

(30~32months)

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 (30~32months)

✦ 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 30-32 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	Jumps from bottom step	③ ② ① ④	
2	Throws tennis ball overhead while standing	③ ② ① ④	
3	Lifts his/her heels and walks more than four steps on his/her tiptoes	③ ② ① ④	
4	The infant climbs stairs one step at a time by putting both feet on the same stair without holding onto the railing. (Check “Can do well” or “Can do” if the infant climbs stairs step by step alternately (one foot at a time).)	③ ② ① ④	
5	Imitates one foot standing 1 second	③ ② ① ④	
6	The infant goes down stairs one step at a time by putting both feet on the same stair without holding onto anything. (Check “Can do well” or “Can do” if the infant goes down stairs step by step alternately (one foot at a time).) by a	③ ② ① ④	
7	Climbs stairs step by step alternately without holding anything	③ ② ① ④	
8	Catches ball with both hands	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	Opens door by turning knob	③ ② ① ④
2	Holds the lower part of a (colored) pencil	③ ② ① ④
3	Cuts across a piece of paper, grasps scissor and paper in each hand	③ ② ① ④
4	Strings lace in shoelace hole or pearls on a cordon, puts it off. 	③ ② ① ④

5	Imitates vertical strokes (except in cases where the infant draws by tracing over lines already drawn) 	③ ② ① ④
6	Holds a (colored) pencil, crayon, or pen using his/her thumb and another finger	③ ② ① ④
7	Undresses itself and a doll upon request.	③ ② ① ④
8	Imitates a circle (without showing)	③ ② ① ④



COGNITION

1	Matches the correct color of coloured blocks (red, yellow, blue)	③ ② ① ④
2	Knows the measurement "much-less" (e.g.: knows 6 candies are more than 2.)	③ ② ① ④
3	Matches a 6-piece puzzle.	③ ② ① ④
4	Differentiates the long stroke from the short stroke.	③ ② ① ④

5	Understands "2" (e.g. gives 2 of 3 candies on the table).	③ ② ① ④
6	Differentiates different sized objects, 'biggest', 'medium size', 'smallest'.	③ ② ① ④
7	Understands 'inside, outside, between' (put cup into the container).	③ ② ① ④
8	Remembers two different requests and carries out (e.g. "Throw away the paper towel, get me a book").	③ ② ① ④



LANGUAGE

1	Follows request "put it on the table" without showing.	③ ② ① ④
2	Among 'inside', 'above', 'below', 'backwards' understands at least two	③ ② ① ④
3	Reading a book expresses retells the plot. (e.g.: Mother: "What is the dog doing?" Child: "Sleeping", "Eating", "Crying" etc.	③ ② ① ④

4	Being asked "What 's your name?" say its full name (forename/surname).	③ ② ① ④
5	Uses the past tense: have done.	③ ② ① ④
6	Has a mini conversations.	③ ② ① ④
7	Knows what 'pretty' and 'afraid' means.	③ ② ① ④
8	Knows the appellations 'grandpa', 'grandma', 'big brother' etc.	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	Says "sorry" and "thank you" upon request	③ ② ① ④
2	Imitates other children's play	③ ② ① ④
3	Says "I feel good" or "I feel bad" when he/she feels so	③ ② ① ④
4	Plays games in group of 3-4("chase" and "hide and seek")	③ ② ① ④

5	Imitates adults group behaviour. (e.g. Play the train game, catch-the-tail game, ladder and tunnel game, etc.)	③ ② ① ④
6	Waits for its turn(playground, slide)	③ ② ① ④
7	Comforts other children in distress	③ ② ① ④
8	Plays with friends with the flow of a story (e.g. "Playing with dolls", "playing school", etc.)	③ ② ① ④



RESPONSIBILITY

1	Uses napkin after eating and doesn't use its sleeves.	③ ② ① ④
2	If you put the feet of the infant into their pants a little bit, he/she pulls them up to the waist.	③ ② ① ④
3	Remains dry during the day	③ ② ① ④
4	Holds back stool during the day	③ ② ① ④

5	Soaps/washes hands alone when water is turned on	③ ② ① ④
6	Puts on socks	③ ② ① ④
7	Feeds itself	③ ② ① ④
8	Dresses itself (T-shirt)	③ ② ① ④



FURTHER QUESTION

1	Can't walk.	① ④
2	Words make no sense. (e.g. "Bow-wow", "momma", "water", etc.)	① 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

		Yes ①	No 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
5	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

Evaluation Chart (30~32 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										15	19	24
Fine motor skills										12	17	23
Cognition										10	16	24
Language										9	18	24
Sociability										11	17	24
Responsibility										10	15	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