

child development inventory

Harold Ireton, Ph.D.

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. Use the Yes-No answer sheet to record your answers. If you need help reading or understanding the items or have any questions, please ask.

Fill in your CHILD'S NAME (print last name, skip one box, then first name), SEX, BIRTH DATE, and the DATE you COMPLETED this inventory.

Also, complete the FAMILY INFORMATION section, including your child's SPECIAL PROBLEMS or DISABILITIES, if any.

Answer YES or NO to each statement in the booklet to report what you have seen your child doing.

Answer YES — if the statement describes your child's *present* behavior. Also, answer YES if the behavior is something that your child *used to do*, like crawling and babbling.

Answer NO — if the statement does not describe your child's behavior. Also, answer NO if the behavior is something that your child is only *just beginning to do* or only does *sometimes*.

Answer YES by filling in the circle marked Y on the answer sheet; answer NO by filling in the circle marked N.

Example for a YES answer: ● (N)

Example for a NO answer: (Y) ●

Use a pencil so that you can erase an answer if you want to change it. Be sure the number of the statement in the booklet matches the number you are marking on the answer sheet.

If your child is younger than two years, many of the statements will not describe his or her behavior. Even so, read all the statements and answer every statement with YES or NO.

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

1. Greets people with “Hi” or similar expression.
2. Tattles or tells on other children.
3. Shows sympathy to other children, tries to help and comfort them.
4. Sometimes says “No” when interfered with.
5. Helps a little with household tasks.
6. Asks for help in doing things.
7. Says “I can’t,” “I don’t know,” or “You do it.”
8. Pays attention well — listens to others.
9. Apologizes — says “I’m sorry” when he (she) does something wrong.
10. Gives directions to other children.
11. Recognizes familiar adults and reaches for them.
12. Plays physical games with other children such as tag, hide-and-seek, hopscotch, etc.
13. Asks for help from other children, such as help doing something, information, or explanation.
14. Makes or builds things with other children.
15. Plays simple board games such as checkers.
16. Asks you to “Look, watch me” when he (she) is doing something.
17. Wants a doll, teddy bear, blanket, etc. in bed with him (her). Or used to.
18. Understands “Wait a minute.” Waits patiently for short periods of time.
19. 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 correction — stops misbehaving.
39. Fits into groups well — listens, shares, takes turns, contributes.
40. Shows leadership among children his (her) age, directing and helping them.

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

41. Feeds self with a spoon.
42. Eats with a spoon with little spilling.
43. Washes and dries hands.
44. Toilet-trained for urine control and bowel movements.
45. Buttons one or more buttons.
46. Buttons a shirt, blouse, or coat, having all the buttons in the correct holes.
47. Eats with a fork.
48. Dresses and undresses without help, except for tying shoelaces.
49. Opens door by turning knob and pulling.
50. Lifts a cup to his (her) mouth and drinks.

51. Puts on a shirt or blouse without help.
52. Takes off shoes and socks.
53. Hands empty dish to mother or father.
54. Goes around the house independently; requires little supervision.
55. Undresses completely without help.
56. Remembers where things are kept in the house.
57. Feeds self a cracker or cookie.
58. Uses a small pail or other container for carrying things. Or used to.
59. Puts shoes on the correct feet.
60. Washes self in bathtub — may need a little help.
61. Takes care of personal belongings.
62. Uses a table knife for spreading.
63. Removes socks.
64. Washes face without help.
65. Stays dry all night.
66. Chews food.
67. Tries to put on shoes. Or puts them on.
68. Notices when shirt (blouse) or pants are inside-out and turns them right-side-out.
69. Unzips zippers.
70. Wipes up spills, using cloth or sponge.
71. Pours dry cereal and milk into bowl without spilling.
72. Climbs on a chair, stool, or box to reach things.
73. Picks up a spoon by the handle.
74. Takes off unbuttoned shirt or blouse without help.
75. Brushes teeth without help.
76. Pours self a drink.
77. Ties shoelaces.

78. Usually looks both ways when crossing streets.
79. Goes to toilet without help; wipes self, flushes toilet, and washes hands.
80. Takes responsibility for self in eating, dressing, and washing — but may need a little help.

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

81. Walks without help.
82. Jumps from steps with feet together. Or used to.
83. Throws a ball while standing.
84. Runs.
85. Runs smoothly, turning corners and making sudden stops.
86. Rides around on tricycle using pedals.
87. Walks up and down stairs alone.
88. Walks up and down stairs alone, one foot to a step, alternating feet.
89. Kicks a ball.
90. Hops on one foot, at least two times, without support.
91. When running, jumps over obstacles that are in the way.
92. Stands on one foot, steady, without support.
93. Climbs on playground equipment.
94. Does a forward somersault.
95. Hops around on one foot without support.
96. Swings on swing, pumping by self.
97. Rolls over from back to stomach. Or used to.
98. Stands steady, without support.
99. From a standing position, jumps over objects or people.
100. Sidesteps around furniture or crib while holding on. Or walks.

101. Runs well without falling.
102. Stands on one foot for a few seconds without support.
103. Climbs up ladder and slides down slide without help.
104. Sits without support.
105. Rides a two-wheeled bike with or without training wheels.
106. Pulls self to standing position. Or gets self to standing.
107. Does cartwheels.
108. Plays “catch” with other children; throwing to them and catching the ball at least half the time.
109. Climbs into an adult size chair and seats self.
110. Shows good balance and coordination in physical play activities such as running, climbing, and jumping.

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

111. Picks up objects with one hand.
112. Builds a tower of two or more blocks.
113. Holds two objects at the same time, one in each hand.
114. Uses two hands to pick up large objects.
115. Draws or copies two lines that cross (+).
116. Puts together puzzles with nine or more pieces.
117. Picks up small objects, such as bits of dry cereal, using thumb and one finger.
118. Draws pictures of complete people that include *at least* a head, with eyes-nose-mouth, body, arms and legs, hands and feet.
119. Holds crayon with fingers and thumb, somewhat like an adult.
120. Transfers objects from one hand to the other.
121. Scribbles with a crayon or pencil. Or used to.
122. Cuts across paper with scissors from one side to the other.
123. Draws recognizable pictures.
124. Draws or copies a complete circle.
125. Attempts to cut with small scissors. Or cuts.
126. Draws or copies a square that has four good corners (**□**).

127. Cuts with scissors, following a simple outline or pattern.
128. Builds a tower of five or more blocks.
129. Turns pages of children’s book one page at a time.
130. Draws pictures of people that have *at least* three parts, such as head, eyes, nose, mouth, hair, body, arms, or legs.
131. Builds a tower of eight or more blocks.
132. Uses one hand more than the other; has a hand preference.
133. Builds things with blocks, such as a simple house, bridge, or car.
134. Colors within the lines in a coloring book.
135. Scribbles with a circular motion. Or used to.
136. Unscrews and screws on covers of jars or bottles.
137. Draws or copies vertical (|) and horizontal (—) lines.
138. Places single pieces — simple shapes or figures — in a puzzle board.
139. Picks up two small toys with one hand.
140. Draws and prints in a planned, organized way.

LANGUAGE — Includes talking and understanding language.

141. Calls you “Mama” or “Dada” or similar name.
142. Talks in longer sentences to express complete thoughts — *at least* six words long.
143. Retells short stories such as Little Red Riding Hood; tells what happens in correct order and how the story ends.
144. Talks in the past tense correctly, for example, says “I played with Billy.” “I **did**.” “We **went**...”
145. Uses the word “you” in sentences.
146. Describes objects specifically, in detail, for example, “Dolly has hair, a dress,” “Doggie has a tail,” etc.
147. Uses the words “don’t,” “can’t,” or “won’t.”
148. Says two or more words besides “Mama” or “Dada.”
149. Uses the words “a,” “an,” and “the,” for example, “Look, a dog.” “See the kitty.”
150. Uses at least 10 words.

151. Makes statements such as “If I do..., then I can,” or “When I..., then...”
152. Jabbers; makes sounds like he (she) is talking in sentences. Or used to.
153. Uses the words “me,” “my,” and “I” correctly.
154. Uses plurals correctly, for example, says “men,” not “mans,” “mice,” not “mouses.”
155. Talks about things that “could” or “might” happen, for example, “He could hurt himself if he’s not careful.”
156. Tells what action is going on in pictures — for example, “Kitty is eating.”
157. Sings simple songs.
158. Uses the word “not” in sentences.
159. Easily expresses his (her) ideas in complete sentences, using good grammar and pronouncing most words correctly.
160. Asks questions beginning with “what” or “where.”
161. Talks in sentences *at least* four words long.
162. Gives reasons for things, using the word “because...”
163. Speaks clearly; is understandable most of the time.
164. Uses *at least* five words as names of familiar objects.
165. Uses *at least* one of the following words — “me,” “I,” “he,” “she,” “you,” or “it.”
166. Asks questions beginning with “why,” “when,” or “how.”
167. Has a vocabulary of 20 or more words.
168. Talks in long, complex sentences, ten words or longer.
169. Talks about things that have happened in detail, describing a series of events, for example, “We went to..., and we... Then we...”
170. Refers to his (her) things as “my” or “mine.”
171. Uses plural pronouns such as “we,” “you,” “they,” “them,” or “us” correctly.
172. Uses 50 or more different words in everyday conversation.
173. Whispers.
174. Names simple shapes such as circle, square, triangle, and star.
175. Asks simple questions using correct grammar.
176. Points to things.
177. Asks the meaning of words.
178. Uses plural words, adding “s,” for example, “girls,” “cars.”
179. Recites a nursery rhyme such as “Jack and Jill went up a hill to...”
180. Asks for “more” or “another one.”
181. Talks with words in the correct order.
182. Asks for a drink or for food, using words or sounds.
183. Talks in two to three word phrases. Or in longer sentences.
184. Names a few familiar objects in picture books.
185. Says “Please” and “Thank you.”
186. Names at least five body parts, such as eyes, nose, mouth, hands, or feet, when asked.
187. Puts two sentences together with the words “and,” “or,” or “but.”
188. Has a large vocabulary that is beyond simple counting.
189. Says — pronounces — most words he (she) uses correctly.
190. Names the days of the week in correct order.
191. Responds to his (her) name; turns and looks.
192. Answers “why?” questions, giving good explanations, for example, “Why do we wear coats?”
193. Points to *at least* three body parts, such as eyes, nose, mouth, hands, or feet, when asked.
194. Understands what “off” and “on” mean; follows directions using these words.
195. Understands the meaning of “up” and “down.”
196. Uses the words “today,” “yesterday,” and “tomorrow” correctly.
197. Knows right hand from left.
198. Refers to self and other children as “boy” or “girl” correctly.
199. Knows the meaning of “same” and “different”; tells how two things are alike and how they are different.
200. When asked, “What is a...?,” describes the object or tells what you do with it, for example, “An apple?” “Is red.” or “You eat it.”

201. Identifies *at least* four colors by name correctly.
202. Uses the words “big” and “little.”
203. Answers questions like “What do you do with a ...cracker? ...a hat? ...a glass?”
204. Answers the questions “What do you do with your ...eyes? ...ears?”
205. Answers “If ..., then?” questions such as “If you get hurt, then what do you do?”
206. Responds to simple questions appropriately with “yes” or “no”.
207. Follows two-part instructions, for example, “Go to your room and bring me...”
208. When asked, “What is a ...?” talks about the group it belongs to, for example, “A horse?” “Is an animal.” “An orange?” “Is a fruit.”
209. Follows simple instructions.
210. Uses –est words like “biggest,” “strongest,” “greatest.”
211. Imitates some sounds that you make. Or used to.
212. Says first name *at least* when asked, “What’s your name?”
213. Tells what a few objects are made of such as a coat or chair.
214. Understands what “open” and “close” or “shut” mean; follows directions using these words.
215. Answers questions like “What do you do when you are ...thirsty? ...hungry? ...tired?”
216. Usually comes when called.
217. Uses the words “fast” and “slow” correctly.
218. Tells where he (she) lives, naming town or city.
219. Answers “What...for?” questions like “What is a stove for? ...a book for?”
220. Hands a toy to you when asked.
221. Understands what “full” and “empty” mean; uses these words correctly.
222. Understands the meaning of *at least* three location words such as in, on, under, beside.
223. Says when something is heavy.
224. Answers questions like “What does a...doggie, kitty, duck, ...say?”
225. Tells whether a sound is loud or soft.
226. Says first and last name when asked.
227. Uses the words “good” and “bad” to describe self and other children.
228. Tells age correctly when asked, “How old are you?”
229. Understands the meaning of *at least* six location words, such as in, on, under, beside, top, bottom, above, below.
230. Carries out a series of three simple instructions in the right order, such as, “Do this ..., then..., then...”
231. Waves “bye-bye” or good by.
232. Understands what “before” and “after” mean; uses these words correctly.
233. Understands what “easy” and “hard” mean; uses these words correctly.
234. Understands “No No”; stops, at least briefly.
235. Takes part in conversations, both talking and listening in turn.
236. Talks about the future, about what is “going to” happen.
237. Expresses likes and dislikes in words.
238. Talks about feelings; says he (she) feels “happy,” “sad,” “bad,” or “mad.”
239. Identifies *at least* one color by name correctly.
240. Talks about the qualities of objects, using descriptive words such as “small,” “red,” “good,” “funny.”

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.

241. Tries to read familiar books. Or reads them.
242. Recognizes a few simple words in a familiar book.
243. Prints two or more simple words from memory.
244. Asks what signs say, such as road signs, advertising, etc.
245. Recites the alphabet, in order, without help.
246. Recognizes and names *at least* five letters of the alphabet.
247. Reads 15 or more words in a new book.
248. Prints first and last name, with letters facing in the correct direction.
249. Prints the alphabet — all 26 letters — by copying them or from memory.
250. Attempts to read words by separating them into parts, for example, “el-e-phant.”

251. Prints a few letters or numbers.
252. Prints a few simple words from a copy.
253. Reads four or more words.
254. Prints first name, or at least four letters of it.
255. Recognizes and names all the letters in the alphabet.
256. Counts ten or more objects.
257. Talks about things, comparing one to another, for example, says “This one is bigger, ... heavier,” etc.
258. Recites numbers in order from 1 to 30.
259. Tells when one object is longer or shorter than another object.
260. Answers arithmetic questions such as “How much is $2 + 2$?” “ $1 + 4$?” “ $3 + 6$?”
261. Recognizes and names a few single numbers.
262. Recites numbers in order from 1 to 10.
263. Knows what “half” means.
264. Prints the numbers 1 through 9.
265. Knows how many fingers there are on each hand.
266. Points to or names the bigger of two objects when asked.
267. Does simple subtraction: How much is “ $2 - 1$?” “ $4 - 2$?” “ $6 - 3$?”
268. Counts three or more objects.
269. Understands “one” and gives you just one when you ask for “one.”
270. Tells time: Reads clock in hours and minutes.
- POSSIBLE PROBLEMS** — Includes problems regarding your child’s vision, hearing, health, development, and adjustment. Answer YES to those items that describe your child.
271. Seems to have trouble seeing.
272. Seems to have trouble hearing.
273. Health problems.
274. Growth, height, or weight problems.
275. Eating problems — eats poorly or too much, etc.
276. Bowel or bladder problems, toilet training.
277. Sleep problems.
278. Aches and pains; earaches, stomachaches, headaches, etc.
279. Energy problems; appears tired and sluggish.
280. Clumsy; walks or runs poorly, stumbles or falls (age 2 and older).
281. Clumsy in doing things with his (her) hands.
282. Does not talk well for age.
283. Speech is difficult to understand (age 3 and older).
284. Stutters or stammers.
285. Does not seem to understand well; is slow to “catch on.”
286. Immature; acts much younger than age.
287. Prefers to play with younger children.
288. Dependent, clingy, or very upset about separating.
289. Passive; seldom shows initiative.
290. Does not pay attention; poor listener.
291. Can't sit still; may be hyperactive.
292. Disorganized; messy, careless, or irresponsible.
293. Demanding; strong-willed.
294. Disobedient; does not mind well, resists.
295. Overly aggressive.
296. Timid, fearful, or worries a lot.
297. Unhappy; cries a lot or whines a lot.
298. Seldom plays with other children.
299. Lacks self-confidence; says “I’m dumb”, etc.
300. Other problems. What? Write in margin of answer sheet.

Child Development Inventory

child development inventory

ID# _____

Child's Name _____
Last First

Date Completed _____ Birth Date _____

Child's Age, in Years & Months _____ Boy Girl

Your Name _____

Relationship to Child _____

Your Education, in years (high school graduate = 12) _____

Your Primary Language _____

- 1 Y N 41 Y N 81 Y N 121 Y N 161 Y N 201 Y N 241 Y N 281 Y N
- 2 Y N 42 Y N 82 Y N 122 Y N 162 Y N 202 Y N 242 Y N 282 Y N
- 3 Y N 43 Y N 83 Y N 123 Y N 163 Y N 203 Y N 243 Y N 283 Y N
- 4 Y N 44 Y N 84 Y N 124 Y N 164 Y N 204 Y N 244 Y N 284 Y N
- 5 Y N 45 Y N 85 Y N 125 Y N 165 Y N 205 Y N 245 Y N 285 Y N
- 6 Y N 46 Y N 86 Y N 126 Y N 166 Y N 206 Y N 246 Y N 286 Y N
- 7 Y N 47 Y N 87 Y N 127 Y N 167 Y N 207 Y N 247 Y N 287 Y N
- 8 Y N 48 Y N 88 Y N 128 Y N 168 Y N 208 Y N 248 Y N 288 Y N
- 9 Y N 49 Y N 89 Y N 129 Y N 169 Y N 209 Y N 249 Y N 289 Y N
- 10 Y N 50 Y N 90 Y N 130 Y N 170 Y N 210 Y N 250 Y N 290 Y N
- 11 Y N 51 Y N 91 Y N 131 Y N 171 Y N 211 Y N 251 Y N 291 Y N
- 12 Y N 52 Y N 92 Y N 132 Y N 172 Y N 212 Y N 252 Y N 292 Y N
- 13 Y N 53 Y N 93 Y N 133 Y N 173 Y N 213 Y N 253 Y N 293 Y N
- 14 Y N 54 Y N 94 Y N 134 Y N 174 Y N 214 Y N 254 Y N 294 Y N
- 15 Y N 55 Y N 95 Y N 135 Y N 175 Y N 215 Y N 255 Y N 295 Y N
- 16 Y N 56 Y N 96 Y N 136 Y N 176 Y N 216 Y N 256 Y N 296 Y N
- 17 Y N 57 Y N 97 Y N 137 Y N 177 Y N 217 Y N 257 Y N 297 Y N
- 18 Y N 58 Y N 98 Y N 138 Y N 178 Y N 218 Y N 258 Y N 298 Y N
- 19 Y N 59 Y N 99 Y N 139 Y N 179 Y N 219 Y N 259 Y N 299 Y N
- 20 Y N 60 Y N 100 Y N 140 Y N 180 Y N 220 Y N 260 Y N 300 Y N
- 21 Y N 61 Y N 101 Y N 141 Y N 181 Y N 221 Y N 261 Y N
- 22 Y N 62 Y N 102 Y N 142 Y N 182 Y N 222 Y N 262 Y N
- 23 Y N 63 Y N 103 Y N 143 Y N 183 Y N 223 Y N 263 Y N
- 24 Y N 64 Y N 104 Y N 144 Y N 184 Y N 224 Y N 264 Y N
- 25 Y N 65 Y N 105 Y N 145 Y N 185 Y N 225 Y N 265 Y N
- 26 Y N 66 Y N 106 Y N 146 Y N 186 Y N 226 Y N 266 Y N
- 27 Y N 67 Y N 107 Y N 147 Y N 187 Y N 227 Y N 267 Y N
- 28 Y N 68 Y N 108 Y N 148 Y N 188 Y N 228 Y N 268 Y N
- 29 Y N 69 Y N 109 Y N 149 Y N 189 Y N 229 Y N 269 Y N
- 30 Y N 70 Y N 111 Y N 150 Y N 190 Y N 230 Y N 270 Y N
- 31 Y N 71 Y N 111 Y N 151 Y N 191 Y N 231 Y N 271 Y N
- 32 Y N 72 Y N 112 Y N 152 Y N 192 Y N 232 Y N 272 Y N
- 33 Y N 73 Y N 113 Y N 153 Y N 193 Y N 233 Y N 273 Y N
- 34 Y N 74 Y N 114 Y N 154 Y N 194 Y N 234 Y N 274 Y N
- 35 Y N 75 Y N 115 Y N 155 Y N 195 Y N 235 Y N 275 Y N
- 36 Y N 76 Y N 116 Y N 156 Y N 196 Y N 236 Y N 276 Y N
- 37 Y N 77 Y N 117 Y N 157 Y N 197 Y N 237 Y N 277 Y N
- 38 Y N 78 Y N 118 Y N 158 Y N 198 Y N 238 Y N 278 Y N
- 39 Y N 79 Y N 119 Y N 159 Y N 199 Y N 239 Y N 279 Y N
- 40 Y N 80 Y N 120 Y N 160 Y N 200 Y N 240 Y N 280 Y N

<p>1. Please describe your child briefly:</p>	<p>2. What questions or concerns do you have about your child?</p>
<p>3. What are your child's strengths?</p>	<p>4. Comments?</p>