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

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

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

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

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

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

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

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

Y N 1. Greets people with “Hi” or similar expression

Y N 2. Tattles or tells on other children

Y N 3. Shows sympathy to other children, tries to help and comfort them

Y N 4. Sometimes says/signs “No” when interfered with

Y N 5. Helps a little with household tasks

Y N 6. Asks for help in doing things

Y N 7. Says/signs “I can’t,” “I don’t know,” or “You do it”

Y N 8. Pays attention well – listens/attends to others

Y N 9. Apologizes – says/signs “I’m sorry” when he/she does something wrong

Y N 10. Gives directions to other children

Y N 11. Recognizes familiar adults and reaches for them

Y N 12. Plays physical games with other children such as tag, hide-and-seek, hopscotch, etc.

Y N 13. Asks for help from other children, such as help doing something, information, or explanation

Y N 14. Makes or builds things with other children

Y N 15. Plays simple board games such as checkers

Y N 16. Asks you to “Look, watch me” when he/she is doing something

Y N 17. Wants a doll, teddy bear, blanket, etc. in bed with him/her (or used to)

Y N 18. Understands “Wait a minute.” Waits patiently for short periods of time

Y N 19. Follows simple game rules in board games or card games

Y N 20. Interested in his/her image in a mirror

Y N 21. Talks/signs about how to do things with other children – tells ideas and listens to other children’s ideas

Y N 22. Plays games that involve taking turns and usually waits for his/her turn

Y N 23. Usually obeys when asked to do something or told not to

Y N 24. Offers to help others

Y N 25. Plays with other children, doing things with them

Y N 26. “Pretends” to do familiar activities like talking on the phone or being asleep

Y N 27. Makes excuses

Y N 28. Shows affection toward other children

Y N 29. Speaks positively about self – says/signs, “I’m good,” “I’m big,” etc.

Y N 30. Initiates activities involving other children

Y N 31. Plays “pretend” games with other children, “house,” etc., pretending to be “Mom or Dad, teacher, astronaut”

Y N 32. Usually follows directions during supervised group activities with playmates

Y N 33. Expresses complaints in words/signs

Y N 34. Usually shares toys or other possessions – may have occasional arguments

Y N 35. Acts in a protective way toward younger children

Y N 36. Sometimes will sacrifice his/her own wishes for the benefit of the group

Y N 37. Shows affection: Gives hugs or kisses
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>38.</strong></td>
<td>Usually responds well to correction – stops misbehaving</td>
<td><strong>60.</strong> Washes self in bathtub – may need a little help</td>
</tr>
<tr>
<td><strong>39.</strong></td>
<td>Fits into groups well – listens, shares, takes turns, contributes</td>
<td><strong>61.</strong> Takes care of personal belongings</td>
</tr>
<tr>
<td><strong>40.</strong></td>
<td>Shows leadership among children his/her age, directing and helping them</td>
<td><strong>62.</strong> Uses a table knife for spreading</td>
</tr>
<tr>
<td><strong>SELF HELP</strong> – Includes eating, dressing, bathing, toileting, independence, and responsibility</td>
<td><strong>63.</strong> Removes socks</td>
<td></td>
</tr>
<tr>
<td><strong>41.</strong></td>
<td>Feeds self with a spoon</td>
<td><strong>64.</strong> Washes face without help</td>
</tr>
<tr>
<td><strong>42.</strong></td>
<td>Eats with a spoon with little spilling</td>
<td><strong>65.</strong> Stays dry all night</td>
</tr>
<tr>
<td><strong>43.</strong></td>
<td>Washes and dries hands</td>
<td><strong>66.</strong> Chews food</td>
</tr>
<tr>
<td><strong>44.</strong></td>
<td>Toilet-trained for urine control and bowel movements</td>
<td><strong>67.</strong> Tries to put on shoes (or puts them on)</td>
</tr>
<tr>
<td><strong>45.</strong></td>
<td>Buttons one or more buttons</td>
<td><strong>68.</strong> Notices when shirt/blouse or pants are inside-out and turns them right-side-out</td>
</tr>
<tr>
<td><strong>46.</strong></td>
<td>Buttons a shirt, blouse, or coat, having all the buttons in the correct holes</td>
<td><strong>69.</strong> Unzips zippers</td>
</tr>
<tr>
<td><strong>47.</strong></td>
<td>Eats with a fork</td>
<td><strong>70.</strong> Wipes up spills, using cloth or sponge</td>
</tr>
<tr>
<td><strong>48.</strong></td>
<td>Dresses and undresses without help, except for tying shoelaces</td>
<td><strong>71.</strong> Pours dry cereal and milk into bowl without spilling</td>
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<tr>
<td><strong>49.</strong></td>
<td>Opens door by turning knob and pulling</td>
<td><strong>72.</strong> Climbs on a chair, stool, or box to reach things</td>
</tr>
<tr>
<td><strong>50.</strong></td>
<td>Lifts a cup to his/her mouth and drinks</td>
<td><strong>73.</strong> Picks up a spoon by the handle</td>
</tr>
<tr>
<td><strong>51.</strong></td>
<td>Puts on a shirt or blouse without help</td>
<td><strong>74.</strong> Takes off unbuttoned shirt/blouse without help</td>
</tr>
<tr>
<td><strong>52.</strong></td>
<td>Takes off shoes and socks</td>
<td><strong>75.</strong> Brushes teeth without help</td>
</tr>
<tr>
<td><strong>53.</strong></td>
<td>Hands empty dish to mother or father</td>
<td><strong>76.</strong> Pours self a drink</td>
</tr>
<tr>
<td><strong>54.</strong></td>
<td>Goes around the house independently; requires little supervision</td>
<td><strong>77.</strong> Ties shoelaces</td>
</tr>
<tr>
<td><strong>55.</strong></td>
<td>Undresses completely without help</td>
<td><strong>78.</strong> Usually looks both ways when crossing streets</td>
</tr>
<tr>
<td><strong>56.</strong></td>
<td>Remembers where things are kept in the house</td>
<td><strong>79.</strong> Goes to toilet without help; wipes self, flushes toilet, and washes hands</td>
</tr>
<tr>
<td><strong>57.</strong></td>
<td>Feeds self a cracker or cookie</td>
<td><strong>80.</strong> Takes responsibility for self in eating, dressing, and washing (but may need a little help)</td>
</tr>
<tr>
<td><strong>58.</strong></td>
<td>Uses a small pail or other container for carrying things (or used to)</td>
<td><strong>GROSS MOTOR</strong> – Includes walking, running, climbing, jumping, riding, balance, and coordination</td>
</tr>
<tr>
<td><strong>59.</strong></td>
<td>Puts shoes on the correct feet</td>
<td><strong>81.</strong> Walks without help</td>
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</table>
Y N 82. Jumps from steps with feet together (or used to)

Y N 83. Throws a ball while standing

Y N 84. Runs

Y N 85. Runs smoothly, turning corners and making sudden stops.

Y N 86. Rides around on tricycle using pedals

Y N 87. Walks up and down stairs alone

Y N 88. Walks up and down stairs alone, one foot to a step, alternating feet

Y N 89. Kicks a ball

Y N 90. Hops on one foot, at least two times, without support

Y N 91. When running, jumps over obstacles that are in the way

Y N 92. Stands on one foot, steady, without support

Y N 93. Climbs on playground equipment

Y N 94. Does a forward somersault

Y N 95. Hops around on one foot without support

Y N 96. Swings on swing, pumping by self

Y N 97. Rolls over from back to stomach (or used to)

Y N 98. Stands steady, without support

Y N 99. From a standing position, jumps over objects or people

Y N 100. Sidesteps around furniture or crib while holding on (or walks)

Y N 101. Runs well without falling

Y N 102. Stands on one foot for a few seconds without support

Y N 103. Climbs up ladder and slides down slide without help

Y N 104. Sits without support

Y N 105. Rides a two-wheeled bike with or without training wheels

Y N 106. Pulls self to standing position (or gets self to standing)

Y N 107. Does cartwheels

Y N 108. Plays “catch” with other children; throwing to them and catching the ball at least half the time

Y N 109. Climbs into an adult size chair and seats self

Y N 110. Shows good balance and coordination in physical play activities such as running, climbing, and jumping

FINE MOTOR – Includes use of eyes and hands – from picking up objects to scribbling and drawing

Y N 111. Picks up objects with one hand

Y N 112. Builds a tower of two or more blocks

Y N 113. Holds two objects at the same time, one in each hand

Y N 114. Uses two hands to pick up large objects

Y N 115. Draws or copies two lines that cross (+)

Y N 116. Puts together puzzles with nine or more pieces

Y N 117. Picks up small objects, such as bits of dry cereal, using thumb and one finger

Y N 118. Draws pictures of complete people that include at least a head, with eyes-nose-mouth, body, arms and legs, hands and feet

Y N 119. Holds crayon with fingers and thumb, somewhat like an adult

Y N 120. Transfers objects from one hand to the other

Y N 121. Scribbles with a crayon or pencil (or used to)

Y N 122. Cuts across paper with scissors from one side to the other

Y N 123. Draws recognizable pictures
Y     N     124. Draws or copies a complete circle
Y     N     125. Attempts to cut with small scissors (or cuts)
Y     N     126. Draws or copies a square that has four good corners
Y     N     127. Cuts with scissors, following a simple outline or pattern
Y     N     128. Builds a tower of five or more blocks
Y     N     129. Turns pages of children’s book one page at a time
Y     N     130. Draws pictures of people that have at least three parts, such as head, eyes, nose, mouth, hair, body, arms, or legs
Y     N     131. Builds a tower of eight or more blocks
Y     N     132. Uses one hand more than the other; has a hand preference
Y     N     133. Builds things with blocks, such as a simple house, bridge, or car
Y     N     134. Colors within the lines in a coloring book
Y     N     135. Scribbles with a circular motion (or used to)
Y     N     136. Unscrews and screws on covers of jars or bottles
Y     N     137. Draws or copies vertical (|) and horizontal (--) lines
Y     N     138. Places single pieces – simple shapes or figures – in a puzzle board
Y     N     139. Picks up two small toys with one hand
Y     N     140. Draws and prints in a planned, organized way

**LANGUAGE** – Includes talking/signing and understanding spoken/signed language

Y     N     141. Calls you “Mama” or “Dada” or similar name with speech or sign
Y     N     142. Speaks/signs in longer sentences to express complete thoughts – at least six words long
Y     N     143. Retells short stories such as Little Red Riding Hood; tells what happens in correct order and how the story ends
Y     N     144. Uses the past tense correctly, for example, says/signs “I played with Billy.” “I did.” “We went ...” (or if using ASL: signs sentences such as “Me finish eat.” “Yesterday me play with Billy.”)
Y     N     145. Uses the word “you” in sentences
Y     N     146. Describes objects specifically, in detail, for example, “Dolly has hair, a dress,” “Doggie has a tail,” etc.
Y     N     147. Says/signs “don’t,” “can’t,” or “won’t”
Y     N     148. Says/signs two or more words besides “Mama” or “Dada”
Y     N     149. Uses the words “a”, “an,” and “the,” for example, “Look, a dog.” “See the kitty.”
Y     N     150. Says/signs at least 10 words
Y     N     151. Makes statements such as “If I do ..., then I can,” or “When I ..., then ...”
Y     N     152. Jabbers with speech or hands; makes sounds or hand motions like he/she is talking in sentences (or used to)
Y     N     153. Uses the words “me,” “my,” and “I” correctly
Y     N     154. Uses plurals correctly, for example, says/writes “men” not “mans”, “mice” not “mouses”
Y     N     155. Talks about things that “could” or “might” happen, for example, “He could hurt himself if he’s not careful”
Y     N     156. Tells what action is going on in pictures – for example, “Kitty is eating”
Y     N     157. Sings/signs simple songs
Y     N     158. Uses the word “not” in sentences
Y     N     159. Easily expresses his/her ideas in complete sentences, using good grammar and pronouncing/signing most words correctly
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>N</td>
<td>160. Asks questions beginning with “what” or “where”</td>
<td>Y</td>
<td>N</td>
<td>179. Recites a nursery rhyme such as “Jack and Jill went up a hill to...”</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>161. Uses sentences at least four words long</td>
<td>Y</td>
<td>N</td>
<td>180. Asks for “more” or “another one”</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>162. Gives reasons for things, using the word “because...”</td>
<td>Y</td>
<td>N</td>
<td>181. Talks with words in the correct order</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>163. Speaks/signs clearly; is understandable most of the time</td>
<td>Y</td>
<td>N</td>
<td>182. Asks for a drink or for food, using words or sounds</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>164. Uses at least five words as names of familiar objects</td>
<td>Y</td>
<td>N</td>
<td>183. Talks in two to three word phrases (or in longer sentences)</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>165. Uses at least one of the following words – “me,” “I,” “he,” “she,” “you,” or “it”</td>
<td>Y</td>
<td>N</td>
<td>184. Names a few familiar objects in picture books</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>166. Asks questions beginning with “why,” “when,” or “how”</td>
<td>Y</td>
<td>N</td>
<td>185. Says/signs “Please” and “Thank you”</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>167. Has a vocabulary of 20 or more words</td>
<td>Y</td>
<td>N</td>
<td>186. Names at least five body parts, such as eyes, nose, mouth, hands, or feet, when asked</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>168. Uses long complex sentences, ten words or longer</td>
<td>Y</td>
<td>N</td>
<td>187. Puts two sentences together with the words “and,” “or,” or “but”</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>169. Talks about things that have happened in detail, describing a series of events, for example, “We went to..., and we... Then we...”</td>
<td>Y</td>
<td>N</td>
<td>188. Has a large vocabulary -- too large to count easily</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>170. Refers to his/her things as “my” or “mine”</td>
<td>Y</td>
<td>N</td>
<td>189. Says/signs correctly most words he/she uses</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>171. Uses plural pronouns such as “we,” “they,” “them,” or “us” correctly</td>
<td>Y</td>
<td>N</td>
<td>190. Names the days of the week in correct order</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>172. Uses 50 or more different words in everyday conversation</td>
<td>Y</td>
<td>N</td>
<td>191. Responds to his/her name; turns and looks (or looks up if name is signed in his/her visual field)</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>173. Whispers or signs discretely so others can’t over-hear/”over-see”</td>
<td>Y</td>
<td>N</td>
<td>192. Answers “why?” questions, giving good explanations, for example, “Why do we wear coats?”</td>
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<tr>
<td>Y</td>
<td>N</td>
<td>174. Names simple shapes such as circle, square, triangle, and star</td>
<td>Y</td>
<td>N</td>
<td>193. Points to at least three body parts, such as eyes, nose, mouth, hands, or feet, when asked</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>175. Asks simple questions using correct grammar</td>
<td>Y</td>
<td>N</td>
<td>194. Understands what “off” and “on” mean; follows directions using these words</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>176. Points to things</td>
<td>Y</td>
<td>N</td>
<td>195. Understands the meaning of “up” and “down”</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>177. Asks the meaning of words</td>
<td>Y</td>
<td>N</td>
<td>196. Uses the words “today,” “yesterday,” and “tomorrow” correctly</td>
</tr>
<tr>
<td>Y</td>
<td>N</td>
<td>178. Uses plural words, adding “s,” for example, “girls,” “cars” (or if using ASL indicates plurals by repeating a sign or using a number, e.g. “three cat”)</td>
<td>Y</td>
<td>N</td>
<td>197. Knows right hand from left</td>
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</tbody>
</table>
Y N 198. Refers to self and other children as “boy” or “girl” correctly

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

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

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

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

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

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

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

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

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

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

Y N 209. Follows simple instructions

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

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

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

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

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

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

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

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

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

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

Y N 220. Hands a toy to you when asked

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

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

Y N 223. Says/signs when something is heavy

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

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

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

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

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

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

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

Y N 231. Waves “bye-bye” or good bye

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

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

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

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

237. Expresses likes and dislikes in words

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

239. Identifies at least one color by name correctly

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

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

242. Recognizes a few simple words in a familiar book

243. Prints two or more simple words from memory

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

245. Recites the alphabet, in order, without help

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

247. Reads 15 or more words in a new book

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

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

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

251. Prints a few letters or numbers

252. Prints a few simple words from a copy

253. Reads four or more words

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

255. Recognizes and names all the letters in the alphabet

256. Counts ten or more objects

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

258. Recites numbers in order from 1 to 30

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

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

261. Recognizes and names a few single numbers

262. Recites numbers in order from 1 to 10

263. Knows what “half” means

264. Prints the numbers 1 through 9

265. Knows how many fingers there are on each hand

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

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

268. Counts three or more objects

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

270. Tells time: Reads clock in hours and minutes

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

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

271. Increases activity when shown a toy
<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
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<tbody>
<tr>
<td>272.</td>
<td>Plays games with “good guys” and/or “bad guys” such as cops and robbers, spaceman, superheroes, etc.</td>
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<tr>
<td>273.</td>
<td>Tries to act like a lady or like mother; imitates mother’s expressions, walk, gestures, etc.</td>
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<tr>
<td>274.</td>
<td>Plays “house” with other children</td>
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<tr>
<td>275.</td>
<td>Gets excited about approaching birthday or holiday involving presents</td>
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<tr>
<td>276.</td>
<td>Plays simple table games, such as checkers</td>
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<tr>
<td>277.</td>
<td>Recognizes mother</td>
<td></td>
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<tr>
<td>278.</td>
<td>Takes toys apart</td>
<td></td>
</tr>
<tr>
<td>279.</td>
<td>Dresses up in parents’ old clothes and “playacts”</td>
<td></td>
</tr>
<tr>
<td>280.</td>
<td>Operates a gum machine</td>
<td></td>
</tr>
<tr>
<td>281.</td>
<td>Plays table games with cards, such as Old Maid, Go Fish, etc.</td>
<td></td>
</tr>
<tr>
<td>282.</td>
<td>Plays “patty-cake”</td>
<td></td>
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<tr>
<td>283.</td>
<td>Plays with dolls</td>
<td></td>
</tr>
<tr>
<td>284.</td>
<td>Looks at picture books, holding the book rightside up</td>
<td></td>
</tr>
<tr>
<td>285.</td>
<td>Keeps time to music by clapping, beating drum, or stamping foot</td>
<td></td>
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<tr>
<td>286.</td>
<td>Plays “peek-a-boo”</td>
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<tr>
<td>287.</td>
<td>Imitates same sexed parent - for example, boy shaving or girl cooking</td>
<td></td>
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<tr>
<td>288.</td>
<td>Makes things out of boxes, spools, paper clips, or other odds and ends</td>
<td></td>
</tr>
<tr>
<td>289.</td>
<td>Takes care; avoids hazards such as the street, knives, fire, broken glass, animals</td>
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<tr>
<td>290.</td>
<td>Responds to simple gestures - for example, looks at things pointed to</td>
<td></td>
</tr>
<tr>
<td>291.</td>
<td>Finds a toy or other object which is hidden while he/she is watching</td>
<td></td>
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<tr>
<td>292.</td>
<td>Opens a door by turning knob</td>
<td></td>
</tr>
<tr>
<td>293.</td>
<td>Anticipates a spoon being put into his/her mouth</td>
<td></td>
</tr>
<tr>
<td>294.</td>
<td>Collects things</td>
<td></td>
</tr>
<tr>
<td>295.</td>
<td>Careful with breakable objects</td>
<td></td>
</tr>
<tr>
<td>296.</td>
<td>Has one or more favorite TV programs</td>
<td></td>
</tr>
<tr>
<td>297.</td>
<td>Plays with musical toys, such as whistles, horns, etc.</td>
<td></td>
</tr>
<tr>
<td>298.</td>
<td>Pretends that he/she is an animal, crawling around on all fours and making animal noises</td>
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<tr>
<td>299.</td>
<td>Knows the cost of a few common things such as gum, candy</td>
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<tr>
<td>300.</td>
<td>Looks both ways when crossing streets</td>
<td></td>
</tr>
<tr>
<td>301.</td>
<td>Looks for an object after it disappears from sight - for example, looks for food or a toy after it has fallen off the tray</td>
<td></td>
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<tr>
<td>302.</td>
<td>Uses money to buy things</td>
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<tr>
<td>303.</td>
<td>Turns faucet handle on and off</td>
<td></td>
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<tr>
<td>304.</td>
<td>Pretends a box or a piece of furniture is a car, horse, airplane, train, etc.</td>
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<tr>
<td>305.</td>
<td>Uses a basket, pail, or some other container for carrying things</td>
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<tr>
<td>306.</td>
<td>Dresses and undresses dolls or toy animals</td>
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<tr>
<td>307.</td>
<td>Laughs at funny things that happen</td>
<td></td>
</tr>
<tr>
<td>308.</td>
<td>Puts together jigsaw puzzles of three or more pieces</td>
<td></td>
</tr>
<tr>
<td>309.</td>
<td>Anticipates being lifted by raising arms</td>
<td></td>
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<tr>
<td>310.</td>
<td>Pushes a toy car along in play</td>
<td></td>
</tr>
<tr>
<td>311.</td>
<td>Climbs on chair, stool, or box to reach things</td>
<td></td>
</tr>
<tr>
<td>312.</td>
<td>Remembers where things are kept in the house</td>
<td></td>
</tr>
<tr>
<td>313.</td>
<td>Pretends to feed a doll or toy animal</td>
<td></td>
</tr>
</tbody>
</table>
New norms for the Minnesota Child Development Inventory (MCDI) are presented. The present study focussed on children ranging in age from 1 to 4 years, considered by many to be the most crucial period for conducting developmental screening. The final sample \(N = 1,322\) was three times larger than the original MCDI sample for the same ages (1-4 yrs), and represented a broader range of demographics.