

UPPER GRAND DISTRICT SCHOOL BOARD

Denise Heaslip

Superintendent of Education/Early Years Lead

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January 2021

Parents/Guardians of Registering Kindergarten Students:

Upper Grand District School Board works with community agencies that provide services for preschool children as children move from preschool to school-based services. Attached to this letter, you will find the Nipissing Developmental Screen for three year olds, four year olds, and five year olds. This screen is widely recommended by community agencies that support children from birth to age 6 in our community.

It is a checklist to help monitor a child's development from 1 month to 6 years of age with parenting tips to promote the child's ongoing development. It includes important skills that a child should master by a particular age and touches on all areas of development. It is not a diagnostic tool or a formal assessment of the child's skills – but rather a quick survey to determine any areas that may require some extra help. If there is a “no” answer to any question or concerns about the child's development, follow-up with a health care and/or child care professional is advised.

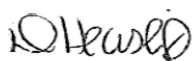
The completed screening should not be returned to the school.

It is important to note that each child is unique and develops at a different pace. Questions or concerns about your child's development should be taken to health care and/or child care professionals, such as those listed below in this letter. If you and your health care/child care professional have concerns that you feel will impact school it is also beneficial to share this with the school so that we can work together to help ensure a positive start for your child.

Health Care and Child Care Professionals:

- HERE 4 KIDS - 1-844-454-3711-7293 EXT. 3616 (Wellington-Dufferin-Guelph Public Health)
- Your family physician or nurse practitioner

Sincerely,



Denise Heaslip
UGDSB Early Years Lead

Upper Grand District School Board

• Mark Bailey; Chair
• Marty Fairbairn; Vice-Chair

• Linda Busuttil
• Susan Moziar

• Kathryn Cooper
• Bruce Schieck

• Barbara Lustgarten Evoy
• Lynn Topping

• Martha MacNeil
• Barbara White

Get Started

1 Choose the nearest age

Choose the checklist that matches your child's age. If your child falls between two ages, use the earlier age (if child is 4½ years old, use the 4 year checklist).

2 Answer the questions

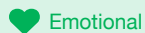
Answer the questions to the best of your ability. If you are not sure, try the question with your child. Any examples are only suggestions. You may use similar examples from your family experience. Language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3 Follow-up with a professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with a health care and/or child care professional.

When you're done

Follow the parenting tips beside the checklist to help your child grow. These tips may be a bit more challenging than the checklist. If you have questions, contact a professional. The tips are organized into the following developmental areas:



Emotional



Fine Motor



Gross Motor



Social



Self-Help



Communication



Learning & Thinking



LIMITATION OF LIABILITY NDDS® has created and provides the Checklists to assist parents, health care and child care professionals (users) with a convenient and easy to use method of recording the development and progress of infants and children within certain age groupings. The Checklists are not meant to be a substitute for the advice and/or treatment of health care and child care professionals trained to properly and professionally assess the development and progress of infants and children. Although the Checklists may help users to determine when they need to seek out the advice and/or treatment of health care and child care professionals, users must still consult with competent health care and child care professionals for advice and/or treatment respecting specific children and their particular needs. Users should bear in mind the following when using the Checklists: (i) The needs of each infant/child are unique. Each infant/child will develop differently and as such, any perceived limitations in development must be reviewed by a health care and/or child care professional to be properly assessed; (ii) While every effort has been made to make the Checklists as culturally, economically and geographically neutral as possible, it must be understood by users that they may still reflect some cultural, economic or geographic prejudices. As such, these prejudices may affect a specific infant's/child's results in a Checklist without actually reflecting a developmental limitation. Again, users should contact a health care and/or child care professional to review the needs of an individual infant/child; (iii) The Checklists cannot contain every possible indicator of developmental limitations or goals to be met. As such, the Checklists are not designed for and should not be used to diagnose or treat perceived developmental limitations or other health needs. NDDS® makes no representation or warranties, express or implied. This includes, but is not limited to, any implied warranty or merchantability of fitness for a particular use or purpose, and specifically disclaims any such warranties and representations. NDDS® expressly disclaims any liability for loss, injury or damages incurred or occasioned as a consequence, directly or indirectly, of the use of the Checklists. The Checklists are sold with the understanding that NDDS® is not engaged in rendering health care, child care, medical or other professional services. NDDS® PRODUCT LICENSE® The Checklists are the copyright of NDDS Intellectual Property Association and are subject to copyright and other intellectual property laws. By purchasing the Checklists, the user agrees to be bound by the terms of the following limited license. (i) Each page of the Checklist shall only be used in relation to an individual infant/child; (ii) When a Checklist page has been used for an individual infant the completed Checklist page may be copied for archival purposes only, or in order to provide a copy to a health care and child care professional in order to assist in the advice or treatment given by the recipient professional for the individual infant/child; (iii) Except as provided in (ii) above, the user shall not copy, modify or remove any of the trademarks, trade names or copyright notices of Nipissing® from the Checklists, either in whole or in part; (iv) The user does not acquire any proprietary or other interest in the Checklists. © The Nipissing and NDDS are trademarks of NDDS Intellectual Property Association, used under license. All rights reserved. NDDS © 2018 NDDS Intellectual Property Association. All rights reserved.



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A checklist to monitor your child's development from 1 month to 6 years of age with tips to help them grow.

By three years of age, does your child:

Y N

- ☐ ☐ 1 Speak clearly enough to be understood all of the time by family?
- ☐ ☐ 2 Understand two and three step directions?
"pick up your hat and shoes and put them in the closet"
- ☐ ☐ 3 Speak in sentences of five or more words? *"I go home and play"*
- ☐ ☐ 4 Understand and use some describing words? *big, dirty, wet, hot*
- ☐ ☐ 5 Walk up the stairs using the handrail?
- ☐ ☐ 6 Stand on one foot briefly?
- ☐ ☐ 7 Throw a ball forward at least one metre (three feet)?
- ☐ ☐ 8 Twist lids off jars or turn knobs?
- ☐ ☐ 9 Turn the pages of a book one at a time?
- ☐ ☐ 10 Play make-believe games with actions and words?
*pretending to cook a meal, fix a car**
- ☐ ☐ 11 Dress or undress with help?*
- ☐ ☐ 12 Share some of the time? *toys, books**
- ☐ ☐ 13 Show affection with words and actions?
- ☐ ☐ 14 Play with others comfortably?
- ☐ ☐ 15 Co-operate with parent's request half of the time?
- ☐ ☐ 16 Listen to music or stories for 5–10 minutes with you?
- ☐ ☐ 17 Greet friends and familiar adults when reminded?

* Examples are only suggestions.
Use similar examples from your family experience.

** Item may not be common to all cultures.

Try these tips to help your child grow:

I may be afraid of things that didn't bother me before. My fears are real to me so help me to feel safe.



Encourage me to create with puzzles, play dough, nesting toys, peg boards, beads, and building blocks.

I like activities that let me practise cutting, gluing, painting, and drawing.



We can play by making a line on the floor with a rope or masking tape. We can lie, stand, walk, run, gallop on, or jump over the line.

Let's play ball! Encourage me to throw and catch a ball, hit a ball with a bat or racquet, or kick a ball at a target. We can hold a beach ball between us using different parts of our bodies (elbows, legs, hands, knees, feet).



I like to play with other children but sometimes I need help to take turns, share, and cooperate.

We can be whomever we want or do what ever we want when we play make believe. Let's pretend to go camping, play astronaut, firefighter, or dancer.



Encourage me to do things by myself to help me become independent. It is important for me to be able to get dressed and undressed, wash myself, and help to clean up. I'm learning about responsibility.



Books are some of my favourite things. Read to me often throughout the day. Make it part of our daily routine by setting aside a special time. Choose books that are colourful and interesting to me.

I enjoy guessing games. Place some familiar objects on the table, and we can take turns describing them. For example "Show me something we use to brush our hair". Sometimes make it silly so we can laugh.



Silly games make me laugh. Make cards using simple magazine pictures. Add something that does not belong like a girl with a moustache or a fish with legs. Giggle with me as we talk about what's funny.

I like sorting objects. Give me an empty egg carton where I can put different objects into the cups. Things like buttons, different coloured objects, shapes, and rocks are fun to sort.

I enjoy surprises. Let's hide different objects in a box or bag for a game of touch and tell. We can take turns feeling the objects and describing what's in the bag. Pull them out to see if we were right.



I have lots of energy and need space to run, climb, pull a wagon, and ride a tricycle.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

Child's Name: _____

Birthdate: _____

Today's Date: _____

Get Started

1 Choose the nearest age

Choose the checklist that matches your child's age. If your child falls between two ages, use the earlier age (if child is 4½ years old, use the 4 year checklist).

2 Answer the questions

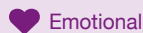
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3 Follow-up with a professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with a health care and/or child care professional.

When you're done

Follow the parenting tips beside the checklist to help your child grow. These tips may be a bit more challenging than the checklist. If you have questions, contact a professional. The tips are organized into the following developmental areas:



Emotional



Fine Motor



Gross Motor



Social



Self-Help



Communication



Learning & Thinking



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A checklist to monitor your child's development from 1 month to 6 years of age with tips to help them grow.

By four years of age, does your child:

Y N

- ☐ ☐ 1 Understand three-part related directions and longer sentences?
"put your toys away and wash your hands before lunch"
- ☐ ☐ 2 Say rhymes (cat-bat-hat) or sing children's songs?
- ☐ ☐ 3 Ask and answer a lot of questions? *"why?", "what are you doing?"*
- ☐ ☐ 4 Speak clearly enough to be understood most of the time without repeating or stuttering on sounds or words?
- ☐ ☐ 5 Tell stories with a clear beginning, middle, and end?
- ☐ ☐ 6 Show you four colours when asked? *"show me the red crayon"*
- ☐ ☐ 7 Tell what is happening in a picture when you ask?
- ☐ ☐ 8 Go up and down stairs alternating feet? *with one foot on each step*
- ☐ ☐ 9 Stand on one foot for one to three seconds without support?
- ☐ ☐ 10 Try to hop on one foot?
- ☐ ☐ 11 Catch a large ball with outstretched arms?
- ☐ ☐ 12 Snip paper with scissors?
- ☐ ☐ 13 Draw a person with three or more body parts?
- ☐ ☐ 14 Hold a crayon or pencil correctly?
- ☐ ☐ 15 Undo buttons and zippers?
- ☐ ☐ 16 Use the toilet/potty during the day? *toilet trained*
- ☐ ☐ 17 Take turns and share with other children in small group activities?
- ☐ ☐ 18 Try to comfort someone who is upset?
- ☐ ☐ 19 Play near and talk to other children while continuing with own activity?
- ☐ ☐ 20 Look for adult approval? *"watch me" or "look what I did"*

* Examples are only suggestions.
Use similar examples from your family experience.

** Item may not be common to all cultures.

Try these tips to help your child grow:

I need to be heard to know that I am special. Listen when I talk to you.

I'm not too old to be hugged so please do it often.



I need opportunities to play with other children. If I'm not in school, I need to be involved in group activities on a regular basis.



I like activities that let me practise cutting, gluing, painting, drawing, dot-to-dot, simple mazes, and puzzles. Soon I may be able to print letters, numbers, and my name.

I want to practise my lacing skills. Encourage me to thread a shoelace through the holes in my shoes or holes punched around a picture. I am getting better at doing buttons and zippers, but I still need practice.



I can now tell longer stories. Show me a series of pictures and tell me a story about them. After I know it well, have me put the pictures in order. I can retell the story or make up one of my own.

I am learning about words and sounds. Play rhyming games and laugh at the silly words we can make together. Point out the sounds and letters in my world.



I want to show you what I can do. Set up an obstacle course so I can practise many skills: walking, running, crawling, balancing, climbing, jumping over things, and hopping (on one foot or both feet).

I enjoy ball games. I want to learn to use a bat, racquet, hockey stick, golf club, ball glove. I like to play with you or a friend.



Let's play a memory game. We can take turns giving each other directions ("Put your hands on your head, then turn around, then touch the ground").

It's important for me to know my full name, address, and telephone number.



I learn best by playing and using my imagination. Please limit and monitor my video game, computer, and TV time.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

Always talk to your healthcare or childcare professional if you have any questions about your child's development or well-being. See reverse for instructions, limitation of liability, and product license. NDDs © 2018 NDDs Intellectual Property Association. All rights reserved.

4

YEARS
English

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Child's Name: _____

Birthdate: _____

Today's Date: _____

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Get Started

1 Choose the nearest age

Choose the checklist that matches your child's age. If your child falls between two ages, use the earlier age (if child is 4½ years old, use the 4 year checklist).

2 Answer the questions

Answer the questions to the best of your ability. If you are not sure, try the question with your child. Any examples are only suggestions. You may use similar examples from your family experience. Language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3 Follow-up with a professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with a health care and/or child care professional.

When you're done

Follow the parenting tips beside the checklist to help your child grow. These tips may be a bit more challenging than the checklist. If you have questions, contact a professional. The tips are organized into the following developmental areas:



Emotional



Fine Motor



Gross Motor



Social



Self-Help



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A checklist to monitor your child's development from 1 month to 6 years of age with tips to help them grow.

By five years of age, does your child:

Y N

- ☐ ☐ 1 Count out loud or on fingers to answer “How many are there”?
- ☐ ☐ 2 Know common shapes and most of the letters of the alphabet?
- ☐ ☐ 3 Speak clearly in adult-like sentences most of the time?
- ☐ ☐ 4 Tell long stories about own past experiences?
- ☐ ☐ 5 Use sentences to describe objects and events?
- ☐ ☐ 6 Walk on a straight line only stepping off once or twice?
- ☐ ☐ 7 Stop, start, and change direction smoothly when running?
- ☐ ☐ 8 Throw and catch a ball successfully most of the time?
- ☐ ☐ 9 Climb playground equipment without difficulty?
- ☐ ☐ 10 Hop on one foot several times?
- ☐ ☐ 11 Hold a crayon or pencil correctly?
- ☐ ☐ 12 Draw lines, simple shapes, and a few letters?*
- ☐ ☐ 13 Use scissors to cut along a thick line drawn on a piece of paper?
- ☐ ☐ 14 Dress and undress with little help?*
- ☐ ☐ 15 Usually play well in groups?
- ☐ ☐ 16 Cooperate with adult requests most of the time?
- ☐ ☐ 17 Talk about having a best friend?
- ☐ ☐ 18 Share willingly with others?
- ☐ ☐ 19 Work alone at an activity for 20-30 minutes?
- ☐ ☐ 20 Separate easily from you?
- ☐ ☐ 21 Play make-believe games with others?
- ☐ ☐ 22 Respond verbally to “Hi” and “How are you”?

* Examples are only suggestions.
Use similar examples from your family experience.

** Item may not be common to all cultures.

Try these tips to help your child grow:

I like to answer the phone and talk to people I know. I feel proud to take a message for you.

Notice me doing something good and tell me how proud you are of me. This will make me feel good about myself, and I will want to do it again.

Help me learn about the feelings of others through stories. Characters in books have feelings and experiences, are afraid, or have problems to overcome. You can probably find a book about someone who is just like me.

I like to experiment using different materials. Fill up a craft box so I can be creative using glue, clay, wood, yarn, tape, scissors, paper, pencils, markers, crayons, or odds and ends.

I still need lots of practice with pencils, crayons, and chalk. Activities like colouring, drawing, dot to dot, mazes, as well as tracing and copying letters, shapes, and numbers will help me at school.

I like to play games such as hide and seek, tag, dodge the ball, and red rover. This helps me learn rules of games and helps me to take turns.

I love to ride my bicycle and I may even be ready to let go of my training wheels. Make sure I am wearing my helmet.

My friends and I enjoy going to the park or playground with you. We love to climb, swing, slide, and explore the equipment so we can try new things.

Board games are fun. I learn about rules, counting, taking turns, winning, and losing. Don't always let me win. It's all right for me to lose.

I feel important when I have a few simple jobs.

I like a mystery. You think of something, and I will guess what it is by asking you questions (“Is it food?” “Is it an animal?” “Does it have four legs?” “Is it a dog?”).

I have a lot to say. Talk with me often throughout the day about things that interest me. When you listen to me, I learn how to tell a story from beginning to end. Ask questions so that I can remember the details of my day.

I'm learning so much. Let's play using letters, numbers and colours (“I spy with my little eye three things that are red” or “I spy something blue that starts with B”).

Sign me up. I want to be part of a team.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

Child's Name: _____

Birthdate: _____

Today's Date: _____