

(54~59months)

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 (54~59months)

✦ 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 54-59 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	Hops on one foot forward 2-3 times.	③ ② ① ④	
2	Raises his/her arms and throws a ball overhead more than two meters in a standing position 	③ ② ① ④	
3	Goes down stairs step by step alternately without holding anything 	③ ② ① ④	
4	Can stop a rolling ball with the foot.	③ ② ① ④	
5	Catches a ball (size of a tennis ball) from two meters 	③ ② ① ④	
6	Bounces the ball one time on the floor	③ ② ① ④	
7	Jumps over a knee high rope.	③ ② ① ④	
8	Skips the rope one time.	③ ② ① ④	

Can do well ③

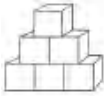

Can do ②

Can do not well ①

Absolutely can't do ④



FINE MOTOR SKILLS

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

5	Imitates a triangle without showing	③ ② ① ④
6	Prints own name (even if with size or order of letters changed or reversed)	③ ② ① ④
7	Cuts out a circle from paper using scissors	③ ② ① ④
8	Sketches a simple car.	③ ② ① ④



COGNITION

1	Differentiates morning, midday, evening, today, tomorrow, etc.	③ ② ① ④
2	Uses tools for help (e.g. stick to retrieve something under table).	③ ② ① ④
3	Switches to its favourite TV channel.	③ ② ① ④
4	If you read a book, the infant understands it and remembers part of the story.	③ ② ① ④

5	Understands the uses of items his/her mother (guardian) frequently uses	③ ② ① ④
6	Calculates one plus one is two.	③ ② ① ④
7	Differentiates between right and left.	③ ② ① ④
8	Knows the days of the week in the right order	③ ② ① ④



LANGUAGE

1	Can report an event.	③ ② ① ④
2	Knows the opposite of a familiar word (warm ↔ cold), big ↔ small.	③ ② ① ④
3	Understands jokes and "read between the lines".	③ ② ① ④
4	Knows the meaning of word (e.g. "What is a shoe?" "You put it on, when you go outside.")	③ ② ① ④

5	Answers to assumptions 'What is if...what would happen?' ("How would it be, if I had a brother")	③ ② ① ④
6	Can read its name or two-three different words.	③ ② ① ④
7	People apart from the family can understand the child due to his good pronunciation.	③ ② ① ④
8	Can write its name or can write 2-4 different words without looking at the word (e.g. little sibling, traffic light, Republic of Korea).	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	Takes care of younger children	③ ② ① ④
2	Socializes with new children.	③ ② ① ④
3	Plays circle games that benefit sharing, waiting for its turn (e.g. a game of yut, board games.).	③ ② ① ④
4	Expresses its thoughts and listen to other children	③ ② ① ④

5	Talks with peers about games rules.	③ ② ① ④
6	Tries to socialize with other children	③ ② ① ④
7	Says hello to familiar faces upon request	③ ② ① ④
8	Asks his/her friends to visit his/her home to play or suggests a game to play	③ ② ① ④



RESPONSIBILITY

1	Soaps/rinses hands and face and dry afterwards with the towel.	③ ② ① ④
2	Can put off/on clothes when going to the toilet.	③ ② ① ④
3	Holds pee/stool back in the night	③ ② ① ④
4	After going to the toilet flushes toilet.	③ ② ① ④

5	Puts butter or jam on a bread with a spoon.	③ ② ① ④
6	Towels dry after bathing	③ ② ① ④
7	Plugs in the zipper and zips jacket	③ ② ① ④
8	Changes dresses when gets dirty	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

Yes ①	No ④
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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-seek, tag, etc.) nor do role playing consisting of three or more roles with rules (e.g., playing store, playing school, etc.)	① ④

Evaluation Chart (54~59 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										15	18	24
Fine motor skills										15	20	24
Cognition										12	17	24
Language										12	17	24
Sociability										12	16	23
Responsibility										16	20	24

Further question

= Yes =No

Question	1 (S)		2 (S)		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