

(16~17months)

# 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 (16~17months)

✦ 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 16-17 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	Walks with one hand held (If the infant already walks alone mark "can do well").		③ ② ① ④
2	Walks 10 steps		③ ② ① ④
3	Sits down from standing position without help		③ ② ① ④
4	Waddles (If the infant already runs, mark "can do well").		③ ② ① ④
5	Creeps on the couch and furnitures.		③ ② ① ④
6	Can walk backwards		③ ② ① ④
7	The infant climbs stairs one step at a time by putting both feet on the same stair while holding onto the railing. (Not when the infant climbs stairs step by step alternately (one foot at a time))		③ ② ① ④
8	Kicks into a ball that is not moving		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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## FINE MOTOR SKILLS

1	Puts things down without dropping		③ ② ① ④
2	Holds the upper part of a (colored) pencil [If the infant holds the middle or lower part of a (colored) pencil, check "Can do well".]		③ ② ① ④
3	If you give the infant a (colored) pencil and paper, he/she draws lines and scribbles on the paper.		③ ② ① ④
4	Stacks two blocks		③ ② ① ④

5	Turns over the page of a book (also several pages at the same time).		③ ② ① ④
6	Places a raisin in container when shown		③ ② ① ④
7	Brings spoon to mouth without spilling		③ ② ① ④
8	Holds the middle part of a (colored) pencil [If the infant holds the lower part of a (colored) pencil, check "Can do well".]		③ ② ① ④

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

1	Plays with preference toy 3-4 minutes		③ ② ① ④
2	If you hide a small toy under a cup in front of the infant, he/she uncovers it to find the toy.		③ ② ① ④
3	Imitates roles of other people (e.g. holding a doll or feeding milk to it like his/her parents do)		③ ② ① ④
4	Among circle, triangle and rectangle the differentiates at least one geometric form.		③ ② ① ④

5	If you tell the infant to bring something from another room without using any gestures, he/she brings it to you. (e.g. "Go and bring your diaper from the room.")		③ ② ① ④
6	Points at least at one part of the body (e.g.: eye, nose, lips, ears).		③ ② ① ④
7	Follows two instructions (e.g.: "Get a towel, clean the floor with a paper towel").		③ ② ① ④
8	Relates pictures with real objects (e.g.: Sees a picture of a key, looks for the key).		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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## LANGUAGE

1	Can answer with “okay (yes)” or “no” by nodding his/her head or shaking his/her body	③ ② ① ④
2	Except ‘Mummy’, ‘Daddy’ says one other word (e.g. "Water, milk" in daily life).	③ ② ① ④
3	Says "Mummy" to mother and "daddy" to father.	③ ② ① ④
4	Asked the question: “Where is the ball” (the ball is in sight) points into the direction.	③ ② ① ④

5	Knows the meaning of no and other similar words, and how to use it.	③ ② ① ④
6	Recognizes familiar items in a book (telephone, car, book etc) and points at them.	③ ② ① ④
7	Can find an animal picture or image after hearing its name	③ ② ① ④
8	Except “Mummy”, “Daddy” the infant says at least 8 other words.	③ ② ① ④

## SOCIABILITY

1	Tries to draw attention through behavior (e.g. If the adult does not watch, it is acting cute).	③ ② ① ④
2	If the infant wants to show an object or some behavior, it pulls the adult.	③ ② ① ④
3	Requests help	③ ② ① ④
4	If it wants to read a book, it brings a book to the adult.	③ ② ① ④

5	Say hello to an familiar adult upon request	③ ② ① ④
6	Imitates adult behavior like cleaning the floor, answering the telephone, combing the hair.	③ ② ① ④
7	Differentiate familiar voices on the phone	③ ② ① ④
8	Feeds the doll upon request “Feed the doll”	③ ② ① ④

## FURTHER QUESTION

1	When standing or walking, the infant cannot rest the soles of his/her feet on the ground but 'always' stands on his/her tiptoes. (except in cases where the infant sometimes stands on his/her tiptoes)	① ④
2	Can't walk.	① ④

	Yes ①	No ④
3	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
4	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

# Evaluation Chart (16~17 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( )					

## Summary report

Category Domain	1	2	3	4	5	6	7	8	Total score	Transfer points		
										A	B	C
Gross motor skills										9	19	24
Fine motor skills										12	19	24
Cognition										7	15	24
Language										7	15	24
Sociability										11	18	24

## Further question

= Yes  = No

Question	1 (M)		2 (M)		3 (S)		4 (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"/>

## 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