

Assessing Young Children's Development

TRAINING FOR EARLY CHILDHOOD CAREGIVERS AND TEACHERS



MODULE 3 RESOURCE GUIDE

Assessing Young Children's Development

TRAINING FOR EARLY CHILDHOOD CAREGIVERS AND TEACHERS

This guide is part of a series of manuals that focuses on six topics in Early Childhood Development (ECD): different programming approaches, basic concepts, assessments, early childhood environments, children with special needs and child protection, and the health, safety and nutrition of young children. The series was prepared within a three-year CRS-led project called “Strengthening the Capacity of Women Religious in Early Childhood Development,” or “SCORE ECD.” Funded by the Conrad N. Hilton Foundation, the project helps Catholic sisters in Kenya, Malawi, and Zambia in their work with children aged 0-5 years and their families. The project is being implemented from January 2014 to December 2016.

CRS referred to a wide range of documents in preparing this curriculum. Please see “Reference Documents” section in Module 1 facilitator or resource guide for the full list.

Written by Selamawit Tadesse, in cooperation with CRS SCORE ECD team.

Edited by David Snyder

Cover photo: A father and a child supported by the Young Athletes Project (YAP)—a CRS’ partnership program with Adventist Center for Care and Support (ACCS) and Special Olympics Kenya (SOK) for young children with intellectual disabilities (CID), Kawangware, Nairobi. The project is supported by the Conrad Hilton Foundation. *Photo by Philip Laubner/CRS*

Copyright © 2016 Catholic Relief Services

Any reproduction, translation, derivation, distribution or other use of this work is prohibited without the express permission of Catholic Relief Services (“CRS”). Please obtain permission from pqpublications@crs.org or write to:

Catholic Relief Services
228 West Lexington Street
Baltimore, MD 21201-3443 USA

Table of Contents

RESOURCE GUIDE 3: ASSESSING YOUNG CHILDREN'S DEVELOPMENT	1
Purpose	1
SESSION TOPIC: OBSERVING AND DOCUMENTING ASSESSMENTS OF YOUNG CHILDREN	3
Learning objectives	3
The purpose of assessment: Why do we assess children?	4
Involving families in assessments	4
Sources of information: How to obtain information about children	5
The importance of documentation.....	7
Observation and recording.....	9
The Developmental Checklist: Recording milestones and checking for developmental alerts.....	13
Child Observation Form.....	18
REFERENCES.....	44

RESOURCE GUIDE 3: ASSESSING YOUNG CHILDREN'S DEVELOPMENT

Resource Guide 3 is one of six ECD Resource Guides from the CRS-SCORE ECD curriculum. The six series are:

1.	Approaches to Early Childhood Programs
2.	Introduction to Early Childhood Development
3.	Assessing Young Children's Development
4.	Quality Early Childhood Environments for Young Children
5.	Children with Special Needs and Child Protection
6.	Health, Safety, and Nutrition

SAMPLE REVIEW

“The curriculum is helpful and I really appreciate it because it has...improved and increased my knowledge and skills to render to the children in my center. The *Milestone Checklist* gave me useful information on the importance of observing and documenting children's status and on how to assess developmental delays and keep children in my center healthy and safe.” (Reviewer: Master Trainer/sister, SCORE ECD, Zambia, August, 2015)

“The training activities are engaging and allowed participation; we had role plays, group presentations, field trips to assess children's development using checklists, creating things using local materials, creating games and songs for teaching children, and exploring our national ECD standards. I have gained knowledge about the importance of respecting children and listening to their views.” (Reviewer: Master Trainer/sister, SCORE ECD, Zambia, August, 2015)



Resource Guide 3: Assessing Young Children's Development

PURPOSE

The purpose of this guide is to provide information on how participants can better understand and serve children and their families using observation, documentation, and assessment tools. The tools introduced serve as examples.

The guide has **one session** focusing on the importance of regularly observing and documenting children. Family involvement, keeping records confidential, and using different recording methods are also discussed.

Session Topic: Observing and Documenting Assessments of Young Children

LEARNING OBJECTIVES

By the end of this session, participants will be able to:

- Explain why it is important to observe and document children's status on a regular basis.
- Understand the importance of family involvement in assessing young children.
- Use different means of recording children's progress.
- Identify ways in which caregivers can recognize possible delays using *Developmental Alert (DA) Checklists*.
- Use the *Developmental Checklist* to improve observation skills.

ASSESSING YOUNG CHILDREN

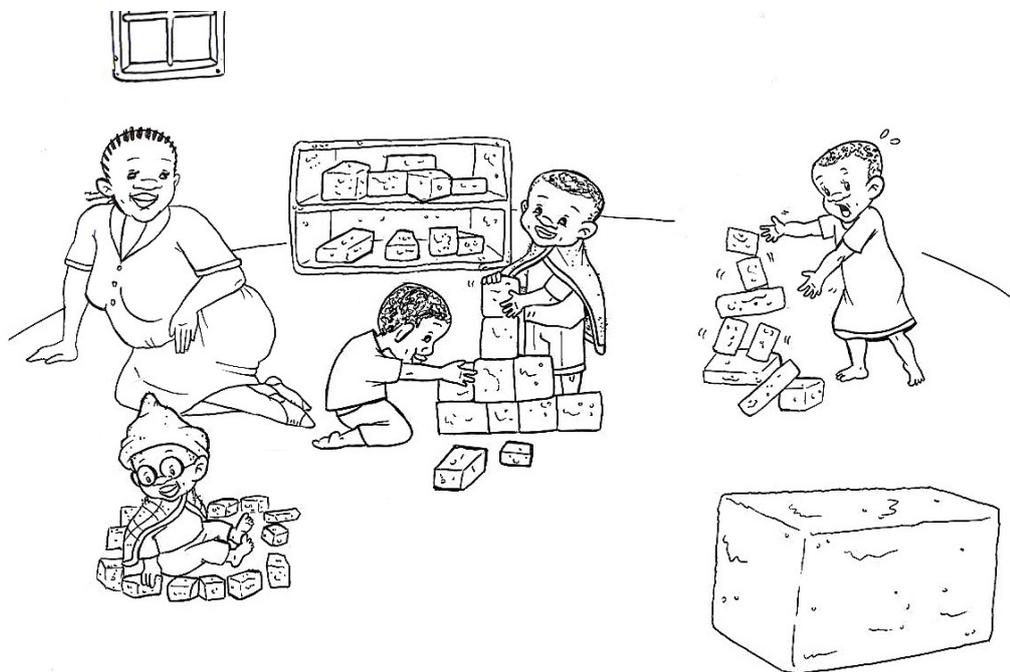


Illustration / CRS

Assessing early childhood programs requires that caregivers observe, document, and analyze children's health, development, and learning needs. Assessments are

designed to help child service providers improve the lives of children and their families, and are most effective when they follow these guidelines¹:

- The data collected should not be used for labeling or discriminating against children.
- The assessment should take into account that all children learn differently, have different individual interests, and grow at their own pace.
- The assessment should involve families to help the assessor understand children holistically, helping the child capitalizing on their skills while overcoming their weaknesses.
- The assessor should remember that children belong to families and communities of different cultural values, traditions, and belief systems. This helps the assessor to not only address all children and their families with respect and dignity, but also to minimize personal bias about race and ethnicity, gender, socioeconomic background, culture, faith, etc.

THE PURPOSE OF ASSESSMENT: WHY DO WE ASSESS CHILDREN²?

- We assess children to document their individual growth, development, and learning at a given time, and to monitor their progress and change over time. During an assessment, we look for a child's:
 - Level of development
 - Knowledge
 - Existing abilities and skills, and what he/she can improve upon
 - Personal inclinations and temperament characteristics (e.g., what the child likes/dislikes)
 - Physical health
- We assess children so that caregivers and families can plan appropriate interventions.
- We assess children to identify health problems or catch delays/disabilities early on so that children can get the appropriate help. For example, on an individual level, caregivers/preschool teachers can adapt settings and activities to the child's age, abilities, and interests. Families can provide caregivers with ideas for developmental activities suitable for young children, including those with developmental delays or disabilities.

INVOLVING FAMILIES IN ASSESSMENTS

It is important to include families in assessments because children grow up within a family and community environment, so a family's childrearing practices are influential. For a family-based assessment³ to provide a holistic understanding of the child, it needs to consider the following:

1 Catron & Allen (2008); Wittmer, Petersen, & Puckett (2013); Wittmer & Petersen (2014).

2 Catron & Allen (2008); McAfee & Leong (2010); Petersen & Wittmer (2014).

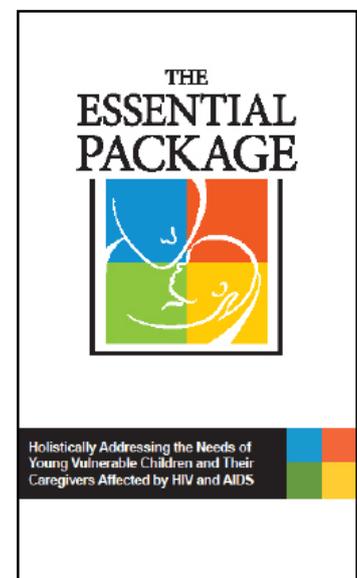
3 (Dodge, Rudick, & Berke, 2011); (Essential Package, 2012); (Kostelnik, Soderman, & Whiren, 2007); (Spinelli, 2011)

- The child's family, culture, and community.
 - Use the family members' native language to better understand their views about their child. Bring an interpreter if needed.
 - Use an appropriate data collection method. Avoid asking families to fill out a form if they are not comfortable doing so. Arrange the time and place of the assessment together with the family. Before the assessment, educate the family about the purpose of the meeting and get their approval of the questions to be asked.
- The assessment must build on a family's existing capacities and resources. It should also help children overcome their weaknesses and needs by capitalizing on their strengths.

EFFECTIVE FAMILY-BASED ASSESSMENTS:

- Respond to the overall well-being of both the children and their caregivers.
- Enable the assessors to gather reliable data about the child and his/her family life as a whole, with the families as the primary source of information.
- Address the different problems that families and children are facing. For example, children living in poor families are more susceptible to death and disease from food insecurity and poor access to clean drinking water, health care, sanitation, and hygiene. A family-based assessment takes all of these needs into consideration.

One assessment tool that focuses on family-based assessment is *The Essential Package Comprehensive Checklist*, developed jointly by CARE, Save the Children, The Consultative Group on Early Childhood Care and Development, ChildFund International, Centers for Disease Control and Prevention, and the Conrad N. Hilton Foundation. It offers ideas for conducting household-based assessments on children and families affected by HIV/AIDS. Catholic Relief Services (CRS) has adapted and modified this tool and used it in its THRIVE Early Childhood Program in Tanzania, Malawi, and Kenya—a useful resource to childcare service providers when working with children under age five, especially children who live in poverty and/or are affected by HIV/AIDS. It can be accessed online at: http://www.care.org/sites/default/files/documents/The_Essential_Package_Holistically_Addressing_the_Needs_of_Young_Vulnerable_Children_and_Their_Caregivers_Affected_by_HIV_and_AIDS_1_0.pdf



SOURCES OF INFORMATION: HOW TO OBTAIN INFORMATION ABOUT CHILDREN

There are many ways to learn about children. Major sources of information⁴ include the children themselves, families, teachers, caregivers and healthcare workers, and written records.

Children: We get the most reliable and direct information from children by:

- Observing children, especially during play activities
- Examining children's work
- Talking with children
- Listening to children

⁴ McAfee & Leong (2010); Petersen & Wittmer (2014).

Families and other adults (e.g., teachers and healthcare workers):

- Parents and caregivers provide information about the child. Children are more relaxed at home and may behave most naturally, so parents and caregivers can share observations a teacher in school might miss.
- Parents provide information about home life, family values, and traditions.
- Other adults, such as teachers and a healthcare volunteers, may observe the same child and gather different information. A teacher who observes a child reading may report that the child is not interactive and lively, while a volunteer who observes the same child on a playground may report that the child is active and fully engaged with peers.

RECORDS

- Look for the child’s health records, report cards, artifacts, sketches, drawings, and writings.

We can learn either directly from the above sources, or indirectly through information gathered by others. A combination of direct and indirect information provides a holistic understanding of the child and his/her family. The chart below offers examples of how to collect and organize information about a child using direct and indirect sources:

EXAMPLES OF DIRECT AND INDIRECT SOURCES OF INFORMATION

SOURCES OF INFORMATION	TYPE OF INFORMATION	
	Direct	Indirect
The purpose of the assessment: To assess Anna’s fine motor skills.		
Ask Anna to comb her hair before she goes to bed.		
Listen to Anna’s joyful report of climbing the stairs: “Look! I did it!”		
Watch Anna playing games with Mary and Tony.		
Report of Anna’s mother saying: “Anna is able to peel a banana and eat it.”		
Notice when Anna’s mother says: “Anna is able to brush her teeth.”		
Review records in which Anna’s previous teacher recorded that Anna was excited because she collected all of the bottle tops she used to play with and put them in a tin.		
Anna’s teacher praises her because she was able to paint very well using the brush.		
Note: Each of the above direct or indirect sources presents different, valuable information about Anna.		

THE IMPORTANCE OF DOCUMENTATION

Documentation does not mean simply recording information and keeping it on file; it is a daily activity that allows the childcare provider to know children well enough to plan appropriate interventions for them. Childcare practitioners can document children's experiences in a number of ways.

Types of documentation⁵ include:

- Written records
- Photos
- Video recordings
- Children's work products (e.g., artifacts, drawings, paintings, written texts)
- Children's health records
- Children's background history

WHY DOCUMENTATION IS IMPORTANT

Documentation serves caregivers, teachers, children, and childcare programs in a variety of ways⁶:

- Children can refer to and learn from a file about their individual and family life, as well as their accomplishments and progress in life.
- Caregivers, teachers, or healthcare workers can use documentation as a guide to monitor and improve children's growth, development, and learning.
- Programs for orphaned and abandoned children use documentation for family tracing and reunification or adoption.
- Child rights and protection programs use documentation to support advocacy.
- Children can make memory books based on the information documented in their personal file. As they grow up, orphaned or adopted children may not have the opportunity to hear stories about their childhood from family members and friends. It is important that adoptive or foster parents document the child's life and talk with the child about those experiences to help the child build positive self-identity [Note: All documented information should be used to support child development and learning activities and should be kept *confidential*].

5 Catron & Allen (2008).

6 McAfee & Leong (2010); Mallman, Silke-Andrea, *Catholic AIDS Action* (2003); Petersen & Wittmer (2014).

AN EXAMPLE OF DOCUMENTATION

ALINAFE EARLY CHILDHOOD DEVELOPMENT PROGRAM UNDER THE TERESIAN SISTERS, MALAWI/CRS-SCORE ECD PROJECT

Nurturing Children's Development in Alinafe Community Hospital

In most African cultures, knowledge is passed to children through stories (folktales), songs, dances, and games. Alinafe Community Hospital, through Teresian Sisters, has improved these educational tools to ensure children's holistic growth and development.

The blending of social, physical, intellectual, cultural, child-rights awareness, and spirituality is helping to shape children into God-fearing and responsible human beings. Alinafe's child support activities are carried out with a respectful consideration of the children's culture and community. Apart from being fun, many cultural songs and games have lessons and meanings that Alinafe integrates into children's learning experiences. Some of these cultural games and songs, played and sung in *Chichewa* [Malawi's language], are as follows:



Cultural song: "Galu uyu wa ndani!? Whose Dog is This!?"

The song is about a dog that went about eating people's fish from their pots. One day, the dog was caught, and the owner of the fish wanted to find the dog's owner:

Leader: *Galu uyu wa ndani!?* Whose dog is this!?

Chorus: *Wadya matemba!* It has eaten my fish!

Leader: *Galu uyu wa ndani!?* Whose dog is this!?

Chorus: *Wadya matemba!* It has eaten my fish!

All

Timucheke pamimba tiwonene ngati wadya matemba! (x2). Let us split open its stomach to prove that it has indeed eaten the fish!

At this point the owner of the dog, afraid that his or her dog would be killed, confesses that it belongs to him or her.

Cultural game and song: "Frog Jump"

"Frog Jump": In this game, children squat in a circle and the leader starts a song, which goes:

Leader: <i>Chule chule iwee!</i>	Hey you frog!
Chorus: <i>Bwantasa</i>	You are squatting
Leader: <i>Chule chule iwee!</i>	Hey you frog!
Chorus: <i>Bwantasa</i>	You are squatting
Leader: <i>Ndakutuma madzi!</i>	I sent you to draw water!
Chorus: <i>Bwantasa!</i>	You are squatting!
Leader: <i>Wakatenga thope!</i>	You have collected mud!
Chorus: <i>Bwantasa!</i>	You are squatting!
Leader: <i>Thope lakolo!</i>	With your mud!
Chorus: <i>Bwantasa!</i>	You are squatting!
Leader: <i>Akumwera ndani!</i>	Who will drink that!
Chorus: <i>Bwantasa!</i>	You are squatting!
<i>Bwantasa!</i>	You are squatting!
<i>Bwantasa!</i>	You are squatting!

The chorus is repeated several times while children frog jump, pretending to be frogs. Though some get tired and drop out, the chorus continues as the remaining children continue jumping. The game goes on until the last child remains.

OBSERVATION AND RECORDING⁷

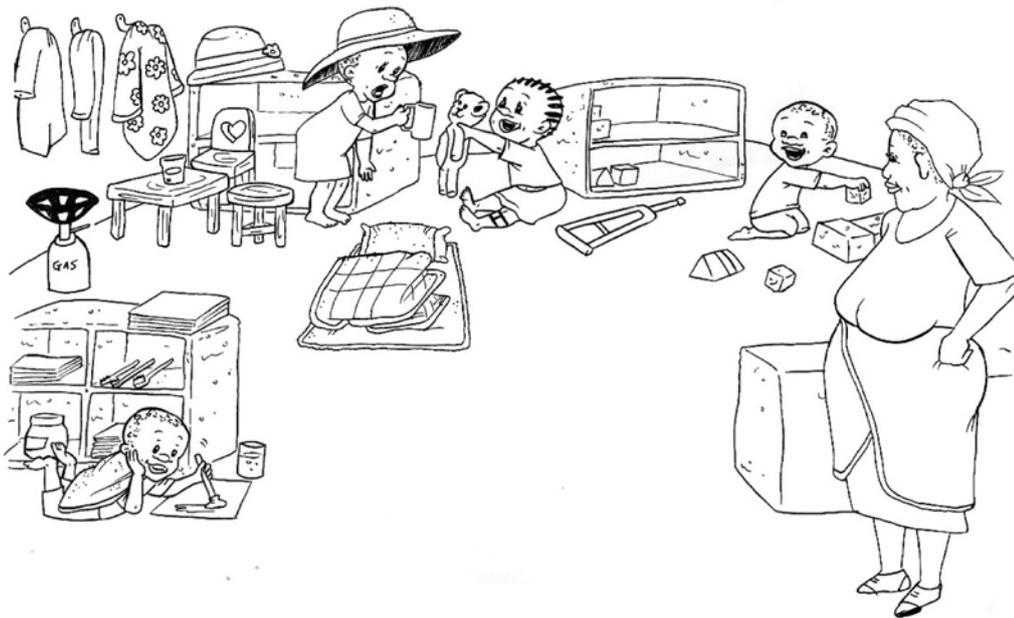


Illustration / CRS

Simply watching children is much different than observing them. Through practice, caregivers must learn to closely observe children to better understand their actions and development.

BENEFITS OF OBSERVATION

Observation allows caregivers to:

- Develop and build relationships with children.
- Respond to each child's interests, strengths, and needs quickly and appropriately.
- Share information with caregivers and make plans to improve the child's status.
- Follow children's growth and development, ensuring quick treatment for potential developmental delays.

TYPES OF OBSERVATION

Observation is both planned and unplanned.

In *planned observations*, the teacher sets aside time each day to observe one or two children and records what she sees and hears. To develop a true picture, each child needs to be observed in different activities and routines over a period of time. Teachers need to be realistic about how much time they can spend every day on observation; probably only ten to twenty minutes. At the beginning of each term, the teacher works out a schedule to make sure that all the children in her group will be observed regularly. For example, if a teacher has twenty children in her group and observes two children each day, then each child will be observed once every two weeks.

In *unplanned observations*, the teacher makes notes of important events as they happen during the day. She keeps a small notebook nearby for these moments and

⁷ CRS, Lesotho (2012); Kostelnik, Soderman, & Whiren (2007); McAfee & Leong (2010); Petersen & Wittmer, 2014); Wittmer, Petersen, & Puckett (2013).

writes only a few key words to remind her later when she has time to write a more detailed account.

By using both planned and unplanned observations of children engaged in various activities at different times of day over a period of time, teachers can gather information about all aspects of each child's development and note any potential problems that arise.

OBSERVATION SETTINGS

There are many settings in which to observe children, and some examples are shown in the table below:

OBSERVATION SETTING	WHAT CAN BE OBSERVED AND ASSESSED?
Daily routine activities	Children's motor, cognitive, moral, and social skills during meals, cleanup time, or transitions between activities, as well as during caregiver/child interaction at home or at the center.
Outdoor play	Children's skills during individual or group play (e.g., the child's social, emotional, problem-solving, self-help, and/or language skills, etc.)
Dramatic play	Children's language, social, emotional, fine motor, self-help, and problem-solving skills.
Learning centers	Children's work in literacy, math skills, and collecting learning center products.
Large group activities	Children's ability to socialize, cooperate, take turns, etc.
Individual activity	A child working alone, children's movement, communication skills, facial expressions, feelings, tension or comfort, ability to concentrate, or an infants' developmental skills (social, emotional, motor, language, etc.).
Home visit	Children's behavior and skills during caregiver/child interactions; a child's cultural and traditional experiences, including parental childrearing practices/discipline.

GUIDELINES FOR OBSERVING YOUNG CHILDREN⁸

Before you observe young children, you must first define the objective of the observation. What do you want to know about the child/children? Then:

- Get the consent of parents/caregivers before an observation.
- Plan ahead: choose the place, time, and context for the observation. Playtime is ideal for studying children's behavior and abilities. During play, children act naturally and exhibit a variety of behaviors, interests, abilities, and characteristics.
- Base your observation on child development facts. *Developmental Milestones Checklists* are useful, detailing what a child can do at a specific age in a certain developmental area.
- Observe without children knowing. Children may feel uneasy and behave differently if they know you are watching them, so observing discreetly helps minimize the problem.
- Observe without interrupting children's play or talking to them. If you do, their views might affect your neutrality and influence your judgement. Instead, try to record the

8 Clark & McDowel (n.d.);

behavior exactly as you see it. For example:

- “Monica was playing with a doll. When Mary tried to pick it up, she said, ‘It’s mine,’” not, “Monica got angry when Mary tried to pick up the doll.”
- The observer should avoid subjective words like good, bad, right, and wrong.
- During planned observations, the teacher should try to describe what is happening in as much detail as possible and in sequential order.
- Through weekly planning sessions, the teacher uses the information she has recorded to plan suitable activities or adapt to meet individual needs [Note: See the examples of *Anecdotal Record* and *Running Record*].
- Sometimes you may not see all of the behaviors listed on the observation form. In such cases, write “unable to observe” in the ‘remark’ space. Do not try to force or prompt particular behaviors.
- *All observation records must be kept confidential*; they should not be left in public view. Teachers need parents’ permission to share the information, even with their colleagues. Always use the information appropriately and ethically.

METHODS OF RECORDING OBSERVATIONS⁹

There are many ways to observe and record our observations. Some examples are:

- *Anecdotal Record* (to be conducted after observing a child)
- *Running Record* (to be conducted while observing a child)
- The *Developmental Checklist* (to be conducted while observing a child)

Note: A child’s development is a continuous and complex process requiring prolonged observation. Therefore, plan for a series of observations to be conducted with different methods.

ANECDOTAL RECORD

Anecdotal Record is documentation based on notes taken during an observation. The observer takes short notes during the observation, focusing on what the child was doing, how he/she performed the observed behavior, where and when the behavior took place, and what the child said.

The observer then revisits the *Anecdotal Record* and summarizes their observations. The next step is to interpret and analyze the information and decide how to meaningfully guide and support the child. Most caregivers find this method convenient because they can take small notes during the observation and then record in further detail later.

⁹ McAfee & Leong (2010); Wittmer & Petersen (2014); Wittmer, Petersen, & Puckett (2013).

EXAMPLE OF ANECDOTAL RECORD: OBSERVATION AT AN EARLY CHILDHOOD CENTER

Observer: Sr. Anne

Date: January 20

Child: Paul

Child's Age: 2 Years old

Place: Early Childhood Center

Observation Objective: To observe the social-emotional development of Paul during dramatic play and transition from play to story time

Time: 10:30 A.M. During play time this morning, Paul was playing in the dramatic play area with a doll while sitting on the floor. Paul began to repeatedly beat the floor with the head and upper torso of the doll while holding on to the doll's legs and feet. At first, he hits the floor lightly. Then the intensity and frequency of the activity increased to the extent that the doll's arm began to tear away. I intervened at this point and redirected Paul to another activity

Time: 10:35 A.M. During the transition from play to story time, Paul hurried past the block area and knocked down Lukas' tower of blocks. Lukas screamed as the tower fell. Paul simply looked at Lukas, walked away. I guided Paul to group activity with other children but he got upset and found a private activity.

Reflective summary and recommendation: While observing Paul this morning, it was clear that something was bothering him. The aggressive incidents were uncharacteristic of him. A closer observation and discussion with his parents is needed in order to understand Paul's behavior and help him with his feelings and behaviors. I will contact his parents to find solution for Paul together with them.

RUNNING RECORD

Running Record provides rich context and information because observers using this method document *all* of the observed behaviors in sequential order, as they happen. The observer then makes summary remarks and conclusions based on the recorded data.

Running Record requires the observer's focused attention on the child for a fairly long time. As such, caregivers supervising several children while working alone may not find this method practical. In such a situation, it is better to ask for a volunteer's help. The table below provides an example of a *Running Record*:

EXAMPLE OF RUNNING RECORD: CHILD-FRIENDLY COMMUNITY PLAY CENTER

Child's name: Mary	Age: 3 years old Place: Child-friendly play area
Observer: Veronica	Date: March 10, 2014 Time: 11:30 a.m.
Observation objective: Observations	To observe Mary's fine-motor and cognitive development during dramatic play. Comments and interpretations
Observations	Comments and interpretations
Mary is sitting at a table watching the early childhood community worker modeling by rolling out clay. Mary takes some clay and picks up a rolling pin and begins to roll the clay herself, making flat shapes. She presses the rolling pin down forcefully with both hands.	Mary seems to be interested in the activity. She seems to lack the strength for pressing the rolling pin down (physical-motor).
She stands up and presses the clay with the rolling pin using both hands and saying to herself: "bread."	The table is too high for Mary because she has to stand in order to roll out the clay; she makes symbolic "bread" (cognitive; social).
She places the clay over her mouth and says in a tearful voice: "I want my mother."	Mary uses symbolic play and seems to express her needs and feelings using clay as "food" and her mother as the provider for her needs (social-emotional; cognitive-language).
The caregiver asks, "Mary, do you want your mother?" Mary does not respond, but cries.	Mary seems to miss her mother; she might also be hungry. It is good to know the actual reason for Mary's feelings. Recommend talking to Mary and her caregiver or parents to help Mary.

THE DEVELOPMENTAL CHECKLIST: RECORDING MILESTONES AND CHECKING FOR DEVELOPMENTAL ALERTS

The *Developmental Checklist* details a series of children's skills in a specific developmental domain; physical-motor, social-emotional, cognitive-language, and spiritual-moral development. It can be used to record children's development over time in different settings, such as at a child's household, foster home, health center, early intervention program, daycare, preschool, or residential care for orphaned children.

The *Developmental Checklist* and *Developmental Alert (DA) Checklist* are helpful in many ways¹⁰. Caregivers/teachers can use it:

- As a guide when monitoring a child's development over time.
- To identify a child's needs and plan the next steps.
- To identify possible developmental delays a child might exhibit and make referrals.
- Share information with the child's family and plan the next steps together.

Important! The *Developmental Checklist* is not to be used for diagnosing children. Remember that development is highly individual and every child develops in different areas at different times.

¹⁰ Catron & Allen (2008); CRS, India; Centers for Disease Control and Prevention, Developmental Milestones, (CDC).

EXAMPLE OF THE DEVELOPMENTAL CHECKLIST

INFANT UNDER 4 MONTHS: MILESTONES			
Observer: Jane	Date: January 15	Time: 9:00 a.m. to 3:30 p.m.	
Location: Nursery	Child: SP	Age: 4 months old	
<p>Observation objective: To identify and document SP's movement skills and physical and cognitive development.</p> <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 			
Movement and Physical Development	Skill Not Observed	Skill Observed	Remark
Holds head steady, unsupported (on her own)		✓ 1/15	
Reaches for toes, toys, or other objects	- 1/15		Only looks at the toy placed in front of her
Can hold a toy and shake it, or swing at dangling toys		✓ 1/15	
When lying on belly, pushes him/herself up to look around		✓ 1/15	
Brings things to mouth		✓ 1/15	
May be able to roll over from stomach to back			Unable to observe
Cognitive (learning, thinking, problem-solving)	Skill Not Observed	Skill Observed	Remark
Responds to familiar sounds by looking in the direction of the sound		✓ 1/15	
Lets you know if he/she is happy or sad		✓ 1/15	
Reaches for a toy with one hand	- 1/15		Only looks at the toy placed in front of her
Follows moving things with eyes from side to side		✓ 1/15	
Watches faces closely			
Uses hands and eyes together, such as seeing a toy and reaching for it			Looks at the toy and moves both hands up and down, but doesn't reach for the toy
Responds to affection			
Language-Communication	Skill Not Observed	Skill Observed	Remark
Begins to babble			
Cries in different ways to show hunger, pain, or being tired			
Babbles with expressions and tries to copy sounds that he/she hears			
May start "squealing" as he/she explores making high pitched and low pitched sounds			

Social-Emotional	Skill Not Observed	Skill Observed	Remark
Smiles spontaneously, especially at people			
Copies some movements and facial expressions, like smiling or frowning			
Likes to play with people and might cry when playing stops			
Spiritual-Moral	Skill Not Observed	Skill Observed	
Not yet [Note: When infants are cared for by a loving, kind, tender caregiver who meets their needs, they begin to develop trust and, ultimately, faith. Trust is the foundation for children’s spiritual development.]			

Source: CRS, India, “Teaching Guide for Early Childhood Development Interventions for the Missionaries of Charity.”

After completing the checklist: a) review the recorded data, b) consolidate and summarize the data according to each domain of development; physical-motor, cognitive-language, social-emotional, spiritual-moral, and c) analyze the data and make recommendations for the child. For example, if you notice a minor developmental delay, you can address the issue, or refer the child for professional help. The *DA Checklist* can help you make a general assessment of delay. See an example of the *DA Checklist* below for a four-month-old child.

Example of developmental alerts:

Check for developmental alerts and act early by talking to a health professional if the child at 4 months:

CHECK

	Does not watch things as they move
	Does not smile at people
	Cannot hold his/her head steady
	Does not “coo” or make sounds
	Does not bring things to his/her mouth
	Does not push down with his/her legs when feet are placed on a hard surface
	Has trouble moving one or both eyes in all directions

CRS, India; Center for Disease Control and Prevention, “Developmental Milestones,” CDC.

SUMMARIZING YOUR OBSERVATION

The chart below provides an example of how to summarize your observation by each domain of development¹¹ and provide an action plan:

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer: Jane	Date: January 15	Time: 1:00 to 3:30 p.m.
Location: Nursery	Child: SP/female	Age: 4 months
Observation objective: To identify and document SP's skills in movement and physical development and cognitive development.		

Domain of Development	Summary of Observation
Physical development (e.g., movement, hand/eye coordination)	SP shows normal development for her age. She seems to need more experience to improve hand/eye coordination.
Cognitive (learning, thinking, problem-solving)	SP's cognitive development matches the milestones expected for her age. When she is interested in a toy, she shows her excitement through body movements; she also recognizes the sound of her caregivers and siblings, and responds with smiles and body movements when they talk or play with her. She cries when they stop playing with her.
Language-communication	
Social-emotional	
Spiritual-moral	
Not yet [Note: <i>When infants are cared for by a loving, kind, tender caregiver who meets their needs, they begin to develop trust and, ultimately, faith. Trust is the foundation for children's spiritual development.</i>]	
Notes for follow up	<ul style="list-style-type: none"> • SP seems average in both her physical-motor and cognitive-language skills. The interaction between SP and her caregiver provided a good opportunity to see SP's skills. When a toy was placed in front of SP, she looked at it but still didn't reach for it. The caregiver can enhance SP's hand/eye coordination by: <ul style="list-style-type: none"> • Placing SP on a safe and comfortable floor space and putting toys in front of her, just out of reach. With guidance, this will encourage her to reach for the toys and move around freely. • Hanging a toy above SP's sleeping cot. This will encourage her to move her arms and hands to touch the toy. • No developmental alerts were observed. • Complete the remaining observations of SP on 1/17.

HOW TO FILL OUT THE DEVELOPMENTAL CHECKLIST¹²

Below are suggestions on how to use and fill out the *Developmental Checklist* during daily monitoring.

The observer:

- Never uses a checklist to test a child. For example, avoid asking a child to show you how he can jump or skip. Instead, observe such skills in a child during individual or group playtime [**Note:** *In some cases, you may need to initiate an activity to learn how the child responds, like calling the child's name.*]
- Checks off the skill observed and notes the date, which helps him/her chart the child's progress over time. It is also useful for tracking the child's development.
- Writes his/her comments in the 'remark' section of the checklist. If the child does

¹¹ Kostelnik, Soderman, & Whiren (2007).

¹² CRS, India; Catron & Allen (2008).

not perform the skill the observer is looking for, make notes such as “not possible to observe on this date” and re-do your observation later.

- Makes sure that the checklist covers all the domains of development.
- Documents each child’s background history as well as his/her milestones when a child enters a care facility or early childhood center.
- Observes the child when he/she is alert and active and/or engaged in play or other activities.
- Observes over the course of a day because the child may not regularly demonstrate the skill.
- Records observations as the behaviors occur, not from memory.
- Observes the child and marks a (✓) if the skill is observed, or a (-) if the skill is not observed or the child does not yet have the skill.

GUIDELINES FOR OBSERVING CHILDREN AT THE SISTERS’ FACILITIES

Sisters are advised to use a *Child Observation Form* at children’s residential care and/or ECD centers to record a child’s individual developmental milestones. A description of how to use the *Child Observation Form*, and the form itself, are presented below¹³:

Section 1. is familiar for sisters where general information is already documented. This is an optional section and the sister in charge can decide whether it will be filled out or not.

- Section 2. provides information on an individual child’s growth and health.
- Section 3. is the *Developmental Checklist* for recording an individual child’s milestones.
- Section 3.1. is a checklist for identifying developmental delays.
- Section 3.2. is an observation summary by domain of development. This chart, to be filled out after completing the *Developmental Checklist*, helps you to review the child’s achievement by developmental domain and make recommendations based on the child’s needs.
- The child should have a (✓) for all of the age-appropriate skills observed.
- The child should have a (-) for all of the age-appropriate skills that are not yet mastered.
- Multiple (-) signs may indicate a problem [**Note:** *Below is a guideline on what you can do when concerns arise.*]
- If there are any special observations, make notes in the ‘remarks’ section.
- Plan evaluations for children in sisters’ residential care facilities or ECD centers who have not been evaluated. All new admissions should be evaluated immediately.
- Each child needs to have a separate *Record of Milestones Form*.
- Caregivers should plan for one to two weeks to complete the observations.

DEVELOPMENTAL PROBLEMS

If an early childhood worker or caregiver suspects developmental problems, they can:

- Use a *Developmental Checklist* to note suspect behaviors [**Note:** *A DA Checklist is included at the end of each Developmental Checklist in this guide.*]
- Look for health services and child health workers in their area. If they don’t know how to find such services, they can ask community members (e.g., local schoolteachers, government officers, nurses, community health workers, etc.) for help.
- Have a child checked or evaluated by a healthcare practitioner.
 - Present any developmental notes and observations.
 - If the child needs further care/examination, ask for a referral and directions to the facility [**Note:** *Check to see if specialized services are available locally.*]

CHILD OBSERVATION FORM

SECTION 1. GENERAL INFORMATION

1. Name of the residential facility _____
2. Observation date(s) _____
3. Superior/leader of child's residential care facility _____
4. Child's caregiver _____
5. Number of caregivers _____

DAY	NIGHT	KITCHEN DUTY

6. Total number of children in the children's residential care facility _____

AGE	0 TO 2 MONTHS	4 MONTHS	6 MONTHS	9 MONTHS	12 MONTHS	18 MONTHS
Total number of children						
AGE	2 YEARS	3 YEARS	4 YEARS	5 YEARS		
Total number of children						

SECTION 2. GROWTH AND HEALTH OF INDIVIDUAL CHILDREN

CHILD'S NAME	DOB	WEIGHT (PAST 3 MONTHS)			MEDICAL HISTORY (PAST 3 MONTHS)			
		M - 1	M - 2	M - 3	Illness, if any	Duration of illness	Medication	Referred by

REVIEW DATES

REVIEW NUMBER	AGE OF CHILD AT TIME OF REVIEW	DAY	MONTH	YEAR
1 st				
2 nd				
3 rd				
4 th				
5 th				

SECTION 3. DEVELOPMENTAL CHECKLIST FOR RECORDING INDIVIDUAL CHILD MILESTONES¹⁴

3.1. DEVELOPMENTAL CHECKLIST: CHILD UNDER 2 MONTHS: MILESTONES

CHILD UNDER 2 MONTHS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> Observe a child and mark a (✓) if the skill is observed. Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skill Not Observed	Skill Observed	Remark
Moro reflex test: The infant lies face up; when you clap your hands or make a loud noise directly above the baby, he/she spreads both arms, then returns to the normal flexed position			
Blinking reflex test: The child blinks when you clap your hands about 30 cm (12 inches) from the child's right ear. Repeat with the left ear and observe.			
Sucking reflex test: When the mother holds the baby close to her breast and the baby has recently nursed, stimulate the baby's lips with your finger. The baby may grasp the breast or make sucking movements with his/her lips and tongue.			
Cognitive (learning, thinking, problem-solving)	Skill Not Observed	Skill Observed	Remark
Pays attention to faces			
Begins to follow things with eyes and recognize people at a distance			
Begins to act bored (cries, fusses) if activity doesn't change			
Language-Communication	Skill Not Observed	Skill Observed	Remark
"Coos," makes gurgling sounds			
Turns head towards sound			
Social-Emotional	Skill Not Observed	Skill Observed	Remark
Begins to smile at people			
Can briefly calm himself/herself (may bring hands to mouth and suck on hand)			
Tries to look at parent			
Spiritual-Moral	Skill Not Observed	Skill Observed	Remark
Not yet mature [Note: A loving, responsive, and stimulating interaction between a child and a caregiver teaches trust to the child. Trust is the foundation for children's spiritual development.]			

¹⁴ CRS, India; Centers for Disease Control and Prevention (CDC).

3.1. a. Check for developmental alerts

Act early by talking to a health professional if the child at 1 month:

CHECK

	Sucks poorly and feeds very slowly
	Does not blink when shown bright light
	Rarely moves arms and legs and seems stiff
	Trembles constantly in the lower jaw, even when not crying
	Does not respond to loud sounds

3.1.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD UNDER 2 MONTHS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.2. DEVELOPMENTAL CHECKLIST: CHILD AT 2 MONTHS: MILESTONES

CHILD AT 2 MONTHS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Movement and physical development			
While lying on stomach, infant can hold his/her head up and begins to lift their head and chest			
Makes smoother movements with arms and legs			
Cognitive (learning, thinking, problem-solving)	Skills Not Observed	Skills Observed	Remark
Pays attention to faces			
Begins to follow things with eyes and recognize people at a distance			
Begins to act bored (cries, fusses) if activity doesn't change			
Language-Communication	Skills Not Observed	Skills Observed	Remark
"Coos," makes gurgling sounds			
Turns head towards sound			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Begins to smile at people			
Can briefly calm himself/herself (may bring hands to mouth and suck on hand)			
Tries to look at parent			
Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Not yet mature. <i>[Note: A loving, responsive, and stimulating interaction between a child and a caregiver teaches trust to the child. Trust is the foundation for children's spiritual development.]</i>			

3.2.a. Check for developmental alerts

Act early by talking to a health professional if the child at 2 months:

CHECK

	Does not respond to loud sounds
	Does not watch things as they move
	Does not smile at people
	Does not bring hands to mouth
	Cannot hold head up while pushing up when lying on his/her tummy

3.2.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 2 MONTHS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.3 DEVELOPMENTAL CHECKLIST: CHILD AT 4 MONTHS: MILESTONES

CHILD AT 4 MONTHS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Holds head steady, unsupported (on his/her own)			
Reaches for toes, toys, or other objects			
Can hold a toy and shake it, or swing at dangling toys			
When lying on his/her belly, child pushes him/herself up to look around			
Brings things to mouth			
May be able to roll over from stomach to back			
Cognitive (learning, thinking, problem- solving)	Skills Not Observed	Skills Observed	Remark
Responds to familiar sound by looking in the direction of the sound			
Lets you know if he/she is happy or sad			
Reaches for toy with one hand			
Follows moving things with eyes from side to side			
Watches faces closely			
Uses hands and eyes together, such as seeing a toy and reaching for it			
Responds to affection			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Begins to babble			
Cries in different ways to show hunger, pain, or being tired			
Babbles with expressions and tries to copy sounds that he/she hears			
May start “squealing” as he/she explores making high-pitched and low-pitched sounds			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Smiles spontaneously, especially at people			
Copies some movements and facial expressions, like smiling or frowning			
Likes to play with people and might cry when playing stops			
Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Not yet mature [Note: A loving, responsive, and stimulating interaction between a child and a caregiver teaches trust to the child. Trust is the foundation for children’s spiritual development.]			

3.3.a. Check for developmental alerts

Act early by talking to a health professional if the child at 4 months:

CHECK

	Does not watch things as they move
	Does not smile at people
	Cannot hold his/her head steady
	Does not “coo” or make sounds
	Does not bring things to mouth
	Does not push down with his/her legs when feet are placed on a hard surface
	Has trouble moving one or both eyes in all directions

3.3.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 4 MONTHS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.4 DEVELOPMENTAL CHECKLIST: CHILD AT 6 MONTHS: MILESTONES

CHILD AT 6 MONTHS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Rolls over in both directions (front to back, back to front)			
Begins to sit without support			
When standing, supports weight on legs and might bounce			
Rocks back and forth, sometimes crawling backward before moving forward			
Cognitive (learning, thinking, problem- solving)	Skills Not Observed	Skills Observed	Remark
Looks around at things nearby			
Brings things to mouth (feeling, exploring)			
Shows curiosity and tries to get things that are out of reach			
Begins to pass things from one hand to the other			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Responds to sounds by making sounds			
Sequences vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent when making sounds			
Responds to his/her own name			
Makes sounds to show joy and displeasure			
Begins to say consonant sounds (like jabbering with “m” or “b” sounds)			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Knows familiar faces and <i>begins</i> to know if someone is a stranger (not yet fully)			
Likes to play with others, especially parents			
Responds to other people’s emotions and often seems happy			
Likes to look at him/herself in a mirror			
Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Not yet mature [Note: A loving, responsive, and stimulating interaction between a child and a caregiver teaches trust to the child. Trust is the foundation for children’s spiritual development.]			

3.4.a. Check for developmental alerts

Act early by talking to a health professional if the child at 6 months:

CHECK

	Does not try to get things that are within reach
	Shows no affection for caregivers
	Does not respond to sounds around him/her
	Has difficulty getting things to mouth
	Does not make vowel sounds (“ah,” “eh,” “oh”)
	Does not roll over in either direction
	Does not laugh or make squealing sounds
	Seems very stiff, with tight muscles
	Seems very floppy, like a rag doll

3.4.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 6 MONTHS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.5 DEVELOPMENTAL CHECKLIST: CHILD AT 9 MONTHS: MILESTONES

CHILD AT 9 MONTHS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Stands, holding on			
Can get into sitting position			
Sits without support			
Pulls to a stand			
Crawls			
Cognitive (learning, thinking, problem- solving)	Skills Not Observed	Skills Observed	Remark
Watches the path of something as it falls			
Looks for things he/she sees you hide			
Plays peek-a-boo (e.g., hiding-and-seeking an object or a face)			
Puts things in his/her mouth (exploring)			
Moves things smoothly from one hand to the other			
Picks up small things like beans between thumb and index finger (pincer grasp)			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Understands the word “no”			
Makes a lot of different sounds like “mamamama” and “babababa”			
Copies the sounds and gestures of others			
Uses his/her fingers to point at things			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Afraid of strangers			
Clingy with familiar adults			
Has favorite toys			
Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Not yet mature <i>[Note: A loving, responsive, and stimulating interaction between a child and a caregiver teaches trust to the child. Trust is the foundation for children’s spiritual development.]</i>			

3.5.a. Check for developmental alerts

Act early by talking to a health professional if the child at 9 months:

CHECK

	Does not bear weight on legs with support
	Does not sit with help
	Does not babble (“mama,” “baba,” “dada”)
	Does not play any games involving back-and-forth play
	Does not seem to recognize familiar people
	Does not respond to his/her own name
	Does not look where you point
	Does not transfer toys from one hand to the other

3.5.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 9 MONTHS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.6. DEVELOPMENTAL CHECKLIST: CHILD AT 12 MONTHS: MILESTONES

CHILD AT 12 MONTHS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Gets to a sitting position without help			
Pulls up to stand, walks holding onto furniture (cruising)			
May take a few steps without holding on			
May stand alone			
Cognitive (learning, thinking, problem- solving)	Skills Not Observed	Skills Observed	Remark
Explores things in different ways like banging, shaking, or throwing			
Finds hidden things easily			
Looks at the right picture or thing when it is named			
Copies gestures			
Starts to use things correctly; for example, drinking from a cup			
Bangs two things together			
Puts things in a container; takes things out of a container			
Lets things go without help			
Pokes with index (pointer) finger			
Follows simple directions like, "Pick up the toy."			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Responds to simple spoken requests			
Uses simple gestures, like shaking head "no" or waving "bye-bye"			
Makes sounds with changes in tone (sounds more like speech)			
Says "mama" and "dada," and exclamations like "uh-oh!"			
Tries to say words you say			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Is shy or nervous with strangers			
Cries when mother or father leaves			
Has favorite things or people			
Shows fear in some situations			
Hands you a book when he/she wants to hear a story			
Repeats sounds or actions to get attention			
Puts out arm or leg to help with dressing			
Plays games such as "Peek-a-boo" and "Pat-a-cake"			

Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Not yet mature [Note: A loving, responsive, and stimulating interaction between a child and a caregiver teaches trust to the child. Trust is the foundation for children's spiritual development.]			

3.6.a. Check for developmental alerts

Act early by talking to a health professional if the child at 12 months:

CHECK

	Does not crawl
	Cannot stand when supported
	Does not search for things he/she sees you hide
	Does not say single words like "mama" or "dada"
	Does not learn gestures like waving or shaking head
	Does not point to things
	Loses skills he/she once had

3.6.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 12 MONTHS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.7. DEVELOPMENTAL CHECKLIST: CHILD AT 18 MONTHS: MILESTONES

CHILD AT 18 MONTHS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Walks alone			
May walk up steps and run			
Pulls toys while walking			
Can help undress himself/herself			
Drinks from a cup			
Eats with his/her own hand or a spoon			
Cognitive (learning, thinking, problem- solving)	Skills Not Observed	Skills Observed	Remark
Knows what ordinary things are for, like a telephone, a brush, or a spoon			
Points to get the attention of others			
Shows interest in a doll or stuffed animal by pretending to feed it			
Points to one body part			
Scribbles on his/her own			
Can follow one-step verbal commands without any gestures. For example, he/she sits when you say "sit down."			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Says several single words			
Says and shakes head "no"			
Points to show someone what he/she wants			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Likes to hand things to others as play			
May have temper tantrums			
May be afraid of strangers			
Shows affection to familiar people			
Plays simple pretend, such as feeding a doll			
May cling to caregivers in new situations			
Points to show others something interesting			
Explores alone but with parents close by			
Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Not yet mature [Note: A loving, responsive, and stimulating interaction between a child and a caregiver teaches trust to the child. Trust is the foundation for children's spiritual development.]			

3.7.a. Check for developmental alerts

Act early by talking to a health professional if the child at 18 months:

CHECK

	Does not point to show things to others
	Cannot walk
	Does not know what familiar things are for
	Does not copy or imitate others
	Does not develop vocabulary
	Does not have at least six words
	Does not notice or mind when a caregiver leaves or returns
	Loses skills he/she once had

3.7.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 18 MONTHS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem-solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.8 DEVELOPMENTAL CHECKLIST: CHILD AT 2 YEARS: MILESTONES

CHILD AT 2 YEARS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Stands on tiptoes			
Kicks a ball			
Begins to run			
Climbs onto and down from furniture without help			
Walks up and down stairs holding on			
Throws ball overhand			
Makes or copies straight lines and circles			
Cognitive (learning, thinking, problem- solving)	Skills Not Observed	Skills Observed	Remark
Finds things hidden under two or three covers			
Begins to sort shapes and colors			
Completes sentences and rhymes in familiar books, stories, or songs			
Plays simple make-believe games			
Build towers of four or more blocks			
Might use one hand more than the other			
Follows two-step instructions; for example, "Pick up your toys and put them in the box."			
Names items in a picture book such as cat, bird, or dog			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Points to things or pictures when they are named			
Knows names of familiar people and body parts			
Says sentences with two to four words			
Follows simple instructions			
Repeats words overheard in conversations			
Points to things in a book or around him/her			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Copies others, especially adults and older children			
Gets excited when with other children			
Shows more and more independence			
Shows defiant behavior (doing what he/she has been told not to do)			

Plays mainly beside other children, but is beginning to include other children in games and activities			
Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
May copy adult actions or gestures of prayer or religious behavior			

3.8.a. Check for developmental alerts

Act early by talking to a health professional if the child at 2 years:

CHECK

	Does not use two-word phrases like “drink milk”
	Cannot stand when supported
	Does not know what to do with common objects, like a spoon
	Does not copy actions or words
	Does not follow simple instructions
	Does not walk steadily
	Loses skills he/she once had

3.8.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 2 YEARS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.9 DEVELOPMENTAL CHECKLIST: CHILD AT 3 YEARS: MILESTONES

CHILD AT 3 YEARS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Climbs well			
Run easily			
Pedals a tricycle (a three-wheeled bike)			
Walks up and down stairs, one foot on each step			
Cognitive (learning, thinking, problem- solving)	Skills Not Observed	Skills Observed	Remark
Can work toys with buttons, handles, and moving parts			
Plays make-believe with dolls, animals, and people			
Does puzzles with three or four pieces			
Understands what “two” means			
Copies a circle with pencil or crayon			
Turns book pages one at a time			
Builds towers of more than six blocks			
Screws and unscrews jar lids or turns door handle			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Follows instructions with two or three steps			
Can name most familiar objects			
Understands words like “in,” “on,” and “under”			
Says first name, age, and sex			
Names a friend			
Says words like “I,” “me,” “we,” and “you,” and some plurals (cars, dogs, cats)			
Talks well enough for strangers to understand most of the time			
Carries on conversation using two to three sentences			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Copies adults and friends			
Shows affection for friends without prompting			
Takes turns in games			
Shows concern for a crying friend			
Understands the idea of “mine” and “his” or “hers”			
Shows a wide range of emotions			
Separates easily from primary caregivers or parents			

May get upset with major changes in routine			
Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Begins to understand right and wrong; wants to please adults and fears punishment			
May copy adult actions or gestures of prayer or religious behavior; for example, bowing his /her head in prayer or making the Sign of the Cross			
Prays with adults by repeating the prayer words after adults or older children			
Understands simple Bible stories with clear, singular themes			

3.9.a. Check for developmental alerts

Act early by talking to a health professional if the child at 3 years:

CHECK

	Falls down often or has trouble with stairs
	Drools or has very unclear speech
	Cannot turn handles or work simple toys such as peg boards or simple puzzles
	Does not speak in sentences
	Does not understand simple instructions
	Does not play pretend or make-believe
	Does not want to play with other children or toys
	Does not make eye contact
	Loses skills he/she once had

3.9.b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 3 YEARS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.10 DEVELOPMENTAL CHECKLIST: CHILD AT 4 YEARS: MILESTONES

CHILD AT 4 YEARS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skill Not Observed	Skills Observed	Remark
Hops and stands on one foot for up to two seconds			
Catches a bounced ball most of the time			
Pours, cuts with supervision, and mashes his/her own food			
Cognitive (learning, thinking, problem-solving)	Skill Not Observed	Skills Observed	Remark
Names some colors and some numbers			
Understands the idea of counting			
Starts to understand time			
Remembers parts of a story			
Understands the idea of “same” and “different”			
Draws a person with two to four body parts			
Uses scissors			
Starts to copy some capital letters			
Plays board or card games			
Tells you what he/she thinks is going to happen next in a book			
Language-Communication	Skill Not Observed	Skills Observed	Remark
Knows some basic rules of grammar, such as correctly using “he” and “she”			
Sings songs or recites a poem from memory			
Tells stories			
Can say his/her first and last name			
Social-Emotional	Skill Not Observed	Skills Observed	Remark
Enjoys doing new things			
Plays “Mom” and “Dad”			
Is more and more creative with make-believe play			

Would rather play with other children than by herself or himself			
Cooperates with other children			
Often cannot tell what is real and what is make-believe			
Talks about what he/she likes and what he/she is interested in			
Spiritual-Moral	Skill Not Observed	Skills Observed	Remark
Hugs or verbally comforts friends who feel sad or are crying			
Apologizes for wrongdoing			
Can pray simple, short prayers with caregiver modeling; for example, he/she can make the Sign of the Cross through repetition and practice			
Complies with rules if told that his/her action pleases God			
Imitates the behavior of caregivers during religious holidays and mealtime blessings			

3.10a. Check for developmental alerts

Act early by talking to a health professional if the child at 4 years:

CHECK

	Cannot jump in place
	Has trouble scribbling
	Shows no interest in interactive games or make-believe
	Ignores other children and does not respond to people outside the family
	Resists dressing, sleeping, and using the toilet
	Cannot retell a favorite story
	Does not follow three-part commands
	Does not understand “same” and “different”
	Does not use “me” and “you” correctly
	Speaks unclearly
	Loses skills he/she once had

3.10b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 4 YEARS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

3.11 DEVELOPMENTAL CHECKLIST: CHILD AT 5 YEARS: MILESTONES

CHILD AT 5 YEARS: MILESTONES		
Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective: <ul style="list-style-type: none"> • Observe a child and mark a (✓) if the skill is observed. • Observe a child and mark a (-) if the skill is not observed or the child does not yet have the skill. 		

Movement and Physical Development	Skills Not Observed	Skills Observed	Remark
Stands on one foot for ten seconds or longer			
Hops, may be able to skip, catches a bounced ball most of the time			
Can do a somersault			
Pours, cuts with supervision, and mashes own food			
Uses a fork and spoon, and sometimes a table knife			
Can use a toilet on his/her own			
Swings and climbs			
Cognitive (learning, thinking, problem-solving)	Skills Not Observed	Skills Observed	Remark
Counts ten or more things			
Can draw a person with at least six body parts			
Can print some letters or numbers			
Copies triangles or other geometric shapes			
Knows about everyday items like money and food			
Language-Communication	Skills Not Observed	Skills Observed	Remark
Speaks very clearly			
Tells a simple story using full sentences			
Uses future tense; for example, "Grandma will be here."			
Says name and address			
Social-Emotional	Skills Not Observed	Skills Observed	Remark
Wants to please friends			
Wants to be like friends			
More likely to agree with rules			
Likes to sing, dance, and act			
Is aware of gender			
Can tell what is real and what is make-believe			
Shows more independence; for example, the child may visit a next door neighbor by himself/herself (adult supervision is still needed)			
Is sometimes very demanding and sometimes very cooperative			

Spiritual-Moral	Skills Not Observed	Skills Observed	Remark
Hugs or verbally comforts friends who feel sad or are crying			
Apologizes for wrongdoing			
Can pray simple, short prayers with caregiver modeling; for example, he/she can make the Sign of the Cross through repetition and practice			
Complies with rules if told that his/her action pleases God			
Imitates the behavior of caregivers during religious holidays and mealtime blessings			

3.11a. Check for developmental alerts

Act early by talking to a health professional if the child at 5 years:

CHECK

	Does not show a wide range of emotions
	Shows extreme behavior (usually fearful, aggressive, shy, or sad)
	Is withdrawn and not active
	Is easily distracted or has trouble focusing on one activity for more than five minutes
	Does not respond to people, or responds only superficially
	Cannot tell what is real and what is make-believe
	Does not play a variety of games and activities
	Cannot give first and last name
	Does not use plural or past tense properly
	Does not talk about daily activities or experiences
	Does not draw pictures
	Cannot brush teeth, wash and dry hands, or get undressed without help
	Loses skills he/she once had

3.11. b. Summary of observation by domain of development

Summarize and organize your observation record by each domain of development and make the necessary recommendations.

SUMMARY OF OBSERVATION BY DOMAIN OF DEVELOPMENT

Observer:	Date:	Time:
Location:	Child:	Age:
Observation objective:		
CHILD AT 5 YEARS: MILESTONES		
Domain of Development	Summary of Observation	
Movement and physical development		
Cognitive (learning, thinking, problem- solving)		
Language-communication		
Social-emotional		
Spiritual-moral		
Plan for next steps		

References

SESSION 1: ASSESSING YOUNG CHILDREN'S DEVELOPMENT

- Catholic Relief Services, India (n.d.). *Teaching guide for early child development interventions for the Missionaries of Charity*. CRS.
- Catholic Relief Service, Lesotho (2012). *Ngoana Eo Ke Oa Mang?: A teacher resource guide*. CRS, Lesotho.
- Catron, C.E. & Allen, J. (2008). *Early childhood curriculum: A creative-play model*. (4th ed.). Upper Saddle River, NJ: Pearson.
- Centers for Disease Control and Prevention. *CDC 24/7 Saving lives and protecting people: Learn the signs act early* <http://www.cdc.gov> or <http://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Clark, P. & McDowel, G. (n.d). *The developing child: Observation guidebook*. McGraw Hill Glencoe. [https://www.google.com/#q=Clark%2C+P.+%26+McDowel%2C+G+\(n.d\).+The+Developing+Child:+Observation+Guidebook](https://www.google.com/#q=Clark%2C+P.+%26+McDowel%2C+G+(n.d).+The+Developing+Child:+Observation+Guidebook)
- Dodge, D. T., Rudick, S., & Berke, K. (2011). *The creative curriculum for infants, toddlers & twos: Volume 1 the foundation*. (2nd ed.). Washington D.C.: Teaching Strategies.
- Kostelnik, M.J., Soderman, A.K. & Whiren, A.P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education*. (4th ed.). Columbus, OH: Pearson Merill Prentice Hall.
- Mallman, S. (2003). *Building resilience in children affected by HIV/AIDS* (revised edition). Cape Town, South Africa: Maskew Miller Longman and Catholic AIDS Action.
- McAfee, O. & Leong, D.J. (2010). *Assessing and guiding young children's development and learning*. Boston, MA: Pearson.
- Petersen, S.H. & Wittemer, D.S. (2014). *Endless opportunities for infant and toddler development and responsive program planning: A relationship-based approach*. Boston, MA: Pearson.
- Spinelli, C.G. (2011). *Linking assessment to instructional strategies. A guide for teachers*. Boston, MA: Pearson.
- The Essential Package (2012). *The Essential Package: An early childhood development survey for caretakers of children ages 0-5*. The Consultative Group on Early Childhood Care and Development, ChildFund International, Centers for Disease Control and Prevention and the Conrad N. Hilton Foundation. http://www.care.org/sites/default/files/documents/The_Essential_Package_Holistically_Addressing_the_Needs_of_Young_Vulnerable_Children_and_Their_Caregivers_Affected_by_HIV_and_AIDS_1_0.pdf
- Wittmer, D., Petersen, S.H., & Pukett, M.B. (2013). *Young child: Development from pre-birth through age eight*. Boston, MA: Pearson.



Catholic Relief Services, 228 W. Lexington Street, Baltimore, MD 21201, USA
For more information, contact pqpublications@crs.org.