to.
12. Cuts across paper with scissors from one side to the other.
13. Draws recognizable pictures.
14. Draws or copies a complete circle.
15. Attempts to cut with small scissors or cuts.
16. Draws or copies a square that has four good corners.
17. Cuts with scissors, following a simple outline or pattern.
18. Builds a tower of five or more blocks.
19. Turns pages of children's book one page at a time.
20. Draws pictures of people that have *at least* three parts, such as head, eyes, nose, mouth, hair, body, arms or legs.
21. Builds a tower of eight or more blocks.
22. Uses one hand more than the other; has a hand preference.
23. Builds things with blocks such as a simple house, bridge or car.
24. Colors within the lines in a coloring book.
25. Scribbles with a circular motion or used to.
26. Unscrews and screws on covers of jars or bottles.
27. Draws or copies vertical (|) and horizontal lines (-).
28. Places single pieces, simple shapes or figures, in a puzzle board.
29. Picks up two small toys with one hand.
30. Draws and prints in a planned, organized way.

____ RAW SCORE

Comments:

LANGUAGE – Includes talking and understanding language.

1. Calls you "Mama" or "Dada" or similar name.

2. Talks in longer sentences to express complete thoughts – *at least* six words long.
3. Retells short stories such as Little Red Riding Hood; tells what happens in correct order and how the story ends.
4. Talks in the past tense correctly; i.e., says, "I played with Billy". "I did". "We went..."
5. Use the word "you" in sentences.
6. Describes objects specifically, in detail; i.e., "Dolly has hair, a dress", "Doggie has a tail". Etc.
7. Uses the words "don't", "can't", or "won't".
8. Says two or more words besides "Mama" or "Dada".
9. Uses the words "a, an and the", i.e., "Look, a dog"; "See the kitty".
10. Uses at least 10 words.
11. Makes statements such as "If I do..., then I can", or "When I..., then..."
12. Jabbers; makes sounds like he/she is talking in sentences or used to.
13. Uses the words "me, my and I" correctly.
14. Uses plurals correctly; i.e., says "men" not "mans"; "mice" not "mouses".
15. Talks about things that "could" or "might" happen; i.e., "He could hurt himself if he's not careful".
16. Tells what action is going on in pictures; i.e., "Kitty is eating".
17. Sings simple songs.
18. Uses the word "not" in sentences.
19. Easily expresses his/her ideas in complete sentences, using good grammar and pronouncing most words correctly.
20. Asks questions beginning with "what" or "where".
21. Talks in sentences *at least* four words long.
22. Gives reasons for things, using the word "because"
23. Speaks clearly; is understandable most of the time.
24. Uses *at least* five words as names of familiar objects.
25. Uses *at least* one of the following words: "me, I, he, she, you or it".

26. Asks questions beginning with "why, when or how".
27. Has a vocabulary of 20 or more words.
28. Talks in long, complex sentences, ten words or longer.
29. Talks about things that have happened, in detail, describing a series of events; i.e., "We went to..., and we..., then we..."
30. Refers to his/her things as "my" or "mine".
31. Uses plural pronouns such as "we, you, they, them or us" correctly.
32. Uses 50 or more different words in everyday conversation.
33. Whispers.
34. Names simple shapes such as circle, square, triangle, and star.
35. Asks simple questions using correct grammar.
36. Points to things.
37. Asks the meaning of words.
38. Uses plural words, adding "s"; i.e., "girls, cars".
39. Recites a nursery rhyme such as "Jack and Jill went up the hill to..."
40. Asks for "more" or "another one".
41. Talks with words in the correct order.
42. Asks for a drink or for food, using words or sounds.
43. Talks in two to three word phrases or in longer sentences.
44. Names a few familiar objects in picture books.
45. Says "please" and "thank you".
46. Names at least five body parts such as eyes, nose, mouth, hands or feet, when asked.
47. Puts two sentences together with the words "and, or and but".
48. Has a large vocabulary that is beyond simple counting.
49. Says/pronounces most words he/she uses correctly.
50. Names the days of the week in correct order.

_____ **RAW SCORE**

1. Responds to his/her name; turns and looks.

Provider

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2. Answers "why" questions, giving good explanations; i.e., "Why do we wear coats?"
3. Points to *at least* three body parts, such as eyes, nose, mouth, hands or feet, when asked.
4. Understands what "off" and "on" mean, follows directions using these words.
5. Understands the meaning of "up" and "down".
6. Uses the words "today, yesterday, and tomorrow" correctly.
7. Knows right hand from left.
8. Refers to self and other children as "boy" or "girl" correctly.
9. Knows the meaning of "same" and "different"; tells how two things are alike and how they are different.
10. When asked, "What is a...?", describes the object or tells what you do with it; i.e., "An apple?", "Is red", or "You eat it".
11. Identifies *at least* four colors by name correctly.
12. Uses the words "big" and "little".
13. Answers questions like, "What do you do with a...cracker?...hat?...glass?"
14. Answers the questions "What do you do with your...eyes?...ears?"
15. Answers "If...then?" questions such as, "If you get hurt, then what do you do?"
16. Responds to simple questions appropriately with "yes" or "no".
17. Follows two-part instructions; i.e., "Go to your room and bring me..."
18. When asked, "What is a...?", talks about the group it belongs to; i.e., "A horse?" "Is an animal". "An orange?" "Is a fruit".
19. Follows simple instructions.
20. Uses -est words like "biggest, strongest, or greatest".
21. Imitates some sounds that you make or used to.
22. Says first name *at least* when asked, "What's your name?"
23. Tells what a few objects are made of such as a coat or chair.

24. Understands what "open" and "close" or "shut" mean; follows directions using these words.
25. Answers questions like "What do you do when you are...thirsty?...hungry?...tired?"
26. Usually comes when called.
27. Uses the words "fast" and "slow" correctly.
28. Tells where he/she lives, naming town or city.
29. Answers "What...for?" questions like, "What is a stove for?...a book for?"
30. Hands a toy to you when asked.
31. Understands what "full" and "empty" mean; uses these words correctly.
32. Understands the meaning of *at least* three location words such as in, on, under and beside.
33. Says when something is heavy.
34. Answers questions like, "What does a...doggie, kitty, duck...say?"
35. Tells whether a sound is loud or soft.
36. Says first and last name when asked.
37. Uses the words "good" and "bad" to describe self and other children.
38. Tells age correctly when asked, "How old are you?"
39. Understands the meaning of *at least* six location words such as "in, on, under, beside, top, bottom, above, and below".
40. Carries out a series of three simple instructions in the right order, such as, "Do this..., then..., then..."
41. Waves "bye-bye" or "good-bye".
42. Understands what "before" and "after" mean; uses these words correctly.
43. Understands what "easy" and "hard" mean, uses these words correctly.
44. Understands "No, No"; stops, at least briefly.
45. Takes part in conversations, both talking and listening in turn.
46. Talks about the future, about what is "going to" happen.
47. Expresses likes and dislikes in words.
48. Talks about feelings; says he/she feels "happy, sad, bad, or mad".

49. Identifies *at least* one color by name correctly.
50. Talks about the qualities of objects, using descriptive words such as "small, red, good, or funny".

____ RAW SCORE

Comments:

LETTERS AND NUMBERS – Includes knowledge of letters and numbers, printing, and beginning reading. If your child is younger than four years, many or most of these items will not apply.

1. Tries to read familiar books or reads them.
2. Recognizes a few simple words from memory.
3. Prints two or more simple words from memory.
4. Asks what signs say, such as road signs, advertising, etc.
5. Recites the alphabet, in order, without help.
6. Recognizes and names *at least* five letters of the alphabet.
7. Reads 15 or more words in a new book.
8. Prints first and last name, with letters facing in the correct direction.
9. Prints the alphabet, all 26 letters, by copying them or from memory.
10. Attempts to read words by separating them into parts, i.e., "el-e-phant".

1. Prints a few letters or numbers.
2. Prints a few simple words from copy.
3. Reads four or more words.
4. Prints first name or at least four letters of it.
5. Recognizes and names all the letters in the alphabet.

____ RAW SCORE

Counts ten or more objects.

Talks about things, comparing one to another; i.e., says, "This one is bigger,... heavier", etc.

3. Recites numbers in order from 1 to 30.
4. Tells when one objects is longer or shorter than another object.
5. Answers arithmetic questions, such as, "How much is 2+2?; 1+4?; 3+6?"
6. Recognizes and names a few single numbers.
7. Recites numbers in order from 1 to 10.
8. Knows what "half" means.
9. Prints the numbers 1 through 9.
10. Knows how many fingers there are on each hand.
11. Points to or names the bigger of two objects when asked.
12. Does simple subtraction: How much is "2-1?; "4-2?"; "6-3?"
13. Counts three or more objects.
14. Understands "one" and gives you just one when you ask for "one".
15. Tells time; reads clock in hours and minutes.

____ RAW SCORE

Comments:

POSSIBLE PROBLEMS – Includes problems regarding your child's vision, hearing, health, development, and adjustment. Answer YES to those items that describe your child.

1. Seems to have trouble seeing.
2. Seems to have trouble hearing.
3. Health problems.
4. Growth, height or weight problems.
5. Eating problems – eats poorly or too much, etc.
6. Bowel or bladder problems, toilet training.
7. Sleep problems.
8. Aches and pains; earaches, stomachaches, headaches, etc.
9. Energy problems; appears tired and sluggish.

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Provider

10. Clumsy; walks or runs poorly, stumbles or falls (age 2 and older).

1. Clumsy in doing things with his/her hands.
2. Does not talk well for age.
3. speech is difficult to understand (age 3 and older).
4. Stutters or stammers.
5. Does not seem to understand well; is slow to "catch on".
6. Immature; acts much younger than age.
7. Prefers to play with younger children.
8. Dependent, clingy, or very upset about separating.
9. Passive; seldom shows initiative.
0. Does not pay attention; poor listener.
1. Can't sit still; may be hyperactive.
2. Disorganized; messy, careless or irresponsible.
3. Demanding; strong-willed.
4. Disobedient; does not mind well, resists.
5. Overly aggressive.
3. Timid, fearful, or worries a lot.
7. Unhappy; cries a lot or whines a lot.
3. Seldom plays with other children.
3. Lacks self-confidence; says, "I'm dumb", etc.
3. Other problems. What? Write below.

omments:

SOCIAL/BEHAVIOR:

Please check any of the following that apply to the child:

- | | |
|---|---|
| <input type="checkbox"/> Separation difficulties (from parents) | <input type="checkbox"/> Eating problems |
| <input type="checkbox"/> Temper tantrums | <input type="checkbox"/> Unreasonable fears/worries |
| <input type="checkbox"/> Bites self/objects/others | <input type="checkbox"/> Tics/nervous habits |
| <input type="checkbox"/> Head banging | <input type="checkbox"/> Short attention span |
| <input type="checkbox"/> Hurts self on purpose | |

- ☐ Unusual physical movement/hand flapping
- ☐ Preoccupation with certain objects
- ☐ Trouble getting along with others
- ☐ Difficulty with changes (activities/people)

SENSORY/MOTOR:

Touch:

- ☐ Objects to being touched/cuddled
- ☐ Fearful of having face/hands washed
- ☐ Gets upset/aggressive if others are physically too close
- ☐ Dislikes being barefoot
- ☐ Does not respond to pain

Hearing:

- ☐ Seems overly sensitive to sound
- ☐ Unable to hear whispers
- ☐ Speaks loudly
- ☐ Ignores sounds/certain noises

Vision:

- ☐ Overly sensitive to bright light/sunlight
- ☐ Does not follow moving objects
- ☐ Does not search for removed/hidden object
- ☐ Squints eyes to see objects
- ☐ Unusual tilt of head to look at things
- ☐ Staring spells

Movement/Coordination:

- ☐ Excessive rocking of body
- ☐ Jumps uncontrollably
- ☐ Seeks excessive rough/tumble play
- ☐ Likes fast moving/spinning activities
- ☐ Is hesitant at stairs/curbs
- ☐ Bumps into things/accident-prone
- ☐ Fearful when feet are off ground
- ☐ Toe walking

Taste/Smell:

- ☐ Mouths objects
- ☐ Avoids certain textures of food
- ☐ Smells objects inappropriately
- ☐ Overly sensitive to smell
- ☐ Drools
- ☐ Difficulty chewing/swallowing
- ☐ Eats only soft foods
- ☐ Can't blow soap bubbles
- ☐ Can't use a straw

Provider