






Malagasy Adaptation of the Malawi Developmental Assessment Tool (MADDAT)
English Version
April 30, 2016






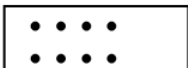


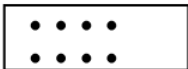

General Instructions



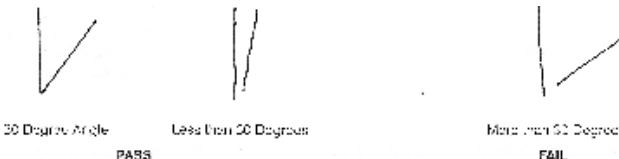



1. Before heading to the field for testing, you and your partner must check your bag or kit to be certain you have all materials needed for testing. These include:
 - 1) Cup
 - 2) Spoon
 - 3) Plate
 - 4) Bowl
 - 5) Doll
 - 6) Pen
 - 7) 12 blocks
 - 8) 12 bottle tops (8 of one color and 4 of a different color)
 - 9) Lighter
 - 10) Car
 - 11) Bottle
 - 12) Jar with screw on lid
 - 13) Scissors
 - 14) Candle
 - 15) Soap
 - 16) 6 round blue buttons and 6 square black Buttons for pattern recognition
 - 17) 6 red beans, 6 white beans for pattern recognition
 - 18) Laminated pattern recognition template with 6 boxes
 - 19) Laminated page with 4 different colored circles (red, blue, green, yellow)
 - 20) Laminated page with numbers
 - 21) Laminated page with groups of tomatoes
 - 22) Plain paper for writing and drawing
 - 23) Small paper for folding
 - 24) 2 identical sticks of slightly different lengths
 - 25) 2 identical containers of slightly different weights
 - 26) Small cloth
 - 27) Maize or small beans for picking up and pattern recognition
 - 28) Pegboard and 8 pegs
 - 29) 8 beads and string
 - 30) Stopwatch or phone for timing
2. When you arrive at the family's home, introduce yourself and the purpose of your visit to the parent/caregiver using the provided script.
3. As possible, find a quiet, well-lit place to administer the test. Ask the parent/caregiver to stay with you and the child during the testing. Kindly request that other adults and children are not present during the testing.
4. When greeting the child, be sure to bend or squat down to their eye level. Introduce yourself and ask the child's name. Spend some time talking with the child to help him or her feel comfortable with you. Explain to the child that you have some things to play with, and that you two are going to have some fun playing different games.
5. If you have not done so already, determine the child's age in months. You will use this information to determine the starting points in the various subtests.
6. Set up the testing area. As possible, use a table and chairs. It's best to sit next to, rather than across from, the child during testing. Small or timid children can sit on their parent/caregiver's lap.
7. Locate the item starting point, based on the child's age in months. This is indicated throughout the tool.
8. To establish the *base* level, children must **pass 7 consecutive items**. To do this:
 - a. Begin administering items from the designated starting point.
 - b. If child fails an item before 7 consecutive items are passed, go back to the item that occurs before the starting point.
 - c. Continue administering earlier items as needed until 7 consecutive items are passed. Note that *some* (but not all) earlier items can be scored without administration if you have observed the child demonstrating a more advanced related skill.
 - d. Do not re-administer any failed items.
9. To establish the *ceiling* level, children must **fail 7 consecutive items**.



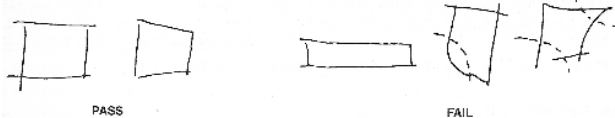


- a. Continue administration until child has failed 7 consecutive items, or until there are no more items to administer. Stop administration at this point.



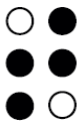
10. All items must be administered and scored exactly as written.

Item Number	Description	Administration	Yes	No
FINE MOTOR AND PERFORMANCE				
FM9	Transfers block	<u>Materials: 2 blocks.</u> Offer the child a block, allowing them to grasp it with whichever hand they choose. Then try and give them another block to the same hand. The child will often pass the first block to the other hand so that he or she can take the second one. Always use blocks, not other objects. Allow 1 trial. Score YES if child transfers block.		
FM10	Picks object: Raking motion 	<u>Materials: red bean.</u> Place a bean on the table or floor in front of the child, within reach. Say, "Get it. Pick it up." Allow 1 trial. Note how child picks it up. Score YES if child picks it up using a raking motion (using four fingers to secure the object against the palm of the hand). Score YES if child uses more advance method, but using only 1 or 2 fingers and thumb to pick up the object.		
IF CHILD IS 24-29 MONTHS, START HERE				
FM11	Bangs objects together 	<u>Materials: 2 blocks.</u> Demonstrate by taking a block in each hand and banging or striking them together while the child is watching. Give the child a block in each hand and say, "You do it." Can repeat twice if necessary. Score YES if child bangs the blocks against each other.		
FM12	Finds object under cloth 	<u>Materials: cloth and car.</u> Get out the car or other desirable toy, and the cloth. Allow child to play with both for a bit. Then take the object and washcloth from him or her and spread the washcloth out on the table, in front of the child and within his or her reach. Place the object under the edge of the washcloth closest to you, but out of the child's reach. Allow 1 trial. Score YES if the child attempts to move the cloth to get the toy (either by lifting it or pulling it) AND searches for the toy (does not have to succeed, but must indicate that they are purposefully trying to move the cloth to get the toy).		
FM13	Pincer grasp 	<u>Materials: Red bean.</u> Place bean in front of child. Say, "Pick it up. Give it to me." Allow 1 trial. Score YES if child uses just thumb and the tip of one finger (any finger) to pick up object.		
FM14	Puts blocks in/out of cup 	<u>Materials: cup and 3 blocks.</u> Show child how to put 3 blocks in the cup and how to remove the blocks, one at a time. Put cup and blocks in front of the child and say, "You do it. Put the blocks in and then take them out." Allow 1 trial. Score YES if child can put at least 1 block in and out of the cup.		
IF CHILD IS 30-35 MONTHS, START HERE				
FM15	Pushes car	<u>Materials: car.</u> Slowly push the car in front of the child (letting it go, so that it move on its own). Then put the car directly in front of the child. Do not offer any verbal instruction. Allow 1 trial. Score YES if child pushes car to make it move with all 4 wheels on the table or floor.		

IF CHILD IS 36-41 MONTHS, START HERE				
FM16	Puts blocks in jar 	Materials: 3 blocks and jar. Show child how you put them in, and then dump them out by turning over the jar. Repeat one more time. Put jar and blocks in front of child and say, "You do it! Put the blocks in and dump them out." Allow 2 trials, if necessary. Score YES if child puts at least 1 block in jar.		
FM17	Dumps blocks 	Materials: 3 blocks and jar Score from previous administration (FM16). Score YES if child turns jar to the side or upside down to get the blocks out. Do not score YES if child gets blocks out with fingers.		
FM18	Scribbles (straight) 	Materials: marker and paper. Place a piece of paper and crayon or pen in front of the child. Say, "Go ahead and draw something. Draw anything you want." Allow 1 trial. Score YES if child makes some marks, back and forth, in any direction. Also score YES if child draws something more sophisticated (square, letters, person, etc.)		
IF 42-47 MONTHS, START HERE				
FM19	Scribbles (circular) 	Materials: marker and paper Show child how to make circular spirals and loops. Then offer the paper and crayon or pen to the child and say, "Your turn! You do it. Draw some like mine." Allow 1 trial. Score YES if child can imitate your circular shapes (note: does not have to be a proper circle, but also score YES if child draws a circle).		
IF 48-54 MONTHS, START HERE				
FM20	Stacks 2 blocks 	Materials: 12 blocks. Show child how to stack 6 blocks, saying, "See, I put one block here, and another on top, and another on top." Leave your tower standing. Put the other 6 blocks in front of the child and say, "You do it. Build a tower as tall as you can." Allow 3 trials. Score YES if child stacks 2 or more blocks. Note total blocks stacked for scoring FM22 and FM23.		
IF 55 MONTHS OR OLDER, START HERE				
FM21	Puts in pegs <2 minutes 	Materials: pegboard, 8 pegs and stopwatch for timing. Place pegboard in front of child. Show child how to put 2 pegs into the holes, saying, "Watch what I do. See I put them in." Remove the pegs, and place all 8 directly in front of child. Say, "You do it. Put all the pegs in the holes, as fast as you can." Start timing when child picks up the first peg. Stop timing when child finishes putting last peg in the hole. Allow 1 trial. Score YES if child puts all pegs in holes in <2 minutes. Note the time, and score FM24 from this administration.		
FM22	Stacks 4 blocks 	Materials: 12 blocks Can score from FM20. If not observed: Get out 12 blocks. Show child how to stack 6 blocks, saying, "See, I put one block here, and another on top, and another on top." Put the other 6 blocks in front of the child and say, "You do it. Build a tower as tall as you can." Score YES if child stacks 4 or more blocks. Note total blocks stacked to score FM23		
FM23	Stacks 6 blocks 	Materials: 12 blocks Score from FM20 or FM22. Score YES if child stacks 6 blocks.		
FM24	Puts pegs in <30 seconds 	Materials: pegboard, 8 pegs and stopwatch for timing Score from item 21. Score YES if child put pegs in holes in <30 seconds.		
FM25	Screws and 	Materials: jar and lid. Slowly show child how to put lid on (just a		

	unscrews lid 	half screw) and off, saying, "See I put it on. And then I take it off." Repeat. Then, give jar and lid to child and say, "You do it. Put the lid on and take it off." Score YES if child screws lid on and off. You can encourage child to take it off if they stop after putting it on.		
FM26	Strings 6 beads 	<u>Materials: string (knotted at one end) and 8 beads.</u> Show child how to string 2 beads, saying, "See, I am putting these beads on the string. There goes one, and now another." Then put the string and remaining 6 beads in front of child and say, "You do it. Put all the beads on the string." Allow 1 trial. Score YES if child strings all 6 beads.		
FM27	Copies vertical line 	<u>Materials: marker and paper</u> Draw a vertical line. Say, "Watch what I do. I go like this [DRAW VERTICAL LINE] and make a line. You make one just like mine." Put the paper and utensil in front of child. Score YES if child makes a mark within 30 degrees.		
FM28	Which is longer 	<u>Materials: 2 sticks.</u> Present the 2 sticks in front of child, with longest stick on the LEFT side. Ask, "Which stick is longest?" Note response (child can point or verbally say which is longer). Remove sticks, and switch their order, either under table or behind back. Present sticks, with longest stick on RIGHT side. Ask, "Which stick is longest?" Note response. Remove sticks, and switch their order, either under table or behind back. Present sticks, with longest stick on LEFT side. Ask, "Which stick is longest?" Note response. Score YES if child responds correctly 3 times. Can stop if child fails first attempt.		
FM29	Pick heaviest box 	<u>Materials: 2 containers, each of slightly different weights.</u> Put them on the table or floor, with the heavier container on your RIGHT side. Ask child to put out their hands. Lift the containers at the same time to put in child's hands. Ask child, "Which is heaviest? You can tell me or show me." Note (internally, without saying anything) child's response, as correct or wrong. Remove containers from child's view (put under table or behind back) and SWITCH the containers. Present them to child, and ask, "Which is heaviest?" Repeat 1 more time. Score YES if child is able to detect heaviest object 3 times. Can stop if child fails first attempt.		
FM30	Makes bridge – 3 blocks 	<u>Materials: 12 blocks</u> Put 6 blocks aside and leave 6 in front of you. On your clipboard or other solid, flat surface, make a bridge in front of the child with 3 blocks, explaining to the child what you are doing. Say, "I am making a bridge. I put this one here, and this one here, and this one on top to make a bridge. See, a car can pass underneath my bridge." Use a pencil to show how a "car" could pass under bridge. Be certain that the bridge is oriented so the child can easily see the gap between the two bottom blocks supporting the top block. Leave your model in place and put the other 3 blocks directly in front of the child. Say, "Now you do it. Use these blocks to make a bridge just like mine." Allow 1 trial. Score YES if child makes a bridge with 3 blocks and gap in middle.		
FM31	Makes clay figure	[DELETED]		
FM32	Copies circle/ball	<u>Materials: marker and paper</u> With the pen and paper, draw a ball, explaining to the child what you are doing. Say, "Watch what I do. I go like this [DRAW A CIRCLE]. Now you do it. Make a BALL just like mine." Put the utensil and paper directly in front		

		<p>of the child. You can help hold down the paper if child has trouble controlling it from moving, but do not help child hold the utensil. Score YES if child makes an approximate circle (see below).</p> 		
FM33	Copies cross	<p>Materials: marker and paper Draw a cross, explaining to the child what you are doing as you draw it. Say, "Watch what I do. I go like this [VERTICAL LINE] and then I go like this [HORIZONTAL LINE]. Draw a cross like mine!" Put the pen/crayon/pencil and paper directly in front of the child and ask the child to make a cross just like yours. The 2 lines do not need to be the same size and can be at any angle, but must intersect. You can help hold down the paper if child has trouble controlling it from moving, but do not help child hold the utensil. Score YES if child makes an approximate cross.</p> 		
FM34	Draws a box	<p>Materials: marker and paper With the pen and paper, draw a box, describing what you are doing. Say, "Watch what I do. I go like this [VERTICAL LINE] and then I go like this [HORIZONTAL LINE], and then this [REPEAT VERTICAL] and then this [REPEAT HORIZONTAL]. Now you do it!" Put the utensil and per directly in front of the child. You can help hold down the paper if child has trouble controlling it from moving, but do not help child hold the utensil. Score YES if child makes an approximate square (see below).</p> 		
FM35	<p>Makes big bridge</p> 	<p>Materials: 12 blocks With the six blocks, make a bridge for the child, explaining as you go. Say, I am making a BIG bridge. I put this one here, and this one next to it, and then this one here, and another next to it. Then I put 2 on top to make a BIG bridge. Be certain the bridge is oriented so that the child can see the gap between the bottom blocks that are supporting the two top blocks. Leave your model up for the child to copy. Put the remaining 6 blocks directly in front of the child and say, "Make a big bridge just like mine." Allow 1 trial. There must be a space underneath to qualify as pass. Score YES if child makes bridge like yours.</p>		
FM36	<p>Makes stairs</p> 	<p>Materials: 12 blocks With your 12 blocks out, make stairs with 6 blocks, explaining to the child what you are doing. Start by making the bottom row of 3 blocks, followed by the middle row of 2 blocks, and then the top row with 1 block. Say, "Now I am going to make some stairs. See, I put 3 blocks here, 2 on top, and then 1 on the very top. See, you can climb these stairs [IMITATE WALKING UP STAIRS WITH FINGERS]." Be certain the child can see the steps in profile, so that it is easy to see the different "layers" of the staircase. Put the other 6 blocks directly in front of the child and say, "You do it. Make stairs like mine." Leave your stairs up while the child copies. Allow 1 trial. Score YES if child makes stairs.</p>		

FM37	Copies letters	<p><u>Materials: marker and paper</u> Say, "Watch. I am going to make some letters." Write E C A M J H in large, clear, capital letters on a piece of paper. Be certain that your letters are proper, standard capital letters. If necessary, you may need to move so that the letters are oriented straight for the child. Put the pen directly in front of the child and say, "<i>Can you copy this letter?</i>" as you point to the first letter. As necessary, encourage child to copy the letter by saying, "<i>Go on, try to make this letter.</i>" Repeat for each letter. Note that acceptable letters MUST have all components (lines, angles) but can be turned in any direction. Score YES if child correctly copies 3 or more letters.</p>		
FM38	Folds paper	<p><u>Materials: 2 pieces small paper</u> Fold a piece of paper in half, explaining what you are doing. Say, "I am putting ends together like this. I am making a crease like this, and the edges are together [then repeat]... Here, fold your paper just like mine!" Be certain to point out that you are lining up the edges of the paper, and making a crease before folding the paper into quarters. NOTE: Use very lightweight paper, about half the size of a full sheet. There should be less than 1 inch overlap on any side. You can encourage child. When they stop, say "Are you finished?" Allow 1 trial. Score YES if child folds paper in quarters with less than 1 inch (3 cm) overlap.</p>		
FM39	<p>Makes pattern bottle tops: 1</p> 	<p><u>Materials: 12 bottle tops</u>. Be certain that 4 are of one color (e.g., black) and 8 are of another color (e.g., white). Say, "Watch what I do. I put a white one here, a black one here, a black one here, and a white one here." Move 4 bottle tops (2 of each color) in front of child and say, "Now, you do it. You make a line like mine."</p>		
FM40	<p>Makes pattern bottle tops: 1</p> 	<p><u>Materials: 12 bottle tops</u> Say, "Watch what I do," as you start to make a pattern of 4 bottle tops (2 rows of 2 bottle caps in alternating color pattern). Say, "See, I put a white one here, and then next to it a black one. Then I put a black one here, and next to it a white one." Put 4 bottle tops (2 white, 2 black, but not in any pattern) directly in front of the child and say, "Use these bottle tops to make a picture just like mine." Be certain that child has sufficient space to complete the pattern. Allow 1 trial. Score YES if child makes pattern, even if rotated.</p>		
FM41	<p>Makes pattern bottle tops: 2</p> 	<p><u>Materials: 12 bottle tops out</u> Collect all bottle tops, and put them in front of you. You will use all 12 bottle tops to administer this item. Make the pattern by placing bottle tops in 2 columns (not 3 rows). Say, "Watch what I do. I put one white one here, and a black one here, and another black one below. Then I start up here, and I put a black one here, and another black one below, followed by a white one." Put the remaining 6 bottle tops (4 one color, 2 another color) in front of the child and say, "Use these bottle tops to make a picture just like mine." Be certain that child has sufficient space to complete the pattern. Child can try 2 times. Score YES if child creates pattern in first or second trial.</p>		
FM42	Pattern completion: 1	<p><u>Materials: paper with the six squares, 6 round blue buttons, 6 white beans, 6 red beans, 6 maize sees, 6 square black buttons, 6 bottle tops of same color.</u> Put the paper directly in front of the child, (with some space left between the child and the paper). Place 6 objects in front of the child: <u>a round blue button, a white bean, a maize seed, a red bean, a square black button and a bottle top.</u> These are the items child will use to complete the patterns. Place 5 blue buttons on a piece of paper in front of the child as the pattern below. Say, "See I put a blue button here, and another blue button here..." until you have created the pattern below. Say, "Which of these [POINT TO THE OBJECTS] goes here?" [POINT AT THE EMPTY SPACE].</p>		

		<p>Score YES if child completes pattern correctly.</p> <p>If child does not pick the blue button, say, “OK, thank you. [REMOVE THE INCORRECT OBJECT FROM THE SPACE.] Do you see these beads [POINT TO BLUE BUTTONS IN SQUARES]? Look, here [POINT TO 6 OBJECTS] which one is the same as these [POINT TO THE BLUE BUTTONS IN THE SQUARES]?” [CONTINUE EXPLAINING UNTIL CHILD UNDERSTANDS.] You can say, “See? All of these squares have blue buttons, so the empty square also needs a blue button.”</p> <table><tr><td>Blue button</td><td>Blue button</td><td>Blue button</td><td>Blue button</td><td>Empty</td><td>Blue button</td></tr></table>	Blue button	Blue button	Blue button	Blue button	Empty	Blue button		
Blue button	Blue button	Blue button	Blue button	Empty	Blue button					
FM43	Pattern completion: 2	<p>Pattern completion Leave the blue button, a white bean, a maize seed, a red bean, a black button and a bottle top in front of the child. These are the items child will use to complete the patterns. Place 5 beans on a piece of paper in front of the child as the pattern below. Say, “See I put a red bean here, and another red bean here...” until you have created the pattern below. Say “Which of these (POINTS TO THE OBJECTS) goes here?” [WHILE POINTING AT THE EMPTY SPACE]. Score YES if child completes pattern correctly.</p> <table><tr><td>Red Bean</td><td>Red Bean</td><td>Red Bean</td><td>Red Bean</td><td>EMPTY</td><td>Red Bean</td></tr></table>	Red Bean	Red Bean	Red Bean	Red Bean	EMPTY	Red Bean		
Red Bean	Red Bean	Red Bean	Red Bean	EMPTY	Red Bean					
FM44	Pattern completion: 3	<p>Leave all the “completion objects” out. Use the white beans and maize to make the pattern as below. Say, “See I put a maize seed here, and a white bean here, and then a maize seed here ...” until you have created the pattern below. Say “Which of these (POINTS TO THE OBJECTS) goes here?” while pointing to the empty space.</p> <table><tr><td>Maize</td><td>White bean</td><td>Maize</td><td>White bean</td><td>EMPTY</td><td>White bean</td></tr></table>	Maize	White bean	Maize	White bean	EMPTY	White bean		
Maize	White bean	Maize	White bean	EMPTY	White bean					
FM45	Pattern completion: 4	<p>Pattern completion Leave all the “completion objects” out. Use bottle caps and black buttons to make the pattern as below. Say, “See I put a black button here, and a cap here, and then a black button here ...” until you have created the pattern below. Say “Which of these (POINTS TO THE OBJECTS) goes here?” while pointing to the empty space. Score YES if child completes pattern correctly.</p> <table><tr><td>Black button</td><td>Bottle cap</td><td>EMPTY</td><td>Bottle cap</td><td>Black button</td><td>Bottle cap</td></tr></table>	Black button	Bottle cap	EMPTY	Bottle cap	Black button	Bottle cap		
Black button	Bottle cap	EMPTY	Bottle cap	Black button	Bottle cap					
FM46	Pattern completion: 5	<p>Pattern completion Leave all the “completion objects” out. Use 2 blue buttons, 1 bottle top and 2 maize seeds to make a pattern as below. Say, “See I put a blue button here, and a maize seed here, and then a bottle cap here ...” until you have created the pattern below. Say “Which of these (POINTS TO THE OBJECTS) goes here?” while pointing to the empty space. Score YES if child completes pattern correctly.</p> <table><tr><td>Blue button</td><td>Maize</td><td>Bottle cap</td><td>Blue button</td><td>Maize</td><td>EMPTY</td></tr></table>	Blue button	Maize	Bottle cap	Blue button	Maize	EMPTY		
Blue button	Maize	Bottle cap	Blue button	Maize	EMPTY					
FM47	Pattern completion: 6	<p>Pattern completion Remove all objects from paper and put to one side. Leave the paper in place in front of the child. Use 2 red beans, 1 black button and 2 white beans to make a pattern as below. Say, “See I put a bean here, and a red bead here, and then a bean here ...” until you have created the pattern below. Say “Which of these (POINTS TO THE OBJECTS) goes here?” while pointing to the empty space. Score YES if child completes pattern correctly.</p>								


		Red Bean	EMPTY	White bean	Red Bean	Black button	White bean		
LANGUAGE									
L6	Responds to name	If not observed incidentally, stand behind child, out of view, and call his/her name. Score YES if child turns and looks to you.							
L7	Babbles	Observe whether child makes noises like “mama,” “baba,” “dada,” “tata,” etc. These don’t have to be words or in response to anyone or anything. If not observed, ask the mother if child makes these sounds. Score YES if child babbles. This is a pre-speech behavior, so also score YES if you have heard child say at least one word or if mother reports child uses one or more words.							
L8	Understands no	Materials: Car Ask mother the word or words she uses to get the child to stop doing something or to caution them (e.g., “No!”). Put the car on the table or floor in front of the child. As child reaches for the car, say “No!” or the word or words mother uses to get her child to stop doing something. Score YES if child stops in response to hearing “no” or whatever other cautionary words.							
IF 24-29 MONTHS, START HERE									
L9	Gestures: no	If not observed incidentally, ask mother “Does [CHILD NAME] use a gesture, like shaking head or shrugging shoulders to indicate no ?” Score YES if mother says child uses a gesture to indicate “no.”							
L10	Follows 1 stage command	Materials: cup, a block, and the spoon Put the cup, block and spoon on the table or on the floor directly in front of the child. Without gesturing or looking at any of the objects, say, “Hand me the cup.” Score YES if child gives you the cup.							
IF 30-35 MONTHS, START HERE									
L11	Jabbers	Observe if child makes noises that sound like sentences, even if the noises are not proper words. If uncertain, ask mother, “Have you heard your child make noises that sound like sentences, even if they are not proper words?” Score YES if you hear child jabber OR says at least 1 word OR if mother reports that child jabbers or speaks at least 1 word.							
L12	Says 2 words	Ask mother, “Does your child have some words?” If she says yes, ask mother all the words the child can say and keep count. Score YES if she can tell you 2 or more words child says.							
L13	Says 2 words together	Observe if child puts two words together to communicate an idea or want. For example, “Mama cup,” “more water,” “go bye-bye,” etc. Note that “bye-bye” and other 2 part words are not valid. If not observed, ask mother, “Have you heard your child put 2 words together to ask for something or to tell you something? For example, does child say things like go bye-bye or mama cup or similar?” Score YES if child puts 2 or more words together.							
IF 36-41 MONTHS, START HERE									
L14	Says 6 words	Materials: paper and pen Ask mother, “Does your child have some words?” If she says yes, ask mother what the words are. Write down all the words the mother says. Score YES if she can tell you 6 or more words child says. Can be scored from L12.							
IF 42-47 MONTHS, START HERE									
L15	2 stage command	Materials: car Get out the car and allow child to play with if for							







		10-15 seconds. Then take the car and put it out of reach of child. Say, "Get the car. Go get it and give it to your mama." Allow the child a few minutes to complete task. Do NOT repeat the command or encourage child. Score YES if child carries out both commands correctly.		
L16	Identifies 5 objects	<p><u>Materials: 12 objects (candle, soap, chalk, jar, cup, lighter, doll, pen, fork, spoon, comb, string).</u> Place in front of child so it is easy for child to see all of them. Ask child, to point to or show you the items in the following order:</p> <ol style="list-style-type: none"> 1. "Show me the cup?" 2. Point to the soap 3. Where is the chalk? 4. Show me the jar 5. Where is the candle? 6. Point to the lighter 7. Where is the fork? 8. Where is the scissors? 9. Show me the doll 10. Point to the spoon 11. Show me the string 12. Where is the comb? <p>Continue until child has identified 10 objects, or until you have asked about all 12 objects. Score YES if child correctly identifies 5 objects. Score L22 from this administration. You can leave objects out while you administer L17 and L18.</p>		
L17	Speaks in clear sentences	Score YES if you hear child talk in clear sentences of 3-4 words.		
L18	Points to 7 body parts	Ask child to show you their: hair, eyes, nose, mouth, ears, feet, head, hands, tummy. Score YES if child correctly points to 7 body parts.		
IF 48-54 MONTHS, START HERE				
L19	Names 5 objects	<p><u>Materials: 12 objects (candle, soap, chalk, jar, cup, lighter, doll, pen, fork, spoon, comb, string).</u> With the 12 objects out, ask the child to NAME each one, in the following order:</p> <ol style="list-style-type: none"> 1. "What is this? [point to cup]" 2. Tell me what this is [Point to the soap] 3. What is this? [point to chalk] 4. What is this? [point to jar] 5. What is this? [point to candle] 6. What is this? [point to lighter/matches] 7. What is this? [point to fork] 8. What is this? [point to scissors] 9. What is this? [point to doll] 10. What is this? [point to spoon] 11. What is this? [point to string] 12. What is this? [point to comb] <p>Continue until you have asked about all 12 objects OR until child has correctly names 10 objects. Score YES if child names 5 objects. Score L23 from this administration.</p>		
L20	Knows name	If not yet observed, say to child, "Can you tell me your name? What do people call you?" Score YES if child can tell you first name OR nickname.		
IF 55 MONTHS OR OLDER, START HERE				
L21	Knows action of objects	<p><u>Materials: 12 objects (candle, soap, chalk, jar, cup, lighter, doll, pen, fork, spoon, comb, rope, scissors).</u> Child can POINT TO OR NAME the right objects. Ask child:</p> <ol style="list-style-type: none"> 1. "Which one do you use for drinking?" 2. "Which one is for writing?" 		





		<p>3. "Which was is for lighting fire?"</p> <p>4. Which one is for cutting?</p> <p>Score YES if child can correctly point to 3 or more objects in response to the questions. Leave objects out.</p>		
L22	Identifies 10 objects	<p><u>Materials: 12 objects (candle, soap, chalk, jar, cup, lighter, doll, pen, fork, spoon, comb, rope).</u> Score from administration of L16. Score YES if child identified 10 objects.</p>		
L23	Names 10 objects	<p><u>Materials: 12 objects (candle, soap, chalk, jar, cup, lighter, doll, pen, fork, spoon, comb, rope).</u> Score from administration of L19. Score YES if child named 10 objects.</p>		
L24	Categorizes: foods	<p><u>Materials: pen, scratch paper (titled "Foods") and your stopwatch.</u> Put all objects away or to the side so they do not distract the child. You will need a pen/pencil and. This task is timed for 60 seconds. You will need to note when 60 seconds has passed, so as you are writing words, pay attention to your stopwatch.</p> <p>Say, "I want you to tell me all the foods you know. It's important that you do so as fast as you can. Are you ready? I will tell you when to stop. Go!" Start the stopwatch when the child says the first word (even if not a food). Record all words child says in 60 seconds, even if they are not foods. To receive credit, words must be individual foods (banana) or categories (fruit) or specific dishes (rice dishes, soups). Drinks do not receive credit. Count up all of the foods and enter the total number in the YES column.</p>		
L24A	Categorizes: animals	<p><u>Materials: pen, scratch paper (titled "Animals") and your stopwatch.</u> This task is timed for 60 seconds. You will need to note when 60 seconds has passed, so as you are writing words, pay attention to your stopwatch.</p> <p>Say, "I want you to tell me all the animals you know. It's important that you do so as fast as you can. Are you ready? I will tell you when to stop. Go!" Start the stopwatch when the child says the first word. Record all words child says in 60 seconds, even if they are not animals. To receive credit, words must be mammals, birds, fish, or insects. Count up all of the animals and enter the total number (in the YES column).</p>		
L25	3 stage command	<p><u>Materials: cup and marker</u> Get the cup and pen/marker out and put them in front of the child. Look at the child, and be sure the child is paying attention. If not, tell the child you are ready to play another game now. Then say to the child, "Listen carefully now. I want you to pay close attention to what I am saying. I am going to ask you to do 3 things. I want you to do these 3 things just as I say. Are you ready? OK, good. Here we go: put the marker in the cup, then touch your nose, and then pat your head."</p> <p>Do NOT give further instruction or repeat after the child has started to carry out the commands. Be careful not to use gestures. You can encourage the child by saying, "Go on," or "Good. Keep going." ONE TRIAL ONLY. Score YES if child carries out the 3 stages in the sequence described.</p>		
L26	Child tells you use of objects	<p><u>Materials: soap, candle, rope, comb chalk, and spoon.</u> For each of the objects below ask the child: (alternatively, what is object used for)</p> <ol style="list-style-type: none"> 1. "What do you do with soap?" 2. "What do you do with a spoon?" 3. "What do you do with a comb?" 4. "What do you do with a candle?" 5. "What do you do with a rope?" 		

		Do NOT point to any of the items. The child's response needs to have an action word (verb) or noun related to the object. For example, when asked, "What do you do with soap?" the child can say "Wash (your body or items)" or "It's for cleaning," or "It's for clothes." Score YES if child can correctly tell you the use of 3 or more objects.		
L27	Repeats back 2 syllable combinations	Say to the child, "I want you to copy what I say. Say 'pa.'" Say, "Pa chi." Say "Pa chi tu." Say "Pa chi tu go." Score YES if child can repeat at least "Pa" and "Pa chi" correctly. Score L30 from this administration.		
L28	Child can answer questions	Ask the child: "What do you do when you are hungry?" "What do you do when you are tired?" "What do you do when you are cold?" Responses can be verbs related to the concept (eat, sleep, put on a jacket) or nouns (food/specific food, bed/blanket, jacket/fire/house). If child responds ambiguously ("I tell my mama" or "I cry"), say, "I see. And then what do you do?" OR "And then what happens?" Try to get them to be specific about a verb or noun that would be a response to the question. Enter the number (0-3) questions answered correctly.		
L29	Understands adjectives	Ask the child: 1. Which goes faster, a bicycle or a car? 2. Which is bigger, oxen or a dog? Score YES if child can correctly answer both.		
L30	Repeats 4 syllables	Score from L27. Score YES if child can correctly repeat back all four together (Pa chi tu go).		
L31	Uses prepositions	<u>Materials: jar (no lid), cup, bottle top.</u> Be sure you are seated directly next to the child. Place the cup and jar upside down, side by side, in front of the child. Be sure there is a little gap (6 cm) between the cup and jar. Put the bottle top directly in front of the child. Before starting, point to the jar and say, "This is a jar." Point to the cup and say, "This is a cup." Point to the bottle top and say, "This is a bottle cap." Tell the child: 1. "Put the bottle top <u>under</u> the jar" 2. "Put it <u>on</u> the cup" 3. "Put it <u>next to</u> the jar" 4. "Put the bottle top <u>between</u> the jar and the cup" 5. "Put it <u>behind</u> the cup." If child moves the cup or jar, be sure to re-position the cup and jar as they were originally before administering the next item. Always retrieve the bottle cap and put it down again in front of the child before administering the next item. NOTE: It is important that you and the child have the same orientation so that you can easily observe if the child has performed the request correctly (especially for items 3 and 5). For item 3 (next to), the bottle cap can be to the side of or in front of the jar. For these items, it's more important that the child performs the action correctly, rather than does so in relation to the correct (asked about) object. Score YES if child can do 3 or more of these correctly.		
L32	Understands opposites	Say to the child, "I want you to help me finish some sentences. If a man is big, a baby is ____." If the child says "small," "little," or something similar ("young"), continue to #1 below about the sun.		

		<p><i>If the child does not understand, say, "Let's try another one: An ant is small, but an elephant is _____. " If the child STILL does not understand (doesn't say "big," "large," "old" or something similar), score NO for this item. Go to L33 or stop if child has missed 7 consecutive items.</i></p> <p>Say, "Good! Let's try some more." #1. If the sun comes up in the day, the stars come out at _____. #2. You cry when you are sad, you laugh when you are _____. Score YES if child can answer both items (#1 and #2) correctly.</p>		
L33	Knows quantities 3	<p><u>Materials: 12 blocks.</u> Line up 12 blocks in a row in front of the child. Ask the child, "Can you tell me how many blocks are here? Count them for me. Start here [POINT TO FIRST BLOCK ON THE LEFT]." Pay close attention to the language child used to count, and note this (it may be a mix). Write down the maximum the child could count correctly. For credit, child MUST be able to correctly count objects, and is not assigning numbers incorrectly to objects (i.e, repeating numbers, counting out of order, etc.). Leave the blocks in place for the next items. Indicate number of blocks child correctly counted in yes column. Score YES if child counts 3 or more correctly</p>		
L34	Knows quantities 5	Score from L33 Score YES if child counts 5 or more correctly		
L35	Knows quantities 10 or more	Score from L33 Score YES if child counts 10 or more correctly		
L36	Creates set: 1	<p><u>Materials: 12 blocks.</u> Leave 12 blocks in line. After the child has counted the items, say "Good. Now, I want you to put <u>one</u> block over here [POINT IN FRONT OF YOU]." When finished, replace block(s) in line. Score YES if child put only one block aside.</p>		
L37	Creates set: 3	<p><u>Materials: 12 blocks.</u> After the child has counted the items, say "Good. Now, I want you to put <u>three</u> blocks over here [POINT IN FRONT OF YOU]." When finished, replace block(s) in line. Score YES if child put only 3 blocks aside.</p>		
L38	Creates set: 5	<p><u>Materials: 12 blocks.</u> After the child has counted the items, say "Good. Now, I want you to put five blocks over here [POINT IN FRONT OF YOU]." When finished, replace block(s) in line. Score YES if child put only 5 blocks aside.</p>		
L39	Creates set: 10	<p><u>Materials: 12 blocks.</u> After the child has counted the items, say "Good. Now, I want you to put <u>ten</u> blocks over here [POINT IN FRONT OF YOU]." When finished, replace block(s) in line. Score YES if child put only 10 blocks aside.</p>		
L40	Knows letters	<p><u>Materials: page with m a d i o.</u> For each letter, ask child "What is this?" Score YES if child knows 3 or more letters.</p>		
L41	Knows numbers: 3	<p><u>Materials: Numbers Sheet, blank sheet of paper</u> Place the numbers sheet in front of the child. Using another sheet of paper, cover the right column. Say: "Here are some numbers. I will point to a number and I want you to tell me the number. It's OK if you don't know all of them." Point to the first number in the left column and ask the child: "What number is this?" Continue pointing at each number down the column. When the child finishes the last number in the left column, cover the left column and point to the first number in the second column and ask the child: Say, "What number is this?" Prompt as necessary: If the child gets stuck for more than 5 seconds, point to the next number and say: "Let's try this one."</p>		

		Score YES if child identifies 3 or more correctly. STOP if child misses 4 numbers consecutively. Score L43 and L44 from this administration.		
L42	Knows numbers: 5	Score from L42. Score YES if child identifies 5 or more correctly.		
L43	Knows numbers: 10	Score from L42. Score YES if child identifies 10 or more correctly.		
L44	Quantitative comparison of 2 sets	Materials: the page with tomatoes. Present picture with 2 sets of tomatoes (4 on left, 2 on right). Say, "Put your finger on the picture with the MOST tomatoes." WE CAN SUBSTITUTE OTHER FOOD. Score YES if child puts finger on picture with 4 tomatoes.		
L45	Knows shapes: circle	Materials: <u>shape sheet</u> . Say, "Now we will look at some shapes." <i>Point to the circle:</i> Say, "What is the name of this shape?" Score YES if child names circle.		
L46	Knows shapes: rectangle	Materials: <u>shape sheet</u> <i>Point to the rectangle:</i> Say, "What is the name of this shape?" Score YES if child names rectangle.		
L47	Knows shapes: triangle	Materials: <u>shape sheet</u> <i>Point to the triangle:</i> Say, "What is the name of this shape?" Score YES if child names triangle		
L48	Knows shapes: square	Materials: <u>shape sheet</u> <i>Point to the square:</i> Say, "What is the name of this shape?: Score YES if child names square.		
L49	Knows colors	Materials: <u>page with four colors</u> . Point to the red circle and say, "What color is this?" Point to the yellow circle and say, "What color is this?" Point to the green circle and say, "What color is this?" Point to the blue circle and say, "What color is this?" Score YES if child can identify 3 of the 4 colors correctly.		
L50	Knows age	Ask child, "How old are you?" Score YES if child can correctly answer age in years.		
L51	Knows where they live	Ask child, "What is the name of the place where you stay now?" Score YES if child can correctly name village or neighborhood or town.		
SOCIAL: NOTE ALL ITEMS ARE CAREGIVER REPORT ONLY				
S8	Gestures to be lifted 	When your child wants to be lifted up, does he or she raise arms in the air? Score YES if child lifts arms in gesture OR caregiver/mother says child asks in some way verbally (even if not proper words) to be lifted.		
S9	Helps feed with spoon	Does your child HELP you feed him or her with a spoon, by holding spoon in one or both hands? Score YES if child helps hold the spoon, even if there is some spilling OR if child feeds self by holding spoon alone (with or without spilling). Can possibly score S14 and S20 from this question.		
S10	Drinks from cup	Is your child able to drink from a cup half full without spilling any liquid?		
IF CHILD IS 24-29 MONTHS, START HERE				
S11	Indicates wants by pointing	Does your child indicate what they want by pointing? For example, pointing to cup, food, toy, etc.? Score YES if child points to what is wanted.		

				
S12	Eats with hands	Can your child pick up small pieces of food that are typically eaten with hands, and feed self? This may be bread, samba, pieces of fruit, etc. Score YES if child can feed self with hands.		
S13	Puts hands out to be washed 	When it's time for getting hands washed, before eating or after toileting, does your child put hands out to be washed, without you asking child to do so? Score YES if child puts hands out for washing without asking.		
IF CHILD IS 30-35 MONTHS, START HERE				
S14	Feeds self with spoon alone: 1 	Can your child use a spoon to pick up food to feed self alone, even if some food spills? Score YES if child feeds self alone with spoon, even with some spilling OR mother/caregiver responds child feeds self alone without any spilling. Can possibly score S20 from this administration.		
S15	Toileting: 1	Does your child indicate they need to use toilet by crying, pulling on pants, or saying something? Score YES if child does any of these, OR is able to go to toilet (or similar) without help. Can possibly score S19 from this administration.		
S16	Wants to join in singing games	Does your child show interest in joining in singing games with other children, even if they are not able to do them correctly? Do they want to be a part of the game, even in a small way? Score YES if mother/caregiver says this is true for child.		
S17	Greets verbally or with gesture 	Does your child greet someone appropriately, either verbally or by shaking hand (or other appropriate gesture)? Child can do this on own OR when prompted by parent or others. Score YES if mother/caregiver says this is true for child.		
S18	Shares things	Will your child share food, toys, or other things with children or adults? Do they know how to share? Child can do this on own OR when prompted by parent or others. Score YES if mother/caregiver says this is true for child.		
S19	Toileting: 2	Does your child know when they need to use the toilet? Can they indicate this to you and do so before they have an accident (e.g., wets self)? Child may need your help OR can go to toilet alone; the point is they recognize need before it's too late. Score YES if mother/caregiver says this is true for child.		
IF 36-54 MONTHS, START HERE				
S20	Feeds self alone with spoon: 2 	Can your child use a spoon to pick up food to feed self alone, without spilling food? Score YES if child feeds self alone without any spilling.		
S21		DELETED		
S22	Undresses self: 1 	Is child able to take off one article of clothing by themselves? For example, shorts, skirt, socks, shirt, jacket? Score YES if child can remove any item alone OR nearly alone (may just need some help removing shorts/pants from feet, etc.).		
IF 55 MONTHS OR OLDER, START HERE				

S23	Goes to visit playmate alone	Does your child go to visit a playmate alone, without you or others going with him or her? Score YES if child goes alone OR if child tells mother/caregiver they want to go see playmate or relative nearby.		
S24	Toileting: 3	Can your child use the toilet by themselves, anywhere? Even if away from home or familiar environs? Score YES if parent/caregiver says this is true.		
S25	Can eat food bones, seeds, etc.	Can your child eat foods with bones or seeds by themselves? Can they remove (or spit out) the bones/seeds, without your help? Score YES if parent/caregiver says they can do at least one of these (remove/spit out bones or seeds).		
S26	Dresses self: 1 	Can your child put on at least one piece of clothing alone? For example, a T-shirt, skirt, shorts, pants? They do not need to be able to button or zipper alone. Score YES if parent/caregiver says this is true. Can possibly score S30 from this administration, if parent/caregiver says child puts on top and bottom (or dress) plus socks, shoes, even with help for buttons and zippers.		
S27	Washes hands alone 	Can your child wash hands well (not just splashing around) without help? Does child know how to wash hands like adults do? Score YES if parent/caregiver says this is true.		
S28	Knows to be quiet or respectful	During important events, meetings or ceremonies (weddings, church, etc.), does your child know to be quiet and respectful, even without your reminding him/her? Score YES if parent/caregiver says this is true.		
S29	Does chores	Does your child do household chores to help mother or father, even if just a little bit? This could be getting water, helping care for animals, doing dishes, sweeping, etc. This is not pretend, but actual chores. Score YES if parent/caregiver says this is true.		
S30	Dresses self: 2 	Can your child dress self completely? That is, put on shorts or pants and shirt, or dress, shoes and socks, without help? You can help child with buttons, zippers, shoelaces. Score YES if parent/caregiver says this is true.		
S31	Understands concept of discipline	Does your child understand the consequences of doing something wrong? For example, if they disobey you, do they understand they will be punished in some way? Score YES if parent/caregiver says this is true.		
S32	Takes turns 	Can your child take turns? When playing a game, such as hopscotch, kicking a ball into a goal, or playing with a doll, does your child understand waiting for his or her turn to play? Score YES if parent/caregiver says this is true.		
S33	Respectful to elders	Does your child know how to be polite and respectful to elders, without you asking him/her to do so? That is, do they greet them appropriately, stay quiet during meals (AS APPROPRIATE), etc. ? Score YES if parent/caregiver says this is true.		
S34	Toileting: 4	Can your child use the toilet or pit latrine alone, without any help in any way? Score YES if parent/caregiver says this is true.		
S35	Gets along with others	Does your child play well with other children? Do they get along easily, without fighting or getting upset? Score YES if parent/caregiver says this is true.		
S36	Kicks, bites	Does your child ever kick, bite or hit other children or adults? Score YES if parent/caregiver says this is true. [REVERSE SCORING]		
S37	Clingy	Is your child clingy? Do they hold onto you when in a new place		

		or when strangers are around? Do they usually want to be by your side? Score YES if parent/caregiver says this is true. [REVERSE SCORING]		
S38	Left by parents	Does your child get upset when you and other caregivers leave him or her with other family members or neighbors? Do they get upset when left with other people than close family members, such as at other relatives' houses, friends' houses, etc.? Score YES if parent/caregiver says this is true. [REVERSE SCORING]		
S39	Settles down easily	When your child gets upset or scared by something, can he/she settle down fairly easily? Can they calm down in 5-10 minutes? Score YES if parent/caregiver says this is true.		
S40	Feelings	Does your child describe his or her feelings as "I'm happy..." or "I'm sad..." ? Can they communicate to you how they are feeling? Score YES if parent/caregiver says this is true.		
S41	Reminding	Does your child need constant reminding to finish something? For example, when you ask child to do a chore, do you need to keep reminding the child to complete the task? Score YES if parent/caregiver says this is true. [REVERSE SCORING]		
S42	Overactive	Is your child restless, overactive?		
S43	Empathy 1	Does (<i>name</i>) offer to help someone who seems to need help?		
S44	Empathy 2	Does (<i>name</i>) comfort or assist another child who is hurt, sick or upset?		