What is MONDEY about?

Milestones **O**f **N**ormal **D**evelopment in **E**arly **Y**ears (MONDEY) has been designed for all those who spend time with infants and toddlers on a regular basis. We want to support you in observing and documenting important changes taking place during early childhood. No special training, expertise, or testing material is needed to use MONDEY. All you need is serious interest in behavioral development and the willingness to monitor progress.

The MONDEY short scale is based on recent advances in developmental research. It contains a selection of **111 important milestones** that children can achieve during their first three years of life. Each milestone describes a specific behavior that can easily be observed in everyday situations, and that is relevant for normal development. If you check all milestones on a regular basis, you will increase your understanding of the child being monitored.

A more elaborate description of each milestone including visual material can be found in a German textbook (Pauen, 2011), published by Spektrum/Springer. This book will soon be available in English. In addition to the milestones, the book contains suggestions on how to support infants and toddlers in their development. We strongly recommend that you apply the short scale in combination with the textbook! For further information, please visit the website **www.mondey.de**

MONDEY can serve
  (a) to make a **basic assessment** of a given child's current developmental status, and
  (b) to **monitor continuous developmental progress** over a certain time period.

The following 8 **areas of development** are covered by MONDEY:

Gross motor skills	Fine motor skills
Perception	Cognition
Language	Social relations
Self-regulation	Emotions

Each child is different and follows his/her unique developmental pathway. Comparisons to age-related norms are sometimes necessary to find out whether a given child is at risk of developmental delay. But they can also distort your observations and narrow you perspective on the child. Most of the time, such comparisons are not really needed, and distract you from watching out for the fascinating changes occurring during early years. For these reasons, this scale does not contain any age-related norm information. If your are interested in corresponding information, please visit www.mondey.de.

How to work with MONDEY

To ensure a valid observation when using MONDEY, you should have been in regular contact with the child for at least several hours a day during a period of **at least three weeks** prior to the start of observations. Only if you are already very familiar with the child will you be able to say which skills have already been mastered and which skills still need to be acquired. Parents may start from birth on.

Working with the *MONDEY-short scale* involves four steps:

Provide personal data

Parents can fill out the questionnaire below without assistance and start immediately. If you are a professional caregiver, please talk to the parents of the child you want to observe and answer *all* questions regarding **personal data** with their help (p. 4-6).

The information we ask for is necessary to help us collect data for creating a norm sample. This norm sample will allow us to tell you whether or not the child you observe is developing normally. Your information as well as the child's data will be processed anonymously. No names will occur on any data file; we guarantee that all data will be used for scientific purposes only.

Attention!
If the same child is to be observed by different adults in parallel (e.g. parents and professional caregivers) or if you should monitor the development of more than one child using MONDEY, please make sure that each individual (child, observer) is identified by a unique code on all documents and accounts.

Personal Data   **completed on** _ _ / _ _ / _ _

Country _____   **Code-Name Child**: __ __ __ __ __ __ __ __   **Code-Name Observer:** __ __ __ __ __ __ __ __
Where does the observation take place?   First 2 letters of first name, first 2 letters last name, month of birth (2 numbers), year of birth (last 2 numbers)

Observer: What is your role for the child?   **O** parent   **O** other legal caregiver   **O** other relative / friend of family

                                                          O daycare personnel **O** other:_____

              What is your gender?   **O** female   **O** male

              What is your highest school degree?   **O** college   **O** high school   **O** middle school

                                                          O none   **O** other_____

              Have you finished any specific job training? **O** no   **O** yes, as_____

              What is your current job situation?   **O** employed full time **O** employed part-time   **O** self-employed   **O** maternal leave

                                                          O in job training/education   **O** currently unemployed

              Additional comments   _____

Child: When was the child born?   __ __ / __ __ / __ __ __ __ (day / month / year)

At which month of pregnancy?   O after 37th gestation week   O 32nd – 37th week   O before the 32nd week

What gender is the child?   O female   O male

Which nationality has the child?   O American   O British

O Other:_____ * Multiple answers possible

Which language do you speak at home   O English

most of the time?   O Other:_____ * Multiple answers possible

Does the child have any severe health problems or other developmental risks?   O no   O yes:

If so, which ones?   _____

Additional comments   _____

Mother: Year of birth   __ __ __ __   O birht parent   O other: _____

Highest school degree   O college   O high-school   O middle school

O none   O other:___ _____

Finished job-training   O none   O yes as_____

Current job-situation   O employed fulltime   O employed part-time   O self-employed   O maternal leave

O in job training/education   O currently unemployed   O other:_____

Additional comments   _____

Father: Year of birth   __ __ __ __   O birth parent   O other: _____

Highest school degree   O college   O high-school   O middle school

O none   O other:_____

Finished job-training   O none   O yes as_____

Current job-situation   O employed fulltime   O employed part-time   O self-employed   O maternal leave

O in job training/education   O currently unemployed   O other:_____

Additional comments   _____

MONDEY short scale 2013-1(English)

Family: With whom does the child live?   O birth mother   O birth father   O grandparents   O foster care parents

(multiple answers possible)   O stepmother   O stepfather   O adoptive parents   O other_____

Who is the primary caregiver?   O birth mother   O birth father   O grandmother   O grandfather

(multiple answers possible)   O foster care mother   O foster care father   O adoptive mother   O adoptive father

O stepmother   O stepfather   O nanny   O professional caregiver

O Other_____

Number of siblings   O none   O 1-2 siblings   O more than 2 siblings

Year of birth of sibling(s):   _____

Additional comments   _____

Where does the child typically spend his/her time between 8:00am and 8:00pm?
Please write in the estimated number of hours (e.g. 3.5).
Please also note in the last column the (average) number of other children who are present at the same time.
Ensure that the number of hours per day adds up to 12 hours (see last line of Table)!

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	No. of other children
At home								
At a nanny's house								
At a daycare center								
At the home of relatives or friends								
Total No of hours Does it add up to 12?								

Should important changes take place later, please do not correct your initial entries in the Table.
Instead, note these changes by hand underneath the Table and note the date when you made your changes.

Basic assessment of achieved milestones

You can now start the **basic assessment** of milestones. Please make sure that you complete it within **3 days**. First, indicate the **starting date** in the field **Documentation 1 from….** (see below). You can ignore all other fields for now. They will be explained later.

Documentation 1 from _ _ / _ _ / _ _ until _ _ / _ _ / _ _   **Documentation 2 from** _ _ / _ _ / _ _ until _ _ / _ _ / _ _

Documentation 3 from _ _ / _ _ / _ _ until _ _ / _ _ / _ _   **Documentation 4 from** _ _ / _ _ / _ _ until _ _ / _ _ / _ _

Documentation 5 from _ _ / _ _ / _ _ until _ _ / _ _ / _ _   **Documentation 6 from** _ _ / _ _ / _ _ until _ _ / _ _ / _ _

Please note each date in the format day/ month /year

In the next step, please make a basic assessment for each milestone, ticking the right column or marking it with a dash.
The "Date" fields can be ignored for the moment. They will be explained later. Milestone 47 serves as example.

	Date	✓ −
(47) Showing pretend play		
The child bestows on an object (but not a person) a role or meaning which does not naturally fit its appearance or function (e.g. using a broom as a horse or cardboard box as a ship). He then indulges in pretend play with this object.		

Please read each milestone very carefully and think whether the child you observe already shows the behavior described by the milestone.
Do not wait until the child shows behaviors specifically mentioned as examples (in the case of milestone 47: use a broom as a horse or a cardboard as a ship). Rather, think if the child has already shown any behavior of the same kind.

If you can remember more than one specific event fitting the description, tick the column on the right side next to the milestone.
For every milestone that has not yet been achieved, please mark with a dash.
You should place either sign in the upper left corner of the right column to leave room for additional markings (explanation will follow later).

If you are not yet sure whether the child already shows the corresponding ability, or if you can only remember one specific incidence, you can always create a situation that allows you to make a reliable basic assessment. Suggestions for creating such situations can be found in the textbook or on the website www.mondey.de.

The first basic assessment is completed when all 111 right columns next to the milestone descriptions have been marked with a tick or a dash. All date fields (left to this column) remain empty at this point.
You may now start with the basic assessment!

	Gross motor skills Head, torso, legs	Date	✓ −
Head	**(1) Lifting the head without assistance** The child lies on his stomach with his arms bent at both sides. He lifts his head unassisted. His chin no longer touches the surface. This position is kept for at least 3 seconds.		
	(2) Independent movement of the head The child can hold and move her head independently when sitting on a chair or on your lap. If you tilt her body slightly to one side she can keep her head in a stable position. The child's head wobbles hardly or not at all when she turns it.		
Torso	**(3) Lifting head and upper body when lying in a prone position** Lying on his stomach, the child pushes himself up with both arms, lifting his back in order to keep the head upright. He keeps his shoulders and chest raised from the surface for at least 3 seconds.		
	(4) Sitting without support The child can sit for at least 3 seconds without leaning onto something, without back support, and without using her hands to remain in a stable position. She sits on her bottom with her back straight and her legs stretched out or slightly bent in front of her.		
Legs	**(5) Pulling up to a standing position** The child can get up from a sitting position into a standing position without falling, by using the support of furniture or other objects.		
	(6) Standing with support The child can stand on her own two feet for at least 3 seconds while holding onto something with just one hand in order to keep her balance.		
	(7) Standing without support The child can let go of all supports and stand unassisted for at least 3 seconds without holding onto anything to keep his balance.		

		Gross Motor Skills Locomotion on the floor and in a standing position	Datum	✓ −
Locomotion on floor		**(8) Rolling without help** The child can roll without assistance *both* from her back onto her stomach *and* vice versa. Achieving only one of these is not sufficient. The child rolls with the intention of moving away from her current position.		
		(9) Moving on all four limbs The child moves unaided along the floor in a specific direction using both his arms and legs. This might be conventional crawling or any other method *involving all four limbs*. The child moves at least 3 meters.		
Standing position		**(10) Walking alone while holding onto something** The child stands upright, holding onto a piece of furniture or other object, such as the bars of a playpen or the edge of a table. She walks at least 3 steps in the same direction.		
		(11) Walking forwards freely The child stands without support and makes at least 3 steps forward, without holding onto some other object, and without stumbling or searching for help to keep his balance.		
		(12) Walking backwards freely The child stands without support and makes at least 3 steps backwards without holding onto some other object, and without stumbling or searching for help to keep her balance.		
		(13) Climbing stairs In a standing position the child can make at least 3 steps up <u>and</u> down a staircase (one direction alone is not sufficient). The child may hold onto something (e.g. wall, banister) but does not need the help (hand) of another person.		

		Gross motor skills Balance while standing, Jumping, Throwing / catching	Datum	✓ −
Balance while standing		**(14) Bending down and straightening up again without falling** Standing freely, the child bends down, picks something up from the floor or touches her feet, and straightens up again without toppling over.		
		(15) Standing freely on one leg only Without holding onto anything, the child lifts one foot from the floor and stands only on the second foot for at least 3 seconds.		
Jumping		**(16) Jumping on the spot** Without holding onto anything, the child jumps up, leaving the floor with both feet. He lands in a stable standing position.		
		(17) Jumping down from a small step or a low ledge The child jumps down with both feet together from a small step or ledge and lands in a stable standing position.		
Throwing/catiching		**(18) Throwing an object over the shoulder** The child holds an object over her shoulder (not simply in front of her chest), then throws it with intention in a particular direction, fully extending the arm in the process. The object travels at least half a meter.		
		(19) Catching a ball in both arms The child can catch a medium-sized ball thrown to him (from a distance of about 1 meter) in both arms without dropping it.		

MONDEY short scale 2013-1(English)

		Fine motor skills Hand-body-coordination, Grasping and holding objects	**Datum**	✓ −
Hand-body coordination	**(20) Controlled hand-to-mouth movement under visual control** The child guides her hand to her mouth and sucks on one or more fingers. She follows the movement of her hand with her eyes and opens her mouth before the hand touches her face.			
	(21) Joining the hands in front of the body and playing with the fingers The child intentionally brings his hands together and, while watching them, plays with his fingers.			
	(22) Slapping the palms together The child brings her hands in front of her body and slaps the palms together with vigor.			
Grasping and holding objects	**(23) Intentionally grasping an object within reach** The child can intentionally grasp an object when it lies within reach. He looks at the object, stretches his arm towards it and opens his hand before he reaches and grasps the object.			
	(24) Holding an object in a claw grip The child can hold an object for at least 3 seconds with the thumb opposing the other four fingers.			
	(25) Holding an object in a pincer grip The child can hold small objects (e.g. beads, crumbs or hairs) between the thumb and forefinger or middle finger of one hand. He can also pick up objects from a surface in the same way.			

MONDEY short scale 2013-1(English)

		Fine motor skills **Manipulating objects**	Datum	✓ −
Manipulating objects		**(26) Passing objects from one hand to the other** The child passes an object she previously picked up (e.g. a building block) from one hand to the other without dropping it. She lets go with the first hand only once she has grasped it securely with the second.		
		(27) Turning an object in the hand The child can turn his wrist flexibly while holding an object in his hand in order to inspect it from all sides.		
		(28) Handling an object separately with both hands The child holds an object with one hand and uses the other to manipulate a specific part of it (e.g. turn a wheel, pull on a cord or push a button).		
		(29) Stacking a minimum of three objects The child stacks at least 3 building blocks or other objects on top of each other to form a tower, without any part falling down.		

		Fine motor skills Eating / Drinking, Drawing, Dressing	Datum	✓ −
Eating / Drinking		**(30) Drinking unassisted from a cup or other open container** Holding a lidless cup, which is at least half full, the child can bring it to her mouth and drink from it without dribbling. She manages this at least 3 times during a meal.		
		(31) Eating properly with a spoon The child can hold a spoon filled with food, bring it up to and into this mouth, and then eat the food without dropping anything. He manages this at least 3 times during the course of a meal.		
Drawing		**(32) Scribbling with a pencil** The child can hold a pencil using a firm grip and use this to produce scribbles on paper.		
		(33) Intentionally drawing lines or shapes Holding a pencil in the proper way, the child can deliberately draw at least 3 different lines or forms (e.g. vertical or horizontal lines at least 2.5 cm long, loops, circles).		
Dressing		**(34) Undressing without assistance** The child can take off a T-shirt, sweater, jacket, or trousers by herself, given that no buttons or zippers need to be opened. Pulling away a cap from the head, a sock from a foot or a glove from a hand does not count.		
		(35) Dressing without assistance The child can put on a T-shirt, sweater, jacket or trousers by himself. He may put the piece of clothing on back to front, or mix up left and right, but all body parts must be in the appropriate places in the clothes. He does not have to close buttons or zippers.		
		(36) Opening and closing zippers The child can open <u>and</u> close the zipper on a jacket (one direction is not sufficient), using both hands: one to pull the zipper and the other to hold the item of clothing. (Help to attach the zipper is permitted.)		
		(37) Opening and closing buttons The child can open <u>and</u> close at least three medium-sized buttons one after another. (1 to 2.5cm diameter; not push buttons!)		

		Perception Seeing, Hearing, Memorizing	Datum	✓ –
Seeing		**(38) Focusing on a stationary object** The child is alert with eyes wide open and focuses on an object some 30 cm away for at least 3 seconds. The object does not make any sound. The child concentrates on the object and is not cross-eyed.		
		(39) Focusing on a moving object The child tracks an object within his field of view continuously with his eyes, as the object moves (a) from one side to the other, (b) from the middle to the side, <u>and</u> (c) from top to bottom (or vice versa). The object does not make any sound in this process.		
		(40) Examining larger pictures The child concentrates on a larger picture for at least six seconds. The picture shows several strongly contrasting themes. The child lets her eyes wander around, fixing on at least 3 different themes subsequently.		
Hearing		**(41) Directing visual attention toward a sound source** With the child lying wide awake on his back (head straight), a pleasant sound is made to the side of his head (source not visible). The child responds by turning his head toward that source. This is done on both the left <u>and</u> the right side.		
		(42) Turning around to locate a sound source When the child hears a sound behind her, she turns her head and body to try to see the source.		
Memorizing		**(43) Looking for the reappearance of a previously vanished object** The child looks expectantly for an object which has disappeared shortly before. He either looks in the place where it disappeared or where he expects it to reappear. The child fixes his eyes on this location for at least 3 seconds.		
		(44) Actively searching for an object which has been covered up Shortly after seeing an object being completely hidden under a cover, the child tries to remove the cover to get to the object.		

		Cognition **Representing / Symbolizing, Localizing / Sorting, Planning**	**Datum**	✓ −
Representing / Symbolizing		**(45) Using gestures for communication** The child intentionally makes a particular movement in order to indicate something specific. The same gesture is used at least 3 times in the same context or in different situations, without previous demonstration and without being prompted by an adult.		
		(46) Showing the functional use of artifacts The child shows awareness of what one does with specific artifacts. Even without prior demonstration, the child performs actions with a real object (e.g. a brush) and/or the toy model (e.g. toy care) which are appropriate for that object.		
		(47) Showing pretend play The child bestows on an object (but not a person) a role or meaning which does not naturally fit its appearance or function (e.g. using a broom as a horse or cardboard box as a ship). He then indulges in pretend play with this object.		
Localizing / Sorting		**(48) Finding an object at its proper place** The child either searches actively for a particular object in a specific place (e.g. in a box, draw, cupboard, or bag) where it can usually be found, or she points to the correct place when asked "Where is X?" without having seen the object there within the last half hour.		
		(49) Initial sorting behavior The child puts different types of objects (e.g. marbles and building blocks) into separate containers. Some objects of the appropriate type are already placed in each container. The child puts at least two new objects of each type into the correct container.		
Planning		**(50) Linking separate actions in order to fulfill a specific goal** The child carries out at least 2 independent actions consecutively in order to achieve a specific goal (e.g. getting a cup and asking someone to fill it up in order to drink). Decisive is the recognition of a sequence of at least 2 clearly distinct actions.		
		(51) Creative use of tools and implements The child is lacking a tool to achieve a specific goal (e.g. a shovel to dig sand) and makes use of an implement which has not been designed or is normally used for that purpose (e.g. a spoon) without getting any hint from another person.		
		(52) Problem solving The child is confronted with a problem which she cannot solve immediately. When her first attempt fails, she reconsiders and tries out at least 2 alternative solutions (asking an adult for help does not count!).		

		Language **Phonemes, Syllables, Words**	Datum	✓ –
Phonems		**(53) Cooing** In an awake, alert state, the child intentionally produces sounds which can clearly be distinguished from crying or screaming. The child makes these sounds for longer than 3 seconds.		
		(54) Vocalizing The child makes her first language-like sounds (phonemes) which include vowels (a, e, i, o, u). The same phoneme is produced several times. Make a note of the date for each unique phoneme you hear.		
		(55) Producing different speech-like sounds The child combines consonants with vowels (e.g. "ba", "ta", "pu", "mo"), and produces the same sound several times. Make a note of the observation date for each separate combination.		
Syllables		**(56) Doubling of syllables** The child produces certain syllables doubled, e.g. "ba-ba", "ma-ma", "do-do". A given double syllable is produced several times. Make a note of the observation date for each different syllable pair.		
		(57) Combination of different syllables The child combines different syllables in one single utterance (e.g. "ma-mi", "wa-da", "li-lo"). The same syllable combination is produced several times. Make a note of the observation date for each different combination.		
Words		**(58) Understanding first words** The child looks at or points at an object which someone has just named. The same word is understood in different situations (without the help of someone else's gestures). Make a note of the date for each word understood.		
		(59) Saying first words The child uses a specific sequence of sounds to name something (e.g. "do-do" for "door"). The same sequence is used in different situations intended to have a similar meaning. Make a note of the date for each sound sequence.		
		(60) Active use of at least 50 different words The child has an active vocabulary of at least 50 words. The same word is used in at least two different situations to refer to the same content. Make a list of all spoken words to evaluate this milestone (see www.mondey.de for a list template).		

		Language **Special words, sentences**	**Datum**	✓ –
Special words		**(61) End-state words** The child uses words such as "off", "up", "in", or "gone" in order to describe the end state of some process. The same word is used repeatedly in different situations with the correct meaning. Make a note of the date for each different end-state word.		
		(62) Use of plural words The child refers to objects in the plural, changing the word ending as appropriate (e.g. "cars" instead of "car"). If she builds amusing forms, such as "childs" or "foots", this counts, too. Make a note of the observation date for each new plural.		
		(63) Use of color words The child understands the words for colors and can correctly name the color of objects in different situations. Make a note of the date for each different color (when he can both identify <u>and</u> name it).		
		(64) Use of the words „I" and „you" The child refers to herself as "I" and refers to the person she is talking to as "you". She does this in more than two different situations. Make a note of the date for the correct use of each word, "I" and "you".		
Sentences		**(65) Understanding simple sentences** The child shows through his behavior that he understands a complete sentence, even though its meaning cannot be deduced from the situational context, or from gestures (e.g. pointing). Make a separate note of the observation date for each different sentence.		
		(66) Producing two-word sentences The child connects 2 words into a meaningful sentence, e.g. "dog gone", "mama walking", "Steven big", "daddy car". Make a note of the observation date for each new two-word sentence.		
		(67) Producing sentences with three or more words The child constructs sentences comprising more than 2 words (e.g. "daddy drives car" or "mummy, give sweets") which have a sensible meaning. Note the date when you hear each new multi-word sentence.		
		(68) Talking in tenses other than the present The child produces sentences referring to the past or future, changing the verb in the appropriate way (e.g. "mummy goes" to "mummy has gone"). Make a note of the date for each new sentence.		

		Social Relations Regulating contact, preverbal communication	Datum	✓ –
Regulating contact		**(69) Responding positively to social attention** When being addressed, the child turns his head to the speaker and establishes eye contact. He welcomes this contact by flailing with his arms or legs, smiling, or cooing. This response can be observed for at least 3 seconds. Just turning his head is not enough.		
		(70) Resisting contact The child intentionally avoids contact with a person when this contact is unwanted. This might involve turning and looking away, going stiff when someone tries to pick her up, or struggling with hands and feet. Only turning away the head is not enough.		
		(71) Actively searching for contact The child looks enthusiastically at someone, and makes eager noises or movements, in an attempt to make contact. He shows this behavior for at least 3 seconds while the person he is trying to attract appears to be looking elsewhere.		
Preverbal communication		**(72) Imitating facial expressions** The child imitates facial expressions repeatedly. For example, she forms an "O" with her lips or sticks out her tongue when someone slowly and repeatedly does this in front of her. She shows this gesture only <u>after</u> it has been demonstrated to her.		
		(73) Imitating body gestures or sounds The child can imitate gestures or sounds demonstrated by another person. He can copy simple movements (e.g. waving, or opening or closing his hand) or repeat certain sounds <u>after</u> he has seen/heard someone else making them.		
		(74) Following conventions of a dialog The child remains quite and listens while being spoken to. She only becomes active (producing sounds or words) when the other person pauses. She then pauses herself to see how the other person reacts. This pattern is repeated at least 3 times in a row.		
		(75) Offering and requesting objects The child either passes someone a toy or stretches out his hand expectantly for a toy out of reach, in both cases looking the person in the eye as he does so.		

	Social relations Establishing a common attentional reference, distinguishing between trusted and unfamiliar people	Datum	✓ –
Establishing a common attentional reference	**(76) Looking where someone points** When an adult points at an object placed within the visual field of the child, the child looks where the adult is pointing and searches with her eyes for the object in that location.		
	(77) Pointing The child stretches out his arm and points with his finger to something specific placed beyond his reach, simultaneously looking in the same direction.		
	(79) Joint visual attention The child focuses her attention on the same distant object as someone else. She alternates between looking at the object and the other person, thus checking whether the other person is focused on the same object as she is.		
Distinguishing between trusted and unfamiliar people	**(79) Showing unease toward unfamiliar people** The child reacts with unease, shyness or even fear toward an unfamiliar person. He ignores attempts to make contact, looks away, hides or seeks the security of a familiar person.		
	(80) Resistance to separation from a trusted person By crying, protesting and/or clinging to a trusted person, the child shows that she does not want to be separated from that person. She stretches out her arms or tries to follow when this person leaves the room.		
	(81) Checking social acceptance of own behavior Before doing something, the child looks to a trusted person in order to check whether this behavior is acceptable. He seeks eye contact in a questioning or provocative manner before proceeding.		
	(82) Checking the emotional response of a trusted person to an external target When a child is unsure what she should make of a new situation, an unfamiliar object, or a new person, she looks to a trusted person in order to find out whether she should approach or withdraw (by analyzing the emotional expression in that person's face).		

		Social relations Cooperation in everyday situations, playing together	Datum	✓ ––
Cooperation in everyday situations		**(83) Sharing** The child willingly shares his food, drink, or toys with someone else when he sees that this person would like something.		
		(85) Fulfilling requests When someone asks the child to do something - such as holding or fetching on object, or coming to a certain place - the child cooperates voluntarily, even though she was doing something else at the time.		
		(85) Helping without being asked The child makes an effort to help others of his own accord. He voluntarily assists adults (e.g. with household tasks), or other children (e.g. in play situations). The child recognizes the intention of another person and helps that person to achieve his/her goal.		
Playing together		**(86) Associative play** While playing on her own, the child watches what another child is doing. She doesn't intervene in the play of the other, but she picks up ideas from the other child or imitates observed actions (e.g. imitating cake baking while playing in the sand pit).		
		(87) Playing games that involve movement The child plays a game involving locomotion and other children (e.g. tag, hide-and-seek, a ball game). The game lasts at least 3 minutes.		
		(88) Building and constructing games The child spends at least 3 minutes building something (e.g. a sand castle, a town made out of building blocks, a railroad). The goal, strategy, and progress are talked through with play partners (usually older children or adults) in the course of the play.		
		(89) Role playing The child pretends to be someone else (e.g. a shop keeper, a doctor, or a captain) and plays this role for at least 3 minutes. Costumes or toy figures may be involved. Other players are usually older children or adults.		
		(90) Games with fixed rules The child participates in games which have special material and fixed rules (e.g. memory, board games, card games). She accepts the rules and tries to follow them. The other participants are usually older children or adults.		

		Self regulation **Regulate feelings, Impulses, Sleep, Excretion**	**Datum**	✓ –
Feelings		**(92) Calming down with the help of another person** With the help of a familiar adult, the child can calm herself down after crying within 3 minutes.		
		(92) Calming down without external help Without the help of an adult, the child can calm herself down after crying (not screaming) within 3 minutes without the help of an adult. Stopping to cry simply because of exhaustion doesn't count.		
Impulses		**(93) Control of impulses upon request** The child refrains from an activity when someone asks him firmly and assertively to do so. The child either continues at a far less intense level or he completely stops for a minimum of 6 seconds.		
		(94) Self-control of impulses The child can control her own needs or feelings. For example, she does not automatically scream when she hurts herself, she doesn't get aggressive when being irritated; she waits to eat until everyone is sitting at the table.		
Sleep		**(95) Sleeping through the night** At night, the child sleeps continuously for at least 6 hours. Note as the first date when this occurs for the first time, and note as the second date when the child first manages to sleep through at least 4 nights in one single week.		
		(96) Only one nap per day The child manages with just one nap during the day. Note as the first date when this occurs for the very first time, and note as the second date when the child first manages to take only one nap per day on at least 4 days of the same week.		
Excretion		**(97) Wanting to go to the toilet / potty** The child either indicates his desire to go to the toilet / potty before filling his diaper, or he follows an adult voluntarily when asked to go to the toilet / potty.		
		(98) Remaining dry all day The child remains dry all day. She does not wet or soil her underpants / diaper. Make a note of the second date only once she remains dry for at least 3 subsequent days		

		Emotions **Showing simple emotions, Talking about states and emotions**	**Datum**	✓ __
Showing simple emotions	**(99) Joy** The child laughs, shouts, or moves excitedly for fun.			
	(100) Fear The child opens his eyes wide with fear and freezes for a moment. Later he may turn away from the source of "danger" and seek protection behind a trusted person or an object.			
	(101) Anger The child shows an angry facial expression (not just an unhappy one). When something annoys him he raises his voice abruptly and/or makes violent movements directed towards a specific object or person.			
	(102) Sadness The child reacts to the loss of an object or the departure of a close person with introversion, lethargy, a lack of enthusiasm, a quiet voice, and/or with crying.			
Talking about states and emotions	**(103) Talking about his/her own physical state** The child verbally communicates about his momentary physical condition, for example whether he is tired, hungry, cold, or in pain.			
	(104) Talking about his/her own emotions The child tells someone about her own feelings or emotions, such as happiness, anger, or sadness. She uses descriptions either of emotional behavior (e.g. crying, laughing), or of the emotion itself (e.g. being angry or sad).			
	(105) Talking about the physical states and emotions of other people The child talks about someone else's physical condition or emotion. He uses words which describe the appropriate condition or emotion and assigns it to another person, e.g. "that child is sad".			

	✓	**Emotions** **Showing complex emotions**	**Date**	✓ –
Showing complex emotions		**(106) Pride** The child is clearly happy about something she has achieved and/or wants to be praised for it. She wants others to see or to hear what she can do or has produced.		
		(107) Embarrassment The child shows that he is embarrassed by turning away or running away when he is asked to show something which he has done or is supposed to be able to do.		
		(108) Jealousy If a child's caregiver gives something (such as attention, or a cookie) to a "competitor", then the child becomes aggressive or tries to gain more attention. She strives not to be disadvantaged.		
		(109) Stubbornness The child realizes that a caregiver wants the child to do - or to stop doing - something specific. He strongly resists and perseveres to achieve his goal.		
		(110) Compassion The child shows through her behavior that she understands the emotions of others and would like to help them. She shows empathy, for example by comforting or defending another child.		
		(111) Guilt The child shows genuine regret for a wrong action. He tries to compensate for damage done or tries to comfort the injured party, and he genuinely apologizes without being asked.		

Monitor development continuously

Following the basic assessment of milestones you can **monitor development continuously**. Only those milestones that have been assigned a dash are now of interest. About once a week, take a moment to check whether the child has made any new progress (in terms of reaching a new milestone).

Please do not forget to check all developmental areas carefully! Reading the milestones repeatedly will help you to recall them quickly, making it easy to do the weekly check. More importantly, you will gain more confidence in evaluating developmental changes. Furthermore, you can learn to focus your attention on the behavior of the child.

Detailed information concerning each milestone as well as suggestions on how to support the child's development can be found in the text book and on the website www.mondey.de. You can always look there if you are not entirely sure what a given milestone description means.

The two **"Date" fields** next to the milestone description are reserved for documenting continuous development.

If the child reaches a new milestone for the first time, please note the date of your observation in the upper field of the second column (labeled "date"). If the child shows the same achievement twice on the same day, please note that date only once.

If the child shows the behavior indicated by the milestone on another day, you may fill out the second field! Please note that several milestones give different instructions concerning when to fill out the second field.

In the columm on the right, a dash has been marked because the child had not yet reached the milestone at the time of the first basic assessment. Both date fields have been filled out because the target behavior has been observed on two different days in the meantime marking it with a dash.	Date	✓ −
(47) Showing pretend play The child bestows on an object (but not a person) a role or meaning which does not naturally fit its appearance or function (e.g. using a broom as a horse or cardboard box as a ship). He then indulges in pretend play with this object.	27/11/2013 29/11/2013	

After two different dates have been noted a given milestones has been reached.

Attention! In that case, please do not tick the right-most column!
This column is reserved for additional basic assessments. (Explanation follows.)

MONDEY short scale 2013-1(English)

We recommend that you choose a specific day of the week (e.g. Friday) on which you check each milestone for continuous documentation on a regular basis. You can of course do that any time you like, and ideally you make a note on the same day when you actually observed the child achieving a new milestone for the first or second time.

Avoid longer pauses in monitoring continuous development!

If you didn't have a chance to update your observations for more than 3 weeks, this longer pause will reduce the validity of your data. This problem is of special relevance when observing very young children, because so many changes occur over short time periods. Even though you might try to avoid any longer break in continuous documentation, such situations sometimes occur nonetheless (e.g. due to illnesses, vacation, or separations for some other reason). In that case, proceed as follows:

Please go to page 7 and note in the first field **Documentation 1 from…. until _ _ / _ _ / _ _** the date at which you have last checked all milestones before the break of more than three weeks. The first documentation period is then closed.

If you want to start documenting again after a break of more than three weeks,

- Please fill out the field "**Documentation 2 from _ _ / _ _ / _ _**" on page 7.
- Next, go to the milestones descriptions and make a second tick below all milestones previously ticked.
- Please also make a tick if the first mark was a dash yet both date-fields for a given milestone have in the meantime been filled out.
- Then check whether other milestones have been since been achieved.
- Finally, mark all remaining fields with a dash.
- Each column to the right should now include two markings one above the other (dash and/or tick).

After you have finished the second basic assessment, you can go on with monitoring continuous development again.

Should further breaks of more than three weeks in documentation occur, please repeat the above-described procedure. You can define up to six different documentation periods in this way.

Attention!
It is important to indicate clearly the sequence in which you made your markings in the right column next to each milestone! There should be space to make at least three markings in a column. If you need more space, please make additional markings on the right side next to the column to avoid confusion.

Completing Documentation: Transfer of Data to www.mondey.de

When you have decided to end your documentation or when the child has reached all milestones, please fill out the last page so that you can share your MONDEY experience with us. That way we will be able to improve our program. Please ensure that all entries have been completed.

You can create a personal account on our webpage *www.mondey.de* via which you can enter your data in an anonymous format.
This allows you to get access to different forms of feedback on the observed child's development (including information about typical age-ranges for individual milestones). That way you also help us to collect data for the norm sample that is needed to identify children at risk of developmental delays.

We are very grateful for your effort to help young children, and to support developmental science.

Personal Notes / Experiences with MONDEY

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