

General directions

1. Before you proceed to do the survey, your colleagues and you are required to look at all the working materials and check that you have them:


A cup	
A spoon	
A plate	
A bowl	
A doll	
A pen	
12 blocks	
12 bottle tops (8 one same color and 4 another color	
A lighter	
A toy car	
A bottle	
A jugjar with a lid	
A pair of scissors	
A candle	
A soap	
Six (6) blue circles, and six (6) blue rectangles for identifying pictures	
Six (6) dried red grains, six (6) dried white grains	
A plastic-coated sheet of paper with six (6) block drawings	
A plastic-coated sheet of paper with four (4) circles of different colors (red, blue, green, mavo)	
A plastic-coated sheet of paper with numbers	
A plastic-coated sheet of paper with a picture of a 2 piles of tomatoes	
Blank paper to draw and write on	
A small piece of paper to be folded	




Two similar sticks of different lengths	
Two similar boxes of different weights	
A small piece of cloth or garment	
Maize or dried grains to be selected and identified	
Pegboard and 8 pegs	
Eight large beads and a rope/ string	
A timer	


2. As you reach a household, introduce yourself to the child's parents or caregivers and let them know the objective of your visit. Use the related guide.
3. If possible, look for a calm, fairly lighted place to hold the survey. Ask the child's parents or caregivers to be seated with you during the time you conduct the survey. Ask that no other child or adult hangs around and is present during the survey.
4. When saying hello to the child, make sure you both are at the same level and that you can see its eyes. Tell it your name and ask it its name. Take time to talk to the child so it feels comfortable and trusts you. Tell it that you have some toys for it and that both of you will play a lot of games.
5. If you did not count it yet, calculate and identify the child's age in months. This is for you to know at what point you start the survey.
6. Arrange the place to conduct the test. If possible and if there is any use a table and a chair. It is better to sit next to the child rather than in front of it during the survey. If the child is shy or afraid, it can sit on the knees or lap of its parent or caregiver.
7. Identify and look for the starting point based on the child's age in months. You will see that in this guide.
8. For you to identify the **"reference or basal level"**, the child should **succeed in answering seven successive questions**. This is how you proceed:
 - A. Start the survey on the basis of the child's age in months number
 - B. Go on asking the questions normally until completion of the seven successive rows. Remember that you can give scores to some items (not all of them) even though you did not ask the item, if you noticed that the child has skills. For example :
 - A. You see child walking
 - B. You hear child say a word
 - C. Do not ask again any question the child did not manage to answer



9. The “Ceiling level” can be identified when the child fails in the seven rows.
- J. Go on asking questions until the child fails in the seven rows, or until the rows are exhausted.
Stop asking questions at the point it fails last.
10. All questions have to be asked and given a score according to the indicators




FINE MOTOR AND PERFORMANCE

Num	Ability	instructions	Yes	No
FM 9	Transfers one object from one hand to another hand	<p><u>Objects needed:</u> two blocks.</p> <p>Let it take the block with the hand it feels comfortable with. Give it another block to the same hand. Often the child will pass the first block to the other hand so that it can take the second one. Always use blocks, not other objects.</p> <p>Allow child one try</p> <p>Mark YES if it transfers the block</p>		
FM 10	<p>Picks up small objects with all fingers the same way as with a rake</p> 	<p><u>Objects needed:</u> Red dried grains</p> <p>Put one (1) grain on the ground or on the table in front of the child. Put it within its reach. Tell it, "take it"</p> <p>Allow child one try</p> <p>Look at the way the child picks up the dried grain. Mark YES if it picks it up (using four fingers so as not to drop the dried grain).</p> <p>Mark YES if it does it in a more difficult way, for example, if it uses one finger or two with the thumb to take the dried grain</p>		

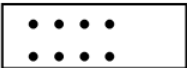

FM 11	Strikes on one object imitating the examiner 	<u>Objects needed:</u> two blocks Hold one block in each hand and hit the blocks together: let the child watch well. Give the child a block in each hand and tell it, "Now, you do it" Allow the child two tries, if needed Mark YES if the child can strike the blocks properly		
FM 12	Finds an object under a small piece of cloth or garment: 	<u>Objects needed:</u> a piece of cloth or garment and a toy car Take out of your bag the piece of cloth and a toy attracting the child's attention. Let the child play with the toy. Take the toy from it and put it on a table within its reach. Put the toy under the piece of cloth pull it next to you so that the child cannot reach it. Allow the child one try Mark YES if the child tries to remove the piece of cloth (no matter if it cannot reach it; what matters is it tries to reach the piece of cloth and to lift it)		
FM 13	Picks up an object, picks up a maize or bean grain with thumb and one finger 	<u>Objects needed:</u> One red bean Put the bean in front of the child. Tell the child, "Take and give it to me" Allow the child one try Mark YES if the child uses its thumb and another finger to take the bean		
30 – 35 MONTHS START HERE				


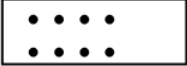
FM 14	Puts blocks in and out of a cup in imitation of what the examiner does 	<u>Objects needed:</u> a cup or box and three blocks Show the child what follows: Take three blocks one by one out of a cup. Put them in front of the child and tell it, "Now, you put these blocks into the cup and then take them out of it" Allow the child one try Mark YES if the child can put in and out of the cup at least one block		
FM 15	Pushes a little car along	<u>Objects needed:</u> a small toy car Push the little car along and let it move alone so that the child can see that it is moving. Take the little car and put it in front of the child. You must not give orders. Allow the child one try Mark YES if the little car is pushed by the child and moves on its four wheels on the table or on the ground		
36 – 41 MONTHS START HERE				

FM 16	Imitates the examiner in putting blocks into a bottle (short plastic bottle with screw on lid). 	<p><u>Objects needed:</u> Three blocks and transparent box or large-necked bottle.</p> <p>Show the child how you put the three blocks into the bottle; then, dump the blocks out of the bottle on the ground.</p> <p>Put the bottle and the blocks in front of the child. Then tell it, "Now, you put these blocks into the bottle; then dump them on the ground"</p> <p>Allow the child two tries</p> <p>Mark YES if the child can put at least one block into the bottle.</p>		
FM 17	Dumps blocks out of the bottle 	<p><u>Objects needed:</u> Three blocks and a transparent box or a large-necked bottle.</p> <p>Go on with previous one (FM16)</p> <p>Mark YES if the child puts the bottle upside down to take the blocks out of the bottle.</p> <p>Do not mark YES if the child pulls the blocks out with his hand</p>		
42 – 47 MONTHS START HERE				


FM 18	Scribbles on paper (straight scribble): 	<u>Objects needed:</u> Marker and paper Put paper and a marker in front of the child. Tell it, "draw whatever you want" Allow the child one try Mark YES if the child makes marks, draws lines he likes. Mark also YES if it makes more difficult drawings (squares, letters, pictures of people,...)		
FM 19	Scribbles on paper (circular scribble) 	<u>Objects needed:</u> Marker and paper Darw a spiral. Give the child the sheet of paper and the pen and tell it,: "Now you make a drawing like what I did" Allow the child only one try Mark YES if the child can imitate (does not need to be perfect circles. Mark YES also if it can do perfect circles)		
48 – 54 MONTHS START HERE				
FM 20	Builds a tower of two bricks 	<u>Objects needed:</u> 12 blocks Show the child how you put six blocks on one another and tell it,"Take this an put it on here, then add another one on top ofthese, then add still another one on top of them, add another one,..." Leave the tower you built where it is Put the six blocks in front of the child and tell it, "now you build a tower, the highest you can" Allow the child only three tries Mark YES if the child can put wo blocks or more on one another <u>Record the number of blocks put on one another for your use in FM 22 and FM23</u>		





55-59 MONTHS START HERE



FM 21	<p>Put pegs into a pegboard</p> 	<p><u>Objects needed:</u> Peg Board, Peg valo, timer.</p> <p>Put the pegboard in front of the child. Show it how to put 2 pegs into the holes of the pegboard; then tell it: "Look at what I'm doing, I put it in here"</p> <p>Take the pegs out of the pegboard; then put all eight pegs in front of the child. Tll the child," Now you put these pegs into the holes, do it as quickly as you can". You start timing when the child takes the first peg. Stop the timer when the last peg is put into the pegboard.</p> <p>Allow the child one try</p> <p>Mark YES if the child can put all the pegs into the holes in less than 2mn.</p> <p><u>Record the time it spent for your use in FM24</u></p>	2 minutes
FM 22	<p>Builds a tower with blocks</p> 	<p><u>Objects needed:</u> 12 blocks</p> <p>If you could, take the number you got for FM 20. If not:</p> <p>Show the child how th put sixblockson one another, and tell it,"Take this and put it on here, then add another one on top, add another,..." Leave the tower you built where it is</p> <p>Put the six blocks in front of the child and tell it, "now you build a tower, the highest you can"</p> <p>Mark YES if it can put four blocks or more on one another</p> <p><u>Record the number of blocks put on one another for your use in FM23</u></p>	Count what number you got until the other questionsa re answered

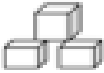


FM 23	Builds a tower with 6 blocks 	<u>Objects needed:</u> 12 blocks Mark based on answers to FM 20 and FM 22 Mark YES if it can put 6 blocks on one another.	
FM 24	Puts pegs into board in less than 30 seconds 	<u>Objects needed:</u> Peg Board, Peg valo, timer. Put the pegboard in front of the child. Show it how to put 2 pegs into the holes of the pegboard; then tell it: "Look at what I'm doing, I put it in here" Take the pegs out of the pegboard; then put all eight pegs in front of the child. Tell the child, "Now you put these pegs into the holes, do it as quickly as you can". You start timing when the child takes the first peg. Stop the timer when the last peg is put into the pegboard. Allow the child one try Mark based on FM 21, if possible. Mark YES if it can put 8 pegs in less than 30s	


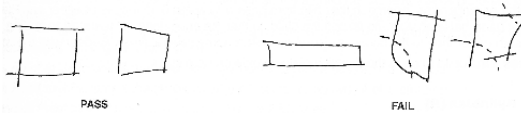
60-71 MONTHS START HERE



FM 25	Is able to actually screw and unscrew the bottle cap, not just pulling it off 	<u>Objects needed:</u> bottle with a cap Show the child how to screw the bottle (not too tightly) and how to unscrew it. Tell it, "Look, I open the bottle cap, and then close it" Do it twice Give the child the bottle and tell it, "Now you open the bottle cap and then close it" Allow one trial. Encourage it to close and to open the bottle cap Mark YES If the child can screw and unscrew the bottle cap.	
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FM 26	<p>Is able to thread 6 beads on to a shoe lace (put them one by one)</p> 	<p><u>Objects needed:</u> a shoe lace and 8 beads</p> <p>Show the child the two ends of the shoe lace, show it how to thread the bead on to the shoe lace. Tell it, "Look, thread on the beads like this, one first, then another one". Put in front of the child the 6 remaining beads and the shoe lace, and tell it, "Now you thread on all of these remaining beads"</p> <p>Allow the child one try</p> <p>Mark YES IF all six beads are threaded on</p>	
FM 27	<p>Copies a straight line</p>	<p><u>Objects needed:</u> Paper and a pen</p> <p>Ask the child to watch you do and tell it, "Look at what I do (while you draw a line going up)."</p> <p>Put the pen and paper in front of the child and say, "Now you draw a line like what I did"</p> <p>Allow 1 trial</p> <p>Mark YES if the child draws a line not exceeding 30 degrees</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>30 Degree Angle PASS</p> </div> <div style="text-align: center;">  <p>Less than 30 Degrees</p> </div> <div style="text-align: center;">  <p>More than 30 Degree FAIL</p> </div> </div>	


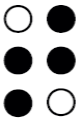
FM 28	<p>Takes the longest stick three times, (ask the question three times)</p> 	<p><u>Objects needed:</u> Two sticks of different lengths</p> <p>Put in front of the child two sticks keeping the longer one to the right. Ask it, "Which is longer? (Record the answer) the child can point to tell which is longer). Take these sticks and invert their position; don't show that to the child or do that in your back or under the table. Show it again the sticks and put the longer stick to the left; then ask which is longer? (record the answer).</p> <p>Play again the game until the child gets the answer right three successive times</p> <p>Stop immediately if the child gives a wrong answer right from the beginning</p> <p>Mark YES if the child gets a right answer three successive times</p>	
FM 29	<p>Picks the heavier box (doesn't need to be a box; depends on local realities).</p> 	<p><u>Objects needed:</u> Two similar boxes but with slightly different weights</p> <p>Put the boxes in front of the child or on the ground and hold the heavier box in the right hand. Lift the boxes and put both of them on the child's hands. Ask the child, "Which is heavier? Show me" Record the answer (don't tell whether right or wrong). Take from its hands the boxes and invert their position in your back (or under the table). Put them back on the child's hands. Ask the child which is heavier. Repeat.</p> <p>Mark YES if the child knows three successive times which is heavier</p> <p>Stop right away if the child gives wrong answer</p>	

FM 30	<p>Can make a bridge with three blocks</p> 	<p><u>Objects needed:</u> 12 blocks</p> <p>First put aside six blocks, and put the other six ones in front of the child. Take a hard and straight piece; build a bridge with three blocks explaining what you do. Tell it "Look, I build a bridge, I put here, and it here; look this little car can pass under here." Take a pencil and show how the Little car passes under there. Let the child see clearly the hole under the bridge and also that the one block at the top lies on the two blocks. Leave the model you did, put in front of the child the three blocks and tell it, "Now you build a bridge like the one I did".</p> <p>Allow the child one try</p> <p>Mark YES if the child can build a bridge with a hole in the middle</p>	
FM 32	<p>Copies a circle (needs to be complete) with chalk or in the sand with a stick.</p>	<p><u>Objects needed:</u> Pen and paper (or whatever is needed to write)</p> <p>Draw a ball and explain to the child what you do, "Look at my drawing. I make a complete circle." Give the child the pen in front of it and say, "now you draw a ball like what I did". You can help it hold the paper so that it does not move but you cannot help it hold the pen.</p> <p>Mark YES if the child can draw a circle (must be closed)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>PASS</p> </div> <div style="text-align: center;">  <p>FAIL</p> </div> </div>	

FM 33	Copies a cross with chalk /charcoal	<p><u>Objects needed:</u> Pen and paper (or whatever is needed to write)</p> <p>Draw a cross and explain to the child what you do "Look at my drawing; I draw a vertical line, then a horizontal line." Give the child the pen in front of it, and say "Now you draw a cross like what I did" You can help it hold the paper so that it does not move but you cannot help it hold the pen. It does not matter if the lines are of different lengths but they have to cross each other.</p> <p>Mark YES if the child can draw a cross (lines need to cross each other)</p> 	
FM 34	Can draw a square	<p><u>Objects needed:</u> Pen and paper (or whatever is needed to write)</p> <p>Draw a square and explain to the child what you do "Look at what I draw, I draw a vertical line, then a horizontal line. " Give the pen to the child in front of it and say "Now you draw a square like what I did" You can help it hold the paper so that it does not move but you cannot help it hold the pen. It does not matter if the lines are of different lengths</p> <p>Mark YES if the child can draw a square</p> 	

FM 35	<p><u>Builds a bridge</u></p> 	<p><u>Objects needed:</u> 12 blocks</p> <p>Build a bridge with 6 blocks and explain to the child what you do. Tell it "Look, I build a big bridge; I put it here, and it here, look the Little car can pass under here" Take the pencil and show how the Little car can pass under there. Let the child see the hole under the bridge so that it can see that the two blocks lie above. Leave the model you did, put in front of the child the six blocks and tell it, "Now you build a bridge like the one I did".</p> <p>Allow the child one try</p> <p>Mark YES if the child can make a bridge with a hole in the middle</p>	
FM 36	<p><u>Builds a staircase</u></p> 	<p><u>Objects needed:</u> 12 blocks.</p> <p>Take the 12 blocks, build a staircase with six blocks and explain to the child what you do. Show it on the side so that the child can see clearly the steps. Take three blocks and put them one next to the other; put two blocks on top of them and, last, put one block on the very top. While you explain, "now I build a staircase, look, I put three blocks here, then I put two blocks on top, and one last on top. Look, I can go (do it with fingers). Put the six blocks in front of it and tell, "Now you build a staircase like the one I did" leave the staircase you build where it is for the child to imitate.</p> <p>Mark YES</p>	

FM 37	<u>Imitates letters</u>	<p><u>Objects needed:</u> Paper and marker</p> <p>Tell, look "I write letters: E C A M J H, write big, clear capital letters. Take care to use letters that the child knows. If needed, move closer to the child so that it can see you properly. Putt he paper and the pen in front of the child and tell it, "Copy this letter and point to it, encourage the child to write" Note that acceptable letters are with clear lines and angles does not matter if not straight.</p> <p>Mark YES if the child can imitate three letters</p>	
FM 38	<u>Folds paper</u>	<p><u>Objects needed:</u> Two small pieces of paper.</p> <p>Take one piece of paper and explain to the child, "I bring close to each other the two sides of this paper; look, I fold again.. now you fold your paper like what I did ." Let it see properly that you bring closeto each other the two sides of the paper before you fold it again (4 times). Whaen the child stops, ask "finished?"</p> <p>Note: use soft paper and divide A4 paper into two, exceeding paper should notbe more than 3cm.</p> <p>Mark YES if the child can fold the paper four times and if exceeding paper is not more than 3cm.</p>	
FM 39	<u>Copies a pattern of bottle caps</u> 	<p><u>Objects needed:</u> 12 bottle caps. Take care that four are same color (e.g. , black) and 8 of another color (e.g., white)</p> <p>Tell the child to look carefully at what I do, "I take the white and I put here the black here, the white here, the black here.</p> <p>Tell the child now it's your turn.</p> <p>The child repeats once</p> <p>Mark YES if it can copy the pattern</p>	

FM 40	<p><u>Copies the second pattern</u></p> 	<p><u>Objects needed:</u> 12 bottle caps</p> <p>Tell the child, "Look carefully, I will make a pattern using these four bottle caps (two different colors to the front and two various colors to the back (various colors to the front and to the back)).</p> <p>"Look I put one to the front, and next to it the white. And I put a black to the back and a White next to it."</p> <p>Only four bottle caps are used.</p> <p>Tell the child "use these bottle caps and do the same as the pattern I did." Find a fairly large place for the child to make the pattern.</p> <p>Allow the child one try.</p> <p>Mark YES if the child can copy the pattern</p>	
FM 41	<p><u>Copies the third pattern</u></p> 	<p><u>Objects needed:</u> 12 bottle caps</p> <p>Put all 12 bottle caps in front of you because you will use all of them in this game. Align two by two the bottle caps. Tell, "Look carefully at what I do, I put a white here, then black, then I put a black next to it. And here I put a black and then a white." Give the child the 6 remaining bottle caps (four same color and two other same color) and put them in front of it.</p> <p>Tell the child, "make a picture like the one I did"</p> <p>Allow the child two tries.</p> <p>Mark YES if the child can copy after it has one try or two tries</p>	

FM 42	<u>Completes pattern 1</u>	<p>Objects needed: paper with a table with 6 squares, 6 white beans, 6 blue circular things or buttons, 6 red beans, 6 maize grains, 6 black buttons, 6 same color bottle caps.</p> <p>Put in front of the child the paper with the picture (let some space between the child and the picture), put in front of the child the six objects: zavatra boribory na bokotra blue circular object or button, 1 red bean, one maize grain, 1 black button, 1 bottle cap, 1 white bean.</p> <p>Put on the paper the blue button. Until you complete the pattern below.</p> <table><tr><td>Blue button</td><td>Blue button</td><td>Blue button</td><td>Blue button</td><td>E</td></tr></table> <p>Tell it, "i put blue butteon here, then here, then skip the one andput another blue" Tell it, "which of these objects then will go to this empty space?"</p> <p>Mark YES if the child knows what should be done.</p> <p>If the child did not take the blue button, tell it, "Thanks, bingo, but did you see these blue buttons? Which one is like it? Then take the button and put it there and tell it look now they are now all the same.</p> <p>xxxxxx</p>	Blue button	Blue button	Blue button	Blue button	E	
Blue button	Blue button	Blue button	Blue button	E				
FM 43	<u>Completes pattern 2</u>	<p>Put on thepaper the red bean. Until you complete the pattern below. Tell the child, "I put a red bean there, and here, then skip one, then put another red bean again"</p> <table><tr><td>Red Bean</td><td>Red Bean</td><td>Red Bean</td><td>Red Bean</td><td>E</td></tr></table> <p>Tell it, " which of these three objects then goes in this empty space?"</p> <p>Mark YES if the child knows what he should do.</p>	Red Bean	Red Bean	Red Bean	Red Bean	E	
Red Bean	Red Bean	Red Bean	Red Bean	E				

FM 44	<u>Completes pattern 3:</u>	<p>Remove all dried grains. Use only white beans and maize grains. Tell, “I put maize here, then I put a white bean here, then I put maize here,...” until you complete this pattern (maize- bean- maize-bean - empty-bean)</p> <table> <tr> <td>Maize</td> <td>White bean</td> <td>Maize</td> <td>White bean</td> <td>E</td> </tr> </table> <p>Ask the child which comes here?</p>	Maize	White bean	Maize	White bean	E
Maize	White bean	Maize	White bean	E			
FM 45	<u>Completes pattern 4:</u>	<p>Remove all dried grains. Use the bottle caps and the black buttons as follows. Tell, “Look, I put a black button here, a bottle cap here, and a bottle cap here, and then a black button here ...” until you complete the pattern below.</p> <table> <tr> <td>Black button</td> <td>Bottle cap</td> <td>EMPTY</td> <td>Bottle cap</td> <td>E</td> </tr> </table> <p>Tell, “which of these objects (point) will come here?” (while pointing to the empty space).</p> <p>Answer YES if the child completes it right.</p> <p>Black button, bottle cap, bottle cap missing, black button, bottle cap</p>	Black button	Bottle cap	EMPTY	Bottle cap	E
Black button	Bottle cap	EMPTY	Bottle cap	E			
FM 46	<u>Completes pattern 5</u>	<p>Completing the pattern: Remove all the grains used previously. Use 2 blue buttons, one bottle cap, and 2 maize grains to do the pattern below. Tell, “Look, I put a blue button here, and maize here, and a bottle cap ...” until you complete the pattern below.</p> <table> <tr> <td>Blue button</td> <td>Maize</td> <td>Bottle cap</td> </tr> </table> <p>Tell, “which of these objects (point) will come here?” (while pointing to the empty space).</p> <p>Answer YES if the child completes it right</p> <p>Blue button, maize, bottle cap, blue button, empty space</p>	Blue button	Maize	Bottle cap		
Blue button	Maize	Bottle cap					

FM47	<u>Completes pattern 6</u>	Remove from the paper all objects used, and put them on the side. Put the paper in front of the child. Use 2 red beans, 1 black button and 2 white beans to make the pattern below. Tell, "Look, I put a bean here, and a red bean here, and a bean here ..." Until you complete the pattern below.					
		Red Bean	EMPTY	White bean			Red Bean
		Tell, "which of these objects (point) will come here?" (while pointing to the empty space)					
		Answer YES if the child completes it right. Red bean, empty space, White bean, red bean, black button, white bean					
LANGUAGE							
IF 24-29 MONTHS START HERE							
L6	Responds to name	Stand quietly behind the child; don't let it see you, and call its name. Answer YES if the child turns and looks at you.					
L7	Babbles	Monitor the child if it babbles like "dada", "mama", etc. It is not necessarily words or answers to people or things, but just babbles. If you notice it doesn't babble, ask its mother if it already. Answer YES if the child babbles. This is an action by children before they learn to speak, so give it YES if you can hear it say even one word or if its mother says her child already speaks.					
L8	Understands "NO"	Ask the mother what words she uses when she wants the child to stop one thing. (e.g., no, or leave it...). Put the car in front of the child. When it is touched by the child, say, "LEAVE", or another word used by the mother when she stops her child from doing one thing. Answer YES when the child stops or hears the word "LEAVE" or other words you used.					
L9	Means "NO" by gesture	Ask the mother, and don't let the child see it, "does [Petakely] make gestures like shaking its head or shrugging shoulders when saying "NO"? Answer YES if the child makes gestures when it refuses.					
IF 30-35 MONTHS START HERE							
L10	Follows a command	<u>Materials needed:</u> cup, plate, and spoon. Put in front of the child on the table or down the cup, plate, and spoon. Don't show any gesture or turn to the materials, but say "Give me the cup". Answer YES if the child gives you the cup.					

L11	Jabbers	Monitor if the child utters words or sentences, even if the structure of his speech is not yet correct. If you are not very confident, ask its mother, “did you hear your child jabber?” Answer YES if it jabbars OR says one word, OR ELSE if its mother says it does so.		
IF 36-41 MONTHS START HERE				
L12	Says two words	Ask its mother, “Can your child say a few words?” If the answer is yes, ask her all the words the child can say. Answer YES if the child can say more than two words.		
L13	Say two words together	Monitor if the child can say two words together to say what it wants to do, e.g., “mama, rano”, or “za pipy”, “babary mama”, etc. If this is not noticed on the spot, ask the mother, “did you hear your child say two words together if it wants to do or ask for something? E.g., mama rano, or babary za, or similar words? Answer YES if the child can say two words or more.		
L14	Says six words	<u>Materials needed:</u> paper and pen. Ask the mother, “can your child say some words?” If yes, ask what words it says. Write all words mentioned by other. Answer YES if the number of words the child can say reaches six. This can be started with L12.		
IF 42-47 MONTHS START HERE				
L15	Follows two commands	<u>Materials needed:</u> little car. Take out the little car and tell the child to play with it for 10-15 seconds. Then take the car and put it to a place the child can’t reach. Tell, “Take the little car. Go and get the little car and give it to your mum.” Allow the child some minutes to do so. Answer YES if it can follow the two commands properly.		

L16	Identifies 5 things	<p><u>Materials needed:</u> 13 objects (candle, soap, chalk, jug, cup, lighter, doll, pen, fork, spoon, com, rope, scissors). Put all these objects in front of the child for him to see easily. Tell him to point to or say them one by one in the following order:</p> <ol style="list-style-type: none"> 1. "Show me the cup?" 2. Point to the soap 3. Where is the chalk? 4. Show me the jug 5. Where is the candle? 6. Point to the lighter 7. Where is the fork? 8. Where is the pen? 9. Show me the doll 10. Point to the spoon 11. Show me the rope 12. Where is the comb 13. Where are the scissors <p>Do so until it identifies ten things, even all 13 of them. Answer YES if the child can identify five objects or more. Continue until child has identified 10 objects, or until you have asked about all 13 objects. Score YES if child correctly identifies 5 objects. Do the same for instruction L22. You can remove some objects for instructions L17 and L18.</p>		
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IF 48-54 MONTHS START HERE

L17	Speaks clearly in sentences	Answer YES if the child can say one clear sentence with 3 or 4 words. .		
L18	Points to 7 body parts.	Ask the child to point to: his hair, eyes, mouth, ears, feet, head, hand, tummy. Answer YES if the child can point to 7 body parts.		

IF 55-59 MONTHS START HERE

L19	Names 5 objects	<p><u>Materials needed:</u> 13 objects (candle, soap, chalk, jug, cup, lighter, doll, pen, fork, spoon, comb, rope, scissors). Ask the child to name these 13 objects in the following order:</p> <ol style="list-style-type: none"> 1. "What is this? [point to the cup]" 2. "What is this? [point to the soap]" 3. "What is this? [point to the chalk]" 4. "What is this? [point to the jug]" 5. "What is this? [point to the candle]" 6. "What is this? [point to the lighter]" 7. "What is this? [point to the fork]" 8. "What is this? [point to the pen]" 9. "What is this? [point to the doll]" 10. "What is this? [point to the spoon]" 11. "What is this? [point to the rope]" 12. "What is this? [point to the comb]" 13. What is this? [point to scissors] <p>Do so until you have asked it 13 or until it has named 10 objects properly. Answer YES if the child has named 5 objects. Do so for instruction L23.</p>		
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L20	Knows its name	If you haven't noticed it yet, ask the child, "what's your name?" "What name do people call?" Answer YES if the child has said one name, even a nickname.		
L21	Knows what objects are for	<u>Materials needed:</u> 13 objects (candle, soap, chalk, jug, cup, lighter, doll, pen, fork, spoon, comb, rope, scissors). The child can either point to or name the object. Ask it, 1. "Which of these can we drink out of?" 2. "Which of these can we write with?" 3. "Which of these can we light fire with?" 4. "Which of these can we cut things with?" Answer YES if the child has pointed to or named 3 objects properly? Then remove the objects.		

60-71 MONTHS START HERE

L22	Identifies 10 things	<u>Materials needed:</u> 13 objects (candle, soap, chalk, jug, cup, lighter, doll, pen, fork, spoon, comb, rope, scissors). <u>Materials needed:</u> 13 objects (candle, soap, chalk, jug, cup, lighter, doll, pen, fork, spoon, comb, scissors). Put all these objects in front of the child for him to see easily. Tell him to point to or say them one by one in the following order: 1. "Show me the cup?" 2. Point to the soap 3. Where is the chalk? 4. Show me the jug 5. Where is the candle? 6. Point to the lighter 7. Where is the fork? 8. Where is the pen? 9. Show me the doll 10. Point to the spoon 11. Show me the rope 12. Where is the comb 13. Where are the scissors? Do so until it identifies ten things, even all 13 of them. Answer YES if the child can identify five objects or more. Continue until child has identified 10 objects, or until you have asked about all 13 objects. Score YES if child correctly identifies 10 objects.		
L23	Says the names of 10 objects	<u>Materials needed:</u> 13 objects (candle, soap, chalk, jug, cup, lighter, doll, pen, fork, spoon, comb, rope, SCISSORS). Ask the child to name these 13 objects in the following order: 1. "What is this? [point to the cup]" 2. "What is this? [point to the soap]" 3. "What is this? [point to the chalk]" 4. "What is this? [point to the jug]" 5. "What is this? [point to the candle]" 6. "What is this? [point to the lighter]" 7. "What is this? [point to the fork]" 8. "What is this? [point to the pen]" 9. "What is this? [point to the doll]" 10. "What is this? [point to the spoon]"		

		<p>11. "What is this? [point to the rope]</p> <p>12. "What is this? [point to the comb]</p> <p>13. What is this? [point to scissors]</p> <p>Do so until you have asked it 13 or until it has named 10 objects properly. Answer YES if the child has named 10 objects.</p>		
L24	Categorizes food	<p><u>Materials needed:</u> pen, food (topic: food), and timer Put aside a little away the objects so as not to disturb the child. You need a pen or pencil. 60 seconds is the time to do it. Watch over the 60 seconds, don't be busy writing.</p> <p>Tell, "tell me any name of food you know. Tell them very quickly. Ready? I'll tell you when to stop. Off you go!" start the timer when the child starts speaking, even though it does not say a food name. Write down all the words the child says for 60 seconds even though some are not food. Unit food names (banana) or collective nouns (fruit) or specific dish (soup, etc) are acceptable answers. Drinks are not included. Count all food names, and put the total into the column YES.</p> <p>Score YES if child names 5 foods in 60 seconds</p>		
L24A	Categorizes animals	<p><u>Objects needed:</u> pen, paper (topic: animal), and timer 60 seconds is the time for doing it. Watch over the 60 seconds, don't be busy writing.</p> <p>Tell it: "tell me any animal names you know. Tell them very quickly. Ready? I'll tell you when to stop. Off you go!" start the timer when the child starts speaking, even though it does not say an animal name. Write down all the words the child says for 60 seconds even though some are not animals. Names of big animals, birds, fish and small animals are acceptable. Count all animal names and put the total number into the column with YES.</p> <p>Score YES if child names 5 animals in 60 seconds</p>		
L25	Follows three commands	<p><u>Objects needed:</u> cup and marker</p> <p>Take the cup and the marker and put them in front of the child. Look at the child and have it focused properly. If it is not focused yet, tell it that you will have another game. Tell it, "Listen well. Listen well to what I say. There are three things I ask you to do according to how I say them. Ready? Off we go then! Put the marker into the cup, then touch your nose and stroke your head.</p> <p>Don't give any other instructions and don't repeat the previous ones when the child started to do. Don't use gestures. You can encourage the child saying "go ahead"! Allow it one single try. Answer YES if the child has completed the three instructions in their order.</p>		


L26	Says how things are used	<p>Objects needed: soap candle, rope, scissors, comb, chalk, and spoon. Don't point to the objects. The child answers should be words relating to the objects. E.g., if you asked, "What is the soap for?" it should say, "to wash hands or clothes", or to wash. Answer YES if it has got three uses or more right.</p> <p>Ask the child the use of each object</p> <ol style="list-style-type: none"> 1. "What is the soap for?" 2. "What is the comb for?" 3. "What is the candle for?" 4. "What are the rope scissors for?" 		
L27	Repeats two syllables	Say to the child, "I want you to copy what I say. Say 'pa.'" Say, "Pa chi." Say "Pa chi tu." Say "Pa chi tu go." Score YES if child can repeat at least "Pa" and "Pa chi" correctly. Do the same for instruction L30.		
L28	Answers questions	<p>Ask the child</p> <p>"What do we do when we are hungry?"</p> <p>"What do we do when we are tired?"</p> <p>"What do we do when we are cold?"</p> <p>The answers should be verbs relating to eating, sleeping, putting on clothes) or words like food or names of food, beds or blankets, garments or at home. If the child says different things like call mum or cry," continue, "and then what to do after that?" or "and then?". Lead it to say verbs or words relating to the question. Write down the number of the questions (0-3) it got right.</p>		
L29	Knows adjectives	<p>Ask the child,</p> <ol style="list-style-type: none"> 1. Which goes faster, a bike or a car? 2. Which is bigger, an ox or a dog? <p>Answer YES if the child got two answers right.</p>		
L30	Repeats 4 syllables	Say to the child, "I want you to copy what I say. Say 'pa.'" Say, "Pa chi." Say "Pa chi tu." Say "Pa chi tu go." Score YES if child can repeat at least all four syllables correctly.		





L31	Uses words indicating places	<p><u>Objects needed:</u> jug, cup, bottle cap</p> <p>Sit next to the child. Lay the cup and the jug next to each other face down in front of the child. Have them separated by 6 cm. Put in front of the child the bottle cap. Before starting, point to the jug and say, "this is the jug". Point to the cup, say, "this is the cup". Point to the bottle cap, tell, "this is the bottle cap."</p> <p>Tell the child, Take the bottle cap and</p> <ol style="list-style-type: none"> 1. Put it under the jug 2. Put it on the cup. 3. Put it next to the jug 4. Put it between the cup and the jug. 5. Put it behind the cup. <p>If the child moved the jug and the cup, put them back to their initial place. Put in front of the child the bottle cap before doing that again.</p> <p>NOTE: it is good if you sit next to the child but not face to face so that you can see that it completes the command properly (especially 3 and 5).</p> <p>For command 3, it's appropriate to lay the bottle top next to the jug. If especially if the child actually completes properly the command, and in relation with what is said. Answer YES if the child completes 3 commands or more.</p>		
L32	Knows opposites	<p>Tell the child, "continue what I say." "men are big but children are _____". If it said "small" or "little", go on to #1 about the sun.</p> <p>If the child doesn't understand that, tell it, "let's have another one then. Ants are small but oxen are _____." If it STILL DOESN'T understand and cannot say "large" or "big", give it NO. Do L33 and stop if it failed seven rows.</p> <p>Say, "Let's try some more."</p> <ol style="list-style-type: none"> 1. "the sun appears during the day but stars appear at _____" 2. People cry when they are sad, but laugh when they are _____. <p>Answer YES if the child completes the 1 and the 2.</p>		
L33	Knows the number of three things	<p><u>Materials: 12 blocks</u></p> <p>Align in front of the child the 12 blocks. Ask the child, "how many are these blocks?" can you count. Start here [point to the first block]. Listen carefully and take down to what the child says as it may have confusion. Write down the said and right number. The child has to be able to count properly and watch over because some numbers may be repeated or not in order. Remove the blocks afterwards to do the following activity. Write in the column YES the number of blocks that the child counts right. Answer YES if it got three answers or more right.</p>		
L34	Knows the number of 5 things	Do the same as with L33 and answer YES if the child got 5 right		
L35	Knows the number of 10 things or more	Do the same as with L33 and answer YES if the child got 10 right		




L36	Invents one thing	<p><u>Objects needed:</u> 12 blocks.</p> <p>Align the 12 blocks. After the child counts them, tell it, “good! Now then: move here <u>one</u> block (while pointing in front of you)”. When done, put th blocks in their place.</p> <p>Answer YES if the child has moved one block.</p>		
L37	Invents three things	<p><u>Objects needed:</u> 12 blocks.</p> <p>Now then: move here <u>three</u> block s(while pointing in front of you)”. When done, put th blocks in their place.</p> <p>Answer YES if the child has moved three blocks.</p>		
L38	Invents five things	<p><u>Objects needed:</u> 12 blocks.</p> <p>Now then: move here <u>these five</u> blocks (while pointing to it in front of you)”. When done, put th blocks in their place.</p> <p>Answer YES if the child has moved five blocks.</p>		
L39	Invents ten things	<p><u>Objects needed:</u> 12 blocks.</p> <p>Now then: move here <u>these ten</u> blocks (while pointing to it in front of you)”. When done, put th blocks in their place.</p> <p>Answer YES if the child has moved ten blocks.</p>		
L40	Knows letters	<p><u>Objects needed:</u> 5 sheets of paper with letters with the letters <u>m a d i o</u> of which one letter per paper. Show these letters one by one and ask the child “What’s this?” Answer YES if the child has identified three letters or more</p>		




L41	Knows number: 3	<p><u>Objects needed:</u> one sheet of paper, blank. Put in front of the child the paper with numbers. Use a separate piece of paper and cover the column on the right. Say, “here are some numbers. I point to the number and you read it to me. It doesn’t matter if you don’t know all of them.” Point to the first number in the left column and ask the child: “which is this?”.</p> <p>Always point to each number. When the numbers on the left are done, cover them and point to the ones on the right column and ask “which is this?”.</p> <p>When the child can’t say anything for 5 seconds, point to the following number and ask which this is.</p> <p>Answer YES if the child identified three numbers or more.</p> <p>Stop if it did not get four successive times right.</p> <p>Do the same for activities L43 and L44.</p>		
L42	Knows number 5	Do same as with L42 and answer YES if the child has 5 answers right		
L43	Knows number: 10	Do same as with L42 and answer YES if the child has 10 answers right		
L44	Compares the size of two things	<p><u>Objects needed:</u> paper with a picture of a pile of tomatoes</p> <p>Show the paper with the picture of a pile of tomatoes (4 on the left, 2 on the right). Say, “put your index finger on the picture with the most tomatoes.” It is also possible to change it with a different food or fruit. Answer YES if it put its index finger on the picture with 4 tomatoes.</p>		

L45	Knows a circular shape	<p><u>Objects needed:</u> paper with different shapes.</p> <p>Say, "look at those pictures."</p> <p><i>Point to the circle:</i></p> <p>Ask, "What is this called?" Answer YES if the child points to the circle</p>		
L46	Knows the shape of a rectangle	<p><u>Objects needed:</u> paper with different shapes.</p> <p>Say, "look at those pictures."</p> <p><i>Point to the rectangle:</i></p> <p>Ask, "What is this called?" Answer YES if the child points to the rectangle</p>		
L47	Knows the shape of a triangle	<p><u>Objects needed:</u> paper with different shapes.</p> <p>Say, "look at those pictures."</p> <p>Point to the triangle:</p> <p>Ask, "What is this called?" Answer YES if the child points to the triangle</p>		
L48	Knows the shape of a square	<p><u>Objects needed:</u> paper with different shapes.</p> <p>Say, "look at those pictures."</p> <p>Point to the square:</p> <p>Ask, "What is this called?" Answer YES if the child points to the square</p>		

L49	Knows colors	<p>Objects needed: <u>paper with four colors</u></p> <p>Point to the red circle and ask, “what color is this?” Point to the yellow circle and ask, “what color is this?” Point to the green circle and ask, “what color is this?” Point to the blue circle and ask, “what color is this?”</p> <p>Answer YES if the child got 3 of these colors right.</p>		
L50	Knows ages	Ask the child, “How old are you?” Answer YES if it can answer its age.		
L51	Knows where it lives	Ask the child, “Where do you live?” Answer YES if the child can say the name of its place or neighborhood.		
SOCIAL : NOTE THAT ALL THE FOLLOWING ACTIVITIES ARE REPORTS FROM CAREGIVERS				
IF 24-29 MONTHS START HERE				
S8	Gestures showing that it wants to be picked up 	When your child wants to be picked up, does it raise its arms or what? Answer YES if the child does so; or, if the mother or caregiver says it does so (even though it does not speak, just gestures).		
S9	Strives to eat with a spoon	When you help your child to eat, do you help it by holding it by one hand or two hands? Answer YES if it strives to feed itself alone in different ways. It is possible to answer S14 and S20 from this question		
IF 30-35 MONTHS START HERE				
S10	Drinks out of a cup	Can your child drink water out of a half filled cup with no water dropping?		

S11	<p>Indicates by pointing that it wants something</p> 	Does your child point when here is something it wants? E. g., points to cup, food, toy, etc. Answer YES if it does so.		
IF 36-54 MONTHS START HERE				
S12	Eats with its hands	Can your child take a piece of food with its hand and eat it? This can be bread, or other small pieces of food. Answer YES if it can use its hand when eating.		
S13	<p>Puts hands out to have them washed</p> 	When it should have its hands washed, before eating or after being for a poo/ pee, can your child hand its hands to be washed and does not even wait to be given orders? Answer YES if it does so.		
IF 55 – 71 STARTS HERE				
S14	<p>Eats alone with a spoon: 1</p> 	Can your child use a spoon alone when eating, even dropping some bits? Answer YES if it can use a spoon alone, or if its mother or caregiver answered that it can do so. It is also possible to do S20 like this.		
S15	Goes for a poo/ pee: 1	Can your child indicate by gestures when it wants to g for a poo/ pee, e.g., by crying or by pulling its pants, or speaking? Answer YES if it can do one of these, or if it can go or a poo/ pee needing no more help? Activity S19 can also be done like this.		
S16	Wants to join in with games and songs	Does your child want to join in games and songs with other children even though it can't sing yet? Does he want to take part, even though he knows only a little? Answer YES if its mother or caregiver accepts.		
S17	<p>Greets and makes gestures</p> 	Can your child greet, either by speech or by gesture (shakes hands or other gestures)? Child does it do it by himself or is it encouraged by parents or other people. Answer YES if mother or caregiver accepts.		

S18	Shares things	Can your child share food, toys or something else to children or adults also? Can it share? Whether it does it alone or it is encouraged by parents or other people. Answer YES if mother or caregiver accepts.		
S19	Goes for a poo/ pee : 2	Does your child know the time it should go for a poo/pee? Can it say it wants to go for a poo/ pee and does not do so in its pants, for example? You can help it or it goes alone but what matters is it gets ready beforehand so that it doesn't do it in its pants. Answer YES if mother or caregiver accepts.		
S20	Eats alone with a spoon 	Can your child use a spoon alone when eating, and does not drop bits? Answer YES if it can use a spoon alone without dropping any.		
S21		DELETED		
S22	Undresses alone 	Can your child undress? E. g., a garment, socks, pants, etc? Answer YES if it can undress alone, even though it needs to be helped a little from time to time (e.g., when taking off trousers, which may be a little difficult to it).		
S23	Goes alone to find co-players	Can your child go alone to find other kids playing with it, and does not need to be shown? Answer YES if the child can look for friends or relatives living nearby.		
S24	Goes for a poo/pee: 3	Can it use a toilet wherever it goes? Even not at its home, a place it is not familiar with? Answer YES if mother/ caregiver accepted?		
S25	Can eat food with bone or bits in it	Can your child eat food with bone or bits in it? Can it remove bones or small bits without being helped? Answer YES if it can do one of these?		
S26	Dresses alone: 1 	Can your child put on clothes alone? E.g., a garment, pants, trousers? Not necessarily up to buttoning up. Answer YES if mother/ caregiver accepts. Activity S30 can be done like this if the child can put on clothes and socks and shoes, even with a little help to button up and to zip.		

S27	<p>Washes its hands alone</p> 	Can your child wash its hands properly (not just wet here and there)? Can it wash its hands like adults? Answer YES if mother/caregiver accepts.		
S28	<p>Knows to keep quiet or be respectful</p>	When attending meetings or ceremonies (etc), can your child keep quiet or respectful without being told? Answer YES if mother/caregiver accepts.		
S29	<p>Does chores</p>	Can your child do household chores helping dad or mum even a little? E.g., fetch water, do the washing up, cleans the house, etc? Not just pretend but actually does. Answer YES if mother/caregiver accepts.		
S30	<p>Dresses alone: 2</p> 	Can your child actually put on clothes alone? i.e. put on pants, trousers, socks, shoes needing no more help? Except for buttoning up and lacing shoes. Answer YES if mother/caregiver accepts.		
S31	<p>Knows the rules controlling it</p>	Does your child know the consequences of his bad acts? E.g., if it doesn't obey, does he know he will be punished? Answer YES if mother/caregiver accepts.		
S32	<p>Knows to take turns</p> 	Does your child know taking turns? E.g., when playing hopscotch, or kicking balls or playing with dolls, can it wait for its turn to play? Answer YES if mother/caregiver accepts.		
S33	<p>Respects adults</p>	Is your child polite and respectful to adults, and does not even need to be told to be so? I.e., is able to greet, keep silent when eating, etc? Answer YES if mother/caregiver accepts.		
S34	<p>Goes for a poo/ pee: 4</p>	Can your child use a latrine alone and does not need help any more? Answer YES if mother/caregiver accepts.		

S35	Is able to be with friends	Is your child able to play with its friends without disputing or being angry? Answer YES if mother/caregiver accepts.		
S36	kicks, bites	Does your child sometimes kick, bite or strike children or adults? Answer YES if mother/caregiver accepts.		
S37	Unable to be independent	Does your child depend on you, its mother? Does it cling very much to you when you are in a place it is not familiar with? Answer YES if mother/caregiver accepts.		
S38	Is able to stay alone without parents	Is your child sad when you or its caregiver leaves it with people at home or in the neighborhood? Is it sad when left with people such close relatives, or friends, etc? Answer YES if mother/caregiver accepts.		
S39	Is easy to calm down	If something affected or made your child sad, is it easily calmed down? Does it calm down within 5-10 minutes? Answer YES if mother/caregiver accepts.		

S40	Feelings	Does your child express its feelings, like « I'm sad » or « I'm happy »? Does it tell you its feelings? Answer YES if mother/caregiver accepts.		
S41	Be reminded	Does your child always need to be reminded of what he should do? E.g., if there is any chores it should do, does it need to be reminded? Answer YES if mother/caregiver accepts.		
S42	Fidgety child	Is your child very fidgety?		
S43	Is compassionate: 1	Is your child able to help people in need of help?		
S44	Is compassionate: 2	Does your child encourage or help other children who are sad or sick?		