



UNIVERSITY OF  
LIVERPOOL

# Malawi

## Development Assessment Tool

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### ASSESSMENT MANUAL

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# INTRODUCTION TO MDAT TOOL

The Malawi Developmental Assessment Test (MDAT) tool was developed because there was a need for a culturally appropriate developmental assessment tool for use in rural Africa.

The MDAT research team evaluated Western tools and found that although the motor (fine and gross) and language were reliable, the social items performed less well and many were judged to be culturally inappropriate.

The team conducted a qualitative study addressing concepts and ideas of child development through focus groups with villagers and professionals in Malawi.

Concepts and ideas from this study were then used to generate new items and modify items from the tools originally tested. Different versions were then drafted, tested and validated for use.

Table 4.1 summarises the tool specifications:

| Tool                                        | Age range (years) | Administration                                    | Domains included                                            |
|---------------------------------------------|-------------------|---------------------------------------------------|-------------------------------------------------------------|
| Malawi developmental assessment tool (MDAT) | 0-6               | Caregiver report and performance based, in person | 1. Gross motor<br>2. Fine motor<br>3. Language<br>4. Social |

## HOW SHOULD THE MDAT TOOL BE ADMINISTERED?

This tool is based both on caregiver report and on performance observation and administration. Therefore, this tool can only be administered in person.

Some items only require **parent report**, some require **passive observation** and some require **direct administration** to the child.

# TYPE OF ADMINISTRATION AND ASSOCIATED SYMBOLS



Items requiring parental report only.



Items requiring passive observation (by hearing the child perform the behavior).



Items requiring direct administration with observation – seeing the child do the task.

27

Items that are co-administered with another item within the same domain.  
The number indicates the co-administered item.

16

Autopass item are indicated with a green box.

6m

Warning sign items specifically flagged for EN-SMILING study in a red box.  
These will be described in more detail in Section xx.



Items requiring the use of a stopwatch or mobile phone timer.

Some items are preferably noted through passive observation or direct administration but parental report is also acceptable if the behavior cannot be observed/tested (child is shy or fussy). Therefore these items will include two symbols, including:



the symbol for either passive observation or direct administration (**preferred**)



the symbol for parental report

# ORDER OF TESTING

The following is the preferred testing order from start to finish:

- Personal-Social domain
- Fine Motor domain
- Language domain
- Gross Motor domain

This order was designed in such a way that:

- items that require less active participation of the child will be administered first
- items that require greater confidence will be administered last

It allows the assessor to spend some time with the child and help get the child settled and allows time for the child to relax whilst the assessor speaks to mum.

While performing the Personal-Social domain, it is recommended to leave some materials for the fine motor domain out. The child may do some of the tasks without even being asked.

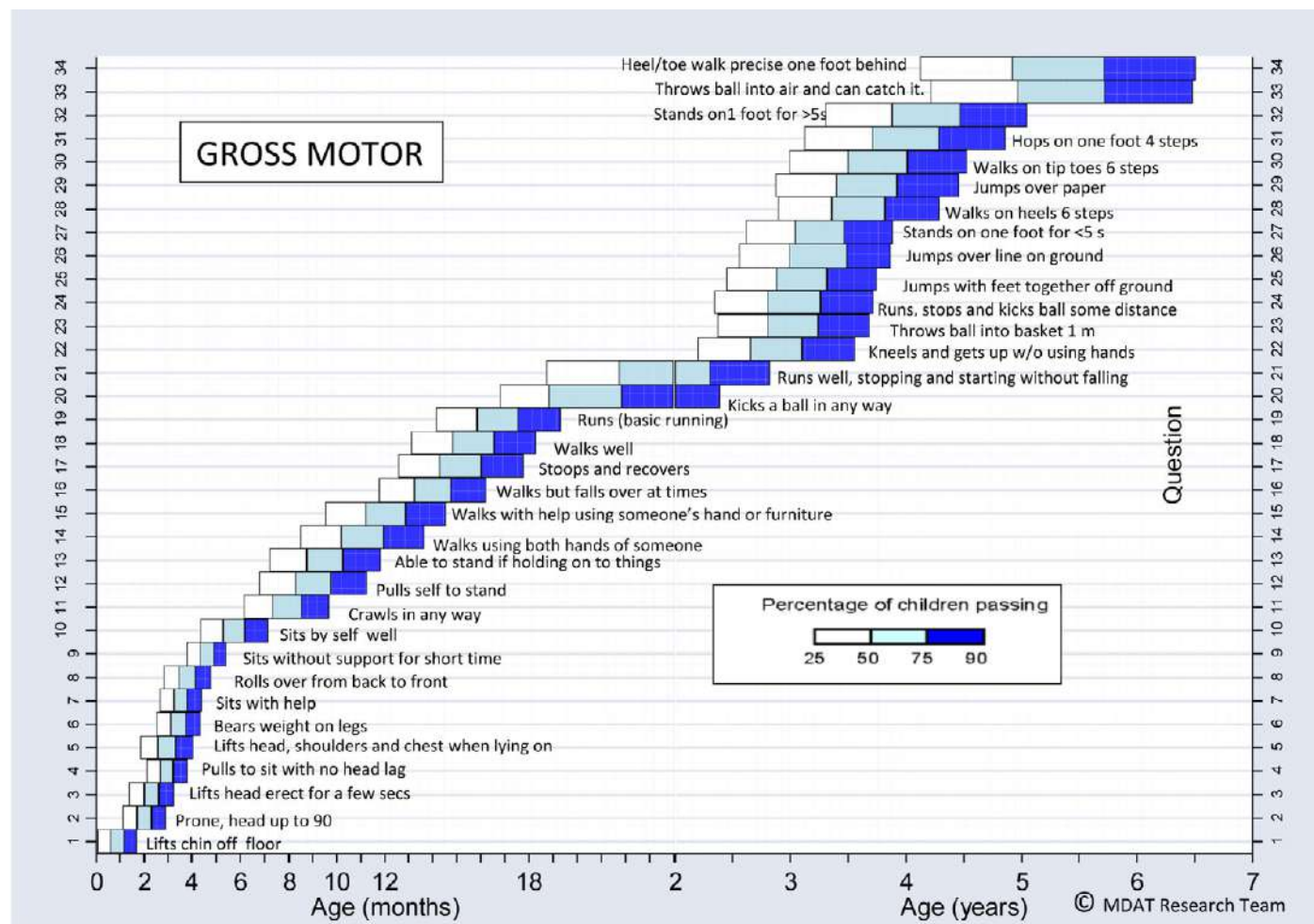
Also it is important to note that the order of testing above is recommended however may be adjusted according to the responsiveness of the child.

## AGE RULES

To start the assessment, the assessor should use the “normal references range” figures to determine which item to start with depending on the child’s chronological age.

This can be done by finding the child’s age on the x-axis and drawing a vertical line at that point. Test all items that intersect the line at the child’s age column.

**For example: If a child’s age is 10 months, refer to the gross motor domain chart.**



Therefore, the assessor should start by testing Items #12 through #16 in the gross motor domain.

Once you have tested all items that intersect with the child's age column (#12 through #16), keep testing until the child (ex. from #17 onwards) has failed **6 consecutive items** (including any of the items that intersected with the chronological age column).

Test backwards (ex. back starting from 11) until the child has **passed 6 consecutive items** (including items in the chronological age column).

The assessor can use his/her discretion when deciding whether to test forward or backward first.

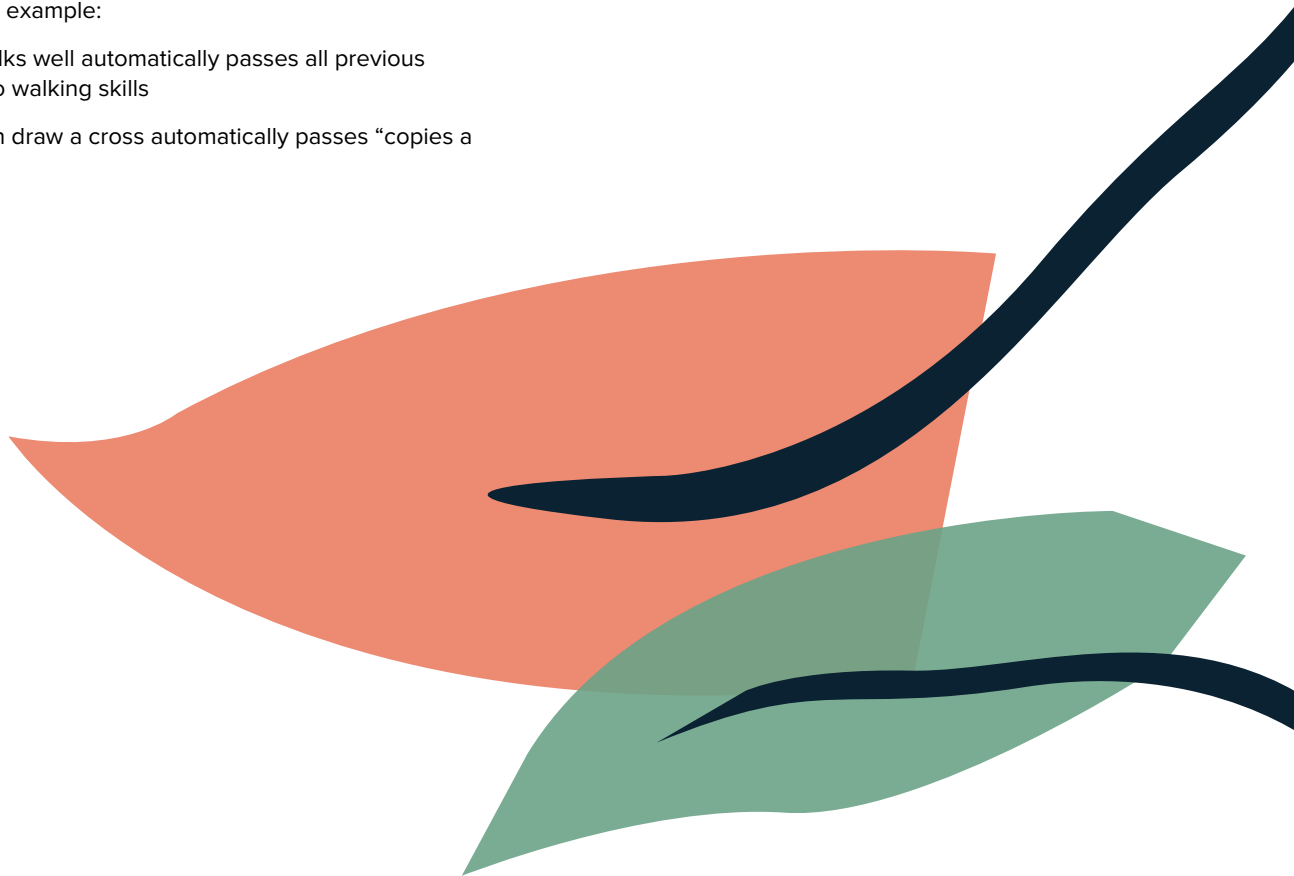
Certain items can be scored based on the child's performance on other items. For example:

- a child who walks well automatically passes all previous items related to walking skills
- a child who can draw a cross automatically passes "copies a vertical line"

Items that can be automatically scored based on other items are noted in the manual. **Do not use your own judgment to decide which items can be automatically scored based on other items.**

Items should always be scored as **Yes** (Pass), **No** (Fail) or **Don't know** (DK), but DK should only be used when absolutely necessary and examiners should always be taught to use Yes or No if at all possible.

All normal references ranges for each domain can be found in Annex xx.



# MDAT KIT

| Item/ kit                                                                                          | Notes                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5 Balls/kit</b><br>(tennis ball size)                                                           | <ul style="list-style-type: none"> <li>- Plastic balls</li> <li>- Not rubber balls</li> <li>- Plastic balls shouldn't be hollow inside</li> <li>- Should be same size as tennis balls</li> </ul>  |
| <b>Naming objects</b><br>(10 of them)                                                              | List of recommended items (see below)                                                                                                                                                                                                                                                |
| <b>Broom</b><br>(copy of larger one) –<br>can be made in Malawi<br>for 30 pence each               | Use culturally appropriate broom<br>                                                                                                                                                              |
| <b>Matchbox</b>                                                                                    |                                                                                                                                                                                                                                                                                      |
| <b>Plastic bottle</b><br>e.g. for oil                                                              | Common plastic bottle (small)<br>                                                                                                                                                                |
| <b>Plate</b><br>(plastic from the market)                                                          | Plastic small plate                                                                                                                                                                                                                                                                  |
| <b>3 Cups</b><br>(plastic or tin from<br>market) – one big and<br>two small, all the same<br>color | <ul style="list-style-type: none"> <li>- Size difference must be obvious<br/>between large and small cups</li> <li>- Must be relevant to context</li> </ul>                                     |
| <b>Spoon</b><br>(plastic or tin)                                                                   |                                                                                                                                                                                                                                                                                      |
| <b>Soap</b>                                                                                        | Regular bar of soap                                                                                                                                                                                                                                                                  |
| <b>Pencil or ball point pen</b>                                                                    | Regular pencil and ball point pen                                                                                                                                                                                                                                                    |
| <b>Coin (any type)</b>                                                                             | Common coin in country                                                                                                                                                                                                                                                               |
| <b>Bicycle made out<br/>of wire – or similar<br/>local toy</b>                                     |                                                                                                                                                                                                 |

| Item/ kit                                                                          | Notes                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Blocks – 12</b><br>(square one inch size)                                       | 1 inch                                                                                                                  |
| <b>Chiponde (peanut butter) bottle or other plastic bottle with easy screw top</b> |                                       |
| <b>Maize pieces or little beans (dried)</b>                                        | Maize must be kept in closed container with inventory list updated<br>                                                  |
| <b>Sound tin/rattle</b>                                                            |                                                                                                                         |
| <b>Plain paper or other such thing to write on with chalk/charcoal</b>             | Use what children are used to                                                                                                                                                                              |
| <b>Item/ EN-SMILING MDAT kit</b>                                                   | Notes                                                                                                                                                                                                      |
| <b>Wooden containers</b><br>looking the same but of different weights              | Available to buy from Malawi<br>  |
| <b>Sticks of two different lengths</b>                                             | See picture for items provided<br>12 cm and 14 cm<br>Available to buy in Malawi<br>                                   |
| <b>Red woollen ball</b><br>(pompom – can be hand-made)                             | Made using cardboard circles<br>                                                                                      |
| <b>Board with eight pegs</b>                                                       |                                     |

| Item/ kit                                                           | Notes                                                                                                     |                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chalk</b>                                                        | Chalk standard size, see picture<br><br>Must be kept in a closed container with inventory list updated    |                                                                                                                                                                               |
| <b>Basket</b><br>(for putting items in and for throwing balls into) | Basket size diameter 20-35cm, no handle<br>Height 20-35cm<br>Woven or plastic                             |                                                                                                                                                                                                                                                                  |
| <b>Chitenje material</b><br>(cloth)                                 | 10inch cloth size                                                                                         |                                                                                                                                                                               |
| <b>Car</b><br>(made of wood or plastic one from local market)       | Small car size                                                                                            |                                                                                                                                                                                                                                                                  |
| <b>Beads</b><br>(found in market as used to put in hair)            | Note: choking risk so beads must be kept in closed container and inventory list needs to be monitored     |      |
| <b>String</b><br>1 metre long                                       |                                                                                                           |                                                                                                                                                                                                                                                                  |
| <b>Bottle caps</b><br>(at least 8)                                  | Different colours<br>Must be 4 pairs of matching colors (e.g. two yellow, two orange, two red, two green) |                                                                                                                                                                                                                                                                  |
| <b>Stoop</b>                                                        | L: 56cm W: 32cm Height 15cm                                                                               |    |

## IDEAS FOR NAMING ITEMS

- |                     |                  |                         |                          |
|---------------------|------------------|-------------------------|--------------------------|
| 1. cup              | 5. brush or comb | 9. plastic bottle       | 13. doll                 |
| 2. spoon (teaspoon) | 6. ball          | 10. soap                | 14. small plastic mobile |
| 3. plate            | 7. baby shoe     | 11. small car           | 15. small book           |
| 4. bowl             | 8. pen or pencil | 12. bicycle or rickshaw | 16. broom or sweep       |

## EXAMPLES OF DIFFERENT MDAT KITS USED IN OTHER STUDIES:

MDAT items for naming from recent SHINE study



MDAT kit from PloS Medicine paper



# DATA TO BE COLLECTED

MDAT is both a direct assessment of performance and a caregiver report assessment. This means that the data to be collected is dependent on:

- Your observation of whether the child can do a certain task
- A report given by the caregiver/mother about whether their child can perform a certain

The data to be collected includes 4 different domains:

| Domain      | Assessment (mainly)            |
|-------------|--------------------------------|
| Gross Motor | Administration and Observation |
| Fine Motor  | Administration and Observation |
| Language    | Both                           |
| Social      | Both, mainly caregiver report  |

## DATA ENTRY FORMS

Below are the data entry forms for each of the domains. The data entry forms are made of boxes, which include the item to be marked. On this form you should mark ✓ (**yes**) for the items that the child passes and **X (no)** for the items that the child fails and **DK** for those answered “**Don’t Know**”

Example of those marked yes:

to be added once tables complete

Example of those marked no:

to be added once tables complete

Example of those marked “Don’t Know”

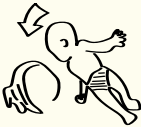
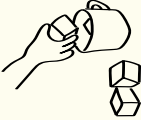
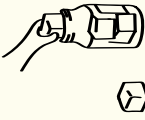
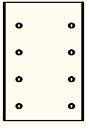
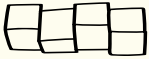
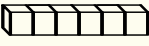
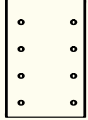
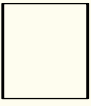
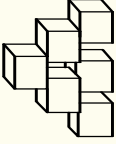
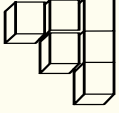
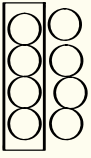
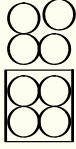
to be added once tables complete

(ALL ITEMS DIRECT OBSERVATION)

XXX

# B FINE MOTOR AND PERFORMANCE

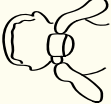
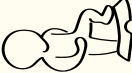
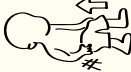
(ALL ITEMS DIRECT OBSERVATION)

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# C LANGUAGE (DIRECT OBSERVATION OR ASKED/PARENTAL REPORTED AS INDICATED IN QUESTION)

|  |  |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
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# D SOCIAL (ALL ITEMS CAN BE ASKED AND/OR OBSERVED)

|                                                                                     |                                                                                       |                                                                                     |                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
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|                                                                                     |                                                                                       |                                                                                     |                                                                                     |                                                                                     |
|                                                                                     |  |                                                                                     |  |  |
|                                                                                     |  |                                                                                     |  |  |

# GOLDEN RULES

- Important to **select** the appropriate age-range of the items
- Ask **all** the item questions in the appropriate age-range for the child
- Ask the questions **exactly** as they are written
- Ask the questions **in the same order** as they are given on the questionnaires
- Make sure to **state all probes** to the patient before marking “don’t know” but make sure you **do not suggest answers** to your questions
- If a missed question is noticed during an interview, **go back and ask the question** and then make a **note** that the question was asked out of sequence.

## GROUP ACTIVITY I: IDENTIFICATION OF AGE OF CHILD AND WHICH QUESTIONS SHOULD BE ASKED IN THE FOUR DIFFERENT DOMAINS

**Objective:** To allow assessors to feel comfortable with the tool and which questions they need to ask.

Time: 30 minutes

**Instructions:**

Please split into groups of 2-3 people and review the tool. Please identify which questions need to be asked depending on your patient’s detail and refer to the questions below for discussion in small groups.

1. What are the age appropriate questions that need to be asked?
2. What items from the kit would be needed?
3. Are there any questions about the process?
4. Is there any clinical content you are unsure of?
5. Can you offer possible solutions for any issues you think may arise?

Once done, please discuss the questions above in plenary with the full training group.

# MDAT WARNING SIGNS

The following items were selected as warning signs or red flags for development. Typically developing children should be able to pass the following items in the given age band. **Therefore, if a child fails any of the following items at the specific age band, the supervisor should be notified and referral as appropriate should be made.**

**6m**

The scoring sheets will include a red box to remind you of the red flags:

## I. GROSS MOTOR

**6m**

6 months - item 4 - Pulls to sit with no head lag

**12m**

12 months – item 10 - Sits by self well

**18m**

18 months – item 16 - Walks, but falls over at times

**2yr**

2 years – item 18 - Walks well

## II. FINE MOTOR & PERFORMANCE

**3m**

3 months – item 2 - Fixes and follows completely from right to left

## III. LANGUAGE & HEARING

**3m**

3 months - item 1 - Startles to sounds.

**6m**

6 months – item 4 - Turns to voice – looks in the direction of a voice or a sound.

**12m**

12 months – item 6 - Responds and turns to his or her name being called.

**2yr**

2 years – item 10 - Follows one stage commands such as “give me the cup”

**2.5yr**

2.5 years – item 13 - Says two words together such as “mama-cup” or “dada-water” or “dada goes”.

## IV. SOCIAL

**3m**

3 months – item 2 - Does (child name) smile in response to a person?

**18m**

18 months – item 11 - Is (child name) able to indicate by pointing that they want something?

# THE TOOL:

## INTRODUCTION

### Content and flow

We will now go through question by question providing information from the MDAT item guide. The separate scoring sheets and item guide can be found for reference in Annexes xx and xx.



Items requiring parental report only.



Items requiring passive observation  
(by hearing the child perform the behaviour).



Items requiring direct administration with  
observation – seeing the child do the task.

### 1) Gross Motor Skills



#### GM1. LIFTS CHIN OFF FLOOR

(Lifts chin up off the floor for a few seconds – the baby able to bring his chin off the floor when lying prone)

Instructions: Put the child on his/her stomach on a flat surface. See if the child can at least lift his/her head so that the chin is off the surface for a short period of time.

NOTE: IF FAILS THEN STOP.

(Video: <https://youtu.be/ipSwnA3oaoY> )

2&5



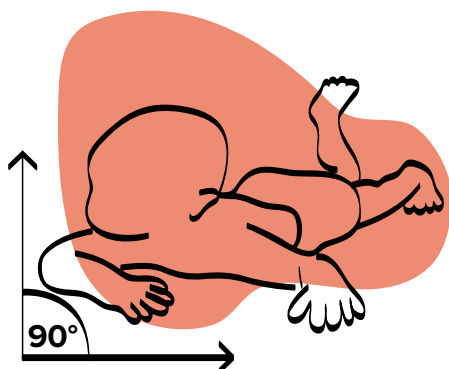
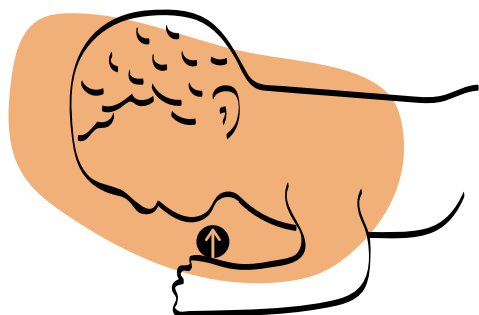
#### GM2. PRONE (ON TUMMY), CAN LIFT HEAD UP TO 90 DEGREES

Instructions: Put child on his/her stomach on a flat surface. See if the child is able to lift HEAD up so that his/her face makes a 90-degree angle with the mat for several seconds. The child may support themselves on their forearms. 90°

[PASS = AUTOMATIC PASS FOR #1]

(Video: <https://youtu.be/lpxUuAgwiDI> )

1&5





### **GM3. HOLDS HEAD UPRIGHT FOR A FEW SECONDS**

Instructions: Hold the child in the sitting position or on mum's shoulders. See if child is able to hold his or her head upright and steady for at least several seconds without the head moving around too much all the time.

(Video: <https://youtu.be/cFprzjoM-zA> )

### **GM4. PULLS TO SIT WITH NO HEAD LAG**

Instructions: Put the child on his/her back on a flat surface. Hold the child's hands and pull the baby up to a sitting position. See if the child's head comes with the body and does not lag or fall behind while the body is being pulled up. If it does from early on, stop.

6m

(Video: <https://youtu.be/M2TatZdmhjs> )



This baby still has a head lag  
(head follows later and still needs support.

This baby still doesn't have a head lag able  
to keep his head up, in line with his body

### **GM5. LIFTS HEAD, SHOULDERS AND CHEST WHEN PRONE**

Instructions: Put the child on his/her stomach on a flat surface. See if the child is able to lift his/her HEAD and CHEST off the surface using their arms for support so that he/she is looking ahead or even upwards.

[PASS = AUTOMATIC PASS FOR #1 & #2]

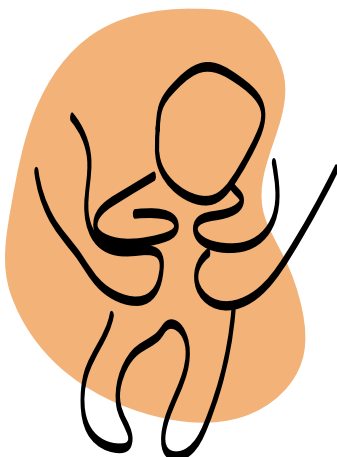
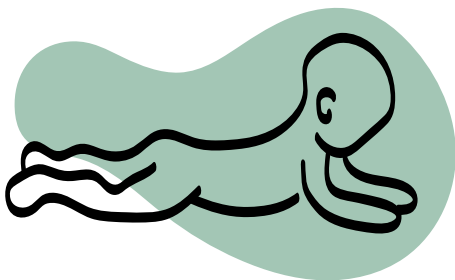
(Video: <https://youtu.be/ZvR0URLwSrE>

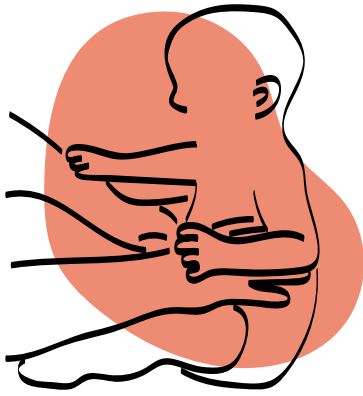
1&2

### **GM6. BEARS WEIGHT ON LEGS WHEN HELD IN STANDING POSITION**

Instructions: Hold the child up as if they were standing with their feet on the table/mat. See if the child supports his/her weight on the legs for a few seconds. Do not let go of the child.

(Video: <https://youtu.be/AykrrjGur3Y> )



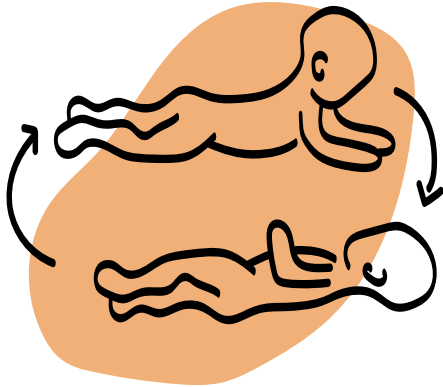


## GM7. SITS WITH HELP

Instructions: Put the child in the sitting position on mom's lap or on the floor between mom's legs. See if the child will sit with the help of mum with a nice straight back and good neck control.

[PASS = AUTOMATIC PASS FOR #1-5]

(Video: <https://youtu.be/9x8mCWT5LQI> )



## GM8. ROLLS OVER FROM BACK TO FRONT

Notes: Front to back rolling: usually achieved by 3 to 4 months of age when they have control of shoulder and upper trunk muscles.

Back to front rolling usually occurs later as it needs control of lumbar spine muscles and hip region.

Instructions: See if the child rolls over any time during the examination. Can put child in prone position and can show the baby a toy and then pull it upwards beyond child's sight. The child may roll over to try and grab the toy or just because it wants to continue to look at it.



## GM9. SITS WITHOUT HELP FOR A SHORT TIME

Instructions: Put the child in the sitting position on a flat surface. See if the child is able to sit for a short time unsupported (seconds) with a nice straight back and good neck control. The mother may not yet be able to leave the child sitting alone for any length of time, but he or she is able to sit for a short time unsupported (a matter of seconds).

[PASS = AUTOMATIC PASS FOR #7]

(Video: <https://youtu.be/m624YAPC8ws> )

10

### Notes: Progression of sitting postures



Rounded back



Raises head and shoulders well, but has no control of chest or back yet.



Sits with help with straight back but with some support.



Head erect and spine straight



### **GM10. SITS BY SELF WELL**

Instructions: Put the child in the sitting position on a flat surface. See if the child can be left sitting (with toys) and maintain balance in this position by self for a long period of time with a nice straight back and good neck control.

[PASS = AUTOMATIC PASS FOR #7 AND #9]

(Video: [https://youtu.be/-YXK7ARg\\_Yo](https://youtu.be/-YXK7ARg_Yo) )

9

12m



### **GM11. CRAWLS IN ANY WAY**

Notes: either by shuffling on bottom or on all four limbs. This is achieved after rolling and starts with just pulling with hands and dragging of legs and then moves on to hands and knees.

NOT all children crawl in the same way. Some go on their bottom and that is considered NORMAL.

Instructions: Is able to get about either by shuffling on bottom or on all four limbs. See if the child crawls any time during the examination. Put a toy out of reach for them to crawl to.

(Video: [https://youtu.be/ime607\\_NNs0](https://youtu.be/ime607_NNs0) )



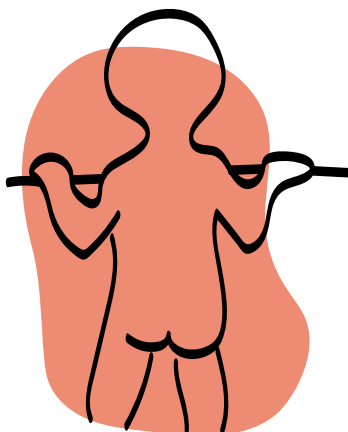
### **GM12. PULLS SELF TO STAND/TRYING TO GET TO STANDING**

Instructions: Will grasp hold of furniture or other objects and pull self to standing position. Does not need to stay there for any length of time and may fall back down quickly.

[PASS = AUTOMATIC PASS FOR #7 AND #9-10]

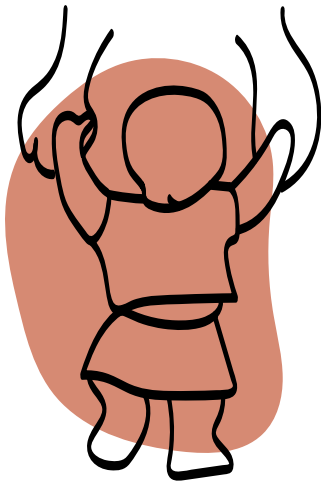
(Video: <https://youtu.be/3phjH61SYcw> )

9



### **GM13. ABLE TO STAND WELL IF HOLDING ONTO THINGS**

Instructions: See if the child can stand and hold on to a solid object such as the side of a wall or a chair for a few seconds. May pass this without having got themselves to standing position by themselves e.g. may have been helped by examiner or parent.



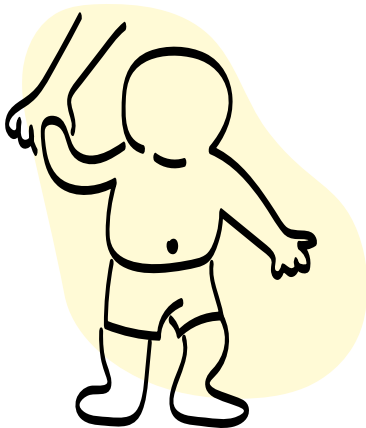
#### **GM14. WALKS USING BOTH HANDS OF SOMEONE**

Notes: A child usually needs TWO hands to start with. Once the child is more confident, he/she can just use one. For this item, the child passes even if he/she uses two hands.

Instructions: See if you hold both hands to balance the baby, can they take several steps without tripping or falling?

[PASS = AUTOMATIC PASS FOR #13]

(Video: <https://youtu.be/NGVyDwxFKIU> )



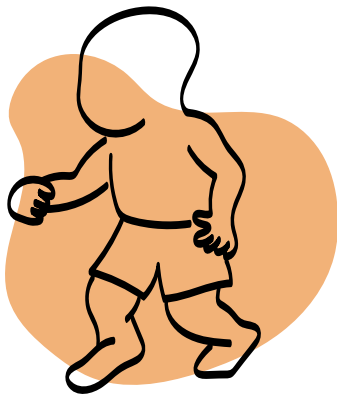
#### **GM15. WALKS WITH HELP**

(using somebody's hand as if led or a piece of furniture)

Instructions: See if child can walk with the help of the mother holding out one hand to the child. See if child will take a few steps with help or on furniture, but may not yet be able to walk alone.

[PASS = AUTOMATIC PASS FOR #13-14]

(Video: <https://youtu.be/5hr4FNRwUIE> )



#### **GM16. WALKS, BUT FALLS OVER AT TIMES**

Instructions: Child is able to walk but not that confidently yet and falls over at times/quite often still.

[PASS = AUTOMATIC PASS FOR #13-15]

18m

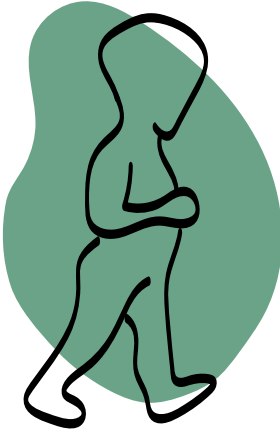


#### **GM17. STOOPS AND RECOVERS**

(Picks up object off floor without falling)

Instructions: See if the child is able to bend over and pick up a toy and return to a standing position without holding on to things around them or sitting down.

(Video: <https://youtu.be/x8bmHJu8s00> )



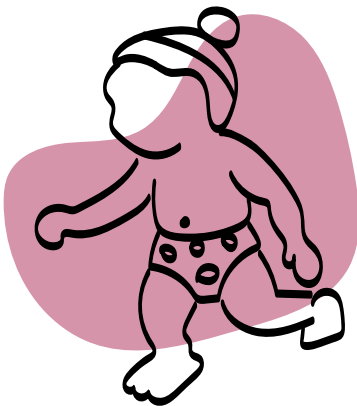
### **GM18. WALKS WELL**

Instructions: See if the child walks well without falling over often with good balance.

[PASS = AUTOMATIC PASS FOR #13-16]

(Video: <https://youtu.be/uiKINtw3xcY> )

2yr

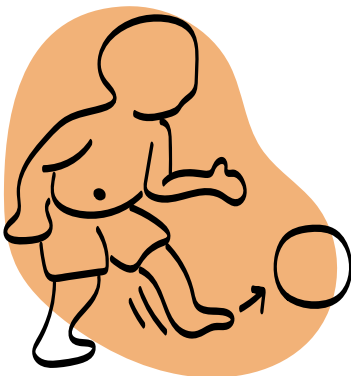


### **GM19. BASIC RUNNING, MAY FALL OVER**

Instructions: Able to get about quickly but not completely confident and falls over occasionally. Children often run with their legs side to side in an unstable fashion.

[PASS = AUTOMATIC PASS FOR #18]

(Video: [https://youtu.be/0\\_EQOb2LR0w](https://youtu.be/0_EQOb2LR0w) )



### **GM20. KICKS BALL, TRIES TO KICK BALL**

Instructions: Can kick a ball by trying to move leg forward to meet it or by walking into it. Not necessarily kicking well with a really good swing of the leg.

Can be demonstrated by examiner or mum or another child.

(Video: <https://youtu.be/GSdXhC09eD0> )

28



### **GM21. RUNS WELL, STOPPING AND STARTING WITHOUT FALLING**

Instructions: Runs with confidence with feet lifted up behind him/her as legs go forward.

[PASS = AUTOMATIC PASS FOR #19]

(Video: <https://youtu.be/VoSe0rOSIJI> )

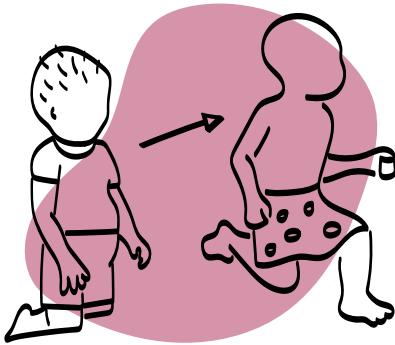
### **GM22. DOES (CHILD NAME) CLIMB UP ON FURNITURE TO GET WHAT THEY WANT?**

Instructions: Child is able to climb up on to chairs or sofas or other items of furniture to reach things that they want.

### **GM23. THROWS A BALL OVERHAND**

Instructions: Child is able to throw a ball with its arm up high and throwing ball down.

(Video: <https://youtu.be/3HnYdfVqIEc>)



### **GM24. KNEELS AND GETS UP WITHOUT USING HANDS**

Instructions: Able to get down on to his/her knees staying in an upright position and then get up without using hands. Can be demonstrated by examiner or mum or another child.

To child: “Can you kneel down? Now can you get up?”

(Video: <https://youtu.be/ggrbSVWwnZ4> )

### **GM25. CLIMBS AND JUMPS OFF PLATFORM WITH SUPPORT**

Instructions: Demonstrate climbing up onto a platform or porch. Say to the child: “Climb up here with me.” Demonstrate jumping off with two feet landing on the ground at the same time.

Hold the child’s hands and say: “Now jump!”

Be sure to give the child all necessary support to ensure that he/she does not fall.

(Video: <https://youtu.be/LCR1mswRIAo> )

### **GM26. JUMPS OFF PLATFORM ON THEIR OWN**

Instructions: If the child seems confident jumping off the platform/porch then tell him/her to climb up again and jump off on his own. If the child was unbalanced and leaned heavily on you while you were holding his/her hands then do not tell her jump off alone because he/she may get hurt.



### **GM27. THROWS A BALL INTO A BASKET (AT LEAST ONE OF 3 TIMES) 1 METER AWAY**

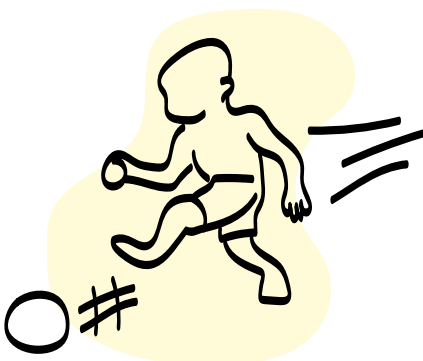
Instructions: Stands one meter away from examiner’s basket and is able to throw the ball in on at least ONE of THREE tries.

Can be demonstrated. Use meter long string to measure distance.

To child: “See how I throw the ball in the basket? Now you try.”

(Video: <https://youtu.be/f63X3LQb9Ps> )

39



### **GM28. RUNS, STOPS AND IS ABLE TO KICK A BALL SOME DISTANCE**

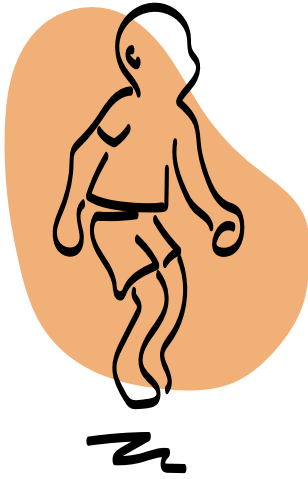
Instructions: Able to run up to the ball and kick it a good distance with a good swing forward of the leg and balancing on one foot. Can be demonstrated by examiner or mum or another child.

To child: “Can you run towards the ball and try to kick it?”

[PASS = AUTOMATIC PASS FOR #20-21]

(Video: <https://youtu.be/MYcv1zKZ9z0> )

20

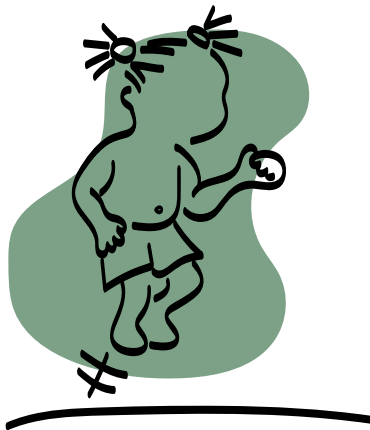


### **GM29. JUMPS WITH FEET TOGETHER OFF THE GROUND**

Instructions: Able to jump with both feet leaving the floor together. Needs to get both feet off the ground. Can be demonstrated by examiner or mum or another child.

To child: "Can you jump with both of your feet together?"

(Video: <https://youtu.be/v6B93ZCrXS0> )



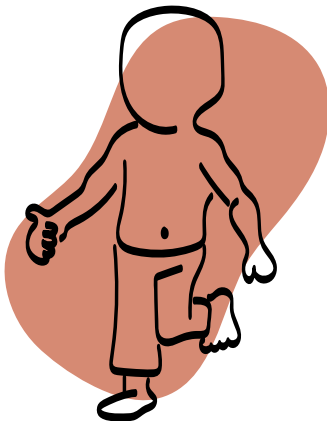
### **GM30. JUMPS OVER LINE/STRING ON THE GROUND**

Instructions: Able to jump well lifting both feet off the ground together over a string/line painted on the ground. Not a hop or skip. Feet should remain together and both feet reaching the floor at the same moment. Can be demonstrated.

To child: "Can you jump over this line/string with both feet?"

[PASS = AUTOMATIC PASS FOR #29]

(Video: <https://youtu.be/YGoIAjqAwjw> )



### **GM31. STANDS ON ONE FOOT FOR LESS THAN 5 SECONDS.**

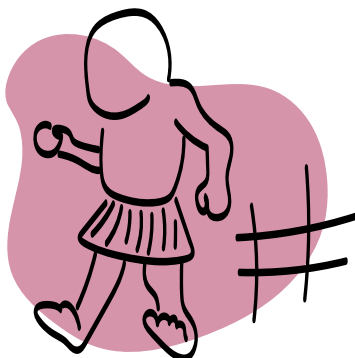
Instructions: Ask child to raise one foot usually by bending his knee and maintain a good balance on his other foot for at least one full second.

Can be demonstrated. (USE a STOPWATCH)

To child: "Can you stand on one foot for as long as you can?"

(Video: <https://youtu.be/ThCBsbgtN9w> )

36

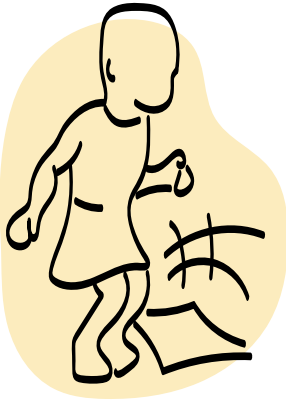


### **GM32. WALKS ON HEELS FOR 6 + STEPS**

Instructions: Can walk 6 steps on heels easily. Can be demonstrated.

To child: "Can you walk on your heels for as many steps as you can?"

(Video: <https://youtu.be/0YyqOTGCg8> )



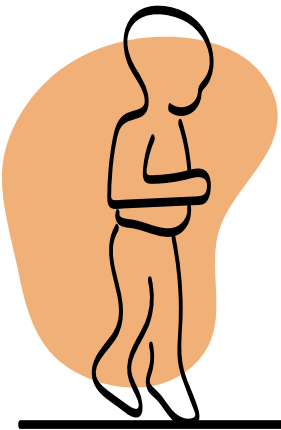
### **GM33. JUMPS OVER A PIECE OF PAPER (WIDTHWAYS)**

Instructions: Put a piece of paper (A4 size) on the ground. Ask the child to stand close to the paper with both feet together and to jump over the less wide part of the paper, landing with both feet together. Both feet need to come off the ground. Can be demonstrated. Only ask for 1 jump.

To child: "Can you jump over this piece of paper?"

[PASS = AUTOMATIC PASS FOR #29-30]

(Video: [https://youtu.be/lZ2\\_J32b6LA](https://youtu.be/lZ2_J32b6LA) )

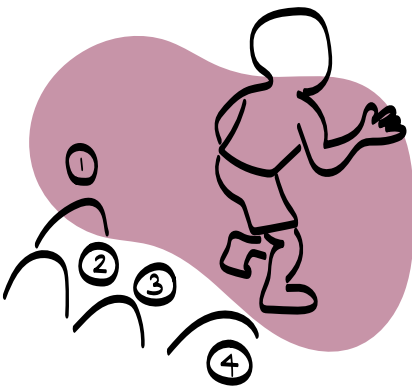


### **GM34. WALKS ON TIP TOES FOR SIX OR MORE STEPS**

Instructions: Able to balance on tip toes and walk 6 steps keeping up on the toes well with good balance. Can be demonstrated. If child loses balance, they can repeat it.

To child: "Can you walk on your tip toes for as many steps as you can?"

(Video: [https://youtu.be/vX7vz\\_ykvdI](https://youtu.be/vX7vz_ykvdI) )



### **GM35. HOPS ON ONE FOOT WITHOUT SUPPORT, HAS TO GO AT LEAST 4 HOPS**

Instructions: Makes four consecutive hops with the same leg raised throughout. Can be demonstrated.

To child: "Can you hop on one foot for as many steps as you can?"

(Video: <https://youtu.be/0zw35ZXXisE> )



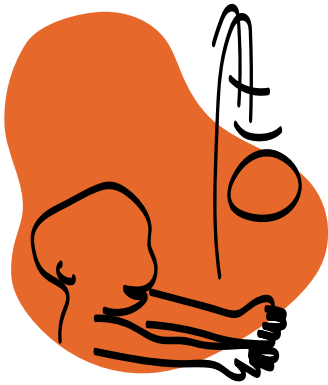
### **GM36. STANDS ON ONE FOOT FOR A LONGER TIME – (MORE THAN 5 SECONDS).**

Instructions: Ask child to raise one foot usually by bending his knee and maintain a good balance on his other foot for more than 5 seconds. Can be demonstrated.

[PASS = AUTOMATIC PASS FOR #27]

To child: "Can you stand on one foot for as long as you can?"

(Video: <https://youtu.be/8glP3wVXtvQ> )

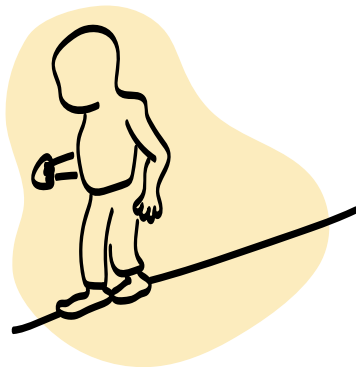


**GM37. CAN THROW A BALL UP IN THE AIR AND CATCH IT WITH 2 HANDS**

Instructions: Can throw the ball up a good distance and catch it with two hands together. May try 3 times. Can be demonstrated.

To child: "Can you throw a ball up in the air and catch it with 2 hands?"

(Video: [https://youtu.be/\\_Ym9DpBQbf8](https://youtu.be/_Ym9DpBQbf8) )

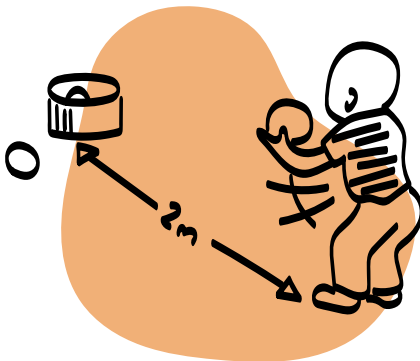


**GM38. HEEL/TOE WALK WITH ONE FOOT BEHIND THE OTHER ALONG THE STRING WITH GOOD BALANCE**

Instructions: Can walk along the same line but this time heel to toe with his feet touching with good balance. Can be demonstrated.

To child: "Can you walk along this line heel to toe?"

(Video: <https://youtu.be/t9prU5KXR5A> )



**GM39. THROWS 3 OF 5 BALLS INTO A BASKET.**

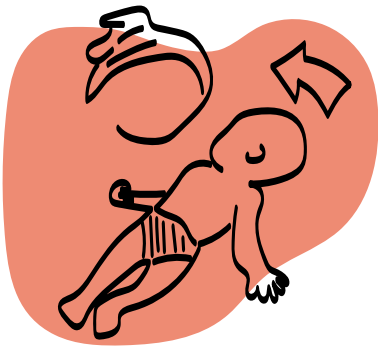
Instructions: Stands two meters away from examiner's basket and is able to throw the ball in on at least THREE of FIVE tries.

Can be demonstrated. Use meter long string to measure distance.

To child: "See how I throw the ball in the basket? Now you try."

(Video: [https://youtu.be/3BJ\\_vakyqyM](https://youtu.be/3BJ_vakyqyM) )

## 2) Fine Motor Skills



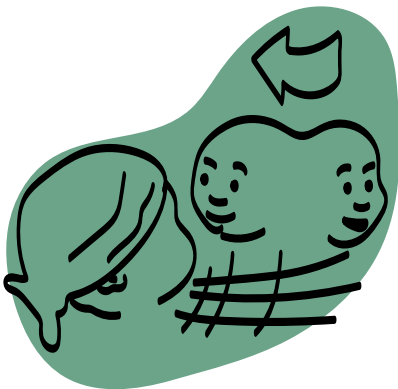
### **FM1. FOLLOWS MUM/CARER'S FACE TO MID LINE.**

Instructions: Put the child on his/her back and hold a bright object (red tassel) or place your face above the child's face at about 15 cms. Move the object/face in an arc from one side to the other. See if the child follows the object/face with eyes to the midline.

(Video: [https://youtu.be/e4-fHbwpL\\_o](https://youtu.be/e4-fHbwpL_o) )

Fixing and following on mum's face – to midline and 180 degrees.

It is easier for babies to follow their caregiver's face rather than an object.



### **FM2. FIXES AND FOLLOWS COMPLETELY FROM RIGHT TO LEFT**

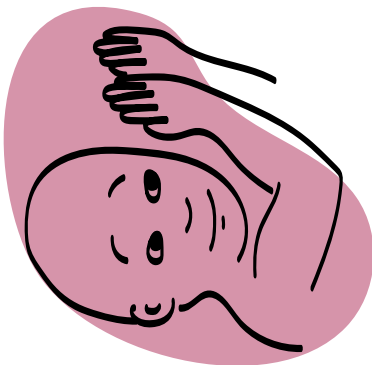
Instructions: See if the child will follow the face or bright object through a complete arc from left to right e.g. through 180 degrees.

[PASS = AUTOMATIC PASS FOR #1]

(Video: <https://youtu.be/z2YyzEzOGkM> )



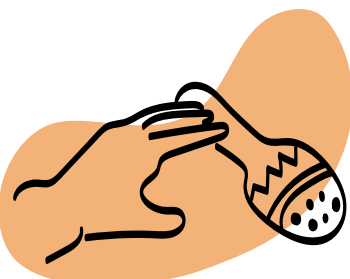
3m



### **FM3. PUTS HANDS TOGETHER IN FRONT OF EYES OR MOUTH.**

Instructions: While the child is lying on his/her back, put the child's hands in front of his/her eyes to look at them and see if he/she keeps them there to look at them. Child also passes if he/she brings hands in front of eyes or mouth spontaneously. Do not cradle the baby in the parent's arms during this. Child automatically passes if s/he recognizes his/her hands.

(Video: <https://youtu.be/rtrclhCbRxM> )



### **FM4. REACHES FOR LARGE THING.**

Instructions: If child is sitting in parent's lap, see if the child will try and grasp an object such as the rattle. Examiner to bring the rattle near the child and observe whether child CAN REACH FOR object. Does not have to grab it.

Use bright object that child can see well.

(Video: <https://youtu.be/CuO4CtvpfwA> )

6



**FM5. WHEN HOLDING OBJECTS, TENDS TO PUT THEM IN THE MOUTH.**

Instructions: Often when the baby has picked up toys, they like to explore them by putting them in their mouth. Child automatically passes if already playing with toys and puts them in mouth (make sure you wash them later!!).

(Video: <https://youtu.be/WadMmAmKF34> )



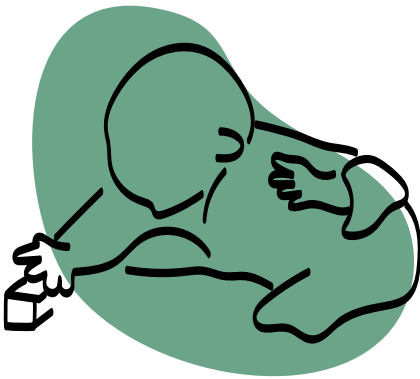
**FM6. GRASPS HOLD OF LARGE THING.**

Instructions: See if the child able to pick up/grasp an object. The examiner gives the child a spoon, rattle or a pen in his hands and sees whether the child can grasp the object in his hands without letting it fall off.

[PASS = AUTOMATIC PASS FOR #4]

(Video: <https://youtu.be/dGHtdWfjJxk> )

4



**FM7. CAN PICK UP A LARGER OBJECT FROM GROUND SUCH AS SPOON OR RATTLE.**

Instructions: When sitting on mum's lap or on the floor, likes to try and reach out and pick up objects off the ground or table. Keep objects slightly out of reach, so that they have to reach.

[PASS = AUTOMATIC PASS FOR #4 & 6]

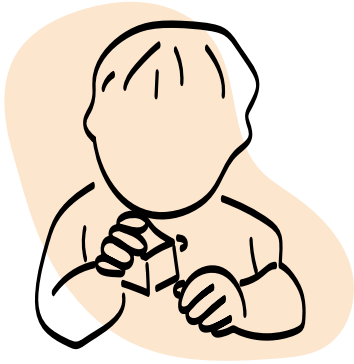
(Video: <https://youtu.be/rkAffzN3vFs> )



**FM8. LOOKS AT A SMALL OBJECT HELD IN THE HAND SUCH AS A BEAN OR MAIZE PIECE.**

Instructions: When the child is sitting on mom's lap, place a small object like a piece of maize or a bean in your hand and show it to the child. See if they notice it by pointing, looking at it, or if they want to touch it or pick it up. They don't have to pick it up – can just look at it.

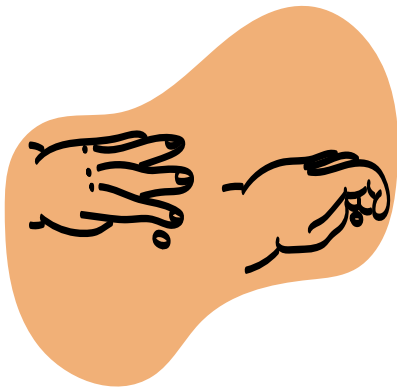
(Video: <https://youtu.be/Ayiaituelsg> )



### **FM9. TRANSFERS OBJECTS FROM ONE HAND TO THE OTHER HAND.**

Instructions: Give the child a block and then try and give them another to the same hand. The child will often pass the first block to the other hand so that he/she can take the second one.

(Video: <https://youtu.be/uZ2h6hyOGil> )



### **FM10. PICKS UP SMALL THINGS WITH FOUR FINGERS IN A RAKING MOTION.**

Instructions: Place a piece of maize or a bead on the table (or a small piece of food) and ask the child to pick it up.

Score a YES if child can pick it up by RAKING (using all four fingers).

[PASS = AUTOMATIC PASS FOR #7]

(Video: <https://youtu.be/FRrk3V2nV0> )



13

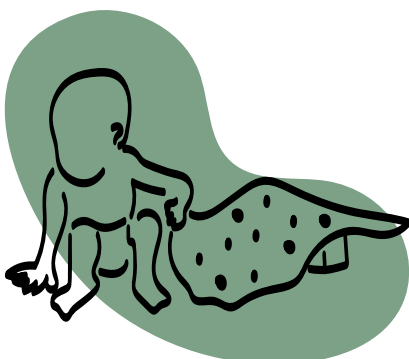


### **FM11. STRIKES ONE OBJECT WITH ANOTHER OR CLAPS TOYS OR HANDS TOGETHER.**

Instructions: Take a block in each hand and strike them together while the child is watching. Put a block in each of the child's hands and ask the child to do the same. Also passes if claps toys or hands together.

Must be a small object, not with pots and pans and lids, which are larger. The action needs to be SEEN by the child, as demonstrated by the examiner, not just asked. Examiner takes a block in each hand and strikes them while the child is watching. The child was given a block in each hand and was told to do the same. The examiner repeated the procedure till the child could imitate properly. The examiner can repeat the procedure 2 times.

(Video: [https://youtu.be/a\\_ee-GndSME](https://youtu.be/a_ee-GndSME) )

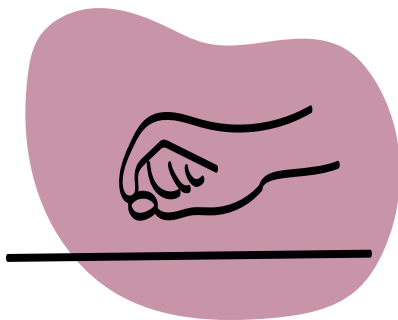


### **FM12. FINDS OBJECT HIDDEN UNDER A SHEET**

Instructions: Show child an interesting object (e.g., car or ball) and let him/her play with it. Then put it under a piece of cloth while the child is watching. Ask child to find the toy.

Score as YES if child looks for, reaches for OR retrieves object under cloth. Child DOES NOT have to succeed in getting object; the point is that the child knows it is hidden and searches for it.

(Video: <https://youtu.be/JS4U3xmQ2UI> )



### **FM13. CAN USE A NEAT PINCH GRASP TO PICK UP OBJECT BETWEEN THUMB AND FOREFINGER**

Instructions: Place a piece of maize or a bead on a surface or in your hand and ask the child to pick it up.

10

Score a YES if child can pick it up with thumb and one of small fingers only.

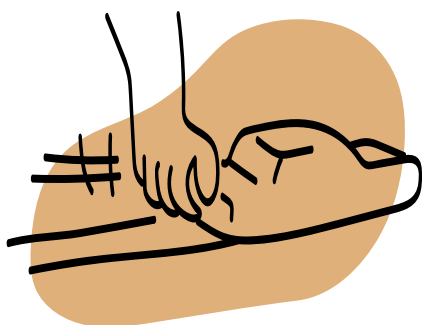


### **FM14. PUTS BLOCKS OR STONES IN AND OUT OF A PLASTIC TEA CUP IN IMITATION**

Instructions: One by one, put 2 blocks into the cup, explaining what you are doing: "Look, I'm putting these blocks in the cup". Remove each block one by one, also explaining what you are doing: "Now, I'm taking them out". Then put the cup and blocks directly in front of the child and say, "Now you do it. Put the blocks [POINT TO THE BLOCKS] into the cup [POINT TO INSIDE THE CUP]".

Allow about 1 minute. If the child puts at least one block into the cup, say "Great! Now take the block [POINT TO BLOCK IN THE CUP] and put it on the mat."

Score as a YES if the child puts at least 1 cube in and out of a cup when shown by an examiner.

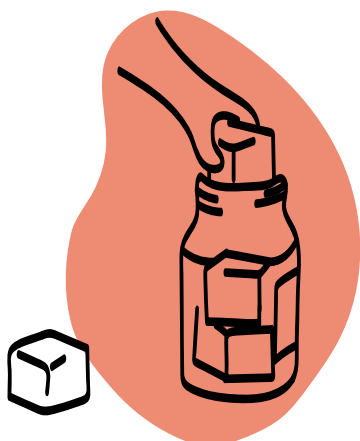


### **FM15. COPIES PUSHING A LITTLE WOODEN OR WIRE CAR ALONG.**

Instructions: Put the car on the mat in front of the child and say, "See, look at the car." You can push the car a little way and show the child that the car moves as a real car would. Then leave it for the child to push.

Score as YES if child pushes the little car along playing with it and showing that he or she knows it should be moving. The child must push the car to intentionally know that it moves like a real car, not just roll it back and forth for no reason.

(Video: <https://youtu.be/HKxo-hhnmGw> )



### **FM16. PUTS BLOCKS OR 2 CM SIZE STONES IN A PLASTIC JAR IN IMITATION.**

Instructions: One by one, put 4 blocks into the jar, explaining what you are doing: "Look, I'm putting these blocks in the jar". Dump the blocks from the jar. Place the jar and blocks directly in front of the child and say, "Now you do it. Put the blocks [POINT TO THE BLOCKS] into the jar [POINT TO INSIDE THE JAR]". Allow about 1 minute.

Score as a YES if the child puts at least one cube in the jar when shown by an examiner.

(Video: <https://youtu.be/E2NSOZF1prc> )

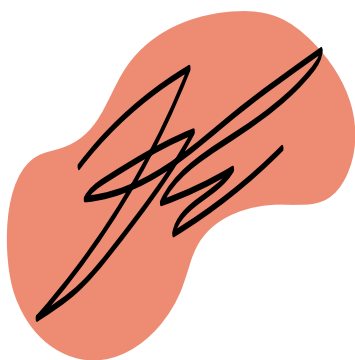


**FM17. IS ABLE TO UNDERSTAND TO DUMP THE BLOCKS OR STONES OUT OF THE JAR IN IMITATION**

Instructions: If child does not turn the jar on the side or upside down during administration of item 16, show child how to turn the jar over to dump the blocks out. Then ask the child to do it. "Now you do it. Dump the blocks out of the bottle."

Score as YES if child is able to turn the bottle upside down or sideways to get the blocks out, even if only ONE block is dumped out. DO NOT score yes if child pulls blocks out of the jar with fingers or hands.

(Video: <https://youtu.be/0CXJtOijjKU> )



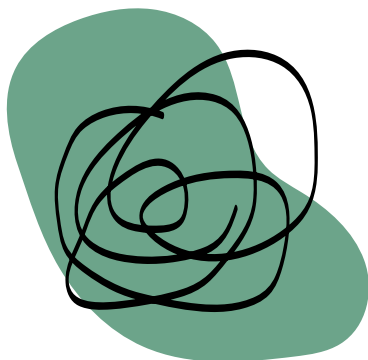
**FM18. SCRIBBLES ON PAPER WITH CHALK/PEN OR ON THE GROUND WITH A STICK IN STRAIGHT LINES.**

Instructions: Put a piece of paper in front of the child and put the pen/pencil in the child's hand or next to the child. Say, "Go ahead and draw a picture." The examiner can first demonstrate by picking up the pen/pencil and doing a back and forth straight scribble and then putting it down for the child to copy and do. The child must make purposeful marks on the paper, more than just slight marks on the paper, in a back and forth manner.

Score NO if child stabs paper with pen/pencil.

(Video: <https://youtu.be/H5hfLz1j5H8> )

19



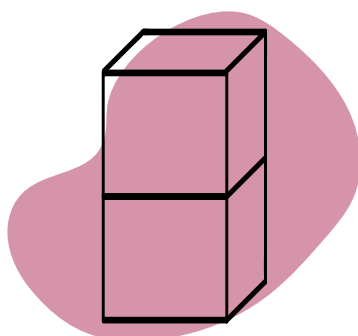
**FM19. SCRIBBLES ON PAPER WITH CHALK/PEN OR ON THE GROUND WITH A STICK IN A CIRCULAR MOTION.**

Instructions: Put a piece of paper in front of the child and put the pen/pencil in the child's hand. Say, "Go ahead and draw a picture." The examiner can first demonstrate by picking up the pen/pencil and doing a circular scribble themselves and then putting it down for the child to copy and do. Child must scribble in a circular way, not just back and forth.

[PASS = AUTOMATIC PASS FOR #18]

(Video: <https://youtu.be/PMOzjfap6Bs> )

18



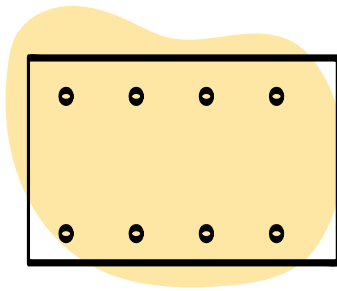
**FM20. CAN BUILD A TOWER OF TWO BLOCKS**

Instructions: Get 12 blocks out of the basket. On a solid, flat surface, build a tower of 2 blocks. Give 2 blocks to the child and ask the child to build a tower of blocks just like yours. Blocks must remain stacked for at least 3 seconds. You can then try showing them a tall tower and see how many they copy to answer question 23 and 24.

"Now you do it. Build a tower with the blocks."

(Video: <https://youtu.be/k8I4IEFLEtw> )

23 & 24



## **FM21. PUTS PEGS INTO BOARD IN $\leq 2$ MINUTES.**

26

Instructions: Take all the pegs out of the pegboard. Show the child how to put 1-2 pegs into the board, explaining what you are doing: "Look, I'm putting these pegs in the board". Ask the child if s/he understands how to put the pegs in the board. "Do you understand how to put the pegs in the board?" If child does not seem to understand, demonstrate again. Remove all pegs and then ask the child to put them back in as quickly as possible. "Now you put all the pegs in the board as fast as you can."

Score a YES for this item if child places all (8) pegs in board in 2 minutes or less. Start stopwatch when child picks the first peg.

(Video: <https://youtu.be/3pZTG5qKVxs> )

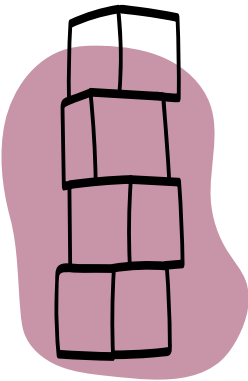


## **FM22. ASK CHILD TO EITHER HOLD FOUR BLOCKS IN THEIR HANDS AND TO GIVE YOU ONE OF THEM (MAKE SURE THEY HAVE FOUR IN THEIR HAND AT THE TIME) OR PUT 4 BLOCKS IN FRONT OF THE CHILD AND ASK THEM TO GIVE YOU ONE BLOCK**

Instructions: Place four blocks in front of the child. Say to the child "Can you give me ONE block?" (do not put out your hand).

Score only if they ONLY give you ONE but not if they give you many and do not understand the concept of ONE.

(Video: <https://youtu.be/6MvT73AtIjU> )



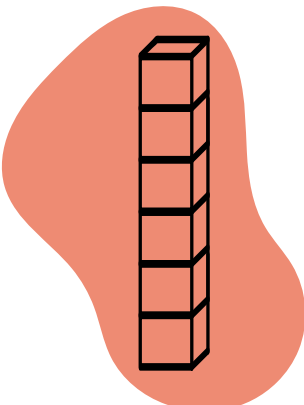
## **FM23. MAKES A TOWER OF FOUR BLOCKS**

20 &  
24

Instructions: See item 20. After building tower with 2 blocks, demonstrate for child how to add blocks to make a tower of 4 blocks. Very important to build on a flat surface.

Score YES if tower of 4 blocks remains standing for at least 3 sec. If they can do six, assume they can do 4 and 2 (if the child passes #24, automatic pass for items 20 & 23).

(Video: <https://youtu.be/k8I4IEFLEtw> )



## **FM24. MAKES A TOWER OF AT LEAST SIX BLOCKS**

20 &  
23

Instructions: See items 20 & 22. After building tower with 4 blocks, demonstrate how to add blocks to make a tower of 6 blocks. Score YES if tower of 6 blocks remains standing at least 3 seconds.

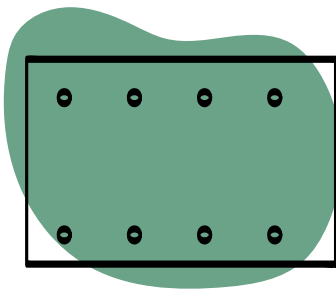
(Video: <https://youtu.be/k8I4IEFLEtw> )

 **FM25. FILL UP TWO CUPS. ONE WITH VERY LITTLE WATER AND ONE WITH A LOT OF WATER AND ASK THE CHILD TO GIVE YOU THE CUP WITH MORE WATER (DO IT THREE TIMES)**

Instructions: One with very little water and one with a lot of water and ask the child to give you the cup with more water (do it three times). The child must choose the correct cup on all three trials to pass. (Or 4 out of 5 trials)

Say to the child “Can you give me the one with more water?”

(Video: <https://youtu.be/hXYj5MRdYmU> )



  **FM26. CAN DO THE PEG BOARD QUICKER – WITHIN 30 S (<30S)**

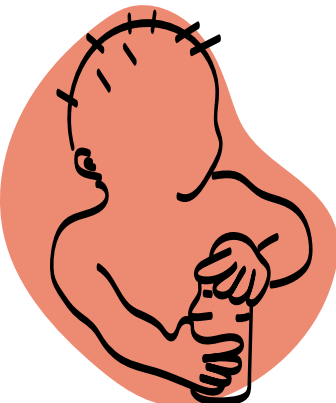
Instructions: See item 21.

Score a YES for this item if child places all (8) pegs in board in ≤ 30 seconds.

[PASS = AUTOMATIC PASS FOR #21]

(Video: <https://youtu.be/SdGEInjikgk>)

21



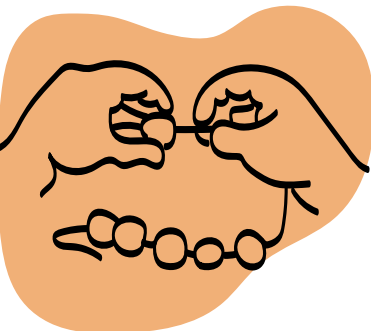
 **FM27. UNSCREWS AND SCREWS THE CAP ON AND OFF A PEANUT BUTTER PLASTIC JAR**

Instructions: Hold the jar in one hand, and the lid in the other. Directly in front of the child, slowly screw the lid on the jar then take the lid off, explaining what you are doing. “See how I screw the lid on and unscrew the lid to take it off?” DEMONSTRATE TWICE.

Put the jar and lid in front of the child and say, “Now you do it. Put the lid on and take it off, just as I showed you.”

Score a YES if child is able to screw lid on (and not just “push” or “pat” lid on) AND unscrew (and not just pull) lid off the jar.

(Video: [https://youtu.be/\\_sumdRLuWgU](https://youtu.be/_sumdRLuWgU) )



  **FM28. THREADS 6 BEADS IN UNDER 2 MINUTES**

Instructions: Get the string and 8 beads out and put them in front of you. Directly in front of the child, place 2 beads on the string, explaining what you are doing. “See how I am putting the string through the hole in the beads?” Put the string with 2 beads threaded on it, along with the remaining 6 beads in front of the child and say, “Now you do it. Put all the beads on the string, just as I showed you.” Don’t give it to the child facing upwards holding the tip of the string/boot lace but lay it down to see if they can do it themselves.

Beads: Child needs to thread 6 beads on the string. Max time 5 minutes. (if it takes them more than that, it’s a fail).

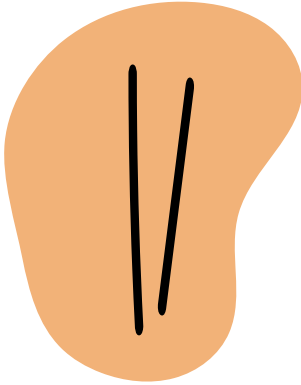
When handing over the string, leave it on the floor, not in the child’s hands/fingers, do not pass the tip of the string on to their fingers (? better wording?)

(Video: <https://youtu.be/e0vedcLTIEM> )

**FM29. WITH TWO CUPS OF DIFFERENT SIZES (SAME COLOUR) CHILD IS ABLE TO GIVE YOU BIGGER CUP. SAY TO THE CHILD, “GIVE ME THE BIGGER ONE?”**

Instructions: Place two (2) cups – one bigger than the other but the same colour in front of the child and say to the child, “Can you give me the bigger cup?”. Do this three times to check the child is not just doing it by chance. The child must give you the bigger cup all three times. Do not indicate whether the child was correct, no matter which cup the child gives you, simply say, “Thank you.”

(Video: <https://youtu.be/-UxYpJla494> )

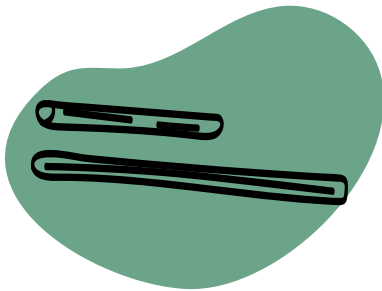


**FM30. IMITATES (COPIES) A VERTICAL LINE (AS DRAWN BY THE EXAMINER) WITHIN ABOUT 30 DEGREES**

Instructions: Draw a vertical line MOVING TOWARD THE CHILD, while saying, “See, I make a line here.” Show the child and ask him/her to make a line that looks just like yours. “Now you make a line just like mine.”

Score YES if child’s line is within about 30 degrees of from your line.

(Video: <https://youtu.be/jev9XqCAZEI> )

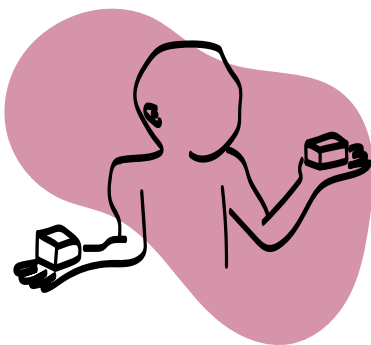


**FM31. PICKS THE “LONGER” STICK 3 OUT OF 3 TIMES**

Instructions: Put down 2 sticks of different lengths so that the sides are touching and say to the child, “Show me which one is longest.” DO NOT indicate whether the child was correct. No matter which one the child gives you, simply say, “Thank you.” Administer this item 2 more times, switching the location of the longest stick each time.

Child must pick the longest stick all 3 times to get a YES for this item. Or 4 out of 5 trials.

(Video: [https://youtu.be/BA5gS\\_h0ApY](https://youtu.be/BA5gS_h0ApY) )

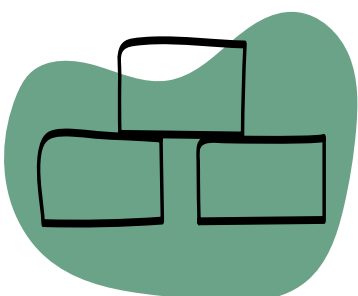


**FM32. PICKS HEAVIEST OF 2 OBJECTS 3 TIME OUT OF 3 TRIES**

Instructions: Put the two weights in the child’s hands at the same time and ask, “Which one is heavier?” Do not indicate which response was correct. Administer this item 2 more times, being certain to alternate placing the heavier weight in both the right and left hands.

Child must pick the heavier box all 3 times to get a YES for this item. Or 4 out of 5 trials.

(Video: [https://youtu.be/\\_LZQTAxrKj4](https://youtu.be/_LZQTAxrKj4) )



**FM33. CAN MAKE A BRIDGE WITH 3 BLOCKS**

Instructions: Get 6 blocks out. Make a bridge for the child out of 3 blocks, explaining to the child what you are doing. “See how I make a bridge with the blocks?” You can then take a stick and place it through the bridge and say “see the car goes under”... Leave your model in place and put 3 blocks in front of the child. Ask the child to make a bridge that looks just like yours. “Now can you make a bridge with these blocks just like mine?”

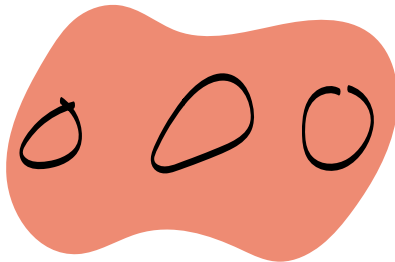
Score YES if child makes bridge with gap in bottom two blocks.

(Video: <https://youtu.be/vSFygJialSY> )



### **FM34. DOES (CHILD NAME) MAKES A DOLL OR A CAR OUT OF CLAY?**

Instructions: Can make a doll out of clay by themselves or another complicated toy such as a car, house or a person. “Can your child make a doll? What about a car or a house or a person out of clay?”



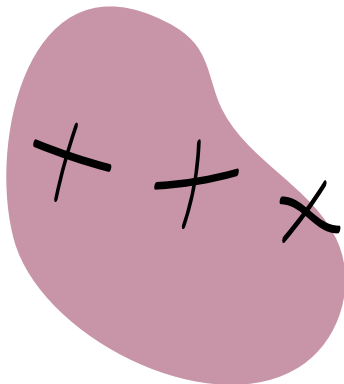
### **FM35. COPIES A CIRCLE DRAWN ON PAPER OR ON THE SAND**

Draw a circle, explaining to the child what you are doing. “See how I am drawing a circle?” Show the child the circle and ask him/her to make one just like yours. “Now can you draw a circle like mine?” You can allow up to 3 trials for the child to make a circle.

**36 &  
38**

Score YES for any nearly complete or complete circle.

(Video: <https://youtu.be/pJsSR5b50X4> )



### **FM36. COPIES A CROSS DRAWN ON PAPER OR ON THE SAND**

Instructions: Draw a vertical line MOVING TOWARD THE CHILD, while saying, “See, I make one line here.” Then, draw a horizontal line crossing. “And another line here.” Ask the child to make a cross just like yours. “Now can you make a cross like mine?” You can allow up to 3 trials.

**35 &  
38**

Credit is given for anything where the 2 lines intersect.

[PASS = AUTOMATIC PASS FOR #30]

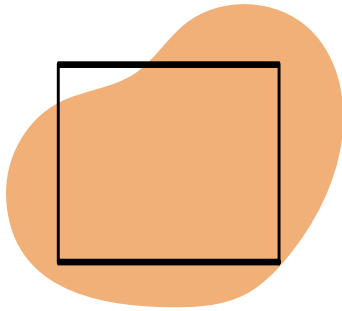
(Video: [https://youtu.be/Wqi\\_eBoC804](https://youtu.be/Wqi_eBoC804) )



### **FM37. CAN FOLD A PIECE OF PAPER IN HALF.**

Instructions: Fold a piece of paper in half, explaining what you are doing. Be certain to point out that you are lining up the edges of the paper, and making a crease. “Look, I’m folding this paper, see? I’m lining up the edges and making a crease.” Give the child a fresh piece of paper and ask them to neatly fold it into halves. “Now you do it, fold this paper just like mine.” Child can try 2 times.

Score PASS if child is able to fold the paper fairly evenly into two halves, with little mismatching of edges.



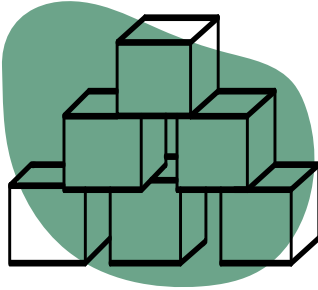
### **FM38. CAN DRAW A SQUARE**

Instructions: Draw a square, describing what you are doing. “See how I make four lines to make a square?” Ask the child to make a square just like yours. “Now can you draw a square like mine?” You can allow up to 3 trials.

**35 &  
36**

To receive credit, the child’s drawing must have four sides and be a similar shape to a square, but does not need to be perfect.

(Video: <https://youtu.be/Xkm8eUER7io> )



### **FM39. CAN MAKE A BRIDGE WITH 6 BLOCKS**

Instructions: Make a complicated bridge out of 6 blocks and see if the child can do the same. Say: “Look I’m building a bridge.” Keep yours up while the child is doing it. Give 6 more blocks to the child and see if the child will copy your bridge. Say: “Now, you make one just like mine.” For the child to pass, there must be 3 gaps: 2 gaps between the three blocks on the bottom row and a gap between the two blocks on the second row.

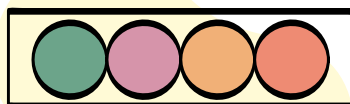
(Video: <https://youtu.be/s4CiVihxGNs> )



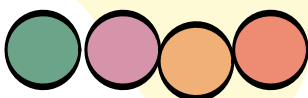
### **FM40. CAN MAKE A STAIRS WITH 6 BLOCKS**

Instructions: Take 12 blocks. Make stairs with the 6 blocks and see if the child can copy you with 6 blocks of their own. Keep yours up while the child copies.

(Video: <https://youtu.be/ZgxVOP46W2E> )



Pattern given to child to copy



Correct pattern copied

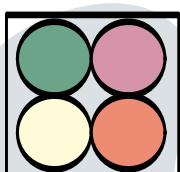
### **FM41. CAN COPY A PATTERN OF BOTTLE TOPS IN A ROW**

Instructions: Give the child a straight-line pattern of 4 bottle tops and see if the child can copy the pattern on a separate piece of cardboard. Now give 4 bottle tops to the child and say, “Use these bottle tops to make a pattern just like mine.” Be certain that child has sufficient space to complete the pattern. Child can try 2 times.

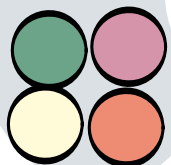
Emphasise to child that the colour and position of the different tops must be like yours.

Child must re-create pattern with colored bottle tops in the right position to PASS this item.

(Video: <https://youtu.be/2Z4e27KPsXA> )



Pattern given to child to copy



Correct pattern copied

### **FM42. CAN COPY A SQUARE PATTERN WITH 4 BOTTLE TOPS**

Instructions: Give the child the square pattern of 4 bottle tops already made and see if the child can copy the pattern on a separate piece of cardboard or just on the ground. Now give 4 bottle tops to the child and say, “Use these bottle tops to make a pattern just like mine.” Be certain that child has sufficient space to complete the pattern. Child can try 2 times.

Emphasise to child that the colour and position of the different tops must be like yours.

Child must re-create pattern with colored bottle tops in the right position to PASS this item.

(Video: [https://youtu.be/d\\_wpY8VeVVw](https://youtu.be/d_wpY8VeVVw) )

### 3) Language

#### **L1. STARTLES TO SOUNDS.**

Instructions: If child responds or jumps when a loud sound is made, the child passes this item. Can be a response in any way e.g. change in activity or expression or eye movement. Shake the rattle behind them and see if they turn.

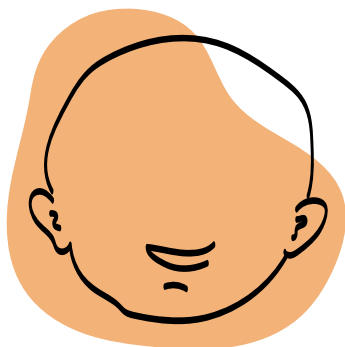
3m

(Video: <https://youtu.be/weffKcDhPB0> )

#### **L2. HAPPY MAKING SOUNDS SUCH AS “UH”, “EH”, “A” WHICH ARE SEPARATE FROM CRYING SOUNDS**

Instructions: Makes sounds other than crying e.g. throaty sounds or sounds such as “uh” or “eh” or “a, a, a” or gurgling sounds. Any vocal sound rather than crying.

(Video: <https://youtu.be/5i-LFp192cl> )

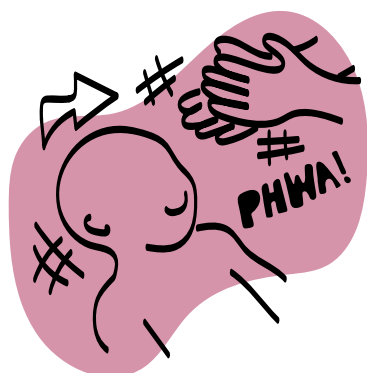


#### **L3. LAUGHS AND CHUCKLES.**

Instructions: See if the child laughs out loud or whether the mom or guardian says they do.

“Does your baby laugh?”

(Video: <https://youtu.be/FSZ8ZNyDNRI> )



#### **L4. TURNS TO VOICE – LOOKS IN THE DIRECTION OF A VOICE OR A SOUND.**

Instructions: In response to the rattle or to mom’s voice, does the child turn his or her head towards the sound?

6m

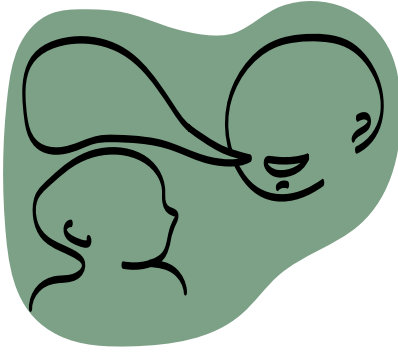
Best to test both sides.

(Video: <https://youtu.be/5-gqFUcMJJc> )

#### **L5. MAKES SINGLE SYLLABLE SOUNDS SUCH AS MA/DA/ PA/BA.**

Instructions: Listen for these sounds.

(Video: <https://youtu.be/DIdCuSwwkmc> )



## **L6. RESPONDS AND TURNS TO HIS OR HER NAME BEING CALLED.**

Instructions: Score a YES if child looks at you when you call his/her name. Be careful to distinguish between a response just to being called in a certain tone of voice and knowing his name. Child does not need to say his or her name.

(Video: <https://youtu.be/LLhxO0eVmRU> )

12m

## **L7. SAYS 2-SYLLABLE BABBLE SUCH AS DADA, LALA, MIMI, TATA.**

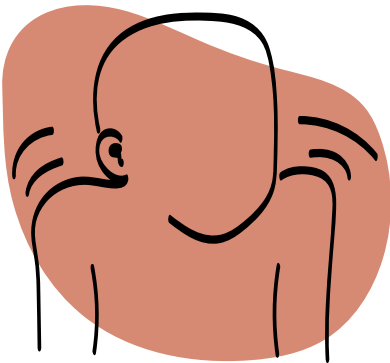
Instructions: Listen to whether the baby is able to make sounds that could be copied and sound almost like words. Needs to be clear or distinct sounds, not just vocalizations.

[PASS = AUTOMATIC PASS FOR #5]

## **L8. DOES (CHILD NAME) UNDERSTAND WHEN BEING TOLD “NO” OR BEING CAUTIONED?**

Instructions: For example when parent says “STOP!” to child, s/he stops even if only briefly. Ask mom if child understands to stop doing something when told “No,” e.g., going too close to the fire, playing in dirty water, etc. Score as YES if child stops activity in response to “no” even if just for a second. We want to know if the child understands when told “no” even if he/she is not obedient.

“Does your baby stop what he is doing when you say “Stop!” even if just for a second?”



## **L9. DOES (CHILD NAME) SHAKES HEAD OR DOES SOMETHING TO INDICATE “NO”?**

Instructions: This requires definite shaking of head or shrugging of shoulders, etc., in showing refusal. Not just turning away from the situation or withdrawing. If not observed, ask mother.

“Does your baby make a gesture to indicate “No”?”



## **L10. FOLLOWS ONE STAGE COMMANDS SUCH AS “GIVE ME THE CUP”**

Instructions: Give the CUP to the child and let him/her play with it for about 10 seconds. Then, ask the child to give you the cup. DO NOT GESTURE IN ANY WAY OR HOLD OUT YOUR HAND. Mark as YES if child completes action. Can ask up to 2 times.

“Here is a cup.” (Wait 10 seconds) “Please give me the cup.”

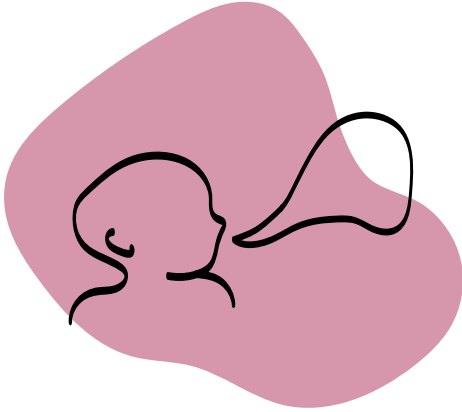
(Video: <https://youtu.be/-xFHuJEueh0> )

2yr

  **L11. UNCLEAR TALK OR JABBER IN SENTENCES**  
(sounds like sentences but not always clear to the listener)

Instructions: Listen to whether you hear child talk to themselves or while playing with any of the test materials. If unable to witness this, ask mom. Mark YES if child makes sentence-like sounds (even if they are not all real words or sentences).

“Does your child pretend to talk in sentences even if he does not use real words?”



 **L12. DOES (CHILD NAME) SAY TWO WORDS OTHER THAN MAMA OR DADA E.G. CUP/COW/SPOON?**

Instructions: Ask mom how many words the child says and write down all words she mentions. These can include names of people as long as they are directed toward the person. Words need to be directed at some particular object.

[PASS = AUTOMATIC PASS FOR #7]

“What words does your child say?”

  **L13. SAYS TWO WORDS TOGETHER SUCH AS “MAMA-CUP” OR “DADA-WATER” OR “DADA GOES”.**

Instructions: Listen to whether the child is putting two words together in a meaningful phrase that indicates something. This does not include the use of 2 words to indicate one idea, such as “all gone” or “bye bye”. If not heard, ask the parent.

2.5yr

[PASS = AUTOMATIC PASS FOR #12]

“Does your child put two words together ex) “mummy go or “mummy water”?”

 **L14. DOES (CHILD NAME) SAY AT LEAST SIX OR MORE WORDS?**

Instructions: Ask mom how many words the child says and write down all words she mentions. These can include names of people as long as they are directed toward the person.

Score a YES if 6 words or more are heard or mentioned by parent.

[PASS = AUTOMATIC PASS FOR #12]

“How many words does your child say?”

 **L15. FOLLOWS TWO STAGE COMMANDS “GO AND GET THE CUP OVER THERE AND PUT IT IN THE BASKET”.**

Instructions: Child is able to follow a command where they have to understand and then do a succession of two things. Place the CAR and BALL on the mat/table. Say to the child, “Get the CAR/BALL and put it in the basket” or “Get the CAR/BALL and give it to your mother [OR OTHER PERSON]”.

Do not indicate how to complete the action by pointing, looking or gesturing.

Mark as YES if child completes action. Can ask up to 2 times.

(Video: <https://youtu.be/9eyjbTQLCE> )

**L16. CAN PULL OUT/IDENTIFY FROM THE BOX AT LEAST 5 THINGS E.G. CUP/BALL/SPOON/BOTTLE/CLOTH**

Say to the child “give me the cup/ball/spoon/bottle/cloth” More than 5 recognised.

Instructions: Remove 12 objects from the basket. Say to the child “Give [OR SHOW] me the spoon,” “Pass me [OR POINT TO] the cup,” etc. Each time the child gives you an object, put the object back in the same position it was previously. Score a YES if child can identify at least 5 of the objects. Doesn’t matter which objects are identified. Be careful that this is not about going and getting something. If the child is shy then stand back and give the child some time and let the mum ask.

(Video: <https://youtu.be/OWLlozWvejI> )



22

**L17. SPEAKS CLEARLY IN SENTENCES THAT ARE UNDERSTOOD WELL (THREE WORDS TOGETHER AT A TIME).**

Instructions: Child’s speech is fully understandable. Score as YES if child can use one or more sentences to describe or explain something. If not heard, ask mother.

[PASS = AUTOMATIC PASS FOR #14]

“Does your child speak in clear sentences that are fully understandable?”

**L18. POINTS TO MORE THAN ONE BODY PART**

Ask, “Where is your nose/eyes/mouth” > 1 body part

Instructions: Ask the child, “Where is your nose? Where are your eyes? Show me your ears? Where is your mouth?”

Score a YES if child knows TWO or more body parts.

(Video: <https://youtu.be/v31UXUk4NOU> )



**L19. NAMES AT LEAST FIVE (5) THINGS IN THE BOX.**

Ask the child, “What is this?” and pull out of basket a cup/spoon/ball/bottle/cloth. Named at least 5.

Instructions: Select an object from the basket. Say to the child “What is this?” as you point to or hand the child the object.

Score a YES if the child can name at least FIVE (5) items. It does not matter which objects the child names.

[PASS = AUTOMATIC PASS FOR #16]

“What is this?” Repeat for a total of 12 objects.

(Video: <https://youtu.be/VLe8HdqtMV0> )

23

**L20. KNOWS HIS OR HER FIRST NAME - WHEN ASKED, “WHAT IS YOUR NAME?” – CAN TELL YOU THEIR NAME”**

Instructions: Ask the child, “What is your name?” Score as a YES if child can say their first name. Do NOT administer this item by saying, “Is your name John?” Child must tell you their name.

**L21. KNOWS ACTIONS OF OBJECTS. “WHICH ONE IS USED FOR SWEEPING?” “WHICH ONE IS USED FOR DRINKING?”**

Ask them to pick them up

Instructions: Remove 12 objects from the basket and place in front of child. USE cup, pencil, matchbox, and car. Ask, “Which one is for drinking/eating?” “Which one is for writing?” “Which one is for lighting fire?” “Which one is for driving?” DO NOT LOOK AT OR GESTURE TOWARD THE OBJECTS WHEN ASKING THEIR FUNCTION.

Ask up to five objects and score as a YES if child can point to 3 or more correctly.



**L22. CAN PULL OUT/IDENTIFY FROM THE BOX AT LEAST 10 THINGS E.G. CUP/BALL/SPOON/ BOTTLE/CLOTH/SOAP, BATTERY/ BRUSH/BICYCLE/PLATE. MORE THAN 10 RECOGNISED.**

Say to the child “give me the cup/ball/spoon etc..”

Instructions: Remove 12 objects from the basket. Say to the child “Give [OR SHOW] me the spoon,” “Pass me [OR POINT TO] the cup,” etc.

Score a YES if child can identify at least 10 of the objects. Doesn't matter which objects are identified.

[PASS = AUTOMATIC PASS FOR #16]

(Video: [https://youtu.be/j1PA\\_5EqWxY](https://youtu.be/j1PA_5EqWxY) )

16



**L23. NAMES AT LEAST TEN (10) THINGS IN THE BOX. ASK THE CHILD.... “WHAT IS THIS?” AND PULL OUT OF BASKET A CUP/BALL/SPOON/BOTTLE/CLOTH/SOAP, BATTERY/ BRUSH/ BICYCLE/PLATE. NAMED AT LEAST 10**

Instructions: Select an object from the basket. Say to the child “What is this?” as you point to or hand the child the object.

Score a YES if the child can name at least TEN (10) items. It does not matter which objects the child names.

[PASS = AUTOMATIC PASS FOR #19 & #22]

(Video: <https://youtu.be/VLe8HdqtMV0> )

19

**L24. CAN THE CHILD TALK OR EXPLAIN THINGS THAT HAPPENED IN THE PAST E.G. TALK TO YOU IN THE PAST TENSE ABOUT WHAT HAPPENED YESTERDAY.**

Instructions: Ask the child: “What did you do yesterday or the day before?” The child passes this item if he/she uses the past tense of the verb, for example “I went to church yesterday” rather than the present tense, for example “I go to church yesterday.”

**L25. CAN THE CHILD SING SONGS OR REPEAT RHYMES FROM MEMORY.**

Instructions: Ask the mother what songs or rhymes or poems the child knows. For example, if the mother says “I have decided to follow Jesus” or another church song then say to child, “Let's sing! Sing I have decided to follow Jesus for me.” Ask the mother to encourage the child to sing.

(Video: <https://youtu.be/uQE2WDs0ygg> )

## **L26. IS ABLE TO CATEGORISE THINGS... “TELL ME SOME THINGS THAT YOU EAT”... “TELL ME SOME ANIMALS YOU KNOW” CAN ANSWER AT LEAST ONE OF THESE QUESTIONS**

Instructions: Ask the child – “Tell me some things that you eat.” Each food must be distinct (e.g child CANNOT receive credit for saying “fruit” and “mango”). Then say, “Good. Now tell me some animals that you know...” Each animal must be distinct.

Score YES if child is able to tell you 3 or more different foods OR 3 or more different animals.

## **L27. ABLE TO FOLLOW A THREE STAGE COMMAND** **e.g. “Stand up, clap your hands and go over to the...”**

Instructions: For example, “stand up, clap your hands and turn around in a circle”.

Score a YES if child is able to understand command and carry out all 3 actions in correct order. Do not demonstrate. You can ask the child the command twice before they start to make sure they have understood but not once they have started, you can't repeat it during that time.

[PASS = AUTOMATIC PASS FOR #15]

(Video: <https://youtu.be/VoMdEOez4Yk> )

## **L28 KNOWS THE USE OF OBJECTS** **e.g. “What do you do with a cup?” “What do you do with soap?”**

Instructions: Get out the car, spoon, broom, bottle. Without naming the object, POINT to each item and say, “What do you do with THIS?” or “What is THIS for?”

Score YES if child correctly uses action words (verbs) for 3 or more objects. For example, when asked, “What do you do with a spoon?” the child can say “Eat” or “It's for eating.”

Answers such as “It's for food,” or “Food,” lack verbs and are NOT acceptable.

(Video: <https://youtu.be/jfFvIEP0zh8> )

## **L29 CAN COPY 2 SYLLABLES THAT ARE REPEATED.** **Say to the child, “When I say this, copy me: “Pa, Chi, Tu, Go”** **2 OUT OF 4 E.G. PA, CHI**

Instructions: Say to the child. “When I say this, copy me....Pa, Chi, Tu, Go”. Say to the child, “Say “pa”” Wait for the child to say “pa.” Then say to the child, “say pa, chi.” Wait for the child to say “pa, chi.” Then say to the child, “say pa, chi, tu.” Wait for the child to say “pa, chi, tu.” Then say to the child, “say pa, chi, tu, go”. See how far the child can get i.e. How many they can do.

Answer YES to this if they can at least do the first TWO eg. Pa and Pa, Chi.

(Video: <https://youtu.be/g3YQ2XZOCaA> )



**L30 KNOWS THE ANSWER OF 2 OUT OF 3 QUESTIONS WITH AN ADJECTIVE E.G WHAT DO YOU DO WHEN YOU ARE HUNGRY? WHAT DO YOU DO WHEN YOU ARE TIRED? WHAT DO YOU DO WHEN YOU ARE THIRSTY?**

Instructions: 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?” “What do you do when you are hungry?” “What do you do when you are tired?” “What do you do when you are cold?”

Score a YES for this item if child can answer with responses for 2 or more of the questions.

**L31 UNDERSTANDS THE TERM “FASTER”. E.G. “WHICH GOES FASTER – A CAR OR A BICYCLE?”**

Instructions: Ask the child “Which goes faster, a car or a bicycle?” Show the child the car and the bicycle when asking this question.

Score as YES if child responds “car”.

An alternative to this item is: “Which goes faster, a bicycle or a motorbike?” OR “Which is faster, a snail or a millipede?”

**L32 CAN COPY 4 SYLLABLES THAT ARE REPEATED. SAY TO THE CHILD, “WHEN I SAY THIS, COPY ME: “PA, CHI, TU, GO” 4 OUT OF 4.**

Instructions: Say to the child. “When I say this, copy me....Pa, Chi, Tu, Go”. Say to the child, “Say “pa”” Wait for the child to say “pa.” Then say to the child, “say pa, chi.” Wait for the child to say “pa, chi.” Then say to the child, “say pa, chi, tu.” Wait for the child to say “pa, chi, tu.” Then say to the child, “say pa, chi, tu, go”. See how far the child can get i.e. How many they can do.

Answer YES if child can repeat all FOUR (4) e.g., “Pa, Chi, Tu, Go.”

[PASS = AUTOMATIC PASS FOR #29]

(Video: <https://youtu.be/g3YQ2XZOCaA> )

29

**L33 UNDERSTANDS PREPOSITIONS E.G. “PUT THE STONE/BLOCK UNDER THE CUP, PUT THE STONE/BLOCK ON THE CUP/PUT IT NEXT TO THE CUP/PUT IT BEHIND THE CUP”. NEEDS TO DO 3 OF 4 OF THESE.**

Instructions: Get the cup and a bottle cap out of the basket. Place the cup upside down in front of the child. Give the child the bottle cap. Tell the child, “Put the bottle cap under the cup,” “Put it on the cup,” “Put it next to the cup,” “Put it behind the cup.”

Wait after each statement to allow the child to perform the action.

Child needs to be able to do at least 3 of the 4 of these to score a YES.

(Video: <https://youtu.be/NKXeaEvxmo0> )



**L34 KNOWS OPPOSITES E.G. “A MAN IS BIG, A BABY IS .....”, “IF THE SUN COMES UP IN THE DAY, THE MOON COMES UP IN.....”, “AN ANT IS SMALL, A GOAT IS...” (MUST DO 2 OF 3 OF THESE).**

Instructions: Say to the child: “If a man is big, a boy is \_\_\_\_\_. ” If the child says “small” or “little” or something similar – continue. 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, discontinue. If the child understands, say “Good! Let’s try some more, If the sun comes up in the day, the stars or the moon come up at \_\_\_\_\_. A baby is young, a grandma is \_\_\_\_\_. If brothers and fathers are males, mothers and sisters are \_\_\_\_\_. If you cry when you are sad, you smile when you are \_\_\_\_\_. A cheetah is fast, a turtle is \_\_\_\_\_. The sun is hot, ice is \_\_\_\_\_.”

Score a YES if child correctly provides 2 opposites.

**L35 KNOWS QUANTITIES. CAN COUNT SOME BLOCKS OR STONES. PUT BLOCKS ON THE TABLE AND ASK THE CHILD, “CAN YOU COUNT THESE?” CAN COUNT UP TO THREE BLOCKS**

Instructions: Line up 12 blocks in a row. Ask the child, “Can you tell me how many are here? Count them for me.” Write down the maximum the child can count. Child MUST be able to correctly count objects, and is not assigning numbers incorrectly to objects (for example, repeating numbers or counting out of order).

36 &  
37

Score as a YES if child can correctly count 3 or more.

(Video: <https://youtu.be/3SsVqqDfiPM> )

**L36 KNOWS QUANTITIES. CAN COUNT SOME BLOCKS OR STONES. PUT BLOCKS ON THE TABLE AND ASK THE CHILD, “CAN YOU COUNT THESE?” CAN COUNT UP TO FIVE BLOCKS.**

Instructions: Line up 12 blocks in a row. Ask the child, “Can you tell me how many are here? Count them for me.” Write down the maximum the child can count. Child MUST be able to correctly count objects, and is not assigning numbers incorrectly to objects (for example, repeating numbers or counting out of order).

35

[PASS = AUTOMATIC PASS FOR #35]

(Video: <https://youtu.be/3SsVqqDfiPM> )

**L37 KNOWS QUANTITIES – CAN COUNT UP TO TEN (10) BLOCKS OR STONES**

Instructions: Line up 12 blocks in a row. Ask the child, “Can you tell me how many are here? Count them for me.” Write down the maximum the child can count. Child MUST be able to correctly count objects, and is not assigning numbers incorrectly to objects (for example, repeating numbers or counting out of order).

Score as a YES if child can count 10 or more objects.

[PASS = AUTOMATIC PASS FOR #36]

(Video: <https://youtu.be/3SsVqqDfiPM> )

### **L38 KNOWS MATERIALS**

**eg. What is a cup made of (plastic), a stick (wood), a wire bicycle (wire), a book (paper). 2 of 3 answered.**

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Instructions: What is a cup made of (plastic), a stick (wood), a wire bicycle (wire), a book (paper). Show the child a stick and ask “What is this made of?”

Repeat for bicycle and locally made ball (not the store-bought ball).

Child passes if can answer 2 of 3 at least of these questions (says wood for stick, wire for bicycle, and plastic for ball).

### **L39 CHILD KNOWS HOW OLD THEY ARE. CAN ANSWER THE QUESTION: HOW OLD ARE YOU?**

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Instructions: Say: “How old are you?” Can they say how old they are?

Score as a YES if child can say their age

(Video: <https://youtu.be/mULtWL6Knms> )

### **L40 CHILD CAN TELL YOU WHERE HE OR SHE CURRENTLY LIVES E.G. THE VILLAGE OR PLACE.**

---

Instructions: Say: “Where do you live?” Can the child say the name of the specific place (village name). Child does not receive credit if he or she says the general area (e.g., Zomba).

Score as a YES if child can name the place.

(Video: <https://youtu.be/fGCBq0GQRSw> )



#### 4) Social

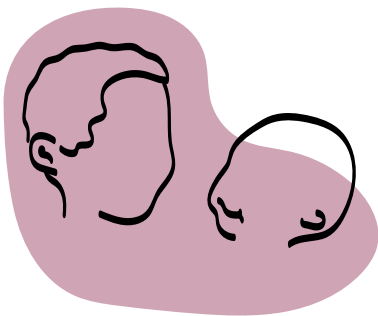


##### **S1. DOES (CHILD NAME) SMILE BUT NOT AT A PARTICULAR PERSON?**

Instructions: The child smiles, but the parent is not always sure whether it is in response to someone else or not.

“How does (child name) smile?”

(Video: <https://youtu.be/Psz1VZoghVU> )



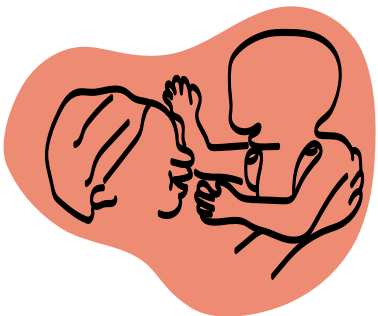
##### **S2. DOES (CHILD NAME) SMILE IN RESPONSE TO A PERSON?**

Instructions: With the child in mum's arms or on his or her back, see if the baby will smile in response to the mum's or your smile and vocalizations.

“Will (child name) smile in response to you?”

(Video: <https://youtu.be/jvPZsQwPh6g> )

3m



##### **S3. DOES (CHILD NAME) FROLIC WITH YOU/ CAREGIVER IN RESPONSE TO BEING PLAYED WITH?**

Instructions: See if the child moves his or her body in response to being played with by mom.

“Will (child name) move his body in response to being played with?”

(Video: <https://youtu.be/4HXZ70t4wqE> )



##### **S4. DOES (CHILD NAME) FROLIC ALONE, HAPPILY PLAYING, MOVING AROUND MOVING BODY AND KICKING LEGS IN A HAPPY WAY?**

Instructions: Lies on his or her back and plays around with self, moving body and kicking legs happily. Can ask mom.

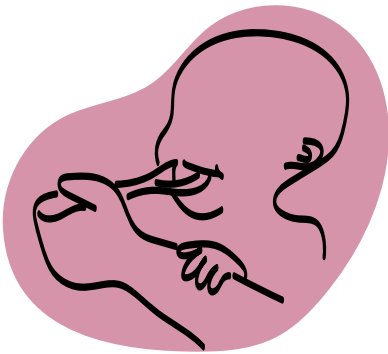
“Will (child name) play around with himself by moving his body and kicking his legs happily?”

  **S5. DOES (CHILD NAME) RECOGNISE OR SETTLE (QUIETS) WITH CAREGIVERS/KNOWN FAMILY MEMBERS? SUCH AS STOPS CRYING OR QUIETS WHEN MUM OR ANOTHER KNOWN CARER TAKES THE BABY.**

Instructions: Stops crying or quiets when mom or another known family member takes the baby. Ask mom if not observed.

“Will (child name) stop crying or calm when you or another known family member takes him?”

(Video: <https://youtu.be/Qc7WSsBwHuw> )



 **S6. DOES (CHILD NAME) TAKE PHALA (PORRIDGE) FROM A SPOON WHEN FED BY YOU/CAREGIVER?**

Instructions: Able to eat porridge off a spoon when given by mom/caregiver, but cannot yet hold a spoon. Can eat off mom's fingers rather than spoon if this is what is usually used by mom.

“Is (child name) able to eat porridge off a spoon or your fingers?”

(Video: <https://youtu.be/haYSqU5UrQ0> )



  **S7. DOES (CHILD NAME) HELP HOLD A CUP WHILE MUM GIVES A DRINK?**

Instructions: The child may not yet be able to manage to drink from a cup by self, but will put hand up to cup when mom puts the cup to his or her lips.

“Does (child name) help to hold the cup when you put it to his lips to drink?”

(Video: <https://youtu.be/qXF0VY4imR0> )



  **S8. DOES (CHILD NAME) STRETCHES TO BE PICKED UP?**

Instructions: Baby deliberately shows that they want to be picked up by either stretching out arms or trying to lift self towards mom/caregiver. Ask mom if not observed.

“Does (child name) put his arms up or indicate in some way that he wants to be picked up?”

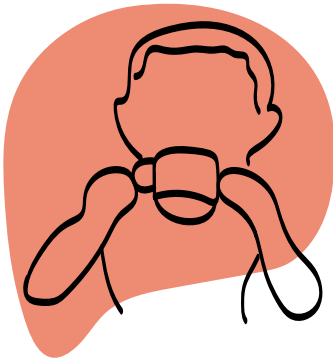
(Video: <https://youtu.be/L5c-aBnSeN4> )

**S9. DOES (CHILD NAME) HOLD A SPOON WITH PHALA (PORRIDGE) BUT NOT GET TO MOUTH WELL YET?**

Instructions: Can hold a spoon in hands when being fed and may try to put the spoon in mouth, but may not be able to do it very well. Need to be clear that it is a spoon with food on it. This is testing both the ability of the baby to hold a spoon but also the ability to understand that a spoon is used to feed himself.

“Can (child name) hold a spoon with food in it in his hands when being fed? He does not need to be able to put the spoon in his mouth.”

(Video: [https://youtu.be/n\\_4ORUzV6eo](https://youtu.be/n_4ORUzV6eo) )

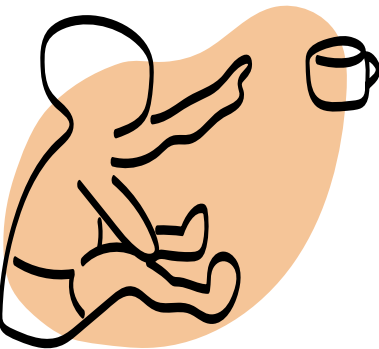


**S10. DOES (CHILD NAME) DRINK FROM A CUP BY SELF WITHOUT SPILLING?**

Instructions: Is able to pick up a cup of water half full and drink from it without spilling any.

“Is (child name) able to drink from a cup by himself without spilling?”

(Video: [https://youtu.be/hQpHR\\_QP5Pw](https://youtu.be/hQpHR_QP5Pw) )



**S11. IS (CHILD NAME) ABLE TO INDICATE BY POINTING THAT THEY WANT SOMETHING?**

Instructions: Can show by either pointing or maybe by simple language/ noises that they want a particular thing, for example. Pointing to the water/ cup when they want a drink.

“Is (child name) able to point to things that he wants?”

18m

**S12. CAN (CHILD NAME) EAT BY PICKING UP MORSELS (OF NSIMA/MAIZE) MADE BY MUM?**

Instructions: Picks up food in little small portions that mom has separated from the main bit of food. Can hold them in his/her hand and put to mouth. Recognizes it is food, not just grasping it when put in hand.

“Can (child name) pick up small bits of food and feed himself using his hand?”

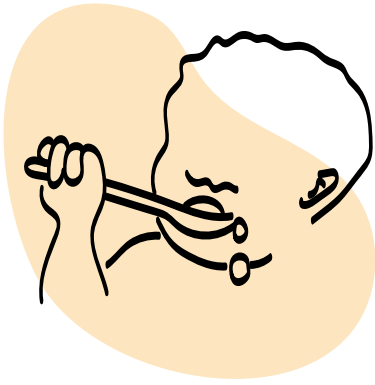


**S13. DOES (CHILD NAME) PUT HANDS OUT TO BE WASHED BY YOU/CARER – HELPS BY PUTTING HANDS OUT?**

Instructions: Cannot wash hands by self, but understands that he/she needs to have them washed before or after eating, therefore helps by putting or holding hands out when mom washes them. Not just having them washed in any way, but must understand that they are having them washed.

“Will (child name) put his hands out to have them washed?”

(Video: <https://youtu.be/RdIDGhTMur0> )



**S14. CAN (CHILD NAME) HOLD A SPOON AND TAKE PHALA (PORRIDGE) BY SELF BUT SPILLS SOME/A LITTLE BIT?**

Instructions: Able to feed self with a spoon, but not that well. Spoon may sometimes even turn over and spill some, but child enjoys feeding self. This is testing both the ability of the baby to hold a spoon and feed self but also the ability to understand that a spoon is used to feed himself.

Can use a spoon well and does not spill or make a mess.(if does not use a spoon as they are not in the house – need to score as “Don’t Know”

“Is (child name) able to feed himself with a spoon? It’s okay if he spills some.”

(Video: <https://youtu.be/QaDMfdg4cDM> )

**S15. DOES (CHILD NAME) INDICATES IN SOME WAY THE NEED FOR A POO OR A PEE?**

For example, by crying, pulling at pants or saying something.

Instructions: Say to the mother, “Can (child name) indicate in some way that he needs to go poo or pee?”

**S16. DOES (CHILD NAME) WANT TO JOIN IN SINGING GAMES? ASK, “DOES THE CHILD LIKE TO BE INCLUDED IN SINGING GAMES EVEN IF HE/SHE CAN NOT YET DO THEM?”**

Instructions: May not yet be able to do the singing games, but likes them and wants to be part of it even in a small way.

“Even if (child name) is unable to do singing games does he enjoy them and want to be a part of them?”



**S17. IS (CHILD NAME) ABLE TO GREET EITHER BY EXTENDING HAND OR VERBALLY?**

Instructions: Has learned to put out hand to greet someone or can say a verbal greeting.

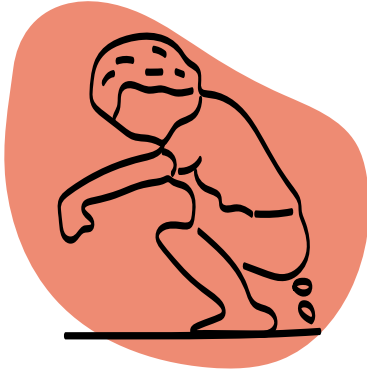
“Can (child name) greet people either by giving his hand or saying “hello?”

**S18. DOES (CHILD NAME) UNDERSTAND TO SHARE THINGS WITH OTHERS AND WILL DO SO IF WITH FRIENDS OR FAMILY AND ASKED TO SHARE?**

Instructions: Understands to share things with others, for example if with friends or other family members, will share food that he or she is given.

“Will (child name) share with others (ex) food?”

(Video: <https://youtu.be/PhU4Z2Lx7CU> )

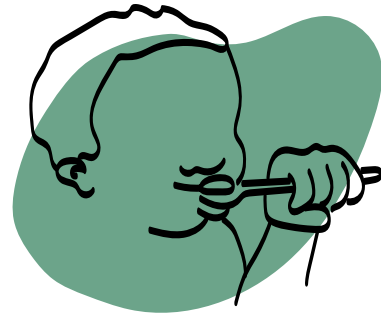


### **S19. DOES (CHILD NAME) TAKE A POO OR A PEE BY THEMSELVES WITHOUT WETTING THEIR PANTS?**

Instructions: Is able to know that they need to pee or pass a stool and do it without wetting or soiling themselves. Never wets self during the day. If the child wets the bed at night but never wets self during the day, the child can pass this item.

[PASS = AUTOMATIC PASS FOR #15]

“Is (child name) able to go poo or pee without having accidents (wetting or soiling themselves)?”



### **S20. DOES (CHILD NAME) EAT PHALA (PORRIDGE) OFF A SPOON WITHOUT SPILLING?**

Instructions: Can use a spoon well and does not spill or make a mess. (If does not use a spoon as they are not in the house – need to score as “Don’t Know”)

[PASS = AUTOMATIC PASS FOR #14]

“Can (child name) feed himself using a spoon without spilling?”

### **S21. DOES (CHILD NAME) PLAY BY PRETENDING OBJECTS ARE SOMETHING ELSE?**

Instructions: Does the child play for example with a rock or a carton and pretend it is a car or does the child play with a tin and sand pretending it is cup and food or a drink?

This can be a simple action.

(Video: <https://youtu.be/YfralgbLfrs>)

### **S22. WILL (CHILD NAME) PRETEND TO COOK OR MAKE SOMETHING (LIKE PORRIDGE) WITH IMAGINARY PLAYTHINGS E.G. TIN AND SAND?**

Instructions: Does the child actually play a game with these objects in a way that they are specifically showing an activity?

This must be a more elaborate activity, as compared to #21.

(Video: [https://youtu.be/kMHdzkHrM\\_w](https://youtu.be/kMHdzkHrM_w))

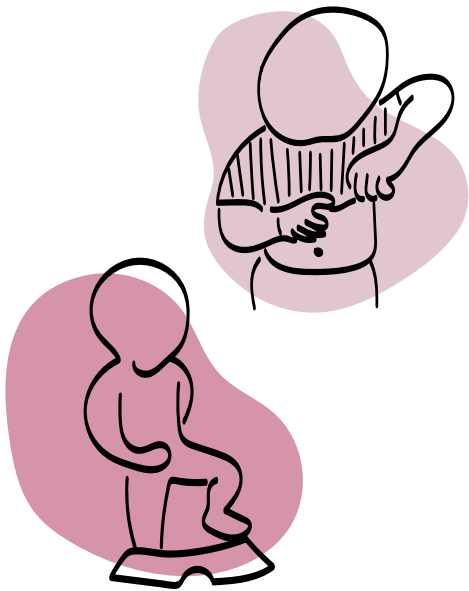
### **S23. CAN (CHILD NAME) SEPARATE A MORSEL OF NSIMA/ MAIZE AND PUT IN MOUTH ON THEIR OWN?**

Instructions: Can separate balls of food from main portion and form into a ball to put into mouth. Does not need to be making a perfect ball.

[PASS = AUTOMATIC PASS FOR #12]

“Can (child name) break off pieces of food and feed them to himself?”

(Video: <https://youtu.be/ys4nV4-hCSQ> )



**S24. IS (CHILD NAME) ABLE TO UNDRESS BY THEMSELVES – CAN TAKE OFF EVEN ONE ITEM OF CLOTHING E.G. SHORTS OR SKIRT? NEED TO BE ABLE TO REMOVE IT COMPLETELY**

Need to be able to remove it completely

Instructions: Can take off any item of clothing by themselves. Need to be able to remove it completely. Can be just one item of clothing. One item is enough (shoes are excluded)

“Can (child name) take of at least one piece of clothing by him/herself?”

**S25. DOES (CHILD NAME) WANTS TO GO AND VISIT A FRIEND’S HOUSE, E.G. SHOWS INDEPENDENCE?**

Instructions: Ask the mother/caregiver: “Does (child name) show independence, for example wants to go and visit a friend’s house?”



**S26. CAN (CHILD NAME) GO TO THE TOILET BY THEMSELVES ANYWHERE (NOT NECESSARILY AT THE PIT LATRINE)?**

Instructions: Can go poo or a pee by themselves without help, but anywhere eg. Outside, not necessarily on the toilet.

[PASS = AUTOMATIC PASS FOR #19]

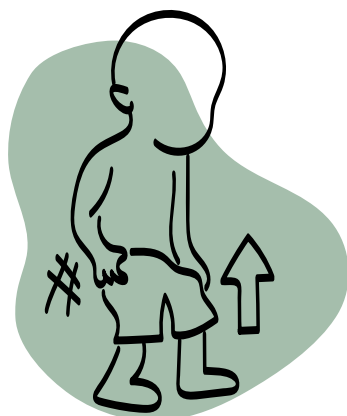
“Can (child name) remove his/her clothes and go poo or pee by himself without help (anywhere)?”

**S27. CAN (CHILD NAME) EAT FOOD OR RELISH WITH BITS OR BONES IN IT SUCH AS FISH WITH BONES OR TANGERINES WITH SEEDS?**

Instructions: Is able to eat for example fish with bones in it or tangerines with seeds.

“Is (child name) able to eat food with seeds or bones in it?”

(Video: <https://youtu.be/gZhWr8-XsGw> )



**S28. IS (CHILD NAME) ABLE TO DRESS BUT NOT COMPLETELY? CAN PUT ON AT LEAST ONE ITEM E.G. T SHIRT/SKIRT?**

Instructions: Is able to put on at least one article of clothing, for example a T-shirt or skirt.

“Is (child name) able to put on at least one piece of clothing by himself?”

(Video: <https://youtu.be/6tqm5RdujA> )



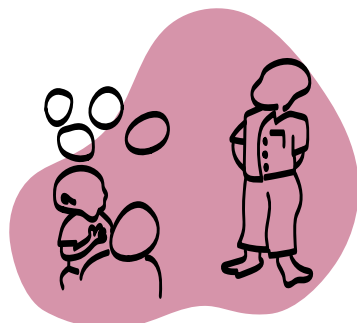
### **S29. DOES (CHILD NAME) WASH HANDS WELL BY SELF BEFORE/AFTER EATING?**

Instructions: Is able to wash his or her hands without any help before and after eating.

[PASS = AUTOMATIC PASS FOR #13]

“Does (child name) wash his hands without help before and after eating?”

(Video: <https://youtu.be/vypPcgls450>)



### **S30. DOES (CHILD NAME) KNOW HOW TO KEEP QUIET AT IMPORTANT MEETINGS OR CEREMONIES?**

Instructions: Ask the mother/caregiver: “Does (child name) know to keep quiet at important events or ceremonies?”

### **S31. DOES (CHILD NAME) DO HOUSEHOLD CHORES IN A USEFUL WAY E.G. DRAWING WATER OR HOEING? COULD BE EVEN A SMALL AMOUNT OF HELP BUT NOT JUST PRETEND.**

Instructions: eg. Drawing water/hoeing. This can even be just a small amount of help, but not just pretend. Make sure there are tasks that you ask about that boys could do. Examples might be doing sweeping in a useful way, peeling nuts, peeling relish, and washing (not necessarily just going and doing errands).

“Will (child name) help out around the house with chores?”

(Video: [https://youtu.be/5pNlesS\\_ZdY](https://youtu.be/5pNlesS_ZdY))



### **S32. IS (CHILD NAME) ABLE TO DRESS BY HIM/HERSELF COMPLETELY? MAY NEED HELP WITH BUTTONS, SHOE, LACES OR ZIP.**

Instructions: Can put on clothes without help, may have help only if tying shoelaces, buttoning or zipping things which are hard to do.

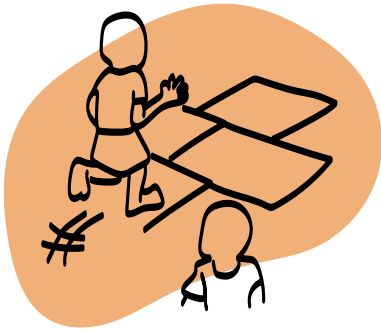
[PASS = AUTOMATIC PASS FOR #28]

“Is (child name) able to dress himself completely without help (except for tying shoelaces, buttoning or zipping things)?”

### **S33. DOES (CHILD NAME) UNDERSTAND THE CONCEPT OF DISCIPLINE E.G. CAUSES AND CONSEQUENCES SUCH AS; THAT SAYING BAD WORDS MIGHT LEAD TO PUNISHMENT?**

Instructions: e.g.. Causes and consequences eg. Knowing that bad words may lead to punishment.

“Does (child name) know that certain actions may lead to punishment?”



**S34. DOES (CHILD NAME) PLAY GAMES WITH TURN TAKING SUCH AS FULAYE, MIRA, JINGO?**

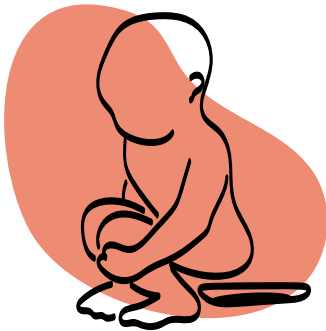
Instructions: Ask the caregiver/mother “Will (child name) play games with others with turn taking?”

(Video: <https://youtu.be/iNZa5EICWBU>)

**S35. DOES (CHILD NAME) KNOW HOW TO BE RESPECTFUL TO ELDERS? IS YOUR CHILD POLITE AND DOES YOUR CHILD SHOW RESPECT SUCH AS PUTTING HANDS TOGETHER OR KNEELING BEFORE ELDERS?**

Instructions: Is polite and shows respect when around elders. For example, putting hands together as a sign of respect or kneeling. This may also be that when entering a room, you know to knock or in some cultures, staying away from elders or using “inu” rather than “ine”.

“Does (child name) show respect around elders?”



**S36. CAN (CHILD NAME) GO TO THE TOILET OR PIT LATRINE BY SELF?**

Instructions: Is able to go and use the pit latrine by themselves and does not need any help in any way.

[PASS = AUTOMATIC PASS FOR #26]

“Is (child name) able to go to the toilet by him/herself?”

# SCORE INTERPRETATION AND FEEDBACK

The MDAT score will be used generally for individual level feedback at the end of the clinic appointment so therefore it is important for assessors to understand how to score and interpret MDAT results.

Check how many items below/to the left of the line were passed at the 90% percentile level (dark blue box).

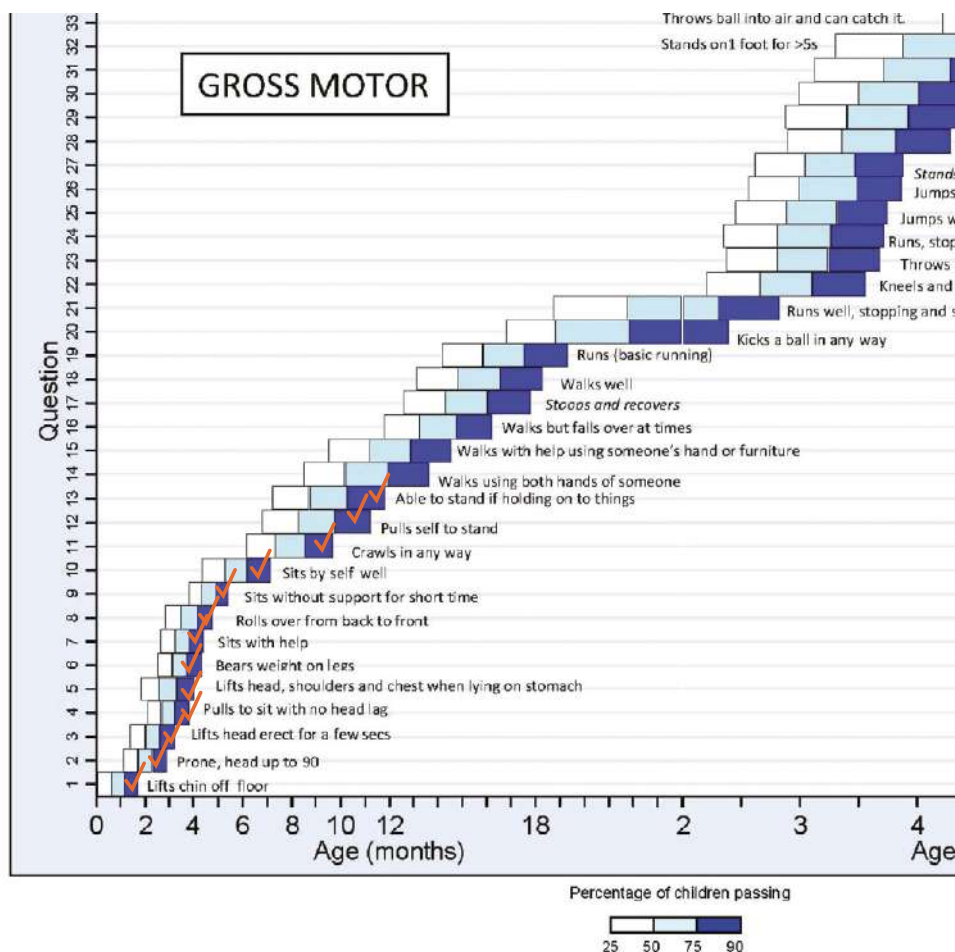
Examples below elucidate how to interpret the score and the feedback that you need to give the mother:

## Example 1

### CHILD DEVELOPING NORMALY (PROVIDE GENERAL ADVICE)

The following results are for a 12-month-old child.

**Example of a child passing the Gross Motor domain of the MDAT with items below the age of the child passed (ticked ✓).**



In this example, the child has passed all the items below or to the left of the line.

**Example feedback to caregiver/mother (note: agreed EN-SMILING feedback will be included in Summary module 8):**

- Your child seems to be doing very well and is making good progress with their development.
- You should continue to do the nice work that you are doing with regards to COMMUNICATING with your child as often and as RESPONSIVELY as you can. You can also tell others in the house to keep doing the same thing with your child.

- Continue to do the nice work that you are doing in playing and interacting with your child. Some of the things we tried today you could try at home with your child... It is fun to try and find and make things that your child can play with around your house. You don't need money to do this, you can just spend time interacting with them and using things round the house.

- Your child is doing really well but do remember that your child's brain will grow if you continue to stimulate and feed your child well. (You might want to talk about exclusive breast feeding or complimentary feeding depending on the age of the child)

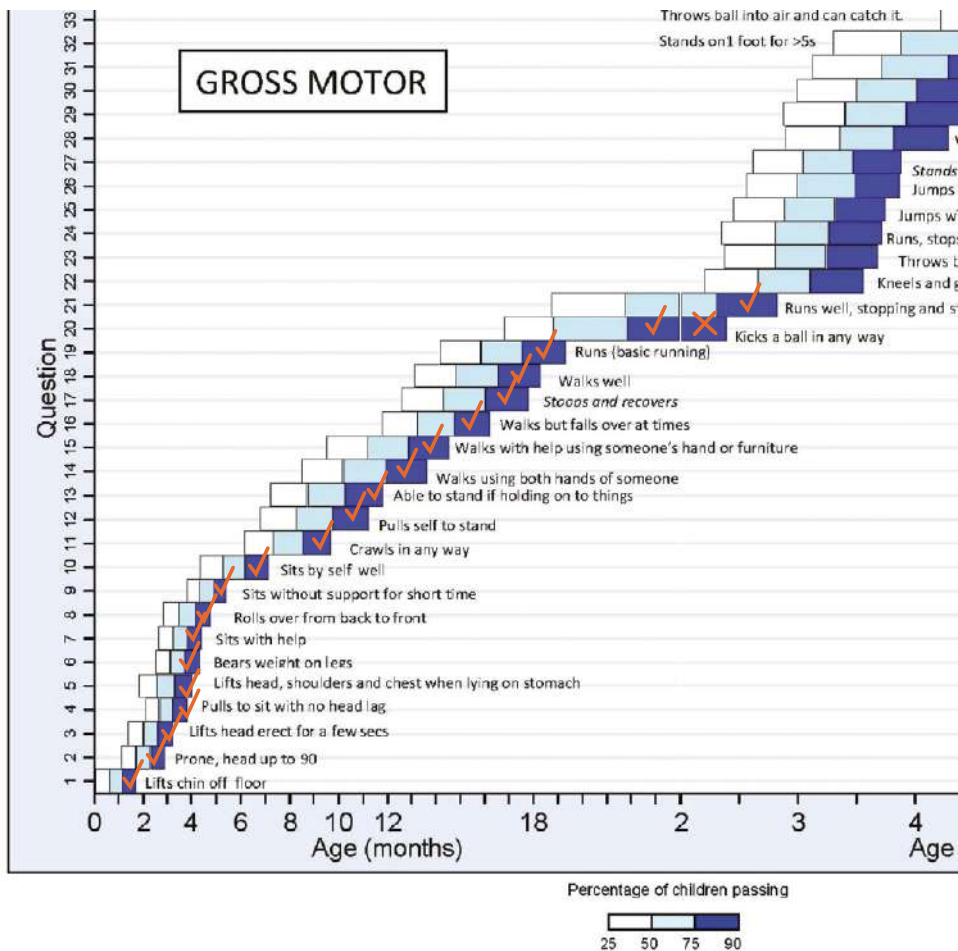
## Example 2

### CHILD TO CHECK UP ON AGAIN AND PROVIDE ADVICE TO FAMILIES

If when you draw a line through the age of the child, the child failed:

- **One or two** items in **ONLY one** domain
- **ONE** item in **two** different domains

The mother should be told that the child is doing fine but that there are some areas to work on and that we will need to see the child in 6 months time to check the child is progressing (see advice sheets).



In the example above, the child does not manage to “kick a ball in any way” but does all the other items and therefore should just be reviewed in six months.

#### Example feedback to caregiver/mother (note: agreed EN-SMILING feedback will be included in

- Your child had some difficulties with their motor skills/fine motor skills/communication and language/social skills but has done well with their motor skills/fine motor skills/communication and language skills/social skills.
- This may be just that they found this area difficult today but that we should see them again in the future and see how they are getting on.
- Things that will help your child is if you can: advice per Care for Child Development (WHO manual)\*\*\*

- **COMMUNICATE** with your child as often and as **RESPONSIVELY/INTERACTIVELY** as you can. You can also tell others in the house to keep doing the same thing with your child.

- Try playing and interacting with your child whenever you can. Some of the things we tried today you could try at home with your child... It is fun to try and find and make things that your child can play with around your house. You don't need money to do this, you can just spend time interacting with them and using things round the house.

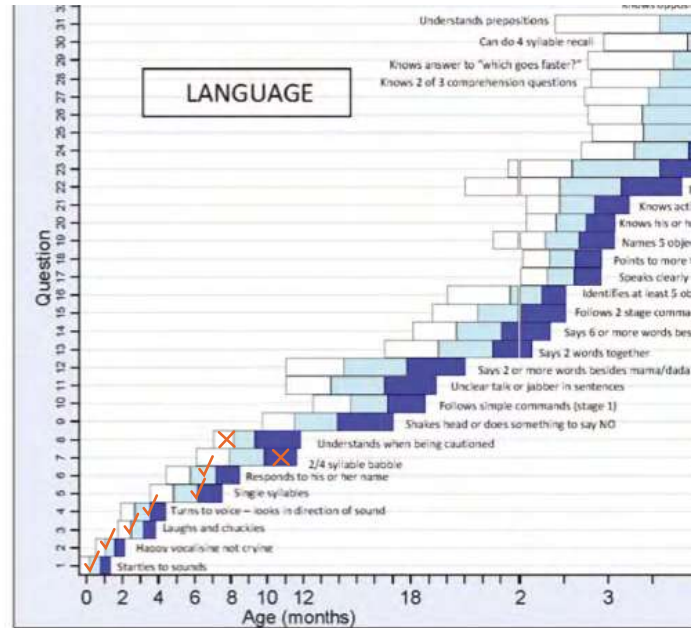
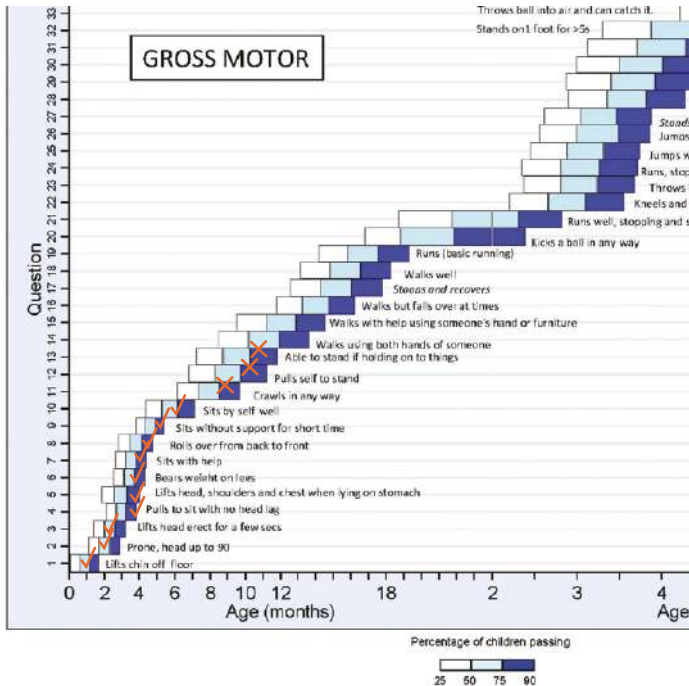
- Your child is doing really well, but do remember that your child's brain will grow if you continue to stimulate and feed your child well. (You might want to talk about exclusive breast feeding or complimentary feeding depending on the age of the child)

### Example 3

#### CONCERN (MAY NEED REVIEW OR REFERRAL)

If a child is failing more than two items in more than one domain then the child may need review. This is shown in the example below.

An example of a child of 12 months failing on the gross motor domain of the MDAT with more than 2 items failed (X) below the age of the child.



Example feedback to caregiver/mother (note: agreed EN-SMILING feedback will be included in Summary module 8):

- Your child may be having difficulties in a variety of areas of development. We recommend that you go and see Dr. X at the clinic on.....

## NOTES

In this section as before, it is recommended for the assessors to take notes of the assessment periods attending to the behaviour of the caregiver and/or child, if any breaks were needed, if the assessment was interrupted etc.

## FINISHING COMMENTS

Thank you for your time completing this assessment.

# INTERVIEW TIPS FROM MDAT TEAM

- Assessor should/must avoid providing encouragement, as this is an observational assessment and not an opportunity to teach the child something new they don't know how to do yet. Remember that the MDAT is testing/assessing abilities already developed by the child
- Not much time should be spent on each question (short ones shouldn't be more than one minute!).
- Remember that after the child scores 6 X in an assessment, that specific domain must be stopped and the next one started
- Ask child to take their shoes off before sitting down.
- When asking the child to perform an action 3 times, ask for the same instruction, for example:
  - o “Pick up the small spoon / pass me the small spoon / give me the small spoon” (always the small spoon)
  - o Which one is the heaviest one? / show me the heaviest one / what's the heaviest one?”

## GROUP ACTIVITY III: TRAINEES ROLE PLAYING

**Handout:** The MDAT tool and two different case scenarios.

**Objective:** To give trainees the opportunity to complete the MDAT tool with a patient

**Time:** 120 minutes

**Instructions:** Please choose a partner. One of you will administer the tool and one will be the patient's caregiver. Once done, switch.

When both scenarios are done, discuss each other's strengths and weaknesses.

A group discussion will then be held on:

- What was the experience of using the tool?
- Any problems with the translations?
- Any issues with the feedback?
- What was difficult?
- What was easy?
- What would you do differently next time?

# QUIZ

## TEST YOUR KNOWLEDGE

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**1. A child should be expected to pass every item on the MDAT**

- a. True
- b. False

**2. Calculating a Child's Age Column**

Examiners should record the child's age rounded to the nearest month on the test form

- a. True
- b. False

**3. A child's calculated age must be adjusted if the child was born more than \_\_\_\_\_ before his/her expected date of delivery.**

- a. 6 weeks
- b. 4 weeks
- c. 2 weeks
- d. 5 days

**4. To adjust a child's calculated age for prematurity:**

- a. Subtract the months, weeks, and days premature from the child's calculated age
- b. Ask the caregiver how old the child seems developmentally
- c. Don't calculate the child's age until after assessing the results of the MDAT

**5. Date of Visit: August 15, 2013**

**Date of Birth: December 22, 2012 (not premature)**

**Calculate the age of this child:**

- a. 8 months, 7 days
- b. 7 months, 7 days
- c. 7 months, 23 days
- d. 9 months, 7 days

**6. Date of Visit: June 26, 2013**

**Date of Birth: May 24, 2012**

**4 weeks premature**

**Calculate the adjusted age of this child:**

- a. 1 year, 1 month, 2 days
- b. 1 year, 2 months, 2 days
- c. 1 year, 2 days
- d. 1 year, 3 months, 2 days

**7. In what order should the test items be administered?**

- a. Personal-Social, Fine Motor, Language, Gross Motor
- b. Language, Personal-Social, Gross Motor, Fine Motor
- c. Personal-Social, Language, Fine Motor, Gross Motor

**8. An examiner should begin with which items on the MDAT?**

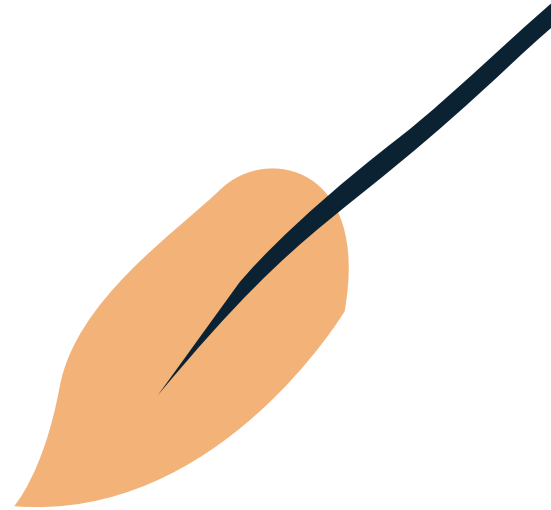
- a. Items to the left of the child's age column
- b. Items to the right of the child's age column
- c. Items in the child's age column

**9. How many trials should an examiner give a child before the child "fails" a test item?**

- a. 1
- b. 2
- c. 3
- d. 4
- e. It depends on the test being administered

**10. If an item can be passed by observation or report from the caregiver, which is preferred?**

- a. Observation of the task
- b. Report from the caregiver



**11. After testing all items in a child's age column, an examiner should test forward until the child has failed \_\_\_\_ consecutive items and test backward until the child has passed \_\_\_\_ consecutive items**

- a. 3
- b. 4
- c. 5
- d. 6

**12. Pulls self to stand/trying to get to standing**

Child successfully pulls self to standing by grasping hold of furniture but falls back down quickly.

- a. Pass
- b. Fail

**13. Rolls over from back to front**

- a. This item must be observed by the examiner in order for the child to pass
- b. Parental report is acceptable if the child can't be tested for this item

**14. Crawls in any way**

The child crawls at some point during the examination but does not crawl when asked to do so.

- a. Pass
- b. Fail

**15. Stoops and recovers**

The child can pick up a toy and come back to standing while holding onto furniture or other objects.

- a. Pass
- b. Fail

**16. Finds object under piece of cloth**

To pass, a child must:

- a. Succeed in finding the object
- b. Look for, reach for, or retrieve the object

**17. Pushes a little car along**

To pass, the child must:

- a. Be able to imitate the action of pushing the car
- b. Play with the car by pushing it without being told to or shown how to
- c. Push the car when told to

**18. Scribbles on paper**

The examiner asks the child to draw a picture and the child makes slight marks on the paper in a back and forth manner

- a. Pass
- b. Fail

**19. Copies a circle**

Child's circle is nearly complete but the two ends do not connect completely

- a. Pass
- b. Fail

**20. Understands when being cautioned about danger**

To pass, the child must:

- a. Stop doing the activity when told to, for at least a second
- b. Stop completely when told to and move on to another activity

**21. Knows actions of 3 or more objects**

The examiner should look at or gesture towards an object when asking the child its function

- a. True
- b. False

**22. Child is able to categorize things**

The child is asked to name foods he/she eats and responds with "fruit and mango"

- a. Pass
- b. Fail

**23. Can eat by picking up morsels of food from a plate**

The child still passes if he/she needs assistance in separating the morsels of food from a main food item

- a. True
- b. Fail

**24. If a child can break up their own morsels of food and put them in their mouth (passes Social #21), they pass the Social item #12 as well**

- a. True
- b. False

**25. Follows simple commands (1step)**

The examiner allows the child to play with a block for about 10 seconds and then asks the child to give him/her the block. The child does so only after the examiner asks a second time.

- a. Pass
- b. Fail