

How to use each tool

(1) Child Development Scales

Check points:

1) For children under seven years old, we divided it in to three subscales: “motor development”, “social skills development”, and “language development”. Each subscale has two sub-dimensions. If the child can do this, check O at this item, while the child can not do, check the √.

2) Check √ towards the top. If there are three √ in a row, stop checking. Check O towards the bottom. If there are three O in a row, stop checking.

3) In other words, if there are O and √ by turns (e.g. O√O√), keep checking until there are O toward the bottom and √ towards the top.

4) Stop checking if you reach the top frame or the lowest frame.

※The actual age of the child in this example was 8 months.

1:06	Runs.	Pours water from one cup to another without spilling.	Tries to spread legs to allow adult to easily dress with pants.	Asks for help.	Can identify one object by name in a picture book.	Asks adult to read for child.
1:04	Walks with shoes.	Builds a two-block tower.	Tries to wipe lips.	Can prepare simple meals, such as putting food in cereal and milk.	Says three words.	Can follow simple commands in succession.
1:02	Takes 2-3 steps without support.	Takes out a cube from a cup.	Peels candy wrappers.	Repeats actions that attract attention and cause laughter.	2 words with meaning.	Understands simple verbal commands such as “stop” as three object answers out of three.
1:00	Stands up from sitting position with support.	Scraps on paper.	Feeds himself with spoon.	When parents leave, tries to follow.	Imitates simple speech sounds.	Understands simple verbal commands. Can follow at least one correct answer out of three.
0:11	Crawls around furniture.	Pushes a toy car.	Drinks from cup (than spoon).	Strains and coos.	Begins to imitate sounds.	Responds to word “no”.
0:10	Pulls self to standing position.	Scraps lid on and off.	Expresses feelings with wailing.	Imitates simple acts and noise.	Produces vowel sounds and syllables (baba, dada, kaka).	Responds to word “no”.
0:09	Holding onto furniture.	Beats a drum purposefully.	Brings a cup to the mouth with spoon.	Expresses displeasure when someone is taken away.	Mimicry.	Recognizes the difference between familiar and stranger’s voice.
0:08	Sits without support.	Uses thumb and index finger to pincer grasp.	Smiles having face wiped.	Smiles or talks at images in the mirror.	Monosyllables.	Locates voices by turning face to look in the same direction.
0:07	Lays on tummy and pivots to left or right.	Transfers objects from one hand to the other.	Feeds from cup.	Recognizes the difference between facial expressions.	Vocalizes to toys.	Understands parent’s feeling from the tone.
0:06	Rolls over from back to front.	Able to grasp objects.	Becomes angry when someone touches him.	Reacts at mirror in the mirror.	Vocalizes in responses.	Smiles when given a toy.
0:05	Rolls over from side to prone.	Shakes rattle placed in hand.	Shows excitement with entire body (arms, legs, head) in reaction to toys.	Social smile.	Coos.	Recognizes the difference between the mother and other voices.
0:04	Head and neck control.	Clenches hand and fist.	Feeds with spoon.	Laughs when tickled.	Laughs aloud.	Tries to locate voice by turning head to side.
0:03	Holds head up well when lifted.	Tries to grasp items that touch cheeks.	Shows displeasure when head (face) is covered.	Turns head toward or away from voice.	Vocalizes, other than crying.	Becomes quiet when a voice is crying.
0:02	Holds chin up.	Sucks fingers.	Evidences satiation after feeding.	Fixates at faces.	Coos.	Visually searches for local voices.
0:01	Can turn his/her head side to side while lying down.	Grabs when contact is made with fingers.	Turns heads toward the breast or feeding bottle when hungry.	Stops crying when held.	Cries loudly.	Responds to sounds.
Age	Gross motor development	Fine motor development	Social competence development	Communication development	Vocabulary development	Intelligence development
	Motor development		Social development		Vocabulary development	

Please click here for the example above: <http://plaza.umin.ac.jp/~empower/eref/wp-content/uploads/2021/09/childcare.jpg>

Note:

1) Lower the O beyond the actual age item (include actual age item) to replace the √ marked item under the actual age.

2) In this example, the calendar age is 8 months, gross motor development age is 9 months, fine motor development age is 7 months, social competence development age is 8 months, communication development age is 8 months, vocabulary development age is 9 months, and intelligence development age is 7 months.

(2) Social Skill Scale

Item	Always	Sometimes	Never
	2points	1points	0points
1 Makes eye contact when he/she is spoken to			
2 Displays strong reactions when he/she is spoken to			
3 Expresses happiness when someone does something for him/her			
4 Shows his/her feelings through facial expressions			
5 Expresses appropriate greeting to others			
6 Initiates talk with another person			
7 Makes eye contact when speaking with others			
8 Participates in play groups (companies) when asked			
9 Does not throw temper tantrums in public			
10 Can wait patiently after being told to wait			
11 Share toys or food with others			
12 Does not interrupt another's speech			
13 Waits for his/her turn			
14 Borrows toys from others			
15 Behaves well as required by the situation			
16 Resist his/her own demands when persuaded			
17 Helps friends when friends get hurt			
18 Bring cheer to friends who look lonely			
19 Cheers up and comforts a person who fails			
20 Happy when friends succeed			
21 Praises friend's success			
22 Applauds friend who has done something well			
23 Helps friends when asked			
24 Helps friends without having to be asked			

Three Dimensions on Social Skill: **Assertion:** 1-8, **Self-Control:**9-16, **Cooperation:**17-24

Note:

1) The score contains three factors: cooperation, self-control, and assertion. For each factor is as follow: 2 points for "always", 1 points for "sometimes", and 0 points for "never". Scores for each sub-scale ranges from 0 to 16, the total score ranges from 0 to 48.

(3) A supportive tool for children experiencing challenges

Check points:

- 1) From each support area and item, in line with "children's appearance" and "concrete perspective from the perspective of the profession" If there is a figure that applies to you, enter a mark in the "Applicable O mark" column.
- 2) Places where each support area and item applies, but there is no figure described in "Children's figure" In that case, enter a mark in the "Applicable O mark" column of "Others" and enter a specific figure in "Free writing".
- 3) If there is a figure that applies, all that are considered to be the "background factors" Enter a circle in the three background factors of "children", "interaction", and "surrounding environment".
- 4) It is important to make a comprehensive judgment for each of the eight areas, not just the "O mark".

(4) Index of Childcare Environment

Check points:

- 1) For alternative items, check O at the applicable number.
- 2) For multiple selection items, check O at all that apply.
- 3) Enter number for play time and sleep time.