

APPENDIX 1

A Developmental Record

Child's name Sex Male Female

Age years months

This checklist is for one child who is causing you concern. Please record the child's usual level of competence rather than focusing on one unusual occurrence. If, however the child's movement is erratic, making a general picture difficult or less than useful, please say that this is the case.

Before looking more specifically at motor development, please say whether you would consider that this was the child's only area of difficulty or whether there are other problems too.

Please tick if appropriate and add any other area of concern.

	Yes	No
Does the child have		
(a) Poor sight	<input type="checkbox"/>	<input type="checkbox"/>
(b) Low hearing	<input type="checkbox"/>	<input type="checkbox"/>
(c) A physical disability	<input type="checkbox"/>	<input type="checkbox"/>
(d) Difficulty in understanding instructions	<input type="checkbox"/>	<input type="checkbox"/>
(e) Speech difficulties	<input type="checkbox"/>	<input type="checkbox"/>
(f) Body-build problems	<input type="checkbox"/>	<input type="checkbox"/>
(i) very overweight	<input type="checkbox"/>	<input type="checkbox"/>
(ii) fragile	<input type="checkbox"/>	<input type="checkbox"/>
(iii) little strength	<input type="checkbox"/>	<input type="checkbox"/>

And is the child		
(g) Very tense and unsure	<input type="checkbox"/>	<input type="checkbox"/>
(h) Aggressive	<input type="checkbox"/>	<input type="checkbox"/>
(i) Lethargic – hard to interest	<input type="checkbox"/>	<input type="checkbox"/>
(j) Lacking persistence	<input type="checkbox"/>	<input type="checkbox"/>
(k) Seeking attention all the time	<input type="checkbox"/>	<input type="checkbox"/>

Any other difficulty? Please note below

The checklist now asks you to tick one box for each competence then give a mark out of ten for 'general coping ability' in that field. The boxes are 'Yes, can do it'; 'Some difficulty' meaning that the child needs real effort to cope; 'Severe difficulty' meaning that the child does not cope and 'Regression' which means that the child's performance is getting worse.

108 ENHANCING LEARNING THROUGH PLAY

NB: This is a movement observation record to help teachers compile Assessment Profiles for school use or for gaining access to specialist help. It is not a test to determine dyspraxia.

Gross motor skills

Can the child	Yes	Some difficulty	Severe difficulty	Regression	Please give details
(a) Stand still, balanced and in control?					
(b) Sit still retaining poise?					
(c) Walk smoothly and with good poise?					
(d) Turn corners efficiently?					
(e) Walk on tip-toe with control (count of 6)?					
(f) Jump (two feet off floor)?					
(g) Kick a stationary ball?					
(h) Catch a large soft ball when thrown sympathetically?					
(i) Roll sideways and recover to stand with a good sense of timing and balance?					
(j) Crawl?					

Give a mark out of 10 for coordination in gross motor skills
Please give further details if appropriate.

Fine motor skills

Can the child

Yes, Some Severe Regression Please give details
can do difficulty difficulty
it

- (a) Use a pencil/paint brush with control?
- (b) Pick up and replace objects efficiently?
- (c) Use two hands together to thread beads, build lego or do jigsaws?
- (d) Draw a person with some detail or parts?
- (e) Dress in the correct order?

	Yes, can do it	Some difficulty	Severe difficulty	Regression	Please give details
(a) Use a pencil/paint brush with control?					
(b) Pick up and replace objects efficiently?					
(c) Use two hands together to thread beads, build lego or do jigsaws?					
(d) Draw a person with some detail or parts?					
(e) Dress in the correct order?					

Give a mark out of 10 for dexterity in fine motor skills

Emotional skills

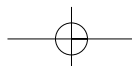
Yes, Some Severe Regression Please give details
can do difficulty difficulty
it

- (a) Appear confident in following the daily routine?
- (b) Constantly seek attention?
- (c) Disturb other children?
- (d) Sustain eye contact?
- (e) Cope in new situations?
- (f) Appear aggressive or defiant?

	Yes, can do it	Some difficulty	Severe difficulty	Regression	Please give details
(a) Appear confident in following the daily routine?					
(b) Constantly seek attention?					
(c) Disturb other children?					
(d) Sustain eye contact?					
(e) Cope in new situations?					
(f) Appear aggressive or defiant?					

Give a mark out of 10 for emotional behaviour

Please give further information below if you feel this would be appropriate. This could concern the areas already mentioned or different topics.



Intellectual skills

Yes, can do it Some difficulty Severe difficulty Regression Please give details

Can the child

- (a) Talk readily to adults?
 Talk readily to children?
- (b) Articulate clearly?
- (c) Use a wide vocabulary?
- (d) Listen attentively?
- (e) Respond appropriately?
- (f) Follow a sequence of instructions?
- (g) Understand
 - i. spatial concepts – over, under, through?
 - ii. simple mathematical concepts – bigger, smaller?

	Yes, can do it	Some difficulty	Severe difficulty	Regression	Please give details
(a) Talk readily to adults? Talk readily to children?					
(b) Articulate clearly?					
(c) Use a wide vocabulary?					
(d) Listen attentively?					
(e) Respond appropriately?					
(f) Follow a sequence of instructions?					
(g) Understand					
i. spatial concepts – over, under, through?					
ii. simple mathematical concepts – bigger, smaller?					

Give the child a mark out of 10 for Intellectual Competence

Social skills

Can the child

Yes, can do it Some difficulty Severe difficulty Regression Please give details

- (a) Take turns with no fuss?
- (b) Interact easily with other children?
- (c) Take the lead in activities?
- (d) Participate in someone else's game?

	Yes, can do it	Some difficulty	Severe difficulty	Regression	Please give details
(a) Take turns with no fuss?					
(b) Interact easily with other children?					
(c) Take the lead in activities?					
(d) Participate in someone else's game?					

Give the child a mark out of 10 for social behaviour