

**Summary Information: Individual Growth and Development Indicators for Infants and Toddlers (IGDI: 0-3)**

Publisher	Juniper Gardens Children’s Project, University of Kansas
Website for information	<a href="http://www.igdi.ku.edu">www.igdi.ku.edu</a>
Cost	\$1 per child (may be waived under certain conditions)
Age range	4 to 36 months
Purpose	A set of progress monitoring measures designed and validated for frequent use by early childhood practitioners and interventionists to monitor children's growth and progress over time. IGDI's, like pediatricians' height and weight charts display an individual growth trend over time compared to normative growth. Lack of progress on an IGDI often indicates the need for a more in-depth assessment to identify what the child can and cannot do, and to plan for an intervention or a change in an existing intervention
Areas included	<ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ Social</li> <li>▪ Motor</li> <li>▪ Problem Solving</li> </ul> (An additional parent-child interaction indicator is available, but is not included in this crosswalk)
Time to administer	24-40 minutes for the four indicators above
Scored	Yes. Frequencies of key skill elements within each area are counted and converted to a rate per minute metric that can be compared to age norms
Age norms	Yes
Age ranges given for items	Yes
How frequently it can be given	Recommended quarterly; may be used monthly in cases requiring more frequent monitoring
Standardized tasks	Yes
Based on observation in natural settings	No. Observation of child’s spontaneous behavior with standardized materials and toys

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to [staff@the-eco-center.org](mailto:staff@the-eco-center.org).

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Instructions related to parent role	None. Includes observation of child with a familiar adult play partner, which could include a parent or another assessor after sufficient warm up time
Data provided on reliability	Yes. Assessed for interobserver agreement, split half reliability, and alternate forms reliability
Data provided on validity	Yes. Assessed for construct validity and criterion validity (The Preschool Language Scale – 3, The Caregiver Communication Measure, Peabody Developmental Motor Scales 2, Bayley Scales of Infant Development - II, Denver Developmental Screening Test - II, Vineland Social Emotional Early Childhood Scales, Wechsler Preschool and Primary Scale of Intelligence-Revised)
Web-based data entry	Yes. See <a href="http://www.igdi.ku.edu">www.igdi.ku.edu</a>
Electronic scoring	Yes. Totals for key skills, totals for indicators, averages, and child and group summaries relative to normative growth trajectories
Other languages	No. Protocols and instructions are in English, but children are paired with assessors who are fluent in the child’s native language
Who administers	Center or home-based child care program staff, parents, interventionists
Training available through the publisher	Yes. All assessors must be trained, certified, and recertified annually

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**Individual Growth and Development Indicators for Infants and Toddlers (IGDI 0-3)  
Crosswalk to Child Outcomes**

<p align="center"><b>Outcome 1: Positive social relationships</b></p>	<p align="center"><b>Outcome 2: Acquires and uses skills and knowledge</b></p>	<p align="center"><b>Outcome 3: Takes appropriate action to meet needs</b></p>
<p><b><u>Early Social Indicator</u></b></p> <ul style="list-style-type: none"> <li>▪ Positive Nonverbal Social Behavior Toward Peer</li> <li>▪ Positive Verbal Social Behavior Toward Peer</li> <li>▪ Positive Nonverbal Social Behavior Toward Adult</li> <li>▪ Positive Verbal Social Behavior Toward Adult</li> <li>▪ Positive Nonverbal Social Behavior (Nondirected)</li> <li>▪ Positive Verbal Social Behavior (Nondirected)</li> <li>▪ Negative Behaviors</li> </ul>	<p><b><u>Early Communication Indicator</u></b></p> <ul style="list-style-type: none"> <li>▪ Gestures</li> <li>▪ Vocalizations</li> <li>▪ Single Words</li> <li>▪ Multiple Words</li> </ul> <p><b><u>Early Problem-Solving Indicator</u></b></p> <ul style="list-style-type: none"> <li>▪ Looks</li> <li>▪ Explores</li> <li>▪ Functions</li> <li>▪ Solutions</li> </ul>	<p><b><u>Early Movement Indicator</u></b></p> <ul style="list-style-type: none"> <li>▪ Transitional Movements*</li> <li>▪ Grounded Locomotion*</li> <li>▪ Vertical Locomotion*</li> </ul>

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

Note: Indicators or key skills that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

- Early Movement Indicator**
- Throwing/Rolling
  - Catching/Trapping