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Project Jigifa – Integrated project to address nutrition, health and child development in Sikasso, Mali

DATA DICTIONARY

Filename(s): **Dataset_cogSRAParent_age5_MaliSIEF_2016_PUF.dta** (Stata, version 15)
 Dataset_cogSRAParentbiomed_age5_MaliSIEF_2016_PUF.dta (Stata, version 15)

Data collection form(s): Form_Biomed_MaliSIEF_Sikasso_2016.pdf
 Form_Parent_MaliSIEF_2016_french.pdf
 Form_Parent_MaliSIEF_2016_english.pdf

Description of dataset(s):

Datasets combining data on the main cognitive trial outcomes measured in **children aged 5 years old** at the time of the cross-sectional endline surveys in June-July 2016, with information on household literacy environment, reported parent-children interactions and potential socio-economic confounders collected through caregiver surveys in May/June 2016.

- The **Dataset_cogSRAParent_age5_MaliSIEF_2016.dta** includes cognitive data for children living in 90 study villages – 60 villages with established ECD centres where a new parenting programme to promote cognitive stimulation, good nutrition and hygiene practices was introduced in Oct 2015, of which half were also randomised to receive a micronutrient intervention comprising daily micronutrient powders for 4 months of the year (30 MNP intervention villages, 30 ECD control villages) 2014-2016; as well as 30 villages without an ECD centre which received neither intervention (30 non-ECD comparison villages). Since 2014, children in all of the 90 villages also received seasonal malaria chemoprevention to reduce malaria during the months of peak transmission. This is the dataset used to evaluate the effect of the ECD and parenting programmes on cognitive outcomes.

- The **Dataset_cogSRAParentbiomed_age5_MaliSIEF_2016.dta** also contains data on biomedical outcomes recorded in the children who participated in the cognitive assessment. Note: Biomedical outcomes were only evaluated in the two randomised arms of the study; and were not evaluated in villages without an ECD centre (non-ECD comparison arm). This dataset thus comprises data from the 60 ECD villages that were randomised either to receive the micronutrient intervention or control – ie the two randomised arms (MNP intervention and ECD control) only. Micronutrient distributions in the 30 MNP intervention villages began in 2014, accompanied by supporting interventions which included parent informational sessions to encourage parenting practices supportive of good child nutrition, hygiene, child safety and early cognitive stimulation. In addition, in October 2015 a new parenting programme to promote cognitive stimulation, good nutrition and hygiene practices was introduced in all ECD villages (MNP intervention and ECD control). This is the dataset used to evaluate the effect of the nutritional intervention (home supplementation with micronutrient powders, MNPs) on cognitive outcomes.

Study population and sampling:

Ninety villages supported by Save the Children in Sikasso Region, Southern Mali participated in the study; of which 60 villages had established Early Child Care Development (ECCD) centres. The 60 ECD villages were randomised either to the MNP intervention or control arm, and the 30 villages without ECCD centres formed a non-randomised comparison group. Supporting interventions which included parent informational sessions to encourage parenting practices supportive of good child nutrition, hygiene, child safety and early cognitive stimulation were held in all ECD villages (intervention and control).

The effect of the interventions was evaluated in two groups of children (aged 3 years and 5 years in 2016). A random sample was drawn from children resident in the village and recorded in the census undertaken at the start of the study in 2013 (ie sampled children will have been resident throughout the prior three-year period of the intervention), with 20 children drawn from each eligible age band.

These datasets contains data from the group of children aged 5 years in 2016, who were aged 3 years at the time of the census in 2013.

Note:

- The variables listed below are those from the cognitive assessments for 5-year olds carried out in 2016. Please refer to the training manual for assessors (Evaluation cognitive pour les enfants de 5 ans) for details of the tests included in the cognitive battery for five-year olds.
- **These datasets also include data items obtained from the parental interviews and biomedical surveys; details of these variables can be found the corresponding data dictionaries.**

Data codes are 0= no, 1= yes, unless specified otherwise

Variable name	Data codes	Description/ Other Notes
eccdenrol	0= No 1= Yes—currently enrolled in ECD	Child enrolled in ECD program <i>D1. Is your child currently enrolled at a preschool or other early learning program?</i>

Battery item	Variable name	Description name/Other notes	Data codes
	start_cog	Date and time cognitive assessment started (all tests in this dataset were carried out in 2016)	Text field
	cog2016_date	Date of cognitive assessment in string format	String format

	cog2016_datesurvey	Date of cognitive assessment	Numeric daily date (integers)
	interviewer_id_cog	Unique identifier of cognitive assessor	Numeric code (text field)
	childidsief	Unique identifier of child (same ID number was used in 2014 and 2016).	Numeric code (text field)
	villagename	Village name where child resides Note: Cognitive assessments were carried out in 90 villages in 2016.	Text field
	cerclename	District name (there were 2 districts: Sikasso and Yorosso)	Text field
	communenname	Sub-district name (there were 22 sub-district names, as 2 sub-districts have the same name) - Thus for analysis, use communeubsid instead	Text field
	villageubsid	Village code (there are 90 unique values)	Numeric code
	cercleld	District code (2 unique values)	1=Sikasso 2=Yorosso
	communeubsid	Sub-district code (there are 23 unique values)	Numeric code
	ECDvillage	Classifies the 90 villages according to whether there is an established early child care and development (ECCD) centre in village or not	0=non-ECD village 1=ECD village Use this variable for analysis
	trialarm	Classifies 90 villages according to existence of established ECCD centre in the village <u>and intervention received</u>	0=non-ECD comparison village 1=ECD control village 2=MNP intervention village Use this variable for analysis
	armblind	Ignore –use variable trialarm (which groups villages according to intervention received) for statistical analysis.	R= X= Z=
	agegroup_cog	Age group of child in 2016 at time of cognitive assessment.	5=5y old in 2016
	age_cogtest_months	Age in months at time of cognitive assessment in 2016.	Numeric, 49.8 – 91.9
	sex_cog	Sex of child	1= female 2=male

	lang_child_all	<p>Language spoken by the child (mother tongue), including “other” languages from text field on questionnaire.</p> <p>Can also be used as an indicator of ethnicity.</p>	<p>1= Bambara 2= Shenara 3= Mamara 4= French 5= Bobo 6= Bomu/Bore 7= Peulh 8= Samogo 9= Sarakole 10=Dogo/Dogono</p>
	lang_assess_all	<p>Language that was used to speak to the child during the cognitive assessment, including “other” languages from text field on questionnaire.</p> <p>Note: For optimal test performance, the child should have been assessed in their mother tongue</p>	<p>1=Bambara 2=Shenara 3=Mamara 4=French 5=Bobo 6=Bomu/Bore 10=Dogo/Dogono</p>
	langassess_match	<p>Variable created to indicate if cognitive assessment was conducted in child’s mother tongue, i.e. the same language recorded as child’s mother tongue, was recorded as the language used to carry out the assessment.</p>	<p>0=yes, mother tongue used 1=no, different language used</p>
	n2_child_res_vill	<p>Records if child was still resident in village in 2016 or not.</p> <p>Note: The cognitive assessment was only completed if the child was still resident in village.</p>	<p>0= no longer resident in village 1=child still present 9=don’t know</p>
	cogbattery_age	<p>Age related to specific battery of cognitive tests used to assess child i.e. 5 year old battery or 3 year old battery. This is not the age group of the child.</p>	<p>3= 3y old in 2016 5= 5y old in 2016</p>

1. Jeu de Tam-Tam (brise-glace) <i>Playing the Drum</i>	tamtam_score	Ice-breaker exercise. Used to relax child, and to confirm that child could understand and repeat simple instructions.	0= child did nothing 1=banged on the drum (but wrong rhythm) 2=repeated rhythms correctly
2. Sauter/Sautiller <i>Hopping</i>	sauter_score	L'enfant peut sauter (au moins un pas) Child could hop (at least one hop)	0= No, could not hop at all 1= Yes, managed at least 1 hop
	sauter_nombre	Number of times that child was able to hop on one foot (without putting the other foot back on the ground) --Record up to maximum of 10 hops	Numeric, 0-10 (max 10 hops recorded) Use this variable for analysis
3. Gardez l'Equilibre <i>Balance</i>	balance1_nombre	The number of seconds a child was able to balance standing on one foot. (without putting their foot down) --Record up to maximum of 6 seconds	Numeric, 0-6 (max 6 seconds recorded)
	balance2_nombre	The number of seconds a child was able to balance standing on one foot (the opposite foot to balance1_nombre) (without putting their foot down) ---Recorded up to maximum of 6 seconds	Numeric, 0-6 (max 6 seconds recorded)
4. Instructions Mixées <i>Mixed instructions</i>	mixed_tape1	1. L'enfant a tapé sur la table <i>The child tapped on the table</i>	0=No, did not tap on table 1= Yes, tapped on table
	mixed_appl1	2. L'enfant a applaudi <i>The child applauded (clapped their hands)</i>	0=No, did not applaud 1=Yes, applauded
	mixed_appl2	3. L'enfant a applaudi <i>The child applauded (clapped their hands)</i>	0=No, did not applaud 1=Yes, applauded
	mixed_tape2	4. L'enfant a tapé sur la table <i>The child tapped on the table</i>	0=No, did not tap on table 1= Yes, tapped on table
	mixed_tape3	5. L'enfant a tapé sur la table	0=No, did not tap on table

		<i>The child tapped on the table</i>	1= Yes, tapped on table
	mixed_appl3	6. L'enfant a applaudi <i>The child applauded (clapped their hands)</i>	0=No, did not applaud 1=Yes, applauded
	mixed_totalscore	Mixed instructions total score	Numeric, 0-6
	mixedtot	Mixed instructions total score (average accounting for missing values)	Numeric, 0-6 Use this variable for analysis
	cogbattery_abandon	If child was unable to complete mixed instructions test, the battery was stopped and the reason for same was noted in the comments section at the end of the SRA.	0=Abandon battery 1= continue with the tests
5. Tete-Pieds-Genoux-Epaules (Formulaire A) <i>Head Feet Shoulders Knees</i> <i>(A game which involves child touching their head when the instructor tells them to touch their feet and vice versa, and to touch their shoulders when told to touch their knees and vice versa)</i>	HSKT_practa1	Practice round A Qu'est-ce que tu dois faire si je te dis « touche ta tête » ? <i>What do you do when I say "Touch your head?"</i>	0=Incorrect (other than feet) 1= Auto-correct (child touched body part other than feet first but corrected themselves to touch their feet) 2=Correct (Feet)
	HSKT_practa2	Qu'est-ce que tu dois faire si je te dis « touche tes pieds » <i>What do you do when I say "touch your feet?"</i>	0=Incorrect (other than head) 1=Auto-correct(child touched other body part first but corrected themselves to touch their head) 3=Correct (touched head)
	HSKT_practb1	Practice round B Touche ta tête <i>"Touch your head"</i>	0=Incorrect, child did not touch feet 1=Auto-correct 2= Correct, child touched their feet straight away
	HSKT_practb2	Touche tes pieds <i>"Touch your feet"</i>	0=Incorrect, child did not touch head 1=Auto-correct 2= Correct, child touched their head straight away
	HSKT_practb3	Touche ta tête <i>"Touch your head"</i>	0=Incorrect, child did not touch feet 1=Auto-correct

			2= Correct, child touched their feet straight away
	HSKT_practb4	Touche tes pieds "Touch your feet"	0=Incorrect, child did not touch head 1=Auto-correct 2= Correct, child touched their head straight away
	HSKT_test1	Test round: Touche ta tête "Touch your head"	0=Incorrect, child did not touch feet 1=Auto-correct 2= Correct, child touched their feet straight away
	HSKT_test2	Touche tes pieds "Touch your feet"	0=Incorrect, child did not touch head 1=Auto-correct 2= Correct, child touched their head straight away
	HSKT_test3	Touche tes pieds "Touch your feet"	0=Incorrect, child did not touch head 1=Auto-correct 2= Correct, child touched their head straight away
	HSKT_test4	Touche ta tête "Touch your head"	0=Incorrect, child did not touch feet 1=Auto-correct 2= Correct, child touched their feet straight away
	HSKT_test5	Touche tes pieds "Touch your feet"	0=Incorrect, child did not touch head 1=Auto-correct 2= Correct, child touched their head straight away
	HSKT_test6	Touche ta tête "Touch your head"	0=Incorrect, child did not touch feet 1=Auto-correct 2= Correct, child touched their feet straight away
	HSKT_test7	Touche ta tête "Touch your head"	0=Incorrect, child did not touch feet 1=Auto-correct

			2= Correct, child touched their feet straight away
	HSKT_test8	Touche tes pieds "Touch your feet"	0=Incorrect, child did not touch head 1=Auto-correct 2= Correct, child touched their head straight away
	HSKT_test9	Touche ta tête "Touch your head"	0=Incorrect, child did not touch feet 1=Auto-correct 2= Correct, child touched their feet straight away
	HSKT_test10	Touche tes pieds "Touch your feet"	0=Incorrect, child did not touch head 1=Auto-correct 2= Correct, child touched their head straight away
	HSKT_test11	Touche tes épaules "Touch your shoulders"	0=Incorrect, child did not touch knees 1=Auto-correct 2= Correct, child touched their knees straight away
	HSKT_test12	Touche tes les genoux "Touch your knees"	0=Incorrect, child did not touch shoulders 1=Auto-correct 2= Correct, child touched their shoulders straight away
	HSKT_test13	Touche tes les genoux "Touch your knees"	0=Incorrect, child did not touch shoulders 1=Auto-correct 2= Correct, child touched their shoulders straight away
	HSKT_test14	Touche tes épaules "Touch your shoulders"	0=Incorrect, child did not touch knees 1=Auto-correct 2= Correct, child touched their knees straight away

	HSKT_test15	Touche tes les genoux <i>"Touch your knees"</i>	0=Incorrect, child did not touch shoulders 1=Auto-correct 2= Correct, child touched their shoulders straight away
	HSKT_test16	Touche tes épaules <i>"Touch your shoulders"</i>	0=Incorrect, child did not touch knees 1=Auto-correct 2= Correct, child touched their knees straight away
	HSKT_test17	Touche tes épaules <i>"Touch your shoulders"</i>	0=Incorrect, child did not touch knees 1=Auto-correct 2= Correct, child touched their knees straight away
	HSKT_test18	Touche tes tes les genoux <i>"Touch your knees"</i>	0=Incorrect, child did not touch shoulders 1=Auto-correct 2= Correct, child touched their shoulders straight away
	HSKT_test19	Touche tes épaules <i>"Touch your shoulders"</i>	0=Incorrect, child did not touch knees 1=Auto-correct 2= Correct, child touched their knees straight away
	HSKT_test20	Touche tes les genoux <i>"Touch your knees"</i>	0=Incorrect, child did not touch shoulders 1=Auto-correct 2= Correct, child touched their shoulders straight away
	HSKT_persist	The child showed a good level of persistence during the games.	0=no 1=yes
	hskttot	Total head shoulders knees and toes score	Numeric, 0-40 Use this variable for data analysis

6. Renseignements Personnels <i>Personal information</i>	personal_1	The child could say their name and surname	0=no 1=yes
	personal_2	The child could correctly identify their sex when asked if they were a boy or a girl.	
	personal_3	The child correctly named their village/community/neighbourhood	
	personal_4	Connaissance de l'état/du pays	
	personal_tot	Personal information total score (Sum of personal_1 – personal_4)	Numeric, 0-4 Use this variable for data analysis
7. Paire de Chiffre – Enver <i>Forward digit span</i>	span_pract5a	<i>Practise round (2 digits):</i> The child was asked to listen to the investigator recalling two series of 2 digits, and after each series of numbers, to repeat them back to the investigator in the same order. This round was to ensure that the child correctly understood the test and instructions.	0= incorrect recall 1= correct recall
	span_pract5b		
	span_pract5c	<i>Practise round (3 digits):</i> The child was asked to listen to the investigator recalling two series of 3 digits, and after each series of numbers, to repeat them back to the investigator in the same order. This round was to ensure that the child correctly understood the test and instructions.	0= incorrect recall 1= correct recall
	span_pract5d		
	span_2digits1	<i>Test round with 2 digits:</i> The child was asked to listen to the investigator saying 4 strings of 2 numbers, and after each series of numbers, he/she was asked to recall the numbers in the correct order. The child only had one attempt to give the correct response.	0= incorrect recall 1= correct recall (on first attempt)
	span_2digits2		
	span_2digits3		
	span_2digits4		
	span_2digits_stop	<i>"Arrete test?"</i> Stop the test?	0= continued with test 1= test stopped

		The test was stopped if the child gave the incorrect response on all 4 attempts in the 2-digit block.	
	span_3digits1	<u>Test round with 3 digits:</u> The child was asked to listen to the investigator saying 4 strings of 3 different numbers, and after each series of numbers, he/she was asked to recall the numbers in the correct order. The child only had one attempt to give the correct response.	0= incorrect recall 1= correct recall (on first attempt)
	span_3digits2		
	span_3digits3		
	span_3digits4		
	span_3digits_stop	<i>"Arrete test?"</i> Stop the test? The test was stopped if the child gave the incorrect response on all 4 attempts in the 3-digit block.	0= continued with test 1= test stopped
	span_4digits1	<u>Test round with 4 digits:</u> The child was asked to listen to the investigator saying 4 strings of 4 different numbers, and after each series of numbers, he/she was asked to recall the numbers in the correct order. The child only had one attempt to give the correct response.	0= incorrect recall 1= correct recall (on first attempt)
	span_4digits2		
	span_4digits3		
	span_4digits4		
	span_4digits_stop	<i>"Arrete test?"</i> Stop the test? The test was stopped if the child gave the incorrect response on all 4 attempts in the 4-digit block.	0= continued with test 1= test stopped
	span_5digits1	<u>Test round with 5 digits:</u> The child was asked to listen to the investigator saying 4 strings of 5 different numbers, and after each series of numbers, he/she was asked to recall the numbers in the correct order. The child only had one attempt to give the correct response.	0= incorrect recall 1= correct recall (on first attempt)
	span_5digits2		
	span_5digits3		
	span_5digits4		
	span_5digits_stop	<i>"Arrete test?"</i> Stop the test?	0= continued with test

		The test was stopped if the child gave the incorrect response on all 4 attempts in the 5-digit block.	1= test stopped
	span_6digits1	Test round with 6 digits: The child was asked to listen to the investigator saying 4 strings of 6 different numbers, and after each series of numbers, he/she was asked to recall the numbers in the correct order. The child only had one attempt to give the correct response.	0= incorrect recall 1= correct recall (on first attempt)
	span_6digits2		
	span_6digits3		
	span_6digits4		
Created variables	span_2digits_score	Total score from 2-digit block	Numeric, 1-2
	span_3digits_score	Total score from 3-digit block	Numeric, 1-3
	span_4digits_score	Total score from 4-digit block	Numeric, 1-4
	span_5digits_score	Total score from 5-digit block	Numeric, 1-5
	span_6digits_score	Total score from 6-digit block	Numeric, 1-6
	spantot	Total forward digit span score (span2+span3+span4+span5+span6)	Numeric, 1-6 Use this variable for data analysis
8. Vocabulaire Expressif <i>Expressive Vocabulary</i>	vocab_nourriture5	Total number of <u>different</u> foods the child correctly named in 60 seconds.	Numeric, 0-13
	vocab_animaux5	Total number of <u>different</u> animals the child correctly named in 60 seconds.	Numeric, 0-10
	expressvocabtot	Total number of <u>different</u> foods and animals the child correctly named in 60 seconds (vocab_nourriture5 +vocab_animaux5)	Numeric, 0-21 Use this variable for data analysis
9. Recherche visuelles <i>Visual search</i>	visual_s_5_ballons_final	Number of balls correctly identified in the picture sequence (15 ball images in total)	Numeric, 0-15
	visual_s_5_mosquito_final	Number of mosquitos correctly identified in the picture sequence (18 mosquito images in total).	Numeric 0-18
	visual_s_5_errors_final	Errors of omission and commission.	Numeric, 0-64

	visualsearch_tot	Visual_s_5_mosquito_final+visual_s_5_ballons_final	Numeric, Use this variable for data analysis
10. Test de Nomination Rapide D'Images <i>Rapid Automised Naming (RAN)</i>	ran_5_abandon	<i>Stop the test?</i> The test was stopped if the child continued making mistakes during the practise run. The child's was marked as incorrect if they named the image incorrectly after the instructor told them the correct answer OR if they took more than 5 seconds to name the image.	0= Yes, stop the test 1= No, continue with test
	ran_5_persist	"L'enfant a-t-il montré de bon niveaux de persistance pendant la tâche?" <i>Did the child show a good level of persistence during the task?</i>	0=no 1=yes
	ran_5_test1_errors_final	Number of errors. The images/child's responses were marked incorrect if the child skipped an image or gave an incorrect name.	Numeric, 0-23
	ran_5_test1_autocorrect_final	Test 1: Number of autocorrections	Numeric, 0-6
	ran_5_test1_correct_final	Test 1: Number of images correctly named in sequence.	Numeric, 1-24
	ran1time	<u>Total</u> time in seconds taken to complete Test 1.	Numeric, 0-295
	ran_5_test2_errors_final	Number of errors made in naming images. (18 unique values)	Numeric, 0-22
	ran_5_test2_autocorrect_final	Number of auto-corrections.	Numeric, 0-5
	ran_5_test2_correct_final	Number of images named correctly (i.e. right name given and images named in the right order).	Numeric, 2-24
	ran2time	<u>Total</u> time in seconds taken to complete Test 2.	Numeric, 0-283
	ran_time_tot	<u>Total</u> time taken in seconds to complete test 1 and test 2. (ran1time + ran2time)	Numeric, 44-578 Use this variable for data analysis.
	ranerrors_tot	Total number of errors made in naming images during the Test 1 and Test 2.	Numeric, 0-42

11. Familiarité Avec un Livre <i>Familiarity with a book</i>	book_a	(a) Correctly pointed out the book cover	0= no 1= yes
	book_b	(b) Correctly opened the book (the book is the right way around and not upside down)	
	book_c	c) Indicated the first word of the sentence	
	book_d	d) Indicated the direction to read or says "from left to right"	
12. Connaissance des lettres <i>Letter identification</i>	This game involved the child correctly naming letters, when shown the letter on paper. Each test item corresponds to a letter. Marked as correct if the child said the correct name of the letter, the sound of the letter or a word that begins with the letter. If the child hesitated for more than 5 seconds it was marked as incorrect.		
	letters_E	"E"	0= incorrect 1=correct
	letters_K	"K"	
	letters_T	"T"	
	letters_B	"B"	
	letters_A	"A"	
	letters_I	"I"	
	letters_M	"M"	
	letters_R	"R"	
	letters_U	"U"	
	letters_O	"O"	
	letters_review_instruction	The test was stopped if the child correctly identified 3 letters or less, and the rest of the letters were marked incorrectly and the investigator progressed to the next test.	1=stop the test 2=continue with the test
	letters_P	"P"	0=incorrect 1=correct
	letters_C	"C"	
	letters_W	"W"	
	letters_Y	"Y"	

	letters_H	"H"	
	letters_S	"S"	
	letters_V	"V"	
	letters_G	"G"	
	letters_Z	"Z"	
	letters_N	"N"	
13. Definition des choses <i>Defining things</i>	define_1score	Precisely described a banana	0=no 1=yes, correctly defined the item in terms of use, appearance, what it does, or the general category it falls in
	define_2score	Precisely described a chair	
	define_3score	Precisely described a house	
	define_total	Total score Sum of (define_1score - define_3score)	Numeric, 0-3 Use this variable for data analysis.
14. Dessine une Figure Humaine <i>Draw a human figure</i>	<i>For this activity, the child was asked to draw the image of a boy or a girl. A mark was given for each of the human shape that was drawn correctly i.e. head. The child was given 1 minute to draw, and the test was stopped and the investigator moved to the next activity if the child did not start drawing within 1 minute of being prompted.</i>		0=no 1=yes
	draw_1	Head drawn	
	draw_2	Trunk drawn	
	draw_3	Recognisable arms drawn	
	draw_4	Recognisable legs drawn	
	draw_5	Recognisable hands or feet drawn	
	draw_6	One recognisable facial characteristic (eyes, mouth, nose, or ears) drawn	
	draw_7	Child drew at least one other recognisable facial characteristic (eyes, mouth, nose, or ears)	
	draw_grip	The child had good pencil grip (safe/mature grip)	
	draw_persist	The child showed persistence while drawing. Indicators of persistence included:	

		A) The child stayed on the activity. B) The child was not easily distracted. C) The child did not want to stop the activities.	
	draw_tot	Total “drawing a human figure” score	Numeric, 0-7 Use this variable for data analysis
15. Tracer un Cercle <i>Tracing a circle</i>	circle_score	The child was asked to trace over the image of a circle which was already on the page. The child was scored from 0 to 4.	0=the child did nothing 1=the child marked the paper (but did not draw a circle) 2= the child traced the circle, but did not follow the line on the paper 3=the child traced the circle with care, without departing from the line more than 2 times
	circle_grip	The child had good pencil grip (safe/mature)	0=no 1=yes
	circle_persist	The child showed persistence (tried for a long time) to trace the circle.	0=no 1=yes
	circle_tot	“Tracing the circle” total score	Numeric, 0-5
16. Comprehension Orale <i>Oral comprehension</i>	story_q1	Q1. Qui a volé l’os du chien ? Reponse correcte: Le chat <i>Q.1. Who stole the dog’s bone? Correct answer: The cat</i>	0=incorrect answer 1=correct answer
	story_q2	Q2. Peux-tu me dire la couleur du chat? Reponse correct: blanc <i>Q2. What colour is the cat? Correct answer: White</i>	
	story_q3	Q3. Comment était le chien quand il s’est réveillé? Reponse correcte: En colere <i>Q3. How was the dog when he woke up? Correct answer: Angry</i>	

	story_q4	Q4. Où est ce que le chien a rattrapé le chat? Reponse correcte: Dans la cuisin <i>Q4. Where did the dog catch the cat?</i> <i>Correct answer: In the kitchen</i>	
	story_q5	Q5. Pourquoi le chien a poursuivi le chat? Reponse correcte: Parce que le chat a pris son gros os/parce qu'il voulait le blesser <i>Q5. Why did the dog follow the cat?</i> <i>Correct answer: Because the cat stole his bog bone/because he wanted to scold him</i>	
	story_q6	Q6. Qu'est-ce que le chien a fait à la fin du conte? Reponse correcte: Il s'est rendormi <i>Q6. What did the dog do at the end of the story?</i> <i>Correct answer: He went back to sleep</i>	
	story_q7	Q7. Pourquoi le chien n'a pas fait de mal au chat? <i>Q7. Why did the dog not hurt the cat?</i> <i>Correct answer: Because the cat gave back his big bone.</i>	
	story_q8	Q8. Ce chat était-il un chat méchant ou gentil ?"Pourquoi ? Reponse correct: L'enfant utilisera les informations du texte pour justifier sa reponse. Par exemple: Mechant parce qu'il a vole et gentil parce qu'il a rendu le gros os. <i>Q8. Was this cat a mean or nice cat? Why?</i> <i>Correct answer: The child could use the information in the text to justify their answer.</i> <i>For example: Mean because he stole and nice because he gave the big bone back.</i>	
	story_tot	Total score for oral comprehension test (Sum of story_q1 – story_q8)	Numeric, 0-8 Use this variable for data analysis

17. Identification de nombre et d'expression Number identification and expression	This game involved the child correctly naming numbers, when shown the figure on paper. Each test item corresponds to a letter. If the child named the figure incorrectly or hesitated for more than 5 seconds it was marked as incorrect.		
	numbers_4	4	0= incorrect 1=correct
	numbers_2	2	
	numbers_10	10	
	numbers_5	5	
	numbers_7	7	
	numbers_6	6	
	numbers_9	9	
	numbers_8	8	
	numbers_3	3	
	numbers_1	1	
	numbers_review_instruction	The test was stopped if the child correctly identified 3 numbers or less, and the rest of the numbers were marked incorrectly and the investigator progressed to the next test.	1=stop the test 2=continue with the test
	numbers_13	13	0= incorrect 1=correct
	numbers_14	14	
	numbers_17	17	
	numbers_19	19	
	numbers_16	16	
	numbers_15	15	
	numbers_18	18	
	numbers_11	11	
	numbers_12	12	
	numbers_20	20	

18. Choisit correctement nombre d'objets quand dit un certain nombre <i>Picking correct number of items when given a name</i>	quantity_3	When asked to give the evaluator 3 named objects (out of 20), the child gave the correct 3 items to the investigator within 10 seconds.	0= no 1= yes
	quantity_7	When asked to give the evaluator 7 named objects (out of 20), the child gave the correct 7 items to the investigator within 10 seconds.	
	quantity_15	When asked to give the evaluator 15 specific objects (out of 20), the child gave the correct 15 items to the investigator within 10 seconds.	
	quantity_persist	The child showed persistence in counting. Signs of persistence: A. The child stayed on the activity B. The child was not easily distracted C. The child did not want to stop the activities.	
	quantity_tot	Total score in "choosing the correct objects".	Numeric, 0-3 Use this variable for data analysis
19. Addition et Soustraction de base <i>Basic addition and subtraction</i>	math_1	Correctly added 2 to 3 (When prompted "I have 3 rocks and my friend gives me 2 more rocks, how many rocks do I have?")	0=incorrectly added 1=yes, added correctly and answered "5"
	math_2	Correctly added 2 plus 2 bicycles.	0=incorrectly added 1=yes, added correctly and answered "4"
	math_3	Correctly subtracted 1 from 3 tomatoes.	0= incorrectly subtracted 1=yes, subtracted correctly and answered "2"
	math_tot	Total "addition and subtraction score"	Numeric, 0-3 Use this variable for data analysis
20. Tailles et Longeurs <i>Sizes and lengths</i>	size_grand	The child correctly showed the biggest circle	0=no 1=yes
	size_petit	The child correctly showed the smallest circle	
	size_long	The child correctly showed the longest crayon	

	size_short	The child correctly showed the shortest crayon	
	size_5_tot	Total “sizes and length” score	Numeric, 0-4
21. Identifies les formes <i>Identifying shapes</i>	The child correctly identified the following shapes:		0= no 1=yes
	shapes_1	Circle	
	shapes_2	Rectangle	
	shapes_3	Triangle	
	shapes_4	Square	
	shapes_5	The child correctly identified something in their house which is shaped like a circle.	
	shapes_tot	Total score in “identifying shapes”	Numeric, 0-5 Use this variable for data analysis
22. Completer un schema <i>Pattern completion</i>	pattern_correct	The child correctly completed the bead pattern of a necklace	0= no 1=yes
23. Resolution de conflit <i>Resolving conflict</i>	conflict_1	The child gave an appropriate answer to resolve the conflict (in a picture)	0=no 1=yes
	conflict_2	Second appropriate answer given to resolve the conflict	
	conflict_tot	Sum of scores (conflict_1 + conflict_2)	Numeric, 0-2
24. Prise de perspective/reconnoitre les sentiments des autres <i>Empathy</i>	empathy_1	The child is shown a picture of a girl who fell and hurt herself. The child is asked “How do you think the girl feels at this moment?” Correct responses include: fear, pain, sad, felt like crying, or any other culturally acceptable response	0=incorrect response 1=correct response
	empathy_2	“What would you do to stop the girl from crying and to make her feel better?”	

		Correct responses: Ask an adult to help, kiss her, play with her or any acceptable response	
	empathy_3	"Anything else you could do?" Correct response: see examples above	
	empathy_tot	Sum of (empathy_1 + empathy_2 + empathy_3)	
25. Cloture <i>Observations</i> Observations recorded by the assessor about the behaviour or state of the child during the test battery	item10a_ob1	L'enfant a parcouru le matériel de travail avec intérêt et curiosité <i>The child could follow the material with interest and curiosity</i>	0=no 1=yes
	item10a_ob2	L'enfant a compris les instructions rapidement <i>The child understood the instructions quickly</i>	
	item10a_ob3	L'enfant était bien concentré tout au long des tests <i>The child concentrated well throughout the tests</i>	
	item10a_ob4	L'enfant était heureux / bavard / aimait participer aux tests <i>The child was happy/chatty/loved participating in the tests</i>	
	item10a_ob5	L'enfant était confiant et indépendant (n'a pas recherché mère/tutrice) <i>The child was confident and independent (wasn't looking for their mother or guardian)</i>	
	item10a_ob6	L'enfant était timide tout au long des essais <i>The child was shy throughout their attempts</i>	
	item10a_ob7	L'enfant a refusé de parler <i>The child refused to speak</i>	
	item10a_ob8	L'enfant était en détresse / a pleuré tout au long des tests <i>The child was distressed/cried throughout the tests.</i>	

	item10a_ob9	L'enfant a été facilement distrait pendant les tests <i>The child was easily distracted during the tests.</i>	
	item10a_ob10	L'enfant était perturbateur et pas coopératif lors des tests <i>The child was disruptive and not cooperative during the tests.</i>	
	item10b_ob1	L'enfant était fatigué ou avait faim le jour de l'enquête <i>The child was tired or hungry on the day of the assessment.</i>	
	item10b_ob2	L'enfant était malade le jour de l'enquête. <i>The child was sick on the day of the assessment.</i>	
	item10b_ob4	L'enfant a complètement refusé à faire les tests. <i>The child completely refused to do the tests.</i>	
	item10b_ob5	Ont utilisé un traducteur pour faire les tests avec l'enfant. <i>A translator was used to do the tests with the child.</i>	
	item10b_ob6	Est-ce que l'enfant enregistré dans une CDPE (jardin d'enfants)? <i>Is the child enrolled in a preschool (kindergarten)?</i>	
	item10b_ob3	L'enfant avait un handicap (par exemple ne pouvait pas entendre ou à parler) <i>The child had a disability (for example couldn't hear or speak)</i>	
	item10b_ob3_handicap	Description of disability, if marked "yes" in item10b_ob3	Text field
Autres Commentaires <i>Other comments</i>	item11_comments	Other observations about the child or test conditions (free text field)	Text field