

Manual

1. Child Development Scale (CDS)

The Child Development Scale is a development standard that is based on actual research conducted on the age-based development of 54,000 children. Referencing items used in various existing development tests (such as Enjoji Child Development Test, Denver Developmental Screening Test, and Kyoto Scale of Psychological Development Test), and through discussions among various childcare professionals, the checklist items were modified and they were arranged by age in months to enable the professional in charge to evaluate the child's development easily. This tool allows the professionals to evaluate the child with reference to the six categories of **motor development** (gross motor and fine motor), **social development** (life skills and interpersonal skills) and **vocabulary development** (expression and understanding) of children up to the age of 7 years.

The checklist requires the assessor to fill out the sections that are closest to the child's age. For each item, the assessor marks a "o", if the child can actually perform the activities mentioned in the six fields, and if not, he/she marks a "v."

The assessor continues to move upward until there are three "v"s in a row. After which he/she stops and moves downward. The assessment is stopped when there are three "o"s in a row.

This developmental evaluation tool reveals the characteristics of children's development in each field. For example, it may reveal that the child has standard gross and fine motor skills but that he/she has impaired language understanding. This shows in an objective manner where the child is positioned as compared to age-matched children, thus allowing the application of this guideline to daily practice.

The child development scale is also a guide to understand the children's potential and their current state, which changes each day.

2. Social Skill Scale (SSS)

The development of children's skills for interacting with others is assessed using the interpersonal skill development evaluation tool. By using the social skill index for infants, one can check the position of the child in contrast to the standard development of children.

Social Skill Scale can capture the children's characteristics from the three aspects of **assertion**, **self-control**, and **cooperation**, which are aspects most commonly used in the existing research studies over the world.

"Assertion" involves items such as "Makes eye contact when speaks to him/her," "Expresses appropriate greeting to others," and "Makes eye contact when speaking with others."

"Self-control" includes "Does not throw temper tantrums in public," "Waits for his/her turn," and "Borrows toys from others."

"Cooperation" includes such items as "Bring cheer to friends who look lonely," "Helps friends when asked," and "Helps friends without having to be asked."

The professionals who know the target child's daily life the most are required to complete this checklist. If the child almost always exhibits the behavior mentioned in the item, write down "always (2)," if he/she hardly ever does so, write "Never (0)," and if the frequency is somewhere in-between, write down "sometimes (1)."

The sum of the number in () is the score of each aspects.

3. Checklist for Children with Difficulties (CCD)

The Checklist for Children with Difficulties, one of the support tools, is a scale for understanding the overall state of the child and for determining whether such a child need any specific kind of support. The tool is designed such that the findings can be used when providing support. It comprises 36 items and the checklist require the respondents to indicate and check specific examples, as well as to check the background factors for each item in order to inspect the state of the child closely.

The items are arranged in the order of children's development. The items examine of there is any 1) developmental delay 2) deviation from a standard state, and 3) signs that you do not want to see.

4. Index of Childcare Environment (ICCE)

The childcare environment evaluation tool was developed by taking 13 items from the Index of Childcare Environment (ICCE), which is based on an index that was developed in the US and is used in over 100 countries around the world (Home Observation for Measurement of the Environment; HOME). Further, new items related to childcare awareness and children's adaptation were added to create a fifteen-item scale with six sections. Have the guardian write down the details, which allows one to ascertain the child's daily home environment in roughly five minutes. The content of this tool is as follows:

(1) Human stimulation

Ascertain whether the child has rich and diverse involvement with their guardians and people other than the guardians in their daily lives. Child development occurs through interactions with the environment. Ascertain whether children have the opportunity to have meals with, opportunity to play with, and have stories read to them by family members (as people who are close to them). Furthermore, it needs to be ascertained whether or not the guardians have the opportunity to consciously interact with their child on weekends and holidays even if they are busy on weekdays.

(2) Avoidance of restriction

Even if there are many opportunities for the guardians to interact with their child, if such interaction is negative, i.e., it involves spanking or verbally bullying the child, it will have an adverse effect. Ascertain whether or not such an interaction is present.

(3) Social Stimulation

Going outdoors provides children with fresh stimuli that they cannot obtain indoors. Infants, in particular, rarely have the opportunity to go outdoors by themselves. As such, it becomes significant for guardians to consciously present opportunities to go grocery shopping with their child or to the park and interact with others. Ascertain the type and frequency of such social involvement.

(4) Social support

If you are a parent, having a spouse or somebody else close whom one can share childcare with is the most fundamental factor for preventing oneself from becoming isolated due to raising a child. Ascertain whether or not the guardian has someone they can talk to or who helps them in childcare.

(5) Awareness of childcare

Although it is not easy to feel confident in raising a child, childcare will become more enjoyable if one can raise their child by accepting this and feeling that it is acceptable to feel the way they do. Ascertain the latent awareness concerning childcare.

(6) Children's adaptation

The issue of children not wanting to go to the kindergarten will become a new factor for guardians to feel anxious about regarding childcare, not just for guardians who want to balance work with home, but also for those who want to take a break. Ascertain from the perspective of the guardian whether or not the child goes to the kindergarten contently.

On the other hand, the childcare environment tool called HOME is filled out by professionals when they visit a household.

Studies have shown that qualities of the environment the children grow in greatly influence the children's health, development, and any behavior that causes concern.

Professionals need to know about the various multi-faceted environmental aspects that surround the parents and the child as much as possible.

5. Index of Center-Based Childcare Environment (ICBCE)

Opinions concerning the childcare environment that has desirable effects on the healthy development of the child were gathered from 4,000 childcare professionals in order to develop the Index of Center-Based Childcare Environment.

The tool comprises items related to the following four areas:

- 1) Ascertain the children's full details
- 2) Obtain a full image of the family
- 3) Desirable environment for children
- 4) Strengthen cooperation with relevant organizations

Based on these pillars, a total of 471 items have been listed to check whether or not the practice is desirable.

The specific details are as follows:

(1) Ascertain the children's full details

These are items that are related to the child him/herself, when he/she enters the kindergarten or in his/her everyday life. The major categories of items include 1) basic attributes (the child's growth status, illnesses, and normal temperature), and, in relation to their development, 2) Learn through observation and 3) Rights Protection.

Furthermore, it also includes items such as the hours of sleep and the time the child wakes up, for ascertaining lifestyle rhythm and lifestyle habits with long-term childcare in mind.

(2) Obtain a full image of the family

These items are related to the entire family when the child enters the kindergarten or in his everyday life. The four major categories of items include 1) interview consultation by a professional during a kindergarten entrance interview, 2) basic family attributes for ascertaining the family structure and members' employment status, 3) Comprehension of family for ascertaining the engagement of the family members in childcare and their chief complaints, and 4) Rights Protection.

In addition, items related to the family's needs for help with childcare are included with long-term childcare in mind. These items include nighttime emergency contact details and people other than the guardians who can pick up the child.

(3) Desirable environment for children

This is an item related to environment maintenance, such as whether or not a nursing environment that is desirable for the children to be in is provided and whether or not the best interests of the child are protected. In addition to items related to tangible environmental factors, such as whether or not the child can spend time there comfortably, and preventive and countermeasures for crime, disaster, and emergency situations, the following major categories of items are included: 1) Childcare environment, which checks whether the environment is age-appropriate, 2) protection of rights, which pertains to respecting the children's right to express their opinions, and 3) human environment in childcare, which covers the collaboration between professionals and examines if they have opportunities to attend seminars to enhance their expertise.

With long-term childcare in mind, items such as "securing a childcare space that can be used for many hours," "having bathing and shower facilities," "Check whether interphones can be used to confirm the visitors," "Check whether evening activities are arranged considering the seasonal and regional characteristics," and "Check whether the earnest talks, events and sports meetings are held at a convenient time for the caregivers."

(4) Strengthen cooperation with relevant organizations

These items refer to the goals of and information about relevant institutions, sharing responsibilities, and whether an appropriate teamwork is set so that the child and their family can have a suitable connection with relevant institutions. Two major categories are included: 1) Create a network with other professionals, residents and local facilities and institutions, mainly so that better health and welfare services can be provided to the children and their families, and 2) Rights protection associated with such networking.