

Summary Information: Developmental Assessment of Young Children – Second Edition (2013)

Publisher	PRO-ED Inc.
Website for information	http://www.proedinc.com/customer/productview.aspx?id=5157
Cost	\$345.00 for complete kit including: 25 each of Adaptive, Cognitive, Communication, Physical, and Social-Emotional Scoring Forms; 25 Mini Poster-Pack of Early Child Development Chart; 25 Examiner Summary Sheets and storage box
Age range	Birth through 5 years, 11 months
Purpose	“The DAYC-2 is a popular test used to identify children birth through 5-11 with possible delays in the following domains: cognition, communication, social-emotional development, physical development, and adaptive behavior. Each of the five domains reflects an area mandated for assessment and intervention for young children in IDEA.”
Areas included	<ul style="list-style-type: none"> <i>f</i> Cognition <i>f</i> Communication <i>f</i> Social-Emotional Development <i>f</i> Physical Development <i>f</i> Adaptive Behavior
Time to administer	Each subtest can be completed in 10 to 20 minutes
Scored	Yes. Provides standard scores, percentile scores, age equivalents, and, if all 5 subtests are completed, a general development quotient
Age norms	Yes
Age ranges given for items	Yes
Standardized tasks	Yes
Based on observation in natural settings	Yes
Instructions related to parent role	Yes
Web-based data entry	No
Electronic scoring	No
Other languages	None

Note: This is a preliminary draft developed by the Early Childhood Technical Assistance Center. We are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. We welcome your feedback to ectacenter@unc.edu.

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Draft Crosswalk to Child Outcomes**

Note: Because the DAYC is a norm-referenced assessment, the subtest scores are the smallest unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the 5 subtests map to the three outcomes. Under each subtest, the X indicates the outcome area to which the subtest score contributes information. The item information under the X provides the rationale for why the subtest was classified as providing information for that outcome.

	Outcome 1 Has positive social relationships	Outcome 2 Acquires and uses skills and knowledge	Outcome 3 Takes appropriate action to meet needs
Subtest: Cognitive		X	
		Moves, watches, explores, imitates, looks at books, names/matches/sequences/uses objects in play, understands concept of 'one,' stacks, matches, orders, counts, reads words	
Subtest: Communication		X	
		Reacts/responds to noise/speech, produces sounds*, locates/points to objects, follows simple verbal commands, responds to 'where' questions, understands some grammar, points to body parts, uses words and phrases	

Subtest: Social-Emotional	X		
	Responds, imitates, expresses feelings, says please and thank you, separates, sings songs with familiar adult, watches other children, looks at/knows adults, interacts, plays, greets, takes turns, plays games, knows and follows classroom rules		
Subtest: Physical Development			X*
			Extends legs/fingers, kicks, rolls, sits, moves, walks, scoots, pokes, stands, moves, scribbles, walks backward, uses one hand, reaches for object, moves body to get object, picks up object, starts/stops walking, runs, walks up stairs*
Subtest: Adaptive Behavior			X
			Enjoys bath, moves mouth, tongue, lips, chews, sleeps, cooperates with dressing, helps put things away, hangs clothes, sleeps through the night, expresses displeasure, brings food to mouth, drinks, eats, pulls off socks, feeds self, fusses for diaper change, brushes teeth, washes, toilets, opens door, wipes nose, washes/cleans up spills, gets drink, dresses

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.