

How to Use the Early Childhood Care and Development Checklist



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*"Kumilos tayo para sa ikabubuti
ng mga bata ngayon,
huwag na natin itong ipagpabukas.
Ang bawa't bata ay habilin sa atin ng Maykapal.
Siya ay hating Hiram na Kinabukasan."*

President Gloria Macapagal Arroyo's Keynote Speech
"Say Yes" for Children Launch
24 May 2001

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Introduction

The Early Childhood Care and Development (ECCD) Checklist is designed for service providers like rural health midwives, child development workers, day care workers, and day care mothers, who can easily administer it after a brief training period. By using the Checklist, they will be able to determine if a child is developing adequately, or is **at risk** for developmental delays.

The ECCD Checklist is **NOT** intended to be used to 1) make a medical diagnosis; 2) determine a child's intelligence quotient or IQ; or 3) gauge his academic achievement. It is only the first of several steps in a comprehensive assessment process that a child at risk is expected to go through so he can get the help he needs as early as possible.

The Checklist consists of a Child's Record, divided into two parts: **Child's Record 1** for children aged 0 months to 3.0 years; **Child's Record 2** is for children aged 3 years and 1 month to 5 years and 11 months. The items in the Checklist are grouped into seven domains: 1) gross motor, 2) fine motor, 3) self-help, 4) receptive language, 5) expressive language, 6) cognitive, and 7) social-emotional.

The choice of items was based on statistical validation while the test has been normed based on a sample of 10,915 children from the National Capital Region, Regions III, VI, VII, VIII, and XII.

The ECCD Checklist is thus a product of careful refinement and validation. It is a monitoring tool suited to the needs of the Filipino child.

We hope that this Checklist will serve as a valuable tool not only in monitoring the Filipino child's growth and development but also in ensuring that he or she enjoys a caring and nurturing environment, thus assuring him or her of a secure tomorrow.

Why is the growth and development of a child important?



Every child has the right to live a decent life. Therefore, he must be nurtured to enable him to grow and develop as he should. That is, in an environment free from all kinds of harm.

Why is it important to monitor a child's growth and development?



Monitoring a child's growth and development is part of an overall program to ensure that all his needs for a decent and productive life are being met.

It will also help frontline caregivers like you determine if the child is receiving the caregiving practices that are required for his age.

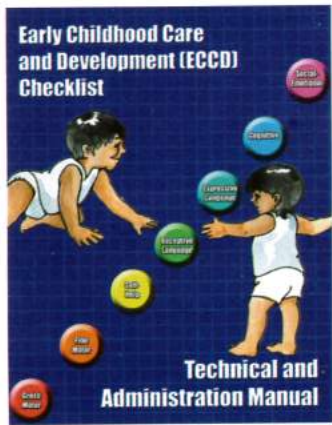
How best can a child's growth and development be assessed?



The best way to assess a child's growth and development is by using the right monitoring tool which takes into account the health, nutritional, mental, emotional, and social needs of every child.

What kinds of tools are available to monitor a child's growth and development?

Very few such tools are available to frontline caregivers like you, particularly those that can accurately measure the growth and development of Filipino children. This is precisely the reason why the Philippines has developed an instrument that fills this gap and still meets international standards.



How did this assessment tool come about?

This monitoring tool is the result of a 2000 study made by a team of experts to refine the then existing Early Childhood Development Checklist on a cross-sectional sample of Filipino children aged 0 to 5 years

The resulting monitoring tool, deemed more effective and suited to the needs of the Filipino child, has since been called the **Early Childhood**

Care and Development (ECCD) Checklist.

Its specific components reflect Filipino cultural values and practices, which are lacking in western-developed monitoring instruments.

The ECCD Checklist is the product of a carefully conducted survey of Filipino children aged 0 to 5 years and 11 months, totaling 10,915 respondents from urban and rural areas all over the country. Having undergone the required processes for its development, the Checklist can stand international scrutiny.

Why is the ECCD Checklist important?

The ECCD Checklist is important for two reasons:

1. It enables caregivers and child development workers like you to monitor a child's growth and development in specific aspects, or **developmental domains**, as they are called.
2. It helps you identify children at risk for developmental delays. By doing so, you can facilitate appropriate interventions at an early age of the child.



Is the ECCD Checklist the ultimate tool for monitoring the Filipino child's growth and development?



The ECCD Checklist is not the ultimate mechanism for ensuring that a child's growth and development is proceeding well. Neither is it intended to be used to label a child's growth and development as *delayed* or *abnormal*.

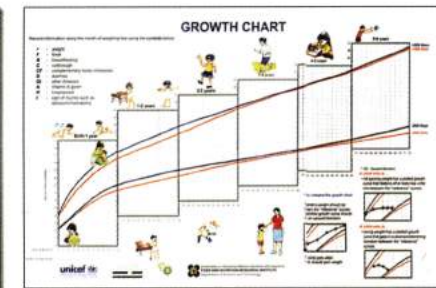
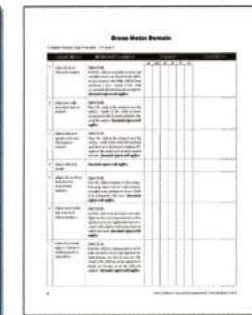
As stated earlier, it is designed to help you identify children who may not be growing at the desired pace, and, where necessary, extend guidance to the parent or caregiver.

How does the ECCD Checklist differ from the ECCD Card?

The ECCD Checklist is used to monitor a child's level of development at specific stages of his formative years.

The ECCD Card, on the other hand, is a record of essential information about the child. This information covers his health and nutritional needs, schedules of visits to the nearest health center, and his physical growth. Other vital information is also included.

Despite these differences, the ECCD



Checklist and ECCD Card are complementary in their objective of ensuring the child's optimum growth and development.

The Mother and Child Book also complements both the ECCD Checklist and ECCD Card.

Who should use the ECCD Checklist?

The Checklist is designed for use by caregivers, day care workers, barangay health workers and all volunteers who provide services for children.

When is the best time to monitor a child's growth and development?

The first six years comprise the most crucial stage in a child's life. It is therefore the best time to monitor his growth and development.

It is specifically recommended that the monitoring be done based on the following schedule:

Every 4 months	0 - 1 year old
Every 6 months	1 year 1 month to 3 years
Once a year	3 years 1 month to 5 years 11 months

When and where is it best to administer the ECCD Checklist?

The best time to administer the Checklist is when the child feels comfortable or relaxed.

The best place to do so is in a setting familiar to the child. Ideally, the place should be quiet,



well lit and well ventilated. Providing a table and chairs will make the child feel more relaxed. If there is no table, use any flat surface.

When is it best to postpone the evaluation?

Defer the assessment for another day if:

1. The child is sick or not feeling well; or
2. The child throws a tantrum and refuses to cooperate.

What developmental aspects of a child's early years need to be tested?

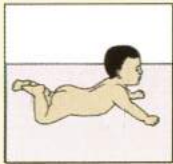
Essentially, there are five aspects of development: *physical* (the ability to move and coordinate); *mental* (the ability to think and learn to speak); *social* (the ability to relate to others); *emotional* (the ability to express one's feelings); and *moral/spiritual* (the ability to distinguish right from wrong). All these complement one another. If one is neglected, the rest suffer.

Based on these five major developmental aspects, the ECCD Checklist has been expanded to cover seven developmental domains. This is to ensure a more accurate assessment of the Filipino child's levels of development at specific stages of his formative years.

These developmental domains are 1) gross motor, 2) fine motor, 3) self-help, 4) receptive language, 5) expressive language, 6) cognitive, and 7) social-emotional. The specific items in the ECCD Checklist revolve around these areas, or developmental domains.



Description of the Seven Developmental Domains:



1. *Gross motor* refers to the child's body, trunk and leg movements. Examples are sitting, walking, climbing, and jumping.



2. *Fine motor* refers to abilities that involve movements of the hands and fingers. Examples are reaching, grasping and writing.



3. *Self-help* refers to the child's ability to do daily activities like feeding, dressing and toileting.



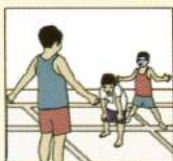
4. *Receptive language* refers to the child's ability to understand words spoken to him or her.



5. *Expressive language* refers to the child's ability to speak words to convey his or her thoughts and feelings.



6. *Cognitive* refers to the child's abilities to think, reason, understand concepts and solve problems. It also includes prerequisite early literacy and numeracy skills.



7. *Social-emotional* refers to the child's ability to respond in an age and culturally appropriate manner to social situations and interpersonal relationships.

What are the components of the ECCD Checklist?

The ECCD Checklist contains three major sections: 1) pre-assessment; 2) assessment; and 3) post-assessment.

Pre-assessment section. This gives instructions on how you can properly introduce the Checklist to the parent/caregiver. It also explains how you should administer the assessment items to the child.

Assessment section. This contains assessment items under each developmental domain.

Post-assessment section. This consists of the *How to Score* component of the Checklist. For a detailed discussion of this, please see page 14.

Be sure to record the Scaled Scores, Sum of Scaled Scores, the Standard Score, and the interpretation of the Standard Score.

List of Testing Materials for Child's Record 1 and 2

Child's Record 1:

- a) 2 clean small toys
- b) any dangling object/small pull toy
- c) mirror
- d) any large object to push – a carrying case will do
- e) food: bread, biscuit, raisins, individually wrapped candy
- f) container with screw-on top (large enough to put small objects like raisins inside)
- g) unlined or bond paper
- h) thick crayon
- i) thick pencil
- j) drinking cup and water
- k) rattle
- l) 2 picture books with 2 pictures per page
- m) cloth (handkerchief or face towel)
- n) 2 balls
- o) 2 spoons

- p) 2 blocks
- q) doll
- r) toy car
- s) carrying case

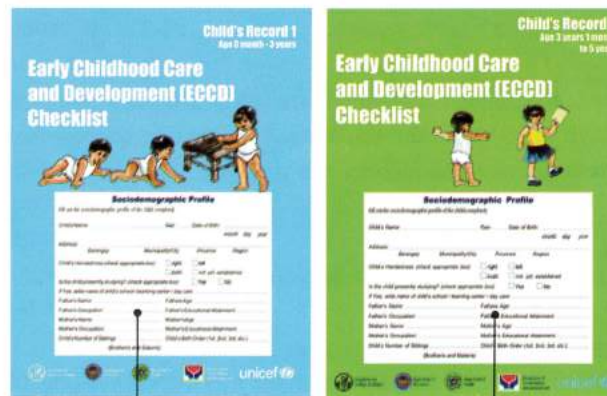
Child's Record 2:

- a) 2 clean small toys
- b) 2 balls
- c) food: bread, biscuit, raisins, individually wrapped candy
- d) container with screw-on top (large enough to put small objects like raisins)
- e) unlined or bond paper
- f) 6 thick crayons(3 pairs of color)
- g) thick pencil
- h) drinking cup and water
- i) 2 picture books with 2 pictures per page
- j) 2 blocks
- k) 2 spoons
- l) cloth (handkerchief or face towel)
- m) doll
- n) toy car
- o) shoe with laces
- p) small shirt with buttons
- q) 3 pairs of picture cards for matching
- r) 4 pairs of different shapes that are of the same size and color
- s) 4 pairs of the same shape but of different size and color; 2 sizes, 2 colors
- t) 6 pieces of colored paper for color naming
- u) 4 pieces graduated sized circles and squares
- v) 4- to 6-piece puzzle
- w) 2 picture cards depicting 2 incongruous activities
- x) 4 pairs of cards with upper case letters
- y) 4 pairs of cards with lower case letters
- z) carrying case

How should I use the ECCD Checklist?

I. Indicate the Child's Sociodemographic Profile

Accomplish the first page of the ECCD Checklist, which is about the sociodemographic profile of the child.



Fill up this portion

II. Compute the Child's Age

Compute the child's age by subtracting his birthday from the date of administering the checklist.

Here is an illustration of how you must compute the child's age.

Assessment No.	Year	Month	Day	Examiner's Name	
25-36 months	Date Tested	2004	12	19	Maria Santos
	Child's Date of Birth	2002	6	10	
	Child's Age	2	6	9	

There will be instances when the day and the month of test is of a higher number than the day and month of child's birth. In cases like these, follow the sample below:

Assessment No.	Year	Month	Day	Examiner's Name	
25-36 months	Date Tested	2007	03	12	Maria Santos
	Child's Date of Birth	1998	05	17	
	Child's Age	2	9	25	

Start from the "day" column. In this case, 12 is less than 17. Therefore you must borrow from the "month" column. Since one month is equivalent to 30 days, you now have the following:

$$30 + 12 = 42$$

With the new number of days at 42, you can compute as follows:

$$42 - 17 = 25$$

Next move to the "month" column. Since you borrowed a month, you now have 02 months which is less than the 05. Again, you have to borrow from the "year" column and since there are 12 months in a year, you now have the following:

$$12 + 02 = 14$$

Now you can proceed to compute the number of months of the child as follows:

$$14 - 05 = 09$$

Lastly, move to the "year" column. Since you borrowed a year, the new number is 2000. Compute as follows:

$$2000 - 1998 = 2$$

III. Administer the Assessment Items

Note that the Checklist is divided into seven major components according to the developmental domains described above.

The column labeled "Materials/ Procedure" gives specific instruction/s on how to observe the child or elicit the required responses from him. It also provides criteria on how to score his responses.

Self-Help Domain							
A. Infants Section (Ages 0 months - 1.0 year)							
Self-Help	Material/Procedure	Present					Comments
		1st	2nd	3rd	4th	5th	6th
1. Infant picks up and transfers milk from breast or bottle	Parental report will suffice.	✓					
2. Infant begins to take solid foods	Ask the caregiver if the child can take solid foods on a regular basis. Credit if the caregiver reports that the child tolerates them. Write "no" appropriately in the comments section if the child has not been introduced to solid foods.	✓					
3. Childs solid food well	Parental report will suffice.	✓					
B. Optional starting point for children aged 1 year 1 month - 1.0 years							
Self-Help	Material/Procedure	Present					Comments
		1st	2nd	3rd	4th	5th	6th
4. Drinks freely all by himself	Parental report will suffice.	-	-	-	-	-	-
5. Drinks well with open cup	WATERPROOF based. Success. This must be elicited by the administrator.	-	-	-	-	-	-
6. Helps hold a cup for drinking	Note: This cup should not have a lid or spout.	✓					
7. Drinks well using sippy cup	Parental report will suffice.	-	-	-	-	-	-
8. Drinks from a cup without help	WATERPROOF drinking cup. Success. This must be elicited by the administrator.	-	-	-	-	-	-
9. Drinks well using a sippy cup	Parental report will suffice.	-	-	-	-	-	-
10. Gets a drink for himself without any help	Parental report will suffice.	-	-	-	-	-	-
TOTAL SCORE		4					

If the behavior or response is present or observed, put a check (✓) in the column labeled "PRESENT." If the behavior or response is not yet present or cannot be observed, put a hyphen (-).

IV. Demonstrate the Assessment Items

To make sure the child understands your instructions, some items require demonstration.

Other items require only the parent's report. Hence the instruction "Parental report will suffice." Still others require responses that you must elicit directly from the child.

1.	Hands of infant are kept open most of the time	PROCEDURE: Observe the infant's hands. Credit if his hands are open most of the time. Parental report will suffice.	1st	2nd	3rd	4th	5th	6th

Ask the parent/caregiver if a skill is present or absent only when you are in doubt about the child's ability to display an item or skill. This happens, for instance, when the child is too shy or does not respond/perform. If the child tries but fails to demonstrate the skill being tested, indicate "Not present" (-) in the appropriate column.

3.	Chews solid food well	Parental report will suffice.	-	-	-	-	-	-	Not applicable
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Write your remarks in the last column, labeled “Comments.” Examples are “Not applicable,” “Response was not displayed in two out of three trials,” etc.

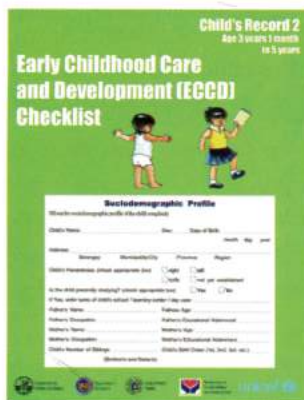
V. Use of the Assessment Forms

The ECCD Checklist consists of the Child’s Records 1 and 2. Here is how you must use these forms.

Child’s Record 1

For children ages 0 to 12 months. Administer all the items in each domain, listed under the “Infants Section.” Then do the same with the rest of the items in every domain, including those under the section titled “Optional starting point for children ages 1 year and 1 month to 3.0 years.” Stop only after five consecutive items in each domain have been marked with a hyphen (-).

For children ages 1 year and 1 month to 3.0 years. Start with the section titled “Optional starting point for children ages 1 year and 1 month to 3.0 years” if the child is 1 year and 1 month old or older and if you observe that he is able to do all the items enumerated in the “Infants Section.” Administer all the items in the “Optional Section”. If he doesn’t display either of the first 2 items in the “Optional Section,” administer all items in the “Infants Section.”



If you skip the “Infants Section,” you still have to put a check (✓) corresponding to each of the items in that section. Count the checks to get the score for each domain.

Child’s Record 2

For children ages 3 years and 1 month to 5 years. Administer all the items in this form to the child, following the same instruction as that for Child’s Record 1 on what to put across each item—whether a check (✓) or a hyphen (-).

What are some pointers in administering the ECCD Checklist?

- a. **Introduce the Checklist to the parent/caregiver by saying the following:**

We are here to help you find out how your child is developing by asking you some questions about the things he is able to do, or having your child do some activities. There is no pass or fail score. This is just a checklist. Some of the questions are for children older than your child, so I do not expect him to be able to do all the things I will be asking.

We plan to administer this Checklist several times until your child is 5 years and 11 months old. So please do not teach or coach him because it is important to know just what he can and cannot do at his age.

Later, we will share the results with you and give suggestions on what else you can do to stimulate your child’s development.

- b. **If the child is 1 year or older, talk and play with him for a few minutes or until he feels at ease with you. Then introduce the Checklist to him by saying the following:**

I will be asking you to do some things for me today. Some of them will be very easy. Some of them may be a little hard for you to do. Do not worry if you cannot do them all because some of the activities are for children who are a little older than you. So I do not expect you to be able to do everything I ask. Just try your best.

- c. **Unless necessary, do not demonstrate the response to an item or allow the parent/caregiver to prompt the child to answer.**
- d. **Be aware that how you respond affects the child.** Avoid making comments like “correct,” “very good,” “wrong,” etc. Neither should you show facial expression or some gesture indicating whether a child is doing well or not. However, you can praise the child for his efforts by

saying, for example, "good job" even if he does not succeed with an item. By doing so you will sustain his interest in the different activities you are asking him to do.

Here are other things you must avoid:

1. Making remarks that will embarrass or humiliate the child. Here is an example: "You are so big already and you still do not know how to do this simple task?"
2. Comparing the child with other children in the group.
3. Threatening the child if he does not cooperate. You can do this by saying, for example, "I will tell your mother that you are not following what I am asking you to do."

- d. **Keep in mind that a child who is capable of performing a certain activity may just need a little coaxing. So, encourage him to give the task at hand a try. Remind him too that he is not expected to succeed all the time.**

How do I score the child's responses?

A. Tally the Total Score

Add the number of checks (✓) in each domain and record the total in the section labeled "Total Score."

For Child's Record 1, do not forget to include the checks indicated beside the items in the "Infants Section" that are automatically considered present if they were not administered.

Self-Help Domain							
A. Infants Section (Ages 0 months - 1.0 year)							
Self-Help	Material/Procedure	Present					Comments
		1c	2nd	3rd	4th	5th	
1. Infant reaches and crawls with hands from floor to floor	Parental report will suffice.	✓					
2. Infant begins to take solid foods	Ask the caregiver if the child can take semi-solid or mashed foods. Circle "1" if the caregiver reports that the child takes these foods "on occasion" in the assessment window if the child has not been introduced to solid foods.	✓					
3. Child will feed well	Parental report will suffice.	✓					
B. Optional starting point for children aged 1 year 1 month - 5.0 years							
Self-Help	Material/Procedure	Present					Comments
		1c	2nd	3rd	4th	5th	
4. Child holds off the breast	Parental report will suffice.	-					
5. Feeds self with finger food (e.g. biscuits, bread, meaty fingers)	MOTHERS: breast-feeding. This must be obtained by the interviewer.	-					
6. Holds hold a cup for drinking	Note: The cup should not have a lid or spout.	✓					
7. Feeds self using fingers to eat rice/beans with spoon	Parental report will suffice.	-					
8. Drinks from a cup without help	MOTHERS: drinking tea, water. This must be obtained by the interviewer.	-					
9. Feeds self using a spoon with spillage	Parental report will suffice.	-					
10. Gets a drink for breast without any help	Parental report will suffice.	-					
TOTAL SCORE		4					

B. Convert the Raw Scores into Scaled Scores

Once you have derived the total score for each domain, proceed to enter the scores on page 21 of Child's Record 1 or page 18 of Child's Record 2. The entry should be written on the column labeled "Raw Score". To fill up the next column labeled "Scaled Score", refer to the Table of Scaled Scores and Standard Scores. Look for the page containing the Scaled Score Equivalent of Raw Scores Table corresponding to the age of the child. Pick up the corresponding Scaled Score and place it on the second column.

Example :

A 7 month old child gets a total or raw score of "4" under the Self-Help Domain. This number is placed under the column labeled "Raw Score". (Page 21 of Child's Record 1.)

Domain	1 st Evaluation	
	Child's Age	
	Raw Score	Scaled Score
Gross Motor		
Fine Motor		
Self-Help	4	8
Receptive Language		
Expressive Language		
Cognitive		
Social-Emotional		
Sum of Scaled Scores		
Standard Score		
Interpretation		

Ages 7 - 9 months						
Scaled Score	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score
1	-	-	0-1	-	-	0-1
2	-	-	-	0-3	0	2
3	-	-	-	-	1	3
4	0-5	0-1	2	4	2	4
5	6	2	-	-	3	4
6	-	3	3	-	4	5
7	7	4	-	5	3	6
8	8	-	4	-	6	7
9	9	5	-	6	7	8
10	10	6	-	-	8	9
11	11	7	5	7	9	10
12	12	8	-	-	10	11
13	13	-	6	8	11	12
14	14	9	-	-	12	13
15	15	10	7	-	13	14
16	16	11	-	9	14	15
17	17	12	8-10	-	15-22	16
18	18	-	-	10-15	-	17
19	19-22	13-14	-	-	-	18

The raw score is converted to the "Scaled Score" of "8" based on the Scaled Score Equivalent of Raw Scores Table Ages 7 - 9 Months found on page 2 of the Table of Scaled Scores and Standard Scores.

Go back to page 21 of Child's Record 1, and place "8" on the second column labeled as "Scaled Score".

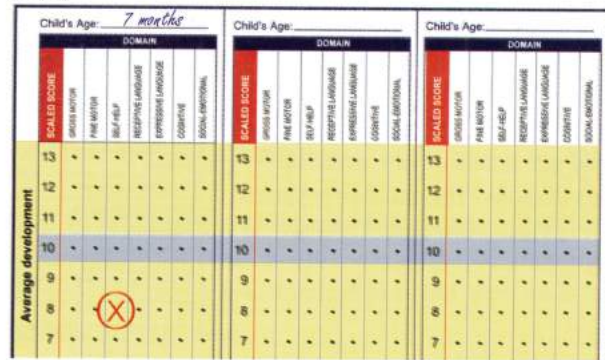
Domain	1 st Evaluation	
	Child's Age	
	Raw Score	Scaled Score
Gross Motor		
Fine Motor		
Self-Help	4	8
Receptive Language		
Expressive Language		
Cognitive		
Social-Emotional		
Sum of Scaled Scores		
Standard Score		
Interpretation		

After you have obtained the child's Scaled Score, plot the number on the chart found as follows:

Child's Record 1 page 22 to 23
 Child's Record 2 page 19

Scaled Scores

Mark an x on the dot corresponding to the Scaled Score for each domain and connect the x's. Write the child's age on each evaluation.



C. Derive the Standard Score or Development Index

Add up the Scaled Scores across the seven domains. Theoretically, the sum cannot be less than 7 or more than 133.

Domain	Age					
	1 st Evaluation 7 months Child's Age		2 nd Evaluation 11 months Child's Age		3 rd Evaluation Child's Age	
	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
Gross Motor	10	10	10	5		
Fine Motor	5	9	5	7		
Self-Help	4	8	4	6		
Receptive Language	7	11	7	9		
Expressive Language	8	10	8	8		
Cognitive	8	9	8	7		
Social-Emotional	8	8	8	6		
Sum of Scaled Scores		65		48		
Standard Score		93		72		
Interpretation						

Turn once again to the Table of Scaled Scores and Standard Scores. Look for the Standard Score Equivalent of Sums of Scaled Scores Table. There is one for Child's Record 1 and another for Child's Record 2. Locate the Sum of Scaled Scores and then find the corresponding Standard Score which is indicated in the column labeled "Standard Scores."

Sum of Scaled Scores	Standard Scores	Sum of Scaled Scores	Standard Scores	Sum of Scaled Scores	Standard Scores
21	39	51	76	81	112
22	40	52	77	82	114
23	42	53	78	83	115
24	43	54	79	84	116
25	44	55	81	85	117
26	45	56	82	86	118
27	46	57	83	87	120
28	48	58	84	88	121
29	49	59	86	89	122
30	50	60	87	90	123
31	51	61	88	91	125
32	53	62	89	92	126
33	54	63	90	93	127
34	55	64	92	94	128
35	56	65	93	95	129

After you have obtained the child's Standard Score, plot the results on the appropriate graph found on the following pages:

Child's Record 1 page 24
 Child's Record 2 page 20

Interpret the Scores

Once you have obtained both the Scaled Scores and Standard Scores, you can now interpret the findings.

1. Scaled Scores

Scaled Scores range from 1 to 19, with a mean of 10 and a standard deviation of ± 3 . They are interpreted as follows:

Scaled Score	Interpretation
1 – 3	Development in the domain must be monitored after 3 months
4 – 6	Development in the domain must be monitored after 6 months
7 – 13	Average development
14 – 16	Suggests slightly advanced development in the domain
17 – 19	Suggests highly advanced development in the domain

2. Standard Scores

Standard Scores have a mean of 100 and a standard deviation of ± 15 . They are interpreted as follows:

Standard Score	Interpretation
69 and below	Overall development must be monitored after 3 months
70 – 79	Overall development must be monitored after 6 months
80 – 119	Average overall development
120 – 129	Slightly advanced overall development
130 and above	Highly advanced overall development

What must I do if the child's Scaled Score is below the desired score?

If a child obtains a Scaled Score of 6 or below on any domain, or a Standard Score of 79 or below, report the matter to your supervisor for the necessary action.

Domain	Age					
	1 st Evaluation <i>7 months</i> Child's Age		2 nd Evaluation <i>11 months</i> Child's Age		3 rd Evaluation Child's Age	
	Raw Score	Scaled Score	Raw Score	Scaled Score	Raw Score	Scaled Score
Gross Motor	10	10	10	5		
Fine Motor	5	9	5	7		
Self-Help	4	8	4	6		
Receptive Language	7	11	7	9		
Expressive Language	8	10	8	8		
Cognitive	8	9	8	7		
Social-Emotional	8	8	8	6		
Sum of Scaled Scores	65		48			
Standard Score	93		72			
Interpretation	Average overall development		Re-test after 6 months recommended			

If a child obtains scores within these ranges after three or six months, you must schedule a second-tier evaluation.

Why is there a need for a second-tier evaluation?

A below-than-the-expected score shows that a child is not experiencing optimum growth and development at his age. This situation must be addressed. Hence the child needs appropriate interventions.

What happens during the second-tier evaluation?

At this stage of evaluation, your supervisor will determine the need for more specialized examinations and the specialist to whom the child must be referred. They can be any of the following:

1. Hearing examination
2. Vision examination
3. Nutritional status examination
4. Medical examination
5. Others, as determined

These examinations are to be performed only by qualified and competent individuals.

What happens after the second-tier evaluation?

The results of the initial examination/s conducted on the child will enable the second-tier specialist to determine if there is a need to refer the child to a third-tier specialist. A third-tier specialist is either:

1. A medical specialist (e.g., geneticist, developmental pediatrician, child neurologist, etc.); or
2. A non-medical specialist (e.g., psychologist; physical, occupational, speech therapist; special education teacher; etc.)

When all is said and done, what should I keep in mind?

Bear in mind that monitoring a child's growth and development is only one of a number of caregiving practices that he needs. This specific measure must go hand in hand with other efforts that also should boost the child's growth and development. Foremost of these are love, attention and constant nurturing—all of which contribute to the child's over-all growth and development.

Remember too, that parents or caregivers have an equally important role to play in ensuring that their children are developing according to the desired pace. Show parents or caregivers a copy of the Core Developmental Milestones found on page 21. Then explain to them the meaning and significance of each milestone. This is a good starting point to enhance the parents' or caregivers' understanding of what they must expect of their children at a certain age.

What else must I advise parents/caregivers?

First, inform them of the importance of consistent and regular monitoring of their children's growth and development.

Second, encourage them not to miss any of the schedules of the ECCD monitoring until their children turn six.

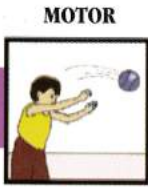
Third, make sure they understand completely the implications of their children's scores at every phase of the monitoring, and what they can do to enhance their growth and development. Encourage them to ask questions. In return, you must provide concrete and sufficiently clear answers that they can easily apply.

Finally, see to it that parents/caregivers also appreciate the rights of children and recognize their roles in upholding these rights.

It is when parents and caregivers value the rights of children that they can be their best allies in realizing the vision of the Filipino child in the twenty-first century and beyond.

Core Developmental Milestones of Filipino Children

60 months
5 years



Throws ball overhead with direction



Bathes unassisted



Recounts recent experiences in order of occurrence using past tense



Matches upper and lower case letters



Uses cultural gestures or greeting without prompts (e.g. mano, bless kiss)

48 months
4 years



Draws a human figure or house



Uses toilet with occasional accidents



Asks "WHAT", "WHO", and "WHY" questions



Arranges objects according to size from smallest to biggest



Plays organized group games fairly

36 months
3 years



Runs without tripping



Pulls down gartered shorts



Speaks grammatically correct 2-3 word sentence



Matches objects and pictures



Imitates adult activities (e.g. cooking, washing)

24 months
2 years



Holds crayon with palmar grasp; Scribbles spontaneously



Drinks from cup with spillage



Names objects in pictures



Exhibits simple pretend play (e.g. feed, put doll to sleep)



Rolls ball interactively with caregiver

18 months
1 year & 6 months



Walks alone, rarely falls



Feeds self using spoon with spillage



Combines single words and gestures to make wants known (e.g., "out")



Searches for completely concealed object



Friendly with strangers but initially shows anxiety or shyness

12 months
1 year



Stands with minimum support



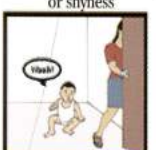
Feeds self with fingers (biscuits, bread)



Uses meaningful sounds to refer to specific objects or persons (e.g., "mama", "dada")



Looks at direction of fallen object



Cries when caregiver leaves

8 months



Sits alone steadily



Begins to take solid foods



Turns head when called by name, makes eye contact



Explores objects by biting or holding



Enjoys friendly handling

4 months



Holds head steadily



Sucks and swallows liquid



Turns head toward sound



Gazes slowly at moving objects



Smiles and lifts arms to greet caregiver

Ensure the best possible start in your child's life. Monitor your child's development.