

Coast Fraser Region IDP & SCD DAYC-2 Questions & Answers

Q & A #3 – February 16, 2015

General Questions & Answers:

1. What is percentile rank and when would it be useful to use this information?

Where a child falls, as a percentage, when compared to the sample group of the 1,832 children involved in norming the assessment. For example, if an assessments' percentile rank is 90%, the child's results will have scored better than 90% of the children who were used as the sample group for the norming of the DAY-2. Note – this information is not particularly useful to you or the family as it only compares to the sample group, not to the population in general.

Item Interpretation:

Questions pertaining to how we understand a specific test item – e.g. what it means, therefore what you are looking for.

2. In the cognitive domain, #36 says “Repeats fingers plays with words and actions”. Does this refer to a child imitating actions to nursery songs like in ‘itsy-bitsy spider’? Can it be actions songs like in “wheels on the bus”?

This items falls in the 24-35 month old age range. Songs that involve finger actions, such as itsy-bitsy spider or the wheels on the bus can be used to determine mastery of this test item. To demonstrate mastery the child will repeat the song/finger actions independently of the adult doing so. For example, if the child joins in while the adult does it, this does not indicate master. If the child does it by himself after the adult finishes or a later time, the test is mastered. For a child whose language is delayed, mastery can be indicated if the child is able to do the actions of 2 or more verses and/or the sequence of actions in a nursery rhyme, independently (e.g. with or without full words).

3. In the social-emotional domain, item #21 – “Brings a toy to share with the caregiver”. Does this mean the child is showing the caregiver their toy? Does it mean they are actually giving the caregiver the toy?

This items is in the 12-23 month age range. The term ‘shares’ is key in this test item, and indicates that the child attempts to give the toy to the caregiver as a means to engaging in play with the caregiver (e.g. the child's intent is ‘play with me’)

4. In the social-emotional domain, item #34, “Usually takes turns”. We were thinking this sounded a little above age level expectation for where it falls on the assessment. With the Gesell we were just looking to see if the child understood the concept.

This question refers to basic turn taking in interacting with adults or children. For example, the intent of this test item is what you would see when a child rolls a ball back and forth with an

adult. It doesn't refer to the sophisticated turn taking that is usually seen in children over 3 (e.g. item #43, 36-47 months, play group board or card games).

- 5. In the gross motor domain, item #18, birth to 11 months old age range. "Sit alone, for at least 60 seconds, while playing with toy". We are assuming the child is sitting with a straight back for 60 seconds?**

The key is that the child is able to remain sitting upright and playing with a toy for the full 60 seconds. The child's posture doesn't really matter in this process. However, if you are concerned about 'how' the child is sitting (e.g. quality of sitting), you may wish to make a PT referral.

- 6. In the gross motor domain, item #25, birth to 11 months old age range, When falling forward, extends arms to catch oneself. Is this item checked from sit or stand? And how would you test for this?**

This skill could be demonstrated from sitting or standing. You are best to ask the parent about this skill, based on their observations, rather than test for it. You might ask the parent about what happens if the child trips while walking or if he falls over while sitting or while moving from standing to sitting.

- 7. In the gross motor domain, item #29, "The child can push or pull a toy while walking". It seems funny as pulling a toy typically comes after pushing a toy. What skill are they referring to when they say pushing a toy while walking?**

Yes, this is typically the progression. However for this test item, the ability to do either push or pull while walking is what they are looking for. Either would indicate mastery for this test item.

- 8. In the gross motor domain, item #33, "When standing, stoops then stands again without losing balance". PT says if a child is stooping this is a red flag, that they should always be squatting to pick up something from the ground. Does it mean stoop under something?**

Walking stooped is certainly a red flag. In the context of this test item however, it refers to being able to reach down to the floor and then return to standing without falling down. Reaching down to the floor can be accomplished by squatting or bending at the waist (e.g. such as when one bends over to reach / to touch ones toes).

- 9. In the fine motor domain, item #16, "Holds crayon, pencil, etc., in adaptive fashion (e.g. in fist with thumb up, forearm turned so thumb is directed downward)" The term adaptive refers to a child holding the crayon with their thumb facing up, now how it describes it in the brackets. Are we looking for the child holding it with their thumb pointing up or down?**

This item is in the 12-23 month age range. In this test item adaptive means either with the thumb up or down, so that the grasp is functional allowing the child to make marks on the paper.

- 10. In the fine motor domain, item #4, "Grasps cloth in hand, when hand is placed on cloth draped across examiners arm". I'm assuming it just a measure of early ability to grasp an object as reach and grasp comes after that item. Thinking child should be in supine.**

Yes, this test item is looking for early grasp that usually comes from a raking motion. The child can be in whatever position is most comfortable for her/him, as long as they have easy access to the cloth on someone's arm or another surface.

11. In gross motor domain, item #19, "Uses arms to move forward on belly". Does this refer to 4-point crawling?

In the DAYC-2, this actually refers to commando crawling (e.g. child is not weight bearing on knees, is pulling self forward with arms, belly is on the floor). If a child is doing 4-point crawling, then this would be a mastered skill as it is typically a precursor to 4-point crawling.

12. In gross motor domain, item #20, "Stands alone, holding onto something, for at least 10 seconds". Does this refer to parents placing their child into standing as #23 is "Pulls self to a standing position".

Yes, the child may be placed in a standing position and then stays in this position holding onto a surface for the 10 seconds. The adult does not help the remain standing.

Q & A #2 – August 12, 2014

General Questions & Answers:

1. How was the DAYC-2 chosen as the one to be used in our region?

In looking at the 3 options for standardized assessment (e.g. Battelle, Brigance and DAYC), we found that there were more test items for infants in the cognitive and social domains in the DAYC-2 than in the other assessments. We also liked how it is administered. It fit with our family centred beliefs and practices, and could provide more authentic results by collecting information through observation and discussion with the family, in the child's natural environments and using materials she/he is familiar with.

2. How do we count raw score when there is no ceiling (e.g. there has not been 3 zeros in a row by the end of the items)?

If this happens, just add all the "1's" (e.g. all the items you scored 1 for) from the basil, to the end of the test items, in that domain.

3. I am still integrating concepts from Gesell assessment into DAYC-2. However, it is still difficult to figure out the concepts behind some of the items in DAYC-2, especially in the Cognitive domain. Consultants are interpreting the items of different domains differently, partly due to the language used in the items that can be interpreted differently. Is it possible to group items of the domains into their corresponding concepts (at least for the Cognitive domain)?

We recognize that becoming familiar with a new assessment tool is challenging. Given the structure of the DAYC-2, we suggested that you use the process we identified in Q&A #1:

- **General guidelines for understanding a test item** - “The key is to first look at the age range in which the skill is located. This provides context by allowing us to understand what children in this age range would typically be doing, and therefore what we would expect a mastered response to look like.”

In terms of grouping the items into corresponding concepts, we do not suggest that you do this. The DAYC-2 differs from the Gesell in a few ways. One of those is in how it is organized. Whereas the Gesell groups skills in ‘sub-domains’, the DAYC-2 organizes the skills by chronological age. An assessment tool needs to be administered following its structure. If you were to take items in the DAYC-2 and reorganize them into sub-domains (e.g. categories), you would no longer be administering it in the ways the tool requires for the assessment results to be valid and reliable. You could then no longer guarantee that the results for a child were an accurate picture of her/his developmental level.

Item Interpretation:

Questions pertaining to how we understand a specific test item – e.g. what it means, therefore what you are looking for.

- 1. Differences of pretend play in item 33 of Cognitive domain (24 to 35 months) and make-believe play in item 27 Social-Emotional domain (12 – 23 months). The examples given in item 27 of Social-Emotional domain are all impersonations, which seems to be a skill between 24 to 35 months. While the pretend play in item 33 of the Cognitive domain seems to be a younger age skill.**

These two test items are:

- #27 in the 12 – 23 month social-emotional domain is “Enjoys simple make believe play (example – pretends he/she is the parent, is an animal, doll is a baby).
- #33 in the 24 -35 month cognitive domain “imitates activities using substitute object to represent real one (example – stick for spoon, wash cloth for doll blanket).

As mentioned in the question, the concept in item #27 in the social-emotional domain is ‘impersonation’ oriented, in that the child is imitating things he/she has seen. Item #33 in cognitive is a higher level skill in that is the start of symbolic / representational play, requiring the child to move beyond imitation to using an object for a purpose other than what it was intended for.

- 2. Item 24 in Cognitive domain, does it have to be a cause-and-effect toy?**

Item #24 is “Attempts to start toy if he or she has seen someone else make it work”. The item that is used for this must have a cause-effect response, but it is not necessary that it is a toy. If the family indicates that the child can do this with an Ipad game or any other item that ‘does something’ when the child interacts with it., that will be sufficient.

- 3. Please provide examples of item 30 in the Cognitive domain.**

Item #30, in the 24-35 month age range is “Manages 3 to 4 toys by setting one aside when given a new toy”. This item is looking at problem solving and attention skills. You want to see that the child can figure out what to do to get the new toy and can shift attention from the current toy to a new one. Any toys / materials in the child’s environment can be used. The family reports that when the child is engaged with one or more toys, and is handed a new one, he/she sets the current toy aside and takes the new one. As this may be a bit difficult to explain, you may wish to work with the family to set up a play situation to try it out.

- 4. Item 25 in 12-23 months in Social Emotional – “Attempts to comfort others in distress example, comforts a child who is hurt or distressed.” & Item 35 in 24-35 months in Social Emotional – “Recognizes when another person is happy or sad”. We thought a child would need to recognize before beginning to comfort, or is item #35 related to a child’s ability to verbalize whether a person is happy or sad.**

In item #25, you are looking to see that the child is beginning to show empathy at a very basic level. For example you may see a 12 month old at a playground tapping another child on the back when she/he is crying. In item #35, the child is recognizing distinct emotions, rather than just general distress as in item #25. The child’s response in #35 doesn’t need to be verbal – how they react to someone laughing versus someone crying demonstrates this. It may also be that he/she points to pictures in a book to show happy or sad. Item #35 is at a higher level - the child is showing a deeper understanding of the variety of emotions rather than a basic cause effect response.

- 5. Item #36 in 24-35 months “Avoids common dangers. Example sharp knives, fire, hot stove.” Do you think this would include with prompting, for example parent saying be careful, the stove is hot, hold my hand as we cross the street, or should it be child initiated.**

As this test item is near the top of the age range (e.g. nearly 3 years), the responses should be child initiated. At an earlier stage of development, prompts would be required, but at this point you want to see that the child understands and avoids these dangers without prompting.

Q & A #1 – July 16, 2014

General Questions & Answers:

1. How do we explain standard scores

The DAYC-2 is a standardized assessment that was normed on a large sample of children of the same age from the general population. This allows us to look at where your child’s overall level of development falls as compared to that expected for other children of the same age. It helps us to estimate your child’s developmental level at a given time in a particular situation.

In the DAYC-2 the standard scores are based on a scale that has an average score (mean) of 100. Scores from 90 to 110 are in the average range which means that your child’s development is falling within the normal range of functioning.

2. I've done the DAYC-2 on a child who scored in the 'average' range, but I think he has delays and that the DAYC-2 results are wrong. What should I do?

In this situation, you should look back at the test items and the age ranges they are in. Thinking about a typically developing child in that age range, what would this skill look like? When you asked the family about that item, did they understand what you were asking? Should you have clarified or given them an example so they could answer more accurately? If need be, go back and ask now and/or work with the parent to observe the child doing some of these things.

3. How do I explain not correcting for prematurity?

The DAYC-2 was normed/developed based on a large cross section of children, some of whom were born prematurely and/or had special needs. As a result, prematurity correction is basically built into how you calculate the results. So when you figure out the age equivalent, that will, in theory, correspond to the child's corrected age. So if the child's corrected age is 18 months, and chronological age 24 months, the age equivalent result from doing the DAYC-2 will likely fall near the 18 month old age. Many standardized assessment tools now use this approach.

4. Should I use the DAYC2 for a child who is multi-handicapped and who we already know is going to score very low?

Remember to ask yourself a key question before you do this or any assessment – for what purpose do I need to do an assessment? Is this purpose a 'need' or a 'want'? The DAYC-2 allows you to determine the extent to which a child does nor does not have a delay in her/his development. if there is no clear purpose that benefits the child and family for making this determination, then there is no reason to do a standardized assessment like the DAYC-2.

Item Interpretation:

Questions pertaining to how we understand a specific test item – e.g. what it means, therefore what you are looking for.

1. General guidelines for understanding a test item:

The key in helping us as we discussed the test items below was to first look at the age range in which it is located. This provided context by allowing us to understand what children in this age range would typically be doing, and therefore what we would expect a mastered response to look like.

From the Adaptive Behaviour Domain:

2. Item #22 – “Fusses when diaper needs to be changed”

By fussing, the child is indicating an understanding that his/her diaper needs to be changed. The child is communicating a need. This item should not be interpreted to mean that the child fusses during the process of diaper change.

From the Cognitive Domain

3. Item #3 – “Looks at object for 3 seconds”

The object in question does not need to be held by someone. It could be sitting on the floor, dangling from the chandelier, or an item being worn by someone.

4. Item #5 – “Looks back and forth between two objects”

This is in the under one year age range. Information to determine the mastery of this item can be gathered by asking a question such as “If you hold a bottle in one hand and toy in the other hand in front of your child, what does he / she do?” (e.g. look at one only, look at one and then the other, etc). If the family is unsure, you can watch and see if the child looks at the object in his/her hand and one you or parent brings up beside him./her

5. Item #22 – “Rolls wheeled toys”

This should be interpreted to indicate that the child is moving the car on purpose – e.g. he/she understands the function of the toy and is using for its intended purpose. There does not need to be a social component in this test item, the child can be playing by himself/herself.

6. Item #29 – “Looks at picture book with adult, may name or point to simple objects.”

In the 25 to 34 age range months - “Question regarding similarity between this and test item #21. This is different, in that it is intended to be purposeful. In this test item, the child may name the item being looked at AND/OR point to an object that has been named by the adult.

7. Item #31 – “Spontaneously names 5 or more objects”

In the 25 to 34 month age range. It is likely that a typically developing child has a vocabulary of more than of 5 object names. To indicate mastery of the test item, only a minimum of 5 is required. This can be collected by observation of the child and/or discussion with the family. Please note it is spontaneous – the child says the object name with no prompting.

8. Item #34 – “Matches 5 or more objects to a corresponding picture”

To address this test item, you may need to bring objects and the corresponding pictures with you to the visit. These objects and pictures should be familiar to the child – you will need to know a bit about the child and family’s environment to bring in familiar items.

9. Item #35 – “Sequences related action in play involving 2 to 3 steps. For example, feeds doll, with bottle, then pats it on the back, then puts doll to bed.”

You should consider actions relevant to toys or materials in the child’s environment. If the child has a dump truck, mastery might look like the child puts object in truck, drives it, dumps it. Again this can be determined through observation of the child playing with items in his/her home. Dramatic play toys are not necessary – a child might use a mixing bowl and spoon to stir and feed the parent or a cup and pour and then drink.

10. Item #39 – “Matches circle, square and triangle”

Age range 24 – 35 months. You are looking to see if the child can visually match the three shapes (e.g. even if she/he cannot accurately put the pieces into a puzzle form board). You may need to bring two set of shapes with you or use the colour form shapes from the Gesell kit and a piece of paper with the shapes draw on it.

11. Item #45 – “Matches objects by colour, shape and size”

This item is in the 36 to 47 month age range. At this age, you often see children matching objects by multiple properties. They may take a bunch of things (e.g. trucks, cars, blocks), and sort them by colour, then later do it by size or shape. If the child does not have access to multi property items, you may need to bring them and see if the child organizes them in more than one way.

From the Social Emotional Domain

12. Item 14 - “When someone calls the child’s name he or she looks at the person and vocalizes”

To indicate mastery the child must both look at the person calling his/her name and vocalize in some way in response. The vocalization happens at the same time roughly (or just after) the child looks.

13. Item #18 – “Plays simple games (e.g. peek-a-boo, pat-a-cake)”

As an item in the social emotional domain, you are looking for a reciprocal interaction in the playing of a game. The child may grab the parents hand to put it on their eyes for peek-a-boo, or clap their hands together for pat-a-cake.

14. Item #19 – “Imitates facial expressions, actions and sounds”

This item is looking for all 3 types of responses – a facial expression like sticking tongue out, clapping hands as an action, repeating a sound you make (e.g. ba). You should do one at a time.

15. Item #20 – “Repeats activity that elicits laughter or positive response from others”

To indicate mastery, the activity needs to involve the child doing some type of motor action (e.g. throwing something, dancing, jumping, climbing). They repeat it to get the parents to repeat their initial positive response (or laughter).

16. Item #22 – “Plays well for a brief time in groups of 2 or 3 children; at least some interaction among children.

This test item is looking for evidence of parallel play, where there is some exchange of objects or conversation between the children.

17. Item #33 – “Looks at person when speaking with him or her”.

This test items is in the 24 to 35 month age range. In the context of typical development in this age range this item should be interpreted to mean that the child is speaking purposefully to another person and looking at them in doing so. (e.g. child makes eye contact, is engaged in turn taking / reciprocal conversation).