

คู่มือเฝ้าระวังและส่งเสริมพัฒนาการเด็กปฐมวัย

Developmental Surveillance and Promotion Manual (DSPM)



National Health Security Office



คู่มือ DSPM

Not for Sale



Author Ministry of Public Health
Tiwanon Road, Muang District,
Nonthaburi 11000
Tel. 0 2590 1000
www.moph.go.th

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Developmental Surveillance and Promotion Manual (DSPM)

Name ID

Date of Birth..... Hospital

Birth weight..... gms Apgar Score.....

Parents' name - last name..... Tel.

Address.....

Introduction

Most people have been looking for the ways to raise their children to be good men of the family, community, society without definite guarantee. We only know that if we want to build a good men, the influential factors of brain development included genetics. Experiences and responsive relationship. But the time to get involve with the baby's brain is so short. It allows us by an average of 5 years after birth. Exclusive breast feeding is very important right after delivery, It formulates trust wit initiate warm and responsive relationship. Evidently children starts learning since they were in the mother's womb and continue from the first day of life by imitation. Children are great imitator so adults have to give learn something great to imitate setting good examples by adults are necessary for the success of children

According to the National Survey using Denver II screening test, Children in the developing world including Thai children have had delayed development in Expressive Language and Fine Motor skills which are important for learning. At present early childhood development centers are improving these problems in cooperation with the parents and Village Health Volunteers. Second language is recognized as Intelligence.

The success of learning could be impeded by emotion. Emotional controls should be trained early in life. Emotional Intelligence is essential for the leaders who have to know themselves well before managing others. In conclusion children in 21st century should be equipped with the ability to use what they know or Executive Function which are Inhibitory (Emotional) Control, Working Memory (Data use timely) and Cognitive Flexibility (How to adapt). Some children will also be the leader in the future, They should be trained to have perseverance which is the origin of innovation and innovation can separate leaders and fallowers. But unfortunately, higher in position the leader are, the temptation for corruption and misbehavior is also easier ethical leadership someday is needed to build in early life because good men are made not born.

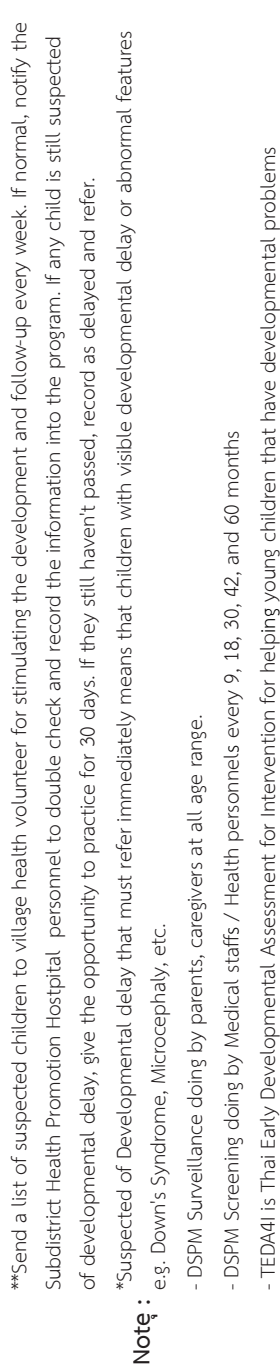
A handwritten signature in blue ink, appearing to read 'Vallop Thainue'.

Vallop Thainue

Adviser of the Child Development Promotion Project in the celebrations
on the auspicious occasion of
Her Royal Highness Princess Maha Chakri Sirindhorn

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e.g. Down's Syndrome, Microcephaly, etc.

- DSPM Surveillance doing by parents, caregivers at all age range.
- DSPM Screening doing by Medical staffs / Health personnels every 9, 18, 30, 42, and 60 months
- TED441 is Thai Early Developmental Assessment for Intervention for helping young children that have developmental problems

Diagram Description



1. Staffs in the Antenatal Care Clinic (ANC) and the Post Partum Unit (PP) provide this manual to parents and advice how to use.
2. Early Child Development Surveillance and Development Manual; DSPM (White Book) is used to assess child development aged of less than 2 years old at the Well Child Clinic (WCC) and the Child Development Center. The over 2 years old section of the manual is used at early childhood development centers and kindergartens. In addition, health officers at the primary service unit (Subdistrict Health Promotion Hospital/Community Hospital / General Hospital / Central Hospital) will assess child development through the Developmental Surveillance and Promotion Manual; DSPM (White Book).
 - If the child has proper development, parents continue to follow the manual in next age range.
 - If the child has suspicious of delayed developmental, parents keep practice that delayed skills for 30 days.
3. During 14 - 30 days, health officers at the primary service unit (SHPHs/Community Hospital / General Hospital / Central Hospital) assess the children that suspected of developmental delay with the Developmental Surveillance and Promotion Manual; DSPM (White Book) on that delayed skills, and other skill according to the child's age. If the child passes the previous suspected delayed skills and other skills, then they are well-developed; keep monitor the child development according to the age. If delayed skills are detected, forward the procedure according to the system.
4. Secondary service units that have Child Developmental Stimulation Clinic use the Thai Early Developmental Assessment for Intervention: TEDA4I by trained personnel in stimulation program for 3 months.
5. After 3 months, Secondary Service unit as above assesses the child development again with the TEDA4I by trained personnel.
 - If the child has proper development, promote the child according to age in normal system.
 - If the child has delayed development, refer to secondary care units or higher that have a specialist or subspecialist doctor.
6. For children with developmental delay, the service units according to the Service Plan of each health service area will evaluate with Thai Developmental Skills Inventory III (TDSI III) from birth to 5 years for healthcare personnel. If the problem persists, provide treatment or refer according to each disorder and follow up periodically.



Definition	Early Childhood	Refers to	children from birth to pre first grade.
	Gross motor (GM)	Refers to	the development of movement.
	Fine Motor (FM)	Refers to	the development of fine motor and intelligence.
	Receptive Language (RL)	Refers to	the development of language comprehension.
	Expressive Language (EL)	Refers to	the development of using language.
	Personal and Social (PS)	Refers to	the development of self-help and social skills

EF: Executive Functions of the Brain, the three core skills of early childhood, refers to the advanced functions of the brain that enable knowledge to be analyzed, synthesized, and made into action decisions. It is the ability of the brain to develop rapidly in early childhood and is the basis for success in life, society, education and work. In early childhood, it consists of three important skills:

1. Working Memory : memory skills that utilizes information
2. Inhibitory Control/Self-Control : Self-regulation and self-control skills
3. Cognitive Flexibility : Flexibility in thinking and adaptive skills



User's guide for Developmental Surveillance and Promotion Manual (DSPM)



Users must understand and follow the same guidelines, in order to effectively make assessment results accurate, reliable, and beneficial to the promotion of children's development.

1. Preparation Stage

1.1 Assessor preparation: The assessor must review the knowledge related to early childhood development, the importance of evaluating and promoting the development of children in Thailand, the child's situation, and family background within the responsible scope. It is necessary to study the surveillance manual from the introduction, diagram, diagram description, 4 stages guideline for the use of the manual including the use of skills, surveillance method, assessment method, criteria, as well as details and the use of equipment. The assessor should prepare wordings used in the question in advance. If an order is required, for convenient, trial practicing and test-running before the actual assessment is recommended. This includes guidance instructions for promoting early childhood development by parents as well.

1.2 Equipment preparation

- Prepare and inspect all equipment by category and in order of usage.
- Use one set of a kit at a time, and when finished, keep them away immediately and then use a new set for convenient storing and child's focusing on the specific kit that be using for the evaluation.
- When evaluating local children with different cultures, assessors can adapt local materials that are suitable for the assessment.
- The assessment kits must be cleaned and checked for safety after every use.

1.3 Assessment place preparataion: preferably a room or corner, not too narrow, airy. So that the child feels comfortable to cooperate in the assessment. There is no other thing that distracts the child, such as television, radio, computer, colorful figures, or objects. It should be a room without noise or other people passing by. The floor is clean, safe, not slippery, and has only neccessary items in the room. Equipment in the room must be safe, not sharp, without angles or corners that may cause danger. There should be appropriate mattress pads, tables, or chairs used in the assessment of each age group.

1.4 Child preparation: The child must not be physically ill, hungry, tired, too full, or frustrated, as this will be obstacles for the child's participation. Take the child to the toilet before the assessment. Let the child plays and familiarizes with the assessor and some equipment.

2. Establishing a relationship with the child and the parents stage: Children of each age develop physical, thoughts, and emotions differently. The assessor should establish a good relationship with the child that divided by age range before making a developmental assessment as follows:

2.1 Newborn - 9 months

2.1.1 The assessor should start with smiling and greeting before, then talks to the child with soft voice.

2.1.2 If the child cries, let parents calm the child down, before beginning the assessment.

2.1.3 From the age of 6 to 9 months, the child begins having stranger anxiety. So should give the child time to familiarize with the assessor before the assessment.

2.2 Aged 10 months - 2 years old

2.2.1 Assessor should begin by talking to parents about the child's daily life, behavior, and the development to allow time for the child to adjust himself/herself and to observe child's behavior.

2.2.2 When the child starts to be interested and familiar with the assessor, talk to the child with a soft voice and bring some developmental assessment tools to encourage the child to play or demonstrate to the child.

2.2.3 If the child cries or does not cooperate well, the assessor should switch to assess the skills that use observing or inquiring from the parents and resume the assessment when the child is ready.

2.3 Aged 3 - 6 years old

2.3.1 During this age, the child is able to communicate, respond, and follow orders well. Therefore, the assessor can speak with the child directly.

2.3.2 Should talk to the child with soft voice and normal volume. However, when the child starts to feel familiar, the assessor should adjust facial expression and vocal tone to be more attractive, such as speaking with intonation to stimulate interest, or making obvious facial expression of joy and excitement so that the child is interested in the assessment activities. The words that are appropriate with the child's age should be used for establishing a relationship with the child by general chatting or compliment, such as

- Your pigtail is so beautiful. Who did this? Who sent you to school?
- What did you eat today? etc.

2.3.3 When the child begins to cooperate, always praise the child.

2.4 Assessor introduces her/himself "My name is today I'm going to evaluate ...(child's name)... It takes about 10-20 minutes. The assessment will be inquiries from parents and observation of the child playing with toys or equipments provided. While assessing, parents can be always with the child, but do not help, or suggest the child. Because it will cause the assessment results error. If the child and the parents are ready, we can get started now."

3. Evaluation Stage: Clearly explain the DSPM assessment items.

1. Clear evaluation methods (Overlapping with EF (Executive Functions) promotion 20 items), total 32 items.
2. Methods for promoting development and training of EF (Executive Functions) skills (, total 30 items.

3.1 Ask the parents the date of birth of the child and calculate the age.

Calculation method : Begin with setting date, month, and year of the assessment as the top line, deduct by the date, month, and year of the child birth. If the day of the top line less than the birth date, borrow from a month (30 days). If the month of the top line less than the birth date, borrow from a year (12 months).

Example 1

	Year	Month	Day
Assessment date	2556	3	5
Birth date	2551	8	10
Child age	4	6	25

Example 2

	Year	Month	Day
Assessment date	2557	3	15
Birth date	2554	2	27
Child age	3	0	18

3.2 Begin assessing any aspect of development that corresponds to the child's actual age.

3.2.1 Put ✓ in ☐ Pass if the child pass the assessment.

3.2.2 If the child dose not pass the assessment, put ✓ in ☐ Not pass

3.2.3 At any age range that has 2 or 3 assessment items in one domain, if the child does not pass any of the items, it is considered as not pass.

3.3 In the event of a next developmental assessment, begin with the previous assessment that the child did not pass.

Note : - When assessing a child using a different language or culture, the assessor must understand, use appropriate speech and / or alternative materials when assessing the child.

- All items were tested to find the average of Thai children's ability that at least 75 percent can do.

- The test that has passed a number of times, for example at least 1 out of 3 times, means giving the child the opportunity to test 3 times. If passed, that item is finish.

4. Summary Stage : When the child developmental assessment is complete, summarize the results and provide the parents with the following information:

4.1 In case of proper development, recommend parents to promote child development in the next age according to the manual.

4.2 In case of suspected of developmental delay, recommend parents to promote child development according to the manual in skills that the child has not passed, reassess after 1 month.

4.3 In case of reassess and the child still not passed, provide information to parents for further examination and diagnosis at the hospital with a referral slip.

Promotion of Early Childhood Development for Parents



Key success factors

- Love your child and express it by taking care of your child every day via eating, sleeping, playing, exercise, learning that be appropriate, hygiene, and safety.
- It does not compare between children because each child is different.
- Children's learning begins at conception. It is gradual and continuous.
- Children learn from 5 senses through playing, following a model, and trials and errors. Parents should begin playing and talking with their children since infancy such as playing, telling stories of what they are doing with the child, reading and encouraging the child learning through direct experience.
- Parents must listen to children, encourage children to ask, observe, and express ideas.
- Do not use methods of compulsion, pressure, or hastiness. Does not punish children by physical, mental, or verbal.
- Children must be given opportunities to practice self-discipline such as eating, sleeping, littering, cleaning, not competing with others, not beating others, etc.
- Television or similar media can interfere with the global development of children under 2 years of age and interfere with their sleep.
- Parents must set good behavioral examples for their children and allow them to practice. It should be clarified when the child makes a mistake. Encourage when the child tries to do something desirable. The child will gradually learn to reason and to keep promise.

Considerations in the skill training

Child skills training aims to promote the development of children according to the ages, that can be beneficial. Taking into account the following things:

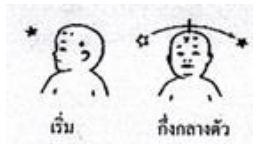
- The wording should be simple, short, clear, and consistent.
- Give the child three to five seconds to follow order. If it has not been done, repeat it again (the same message) and support the child.
- Provide assistance the child as needed, reduce the aid when the child can do. As follow:
 - Physical : Hands-on, stimulate by touching elbow.
 - Verbal : Tell the child to give it a try. If necessary, maybe tell your child step by step.
 - Gesture : Point, nod, shake the head to prevent unwanted behavior, for example, when telling a child to point the toothbrush, but the child points at the cup, cover the cup with hand so that the child knows to point the toothbrush.

When the child learns, change the text in different ways, but with the same meaning so that the child can recognize different things. Reinforcement should be given immediately when the child is doing it right, such as compliment, smile, clap, touch, give candy, but keep these following in mind:

1. The reinforcement should be age-appropriate and preferred by child vary on child preferences.
2. Reinforcement should be given frequently when new skills or behaviors are needed.
3. Reducing the reinforcement when the child can do. The child is satisfied in what he or she can do, so that external reinforcement is not needed.
4. Rewards such as showing care, smiling, hugging, clapping or giving when a child intends to do it or do it successfully, it has benefits for a child's development in the long term. This is different from bribery and coercion.

"Teaching should be soft but firm"

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
Newborn - 1 Month	1 ☐ Pass ☐ Not pass	Can lift the head and turn to one side in the prone position (GM).	Place the child in the prone position on the mattress with both arms in front of the shoulders. Observe the child raising his head Pass: The child can raise head and turn to either side.	Place the child in the prone position, shake the toy that has a sound in front of the child, approximately 30 cm away, when the child looks at the toy, slowly moves the toy to the left or right so that the child turns his head to follow. If the child can not do this, support the child's head to follow, repeat the process again by moving toy in the opposite side.
	2 ☐ Pass ☐ Not pass	Look along to the center of the body (FM).  Equipment: Red cloth ball 	Place the child in the supine position. Hold the red cloth ball about 20cm from the child's face. Move the red cloth ball to stimulate the child's attention and move the red cloth ball slowly to one side of the body. Then move the red cloth ball back to the center of the child's body Pass: The child can follow the red cloth ball from the side to the center of the body.	1. Place the child in the supine position. Keep your head close to the child 20 cm away from the child's face. 2. Call the child's name. When the child is interested, move or tilt the head to the side of the child's body slowly for the child to follow. 3. If the child cannot follow, support the child's face. 4. Additional practice using colorful toys encourages The child to focus and follow. Alternative toys: colorful toys approx. 10 cm in diameter like cloth / cloth ball, tassel, yarn
	3 ☐ Pass ☐ Not pass	Startle or move the body when hearing a normal speaking voice (RL).	1. Place the child in the supine position. 2. Stay about 60 cm away from the child, call the child names from each one side at a time, both left and right in a normal voice. Pass: The child expresses awareness by blinking, startled, or moving.	1. Place the child in the supine position. Call the name or talk to the child from side to side, both left and right, speaking at a higher volume than usual. 2. If the child startles or moves, smile and touch him. Reduce the voice of talking gradually until normal.



ช่วงอายุแรกเกิด - 1 เดือน
<https://youtu.be/GapGV-TiH54>

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
Newborn - 1 month	4 ☐ Pass ☐ Not pass	Vocalizes (EL).	Note if the child is making vocalize sound during the assessment or ask parents. Pass: The child can make a pleasure sound.	Hold or touch the child gently, look in the eyes, then talk to him in a high and low pitch voice to keep him interested and stop, waiting for him to make a responsive sound.
	5 ☐ Pass ☐ Not pass	Staring about 1 - 2 seconds (PS).	Hold the child away from the face about 30 cm, smiling and talking to the child. Pass: The child can stare at the face for at least 1 second..	1. Place the child in the supine position or hold the child. 2. Make eye contact, talk, make a smile, or make eye features such as big eyes or blinking eyes to keep the child interested. It promotes the relationship between the child and the caregiver by giving the child a good mood.
1 - 2	6 ☐ Pass ☐ Not pass	Lift the head up to 45° for 3 seconds in the prone position (GM). Equipment: rattle toy 	Place the child on the prone position, bend elbows with both hands on the floor, shake the toy in front of the child, and move upward. Encourage the child to follow. Pass: The child can lift the head up to 45 degrees for 3 seconds at least 2 times.	1. Place the child on the prone position, elbows bent. 2. Use the face and voice of parents or caregivers in front of the child. As the child follow, slowly move the face upward in front of the child to make the child look up until the head is lifted, count 1, 2 and slowly move the face to the rest position as before. 3. Move the face in front of the child higher until the child can lift his head in a 45-degree and count 1, 2, 3. 4. Additional practice using colorful toys encourages The child to focus and follow. Alternative toys: Any colorful and sounding toys e.g. plastic or cloth rattle toys, squeeze rubber ball, or tight sealed plastic bottle containing bean or sand.



ช่วงอายุ 1 - 2 เดือน
<https://youtu.be/MsLe0DIVSZ4>

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
	7 ☐ Pass ☐ Not pass	Look through the center of the body (FM).  Equipment: Red cloth ball 	1. Place the child in the supine position, hold the red ball 30 cm away from the face of the child, slightly off the center of the child's body. 2. Encourage the child to stare at the red cloth ball. 3. Move the red cloth ball slowly through the center of the child's body to the other side. Pass: The child can follow the red cloth ball through the center of the body without looking away.	1. Place the child in the supine position, put his face about 20 cm from his face, encourage him to look at his face and move his face through the center of his body for him to follow. 2. If the child does not look, support the child's face, turn to follow. After the child is able to follow the face, hold a colorful toy about 20 cm away from the child's face. Encourage the child to look at the toy and move the toy through the center of the child's body. 3. When the child has a good look at it, the distance of the face or the toy should be increased to 30 cm. Alternative toys: Colorful toys approx. 10 cm in diameter like cloth / cloth ball, tassel, yarn
1 - 2	8 ☐ Pass ☐ Not pass	Look at the speaker for 5 seconds (RL).	1. Place the child in the supine position or hold the child in the face of the assessor approximately 60 cm away from the child. 2. Talk to the child when the child is not looking at the assessor. Pass: The child turns to look at the speaker for at least 5 seconds.	1. Place the child in the supine position or hold the child about 60 cm away. 2. Make eye contact and talk or make gestures that attract the child such as making big eyes, moving lips, smiling, and laughing. 3. Bring a colorful toy close to the child's face, encourage the child to look at the toy and look at the face. When the child looks, take out the toy. Objective: Supporting relationships between the child and the caregivers to stimulate emotional development.

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
1 - 2	9 ☐ Pass ☐ Not pass	Make throat sound clearly (“oo” or “ah” or “uh”) (EL).	Listen to the child’s voice while assessing, approximately 60 cm away from the child, or ask parents or caregivers if the child can make a “oo” or “ah” or “uh” sound. Pass: The child can make a sound like “oo” or “ah” or “uh” clearly.	1. Place the child in the supine position or hold the child. 2. Keep your face to the child, make eye contact and talk to keep the child interest, then make a sound of “oo” or “ah” or “uh” in the throat for the child to hear, stop to wait for the child to make the sound. 3. When the child can make the sound, put the face up to about 60 cm from the child.
	10 ☐ Pass ☐ Not pass	Smile or make a sound in response when the parent or assessor smiles and talks to (PS).	Place the child in the supine position and bend down the head closely, then smile and talk to the child without touching. Pass: The child can smile, answer, or make voice in response.	Hold the child in the supine position, look at the child’s eyes and touch the child softly, and talk slowly with short and repetitive word such as “Hello (name)”, “I love you”, wait for the child to reply smiling or making sound. This will strengthen the relationship between the child and the caregiver to stimulate emotional development.
3 - 4	11 ☐ Pass ☐ Not pass	Prone position, head and chest lifted off the floor. (GM). Equipment: Rattle toys 	1. Place the child on a flat, prone position. 2. Shake the rattle toy in front of the child to attract him/her and move it upward to encourage the child to follow. Pass: The child lifts his head and chest by using his arms to support for at least 5 seconds.	1. Place the child on the prone position, bent elbows. 2. Use the parents’ face and voice to talk to the child in front of the child. As the child follows, gently move the parent’s face upward so that the child lifts his head with hands supporting on the floor, arms straight and chest off the floor. 3. Additional practice using colorful toys encourages the child to focus and follow. Alternative toys: Colorful toys approx. 10 cm in diameter like cloth / cloth ball, tassel, yarn



ช่วงอายุ 3 - 4 เดือน
<https://youtu.be/qxmObNV1tPw>

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
3 - 4	12 ☐ Pass ☐ Not pass	Look followed moving objects in 180° (FM). Equipment: Red cloth ball 	1. Place the child in the supine position. 2. Hold the red cloth ball about 30 cm away from the child's face. 3. Encourage the child to look at the red cloth ball. 4. Move the red cloth ball slowly in curve line from the right or left side of the child to another side, 3 assessment chances are given. Pass: The child look followed the red cloth ball 180 degrees at least 1 in 3 times.	1. Place the child in the supine position with his head aligned in the center of his body. 2. Keep your head close to the child, about 30 cm away from the child's face. 3. Call the child's name to motivate the child's focusing, stare, and move the face of the parent or child caregiver slowly to the left, keep the distance. 4. Repeat with moving from left to right. 5. If the child is not looking yet, support the child's face so that he can follow. 6. Additional practice using colorful toys encourages The child to focus and to follow. Alternative toys: Colorful toys approx. 10 cm in diameter like cloth /cloth ball, tassel, yarn, water ball
	13 ☐ Pass ☐ Not pass	Turn to sound. Equipment: Rattle toys 	1. Place the child in the supine position or sitting on lap, keep the child facing away from the assessor. 2. Shake the toy left and right side of the child, one side at a time, approximately 60 cm away. Pass: The child can turn the head to sound and look at rattle toy.	1. Place the child in a supine position or sitting on lap with keep the child's face away from the parent or caregiver. 2. Shake the toy to show the child 3. Shake the toy on the side about 30 - 45 cm away and wait for the child to turn towards the sounding toy. 4. Then talk and smile with the child. If the child does not turn to the toy, support the child's face, then gradually increasing the distance to 60 cm. Alternative toys: Any colorful and sounding toys e.g. plastic or cloth rattle toys, rubber ball, or tight sealed plastic bottle containing bean or sand.

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
3 - 4	14 ☐ Pass ☐ Not pass	Make intonation to express feelings.(EL)	During the assessment, notice if the child can make intonation or ask a parent or caregiver. Pass: The child makes different intonation to express at least two feelings.	Look at the child's eyes and speak with intonation, play, laugh with the child, or touch the child's body, such as lightly touching the soles of the feet, belly, waist, or touching the child's forehead, cheeks, nose, mouth, and belly. Each touch should have a different rhythm.
		Smile for greeting to familiar one. (PS)	Observe while with the child or ask a parent or caregiver "Can the child smile for greeting to familiar people first?" Pass: The child can smile for greeting the parent or caregiver or someone they are familiar with.	1. Smiling and talking to the child during every activity is to strengthen the relationship. 2. Carry the child to a familiar person and smile to the familiar person. 3. Encourage the child to follow. Objective: To encourage the child to have a good mood
5 - 6	13 ☐ Pass ☐ Not pass	Lift up from a prone position with arms straightened in both sides (GM). Equipment: Rattle toy 	Place the child on the prone position, shake the rattle toy in front of the child, encourage the child to look and move upward. Encourage the child to follow Pass: The child can lift the body up with both palms until the elbows are straight. The belly and chest must be lifted off the floor.	1. Place the child on the prone position. 2. Hold the toy in front of the child above the child's head. 3. Call the child's name to look at the toy, and slowly move the toy over his head so that he can lift his head with hands on the ground, arms straight until the chest and belly are off the floor. Alternative toys: Any colorful and sounding toys e.g. plastic or cloth rattle toys, rubber ball, or tight sealed plastic bottle containing bean or sand.



ช่วงอายุ 5 - 6 เดือน
<https://youtu.be/loDZZ90-Rzg>

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
5 - 6	17 ☐ Pass ☐ Not pass	Reaching out and holding the object while in the supine position (FM). Equipment: Rattle toy 	Place the child in the supine position, holding the rattle toy about 20–30 cm away from the child at the center of the body. Pass: A child can reach out to grab the rattle toy for one hand. (There might be a random movement to grab the rattle toy)	1. Place the child in the supine position. Shake the toy away from the child in distance that the child can reach. 2. If the child does not reach out, use the toy to gently tap the back of the child's hand or hold the child's hand to reach out to the toy, repeat until the child can reach out to grab the toy. 3. There would be a hanging mobile for the child to reach. Alternative toys: Any colorful and sounding toys e.g. squeeze rubber ball, or tight sealed plastic bottle containing bean or sand.
	18 ☐ Pass ☐ Not pass	Turn to calling sound (RL).	Stay behind the child, indent to the left or right, about 20–30 cm away from the child, cover the mouth with hands, then talk and call several times, repeat on the opposite side later. Pass: The child can turn to follow calling sound or voice.	1. Make The child sit on the mattress. 2. Support at the back, keep distance about 30 cm away, talk to the child in normal voice, wait for the child to turn to the direction of the sound, smile and play with the child. (While practicing, do not let other noise interrupt) 3. If the child does not look, support the child's face to follow the sound. If the child has not turned, speak louder. When the child turns, parent or caregiver can adjust the volume down to normal.
	19 ☐ Pass ☐ Not pass	Imitate sound (EL).	Use the mouth to make sounds for demonstrating to the child such as “mwah” or ask parent or caregiver whether the child can move hismouth to make a “mwah” sound. Pass: The child can imitate sounds.	1. Make eye contact and talk to the child, use the lips to make sounds such as “mwah, mwah”, click the tongue, move and hit the mouth gently, for encouraging the child to pronounce “wah wah” several times and wait for the child to do so. 2. Sing simple songs with have high and low pitch sound to the child.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
5 - 6	20 ☐ Pass ☐ Not pass	Interested in listening and can look at the toys that the assessor plays with the child (PS). Equipment : Cloth doll 	Sit facing the child and call the child's name until the child looks at the assessor, then pick up the cloth doll for him to see at the child's eye level. Encourage The child to be interested in cloth dolls with words. If the child cannot do it the first time, the assessor can repeat not exceed 3 times. Pass: The child makes eye contact with the assessor, and look at the cloth doll for 5 seconds, at least 1 in 3 times.	1. Align the child to sit facing parent or caregiver 2. Call the name and make eye contact with the child. When the child makes eye contact responsively, brings the toy to the child's eye level and talk to him about the toy. Alternative toys: Any toy that a child is interested in or familiar with in the home. e.g. a ball, a toy car, a book or other doll.
7 - 8	21 ☐ Pass ☐ Not pass	Sit stable and bend over for playing with hands freely (GM). Equipment: Rattle toy 	1. Place the child in a sitting position. 2. Place the rattle toy on its side, indent to the back, motivate the child to pick. Pass: The child can sit stable and bend over or turn around to pick up the rattle toy and sit back upright.	1. Place the child in a sitting position. Place the toy on the side of the floor, indented to the back of the child, within reach. 2. Call the child's name to keep the child interested in the toy so that he can move to pick up the toy. If the child cannot do it, move the toy a little closer to him and help him by holding the child's arm to bend over for picking up the toy. Do the another side until the child can pick up. Alternative toys: Any colourful and sounding toys e.g. squeeze rubber ball, or tight sealed plastic bottle containing bean or sand.



ช่วงอายุ 7 - 8 เดือน
<https://youtu.be/37Ntmq91L4>

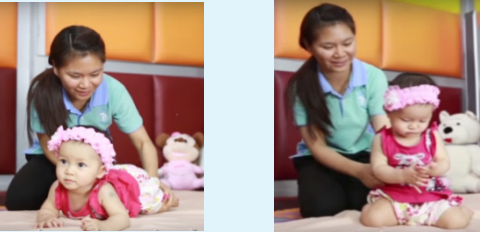
Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
7 - 8	22 ☐ Pass ☐ Not pass	Stand holding on the furniture at chest level (GM) Equipment : Rattle toy 	1. Place the toy on furniture such as tables or chairs. 2. Arrange the child to stand holding on the furniture. 3. Encourage the child to focus on toy. Pass: The child can stand holding on at least 10 seconds supporting by the arms and able to move his legs.	1. Arrange the child to stand holding parent, caregiver or furniture. 2. Hold the child's hip first then change to grip on the knee, and hold the child's hand on the furniture. 3. When the child begins to do this, have him stand without using his chest, or arms to support. 4. Stay closed to the child, may turn on the music and stimulate the child dancing. Alternative toys: Any colorful and sounding toys e.g. squeeze rubber ball, or tight sealed plastic bottle containing bean or sand.
	23 ☐ Pass ☐ Not pass	Staring at a book with adult for 2-3 seconds (FM) Equipment: picture books. 	Place the child sitting on the lap, then the parent or caregiver opens the book and talk to the child about the picture. Pass: The child looks at the picture while their parent or caregiver speaks for 2-3 seconds.	1. Hold the child to sit on the lap, open the book and talk to the child. Invite the child to look at the pictures in the book. Reading together can stimulate emotional development of the child. 2. If the child is still not looking, support the child's face for looking the pictures in the book. Books to use: The books should be children's books with clear pictures and stories that promote morality.
	24 ☐ Pass ☐ Not pass	Turn to name calling (RL).	1. Let the child play freely. 2. The assessor be approximately 120 cm away from the child and calls the child with normal sound. Pass: The child can respond by turning to look at the assessor.	Call the child's name with normal tone repeatedly at a distance about 120 cm away. If the child does not turn to respond the calling name, support the child's face so that he can do it on his own.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
7 - 8	25 ☐ Pass ☐ Not pass	Imitate talk (EL).	Ask the parent or child caregiver or observe while assessing whether the child can make imitating sounds Pass: The child imitates at least 2 different sounds.	Talk, play with the child and make new sounds such as 'ja', 'ma', 'pa', 'da', etc, or make a sound according to the melody or sing a song.
	26  ☐ Pass ☐ Not pass	The child can play pee-ka-boo and look for the assessor's face in the right direction (PS). Equipment : 30x30 cm cloth with a hole in the center 	1. Set the child to look at the assessor. 2. Use the prepared cloth to cover your face. 3. Poke the assessor's face out on the same side twice and say "peek-a-boo". The third time, not showing up, but saying "peek-a-boo". The assessor looks through the hole of the cloth to see if the child can look at the side that the assessor has ever shown or not. Pass: The child stares at the side of cloth that the assessor had ever shown up or know how to hide his/her face and play peek-a-boo with the assessor.	1. Play "peek-a-boo" with the child by covering the face with hands and change to cloth instead of. Playing "peek-a-boo" with the child can strengthen relationship and stimulate emotional development. 2. Parent or caregiver use a handkerchief or a small cloth to cover their face, poke the face out of the handkerchief on either side and say "Peek-a-boo". Practice often until the child can join playing. 3. Hide a toy under the cloth and have the child find it. Starting with hidden some parts and then hides them whole to practice observation and memory skills. Alternative objects: Towels, paper towels

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
9	27 ☐ Pass ☐ Not pass	Get to sitting (GM). Equipment: Anything that motivates a child to sit up, such as a ball or a rattle toy 	1. Place the child on supine or prone position 2. Encourage the child to sit up, such as using a stimulating ball or clapping / gestures. Pass: The child can get to sitting by him/herself.	1. Place the child in the prone position, hold both knees bent and hold both hands on the floor  2. Press on both sides of the child's hips to raise the child to a sitting position.  Alternative toys: Any colorful and sounding toys e.g. squeeze rubber ball, or tight sealed plastic bottle containing bean or sand.



ช่วงอายุ 9 เดือน
<https://youtu.be/cabD09uiTgE>

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
9	28 ☐ Pass ☐ Not pass	Stand holding on furniture that with height chest level (GM). Equipment: Anything that motivates a child to stand holding on, such as a ball or a rattle toy 	Arrange the child to stand holding on furniture and put the balls or the toys on the furniture for playing. Pass: The child can stand holding on the furniture with their hands, without chest or arm leaning on.	1. Arrange the child to stand holding on the furniture. 2. Hold the child's hip first then change to grip on the knee, then hold the child's hand on to the furniture.  3. When the child begins to do it, set him to stand holding on the furniture by himself without chest or arms leaning on. 4. May turn on the music to encourage the child to stand for an extended time or dance to the rhythm, but must be beside the child for safety. Alternative toys: Any colorful and sounding toys e.g. squeeze rubber ball, or tight sealed plastic bottle containing bean or sand.
	29 ☐ Pass ☐ Not pass	Pick up wooden cubes from the floor and hold it in both hands (FM). Equipment: 2 wooden cubes 	Put the wooden cubes on the floor and tell the child to pick up. Note: If the child does not pick it up, stimulate attention by knocking the cub Pass: The child can pick up both wooden cubes at the same time, or one at a time, and hold one cube in each hand at both sides.	1. Take a colorful object about 1 inch in size, such as 2 wooden cubes (use 2 identical objects). 2. Knock toys against the table one by one to encourage the child to pick up. 3. If the child does not pick, support the child's hand to reach. Alternative objects: Small boxes or safe materials about 1 inch in diameter, such as a small lemon or ping-pong ball.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
9	29 ☐ Pass ☐ Not pass	Use thumb and other fingers to grasp object off the floor (FM). Equipment: Small objects 2 cm in size. 	1. Put one small object on the floor with distance that child can reach 2. Tell the child to pick up the object or demonstrate to the child first Pass: The child can pick up objects from the floor with their thumbs and other fingers (not with the palm).	1. Put a colorful object such as a wooden cube, robe, or small food such as a cucumber, bread in front of the child. 2. Pick up the object to demonstrate the child and encourage the child to pick up 3. If the child can't do it, help the child by holding hand to pick up the small objects or food, reduce the aid so that the child can do on his/her own. 4. Be careful not to let the child play or pick up dangerous objects such as buttons, coins, pills, nuts, seeds, etc. Alternative objects: Small, soft, non-sticky food such as scrambled beans, steamed pumpkin, steamed potatoes
	30 ☐ Pass ☐ Not pass	Follow simple instructions with gesture (RL).	Look at the child's eyes and tell them to wave or clap their hands using gestures. Pass: The child can follow simple instruction with gesture such as waving, bye-bye, clapping his/her hands even if incomplete.	1. Play with the child using simple commands such as waving, clapping, and doing gestures. Practice often. 2. If the child can't do it, help the child and reduce the aid so that the child can do on his/her own. e.g. grasp the wrist and then touch the elbow. When the child can begin to clap on his own, then reduce the aid and tell the child to do it alone. 3. Make gestures and practice finger movements according to the music. Objective: The child can understand language and develop memory.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
9	32 ☐ Pass ☐ Not pass	Child rejects with gestures (EL).	Notice or ask if the child is able to refuse food or assistance from a parent, guardian, or caregiver. Pass: The child can use gestures to reject, such as shaking his/her faces, pushing out, turning face away.	1. When a stranger gives something or asks to carry child. The parent or caregiver shakes his/her head and says “No” for training the child to imitate, so that the child can reject with gesture by him/herself. 2. When the child be full after, ask the child “Do you want to eat more?”. Then shake the head and say “No” for the child to imitate. Do this with other situations. Objective: To be able to distinguish and communicate needs.
	33 ☐ Pass ☐ Not pass	Imitate at least one familiar word (EL).	Ask the caregiver or observe during the assessment if the child can imitate speaking voice. Pass: The child can imitate at least one familiar voice, such as “Mom”, “Go”, “Yum” but the child may not have a clear pronunciation.	Make a sound that the child familiar with, such as “Pa”, “Jaa”, wait for the child to imitate it, then make a different sound such as “Mom”, “Go”, “Yum”, etc.
	34 ☐ Pass ☐ Not pass	Use finger to feed self (PS).	Ask the parent or caregiver if the child is able to use his/her fingers to feed self. Pass: The child can use his/her fingers to feed self.	1. Put the food in a bite size that the child likes and is easy to pick up, such as biscuits in front of the child. 2. Hold the child’s hand to take the food into the mouth, let the child do it without help, practice until the child can feed self.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
10 - 12 (10 mos. - 1 yr.)	35 ☐ Pass ☐ Not pass	Stand for 2 seconds (GM).	Place the child in standing position without support. Pass: The child can stand alone own without support at least 2 seconds.	Support the child's body to stand, when the child begins to balance, switch to hold the child's wrist and slowly release the hand to allow the child standing by himself.
	36 ☐ Pass ☐ Not pass	Pincer grasp to pick up small objects (FM). Equipment: Small objects 1 cm in size. 	1. Place a small object in front of the child. 2. Stimulate child's attention to small objects and tell him/her to pick up or demonstrate to the child, then observe the reaction. Pass: The child can pinch his/her fingers with thumb and forefinger to pick up a small object 1 of 3 times.	1. Divide the snack or food into small pieces about 1 cm in diameter, put into the plate and take the food with the thumb and forefinger as an example for the child. 2. If the child cannot, assist him by holding the middle, ring, and little fingers toward the palm in order to force the child to use thumb and forefinger to pick up the object. 3. Play activities that use finger pinching with the child to encourage the use of thumb and forefinger, including making gestures with sing a song Alternative objects: Small meltable soft food, such as scrambled beans, steamed pumpkin, potatoes, rice, etc.
	37 ☐ Pass ☐ Not pass	Waving or clapping on command (RL).	Look at the child's eyes and ask the child to wave or clap his/her hands without gestures. Pass: The child is able to follow the command even incorrectly, but try to raise his arms and move his hands at least 1 of the 3 times.	1. Play with the child using simple commands with gestures such as waving or clapping. 2. If the child cannot, help the child, and gradually reduce the aid by changing to grasp the wrist and then touching the elbow. When the child starts clapping, reduce the support to only verbal.



វីડេអូ 10 - 12 ខែ
<https://youtu.be/no2szvRR9w>

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
10 - 12 (10 mos. - 1 yr.)	38 ☐ Pass ☐ Not pass	Show desire by gesturing or voicing (EL).	Ask the parent or caregiver “ When the child needs different things, what does the child do?” Pass: The child can show desire by gestures such as reaching out, pointing, tugging or raising a voice.	Put a toy or a food that your child likes 2-3 things in front of him/her, ask “Do you want it ?” or “Which one do you want?” Wait for the child to express, such as pointing out and then give it. Do this whenever the child needs toys or food to practice communicating basic needs.
	39 ☐ Pass ☐ Not pass	Can functional play (PS). Equipment: 4 kinds of toys: comb / spoon / mug / toothbrush. 	1. Hand over the toy that is prepared to the child 1 piece at a time until complete of 4 pieces. 2. Observe if the child can functional play with 4 types of toys, or ask their parents or a child caregiver. Pass: The child can functional play at least one of the four items, such as combing hair, feeding, and drinking.	Situational role play such as combing hair, brushing teeth, feeding by demonstrating to the child and encourage the child to follow. Alternative Objects: Other safe household items.
13 - 15 (1 -yr. 1 mo. 1 yr. 3 mos.)	40 ☐ Pass ☐ Not pass	Stand alone for at least 10 seconds (GM).	Place the child in standing position without support. Pass: The child can stand without support for at least 10 seconds.	Support the child to stand. Once the child is able to stand, switch to hold the child’s wrist and slowly release the hand to allow him to stand by himself and gradually increase the time until the child can stand on his own for 10 seconds.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
13 - 15 (1 -yr. 1 mo. 1 yr. 3 mos.)	41 ☐ Pass ☐ Not pass	Can scribble with demonstrate on paper (FM). Equipment: 1. Pencil 2. Paper 	1. Demonstrate the child how to scribble on paper with a pencil. 2. Hand the pencil to the child and say, "Try draw it." Pass: The child can scribble on the paper.	1. Use a large crayon to write lines on the paper for demonstrating to the child (may use pencils,pens or magic pen). 2. Let the child do it by himself/herself. If the child can't, support the child's hands by holding a pencil and scribble on the paper until the child can do it by himself.
	42 ☐ Pass ☐ Not pass	Choose the objects according to the order correctly at least 2 objects (RL). Equipment: Selection test kit such as ball, doll, car, cup 	Put 2 objects in front of the child and ask "where is ..." until complete of both objects, then switch the position. Give opportunity by assessment 3 times Pass: The child can point or pick up 2 objects correctly, once each object.	1. Prepare two familiar objects, sit in front of the child. Call the child's name and then let the child look at the toy.Tell to the child about the name of the object one by one. 2. Keep objects out of the sight of the child. After a moment, pick up both objects to the child look at and tell the object's name one by one. Let the child point. If correct, give compliments. If not, hold the child's pointing, moving objects closer and pronouncing the names of each object. 3. If the child points incorrectly, take out that object and move the correct object closer. If the child picks it up, give compliments. 4. When the child has done correctly 4 out of 5 times, change the next pair of objects.



ช่วงอายุ 13 -15 เดือน
https://youtu.be/YdE_zF8v30

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
13 - 15 (1 -yr. 1 mo. 1 yr. 3 mos.)	43 ☐ Pass ☐ Not pass	Can speak at least 2 single-syllable meaning words (EL).	Ask a parent, “What words can the child say?” Or observe the child. Pass: The child can say at least 2 single-syllable meaning words, even if they are not very clear. Note: must not be names of people or pets in the house.	1. Teach the child to speak short meaning words based on real events such as eating time. Before feeding the rice, say “Eat”, have the child say “Eat” 2. When finished dressing, say “go”, let the child say “go” first then let the child walk out of the room. 3. When opening the storybook, say “read” or “see” and let the child repeat it then show the child to understand by reading or seeing
	44 ☐ Pass ☐ Not pass	Imitate the gesture of doing housework (PS).	Ask the parent or caregiver if the child has ever imitated household chores, such as sweeping the house, mopping the table. Pass: The child can imitate at least one household chore.	While doing houseworks, provide child-friendly equipment and encourage the child to be participated, such as wiping the table, sweeping the house, mopping the house, collecting clothes. If the child can do, give compliments so that they want to do more. Objective: Responsibility training
16 - 17 (1 -yr. 4 mos. 1 yr. 5 mos.)	45 ☐ Pass ☐ Not pass	Can walk and drag toys or things (GM). Equipment: Rope tied plastic box 	1. Demonstrate to the child by walking drag toys. 2. Send the rope of plastic box to the child and tell the child to walk and drag his/her own. Pass: The child can walk and drag a toy car or object for distance about 2 meters, may go forward or backward alright. Toy overturned is acceptable.	1. Hold the child’s hand to drag the toy and walk forward together 2. Encourage the child to walk on his/her own, do like this many times that the child can walk and drag the toy on his/her own Alternative objects: Items in the house that can be towed, such as baskets, toy cars or boxes.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
16 - 17 (1 -yr. 4 mos. 1 yr. 5 mos.)	46 ☐ Pass ☐ Not pass	Can scribble by himself/ herself (FM). Equipment: 1. Pencil 2. Paper 	1. Send paper and pencil to the child. 2. Tell the child, “Can you draw a picture” (without demonstration) Pass: The child can scribble on the paper by himself/herself without demonstration. Note: If the child writes dots or uses pencil bumping the paper, it will not pass.	1. Use a large crayon to draw lines on the paper for demonstrating to the child (may use a pencil, pen or magic marker). 2. Let the child do it by himself/herself. If the child cannot do it, help him hold a pencil and scribble on the paper until the child can do it
	47 ☐ Pass ☐ Not pass	Follow simple commands without gestures (RL). Equipment: Children’s toys such as cloth dolls, balls, cars 	1. Put all the toys and play with the child. 2. Look at the child’s face and tell the child, for example, “hug a doll,” “throw a ball,” “send the car to me”. Pass: The child can do at least one action on objects without gestures of the assessor.	1. Training while they are holding or playing with toys. 2. Tell the child to “send to mom” and look at the child’s face. 3. If the child cannot do it, hold the child’s hand and pick up the object than send it to the parent or caregiver and say “give to mom”. If the child can do, give only verbal command and add more. 4. Encourage the child to share toys, snacks or other object to around person and praise when the child can do. Alternative objects: Safe household items
	48 ☐ Pass ☐ Not pass	Answer the object name correctly (EL). Equipment: Children’s toys such as cloth dolls, balls, cars 	Point to a familiar toy and ask, “What is this?” Pass: The child can correctly answer or pronounce the name of the object correctly at least one object.	1. Use an object or toy that the child is familiar with and known the name, such as a ball, a doll. 2. Pick up the object to the child for looking at. Ask “What is this?”. Wait for the child to answer. If not, tell the child. Let the child repeat after and ask again. Alternative objects: Safe household items.



ช่วงอายุ 16 - 17 เดือน
<https://youtu.be/OetHyVaPc9Y>

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
16 - 17 (1 -yr. 4 mos. 1 yr. 5 mos.)	49   Pass  Not pass	Can functional play with a relationship of 2 or more objects (PS). Equipment: 1. Cloth doll 2. Comb 3. Cup 4. Small spoon 5. Toothbrush 	Send all the toys to the child and observe child's play pattern. Pass: The child can play the objects according to their function, such as scooping a spoon in a cup, using a comb to comb the doll's hair at least 3 pairs.	1. Role play with the child such as brushing a doll teeth, feeding the doll, or combing the doll's hair, etc. 2. If the child can not do it, give demonstration. Let the child follow until he/she can do it alone. 3. If the child can do it, give opportunity to try more various play methods. Objective: For training the child to use objects according to their functions properly through memorization and learning, which can be developed into thinking, planning, and managing to accomplish the task (plan organize).

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
18 (1 -yr. 6 mos.)	50 ☐ Pass ☐ Not pass	Run (GM). Equipment: A ball 15- 20 cm in diameter 	Run with the child, or roll a ball and encourage the child to run after the ball. Pass: The child run steadily without falling and not brisk walking.	1. Hold the child's hands for running or join in running with other s to make the child feel participated 2. Reduce aid when the child is confident and starts running better until the child can run on his/her own. Alternative objects : Round materials such as straw bales and coconut leaves ball.
	51 ☐ Pass ☐ Not pass	Walk while carrying a ball for 3 meters (GM). Equipment: a ball 15- 20 cm in diameter 	1. The child and parent or caregiver stand 3 m. away, facing each other. 2. Send the ball for the child to carry and tell the child to walk to the parent or caregiver. Pass : The child can walk with carrying the ball for 3 meters without falling and losing balance.	1. Train your child to walk holding thing in one hand. 2. Once the child can do this, the parent or caregiver sets a basket at a distance of 3 meters, holds the larger object with both hands and walks for the putting object into the basket as an example. Then tells the child to follow it. 3. If the child still unable to do so, move the basket closer and support the child's hands if the child is still poorly balanced. 4. When the child is well balanced and can carry objects by himself, increase the distance to 3 meters. Alternative objects : Household items, e.g. a doll, a pillow, etc. Objective : For the child to focus on the body balance and movement.



ช่วงอายุ 18 เดือน
https://youtu.be/XhDj_ec8LQQ

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
18 (1 -yr. 6 mos.)	52 ☐ Pass ☐ Not pass	Can open the page of cardboard book one sheet at a time (FM). Equipment: Cardboard picture book 	Put the book in front of the child, show them how to open the book, and tell the child to follow the action. Pass: The child can open and turn the page one by one on his/her own, at least 1 sheet.	1. Open one page at a time, point to pictures and close the book. 2. Tell the child to follow the action 3. If the child can't do it, help the child turn over the pages one by one. 4. Story telling with pictures enhances the child's imagination Alternative objects : Children's books made of plastic, cloth or thick paper.
	53 ☐ Pass ☐ Not pass	Stack 2 wooden cubes (FM). Equipment: 4 wooden cubes 	1. Put 4 wooden cubes in front of the child. 2. Stack 2 wooden cubes for demonstrating to the child, then dismantle these cubes 3. Encourage the child to stack 2 the wooden cubes by himself, giving opportunity by assessment 3 times Pass: The child can stack 2 wooden cubes without falling 2 out of 3 times.	1. Use cubic object such as wooden cubes, soap boxes, and stack them in vertical line for demonstrating to the child. 2. Encourage the child to follow. 3. If the child cannot do it, hold the child's hand, put the 1st cube on the floor and put the 2nd cube on the 1st one. 4. Repeat several times and reduce the aid until the child can do on his own. If the child has been able to connect 2 stacks, add more. Alternative objects : Any small cubic boxes Objective : The child is committed and has the effort to achieve the goal.

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
18 (1 -yr. 6 mos.)	54 ☐ Pass ☐ Not pass	Select the object according to command correctly 3 times (RL). Equipment: A cloth doll, a ball, a toy car  Note: In case of social and cultural restrictions, can use mug or book in DSPM kit instead of.	Put 3 objects in front of the child and ask “Where is ...” and then switch the position of the object. Give opportunity assessment by 3 times. Pass: The child can point or pick up all 3 objects correctly at least 2 times.	1. Prepare two familiar toys or objects and tell the name of the object one by one to the child. 2. Ask the child “where is...” and let the child point or pick up. If the child chooses an incorrect object, move the correct object closer and hold the child’s hand to point or pick up. 3. When the child can select correctly, add up to 3 kinds of familiar toys or objects and ask until the child can point or pick up all 3 objects correctly. 4. Add other objects that the child is interested in. Point the object for showing to child and tell the child to point it for increase their language learning. Alternative objects: Other non-hazardous household objects such as glasses, cups, spoons, brushes, etc. Objective: To enhance child’s language and memory.
	55 ☐ Pass ☐ Not pass	Can point 1 body part (RL).	1. Ask the parent or caregiver to know which parts of the body the child knows. 2. Ask the child “where is...” by asking the same part for 3 times. Pass: The child can correctly point 1 body part correctly 2 in 3 times.	1. Begin practice by pointing the body parts of parents or caregivers for demonstrating to the child. 2. Afterward, encourage the child to follow by pointing the body parts on his own just one part at a time. 3. If the child can not point, hold the child’s hand to point correctly. Reduce the aid until the child can do. May use music for promote this activity. 4. If the child knows the body parts in the mother tongue language fluently, it may be supplemented by a second language such as English. Objective: To enhance the child’s language and memory.

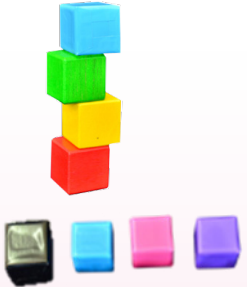
Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
18 (1 -yr. 6 mos.)	56 ☐ Pass ☐ Not pass	Imitate speech of the prominent word or the last word of a sentence (EL).	Talk to the child with short sentences or phrases, not exceed 3 words, and observe their interactions. Pass: The child imitates speech of the prominent word or the last word , such as “I’m a good boy”, the child can imitate “boy” or “good”.	1. Talk to the child first and then act that verb for showing the child. For example, when finished dressing, say “go to eat” and pronounce “eat” or “rice” to the child before doing so. 2. Teach the child to speak according to the situation, - When dressing, the child is cooperating, praise him “good boy” so that the child can imitate the words “boy” or “good”. - When getting dressed, say “go to eat rice”, wait for the child to pronounce “eat” or “rice” then take the child. 3. If the child does not say it, repeat the prominent or last word until the child can imitate those words 4. When the child can talk, pay attention and respond to the child by using different words according to different situations.
	57 ☐ Pass ☐ Not pass	Say 4 meaning words, such as objects’ names or greeting (must not these words e.g. ‘Dad’, ‘Mom’, name of familiar persons, or pets) (EL).	Ask the parent or caregiver if the child can speaks meaning words or know the names of objects? Pass: The child can speak at least 4 meaning words such as greeting and calling the name things e.g. table, cat.	Teach the child to speak short words based on real events such as - When meeting adult, greeting by saying “Hello” or using the local greeting word in every time. - Follow to before eating rice, the parent or caregiver say “rice” and let the child follow to say “rice” - While reading book, train your child to say the words according to the picture, such as “fish”, “table”, “cat”. Objective: The child can use language to communicate and memory training.

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and carergivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
18 (1 -yr. 6 mos.)	58  ☐ Pass ☐ Not pass	Pay attention and look at thing that adult points about 3 meters away (PS).	Point at something far about 3 meters, such as a light bulb, a clock, and say the name of the object Notice if the child can follow or not . Pass: The child can turn his attention to follow thing that adult point at least 3m. away.	Point something near the child to follow. If the child is still not looking, support the child's face to look at it. Increase the distance of the pointed object to 3 meters. Note: Objects should be large and colorful. Objective: To control oneself to share interests with others
	59 ☐ Pass ☐ Not pass	Drink water from the cup without spilling (PS). Equipment: A training cup with ears holding that contain 1/4 cup of water. 	Send a cup that contains water about 1/4 to the child , and tell the child to drink water. Or ask the parents “Can a child drink water without spilling?” Pass: The child can raise the cup or bowl to drink without spilling. (Without using straw)	1. Support the child's hand to raise the cup of water to drink. Gradually reduce the aid until the child can hold the cup of water, lift it up and drink it without spilling by himself/herself 2. Train the child to drink milk and water from cup. (stop using baby bottle) Alternative objects : Water bowl Objective: The child can drink from cup by raising the cup and holding the lips on the edge of the cup for drinking from the cup little by little with his own without spilling.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
19 - 24 (1 -yr. 7 mos. - 2 yrs.)	60 ☐ Pass ☐ Not pass	Kick ball forward (GM). Equipment: a 15-20 cm in diameter ball. 	1. Kick the ball for demonstrating to the child 2. Put the ball in front of the child about 15 cm away and tell him to kick the ball. Pass: The child can raise his/her legs to kick ball forward (not pushing) without losing balance and can be done at least 1 in 3 times	1. Invite the child to play and kick the ball. By kicking ball for demonstrating to the child. 2. Support the child by holding one hand, ask the child to lift his/her legs, swing, and kick the ball. 3. When the child is well balanced, encourage the child to kick ball forward by himself. 4. Practice so often that the child can do it by himself / herself. Alternative objects: Round materials such as straw bales, coconut leaves ball.
	61 ☐ Pass ☐ Not pass	Stacking 4 wooden cubes (FM). Equipment: 8 wooden cubes 	1. Put 8 wooden cubes on the table. 2. Stack 4 wooden cubes vertically for demonstrating to the child then dismantle. 3. Send 4 wooden cubes to child and encourage him to build up on his own. Give opportunity by thrice assessments. Pass: The child can stack 4 wooden cubes vertically without falling at least 1 in 3 times.	1. Parents, guardians or caregivers use square objects, such as wooden cubes, soap boxes, and stack them vertically. 2. Parents, guardians or caregivers encourage the child to follow 3. If the child cannot do it, hold the child's hand, put the 1st cube on the floor, and put the 2nd cube on the 1st cube, do it again until 4 layers are complete. 4. Let the child practice doing and reducing the aid so that he can stack the wooden cube vertically by himself/ herself. If the child can do it, give praise to increase his/ her self-esteem. 5. If the child can do 4 layers, add the number of wooden cubes Alternative objects: Any small boxes Objective: To enhance the child's concentration and the intention to achieve the goal.



ช่วงอายุ 19 - 24 เดือน
<https://youtu.be/xJd47q0BbEk>

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
19 - 24 (1 -yr. 7 mos. - 2 yrs.)	62 ☐ Pass ☐ Not pass	Select the objects according to command (4 choices) (RL). Equipment: Toy, e.g. cloth doll, ball, car, cup  <i>Note: In case of social and cultural restrictions, can use book in DSPM kits instead of.</i>	1. Put all 4 toys in front of the child within reach. 2. Ask the child, one at a time, “Which is a doll?” “Which is a ball?” “Which is a car?” “Which is a cup?” If the child picks up the toy, the assessor will take the toy back to previous position and then ask the next toy until complete 4 toys. Pass: The child can pick up/point correctly all toys.	1. Put two familiar toys and encourage the child to look at, then name one by one. 2. Tell the child to pick up the toys one by one. If the child cannot pick it up, grab the child’s hand and repeat the name of the toy again. 3. Practice until the child can follow command correctly and add 4 toys one by one. 4. If the child can do it, practice with a wider variety of objects such as musical instruments, storybooks. Alternative objects: Non-hazardous household items Objective : To enhance language skill and memory
	63 ☐ Pass ☐ Not pass	Imitate phrase consisting of 2 or more words (EL).	Ask a parent or caregiver if the child can say combine words that consist of 2 or more meaning words (not 2 syllables). Or while playing with the child, try to let the child imitate two or more phrases , such as taking a shower, singing, reading a storybook Pass: The child can imitate 2 or more phrases on his own, such as taking a shower, singing, or reading storybooks	1. Speak 2 words to the child often and motivate the child to repeat it. If the child can speak just one word at a time, e.g. the child says “go,” the parent or caregiver should extend speech such as “go to sleep”, “read a book”. 2. Sing a simple song to the child often, along with gestures. Pause for the child to continue. 3. Interact with the child often about things that he/she is interested. Speak clearly, slowly, with pause so that the child can follow along during everyday activities such as during a shower, meal time, seeing pictures, or reading together.

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
19 - 24 (1 -yr. 7 mos. - 2 yrs.)	64 ☐ Pass ☐ Not pass	Use a spoon to scoop food by himself/herself (PS).	Ask parents or caregivers "Can the child use a spoon to scoop food by himself/herself." Pass: The child can use a spoon. (In the case of the child eating sticky rice mainly, test with food scooping.)	Starting from washing the child's hand. Hold the child's hand for holding the spoon and scooping food into the child's mouth. It should be practiced regularly during the meal. Gradually reduce the aid until the child is able to scoop food into the child's mouths. Objective: Train manners, discipline, and self-esteem
25 - 29 (2 yrs. 1 mo. - 2 yrs. 5 mos.)	65 ☐ Pass ☐ Not pass	Jump up with both feet off the ground (GM).	Jump up for demonstrating to the child and tell the child to do so. Hands supporting is plausible. Pass: The child can jump up on his/her own, may not lift both feet off the ground at the same time.	1. Hold both the child's hands and practice jumping off a step-adjacent ladder or from a different level. 2. After that, begin the practice of jumping on the ground by holding both the child's hands. Squat down with the child and tell him/her to jump. 3. Should beware about safety.
	66  ☐ Pass ☐ Not pass	Solve simple problems using tools (FM).	Ask the parent or caregiver if the child can solve simple problems by himself/herself using tools e.g. if the child cannot reach a thing, what does the child do?. Does the child use the stick or chair to step on? Pass: The child can solve simple problems by himself/herself using tools.	1. Give opportunity to the child for solving problems, for example, raking toy out of under-bed, or play other activities that practice problem solving or using a chair to step on for picking up a higher thing. 2. If the child cannot do it, put objects that can be used to solve problems near him and encourage the child to solve problems. For example, the child is unable to take things under the table, parents put a ruler near the child and ask the child, "What should you do with a ruler?" 3. If the child can't do it, show him/her looking in different situations. Objective: Training adaptive thinking and learning from adults to increase self-esteem



ช่วงอายุ 25 - 29 เดือน
<https://youtu.be/aY1zCFWmncA>

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
25 - 29 (2 yrs. 1 mo. - 2 yrs. 5 mos.)	66 ☐ Pass ☐ Not pass	Knows 7 body parts (RL).	1. Ask the parent or caregiver which parts of the body the child knows. 2. Ask the child "Where is ..." Pass: The child can point out 7 of 8 parts of the body correctly.	1. Start training by pointing the body parts of the parents. 2. Encourage the child to follow, pointing one's own body parts. 3. If the child cannot point, hold the child's hand to point correctly. Reduce the aid down until the child can point on his/her own.
	67  ☐ Pass ☐ Not pass	Can say for acceptance and rejection (EL).	1. Ask questions for your child to accept or reject, such as "Do you want to drink milk?" or "Do you want to play?" 2. Ask the child 3 - 4 questions to make sure they know the difference of acceptance and rejection words. If the child does not answer, ask parents or caregivers that "Can the child say for acceptance and rejection?" Pass: The child can say for acceptance and rejection words?	1. Talk or tell about the acceptance or rejection with the child so that the child can understand e.g. if the child does not want something, teach the child to say 'no'. 2. Ask questions for the child to accept or reject, such as "Do you want to drink milk?", "Do you want to eat?", "Do you want to sing?". Encourage the child to accept or reject the questions, and wait until the child respond. Then give what the child want. If the child cannot answer, give the lead and repeat the question to the child so that the child can express what he needs. Objective: To practice selecting memorized things and using skills to communicate the meaning properly.
	68 ☐ Pass ☐ Not pass	Wash and wipe hands (PS).	Ask a parent, guardian or caregiver "Can the child wash and wipe his/her hands?" Pass: The child can wash and wipe his/her hands by himself/herself. (With a little help from an adult)	Always let the child wash his/her hands before eating by showing for sample and holding the child's hand for following these steps: turn on water faucet or pour the water into the bowl, pick up the soap, water the hands and the soap, rub the soap for foaming thoroughly hands, wash out with water and dry hands with a hand towel. Reduce the aid until the child can wash and wipe his hands by himself/herself.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
30 (2 yrs. 6 mos.)	70 ☐ Pass ☐ Not pass	Jump forward across the rope on the floor (GM). Equipment: Rope 	- Put the rope in a straight line on the floor in front of the child. - Jump across the rope on the floor for be sample, tell the child to follow Pass: The child can jump forward across rope with both feet landing on the floor at the same time or not.	- Jump in place for the child to see - Hold both sides of the child's hands and practice jumping from a ladder attached to the floor or a different level floor - Jump across the rope for be sample. - Stand facing the child and put the rope between caregiver and the child. Hold the child's hand, then pull the child's hands to let him/her jump across the rope. Train until the child is confident and can jump across the rope by himself/herself. - Should beware about safety. Alternative objects: Ribbon, stick, or drawing a line.
	71 ☐ Pass ☐ Not pass	Throw a small ball by raising hand above the head (GM). Equipment: A rubber ball 7cm in diameter 	Throw a rubber ball to demonstrate by holding the ball in one hand and raising the hand over the head to the back. Then throw the rubber ball forward and tell the child to follow. Pass: The child can throw ball forward by raising his/her hand over the head to the back.	- Throwing the ball forward to the child by raising the hand over the head to the back. - Keep the child standing in stable position. Hold the child's dominant hand and lift the ball over the head to the back, bend slightly, and throw ball away. - When the child begin can do, gradually reduce the aid until he/she can throw ball by himself/herself. - Playing and throwing ball with the child often. Alternative objects: A kid-hand- sized ball e.g. tennis ball, etc.



ช่วงอายุ 30 เดือน
<https://youtu.be/C6Blz5QzWfI>

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
30 (2 yrs. 6 mos.)	72   Pass  Not pass	Stacking 8 wooden cubes (FM). Equipment: 8 wooden cubes 	- Put the child in sitting position that is comfortable to play the wooden cubes. - Put 8 wooden cubes in front of the child. Encourage him/her to stack all wooden cubes vertically for or first demonstrate to him/her. Pass: The child can stack 8 wooden cubes into tower without falling at least 1 in 3 times.	- Use cubic objects such as wooden cubes, soap boxes, and put vertically for the child to see - Encourage the child to follow. - If the child cannot do it, hold the child's hand, put the 1st cube on the floor and put the 2nd cube on the 1st one, keep it on until tower of 8 cubes are complete. - Repeat this several times and reduce the aid so that the child can build tower from 8 cubes. If the child can do it, give praise to increase self-esteem. Alternative objects: Any small boxes. Objective: The child is committed to achieve more.
	73  Pass  Not pass	Handing one object to the assessor following command (knowing number 1) (RL). Equipment: 3 wooden cubes 	- Put the 3 wooden cubes in front of the child. - Stretch out your one hand in front of the child and say, "Give me 1 wooden cube" - Return the wooden cube to its previous position and repeat saying, "Give me 1 wooden cube". Pass: The child can send one object to assessor correctly both times without trying to send two or more.	- Put 3 same objects in front of the child, such as 3 spoons, and say, "Give Dad / Mom 1 spoon". - If the child sends more than one, say "enough," or hold the child's hand so that he cannot send more. - Should use vary objects and train the child regularly in other situations as well. Alternative objects: Any small boxes.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
30 (2 yrs. 6 mos.)	74 ☐ Pass ☐ Not pass	Interested in listening to story book for 5 minutes (RL). Equipment: A children's storybook which has pictures and annotations about 20- 30 words per page and take the time about 5 minutes for reading. 	Invite the child to look at the story book and read or tell story to the child, or ask the parents if the child can be interested in listening to the story for up to 5 minutes. Pass: The child can be interested in listening, continue to follow, and / or telling content in the story book continuously about 5 minutes.	1. Tell or read a story book the child every day with fun, such as, using intonation and gestures drawing pictures or using poem story book to promote interested in arts. 2. Let the child see the picture and create story from the picture to stimulate child's interest, for example, "The little rabbit has white fur, long ears, can jump far and run fast." 3. In the first phase, use the story that takes about 2 - 3 minutes after that extends to 5 minutes. Alternative objects: Picture books / storybooks for the child, other stories books with pictures and short caption. Objective: Promote language development, imagination, and attention.
	75  ☐ Pass ☐ Not pass	Put object "on" and "under" followed command (RL). Equipment: 1 wooden cube. 	Send a wooden cube to the child and say "Put the cube on ... (chair /table)" "Put the cube under ... (chair / table)" tell 3 times and switch commands every time. Pass: The child can put the wooden cube at the right position 2 out of 3 times.	1. Put a toy such as a ball in the "on" position and tell the child "the ball is on the table". 2. Tell the child to pick up another toy and put it on the table. If the child can't, help the child to do it. 3. Repeat by changing to the "under" position. 4. Practice adding other positions such as "in", "out", "in front of", "behind" (Use the local spoken words the child speaking in the family) Alternative language : Any small boxes Objective : Training language comprehension skills and practical application.

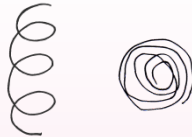
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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
30 (2 yrs. 6 mos.)	76 ☐ Pass ☐ Not pass	Say 2 or more meaning words continuously by using at least 4 correct verbs (EL). Equipment: Cloth doll 	Hold the doll to perform various actions such as sitting, walking, lying down, running, and ask the child what the doll does or observe while assessing other skills. <i>Note: If there are any restrictions on the use of dolls, pictures of people's action can be substituted.</i> Pass: The child can answer questions by using phrases that consist of 2 or more meaning words with correct verbs	Train the child to speak according to real situations, i.e. asking the child what the child be doing in real event, or what the character in a story book be doing when reading together with the child and waiting for answer. If the child can't do, should guide the answer to the child and repeat question until the child can answer by his own. Practice in other situations or use picture cards, such as taking a shower, washing face, brushing teeth. Alternative objects: A doll or stuffed animals Objective: To practice vocabulary memory and to train the child's communication by speaking meaning words according to the situation.
	77 ☐ Pass ☐ Not pass	Sing some words or sing along with the melody (PS).	1. Let a parent or caregiver invite the child to sing a song that they are familiar with. 2. If the child refuses to sing, ask the parents if the child can sing some words or say rhyming words. Pass: The child can sing together to the parents or caregivers either singing some words or along with the melody.	1. Sing appropriate songs to the child with clear pronunciations and melodies, then invite the child to sing along with gestures 2. Sing the same song frequently to familiarize the child and encourage the child to sing along or pause periodically for the child to continue singing. 3. When the child starts singing by himself, a parent or caregiver should sing after the child. Songs that are harmonious can foster interest in the arts. Objective: To train memory and communication via to the rhythmic melody, to cultivate family and community arts and culture.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
30 (2 yrs. 6 mos.)	78   Pass  Not pass	The child know to wait for his turn when playing together with adult telling (PS). Equipment: 1. 4 wooden cubes 2. A cup for holding wooden cubes. 	1. Hold 2 wooden cubes and send 2 wooden cubes to the child. 2. Put the cup in front of the child and say “We put 1 wooden cube each person, hold the wooden cube before, let me put it first and then you turn” 3. Observe the child’s waiting for the turn. Pass: The child know to wait for his own turn when telling	1. Take turns playing with the child until familiarize 2. Train the child to play as a group together with a parent or a caregiver telling the child, such as “.. (child’s name) .. put a hoop on the pole and wait.” 3. If the child cannot wait, should remind each time until the child can wait on his own. 4. Practice playing other activities such as singing /counting together before eating snacks. Or apply in other situations that need the child waiting for his own turn, such as a parent or caregiver waiting to pay for shopping. Alternative objects: Storage baskets / boxes / plates and various toys in the house. Objective: Practice emotional control, patience and honoring others when doing activities with others.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
31 - 36 (2 yrs. 7 mos. - 3 yrs.)	79 ☐ Pass ☐ Not pass	Stand on one leg for 1 second (GM).	Show the child how to stand on one leg and ask the child to stand on one leg for as long as possible, give 3 opportunities for assessment (may change legs) Pass: The child can stand on one leg for at least 1 second at least once in 3 times.	1. Stand on one leg as an example. 2. Stand facing the child and hold the child's hands on both sides. 3. Lift one leg and tell the child to follow the action. When the child can stand, release one child's hand 4. When the child is able to, gradually release another side of the child's hand for balancing on his own. Repeat with the another leg.
	80 ☐ Pass ☐ Not pass	Draw a continuous loop (FM). Equipment: 1. Pencil 2. Paper 	1. Draw line as continuous loop for the child to look and say, "Draw a loop" 2. Send a pencil and paper and tell the child to follow. Pass: The child can draw lines as a continuous loop. Example : 	1. Use a pencil to draw lines as continuous loop for the child to see as an example. 2. Send a pencil to the child and say "(name) draw a line like this". 3. If the child cannot do, help him/her to draw a continuous line. 4. When the child start doing it by himself or herself, let him/her use different colors to stimulate the child's attention.



ช่วงอายุ 31 - 36 เดือน
<https://youtu.be/8c1axMEBbo>

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
31 - 36 (2 yrs. 7 mos. - 3 yrs.)	81 ☐ Pass ☐ Not pass	Bring two objects in the room according to the assessor according to command (RL). Equipment: 6 objects in the room, such as toothbrush, comb, spoon, cup, doll, ball 	- Put all 6 objects in different places in the room about 3 meters away from the child. - Tell the child to pick up two objects such as a toothbrush and comb to the assessor - The assessor put these object in new position - Repeat steps 2 and 3, 2 more times. Note: If the first command doesn't pass, may let the child pick up another object. Repeat test 3 times on that object. Pass: The child can bring 2 objects to assessor correctly at least 2 out of 3 times.	- Train the child in daily life by issuing the order to pick up two objects in the room to parent. When the child can do, change the command to other objects. - Parent or caregiver should keep things organized to be a role model. - When the child is able to, let the child prepare things before doing daily activities such as picking up towels and clothes before bathing, picking up the bag and shoes before going to school. Practice the child keeping things in place, etc. Alternative objects: Non-hazardous household items
	82 ☐ Pass ☐ Not pass	Can speak continuously 3-4 words which have 4 different meanings (EL).	Notice or ask from the parent or caregiver if the child can speak 3 - 4 words (not 3 to 4 syllables) consecutively, such as - giving things - demanding - rejecting - expressing opinion Pass: The child can say sentences or phrases that consist of 3 - 4 words at least 4 different meanings.	- Say three to four words to the child often and let the child repeat it. If the child can speak one word or two at a time, expand the child's speech to three to four words. For example, when the child says "go", parent or caregiver says "go to mom" or "go to eat" later to train the child expressing the need to others understandable. - Sing a song that use simple words with gestures to the child often. Pause for the child to continue singing. May use poem song or other appropriate language song. - Interact to the child slowly and clearly about things that the child current doing frequently e.g. while eating, viewing pictures or reading books together.

Developmental Surveillance and Promotion Manual

Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
31 - 36 (2 yrs. 7 mos. - 3 yrs.)	83 ☐ Pass ☐ Not pass	Wear pants (PS).	Ask the parent or caregiver “Can a child wear elastic waist pants on his/her own?” Pass: The child wear elastic waist pants on his/her own without help and no need to be right.	1. Start training the child using stretch waist shorts. 2. Teach the child to know sides of the pants 3. In seat position, hold both child’s hands on the waist of the pants and expand it. Insert the leg into one at a time until the hem is above the ankle 4. Stand up, pull the edge of the pants to the waist level. 5. If the child starts to do it, reduce the support. Let the child do it alone. The primary self-help of the child increases his self-esteem.
37 - 41 (3 yrs. 1 mos. - 3 yrs. 5 mos.)	84 ☐ Pass ☐ Not pass	Stand on one leg for 3 seconds (GM).	Show the child how to stand on one leg, then tell the child to do so for as long as possible. Give the child 3 assessment opportunities (may change legs). Pass: The child can stand on one leg for 3 seconds, at least 1 in 3 times.	1. Stand on one leg to show the child. 2. Stand face to face and hold the child’s hands. 3. Lift one leg and tell the child to follow the action. When the child can stand, release one hand. 4. When the child is able to stand on one leg, slowly let the child stand still on his/her own, then repeat the step with another leg.
	85 ☐ Pass ☐ Not pass	Imitate circular drawing (FM). Equipment: 1. Pencil 2. Paper 	Draw a circle about 5 cm in diameter for the child to look at and say, “I draw a circle” and have the child follow it. Pass: The child can draw a circle without any rectangles and lines that connect to each other no more than 2 cm.	1. Teach the child to draw a circle starting from the specified point and returning to the original set point with pronunciations Draw a circle from slow to fast with pronunciations. “Circle .. Stop.” Raise the hand to make the child understand the word “stop”. 2. Hold the child’s hand, draw along while saying “Circle Stop”.When saying stop, raising the hand. 3. As the child does better, reduce the aid until he/she can stop by him/herself when the line reaches the end.



ช่วงอายุ 37 - 41 เดือน
<https://youtu.be/PUknPn8GdE>

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
37 - 41 (3 yrs. 1 mos. - 3 yrs. 5 mos.)	86  ☐ Pass ☐ Not pass	Can follow orders continuously 2 verbs with 2 objects (RL). Equipment: toys such as comb, doll, cloth, ball, spoon. 	1. Put four objects in front of the child within the reach of the child and say, such as “Give me the comb and point the doll” 2. Turn position of 4 objects. 3. If the child does not pass the first command, can change to other 2 commands by changing verbs or objects. Pass: The child can follow the command continuously at least 1 of 3 times.	1. Train the child in daily life by giving orders. Emphasize words for things and actions, such as while taking a shower, “Put your clothes in the basket and get the towel” / While dressing “Put on your pants and comb your hair” etc. 2. If the child can do only one command, point to an object that he/she has not done and repeat or remind, such as “What’s thing that you have to do next?” until the child can follow the commands correctly. Alternative objects: Non-hazardous household items Objective: To train the child to follow commands correctly based on understanding and recognition.
	87  ☐ Pass ☐ Not pass	Can use 4 wh-question words, such as who, what, where, why, etc. for asking (EL).	1. Observe when the child play or the assessor evaluate other skills. 2. Ask a parent, guardian or caregiver if the child has ever asked with wh-question words i.e. “who”, “what”, “where”, “why”? Pass: The child can use 4 wh-question words.	1. Tell the story to the child and ask the child questions. Encourage the child to ask back. 2. Ask questions to the child in daily life. 3. When the child ask, always answer and talk with care. Objective: To enhance child’s vocabulary memory and train the child to select speaking words for appropriate with the situation. If the child is more asking, it means more enthusiastic.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
37 - 41 (3 yrs. 1 mos. - 3 yrs. 5 mos.)	88  ☐ Pass ☐ Not pass	Follow the rules for group play, supervised by an adult (PS).	Ask a parent or caregiver if the child can play together in a small group. Pass: The child can play in groups according to the rules without individual guidance.	1. Participate in simple activities with the child, starting with a small group such as playing hide and seek, stacking blocks, building a house, etc. by setting common rules and encouraging the child to play together within adult's supervision. 2. If the child is still unable to play by the rules, then supervise the child until he/she can follow the rules. 3. Train the child to lose and win in various activities such as hide and seek, etc. Objective: To practice adhering to the rules of playing with others as well as controlling the emotions.
	89  ☐ Pass ☐ Not pass	Can help with one-step tasks (PS).	Ask a parent or caregiver "Can the child help with simple tasks such as lifting things without adults support?" Pass: the child can help with one-step tasks.	1. Ask the child to do housework together such as collecting toys, collecting clothes, helping to do dishes, sweeping the house, picking up objects whenever possible so that the child can do simple housework. 2. Train the child to be responsible starting from his/her own parts, such as collecting toys after playing, or putting clothes in baskets. Objective: To educate the child to take responsibility for him/herself and to help others in simple tasks; to promote self-esteem.

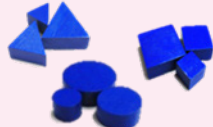
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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
42 (3 yrs. 6 mos.)	90 ☐ Pass ☐ Not pass	Stand on one leg for 5 seconds (GM).	Show the child how to stand on one leg and tell him to follow as long as possible. Give the child 3 assessment opportunities (allowing for a change of legs) without assistance. Pass: The child can stand on one leg for 5 seconds at least one of three times.	1. Stand on one leg to show the child. 2. Stand facing the child and hold the child's hands on both sides. 3. Lift one leg and tell the child to do so. When the child can stand, release one hand of the child. 4. When the child is able to, slowly let him stand and balance on his own. Switch the other leg and repeat the process.
	91 ☐ Pass ☐ Not pass	Catch a ball by arms (GM). Equipment: A 15-20 cm. diameter ball. 	1. Stand 2 meters away from the child. 2. Tell the child to extend his arm to catch the ball and throw the ball to the child Pass: The child can extend his/her arms to catch the ball one of three times	1. Play balloon with the child by throwing the balloon up and telling the child to catch. It is easy to catch the balloon because the child has longer time to prepare. 2. Help the child by set the child's posture i.e. upturning hand, bending elbow and using arm to catch the balloon. 3. Reduce the aid from holding hands to holding arms until the child can do it on his own. 4. When the child play the balloon fluency, change to the ball. 5. When the child do well, increase the distance to 1 - 2 meters. Alternative objects: Balloon, cloth ball

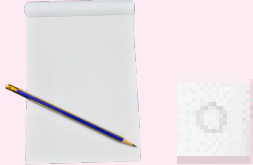


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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
42 (3 yrs. 6 mos.)	92   Pass  Not pass	Distinguish 3 geometric shapes (FM). Equipment: same colored geometric shapes 1. 3 short cylinders 2. 3 triangular shapes 3. 3 rectangular shapes 	1. Put mixed of geometric shapes (9 pieces) in front of the child. 2. Show the child how to separate each geometric shapes and say, “I will place the short cylinders together, the square shapes together and the triangles together “and dismantle all. 3. Mix all the shapes and hand it to the child and tell the child that “Try doing it like me.”” Pass: The child can group all 3 of the same shapes.	1. Teach the child to recognize each shapes. By picking a short cylinder and placed in plate 1, a triangle shape in plate 2 and a square shape in plate 3. 2. Tell the child to pick up the remaining shapes which have the same geometric shape one by one and place them on the plate. 3. Reduce support until the child can do it on his own. Alternative objects: Any non-hazardous household items - Short cylindrical shape like a bottle cap - Square shapes like boxes - Triangular shapes like triangular folding banana leaves Objective: To train memory, comprehension, analysis, and solve the problem of shape classification
	93   Pass  Not pass	Assemble the parts of the picture that be cut into 3 pieces (FM). Equipment: 1 photo that be cut into 3 pieces. 	Show the child the complete picture, then separate the pieces, put them in front of the child, and ask the child to assemble the pieces together. Pass: The child can fit the pieces of the picture together correctly in the frame at least one of 3 times.	1. Put 3 pieces of picture in front of the child and another master picture for the child to observe as example 2. Separate all 3 pieces of the picture by enlarging the gap and helping the child to create the original picture. 3. Increase the difficult by mixing all peices of the picture. Help the child compose the original picture. If the child starts to do it, then let the child join the picture on his own. Alternative objects: Pictures, cartoon pictures, calendars, or book covers. Objective: Practice cognition, observation, analysis and problem solving skill.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
42 (3 yrs. 6 mos.)	94 ☐ Pass ☐ Not pass	Can copy a circle (FM). Equipment: 1. pencil 2. paper 3. Paper with a circle, diameter 2.5 cm as a master picture (thick colored lines on white paper) 	Give the child the paper with a circle picture and say, "This is a circle. Try drawing a circle like the master picture." and send pencil to the child without showing the drawing gesture. Pass: The child can draw a circle according to the master without sharp angle or overlap more than 2 cm (no diameter limit).	1. Draw a circle as an example. 2. Tell the child to draw a circle accordingly. 3. If the child can't draw, help to draw by holding hand. 4. When the child can start drawing circles by him/herself, parents or caregivers draw a circle on the paper without letting the child see. Then hand the paper to the child and say "Can you draw a circle like this?"
	95 ☐ Pass ☐ Not pass	Assemble the parts of the picture that be cut into 3 pieces (FM). Equipment: 1 photo that be cut into 3 pieces. 	1. Put the doll in a sitting position in front of the child. 2. Send a wooden cube to the child and say "Put the wooden cube in front of the doll", then say "Put the wooden cube behind the doll" 3. Pick up the wooden cubes. Give 3 opportunities for assessment. Pass: The child can put the wooden cube in the correct position both front and back at least 2 of 3 times.	1. Any objects that can be placed something in front of and back such as chairs, tables, cups, wooden cubes, illustrated with explanations and encourages the child to follow. 2. If the child can't do, repeat again and help the child by holding hand or pointing together with emphasizing the words "front" and "back". 3. While playing with the child, put 1 similar toy in front and 1 on the back and tell the child to pick up, for example, "Pick up the car behind the chair." Objective: To train memory and language understanding for practical.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
42 (3 yrs. 6 mos.)	96  ☐ Pass ☐ Not pass	Can group the clothing picture cards (RL). Equipment: 1. 3 animal picture cards 2. 3 food picture cards 3. 3 clothing picture cards 	Put all 3 mixed picture cards in front of the child and say, "Pick up the clothing picture cards and send to the assessor" (let the child pick up only 3 picture cards). Pass: The child can choose the clothing picture cards correctly at least 2 out of 3 cards.	1. Put all the clothes for the child to see and tell him/her to know each piece of clothing. 2. Tell the child to choose the clothes one by one, according to the instructions until the child can choose 3 pieces correctly. 3. Combine clothes with other objects, starting with the child to select two types of objects such as clothes and animals. When the child can do it correctly, add more type. Alternative objects: - Photos of clothes / food / animals from books, magazines, brochures - Teach from the real thing Objective: Practice memory about categorization and can apply in real life.
	97  ☐ Pass ☐ Not pass	Talk about recent events (EL).	Ask the child, "What have you done before coming here?" Pass: The child can share at least one past event with adults or with friends.	1. Ask questions related to a recent daily routine such as eating, washing face, brushing your teeth, going to the bathroom, eating snacks, drinking milk, etc., break the action and then ask "What have you done recently?" 2. Ask about past events for a longer period of time and give the child opportunities to share. If the child cannot answer, associate these events with parents or other family members. Objective: Training the child to edit and share his/her past events to adult with the correct sequence and training working memory.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
42 (3 yrs. 6 mos.)	98  ☐ Pass ☐ Not pass	Say “Ask for” “Thank you” or “Give” (EL).	1. Ask from parents or caregivers that “When the child wants or receives something from others, can he/she say “Thank you” or “Ask for” or not ? 2. Before sending something to the child, observe that the child says “ask for” or not. e 3. When the child receives something, whether the child can say “Thank you”. 4. When a child has something in hand, notices or asks from parents if the child has spoken and given other people’s things Pass: The Child can say “Ask for”, “Thank you”, or “Give” for at least 2 of 3 meanings.	1. Parents or caregivers give examples of frequently by saying “Ask for”, “Thank you,” “Give” to the child. 1.1 Parents or caretakers say the words “Please give to mom/dad” to the child before take a toy or a snack from the child’s hand, do not take things from the child’s hand without child’s consent. 1.2 When the child handed over something, say the words “Thank you” 1.3 When parents has snacks and wants to share with the child. Say to the child, “Today, Mom/Dad bought a snack. I will share it with you and the brothers to eat together. Many people eat together, it’s fun.” 2. Teach and encourage the child to say “Ask for”, “Thank you”, and “Give”. 2.1 Train the child not to take things from others, for example, before giving gifts, let the child open his/her hands, say “Ask for”, and then give the child. 2.2 Teach the child to say “Thank you” every time, when someone helps or gives something. 2.3 Train the child to share snacks or toys with friends and say “Give” at the same time. Objective: Learn to use appropriate words for the situation. To practice good social etiquette, and increase self-esteem

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
42 (3 yrs. 6 mos.)	98 ☐ Pass ☐ Not pass	Tell gender correctly (PS).	1. Ask the child, “Are you male or female?” by starting with the correct word to avoid the child repeating the last word. 2. Once the child has answered, ask back and forth 3 times by switching words each time. Pass: The child can answer correctly 2 out of 3 times.	1. Teach the child to know the difference between males and females from dressing and hair. 2. Let the child know the gender of the family member, for example, the mother is female, father is male, you are female. Objective: To know oneself and to train recognition for answering questions.
	97  ☐ Pass ☐ Not pass	Wear a non-button shirt (PS).	Show or ask from parents or caregivers whether the child can wear a shirt with no button. Pass: The child can wear a non-button shirt which with or without sleeves. (wearing for oneself, not for doll)	1. Wear the shirt as an example. 2. Take the shirt to cover the child’s shoulders, hold the right hand of the child and lift the collar on the left side. (If the child is right-handed, can put on the right first) 3. Let the child insert his left arm into the left sleeve. 4. Hold the child’s left hand, hold the collar on the right side and lift it up. 5. Let the child insert his right arm into the right sleeve. When the child can start to do, reduce support until the child is able to do on his/her own in every step. Objective: Training memory and appropriate daily life skills. Increase self-esteem.

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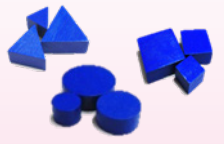
Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
43 - 48 (3 yrs. 7 mos. - 4 yrs.)	101 ☐ Pass ☐ Not pass	Jump forward with one leg at least 2 times (GM).	Tell the child to jump with one leg forward, or let him see it first, then tell him/her to do. Pass: The child can jump forward with one leg at least 2 times continuously.	1. Jump with one leg as an example and tell the child to follow the action. 2. If the child cannot do it, hold the child's hand and tell him/her to stand still on one leg and let him/her jump. When the child is able to ,let go of the hand. 3. Move one step away from the child and ask the child to jump forward. When he/she can do it, increase the distance to 2 steps. 4. Invite the child to play with one-legged jumping. 5. Watch out safety.
	102 ☐ Pass ☐ Not pass	Cut a 10 cm square of paper into 2 pieces (using rounded-tip scissors) (FM). Equipment: 1. Rounded-tip scissors for the child 2. 10 cm square paper	1. Show the child how to cut square paper apart into 2 pieces side to side. 2. Hand out scissors to the child's dominant hand and give a piece of square paper to the other hand. Tell the child that" Let try cutting this paper." Give 3 opportunities to assess Pass: The child can cut the square paper into 2 pieces, from side to side by scissors at least 1 in 3 times.	1. Cut paper as the sample for the child to see and tell him/her to follow. 2. If the child is unable to do, teach the child to use scissors with one hand by inserting his/her fingers correctly and training his/her fingers movements 3. When the child is able to, let the child practice cutting the 5 cm size of paper. When the child can do it, increase the paper size to 10 cm. 4. Invite the child to play and cut paper into various shapes.



ช่วงอายุ 43 - 48 เดือน
<https://youtu.be/hmYir2zyoUo>



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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
43 - 48 (3 yrs. 7 mos. - 4 yrs.)	103  Pass  Not pass	Imitate drawing + (Plus sign) (FM). equipment: 1. Pencil 2. Paper 	Put a piece of paper in front of the child and draw a picture of a+ (plus sign) at least 4 cm in size. Send the pencil to the child and say, "Try it". Let the child draw 3 times by showing plus sign picture to the child before in each time. Pass: The child can draw a plus sign at least 1 of 3 time (not necessary that equal size with sample).	1. Draw a picture of a + (plus sign) for the child to see as an example. Tell the child to imitate the drawing. 2. If the child cannot, make a plus size with dash line hold the child' hand to draw along. 3. When the child can begin to draw along this dash line by himself/herself. Then draw the master picture for the child to copy a + (plus sign) by himself/herself. 4. Invite the child to draw lines by points in different shapes.
	104  Pass  Not pass	Select larger and smaller objects (RL). Equipment: 3 sets of different geometric shapes (short cylinder, square and triangle) with the same colour that each set consists of 3 different sizes 	1. Put each geometric shape on the table one by one, without sorting sizes. 2. Point the medium-sized one. And ask "Which one is bigger than this?", "Which one is smaller than this?" complete all 3 sets by starting with short cylinders, squares and triangles respectively. Pass: The child can select the larger and smaller objects correctly 2 of 3 geometric shape sets.	1. Train the child in daily life such as while eating, teach the child to recognize the big cup, the middle cup and the small cup. 2. Point at the middle cup, then point at the large one and tell the child, "This cup is larger than the middle." Point to the small one later and say that "It is smaller than the middle." 3. Test the understanding by pointing at the middle cup and asking the child, "Which one is bigger than this?" "Which one is smaller than this?". Train the child often with various objects. Alternative objects: Non-hazardous objects with different sizes e.g. bowl, plate, spoon, etc.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
43 - 48 (3 yrs. 7 mos. - 4 yrs.)	105 ☐ Pass ☐ Not pass	Speak with appropriate sentences that consist of 3 consecutive meaning words (EL).	Observe while testing or ask parents or caregivers if the child can say 5 meaningful sentences as following. 1. Goodbye 2. Greetings 3. Appreciation 4. Comments 5. Apology Pass: The child can speak the sentences that consist of 3 consecutive meaning words appropriate in all 5 different situations.	1. Teach the child to speak in different situations by speaking as an example and telling to follow . - Teach the child pay respect and say “Thank you” every time when get something e.g. “Thank you, aunt” - Teach the child to pay respect and say “Hello” to adult or guest of his/her parents at home, e.g. “Hello, uncle” - Teach the child to apologize for every mistakes, e.g. “I’m sorry, Dad.” - Encourage the child to express his/her opinions by asking, e.g. “What do you think about this ?” - Teach the child to say goodbye, e.g. “Good bye” 2. Remind the child when they forget to say “Thank you”, “Hello”, “Sorry” and “Goodbye” every time. Objective: To train the child to have a good manners appropriately and increase self-esteem.
	106  ☐ Pass ☐ Not pass	Can fasten 3 2-cm-size buttons (PS). Equipment: A cloth doll with a large button at least 2 cm 	Button up for the child to see and unbutton. Then tell him/her to follow. Pass: The child can put on his/her own 3 buttons.	1. Button up for the child to see as an example and tell him/her to follow. 2. If the child cannot, using the thumb and forefinger of one hand to place at the buttonhole side of the shirt. Pull the buttonhole widening and use the other hand to hold the button downward and push halfway into the buttonhole. 3. Pull the button through off the buttonhole. 4. Gradually reduce the aid until the child can do it. Objective: To practice self-help in daily life through recognition.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
49 - 54 (4 yrs. 1 mos. - 4 yrs. 6 mos.)	107 ☐ Pass ☐ Not pass	Jump two feet sideways and backward (GM).	Jump sideways, on both side then jump back as example, and tell the child to follow the action. Pass: The child can jump sideways on both side and jump backward with both feet.	1. Jump to the left and right, then backward to show the child as example. 2. Stand opposite the child, hold the child's hand and say, "Jump to the left, jump to the right, and jump backward", along with supporting the child's hands to jump in direction. 3. Promote the non-risky jumping play to the child. 4. Watch out safety.
	108 ☐ Pass ☐ Not pass	Assemble 8 pieces picture (FM). Equipment: One 8-piece picture 	1. Place the complete picture in front of the child and say to the child, "Look at this picture" 2. Mix all of the picture pieces together and tell the child to assemble for the complete picture. Pass: The child can assemble 8 pieces of the picture correctly.	1. Put the cut-out figure into 6 pieces in front of the child. Let the child observe the picture. 2. Separate 6 pieces of picture by enlarging the gaps help the child building the original picture. 3. Take apart the pieces of picture by switching between top and bottom position, help the child to complete. 4. Take apart the pieces of picture by switching between left and right position, help the child to complete. 5. Increase difficulty by mixing all the parts of the picture, help the child to complete the picture. If the child starts to do, let the child assemble the picture by his/her own 6. If the child is able to complete the picture, change it to 8 pieces picture. Alternative objects: Other pictures cut into 8 pieces.



ช่วงอายุ 49 - 54 เดือน
<https://youtu.be/RaVBw9yri3k>

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
49 - 54 (4 yrs. 1 mos. - 4 yrs. 6 mos.)	109 ☐ Pass ☐ Not pass	Select the picture of the day time and the night time (RL). Equipment: 1. 3 pictures of daylight 2. 3 pictures at night 	1. Put 1 picture of daylight and 1 night in front of the child and tell the child that “Point the daylight picture” or “Point the night time picture” 2. Let the child points the pictures one by one until complete 3 sets, and alternate pictures in each testing time. Pass: The child can point at least 2 of 3 sets of day and night pictures correctly.	1. Show pictures expressing time of the day and night time to the child and explain them one by one. 2. Tell the child to point only one picture in each time. If the child points incorrectly, hold the child’s hand pointing .the correct one and tell the name of each picture repeatedly until the child can point correctly.Then reduce helping. 3. Train the child to know day and night in real situations. Alternative objects : - Real environment or situation - Pictures of general day time and night time
	110 ☐ Pass ☐ Not pass	Can answer the following questions: “If you feel hot/sick/hungry, what will you do? (EL).		1. Train the child in daily life. When the child indicates needs such as hunger, headache, let parents or caregivers ask the child back, “So what should you do?” 2. If the child can not answer, explain to the child. For example, “If you are thirsty”, you should drink water. “If you feel hot”, you should take a shower or turn on the fan. “If you have a headache”, you should take medicine or see the doctor. 3. Invite the child to talk and encourage him/her to answer questions in other additional situations. Objective: Practice solving problems to take care himself/herself.

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Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
49 - 54 (4 yrs. 1 mos. - 4 yrs. 6 mos.)	111 ☐ Pass ☐ Not pass	Do self-cleansing after defecation (PS).	Ask parents "Can the child do a self-clean after using a toilet?" Pass: The child can do a self-clean after using a toilet.	1. Train the child to clean by holding the child's dominant hand to hold the toilet hand sprayer or the water bowl to pour water on the child's bottom, and holding the child's other hand to clean. 2. Flush the toilet. 3. Take the child to dry the bottom and wash his/her hand.
49 - 54 (4 yrs. 7 mos. - 4 yrs. 11 mos.)	112 ☐ Pass ☐ Not pass	Walk heel-to-toe (GM).	Do heel-to-toe walking as an example and tell the child to follow. Pass: The child can do 4 steps heel to toe walking without losing balance.	1. Do heel-to-toe walking as an example. 2. Tell the child to follow by supporting and encouraging. When the child can do this, reduce the aid and let the child do it alone.
	113 ☐ Pass ☐ Not pass	Can pencil grasp correctly (FM). Equipment: 1. Pencil 2. Paper	Give the child a paper and a pencil and say "Use the pencil to write." Pass: The child can grasp the pencil correctly.	1. Grasp pencil for the child to see as example and invite him/her to writing. 2. If the child cannot draw, help the child by placing the pencil between the tip of the thumb, forefinger and middle fingers of the child by being the tip of these 3 fingers above the tip of pencil.
	114 ☐ Pass ☐ Not pass	Choose 8 colors following command (RL) Equipment: 10 colored wooden cubes	Put 10 colored wooden cubes in front of the child and tell that "Pick up the blue one." then the assessor puts the colored cube that the child has picked up back into previous position. Order the child to pick up other coloured cubes one by one as following until complete 8 colors. (blue, green, pink, black, white, red, yellow and orange) Pass: The child can pick up 8 coloured wooden cubes following command.	1. Teach the child to recognize colors from household objects by telling each color and let the child to follow. 2. Start training with 4 colored objects as following: red, blue, green and yellow, by mixing and picking only one piece. Then ask the child that "Which one is... (identify color)?" 3. If the child already knows all 4 colors, add to 8 colors. Alternative objects: - Crayon/ colored pencils - Colorful household items e.g. flower clothing



ช่วงอายุ 55 - 59 เดือน
<https://youtu.be/OfUyuzKEEvS>

Developmental Surveillance and Promotion Manual

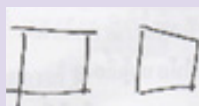
Age (Month)	Item	Skills	Surveillance Assessment Method For parents, guardians, staffs, teachers and caregivers	Skills Practicing Method For parents, guardians, staffs, teachers and caregivers
49 - 54 (4 yrs. 7 mos. - 4 yrs. 11 mos.)	115  ☐ Pass ☐ Not pass	Take turn talking with friends (EL).	Ask from the parent or caregiver that “Can the child take turn talking with friend?” Pass: The child can take turn talking in group.	1. Encourage the child to talk or interact while playing together. 2. Activate the child in expressing opinions. 3. Provide opportunities for the child to practice talking in working group. 4. If the child interrupts the conversation tell the child that “Wait mom talking finish first and then you can talk later”. or make a deal with everyone that can ask permission to talk by raising hand. Objective: Practice emotional controlling, patience to wait for the proper time, cognitive flexibility and social skills.
	116  ☐ Pass ☐ Not pass	Imitate adult’s role (PS).	Ask a parent or caregiver, “Can the child ever imitate an adult’s professional in a role playing with friends?” Pass: The child can play at least one adult imitation role.	1. Join in role play with the child by letting him /her choose the role that want to play. 2. Let the child play with friends. Help the child to find the play equipments by choosing the safe and proper equipments with the role. 3. Encourage opportunity to the child for switching role play in various playing situations. Objective: Encourage the child to imagine and develop social skill via imitation adult’s roles.

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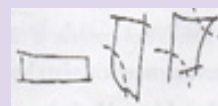
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60 (5 yrs.)	117 ☐ Pass ☐ Not pass	Walk heel-to-toe along a straight line (GM).	Heel-to-toe walk as an example about 8 steps, and then let the child follow. Give 3 opportunities to assess. Pass: The child can heel-to-toe walk at least 4 steps without arm support at least 2 out of 3 times by the distance between heel and tip toes of the other foot must be less than 1 inch.	1. Train the child to walk and balance on the space between 2 parallel lines that apart 8 inches. Trainer can form 2 parallel lines by sticking the floor with the colored tape. 2. When the child is able to walk, reduce the distance to 4 inches until remain only one straight line, by keeping the tiptoes of the other foot connecting with the heel white walking. Trainer do as an example for the child first. If the child is unsure, hold the child's hands and gradually reduce the assistance until the child can walk on his/her own.
	118 ☐ Pass ☐ Not pass	Copy picture ☐ (FM). Equipment: Square picture, size 2.5x2.5 cm, on white paper (2 mm.-thicken black line on white background)	Put a paper and pencil in front of the child. Let the child look at ☐ picture. Point and tell the child: "Write like this picture" (without saying "square" or using your fingers to draw ☐). Give the child 3 chances. Pass: The Child can draw 4 straight lines to make a square which each line must intersect at right angle and each length side is near equal at least 2 out of 3 times.	1. Show a picture square or point a square shape object in the house to the child, such as picture frame and a calendar, then say that "This is a square?" and drag the square with a finger. 2. Draw a square for the child to see and let him/her follow. 3. Afterward, encourage the child to observe or recognize other square shape things, i.e., windows, tables, cabinets, tiles in the house, etc., and ask the child to draw those.



<https://www.youtube.com/watch?v=7gEKZq6oQDE>
การประเมินพัฒนาการเด็ก ช่วงอายุ 60 เดือน

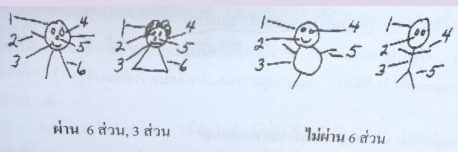
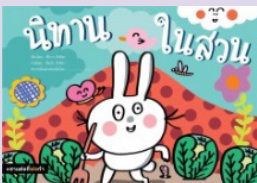


Pass



Not pass

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60 (5 yrs.)	119 ☐ Pass ☐ Not pass	Draw a person composing of 6 parts (FM). Equipment: Paper and pencil. 	Put a paper and a pencil in front of the child. Tell the child “Draw a person on this paper.” Pass: The child can draw a person composing of 6 parts. Any paired parts are counted as 1 part, such as ears, eyes, arms, legs, feet (circular face is counted as 1 part) 	1. Instruct the components of a person to the child 2. Draw a circle and ask the child to add face components. Afterward, talk to the child about other parts on face. 3. Let the child look at other body parts beyond the face including the neck, body, arms, legs, hands, and feet etc. 4. Show interest and praise as the try. Practice drawing skill with the child and talk to expand the child’s understanding and perception e.g.”What’s part that you draw?” and “What’s it used for?”. 5. Give opportunities for the child to draw and talk about the picture that be drawn.
	120  ☐ Pass ☐ Not pass	Comprehend when listening a story (RL). Equipment: Storybook “Storybook in the Garden” 	1. Tell the child, ”I will tell stories for you. Listen carefully and I will ask after finish. 2. Tell the story in the garden to the child. Take a few minutes, speak clearly and be fun, and ask the child as following. A. “What is this the story about?” B. “When the friends stop by and invite the white rabbit to play, why the white rabbit doesn’t go to play with friends but continues gardening?” If the child still cannot answer, repeat it one more time. Pass: The Child can answer both questions as following.	1. Talk, tell story to the child and invite the child to talk about the favour story by parents helping to conclude the content. 2. Let the child tell the story to the family. Adults should be interested, listen and encourage the child to share and exchange ideas. 3. Choose a story that the child is interested and her appropriate content for age.The moral promoting story books can emotional development in daily child’s life. Objective: To practice memorizing ,comprehending and telling story.

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60 (5 yrs.)			Pass: The Child can answer both questions as following. A. The answer covers at least 1 issue as following. - The hardworking white rabbit likes gardening and digging ponds. When the vegetables are obtained, he shares with others generously. - Friends prefer playing more than gardening. so when the time is arid, there will be no vegetables to eat. B. the answer likes this. "The white rabbit is determined to get the job done. / The white rabbit chooses gardening, not playing because it is more useful. (There are vegetables to eat).	
	121 ☐ Pass ☐ Not pass	Count 5 wooden cubes (know the number 5) (RL). Equipment: 8 wooden cubes and 1 sheet of paper.  	Put 8 wooden cubes and 1 sheet of paper on the table in front of the child. Tell the child, "Put 5 wooden cubes on the paper." Pass: The child can place 5 wooden cubes and tells the correct number without counting. If the child does not pass, give 1 more chance.	1. Teach the child to count things around one by one via playing. 2. Train the child to recognize the number by placing more than 5 objects and counting them as an example. Then, train the child to pick up 2 items and add up to 5. 3. When the child recognizes the number 5, increase the number. 4. Teach the child to recognize the Arabic numbers 1-5 and count things according to that number. When the child can do it, increase the number to 6-10. Objective: To learn basic mathematics.

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60 (5 yrs.)	122  Pass  Not pass	Read aloud these consonants: “ก” “ง” “ด” “น” “ย” correctly. (EL) Equipment: Consonant sheets “ก” “ง” “ด” “น” “ย” (1 consonant Per sheet) 	Put a consonant sheet one by one. Then, point and ask the child reading in order. “ก”, “ง”, “ด”, “น” and “ย” Pass: The child can read all 5 consonants correctly. If the child cannot do at first time, give one more chance only specific consonant. NOTE: If a local pronunciation is different from the central language, it will be considered pass.	1. Take a book or picture sheet with Thai alphabets. Point and read the alphabet one by one, so that the child knows and can follow. 2. Let the child point each consonants and read according by adult. 3. Let the child point the consonants and read by himself/herself. 4. Mention words which use that consonant as the first sound. 5. Continue to add other consonants gradually for the child learning. Objective: Recognize alphabet and sound of consonants. It is the primary skill of speaking and reading.
	123  Pass  Not pass	Speak reasonably (EL).	1. Ask parents, teachers or caregivers whether the child can speak logically by using the word “why” in asking or not. 2. Ask 3 questions and have the child answer one by one as following - “Why do you have to wash your hands?” - “Why do you have to eat vegetables?” - “When finished playing, why do you have to keep toys?” Pass: The child can do both 1 and 2 1. The child uses the word “why” asking question, such as when	1. Parents should talk about routine daily life activities reasonably. 2. Parents must not give wrong reasons or deceive to the child, but should explain with simple reasons and do for being good role models. 3. In an actual situation, let the child describe the incident. 4. Invite the child to do activities together. Then let the child observe, ask questions and think about reasons in any event, e.g. inviting to cook and observing how the cooked eggs and the raw eggs is different, making desserts that the child has seen shape transformation of raw material, such as Thai coconut pudding, cake, banana desserts, or folding paper into different shapes etc.

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60 (5 yrs.)			“Why do I have to eat?”/ “Why do I have to sleep?” 2. The child can answer reasonably at least 1 in 3 questions (if there is the word “because”, it is very good because of correct grammar).	Objective: To train the child thinking, analyzing, and answering questions sensibly through memorization.
	124  ☐ Pass ☐ Not pass	Show empathy when seeing friend hurt or sick (PS).	Ask the child, “When you see a friend crying because of sadness or pain. What do you do? “ Pass: The child shows empathy.	1. Teach the child to recognize his/her own emotions and to understand the feelings of others (show real facial expressions or use pictures).  Media: Images expressing different emotions such as smiling, happy, sadness, excitement, shock, etc. - Be a good role model to express empathy and help others. - Tell stories or role play about helping others. - Encourage the child to feel and show empathy. - Praise and point out the consequences of the child’s good deed. Note : In the event of excess the child’s management capability, teach the child to seek help from an adult in order to practice early problem solving skills. Objective: To train the child to recognize his/her own emotions, understand others’ feelings and respond appropriately.

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61 - 66 (5yrs. 1mo.) - 5yrs. 6mos.)	125 ☐ Pass ☐ Not pass	Jump sing-leg forward 4 times, both sides (GM).	Tell the child, "Jump forward on one leg 4 steps in a row, one side at a time." or, let the child see first and tell the child to do so. Pass: The child can jump forward 4 times in a row on both sides (left and right). If the child cannot do at the first time, give 1 more chance.	1. Take the hand of the child and tell him to stand balancing on one leg. When the child is confident, let release the child's hands to allow him/her standing on his/her own by one leg at a time. 2. One-leg jump in place for showing the child and tell the child to follow it. 3. Jump forward with one leg and let the child follow. 4. Invite the child to jump on one leg (one-legged like rabbit) along playing pattern in each community. 5. When the child can do it, it will be the basis for further exercise.
	126 ☐ Pass ☐ Not pass	Cut paper along a continuous line of 15 cm.(FM). Equipment: 1. Paper with a straight line 15 cm from the edge 2. Round tip scissors for the child 	Tell the child to use scissors to cut the paper along a 15 cm straight line. Pass: The child can continuously cut paper on a 15 cm line.	1. Invite the child to help the housework that use hands and fingers, especially using thumb and index finger such as twisting the cloth, picking things up, picking vegetables, using chopsticks, using tongs, holding a spatula, applying glue, applying jam, or doing household chores that focus on hand-eye coordination. 2. Invite the child to do activities that help fine motor development by using stationery and art supplies such as crayons, brushes, wood paints, and magic colors (non-toxic), or art making with natural materials and color combinations. 3. Invite the child to do activities that use round-tip scissors for children and teach how to use safely by starting with a straight cut and then practice cutting into different shapes.



<https://www.youtube.com/watch?v=G9XYIC8Gbc>
การประเมินพัฒนาการเด็ก ช่วงอายุ 61-66 เดือน

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61 - 66 (5yrs. 1mo.) - 5yrs. 6mos.)	127  ☐ Pass ☐ Not pass	Can plus number that result not exceed 10 (RL).	Ask questions to plus numbers, for example, "How many is 1 + 2 ?" "How many is 5 + 5?" Pass: The child can answer both questions correctly. Giving 2 chances for answering.	1. Invite the child to count the things in the daily life. 2. Teach the child to learn about plus by using 2 objects of the same kind. Note: Once the child understand concept of plus numbers, could teach about subtraction with similar process. Objective: The child can understand and memorize the basic concept of plus to apply in daily life.
	128 ☐ Pass ☐ Not pass	Describe the functions or features of at least six different objects (EL).	Ask the child with open-ended questions. Describe 8 types of things: ball, house, orange, chair, plate, cat, sea and roof according to at least one of the following properties 1. Functions 2. Shape 3. Components 4. Catagory Pass: The child can accurately describe the properties of at least 6 types of thing as above.	1. Talk to the child about the surrounding things. Mention about shape, features, and components that made. 2. Describe the functions and features of the things around from the real things or the pictures. 3. Encourage the child to answer questions about the functions or features of the objects until the child can answer by him/herself.
	129  ☐ Pass ☐ Not pass	Help the housework (PS).	Ask a parent or caregiver if the child can help the simple housework. Pass: The child can help at least 2 types	1. Train the child to do housework in real situations by doing samples and persuading the child to do it as well as providing proper equipments and houseworks to the child. 2. Assign simple, age-appropriate chores to the child with parental supervision and assistance when needed. Objective: To enable the child to take responsibility for himself/herself and to help others in simple houseworks.

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67 - 72 (5 yrs. 7mos.) - 6 yrs.)	130   Pass  Not pass	Run and avoid obstacles (GM). Equipment: 3 sets of obstacles (e.g. chairs, cones, boxes) set at a distance of 1 meter.	1. Set up 3 obstacles (such as chairs, cones, boxes) in a straight line, 1 meter away, 2. Demonstrate how to run and avoid obstacles to the child. 3. Make the child stand on flat ground and tell him/her to run, avoid obstacles and run back to the start point. Pass: The child can run and avoid obstacles without falling or hitting obstacles.	1. Practice zigzag running to avoid obstacles with the child. Let the child observe by pointing out obstacles and guide how to avoid. 2. Demonstrate to the child. 3. Run with the child 4. Tell the child to know the rhythm of running. For example, say “Stop” and lead the child to stop running, say “Run around” and take the child around an obstacle. Do this until the child can run by himself. 5. When the child can, add obstacles as appropriate. Objective: The child can observe, plan to resolve and complete the task
	131  Pass  Not pass	Copy the triangle picture (FM).  Equipment: - Cardboard with a 1-inch equilateral triangle - Pencil - Paper 	Put a paper and pencil in front of the child. Have the child look at the picture Δ. Point and tell the child: “Draw line this” (without saying “triangle” and not using the finger to write Δ). Give the child 3 chances. Pass: The child can write Δ at least 2 of 3 times.	1. Invite the child to look at the surrounding that have triangular shape as the roof of the house, triangular scarf, triangular flags, etc. 2. Draw a square and draw a diagonal line to make 2 triangles for the child to see and follow. 3. Write three dots and ask the child to draw the line between the dots in a triangle and have the child draw in freehand without the dots guidance. 4. Invite the child to draw triangles and assemble them into various picture, such as stars, sailboats, rooftops, butterflies etc. Objective: The child know how to draw triangles, which are the basis for math and creativity.

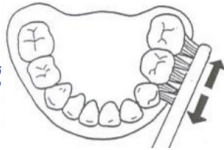


<https://www.youtube.com/watch?v=jauLE9bPcdI&t=2s>
การประเมินพัฒนาการเด็ก ช่วงอายุ 67-72 เดือน

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67 - 72 (5 yrs. 7mos.) - 6 yrs.)	132 ☐ Pass ☐ Not pass	Subtraction (RL).	Ask the child “Mom has 5 eggs, have already fried how many eggs are left ? .” Pass: The child can subtract by counting out from 5. Give 2 chances to answer.	1. Ask the child to count the things that are around them in everyday life. 2. Talk and show the child what is countable and uncountable. 3. Ask the child to play number games 4. Teach the child to learn subtraction by subtracting 2 numbers of the same objects, for example, “There were 5 oranges, 3 oranges have already eaten, how many oranges were left?.” 5. Play games that require counting plus points, reduce point, back and forward counting. 6. Tell stories and read books about numbers. 7. Compare the number of people, plants, animals, things.
	133 ☐ Pass ☐ Not pass	The child can name things in 3 categories: animal, clothing, food (EL). Equipment: pictures set objects of 3 catagories: 1. Animal category 2. Clothing category 3. Food category 	1. The assessor gives an example to the child, for example, plates, bowls and cups called utensils (food container) 2. The assessor shows the child all 3 sets of pictures one by one and ask one by one, “What are all these pictures?” Pass: The child can tell all catagories correctly, including animals, clothes, food (give the child 1 chance to answer each set).	1. Parents teach the child about the different categories of the things around. 2. Once the child has answered all 3 categories, teach the child to know other categories, such as stationery, kitchen ware, furniture, bedding, home cleaning device, etc. 3. Ask the child about the reason of categorizing in each object. 4. Practice so often that the child can categorize any things by himself/herself.

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67 - 72 (5 yrs. 7mos.) - 6 yrs.)	134 ☐ Pass ☐ Not pass	The child can brush his/her teeth through the entire mouth (PS). equipment: - Child's personal toothbrush and toothpaste	1. Ask the child, "What do you use when you brush your teeth?" 2. Squeeze the child's toothpaste and let the child brush his/her teeth.  Pass: The child can do both 1 and 2. 1. Know the equipment used to brush the teeth. including toothbrush and toothpaste 2. Can brush the teeth by scrubbing at least 2 minutes 	1. Tell stories about brushing and the benefits of clean teeth. 2. Help prepare tooth brushing tools. 3. Squeeze toothpaste mixed with fluoride concentration of 1000 ppm size according to the width of the brush (for the child over 6 years old, parents squeeze the size toothpaste along the length of the brush) .  4. Train the child to move the brush in the scrubbing manner, all teeth and all sides of the mouth at least 2 minutes. 5. Train the child to spit out the toothpaste bubble only or gargle with water only 1 time (so that the fluoride remains in the mouth as possible) and wash the brush thoroughly. 6. Parents check the cleanliness by applying the drinking straw tip to the neck of the tooth near the edge of the gum. If not clean, should brush the teeth again.  Using a rounded tip drinking straw to check cleanliness 7. Parents are an example of brushing teeth ensuring that the child brush his/her teeth regularly at least twice a day.
73 - 78 (6 yrs. 1 mo.) - 6 yrs. 6 mo.)	135 ☐ Pass ☐ Not pass	Move body according to two different signals (GM + EF).	1. Tell the following command - Tapping the table twice means jumping with both legs in the air - Clap hands twice means jumping and spreading arms. 2. Review the instructions until the child understands. 3. Start the test. Pass: The child can move body along both signs correctly. If the first time fails, give 1 more chance.	1. Let the child sing with the teacher and move body to the rhythm of the song. 2. Play with the child by setting rules. Pairing sound signal with action. Do one sound at a time, or may give a hand signal and let the child determine signal occasionally. 3. Add the rules for the number of signals in accordance with the number of action. 4. Let the child set some rules.

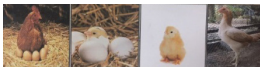


<https://www.youtube.com/watch?v=7V50Q40mE4I&t=457s>
การประเมินพัฒนาการเด็ก ช่วงอายุ 73-78 เดือน

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73 - 78 (6 yrs. 1 mo.) - 6 yrs. 6 mo.)	136 ☐ Pass ☐ Not pass	Write the name correctly (FM). Equipment: Paper and pencil	Tell the child to write his/her name. Pass: The child can write his/her name correctly (nickname or firstname).	1. Write the child's name on a piece of paper. Read and spell aloud. Then, let the child drawing the finger along the alphabet and vowel. 2. Write the child's name letter by letter and let follow the pattern. If the child can't, hold hand to write. 3. Train the child to write the name alone. 4. Train the child to write family member's names.
	137  ☐ Pass ☐ Not pass	Read the picture book continuously until the end and tell the story (RL). Equipment : Children's picture books which each page consists of fewer than 20 repetitive and rhyming words ; simple sentences, large letters and separate words clearly	1. Let the child read a book with a picture continuously to the end. 2. Tell the child to tell the story of the book to the assessor. Pass: 1. The child can read a picture book continuously to the end. 2. The child can tell the story.	1. Set the child's reading corner in the house and provide variety of child's books that can be accessible for the child. 2. Set the time for self-reading or reading together with adults.  Recommended Books Then let the child tell the story that he/she read to the family. Adults should show interest, listen, invite talk, ask more and give the child opportunities to express and exchange opinions, for strengthening family relationships. 3. Invite the child to read any words seen in daily life. Objective: Recommended Books Then let the child tell the story that he/she read to the family. Adults should show interest, listen, invite talk, ask more and give the child opportunities to express and exchange opinions, for strengthening family relationships.

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73 - 78 (6 yrs. 1 mo.) - 6 yrs. 6 mo.)	138 ★ ☐ Pass ☐ Not pass	Think logically and explainable (EL). Equipment: 3 event card sets Set 1 Hen (a hen hatches egg, chicks from eggs, chick, mature hen) Set 2 Butterfly (butterfly eggs, caterpillar, chrysalis, butterfly) Set 3 flower (seedling, sapling, blossoming flower, wilted flower)	Place event pictures to the child one by one set and guide by showing the first picture in each set. Set 1 Hen: starting with a hen hatching eggs. Set 2 Butterfly: starting with butterfly eggs. Set 3 Flowers: starting with a seedling. Let the child sort the event pictures chronologically and explain the logic. Pass : The child can sort and explain event pictures chronologically and logically. Hen  Butterfly  Flower 	Teach the child to observe the environment around that change over time, such as the position of the sun changes over a day or fast growing plants such as sprouts, onion, morning glory, etc. 2. Ask “Wh” questions to the child such as why and how etc. Show interest in his/her responses, encourage discussions logically and help the child explaining in more details. Objective: To train the child thinking logically, sorting event chronologically and proper applying via recognition.
	139 ★ ☐ Pass ☐ Not pass	Complete the assignment by himself/herself (PS).	Ask parents or teachers “Can the child be able to complete the assignment on his/her own?” - Taking care of himself/herself in daily activities: get dress, eat, shower, brush teeth. - Learning tasks: drawing, reading, writing, participating in activities - Art work: singing, exercise Pass: The child can complete the assignments by himself/herself.	1. Adults act as role models in the achievement of goals. 2. Set goals for work or activities with the child and support the child to achieve the goals by taking into account level of child’s of development and abilities. 3. Let the child tell him/her goal and give opportunity to complete and provide helping when needed. 4. Show appreciation when the child strives to achieve goals in order to increase self-esteem and discuss ways to improve for the next time. Objective: The child can take responsibility for his own assignments until has got done.

Methods for promoting early childhood development by age For Parents, Teachers, and caregivers

Aged	Playing methods	Playing methods
Newborn - 1st wk.	- Let the child move freely, hug and carry the child often. - Do not over wrap the child so tight that he/she cannot move.	Make eye contact, smile, talk to the child often whether in breastfeeding or changing clothes.
1st wk. - 6 mos.	- Let the child move freely, hug and carry the child often. - Let the child rest in a prone position. Motivate the child looking up to train neck muscle. - Let the child look at bright colors or rattle toys - The child learns materials by put things in the mouth. - The child likes to play bright colored household items; there's no need to buy pricey toys, but they must be safe.	- Make eye contact, smile, laugh, talk to the child often. - Imitate the child sound and play with the child. Keep the child fun and happy. - Read and share the bright picture books with the child. - Even though the child cannot speak, he/she knows that parents understand what the child wants. - Gently comfort the child when he /she cries or when he/she is afraid.
6 mos. – 9 mos.	- The child like to play bright colored household items. If he/she is making noise, do not scold at him/her because he/she is learning. - Provide a wide open space for the child to crawl. - Train the child to stand up by holding the parents. - Shoud not use a baby walker as the because of useless for child walking training and proning to accident.	- Talk to the child when the child makes sounds or call the child's name so that the child can recognize his/her name. - The child want parents, teachers, and caregivers to read picture books with him/her everyday. - Talk to the child about the things around him/her with short, concise words and always pause for the child to respond.
9 mos. - 12 mos.	- The child likes playing peekaboo very much, it makes the child laugh and be happy. - Playing hide items with the child to stimulate the curiosity. - Encourage the child to use his/her finger to pick up the soft snack to eat by himself/herself.	- The child is memorizing the words. go teach the child words. - Teach the child to say hello and goodbye. - The child likes the sound of reading and telling stories. Read picture books to the child every day. - Don't leave the child alone. The child will feel safe when seeing familiar faces or hearing familiar voices. - Praise, when the child has accomplished something.

Methods for promoting early childhood development by age For Parents, Teachers, and caregivers

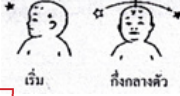
Aged	Playing methods	Playing methods
12 mos. - 1 yr	• The child likes to stack with different sizes. He/she learns about sizes, shapes and colors. • Parents, teachers and caregivers can use toys that are clean and safe to play with. No need to buy expensive toys. • The child is learning to walk, run and practice new things. Should encourage him/her. • Invite the child to scribble, draw, and paint.	• Now, the child can speak, talk to the child often, teach words, and let the child learn from surroundings. • Use polite words. • While playing with the child, talk and teach words too. • Read picture books for the child because the child loves reading picture books with you so much. • Invite the child to sing and move along the beat • Teach the child gratitude and apology.
2 yrs. and more	• Give the child an opportunity to help the simple housework. • Teach the child to count one, two, three. • Teach the child sizes, shapes and colors of different things. • The child likes the toys that the parents make the most. • Invite the child to run, play, exercise and practice balance. • Create healthy habits. • Practicing self-feeding. • Give the child an opportunity to help the simple housework. • Invite the child to draw pictures and tell him/her what him/her has drawn. Parents should listen carefully and ask questions to build on a child's imagination. Do not blame or contradict what the child tells. • Teach the child to share and keep toys in place after playing.	• Don't get annoyed if the child asks often, because he/she is curious about things. • Talk, read picture books, tell stories, sing songs, recite poems and play with the child often. • Use polite words. • Encourage fun playing by asking, letting the child think and guess from stories in fairy tales or daily life. • If the child makes a mistake, do not aggravate him/her, but should encourage teaching him/her what is right and wrong. • The child likes to imitate, so parents need to be good role models.

Developmental Surveillance and Promotion Record

by Parents / Teachers / Caregivers and Health Personnels

Name.....Last Name.....Nick Name.....Date of Birth..... Age.....๗....

Description : If the child can do put ✓ in ☐ Pass If the child cannot put ✓ in ☐ Not pass

Age	Gross Motor (GM)	Fine Motor (FM)	Receptive Language (RL)	Expressive Language (EL)	Personal and Social (PS)
Newborn - 1 Month	1. Can lift the head and turn to one side in the prone position ☐ Pass ☐ Not pass	2. Look along to the center of the body.  ☐ Pass ☐ Not pass	3. Startle or move the body when hearing a normal speaking voice. ☐ Pass ☐ Not pass	4. Vocalizes ☐ Pass ☐ Not pass	5. Staring about 1 - 2 seconds ☐ Pass ☐ Not pass
1 - 2 mos.	6. Lift the head up to 45° for 3 seconds in the prone position ☐ Pass ☐ Not pass	7. Look through the center of the body  ☐ Pass ☐ Not pass	8. Look at the speaker for 5 seconds. ☐ Pass ☐ Not pass	9. Make throat sound clearly ("oo" or "ah" or "uh") ☐ Pass ☐ Not pass	10. Smile or make a sound in response when the parent or assessor smiles and talks to ☐ Pass ☐ Not pass
3 - 4 mos.	11. Lift head and chest off the ground when in prone position ☐ Pass ☐ Not pass	12. Look followed moving objects in 180° ☐ Pass ☐ Not pass	13. Turn to sound ☐ Pass ☐ Not pass	14. Make intonation to express feelings ☐ Pass ☐ Not pass	15. Smile for greeting to familiar one ☐ Pass ☐ Not pass
5 - 6 mos.	16. Lift up from a prone position with straightened arms ☐ Pass ☐ Not pass	17. Reach out and hold the object in supine position ☐ Pass ☐ Not pass	18. Turn to calling sound ☐ Pass ☐ Not pass	19. Imitate sound ☐ Pass ☐ Not pass	20. Interested in listening and can look at the toy that the assessor plays with ☐ Pass ☐ Not pass
7 - 8 mos.	Sit stable and bend over for playing with hands freely ☐ Pass ☐ Not pass 22. Stand holding on furniture at chest level ☐ Pass ☐ Not pass	23. Staring at a book with adult for 2-3 seconds ☐ Pass ☐ Not pass	24. Turn to name calling ☐ Pass ☐ Not pass	25. Imitate talk ☐ Pass ☐ Not pass	26. Play pee-ka-booby and look for the assessor's face in the right direction (PS) ☐ Pass ☐ Not pass

Developmental Surveillance and Promotion Record

by Parents / Teachers / Caregivers and Health Personnels

Age	Gross Motor (GM)	Fine Motor (FM)	Receptive Language (RL)	Expressive Language (EL)	Personal and Social (PS)
10 - 12 mos. (10 mos. - 1yr.)	35. Stand for 2 seconds ☐ Pass ☐ Not pass	36. Pincer grasp to pick up small objects ☐ Pass ☐ Not pass	37. Waving or clapping on command ☐ Pass ☐ Not pass	38. Show desire by gesturing or voicing ☐ Pass ☐ Not pass	39. Can functional play ☐ Pass ☐ Not pass
13 - 15 (1 yr. 1 mo. - 1yr.3 mos.)	40. Stand alone for at least 10 seconds ☐ Pass ☐ Not pass	41. Can scribble on paper with demonstrating (FM) ☐ Pass ☐ Not pass	42. Choose the objects according to the order correctly at least 2 objects ☐ Pass ☐ Not pass	43. Can speak at least 2 single-syllable meaning words ☐ Pass ☐ Not pass	44. Imitate the gesture of doing housework ☐ Pass ☐ Not pass
16 - 17 (1 yr. 4 mos. - 1yr.5 mos.)	45. Can walk and drag toys or things ☐ Pass ☐ Not pass	46. Can scribble by him/herself ☐ Pass ☐ Not pass	47. Follow simple commands without gestures ☐ Pass ☐ Not pass	48. Answer the objects name correctly ☐ Pass ☐ Not pass	49. Can functional play with a relationship of 2 or more objects ☐ Pass ☐ Not pass
19 - 24 (1yr. 7 mos. - 2 yrs.)	60. Kick ball forward ☐ Pass ☐ Not pass	61. Stacking 4 wooden cubes ☐ Pass ☐ Not pass	62. Select the objects according to command ☐ Pass ☐ Not pass	63. Imitate phrase of 2 or more words ☐ Pass ☐ Not pass	64. Use a spoon to scoop food by him/herself ☐ Pass ☐ Not pass
25 - 29 (2 yrs. 1 mo. - 2 yrs. 5 mos.)	65. Jump with both feet off the ground ☐ Pass ☐ Not pass	66. Solve simple problems using tools ☐ Pass ☐ Not pass	67. Knows 7 body parts ☐ Pass ☐ Not pass	68. Can say for acceptance and rejection ☐ Pass ☐ Not pass	69. Wash and wipe hands ☐ Pass ☐ Not pass
31 - 36 (2 yrs. 7 mos. - 3yrs.)	79. Stand on one leg for 1 second ☐ Pass ☐ Not pass	80. Imitate Draw a continuous loop ☐ Pass ☐ Not pass	81. Bring 2 objects to the assessor according to command ☐ Pass ☐ Not pass	82. Can speak 3-4 word continuously with 4 different meaning ☐ Pass ☐ Not pass	83. Wear pants ☐ Pass ☐ Not pass
37 - 41 (3 yrs. 1 mo. - 3 yrs. 5 mos.)	84. Stand on one leg for 3 seconds ☐ Pass ☐ Not pass	85. Imitate circular drawing ☐ Pass ☐ Not pass	86. Can Follow orders continuously 2 actions with 2 objects ☐ Pass ☐ Not pass	87. Can use 4 wh-question words such as who, what, where, why etc. for asking ☐ Pass ☐ Not pass	88. Follow the rules for group play, supervised by an adult ☐ Pass ☐ Not pass 89. Can help with one-step tasks ☐ Pass ☐ Not pass

Developmental Surveillance and Promotion Record

by Parents / Teachers / Caregivers and Health Personnels

Age	Gross Motor (GM)	Fine Motor (FM)	Receptive Language (RL)	Expressive Language (EL)	Personal and Social (PS)
43 - 48 (3 yrs. 7 mos. - 4 yrs.)	101. Jump forward with one leg at least 2 times ☐ Pass ☐ Not pass	102. Cut a 10 cm square of paper into 2 pieces (using rounded-tip scissors) ☐ Pass ☐ Not pass 103. Imitate drawing + (Plus sign) ☐ Pass ☐ Not pass	104. Select larger and smaller objects ☐ Pass ☐ Not pass	105. Speak with appropriate sentences that consist for 3 consecutive meaning words. ☐ Pass ☐ Not pass	106. Can fasten 3 2-cm-size buttons ☐ Pass ☐ Not pass
49 - 54 (4 yrs. 1 mo. - 4 yrs. 6 mos.)	107. Jump two feet sideways and backward ☐ Pass ☐ Not pass	108. Assemble 8 pieces picture ☐ Pass ☐ Not pass	109. Select the picture of the day and the night time ☐ Pass ☐ Not pass	110. Can answer these following "If you feel hot,/sick,/hungry what will you do?" ☐ Pass ☐ Not pass	111. Do self-cleansing after defecation ☐ Pass ☐ Not pass
55 - 59 (4 yrs. 7 mos. - 4 yrs. 11 mos.)	112. Walk heel-to-toe ☐ Pass ☐ Not pass	113. Can pencil grasp correctly ☐ Pass ☐ Not pass	114. Choose 8 colors follwing command ☐ Pass ☐ Not pass	115. Take turn talking with friends ☐ Pass ☐ Not pass	116. Imitate adult's role ☐ Pass ☐ Not pass
61 - 66 (5 yrs. 1 mo. - 5 yrs. 6 mos.)	125. Jump sing-leg forward 4 times, both side ☐ Pass ☐ Not pass	126. Cut paper along a continuous line of 15 cm. ☐ Pass ☐ Not pass	127. Can plus number that result not exceed 10 ☐ Pass ☐ Not pass	128. Describe the functions or features of at least six different objects ☐ Pass ☐ Not pass	129. Help the housework ☐ Pass ☐ Not pass
67 - 72 (5 yrs. 7 mos. - 6 yrs.)	130. Run and avoid obstacles ☐ Pass ☐ Not pass	131. Copy a triangle ☐ Pass ☐ Not pass	132. Can do subtraction ☐ Pass ☐ Not pass	133. Name things in 3 categories: animal, clothing, food ☐ Pass ☐ Not pass	134. Brush the teeth through the entire mouth (PS). ☐ Pass ☐ Not pass
73 - 78 (6 yrs. 1 mo. - 6 yrs. 6 mos.)	135. 135. Move body according to two different signals ☐ Pass ☐ Not pass	136. Write the name correctly ☐ Pass ☐ Not pass	137. Read the picture book continuously until the end and tell the story ☐ Pass ☐ Not pass	138. Think logically and explainable ☐ Pass ☐ Not pass	139. Complete the assignment by himself/herself ☐ Pass ☐ Not pass

Note: Estimated age means the age at full months up to 29 days. For example, age range 7 - 8 months means age from 7 months to 8 months 29 days.

Developmental Screening and Promotion Record by Health Personnels

Name.....Last Name.....Nick Name.....Date of Birth..... Age.....

Description : If the child can do put ✓ in ☐ Pass If the child cannot put ✓ in ☐ Not pass

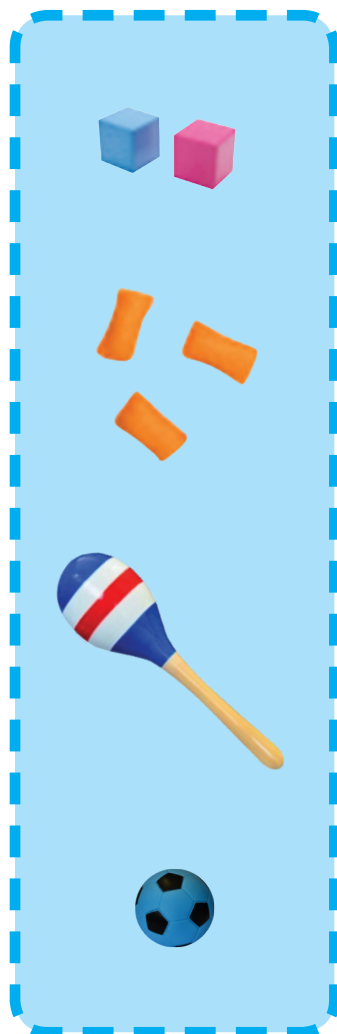
Age	Gross Motor (GM)	Fine Motor (FM)	Receptive Language (RL)	Expressive Language (EL)	Personal and Social (PS)
9 mos.	27. Get to sitting ☐ Pass ☐ Not pass Date..... 28. Stand holding on furniture at chest level height ☐ Pass ☐ Not pass Date.....	29. Pick up wooden cubes from the floor and hold it in both hands ☐ Pass ☐ Not pass Date..... 30. Grasp object off the floor with thumb and other fingers. ☐ Pass ☐ Not pass Date.....	31. Follow simple instructions with gesture ☐ Pass ☐ Not pass Date.....	32. Child rejects with gestures ☐ Pass ☐ Not pass Date..... 33. Imitate at least one familiar word ☐ Pass ☐ Not pass Date.....	34. Use finger to feed self ☐ Pass ☐ Not pass Date.....
18 mos. (1 yrs. 6 mos.)	50. Run ☐ Pass ☐ Not pass Date..... 51. Walk while carrying a ball for 3 meters ☐ Pass ☐ Not pass Date.....	52. Can open the page of card-board book one sheet at a time ☐ Pass ☐ Not pass Date..... 53. Stack 2 wooden cubes ☐ Pass ☐ Not pass Date.....	54. Select the object according to command correctly 3 times ☐ Pass ☐ Not pass Date..... 55. Can point 1 body part ☐ Pass ☐ Not pass Date.....	56. Imitate speech of the prominent word or the last word of a sentence ☐ ผ่าน ☐ ไม่ผ่าน Date..... 57. Say 4 meaning words (must be words other than name of familiar persons or pets) ☐ Pass ☐ Not pass Date.....	58. Pay attention and look at thing that adult points about 3 meters away ☐ Pass ☐ Not pass Date..... 59. Drink water from the cup without spilling ☐ Pass ☐ Not pass Date.....
30 mos. (2 yrs. 6 mos.)	70. Jump forward across the rope on the floor ☐ Pass ☐ Not pass Date.....	72. Stack 8 wooden cubes ☐ Pass ☐ Not pass Date.....	73. Handing one object to the assessor following command ☐ Pass ☐ Not pass Date.....	76. Say 2 or more meaning words continuously by using at least 4 correct verbs ☐ Pass ☐ Not pass Date.....	77. Sing some words or sing along with the melody ☐ Pass ☐ Not pass Date.....

Age	Gross Motor (GM)	Fine Motor (FM)	Receptive Language (RL)	Expressive Language (EL)	Personal and Social (PS)
30 mos. (2 yrs. 6 mos.)	71. Throw a small ball over-head ☐ Pass ☐ Not pass Date.....		74. Interested in listening to story book for 5 minutes ☐ Pass ☐ Not pass Date..... 75. Put object “on” and “under” followed command ☐ Pass ☐ Not pass Date.....		78. Know to wait for his turn when playing together with adult telling ☐ Pass ☐ Not pass Date.....
42 mos. (3 yrs. 6 mos.)	90. Stand on one leg for 5 seconds. ☐ Pass ☐ Not pass Date..... 91. Catch a ball by arms ☐ Pass ☐ Not pass Date.....	92. Distinguish 3 geometric shapes ☐ Pass ☐ Not pass Date..... 93. Assemble the parts of the picture that be cut into 3 pieces ☐ Pass ☐ Not pass Date..... 94. Can copy a circle ☐ Pass ☐ Not pass Date.....	95. Place objects in front of and back following command ☐ Pass ☐ Not pass Date..... 96. Can group the clothing picture cards ☐ Pass ☐ Not pass Date.....	97. Talk about recent events ☐ Pass ☐ Not pass Date..... 98. Say “Ask for” “Thank you” or “Give” ☐ Pass ☐ Not pass Date.....	99. Tell gender correctly ☐ Pass ☐ Not pass Date..... 100. Wear a non-button shirt ☐ Pass ☐ Not pass Date.....
60 mos. (5 yrs.)	117. Walk heel-to-toe along a straight line ☐ Pass ☐ Not pass Date..... .	118. Copy picture ☐ ☐ Pass ☐ Not pass Date..... 119. Draw a person composing of 6 parts ☐ Pass ☐ Not pass Date.....	120. Comprehend when listening a story ☐ Pass ☐ Not pass Date..... 121. Count 5 wooden cubes (know the number 5) ☐ Pass ☐ Not pass Date.....	122. Read aloud these consonants “ก” “ง” “ด” “น” “ย” correctly. ☐ Pass ☐ Not pass Date..... 123. Speak reasonably ☐ Pass ☐ Not pass Date.....	124. Show empathy when seeing friend hurt or sick ☐ Pass ☐ Not pass Date.....

Equipment for screening and promoting early childhood development



Aged 9 mos.



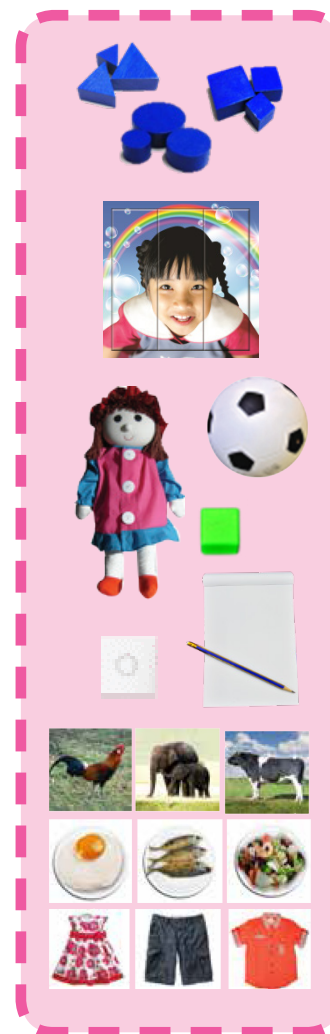
Aged 18 mos.
(1 yr. 6 mos.)



Aged 30 mos.
(2 yrs. 6 mos.)



Aged 42 mos.
(3 yrs. 6 mos.)



Aged 60 mo.
(5 yrs.)







คู่มือเฝ้าระวังและส่งเสริมพัฒนาการเด็กปฐมวัย

Developmental Surveillance and Promotion Manual (DSPM)

National Institute of Child Health Development, Department of Health, Ministry of Public Health

Tel. 02-590-4579 www.nich.anamai.moph



9 ย่างเพื่อสร้างลูก



App Khunlook