Dist ID: |__| Village ID: |__|__|__|__| Patch ID: |__|__| Dwelling ID: |__|__|__| HH ID: |__|__| Child ID: |__|__|

ECD ODISHA – MIDLINE SURVEY
BAYLEY

Name of Target Child	
Target Child ID	|__|__|
Gender of Target Child	Male 1. ☐ Female 2. ☐
Date of birth of Target Child	Day:|__|__| Month: |__|__| Year: |__|__|__|__|
Tester Name	|_____|
Tester ID	|__|__|
Was the test observed?	1. Yes ☐ 2. No ☐ *(If "No" please go to section I.)*
Observer ID	|__|__| *(01=Debashis, 02=_____)*
You are	1.Tester ☐ 2.Observer ☐

I.   OPERATIONAL CONTROL

1. Date of test			2. Output of the test: (Please use the code below)	
			1. Complete 2. Partially completed 3. Death of Target child 4. Migration 5. HH not found 6. Respondent temporarily unavailable 7. Respondent unavailable full period 8. No consent 9. Refused part-way -87. Other **If other specify:**	
1. dd:|__|__|	*mm:|__|__|*	1. 2016 2. 2017	……..	
2. dd:|__|__|	*mm:|__|__|*	1. 2016 2. 2017	……..	

Dist ID: |__| Village ID: |__|__|__|__| Patch ID: |__|__| Dwelling ID: |__|__|__| HH ID: |__|__| Child ID: _|__|

10. Start Time: _ _ : _ _ (24 Hr)	
11. End Time: _ _ : _ _ (24 Hr)	
12. Name of who accompanied the child |_____|	
13. Name of biological mother |_____|	

14. What is the kinship of who accompanied target child to the test?	Mother 1 ☐ Father 2 ☐ Grandmother 3 ☐ Grandfather 4 ☐ Sibling 5 ☐ Other relative 6 ☐ Other Non-relative 7 ☐
15. Did you do any breaks during the test?	Yes 1☐ No 0 ☐
16. If yes, how many breaks did you do?	|__|__|
17. Did you provide any food or drink during the break?	Yes 1☐ No 0 ☐
18. If yes, specify the food and/or drink?	☐1.Only Food: ………………….……… ☐2.Only Drink:………………………….. ☐3.Both:…….…………………………
19. Did you have to reschedule the test after the break?	Yes 1☐ No 0 ☐

CHECKING	Date			Checker Name	Code
	DD	MM	YEAR 1. 2016 2. 2017		
Supervisor	|__|__|	|__|__|	|__|		|__|__|
Scrutinizer	|__|__|	|__|__|	|__|		|__|__|
Monitor	|__|__|	|__|__|	|__|		|__|__|
FM	|__|__|	|__|__|	|__|		|__|__|
PA	|__|__|	|__|__|	|__|		|__|__|

II. Calculate age and starting point

	Years	Months	Days
201. Test date			
202. Date of birth			
203. Age (201 - 202)			
204. Age in months and days	Years X 12 + months		
Starting point	Calculate the starting point according to the following table		

11 months and 0 days – 13 months and 15 days	**I**
13 months and 16 days – 16 months and 15 days	**J**
16 months and 16 days – 19 months and 15 days	**K**
19 months and 16 days – 22 months and 15 days	**L**
22 months and 16 days – 25 months and 15 days	**M**
25 months and 16 days – 28 months and 15 days	**N**
28 months and 16 days – 32 months and 30 days	**O**
33 months and 0 days – 38 months and 30 days	**P**
39 months and 0 days – 42 months and 15 day	**Q**

III. Summary of Subtest Scores

	Cognitive (Cog)	Receptive Language (RC)	Expressive Language (EC)	Fine Motor (FM)	Gross Motor (GM)
Raw Score					
Number of items administered					
Number of discrepancies with observer (if applicable)					

IV.   Cognitive scale

Reversal rule: the child must obtain a score of 1 on the first 3 consecutive items at the start point of any age to go forward. If the child attains a score of 0 on any of the first 3 items, go back to the start point for the previous age and administer those items.

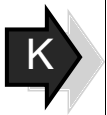**Discontinue rule:** stop the administration when the child receives a score of 0 on 5 consecutive items.

	Item	Materials	Score criteria and comments	Score
I	31. Bell series: Ring Purposely	Bell	Score: Child holds bell by handle and purposely rings it.	1 0
	32. Looks at Pictures	Picture book	Score: Child regards one or more specific pictures with interest or recognition.	1 0
33 **37**	33. Picks Up Block Series: Retains 2 of 3 Blocks	3 blocks without holes	Score: Child retains first two blocks for at least 3 seconds after visually attending to third block.	1 0
J	34. Searches for Missing Objects	3 blocks without holes Cup with handle	**Trials: 2** Score: Child looks into empty cup for blocks.	1 0
	35. Takes Blocks Out of Cup	3 blocks without holes Cup with handle Stop watch 2 minutes	Score: Child takes all three blocks out of cup.	1 0
36 **54**	36. Block Series: 1 Block	9 blocks Cup with handle	Score: Child places at least one block in or over cup, even he or she does not release it. Number of blocks in cup:	1 0

33 37	37. Picks Up Block Series: 3 Blocks	3 blocks without holes	Score: Child retains first two blocks in one or both hands and attempts to secure third block.	1 0

	38. Explores Holes in Pegboard	Pegboard	Score: Child intentionally pokes finger into at least one hole.	1 0
	39. Pushes Car	Car	Score: Child intentionally pushes car so that all four wheels stay on table.	1 0

K	40. Finds hidden object	Glitter bracelet 2 washcloths	**Trials:** 2 **Score:** Child finds bracelet by looking first under correct washcloth when hidden on both left and right sides. Trial 1 ☐ Left ☐ Right / Trial 2 ☐ Left ☐ Right	1 0
	41. Suspends ring	Ring with string	**Score:** Child obtains ring and suspends it by string, without the ring touching the table.	1 0
	42. Removes pellet (Food pellet)	Food pellet Bottle (without lid)	**Trials:** 3 **Score:** Child purposely removes food pellet from bottle using, showing some form of effort when doing it.	1 0
	43. Clear box: front	Clear box Small object of interest Stopwatch (20 seconds)	**Score:** The child retrieves the object through the open side of the box within 20 seconds.	1 0
	44. Squeezes the object	Squeeze toy	**Score:** The child tries to squeeze the toy to make the sound.	1 0

2

L M	45. Find hidden object (reversed)	Glitter bracelet Two washcloths	**Trials:** 2 **Score:** The child finds the bracelet by searching first under the right cloth, when bracelet is hidden in both the right and left side. Trial 1 ☐ Left ☐ Right Trial 2 ☐ Left ☐ Right	1 0
	46. Removes the lid from the bottle	Bottle with lid	**Score:** Child unscrews the lid until it comes off.	1 0
47 55	47. Pegboard Series: 2 holes	Pegboard 6 yellow pegs Stopwatch (70 seconds per trial)	**Trials**: 3 **Score:** The child puts at least one peg into the same or a different hole two or more times. Trial 1: completion time (all 6 pegs): Trial 2 completion time (all 6 pegs): Trial 3: completion time (all 6 pegs):	1 0
48 53	48. Relational play Series: Self	Doll Bear Plastic cups Spoons Small ball Washcloths Several blocks	**Score:** Child demonstrates relational play using him/herself.	1 0
49 56	49. Pink Board Series: 1 piece	Pink board Set of red blocks (square, circle and triangle) Stopwatch (180 seconds)	**Score:** Child correctly places at least one piece in 180 seconds. # of pieces correctly placed (180 seconds):	1 0
	50. Find hidden object (visible displacement)	Glitter bracelet 2 washcloths	**Trials:** 2 **Score:** The child finds the bracelet by searching first under the right washcloth, when bracelet is hidden in both the right and left side. Trial 1 ☐ Left ☐ Right Trial 2 ☐ Left ☐ Right	1 0
51 58 66	51. Blue Board Series: 1 piece	Blue board Set of blue blocks (4 round, 5 square) Stopwatch (150 seconds)	**Score:** The child correctly places at least one piece within 150 seconds. Time of completion: # of pieces placed:	1 0

3

52. Clear box: sides	Clear box Small object of interest Stopwatch (20 seconds per side)	**Score:** Child retrieves the object through the open side of the box when presented on both left and right sides.	1 0
48 53 53. Relational play Series: others	Doll Bear Plastic cups Spoons Small ball Washcloths Several blocks	**Score:** The child demonstrates relational play, using the objects for how they are intended, with others.	1 0
36 54 54. Block Series: 9 blocks	9 blocks Cup with handle	**Score:** The child places the 9 blocks inside the cup at one time. --- # of blocks inside the cup:	1 0
47 55 55. Pegboard Series: 6 pegs	Pegboard 6 yellow pegs Stopwatch (70 seconds per trial)	**Trials:** 3 **Score:** The child places all six pegs in the pegboard within 70 seconds. Trial 1: completion time (all 6 pegs): Trial 2: completion time (all 6 pegs): Trial 3: completion time (all 6 pegs):	1 0
49 56 N 56. Pink Board Series: Completes	Pink board Set of red blocks (square, circle and triangle) Stopwatch (180 seconds)	**Score:** The child correctly places all 3 pieces within 180 seconds. # of correctly pieces placed (180 seconds):	1 0
57. Uses a pencil to obtain an object	Pencil Small red duck	**Trials:** 2 **Score:** The child uses the pencil to attempt to get the duck.	1 0
51 58 66 58. Blue Board Series: 4 pieces	Blue board Set of blue blocks (4 round, 5 square) Stopwatch (150 seconds)	**Score:** The child correctly places at least 4 pieces within 150 seconds. Time of completion: # of pieces placed:	1 0
59. Pays attention to story	Story Book	**Score:** The child pays attention during the whole story.	1 0

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O	60. Rotated Pink Board	Pink Board Set of red blocks (square, circle, and triangle)	**Score:** The child correctly places all 3 pieces when the board is rotated.	1 0

P	61. Assembles an object (ball)	Ball puzzle Stopwatch (90 seconds)	**Trials:** 2 **Score:** The child correctly assembles object within 90 seconds in either trial.	1 0
	62. Completes Pegboard: 25 Seconds	Pegboard 6 yellow pegs Stopwatch (25 seconds)	**Score:** The child places all 6 pegs in pegboard within 25 seconds.	1 0
	63. Object Assembly (ice cream)	Ice cream puzzle Stopwatch (90 seconds)	**Trials:** 2 **Score:** The child correctly assembles object within 90 seconds in either trial.	1 0
	64. Matches pictures	Stimulus Book (pp. 17-23)	**Score:** The child correctly identifies the matching pictures on at least 3 pages. ☐ Aeroplane ☐ Cycle ☐ Tree ☐ Mobile phone	1 0
	65. Representational Play	Plastic cups Spoon Doll Washcloths Block Other objects of interest to the child.	**Score:** The child takes an object and pretends it is something else.	1 0
51 58 <u>66</u>	66. Blue board Series: completes (75 seconds)	Blue board Set of blue blocks (4 round, 5 square) Stopwatch (75 seconds)	**Score:** The child correctly places all 9 pieces within 75 seconds.	1 0

Q	67. Imitates a 2 stage action	Small yellow duck Spoon	**Trials:** 3 **Score:** The child successfully imitates both steps.	1	0

68. Matches 3 Colours	Stimulus Book (p.25) Red, yellow, blue and green discs.	**Score:** The child places the yellow, blue and green discs on or near their matching crayons in the Stimulus Book, or points to matching crayons. ☐ Yellow ☐ Blue ☐ Green	1	0
69. Imaginary play	Plastic cups Spoon Doll Bear Washcloth Small ball Other objects of interest to the child.	**Score:** The child uses imaginary objects during play.	1	0
70. Understands the concept of One	3 blocks without holes Stopwatch (5 seconds)	**Score:** The child hands you only one block within 5 seconds.	1	0
71. Multi-scheme combination play	Plastic cups Spoon Doll Bear Washcloths Small Ball Other objects of interest to the child.	**Score:** The child shows he/she can carry out a combination of schemes during play involving at least two stages.	1	0
72. Concept Grouping: colour	Big and little ducks (blue and yellow). **BB –LY-BY-LB**	**Score:** The child correctly identifies the two blue ducks.	1	0
73. Concept Grouping: size	Big and little ducks (red and yellow). **BY-LY-BR-LR**	**Score:** The child correctly identifies the two little ducks and the two big ducks.	1	0

74. Compares weight	2 big blue ducks.	**Trials:** 2 **Score:** The child correctly identifies the heaviest duck when placed in both right and left hands.	1 0
75. Matches by size	Big red duck, big blue duck, little yellow duck. **BR-# LY-BB**	Score: The child correctly identifies the big blue duck.	1 0
76. Discriminates Pictures	Stimulus Book (pp. 27-37)	**Score:** The child correctly identifies the cow and the donkey among the other animals.	1 0
77. Simple pattern	Big and little ducks **#-LY** **BB-LB BB-BR-BY**	**Score:** The child correctly identifies the big yellow duck.	1 0
78. Sorts the pegs by colour	4 red pegs 4 yellow pegs 4 blue pegs 3 plastic cups.	**Score:** The child sorts the pegs by colour, placing them in appropriate cups or in separate piles.	1 0
79. Counts (one-to-one correspondence).	5 blocks	**Score:** The child assigns only one number to each block when counting them. The child must count up to at least 3 in a proper sequence.	1 0
80. Discriminates by size	Stimulus Book (pp. 39-43)	**Score:** The child identifies correctly sized object for at least two of three pages. ☐ Box lid ☐ Bowl ☐Shoe	1 0
81. Identifies 3 incomplete images	Stimulus Book (pp. 45-61).	**Score:** For all three Series, the child correctly identifies picture when presented with the first or second page of the Series. ☐ Face ☐ Cat ☐ Flower	1 0
82. Assemble an object (dog)	Dog puzzle Stopwatch 🕐 (90 seconds)	**Trials:** 2 **Score:** The child correctly assembles object within 90 seconds in either trial.	1 0
83. Discriminates patterns	Stimulus Book (pp. 63 - 67)	**Score:** The child correctly identifies out-of-place object in all three pages. ☐Square ☐ Triangle ☐ E	1 0

7

84. Spatial memory	Memory cards	**Score:** The child correctly identifies the correct pairs of cards for the first 2 objects. ☐ Tops ☐ Flowers ☐ Cars	1	0

85. Counts (cardinality)	10 blocks	**Score:** The child correctly responds to both parts.	1	0
86. Numerical constancy	5 blocks	**Score:** The child correctly answers both questions.	1	0
87. Laces Card	Lacing Card with shoelace	**Score:** The child laces the shoelace through the whole card. The shoelace must be laced correctly, without skipping any holes or lacing it around the side of the card.	1	0
88. Classifies objects	Stimulus Book (pp. 69-73)	**Score:** The child correctly identifies all three objects that do not belong. ☐ Banana ☐ Lantern ☐ Train	1	0
89. Understands concept of More	9 blocks 1 red disc 3 red pegs	**Score:** The child correctly responds to all four administrations. ☐ First ☐ Second ☐ Third ☐ Fourth	1	0
90. Repeats number sequences	None	**Score:** The child correctly repeats at least four number sequences. ☐ A: 4-2-5 ☐ B: 3-1-4-2 ☐ C: 7-9-1-3 ☐ D: 5-3-7-1-6 ☐ E: 8-1-9-6-4	1	0

91. Completes patterns	Pegboard Red, blue and yellow pegs	**Score:** The child correctly places the pegs in the pegboard for all of three patterns.		1 0
		Pattern 1 ☐ R-B-R-B-R-**B**		
		Pattern 2 ☐ Y-B-R-Y-**B**-R		
		Pattern 3 ☐ Y-Y-B-Y-**Y**-**B**		
		Total Raw Score Cognition (Cog)		

Language Scale

V.   Receptive Communication Subtest

Reversal rule: the child must obtain a score of 1 on the first 3 consecutive items at the start point of any age to go forward. If the child attains a score of 0 on any of the first 3 items, go back to the start point for the previous age and administer those items.

Discontinue rule: stop the administration when the child receives a score of 0 on 5 consecutive items.

	Item	Materials	Score criteria and comments	Score	
I	8. Sustained Play With Objects	Object of interest Stopwatch 60 Seconds	Score: Child interacts with objects for at least 60 seconds.	1	0
	9. Responds to Name	None	Score: Child turns head both times his or her name is called, but does not respond to unfamiliar name.	1	0
J	10. Interrupts Activity	Object of interest	Score: Child looks up and briefly pauses during play when you call his or her name.	1	0
	11. Recognizes 2 Familiar Words	None	Score: Child responds differentially to at least two familiar words.	1	0
	12. Responds to No-No	Objects of interest	Score: Child stops reaching for object in response to **no-no**.	1	0

	Item	Materials	Score criteria and comments	Score	
K **L**	13. Attends to others' play routine	Stopwatch (60 seconds)	**Score:** The child pays attention and enjoys interacting with you in the play routine for at least 60 seconds.	1	0
	14. Responds to requests to social routines	None	**Score:** The child responds in an appropriate manner to at least one spoken request.	1	0

15 / 19 ▶ **M**	15. Indentifies objects Series: 1 correct	Story book Plastic cup Spoon Small ball Doll	**Score:** The child correctly identifies at least one of the objects. ☐ Book ☐ Spoon ☐ Doll ☐ Cup ☐ Ball	1 0
	16. Indentifies the object in the environment	None	**Score:** The child correctly identifies object you name.	1 0
17 / 21	17. Identifies Pictures Series: 1 correct	Picture book (pp.1-5)	**Score:** The child correctly identifies at least one test item picture. ☐ Biscuit ☐ Shoe(s) ☐ Car ☐ Crow ☐ Bed ☐ Kitten ☐ Ball ☐ Book ☐ Bottle ☐ Balloon ☐ Spoon ☐ Apple	1 0
	18. Identifies inhibitory words	2 ducks 6 blocks	**Score:** The child pauses in response to inhibitory words during a play routine.	1 0
15 / **19** ▶ **N**	19. Identifies objects Series: 3 correct	Story book Plastic cup Spoon Small ball Doll	**Score:** The child correctly identifies at least three of the objects. ☐ Book ☐ Spoon ☐ Doll ☐ Cup ☐ Ball	1 0
	20. Follows one-part directions	Bear or doll Spoon Comb Facial tissue	**Score:** The child correctly responds to at least two directions with the bear or the doll.	1 0
17 / **21**	21. Identifies Picture Series: 3 correct	Picture book (pp.1-5)	**Score:** The child correctly identifies at least three of the test item pictures. ☐ Biscuit ☐ Shoe(s) ☐ Car ☐ Crow ☐ Bed ☐ Kitten ☐ Ball ☐ Book ☐ Bottle ☐ Balloon ☐ Spoon ☐ Apple	1 0

			Score	
O	22. Identifies 3 items of clothing	None	**Score:** The child correctly identifies at least three items of clothing.	1 0
23 26 29	23. Identifies action picture Series: 1 correct	Picture book (pp.6-9)	**Score:** The child correctly identifies at least one picture. ☐ Cooking ☐ Sleeping ☐ Drinking ☐ Writing ☐ Eating ☐ Running ☐ Washing ☐ Reading	1 0
	24. Identifies 5 body parts	Doll	**Score:** The child correctly points to at least 5 body parts.	1 0
P	25. Follows 2-part directions	3 Objects of interest	**Score:** The child correctly follows at least one 2-part direction in its entirety.	1 0
23 26 29	26. Identifies action picture Series: 3 correct	Picture book (pp.6-9)	**Score:** The child correctly identifies at least three pictures. ☐ Cooking ☐ Sleeping ☐ Drinking ☐ Writing ☐ Eating ☐ Running ☐ Washing ☐ Reading	1 0
	27. Understands the use of objects	Stimulus Book (p. 79)	**Score:** The child correctly identifies at least three pictures. ☐ Cycle ☐ Scissors ☐ Shoe ☐ Pot ☐ Crayon ☐ Glass	1 0
Q	28. Understands relations between the whole and the parts	Stimulus Book (p.81)	**Score:** The child correctly identifies at least three of the named objects.	1 0
23 26 29	29 Identifies action pictures Series: 5 correct	Picture book (pp.6-9)	**Score:** The child correctly identifies at least five pictures. ☐ Cooking ☐ Sleeping ☐ Drinking ☐ Writing ☐ Eating ☐ Running ☐ Washing ☐ Reading	1 0

30. Understands pronouns (him, me, my, you, your)	Bear 3 plastic cups 3 spoons	**Score:** The child correctly responds to directions, showing understanding of at least three different pronouns. ☐Him ☐Me ☐My ☐You ☐Your	1 0
31. Understands labels for size	Stimulus Book (p.83)	**Score:** The child correctly identifies both big and little objects in at least two pairs of pictures. ☐ Shoes ☐ Trucks ☐ Dogs	1 0
32. Understands Prepositions Series: 2 correct	Cup with handle Shoelace Block with hole	**Score:** The child correctly follows the directions of at least two tasks. ☐ On ☐ Through ☐ Around ☐ Next to ☐ After/In ☐ Between	1 0
33. Understands possessives	Stimulus Book (p.85-89)	**Score:** The child correctly identifies the object in at least two pictures. ☐ Child's car ☐ Baby's doll ☐ Cat's ball	1 0
34. Understands use of present progressive form of verb	Stimulus Book (p.91-93)	**Score:** The child correctly identifies the two pictures.	1 0
35. Identifies colours	Stimulus Book (p.95)	**Score:** The child correctly identifies at least four of the named colours. ☐ Red ☐ Yellow ☐ Green ☐ Black ☐ Purple ☐ White	1 0
36. Understands label of One	Stimulus Book (p.97)	**Score:** The child correctly identifies the correct picture.	1 0
37. Understands pronouns (they, she, he)	Stimulus Book (p. 99-103)	**Score:** The child correctly identifies at least two of the pictures. ☐ They ☐ She ☐ He	1 0

(sidebar for item 32: **32** / **42**)

13

38. Understands pronouns (his, her)	Stimulus Book (p.105)	**Score:** The child correctly identifies the two pronouns in at least three pictures. Shoes: ☐ His ☐ Her Jacket: ☐ Her ☐ His Hat: ☐ His ☐ Her Toys: ☐ Her ☐ His	1　0
39. Understands plurals	Stimulus Book (p.107)	**Score:** The child correctly identifies all the four pictures.	1　0
40. Understands the concept of More	Stimulus Book (p.109-111)	**Score:** The child correctly identifies both pictures.	1　0
41. Understands the concept of Most	Stimulus Book (p.113-115)	**Score:** The child correctly identifies both pictures.	1　0
42. Understands prepositions Series: 4 correct	Cup with handle Shoelace Block with hole	**Score:** The child correctly follows the directions of at least four tasks. ☐ On ☐ Through ☐ Around ☐ Next to ☐ After/In ☐ Between	1　0
43. Understands the negative in sentences	Stimulus Book (pp.117-121)	**Score:** The child correctly identifies all the three pictures. ☐ Baby ☐ Chicken ☐ Child	1　0
44. Understands the past tense	Stimulus Book (p.123-125)	**Score:** The child correctly identifies both pictures.	1　0
45. Understands the concept of Weight	Stimulus Book (pp. 127-131)	**Score:** The child identifies the correct object in all three pairs of pictures. ☐Heavy ☐ Light ☐ Light	1　0
46. Understands the concept of Least	Stimulus Book (p.133-135)	**Score:** The child correctly identifies both pictures.	1　0
47. Understands the concept of Less	Stimulus Book (pp.137-139)	**Score:** The child identifies both pictures.	1　0

32

42

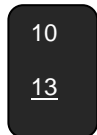|			
48. Understands descriptive words	Stimulus Book (p.141)	**Score:** The child correctly identifies at least one animal for all four descriptions.	1 0
49. Understands categories of objects	Stimulus Book (pp. 133-135)	**Score:** The child correctly identifies all the items in a category for all six categories, without including other objects. ☐Feed ☐Wear ☐Furniture ☐Fruit ☐Edible ☐ Toys	1 0
		Total Raw Score Receptive Language (RC)	

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Language scale

VI.   Expressive Communication Subtest

Reversal rule: the child must obtain a score of 1 on the first 3 consecutive items at the start point of any age to go forward. If the child attains a score of 0 on any of the first 3 items, go back to the start point for the previous age and administer those items.

Discontinue rule: stop the administration when the child receives a score of 0 on 5 consecutive items.

	Item	Materials	Score		
I ▶	7. Gets Attention	None	Score: Childs tries to get attention from you or others.	1	0
	8. 2 Consonant Sounds	Object of interest	Score: Child produces at least two different, distinct consonant sounds.	1	0
	9. Uses Gestures	None	Score: Child uses at least one gesture to make wants known.	1	0
10 / 13 **J** ▶	10. Consonant-Vowel Combination Series: 1 Combination	None	Score: Child imitates at least one repetitive consonant-vowel combination.	1	0
	11. Participates in Play Routine	Objects of interest	Score: Child actively participates in at least one play routine.	1	0
	12. Jabbers Expressively	None	Score: Child produces at least one vocalization that contains inflections and is expressive.	1	0
10 / 13	13. Consonant-Vowel Combination Series: 4 Combination	None	Score: Child imitates at least four different repetitive consonant-vowel combinations.	1	0

	Item	Materials	Score criteria and comments	Score
K 👁	14. Uses one-word approximations	None	**Score:** The child produces at least one one-word approximation.	1 0
	15. Directs others' attention	Objects of interest to the child	**Score:** The child points to or shows you at least one object.	1 0
	16. Imitate a word	None	**Score:** The child imitates at least one word, even if the imitation consists of vowels only.	1 0
L	17. Initiates play interaction	Objects of interest to the child	**Score:** The child initiates at least one interaction for play.	1 0
👁 18 / 23	18. Appropriate use of words Series: 2 Words	Objects of interest to the child	**Score:** The child uses at least two different words appropriately.	1 0
👁	19. Uses words to make what he/she wants known	None	**Score:** The child uses at least one word to make what he/she wants known.	1 0
20 / 27 M N	20. Names objects Series: 1 object	Story book Small ball Doll Spoon Plastic cup	**Score:** The child correctly names at least one object.	1 0
👁	21. Combines words and gestures	None	**Score:** The child uses at least one combination of words and gestures.	1 0

22 / 28	22. Names Pictures Series: 1 Picture	Picture book (pp.10-15)	**Score:** The child correctly names at least one picture. ☐ Biscuit ☐ Balloon(s) ☐ Book ☐ Crow ☐ Spoon ☐ Kitten ☐ Ball ☐ Shoe(s) ☐ Car ☐ Bottle ☐ Bed ☐ Banana	1 0
18 / 23 O ➤	23. Uses Words Appropriately Series: 8 Words	Objects of interest to the child	**Score:** The child uses at least eight words appropriately.	1 0
	24. Verbally answers Yes or No to questions	Objects of interest to the child	**Score:** The child uses yes or no appropriately as a response to at least two questions.	1 0
👁	25. Imitates two-word Utterance	None	**Score:** The child imitates two-word or multiple-word utterances.	1 0
👁	26. Uses two-word Utterance	None	**Score:** The child uses two-word or longer phrases, each of which denotes a different concept.	1 0
20 / 27 P ➤	27. Names objects Series: 3 objects	Story book small ball Doll Spoon Plastic cup	**Score:** The child correctly names at least three objects.	1 0
22 / 28	28. Names pictures Series: 5 pictures	Picture book (pp.10-15)	**Score:** The child correctly names at least five pictures. ☐ Biscuit ☐ Balloon(s) ☐ Book ☐ Crow ☐ Spoon ☐ Kitten ☐ Ball ☐ Shoe(s) ☐ Car ☐ Bottle ☐ Bed ☐ Banana	1 0

	29. Uses multiple-word Utterances	None	**Score:** The child uses at least two multiple-word utterances.	1 0
Q	30. Uses pronouns	Objects of interest to the child	**Score:** The child uses at least one pronoun.	1 0
31 35 37	31. Names Action Picture Series: 1 picture	Picture book (pp.16-21)	**Score:** The child correctly names the action in at least one picture. ☐ Eating ☐ Kicking ☐ Playing ☐ Swinging ☐ Sleeping ☐ Yawning ☐ Swimming ☐ Mopping ☐ Smiling ☐ Washing ☐ Running ☐ Sweeping	1 0
👁	32. Poses multiple-word questions	None	**Score:** The child poses at least one two-word or multiple-word question.	1 0
	33. Uses contingent Utterance	None	**Score:** The child uses at least one contingent phrase.	1 0
	34. Uses present progressive form of verb	Stimulus Book (p.151)	**Score:** The child uses the verb with -ing to describe at least one of the pictured actions.	1 0

31 <u>35</u> 37	35. Names action picture Series: 3 pictures	Picture book (pp.16-21)	**Score:** The child correctly names the action in at least three pictures. ☐ Eating ☐ Kicking ☐ Playing ☐ Swinging ☐ Sleeping ☐ Yawning ☐ Swimming ☐ Mopping ☐ Smiling ☐ Washing ☐ Running ☐ Sweeping	1 0
(eye icon)	36. Uses different word combinations	None	**Score:** The child produces sentences matching at least three of the listed sentence structures. ☐ Noun + Verb ☐ Verb + Noun ☐ Adjective + Noun ☐ Noun + Verb + Location ☐ Noun + Verb + Adjective ☐ Other:	1 0
31 35 <u>37</u>	37. Names action pictures Series: 5 pictures	Picture book (pp.16-21)	**Score:** The child correctly names the action in at least five pictures. ☐ Eating ☐ Kicking ☐ Playing ☐ Swinging ☐ Sleeping ☐ Yawning ☐ Swimming ☐ Mopping ☐ Smiling ☐ Washing ☐ Running ☐ Sweeping	1 0

38. Uses plurals	Stimulus Book (p.153)	**Score:** The child correctly uses the plural to name at least five pictures. ☐ Books ☐ Cars ☐ Shirts ☐ Horses ☐ Biscuits ☐ Babies ☐ Shoes	1	0
39. Responds to the questions What and Where	Stimulus Book (p.155)	**Score:** The child correctly responds to at least two questions. ☐ What is he going to do? ☐ What does he have? ☐ Where is the boy?	1	0
40. Uses possessives	Stimulus Book (p.157)	**Score:** The child uses a possessive pronoun or denotes possession with the ending *'s*	1	0
41. Names four colours	Stimulus Book (p.159)	**Score:** The child correctly names at least four colours. ☐ Red ☐ Yellow ☐ Black ☐ Green ☐ White ☐ Purple	1	0
42. Responds to questions logically (related to functions)	None	**Score:** The child responds logically to at least two questions. ☐ Sleepy ☐ Dirty ☐ Cold	1	0
43. Tells how an object is used	Picture book (pp. 22-23)	**Score:** The child describes a logical function for all five objects. ☐ Cup ☐ Toothbrush ☐ Scissors ☐ Cycle ☐ Shoes	1	0

	44. Uses prepositions	Spoon Plastic cup	**Score:** The child correctly uses at least two prepositions.	1 0
	45. Uses the Present Progressive tense	Objects of interest to the child.	**Score:** The child uses the present progressive verb form in at least half his or her spontaneous phrases that require present progressive form.	1 0
46 47 48	46. Describes Pictures Series: Uses 4-5 word sentences	Stimulus Book (pp.161-169)	**Score:** The child uses four or five word sentences at least twice during the test.	1 0
46 47 48	47. Describes Picture Series: Uses the Past tense	Stimulus Book (pp.161-169)	**Score:** The child uses at least three verbs in the past tense.	1 0
46 47 48	48. Describes Picture Series: Uses the Future tense	Stimulus Book (pp.161-169)	**Score:** The child uses at least three instances of future tense.	1 0
			Total Raw Score Expressive Language (EC)	

Motor Scale

VII.   Fine Motor Subtest

Reversal rule: the child must obtain a score of 1 on the first 3 consecutive items at the start point of any age to go forward. If the child attains a score of 0 on any of the first 3 items, go back to the start point for the previous age and administer those items.

Discontinue rule: stop the administration when the child receives a score of 0 on 5 consecutive items.

	Item	Materials	Score criteria and comments	Score	
I	22. Block Series: Thumb-Fingertip Grasp	Block without hole	**Trials: 2** Score: Child uses pad of his or her thumb and any fingertip to grasp block.	1	0
	23. Brings Spoons or Blocks to Midline	2 spoons or 2 blocks without holes	Score: Child brings spoons or blocks together at his or her midline.	1	0
17 20 24 26	24. Food Pellet Series: Partial Thumb Opposition	Food pellet	Score: Child grasps pellet so that thumb is at least partially opposed to the fingers.	1	0
	25. Lifts Cup by Handle	Cup with handle	Score: Child lifts cup by handle using one hand.	1	0
17 20 24 26 **J**	26. Food Pellet Series: Thumb-Fingertip Grasp	Food pellet	Score: Child uses pad of his or her thumb and any fingertip to grasp pellet.	1	0
	27. Turns Pages of Book	Picture book	Score: Child attempts to turn a page or several pages at once.	1	0
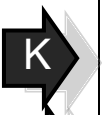
	Item	Materials	Score criteria and comments	Score	
28 **K** 34 37 **L** 48	28. Grasp Series: Grasps with the palm of the hand.	Crayon or pencil White unlined paper	**Score:** The child grasps the crayon or pencil using the palm of his/her hand while making marks on the paper.	1	0
	29. Isolates extended index finger	Pegboard	**Score:** The child extends his/her index finger while keeping the other fingers curled.	1	0

	30. Scribbles spontaneously	Crayon or pencil White unlined paper	**Score:** The child spontaneously and purposely scribbles on the paper.	1 0
31 / **38** / **54** — M / N	31. Block Stacking Series: 2 Blocks	12 blocks	**Trials:** 3 **Score:** The child stacks at least two blocks. / Number of blocks in tallest tower:	1 0
32 / 40 / 41 / 43	32. Imitates Stroke Series: Random	2 crayons White unlined paper	**Score:** The child makes a stroke in any direction.	1 0
	33. Places 10 pellets (Food pellets) in the bottle (60 seconds)	12 Food pellets Bottle without lid Stopwatch (60 seconds)	**Score:** The child places 10 food pellets in the bottle in 60 seconds or less, one pellet at a time.	1 0
28 / **34** / 37 / 48	34. Grasp Series: Transitional grasp	Crayon or pencil White unlined paper	**Score:** The child grasps the crayon or pencil using his/her fingers and partial thumb opposition while making a mark on the page.	1 0
O	35. Coins in the slot	Piggybank 5 small coins	**Score:** The child places at least three coins in the slot.	1 0
	36. Connecting Blocks: Apart	Connecting block set	**Score:** The child takes all the blocks apart.	1 0
28 / 34 / **37** / 48	37. Grasp series: Intermediate Grasp (Tripod)	Crayon or pencil White unlined paper	**Score:** The child grasps the crayon or pencil using a static tripod (thumb and two fingers) or quadrupod (thumb and three fingers) while making a mark on the page.	1 0

31 **38** **54** ▶ **P**	38. Block Stacking Series: 6 Blocks	12 blocks	**Trials:** 3 **Score:** The child stacks at least six blocks.	1 0
			Number of blocks in the tallest tower:	
	39. Uses hand to hold the paper in place	Crayon or pencil White unlined paper.	**Score:** The child holds the paper in place using one hand while he/she scribbles or draws with the other.	1 0
32 **40** **41** **43**	40. Imitates a Stroke Series: Horizontal	2 crayons White unlined paper	**Score:** The child's horizontal stroke is within 30º of your horizontal line.	1 0
32 **40** **41** **43**	41. Imitates a Stroke Series: vertical	2 crayons White unlined paper	**Score:** The child's vertical stroke is within 30º of your vertical line.	1 0
	42.Connecting Blocks: together	Connecting block set	**Score:** The child puts all the blocks together. At least two connectors from each block must be correctly aligned and secured to another block.	1 0
32 **40** **41** **43** ▶ **Q**	43. Imitates Stroke Series: Circular	2 crayons White unlined paper	**Score:** The child produces a mostly curved shape.	1 0
	44. Building a train of blocks	10 blocks	**Score:** The child places at least four blocks in a row.	1 0
	45. Strings 3 blocks together	Shoelace 3 blocks with holes	**Score:** The child strings at least three block on the shoelace.	1 0

			Score	
46. Imitates hand movements	None	**Score:** The child correctly imitates at least two of the three hand positions. For Position 3, child must make circular movements but need to move his or her hands in the same direction that you demonstrate. ☐ Position 1 ☐ Position 2 ☐ Position 3	1	0
47. Snips paper	Two 8cm by 12cm (3"x5")cards Safety scissors	**Score:** The child makes two snips at least one centimetre long.	1	0
48. Grasp Series: Dynamic grasp	Crayon or pencil White unlined paper	**Score:** The child grasps the crayon or pencil using a mature, controlled and dynamic grasp, while making a mark on the paper.	1	0
49. Tactile discrimination of shapes	2 yellow pegs 2 blocks without holes 2 blue square pieces Drawstring bag	**Score:** The child correctly identifies at least two objects. ☐ Peg ☐ Block ☐ Square	1	0
50. Build a wall	8 blocks	**Score:** The child replicates the wall.	1	0
51. Cuts paper	Two 8cm by 12cm (3"x5")cards Safety scissors	**Score:** The child cuts the card in half or makes a cut approximately 10 centimetres long.	1	0
52. Builds a bridge	6 blocks	**Score:** The child replicates the bridge.	1	0
53. Imitates the Plus sign	Crayon or pencil White unlined paper	**Score:** The child draws two crossing lines, one within 30º of a horizontal line and one at 30º of a vertical line.	1	0

Sidebar: 28 34 37 48

31 38 54				
	54. Block Stacking Series: 8 Blocks	12 blocks	**Trials:** 3 **Score:** The child stacks at least eight blocks.	
			Number of blocks in the tallest tower:	1 0
	55. Cuts on line	Two 8cm by 12cm (3"x5")cards Safety scissors Pencil or crayon	**Score:** The child cuts the card along the line, making a cut that is about 10 centimetres long and keeping within 1 centimetre off the line.	1 0
	56. Builds T	10 blocks	**Score:** The child replicates a T.	1 0
	57. Buttons 1 Button	Button sleeve	**Score:** The child buttons sleeve.	1 0
	58. Builds steps	12 blocks	**Score:** The child replicates the steps.	1 0
	59. Traces designs	Pencil Trace Designs sheet	**Score:** The child correctly traces at least two designs.	1 0
	60. Imitates a square	Crayon or pencil White unlined paper	**Score:** The child produces a four-sided shape with four distinct corners and gaps smaller than 5 millimetres at the corners.	1 0
	61. Copies the Plus sign	Crayon or pencil Trace Designs sheet with the plus sign. (in Record Form)	**Score:** The child draws two crossing lines, one within 30º of a horizontal line one at 30º of a vertical line.	1 0
	62. Taps fingers	Stopwatch (15 seconds)	**Score:** The child taps at least 20 times in 15 seconds for both hands.	1 0

		Score	1	0
63. Places 20 pellets (Food pellets) in the bottle	20 Food pellets Bottle without lid Stopwatch (15 seconds)	**Score:** The child places 20 food pellets in the bottle within 15 seconds, one pellet at a time.	1	0
64. Cuts a circle	Safety scissors Cut Designs Sheet with circle[*] Stopwatch (60 seconds)	**Score:** The child cuts the circle, keeping within 1 centimetre of the line.	1	0
65. Cuts a square	Safety scissors Cutting Designs Sheet with square[*] Stopwatch (60 seconds)	**Score:** The child cuts the square, keeping within 1 centimetre of the line.	1	0
66. Copies a square	Crayon or pencil Copy Design Sheet with a square (in Record Form)	**Score:** The child makes a four-sided shape with four corners and gaps smaller than 5 millimetres.	1	0
		Total Raw Score Fine Motor (FM)		

Dist ID: |__| Village ID: |__|__|__|__| Patch ID: |__|__| Dwelling ID: |__|__|__| HH ID: |__|__| Child ID: _|__|

Copies Design

Traces Design

32
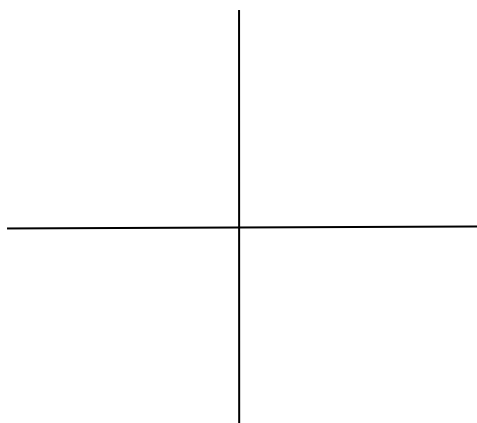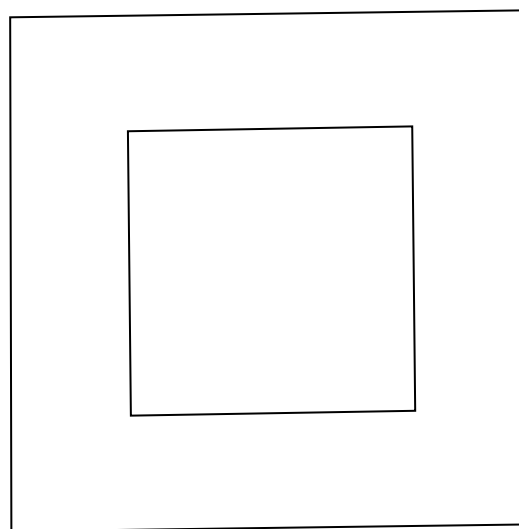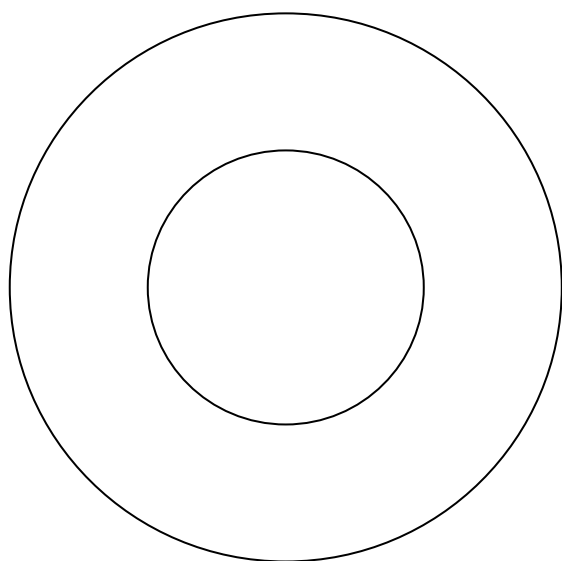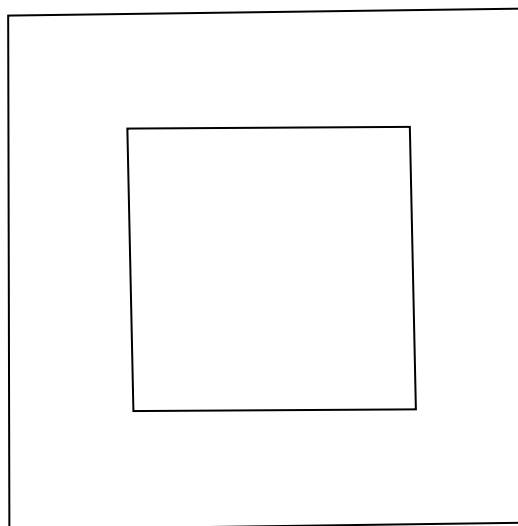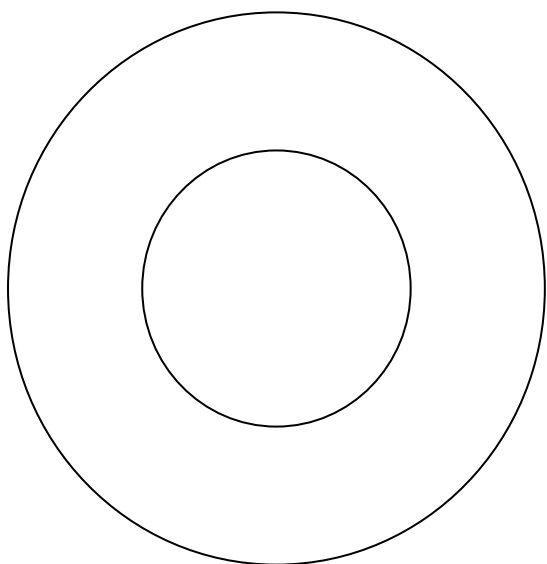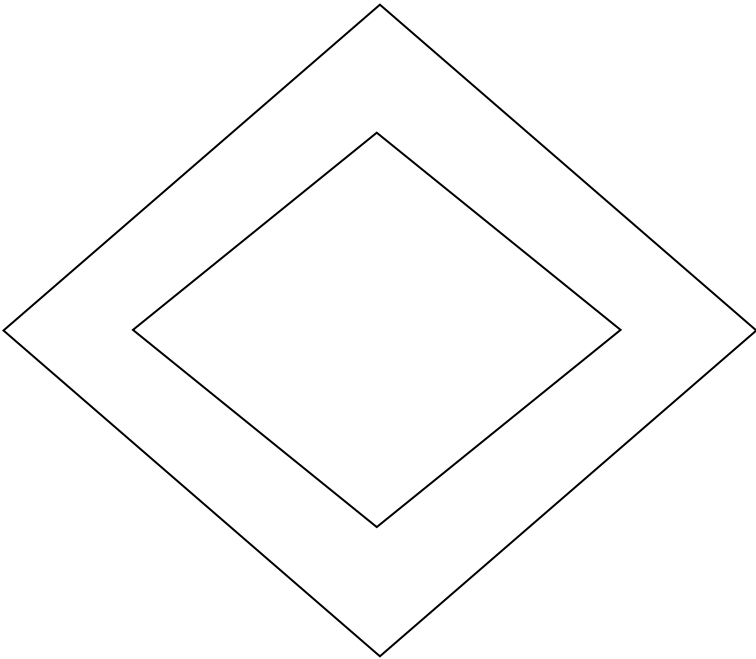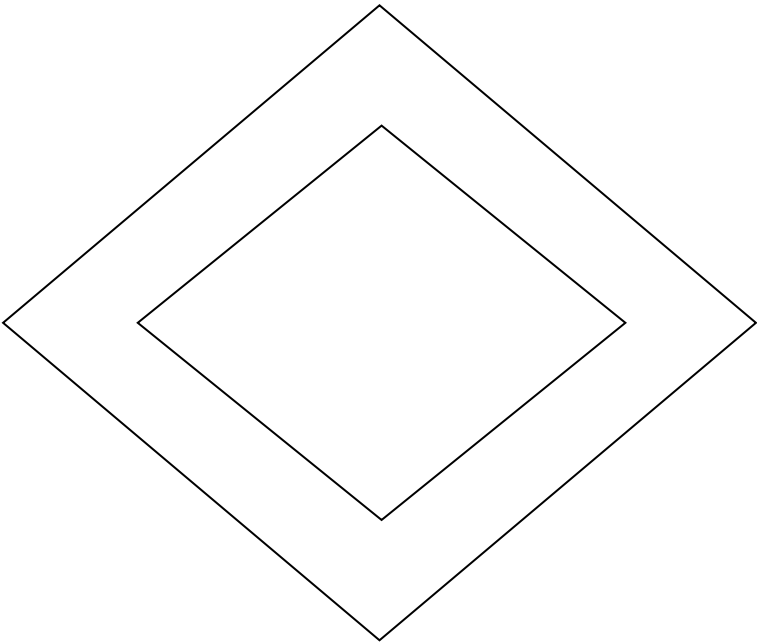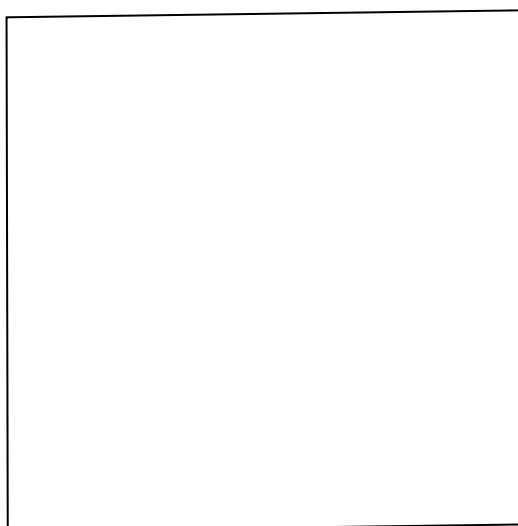
Motor scale

VIII.   Gross Motor Subtest

Reversal rule: the child must obtain a score of 1 on the first 3 consecutive items at the start point of any age to go forward. If the child attains a score of 0 on any of the first 3 items, go back to the start point for the previous age and administer those items.

Discontinue rule: stop the administration when the child receives a score of 0 on 5 consecutive items.

|	Item	Materials	Score criteria and comments	Score
I →	35. Raises Self to Standing Position	Object of interest	Score: Child raises self to a standing position, using a chair or other convenient object for support.	1 0
	36.Bounces While Standing	None	Score: Child bounces up and down at least twice by alternately bending and straightening the knees.	1 0
37 / 42 / 43	37. Walks Series: With Support	None	Score: Child walks by making coordinated, alternating stepping movements.	1 0
	38. Walks Sideways With Support	Object of Interest	Score: Child walks sideways while holding onto furniture for support and balance.	1 0
J →	39. Sits Down With Control	None	Score: Child purposely lowers from a standing position to a sitting position in a controlled manner.	1 0
	40. Stands Alone	None	Score: Child stands alone for at least 3 seconds after you release his or her hands.	1 0
41 / 46	41. Stands Up Series: Alone	None	Score: Childs comes to a standing position, rolling first to a prone or quadruped position, without using any support.	1 0

37 42 43 **K**	42. Walks Series: Alone	None	**Score:** The child takes at least three Steps without support, even if he/she wobbles or is stiff-legged.	1 0
37 42 43	43. Walks Series: Alone with coordination	None	**Score:** The child takes at least 5 steps independently, showing coordination and balance.	1 0
	44. Throws Ball	Small ball	**Score:** The child purposely throws the ball forward.	1 0
L	45. Squats without support	Object of interest to the child	**Score:** The child moves from standing to squatting to pick up the object and stands up again, keeping his/her balance, and without support.	1 0
41 46	46. Stands Up Series: Mature	None	**Score:** The child rolls to one side and stands up without support.	1 0
47 57 64	47. Walks Up Stairs Series: Both feet on each step, with support	Stairs	**Score:** The child walks up at least three steps, using the wall or handrail for support, and placing both feet on each step before stepping up onto the next one.	1 0
M **N**	48. Walks backwards 2 steps	None	**Score:** The child takes at least two steps back without help.	1 0
49 58 67	49. Walks Down Stairs Series: Both feet on each step, with support	Stairs	**Score:** The child walks down at least three steps, using the wall or handrail for support, and placing both feet on each step before stepping down onto the next one.	1 0
	50. Runs with Coordination	Large ball	**Score:** The child runs with good coordination.	1 0

51 60 69 ▶ O	51. Balances on Right foot Series: With support	Stopwatch 🕐	**Score:** The child balances on his/her right foot while you hold one of his/her hands.		1 0
			Elapsed time with support:		
			Elapsed time without support:		
52 61 70	52. Balances on Left Foot Series: With support	Stopwatch 🕐	**Score:** The child balances on his/her left foot while you hold one of his/her hands.		1 0
			Elapsed time with support:		
			Elapsed time without support:		
	53. Walks Sideways without support	None	**Score:** The child takes at least two steps sideways without support.		1 0
▶ P	54. Jumps from bottom step	Stairs	**Score:** The child jumps to the floor.		1 0
	55. Kicks the ball	Large ball	**Trials:** 3 **Score:** The child does not lose his/her balance while kicking the ball forwards by at least 60 centimetres.		1 0
	56. Walks forward on the path	Stepping Path	**Score:** The child walks, keeping at least one foot on the path, for a minimum distance of 150 centimetres.		1 0
47 **57** 64 ▶ Q	57. Walk up stairs Series: Both feet on each step, without support	Stairs	**Score:** The child walks up at least three steps without using the wall or handrail for support, and placing both feet on each step before stepping up onto the next one.		1 0
49 **58** 67	58. Walk down stairs Series: Both feet on each step, without support	Stairs	**Score:** The child walks down at least three steps without using the wall or handrail for support, and placing both feet on each step before stepping down onto the next one.		1 0
59 72	59. Jumps forward Series: 10 Centimetres	Stepping Path	**Trials:** 3 **Score:** The child jumps at least 10 centimetres in any try.		1 0
			Distance Try 1:		
			Distance Try 2:		
			Distance Try 3:		

51 60 69	60. Balances on right foot Series: 2 seconds, without support	Stopwatch	**Score:** The child balances on his/her right foot for at least 2 seconds.	1	0
			Elapsed time with support:		
			Elapsed time without support:		
52 61 70	61. Balances on left foot Series: 2 seconds, without support	Stopwatch	**Score:** The child balances on his/her left foot for at least 2 seconds.	1	0
			Elapsed time with support:		
			Elapsed time without support:		
	62. Takes 4 steps on tiptoe	Stepping Path	**Score:** The child takes at least 4 steps unassisted without touching the ground with his/her heels.	1	0
	63. Walk backwards close to the Path	Stepping Path	**Score:** The child walks backwards without help and close to the path for at least 150 centimetres.	1	0
47 57 64	64. Walk up stairs Series: Alternating feet, without support	Stairs	**Score:** The child walks up at least two steps without using the wall or handrail for support, and alternating his/her feet on each step.	1	0
	65. Imitates postures	None	**Score:** The child correctly imitates at least two positions. ☐ Position 1 ☐ Position 2 ☐ Position 3	1	0
	66. Stops from running	Stepping Path	**Trials:** 3 **Score:** The child stops in a controlled manner within two steps from the end of the path, in at least two of the trials.	1	0
49 58 67	67. Walk down stairs Series: Alternates feet, without support	Stairs	**Score:** The child walks down at least two steps without using the wall or handrail for support, and alternating his/her feet on each step.	1	0

68. Hops 150 centimetres on one foot	Stepping Path	**Score:** The child hops on one foot for at least 150 centimetres.	1	0
51 60 69	69. Balances on right foot Series: 8 seconds, without support	Stopwatch (8 seconds)	**Score:** The child balances on his/her right foot for at least 8 seconds without support.	1 0
52 61 70	70. Balances on left foot Series: 8 seconds, without support	Stopwatch (8 seconds)	**Score:** The child balances on his/her left foot for at least 8 seconds without support.	1 0
	71. Walks heel to toe	Stepping Path	**Trials:** 2 **Score:** The child touches the heel of one foot to the toes of the other foot in two steps out of three during one trip down the stepping path.	1 0
59 72	72. Jumps forward Series: 60 centimetres	Stepping Path	**Trials:** 3 **Score:** The child jumps at least 60 centimetres in any try.	1 0
		Total Raw Score Gross Motor (GM)		

Comments

Wolke's Behaviour Rating Scale

You will find 5 dimensions that describe the child's behaviour during the test. Please circle the number that best reflects the score the child's behaviour during the test. Remember that a response in the first 5 to 10 minutes is rated. It should be rated immediately, not at the end of the test.

901. Approach								
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**

Initial response to the examiner. The examiner addresses a few introduction remarks to the child and then talks with the mother after giving the child a toy.

1. **Avoiding:** shows stray signs of fear - clinging onto the mother/fussing /looking away, withdrawing.

2. Between 1and 3

3. **Hesitant:** some fear/obviously worried/ wary and watchful/not happy /not smiling/ not fussing/ not readily playing but may be slight touching of toy. May look fleetingly at examiner.

4. Between 3 and 5

5. **Accepting:** No sign of fear but aware of examiner /not offering/vocalising or smiling at examiner / but looking at her from time to time without fear. Plays with toy but not with vigour.

6. Between 5 and 7

7. **Friendly:** Not afraid. May smile or vocalise or offer toy to examiner after a few minutes, plays with toy or readily.

8. Between 7 and 9

9. **Inviting:** Fully accepts examiner, happily. Interacts with her smiling, vocalising and/ or approaching. Obviously enjoys toy, may show enthusiasm in playing.

902. General Emotional Tone								
1	2	3	4	5	6	7	8	9

This scale refers to **how unhappy and fussy or cheerful and happy** the infant appeared during the examination.

1. Child seems unhappy throughout assessment, gets very upset, cries and fusses for long periods or frequently may protest and wail.

2. Between 1and 3

3. At times rather unhappy begins to fuss with cries. Short verbal protest but may respond happily to some procedures.

4. Between 3 and 5

5. Moderately happy or contented (may smile once or twice and positively vocalises occasionally in response to some tasks), may become upset occasionally but recovers fairly easily.

6. Between 5 and 7

7. Generally, appears to be in a happy state of well-being. Smiles often with some excitement. Only becomes briefly unhappy once or twice during the whole assessment.

8. Between 7 and 9

9. Radiates happiness, highly excited, nothing is upsetting (never becomes upset), animated, expressive, smiling and gleeful.

903. Activity								
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**

This scale refers to **how physically active** the infant was during the testing (gross motor activity).

1. Very still, little gross motor movement. Stays quietly in one place, with practically no self-initiated movement, never wiggles around.

2. Between 1 and 3

3. Usually quiet and inactive, rarely wiggles but responds appropriately in situations calling for some gross motor activities (motor task)

4. Between 3 and 5

5. Moderate activity, wiggles occasionally and may get up or change position a number of times, can be quieted for sedentary tests without much difficulty.

6. Between 5 and 7

7. In action during much of the assessment period, gets up frequently, moves around the room, wiggles, and movements are consolable and can be quieted for sedentary tests, however with difficulties sometimes.

8. Between 7 and 9

9. Overactive, on the move all the time, wiggles a lot, cannot be quieted for most of the sedentary tests.

904. Co-operation								
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**

This is a measure of **how well the infant co-operates** with the examiner and **complies with her requests**.

1. Resists all suggestions or requests, which are assessment related, very resisting and uncooperative.

2. Between 1 and 3

3. Refuses or resists several specific examinations initially or refuses to co-operate during part of the session (e.g. initially or towards the end).

4. Between 3 and 5.

5. Accepts the assessment or situation, neither cooperative nor resistant in relation to examiner, may occasionally say" No" but will conform.

6. Between 5 and 7.

7. Seems to enjoy the interaction with the examiner, is happy to participate most of the time.

8. Between 7 and 9.

9. Enjoys the session and always complies, readily accepts the examiner's manipulation.

905. Vocalisation								
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**

Vocalisations refer to non-crying utterances or to recognisable utterances embedded in crying. These may be cooing, babbling, consonant sounds or words. Crying per se, no matter how varied, does not qualify.

1. Definitely quiet, 1 or 2 vocalisations.

2. Between 1 and 3.

3. Few vocalisations and of short duration.

4. Between 3 and 5.

5. Vocalisations occur as part of the activities but too intermittent to constitute vocal excitement, chatter or the like.

6. Between 5 and 7.

7. Vocalisations constitute an obvious part of the infant's activity: infant vocalises for the sake of vocalising.

8. Between 7 and 9.

9. Excessive vocalisations, high vocal excitement.