

### Summary Information: Developmental Assessment of Young Children (1998)

Publisher	PRO-ED Inc.
Website for information	<a href="http://www.proedinc.com/Scripts/prodView.asp?idProduct=1536">www.proedinc.com/Scripts/prodView.asp?idProduct=1536</a>
Cost	\$235.00 for complete kit including: 25 each of Adaptive, Cognitive, Communication, Physical, and Social-Emotional Scoring Forms; 25 Mini Early Child Development Charts; 25 Profile/Summary Forms and storage box
Age range	Birth through 5 years, 11months
Purpose	"Built to measure the five areas of assessment mandated by IDEA: cognition, communication, social-emotional development, physical development, and adaptive behavior"
Areas included	<ul style="list-style-type: none"> <li>▪ Cognition</li> <li>▪ Communication</li> <li>▪ Social-Emotional Development</li> <li>▪ Physical Development</li> <li>▪ Adaptive Behavior</li> </ul>
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
How frequently it can be given	Can be administered annually or given prior to and following program/school admittance

**Summary Information (continued): Developmental Assessment of Young Children (1998)**

Standardized tasks	Yes
Based on observation in natural settings	Optional. Primarily relies on direct assessment and interview, but may use observation in natural environments depending on the situation
Instructions related to parent role	May incorporate parent and caregiver input by interviewing them as part of the assessment process
Data provided on reliability	Yes. Content-Sampling (i.e. Internal Consistency Reliability- Cronbach's Coefficient Alpha), Interscorer Differences, Test-Retest Time Sampling Reliability, and Standard Error of Measurement
Data provided on validity	Yes. Provides Construct-Identification Validity and Criterion-Prediction Validity as compared to the Battelle Developmental Inventory Screening Test. Also assessed "the test content to determine whether it covers a representative sample of the behavior in a domain to be measured"
Web-based data entry	No
Electronic scoring	No
Other languages	None
Who administers	Examiners with formal training in assessment
Training available through the publisher	Yes, but not required

Note: This is a preliminary draft developed by the Early childhood Outcomes 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 <staff@the-eco-center.org>.

### Developmental Assessment of Young Children (DAYC) (1998): 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.

	<b>Outcome 1 Has positive social relationships</b>	<b>Outcome 2 Acquires and uses skills and knowledge</b>	<b>Outcome 3 Takes appropriate action to meet needs</b>
<b>Subtest: Cognitive</b>		<b>X</b>	
		Moves, watches, explores, imitates, looks at books, names/matches/sequences/uses objects in play, understands concept of 'one,' stacks, matches, orders, counts, reads words	
<b>Subtest: Communication</b>		<b>X</b>	
		Reacts/responds to noise/speech produces sounds*, locates/points to objects, follows simple commands, responds to 'where' questions, understands some grammar, points to body parts, uses words	
<b>Subtest: Social-Emotional</b>	<b>X</b>		
	Responds, imitates, expresses feelings, says please and thank you, separates, sings, watches other children, laughs, looks at/knows adults, interacts plays, greets, takes turns, plays games		

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	<b>Outcome 1 Has positive social relationships</b>	<b>Outcome 2 Acquires and uses skills and knowledge</b>	<b>Outcome 3 Takes appropriate action to meet needs</b>
<b>Subtest: Physical Development</b>			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*
<b>Subtest: Adaptive Behavior</b>			X
			Enjoys bath, moves mouth, tongue, lips sleeps, cooperates, chews, helps put things away, hangs clothes, sleeps through the night, expresses displeasure dressing, brings food to mouth, drinks, eats, pulls off socks, feeds self, fusses for diaper change, brushes teeth, washes, drinks, eats, dresses, toilets, opens door, wipes nose, toileting, washes/cleans up spills, gets drink, dressing

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