Minnesota Child Development Inventory
1992 Version
Harold Ireton, Ph.D.

A Word to Parents
Parents’ observations of their children can provide important information about their development. The Minnesota Child Development Inventory includes statements that describe young children’s behavior. The Inventory asks you to report what your child is doing. It can help to understand your child’s development needs.

Instructions
Please read each statement carefully. If your child is very young many of the statements will not describe his or her behavior. Even so, read all 313 statements and answer every statement with YES or NO.

Fill in your CHILD’S NAME, SEX, BIRTHDATE, and the DATE you COMPLETED this inventory.

Answer YES or NO to each statement by circling the “Y” for YES or “N” for NO to report what you have seen your child doing.

Answer YES – if the statement describes your child’s present behavior. Also, answer YES if the behavior is something that your child used to do, like crawling and babbling.

Answer NO – if the statement does not describe your child’s behavior. Also, answer NO if the behavior is something that your child is only just beginning to do or only does sometimes.
Please circle “Y” for yes and “N” for no

SOCIAL DEVELOPMENT – Includes interaction with parents, children, and other adults – from individual interaction to group participation

1. Greets people with “Hi” or similar expression
2. Tattles or tells on other children
3. Shows sympathy to other children, tries to help and comfort them
4. Sometimes says/signs “No” when interfered with
5. Helps a little with household tasks
6. Asks for help in doing things
7. Says/signs “I can’t,” “I don’t know,” or “You do it”
8. Pays attention well – listens/attends to others
9. Apologizes – says/signs “I’m sorry” when he/she does something wrong
10. Gives directions to other children
11. Recognizes familiar adults and reaches for them
12. Plays physical games with other children such as tag, hide-and-seek, hopscotch, etc.
13. Asks for help from other children, such as help doing something, information, or explanation
14. Makes or builds things with other children
15. Plays simple board games such as checkers
16. Asks you to “Look, watch me” when he/she is doing something
17. Wants a doll, teddy bear, blanket, etc. in bed with him/her (or used to)
18. Understands “Wait a minute.” Waits patiently for short periods of time
19. Follows simple game rules in board games or card games
20. Interested in his/her image in a mirror
21. Talks/signs about how to do things with other children – tells ideas and listens to other children’s ideas
22. Plays games that involve taking turns and usually waits for his/her turn
23. Usually obeys when asked to do something or told not to
24. Offers to help others
25. Plays with other children, doing things with them
26. “ Pretends” to do familiar activities like talking on the phone or being asleep
27. Makes excuses
28. Shows affection toward other children
29. Speaks positively about self – says/signs, “I’m good,” “I’m big,” etc.
30. Initiates activities involving other children
31. Plays “pretend” games with other children, “house,” etc., pretending to be “Mom or Dad, teacher, astronaut”
32. Usually follows directions during supervised group activities with playmates
33. Expresses complaints in words/signs
34. Usually shares toys or other possessions – may have occasional arguments
35. Acts in a protective way toward younger children
36. Sometimes will sacrifice his/her own wishes for the benefit of the group
37. Shows affection: Gives hugs or kisses
Y  N  38. Usually responds well to correction – stops misbehaving

Y  N  39. Fits into groups well – listens, shares, takes turns, contributes

Y  N  40. Shows leadership among children his/her age, directing and helping them

**SELF HELP** – Includes eating, dressing, bathing, toileting, independence, and responsibility

Y  N  41. Feeds self with a spoon

Y  N  42. Eats with a spoon with little spilling

Y  N  43. Washes and dries hands

Y  N  44. Toilet-trained for urine control and bowel movements

Y  N  45. Buttons one or more buttons

Y  N  46. Buttons a shirt, blouse, or coat, having all the buttons in the correct holes

Y  N  47. Eats with a fork

Y  N  48. Dresses and undresses without help, except for tying shoelaces

Y  N  49. Opens door by turning knob and pulling

Y  N  50. Lifts a cup to his/her mouth and drinks

Y  N  51. Puts on a shirt or blouse without help

Y  N  52. Takes off shoes and socks

Y  N  53. Hands empty dish to mother or father

Y  N  54. Goes around the house independently; requires little supervision

Y  N  55. Undresses completely without help

Y  N  56. Remembers where things are kept in the house

Y  N  57. Feeds self a cracker or cookie

Y  N  58. Uses a small pail or other container for carrying things (or used to)

Y  N  59. Puts shoes on the correct feet

Y  N  60. Washes self in bathtub – may need a little help

Y  N  61. Takes care of personal belongings

Y  N  62. Uses a table knife for spreading

Y  N  63. Removes socks

Y  N  64. Washes face without help

Y  N  65. Stays dry all night

Y  N  66. Chews food

Y  N  67. Tries to put on shoes (or puts them on)

Y  N  68. Notices when shirt/blouse or pants are inside-out and turns them right-side-out

Y  N  69. Unzips zippers

Y  N  70. Wipes up spills, using cloth or sponge

Y  N  71. Pours dry cereal and milk into bowl without spilling

Y  N  72. Climbs on a chair, stool, or box to reach things

Y  N  73. Picks up a spoon by the handle

Y  N  74. Takes off unbuttoned shirt/blouse without help

Y  N  75. Brushes teeth without help

Y  N  76. Pours self a drink

Y  N  77. Ties shoelaces

Y  N  78. Usually looks both ways when crossing streets

Y  N  79. Goes to toilet without help; wipes self, flushes toilet, and washes hands

Y  N  80. Takes responsibility for self in eating, dressing, and washing (but may need a little help)

**GROSS MOTOR** – Includes walking, running, climbing, jumping, riding, balance, and coordination

Y  N  81. Walks without help
82. Jumps from steps with feet together (or used to)
83. Throws a ball while standing
84. Runs
85. Runs smoothly, turning corners and making sudden stops.
86. Rides around on tricycle using pedals
87. Walks up and down stairs alone
88. Walks up and down stairs alone, one foot to a step, alternating feet
89. Kicks a ball
90. Hops on one foot, at least two times, without support
91. When running, jumps over obstacles that are in the way
92. Stands on one foot, steady, without support
93. Climbs on playground equipment
94. Does a forward somersault
95. Hops around on one foot without support
96. Swings on swing, pumping by self
97. Rolls over from back to stomach (or used to)
98. Stands steady, without support
99. From a standing position, jumps over objects or people
100. Sidesteps around furniture or crib while holding on (or walks)
101. Runs well without falling
102. Stands on one foot for a few seconds without support
103. Climbs up ladder and slides down slide without help
104. Sits without support
105. Rides a two-wheeled bike with or without training wheels
106. Pulls self to standing position (or gets self to standing)
107. Does cartwheels
108. Plays “catch” with other children; throwing to them and catching the ball at least half the time
109. Climbs into an adult size chair and seats self
110. Shows good balance and coordination in physical play activities such as running, climbing, and jumping

FINE MOTOR – Includes use of eyes and hands – from picking up objects to scribbling and drawing
111. Picks up objects with one hand
112. Builds a tower of two or more blocks
113. Holds two objects at the same time, one in each hand
114. Uses two hands to pick up large objects
115. Draws or copies two lines that cross (+)
116. Puts together puzzles with nine or more pieces
117. Picks up small objects, such as bits of dry cereal, using thumb and one finger
118. Draws pictures of complete people that include at least a head, with eyes-nose-mouth, body, arms and legs, hands and feet
119. Holds crayon with fingers and thumb, somewhat like an adult
120. Transfers objects from one hand to the other
121. Scribbles with a crayon or pencil (or used to)
122. Cuts across paper with scissors from one side to the other
123. Draws recognizable pictures
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>124. Draws or copies a complete circle</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>125. Attempts to cut with small scissors (or cuts)</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>126. Draws or copies a square that has four good corners</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>127. Cuts with scissors, following a simple outline or pattern</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>128. Builds a tower of five or more blocks</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>129. Turns pages of children’s book one page at a time</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>130. Draws pictures of people that have at least three parts, such as head, eyes, nose, mouth, hair, body, arms, or legs</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>131. Builds a tower of eight or more blocks</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>132. Uses one hand more than the other; has a hand preference</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>133. Builds things with blocks, such as a simple house, bridge, or car</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>134. Colors within the lines in a coloring book</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>135. Scribbles with a circular motion (or used to)</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>136. Unscrews and screws on covers of jars or bottles</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>137. Draws or copies vertical (</td>
<td>) and horizontal (--) lines</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>138. Places single pieces – simple shapes or figures – in a puzzle board</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>139. Picks up two small toys with one hand</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>140. Draws and prints in a planned, organized way</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE – Includes talking/signing and understanding spoken/signed language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>141. Calls you “Mama” or “Dada” or similar name with speech or sign</td>
<td>Y</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>142. Speaks/signs in longer sentences to express complete thoughts – at least six words long</td>
<td>Y</td>
</tr>
</tbody>
</table>
Y  N  160.  Asks questions beginning with “what” or “where”

Y  N  161.  Uses sentences at least four words long

Y  N  162.  Gives reasons for things, using the word “because…”

Y  N  163.  Speaks/signs clearly; is understandable most of the time

Y  N  164.  Uses at least five words as names of familiar objects

Y  N  165.  Uses at least one of the following words – “me,” “I,” “he,” “she,” “you,” or “it”

Y  N  166.  Asks questions beginning with “why,” “when,” or “how”

Y  N  167.  Has a vocabulary of 20 or more words

Y  N  168.  Uses long complex sentences, ten words or longer

Y  N  169.  Talks about things that have happened in detail, describing a series of events, for example, “We went to... and we... Then we...”

Y  N  170.  Refers to his/her things as “my” or “mine”

Y  N  171.  Uses plural pronouns such as “we,” “they,” “them,” or “us” correctly

Y  N  172.  Uses 50 or more different words in everyday conversation

Y  N  173.  Whispers or signs discretely so others can’t over-hear/over-see

Y  N  174.  Names simple shapes such as circle, square, triangle, and star

Y  N  175.  Asks simple questions using correct grammar

Y  N  176.  Points to things

Y  N  177.  Asks the meaning of words

Y  N  178.  Uses plural words, adding “s,” for example, “girls,” “cars” (or if using ASL indicates plurals by repeating a sign or using a number, e.g. “three cat”)

Y  N  179.  Recites a nursery rhyme such as “Jack and Jill went up a hill to…”

Y  N  180.  Asks for “more” or “another one”

Y  N  181.  Talks with words in the correct order

Y  N  182.  Asks for a drink or for food, using words or sounds

Y  N  183.  Talks in two to three word phrases (or in longer sentences)

Y  N  184.  Names a few familiar objects in picture books

Y  N  185.  Says/signs “Please” and “Thank you”

Y  N  186.  Names at least five body parts, such as eyes, nose, mouth, hands, or feet, when asked

Y  N  187.  Puts two sentences together with the words “and,” “or,” or “but”

Y  N  188.  Has a large vocabulary -- too large to count easily

Y  N  189.  Says/signs correctly most words he/she uses

Y  N  190.  Names the days of the week in correct order

Y  N  191.  Responds to his/her name; turns and looks (or looks up if name is signed in his/her visual field)

Y  N  192.  Answers “why?” questions, giving good explanations, for example, “Why do we wear coats?”

Y  N  193.  Points to at least three body parts, such as eyes, nose, mouth, hands, or feet, when asked

Y  N  194.  Understands what “off” and “on” mean; follows directions using these words

Y  N  195.  Understands the meaning of “up” and “down”

Y  N  196.  Uses the words “today,” “yesterday,” and “tomorrow” correctly

Y  N  197.  Knows right hand from left
Y N 198. Refers to self and other children as “boy” or “girl” correctly

Y N 199. Knows the meaning of “same” and “different”; tells how two things are alike and how they are different

Y N 200. When asked, “What is a...?,” describes the object or tells what you do with it, for example, “An apple?” “Is red.” or “You eat it.”

Y N 201. Identifies at least four colors by name correctly.

Y N 202. Uses the words “big” and “little”

Y N 203. Answers questions like “What do you do with a ...cracker? ...a hat? ...a glass?”

Y N 204. Answers the questions “What do you do with your ...eyes? ...ears?”

Y N 205. Answers “If ..., then?” questions such as “If you get hurt, then what do you do?”

Y N 206. Responds to simple questions appropriately with “yes” or “no”

Y N 207. Follows two-part instructions, for example, “Go to your room and bring me...”

Y N 208. When asked, “What is a ...?” talks about the group it belongs to, for example, “A horse?” “Is an animal.” “An orange?” “Is a fruit.”

Y N 209. Follows simple instructions

Y N 210. Uses –est words like “biggest,” “strongest,” “greatest”

Y N 211. Imitates some sounds or hand motions that you make (or used to)

Y N 212. Says/signs first name at least when asked, “What’s your name?”

Y N 213. Tells what a few objects are made of such as a coat or chair

Y N 214. Understands what “open” and “close” or “shut” mean; follows directions using these words

Y N 215. Answers questions like, “What do you do when you are ...thirsty? ...hungry? ...tired?”

Y N 216. Usually comes when called with voice or beckoned to with signs/gestures

Y N 217. Uses the words “fast” and “slow” correctly

Y N 218. Tells where he/she lives, naming town or city

Y N 219. Answers “What ...for?” questions like “What is a stove for? ...a book for?”

Y N 220. Hands a toy to you when asked

Y N 221. Understands what “full” and “empty” mean; uses these words correctly

Y N 222. Understands the meaning of at least three location words such as in, on, under, beside

Y N 223. Says/signs when something is heavy

Y N 224. Answers questions like “What does a...doggie, kitty, duck, ...say?”

Y N 225. Tells whether a sound is loud or soft or if an object is hard or soft

Y N 226. Says/signs first and last name when asked

Y N 227. Uses the words “good” and “bad” to describe self and other children

Y N 228. Tells age correctly when asked, “How old are you?”

Y N 229. Understands the meaning of at least six location words, such as in, on, under, beside, top, bottom, above, below

Y N 230. Carries out a series of three simple instructions in the right order, such as, “Do this ..., then..., then...”

Y N 231. Waves “bye-bye” or good bye

Y N 232. Understands what “before” and “after” mean; uses these words correctly

Y N 233. Understands what “easy” and “hard” mean; uses these words correctly
Y N 234. Understands “No No”; stops, at least briefly

Y N 235. Takes part in conversations, both talking/signing and listening/watching in turn

Y N 236. Talks about the future, about what is “going to” happen

Y N 237. Expresses likes and dislikes in words

Y N 238. Talks about feelings; says/signs he/she feels “happy,” “sad,” “bad,” or “mad”

Y N 239. Identifies at least one color by name correctly

Y N 240. Talks about the qualities of objects, using descriptive words such as “small,” “red,” “good,” “funny”

LETTERS AND NUMBERS – Includes knowledge of letters and numbers, printing, and beginning reading. If your child is younger than four years, many or most of these items will not apply.

Y N 241. Tries to read familiar books (or reads them)

Y N 242. Recognizes a few simple words in a familiar book

Y N 243. Prints two or more simple words from memory

Y N 244. Asks what signs say, such as road signs, advertising, etc.

Y N 245. Recites the alphabet, in order, without help

Y N 246. Recognizes and names at least five letters of the alphabet

Y N 247. Reads 15 or more words in a new book

Y N 248. Prints first and last name, with letters facing in the correct direction

Y N 249. Prints the alphabet – all 26 letters – by copying them or by memory

Y N 250. Attempts to read words by separating them into parts, for example, “el-e-phant”

Y N 251. Prints a few letters or numbers

Y N 252. Prints a few simple words from a copy

Y N 253. Reads four or more words

Y N 254. Prints first name, or at least four letters of it

Y N 255. Recognizes and names all the letters in the alphabet

Y N 256. Counts ten or more objects

Y N 257. Talks about things, comparing one to another, for example, says “This one is bigger, ... heavier,” etc.

Y N 258. Recites numbers in order from 1 to 30

Y N 259. Tells when one object is longer or shorter than another object

Y N 260. Answers arithmetic questions such as “How much is 2 + 2?” “1 + 4?” “3 + 6?”

Y N 261. Recognizes and names a few single numbers

Y N 262. Recites numbers in order from 1 to 10

Y N 263. Knows what “half” means

Y N 264. Prints the numbers 1 through 9

Y N 265. Knows how many fingers there are on each hand

Y N 266. Points to or names the bigger of two objects when asked

Y N 267. Does simple subtraction: How much is “2 - 1?” “4 - 2?” “6 - 3?”

Y N 268. Counts three or more objects

Y N 269. Understands “one” and gives you just one when you ask for “one”

Y N 270. Tells time: Reads clock in hours and minutes

SITUATION COMPREHENSION - Includes non-verbal understanding of and interaction with the environment

Y N 271. Increases activity when shown a toy
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>272. Plays games with “good guys” and/or “bad guys” such as cops and robbers, spaceman, superheroes, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>273. Tries to act like a lady or like mother; imitates mother’s expressions, walk, gestures, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>274. Plays “house” with other children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>275. Gets excited about approaching birthday or holiday involving presents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>276. Plays simple table games, such as checkers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>277. Recognizes mother</td>
</tr>
<tr>
<td></td>
<td></td>
<td>278. Takes toys apart</td>
</tr>
<tr>
<td></td>
<td></td>
<td>279. Dresses up in parents’ old clothes and “playacts”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>280. Operates a gum machine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>281. Plays table games with cards, such as Old Maid, Go Fish, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>282. Plays “patty-cake”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>283. Plays with dolls</td>
</tr>
<tr>
<td></td>
<td></td>
<td>284. Looks at picture books, holding the book rightside up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>285. Keeps time to music by clapping, beating drum, or stamping foot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>286. Plays “peek-a-boo”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>287. Imitates same sexed parent - for example, boy shaving or girl cooking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>288. Makes things out of boxes, spools, paper clips, or other odds and ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>289. Takes care; avoids hazards such as the street, knives, fire, broken glass, animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>290. Responds to simple gestures - for example, looks at things pointed to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>291. Finds a toy or other object which is hidden while he/she is watching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>292. Opens a door by turning knob</td>
</tr>
<tr>
<td></td>
<td></td>
<td>293. Anticipates a spoon being put into his/her mouth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>294. Collects things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>295. Careful with breakable objects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>296. Has one or more favorite TV programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>297. Plays with musical toys, such as whistles, horns, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>298. Pretends that he/she is an animal, crawling around on all fours and making animal noises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>299. Knows the cost of a few common things such as gum, candy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>300. Looks both ways when crossing streets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>301. Looks for an object after it disappears from sight - for example, looks for food or a toy after it has fallen off the tray</td>
</tr>
<tr>
<td></td>
<td></td>
<td>302. Uses money to buy things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>303. Turns faucet handle on and off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>304. Pretends a box or a piece of furniture is a car, horse, airplane, train, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>305. Uses a basket, pail, or some other container for carrying things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>306. Dresses and undresses dolls or toy animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>307. Laughs at funny things that happen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>308. Puts together jigsaw puzzles of three or more pieces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>309. Anticipates being lifted by raising arms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>310. Pushes a toy car along in play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>311. Climbs on chair, stool, or box to reach things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>312. Remembers where things are kept in the house</td>
</tr>
<tr>
<td></td>
<td></td>
<td>313. Pretends to feed a doll or toy animal</td>
</tr>
</tbody>
</table>
March 15, 2007