

| | |
|---------------|--|
| Province: | |
| District : | |
| Commune: | |
| Village: | |
| Household ID: | |

| | | | Sex Male =1 Female= 2 | Age in completed years Between 1 and 7 years | Do not Read Was the birth date confirmed by using an official document? No=0 Yes=1 | Child ID |
|----|----------|----------|-----------------------------|---|--|----------|
| ID | FIRSTNAM | LASTNAME | 1. 2. | 2. | 3. | 4. |
| 01 | | | 1 2 | | 0 1 | |
| 02 | | | 1 2 | | 0 1 | |
| 03 | | | 1 2 | | 0 1 | |
| 04 | | | 1 2 | | 0 1 | |
| 05 | | | 1 2 | | 0 1 | |
| 06 | | | 1 2 | | 0 1 | |
| 07 | | | 1 2 | | 0 1 | |
| 08 | | | 1 2 | | 0 1 | |
| 09 | | | 1 2 | | 0 1 | |
| 10 | | | 1 2 | | 0 1 | |
| 11 | | | 1 2 | | 0 1 | |
| 12 | | | 1 2 | | 0 1 | |

| | | | |
|--|--|--|---|
| Informed Consent | | | |
| <p>[READ:] Hello {target child's name}, My name is (... your name ...)</p> <p>We are here to learn about how children, like you, learn things and if they know how to play some games. I will ask you some questions about stories and pictures.</p> <p>Some activities will be easy for you and others may be harder. Don't worry if you cannot do some things. We just want you to try.</p> <p>You can take a break if you need to whenever you want. If you decide at any point that you'd like to stop, or that you don't want to do one particular game, that's okay too. Just let me or your parents know.</p> | | | |
| I1. | To caregiver: Please confirm if {target child's name} agrees to participate in the survey. | {target child's name} does not want to participate in the survey. (SKIP TO STATUS) | 0 |
| | | {target child's name } agrees to participate in the survey | 1 |
| I2 | Do you agree to let {target child's name} participate in the survey ? | I don't want {target child's name} to participate in the survey. (SKIP TO STATUS AND RECORD REFUSED) | 0 |
| | | I agree to let {target child's name} participate in the survey | 1 |

| Child Test 2 -Now I'm going to show you some pictures and ask you some questions. | | | |
|--|--|--------------------------------------|---|
| C2_1 | Put your finger on the largest dog. Show picture of three dogs. | False | 0 |
| | | Correct | 1 |
| C2_2 | Put your finger on the smallest elephant. Show picture of three elephants. | False | 0 |
| | | Correct | 1 |
| C2_3 | Put your finger on the longest stick. Show picture of three sticks. | False | 0 |
| | | Correct | 1 |
| C2_4 | Put your finger on the shortest tree. Show picture of three trees. | False | 0 |
| | | Correct | 1 |
| <u>Child Test 1</u> | | | |
| C1_1 | What is your name? Ask to (). | False | 0 |
| | | Correct | 1 |
| C1_2 | What is the name of the village that you live in? Hint: Also just one word of the village name counts as CORRECT. | False | 0 |
| | | Correct | 1 |
| C1_3 | What is the name of the country that you live in? Hint: Also words like Khmer/Kampuchea count as correct. | False | 0 |
| | | Correct | 1 |
| <u>Child Test 3</u> | | | |
| C3_1 | - Now we are going to play a counting game. How high can you count? Start at one and tell me. | Number: | |
| <u>Child Test 4</u> | | | |
| C4_1 | Put your finger on the part of the picture with the most tomatoes. | False | 0 |
| | | Correct | 1 |
| C4_2 | How many tomatoes are there in total in this page? ASK IFC3_1>=5 OR C4_1=1 | False(Skip to Child test 5) | 0 |
| | | Correct | 1 |
| C4_3 | If I add three more, how many would there be in in total on this page? | False(Skip to Child test 5) | 0 |

| | | | | |
|--|---|--|---|--|
| | ASK IF C4_2=1 | Correct | 1 | |
| Child Test 5 | | | | |
| We will play a number game now. Place the numbers sheet in front of (). Using another sheet of paper, cover the right column. | | | | |
| C5_1 | <p>Here are some numbers. I will point to a number and I want you to tell me the number. It's OK if you don't know all of them.</p> <p>Continue pointing at each number down the column. When () finishes the last number in the left column, cover the left column and point to the first number in the second column and ask the child: "What number is this?" Prompt as necessary:</p> <p>If () gets stuck for more than 5 seconds, point to the next number and say: "Let's try this one."</p> <p>STOP Rule:</p> <p>If () gets four numbers wrong consecutively.</p> | | | |
| C5_2 | <p>Tick all numbers that () got correct.</p> <p>Stop the test when () answered four numbers wrong consecutively.</p> | <p>0 Child cannot recognize any number</p> <p>1 4</p> <p>2 2</p> <p>3 1</p> <p>4 5</p> <p>5 3</p> <p>6 8</p> <p>7 10</p> <p>8 6</p> <p>9 9</p> <p>10 7</p> <p>11 13</p> <p>12 11</p> <p>13 14</p> <p>14 12</p> <p>15 18</p> <p>16 17</p> | | |

| | | |
|--|--|-------|
| | | 17 15 |
| | | 18 19 |
| | | 19 20 |
| | | 20 16 |

Child Test 6

| | | | |
|------|--|---------|---|
| C6_1 | Can you tell me what the answer to this question is? | False | 0 |
| | Show sheet with 2+3 ASK IF at least 5 items selected in C5_2 | Correct | 1 |
| C6_2 | Can you tell me what the answer to this question is? | False | 0 |
| | Show sheet with 5+4 ASK IF at least 5 items selected in C5_2 | Correct | 1 |

Child Test 8

Now we will draw some shapes.

Materials: One blank page, pencil or pen

Hint: Figures should not be covered during this test.

| | | | |
|------|---|--|---|
| C8_1 | Can you draw this line? | False | 0 |
| | Point to the line and let () draw it. | Correct | 1 |
| C8_5 | Can you draw this circle? | False | 0 |
| | Point to the circle and let () draw it. | Correct | 1 |
| C8_3 | [DO NOT READ:] How does () hold his/her the pencil when drawing? Do not ask, just observe. | Like an adult (precision grip, between thumb and index/middle finger) | 1 |
| | Hint: Precision grip means that the second last element or last element (fingertips) of the finger are pressed against the thumb. | Different (e.g. forms hand to a fist) | 2 |
| C8_2 | Can you draw this cross? | False | 0 |
| | Point to the cross and let () draw it. | Correct | 1 |
| C8_4 | Can you draw this square? | False | 0 |
| | Point to the square and let () draw it. | Correct | 1 |

Child Test 9

I'd like you to draw a pictures for me. I'd like you to draw a picture of a man or a woman. Make the very best picture you can. Take your time and work very carefully and I'll tell you when to stop. Remember: be sure to draw the whole man or whole woman. Please begin.

Materials: One blank page, pencil or pen

Give a piece of white unlined paper and a pencil. The child should neither use a ruler or an eraser.

ASK C9 IF 2 OR MORE CORRECT ANSWERS IN C8

| | | | |
|------|---|---------------|---|
| C9_1 | [DO NOT READ:] Does the person in the drawing have... ...arms? | No | 0 |
| | Detailed means: Two arms visible (one if viewed from the side) AND arms are not drawn using only one line. | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_2 | [DO NOT READ:] Does the person in the drawing have... ...attachment? | No | 0 |
| | Visible means: There is a trunk. Head is attached to neck or trunk. Detailed means: Arms and legs are attached to trunk at appropriate places. | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_3 | [DO NOT READ:] Does the person in the drawing have... ...clothing? | No | 0 |
| | Detailed means: No body parts shown where clothing is (no transparency). | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_4 | [DO NOT READ:] Does the person in the drawing have... ...ears? | No | 0 |
| | Detailed means: Two ears visible (one if viewed from the side) AND vertical greater than horizontal length in ears. | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_5 | [DO NOT READ:] Does the person in the drawing have... ...eyes? | No | 0 |
| | Detailed means: Two eyes visible (one if viewed from the side) AND eye is more than just a dot (for example, a circle or a circle with a pupil inside). | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_6 | [DO NOT READ:] Does the person in the | No | 0 |

| | | | |
|--------------|--|---------------|---|
| | drawing have... ...feet? Detailed means: Feet are not drawn using just one line AND feet are smaller than legs. | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_7 | [DO NOT READ:] Does the person in the drawing have... ...fingers? Detailed means: Fingers are not drawn using just one line AND five fingers on both hands. | No | 0 |
| | | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_8 | [DO NOT READ:] Does the person in the drawing have... ...hair? Detailed means: Hair is also on the side of head (not just on top) AND has clearly distinct style or detail (not just single straight lines). | No | 0 |
| | | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_9 | [DO NOT READ:] Does the person in the drawing have... ...head? Detailed means: Head is longer than wide (vertical greater than horizontal dimension). | No | 0 |
| | | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_10 | [DO NOT READ:] Does the person in the drawing have... ...leg? Detailed means: Knee OR crotch (inverse V or U shape, not just vertical lines) visible. | No | 0 |
| | | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_11 | [DO NOT READ:] Does the person in the drawing have... ...mouth? Detailed means: Not only one line but some details (lips, teeth, smile) are visible AND mouth is wider than high (horizontal greater than vertical dimension). | No | 0 |
| | | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_12 | [DO NOT READ:] Does the person in the drawing have... ...neck? Detailed means: Neck not only one line. | No | 0 |
| | | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_13 | [DO NOT READ:] Does the person in the | No | 0 |

| | | | |
|---------------|---|---------------|---|
| | drawing have... ...nose? Detailed means: Nostril bridge of nose or other detail present AND nose length greater than width. | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_14 | [DO NOT READ:] Does the person in the drawing have... ...trunk? Visible means: Any drawing of the body besides head, arms, legs. Detailed means: Any detail (for example, waist, belt, chest, shoulder) shown AND length greater than width. | No | 0 |
| | | Yes, visible | 1 |
| | | Yes, detailed | 2 |
| C9_1 image | Please take a picture of the drawing ASK IF ANY C9_1 to C9_14 DOES NOT EQUAL 0 | | |

Child Test 10

Read: Let's see how good you can spot things. I'd like you to place an X over the pictures in the box that are the same as the picture above the box. Just put the pencil down when you are done. For example:

Hint: Let the child decide how hard they want to try. When the child has started to mark the images, do not motivate him/her to continue. Instead, remain calm and just observe. When the child stop's, ask once "Are you done?". When the child signals that they are done but haven't crossed out all correct images, do not ask him/her to complete the task. Just go on with the next task. The child does not have to make a nice cross. Large circles, or anything scribbled that clearly marks an image is also okay. Explain to the child that it should draw more than just a small dot.

ASK C10_1 TO C10_8 IF (C8_1=1 OR C8_2=1 OR C8_4=1 OR C8_5=1)

| | | | |
|-------|--|--|--|
| C10_1 | [READ:] Like we did before, I'd now like you to cross out all CATS that you can find. Show task 1 (cat). [DO NOT READ:] How many CORRECT images did () cross out? Correct symbol: cat | | |
| C10_2 | [DO NOT READ:] How many WRONG images did () cross out? SKIP TO C11 IF (C10_1 – C10_2 <=0) | | |
| C10_3 | [READ:] Like we did before, I'd now like you to cross out all BIRDS that you can find. DO NOT READ:] How many CORRECT images did () cross out? Correct symbol: bird | | |
| C10_4 | [DO NOT READ:] How many WRONG images did () cross out? SKIP TO C11 IF (C10_3 – C10_4 <=0) | | |

| | | | |
|--|--|--|--|
| C10_5 | <p>READ:] Like we did before, I'd now like you to cross out all DOGS that you can find.</p> <p>[DO NOT READ:] How many CORRECT images did () cross out?</p> <p>Correct symbol: dog</p> | | |
| C10_6 | <p>[DO NOT READ:] How many WRONG images did () cross out?</p> <p>SKIP TO C11 IF (C10_5 – C10_6 <=0)</p> | | |
| C10_7 | <p>[READ:] Like we did before, I'd now like you to cross out all ELEPHANTS that you can find.</p> <p>[DO NOT READ:] How many CORRECT images did () cross out?</p> <p>Correct symbol: elephant</p> | | |
| C10_8 | <p>[DO NOT READ:] How many WRONG images did () cross out?</p> | | |
| <p>Child Test 12</p> <p>[READ:] Now we are going to find out how many kinds of food you know.</p> <p>If the child is stuck at 2 or 3 items, you can PROMPT ONCE by saying: "Can you think of any more?"</p> | | | |
| C12_1 | <p>[READ:] Can you name some things you can eat?</p> <p>[DO NOT READ:] How many items did () know?</p> <p>Stop when () cannot think of more things to eat or reaches 10 items. Enter number of items.</p> | | |
| <p>[READ:] Now, I want to know what animals you are familiar with.</p> <p>If the child is stuck at 2 or 3 items, you can PROMPT ONCE by saying: "Can you think of any more?"</p> | | | |
| C12_2 | <p>[READ:] Can you tell me the names of some animals that you know?</p> <p>[DO NOT READ:] How many items did () know?</p> <p>Stop when () cannot think of more animals or reaches 10 animals. Enter number of items.</p> | | |
| <p>Child Test 13</p> <p>[READ:] We will play an alphabet letter game now.</p> <p>Place the copy of the alphabet list in front of (). Using another sheet of paper, cover the right column.</p> | | | |

[READ:] Here are some letters. I will point to the letters and I want you to tell me what the letter is. What letter is this?

Continue pointing at each letter down the column. When () finishes the last letter in the left column, cover the left column and point to the first letter in the second column and ask ():

"What letter is this?"

Continue pointing at each letter down the column.

Additional prompts:

If () gets stuck for more than 5 seconds, point to the next letter and say:

"Let's try this one."

STOP Rule:

If () gets four letters wrong consecutively.

| | | |
|--------------|--|--|
| C13_1 | [DO NOT READ:] Tick all letters that () got correct. Stop the test when () answered four letters wrong consecutively. | 0 Child cannot recognize any letter 1 B 2 S 3 A 4 T 5 M 6 U 7 D 8 V 9 A 10 Q 11 E 12 R 13 N 14 L 15 O 16 K 17 P 18 F 19 C 20 G |
|--------------|--|--|

Child Test 17

Hint: (...) should go to an open space where they have at least 5 meters to do the task. (...) should not be able to get balance by touching a wall, chair, etc. Child tester should make sure that child does not fall. Child tester has to demonstrate how to do the task.

| | | | |
|-------|--|-----|---|
| C17_1 | can you show me if you can run? Can () run well (confidently), and stop and start without falling over? | No | 0 |
| | Test if () can run with confidence with feet lifted up behind him/her as legs go forward. | Yes | 1 |
| C17_2 | We are now going to do another game. First, get down on our knees and stay like this. They try to stand up without using our hands! Can () kneel (as in a respectful way) and get up without using hands? | No | 0 |
| | Test if () is able to get down on to his/her knees and to stay in an upright position and then get up without using hands. Hint: When the child gets down on the knees, hand can be used to stabilise and the child can go down one leg after the other. Only when getting up, the child should not use hands. The piece of paper that has been used in the previous tasks can be used to prevent the child from getting dirty knees or hurting itself by kneeling on a sharp rock. | Yes | 1 |
| C17_3 | Can you jump into the air? Try to keep both feet together while you jump! Can () jump with feet together off the ground? | No | 0 |
| | Test if () is able to jump with both feet leaving the floor together. () needs to get both feet off the ground. (ASK IF Q3=1 OR C17_2=1) | Yes | 1 |
| C17_4 | Can you jump like you did before but over this line/string and without touching it? Try to keep both feet together! Can () jump over a line/string on the ground? | No | 0 |
| | Test if () is 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. (ASK IF C17_2=1 OR C17_3=1) | Yes | 1 |
| C17_5 | Ok, the next task it about standing on one leg. Try to stand on one leg and keep balance for a moment. | No | 0 |
| | Can () stand on one foot for 1-5 seconds? Ask () to raise one foot usually by bending his knee and maintain a good balance on his other foot for at least a second – up to 5 seconds. (ASK IF C17_3=1 OR C17_4=1) | Yes | 1 |

| | | |
|---------------|--|--------------------------|
| C17_6 | <p>I have already seen that you can do a lot. Can you also walk on your heels? Your toes are not allowed to touch the ground.</p> <p>Can () walks on heels for at least 6 steps? (ASK IF C17_4=1 OR C17_5=1)</p> | <p>No 0</p> <p>Yes 1</p> |
| C17_7 | <p>Let's do another jump! Can you jump over this piece of paper, without touching it? Again, try to keep both feet together!</p> <p>Can () jump over a piece of paper (widthways)? Put a piece of the examination paper (A4 size) on the ground. Ask () to stand close to the side of the paper with both feet together and to jump over the less wide part of the paper and landing with both feet together. Can be demonstrated. Both feet need to come off the ground. (ASK IF C17_5=1 OR C17_6=1)</p> | <p>No 0</p> <p>Yes 1</p> |
| C17_8 | <p>Now we're gonna tiptoe. Can you walk six steps on your toes and without touching the ground with your heels?</p> <p>Can() jump over a piece of paper(widthways)? Put a piece of the examination paper (A4 size) on the ground. Ask() to stand close to the side of the paper with both feet together and to jump over the lesswide part of the paper and landing with both feet together. Can be demonstrated. Both feet need to come off the ground. (ASK IF C17_6=1 OR C17_7=1)</p> | <p>No 0</p> <p>Yes 1</p> |
| 7C17_9 | <p>We have seen that you can jump well. Now it will be a bit harder. Can you stand on one leg and then make three consecutive hops? One of your legs must stay off the ground all the time.</p> <p>Can () hops on one foot without support? Test if () can make three consecutive hops with the same leg raised throughout. Can be demonstrated first. (ASK IF C17_7=1 OR C17_8=1)</p> | <p>No 0</p> <p>Yes 1</p> |
| C17_10 | <p>You did great. For the last exercise you need good balance. How long can you stand on one foot?</p> <p>Can () stand on one foot for a longer time – (at least 5 seconds and up to a minute)? Ask () to raise one foot usually by bending his/her knee and maintain a good balance on his/her other foot for more than 5-10 seconds, up to a minute. (ASK IF C17_8=1 OR C17_9=1)</p> | <p>No 0</p> <p>Yes 1</p> |
| Child Test 18 | | |

[READ:] Now I am going to tell you an interesting story. After I have told you the story I will ask you some questions. Listen carefully, okay?

The Mouse and the Cat.

Once upon a time there was a fat cat. He always wore a red cap. Once when he was sleeping, a small mouse came silently and stole the hat. The cat woke up to see his hat gone, got very angry and started chasing the mouse. After a while, the mouse was trapped under a table and could not find any way to escape. So the mouse cried to the cat, "Please don't eat me cat. If you spare my life I will return your hat." So, after getting back his hat the cat said, "Never touch my hat again" and he went back to sleep in a happy mood.

Now I am going to ask you some questions about the story.

Ask each question slowly and clearly. Each question may be repeated ONCE if needed.

| | | | |
|--------------|--|---------|---|
| C18_1 | [READ:] Who stole the cat's hat? | False | 0 |
| | (the mouse) | Correct | 1 |
| C18_2 | [READ:] What was the color of the hat? | False | 0 |
| | (red) | Correct | 1 |
| C18_3 | [READ:] Why was the cat chasing the mouse? | False | 0 |
| | (because the mouse took/stole its hat) | Correct | 1 |
| C18_4 | [READ:] Where did the cat trap the mouse? | False | 0 |
| | (under the table) | Correct | 1 |
| C18_5 | [READ:] Why did the cat decide not to eat the mouse? | False | 0 |
| | (because the mouse gave back the hat) | Correct | 1 |

Child Test 19

[READ:] [READ:] Now we are going to play a game. The game has two parts. Listen exactly to what I say: Touch your head.

Touch your head with two hands. Wait until () puts two hands on his/her own head.

[READ:] Good! Now touch your knees.

Touch your knees with two hands. Wait until () puts two hands on his/her own knees.

Repeat the two commands with motions until the child imitates you correctly.

Hint: You and (...) should stand up for this task and stand in front of each other.

| | | | |
|--------------|----------------------------|---------------------------------------|---|
| C19_1 | (...) understands the test | False(SKIP to CHILD TEST 20) | 0 |
| | | Correct | 1 |

| | | | |
|---|---|---------------------------------------|---|
| IF C19_1 CORRECT | | | |
| [READ:] Now we will keep playing this game, listen carefully and do what I say. | | | |
| Hint: DO NOT touch your head/toes and DO NOT provide feedback or extra explanations. Tests C19_2-C19_6 should be done fluently and in one piece. If possible, keep the 5 responses in mind and enter it afterwards. | | | |
| C19_2 | Touch your head () has to touch his/her head) | False | 0 |
| | | Correct | 1 |
| C19_3 | Touch your knees () has to touch his/her knees) | False | 0 |
| | | Correct | 1 |
| C19_4 | Touch your knees () has to touch his/her knees) | False | 0 |
| | | Correct | 1 |
| C19_5 | Touch your head () has to touch his/her head) | False | 0 |
| | | Correct | 1 |
| C19_6 | Touch your knees () has to touch his/her knees) | False | 0 |
| | | Correct | 1 |
| [READ:] Now we're going to be a little silly and you do the OPPOSITE of what I say. When I say touch your HEAD, INSTEAD of touching your head, you touch your KNEES. When I say touch your KNEES, you touch your HEAD. So you do something DIFFERENT from what I say. | | | |
| Do not touch your head or knees here. Provide positive feedback when () responds correctly. If () responds incorrectly, provide additional explanations up to 3 times before beginning the test portion. | | | |
| ASK ONLY IF AT LEAST 3 OUT OF 5 CORRECT IN C19_2-C19_6 | | | |
| C19_7 | (...) understands the test | False(SKIP to CHILD TEST 20) | 0 |
| | | Correct | 1 |
| C19_8 | [READ:] Good. Now I want you to copy what I do. Touch your head () has to touch his/her knees) <i>Self correction means that the child first does move his/her hand into the wrong direction, even slightly.</i> | No | 0 |
| | | Yes, with self correction | 1 |
| | | Yes, without self correction | 2 |
| C19_9 | | No | 0 |

| | | |
|---|---|---------------------------------------|
| | Touch your knees () has to touch his/her head) <i>Self correction means that the child first does move his/her hand into the wrong direction, even slightly.</i> | Yes, with self correction 1 |
| | | Yes, without self correction 2 |
| C19_10 | Touch your knees () has to touch his/her head) <i>Self correction means that the child first does move his/her hand into the wrong direction, even slightly.</i> | No 0 |
| | | Yes, with self correction 1 |
| | | Yes, without self correction 2 |
| C19_11 | Touch your head () has to touch his/her knees) <i>Self correction means that the child first does move his/her hand into the wrong direction, even slightly.</i> | No 0 |
| | | Yes, with self correction 1 |
| | | Yes, without self correction 2 |
| C19_12 | Touch your knees. () has to touch his/her head) <i>Self correction means that the child first does move his/her hand into the wrong direction, even slightly.</i> | No 0 |
| | | Yes, with self correction 1 |
| | | Yes, without self correction 2 |
| Child Test 20 | | |
| [READ:] I am going to say a list of numbers. After you hear the numbers, I want you to repeat them after me in the same order. Please listen carefully. Let's try a couple for practice. [READ:] 4...2 Solution: 4...2 | | |
| C20_1 | (..) understands the test | False(SKIP TO CHILD TEST 22) 0 |
| | | Correct 1 |
| Okay, now let's do some more. Just listen carefully, and do your best. Hint: <i>If the child makes an error in this section, DO NOT supply the child with the correct answer. Pause for one second in between each number in the sequence.</i> | | |
| C20_2 | [READ:] 1...5 Solution: 1...5 | False(SKIP TO CHILD TEST 22) 0 |
| | | Correct 1 |

| | | | |
|---|--|--|--------|
| | | | |
| C20_3 | [READ:] 5...2...3 Solution: 5...2...3 | False(SKIP TO CHILD TEST 22) Correct | 0 1 |
| C20_4 | [READ:] 5...3...1...4 Solution: 5...3...1...4 ASK IF (C20_2 =1 AND C20_3=1) | False(SKIP TO CHILD TEST 22) Correct | 0 1 |
| C20_5 | [READ:] 1...4...2...5...3 Solution: 1...4...2...5...3 ASK IF C20_4 = 1 | False Correct | 0 1 |
| Child Test 21 | | | |
| <p>“Now we’ll play a more difficult version of the previous game. Again, I will read a number to you. But this time, you will repeat the number backwards.</p> <p><i>When doing this digit span test, both interviewer and interviewee must stay focused and the interviewer must make sure that no one interrupts the test. The interviewer must read the numbers to the respondent slowly from number to number. Example, (1) pause (3) and then ask child says back (3)...(1).</i></p> <p>For example, when I say 1...3, you say 3...1. Okay? Again, what do you say if I say 1...3?”</p> <p><i>Pause for one second in between each number in the sequence. For example « 1 » [pause] « 3 ». Let the child repeat: 3...1. If the child does not understand, repeat instructions ONCE.</i></p> | | | |
| C21_1 | (..) understands the test | False(SKIP TO CHILD TEST 22) Correct | 0 1 |
| <p>[READ] : That was fun! Let’s do more: Whatever I say, you should say it backwards. Pause for one second in between each number in the sequence.</p> | | | |
| C21_2 | [READ:] 4...1 Solution: 1...4 | False Correct | 0 1 |
| C21_3 | [READ:] 5...2 Solution: 2...5 | False Correct | 0 1 |
| C21_4 | [READ:] 3...5...2 Solution: 2...5...3 ASK IF (C21_2=1 OR C21_3=1) | False Correct | 0 1 |

| | | | |
|--------------|---|---------|---|
| C21_5 | [READ:] 2...1...4 | False | 0 |
| | Solution: 4...1...2 ASK IF (C21_3 OR C21_4=1) | Correct | 1 |
| C21_6 | [READ:] 4...5...2...1 | False | 0 |
| | Solution: 1...2...5...4 ASK IF (C21_4=1 OR C21_5=1) | Correct | 1 |
| C21_7 | [READ:] 1...3...4...5 | False | 0 |
| | Solution: 5...4...3...1 ASK IF (C21_5=1 OR C21_6=1) | Correct | 1 |
| C21_8 | [READ:] 5...3...2...1...4 | False | 0 |
| | Solution: 4...1...2...3...5 ASK IF (C21_6=1 OR C21_7=1) | Correct | 1 |

Child Test 23 –

Now we are going to play one last game. I will show you some pictures and we will find out how many words you already know. Some words are easy, some words are hard. So don't worry if you don't know the solution. Just try your best.

Instructions:

Assess whether the child is ready to be tested by using the training pages A, B, and C. In training page A, you should ask () to point at the doll. If () does not point at the doll, you may use a range of alternatives to prompt () to point to do so (e.g., by asking () to take a guess, by giving him/her a wooden stick with which to point, by demonstrating for him/her how to point at the doll, or even by holding the his/her hand and directing his/her finger towards the doll).

Similar techniques can be used for training pages B and C, where () should point at the "man" (in B) and "swinging" (in C). If () fails to point at the pictures, the enumerator may ask him/her to point at other images on the same page (e.g., "fork" instead of "doll" on Page A; "comb" instead of "man" on Page B, "to drink" instead of "to swing" on page C, etc.)

If () fails to point at the items included in the training pages, this may be due to the fact that he/she is shy or anxious in the enumerator's presence. In such cases, additional strategies may be used to put the child at ease, such as playing with him/her a bit more, singing, playing games, etc.

If () still fails to correctly point at a minimum of two pictures included in the training pages (with or without help) after the above strategies have been used, this means that the he/she is not ready to be tested, and you should not proceed any further.

If () is ready to be tested (i.e., if he/she was able to correctly point at a minimum of two pictures included in the training pages, with or without help), you should proceed with the test.

It is very important, once the test begins, that you strictly stick to the description of the item included in the test (without giving further details or explanations) and that no other family members help () pointing at the right picture. It is also important to tell () that from then on, the child can only take one guess per page.

If a child does not know which picture to select, ask him/her to try anyway. If it still does not respond, select a WRONG response.

RVT test will stop when 6 out of the last 8 questions are answered incorrectly

C23_0

Is () ready for the RVT test?

No(SKIP TO Q0)

0

| | | | |
|--------------|--|-----|------------------|
| | In accordance with the RVT protocol, assess whether () is ready to be tested. For this purpose, use Training Pages A, B, and C. Then start with the RVT. | Yes | 1 |
| C23_1 | Question 1: Boat | | 1 2 3 4 |
| C23_2 | Question 2: Lamp | | 1 2 3 4 |
| C23_3 | Question 3: Cow | | 1 2 3 4 |
| C23_4 | Question 4: Candle | | 1 2 3 4 |
| C23_5 | Question 5: Knee | | 1 2 3 4 |
| C23_6 | Question 6: Cage | | 1 2 3 4 |

| | | |
|---------------|-------------------------|------------------|
| C23_7 | Question 7: Bus | 1 2 3 4 |
| C23_8 | Question 8: to read | 1 2 3 4 |
| C23_9 | Question 9: Arrow | 1 2 3 4 |
| C23_10 | Question 10: Neck | 1 2 3 4 |
| C23_11 | Question 11: bee | 1 2 3 4 |
| C23_12 | Question 12: to measure | 1 2 3 4 |
| C23_13 | Question 13: whale | 1 2 3 |

| | | |
|---------------|------------------------|------------------|
| | | 4 |
| C23_14 | Question 14: broken | 1 2 3 4 |
| C23_15 | Question 15: to stroke | 1 2 3 4 |
| C23_16 | Question 16: accident | 1 2 3 4 |
| C23_17 | Question 17: elbow | 1 2 3 4 |
| C23_18 | Question 18: river | 1 2 3 4 |
| C23_19 | Question 19: eagle | 1 2 3 4 |
| C23_20 | Question 20: to tear | 1 2 |

| | | |
|---------------|------------------------|------------------|
| | | 3 |
| | | 4 |
| C23_21 | Question 21: to peel | 1 2 3 4 |
| C23_22 | Question 22: trunk | 1 2 3 4 |
| C23_23 | Question 23: group | 1 2 3 4 |
| C23_24 | Question 24: musician | 1 2 3 4 |
| C23_25 | Question 25: drink | 1 2 3 4 |
| C23_26 | Question 26: doctor | 1 2 3 4 |
| C23_27 | Question 27: isolation | 1 |

| | | |
|---------------|------------------------|---|
| | | 2 |
| | | 3 |
| | | 4 |
| C23_28 | Question 28: mechanic | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_29 | Question 29: to reward | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_30 | Question 30: dentist | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_31 | Question 31: shoulder | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_32 | Question 32: envelope | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_33 | Question 33: human | 1 |
| | | 2 |
| | | 3 |
| | | 4 |

| | | |
|---------------|--------------------------|------------------|
| C23_34 | Question 34: juggler | 1 2 3 4 |
| C23_35 | Question 35: to build | 1 2 3 4 |
| C23_36 | Question 36: to direct | 1 2 3 4 |
| C23_37 | Question 37: bush | 1 2 3 4 |
| C23_38 | Question 38: forest | 1 2 3 4 |
| C23_39 | Question 39: agriculture | 1 2 3 4 |
| C23_40 | Question 40: root | 1 2 3 |

| | | |
|---------------|--------------------------|------------------|
| | | 4 |
| C23_41 | Question 41: pair | 1 2 3 4 |
| C23_42 | Question 42: lighting | 1 2 3 4 |
| C23_43 | Question 43: argument | 1 2 3 4 |
| C23_44 | Question 44: cooperation | 1 2 3 4 |
| C23_45 | Question 45: handrail | 1 2 3 4 |
| C23_46 | Question 46: angry | 1 2 3 4 |
| C23_47 | Question 47: to drip | 1 2 |

| | | |
|---------------|-----------------------------|------------------|
| | | 3 |
| | | 4 |
| C23_48 | Question 48: funnel | 1 2 3 4 |
| C23_49 | Question 49: stem | 1 2 3 4 |
| C23_50 | Question 50: island | 1 2 3 4 |
| C23_51 | Question 51: angle | 1 2 3 4 |
| C23_52 | Question 52: disappointment | 1 2 3 4 |
| C23_53 | Question 53: carpenter | 1 2 3 4 |
| C23_54 | Question 54: to file | 1 |

| | | |
|---------------|------------------------|---|
| | | 2 |
| | | 3 |
| | | 4 |
| C23_55 | Question 55: salesman | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_56 | Question 56: quartet | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_57 | Question 57: frame | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_58 | Question 58: binocular | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_59 | Question 59: judge | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| C23_60 | Question 60: to gnaw | 1 |
| | | 2 |
| | | 3 |
| | | 4 |

| | | |
|---------------|-----------------------------|------------------|
| C23_61 | Question 61: walrus | 1 2 3 4 |
| C23_62 | Question 62: to trust | 1 2 3 4 |
| C23_63 | Question 63: trio | 1 2 3 4 |
| C23_64 | Question 64: to contemplate | 1 2 3 4 |
| C23_65 | Question 65: bird | 1 2 3 4 |
| C23_66 | Question 66: portable | 1 2 3 4 |
| C23_67 | Question 67: to classify | 1 2 3 |

| | | |
|---------------|--------------------------|------------------|
| | | 4 |
| C23_68 | Question 68: carrion | 1 2 3 4 |
| C23_69 | Question 69: compass | 1 2 3 4 |
| C23_70 | Question 70: spherical | 1 2 3 4 |
| C23_71 | Question 71: Sheep | 1 2 3 4 |
| C23_72 | Question 72: parallel | 1 2 3 4 |
| C23_73 | Question 73: to submerge | 1 2 3 4 |
| C23_74 | Question 74: arid | 1 2 |

| | | |
|---------------|---------------------------|------------------|
| | | 3 |
| | | 4 |
| C23_75 | Question 75: fragile | 1 2 3 4 |
| C23_76 | Question 76: to instruct | 1 2 3 4 |
| C23_77 | Question 77: archeologist | 1 2 3 4 |
| C23_78 | Question 78: to consume | 1 2 3 4 |
| C23_79 | Question 79: incandescent | 1 2 3 4 |
| C23_80 | Question 80: arrogant | 1 2 3 4 |
| C23_81 | Question 81: tool | 1 |

| | | | |
|--|---|-----------|---|
| | | | 2 |
| | | | 3 |
| | | | 4 |
| C23_83 | Question 83: citrus | | 1 |
| | | | 2 |
| | | | 3 |
| | | | 4 |
| <p>We are now at the end of the interview. Thank you very much!</p> <p>Don't forget to answer the subsequent enumerator questions and to save the finalized interview.</p> | | | |
| Q3 | [TO ENUMERATOR:] Please rate the cooperation level of the household. | Excellent | 1 |
| | | Very Good | 2 |
| | | Good | 3 |
| | | Fair | 4 |
| | | Poor | 5 |
| A1 | Instruction: Ask to caregiver Read: May I please measure the height and weight of [CHILDNAME]? | No | 0 |
| | | Yes | 1 |
| A2 | Record Child height (cms): | | |
| A3 | Record Child weight (kilograms): | | |
| Q4 | [TO ENUMERATOR:] Was the interview completed in one session? | No | 0 |
| | | Yes | 1 |
| Q5 | Enumerator Comments | | |
| | | | |

| Result Codes - Circle the correct code | |
|---|---|
| Completed (all answers) | 1 |
| Complete but some answers missing | 8 |
| Incomplete-respondent termination | 2 |
| Incomplete-third party interruption | 3 |
| Respondent refusal | 4 |
| Parent/ administrator/ husband refusal | 5 |
| Respondent absent at 2nd appointment | 6 |
| Cannot interview respondent. e.g. mute/deaf/mental health etc | 7 |