

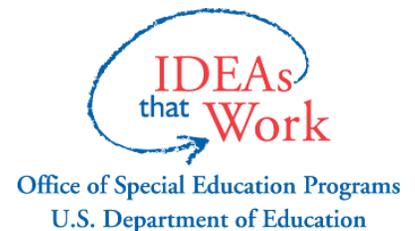


Developmental Assessment of Young Children—Second Edition (DAYC-2): Crosswalk to The Three Child Outcomes

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About the DAYC-2

- **Publisher:** [PRO-ED Inc.](#)
- **Cost:** \$441.00 for complete kit including: Examiner's Manual; 25 each of Cognitive, Communication, Physical Development, Social-Emotional Development, and Adaptive Behavior Scoring Forms; a 25 Mini Poster-Pack of Early Child Development Chart, 3E; 25 Examiner Summary Sheets; 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 years, 11 months with possible delays in five domains: cognition, communication, social-emotional development, physical development, and adaptive behavior. Each domain reflects an area mandated for assessment and intervention for young children in IDEA.
- **Areas Included:**
 - Cognition
 - Communication
 - Social-Emotional Development
 - Physical Development
 - 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
- **Languages Other than English:** No

DAYC-2: Crosswalk to The Three Child Outcomes

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 five domains' subtests map to the [three child outcomes](#):

- **Outcome 1:** Positive Social-Emotional Skills (including social relationships)
- **Outcome 2:** Acquisition and Use of Knowledge and Skills
- **Outcome 3:** Use of Appropriate Behaviors to Meet Needs

The table also includes including the rationale for why the subtest was classified as providing information for that outcome.

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

DAYC-2 Domain Subtests

Subtest	Outcome	Rationale
Cognitive	Outcome 2	Moves, watches, explores, imitates, looks at books, names/matches/sequences/uses objects in play, understands concept of “one”, stacks, matches, orders, counts, reads words
Communication	Outcome 2	Reacts/responds to noise/speech, produces sounds (precursor skill), locates/points to objects, follows simple verbal commands, responds to “where” questions, understands some grammar, points to body parts, uses words and phrases
Social-Emotional Development	Outcome 1	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
Physical Development	Outcome 3	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 (precursor skill)
Adaptive Behavior	Outcome 3	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