**Developmental Assessment of Young Children-Second Edition (DAYC-2)**

The DAYC-2 measures children’s developmental level in the following domains: cognition, communication, social-emotional development, physical development, and adaptive behavior.

**Composite**

The following are the overall scores or composite scores for this entire assessment:

|  |  |  |
| --- | --- | --- |
| **Percentile Rank** | **Standard Score** | **Descriptive Term** |
| 4 | 73 | Poor |
| *Out of 100 children his age, he did as well as 4 of them* | *Standard Error of Measurement is 2* | *70-79 is considered Poor* |

The assessment can then be broken down into each domain:

**Cognitive Domain**

This domain measures conceptual skills; memory, purposive planning, decision making, and discrimination. The examiner may assess the skills by observing the child and by interviewing a caregiver, as well as through direct assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **Age Equivalent** | **Percentile Rank** | **Standard Score** | **Descriptive Term** |
| 14 months | 7 | 78 | Poor |
|  | *Out of 100 children his age, he did as well as 7 of them* | *Standard Error of Measurement is 3* | *70-79 is considered Poor* |

Student was able to:

* Look at pictures in a book (may pat or point to pictures)
* Roll wheeled toys
* Hand an object to an adult to have that person repeat or start a desired action
* Attempt to start toy if he has seen someone else make it work
* Place small object into small container
* Combine 2 related objects during play
* Manage 3-4 toys by setting 1 aside when given a new toy

Student was unable to:

* Imitate scribbling
* Demonstrate appropriate use of everyday items
* Look at picture book with adult, may name or point to simple objects
* Spontaneously name 5 or more objects
* Stack 6-7 blocks
* Imitate activities using substitute object to represent real one
* Match 5 or more objects to corresponding pictures.

**Communication Domain**

This domain measures skills related to sharing ideas, information, and feelings with others, both verbally and nonverbally. It has two subdomains: Receptive Language and Expressive Language.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area** | **Age Equivalent** | **Percentile Rank** | **Standard Score** | **Descriptive Term** |
| Receptive Language | 16 months | 3 | 72 | Poor |
| Expressive Language | 12 months | 1 | 65 | Very Poor |
| Communication | 14 months | 1 | 68 | Very Poor |
|  |  | *Out of 100 children his age, he did as well as 1 of them* | *Standard Error of Measurement is 3* | *<70 is considered Poor* |

Student was able to:

* express different cries for pain, hunger, or discomfort
* produce 3 or more single vowel sounds (e.g., ah, eh, uh)
* produce three or more consonants, such as /b/, /m/, and /d/
* produce string of consonant-vowel sounds (e.g., ba – ba, da-da. Nana)
* use at least 5 words

Student was unable to:

* laugh out loud
* produce three or more two-word phrases (e.g., “more juice”, “help please”)
* name familiar characters in books or TV
* name eight or more pictures of familiar objects

Language Sample:

“mine”

“ball”

“eye”

“oggy”/doggy (all animals are “oggy”)

“uh oh”

“ba”/bottle

“Bye”

“Aho”/hello (when playing on the toy phone)

“Bumpa”/Grampa (for any man with a beard!)

“pee” (repeated)

**Social Emotional**

This domain measures skills social awareness, social relationships, and social competence. These skills enable children to engage in meaningful social interactions with parents, caregivers, peers and others in their environment.

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| --- | --- | --- | --- |
| **Age Equivalent** | **Percentile Rank** | **Standard Score** | **Descriptive Term** |
| 13 months | 5 | 75 | Poor |
|  | *Out of 100 children his age, he did as well as 5 of them* | *Standard Error of Measurement is 3* | *70-79 is considered Poor* |

Student was able to:

* Bring toys to share with caregiver
* Play well for brief periods in groups of 2-3 children, at least with some interactions among children
* Spontaneously greet familiar person by hugging or other appropriate gesture

Student was unable to:

* Separate from parent in familiar surroundings without crying
* Attempts to comfort others in distress
* Insists on trying to do many things without help

**Physical Development Domain**

This domain measures motor development. The domain has two subdomains: Gross Motor and Fine Motor.

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| --- | --- | --- | --- | --- |
| **Area** | **Age Equivalent** | **Percentile Rank** | **Standard Score** | **Descriptive Term** |
| Gross Motor | 20 months | 19 | 87 | Below Average |
| Fine Motor | 11 months | *8* | *83* | *Below Average* |
| Physical Development | 17 months | *13* | *83* | *Below Average* |
|  |  | *Out of 100 children his age, he did as well as 13 of them* | *Standard Error of Measurement is 3* | *80-89 is considered Below Average* |

Gross Motor:

Student was able to:

* Demonstrate controlled starts and stops in walking
* Squat during play
* When standing, stoop then stands again without losing balance
* Climb low play equipment
* Throw a ball overhand with relative accuracy
* Walk up and down stairs with alternating feet up and step to down, while holding the rail.

Student was not able to:

* Run 10 feet without falling
* Walk backwards 10 feet
* Walk with arms and legs swinging freely in cross pattern
* Catch a ball
* Walk in a heel to toe pattern without losing balance for four or more steps

Fine Motor

Student was able to:

* Hold an object between fingers and opposed thumb and palm of hand
* Pick up a small objects using his thumb and forefinger
* Poke with index finger
* Turn pages
* Use one hand consistently in most activities (right)

Student was not able to:

* Scribble spontaneously
* Hold crayon in a fist
* Imitate circular, vertical and horizontal strokes (circular scribble)
* Use his left hand to hold paper in place when drawing
* Use vertical, horizontal and circular motion when drawing
* Hold a pencil between the first two finger and thumb
* Cut with scissors making snips (has not had experience with scissors)

**Adaptive Behavior Domain**

This domain measures independent, self-help functioning. Skills include toileting, feeding, dressing, and taking personal responsibility.

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| --- | --- | --- | --- |
| **Age Equivalent** | **Percentile Rank** | **Standard Score** | **Descriptive Term** |
| 21 months | 9 | 80 | Below Average |
|  | *Out of 100 children his age, he did as well as 9 of them* | *Standard Error of Measurement is 3* | *80-89 is considered Below Average* |

Adaptive Behavior

Student was able to:

* Sip liquid from a glass using a straw
* Help with simple household tasks
* Fuss when diaper need to be changed
* Remove loose clothing such as a jacket, shorts or shirt without assistance
* Open a door by using the knob
* Independently eat entire meal with a spoon

Student does not:

* Try to wash his own face or hands
* Put on simple clothing independently
* Wipe his own nose
* Sit on the toilet for 1 minute supervised
* Wash and dries hands and face without assistance
* Squat, hold himself, or verbalize bowel and bladder needs
* Clean up spills, getting his own cloth