



Devereux Early Childhood Assessment for Toddlers Record Form (18 months up to 36 months)

Mary Mackrain, Paul LeBuffe and Gregg Powell

Toddler's Name _____ Gender _____ DOB _____ Age _____
 Person Completing this Form _____ Relationship to Toddler _____ (In Months)
 Date of Rating _____ Site/Program _____ Room _____

This form describes a number of behaviors seen in some toddlers. Read the statements that follow the phrase: *During the past 4 weeks, how often did the toddler...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Never	Rarely	Occasionally	Frequently	Very Frequently
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Item # During the past 4 weeks, how often did the toddler...</i>	Never	Rarely	Occasionally	Frequently	Very Frequently
1	enjoy interacting with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	show affection for a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	adjust to changes in routine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	seek comfort from familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	makes needs known to a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	act happy with familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	show interest in her/his surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	respond when spoken to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	show concern for other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	try to comfort others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	act happy when praised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	participate in group activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	make eye contact with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	enjoy being cuddled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	smile back at a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	ask to do new things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	reach for a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	respond to her/his name?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	react to another child's cry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	smile at familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	easily go from one activity to another?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	show pleasure when interacting with adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	makes others aware of her/his needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	accept comfort from a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	play make-believe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	follow simple directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	show preference for a particular playmate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	try to clean up after herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	easily follow a daily routine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	try to do things for herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	calm herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	accept another choice when the first choice was not available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	have regular sleeping patterns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	express a variety of emotions (e.g. happy, sad, mad)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	Attachment/Relationships (A/R)	Initiative (IN)	Self-Regulation (SR)	=	Total Protective Factors (TPF)	
Scale Raw Score					Sum	
T Score	+	+			T Score	
Percentile					Percentile	
Description					Description	

Item #	During the past 4 weeks, how often did the toddler...						A/R	IN	SR
		Never	Rarely	Occasionally	Frequently	Very Frequently			
1	enjoy interacting with others?	0	1	2	3	4	<input type="checkbox"/>		
2	show affection for a familiar adult?	0	1	2	3	4	<input type="checkbox"/>		
3	adjust to changes in routine?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
4	seek comfort from familiar adults?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
5	makes needs known to a familiar adult?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
6	act happy with familiar adults?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
7	show interest in her/his surroundings?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
8	respond when spoken to?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
9	show concern for other children?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	try to comfort others?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	act happy when praised?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
12	participate in group activities?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	make eye contact with others?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
14	enjoy being cuddled?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
15	smile back at a familiar adult?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
16	ask to do new things?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	reach for a familiar adult?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
18	respond to her/his name?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	react to another child's cry?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	smile at familiar adults?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
21	easily go from one activity to another?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
22	show pleasure when interacting with adults?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
23	handle frustration well?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
24	makes others aware of her/his needs?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
25	accept comfort from a familiar adult?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
26	play make-believe?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	follow simple directions?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	show preference for a particular playmate?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	try to clean up after herself/himself?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	easily follow a daily routine?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
31	play with other children?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	try to do things for herself/himself?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	calm herself/himself?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	accept another choice when the first choice was not available?	0	1	2	3	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	have regular sleeping patterns?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>
36	express a variety of emotions (e.g. happy, sad, mad)?	0	1	2	3	4	<input type="checkbox"/>		<input type="checkbox"/>

Scale Raw Scores

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Guidelines for Scoring the Devereux Early Childhood Assessment for Toddlers

1. On page 3 copy the number (0-4) for each item from the box that was checked to the empty box on the same line.
2. Add the numbers in each column under A/R, IN and SR to compute the scale raw scores, and enter the sums in the spaces provided at the bottom right corner of page 3.
3. Write those sums in the appropriate Scale Raw Score boxes across the top of page 3 (A/R=Attachment/Relationships; IN=Initiative; SR=Self-Regulation).
4. Obtain the DECA-T Individual Profile. In step 5, make sure that the correct profile is used depending on 1) child's age and 2) who is the rater, the child's parent (or other family member) or teacher (or other professional such as child care providers, or home visitors).
5. On the DECA-T individual profile, circle the appropriate Scale Raw Score on the vertical line underneath each of the three scales (Attachment/Relationships, Initiative and Self-Regulation).
6. Connect the scores for the three Protective Factor Scales (Attachment/Relationships, Initiative and Self-Regulation) to create the child's Protective Factor Profile. Do NOT connect these scores to Total Protective Factors.
7. Using either the Individual Profile, or the tables in the User's Guide, determine the T score and percentile associated with the Attachment/Relationships, Initiative and Self-Regulation Scale Raw Scores and record these in the boxes at the top of page 3.
8. Add the Attachment/Relationships, Initiative and Self-Regulation T scores together to get a sum. Record this number in the box labeled Sum under the Total Protective Factors box on page 3.
9. Using either the Individual Profile, or the tables in the User's Guide, determine the T score and the percentile associated with the Total Protective Factors Sum (A/R, IN and SR added together) and record in the boxes at the top of page 3.
10. Determine the description (i.e., strength, typical, area of need) for each scale and record using the following guide:
 - Strength is equal to a T score of 60 or above
 - Typical is equal to a T score of 41 to 59
 - Area of Need is equal to a T score of 40 or below.