

## Scoring of the Parent's Evaluation of Developmental Status (PEDS)

Parents' concerns about their child's learning, development and behavior can be an indication of a child's risk for developmental, behavioral and/or social delays. Eight items asking about specific parental concerns, derived from the Parents' Evaluation of Developmental Status®, are included in the 2007 National Survey of Children's Health (NSCH). These questions are included in the Early Childhood section of the survey as K6Q02-K6Q09. When asked if they had a concern about specific aspects of their child's development, parents are given the response option of noting that he/she is concerned "a lot", "a little" or "not at all". All responses of "a little" or "a lot" qualify as having a concern.

Parental responses were then scored to identify children at high, moderate, low or no risk for developmental, behavioral and/or social delays. The PEDS® scoring methods were used, with slight modifications made to account for three factors: 1) The fact that open-ended items from the PEDS® instrument are not included; 2) Positive bias from inclusion of the PEDS® instrument into a larger survey; and 3) The limited information available about the exact age of the child (for example: the PEDS® is normally scored differently for children 4 1/2 years old).

The basic logic for scoring the PEDS® is that for specific ages there are age-specific parental concerns that are "predictive" of a child's risk for delays. The more concerns a parent has to items that are "predictive" of a child's risk, the more at risk the child is for delays.

- Children whose parents' report concerns to 2 or more items predictive of delays, are identified as at "**high risk**".
- Children whose parents' have concerns to one item that is predictive of a delay are identified as at "**moderate risk**".
- Children whose parents have concerns, but those concerns are not predictive of delays are identified at "**low risk**".
- Lastly, children whose parents have no concerns to any of the eight items asked, are identified as "**no risk**".

Child's Age: 4 mos -- 17mos	Child's Age: 18mos to 2 yrs	Child's Age: 3 to 4yrs	Child's Age: 5 yrs
<b>PREDICTIVE CONCERNs:</b> <i>Expressive language (K6Q02)</i> <i>Socio-emotional (K6Q07)</i>	<b>PREDICTIVE CONCERNs:</b> <i>Expressive language (K6Q02)</i> <i>Receptive language (K6Q03)</i>	<b>PREDICTIVE CONCERNs:</b> <i>Expressive language (K6Q02)</i> <i>Receptive language (K6Q03)</i> <i>Gross motor (K6Q05)</i>	<b>PREDICTIVE CONCERNs:</b> <i>Expressive language (K6Q02)</i> <i>Receptive language (K6Q03)</i> <i>Gross motor (K6Q05)</i> <i>Fine motor (K6Q04)</i> <i>Preschool/school skills (K6Q09)</i>
<b>Non-PREDICTIVE CONCERNs:</b> <i>Global concerns (K6Q01)</i> <i>Receptive lang (K6Q03)</i> <i>Fine motor (K6Q04)</i> <i>Gross motor (K6Q05)</i> <i>Behavior (K6Q06)</i> <b>IF 10-18mos:</b> <i>Self-help (K6Q08)</i>	<b>Non-PREDICTIVE CONCERNs:</b> <i>Global concerns (K6Q01)</i> <i>Fine motor (K6Q04)</i> <i>Gross motor (K6Q05)</i> <i>Behavior (K6Q06)</i> <i>Self-help (K6Q08)</i> <i>Socio-emotional (K6Q07)</i> <i>Preschool/schl skills (K6Q09)</i>	<b>Non-PREDICTIVE CONCERNs:</b> <i>Global concerns (K6Q01)</i> <i>Fine motor (K6Q04)</i> <i>Behavior (K6Q06)</i> <i>Self-help (K6Q08)</i> <i>Socio-emotional (K6Q07)</i> <i>Preschool/school skills (K6Q09)</i>	<b>Non-PREDICTIVE CONCERNs:</b> <i>Global concerns (K6Q01)</i> <i>Behavior (K6Q06)</i> <i>Self-help (K6Q08)</i> <i>Socio-emotional (K6Q07)</i>