

Child's Name: _____ Sex: M F

Date of Birth: _____ Today's Date: _____

Minnesota Child Development Inventory

1992 Version

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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	19. Follows simple game rules in board games or card games		
Y	N	1.	Greets people with “Hi” or similar expression	Y	N	20. Interested in his/her image in a mirror
Y	N	2.	Tattles or tells on other children	Y	N	21. Talks/signs about how to do things with other children – tells ideas and listens to other children’s ideas
Y	N	3.	Shows sympathy to other children, tries to help and comfort them	Y	N	22. Plays games that involve taking turns and usually waits for his/her turn
Y	N	4.	Sometimes says/signs “No” when interfered with	Y	N	23. Usually obeys when asked to do something or told not to
Y	N	5.	Helps a little with household tasks	Y	N	24. Offers to help others
Y	N	6.	Asks for help in doing things	Y	N	25. Plays <i>with</i> other children, doing things <i>with</i> them
Y	N	7.	Says/signs “I can’t,” “I don’t know,” or “You do it”	Y	N	26. “Pretends” to do familiar activities like talking on the phone or being asleep
Y	N	8.	Pays attention well – listens/attends to others	Y	N	27. Makes excuses
Y	N	9.	Apologizes – says/signs “I’m sorry” when he/she does something wrong	Y	N	28. Shows affection toward other children
Y	N	10.	Gives directions to other children	Y	N	29. Speaks positively about self – says/signs, “I’m good,” “I’m big,” etc.
Y	N	11.	Recognizes familiar adults and reaches for them	Y	N	30. Initiates activities involving other children
Y	N	12.	Plays physical games with other children such as tag, hide-and-seek, hopscotch, etc.	Y	N	31. Plays “pretend” games with other children, “house,” etc., pretending to be “Mom or Dad, teacher, astronaut”
Y	N	13.	Asks for help from other children, such as help doing something, information, or explanation	Y	N	32. Usually follows directions during supervised group activities with playmates
Y	N	14.	Makes or builds things with other children	Y	N	33. Expresses complaints in words/signs
Y	N	15.	Plays simple board games such as checkers	Y	N	34. Usually shares toys or other possessions – may have occasional arguments
Y	N	16.	Asks you to “Look, watch me” when he/she is doing something	Y	N	35. Acts in a protective way toward younger children
Y	N	17.	Wants a doll, teddy bear, blanket, etc. in bed with him/her (or used to)	Y	N	36. Sometimes will sacrifice his/her own wishes for the benefit of the group
Y	N	18.	Understands “Wait a minute.” Waits patiently for short periods of time	Y	N	37. Shows affection: Gives hugs or kisses

- Y N 38. Usually responds well to correction – stops misbehaving
- Y N 39. Fits into groups well – listens, shares, takes turns, contributes
- Y N 40. Shows leadership among children his/her age, directing and helping them

SELF HELP – Includes eating, dressing, bathing, toileting, independence, and responsibility

- Y N 41. Feeds self with a spoon
- Y N 42. Eats with a spoon with little spilling
- Y N 43. Washes and dries hands
- Y N 44. Toilet-trained for urine control and bowel movements
- Y N 45. Buttons one or more buttons
- Y N 46. Buttons a shirt, blouse, or coat, having all the buttons in the correct holes
- Y N 47. Eats with a fork
- Y N 48. Dresses and undresses without help, except for tying shoelaces
- Y N 49. Opens door by turning knob and pulling
- Y N 50. Lifts a cup to his/her mouth and drinks
- Y N 51. Puts on a shirt or blouse without help
- Y N 52. Takes off shoes and socks
- Y N 53. Hands empty dish to mother or father
- Y N 54. Goes around the house independently; requires little supervision
- Y N 55. Undresses completely without help
- Y N 56. Remembers where things are kept in the house
- Y N 57. Feeds self a cracker or cookie
- Y N 58. Uses a small pail or other container for carrying things (or used to)
- Y N 59. Puts shoes on the correct feet

- Y N 60. Washes self in bathtub – may need a little help
- Y N 61. Takes care of personal belongings
- Y N 62. Uses a table knife for spreading
- Y N 63. Removes socks
- Y N 64. Washes face without help
- Y N 65. Stays dry all night
- Y N 66. Chews food
- Y N 67. Tries to put on shoes (or puts them on)
- Y N 68. Notices when shirt/blouse or pants are inside-out and turns them right-side-out
- Y N 69. Unzips zippers
- Y N 70. Wipes up spills, using cloth or sponge
- Y N 71. Pours dry cereal and milk into bowl without spilling
- Y N 72. Climbs on a chair, stool, or box to reach things
- Y N 73. Picks up a spoon by the handle
- Y N 74. Takes off unbuttoned shirt/blouse without help
- Y N 75. Brushes teeth without help
- Y N 76. Pours self a drink
- Y N 77. Ties shoelaces
- Y N 78. Usually looks both ways when crossing streets
- Y N 79. Goes to toilet without help; wipes self, flushes toilet, and washes hands
- Y N 80. Takes responsibility for self in eating, dressing, and washing (but may need a little help)

GROSS MOTOR – Includes walking, running, climbing, jumping, riding, balance, and coordination

- Y N 81. Walks without help

Y	N	82. Jumps from steps with feet together (or used to)	Y	N	105. Rides a two-wheeled bike with or without training wheels
Y	N	83. Throws a ball while standing	Y	N	106. Pulls self to standing position (or gets self to standing)
Y	N	84. Runs	Y	N	107. Does cartwheels
Y	N	85. Runs smoothly, turning corners and making sudden stops.	Y	N	108. Plays “catch” with other children; throwing to them and catching the ball at least half the time
Y	N	86. Rides around on tricycle using pedals	Y	N	109. Climbs into an adult size chair and seats self
Y	N	87. Walks up and down stairs alone	Y	N	110. Shows good balance and coordination in physical play activities such as running, climbing, and jumping
Y	N	88. Walks up and down stairs alone, one foot to a step, alternating feet	FINE MOTOR – Includes use of eyes and hands – from picking up objects to scribbling and drawing		
Y	N	89. Kicks a ball			
Y	N	90. Hops on one foot, at least two times, without support	Y	N	111. Picks up objects with one hand
Y	N	91. When running, jumps over obstacles that are in the way	Y	N	112. Builds a tower of two or more blocks
Y	N	92. Stands on one foot, steady, without support	Y	N	113. Holds two objects at the same time, one in each hand
Y	N	93. Climbs on playground equipment	Y	N	114. Uses two hands to pick up large objects
Y	N	94. Does a forward somersault	Y	N	115. Draws or copies two lines that cross (+)
Y	N	95. Hops around on one foot without support	Y	N	116. Puts together puzzles with nine or more pieces
Y	N	96. Swings on swing, pumping by self	Y	N	117. Picks up small objects, such as bits of dry cereal, using thumb and one finger
Y	N	97. Rolls over from back to stomach (or used to)	Y	N	118. Draws pictures of complete people that include <i>at least</i> a head, with eyes-nose-mouth, body, arms and legs, hands and feet
Y	N	98. Stands steady, without support	Y	N	119. Holds crayon with fingers and thumb, somewhat like an adult
Y	N	99. From a standing position, jumps over objects or people	Y	N	120. Transfers objects from one hand to the other
Y	N	100. Sidesteps around furniture or crib while holding on (or walks)	Y	N	121. Scribbles with a crayon or pencil (or used to)
Y	N	101. Runs well without falling	Y	N	122. Cuts across paper with scissors from one side to the other
Y	N	102. Stands on one foot for a few seconds without support	Y	N	123. Draws recognizable pictures
Y	N	103. Climbs up ladder and slides down slide without help			
Y	N	104. Sits without support			

- 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

- Y N 160. Asks questions beginning with “what” or “where”
- Y N 161. Uses sentences *at least* four words long
- Y N 162. Gives reasons for things, using the word “because ...”
- Y N 163. Speaks/signs clearly; is understandable most of the time
- Y N 164. Uses *at least* five words as names of familiar objects
- Y N 165. Uses *at least* one of the following words – “me,” “I,” “he,” “she,” “you,” or “it”
- Y N 166. Asks questions beginning with “why,” “when,” or “how”
- Y N 167. Has a vocabulary of 20 or more words
- Y N 168. Uses long complex sentences, ten words or longer
- Y N 169. Talks about things that have happened in detail, describing a series of events, for example, “We went to..., and we... Then we...”
- Y N 170. Refers to his/her things as “my” or “mine”
- Y N 171. Uses plural pronouns such as “we,” “they,” “them,” or “us” correctly
- Y N 172. Uses 50 or more different words in everyday conversation
- Y N 173. Whispers or signs discretely so others can’t over-hear/“over-see”
- Y N 174. Names simple shapes such as circle, square, triangle, and star
- Y N 175. Asks simple questions using correct grammar
- Y N 176. Points to things
- Y N 177. Asks the meaning of words
- Y N 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”)
- Y N 179. Recites a nursery rhyme such as “Jack and Jill went up a hill to...”
- Y N 180. Asks for “more” or “another one”
- Y N 181. Talks with words in the correct order
- Y N 182. Asks for a drink or for food, using words or sounds
- Y N 183. Talks in two to three word phrases (or in longer sentences)
- Y N 184. Names a few familiar objects in picture books
- Y N 185. Says/signs “Please” and “Thank you”
- Y N 186. Names at least five body parts, such as eyes, nose, mouth, hands, or feet, when asked
- Y N 187. Puts two sentences together with the words “and,” “or,” or “but”
- Y N 188. Has a large vocabulary -- too large to count easily
- Y N 189. Says/signs correctly most words he/she uses
- Y N 190. Names the days of the week in correct order
- Y N 191. Responds to his/her name; turns and looks (or looks up if name is signed in his/her visual field)
- Y N 192. Answers “why?” questions, giving good explanations, for example, “Why do we wear coats?”
- Y N 193. Points to *at least* three body parts, such as eyes, nose, mouth, hands, or feet, when asked
- Y N 194. Understands what “off” and “on” mean; follows directions using these words
- Y N 195. Understands the meaning of “up” and “down”
- Y N 196. Uses the words “today,” “yesterday,” and “tomorrow” correctly
- Y N 197. Knows right hand from left

- 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

- Y N 234. Understands “No No”; stops, at least briefly
- Y N 235. Takes part in conversations, both talking/signing and listening/watching in turn
- Y N 236. Talks about the future, about what is “going to” happen
- Y N 237. Expresses likes and dislikes in words
- Y N 238. Talks about feelings; says/signs he/she feels “happy,” “sad,” “bad,” or “mad”
- Y N 239. Identifies *at least* one color by name correctly
- Y N 240. Talks about the qualities of objects, using descriptive words such as “small,” “red,” “good,” “funny”

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.

- Y N 241. Tries to read familiar books (or reads them)
- Y N 242. Recognizes a few simple words in a familiar book
- Y N 243. Prints two or more simple words from memory
- Y N 244. Asks what signs say, such as road signs, advertising, etc.
- Y N 245. Recites the alphabet, in order, without help
- Y N 246. Recognizes and names *at least* five letters of the alphabet
- Y N 247. Reads 15 or more words in a new book
- Y N 248. Prints first and last name, with letters facing in the correct direction
- Y N 249. Prints the alphabet – all 26 letters – by copying them or by memory
- Y N 250. Attempts to read words by separating them into parts, for example, “el-e-phant”
- Y N 251. Prints a few letters or numbers
- Y N 252. Prints a few simple words from a copy

- Y N 253. Reads four or more words
- Y N 254. Prints first name, or at least four letters of it
- Y N 255. Recognizes and names all the letters in the alphabet
- Y N 256. Counts ten or more objects
- Y N 257. Talks about things, comparing one to another, for example, says “This one is bigger, ... heavier,” etc.
- Y N 258. Recites numbers in order from 1 to 30
- Y N 259. Tells when one object is longer or shorter than another object
- Y N 260. Answers arithmetic questions such as “How much is $2 + 2$?” “ $1 + 4$?” “ $3 + 6$?”
- Y N 261. Recognizes and names a few single numbers
- Y N 262. Recites numbers in order from 1 to 10
- Y N 263. Knows what “half” means
- Y N 264. Prints the numbers 1 through 9
- Y N 265. Knows how many fingers there are on each hand
- Y N 266. Points to or names the bigger of two objects when asked
- Y N 267. Does simple subtraction: How much is “ $2 - 1$?” “ $4 - 2$?” “ $6 - 3$?”
- Y N 268. Counts three or more objects
- Y N 269. Understands “one” and gives you just one when you ask for “one”
- Y N 270. Tells time: Reads clock in hours and minutes

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

- Y N 271. Increases activity when shown a toy

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

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The Minnesota Child Development Inventory (MCDI) measures the development of preschool-age children, using an inventory format to obtain mothers' observations. To demonstrate the validity of MCDI results, the authors compared them to the results of psychological evaluations, including data on intellectual functioning, fine motor skills, and expressive language development. The study sample consisted of 109 children referred to a university clinic for psychological evaluation. Four MCDI scales (General Development, Fine Motor, Expressive Language, and Comprehension-Conceptual) and the MCDI Minnesota Multiphasic Personality Inventory. From Wikipedia, the free encyclopedia. The Minnesota Multiphasic Personality Inventory (MMPI) is the most widely used and researched standardized psychometric test. "The development of the Minnesota Multiphasic Personality Inventory". *Journal of the History of the Behavioral Sciences* 30 (2): 148-161. doi:10.1002/1520-6696 (199404)30:23.0.CO;2-9 (<https://dx.doi.org/10.1002/1520-6696%28199404%2930%3A23.0.CO%3B2-9>). 9. ^ Hathaway, S. R., & McKinley, J. C. (1940). *Behavioral, Social, and Emotional Assessment of Children and Adolescents, Third Edition*. New York, NY: Routledge.

http://en.wikipedia.org/wiki/Minnesota_Multiphasic_Personality_Inventory. The concurrent validity and reliability of the Minnesota Child Development Inventory (MCDI) was assessed by comparing the MCDI general development index score, and each of the seven subscale scores, with the mental and psychomotor age equivalents achieved on the Bayley Scales of Infant Development. In addition, the co-positivity, co-negativity, positive and negative predictive values of the MCDI in identifying infants with a mental development index (MDI), or psychomotor development index (PDI) of greater than 2 SD below the mean were assessed. Subjects were 101 infants (8 to 19 months old) who were 13 NECAP National Early Childhood Assessment Project Assisting interested states in administering two developmental assessments -- Minnesota Child Development Inventory -- MacArthur-Bates Communicative Development Inventory. 14 NECAP National Early Childhood Assessment Project For children who are deaf or hard of hearing Assessments scored by CU-Boulder Report of child's results sent to interventionist and/or family Annual accountability report sent to participating state/agency. Download ppt "Assessments for Children Birth to 3: Part 1 Minnesota Child Development Inventory Colorado School for the Deaf and the Blind November 6, 2013." Similar presentations. The Minnesota Child Development Inventory (MCDI) provides a systematic means of obtaining parental (usually maternal) information about the child's current development. The presentation discusses the validity of the MCDI and the development of other inventories focused on the assessment of school readiness (Minnesota Preschool Inventory--MPI) and the assessment of infant development (Minnesota Infant Development Inventory--MIDI). The MIDI attempts to integrate developmental and educational concepts and to provide guidance to the mother regarding the development and stimulation of her infant.