

## **DAYC- 2 Additional Training Resources**

Although this archived webinar located on the HHSC ECI internet under the Training and Technical Assistance webpage references the BDI-2, it also contains helpful information and resources you will want to consider for interpreting test results and moving to QDD. [Part III: Evaluation and Assessment for Children in Bilingual Environments: Interpreting the BDI](#)

**DAYC-2 Videos-** Below are two links to short YouTube videos which provide a general overview of the DAYC-2 including norms, scoring, methods of administration and tips.

<https://www.youtube.com/watch?v= SC8Md9YTEk>

<https://www.youtube.com/watch?v=mB5IyHAZ62w>

**Scoring the DAYC2:** Below are two links to short YouTube videos which review scoring of the DAYC-2 including how to manually calculate chronological age, entry points, scoring, and how to complete the domain scoring forms including the Examiner Summary sheet.

<https://youtu.be/bnZGKGeSewA>

<https://youtu.be/hKgyhXDDZ98>

**Interpreting the DAYC2:** Below is a link to a short YouTube video which reviews how to convert raw scores to standard scores, age equivalents and percentile rank as well as descriptive terms using the DAYC-2 Examiner's Manual.

<https://youtu.be/z4eNfEiA9po>

**DAYC-2 Power Point Presentation created by Holli Ford M. Ed., BCBA:** This power point presentation provides an overview of the DAYC-2 and includes information about scoring, basal and ceilings, and recommendations for administration.

<http://ucpalabama.org/wp-content/uploads/2015/05/dayc-2.pdf>

**Online Calculators:**

<http://www-users.med.cornell.edu/~spon/picu/calc/agecalc.htm>

<https://everydaycalculation.com/age.php>

<https://images.pearsonclinical.com/images/ageCalculator/ageCalculator.htm>

**DAYC-2 Training**  
**June 2021**  
**DAYC-2 Recommended Materials**

**Birth to 11 months:**

Infant Toys

Cloth

Mirror

Cheerio or puff

**12 months to 23 months:**

Ball

Child's book

Crayon and pencil

Raisin

Empty bottle

Paper

Toy car or truck

Open cup

Straw

Push or toy

**24-35 months:**

Children's blocks

Shape sorter or cut outs of circle, square, and triangle

**36 months and up**

Children's scissors

Nesting cups or ring post

**DAYC-2 Difficult Items**  
**Responses from Co-author and Publisher**

<b>Receptive Language</b>		
<b>Test Items</b>	<b>Question</b>	<b>Answer</b>
<p><i>Item 11: follows simple spoken commands</i></p> <p><i>Item 12: responds to "where" questions</i></p> <p><i>Items 17: carries out two-step directions that are related</i></p> <p><i>Item 22: carries out two-step unrelated commands</i></p>	<p>Is there a target number of directions they should follow/"where" questions they respond to?</p>	<p>There's not a target percentage, per se, but use your best judgement on these. Try to get at least 2-3 attempts/requests in there to get a representative sample of abilities.</p>
<p><i>Item 14: follows directions about placing one item "in" and "on" another</i></p>	<p>Is this within routine directions (in the trash, on the table, etc.) or with the same two items (put the block on the box, put the block in the box)?</p>	<p>That's up to you and what you have available in the environment. Get a representative sample that demonstrates the child does or does not understand "in" and "on."</p>
<p><i>Item 17: carries out two-step directions that are related</i></p> <p><i>Item 22: carries out two-step unrelated commands</i></p>	<p>Should this be verbal only two-step commands, or with gesture support?</p>	<p>Don't use gesture support if you can help it. That provides a visual cue, as well, which can overshadow the receptive language.</p>
<b>Expressive Language</b>		
<b>Test Items</b>	<b>Question</b>	<b>Answer</b>
<p><i>Item 17: knows names of two or more playmates</i></p>	<p>Can siblings count as "knowing names of playmates" if a child is not in daycare?</p>	<p>If siblings are the only playmates in the child's environment, then yes, that will count.</p>
<p><i>Item 19: produces three or more two-word phrases</i></p>	<p>Is this within a day?</p>	<p>At least 2-3 samples should be obtained to make sure the ability is consistent.</p>
<p><i>Item 22: uses sentences of three or more words</i></p>	<p>How many three-word sentences in a day?</p>	<p>At least 2-3 samples should be obtained to make sure the ability is consistent.</p>
<b>Social-Emotional</b>		
<b>Test Items</b>	<b>Question</b>	<b>Answer</b>
<p><i>Item 30: sings familiar songs with adult</i></p>	<p>If the child has a language delay but vocalizes during songs, can they receive credit?</p>	<p>The target behavior is social-emotional, looking at appropriate interaction with an adult and awareness of social</p>

		activity. Without any accommodation, the child would be expected to sing most or all of the words to a familiar song. If the child has a language delay, they may use alternative communication options or in some way show appropriate interaction with the adult and recognize the song is a familiar one.
<i>Item 32: asks for assistance when having difficulty</i>	If the child has a language delay but they use nonverbal communication (pulling, pointing, reaching paired with vocalization), as opposed to crying, does the child receive credit?	Yes, as long as the child is making a meaningful attempt to ask for help, including vocalizations, grunting, or pulling your hand over. They are demonstrating that's what they need to do in order to get help rather than just sitting and crying.
<b>Gross Motor</b>		
<b>Test Items</b>	<b>Question</b>	<b>Answer</b>
<i>Item 37: walks up and down stairs with support from rail or wall; may place both feet on each step</i> <i>Item 40: walks up stairs, alternating feet, in adult fashion while holding on to rail or wall</i>	If they hold a parent's hand for support instead of the wall does the child receive credit?	The child must be able to demonstrate these abilities solo, without assistance (not holding a parent's hand if rail/wall not available).
<b>Fine Motor</b>		
<b>Test Items</b>	<b>Question</b>	<b>Answer</b>
<i>Item 19: imitates circular, vertical, and horizontal strokes</i> <i>Item 20: uses vertical, horizontal, and circular motions when drawing</i>	If the child does not use vertical, horizontal, AND circular motions, do they get credit?	The child must be able to demonstrate all three motions. If an item states "and" the child must demonstrate all behaviors; if an item states "or" the child need not demonstrate all behaviors listed.

**DAYC-2 Difficult Items**  
**Responses from DAYC-2 Co-Author and Publisher**  
**June 2021**

<b>Cognitive</b>		
<b>Test Items</b>	<b>Question</b>	<b>Answer</b>
<i>Item 24: attempts to start toy if he or she has seen someone else make it work</i>	Is this a toy only, or do other things count (light switch, buttons to turn on devices, etc.)?	It needs to be a toy with a wind-up feature, pull-string, or some other start-up function.
<i>Item 29: looks at picture book with adult, may name or point to simple objects</i>	If the child looks and attends but does not label or identify, do they still receive credit?	Give credit if they are able to sit attentively with an adult to read a book, then note if they are able to respond to "Where is the XXX?" or "What is that?"
<i>Item 30: manages three to four toys by setting one aside when given a new toy</i>	What is this item looking for?	The response requires problem solving on the child's part; how to accept a new toy/item when both hands are full.
<i>Item 34: matches five or more objects to a corresponding picture</i>	Would this be seeing a picture of a duck and finding their own duck?	This requires a child to match a 2-dimensional item to a 3-dimensional one.
<b>Adaptive Behavior</b>		
<b>Test Items</b>	<b>Question</b>	<b>Answer</b>
<i>Item 18: sleeps through the night; may take one nap during the day</i>	If the child takes more than one nap can they receive credit?	Yes, if they take more than one nap they would get credit. The main focus here is whether they sleep through the night.

# Test Review

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Judith, K. V., & Maddox, T. (2013). *Developmental Assessment of Young Children—Second Edition (DAYC-2)*. Austin, TX: PRO-ED.

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## Test Description

The *Developmental Assessment of Young Children—Second Edition (DAYC-2)* was developed for children from birth through 5 years of age to assess development across five domains: Cognitive, Communication, Social-Emotional, Physical Development, and Adaptive Behavior (Voress & Maddox, 2013). The purposes of the assessment are to identify children who may be experiencing developmental delays in any of the five domains, to monitor children's progress in early childhood programs, and for research. Examiners may administer all domains to derive the General Development Index (GDI) or only those pertaining to an area(s) of concern. Domain and subdomain results are described as quotients ( $M = 100$ ,  $SD = 15$ ), age equivalents, or percentiles.

Administration time for the inventory varies based on how many domains are administered. Each domain takes approximately 10 to 20 min to complete; therefore, it may take 50 to 100 min to administer all five domains.

Materials include the examiner's manual, a scoring form for each domain, an Examiner Summary Sheet, and a supplemental Early Childhood Development Chart. Instructions for administration and scoring appear on the scoring forms. The Examiner Summary Sheet is used to record raw scores (RSs) and derived results for the subdomains, domains, and the overall GDI.

## Description of Domains

All DAYC-2 items can be scored through observation, by interviewing a caregiver, through directly assessing the child, or use of any combination of these methods. The manual neither indicates which method is best to use nor specifies when to use a specific administration method. Each item is scored 1 (passed) or 0 (not passed). Three consecutive passed items (i.e., scores of 1) establish the basal. The ceiling is reached after three consecutive scores of 0.

The GDI is the composite resulting from all five domains. The Cognitive domain contains 88 items that assess skills related to memory, planning, discrimination, and making decisions. The 78-item Communication domain consists of two subdomains: Receptive Language (37 items) and Expressive Language (41 items). The Social-Emotional domain assesses skills that aid in the development of social interaction and has 63 items. The Physical Development domain has 87 items and includes two subdomains: Gross Motor (54 items) and Fine Motor (33 items). The 64-item Adaptive Behavior domain assesses self-help skills and independence.

## Technical Adequacy

### Standardization

Data for DAYC-2 norms were collected from 2009 to 2011. The sample included 1,832 children, with at least 100 children in each 4-month interval from birth to 35 months and each 6-month interval from 36 to 71 months. Demographic characteristics of the sample were similar to the 2010 U.S. Census data in terms of gender, ethnicity, parents' education level, household income, geographic region, and disability status. No data were reported for urban/rural residence.

### Reliability

In this review, a minimum correlation of .90 was considered satisfactory, as reliability of .90 has been recommended for tests used to make important decisions (Salvia, Ysseldyke, & Bolt, 2010; Sattler, 2008). Data for internal consistency are given for 6-month age intervals. Correlation coefficients for the domains range from .89 to .98; 1 of the 60 coefficients was less than .90. Correlation coefficients for the subdomains range from .82 to .97; 10 of the 48 coefficients were less than .90. Correlation coefficients for the GDI range from .98 to .99. Correlation coefficients are also reported for selected subgroups (e.g., gender, race), all of which are satisfactory.

Test-retest reliability data are provided for 90 children who were less than 1 to 5 months of age. The retest interval ranged from 1 to 2 weeks. Domain reliability coefficients for the group range from .70 to .91; subdomain coefficients range from .82 to .90. Because this is a measure of development, these coefficients may be somewhat lower due to rapid changes in development at certain stages, leading to less stability over time. DAYC-2 results most likely to be used to make important decisions about students, for example, decisions regarding the need for services, would be domain results. Physical Development is the only domain with satisfactory reliability, although the Cognitive and Communication domains were both close, each with a correlation of .89. Correlations for the remaining domains were Social-Emotional (.70) and Adaptive Behavior (.79). The Expressive Language and Fine Motor subdomains have correlations equal to .90. The subdomains with correlations less than .90 are Receptive Language (.86) and Gross Motor (.82). The test-retest reliability coefficient for the GDI is .89. Unfortunately, stability of DAYC-2 results for children from 6 to 71 months of age is unknown.

### Validity

The format of the DAYC-2 is similar to the DAYC. The original items on the DAYC were developed based on an examination of both research and existing measures of child development. Based on reviews of the DAYC (Ogletree, 2001; Watson, 2001), some items were eliminated or revised, and other items were added to the upper and lower ends of the second edition. Average item discrimination and item difficulty results are presented for the norm sample. These data appear acceptable. Items determined to be biased were removed.

Although items can be scored through observation, interview, or direct assessment, there are no data demonstrating that the different scoring methods provide similar results. Thus, it is unknown whether the method of administration impacts the reliability and validity of results provided by the assessment.

DAYC-2 results were compared with the *Battelle Developmental Inventory—Second Edition* (BDI-2; Newborg, 2005) and the *Developmental Observation Checklist System—Second Edition* (DOCS-2; Hresko & Sherbenou, in press) to evaluate criterion-prediction validity. Moderate to large correlations were found between DAYC-2 domains measuring similar constructs to those on the BDI-2 and the DOCS-2.



Positive prediction data were presented for children with previous diagnoses of autism, physical disabilities, and language delay. It was noted that these children were part of a clinical group and most were not included in the normative sample. In order for sensitivity and specificity to be considered adequate, the indexes must be at least .70 (American Academy of Pediatrics, 2001). For children with autism, the sensitivity, specificity, and classification accuracy across all domains were above .70. For children with physical disabilities, the sensitivity, specificity, and classification accuracy for the Physical Development domain were above .70. For children with language delay, the sensitivity, specificity, and classification accuracy for the Communication domain were above .70. Therefore, membership in each of these groups was predicted as expected.

Construct validity was demonstrated by examining performance related to age, performance differences among groups, and relationships among domains. Across domains and subdomains, RSs were shown to increase with age. Performance of different groups (i.e., gender, race, disability status) on the DAYC-2 was examined and results were as expected (e.g., groups based on gender and race performed in the average range and children with disabilities performed below average). In addition, correlations among the domains demonstrated measurement of similar, yet unique abilities.

**Floors.** Floors are considered adequate when a RS of 1 corresponds with a standard score (SS) two or more standard deviations below the mean (Bracken, 1987, 2000). When floors are inadequate, performance on a particular measure may be overestimated because there are too few easy items to discriminate between children of below average and average abilities. Thus, the test may not properly discriminate between children with and without deficits.

Adequate floors begin at birth for the Adaptive Behavior domain. However, for the Communication and Social-Emotional domains, adequate floors begin at 1 month rather than at birth. Adequate floors begin at 2 months for the Cognitive domain and 6 months for the Physical Development domain. For the Expressive subdomain, adequate floors begin before 1 month of age; adequate floors begin at 6 months for the Receptive subdomain. The Gross Motor subdomain begins at 5 months and the Fine Motor subdomain at 9 months.

**Item gradients.** Item gradient problems exist when a 1-point RS change results in a large SS change. A steep item gradient occurs when the change in SS points is greater than 1/3 of a standard deviation (e.g., greater than 5 for a SS; Bracken, 1987, 2000). Steep item gradients may result in an under or over estimate of performance and may not appropriately discriminate between children with and without deficits.

The DAYC-2 has many item gradient violations, especially for the Receptive and Expressive Language domains at the lower end of the age distribution. For example, for 3-month-olds on the Expressive Language domain, a RS of 6 = a SS of 102, but a RS of 7 = a SS of 111 (a 9-point SS difference based on a 1-point change in RS). For the Receptive Language domain for children 4 months of age, a RS of 1 = 64, but a RS of 2 = 74 (a 10-point SS difference). These problems with item gradients occur throughout the domains, primarily from birth to 12 months of age, with a few occurring at the upper age level for the Language Domain.

## Summary

The normative sample for the DAYC-2 appears to be representative based on the reported demographic data. However, no urban/rural residence data are presented. Because test-retest data are only presented for children less than 6 months of age, it is not possible to determine whether results are stable over time for older children, further several domains do not have adequate reliability for making important educational decisions. In addition, although it is convenient that the

items can be scored using any of three methods, it is unclear whether these different methods yield similar results. This may be a significant limitation because examiners need guidance with regard to which administration methods provide the most valid measure of these constructs. Adequate supportive evidence is provided regarding the validity of the test. When selecting a test or interpreting results for infants under 9 months of age, examiners should keep in mind that DAYC-2 floors on some domains are inadequate for children under 9 months of age or younger and that the test has steep item gradients for many domains, particularly for children 12 months of age or younger. Many measures of child development have limitations, especially for the youngest children, including the DAYC-2. The DAYC-2 problems with floors and item gradients appear to be more frequent than with other measures of development; however, other measures may have serious limitations in other areas of technical adequacy (e.g., problems with cut-scores on the BDI-2). Overall, the DAYC-2 appears to be a useful measure of young children's development.

### Author's Note

This test review has neither been published elsewhere nor is currently being considered for publication by any other journal or source.

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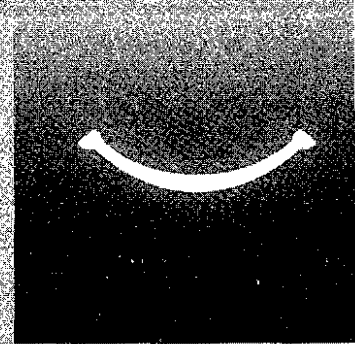
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# DAYC-2

## Examiner Summary Sheet

Judith K. Voress Taddy Maddox



### Section 1. Identifying Information

Name \_\_\_\_\_ Examiner's Name \_\_\_\_\_

Female  Male  Examiner's Title \_\_\_\_\_

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Date Tested \_\_\_\_\_ School/Day Care \_\_\_\_\_

Date of Birth \_\_\_\_\_ Respondent's Name \_\_\_\_\_

Age \_\_\_\_\_ Relationship to Child \_\_\_\_\_

Age in Months  Length of Time Respondent Has Known Child \_\_\_\_\_

### Section 2. Record of Scores

Domain	Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
Cognitive	_____	_____	_____	_____	3	_____
Communication	_____	_____	_____	_____	3	_____
Social-Emotional	_____	_____	_____	_____	3	_____
Physical Development	_____	_____	_____	_____	3	_____
Adaptive Behavior	_____	_____	_____	_____	3	_____

Composite	%ile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
General Development Index	_____	_____	<input type="text"/>	2	_____

### Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70-79	80-89	90-110	111-120	121-130	> 130

### Section 4. Observations and Recommendations

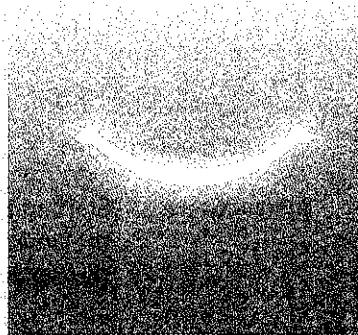
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# DAYC-2

## Cognitive Domain Scoring Form

Judith K. Voress Taddy Maddox



### Section 1. Identifying Information

Name \_\_\_\_\_ Examiner's Name \_\_\_\_\_

Female  Male  Examiner's Title \_\_\_\_\_

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Date Tested \_\_\_\_\_ School/Day Care \_\_\_\_\_

Date of Birth \_\_\_\_\_ Respondent's Name \_\_\_\_\_

Age \_\_\_\_\_ Relationship to Child \_\_\_\_\_

Age in Months  Length of Time Respondent Has Known Child \_\_\_\_\_

### Section 2. Record of Scores

Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
_____	_____	_____	_____	3	_____

### Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

### Section 4. Observations and Recommendations

\_\_\_\_\_

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## Section 5. Record of Performance

### Cognitive Domain

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

**\*Entry Points:** Birth–11 months: **Item 1**                      24–35 months: **Item 29**                      48–59 months: **Item 53**  
 12–23 months: **Item 19**                      36–47 months: **Item 40**                      60 months and older: **Item 65**


Item #	Score (1 or 0)	Item
*1.		turns head or moves eyes to visually explore surroundings
2.		moves hand to mouth
3.		looks at object for at least 3 seconds
4.		watches an object moved slowly through his or her line of sight
5.		looks back and forth between two objects
6.		inspects own hands
7.		holds toy placed in hand for 10 to 15 seconds
8.		mouths toys
9.		alternatively glance from hand to an object or from one hand to another
10.		repeats arm or leg movements to cause an action to occur again (e.g., shakes arm with rattle attached to wrist, kicks legs to move mobile attached to crib)
11.		gaze lingers where object moved slowly through line of sight disappears from view
12.		explores objects in a variety of ways (e.g., visually, turning it around, feeling all surfaces, banging and shaking)
13.		follows path of fast-moving object
14.		pulls cloth from face
15.		intentionally drops an object and watches it fall (e.g., drops spoon from high-chair tray and watches it fall)
16.		imitates familiar action after observing caregiver doing that action (e.g., claps hands)
17.		finds an object that is partially hidden
18.		transfers an object from one hand to the other to pick up second object
*19.		retrieves an object seen hidden under or behind a single barrier
20.		touches adult to have that person start or continue interesting game or action

# Cognitive

**\*Entry Points:** Birth–11 months: **Item 1**  
12–23 months: **Item 19**

24–35 months: **Item 29**  
36–47 months: **Item 40**

48–59 months: **Item 53**  
60 months and older: **Item 65**


Item #	Score (1 or 0)	Item
21.		looks at pictures in a book (may pat or point to the pictures)
22.		rolls wheeled toys
23.		hands an object to an adult to have that person repeat or start a desired action (e.g., start windup toy)
24.		attempts to start toy if he or she has seen someone else make it work (e.g., a windup toy)
25.		places a small object into small container (e.g., a raisin into a small bottle)
26.		imitates scribbling
27.		demonstrates appropriate use of everyday items (e.g., pretends to drink from a cup, sweeps with a broom)
28.		combines two related objects during play (e.g., bowl and spoon, brush to doll's hair)
*29.		looks at picture book with adult, may name or point to simple objects
30.		manages three to four toys by setting one aside when given a new toy
31.		spontaneously names five or more objects
32.		stacks six to seven blocks
33.		imitates activities using substitute object to represent real one (e.g., stick for spoon, washcloth for doll blanket)
34.		matches five or more objects to a corresponding picture
35.		sequences related action in play involving two to three steps (e.g., feeds doll with bottle, then pats it on the back, then puts doll to bed)
36.		repeats finger plays with words and actions
37.		tells own age (may state or hold up appropriate number of fingers)
38.		understands concepts of "one" (e.g., "Give me one block."), "one more" (e.g., "Give me one more."), and "all" (e.g., "Give me all the blocks.")
39.		matches circle, square, and triangle
*40.		puts graduated sizes in order (e.g., nests four boxes or stacks rings on peg in order of size)
41.		states accurately whether boy or girl
42.		counts by rote to five
43.		counts up to five objects
44.		builds bridge using three blocks (adult models) 
45.		matches objects by color, shape, and size
46.		tells if objects are "heavy" or "light"
47.		understands concepts of "same" and "different" (e.g., "Are these two colors the same?")

# Cognitive

**\*Entry Points:** Birth–11 months: **Item 1**  
12–23 months: **Item 19**

24–35 months: **Item 29**  
36–47 months: **Item 40**

48–59 months: **Item 53**  
60 months and older: **Item 65**

Item #	Score (1 or 0)	Item
48.		matches three pairs of objects that have the same function (e.g., comb and brush, bowl and plate)
49.		understands "more" and "less" (e.g., "Which pile has more?")
50.		understands concept of "three" (e.g., "Give me three blocks.")
51.		sorts objects by physical characteristics (Give child three or more pictures or objects across at least two variables, e.g., shape or color, and state, "Put these into groups that are alike.")
52.		sorts objects into categories (Give child three or more pictures or objects for at least two categories, e.g., toys or animals, and state, "Put these into groups that are alike."); may not be able to label the categories
*53.		identifies objects that do not belong in a group (e.g., recognizes that dog does not belong with food items) for three or more object sets
54.		imitates drawing of a face with at least three features
55.		retells story from picture book with reasonable accuracy
56.		builds pyramid of six blocks (adult models) 
57.		draws people, may be stick figures
58.		copies own name; may use large, irregular letters
59.		predicts what may happen next (e.g., ask child "what may happen next in a story")
60.		identifies "first," "last," and "middle" (e.g., "Point to the child who is first in line.")
61.		knows sequence of reading a book from left to right, top to bottom
62.		distinguishes between real and make-believe and living and nonliving (e.g., "Is the truck alive?" "Show me which of these things are make-believe.")
63.		understands concept of "zero" (e.g., "Which cup has zero cubes?")
64.		identifies "half" and "whole" objects
*65.		names 20 or more letters
66.		draws person with six recognizable parts
67.		prints first name legibly without a model
68.		identifies the larger of two numbers for three or more number sets (e.g., "Which is more, 2 or 3?" "Which is more, 8 or 6?")
69.		matches the number of items in a set to the correct numeral for three or more sets; does not need to state numeral
70.		sorts groups of objects in more than one way (Give child pictures or objects across at least two categories, e.g., color, size, or shape, and state, "Put these into groups that are alike. Now sort them in another way.")
71.		puts three pictures in a sequence to tell a story
72.		counts up to 20 objects
73.		draws five or more identifiable objects without a model
74.		arranges numbered tiles or cards (1–10) in sequenced order at least two times

\*Entry Points: Birth-11 months: **Item 1**  
 12-23 months: **Item 19**

24-35 months: **Item 29**  
 36-47 months: **Item 40**

48-59 months: **Item 53**  
 60 months and older: **Item 65**

Item #	Score (1 or 0)	Item
75.		consistently tells month and day of birth
76.		names the days of the week in order
77.		writes first and last name from memory
78.		consistently tells own street name and town
79.		for numbers 1 through 30, can state the preceding and following numbers for three numbers (e.g., "What number comes before 19?" "What number comes after 19?")
80.		can state use of at least three body parts (e.g., "What do you do with your . . . eyes, nose, ears?")
81.		reads 10 or more printed words
82.		names the months of the year
83.		writes numerals 1 to 19 without model
84.		counts by rote from 1 to 100
85.		calculates five or more single-digit addition problems
86.		calculates five or more single-digit subtraction problems
87.		writes name, address, and phone number
88.		measures length to the inch and half inch using ruler

**TOTAL DOMAIN RAW SCORE**

SAMPLE



# DAYC-2

## Communication Domain Scoring Form

Judith K. Voress Taddy Maddox

### Section 1. Identifying Information

Name \_\_\_\_\_ Examiner's Name \_\_\_\_\_

Female  Male  Examiner's Title \_\_\_\_\_

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Date Tested \_\_\_\_\_ School/Day Care \_\_\_\_\_

Date of Birth \_\_\_\_\_ Respondent's Name \_\_\_\_\_

Age \_\_\_\_\_ Relationship to Child \_\_\_\_\_

Age in Months  Length of Time Respondent Has Known Child \_\_\_\_\_

### Section 2. Record of Scores

Subdomain	Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term	Standard Score Difference
Receptive Language	_____	_____	_____	<input type="text"/>	5	_____	<input type="text"/> <ul style="list-style-type: none"> <li><input type="radio"/> Not important</li> <li><input type="radio"/> Statistical 12 or above</li> <li><input type="radio"/> Clinical 22 or above</li> </ul>
Expressive Language	_____	_____	_____	<input type="text"/>	4	_____	

Domain	Sum of Raw Scores	Age Equivalent	%ile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
Communication	_____	_____	_____	_____	<input type="text"/>	3	_____

### Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

### Section 4. Observations and Recommendations

\_\_\_\_\_

\_\_\_\_\_

## Section 5. Record of Performance

### Communication Domain

#### Receptive Language Subdomain

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

**\*Entry Points:** Birth–11 months: **Item 1**                      24–35 months: **Item 16**                      48–59 months: **Item 27**  
 12–23 months: **Item 8**                                      36–47 months: **Item 23**                      60 months and older: **Item 31**

Item #	Score (1 or 0)	Item
*1.		normal breathing rate
2.		reacts to loud noise by blinking, moving arms or legs, or stopping movement
3.		quieted by music
4.		turns head toward voice when someone speaks to him or her
5.		smiles at person who is talking or gesturing
6.		turns and looks toward noise
7.		briefly stops activity when name is called
*8.		responds with appropriate gestures to "up," "bye-bye," or other routines
9.		moves body to music
10.		briefly stops activity when told "no"
11.		follows simple spoken commands (e.g., "Give Mommy the cup.")
12.		responds to "where" questions (e.g., "Where is the ball?" May point, state the location, or go get the ball.)
13.		when asked, will point to five or more familiar persons, animals, or toys
14.		follows directions about placing one item "in" and "on" another
15.		indicates "yes" or "no" (or appropriate head movement) in response to questions
*16.		points to three body parts when asked
17.		carries out two-step directions that are related (e.g., "Go to the table and bring me the toy.")
18.		points to six body parts when asked

**\*Entry Points:** Birth–11 months: **Item 1**  
12–23 months: **Item 8**

24–35 months: **Item 16**  
36–47 months: **Item 23**

48–59 months: **Item 27**  
60 months and older: **Item 31**

Item #	Score (1 or 0)	Item
19.		points to 15 or more pictures of common objects when they are named
20.		understands at least three possessives (e.g., mine, yours, and boy's; "Is this your ball?" "Show me the dog's food.")
21.		points to five or more common objects described by their use (e.g., "Show me what you eat with.")
22.		carries out two-step unrelated commands (e.g., "Put the ball on the shelf and then clap your hands.")
*23.		understands negative (e.g., "Which is not . . . red, the dog?")
24.		knows "big" and "little" (e.g., "Throw the big ball to me.")
25.		responds to "who" and "whose" questions (e.g., "Who has on a red shirt today?")
26.		follows directions about placing one item "beside" and "under" another
*27.		understands "in front of" and "behind" (e.g., "What is behind the screen?")
28.		answers comprehension questions when told a short story
29.		demonstrates understanding of passive sentences (e.g., "How was the train pushed by the car?")
30.		carries out three-step commands that are not related (e.g., "Put the ball on the table, shut the door, and turn around.")
*31.		tells whether two words rhyme or have the same ending sound for at least three word pairs (e.g., "Do <i>cat</i> and <i>pat</i> have the same ending sound?")
32.		responds to questions involving time concepts (e.g., "When do we eat lunch?")
33.		understands all four seasons of the year and what you do in each (e.g., "What do we do in the summer?")
34.		can identify at least three opposites using pictures or objects ("Show me the opposite of . . . big/little, hot/cold, tall/short.")
35.		identifies "left" and "right" on own body (e.g., "Raise your right hand.")
36.		can identify at least three units of currency (e.g., "Point to the . . . penny, dollar, quarter")
37.		can identify at least three complete sentences ("Tell me if this is a complete sentence." e.g., brown dog; The boy ran away.)



**RECEPTIVE LANGUAGE SUBDOMAIN RAW SCORE**

Continues with  
Expressive Language →

## Expressive Language Subdomain

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

<b>*Entry Points:</b> Birth–11 months: <b>Item 1</b>	24–35 months: <b>Item 16</b>	48–59 months: <b>Item 30</b>
12–23 months: <b>Item 8</b>	36–47 months: <b>Item 24</b>	60 months and older: <b>Item 34</b>

Item #	Score (1 or 0)	Item
*1.		has a strong cry
2.		makes sucking noises
3.		cries when hungry or uncomfortable
4.		makes noises other than crying (e.g., cooing, gurgling)
5.		has different cries for pain, hunger, or discomfort
6.		produces three or more single vowel sounds (e.g., ah, eh, uh)
7.		laughs out loud
*8.		produces three or more consonants, such as /b/, /m/, or /d/
9.		produces string of consonant–vowel sounds (e.g., ba-ba, da-da)
10.		uses word for parent or caregiver discriminately (e.g., mama, dada, nana)
11.		uses inflection patterns when vocalizing (e.g., raises pitch as if asking a question)
12.		spontaneously says familiar greetings and farewells
13.		has a word, sound, or sign for “drink”
14.		uses at least five words
15.		says one word that conveys entire thought; meaning depends on context (e.g., “cookie” may mean “wants more” or “the cookie fell”)
*16.		can name familiar characters or items seen on TV or in movies (e.g., Big Bird)
17.		knows names of two or more playmates
18.		uses 10 to 15 words spontaneously
19.		produces three or more two-word phrases (e.g., more juice)

**\*Entry Points:** Birth–11 months: **Item 1**  
12–23 months: **Item 8**

24–35 months: **Item 16**  
36–47 months: **Item 24**

48–59 months: **Item 30**  
60 months and older: **Item 34**

Item #	Score (1 or 0)	Item
20.		names eight or more pictures of familiar objects
21.		whispers
22.		uses sentences of three or more words
23.		uses at least 50 different words in spontaneous speech
*24.		describes what he or she is doing (e.g., responds to "What are you doing?")
25.		asks "what" or "where" questions (e.g., "Where is my ball?")
26.		uses five or more regular plurals (e.g., boys, toys)
27.		changes speech depending on listener (e.g., talks differently to babies than to adults)
28.		gives full name on request (e.g., "What is your name?")
29.		answers question, "What happens if . . ." (e.g., ". . . you drop an egg.")
*30.		uses five or more contractions (e.g., I'll, can't)
31.		uses facial expressions and body language to demonstrate at least five emotions (e.g., "Show me how you would look if you were . . . angry, proud, frightened, scared.")
32.		makes statements about cause and effect (e.g., "It won't roll because the wheel is off.")
33.		defines five simple words (e.g., "What is a car?")
*34.		completes at least three simple verbal analogies (e.g., "Daddy is a man; Mommy is a _____.")
35.		states similarities between objects for at least three object pairs (e.g., "How are shoes and boots alike?")
36.		responds to "Tell me the opposite of _____" for at least three words
37.		uses irregular plurals correctly (e.g., foot/feet, goose/geese)
38.		tells simple jokes
39.		states differences between objects for at least three object pairs (e.g., "How are milk and water different?")
40.		uses "yesterday" and "tomorrow" meaningfully
41.		uses irregular comparatives correctly (e.g., good, better, best)



**EXPRESSIVE LANGUAGE SUBDOMAIN RAW SCORE**

# DAYC-2

## Social-Emotional Domain Scoring Form

Judith K. Voress Taddy Maddox



### Section 1. Identifying Information

Name \_\_\_\_\_ Examiner's Name \_\_\_\_\_

Female  Male  Examiner's Title \_\_\_\_\_

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Parent/Guardian \_\_\_\_\_

Date Tested \_\_\_\_\_ School/Day Care \_\_\_\_\_

Date of Birth \_\_\_\_\_ Respondent's Name \_\_\_\_\_

Age \_\_\_\_\_ Relationship to Child \_\_\_\_\_

Age in Months  Length of Time Respondent Has Known Child \_\_\_\_\_

### Section 2. Record of Scores

Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
_____	_____	_____	_____	3	_____

### Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

### Section 4. Observations and Recommendations

\_\_\_\_\_

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## Section 5. Record of Performance

### Social-Emotional Domain

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

**\*Entry Points:** Birth-11 months: **Item 1**                      24-35 months: **Item 28**                      48-59 months: **Item 46**  
 12-23 months: **Item 16**                      36-47 months: **Item 38**                      60 months and older: **Item 51**

Item #	Score (1 or 0)	Item
*1.		relaxes body when held
2.		stops crying when talked to, picked up, or comforted
3.		establishes eye contact for at least a few seconds
4.		looks at adult face for several seconds
5.		smiles reflexively
6.		interacts by smiling and cooing
7.		recognizes familiar faces and objects (e.g., parent, bottle); reacts by waving arms and legs or squealing with excitement
8.		expresses feelings such as anger, tiredness, excitement, and hunger
9.		laughs, squeals, or shows enjoyment when caregiver involves child in play (e.g., moves hands to act out pat-a-cake, bounces on knee)
10.		comforts self (i.e., quits fussing by himself or herself)
11.		laughs when head is covered with cloth
12.		knows the difference between caregivers and strangers (e.g., smiles at loved ones; stares, quiets, or refuses to smile with stranger)
13.		smiles at or pats own image in the mirror
14.		when someone calls the child's name, he or she looks at the person and vocalizes
15.		extends arms to familiar persons
*16.		shows preference for certain toys, activities, or places (e.g., interacts positively vs. negative response)
17.		expresses affection (e.g., hugging, patting, special looks, resting head)
18.		plays simple games (e.g., peek-a-boo, pat-a-cake)
19.		imitates facial expressions, actions, and sounds
20.		repeats activity that elicits laughter or positive response from others

# Social Emotional

**\*Entry Points:** Birth–11 months: **Item 1**  
12–23 months: **Item 16**

24–35 months: **Item 28**  
36–47 months: **Item 38**

48–59 months: **Item 46**  
60 months and older: **Item 51**

Item #	Score (1 or 0)	Item
21.		brings toys to share with caregiver
22.		plays well for brief time in groups of two or three children; at least some interaction among children
23.		spontaneously greets familiar person by hugging or other appropriate gesture
24.		separates from parent in familiar surroundings without crying
25.		attempts to comfort others in distress (e.g., comforts a child who is hurt or distressed)
26.		insists on trying to do many things without help (e.g., eating with spoon, putting on a coat)
27.		enjoys simple make-believe play (e.g., pretends he or she is the parent, is an animal, doll is a baby)
*28.		shows pride in accomplishments
29.		quietly listens to story, music, movie, or TV
30.		sings familiar songs with adult
31.		uses "please" and "thank you" appropriately; may need to be reminded
32.		asks for assistance when having difficulty
33.		looks at person when speaking with him or her
34.		usually takes turns
35.		recognizes when another person is happy or sad
36.		avoids common dangers (e.g., sharp knives, fire, hot stove)
37.		plays dress-up
*38.		shows off by repeating rhymes, songs, or dances for others
39.		changes from one activity to another when required by teacher or parent
40.		interacts appropriately with others during group games or activities
41.		knows and follows classroom rules
42.		gains attention from peers in appropriate ways
43.		plays group board or card games
44.		volunteers for tasks
45.		quiets down after active play
*46.		likes competitive games
47.		returns objects to their appropriate place



# Social Emotional

**\*Entry Points:** Birth-11 months: **Item 1**  
12-23 months: **Item 16**

24-35 months: **Item 28**  
36-47 months: **Item 38**

48-59 months: **Item 46**  
60 months and older: **Item 51**

Item #	Score (1 or 0)	Item
48.		accepts mild, friendly teasing
49.		explains rules of a game to others
50.		expresses anger with nonaggressive words rather than with physical action
*51.		offers item or activity to another in exchange for an item or activity
52.		accepts valid criticism without crying, pouting, or refusing to continue
53.		asks before using another's belongings
54.		provides or offers assistance to others when appropriate
55.		helps with group projects
56.		ends conversations with "good-bye" or other appropriate phrase
57.		apologizes if he or she hurts someone's feelings
58.		remains calm when small requests are denied (e.g., cannot have a snack)
59.		works alone at chore for 20 to 30 minutes
60.		completes pencil/paper games (e.g., dot-to-dot, hidden pictures, mazes)
61.		initiates group activities
62.		congratulates others when appropriate
63.		answers the phone, remembers simple message, and delivers it to the correct person

**TOTAL DOMAIN RAW SCORE**

# DAYC-2

## Physical Development Domain Scoring Form

Judith K. Voress Taddy Maddox

### Section 1. Identifying Information

Name \_\_\_\_\_

Examiner's Name \_\_\_\_\_

Female  Male

Examiner's Title \_\_\_\_\_

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Date Tested \_\_\_\_\_

School/Day Care \_\_\_\_\_

Date of Birth \_\_\_\_\_

Respondent's Name \_\_\_\_\_

Age \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Age in Months

Length of Time Respondent Has Known Child \_\_\_\_\_

### Section 2. Record of Scores

Subdomain	Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term	Standard Score Difference
Gross Motor	_____	_____	_____	<input type="text"/>	3	_____	<input type="text"/> <ul style="list-style-type: none"> <li><input type="radio"/> Not important</li> <li><input type="radio"/> Statistical 10 or above</li> <li><input type="radio"/> Clinical 23 or above</li> </ul>
Fine Motor	_____	_____	_____	<input type="text"/>	4	_____	

Domain	Sum of Raw Scores	Age Equivalent	%ile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
Physical Development	_____	_____	_____	_____	<input type="text"/>	3	_____

### Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

### Section 4. Observations and Recommendations

\_\_\_\_\_  
 \_\_\_\_\_

## Section 5. Record of Performance

### Physical Development Domain

#### Gross Motor Subdomain

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

**\*Entry Points:** Birth–11 months: **Item 1**      24–35 months: **Item 37**      48–59 months: **Item 43**  
 12–23 months: **Item 27**      36–47 months: **Item 40**      60 months and older: **Item 47**

Item #	Score (1 or 0)	Item
*1.		normal heart rate (for newborns, above 100 beats per minute)
2.		when lying on back, can turn head to each side
3.		when lying on stomach with head turned to one side, lifts and turns head so opposite cheek touches the surface
4.		when lying on stomach, raises head briefly, weights on chest, forearms, and hands
5.		when lying on back, kicks reciprocally, when excited (e.g., one leg, then the other)
6.		when held upright, will bear some weight on legs
7.		when lying on stomach, lifts head with face at angle of at least 45° from the surface
8.		rolls from side to side
9.		when pulled to sitting, holds head in line with body (i.e., no head lag)
10.		rolls from back to side
11.		sits for at least 5 seconds with hips supported
12.		when lying on stomach, lifts arms and legs off surface
13.		rolls from back to stomach
14.		when lying on back, brings feet to mouth
15.		pulls self to sitting while grasping adult fingers
16.		bounces in standing when supported by adult
17.		when lying on stomach, reaches with one hand while bearing weight on side and other forearm
18.		sits alone for at least 60 seconds while playing with toy

# Gross Motor

**\*Entry Points:** Birth–11 months: **Item 1**      24–35 months: **Item 37**      48–59 months: **Item 43**  
 12–23 months: **Item 27**      36–47 months: **Item 40**      60 months and older: **Item 47**

Item #	Score (1 or 0)	Item
19.		uses arms to move forward on belly
20.		stands alone, holding on to something, for at least 10 seconds
21.		moves from standing to sitting in controlled fashion
22.		from sitting position, pivots 180° to retrieve an object
23.		pulls self to standing position
24.		moves from back to sitting without assistance
25.		when falling forward, extends arms to catch self
26.		walks sideways while holding on to furniture
*27.		walks three or more steps with assistance
28.		walks at least 8 ft with one hand held
29.		pushes or pulls toys while walking
30.		walks without holding on for at least five steps
31.		demonstrates controlled starts and stops in walking
32.		squats during play
33.		when standing, stops then starts again without losing balance
34.		creeps backward down step
35.		climbs low play equipment
36.		runs (may be a hurried walk) at least 10 ft without falling
*37.		walks up and down stairs with support from rail or wall; may place both feet on each step
38.		throws a ball overhand with relative accuracy
39.		walks backward at least 10 ft
*40.		walks up stairs, alternating feet, in adult fashion while holding on to rail or wall
41.		walks swinging arms and legs freely in cross pattern similar to adult walk pattern
42.		catches ball from straight arm position, trapping ball against chest
*43.		walks forward heel to toe without losing balance for four or more steps
44.		hops forward on one foot without losing balance for four or more hops

# Gross Motor

\*Entry Points: Birth–11 months: **Item 1**  
12–23 months: **Item 27**

24–35 months: **Item 37**  
36–47 months: **Item 40**

48–59 months: **Item 43**  
60 months and older: **Item 47**

Item #	Score (1 or 0)	Item
45.		gallops, leading with one foot and transferring weight smoothly and evenly
46.		jumps over objects up to 6 in high; lands with both feet together
*47.		balances on one foot with hands on hips for at least 10 seconds
48.		swings on swing maintaining own momentum; uses legs to propel
49.		bounces and catches tennis ball (or any ball of similar size)
50.		skips, alternating feet, maintaining balance for 10 ft
51.		drops a ball and kicks it forward before it hits the floor
52.		catches a small ball (about 4 in) in hands only (doesn't trap against chest)
53.		can dribble an 8- to 10-in ball at least four times; uses only one hand and doesn't move feet
54.		jumps rope by self

**GROSS MOTOR SUBDOMAIN RAW SCORE**

SAMPLE

Continues with  
Fine Motor →

## Fine Motor Subdomain

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

**\*Entry Points:** Birth–11 months: **Item 1**                      24–35 months: **Item 17**                      48–59 months: **Item 22**  
 12–23 months: **Item 13**                      36–47 months: **Item 19**                      60 months and older: **Item 26**

Item #	Score (1 or 0)	Item
*1.		closes fingers when examiner's finger is placed on palm
2.		hands usually open or loosely fist
3.		when lying on back, brings hands together at midline; may not close hands
4.		grasps cloth in hand when hand is placed on cloth draped across examiner's arm
5.		In supported sitting position, reaches for and grasps an object, holding it for several seconds
6.		holds a small object in each hand at one time
7.		holds objects between fingers and palm of hand
8.		transfers an object from one hand to the other
9.		uses raking or scooping motion to pick up a small object
10.		bangs two objects together
11.		holds an object between fingers and opposed thumb and palm of hand
12.		picks up a small object using thumb and forefinger
*13.		pokes with index finger
14.		turns pages in book; may be thick pages
15.		scribbles spontaneously
16.		holds crayon, pencil, etc., in adaptive fashion (e.g., in fist with thumb up, forearm turned so thumb is directed downward)
*17.		uses one hand consistently in most activities
18.		uses hand to hold paper in place when drawing
*19.		imitates circular, vertical, and horizontal strokes
20.		uses vertical, horizontal, and circular motions when drawing

# Fine Motor

**\*Entry Points:** Birth–11 months: **Item 1**      24–35 months: **Item 17**      48–59 months: **Item 22**  
 12–23 months: **Item 13**      36–47 months: **Item 19**      60 months and older: **Item 26**

Item #	Score (1 or 0)	Item
21.		holds pencil between first two fingers and thumb (i.e., adult grasp)
*22.		cuts with scissors, making several snips on paper
23.		copies a cross
24.		pastes or glues neatly
25.		copies a square
*26.		cuts a 6-in straight line with scissors within ¼ in of the line
27.		places at least five paper clips on paper
28.		rapidly touches each finger to thumb
29.		colors within lines
30.		cuts out simple geometric shapes (e.g., circle, square, triangle) with scissors within ¼ in of the line
31.		folds paper in half with edges parallel
32.		copies a diamond with straight, connected lines
33.		cuts intricate shapes within ¼ in of the line



**FINE MOTOR SUBDOMAIN RAW SCORE**

SAMPLE

# DAYC-2

Adaptive Behavior Domain Scoring Form

Author: K. Dennis, T. Miller

## Section 1. Identifying Information

Name \_\_\_\_\_ Examiner's Name \_\_\_\_\_  
Female  Male  Examiner's Title \_\_\_\_\_  
Date Tested \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Parent/Guardian \_\_\_\_\_  
Date of Birth \_\_\_\_\_ School/Day Care \_\_\_\_\_  
Age \_\_\_\_\_ Respondent's Name \_\_\_\_\_  
Age in Months \_\_\_\_\_ Relationship to Child \_\_\_\_\_  
Length of Time Respondent has Known Child \_\_\_\_\_

## Section 2. Record of Scores

Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
_____	_____	_____	_____	3	_____

## Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70-79	80-89	90-110	111-120	121-130	> 130

## Section 4. Observations and Recommendations

\_\_\_\_\_  
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## Section 5. Record of Performance

### Adaptive Behavior Domain

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

**\*Entry Points:** Birth–11 months: **Item 1**                      24–35 months: **Item 23**                      48–59 months: **Item 44**  
 12–23 months: **Item 14**                      36–47 months: **Item 34**                      60 months and older: **Item 50**

Item #	Score (1 or 0)	Item
*1.		maintains body temperature without external assistance
2.		forms a tight seal around nipple when sucking
3.		swallows liquids with no difficulty
4.		coordinates sucking, swallowing, and breathing
5.		opens mouth in anticipation of feeding (sight of breast or bottle)
6.		enjoys bath; keeps eyes open and indicates pleasure when placed in warm water
7.		sleeps for 4- to 10-hour intervals
8.		closes lips when swallowing
9.		swallows pureed foods
10.		uses tongue to move food around in mouth
11.		shows definite likes and dislikes of various foods (e.g., may spit out or refuse to open lips for undesired foods, eagerly opens mouth for desired foods)
12.		sleeps through the night; may take two to three naps during the day
13.		holds or supports a bottle to feed self
*14.		purposely pulls off own socks
15.		feeds self finger foods
16.		chews textured foods
17.		cooperates in dressing and undressing (e.g., helps put arms in holes)
18.		sleeps through the night; may take one nap during the day
19.		drinks from open cup or glass held by adult (not a sippy cup)

# Adaptive Behavior

\*Entry Points: Birth–11 months: **Item 1**  
12–23 months: **Item 14**

24–35 months: **Item 23**  
36–47 months: **Item 34**

48–59 months: **Item 44**  
60 months and older: **Item 50**

Item #	Score (1 or 0)	Item
20.		sips liquid from glass or cup using a straw
21.		helps with simple household tasks (e.g., helps put things away)
22.		fusses when diaper needs to be changed
*23.		tries to wash own hands and face
24.		removes loose clothing such as a jacket, shorts, or a shirt without assistance
25.		opens door by using handle or knob
26.		puts on simple clothing independently (e.g., hat, pants)
27.		independently eats entire meal with spoon
28.		wipes own nose; may need to be reminded
29.		sits on toilet for at least 1 minute supervised
30.		squats, holds self, or verbalizes bowel and bladder needs most of the time
31.		washes and dries hands and face without assistance
32.		cleans up spills, getting own cloth
33.		shows care when handling an infant or small animal
*34.		pours milk or juice with some assistance
35.		tells adult of toilet needs in time to get to toilet
36.		takes responsibility for toileting; may require assistance in wiping
37.		gets drink of water from tap unassisted (may need help getting cup from cupboard)
38.		brushes teeth independently
39.		recognizes own home
40.		manipulates large buttons or snaps
41.		covers mouth and nose when coughing and sneezing (hand, elbow, tissue, or handkerchief may be used)
42.		sleeps through the night without wetting
43.		hangs up clothes (hanger, hook, or other designated device)
*44.		dresses self completely, except for tying shoelaces (includes underwear; clothes must be on correctly, including all fasteners)
45.		serves self at the table (adult may need to hold serving dish)
46.		often wants privacy in bathroom

# Adaptive Behavior

**\*Entry Points:** Birth–11 months: **Item 1**  
12–23 months: **Item 14**

24–35 months: **Item 23**  
36–47 months: **Item 34**

48–59 months: **Item 44**  
60 months and older: **Item 50**

Item #	Score (1 or 0)	Item
47.		answers what-to-do-if questions (e.g., "What would you do if you cut your finger?")
48.		fastens seat belt in automobile independently
49.		crosses street safely (e.g., looks both ways, uses crosswalks)
*50.		puts dirty dishes in sink or dishwasher
51.		requests food to be passed at the table
52.		selects clothing appropriate for temperature and occasion
53.		makes own bed; may need to be reminded
54.		sets and clears table without assistance
55.		uses table knife for spreading soft butter, jelly, or peanut butter
56.		plans ahead to meet toileting needs before beginning an activity
57.		takes shower or bath independently
58.		cleans counter or work surface with sponge or paper towels
59.		dusts furniture
60.		makes simple breakfast and lunch
61.		washes own hair
62.		takes care of minor cuts (cleans and applies bandage)
63.		rides a bicycle safely without training wheels
64.		cuts food (including meat) into bite-sized pieces

**TOTAL DOMAIN RAW SCORE**