

Kent Inventory of Developmental Skills (KIDS)

A WPS TEST REPORT by

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Child's Name: Billy J.

Child's Gender: Male

Date of Administration: 4/6/1993

Date of Birth: 7/22/1992

Chronological Age: 8.5 months

Ethnicity: White

Processing Date: Not Entered

Weeks Premature: 3

Child ID: 4

Examiner ID: Not Entered

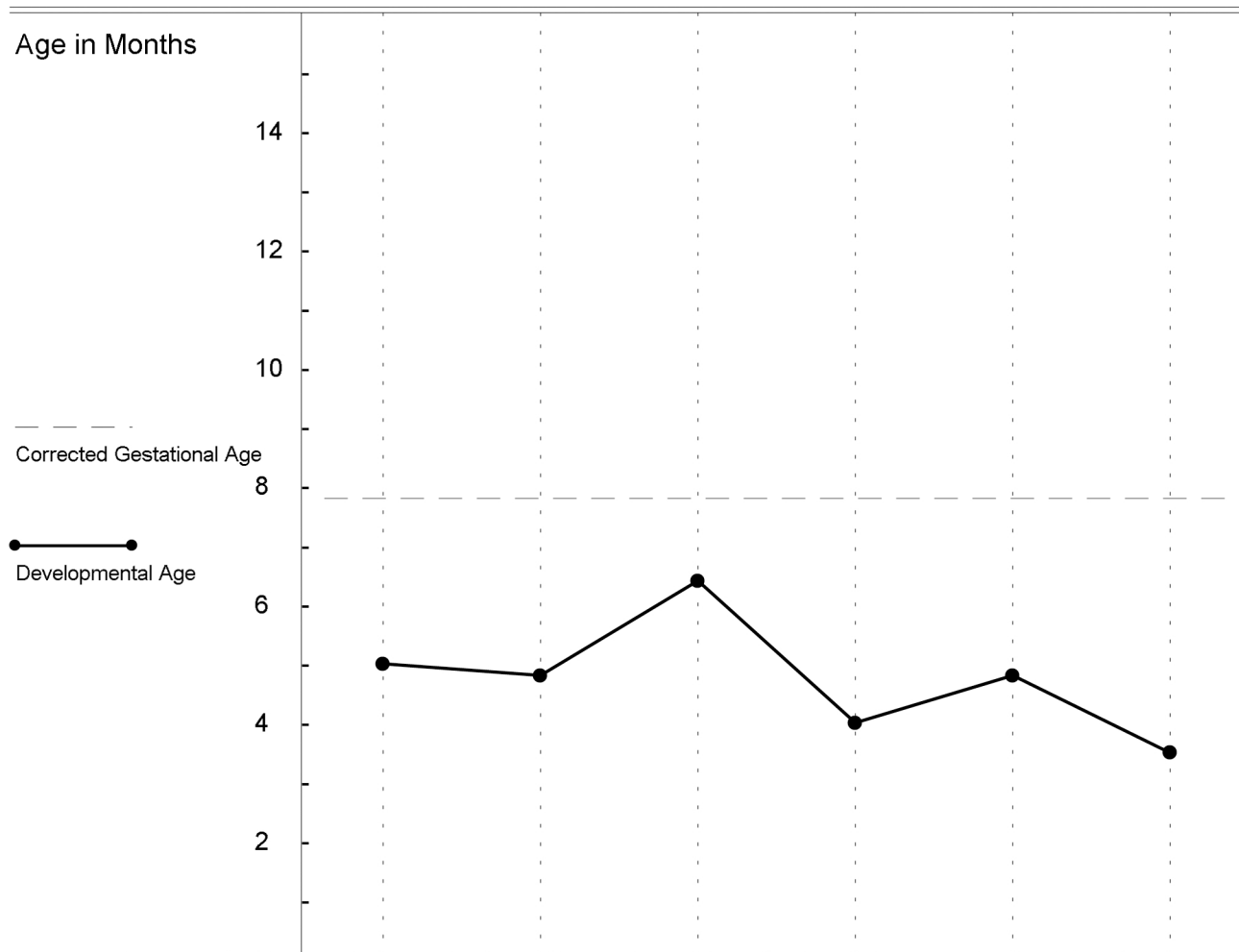
Respondent: Mother

Respondent's Education: 16 years

Corrected Gestational Age: 7.8 months

This interpretive report for the KIDS is an aid for developmental evaluation and treatment planning. The user should be familiar with the material presented in the KIDS Manual (WPS Product No. W-342D). No evaluation or treatment decisions should be made solely on the basis of this report without confirming information from independent sources.

Developmental Profile



Domains:	Full Scale	Cognitive	Motor	Communication	Self-Help	Social
Dev. Age (months)	5.0	4.8	6.4	4.0	4.8	3.5
Standard Score	64	66	81	70	72	56
Raw Score	114	23	43	14	16	18

Results of the KIDS Assessment

Billy's KIDS assessment was completed on 4/6/1993 by his Mother when Billy was 8.5 months old. It is accepted practice, however, to use an age corrected for prematurity in place of Chronological Age when interpreting developmental scores for babies under the age of 3 years who were born 3 or more weeks prematurely. Because Billy was reported to be 3 weeks premature, a Corrected Gestational Age of 7.8 months (the age that Billy would be if he had been born at term) has been used in this report whenever age comparisons are made in the interpretation of results.

Billy's Full Scale Development score corresponds to a Developmental Age of 5.0 months on the KIDS. This means that, based on the description of his behavior provided by his Mother, Billy currently displays the same number of developmental skills as an average 5.0-month-old. This Developmental Age for Full Scale Development corresponds to a standard score of 64, indicating that Billy has acquired significantly fewer developmental skills than the typical baby of his Corrected Gestational Age. Consequently, Billy's overall current abilities are considered to be within the "Developmentally Delayed" range of functioning.

Babies often acquire developmental skills at different rates in the five behavioral Domains, so it is helpful to examine Billy's Domain standard scores to see

whether this is true in his case. A review of the Developmental Profile shows that his Motor, Communication, and Self-Help Domain skills are in the "At Risk" range (standard scores of 70 to 84) and his Cognitive and Social Domain skills are in the "Developmentally Delayed" range (standard scores below 70). Thus, the fact that Billy's Full Scale Development score falls within the "Developmentally Delayed" range seems to be the result of slower than average acquisition of Motor, Communication, and Self-Help Domain skills and much slower than average acquisition of Cognitive and Social Domain skills. Successful developmental programs often try to support or facilitate development in the areas where a baby is having the most difficulty by building on or using the skills that he has acquired more easily.

Babies showing developmental delays benefit from continued professional attention and special habilitation programming. Most of these babies will continue to expand their skills with this type of care. Because Billy's overall developmental progress indicates developmental delay, he is eligible for early intervention programming in most locales. It is strongly recommended that Billy's caregivers be encouraged to consider enrolling him in a professionally staffed early intervention program, if they have not already decided to do so.

Developmental Timetables

COGNITIVE DOMAIN

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Item #	Age Norm	Response	Item
204	2.5	C	Enjoys looking out a window.
105	2.6	A	Smiles at mirror image.
65	2.7	A	Will move cloth placed over face.
235	3.4	C	Watches TV.
200	3.6	A	Plays with feet.
201	3.6	A	Reaches for toys slightly out of reach.
27	3.9	A	Picks up objects and looks at them.
236	4.0	C	Tries to touch moving objects.
129	4.2	A	Reaches for everything in sight.
106	4.3	A	Moves to get an object that is out of reach.
63	5.0	A	Drops and picks up toys.
154	5.3	C	Drops toys and watches them fall.
187	5.5	C	Smiles at the sight of a favorite toy.
18	5.8	A	Overcomes obstacles to reach things.
203	5.8	C	Smiles at the sight of a new toy.
245	5.9	C	Tries to catch moving objects.
188	6.3	C	Plays with two toys at the same time.
127	6.6	A	Finds half-hidden objects.
226	6.7	A	Looks for fallen objects by bending over.

MOTOR DOMAIN

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Item #	Age Norm	Response	Item
80	0.9	C	Turns head freely when sitting.
222	0.9	A	Turns head away when you try to clean nose.
68	1.0	A	Holds a toy.
44	1.1	A	Places feet on floor if held in a standing position.
111	1.4	A	Sits on your lap.
146	1.4	A	Shakes a rattle.
211	1.6	A	Rubs eyes.
42	1.7	B	Fist opens if touched by a toy.
57	1.8	A	Stands if held under arms.
148	2.1	A	Rolls over from stomach to back.
123	2.4	A	Turns from back to side.
147	2.7	A	Tries to pull up to sitting, when hand is held.
55	2.8	A	Tries to grab small objects nearby.
94	2.8	A	Grabs for a toy that is brought near.
58	2.9	A	Makes crawling movements.
159	2.9	A	Can turn around when left lying on the floor.
120	3.0	A	Holds an object with two hands.
229	3.2	A	Reaches for objects with one hand.
10	3.3	A	Bounces up and down if held under arms.
172	3.3	A	Sits alone for a few seconds.
32	3.7	A	Works to get a toy that is out of reach.
134	3.7	A	Stands if you hold both hands.
109	4.0	A	Picks up objects with one hand.
160	4.1	A	Touches feet with hands.
135	4.3	A	Rolls easily from back to stomach.
207	4.5	A	Takes things from one hand to the other.
210	4.6	A	While sitting, leans forward to get objects.

149	4.7	A	Uses one hand to hold a toy and the other to play with it.
232	4.7	A	Holds a doll-sized object.
217	4.8	A	Holds two things at a time, one in each hand.
96	4.9	A	Lifts head when lying on back.
238	4.9	A	Bangs toys on table and floors.
110	5.6	C	Plays with two or more objects at the same time.
56	5.9	C	Tears paper using two hands.
8	6.1	A	Picks up objects just using finger and thumb.
242	6.1	C	Twists around to pick up objects while sitting.
43	6.2	A	Uses finger to poke, push, rub, and roll objects.
219	6.4	A	Sits up alone and plays with toys.
192	6.5	A	Sits up alone for a long time.
167	6.6	A	Sits leaning on hands.
190	6.9	A	Picks up small objects the size of a pea.
122	7.3	C	Stands, holding onto furniture.
22	7.4	C	Goes from sitting to crawling.
9	7.9	C	Moves from lying on stomach to sitting up.
193	7.9	C	Walks, if both hands are held for balance.
82	8.1	C	Climbs over objects.
221	8.1	C	Rolls over and up to sitting position.
112	8.3	C	Crawls rapidly on all fours.
11	8.5	C	Lowers self without help from standing to sitting up.
97	8.5	A	Pulls up to standing position at the side of the crib.

COMMUNICATION DOMAIN

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Item # Age Norm Response Item

28	1.9	C	"Talks" in his or her own language.
40	1.9	A	Uses voice to show emotions other than crying.
131	2.3	A	Voice is sometimes loud, sometimes soft.
66	2.4	A	Reacts when you say his or her name.
76	3.0	C	Smiles when you say his or her name.
237	3.0	A	Squeals.
103	3.2	C	Turns when his or her name is heard.
216	3.4	A	Whimpers or whines.
169	4.4	C	Repeats certain sounds over and over again.
7	4.8	C	Imitates sounds like coughs, clicks, and grunts.
119	5.1	C	Stops when his or her name is said.
19	5.2	A	Makes "mmm" or "sss" sounds.
91	6.5	A	Makes sounds like "ma-ma," "ba-ba," and "la-la."
53	7.0	C	Whimpers or cries when scolded.
107	7.2	C	Stops when you yell "no."
41	7.5	C	Imitates "ma-ma" or "da-da."
93	7.6	A	Responds to "come here" by lifting arms.

SELF-HELP DOMAIN

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Item # Age Norm Response Item

162	2.2	C	Swallows food without any gagging, coughing, or choking.
71	3.1	A	Eats new foods without a fight the first time they're offered.
113	3.5	A	Recognizes and reaches for bottle.
243	3.9	A	Keeps food in mouth.
248	4.1	A	Lifts leg while diaper is being changed.
197	4.2	C	Holds spoon for a second when it's placed in his or her hand.

233	4.5	C	Plays with washcloth or toys in bathtub.
177	4.6	A	Sucks and gums pretzels or cookies.
2	5.1	C	Pulls off hat.
83	5.2	C	Eats mashed table foods when fed.
196	5.3	C	Drinks from a cup held by an adult.
59	5.4	A	Can bring bottle up to mouth without assistance.
114	6.0	C	Holds, bites, and chews cookie or pretzel.
125	6.2	A	Places bits of food in mouth.
100	6.8	C	Eats table foods.
21	6.9	A	Holds own bottle, picking it up when dropped.
99	7.2	C	Chews food.
195	7.3	A	Pulls off socks.

SOCIAL DOMAIN

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Item # Age Norm Response Item

170	1.2	C	Laughs aloud.
101	1.3	A	Babbles when talked to.
24	1.5	A	Tries to get attention of an adult by smiling or babbling.
151	1.7	C	Recognizes most familiar adults.
115	1.9	A	Smiles at some people, but not at others.
85	2.0	A	Likes and splashes in bath.
164	2.0	A	Fingers face, hair, jewelry, or clothing of an adult.
140	2.2	A	Laughs aloud when tickled.
224	2.3	C	Tries to get attention of an adult by crying or whining.
138	2.5	A	Plays alone with toys.
179	2.6	A	Smiles at own image in mirror.
185	2.6	A	Smiles if an adult makes a funny face.
178	3.1	C	Reacts differently to strangers than to familiar faces.
103	3.2	C	Turns when his or her name is heard.
198	3.5	C	Laughs if an adult makes a funny face.
143	3.6	A	Reacts to peek-a-boo games.
15	3.8	A	Will play with toys alone for 15 minutes.
139	3.8	C	Gets upset if left alone in a room.
14	4.4	A	Reaches for a familiar person.
199	5.0	A	Reaches and pats image in mirror.
5	5.4	C	Cries when toy is taken away.
126	5.5	C	Hugs and shows affection to mother.
4	5.6	A	Plays peek-a-boo.

Watching Your Baby Grow

This section of the report provides a detailed description of Billy's skills based on your responses to the KIDS items. Suggestions for caregiver activities that will help to support his ongoing developmental progress have also been included.

Feeding and Dressing Activities (Self-Help Skills)

Now that Billy is able to hold his own bottle and pick it up if it is dropped, he is much less dependent on caregivers during feedings than he used to be. This means that the family now has more flexibility around feeding schedules and mealtimes. Although this new independence is important to Billy, he will also continue to benefit from the feelings of closeness, comfort, and security that he will experience if he is held during at least some of his bottle feedings each day.

Billy is working on getting finger foods into his mouth successfully and should begin to chew them soon, if he is not already doing so. Over the next few months, Billy will progressively increase the amounts and types of foods that he eats. Menu planning can be guided by what he likes, within the limits of good nutrition. Remember that you may need to present new foods on more than one occasion before you will know whether he is going to like them. Never force a resistant baby to eat a new food. Also keep in mind that babies working to master these self-feeding skills are likely to put any and all small things into their mouths, and must be watched closely to make sure that they do not mouth or swallow objects that could harm or choke them, such as coins, nuts, hard candies, and pebbles.

Billy may begin to enjoy sitting at the table nibbling on healthy finger foods or getting small tastes of soft mashed table foods while the rest of the family eats. Establishing calm and pleasant feeding routines now can help to lay the foundation for positive mealtimes in the future.

Billy is becoming aware of the rituals involved in dressing and changing. He may be assisting you by lifting his legs during changes or may be pulling off his hat or socks on a fairly regular basis. Encourage his participation by providing a running narrative as you proceed: "Let's push this arm through, and now the other one." It helps to remember that babies can sense when their parents become frustrated or impatient during dressing and changing routines, and they may respond by tensing and stiffening, making these tasks even more difficult. This reaction is reflexive and natural, and should not be interpreted as a deliberate attempt to interfere with the plans or needs of the parent.

Moving (Gross Motor Skills)

Billy is starting to know his body. He senses what it feels like to move and be touched, and is learning which movements and sensations he can control. He is also learning about where his body ends and the rest of the world begins.

There are several things you can do to promote this growing awareness of his body. Gently move, bend, touch, tickle, or rub his arms, legs, hands, feet, and belly when he is on the changing table or on a blanket on the floor. Help him to touch or clap his hands and feet together. Encourage him to turn his head by moving interesting objects back and forth in front of him. Provide times during the day where Billy can move his arms and legs freely. These activities should be done in a relaxed and playful manner. Let Billy's reactions guide the length and intensity of these physical interactions. Start slowly and watch for signs that he is tiring and needs a break, such as his looking away or getting the hiccups.

Billy is able to sit on his own when placed in a sitting position. He will become more stable and be able to do more from a sitting position over time. Most babies enjoy the chance to sit upright because it gives them a better view of what is happening around them and allows them to feel more involved with others.

Billy will soon learn to get himself into a sitting position without your help and will try to begin to crawl. This will allow him to explore his environment more actively and gather his own appealing objects. You can encourage these explorations by placing favorite toys just out of reach and by giving Billy plenty of time and space to roll and move toward them.

Babies begin to get themselves up to a standing position alongside the crib rail or other furniture at about the same time that they learn to move forward and backward by crawling. Billy has learned to stand with support. As his arms and legs get stronger, and his sense of balance improves, you will notice that he will be able to get up more easily and walk with just one hand held. He will soon develop the ability to stand alone.

Babies need lots of practice, and are likely to take many falls, as they learn to stand and to walk. Support Billy in his efforts. This is the time to think about the stability and safety of the things that he might use to pull himself up, such as entertainment centers, bookcases, or a potentially hot oven. Cover sharp corners on coffee tables and other low furniture where possible.

Reaching and Playing (Fine Motor Skills)

Billy is learning about his world while he uses the toys and other objects around him. Make sure that he has access to a variety of toys throughout the day, and try to spend at least some uninterrupted time each day participating in his play. Billy is beginning to use both hands to manipulate toys, and can transfer a toy from one hand to the other. Babies at this stage may enjoy playing with stuffed animals, toy key chains, and stacking cups. They may also like to “look at” and tear the pages of old magazines. Billy’s ability to grasp smaller objects by using his thumb and individual fingers is growing in accuracy and effectiveness, which allows him to manipulate push-button toys, like busy boxes and talking books.

Understanding the Outside World (Cognitive Skills)

Billy is clearly paying attention to what he sees around him. His ability to focus on things farther away is growing. As his fine motor skills develop, you will notice that he will reach out toward toys that he finds interesting. Give him plenty of opportunities to study your face by bringing him close during feedings and cuddle time. Carry him outdoors on walks or hold him up to a window and call his attention to the interesting sights you see by pointing to and labeling them. Sometimes the first distant event to attract a baby’s attention is the TV because of its color, movement, and sound.

Billy is beginning to understand object permanence; that is, he is beginning to understand that objects remain whole when they are partially covered or hidden, and that they continue to exist after they fall out of his line of vision. During playtime, you can have him sit on your lap or at a table while you encourage him to watch as you slowly move small toys and other objects around for him to see. Move the items out of sight by dropping them off the edge of the table or sliding them under a washcloth, and make a comment such as “Where did it go?” Have Billy move to look for it, or make it reappear from the place where it was last seen while you say “Here it is!” You can also cover toys partially with a small cloth or bib and act surprised and pleased when the cloth is removed and the item reappears.

Interacting With Others (Communication and Social Skills)

Billy shows his connection to other people by expressing pleasure, excitement, and contentment when caregivers engage in physical or social interactions with him. He has learned to initiate these interactions by smiling or babbling, as well as by whining and crying,

and he may get upset now if left alone in a room. As he grows, the range of emotions he can express will expand. Babies need involved caregivers who are willing to hold, cuddle, and talk to them frequently. Notice how Billy responds to you when you sing to him or when you vary the tone of your voice as you talk.

Parents need to learn to “read” their child’s emotional expressions. Is that excited squeal sending a message of pleasure or fear? Is that whimper or cry a call for attention or an expression of pain? It will be important for you to be responsive to all of Billy’s emotional expressions: smiles and joy, as well as crying, whining, and anger. Remember that babies are not “spoiled” when adults attend to their crying unless this is the only way they can get prompt attention. A quiet, contented baby also needs a caregiver’s presence and attention.

Most babies learn to recognize their mother’s voice when they are only a few weeks old. There is even some evidence that the recognition of sounds in the familiar environment may begin in utero. Billy is just beginning to show that he recognizes the people that spend the most time with him. He may be soothed more quickly by the voice of mom or dad, or may smile at familiar caregivers and not at others. Learning to distinguish between strangers and familiar caregivers is a first step toward showing a preference or attachment to parents and other close caregivers.

Most babies make a variety of sounds starting at a very early age. It is easy to see that they get much pleasure from the simple act of making noises. These early vocalizations play an important role in language development. Billy is now making different vowel sounds, such as “ooo,” “eeeh,” and “ahhh,” and may make consonant sounds such as “ggg” or “bbb.” Soon vowel and consonant sounds will be combined to make syllables (for example, “ga,” “ba,” and “ma”), and later they will be strung together and repeated (“babababa”).

Even very young babies have a remarkable ability to distinguish different sounds and have been shown to benefit from exposure to language, usually showing a preference for their caregivers’ voices. That is why it is good to “talk” to Billy while caring for him. Try to respond with smiles, touches, and your own vocalizations to any sounds he makes, to show him that his sounds have been heard.

In addition to increasing the types of sounds he makes, Billy may be ready to imitate some of the simple sounds that he hears others make, such as coughing, cooing, and grunting. Encourage this imitation by making it into a “game” when the two of you are together.

You have indicated that Billy appears to understand some of the words that are said to him. He might show this by lifting his arms when you say “Come here” or by stopping what he is doing when you tell him “No.” You can help him learn more by establishing eye contact when you talk to him, by speaking slowly and clearly,

and by using gestures to emphasize your words. Be sure

to call Billy by name as often as possible so that he will begin to recognize his name.

Listing of Responses

1. A	51. A	101. A	151. C	201. A	251. C
2. C	52. C	102. A	152. C	202. C	252. C
3. A	53. C	103. C	153. C	203. C	
4. A	54. C	104. C	154. C	204. C	
5. C	55. A	105. A	155. C	205. A	
6. C	56. C	106. A	156. C	206. C	
7. C	57. A	107. C	157. C	207. A	
8. A	58. A	108. A	158. C	208. C	
9. C	59. A	109. A	159. A	209. C	
10. A	60. C	110. C	160. A	210. A	
11. C	61. C	111. A	161. C	211. A	
12. C	62. A	112. C	162. C	212. C	
13. A	63. A	113. A	163. C	213. C	
14. A	64. C	114. C	164. A	214. C	
15. A	65. A	115. A	165. C	215. C	
16. A	66. A	116. C	166. C	216. A	
17. C	67. A	117. A	167. A	217. A	
18. A	68. A	118. A	168. C	218. C	
19. A	69. A	119. C	169. C	219. A	
20. C	70. A	120. A	170. C	220. C	
21. A	71. A	121. C	171. C	221. C	
22. C	72. C	122. C	172. A	222. A	
23. A	73. C	123. A	173. C	223. C	
24. A	74. B	124. C	174. C	224. C	
25. C	75. A	125. A	175. C	225. C	
26. C	76. C	126. C	176. C	226. A	
27. A	77. C	127. A	177. A	227. C	
28. C	78. C	128. A	178. C	228. C	
29. C	79. C	129. A	179. A	229. A	
30. C	80. C	130. C	180. C	230. C	
31. B	81. C	131. A	181. B	231. C	
32. A	82. C	132. C	182. A	232. A	
33. A	83. C	133. A	183. C	233. C	
34. C	84. A	134. A	184. C	234. C	
35. C	85. A	135. A	185. A	235. C	
36. C	86. C	136. C	186. A	236. C	
37. C	87. A	137. A	187. C	237. A	
38. C	88. A	138. A	188. C	238. A	
39. C	89. C	139. C	189. C	239. C	
40. A	90. C	140. A	190. A	240. C	
41. C	91. A	141. C	191. C	241. C	
42. B	92. C	142. A	192. A	242. C	
43. A	93. A	143. A	193. C	243. A	
44. A	94. A	144. C	194. C	244. C	
45. A	95. C	145. C	195. A	245. C	
46. A	96. A	146. A	196. C	246. C	
47. A	97. A	147. A	197. C	247. C	
48. A	98. C	148. A	198. C	248. A	
49. C	99. C	149. A	199. A	249. C	
50. A	100. C	150. C	200. A	250. C	

Key to responses: A = Yes, can do it; B = Yes, used to do it, but outgrew it; C = No, cannot do it yet;
 - = missing;

Number of Missing Responses: 0

This report was generated based on WPS TEST REPORT Microcomputer Data Entry.

END OF REPORT