

(18~19months)

# 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 (18~19months)

✦ 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 18-19 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	Waddles (If the infant already runs, mark "can do well").	③ ② ① ④	
2	Creeps on the couch and furnitures.	③ ② ① ④	
3	Can walk backwards	③ ② ① ④	
4	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	
5	Kicks a ball that is not rolling	③ ② ① ④	
6	Can stand up on its own without hands.	③ ② ① ④	
7	The infant goes down stairs one step at a time by putting both feet on the same stair while holding onto the railing. (Not when the infant goes down stairs step by step alternately (one foot at a time))	③ ② ① ④	
8	Jumps up and down in place with both feet	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	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
2	If you give the infant a (colored) pencil and paper, he/she draws lines and scribbles on the paper.		③ ② ① ④
3	Stacks two blocks		③ ② ① ④
4	Turns over the page of a book (also several pages at the same time).		③ ② ① ④

5	Brings spoon to mouth without spilling		③ ② ① ④
6	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
7	Stacks four blocks		③ ② ① ④
8	Sets more than two blocks side by side		③ ② ① ④



## COGNITION

1	Imitates roles of other people (e.g. holding a doll or feeding milk to it like his/her parents do)		③ ② ① ④
2	Among circle, triangle and rectangle the differentiates at least one geometric form		③ ② ① ④
3	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
4	Shows 1 part of the body upon request (e.g.: eye, nose, lips, ears).		③ ② ① ④

5	Follows two instructions (e.g.: "Get a towel, clean the floor with a paper towel").		③ ② ① ④
6	Relates pictures with real objects (e.g.: Sees a picture of a key, looks for the key).		③ ② ① ④
7	Relates animals to animal sounds.		③ ② ① ④
8	Show at least five parts of the body upon request (e.g.: eye, nose, lips, ears, arms).		③ ② ① ④



## LANGUAGE

1	Asked the question: "Where is the ball"(the ball is in sight) shows into the direction.		③ ② ① ④
2	Knows how to use "no" and "dislike".		③ ② ① ④
3	Recognizes familiar pictures in a book (telephone, car, book etc) points at them.		③ ② ① ④
4	Can find an animal picture or image after hearing its name		③ ② ① ④

5	Except 'Mummy', 'Daddy' says at least 8 other words.		③ ② ① ④
6	Names pictures in the book (e.g.: Being asked the question: "Where is the shoe", it can point at the shoe).		③ ② ① ④
7	Uses two word sentences (e.g.: "Give cookie", "What's this?" the infant can repeat the words ).		③ ② ① ④
8	Uses pronouns as 'me', 'this', 'that'.		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 ①
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## SOCIABILITY

1	If it wants to read a book, it brings a book to the adult.	③ ② ① ①
2	Say hello to an familiar adult upon request	③ ② ① ①
3	Differentiate familiar voices on the phone	③ ② ① ①
4	Tries to draw the mother's(guardian's) attention, points at different objects in the room.	③ ② ① ①

5	Feeds the doll upon request “feed the doll” it pretends to feed the doll.	③ ② ① ①
6	Comforts und blows gently at the part of the body, where a familiar person hurt itself. (e.g. Blowing on something, or saying “don’t cry”.)	③ ② ① ①
7	Helps with simple household tasks (e.g.: Cleans with a paper towel).	③ ② ① ①
8	Dances, sings in front of other people.	③ ② ① ①



## RESPONSIBILITY

1	Drinks with a cup without spilling	③ ② ① ①
2	When you place a sleeve in front of a hand of the infant to dress him/her in shirts, he/she puts his/her arm into the sleeve.	③ ② ① ①
3	When the infant sees an adult brushing the teeth, he/she imitates the motion.	③ ② ① ①
4	Dips the hands into the water and washes face.	③ ② ① ①

5	Uses fork and spoon for eat no hands	③ ② ① ①
6	Removes/puts on cap	③ ② ① ①
7	Removes shoes with laces untied	③ ② ① ①
8	After handwashing takes a towel to dry hands.	③ ② ① ①



## 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 ①
2	Can't walk.	① ①
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 ①

		Yes①	No①
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	①
5	The infant does not do any behaviors to attract adults' attention (e.g., Pointing his/her finger at an item, pestering someone to play with him/her, calling someone by making sounds, etc.)	①	①

# Evaluation Chart (18~19 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										14	19	24
Fine motor skills										13	18	23
Cognition										8	15	23
Language										7	13	22
Sociability										12	18	24
Responsibility										12	17	23

## Further question

= Yes  = No

Question	1 (M)		2 (M)		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