

(48~53months)

# K-DST

## Korean Developmental Screening Test for Infants & Children

This screening Test is part of the medical research of infants and children of the ministry of health and welfare and Korea Centers for Disease and Control and Prevention and was developed by experts under the auspices of Korean National Institute for Pediatrics and Korean Society of Pediatric Rehabilitation and Developmental Medicine, Psychologists etc.

**Revised Version**



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# Korean Developmental Screening Test for Infants and Children (48~53months)

✦ Enter the respective situation. Mark the empty fields .

Name of child		(m, f)	Interviewee	<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input type="checkbox"/> Others( )
Date of birth	year	month	day (prebirth, date of birth:	year month day)
Parent's information (optional)	Mother	age: ( years)	Degree: <input type="checkbox"/> Postgraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Drop out <input type="checkbox"/> High school graduate <input type="checkbox"/> Junior high graduate	
	Father	age: ( years)	Degree: <input type="checkbox"/> Postgraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Drop out <input type="checkbox"/> High school graduate <input type="checkbox"/> Junior high graduate	
Is the child is physically or developmentally challenged?			<input type="checkbox"/> No <input type="checkbox"/> Yes (what sort of developmentally challenge? )	

**\*\* This questionnaire is related to 48-53 month old infants. If the age of the child does not coincide, you have to replace the questionnaire.**

✦ Choose one of the four answers below.

If you don't know the answer, you can check at the infant and then answer the question.



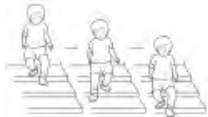

Can do well ③	Can do ②	Can do not well ①	Absolutely can't do ④
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The following questions are about “what the infant can do”.

If the infant is able to do a certain act but has not done it well due to other reasons, check “Can do”.

e.g., The infant seems to have an ability to use scissors, but you have never let him/her use them before. The infant seems to be able to build with blocks, but you don't have such toys (blocks) in your house or he/she doesn't like playing with them.

## GROSS MOTOR SKILLS

1	Imitates one foot standing 3 seconds.		③ ② ① ④
2	Moves on “ride-on” toy without pedals.		③ ② ① ④
3	Hops on one foot forward 2-3 times.		③ ② ① ④
4	Raises his/her arms and throws a ball overhead more than two meters in a standing position		③ ② ① ④
5	Goes down stairs step by step alternately without holding anything		③ ② ① ④
6	Stops a rolling ball with foot.		③ ② ① ④
7	Catches a ball (size of a tennis ball) from two meters		③ ② ① ④
8	Can bounce the ball one time on the ground.		③ ② ① ④

Can do well ③

Can do ②

Can do not well ①

Absolutely can't do ④



## FINE MOTOR SKILLS

1	If you show the infant a square, he/she draws one without any demonstration. (It is okay even if the lines intersect with each other. However, it does not count if the angles are round or narrow.)	③ ② ① ④
2	Can cut along the line with scissors.	③ ② ① ④
3	Imitates a cross with no help only strokes	③ ② ① ④

4	Stacks blocks into a stair shaped form.		③ ② ① ④
5	Colours a colouring sheet.		③ ② ① ④
6	Cuts out a square from paper using scissors		③ ② ① ④
7	Stacks blocks to a pyramid.		③ ② ① ④
8	Touches his/her thumb with other four fingers of the same hand in order		③ ② ① ④



## COGNITION

1	Matches mixed category pictures as fruits, vehicles, furnitures,	③ ② ① ④
2	Knows the meaning of 'most' and 'less.'	③ ② ① ④
3	Can deliver speech	③ ② ① ④
4	Counts from 1-10.	③ ② ① ④
5	Differentiates morning, midday, evening, today, tomorrow, etc.	③ ② ① ④

6	Draws a person (e.g. Mother, father) consists of three parts of the body. It takes about three minutes		③ ② ① ④
7	Uses tools for help (e.g. stick to retrieve something under table).		③ ② ① ④
8	Switches to its favourite TV channel.		③ ② ① ④



## LANGUAGE

1	Can use the particles 'un, nun, lee, ga' properly and build a correct sentence (e.g.: "The cat says 'meow'", "I like my friend").	③ ② ① ④
2	Can name three words of the same category (e.g. Been asked for animals, answers 'dog', 'cat', 'elephant').	③ ② ① ④
3	Can use the phrases 'will do' and 'want to do' correctly in the future sense.	③ ② ① ④
4	Can report an event.	③ ② ① ④

5	Knows the opposite of an familiar word (warm↔ cold), big ↔ small.	③ ② ① ④
6	Can understand jokes and "read between the lines".	③ ② ① ④
7	Knows the meaning of word (e.g. "What is a shoe?" "You put it on, when you go outside.")	③ ② ① ④
8	People apart from the family can understand the child due to his good pronunciation.	③ ② ① ④

✦ Choose one of the four answers below.

If you don't know the answer, you can check at the infant and then answer the question.

Can do well ③	Can do ②	Can do not well ①	Absolutely can't do ④
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## SOCIABILITY

1	Explains a simple game.	③ ② ① ④
2	Waits for its turn and shares with playmates	③ ② ① ④
3	Can play various situation games as 'household', 'shop', 'school', 'hospital'.	③ ② ① ④
4	Takes care of younger children	③ ② ① ④

5	'Decides winner by 'rock-scissor -paper'.	③ ② ① ④
6	Socializes with new playmates	③ ② ① ④
7	Plays circle games that benefit sharing, waiting for its turn (e.g. a game of yut, board games.).	③ ② ① ④
8	Can express its thoughts and listen to other children.	③ ② ① ④



## RESPONSIBILITY

1	Puts right/left mitten on	③ ② ① ④
2	Washes hands and towels dry	③ ② ① ④
3	Uses use chopsticks (including chopsticks for beginners).	③ ② ① ④
4	Soaps/washes hands and face afterwards towels dry	③ ② ① ④

5	Can put off/on clothes when going to the toilet.	③ ② ① ④
6	Holds back pee/stool in the night	③ ② ① ④
7	After going to the toilet flushes toilet.	③ ② ① ④
8	Puts butter or jam on a bread with a spoon.	③ ② ① ④



## FURTHER QUESTION

1	The infant does not make eye contact well with his/her guardians. (except in cases where the infant does not make eye contact because he/she is focusing on something else)	① ④
2	The infant does not look at you even though you call his/her name. (except in cases where the infant has hearing impairments or does not look at you because he/she is focusing on something else)	① ④
3	The infant does not do any behaviors to attract adults' attention (e.g., Pointing his/her finger at an item and seeing his/her guardian's reactions, bringing and showing an item, pestering someone to play with him/her, calling someone by making sounds, etc.)	① ④

4	Is not interested in peers, even it peers are in its surrounding, the child doesn't observe and doesn't try to imitate them	① ④
5	The infant does not play games with simple rules and divided teams (e.g., hide-and-peek, tag, etc.) nor do role playing consisting of three or more roles with rules (e.g., playing store, playing school, etc.)	① ④

Yes ①	No ④
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## Evaluation Chart (48~53 months)

Name of child		(m, f)	Date of preparation	year	month	day
Date of birth	year	month	day (prebirth, date of birth:	year	month	day)
Interviewee		<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input type="checkbox"/> Others( )				

### Evaluation result

Category Domain	1	2	3	4	5	6	7	8	Total score	Transfer point		
										A	B	C
Gross motor skills										14	18	24
Fine motor skills										13	18	24
Cognition										14	18	24
Language										13	19	24
Sociability										12	16	23
Responsibility										15	20	24

### Further question

= Yes  = No

Question	1 (L)		2 (L)		3 (S)		4 (S)		5 (S)	
Result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Evaluation result

### Scoring

- The Scoring is based on four steps.  
(can do well = 3points can do = 2points, can't do well = 1point absolutely can't do = 0 points)
- Each domain is united with the points of difficulty of the question and recorded.
- The evaluation of the total score is based on the transfer points of each domain is scored on four steps.  
① advanced evaluation recommended ② monitoring is required ③ peer level ④ fast level

Date of preparation: \_\_\_\_\_

Preparing person: \_\_\_\_\_signature