

Initiating Community-Based Psychosocial & Protection Services for Early Childhood Care & Development
Dept. of Child & Adolescent Psychiatry, NIMHANS
Supported by UNICEF
Developmental, Mental Health and Protection Assessment Format
for Children (Aged 3 – 6 years)

A. Basic Information

Name of Child:

Date:

Sex:

Age:

Name of the Anganwadi/Institution:

B. Family Context

1. Who is the child's primary caregiver? **Parents / Grandparents / Extended Family**
2. More than 2 children in the family? **Yes/ No**
3. Context of the family pertaining to the primary caregiver of the child.

Sl No	Family Context	Yes	No
a.	Parents: Separated/ Divorced/ Widowed		
b.	Death of an immediate family member		
c.	Substance use by the parent/ primary care giver		
d.	Domestic Violence in the family		
e.	Conflicts and fights in the family (incl. Physical violence)		
f.	Chronic Illness in the parents/ primary care giver (Tuberculosis, HIV/AIDS, Cancer etc.)		
g.	Mental Illness in the parents/ primary caregiver		
h.	Disability in the parents/ primary caregiver		
i.	Criminality in the parents/ primary caregiver		

3. Any other issues and concerns in the family context.

C.1. Medical Problems/ Sensory Needs & Issues:

Sl No	Medical Problems/ Sensory Needs & Issues	Yes	No
a.	Are there any behavioural indicators to suggest visual impairment? (One or both eyes consistently turn in or out Persistent tearing, eye drainage, or sensitivity to light and droopy eyelids; Has difficulty calming self, cries for long periods of time , Does not react to new environments and people		
b.	Hearing Impairment? (Does not turn head to locate sounds by 4 months, Does not respond to general sounds; does not follow instructions given from the back or when the speaker's face is not visible; asks for repetition of instructions; turns one side of head towards to the speaker; has running ear or waxy ear)		
c.	Likes to maintain odd postures? (Does no Seems very stiff, tight muscle, seems very floppy, like a rag doll, head still flops back when body is pulled to sitting position (by 5months still exhibits head lag, can't crawl Drags one side of body while crawling (for over one month) Cannot stand when supported, has difficulty getting objects to		

	mouth, Does not sit steadily by 10 months, Doesn't push down with legs when feet are placed on a firm surface by 4 months.)		
d.	Has the child has been Malnourished and been in treatment for more than 6 months?		

If any of the above problems and issues are present, mention the details.

D. Check list for Physical Signs for Assessing Physical Abuse, Sexual Abuse, Emotional Abuse, Neglect and Nutrition

Sl No.	Signs and Symptoms	Yes	No
Physical Abuse			
a.	Bruises, welts, black eyes or other injuries that can't be explained or don't match with the child's story.		
b.	Burns that cannot be explained.		
c.	Injury marks that have a pattern, like from a hand, belt, or other objects.		
d.	Injuries that are at different stages of healing (bruises change colour over time)		
e.	Fractures and dislocations.		
f.	Wear clothing that doesn't match the weather -- such as long sleeves on hot days -- to cover up bruises.		
Sexual Abuse (to be asked with the helper/teacher)			
a.	Genital injuries		
b.	Physical injuries		
c.	Pain/burning sensation/ infection/ itching in the genital region		
d.	Urinary tract infections		
Neglect			
a.	Skin infections and sores		
b.	Appears dirty and has severe body odour		
c.	Has poor dental hygiene		
d.	Lacks sufficient clothing for the weather		
Signs of Malnutrition			
a.	Respiratory and other infections/ illness		
b.	Skin is thin, dry, inelastic, pale, and cold		
c.	Cheeks appear hollow and the eyes sunken, as fat disappears from the face		
d.	Hair is dry and sparse		
Emotional & Behavioural Signs			
a.	Sudden unexplained change in behaviour: School refusal, people avoidance		
b.	Sudden onset of bed wetting, aches, pains, general ill health		
c.	Symptoms of depression and Post-Traumatic Stress Disorder		
d.	Appear dull, listless and inactive		
Avoidance of any kind of touch or physical contact			
a.	Fearful appearance always seeming to be on high alert.		
b.	Withdrawal from friends and activities.		
c.	Sexualized behaviour (applicable only to sexual abuse).		

E. Developmental Functions/ Skills Checklist

1. Developmental Functions and Tasks Checklist

Developmental Functions and Tasks			Ability to Perform Developmental Functions and Tasks		
			To high Extent	To Some Extent	To Low extent/Not at all
Sl no	1.Physical Development				
	1.1. Motor Skills				
a.	3- 4 yrs	Able to climb stairs one foot at a time.	T/A		
b.		Stand briefly on one foot	T/A		
c.		Can run	T/A		
d.		Can hop using one foot	T/A		
e.		Kick/ throw and catch a ball	T/A		
f.		Can pick up small objects and place them elsewhere (such as coins, beads)	T/A		
g.					
h.	5-6 yrs	Stands on one foot for longer duration	T/A		
i.		Hops using both the legs	T/A		
j.		Able to colour within the lines.	T/A		
k.		Can copy simple patterns such as circle, square	T/A		
l.	1.2. Self Help skills				
m.	3- 4 yrs	Can eat with a spoon/hand	S		
n.		Can undress themselves (button large buttons on their own)	T/A		
o.		Goes to toilet during day time with some help	S		
p.	5-6 yrs	Can feed self independently	S		
q.		Can dress and undress independently	S		
r.		Can go to toilet independently	S		
	2.Speech and Language Development				
a.	3- 4 yrs	Says his/her names	T/A		
b.		Answers simple questions (what did you eat today? what do you like to play?)	T/A		
c.		Can speak complete sentences(3-4 words)	T/A		
d.		Names 3 common objects if pointed to	T/A		
e.		States what action is being performed when a picture is shown	T/A		
f.	5-6 yrs	Able to describe pictures/events/tell small stories	T/A		
g.		Can recite a simple 2-3 line nursery rhyme	T/A		
	3. CognitiveDevelopment				
a.	3- 4yrs	Comprehends and executes simple instructions (shut the door, brings object as asked)	T/A		
b.		Identifies sizes/ age (big-small, younger-older)	T/A		
c.		Identifies at least 4-5 body parts (can name/ point)	T/A		
d.		Can name/identify some common fruits/vegetables/animals	T/A		
e.	5-6 yrs	Identifies functions of objects (such as telephone, glass of water, vehicle)	T/A		
f.		Able to sort/ differentiate between colour and shapes	T/A		
	4.Social Development				
a.	3- 4 yrs	Recognizes family members/ familiar people like teacher	T/A		
b.		Recognizes spaces (kitchen/bathroom/street) and their function	T/A		
c.		Plays cooperatively with other children	S		
d.		Understands rules of simple games (passing a ball or taking turns)	T/A		

e.	5-6	Is aware of gender	T/A			
f.	yrs	Can enumerate routine/ daily activities	T/A			
5. Emotional Development						
a.	3-4yrs	Can recognize common emotions (when pictures of faces are shown)	T/A			
b.		When upset/ frustrated, can be easily comforted	T/A			
c.	5-6 yrs	Able to describe emotions in simple situations and ascribe causalities to emotions	T/A			
d.		Ability to report emotions (when do you cry/when are you happy?)	T/A			
e.		Helpful and caring of other children (shares toys/ comforts others when hurt or crying)	S			

2. Under-stimulation in the domains of development

Sl. No	Domain of Development	Yes	No
a.	Physical Gross Motor Development		
b.	Physical Fine Motor Development		
c.	Speech and Language Development		
d.	Cognitive Development		
e.	Social Development		
f.	Emotional Development		

F. Emotional and Behavioural Indicators

1. Ask the teacher whether any of these behaviours are present in the child

Sl No	Problems	Yes	No
a.	Interferes with other children's activities (snatching/poking/pinching...)		
b.	Poor concentration in performing activities (lack of focus/poor sitting tolerance)		
c.	Unclear speech (speech articulation issues/ stammering)		
d.	Difficult to manage the child (does not sit/ does not follow instructions or obey)		
e.	Not liked by peers, as often doesn't share, and fights and teases with them		
f.	Fights: physical assault		
g.	Withdrawn from peers, doesn't play/participate/ engage with peers		
h.	Total reluctance to speak		
i.	Withdrawn from staff		
j.	Miserable: always unhappy, cries easily and frequently		
k.	Habits – Nail biting, thumb sucking, hair pulling, pica, repetitive behavior etc.		
l.	Wets – not toilet trained, doesn't indicate when he/she needs to go to bathroom		
m.	Soils - dirty their pants, or go to the toilet in inappropriate places.		
n.	Destructive- deliberately breaking toys/furniture		
o.	Temper tantrums- typically involve stamping feet, holding breath, yelling, becoming easily frustrated, falling out, or melting down.		
p.	Fearful		
q.	Difficult to sooth the child when upset		
r.	Self-injury: biting hands/lips, scratching, pulling hairs, face slapping, head banging etc.		
s.	Sexualized behaviours: rubbing body against others, touching private parts of others etc.		
t.	Irregular to preschool		

2. Any other information reported by the parent/ Anganwadi teacher or your own observations of the child with regard to emotional and behavioural problems

G. Service Provider's Interpretations/ Summary